MEMORANDUM   July 30, 2020

TO: Board Members

FROM: Grenita Lathan, Ph.D.
              Interim Superintendent of Schools

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, PART B, 2018–2019**

CONTACT: Allison Matney, 713-556-6700

Attached is the Achieve 180 Program Evaluation, Part B: Progress Toward Goals and Objectives, 2018–2019. This report provides school and student achievement outcomes for the 2018–2019 cohort of 53 Achieve 180 Program schools, non-Achieve 180 schools, and the district. This report assesses changes in outcomes from 2016–2017 (baseline) to 2018–2019 (Year 2), as part of a three-year evaluation. Part A of this report described the multifaceted program implementation effort aligned with its six pillars of best practice for school improvement, including End-of-Year summary reports from HISD administrators, implementation ratings for each centralized support, and suggestions for program improvement.

Key outcomes included:
- Achieve 180 Program participation increased from 44 schools with 36,886 students in 2017–2018 (Year 1) to 53 schools with 42,478 students in 2018–2019 (Year 2), an increase of 15 percent (or 5,592 students), with 22,259 students participating in both years.
- Student enrollment in HISD decreased each year from 2016–2017 (baseline) to 2018–2019 (Year 2), with a slightly smaller reduction within Achieve 180 Program schools (2.9 percent) than the reduction experienced districtwide and within non-Achieve 180 schools (3.0 percent each).
- The proportions of Achieve 180 Program schools with school leaders rated Effective or Highly Effective increased from 56 percent in 2016–2017 (baseline) to 73 percent in 2018–2019 (Year 2), while the proportion of non-Achieve 180 schools with school leaders rated Effective or Highly Effective decreased from 98 percent in 2016–2017 (baseline) to 87 percent in 2018–2019 (Year 2), reducing the gap by 28 percentage points.
- Achieve 180 Program campuses employed Effective and Highly Effective teachers at a declining rate, from 83 percent in 2016–2017 to 80 percent in 2018–2019, while non-Achieve 180 campus rates increased (90 percent in 2016–2017 to about 92 percent in 2018–2019), and the gap grew 60 percent (7.1 percentage points in 2016–2017 to 11.3 percentage points in 2018–2019).
- Promotion rates for non-Achieve 180 students increased 0.5 percentage points (from 97.8 percent to 98.3 percent), while Achieve 180 Program students experienced a 0.2 percentage-point decrease from 2016–2017 (97.7 percent) to 2018–2019 (97.5 percent).
- The percentage of cohort students who performed at the Did Not Meet grade level standards on STAAR 3–8 Reading and Mathematics tests decreased and the total percentage of cohort students who performed at the Approaches, Meets, or Masters grade level standards increased more for Achieve 180 Program students (47 percent and 45 percent, respectively) than for non-Achieve 180 students (29 percent and 28 percent, respectively), from 2018 to 2019, however, a 17 percentage-points gap remained.
- The 2019 performance gap between Achieve 180 Program students and their non-Achieve 180 peers was smaller than the 2017 performance gap in each subject assessed for students who met or exceeded on STAAR End-of-Course (EOC) Approaches passing standards on Algebra I, Biology, English I, English II, and US History exams, with gap reductions that ranged from five percentage points (US History) to 12 percentage points (Algrebra I).

- Among the 53 2018–2019 Achieve 180 Program schools, nine (82 percent) out of the 11 rated IR or NR-H in 2017–2018 were assigned a Met Standard/A, B, C, or D rating in 2018–2019.
- HISD's Board of Education and the Achieve 180 Program shared three key goals in 2018–2019 and met Goal 1 (three percentage-point increase in students performing at or above Meets Grade Level standard on STAAR grade 3 Reading through English II), exceeded Goal 2 (as measured by a district-calculated postsecondary readiness indicator 2018 goal of 55 score of graduates), but did not meet Goal 3 (three percentage-point increase in students who had previously failed the STAAR exams showing at least one year's growth on Reading or Mathematics STAAR 3–8 or English I or Algebra I STAAR EOC exams).

The outcomes detailed in this report (e.g., principal and teacher quality and retention, teacher and student attendance, disciplinary actions, Career and Technical Education participation and certification, promotion and graduation rates, and Universal Screener, Advanced Placement, PSAT/NMSQT, SAT, ACT, and STAAR/STAAR EOC exam participation and performance) are expected to be impacted by the targets of the multifaceted Achieve 180 Program interventions designed to increase Leadership Excellence (Pillar I), Teaching Excellence (Pillar II), Instructional Excellence (Pillar III), and to improve School Design (Pillar IV), Social and Emotional Learning Support (Pillar V), and Family and Community Empowerment (Pillar VI). Through these targets, the program expected to improve educators and schools, improve student learning, and increase student achievement in 2018–2019. The extent to which the program impacted its targets in 2018–2019 is expected to be reflected in the results of the comprehensive measures reviewed in this report, which indicate some positive findings along with some continuing challenges. The gains being made to turn these schools around are apparent in staffing priorities that address ongoing vacancies, increasing retention rates of Effective or Highly Effective teachers who received stipends/incentives, improvement in employing school leaders rated Effective or Highly Effective, increased student participation in more rigorous coursework and exams and in four-year college enrollment, and some gap reductions on various student performance measures, which exist within the context of long-standing deficits. Both the positive results and the challenges point us towards areas that necessitate sustained, favorable change, if the Achieve 180 Program is to be successful in improving the trajectory for its educators, students, and communities in the longer term.

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

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Attachment

cc: Nicole Moore
    Claude Cox
    Leon Scott
    Andres Salas
    Superintendent's Direct Reports
    Area Superintendents
    School Support Officers

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

ACHIEVE 180 PROGRAM EVALUATION, PART B: PROGRESS TOWARD GOALS AND OBJECTIVES 2018-2019

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

2020 BOARD OF EDUCATION

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Executive Summary

Program Description

The Houston Independent School District (HISD) launched the Achieve 180 Program in 2017–2018. The program is centered upon a comprehensive action plan to increase student achievement at schools that received the Texas Education Agency (TEA) Campus Accountability rating of "Improvement Required" (IR) in 2016–2017 and/or 2017–2018 as well as at former IR schools in the respective years. The program's six pillars of school improvement – Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment – guide the framework to strategically transform educational processes at the Achieve 180 Program schools.

In 2017–2018 (Year 1), there were 44 participating Achieve 180 Program schools with a total of 36,886 students. Based on the preliminary (for Shearn ES only) or final 2017–2018 ratings, the following school year 2018–2019 (Year 2) resulted in 53 participating schools with more than 2,300 teachers and 42,500 students. The additional 2018–2019 schools were comprised of five campuses that were not rated due to the Not Rated: Harvey Provision and five campuses that were rated IR in 2017–2018.

The 53 Achieve 180 Program schools in 2018–2019 were grouped into four treatment groups (called "Tiers") based on their final 2017–2018 TEA Accountability Ratings, number of years with the ratings, the campus' level of support needed to turn the school around, and the specific HISD school office assigned to address the campus' needs. Based on the Achieve 180 Program Logic Model for 2018–2019 (**Appendix A**, **Figure A-1**, p. 135), intervention strategies, known as centralized supports, aligned with the program's six pillars of school improvement were developed and implemented based on the schools' specified Tier and individualized needs. The Achieve 180 Schools Office supported 36 schools with the greatest level of need in Tiers 3, 2, and 1A. The regularly assigned schools offices supported 17 schools with the lowest level of need in Tier 1B. The Methods section in **Appendix A**, p. 136–145, includes the data collection strategies for identifying the 2018–2019 Achieve 180 Program schools and students. **Appendix B**, **Figure B-1** and **Figure B-2**, pp. 146–147, provide student enrollment and demographics by Achieve 180 Program affiliation.

The purpose of the **2018–2019 (Year 2) report, Part A** was to delineate the 2018–2019 (Year 2) program implementation activities and preliminary findings for the 53 schools participating in the Achieve 180 Program in 2018–2019. The implementation activities that supported this massive program have been detailed in Achieve 180 Program 2018–2019 End of Year reports collected from Pillar Owners in June 2019. These reports have been published in Part A of this report and may be found online here.

The purpose of this **2018–2019 (Year 2) report, Part B** is to determine changes in program outcomes from 2016–2017 (baseline) to 2018–2019 (Year 2) and to assess progress made toward program goals and objectives in 2018–2019 (Year 2) for the 53 schools participating in the Achieve 180 Program in 2018–2019. The 2019–2020 (Year 3) evaluation will be conducted to summarize program implementation and assess the effects of the Achieve 180 Program. **Unless otherwise specified in this report, results are presented for the same 53 2018–2019 Achieve 180 Program schools for 2016–2017 (baseline year), 2017−2018 (Year 1), and 2018–2019 (Year 2)**.

Highlights

2018–2019 Achieve 180 Program Schools by Treatment Group/Tier

Tier 3 (N=12 schools) IR 2–8, Supt. FIR	Tier 2 (N=12 schools) New IR, NR, FIR	Tier 1A (N=12 schools) Former IR 1 YR	Tier 1B (N=11 schools) Former IR 2 YRS
Blackshear ES – (FIR)	Attucks MS (IR1) – NR	Bonham ES – (FIR)	Bellfort ECC – Paired
Dogan ES – (FIR)	Bruce ES – (FIR)	Fondren ES^ – (FIR)	Cook ES – (FIR)
Henry MS (IR4) – NR	Cullen MS – (FIR)	Gregory-Lincoln PK–8–(FIR)	Edison MS – (FIR)
Highland Heights ES (IR5) – NR	Deady MS* – NR	Hilliard ES – (FIR)	Gallegos ES – (FIR)
Kashmere HS (IR8) – NR	Foerster ES (FIR) – NR	Lawson MS – (FIR)	Kashmere Gardens ES – (FIR)
Mading ES – (FIR)	Forest Brook MS – (FIR)	Liberty HS – (FIR)	Key MS – (FIR)
North Forest HS (IR3) – NR	High School Ahead MS^ – NR	Looscan ES^ – (FIR)	Lewis ES – (FIR)
Washington HS (IR2) – NR	Holland MS*^ – NR	Montgomery ES^ – (FIR)	Martinez, C. ES – (FIR)
Wesley ES – (FIR)	Madison HS – (FIR)	Pugh ES – (FIR)	Milby HS – (FIR)
Wheatley HS (IR6) – NR	Sugar Grove MS* (IR1)	Sharpstown HS – (FIR)	Westbury HS – (FIR)
Woodson ES – (FIR)	Williams MS* – NR	Stevens ES^ – (FIR)	Young ES – (FIR)
Worthing HS – (FIR)	Yates HS – NR	Texas Connections^ – (FIR)	**Tier 1B Support (N=6) New IR, NR**
Tiers 3, 2, and 1A – Supported through the Achieve 180 Office of School Support			Codwell ES* (IR1)

Source: Achieve 180 Program Administration, 2018–2019; Leadership and Development, 2019

Notes: Based on final 2017–2018 TEA Campus Accountability Ratings.
Supt. means 2017–2018 Superintendents' Schools.
IR with a number means consecutive years a campus had been rated Improvement Required (IR).
FIR means formerly rated Improvement Required.
NR means Not Rated in 2017–2018 due to the Not Rated: Harvey Provision.
*Indicates a new Achieve 180 Program participant for 2018–2019.
^Indicates Non-TSL Grant participant.

Tier 1B Support (N=6):
Codwell ES* (IR1)
Marshall ES*^ (IR1)
Reagan Ed. Ctr. K–8*– NR
~Shearn ES*^ (IR1)
Sherman ES*^ (IR1)
Thomas MS*– NR

Tier 1B – Supported through other Offices of School Support

- Four treatment groups or Tiers were formed for the 53 underserved, underperforming Achieve 180 Program schools, based on the schools' TEA Accountability Ratings at the end of the 2017–2018 (Year 1) school year.

- Program resources, strategies, and activities were developed and implemented for the schools based on their specified treatment group/Tier.

Notes: ~Shearn ES won appeal and received final 2017–2018 rating of "Met" Standard.
Two 2017–2018 Achieve 180 Program schools closed.

2018–2019 Achieve 180 Program Budget and Categories of Expenditures

Substitute Teachers 8% ($2,204,713)

Contract and Consulting Services 1% ($167,929)

Educational Materials and Technology <1% ($46,947)

Total Program Budget $32,623,282

Total Program Expenditures $26,564,169 (81%)

Extra Pay (Stipends and Incentives) 46% ($12,314,869)

Employment/Benefits (incl. Tuition, Travel, Fees) 42% ($11,044,866)

Extra Pay (Extended-Day) 3% ($730,031)

Operating Costs (incl. Equipment, Rentals, Food) <1% ($54,814)

Program expenditures were utilized to attract, employ, develop, or support instructional and administrative staff at these high-need schools.

Highlights

Achieve 180 Program Schools, 2017–2018 (Year 1) and 2018–2019 (Year 2)

- The number of Achieve 180 Program schools increased by 20.5 percent from 44 schools in 2017–2018 to 53 campuses in 2018–2019, with 81.1 percent of the schools participating in both 2017–2018 and 2018–2019.

- The number of Achieve 180 Program Early Childhood Centers (ECC) and combined-level grades 3–12 schools remained constant at one and the number of combined-level grades K-8 schools* remained constant at two from 2017–2018 to 2018–2019.

- The number of Achieve 180 Program elementary schools increased by 25.0 percent, middle schools increased by 62.5 percent, and high schools decreased by 8.3 percent from 2017–2018 to 2018–2019.
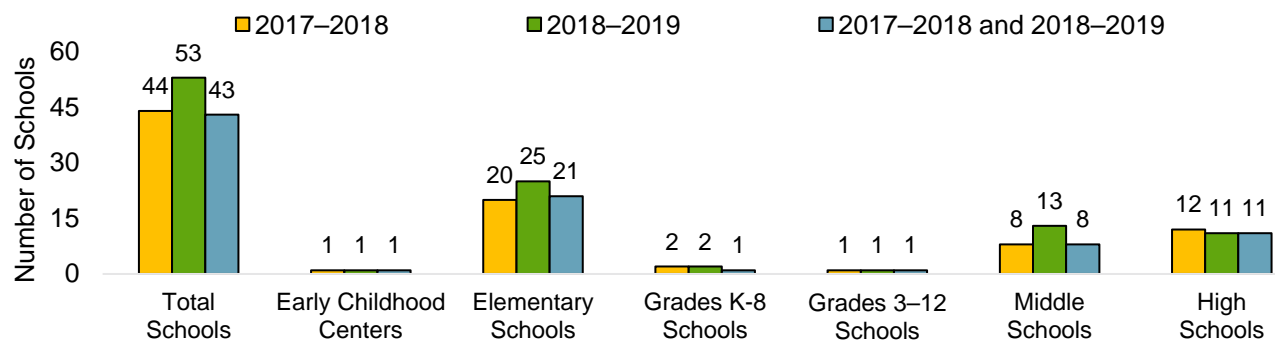
Note: One K-8 school became an elementary school and one high school closed.

Achieve 180 Program Student Enrollment, 2017–2018 (Year 1) and 2018–2019 (Year 2)

- With the number of schools increasing from 44 to 53, the number of students enrolled in Achieve 180 Program schools also increased by 15.2 percent from 2017–2018 (Year 1) to 2018–2019 (Year 2).

- Of the students enrolled in an Achieve 180 Program school in 2018–2019 (Year 2), 52.4 percent of them were previously enrolled in an Achieve 180 Program school in 2017–2018 (Year 1).
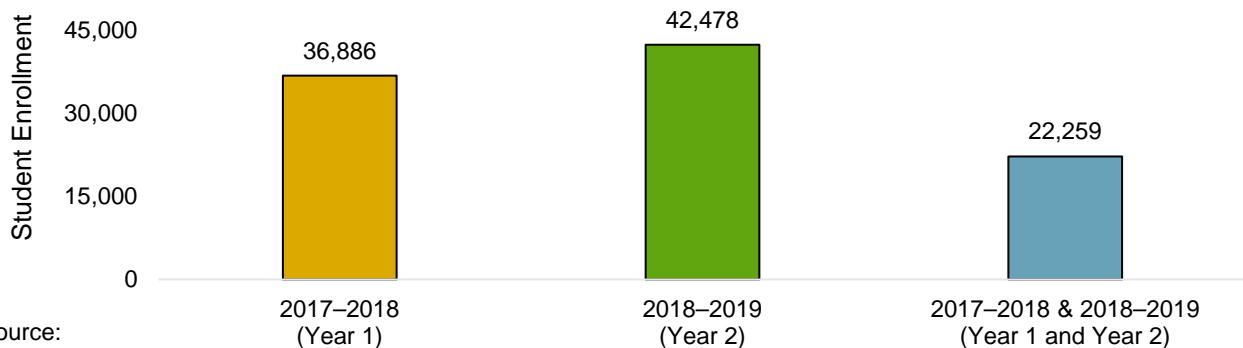
Source:
Fall PEIMS, ADA>0

Highlights

2018–2019 Achieve 180 Program Schools' Student Enrollment, 2016–2017 to 2018–2019

Based on the group of 53 Achieve 180 Program schools in 2018–2019 (Year 2):

- Across three years, student enrollment in Achieve 180 Program schools decreased by 2.9 percent from 2016–2017 to 2018–2019.

- By school year, student enrollment in Achieve 180 Program schools decreased by 0.4 percent from 2016–2017 to 2017–2018 and decreased nearly 2.6 percent from 2017–2018 to 2018–2019.

Source:
Fall PEIMS, ADA>0

- 20% of HISD's students attended Achieve 180 Program Schools in 2018–2019 (Year 2), with most of them attending Tier 1A and Tier 1B schools (those receiving lighter levels of program support).

Total Achieve 180 Program Students N = 42,478

Tier 1A Students, N=13,385 6%
Tier 1B Students, N=12,927 6%
Tier 2 Students, N=8,193 4%
Tier 3 Students, N=7,973 4%
Non-Achieve 180 Students N=166,562 80%

Source:
Fall PEIMS, ADA>0

School Leader Appraisal Ratings, Baseline to Year 2

- The percentage of campuses with school leaders that received an Effective or Highly Effective rating increased from 2016–2017 (Baseline) to 2017–2018 (Year 1), and decreased from 2017–2018 (Year 1) to 2018–2019 (Year 2), with Achieve 180 Program school leaders having greater improvement than found among non-Achieve 180 Program school leaders from 2016–2017 to 2018–2019, reducing the gap 28 ppts.

Source: 2016–2017, 2017–2018, and 2018–2019 School Leader Scorecards; Note: ppts. means percentage points.

Highlights

Retention of Principals by School Leader Appraisal Ratings, Baseline to Year 2

- The percentage of HISD, non-Achieve 180, and Achieve 180 Program schools with school leaders who were rated Effective (Level 3) or Highly Effective (Level 4) at EOY and principals were retained at BOY of the following year increased from 2016–2017 (Baseline) to 2018–2019 (Year 2), with Achieve 180 Program schools having greater increases than found among non-Achieve 180 schools, reducing the principal retention gap by 11 ppts. for schools with Effective and Highly Effective school leaders.

- From 2016–2017 (Baseline) to 2018–2019 (Year 2), at schools with school leaders who were rated Ineffective (Level 1) or Needs Improvement (Level 2) at EOY, the retention of the principals at BOY of the following year increased only among Achieve 180 Program schools (three ppts).
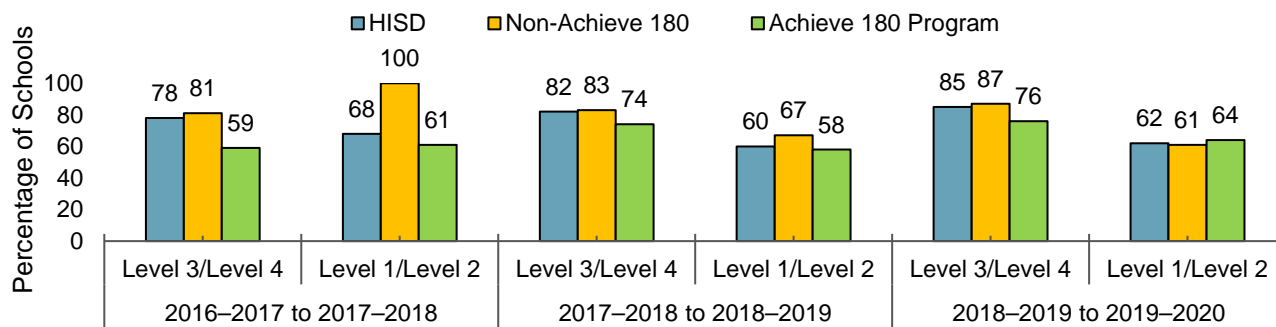
Source: 2016–2017, 2017–2018, and 2018–2019 School Leader Scorecards; ppts. means percentage points.

Teacher Appraisal and Development (TADS) Ratings, Baseline to Year 2

- In 2016–2017, 10,810 (67.8%) out of 15,952 full-time HISD teachers had Teacher Appraisal and Development System (TADS) summative ratings, which increased to 80.8 percent (10,911 out of 13,511) of full-time teachers with summative ratings in 2017–2018 and 81.4 percent (10,453 out of 12,840) of full-time teachers with summative ratings in 2018–2019 (p. 37).

- The percentage of Effective/Highly Effective teachers on non-Achieve 180 campuses increased each year from 2016–2017 to 2018–2019, while the rate decreased on Achieve 180 Program campuses each year.

- The gap between the percentage of Effective/Highly Effective teachers on non-Achieve 180 and Achieve 180 Program campuses grew by 60 percent from 7.1 ppts. in 2016–2017 to 11.3 ppts. in 2018–2019.
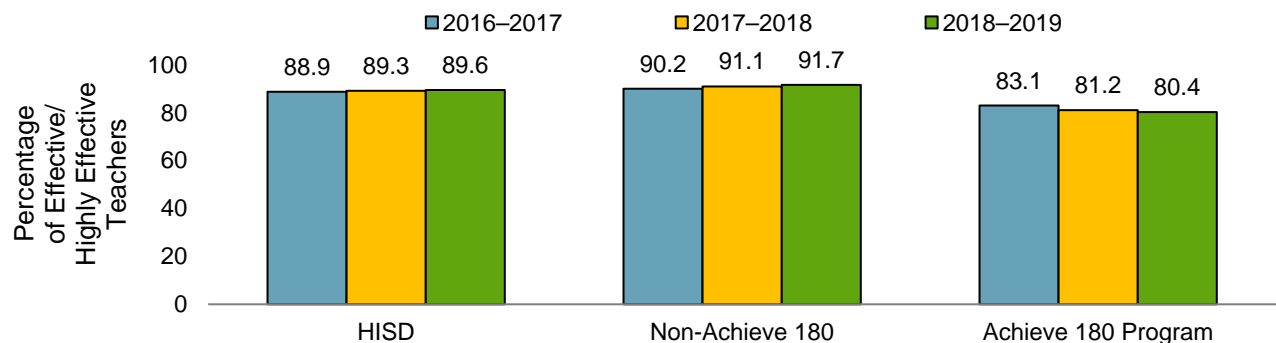
Source: 2016–2017, 2017–2018, and 2018–2019 Teacher Rosters and TADS Tools (10/23/17, 10/22/18, and 12/4/19, respectively).

Note: ppts. means percentage points.

Highlights

Teacher Retention by Teacher Appraisal and Development (TADS) Ratings, Baseline to Year 2

- Only Tier 1A showed a net gain (0.1 ppt.) in the percentage of Effective and Highly Effective Achieve 180 Program teachers from 2016–2017 to 2018–2019, while non-Achieve 180 teachers made a 1.5 ppt. gain.

■ 2016–2017   ■ 2017–2018   ■ 2018–2019

Bar chart: Percentage of Effective/Highly Effective Teachers

	2016–2017	2017–2018	2018–2019
Non-Achieve 180	90.2	91.1	91.7
Achieve 180 Program	83.1	81.2	80.4
Tier 3	84.9	77.7	77.7
Tier 2	78.1	81.4	73.3
Tier 1B	84.7	83.9	84.1
Tier 1A	84.1	80.0	84.2
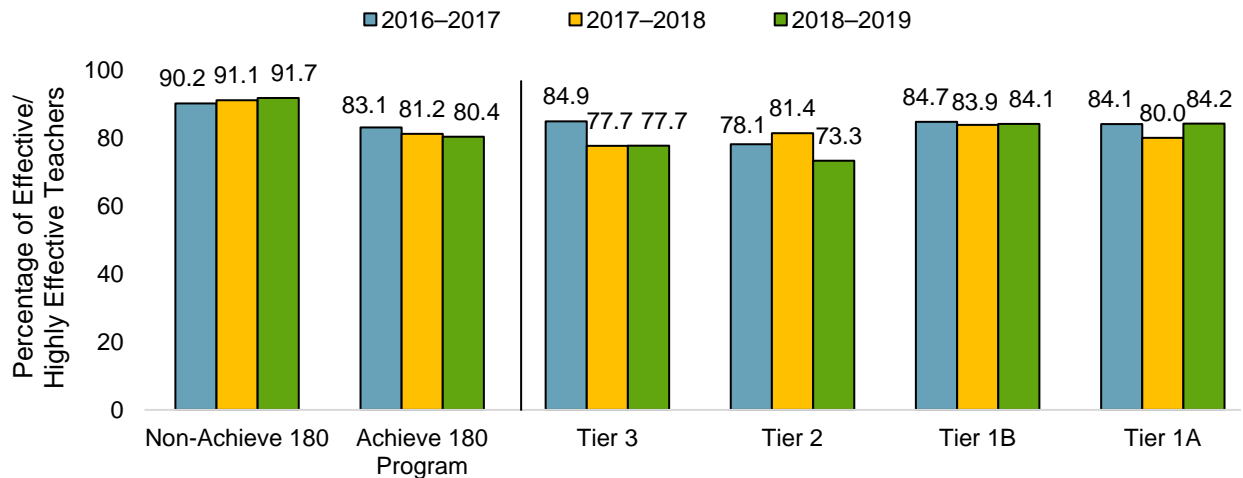
2018–2019 Achieve 180 Program Teacher Attendance from Baseline to Year 2

- Teacher attendance rates improved at Achieve 180 Program schools, overall (0.9 ppt.), and within each Achieve 180 program treatment group or Tier, while non-Achieve 180 schools had a decline (0.2 ppt.).

- Teacher attendance gains were larger for the Achieve 180 Program than for the district from 2016–2017 to 2018–2019. Achieve 180 Program treatment group gains ranged from 0.5 ppt. (Tier 3) to 1.0 ppt. (Tier 1A).

	HISD (N=266)	Non-Achieve 180 (N=214)	Achieve 180 Program (N=52)	Tier 3 (N=12)	Tier 2 (N=12)	Tier 1A (N=11)	Tier 1B (N=17)
■ 2016–2017	95.0	95.2	94.3	94.1	94.3	94.3	94.5
■ 2017–2018	96.0	95.9	96.1	96.7	95.6	96.4	95.9
■ 2018–2019	95.1	95.0	95.2	94.6	95.2	95.3	95.4
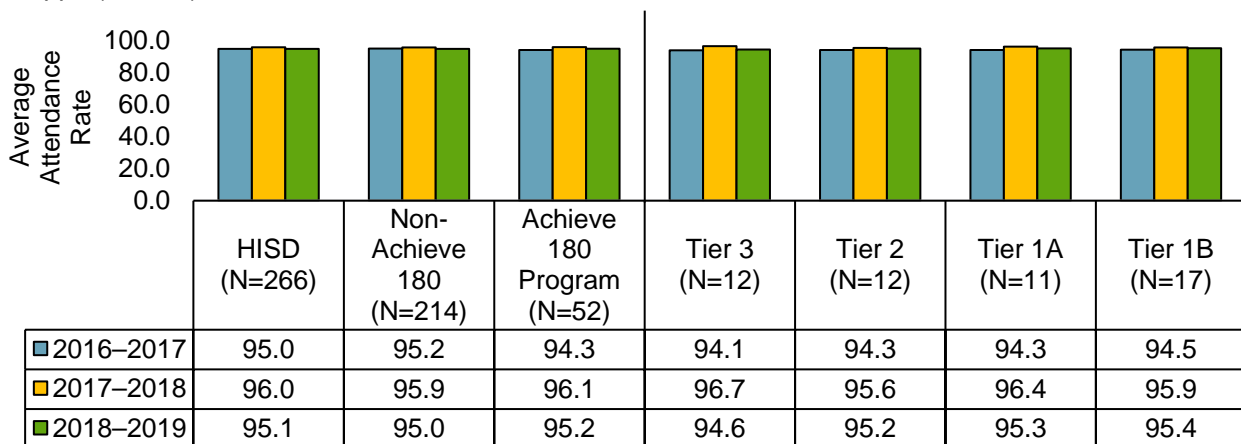
Note: ppt. means percentage-point or percentage point.

Highlights

Universal Screener Renaissance 360, 2018–2019 (Year 2)

- On Renaissance 360 Early Literacy, Reading, and Mathematics tests from BOY to EOY in 2018–2019, **non-Achieve 180 students** reduced the percentages of students needing Urgent Intervention or Intervention while increasing the percentages of students who performed At/Above Benchmark on all assessments in English and in Spanish.
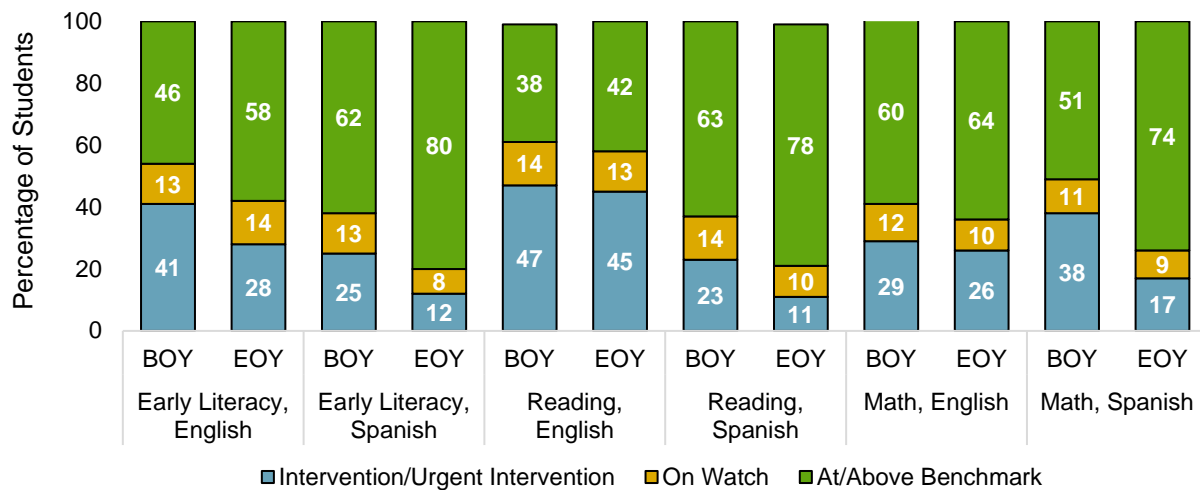
- On Renaissance 360 Early Literacy, Reading, and Mathematics tests from BOY to EOY in 2018–2019, **Achieve 180 Program students** reduced the percentages of students needing Urgent Intervention or Intervention while increasing the percentages of students who performed At/Above Benchmark on all assessments except Reading and Mathematics tests in English.
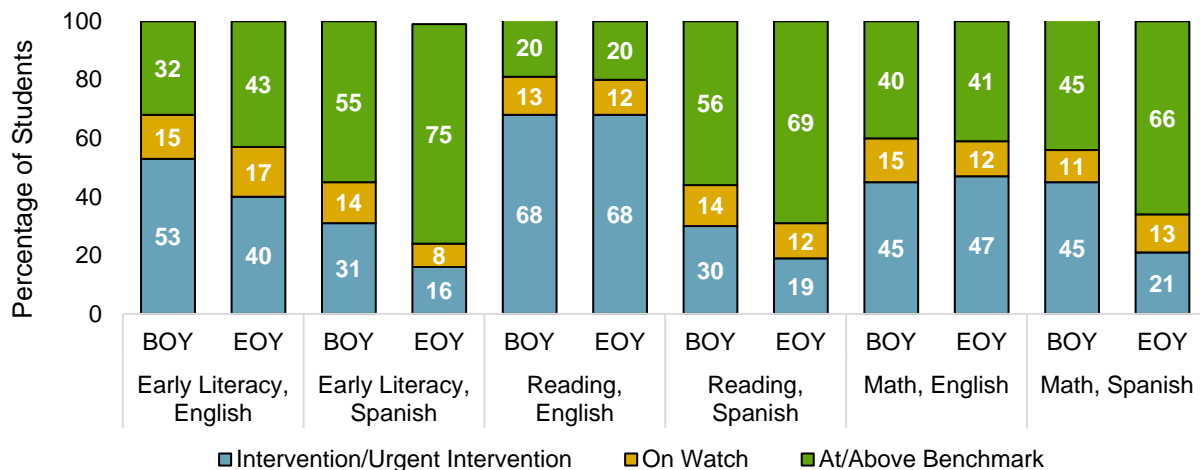
- Students in all Achieve 180 Program treatment groups reduced the percentages of students needing Urgent Intervention or Intervention while increasing the percentages of students who performed At/Above Benchmark on Renaissance 360 Early Literacy tests in English and Reading and Mathematics tests in Spanish from BOY to EOY in 2018–2019, except Tier 2 students taking Early Literacy tests in English (pp. 47, 175, 178, 182).

Highlights

Career and Technical Education (CTE) Participation and Performance

- Achieve 180 Program participation in a coherent sequence of CTE courses increased 1.6 ppts., while non-Achieve 180 participation increased 3.7 ppts. from 2016–2017 to 2018–2019 (p. 49).

- In 2018–2019, 84.4 percent of HISD students passed the Industry-based Certification exams (p. 52–53), with passing rates nearly 17 ppts. higher for non-Achieve 180 than for Achieve 180 Program students (below).

- Five out of eight (62.5%) of Achieve 180 Program schools and 13 out of 19 (68.4%) of non-Achieve 180 schools with at least five students who tested on the Industry-based Certification exams in 2018–2019, had passing rates higher than 85 percent (p. 194).

	■ 2018–2019 CTE Certification Pass Rate	□ 2018–2019 CTE Certification Fail Rate
HISD (N=31)	84.4	15.6
Non-Achieve 180 High Schools (N=21)	88.0	12.0
Achieve 180 High Schools (N=10)	71.1	16.1
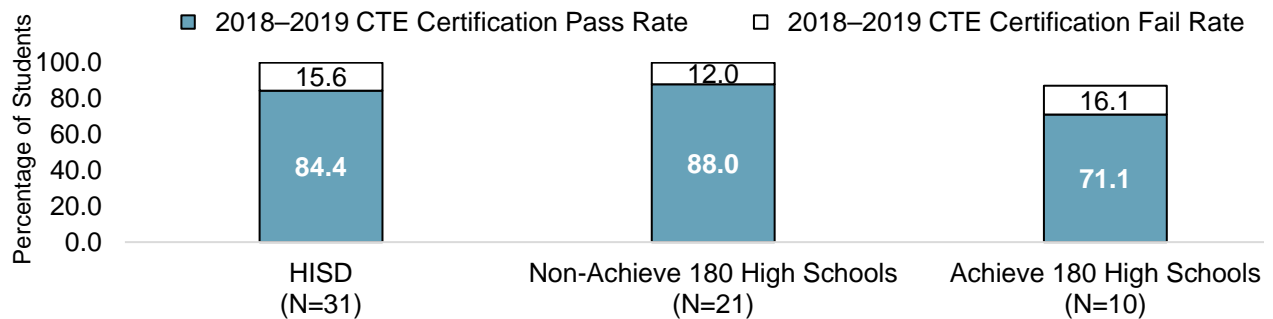
Advanced Placement Examinations

- Grade 9–12 student participation in Advanced Placement (AP) examinations increased 23.7 percent among Achieve 180 Program students, while it decreased 1.4 percent among non-Achieve 180 students from 2016–2017 to 2018–2019 (p. 54).

- HISD students, including non-Achieve 180 students had higher percentages of AP exams on which students scored three or higher than Achieve 180 Program students who scored three or higher, overall, with only Tier 1A students exceeding the district's average each year. However, increases for Tier 3 and Tier 2 from 2016–2017 to 2018–2019 exceeded that of the district.

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
2016–2017	34.7	37.1	16.3	2.3	4.5	46.4	16.1
2017–2018	36.9	39.6	17.7	3.6	6.9	38.6	18.9
2018–2019	39.0	42.1	19.5	7.7	9.7	41.9	20.4
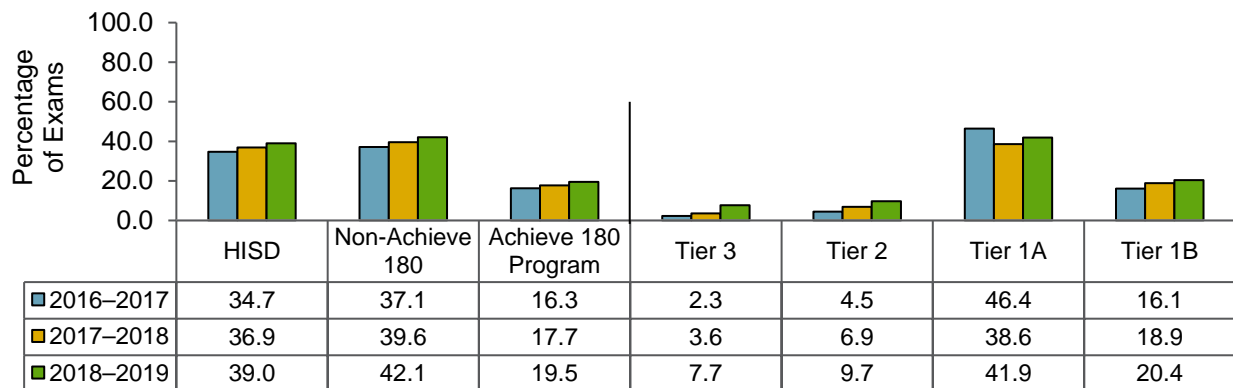
Note: ppts. means percentage points.

Highlights

College Readiness Examinations

- The Fall 2017 and Fall 2018 PSAT participation rates for students at non-Achieve 180 schools were about 23 ppts. higher than the rates for students at Achieve 180 Program schools, overall, with a 0.2 ppt. increase in the participation gap from 2017 to 2018 (p. 56).

- In Fall 2018, a higher percentage of Achieve 180 Program students scored at or above criterion on PSAT Evidence-based Reading and Writing (ERW) and Math exams than in Fall 2017. The performance gap on the ERW exam widened by 1.2 ppts. and was reduced -2.5 ppts. on Math exams.
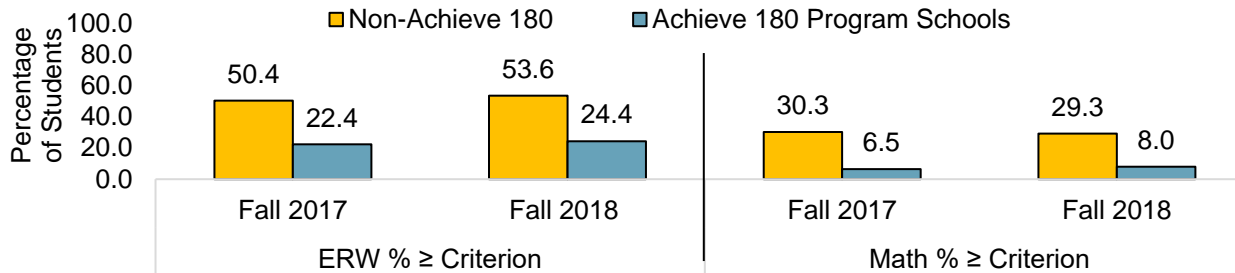
- The 2017 SAT participation gap between non-Achieve 180 (92.9 percent) and Achieve 180 Program (67.7 percent) students was 25.2 ppts., which increased to 30.3 ppts. in 2018 when participation rates increased to 98.3 percent and 68.0 percent, respectively (p. 58).

- The 20+ ppt. performance gap between non-Achieve 180 and Achieve 180 Program students in the percentage of students who scored at or above criterion (combined) on SAT exams decreased -0.3 ppts. from 2017 to 2018, with performance increases of 0.1 ppt. and 0.4 ppt., respectively.
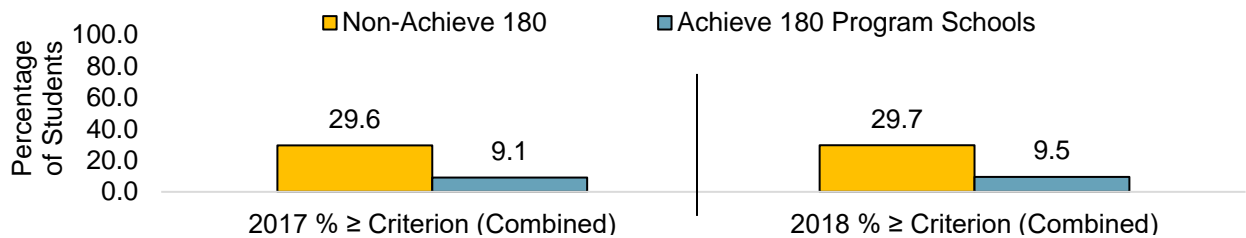
- The 2017 ACT participation gap between non-Achieve 180 (20.9 percent) and Achieve 180 Program (8.3 percent) students was 12.6 ppts., which was reduced to 10.8 ppts. in 2018 when participation rates decreased to 18.6 percent and 7.8 percent, respectively (p. 59).

- The performance gap between the percentages of non-Achieve 180 and Achieve 180 students who scored at or above criteria increased by 2.1 ppts. from 2017 to 2018, with increases (2.6 ppts. and 1.4 ppts., respectively) in the percentages of students scoring at or above criteria on ACT exams (met four).
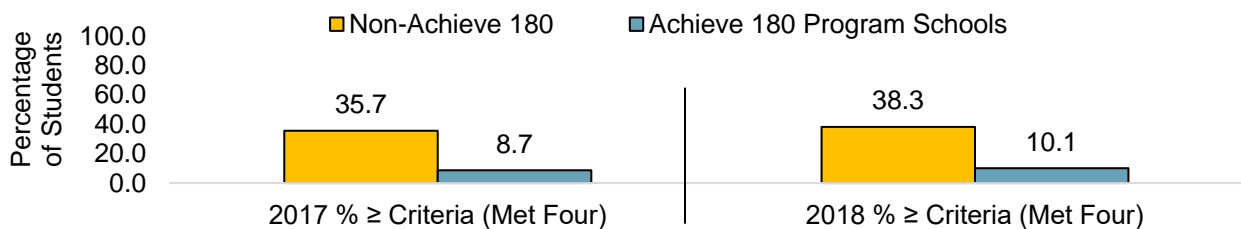
Notes: Fall 2017 (PSAT) and Class of 2017 (SAT and ACT) rates are baseline for the Achieve 180 Program given that PSAT, SAT, and ACT are lagging indicators. ppts. means percentage-points.

Highlights

2018–2019 Achieve 180 Program Student Attendance from Baseline to Year 2

- Districtwide and non-Achieve 180 student attendance rates were between 95.0 and 96.0 percent, while the Achieve 180 Program overall, had rates that were around 94.0 percent from 2016–2017 to 2018–2019.

- Cumulatively, from 2016–2017 to 2018–2019, Achieve 180 Program student attendance rates showed the same decrease as HISD and non-Achieve 180 student attendance rates.

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
2016–2017	95.5	95.8	94.1	91.7	92.4	96.4	94.4
2017–2018	95.4	95.8	93.8	91.5	91.6	96.2	94.3
2018–2019	95.3	95.6	93.9	91.5	91.9	96.1	94.4
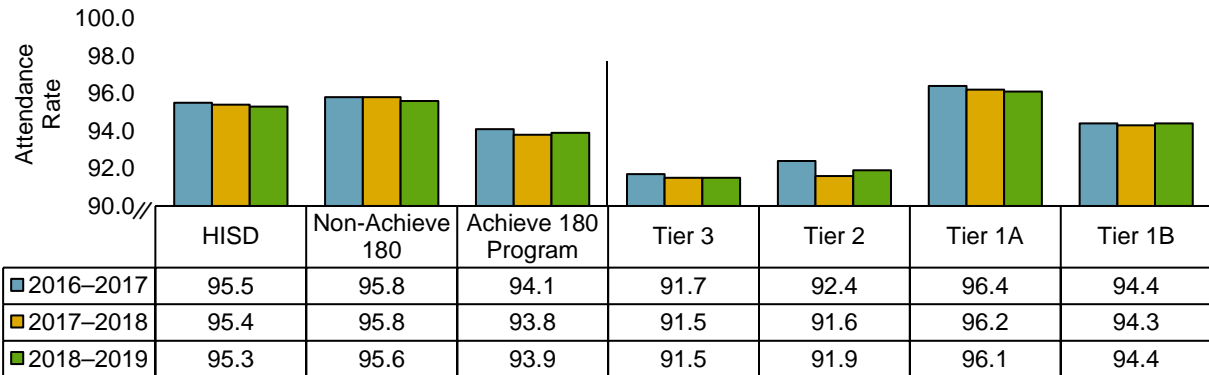
Source: 2016–2017, 2017–2018, and 2018–2019 PEIMS Average Daily Attendance (ADA) Databases

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- Overall, Achieve 180 Program chronic absence rates were roughly two times higher than non-Achieve 180 chronic absence rates from 2016–2017 to 2018–2019.

- HISD and non-Achieve 180 chronic absence rates increased each year, while Achieve 180 Program chronic absence rates increased in 2017–2018 and decreased in 2018–2019, reducing the performance gap between non-Achieve 180 and the Achieve 180 Program from 7.6 ppts. in 2016–2017 and 8.1 ppts. in 2017–2018 to 7.0 ppts. in 2018–2019.

	HISD	Non-Achieve 180	Achieve 180	Tier 3	Tier 2	Tier 1A	Tier 1B
2016–2017	8.3	6.8	14.4	21.3	18.3	8.9	12.8
2017–2018	9.1	7.5	15.6	23.4	21.5	9.0	13.4
2018–2019	9.3	7.9	14.9	22.8	19.9	9.4	12.6
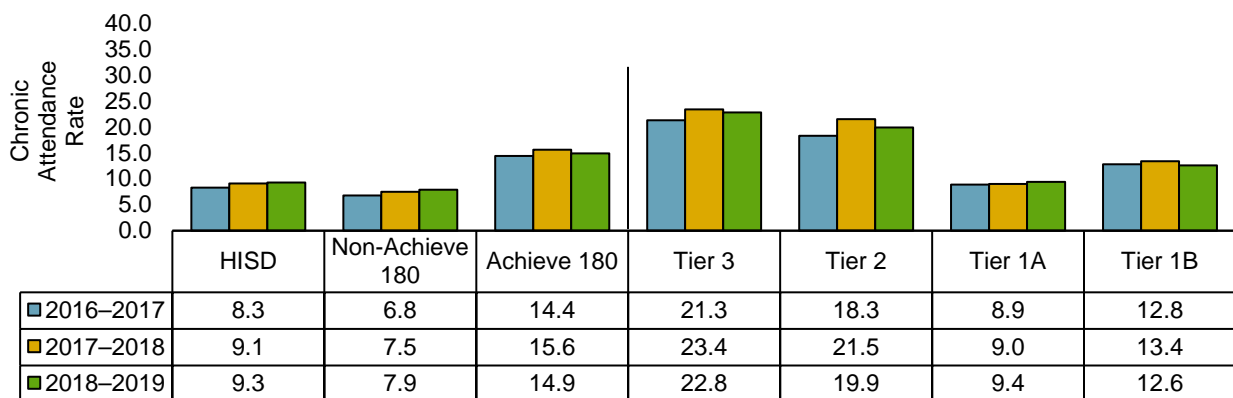
Source: 2016–2017, 2017–2018, and 2018–2019 PEIMS Average Daily Attendance (ADA) Databases
Note: ppts. means percentage points.

Highlights

2018–2019 HISD Disciplinary Actions from Baseline to Year 2

- Generally, from 2016–2017 to 2018–2019, the number of disciplinary actions per 100 students taken in the district has been at least two times greater at Achieve 180 Program schools than at non-Achieve 180 schools, except for JJAEP expulsions which have remained constant at less than one out of 100 students in each group, each year.

Decrease / No Change / Increase	2016–2017				2017–2018				2018–2019				2016–2017 to 2018–2019 Cumulative Change			
	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP
HISD	13	11	1	<1	10	11	<1	<1	12	13	1	<1	-1	2	0	0
Non-Achieve 180	10	7	<1	<1	8	7	<1	<1	9	9	<1	<1	-1	2	0	0
Achieve 180 Program	27	26	2	<1	21	26	2	<1	21	28	2	<1	-6	2	0	0
Tier 3	22	40	3	<1	20	33	2	<1	18	34	3	<1	-4	-6	0	0
Tier 2	42	48	4	<1	25	57	3	<1	30	65	5	<1	-12	17	1	0
Tier 1A	11	9	<1	<1	9	7	<1	<1	6	7	<1	<1	-5	-2	0	0
Tier 1B	38	22	1	<1	32	22	2	<1	32	24	2	<1	-6	2	1	0

- All groups showed reductions in in-school suspensions from 2016–2017 to 2018–2019.

- From 2016–2017 to 2018–2019, the gap between the rate of in-school suspensions for students at Achieve 180 Program schools and at non-Achieve 180 schools was reduced, while the gaps remained constant in the rates of disciplinary actions resulting in out-of-school suspensions and DAEP referrals.

- Only Tier 3 and Tier 1A students showed reductions in out-of-school suspensions from 2016–2017 to 2018–2019, with the rate of out-of-school suspensions in Tier 1A being equal to or better than the rate at non-Achieve 180 schools in 2017–2018 and 2018–2019.

- The rate of DAEP referrals remained constant in all groups, except for an increase of one per 100 students for Tier 2 and Tier 1B students from 2016–2017 to 2018–2019; however, the rate of DAEP referrals in Tier 1B was equal to the rate at non-Achieve 180 schools in 2017–2018 and 2018–2019.

- When considered by students' demographic characteristics, African American, economically disadvantaged, and special education students with disabilities were, typically, over-represented among students for whom disciplinary action was taken in each year tracked.

- HISD promotion rates have remained relatively stable around 98.0 percent from 2016–2017 to 2018–2019, with districtwide and non-Achieve 180 rates increasing 0.4 ppt. and 0.5 ppt., respectively, while Achieve 180 students' promotion rates were less stable than their counterparts and showed a 0.2 ppt. decline over the years tracked (from 97.7 percent to 97.5 percent).

Legend: ■ 2016–2017 ■ 2017–2018 ■ 2018–2019

	HISD	Non-Achieve 180	Achieve 180 Program
2016–2017	97.8	97.8	97.7
2017–2018	97.7	97.8	97.1
2018–2019	98.2	98.3	97.5
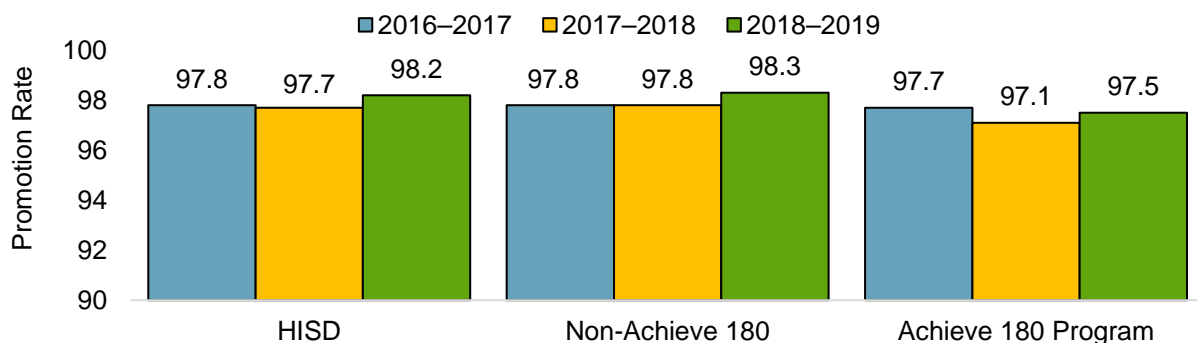
Note: ppt. means percentage point.

Highlights

Class of 2017 and Class of 2018 Four-Year Graduation Rates

- Non-Achieve 180 four-year graduation rates* were 87.2 percent in 2017 and 2018, while Achieve 180 Program rates were about 66 percent, nearly 21 ppts. lower than non-Achieve 180 rates each year, with a slightly larger gap between the Class of 2018 non-Achieve 180 and the Achieve 180 Program graduation rates (20.8 percentage-point gap) than the Class of 2017 graduation rates (20.9 percentage-point gap).
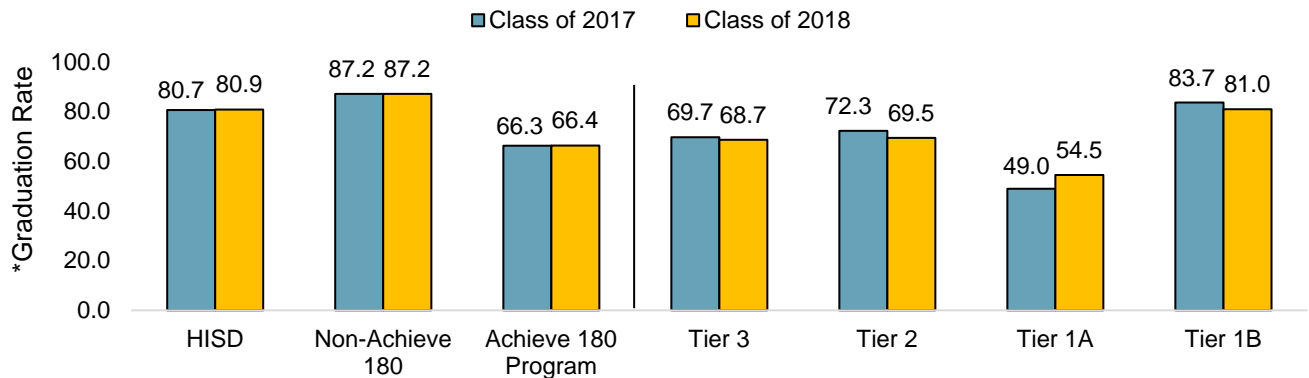
Notes: This is a lagging indicator. Class of 2017 rates are baseline; Class of 2018 are Year 1. *State rates (with exclusions).

- In each group identified, a larger percentage of graduates in the Class of 2018 than in the Class of 2017 graduated with Recommended High School Program/Distinguished Achievement Program/Foundation High School Program-with Endorsement/Foundation High School Program-with Distinguished Level of Achievement diplomas.

- The Class of 2018 Achieve 180 Program rate of graduates who earned Recommended High School Program/Distinguished Achievement Program/Foundation High School Program-with Endorsement/Foundation High School Program-with Distinguished Level of Achievement diplomas (92.9 percent) surpassed non-Achieve 180 Class of 2018 (92.8 percent) rate, with the Achieve 180 Program graduates making nearly twice the growth (9.2 ppts.) of their non-Achieve 180 peers (4.7 ppts.).
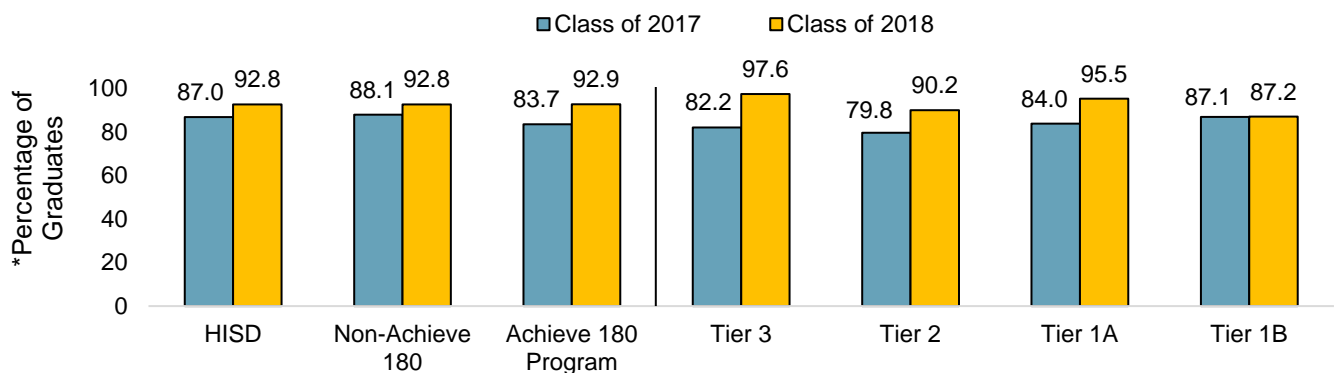
Notes: This is a lagging indicator. Class of 2017 rates are baseline; Class of 2018 are Year 1. *State rates (with exclusions). ppts. means percentage points.

Highlights

Title I, Part A, Parent and Family Engagement Survey, 2017–2018 and 2018–2019

- In 2017–2018: 201 non-Achieve 180 and 52 Achieve 180 Program Schools participated in the survey (p. 79).
- In 2018–2019: 189 non-Achieve 180 and 47 Achieve 180 Program Schools participated in the survey (p. 79).

School Factors and School Climate

- More Achieve 180 Program than non-Achieve 180 family members reported:
- 2017–2018: Having information about community programs, services, and agencies to meet family needs.
- 2018–2019: The school encouraged them to observe their children in the classroom.

- The largest gaps* between agreement rates of non-Achieve 180 and Achieve 180 Program families regarded:
- 2017–2018 and 2018–2019: Satisfaction that their children's schools are educating them for future success.
- 2018–2019: Their children's schools encourage them to participate in PTOs, advisory groups, etc.

□Title I, Non-Achieve 180 Schools, 2017–2018 □Title I, Non-Achieve 180 Schools, 2018–2019
□Title I, Achieve 180 Program Schools, 2017–2018 □Title I, Achieve 180 Program Schools, 2018–2019
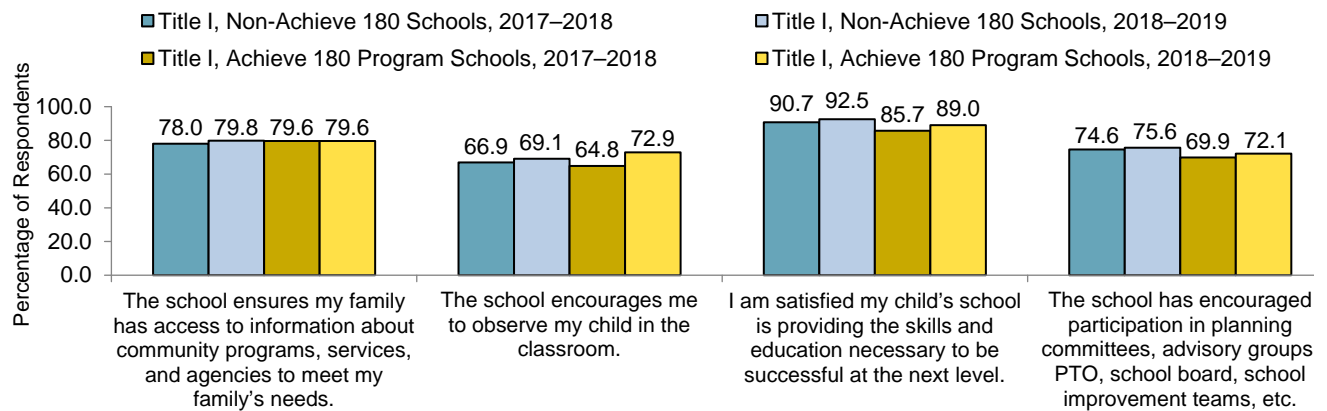
*Gaps in favor of Non-Achieve 180 family members.

Barriers to Participation in School Activities

- Generally, in 2017–2018 and 2018–2019, the most reported barrier to family participation at non-Achieve 180 and Achieve 180 Program schools was conflict with work or personal schedule.

- Generally, families of Achieve 180 Program students were less deterred by conflict with work or personal schedule and were more deterred by a lack of awareness of school events, lack of transportation, and not being comfortable participating at their children's schools than family members of non-Achieve 180 students in Title I schools in 2017–2018 and 2018–2019.

□Title I, Non-Achieve 180 Schools, 2017–2018 □Title I, Non-Achieve 180 Schools, 2018–2019
□Title I, Achieve 180 Program Schools, 2017–2018 □Title I, Achieve 180 Program Schools, 2018–2019
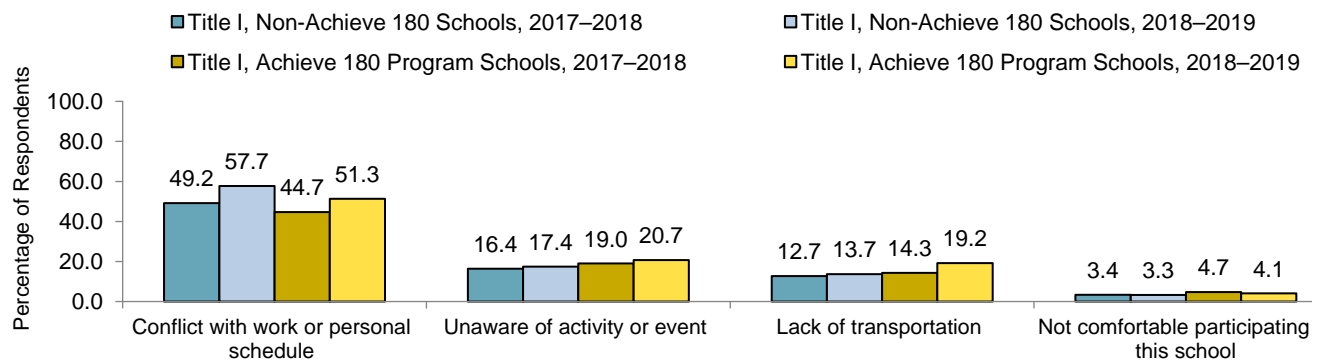
Highlights

Title I, Part A, Parent and Family Engagement Survey, 2017–2018 and 2018–2019 (continued)

Ways to Improve School Support to Children Learning at Home

- In both years, the support non-Achieve 180 and Achieve 180 Program families most often identified was "Helping my child with specific subjects/course skill areas," with about 50 percent agreement rates.

- In both years, larger proportions of Achieve 180 Program than non-Achieve 180 families identified these supports:
➢ Helping with their children's IEP or 504 Plan
➢ Helping their children with tests

- The largest differences in agreement rates between non-Achieve 180 and non-Achieve 180 Program families:
➢2017–2018: Providing textbooks to support learning at home (higher rates for Achieve 180 Program)
➢2018–2019: Providing learning materials in a manner I can understand (higher rates for non-Achieve 180)
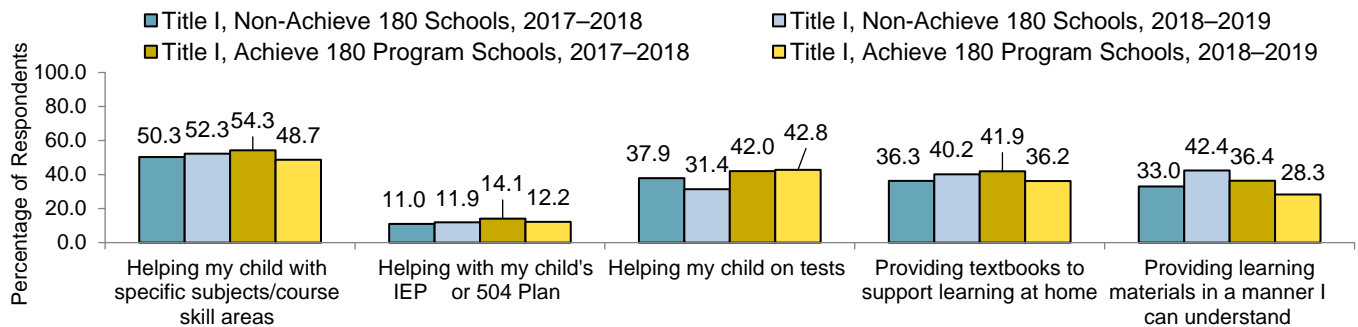
STAAR Cohort Analysis: Grades 3–7, 2018 and Grades 4–8, 2019
Reading - English and Spanish Test Versions (Combined)

- In each group, the percentage of cohort students who performed at the Did Not Meet grade level standards improved and the total percentage of students who met or exceeded grade level standards (performed at the Approaches, Meets, or Masters levels) improved from 2018 to 2019, more for Achieve 180 Program students than non-Achieve 180 students, decreasing the gap between them.
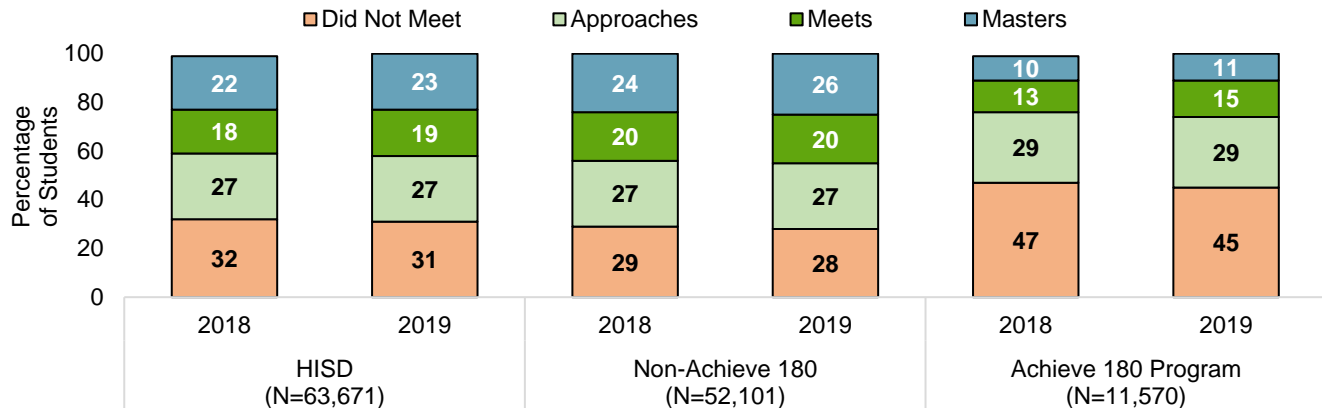
*Includes only students with two years of data.

Highlights

STAAR 3–8 Cohort Analysis: Grades 3–7, 2018 and Grades 4–8, 2019
Mathematics - English and Spanish Test Versions (Combined)

- In each group, the percentage of cohort students who performed at the Did Not Meet grade level standards improved and the total percentage of students who met or exceeded grade level standards (Approaches, Meets, or Masters levels) improved from 2018 to 2019, more for Achieve 180 Program students than non-Achieve 180 students, decreasing the gap between them.

Legend: ☐ Did Not Meet ☐ Approaches ☐ Meets ☐ Masters

Percentage of Students

HISD (N=59,765)
	2018	2019
Masters	22	24
Meets	21	22
Approaches	30	29
Did Not Meet	27	25

Non-Achieve 180 (N=48,782)
	2018	2019
Masters	24	27
Meets	23	23
Approaches	30	28
Did Not Meet	23	22

Achieve 180 Program (N=10,983)
	2018	2019
Masters	9	10
Meets	15	18
Approaches	33	33
Did Not Meet	43	39
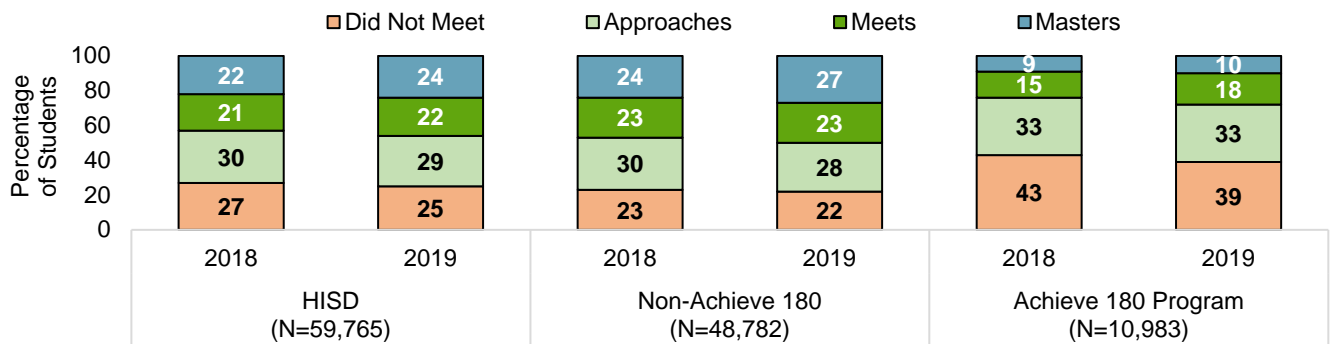
*Includes only students with two years of data.

STAAR EOC Percent At or Above Approaches*, Meets, and Masters Grade Level Standards, All Students, 2017 through 2019

- Achieve 180 Program students met or exceeded the district's and non-Achieve 180's increases on STAAR EOC Algebra I, Biology, English I, and English II, and US History exams, making the 2019 performance gaps between non-Achieve 180 and Achieve 180 students smaller than the 2017 performance gaps in the proportion of students who met or exceeded the Approaches performance standard.

- Performance gaps were also reduced at the Meets and Masters standards on Algebra I and US History exams.
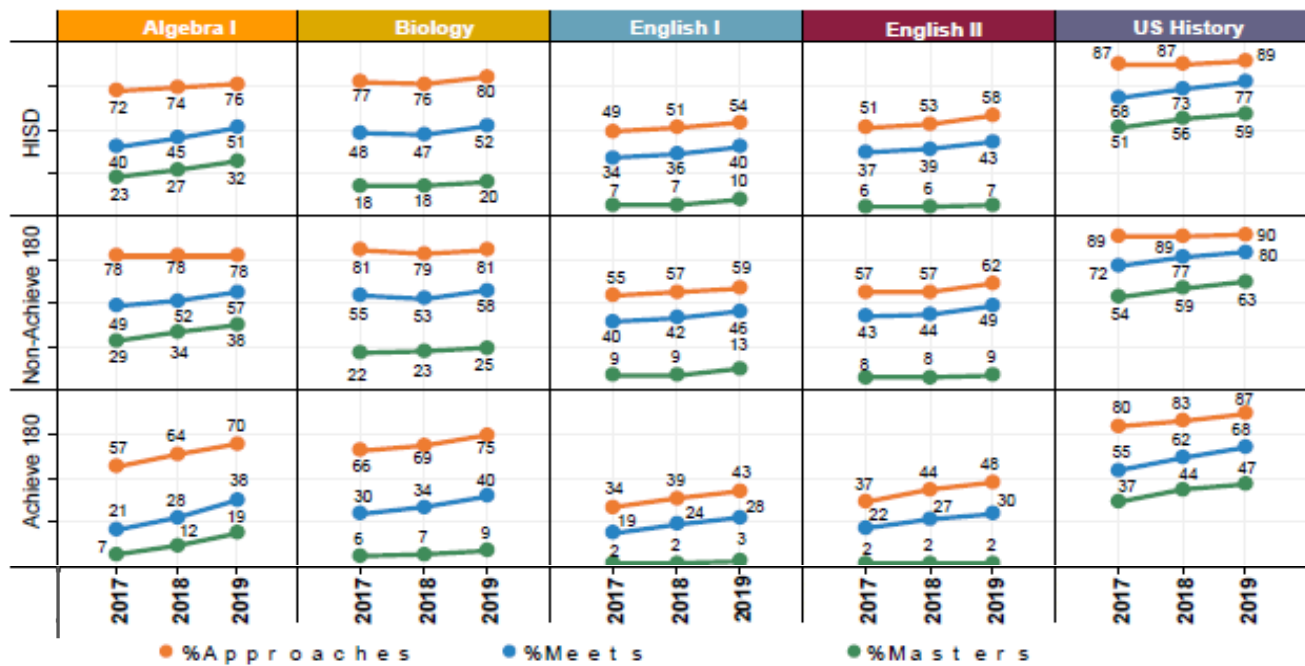
Note: *Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above.

Highlights

HISD School Accountability Ratings from Baseline to Year 2

- Since the onset of the Achieve 180 Program in 2017–2018, each year, the total number of HISD campuses that have received TEA School Accountability Ratings of Improvement Required (IR), *F* or Not Rated: Harvey Provision ratings has decreased from 27 schools in 2016–2017 (Baseline year) to 23 schools in 2017–2018 (Year 1), to 21 schools in 2018–2019 (Year 2).

Texas Education Agency (TEA) School Accountability Ratings, HISD Schools							
School Year	Total Campuses Rated	Improvement Required/ *F* Rating	Improvement Required *F* Rating	Not Rated: Harvey Pro-vision	Not Rated: Harvey Pro-vision	Met Standard *A, B, C,* or *D*	Met Standard *A, B, C,* or *D*
	N	N	%	N	%	N	%
2016–2017	278*	27*	10%*	0*	0%	251*	90%
2017–2018	275*	6*	2%*	17*	6%*	252*	92%
2018–2019	271*	21*	8%*	0*	0%	250*	92%

Note: *Includes paired campuses. Campuses received an A-F letter grade for the first time in the 2018–2019 school year. In prior school years, campuses were either labeled *Met* Standard or *Improvement Required.*

- The total number of Achieve 180 Program schools that received TEA School Accountability Ratings of Improvement Required (IR), *F*, or Not Rated: Harvey Provision ratings has decreased each year, from 27 schools in 2016–2017 (baseline year), to 11 schools in 2017–2018 (Year 1), to 10 schools in 2018–2019 (Year 2).

- From 2016–2017 (baseline year) to the end of 2017–2018 (Year 1), the percentage of Achieve 180 Program schools that have received a *Met* Standard/*A*, *B, C*, or *D* TEA School Accountability rating increased 36 ppts. from 39% to 75% and the percentage increased another six ppts. from 75 percent in 2017–2018 (Year 1) to 81 percent at the end of 2018–2019 (Year 2), for a total increase of 42 ppts.

Texas Education Agency (TEA) School Accountability Ratings, Achieve 180 Program Schools							
School Year	Total Campuses Rated	Improvement Required/ *F* Rating	Improvement Required *F* Rating	Not Rated: Harvey Pro-vision	Not Rated: Harvey Pro-vision	Met Standard *A, B, C,* or *D*	Met Standard *A, B, C,* or *D*
	N	N	%	N	%	N	%
2016–2017	44*	27	61%	0	0%	17*	39%*
2017–2018	44*	1	2%	10	23%	33*	75%*
2018–2019	53*	10	19%	0	0%	43*	81%*

Note: **The 53 2018–2019 campuses started as 19 Not Rated/Improvement Required and 34 Met Standard campuses.** *Includes Bellfort ECC, a paired campus. Campuses received an A−F letter grade for the first time in the 2018–2019 school year. In prior school years, campuses were either labeled *Met* Standard or *Improvement Required*. ppts. means percentage points.

Highlights

HISD Board of Education and Achieve 180 Program Goals*

Goal 1 – Met

- The district increased the percentage of students performing at or above the STAAR 3–8 Reading and Writing and STAAR English I and English II End-of-Course Meets Grade Level Standard by one percentage point from 40 percent in 2018 to 41 percent in 2019, two percentage points below the goal.

- However, the district met Goal Progress Measure 1.1 and exceeded Goal Progress Measure 1.2. Since at least two-thirds of Goal/Constraint progress measures were met, Lone Star Governance considers Goal 1 met.

Percentage of HISD Students' Grades 3 through English II STAAR EOC Tests Scored At or Above Meets Grade Level, 2016 through 2019

Goal 1

Percentage of Students Reading At or Above Benchmark (40th Percentile)*

Goal Progress Measure 1.1

*Combined English and Spanish results.

Percentage of Students Writing At or Above the Meets Grade Level Standard

Goal Progress Measure 1.2
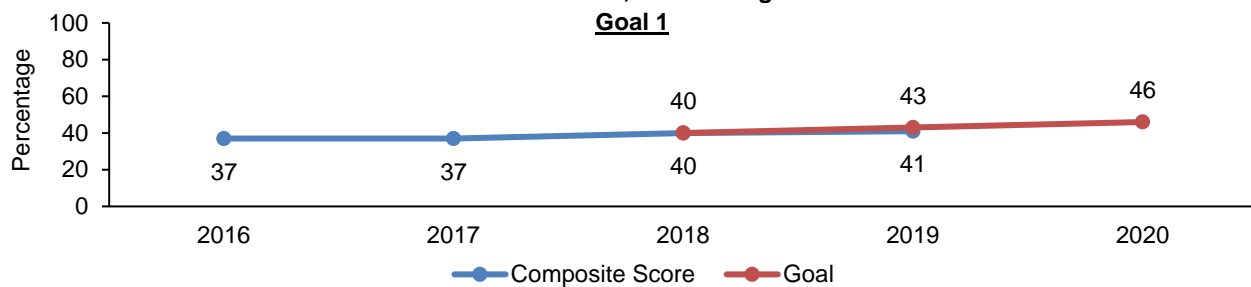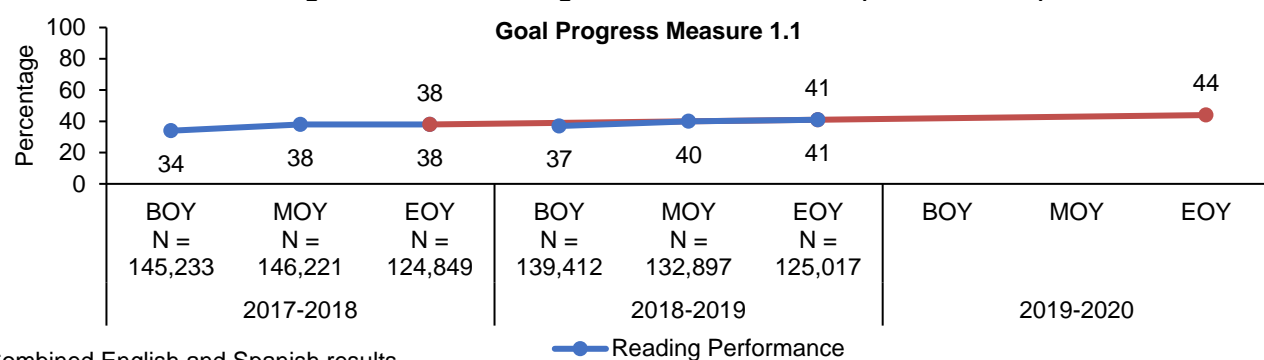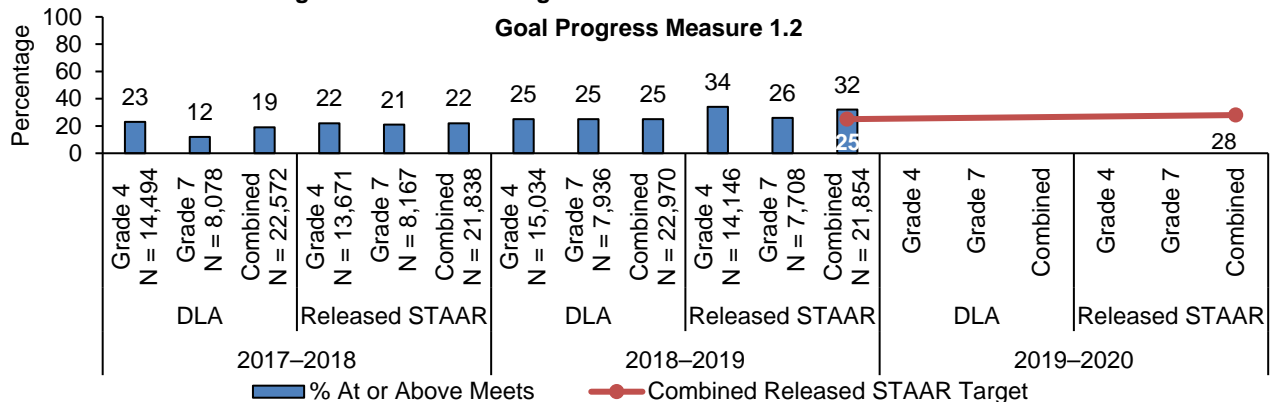
Note: *The stated goals for HISD's Board and Achieve 180 Program are identical (See 2017–2018 Achieve 180 Program Evaluation, Part A, report, Appendix B, Table B-4, p. 91).

Highlights

HISD Board of Education and Achieve 180 Program Goals

Goal 2 – Met

In measuring Global Graduates, the district-calculated postsecondary readiness indicator exceeded the 2018 goal of 55 by five points. The college and career readiness performance number (60) is considered an A under the Texas accountability system.
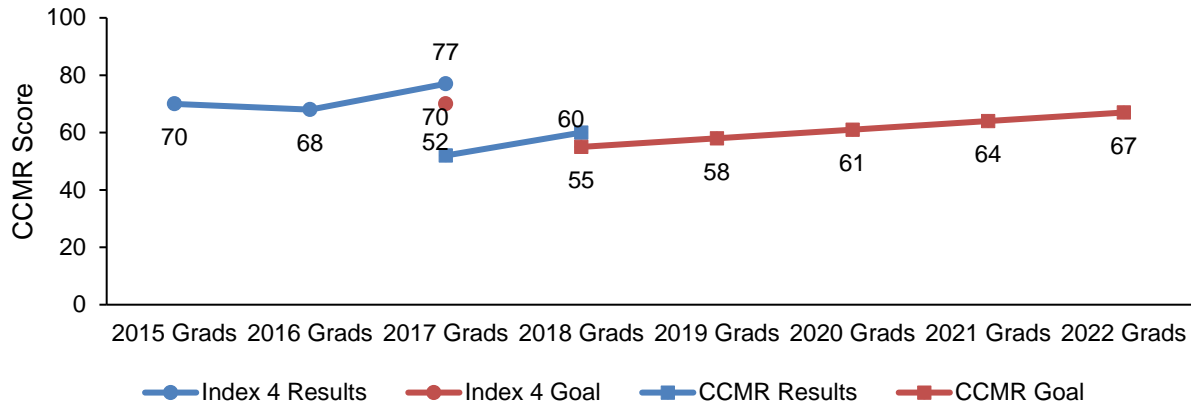
HISD Board of Education and Achieve 180 Program Goals

Goal 3 – Did Not Meet

- The percentage of students who performed below the Approaches Grade Level Standard on either the reading or math STAAR 3–8 or English I or Algebra I STAAR EOC assessment in the prior year that showed at least one academic year's growth decreased three percentage points from 64 percent in 2018 to 61 percent in 2019, two percentage points below the 2019 goal of 63 percent.
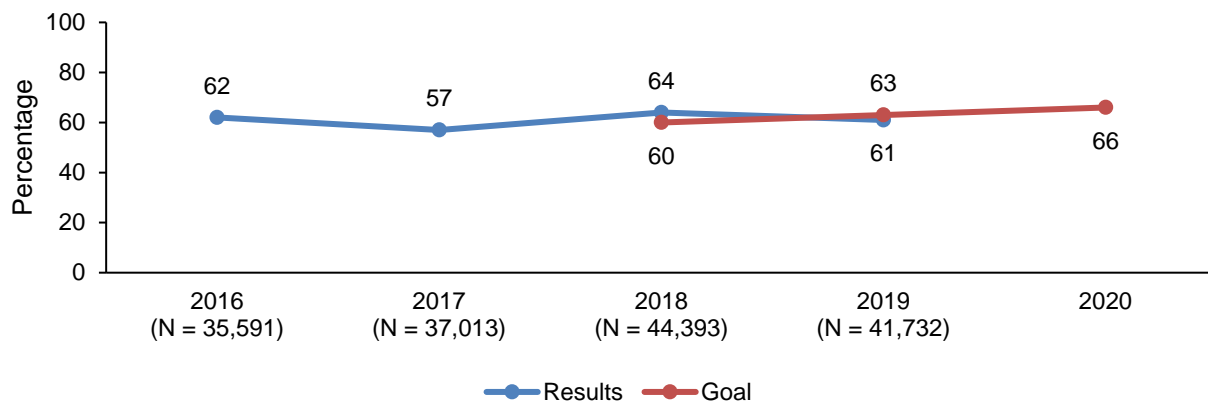
Recommendations
(To consider in tandem with the recommendations provided by HISD departmental teams whose
work directly impacted Achieve 180 Program participants see Part A, pp. 7−8.)

- Develop a comprehensive Achieve 180 Program budget and expenditure report to include funding for all program costs, including departmental budgets and expenditures used for Achieve 180 Program supports. Future cost benefit analyses will not be possible without comprehensive budget details.

- Further improve focus on Achieve 180 Program fiscal management to succeed in depleting all available funding to address student learning and achievement gaps, particularly for students who perform at the lowest levels.

- Continue efforts to engage principals and school leaders in effective Leadership Development experiences designed in collaboration with departments and subject matter experts to advance the creation of systems of differentiated learning experiences and implementation support, and evaluate, create, and enhance effective systems and strategies for school improvement.

- As vital agents for student success, consider additional enhancements to professional development and job-embedded support for Achieve 180 Program principals and school leaders to increase the proportion of school leadership teams that earn Effective/Highly Effective School Leader Appraisal Scorecard Ratings and to increase the retention of the principals that lead them.

- Explore factors that support Achieve 180 Program students remaining in their feeder pattern schools as well as factors that prohibit them from attending other schools, and possible remedies for potential inequities in access to school choice options for Achieve 180 Program students.

- In addition to providing Dedicated Associate Teachers, efforts to better understand and counteract increases in teacher absence are needed. Continued program investments to further support and develop Achieve 180 Program teachers and all district teachers for heightened teacher and instructional excellence are recommended.

- Because the presence of HISD-rated Effective and Highly Effective teachers has decreased on Achieve 180 Program campuses since program implementation began, while it increased on non-Achieve 180 campuses, further intensive focus should be paid to staffing priorities that support attracting, employing, and retaining effective and highly effective teachers, as well as to further developing all teachers who educate our students.

- It may be prudent to ensure that only teachers of the highest quality are targeted for hiring, to receive stipends/incentives, and to be retained on Achieve 180 Program campuses.

- It may be important to ascertain if the TADS summative appraisal rating is both a valid measure of teacher effectiveness and is being used consistently as a reliable method to gauge Effective/Highly Effective teacher knowledge, skills, actions, and qualities.

- Based on the differential outcomes for students who tested in Spanish versus students who tested in English on the Renaissance 360 Universal Screener, identification of equitable and effective supports to further boost the learning and performance of Achieve 180 Program students and their peers who test in English on Reading and Mathematics assessments, as well as students who test in Spanish on Mathematics assessments, are needed.

- It may prove beneficial to increase oversight of instructional interventions that are enacted due to Renaissance scores, with greater attention focused the effectiveness of these interventions to enhance student learning and achievement, particularly Mathematics assessments for students districtwide and among Achieve 180 Program students who test in English on all these assessments.

- Additional supports are needed to help increase Achieve 180 Program student participation in coherent sequences of CTE courses, improve course completion rates among HISD students who take courses in a coherent sequence of CTE courses, and increase pass rates for Achieve 180 Program students who take CTE industry certification exams. Also, the fact that non-Achieve 180 students took 69 different types of industry certification exams, while Achieve 180 Program students took only 31 different types

of industry certification exams, may also be indicative of the gaps in CTE programming on Achieve 180 Program campuses.

- Consider continuing efforts to increase student participation in Advanced Placement (AP) and College Readiness and College Board examinations (PSAT/NMSQT, SAT, and ACT). Improved AP, PSAT/NMSQT, SAT, and ACT exam performance for HISD students may require heightened attention to ensure that the preparation of all students is sufficient to address their specific academic needs for success on the exams, and particularly, the unique needs of Achieve 180 Program students.

- To better address students' attendance deficits as a priority of the program, the identification of best practices within the district and the Achieve 180 Program, as well as within similar, high-need schools across the country may be necessary to effectively enhance current district and program efforts to address the underlying causes of student absenteeism, which is a core, long-standing problem that directly undermines all other Achieve 180 program efforts.

- Given the pressing academic needs of Achieve 180 Program students, consider intensive efforts to decrease exclusionary behavior management systems and effectively create school climates that support greater reductions in suspensions and expulsions by employing more inclusive and effective disciplinary strategies that support student learning and achievement.

- Consider ways to impart heightened attention to the causes of grade retention and 25–30 percent of the graduating class being left behind, and more effectively facilitate targeted solutions in these areas.

- Continued advancements in linking Family Friendly Schools foundational and related activities to student learning and Family and Community Engagement departmental assistance in implementing the foundational and other activities are recommended, in addition to enhancements to promote parent and family engagement in these activities.

- Given that more than 46 percent of parents and families were assessed on Title I campuses, perhaps External Funding staff should consider collaborating with school support officers to (1) assist Title I school leaders and staff with identifying the causes of and addressing parent and family engagement data quality issues on some campuses and (2) determine if there exists a need for additional support with implementing parent and family engagement activities on campuses and ways to address the needs that may exist.

- It is recommended that Achieve 180 school administrators address the 2018–2019 decline in parent and guardian responses to the HISD Title I, Part A, Parent and Family Engagement Survey.

- Identification of effective strategies to (1) improve parent and guardian involvement in evaluating of their experiences at and perceptions of their children's Title I schools, (2) improve the deficits identified by families in Achieve 180 Program school factors/school climate, and (3) enhance support for students learning at home, while removing barriers to parent/family participation and empowerment in schools are recommendations to support further improvement in student learning and academic performance. (See the detailed recommendations in the Discussion section of this report (p. 114), and in the Title I Part A, Parent and Family Engagement, 2018–2019 report (pp. 3–4).

- For the increased success of all district students, preparation for successful STAAR and STAAR EOC performance may require additional attention to (1) students' needs for support through wraparound and other student support services, (2) improved utilization of results from STAAR/STAAR EOC item analyses, and (3) accessible, instructionally-integrated formative assessments to ensure that differentiated instructional practices and supports are ongoing and targeted to effectively address knowledge gaps and further improve student learning as well as address barriers to student learning, particularly for students at Achieve 180 Program schools.

Introduction

Program Context
A system of student assessment forms the foundation for the Texas public education system of accountability for Texas schools and school districts. The Texas Education Agency (TEA), Texas Higher Education Coordinating Board, and Texas educators developed a more rigorous system of student assessment in 2013 in accordance with educational requirements mandated by the 80th and 81st sessions of the Texas Legislature. The accountability system that resulted was in effect for the 2016–2017 and 2017–2018 school years (when schools were given the TEA Accountability Ratings used to determine participation in the Achieve 180 Program). This accountability system rated schools and districts using a performance framework of four indexes, based on targets identified annually: (1) student achievement on state-mandated assessments, (2) student progress on state-mandated assessments, (3) performance gap reduction for the lowest performing student groups, and (4) postsecondary readiness, including graduation rates by type of diploma. Schools and districts within the state received a rating of "Met Standard," "Met Alternative Standard," "Improvement Required," or "Not Rated." At the end of the 2016–2017 (baseline) school year, HISD received a "Met Standard" accountability rating with 251 of its 278 rated schools (90%) also receiving the "Met Standard" rating. The remaining 27 schools (10%) were rated "Improvement Required" (Houston Independent School District, 2017). At the end of the 2017–2018 (Year 1) school year, HISD received a "Not Rated: Harvey Provision" accountability rating with 252 of its 275 rated schools (92%) receiving the "Met Standard" rating, 17 schools (6%) receiving a "Not Rated: Harvey Provision" and six schools (2%) were rated "Improvement Required" (Houston Independent School District, 2018).

This new accountability system rated schools and districts using a performance framework of three domains, based on targets identified annually: (1) student achievement on general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates; (2) school progress in the number of students that grew at least one year academically on state-mandated assessments and all students' achievement relative to other districts and schools with similar economic disadvantage percentages; and (3) closing the gaps based on disaggregated data to demonstrate differences among racial/ethnic groups, socioeconomic backgrounds, and other factors as aligned with the federal Every Student Succeeds Act (ESSA). At the end of the 2018–2019 school year (Year 2), under the new system HISD received a "B" accountability rating with 250 of its 271 rated schools (92%) receiving a grade of D or higher and 21 schools (8%) were rated "F." (Houston Independent School District, 2019b).

Program Description
The three-year Achieve 180 Program was launched in 2017–2018 to provide centralized support to campuses that did not meet TEA accountability standards at the end of the 2016–2017 and/or 2017–2018 school years. The program was created to support, strengthen, and empower the Houston Independent School District's (HISD's) most underserved and underperforming schools and their communities using best practices for successful school turnaround, including effective teachers, strong principal leadership, and school environments of high expectations for students and staff. The program's six pillars of school improvement are Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment. The pillars provide the framework to strategically transform educational processes at Achieve 180 Program schools as depicted in the 2018–2019 Achieve 180 Program Logic Model (**Appendix A, Figure A-1**, p. 135).

The Achieve 180 Program was centered upon a comprehensive action plan to increase student achievement at participating schools. In 2017–2018, the Achieve 180 program launched with 45 participating schools, including the 27 schools that received the TEA Campus Accountability rating of "Improvement Required"

(IR) in 2016–2017 and 18 former IR schools that received the IR rating in 2015–2016, but received the "Met Standard" rating in 2016–2017. The 10 participating campuses with the greatest level of need were supported through the Superintendent's Schools Office and received Achieve 180 Program resources. The remaining 35 campuses were supported through the Achieve 180 Schools office and received Achieve 180 Program resources. In February 2018, one of the participating charter schools closed (Victory Prep K–8), leaving 44 2017–2018 Achieve 180 Program schools to participate throughout the academic year. Another charter school (Victory Prep South High School) did not reopen following the 2017–2018 school year, which left 43 Achieve 180 Program schools for program participation in 2018–2019. Based on preliminary and final 2017–2018 TEA ratings, HISD added another 10 schools to the 2018–2019 program to include five campuses that were Not Rated due to the 2017–2018 Not Rated: Harvey Provision and five campuses that received IR ratings at the end of the 2017–2018 academic year including one school, Shearn Elementary School, that received a preliminary rating of IR, won its appeal, and received a final rating of "Met Standard."

Of the 53 Achieve 180 Program schools in 2018–2019, 11 had received final 2017–2018 TEA Accountability Ratings of Improvement Required (IR), eight were Not Rated: Harvey Provision, and 34 had formerly been rated IR (FIR) campuses. Unlike the 2017–2018 program, when four treatment groups of Achieve 180 Program schools had been formed solely according to the number of years the schools had received an IR rating or former IR status and program interventions differed by treatment group affiliation; in 2018–2019, four treatment groups (called "Tiers") were formed for the 53 Achieve 180 Program schools. The schools were grouped by their final 2017–2018 Accountability Ratings, number of years with the ratings, the campus' level of support needed to turn the school around, and the specific HISD area schools office assigned to address the campus' needs. Achieve 180 Program intervention strategies, known as centralized supports, aligned with the program's six pillars of school improvement were developed and implemented based on the schools' specified Tier and individualized needs. The Achieve 180 Schools Office supported 36 schools with the greatest level of need in Tiers 3, 2, and 1A. The regularly assigned school support offices (East, North, Northwest, and South area schools offices) supported 17 schools with the lowest level of need in Tier 1B. In some cases, the 2018–2019 program interventions differed within treatment groups or program interventions were the same or similar across treatment groups. It is also reasonable to conclude that differences may have existed between the same types of supports that were provided by the different area schools offices. (See **Appendix B, Figure B-1 and Figure B-2**, pp. 146–147, for student enrollment and demographics by Achieve 180 Program affiliation.)

In addition to supports provided through the Achieve 180 Program and HISD's area schools offices, many participating schools were also supported by other federal and district initiatives. In 2016–2017 (baseline year), 2017–2018 (Year 1), and 2018–2019 (Year 2), all Achieve 180 Program schools were also designated as participants of 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). All Achieve 180 Program schools had schoolwide Title I programs, which are available to all campuses with 40 percent or more of students at the poverty level (i.e., qualifying for free or reduced lunch or other economic disadvantage) in an effort to improve schoolwide educational programs and raise the academic achievement of all students (Texas Education Agency, 2019). Additionally, in 2018–2019 (Year 2), 43 (81%) of the 53 Achieve 180 Program schools were also supported through the district's Teacher and School Leader (TSL) Incentive Grant, a federally-supported grant focused on increasing the effectiveness of school leaders and teachers with the goal of improving student outcomes.

Unless otherwise specified in this report, results are presented for the same 53 2018–2019 Achieve 180 Program schools for 2016–2017 (baseline year), 2017−2018 (Year 1), and 2018–2019 (Year 2).

Program Funding

Based on a post end-of-fiscal-year Achieve 180 Program budget and expenditure report provided by HISD's Office of Budgeting and Financial Planning, the following General Fund and Federal Grants (Title I) information provides program-specific 2017–2018 and 2018–2019 Achieve 180 Program funding. However, it is important to note that complete funding information for the program has not been reflected in this report. Much of the actual funding for Achieve 180 Program support to schools is intertwined with multiple other funding streams used for ongoing, general education services on Achieve 180 Program campuses. The Achieve 180 Program budget and expenditure report presented here does not include Achieve 180 Program costs that were paid through departmental budgets that supported the multifaceted work carried out by many district departmental teams coordinated by Achieve 180 Program and Area School Office Administrators. Funding streams for much of the work carried out by these departments during the 2018–2019 school year as a part of the Achieve 180 Program have not been reported to the evaluator. The array of implementation activities supporting this massive program have been detailed in Achieve 180 Program 2018–2019 End of Year reports, which were collected from Pillar Owners in June 2019, and have been published in Part A of this report, available on the Research and Accountability website.

- **Figure 1** and **Figure 2** (p. 27) show that the 2018–2019 Achieve 180 Program budget was allocated primarily to attract, employ, develop, or support instructional and administrative staff at the Achieve 180 Program schools, with 81 percent of the total budget being utilized.

Figure 1. Achieve 180 Program Budget Expeditures by Budget Category, 2018–2019
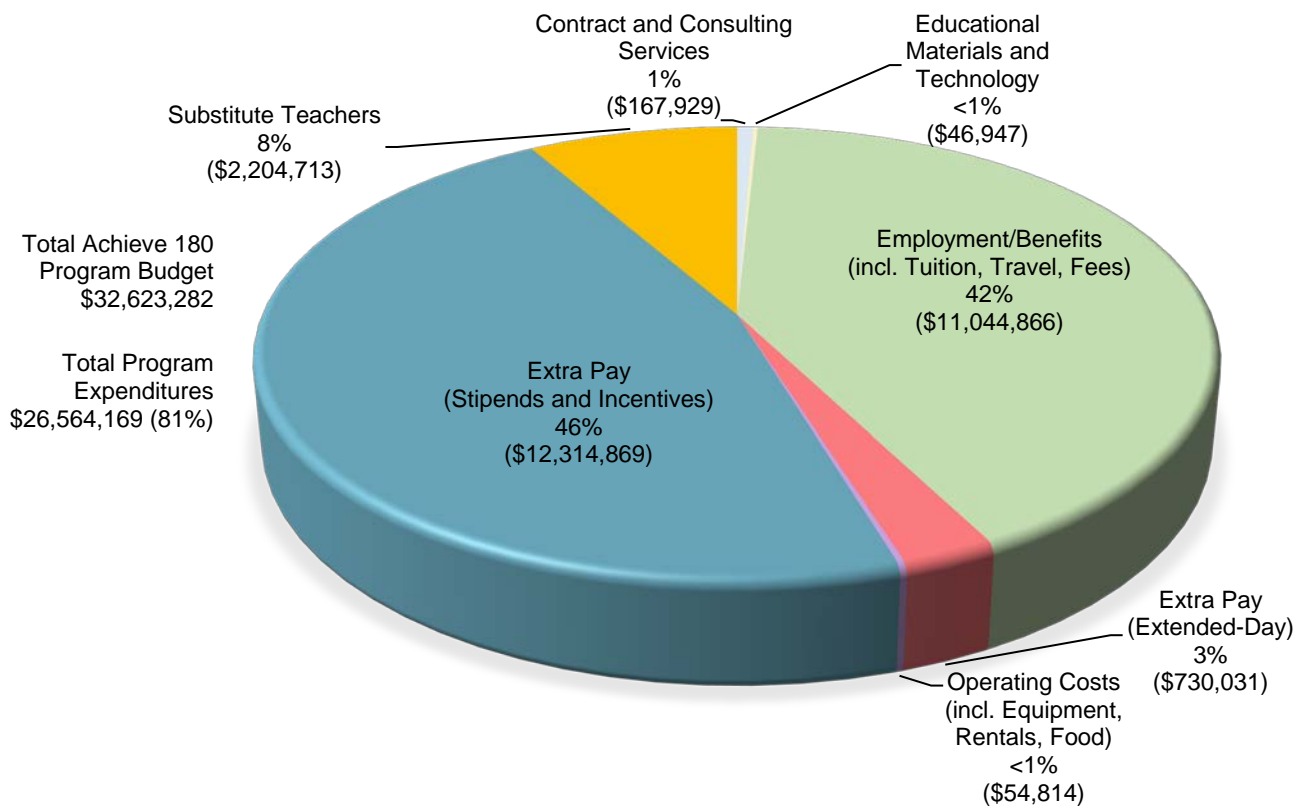
Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report (General Fund and Federal Grants), September 13, 2019

Notes: Budget and expenditures included both General Funds and Federal Title I Grants for 2018–2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school.

Figure 2. Achieve 180 Program Budget and Expeditures by Budget Category, 2018–2019
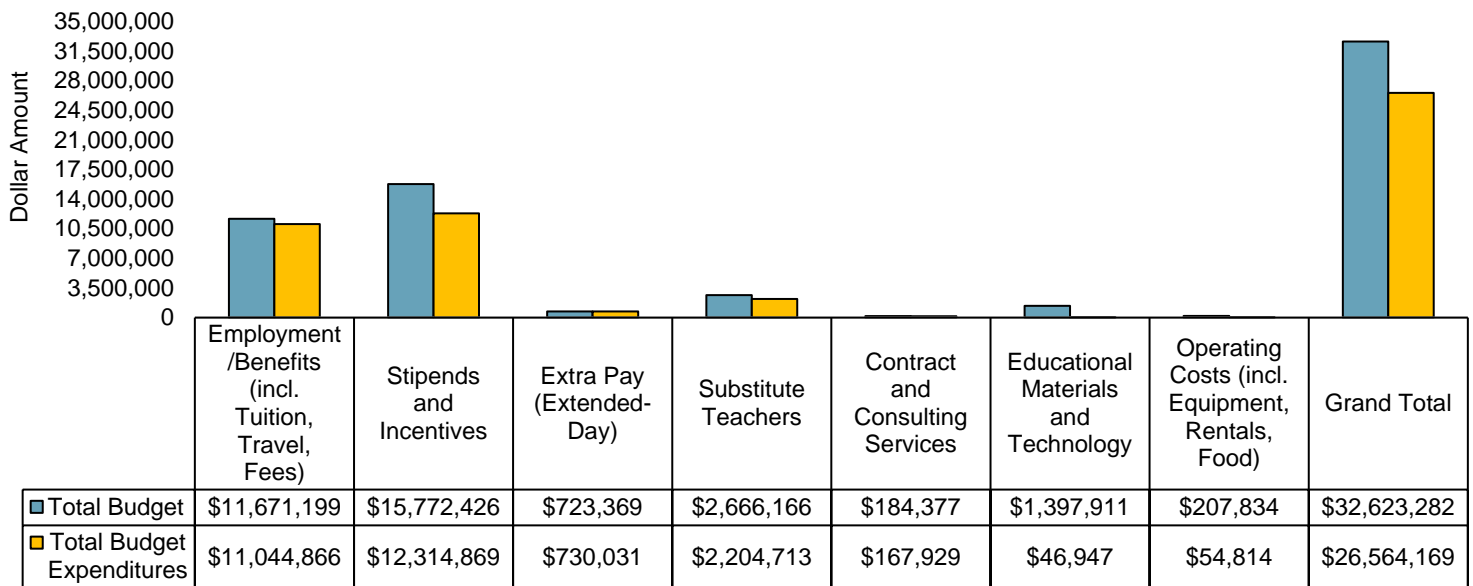
	Employment /Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)	Grand Total
Total Budget	$11,671,199	$15,772,426	$723,369	$2,666,166	$184,377	$1,397,911	$207,834	$32,623,282
Total Budget Expenditures	$11,044,866	$12,314,869	$730,031	$2,204,713	$167,929	$46,947	$54,814	$26,564,169

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report (General Fund and Federal Grants), September 13, 2019

Notes: Budget and expenditures included both General Funds and Federal Title I Grants for 2018–2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school.

- Nearly 95 percent of the Achieve 180 Program budget allocations and about 99 percent of Achieve 180 Program expenditures were utilized to compensate Achieve 180 Program school administrators and teachers in 2018–2019 (**Figure 3**).

Figure 3. Total Proportion of the Achieve 180 Program Budget Utilized and Not Utilized by HISD Department or Achieve 180 Program Tier, 2018–2019
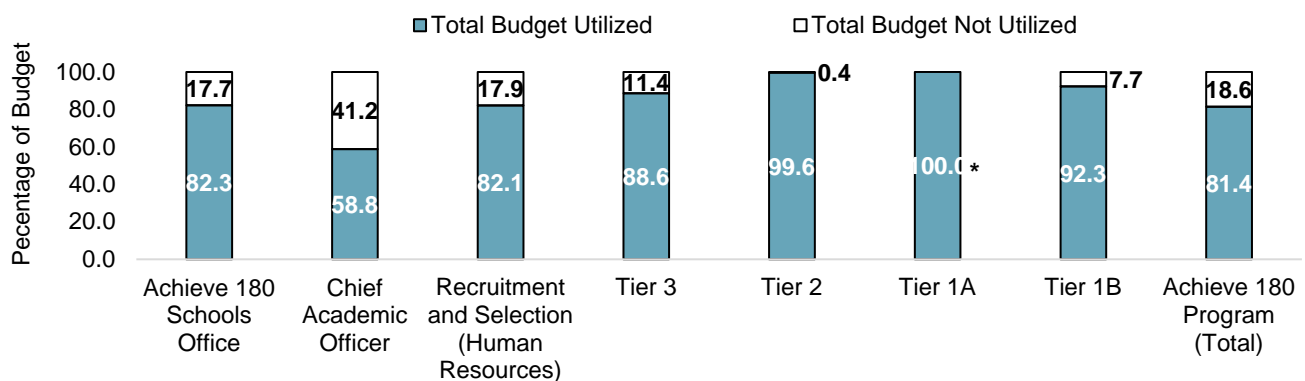
Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report (General Fund and Federal Grants), September 13, 2019

Notes: Budget and expenditures included both General Funds and Federal Title I Grants for 2018–2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school. *Indicates expenditures exceeded budget allocation.

- Achieve 180 Program funds in 2018–2019 were assigned to the Achieve 180 Schools Office, HISD's Chief Academic Officer (CAO), HISD's Recruitment and Selection (Human Resources), and to each

participating school within the four Treatment Groups/Tiers. (See budget details in **Appendix C**, **Table C-1** through **Table C-5** (pp. 148–153).

- Expenditures that remained within budget parameters ranged from a utilization rate of 58.8 percent (CAO) to 99.6 percent (Tier 2), with Tier 3 having the lowest utilization rate among the treatment groups (88.6%) and Tier 1A exceeding its budget by 8.1 percent in 2018–2019 (Figure 3, p. 27).

- Utilization of Achieve 180 Program budget allocations decreased 4.6 percentage points, overall, from 86.0 percent in 2017–2018 to 81.4 percent in 2018–2019, with improved budget utilization for Employment Benefits, Substitute Teachers, and Contract and Consulting without exceeding budget allocations in 2018–2019 (**Figure 4**). (See Appendix C, **Table C-6** through **Table C-9**, pp. 154–158 for two-year budget comparison by object detail).

Figure 4. Total Proportion of the Achieve 180 Program Budget Utilized and Not Utilized by Category, 2017–2018 and 2018–2019
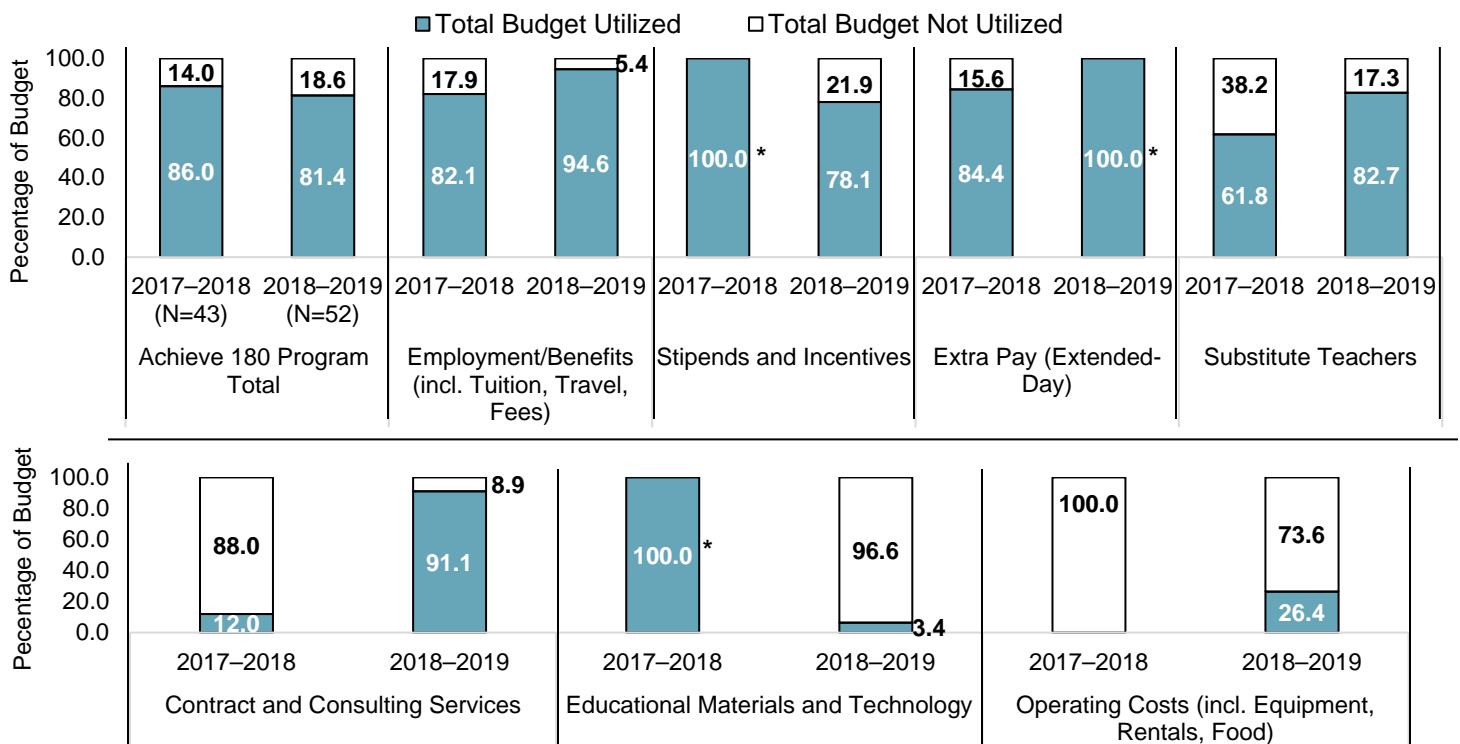
Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report (General Fund and Federal Grants), September 13, 2019

Notes: Budget and expenditures included both General Funds and Federal Title I Grants for 2018–2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school. *Indicates expenditures exceeded budget allocation.

Purpose of the Evaluation Report

A three-year evaluation will be conducted for the Achieve 180 Program. The purpose of the **2018–2019 (Year 2) report, Part A** was to summarize 2018–2019 (Year 2) program implementation activities and preliminary findings. Part A may be found online here.

The purpose of this 2018–2019 (Year 2) report, Part B is to assess progress made toward program goals and objectives in 2018–2019 (Year 2), including changes in program outcomes from 2016–2017 (baseline) to 2018–2019 (Year 2) for the district and for campuses by their non-Achieve 180 and Achieve 180 Program affiliation. For lagging indicators of outcomes that become available in the following academic year (such as SAT and ACT scores and graduation and dropout rates), 2016–2017 and/or 2017–2018 results are presented in lieu of 2018–2019 results, which will become available in 2019–2020. Though program outcomes may be supported by activities for one or more of the program's six pillars of school improvement, outcomes are presented by program pillars as depicted in the 2018–2019 Achieve 180 Program Logic Model (Appendix A, Figure A-1, p. 135). This report presents outcomes that may be associated with impacts of the Achieve 180 Program in rigorous analysis of Achieve 180 Program effects in Year 3.

Methods

Evaluation methods, including data collection and data limitations are provided in Appendix A (pp. 136-145). Unless otherwise specified, results are presented for the same 53 2018–2019 Achieve 180 Program schools for one year prior to the program's onset in 2016–2017 (baseline) and since the program's onset in 2017−2018 (Year 1) and 2018–2019 (Year 2). Therefore, Achieve 180 Program and non-Achieve 180 results in this report will differ from results for the groups in prior reports. The primary focuses of this report are on level of performance, change in performance, and the difference or "gap" between Achieve 180 Program and non-Achieve 180 performances. References in this report to the 2018−2019 Achieve 180 Program Evaluation, Part A begin with "Part A" and are not introduced in bold print. Tables in the Appendices list participating schools and new Achieve 180 Program participants in 2018–2019 are identified with asterisks (*) and schools that were not a Teacher and School Leader (TSL) Grant participant in 2018–2019 are identified with a caret (^).

Results

Achieve 180 Program Outcomes by Pillar of School Improvement

Pillar I - Ensure that schools have leaders that they need, and that leaders are supported, developed, and challenged to grow.
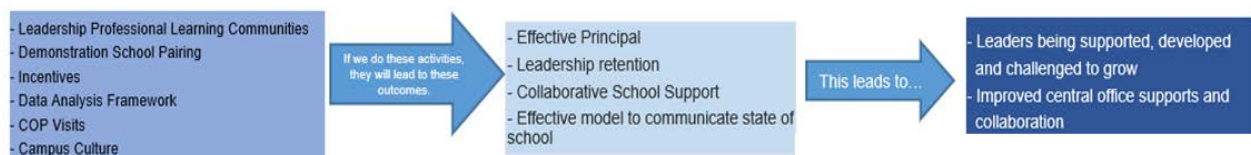
Achieve 180 Program Schools

- The education levels of the 53 Achieve 180 Program schools in 2018–2019 (Year 2) and the 44 Achieve 180 Program schools in 2017–2018 (Year 1) show the number of Early Childhood Centers (ECC) and Combined-level Grades 3–12 schools remained constant at one and the number of participating Combined-level Grades K-8 schools remained constant at two (**Figure 5**, p. 30).

- Forty-three (81.1%) of the 53 Achieve 180 Program schools participated in both 2017–2018 and 2018–2019, with participation increases in the number of elementary (by 25.0% from 20 to 25 schools) and middle schools (by 62.5% from eight to 13 schools), and a participation decrease in high schools (by 8.3% from 12 to 11 schools) from 2017–2018 to 2018–2019 (Figure 5).

Figure 5. The Number of Participating Achieve 180 Program Schools by School Level, 2017–2018 and 2018–2019
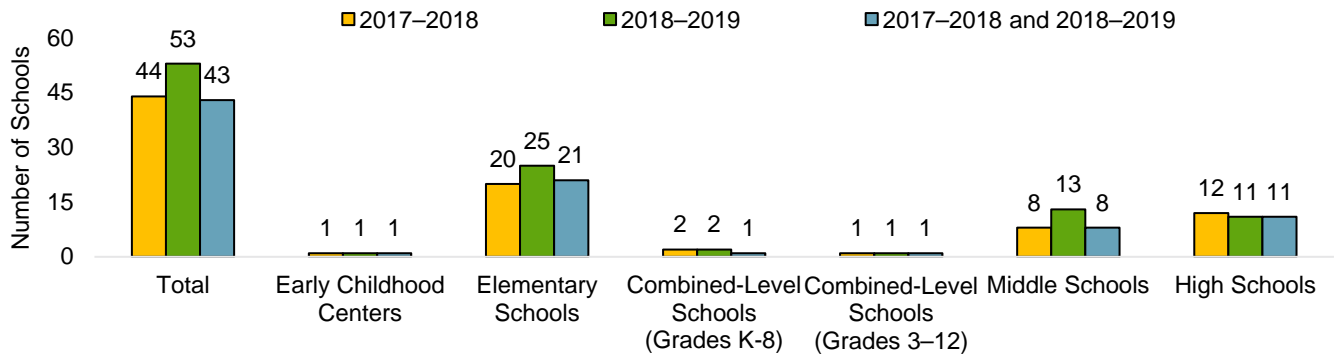
Source: 2017–2018 and 2018–2019 Achieve 180 Program Administration
Note: One K-8 school became an elementary school and one high school closed.

Enrollment and Characteristics of HISD, Achieve 180 Program, and Non-Achieve 180 Program Students

- With the number of Achieve 180 Program schools increasing from 44 in 2017–2018 (Year 1) to 53 in 2018–2019 (Year 2), the number of students enrolled in Achieve 180 Program schools increased by 15.2 percent, with 52.4 percent of the 2018–2019 students having been enrolled in an Achieve 180 Program school in 2017–2018 (**Figure 6**). (Appendix B, Table B-1, p. 146).

Figure 6. Student Enrollment in Participating Achieve 180 Program Schools by Program Year, 2017–2018 and 2018–2019
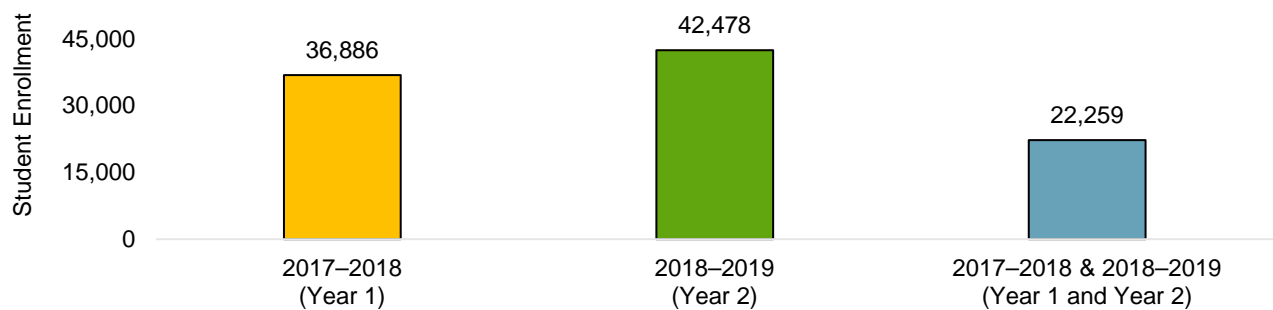
Source: PEIMS Fall 2016, PEIMS Fall 2017, and PEIMS Fall 2018, ADA>0
Note: Includes student enrollment for the 2018–2019 Achieve 180 Program schools in 2016–2017, 2017–2018, and 2018–2019 district enrollment counts.

- Student enrollment across the district decreased each year from 2016–2017 (baseline) to 2018–2019 (Year 2), with a slightly smaller reduction within Achieve 180 Program schools (2.9%) than the reduction experienced districtwide and within non-Achieve 180 schools (3.0%) (**Figure 7**, p. 31). (**Appendix D, Table D-1** and **Table D-2**, pp. 159–161, provide group and campus level student enrollment counts.)

Figure 7. Student Enrollment in HISD, Non-Achieve 180, and Achieve 180 Program Schools by Achieve 180 Program Affiliation and Year, 2016–2017 through 2018–2019
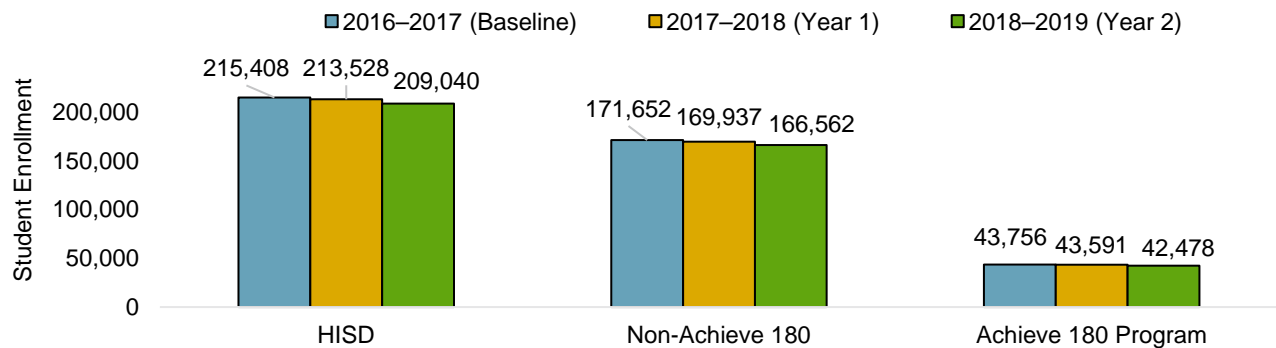
Source: PEIMS Fall 2016, PEIMS Fall 2017, and PEIMS Fall 2018, ADA>0
Note:　Includes student enrollment for the 2018–2019 Achieve 180 Program schools in 2016–2017, 2017–2018, and 2018–2019 district enrollment counts.

- Assessment of student enrollment within the same 53 2018–2019 Achieve 180 Program schools prior to and since the program's onset, showed student enrollment decreased (0.4%) from 2016–2017 to 2017–2018, which was less than half the amount of the districtwide enrollment decrease (0.9%) and the enrollment decrease within non-Achieve 180 schools (1.0%). However, from 2017–2018 to 2018–2019, the student enrollment decrease was larger within Achieve 180 Program schools (2.6%) than the decrease districtwide (2.1%) or within non-Achieve 180 schools (2.0%) (Figure 7).

- From 2016–2017 (baseline) to 2018–2019 (Year 2), about 20 percent of the district's students were enrolled in the 53 2018–2019 Achieve 180 Program schools (20.3% of 215,408 in 2016–2017; 20.4% of 213,528 in 2017–2018; and 20.3% of 209,040 in 2018–2019) (Figure 7).

- Except for the increase in Tier 1B from 2016–2017 to 2018–2019 (0.6%), student enrollment decreased within each Tier, with Tier 1A having the largest reduction (5.7%) (**Figure 8**). (Appendix D, **Table D-3** through **Table D-5**, pp. 162–164, provide student enrollment by demographics and school.)

Figure 8. Achieve 180 Program Student Enrollment by Treatment Group/Tier and Year, 2016–2017 through 2018–2019
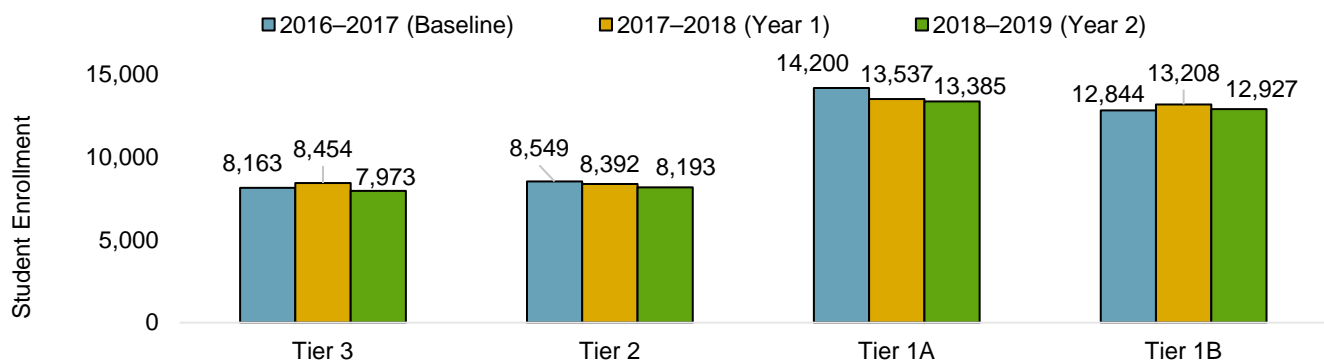
Source: PEIMS Fall 2016, PEIMS Fall 2017, and PEIMS Fall 2018, ADA>0
Note:　Includes student enrollment for the 53 2018–2019 Achieve 180 Program schools in 2016–2017, 2017–2018, and 2018–2019 district enrollment counts

Effective Principals/School Leaders

- Appraisal ratings for school leaders are calculated following the end of each school year, after all data are available. Due to changes in the underlying components used to calculate the 2018–2019 appraisal ratings, comparisons to ratings for prior years are made with caution. One school leadership team in the non-Achieve 180 group received a Level 1 (Ineffective) rating in one of the three years tracked (2017–2018). (**Figure 9**).

Figure 9. Percentage of Schools by Their School Leaders' Appraisal Ratings and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
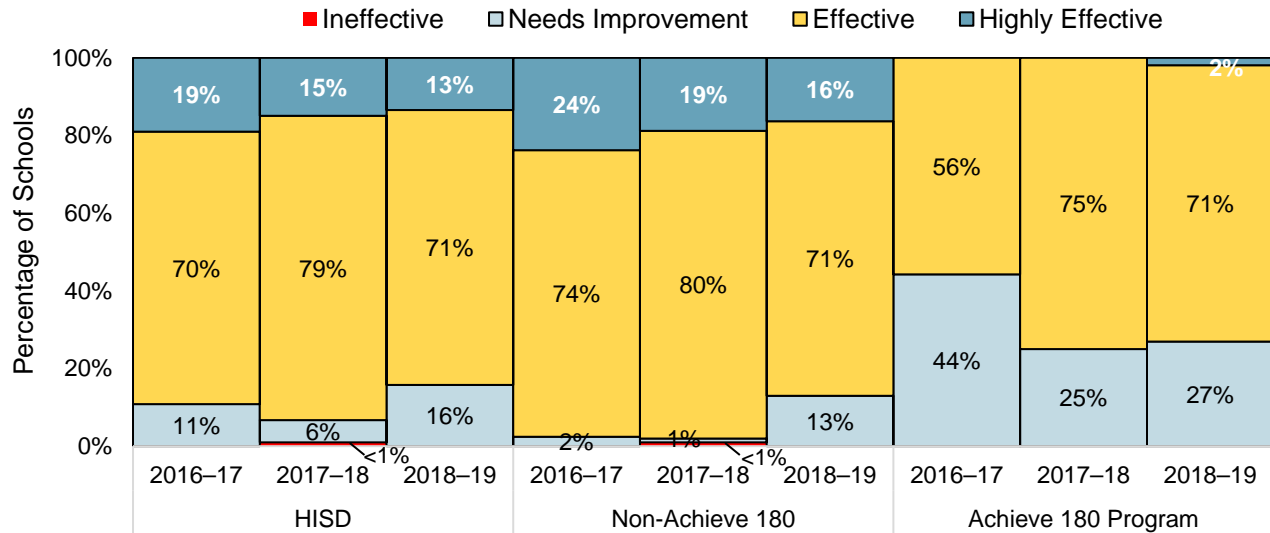
Sources: 2016–2017, 2017–2018, and 2018–2019 School Leader Scorecards
Notes: This figure presents School Leader Scorecard ratings, one of two components used in the School Leader Appraisal System (SLAS), rounded to the nearest whole number, and reflect the campus performance level based on multiple metrics, not inclusive of the Coaching and Feedback ratings of the SLAS, which began in 2018–2019. Data are not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

- The proportions of schools with school leaders that received a 3 or higher appraisal rating (Effective/Highly Effective) increased from 2016–2017 (baseline) to 2017–2018 (Year 1) for Achieve 180 Program schools (56% to 75%) and decreased from 2017–2018 (Year 1) to 2018–2019 (Year 2) (75% to 73%). For non-Achieve 180 schools, the proportion of schools with school leaders rated Effective/Highly Effective) increased from 2016–2017 (baseline) to 2017–2018 (Year 1) (98% to 99%) and decreased from 2017–2018 (Year 1) to 2018–2019 (Year 2) (99% to 87%) (Figure 9).

- In the respective years, Achieve 180 Program school leaders had either a greater increase or a smaller decrease in the proportion of school leaders that received a 3 or higher appraisal rating (Effective/Highly Effective) than was found among districtwide or non-Achieve 180 school leaders, reducing the gap between Achieve 180 Program and non-Achieve 180 school leaders by 28 percentage points from 2016–2017 through 2018–2019 (Figure 9).

- Tier 3 was the only treatment group to show improvement each year in the percentage of Achieve 180 Program school leaders that were rated 3 or higher (Effective/Highly Effective) from 17 percent in 2016–2017 to 92 percent in 2018–2019 (See Appendix D, **Table D-6**, p. 165, for results by group and campus).

Retention of Principals

- **Figure 10** shows the percentage of HISD principals who remained on the same campuses throughout the school year (from the beginning of the school year or BOY to the end of the school year or EOY), each year, ranged from a rate of 94 percent in 2017–2018 to 96 percent in 2016–2017 and 2018–2019, with similar rates for non-Achieve 180 ranging from 95 percent in 2017–2018 and 2018–2019 to 97 percent in 2016–2017, while Achieve 180 Program rates ranged from 89 percent in 2017–2018 to 94 percent in 2016–2017. Achieve 180 Program principals showed a gain from 2017–2018 to 2018–2019, while non-Achieve 180 principals' retention rates were constant at 95 percent.

Figure 10. Percentage of HISD Principals Retained from the Beginning-of-Year to the End-of-Year by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
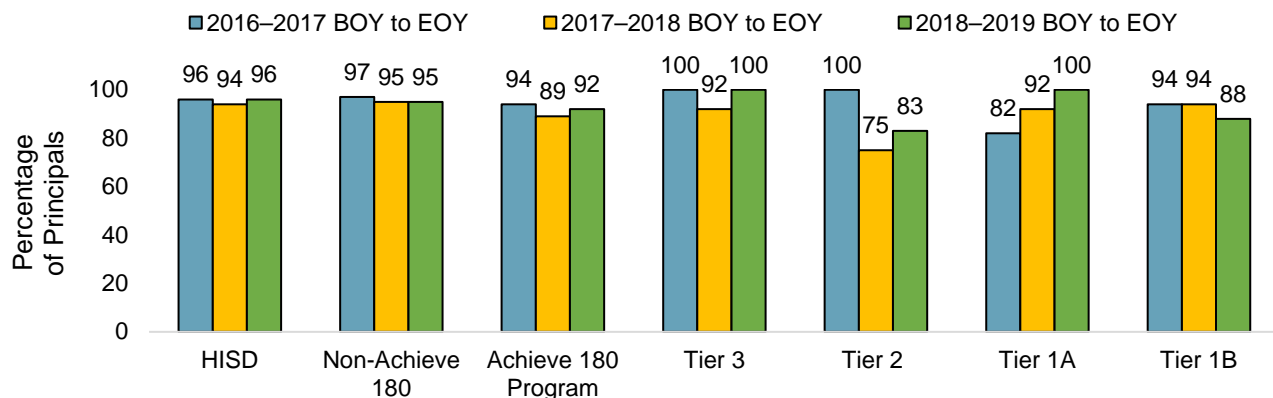
Sources: HISD Teacher Appraisal and Development System (TADS) Employee Rosters, Beginning-of-Year (BOY), October 24, 2016, October 30, 2017, and October 25, 2018; Middle-of-Year (MOY), January 30, 2017, January 29, 2018, and January 28, 2019; and End-of-Year (EOY), May 26, 2017, June 4, 2018, and June 3, 2019.

Note: The same principals who were on the same campuses at BOY, MOY, and EOY are included.

- A two percentage-point loss was made in principal retention on non-Achieve 180 and Achieve 180 Program campuses, with no lasting change in the three percentage-point gap between non-Achieve 180 and Achieve 180 Program prinicpal retention from 2016–2017 to 2018–2019 (Figure 10).

- In 2018–2019, all of the Tier 3 and Tier 1A principals (100 percent) remained on the same campuses throughout the school year. Tier 1A was the only group to show an increase in principal retention each respective year, while Tier 3 showed a gain in 2018–2019 only (Figure 10). (Appendix D, **Figure D-7**, p. 166, provides additional data.)

Retention of Principals by School Leader Appraisal Scorecard Performance Level Ratings

- For principals at schools with school leader appraisal ratings, total principal retention rates from the end-of-year (EOY) to the beginning of the following school year (BOY) increased from 2016–2017 (baseline) to 2018–2019 (Year 2) for each group, with Achieve 180 Program principals having the largest improvement in principal retention, reducing the gap between them and non-Achieve 180 principals by 10 percentage points from 21 percentage points in 2016–2017 to 11 percentage points in 2018–2019 (**Figure 11**, p. 34).

- For Achieve 180 Program principals at the treatment group schools with school leader appraisal ratings, total principal retention rates from EOY to BOY increased from 2016–2017 (baseline) to 2018–2019 (Year 2) for each group, except Tier 3 with zero net gain. Tier 2 had the largest increase (25 percentage

points) and Tier 1B had the smallest (11 percentage points) in principal retention from 2016–2017 to 2018–2019 (Figure 11).

Figure 11. Total percentage of HISD Schools That Retained the Same Principal from the End-of-Year (EOY) to the Beginning-of-Year (BOY) of the Following School Year by Year, and Non-Achieve 180 and Achieve 180 Program Affiliation, EOY 2016–2017 through BOY 2019–2020
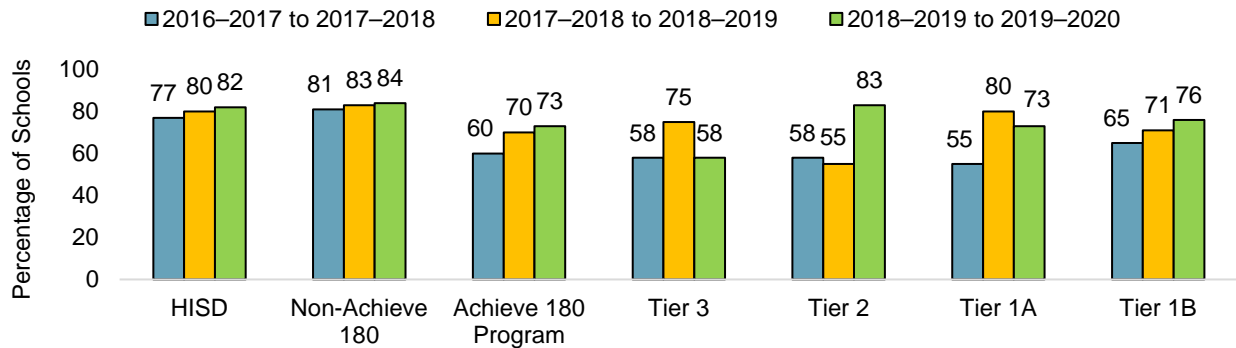
Sources: HISD Teacher Appraisal and Development System (TADS) Employee Rosters, (EOY), May 26, 2017, June 4, 2018, and June 3, 2019 and Beginning-of-Year (BOY), October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020.
Note: This figure reflects percentages based on the total number of principals on campuses at BOY of the following school year divided into the total number of the same principals on the campuses at EOY of the prior school year.

Figure 12. Percentage of HISD Schools That Retained the Same Principal from the End-of-Year (EOY) to the Beginning-of-Year (BOY) of the Following School Year by Year, Scorecard Rating (Effective-Level 3/Highly Effective-Level 4 and Ineffective-Level 1/Needs Improvement-Level 2), and Non-Achieve 180 and Achieve 180 Program Affiliation, EOY 2016–2017 through BOY 2019–2020
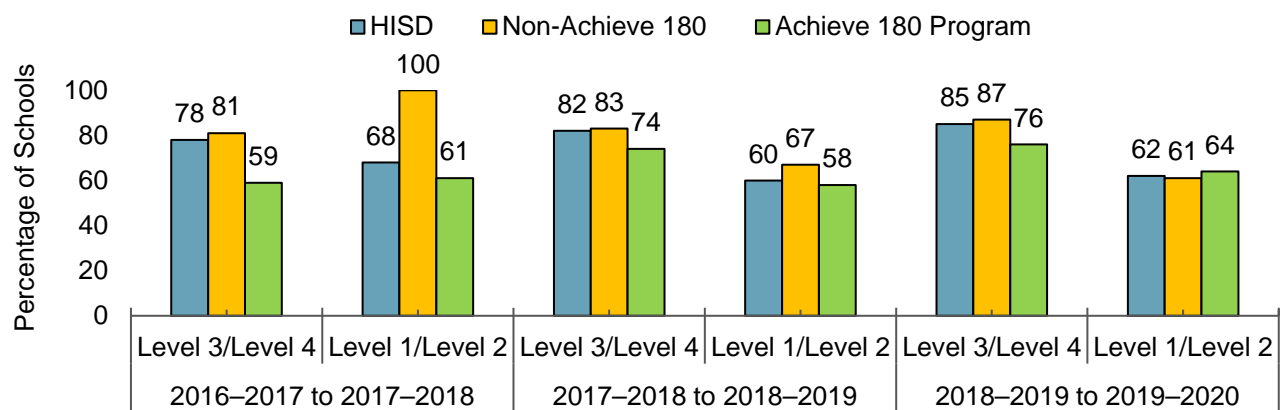
Sources: HISD Teacher Appraisal and Development System (TADS) Employee Rosters, (EOY), May 26, 2017, June 4, 2018, and June 3, 2019 and Beginning-of-Year (BOY), October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020.
Note: This figure reflects percentages based on the total number of principals within each School Leader Scorecard rating performance categories on campuses at BOY of the following school year divided into the total number of the same principals on the campuses at EOY of the prior school year.

- The percentage of HISD, non-Achieve 180, and Achieve 180 Program schools with school leader scorecard ratings of Effective (Level 3) or Highly Effective (Level 4) at EOY and the principals who were retained at BOY of the following year increased from 2016–2017 (baseline) to 2018–2019 (Year 2), with

Achieve 180 Program principals having greater retention increases than non-Achieve 180 principals, reducing the retention gap by 11 percentage points for principals on Effective and Highly Effective school leadership teams (**Figure 12**, p. 34).

- From 2016–2017 (baseline) to 2018–2019 (Year 2), at schools with school leaders who were rated Ineffective (Level 1) or Needs Improvement (Level 2) at EOY, the retention of the principals at BOY of the following year increased only among Achieve 180 Program schools (three percentage points), while the rate decreased 39 percentage points among principals at non-Achieve 180 schools (Figure 12).

- For Achieve 180 Program treatment groups with at least five schools total at the combined Scorecard Rating levels, at EOY in 2016–2017 (baseline), 50 percent of Tier 2 and 65 percent of Tier 1B schools with school leaders that were rated Effective (Level 3) or Highly Effective (Level 4) had principals who were retained at BOY in 2017–2018 (Year 1). At EOY in 2018–2019 (Year 2) all the treatment groups with school leaders that were rated Effective (Level 3) or Highly Effective (Level 4) had principals who were retained at BOY in 2019–2020 (Year 3), with principal retention rates ranging from 55 percent (Tier 3) to 91 percent (Tier 1B) (**Figure 13**).

Figure 13. Percentage of Achieve 180 Program Schools That Retained the Same Principal from the End-of-Year (EOY) to the Beginning-of-Year (BOY) of the Following School Year by Year, Scorecard Rating (Effective-Level 3/Highly Effective-Level 4 and Ineffective-Level 1/Needs Improvement-Level 2), and Treatment Group, EOY 2016–2017 through BOY 2019–2020
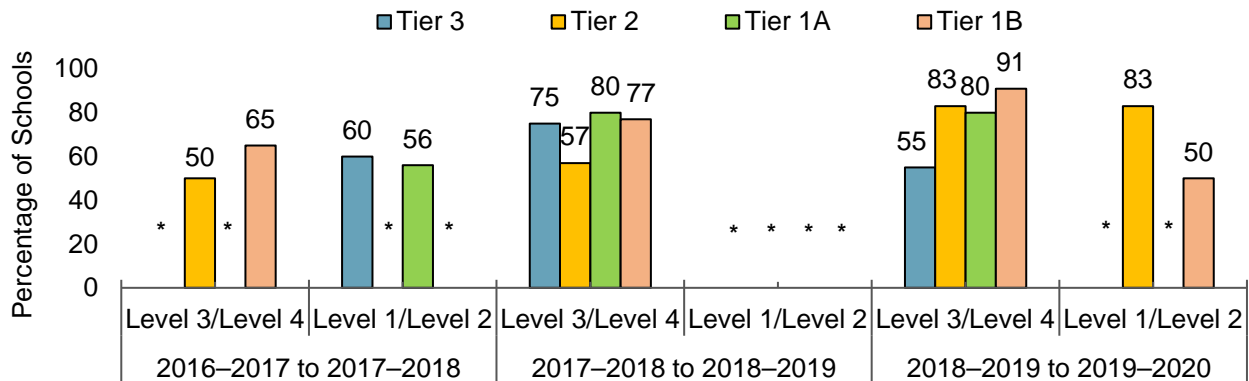
Sources: HISD Teacher Appraisal and Development System (TADS) Employee Rosters, (EOY), May 26, 2017, June 4, 2018, and June 3, 2019 and Beginning-of-Year (BOY), October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020.

Notes: This figure reflects percentages based on the total number of principals within each School Leader Scorecard rating performance level on campuses at BOY of the following school year divided into the total number of the same principals on the campuses at EOY of the prior school year. *Results are masked for fewer than five schools.

- In 2016–2017 (baseline), two of Achieve 180 Program treatment groups had schools with school leaders that were rated Ineffective (Level 1) or Needs Improvement (Level 2) at EOY and retained their principals at BOY of 2017–2018 (Year 1), with retention rates of 60 percent (Tier 3) and 56 percent (Tier 1A). By 2018–2019 (Year 2), the other two treatment groups had schools with school leaders that were rated Ineffective (Level 1) or Needs Improvement (Level 2) at EOY and retained their principals at BOY of 2019–2020 (Year 3). One retention rate was higher at 83 percent (Tier 2) and one rate was lower at 50 percent (Tier 1B), when compared to the other treatment group rates in the baseline year (Figure 13). (Appendix D, **Figure D-8**, p. 167, provides additional data.)

School Leader Extra Pay (Stipends and Incentives)

- Stipends and incentives for school leaders were identified as a component of the Achieve 180 Program beginning in 2018–2019 (Year 2). **Figure 14** shows 153 HISD school leaders received at least one stipend/incentive during the 2018–2019. Ninety-nine percent of them (n=152) were Achieve 180 Program school leaders, of which 43 (or 28%) were principals and 109 (or 72%) were assistant principals or deans. The remaining school leader was a non-Achieve 180 assistant principal or dean. Additional data showed the Achieve 180 Program principals who received stipends and/or incentives served on 43 (81%) of the 53 Achieve 180 Program campuses and the Achieve 180 Program assistant principals and deans who received stipends and/or incentives served on 45 (85%) of the 53 Achieve 180 Program campuses. (See Appendix D, **Table D-9**, p. 168 for additional details by group.)

Figure 14. Number of HISD School Leaders Who Recived At Least One Stipend/Incentive by Position and Non-Achieve 180 and Achieve 180 Program Affiliation, 2018–2019
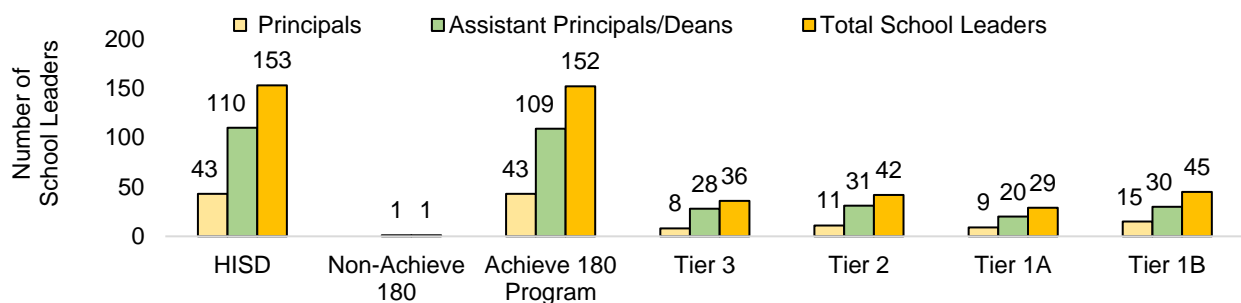
Source: Teacher Stipend files 2018–2019

Figure 15.   Amount of Stipends and Incentives Paid to HISD School Leaders by Non-Achieve 180 and Achieve 180 Program Affiliation, 2018–2019

	HISD	Non-Achieve 180	Achieve 180 Program
Principals	$519,500	--	$519,500
Assistant Principals /Deans	$512,725	$750	$511,975
Total School Leader Stipends/Incentives	$1,032,225	$750	$1,031,475
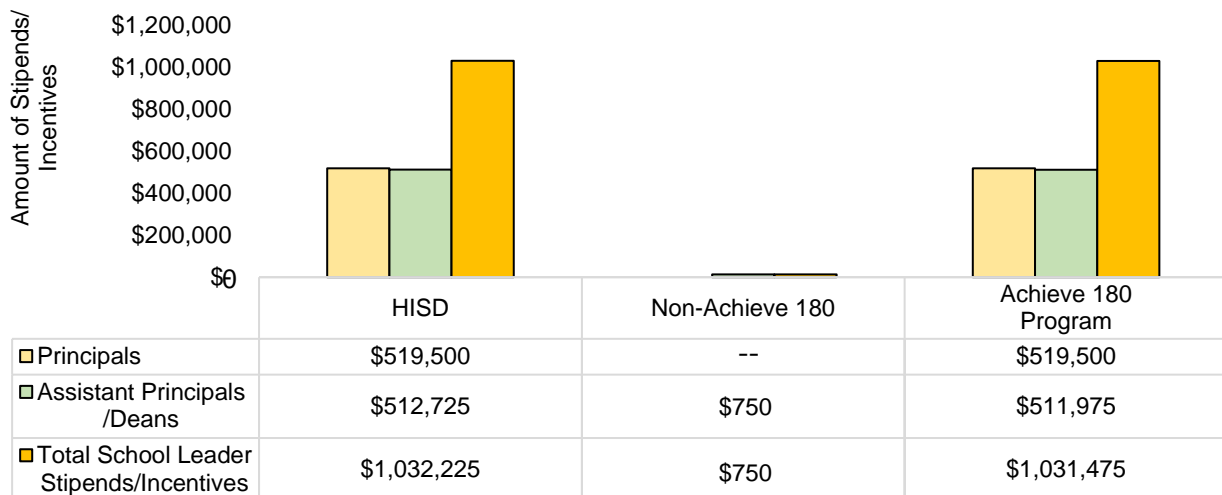
Source: Teacher Stipend files 2018–2019

- **Figure 15** shows nearly all the district's expenditures for school leader stipends and incentives were paid to Achieve 180 Program staff, with principals being paid slightly more than the amount paid to assistant principals and deans. More than half ($519,500 or 50.3%) of the total amount of HISD's expenditures for school leader stipends and incentives ($1,032,225) was paid to Achieve 180 Program principals in 2018–2019. Another 49.6 percent ($511,975) of the total expenditures for school leader

stipends/incentives was paid to Achieve 180 Program Assistant Principals or Deans in 2018–2019. This compared to only $750 (0.1%) of the district's total expenditures for school leader stipends/incentives being paid to non-Achieve 180 assistant principals and deans in the 2018–2019 school year.

Pillar II – Increase teacher effectiveness and retention to ensure equity for all students at Achieve 180 Program campuses.

| New Teacher Coach
Teacher Development Specialists
Model Classrooms
Incentives
Dedicated Associate Teachers | If we do these activities, they will lead to these outcomes. | Effective Teachers
Staff Retention
No Loss of Instruction Due to Teacher absences | This leads to… | Increased teacher effectiveness
Increased teacher retention
Ensuring equity for all students |
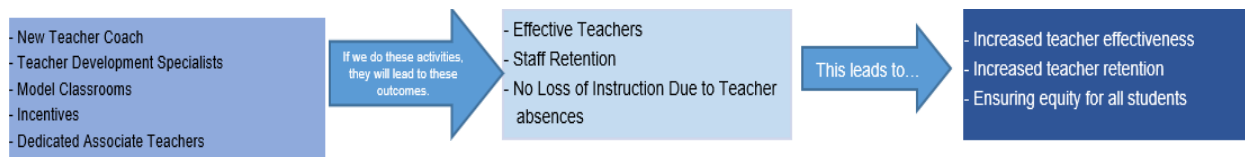
Effective Teacher Staffing - Teacher Appraisal and Development System (TADS) Ratings

- Based on cumulative, unduplicated counts of full-time teachers who taught in HISD at any time during the school year, in 2016–2017, 10,810 (67.8%) out of 15,952 HISD full-time teachers had Teacher Appraisal and Development System (TADS) summative ratings. This rate increased to 80.8 percent of full-time teachers in 2017–2018 (10,911 out of 13,511) and 81.4 percent of full-time teachers in 2018–2019 (10,453 out of 12,840) having summative ratings. (See **Appendix E, Table E-1**, p. 169 for details by group.)

Figure 16. Percentage of Effective/Highly Effective Teachers by Non-Achieve 180 and Achieve Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

Percentage of Effective/ Highly Effective Teachers

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1B	Tier 1A
2016–2017	88.9	90.2	83.1	84.9	78.1	84.7	84.1
2017–2018	89.3	91.1	81.2	77.7	81.4	83.9	80.0
2018–2019	89.6	91.7	80.4	77.7	73.3	84.1	84.2
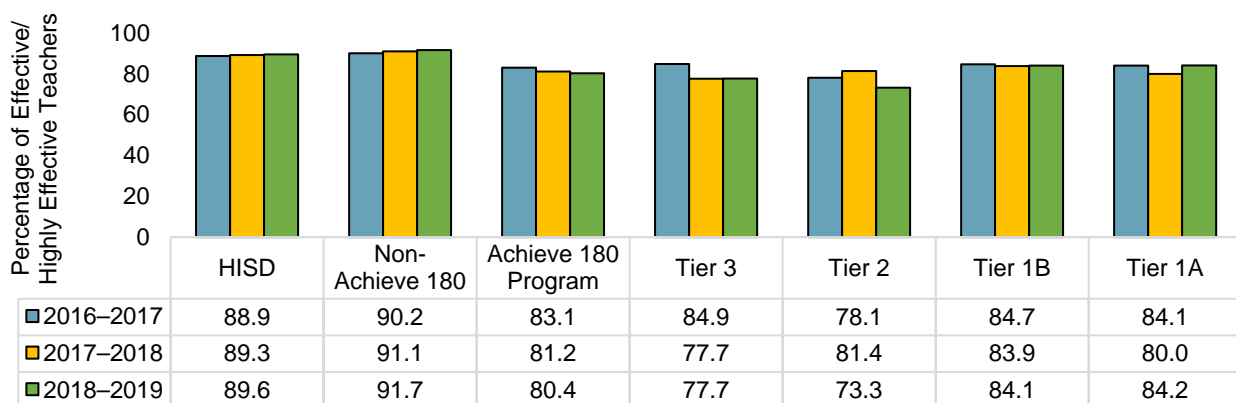
Sources: 2016–2017: 2016–2017 TADS Summative Rating Report, TADS tool as of October 23, 2017; 2017–2018: 2017–2018 TADS Summative Rating Report, TADS tool as of October 22, 2018; 2018–2019: 2018–2019 TADS Summative Rating Report, TADS tool as of December 4, 2019
Notes: Percentages are based on the number of teachers with a summative rating. Ratings were rounded to the nearest whole number. Effective/Highly Effective TADS Ratings ≥2.5, Not Effective/Highly Effective TADS Ratings <2.5. No data provided for Texas Connections Academy Houston (Tier 1A).

- **Figure 16** shows the percentage of Effective/Highly Effective teachers on non-Achieve 180 campuses increased each year from 2016–2017 to 2018–2019, while the rate decreased on Achieve 180 Program

campuses each year, with the gap growing 60 percent from 7.1 percentage points in 2016–2017 to 11.3 percentage points in 2018–2019.

- Except for the Tier 3, each Achieve 180 Program treatment group showed an increase in the percentage of Effective and Highly Effective teachers in at least one year between 2016–2017 and 2018–2019. However, except for Tier 1A, each Achieve 180 Program treatment group showed a decrease in the percentage of Effective/Highly Effective teachers from 2016–2017 to 2018–2019 (Figure 16).

Teacher Retention

- Assessment of teacher retention in the same type of position and in the same group of schools (i.e., HISD, non-Achieve 180, Achieve 180 Program, Tier 3, Tier 2, Tier 1A, and Tier 1B) from the end of the school year (EOY) to the beginning of the following school year (BOY) showed non-Achieve 180 schools retained a higher percentage of teachers (78% or 79%) than was retained at Achieve 180 Program schools each year (from 67% to 71%). However, Achieve 180 Program schools showed a two percentage-point increase in teacher retention, each year, while non-Achieve 180 schools' retention rates fluctuated, reducing the gap by four percentage points from 2016–2017 to 2018–2019 (**Figure 17**). (See Appendix E, **Table E-2**, p. 170 for details by Achieve 180 Program affiliation.)

- The teacher retention rates increased in each Achieve 180 Program Tier, except Tier 2, from the end of the school year (EOY) to the beginning of the following school year (BOY), with Tier 1A and Tier 3 showing the largest increases in retention (10 percentage points and 9 percentage points, respectively) (Figure 17).

Figure 17. Percentage of Teachers who were Retained by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
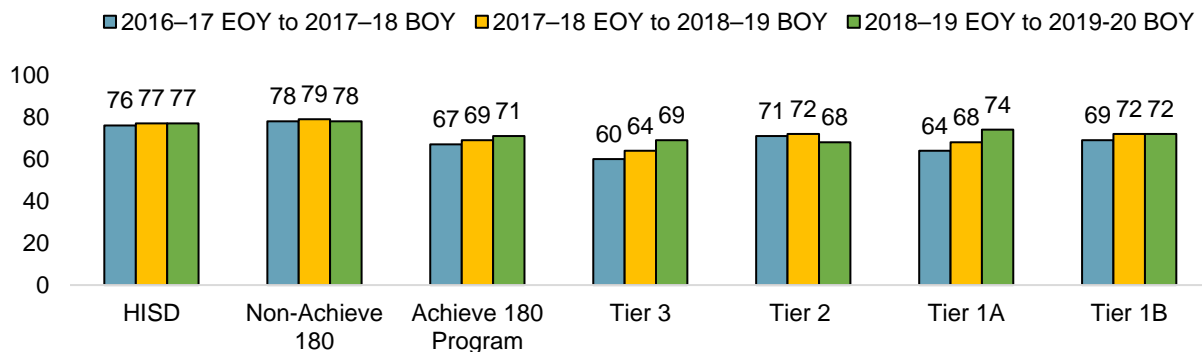
Sources: HISD Teacher Appraisal and Development System (TADS) Employee Rosters, (EOY), May 26, 2017, June 4, 2018, and June 3, 2019 and Beginning-of-Year (BOY), October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020.

Note: This figure reflects percentages based the total number of teachers on campuses at BOY of the following school year divided by the total number of teachers on campuses at EOY of the prior school year.

Teacher Extra Pay (Stipends/Incentives)

- The number of HISD teachers who received stipends increased 1,212 teachers (or more than 25%) from 4,502 in 2016–2017 to 5,714 in 2017–2018. Based on data for teachers at the 52 schools participating in the Achieve 180 Program in 2018–2019 (which excluded Texas Connections Academy Houston, a virtual, online school in Tier 1A), the number of teachers who received stipends at Achieve 180 Program schools in 2018–2019 was more than two and one-half times the number of teachers to receive stipends in 2016–2017 (or nearly 157% more), while 115 (or 3.2%) fewer teachers at non-Achieve 180 schools received stipends in 2016–2017 than in 2018–2019. The increases in the number of teachers who

received stipends among the Achieve 180 Program treatment groups from 2016–2017 to 2018–2019 ranged from two and one-half times more teachers (150% in Tier 2) to nearly three times more teachers (197% in Tier 1B) (**Figure 18**). (See Appendix E, **Table E-3**, p. 171 for details.)

Figure 18. Number of HISD Teachers who Received at least One Stipend/Incentive by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
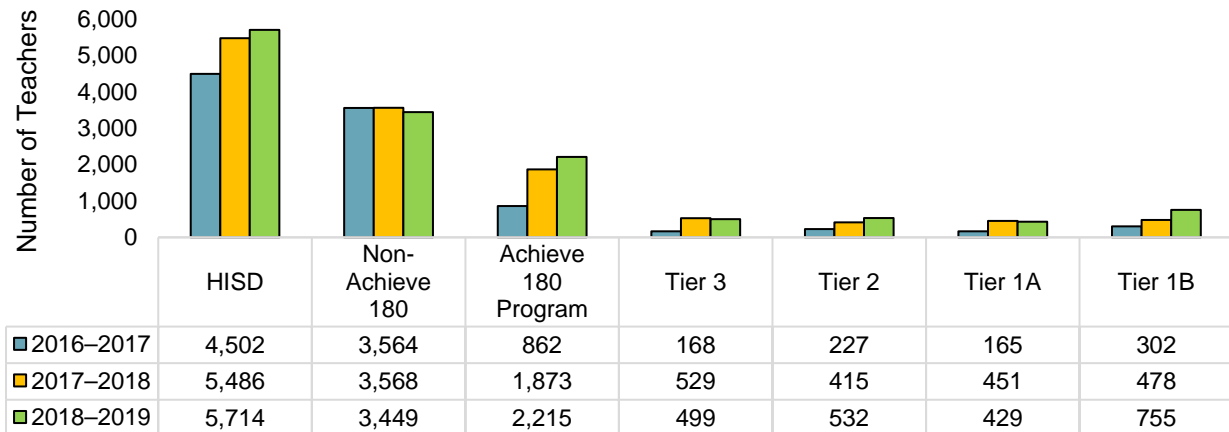
	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
■ 2016–2017	4,502	3,564	862	168	227	165	302
■ 2017–2018	5,486	3,568	1,873	529	415	451	478
■ 2018–2019	5,714	3,449	2,215	499	532	429	755

Sources: Teacher Stipend files 2016–2017, 2017–2018, 2018–2019 (HRIS); Fall 2017 A180 payout data; Spring 2018 A180 payout data.
Notes: The numbers of non-Achieve 180 and Achieve 180 Program teachers do not equal the number of HISD teachers due to the inclusion of non-campus teachers in the HISD number: 76 teachers in 2016−2017, 45 teachers in 2017−2018, and 50 teachers in 2018−2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Figure 19. Amount of Stipends/Incentives Paid to HISD Teachers by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

	HISD	Non-Achieve 180	Achieve 180 Program
■ 2016–2017	$9,481,878.02	$7,935,630.62	$1,383,512.40
■ 2017–2018	$13,107,304.74	$5,039,307.03	$8,015,774.26
■ 2018–2019	$19,008,831.86	$7,802,266.54	$11,131,880.88

Sources: Teacher Stipend files 2016–2017, 2017–2018, 2018–2019 (HRIS); Fall 2017 A180 payout data; Spring 2018 A180 payout data.
Notes: Total stipends paid to non-Achieve 180 and Achieve 180 Program teachers do not equal the amount of stipends paid to HISD teachers due to the inclusion of non-campus teachers in the HISD total: $$162,735.00 in 2016−2017, $52,223.45 in 2017−2018, and $74,684.44 in 2018−2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

- Expenditures for stipends paid to HISD teachers were about than two times higher in 2018–2019 ($19,008,831.86) than in 2016–2017 ($9,481,878.02). Based on the schools participating in Achieve 180 Program in 2018–2019, expenditures for stipends paid to Achieve 180 Program teachers were more than eight times higher in 2018–2019 ($11,131,880.88) than in 2016–2017 ($1,383,512.40), while expenditures for teachers' stipends at non-Achieve 180 schools were decreased approximately one and

one-half percent from 2016–2017 ($7,935,630.62) to 2018–2019 ($7,802,266.54) (**Figure 19**, p. 39). (See Appendix E**, Table E-4**, p. 171 for expenditures for stipends by Achieve 180 Program affiliation.)

- Increases from 2016–2017 to 2018–2019 in the cost of stipends paid to all teachers in the Achieve 180 Program treatment groups ranged from about six and one-half times the amount paid for stipends in 2016–2017 (Tier 1B) to about 11 times the amount paid for stipends in 2016–2017 (Tier 2) (**Figure 20**).

Figure 20. Amount of Stipends Paid to HISD Teachers by Achieve 180 Program Tier, 2016– 2017 through 2018–2019
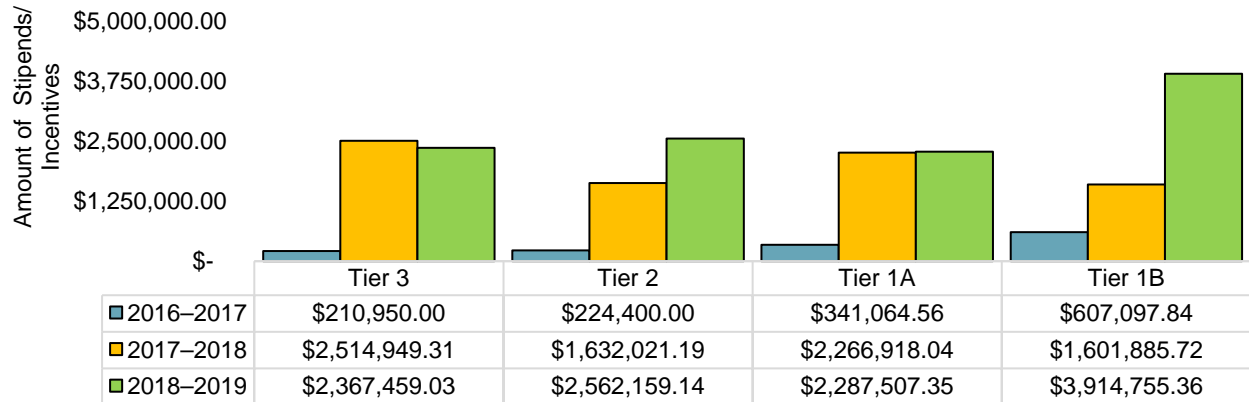
	Tier 3	Tier 2	Tier 1A	Tier 1B
■2016–2017	$210,950.00	$224,400.00	$341,064.56	$607,097.84
■2017–2018	$2,514,949.31	$1,632,021.19	$2,266,918.04	$1,601,885.72
■2018–2019	$2,367,459.03	$2,562,159.14	$2,287,507.35	$3,914,755.36

Sources: Teacher Stipend files 2016–2017, 2017–2018, 2018–2019 (HRIS); Fall 2017 A180 payout data; Spring 2018 A180 payout data.

Notes: Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Extra Pay (Stipends and Incentives) and Teacher Retention by TADS Ratings

- Based on the 53 schools participating in Achieve 180 Program, **Figure 21** (p. 41) shows the percentages of 2016–2017 HISD, non-Achieve 180, and Achieve 180 Program teachers who had an Effective/Highly Effective TADS rating (≥ 2.5), received stipends/incentives, and were retained within the same group of schools in 2016–2017 were comparable at 33 percent. However, from 2016–2017 to 2018–2019, much smaller retention rate increases occurred for teachers who met these criteria districtwide (nine percentage points) and among non-Achieve 180 schools (one percentage point) than the increase for Achieve 180 Program teachers (42 percentage points), resulting in 2018–2019 (Figure 21).

- In 2018–2019, the retention rate of Achieve 180 Program teachers who had an Effective/Highly Effective TADS rating (≥ 2.5), received stipends/incentives in 2018–2019, and were retained at an Achieve 180 Program school the following school year (75%) was 33 to 41 percentage-points higher than the retention rates of non-Achieve 180 teachers (34%) and teachers districtwide (42%) who met the same criteria (Figure 21).

- Similarly, the percentages of HISD, non-Achieve 180, and Achieve 180 Program teachers who had 2016–2017 TADS ratings that were not categorized as Effective/Highly Effective (<2.5), received stipends/incentives in 2016–2017, and were retained within the same group of schools the following school year were fairly comparable (ranging from 3% for HISD and non-Achieve 180 teachers to 5% for Achieve 180 Program teachers). However, a much larger increase occurred in the Achieve 180 Program retention rate of teachers who met these criteria (nine percentage points) than the increase in the retention rate of teachers who met these criteria among schools districtwide (one percentage point), which included a one percentage-point decrease in the non-Achieve 180 retention rate (Figure 21).

Figure 21. Percentage of Retained Teachers in HISD who Received Stipends/Incentives by Their TADS Rating and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

- 2016–2017 Effective/Highly Effective Rating
- 2017–2018 Effective/Highly Effective Rating
- 2018–2019 Effective/Highly Effective Rating
- 2016–2017 Not Effective/Not Highly Effective Rating
- 2017–2018 Not Effective/Not Highly Effective Rating
- 2018–2019 Not Effective/Not Highly Effective Rating
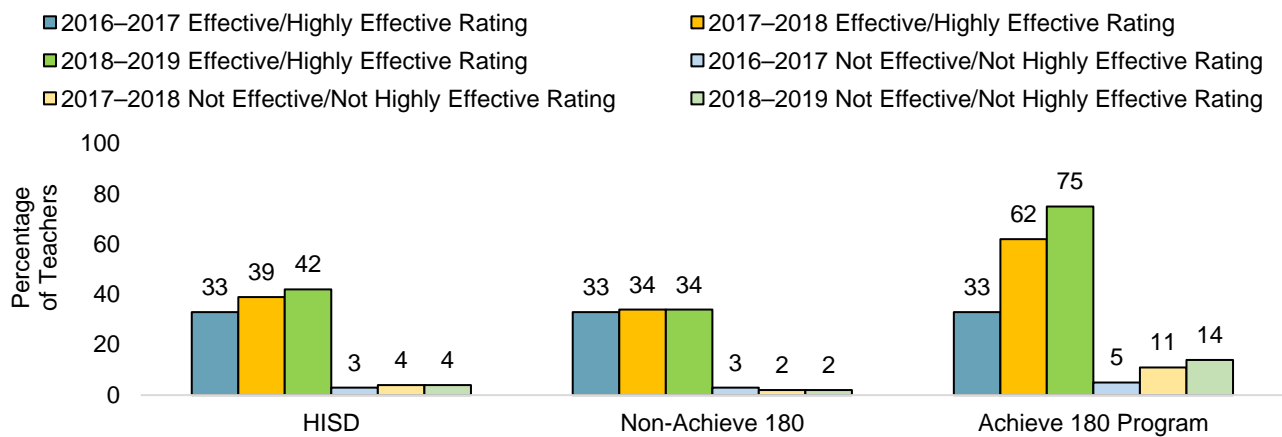
Sources: 2018–2019: TADS Data Reporting Roster: " 06.03.2019 HISD ROSTER FOR TADS" (EOY), "10.28.2019 HISD ROSTER FOR TADS" (BOY); 2017−2018: TADS Data Reporting Roster: "06.04.2018 HISD ROSTER FOR TADS" (EOY), "10.25.2018 HISD ROSTER FOR TADS" (BOY); 2016–2017: TADS Data Reporting Roster: "05.22.2017 HISD ROSTER FOR TADS" (EOY), "10.23.2017 HISD ROSTER FOR TADS" (BOY); 2018–2019: TADS Summative Ratings: "2018-19_SummativeRatingRPT_12-04-19"; 2017–2018: TADS Summative Ratings: "2017-18_SummativeRatingReport_10-22-18"; 2016–2017: TADS Summative Ratings: "2016-17_SummativeRatingReport_Updated2_10-23-17"

Notes: Retention is defined as a teacher remaining in the same campus and same job title in the new school year. This figure reflects percentages based on the total number of teachers within each TADS rating performance category on campuses at BOY of the following school year divided into the total number of the same teachers on the campuses at EOY of the prior school year.

Figure 22. Percentage of Retained Teachers in HISD who Received Stipends/Incentives by Their TADS Rating and Achieve 180 Program Treatment Group, 2016–2017 through 2018–2019

- 2016–2017 Effective/Highly Effective Rating
- 2017–2018 Effective/Highly Effective Rating
- 2018–2019 Effective/Highly Effective Rating
- 2016–2017 Not Effective/Not Highly Effective Rating
- 2017–2018 Not Effective/Not Highly Effective Rating
- 2018–2019 Not Effective/Not Highly Effective Rating
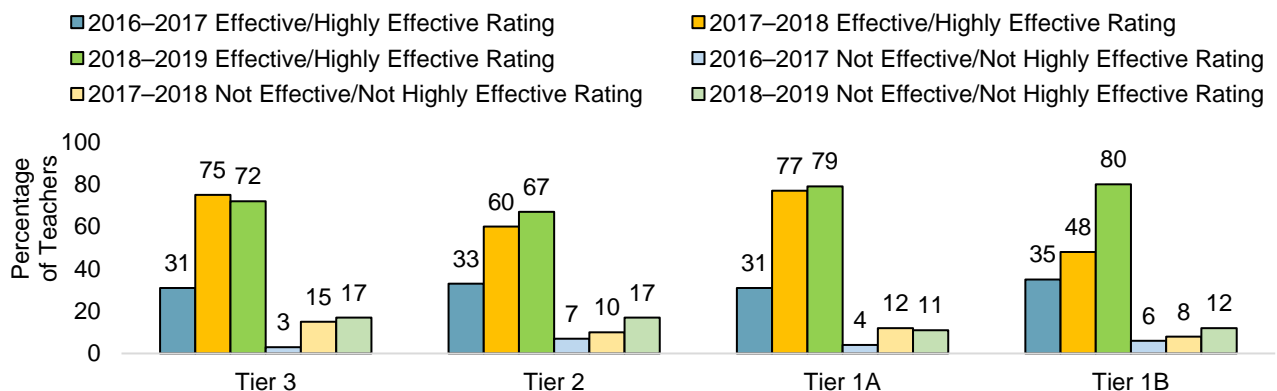
Sources: 2016–2017: 2016–2017 Teacher Roster, TADS tool as of 10-23-17; 2017–2018: 2017–2018 Teacher Roster, TADS tool as of 10–22–18; 2018–2019: 2018–2019 Teacher Roster, TADS tool as of 12–04–19. Staffing Rosters: (EOY), May 26, 2017, June 4, 2018, and June 3, 2019 and Beginning-of-Year (BOY), October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020.

Notes: Effective/Highly Effective TADS Ratings ≥2.5, Not Effective/Highly Effective TADS Ratings <2.5. Teachers were retained in the same job type and same group. This figure reflects percentages based on the total number of teachers within each TADS rating performance category on campuses at BOY of the following school year divided into the total number of the same teachers on the campuses at EOY of the prior school year.

- The percentages of teachers who had an Effective/Highly Effective TADS rating (≥ 2.5), received stipends/incentives in 2016–2017, and were retained within the same group the following school year were fairly comparable across the Achieve 180 Program treatment groups in In 2016–2017 and ranged from 31 percent (Tier 3 and Tier 1A) to 35 percent (Tier 1B). From 2016–2017 to 2018–2019, retention rate increases for teachers across the treatment groups who met these criteria ranged from 34 percentage points (Tier 2) to 48 percentage point (Tier 1A) (**Figure 22**, p. 41).

- In 2018–2019, the retention rates of teachers in the Achieve 180 Program treatment groups who had an Effective/Highly Effective TADS rating (≥ 2.5), received stipends/incentives in 2018–2019, and were retained the following school year in the same Achieve 180 Program treatment group ranged from 67 percent (Tier 2) to 80 percent (Tier 1B) (Figure 22).

- For 2016–2017 teachers across the Achieve 180 Program treatment groups who had an TADS ratings that were not associated with Effective/Highly Effective teachers (< 2.5), received stipends/incentives in 2016–2017, and were retained within the same group of schools the following school year, retention rates ranged from three percent (Tier 3) to seven percent (Tier 2). The rates increased in each group in 2018–2019, with retention rates for teachers who met these criteria that ranged from 17 percent (Tier 3 and Tier 2) to 11 percent (Tier 1A) (Figure 22). (See Appendix E, **Table E-5**, p. 172 for details by Achieve 180 Program affiliation.)

Teacher Attendance
- From 2016–2017 (baseline) to 2018–2019 (Year 2), teacher attendance rates in the district were relatively stable, with improvement in average teacher attendance rates from 2016–2017 to 2018–2019 districtwide (0.1 percentage point), at Achieve 180 Program schools, overall, (0.9 percentage point), and within each Achieve 180 program treatment group or Tier, while non-Achieve 180 schools had a decline (-0.2 percentage point), over the years tracked. This reduced the gap in attendance rates between Achieve 180 Program and non-Achieve 180 teacher from 0.9 percentage point in 2016–2017 to Achieve 180 Program teachers exceeding their non-Achieve 180 peers' attendance rate by 0.2 percentage point in 2018–2019 (**Figure 23**).

Figure 23. Teacher Attendance Rates, 2016–2017 to 2018–2019

	HISD (N=266)	Non-Achieve 180 (N=214)	Achieve 180 Program (N=52)	Tier 3 (N=12)	Tier 2 (N=12)	Tier 1A (N=11)	Tier 1B (N=17)
2016–2017	95.0	95.2	94.3	94.1	94.3	94.3	94.5
2017–2018	96.0	95.9	96.1	96.7	95.6	96.4	95.9
2018–2019	95.1	95.0	95.2	94.6	95.2	95.3	95.4
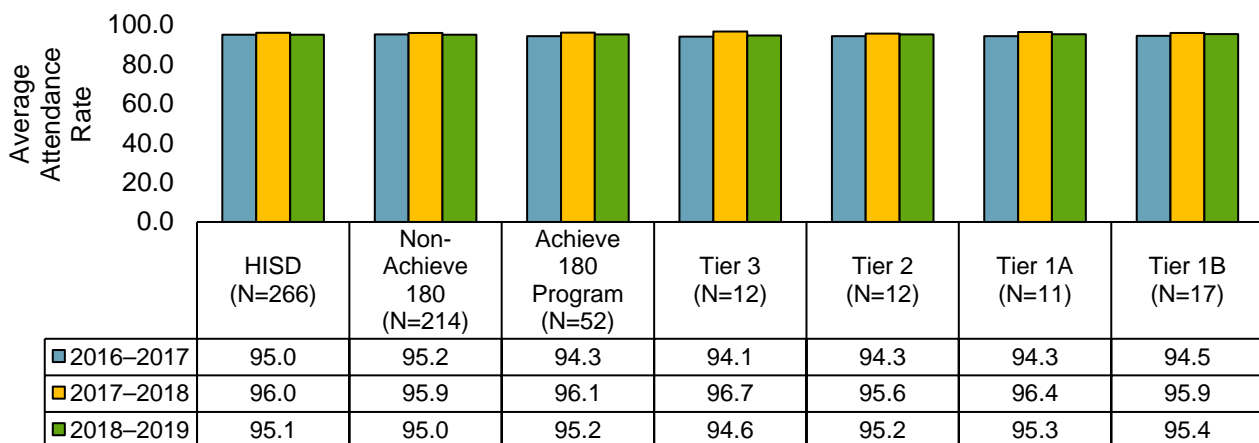
Sources: 2016–2017, 2017–2018, and 2018–2019 Human Resources Information System (HRIS) data file
Note: At least one year of data were not available for some charter and alternative schools, including Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

- There was greater improvement from 2016–2017 (baseline) to 2017–2018 (Year 1) in the average teacher attendance rates across the district, and for each group identified than declines in each group's average teacher attendance rate from 2017–2018 to 2018–2019, except for teachers in non-Achieve 180 schools where the Year 1 improvement (0.7 percentage point) was smaller than the Year 2 decline (-0.9 percentage point) in average teacher attendance rates. (See Appendix E, **Table E-6**, p. 173–174 for school-level information.)

Pillar III – Ensure that every student is equipped for success after graduation by demonstrating that they have met the outcomes set forth in the HISD Global Graduate Profile.
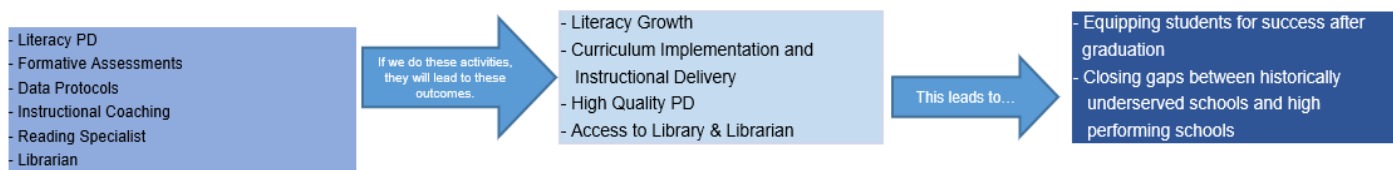
Universal Screener Performance Rates, Literacy, Reading, and Mathematics assessments in English and Spanish

- Renaissance 360 beginning (BOY) and end of year (EOY) performance results for early childhood education through grade 12 students were used to determine instructional interventions, using the following cut-points to determine students' levels of need for intervention:
  - Tier 3 - Urgent Intervention (Below 10th percentile rank);
  - Tier 2 - Intervention (10th –24th percentile rank);
  - On Watch (25th–39th percentile rank); and
  - Tier 1 - At/Above Benchmark (40th percentile rank or higher).

All Renaissance 360 Assessments

- Considering all Universal Screener assessments analyzed in 2018–2019, the largest reductions in the total percentages of students who needed Urgent Intervention or Intervention and the greatest increases of students who performed At/Above Benchmark were on the Renaissance 360 Spanish version Mathematics tests for Achieve 180 Program students and non-Achieve 180 students (see **Appendix F,** pp. 175–185).

- Considering all Universal Screener assessments analyzed in 2018–2019, the lowest performance of Achieve 180 Program students was on the Renaissance 360 English version Mathematics tests, with an increase in the total percentages of students who needed Urgent Intervention or Intervention and a one percentage-point increase in the percentage of students who performed At/Above Benchmark. For non-Achieve 180 students, the smallest reduction in the total percentages of students who needed Urgent Intervention or Intervention and the smallest increase of students who performed At/Above Benchmark was on the Renaissance 360 English version Reading tests (see Appendix F, pp. 175–185).

- Considering all Universal Screener assessments analyzed in 2018–2019, performance gaps were reduced between non-Achieve 180 and Achieve 180 Program students on Early Literacy and Mathematics tests in Spanish from the BOY to the EOY assessments (see Appendix F, pp. 175–185).

Renaissance 360 Early Literacy

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 24** (English results) **and Figure 25** (Spanish results) show the total percentages of students who needed intervention (Urgent Intervention and Intervention) decreased from BOY to EOY and the percentages of students who tested At/Above Benchmark increased from BOY to EOY for both Achieve 180 Program and non-Achieve 180 students taking Early Literacy tests in English and in Spanish in 2018–2019.

Figure 24. Percentage of HISD Students by Achieve 180 Program Affiliation at Each Performance Level on Renaissance 360 Early Literacy Tests, English Version at Beginning and End of the Year, 2018–2019
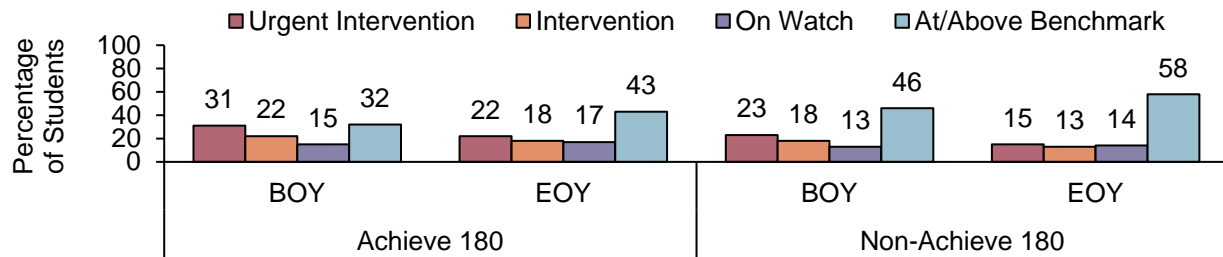
Source: Renaissance Early Literacy English 8/12/2019 Student Data
Note: Percentages may not equal 100 due to rounding.

Figure 25. Percentage of HISD Students by Achieve 180 Program Affiliation at Each Performance Level on Renaissance 360 Early Literacy Tests, Spanish Version at Beginning and End of the Year, 2018–2019
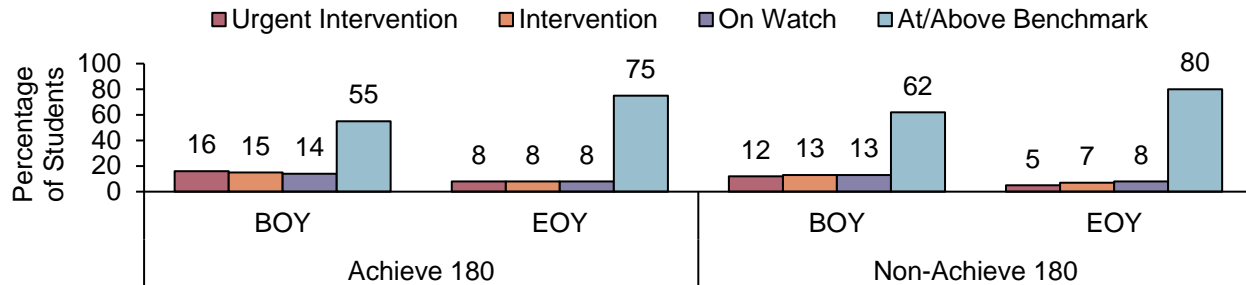
Source: Renaissance Early Literacy Spanish 8/12/2019 Student Data
Note: Percentages may not equal 100 due to rounding.

- For Achieve 180 Program and non-Achieve 180 program students who tested on English versions of the Renaissance 360 Early Literacy assessments in 2018–2019, decreases in the total percentages of students who needed intervention (Urgent Intervention and Intervention levels) (13 percentage points each)and increases in the percentages of students who tested At/Above Benchmark from BOY to EOY from BOY to EOY (11 percentage points and 12 percentage points, respectively) were comparable (Figure 24).

- On the Spanish versions of the Renaissance 360 Early Literacy assessments, Achieve 180 Program students made greater improvements from BOY to EOY than non-Achieve 180 students in decreasing the total percentage of students who needed intervention (Urgent Intervention and Intervention levels) (15 percentage points versus 13 percentage points) and in increasing the percentage of students who tested At/Above Benchmark (20 percentage points versus 18 percentage points), reducing each of the two performance gaps by two percentage points in 2018–2019 (Figure 25).

Renaissance 360 Reading

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 26** (English results) **and Figure 27** (Spanish results) show the total percentages of students who needed intervention (Urgent Intervention and Intervention) decreased from BOY to EOY and the percentages of students who tested At/Above Benchmark increased from BOY to EOY for non-Achieve 180 students taking Reading tests in English and in Spanish and for Achieve 180 Program students taking Reading tests in Spanish in 2018–2019.

Figure 26. Percentage of Achieve 180 Program and Non-Achieve 180 Students at Each Performance Level on Renaissance 360 Reading Tests at Beginning and End of the Year, English Version 2018–2019
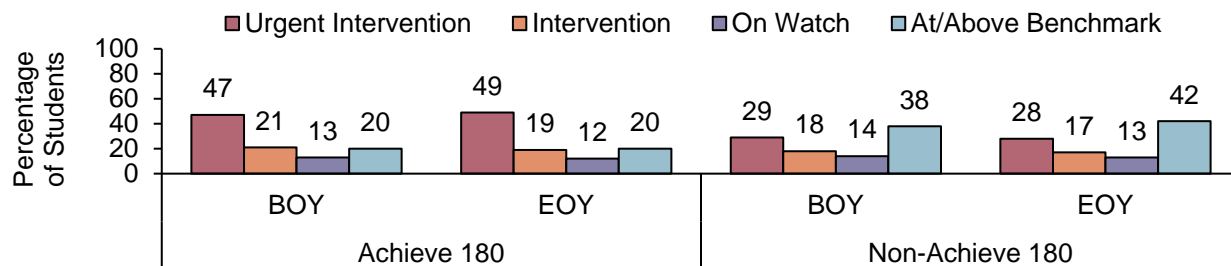
Source: Renaissance Reading English August 12, 2019 Student Data File
Note: Percentages may not equal 100 due to rounding.

Figure 27. Percentage of Achieve 180 Program and Non-Achieve 180 Students at Each Performance Level on Renaissance 360 Reading Tests at Beginning and End of the Year, Spanish Version 2018–2019
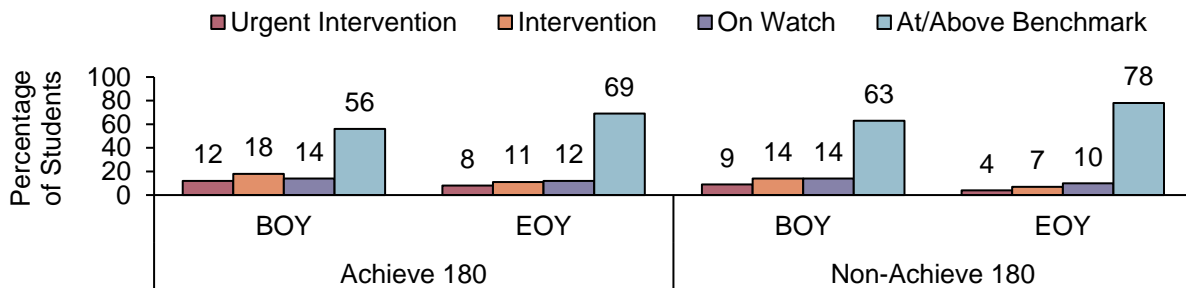
Source: Renaissance Reading Spanish August 12, 2019 Student Data File
Note: Percentages may not equal 100 due to rounding.

- On English versions of the Renaissance 360 Reading assessments in 2018–2019, non-Achieve 180 students had a two percentage-point decrease in the total percentages of students who needed intervention (Urgent Intervention and Intervention levels) and a four percentage-point increase in the total percentage of students who tested At/Above Benchmark from BOY to EOY, while Achieve 180 Program students had no cumulative change in their performance, overall (Figure 26).

- On Spanish versions of the Renaissance 360 Reading assessments in 2018–2019, non-Achieve 180 students made greater progress than for Achieve 180 Program students in the total percentages of students who needed intervention (Urgent Intervention and Intervention levels) (12 percentage points and 11 percentage points, respectively) and in the percentages of students who tested At/Above Benchmark from BOY to EOY (15 percentage points and 13 percentage points, respectively) (Figure 27).

Renaissance 360 Mathematics

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 28** (English results) **and Figure 29** (Spanish results) show the total percentages of students who needed intervention (Urgent Intervention and Intervention) decreased from BOY to EOY and the percentages of students who tested At/Above Benchmark increased from BOY to EOY for non-Achieve 180 students taking Mathematics tests in English and in Spanish and for Achieve 180 Program students taking Mathematics tests in Spanish in 2018–2019.

Figure 28. Percentage of Achieve 180 Program and Non-Achieve 180 Students who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and End of the Year, English Version 2018–2019
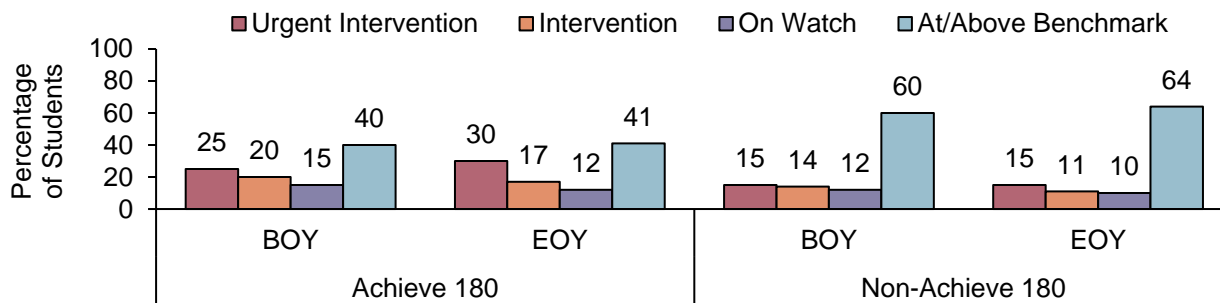
Source: Renaissance Mathematics English August 12, 2019 Student Data File
Note: Percentages may not equal 100 due to rounding.

Figure 29. Percentage of Achieve 180 Program and non-Achieve 180 Students who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and End of the Year, Spanish Version 2018–2019
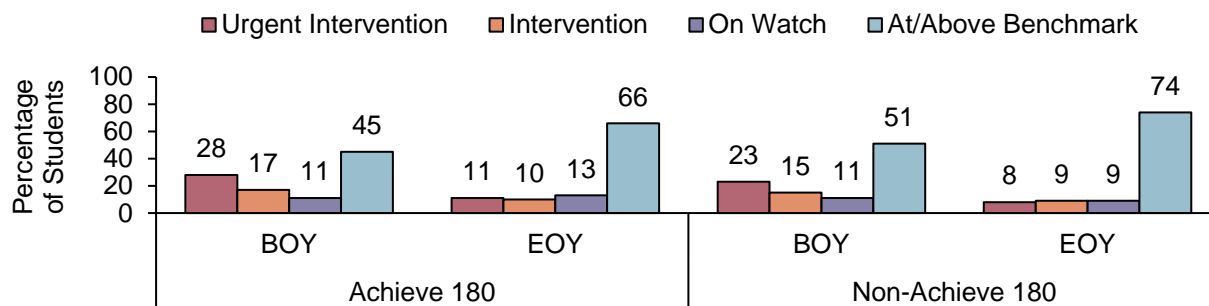
Source: Renaissance Mathematics Spanish August 12, 2019 Student Data File
Note: Percentages may not equal 100 due to rounding.

- On English versions of Renaissance 360 Mathematics assessments in 2018–2019, there was a three percentage-point decrease in the total percentage of non-Achieve 180 students who needed intervention (Urgent Intervention and Intervention levels) from BOY to EOY, while there was a two percentage-point increase in the total percentage of Achieve 180 Program students who needed intervention. In addition, there was a four percentage-point increase in the percentages of non-Achieve 180 students who tested At/Above Benchmark from BOY to EOY, while there was a one percentage-point increase for Achieve 180 Program students (Figure 28).

- On the Spanish versions of the Renaissance 360 Mathematics assessments, Achieve 180 Program students made greater improvements in decreasing the total percentage of students who needed

intervention (Urgent Intervention and Intervention levels) from BOY to EOY than non-Achieve 180 students (24 percentage points versus 21 percentage points), while non-achieve 180 students made greater gains than Achieve 180 Program students in the percentage of students who tested At/Above Benchmark (23 percentage points versus 21 percentage points), reducing the gap for students who needed intervention by three percentage points in 2018–2019 and increasing the gap for students who tested At/Above Benchmark (Figure 29, p. 46).

Renaissance 360 – Achieve 180 Program Treatment Groups
Early Literacy
- On English and Spanish versions of the Early Literacy assessment, the total percentage of students who needed intervention (Urgent Intervention and Intervention levels) decreased, while the percentage of students who performed at the At/Above Benchmark level increased between BOY and EOY for students in every treatment group, except Tier 2 students taking the Early Literacy assessment in English showing a decrease (two percentage points) in the percentage of students who tested At/Above Benchmark from BOY to EOY (see Appendix F, **Figure F-1** through **Figure F-4**, p. 175 and **Table F-1** and **Table F-2,** pp. 176–177).

Reading
- On English and Spanish versions of the Reading assessment, the total percentage of students who needed intervention (Urgent Intervention and Intervention levels) decreased, while the percentage of students who performed at the At/Above Benchmark level increased between BOY and EOY for students in every treatment group, except Tier 2 and Tier 1A students taking the Reading assessment in English and showed an increase (two percentage points each) in the total percentages of students who needed intervention (Urgent Intervention and Intervention levels) and showed a decrease in the percentages of students who tested At/Above Benchmark from BOY to EOY. In addition, there was no change from BOY to EOY in total percentage of Tier 3 students taking the Reading assessment in English and needed intervention (Urgent Intervention and Intervention levels) students and (see Appendix F, **Figure F-5** through **Figure F-8**, p. 178 and **Table F-3** and **Table F-4,** pp. 179–181).

Mathematics
- On English and Spanish versions of the Mathematics assessment, the total percentage of students who needed intervention (Urgent Intervention and Intervention levels) decreased, while the percentage of students who performed at the At/Above Benchmark level increased between BOY and EOY for students in every treatment group, except Tier 2 and Tier 1A students taking the Mathematics assessment in English and showed an increase (two percentage points each) in the total percentages of students who needed intervention (Urgent Intervention and Intervention levels) and showed no change in the percentages of students who tested At/Above Benchmark from BOY to EOY. In addition, there was no change from BOY to EOY in total percentage of Tier 1B students taking the Mathematics assessment in English and needed intervention (Urgent Intervention and Intervention levels) (see Appendix F, **Figure F-9** through **Figure F-12**, p. 182 and **Table F-5** and **Table F-6,** pp. 183–185).

Pillar IV – Match the structure and design of our schools to the needs, dreams, and realities of every student.

Activities	Outcomes	Results
- Master Schedule to meet all needs - Extended Day PD - Interventions - IAT Team - Online Learning Supports - College Readiness Supports	If we do these activities, they will lead to these outcomes. →	- Increased student achievement - Planning effective lessons for all students -Differentiated and Personalized Instruction - Effective Intervention - Post-secondary Opportunities	This leads to… →	-Students becoming critical thinkers and problem solvers -Teaching and learning that is active and cooperative

College and Career Readiness
  Career and Technical Education (CTE) Course Participation and Performance
  CTE Course Enrollment

- CTE is offered as a coherent sequence of courses in 16 career clusters or a non-coherent of sequence of courses. Based on students enrolled on HISD campuses at the PEIMS Fall snapshot, **Figure 30** shows that HISD students' Career and Technical Education (CTE) course participation increased 5.0 percent from 2016–2017 to 2018–2019, including an 11.1 percent increase in students who enrolled in a coherent sequence of CTE courses and a 4.1 percent decrease in students who enrolled in a non-coherent sequence of CTE courses.

Figure 30. Number of HISD Students in Grades 6–12 who Enrolled in a Non-Coherent Sequence or a Coherent Sequence of CTE Courses, 2016–2017 through 2018–2019
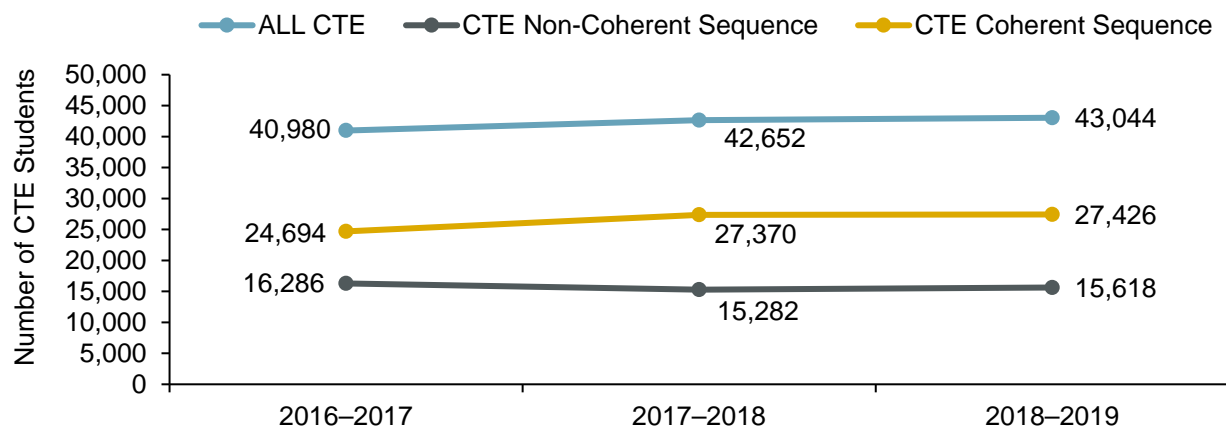
Sources: PEIMS Fall 2016, 2017, and 2018; Houston Independent School District, *Career and Technical Education: Performance, Graduation, and Dropout, HISD, 2018–2019*
Notes: PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments. PEIMS CTE Codes included 1 (Enrolled in a CTE Course) and 2 (Participant in a Coherent Sequence of CTE courses). Grades 6–12 students.

- CTE participation, overall, increased 0.3 percentage points more among non-Achieve 180 (2.2 percentage points) than among Achieve 180 Program (1.9 percentage points) students from 2016–2017 to 2018–2019, with larger percentages of students enrolled in a coherent sequence of CTE courses

(offered only in grades 9–12) than the percentages of students enrolled in a non-coherent sequence of CTE courses in non-Achieve 180 schools and in Achieve 180 schools (**Figure 31**).

Figure 31. Percentage of Students who Enrolled in a Coherent Sequence or a Non-Coherent Sequence of of CTE Courses by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
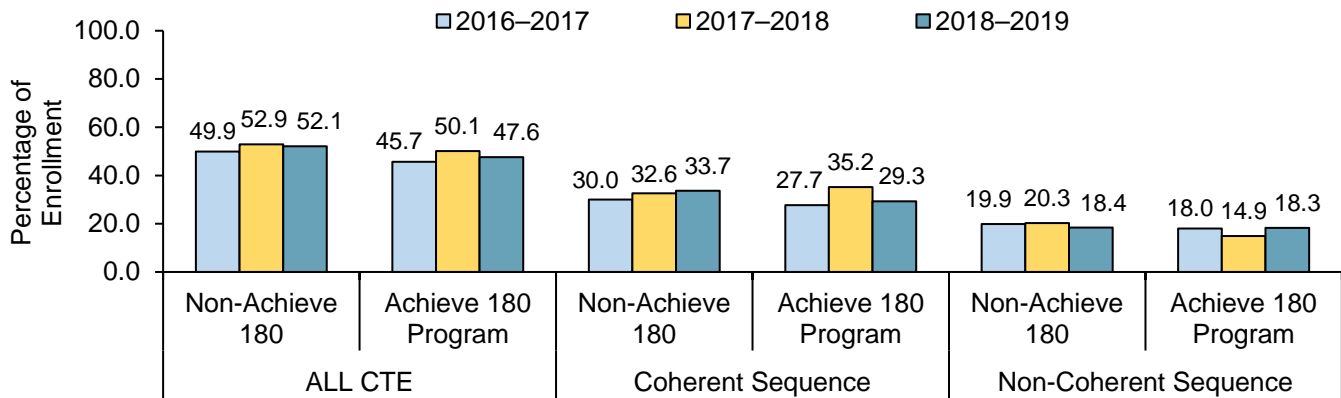
Sources: PEIMS Fall 2016, 2017, and 2018
Notes: PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments. PEIMS CTE Codes included 1 (Enrolled in a CTE Course) and 2 (Participant in a Coherent Sequence of CTE courses). Grades 6–12 students.

- The gap was reduced by -1.8 percentage points between the percentages of non-Achieve 180 and Achieve 180 Program students who took a non-coherent sequence of CTE courses; however, the gap between non-Achieve 180 and Achieve 180 Program students who took a coherent sequence of CTE course was increased by 2.1 percentage points (Figure 31).

- Achieve 180 Program students' participation increased among those who took a coherent sequence of CTE courses (1.6 percentage points) and for students who took a non-coherent sequence of CTE courses (0.3 percentage point) from 2016–2017 to 2018–2019. Non-Achieve 180 students' participation in a coherent sequence of CTE courses increased (3.7 percentage points), which was more than twice the increase of Achieve 180 Program students who took a coherent sequence of CTE courses, and non-Achieve 180 students' participation in a non-coherent sequence of CTE courses decreased (-1.5 percentage points) (Figure 31).

- From 2016–2017 to 2018–2019, Achieve 180 Program students' participation in a coherent sequence of CTE courses increased 4.8 percentage points among students in high schools and 0.3 percentage point among students in the combined-level school, while non-Achieve 180 CTE students' participation in a coherent sequence of CTE courses increased 5.3 percentage points among students in high schools and decreased -3.2 percentage points among students in combined-level schools (**Figure 32**, p. 50).

Figure 32. Percentage of Students who Enrolled in a Non-Coherent Sequence or a Coherent Sequence of CTE Courses by School Level and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

	HS	MS	Comb.	HS	MS	Comb.
	Non-Achieve 180			Achieve 180 Program		
☐ Coherent Sequence 2016–2017	47.7	- -	15.7	56.7	- -	0.4
☐ Coherent Sequence 2017–2018	49.8	- -	14.1	67.3	- -	1.2
☐ Coherent Sequence 2018–2019	53.0	- -	12.5	61.5	- -	0.7
☐ Non-Coherent Sequence 2016–2017	22.7	15.1	17.8	19.1	9.7	27.5
☐ Non-Coherent Sequence 2017–2018	25.0	11.3	15.0	13.3	14.4	19.2
☐ Non-Coherent Sequence 2018–2019	22.3	10.3	20.4	24.0	4.7	26.2
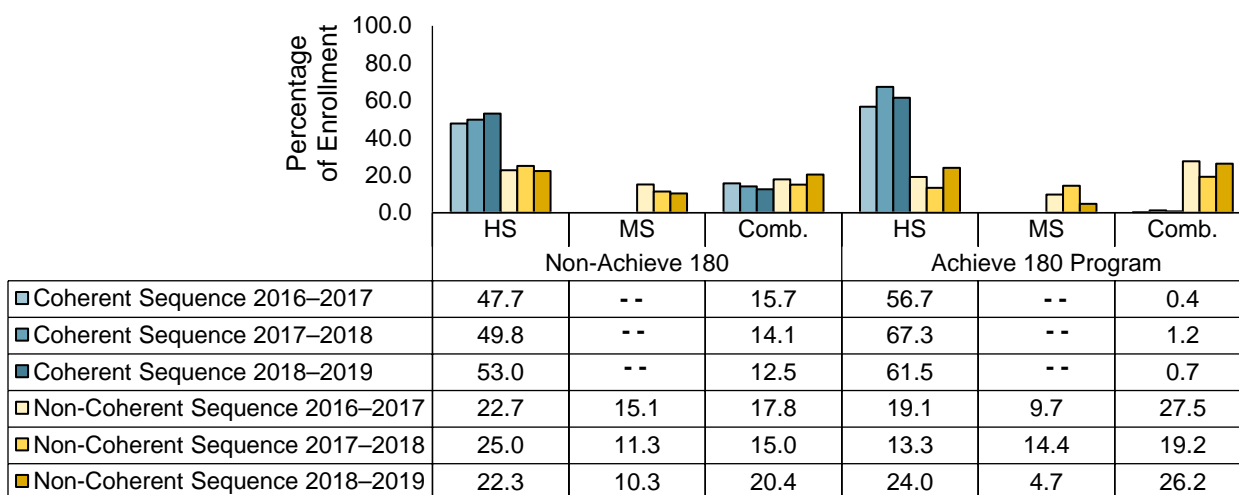
Sources: PEIMS Fall 2016, 2017, and 2018
Notes: PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments. Comb. means combined level. Coherent Sequences of CTE courses were not offered at middle schools. TCAH (Tier 1A), a virtual, online school, was the only combined level Achieve 180 Program school.

- Shown by school level for the Achieve 180 treatment groups, from 2016–2017 to 2018–2019, Achieve 180 Program CTE students' participation in a coherent sequence of CTE courses increased among student in high schools (including Tier 2 by 0.7 percentage points and Tier 1A by 31.5 percentage points) and in the combined-level school (0.3 percentage points) (**Figure 33**).

Figure 33. Percentage of Students who Enrolled in a Coherent Sequence or a Non-Coherent Sequence of CTE Courses by School Level and Achieve 180 Program Tier, 2016–2017 through 2018–2019
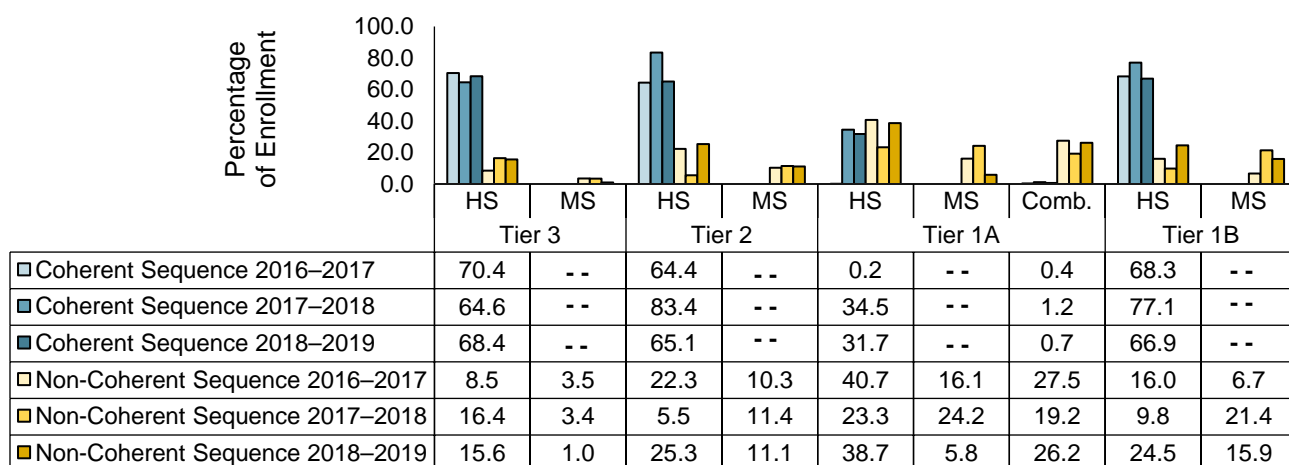
	HS	MS	HS	MS	HS	MS	Comb.	HS	MS
	Tier 3		Tier 2		Tier 1A			Tier 1B	
☐ Coherent Sequence 2016–2017	70.4	- -	64.4	- -	0.2	- -	0.4	68.3	- -
☐ Coherent Sequence 2017–2018	64.6	- -	83.4	- -	34.5	- -	1.2	77.1	- -
☐ Coherent Sequence 2018–2019	68.4	- -	65.1	- -	31.7	- -	0.7	66.9	- -
☐ Non-Coherent Sequence 2016–2017	8.5	3.5	22.3	10.3	40.7	16.1	27.5	16.0	6.7
☐ Non-Coherent Sequence 2017–2018	16.4	3.4	5.5	11.4	23.3	24.2	19.2	9.8	21.4
☐ Non-Coherent Sequence 2018–2019	15.6	1.0	25.3	11.1	38.7	5.8	26.2	24.5	15.9

Sources: PEIMS Fall 2016, 2017, and 2018
Notes: PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments. Comb. means combined level. Coherent Sequences of CTE courses were not offered at middle schools. TCAH (Tier 1A), a virtual, online school, was the only combined level Achieve 180 Program school.

- Participation of Achieve 180 Program CTE students in a non-coherent sequence of CTE courses increased among students in high schools from 2016–2017 to 2018–2019 (including Tier 3 by 7.1 percentage points, Tier 2 by 3.0 percentage points, and Tier 1B by 8.5 percentage points) and middle schools (Tier 2 by 0.8 percentage points and Tier 1B by 9.2 percentage points) (Figure 33, p. 50). (See **Appendix G**, **Table G-1** through **Table G-3**, pp. 186–188 for participation counts and school-level results.)

CTE Course Completion

- Overall, CTE course completion decreased 1.9 percentage points less among Achieve 180 Program students (-1.6 percentage points) than it decreased among Achieve 180 Program students (-3.5 percentage points) from 2016–2017 to 2018–2019 (**Figure 34**).

- Among students who completed courses in a coherent sequence of CTE courses, this included a decrease for non-Achieve 180 students (-5.8 percentage points) and a decrease for Achieve 180 Program students (-4.2 percentage points), while course completion in courses that were not within a non-coherent sequence increased among students in Achieve 180 Program schools (2.4 percentage points) and showed no cumulative change among students at non-Achieve 180 schools (Figure 34).

Figure 34. Percentage of CTE Participants who Completed a Minimum of One CTE Course by Courses Type and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
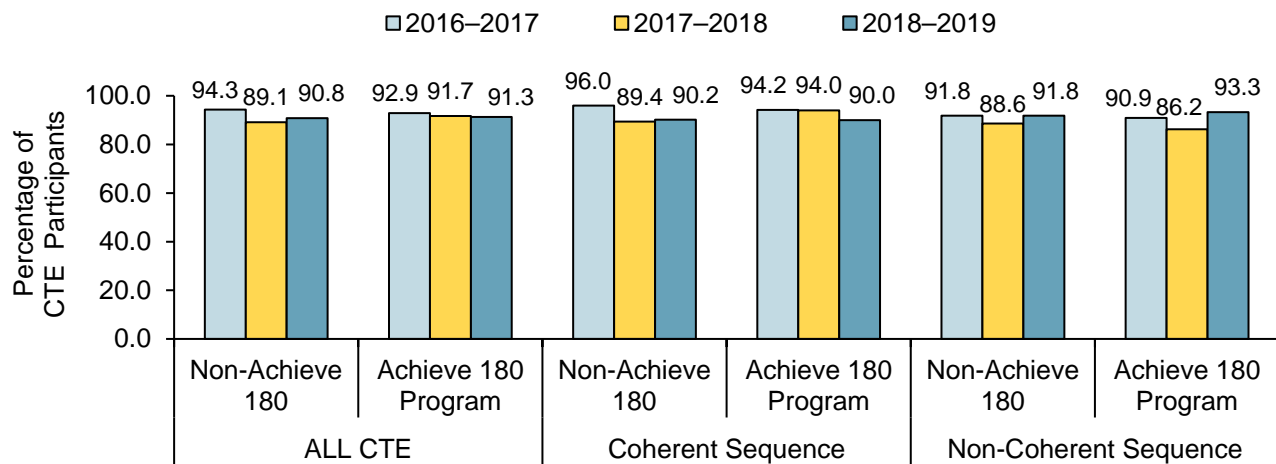
Sources: PEIMS Fall 2016, 2017, and 2018; HISD PEIMS 412 Completion data files, 2016, 2017, and 2018; Completion Codes, TEA, 2016, 2017, and 2018
Notes: PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments. Comb. means combined level. Coherent Sequences of CTE courses were not offered at middle schools. TCAH (Tier 1A), a virtual, online school, was the only combined level Achieve 180 Program school.

- By Achieve 180 Program tier, completion rates of CTE courses in a coherent sequence increased only among Tier 1A students from 2016–2017 to 2018–2019 (27.0 percentage points in high schools and 28.2 percentage points in combined-level schools), while for the other treatment groups, decreases in the completion rates for courses in a coherent sequence in high schools ranged from -2.0 percentage points (Tier 1B) to -5.4 percentage points (Tier 2) (**Figure 35**, p. 52).

- From 2016–2017 to 2018–2019, completion rates for CTE courses in a non-coherent sequence increased among Tier 1A students (2.2 percentage points in high schools and 3.6 percentage points in

combined-level schools) and among students in middle schools in all the treatment groups (ranging from 0.8 percentage point (Tier 1B) to 40.7 percentage points (Tier 1A) (Figure 35). (See Appendix G, **Table G-4** through **Table G-6**, pp. 189–191 for completion counts and school-level results.)

Figure 35. Percentage of CTE Participants who Completed a Minimum of One CTE Course by Course Type and Achieve 180 Program Tier, 2016–2017 through 2018–2019
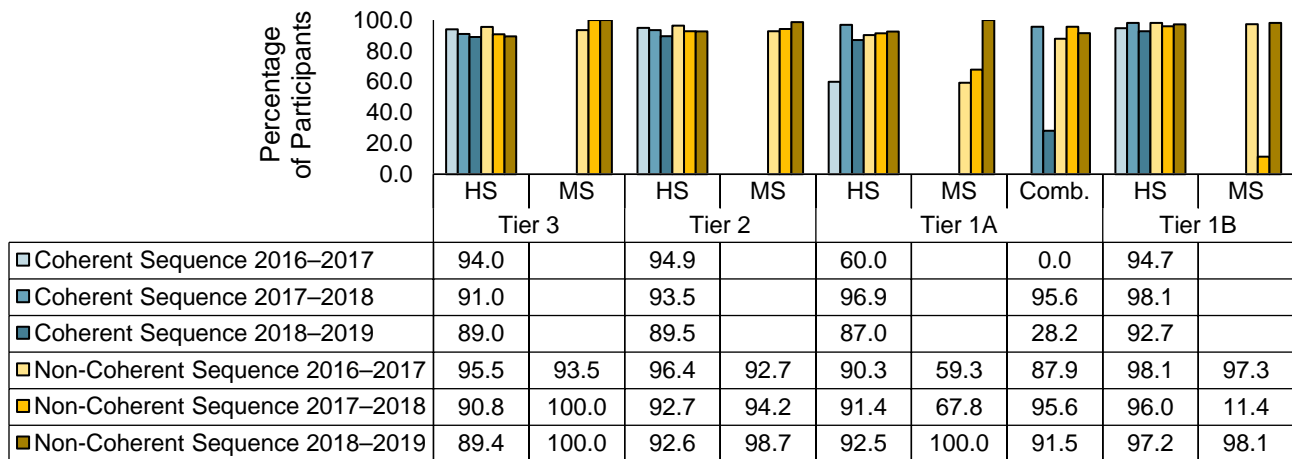
	HS	MS	HS	MS	HS	MS	Comb.	HS	MS
	Tier 3		Tier 2		Tier 1A			Tier 1B	
☐ Coherent Sequence 2016–2017	94.0		94.9		60.0		0.0	94.7	
☐ Coherent Sequence 2017–2018	91.0		93.5		96.9		95.6	98.1	
☐ Coherent Sequence 2018–2019	89.0		89.5		87.0		28.2	92.7	
☐ Non-Coherent Sequence 2016–2017	95.5	93.5	96.4	92.7	90.3	59.3	87.9	98.1	97.3
☐ Non-Coherent Sequence 2017–2018	90.8	100.0	92.7	94.2	91.4	67.8	95.6	96.0	11.4
☐ Non-Coherent Sequence 2018–2019	89.4	100.0	92.6	98.7	92.5	100.0	91.5	97.2	98.1

Sources: PEIMS Fall 2016, 2017, and 2018; HISD PEIMS 412 Completion data files, 2016, 2017, and 2018; Completion Codes, TEA, 2016, 2017, and 2018
Notes: PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments. Comb. means combined level. Coherent Sequences of CTE courses were not offered at middle schools. TCAH (Tier 1A), a virtual, online school, was the only combined level Achieve 180 Program school.

CTE Industry-Based Certifications

- **Figure 36** shows the number of HISD students who passed CTE industry-based certification examinations increased 32.2 percent from 2016–2017 (80.0% of 5,307 students) to 2018–2019 (84.4% of 6,655 students), including a 34.9 percent increase in students who enrolled in a coherent sequence of CTE courses and a 22.3 percent decrease in students who enrolled in a non-coherent sequence of CTE courses. (See Appendix G, **Table G-7** through **Table G-9**, pp. 192–194 for details.)

Figure 36. Number of HISD Students who Took a Non-Coherent Sequence or a Coherent Sequence of CTE Courses and Passed Industry-Based Certification Examinations, 2016–2017 through 2018–2019
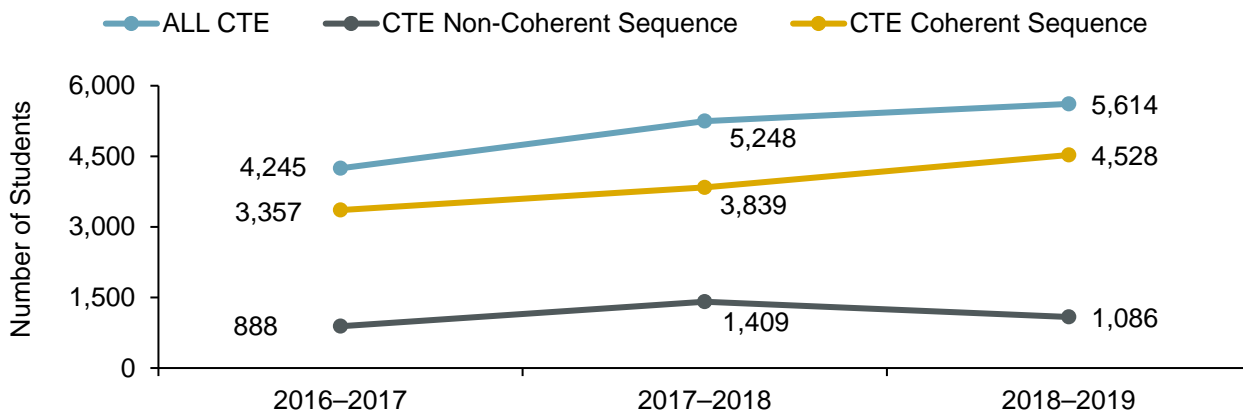
Source: HISD Chancery Ad Hoc data retrieved using IBM Cognos, January 15, 2020

- **Figure 37** shows, overall, the CTE industry certification exam pass rate increased 11.2 percentage points among non-Achieve 180 students while the pass rate decreased -18.3 percentage points among Achieve 180 Program students from 2016–2017 to 2018–2019, with both groups showing a decrease from 2017–2018 to 2018–2019.

- In two of the three years tracked, students who took CTE courses in a non-coherent sequence had higher certification exam passing rates than the certification exam passing rates for student who took a coherent sequence of courses (in 2017–2018 and 2018–2019 for Achieve 180 Program and in 2016–2017 and 2017–2018 for non-Achieve 180 students). Only in 2018–2019 for non-Achieve 180 students (89.3%) and only in 2016–2017 for Achieve 180 Program students (89.9%) did the students who enrolled in a coherent sequence of CTE courses pass the industry certification exams at a higher rate than the respective group's percentage of students who took CTE courses in a non-coherent sequence and passed industry certification exams (Figure 37). (See Appendix G, Table G-7 through Table G-9, pp. 192–194 for school-level results by Achieve 180 Program affiliation.)

Figure 37. Percentage of Students who Passed Industry-Based Certification Examinations by CTE Course Type and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
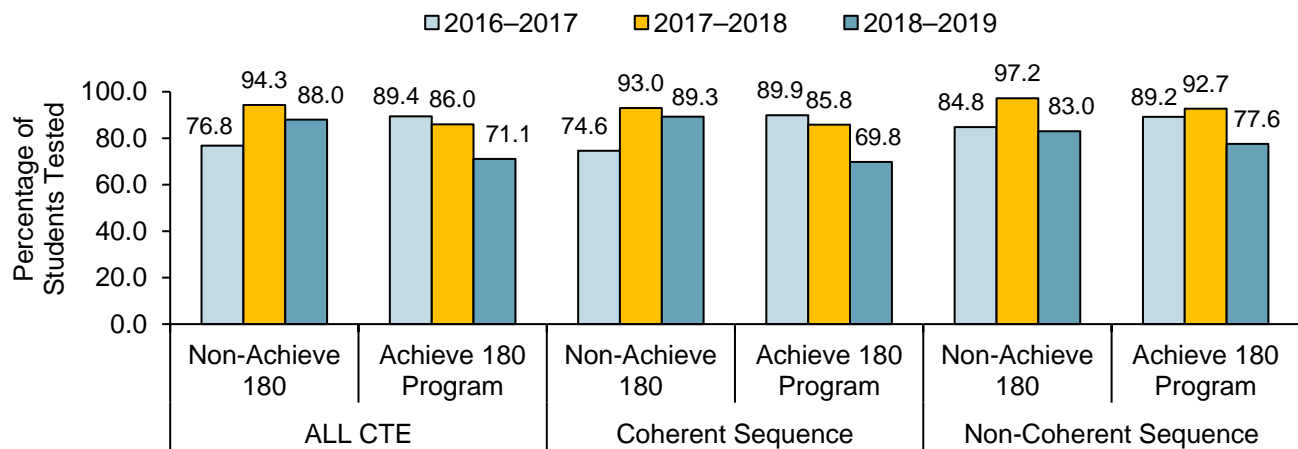
Source: HISD Chancery Ad Hoc data retrieved using IBM Cognos, January 15, 2020

- Additional information provided in Appendix G, **Table G-10** (pp. 195–197) shows the types of CTE industry-based certification examinations passed by 5,665 HISD students, including 1,047 Achieve 180 Program students who earned 31 different types of CTE certifications (nine were listed by the Texas Education Agency) and 4,618 non-Achieve 180 students who earned 69 different types of CTE certifications (11 were listed by the Texas Education Agency) in 2018–2019.

- By certification type, the largest percentage of Achieve 180 Program students earned CTE industry certifications in Microsoft Office Specialist Word (20.3%) in 2018–2019, which compared to the largest proportion of non-Achieve 180 Program students who received certifications in NCCER Core Level I (11.2%) in 2018–2019. This compared to non-Achieve 180 Program students who received certifications in Microsoft Office Specialist Word at a rate of 9.2 percent (a -11.1 percentage-point difference) and Achieve 180 Program students who received certifications in NCCER Core Level I at a rate of 11.1 percent (a -0.1 percentage-point difference), in 2018–2019. (See Appendix G, Table G-10 for a list of

the certifications including those on TEA's list of approved Industry-Based Certifications for Public School Accountability for 2018-2019 by Achieve 180 Program affiliation.)

Advanced Placement Examination Participation and Performance

- Advanced Placement exams are administered to high school students, annually, in May. Grade 9–12 student participation in Advanced Placement (AP) examinations from 2016–2017 (baseline) to 2018–2019 (Year 2), decreased slightly among non-Achieve 180 students (1.4%, 13,519 to 13,333), while it increased 23.7 percent among Achieve 180 Program students, overall (2,044 to 2,529) (Figure 38). (See Appendix G, **Table G-11**, p. 198 for campus-level results.)

- From 2016–2017 to 2018–2019, the number of Advanced Placement (AP) examinations taken by grade 9–12 students decreased 4.1 percent among non-Achieve 180 students (25,355 to 24,307), while it increased 14.2 percent among Achieve 180 Program students (3,426 to 3,912) (Figure 38).

- From 2016–2017 to 2018–2019, the number of Advanced Placement (AP) examinations taken by grade 9–12 students decreased 4.1 percent among non-Achieve 180 students, while it increased 14.2 percent among Achieve 180 Program students (Figure 38).

Figure 38. Number of HISD Students in Grades 9–12 who Took Advanced Placement Examinations and Number of Tests Taken, by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
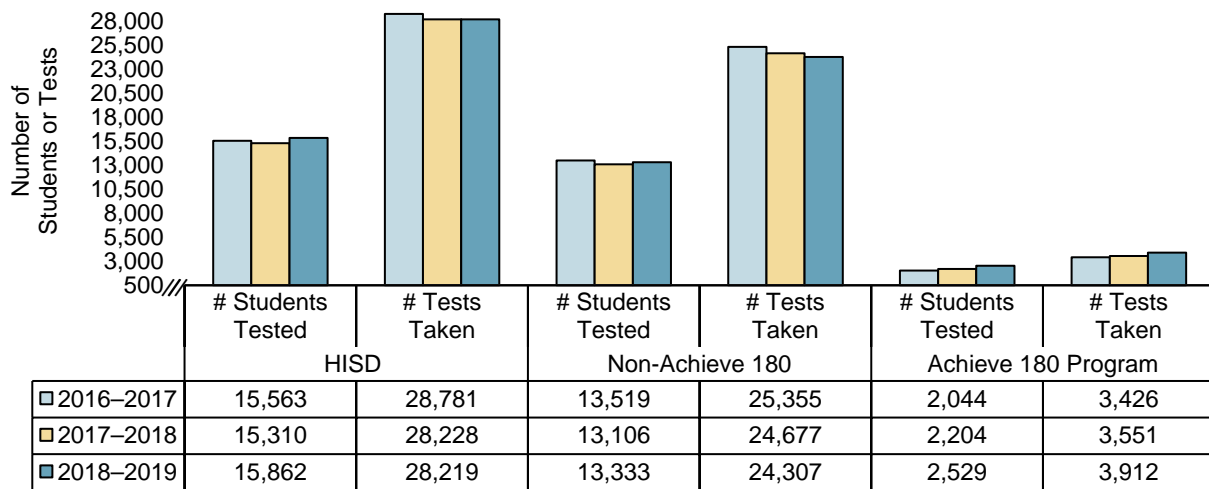
	# Students Tested	# Tests Taken	# Students Tested	# Tests Taken	# Students Tested	# Tests Taken
	HISD		Non-Achieve 180		Achieve 180 Program	
2016–2017	15,563	28,781	13,519	25,355	2,044	3,426
2017–2018	15,310	28,228	13,106	24,677	2,204	3,551
2018–2019	15,862	28,219	13,333	24,307	2,529	3,912

Sources: 2017 College Board AP data file, August 14, 2017; 2018 College Board AP data file, August 29, 2018; 2019 AP data file, September 11, 2019
Notes: Data reflects districtwide totals. The AP Reports by year report high school and middle school separately except for the 2019 report. The total exams and the number scored 3 or higher districtwide matches Figure 1 on the 2019 AP Report. /// at the Y-axis indicates the numbers are truncated to begin at 500.

- Achieve 180 Program students in Tier 1B (36.5%, 751 to 1,025) increased their participation in AP exams the most of all the treatment groups, and Tier 1A students (18.8%, 421 to 500) increased their participation the least on AP exams among the treatment groups, while only Tier 2 student participation on AP exams decreased from 2016–2017 to 2018–2019 (-4.6%, 370 to 353) (**Figure 39**, p. 55).

- Students in Tier 1B (31.6%, 1,288 to 1,695) and Tier 3 (13.0%, 814 to 920) achieved the largest increases in the number of AP exams taken by students from 2016–2017 to 2018–2019, while Tier 2 students (-8.5%, 673 to 616) had a decrease (Figure 39).

Figure 39. Number of Achieve 180 Program Students in Grades 9–12 who Took Advanced Placement Examinations and Number of Tests Taken, by Treatment Group, 2016–2017 through 2018–2019
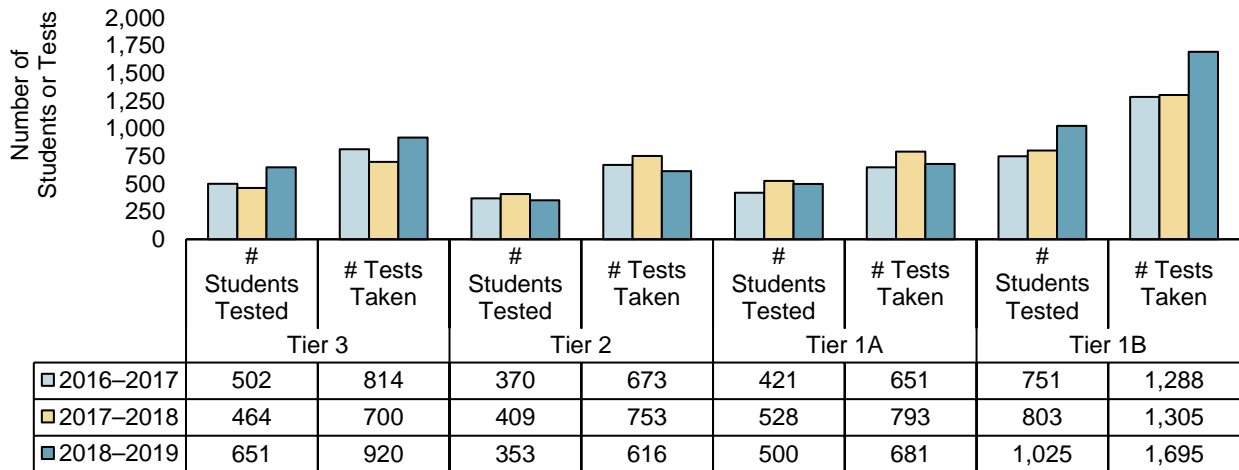
	# Students Tested (Tier 3)	# Tests Taken (Tier 3)	# Students Tested (Tier 2)	# Tests Taken (Tier 2)	# Students Tested (Tier 1A)	# Tests Taken (Tier 1A)	# Students Tested (Tier 1B)	# Tests Taken (Tier 1B)
2016–2017	502	814	370	673	421	651	751	1,288
2017–2018	464	700	409	753	528	793	803	1,305
2018–2019	651	920	353	616	500	681	1,025	1,695

Sources: 2017 College Board AP data file, August 14, 2017; 2018 College Board AP data file, August 29, 2018; 2019 AP data file, September 11, 2019
Notes: Data reflects districtwide totals. The AP Reports by year report high school and middle school separately except for the 2019 report. The total exams number of exams districtwide matches Figure 1 on the 2019 AP Report.

Figure 40. Total Percentage of Advanced Placement Examinations on Which HISD Students in Grades 9–12 Scored Three or Higher, by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
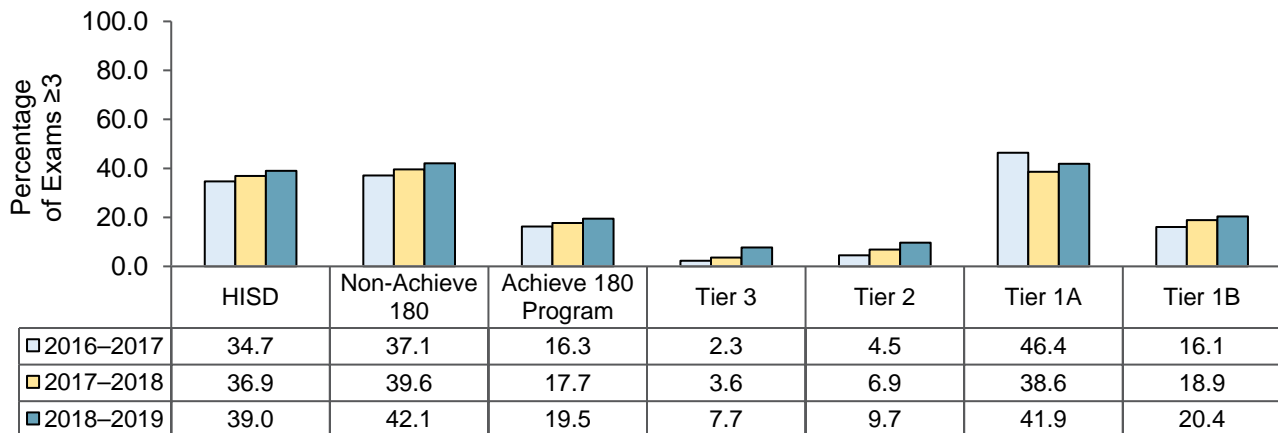
	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
2016–2017	34.7	37.1	16.3	2.3	4.5	46.4	16.1
2017–2018	36.9	39.6	17.7	3.6	6.9	38.6	18.9
2018–2019	39.0	42.1	19.5	7.7	9.7	41.9	20.4

Sources: 2017 College Board AP data file, August 14, 2017; 2018 College Board AP data file, August 29, 2018; 2019 AP data file, September 11, 2019
Notes: Data reflects districtwide totals. The AP Reports by year report high school and middle school separately except for the 2019 report. The total exams on which students scored 3 or higher, districtwide, matches Figure 1 of the 2019 AP Report. Percentages are based the total number of exams scored at or above criterion divided by the total number of exams taken.

- From 2016–2017 to 2018–2019, HISD students (34.7% to 39.0%) and non-Achieve 180 students (37.1% to 42.1%) had greater percentages of exams on which students scored three or higher than the percentages of AP exams on which Achieve 180 Program students, overall, scored three or higher (16.3% to 19.5%), with each group showing an increase each year (**Figure 40**, p. 55).

- The performance gap grew each year between non-Achieve 180 and Achieve 180 Program students in the proportion of exams on which students who scored three or higher, widening by 1.8 percentage points from 20.8 percentage points in 2016–2017 to 22.6 percentage points 2018–2019 (Figure 40, p. 55). (See Appendix G, Table G-11, p. 198 for campus-level results and Appendix G, **Table G-12** and **Table G-13**, pp. 199–200 for year-to-year change.)

PSAT, SAT, and ACT - At or Above Benchmark (All Sections Combined)

- PSAT college readiness examination outcomes are lagging indicators that become available in the following academic year. Therefore, fall 2017 results for 2017–2018 are presented as a baseline measure and 2018–2019 results represent first-year program outcomes for this assessment. Based on 2017 and 2018 grade 11 student enrollments, **Figure 41** shows the College Board PSAT/NMSQT (PSAT) examination participation rates were relatively stable in 2017 and 2018 at non-Achieve 180 and Achieve 180 program schools. Participation rates in 2017 and 2018 for students at non-Achieve 180 schools were about 23 percentage points higher than the rates for students at Achieve 180 Program schools, overall, with a 0.2 percentage-point increase in the participation gap from 2017 to 2018.

Figure 41. Percentage of HISD Students who Took the PSAT/NMSQT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, Fall 2017 and Fall 2018

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
Fall 2017	80.9	87.4	64.3	77.2	84.3	27.4	82.9
Fall 2018	80.9	87.9	64.6	79.9	79.1	30.9	86.0
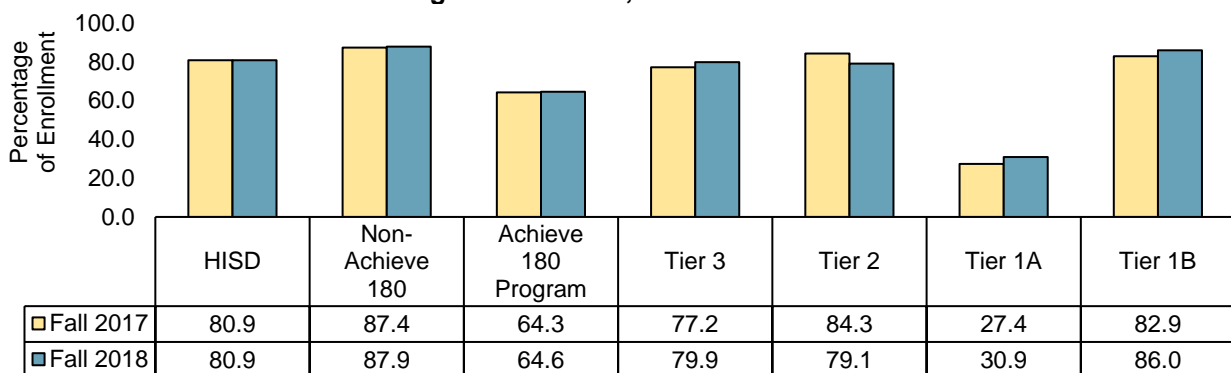
Sources: PSAT/NMSQT 2017 Fall Scores by Institution, 11th Grade, October 17, 2017 and Chancery October 17, 2017; PSAT/NMSQT 2018 Fall Scores by Institution, 11th Grade, October 29, 2018 and Chancery October 29, 2018

Notes: Percentages are based on the number of students taking exams divided by the total number of students in grade 11. Tier 1A schools include Texas Connections Academy Houston (TCAH), a virtual, online campus, which does not offer the same testing opportunities that other HISD campuses offer. See p. 144–145 for further explanation regarding TCAH test participation.

- On PSAT Evidence-based Reading and Writing (ERW) exams, the performance gap in the proportion of students who scored at or above criterion between non-Achieve 180 students and Achieve 180 Program students increased 1.2 percentage points from 28.0 percentage points in Fall 2017 to 29.2 percentage points in Fall 2018. The proportion of Achieve 180 Program students, overall (24.4%), who scored at or above criterion on 2018 PSAT ERW exams was less than half the rate for students in non-Achieve 180 schools (53.6%) (**Figure 42**, p. 57).

- Fall 2018 PSAT ERW performance rates for Achieve 180 Program treatment groups show the proportion of students who scored at or above criterion ranged from 16.6 percent (Tier 3) to 33.0 percent (Tier 1B), with increases from 2017 to 2018 of 3.6 percentage points for Tier 3 and 7.8 percentage points for Tier 1B and declines for Tier 2 and Tier 1A (-2.1 percentage points and -11.1 percentage points, respectively) (Figure 42).

Figure 42. Percentage of HISD Students who Scored At or Above Criterion on Evidence-Based Reading and Writing (ERW) and Math PSAT/NMSQT Examinations by Non-Achieve 180 and Achieve 180 Program Affiliation, Fall 2017 and Fall 2018
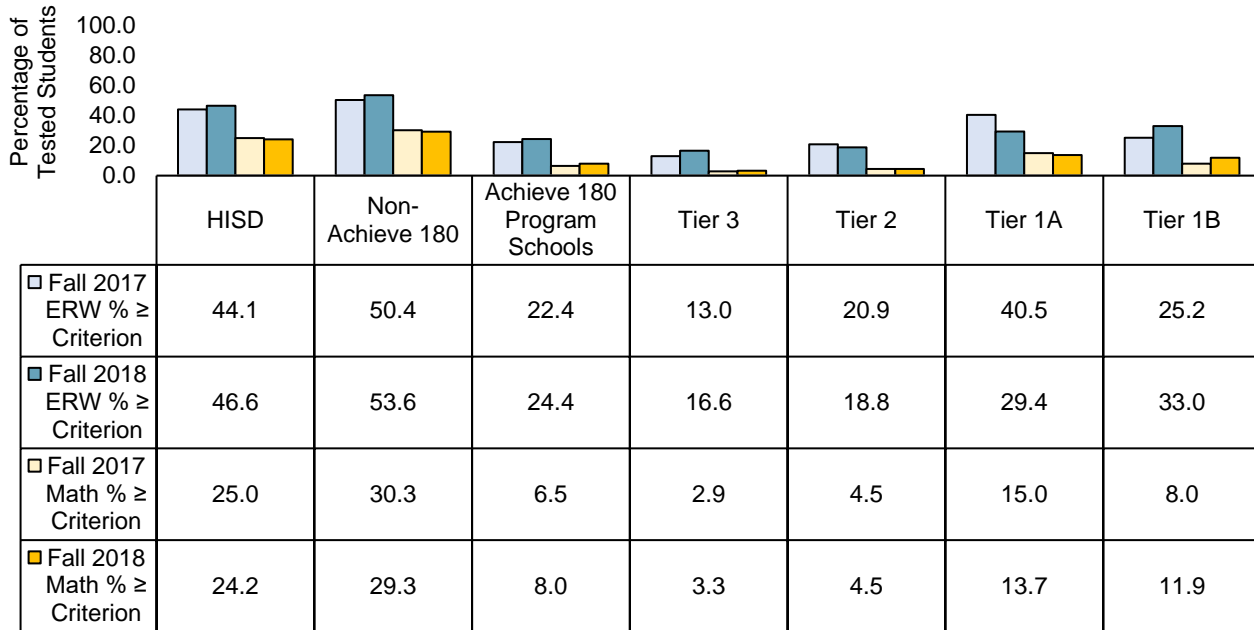
	HISD	Non-Achieve 180	Achieve 180 Program Schools	Tier 3	Tier 2	Tier 1A	Tier 1B
Fall 2017 ERW % ≥ Criterion	44.1	50.4	22.4	13.0	20.9	40.5	25.2
Fall 2018 ERW % ≥ Criterion	46.6	53.6	24.4	16.6	18.8	29.4	33.0
Fall 2017 Math % ≥ Criterion	25.0	30.3	6.5	2.9	4.5	15.0	8.0
Fall 2018 Math % ≥ Criterion	24.2	29.3	8.0	3.3	4.5	13.7	11.9

Sources: PSAT/NMSQT 2017 Fall Scores by Institution, 11th Grade, October 17, 2017 and Chancery October 17, 2017; PSAT/NMSQT 2018 Fall Scores by Institution, 11th Grade, October 29, 2018 and Chancery October 29, 2018

Notes: Percentages are based the total number of exams scored at or above criterion divided by the number of students who tested. For each year assessed, benchmark/criterion scores were ERW-460 and Mathematics-510. Tier 1A schools include Texas Connections Academy Houston (TCAH), a virtual, online campus, which does not offer the same testing opportunities that other HISD campuses offer. See pp.144–145 for further explanation regarding TCAH test participation.

- On the PSAT Math assessment, the performance gap between non-Achieve 180 students and Achieve 180 Program students, overall, decreased 2.5 percentage points from 23.8 percentage points in Fall 2017 to 21.3 percentage points in Fall 2018 in the proportion of students who scored at or above criterion. The proportion of Achieve 180 Program students, overall, who scored at or above criterion on PSAT Math exams in 2018 (8.0%) was less than one-third the rate for students in non-Achieve 180 schools (29.3%) (Figure 42).

- Fall 2018 PSAT Math performance rates for Achieve 180 Program treatment groups in the proportion of students who scored at or above criterion ranged from 3.3 percent (Tier 3) to 13.7 percent (Tier 1A), with increases from 2017 to 2018 of 0.4 percentage point (Tier 3) and 3.9 percentage points (Tier 1B), while Tier 2 showed no change and Tier 1A had the only decline (-1.3 percentage points) (Figure 42). (Appendix G, **Table G-14**, p. 201, includes results by campus.)

- The SAT college admissions examination outcomes are lagging indicators that become available in the following academic year. Therefore, the Class of 2017 results for 2016–2017 are presented as a baseline measure and the Class of 2018 results for 2017–2018 are Year 1 results. Based on data for the Graduating Class in 2017 (baseline) and the Graduating Class in 2018 (Year 1), the average SAT examination participation rate for non-Achieve 180 graduates was 5.4 percentage points higher in 2018 than in 2017, while the average rate for Achieve 180 Program graduates, overall, was 0.3 percentage point higher in 2018 than in 2017, increasing the participation gap by 5.1 percentage points from 25.2 percentage points in 2017 to 30.3 percentage points in 2018 (**Figure 43**).

- SAT participation rates for the Achieve 180 Program treatment groups' 2018 graduates ranged from 42.2 percent (Tier 1A) to 89.3 percent (Tier 2), while the rate for Achieve 180 Program graduates, overall, was 68.0 percent and the rate for non-Achieve 180 graduates was 98.3 percent (Figure 43).

- Achieve 180 Program graduates, from 2017 to 2018, achieved gains in SAT participation rates in Tier 2 (2.7 percentage points) and Tier 1A (5.0 percentage points), but had reductions in Tier 1B (-1.9 percentage points) and Tier 3 (-3.6 percentage points) (Figure 43). (Appendix G, **Table G-15**, p. 202, includes results by campus.)

Figure 43. Percentage of the Graduating Class in HISD who Took the SAT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, 2017 and 2018
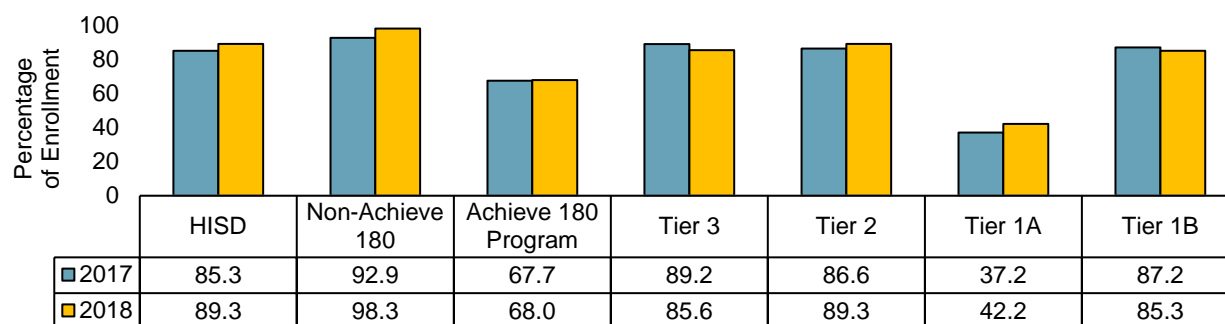
	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
2017	85.3	92.9	67.7	89.2	86.6	37.2	87.2
2018	89.3	98.3	68.0	85.6	89.3	42.2	85.3

Sources: College Board 2017 SAT data file; College Board 2018 SAT data file
Notes: Percentages are based on the duplicated number of students taking exams divided by the total number of students in the graduating class. Tier 1A includes Texas Connections Academy Houston (TCAH), a virtual, online campus in Tier 1A that does not offer the same testing opportunities that other HISD campuses offer. To participate in this program, a TCAH student must go to a designated location.

- The proportions of non-Achieve 180 and Achieve 180 Program graduates who scored at or above the criterion on the SAT examinations (combined) were fairly stable for each group from 2017 to 2018, with Achieve 180 Program schools increasing 0.4 percentage points and non-Achieve 180 schools increasing 0.1 percentage. The rate for graduates at Achieve 180 Program schools who scored at or above the criterion on the SAT examinations (combined) remained less than one-third of the rate for graduates at non-Achieve 180 schools (**Figure 44**, p. 59).

- The proportion of non-Achieve 180 graduates who scored at or above the criterion on the SAT examinations (combined) was 0.1 percentage point higher in 2018 than in 2017, while the proportion for Achieve 180 Program schools, overall, in 2018 was 0.4 percentage point higher than in 2017, decreasing the performance gap by 0.3 percentage point from 20.5 percentage points in 2017 to 20.2 percentage points in 2018 (Figure 44).

- Disaggregated by treatment group, the proportion of Achieve 180 Program 2018 graduates who scored at or above criterion (combined) ranged from 3.3 percent (Tier 3) to 22.9 percent (Tier 1A). Changes in the performances of the treatment groups from 2017 to 2018 ranged from -0.8 percentage point (Tier 2) to no change (Tier 1B) (Figure 44) (Appendix G, Table G-15, p. 202, includes results by campus.)

Figure 44. Percentage of the Graduating Class in HISD That Scored At or Above Criterion on the SAT Evidence-Based Reading and Writing (ERW) and Math Exams (Combined) by Non-Achieve 180 and Achieve 180 Program Affiliation, 2017 and 2018
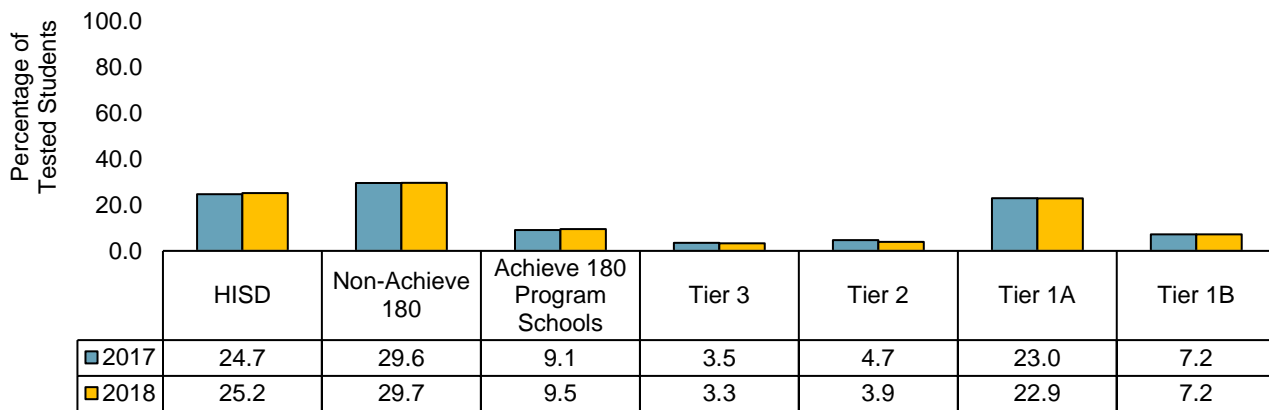
	HISD	Non-Achieve 180	Achieve 180 Program Schools	Tier 3	Tier 2	Tier 1A	Tier 1B
2017	24.7	29.6	9.1	3.5	4.7	23.0	7.2
2018	25.2	29.7	9.5	3.3	3.9	22.9	7.2

Sources: College Board 2017 SAT data file; College Board 2018 SAT data file
Notes: Percentages are based the total number of exams scored at or above criterion divided by the number of students who tested. For 2017 and 2018, benchmark/criterion scores were ERW-480 and Mathematics-530. Tier 1A includes Texas Connections Academy Houston (TCAH), a virtual, online campus that does not offer the same testing opportunities that other HISD campuses offer. To participate in this program, a TCAH student must go to a designated location.

- The ACT college admissions examination outcomes are lagging indicators that become available in the following academic year. Therefore, the Class of 2017 results for 2016–2017 are presented as a baseline measure and the Class of 2018 results for 2017–2018 are Year 1 results. Year 2 results for 2018–2019 will become available in 2019–2020.

Figure 45. Percentage of the Graduating Class in HISD who Took the ACT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, 2017 and 2018

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
2017	17.1	20.9	8.3	6.5	19.5	5.8	6.7
2018	15.4	18.6	7.8	7.1	8.4	8.0	7.7
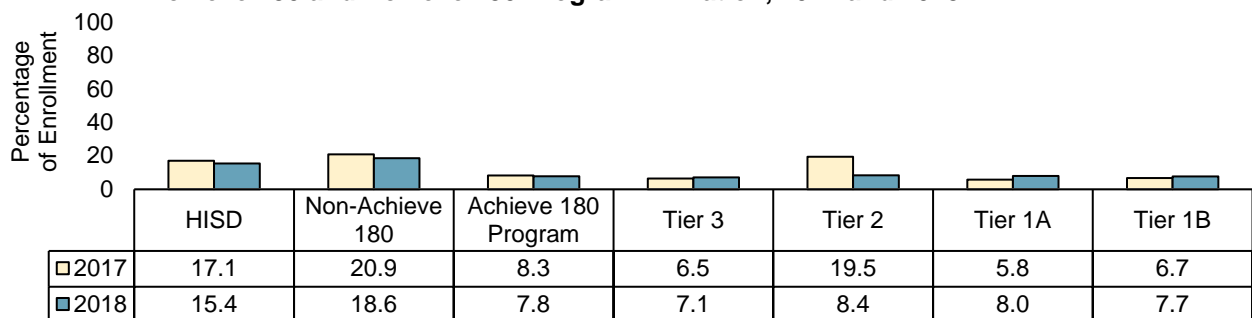
Sources: ACT data file 2017; ACT data file 2018
Notes: Percentages are based on the number of seniors taking exams divided by the total number of students in the graduating class.

- Based on data for the Graduating Class in 2017 (baseline) and the Graduating Class in 2018 (Year 1), the average ACT participation rate for non-Achieve 180 graduates (18.6%) was 2.3 percentage points

lower in 2018 than in 2017, while the average rate for Achieve 180 Program graduates, overall (7.8%), was 0.5 percentage point lower in 2018 than in 2017, decreasing the participation gap by 1.8 percentage points from 12.6 percentage points in 2017 to 10.8 percentage points in 2018 (**Figure 45**, p. 59).

- ACT participation rates for the Graduating Class of 2018 for Achieve 180 Program treatment group graduates ranged from a low of 7.1 percent (Tier 3) to a high of 8.4 percent (Tier 2) (Figure 45). (Appendix G, **Table G-16**, p. 203, includes results by campus.)

- The proportions of non-Achieve 180 graduates who scored at or above the criteria on the ACT examinations (met all four) was 2.6 percentage points higher in 2018 than in 2017, while the proportion for Achieve 180 Program schools, overall, was 1.4 percentage points higher in 2018 than in 2017, increasing the gap by 1.2 percentage points from 27.0 percentage points in 2017 to 28.2 percentage points in 2018 (**Figure 46**).

Figure 46. Percentage of the Graduating Class in HISD That Scored At or Above Criteria on the ACT Exams (Met Four) by Non-Achieve 180 and Achieve 180 Program Affiliation, 2017 and 2018
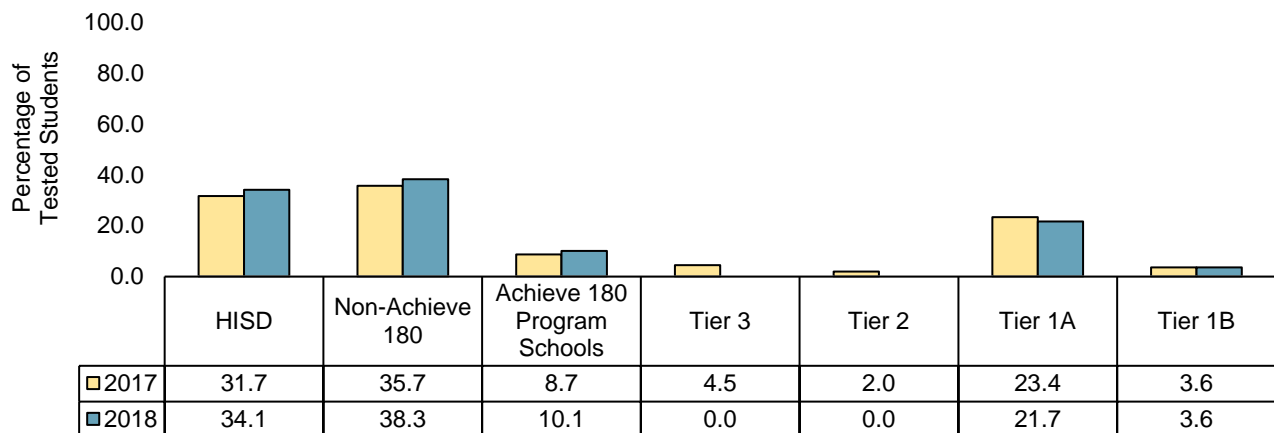
	HISD	Non-Achieve 180	Achieve 180 Program Schools	Tier 3	Tier 2	Tier 1A	Tier 1B
2017	31.7	35.7	8.7	4.5	2.0	23.4	3.6
2018	34.1	38.3	10.1	0.0	0.0	21.7	3.6

Sources: ACT data file 2017; ACT data file 2018
Notes: Percentages are based the total number of exams scored at or above criteria divided by the number of students who tested. For each year assessed, benchmark/criterion scores were 18 (English), 22 (Mathematics and Reading), and 23 (Science).

- In 2018, the proportion of Achieve 180 Program students who scored at or above the criteria, overall (10.1%), was less than one-third the proportion of non-Achieve 180 students who scored at or above the criteria (38.3%) (Figure 46).

- The proportion of Achieve 180 Program treatment group graduates who scored at or above criteria (met four) on 2018 ACT examinations ranged from a low of zero (Tier 3 and Tier 2) to a high of 21.7 percent (Tier 1A). From 2017 to 2018, changes in the performances of the treatment groups ranged from a decline of -4.5 percentage points (Tier 3) to no change (Tier 1B) (Figure 46). (Appendix G, Table G-16, p. 203, includes results by campus.)

Pillar V – Ensure that students have the skills, supports, and resources that they need to be successful.

- Wraparound Specialist - Schoolwide Behavior Support System - Community Events - Cultural Proficiency PD - Nurse & Counselor	If we do these activities, they will lead to these outcomes.	- Access wraparound services -Teaching the Whole Child - Feeder Pattern Connections -Global Graduate -Access to Nurse & Counselor	This leads to…	- Students being equipped with the skills, supports, and resources to be successful

Student Attendance and Chronic Absenteeism

- Districtwide and non-Achieve 180 attendance rates were between 95.0 and 96.0 percent from 2016–2017 (baseline) through 2018–2019 (Year 2), while the Achieve 180 Program overall, had lower rates that were around 94.0 percent each year tracked (**Figure 47**).

- Unlike districtwide and non-Achieve 180 attendance rates which remained constant or decreased by 0.1 or 0.2 percentage point in both 2017–2018 and 2018–2019, the Achieve 180 Program attendance rate showed an increase of 0.1 percentage point in 2018–2019 following a decrease of -0.3 percentage point in 2017–2018 (Figure 47).

Figure 47. Attendance Rates for All HISD Students and by Their Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

Attendance Rate	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
2016–2017	95.5	95.8	94.1	91.7	92.4	96.4	94.4
2017–2018	95.4	95.8	93.8	91.5	91.6	96.2	94.3
2018–2019	95.3	95.6	93.9	91.5	91.9	96.1	94.4
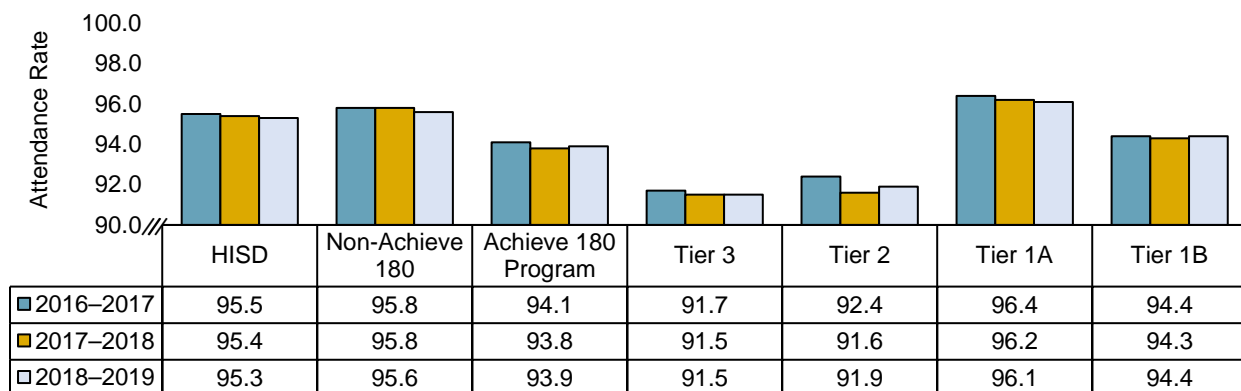
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation.⁄⁄⁄ at the Y-axis indicates the numbers are truncated to begin at 90.0.

- Cumulatively, from 2016–2017 to 2018–2019, districtwide, non-Achieve 180, and Achieve 180 Program students, overall, had decreases in attendance rates of -0.2 percentage point, showing no change in the 1.7 percentage-point gap between Achieve 180 Program and non-Achieve 180 students (Figure 47).

- From 2017–2018 to 2018–2019, all Achieve 180 Program groups, except Tier 1A with a 0.1 percentage-point decline, remained stable (Tier 3) or showed an improvement of 0.1 percentage point or 0.3

percentage point, while HISD overall (-0.1 percentage point) and Non-Achieve 180 (-0.2 percentage point) attendance rates declined (Figure 47, p. 61).

- Showing an increase in chronic absence rates each year from 2016–2017 through 2018–2019, districtwide and non-Achieve 180 rates in 2016–2017 ranged from lows of 8.3 and 6.8 percent, respectively, to highs of 9.3 percent and 7.9 percent, respectively, in 2018–2019 (**Figure 48**).

- Achieve 180 Program chronic absence rates, overall, were roughly two times higher than non-Achieve 180 rates and ranged from a low of 14.4 percent in 2016–2017 to a high of 15.6 percent in 2017–2018, followed by a 0.7 percentage-point reduction in 2018–2019 (Figure 48).

Figure 48. Chronic Absence Rates for All HISD Students and by Their Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

	HISD	Non-Achieve 180	Achieve 180	Tier 3	Tier 2	Tier 1A	Tier 1B
2016–2017	8.3	6.8	14.4	21.3	18.3	8.9	12.8
2017–2018	9.1	7.5	15.6	23.4	21.5	9.0	13.4
2018–2019	9.3	7.9	14.9	22.8	19.9	9.4	12.6
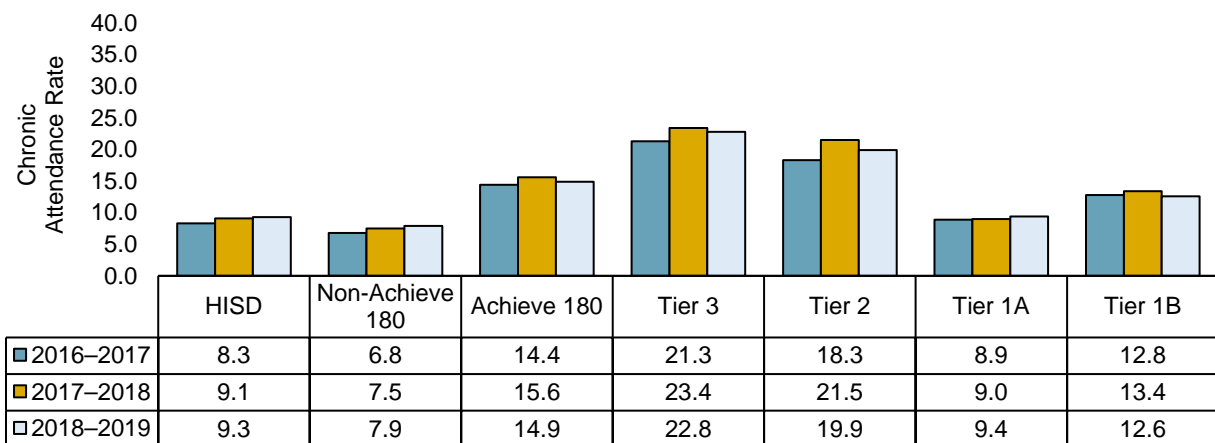
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

- A smaller performance gap between the chronic absence rates of non-Achieve 180 and Achieve 180 Program students was found in 2018–2019 (7.0 percentage-point gap) than in the previous two years (7.6 percentage-point gap in 2016–2017 and 8.1 percentage-point gap in 2017–2018) (Figure 48).

- For Achieve 180 Program treatment groups, only Tier 1B lowered its chronic absence rate from 2016–2017 to 2018–2019 (-0.2 percentage points), while all other groups showed an increase from 0.5 percentage points (Tier 1A) to 1.5 percentage points and 1.6 percentage points (Tier 3 and Tier 2, respectively) (Figure 48).

- **Appendix H**, **Figure H-1** through **Figure H-6** (pp. 204–206), shows attendance rates for non-Achieve 180 and Achieve 180 Program students, overall, and by treatment group for all students and by students' race/ethnicity, at risk, economic disadvantage, English learners (EL), and special education students with disabilities (SWD) status, from 2016–2017 through 2018–2019.

- Each year, students of Two or More races/ethnicities and White students who participated in the Achieve 180 Program reached higher attendance rates than their non-Achieve 180 peers, and, in 2018–2019, Asian/Pacific Islander students who participated in the Achieve 180 Program reached a higher attendance rate than their non-Achieve 180 peers. However, Achieve 180 Program students had lower

attendance rates than non-Achieve 180 students' rates for every other identified student group (Appendix H, Figure H-1 through Figure H-6, pp. 204–206).

- Performance gaps in attendance rates were smaller between non-Achieve 180 and Achieve 180 Program students in 2018–2019 than they were in 2016–2017 for African American and Asian/Pacific Islander students and for SWD, while the gaps were larger between non-Achieve 180 and Achieve 180 Program students in 2018–2019 than they were in 2016–2017 for economically disadvantaged students and English learners (EL) (Appendix H, Figure H-1 and Figure H-2, p. 204). (See Appendix H, **Table H-1 through Table H-3**, pp. 207–212 for results by student group, Tier, and campus.)

- Achieve 180 Program students' chronic absence rates were higher than non-Achieve 180 students' rates in every identified student group (i.e. race/ethnicity and economic disadvantage, English learners (EL), and special education students with disabilities (SWD), except White students, from 2016–2017 to 2018–2019 (Appendix H, **Figure H-7** and **Figure H-8,** p. 213).

- For non-Achieve 180 and Achieve 180 Program students, African American students had the second highest chronic absence rates (with SWD having the highest) and the largest gap in chronic absence rates between non-Achieve 180 and Achieve 180 Program students each year. Besides Asian/Pacific Islander, White students, and SWD whose chronic absence rates declined or stayed the same, African American students also had the smallest rate increase among Achieve 180 program students than any other identified student group from 2016–2017 to 2018–2019 (Appendix H, Figure H-7 and Figure H-8).

- Except where White students in Achieve 180 Program schools outperformed their peers in non-Achieve 180 schools, performance gaps in chronic absence rates between non-Achieve 180 students and Achieve 180 Program students were smaller in 2018–2019 than they were in 2016–2017 for all identified student groups (ranging from 0.1 percentage point (EL) to 4.7 percentage points (Asian/Pacific Islander students), except for a gap increase of 1.2 percentage points among students of Two or More races/ethnicities from 2016–2017 to 2018–2019 (Figure H-7 and Figure H-8). (See Appendix H, **Figure H-9** through **Figure H-12**, pp. 213–214 and Appendix H, **Table H-4 through Table H-6**, pp. 215–220 for results by student group, Tier, and campus.)

Disciplinary Actions
Figure 49. Number of HISD In-School Suspensions Per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
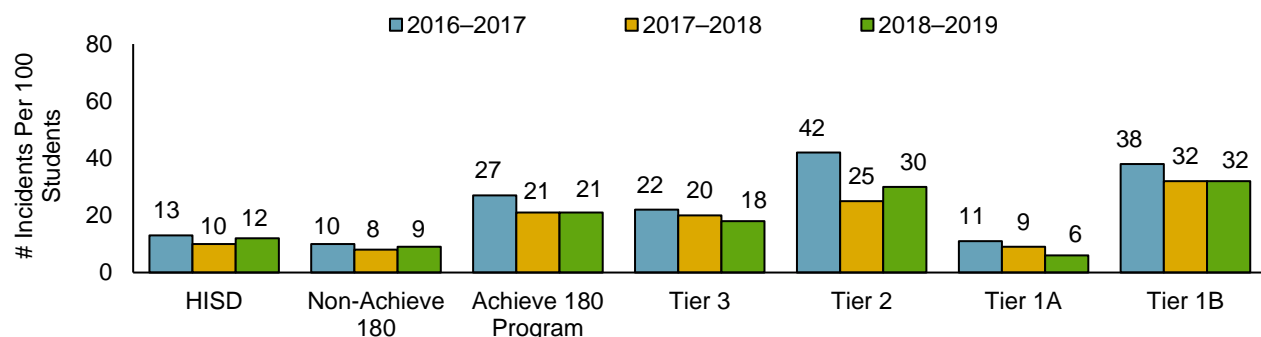
Sources: PEIMS Fall, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017, and 2017-2018, and 2018-2019.
Note: Results reflect the number of incidents per 100 students. Non-Achieve 180: 2016–2017 N=16,794; 2017–2018 N=12,916; 2018–2019 N=15,234. Achieve 180 Program: 2016–2017 N=11,813; 2017–2018 N=9,163; 2018–2019 N=8,817

- Achieve 180 Program students had between two and three times more in-school suspensions (ISS) than did non-Achieve 180 students in each of the three years tracked, with the gap reducing from 17 percentage points in 2016–2017 to 12 percentage points in 2018–2019 (**Figure 49**, p. 63).

- The number of ISS decreased for all groups from 2016–2017 to 2017–2018, with Achieve 180 Program students having a larger reduction (6 percentage points) than non-Achieve 180 students (1 percentage point). Tier 3 and Tier 1B students made additional improvement in decreasing the number of ISS from 2017–2018 to 2018–2019 and all groups showed net reductions in ISS, with Tier 2 showing the greatest improvement (12 percentage points), from in 2016–2017 and 2018–2019. (See Appendix H, **Table H-7**, p. 221 for campus level results.)

- ISS data disaggregated by students' demographic characteristics (i.e., races/ethnicities, economic disadvantage, English learners (EL), and special education students with disabilities status (SWD), showed African American and economically disadvantaged students and SWD were over-represented among non-Achieve 180 and Achieve 180 Program students who received ISS in 2017–2018 and 2018–2019 at the least (Appendix H, **H-Figure 13** and **Table H-8**, p. 222). The trend of over-representation in Year 1 and Year 2 (at the least) was also apparent among Tier 3 Hispanic and White students, and SWD; Tier 2 and Tier 1B African American students and SWD; and Tier 1A African American and economically disadvantaged students, SWD, and EL. (See Appendix H, **Table H-9**, p. 223 for results by Tier and Appendix H, **Table H-10** through **Table H-12**, pp. 224–226, for results by student group and campus.)

- The gaps between the number of non-Achieve 180 students and the number of Achieve 180 Program students who received ISS were reduced for Hispanic students (-0.9 percentage point), ELs (-0.2 percentage point), and Asian/Pacific Islander students (-0.2 percentage point) from 2016–2017 (baseline) to 2018–2019 (Year 2) (Appendix H, Figure H-13 and Table H-8).

- The number of out-of-school (OSS) was nearly four times higher among Achieve 180 Program students than among non-Achieve 180 students in 2016–2017 and 2017–2018 and about three times higher among Achieve 180 Program students than among non-Achieve 180 students in 2018–2019, with the gap remaining constant at 19 percentage points each year (**Figure 50**) (Appendix H, **Figure H-14** and **Table H-13**, p. 227).

Figure 50. Number of HISD Out-of-School Suspensions Per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
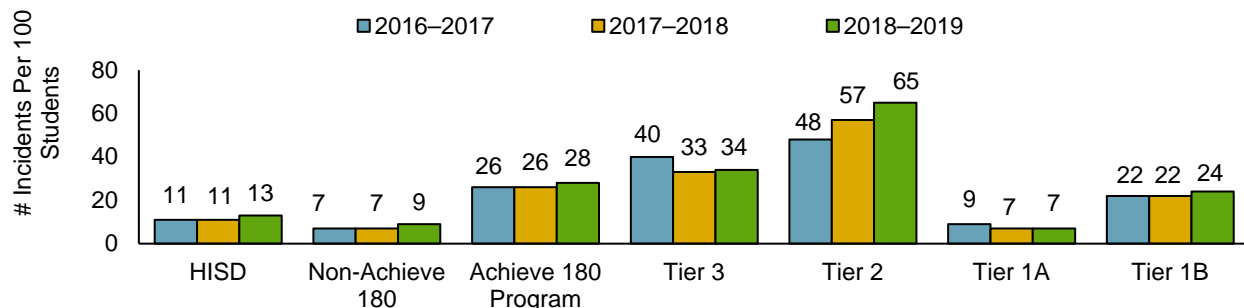
Source: PEIMS Fall, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017, 2017–2018, and 2018-2019.
Note: Results reflect the number of incidents per 100 students. Non-Achieve 180: 2016–2017 N=11,881; 2017–2018 N=11,556; 2018–2019 N=14,222. Achieve 180 Program: 2016–2017 N=11,490; 2017–2018 N=11,434; 2018–2019 N=12,097.

- From 2016–2017 to 2018–2019, Tier 3 and Tier 1A showed a reduction in OSS (14 percentage points and 2 percentage points), while all other groups showed an increase in OSS. Tier 2 had the highest number of OSS and Tier 1A had the lowest number of OSS each year tracked, with the number of OSS for Tier 1A being equal to (2017–2018) or better than (2018–2019) the number of OSS among non-Achieve 180 students in the last two years (**Figure 50**, p. 64).

- When compared by students' demographic characteristics (i.e., race/ethnicity, economic disadvantage, English learners (EL), and students with disabilities (SWD), African American and economically disadvantaged students and SWD were over-represented among non-Achieve 180 and Achieve 180 Program students who received OSS in 2017–2018 and 2018–2019 at the least (Appendix H, Figure H-14 and Table H-13, p. 227). The same trend of over-representation among African American and economically disadvantaged students and SWD in Year 1 and Year 2 (at the least) was apparent in all the Tiers, except Tier 3 economically disadvantaged students. This two-year trend of over-representation was also apparent among Tier 2 White students and students of Two or More races/ethnicities. (See Appendix H, **Table H-14**, p. 228 for results by Tier and **Table H-15** through **Table H-17**, pp. 229–231, for results by student group and campus.)

- The gaps between the number of non-Achieve 180 students and the number of Achieve 180 Program students who received OSS were reduced for Hispanic students (-3.4 percentage points), ELs (-1.6 percentage points), and Asian/Pacific Islander students (-0.2 percentage point) from 2016–2017 (baseline) to 2018–2019 (Year 2) (Appendix H, Figure H-14 and Table H-13, p. 227).

- The number of Disciplinary Alternative Education Program (DAEP) referrals among Achieve 180 Program students, overall, remained constant at two out of 100 students each year from 2016–2017 to 2018–2019, which was at least two times higher than the rate of DAEP referrals among non-Achieve 180 students which was less than one out of 100 students each year tracked. However, Tier 1A students had rates that were equal to the rates of non-Achieve 180 students each year tracked (**Figure 51**) (Appendix H, **Figure H-15** and **Table H-18**, p. 232).

Figure 51. Number of DAEP Referrals Per 100 Students in HISD by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
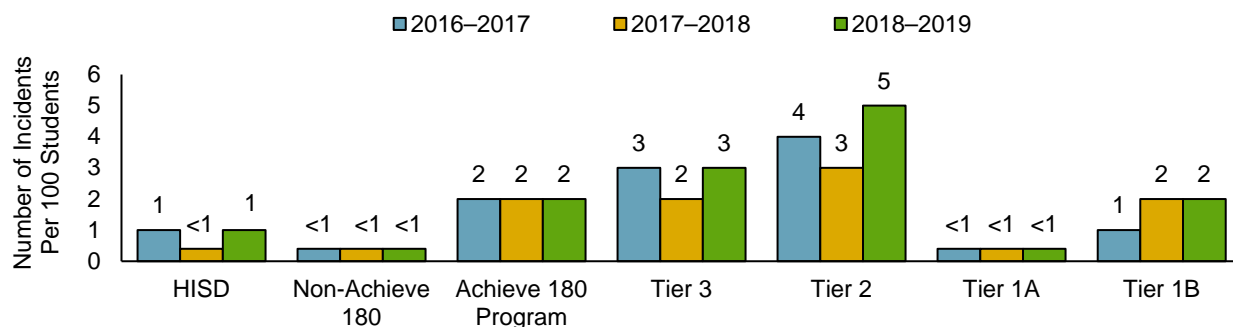
Sources: PEIMS Fall, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017, 2017–2018, and 2018-2019.
Notes: Results reflect the number of incidents per 100 students. DAEP referrals denote referrals to DAEP. Non-Achieve 180: 2016–2017 N=1,367; 2017–2018 N=958; 2018–2019 N=1,340. Achieve 180 Program: 2016–2017 N=813; 2017–2018 N=761; 2018–2019 N=948.

- Tier 1B and Tier 2 Achieve 180 Program treatment groups (each with a one percentage-point increase in the number of DAEP referrals) were the only groups to show a net change in the number of DAEP referrals for the treatment groups from 2016–2017 to 2018–2019, albeit change in an unfavorable direction (Figure 51, p. 65).

- When considered by students' demographic characteristics (i.e., race/ethnicity, economic disadvantage, English learners (EL), and students with disabilities (SWD)), African American and economically disadvantaged students and SWD were over-represented among non-Achieve 180 and Achieve 180 Program students who received DAEP referrals in 2017–2018 and 2018–2019 at the least (Appendix H, Figure H-15 and Table H-18, p. 232). This Year 1 and Year 2 (at the least) trend of over-representation was apparent among Tier 3 economically disadvantaged students; Tier 2 African American students and students of Two or More races/ethnicities; Tier 1A African American and economically disadvantaged students, EL, and SWD; and Tier 1B African American students. (See Appendix H, **Table H-19**, p. 233 for results by Tier and Appendix H, **Table H-20** through **Table H-22**, pp. 234–236, for results by student group and campus.)

- The gaps between the number of non-Achieve 180 students and the number of Achieve 180 Program students who received DAEP referrals were reduced for Asian/Pacific Islander (-0.4 percentage point) and White (-0.2 percentage point) students, and ELs (-0.4 percentage point) from 2016–2017 (baseline) to 2018–2019 (Year 2) (Appendix H, Figure H-15 and Table H-18).

- Additionally, data regarding the number of expulsions to the Texas Juvenile Justice Alternative Education Program (JJAEP) system showed a constant trend with less than one per 100 HISD students receiving JJAEP expulsions from 2016–2017 through 2018–2019 for each group of students, regardless of their non-Achieve 180 and Achieve 180 Program affiliation (Appendix H, **Table H-23** and **Table H-24**, p. 237–238).

- When considered by students' demographic characteristics (i.e., race/ethnicity, economic disadvantage, English learners (EL), and students with disabilities (SWD), economically disadvantaged non-Achieve 180 students in addition to non-Achieve 180 and Achieve 180 Program African American students and special education students with disabilities were over-represented among who received JJAEP expulsions, in 2017–2018 and 2018–2019 (at the least). The Year 1 and Year 2 (or more) trend of over-representation was apparent students of all characteristics in Tier 3 and Tier 2, except Tier 3 African American, Hispanic, and SWD students and Tier 2 African American students and SWD. (See Appendix H, **Table H-25** through **Table H-27**, pp. 239–241, for results by student group and campus.)

- The gaps between the number of non-Achieve 180 students and the number of Achieve 180 Program students who received JJAEP expulsions were reduced for economically disadvantaged (-26.9 percentage points), SWD (-18.5 percentage points), ELs (-9.5 percentage points), and African American students (-2.1 percentage points) from 2016–2017 (baseline) to 2018–2019 (Year 2) (Appendix H, Table H-25 through Table H-27).

Promotion Rates
- HISD promotion rates have remained relatively stable around 98.0 percent from 2016–2017 to 2018–2019, with districtwide and non-Achieve 180 rates increasing 0.4 percentage point and 0.5 percentage point, respectively, while Achieve 180 students' promotion rates were less stable than their counterparts and showed a 0.2 percentage point decline over the years tracked (from 97.7 percent to 97.5 percent) (**Figure 52**, p. 67).

Figure 52. Promotion Rates for HISD Students in Grades 1 through 8 by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2018–2019
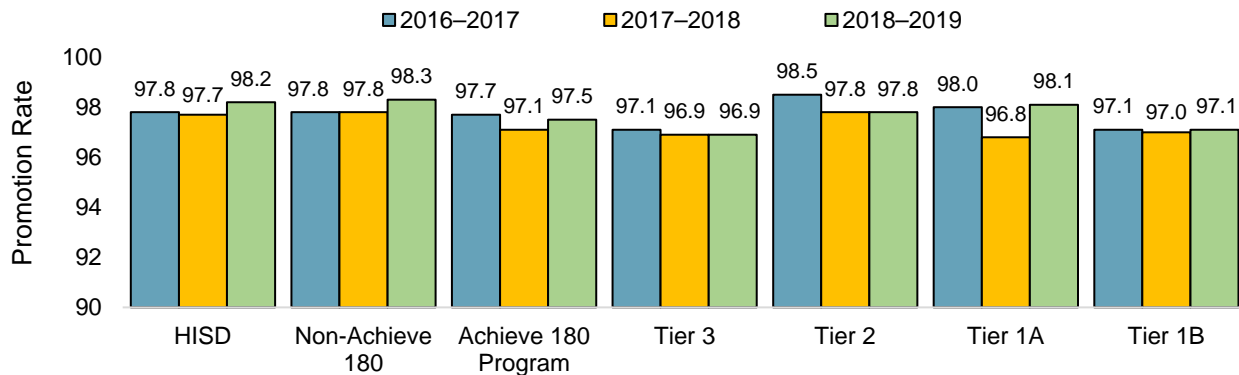
Sources: 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot; 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, "PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot; 2018–2019 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2017-18_092518"; PEIMS ADA unduplicated file, "PEIMS1718ada_rc=228329 w phc lep instruct set"; 2018 PEIMS Fall Snapshot

- Except for the non-Achieve 180 group, which remained stable, all identified groups had a decline in promotion rates from 2016–2017 to 2017–2018 and all identified groups, except Tier 3 and Tier 2 which remained stable, showed improvement from 2017–2018 to 2018–2019, with Tier 1A making the largest gain of 1.3 percentage points (Figure 52).

- The performance gap in promotion rates between non-Achieve 180 and Achieve 180 Program students grew from 0.1 percentage point in 2016–2017 to 0.8 percentage point in 2018–2019, with Tier 1A being the only treatment group to show improvement from 2016–2017 to 2018–2019, while Tier 1B remained stable, essentially, and Tier 3 (-0.2 percentage point) and Tier 2 (-0.7 percentage point) regressed over the years tracked (Figure 52).

- Campus-level data presented in Appendix H, **Table H-28** (p. 242), shows 22 out of the 41 Achieve 180 schools (54%) with students in grades 1 through grade 8 showed improvement in their promotion rates from 2016–2017 to 2018–2019, including four out of seven Tier 3 schools (57%), three out of ten Tier 2 schools (30%), six out of ten Tier 1A schools (60%), and nine out of 14 Tier 1B schools (64%).

- **Figure 53** (p. 68) shows grade 1 through grade 8 non-Achieve 180 students with the highest promotion rate were Asian and White students, with their highest rate in 2017–2018 and 2018–2019 (99.5%). Non-Achieve 180 students' lowest promotion rates were among African American students in 2016–2017 (97.0%) and 2018–2019 (97.6%), and ELs (96.9%) and SWD (96.9%) in 2017–2018, with their highest rates in 2018–2019 (African American students, 97.6%; EL, 98.1%, and SWD, 98.2%). (See Appendix H, **Table H-29** through **Table H-31**, pp. 243–245, for results by student group, tier, and campus.)

Figure 53. Promotion Rates for Students in Grade 1 through Grade 8 by Non-Achieve 180 and Achieve 180 Program Affiliation, Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	Afr. Amer.	Asian/ Pac. Islan.	Hispanic	Two or More Races	White	Amer. Indian/ Alaska Native	Econ. Dis.	EL	SWD
☐2016–2017 Non-Achieve 180	97.8	97.0	99.3	97.7	99.2	99.3	97.3	97.3	97.0	97.2
☐2016–2017 Achieve 180 Program	97.7	97.0	99.1	98.1	98.1	98.4	100.0	97.6	97.9	97.7
■2017–2018 Non-Achieve 180	97.8	97.2	99.2	97.6	98.9	99.5	99.3	97.4	96.9	96.9
☐2017–2018 Achieve 180 Program	97.1	96.3	98.0	97.7	98.3	97.5	95.0	97.0	97.2	98.6
■2018–2019 Non-Achieve 180	98.3	97.6	99.5	98.3	99.3	99.5	98.6	98.2	98.1	98.2
■2018–2019 Achieve 180 Program	97.5	96.8	98.4	98.0	98.7	98.4	97.4	97.5	98.1	98.6

Sources: 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot; 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, "PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot; 2018–2019 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2017-18_092518"; PEIMS ADA unduplicated file, "PEIMS1718ada_rc=228329 w phc lep instruct set"; 2018 PEIMS Fall Snapshot

- Figure 53 also shows grade 1 through grade 8 Achieve 180 students with the highest promotion rate in each year tracked were American Indian/Alaska Native students (100% in 2016–2017) and students of Two or More races/ethnicities (98.3% in 2017–2018 and 98.7% in 2018–2019), with students of Two or More races/ethnicities reaching their highest promotion rate in 2018–2019 and American Indian/Alaska Native students showing a 2.6 percentage point promotion rate decline in 2018–2019 (97.4%). Achieve 180 Program students' lowest promotion rates in each year tracked were among African American students in 2016–2017 (97.0%) and 2018–2019 (96.8%) and American Indian/Alaska Native students in 2017–2018 (95.0%), with African American students reaching their highest rate in 2016–2017 (97.0%) and American Indian/Alaska Native students also reaching their highest rate in 2016–2017 (100%), each group showing a decline by 2018–2019 of 0.2 percentage point and 2.6 percentage points, respectively.

- **Figure 54** (p. 69) shows the greatest increases in promotion rates from 2016–2017 to 2018–2019 were for Achieve 180 Program Tier 1B students of Two or More races/ethnicities (5.6 percentage points) and Tier 3 White students (3.3 percentage points), while the largest declines in promotion rates were for Tier 2 American Indian/Alaska Native students (-14.3 percentage points) and Tier 3 students of Two or More races/ethnicities (-6.2 percentage points) from 2016–2017 to 2018–2019.

Figure 54. Promotion Rates for Students in Grade 1 through Grade 8 by Achieve 180 Program Treatment Group, Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	Afr. Amer.	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Amer. Indian/ Alaska Native	Econ. Dis.	EL	SWD
☐ 2016–2017 Tier 3	97.1	96.4	100.0	97.8	100.0	96.7	*	97.1	98.2	96.4
☐ 2016–2017 Tier 2	98.5	98.2	97.8	98.8	100.0	100.0	100.0	98.5	98.1	98.5
☐ 2016–2017 Tier 1A	98.0	97.4	100.0	98.1	98.5	98.3	100.0	98.0	98.0	98.0
☐ 2016–2017 Tier 1B	97.1	96.0	100.0	97.7	94.4	98.4	100.0	97.0	97.7	97.4
☐ 2017–2018 Tier 3	96.9	96.1	*	97.8	100.0	95.7	*	96.9	96.7	98.7
☐ 2017–2018 Tier 2	97.8	96.8	97.2	98.7	100.0	100.0	100.0	97.8	97.7	97.4
☐ 2017–2018 Tier 1A	96.8	95.7	98.1	97.2	97.3	97.1	95.2	96.4	97.3	97.2
☐ 2017–2018 Tier 1B	97.0	96.3	100.0	97.4	100.0	100.0	85.7	97.0	97.1	97.5
☐ 2018–2019 Tier 3	96.9	95.2	*	98.7	93.8	100.0	*	96.9	99.7	98.0
☐ 2018–2019 Tier 2	97.8	97.9	96.2	97.8	100.0	100.0	85.7	97.9	97.0	99.0
☐ 2018–2019 Tier 1A	98.1	97.5	99.0	98.2	99.1	98.7	100.0	98.0	98.1	99.0
☐ 2018–2019 Tier 1B	97.1	96.2	100.0	97.7	100.0	93.8	100.0	97.2	98.2	98.1

Sources: 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot; 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, "PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot; 2018–2019 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2017-18_092518"; PEIMS ADA unduplicated file, "PEIMS1718ada_rc=228329 w phc lep instruct set"; 2018 PEIMS Fall Snapshot

Note: *Results are masked for fewer than five students.

Global Graduate
Graduation Rates (Four-year and Five-year State Rates with Exclusions)

- Given that graduation rates are lagging indicators, the Class of 2017 rates are baseline data for the four-year graduates. **Figure 55** (p. 70) shows the four-year graduation rate for the Class of 2017 and the Class of 2018 was relatively stable districtwide (with a 0.2 percentage-point increase from 80.7% to 80.9%), while the graduation rate for non-Achieve 180 students was constant at 87.2 percent and was more than 20 percentage points higher than the graduation rates of Achieve 180 Program students (66.3 percent and 66.4 percent, respectively) in the years tracked. The 20.9 percentage-point gap between the Class of 2017 four-year graduation rates of non-Achieve 180 and Achieve 180 Program students was reduced 0.1 percentage point by the Class of 2018.

- Among the Achieve 180 Program treatment groups, only Tier 1A schools, with the lowest four-year graduation rates among the tiers, showed an increase (5.5 percentage points) in its rate from the Class of 2017 (49.0%) to the Class of 2018 (54.5%), while all other tiers had a decline in four-year graduation rates from one year prior to the implementation of the program to Year 1 of the program (Tier 3 schools -1.0 percentage point, Tier 2 schools -2.8 percentage points, and at Tier 1B schools -2.7 percentage points). Tier 1B, despite having one of the largest declines, was the only Achieve 180 Program treatment group in which its four-year graduation rates were at least 80.0 percent in each of the two years tracked

(83.7% for the Class of 2017 and 81.0% for the Class of 2018) (Figure 55). (See Appendix H, **Table H-32**, p. 246 for Tier and campus level results.)

Figure 55. Percentage of Four-Year Graduates by Class and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017 and Class of 2018

■ Class of 2017   ■ Class of 2018

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
Class of 2017	80.7	87.2	66.3	69.7	72.3	49.0	83.7
Class of 2018	80.9	87.2	66.4	68.7	69.5	54.5	81.0
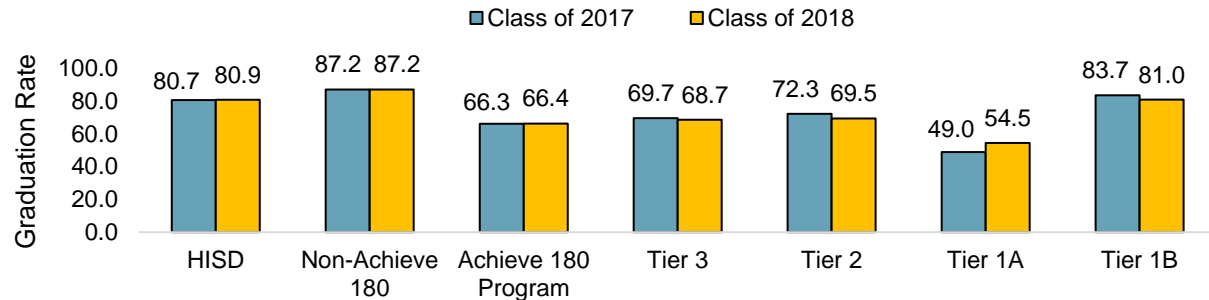
Sources: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 6, 2019

Note: For state accountability four-year graduation rates with exclusions, a class size of 12,310 was used for the Class of 2017 completion and a class size of 12,889 was used for the Class of 2018.

- As lagging indicators, the Class of 2017 rates are presented as baseline data for the five-year graduates and the Class of 2016 rates represent two years prior to the program implementation. **Figure 56** shows districtwide five-year graduation rates were constant at 84.4 percent for the Class of 2016 and the Class of 2017. The five-year non-Achieve 180 graduation rate increased 0.7 percentage point from 88.7 percent (Class of 2016) to 89.4 percent (Class of 2017), while the Achieve 180 Program rate declined -0.9 percentage point from 73.9 percent (Class of 2016) to 73.0 percent (Class of 2017) in the two years tracked. This resulted in a 1.6 percentage-point larger performance gap between non-Achieve 180 and Achieve 180 Program students in the Class of 2017 (16.4 percentage-point gap) than there had been for graduates in the Class of 2016 (14.8 percentage-point gap).

Figure 56. Percentage of Five-Year Graduates by Class and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2016 and Class of 2017

■ Class of 2016   ■ Class of 2017

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
Class of 2016	84.4	88.7	73.9	77.2	78.3	60.9	83.0
Class of 2017	84.4	89.4	73.0	73.9	77.4	60.2	86.9
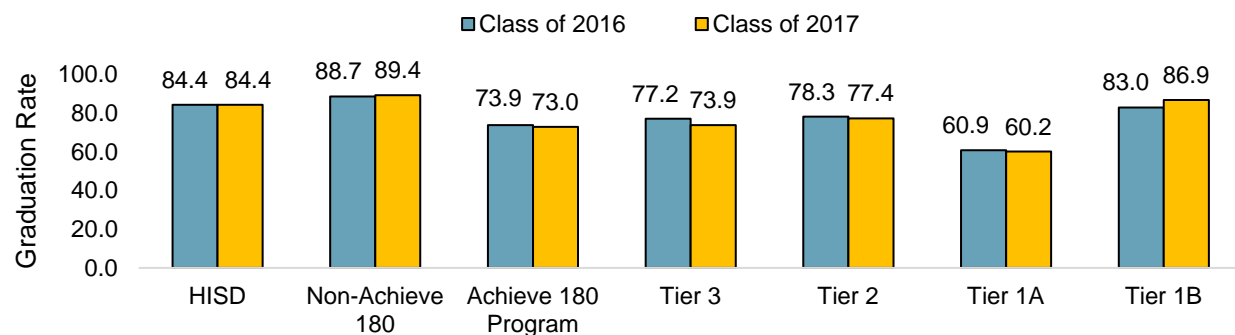
Source: TEA Confidential Class of 2016 Five-Year Longitudinal Summary Report, updated on August 6, 2018; TEA Confidential Class of 2017 Five-Year Longitudinal Summary Report, updated on June 6, 2019

Note: For state accountability five-year graduation rates with exclusions, a class size of 11,750 was used for the Class of 2016 and a class size of 12,204 was used for the Class of 2017.

- Among the Achieve 180 Program treatment groups, only Tier 1B schools showed an increase in its five-year graduation rate from the Class of 2016 to the Class of 2017 (3.9 percentage points) and was the only treatment group with rates above 80.0 percent in the two years tracked. Tier 3 showed a decline

(-3.3 percentage points) nearly the size of Tier 1B's increase, and Tier 2 and Tier 1A also showed declines in the five-year graduation rate (-0.9 percentage point and -0.7 percentage point, respectively) in the two years tracked (Figure 56, p. 70). (See Appendix H, **Table H-33**, p. 247 for Achieve 180 Program tier and campus level results.)

Graduates with Recommended or Higher Diploma Types, Class of 2017 and Class of 2018 (Four-year State Rates with Exclusions)

- In the two years tracked, each identified group made gains in the percentage of four-year graduates who earned Recommended or higher diploma types (Recommended/Distinguished/FHSP-E/FHSP-DLA diploma) versus less rigorous diploma types, with the districtwide rate increasing 5.8 percentage points. The four-year graduation rate was 4.4 percentage points higher for non-Achieve 180 graduates in the Class of 2017 who received Recommended or higher diploma types (88.1%) than the rate for Achieve 180 Program graduates (83.7%). However, this rate for the Class of 2018 Achieve 180 Program graduates (92.9%) surpassed their non-Achieve 180 Class of 2018 peers' rate (92.8%) by 0.1 percentage point, with Achieve 180 Program four-year graduates making nearly twice the growth (9.2 percentage points) of their non-Achieve 180 peers (4.7 percentage points) in the percentage of graduates earning Recommended or higher diploma types (**Figure 57**).

- From the Class of 2017 to the Class of 2018, increases in the percentage of four-year graduates earning Recommended or higher diploma types were found among all the Achieve 180 Program treatment groups, ranging from 0.1 percentage point (Tier 1B) to 15.4 percentage points (Tier 3) (Figure 57). (See Appendix H, Table H-32, p. 246 for Achieve 180 Program Tier and campus level results.)

Figure 57. Percentage of HISD Four-Year Graduates who Graduated with a Recommended or Higher Diploma Type by Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017 and Class of 2018
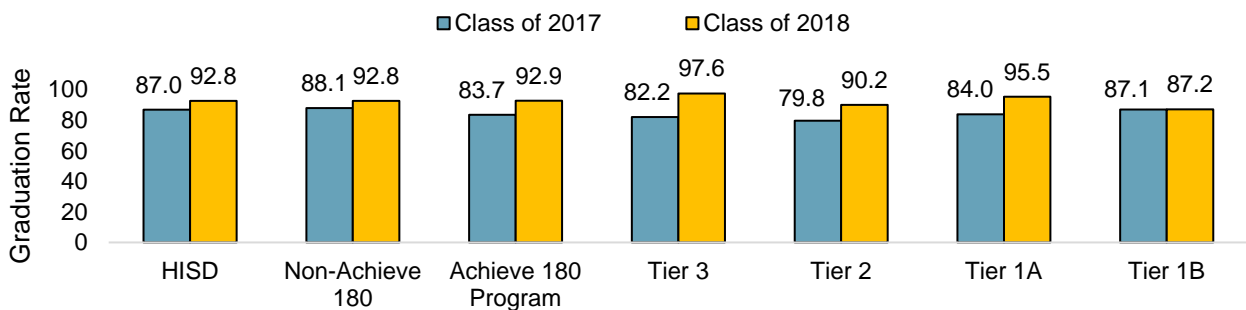
Sources: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 6, 2019

Note: For state accountability four-year graduation rates with exclusions, a class size of 12,310 was used for the Class of 2017 completion and a class size of 12,889 was used for the Class of 2018. The percentages of graduates with Minimum/FHSP diploma types are not shown.

Graduates with Recommended or Higher Diploma Types by Student Group (Four-year State Rates with Exclusions)

- For the Class of 2017 and the Class of 2018, **Figure 58** (p. 72) shows higher four-year graduation rates for non-Achieve 180 and the Achieve 180 Program Asian/Pacific Islander and White graduates who graduated with Recommended or higher diploma types (Recommended/Distinguished/FHSP-E/FHSP-DLA diploma) versus less rigorous diploma types than the percentages of students of the other races/ethnicities who graduated with Recommended or higher diploma types, except for Achieve 180 Program students of Two or More races/ethnicities who graduated in the Class of 2017 with a higher

rate of graduates to earn Recommended or higher diploma types than White graduates in the Class of 2017. Also, Achieve 180 Program students of Two or More races/ethnicities in the Class of 2018 had a higher rate of four-year graduates to earn Recommended or higher diploma types than the rates found among Asian/Pacific Islander and/or White four-year graduates in the Class of 2018.

- In both the Class of 2017 and the Class of 2018, the percentages of non-Achieve 180 and Achieve 180 English learners (EL) and students with disabilities (SWD) graduated at the lowest rates of four-year graduates who earned Recommended or higher diploma types than the rates of their counterparts, with higher rates for Achieve 180 Program SWD students than for non-Achieve 180 SWD, but rates were lower for Achieve 180 Program EL graduates than the rates of non-Achieve 180 EL graduates (Figure 58).

Figure 58. Percentage of Four-Year Graduates who Graduated with Recommended or Higher Diploma Types by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017 and Class of 2018

	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/ More Races	White	Econ. Dis.	EL	SWD
Class of 2017 Non-Achieve 180	82.8	97.6	88.0	91.5	93.2	87.3	81.3	28.8
Class of 2018 Non-Achieve 180	90.5	98.4	92.8	88.1	94.1	92.3	87.1	58.4
Class of 2017 Achieve 180 Program	83.3	95.0	83.8	92.0	82.7	83.8	79.2	31.9
Class of 2018 Achieve 180 Program	94.2	95.9	90.0	100.0	99.0	92.7	85.6	63.7
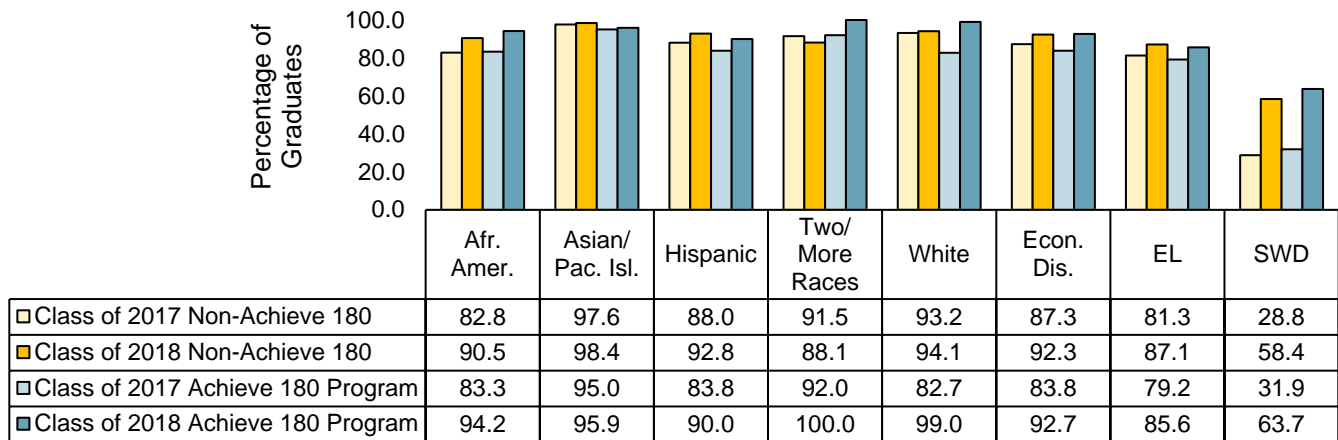
Sources: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 6, 2019
Note: For state accountability four-year graduation rates with exclusions, a class size of 12,310 was used for the Class of 2017 completion and a class size of 12,889 was used for the Class of 2018.

- Compared to non-Achieve 180 students, the Achieve 180 Program African American students, students of Two or More races/ethnicities, and SWD had higher rates of four-year graduates to earn Recommended or higher diploma types in both years tracked. In addition, Achieve 180 Program economically disadvantaged graduates and White graduates in the Class of 2018 had higher rates of graduates to earn Recommended or higher diploma types than their non-Achieve 180 peers (Figure 58).

- From the Class of 2017 to the Class of 2018, across all student groups, four-year graduates made gains in the percentage of graduates earning Recommended or higher diploma types among both Achieve 180 Program graduates (ranging from 0.9 percentage points for Asian/Pacific Islanders students to 31.8 percentage points for SWD) and non-Achieve 180 graduates (from 0.8 percentage points for Asian/Pacific Islanders students to 29.6 percentage points for SWD). The only exception was non-Achieve 180 students of Two or More races/ethnicities who had a -3.4 percentage-point decline in the years tracked (Figure 58).

- Additional results for the Class of 2018 Achieve 180 Program treatment groups show four-year graduates made progress in the percentage of students who earned Recommended or higher diploma

types, including gains ranging from 0.4 percentage points (Tier 1B economically disadvantaged students) to 28.3 percentage points (Tier 1A SWD). Exceptions to the Class of 2018 gains in the percentage of graduates earning Recommended or higher diploma types were limited and included Tier 1B African American and Asian/Pacific Islanders (a -3.4 percentage-point and a -0.5 percentage-point decline, respectively) and Tier 2 and Tier 1A EL graduates (a -0.6 percentage-point and -2.5 percentage-point decline, respectively) (Figure 58, p. 72). (See Appendix H, **Table H-34 through H-37**, pp. 248–253 for HISD graduation results by student demographics for Achieve 180 Program tiers and campuses).

College Enrollment (Four-year and Two-year Institution Enrollment Rates with Exclusions)

- Given that college enrollment information for graduates is a lagging indicator, rates for the Class of 2017 are presented as baseline data for the Achieve 180 Program. College enrollment rates for HISD students who enrolled into four-year and two-year colleges, within one year of their high school graduation, shows a 19 percentage-point gap between the college enrollment rates of non-Achieve-180 and Achieve 180 Program graduates, with each group yielding a one percentage-point decrease in the percentage of graduates who enrolled in college from the Class of 2017 to the Class of 2018 (from 62% to 61% and from 43% to 42%, respectively) (**Figure 59**).

- Non-Achieve-180 graduates showed no change in four-year and two-year college enrollment rates, while Achieve-180 Program graduates showed a one percentage-point increase in four-year college enrollees and a three percentage-point decrease in two-year college enrollees (Figure 59).

- Tier 3 and Tier 2 showed a gain in college enrollees (from 36% to 37% and from 41% to 43%, respectively), while Tier 1A and Tier 1B showed a four percentage-point decline from the Class of 2017 to the Class of 2018 – with Tier 3 having the lowest enrollment rates and Tier 1A having the highest college enrollment rates in both years and the gap between Tier 3 and Tier 1A decreasing from 13 to eight percentage points (Figure 59). (See Appendix H, **Table H-38**, p. 254 for school-level results).

Figure 59. Percentage of HISD College Enrollees by Non-Achieve 180 and Achieve 180 Program Affiliation and College Type, Class of 2017 and Class of 2018
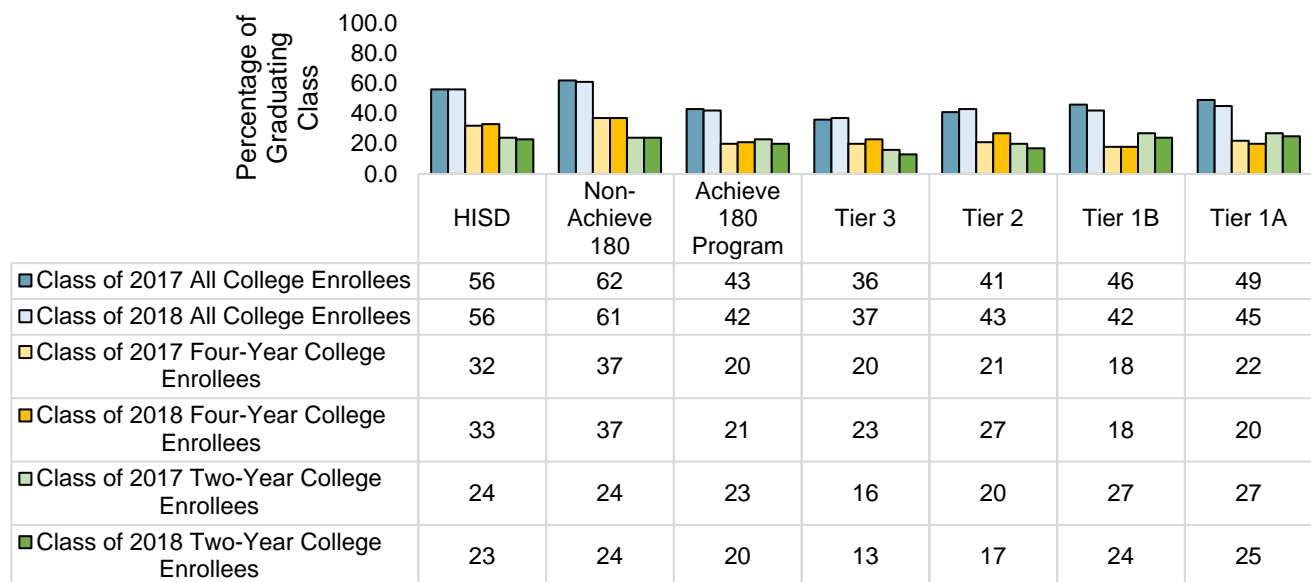
	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1B	Tier 1A
▣ Class of 2017 All College Enrollees	56	62	43	36	41	46	49
▢ Class of 2018 All College Enrollees	56	61	42	37	43	42	45
▢ Class of 2017 Four-Year College Enrollees	32	37	20	20	21	18	22
▢ Class of 2018 Four-Year College Enrollees	33	37	21	23	27	18	20
▢ Class of 2017 Two-Year College Enrollees	24	24	23	16	20	27	27
▣ Class of 2018 Two-Year College Enrollees	23	24	20	13	17	24	25

Source: National Student Clearinghouse Data File, August 20, 2019 Effective Date, Table D.
Note: Includes graduates in each cohort who enrolled into college within one year of high school completion.

Pillar VI – Ensure that all schools are family-friendly learning environments that will increase parent advocacy by encouraging two-way communication from home to school.

- FACE Specialist - Parent University - Family and Community Events	If we do these activities, they will lead to these outcomes.	- Family Friendly Schools - Two-way Communication - Feeder Pattern Connections	This leads to…

- Removing Non-Academic Barriers
- Increased Parent Advocacy
- Encouraging two-way communication from home to school
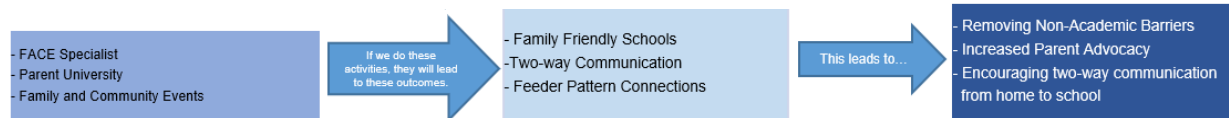
Family and Community Engagement (FACE) Family Friendly Schools, 2016–2017 through 2018–2019

- In 2016–2017, with 20.6 percent of 287 eligible schools participating, HISD Family and Community Empowerment (FACE) support to HISD schools focused on building the capacity of schools to successfully carry out family and community engagement activities. In 2017–2018, with 43.3 percent of 282 eligible schools participating, FACE began providing direct facilitation of Family Friendly Activities, developed a framework of FACE foundational activities (such as two-way Communication, feeder pattern events, PTA/O or equivalent parent groups), and refined the minimum requirements for each level of Family Friendly School (FFS) Certification. In 2018–2019, with 53.0 percent of 279 eligible schools participating, parent-led activities were added to the foundational activities and a higher certification level, the Platinum Certification, was added with a strong emphasis on active PTA/O or equivalent parent groups (**Figure 60**). (See **Appendix I, Table I-1,** p. 255, for group details).

- Each year, more HISD campuses among both Achieve 180 Program (N=52) and non-Achieve 180 schools received FFS Certifications as the program was refined and its activities were expanded, with districtwide FFS Certifications increasing more than two and a half times from 59 HISD campuses in 2016–2017 to 148 of its campuses in 2018–2019. A greater increase was made among Achieve 180 Program schools, from 2016–2017 to 2018–2019, with a 67.3 percentage-point increase, more than twice the increase of non-Achieve 180 schools (29.7 percentage points). In 2018–2019, the Achieve 180 Program had 100 percent of its schools to be FFS Certified (Figure 60).

Figure 60. Number and Percentage of HISD Family Friendly Certified Schools, 2016–2017 through 2018–2019
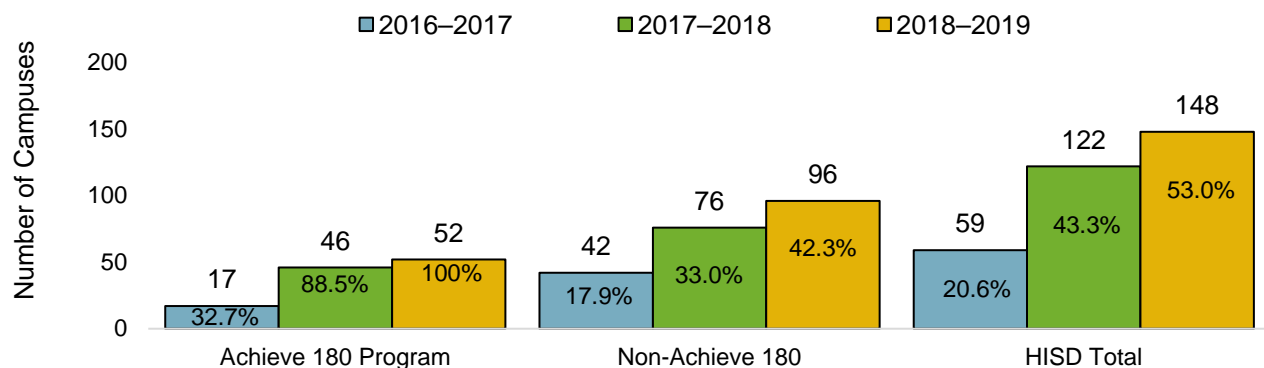
Source: HISD Family and Community Empowerment Department (FACE), 2018–2019
Note: Texas Connections (TCAH), a Tier 1A virtual, online school, was not eligible to participate.

- With the highest levels of Silver and Gold in 2016–2017 and 2017–2018, then, Gold and Platinum in 2018–2019; each year, from 2016–2017 to 2018–2019, of the schools eligible to participate in the foundational activities required for an FFS designation, the Achieve 180 Program had a greater proportion of schools to complete activities sufficient to receive FFS Certifications at one of the two highest levels (ranging from a total of 29% in 2016–2017 to a total of 94% in 2018–2019) than the proportion of non-Achieve 180 schools to receive FFS Certifications at one of the two highest levels in each respective year (ranging from a total of 19% in 2016–2017 to a total of 42% in 2018–2019) (**Figure 61**). (Appendix I, Table I-1, p. 255).

Figure 61. Percentage of Family Friendly School Certifications by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019
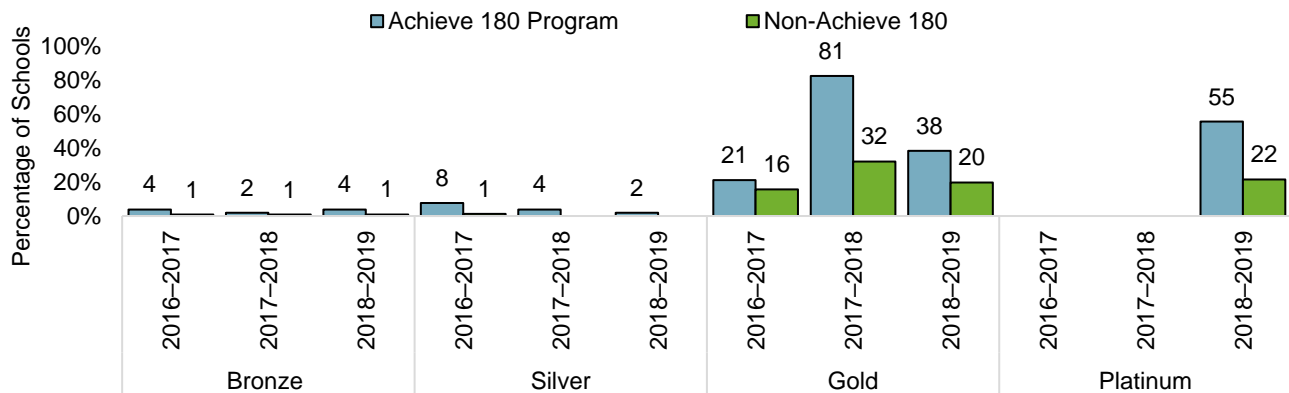
Source: HISD Family and Community Empowerment Department (FACE), 2018–2019
Note: Texas Connections (TCAH), a virtual, online Tier 1A school, was not eligible to participate. The Platinum certification was added in 2018–2019.

- The number of schools to complete the FFS Certification process increased in all the Achieve 180 Program treatment groups from 2016–2017 to 2018–2019, with 2016–2017 certification rates ranging from 16.7 percent (Tier 3) to 41.7 percent (Tier 2) and 100 percent of schools in each Achieve 180 Program treatment group received FFS Certification in 2018–2019 (**Figure 62**). (See Appendix I, **Table I-2**, p. 256, for campus details by group).

Figure 62. Number and Percentage of HISD Family Friendly Certified Schools by Achieve 180 Program Treatment Group, 2016–2017 through 2018–2019
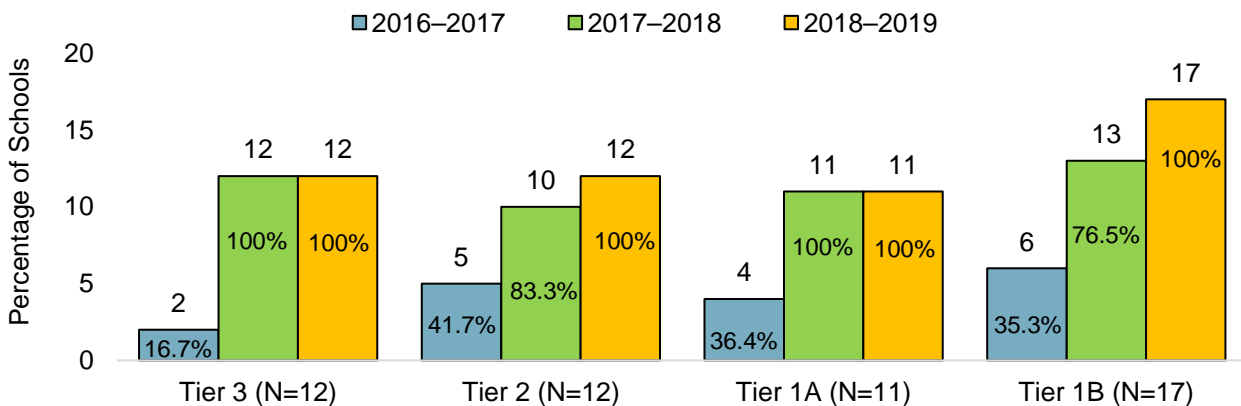
Source: HISD Family and Community Empowerment Department (FACE), 2018–2019
Note: Texas Connections (TCAH), a virtual, online Tier 1A school, was not eligible to participate. The Platinum certification was added in 2018–2019.

- Each year in each Achieve 180 Program treatment group, the percentages of schools earning the highest level of FFS Certification, Gold (the highest certification in 2016–2017 and 2017–2018) and Platinum (the highest certification in 2018–2019) remained larger than the percentages of schools earning lower levels of FFS Certification, Bronze and Silver, except Tier 3 with equal proportions of Silver and Gold certifications in 2016–2017 (**Figure 63**).

Figure 63. Percentage of Family Friendly School Certifications by Participating Achieve 180 Program Treatment Group, 2016–2017 through 2018–2019
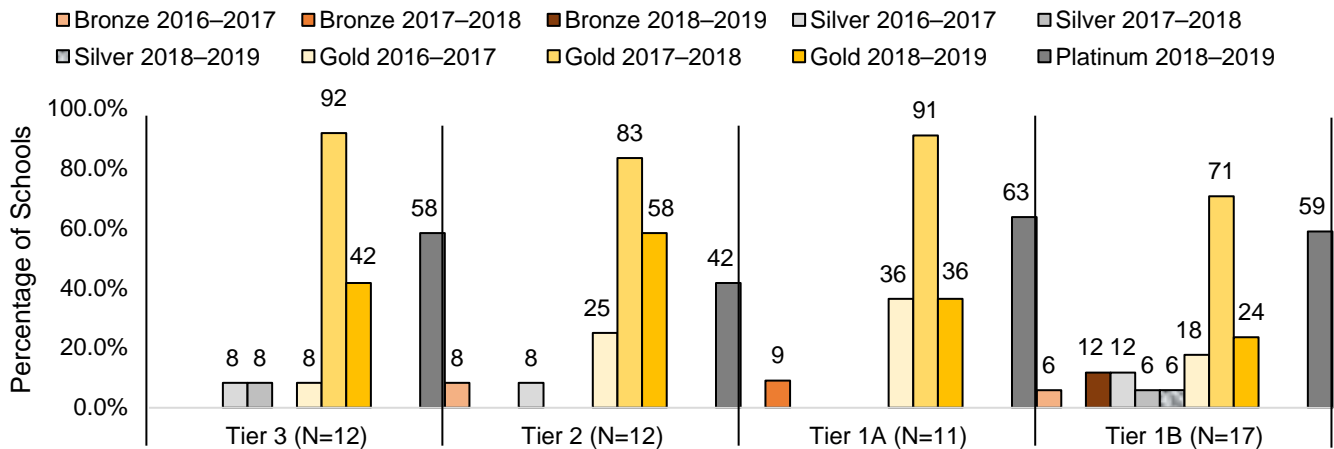
Source: HISD Family and Community Empowerment Department (FACE), 2018–2019
Note: Texas Connections (TCAH), a virtual, online Tier 1A school, was not eligible to participate. The Platinum certification was added in 2018–2019.

Students Remaining in Their Zoned Feeder Pattern

Figure 64. Percentage of Students who Remained Enrolled in Their Zoned Feeder Pattern Schools, Beginning of Year (BOY) and End of Year (EOY), 2016–2017, 2017–2018, and 2018–2019

	HISD	Non-Achieve 180	Achieve 180 Program	Tier 3	Tier 2	Tier 1A	Tier 1B
BOY 2016–2017	65	62	81	87	89	74	76
EOY 2016–2017	66	63	82	88	90	76	77
BOY 2017–2018	67	63	83	89	88	76	82
EOY 2017–2018	68	64	85	91	90	78	83
BOY 2018–2019	67	63	83	87	89	77	79
EOY 2018–2019	68	64	85	90	93	79	81
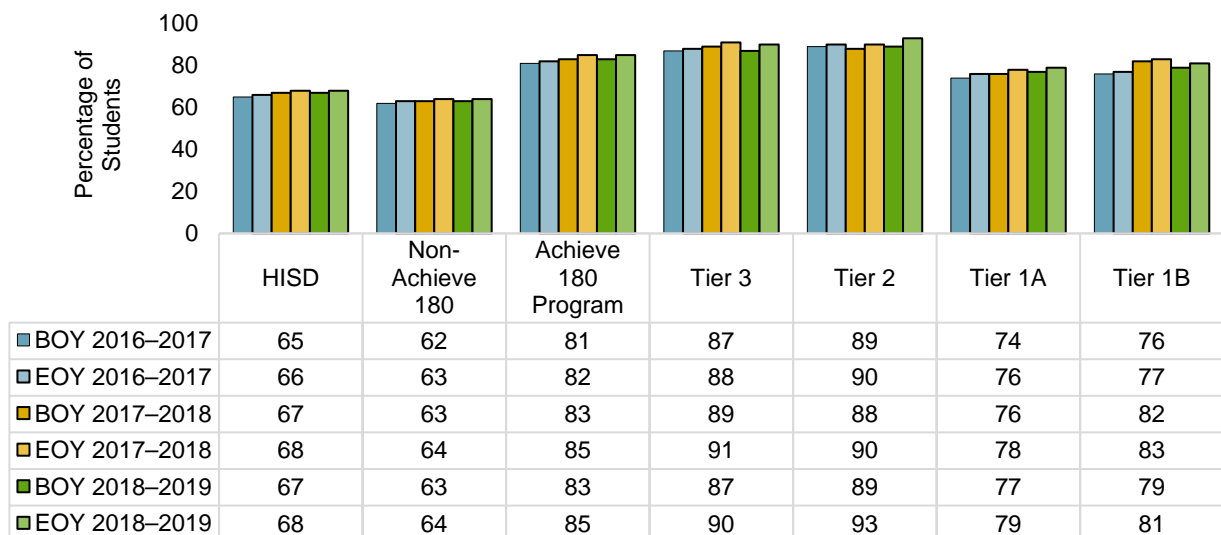
Source: PEIMS Fall, 2016–2017, ADA>0; PEIMS Fall, 2017–2018, ADA>0; PEIMS Fall, 2018–2019, ADA>0 and 2016–2017, 2017–2018, and 2018–2019 Chancery SMS data tables
Note: Of the 53 2018–2019 Achieve 180 Program schools, three non-zoned schools were not included: High School Ahead MS (Tier 2), Liberty HS (Tier 1A), and Texas Connections 3–12 (Tier 1A).

- The elementary, middle, and high schools to which a student is zoned are determined based on the student's home address. Students who attended a school that was not one of their zoned schools did not remain within their feeder pattern schools. BOY rates in **Figure 64** (p. 76) show that lower proportions of non-Achieve 180 students (ranging from 62% to 63%), in comparison to the proportions of Achieve 180 Program students, overall, (ranging from 81% to 83%) remained in their feeder pattern schools in 2016–2017 (baseline), 2017–2018 (Year 1), and 2018–2019 (Year 2).

- For both non-Achieve 180 and Achieve 180 Program students, EOY rates of students who remained at their feeder pattern schools ranged from one to four percentage points higher than the respective BOY rates each year, showing a similar pattern at both times during the school year for each respective group from 2016–2017 through 2018–2019. The gap between non-Achieve 180 and Achieve 180 Program students who remained at their feeder pattern schools increased to 20 percentage points (BOY) and 21 percentage points (EOY) from 2016–2017 to 2018–2019 (Figure 64).

- Among the Achieve 180 Program treatment groups of schools, students who attended Tier 3 and Tier 2 schools remained within their feeder pattern schools at higher rates than students who attended other Achieve 180 Program schools each year, with Tier 1A and Tier 1B students having the lowest rates among Achieve 180 Program schools (Figure 64).

Title I, Part A, Parent and Family Engagement Rates, 2018–2019

- The HISD Title I, Part A, parent and family engagement rates were calculated differently in 2018–2019 than in prior years, therefore, prior year results are not provided. Of the nearly 190,000 students who attended HISD's 253 Title I schools in late October 2018 and late June 2019, overall, 53.2 percent of them had at least one parent or other family member to participate at their school during the 2018–2019 academic year. This included parents and family members of 57.1 percent of students at non-Achieve 180 Title 1 schools and 39.4 percent of students at Achieve 180 Program Title 1 schools, which were all Title I schools. This represented a parent and family engagement gap between these groups of almost 18 percentage points (**Figure 65**). (See **Appendix I, Table I-3**, p. 257, for details by group).

Figure 65. Percentage of Parent and Family Engagement at HISD's Title I Schools by Category of Participation and Non-Achieve 180 and Achieve 180 Program Affiliation, 2018–2019
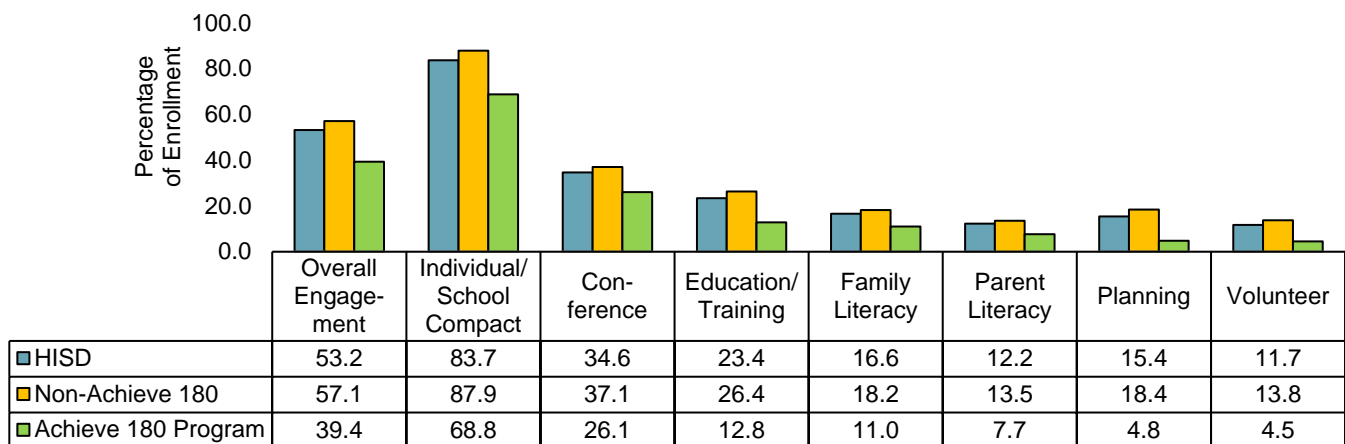
	Overall Engagement	Individual/ School Compact	Con-ference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
HISD	53.2	83.7	34.6	23.4	16.6	12.2	15.4	11.7
Non-Achieve 180	57.1	87.9	37.1	26.4	18.2	13.5	18.4	13.8
Achieve 180 Program	39.4	68.8	26.1	12.8	11.0	7.7	4.8	4.5

Source: HISD Fall PEIMS (ADA>0) and Chancery Student Data Files (2018–2019); active student enrollment on June 20, 2019.

Note: Results reported for previously years differ, are not comparable to 2018–2019 rates, and are based on cumulative v. active student enrollment. Overall Engagement excludes Individual/School Compact activities.

- Regarding the dissemination of information by Title 1 schools to parents and other family members (i.e., Individual/School Compact), the parent and family engagement gap between non-Achieve 180 Title 1 (87.9%) and Achieve 180 Program (68.8%) students was nearly 20 percentage points in 2018–2019. The next highest level of parent and family engagement was in one-on-one conferences for both non-Achieve 180 and Achieve 180 Program students (37.1% and 26.1%, respectively), followed by education/training activities (26.4% and 12.8%, respectively). Non-Achieve 180 parent and family engagement in one-on-one Conferences was 11 percentage-points higher and was more than two times higher in Education/Training activities than Achieve 180 Program parent and family participation in these activities in 2018–2019 (Figure 65, p. 77).

- Among the Achieve 180 Program treatment groups, overall parent and family engagement rates varied almost 40 percentage points, ranging from 21.1 percent (Tier 2) to 59.4 percent (Tier 1A), almost a 40 percentage-point difference between groups. Parent and family engagement rates in the dissemination of information by Title 1 schools to parents and other family members (i.e., Individual/School Compact) varied more than 30 percentage points, ranging from 49.2 percent (Tier 2) to 83.1 percent (Tier 1A) in 2018–2019 (**Figure 66**).

Figure 66. Percentage of Parent and Family Engagement at HISD's Title I Schools by Category of Participation and Achieve 180 Program Treatment Group, 2018–2019
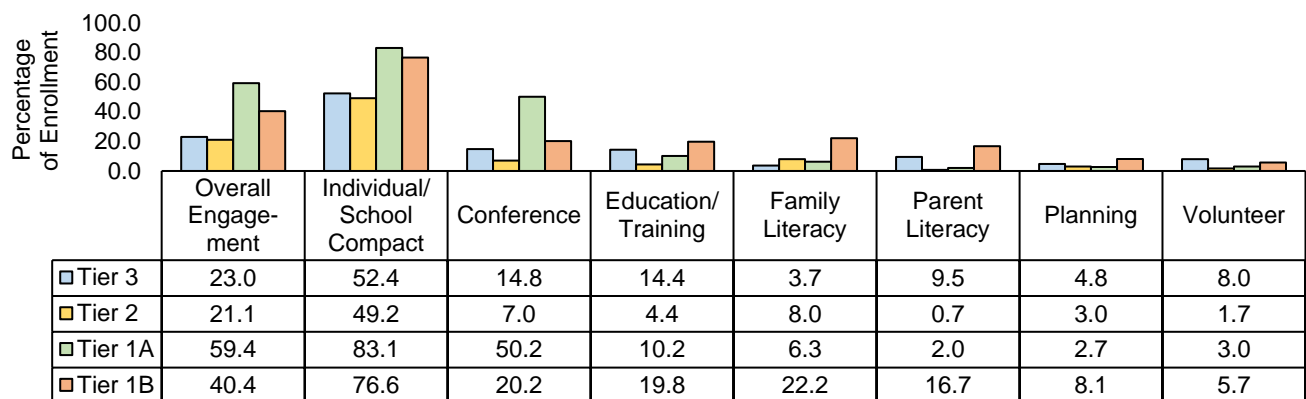
	Overall Engagement	Individual/ School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
Tier 3	23.0	52.4	14.8	14.4	3.7	9.5	4.8	8.0
Tier 2	21.1	49.2	7.0	4.4	8.0	0.7	3.0	1.7
Tier 1A	59.4	83.1	50.2	10.2	6.3	2.0	2.7	3.0
Tier 1B	40.4	76.6	20.2	19.8	22.2	16.7	8.1	5.7

Source: HISD Fall PEIMS (ADA>0) and Chancery Student Data Files (2018–2019); active student enrollment on June 20, 2019.
Note: Results reported for previously years differ, are not comparable to 2018–2019 rates, and are based on cumulative v. active student enrollment. Overall Engagement excludes Individual/School Compact activities.

- Aside from Individual/School Compact activities, the highest level of parent and family member engagement for each Achieve 180 Program treatment group was in one-on-one Conferences for Tier 1A (50.2%) and Tier 3 (14.8%) and Family Literacy for Tier 1B (22.2%) and Tier 2 (8.0%), followed by one-on-one Conferences for Tier 1B (20.2%) and Tier 2 (7.0%) and Education/Training activities for Tier 3 (14.4%) and Tier 1A (10.2%) in 2018–2019. The lowest level of parent and family member engagement for each Achieve 180 Program treatment group in 2018–2019 was in Parent Literacy for Tier 2 (0.7%) and Tier 1A (2.0%) and Family Literacy for Tier 3 (3.7%), and Volunteer activities for Tier 1B (5.7%). (See Appendix I, **Table I-4**, pp. 258–260, for details by Tier and campus) (Figure 66).

Title I, Part A, Parent and Family Engagement Survey, 2017–2018 and 2018–2019
- The HISD Title I, Part A, Parent and Family Engagement Survey 2017–2018 and 2018–2019 results for items concerning school factors/school climate, barriers to parent/family participation in school activities,

and ways to improve school support to children learning at home are presented in this report. In 2017–2018, 253 out of 255 (99.2%) of HISD's Title I schools had at least one parent/family member participate in the survey. This included 201 of the 202 non-Achieve 180 Title 1 schools (99.5%) and 52 of the 53 Achieve 180 Program schools (98.1%), which were all Title I schools. No results were available for Wesley Elementary School (Tier 3).

- In 2018–2019, 236 out of 253 (93.3%) of HISD's Title I schools had at least one parent/family member participate in the survey. This included 189 of the 200 non-Achieve 180 Title 1 schools (94.5%) and 47of the 53 Achieve 180 Program schools (88.7%), which were all Title I schools. No results were available for Attucks Middle School (Tier 2), Blackshear (Tier 3), Dogan Elementary School (Tier 3), Foerster (Tier 2), Marshall Elementary School (Tier 1B), and Wesley Elementary School (Tier 3).

- In 2017–2018, from 66.9 percent to 91.3 percent of participating parents and family members on non-Achieve 180 campuses agreed or strongly agreed with each of the 16 statements about school factors present at their child's Title I, Part A campus. In 2018–2019, the rates increased on non-Achieve 180 Title I campuses and ranged from 69.1 percent to 92.5 percent (**Figure 67**, p. 80).

- In 2017–2018, from 64.8 percent to 88.6 percent of participating parents and family members on Achieve 180 Program campuses agreed or strongly agreed with each of the 16 statements about school factors present at their child's Title I, Part A campus. In 2018–2019, the rates increased on Achieve 180 Program campuses and ranged from 72.1 percent to 91.5 percent (Figure 67).

- In both years, for the non-Achieve 180 Title I schools and the Achieve 180 Program schools, the lowest level of agreement was with "The school encourages me to observe my child in the classroom" and the highest level of agreement was with "The school staff treats me with respect" (Figure 67).

- In 2017–2018 and in 2018–2019, rates of agreement among non-Achieve 180 Title I schools were higher for 15 of the 16 school factors and school climate items than the rates for Achieve 180 Program schools, with "The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs" being the only item with a higher agreement rate among the Achieve 180 Program schools (79.6%) than the rate was for non-Achieve 180 Program schools (78.0) in 2017–2018 (a 1.6 percentage-point difference). In 2018–2019, "The school encourages me to observe my child in the classroom" was the only item with a higher agreement rate among the Achieve 180 Program schools (72.9%) than the rate was for non-Achieve 180 Program Title I schools (69.1%), which represented the largest gap between the two groups of schools (a 3.8 percentage-point difference) (Figure 67).

- In 2017–2018, the largest difference between the non-Achieve 180 Title I and Achieve 180 Program campuses participating families' responses was agreement with "I am satisfied my child's school is providing the skills and education necessary to be successful at the next level" (90.7 percent of families at non-Achieve 180 Title I campuses and 85.7 percent of Achieve 180 Program families), a difference of 5.0 percentage points (Figure 67). This gap was reduced to 3.5 percentage points in 2018–2019, but it remained one of the largest gaps in favor of the non-Achieve 180 campuses, along with agreement with "The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc."(For detailed data by treatment group and campus see Appendix I, **Table I-5** and **Table I-6**, pp. 261–268.)

Figure 67. Percentage of "Strongly Agree" or "Agree" Responses by Parent and Family Members Regarding Statements about Their Child's Title I Campus, School Climate/School Factors by Non-Achieve 180 and Achieve 180 Program Affiliation, Title I Survey, 2017–2018 and 2018–2019

■ Title I, Non-Achieve 180 Schools, 2017–2018   ■ Title I, Non-Achieve 180 Schools, 2018–2019
■ Title I, Achieve 180 Program Schools, 2017–2018   □ Title I, Achieve 180 Program Schools, 2018–2019
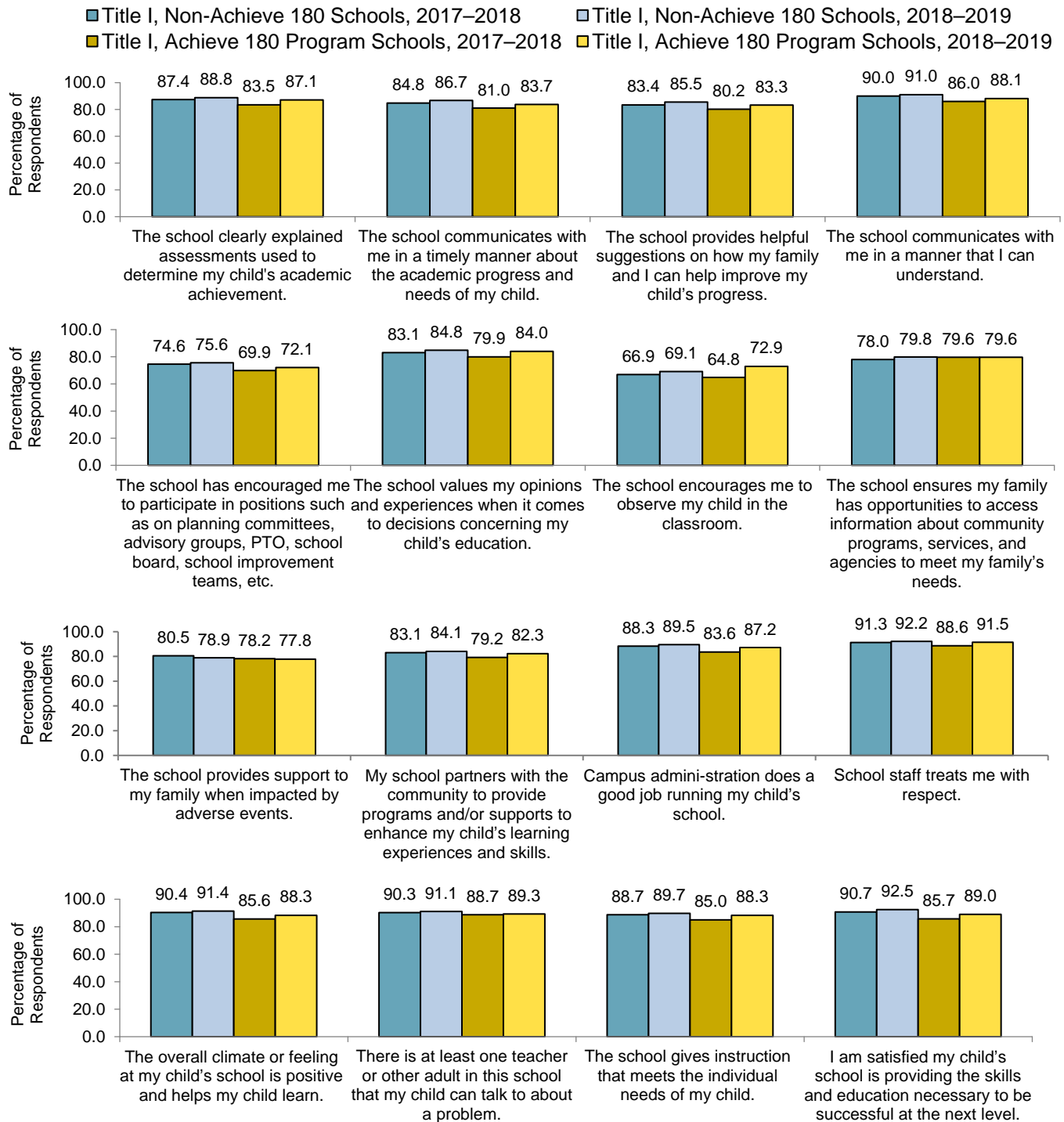
Notes: Responses may be abbreviated and retain the original meaning. Full response statements are provided in Appendix I, Table I-5 and Table I-6, pp. 261–268.

- In 2017–2018, from 3.4 percent to 49.2 percent of participating parents and family members on non-Achieve 180 campuses agreed or strongly agreed with each of the 10 statements about barriers that prevent them from participating in activities at their child's Title I, Part A campus. In 2018–2019, the rates of agreement on non-Achieve 180 campuses ranged from 3.3 percent to 57.7 percent (**Figure 68**).

Figure 68. Percentage of Parent and Family Member Responses Regarding Barriers That Have Prevented Their Ability to Participate in School Functions, Workshops, Meetings, Planning Events, and Other Activities by Non-Achieve 180 and Achieve 180 Program Affiliation, Title I Survey, 2017–2018 and 2018–2019
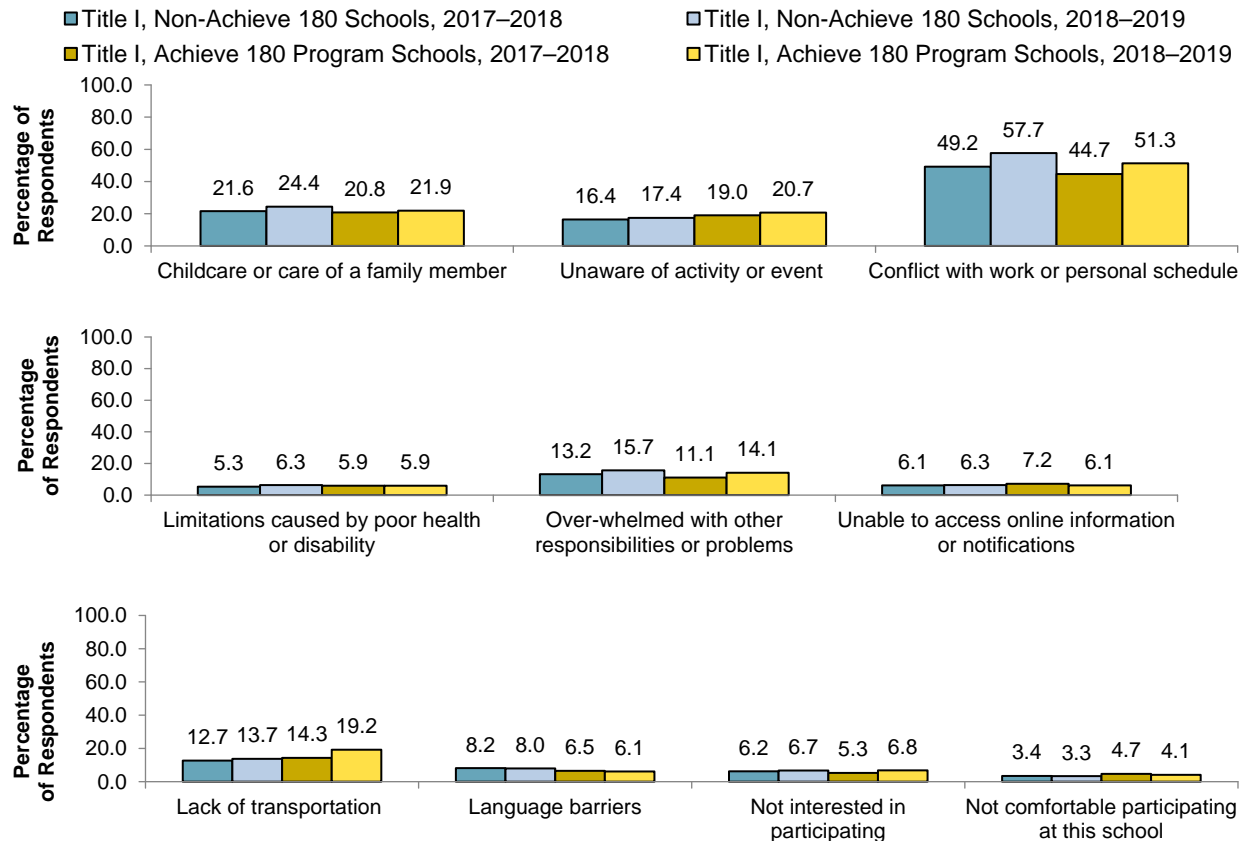
Source: HISD Title I, Part Parent and Family Engagement Survey, 2017–2018 and 2018–2019, Question 6
Notes: Responses may be abbreviated and retain the original meaning. Full response statements are provided in Appendix I, **Table I-7** and **Table I-8**, pp. 269–272.

- In 2017–2018, from 4.7 percent to 44.7 percent of participating parents and family members on Achieve 180 Program campuses agreed or strongly agreed with each of the 10 statements about barriers that prevent them from participating in activities at their child's Title I, Part A campus. In 2018–2019, the rates of agreement on Achieve 180 Program campuses ranged from 4.1 percent to 51.3 percent (Figure 68).

- In 2018–2019, when two new response option were added, a higher rate of families of students on Achieve 180 Program campuses (15.4%) than families of students on non-Achieve 180 campuses (13.1%) reported experiencing no barriers to participation. However, a higher rate of families of students on Achieve 180 Program campuses (7.6%) than families of students on non-Achieve 180 campuses (5.1%) also reported experiencing "Other" barriers to participation. (Figure 68)

- In 2017–2018 and 2018–2019, "Conflict with work or personal schedule" was by far the most reported barrier to participation in school activities by families of students at non-Achieve 180 Title I schools (49.2% in 2017–2018 and 57.7% in 2018–2019) and Achieve 180 Program schools (44.7% in 2017–2018 and 51.3% in 2018–2019). The barrier reported by the smallest percentage of families was "Not comfortable participating at this school," with lower rates of agreement at non-Achieve 180 schools (3.4% in 2017–2018 and 3.3% in 2018–2019) when compared to Achieve 180 Program schools (4.7% in 2017–2018 and 4.1% in 2018–2019) (Figure 68, p. 81). (See Appendix I, Table I-7 and Table I-8, pp. 269–272.)

- In 2017–2018, rates of agreement were higher at non-Achieve 180 Title I schools for five of the 10 barriers to participation in school activities than the rates of agreement at Achieve 180 Program schools. In 2018–2019, rates of agreement among non-Achieve 180 Title I schools were higher for six of the 10 barriers to participation in school activities than the agreement rates at Achieve 180 Program schools. Two of the five Achieve 180 Program agreement rates that had been higher than the non-Achieve 180 Title I schools in 2017–2018 became smaller than the agreement rate at non-Achieve 180 Title I schools in 2018–2019 ("Limitations caused by poor health or disability" and "Unable to access online information or notifications"). However, higher percentages of families of students at Achieve 180 Program campuses than families at non-Achieve 180 Title I campuses reported a lack of awareness of activities or events, lack of transportation, and not being comfortable participating at the school as barriers to their involvement in school activities in 2017–2018 and in 2018–2019 (Figure 68). (For detailed data by treatment group and campus see Appendix I, Table I-7 and Table I-8, pp. 269–272.)

Figure 69. Percentage of Parent and Family Responses Regarding How HISD's Title I Schools can Improve or Provide Extra Support to Their Child's Learning at Home, by Non-Achieve 180 and Achieve 180 Program Affiliation, Title I Survey, 2017–2018 and 2018–2019

■ Title I, Non-Achieve 180 Schools, 2017–2018 □ Title I, Non-Achieve 180 Schools, 2018–2019
■ Title I, Achieve 180 Program Schools, 2017–2018 □ Title I, Achieve 180 Program Schools, 2018–2019
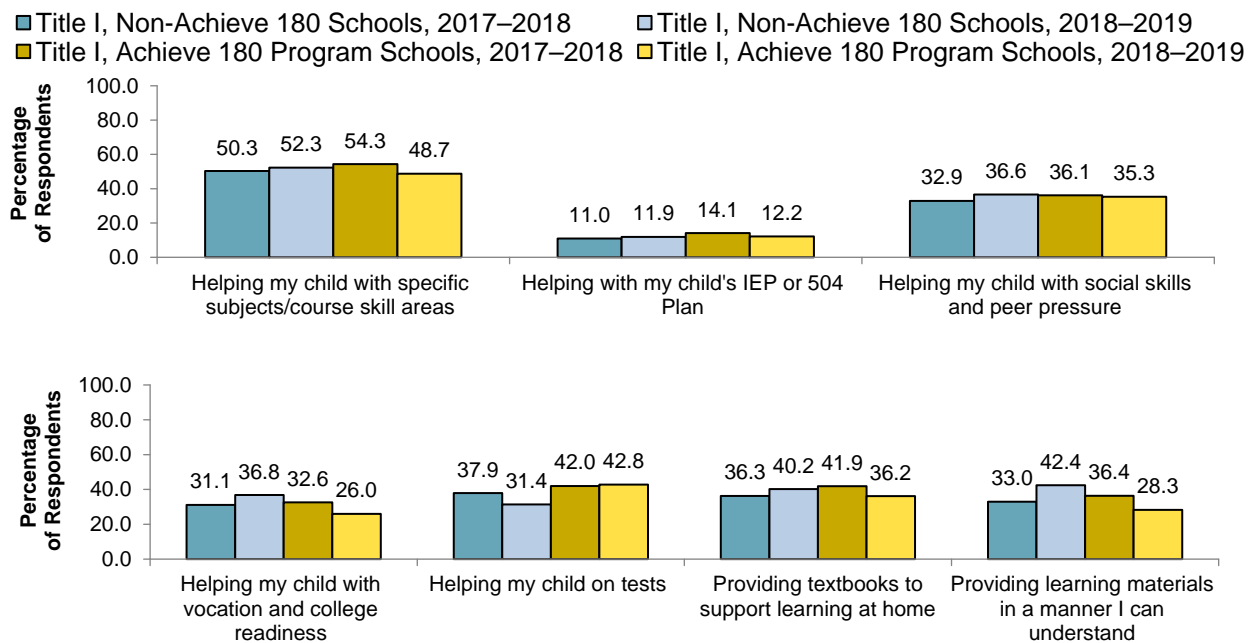
Source: HISD Title I, Part Parent and Family Engagement Survey, 2017–2018 and 2018–2019, Question 8
Notes: Responses may be abbreviated and retain the original meaning. Full response statements are provided in Appendix I, **Table I-9** and **Table I-10**, pp. 273–276.

- In 2017–2018, the percentages of participating parents and family members of students in non-Achieve 180 schools who agreed or strongly agreed with the identified ways their child's Title I, Part A school can further support their child's learning at home ranged from 11.0 percent to 50.3 percent. In 2018–2019, the rates of agreement on non-Achieve 180 campuses ranged from 11.9 percent to 52.3 percent (**Figure 69**, p. 82).

- In 2017–2018, the percentages of families of students in Achieve 180 Program schools who agreed or strongly agreed with ways their child's Title I, Part A school can further support their child's learning at home ranged from 14.1 percent to 54.3 percent of participating parents and family members who agreed with each of the seven statements. In 2018–2019, the rates of agreement on Achieve 180 Program campuses ranged from 12.2 percent to 48.7 percent (Figure 69).

- In 2018–2019, two new response option were added. For them, the results showed a higher rate of families of students on Achieve 180 Program campuses (14.9%) than families of students on non-Achieve 180 campuses (7.0%) reported they did not need help from the school to support their children's learning at home, while a higher rate of families of students on non-Achieve 180 campuses (35.3%) than families of students on Achieve 180 Program campuses (7.3%) reported experiencing "Other" unspecified assistance was needed. (See Appendix I, Table I-9 and Table I-10, pp. 273–276.)

- For non-Achieve 180 Title I and Achieve 180 Program schools, in 2017–2018 and 2018–2019, the support most often identified by respondents was "Helping my child with specific subjects/course skill areas (e.g., reading writing, math, technology, AP/IB, etc.)," with about half of the participants in each comparison group agreeing or strongly agreeing. The support least often identified by respondents, in 2017–2018 and 2018–2019, was "Helping with my child's IEP or 504 Plan" (Figure 69).

- In 2017–2018, rates of agreement were higher at Achieve 180 Program schools for all seven of the identified ways their child's Title I, Part A school can further support their child's learning at home. In 2018–2019, rates of agreement among non-Achieve 180 Title I schools were higher for five of the seven supports than the rates at Achieve 180 Program schools where agreement rates were higher regarding "Helping with my child's IEP or 504 Plan" and "Helping my child on tests" (Figure 69).

- In 2017–2018, the largest difference between the non-Achieve 180 Title I campuses and Achieve 180 Program campuses families' responses regarding ways their child's Title I, Part A school can further support their child's learning at home was agreement with "Providing textbooks to support learning at home" (36.3% of families at non-Achieve 180 Title I campuses and 41.9% of Achieve 180 Program families), a difference of 5.6 percentage points with a higher percentage of Achieve 180 Program families expressing a need for this support (Figure 69).

- In 2018–2019, the largest difference between the non-Achieve 180 Title I campuses and Achieve 180 Program campuses families' responses regarding ways their child's Title I, Part A school can further support their child's learning at home was agreement with "Providing learning materials in a manner I can understand" (42.4% of families at non-Achieve 180 Title I campuses and 28.3% of Achieve 180 Program families), a difference of 14.1 percentage points with a higher percentage of non-Achieve 180 families expressing a need for this support (Figure 69). (For detailed data by treatment group and campus see Appendix I, Table I-9 and Table I-10, pp. 273–276.)

- Complete survey results may be found in the annual *Title I, Part A Parent Involvement, 2018–2019 report* on HISD's <u>Research and Accountability website</u>.

Achieve 180 Program – Summative Academic Outcomes

Ensure Equity for All Students
STAAR 3–8 Performance by Subject, Spring 2017 through Spring 2019

- From 2017 to 2019, non-Achieve 180 students passed all STAAR grades 3–5 exams at higher rates than Achieve 180 Program students. However, Achieve 180 Program grades 3–5 students made greater increases in the percentages of students who met or exceeded the Approaches, Meets, and Masters performance standards in all subjects, when compared to grades 3–5 students districtwide and non-Achieve 180 students from 2017 to 2019. Therefore, the 2019 performance gap between the Achieve 180 Program students and their non-Achieve 180 peers in grades 3–5 students who met or exceeded STAAR Approaches passing standards was smaller in each subject assessed than the 2017 performance gap, with improvements ranging from five percentage-points in Mathematics to seven percentage-points in Science. Gap reductions were also achieved at the Meets and Masters performance levels in all subjects assessed (**Figure 70**). (See **Appendix J, Figure J-1**, p. 277 Tier results and Appendix J, **Table J-1 through Table J-4**, pp. 278–281 for school-level results by Tier.)

Figure 70. HISD STAAR Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish Versions (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2017 through 2019 (First Administration)
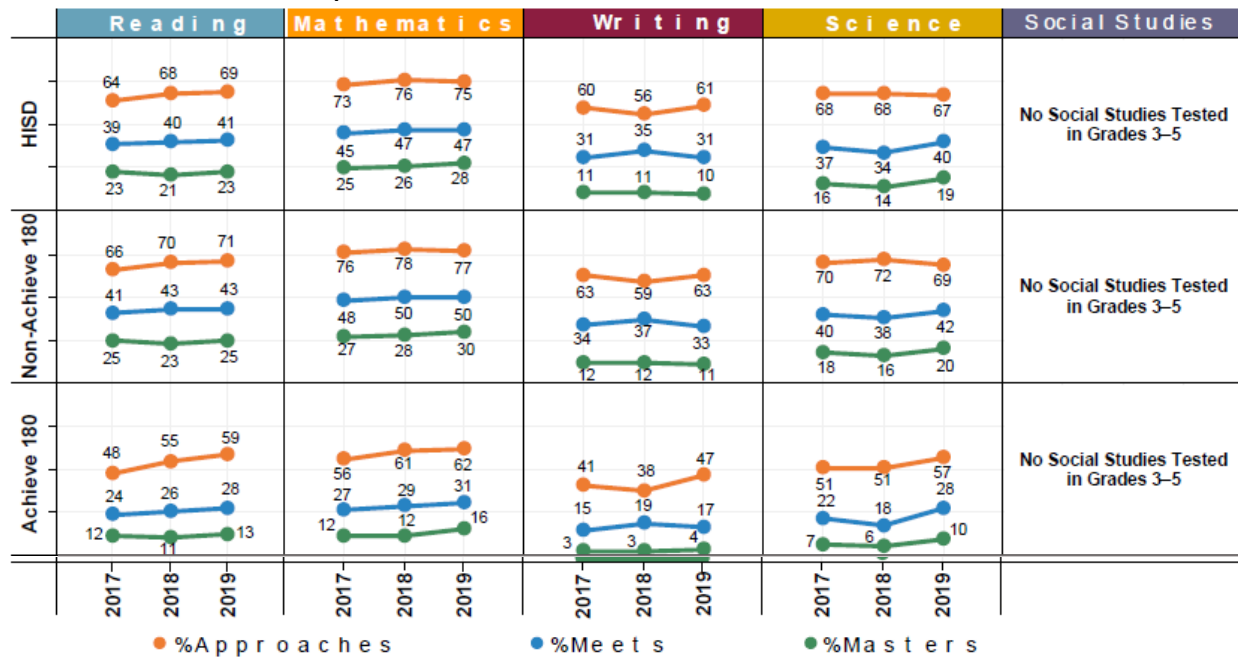
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- In 2019, grades 3–5 Achieve 180 Program students met or exceeded the STAAR Approaches passing standards at rates that ranged from 47 percent in Writing to 62 percent in Mathematics. Non-Achieve 180 students in grades 3–5, in 2019, met or exceeded the STAAR Approaches passing standards at rates that ranged from 12 percentage-points higher in Reading and Science to 16 percentage-points higher in Writing than the proportions of grades 3–5 Achieve 180 Program students who met or exceeded the Approaches performance standard on the same tests (Figure 70).

- From 2017 to 2019, non-Achieve 180 students passed all STAAR grades 6–8 exams assessed at higher rates than Achieve 180 Program students. However, Achieve 180 Program students made greater or equal increases in the percentages of students who met or exceeded the Approaches, Meets, and Masters performance standards in Mathematics and Social Studies as well as in the percentages of students who met or exceeded the Approaches and Meets performance levels in Reading, Writing, and Science, when compared to their districtwide and non-Achieve 180 peers from 2017 to 2019. Therefore, the 2019 performance gap between the Achieve 180 Program students and their non-Achieve 180 peers in grades 6–8 students who met or exceeded STAAR Approaches passing standards was smaller in each subject assessed than the 2017 performance gap, with improvements ranging from four percentage-points in Writing to nine percentage-points in Mathematics. Gap reductions were also achieved at both the Meets and Masters performance levels in Mathematics and Social Studies (**Figure 71**). (See **Appendix J, Figure J-2**, p. 282 Tier results and Appendix J, **Table J-5 through Table J-9**, pp. 283–287 for school-level results by Tier.)

Figure 71. HISD STAAR Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English Version, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2017 through 2019 (First Administration)
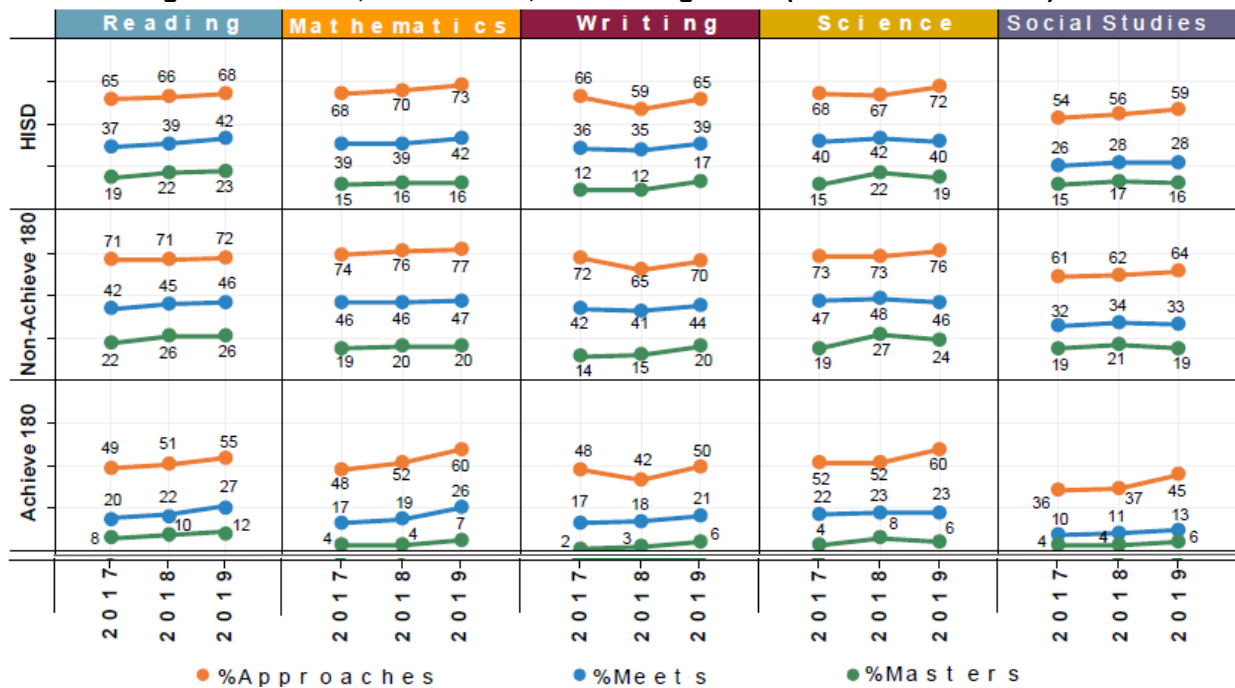
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- In 2019, grades 6–8 Achieve 180 Program students met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level) at rates that ranged from 45 percent in Social Studies to 60 percent in Mathematics and Science. Non-Achieve 180 students in grades 6–8, in 2019, met or exceeded the STAAR Approaches passing standards at rates that ranged from 16 percentage-points higher in Science to 20 percentage-points higher in Writing than the proportions of grades 6–8 Achieve 180 Program students who met or exceeded the Approaches performance standard on the same tests (Figure 71).

Ensure Equity for All Students

STAAR 3–8 Performance by Subject and Student Group, 2017 through 2019

Race/Ethnicity

- Based on 2019 STAAR results for grades 3–5 (English and Spanish language versions combined), the percentages of Achieve 180 Program African American and Hispanic students who met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level) ranged from 40 percent (African American students, Writing) to 66 percent (Hispanic students, Mathematics). This compared to higher percentages of non-Achieve 180 African American and Hispanic students in grades 3–5 who met or exceeded the STAAR passing standard with rates that ranged from 52 percent (African American students, Writing) to 77 percent (Hispanic students, Mathematics) (**Figure 72**, p. 87). (See Appendix J, **Table J-10 through Table J-13**, pp. 288–291 for school-level results by Tier.)

- Based on 2019 STAAR results for grades 3–5 (English and Spanish language versions combined), the percentages of Achieve 180 Program Asian/Pacific Islander and White students who met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level) ranged from 64 percent (White students, Mathematics and Writing) to 80 percent (Asian/Pacific Islander students, Reading). This compared to higher percentages of non-Achieve 180 Asian/Pacific Islander and White students in grades 3–5 who met or exceeded the STAAR passing standard at rates that ranged from 84 percent (White students, Writing) to 93 percent (Asian/Pacific Islander students, Mathematics) (Figure 72).

- When compared to non-Achieve 180 students in grades 3–5, Achieve 180 Program students in grades 3–5 within each race/ethnicity group made greater improvements in the percentages of students who met or exceeded the STAAR passing standard (Approaches Grade Level) in each of the subjects assessed, from 2017 to 2019, except White students in Reading and Mathematics, ranging from one percentage point (White students, Science) to 13 percentage points (Asian/Pacific Islander students, Reading). This compared to gains for non-achieve 180 students that ranged from one percentage point (Asian/Pacific Islander students on Science and Hispanic students on Writing and Mathematics exams) to five percentage points (Hispanic students on Reading exams) (Figure 72).

- From 2017 to 2019, the **performance gaps** at or above the Approaches Grade Level standard on STAAR grades 3–5 exams that **were reduced more between Achieve 180 Program** Asian/Pacific Islander or White students and African American or Hispanic **students than the gaps were reduced between the same groups of non-Achieve 180 students** who tested in the same subjects included:
  - *White v. African American students*: Reading (Achieve 180 Program -12 percentage points and non-Achieve 180 -4 percentage-points), Mathematics (Achieve 180 Program -10 percentage points and non-Achieve 180 -1 percentage-point) and Science (Achieve 180 Program -6 percentage points and non-Achieve 180 +4 percentage-points) exams (Figure 72).
  - *White v. Hispanic* students: Reading (Achieve 180 Program -11 percentage points and non-Achieve 180 -5 percentage-points), Mathematics (Achieve 180 Program -7 percentage points and non-Achieve 180 -2 percentage-points), and Science (Achieve 180 Program -2 percentage points and non-Achieve 180 no change) exams (Figure 72).
  - *Asian/Pacific Islander v. African American students*: Mathematics (Achieve 180 Program -3 percentage points and non-Achieve 180 -2 percentage-points) and Science (Achieve 180 Program -1 percentage point and non-Achieve 180 +6 percentage-points) exams (Figure 72).

Figure 72. HISD STAAR Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish Versions (Combined) by Race/Ethnicity, Subject, and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2017 through 2019 (First Administration)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- Based on 2019 STAAR (English version) results for grades 6–8, the percentages of Achieve 180 Program African American and Hispanic students who met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level) ranged from 40 percent (African American

students, Social Studies) to 61 percent (Hispanic students, Mathematics). This compared to higher percentages of non-Achieve 180 African American and Hispanic students in grades 6–8 who met or exceeded the STAAR passing standard with rates that ranged from 59 percent (Hispanic students, Social Studies) to 75 percent (Hispanic students, Mathematics) (**Figure 73**, p. 89). (See Appendix J, **Table J-14 through Table J-18**, pp. 292–296 for school-level results by Tier.)

- Based on 2019 STAAR (English version) results for grades 6–8, the percentages of Achieve 180 Program Asian/Pacific Islander and White students who met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level) ranged from 68 percent (White students, Social Studies) to 84 percent (White students, Reading and Science). This compared to higher percentages of non-Achieve 180 Asian/Pacific Islander and White students in grades 6–8 who met or exceeded the STAAR passing standard at rates that ranged from 88 percent (Asian/Pacific Islander, Social Studies) to 93 percent (Asian/Pacific Islander students, Science, and White students, Science and Mathematics) (Figure 73).

- When compared to non-Achieve 180 students in grades 6–8, Achieve 180 Program students in grades 6–8 within each race/ethnicity group made comparable or greater improvements in the percentages of students who met or exceeded the STAAR passing standard (Approaches Grade Level) in each of the subjects assessed, from 2017 to 2019, except Asian/Pacific Islander students who made a decline in all subjects but Social Studies. Gains in the proportions of Achieve 180 Program grades 6–8 students who met or exceeded the STAAR passing standard (Approaches Grade Level) from 2017 to 2019 ranged from one percentage point (African American students, Writing) to 18 percentage points (Asian/Pacific Islander students, Social Studies) from 2017 to 2019. This compared to gains for non-Achieve 180 students that ranged from two percentage points (Hispanic and White students on Reading, African American students on Mathematics, and Asian/Pacific Islander, African American, and White students on Science; and White students on Social Studies exams) to four percentage points (White students on Mathematics and African American students on Social Studies exams) (Figure 73).

- From 2017 to 2019 on STAAR grades 6–8 exams, the **performance gaps** at or above the Approaches Grade Level standard **that were reduced more between Achieve 180 Program** Asian/Pacific Islander or White students and African American or Hispanic **students than the gaps were reduced** between the same groups of non-Achieve 180 students who tested in the same subjects included:
  - *White v. African American students*: Reading (Achieve 180 Program -1 percentage point and non-Achieve 180 +2 percentage-points), and Mathematics (Achieve 180 Program -9 percentage points and non-Achieve 180 +2 percentage-points) exams (Figure 73).
  - *White v. Hispanic students*: Reading (Achieve 180 Program -4 percentage points and non-Achieve 180 no change), Mathematics (Achieve 180 Program -7 percentage points and non-Achieve 180 +1 percentage-point), and Writing (Achieve 180 Program -1 percentage point and non-Achieve 180 +3 percentage-points) (Figure 73).
  - *Asian/Pacific Islander v. African American students*: Reading (Achieve 180 Program -9 percentage points and non-Achieve 180 -1 percentage-point), Mathematics (Achieve 180 Program -24 percentage points and non-Achieve 180 -2 percentage-points), Writing (Achieve 180 Program -15 percentage points and non-Achieve 180 -1 percentage-point), and Science (Achieve 180 Program -16 percentage point and non-Achieve 180 no change) exams (Figure 73).
  - *Asian/Pacific Islander v. Hispanic students*: Reading (Achieve 180 Program -12 percentage points and non-Achieve 180 -3 percentage-points), Mathematics (Achieve 180 Program -22 percentage points and non-Achieve 180 -3 percentage-points), Writing (Achieve 180 Program -17 percentage

points and non-Achieve 180 +2 percentage-points), Science (Achieve 180 Program -13 percentage points and non-Achieve 180 -1 percentage point) exams (Figure 73).

Figure 73. HISD STAAR Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English Version, by Race/Ethnicity, Subject, and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2017 through 2019 (First Administration)
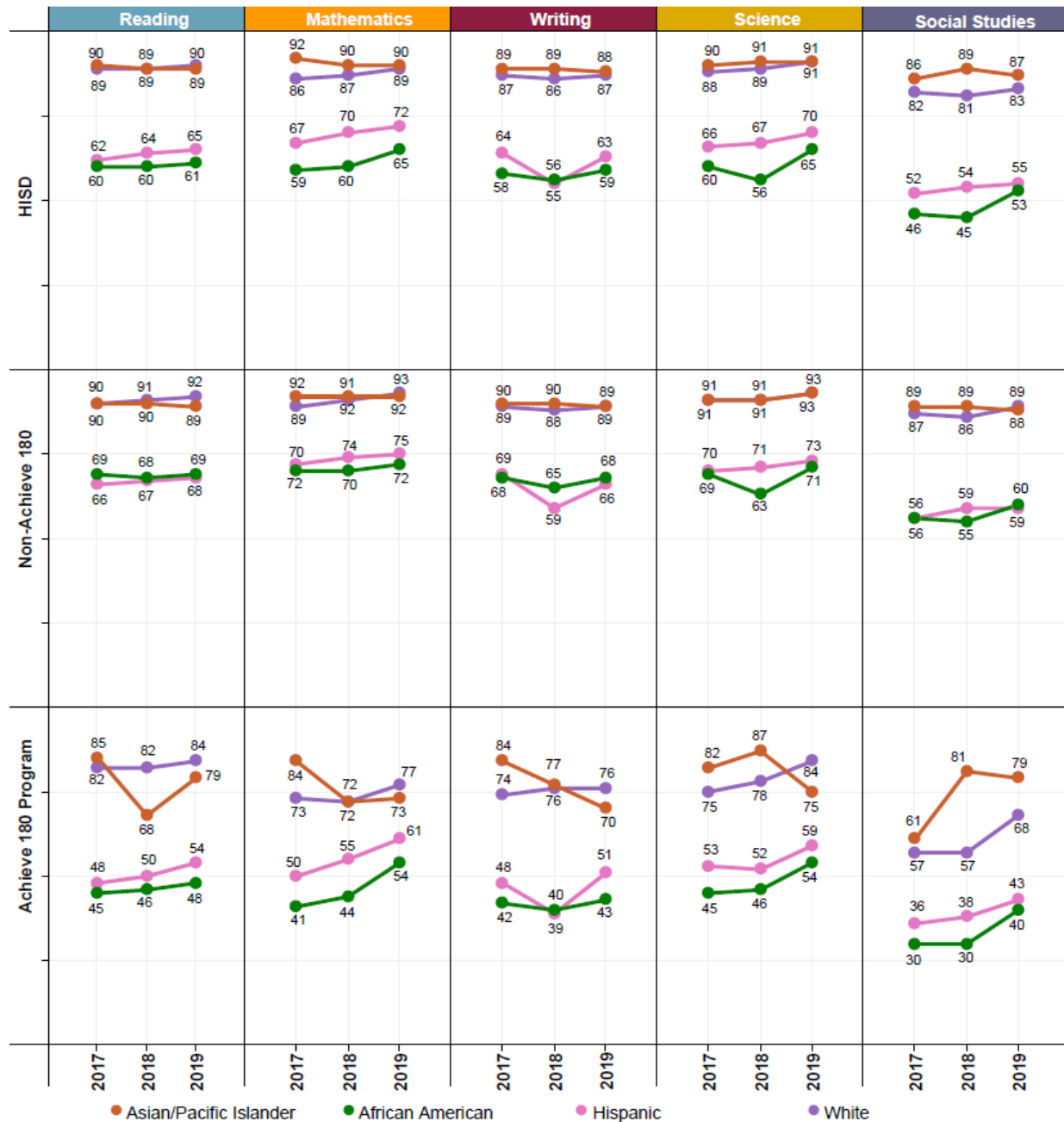
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

English Learners (EL)

- Based on 2019 STAAR results for grades 3–5 (English and Spanish combined), across subjects, the percentages of Achieve 180 Program EL students who met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level standard) ranged from 48 percent (Writing and Science) to 64 percent (Mathematics). Non-Achieve 180 ELs met the passing standard at rates that were from six percentage points higher (Reading and Writing) to nine percentage points higher (Mathematics) than the proportions of Achieve 180 Program grades 3–5 ELs who met or exceeded the STAAR passing standard in 2019 (**Figure 74**). (See Appendix J, **Table J-19** through **Table J-22**, pp. 297–300 for school-level results by Tier.)

- From 2017 to 2019 on STAAR grades 3–5 exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of ELs who met or exceeded the Approaches, Meets, and Masters performance standards on the exams assessed, with gap reductions at or above the Approaches Standard that ranged from five percentage points (Mathematics) to 10 percentage points (Writing) (Figure 74).

Figure 74. HISD STAAR Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish Versions (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners, 2017 through 2019 (First Administration)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- Based on 2019 STAAR results for grades 6–8 across subjects, the percentages of Achieve 180 Program EL students who met or exceeded the Approaches, Meets, and Masters performance standards ranged from 24 percent (Social Studies) to 50 percent (Mathematics). Non-Achieve 180 ELs met the passing standard at rates that were from eight percentage points higher (Reading and Social Studies) to 10 percentage points higher (Science) than the proportions of Achieve 180 Program grades 6–8 ELs who

met or exceeded the STAAR passing standard in 2019 (**Figure 75**). (See Appendix J, **Table J-23** through **Table J-27**, pp. 301–305 for school-level results by Tier.)

- From 2017 to 2019 on STAAR grades 6–8 exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of ELs who performed at the Approaches Grade Level Standard on all exams assessed except Science, with gap reductions at or above the Approaches Standard that ranged from one percentage point (Social Studies) to eight percentage points (Mathematics) (Figure 75).

Figure 75. HISD STAAR Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English Version, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners, 2017 through 2019 (First Administration)
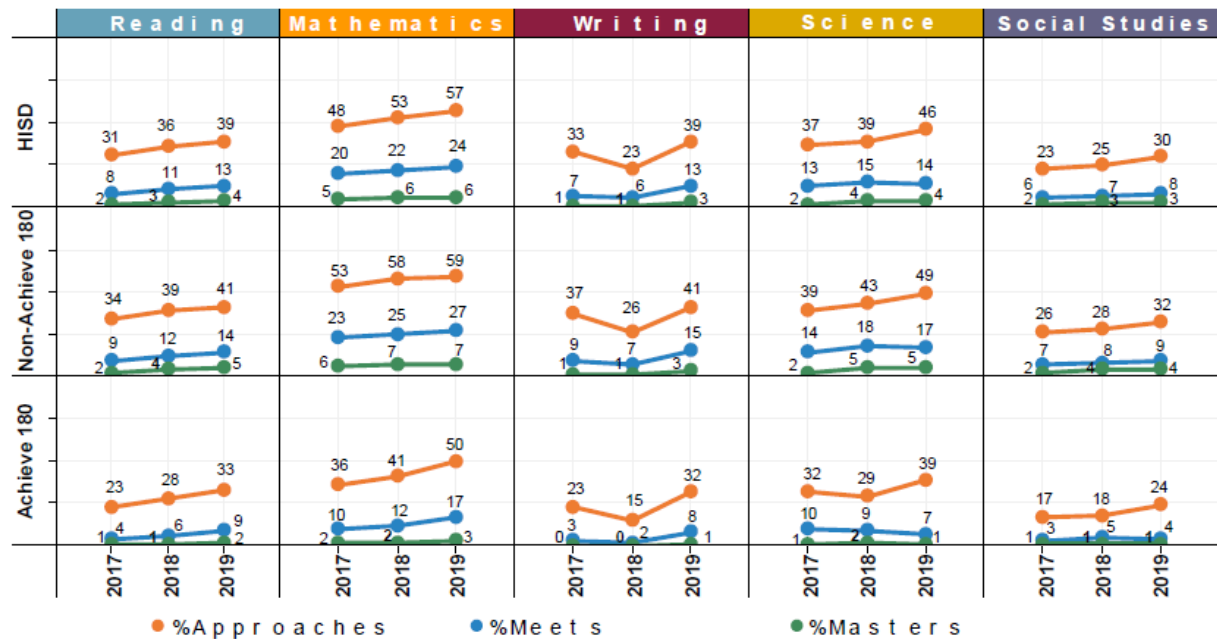
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

Students with Disabilities (SWD)

- Based on 2019 STAAR results for grades 3–5, across subjects, the percentages of Achieve 180 Program economically disadvantaged students who met or exceeded the STAAR grades 3–5 passing standard (performed at or above the Approaches Grade Level standard) ranged from 13 percent (Writing) to 26 percent (Mathematics). Across subjects, non-Achieve 180 SWD met the passing standard at rates that were from six percentage points higher (Writing) to 10 percentage points higher (Mathematics and Science) than the proportions of Achieve 180 Program SWD who met or exceeded the STAAR grades 3–5 passing standard in 2019 (**Figure 76**, p. 92). (See Appendix J, **Table J-28** through **Table J-31**, pp. 306–309 for school-level results by Tier.)

- From 2017 to 2019 on STAAR grades 3–5 exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of SWD who performed at the Approaches and Meets Grade Level Standards on all exams assessed, except Reading and Science,

with gap reductions at or above the Approaches Standard of seven percentage points on Mathematics and Writing exams. Gaps were also reduced at the Meets and Masters Grade Level Standards on Reading, Writing, and Science exams (Figure 76).

Figure 76. HISD STAAR Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish Versions (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (SWD), 2017 through 2019 (First Administration)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- Based on 2019 STAAR results for grades 6–8, across subjects, the percentages of Achieve 180 Program SWD students who met or exceeded the STAAR grades 6–8 passing standard (performed at or above the Approaches Grade Level standard) ranged from 10 percent (Writing) to 25 percent (Mathematics). Across subjects, non-Achieve 180 SWD met the passing standard at rates that were from four percentage points higher (Social Studies) to 13 percentage points higher (Mathematics) than the proportions of Achieve 180 Program SWD who met or exceeded the STAAR grades 6–8 passing standard in 2019 (**Figure 77**, p. 93). (See Appendix J, **Table J-32** through **Table J-36**, p. 310–314 for school-level results by Tier.)

- From 2017 to 2019 on STAAR grades 6–8 exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of SWD who performed at the Approaches and Meets Grade Level Standards on Science and Social Studies exams (8 percentage points and 5 percentage points, respectively), while the gaps increased from one percentage point (Reading) to three percentage points (Writing (Figure 77).

Figure 77. HISD STAAR Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English Version, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (SWD), 2017 through 2019 (First Administration)
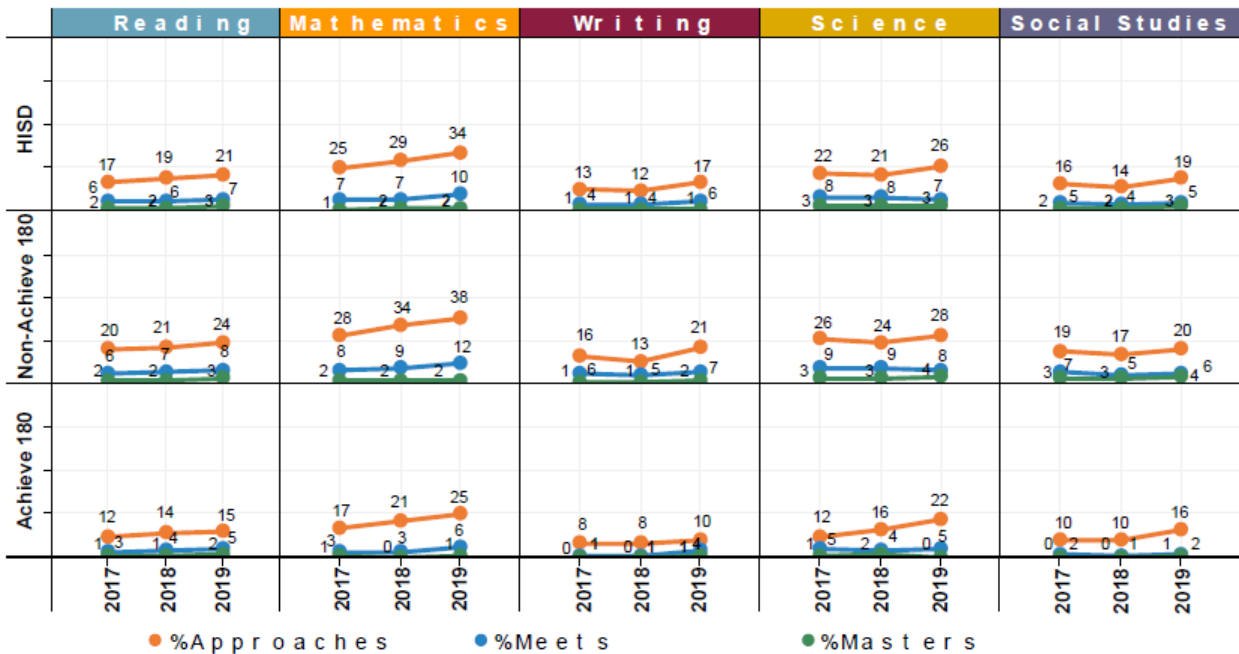
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

Economically Disadvantaged

- Based on 2019 STAAR results for grades 3–5, across subjects, the percentages of Achieve 180 Program economically disadvantaged students who met or exceeded the STAAR grades 3–5 passing standard (performed at or above the Approaches Grade Level standard) ranged from 45 percent (Writing) to 62 percent (Mathematics). Across subjects, non-Achieve 180 economically disadvantaged students met the passing standard at rates that were from nine percentage points higher (Reading and Science) to 12 percentage points higher (Writing) than the proportions of Achieve 180 Program economically disadvantaged students who met or exceeded the STAAR grades 3–5 passing standard in 2019 (**Figure 78**, p. 94). (See Appendix J, **Table J-37** through **Table J-40**, pp. 315–318 for school-level results by Tier.)

- From 2017 to 2019 on STAAR grades 3–5 exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of economically disadvantaged who met or exceeded the Approaches, Meets, and Masters performance standards on the exams assessed except Reading at the Masters level, with gap reductions at or above the Approaches Standard that ranged from five percentage points (Mathematics) to eight percentage points (Science) (Figure 78).

Figure 78. HISD STAAR Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish Versions (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students, 2017 through 2019 (First Administration)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- Based on 2019 STAAR results for grades 6–8, across subjects, the percentages of Achieve 180 Program economically disadvantaged students who met or exceeded the STAAR grades 6–8 passing standard (performed at or above the Approaches Grade Level standard) ranged from 41 percent (Social Studies) to 58 percent (Mathematics). Across subjects, non-Achieve 180 economically disadvantaged students met the passing standard at rates that were from 14 percentage points higher (Science) to 18 percentage points higher (Writing) than the proportions of Achieve 180 Program economically disadvantaged students who met or exceeded the STAAR grades 6–8 passing standard in 2019 (**Figure 79**, p. 95). (See Appendix J, **Table J-41** through **Table J-45**, pp. 319–323 for school-level results by Tier.)

- From 2017 to 2019 on STAAR grades 6–8 exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of economically disadvantaged students who performed at each of the passing performance levels (Approaches and Meets Grade Level Standards) on the exams assessed, with gap reductions at or above the Approaches Standard that ranged from three percentage points (Reading and Writing) to nine percentage points (Mathematics) (Figure 79).

Figure 79. HISD STAAR Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English Version, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students, 2017 through 2019 (First Administration)
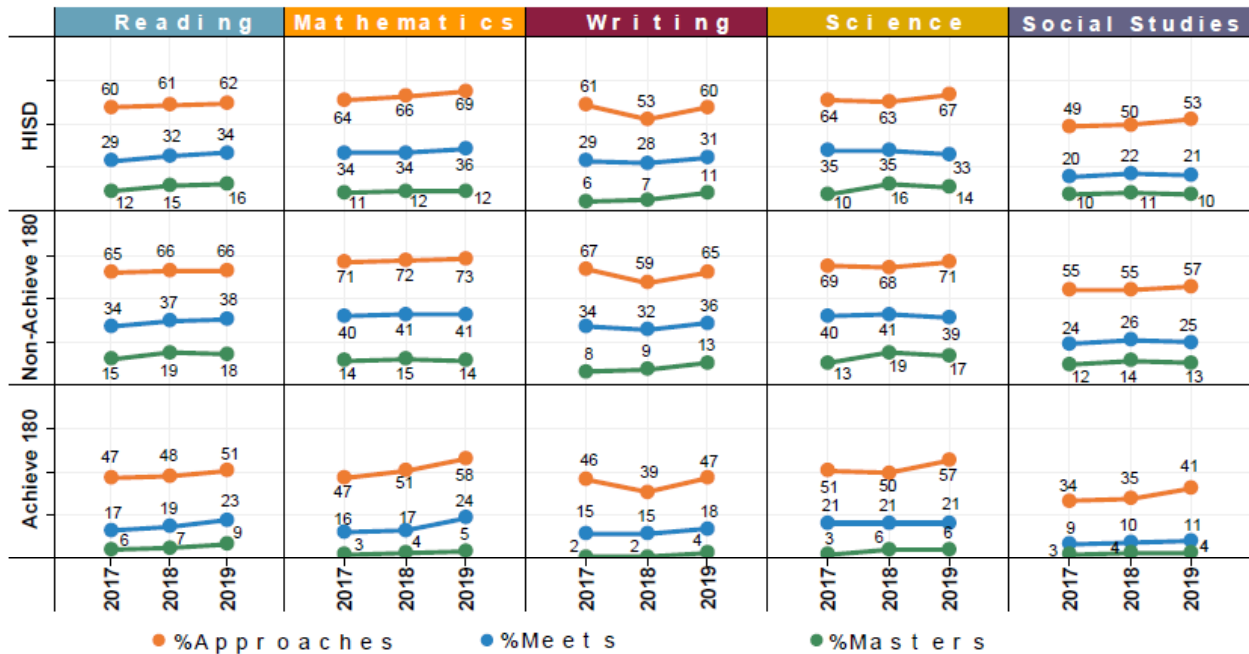
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

- Additional 2017–2018 and 2018–2019 STAAR 3–8 Reading and Mathematics results for All Students and students by demographic groups showed, generally, passing rates at or above the Approaches Grade Level performance standard were lower for African American students, English Learners (except grades 3–5 Mathematics), Students with Disabilities, and economically disadvantaged students (except 2018–2019 grades 3–5 Mathematics) than the passing rates at or above the Approaches Grade Level standard for All Students. Only the Hispanic students' passing rates on 2017–2018 and 2018–2019 grades 6–8 STAAR Reading were lower than the passing rates at or above the Approaches Grade Level standard for All Students (Figure 70 (p. 84) through Figure 79).

STAAR End of Course (EOC) Performance by Subject, Spring 2017 through Spring 2019
- From 2017 to 2019, non-Achieve 180 students passed all STAAR EOC exams assessed at higher rates than Achieve 180 Program students. However, Achieve 180 Program students made greater or equal increases in the percentages of students who met or exceeded the Approaches, Meets, and Masters performance standards in Algebra I, Biology, and US History as well as in the percentages of students who met or exceeded the Approaches and Meets performance levels in English I and English II, when compared to their districtwide and non-Achieve 180 peers from 2017 to 2019. Therefore, the 2019 performance gap between the Achieve 180 Program students and their non-Achieve 180 peers was smaller than the 2017 performance gap in each subject assessed for students who met or exceeded STAAR EOC Approaches passing standards, with improvements ranging from five percentage-points in English I to 13 percentage-points in Algebra I. Gap reductions were also achieved at both the Meets and Masters performance levels in Algebra I and US History (**Figure 80**, p. 96). (See **Appendix J, Figure**

J-3, p. 324 Tier results and Appendix J, **Table J-46 through Table J-50**, pp. 325–329 for school-level results by Tier.)

- In 2019, Achieve 180 Program students met or exceeded the STAAR EOC passing standard (performed at or above the Approaches Grade Level) at rates that ranged from 43 percent in English I to 87 percent in US History. Non-Achieve 180 students, in 2019, met or exceeded the STAAR EOC Approaches passing standards at rates that ranged from three percentage-points higher in US History to 16 percentage-points higher in English I than the proportions of Achieve 180 Program students who met or exceeded the Approaches performance standard on the same tests (Figure 80).

Figure 80. Percentage of Non-Achieve 180 and Achieve 180 Program Students At or Above Approaches*, Meets, and Masters Grade Level Standards on STAAR EOC Exams, All Students, 2017 through 2019
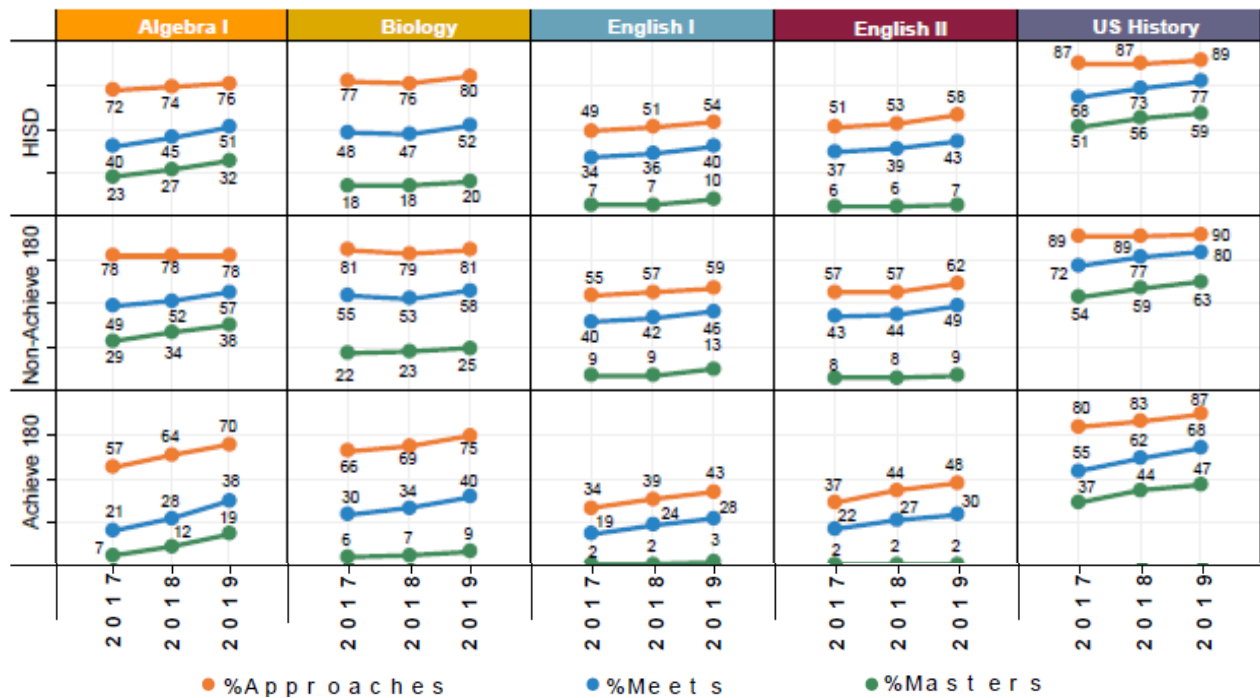
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.
*Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

STAAR End of Course (EOC) Performance by Subject and Student Group, 2017 through 2019
Race/Ethnicity

- Based on 2019 STAAR EOC results, the percentages of Achieve 180 Program African American and Hispanic students who met or exceeded the STAAR passing standard (performed at or above the Approaches Grade Level) ranged from 37 percent (African American students, English I) to 86 percent (African American students, History). This compared to higher percentages of non-Achieve 180 African American and Hispanic students who met or exceeded the STAAR EOC passing standard with rates that ranged from 53 percent (Hispanic students, English I) to 92 percent (African American students,

History) (**Figure 81**). (See Appendix J, **Table J-51** through **Table J-55**, pp. 330–334 for school-level results by Tier.)

Figure 81. Percentage of At or Above Approaches*, Meets, and Masters Grade Level Standards on STAAR EOC Exams by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, Spring 2017 through Spring 2019
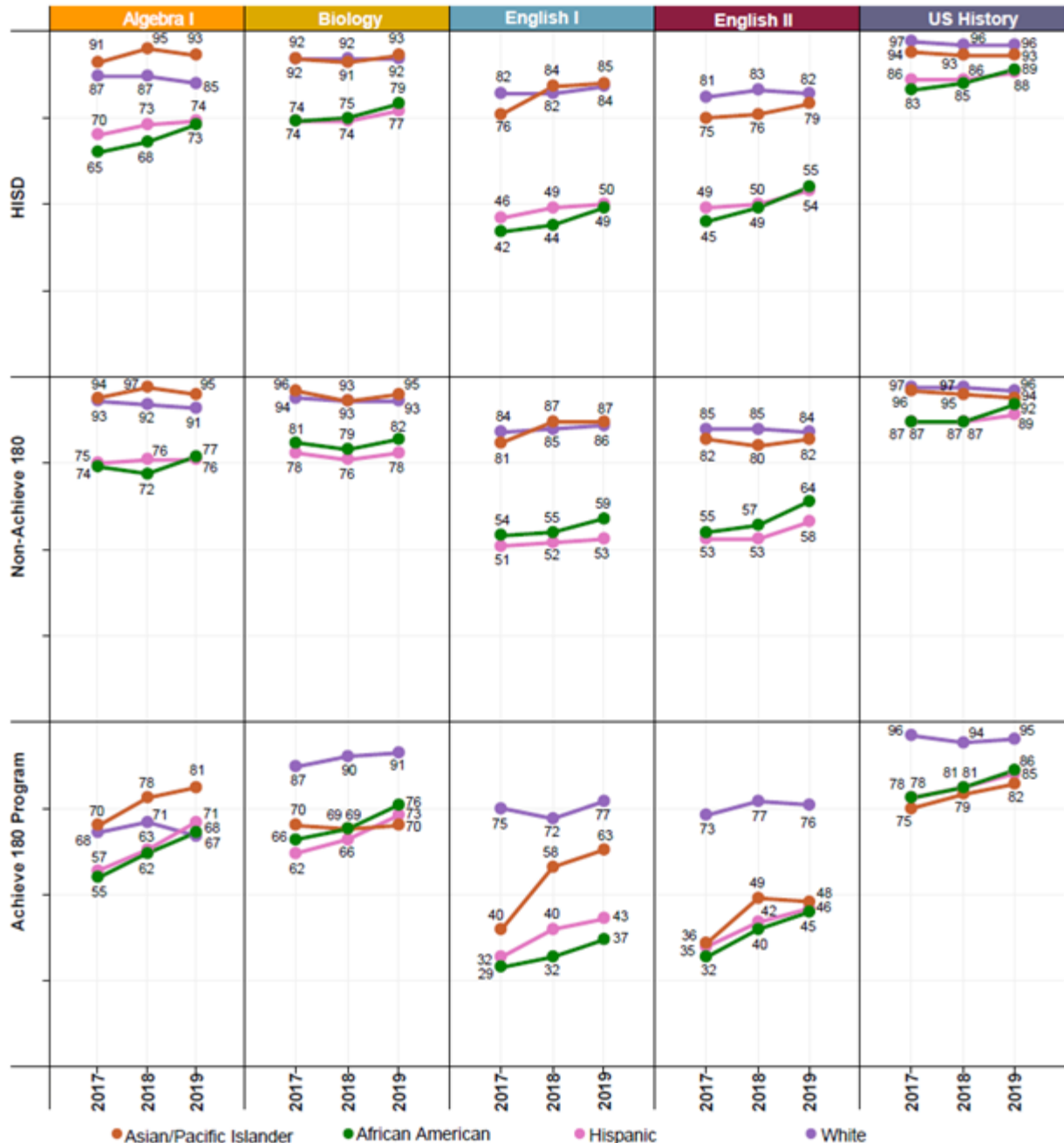
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- Based on 2019 STAAR EOC results, the percentages of Achieve 180 Program Asian/Pacific Islander and White students who met or exceeded the STAAR EOC passing standard (performed at or above the Approaches Grade Level) ranged from 48 percent (Asian/Pacific Islander, English II) to 95 percent (White students, History). This compared to higher percentages of non-Achieve 180 Asian/Pacific Islander and White students who met or exceeded the STAAR EOC passing standard at rates that ranged from 82 percent (Asian/Pacific Islander, English II) to 96 percent (White students, History) (Figure 81, p. 97). (Appendix J, Table J-51 through Table J-55, pp. 330–334.)

- When compared to non-Achieve 180 students, Achieve 180 Program students within each race/ethnicity group made comparable or greater improvements in the percentages of students who met or exceeded the STAAR EOC passing standard (Approaches Grade Level) in each subject assessed (Algebra I, Biology, English I, English II, and US History), from 2017 to 2019, except White students, Algebra I and Asian/Pacific Islander students, Biology. Gains in the proportions of Achieve 180 Program students who met or exceeded the STAAR EOC passing standard (Approaches Grade Level) from 2017 to 2019 ranged from two percentage points (White students, English I) to 23 percentage points (Asian/Pacific Islander students, English I) from 2017 to 2019, which compared to gains for non-achieve 180 students that ranged from one percentage point (Asian/Pacific Islander and Hispanic students, Algebra I and African American students, Biology) to nine percentage points (African American, English II) (Figure 81).

- From 2017 to 2019 on STAAR EOC exams, the **Achieve 180 Program performance gap reductions** at or above the Approaches Grade Level standard between Asian/Pacific Islander or White students and African American or Hispanic students **that were equal to or greater than the gap reductions made between the same groups of non-Achieve 180 students** who tested in the same subjects included:
  - *White v. African American students*: Algebra I (Achieve 180 Program -14 percentage point and non-Achieve 180 -5 percentage-points), Biology (Achieve 180 Program -6 percentage point and non-Achieve 180 -2 percentage-points), English I (Achieve 180 Program -6 percentage points and non-Achieve 180 -3 percentage-points), English II (Achieve 180 Program -10 percentage points and non-Achieve 180 -10 percentage-points) and US History (Achieve 180 Program -9 percentage points and non-Achieve 180 -6 percentage-points) exams (Figure 81).
  - *White v. Hispanic students*: Algebra I (Achieve 180 Program -15 percentage points and non-Achieve 180 -3 percentage points), Biology (Achieve 180 Program -7 percentage points and non-Achieve 180 -1 percentage-point), English I (Achieve 180 Program -9 percentage points and non-Achieve 180 no change), English II (Achieve 180 Program -8 percentage point and non-Achieve 180 -6 percentage-points) and US History (Achieve 180 Program -8 percentage points and non-Achieve 180 -3 percentage-points) (Figure 81).
  - *Asian/Pacific Islander v. African American students*: Algebra I (Achieve 180 Program -2 percentage points and non-Achieve 180 -2 percentage-points) and Biology (Achieve 180 Program -10 percentage points and non-Achieve 180 -2 percentage-points) exams (Figure 81).
  - *Asian/Pacific Islander v. Hispanic students*: Algebra I (Achieve 180 Program -3 percentage points and non-Achieve 180 no change) and Biology (Achieve 180 Program -11 percentage points and non-Achieve 180 -1 percentage-point exams (Figure 81).

English Learners (EL)
- Based on 2019 STAAR EOC results for across subjects, the percentages of Achieve 180 Program EL students who met or exceeded the STAAR EOC passing standard (performed at or above the Approaches Grade Level standard) ranged from 16 percent (English I) to 67 percent (US History). Achieve 180 Program ELs met the passing standard at higher rates on Algebra (one percentage point higher) and US History (four percentage points higher) exams than the proportions of non-Achieve 180

ELs in 2019. However, non-Achieve 180 ELs met the passing standard at rates that were from eight percentage points higher (Reading and Social Studies) to 10 percentage points higher (Science) than the proportions of Achieve 180 Program ELs who met or exceeded the STAAR EOC passing standard in 2019 (**Figure 82**). (See Appendix J, **Table J-56** through **Table J-60**, pp. 335–339 for school-level results by Tier.)

Figure 82. Percentage of At or Above Approaches*, Meets, and Masters Grade Level Standards on STAAR EOC Exams by Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners, Spring 2017 through Spring 2019

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- From 2017 to 2019 on STAAR EOC exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of ELs who performed at or above the Approaches and Meets Grade Level Standards on all exams assessed, with gap reductions at or above the Approaches Standard that ranged from three percentage points (English II) to 17 percentage points (Algrebra I) (Figure 82).

Students with Disabilities (SWD)

- Based on 2019 STAAR EOC results for across subjects, the percentages of Achieve 180 Program SWD students who met or exceeded the STAAR EOC passing standard (performed at or above the Approaches Grade Level standard) ranged from 11 percent (English I) to 55 percent (US History). Achieve 180 Program SWD met the passing standard at higher rates on Algebra I (three percentage points higher) and Biology (three percentage points higher) exams than the proportions of non-Achieve 180 SWD in 2019. Achieve 180 Program and non-Achieve 180 SWD had comparable rates of students

who met or exceeded the Approaches Grade Level standard on English I exams. However, non-Achieve 180 SWD met or exceeded the Approaches Grade Level standard at rates that were six percentage points higher (English II) and seven percentage points higher (US History) than the proportions of Achieve 180 Program SWD who met or exceeded the STAAR EOC passing standard in 2019 (**Figure 83**). (See Appendix J, **Table J-61** through **Table J-65**, pp. 340–344 for school-level results by Tier.)

Figure 83. Percentage of At or Above Approaches*, Meets, and Masters Grade Level Standards on STAAR EOC Exams by Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (SWD), Spring 2017 through Spring 2019

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes:　All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- From 2017 to 2019 on STAAR EOC exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of SWD who performed at the Approaches Grade Level Standards on all exams assessed except English II, with gap reductions at or above the Approaches Standard that ranged from three percentage points (US History) to 14 percentage points (Algrebra I) (Figure 83).

Economically Disadvantaged
- Based on 2019 STAAR EOC results for across subjects, the percentages of Achieve 180 Program economically disadvantaged students who met or exceeded the STAAR EOC passing standard (performed at or above the Approaches Grade Level standard) ranged from 40 percent (English I) to 85 percent (US History). Non-Achieve 180 economically disadvantaged met the passing standard at rates that were from three percentage points higher (US History) to 12 percentage points higher (English I) than the proportions of Achieve 180 Program economically disadvantaged who met or exceeded the

STAAR EOC passing standard in 2019 (**Figure 84**). (See Appendix J, **Table J-66** through **Table J-70**, pp. 345–349 for school-level results by Tier.)

- From 2017 to 2019 on STAAR EOC exams, the performance gaps were reduced between Achieve 180 Program and non-Achieve 180 students in the proportions of economically disadvantaged who performed at the Approaches and Meets Grade Level Standards on all exams assessed, with gap reductions at or above the Approaches Standard that ranged from five percentage points (US History) to 12 percentage points (Algrebra I) (Figure 84).

Figure 84. Percentage of At or Above Approaches*, Meets, and Masters Grade Level Standards on STAAR EOC Exams by Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students, Spring 2017 through Spring 2019
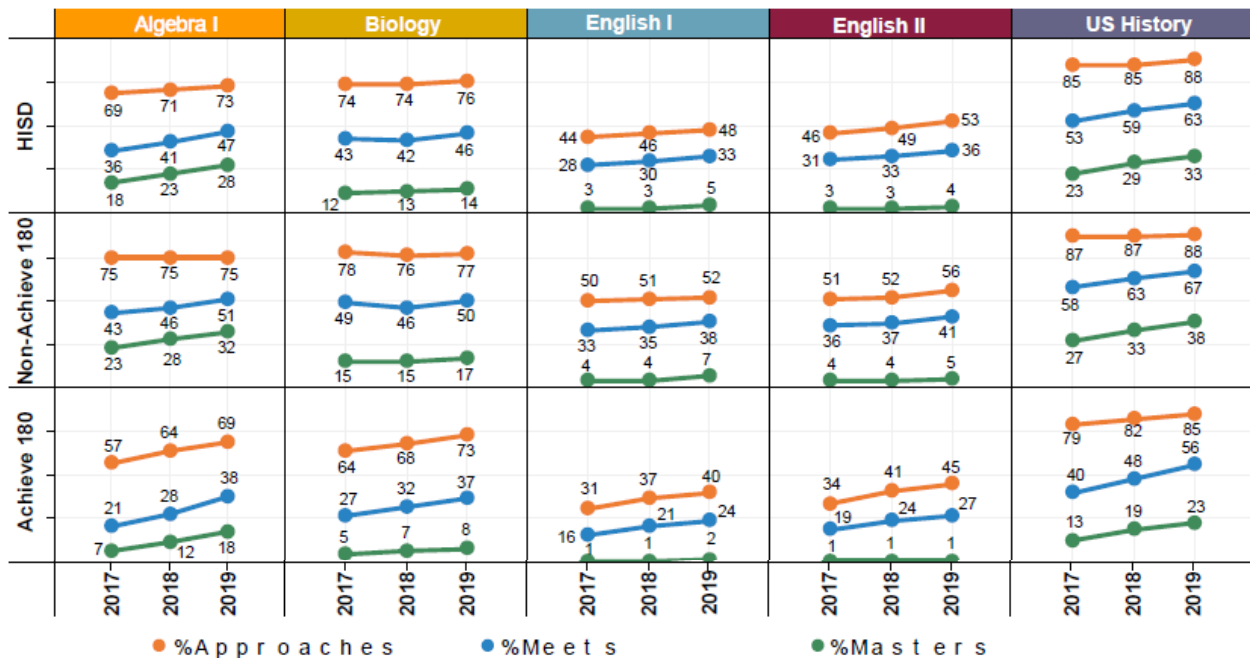
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.
*Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- Overall, STAAR EOC Algebra I, English I, and English II results for All Students and students by demographic groups showed, generally, passing rates at or above the Approaches Grade Level performance standard were lower for African American students, English Learners, Students with Disabilities, and Economically Disadvantaged students (except 2017–2018 EOC in Algebra I) than the passing rates at or above the Approaches Grade Level standard for All Students. Only the Hispanic students' passing rates on 2017–2018 EOC exams in Algebra I and English II, and 2018–2019 EOC exams in English II were lower than the passing rates at or above the Approaches Grade Level standard for All Students (Figure 81, p. 97, through Figure 84).

Close Performance Gaps Between Students in Historically Underserved Schools and High Performing Schools

STAAR 3–8 Cohort Analysis

- The state-mandated assessment system for student academic success includes the State of Texas Assessments of Academic Readiness (STAAR) 3–8 for students in grades 3–8 with performance levels ranging from highest to lowest to include: Masters Grade Level; Meets Grade Level; Approaches Grade Level; and Did Not Meet Grade Level. Results of cohort analyses conducted using 2018–2019 grades 4–8 students' matched performance results are presented for 63,671 HISD students, including 11,570 Achieve 180 Program students, who earned a score on a STAAR 3–8 Reading assessment in both spring 2018 (at their 2017–2018 grade level) and spring 2019 (at the next higher grade level in 2018–2019) (**Figure 85** and **Figure 86**, p. 103). (See **Appendix J, Table J-71** through **Table J-78**, pp. 350–358 for STAAR Reading results by grade level and group.) Also presented are results of cohort analyses for 59,765 HISD students, including 10,983 Achieve 180 Program students, who met the same criteria on STAAR 3–8 Mathematics assessments (**Figure 87**, p. 104 and **Figure 88**, p. 105). (See **Appendix J, Table J-79** through **Table J-86**, pp. 359–366 for STAAR Mathematics results by grade level and group.)

Figure 85. Percentage of 2018–2019 HISD Grades 4–8 Students by Their Spring 2018 and 2019 STAAR Reading Performance Levels, by Non-Achieve 180 and Achieve 180 Program Affiliation
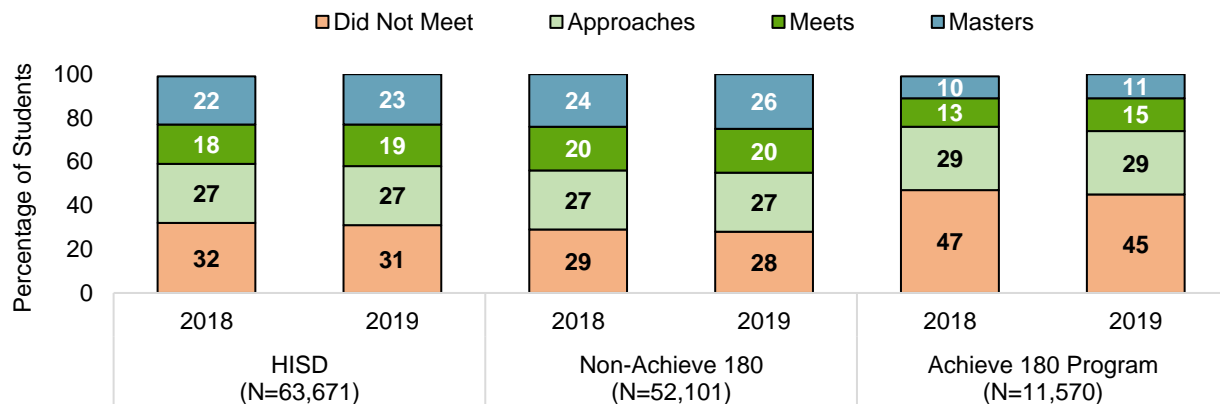
Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; Fall PEIMS, 2018, ADA>0
Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. STAAR Alt. 2 tests are excluded. Only students who were at the same campus during the Fall 2018 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

- Overall, there were improvements in the percentages of students who Did Not Meet grade-level STAAR Reading performance standards, including districtwide (32% and 31%, respectively) and non-Achieve 180 (29% and 28%, respectively) students each showing a one percentage-point improvement. Achieve 180 Program students showed the largest improvement of two percentage points, yet their rate remained nearly 20 percentage points higher than their non-Achieve 180 peers (47% and 45%, respectively) (Figure 85).

- The percentage of cohort students who performed at the Approaches Grade Level standard in Reading remained constant from their 2018 grade levels to their 2019 grade levels for districtwide, non-Achieve 180, and Achieve 180 Program students (27%, 27% and 29%, respectively). However, with gains of two

percentage points at the two highest performance levels, the overall percentage of cohort students who met or exceeded the passing standard (the Approaches Grade Level, Meets Grade Level, or Masters Grade Level standards) on STAAR Reading increased for each group, from 2018 to 2019, including students districtwide (from 67% to 69%) and students on non-Achieve 180 campuses (from 71% to 73%) and three percentage points for students on Achieve 180 Program campuses (from 52% to 55%), decreasing the gap between Achieve 180 Program students and their non-Achieve 180 peers by one percentage point from 2018 to 2019 (Figure 85, p. 102) (Appendix J, Table J-71 through Table J-73, pp. 350–352).

- **Figure 86** shows the percentage of students who Did Not Meet grade-level standard at Achieve 180 Program schools (47%) and at their peers' higher performing Demonstration schools (40%) on STAAR Reading in 2018, with the percentage of students at Achieve 180 Program schools improving two percentage points (to 45%) and students at the Demonstration schools improving three percentage points (to 37%) in 2019. (See list of Demonstration Partners in Appendix J, p. 353.)

Figure 86. Percentage of 2018–2019 HISD Grades 4–8 Students by Their Spring 2018 and Spring 2019 STAAR Reading Performance Levels by Demonstration Schools or Achieve 180 Program Affiliation

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; Fall PEIMS, 2018, ADA>0
Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2018 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

- The overall percentage of cohort students who met or exceeded the Approaches, Meets, and Masters performance standards on STAAR Reading increased three percentage points for the Demonstration school students (60% to 63%) and Achieve 180 Program students (52% to 55%) from 2018 to 2019, retaining the performance gap of eight percentage points from 2018 to 2019 . The percentage of students who performed at the Approaches Grade Level standard in Reading remained the same from 2018 to 2019 for the Demonstration school students and Achieve 180 Program students, 31% and 29%, respectively, while the percentage of students who scored at the two highest performance levels increased three percentage points in Achieve 180 Program schools (23% to 26%) and in their demonstration schools (29% to 32%) (Figure 86) (Appendix J, Table J-73 and Table J-74, pp. 352–354).

- For all Achieve 180 treatment groups, the percentage of students who Did Not Meet grade-level standards in STAAR Reading improved from 2018 to 2019, with the percentage of these students was highest at Tier 2's schools each year (54% and 52%, respectively). Tier 2 was followed by Tier 3 with 52 percent of students who Did Not Meet grade level in 2018 and 48 percent in 2019, Tier 1B with 49

percent of students who Did Not Meet grade level in 2018 and 47 percent in 2019, and Tier 1A with the lowest percentage of students who performed at the same standard each year (37% and 34%, respectively) (Appendix J, Table J-75 through Table J-78, pp. 355–358).

- For the Achieve 180 Program treatment groups, overall, the greatest increase in the percentage of cohort students who met or exceeded the Approaches, Meets, and Masters performance standards on STAAR Reading was achieved by cohort students in the Tier 3 schools (four percentage points), followed by students in Tier 1A and Tier 1B schools (three percentage points each), and students in the Tier 2 Group schools (one percentage point). The gains included three percentage-point increases in the percentage of students who performed at the two highest performance levels for each group, except students in Tier 2 schools who had a one percentage-point increase (Appendix J, Table J-75 through Table J-78, pp. 355–358).

- Overall, **Figure 87** shows the percentage of students who Did Not Meet grade-level STAAR Mathematics performance standards improved in each comparison group from 2018 to 2019, including districtwide (two percentage points) and non-Achieve 180 students (one percentage point). The largest improvement was made by Achieve 180 Program students (four percentage points), yet their rates remained more than 15 percentage points higher than their non-Achieve 180 peers (43% and 39% vs 23% and 22%, respectively). (See Appendix J, Table J-79 through Table J-81, pp. 359–361 for STAAR Mathematics results by grade level and group).

Figure 87. Percentage of 2018–2019 HISD Grades 4–8 Students by Their Spring 2018 and Spring 2019 STAAR Mathematics Performance Levels by Non-Achieve 180 or Achieve 180 Program Affiliation

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; Fall PEIMS, 2018, ADA>0
Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2018 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

- The percentage of students who performed at the Approaches grade level on STAAR Mathematics remained constant for cohort students in Achieve 180 Program schools (33%), while this percentage decreased one percentage point for cohort students districtwide (30% to 29%) and two percentage points for cohort students in non-Achieve 180 schools (30% to 28%) from their 2018 grade levels to their 2019 grade levels. However, the overall percentage of cohort students who met or exceeded the Approaches, Meets, and Masters performance standards increased for each group from 2018 to 2019, with net gains (achieved within the two highest performance levels) of two percentage points for students

districtwide (from 73% to 75%), one percentage point for students on non-Achieve 180 campuses (from 77% to 78%), and four percentage points for students on Achieve 180 Program campuses (from 57% to 61%); reducing the gap between Achieve 180 Program students and non-Achieve 180 students by three percentage points (Figure 87, p. 104).

- **Figure 88** shows the Achieve 180 Program schools (43% and 39%, respectively) and their higher performing Demonstration schools (36% and 32%, respectively) showed a four percentage-point improvement in the percentage of students who Did Not Meet Mathematics grade-level performance standards from 2018 to 2019 (Appendix J, Table J-81 and Table J-82, pp. 361–362). (See list of Demonstration Partners in Appendix J, p. 353.)

Figure 88. Percentage of 2018–2019 HISD Grades 4–8 Students by Their Spring 2018 and Spring 2019 STAAR Mathematics Performance Levels by Demonstration Schools or Achieve 180 Program Affiliation

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; Fall PEIMS, 2018, ADA>0
Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2018 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

- The percentage of cohort students who performed at the Approaches level on STAAR Mathematics was one percentage point lower for Demonstration school students (32%) than for Achieve 180 Program students (33%) in 2018 and 2019. Overall, the percentage of cohort students who met or exceeded the passing standard (the Approaches Grade Level, Meets Grade Level, or Masters Grade Level standards) increased four percentage points for the Demonstration school students (64% to 68%) and Achieve 180 Program students (57% to 61%) from 2018 to 2019, maintaining a seven percentage-point gap between the groups in both years (Figure 88).

- Overall, the percentage of students who Did Not Meet grade-level STAAR Mathematics performance standards improved at least two percentage points in each Achieve 180 Program treatment group/tier from 2018 to 2019. The largest improvements were made by the Tier 3 students (seven percentage points, from 47% to 40%), and the Tier 2 students (six percentage points, from 50% to 44%) (Appendix J, Table J-83 through Table J-86, pp. 363–366).

- From 2018 to 2019, no change (Tier 1B students) or a one percentage point change (students in all other tiers) was made in the percentages of cohort students who performed at the Approaches Grade Level standard on STAAR Mathematics, with rates ranging from 32 percent (Tier 3 students) to 34 percent (Tier 1A students) in 2019. Overall, the percentage of cohort students who met or exceeded the Approaches, Meets, and Masters performance standards increased from two percentage points (Tier 1A students) to five percentage points (Tier 3 and Tier 2 students) from 2018 to 2019. Gains at the two highest performance levels were achieved for each Achieve 180 Program treatment group: Tier 3 students (six percentage points); the Tier 2 students (four percentage points); and the Tier 1A and Tier 1B students (three percentage points each) (Appendix J, Table J-83 through Table J-86, pp. 363–366).

Increase Student Achievement for All Students
TEA Accountability System Ratings

- Prior to 2018, the Texas Education Agency's (TEA) accountability system's performance framework consisted of four indexes (v. three domains) and Met Standard or Improvement Required ratings. In 2018–2019, campuses received letter grades. Both designations are provided below. (See the Program Context, p. 24, and the Methods section, Appendix A, pp. 136–145, for additional details of changes to the accountability system during the years presented.)

- The district received a Met Standard rating in 2016–2017, a label of Not Rated: Harvey Provision (NR-H) in 2017–2018, and a *B* rating in 2018–2019. If not for the NR-H, the district would have received a B rating in 2017–2018. (See Appendix J, **Table J-87**, p. 367, for ratings by year.)

School Year (EOY)	Total HISD Campuses Rated	Improvement Required/ *F* Rating	Improvement Required/ *F* Rating	Not Rated: Harvey Pro-vision (NR-H)	Not Rated: Harvey Pro-vision (NR-H)	Met Standard/ *A, B, C,* or *D*	Met Standard/ *A, B, C,* or *D*
	N	N	%	N	%	N	%
2016–2017	278*	27*	10%*	0*	0%	251*	90%
2017–2018	275*	6*	2%*	17*	6%*	252*	92%
2018–2019	271*	21*	8%*	0*	0%	250*	92%

Table 1a. Texas Education Agency (TEA) School Accountability Ratings, HISD Schools, 2016–2017 through 2018–2019

Source: Houston Independent School District, 2019 *Preliminary TEA Accountability Rating System Report*, Table 2, adapted

Note: End of School Year (EOY) ratings based on results made available following the appeals process. *Includes Paired Campuses. See the Program Context and Method sections for changes in the framework and terminology for the ratings during the years presented.

- Since the onset of the Achieve 180 Program in 2017–2018 (Year 1), each year the total number of HISD campuses that have received TEA School Accountability Ratings of Improvement Required (IR), *F,* or NR-H ratings has decreased; dropping from 27 schools in 2016–2017 (baseline year) to 23 schools in 2017–2018 (Year 1), to 21 schools in 2018–2019 (Year 2); totaling a 22 percent reduction in failing schools overall (**Table 1a**).

- From 2016–2017 to 2018–2019, the percentage of HISD schools that have received a Met Standard/*A–D* rating increased from 90% to 92% (Table 1a).

- The 53 2018–2019 Achieve 180 Program campuses started the school year with 19 rated as NR-H or IR/*F* and 34 rated as Met Standard campuses. **Table 1b** shows the 53 2018–2019 Achieve 180 Program campuses ended the school year with 10 campuses rated IR/*F* and 43 were rated Met Standard/*A-D*. Of the 10 IR/*F* Achieve 180 Program campuses, only two of them had been rated NR-H or IR/*F* in the previous year (Wheatley HS in Tier 3 and Sugar Grove in Tier 2), and the other eight campuses had been rated Met Standard/*A-D* in the previous year. (See Appendix J, Table J-87, p. 367, for ratings by group and campus).

- The total number of Achieve 180 Program schools that received TEA School Accountability Ratings of Improvement Required (IR), *F*, or NR-H ratings has decreased each year, from 27 schools in 2016–2017 (baseline year), to 11 schools in 2017–2018 (Year 1), and to 10 schools in 2018–2019 (Year 2), totaling a 22 percent reduction (Table 1b).

School Year (EOY)	Total Program Campuses Rated	Improvement Required or *F* Rating	Improvement Required or *F* Rating	Not Rated: Harvey Pro-vision (NR-H)	Not Rated: Harvey Pro-vision (NR-H)	Met Standard or *A, B, C,* or *D* Rating	Met Standard or *A, B, C,* or *D* Rating
	N	**N**	**%**	**N**	**%**	**N**	**%**
2016–2017	44*	27	61%	0	0%	17*	39%
2017–2018	44*	1	2%	10	23%	33*	75%
2018–2019	53*	10	19%	0	0%	43*	81%

Table 1b. Texas Education Agency (TEA) School Accountability Ratings, Achieve 180 Program, 2016–2017 through 2018–2019

Source: Houston Independent School District, *2019 Final TEA Accountability Rating System Report 2018–2019*
Notes: End of School Year (EOY) ratings based on results made available following the appeals process. *Includes Paired Campuses. See the Program Context and Method sections for changes in the framework and terminology for the ratings during the years presented.

- From 39 percent in 2016–2017 (baseline year) to the end of 2018–2019 (Year 2) with 81 percent, the percentage of Achieve 180 schools that have received a Met Standard/*A, B, C*, or *D* TEA School Accountability rating increased 42 percentage points (Table 1b).

- Among the 53 2018–2019 Achieve 180 Program schools, nine (82%) out of the 11 campuses rated IR or NR-H in 2017–2018 were assigned a Met Standard//*A, B, C*, or *D* rating in 2018–2019. This included five of six IR schools in Tier 3, one of two IR schools in Tier 2, and all three IR schools in Tier 1B (Table 1b). (See Appendix J, Table J-87, p. 367).

- Of the eight Achieve 180 Program campuses rated NR-H in 2017–2018 and rated Met Standard in 2016–2017, four (50%) received a Met Standard/*A, B, C, or D* rating in 2018–2019. This included three of six NR-H schools in Tier 2 and one of two NR-H schools in Tier 1B (See Appendix J, Table J-87, p. 367).

- **Figure 89** (p. 108) shows the "Overall" Domain mean scaled score remained constant at 82 for non-Achieve 180 campuses and increased from 66 to 69 for Achieve 180 Program campuses, from 2018 to 2019. The performance gap in "Overall" Domain mean scaled scores between non-Achieve 180 campuses and Achieve 180 Program campuses decreased from 16 percentage points in 2018 to 13 percentage points in 2019. (See Appendix J, **Table J-88**, p. 368, for ratings by group and campus.)

- For non-Achieve 180 campuses and Achieve 180 Program campuses, Domain scores were highest in Domain 2-School Progress and lowest in Domain 1-Student Achievement in 2018 and 2019, with the gaps between the groups decreasing in Domain 1 and Domain 2, from 2018 to 2019 (Figure 89).

- The performance gaps between non-Achieve 180 and Achieve 180 Program campuses in mean scaled scores were reduced in each Domain, from 2018 to 2019. The largest gap in Domain 3-Closing Gaps was reduced by five percentage points (from 19 to 14 percentage points) and the other two gaps were reduced by three percentage points, including Domain 1-Student Achievement (from 18 to 15 percentage points) and Domain 2-School Progress (from 13 to 10 percentage points), from 2018 to 2019 (Figure 89).

Figure 89. **Mean Scaled Scores by TEA Accountability Domain for Non-Achieve 180 and Achieve 180 Program Schools, 2018 and 2019**
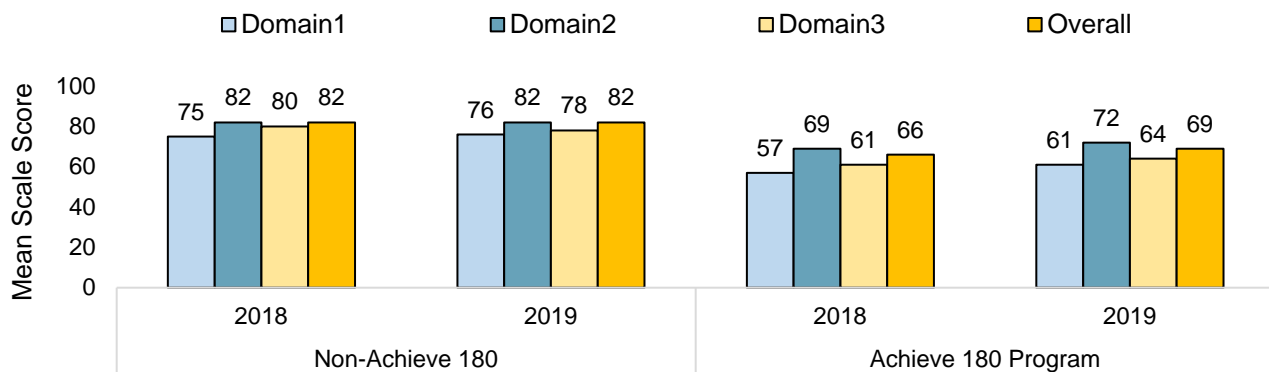
Source: Houston Independent School District, *2019 Final TEA Accountability Rating System Report 2018–2019*
Notes: End of School Year (EOY) ratings based on results made available following the appeals process. *Includes Paired Campuses. Subgroup scores calculated for this report. Overall includes paired campuses; paired campuses excluded from Domains 1, 2, and 3. See the Program Context and Method sections for changes in the framework and terminology for the ratings during the years presented.

- Of the treatment groups, Tier 3 and Tier 2 made the most progress in each Domain and Overall, with their Overall Domain scores increasing (6 percentage points and 8 percentage points, respectively), Tier 1B showing a one percentage-point gain, and Tier 1A showing a two percentage-point decline (**Figure 90**, p. 109).

- All Achieve 180 Program treatment groups made gains of two to eight percentage points in Domain 1-Student Achievement, with Tier 3 and Tier 2 making the largest gains (8 percentage points and 5 percentage points, respectively). All treatment groups, except Tier 1A made gains of three to seven percentage points in Domain 2-School Progress. In Domain 3-Closing Gaps, Tier 3 and Tier 2 made gains of seven percentage points and 10 percentage points, respectively, while Tier 1A remained constant and Tier 1B showed a decline of two percentage points. (Figure 90).

Figure 90. Mean Scaled Scores by TEA Accountability Domain for Achieve 180 Program Tiers, 2018 and 2019
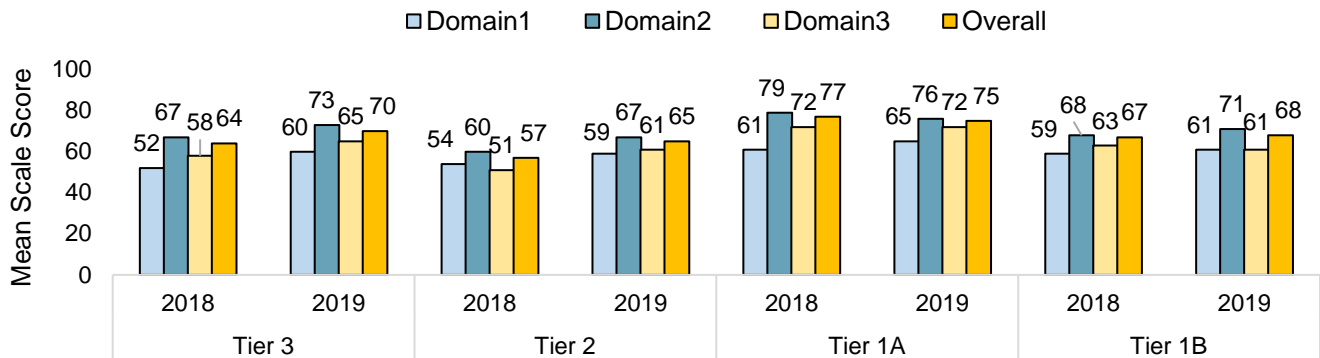
Source: Houston Independent School District, *2019 Final TEA Accountability Ratings Report 2018–2019*
Notes: End of School Year (EOY) ratings based on results made available following the appeals process. *Includes Paired Campuses. Subgroup scores calculated for this report. Overall includes paired campuses; paired campuses excluded from Domains 1, 2, and 3. See the Program Context and Method sections for changes in the framework and terminology for the ratings during the years presented.

- **Figure 91** shows the percentage of HISD schools with scale scores ranging from 90 to 100 percent in Domains 1 and 2 increased from 2018 to 2019, while the percentages for these schools remained constant in Domain 3 and Overall. The percentage of schools with scale scores ranging from 80 to 89 percent increased in Domains 2 and 3 from 2018 to 2019, while the percentages of these schools remained constant Overall and decreased in Domain 1. The percentage of HISD schools with scale scores of <60 percent decreased in Domain 2 and increased in Domain 1 from 2018 to 2019. (See Appendix J, Table J-88, p. 368, for ratings by group and campus.)

Figure 91. Percentage of HISD Schools Scoring within Each Range of Scaled Scores by TEA Accountability Domain, 2018 and 2019

	Domain 1	Domain 2	Domain 3	Overall
☐90-100 (2018)	13	18	17	21
■90-100 (2019)	17	23	17	21
☐80-89 (2018)	14	31	12	28
☐80-89 (2019)	13	32	14	28
☐70-79 (2018)	24	26	42	31
■70-79 (2019)	28	27	39	31
☐60-69 (2018)	19	13	15	12
■60-69 (2019)	22	12	21	11
☐0-59 (2018)	25	6	8	8
☐0-59 (2019)	18	5	8	8

Source: Houston Independent School District, *2019 TEA Final Accountability Ratings Report 2018–2019*
Notes: End of School Year (EOY) ratings based on results made available following the appeals process. *Includes Paired Campuses. Subgroup scores calculated for this report. Overall includes paired campuses; paired campuses excluded from Domains 1, 2, and 3. See the Program Context and Method sections for changes in the framework and terminology for the ratings during the years presented.

- The percentages of non-Achieve 180 schools with scale scores ranging from 90 to 100 percent increased from 2018 to 2019 in Domains 1 and 2, while the percentage of these schools decreased in Domain 3 and remained constant Overall. The percentage of non-Achieve 180 schools with Overall scale scores ranging from 80 to 89 percent increased from 2018 to 2019, while the percentage of these schools remained constant in Domain 3 and decreased in Domains 1 and 2. The percentage of non-Achieve 180 schools with scale scores of <60 percent decreased (-3 percentage points) in Domain 1 only from 2018 to 2019 **Figure 92**. (See Appendix J, Table J-88, p. 368, for ratings by group and campus.)

- In 2018, Achieve 180 Program schools had four percent of schools with scale scores ranging from 90 to 100 percent in Domain 2 and no other schools scored in this range in the other categories. In 2019, Achieve 180 Program schools had four percent of schools with scale scores ranging from 90 to 100 percent, reducing this performance gap in Overall scores between non-Achieve 180 and Achieve 180 Program schools while this gap increased in each of the Domains. The percentage of Achieve 180 Program schools in Domains 2 and 3 with scale scores ranging from 80 to 89 percent increased from 2018 to 2019. The percentage of Achieve 180 Program schools with scale scores of <60 percent (which contribute to F ratings) decreased from -10 to -29 percentage points, Overall and in each Domain, from 2018 to 2019, reducing this performance gap between non-Achieve 180 and Achieve 180 Program schools in each category (Figure 92).

Figure 92. Percentage of Non-Achieve 180 and Achieve 180 Program Schools Scoring within Each Range of Scaled Scores by TEA Accountability Domain, 2018 and 2019

	Non-Achieve 180	Achieve 180 Program	Non-Achieve 180	Achieve 180 Program	Non-Achieve 180	Achieve 180 Program	Non-Achieve 180	Achieve 180 Program
	Domain 1		Domain 2		Domain 3		Overall	
90-100 (2018)	17	0	23	4	23	0	26	0
90-100 (2019)	22	0	29	0	22	0	26	2
80-89 (2018)	18	0	38	13	16	0	32	13
80-89 (2019)	17	0	37	15	16	4	34	6
70-79 (2018)	30	6	29	23	46	37	32	28
70-79 (2019)	33	10	23	44	39	42	28	49
60-69 (2018)	20	19	10	31	12	33	10	21
60-69 (2019)	17	44	7	33	18	33	7	25
0-59 (2018)	15	75	<1	29	3	31	1	38
0-59 (2019)	12	46	4	8	5	21	5	19

Source: Houston Independent School District, *2019 TEA Final Accountability Ratings Report 2018–2019*
Notes: End of School Year (EOY) ratings based on results made available following the appeals process.
*Includes Paired Campuses. Subgroup scores calculated for this report. Overall includes paired campuses; paired campuses excluded from Domains 1, 2, and 3. See the Program Context and Method sections for changes in the framework and terminology for the ratings during the years presented.

Over-Arching Board and Achieve 180 Program Goals

- The Mission, Vision, and Beliefs of the HISD Board of Education (Board) are fundamentally compatible with the Achieve 180 Program Theory of Action, Plan of Action, Six Pillars of School Improvement, Pillar Explanations, and Focus Areas (2017–2018 Achieve 180 Program Part A report, Appendix B, Table B-1, p. 85). The Board's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. The board participates in Lone Star Governance, the intent of which is to provide a continuous improvement model for Boards in collaboration with their superintendents that choose to intensively focus on improving student outcomes. In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed three goals in alignment with their mission and vision.

- The stated goals of HISD's Board of Education and of the Achieve 180 Program are identical (2017–2018 Achieve 180 Program Part A report, Appendix B, Table B-4, p. 91). The goals align with Achieve 180 Program guidance (2017–2018 Achieve 180 Program Part A report, Appendix B, Table B-1), guiding Pillars (2017–2018 Achieve 180 Program Part A report, Appendix B, Table B-2), and objectives (Part A report, Appendix B, Table B-5, p. 92). The district (including Achieve 180 Program schools) met four out of seven (57%) of its Goals/Constraints and received an Overall Performance rating of "Did Not Meet," falling short of the 80 percent required for a "Met" rating (**Appendix K**, **Table K-1**, p. 369), during the 2018–2019 school year.

- The district met or exceed two out of three primary goals. The following summarizes results for each goal from the Houston Independent School District, *2018–2019 Board Goals and Constraints Report,* which may be downloaded from the [Research and Accountability website](#).

- **Goal 1: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.** The district increased the percent of students performing at or above the Meets Grade Level Standard on the reading and writing STAAR 3–8 exams and the STAAR English I and English II End-of-Course Exams by one percentage point from 40% in 2018 to 41% in 2019. While this is two percentage points below the goal, the district met Goal Progress Measure 1.1 and exceeded Goal Progress Measure 1.2. Since at least two-thirds of Goal/Constraint progress measures were met, Lone Star Governance considers Goal 1 met (**Figure 93, Figure 94,** p. 112**,** and **Figure 95,** p. 112).

Figure 93. Percentage of HISD Students' Grades 3 through English II STAAR EOC Tests Scored At or Above Meets Grade Level, 2016 through 2019
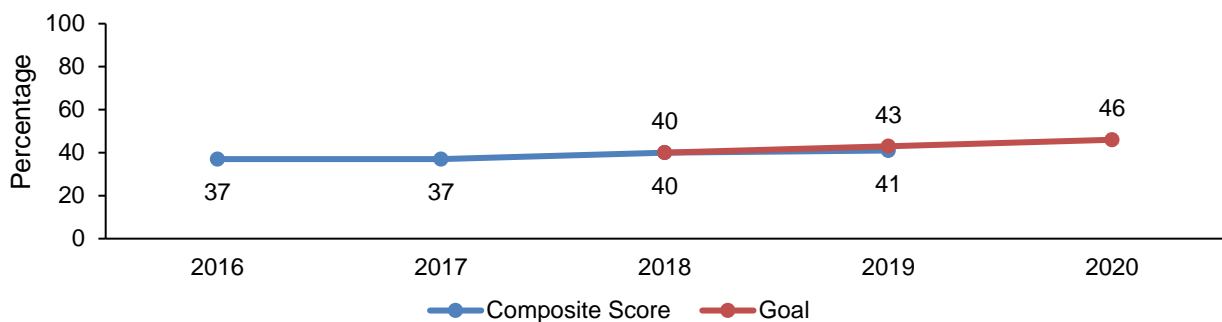
Sources: TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
Houston Independent School District, *2018–2019 Board Goals and Constraints Report*, p. 4.
Notes: Data includes all test versions except the STAAR Alt. 2 testers. EOC results include only first-time testers.

Figure 94. Percentage of Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined
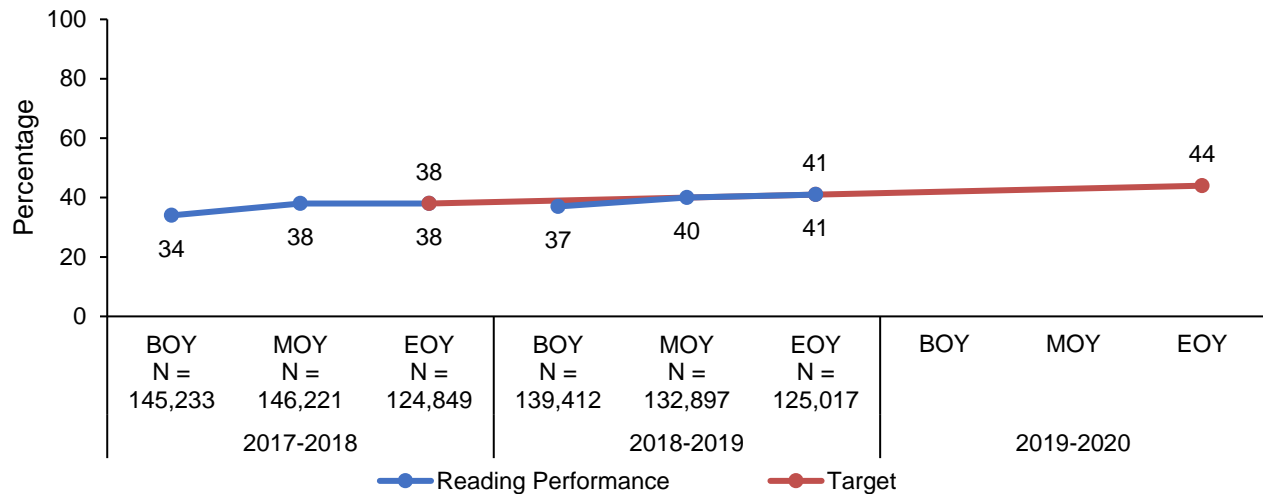
Sources: 2017–2018 and 2018–2019 Renaissance 360 student data files.; Houston Independent School District, *2018–2019 Board Goals and Constraints Report*, p. 7.

Notes: Prior year's data was updated to reflect the last test results of the testing window and to exclude Early Literacy Results. For students testing in both English and Spanish, the higher result was used.

Figure 95. Percentage of Students Writing At or Above the Meets Grade Level Standard
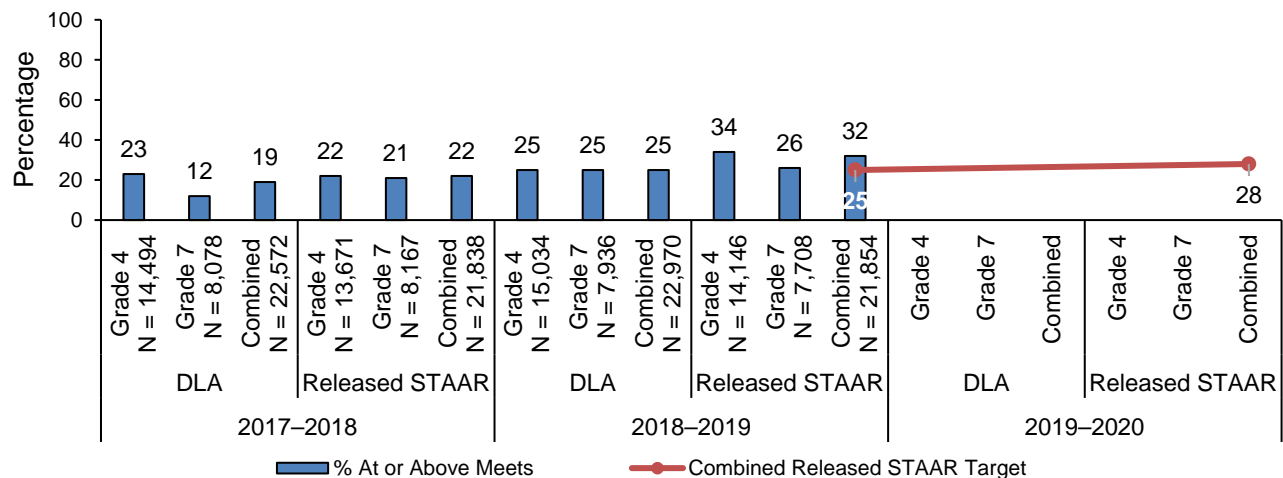
Sources: Fall benchmark results based on the District Level Assessment (DLA) for both grades 4 and 7 (administered between December 3rd and 20th and December 10th and 14th respectively). 2017–2018 and 2018–2019 data retrieved on 2/7/2019 – updating prior year results to both grades using the DLA and aligned to the Meets Grade Level Standard; Spring benchmark results based on the Released STAAR for both grades 4 and 7 (administered between February 25th and March 1st). 2017–2018 data retrieved on 3/7/2018. 2018–2019 data retrieved on 3/22/2019; Houston Independent School District, *2018–2019 Board Goals and Constraints Report*, p. 8.

- **Goal 2: The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points, annually, per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.** In measuring Global Graduates, the district-calculated postsecondary readiness

indicator exceeded the 2018 goal of 55 by five points. The college and career readiness performance number (60) is considered an A under the Texas accountability system. (**Figure 96**).

Figure 96. The Percentage of Graduates Meeting the Global Graduate Standards, 2015 through 2018 with 2019 through 2022 College and Career and Military Readiness Goals
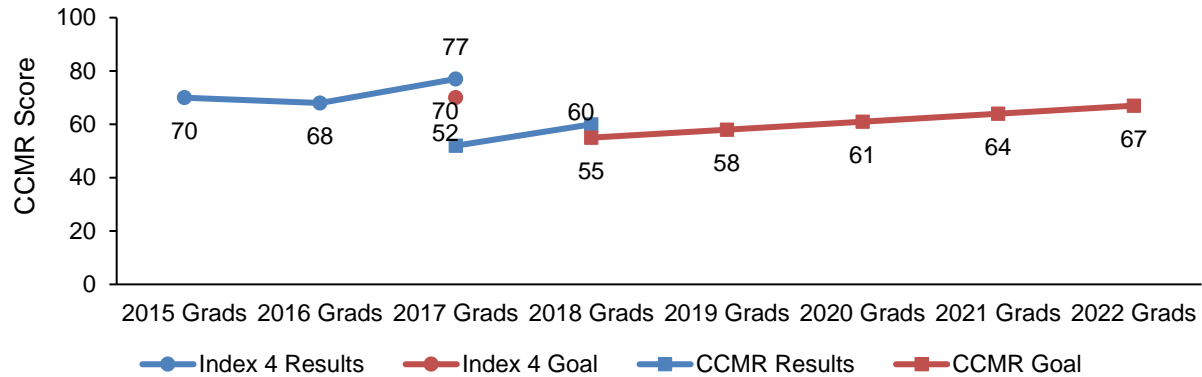
Source: TEA College, Career, Military Readiness (CCMR) Final Student Listing; various years; Houston Independent School District, *2018–2019 Board Goals and Constraints Report*, p. 9.

Notes: Index 4 results are based on the postsecondary component of the old accountability system, and an HISD estimated postsecondary component for the 2017 graduates. The College and Career Readiness (CCR) results are based on the new accountability system, excluding military enrollment, starting with the 2017 graduates. For the 2018 graduates, 60 is an A for state accountability.

- **Goal 3: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.** The percentage of students that performed below the Approaches Grade Level Standard on either the reading or math STAAR 3–8 or English I or Algebra I STAAR EOC assessment in the prior year that showed at least one academic year's growth decreased three percentage points from 64% in 2018 to 61% in 2019, two percentage points below the 2019 goal of 63%. (**Figure 97**). (See Appendix K, Table K-1, p. 369 for a summary of results.)

Figure 97. Reading and Mathematics Composite Score of Percentage of Prior Year Below Satisfactory HISD Testers who Met Growth Standards on STAAR Progress Measures, 2016 through 2019 with 2020 Goal
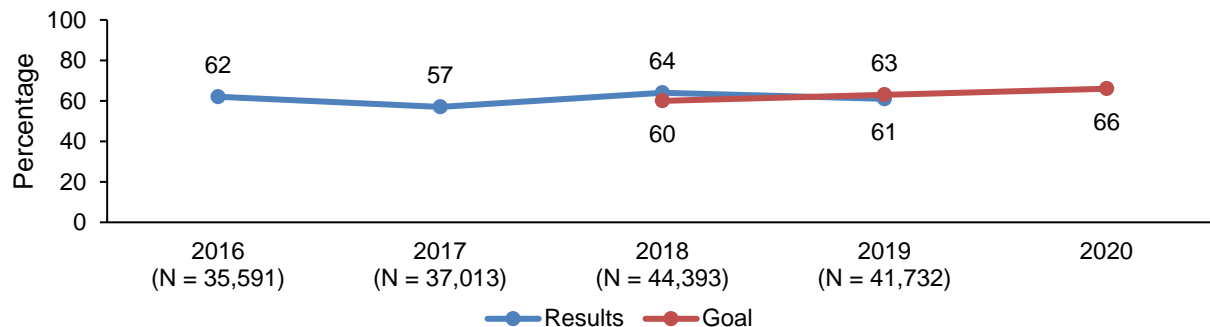
Sources: TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams;Houston Independent School District, *2018–2019 Board Goals and Constraints Report*, p. 14.

Note: Results include students who did not meet the Approaches Grade Level standard on the prior year and received a STAAR Progress Measure for the current year.

Discussion

As New Jersey's Education Commissioner, Christopher Cerf, stated at this year's Houston Independent School District, State of the Schools Luncheon, "The role of education is to create pathways for young people to have an opportunity to achieve any goal they desire, regardless of who their parents are or where they were born…A student's circumstances should not limit their future. That should always be the ideal function of school districts" (Houston Independent School District, 2020). To intensify the district's efforts to fulfill this vital role of education, the three-year Achieve 180 Program was implemented with the expectation of addressing the needs of the district's most under-served and under-performing students and their schools through targeted centralized program supports to better develop and utilize each school's learning structures, processes, and resources to help each student excel. School and student outcomes have been impacted by many factors since the onset of the program in 2017−2018, including Achieve 180 Program inputs, which have changed each year. The school and student outcomes summarized in this report may be indicative of the extent to which more effective systems for learning to improve student learning and academic achievement are being developed within the participating Achieve 180 Program schools through the massive efforts of HISD district and school leaders, teachers, and an array of student, educator, and school support personnel.

This Part B report analyzes Year 2 progress made toward program objectives and goals, including changes in summative program outcomes for Achieve 180 Program schools, principals and school leaders, teachers, students, and students' parents and families in alignment with program components included in the 2018–2019 (Year 2) Achieve 180 Program Logic Model (Appendix A, Figure A-1, p. 135). The Achieve 180 Program Logic Model depicts expected connections between the program components and expected outcomes by each of the Achieve 180 Program's six pillars of school improvement. Developed in 2018–2019 (Year 2) by Achieve 180 Program administrators with the input of HISD's Area Superintendents, School Support Officers, and Directors; Achieve 180 Program Pillar Leaders (Superintendent's Cabinet); Achieve 180 Pillar Owners (cross-functional team representatives); and Pillar Champions, including campus principals and leadership teams, Teacher Development Specialists, and Intervention Assistance Team Managers, the 2018–2019 Achieve 180 Program Logic Model was compatible with the district's stated Mission, Vision, and Beliefs regarding equity, and the stated goals of HISD's Board of Education and of the Achieve 180 Program are identical (See Part A report, Appendix B, Table B-4, p. 91).

The Achieve 180 Program was designed to support, strengthen, and empower educators who teach at and students who attend HISD's most underserved and underperforming schools based on the Texas Education Agency's (TEA's) Campus Accountability Ratings. Program efforts in 2018–2019 (Year 2) sought to elevate the TEA Accountability Ratings of all district schools that had received an Improvement Required (IR) rating or were Not Rated at the end of the 2017–2018 academic year, with some schools having had IR ratings for six to eight consecutive years. The 2018–2019 Achieve 180 Program (Year 2) endeavored to further develop and support school leaders and educators to engage and empower students and their families to further enhance student learning and increase student achievement, while developing alliances within the school communities. This report presented outcomes that are expected to be associated with the identified program supports. Unless otherwise specified in this report, the school and student level results summarized in this discussion pertain to the 53 2018–2019 Achieve 180 Program schools, analyzing change in school and student outcomes, inclusive of the year prior to and since the program's onset in 2017−2018. Future analyses in Year 3 will explore associations between school and student outcomes and Achieve 180 Program supports to determine the program's potential impact.

Program implementation ratings were presented in [Part A of this report](#) based on program administrators' ratings (generated in consultation with district and school leaders), using the Achieve 180 Program Implementation Rubric Dashboard Ratings for 2018–2019. The ratings showed more evidence of an "emerging example" of program implementation fidelity, overall, in Year 2 of the Achieve A180 Program (based on three possible ratings of "1-non-example," 2-emerging example," and "3-strong example," from low to high, for each of the 33 centralized supports in 2018–2019). Overall, the Support Average rating given for ten of the supports was "3-strong example", the Support Average rating for the remaining 23 centralized supports was "2-emerging example" of program implementation, and none of the centralized supports received a "1-non-example" Support Average rating (Part A, Table 2, p. 12). The implementation ratings, ongoing reports to the HISD Board of Education made by Achieve 180 Program administration and HISD department leaders, and the summative 2018–2019 Achieve 180 Program (A180) End of Year Reports prepared by Achieve 180 Program cross-functional team representatives, department heads, and/or their delegates and associated data, as reported in Part A of this 2018–2019 report, provide evidence of the level of program implementation fidelity in Year 2.

In more than monetary terms, the scale of the investment to implement Year 2 of the Achieve 180 Program was massive. Stakeholders throughout the district, provided high quality resources to support participating students, teachers, and administrators in the 53 high-need schools targeted by this program. The level of dedication and determination of the many who have worked diligently to improve the social and emotional welfare and academic achievement of the deserving students within these poorest and lowest performing of HISD's schools is beyond measure. It is important to note that the total cost for 2018–2019 Achieve 180 Program was not determined in the process of developing this report. Costs that were paid through departmental budgets were not included in the post end-of-fiscal-year Achieve 180 Program budget and expenditure report analyzed for this report which included both General Funds and Federal grants (Title I). A comprehensive budget and expenditure report for the program must be compiled if a meaningful cost-benefit analysis is to be conducted.

Based on a 2017–2018 budget and expenditure report that was revised to include Title I grants, 86 percent of the reported $23.0 million Achieve 180 Program budget was utilized ($19.8 million), while in 2018–2019 slightly more than 81 percent of the reported $32.6 million Achieve 180 Program budget was utilized ($26.6 million). In both years the funds were primarily used to employ, support, or develop instructional and administrative staff at these high-need schools (nearly 93% in 2017–2018 and about 99% in 2018–2019). The remaining funds were used for consultation and contract services, educational materials and technology, and operating costs. Continued administrative insight shall determine if budgetary adjustments are necessary to better support the program initiatives; particularly with the percentage of unutilized Achieve 180 Program increasing from 14 percent in 2017–2018 to nearly 19 percent in 2018–2019, enhanced administrative oversight in this area remains crucial. Given the many, long-standing needs that have been identified and targeted at Achieve 180 Program schools, improved focus on Achieve 180 Program fiscal management should succeed in depleting available funding (if it has been appropriately allocated) to enhance supports to heighten student learning and achievement on these campuses.

Student Enrollment

Achieve 180 Program administrators have identified student enrollment as an indicator of leadership excellence. Therefore, it should be noted that, student enrollment across the district decreased each year from 2016–2017 to 2018–2019, but a slightly smaller reduction occurred within Achieve 180 Program schools (2.9%) than the reduction experienced districtwide and within non-Achieve 180 schools (3.0%). Assessment of the same 53 2018–2019 Achieve 180 Program schools across three years showed, except for a student enrollment increase in Tier 1B (0.6%) from 2016–2017 to 2018–2019, student enrollment

decreased within each Achieve 180 Program Tier, with Tier 1A having the largest reduction (5.7%). In relation to student enrollment during the same years, it should be noted that with Tier 1B's increase in enrollment, it also increased its EOY to BOY retention of principals at schools with leadership teams rated Effective or Highly Effective (3 or higher) from 65 percent in 2016–2017 to 91 percent in 2018–2019. In addition, although Tier 1A had the largest decline in student enrollment of the treatment groups from the fall of the 2016–2017 school year to the fall of the 2018–2019 school year, its EOY to BOY retention rate of principals on campuses with school leadership teams rated Effective or Highly Effective (Level 3 or higher) was at or near 80 percent in 2017–2018 and in 2018–2019, and the number of Tier 1A schools with school leaders rated Ineffective or Needs Improvement (Level 1 or 2) and retained their principals from EOY to BOY dropped from five in 2016–2017 to no more than one in 2018–2019. Finally, student enrollment data also revealed that of the 42,478 students enrolled in the 2018–2019 (Year 2) Achieve 180 Program, 52 percent had been enrolled in an Achieve 180 Program school in 2017–2018 (Year 1).

Leadership Excellence
Effective School Leadership Teams and Principal Retention
Staffing priorities to secure and retain effective and highly effective principals and school leaders at Achieve 180 Program schools, heightened emphasis on Achieve 180 Program principal/school leader involvement in HISD school leadership development programs, and job-embedded Achieve 180 Program supports for campus leadership were implemented in 2017–2018 (Year 1) and 2018–2019 (Year 2) through specialized program efforts designed to respond to the unique leadership demands and challenges of each Achieve 180 Program campus. HISD's system for developing and measuring the effectiveness of school leadership (including principals, assistant principals, and deans) utilizes the district's school leader appraisal ratings that range from 1 (Ineffective) to 4 (Highly Effective), which summarize performance indicators for student performance, school performance, and teacher effectiveness, and are determined/assigned at the end of each academic year. The school leadership team appraisal ratings showed less than one percent of the district's school leaders had an appraisal rating of 1 (Ineffective) only in 2017–2018 of the last three school years. Unfortunately, the group of Highly Effective school leaders has declined, districtwide, each year tracked. While 13 percent of the district's school leaders received an appraisal rating of 4 (Highly Effective) in 2018–2019, only two percent of the Achieve 180 Program school leaders were among them. Nonetheless, Achieve 180 Program school leaders had either a greater increase or a smaller decrease in the percentages of school leaders that were rated Effective or Highly Effective than found among non-Achieve 180 Program school leaders from 2016–2017 to 2018–2019, reducing this gap by 28 percentage points. It also seems important to add that Tier 3 was the only treatment group to show a gain in the percentage of Achieve 180 Program school leaders that were rated Effective or Highly Effective in each year from 2016–2017 to 2018–2019. In addition, Tier 3 showed a net gain of 75 percentage points and Tier 1A showed a net gain of 73 percentage points in the proportion of school leaders that were rated Effective or Highly Effective from 2016–2017 to 2018–2019. However, though improvements were made, Achieve 180 Program schools, overall, still had more than twice the rate of non-Achieve 180 schools with less effective leadership teams that needed further development in 2018–2019, which may be indicative of a lack of adequate leadership capacity and/or leadership support needed to guide high-need schools successfully through their turnaround.

Principals are primary agents in school improvement efforts focused on strong learning climates and support of teacher leadership toward schoolwide goals of student achievement (Allensworth and Hart, 2018). The retention of HISD principals at schools associated with the higher School Leader Scorecard ratings are expected to be most conducive to increasing student learning and achievement. The percentage of HISD, non-Achieve 180, and Achieve 180 Program schools with leadership teams rated Effective (Level 3) or Highly Effective (Level 4) at EOY and where the principals were retained at BOY of the following year

increased from 2016–2017 (baseline) to 2018–2019 (Year 2), with Achieve 180 Program principals having greater retention increases than non-Achieve 180 principals, reducing the retention gap by 11 percentage points for principals on Effective and Highly Effective leadership teams. Unfortunately, at schools with school leaders who were rated Ineffective (Level 1) or Needs Improvement (Level 2) at EOY, the retention of these principals at BOY of the following year increased among Achieve 180 Program schools (three percentage points), while the rate decreased 39 percentage points among principals at non-Achieve 180 schools from 2016–2017 (baseline) to 2018–2019 (Year 2). The development and retention of the effective and highly effective school leaders are necessary to provide campus stability and meaningful campus improvement. Future research will explore connections between Achieve 180 Program principal/leadership recruitment, principal/leadership development, School Leader Scorecard Ratings, principal and campus leadership retention, and student achievement.

Teacher Excellence
　　　Effective Teachers
Research shows that long-term outcomes for students can be heightened by the instruction of highly effective teachers (Chetty et al., 2011; Chetty, Friedman, & Rockoff, 2014). In 2017–2018 (Year 1) and 2018–2019 (Year 2), securing and retaining effective and highly effective teachers was a staffing priority that was enacted through centralized supports, including hiring events, teacher stipends and/or incentives, and professional development opportunities, designed to respond to the specific needs of the Achieve 180 Program campuses. Based on their HISD Teacher Appraisal and Development System (TADS) summative ratings from 2016–2017 to 2018–2019, the percentage of Effective and Highly Effective teachers employed on Achieve 180 Program campuses decreased from 83.1 percent to 80.4 percent, while the percentage of Effective and Highly Effective teachers on non-Achieve 180 campuses increased from 90.2 percent to 91.7 percent. The gap increased 59.2 percent between the Achieve 180 Program and non-Achieve 180 schools (or 4.2 percentage points from 7.1 to 11.3 percentage points) in the proportion of Effective and Highly Effective teachers teaching in these classrooms, from 2016–2017 to 2018–2019. Over the years tracked, only the Achieve 180 Program Tier 1A showed a net gain (0.1 percentage point) in the proportion of Effective and Highly Effective teachers.

Changes in priorities regarding staff incentives from 2016–2017 to 2018–2019 on Achieve 180 Program campuses were very evident in that the number of Achieve 180 program teachers who received stipends/incentives in 2018–2019 was more than two and one-half times (or about 157%) greater than the number of teachers to receive stipends/incentives on the same campuses in 2016–2017, while the number of teachers to receive stipends/incentives on the non-Achieve 180 campuses dropped more than three percent during the same years. More than eight times more money was paid in 2018–2019 than in 2016–2017 for stipends/incentives to teachers at Achieve 180 Program schools, while expenditures for teachers' stipends/incentives at non-Achieve 180 schools decreased approximately one and one-half percent from during this time. Fortunately, concurrent with much more money being paid in teacher stipends/incentives on Achieve 180 Program campuses than on non-Achieve 180 campuses in 2018–2019 than in 2016–2017, the retention rates of Effective/Highly Effective Achieve 180 Program teachers who received stipends/incentives in one year and were retained to the same group of schools into the following school year increased from 33 percent in 2016–2017 (comparable to rates for non-Achieve 180 teachers) to 75 percent in 2018–2019, which compared to only a one percentage-point increase to 34 percent for non-Achieve Effective/Highly Effective teachers who received stipends/incentives in one year and were retained to the same group of schools into the next school year. Even with such an improvement in retaining Effective/Highly Effective teachers who received stipends/incentives in Achieve 180 Program schools, the gap persisted between non-Achieve 180 and Achieve 180 Program schools in the proportion of Effective/Highly Effective teachers teaching on these campuses.

All the Achieve 180 Program treatment groups doubled their rates of retention into the next school year for Effective/Highly Effective teachers who received stipends/incentives during the prior school year. However, rates of retention into the next school year for teachers rated Ineffective/Needs Improvement who received stipends/incentives during the prior school year decreased one percentage point among non-Achieve 180 schools (from 3% to 4%), while it increased nine percentage points among teachers at Achieve 180 Program schools (from 5% to 14%) from 2016–2017 to 2018–2019. Therefore, it may prove more prudent to ensure that, primarily, only teachers of the highest quality (as measured by TADS ratings of Effective or Highly Effective) are targeted for hiring to receive Achieve 180 Program stipends/incentives and to be retained on Achieve 180 Program campuses. In addition, because TADS is being employed as a high-stakes measure that impacts teachers and students, it may be important to ascertain if the TADS measure is both a valid measure of teacher effectiveness and is being used consistently as a reliable method to gauge effective/highly effective teacher content and pedagogical knowledge, skills, qualities, and actions.

Teacher Attendance

From 2016–2017 to 2018–2019, average teacher attendance rates in the district were relatively stable, with larger improvements at Achieve 180 Program schools (0.9 percentage point) than districtwide (0.1 percentage point), which included a decline at non-Achieve 180 schools (0.2 percentage point). Improvements within the Achieve 180 Program treatment groups ranged from 0.5 percentage points (Tier 3) to 1.0 percentage points (Tier 1A). This reduced the gap in attendance rates between Achieve 180 Program and non-Achieve 180 teacher from 0.9 percentage point in 2016–2017 to Achieve 180 Program teachers exceeding their non-Achieve 180 peers' attendance rate by 0.2 percentage point in 2018–2019. Nonetheless, there was improvement in district (1.0 percentage point), Achieve 180 Program (1.8 percentage points), and non-Achieve 180 (0.7 percentage point) teacher attendance rates from 2016–2017 (baseline) to 2017–2018 (Year 1), followed by a 0.9 percentage-point decline for each group, from 2017–2018 to 2018–2019 (Year 2). Causes for and impacts of this pattern in HISD are unclear. However, teacher absence has been found to be a leading indicator for student achievement (Hermann and Rockoff, 2012; Miller, 2012). Therefore, for Achieve 180 Program campuses, trained Dedicated Associate Teachers (DAT) were provided as a centralized support to fill in for teachers' absences.

The DAT postitions on the Achieve 180 Program campuses were filled at higher rates in 2018–2019 than in 2017–2018, with rates of 76 percent in the fall of 2017 and 91 percent in the fall of 2018, and rates of 89 percent in the spring of 2018 and 92 percent in the spring of 2019. The goal was for the DAT to fill in for absent teachers at a rate equal to or greater than the district's fill rate. They were expected to maintain a consistent, high-quality teacher prescence in Achieve 180 Program classrooms, facilitate high learning standards and opportunities, display excellent attendance, evidence of literacy, content knowledge, and maintain the respective classroom culture. Based on the annual Achieve 180 Program Part A reports, the goal of matching or exceeding the district's absent teacher fill rates was not met in 2017–2018 or 2018–2019. Each year, the district achieved higher total fill rates (79.1 percent and 78.4 percent, respectively) than the total Achieve 180 Program fill rates (69.0 percent and 70.7 percent, respectively). In addition to providing the DAT, the 2017–2018 and 2018–2019 Achieve 180 Program model encompassed a great deal of attention to teacher and teacher leader development and support, as addressed in detail in Part A of this and last year's report. Though teacher absence and its impact on student achievement is quite a complex issue, closer attention must be given to ways to counteract it. Specific causes for districtwide increases in teacher absence are unclear. Nonetheless, for heightened instructional excellence, continued investments are crucial to further support and develop all district teachers (Papay and Laski, 2018), including Achieve 180 Program teachers in particular. Future research will explore connections between teacher development, TADS summative ratings, teacher stipends/incentives, teacher retention, teacher attendance, leadership excellence, and gains in student achievement.

Instructional Excellence
  Districtwide Screener

Student performance on Renaissance 360 Early Literacy, Reading, and Mathematics assessments was used to determine students' learning needs, level of need for instructional intervention, and academic progress from the Beginning-of-Year (BOY) to the Middle-of-Year (MOY) and End-of-Year (EOY) in 2018– 2019. The total percentages of students who needed intervention (Urgent Intervention and Intervention levels) among non-Achieve 180 students at BOY and EOY on all Universal Screener Early Literacy, Reading, and Mathematics assessments taken in English and Spanish were lower than the total percentages of Achieve 180 Program students who needed intervention. In addition, the percentages of non-Achieve 180 students who tested at At/Above Benchmark were higher than the total percentages of Achieve 180 Program students who tested at At/Above Benchmark at BOY and EOY on both English and Spanish versions of the tests in 2018–2019. Further, non-Achieve 180 students were generally more successful than Achieve 180 Program students in reducing the total percentage of students who needed intervention and in increasing the percentage of non-Achieve 180 students who tested at At/Above Benchmark from BOY to EOY in 2018– 2019, except on Early Literacy and Mathematics tests in Spanish. Given the Achieve 180 Program's selection criteria for campus participation, the former finding was expected. However, the latter finding proves problematic given the targeted, individualized school turnaround efforts implemented through Achieve 180 Program's six Pillars of School Improvement were designed to generate equitable opportunities for accelerated growth in participating students' performance and close performance gaps between non-Achieve 180 and Achieve 180 Program students.

Favorably, the Universal Screener outcomes show Achieve 180 Program students made slightly greater gains in reducing the total percentage of students who needed intervention and in increasing the percentage of students who tested At/Above Benchmark from BOY to EOY than non-Achieve 180 students only on Early Literacy tests in Spanish in 2018–2019. This reduced each of the two performance gaps by two percentage points. Also, on Mathematics tests in Spanish, Achieve 180 Program students had a larger decrease than non-Achieve 180 students in the total percentage of students who needed intervention, from BOY to EOY in 2018–2019, reducing the gap by three percentage points. However, on Mathematics tests in Spanish, non-Achieve 180 students made a slightly greater gain than Achieve 180 Program students in the percentage of students who tested At/Above Benchmark, which increased that gap by two percentage points. Overall, the Universal Screener results were mixed in terms of reducing the achievement gaps for all students.

Another notable finding showed the percentages of Achieve 180 Program and non-Achieve 180 students who needed intervention were smaller for students who took Spanish versions of the tests than for students who took the English versions of the tests across subjects, except in Mathematics. Furthermore, greater reductions in the proportions of students who needed intervention were made on Spanish versus English test versions, except for non-Achieve 180 and Achieve 180 Program Tier 1B students on Early Literacy assessments. The Universal Screener results are favorable regarding the progress of Achieve 180 Program students who tested in Spanish, yet, they raise important questions regarding the need for equitable and effective supports to further boost the learning and performance of program students who test in English on the Reading and Mathematics assessments and students who test in Spanish on Mathematics assessments.

School Design
  Career and Technical Education

Career and Technical Education (CTE) courses and industry-aligned certifications have taken on a central role in state accountability standards, resulting in classroom rigor and student performance expectations that have become equally as important as in core academic courses, and an increase in the number of industry certifications that students may earn which are aligned to industry standards. Coherent sequences of CTE

courses were designed to provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare them for further education and careers in current and emerging professions (Texas Education Agency, 2017). Students' involvement in a coherent sequence of CTE courses may give them greater opportunity for positive, life-long impacts of their education. In HISD, from 2016–2017 to 2018–2019, non-Achieve 180 CTE students' participation in a coherent sequence of CTE courses increased (3.7 percentage points) more than twice the increase made by Achieve 180 Program students who took a coherent sequence of CTE courses (1.6 percentage points). The gap between the groups was increased 2.1 percentage points for students who took CTE coursework in a coherent sequence. But, more importantly, CTE course completion decreased for students who took CTE courses in a coherent sequence, overall, in the district. However, there was a 1.9 percentage-point smaller decrease among Achieve 180 Program students (1.6 percentage points) than the decrease made among Achieve 180 Program students (3.5 percentage points) from 2016–2017 to 2018–2019. In addtion, non-Achieve 180 students' participation in a non-coherent sequence of CTE courses decreased (1.5 percentage points), while Achieve 180 Program students' participation in a non-coherent sequence of CTE courses increased (0.3 percentage point) from 2016–2017 to 2018–2019; reducing the gap 1.8 percentage points. More importantly, course completion rates for students who took a non-coherent sequence of CTE courses increased 2.4 percentage points among Achieve 180 Program schools, while there was no cumulative change in course completion rates among students at non-Achieve 180 schools who took CTE courses in a non-coherent sequence.

Among students who completed courses in a coherent sequence of CTE courses, non-Achieve 180 students had a decrease of 5.8 percentage points and Achieve 180 Program students had a decrease of 4.2 percentage points. Overall, from 2016–2017 to 2018–2019 (Year 2), the CTE industry certification examination pass rate increased 11.2 percentage points among non-Achieve 180 students while it decreased 18.3 percentage points among Achieve 180 Program students. Also, of great concern, both groups showed a decrease in the passing rate on industry certification exams taken by students who took a coherent sequence of CTE courses from 2017–2018 (Year 1) to 2018–2019. Only in 2018–2019 for non-Achieve 180 students (89.3%) and only in 2016–2017 for Achieve 180 Program students (89.9%) did the students who enrolled in a coherent sequence of CTE courses pass the industry certification exams at a higher rate than the respective group's percentage of students who took CTE courses in a non-coherent sequence and passed industry certification exams. Also, the fact that non-Achieve 180 students took 69 different types of industry certification exams in 2018–2019, while Achieve 180 Program students took only 31 different types of industry certification exams, may further accentuate gaps in the CTE programming on Achieve 180 Program campuses.

Advanced Placement Examinations

From 2016–2017 (baseline) to 2018–2019 (Year 2), the number of grade 9–12 students who took Advanced Placement examinations (AP exams) decreased about one percent among non-Achieve 180 students, while it increased nearly 24 percent among Achieve 180 Program students, overall. At the same time, the number of AP exams taken by grade 9–12 students decreased 4.1 percent among non-Achieve 180 students, while the number increased 14.2 percent among Achieve 180 Program students. The percentages of AP exams on which non-Achieve 180 students scored three or higher ranged from 37.1 percent to 42.1 percent, and were at least 20 percentage points higher than the percentages of Achieve 180 Program students who scored three or higher, overall, which ranged from 16.3 percent to 19.5 percent, from 2016–2017 to 2018–2019. Each year tracked, all Achieve 180 Program groups showed an average increase of one to four percentage points in the percentages of students who scored three or higher on AP exams, except Tier 1A (with a decline of 7.8 percentage points). Though the overall AP exam participation gain for Achieve 180 Program students seems somewhat promising, both in the number of students who tested and the number

of AP exams they took, the AP exam performance gap between non-Achieve 180 and Achieve 180 Program students increased each year, widening by almost two percentage points from 2016–2017 to 2018–2019. Heightened attention is needed to ensure that course content is learned and retained, and preparation for the AP exams is effective in addressing the specific needs of all students for AP success, and particularly, the needs of Achieve 180 Program students in those rigorous courses.

College Readiness Examinations - PSAT, SAT, and ACT

Participation gaps between non-Achieve 180 and Achieve 180 program students decreased from 2017 to 2018 on ACT examinations but increased on PSAT/NMSQT (PSAT) and SAT examinations. Notable participation gaps between non-Achieve 180 and Achieve 180 program students remain: PSAT (23.3 percentage points), SAT (30.3 percentage points), and ACT (10.8 percentage points). The percentage of Achieve 180 Program students who scored at or above criterion increased on the PSAT Evidenced-Based Reading and Writing (ERW) and Math exams from 2017 to 2018. The performance gap between the percentage of non-Achieve 180 and Achieve 180 program students who scored at or above the criterion increased on PSAT ERW exams and decreased on PSAT Math exams over the last two years; yet the gap remains notable on each of them (ERW with a gap of 29.2 percentage points and Math with 21.3 percentage points). The SAT performance gap between non-Achieve 180 and Achieve 180 program students in the percentage of students who scored at or above criterion (combined) also decreased from 2017 to 2018. The performance gap on ACT examinations improved over the last two years between non-Achieve 180 and Achieve 180 program students who scored at or above the criteria; however, notable gaps remain on the SAT and the ACT exams (20.2 percentage points and 28.2 percentage points, respectively).

On college readiness exams taken in 2018, the percentages of non-Achieve 180 students who performed at or above criterion ranged from 29.3 percent (PSAT Math) to 53.6 percent (PSAT ERW), while the percentages of Achieve 180 Program students who performed at or above criterion ranged from 8.0 percent (PSAT Math) to 24.4 percent (PSAT ERW). Among the Achieve 180 Program treatment groups, generally, Tier 1A had lower levels of participation on PSAT (followed by Tier 3 and Tier 2) and on SAT (followed by Tier 2 and Tier 1B) exams, and Tier 3 had a lower participation rate on ACT exams than the other Achieve 180 Program treatment groups, while Tier 1B had a higher participation rate on the PSAT and Tier 2 had higher participation rates on SAT and ACT exams than the other Achieve 180 Program treatment groups. Further, Tier 3 had lower levels of performance at or above criterion than the other Achieve 180 Program treatment groups across the college readiness exams assessed for this report (except Tier 2 on ACT exams), while Tier 1A more consistently performed at or above criterion at higher levels than the other Achieve 180 Program treatment groups in 2018. Of note, Tier 1A's participation rates were impacted, at least in part, by the inclusion of the district's unique, virtual, online school, TCAH. Performance levels and performance gaps on college readiness examinations for both non-Achieve 180 and Achieve 180 Program students may well indicate the need for heightened attention to ensure students are well-prepared for success on the exams and the specific learning needs of all students are met, particularly, those of Achieve 180 Program students.

Social and Emotional Learning Support
Student Attendance

Districtwide and non-Achieve 180 student attendance rates (approximately 95.5%), from 2016–2017 to 2018–2019, were from 1.7 percentage points to 2.0 percentage points higher than Achieve 180 Program student attendance rates (approximately 94.0%) with no cumulative change in the 1.7 percentage-point gap between Achieve 180 Program and non-Achieve 180 students over the years tracked. HISD, overall, including the Achieve 180 Program and each of its treatment groups, showed a decline in attendance rates, from 2016–2017 to 2017–2018. All Achieve 180 Program groups (except Tier 1A with a 0.1 percentage-point decline and Tier 3 which remained stable) showed an improvement, while HISD, overall (-0.1

percentage point), including Non-Achieve 180 students (-0.2 percentage point) had a decline in attendance rates, from 2017–2018 to 2018–2019. Furthermore, when disaggregated by their demographic characteristics, Achieve 180 Program Asian/Pacific Islander students, in 2018–2019, and White students and students of Two or More races/ethnicities, in each year tracked, achieved higher attendance rates than their non-Achieve 180 peers. However, Achieve 180 Program students' attendance rates were lower than non-Achieve 180 students' rates for all other student groups, each year tracked. Among non-Achieve 180 and Achieve 180 Program students, African American students and SWD had the lowest attendance rates from 2016–2017 to 2018–2019, when compared with the other identified student groups, and Asian/Pacific Islander (non-achieve 180) and White students (Achieve 180 Program students) had the highest attendance rates over the years tracked.

Achieve 180 Program chronic absence rates remained higher than non-Achieve 180 chronic absence rates, overall, and for every student group, except White students, from 2016–2017 to 2018–2019. This difference continues to be of great concern, even though a smaller performance gap between the chronic absence rates for the non-Achieve 180 and the Achieve 180 Program students was found in 2018–2019 (7.0 percentage-point gap) than in the two previous years (7.6 percentage-point gap in 2016–2017 and 8.1 percentage-point gap in 2017–2018). However, only Tier 1B lowered its chronic absence rate from 2016–2017 to 2018–2019 (-0.2 percentage point), while non-Achieve 180 (1.1 percentage points) and all other Achieve 180 treatment groups showed an increase of 0.5 percentage points (Tier 1A) to 1.5 percentage points and 1.6 percentage points (Tier 3 and Tier 2, respectively). The HISD Attendance Office, Student Support Services, Wraparound Services, and Dual Status and Adjudicated Youth Office are among the departments charged with improving student attendance through campus and community supports to provide homeless assistance, pregnancy-related services, services for students who have been incarcerated, placed in foster care, or lived in residential treatment centers, in addition to other attendance and graduation supports. To better address Achieve 180 Program's students' attendance deficits as a priority of the program, the identification of best practices within the district and the Achieve 180 Program, as well as within similar, high-need schools across the country may be necessary to effectively enhance current district and program efforts to address the underlying causes of student absenteeism, which is a core, long-standing problem that directly undermines all other Achieve 180 program efforts.

Disciplinary Actions

Research suggests that classroom management is an area that teachers report they are least prepared to address effectively (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014). In 2017–2018 (Year 1) and 2018–2019 (Year 2), HISD Student Assistance and Wraparound Services offered additional support to district schools and teachers to address behavior management with students, particularly at Achieve 180 Program schools. However, generally, the rates of disciplinary actions taken in the district have been two to four times higher at Achieve 180 Program schools than at non-Achieve 180 schools, from 2016–2017 to 2018–2019, except for JJAEP expulsions which were constant at less than one percent of HISD students each year. From 2016–2017 to 2018–2019, students at non-Achieve 180 and Achieve 180 Program schools showed net reductions in in-school suspensions and the only gap reduction between the groups was in the rate of in-school suspensions. The gaps between students at Achieve 180 Program schools, overall, and students at non-Achieve 180 schools remained constant in disciplinary actions resulting in out-of-school suspensions (about 4 to 1) and DAEP referrals (more than 2 to 1). When considered by students' demographic characteristics, African American, economically disadvantaged, and special education students with disabilities were, typically, over-represented among district students for whom disciplinary action was taken in each year tracked, regardless of group.

Effective advances in the management of student behaviors have the capacity to improve school culture and student social-emotional learning and academic outcomes (Barrett and Harris, 2018). Given the pressing academic needs of Achieve 180 Program students, results of this analysis point to the need to decrease exclusionary behavior management systems and create school climates that support reductions in suspensions and expulsions by employing more inclusive and effective disciplinary strategies that support student learning and achievement. The need to provide more inclusive and engaging school and classroom settings to help avoid the suspension, referral, and exclusion of students who may behave inappropriately in the learning environment, whenever possible, has been documented (Barrett and Harris, 2018). More specifically, studies have shown the positive effects of interventions such as the Positive Behavior Intervention and Supports/School-wide Positive Behavior Support framework on problem disciplinary behavior, school climate, overall organizational health, student bullying behavior and peer victimization, and academic achievement (Bradshaw, Mitchell, & Leaf, 2010; Horner, Sugai, & Anderson, 2010). Intensive efforts to decrease exclusionary behavior management systems and create school climates and systems that support reductions in suspensions and expulsions are warranted (U. S. Department of Justice & U.S. Department of Education, 2014).

Promotion Rates

For the last three academic years, HISD promotion rates have remained relatively stable around 98.0 percent, with districtwide and non-Achieve 180 rates increasing 0.4 percentage point and 0.5 percentage point, respectively, while Achieve 180 students' promotion rates showed a 0.2 percentage-point decline over the years tracked (from 97.7% to 97.5%). Achieve 180 Program students' lowest promotion rates among the race/ethnicity groups, in each year tracked, were among African American students in 2016–2017 (97.0%) and 2018–2019 (96.8%) and American Indian/Alaska Native students in 2017–2018 (95.0%), with African American students' reaching their highest rate in 2016–2017 (97.0%) and American Indian/Alaska Native students reaching their highest rate also in 2016–2017 (100%), each group showing a decline by 2018–2019 of 0.2 percentage point and 2.6 percentage points, respectively. The proportions of Achieve 180 Program schools in each treatment group that showed an increase in promotion rate ranged from 30 percent of Tier 2 schools to 64 percent of Tier 1B schools, with 54 percent of Achieve 180 Program schools, overall, achieving promotion rate increases from 2016–2017 to 2018–2019. The goal for a successful, meaning promotion for all grades 1–8 students is imperative, because grade retention is among key indicators of high school dropout and graduation (Bowers, Sprott, & Taff, 2013). Therefore, heightened attention to the causes of and solutions for grade retention is recommended to facilitate improvements in Achieve 180 Program promotion rates as well as improvements in graduation rates.

Graduation Rates

Achieve 180 Program four-year state graduation rates with exclusions in 2017 and 2018 (66.3% and 66.4%, respectively) were about 21 percentage points lower than non-Achieve 180 rates (87.2% each year), and the performance gap decreased slightly in 2018 (Year 1). Achieve 180 Program five-year state graduation rates with exclusions in 2016 and 2017 (73.9 % and 73.0%, respectively) were 14.8 and 16.4 percentage points lower than non-Achieve 180 rates (88.7% and 89.4%, respectively) in 2016 and 2017, respectively. Tier 1A, with the lowest four-year graduation rates among the tiers, was the only group to show an increase in four-year rates (5.5 percentage points) and only Tier 1B showed an increase in five-year rates (3.9 percentage points) over the years tracked.

A larger percentage of Achieve 180 Program four-year graduates in the Class of 2018 than in the Class of 2017 (baseline year and Year 1 of Achieve 180 Program implementation, respectively) graduated with Recommended High School Program/Distinguished Achievement Program/Foundation High School Program-with Endorsement/Foundation High School Program-with Distinguished Level of Achievement

diploma types versus less rigorous diploma types in each treatment group. The four-year Class of 2017 graduation rate was 4.4 percentage points higher for non-Achieve 180 graduates who received Recommended or higher diploma types (88.1%) than the rate for Achieve 180 Program graduates (83.7%). However, Achieve 180 Program four-year Class of 2018 graduates made nearly twice the growth (9.2 percentage points) of their non-Achieve 180 peers (4.7 percentage points) in the proportion of graduates who received Recommended or higher diploma types (92.9%) and surpassed their non-Achieve 180 Class of 2018 peers' rate (92.8%) by 0.1 percentage point. Since graduation rates at Achieve 180 Program schools reveal that more than 30 percent of students are not graduating after four years of high school and more than 25 percent of students are not graduating after five years of high school, all Achieve 180 Program supports at each grade level may best be viewed as foundational supports for one of our students' most basic levels of success, which is graduating from high school within four or five years after entering.

College Enrollment Rates
College enrollment for graduates is a lagging indicator. Results for the Class of 2017 were presented in this report as a baseline and the Class of 2018 results were presented for Year 1 results. There was a 19 percentage-point gap between the college enrollment rates of non-Achieve-180 and Achieve 180 Program graduates who enrolled into a four-year or two-year college within one year of their high school graduation for the Class of 2017 (from 62% versus 43%, respectively) and the Class of 2018 (61% versus 42%, respectively), with both groups showing a one percentage-point decline. There was a small increase of one percentage point among Achieve-180 Program graduates in four-year college enrollees from the Class of 2017 to the Class of 2018 and a decline of three percentage points in two-year program enrollees, while these rates for Non-Achieve-180 graduates held constant. Favorably, Tier 3 and Tier 2 showed one and two percentage-point gains, respectively, in college enrollees. In addition, the gap between the lowest college enrollment rates among graduates in the Achieve 180 Program treatment groups (Tier 3) and the highest college enrollment rates (Tier 1A) decreased five percentage points from the Class of 2017 to the Class of 2018. It seems important to give heightened attention to the causes of 25–30 percent of graduates being left behind from their graduating class and to effectively facilitate targeted solutions in this area.

Parent and Family Empowerment
Family Friendly Schools Certifications
To help provide HISD parents and families with the supports necessary to effectively invest in the child's academic success, Family and Community Engagement (FACE) Specialists help school leaders and families develop, provide, and monitor specific foundational activities (i.e., PTA/PTO/parent organization, School Climate Survey, campus Family Friendly School walkthrough, and Parent-Teacher Conference Best Practice workshop) aligned to the specific needs of the school and their families. Parent workshops have also been added. At schools where foundational activities were conducted, a Family Friendly School (FFS) Certification was earned based on the number and type of foundational activities provided to parents and families. As a centralized support of the Achieve 180 Program in 2017–2018 (Year 1) and 2018–2019 (Year 2), a FACE Specialist was provided for each participating campus. With FFS efforts being linked to student learning, the following summary of FFS results for the district and for the 53 2018–2019 Achieve 180 Program schools and the other non-Achieve 180 schools, from 2016–2017 to 2018–2019, show promise of the returns on this program investment.

Districtwide, from 2016–2017 to 2018–2019, the number of FFS certifications increased about two and a half times from 59 campuses in 2016–2017 to 148 campuses in 2018–2019, with a greater gain made among Achieve 180 Program schools (a 67 percentage-point increase) than the gain made among non-Achieve 180 schools (about a 30 percentage-point increase). In 2018–2019, the Achieve 180 Program had 100 percent of its schools to be FFS Certified. Furthermore, the Achieve 180 Program had a greater proportion

of schools to complete foundational activities sufficient to receive FFS Certifications at one of the two highest levels in each year tracked (ranging from a total of 29% in 2016–2017 to a total of 94% in 2018–2019) than the proportion of non-Achieve 180 schools in each respective year (ranging from a total of 19% in 2016–2017 to a total of 42% in 2018–2019). From 2016–2017 to 2018–2019, the percentages of schools in each Achieve 180 Program treatment group that earned the highest level of FFS Certification, Gold (the highest certification in 2016–2017 and 2017–2018) and Platinum (the highest certification in 2018–2019) were larger than the percentages of schools earning lower levels of certification, Bronze and Silver, except Tier 3 with equal proportions of Silver and Gold certifications in 2016–2017. The district's intention to include parents as valued partners in students' educational success is made explicit in the work of the FACE Department's efforts to build meaningful, welcoming, and engaging partnerships that honor families and promote student achievement. Continued advancements in linking FFS foundational and other FFS activities to student learning and FACE assistance in implementing the foundational and other activities are recommended, in addition to enhancements to promote parent and family engagement in these activities.

Student who Remain Enrolled in Their Feeder Pattern Schools

While the district is recognized for educational benefits associated with its school choice strategies, HISD student enrollment trends indicate that students who are zoned to Achieve 180 Program schools, in general, are less likely than other district students to attend schools outside of their feeder pattern schools. Assessment of the same 53 2018–2019 Achieve 180 Program schools from baseline year to Year 2 shows the proportion of Achieve 180 Program students who attended their feeder pattern schools was higher at BOY than the proportion of non-Achieve 180 students who attended their feeder pattern schools, with this pattern being slightly higher at EOY. The gap between non-Achieve 180 and Achieve 180 Program students increased from 19 percentage points in 2016–2017 at BOY and EOY to 20 percentage points (BOY) and 21 percentage points (EOY) in 2018–2019. While there may be both pros and cons associated with this finding, one must ask why this differential pattern occurs, and is consistent across the years tracked. Results show the rate of poverty (i.e., students qualify for free or reduced lunches or other related supports) in Achieve 180 Program schools has been as much as 10 percentage points higher than the rate in non-Achieve 180 schools and the rate has ranged from 78 percent in 2017–2018 (43 schools) to 87 percent in 2018–2019 (53 schools) over the last three years. This compares to poverty rates in non-Achieve 180 schools that have ranged from 74 percent in 2017–2018 (241 schools) to 78 percent in 2018–2019 (230 schools) during the same years. Students from low-income households typically do not have educational opportunities that are comparable to the educational opportunities available to their non-low-income peers and that are essential to ending the perpetual cycle of generational poverty (Stand Together Foundation, 2017).

The complex entanglement of education and poverty limits low-income students' opportunities for educational success and often traps them into environmental circumstances and learning environments that do not have the capacity and resources to address their unique needs. Therefore, if Achieve 180 Program students remain in their feeder pattern schools at higher rates than their peers because they are well-served there academically, this is good. However, if Achieve 180 Program students remain in their feeder pattern schools at higher rates than their non-Achieve 180 peers because they have less opportunity gain access or admission to the other, typically, higher-performing schools, both outside of and within their neighborhoods for which they must be well-prepared to gain entry and to succeed, then this finding is an indication of the underlying, persistent inequities that are seriously problematic and may perpetuate the cycle of the district's students in the lower-performing schools (i.e., Achieve 180 Program schools) having fewer socio-political and economic resources to help end their familial pattern of low academic achievement and poverty. Perhaps, one indication of this issue was expressed through family members' responses to an item on the Title I, Part A Parent and Family Engagement Survey regarding school factors and school climate. The greatest differences in agreement rates between non-Achieve 180 (90.7% and 92.5%, respectively) and

Achieve 180 Program families (85.7% and 89.0%, respectively) in the last two years was on the item "I am satisfied my child's school is providing the skills and education necessary to be successful at the next level." Though the agreement rates for this item were among the highest for the school factors and school climate items and the gap between non-Achieve 180 and Achieve 180 Program was reduced from five percentage points in 2018 to 3.5 percentage points in 2019, the fact that the largest difference between the groups was on this item is noteworthy, particularly in light of the 20 percentage-point difference between the rates at which non-Achieve 180 v. Achieve 180 Program students remain in their feeder pattern schools.

Title I, Part A Parent and Family Engagement Rates

Dedicated Family and Community Engagement (FACE) Specialists, parent communication, and parent trainings were the centralized Achieve 180 Program supports specifically designed to empower parents and families at Achieve 180 Program schools in 2018–2019. More than 53 percent of the nearly 190,000 students who attended HISD's 253 Title I, Part A, schools had at least one parent or other family member to participate in an activity (such as Individual and School Compact, Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteering) at their school during the 2018–2019 academic year. This included 57.1 percent of students at non-Achieve 180 Title I schools and 39.4 percent of students at Achieve 180 Program Title I schools, which were all Title I schools. This represented a parent and family engagement gap between these groups of almost 18 percentage points. Among the Achieve 180 Program treatment groups, overall parent and family engagement rates varied almost 40 percentage points, ranging from 21.1 percent (Tier 2) to 59.4 percent (Tier 1A). The most basic form of parent engagement involved the dissemination of information by Title I schools to students' parents or other family members (i.e., Individual/School Compact) and parent engagement rates in this activity varied more than 30 percentage points among the treatment groups, ranging from 49.2 percent (Tier 2) to 83.1 percent (Tier 1A) in 2018–2019. The more than 46 percent non-participation rate of parent and family engagement districtwide and the gaps between non-Achieve 180 and Achieve 180 Program parent and family engagement may be an indication of poor data quality, to some extent (as stated previously in this report), or may be indicative of campuses needing additional support with the implementation of parent and family engagement activities, including the dissemination of information by Title I schools to parents and other family members (i.e., Individual/School Compact). Perhaps External Funding should consider collaborating with school support officers to assist school leaders and staff with these concerns.

Title I, Part A Parent and Family Engagement Survey

It should be noted that the district has taken important steps to reduce the familial barriers to student learning and student achievement experienced by the HISD community and, in particular, Achieve 180 Program participants, by establishing systems of intensified student support. In 2018–2019, the Centralized Achieve 180 Program supports for Social and Emotional Learning Support and Family and Community Empowerment included Schoolwide Behavior Support Cultural Proficiency professional development, Parent Communication and Parent Training workshops (for Tier 3 and Tier 2), in addition to Face Specialists, Wraparound Resource Specialists or Community in Schools, and the provision of Nurses or Counselors (for all Achieve 180 Program schools). The HISD Title I, Part A Parent and Family Engagement Survey, in 2018–2019 and prior years was used to assess parents' and family members' experiences at and perceptions of their children's Title I, Part A campuses. All Achieve 180 Program schools were Title I schools in both 2017–2018 (Year 1) and 2018–2019 (Year 2). Title I, Part A, Parent and Family Engagement Survey results for 2017–2018 and 2018–2019 items concerning school factors/school climate, barriers to parent/family participation in school activities, and ways to improve school support to children learning at home are presented in this report. In 2017–2018, at least one parent/family member from 99.5 percent, or 201 out of 202, of the non-Achieve 180 Title I schools participated in the survey and at least one parent/family member from 98.1 percent of Achieve 180 Program schools participated in the survey. Of great concern, the Achieve

180 Program's 2018–2019 survey response rate dropped (9.4 percentage points), which was almost twice the decline of the non-Achieve 180 survey response rate (5.0 percentage points).

Results showed agreement rates for Achieve 180 Program parent and family respondents of 64.8 percent to 88.6 percent in 2017–2018 and from 72.1 percent to 91.5 percent in 2018–2019 regarding statements about desirable school factors/school climates at their children's Title I schools. The rates of agreement increased from one year to the next; however, rates of agreement among non-Achieve 180 schools were higher for 15 of the 16 school factors/school climate items than the rates for Achieve 180 Program schools in both years. In 2018–2019, Achieve 180 campuses (72.9%) had a higher rate of agreement with "The school encourages me to observe my child in the classroom" than in the prior year, and this was the only item with a higher agreement rate among the Achieve 180 Program schools than the non-Achieve 180 schools (69.1%). But, in both years, this item received the lowest level of agreement among respondents at both non-Achieve 180 Title I schools and the Achieve 180 Program schools. Favorably, in both years, the highest level of agreement among respondents at non-Achieve 180 Title I schools and the Achieve 180 Program schools was with "The school staff treats me with respect." However, of great concern, the largest difference between non-Achieve 180 and Achieve 180 Program campuses in 2017–2018 was regarding the statement "I am satisfied my child's school is providing the skills and education necessary to be successful at the next level," with which 90.7 percent of families at non-Achieve 180 campuses and 85.7 percent of Achieve 180 families agreed, a difference of 5.0 percentage points. This gap was reduced to 3.5 percentage points in 2018–2019, but it remained one of the largest gaps in favor of the non-Achieve 180 campuses, along with agreement regarding the statement "The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.," which underscores and may help explain the gap between parent and family engagement at non-Achieve 180 and Achieve 180 schools.

Further, for non-Achieve 180 Title I families and Achieve 180 Program families in 2017–2018 and 2018–2019, conflicts with work or personal schedules was by far the most reported barrier preventing participation in school activities, with agreement rates around 50 percent. Two of the five Achieve 180 Program agreement rates that had been higher than the non-Achieve 180 Title I schools in 2017–2018 became smaller than the agreement rate at non-Achieve 180 Title I schools in 2018–2019 ("Limitations caused by poor health or disability" and "Unable to access online information or notifications"). However, higher percentages of Achieve 180 Program families than families at non-Achieve 180 Title I campuses reported a lack of awareness of activities or events, lack of transportation, and not being comfortable participating at the school as barriers to their involvement in school activities in 2017–2018 and in 2018–2019. Favorably, in 2018–2019, a higher rate of families of students on Achieve 180 Program campuses (15.4%) than families of students on non-Achieve 180 campuses (13.1%) reported experiencing no barriers to participation; but, unfortunately, a higher rate of Achieve 180 Program families (7.6%) than families of students on non-Achieve 180 campuses (5.1%) reported experiencing "Other" (unspecified) barriers to campus participation.

Title I, Part A parent and family survey respondents, in 2017–2018 and 2018–2019, most often identified "Helping my child with specific subjects/course skill areas (e.g., reading, writing, math, technology, AP/IB, etc.)" as a way schools can further support students' learning at home, with roughly half of the non-Achieve 180 and Achieve 180 Program families agreeing or strongly agreeing. In 2017–2018, rates of agreement were higher among families at schools Achieve 180 Program than the rates of agreement among families of students non-Achieve 180 Title I schools for all seven of the identified ways their child's Title I, Part A school can further support their child's learning at home, which compared to higher rates at Achieve 180 Program in 2018–2019 for only two of the seven supports: "Helping with my child's IEP or 504 Plan" and "Helping my

child on tests," indicating Achieve 180 Program families were better supported in this area in 2018–2019 (Year 2) than they had been in 2017–2018 (Year 1).

Because children perform better academically when their parents/families (1) are integral partners in their children's learning, (2) provide support to children learning at home, and (3) experience connection to their children's schools (Henderson & Mapp, 2002; Mapp & Kuttner, 2013), the identification of effective strategies to address the identified deficits in school factors/school climate and support for students learning at home, while removing barriers to parent/family participation in schools (as identified through the Title I, Part A, Parent and Family Engagement Survey) is highly recommended to further support improvement in student learning and academic performance. Consistent with the recommendations identified in Title I Part A, Parent and Family Engagement 2018–2019 report (pp. 3–4), improving survey response rates and extending data collection to include focus groups as well as alternative means to measure parent and family engagement outside of the schools are recommended for greater parent and guardian involvement in the evaluation of their experiences at and perceptions of their children's Title I campuses. Targeted attention to vulnerable populations at Achieve 180 Program schools is imperative to effectively identify and respond to constraints that may negatively impact parent and family involvement. Resolving underlying blockages that promote Achieve 180 Program students' families' lack of awareness about school activities and lack of comfort in participating at their children's schools seem crucial to ensure equitable opportunities for these families to participate in their child's education. In addition, it is clear that further exploration of and actions necessary to provide effective home-based supports for the education of special needs students and additional resources (including textbooks and learning materials that the families understand) for the families of all students who need additional support to pass their tests at school are needed. Finally, addressing core issues concerning scheduling conflicts at all district schools, in addition to assessing district and campus policies, programs, and practices within the school environment that impact various areas of parent and family engagement are of paramount importance to improve parent and family involvement and empowerment. Enhancements to the centralized Achieve 180 Program support to campuses will likely prove invaluable to family engagement and student achievement.

STAAR 3–8

Cohort analyses of Achieve 180 Program students' STAAR 3–8 Reading performance in 2017–2018 and 2018–2019 (which compare students' prior year's grade level performance to their current year's grade level performance) show that in both years, the total percentage of students who were considered as having passed the tests (i.e., performed at or above the Approaches Grade Level standard) was lower at Achieve 180 Program schools (52% and 55%, respectively) than at non-Achieve 180 schools in both years (71% and 73%, respectively), with Achieve 180 Program schools showing more improvement than non-Achieve 180 schools. Furthermore, the percentage of students who performed at the highest two performance levels, "Meets" and "Masters" grade level standards, increased in Reading for students at non-Achieve 180 schools (from 44% to 46%, increasing two percentage points) and for students at Achieve 180 Program schools overall (from 23% and 26%, increasing three percentage points). Consequently, the reading performance gap of about 20 percentage points between non-Achieve 180 and Achieve 180 Program students decreased one percentage point from 2017–2018 to 2018–2019.

Similar, slightly better trends were witnessed from the cohort analyses of the STAAR 3–8 Mathematics tests. The total percentage of students who were considered as having passed the tests (i.e., performed at or above Approaches Grade Level) was lower for students at Achieve 180 Program schools (57% and 61%, respectively) than for students at non-Achieve 180 schools, in both years (77% and 78%, respectively), with Achieve 180 Program students showing more improvement than the non-Achieve 180 students, decreasing the 20 percentage-point reading performance gap between non-Achieve 180 and Achieve 180 Program

students by three percentage point from 2017–2018 to 2018–2019. Even with these advancements, about 48 percent in 2018 and 45 percent in 2019 of the Achieve 180 Program students in Reading did not meet grade level STAAR performance standards, and 43 percent in 2018 and 39 percent in 2019 of Achieve 180 Program students in Mathematics did not meet grade level STAAR performance standards.

STAAR EOC

Results of 2016–2017 through 2018–2019 non-Achieve 180 and Achieve 180 Program students' performance on STAAR End-of-Course (EOC) tests in Algebra I, Biology, English I, English II, and US History showed the 2019 performance gap between Achieve 180 Program students and their non-Achieve 180 peers was smaller than the 2017 performance gap in each subject assessed for students who met or exceeded STAAR EOC Approaches passing standards, with improvements ranging from five percentage-points in English I to 13 percentage-points in Algebra I. Gap reductions were also achieved at both the Meets and Masters performance levels in Algebra I and US History from 2017 to 2019. Across subjects and student groups, larger percentages of non-Achieve 180 than Achieve 180 Program students met or exceeded the STAAR EOC Approaches Grade Level standard on all EOC tests assessed for this report.

When compared to non-Achieve 180 students, Achieve 180 Program students within each race/ethnicity group made comparable or larger improvements in the percentages of students who met or exceeded the Approaches Grade Level STAAR EOC passing standard in each subject assessed (Algebra I, Biology, English I, English II, and US History), from 2017 to 2019, except White students on Algebra I and Asian/Pacific Islander students on Biology tests. In addition, gap reductions between non-Achieve 180 and Achieve 180 Program students were observed for English Learners and Economically Disadvantaged students who performed at or above the Approaches and Meets Grade Level Standards on all exams assessed and for students with disabilities at or above the Approaches Grade Level Standards on all exams assessed except English II. Further, Achieve 180 Program gap reductions between Asian Pacific/Islander and African American or Hispanic students (on Algebra I and Biology tests) and between White and African American or Hispanic students (on all tests assessed) were larger than the gap reductions made by the same non-Achieve 180 student groups on the same tests. Nonetheless, in 2019, non-Achieve 180 students met or exceeded the STAAR EOC Approaches Grade Level standards at higher rates than the proportions of Achieve 180 Program students who met or exceeded the same standard on the same tests, with rates that ranged from three percentage-points higher in US History to 16 percentage-points higher in English I.

STAAR 3–8 and STAAR EOC

In addition, 2017–2018 and 2018–2019 STAAR 3–8 Reading and Mathematics and STAAR EOC Algebra I, English I, and English II results for All Students and students by demographic groups showed, generally, passing rates at or above the Approaches Grade Level performance standard were lower for African American students, English Learners (except grades 3–5 Mathematics), Students with Disabilities, and Economically Disadvantaged students (except 2018–2019 grades 3–5 Mathematics and 2017–2018 EOC in Algebra I) than the passing rates at or above the Approaches Grade Level standard for All Students. Only the Hispanic students' passing rates on 2017–2018 and 2018–2019 grades 6–8 STAAR Reading, 2017–2018 EOC exams in Algebra I and English II, and 2018–2019 EOC exams in English II were lower than the passing rates at or above the Approaches Grade Level standard for All Students.

Ultimately, while Achieve 180 Program STAAR 3–8 and STAAR EOC failing rates in all language arts and mathematics assessments were higher than failing rates for non-Achieve 180 students, generally, and the performance gaps between these groups are reducing, both groups' rates of failure are too high considering the clear expectation for all HISD students to succeed on these high-stakes assessments. Failure rates for All Students in 2018–2019 that ranged from 25 percent (non-Achieve 180 STAAR Algebra I EOC) to 60

percent (Achieve 180 Program STAAR English I EOC) on state-mandated assessments which are required for high school graduation seem incompatible with the Mission, Vision, Beliefs and Goals of the HISD Board of Education (Board) which are fundamentally compatible with the Achieve 180 Program Theory of Action, Plan of Action, Six Pillars of School Improvement, Pillar Explanations, Focus Areas and Goals (2017–2018 Achieve 180 Program Part A report, Appendix B, Table B-1, p. 85–91) which proport the prospect of having "…every student graduate[s] with the tools to reach their full potential." This summary of the results for STAAR 3–8 Reading and Mathematics and STAAR EOC Algebra I, English I, and English II assessments underscores the findings for the Renaissance 360, Universal Screener and highlights concerns regarding the need for equitable and effective supports to further boost the fundamental learning and academic achievement, specifically, of all HISD students, as well as their learning and achievement in all content areas, particularly for students at Achieve 180 Program schools. Increased oversight of formative assessments and instructional interventions (including those based on the Universal Screener) is warranted, with heightened attention focused on the effectiveness of the assessments and the subsequent, targeted interventions designed to target knowledge deficits and enhance student learning and achievement for students districtwide, with attention special toward to address the unique needs of the students at Achieve 180 Program schools, particularly for American students, English Learners, Students with Disabilities, Economically Disadvantaged students, and Hispanic students (particularly) in language arts.

For the increased success districtwide, preparation for successful STAAR and STAAR EOC performance may require additional attention to (1) students' needs for support through wraparound and other student support services, (2) improved use of results from STAAR/STAAR EOC item analyses, and (3) accessible, instructionally-integrated formative assessments to ensure that differentiated instructional practices and supports are ongoing and targeted to effectively address knowledge gaps and improve student learning as well as address barriers to student learning, particularly for students at Achieve 180 Program schools.

Accountability Ratings

Since the onset of the Achieve 180 Program in 2017–2018, the total number of HISD campuses that have received TEA School Accountability Ratings of Improvement Required (IR), F or Not Rated: Harvey Provision ratings has decreased each year, going from 27 schools in 2016–2017 (baseline year) to 23 schools in 2017–2018 (baseline year), to 21 schools in 2018–2019 (Year 2). For Achieve 180 Program schools, from at the end of 2016–2017 (baseline year) to the end of 2017–2018 (Year 1), the percentage of schools that had received a Met Standard/A, B, C, or D TEA School Accountability rating increased 36 percentage points from 39 percent (17 schools of 44 schools) to 75 percent (33 of 44 schools). The percentage increased another six percentage points from 75 percent (33 of 44 schools) at the end of 2017–2018 (Year 1) to 81 percent (43 of 53 schools) at the end of 2018–2019 (Year 2), for a total increase of 42 percentage points, from at the end of the Baseline year to the at the end of Year 2.

The performance gap in "Overall" Domain mean scaled scores between non-Achieve 180 campuses and Achieve 180 Program campuses decreased from 16 percentage points in 2018 to 13 percentage points in 2019. The performance gap between non-Achieve 180 and Achieve 180 Program campuses in mean scaled scores were reduced in each Domain, from 2018 to 2019, with the largest gap in Domain 3-Closing Gaps being reduced by five percentage points (from 19 to 14 percentage points). The gaps in the other two domains were reduced by three percentage points, from 2018 to 2019, including Domain 1-Student Achievement (from 18 to 15 percentage points) and Domain 2-School Progress (from 13 to 10 percentage points). Tier 3 and Tier 2 made the most progress in Overall scores and in each Domain, with their Overall Domain scores increasing (6 percentage points and 8 percentage points, respectively). In contrast, Tier 1A showed a two percentage-point decline. The percentage of Achieve 180 Program schools with scale scores of less than 60 percent (which produce F ratings) decreased from 10 to 29 percentage points, from 2018 to

2019, in Overall scores and scores in each Domain, which reduced the performance gap between non-Achieve 180 and Achieve 180 Program schools in each category.

Board and Program Goals

Based on the *2018–2019 Board Goals and Constraints Report*, the district met four or 57 percent out of its seven Goals/Constraints v. the 80 percent (four-fifths) required for a "Met" rating in Overall Performance during the 2018–2019 school year. The district met two of its three goals (Goal 1 and Goal 2), but, did not meet Goal 3. Having met 66 percent of its goals is movement in the right direction. However, as indicated by the performance gaps between Achieve 180 Program and non-Achieve 180 students' performance on all STAAR assessments, Goal 3 addresses the lack of much-needed growth for greater proportions of Achieve 180 Program students than their peers.

For **Goal 1,** the district increased its percentage of students performing at or above the Meets Grade Level Standard on the STAAR 3–8 Reading and Writing exams as well as on STAAR English I and English II End-of-Course (EOC) exams by one percentage point, but, remained two percentage points below the goal. However, since the district met or exceeded at least two-thirds of Goal 1's progress measures, Lone Star Governance considers Goal 1 met. For **Goal 2**, the district-calculated postsecondary readiness indicator (a lagging indicator), Global Graduates, exceeded the 2018 goal of 55 by five points, with 60 points, an A under the Texas accountability system. **Goal 3**, the percentage of students who performed below the Approaches Grade Level Standard, in the prior year, and showed at least one academic year's growth, in the following year, on either the STAAR 3–8 Reading or Mathematics tests or the STAAR EOC English I or Algebra I exams decreased three percentage points from 64 percent in 2018 to 61 percent in 2019, which was two percentage points below the 2019 goal of 63 percent. Therefore, the district did not meet Goal 3 in 2019.

Conclusion

This report addresses progress made toward program objectives and goals, including changes in summative program outcomes for Achieve 180 Program schools, principals and school leaders, teachers, students, and students' parents and families in alignment with program components included in the 2017–2018 (Year 1) and 2018–2019 (Year 2) program. The more comprehensive measures of educator and student success included in this report (such as TEA's Accountability Ratings and the HISD Board of Education and Achieve 180 Program Goals) bring together and illuminate outcomes from summative measures included in this report (such as teacher and student attendance, disciplinary actions, promotion rates, AP performance, STAAR/STAAR EOC performance, etc.) that are to be impacted by the actual targets of the multifaceted endeavors of the Achieve 180 Program interventions to increase Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design and Social and Emotional Learning Support (including the district's and schools' responsiveness to individual student voices, experiences, and needs), and Family and Community Empowerment. Through these targets, the Achieve 180 Program expects to improve schools, improve student learning, and increase student achievement. The extent to which the Achieve 180 Program made progress toward or reached its targets in 2018–2019 is reflected in the identified comprehensive measures reviewed in this report, which indicate some positive findings, which are highlighted in this discussion along with some of the continued challenges.

The improvements being made from 2016–2017 (baseline year) to 2018–2019 (Year 2) by the Achieve 180 Program are apparent in areas such as in staffing priorities to address ongoing vacancies, Tier 3 and Tier 1A percentages of schools with school leaders rated Effective or Highly Effective from 2016–2017 to 2018–2019, retention of principals at schools with school leaders rated Effective or Highly Effective, teacher attendance rates, monetary investments in stipends/incentives for teachers, retention of Effective/Highly Effective teachers who received stipends/incentives, the total percentages of students who needed

intervention and percentage of students who tested At/Above Benchmark from BOY to EOY on the Universal Screener, the percentage of students who took a coherent sequence of CTE courses, the number of students tested on Advanced Placement (AP) exams, the number of AP exams taken, the percentage of AP exams on which students scored three or higher, in-school suspensions, out-ot-school suspensions in Tier 3 and Tier 1A, percentage of Class of 2018 four-year graduates receiving Recommended or Higher diploma types, Class of 2018 four-year college enrollees, certified Family Friendly School schools, and parent/family participation limitations of poor health or disability and access online information or notifications. The positive findings for the Achieve 180 Program exist within the context of long-standing deficits, and both the positive results and the challenges point us towards areas that necessitate sustained, favorable change, if the Achieve 180 Program students and communities are to be successful in the longer term.

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Appendix A: Achieve 180 Logic Model and Evaluation Methods

Figure A-1. 2018–2019 Achieve 180 Program Logic Model

ACHIEVE180
Logic Model

Achieve 180 is a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. Best practices from successful school turnaround initiatives, including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff are incorporated into the plan. Now in its second year, Achieve 180 is building upon the successes and lessons learned to systematically improve student achievement.

Activities	If we do these activities, they will lead to these outcomes.	Outcomes	This leads to…	Long-term goals
- Leadership Professional Learning Communities - Demonstration School Pairing - Incentives - Data Analysis Framework - COP Visits - Campus Culture		- Effective Principal - Leadership retention - Collaborative School Support - Effective model to communicate state of school		- Leaders being supported, developed and challenged to grow - Improved central office supports and collaboration
- New Teacher Coach - Teacher Development Specialists - Model Classrooms - Incentives - Dedicated Associate Teachers		- Effective Teachers - Staff Retention - No Loss of Instruction Due to Teacher absences		- Increased teacher effectiveness - Increased teacher retention - Ensuring equity for all students
- Literacy PD - Formative Assessments - Data Protocols - Instructional Coaching - Reading Specialist - Librarian		- Literacy Growth - Curriculum Implementation and Instructional Delivery - High Quality PD - Access to Library & Librarian		- Equipping students for success after graduation - Closing gaps between historically underserved schools and high performing schools
- Master Schedule to meet all needs - Extended Day PD - Interventions - IAT Team - Online Learning Supports - College Readiness Supports		- Increased student achievement - Planning effective lessons for all students - Differentiated and Personalized Instruction - Effective Intervention - Post-secondary Opportunities		- Students becoming critical thinkers and problem solvers - Teaching and learning that is active and cooperative
- Wraparound Specialist - Schoolwide Behavior Support System - Community Events - Cultural Proficiency PD - Nurse & Counselor		- Access wraparound services - Teaching the Whole Child - Feeder Pattern Connections - Global Graduate - Access to Nurse & Counselor		- Students being equipped with the skills, supports, and resources to be successful
- FACE Specialist - Parent University - Family and Community Events		- Family Friendly Schools - Two-way Communication - Feeder Pattern Connections		- Removing Non-Academic Barriers - Increased Parent Advocacy - Encouraging two-way communication from home to school

Source: Achieve 180 Program Administration, 2018–2019

Evaluation Methods

Evaluation methods, including data sources, data collection strategies, and data limitations, are provided in this section. Unless otherwise specified, results are presented for the same 53 2018–2019 Achieve 180 Program schools for one year prior to the program's onset in 2016–2017 (baseline) and since the program's onset in 2017−2018 (Year 1) and 2018–2019 (Year 2). Therefore, Achieve 180 Program and non-Achieve 180 results in this report will differ from results for these groups in prior reports. Data for 2016–2017 (baseline) school year are presented along with 2017–2018 (Year 1) and 2018–2019 (Year 2) outcomes to show pre-program results for the district and campuses by their 2018–2019 non-Achieve 180 and Achieve 180 Program affiliation. In tables in the Appendices that list participating schools, new Achieve 180 Program participants in 2018–2019 are identified with an asterisks (*) and schools that were not a Teacher and School Leader (TSL) Grant participant are identified with a caret (^). Achieve 180 Program results or lagging indicators of outcomes that become available in the following academic year, 2016–2017 and/or 2017–2018 results are presented in lieu of 2018–2019 lagging indicators, which will become available in 2019–2020. Data for 2019–2020 included only Beginning-of-Year (BOY) principal and teacher staffing results. To protect participants' anonymity, results for fewer than five are masked in this report.

Data Collection

The list of participating 2018–2019 Achieve 180 Program schools was compiled by district and Achieve 180 Program administrators. The 2018–2019 Achieve 180 Program Logic Model was developed by its program administrators. The Achieve 180 Program Budget and Expenditure Report for both General Budget funds and federal Title I funds (combined) was provided by the HISD Budget and Financial Planning Department on September 26, 2019. The budget report for the Achieve 180 Program's federal Title I funds was provided by HISD's External Funding administrators on September 11, 2019 and both budgets were presented to the Achieve 180 Schools Director for review. The 2018–2019 Achieve 180 Program Budget ($32,623,282) and Expenditures ($26,564,169) assigned to HISD's Chief Academic Officer, HISD's Recruitment and Selection, the Achieve 180 Schools Office, and Achieve 180 Program schools are included. Also, the 2017–2018 Achieve 180 Program Budget ($22,972,407) and Expenditures ($19,766,867) assigned to HISD's Chief Academic Officer, HISD's Recruitment and Selection, and Achieve 180 Program schools are included. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school.

District, school, and 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 eligibility criterion of greater than zero for the respective year were included in district enrollment counts.

Feeder pattern data were obtained using 2016–2017, 2017–2018, and 2018–2019 Chancery SMS data tables and 2016–2017, 2017–2018, and 2018–2019 PEIMS Fall resubmission snapshot data. Based on HISD demographer definitions, students who were zoned to a school (i.e., ES, MS, or HS) had no other school at that same school level (i.e., ES, MS, or HS) within their feeder pattern. Therefore, HISD students who attended an HISD school that was not their zoned school did not remain within their feeder pattern. The percentages of HISD students who remained in their feeder patterns are based on the number of students who were zoned to HISD schools divided by the number of students who attended an HISD school to which they were zoned. Of the 53 2018–2019 Achieve 180 Program schools, three non-zoned schools were High School Ahead MS (Tier 2), Liberty HS (Tier 1A), and Texas Connections 3–12 (Tier 1A).

HISD School Leader Scorecard ratings were presented for 2016–2017, 2017–2018, and 2018–2019. The School Leader Scorecard rating is one of two components used in the School Leader Appraisal System (SLAS). A School Leader Scorecard rating is specific to a campus and is included as a component of a school leader's SLAS summative rating if the school leader was in their current position at the campus from September 1 through the last day of school for students. The School Leader Scorecard rating reflects the campus performance level based on multiple metrics and is school-level specific (i.e., elementary, middle, high, kindergarten-grade 8, and grades 6–12). School Leader Scorecard composite performance levels are rated as: Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49). For comparisons across years in this report, only the School Leader Scorecard ratings are presented. This report does not include the Coaching and Feedback ratings of the SLAS, which was made available beginning in the 2018–2019 school year. Data are not available for Texas Connections Academy Houston (TCAH), a virtual, online charter school in Tier 1A. Percentages are rounded to the nearest whole number and are based on the total number of schools with School Leader Scorecard ratings or the total number of schools within the rating level. Due to differences in the underlying performance indicators used to calculate School Leader Scorecard ratings, comparisons of ratings across years should be made with caution. Please refer to the School Leader Scorecard Indicator Methodology for details regarding performance indicators used to calculate School Leader Scorecard Ratings, Coaching and Development ratings, and SLAS summative ratings.

Principal and teacher staffing and retention results were determined using staffing reports for the 2016–2017 2017–2018 and 2018–2019 school years provided by HISD's Human Resources department based on the following dates for within year retention: Beginning-of-Year (BOY), October 24, 2016, October 30, 2017, and October 25, 2018; Middle-of-Year (MOY), January 30, 2017, January 29, 2018, and January 28, 2019; and End-of-Year (EOY), May 26, 2017, June 4, 2018, and June 3, 2019. For EOY to BOY retention, staffing reports for the following dates were used: (EOY), May 26, 2017, June 4, 2018, and June 3, 2019 and Beginning-of-Year (BOY), October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020. Job titles for regular campus principals included: Principal, Principal Elementary School, Principal Middle School, Principal High School, Principal HS, Principal ES/MS, and Principal Hrly. Principals with Substitute Principal and Hourly Principal titles were not included. One regular principal per campus was identified using the aforementioned staffing reports and confirmed , as needed, using the Campus Information List for the following dates: Beginning-of-Year (BOY), October 31, 2016, October 23, 2017, October 29, 2018 and October 25, 2019 (for 2018–2019), and October 28, 2019 (for 2019–2020) Middle-of-Year (MOY), February 01, 2018; and End-of-Year (EOY), April 30, 2018 and June 4, 2019. Principals with job title(s) of substitute or hourly principal were not included. School Leader Scorecard ratings were rounded to the nearest whole number. Within- the-year principal continuity/retention percentages were based on principal counts at BOY, divided by the total number of campus principal counts for the same principals at EOY each year. Year-to-year principal continuity/retention by School Leader Scorecard rating percentages were based on principal counts within each Scorecard rating performance level for principals retained from EOY to BOY of the following year, divided by the total number of campus school leaders within each respective performance level for the school year.

In 2016–2017 and 2017–2018, part-time and full-time teachers were identified using the HISD Human Resources (HR) SAP database. Included were (1) job function of TCH, TEL, TPK, or TSC and (2) salary plan of AT, AE, CHS, RT, VT, RO1 or RO5. In 2018–2019, principals and school leaders assigned teachers to the Teacher Appraisal and Development System Feedback and Development (F&D) Tool to receive a TADS rating. A teacher was eligible for appraisal if s/he was present for the beginning of the school year until the end of April of each academic year. Teachers may not have been rated due to late hiring, job title changes, incorrect job titles in SAP, or split roles that required teachers to teach students less than 50

percent of the instructional day. For each year, the cumulative, unduplicated number of teachers in the district was calculated using teacher rosters from throughout each school year. This number was used as the denominator to determine the proportion of teachers for whom Teacher Appraisal and Development System (TADS) summative ratings were given.

In this report, aggregate Teacher Appraisal and Development System (TADS) summative ratings are presented for 2016–2017, 2017–2018, and 2018–2019 teachers. No data were provided for Texas Connections Academy Houston (Achieve 180 Program, Tier 1A). Appraisal ratings were extracted from the TADS Feedback & Development (F&D) Tool, which is used by teachers, appraisers, principals, and district officials to track appraisal activity. Multiple HR rosters were used to ensure the inclusion of all 2016–2017, 2017–2018, and 2018–2019 teachers who were full-time and eligible to receive an appraisal during the respective year. The teachers' campuses identified in HR Rosters associated with the TADS ratings were utilized. If a teacher changed campuses during the school year, the last campus for the teacher was used. Percentages were based on the number of teachers with a summative rating.

Teachers' TADS summative ratings are intended to measure effectiveness in the classroom. TADS summative ratings of 2.50 or higher are used to identify the performance of 'Effective' (2.50–3.49) or 'Highly Effective' (3.50–4.00). In 2016–2017, for most teachers, ratings for Instructional Practice (IP) and Professional Expectations (PR) components were included in teachers' summative ratings; the Student Performance (SP) component (when available) was included in the summative rating calculations of teachers assigned to Teacher Incentive Fund Year 4 (TIF4) campuses. In 2017–2018, ratings for IP and PR components were included in teachers' summative ratings. In 2018–2019, ratings for IP, PR, and SP (if available) components were included in teachers' summative ratings. Camp Forest Glen, Camp Olympia, DAEP Secondary, East Regional Office, Harper DAEP, Hattie Mae White, and RDSPD staff are excluded in the TADS system.

Expenditures for 2016−2017, 2017−2018, and 2018−2019 stipends and/or incentives (extra pay) paid to HISD school leaders and teachers were obtained from the Human Resources Information System (HRIS) Teacher Stipend data file for each year, which included Special Education, Recruitment, Critical Shortage, Bilingual data for each identified year. Achieve 180 Program Fall 2017 and Spring 2018 stipend and incentive data provided by the Compensation Department were included in the 2018−2019 Teacher Stipend data obtained from HRIS. No Achieve 180 Program stipends and incentives were paid in 2016−2017 (baseline year). Each year, the total number of HISD teachers who received stipends exceeds the combined total of non-Achieve 180 and Achieve 180 Program teachers because the HISD total includes non-campus teachers to whom stipends were paid in the respective years (n=76 teachers in 2016−2017, 45 teachers in 2017−2018, and 50 teachers in 2018−2019). The total amount of stipends paid to non-Achieve 180 and Achieve 180 Program teachers do not equal the amount of stipends paid to HISD teachers due to the inclusion of non-campus teachers in the HISD total: $$162,735.00 in 2016−2017, $52,223.45 in 2017−2018, and $74,684.44 in 2018−2019.The number of campuses to which school leader stipend/incentive recipients were assigned and the amount of stipends paid to them are also provided.

Teacher attendance data were retrieved from district Human Resources Information System (HRIS) databases for 2016–2017, 2017–2018, and 2018–2019. Districtwide, data were not available for nine 2016–2017 charter or alternative instruction campuses and 14 2017–2018 charter or alternative instruction campuses, including Texas Connections Academy Houston (TCAH), a virtual, online school in the Achieve 180 Program's Tier 1A. Five non-Achieve 180 campuses had teacher attendance data available for the 2017–2018 school year that did not have data available for the 2016–2017 school year. The attendance rate is the ratio of teachers' hours present to the total number of teacher hours present plus hours absent (both

compliance, such as for professional development during school hours, and requested, such as for illness) for the respective school year. N/A indicates that the attendance rate data were not reported.

Student attendance data were retrieved from district PEIMS Fall Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018 and 2018–2019. The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades and all schools that attended in the Grading Cycles are included in the calculations. The latter criterion was not used in calculations for this report in Year 1. Therefore, comparisons to prior Achieve 180 Program reports should be made with caution.

The number of disciplinary actions per 100 students are presented for in-school suspensions (ISS), out-of-school suspensions (OSS), Disciplinary Alternative Education Program (DAEP) referrals, and Texas Juvenile Justice Alternative Education Program (JJAEP) system expulsions for all HISD students and by their non-Achieve 180 and Achieve 180 Program affiliation for 2016–2017 through 2018–2019. For each year, the underrepresentation, overrepresentation, or equal representation of each student group (including race/ethnicity, economically disadvantaged, English learners, and special education students/students with disabilities) was indicated by the percentage-point difference between the student demographic group's enrollment (i.e., student group's percentage of the total enrollment) and the percentage of the disciplinary actions associated with each demographic group.

2016–2017, 2017–2018 and 2018–2019 promotion data were retrieved for grades 1–8 from various sources. For 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot; For 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, "PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot; For 2018–2019 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2017-18_092518"; PEIMS ADA unduplicated file, "PEIMS1718ada_rc=228329 w phc lep instruct set"; 2018 PEIMS Fall Snapshot.

Four-year graduation data for the Class of 2017 and Class of 2018 were retrieved from "TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report," on August 6, 2018 and "TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report," on June 6, 2019. The data included Status (Graduated, Continued H.S., Received GED, and Dropped Out), Race/Ethnicity, Economically disadvantaged, Ever ELL in HS (for EL), Special Education (for SWD), and Diploma Program (ADV, FDLA, and REC). Five-year graduation data for the Class of 2016 and Class of 2017 were retrieved from "TEA Confidential Class of 2016 Five-Year Longitudinal Summary Report," updated on August 6, 2018; "TEA Confidential Class of 2017 Five-Year Longitudinal Summary Report," updated on June 6, 2019, using Status (Graduated, Continued H.S., Received GED/TxCHSE, and Dropped Out), Race/Ethnicity, Economically Disadvantaged, Ever ELL in HS (for EL), Special Education (for SWD), and Diploma Program (ADV, FEND, FDLA, and REC).

Data for HISD high school graduates' enrollment into four-year and two-year college institutions was obtained from the National Student Clearinghouse Data File, August 20, 2019. Presented is the number of Class of 2017 and Class of 2018 graduates, total percentage of graduates enrolled in colleges within one year of high school completion, number and percentage of graduates enrolled in two-year colleges, and number and percentage of graduates enrolled in four-year colleges.

In Fall of the 2017–2018 school year, HISD began using a universal screener, Renaissance 360, to assess kindergarten through grade 12 student learning needs and performance in early literacy, reading, and mathematics. Districtwide efforts were made to encourage full student participation on this screener in 2017–

2018. However, participation was highly influenced in 2018–2019 due to administrative changes from prior years in which tests high school students were assigned to take depending on the courses they had completed. This greatly complicated administrative capacity to accurately calculate student participation rates.   Therefore, annual participation results for students are not included in this analysis. Students tested on English and Spanish language versions of the Early Literacy, Reading, and Mathematics tests within the official district testing windows for BOY (August 27–October 3, 2018) and EOY (May 1–31, 2019) were included in the results. The latest score achieved by each student in each subject in each testing window was used in the analysis. Performance counts may be duplicated to include the latest score results for tests taken by a student in either one or both languages, English and Spanish. Percentages are rounded to the whole number. Student-level data were obtained using Renaissance 360 Beginning-of-Year (BOY) and End-of-Year (EOY) student data files on July 9, 2019.

Renaissance 360 results were categorized based on student performance by percentile rank to indicate a student's need for instructional intervention. Cut-points for the levels of need for intervention included: Urgent Intervention (below 10th percentile rank), Intervention (10th–24th percentile rank), On Watch (25th–39th percentile rank), and At/Above Benchmark (40th or higher percentile rank). Percentages were rounded to the whole number.

Student enrollments in Career and Technical Education (CTE) courses were extracted from 2016, 2017, and 2018 PEIMS Fall resubmission files. Counts for 2016–2017 and 2017–2018 were confirmed using the district's annual CTE report for the 2018–2019 school year (i.e., Houston Independent School District, *Career and Technical Education Report, 2018–2019).* Grades 6–12 students with PEIMS Fall Average Daily Attendance (ADA) >0 were included. Course completion data were compiled using TEA's Section 4 C022 to identify CTE course completion codes for 2016–2017, 2017–2018, and 2018–2019 (Completion Codes TEA, 2017, 2018, 2019) and PEIMS Fall and PEIMS 412 Completion, 2016–2017, 2017–2018, and 2018–2019. The 2017–2018 and 2018–2019 CTE certification data were extracted from HISD Chancery Ad Hoc package using the IBM Cognos on January 15, 2020 (pass/fail exam codes) and on February 20, 2020 (certifications by type), resulting in some differences between the number of students tested and passing exams the industry-based certifications. All certification types received by HISD students included in the file were presented, with asterisks to identify those listed among the 73 TEA-approved College, Career, and Military Readiness Industry-based Certifications for 2018–2019 presented in the aggregated results by certification type. CTE data for this report are grouped based on HISD totals and non-Achieve 180 and Achieve 180 Program affiliation. Results are masked for fewer than five students and may differ from other reports due to differences in the dates the data were extracted from IBM Cognos.

Data sources used for Advanced Placement (AP) examinations taken by high school students, annually in May, were College Board Reports, AP Online Score Reports, and College Board (electronic) data files based on the time of the data extract. AP examination data in the form of electronic files for 2016–2017, 2017–2018, and 2018–2019 were extracted from the 2017, 2018, and 2019 College Board AP electronic data files, retrieved on August 14, 2017, for 2017 data, August 29, 2018, for 2018 data, and on September 11, 2019, for 2019 data. The HISD *2017 Advanced Placement (AP) Results* report was also used for 2017 results. Data presented display a duplicated count of exams taken by HISD students in 2017 and 2018. AP Exams were counted if they had received a score at the time of data retrieval. Any AP Exam without a corresponding score was excluded from analysis. Exams scored 3 or higher included exams scored of 3, 4, or 5.

The PSAT college readiness examination outcomes are lagging indicators that become available in the following academic year. Therefore, fall 2017 results for 2017–2018 results are presented as the baseline measure and fall 2018 results for 2018–2019 represent first-year program outcomes for this assessment.

PSAT results were retrieved from the Fall Scores for HISD for the respective years using PSAT/NMSQT Data file, 2016; PSAT/NMSQT Data file, 2017; and PSAT/NMSQT Data file, 2018. Grade 11 enrollment information was retrieved from Chancery files in mid- to late-October of the respective year. The PSAT test was redesigned in 2015–2016, when the subject tests become Evidence-based Reading and Writing (ERW) and Math. Comparisons of scores from prior years must be made with caution. For more information, please see the HISD Research and Accountability PSAT report for 2015–2016 and the PSAT 8/9 & PSAT/NMSQT reports for Fall 2016 and Fall 2017. For each year assessed, benchmark/criterion scores were ERW-460 and Mathematics-510.

The SAT college admissions examination outcomes are lagging indicators that become available in the following academic year. Therefore, the Class of 2017 results for 2016–2017 are presented as a baseline measure and the Class of 2018 results for 2017–2018 are Year 1 results. Year 2 results for 2018–2019 will become available in 2019–2020. SAT scores were taken from the SAT Suite of Assessments. The SAT was redesigned to include the subject tests listed for PSAT in the same year. SAT School-Day results are not reported separately. For more information, please see the HISD Research and Accountability SAT Results reports for the Class of 2017 and Class of 2018. Graduating Class enrollment information was retrieved from PEIMS Fall files of the respective school year. SAT results were retrieved from the College Board data file, 2017 and College Board data file, 2018. For 2017 and 2018, benchmark/criterion scores were ERW-480 and Mathematics-530.

The ACT college admissions examination outcomes are lagging indicators that become available in the following academic year. Therefore, results for the Class of 2017 are presented as a baseline measure and the Class of 2018 results are Year 1 results. Year 2 results for 2018–2019 will become available in 2019–2020. ACT scores were retrieved from ACT data files for the respective years. For more information, please see the HISD Research and Accountability ACT Profile reports for the Class of 2017 and Class of 2018. Grade 12 enrollment information was retrieved from PEIMS Fall of the respective school year. ACT results were retrieved from the ACT data file, 2017 and ACT data file, 2018. For each year assessed, benchmark/criterion scores were 18 (English), 22 (Mathematics and Reading), and 23 (Science). Met four criteria means the student met each of the individual criterion for the four exams.

Verification of the HISD Title I schools and student counts were accomplished by obtaining both the Campus Information List (CIL) from the HISD SharePoint site (December 2018) and the 2018–2019 HISD Title I, Part A Campus List provided by the HISD External Funding Department. Active student enrollment data collected in Chancery data files corresponded with cumulative parent and family engagement data which was coded throughout the school year by campus staff. However, while family engagement data entry into Chancery improved over time for most campuses, some campuses provided limited to no updated information throughout the year. Data to determine HISD Title I, Part A, Parent and Family Member Engagement at Title I schools were obtained from Chancery files for Fall PEIMS students in Title I, Part A schools who had an ADA of greater than zero and who were coded in PEIMS with a Title I code "6" or "7". Campus active student enrollment counts were based on students enrolled at the Fall PEIMS snapshot date and active student enrollment on June 20, 2019. Participation percentages were based on the number of parents/family members who participated in seven categories of engagement (Individual and School Compact, Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer) and overall engagement (which included participation in any category except Individual and School Compact) divided by the campus enrollment. An end-of-year file was obtained from Chancery data files to report the number of students whose parents were involved in these activities. However, the Chancery data did not indicate the extent of parent and family member engagement (i.e., number of activities) within an activity area. The HISD Title I, Part A, parent and family member engagement rates were calculated differently in 2018–2019 than in prior

years. Therefore, only results for the 2018–2019 school year are presented and are not comparable to prior years' results based on a previous strategy.

The HISD Title I, Part A, Parent and Family Engagement Survey (Title I Survey) results for items concerning school factors/school climate, barriers to parent/family participation in school activities, and ways to improve school support to children learning at home are presented in this report. Surveys were created in three languages: English, Spanish, and Vietnamese. In 2017–2018, a new version of a previous Title I parent involvement survey was piloted. In 2018–2019, the Title I Survey was announced via an HISD Academic Memo and was administered via online or hard-copy versions of the survey, officially, from April 1, 2019 through May 17, 2019. Parents and guardians were asked to complete one survey for each Title I school their children attended. All 253 Title I, Part A HISD campuses as of the spring of 2019 were invited to participate in the 2018–2019 survey. This included all 53 2018–2019 Achieve 180 Program schools and 200 non-Achieve 180 Title 1 schools. A total of 236 out of 253 (93.3%) of HISD's Title I schools had at least one parent/family member participate in the survey. This included 189 (94.5%) of the 200 non-Achieve 180 Title 1 schools and 47 (88.7%) of the 53 Achieve 180 Program schools, which were all Title I schools. No results were available for Attucks Middle School (Tier 2), Blackshear (Tier 3), Dogan Elementary School (Tier 3), Foerster (Tier 2), Marshall Elementary School (Tier 1B), and Wesley Elementary School (Tier 3). In 2018–2019, response options for the Title I Survey item regarding barriers parents encounter to their participation at their child's Title I school (Question 6) were expanded to include: "Not interested in participating." and "Not comfortable participating at this school." Some campuses submitted surveys beyond the official administration end date. Survey notifications, links, and reminders were provided to campus principals for distribution, placed on the district's website and on the website of each Title I campus. Complete results of the survey may be found here. To protect respondents' anonymity, results for fewer than five respondents per campus were not reported.

Beginning in 2018, the Texas Education Agency (TEA) accountability system's performance framework was changed from four indexes to consists of three domains. Detailed information on each of the three domains, including construction of the domains, scoring tables, minimum size requirements and exclusions can be found in TEA's 2018 and 2019 Accountability Manuals. The three domains are:

Domain 1 – Student Achievement: Evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

Domain 2 – School Progress: Measures district and campus outcomes in (1) the number of students that grew at least one year academically (or are on track) as measured by STAAR results and (2) the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Domain 3 – Closing the Gaps: Uses disaggregated data to demonstrate differences between students of different racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain and the domain's construction align the state accountability system with the federal Every Student Succeeds Act (ESSA).

This report utilizes scale scores as provided by the Texas Education Agency (TEA) Confidential Preliminary Ratings File, August 14, 2019. Raw scores in each domain had been converted to a consistent scale and weighted to give campuses and districts an overall rating. To calculate Achieve 180 Program and non-Achieve 180 mean scale scores for each domain and overall, the total of the mean scale scores was divided by the number of schools. District scale scores are presented, but are not compared to Achieve 180 Program scale scores due to the difference in calculations between district scale scores and the aggregation of the campus scale scores because the district score includes high school components (namely CCMR) and weights, which means STAAR scores have a more limited impact on district results than their impact on

individual campuses, which are mostly elementary and middle schools. In 2017–2018, TEA released ratings for school districts under this new A–F system, while schools continued to receive Met Standard or Improvement Required ratings under this new system. To receive an A–D rating, districts must have had an overall rating calculation of at least 60 with 70 percent of the overall calculation coming from the better outcome of the Student Achievement and School Progress domains and 30 percent of the calculation coming from the Closing the Gaps domain. In addition, if a campus or district receives less than a scaled score of 60 in three of the four areas (Domain 1, 2A, 2B, or 3), then the highest overall scaled score possible is 59. The overall 2017–2018 ratings are based on the following scaled score targets: 0–59 (Improvement Required/"F" rating); 60–69 (Met Standard/"D" rating); 70–79 (Met Standard/"C" rating); 80–89 (Met Standard/"B" rating); and 90–100 (Met Standard/"A" rating). Consistent with TEA's calculations, to calculate the Achieve 180 Program's Overall mean scale score, the Overall mean scale score for Bellfort ECC's paired campus (Lewis ES) was included in the calculation. The letter grade associated with the mean scale score is presented. The mean scale score in each domain for Bellfort ECC's paired campus was not included. For more information see the HISD Research and Accountability report, "Texas Education Agency Preliminary Accountability Ratings, August 2019."

2018–2019 school year was the first year the district and its campuses received A–F District and Campus Accountability ratings from TEA. Data for assessing 2019 Accountability Ratings under the new system were retrieved from a TEA statewide accountability data file, retrieved on 8/14/2019.

The state-mandated assessment system for student academic success includes the State of Texas Assessments of Academic Readiness (STAAR) 3–8 for students in grades 3–8 and STAAR End-of-Course (EOC) assessments for students taking select high school courses. The performance levels from highest to lowest include: Masters Grade Level (mastery of the course knowledge and skills; student is on track for college and career readiness); Meets Grade Level (strong knowledge of course content; student is prepared to progress to the next grade); Approaches Grade Level (some knowledge of course content, but may be missing critical elements; student needs additional support in the coming year); and Did Not Meet Grade Level (no basic understanding of course expectations is shown; student may need significant support in the coming year) (Texas Education Agency, 2017).

Student academic achievement data were obtained using the State of Texas Assessments of Academic Readiness (STAAR) databases (TEA-ETS STAAR Student Data Files, 2017, 2018 and 2019) for STAAR 3–8 and STAAR End of Course (EOC) for students taking select high school courses. Spring 2017 through Spring 2019 STAAR and STAAR EOC grade-level tested and performance results (English and Spanish for STAAR 3–8) for all HISD students tested 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 cited in separate reports. STAAR 3–8 and STAAR EOC data include first administration results from the spring administration for Reading/English Language Arts and Mathematics for students included in the PEIMS Fall snapshots who had an average daily attendance code of greater than zero. Demographic data from the PEIMS Fall snapshots were used. Cohort analyses were conducted to determine the difference between students' grade-to-grade performance levels from 2017–2018 to 2018–2019 (for example, a student's 2017–2018 grade 3 performance level was compared with the same student's 2018–2019 grade 4 performance level) on STAAR 3–8 tests in Reading and Mathematics. Aggregated results are presented for 2018–2019 STAAR 3–8 cohort analyses. Included are all students included in the PEIMS Fall snapshots who had an average daily attendance code of greater than zero, had first administration 2017–2018 and 2018–2019 STAAR 3–8 data for two consecutive grade levels, were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration, and tested in English or Spanish were included.

An amendment to Title 19, Part II of the Texas Administrative Code (TAC) Chapter §101.3041 established the 2016 proficiency categories of 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. Students who took their first STAAR EOC exam prior to December 2015 continue being held to the phase-in 1 standard.

Data Limitations

- The Achieve 180 Program budget and expenditure data used for this report did not include Achieve 180 Program costs that were paid through departmental budgets (other than the Chief Academic Officer, Recruitment and Selection, and Achieve 180 School Office) that supported the multifaceted work carried out by many district departmental teams. For example, funding streams for much of the work of the Achieve 180 Program Administrators, Pillar Leaders (Superintendent's Cabinet), Pillar Owners (cross-functional team representatives for HISD departments), and the Area Superintendents, School Support Officers, and Directors have not been reported as a part of the Achieve 180 Program during the 2017–2018 and 2018–2019 school years. In addition, budget data presented in the 2017–2018 Achieve 180 Program Evaluation, Part B report differs from the 2017–2018 budget data presented in this report due to the addition of Federal Grants (Title I) information to the budget and expenditure data provided for this report by HISD's Budget and Financial Planning department.

- The anonymity of school leaders, teachers, students, and parents/communities is paramount in this and most studies. In some cases, protecting their identities precluded the release of classroom-level or school-level data that depict leader, teacher, or other staff responses to program interventions. Because program-level, treatment group-level, teacher/class or classroom-level, student-level and campus-level data are necessary to assess Achieve 180 Program strategies, impacts, and outcome, data were collected at each of these levels, when appropriate and available. Results of this evaluation are presented at the program level, treatment group level, and campus level, as available.

- The Achieve 180 Program initially targeted the 27 schools that received the Texas Education Agency (TEA) Campus Accountability rating of "Improvement Required" (IR) in 2016–2017 and 18 former IR schools, that had received the IR rating in 2015–2016 and the Met Standard rating in 2016–2017, after 2016–2017 (baseline) Accountability Ratings were released. Similarly, based on 2017–2018 (Year 1) TEA ratings and prior to the beginning of 2018–2019 (Year 2), five campuses that received the Not Rated: Harvey Provision and five newly rated IR schools were added to the program. Therefore, outcomes for the 18 former IR schools on 2017–2018 (Year 1) and the 10 schools rated IR or Not Rated: Harvey Provision may be impacted by some degree of delayed program planning and implementation.

- In some cases, 2018–2019 program interventions differed within treatment groups or program interventions were the same or similar across treatment groups. It is also possible that differences may have existed between the same types of supports that were provided by different area schools offices.

- Results in this report may differ from previous reports due to differences in the dates that data were extracted from source databases.

- Texas Connections Academy Houston (TCAH) is an Achieve 180 Program (Tier 1A) virtual, online school for students in grades 3–12 and the campus does not offer the same testing opportunities that other HISD campuses offer. To participate in some testing programs, TCAH students must go to a designated location, whereas other district students may, in some cases, be tested at school or may

receive supports for test participation that are not readily available to students who participate through an online platform. Therefore, test results for some measures may be lower for TCAH or Tier 1A.

• PEIMS Fall data were used to identify students on HISD, non-HISD, and Achieve 180 Program campuses. By relying on PEIMS for student enrollment information, it is possible that students served by Achieve 180 Program schools who enrolled after the Fall snapshot were not included in the analysis.

• When the term "Achieve 180 Program" is used for 2016–2017 (or baseline) and 2017–2018 (Year 2) school, student, personnel, and other outcomes, the results are based on the 53 2018–2019 Achieve 180 Program schools and cannot be compared with previous or subsequent Achieve 180 Program results.

• Student participation rates for the Universal Screener, Renaissance 360, were not analyzed in 2018–2019 due to administrative changes from prior years regarding which assessments high school students were assigned to take depending on the courses they had completed. This greatly complicated administrative capacity to accurately calculate student participation rates.

• The College Board receives Advanced Placement (AP) data from the Educational Testing Service (ETS). The extracts are made from a dynamic database that changes from one day to the next as scoring and adjustments to individual student records progress in the months following the examination administration. Therefore, based on the time of data extraction, discrepancies may exist between the three sources of data that are used for AP Exam reporting purposes, namely the College Board Reports (hard copy), the AP Online Score Reports, and the College Board (electronic) data file. For 2018, one student at Westbury HS self-reported as out of high school, but, was in grade 11. The student is included in the 2019 report, but Westbury HS results will not match the campus-level data reported in 2018.

• For lagging indicators of outcomes that become available in the following academic year (such as SAT and ACT scores, and graduation and dropout rates), 2016–2017 and/or 2017–2018 results are presented in lieu of 2018–2019 results, which will become available in 2019–2020.

• STAAR 3–8 cohort analyses, which were conducted to determine the difference between students' grade-to-grade performance levels from 2016–2017 to 2018–2019 on STAAR 3–8 tests in Reading and Mathematics, included only students who earned scores on the first administration of STAAR 3–8 during the years tracked and tested on the same version of the exams in both years.

• Campus-based family engagement data entry into Chancery SIS improved during the school year for most campuses, however, some campuses provided limited to no updated information during the school year. In addition, HISD Title I, Part A, parent and family member engagement rates were calculated differently for 2018–2019 than in prior years. Therefore, this report includes only data for the 2018–2019 school year and are not comparable to previously reported results based on a different strategy.

• In 2017–2018, a new version of the HISD Title I, Part A, Parent and Family Engagement Survey was administered. In 2018–2019, the survey choice options were expanded on items item regarding barriers parents encounter to their participation at their child's Title I school (Question 6) were expanded. Therefore, for these items, comparisons made to 2017–2018 results should be made with caution.

• The format of some information provided in the Appendices is not consistent with Research and Accountability guidelines due to the sources that produced them.

Appendix B: Achieve 180 and Non-Achieve 180 Schools and Student Characteristics

Figure B-1. HISD, Achieve 180 Program and Non-Achieve 180 Student Characteristics, 2017–2018 and 2018–2019

- 2017-2018
- 2018-2019

Grade

All HISD Schools Total Enrollment — 2017-2018 213,528 / 2018-2019 209,040

2017-2018:
- EE,PK,KG: 14.5%
- 1: 8.1%
- 2: 8.2%
- 3: 8.4%
- 4: 8.2%
- 5: 8.1%
- 6: 6.5%
- 7: 6.5%
- 8: 6.3%
- 9: 7.7%
- 10: 6.4%
- 11: 5.7%
- 12: 5.4%

2018-2019:
- EE,PK,KG: 14.7%
- 1: 7.9%
- 2: 7.9%
- 3: 8.1%
- 4: 8.3%
- 5: 8.0%
- 6: 6.7%
- 7: 6.4%
- 8: 6.5%
- 9: 7.5%
- 10: 6.6%
- 11: 5.9%
- 12: 5.5%

Non-Achieve 180 Schools Total Enrollment — 2017-2018 176,642 / 2018-2019 166,562

2017-2018:
- EE,PK,KG: 15.8%
- 1: 8.8%
- 2: 8.9%
- 3: 9.0%
- 4: 8.8%
- 5: 8.5%
- 6: 6.5%
- 7: 6.5%
- 8: 6.1%
- 9: 6.3%
- 10: 5.4%
- 11: 5.0%
- 12: 4.6%

2018-2019:
- EE,PK,KG: 16.2%
- 1: 8.6%
- 2: 8.6%
- 3: 8.7%
- 4: 8.8%
- 5: 8.5%
- 6: 6.3%
- 7: 6.0%
- 8: 5.9%
- 9: 6.5%
- 10: 5.7%
- 11: 5.1%
- 12: 4.9%

Achieve 180 Schools Total Enrollment — 2017-2018 36,886 / 2018-2019 42,478

2017-2018:
- EE,PK,KG: 8.2%
- 1: 4.8%
- 2: 5.0%
- 3: 5.6%
- 4: 5.5%
- 5: 6.1%
- 6: 6.4%
- 7: 6.8%
- 8: 6.9%
- 9: 14.6%
- 10: 11.1%
- 11: 9.4%
- 12: 9.5%

2018-2019:
- EE,PK,KG: 8.6%
- 1: 5.4%
- 2: 5.0%
- 3: 5.7%
- 4: 6.1%
- 5: 5.8%
- 6: 8.4%
- 7: 8.2%
- 8: 8.7%
- 9: 11.3%
- 10: 10.0%
- 11: 8.6%
- 12: 8.2%

Race/Ethnicity

All HISD Schools

2017-2018:
- African American: 24.0%
- American Indian: 0.2%
- Asian/Pacific Islander: 4.1%
- Hispanic/Latino: 61.9%
- Two or More: 1.2%
- White: 8.6%

2018-2019:
- African American: 23.4%
- American Indian: 0.2%
- Asian/Pacific Islander: 4.2%
- Hispanic/Latino: 62.1%
- Two or More: 1.2%
- White: 8.8%

Non-Achieve 180 Schools

2017-2018:
- African American: 20.9%
- American Indian: 0.2%
- Asian/Pacific Islander: 4.7%
- Hispanic/Latino: 64.4%
- Two or More: 1.2%
- White: 8.7%

2018-2019:
- African American: 20.0%
- American Indian: 0.2%
- Asian/Pacific Islander: 5.0%
- Hispanic/Latino: 64.4%
- Two or More: 1.3%
- White: 9.2%

Achieve 180 Schools

2017-2018:
- African American: 39.2%
- American Indian: 0.2%
- Asian/Pacific Islander: 1.3%
- Hispanic/Latino: 49.7%
- Two or More: 1.2%
- White: 8.5%

2018-2019:
- African American: 36.7%
- American Indian: 0.2%
- Asian/Pacific Islander: 1.2%
- Hispanic/Latino: 53.4%
- Two or More: 1.1%
- White: 7.4%

Student Characteristics & Instructional Program

All HISD Schools

2017-2018:
- Economically Disadvantaged: 75.0%
- English Learners (EL): 31.5%
- At-Risk: 71.7%
- Special Education to Students with Disabilities (SWD): 7.1%
- Gifted and Talented: 15.8%
- Career and Technology: 20.0%

2018-2019:
- Economically Disadvantaged: 79.9%
- English Learners (EL): 31.8%
- At-Risk: 65.3%
- Special Education to Students with Disabilities (SWD): 7.4%
- Gifted and Talented: 15.8%
- Career and Technology: 20.6%

Non-Achieve 180 Schools

2017-2018:
- Economically Disadvantaged: 74.4%
- English Learners (EL): 33.3%
- At-Risk: 70.9%
- Special Education to Students with Disabilities (SWD): 6.5%
- Gifted and Talented: 18.2%
- Career and Technology: 17.2%

2018-2019:
- Economically Disadvantaged: 78.1%
- English Learners (EL): 33.2%
- At-Risk: 63.7%
- Special Education to Students with Disabilities (SWD): 6.8%
- Gifted and Talented: 18.5%
- Career and Technology: 17.9%

Achieve 180 Schools

2017-2018:
- Economically Disadvantaged: 78.3%
- English Learners (EL): 23.1%
- At-Risk: 75.6%
- Special Education to Students with Disabilities (SWD): 9.7%
- Gifted and Talented: 4.3%
- Career and Technology: 33.1%

2018-2019:
- Economically Disadvantaged: 87.3%
- English Learners (EL): 25.2%
- At-Risk: 71.9%
- Special Education to Students with Disabilities (SWD): 9.8%
- Gifted and Talented: 5.3%
- Career and Technology: 31.1%

Sources: PEIMS Fall 2017, ADA>0; PEIMS Fall 2018, ADA>0
Note:　In 2017–2018 (Year 1), 44 schools participated and in 2018–2019 (Year 2), 53 schools participated.

Figure B-2. Achieve 180 Program Student Characteristics by 2018–2019 Treatment Group, 2017–2018 and 2018–2019

Legend:
- 2017-2018 N=43,591
- 2018-2019 N=42,478

Grade

Tier 3 Schools Total Enrollment
2017-2018 8,454
2018-2019 7,973

2017-2018:
- EE,PK,KG: 9.6%
- 1: 5.1%
- 2: 5.1%
- 3: 5.1%
- 4: 5.1%
- 5: 4.4%
- 6: 4.7%
- 7: 4.7%
- 8: 4.5%
- 9: 17.6%
- 10: 13.1%
- 11: 10.7%
- 12: 9.7%

2018-2019:
- EE,PK,KG: 12.1%
- 1: 5.4%
- 2: 5.0%
- 3: 5.2%
- 4: 4.9%
- 5: 4.8%
- 6: 3.0%
- 7: 3.0%
- 8: 3.7%
- 9: 16.1%
- 10: 13.5%
- 11: 12.0%
- 12: 10.7%

Race/Ethnicity

Tier 3, 2017-2018:
- African American: 58.8%
- American Indian: 0.1%
- Asian/Pacific Islander: 0.2%
- Hispanic/Latino: 39.4%
- Two or More: 0.5%
- White: 0.9%

Tier 3, 2018-2019:
- African American: 56.7%
- American Indian: 0.2%
- Asian/Pacific Islander: 0.2%
- Hispanic/Latino: 41.7%
- Two or More: 0.5%
- White: 0.8%

Student Characteristics & Instructional Program

Tier 3, 2017-2018:
- Economically Disadvantaged: 83.4%
- English Learners (EL): 17.2%
- At-Risk: 81.6%
- Special Education to Students with Disabilities (SWD): 12.5%
- Gifted and Talented: 2.4%
- Career and Technology: 41.8%

Tier 3, 2018-2019:
- Economically Disadvantaged: 96.3%
- English Learners (EL): 18.9%
- At-Risk: 77.6%
- Special Education to Students with Disabilities (SWD): 12.8%
- Gifted and Talented: 2.8%
- Career and Technology: 44.2%

Tier 2 Schools Total Enrollment
2017-2018 8,392
2018-2019 8,193

Grade, 2017-2018:
- EE,PK,KG: 8.6%
- 1: 2.5%
- 2: 2.3%
- 3: 2.6%
- 4: 2.5%
- 5: 2.1%
- 6: 18.1%
- 7: 18.1%
- 8: 16.1%
- 9: 9.3%
- 10: 7.7%
- 11: 6.9%
- 12: 5.6%

Grade, 2018-2019:
- EE,PK,KG: 8.4%
- 1: 2.6%
- 2: 2.2%
- 3: 2.2%
- 4: 2.5%
- 5: 2.2%
- 6: 17.8%
- 7: 17.4%
- 8: 18.0%
- 9: 10.7%
- 10: 7.5%
- 11: 6.9%
- 12: 6.8%

Race/Ethnicity, 2017-2018:
- African American: 50.3%
- American Indian: 0.2%
- Asian/Pacific Islander: 1.3%
- Hispanic/Latino: 46.9%
- Two or More: 0.3%
- White: 1.0%

Race/Ethnicity, 2018-2019:
- African American: 48.2%
- American Indian: 0.2%
- Asian/Pacific Islander: 0.9%
- Hispanic/Latino: 49.2%
- Two or More: 0.4%
- White: 1.1%

Student Characteristics, 2017-2018:
- Economically Disadvantaged: 85.9%
- English Learners (EL): 23.8%
- At-Risk: 83.4%
- Special Education to Students with Disabilities (SWD): 12.3%
- Gifted and Talented: 5.4%
- Career and Technology: 30.6%

Student Characteristics, 2018-2019:
- Economically Disadvantaged: 90.4%
- English Learners (EL): 25.7%
- At-Risk: 76.3%
- Special Education to Students with Disabilities (SWD): 12.6%
- Gifted and Talented: 5.5%
- Career and Technology: 31.8%

Tier 1A Schools Total Enrollment
2017-2018 13,537
2018-2019 13,385

Grade, 2017-2018:
- EE,PK,KG: 7.5%
- 1: 4.7%
- 2: 5.1%
- 3: 6.6%
- 4: 6.9%
- 5: 8.2%
- 6: 6.5%
- 7: 7.1%
- 8: 7.8%
- 9: 11.5%
- 10: 9.8%
- 11: 7.8%
- 12: 10.6%

Grade, 2018-2019:
- EE,PK,KG: 7.3%
- 1: 4.8%
- 2: 4.5%
- 3: 6.2%
- 4: 7.2%
- 5: 7.1%
- 6: 7.9%
- 7: 7.5%
- 8: 8.6%
- 9: 9.7%
- 10: 10.2%
- 11: 9.3%
- 12: 9.4%

Race/Ethnicity, 2017-2018:
- African American: 21.8%
- American Indian: 0.3%
- Asian/Pacific Islander: 2.3%
- Hispanic/Latino: 51.7%
- Two or More: 2.5%
- White: 21.4%

Race/Ethnicity, 2018-2019:
- African American: 21.9%
- American Indian: 0.3%
- Asian/Pacific Islander: 2.5%
- Hispanic/Latino: 51.8%
- Two or More: 2.4%
- White: 21.1%

Student Characteristics, 2017-2018:
- Economically Disadvantaged: 67.2%
- English Learners (EL): 25.5%
- At-Risk: 63.9%
- Special Education to Students with Disabilities (SWD): 6.5%
- Gifted and Talented: 3.7%
- Career and Technology: 19.5%

Student Characteristics, 2018-2019:
- Economically Disadvantaged: 71.9%
- English Learners (EL): 25.4%
- At-Risk: 62.5%
- Special Education to Students with Disabilities (SWD): 7.1%
- Gifted and Talented: 4.1%
- Career and Technology: 22.9%

Tier 1B Schools Total Enrollment
2017-2018 13,208
2018-2019 12,927

Grade, 2017-2018:
- EE,PK,KG: 11.9%
- 1: 7.8%
- 2: 8.1%
- 3: 8.4%
- 4: 7.8%
- 5: 8.5%
- 6: 5.8%
- 7: 5.6%
- 8: 5.2%
- 9: 11.3%
- 10: 7.3%
- 11: 6.6%
- 12: 5.4%

Grade, 2018-2019:
- EE,PK,KG: 11.0%
- 1: 7.6%
- 2: 7.3%
- 3: 7.9%
- 4: 7.4%
- 5: 5.9%
- 6: 5.6%
- 7: 6.0%
- 8: (—)
- 9: 10.4%
- 10: 9.3%
- 11: 7.0%
- 12: 6.1%

Race/Ethnicity, 2017-2018:
- African American: 32.9%
- American Indian: 0.2%
- Asian/Pacific Islander: 0.8%
- Hispanic/Latino: 64.5%
- Two or More: 0.4%
- White: 1.2%

Race/Ethnicity, 2018-2019:
- African American: 32.4%
- American Indian: 0.2%
- Asian/Pacific Islander: 0.7%
- Hispanic/Latino: 65.0%
- Two or More: 0.4%
- White: 1.3%

Student Characteristics, 2017-2018:
- Economically Disadvantaged: 87.8%
- English Learners (EL): 32.8%
- At-Risk: 80.5%
- Special Education to Students with Disabilities (SWD): 8.8%
- Gifted and Talented: 6.8%
- Career and Technology: 28.6%

Student Characteristics, 2018-2019:
- Economically Disadvantaged: 95.6%
- English Learners (EL): 31.8%
- At-Risk: 75.1%
- Special Education to Students with Disabilities (SWD): 9.1%
- Gifted and Talented: 7.9%
- Career and Technology: 30.9%

Sources: PEIMS Fall 2017, ADA>0; PEIMS Fall 2018, ADA>0
Note: 2017–2018 and 2018–2019 results are shown for the 53 schools participating in 2018–2019 (Year 2).
   Corrections were made to Tier 2 and Tier 1B percentages shown in Part A, Appendix A, Figure A-2, p. 16.

Appendix C: Achieve 180 Program Budget and Expenditures by Treatment Group

Table C-1. Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized, and Department or Tier, 2018–2019

			Object Detail						
		Total	Employment/ Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program Total	Budget	32,623,281.64	11,671,199.11	15,772,426.00	723,368.85	2,666,165.90	184,377.00	1,397,911.25	207,834.00
	Expenditures	26,564,168.59	11,044,865.68	12,314,868.76	730,030.65	2,204,712.75	167,929.00	46,947.45	54,814.30
	Total % Utilized	81.4	94.6	78.1	(-0.9)	82.7	91.1	3.4	26.4
Achieve 180 Schools Office	Budget	2,899,839.80	1,591,968.80	1,274,350.00			3,078.0	1,821.00	28,622.00
	Expenditures	2,385,252.74	1,588,012.83	761,868.76	6,050.0			907.20	28,413.95
	Total % Utilized	82.3	99.8	59.8	(-)		0.0	49.8	99.3
Chief Academic Officer	Budget	10,302,745.55	184,469.58	8,617,076.00			151,199.97	1,350,000.00	
	Expenditures	6,060,268.26	388,268.26	5,672,000.00					
	Total % Utilized	58.8	(-110.5)	65.8			0.00	0.00	
Recruitment and Selection (Human Resources)	Budget	2,647,396.98				2,647,397.0			
	Expenditures	2,173,078.29				2,173,078.3			
	Total % Utilized	82.1				82.1			
Tier 3	Budget	5,226,855.50	3,482,736.43	1,351,000.00	366,812.13	8,295.38			18,011.56
	Expenditures	4,633,494.52	2,910,357.02	1,351,000.00	344,378.21	11,281.98			16,477.31
	Total % Utilized	88.6	83.6	100.0	93.9	(-36.0)			91.5
Tier 2	Budget	3,632,369.24	1,881,695.01	1,418,000.00	330,928.70	1,745.53			
	Expenditures	3,617,787.25	1,838,515.63	1,418,000.00	358,327.39	2,944.23			
	Total % Utilized	99.6	97.7	100.0	(-8.3)	(-68.7)			
Tier 1A	Budget	2,450,084.53	1,295,975.96	1,121,000.00	10,256.25	2,852.32	20,000.00		
	Expenditures	2,649,050.22	1,504,722.66	1,121,000.00	1,839.05	8,288.51	13,200.00		
	Total % Utilized	(-8.1)	(-16.1)	100.00	17.9	(-190.6)	66.0		
Tier 1B	Budget	5,463,990.04	3,234,353.33	1,991,000.00	15,371.77	5,875.69	161,299.00	46,090.25	10,000.00
	Expenditures	5,045,237.31	2,814,989.28	1,991,000.00	19,436.00	9,119.74	154,729.00	46,040.25	9,923.04
	Total % Utilized	92.3	87.0	100.0	(-26.4)	(-55.2)	95.9	99.9	99.2

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table C-2. Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized, Tier 3 and Campus, 2018–2019

			Object Detail						
		Total	Employment/ Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	Budget	32,623,281.64	11,671,199.11	15,772,426.00	723,368.85	2,666,165.90	184,377.00	1,397,911.25	207,834.00
	Expenditures	26,564,168.59	11,044,865.68	12,314,868.76	730,030.65	2,204,712.75	167,929.00	46,947.45	54,814.30
	Total % Utilized	81.4	94.6	78.1	(-)	82.7	91.1	3.4	26.4
Tier 3	Budget	5,226,855.50	3,482,736.43	1,351,000.00	366,812.13	8,295.38			18,011.56
	Expenditures	4,633,494.52	2,910,357.02	1,351,000.00	344,378.21	11,281.98			16,477.31
	Total % Utilized	88.6	83.6	100.0	93.9	(-)			91.5
Blackshear ES	Budget	377,735.82	279,459.60	75,500.00	22,683.14	93.08			
	Expenditures	376,433.34	278,157.12	75,500.00	22,683.14	93.08			
	Total % Utilized	99.7	99.5	100.0	100.0	100.0			
Dogan ES	Budget	374,746.65	258,380.55	$85,000.00	$31,366.10				
	Expenditures	378,436.20	262,070.10	$85,000.00	$31,366.10				
	Total % Utilized	(-)	(-)	100.0	100.0				
Henry MS	Budget	473,546.64	295,205.14	147,500.00	30,841.50				
	Expenditures	445,191.75	266,848.83	147,500.00	30,842.92				
	Total % Utilized	94.0	90.4	100.0	(-)				
Highland Heights ES	Budget	579,950.23	480,407.15	82,500.00	16,950.00	93.08			
	Expenditures	417,561.14	318,016.30	82,500.00	16,850.00	194.84			
	Total % Utilized	72.0	66.2	100.0	99.4	(-)			
Kashmere HS	Budget	520,803.07	347,687.04	139,500.00	31,268.73	2,347.30			
	Expenditures	471,430.68	297,897.93	139,500.00	31,268.73	2,764.02			
	Total % Utilized	90.5	85.7	100.0	100.0	(-)			
Mading ES	Budget	398,423.42	276,491.74	91,500.00	30,286.08	145.60			
	Expenditures	402,165.74	280,234.06	91,500.00	30,286.08	145.60			
	Total % Utilized	(-)	(-)	100.0	100.0	100.0			
North Forest HS	Budget	299,415.02	128,746.18	132,000.00	26,894.72	3,774.12			8,000.00
	Expenditures	250,107.16	80,659.05	132,000.00	26,894.72	3,972.29			6,581.10
	Total % Utilized	83.5	62.6	100.0	100.0	(-)			82.3
Washington HS	Budget	319,223.66	142,437.85	138,500.00	37,586.55	699.26			
	Expenditures	317,371.15	140,224.84	138,500.00	37,947.05	699.26			
	Total % Utilized	99.4	98.4	100.0	(-)	100.0			
Wesley ES	Budget	362,400.22	276,912.00	70,000.00	15,488.22				
	Expenditures	361,115.40	275,627.18	70,000.00	15,488.22				
	Total % Utilized	99.6	99.5	100.0	100.0				
Wheatley HS	Budget	435,190.90	223,304.84	143,500.00	67,548.34	837.72			
	Expenditures	416,368.24	225,001.15	143,500.00	47,029.37	837.72			
	Total % Utilized	95.7	(-)	100.0	69.6	100.0			
Woodson PK–8	Budget	526,825.19	373,484.66	104,000.00	39,023.75	305.22			10,011.56
	Expenditures	458,600.41	305,375.23	104,000.00	36,846.88	2,482.09			9,896.21
	Total % Utilized	87.0	81.8	100.0	94.4	(-)			98.8
Worthing HS	Budget	558,594.68	400,219.68	141,500.00	16,875.00				
	Expenditures	338,713.31	180,245.23	141,500.00	16,875.00	93.08			
	Total % Utilized	60.6	45.0	100.0	100.0	(-)			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table C-3. Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized, Tier 2 and Campus, 2018–2019

			Object Detail						
		Total	Employment/ Benefits (incl. Tuition,	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting	Educational Materials and Technology	Operating Costs (incl. Equipment,
Achieve 180 Program	Budget	32,623,281.64	11,671,199.11	15,772,426.00	723,368.85	2,666,165.90	184,377.00	1,397,911.25	207,834.00
	Expenditures	26,564,168.59	11,044,865.68	12,314,868.76	730,030.65	2,204,712.75	167,929.00	46,947.45	54,814.30
	Total % Utilized	81.4	94.6	78.1	(-)	82.7	91.1	3.4	26.4
Tier 2	Budget	3,632,369.24	1,881,695.01	1,418,000.00	330,928.70	1,745.53			
	Expenditures	3,617,787.25	1,838,515.63	1,418,000.00	358,327.39	2,944.23			
	Total % Utilized	99.6	97.7	100.0	(-)	(-)			
Attucks MS	Budget	278,565.94	138,199.45	117,000.00	23,366.49				
	Expenditures	295,282.04	153,809.93	117,000.00	23,366.49	1,105.62			
	Total % Utilized	(-)	(-)	100.0	100.0	(-)			
Bruce ES	Budget	305,148.47	185,619.29	92,500.00	27,029.18				
	Expenditures	303,361.82	183,832.64	92,500.00	27,029.18				
	Total % Utilized	99.4	99.0	100.0	100.0				
Cullen MS	Budget	308,843.28	200,602.93	85,000.00	23,240.35				
	Expenditures	306,132.15	197,891.80	85,000.00	23,240.35				
	Total % Utilized	99.12	98.65	100.0	100.0				
Deady MS*	Budget	252,751.43	118,338.51	110,000.00	24,125.00	287.92			
	Expenditures	241,345.68	106,839.68	110,000.00	24,125.00	381.00			
	Total % Utilized	95.5	90.3	100.0	100.0	(-)			
Forester ES	Budget	404,573.31	242,468.39	117,500.00	44,046.77	558.15			
	Expenditures	397,541.58	235,436.66	117,500.00	44,046.77	558.15			
	Total % Utilized	98.3	97.1	100.0	100.0	100.0			
Forest Brook MS	Budget	440,155.92	241,723.59	152,500.00	45,932.33				
	Expenditures	433,378.62	234,946.29	152,500.00	45,932.33				
	Total % Utilized	98.5	97.2	100.0	100.0				
HS Ahead MS*	Budget	203,783.96	138,582.83	50,000.00	14,343.71	857.42			
	Expenditures	201,847.84	136,646.71	50,000.00	14,343.71	857.42			
	Total % Utilized	99.0	98.6	100.0	100.0	100.0			
Holland MS*^	Budget	189,486.61	60,252.11	106,000.00	23,234.50				
	Expenditures	188,410.43	59,175.93	106,000.00	23,234.50				
	Total % Utilized	99.4	98.2	100.0	100.0				
Madiason HS	Budget	448,785.02	153,917.62	240,500.00	54,367.40				
	Expenditures	446,516.69	151,649.29	240,500.00	**54,367.4**				
	Total % Utilized	99.5	98.5	100.0	100.00				
Sugar Grove MS*	Budget	248,263.24	139,246.74	90,000.00	19,016.50				
	Expenditures	246,000.76	136,959.26	90,000.00	19,041.50				
	Total % Utilized	99.1	98.4	100.0	(-)				
Williams MS*	Budget	199,575.80	67,939.79	100,500.00	31,093.97	42.04			
	Expenditures	197,435.41	65,785.98	100,500.00	31,107.39	42.04			
	Total % Utilized	98.9	96.8	100.0	(-)	100.0			
Yates HS	Budget	352,436.26	194,803.76	156,500.00	1,132.50				
	Expenditures	360,534.23	175,541.46	156,500.00	28,492.77				
	Total % Utilized	(-)	90.1	100.0	(-)				

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table C-4. Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized, Tier 1A and Campus, 2018–2019

		Object Detail						
	Total	**Employment/ Benefits (incl. Tuition, Travel, Fees)**	**Stipends and Incentives**	**Extra Pay (Extended-Day)**	**Substitute Teachers**	**Contract and Consulting Services**	**Educational Materials and Technology**	**Operating Costs (incl. Equipment, Rentals, Food)**
Achieve 180 Program Budget	32,623,281.64	11,671,199.11	15,772,426.00	723,368.85	2,666,165.90	184,377.00	1,397,911.25	207,834.00
Expenditures	26,564,168.59	11,044,865.68	12,314,868.76	730,030.65	2,204,712.75	167,929.00	46,947.45	54,814.30
Total % Utilized	**81.4**	**94.6**	**78.1**	**(-)**	**82.7**	**91.1**	**3.4**	**26.4**
Tier 1A Budget	2,450,084.53	1,295,975.96	1,121,000.00	10,256.25	2,852.32	20,000.00		
Expenditures	2,649,050.22	1,504,722.66	1,121,000.00	1,839.05	8,288.51	13,200.00		
Total % Utilized	**(-)**	**(-)**	**100.00**	**17.9**	**(-)**	**66.0**		
Bonham ES Budget	329,014.82	205,694.22	122,000.00		1,320.60			
Expenditures	319,436.24	196,089.48	122,000.00	26.16	1,320.60			
Total % Utilized	**97.1**	**95.3**	**100.0**	**(-)**	**100.0**			
Fondren ES^ Budget	72,317.37	4,817.37	67,500.00					
Expenditures	71,807.88	4,307.88	67,500.00					
Total % Utilized	**99.3**	**89.4**	**100.0**					
Gregory-Lincoln PK–8 Budget	316,927.68	195,927.68	121,000.00					
Expenditures	312,766.05	191,766.05	121,000.00					
Total % Utilized	**98.7**	**97.9**	**100.0**					
Hilliard ES Budget	281,359.33	193,859.33	87,500.00					
Expenditures	279,114.40	191,614.40	87,500.00					
Total % Utilized	**99.2**	**98.9**	**100.0**					
Liberty HS Budget	30,000.00			10,000.00		20,000.00		
Expenditures	14,842.31	85.67		1,556.64		13,200.00		
Total % Utilized	**49.5**	**(-)**		**15.6**		**66.0**		
Lawson MS Budget	410,507.81	235,251.56	175,000.00	256.25				
Expenditures	401,593.33	226,337.08	175,000.00	256.25				
Total % Utilized	**97.8**	**96.2**	**100.0**	**100.0**				
Looscan ES^ Budget	185,793.79	116,793.79	69,000.00					
Expenditures	184,527.34	115,527.34	69,000.00					
Total % Utilized	**99.3**	**98.9**	**100.0**					
Montgomery ES^ Budget	224,943.12	132,295.84	92,000.00		647.28			
Expenditures	223,126.25	130,478.97	92,000.00		647.28			
Total % Utilized	**99.2**	**98.6**	**100.0**		**100.00**			
Pugh ES Budget	199,419.32	131,196.69	67,500.00		722.63			
Expenditures	197,837.83	129,615.20	67,500.00		722.63			
Total % Utilized	**99.2**	**98.8**	**100.0**		**100.0**			
Sharpstown HS Budget	297,893.43	73,231.62	224,500.00		161.81			
Expenditures	296,507.01	71,845.20	224,500.00		161.81			
Total % Utilized	**99.5**	**98.1**	**100.0**		**100.0**			
Stevens ES^ Budget	101,907.86	6,907.86	95,000.00					
Expenditures	347,491.58	247,055.39	95,000.00		5,436.19			
Total % Utilized	**(-)**	**(-)**	**100.0**		**(-)**			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table C-5. Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized, Tier 1B and Campus, 2018–2019

			Object Detail						
		Total	Employment/ Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	Budget	32,623,281.64	11,671,199.11	15,772,426.00	723,368.85	2,666,165.90	184,377.00	1,397,911.25	207,834.00
	Expenditures	26,564,168.59	11,044,865.68	12,314,868.76	730,030.65	2,204,712.75	167,929.00	46,947.45	54,814.30
	Total % Utilized	81.4	94.6	78.1	(-)	82.7	91.1	3.4	26.4
Tier 1B	Budget	5,463,990.04	3,234,353.33	1,991,000.00	15,371.77	5,875.69	161,299.00	46,090.25	10,000.00
	Expenditures	5,045,237.31	2,814,989.28	1,991,000.00	19,436.00	9,119.74	154,729.00	46,040.25	9,923.04
	Total % Utilized	92.3	87.0	100.0	(-)	(-)	95.9	99.9	99.2
Bellfort ECC	Budget	136,583.85	71,583.85	65,000.00					
	Expenditures	134,602.34	69,602.34	65,000.00					
	Total % Utilized	98.5	97.2	100.0					
Codwell ES*	Budget	256,578.89	180,078.89	76,500.00					
	Expenditures	212,436.26	135,441.26	76,500.00		495.00			
	Total % Utilized	82.8	75.2	100.0		(-)			
Cook ES	Budget	311,610.66	201,610.66	110,000.00					
	Expenditures	302,948.56	193,036.06	110,000.00	-87.5				
	Total % Utilized	97.2	95.7	100.0					
Edison MS	Budget	330,142.26	223,142.26	107,000.00					
	Expenditures	327,733.31	220,733.31	107,000.00					
	Total % Utilized	99.3	98.9	100.0					
Gallegos ES	Budget	315,306.35	189,007.35	70,000.00			56,299.00		
	Expenditures	298,521.45	172,222.45	70,000.00			56,299.00		
	Total % Utilized	94.7	91.1	100.0			100.0		
Kashmere Gardens ES	Budget	274,903.14	211,187.38	63,500.00		215.76			
	Expenditures	238,286.14	172,613.76	63,500.00	1,956.62	215.76			
	Total % Utilized	86.7	81.7	100.0	(-)	100.0			
Key MS	Budget	367,860.00	253,356.40	114,000.00		503.60			
	Expenditures	345,630.61	231,127.01	114,000.00		503.60			
	Total % Utilized	94.0	91.2	100.0		100.0			
Lewis ES	Budget	387,692.72	262,888.48	124,000.00		804.24			
	Expenditures	372,086.25	247,282.01	124,000.00		804.24			
	Total % Utilized	96.0	94.1	100.0		100.0			
Marshall ES*^	Budget	181,965.85	62,808.25	117,000.00		2,157.60			
	Expenditures	180,737.00	61,579.40	117,000.00		2,157.60			
	Total % Utilized	99.3	98.0	100.0		100.0			
Martinez, C. ES	Budget	422,335.45	209,473.43	81,000.00	15,371.77		75,000.00	41,490.25	
	Expenditures	401,233.64	192,876.51	81,000.00	16,206.88		69,660.00	41,490.25	
	Total % Utilized	95.0	92.1	100.0	(-)		92.9	100.0	
Milby HS	Budget	408,315.96	148,315.96	260,000.00					
	Expenditures	401,093.82	141,093.82	260,000.00					
	Total % Utilized	98.2	95.1	100.0					
Reagan Ed. Ctr. PK–8*	Budget	201,754.68	62,254.68	139,500.00					
	Expenditures	199,366.31	59,866.31	139,500.00					
	Total % Utilized	98.8	96.2	100.0					
Shearn ES*^	Budget	321,117.42	233,117.42	88,000.00					
	Expenditures	239,913.84	150,322.84	88,000.00		1,591.00			
	Total % Utilized	74.7	64.4	100.0		(-)			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table C-5. Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized, Tier 1B and Campus, 2018–2019 (Continued)

		Total	Object Detail						
			Employment/ Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	Budget	32,623,281.64	11,671,199.11	15,772,426.00	723,368.85	2,666,165.90	184,377.00	1,397,911.25	207,834.00
	Expenditures	26,564,168.59	11,044,865.68	12,314,868.76	730,030.65	2,204,712.75	167,929.00	46,947.45	54,814.30
	Total % Utilized	**81.4**	**94.6**	**78.1**	**(-)**	**82.7**	**91.1**	**3.4**	**26.4**
Tier 1B	Budget	5,463,990.04	3,234,353.33	1,991,000.00	15,371.77	5,875.69	161,299.00	46,090.25	10,000.00
	Expenditures	5,045,237.31	2,814,989.28	1,991,000.00	19,436.00	9,119.74	154,729.00	46,040.25	9,923.04
	Total % Utilized	**92.3**	**87.0**	**100.0**	**(-)**	**(-)**	**95.9**	**99.9**	**99.2**
Sherman ES*^	Budget	264,995.32	177,495.32	87,500.00					
	Expenditures	227,269.33	139,568.37	87,500.00		200.96			
	Total % Utilized	85.8	78.6	100.0		(-)			
Thomas MS*	Budget	563,710.75	422,750.58	95,000.00		1,360.17	30,000.00	4,600.00	10,000.00
	Expenditures	450,371.69	308,544.47	95,000.00	1,360.00	2,224.18	28,770.00	4,550.00	9,923.04
	Total % Utilized	79.9	73.0	100.0	(-)	(-)	95.9	98.9	99.2
Westbury HS	Budget	457,208.47	129,791.75	327,000.00		416.72			
	Expenditures	452,198.40	124,688.60	327,000.00		509.80			
	Total % Utilized	98.9	96.1	100.0		(-)			
Young ES	Budget	261,908.27	195,490.67	66,000.00		417.60			
	Expenditures	260,808.36	194,390.76	66,000.00		417.60			
	Total % Utilized	99.6	99.4	100.0		100.0			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. A negative expenditure without parentheses was calculated as a credit. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table C-6. Change in Percent of Achieve 180 Program Budget Utilization by Object Detail, Tier 3 and Campus, 2017–2018 to 2018–2019

	Percent of Budget Utilized	Total	Object Detail						
			Employment/ Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	2017–2018	86.0	82.1	(-12.0)	84.4	61.8	12.0	(-2.2)	
	2018–2019	81.4	94.6	78.1	(-0.9)	82.7	91.1	3.4	26.4
	Difference	**-4.6**	**12.5**	**(-33.9)**	**16.5**	**20.9**	**79.1**	**-98.8**	**26.4**
Tier 3	2017–2018	77.9	76.4		81.0	(-17,132.1)	93.8		
	2018–2019	88.6	83.6	100.0	93.9	(-36.0)			91.5
	Difference	**10.7**	**7.2**	**–**	**12.9**	**(-17,096.1)**	**–**		**–**
Blackshear ES	2017–2018	77.6	79.7		57.8				
	2018–2019	99.7	99.5	100.0	100.0	100.0			
	Difference	**22.1**	**19.8**	**–**	**42.2**	**–**			
Dogan ES	2017–2018	84.6	85.5	79.7	85.5	(-)			
	2018–2019	(-1.0)	(-1.4)	100.0	100.0				
	Difference	**16.4**	**15.9**	**20.3**	**14.5**	**–**			
Henry MS	2017–2018	65.7	62.5		84.6	(-)			
	2018–2019	94.0	90.4	100.0	(-0.1)				
	Difference	**28.3**	**5.8**	**–**	**15.5**	**–**			
Highland Heights ES	2017–2018	88.5	90.3		76.7				
	2018–2019	72.0	66.2	100.0	99.4	(-109.3)			
	Difference	**-16.5**	**-24.1**	**–**	**22.7**	**–**			
Kashmere HS	2017–2018	90.3	88.9		92.8	(-)			
	2018–2019	90.5	85.7	100.0	100.0	(-17.8)			
	Difference	**0.2**	**-3.2**	**–**	**7.2**	**–**			
Mading ES	2017–2018	87.4	87.9		83.2	(-)			
	2018–2019	(-0.9)	(-1.4)	100.0	100.0	100.0			
	Difference	**13.5**	**13.5**	**–**	**16.8**	**–**			
North Forest HS	2017–2018	90.8	90.2		92.5				
	2018–2019	83.5	62.7	100.0	100.0	(-5.3)			82.3
	Difference	**-7.3**	**-27.5**	**–**	**7.5**	**–**			**–**
Washington HS	2017–2018	79.1	81.6		69.3				
	2018–2019	99.4	98.4	100.0	(-1.0)	100.0			
	Difference	**20.3**	**16.8**	**–**	**31.7**	**–**			
Wesley ES	2017–2018	64.5	62.2		85.8				
	2018–2019	99.6	99.5	100.0	100.0				
	Difference	**35.1**	**37.3**	**–**	**14.2**				
Wheatley HS	2017–2018	60.2	56.1		82.6				
	2018–2019	95.7	(-0.8)	100.0	70.0	100.0			
	Difference	**35.5**	**44.7**	**–**	**-12.6**	**–**			
Woodson ES	2017–2018	92.1	87.1		85.1	(-)	93.8		
	2018–2019	87.0	81.8	100.0	94.4	(-713.2)			98.8
	Difference	**-5.1**	**-5.3**	**–**	**9.3**	**–**	**–**		**–**
Worthing HS	2017–2018	51.1	50.0		62.1	100.0			
	2018–2019	60.6	45.0	100.0	100.0	(-)			
	Difference	**9.5**	**-5.0**	**–**	**37.9**	**–**			

Sources: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019 (2018–2019) and October 2, 2019 (2017–2018)

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table C-7. Change in Percent of Achieve 180 Program Budget Utilization by Object Detail, Tier 2 and Campus, 2017–2018 to 2018–2019

			Object Detail						
	Percent of Budget Utilized	Total	Employment/ Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	2017–2018	86.0	82.1	(-112.0)	84.4	61.8	12.0	102.0	0.0
	2018–2019	81.4	94.6	78.1	(-100.9)	82.7	91.1	3.4	26.4
	Difference	**-4.6**	**12.5**	**(-33.9)**	**16.5**	**20.9**	**79.1**	**-98.6**	**26.4**
Tier 2	2017–2018	85.6	84.2		90.3	(-)			
	2018–2019	99.6	97.7	100.0	(-8.3)	(-68.7)			
	Difference	**14.0**	**13.5**	**–**	**18.0**	**–**			
Attucks MS	2017–2018	66.8	59.3		84.9				
	2018–2019	(-6.0)	(-11.3)	100.0	100.0	(-)			
	Difference	**39.2**	**52.0**	**–**	**15.1**	**–**			
Bruce ES	2017–2018	87.5	86.7		90.7				
	2018–2019	99.4	99.0	100.0	100.0				
	Difference	**11.9**	**12.3**	**–**	**9.3**				
Cullen MS	2017–2018	66.9	60.0		99.3				
	2018–2019	99.1	98.6	100.0	100.0				
	Difference	**32.2**	**38.6**	**–**	**0.7**				
Deady MS*	2017–2018								
	2018–2019	95.5	90.3	100.0	100.0	(-32.3)			
	Difference	**–**	**–**	**–**	**–**	**–**			
Forester ES	2017–2018	99.2	91.9			(-)			
	2018–2019	98.3	97.1	100.0	100.0	100.0			
	Difference	**-0.9**	**5.2**	**–**	**–**	**–**			
Forest Brook MS	2017–2018	99.2	(-65.1)		94.4	(-)			
	2018–2019	98.5	97.2	100.0	100.0				
	Difference	**-0.7**	**-67.9**	**–**	**5.6**				
HS Ahead MS*	2017–2018	72.7	72.7						
	2018–2019	99.0	98.6	100.0	100.0	100.0			
	Difference	**26.3**	**25.9**	**–**	**–**	**–**			
Holland MS*^	2017–2018								
	2018–2019	99.4	98.2	100.0	100.0				
	Difference	**99.4**	**98.2**	**–**	**100.0**				
Madison HS	2017–2018	89.3	91.4		85.5				
	2018–2019	99.5	98.5	100.0	100.0				
	Difference	**10.2**	**7.1**	**–**	**14.5**				
Sugar Grove MS*	2017–2018								
	2018–2019	99.1	98.4	100.0	(-0.1)				
	Difference	**99.1**	**98.4**	**–**	**–**				
Williams MS*	2017–2018								
	2018–2019	98.9	96.8	100.0	(-<0.1)	100.0			
	Difference	**98.9**	**96.8**	**–**	**–**	**–**			
Yates HS	2017–2018	96.0	96.9		88.0	(-)			
	2018–2019	(-2.3)	90.1	100.0	(-2,415.9)				
	Difference	**6.3**	**-6.8**	**–**	**2,327.9**	**–**			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019 (2018–2019) and October 2, 2019 (2017–2018)

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table C-8. Change in Percent of Achieve 180 Program Budget Utilization by Object Detail, Tier 1A and Campus, 2017–2018 to 2018–2019

			Object Detail						
		Percent of Budget Utilized **Total**	**Employment/ Benefits (incl. Tuition, Travel, Fees)**	**Stipends and Incentives**	**Extra Pay (Extended-Day)**	**Substitute Teachers**	**Contract and Consulting Services**	**Educational Materials and Technology**	**Operating Costs (incl. Equipment, Rentals, Food)**
Achieve 180 Program	2017–2018	86.0	82.1	(-112.0)	84.4	61.8	12.0	102.0	0.0
	2018–2019	81.4	94.6	78.1	(-100.9)	82.7	91.1	3.4	26.4
	Difference	**-4.6**	**12.5**	**(-33.9)**	**16.5**	**20.9**	**79.1**	**-98.6**	**26.4**
Tier 1A	2017–2018	72.6	66.6		87.1	(-)			
	2018–2019	(-8.1)	(-16.1)	100.0	17.9	(-190.6)	66.0		
	Difference	**35.5**	**49.5**	**–**	**-69.2**	**–**	**–**		
Bonham ES	2017–2018	92.1	92.2		89.1	(-)			
	2018–2019	97.1	95.3	100.0	(-)	100.0			
	Difference	**5.0**	**3.1**	**–**	**–**	**–**			
Fondren ES^	2017–2018	(-10.8)	(-)		(-0.1)				
	2018–2019	99.3	89.4	100.0					
	Difference	**-11.5**	**–**	**–**	**–**				
Gregory-Lincoln PK–8	2017–2018	87.3	87.6		84.8	(-)			
	2018–2019	98.7	97.9	100.0					
	Difference	**11.4**	**10.3**	**–**	**–**	**–**			
Hilliard ES	2017–2018	50.2	42.3		83.5				
	2018–2019	99.2	98.9	100.0					
	Difference	**49.0**	**56.6**	**100.0**					
Lawson MS	2017–2018	(-0.9)	(-4.1)		90.2				
	2018–2019	97.8	96.2	100.0	100.0				
	Difference	**-3.1**	**-7.9**	**–**	**9.8**				
Liberty HS	2017–2018	15.8	15.8						
	2018–2019	49.5	(-)		15.6		66.0		
	Difference	**33.7**	**–**		**–**		**–**		
Looscan ES^	2017–2018	53.1	40.9		77.3				
	2018–2019	99.3	98.9	100.0					
	Difference	**46.2**	**58.0**	**–**	**–**				
Montgomery ES^	2017–2018	67.5	56.7		91.8				
	2018–2019	99.2	98.6	100.0		100.0			
	Difference	**31.7**	**41.9**	**–**	**–**	**–**			
Pugh ES	2017–2018	69.9	66.4		82.6	(-)			
	2018–2019	99.2	98.8	100.0		100.0			
	Difference	**29.3**	**32.4**	**–**	**–**	**–**			
Sharpstown HS	2017–2018	49.6	9.0		85.8				
	2018–2019	99.5	98.1	100.0		100.0			
	Difference	**49.9**	**89.1**	**–**	**–**	**–**			
Stevens ES^	2017–2018	88.6	(-)	81.3					
	2018–2019	(-241.0)	(-3,476.4)	100.0		(-)			
	Difference	**152.4**	**–**	**18.7**		**–**			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019 (2018–2019) and October 2, 2019 (2017–2018)

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table C-9. Change in Percent of Achieve 180 Program Budget Utilization by Object Detail, Tier 1B and Campus, 2017–2018 to 2018–2019

	Percent of Budget Utilized	Total	Object Detail						
			Employment /Benefits (incl. Tuition,	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	2017–2018	86.0	82.1	(-112.0)	84.4	61.8	12.0	102.0	0.0
	2018–2019	81.4	94.6	78.1	(-100.9)	82.7	91.1	3.4	26.4
	Difference	**-4.6**	**12.5**	**(-33.9)**	**16.5**	**20.9**	**79.1**	**-98.6**	**26.4**
Tier 1B	2017–2018	83.6	82.1		91.1	(-)			
	2018–2019	92.3	87.0	100.0	(-26.4)	(-55.2)	95.9	99.9	99.2
	Difference	**8.7**	**4.9**	**–**	**35.3**	**–**	**–**	**–**	**–**
Bellfort ECC	2017–2018	49.0	49.0						
	2018–2019	98.5	97.2	100.0					
	Difference	**49.5**	**48.2**	**–**					
Codwell ES*	2017–2018								
	2018–2019	82.8	75.2	100.0		(-)			
	Difference	**82.8**	**75.2**	**–**		**–**			
Cook ES	2017–2018	86.7	82.1		(-1.0)	(-)			
	2018–2019	97.2	95.7	100.0	(-)				
	Difference	**10.5**	**13.6**	**–**	**–**	**–**			
Edison MS	2017–2018	80.0	75.1		96.6	(-)			
	2018–2019	99.3	98.9	100.0					
	Difference	**19.3**	**23.8**	**–**	**–**	**–**			
Gallegos ES	2017–2018	66.2	66.2						
	2018–2019	94.7	91.1	100.0			100.0		
	Difference	**28.5**	**24.9**	**–**			**–**		
Kashmere Gardens ES	2017–2018	91.2	94.1		70.1	(-)			
	2018–2019	86.7	81.7	100.0	(-)	100.0			
	Difference	**-4.5**	**-12.4**	**–**	**–**	**–**			
Key MS	2017–2018	89.5	88.4		92.9	(-)			
	2018–2019	94.0	91.2	100.0		100.0			
	Difference	**4.5**	**2.8**	**–**	**–**	**–**			
Lewis ES	2017–2018	91.1	91.4		89.9	(-)			
	2018–2019	96.0	94.1	100.0		100.0			
	Difference	**4.9**	**2.7**	**–**	**–**	**–**			
Marshall ES*^	2017–2018								
	2018–2019	99.3	98.0	100.0		100.0			
	Difference	**–**	**–**	**–**		**–**			
Martinez, C. ES	2017–2018	84.7	83.7		89.2				
	2018–2019	95.0	92.1	100.0	(-5.4)		92.9	100.0	
	Difference	**10.3**	**8.4**	**–**	**–**		**–**	**–**	
Milby HS	2017–2018	86.9	86.9						
	2018–2019	98.2	95.1	100.0					
	Difference	**11.3**	**8.2**	**–**					
Reagan Ed. Ctr. K–8*	2017–2018								
	2018–2019	98.8	96.2	100.0					
	Difference	**–**	**–**	**–**					

Table C-9. Change in Percent of Achieve 180 Program Budget Utilization by Object Detail, Tier 1B and Campus, 2017–2018 to 2018–2019 (continued)

	Percent of Budget Utilized	Total	Object Detail						
			Employment /Benefits (incl. Tuition, Travel, Fees)	Stipends and Incentives	Extra Pay (Extended-Day)	Substitute Teachers	Contract and Consulting Services	Educational Materials and Technology	Operating Costs (incl. Equipment, Rentals, Food)
Achieve 180 Program	2017–2018	86.0	82.1	(-112.0)	84.4	61.8	12.0	102.0	0.0
	2018–2019	81.4	94.6	78.1	(-100.9)	82.7	91.1	3.4	26.4
	Difference	**-4.6**	**12.5**	**(-33.9)**	**16.5**	**20.9**	**79.1**	**-98.6**	**26.4**
Tier 1B	2017–2018	83.6	82.1		91.1	(-)			
	2018–2019	92.3	87.0	100.0	(-26.4)	(-55.2)	95.9	99.9	99.2
	Difference	**8.7**	**4.9**	**–**	**35.3**	**–**	**–**	**–**	**–**
Shearn ES*^	2017–2018								
	2018–2019	85.8	78.6	100.0		(-)			
	Difference	**–**	**–**	**–**		**–**			
Sherman ES*^	2017–2018								
	2018–2019	99.2	98.6	100.0		(-)			
	Difference	**–**	**–**	**–**		**–**			
Thomas MS*	2017–2018								
	2018–2019	79.9	73.0	100.0	(-)	(-63.5)	95.9	98.9	99.2
	Difference	**–**	**–**	**–**	**–**	**–**	**–**	**–**	**–**
Westbury HS	2017–2018	77.0	77.0			(-)			
	2018–2019	98.9	96.1	100.0		(-22.3)			
	Difference	**21.9**	**19.1**	**–**		**–**			
Young ES	2017–2018	88.0	88.8		82.7				
	2018–2019	99.6	99.4	100.0		100.0			
	Difference	**11.6**	**10.6**	**–**	**–**	**–**			

Source: HISD Budget and Financial Planning Department, Achieve 180 Program Budget and Expenditure Report, September 13, 2019 (2018–2019) and October 2, 2019 (2017–2018)

Note: Budget and expenditure report included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title I) for 2018–2019 products and services. (-) means funds used where none were budgeted. A negative number in parentheses indicates the percent expenditure exceeded budgeted amount. Achieve 180 Program Budgets were assigned to the Achieve 180 Schools Office, Achieve 180 Program schools, HISD Chief Academic Officer, and HISD Recruitment and Selection. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Appendix D: Pillar I Leadership Excellence

Table D-1. HISD Student Enrollment by Achieve 180 Program Affiliation, 2016–2017 through 2018–2019						
Schools	2016–2017 Campuses (N)	2016–2017 Enrollment	2017–2018 Campuses (N)	2017–2018 Enrollment	2018–2019 Campuses (N)	2018–2019 Enrollment
All HISD Schools	**287**	215,408	**281**	213,528	**280**	209,040
Non-Achieve 180 Schools	**234**	171,652	**228**	169,937	**227**	166,562
Achieve 180 Program Schools	**53**	43,756	**53**	43,591	**53**	42,478
Tier 3	**12**	8,163	**12**	8,454	**12**	7,973
Tier 2	**12**	8,549	**12**	8,392	**12**	8,193
Tier 1A	**12**	14,200	**12**	13,537	**12**	13,385
Tier 1B	**17**	12,844	**17**	13,208	**17**	12,927

Sources: PEIMS Fall, 2016, PEIMS Fall, 2017, PEIMS Fall, 2018, ADA >0
Note: Counts are based on the 53 2018–2019 Achieve 180 Program schools.

Table D-2. HISD Student Enrollment by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019									
	2016–2017 Enrollment	2017–2018 Enrollment	2016–2017 to 2017–2018 Change (N)	2016–2017 to 2017–2018 Change (%)	2018–2019 Enrollment	2017–2018 to 2018–2019 Change (N)	2017–2018 to 2018–2019 Change (%)	2016–2017 to 2018–2019 Change (N)	2016–2017 to 2018–2019 Change (%)
HISD	215,408	213,528	-1,880	-0.9	209,040	-4,488	-2.1	-6,368	-3.0
Non-Achieve 180 Schools	171,652	169,937	-1,715	-1.0	166,562	-3,375	-2.0	-5,090	-3.0
Achieve 180 Program Schools	43,756	43,591	-165	-0.4	42,478	-1,113	-2.6	-1,278	-2.9
Tier 3	8,163	8,454	291	3.6	7,973	-481	-5.7	-190	-2.3
Blackshear ES	537	494	-43	-8.0	418	-76	-15.4	-119	-22.2
Dogan ES	639	609	-30	-4.7	607	-2	-0.3	-32	-5.0
Henry MS	895	862	-33	-3.7	829	-33	-3.8	-66	-7.4
Highland Heights ES	561	567	6	1.1	517	-50	-8.8	-44	-7.8
Kashmere HS	606	723	117	19.3	777	54	7.5	171	28.2
Mading ES	535	515	-20	-3.7	433	-82	-15.9	-102	-19.1
North Forest HS	942	1,017	75	8.0	993	-24	-2.4	51	5.4
Washington HS	760	763	3	0.4	758	-5	-0.7	-2	-0.3
Wesley ES	324	348	24	7.4	344	-4	-1.1	20	6.2
Wheatley HS	827	966	139	16.8	873	-93	-9.6	46	5.6
Woodson ES	724	743	19	2.6	643	-100	-13.5	-81	-11.2
Worthing HS	813	847	34	4.2	781	-66	-7.8	-32	-3.9
Tier 2	8,549	8,392	-157	-1.8	8,193	-199	-2.4	-356	-4.2
Attucks MS	488	487	-1	-0.2	464	-23	-4.7	-24	-4.9
Bruce ES	562	569	7	1.2	495	-74	-13.0	-67	-11.9
Cullen MS	491	434	-57	-11.6	352	-82	-18.9	-139	-28.3
Deady MS*	690	719	29	4.2	669	-50	-7.0	-21	-3.0
Foerster ES	657	743	86	13.1	723	-20	-2.7	66	10.0
Forest Brook MS	887	877	-10	-1.1	828	-49	-5.6	-59	-6.7
High School Ahead Acad MS^	200	256	56	28.0	205	-51	-19.9	5	2.5
Holland MS*^	672	668	-4	-0.6	673	5	0.7	1	0.1
Madison HS	1,759	1,661	-98	-5.6	1,736	75	4.5	-23	-1.3
Sugar Grove MS*	767	659	-108	-14.1	678	19	2.9	-89	-11.6
Williams MS*	531	506	-25	-4.7	496	-10	-2.0	-35	-6.6
Yates HS	845	813	-32	-3.8	874	61	7.5	29	3.4

	2016–2017 Enrollment	2017–2018 Enrollment	2016–2017 to 2017–2018 Change (N)	2016–2017 to 2017–2018 Change (%)	2018–2019 Enrollment	2017–2018 to 2018–2019 Change (N)	2017–2018 to 2018–2019 Change (%)	2016–2017 to 2018–2019 Change (N)	2016–2017 to 2018–2019 Change (%)
Table D-2. HISD Student Enrollment by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019 (Continued)									
HISD	**215,408**	**213,528**	**-1,880**	**-0.9**	**209,040**	**-4,488**	**-2.1**	**-6,368**	**-3.0**
Non-Achieve 180 Schools	**171,652**	**169,937**	**-1,715**	**-1.0**	**166,562**	**-3,375**	**-2.0**	**-5,090**	**-3.0**
Achieve 180 Program Schools	**43,756**	**43,591**	**-165**	**-0.4**	**42,478**	**-1,113**	**-2.6**	**-1,278**	**-2.9**
Tier 1A	**14,200**	**13,537**	**-663**	**-4.7**	**13,385**	**-152**	**-1.1**	**-815**	**-5.7**
Bonham ES	1,061	971	-90	-8.5	945	-26	-2.7	-116	-10.9
Fondren ES^	425	374	-51	-12.0	314	-60	-16.0	-111	-26.1
Gregory-Lincoln PK-8	709	725	16	2.3	740	15	2.1	31	4.4
Hilliard ES	675	570	-105	-15.6	531	-39	-6.8	-144	-21.3
Lawson MS	1,036	1,105	69	6.7	1,210	105	9.5	174	16.8
Liberty HS	447	387	-60	-13.4	361	-26	-6.7	-86	-19.2
Looscan ES^	443	352	-91	-20.5	326	-26	-7.4	-117	-26.4
Montgomery ES^	720	598	-122	-16.9	551	-47	-7.9	-169	-23.5
Pugh ES	447	406	-41	-9.2	390	-16	-3.9	-57	-12.8
Sharpstown HS	1,597	1,677	80	5.0	1,689	12	0.7	92	5.8
Stevens ES^	709	697	-12	-1.7	648	-49	-7.0	-61	-8.6
TCAH^	5,931	5,675	-256	-4.3	5,680	5	0.1	-251	-4.2
Tier 1B	**12,844**	**13,208**	**364**	**2.8**	**12,927**	**-281**	**-2.1**	**83**	**0.6**
Bellfort ECC	351	365	14	4.0	339	-26	-7.1	-12	-3.4
Codwell ES*	427	448	21	4.9	410	-38	-8.5	-17	-4.0
Cook ES	675	668	-7	-1.0	625	-43	-6.4	-50	-7.4
Edison MS	656	654	-2	-0.3	654	0	0.0	**-2**	**-0.3**
Gallegos ES	416	380	-36	-8.7	357	-23	-6.1	-59	-14.2
Kashmere Gardens ES	448	412	-36	-8.0	391	-21	-5.1	-57	-12.7
Key MS	732	674	-58	-7.9	688	14	2.1	-44	-6.0
Lewis ES	842	801	-41	-4.9	791	-10	-1.2	-51	-6.1
Marshall ES*^	1,055	1,065	10	0.9	944	-121	-11.4	-111	-10.5
Martinez C ES	540	502	-38	-7.0	412	-90	-17.9	-128	-23.7
Milby HS	1,377	1,696	319	23.2	1,903	207	12.2	526	38.2
Reagan Ed Ctr K-8*	1,079	1,100	21	1.9	1,004	-96	-8.7	-75	-7.0
Shearn ES*^	658	651	-7	-1.1	603	-48	-7.4	-55	-8.4
Sherman ES*^	651	604	-47	-7.2	570	-34	-5.6	-81	-12.4
Thomas MS*	449	537	88	19.6	594	57	10.6	145	32.3
Westbury HS	2,190	2,354	164	7.5	2,341	-13	-0.6	151	6.9
Young ES	298	297	-1	-0.3	301	4	1.3	3	1.0

Sources: PEIMS Fall, 2016–2017 through 2018–2019, ADA >0.   Note: Counts are based on the 53 2018–2019 Achieve 180 Program schools. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table D-3. HISD PEIMS Fall Student Enrollment by 2018–2019 Achieve 180 Program Affiliation, 2016–2017									
	Enrollment	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD Total	215,408	28	4	62	1	9	<1	77	32	7
Non-Achieve 180	171,652	21	5	65	1	9	<1	76	33	7
Achieve 180 Program	43,756	38	1	52	<1	8	<1	81	26	9
Tier 3	8,163	59	<1	39	1	1	<1	84	17	13
Blackshear ES	537	83	0	16	1	1	0	94	13	8
Dogan ES	639	35	<1	64	1	1	0	86	41	6
Henry MS	895	9	0	89	<1	2	0	98	34	12
Highland Heights ES	561	50	0	49	1	<1	<1	87	34	8
Kashmere HS	606	65	<1	32	1	2	1	87	12	18
Mading ES	535	76	<1	23	1	<1	0	95	12	7
North Forest HS	942	64	<1	34	<1	1	<1	73	9	12
Washington HS	760	54	<1	43	2	1	<1	73	12	15
Wesley ES	324	78	0	16	1	5	<1	99	6	9
Wheatley HS	827	51	1	48	<1	<1	0	70	18	21
Woodson ES	724	87	1	11	1	<1	<1	87	4	8
Worthing HS	813	83	<1	17	<1	<1	0	74	8	19
Tier 2	8,549	50	2	47	<1	1	<1	84	23	13
Attucks MS	488	74	<1	24	1	<1	<1	82	14	18
Bruce ES	562	69	1	29	<1	1	0	98	25	5
Cullen MS	491	84	1	17	<1	1	0	76	10	19
Deady MS*	690	2	<1	97	<1	1	<1	98	36	11
Foerster ES	657	58	12	28	1	2	<1	97	38	6
Forest Brook MS	887	67	<1	33	0	1	<1	88	17	12
High School Ahead Acad MS^	200	58	0	41	1	1	0	98	19	6
Holland MS*^	672	24	<1	73	<1	2	<1	82	25	14
Madison HS	1,759	41	1	58	<1	1	<1	75	16	14
Sugar Grove MS*	767	20	3	75	<1	2	<1	86	51	11
Williams MS*	531	49	<1	47	1	3	<1	91	24	14
Yates HS	845	89	<1	9	<1	1	<1	62	4	19
Tier 1A	14,200	21	2	52	2	23	1	70	25	6
Bonham ES	1,061	23	2	74	1	1	<1	98	65	4
Fondren ES^	425	34	1	64	<1	1	<1	90	44	9
Gregory-Lincoln PK-8	709	62	1	33	1	3	1	85	17	7
Hilliard ES	675	76	<1	22	<1	2	1	80	9	9
Lawson MS	1,036	35	<1	63	1	1	<1	81	30	14
Liberty HS	447	5	2	91	0	2	<1	97	95	<1
Looscan ES^	443	6	0	93	1	1	0	91	46	7
Montgomery ES^	720	41	<1	57	1	1	<1	95	40	7
Pugh ES	447	2	0	97	0	1	<1	93	55	5
Sharpstown HS	1,597	20	3	74	<1	2	<1	94	37	9
Stevens ES^	709	9	1	84	<1	6	<1	95	52	7
TCAH^	5,931	10	4	30	4	52	<1	40	1	3
Tier 1B	12,844	34	1	63	<1	1	<1	88	34	9
Bellfort ECC	351	23	1	75	1	1	0	92	59	7
Codwell ES*	427	94	1	5	1	<1	<1	87	4	5
Cook ES	675	61	0	38	<1	1	<1	97	23	7
Edison MS	656	1	0	99	0	<1	0	95	33	14
Gallegos ES	416	1	0	97	0	2	0	96	51	10
Kashmere Gardens ES	448	80	<1	19	<1	1	0	89	11	9
Key MS	732	61	0	37	<1	1	<1	75	20	16
Lewis ES	842	26	0	74	<1	1	<1	77	58	6
Marshall ES*^	1,055	38	<1	60	<1	2	<1	95	50	6
Martinez C ES	540	37	<1	62	<1	1	0	97	36	7
Milby HS	1,377	8	<1	91	0	<1	<1	86	22	13
Reagan Ed Ctr K-8*	1,079	31	<1	68	0	1	<1	94	41	5
Shearn ES*^	658	18	3	75	0	3	1	95	65	3
Sherman ES*^	651	10	<1	89	0	1	0	96	46	6
Thomas MS*	449	55	<1	43	1	1	<1	93	22	16
Westbury HS	2,190	33	4	60	1	2	<1	78	26	10
Young ES	298	81	0	17	1	<1	<1	99	7	10

Note: ADA >0. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

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Table D-4. HISD PEIMS Fall Student Enrollment by 2018–2019 Achieve 180 Program Affiliation, 2017–2018										
	Enrollment	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD Total	**213,528**	**24**	**4**	**62**	**1**	**9**	**<1**	**75**	**32**	**7**
Non-Achieve 180	**169,937**	**21**	**5**	**64**	**1**	**9**	**<1**	**74**	**33**	**7**
Achieve 180 Program	**43,591**	**38**	**1**	**52**	**1**	**7**	**<1**	**80**	**26**	**10**
Tier 3	**8,454**	**59**	**<1**	**39**	**1**	**1**	**<1**	**83**	**17**	**13**
Blackshear ES	494	85	<1	14	<1	<1	0	96	12	8
Dogan ES	609	31	1	68	<1	1	0	87	40	7
Henry MS	862	11	0	88	<1	1	<1	80	34	14
Highland Heights ES	567	51	0	48	1	<1	0	90	32	8
Kashmere HS	723	64	<1	34	<1	2	1	96	12	19
Mading ES	515	77	0	22	1	1	0	92	14	7
North Forest HS	1,017	63	0	35	<1	1	<1	82	10	12
Washington HS	763	53	<1	44	1	2	<1	67	14	16
Wesley ES	348	78	0	19	1	2	<1	98	6	6
Wheatley HS	966	52	<1	48	<1	<1	0	74	18	19
Woodson ES	743	85	1	12	1	1	0	90	5	7
Worthing HS	847	80	<1	18	<1	1	0	73	8	18
Tier 2	**8,392**	**50**	**1**	**47**	**<1**	**1**	**<1**	**86**	**24**	**12**
Attucks MS	487	77	1	21	1	1	<1	85	11	20
Bruce ES	569	69	1	30	<1	0	0	99	22	5
Cullen MS	434	81	0	17	<1	1	0	98	11	18
Deady MS*	719	1	0	98	<1	1	<1	97	40	11
Foerster ES	743	64	7	28	<1	1	0	95	34	6
Forest Brook MS	877	66	<1	32	<1	1	<1	85	17	14
High School Ahead Acad MS^	256	60	0	38	0	2	0	94	21	4
Holland MS*^	668	21	1	76	<1	2	<1	80	35	12
Madison HS	1,661	40	1	58	<1	1	<1	74	19	12
Sugar Grove MS*	659	17	4	76	<1	2	<1	85	49	10
Williams MS*	506	49	<1	48	1	1	<1	89	24	15
Yates HS	813	88	0	10	<1	1	<1	78	5	18
Tier 1A	**13,537**	**22**	**2**	**52**	**3**	**21**	**<1**	**67**	**26**	**7**
Bonham ES	971	24	1	74	1	1	<1	98	62	4
Fondren ES^	374	32	1	67	0	1	<1	86	46	9
Gregory-Lincoln PK-8	725	65	1	30	1	3	<1	83	16	7
Hilliard ES	570	76	0	21	1	1	1	88	10	8
Lawson MS	1,105	34	<1	65	1	1	<1	79	34	14
Liberty HS	387	4	2	90	0	3	<1	88	95	1
Looscan ES^	352	4	0	94	1	1	0	84	47	7
Montgomery ES^	598	42	<1	57	<1	1	<1	92	37	7
Pugh ES	406	2	0	96	0	1	<1	81	50	6
Sharpstown HS	1,677	20	3	75	<1	2	0	92	46	10
Stevens ES^	697	9	1	84	1	6	<1	93	48	7
TCAH^	5,675	11	4	31	5	49	<1	38	2	4
Tier 1B	**13,208**	**33**	**1**	**65**	**<1**	**1**	**<1**	**88**	**33**	**9**
Bellfort ECC	365	23	2	74	<1	1	0	93	56	6
Codwell ES*	448	91	<1	8	0	<1	<1	92	3	7
Cook ES	668	57	0	40	1	2	<1	96	25	7
Edison MS	654	2	0	98	0	<1	0	96	40	14
Gallegos ES	380	2	0	97	0	1	<1	97	52	10
Kashmere Gardens ES	412	80	<1	19	<1	<1	<1	93	12	8
Key MS	674	54	<1	43	1	2	<1	88	21	18
Lewis ES	801	25	0	74	<1	<1	<1	93	59	5
Marshall ES*^	1,065	35	<1	63	<1	1	<1	90	53	5
Martinez C ES	502	37	0	62	<1	1	0	92	34	9
Milby HS	1,696	5	1	93	<1	<1	<1	86	18	11
Reagan Ed Ctr K-8*	1,100	31	<1	68	<1	1	<1	93	43	5
Shearn ES*^	651	21	3	73	1	2	<1	94	60	3
Sherman ES*^	604	8	0	91	<1	1	0	94	43	6
Thomas MS*	537	63	1	33	1	2	0	80	16	14
Westbury HS	2,354	34	3	61	1	2	<1	73	24	10
Young ES	297	84	0	14	1	1	<1	90	5	7

Note: ADA >0. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table D-5. HISD PEIMS Fall Student Enrollment by 2018–2019 Achieve 180 Program Affiliation, 2018–2019									
	Enrollment	African American	Asian/ Pac. Islander	Hispanic	Two or More Races/Ethn.	White	Am. Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD Total	209,040	23	4	62	1	9	<1	80	32	7
Non-Achieve 180	166,562	20	5	64	1	9	<1	78	33	7
Achieve 180 Program	42,478	37	1	53	1	7	<1	87	26	10
Tier 3	7,973	57	<1	42	1	1	<1	96	19	13
Blackshear ES	418	85	0	15	<1	<1	0	100	12	8
Dogan ES	607	29	<1	70	<1	<1	0	100	39	6
Henry MS	829	11	<1	87	<1	1	<1	94	40	14
Highland Heights ES	517	45	0	53	<1	<1	<1	96	39	9
Kashmere HS	777	65	0	33	<1	1	<1	98	14	18
Mading ES	433	74	0	25	<1	0	0	94	13	8
North Forest HS	993	61	0	38	<1	<1	<1	92	11	12
Washington HS	758	48	0	49	<1	2	<1	95	17	14
Wesley ES	344	80	0	17	<1	3	<1	100	6	8
Wheatley HS	873	53	<1	47	<1	0	0	94	16	21
Woodson ES	643	86	<1	12	<1	<1	<1	100	7	5
Worthing HS	781	75	<1	24	<1	<1	0	100	11	20
Tier 2	8,193	48	1	49	<1	1	<1	90	26	13
Attucks MS	464	73	<1	24	1	1	<1	90	14	14
Bruce ES	495	68	<1	31	1	0	0	98	21	9
Cullen MS	352	81	<1	18	0	<1	0	97	10	19
Deady MS*	669	1	0	98	<1	<1	<1	95	45	12
Foerster ES	723	62	4	32	<1	2	<1	99	33	6
Forest Brook MS	828	60	<1	39	<1	1	<1	99	21	15
High School Ahead Acad MS^	205	63	<1	34	0	2	<1	99	19	5
Holland MS*^	673	21	<1	76	<1	2	0	89	37	11
Madison HS	1,736	38	<1	60	<1	<1	<1	77	21	12
Sugar Grove MS*	678	16	3	78	<1	2	<1	97	56	10
Williams MS*	496	46	0	50	<1	3	<1	99	25	16
Yates HS	874	88	<1	11	<1	<1	<1	82	4	19
Tier 1A	13,385	22	3	52	2	21	<1	72	25	7
Bonham ES	945	22	1	76	1	1	<1	98	63	5
Fondren ES^	314	27	<1	72	0	1	0	98	46	12
Gregory-Lincoln PK-8	740	64	1	31	1	3	<1	88	16	7
Hilliard ES	531	71	0	27	<1	1	<1	98	14	9
Lawson MS	1,210	36	<1	63	1	<1	<1	96	36	15
Liberty HS	361	4	3	90	0	4	0	92	98	1
Looscan ES^	326	4	0	95	0	1	0	96	42	7
Montgomery ES^	551	42	<1	57	1	0	<1	88	35	9
Pugh ES	390	2	0	96	0	2	1	95	46	6
Sharpstown HS	1,689	20	3	75	<1	2	<1	96	48	9
Stevens ES^	648	11	<1	83	1	5	0	100	45	7
TCAH^	5,680	12	4	31	5	47	1	40	2	5
Tier 1B	12,927	32	1	65	<1	1	<1	96	32	9
Bellfort ECC	339	19	2	79	0	2	0	99	58	6
Codwell ES*	410	93	1	6	0	<1	<1	92	2	9
Cook ES	625	58	<1	40	<1	1	<1	100	24	7
Edison MS	654	1	0	99	<1	<1	0	97	41	13
Gallegos ES	357	2	0	98	0	<1	0	98	45	10
Kashmere Gardens ES	391	80	0	18	<1	2	0	99	9	10
Key MS	688	56	0	42	<1	1	<1	93	21	17
Lewis ES	791	21	0	78	<1	<1	<1	98	61	6
Marshall ES*^	944	32	<1	67	<1	<1	0	98	52	6
Martinez C ES	412	43	<1	55	<1	2	<1	98	35	7
Milby HS	1,903	5	<1	94	<1	<1	<1	93	19	10
Reagan Ed Ctr K-8*	1,004	31	<1	67	<1	2	<1	97	42	6
Shearn ES*^	603	23	4	70	1	3	0	94	61	3
Sherman ES*^	570	6	0	91	1	2	<1	94	41	6
Thomas MS*	594	71	1	26	1	2	0	100	15	15
Westbury HS	2,341	33	2	62	1	2	<1	93	24	11
Young ES	301	86	0	9	2	3	<1	96	2	8

Note: ADA >0. *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table D-6. Percentage of Schools by Their School leaders' Appraisal Ratings and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019

1-Ineffective / 3-Effective / 2-Needs Improvement / 4-Highly Effective			2016–2017					2017–2018					2018–2019			
			# Schools	% Rating1	% Rating2	% Rating3	% Rating4	# Schools	% Rating1	% Rating2	% Rating3	% Rating4	# Schools	% Rating1	% Rating2	% Rating3	% Rating4
HISD			258		11%	70%	19%	260	<1%	6%	79%	15%	260		16%	71%	13%
Non-Achieve 180			206		2%	74%	24%	208	<1%	1%	80%	19%	208		13%	71%	16%
Achieve 180 Program			52		44%	56%		52		25%	75%		52		27%	71%	2%
Tier 3			12		83%	17%		12		33%	67%		12		8%	92%	
Blackshear ES					■												
Dogan ES						■					■						
Henry MS					■												
Highland Heights ES					■												
Kashmere HS					■												
Mading ES						■											
North Forest HS					■						■						
Washington HS					■												
Wesley ES					■												
Wheatley HS											■				■		
Woodson PK-5																■	
Worthing HS					■												
Tier 2			12		33%	67%		12		42%	58%		12		50%	50%	
Attucks MS					■						■				■		
Bruce ES						■									■		
Cullen MS					■										■		
Deady MS*						■									■		
Foerster ES						■										■	
Forest Brook MS						■					■						
High School Ahead Acad MS^						■									■		
Holland MS*^																■	
Madison HS					■						■						
Sugar Grove MS*						■				■					■		
Williams MS*					■											■	
Yates HS						■										■	
Tier 1A			11		82%	18%		11			100%		11		9%	82%	9%
Bonham ES					■						■					■	
Fondren ES^					■						■					■	
Gregory-Lincoln PK-8					■						■					■	
Hilliard ES					■						■					■	
Lawson MS					■						■					■	
Liberty HS						■					■					■	
Looscan ES^					■						■						■
Montgomery ES^					■						■					■	
Pugh ES					■						■					■	
Sharpstown HS					■						■					■	
Stevens ES^					■						■				■		
Tier 1B			17			100%		17		24%	76%		17		35%	65%	
Bellfort ECC						■					■					■	
Codwell ES*						■				■						■	
Cook ES						■					■					■	
Edison MS						■					■				■		
Gallegos ES						■					■				■		
Kashmere Gardens ES						■					■					■	
Key MS						■					■				■		
Lewis ES						■					■					■	
Marshall ES*^						■				■						■	
Martinez C ES						■					■				■		
Milby HS						■					■					■	
Reagan Ed Ctr K-8*						■					■					■	
Shearn ES*^						■					■					■	
Sherman ES*^						■				■						■	
Thomas MS*						■				■						■	
Westbury HS						■					■					■	
Young ES						■					■				■		

Sources: 2016–2017, 2017–2018, and 2018–2019 School Leader Scorecards

Notes: This figure presents School Leader Scorecard ratings, one of two components used in the School Leader Appraisal System (SLAS). The School Leader Scorecard rating reflects the campus performance level based on multiple metrics. This table does not include the Coaching and Feedback ratings of the SLAS, which began in 2018–2019. School Leader Scorecard ratings are rounded to the nearest whole number. Data are not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.. *New Achieve 180 Program school in 2018–2019. ^Not a TSL Grant participant.

Table D-7. HISD Principal Retention from BOY to EOY by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019									
	2016–2017 Principals			2017–2018 Principals			2018–2019 Principals		
	# Principals	# Retained	% Retained	# Principals	# Retained	% Retained	# Principals	# Retained	% Retained
HISD	**260**	**250**	**96**	**264**	**248**	**94**	**274**	**263**	**96**
Non-Achieve 180	**209**	**202**	**97**	**211**	**201**	**95**	**221**	**210**	**95**
Achieve 180 Program	**51**	**48**	**94**	**53**	**47**	**89**	**53**	**49**	**92**
Tier 3	12	12	100	11	12	92	12	12	100
Tier 2	12	12	100	9	12	75	10	12	83
Tier 1A	9	11	82	11	12	92	12	12	100
Tier 1B	15	16	94	16	17	94	15	17	88

Sources: HISD Roster for TADS from HRIS, Beginning-of-Year (BOY), October 17, 2016, October 23, 2017 and October 25, 2018; Middle-of-Year (MOY), January 19, 2017, January 29, 2018 and January 28, 2019; End-of-Year (EOY), May 22, 2017, June 4, 2018, and June 3, 2019.

Notes: This table reflects "principal" counts for campus leadership positions at BOY and EOY divided by the total number of campus "principal" counts for the same principals at BOY and EOY each year. Principals with job title(s) of substitute or hourly principal were not included.

Table D-8: Principal Retention from EOY to BOY by Year and Appraisal Rating and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 EOY through 2019–2020 BOY								
	2016–2017 EOY to 2017–2018 BOY			2017–2018 EOY to 2018–2019 BOY			2018–2019 EOY to 2019–2020 BOY		
	# Schools with Ratings	# Retained	% Retained	# Schools with Ratings	# Retained	% Retained	# Schools with Ratings	# Retained	% Retained
HISD	**257**	**198**	**77**	**256**	**206**	**80**	**254**	**208**	**82**
Level 4	47	39	83	38	31	82	37	34	92
Level 3	182	140	77	203	166	82	180	151	84
Level 2	28	19	68	14	8	57	37	23	62
Level 1				1	*	*			
Non-Achieve 180	**205**	**167**	**81**	**206**	**171**	**83**	**202**	**170**	**84**
Level 4	47	39	83	38	31	82	34	31	91
Level 3	153	123	80	165	138	84	145	125	86
Level 2	5	5	100	2	*	*	23	14	61
Level 1				1	*	*			
Achieve 180 Program	**52**	**31**	**60**	**50**	**35**	**70**	**52**	**38**	**73**
Level 4							3	*	*
Level 3	29	17	59	38	28	74	35	26	74
Level 2	23	14	61	12	7	58	14	9	64
Level 1									
Tier 3	**12**	**7**	**58**	**12**	**9**	**75**	**12**	**7**	**58**
Level 4									
Level 3	2	*	*	8	6	75	11	6	55
Level 2	10	6	60	4	*	*	1	*	*
Level 1									
Tier 2	**12**	**7**	**58**	**11**	**6**	**55**	**12**	**10**	**83**
Level 4							1	*	*
Level 3	8	4	50	7	4	57	5	4	80
Level 2	4	*	*	4	*	*	6	5	83
Level 1									
Tier 1A	**11**	**6**	**55**	**10**	**8**	**80**	**11**	**8**	**73**
Level 4							1	*	*
Level 3	2	*	*	10	8	80	9	7	78
Level 2	9	5	56				1	*	*
Level 1									
Tier 1B	**17**	**11**	**65**	**17**	**12**	**71**	**17**	**13**	**76**
Level 4							1	*	*
Level 3	17	11	65	13	10	77	10	9	90
Level 2				4	*	*	6	3	50
Level 1									

Sources: HISD Roster for TADS from HRIS, Beginning-of-Year (BOY), October 17, 2016, October 23, 2017 and October 25, 2018; Middle-of-Year (MOY), January 19, 2017, January 29, 2018 and January 28, 2019; End-of-Year (EOY), May 22, 2017, June 4, 2018, and June 3, 2019.

Notes: This table reflects "principal" counts for campus leadership positions at BOY and EOY divided by the total number of campus "principal" counts for the same principals at BOY and EOY each year. Principals with job title(s) of substitute or hourly principal were not included.

	# Princi-pals	# Princi-pals' Schools	Amount of Stipends/ Incentives Paid to Principals	# Assistant Principals/ Deans	# Assistant Principals' /Deans' Schools	Amount of Stipends/ Incentives Paid to Assistant Principals/Deans	Total # School Leaders	Total Amount of Stipends/ Incentives Paid School Leaders
HISD	**43**	**43**	**$519,500**	**110**	**46**	**$512,725**	**153**	**$1,032,225**
Non-Achieve 180	**0**	**0**	**0**	**1**	**1**	**$750**	**1**	**$750**
Achieve 180 Program	**43**	**43**	**$519,500**	**109**	**45**	**$511,975**	**152**	**$1,031,475**
Tier 3	8	8	$105,000	28	13	$128,500	36	$233,500
Tier 2	11	11	$147,500	31	12	$143,800	42	$291,300
Tier 1A	9	9	$110,000	20	8	$97,675	29	$207,675
Tier 1B	15	15	$157,000	30	12	$142,000	45	$299,000

Table D-9. Total Amount of Stipends and Incentives Paid to School Leaders by Position and the Number of Recipients' Campuses by Non-Achieve 180 and Achieve 180 Program Affiliation, 2018–2019

Source: HRIS Teacher Stipend files 2018–2019

Appendix E: Pillar II Teacher Excellence

Table E-1. HISD Teachers by Their Effective/Highly Effective Teacher Appraisal and Development System (TADS) Ratings and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019											
	2016–2017			2017–2018			2018–2019			Percentage Point Change		
	# Teachers with a TADS Summative Rating	# Effective/ Highly Effective Ratings 2.5–4	% Effective/ Highly Effective Ratings 2.5–4	# Teachers with a TADS Summative Rating	# Effective/ Highly Effective Ratings 2.5–4	% Effective/ Highly Effective Ratings 2.5–4	# Teachers with a TADS Summative Rating	# Effective/ Highly Effective Ratings 2.5–4	% Effective/ Highly Effective Ratings 2.5–4	From 2016–2017 to 2017–2018	From 2017–2018 to 2018–2019	From 2016–2017 to 2017–2018
HISD	10,810	9,605	88.9	10,911	9,740	89.3	10,453	9,368	89.6	0.4	0.4	0.8
Non-Achieve 180	8,816	7,948	90.2	8,874	8,086	91.1	8,503	7,801	91.7	1.0	0.6	1.6
Achieve 180 Program	1,994	1,657	83.1	2,037	1,654	81.2	1,950	1,567	80.4	-1.9	-0.8	-2.7
Tier 3	430	365	84.9	448	348	77.7	431	335	77.7	-7.2	0.0	-7.2
Tier 2	462	361	78.1	463	377	81.4	427	313	73.3	3.3	-8.1	-4.8
Tier 1A	427	359	84.1	401	321	80.0	412	347	84.2	-4.0	4.2	0.1
Tier 1B	675	572	84.7	725	608	83.9	680	572	84.1	-0.9	0.3	-0.6

Sources: 2016–2017: 2016–2017 TADS Summative Rating Report, TADS tool as of 10-23-17; 2017–2018: 2017–2018 TADS Summative Rating Report, TADS tool as of 10–22–18; 2018–2019: 2018–2019 TADS Summative Rating Report, TADS tool as of 12–04–19

Notes: Percentages are based on the number of teachers with a summative rating. No data provided for Texas Connections Academy Houston (Tier 1A). 2016–2017: Only IP and PR scores were calculated in Teacher Appraisal Summative Ratings except for TIF4 campuses. SP ratings were included in summative rating calculations for all TIF4 campuses. 2017–2018: Only IP and PR scores were calculated in Teacher Appraisal Summative Ratings. 2018–2019: IP, PR, and SP scores were calculated in Teacher Appraisal Summative Ratings if available. There were 69 teachers under SP appealing as of 12–04–19.

Table E-2. Teacher Retention from the End of Year to the Beginning of the Following Year by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 to 2017–2018 and 2017–2018 to 2018–2019			
	Total Teachers (N)	Teachers Retained (N)	Teachers Retained (%)
2016–2017 Teachers Retained into 2017–2018 School Year			
HISD	11,726	8,872	76
Non-Achieve 180	9,494	7,386	78
Achieve 180 Program	2,232	1,486	67
Tier 3	495	295	60
Tier 2	520	370	71
Tier 1A	461	297	64
Tier 1B	756	524	69
2017–2018 Teachers Retained into 2018–2019 School Year			
HISD	11,824	9,074	77
Non-Achieve 180	9,518	7,472	79
Achieve 180 Program	2,306	1,602	69
Tier 3	514	331	64
Tier 2	537	386	72
Tier 1A	466	317	68
Tier 1B	789	568	72
2018–2019 Teachers Retained into 2019–2020 School Year			
HISD	11,398	8,732	77
Non-Achieve 180	9,174	7,157	78
Achieve 180 Program	2,224	1,575	71
Tier 3	493	341	69
Tier 2	530	359	68
Tier 1A	446	331	74
Tier 1B	755	544	72

Sources: HISD Roster for TADS from HRIS, End-of-Year (EOY), May 26, 2017, June 4, 2018, June 3, 2019, and June 2, 2020 (or closet date available) and Beginning-of-Year (BOY), October 30, 2017, October 25, 2018, and October 25, 2019 (or closet date available), and October 30, 2020.

Notes: This table reflects percentages based on the total number of teachers on campuses at BOY of the following school year divided by the total number of teachers on campuses at EOY of the prior school year.

E-3. Number of Teachers who Received at Least One Extra Pay (Stipends/Incentives) and Number of Campuses with Teachers who Received Stipends, 2016–2017 through 2018–2019						
	# Teachers who Received Stipends 2016–2017	# Campuses with Teachers who Received Stipends 2016–2017	# Teachers who Received Stipends 2017–2018	# Campuses with Teachers who Received Stipends 2017–2018	# Teachers who Received Stipends 2018–2019	#Campuses with Teachers who Received Stipends 2018–2019
HISD	**4,502**	**300**	**5,486**	**273**	**5,714**	**273**
Non-Achieve 180	**3,564**	**218**	**3,568**	**213**	**3,449**	**212**
Achieve 180 Program	**862**	**52**	**1,873**	**52**	**2,215**	**52**
Tier 3	168	12	529	12	499	12
Tier 2	227	12	415	12	532	12
Tier 1A	165	11	451	11	429	11
Tier 1B	302	17	478	17	755	17

Sources: Teacher Stipend files 2016–2017, 2017–2018, 2018–2019 (HRIS); Fall 2017 A180 payout data; Spring 2018 A180 payout data.

Notes: The numbers of non-Achieve 180 and Achieve 180 Program teachers do not equal the number of HISD teachers due to the inclusion of non-campus teachers in the HISD number: 76 teachers in 2016−2017, 45 teachers in 2017−2018, and 50 teachers in 2018−2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table E-4. Total Amount of Extra Pay (Stipends/Incentives) Paid to HISD Teachers by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019			
	Teacher Stipends/Incentives 2016–2017	Teacher Stipends/Incentives 2017–2018	Teacher Stipends/Incentives 2018–2019
HISD	$ 9,481,878.02	$ 13,107,304.74	$ 19,008,831.86
Non-Achieve 180	$ 7,935,630.62	$ 5,039,307.03	$ 7,802,266.54
Achieve 180 Program	$ 1,383,512.40	$ 8,015,774.26	$ 11,131,880.88
Tier 3	$ 210,950.00	$ 2,514,949.31	$ 2,367,459.03
Tier 2	$ 224,400.00	$ 1,632,021.19	$ 2,562,159.14
Tier 1A	$ 341,064.56	$ 2,266,918.04	$ 2,287,507.35
Tier 1B	$ 607,097.84	$ 1,601,885.72	$ 3,914,755.36

Sources: Teacher Stipend files 2016–2017, 2017–2018, 2018–2019 (HRIS); Fall 2017 A180 payout data; Spring 2018 A180 payout data.

Notes: Total stipends paid to non-Achieve 180 and Achieve 180 Program teachers do not equal the amount of stipends paid to HISD teachers due to the inclusion of non-campus teachers in the HISD total: $$162,735.00 in 2016−2017, $52,223.45 in 2017−2018, and $74,684.44 in 2018−2019. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Table E-5. Number and Percentage of 2016–2017 to 2018–2019 Retained Teachers who Received At Least One Stipend/Incentive by Total Amount Paid and Teacher Appraisal and Development System (TADS) Rating											
	All Teachers				**Effective/Highly Effective 2.5–4**				**Needs Improvement/ Ineffective <2.5**			
	# Retained Teachers	# Retained Teachers who Received Stipend	% Retained Teachers who Received Stipend	Total Amount of Stipends	# Retained Teachers with Rating	# Retained Teachers with Rating and Stipend	% Retained Teachers with Rating and Stipend	Total Amount of Stipends	# Retained Teachers with Rating	# Retained Teachers with Rating and Stipend	% Retained Teachers with Rating and Stipend	Total Amount of Stipends
2016–2017 Teachers												
HISD Total	8,872	3,382	38	$7,296,453.00	7,638	2,946	33	$6,564,384.52	705	269	3	$547,285.18
Non-Achieve 180	7,386	2,783	38	$6,298,042.82	6,437	2,461	33	$5,725,809.52	519	191	3	$414,500.00
Achieve 180 Prg.	1,486	599	40	$998,410.18	1,201	485	33	$838,575.00	186	78	5	$132,785.18
Tier 3	295	107	36	$145,000.00	247	91	31	$132,375.00	29	9	3	$7,900.00
Tier 2	370	164	44	$159,475.00	283	121	33	$119,550.00	61	26	7	$27,950.00
Tier 1A	297	109	37	$235,050.00	423	92	31	$210,775.00	33	13	4	$21,575.00
Tier 1B	524	219	42	$458,885.18	248	181	35	$375,875.00	63	30	6	$75,360.18
2017–2018 Teachers												
HISD	9,074	4,082	45	$9,645,553.54	7,814	3,539	39	$8,202,863.03	712	350	4	$962,166.91
Non-Achieve 180	7,472	2,819	38	$4,031,673.19	6,559	2,542	34	$3,665,456.92	488	176	2	$262,519.14
Achieve 180 Prg.	1,602	1,263	79	$5,613,880.35	1,255	997	62	$4,537,406.11	224	174	11	$699,647.77
Tier 3	331	327	99	$1,616,942.18	249	249	75	$1,282,738.61	54	51	15	$212,802.10
Tier 2	386	296	77	$1,248,757.58	295	232	60	$1,021,004.71	62	40	10	$137,777.87
Tier 1A	317	302	95	$1,566,178.11	253	245	77	$1,288,307.04	39	37	12	$182,221.07
Tier 1B	568	338	60	$1,182,002.48	458	271	48	$945,355.75	69	46	8	$166,846.73
2018–2019 Teachers												
HISD Total	8,732	4,231	48	$14,426,652.53	7,577	3,650	42	$12,304,377.12	624	352	4	$1,360,986.73
Non-Achieve 180	7,157	2,691	38	$6,321,885.20	6,369	2,464	34	$5,877,688.49	400	135	2	$315,845.16
Achieve 180 Prg.	1,575	1,540	98	$8,104,767.33	1,208	1,186	75	$6,426,688.63	224	217	14	$1,045,141.57
Tier 3	341	336	99	$1,693,295.80	248	245	72	$1,281,892.29	59	57	17	$262,403.51
Tier 2	359	355	99	$1,783,123.20	242	242	67	$1,243,125.00	63	61	17	$295,622.57
Tier 1A	331	314	95	$1,732,451.38	277	263	79	$1,482,630.16	37	36	11	$179,296.22
Tier 1B	544	535	98	$2,895,896.95	441	436	80	$2,419,041.18	65	63	12	$307,819.27

Sources: HISD Roster for TADS from HRIS: 2018–2019: 06-03-2019 (EOY) and 10-28-2019 (BOY); 2017−2018: 06-04-2018 (EOY) and 10-25-2018 (BOY); 2016–2017: 05-22-2017 (EOY) and 10-23-2017 (BOY); 2018-19 TADS Summative Rating Report, TADS Tool as of 12-04-19; 2017–2018 TADS Summative Rating Report, TADS Tool as of 10-22-18; 2016–2017 TADS Summative Rating Report, TADS Tool as of 10-23-17; 2018-19 TADS Summative Rating Report, TADS Tool as of 12-04-19; 2017–2018 TADS Summative Rating Report, TADS Tool as of 10-22-18; 2016–2017 TADS Summative Rating Report, TADS Tool as of 10-23-17; Teacher Stipends: Teacher Stipend files 2016–2017, 2017–2018, 2018–2019 (HRIS); Fall 2017 A180 payout data; Spring 2018 A180 payout data.

Notes: 2016–2017, 2017–2018, and 2018–2019 TADS ratings were used for 2016–2017, 2017–2018, and 2018–2019 teachers. Total amount of stipends by TADS ratings do not equal the total amount of stipends paid to retained teachers because some of the retained teachers did not receive TADS ratings. Retention is defined as a teacher remaining at the same group and same job title in the new school year.

Table E-6. Teacher Attendance Rates and Change in Percent Points, 2016–2017 through 2018–2019								
	2016–2017 Teachers		2017–2018 Teachers		2016–2017 to 2017–2018 %-Point Change	2018–2019 Teachers		2017–2018 to 2018–2019 %-Point Change	2016–2017 to 2018–2019 %-Point Change
	(N)	(%)	(N)	(%)		(N)	(%)		
HISD	11,679	95.0	12,016	96.0	**1.0**	11,759	95.1	**-0.9**	**0.1**
Non-A180	9,438	95.2	9,646	95.9	**0.7**	9,415	95.0	**-0.9**	**-0.2**
Achieve 180 Program	2,241	94.3	2,370	96.1	**1.8**	2,344	95.2	**-0.9**	**0.9**
Tier 3	494	94.1	546	96.7	**2.6**	527	94.6	**-2.1**	**0.5**
Blackshear ES	31	93.1	34	94.0	**0.9**	28	90.2	**-3.8**	**-2.9**
Dogan ES	39	93.4	40	97.5	**4.1**	35	95.3	**-2.2**	**1.9**
Henry MS	52	95.5	58	96.8	**1.3**	56	94.7	**-2.1**	**-0.8**
Highland Heights ES	35	94.8	39	96.8	**2.0**	35	94.2	**-2.6**	**-0.6**
Kashmere HS	41	94.8	51	97.7	**2.9**	55	95.8	**-1.9**	**1.0**
Mading ES	33	95.5	36	97.6	**2.1**	33	95.7	**-1.9**	**0.2**
North Forest HS	57	95.1	58	97.0	**1.9**	58	94.8	**-2.2**	**-0.3**
Washington HS	49	94.0	51	96.7	**2.7**	53	95.8	**-0.9**	**1.8**
Wesley ES	19	93.2	24	96.6	**3.4**	24	94.2	**-2.4**	**1.0**
Wheatley HS	52	93.3	56	95.4	**2.1**	58	92.0	**-3.4**	**-1.3**
Woodson ES	43	94.0	51	96.7	**2.7**	43	94.8	**-1.9**	**0.8**
Worthing HS	43	91.9	48	96.9	**5.0**	49	96.5	**-0.4**	**4.6**
Tier 2	521	94.3	555	95.6	**1.3**	554	95.2	**-0.4**	**0.9**
Attucks MS	24	92.4	34	95.9	**3.5**	38	96.4	**0.5**	**4.0**
Bruce ES	37	94.6	40	97.5	**2.9**	36	96.4	**-1.1**	**1.8**
Cullen MS	35	95.6	35	96.0	**0.4**	36	96.0	**0.0**	**0.4**
Deady MS	41	95.7	44	94.8	**-0.9**	43	95.5	**0.7**	**-0.2**
Foerster ES	41	95.5	45	95.2	**-0.3**	45	95.6	**0.4**	**0.1**
Forest Brook MS	52	94.0	57	96.5	**2.5**	57	94.0	**-2.5**	**0.0**
High School Ahead Acad MS^	18	95.6	16	96.0	**0.4**	17	96.3	**0.3**	**0.7**
Holland MS*^	37	94.1	38	95.0	**0.9**	39	95.4	**0.4**	**1.3**
Madison HS	99	94.0	112	96.1	**2.1**	99	95.7	**-0.4**	**1.7**
Sugar Grove MS*	44	91.8	45	92.2	**0.4**	44	91.7	**-0.5**	**-0.1**
Williams MS*	38	92.7	37	95.0	**2.3**	47	95.7	**0.7**	**3.0**
Yates HS	55	95.7	52	96.1	**0.4**	53	95.0	**-1.1**	**-0.7**

Table E-6. Teacher Attendance Rates and Change in Percent Points, 2016–2017 through 2018–2019 (Continued)								
	2016–2017 Teachers		2017–2018 Teachers		2016–2017 to 2017–2018 %-Point Change	2018–2019 Teachers		2017–2018 to 2018–2019 %-Point Change	2016–2017 to 2018–2019 %-Point Change
	(N)	(%)	(N)	(%)		(N)	(%)		
HISD	11,679	95.0	12,016	96.0	**1.0**	11,759	95.1	**-0.9**	**0.1**
Non-A180	9,438	95.2	9,646	95.9	**0.7**	9,415	95.0	**-0.9**	**-0.2**
Achieve 180 Program	2,241	94.3	2,370	96.1	**1.8**	2,344	95.2	**-0.9**	**0.9**
Tier 1A	464	94.3	471	96.4	**2.1**	460	95.3	**-1.1**	**1.0**
Bonham ES	64	94.8	63	96.8	**2.0**	62	93.2	**-3.6**	**-1.6**
Fondren ES^	25	94.5	26	94.2	**-0.3**	25	95.5	**1.3**	**1.0**
Gregory-Lincoln PK–8	41	95.0	46	97.1	**2.1**	49	96.4	**-0.7**	**1.4**
Hilliard ES	37	91.8	42	94.4	**2.6**	35	94.9	**0.5**	**3.1**
Lawson MS	62	92.4	63	97.1	**4.7**	67	95.8	**-1.3**	**3.4**
Liberty HS	13	96.1	12	95.7	**-0.4**	16	95.2	**-0.5**	**-0.9**
Looscan ES^	28	96.3	27	97.0	**0.7**	23	97.9	**0.9**	**1.6**
Montgomery ES^	40	93.9	38	96.9	**3.0**	34	95.8	**-1.1**	**1.9**
Pugh ES	24	96.3	25	97.4	**1.1**	26	96.7	**-0.7**	**0.4**
Sharpstown HS	86	94.4	84	95.8	**1.4**	82	94.6	**-1.2**	**0.2**
Stevens ES	44	94.7	45	97.2	**2.5**	41	95.0	**-2.2**	**0.3**
Tier 1B	762	94.5	798	95.9	**1.4**	803	95.4	**-0.5**	**0.9**
Bellfort ECC	21	94.9	20	96.0	**1.1**	20	97.1	**1.1**	**2.2**
Codwell ES*	30	95.5	29	96.7	**1.2**	32	93.9	**-2.8**	**-1.6**
Cook ES	44	92.7	42	97.1	**4.4**	39	95.9	**-1.2**	**3.2**
Edison MS	38	93.1	39	96.7	**3.6**	45	97.0	**0.3**	**3.9**
Gallegos ES	27	95.3	27	95.4	**0.1**	28	95.1	**-0.3**	**-0.2**
Kashmere Gardens ES	26	97.5	23	97.0	**-0.5**	22	96.7	**-0.3**	**-0.8**
Key MS	47	93.4	49	95.9	**2.5**	47	96.6	**0.7**	**3.2**
Lewis ES	50	95.2	51	97.1	**1.9**	48	96.7	**-0.4**	**1.5**
Marshall ES*^	56	95.1	59	94.8	**-0.3**	57	94.3	**-0.5**	**-0.8**
Martinez C ES	34	95.9	37	97.5	**1.6**	31	95.3	**-2.2**	**-0.6**
Milby HS	81	94.1	97	95.8	**1.7**	105	95.4	**-0.4**	**1.3**
Reagan Ed. Ctr. K–8*	60	94.0	61	95.8	**1.8**	57	94.6	**-1.2**	**0.6**
Shearn ES*^	36	94.8	41	94.8	**0.0**	38	94.6	**-0.2**	**-0.2**
Sherman ES*^	37	94.2	38	95.3	**1.1**	37	94.6	**-0.7**	**0.4**
Thomas MS*	33	94.0	35	95.3	**1.3**	45	94.2	**-1.1**	**0.2**
Westbury HS	121	94.9	129	95.5	**0.6**	131	95.8	**0.3**	**0.9**
Young ES	21	93.5	21	96.2	**2.7**	21	94.1	**-2.1**	**0.6**

Sources: 2015–2016, 2016–2017, and 2017–2018 Human Resources Information System (HRIS)
Note: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A.

Appendix F: Pillar III – Instructional Excellence

Renaissance Early Literacy

Figure F-1. Tier 3 Schools Universal Screener - Early Literacy

Percentage of Students

English — BOY: Urgent Intervention 34, Intervention 22, On Watch 13, At/Above Benchmark 30; EOY: Urgent Intervention 24, Intervention 19, On Watch 17, At/Above Benchmark 40

Spanish — BOY: Urgent Intervention 20, Intervention 18, On Watch 20, At/Above Benchmark 43; EOY: Urgent Intervention 10, Intervention 11, On Watch 9, At/Above Benchmark 71

■ Urgent Intervention   ■ Intervention   ■ On Watch   ■ At/Above Benchmark
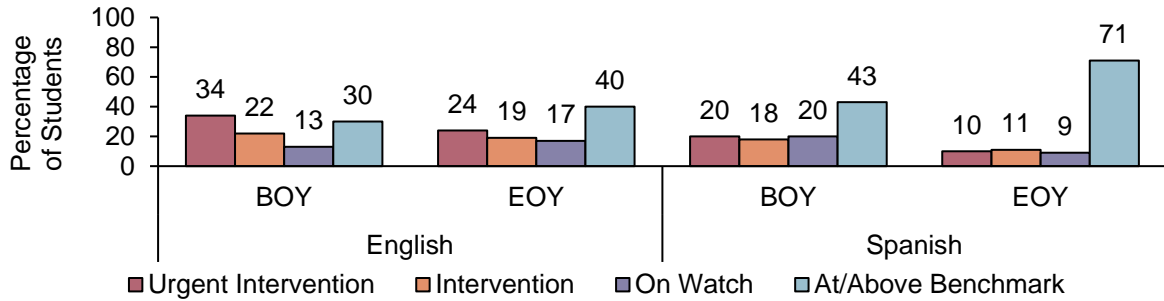
Source: Renaissance Early Literacy student data file, 8/12/2019

Figure F-2. Tier 2 Schools Universal Screener - Early Literacy

Percentage of Students

English — BOY: Urgent Intervention 29, Intervention 18, On Watch 14, At/Above Benchmark 38; EOY: Urgent Intervention 25, Intervention 21, On Watch 18, At/Above Benchmark 36

Spanish — BOY: Urgent Intervention 8, Intervention 8, On Watch 9, At/Above Benchmark 75; EOY: Urgent Intervention 7, Intervention 2, On Watch 12, At/Above Benchmark 80

■ Urgent Intervention   ■ Intervention   ■ On Watch   ■ At/Above Benchmark
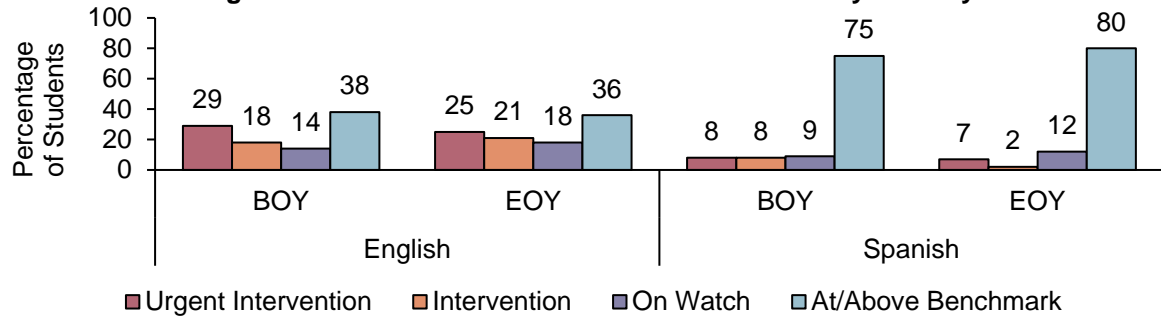
Source: Renaissance Early Literacy student data file, 8/12/2019

Figure F-3. Tier 1A Schools Universal Screener - Early Literacy

Percentage of Students

English — BOY: Urgent Intervention 28, Intervention 20, On Watch 16, At/Above Benchmark 37; EOY: Urgent Intervention 20, Intervention 16, On Watch 19, At/Above Benchmark 45

Spanish — BOY: Urgent Intervention 18, Intervention 11, On Watch 13, At/Above Benchmark 57; EOY: Urgent Intervention 7, Intervention 7, On Watch 9, At/Above Benchmark 77

■ Urgent Intervention   ■ Intervention   ■ On Watch   ■ At/Above Benchmark
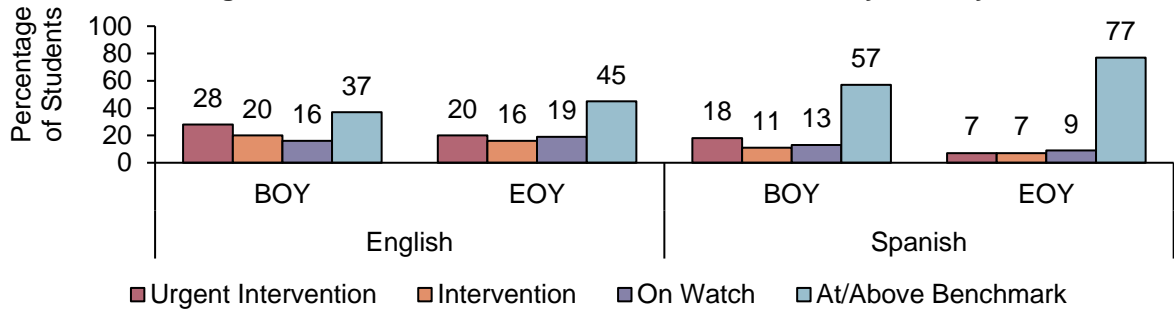
Source: Renaissance Early Literacy student data file, 8/12/2019

Figure F-4. Tier 1B Schools Universal Screener - Early Literacy

Percentage of Students

English — BOY: Urgent Intervention 32, Intervention 23, On Watch 15, At/Above Benchmark 29; EOY: Urgent Intervention 22, Intervention 17, On Watch 15, At/Above Benchmark 46

Spanish — BOY: Urgent Intervention 15, Intervention 17, On Watch 13, At/Above Benchmark 54; EOY: Urgent Intervention 9, Intervention 9, On Watch 7, At/Above Benchmark 74

■ Urgent Intervention   ■ Intervention   ■ On Watch   ■ At/Above Benchmark
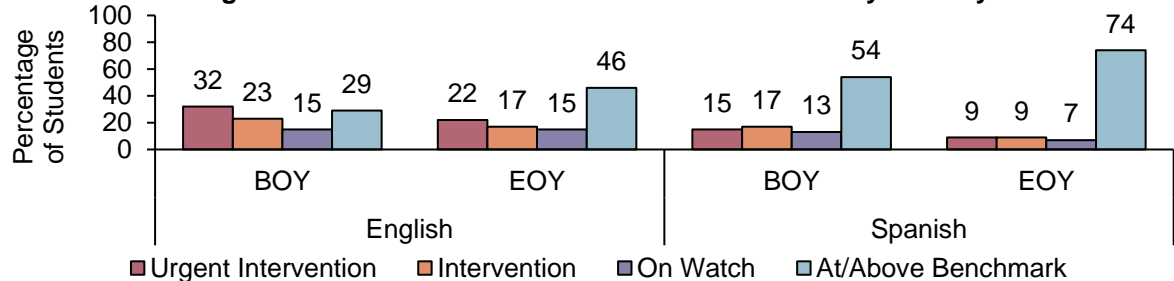
Source: Renaissance Early Literacy student data file, 8/12/2019

Table F-1. Universal Screener Renaissance Early Literacy, English Version, BOY and EOY Results, 2018–2019

Campus Name	N Tested	Beginning of Year Window				N Tested	End of Year Window				%pt. Change At/Above On Watch
		Urgent Int.	Int.	On Watch	At/Above Bench.		Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 3 Schools											
Blackshear ES	116	34%	23%	12%	31%	65	23%	20%	12%	45%	14%
Dogan ES	172	38%	25%	13%	24%	84	18%	18%	18%	46%	27%
Highland Heights ES	126	50%	19%	10%	21%	82	41%	20%	17%	22%	8%
Mading ES	108	14%	20%	14%	52%	107	27%	17%	21%	36%	-9%
Wesley ES	106	25%	16%	18%	41%	101	15%	23%	18%	45%	4%
Woodson ES	154	37%	27%	14%	22%	130	22%	19%	15%	44%	23%
Tier 2 Schools											
Bruce ES	139	27%	19%	15%	39%	116	25%	24%	18%	33%	-3%
Foerster ES	167	31%	18%	14%	38%	148	25%	18%	18%	39%	5%
Tier 1A Schools											
Bonham ES	109	34%	22%	15%	29%	106	23%	20%	23%	35%	14%
Fondren ES^	44	34%	11%	11%	43%	38	29%	16%	24%	32%	2%
Gregory-Lincoln PK-8	102	23%	27%	17%	33%	88	19%	15%	18%	48%	16%
Hilliard ES	96	39%	24%	18%	20%	170	24%	17%	20%	39%	21%
Looscan ES^	76	32%	17%	18%	33%	67	22%	16%	15%	46%	10%
Montgomery ES^	88	26%	13%	11%	50%	60	13%	17%	23%	47%	9%
Pugh ES	108	19%	19%	18%	44%	105	17%	15%	15%	52%	5%
Stevens ES^	106	24%	19%	17%	41%	84	13%	11%	15%	61%	18%
TCAH^	15	20%	7%	13%	60%	0	---	---	---	---	---
Tier 1B Schools											
Bellfort ECC	68	28%	29%	24%	19%	64	17%	11%	14%	58%	29%
Codwell ES*	107	31%	15%	17%	37%	85	26%	24%	19%	32%	-3%
Cook ES	121	34%	18%	17%	31%	164	24%	10%	15%	51%	18%
Gallegos ES	45	31%	22%	16%	31%	46	22%	22%	17%	39%	9%
Kashmere Gardens ES	107	31%	18%	16%	36%	110	15%	18%	15%	53%	16%
Lewis ES	68	29%	28%	16%	26%	51	22%	25%	16%	37%	11%
Marshall ES*^	162	35%	24%	10%	31%	139	19%	13%	18%	50%	27%
Martinez C ES	140	44%	24%	14%	19%	122	39%	26%	13%	21%	1%
Reagan Ed Ctr PK-8*	170	24%	28%	16%	32%	169	4%	13%	14%	70%	36%
Shearn ES*^	97	27%	20%	16%	37%	114	19%	16%	11%	54%	12%
Sherman ES*^	114	42%	26%	12%	19%	135	38%	22%	15%	25%	9%
Young ES	84	26%	24%	15%	35%	67	22%	16%	22%	39%	11%

Source: Renaissance Early Literacy English Student Data File, 7/9/2019

Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

	Beginning of Year Window				End of Year Window				
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above On Watch
Tier 3 Schools										
Dogan ES	100	18%	18%	16%	48%	69	7%	9%	6%	78%	20%
Highland Heights ES	47	23%	17%	28%	32%	45	13%	13%	13%	60%	13%
Tier 2 Schools										
Bruce ES	16	6%	6%	6%	81%	14	7%	0%	7%	86%	6%
Foerster ES	48	8%	8%	10%	73%	46	7%	2%	13%	78%	8%
Tier 1A Schools										
Bonham ES	101	18%	17%	14%	51%	167	4%	6%	11%	79%	25%
Fondren ES^	45	29%	11%	16%	44%	43	5%	12%	7%	77%	24%
Gregory-Lincoln PK-8	28	7%	21%	18%	54%	20	0%	0%	10%	90%	28%
Looscan ES^	33	12%	9%	9%	70%	30	3%	7%	7%	83%	11%
Montgomery ES^	50	6%	4%	16%	74%	50	4%	2%	10%	84%	4%
Pugh ES	106	27%	5%	13%	55%	102	20%	9%	8%	64%	4%
Stevens ES^	80	15%	15%	9%	61%	71	6%	7%	8%	79%	17%
Tier 1B Schools										
Bellfort ECC	98	9%	23%	14%	53%	94	2%	3%	1%	94%	28%
Cook ES	27	7%	30%	15%	48%	36	33%	8%	0%	58%	-5%
Gallegos ES	38	8%	8%	5%	79%	41	7%	7%	10%	76%	2%
Lewis ES	83	17%	11%	11%	61%	92	4%	9%	5%	82%	15%
Marshall ES*^	136	14%	12%	12%	63%	128	2%	6%	4%	88%	17%
Martinez C ES	69	36%	25%	12%	28%	84	29%	23%	15%	33%	8%
Reagan Ed Ctr PK-8*	73	8%	15%	18%	59%	83	4%	5%	8%	83%	14%
Shearn ES*^	101	21%	16%	12%	51%	97	9%	11%	11%	68%	16%
Sherman ES*^	60	10%	25%	20%	45%	74	8%	14%	11%	68%	14%

Table F-2. Universal Screener Renaissance Early Literacy, Spanish Version, BOY and EOY Results, 2018–2019

Source: Renaissance Early Literacy Spanish Student Data File, 7/9/2019

Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. Int. means Intervention; Bench means Benchmark; % pt. means percentage point

Renaissance Reading

Figure F-5. Tier 3 Schools Universal Screener - Reading

■Urgent Intervention ■Intervention ■On Watch ■At/Above Benchmark

English: BOY — 55, 21, 11, 12; EOY — 55, 21, 10, 13
Spanish: BOY — 23, 28, 18, 32; EOY — 9, 14, 15, 61
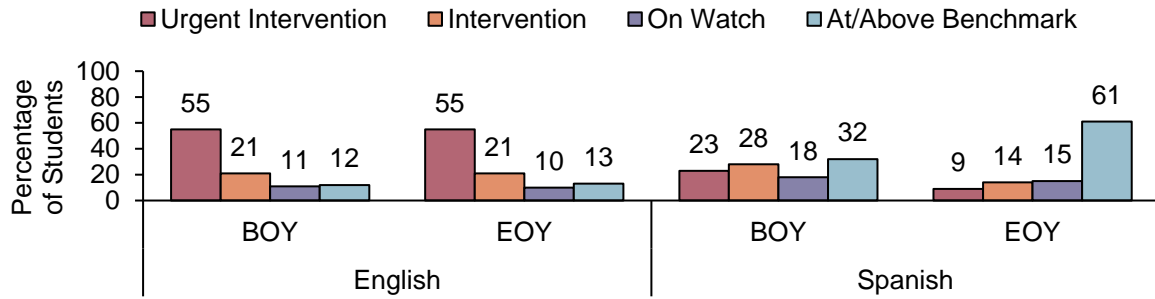
Source: Renaissance Reading student data file, 8/12/2019

Figure F-6. Tier 2 Schools Universal Screener - Reading

■Urgent Intervention ■Intervention ■On Watch ■At/Above Benchmark

English: BOY — 54, 23, 12, 11; EOY — 60, 19, 10, 10
Spanish: BOY — 9, 16, 15, 60; EOY — 4, 7, 7, 82
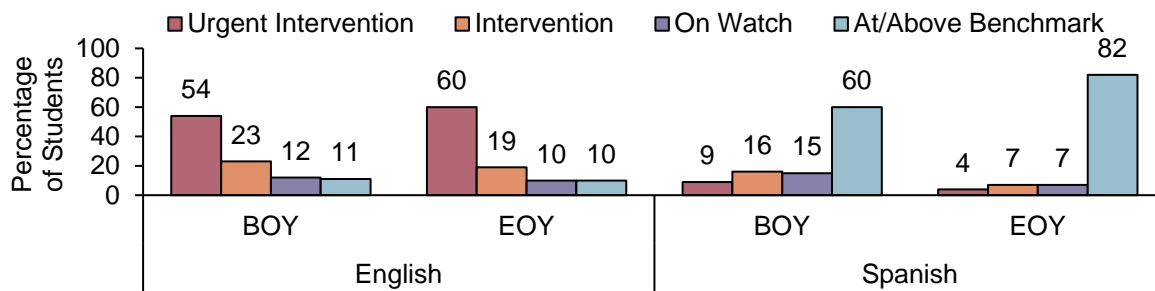
Source: Renaissance Reading student data file, 8/12/2019

Figure F-7. Tier 1A Schools Universal Screener - Reading

■Urgent Intervention ■Intervention ■On Watch ■At/Above Benchmark

English: BOY — 35, 17, 13, 35; EOY — 37, 17, 13, 33
Spanish: BOY — 10, 14, 14, 62; EOY — 4, 8, 11, 77
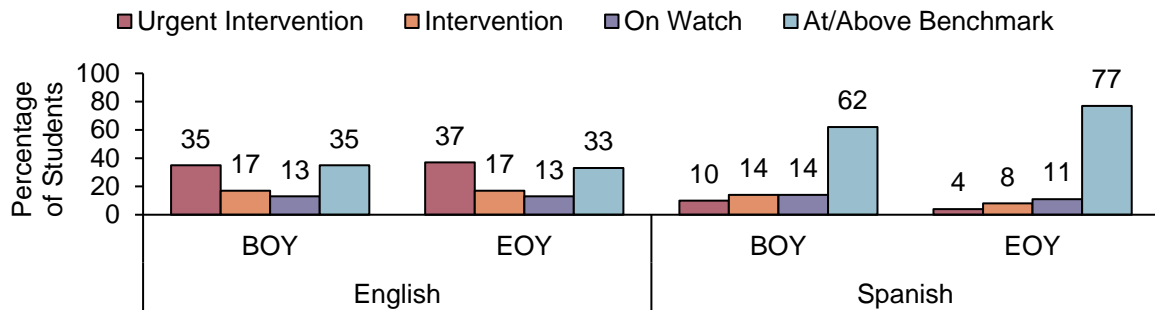
Source: Renaissance Reading student data file, 8/12/2019

Figure F-8. Tier Schools 1B Universal Screener - Reading

■Urgent Intervention ■Intervention ■On Watch ■At/Above Benchmark

English: BOY — 46, 22, 14, 18; EOY — 45, 20, 13, 21
Spanish: BOY — 12, 20, 13, 55; EOY — 9, 13, 12, 66

Source: Renaissance Reading student data file, 8/12/2019

Campus Name	Beginning of Year Window					End of Year Window					%pt. Change At/Above On Watch
	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 3 Schools											
Blackshear ES	245	46%	19%	15%	20%	273	46%	20%	12%	22%	-1%
Dogan ES	323	50%	21%	12%	17%	295	50%	19%	9%	22%	2%
Henry MS	751	52%	24%	14%	10%	663	56%	24%	10%	10%	-4%
Highland Heights ES	295	61%	16%	12%	12%	178	46%	25%	11%	18%	5%
Kashmere HS	603	59%	22%	10%	8%	458	54%	25%	10%	12%	4%
Mading ES	316	30%	26%	17%	27%	222	46%	20%	13%	21%	-10%
North Forest HS	612	61%	21%	11%	8%	481	73%	14%	6%	6%	-7%
Washington HS	523	58%	23%	7%	11%	387	63%	20%	9%	8%	-1%
Wesley ES	177	44%	23%	14%	20%	161	43%	23%	10%	24%	0%
Wheatley HS	422	66%	17%	10%	7%	240	59%	20%	11%	10%	4%
Woodson ES	258	49%	24%	13%	14%	225	39%	17%	20%	25%	18%
Worthing HS	392	68%	18%	7%	7%	504	58%	23%	10%	9%	5%
Tier 2 Schools											
Attucks MS	439	55%	24%	10%	12%	393	53%	23%	13%	11%	2%
Bruce ES	297	43%	22%	20%	15%	269	40%	23%	18%	19%	2%
Cullen MS	289	53%	24%	11%	12%	252	69%	19%	6%	6%	-11%
Deady MS*	581	50%	24%	12%	13%	537	69%	16%	7%	8%	-10%
Foerster ES	430	46%	20%	15%	19%	321	53%	18%	10%	18%	-6%
Forest Brook MS	725	50%	26%	13%	11%	705	57%	19%	13%	11%	0%
High School Ahead Acad MS^	162	57%	25%	8%	10%	103	76%	12%	9%	4%	-5%
Holland MS*^	597	47%	25%	14%	14%	571	51%	22%	13%	15%	0%
Madison HS	1025	62%	21%	11%	7%	330	62%	22%	8%	8%	-2%
Sugar Grove MS*	574	65%	20%	9%	6%	591	76%	12%	6%	5%	-4%
Williams MS*	442	59%	21%	12%	8%	384	65%	17%	9%	9%	-2%
Yates HS	479	57%	25%	8%	10%	158	54%	26%	12%	8%	2%
Tier 1A Schools											
Bonham ES	308	43%	21%	15%	21%	244	40%	21%	16%	23%	3%
Fondren ES^	138	45%	24%	12%	20%	134	37%	17%	18%	28%	14%
Gregory-Lincoln PK-8	575	32%	22%	16%	29%	533	35%	23%	15%	27%	-3%
Hilliard ES	424	46%	20%	13%	22%	307	49%	19%	15%	18%	-2%
Lawson MS	1104	44%	26%	17%	14%	1097	56%	23%	12%	9%	-10%
Liberty HS	302	91%	7%	1%	0%	207	90%	6%	4%	0%	3%
Looscan ES^	191	44%	21%	11%	24%	174	41%	16%	21%	22%	8%
Montgomery ES^	341	33%	26%	16%	26%	303	30%	17%	17%	35%	10%
Pugh ES	203	24%	19%	21%	35%	211	27%	18%	16%	39%	-1%
Sharpstown HS	715	68%	17%	9%	5%	342	65%	20%	8%	6%	0%
Stevens ES^	327	39%	20%	14%	28%	284	39%	18%	15%	28%	1%
TCAH^	2109	6%	9%	12%	72%	1333	7%	10%	11%	72%	-1%

Table F-3. Universal Screener Renaissance Reading, English Version, BOY and EOY Results, 2018–2019

Table F-3. Universal Screener Renaissance Reading, English Version, BOY and EOY Results, 2018–2019 (Continued)

Campus Name	N Tested	Beginning of Year Window				N Tested	End of Year Window				%pt. Change At/Above On Watch
		Urgent Int.	Int.	On Watch	At/Above Bench.		Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 1B Schools											
Bellfort ECC	7	86%	0%	0%	14%	0	---	---	---	---	---
Codwell ES*	251	35%	21%	17%	27%	229	44%	19%	13%	24%	-7%
Cook ES	375	34%	21%	19%	26%	367	35%	21%	18%	26%	-1%
Edison MS	630	44%	24%	16%	16%	537	44%	27%	14%	15%	-3%
Gallegos ES	187	40%	19%	14%	26%	151	30%	14%	19%	37%	16%
Kashmere Gardens ES	204	45%	16%	20%	20%	207	28%	25%	13%	34%	7%
Key MS	598	49%	24%	15%	12%	469	56%	22%	12%	10%	-5%
Lewis ES	452	41%	21%	17%	21%	386	32%	17%	20%	31%	13%
Marshall ES*^	470	44%	21%	12%	23%	441	54%	19%	8%	19%	-8%
Martinez C ES	232	51%	22%	12%	15%	183	50%	19%	11%	19%	3%
Milby HS	1072	44%	24%	15%	17%	817	42%	21%	16%	22%	6%
Reagan Ed Ctr PK-8*	802	41%	26%	14%	20%	793	39%	22%	15%	24%	5%
Shearn ES*^	286	28%	22%	20%	30%	250	36%	22%	12%	30%	-8%
Sherman ES*^	373	34%	25%	15%	25%	338	36%	20%	15%	29%	4%
Thomas MS*	468	59%	23%	10%	9%	431	76%	15%	6%	3%	-10%
Westbury HS	1421	60%	18%	10%	12%	1107	52%	17%	11%	21%	10%
Young ES	162	32%	31%	16%	20%	159	30%	26%	18%	26%	8%

Source: Renaissance Reading English Student Data File, 7/9/2019
Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Table F-4. Universal Screener Renaissance Reading, Spanish Version, BOY and EOY Results, 2018–2019										
		Beginning of Year Window				**End of Year Window**				%pt. Change At/Above On Watch
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 3 Schools											
Dogan ES	33	24%	30%	27%	18%	0	---	---	---	---	---
Highland Heights ES	80	25%	24%	15%	36%	78	4%	17%	12%	68%	29%
Mading ES	7	0%	57%	0%	43%	19	32%	5%	32%	32%	21%
Tier 2 Schools											
Bruce ES	15	7%	0%	13%	80%	14	0%	0%	14%	86%	7%
Foerster ES	63	10%	17%	14%	59%	41	5%	10%	5%	80%	12%
Forest Brook MS	21	10%	24%	19%	48%	0	---	---	---	---	---
Tier 1A Schools											
Bonham ES	309	7%	12%	14%	67%	223	4%	7%	11%	78%	8%
Fondren ES^	32	13%	22%	19%	47%	32	3%	3%	13%	81%	28%
Gregory-Lincoln PK-8	17	18%	29%	18%	35%	9	0%	11%	11%	78%	36%
Looscan ES^	24	21%	4%	8%	67%	26	0%	4%	19%	77%	21%
Montgomery ES^	34	15%	18%	9%	59%	11	9%	18%	18%	55%	5%
Pugh ES	60	15%	17%	12%	57%	67	9%	18%	12%	61%	4%
Stevens ES^	107	11%	15%	15%	59%	84	1%	4%	10%	86%	22%
TCAH^	0	---	---	---	---	2	**	**	**	**	---
Tier 1B Schools											
Cook ES	23	13%	13%	13%	61%	28	18%	11%	11%	61%	-2%
Gallegos ES	51	2%	8%	16%	75%	52	2%	2%	15%	81%	5%
Key MS	2	**	**	**	**	0	---	---	---	---	---
Lewis ES	216	9%	18%	14%	59%	212	5%	7%	8%	80%	15%
Marshall ES*^	128	6%	13%	8%	73%	162	7%	11%	10%	72%	1%
Martinez C ES	59	27%	41%	12%	20%	68	28%	35%	15%	22%	5%
Reagan Ed Ctr PK-8*	119	13%	23%	12%	53%	124	7%	7%	10%	75%	20%
Shearn ES*^	155	14%	25%	12%	49%	152	14%	20%	14%	51%	4%
Sherman ES*^	152	14%	22%	18%	45%	73	7%	19%	16%	58%	11%
Thomas MS*	3	**	**	**	**	0	---	---	---	---	---

Source: Renaissance Reading Spanish Student Data File, 7/9/2019

Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. **Less than 5 students tested. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Renaissance Mathematics

Figure F-9. Tier 3 Group Universal Screener - Mathematics
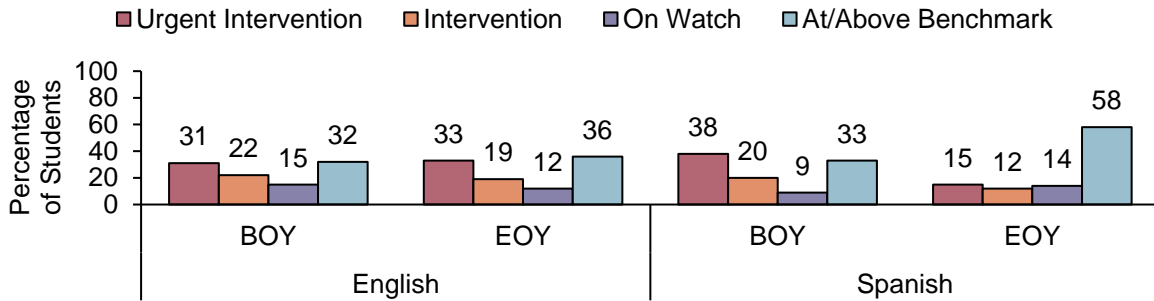
Source: Renaissance Mathematics 8/12/2019 student data file

Figure F-10. Tier 2 Schools Universal Screener - Mathematics
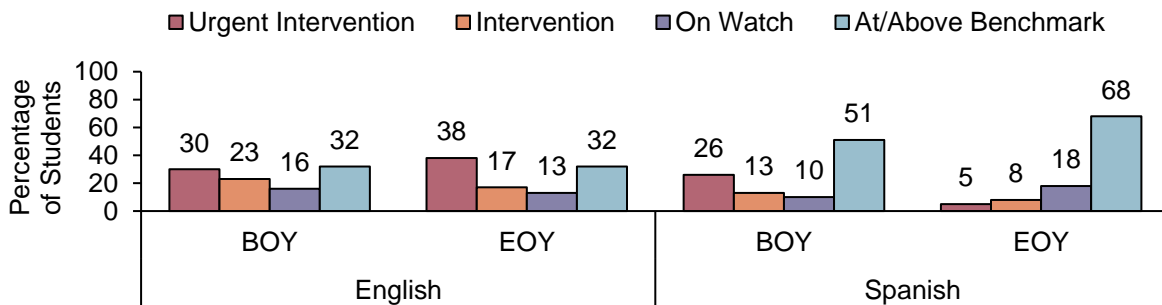
Source: Renaissance Mathematics 8/12/2019 student data file

Figure F-11. Tier 1A Schools Universal Screener - Mathematics
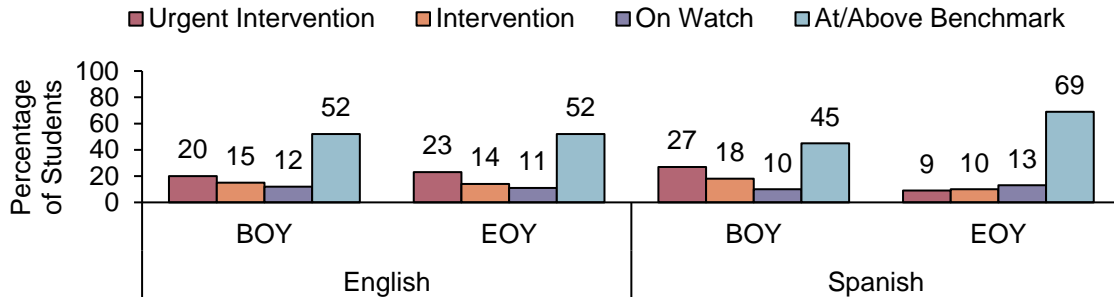
Source: Renaissance Mathematics 8/12/2019 student data file

Figure F-12. Tier 1B Schools Universal Screener - Mathematics
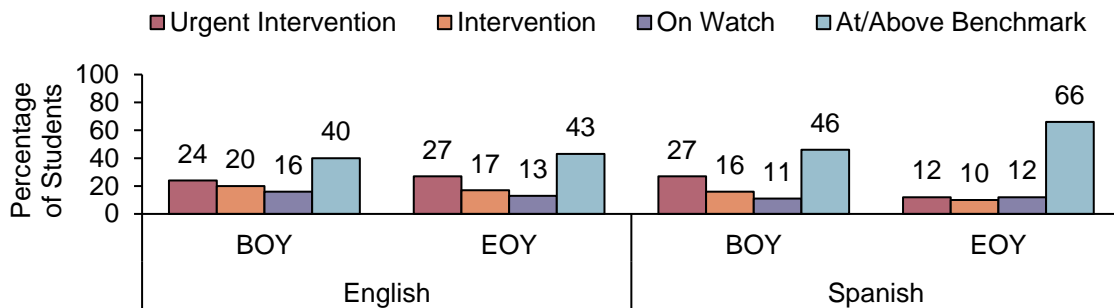
Source: Renaissance Mathematics 8/12/2019 student data file

Table F-5. Universal Screener Renaissance Mathematics, English Version, BOY and EOY Results, 2018–2019

Campus Name	Beginning of Year Window					End of Year Window					%pt. Change At/Above On Watch
	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 3 Schools											
Blackshear ES	277	28%	19%	13%	40%	262	27%	18%	13%	43%	3%
Dogan ES	413	37%	20%	13%	29%	339	32%	19%	10%	39%	7%
Henry MS	743	27%	24%	19%	30%	682	31%	21%	15%	34%	0%
Highland Heights ES	378	36%	21%	11%	32%	262	42%	19%	9%	30%	-4%
Kashmere HS	410	37%	19%	13%	31%	411	33%	20%	15%	32%	3%
Mading ES	339	29%	23%	17%	31%	265	31%	15%	14%	40%	6%
North Forest HS	469	28%	20%	17%	35%	300	52%	20%	10%	19%	-23%
Washington HS	395	26%	24%	14%	36%	119	34%	26%	8%	31%	-11%
Wesley ES	234	27%	23%	13%	37%	217	24%	20%	12%	44%	6%
Wheatley HS	219	40%	25%	12%	23%	118	43%	18%	9%	30%	4%
Woodson ES	318	29%	25%	17%	29%	285	21%	14%	11%	53%	18%
Worthing HS	266	32%	23%	12%	34%	121	37%	20%	7%	36%	-3%
Tier 2 Schools											
Attucks MS	439	28%	25%	18%	30%	325	42%	17%	12%	29%	-7%
Bruce ES	370	30%	20%	18%	33%	328	32%	16%	14%	38%	1%
Cullen MS	303	26%	24%	18%	33%	274	35%	18%	14%	33%	-4%
Deady MS*	637	25%	24%	17%	34%	575	37%	19%	14%	30%	-7%
Foerster ES	457	34%	19%	11%	36%	405	39%	17%	9%	35%	-3%
Forest Brook MS	712	27%	21%	17%	36%	715	35%	18%	14%	33%	-6%
High School Ahead Acad MS^	164	30%	28%	18%	23%	108	55%	18%	10%	18%	-13%
Holland MS*^	617	25%	23%	19%	33%	549	31%	16%	15%	39%	2%
Madison HS	681	25%	23%	13%	40%	312	28%	15%	12%	44%	3%
Sugar Grove MS*	589	42%	22%	15%	21%	583	61%	15%	9%	15%	-12%
Williams MS*	431	38%	23%	17%	23%	394	33%	21%	15%	31%	6%
Yates HS	224	33%	23%	15%	29%	122	33%	19%	14%	34%	4%
Tier 1A Schools											
Bonham ES	314	27%	19%	16%	38%	297	26%	14%	12%	48%	6%
Fondren ES^	161	24%	24%	12%	39%	158	20%	20%	12%	48%	9%
Gregory-Lincoln PK-8	625	18%	18%	18%	45%	588	20%	17%	13%	50%	0%
Hilliard ES	428	28%	17%	17%	38%	387	30%	16%	13%	41%	-1%
Lawson MS	1107	24%	21%	16%	40%	1085	33%	16%	14%	37%	-5%
Liberty HS	303	70%	15%	5%	10%	183	63%	17%	9%	11%	5%
Looscan ES^	206	19%	18%	15%	48%	194	17%	18%	10%	56%	3%
Montgomery ES^	358	16%	22%	17%	45%	287	15%	17%	15%	53%	6%
Pugh ES	215	18%	15%	16%	51%	192	17%	12%	15%	56%	4%
Sharpstown HS	685	36%	16%	12%	36%	299	36%	15%	12%	37%	1%
Stevens ES^	363	26%	24%	14%	36%	343	29%	16%	11%	44%	5%
TCAH^	2033	4%	6%	7%	83%	1234	6%	7%	5%	82%	-3%

Table F-5. Universal Screener Renaissance Mathematics, English Version, BOY and EOY Results, 2018–2019 (Continued)

Campus Name	N Tested	Beginning of Year Window				N Tested	End of Year Window				%pt. Change At/Above On Watch
		Urgent Int.	Int.	On Watch	At/Above Bench.		Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 1B Schools											
Bellfort ECC	26	100%	0%	0%	0%	0	---	---	---	---	---
Codwell ES*	316	18%	20%	18%	44%	235	25%	20%	16%	39%	-7%
Cook ES	456	24%	18%	16%	42%	442	19%	17%	13%	50%	5%
Edison MS	633	18%	19%	22%	40%	549	29%	19%	15%	36%	-11%
Gallegos ES	190	19%	13%	14%	54%	165	15%	11%	9%	65%	6%
Kashmere Gardens ES	258	25%	19%	21%	36%	271	25%	20%	13%	42%	-2%
Key MS	576	25%	25%	19%	31%	459	32%	21%	13%	33%	-4%
Lewis ES	468	19%	18%	12%	51%	433	17%	12%	14%	57%	8%
Marshall ES*^	547	24%	22%	12%	42%	514	34%	15%	13%	38%	-3%
Martinez C ES	300	31%	26%	13%	29%	172	42%	16%	11%	30%	-1%
Milby HS	511	18%	18%	15%	49%	331	30%	19%	11%	40%	-13%
Reagan Ed Ctr PK-8*	962	22%	17%	17%	44%	844	17%	16%	14%	53%	6%
Shearn ES*^	322	17%	19%	14%	49%	278	25%	18%	10%	47%	-6%
Sherman ES*^	414	13%	22%	15%	50%	376	19%	14%	16%	51%	2%
Thomas MS*	435	32%	23%	19%	27%	407	42%	21%	14%	23%	-9%
Westbury HS	748	38%	20%	12%	30%	490	36%	17%	8%	39%	5%
Young ES	202	22%	22%	15%	41%	196	25%	18%	12%	45%	1%

Source: Renaissance Mathematics English Student Data File, 7/9/2019
Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. Int. means Intervention; Bench. means Benchmark; % pt. means percentage point.

Table F-6. Universal Screener Renaissance Mathematics, Spanish Version, BOY and EOY Results, 2018–2019										
		Beginning of Year Window					End of Year Window				%pt. Change At/Above On Watch
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	
Tier 3 Schools											
Dogan ES	79	41%	24%	8%	28%	64	13%	16%	11%	61%	36%
Highland Heights ES	80	36%	16%	10%	38%	79	15%	6%	13%	66%	31%
Mading ES	8	38%	13%	13%	38%	27	22%	22%	26%	30%	5%
Tier 2 Schools											
Bruce ES	25	16%	8%	16%	60%	26	0%	8%	15%	77%	16%
Foerster ES	68	32%	16%	7%	44%	66	8%	8%	20%	65%	34%
Forest Brook MS	10	10%	0%	10%	80%	0	---	---	---	---	---
Tier 1A Schools											
Bonham ES	304	18%	15%	11%	56%	311	6%	8%	11%	75%	19%
Fondren ES^	55	29%	25%	9%	36%	54	9%	9%	17%	65%	37%
Gregory-Lincoln PK-8	17	53%	12%	6%	29%	17	12%	18%	12%	59%	36%
Looscan ES^	44	25%	14%	9%	52%	42	7%	7%	12%	74%	25%
Montgomery ES^	39	31%	21%	8%	41%	48	10%	6%	13%	71%	35%
Pugh ES	80	36%	33%	11%	20%	35	14%	20%	11%	54%	34%
Stevens ES^	126	39%	13%	10%	38%	123	13%	14%	17%	56%	25%
Tier 1B Schools											
Cook ES	53	43%	11%	8%	38%	60	30%	17%	7%	47%	8%
Gallegos ES	64	17%	11%	14%	58%	74	5%	8%	15%	72%	15%
Key MS	1	**	**	**	**	1	**	**	**	**	---
Lewis ES	309	28%	15%	9%	47%	305	8%	7%	10%	76%	30%
Marshall ES*^	198	21%	21%	9%	49%	213	9%	11%	15%	66%	23%
Martinez C ES	77	51%	19%	12%	18%	54	35%	22%	9%	33%	12%
Reagan Ed Ctr PK-8*	49	31%	16%	16%	37%	45	2%	9%	11%	78%	36%
Shearn ES*^	195	24%	16%	15%	45%	135	16%	10%	14%	61%	15%
Sherman ES*^	127	20%	17%	11%	52%	40	8%	20%	15%	58%	10%
Thomas MS*	5	0%	20%	0%	80%	0	---	---	---	---	---

Source: Renaissance Mathematics English Student Data File, 7/9/2019
Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. **Less than 5 students tested. Data were not available for Texas Connections Academy Houston (TCAH), a virtual, online school in Tier 1A. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Appendix G: Pillar IV – School Design

Table G-1. HISD Career and Technical Education (CTE) Participation by Pathway, School Level, and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017

School Level	Group	Campus	Enrollment N	Non-Coherent Sequence n	Non-Coherent Sequence %	Coherent Sequence n	Coherent Sequence %	Total CTE n	Total CTE %
High Schools	Tier 3	Kashmere HS	606	9	1.5	431	71.1	440	72.6
		North Forest HS	942	21	2.2	713	75.7	734	77.9
		Washington HS	760	133	17.5	314	41.3	447	58.8
		Wheatley HS	827	101	12.2	645	78.0	746	90.2
		Worthing HS	813	70	8.6	677	83.3	747	91.9
	Achieve 180 Program Tier 3 HS		3,948	334	8.5	2,780	70.4	3,114	78.9
	Tier 2	Madison HS	1,759	78	4.4	1,479	84.1	1,557	88.5
		Yates HS	845	502	59.4	199	23.6	701	83.0
	Achieve 180 Program Tier 2 HS		2,604	580	22.3	1,678	64.4	2,258	86.7
	Tier 1A	Liberty HS	447	81	18.1	-	-	81	18.1
		Sharpstown HS	1,597	751	47.0	5	0.3	756	47.3
	Achieve 180 Program Tier 1A HS		2,044	832	40.7	5	0.2	837	40.9
	Tier 1B	Milby HS	1,377	249	18.1	785	57.0	1,034	75.1
		Westbury HS	2,190	323	14.7	1,653	75.5	1,976	90.2
	Achieve 180 Program Tier 1B HS		3,567	572	16.0	2,438	68.3	3,010	84.4
	Achieve 180 Program HS Total		12,163	2,318	19.1	6,901	56.7	9,219	75.8
	Non-Achieve 180	Austin HS	1,922	156	8.1	1,690	87.9	1,846	96.0
		Bellaire HS	3,486	1,196	34.3	80	2.3	1,276	36.6
		Carnegie HS	637	74	11.6	-	-	74	11.6
		Challenge EC HS	470	195	41.5	-	-	195	41.5
		Chavez HS	3,091	1,294	41.9	1,298	42.0	2,592	83.9
		DeBakey HS	852	498	58.5	354	41.5	852	100.0
		East EC HS	488	257	52.7	29	5.9	286	58.6
		Eastwood Acad HS	427	15	3.5	412	96.5	427	100.0
		Energy Inst HS	699	-	-	699	100.0	699	100.0
		E-STEM Central HS	138	31	22.5	1	0.7	32	23.2
		E-STEM West HS	303	131	43.2	3	1.0	134	44.2
		Furr HS	1,091	724	66.4	299	27.4	1,023	93.8
		HAIS HS	475	159	33.5	314	66.1	473	99.6
		Heights HS	2,346	74	3.2	1,994	85.0	2,068	88.2
		Houston MSTC HS	2,816	563	20.0	910	32.3	1,473	52.3
		HSLJ	421	-	-	421	100.0	421	100.0
		Jones HS	353	2	0.6	342	96.9	344	97.5
		Jordan HS Careers	317	19	6.0	298	94.0	317	100.0
		Kinder HSPVA	757	139	18.4	69	9.1	208	27.5
		Lamar HS	3,388	309	9.1	2,157	63.7	2,466	72.8
		Middle College HS-Fraga	120	3	2.5	-	-	3	2.5
		Middle College HS-Gulfton	164	62	37.8	31	18.9	93	56.7
		Mount Carmel Acad HS	359	103	28.7	-	-	103	28.7
		North Houston EC HS	457	239	52.3	-	-	239	52.3
		Northside HS	1,622	712	43.9	522	32.2	1,234	76.1
		Scarborough HS	757	175	23.1	366	48.3	541	71.5
		South EC HS	301	198	65.8	74	24.6	272	90.4
		Sterling HS	1,123	173	15.4	836	74.4	1,009	89.8
		Victory Prep North	139	52	37.4	4	2.9	56	40.3
		Victory Prep South	175	5	2.9	103	58.9	108	61.7
		Waltrip HS	1,612	281	17.4	942	58.4	1,223	75.9
		Westside HS	2,920	302	10.3	1,928	66.0	2,230	76.4
		Wisdom HS	1,832	58	3.2	1,028	56.1	1,086	59.3
	Non-Achieve 180 HS Total		36,058	8,199	22.7	17,204	47.7	25,403	70.5
	HISD HS Total		48,221	10,517	21.8	24,105	50.0	34,622	71.8

School Level	Group	Campus	Enrollment N	Non-Coherent Sequence n	Non-Coherent Sequence %	Coherent Sequence n	Coherent Sequence %	Total CTE n	Total CTE %
Middle Schools	Tier 3	Henry MS	895	31	3.5	-	-	31	3.5
	Achieve 180 Program Tier 3 MS		895	31	3.5	-	-	31	3.5
	Tier 2	Attucks MS	488	54	11.1	-	-	54	11.1
		Cullen MS	491	22	4.5	-	-	22	4.5
		Deady MS	690	53	7.7	-	-	53	7.7
		Forest Brook MS	887	87	9.8	-	-	87	9.8
		Holland MS*^	672	193	28.7	-	-	193	28.7
		Sugar Grove MS*	767	17	2.2	-	-	17	2.2
		Williams MS*	531	38	7.2	-	-	38	7.2
	Achieve 180 Program Tier 2 MS		4,526	464	10.3	-	-	464	10.3
	Tier 1A	Lawson MS	1,036	167	16.1	-	-	167	16.1
	Achieve 180 Program Tier 1A MS		1,036	167	16.1	-	-	167	16.1
	Tier 1B	Edison MS	656	27	4.1	-	-	27	4.1
		Thomas MS*	449	47	10.5	-	-	47	10.5
	Achieve 180 Program Tier 1B MS		1,105	74	6.7	-	-	74	6.7
	Achieve 180 Program MS		7,562	736	9.7	-	-	736	9.7
	Non-Achieve 180	Black MS	1,019	268	26.3	-	-	268	26.3
		Burbank MS	1,457	99	6.8	-	-	99	6.8
		Clifton MS	753	152	20.2	-	-	152	20.2
		Fleming MS	510	11	2.2	-	-	11	2.2
		Fondren MS	936	253	27.0	-	-	253	27.0
		Fonville MS	952	56	5.9	-	-	56	5.9
		Hamilton MS	1,299	179	13.8	-	-	179	13.8
		Hartman MS	1,369	157	11.5	-	-	157	11.5
		Hogg MS	793	193	24.3	-	-	193	24.3
		Meyerland MS	1,723	427	24.8	-	-	427	24.8
		Navarro MS	819	206	25.2	-	-	206	25.2
		Ortiz MS	1,086	198	18.2	-	-	198	18.2
		Pershing MS	1,638	105	6.4	-	-	105	6.4
		Revere MS	1,289	140	10.9	-	-	140	10.9
		Stevenson MS	1,357	194	14.3	-	-	194	14.3
		Tanglewood MS	758	229	30.2	-	-	229	30.2
		Welch MS	800	24	3.0	-	-	24	3.0
		West Briar MS	1,042	61	5.9	-	-	61	5.9
	Non-Achieve 180 MS		19,600	2,952	15.1	-	-	2,952	15.1
	HISD MS Total		27,162	3,688	13.6	-	-	3,688	13.6
Combined-Level Schools	Tier 1A	TCAH*	5,215	1,434	27.5	19	0.4	1,453	27.9
	Achieve 180 Program Combined-Level		5,215	1,434	27.5	19	0.4	1,453	27.9
	Achieve 180 Program Combined-Level		5,215	1,434	27.5	19	0.4	1,453	27.9
	Non-Achieve 180	Beechnut Academy	195	-	-	6	3.1	6	3.1
		Community Services	100	-	-	1	1.0	1	1.0
		Harper Alternative	33	22	66.7	5	15.2	27	81.8
		Leland YMCPA	457	111	24.3	71	15.5	182	39.8
		Long Academy	993	61	6.1	213	21.5	274	27.6
		Reach	205	117	57.1	-	-	117	57.1
		Sharpstown Intl	1,061	236	22.2	140	13.2	376	35.4
		YWCPA	582	100	17.2	134	23.0	234	40.2
	Non-Achieve 180 Combined-Level Total		3,626	647	17.8	570	15.7	1,217	33.6
	HISD Combined-Level Total		8,841	2,081	23.5	589	6.7	2,670	30.2
Non-Achieve 180 CTE Total			59,284	11,798	19.9	17,774	30.0	29,572	49.9
Achieve 180 Program CTE Total			24,940	4,488	18.0	6,920	27.7	11,408	45.7
HISD CTE Total			84,224	16,286	19.3	24,694	29.3	40,980	48.7

Source: PEIMS Fall, 2016–2017, HISD Research and Accountability Department Microsoft Access archived database.
Notes: *New Achieve 180 Program participant in 2018–2019; Not an Achieve 180 Program TSL grant participant.

Table G-2. HISD Career and Technical Education (CTE) Participation by Pathway, School Level, and Non-Achieve 180 and Achieve 180 Program Affiliation, 2017–2018

School Level	Group	Campus Name	Enrollment N	Non-Coherent Sequence n	%	Coherent Sequence n	%	Total CTE n	%
High Schools	Tier 3	Kashmere HS	724	14	1.9	450	62.2	464	64.1
		North Forest HS	1,017	11	1.1	915	90.0	926	91.1
		Washington HS	764	348	45.5	225	29.5	573	75.0
		Wheatley HS	969	78	8.0	794	81.9	872	90.0
		Worthing HS	851	258	30.3	411	48.3	669	78.6
	Achieve 180 Program Tier 3 HS		4,325	709	16.4	2,795	64.6	3,504	81.0
	Tier 2	Madison HS	1,663	15	0.9	1,461	87.9	1,476	88.8
		Yates HS	814	122	15.0	605	74.3	727	89.3
	Achieve 180 Program Tier 2 HS		2,477	137	5.5	2,066	83.4	2,203	88.9
	Tier 1A	Liberty HS	391	163	41.7	7	1.8	170	43.5
		Sharpstown HS	1,693	323	19.1	713	42.1	1,036	61.2
	Achieve 180 Program Tier 1A HS		2,084	486	23.3	720	34.5	1,206	57.9
	Tier 1B	Milby HS	1,703	276	16.2	1,142	67.1	1,418	83.3
		Westbury HS	2,358	120	5.1	1,988	84.3	2,108	89.4
	Achieve 180 Program Tier 1B HS		4,061	396	9.8	3,130	77.1	3,526	86.8
	Achieve 180 Program HS Total		12,947	1,728	13.3	8,711	67.3	10,439	80.6
	Non-Achieve 180	Austin HS	1,845	100	5.4	1,655	89.7	1,755	95.1
		Bellaire HS	3,487	1,189	34.1	33	0.9	1,222	35.0
		Carnegie HS	626	79	12.6	-	-	79	12.6
		Challenge EC HS	468	191	40.8	-	-	191	40.8
		Chavez HS	3,067	1,553	50.6	1,093	35.6	2,646	86.3
		DeBakey HS	890	708	79.6	182	20.4	890	100.0
		East EC HS	485	172	35.5	2	0.4	174	35.9
		Eastwood Acad HS	427	-	-	427	100.0	427	100.0
		Energy Inst HS	706	-	-	706	100.0	706	100.0
		E-STEM Central HS	173	7	4.0	-	-	7	4.0
		E-STEM West HS	317	14	4.4	-	-	14	4.4
		Furr HS	1,122	698	62.2	367	32.7	1,065	94.9
		HAIS HS	487	143	29.4	325	66.7	468	96.1
		Heights HS	2,360	106	4.5	1,998	84.7	2,104	89.2
		Houston MSTC HS	2,795	640	22.9	1,011	36.2	1,651	59.1
		HSLJ	430	22	5.1	408	94.9	430	100.0
		Jones HS	430	3	0.7	418	97.2	421	97.9
		Jordan HS Careers	141	1	0.7	137	97.2	138	97.9
		Kinder HSPVA	753	144	19.1	74	9.8	218	29.0
		Lamar HS	3,378	782	23.1	2,026	60.0	2,808	83.1
		Middle College HS-Gulfton	161	6	3.7	73	45.3	79	49.1
		Mount Carmel Acad HS	347	101	29.1	-	-	101	29.1
		North Houston EC HS	471	241	51.2	5	1.1	246	52.2
		Northside HS	1,550	382	24.6	886	57.2	1,268	81.8
		Scarborough HS	780	299	38.3	257	32.9	556	71.3
		South EC HS	383	146	38.1	233	60.8	379	99.0
		Sterling HS	1,384	441	31.9	856	61.8	1,297	93.7
		Victory Prep South	252	100	39.7	59	23.4	159	63.1
		Waltrip HS	1,778	515	29.0	1,008	56.7	1,523	85.7
		Westside HS	2,874	277	9.6	2,086	72.6	2,363	82.2
		Wisdom HS	1,972	32	1.6	1,777	90.1	1,809	91.7
	Non-Achieve 180 HS Total		36,339	9,092	25.0	18,102	49.8	27,194	74.8
	HISD HS Total		49,286	10,820	22.0	26,813	54.4	37,633	76.4

School Level	Group	Campus Name	Enrollment N	Non-Coherent Sequence n	%	Coherent Sequence n	%	Total CTE n	%
Middle Schools	Tier 3	Henry MS	862	29	3.4	-	-	29	3.4
	Achieve 180 Program Tier 3 MS		862	29	3.4	-	-	29	3.4
	Tier 2	Attucks MS	487	14	2.9	-	-	14	2.9
		Cullen MS	436	22	5.0	-	-	22	5.0
		Deady MS	719	57	7.9	-	-	57	7.9
		Forest Brook MS	877	102	11.6	-	-	102	11.6
		Holland MS*^	668	168	25.1	-	-	168	25.1
	Achieve 180 Program Tier 2 MS		3,187	363	11.4			363	11.4
	Tier 1A	Lawson MS	1,105	267	24.2	-	-	267	24.2
	Achieve 180 Program Tier 1A MS		1,105	267	24.2	-	-	267	24.2
	Tier 1B	Edison MS	654	30	4.6	-	-	30	4.6
		Thomas MS*	537	225	41.9	-	-	225	41.9
	Achieve 180 Program Tier 1B MS		1,191	255	21.4	-	-	255	21.4
	Achieve 180 Program MS Total		6,345	914	14.4	-	-	914	14.4
	Non-Achieve 180	Black MS	1,090	188	17.2	-	-	188	17.2
		Burbank MS	1,416	87	6.1	-	-	87	6.1
		Clifton MS	723	68	9.4	-	-	68	9.4
		Fleming MS	512	74	14.5	-	-	74	14.5
		Fonville MS	849	153	18.0	-	-	153	18.0
		Hamilton MS	1,383	172	12.4	-	-	172	12.4
		Hogg MS	895	118	13.2	-	-	118	13.2
		Meyerland MS	1,607	372	23.1	-	-	372	23.1
		Navarro MS	710	51	7.2	-	-	51	7.2
		Ortiz MS	1,062	43	4.0	-	-	43	4.0
		Pershing MS	1,700	172	10.1	-	-	172	10.1
		Revere MS	1,261	57	4.5	-	-	57	4.5
		Stevenson MS	1,396	150	10.7	-	-	150	10.7
		Tanglewood MS	829	40	4.8	-	-	40	4.8
		Welch MS	721	135	18.7	-	-	135	18.7
		West Briar MS	1,070	62	5.8	-	-	62	5.8
	Non-Achieve 180 MS Total		17,224	1,942	11.3	-	-	1,942	11.3
	HISD MS Total		23,569	2,856	12.1	-	-	2,856	12.1
Combined-Level Schools	Tier 1A	TCAH*	5,683	1,090	19.2	71	1.2	1,161	20.4
	Combined-Level Tier 1A Total		5,683	1,090	19.2	71	1.2	1,161	20.4
	Achieve 180 Program Combined-Level Total		5,683	1,090	19.2	71	1.2	1,161	20.4
	Non-Achieve 180	Long Acad	915	54	5.9	153	16.7	207	22.6
		Leland YMCPA	491	91	18.5	57	11.6	148	30.1
		Secondary DAEP	77	21	27.3	10	13.0	31	40.3
		Sharpstown Intl	1,119	82	7.3	181	16.2	263	23.5
		Victroy Prep K-8	333	15	4.5	-	-	15	4.5
		YWCPA	513	253	49.3	85	16.6	338	65.9
	Non-Achieve 180 Combined-Level Total		3,448	516	15.0	486	14.1	1,002	29.1
	HISD Combined-Level Total		9,131	1,606	17.6	557	6.1	2,163	23.7
Non-Achieve 180 CTE Total			57,011	11,550	20.3	18,588	32.6	30,138	52.9
Achieve 180 Program CTE Total			24,975	3,732	14.9	8,782	35.2	12,514	50.1
HISD CTE Total			81,986	15,282	18.6	27,370	33.4	42,652	52.0

Source: PEIMS Fall, 2017–2018, HISD Research and Accountability Department Microsoft Access archived database.
Notes: *New Achieve 180 Program participant in 2018–2019; Not an Achieve 180 Program TSL grant participant.

Table G-3. HISD Career and Technical Education (CTE) Participation by Pathway, School Level, and Non-Achieve 180 and Achieve 180 Program Affiliation, 2018–2019

School Level	Group	Campus Name	Enrollment N	Non-Coherent Sequence n	%	Coherent Sequence n	%	Total CTE n	%
High Schools	Tier 3	Kashmere HS	777	77	9.9	491	63.2	568	73.1
		North Forest HS	993	82	8.3	784	79.0	866	87.2
		Washington HS	760	243	32.0	381	50.1	624	82.1
		Wheatley HS	874	87	10.0	725	83.0	812	92.9
		Worthing HS	786	163	20.7	485	61.7	648	82.4
	Achieve 180 Program Tier 3 HS		4,190	652	15.6	2,866	68.4	3,518	84.0
	Tier 2	Madison HS	1,736	365	21.0	1,210	69.7	1,575	90.7
		Yates HS	879	297	33.8	493	56.1	790	89.9
	Achieve 180 Program Tier 2 HS		2,615	662	25.3	1,703	65.1	2,365	90.4
	Tier 1A	Liberty HS	365	131	35.9	20	5.5	151	41.4
		Sharpstown HS	1,717	674	39.3	641	37.3	1,315	76.6
	Achieve 180 Program Tier 1A HS		2,082	805	38.7	661	31.7	1,466	70.4
	Tier 1B	Milby HS	1,912	761	39.8	938	49.1	1,699	88.9
		Westbury HS	2,348	281	12.0	1,912	81.4	2,193	93.4
	Achieve 180 Program Tier 1B HS		4,260	1,042	24.5	2,850	66.9	3,892	91.4
	Achieve 180 Program HS		13,147	3,161	24.0	8,080	61.5	11,241	85.5
	Non-Achieve 180	Austin HS	1,692	363	21.5	1,283	75.8	1,646	97.3
		Bellaire HS	3,320	1,336	40.2	31	0.9	1,367	41.2
		Carnegie HS	808	55	6.8	-	-	55	6.8
		Challenge EC HS	463	143	30.9	33	7.1	176	38.0
		Chavez HS	2,888	740	25.6	1,658	57.4	2,398	83.0
		DeBakey HS	891	2	0.2	879	98.7	881	98.9
		East EC HS	476	201	42.2	1	0.2	202	42.4
		Eastwood Acad HS	432	12	2.8	419	97.0	431	99.8
		Energy Inst HS	764	2	0.3	762	99.7	764	100.0
		E-STEM Central HS	315	21	6.7	1	0.3	22	7.0
		Furr HS	1,035	432	41.7	466	45.0	898	86.8
		HAIS HS	495	-	-	494	99.8	494	99.8
		Heights HS	2,380	529	22.2	1,751	73.6	2,280	95.8
		Houston MSTC HS	2,614	279	10.7	1,393	53.3	1,672	64.0
		HSLJ	469	33	7.0	436	93.0	469	100.0
		Jones HS	390	-	-	374	95.9	374	95.9
		Kinder HSPVA	752	142	18.9	61	8.1	203	27.0
		Lamar HS	3,138	922	29.4	1,741	55.5	2,663	84.9
		Middle College HS - Fraga	130	-	-	43	33.1	43	33.1
		Middle College HS - Gulfton	164	19	11.6	115	70.1	134	81.7
		Mount Carmel Acad HS	340	96	28.2	7	2.1	103	30.3
		North Houston EC HS	484	198	40.9	97	20.0	295	61.0
		Northside HS	1,547	505	32.6	884	57.1	1,389	89.8
		Scarborough HS	754	218	28.9	312	41.4	530	70.3
		South EC HS	395	10	2.5	384	97.2	394	99.7
		Sterling HS	1,489	226	15.2	1,111	74.6	1,337	89.8
		Waltrip HS	1,907	263	13.8	1,310	68.7	1,573	82.5
		Westside HS	2,902	497	17.1	1,826	62.9	2,323	80.0
		Wisdom HS	2,024	650	32.1	927	45.8	1,577	77.9
	Non-Achieve 180 HS		35,458	7,894	22.3	18,799	53.0	26,693	75.3
	HISD HS Total		48,605	11,055	22.7	26,879	55.3	37,934	78.0

School Level	Group	Campus Name	Enrollment N	Non-Coherent Sequence n	%	Coherent Sequence n	%	Total CTE n	%
Middle Schools	Tier 3	Henry MS	829	8	1.0	-	-	8	1.0
	Achieve 180 Program Tier 3 MS		829	8	1.0	-	-	8	1.0
	Tier 2	Attucks MS	464	20	4.3	-	-	20	4.3
		Cullen MS	353	31	8.8	-	-	31	8.8
		Deady MS	669	57	8.5	-	-	57	8.5
		Holland MS*^	673	131	19.5	-	-	131	19.5
	Achieve 180 Tier 2 MS		2,159	239	11.1	-	-	239	11.1
	Tier 1A	Lawson MS	1,210	70	5.8	-	-	70	5.8
	Achieve 180 Tier 1A MS		1,210	70	5.8	-	-	70	5.8
	Tier 1B	Edison MS	654	104	15.9	-	-	104	15.9
	Achieve 180 Tier 1B MS		654	104	15.9	-	-	104	15.9
	Achieve 180 Program MS		8,875	421	4.7	-	-	421	4.7
	Non-Achieve 180	Black MS	1,233	172	13.9	-	-	172	13.9
		Burbank MS	1,464	77	5.3	-	-	77	5.3
		Clifton MS	705	51	7.2	-	-	51	7.2
		Fleming MS	486	65	13.4	-	-	65	13.4
		Fonville MS	810	140	17.3	-	-	140	17.3
		Hamilton MS	1,266	193	15.2	-	-	193	15.2
		Hartman MS	1,263	144	11.4	-	-	144	11.4
		Hogg MS	984	109	11.1	-	-	109	11.1
		Meyerland MS	1,575	305	19.4	-	-	305	19.4
		Navarro MS	682	23	3.4	-	-	23	3.4
		Pershing MS	1,771	135	7.6	-	-	135	7.6
		Revere MS	1,229	24	2.0	-	-	24	2.0
		Rogers TH MS	979	-	-	4	0.4	4	0.4
		Stevenson MS	1,446	180	12.4	-	-	180	12.4
		Tanglewood MS	846	148	17.5	-	-	148	17.5
		West Briar MS	1,114	66	5.9	-	-	66	5.9
	Non-Achieve 180 MS		17,853	1,832	10.3	4	0.4	1,832	10.3
	HISD MS Total		26,728	2,253	8.4	4	0.4	2,253	8.4
Combined-Level Schools	Tier 1A	TCAH*	5,696	1,491	26.2	39	0.7	1,530	26.9
	Achieve 180 Program Combined-Level		5,696	1,491	26.2	39	0.7	1,530	26.9
	Non-Achieve 180	Community Services	154	-	-	6	3.9	6	3.9
		Harper DAEP	14	3	21.4	11	78.6	14	100.0
		HCC Lifeskills	62	-	-	6	9.7	6	9.7
		JJAEP	12	-	-	2	16.7	2	16.7
		Leland YMCPA	501	118	23.6	72	14.4	190	37.9
		Long Acad	896	63	7.0	200	22.3	263	29.4
		Secondary DAEP	124	15	12.1	30	24.2	45	36.3
		Sharpstown Intl	1,179	293	24.9	94	8.0	387	32.8
		Wilson	602	59	9.8		0.0	59	9.8
		YWCPA	477	268	56.2	83	17.4	351	73.6
	Non-Achieve 180 Combined-Level		4,021	819	20.4	504	12.5	1,323	32.9
	HISD Combined-Level Total		9,717	2,310	23.8	543	5.6	2,853	29.4
	Non-Achieve 180 CTE Total		57,332	10,545	18.4	19,307	33.7	29,852	52.1
	Achieve 180 Program CTE Total		27,718	5,073	18.3	8,119	29.3	13,192	47.6
	HISD CTE Total		85,050	15,618	18.4	27,426	32.2	43,044	50.6

Source: PEIMS Fall, 2018–2019, HISD Research and Accountability Department Microsoft Access archived database.
Notes: *New Achieve 180 Program participant in 2018–2019; Not an Achieve 180 Program TSL grant participant.

Table G-4. HISD Career and Technical Education (CTE) Course Completion by Pathway, School Level, and Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017

Left portion (High Schools):

School Level	Group	Campus	Non-Coherent Sequence Participants N	Completion n	%	Coherent Sequence Participants N	Completion n	%	Total Participants N	Completion n	%
High Schools	Tier 3	Kashmere HS	9	9	100.0	431	373	86.5	440	382	86.8
		North Forest HS	21	21	100.0	713	694	97.3	734	715	97.4
		Washington HS	133	127	95.5	314	301	95.9	447	428	95.7
		Wheatley HS	101	100	99.0	645	617	95.7	746	717	96.1
		Worthing HS	70	62	88.6	677	628	92.8	747	690	92.4
	Achieve 180 Tier 3 HS		334	319	95.5	2,780	2,613	94.0	3,114	2,932	94.2
	Tier 2	Madison HS	78	74	94.9	1,479	1,399	94.6	1,557	1,473	94.6
		Yates HS	502	485	96.6	199	193	97.0	701	678	96.7
	Achieve 180 Tier 2 HS		580	559	96.4	1,678	1,592	94.9	2,258	2,151	95.3
	Tier 1A	Sharpstown HS	751	697	92.8	5	3	60.0	756	700	92.6
		Liberty HS	81	54	66.7	-	-	-	81	54	66.7
	Achieve 180 Tier 1A HS		832	751	90.3	5	3	60.0	837	754	90.1
	Tier 1B	Milby HS	249	244	98.0	785	760	96.8	1,034	1,004	97.1
		Westbury HS	323	317	98.1	1,653	1,549	93.7	1,976	1,866	94.4
	Achieve 180 Tier 1B HS		572	561	98.1	2,438	2,309	94.7	3,010	2,870	95.3
	Achieve 180 HS Total		2,318	2,190	94.5	6,901	6,517	94.4	9,219	8,707	94.4
	Non-Achieve 180	Austin HS	156	148	94.9	1,690	1,653	97.8	1,846	1,801	97.6
		Bellaire HS	1,196	1,170	97.8	80	40	50.0	1,276	1,210	94.8
		Carnegie HS	74	74	100.0	-	-	-	74	74	100.0
		Challenge EC HS	195	195	100.0	-	-	-	195	195	100.0
		Chavez HS	1,294	1,245	96.2	1,298	1,261	97.1	2,592	2,506	96.7
		DeBakey HS	498	491	98.6	354	354	100.0	852	845	99.2
		East EC HS	257	255	99.2	29	29	100.0	286	284	99.3
		Eastwood Acad HS	15	15	100.0	412	409	99.3	427	424	99.3
		Energy Inst HS	-	-	-	699	698	99.9	699	698	99.9
		E-STEM Central HS	31	31	100.0	1	-	-	32	31	96.9
		E-STEM West HS	131	130	99.2	3	-	-	134	130	97.0
		Furr HS	724	703	97.1	299	288	96.3	1,023	991	96.9
		HAIS HS	159	159	100.0	314	314	100.0	473	473	100.0
		Heights HS	74	71	95.9	1,994	1,725	86.5	2,068	1,796	86.8
		Houston MSTC HS	563	533	94.7	910	882	96.9	1,473	1,415	96.1
		HSLJ	-	-	-	421	420	99.8	421	420	99.8
		Jones HS	2	*	*	342	340	99.4	344	342	99.4
		Jordan HS Careers	19	19	100.0	298	294	98.7	317	313	98.7
		Kinder HSPVA	139	139	100.0	69	69	100.0	208	208	100.0
		Lamar HS	309	285	92.2	2,157	2,141	99.3	2,466	2,426	98.4
		Middle College HS - Fraga	3	*	*	-	-	-	3	*	*
		Middle College HS - Gulfton	62	58	93.5	31	29	93.5	93	87	93.5
		Mount Carmel Acad HS	103	103	100.0	-	-	-	103	103	100.0
		North Houston EC HS	239	238	99.6	-	-	-	239	238	99.6
		Northside HS	712	677	95.1	522	427	81.8	1,234	1,104	89.5
		Scarborough HS	175	166	94.9	366	354	96.7	541	520	96.1
		South EC HS	198	191	96.5	74	63	85.1	272	254	93.4
		Sterling HS	173	172	99.4	836	801	95.8	1,009	973	96.4
		Victory Prep North	52	51	98.1	4	*	*	56	55	98.2
		Victory Prep South	5	5	100.0	103	102	99.0	108	107	99.1
		Waltrip HS	281	275	97.9	942	918	97.5	1,223	1,193	97.5
		Westside HS	302	294	97.4	1,928	1,900	98.5	2,230	2,194	98.4
		Wisdom HS	58	56	96.6	1,028	990	95.8	1,086	1,046	96.3
	Non-Achieve 180 HS Total		8,199	7,951	97.0	17,204	16,505	95.9	25,403	24,456	96.3
	HISD HS Total		10,517	10,141	96.4	24,105	23,022	95.5	34,622	33,163	95.8

Right portion (Middle Schools, Combined-Level Schools, and CTE Totals):

School Level	Group	Campus	Non-Coherent Sequence Participants N	Completion n	%	Coherent Sequence Participants N	Completion n	%	Total Participants N	Completion n	%
Middle Schools	Tier 3	Henry MS	31	29	93.5	-	-	-	31	29	93.5
	Achieve 180 Tier 3 MS		31	29	93.5	-	-	-	31	29	93.5
	Tier 2	Attucks MS	54	54	100.0	-	-	-	54	54	100.0
		Cullen MS	22	20	90.9	-	-	-	22	20	90.9
		Deady MS	53	52	98.1	-	-	-	53	52	98.1
		Forest Brook MS	87	81	93.1	-	-	-	87	81	93.1
		Holland MS**^	193	187	96.9	-	-	-	193	187	96.9
		Sugar Grove MS**	17	0	0.0	-	-	-	17	0	0.0
		Williams MS**	38	36	94.7	-	-	-	38	36	94.7
	Achieve 180 Tier 2 MS		464	430	92.7	-	-	-	464	430	92.7
	Tier 1A	Lawson MS	167	99	59.3	-	-	-	167	99	59.3
	Achieve 180 Tier 1A MS		167	99	59.3	-	-	-	167	99	59.3
	Tier 1B	Edison MS	27	27	100.0	-	-	-	27	27	100.0
		Thomas MS**	47	45	95.7	-	-	-	47	45	95.7
	Achieve 180 Tier 1B MS		74	72	97.3	-	-	-	74	72	97.3
	Achieve 180 MS Total		736	630	85.6	-	-	-	736	630	85.6
	Non-Achieve 180	Black MS	268	261	97.4	-	-	-	268	261	97.4
		Burbank MS	99	99	100.0	-	-	-	99	99	100.0
		Clifton MS	152	151	99.3	-	-	-	152	151	99.3
		Fleming MS	11	10	90.9	-	-	-	11	10	90.9
		Fondren MS	253	245	96.8	-	-	-	253	245	96.8
		Fonville MS	56	52	92.9	-	-	-	56	52	92.9
		Hamilton MS	179	177	98.9	-	-	-	179	177	98.9
		Hartman MS	157	0	0.0	-	-	-	157	0	0.0
		Hogg MS	193	114	59.1	-	-	-	193	114	59.1
		Meyerland MS	427	233	54.6	-	-	-	427	233	54.6
		Navarro MS	206	134	65.0	-	-	-	206	134	65.0
		Ortiz MS	198	196	99.0	-	-	-	198	196	99.0
		Pershing MS	105	104	99.0	-	-	-	105	104	99.0
		Revere MS	140	107	76.4	-	-	-	140	107	76.4
		Stevenson MS	194	138	71.1	-	-	-	194	138	71.1
		Tanglewood MS	229	227	99.1	-	-	-	229	227	99.1
		Welch MS	24	23	95.8	-	-	-	24	23	95.8
		West Briar MS	61	60	98.4	-	-	-	61	60	98.4
	Non-Achieve 180 MS Total		2,952	2,331	79.0	-	-	-	2,952	2,331	79.0
	HISD MS Total		3,688	2,961	80.3	-	-	-	3,688	2,961	80.3
Combined-Level Schools	Tier 1A	TCAH**	1,434	1,260	87.9	19	-	-	1,453	1,260	86.7
	Combined-Level Achieve 180 Tier 1A		1,434	1,260	87.9	19	-	-	1,453	1,260	86.7
	Achieve 180 Combined-Level Total		1,434	1,260	87.9	19	-	-	1,453	1,260	86.7
	Non-Achieve 180	Beechnut Academy	-	-	-	6	4	66.7	6	4	66.7
		Community Services	-	-	-	1	*	*	1	*	*
		Harper Alternative	22	10	45.5	5	4	80.0	27	14	51.9
		Leland YMCPA	111	108	97.3	71	71	100.0	182	179	98.4
		Long Acad	61	57	93.4	213	209	98.1	274	266	97.1
		Reach	117	108	92.3	-	-	-	117	108	92.3
		Sharpstown Intl	236	233	98.7	140	133	95.0	376	366	97.3
		YWCPA	100	36	36.0	134	134	100.0	234	170	72.6
	Non-Achieve 180 Combined-Level Total		647	552	85.3	570	555	97.4	1,217	1,107	91.0
	HISD Combined-Level Total		2,081	1,812	87.1	589	555	94.2	2,670	2,367	88.7
Non-Achieve 180 CTE Total			11,798	10,834	91.8	17,774	17,060	96.0	29,572	27,894	94.3
Achieve 180 Program CTE Total			4,488	4,080	90.9	6,920	6,517	94.2	11,408	10,597	92.9
HISD CTE Total			16,286	14,914	91.6	24,694	23,577	95.5	40,980	38,491	93.9

Source: PEIMS Fall & PEIMS 412 Completion Archived data files, 2017; Completion Codes, TEA, 2017
Notes: **New Achieve 180 Program participant in 2018–2019; Not an Achieve 180 Program TSL grant participant. *Masked results for fewer than five students.

Table G-5. HISD Career and Technical Education (CTE) Course Completion by Pathway, School Level, and Non-Achieve 180 and Achieve 180 Program Affiliation, 2017–2018

High Schools

School Level	Group	Campus	Non-Coherent Sequence Participants N	Completion n	%	Coherent Sequence Participants N	Completion n	%	Total Participants N	Completion n	%
High Schools	Tier 3	Kashmere HS	14	9	64.3	450	392	87.1	464	401	86.4
		North Forest HS	11	11	100.0	915	875	95.6	926	886	95.7
		Washington HS	348	314	90.2	225	194	86.2	573	508	88.7
		Wheatley HS	78	71	91.0	794	753	94.8	872	824	94.5
		Worthing HS	258	239	92.6	411	330	80.3	669	569	85.1
	Achieve 180 Tier 3 HS		**709**	**644**	**90.8**	**2,795**	**2,544**	**91.0**	**3,504**	**3,188**	**91.0**
	Tier 2	Madison HS	15	11	73.3	1,461	1,350	92.4	1,476	1,361	92.2
		Yates HS	122	116	95.1	605	581	96.0	727	697	95.9
	Achieve 180 Tier 2 HS		**137**	**127**	**92.7**	**2,066**	**1,931**	**93.5**	**2,203**	**2,058**	**93.4**
	Tier 1A	Liberty HS	163	132	81.0	7	3	42.9	170	135	79.4
		Sharpstown HS	323	312	96.6	713	695	97.5	1,036	1,007	97.2
	Achieve 180 Tier 1A HS		**486**	**444**	**91.4**	**720**	**698**	**96.9**	**1,206**	**1,142**	**94.7**
	Tier 1B	Milby HS	276	269	97.5	1,142	1,122	98.2	1,418	1,391	98.1
		Westbury HS	120	111	92.5	1,988	1,947	97.9	2,108	2,058	97.6
	Achieve 180 Tier 1B HS		**396**	**380**	**96.0**	**3,130**	**3,069**	**98.1**	**3,526**	**3,449**	**97.8**
	Achieve 180 HS Total		**1,728**	**1,595**	**92.3**	**8,711**	**8,242**	**94.6**	**10,439**	**9,837**	**94.2**
	Non-Achieve 180	Austin HS	100	86	86.0	1,655	1,601	96.7	1,755	1,687	96.1
		Bellaire HS	1,189	1,175	98.8	33	33	100.0	1,222	1,208	98.9
		Carnegie HS	79	79	100.0	-	-	-	79	79	100.0
		Challenge EC HS	191	190	99.5	-	-	-	191	190	99.5
		Chavez HS	1,553	1,514	97.5	1,093	1,085	99.3	2,646	2,599	98.2
		DeBakey HS	708	707	99.9	182	182	100.0	890	889	99.9
		East EC HS	172	172	100.0	2	*	*	174	174	100.0
		Eastwood Acad HS	-	-	-	427	326	76.3	427	326	76.3
		Energy Inst HS	-	-	-	706	703	99.6	706	703	99.6
		E-STEM Central HS	7	7	100.0	-	-	-	7	7	100.0
		E-STEM West HS	14	14	100.0	-	-	-	14	14	100.0
		Furr HS	698	407	58.3	367	340	92.6	1,065	747	70.1
		HAIS HS	143	143	100.0	325	325	100.0	468	468	100.0
		Heights HS	106	103	97.2	1,998	1,879	94.0	2,104	1,982	94.2
		Houston MSTC HS	640	614	95.9	1,011	991	98.0	1,651	1,605	97.2
		HSLJ	22	22	100.0	408	408	100.0	430	430	100.0
		Jones HS	3	*	*	418	411	98.3	421	414	98.3
		Jordan HS Careers	1	*	*	137	0	0.0	138	0	0.0
		Kinder HSPVA	144	144	100.0	74	74	100.0	218	218	100.0
		Lamar HS	782	771	98.6	2,026	1,642	81.0	2,808	2,413	85.9
		Middle College HS - Gulfton	6	5	83.3	73	71	97.3	79	76	96.2
		Mount Carmel Acad HS	101	100	99.0	-	-	-	101	100	99.0
		North Houston EC HS	241	241	100.0	5	5	100.0	246	246	100.0
		Northside HS	382	373	97.6	886	796	89.8	1,268	1,169	92.2
		Scarborough HS	299	284	95.0	257	255	99.2	556	539	96.9
		South EC HS	146	146	100.0	233	225	96.6	379	371	97.9
		Sterling HS	441	420	95.2	856	806	94.2	1,297	1,226	94.5
		Victory Prep South	100	0	0.0	59	0	0.0	159	0	0.0
		Waltrip HS	515	505	98.1	1,008	900	89.3	1,523	1,405	92.3
		Westside HS	277	272	98.2	2,086	1,875	89.9	2,363	2,147	90.9
		Wisdom HS	32	31	96.9	1,777	1,301	73.2	1,809	1,332	73.6
	Non-Achieve 180 HS Total		**9,092**	**8,528**	**93.8**	**18,102**	**16,236**	**89.7**	**27,194**	**24,764**	**91.1**
	HISD HS Total		**10,820**	**10,123**	**93.6**	**26,813**	**24,478**	**91.3**	**37,633**	**34,601**	**91.9**

Middle Schools and Combined-Level Schools

School Level	Group	Campus	Non-Coherent Sequence Participants N	Completion n	%	Coherent Sequence Participants N	Completion n	%	Total Participants N	Completion n	%
Middle Schools	Tier 3	Henry MS	29	29	100.0		-	-	29	29	100.0
	Achieve 180 Tier 3 MS		**29**	**29**	**100.0**	**0**	**-**	**-**	**29**	**29**	**100.0**
	Tier 2	Attucks MS	14	14	100.0	-	-	-	14	14	100.0
		Cullen MS	22	21	95.5	-	-	-	22	21	95.5
		Deady MS	57	57	100.0	-	-	-	57	57	100.0
		Forest Brook MS	102	93	91.2	-	-	-	102	93	91.2
		Holland MS**^	168	157	93.5	-	-	-	168	157	93.5
	Achieve 180 Tier 2 MS		**363**	**342**	**94.2**	**0**	**-**	**-**	**363**	**342**	**94.2**
	Tier 1A	Lawson MS	267	181	67.8	-	-	-	267	181	67.8
	Achieve 180 Tier 1A MS		**267**	**181**	**67.8**	**0**	**-**	**-**	**267**	**181**	**67.8**
	Tier 1B	Edison MS	30	28	93.3	-	-	-	30	28	93.3
		Thomas MS**	225	1	0.4	-	-	-	225	1	0.4
	Achieve 180 Tier 1B MS		**255**	**29**	**11.4**	**0**	**-**	**-**	**255**	**29**	**11.4**
	Achieve 180 MS Total		**914**	**581**	**63.6**	**0**	**-**	**-**	**914**	**581**	**63.6**
	Non-Achieve 180	Black MS	188	188	100.0	-	-	-	188	188	100.0
		Burbank MS	87	87	100.0	-	-	-	87	87	100.0
		Clifton MS	68	68	100.0	-	-	-	68	68	100.0
		Fleming MS	74	0	0.0	-	-	-	74	0	0.0
		Fonville MS	153	90	58.8	-	-	-	153	90	58.8
		Hamilton MS	172	169	98.3	-	-	-	172	169	98.3
		Hogg MS	118	74	62.7	-	-	-	118	74	62.7
		Meyerland MS	372	199	53.5	-	-	-	372	199	53.5
		Navarro MS	51	51	100.0	-	-	-	51	51	100.0
		Ortiz MS	43	43	100.0	-	-	-	43	43	100.0
		Pershing MS	172	169	98.3	-	-	-	172	169	98.3
		Revere MS	57	16	28.1	-	-	-	57	16	28.1
		Stevenson MS	150	53	35.3	-	-	-	150	53	35.3
		Tanglewood MS	40	38	95.0	-	-	-	40	38	95.0
		Welch MS	135	26	19.3	-	-	-	135	26	19.3
		West Briar MS	62	61	98.4	-	-	-	62	61	98.4
	Non-Achieve 180 MS Total		**1,942**	**1,332**	**68.6**	**0**	**-**	**-**	**1,942**	**1,332**	**68.6**
	HISD MS Total		**2,856**	**1,913**	**67.0**	**0**	**-**	**-**	**2,856**	**1,913**	**67.0**
Combined-Level Schools	Tier 1A	TCAH**	1,090	1,042	95.6	71	17	23.9	1,161	1,059	91.2
	Achieve 180 Combined-Level Total		**1,090**	**1,042**	**95.6**	**71**	**17**	**23.9**	**1,161**	**1,059**	**91.2**
	Non-Achieve 180	Leland YMCPA	91	91	100.0	57	57	100.0	148	148	100.0
		Long Acad	54	50	92.6	153	153	100.0	207	203	98.1
		Secondary DAEP	21	0	0.0	10	6	60.0	31	6	19.4
		Sharpstown Intl	82	72	87.8	181	88	48.6	263	160	60.8
		Victory Prep K-8	15	0	0.0	-	-	-	15	0	0.0
		YWCPA	253	163	64.4	85	85	100.0	338	248	73.4
	Non-Achieve 180 Combined-Level Total		**516**	**376**	**72.9**	**486**	**389**	**80.0**	**1,002**	**765**	**76.3**
	HISD Combined Total		**1,606**	**1,418**	**88.3**	**557**	**406**	**72.9**	**2,163**	**1,824**	**84.3**
Non-Achieve 180 CTE Total			**11,550**	**10,236**	**88.6**	**18,588**	**16,625**	**89.4**	**30,138**	**26,861**	**89.1**
Achieve 180 Program CTE Total			**3,732**	**3,218**	**86.2**	**8,782**	**8,259**	**94.0**	**12,514**	**11,477**	**91.7**
HISD CTE Total			**14,339**	**13,454**	**93.8**	**27,370**	**24,884**	**90.9**	**41,709**	**38,338**	**91.9**

Source: PEIMS Fall & PEIMS 412 Completion Archived data files, 2018; Completion Codes, TEA, 2018
Notes: **New Achieve 180 Program participant in 2018–2019; Not an Achieve 180 Program TSL grant participant. *Masked results for fewer than five students.

Table G-6. HISD Career and Technical Education (CTE) Course Completion by Pathway, School Level, and Non-Achieve 180 and Achieve 180 Program Affiliation, 2018−2019

School Level	Group	Campus	Non-Coherent Sequence Participants N	Completion n	%	Coherent Sequence Participants N	Completion n	%	Total Participants N	Completion n	%
High Schools	Tier 3	Kashmere HS	77	69	89.6	491	417	84.9	568	486	85.6
		North Forest HS	82	74	90.2	784	693	88.4	866	767	88.6
		Washington HS	243	226	93.0	381	335	87.9	624	561	89.9
		Wheatley HS	87	69	79.3	725	666	91.9	812	735	90.5
		Worthing HS	163	145	89.0	485	441	90.9	648	586	90.4
	Achieve 180 Tier 3 HS		652	583	89.4	2,866	2,552	89.0	3,518	3,135	89.1
	Tier 2	Madison HS	365	340	93.2	1,210	1,050	86.8	1,575	1,390	88.3
		Yates HS	297	273	91.9	493	475	96.3	790	748	94.7
	Achieve 180 Tier 2 HS		662	613	92.6	1,703	1,525	89.5	2,365	2,138	90.4
	Tier 1A	Liberty HS	131	110	84.0	20	9	45.0	151	119	78.8
		Sharpstown HS	674	635	94.2	641	566	88.3	1,315	1,201	91.3
	Achieve 180 Tier 1A HS		805	745	92.5	661	575	87.0	1,466	1,320	90.0
	Tier 1B	Milby HS	761	745	97.9	938	867	92.4	1,699	1,612	94.9
		Westbury HS	281	268	95.4	1,912	1,774	92.8	2,193	2,042	93.1
	Achieve 180 Tier 1B HS		1,042	1,013	97.2	2,850	2,641	92.7	3,892	3,654	93.9
	Achieve 180 HS Total		3,161	2,954	93.5	8,080	7,293	90.3	11,241	10,247	91.2
	Non-Achieve 180	Austin HS	363	346	95.3	1,283	1,235	96.3	1,646	1,581	96.1
		Bellaire HS	1,336	1,319	98.7	31	23	74.2	1,367	1,342	98.2
		Carnegie HS	55	55	100.0	-	-	-	55	55	100.0
		Challenge EC HS	143	143	100.0	33	30	90.9	176	173	98.3
		Chavez HS	740	718	97.0	1,658	1,538	92.8	2,398	2,256	94.1
		DeBakey HS	2	*	*	879	876	99.7	881	878	99.7
		East EC HS	201	201	100.0	1	*	*	202	201	99.5
		Eastwood Acad HS	12	12	100.0	419	330	78.8	431	342	79.4
		Energy Inst HS	2	*	*	762	758	99.5	764	760	99.5
		E-STEM Central HS	21	21	100.0	1	*	*	22	21	95.5
		Furr HS	432	409	94.7	466	410	88.0	898	819	91.2
		HAIS HS	-	-	0.0	494	490	99.2	494	490	99.2
		Heights HS	529	513	97.0	1,751	1,619	92.5	2,280	2,132	93.5
		Houston MSTC HS	279	268	96.1	1,393	1,319	94.7	1,672	1,587	94.9
		HSLJ	33	33	100.0	436	432	99.1	469	465	99.1
		Jones HS	-	-	-	374	372	99.5	374	372	99.5
		Kinder HSPVA	142	142	100.0	61	57	93.4	203	199	98.0
		Lamar HS	922	899	97.5	1,741	1,175	67.5	2,663	2,074	77.9
		Middle College HS - Fraga	-	-	-	43	1	2.3	43	1	2.3
		Middle College HS - Gulfton	19	18	94.7	115	102	88.7	134	120	89.6
		Mount Carmel Acad HS	96	96	100.0	7	5	71.4	103	101	98.1
		North Houston EC HS	198	198	100.0	97	81	83.5	295	279	94.6
		Northside HS	505	474	93.9	884	772	87.3	1,389	1,246	89.7
		Scarborough HS	218	207	95.0	312	292	93.6	530	499	94.2
		South EC HS	10	10	100.0	384	341	88.8	394	351	89.1
		Sterling HS	226	211	93.4	1,111	1,040	93.6	1,337	1,251	93.6
		Waltrip HS	263	259	98.5	1,310	1,171	89.4	1,573	1,430	90.9
		Westside HS	497	484	97.4	1,826	1,743	95.5	2,323	2,227	95.9
		Wisdom HS	650	618	95.1	927	810	87.4	1,577	1,428	90.6
	Non-Achieve 180 HS Total		7,894	7,658	97.0	18,799	17,022	90.5	26,693	24,680	92.5
	HISD HS Total		11,055	10,612	96.0	26,879	24,315	90.5	37,934	34,927	92.1

School Level	Group	Campus	Non-Coherent Sequence Participants N	Completion n	%	Coherent Sequence Participants N	Completion n	%	Total Participants N	Completion n	%
Middle Schools	Tier 3	Henry MS	8	8	100.0	-	-	-	8	8	100.0
	Achieve 180 Tier 3 MS		8	8	100.0	0	-	-	8	8	100.0
	Tier 2	Attucks MS	20	19	95.0	-	-	-	20	19	95.0
		Cullen MS	31	31	100.0	-	-	-	31	31	100.0
		Deady MS	57	56	98.2	-	-	-	57	56	98.2
		Holland MS**^	131	130	99.2	-	-	-	131	130	99.2
	Achieve 180 Tier 2 MS		239	236	98.7	0	-	-	239	236	98.7
	Tier 1A	Lawson MS	70	70	100.0	-	-	-	70	70	100.0
	Achieve 180 Tier 1A MS		70	70	100.0	0	-	-	70	70	100.0
	Tier 1B	Edison MS	104	102	98.1	-	-	-	104	102	98.1
	Achieve 180 Tier 1B MS		104	102	98.1	0	-	-	104	102	98.1
	Achieve 180 Program MS Total		421	416	98.8	0	-	-	421	416	98.8
	Non-Achieve 180	Black MS	172	158	91.9	-	-	-	172	158	91.9
		Burbank MS	77	76	98.7	-	-	-	77	76	98.7
		Clifton MS	51	51	100.0	-	-	-	51	51	100.0
		Fleming MS	65	64	98.5	-	-	-	65	64	98.5
		Fonville MS	140	68	48.6	-	-	-	140	68	48.6
		Hamilton MS	193	192	99.5	-	-	-	193	192	99.5
		Hartman MS	144	139	96.5	-	-	-	144	139	96.5
		Hogg MS	109	65	59.6	-	-	-	109	65	59.6
		Meyerland MS	305	177	58.0	-	-	-	305	177	58.0
		Navarro MS	23	22	95.7	-	-	-	23	22	95.7
		Pershing MS	135	134	99.3	-	-	-	135	134	99.3
		Revere MS	24	23	95.8	-	-	-	24	23	95.8
		Rogers TH MS	-	-	-	4	*	*	4	*	*
		Stevenson MS	180	61	33.9	-	-	-	180	61	33.9
		Tanglewood MS	148	143	96.6	-	-	-	148	143	96.6
		West Briar MS	66	66	100.0	-	-	-	66	66	100.0
	Non-Achieve 180 MS Total		1,832	1,439	78.5	4	*	*	1,836	1,439	78.4
	HISD MS Total		2,253	1,855	82.3	4	*	*	2,257	1,855	82.2
Combined-Level Schools	Tier 1A	TCAH**	1,491	1,364	91.5	39	11	28.2	1,530	1,375	89.9
	Combined-level Tier 1A Total		1,491	1,364	91.5	39	11	28.2	1,530	1,375	89.9
	Achieve 180 Combined-level Total		1,491	1,364	91.5	39	11	28.2	1,530	1,375	89.9
	Non-Achieve 180	Community Services	-	-	-	6	1	16.7	6	1	16.7
		Harper DAEP	3	*	*	11	8	72.7	14	9	64.3
		HCC Lifeskills	-	-	-	6	0	0.0	6	0	0.0
		JJAEP	-	-	-	2	*	*	2	*	*
		Leland YMCPA	118	117	99.2	72	37	51.4	190	154	81.1
		Long Acad	63	61	96.8	200	184	92.0	263	245	93.2
		Secondary DAEP	15	10	66.7	30	15	50.0	45	25	55.6
		Sharpstown Intl	293	281	95.9	94	72	76.6	387	353	91.2
		Wilson	59	0	0.0	-	-	-	59	0	0.0
		YWCPA	268	112	41.8	83	81	97.6	351	193	55.0
	Non-Achieve 180 Combined-Level Total		819	582	71.1	504	399	79.2	1,323	981	74.1
	HISD Combined-Level Total		2,310	1,946	84.2	543	410	75.5	2,853	2,356	82.6
Non-Achieve 180 CTE Total			10,545	9,679	91.8	19,307	17,421	90.2	29,852	27,100	90.8
Achieve 180 Program CTE Total			5,073	4,734	93.3	8,119	7,304	90.0	13,192	12,038	91.3
HISD CTE Total			15,618	14,413	92.3	27,426	24,725	90.2	43,044	39,138	90.9

Source: PEIMS Fall & PEIMS 412 Completion Archived data files, 2019; Completion Codes, TEA, 2019
Notes: **New Achieve 180 Program participant in 2018–2019; Not an Achieve 180 Program TSL grant participant. *Masked results for fewer than five students.

Group	Campus	Non-Coherent Sequence			Coherent Sequence			Total		
		Passed		Tested	Passed		Tested	Passed		Tested
		n	%	n	n	%	n	N	%	N
Tier 3	Worthing HS	-	-	-	5	100.0	5	5	100.0	5
Achieve 180 Tier 3 Total		-	-	-	5	100.0	5	5	100.0	5
Tier 2	Madison HS	*	*	1	87	58.0	150	88	58.3	151
	Yates HS	*	*	2	-	-	-	*	*	2
Achieve 180 Tier 2 Total		*	*	3	87	58.0	150	89	58.2	153
Tier 1A	Sharpstown HS	*	*	1	-	-	-	*	*	1
Achieve 180 Tier 1A Total		*	*	1	-	-	-	*	*	1
Tier 1B	Milby HS	23	60.5	38	144	79.1	182	167	75.9	220
	Westbury HS	122	98.4	124	801	97.4	822	923	97.6	946
Achieve 180 Tier 1B Total		145	89.5	162	945	94.1	1,004	1,090	93.5	1,166
Achieve 180 Program Total		148	89.2	166	1,037	89.9	1,154	1,185	89.4	1,325
Non-Achieve 180	Austin HS	*	*	4	31	100.0	31	35	100.0	35
	Bellaire HS	11	91.7	12	-	-	-	11	91.7	12
	Chavez HS	66	85.7	77	70	88.6	79	136	87.2	156
	DeBakey HS	415	98.8	420	219	95.2	230	634	97.5	650
	Eastwood Acad HS	-	-	-	709	98.9	717	709	98.9	717
	Energy Inst HS	-	-	-	35	54.7	64	35	54.7	64
	Heights HS	2	40.0	5	224	46.6	481	226	46.5	486
	Houston MSTC HS	93	68.4	136	304	91.6	332	397	84.8	468
	HSLJ	-	-	-	119	100.0	119	119	100.0	119
	Jones HS	-	-	-	6	85.7	7	6	85.7	7
	Jordan HS Careers	*	*	1	6	75.0	8	6	66.7	9
	Lamar HS	-	-	-	*	*	1	*	*	1
	North Houston EC HS	53	100.0	53		-	-	53	100.0	53
	Scarborough HS	54	100.0	54	102	98.1	104	156	98.7	158
	South EC HS	8	16.3	49	*	*	3	9	17.3	52
	Sterling HS	21	100.0	21	66	100.0	66	87	100.0	87
	Westside HS	*	*	1	18	64.3	28	18	62.1	29
	Wisdom HS	13	32.5	40	409	48.7	839	422	48.0	879
Non-Achieve 180 Total		740	84.8	873	2,320	74.6	3,109	3,060	76.8	3,982
HISD Total		888	85.5	1,039	3,357	78.7	4,268	4,245	80.0	5,307

Table G-7. CTE Industry Certification Pass Rates by Achieve Program 180 Affiliation, 2016–2017

Source: HISD Chancery Ad Hoc data retrieved using IBM Cognos, 1/15/2020
Notes: *Results are masked for fewer than five students and may differ from other reports.

Table G-8. CTE Industry Certification Pass Rates by Achieve Program 180 Affiliation, 2017–2018									
Group	Campus	Non-Coherent Sequence			Coherent Sequence			Total		
		Passed		Tested	Passed		Tested	Passed		Tested
		n	%		n	%		N	%	N
Tier 3	Wheatley HS	*	*	1	41	52.6	78	41	51.9	79
	Worthing HS	10	100.0	10	25	100.0	25	35	100.0	35
Achieve 180 Tier 3 Total		10	90.9	11	66	64.1	103	76	66.7	114
Tier 2	Madison HS	*	*	2	139	62.9	221	140	62.8	223
Achieve 180 Tier 2 Total		*	*	2	139	62.9	221	140	62.8	223
Tier 1A	Sharpstown HS	*	*	1	7	100.0	7	8	100.0	8
Achieve 180 Tier 1A Total		*	*	1	7	100.0	7	8	100.0	8
Tier 1B	Milby HS	15	93.8	16	225	89.3	252	240	89.6	268
	Westbury HS	11	100.0	11	553	96.8	571	564	96.9	582
Achieve 180 Tier 1B Total		26	96.3	27	778	94.5	823	804	94.6	850
Achieve 180 Program Total		38	92.7	41	990	85.8	1,154	1,028	86.0	1,195
Non-Achieve 180	Austin HS	10	66.7	15	159	74.3	214	169	73.8	229
	Chavez HS	*	*	3	47	97.9	48	50	98.0	51
	DeBakey HS	508	99.6	510	45	90.0	50	553	98.8	560
	East EC HS	127	93.4	136	-	-	-	127	93.4	136
	Eastwood Acad HS	-	-	-	483	100.0	483	483	100.0	483
	Furr HS	*	*	1	-	-	-	*	*	1
	HAIS HS	-	-	-	5	100.0	5	5	100.0	5
	Heights HS	5	100.0	5	109	91.6	119	114	91.9	124
	Houston MSTC HS	343	99.7	344	657	99.2	662	1,000	99.4	1,006
	HSLJ	*	*	3	90	100.0	90	93	100.0	93
	Jordan HS Careers	-	-	-	31	68.9	45	31	68.9	45
	North Houston EC HS	28	100.0	28	-	-	-	28	100.0	28
	Northside HS	*	*	2	14	100.0	14	16	100.0	16
	Pershing MS	*	*	4	-	-	-	*	*	4
	Scarborough ES	40	72.7	55	125	66.8	187	165	68.2	242
	South EC HS	*	*	1	6	60.0	10	6	54.5	11
	Sterling HS	183	99.5	184	564	99.5	567	747	99.5	751
	Waltrip HS	92	100.0	92	119	97.5	122	211	98.6	214
	Westside HS	5	62.5	8	42	62.7	67	47	62.7	75
	Wisdom HS	17	85.0	20	353	93.1	379	370	92.7	399
Non-Achieve 180 Total		1,371	97.2	1,411	2,849	93.0	3,062	4,220	94.3	4,473
HISD		1,409	97.0	1,452	3,839	91.1	4,216	5,248	92.6	5,668

Source: HISD Chancery Ad Hoc data retrieved using IBM Cognos, 1/15/2020
Notes: *Results are masked for fewer than five students and may differ from other reports.

Group	Campus	Non-Coherent Sequence			Coherent Sequence			Total		
		Passed		Tested	Passed		Tested	Passed		Tested
		n	%		n	%	n	N	%	N
Tier 3	Kashmere HS	*	*	1	*	*	1	*	*	1
	North Forest HS	15	**100.0**	15	96	**98.0**	98	**111**	98.2	113
	Washington HS	4	**80.0**	5	12	**100.0**	12	**16**	94.1	17
	Wheatley HS	9	**31.0**	29	104	**27.8**	374	**113**	28.0	403
	Worthing HS	22	**100.0**	22	44	**100.0**	44	**66**	100.0	66
Achieve 180 Tier 3 Total		**50**	**70.4**	**71**	**256**	**48.4**	**529**	**306**	**51.0**	**600**
Tier 2	Madison HS	50	**67.6**	74	158	**72.8**	217	**208**	71.5	291
Achieve 180 Tier 2 Total		**50**	**67.6**	**74**	**158**	**72.8**	**217**	**208**	**71.5**	**291**
Tier 1A	Sharpstown HS	1	**20.0**	5	2	**8.3**	24	**3**	10.3	29
	TCAH^	*	*	1	-	**-**	-	*	*	1
Achieve 180 Tier 1A Total		**2**	**33.3**	**6**	**2**	**8.3**	**24**	**4**	**13.3**	**30**
Tier 1B	Milby HS	42	**93.3**	45	42	**93.3**	45	**84**	93.3	90
	Westbury HS	36	**100.0**	36	377	**99.0**	381	**413**	99.0	417
Achieve 180 Tier 1B Total		**78**	**96.3**	**81**	**419**	**98.4**	**426**	**497**	**98.0**	**507**
Achieve 180 Program Total		**180**	**77.6**	**232**	**835**	**69.8**	**1,196**	**1,015**	**71.1**	**1,428**
Non-Achieve 180	Austin HS	38	**55.9**	68	242	**75.9**	319	**280**	72.4	387
	Bellaire HS	280	**80.0**	350	4	**57.1**	7	**284**	79.6	357
	Chavez HS	22	**100.0**	22	172	**99.4**	173	**194**	99.5	195
	DeBakey HS	*	*	1	663	**99.4**	667	**664**	99.4	668
	East EC HS	*	*	1	-	**-**	-	*	*	1
	Eastwood Acad HS	*	*	2	217	**100.0**	217	**219**	100.0	219
	Energy Inst HS	-	**-**	-	2	**10.5**	19	**2**	10.5	19
	HAIS HS	-	**-**	-	*	*	1	*	*	1
	Heights HS	148	**92.5**	160	394	**88.9**	443	**542**	89.9	603
	Houston MSTC HS	56	**76.7**	73	516	**75.5**	683	**572**	75.7	756
	HSLJ	9	**100.0**	9	99	**100.0**	99	**108**	100.0	108
	Jones HS	-	**-**	-	69	**81.2**	85	**69**	81.2	85
	Lamar HS	13	**100.0**	13	90	**98.9**	91	**103**	99.0	104
	North Houston EC HS	26	**100.0**	26	6	**100.0**	6	**32**	100.0	32
	Northside HS	*	*	4	16	**100.0**	16	**20**	100.0	20
	Scarborough HS	37	**100.0**	37	66	**95.7**	69	**103**	97.2	106
	Sharpstown Intl	26	**100.0**	26	15	**100.0**	15	**41**	100.0	41
	Sterling HS	23	**95.8**	24	310	**98.7**	314	**333**	98.5	338
	Waltrip HS	45	**97.8**	46	235	**93.6**	251	**280**	94.3	297
	Westside HS	16	**100.0**	16	99	**95.2**	104	**115**	95.8	120
	Wisdom HS	160	**74.8**	214	477	**85.8**	556	**637**	82.7	770
Non-Achieve 180 Total		**906**	**83.0**	**1,092**	**3,693**	**89.3**	**4,135**	**4,599**	**88.0**	**5,227**
HISD Total		**1,086**	**82.0**	**1,324**	**4,528**	**84.9**	**5,331**	**5,614**	**84.4**	**6,655**

Table G-9. CTE Industry Certification Pass Rates by Achieve Program 180 Affiliation, 2018–2019

Source: HISD Chancery Ad Hoc data retrieved using IBM Cognos, 1/15/2020
Notes: *Results are masked for fewer than five students and may differ from other reports. ^Not a TSL Grant participant.

Table G-10. Number and Percentage of Students who Received CTE Certifications by Type and Achieve 180 Program and Non-Achieve 180 Affiliation, 2018–2019					
Achieve 180 Program	**# Students**	**% Students**	**Non-Achieve 180**	**# Students**	**% Students**
Adobe Certified Associate InDesign	1	0.1			
Adobe Certified Associate Photoshop	1	0.1	Adobe Certified Associate Photoshop	11	0.2
			Adult CPR/AED	325	7.0
American Heart Assc BLS Provider CPR	1	0.1			
			Apple Final Cut Pro X	18	0.4
*ASE Brakes	8	0.8	*ASE Brakes	75	1.6
*ASE Electrical/Electronic Systems	14	1.3			
*ASE Engine Performance	2	0.2	*ASE Engine Performance	1	<0.1
*ASE Heating, Ventilation, AC (HVAC)	3	0.3			
ASE Maintenance Light Repair	38	3.6	ASE Maintenance Light Repair	6	0.1
*ASE Refrigerant Recovery and Recycling	144	13.8	*ASE Refrigerant Recovery and Recycling	192	4.2
*ASE Suspension and Steering	8	0.8	*ASE Suspension and Steering	29	0.6
			Autodesk Certified Prof or User AutoCAD	2	<0.1
			Barbicide Certification	49	1.1
			*Certified Clinical Medical Assist (CCMA)	31	0.7
			*Certified SOLIDWORKS Associate - Academic	19	0.4
			Cosmetology Assessment	2	<0.1
			Cosmetology Manicurist License	3	0.1
			*Cosmetology Operator License	7	0.2
CPR Lay Responder Adult and Child	84	8.0	CPR Lay Responder Adult and Child	164	3.6
			CPR Lay Responder Infant	112	2.4
			CPR/AED for Pro Rescuers & Health Care Prov	49	1.1
			Digital Forensics Basics	1	<0.1
			Everfi Alcohol Education	183	4.0
			Everfi Certified	180	3.9
			Everfi Financial Literacy	100	2.2
Everfi Prescription Drug Safety	12	1.1	Everfi Prescription Drug Safety	64	1.4
			FAA - Part 107 Remote Drone Pilot	3	0.1
			FAA Private Pilot Ground	7	0.2
First Aid Certification	21	2.0	First Aid Certification	316	6.8
Heartsaver	23	2.2			
			ICEV – Elanco Veterinary Medical Apps	62	1.3

Table G-10. Number and Percentage of Students who Received CTE Certifications by Type and Achieve 180 Program and Non-Achieve 180 Affiliation, 2018–2019 (Continued)					
Achieve 180 Program	**# Students**	**% Students**	**Non-Achieve 180**	**# Students**	**% Students**
			ICEV - Nat. Collegiate Livestock Sel & Eval	32	0.7
Microsoft Office Expert - Excel	5	0.5	Microsoft Office Expert - Excel	3	0.1
Microsoft Office Expert - Word	112	10.7	Microsoft Office Expert - Word	167	3.6
Microsoft Office Master	1	0.1			
*Microsoft Office Specialist Excel	11	1.1	*Microsoft Office Specialist Excel	19	0.4
*Microsoft Office Specialist Word	213	20.3	*Microsoft Office Specialist Word	423	9.2
MOS - OUTLOOK	12	1.1			
MOS - POWERPOINT	25	2.4	MOS - POWERPOINT	106	2.3
(MTA) HTML5 App Development Fundamentals	39	3.7	(MTA) HTML5 App Development Fundamentals	14	0.3
			(MTA) Networking Fundamentals	12	0.3
			(MTA) Security Fundamentals	10	0.2
			(MTA) Windows Operating System Fundamental	115	2.5
			Municipal Jailer	22	0.5
NATEF Electrical/Electronic Systems (A6)	3	0.3			
NCCER Core Level I	116	11.1	NCCER Core Level I	518	11.2
			*NCCER Plumbing Level I	65	1.4
			NCCER Plumbing Level II	49	1.1
*NCCER Welding Level I	47	4.5			
			Non-Commissioned Security Officer Level I	37	0.8
Nurse Aide, Certified (CNA) (TDADS)	6	0.6			
OPAC: Microsoft® PowerPoint	3	0.3			
			Operator Certification	2	<0.1
			OSHA 30-Hour Safety Certification	47	1.0
OSHA Ten Hour Safety Certification	1	0.1	OSHA Ten Hour Safety Certification	175	3.8
			Pharmacy Technician	8	0.2
			Phlebotomy Technician	14	0.3
			Private Pilot: Airplane	2	<0.1
			PTCB Technician Trainee	44	1.0
			*QuickBooks Certified User	74	1.6
			S/P2 Ethics & You in the Automotive Industry	119	2.6
			S/P2 Land That Job: Interview Skills for Auto	118	2.6
			S/P2 Mechanical Safety	168	3.6

Table G-10. Number and Percentage of Students who Received CTE Certifications by Type and Achieve 180 Program and Non-Achieve 180 Affiliation, 2018–2019 (Continued)					
Achieve 180 Program	**# Students**	**% Students**	**Non-Achieve 180**	**# Students**	**% Students**
ServSafe Manager	30	2.9	ServSafe Manager	7	0.2
			Shampoo-Conditioning Specialty Certificate	11	0.2
			Sterile Processing & IV Cert. (ACPE)	5	0.1
Teen Community Emergency Response Team	33	3.2	Teen Community Emergency Response Team	67	1.5
			TEEX Court Officer Security	37	0.8
			TEEX Cyber Incident Analysis and Response	1	<0.1
			TEEX Cyber Law and White Collar Crime	1	<0.1
			TEEX Digital Forensics Basics	1	<0.1
			TEEX Disaster Recovery for Info System	1	<0.1
			TEEX Information Security Basics	1	<0.1
			TEEX Network Assurance	1	<0.1
			TEEX Objective Jail Classification	80	1.7
			TEEX Secure Software	2	<0.1
			TestOut Client Pro	9	0.2
			Texas State Floral Association Level I	19	0.4
			Texas State Floral Association Level II	1	<0.1
Valvoline Certified Oil Change Technician	30	2.9			
Achieve 180 Program Total	**1,047**	**100.0**	**Non-Achieve 180 Total**	**4,618**	**100.0**

Source: HISD Chancery Ad Hoc data retrieved using IBM Cognos, 2/20/2020; TEA, 2017–18 Final List of Industry-Based Certifications HB 2729

Notes: *Included on TEA's list of approved Industry-Based Certifications for Public School Accountability for 2018-2019. Results differ from Table G-9 and other reports due to dates data were extracted from Chancery data files.

Table G-11. Advanced Placement Examination Participation, Performance, and Change by Campus, 2016–2017 and 2018–2019												
	2016–2017 (Baseline)				2018–2019 (Year 2)				2016–2017 to 2018–2019 Change			
	# Students Tested	# Exams Taken	# AP Exams Scoring >3	% AP Exams Scoring >3	# Students Tested	# Exams Taken	# AP Exams Scoring >3	% AP Exams Scoring >3	# Students Tested	# Exams Taken	# AP Exams Scoring >3	% AP Exams Scoring >3
HISD	15,563	28,781	9,974	34.7	15,862	28,219	11,003	39.0	299	-562	1,029	4.3
Non-A180	13,519	25,355	9,416	37.1	13,333	24,307	10,242	42.1	-186	-1,048	826	5.0
Achieve 180 Program	2,044	3,426	558	16.3	2,529	3,912	761	19.5	485	486	203	3.2
Tier 3	502	814	19	2.3	651	920	71	7.7	149	106	52	5.4
Henry MS	13	13	7	53.8	16	16	9	56.3	3	3	2	2.5
Kashmere HS	54	109	1	0.9	100	148	18	12.2	46	39	17	11.3
North Forest HS	72	111	0	0.0	99	124	13	10.5	27	13	13	10.5
Washington HS	174	321	5	1.6	163	299	3	1.0	-11	-22	-2	-0.6
Wheatley HS	85	103	0	0.0	178	183	17	9.3	93	80	17	9.3
Worthing HS	104	157	6	3.8	95	150	11	7.3	-9	-7	5	3.5
Tier 2	370	673	30	4.5	353	616	60	9.7	-17	-57	30	5.2
Madison HS	233	427	30	7.0	223	402	54	13.4	-10	-25	24	6.4
Yates HS	137	246	0	0.0	130	214	6	2.8	-7	-32	6	2.8
Tier 1A	421	651	302	46.4	500	681	285	41.9	79	30	-17	-4.5
Liberty HS	7	7	3	42.9	21	22	20	90.9	14	15	17	48.0
Sharpstown HS	292	403	178	44.2	323	404	159	39.4	31	1	-19	-4.8
TCAH^	122	241	121	50.2	156	255	106	41.6	34	14	-15	-8.6
Tier 1B	751	1,288	207	16.1	1,025	1,695	345	20.4	274	407	138	4.3
Milby HS	233	396	53	13.4	480	759	156	20.6	247	363	103	7.2
Westbury HS	518	892	154	17.3	545	936	189	20.2	27	44	35	2.9

Sources: 2017 College Board AP data file, August 14, 2017; 2019 AP data file, September 11, 2019
Notes: Data reflects districtwide totals. The AP Reports by year report high school and middle school separately with the exception of the 2019 report. The total exams and the number scored 3 or higher districtwide matches Figure 1 on the 2019 AP Report. ^Not a TSL Grant participant.

Table G-12.	Advanced Placement Examination Participation, Performance, and Change by Campus, 2016–2017 and 2017–2018											
	2016–2017				**2017–2018**				**2016–2017 to 2017–2018 Change**			
	# Students Tested	**# Exams Taken**	**# AP Exams Scoring ≥3**	**% AP Exams Scoring ≥3**	**# Students Tested**	**# Exams Taken**	**# AP Exams Scoring ≥3**	**% AP Exams Scoring ≥3**	**# Students Tested**	**# Exams Taken**	**# AP Exams Scoring ≥3**	**% AP Exams Scoring ≥3**
HISD	**15,563**	**28,781**	**9,974**	**34.7**	**15,310**	**28,228**	**10,405**	**36.9**	**-253**	**-553**	**431**	**2**
Non-A180	**13,519**	**25,355**	**9,416**	**37.1**	**13,106**	**24,677**	**9,775**	**39.6**	**-413**	**-678**	**359**	**2.5**
Achieve 180 Program	**2,044**	**3,426**	**558**	**16.3**	**2,204**	**3,551**	**630**	**17.7**	**160**	**125**	**72**	**1.4**
Tier 3	**502**	**814**	**19**	**2.3**	**464**	**700**	**25**	**3.6**	**-38**	**-114**	**6**	**1.3**
Henry MS	13	13	7	53.8	11	11	8	72.7	-2	-2	1	18.9
Kashmere HS	54	109	1	0.9	65	134	0	0.0	11	25	-1	-0.9
North Forest HS	72	111	0	0.0	87	125	0	0.0	15	14	0	0.0
Washington HS	174	321	5	1.6	116	183	6	3.3	-58	-138	1	1.7
Wheatley HS	85	103	0	0.0	122	168	2	1.2	37	65	2	1.2
Worthing HS	104	157	6	3.8	63	79	9	11.4	-41	-78	3	7.6
Tier 2	**370**	**673**	**30**	**4.5**	**409**	**753**	**52**	**6.9**	**39**	**80**	**22**	**2.4**
Madison HS	233	427	30	7.0	279	487	47	9.7	46	60	17	2.7
Yates HS	137	246	0	0.0	130	266	5	1.9	-7	20	5	1.9
Tier 1A	**421**	**651**	**302**	**46.4**	**528**	**793**	**306**	**38.6**	**107**	**142**	**4**	**-7.8**
Liberty HS	7	7	3	42.9	10	11	1	9.1	3	4	-2	-33.8
Sharpstown HS	292	403	178	44.2	307	423	142	33.6	15	20	-36	-10.6
TCAH^	122	241	121	50.2	211	359	163	45.4	89	118	42	-4.8
Tier 1B	**751**	**1,288**	**207**	**16.1**	**803**	**1,305**	**247**	**18.9**	**52**	**17**	**40**	**2.8**
Milby HS	233	396	53	13.4	253	355	68	19.2	20	-41	15	5.8
Westbury HS	518	892	154	17.3	550	950	179	18.8	32	58	25	1.5

Sources: 2017 College Board AP data file, August 14, 2017; 2018 College Board AP data file, August 29, 2018
Notes: Data reflects districtwide totals. The AP Reports by year report high school and middle school separately except for the 2019 report. The total exams and the number scored 3 or higher districtwide matches Figure 1 on the 2019 AP Report.
^Not a TSL Grant participant.

Table G-13. Advanced Placement Examination Participation, Performance, and Change by Campus, 2017–2018 and 2018– 2019												
	2017–2018				2018–2019				2017–2018 to 2018–2019 Change			
	# Students Tested	# Exams Taken	# AP Exams Scoring >3	% AP Exams Scoring >3	# Students Tested	# Exams Taken	# AP Exams Scoring >3	% AP Exams Scoring >3	# Students Tested	# Exams Taken	# AP Exams Scoring >3	% AP Exams Scoring >3
HISD	**15,310**	**28,228**	**10,405**	**36.9**	**15,862**	**28,219**	**11,003**	**39.0**	**552**	**-9**	**598**	**2.1**
Non-A180	**13,106**	**24,677**	**9,775**	**39.6**	**13,333**	**24,307**	**10,242**	**42.1**	**227**	**-370**	**467**	**2.5**
Achieve 180 Program	**2,204**	**3,551**	**630**	**17.7**	**2,529**	**3,912**	**761**	**19.5**	**325**	**361**	**131**	**1.8**
Tier 3	**464**	**700**	**25**	**3.6**	**651**	**920**	**71**	**7.7**	**187**	**220**	**46**	**4.1**
Henry MS	11	11	8	72.7	16	16	9	56.3	5	5	1	-16.4
Kashmere HS	65	134	0	0.0	100	148	18	12.2	35	14	18	12.2
North Forest HS	87	125	0	0.0	99	124	13	10.5	12	-1	13	10.5
Washington HS	116	183	6	3.3	163	299	3	1.0	47	116	-3	-2.3
Wheatley HS	122	168	2	1.2	178	183	17	9.3	56	15	15	8.1
Worthing HS	63	79	9	11.4	95	150	11	7.3	32	71	2	-4.1
Tier 2	**409**	**753**	**52**	**6.9**	**353**	**616**	**60**	**9.7**	**-56**	**-137**	**8**	**2.8**
Madison HS	279	487	47	9.7	223	402	54	13.4	-56	-85	7	3.7
Yates HS	130	266	5	1.9	130	214	6	2.8	0	-52	1	0.9
Tier 1A	**528**	**793**	**306**	**38.6**	**500**	**681**	**285**	**41.9**	**-28**	**-112**	**-21**	**3.3**
Liberty HS	10	11	1	9.1	21	22	20	90.9	11	11	19	81.8
Sharpstown HS	307	423	142	33.6	323	404	159	39.4	16	-19	17	5.8
TCAH^	211	359	163	45.4	156	255	106	41.6	-55	-104^	-57	-3.8
Tier 1B	**803**	**1,305**	**247**	**18.9**	**1,025**	**1,695**	**345**	**20.4**	**222**	**390**	**98**	**1.5**
Milby HS	253	355	68	19.2	480	759	156	20.6	227	404	88	1.4
Westbury HS	550	950	179	18.8	545	936	189	20.2	-5	-14	10	1.4

Sources: 2018 College Board AP data file, August 29, 2018; 2019 AP data file, September 11, 2019
Notes: Data reflects districtwide totals. The AP Reports by year report high school and middle school separately except for the 2019 report. The total exams and the number scored 3 or higher districtwide matches Figure 1 on the 2019 AP Report. ^Not a TSL Grant participant.

Table G-14. PSAT/NMSQT Participation and Performance, Fall 2017 and Fall 2018						
	Grade 11 Enrollment	# Tested	% Tested	# ≥ ERW Criterion	% ≥ ERW Criterion	# ≥ Math Criterion	% ≥ Math Criterion
Fall 2017							
HISD	**12,220**	**9,887**	**80.9**	**4,363**	**44.1**	**2,468**	**25.0**
Non-Achieve 180	**8,784**	**7,677**	**87.4**	**3,867**	**50.4**	**2,324**	**30.3**
Achieve 180	**3,436**	**2,210**	**64.3**	**496**	**22.4**	**144**	**6.5**
Tier 3	**907**	**700**	**77.2**	**91**	**13.0**	**20**	**2.9**
Kashmere HS	165	127	77.0	16	12.6	6	4.7
North Forest HS	214	162	75.7	21	13.0	2	1.2
Washington HS	172	132	76.7	23	17.4	9	6.8
Wheatley HS	206	168	81.6	22	13.1	1	0.6
Worthing HS	150	111	74.0	9	8.1	2	1.8
Tier 2	**578**	**487**	**84.3**	**102**	**20.9**	**22**	**4.5**
Madison HS	398	342	85.9	65	19.0	18	5.3
Yates HS	180	145	80.6	37	25.5	4	2.8
Tier 1A	**1,072**	**294**	**27.4**	**119**	**40.5**	**44**	**15.0**
Sharpstown HS	250	178	71.2	26	14.6	5	2.8
TCAH^	822	116	14.1	93	80.2	39	33.6
Tier 1B	**879**	**729**	**82.9**	**184**	**25.2**	**58**	**8.0**
Milby HS	329	259	78.7	68	26.3	32	12.4
Westbury HS	550	470	85.5	116	24.7	26	5.5
Fall 2018							
HISD	**12,274**	**9,930**	**80.9**	**4,628**	**46.6**	**2,402**	**24.2**
Non-Achieve 180	**8,583**	**7,545**	**87.9**	**4,045**	**53.6**	**2,211**	**29.3**
Achieve 180	**3,691**	**2,385**	**64.6**	**583**	**24.4**	**191**	**8.0**
Tier 3	**960**	**767**	**79.9**	**127**	**16.6**	**25**	**3.3**
Kashmere HS	175	143	81.7	22	15.4	3	2.1
North Forest HS	226	202	89.4	34	16.8	6	3.0
Washington HS	169	129	76.3	31	24.0	9	7.0
Wheatley HS	205	146	71.2	17	11.6	3	2.1
Worthing HS	185	147	79.5	23	15.7	4	2.7
Tier 2	**565**	**447**	**79.1**	**84**	**18.8**	**20**	**4.5**
Madison HS	385	303	78.7	61	20.1	11	3.6
Yates HS	180	144	80.0	23	16.0	9	6.3
Tier 1A	**1,256**	**388**	**30.9**	**114**	**29.4**	**53**	**13.7**
Sharpstown HS	414	327	79.0	59	18.0	17	5.2
TCAH^	842	61	7.2	55	90.2	36	59.0
Tier 1B	**910**	**783**	**86.0**	**258**	**33.0**	**93**	**11.9**
Milby HS	392	330	84.2	137	41.5	55	16.7
Westbury HS	518	453	87.5	121	26.7	38	8.4

Sources: 2016: PSAT/NMSQT Data file, 2016, 11th grade, 1/27/2017 and Chancery 10/24/16; PSAT/NMSQT 2017 Fall Scores by Institution, 11th Grade, 10/17/17 and Chancery 10/17/17; PSAT/NMSQT 2018 Fall Scores by Institution, 11th Grade, 10/29/18 and Chancery 10/29/18

Notes: Percentages are based on the number of students taking exams divided by the total number **of** students in grade 11. For each year assessed, benchmark/criterion scores were ERW-460 and Mathematics-510. Tier 1A schools include Texas Connections Academy Houston (TCAH), a virtual, online campus, which does not offer the same testing opportunities that other HISD campuses offer. See pp.144–145 for further explanation regarding TCAH test participation. ^Not a TSL Grant participant.

Table G-15. SAT Participation and Performance by Graduating Class, 2017 and 2018					
	Grade 12 Enrollment	# Tested	% Tested	# ≥ Criterion (Combined)	% ≥ Criterion (Combined)
Fall 2017					
HISD	**11,090**	**9,461**	**85.3**	**2,336**	**24.7**
Non-Achieve 180	**7,746**	**7,197**	**92.9**	**2,129**	**29.6**
Achieve 180	**3,344**	**2,264**	**67.7**	**207**	**9.1**
Tier 3	**675**	**602**	**89.2**	**21**	**3.5**
Kashmere HS	96	81	84.4	0	0.0
North Forest HS	189	175	92.6	5	2.9
Washington HS	142	126	88.7	12	9.5
Wheatley HS	135	122	90.4	2	1.6
Worthing HS	113	98	86.7	2	2.0
Tier 2	**514**	**445**	**86.6**	**21**	**4.7**
Madison HS	337	291	86.4	13	4.5
Yates HS	177	154	87.0	8	5.2
Tier 1A	**1,324**	**492**	**37.2**	**113**	**23.0**
Liberty HS	447	36	8.1	2	5.6
Sharpstown HS	276	279	101.1	26	9.3
TCAH^	601	177	29.5	85	48.0
Tier 1B	**831**	**725**	**87.2**	**52**	**7.2**
Milby HS	392	357	91.1	26	7.3
Westbury HS	439	368	83.8	26	7.1
Fall 2018					
HISD	**11,584**	**10,343**	**89.3**	**2,602**	**25.2**
Non-Achieve 180	**8,152**	**8,010**	**98.3**	**2,381**	**29.7**
Achieve 180	**3,432**	**2,333**	**68.0**	**221**	**9.5**
Tier 3	**820**	**702**	**85.6**	**23**	**3.3**
Kashmere HS	108	88	81.5	3	3.4
North Forest HS	215	202	94.0	5	2.5
Washington HS	136	125	91.9	7	5.6
Wheatley HS	180	139	77.2	2	1.4
Worthing HS	181	148	81.8	6	4.1
Tier 2	**466**	**416**	**89.3**	**16**	**3.9**
Madison HS	310	280	90.3	11	3.9
Yates HS	156	136	87.2	5	3.7
Tier 1A	**1,430**	**604**	**42.2**	**138**	**22.9**
Liberty HS	387	26	6.7	4	15.4
Sharpstown HS	402	349	86.8	35	10.0
TCAH^	641	229	35.7	99	43.2
Tier 1B	**716**	**611**	**85.3**	**44**	**7.2**
Milby HS	244	190	77.9	6	3.2
Westbury HS	472	421	89.2	38	9.0

Source: SAT Data file 2017; SAT Data file 2018
Notes: The percentage of students tested may be greater than 100 due to students being counted each time they took the test. Percentages for performance at or above criterion (≥) combined are based on the number of tests at or above criterion divided by the total number of tests taken. A percentage higher than 100 percent may result if a student took the exam more than once, or if enrollment in a group increased during the academic year. For 2017 and 2018, benchmark/criterion scores were ERW-480 and Mathematics-530. ^Not an Achieve 180 Program TSL grant participant.

Table G-16. ACT Participation and Performance by Graduating Class, 2017 and 2018				
	Grade 12 Enrollment	# Tested	% Tested	# ≥ Met Four Criteria	% ≥ Met Four Criteria
Spring 2017					
HISD	**11,090**	**1,893**	**17.1**	**601**	**31.7**
Non-Achieve 180	**7,746**	**1,616**	**20.9**	**577**	**35.7**
Achieve 180 Program	**3,344**	**277**	**8.3**	**24**	**8.7**
Tier 3	**675**	**44**	**6.5**	**2**	**4.5**
Kashmere HS	96	1	1.0	*	*
North Forest HS	189	7	3.7	0	0.0
Washington HS	142	23	16.2	2	8.7
Wheatley HS	135	7	5.2	0	0.0
Worthing HS	113	6	5.3	0	0.0
Tier 2	**514**	**100**	**19.5**	**2**	**2.0**
Madison HS	337	66	19.6	1	1.5
Yates HS	177	34	19.2	1	2.9
Tier 1A	**1,324**	**77**	**5.8**	**18**	**23.4**
Liberty HS	447	2	0.4	*	*
Sharpstown HS	276	27	9.8	2	7.4
TCAH^	601	48	8.0	16	33.3
Tier 1B	**831**	**56**	**6.7**	**2**	**3.6**
Milby HS	392	16	4.1	1	6.3
Westbury HS	439	40	9.1	1	2.5
Fall 2018					
HISD	**11,584**	**1,786**	**15.4**	**609**	**34.1**
Non-Achieve 180	**8,152**	**1,519**	**18.6**	**582**	**38.3**
Achieve 180	**3,432**	**267**	**7.8**	**27**	**10.1**
Tier 3	**820**	**58**	**7.1**	**0**	**0.0**
Kashmere HS	108	1	0.9	*	*
North Forest HS	215	13	6.0	0	0.0
Washington HS	136	4	2.9	*	*
Wheatley HS	180	26	14.4	0	0.0
Worthing HS	181	14	7.7	0	0.0
Tier 2	**466**	**39**	**8.4**	**0**	**0.0**
Madison HS	310	31	10.0	0	0.0
Yates HS	156	8	5.1	0	0.0
Tier 1A	**1,430**	**115**	**8.0**	**25**	**21.7**
Liberty HS	387	7	1.8	1	14.3
Sharpstown HS	402	46	11.4	3	6.5
TCAH^	641	62	9.7	21	33.9
Tier 1B	**716**	**55**	**7.7**	**2**	**3.6**
Milby HS	244	24	9.8	0	0.0
Westbury HS	472	31	6.6	2	6.5

Sources: ACT Results 2017; ACT Results 2018
Notes: Percentages are based on total enrollment or the number of tests at or above criterion (≥) combined divided by the total number of tests taken. For each year assessed, benchmark/criterion scores were 18 (English), 22 (Mathematics and Reading), and 23 (Science). Met four criteria means the student met each individual criterion. *Results are masked for fewer than five students. Note: ^Not an Achieve 180 Program TSL grant participant.

Appendix H: Pillar V – Social and Emotional Learning Support

Student Attendance By Student Group

Figure H-1. Non-Achieve 180 Students' Attendance Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	95.8	94.8	97.6	95.9	96.3	96.3	95.6	96.6	93.5
2017–2018	95.8	94.8	97.6	95.8	96.1	96.3	95.6	96.6	93.3
2018–2019	95.6	94.5	97.5	95.7	96.3	96.3	95.3	96.3	93.3
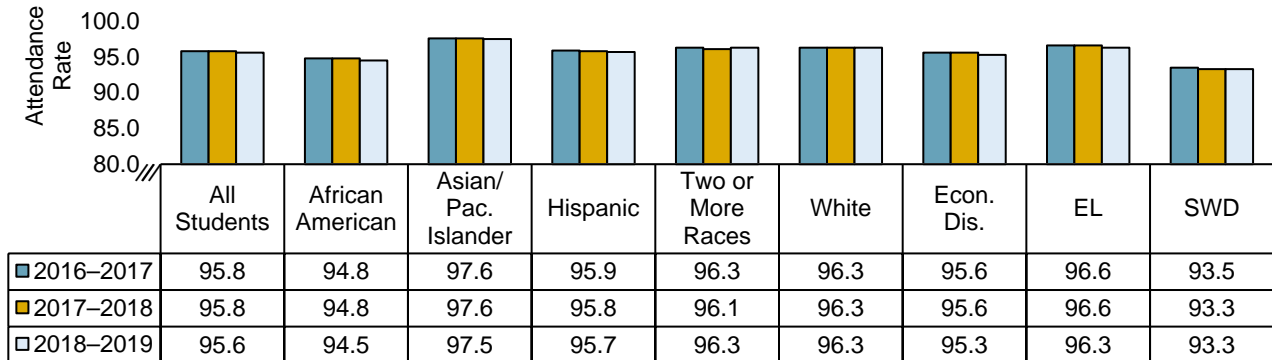
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// on the Y-axis indicates the numbers are truncated to begin at 80.0.

Figure H-2. Achieve 180 Program Students' Attendance Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	94.1	92.6	97.0	94.3	97.1	98.9	93.8	94.9	91.7
2017–2018	93.8	92.3	97.5	94.1	96.8	98.7	93.4	94.5	91.6
2018–2019	93.9	92.4	97.8	94.1	96.7	98.8	93.4	94.4	91.8
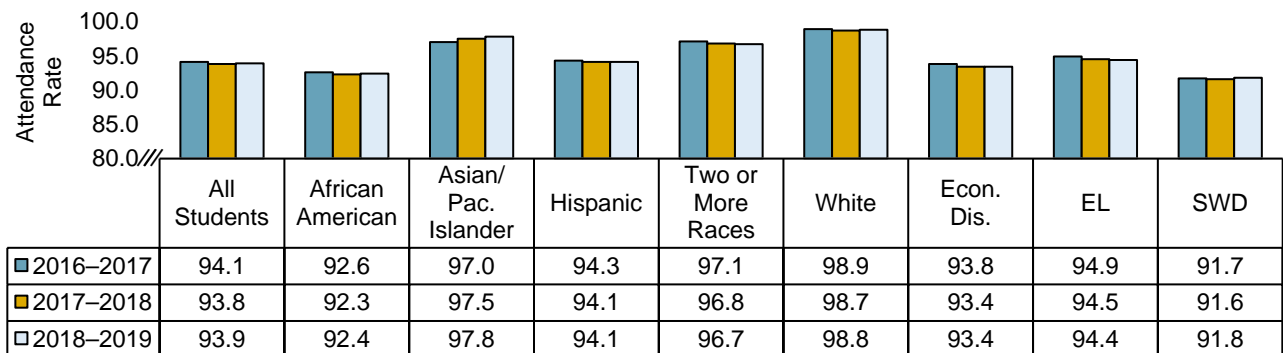
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// on the Y-axis indicates the numbers are truncated to begin at 80.0.

Figure H-3. Tier 3 Students' Attendance Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
■ 2016–2017	91.7	91.2	92.9	92.5	93.2	88.9	91.9	93.8	90.0
■ 2017–2018	91.5	91.3	95.5	91.9	89.7	89.8	91.5	93.6	90.0
□ 2018–2019	91.5	91.2	94.6	92.0	85.9	88.6	91.5	93.6	90.2

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. ⁄⁄⁄ on the Y-axis indicates the numbers are truncated to begin at 80.0.

Figure H-4. Tier 2 Students' Attendance Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
■ 2016–2017	92.4	91.6	96.6	93.0	92.9	92.1	92.6	94.1	90.8
■ 2017–2018	91.6	90.4	96.0	92.7	89.2	90.3	91.7	93.4	89.6
□ 2018–2019	91.9	90.8	96.3	92.9	92.3	88.2	91.9	93.8	89.8
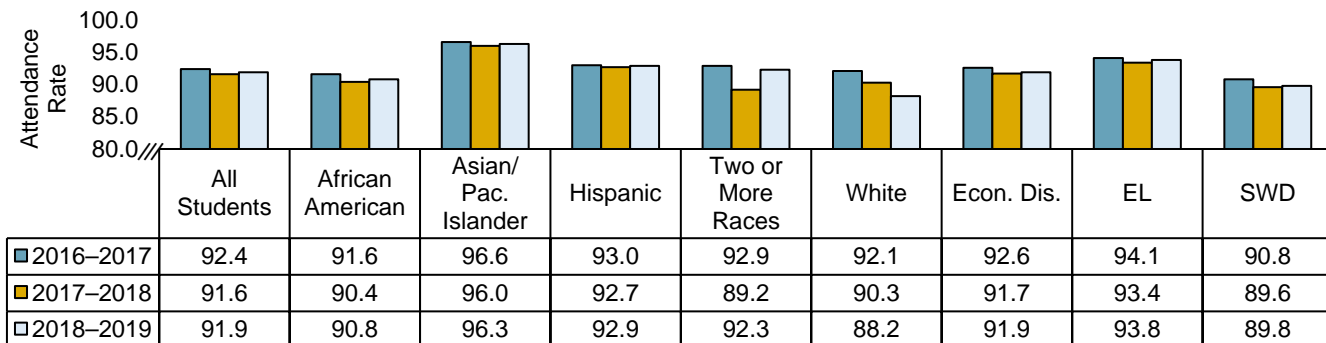
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. ⁄⁄⁄ on the Y-axis indicates the numbers are truncated to begin at 80.0.

Figure H-5. Tier 1A Students' Attendance Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	96.4	94.4	98.6	95.6	99.0	99.6	95.3	94.8	94.3
2017–2018	96.2	94.6	98.6	95.2	99.1	99.4	95.0	94.1	94.6
2018–2019	96.1	94.8	98.8	94.9	99.2	99.6	94.9	93.6	94.5
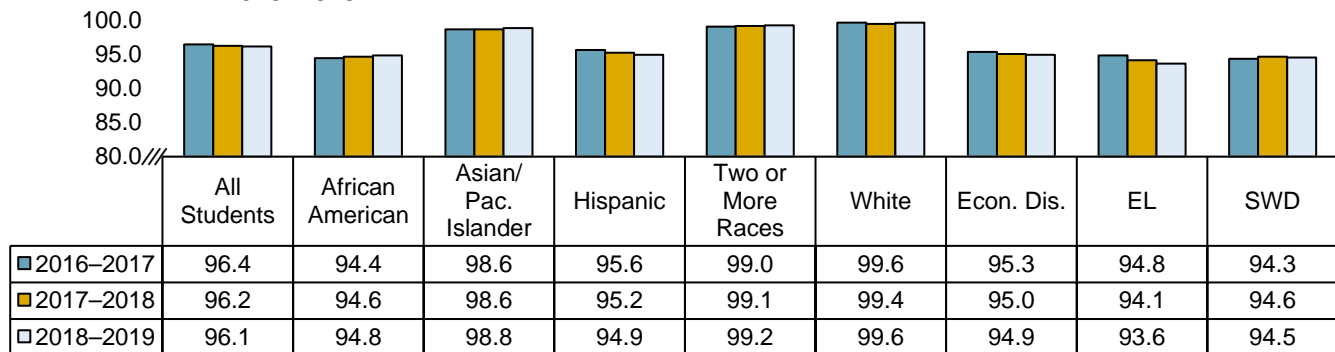
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. ⁄⁄⁄ on the Y-axis indicates the numbers are truncated to begin at 80.0

Figure H-6. Tier 1B Students' Attendance Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	94.4	93.9	94.4	94.6	92.7	93.9	94.5	95.7	92.3
2017–2018	94.3	93.7	95.9	94.6	92.0	93.8	94.4	95.8	92.5
2018–2019	94.4	93.5	95.6	94.9	91.9	93.6	94.4	95.7	92.7
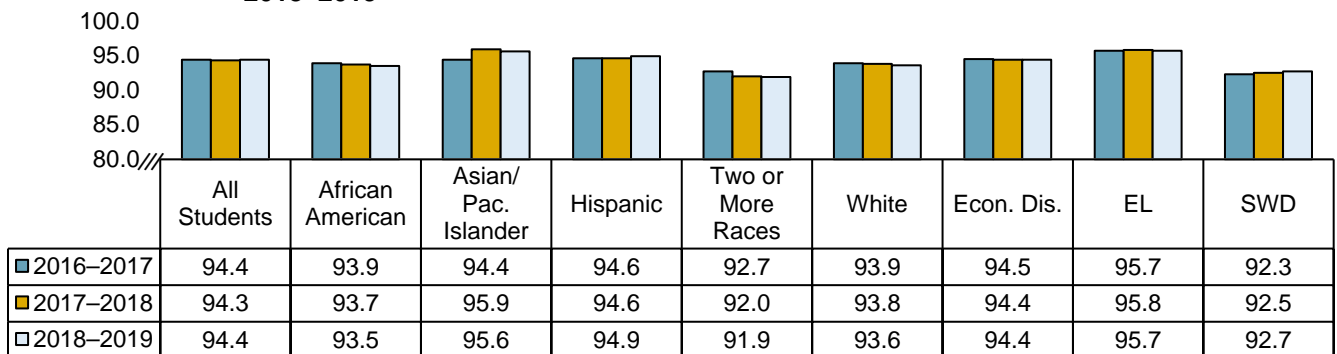
Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. ⁄⁄⁄ on the Y-axis indicates the numbers are truncated to begin at 80.0

Table H-1. 2016–2017 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation									
	All Students	**African American**	**Asian**	**Hispanic**	**Two or More Races**	**White**	**Econ. Dis.**	**LEP**	**Special Ed.**
HISD	**95.5**	**94.1**	**97.6**	**95.7**	**96.4**	**96.7**	**95.2**	**96.3**	**93.0**
Non-Achieve 180 Program	**95.8**	**94.8**	**97.6**	**95.9**	**96.3**	**96.3**	**95.6**	**96.6**	**93.5**
Achieve 180 Program	**94.1**	**92.6**	**97.0**	**94.3**	**97.1**	**98.9**	**93.8**	**94.9**	**91.7**
Tier 3	**91.7**	**91.2**	**92.9**	**92.5**	**93.2**	**88.9**	**91.9**	**93.8**	**90.0**
Blackshear ES	95.0	95.0	--	95.4	*	87.3	95.0	96.8	94.2
Dogan ES	95.5	94.0	*	96.4	*	*	95.4	96.8	95.3
Henry MS	94.5	92.6	--	94.7	*	92.2	94.6	95.6	92.9
Highland Heights ES	94.2	93.6	--	94.8	97.1	*	94.1	95.3	92.4
Kashmere HS	88.7	88.7	*	88.4	*	93.0	88.5	88.4	90.0
Mading ES	95.2	95.2	*	95.1	*	*	95.1	96.2	93.0
North Forest HS	89.0	88.6	*	90.1	*	82.9	88.8	89.6	87.2
Washington HS	91.3	91.8	*	90.5	93.8	90.7	90.9	91.1	90.6
Wesley ES	93.4	93.5	--	94.5	90.3	87.8	93.5	95.8	88.1
Wheatley HS	88.3	88.4	92.7	88.3	*	50.0	88.1	90.2	88.6
Woodson ES	94.3	94.2	98.2	95.0	95.9	95.6	94.3	96.8	93.0
Worthing HS	86.4	86.3	*	86.9	*	86.1	86.3	85.9	85.8
Tier 2	**92.4**	**91.6**	**96.6**	**93.0**	**92.9**	**92.1**	**92.6**	**94.1**	**90.8**
Attucks MS	92.7	92.2	*	94.0	*	*	92.9	94.4	90.4
Bruce ES	95.6	95.5	97.3	95.7	*	96.1	95.7	97.7	95.6
Cullen MS	95.9	95.9	95.6	95.9	*	97.3	95.9	96.4	96.1
Deady MS**	96.1	94.3	*	96.1	*	*	96.0	96.0	93.3
Foerster ES	94.9	94.6	96.8	94.7	95.3	94.0	94.9	95.8	90.4
Forest Brook MS	92.7	92.2	*	93.7	*	95.0	92.8	94.1	92.0
High School Ahead Acad MS^	87.2	87.3	--	87.1	*	*	87.1	90.8	92.5
Holland MS**^	94.5	94.3	*	94.6	*	95.5	94.6	94.7	92.4
Madison HS	88.1	87.2	94.0	88.7	89.2	84.8	88.5	89.2	87.5
Sugar Grove MS**	94.0	93.5	96.3	94.1	*	92.3	94.1	93.8	93.0
Williams MS**	93.7	93.3	*	94.5	91.4	86.5	93.8	94.8	92.1
Yates HS	88.4	88.2	*	89.6	*	86.9	87.6	91.7	86.9
Tier 1A	**96.4**	**94.4**	**98.6**	**95.6**	**99.0**	**99.6**	**95.3**	**94.8**	**94.3**
Bonham ES	95.5	94.7	96.8	95.6	94.0	97.1	95.4	96.0	93.7
Fondren ES^	95.5	94.1	95.3	96.3	*	*	95.6	96.9	94.1
Gregory-Lincoln PK-8	94.5	93.7	95.3	96.2	95.2	93.4	94.4	96.7	92.2
Hilliard ES	93.1	92.8	*	94.2	*	92.4	93.0	95.9	91.9
Lawson MS	93.2	90.9	98.3	94.4	93.3	87.7	93.3	94.5	91.4
Liberty HS	85.5	84.1	91.9	85.2	--	*	85.8	85.5	*
Looscan ES^	95.6	93.9	--	95.7	*	*	95.5	96.7	94.2
Montgomery ES^	95.1	94.8	*	95.5	89.5	90.5	95.0	96.1	94.2
Pugh ES	96.2	92.5	--	96.3	--	*	96.3	96.9	95.0
Sharpstown HS	91.7	92.0	93.7	91.7	86.1	88.5	91.7	92.2	90.6
Stevens ES^	96.0	95.2	*	96.2	*	94.5	96.0	96.8	95.2
TCAH^	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table H-1. 2016–2017 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation (Continued)								
	All Students	**African American**	**Asian**	**Hispanic**	**Two or More Races**	**White**	**Econ. Dis.**	**LEP**	**Special Ed.**
HISD	**95.5**	**94.1**	**97.6**	**95.7**	**96.4**	**96.7**	**95.2**	**96.3**	**93.0**
Non-Achieve 180 Program	**95.8**	**94.8**	**97.6**	**95.9**	**96.3**	**96.3**	**95.6**	**96.6**	**93.5**
Achieve 180 Program	**94.1**	**92.6**	**97.0**	**94.3**	**97.1**	**98.9**	**93.8**	**94.9**	**91.7**
Tier 1B	**94.4**	**93.9**	**94.4**	**94.6**	**92.7**	**93.9**	**94.5**	**95.7**	**92.3**
Bellfort ECC	95.8	93.2	*	96.5	*	*	95.8	97.3	94.0
Codwell ES**	95.1	95.1	*	94.4	*	*	95.0	95.5	94.2
Cook ES	95.0	94.5	--	95.9	--	93.6	95.0	96.8	94.0
Edison MS	95.1	93.1	--	95.1	--	*	95.2	95.2	93.1
Gallegos ES	97.0	96.8	--	97.1	--	94.8	97.0	97.8	96.3
Kashmere Gardens ES	94.1	94.0	*	94.4	*	*	94.2	96.8	93.1
Key MS	92.1	91.9	--	92.3	*	92.5	92.0	93.8	91.2
Lewis ES	96.5	94.7	--	97.2	*	*	96.3	97.4	94.3
Marshall ES**^	95.7	94.7	*	96.4	89.4	93.1	95.7	97.1	92.6
Martinez C ES	96.0	95.2	*	96.5	*	95.6	96.0	97.5	94.3
Milby HS	90.4	92.8	98.1	90.2	--	90.5	90.5	88.6	88.4
Reagan Ed Ctr K-8**	96.6	95.6	*	97.1	*	97.2	96.5	97.3	94.9
Shearn ES**^	96.9	95.3	97.7	97.4	96.1	94.7	97.0	97.6	95.3
Sherman ES**^	96.7	95.7	*	96.8	*	98.9	96.7	97.5	94.9
Thomas MS**	93.2	92.6	*	94.1	*	96.7	93.3	95.1	90.3
Westbury HS	92.3	92.3	92.9	92.3	91.2	92.8	92.4	91.7	91.9
Young ES	95.1	95.0	--	95.7	*	*	95.2	96.0	92.1

Sources: PEIMS ADA 400, 2016–2017; Chancery, June 13, 2017

Note: "--" indicates no students. *Results are masked for fewer than five students. The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-2. 2017–2018 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation								
	All Students	African American	Asian	Hispanic	Two or More Races/Ethn.	White	Econ. Dis.	LEP	Special Ed.
HISD	**95.4**	**94.3**	**97.4**	**96.4**	**96.2**	**95.9**	**95.9**	**96.8**	**96.8**
Non-A180	**95.8**	**94.8**	**97.6**	**95.8**	**96.1**	**96.3**	**95.6**	**96.6**	**93.3**
Achieve 180 Program	**93.8**	**92.3**	**97.5**	**94.1**	**96.8**	**98.7**	**93.4**	**94.5**	**91.6**
Tier 3	**91.5**	**91.3**	**95.5**	**91.9**	**89.7**	**89.8**	**91.5**	**93.6**	**90.0**
Blackshear ES	95.2	95.3	*	94.8	*	*	95.2	97.1	97.1
Dogan ES	96.0	94.2	*	96.9	*	*	95.9	97.5	97.5
Henry MS	92.7	88.1	--	93.2	*	93.9	92.2	94.6	94.6
Highland Heights ES	93.7	92.5	--	95.0	94.5	*	93.6	95.7	95.7
Kashmere HS	88.3	88.3	*	88.2	*	92.4	88.4	88.2	88.2
Mading ES	95.8	95.9	--	95.6	*	*	95.8	96.2	96.2
North Forest HS	89.9	89.6	--	90.8	*	76.2	89.8	91.0	91.0
Washington HS	89.0	90.0	*	87.9	89.7	86.0	88.6	87.7	87.7
Wesley ES	93.5	94.0	--	92.5	84.6	88.5	93.6	95.2	95.2
Wheatley HS	87.5	87.8	*	87.1	*	*	87.4	89.8	89.8
Woodson	93.5	93.3	*	94.2	94.7	97.2	93.5	94.9	94.9
Worthing HS	90.1	89.7	*	91.7	*	90.1	90.2	92.9	92.9
Tier 2	**91.6**	**90.4**	**96.0**	**92.7**	**89.2**	**90.3**	**91.7**	**93.4**	**89.6**
Attucks MS	89.8	89.2	*	91.7	88.6	91.3	89.8	92.9	92.9
Bruce ES	95.9	95.8	*	95.9	*	*	95.8	97.5	97.5
Cullen MS	90.5	90.5	*	90.5	*	92.2	90.5	89.2	89.2
Deady MS**	94.6	92.4	*	94.6	*	97.8	94.5	94.8	94.8
Foerster ES	94.3	94.2	97.4	93.9	95.3	95.1	94.3	96.0	96.0
Forest Brook MS	92.1	91.5	*	93.7	*	88.5	92.1	93.6	93.6
High School Ahead Acad MS^	84.4	83.6	--	85.2	--	*	84.4	88.0	88.0
Holland MS**^	94.1	93.3	*	94.3	*	94.3	94.2	94.0	94.0
Madison HS	88.5	86.4	93.7	89.8	93.1	87.2	88.6	90.0	90.0
Sugar Grove MS**	92.7	92.2	94.9	92.9	*	90.9	93.0	92.8	92.8
Williams MS**	92.1	90.9	*	93.8	82.8	78.9	92.1	93.6	93.6
Yates HS	89.2	89.0	--	91.6	*	80.6	88.9	94.3	94.3
Tier 1A	**96.2**	**94.6**	**98.6**	**95.2**	**99.1**	**99.4**	**95.0**	**94.1**	**94.6**
Bonham ES	95.9	94.3	97.4	96.4	95.4	95.9	95.9	96.8	96.8
Fondren ES^	96.5	95.4	*	97.0	--	93.5	96.5	97.8	97.8
Gregory-Lincoln PK-8	95.8	95.2	99.0	97.0	96.8	94.5	95.7	97.3	97.3
Hilliard ES	91.5	91.1	--	93.3	87.1	*	91.4	95.1	95.1
Lawson MS	94.4	92.3	*	95.5	95.7	94.0	94.3	95.7	95.7
Liberty HS	80.9	90.4	88.8	80.1	--	83.4	81.2	80.8	80.8
Looscan ES^	95.5	95.0	--	95.6	*	*	95.4	97.0	97.0
Montgomery ES^	95.4	94.9	*	95.8	*	*	95.3	96.6	96.6
Pugh ES	96.4	94.2	--	96.5	--	*	96.4	97.2	97.2
Sharpstown HS	90.7	91.6	94.9	90.5	85.1	87.0	90.8	91.3	91.3
Stevens ES^	95.3	94.6	*	95.5	93.6	93.8	95.3	96.1	96.1
TCAH^	99.8	99.7	99.9	99.8	99.8	99.8	99.7	99.6	99.6

Table H-2. 2017–2018 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation (Continued)								
	All Students	**African American**	**Asian**	**Hispanic**	**Two or More Races/Ethn.**	**White**	**Econ. Dis.**	**LEP**	**Special Ed.**
HISD	**95.4**	**94.3**	**97.4**	**96.4**	**96.2**	**95.9**	**95.9**	**96.8**	**96.8**
Non-A180	**95.8**	**94.8**	**97.6**	**95.8**	**96.1**	**96.3**	**95.6**	**96.6**	**93.3**
Achieve 180 Program	**93.8**	**92.3**	**97.5**	**94.1**	**96.8**	**98.7**	**93.4**	**94.5**	**91.6**
Tier 1B	**94.3**	**93.7**	**95.9**	**94.6**	**92.0**	**93.8**	**94.4**	**95.8**	**92.5**
Bellfort ECC	95.9	93.3	96.7	96.7	*	*	95.8	97.3	97.3
Codwell ES**	95.0	95.0	*	94.7	--	*	94.8	94.8	94.8
Cook ES	94.8	94.6	*	95.1	*	94.4	94.7	96.0	96.0
Edison MS	95.5	90.8	--	95.5	--	*	95.4	96.3	96.3
Gallegos ES	96.9	97.4	--	96.9	--	*	96.9	97.7	97.7
Kashmere Gardens ES	94.2	93.8	*	95.6	*	*	94.2	95.8	95.8
Key MS	91.6	91.6	*	91.5	86.8	92.7	91.6	92.2	92.2
Lewis ES	96.7	95.0	--	97.2	97.8	95.7	96.6	97.5	97.5
Marshall ES**^	95.5	94.0	*	96.3	89.9	92.4	95.4	97.0	97.0
Martinez C ES	95.5	94.8	*	95.8	*	96.1	95.4	96.8	96.8
Milby HS	91.3	92.7	97.8	91.2	*	93.2	91.4	89.9	89.9
Reagan Ed Ctr K-8**	96.3	95.3	*	96.7	*	97.3	96.2	97.1	97.1
Shearn ES**^	96.6	93.6	97.4	97.4	95.0	95.8	96.5	97.5	97.5
Sherman ES**^	96.2	95.1	--	96.3	*	96.5	96.3	97.5	97.5
Thomas MS**	92.5	91.7	96.5	93.7	94.7	92.6	92.4	93.9	93.9
Westbury HS	92.9	92.4	94.9	93.1	92.1	91.9	92.8	92.9	92.9
Young ES	94.7	94.9	*	94.5	89.9	92.5	94.8	96.5	96.5

Sources: PEIMS ADA 400, 2017–2018; Chancery, June 4, 2018
Note: "--" indicates no students. *Results are masked for fewer than five students. The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-3. 2018–2019 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation									
	All Students	African American	Asian	Hispanic	Two or More Races/Ethn.	White	Econ. Dis.	LEP	Special Ed.
HISD	**95.3**	**93.8**	**97.5**	**95.4**	**96.4**	**96.7**	**94.9**	**96.0**	**92.9**
Non-Achieve 180	**95.6**	**94.5**	**97.5**	**95.7**	**96.3**	**96.3**	**95.3**	**96.3**	**93.3**
Achieve 180 Program	**93.9**	**92.4**	**97.8**	**94.1**	**96.7**	**98.8**	**93.4**	**94.4**	**91.8**
Tier 3	**91.5**	**91.2**	**94.6**	**92.0**	**85.9**	**88.6**	**91.5**	**93.6**	**90.2**
Blackshear ES	95.1	95.0	--	95.7	*	*	95.1	97.5	94.0
Dogan ES	96.2	94.4	*	97.0	91.2	*	96.2	97.6	94.8
Henry MS	93.8	92.1	*	94.1	*	88.9	93.7	94.9	90.9
Highland Heights ES	92.7	90.5	--	94.6	*	*	92.5	95.5	91.5
Kashmere HS	89.8	90.1	--	89.1	90.6	92.9	89.8	90.3	90.0
Mading ES	96.2	96.1	--	96.5	96.3	--	96.1	97.7	95.2
North Forest HS	88.2	88.2	--	88.3	*	92.1	88.1	87.5	86.2
Washington HS	90.6	91.1	*	90.9	72.6	82.8	90.5	91.0	89.9
Wesley ES	94.0	94.0	--	94.1	*	95.0	94.0	93.7	92.6
Wheatley HS	85.8	86.5	*	85.2	82.8	52.9	85.8	87.0	86.8
Woodson ES	93.6	93.3	*	94.6	*	95.7	93.6	95.9	94.1
Worthing HS	90.8	90.2	*	92.9	*	81.5	90.8	94.2	89.6
Tier 2	**91.9**	**90.8**	**96.3**	**92.9**	**92.3**	**88.2**	**91.9**	**93.8**	**89.8**
Attucks MS	90.6	89.9	*	92.8	93.9	82.5	90.6	93.8	88.2
Bruce ES	96.0	95.8	*	96.3	95.2	*	96.0	97.5	95.5
Cullen MS	87.6	87.4	*	89.8	58.2	75.8	87.6	88.1	85.5
Deady MS**	93.5	88.2	--	93.5	*	*	93.6	93.9	89.1
Foerster ES	93.2	93.0	96.8	93.3	84.7	90.4	93.2	94.7	90.0
Forest Brook MS	92.8	92.5	*	93.3	*	94.7	92.9	93.5	92.8
High School Ahead Acad MS^	84.6	87.1	*	80.4	*	*	84.6	82.3	87.5
Holland MS**^	93.6	92.6	*	93.8	*	94.3	93.7	94.0	92.0
Madison HS	90.3	89.6	96.1	90.7	94.9	91.1	90.3	91.6	89.4
Sugar Grove MS**	95.6	95.7	97.7	95.6	*	91.0	95.6	95.9	94.3
Williams MS**	91.5	90.5	--	92.8	*	78.4	91.4	92.8	89.1
Yates HS	89.1	88.9	*	91.8	90.1	76.0	88.8	95.5	87.0
Tier 1A	**96.1**	**94.8**	**98.8**	**94.9**	**99.2**	**99.6**	**94.9**	**93.6**	**94.5**
Bonham ES	95.0	92.8	96.2	95.6	93.2	95.5	94.9	96.0	91.8
Fondren ES^	95.9	94.3	*	96.6	*	*	95.9	97.5	93.4
Gregory-Lincoln PK-8	96.4	96.0	99.0	97.1	94.9	96.5	96.2	97.5	94.9
Hilliard ES	93.1	92.8	--	93.7	*	93.7	93.0	94.4	91.4
Lawson MS	94.8	93.7	97.9	95.4	90.7	92.8	94.7	95.8	93.0
Liberty HS	81.8	90.3	90.2	81.0	--	84.1	82.8	82.2	*
Looscan ES^	95.7	94.6	--	95.7	*	*	95.6	97.2	95.5
Montgomery ES^	94.3	93.3	*	95.1	95.3	--	94.0	96.4	92.6
Pugh ES	96.1	95.5	--	96.1	--	96.5	96.2	97.1	94.3
Sharpstown HS	89.6	90.0	94.5	89.3	91.3	87.1	89.6	90.0	89.4
Stevens ES^	94.9	93.5	*	95.1	93.9	94.4	94.9	95.9	92.9
TCAH^	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table H-3. 2018–2019 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation (Continued)								
	All Students	**African American**	**Asian**	**Hispanic**	**Two or More Races/Ethn.**	**White**	**Econ. Dis.**	**LEP**	**Special Ed.**
HISD Total	**95.3**	**93.8**	**97.5**	**95.4**	**96.4**	**96.7**	**94.9**	**96.0**	**92.9**
Non-Achieve 180	**95.6**	**94.5**	**97.5**	**95.7**	**96.3**	**96.3**	**95.3**	**96.3**	**93.3**
Achieve 180 Program	**93.9**	**92.4**	**97.8**	**94.1**	**96.7**	**98.8**	**93.4**	**94.4**	**91.8**
Tier 1B	**94.4**	**93.5**	**95.6**	**94.9**	**91.9**	**93.6**	**94.4**	**95.7**	**92.7**
Bellfort ECC	94.9	92.6	98.5	95.3	--	94.1	94.7	95.7	95.7
Codwell ES**	94.8	94.9	*	93.7	*	*	94.6	96.7	94.4
Cook ES	94.2	93.8	*	94.7	*	94.1	94.2	95.6	92.8
Edison MS	95.0	90.4	*	95.1	*	*	94.9	95.7	94.6
Gallegos ES	96.4	95.1	--	96.4	--	*	96.3	97.6	95.6
Kashmere Gardens ES	93.0	92.5	--	95.3	*	87.8	92.9	95.6	93.9
Key MS	91.6	90.9	*	92.4	93.1	91.8	91.6	93.1	89.7
Lewis ES	95.9	93.7	--	96.5	97.6	93.5	96.0	97.1	94.4
Marshall ES**^	96.3	95.0	*	96.9	*	95.7	96.3	97.4	94.6
Martinez C ES	95.0	94.1	*	95.7	*	95.6	94.9	96.9	93.6
Milby HS	93.3	93.8	97.0	93.3	*	92.6	93.3	92.5	92.2
Reagan Ed Ctr K-8**	96.8	96.2	*	97.1	*	97.1	96.8	97.4	94.9
Shearn ES**^	96.2	94.1	96.8	96.9	95.7	94.9	96.2	97.1	93.6
Sherman ES**^	96.0	95.7	--	96.0	*	95.5	95.8	97.2	93.5
Thomas MS**	94.6	94.0	*	95.8	94.1	96.9	94.6	96.0	90.8
Westbury HS	92.8	92.0	94.1	93.2	88.3	92.1	92.7	92.2	90.7
Young ES	93.0	93.4	*	91.8	89.1	89.6	93.0	95.8	93.7

Sources: PEIMS ADA 400, 2018–2019; Chancery, May 28, 2019
Note: "--" indicates no students. *Results are masked for fewer than five students. The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Student Chronic Absence By Student Group

Figure H-7. Non-Achieve 180 Students' Chronic Absence Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
■2016–2017	6.8	9.4	2.2	6.7	5.3	4.7	7.6	4.3	15.0
■2017–2018	7.5	10.4	2.1	7.3	6.4	5.2	8.3	4.9	16.8
☐2018–2019	7.9	11.1	2.7	7.9	5.4	4.9	9.1	5.9	16.5

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure H-8. Achieve 180 Program Students' Chronic Absence Rates by Affiliation and by Race/Ethnicity, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
■2016–2017	14.4	18.6	8.0	13.2	6.9	2.4	15.1	10.8	22.6
■2017–2018	15.6	20.3	5.5	14.2	9.2	2.9	16.7	12.0	23.6
☐2018–2019	14.9	19.3	3.8	14.0	8.2	2.4	16.2	12.3	22.3

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure H-9. Tier 3 Students' Chronic Absence Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
■2016–2017	21.3	23.2	16.7	18.5	15.0	20.5	21.2	15.2	26.9
■2017–2018	23.4	24.7	9.1	21.5	38.7	16.0	23.6	15.2	28.0
☐2018–2019	22.8	23.8	18.2	21.3	42.3	23.3	22.9	16.8	26.5

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure H-10. Tier 2 Students' Chronic Absence Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	18.3	20.5	5.5	16.6	12.5	11.5	17.7	13.9	23.5
2017–2018	21.5	25.5	10.0	17.9	26.1	21.9	21.2	16.4	28.5
2018–2019	19.9	23.3	5.8	17.1	11.1	23.7	19.9	14.4	28.3

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure H-11. Tier 1A Students' Chronic Absence Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	8.9	15.0	3.6	9.7	2.9	1.3	11.5	10.0	18.3
2017–2018	9.0	12.6	3.0	11.1	1.3	1.0	11.9	12.1	15.4
2018–2019	9.4	12.5	1.7	12.2	2.0	0.6	12.8	13.8	14.5

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure H-12. Tier 1B Students' Chronic Absence Rates by Race/Ethnicity and Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017	12.8	14.1	18.1	12.1	16.0	12.4	12.6	8.7	21.0
2017–2018	13.4	15.6	8.5	12.2	23.3	19.1	13.3	8.7	21.7
2018–2019	12.6	15.8	8.5	11.1	24.3	16.9	12.8	8.4	20.3

Source: PEIMS Average Daily Attendance (ADA) databases for 2016–2017, 2017–2018, and 2018–2019
Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

	All Students	African American	Asian	Hispanic	Two or More Races/Ethn.	White	Econ. Dis.	LEP	Special Ed.
Table H-4. 2016–2017 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation									
HISD	**8.3**	**12.4**	**2.6**	**7.7**	**5.5**	**4.4**	**9.1**	**5.4**	**16.9**
Non-Achieve 180	**6.8**	**9.4**	**2.2**	**6.7**	**5.3**	**4.7**	**7.6**	**4.3**	**15.0**
Achieve 180 Program	**14.4**	**18.6**	**8.0**	**13.2**	**6.9**	**2.4**	**15.1**	**10.8**	**22.6**
Tier 3	**21.3**	**23.2**	**16.7**	**18.5**	**15.0**	**20.5**	**21.2**	**15.2**	**26.9**
Blackshear ES	12.8	12.9	--	13.3	*	*	13.1	7.4	20.5
Dogan ES	10.1	15.1	*	7.8	*	*	11.0	6.6	11.1
Henry MS	8.9	20.3	--	7.8	*	15.4	8.9	6.1	15.6
Highland Heights ES	11.9	13.0	--	10.7	*	--	12.7	9.9	21.1
Kashmere HS	33.6	33.0	*	33.5	*	16.7	35.2	37.5	29.6
Mading ES	8.2	8.1	*	8.7	*	--	8.2	4.3	18.2
North Forest HS	32.1	32.2	*	30.5	*	50.0	32.8	39.7	31.9
Washington HS	23.2	22.3	*	25.3	11.1	16.7	25.2	19.5	30.6
Wesley ES	12.9	14.9	--	7.1	*	0.0	13.2	5.9	23.8
Wheatley HS	34.8	34.4	*	35.3	*	--	36.2	32.5	30.3
Woodson ES	12.7	13.2	0.0	11.3	0.0	*	12.8	4.0	21.6
Worthing HS	37.5	37.7	*	37.2	*	*	38.8	35.3	36.6
Tier 2	**18.3**	**20.5**	**5.5**	**16.6**	**12.5**	**11.5**	**17.7**	**13.9**	**23.5**
Attucks MS	16.9	19.7	*	9.2	*	*	17.2	10.3	27.5
Bruce ES	8.0	6.9	0.0	10.7	*	--	7.8	2.4	10.7
Cullen MS	3.4	3.4	*	3.5	*	*	3.7	2.6	5.3
Deady MS**	6.3	11.1	*	6.2	*	*	6.5	5.4	15.9
Foerster ES	10.5	11.2	1.5	13.4	*	*	10.5	8.5	24.4
Forest Brook MS	15.9	18.3	*	11.3	--	*	16.3	10.7	17.5
High School Ahead Acad MS^	40.8	40.7	--	40.0	--	*	41.0	25.9	36.4
Holland MS**^	9.2	9.9	*	9.4	*	0.0	8.9	13.4	12.0
Madison HS	34.4	36.7	22.2	33.2	*	*	33.9	35.5	37.4
Sugar Grove MS**	13.4	12.5	10.0	13.6	*	14.3	12.5	15.7	16.9
Williams MS**	11.8	13.3	*	10.2	*	*	11.8	8.8	16.1
Yates HS	30.5	30.8	--	29.4	*	*	33.8	20.7	34.8
Tier 1A	**8.9**	**15.0**	**3.6**	**9.7**	**2.9**	**1.3**	**11.5**	**10.0**	**18.3**
Bonham ES	6.5	10.6	0.0	5.5	14.3	0.0	6.5	4.5	16.2
Fondren ES^	7.6	14.0	20.0	4.2	*	*	7.4	3.2	17.6
Gregory-Lincoln PK-8	13.5	18.8	*	4.5	0.0	0.0	15.2	1.9	33.3
Hilliard ES	14.7	17.3	--	6.0	--	16.7	15.2	3.5	23.2
Lawson MS	17.1	25.6	0.0	12.5	16.7	50.0	17.5	13.7	27.9
Liberty HS	40.0	*	*	41.5	--	*	40.1	39.6	*
Looscan ES^	8.2	17.6	--	7.9	*	*	8.8	3.6	20.7
Montgomery ES^	9.8	9.6	*	8.8	*	50.0	9.9	5.9	20.0
Pugh ES	3.5	20.0	--	3.3	--	*	3.7	0.9	7.4
Sharpstown HS	23.5	24.3	18.4	22.6	*	41.2	23.2	20.5	26.8
Stevens ES^	6.5	4.0	*	6.4	*	12.9	6.7	4.1	2.7
TCAH^	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table H-4. 2016–2017 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation (Continued)								
	All Students	**African American**	**Asian**	**Hispanic**	**Two or More Races/Ethn.**	**White**	**Econ. Dis.**	**LEP**	**Special Ed.**
HISD	**8.3**	**12.4**	**2.6**	**7.7**	**5.5**	**4.4**	**9.1**	**5.4**	**16.9**
Non-Achieve 180	**6.8**	**9.4**	**2.2**	**6.7**	**5.3**	**4.7**	**7.6**	**4.3**	**15.0**
Achieve 180 Program	**14.4**	**18.6**	**8.0**	**13.2**	**6.9**	**2.4**	**15.1**	**10.8**	**22.6**
Tier 1B	**12.8**	**14.1**	**18.1**	**12.1**	**16.0**	**12.4**	**12.6**	**8.7**	**21.0**
Bellfort ECC	8.5	13.9	*	7.1	*	--	9.1	4.9	16.7
Codwell ES**	7.7	7.0	*	15.8	--	*	8.3	7.7	9.5
Cook ES	10.1	11.7	--	7.8	--	*	10.4	5.0	10.3
Edison MS	8.6	*	--	8.7	--	*	8.5	10.1	16.9
Gallegos ES	2.2	*	--	2.3	--	*	2.3	0.0	5.0
Kashmere Gardens ES	14.0	14.4	*	11.5	*	*	14.2	4.9	13.9
Key MS	20.1	19.6	--	21.3	*	12.5	19.9	16.5	28.3
Lewis ES	6.5	12.1	--	4.9	*	*	7.5	4.6	13.3
Marshall ES**^	8.4	11.8	*	6.5	*	8.3	8.5	3.9	21.4
Martinez C ES	5.7	9.9	*	3.2	*	*	5.8	0.7	12.1
Milby HS	26.2	17.0	0.0	27.2	--	*	26.1	31.1	32.9
Reagan Ed Ctr K-8**	3.9	5.9	*	3.0	--	0.0	4.1	2.9	9.1
Shearn ES**^	3.8	6.7	5.6	2.7	*	14.3	3.4	1.4	10.5
Sherman ES**^	4.4	7.4	*	4.1	--	0.0	4.6	2.7	11.1
Thomas MS**	16.7	20.2	--	11.9	*	*	16.3	8.1	23.4
Westbury HS	22.5	22.9	22.9	22.4	33.3	19.5	22.6	24.5	26.1
Young ES	9.7	10.8	--	6.4	*	*	9.8	4.5	24.0

Sources: PEIMS ADA 400, 2016–2017; Chancery, June 13, 2017
Note: "--" indicates no students. *Results are masked for fewer than five students. The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-5. 2017–2018 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation									
	All Students	African American	Asian	Hispanic	Two or More Races/Ethn.	White	Econ. Dis.	LEP	Special Ed.
HISD	**9.1**	**13.6**	**2.3**	**8.5**	**6.9**	**4.9**	**10.1**	**6.1**	**18.5**
Non-Achieve 180	**7.5**	**10.4**	**2.1**	**7.3**	**6.4**	**5.2**	**8.3**	**4.9**	**16.8**
Achieve 180 Program	**15.6**	**20.3**	**5.5**	**14.2**	**9.2**	**2.9**	**16.7**	**12.0**	**23.6**
Tier 3	**23.4**	**24.7**	**9.1**	**21.5**	**38.7**	**16.0**	**23.6**	**15.2**	**28.0**
Blackshear ES	8.9	8.9	--	9.1	*	*	9.1	2.4	13.0
Dogan ES	6.8	14.2	*	3.5	*	*	7.1	1.4	5.0
Henry MS	19.4	40.3	--	17.0	*	20.0	21.1	10.0	33.9
Highland Heights ES	15.9	23.6	--	8.7	*	*	15.6	8.9	15.9
Kashmere HS	36.8	37.4	--	35.6	*	0.0	37.3	35.1	32.8
Mading ES	5.4	4.8	--	7.7	*	*	5.6	5.1	10.0
North Forest HS	27.2	27.6	--	25.8	*	*	28.0	24.4	34.4
Washington HS	33.1	28.8	*	37.9	57.1	37.5	34.5	40.9	30.6
Wesley ES	17.4	16.6	--	20.8	*	*	17.5	17.4	15.8
Wheatley HS	38.8	41.2	*	36.4	*	*	39.3	29.7	36.4
Woodson ES	18.9	20.4	*	11.3	16.7	0.0	19.0	8.1	25.0
Worthing HS	25.8	26.3	*	24.3	*	16.7	26.7	13.1	25.8
Tier 2	**21.5**	**25.5**	**10.0**	**17.9**	**26.1**	**21.9**	**21.2**	**16.4**	**28.5**
Attucks MS	31.1	34.2	*	22.5	*	*	30.2	24.1	29.9
Bruce ES	5.5	5.6	*	5.3	*	--	5.5	1.8	5.7
Cullen MS	25.9	25.9	--	27.9	*	*	26.1	37.2	31.9
Deady MS**	12.0	*	--	12.1	*	*	12.3	12.4	27.9
Foerster ES	12.2	10.7	2.8	17.3	*	11.1	12.4	9.0	32.6
Forest Brook MS	19.3	22.5	*	12.8	*	14.3	19.6	14.3	26.4
High School Ahead Acad MS^	50.6	50.5	--	52.4	--	*	50.0	43.2	25.0
Holland MS**^	13.2	18.5	*	11.7	*	11.1	11.9	13.9	13.0
Madison HS	30.7	37.4	20.0	26.3	20.0	50.0	30.7	24.1	35.4
Sugar Grove MS**	18.8	16.7	16.0	18.7	*	26.7	17.6	20.5	24.2
Williams MS**	17.5	23.4	*	11.6	*	*	17.8	11.8	24.2
Yates HS	30.1	30.7	--	23.7	*	*	31.6	12.1	36.7
Tier 1A	**9.0**	**12.6**	**3.0**	**11.1**	**1.3**	**1.0**	**11.9**	**12.1**	**15.4**
Bonham ES	6.1	11.8	0.0	4.7	0.0	*	6.2	3.4	20.0
Fondren ES^	6.3	9.0	*	4.8	--	*	6.4	1.4	12.5
Gregory-Lincoln PK-8	5.4	7.1	0.0	2.4	0.0	8.3	5.6	3.8	21.3
Hilliard ES	25.0	27.4	--	16.5	*	*	25.7	10.3	35.4
Lawson MS	11.3	18.8	*	7.8	*	20.0	12.1	6.7	18.4
Liberty HS	49.6	18.2	50.0	51.3	--	44.4	49.8	49.4	*
Looscan ES^	9.6	16.7	--	9.2	*	*	9.4	4.8	20.0
Montgomery ES^	7.5	8.3	*	7.1	*	*	7.9	3.0	20.5
Pugh ES	4.2	16.7	--	4.0	--	*	5.0	1.7	15.4
Sharpstown HS	25.8	20.5	10.6	27.7	*	26.9	25.8	23.1	25.4
Stevens ES^	7.4	10.5	*	7.0	*	9.1	7.9	5.4	7.0
TCAH^	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table H-5. 2017–2018 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation (Continued)								
	All Students	**African American**	**Asian**	**Hispanic**	**Two or More Races/Ethn.**	**White**	**Econ. Dis.**	**LEP**	**Special Ed.**
HISD	**9.1**	**13.6**	**2.3**	**8.5**	**6.9**	**4.9**	**10.1**	**6.1**	**18.5**
Non-Achieve 180	**7.5**	**10.4**	**2.1**	**7.3**	**6.4**	**5.2**	**8.3**	**4.9**	**16.8**
Achieve 180 Program	**15.6**	**20.3**	**5.5**	**14.2**	**9.2**	**2.9**	**16.7**	**12.0**	**23.6**
Tier 1B	**13.4**	**15.6**	**8.5**	**12.2**	**23.3**	**19.1**	**13.3**	**8.7**	**21.7**
Bellfort ECC	8.8	23.8	*	4.5	--	*	9.2	1.0	0.0
Codwell ES**	10.1	9.8	--	13.8	--	*	10.7	20.0	11.8
Cook ES	12.3	13.6	*	9.8	*	16.7	12.4	7.6	23.3
Edison MS	8.0	33.3	--	7.7	--	*	8.3	6.9	22.0
Gallegos ES	5.4	0.0	--	5.2	--	*	5.5	1.8	3.2
Kashmere Gardens ES	13.7	15.6	--	6.3	*	--	13.4	2.2	8.3
Key MS	24.1	22.4	*	26.6	*	0.0	24.2	25.2	29.8
Lewis ES	5.4	14.0	--	2.7	0.0	16.7	5.3	2.0	12.0
Marshall ES**^	10.3	14.1	*	8.2	*	22.2	10.5	5.9	17.5
Martinez C ES	9.0	7.7	--	10.0	*	*	9.2	6.2	13.5
Milby HS	22.0	16.7	0.0	22.5	*	*	22.2	26.3	28.6
Reagan Ed Ctr K-8**	5.8	10.3	*	3.7	*	7.1	5.9	2.8	10.7
Shearn ES**^	6.0	17.2	5.6	3.2	*	14.3	6.2	3.0	29.4
Sherman ES**^	8.1	7.1	--	8.3	*	0.0	8.4	2.2	12.8
Thomas MS**	21.5	23.3	*	18.9	*	14.3	21.9	19.0	37.1
Westbury HS	19.2	20.8	13.5	17.9	28.6	30.2	19.3	20.2	25.1
Young ES	7.0	4.6	--	17.6	*	*	7.0	6.7	6.3

Sources: PEIMS ADA 400, 2017–2018; Chancery, June 4, 2018
Note: "--" indicates no students. *Results are masked for fewer than five students. The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-6. 2018–2019 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation								
	All Students	African American	Asian	Hispanic	Two or More Races/Ethn.	White	Econ. Dis.	LEP	Special Ed.
HISD	9.3	13.7	2.7	8.9	5.8	4.5	10.7	7.0	18.0
Non-Achieve 180	7.9	11.1	2.7	7.9	5.4	4.9	9.1	5.9	16.5
Achieve 180 Program	14.9	19.3	3.8	14.0	8.2	2.4	16.2	12.3	22.3
Tier 3	22.8	23.8	18.2	21.3	42.3	23.3	22.9	16.8	26.5
Blackshear ES	11.0	11.5	--	8.7	*	*	11.0	4.5	15.6
Dogan ES	5.8	8.9	*	4.0	*	*	5.8	4.0	8.3
Henry MS	14.1	20.5	*	13.0	*	33.3	14.5	11.6	32.4
Highland Heights ES	18.0	31.0	--	8.1	*	*	18.3	5.9	25.0
Kashmere HS	29.4	27.8	--	33.3	*	0.0	30.0	31.8	20.9
Mading ES	4.1	4.7	--	2.4	*	--	4.4	0.0	2.7
North Forest HS	34.3	32.8	--	36.5	*	40.0	34.5	42.9	50.9
Washington HS	26.2	22.7	--	27.8	80.0	50.0	26.8	28.2	25.8
Wesley ES	15.8	16.4	--	15.9	*	0.0	15.8	23.5	26.1
Wheatley HS	41.6	39.3	*	44.2	*	*	41.7	37.6	35.3
Woodson ES	14.9	15.4	*	14.0	--	*	14.9	13.8	10.2
Worthing HS	25.4	27.4	*	19.5	*	*	25.5	11.3	23.0
Tier 2	19.9	23.3	5.8	17.1	11.1	23.7	19.9	14.4	28.3
Attucks MS	28.2	31.2	*	20.4	*	*	28.8	20.3	38.6
Bruce ES	4.7	5.7	*	3.1	0.0	--	4.8	1.1	12.2
Cullen MS	38.3	38.7	*	34.0	--	*	38.7	40.6	55.7
Deady MS**	16.0	33.3	--	15.9	*	*	15.9	17.1	27.3
Foerster ES	16.9	17.5	8.0	16.4	*	25.0	17.0	13.6	40.0
Forest Brook MS	17.1	20.0	*	13.2	*	0.0	17.3	12.8	17.6
High School Ahead Acad MS^	46.2	38.9	--	61.3	--	*	46.2	50.0	30.0
Holland MS**^	15.6	19.2	*	14.7	*	21.4	15.0	13.9	22.7
Madison HS	24.6	25.8	0.0	24.4	0.0	12.5	24.7	22.6	27.1
Sugar Grove MS**	7.1	5.3	0.0	7.4	*	30.0	6.8	6.1	9.5
Williams MS**	20.1	23.7	--	16.7	--	*	20.2	14.3	28.6
Yates HS	25.5	26.4	*	17.3	*	*	27.8	0.0	34.5
Tier 1A	9.4	12.5	1.7	12.2	2.0	0.6	12.8	13.8	14.5
Bonham ES	12.5	26.0	0.0	9.0	33.3	0.0	12.6	6.2	28.3
Fondren ES^	5.8	10.6	*	3.7	--	*	6.0	0.8	13.3
Gregory-Lincoln PK-8	4.6	5.9	0.0	2.4	*	5.9	5.3	2.8	10.5
Hilliard ES	16.8	17.0	--	15.2	*	33.3	17.1	9.8	22.0
Lawson MS	11.7	14.3	*	10.2	33.3	*	12.0	8.5	18.5
Liberty HS	40.2	11.1	*	42.2	--	44.4	40.3	40.3	*
Looscan ES^	9.0	0.0	--	9.5	--	*	9.4	2.5	2.9
Montgomery ES^	12.7	17.7	*	9.5	*	--	14.2	3.6	24.5
Pugh ES	3.8	16.7	--	3.6	--	0.0	3.6	1.4	0.0
Sharpstown HS	29.9	27.1	10.9	31.6	*	20.0	30.4	29.0	30.1
Stevens ES^	12.1	16.0	*	12.4	*	3.7	12.1	9.3	17.0
TCAH^	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table H-6. 2018–2019 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation (Continued)								
	All Students	African American	Asian	Hispanic	Two or More Races/Ethn.	White	Econ. Dis.	LEP	Special Ed.
HISD	**9.3**	**13.7**	**2.7**	**8.9**	**5.8**	**4.5**	**10.7**	**7.0**	**18.0**
Non-Achieve 180	**7.9**	**11.1**	**2.7**	**7.9**	**5.4**	**4.9**	**9.1**	**5.9**	**16.5**
Achieve 180 Program	**14.9**	**19.3**	**3.8**	**14.0**	**8.2**	**2.4**	**16.2**	**12.3**	**22.3**
Tier 1B	**12.6**	**15.8**	**8.5**	**11.1**	**24.3**	**16.9**	**12.8**	**8.4**	**20.3**
Bellfort ECC	14.4	26.9	*	12.4	--	*	15.2	10.5	9.1
Codwell ES**	13.3	12.3	*	26.3	--	*	14.0	0.0	15.4
Cook ES	15.6	17.2	*	12.9	*	25.0	15.6	9.2	17.3
Edison MS	7.9	42.9	--	7.5	--	*	8.1	4.9	12.0
Gallegos ES	6.6	0.0	--	6.7	--	*	6.7	3.7	10.3
Kashmere Gardens ES	19.2	21.5	--	7.3	*	*	19.5	7.1	14.3
Key MS	22.2	24.8	--	19.0	*	28.6	22.3	19.0	35.5
Lewis ES	7.0	15.8	--	4.8	0.0	16.7	6.7	2.5	19.2
Marshall ES**^	7.3	13.3	*	4.7	*	0.0	7.3	3.4	17.6
Martinez C ES	9.3	9.7	*	8.8	--	20.0	9.5	3.9	19.4
Milby HS	16.7	15.0	0.0	16.8	*	23.1	17.1	20.3	23.3
Reagan Ed Ctr K-8**	3.3	4.0	*	2.9	*	7.1	3.3	2.7	10.8
Shearn ES**^	5.5	15.9	6.3	2.5	*	16.7	5.7	2.3	14.3
Sherman ES**^	9.5	9.4	--	9.8	--	0.0	10.2	3.9	12.8
Thomas MS**	8.8	11.1	*	3.7	*	0.0	8.8	3.8	24.7
Westbury HS	18.8	20.1	11.8	17.9	46.2	20.0	19.3	22.9	25.7
Young ES	15.7	14.2	--	16.7	50.0	*	15.8	0.0	0.0

Sources: PEIMS ADA 400, 2018–2019; Chancery, May 28, 2019

Note: "--" indicates no students. *Results are masked for fewer than five students. The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-7. Number of Disciplinary Actions Per 100 Students by Type, School, and Academic Year, 2016–2017 through 2018–2019

Legend: Decrease | No Change | Increase | Constant @ 0

	2016–2017					2017–2018					2018–2019					2016–2017 to 2018–2019 Cumulative Change			
	Enrolled	ISS	OSS	DAEP	JJAEP	Enrolled	ISS	OSS	DAEP	JJAEP	Enrolled	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP
HISD	215,408	13	11	1	<1	213,528	10	11	<1	<1	209,040	12	13	1	<1	-1	2	0	0
Non-Achieve 180	171,652	10	7	<1	<1	169,937	8	7	<1	<1	166,562	9	9	<1	<1	-1	2	0	0
Achieve 180 Program	43,756	27	26	2	<1	43,591	21	26	2	<1	42,478	21	28	2	<1	-6	2	0	0
Tier 3	8,163	22	40	3	<1	8,454	20	33	2	<1	7,973	18	34	3	<1	-4	-6	0	0
Blackshear ES	537	0	7	<1	0	494	0	1	0	0	418	2	3	0	0	2	-4	-<1	0
Dogan ES	639	0	0	0	0	609	2	<1	<1	0	607	0	3	<1	0	0	3	<1	0
Henry MS	895	49	70	6	0	862	74	63	5	0	829	89	66	7	0	40	-4	1	0
Highland Heights ES	561	<1	5	0	0	567	3	18	1	0	517	2	13	0	0	2	8	0	0
Kashmere HS	606	24	33	1	<1	723	17	49	2	<1	777	5	35	1	<1	-19	2	0	0
Mading ES	535	0	56	<1	0	515	0	0	0	0	433	0	0	0	0	0	0	-<1	0
North Forest HS	942	7	52	4	<1	1,017	10	44	7	0	993	7	62	10	0	0	10	6	-<1
Washington HS	760	50	16	1	0	763	47	23	1	<1	758	43	30	5	0	-7	14	4	0
Wesley ES	324	0	56	<1	0	348	0	23	<1	0	344	3	5	0	0	3	-51	-<1	0
Wheatley HS	827	42	42	4	0	966	5	33	<1	<1	873	6	48	3	0	-36	6	-1	0
Woodson ES	724	4	57	2	0	743	2	23	1	0	643	0	10	0	0	-4	-47	-2	0
Worthing HS	813	45	97	5	0	847	42	71	3	<1	781	29	59	2	<1	-16	-38	-3	<1
Tier 2	8,549	42	48	4	<1	8,392	25	57	3	<1	8,193	30	65	5	<1	-12	17	1	0
Attucks MS	488	128	101	9	<1	487	70	125	3	<1	464	94	174	8	0	-34	73	-1	-<1
Bruce ES	562	0	3	0	0	569	0	5	<1	0	495	0	9	0	0	0	6	0	0
Cullen MS	491	15	34	10	<1	434	<1	105	7	<1	352	0	209	18	0	-15	175	8	-<1
Deady MS*	690	97	58	4	0	719	83	61	3	<1	669	4	100	7	<1	-93	42	3	<1
Foerster ES	657	0	2	0	0	743	0	3	0	0	723	0	8	0	0	0	6	0	0
Forest Brook MS	887	40	51	6	0	877	10	60	4	<1	828	50	65	5	<1	10	14	-1	<1
HS Ahead Acad MS^	200	<1	140	10	0	256	0	253	13	0	205	13	139	20	0	13	-1	10	0
Holland MS*^	672	0	28	3	<1	668	0	45	3	0	673	0	45	6	0	0	17	3	-<1
Madison HS	1,759	24	36	1	<1	1,661	11	32	2	<1	1,736	25	35	3	<1	1	-1	2	0
Sugar Grove MS*	767	0	37	4	0	659	<1	76	3	0	678	14	37	5	0	14	0	1	0
Williams MS*	531	51	74	5	0	506	23	38	2	0	496	15	50	6	0	-36	-24	1	0
Yates HS	845	140	94	4	<1	813	91	66	3	<1	874	106	90	3	<1	-34	-4	-1	0
Tier 1A	14,200	11	9	<1	<1	13,537	9	7	<1	<1	13,385	6	7	<1	<1	-5	-2	0	0
Bonham ES	1,061	<1	<1	0	0	971	<1	3	0	0	945	0	2	<1	0	-<1	2	<1	0
Fondren ES^	425	<1	5	0	0	374	2	2	<1	0	314	2	3	0	0	2	-2	0	0
Gregory-Lincoln PK-8	709	12	36	1	0	725	0	13	<1	0	740	<1	22	2	0	-12	-14	1	0
Hilliard ES	675	31	14	<1	0	570	0	17	0	0	531	0	6	0	0	-31	-8	-<1	0
Lawson MS	1,036	22	66	4	0	1,105	19	30	3	<1	1,210	23	16	2	0	1	-50	-2	0
Liberty ES	447	<1	<1	0	0	387	1	2	<1	0	361	0	4	0	0	-<1	4	0	0
Looscan ES^	443	0	<1	0	0	352	0	<1	0	0	326	0	0	0	0	0	-<1	0	0
Montgomery ES^	720	0	1	0	0	598	0	2	0	0	551	0	3	0	0	0	2	0	0
Pugh ES	447	0	2	0	0	406	1	<1	0	0	390	1	<1	0	0	1	-2	0	0
Sharpstown HS	1,597	59	15	3	<1	1,677	57	20	3	<1	1,689	28	28	2	<1	-31	13	-1	0
Stevens ES^	709	6	2	0	0	697	<1	5	0	0	648	<1	3	0	0	-6	1	0	0
TCAH^	5,931	0	0	0	0	5,675	0	<1	0	0	5,680	0	0	0	0	0	0	0	0
Tier 1B	12,844	38	22	1	<1	13,208	32	22	2	<1	12,927	32	24	2	<1	-6	2	1	0
Bellfort ECC	351	0	0	0	0	365	<1	<1	0	0	339	0	0	0	0	0	0	0	0
Codwell ES*	427	0	9	<1	0	448	0	4	0	0	410	0	11	0	0	0	2	-<1	0
Cook ES	675	0	<1	0	0	668	<1	4	0	0	625	0	2	0	0	0	2	0	0
Edison MS	656	45	87	1	0	654	73	48	6	0	654	97	48	4	0	52	-39	3	0
Gallegos ES	416	<1	<1	0	0	380	1	<1	<1	0	357	2	3	0	0	2	3	0	0
Kashmere Gardens ES	448	<1	2	0	0	412	0	2	0	0	391	0	0	0	0	-<1	-2	0	0
Key MS	732	32	51	6	0	674	25	60	6	0	688	25	84	5	0	-7	33	-1	0
Lewis ES	842	<1	4	0	0	801	2	<1	<1	0	791	<1	<1	0	0	0	-4	0	0
Marshall ES*^	1,055	21	7	<1	0	1,065	<1	5	0	0	944	<1	6	0	0	-21	-1	-<1	0
Martinez C ES	540	10	18	0	0	502	<1	14	0	0	412	2	17	<1	0	-8	-1	<1	0
Milby HS	1,377	128	24	4	<1	1,696	67	23	5	<1	1,903	41	13	2	<1	-87	-11	-2	0
Reagan Ed Ctr K-8*	1,079	11	21	1	0	1,100	15	16	<1	0	1,004	12	8	<1	0	1	-13	-<1	0
Shearn ES*^	658	<1	4	0	0	651	<1	7	<1	0	603	<1	7	0	0	0	3	0	0
Sherman ES*^	651	<1	0	0	0	604	2	4	<1	0	570	<1	6	0	0	0	6	0	0
Thomas MS*	449	13	69	2	0	537	64	118	4	0	594	41	159	8	0	28	90	6	0
Westbury HS	2,190	97	32	2	0	2,354	79	29	2	0	2,341	93	26	3	<1	-4	-6	1	<1
Young ES	298	<1	1	0	0	297	11	15	0	0	301	2	11	0	0	2	10	0	0

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019

Notes: Results reflect the number of incidents per 100 students. ISS denotes In-School Suspensions, OSS denotes Out-of-School Suspensions, DAEP denotes referral to DAEP, and JJAEP denotes expulsion to JJAEP. Green indicates decrease from prior year. Red indicates an increase from prior year. Yellow indicates no change from prior year. Purple indicates zero incidents in the current year and prior year(s). For cumulative change, 2016–2017 represented the prior year and total change is rounded to the nearest whole number. *New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Figure H-13. Number of In-School Suspensions Per 100 Students Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

	African American	Asian/Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
☐ 2016–2017 Non-Achieve 180	29.0	1.0	66.0	0.6	3.3	84.6	25.5	13.0
■ 2017–2018 Non-Achieve 180	31.3	1.1	63.6	0.5	3.3	88.9	25.2	13.2
■ 2018–2019 Non-Achieve 180	31.1	1.0	64.0	0.6	3.1	88.2	27.0	12.8
☐ 2016–2017 Achieve 180 Program	49.8	0.5	48.6	0.2	0.7	87.1	21.6	13.8
■ 2017–2018 Achieve 180 Program	45.5	0.3	52.8	0.3	1.1	89.9	22.7	13.4
■ 2018–2019 Achieve 180 Program	52.4	0.3	45.7	0.5	1.1	94.4	22.9	15.1
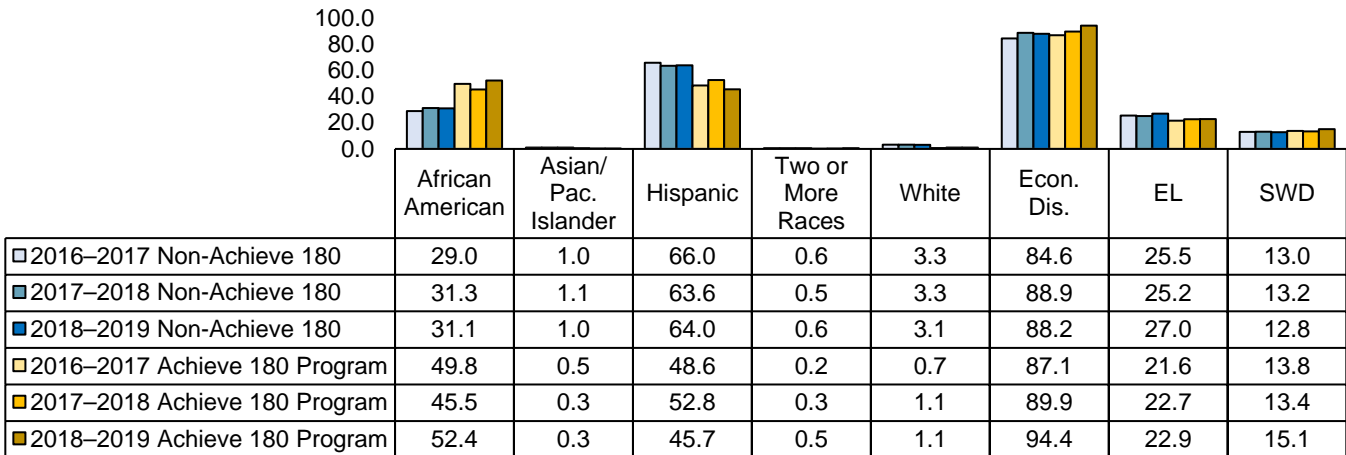
Table H-8. Number of In-School Suspensions (ISS) Per 100 Students by Student Group, Year to Year Change in ISS, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 through 2018–2019

	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Non-Achieve 180 Schools								
2016–2017 ISS Per 100 Students	29.0	1.0	66.0	0.6	3.3	84.6	25.5	13.0
2017–2018 ISS Per 100 Students	31.3	1.1	63.6	0.5	3.3	88.9	25.2	13.2
2018–2019 ISS Per 100 Students	31.1	1.0	64.0	0.6	3.1	88.2	27.0	12.8
2016–2017 to 2017–2018 Change	2.3	0.1	-2.4	-0.1	0.0	4.3	-0.3	0.2
2017–2018 to 2018–2019 Change	-0.2	-0.1	0.4	0.1	-0.2	-0.7	1.8	-0.4
2016–2017 to 2018–2019 Change	2.1	0.0	-2.0	0.0	-0.2	3.6	1.5	-0.2
2016–2017 Group Enrollment	20.6	4.6	64.9	1.1	8.7	77.9	32.2	7.2
2017–2018 Group Enrollment	20.6	4.8	64.3	1.2	9.0	79.8	32.5	7.2
2018–2019 Group Enrollment	20.1	5.0	64.3	1.3	9.1	78.7	33.5	7.6
2016–2017 Representation	8.4	-3.6	1.1	-0.5	-5.4	6.7	-6.7	5.8
2017–2018 Representation	10.7	-3.7	-0.7	-0.7	-5.7	9.1	-7.3	6.0
2018–2019 Representation	11.0	-4.0	-0.3	-0.7	-6.0	9.5	-6.5	5.2
Achieve 180 Program Schools								
2016–2017 ISS Per 100 Students	49.8	0.5	48.6	0.2	0.7	87.1	21.6	13.8
2017–2018 ISS Per 100 Students	45.5	0.3	52.8	0.3	1.1	89.9	22.7	13.4
2018–2019 ISS Per 100 Students	52.4	0.3	45.7	0.5	1.1	94.4	22.9	15.1
2016–2017 to 2017–2018 Change	-4.3	-0.2	4.2	0.1	0.4	2.8	1.1	-0.4
2017–2018 to 2018–2019 Change	6.9	0.0	-7.1	0.2	0.0	4.5	0.2	1.7
2016–2017 to 2018–2019 Change	2.6	-0.2	-2.9	0.3	0.4	7.3	1.3	1.3
2016–2017 Group Enrollment	38.1	1.3	51.5	0.8	8.0	83.3	25.3	10.0
2017–2018 Group Enrollment	38.1	1.2	52.0	1	7.4	85.7	25.5	10.2
2018–2019 Group Enrollment	37.1	1.2	53.1	1	7.4	87.7	26.2	10.8
2016–2017 Representation	11.7	-0.8	-2.9	-0.6	-7.3	3.8	-3.7	3.8
2017–2018 Representation	7.4	-0.9	0.8	-0.7	-6.3	4.2	-2.8	3.2
2018–2019 Representation	15.3	-0.9	-7.4	-0.5	-6.3	6.7	-3.3	4.3

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019
Notes: Results reflect the percentage of In-School Suspensions associated with each student group. ISS denotes In-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation. Purple indicates zero incidents in the current year and prior year(s).

	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Table H-9. Number of In-School Suspensions (ISS) Per 100 Students by Student Group, Year to Year Change in ISS, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Achieve 180 Program by Tier and Demographic Group, 2016–2017 through 2018–2019								
Tier 3 Schools								
2016–2017 ISS Per 100 Students	58.8	0.0	40.2	0.2	0.7	86.0	16.2	15.5
2017–2018 ISS Per 100 Students	54.6	0.1	42.3	0.2	2.8	89.0	15.5	17.7
2018–2019 ISS Per 100 Students	45.0	0.0	53.3	0.3	1.4	94.8	28.1	14.1
2016–2017 to 2017–2018 Change	-4.2	0.1	2.1	0.0	2.1	3.0	-0.7	2.2
2017–2018 to 2018–2019 Change	-9.6	-0.1	11.0	0.1	-1.4	5.8	12.6	-3.6
2016–2017 to 2018–2019 Change	-13.8	0.0	13.1	0.1	0.7	8.8	11.9	-1.4
2016–2017 Group Enrollment	59.3	0.2	38.7	0.6	0.9	87.0	16.6	13.4
2017–2018 Group Enrollment	59.0	0.2	39.2	0.5	1.0	90.9	17.2	13.4
2018–2019 Group Enrollment	56.8	0.1	41.5	0.5	0.9	96.4	18.9	13.9
2016–2017 Representation	-0.5	-0.2	1.5	-0.4	-0.2	-1.0	-0.4	2.1
2017–2018 Representation	-4.4	-0.1	3.1	-0.3	1.8	-1.9	-1.7	4.3
2018–2019 Representation	-11.8	-0.1	11.8	-0.2	0.5	-1.6	9.2	0.2
Tier 2 Schools								
2016–2017 ISS Per 100 Students	67.0	0.1	32.0	0.2	0.4	85.0	15.6	16.3
2017–2018 ISS Per 100 Students	62.3	0.0	36.9	0.2	0.6	91.4	18.4	17.5
2018–2019 ISS Per 100 Students	78.7	0.2	20.0	0.2	0.8	90.6	11.0	17.3
2016–2017 to 2017–2018 Change	-4.7	-0.1	4.9	0.0	0.2	6.4	2.8	1.2
2017–2018 to 2018–2019 Change	16.4	0.2	-16.9	0.0	0.2	-0.8	-7.4	-0.2
2016–2017 to 2018–2019 Change	11.7	0.1	-12.0	0.0	0.4	5.6	-4.6	1.0
2016–2017 Group Enrollment	50.7	1.5	46.1	0.4	1.1	87.3	22.4	13.2
2017–2018 Group Enrollment	50.7	1.2	46.5	0.4	1.1	91.1	23.6	12.8
2018–2019 Group Enrollment	48.9	0.9	48.2	0.4	1.3	90.9	25.5	13.3
2016–2017 Representation	16.3	-1.4	-14.1	-0.2	-0.7	-2.3	-6.8	3.1
2017–2018 Representation	11.6	-1.2	-9.6	-0.2	-0.5	0.3	-5.2	4.7
2018–2019 Representation	29.8	-0.7	-28.2	-0.2	-0.5	-0.3	-14.5	4.0
Tier 1A Schools								
2016–2017 ISS Per 100 Students	47.7	0.5	49.6	0.5	1.2	92.9	30.7	13.0
2017–2018 ISS Per 100 Students	36.1	0.8	60.8	0.5	1.5	91.3	41.9	9.8
2018–2019 ISS Per 100 Students	48.7	0.7	48.1	0.8	1.2	95.9	29.0	16.4
2016–2017 to 2017–2018 Change	-11.6	0.3	11.2	0.0	0.3	-1.6	11.2	-3.2
2017–2018 to 2018–2019 Change	12.6	-0.1	-12.7	0.3	-0.3	4.6	-12.9	6.6
2016–2017 to 2018–2019 Change	1.0	0.2	-1.5	0.3	0.0	3.0	-1.7	3.4
2016–2017 Group Enrollment	21.5	2.2	51.5	1.8	22.5	71.7	24.9	6.6
2017–2018 Group Enrollment	22.1	2.3	51.5	2.4	21.4	72.2	25.6	7.2
2018–2019 Group Enrollment	22.0	2.5	51.8	2.4	21.0	72.5	25.6	8.0
2016–2017 Representation	26.2	-1.7	-1.9	-1.3	-21.3	21.2	5.8	6.4
2017–2018 Representation	14.0	-1.5	9.3	-1.9	-19.9	19.1	16.3	2.6
2018–2019 Representation	26.7	-1.8	-3.7	-1.6	-19.8	23.4	3.4	8.4
Tier 1B Schools								
2016–2017 ISS Per 100 Students	34.5	1.0	63.6	0.1	0.7	87.4	25.1	11.6
2017–2018 ISS Per 100 Students	36.3	0.3	62.4	0.2	0.6	89.2	22.2	10.6
2018–2019 ISS Per 100 Students	40.2	0.3	57.5	0.7	1.2	96.3	26.9	13.9
2016–2017 to 2017–2018 Change	1.8	-0.7	-1.2	0.1	-0.1	1.8	-2.9	-1.0
2017–2018 to 2018–2019 Change	3.9	0.0	-4.9	0.5	0.6	7.1	4.7	3.3
2016–2017 to 2018–2019 Change	5.7	-0.7	-6.1	0.6	0.5	8.9	1.8	2.3
2016–2017 Group Enrollment	34.1	1.0	63.3	0.2	1.1	90.9	33.2	9.5
2017–2018 Group Enrollment	33.0	0.8	64.2	0.4	1.3	92.6	32.0	9.4
2018–2019 Group Enrollment	32.5	0.7	64.7	0.4	1.4	95.8	31.7	10.2
2016–2017 Representation	0.4	0.0	0.3	-0.1	-0.4	-3.5	-8.1	2.1
2017–2018 Representation	3.3	-0.5	-1.8	-0.2	-0.7	-3.4	-9.8	1.2
2018–2019 Representation	7.7	-0.4	-7.2	0.3	-0.2	0.5	-4.8	3.7

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019; Notes: See p. 222.

Table H-10. Number of In-School Suspensions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2016–2017									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**28,607**	**37.6**	**0.8**	**58.8**	**0.4**	**2.2**	**0.1**	**85.6**	**23.9**	**13.3**
Non-Achieve 180	**16,794**	**29.0**	**1.0**	**66.0**	**0.6**	**3.3**	**0.1**	**84.6**	**25.5**	**13.0**
Achieve 180 Program	**11,813**	**49.8**	**0.5**	**48.6**	**0.2**	**0.7**	**0.2**	**87.1**	**21.6**	**13.8**
Tier 3	**1,785**	**58.8**	**0.0**	**40.2**	**0.2**	**0.7**	**0.2**	**86.0**	**16.2**	**15.5**
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	442	18.8	0.0	79.0	0.2	2.0	0.0	96.2	35.3	10.9
Highland Heights ES	5	60.0	0.0	20.0	0.0	0.0	20.0	100.0	0.0	40.0
Kashmere HS	146	76.0	0.0	21.9	0.0	2.1	0.0	92.5	10.3	17.1
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	64	75.0	0.0	25.0	0.0	0.0	0.0	87.5	12.5	10.9
Washington HS	381	64.3	0.0	34.9	0.3	0.0	0.5	80.1	12.9	15.0
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	348	54.0	0.0	45.7	0.3	0.0	0.0	78.7	14.4	17.2
Woodson ES	30	96.7	0.0	3.3	0.0	0.0	0.0	90.0	0.0	23.3
Worthing HS	369	92.7	0.0	7.3	0.0	0.0	0.0	83.5	3.3	19.2
Tier 2	**3,608**	**67.0**	**0.1**	**32.0**	**0.2**	**0.4**	**0.2**	**85.0**	**15.6**	**16.3**
Attucks MS	626	81.0	0.0	17.9	0.2	1.0	0.0	85.9	13.9	15.5
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	74	100.0	0.0	0.0	0.0	0.0	0.0	86.5	0.0	20.3
Deady MS**	667	2.4	0.0	97.3	0.0	0.1	0.1	98.5	43.0	15.3
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	355	82.0	0.3	17.7	0.0	0.0	0.0	91.0	9.3	11.8
HS Ahead Acad MS^	1	*	*	*	*	*	*	*	*	*
Holland MS**^	0	--	--	--	--	--	--	--	--	--
Madison HS	429	52.0	0.2	47.8	0.0	0.0	0.0	73.7	17.5	12.4
Sugar Grove MS**	0	--	--	--	--	--	--	--	--	--
Williams MS**	271	62.7	0.0	33.9	1.8	1.1	0.4	88.2	21.4	8.1
Yates HS	1,185	96.0	0.0	2.9	0.0	0.5	0.6	78.2	1.9	21.8
Tier 1A	**1,526**	**47.7**	**0.5**	**49.6**	**0.5**	**1.2**	**0.4**	**92.9**	**30.7**	**13.0**
Bonham ES	10	50.0	0.0	50.0	0.0	0.0	0.0	100.0	50.0	0.0
Fondren ES^	4	*	*	*	*	*	*	*	*	*
Gregory-Lincoln PK-8	84	94.0	0.0	4.8	1.2	0.0	0.0	92.9	1.2	10.7
Hilliard ES	208	92.8	0.0	5.3	0.5	1.0	0.5	85.6	2.9	10.1
Lawson MS	227	61.2	0.0	35.7	1.8	1.3	0.0	86.3	21.1	22.5
Liberty HS	3	*	*	*	*	*	*	*	*	*
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	947	30.5	0.8	66.4	0.2	1.5	0.5	95.8	41.3	11.3
Stevens ES^	43	44.2	0.0	55.8	0.0	0.0	0.0	95.3	34.9	14.0
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**4,894**	**34.5**	**1.0**	**63.6**	**0.1**	**0.7**	**0.1**	**87.4**	**25.1**	**11.6**
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	297	1.3	0.0	98.7	0.0	0.0	0.0	94.6	37.4	20.9
Gallegos ES	2	*	*	*	*	*	*	*	*	*
Kashmere Gardens ES	1	*	*	*	*	*	*	*	*	*
Key MS	234	71.8	0.0	26.1	0.0	2.1	0.0	81.2	9.0	19.7
Lewis ES	8	87.5	0.0	12.5	0.0	0.0	0.0	62.5	0.0	12.5
Marshall ES**^	219	79.9	0.0	19.6	0.0	0.5	0.0	94.1	11.0	12.3
Martinez C ES	53	66.0	0.0	34.0	0.0	0.0	0.0	100.0	17.0	28.3
Milby HS	1,763	6.4	0.1	93.4	0.0	0.1	0.1	87.5	31.7	10.4
Reagan Ed Ctr K-8**	123	58.5	0.0	39.0	0.0	2.4	0.0	93.5	22.8	10.6
Shearn ES**^	1	*	*	*	*	*	*	*	*	*
Sherman ES**^	3	*	*	*	*	*	*	*	*	*
Thomas MS**	58	82.8	0.0	17.2	0.0	0.0	0.0	98.3	8.6	6.9
Westbury HS	2,131	50.0	2.2	46.3	0.2	1.0	0.3	85.4	22.0	10.0
Young ES	1	*	*	*	*	*	*	*	*	*

Source: PEIMS 425 Record, Disciplinary Action Data, 2016–2017
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-11. Number of In-School Suspensions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2017–2018									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**22,079**	**37.2**	**0.7**	**59.1**	**0.4**	**2.4**	**0.1**	**89.3**	**24.1**	**13.3**
Non-Achieve 180	**12,916**	**31.3**	**1.1**	**63.6**	**0.5**	**3.3**	**0.1**	**88.9**	**25.2**	**13.2**
Achieve 180 Program	**9,163**	**45.5**	**0.3**	**52.8**	**0.3**	**1.1**	**0.1**	**89.9**	**22.7**	**13.4**
Tier 3	**1,663**	**54.6**	**0.1**	**42.3**	**0.2**	**2.8**	**0.1**	**89.0**	**15.5**	**17.7**
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	11	54.5	0.0	45.5	0.0	0.0	0.0	100.0	9.1	9.1
Henry MS	636	21.7	0.0	77.7	0.0	0.6	0.0	94.0	24.8	14.6
Highland Heights ES	17	88.2	0.0	11.8	0.0	0.0	0.0	100.0	5.9	11.8
Kashmere HS	120	79.2	0.0	19.2	0.0	1.7	0.0	97.5	11.7	24.2
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	99	83.8	0.0	16.2	0.0	0.0	0.0	93.9	2.0	11.1
Washington HS	359	56.0	0.3	32.0	0.6	10.9	0.3	74.4	17.5	24.2
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	53	67.9	0.0	30.2	1.9	0.0	0.0	86.8	13.2	18.9
Woodson ES	16	93.8	0.0	6.3	0.0	0.0	0.0	100.0	0.0	0.0
Worthing HS	352	90.6	0.0	9.1	0.0	0.3	0.0	89.5	3.4	17.3
Tier 2	**2,075**	**62.3**	**0.0**	**36.9**	**0.2**	**0.6**	**0.0**	**91.4**	**18.4**	**17.5**
Attucks MS	342	86.5	0.0	12.9	0.3	0.3	0.0	90.1	7.9	19.3
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	1	*	*	*	*	*	*	*	*	*
Deady MS**	599	2.0	0.0	97.8	0.0	0.2	0.0	99.0	49.2	17.7
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	91	79.1	1.1	19.8	0.0	0.0	0.0	91.2	7.7	6.6
HS Ahead Acad MS^	0	--	--	--	--	--	--	--	--	--
Holland MS**^	0	--	--	--	--	--	--	--	--	--
Madison HS	186	81.2	0.0	18.8	0.0	0.0	0.0	73.7	5.9	19.9
Sugar Grove MS**	1	*	*	*	*	*	*	*	*	*
Williams MS**	114	57.9	0.0	39.5	2.6	0.0	0.0	99.1	24.6	12.3
Yates HS	741	93.7	0.0	4.9	0.0	1.3	0.1	89.1	1.9	18.2
Tier 1A	**1,196**	**36.1**	**0.8**	**60.8**	**0.5**	**1.5**	**0.3**	**91.3**	**41.9**	**9.8**
Bonham ES	4	*	*	*	*	*	*	*	*	*
Fondren ES^	6	66.7	0.0	33.3	0.0	0.0	0.0	100.0	33.3	16.7
Gregory-Lincoln PK-8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	208	63.5	0.0	34.1	1.4	0.5	0.5	87.5	21.6	11.1
Liberty HS	4	*	*	*	*	*	*	*	*	*
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	5	0.0	0.0	100.0	0.0	0.0	0.0	40.0	60.0	60.0
Sharpstown HS	964	30.4	0.9	66.4	0.3	1.7	0.3	92.2	46.1	9.0
Stevens ES^	5	20.0	0.0	60.0	0.0	20.0	0.0	100.0	20.0	60.0
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**4,229**	**36.3**	**0.3**	**62.4**	**0.2**	**0.6**	**0.0**	**89.2**	**22.2**	**10.6**
Bellfort ECC	1	*	*	*	*	*	*	*	*	*
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	1	*	*	*	*	*	*	*	*	*
Edison MS	477	1.0	0.0	99.0	0.0	0.0	0.0	96.2	42.1	12.4
Gallegos ES	5	0.0	0.0	100.0	0.0	0.0	0.0	100.0	40.0	0.0
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	167	59.3	0.0	39.5	1.2	0.0	0.0	91.0	13.8	16.8
Lewis ES	14	64.3	0.0	35.7	0.0	0.0	0.0	92.9	28.6	14.3
Marshall ES**^	5	80.0	0.0	20.0	0.0	0.0	0.0	80.0	20.0	20.0
Martinez C ES	2	*	*	*	*	*	*	*	*	*
Milby HS	1,135	4.8	0.0	94.9	0.0	0.2	0.2	87.9	24.4	8.4
Reagan Ed Ctr K-8**	168	61.9	1.2	36.9	0.0	0.0	0.0	94.0	11.3	9.5
Shearn ES**^	2	*	*	*	*	*	*	*	*	*
Sherman ES**^	11	9.1	0.0	90.9	0.0	0.0	0.0	100.0	27.3	9.1
Thomas MS**	346	78.0	0.0	21.1	0.0	0.9	0.0	98.0	10.7	10.7
Westbury HS	1,861	51.5	0.6	46.4	0.4	1.1	0.0	85.7	19.6	11.0
Young ES	34	88.2	0.0	5.9	2.9	2.9	0.0	100.0	5.9	5.9

Source: PEIMS 425 Record, Disciplinary Action Data, 2017–2018
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-12. Number of In-School Suspensions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2018–2019									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	24,051	38.9	0.7	57.3	0.6	2.4	0.1	90.4	25.5	13.6
Non-Achieve 180	15,234	31.1	1.0	64.0	0.6	3.1	0.1	88.2	27.0	12.8
Achieve 180 Program	8,817	52.4	0.3	45.7	0.5	1.1	0.1	94.4	22.9	15.1
Tier 3	1,472	45.0	0.0	53.3	0.3	1.4	0.0	94.8	28.1	14.1
Blackshear ES	7	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	28.6
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	739	17.9	0.0	81.2	0.0	0.9	0.0	94.0	45.2	12.2
Highland Heights ES	8	62.5	0.0	37.5	0.0	0.0	0.0	100.0	25.0	25.0
Kashmere HS	36	86.1	0.0	13.9	0.0	0.0	0.0	94.4	8.3	16.7
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	66	80.3	0.0	19.7	0.0	0.0	0.0	92.4	4.5	16.7
Washington HS	326	55.2	0.0	39.3	1.5	4.0	0.0	94.5	18.1	12.6
Wesley ES	11	54.5	0.0	45.5	0.0	0.0	0.0	100.0	9.1	18.2
Wheatley HS	53	75.5	0.0	24.5	0.0	0.0	0.0	94.3	7.5	22.6
Woodson ES	0	--	--	--	--	--	--	--	--	--
Worthing HS	226	92.0	0.0	8.0	0.0	0.0	0.0	98.2	3.5	18.1
Tier 2	2,426	78.7	0.2	20.0	0.2	0.8	0.0	90.6	11.0	17.3
Attucks MS	434	87.8	0.0	10.4	0.9	0.9	0.0	92.2	4.8	11.5
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	0	--	--	--	--	--	--	--	--	--
Deady MS**	29	0.0	0.0	100.0	0.0	0.0	0.0	100.0	62.1	13.8
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	410	72.4	0.0	26.6	0.0	1.0	0.0	98.3	15.9	13.4
HS Ahead Acad MS^	27	92.6	0.0	7.4	0.0	0.0	0.0	100.0	0.0	11.1
Holland MS**^	0	--	--	--	--	--	--	--	--	--
Madison HS	426	60.6	0.7	38.0	0.2	0.5	0.0	81.7	18.3	13.4
Sugar Grove MS**	98	17.3	0.0	79.6	0.0	3.1	0.0	92.9	65.3	9.2
Williams MS**	74	66.2	0.0	32.4	0.0	1.4	0.0	100.0	12.2	17.6
Yates HS	928	95.2	0.3	3.8	0.1	0.6	0.0	88.9	1.4	24.7
Tier 1A	755	48.7	0.7	48.1	0.8	1.2	0.5	95.9	29.0	16.4
Bonham ES	0	--	--	--	--	--	--	--	--	--
Fondren ES^	5	60.0	0.0	40.0	0.0	0.0	0.0	100.0	40.0	0.0
Gregory-Lincoln PK-8	1	*	*	*	*	*	*	*	*	*
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	274	62.4	0.0	33.6	1.8	0.7	1.5	95.6	21.5	19.7
Liberty HS	0	--	--	--	--	--	--	--	--	--
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	4	*	*	*	*	*	*	*	*	*
Sharpstown HS	468	40.8	1.1	56.4	0.2	1.5	0.0	95.9	33.1	14.3
Stevens ES^	3	*	*	*	*	*	*	*	*	*
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	4,164	40.2	0.3	57.5	0.7	1.2	0.1	96.3	26.9	13.9
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	636	0.8	0.0	98.7	0.2	0.3	0.0	98.4	49.2	13.8
Gallegos ES	6	83.3	0.0	16.7	0.0	0.0	0.0	100.0	0.0	100.0
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	174	72.4	0.0	27.0	0.0	0.0	0.6	97.1	16.7	13.2
Lewis ES	3	*	*	*	*	*	*	*	*	*
Marshall ES**^	5	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Martinez C ES	9	44.4	0.0	55.6	0.0	0.0	0.0	88.9	11.1	0.0
Milby HS	787	3.7	0.0	96.1	0.1	0.1	0.0	93.6	32.4	10.9
Reagan Ed Ctr K-8**	122	54.1	0.0	42.6	1.6	1.6	0.0	97.5	27.0	14.8
Shearn ES**^	1	*	*	*	*	*	*	*	*	*
Sherman ES**^	2	*	*	*	*	*	*	*	*	*
Thomas MS**	242	82.6	0.8	14.5	1.7	0.4	0.0	100.0	8.7	9.1
Westbury HS	2,170	56.6	0.5	39.9	1.0	1.9	0.1	96.1	21.5	15.2
Young ES	7	71.4	0.0	14.3	0.0	14.3	0.0	71.4	0.0	42.9

Source: PEIMS 425 Record, Disciplinary Action Data, 2018–2019
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

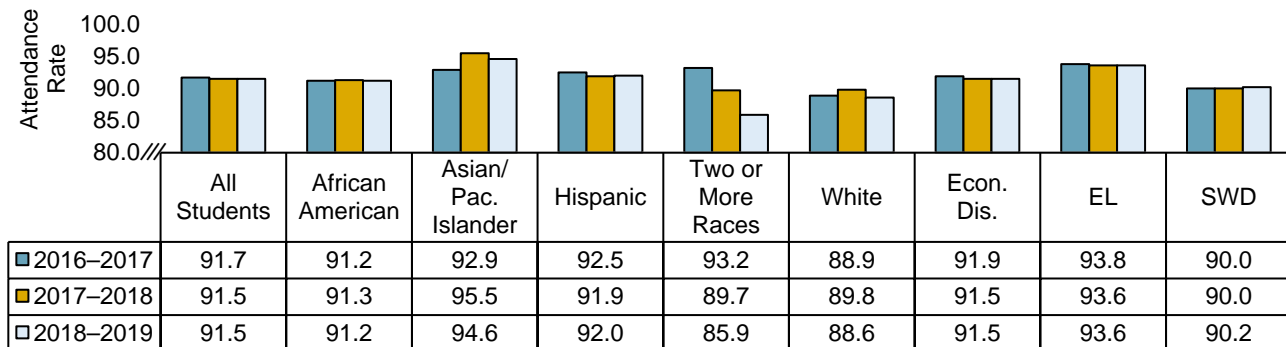**Figure H-14. Percentage of Out-School Suspensions Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018**

	African American	Asian/Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
2016–2017 Non-Achieve 180	41.0	0.7	53.7	1.0	3.6	86.0	22.5	17.3
2017–2018 Non-Achieve 180	40.6	1.0	53.9	1.0	3.4	88.9	22.5	16.5
2018–2019 Non-Achieve 180	39.0	0.8	56.0	0.6	3.5	89.6	26.0	16.9
2016–2017 Achieve 180 Program	63.5	0.2	34.1	0.4	1.6	87.2	14.7	20.6
2017–2018 Achieve 180 Program	62.0	0.1	35.7	0.5	1.5	92.2	16.7	18.4
2018–2019 Achieve 180 Program	64.4	0.1	33.0	0.6	1.9	94.1	16.6	21.2

Table H-13. Number of Out-of-School Suspensions (OSS) Per 100 Students by Student Group, Year to Year Change in OSS, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 through 2018–2019

	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Non-Achieve 180 Schools								
2016–2017 OSS Per 100 Students	41.0	0.7	53.7	1.0	3.6	86.0	22.5	17.3
2017–2018 OSS Per 100 Students	40.6	1.0	53.9	1.0	3.4	88.9	22.5	16.5
2018–2019 OSS Per 100 Students	39.0	0.8	56.0	0.6	3.5	89.6	26.0	16.9
2016–2017 to 2017–2018 Change	-0.5	0.3	0.2	0.0	-0.2	2.9	0.0	-0.8
2017–2018 to 2018–2019 Change	-1.5	-0.2	2.1	-0.4	0.1	0.7	3.5	0.4
2016–2017 to 2018–2019 Change	-2.0	0.1	2.3	-0.4	-0.1	3.6	3.5	-0.4
2016–2017 Group Enrollment	20.6	4.6	64.9	1.1	8.7	77.9	32.2	7.2
2017–2018 Group Enrollment	20.6	4.8	64.3	1.2	9.0	79.8	32.5	7.2
2018–2019 Group Enrollment	20.1	5.0	64.3	1.3	9.1	78.7	33.5	7.6
2016–2017 Representation	20.4	-3.9	-11.2	-0.1	-5.1	8.1	-9.7	10.1
2017–2018 Representation	19.9	-3.8	-10.4	-0.2	-5.6	9.1	-10.0	9.3
2018–2019 Representation	18.9	-4.2	-8.3	-0.7	-5.6	10.9	-7.5	9.3
Achieve 180 Program Schools								
2016–2017 OSS Per 100 Students	63.5	0.2	34.1	0.4	1.6	87.2	14.7	20.6
2017–2018 OSS Per 100 Students	62.0	0.1	35.7	0.5	1.5	92.2	16.7	18.4
2018–2019 OSS Per 100 Students	64.4	0.1	33.0	0.6	1.9	94.1	16.6	21.2
2016–2017 to 2017–2018 Change	-1.5	-0.1	1.6	0.1	-0.1	5.0	2.0	-2.2
2017–2018 to 2018–2019 Change	2.3	0.0	-2.7	0.1	0.4	1.9	-0.1	2.8
2016–2017 to 2018–2019 Change	0.8	-0.1	-1.1	0.2	0.3	6.9	1.9	0.6
2016–2017 Group Enrollment	38.1	1.3	51.5	0.8	8.0	83.3	25.3	10.0
2017–2018 Group Enrollment	38.1	1.2	52.0	1	7.4	85.7	25.5	10.2
2018–2019 Group Enrollment	37.1	1.2	53.1	1	7.4	87.7	26.2	10.8
2016–2017 Representation	25.4	-1.1	-17.4	-0.4	-6.4	3.9	-10.6	10.6
2017–2018 Representation	23.9	-1.1	-16.3	-0.5	-5.9	6.5	-8.8	8.2
2018–2019 Representation	27.2	-1.1	-20.1	-0.4	-5.5	6.4	-9.6	10.4

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019
Notes: Results reflect the percentage of In-School Suspensions associated with each student group. ISS denotes In-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation. Purple indicates zero incidents in the current year and prior year(s).

Table H-14. Number of Out-of-School Suspensions (OSS) Per 100 Students by Student Group, Year to Year Change in OSS, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Achieve 180 Program Tier and Demographic Group, 2016–2017 through 2018–2019

	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Tier 3 Schools								
2016–2017 OSS Per 100 Students	70.0	0.0	27.4	0.3	2.2	88.7	9.7	22.1
2017–2018 OSS Per 100 Students	67.4	0.0	29.9	0.4	2.2	91.5	10.8	20.7
2018–2019 OSS Per 100 Students	67.8	0.0	29.9	0.3	1.9	95.5	14.7	20.8
2016–2017 to 2017–2018 Change	-2.6	0.0	2.5	0.1	0.0	2.8	1.1	-1.4
2017–2018 to 2018–2019 Change	0.4	0.0	0.0	-0.1	-0.3	4.0	3.9	0.1
2016–2017 to 2018–2019 Change	-2.2	0.0	2.5	0.0	-0.3	6.8	5.0	-1.3
2016–2017 Group Enrollment	59.3	0.2	38.7	0.6	0.9	87.0	16.6	13.4
2017–2018 Group Enrollment	59.0	0.2	39.2	0.5	1.0	90.9	17.2	13.4
2018–2019 Group Enrollment	56.8	0.1	41.5	0.5	0.9	96.4	18.9	13.9
2016–2017 Representation	10.7	-0.2	-11.3	-0.3	1.3	1.7	-6.9	8.7
2017–2018 Representation	8.4	-0.2	-9.3	-0.1	1.2	0.6	-6.4	7.3
2018–2019 Representation	11.0	-0.1	-11.6	-0.2	1.0	-0.9	-4.2	6.9
Tier 2 Schools								
2016–2017 OSS Per 100 Students	68.1	0.1	29.5	0.4	1.6	85.9	15.4	20.0
2017–2018 OSS Per 100 Students	65.0	0.2	33.0	0.6	1.2	91.7	18.6	17.9
2018–2019 OSS Per 100 Students	66.0	0.1	31.3	0.5	2.0	92.0	16.4	22.3
2016–2017 to 2017–2018 Change	-3.1	0.1	3.5	0.2	-0.4	5.8	3.2	-2.1
2017–2018 to 2018–2019 Change	1.0	-0.1	-1.7	-0.1	0.8	0.3	-2.2	4.4
2016–2017 to 2018–2019 Change	-2.1	0.0	1.8	0.1	0.4	6.1	1.0	2.3
2016–2017 Group Enrollment	50.7	1.5	46.1	0.4	1.1	87.3	22.4	13.2
2017–2018 Group Enrollment	50.7	1.2	46.5	0.4	1.1	91.1	23.6	12.8
2018–2019 Group Enrollment	48.9	0.9	48.2	0.4	1.3	90.9	25.5	13.3
2016–2017 Representation	17.4	-1.4	-16.6	0.0	0.5	-1.4	-7.0	6.8
2017–2018 Representation	14.3	-1.0	-13.5	0.2	0.1	0.6	-5.0	5.1
2018–2019 Representation	17.1	-0.8	-16.9	0.1	0.7	1.1	-9.1	9.0
Tier 1A Schools								
2016–2017 OSS Per 100 Students	69.1	0.1	28.3	0.5	1.5	86.6	15.2	18.8
2017–2018 OSS Per 100 Students	63.1	0.2	33.2	1.3	2.0	89.6	22.5	19.5
2018–2019 OSS Per 100 Students	61.3	0.5	34.9	1.0	1.9	95.3	21.5	20.1
2016–2017 to 2017–2018 Change	-6.0	0.1	4.9	0.8	0.5	3.0	7.3	0.7
2017–2018 to 2018–2019 Change	-1.8	0.3	1.7	-0.3	-0.1	5.7	-1.0	0.6
2016–2017 to 2018–2019 Change	-7.8	0.4	6.6	0.5	0.4	8.7	6.3	1.3
2016–2017 Group Enrollment	21.5	2.2	51.5	1.8	22.5	71.7	24.9	6.6
2017–2018 Group Enrollment	22.1	2.3	51.5	2.4	21.4	72.2	25.6	7.2
2018–2019 Group Enrollment	22.0	2.5	51.8	2.4	21.0	72.5	25.6	8.0
2016–2017 Representation	47.6	-2.1	-23.2	-1.3	-21.0	14.9	-9.7	12.2
2017–2018 Representation	41.0	-2.1	-18.3	-1.1	-19.4	17.4	-3.1	12.3
2018–2019 Representation	39.3	-2.0	-16.9	-1.4	-19.1	22.8	-4.1	12.1
Tier 1B Schools								
2016–2017 OSS Per 100 Students	46.4	0.5	51.5	0.3	1.1	87.9	19.1	20.8
2017–2018 OSS Per 100 Students	51.8	0.2	46.6	0.2	1.0	94.3	17.3	16.8
2018–2019 OSS Per 100 Students	59.4	0.1	38.2	0.8	1.5	96.3	17.3	20.0
2016–2017 to 2017–2018 Change	5.4	-0.3	-4.9	-0.1	-0.1	6.4	-1.8	-4.0
2017–2018 to 2018–2019 Change	7.6	-0.1	-8.4	0.6	0.5	2.0	0.0	3.2
2016–2017 to 2018–2019 Change	13.0	-0.4	-13.3	0.5	0.4	8.4	-1.8	-0.8
2016–2017 Group Enrollment	34.1	1.0	63.3	0.2	1.1	90.9	33.2	9.5
2017–2018 Group Enrollment	33.0	0.8	64.2	0.4	1.3	92.6	32.0	9.4
2018–2019 Group Enrollment	32.5	0.7	64.7	0.4	1.4	95.8	31.7	10.2
2016–2017 Representation	12.3	-0.5	-11.8	0.1	0.0	-3.0	-14.1	11.3
2017–2018 Representation	18.8	-0.6	-17.6	-0.2	-0.3	1.7	-14.7	7.4
2018–2019 Representation	26.9	-0.6	-26.5	0.4	0.1	0.5	-14.4	9.8

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019; Notes: See p. 227.

Table H-15. Number of Out-of-School Suspensions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2016–2017									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**23,371**	**52.1**	**0.4**	**44.1**	**0.7**	**2.6**	**0.1**	**86.6**	**18.6**	**18.9**
Non-Achieve 180	**11,881**	**41.0**	**0.7**	**53.7**	**1.0**	**3.6**	**0.1**	**86.0**	**22.5**	**17.3**
Achieve 180 Program	**11,490**	**63.5**	**0.2**	**34.1**	**0.4**	**1.6**	**0.2**	**87.2**	**14.7**	**20.6**
Tier 3	**3,232**	**70.0**	**0.0**	**27.4**	**0.3**	**2.2**	**0.1**	**88.7**	**9.7**	**22.1**
Blackshear ES	39	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	7.7
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	623	16.9	0.0	81.5	0.0	1.6	0.0	97.0	29.9	12.5
Highland Heights ES	29	75.9	0.0	24.1	0.0	0.0	0.0	93.1	17.2	27.6
Kashmere HS	201	75.6	0.0	22.4	0.0	1.5	0.5	90.5	8.5	23.4
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	493	86.4	0.0	12.0	0.0	1.4	0.2	83.0	2.8	22.9
Washington HS	123	73.2	0.0	26.8	0.0	0.0	0.0	73.2	8.1	28.5
Wesley ES	180	56.7	0.0	11.1	4.4	27.8	0.0	96.7	1.7	63.3
Wheatley HS	344	54.7	0.0	45.3	0.0	0.0	0.0	82.3	15.4	24.7
Woodson ES	411	95.6	0.0	3.6	0.5	0.2	0.0	90.3	1.7	14.1
Worthing HS	789	94.7	0.0	5.2	0.0	0.1	0.0	87.2	2.2	21.8
Tier 2	**4,126**	**68.1**	**0.1**	**29.5**	**0.4**	**1.6**	**0.3**	**85.9**	**15.4**	**20.0**
Attucks MS	493	84.4	0.0	14.0	0.8	0.8	0.0	89.0	8.3	29.8
Bruce ES	19	78.9	0.0	21.1	0.0	0.0	0.0	100.0	10.5	47.4
Cullen MS	168	94.6	0.6	4.8	0.0	0.0	0.0	82.7	4.8	13.1
Deady MS**	403	3.5	0.0	96.3	0.0	0.0	0.2	99.3	44.9	21.3
Foerster ES	12	75.0	16.7	0.0	8.3	0.0	0.0	100.0	16.7	16.7
Forest Brook MS	452	81.6	0.0	17.5	0.9	0.0	0.0	90.9	8.6	13.5
HS Ahead Acad MS^	279	77.8	0.0	20.4	1.8	0.0	0.0	96.1	10.0	2.5
Holland MS**^	188	44.7	0.0	54.8	0.0	0.5	0.0	85.1	27.7	16.0
Madison HS	638	69.6	0.0	29.8	0.0	0.6	0.0	79.8	8.9	24.5
Sugar Grove MS**	286	31.8	0.0	67.1	0.3	0.3	0.3	87.8	56.3	10.5
Williams MS**	393	58.8	0.0	27.2	0.5	13.5	0.0	90.6	13.7	21.4
Yates HS	795	95.8	0.0	2.5	0.1	0.4	1.1	72.8	1.1	24.2
Tier 1A	**1,332**	**69.1**	**0.1**	**28.3**	**0.5**	**1.5**	**0.5**	**86.6**	**15.2**	**18.8**
Bonham ES	3	*	*	*	*	*	*	*	*	*
Fondren ES^	20	95.0	5.0	0.0	0.0	0.0	0.0	95.0	0.0	35.0
Gregory-Lincoln PK-8	255	93.7	0.0	5.5	0.4	0.4	0.0	90.6	2.4	17.3
Hilliard ES	96	92.7	0.0	7.3	0.0	0.0	0.0	86.5	2.1	10.4
Lawson MS	685	64.1	0.0	33.0	0.9	2.0	0.0	80.9	17.7	18.0
Liberty HS	4	*	*	*	*	*	*	*	*	*
Looscan ES^	2	*	*	*	*	*	*	*	*	*
Montgomery ES^	8	87.5	0.0	0.0	0.0	12.5	0.0	100.0	0.0	37.5
Pugh ES	7	0.0	0.0	100.0	0.0	0.0	0.0	85.7	57.1	28.6
Sharpstown HS	241	50.6	0.0	44.8	0.0	1.7	2.9	96.3	24.9	22.0
Stevens ES^	11	36.4	0.0	63.6	0.0	0.0	0.0	100.0	27.3	45.5
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**2,800**	**46.4**	**0.5**	**51.5**	**0.3**	**1.1**	**0.2**	**87.9**	**19.1**	**20.8**
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	40	100.0	0.0	0.0	0.0	0.0	0.0	77.5	0.0	20.0
Cook ES	4	*	*	*	*	*	*	*	*	*
Edison MS	570	0.4	0.0	99.5	0.0	0.2	0.0	93.5	31.2	22.6
Gallegos ES	2	*	*	*	*	*	*	*	*	*
Kashmere Gardens ES	11	81.8	0.0	0.0	0.0	18.2	0.0	72.7	0.0	54.5
Key MS	374	73.0	0.0	23.5	1.3	2.1	0.0	75.7	7.8	28.9
Lewis ES	30	70.0	0.0	30.0	0.0	0.0	0.0	100.0	16.7	33.3
Marshall ES**^	73	78.1	1.4	15.1	0.0	5.5	0.0	89.0	6.8	34.2
Martinez C ES	98	59.2	0.0	40.8	0.0	0.0	0.0	90.8	22.4	27.6
Milby HS	327	9.5	0.0	89.6	0.0	0.9	0.0	88.1	24.8	18.7
Reagan Ed Ctr K-8**	222	70.3	0.0	28.8	0.0	0.9	0.0	96.8	14.4	13.1
Shearn ES**^	26	46.2	0.0	50.0	0.0	3.8	0.0	100.0	23.1	11.5
Sherman ES**^	0	--	--	--	--	--	--	--	--	--
Thomas MS**	309	76.7	0.0	21.4	0.0	1.0	1.0	91.6	13.3	21.0
Westbury HS	710	55.9	2.0	40.7	0.1	1.0	0.3	84.5	19.0	15.5
Young ES	4	*	*	*	*	*	*	*	*	*

Source: PEIMS 425 Record, Disciplinary Action Data, 2016–2017
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-16. Number of Out-of-School Suspensions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2017–2018									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**22,990**	**51.2**	**0.6**	**44.8**	**0.8**	**2.4**	**0.1**	**90.5**	**19.6**	**17.4**
Non-Achieve 180	**11,556**	**40.6**	**1.0**	**53.9**	**1.0**	**3.4**	**0.1**	**88.9**	**22.5**	**16.5**
Achieve 180 Program	**11,434**	**62.0**	**0.1**	**35.7**	**0.5**	**1.5**	**0.1**	**92.2**	**16.7**	**18.4**
Tier 3	**2,794**	**67.4**	**0.0**	**29.9**	**0.4**	**2.2**	**0.1**	**91.5**	**10.8**	**20.7**
Blackshear ES	5	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	20.0
Dogan ES	4	*	*	*	*	*	*	*	*	*
Henry MS	541	21.1	0.0	78.4	0.0	0.6	0.0	93.5	25.5	16.8
Highland Heights ES	102	83.3	0.0	16.7	0.0	0.0	0.0	91.2	8.8	14.7
Kashmere HS	354	78.2	0.0	19.8	0.0	2.0	0.0	96.0	12.1	25.7
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	447	76.5	0.0	22.1	0.2	0.4	0.4	95.7	7.4	17.0
Washington HS	179	57.0	0.0	27.4	1.7	13.4	0.6	76.5	9.5	30.2
Wesley ES	79	41.8	0.0	32.9	1.3	24.1	0.0	91.1	1.3	50.6
Wheatley HS	314	65.3	0.0	33.8	1.0	0.0	0.0	86.9	12.4	17.5
Woodson ES	171	91.2	0.0	7.6	1.2	0.0	0.0	94.7	4.7	18.7
Worthing HS	598	94.1	0.0	4.8	0.0	1.0	0.0	89.8	2.0	20.7
Tier 2	**4,785**	**65.0**	**0.2**	**33.0**	**0.6**	**1.2**	**0.1**	**91.7**	**18.6**	**17.9**
Attucks MS	610	86.9	0.0	11.0	0.8	1.3	0.0	90.0	6.6	24.3
Bruce ES	30	73.3	0.0	26.7	0.0	0.0	0.0	100.0	10.0	13.3
Cullen MS	457	89.3	0.2	8.1	1.3	1.1	0.0	98.0	5.0	28.4
Deady MS**	437	1.6	0.0	98.4	0.0	0.0	0.0	98.4	46.9	22.2
Foerster ES	20	90.0	0.0	0.0	5.0	5.0	0.0	100.0	0.0	10.0
Forest Brook MS	527	75.3	0.8	23.5	0.0	0.4	0.0	94.3	13.3	19.7
HS Ahead Acad MS^	648	70.5	0.0	29.3	0.0	0.2	0.0	98.9	16.4	2.9
Holland MS**^	303	37.6	0.0	61.1	0.0	1.3	0.0	88.8	30.7	17.8
Madison HS	524	78.4	0.2	21.4	0.0	0.0	0.0	80.5	7.6	20.2
Sugar Grove MS**	499	23.4	0.4	72.1	0.6	2.4	1.0	86.8	56.5	7.8
Williams MS**	194	62.4	0.0	26.3	6.2	5.2	0.0	95.4	13.9	23.7
Yates HS	536	94.4	0.0	2.6	0.4	2.4	0.2	86.8	0.6	20.0
Tier 1A	**950**	**63.1**	**0.2**	**33.2**	**1.3**	**2.0**	**0.3**	**89.6**	**22.5**	**19.5**
Bonham ES	26	57.7	0.0	42.3	0.0	0.0	0.0	100.0	46.2	11.5
Fondren ES^	8	75.0	0.0	25.0	0.0	0.0	0.0	100.0	12.5	62.5
Gregory-Lincoln PK-8	94	86.2	0.0	10.6	1.1	2.1	0.0	85.1	6.4	24.5
Hilliard ES	99	87.9	0.0	6.1	4.0	2.0	0.0	98.0	2.0	22.2
Lawson MS	332	63.9	0.3	32.5	1.8	0.9	0.6	85.8	19.9	17.8
Liberty HS	7	0.0	14.3	71.4	0.0	14.3	0.0	100.0	100.0	0.0
Looscan ES^	1	*	*	*	*	*	*	*	*	*
Montgomery ES^	13	92.3	0.0	7.7	0.0	0.0	0.0	100.0	0.0	7.7
Pugh ES	3	*	*	*	*	*	*	*	*	*
Sharpstown HS	328	51.5	0.0	45.4	0.3	2.4	0.3	89.9	32.0	14.6
Stevens ES^	38	44.7	0.0	50.0	0.0	5.3	0.0	97.4	31.6	60.5
TCAH^	1	*	*	*	*	*	*	*	*	*
Tier 1B	**2,905**	**51.8**	**0.2**	**46.6**	**0.2**	**1.0**	**0.1**	**94.3**	**17.3**	**16.8**
Bellfort ECC	1	*	*	*	*	*	*	*	*	*
Codwell ES**	17	88.2	0.0	11.8	0.0	0.0	0.0	100.0	5.9	11.8
Cook ES	27	92.6	0.0	7.4	0.0	0.0	0.0	100.0	3.7	18.5
Edison MS	314	0.6	0.0	99.4	0.0	0.0	0.0	96.8	34.7	13.7
Gallegos ES	3	*	*	*	*	*	*	*	*	*
Kashmere Gardens ES	10	80.0	0.0	10.0	0.0	10.0	0.0	70.0	10.0	80.0
Key MS	407	59.2	0.0	38.6	0.5	1.7	0.0	93.6	14.7	30.5
Lewis ES	5	60.0	0.0	40.0	0.0	0.0	0.0	100.0	40.0	40.0
Marshall ES**^	52	71.2	0.0	21.2	0.0	7.7	0.0	100.0	13.5	19.2
Martinez C ES	69	68.1	0.0	31.9	0.0	0.0	0.0	97.1	17.4	37.7
Milby HS	393	3.3	0.0	96.4	0.0	0.0	0.3	92.6	22.6	10.4
Reagan Ed Ctr K-8**	180	65.0	0.6	33.3	0.0	1.1	0.0	96.7	17.2	11.7
Shearn ES**^	46	39.1	0.0	60.9	0.0	0.0	0.0	95.7	41.3	28.3
Sherman ES**^	22	22.7	0.0	77.3	0.0	0.0	0.0	100.0	36.4	9.1
Thomas MS**	632	81.0	0.2	16.9	0.5	1.4	0.0	98.6	9.0	13.0
Westbury HS	681	61.4	0.7	36.9	0.1	0.7	0.1	88.5	15.6	14.5
Young ES	46	93.5	0.0	0.0	2.2	4.3	0.0	100.0	0.0	15.2

Source: PEIMS 425 Record, Disciplinary Action Data, 2017–2018
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-17. Number of Out-of-School Suspensions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2018–2019									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**26,319**	**50.6**	**0.5**	**45.4**	**0.6**	**2.7**	**0.1**	**91.7**	**21.7**	**18.9**
Non-Achieve 180	**14,222**	**39.0**	**0.8**	**56.0**	**0.6**	**3.5**	**0.2**	**89.6**	**26.0**	**16.9**
Achieve 180 Program	**12,097**	**64.4**	**0.1**	**33.0**	**0.6**	**1.9**	**0.1**	**94.1**	**16.6**	**21.2**
Tier 3	**2,727**	**67.8**	**0.0**	**29.9**	**0.3**	**1.9**	**0.1**	**95.5**	**14.7**	**20.8**
Blackshear ES	14	92.9	0.0	7.1	0.0	0.0	0.0	100.0	0.0	42.9
Dogan ES	16	43.8	0.0	56.3	0.0	0.0	0.0	100.0	43.8	18.8
Henry MS	546	19.4	0.0	79.9	0.0	0.5	0.2	93.6	40.8	21.1
Highland Heights ES	69	68.1	0.0	29.0	0.0	2.9	0.0	100.0	23.2	23.2
Kashmere HS	271	81.5	0.0	15.9	0.0	2.6	0.0	93.0	4.4	18.5
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	614	82.9	0.0	17.1	0.0	0.0	0.0	95.0	9.4	19.5
Washington HS	230	55.2	0.0	27.8	1.7	14.8	0.4	93.5	8.3	24.8
Wesley ES	18	44.4	0.0	38.9	0.0	16.7	0.0	100.0	0.0	44.4
Wheatley HS	421	77.4	0.0	22.1	0.5	0.0	0.0	96.7	11.6	15.4
Woodson ES	64	93.8	0.0	1.6	0.0	4.7	0.0	98.4	0.0	12.5
Worthing HS	464	91.6	0.0	8.0	0.2	0.2	0.0	98.1	3.7	25.4
Tier 2	**5,339**	**66.0**	**0.1**	**31.3**	**0.5**	**2.0**	**0.1**	**92.0**	**16.4**	**22.3**
Attucks MS	808	79.3	0.0	13.2	0.7	6.4	0.0	84.4	6.2	21.4
Bruce ES	45	84.4	0.0	13.3	2.2	0.0	0.0	100.0	6.7	13.3
Cullen MS	734	88.1	0.1	8.4	1.6	1.6	0.0	97.8	4.9	29.2
Deady MS**	671	1.2	0.0	98.7	0.0	0.1	0.0	97.2	53.9	17.1
Foerster ES	59	93.2	0.0	6.8	0.0	0.0	0.0	100.0	5.1	25.4
Forest Brook MS	537	73.4	0.2	25.5	0.0	0.6	0.4	97.2	11.2	25.1
HS Ahead Acad MS^	284	72.2	0.4	27.1	0.0	0.0	0.4	99.3	12.7	6.0
Holland MS**^	300	37.7	0.0	60.0	0.7	1.7	0.0	92.0	34.0	25.0
Madison HS	616	76.5	0.0	23.4	0.2	0.0	0.0	82.6	8.3	21.1
Sugar Grove MS**	253	20.2	0.8	75.5	0.0	3.2	0.4	94.1	56.5	13.0
Williams MS**	248	67.7	0.0	23.4	1.2	6.9	0.0	99.2	11.3	25.0
Yates HS	784	93.2	0.0	5.2	0.1	1.3	0.1	87.2	0.4	27.7
Tier 1A	**938**	**61.3**	**0.5**	**34.9**	**1.0**	**1.9**	**0.4**	**95.3**	**21.5**	**20.1**
Bonham ES	21	81.0	0.0	14.3	0.0	0.0	4.8	100.0	33.3	14.3
Fondren ES^	8	50.0	0.0	50.0	0.0	0.0	0.0	100.0	50.0	12.5
Gregory-Lincoln PK-8	164	84.1	0.0	13.4	1.2	1.2	0.0	93.3	6.7	12.2
Hilliard ES	34	88.2	0.0	11.8	0.0	0.0	0.0	94.1	0.0	20.6
Lawson MS	193	69.9	0.0	26.4	2.6	0.5	0.5	96.4	20.2	29.0
Liberty HS	13	0.0	0.0	84.6	0.0	15.4	0.0	100.0	100.0	0.0
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	14	92.9	0.0	7.1	0.0	0.0	0.0	100.0	0.0	0.0
Pugh ES	3	*	*	*	*	*	*	*	*	*
Sharpstown HS	471	49.0	1.1	46.3	0.4	2.8	0.4	94.9	26.1	20.0
Stevens ES^	17	41.2	0.0	58.8	0.0	0.0	0.0	100.0	23.5	41.2
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**3,093**	**59.4**	**0.1**	**38.2**	**0.8**	**1.5**	**0.1**	**96.3**	**17.3**	**20.0**
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	47	95.7	0.0	4.3	0.0	0.0	0.0	100.0	4.3	25.5
Cook ES	13	76.9	0.0	23.1	0.0	0.0	0.0	100.0	23.1	15.4
Edison MS	317	2.5	0.0	96.2	0.9	0.3	0.0	98.7	44.2	10.1
Gallegos ES	9	11.1	0.0	88.9	0.0	0.0	0.0	100.0	22.2	33.3
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	579	73.7	0.0	23.7	0.5	2.1	0.0	91.2	12.1	29.9
Lewis ES	6	83.3	0.0	16.7	0.0	0.0	0.0	100.0	16.7	50.0
Marshall ES**^	55	85.5	0.0	12.7	0.0	0.0	0.0	96.4	10.9	18.2
Martinez C ES	68	51.5	0.0	48.5	0.0	0.0	0.0	100.0	20.6	17.6
Milby HS	247	4.9	0.0	94.7	0.0	0.4	0.0	92.3	27.1	14.6
Reagan Ed Ctr K-8**	85	56.5	0.0	41.2	1.2	1.2	0.0	96.5	25.9	15.3
Shearn ES**^	42	71.4	2.4	23.8	0.0	2.4	0.0	85.7	19.0	19.0
Sherman ES**^	37	27.0	0.0	73.0	0.0	0.0	0.0	100.0	18.9	51.4
Thomas MS**	944	80.3	0.2	17.9	0.6	1.0	0.0	99.5	9.3	19.1
Westbury HS	610	61.5	0.0	34.1	1.5	2.8	0.2	97.4	16.9	16.4
Young ES	34	73.5	0.0	5.9	8.8	8.8	2.9	73.5	2.9	44.1

Source: PEIMS 425 Record, Disciplinary Action Data, 2018–2019
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Figure H-15. Number of DAEP Referrals Per 100 Students Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 through 2018–2019

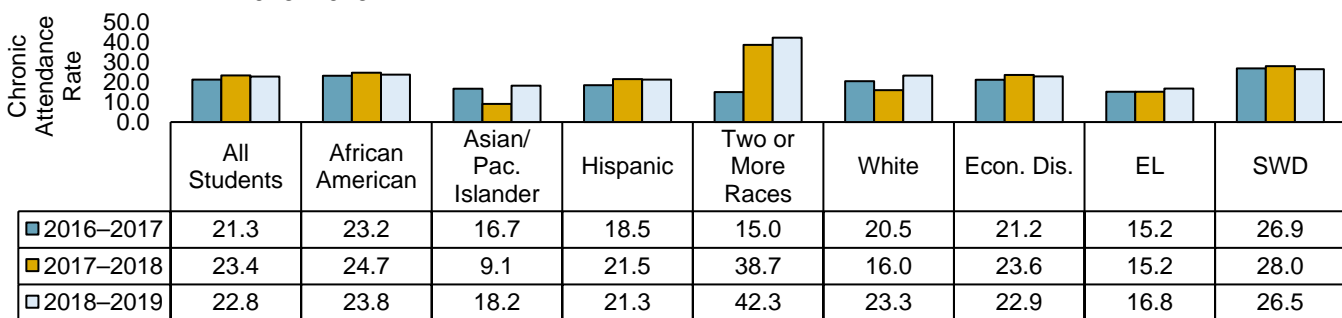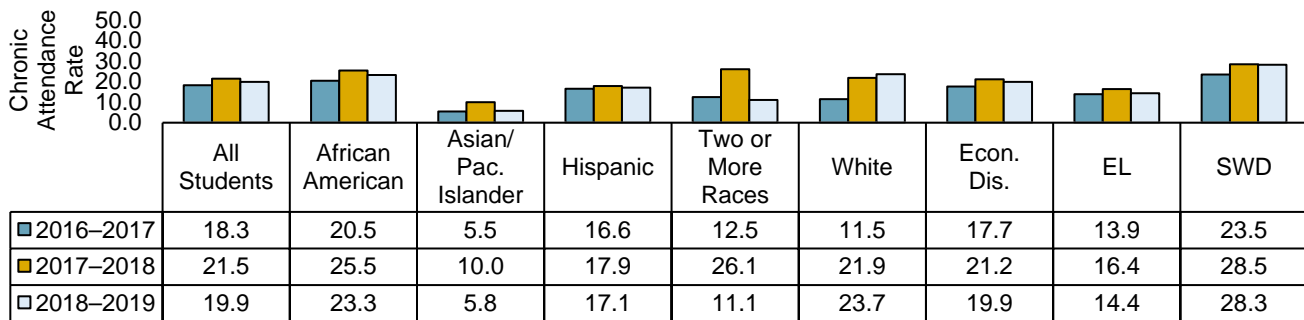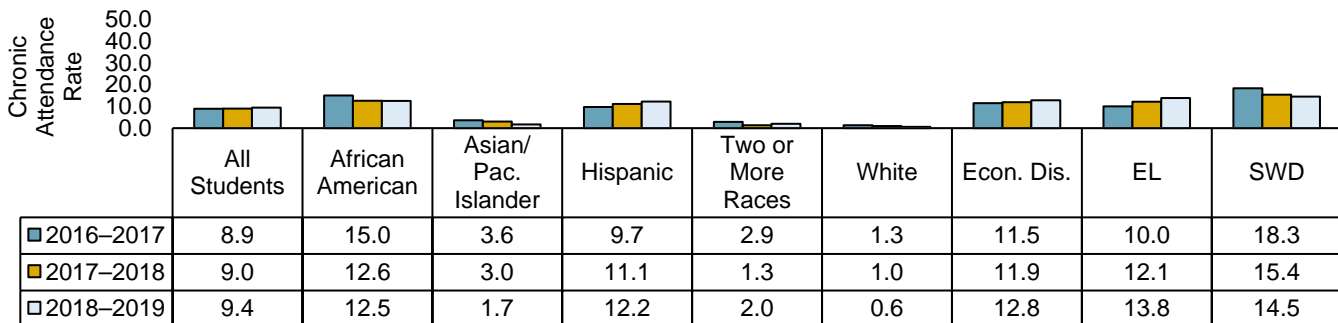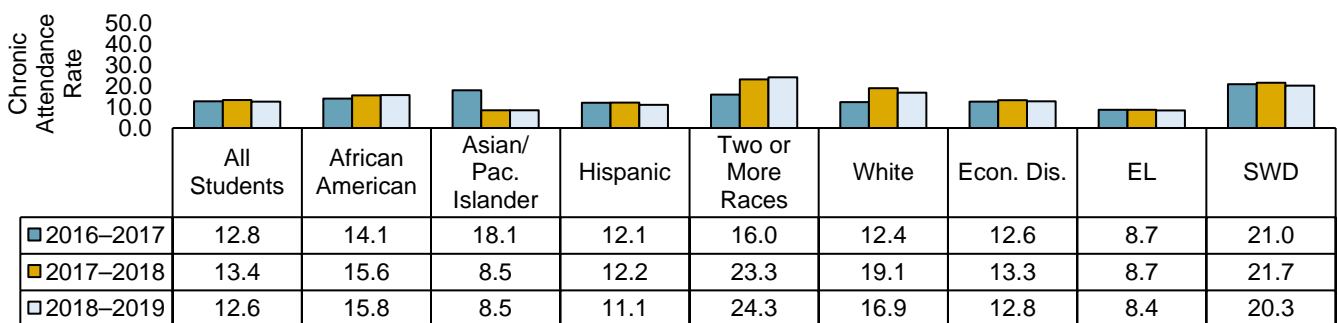|	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	Econ. Dis.	EL	SWD
☐ 2016–2017 Non-Achieve 180	34.2	0.4	61.4	0.5	3.4	83.5	22.4	11.8
☐ 2017–2018 Non-Achieve 180	34.0	0.3	60.6	0.6	4.1	88.2	19.7	11.8
☐ 2018–2019 Non-Achieve 180	29.9	0.9	64.3	0.4	4.2	89.3	25.1	14.3
☐ 2016–2017 Achieve 180 Program	60.1	0.0	37.9	0.5	1.1	86.2	16.7	12.7
☐ 2017–2018 Achieve 180 Program	53.7	0.0	44.5	0.7	0.8	89.8	18.0	12.1
☐ 2018–2019 Achieve 180 Program	56.5	0.1	40.8	0.8	1.7	92.9	19.0	15.3
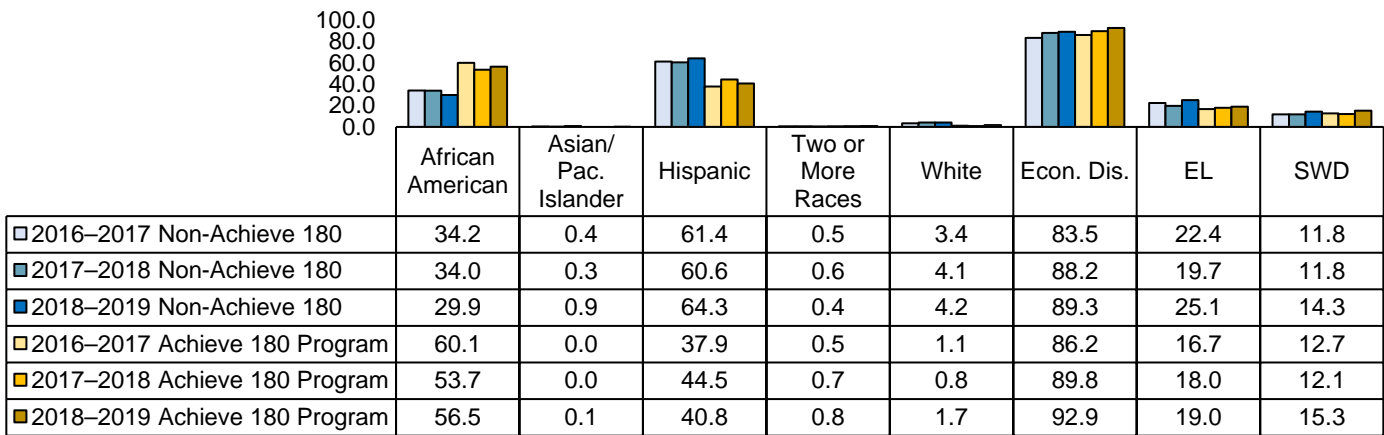
Table H-18. Number of DAEP Referrals Per 100 Students by Student Group, Year to Year Change in DAEP Referrals, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 through 2018–2019

	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Non-Achieve 180 Schools								
2016–2017 DAEP Per 100 Students	34.2	0.4	61.4	0.5	3.4	83.5	22.4	11.8
2017–2018 DAEP Per 100 Students	34.0	0.3	60.6	0.6	4.1	88.2	19.7	11.8
2018–2019 DAEP Per 100 Students	29.9	0.9	64.3	0.4	4.2	89.3	25.1	14.3
2016–2017 to 2017–2018 Change	-0.3	-0.1	-0.8	0.1	0.7	4.7	-2.7	0.0
2017–2018 to 2018–2019 Change	-4.0	0.6	3.7	-0.2	0.1	1.1	5.4	2.5
2016–2017 to 2018–2019 Change	-4.3	0.5	2.9	-0.1	0.8	5.8	2.7	2.5
2016–2017 Group Enrollment	20.6	4.6	64.9	1.1	8.7	77.9	32.2	7.2
2017–2018 Group Enrollment	20.6	4.8	64.3	1.2	9.0	79.8	32.5	7.2
2018–2019 Group Enrollment	20.1	5.0	64.3	1.3	9.1	78.7	33.5	7.6
2016–2017 Representation	13.6	-4.2	-3.5	-0.6	-5.3	5.6	-9.8	4.6
2017–2018 Representation	13.3	-4.5	-3.7	-0.6	-4.9	8.4	-12.8	4.6
2018–2019 Representation	9.8	-4.1	0.0	-0.9	-4.9	10.6	-8.4	6.7
Achieve 180 Program Schools								
2016–2017 DAEP Per 100 Students	60.1	0.0	37.9	0.5	1.1	86.2	16.7	12.7
2017–2018 DAEP Per 100 Students	53.7	0.0	44.5	0.7	0.8	89.8	18.0	12.1
2018–2019 DAEP Per 100 Students	56.5	0.1	40.8	0.8	1.7	92.9	19.0	15.3
2016–2017 to 2017–2018 Change	-6.4	0.0	6.6	0.2	-0.3	3.6	1.3	-0.6
2017–2018 to 2018–2019 Change	2.8	0.1	-3.7	0.1	0.9	3.1	1.0	3.2
2016–2017 to 2018–2019 Change	-3.6	0.1	2.9	0.3	0.6	6.7	2.3	2.6
2016–2017 Group Enrollment	38.1	1.3	51.5	0.8	8.0	83.3	25.3	10.0
2017–2018 Group Enrollment	38.1	1.2	52.0	1	7.4	85.7	25.5	10.2
2018–2019 Group Enrollment	37.1	1.2	53.1	1	7.4	87.7	26.2	10.8
2016–2017 Representation	22.0	-1.3	-13.6	-0.3	-6.9	2.9	-8.6	2.7
2017–2018 Representation	15.6	-1.2	-7.5	-0.3	-6.6	4.1	-7.5	1.9
2018–2019 Representation	19.4	-1.1	-12.3	-0.2	-5.7	5.2	-7.2	4.5

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019
Notes: Results reflect the percentage of In-School Suspensions associated with each student group. ISS denotes In-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation. Purple indicates zero incidents in the current year and prior year(s).

Table H-19. Number of DAEP Referrals Per 100 Students by Student Group, Year to Year Change in DAEP Referrals, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Achieve 180 Program Tier and Demographic Group, 2016–2017 through 2018–2019								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Tier 3 Schools								
2016–2017 DAEP Per 100 Students	63.6	0.0	34.9	0.0	1.4	88.0	16.7	14.4
2017–2018 DAEP Per 100 Students	63.8	0.0	34.1	0.5	1.1	91.9	15.1	11.9
2018–2019 DAEP Per 100 Students	63.9	0.0	34.5	0.4	1.2	91.8	16.5	20.0
2016–2017 to 2017–2018 Change	0.2	0.0	-0.8	0.5	-0.3	3.9	-1.6	-2.5
2017–2018 to 2018–2019 Change	0.1	0.0	0.4	-0.1	0.1	-0.1	1.4	8.1
2016–2017 to 2018–2019 Change	0.3	0.0	-0.4	0.4	-0.2	3.8	-0.2	5.6
2016–2017 Group Enrollment	59.3	0.2	38.7	0.6	0.9	87.0	16.6	13.4
2017–2018 Group Enrollment	59.0	0.2	39.2	0.5	1.0	90.9	17.2	13.4
2018–2019 Group Enrollment	56.8	0.1	41.5	0.5	0.9	96.4	18.9	13.9
2016–2017 Representation	4.3	-0.2	-3.8	-0.6	0.5	1.0	0.1	1.0
2017–2018 Representation	4.8	-0.2	-5.1	0.0	0.1	1.0	-2.1	-1.5
2018–2019 Representation	7.1	-0.1	-7.0	-0.1	0.3	-4.6	-2.4	6.1
Tier 2 Schools								
2016–2017 DAEP Per 100 Students	68.1	0.0	29.9	0.9	0.9	87.2	16.4	12.2
2017–2018 DAEP Per 100 Students	66.0	0.0	32.8	0.8	0.4	90.3	16.4	17.2
2018–2019 DAEP Per 100 Students	57.4	0.0	39.4	0.7	2.5	93.8	19.5	12.5
2016–2017 to 2017–2018 Change	-2.1	0.0	2.9	-0.1	-0.5	3.1	0.0	5.0
2017–2018 to 2018–2019 Change	-8.6	0.0	6.6	-0.1	2.1	3.5	3.1	-4.7
2016–2017 to 2018–2019 Change	-10.7	0.0	9.5	-0.2	1.6	6.6	3.1	0.3
2016–2017 Group Enrollment	50.7	1.5	46.1	0.4	1.1	87.3	22.4	13.2
2017–2018 Group Enrollment	50.7	1.2	46.5	0.4	1.1	91.1	23.6	12.8
2018–2019 Group Enrollment	48.9	0.9	48.2	0.4	1.3	90.9	25.5	13.3
2016–2017 Representation	17.4	-1.5	-16.2	0.5	-0.2	-0.1	-6.0	-1.0
2017–2018 Representation	15.3	-1.2	-13.7	0.4	-0.7	-0.8	-7.2	4.4
2018–2019 Representation	8.5	-0.9	-8.8	0.3	1.2	2.9	-6.0	-0.8
Tier 1A Schools								
2016–2017 DAEP Per 100 Students	54.9	0.0	41.8	1.1	1.1	83.5	16.5	13.2
2017–2018 DAEP Per 100 Students	57.0	0.0	38.4	1.2	2.3	82.6	29.1	9.3
2018–2019 DAEP Per 100 Students	58.7	1.6	36.5	3.2	0.0	93.7	27.0	19.0
2016–2017 to 2017–2018 Change	2.1	0.0	-3.4	0.1	1.2	-0.9	12.6	-3.9
2017–2018 to 2018–2019 Change	1.7	1.6	-1.9	2.0	-2.3	11.1	-2.1	9.7
2016–2017 to 2018–2019 Change	3.8	1.6	-5.3	2.1	-1.1	10.2	10.5	5.8
2016–2017 Group Enrollment	21.5	2.2	51.5	1.8	22.5	71.7	24.9	6.6
2017–2018 Group Enrollment	22.1	2.3	51.5	2.4	21.4	72.2	25.6	7.2
2018–2019 Group Enrollment	22.0	2.5	51.8	2.4	21.0	72.5	25.6	8.0
2016–2017 Representation	33.4	-2.2	-9.7	-0.7	-21.4	11.8	-8.4	6.6
2017–2018 Representation	34.9	-2.3	-13.1	-1.2	-19.1	10.4	3.5	2.1
2018–2019 Representation	36.7	-0.9	-15.3	0.8	-21.0	21.2	1.4	11.0
Tier 1B Schools								
2016–2017 DAEP Per 100 Students	43.8	0.0	54.5	0.0	1.1	83.7	17.4	11.2
2017–2018 DAEP Per 100 Students	33.7	0.0	65.5	0.4	0.4	90.1	17.9	8.3
2018–2019 DAEP Per 100 Students	46.3	0.0	51.5	0.9	1.3	92.6	18.8	14.0
2016–2017 to 2017–2018 Change	-10.1	0.0	11.0	0.4	-0.7	6.4	0.5	-2.9
2017–2018 to 2018–2019 Change	12.6	0.0	-14.0	0.5	0.9	2.5	0.9	5.7
2016–2017 to 2018–2019 Change	2.5	0.0	-3.0	0.9	0.2	8.9	1.4	2.8
2016–2017 Group Enrollment	34.1	1.0	63.3	0.2	1.1	90.9	33.2	9.5
2017–2018 Group Enrollment	33.0	0.8	64.2	0.4	1.3	92.6	32.0	9.4
2018–2019 Group Enrollment	32.5	0.7	64.7	0.4	1.4	95.8	31.7	10.2
2016–2017 Representation	9.7	-1.0	-8.8	-0.2	0.0	-7.2	-15.8	1.7
2017–2018 Representation	0.7	-0.8	1.3	0.0	-0.9	-2.5	-14.1	-1.1
2018–2019 Representation	13.8	-0.7	-13.2	0.5	-0.1	-3.2	-12.9	3.8

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019; Notes: See p. 232.

Table H-20. Number of DAEP Referrals per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2016–2017									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**2,180**	**43.9**	**0.2**	**52.7**	**0.5**	**2.5**	**0.2**	**84.5**	**20.3**	**12.1**
Non-Achieve 180	**1,367**	**34.2**	**0.4**	**61.4**	**0.5**	**3.4**	**0.1**	**83.5**	**22.4**	**11.8**
Achieve 180 Program	**813**	**60.1**	**0.0**	**37.9**	**0.5**	**1.1**	**0.4**	**86.2**	**16.7**	**12.7**
Tier 3	**209**	**63.6**	**0.0**	**34.9**	**0.0**	**1.4**	**0.0**	**88.0**	**16.7**	**14.4**
Blackshear ES	4	*	*	*	*	*	*	*	*	*
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	50	14.0	0.0	84.0	0.0	2.0	0.0	100.0	34.0	12.0
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	9	77.8	0.0	22.2	0.0	0.0	0.0	77.8	11.1	22.2
Mading ES	1	*	*	*	*	*	*	*	*	*
North Forest HS	42	85.7	0.0	9.5	0.0	4.8	0.0	88.1	2.4	19.0
Washington HS	10	60.0	0.0	40.0	0.0	0.0	0.0	80.0	40.0	10.0
Wesley ES	1	*	*	*	*	*	*	*	*	*
Wheatley HS	37	51.4	0.0	48.6	0.0	0.0	0.0	81.1	24.3	21.6
Woodson ES	16	93.8	0.0	6.3	0.0	0.0	0.0	87.5	6.3	12.5
Worthing HS	39	94.9	0.0	5.1	0.0	0.0	0.0	82.1	5.1	5.1
Tier 2	**335**	**68.1**	**0.0**	**29.9**	**0.9**	**0.9**	**0.3**	**87.2**	**16.4**	**12.2**
Attucks MS	43	88.4	0.0	11.6	0.0	0.0	0.0	93.0	7.0	18.6
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	49	95.9	0.0	4.1	0.0	0.0	0.0	85.7	2.0	16.3
Deady MS**	31	3.2	0.0	96.8	0.0	0.0	0.0	100.0	45.2	22.6
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	49	77.6	0.0	20.4	2.0	0.0	0.0	93.9	10.2	4.1
HS Ahead Acad MS^	20	90.0	0.0	0.0	10.0	0.0	0.0	95.0	0.0	0.0
Holland MS**^	19	47.4	0.0	52.6	0.0	0.0	0.0	89.5	26.3	10.5
Madison HS	24	66.7	0.0	29.2	0.0	4.2	0.0	79.2	0.0	12.5
Sugar Grove MS**	33	30.3	0.0	69.7	0.0	0.0	0.0	75.8	63.6	6.1
Williams MS**	29	51.7	0.0	41.4	0.0	6.9	0.0	79.3	20.7	6.9
Yates HS	38	94.7	0.0	2.6	0.0	0.0	2.6	78.9	0.0	18.4
Tier 1A	**91**	**54.9**	**0.0**	**41.8**	**1.1**	**1.1**	**1.1**	**83.5**	**16.5**	**13.2**
Bonham ES	0	--	--	--	--	--	--	--	--	--
Fondren ES^	0	--	--	--	--	--	--	--	--	--
Gregory-Lincoln PK-8	9	100.0	0.0	0.0	0.0	0.0	0.0	77.8	0.0	33.3
Hilliard ES	2	*	*	*	*	*	*	*	*	*
Lawson MS	40	67.5	0.0	30.0	2.5	0.0	0.0	67.5	7.5	12.5
Liberty HS	0	--	--	--	--	--	--	--	--	--
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	40	30.0	0.0	65.0	0.0	2.5	2.5	100.0	30.0	10.0
Stevens ES^	0	--	--	--	--	--	--	--	--	--
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**178**	**43.8**	**0.0**	**54.5**	**0.0**	**1.1**	**0.6**	**83.7**	**17.4**	**11.2**
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	1	*	*	*	*	*	*	*	*	*
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	8	0.0	0.0	100.0	0.0	0.0	0.0	75.0	37.5	12.5
Gallegos ES	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	43	69.8	0.0	30.2	0.0	0.0	0.0	69.8	11.6	11.6
Lewis ES	0	--	--	--	--	--	--	--	--	--
Marshall ES**^	1	*	*	*	*	*	*	*	*	*
Martinez C ES	0	--	--	--	--	--	--	--	--	--
Milby HS	55	9.1	0.0	87.3	0.0	3.6	0.0	85.5	21.8	7.3
Reagan Ed Ctr K-8**	13	69.2	0.0	30.8	0.0	0.0	0.0	100.0	15.4	15.4
Shearn ES**^	0	--	--	--	--	--	--	--	--	--
Sherman ES**^	0	--	--	--	--	--	--	--	--	--
Thomas MS**	8	87.5	0.0	12.5	0.0	0.0	0.0	100.0	12.5	50.0
Westbury HS	49	53.1	0.0	44.9	0.0	0.0	2.0	87.8	16.3	6.1
Young ES	0	--	--	--	--	--	--	--	--	--

Source: PEIMS 425 Record, Disciplinary Action Data, 2016–2017
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-21. Number of DAEP Referrals per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2017–2018

	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**1,719**	**42.7**	**0.2**	**53.5**	**0.6**	**2.6**	**0.2**	**88.9**	**19.0**	**11.9**
Non-Achieve 180	**958**	**34.0**	**0.3**	**60.6**	**0.6**	**4.1**	**0.2**	**88.2**	**19.7**	**11.8**
Achieve 180 Program	**761**	**53.7**	**0.0**	**44.5**	**0.7**	**0.8**	**0.3**	**89.8**	**18.0**	**12.1**
Tier 3	**185**	**63.8**	**0.0**	**34.1**	**0.5**	**1.1**	**0.5**	**91.9**	**15.1**	**11.9**
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	1	*	*	*	*	*	*	*	*	*
Henry MS	40	25.0	0.0	75.0	0.0	0.0	0.0	97.5	27.5	7.5
Highland Heights ES	7	100.0	0.0	0.0	0.0	0.0	0.0	85.7	0.0	0.0
Kashmere HS	15	66.7	0.0	33.3	0.0	0.0	0.0	93.3	13.3	6.7
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	69	65.2	0.0	31.9	0.0	1.4	1.4	91.3	17.4	7.2
Washington HS	9	77.8	0.0	11.1	11.1	0.0	0.0	77.8	0.0	44.4
Wesley ES	1	*	*	*	*	*	*	*	*	*
Wheatley HS	4	*	*	*	*	*	*	*	*	*
Woodson ES	11	90.9	0.0	9.1	0.0	0.0	0.0	90.9	9.1	27.3
Worthing HS	28	92.9	0.0	7.1	0.0	0.0	0.0	89.3	3.6	21.4
Tier 2	**238**	**66.0**	**0.0**	**32.8**	**0.8**	**0.4**	**0.0**	**90.3**	**16.4**	**17.2**
Attucks MS	15	86.7	0.0	6.7	6.7	0.0	0.0	86.7	0.0	40.0
Bruce ES	2	*	*	*	*	*	*	*	*	*
Cullen MS	31	83.9	0.0	12.9	3.2	0.0	0.0	96.8	12.9	25.8
Deady MS**	18	0.0	0.0	100.0	0.0	0.0	0.0	100.0	44.4	27.8
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	32	68.8	0.0	31.3	0.0	0.0	0.0	90.6	12.5	6.3
HS Ahead Acad MS^	32	62.5	0.0	37.5	0.0	0.0	0.0	100.0	18.8	0.0
Holland MS**^	22	36.4	0.0	63.6	0.0	0.0	0.0	81.8	22.7	4.5
Madison HS	36	88.9	0.0	11.1	0.0	0.0	0.0	83.3	2.8	30.6
Sugar Grove MS**	17	23.5	0.0	76.5	0.0	0.0	0.0	82.4	58.8	11.8
Williams MS**	12	83.3	0.0	8.3	0.0	8.3	0.0	100.0	8.3	25.0
Yates HS	21	100.0	0.0	0.0	0.0	0.0	0.0	81.0	0.0	14.3
Tier 1A	**86**	**57.0**	**0.0**	**38.4**	**1.2**	**2.3**	**1.2**	**82.6**	**29.1**	**9.3**
Bonham ES	0	--	--	--	--	--	--	--	--	--
Fondren ES^	2	*	*	*	*	*	*	*	*	*
Gregory-Lincoln PK-8	3	*	*	*	*	*	*	*	*	*
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	35	62.9	0.0	34.3	2.9	0.0	0.0	80.0	22.9	5.7
Liberty HS	1	*	*	*	*	*	*	*	*	*
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	45	51.1	0.0	42.2	0.0	4.4	2.2	82.2	33.3	13.3
Stevens ES^	0	--	--	--	--	--	--	--	--	--
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**252**	**33.7**	**0.0**	**65.5**	**0.4**	**0.4**	**0.0**	**90.1**	**17.9**	**8.3**
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	36	2.8	0.0	97.2	0.0	0.0	0.0	94.4	13.9	8.3
Gallegos ES	1	*	*	*	*	*	*	*	*	*
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	43	48.8	0.0	46.5	2.3	2.3	0.0	86.0	23.3	4.7
Lewis ES	1	*	*	*	*	*	*	*	*	*
Marshall ES**^	0	--	--	--	--	--	--	--	--	--
Martinez C ES	0	--	--	--	--	--	--	--	--	--
Milby HS	90	4.4	0.0	95.6	0.0	0.0	0.0	88.9	24.4	11.1
Reagan Ed Ctr K-8**	10	70.0	0.0	30.0	0.0	0.0	0.0	100.0	20.0	10.0
Shearn ES**^	1	*	*	*	*	*	*	*	*	*
Sherman ES**^	1	*	*	*	*	*	*	*	*	*
Thomas MS**	22	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	4.5
Westbury HS	47	61.7	0.0	38.3	0.0	0.0	0.0	85.1	6.4	8.5
Young ES	0	--	--	--	--	--	--	--	--	--

Source: PEIMS 425 Record, Disciplinary Action Data, 2017–2018
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-22. Number of DAEP Referrals per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2018–2019									
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Amer. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**2,288**	**41.0**	**0.6**	**54.6**	**0.6**	**3.1**	**0.1**	**90.8**	**22.6**	**14.7**
Non-Achieve 180	**1,340**	**29.9**	**0.9**	**64.3**	**0.4**	**4.2**	**0.2**	**89.3**	**25.1**	**14.3**
Achieve 180 Program	**948**	**56.5**	**0.1**	**40.8**	**0.8**	**1.7**	**0.0**	**92.9**	**19.0**	**15.3**
Tier 3	**255**	**63.9**	**0.0**	**34.5**	**0.4**	**1.2**	**0.0**	**91.8**	**16.5**	**20.0**
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	1	*	*	*	*	*	*	*	*	*
Henry MS	62	12.9	0.0	87.1	0.0	0.0	0.0	90.3	41.9	16.1
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	11	81.8	0.0	18.2	0.0	0.0	0.0	81.8	0.0	36.4
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	97	80.4	0.0	19.6	0.0	0.0	0.0	91.8	9.3	21.6
Washington HS	36	75.0	0.0	16.7	0.0	8.3	0.0	97.2	0.0	22.2
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	29	75.9	0.0	20.7	3.4	0.0	0.0	93.1	20.7	17.2
Woodson ES	0	--	--	--	--	--	--	--	--	--
Worthing HS	19	94.7	0.0	5.3	0.0	0.0	0.0	89.5	5.3	10.5
Tier 2	**401**	**57.4**	**0.0**	**39.4**	**0.7**	**2.5**	**0.0**	**93.8**	**19.5**	**12.5**
Attucks MS	37	73.0	0.0	21.6	0.0	5.4	0.0	86.5	8.1	18.9
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	62	88.7	0.0	9.7	1.6	0.0	0.0	95.2	8.1	21.0
Deady MS**	50	0.0	0.0	100.0	0.0	0.0	0.0	94.0	40.0	16.0
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	39	66.7	0.0	33.3	0.0	0.0	0.0	94.9	10.3	2.6
HS Ahead Acad MS^	41	87.8	0.0	12.2	0.0	0.0	0.0	100.0	9.8	4.9
Holland MS**^	39	35.9	0.0	59.0	2.6	2.6	0.0	92.3	30.8	15.4
Madison HS	44	75.0	0.0	25.0	0.0	0.0	0.0	86.4	9.1	6.8
Sugar Grove MS**	37	8.1	0.0	81.1	0.0	10.8	0.0	94.6	54.1	5.4
Williams MS**	30	50.0	0.0	36.7	3.3	10.0	0.0	100.0	20.0	16.7
Yates HS	22	95.5	0.0	4.5	0.0	0.0	0.0	95.5	0.0	13.6
Tier 1A	**63**	**58.7**	**1.6**	**36.5**	**3.2**	**0.0**	**0.0**	**93.7**	**27.0**	**19.0**
Bonham ES	1	*	*	*	*	*	*	*	*	*
Fondren ES^	0	--	--	--	--	--	--	--	--	--
Gregory-Lincoln PK-8	12	58.3	0.0	33.3	8.3	0.0	0.0	100.0	25.0	0.0
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	24	75.0	0.0	20.8	4.2	0.0	0.0	95.8	16.7	29.2
Liberty HS	0	--	--	--	--	--	--	--	--	--
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	26	42.3	3.8	53.8	0.0	0.0	0.0	88.5	38.5	15.4
Stevens ES^	0	--	--	--	--	--	--	--	--	--
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**229**	**46.3**	**0.0**	**51.5**	**0.9**	**1.3**	**0.0**	**92.6**	**18.8**	**14.0**
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	29	0.0	0.0	100.0	0.0	0.0	0.0	100.0	37.9	0.0
Gallegos ES	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	34	67.6	0.0	26.5	2.9	2.9	0.0	70.6	14.7	23.5
Lewis ES	0	--	--	--	--	--	--	--	--	--
Marshall ES**^	0	--	--	--	--	--	--	--	--	--
Martinez C ES	3	*	*	*	*	*	*	*	*	*
Milby HS	46	4.3	0.0	95.7	0.0	0.0	0.0	91.3	26.1	19.6
Reagan Ed Ctr K-8**	7	57.1	0.0	28.6	0.0	14.3	0.0	85.7	14.3	0.0
Shearn ES**^	0	--	--	--	--	--	--	--	--	--
Sherman ES**^	0	--	--	--	--	--	--	--	--	--
Thomas MS**	46	89.1	0.0	10.9	0.0	0.0	0.0	100.0	6.5	15.2
Westbury HS	64	54.7	0.0	42.2	1.6	1.6	0.0	96.9	15.6	10.9
Young ES	0	--	--	--	--	--	--	--	--	--

Source: PEIMS 425 Record, Disciplinary Action Data, 2018–2019
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-23. Number of JJAEP Expulsions Per 100 Students by Student Group, Year to Year Change in JJAEP Expulsions, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 through 2018–2019								
Non-Achieve 180 Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
2016–2017 JJAEP Per 100 Students	48.0	0.0	48.0	0.0	4.0	72.0	12.0	12.0
2017–2018 JJAEP Per 100 Students	23.1	0.0	65.4	0.0	11.5	80.8	34.6	19.2
2018–2019 JJAEP Per 100 Students	63.4	0.0	36.6	0.0	0.0	87.8	17.1	9.8
2016–2017 to 2017–2018 Change	-24.9	0.0	17.4	0.0	7.5	8.8	22.6	7.2
2017–2018 to 2018–2019 Change	40.3	0.0	-28.8	0.0	-11.5	7.0	-17.5	-9.4
2016–2017 to 2018–2019 Change	15.4	0.0	-11.4	0.0	-4.0	15.8	5.1	-2.2
2016–2017 Group Enrollment	20.6	4.6	64.9	1.1	8.7	77.9	32.2	7.2
2017–2018 Group Enrollment	20.6	4.8	64.3	1.2	9.0	79.8	32.5	7.2
2018–2019 Group Enrollment	20.1	5.0	64.3	1.3	9.1	78.7	33.5	7.6
2016–2017 Representation	27.4	-4.6	-16.9	-1.1	-4.7	-5.9	-20.2	4.8
2017–2018 Representation	2.5	-4.8	1.1	-1.2	2.5	1.0	2.1	12.0
2018–2019 Representation	43.3	-5.0	-27.7	-1.3	-9.1	9.1	-16.4	2.2
Achieve 180 Program Schools								
2016–2017 JJAEP Per 100 Students	66.7	0.0	33.3	0.0	0.0	77.8	11.1	40.7
2017–2018 JJAEP Per 100 Students	62.5	0.0	37.5	0.0	0.0	62.5	8.3	29.2
2018–2019 JJAEP Per 100 Students	80.0	0.0	20.0	0.0	0.0	66.7	6.7	20.0
2016–2017 to 2017–2018 Change	-4.2	0.0	4.2	0.0	0.0	-15.3	-2.8	-11.5
2017–2018 to 2018–2019 Change	17.5	0.0	-17.5	0.0	0.0	4.2	-1.6	-9.2
2016–2017 to 2018–2019 Change	13.3	0.0	-13.3	0.0	0.0	-11.1	-4.4	-20.7
2016–2017 Group Enrollment	38.1	1.3	51.5	0.8	8.0	83.3	25.3	10.0
2017–2018 Group Enrollment	38.1	1.2	52.0	1	7.4	85.7	25.5	10.2
2018–2019 Group Enrollment	37.1	1.2	53.1	1	7.4	87.7	26.2	10.8
2016–2017 Representation	28.6	-1.3	-18.2	-0.8	-8.0	-5.5	-14.2	30.7
2017–2018 Representation	24.4	-1.2	-14.5	-1.0	-7.4	-23.2	-17.2	19.0
2018–2019 Representation	42.9	-1.2	-33.1	-1.0	-7.4	-21.0	-19.5	9.2

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019
Notes: Results reflect the percentage of In-School Suspensions associated with each student group. ISS denotes In-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation. Purple indicates zero incidents in the current year and prior year(s).

Table H-24. Number of JJAEP Expulsions Per 100 Students by Student Group, Year to Year Change in DAEP Referrals, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment (Representation) by Achieve 180 Program Tier and Demographic Group, 2016–2017 through 2018–2019								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethn.	White	Econ. Dis.	EL	SWD
Tier 3								
2016–2017 JJAEP Per 100 Students	75.0	0.0	25.0	0.0	0.0	62.5	0.0	37.5
2017–2018 JJAEP Per 100 Students	60.0	0.0	40.0	0.0	0.0	60.0	0.0	40.0
2018–2019 JJAEP Per 100 Students	100.0	0.0	0.0	0.0	0.0	66.7	0.0	16.7
2016–2017 to 2017–2018 Difference	-15.0	0.0	15.0	0.0	0.0	-2.5	0.0	2.5
2017–2018 to 2018–2019 Difference	40.0	0.0	-40.0	0.0	0.0	6.7	0.0	-23.3
2016–2017 to 2018–2019 Difference	25.0	0.0	-25.0	0.0	0.0	4.2	0.0	-20.8
2016–2017 Group Enrollment	59.3	0.2	38.7	0.6	0.9	87.0	16.6	13.4
2017–2018 Group Enrollment	59.0	0.2	39.2	0.5	1.0	90.9	17.2	13.4
2018–2019 Group Enrollment	56.8	0.1	41.5	0.5	0.9	96.4	18.9	13.9
2016–2017 Representation	15.7	-0.2	-13.7	-0.6	-0.9	-24.5	-16.6	24.1
2017–2018 Representation	1.0	-0.2	0.8	-0.5	-1.0	-30.9	-17.2	26.6
2018–2019 Representation	43.2	-0.1	-41.5	-0.5	-0.9	-29.7	-18.9	2.8
Tier 2								
2016–2017 JJAEP Per 100 Students	73.3	0.0	26.7	0.0	0.0	80.0	13.3	46.7
2017–2018 JJAEP Per 100 Students	73.3	0.0	26.7	0.0	0.0	73.3	6.7	33.3
2018–2019 JJAEP Per 100 Students	60.0	0.0	40.0	0.0	0.0	60.0	20.0	20.0
2016–2017 to 2017–2018 Difference	0.0	0.0	0.0	0.0	0.0	-6.7	-6.6	-13.4
2017–2018 to 2018–2019 Difference	-13.3	0.0	13.3	0.0	0.0	-13.3	13.3	-13.3
2016–2017 to 2018–2019 Difference	-13.3	0.0	13.3	0.0	0.0	-20.0	6.7	-26.7
2016–2017 Group Enrollment	50.7	1.5	46.1	0.4	1.1	87.3	22.4	13.2
2017–2018 Group Enrollment	50.7	1.2	46.5	0.4	1.1	91.1	23.6	12.8
2018–2019 Group Enrollment	48.9	0.9	48.2	0.4	1.3	90.9	25.5	13.3
2016–2017 Representation	22.6	-1.5	-19.4	-0.4	-1.1	-7.3	-9.1	33.5
2017–2018 Representation	22.6	-1.2	-19.8	-0.4	-1.1	-17.8	-16.9	20.5
2018–2019 Representation	11.1	-0.9	-8.2	-0.4	-1.3	-30.9	-5.5	6.7
Tier 1A								
2016–2017 JJAEP Per 100 Students	*	*	*	*	*	*	*	*
2017–2018 JJAEP Per 100 Students	*	*	*	*	*	*	*	*
2018–2019 JJAEP Per 100 Students	*	*	*	*	*	*	*	*
2016–2017 to 2017–2018 Difference	*	*	*	*	*	*	*	*
2017–2018 to 2018–2019 Difference	*	*	*	*	*	*	*	*
2016–2017 to 2018–2019 Difference	*	*	*	*	*	*	*	*
2016–2017 Group Enrollment	21.5	2.2	51.5	1.8	22.5	71.7	24.9	6.6
2017–2018 Group Enrollment	22.1	2.3	51.5	2.4	21.4	72.2	25.6	7.2
2018–2019 Group Enrollment	22.0	2.5	51.8	2.4	21.0	72.5	25.6	8.0
2016–2017 Representation	*	*	*	*	*	*	*	*
2017–2018 Representation	*	*	*	*	*	*	*	*
2018–2019 Representation	*	*	*	*	*	*	*	*
Tier 1B								
2016–2017 JJAEP Per 100 Students	*	*	*	*	*	*	*	*
2017–2018 JJAEP Per 100 Students	*	*	*	*	*	*	*	*
2018–2019 JJAEP Per 100 Students	*	*	*	*	*	*	*	*
2016–2017 to 2017–2018 Difference	*	*	*	*	*	*	*	*
2017–2018 to 2018–2019 Difference	*	*	*	*	*	*	*	*
2016–2017 to 2018–2019 Difference	*	*	*	*	*	*	*	*
2016–2017 Group Enrollment	34.1	1.0	63.3	0.2	1.1	90.9	33.2	9.5
2017–2018 Group Enrollment	33.0	0.8	64.2	0.4	1.3	92.6	32.0	9.4
2018–2019 Group Enrollment	32.5	0.7	64.7	0.4	1.4	95.8	31.7	10.2
2016–2017 Representation	*	*	*	*	*	*	*	*
2017–2018 Representation	*	*	*	*	*	*	*	*
2018–2019 Representation	*	*	*	*	*	*	*	*

Sources: PEIMS 425 Record, Disciplinary Action Data, 2016–2017, 2017–2018, and 2018–2019; Notes: See p. 237.

Table H-25. Number of JJAEP Expulsions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2016–2017										
	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Am. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**52**	**57.7**	**0.0**	**40.4**	**0.0**	**1.9**	**0.0**	**75.0**	**11.5**	**26.9**
Non-Achieve 180	**25**	**48.0**	**0.0**	**48.0**	**0.0**	**4.0**	**0.0**	**72.0**	**12.0**	**12.0**
Achieve 180 Program	**27**	**66.7**	**0.0**	**33.3**	**0.0**	**0.0**	**0.0**	**77.8**	**11.1**	**40.7**
Tier 3	**8**	**75.0**	**0.0**	**25.0**	**0.0**	**0.0**	**0.0**	**62.5**	**0.0**	**37.5**
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	0	--	--	--	--	--	--	--	--	--
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	2	*	*	*	*	*	*	*	*	*
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	6	66.7	0.0	33.3	0.0	0.0	0.0	50.0	0.0	50.0
Washington HS	0	--	--	--	--	--	--	--	--	--
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	0	--	--	--	--	--	--	--	--	--
Woodson ES	0	--	--	--	--	--	--	--	--	--
Worthing HS	0	--	--	--	--	--	--	--	--	--
Tier 2	**15**	**73.3**	**0.0**	**26.7**	**0.0**	**0.0**	**0.0**	**80.0**	**13.3**	**46.7**
Attucks MS	2	*	*	*	*	*	*	*	*	*
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	1	*	*	*	*	*	*	*	*	*
Deady MS**	0	--	--	--	--	--	--	--	--	--
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	0	--	--	--	--	--	--	--	--	--
HS Ahead Acad MS^	0	--	--	--	--	--	--	--	--	--
Holland MS**^	1	*	*	*	*	*	*	*	*	*
Madison HS	8	62.5	0.0	37.5	0.0	0.0	0.0	75.0	25.0	25.0
Sugar Grove MS**	0	--	--	--	--	--	--	--	--	--
Williams MS**	0	--	--	--	--	--	--	--	--	--
Yates HS	3	*	*	*	*	*	*	*	*	*
Tier 1A	**2**	*****	*****	*****	*****	*****	*****	*****	*****	*****
Bonham ES	0	--	--	--	--	--	--	--	--	--
Fondren ES^	0	--	--	--	--	--	--	--	--	--
Gregory-Lincoln PK-8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	0	--	--	--	--	--	--	--	--	--
Liberty HS	0	--	--	--	--	--	--	--	--	--
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	2	*	*	*	*	*	*	*	*	*
Stevens ES^	0	--	--	--	--	--	--	--	--	--
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**2**	*****	*****	*****	*****	*****	*****	*****	*****	*****
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	0	--	--	--	--	--	--	--	--	--
Gallegos ES	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	0	--	--	--	--	--	--	--	--	--
Lewis ES	0	--	--	--	--	--	--	--	--	--
Marshall ES**^	0	--	--	--	--	--	--	--	--	--
Martinez C ES	0	--	--	--	--	--	--	--	--	--
Milby HS	2	*	*	*	*	*	*	*	*	*
Reagan Ed Ctr K-8**	0	--	--	--	--	--	--	--	--	--
Shearn ES**^	0	--	--	--	--	--	--	--	--	--
Sherman ES**^	0	--	--	--	--	--	--	--	--	--
Thomas MS**	0	--	--	--	--	--	--	--	--	--
Westbury HS	0	--	--	--	--	--	--	--	--	--
Young ES	0	--	--	--	--	--	--	--	--	--

Source: PEIMS 425 Record, Disciplinary Action Data, 2016–2017
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-26. Number of JJAEP Expulsions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2017–2018

	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Am. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	**50**	**42.0**	**0.0**	**52.0**	**0.0**	**6.0**	**0.0**	**72.0**	**22.0**	**24.0**
Non-Achieve 180	**26**	**23.1**	**0.0**	**65.4**	**0.0**	**11.5**	**0.0**	**80.8**	**34.6**	**19.2**
Achieve 180 Program	**24**	**62.5**	**0.0**	**37.5**	**0.0**	**0.0**	**0.0**	**62.5**	**8.3**	**29.2**
Tier 3	**5**	**60.0**	**0.0**	**40.0**	**0.0**	**0.0**	**0.0**	**60.0**	**0.0**	**40.0**
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	0	--	--	--	--	--	--	--	--	--
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	1	*	*	*	*	*	*	*	*	*
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	0	--	--	--	--	--	--	--	--	--
Washington HS	1	*	*	*	*	*	*	*	*	*
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	2	*	*	*	*	*	*	*	*	*
Woodson ES	0	--	--	--	--	--	--	--	--	--
Worthing HS	1	*	*	*	*	*	*	*	*	*
Tier 2	**15**	**73.3**	**0.0**	**26.7**	**0.0**	**0.0**	**0.0**	**73.3**	**6.7**	**33.3**
Attucks MS	1	*	*	*	*	*	*	*	*	*
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	1	*	*	*	*	*	*	*	*	*
Deady MS**	1	*	*	*	*	*	*	*	*	*
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	3	*	*	*	*	*	*	*	*	*
HS Ahead Acad MS^	0	--	--	--	--	--	--	--	--	--
Holland MS**^	0	--	--	--	--	--	--	--	--	--
Madison HS	7	71.4	0.0	28.6	0.0	0.0	0.0	71.4	0.0	0.0
Sugar Grove MS**	0	--	--	--	--	--	--	--	--	--
Williams MS**	0	--	--	--	--	--	--	--	--	--
Yates HS	2	*	*	*	*	*	*	*	*	*
Tier 1A	**2**	*****	*****	*****	*****	*****	*****	*****	*****	*****
Bonham ES	0	--	--	--	--	--	--	--	--	--
Fondren ES^	0	--	--	--	--	--	--	--	--	--
Gregory-Lincoln PK-8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	1	*	*	*	*	*	*	*	*	*
Liberty HS	0	--	--	--	--	--	--	--	--	--
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	1	*	*	*	*	*	*	*	*	*
Stevens ES^	0	--	--	--	--	--	--	--	--	--
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	**2**	*****	*****	*****	*****	*****	*****	*****	*****	*****
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	0	--	--	--	--	--	--	--	--	--
Gallegos ES	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	0	--	--	--	--	--	--	--	--	--
Lewis ES	0	--	--	--	--	--	--	--	--	--
Marshall ES**^	0	--	--	--	--	--	--	--	--	--
Martinez C ES	0	--	--	--	--	--	--	--	--	--
Milby HS	2	*	*	*	*	*	*	*	*	*
Reagan Ed Ctr K-8**	0	--	--	--	--	--	--	--	--	--
Shearn ES**^	0	--	--	--	--	--	--	--	--	--
Sherman ES**^	0	--	--	--	--	--	--	--	--	--
Thomas MS**	0	--	--	--	--	--	--	--	--	--
Westbury HS	0	--	--	--	--	--	--	--	--	--
Young ES	0	--	--	--	--	--	--	--	--	--

Source: PEIMS 425 Record, Disciplinary Action Data, 2017–2018
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-27. Number of JJAEP Expulsions per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, Demographic Group, and School, 2018–2019

	Disciplinary Action Count	Afr. Amer.	Asian/ Pac. Isl.	Hispanic	Two/More Races	White	Am. Ind./ Alas. Native	Econ. Dis.	EL	Spec. Ed.
HISD	56	67.9	0	32.1	0	0	0	82.1	14.3	12.5
Non-Achieve 180	41	63.4	0.0	36.6	0.0	0.0	0.0	87.8	17.1	9.8
Achieve 180 Program	15	80.0	0.0	20.0	0.0	0.0	0.0	66.7	6.7	20.0
Tier 3	6	100	0	0	0	0	0	66.7	0	16.7
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	0	--	--	--	--	--	--	--	--	--
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	3	*	*	*	*	*	*	*	*	*
Mading ES	0	--	--	--	--	--	--	--	--	--
North Forest HS	0	--	--	--	--	--	--	--	--	--
Washington HS	0	--	--	--	--	--	--	--	--	--
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	0	--	--	--	--	--	--	--	--	--
Woodson ES	0	--	--	--	--	--	--	--	--	--
Worthing HS	3	*	*	*	*	*	*	*	*	*
Tier 2	5	60	0	40	0	0	0	60	20	20
Attucks MS	0	--	--	--	--	--	--	--	--	--
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	0	--	--	--	--	--	--	--	--	--
Deady MS**	1	*	*	*	*	*	*	*	*	*
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	1	*	*	*	*	*	*	*	*	*
HS Ahead Acad MS^	0	--	--	--	--	--	--	--	--	--
Holland MS**^	0	--	--	--	--	--	--	--	--	--
Madison HS	2	*	*	*	*	*	*	*	*	*
Sugar Grove MS**	0	--	--	--	--	--	--	--	--	--
Williams MS**	0	--	--	--	--	--	--	--	--	--
Yates HS	1	*	*	*	*	*	*	*	*	*
Tier 1A	1	*	*	*	*	*	*	*	*	*
Bonham ES	0	--	--	--	--	--	--	--	--	--
Fondren ES^	0	--	--	--	--	--	--	--	--	--
Gregory-Lincoln PK-8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	0	--	--	--	--	--	--	--	--	--
Liberty HS	0	--	--	--	--	--	--	--	--	--
Looscan ES^	0	--	--	--	--	--	--	--	--	--
Montgomery ES^	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	1	*	*	*	*	*	*	*	*	*
Stevens ES^	0	--	--	--	--	--	--	--	--	--
TCAH^	0	--	--	--	--	--	--	--	--	--
Tier 1B	3	*	*	*	*	*	*	*	*	*
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Codwell ES**	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	0	--	--	--	--	--	--	--	--	--
Gallegos ES	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	0	--	--	--	--	--	--	--	--	--
Lewis ES	0	--	--	--	--	--	--	--	--	--
Marshall ES**^	0	--	--	--	--	--	--	--	--	--
Martinez C ES	0	--	--	--	--	--	--	--	--	--
Milby HS	2	*	*	*	*	*	*	*	*	*
Reagan Ed Ctr K-8**	0	--	--	--	--	--	--	--	--	--
Shearn ES**^	0	--	--	--	--	--	--	--	--	--
Sherman ES**^	0	--	--	--	--	--	--	--	--	--
Thomas MS**	0	--	--	--	--	--	--	--	--	--
Westbury HS	1	*	*	*	*	*	*	*	*	*
Young ES	0	--	--	--	--	--	--	--	--	--

Source: PEIMS 425 Record, Disciplinary Action Data, 2018–2019
Notes: **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table H-28. Enrollment and Promotion Rates for Grades 1–8 HISD Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 through 2018–2019								
	2016–2017		2017–2018		2018–2019		Promotion Rate Change		
	Enrollment	Promotion Rate	Enrollment	Promotion Rate	Enrollment	Promotion Rate	2016–2017 to 2017–2018	2017–2018 to 2018–2019	2016–2017 to 2018–2019
HISD	113,209	97.8	113,092	97.7	110,667	98.2	▼0.1	▲0.5	▲0.4
Non-Achieve 180	93,089	97.8	93,236	97.8	91,596	98.3	▲0.0	▲0.5	▲0.5
Achieve 180 Program	20,120	97.7	19,856	97.1	19,071	97.5	▼0.6	▲0.4	▼0.2
Tier 3 (n=7)	**2,962**	**97.1**	**2,919**	**96.9**	**2,661**	**96.9**	▼0.2	▲0.0	▼0.2
Blackshear ES	297	89.6	296	92.6	285	93.7	▲3.0	▲1.1	▲4.1
Dogan ES	449	96.7	402	98.3	380	97.9	▲1.6	▼0.4	▲1.2
Henry MS	744	98.9	772	99.7	723	99.0	▲0.8	▼0.7	▲0.1
Highland Heights ES	361	99.2	373	95.2	330	99.1	▼4.0	▲3.9	▼0.1
Mading ES	356	98.6	339	98.8	307	98.4	▲0.2	▼0.4	▼0.2
Wesley ES	216	94.0	183	97.3	180	96.1	▲3.3	▼1.2	▲2.1
Woodson ES	539	98.0	551	94.2	456	92.5	▼3.8	▼1.7	▼5.5
Tier 2 (n=10)	**4,842**	**98.5**	**4,784**	**97.8**	**4,577**	**97.8**	▼0.7	▲0.0	▼0.7
Attucks MS	396	99.5	441	94.1	392	97.2	▼5.4	▲3.1	▼2.3
Bruce ES	409	97.8	403	100.0	346	99.4	▲2.2	▼0.6	▲1.6
Cullen MS	460	96.1	405	94.6	362	97.0	▼1.5	▲2.4	▲0.9
Deady MS*	616	99.4	627	99.5	650	97.8	▲0.1	▼1.7	▼1.6
Foerster ES	415	98.1	423	96.7	450	96.7	▼1.4	▲0.0	▼1.4
Forest Brook MS	745	98.3	715	98.5	700	98.6	▲0.2	▲0.1	▲0.3
HS Ahead Acad MS^	131	98.5	110	97.3	116	96.6	▼1.2	▼0.7	▼1.9
Holland MS*^	583	99.7	577	99.5	536	99.4	▼0.2	▼0.1	▼0.3
Sugar Grove MS*	704	98.6	663	97.6	611	96.1	▼1.0	▼1.5	▼2.5
Williams MS*	383	99.2	419	98.6	414	98.6	▼0.6	▲0.0	▼0.6
Tier 1A (n=10)	**5,438**	**98.0**	**5,533**	**96.8**	**5,528**	**98.1**	▼1.2	▲1.3	▲0.1
Bonham ES	728	98.2	677	98.7	630	98.6	▲0.5	▼0.1	▲0.4
Fondren ES^	269	93.7	260	98.1	239	99.6	▲4.4	▲1.5	▲5.9
Gregory-Lincoln PK-8	565	99.3	517	96.3	558	99.5	▼3.0	▲3.2	▲0.2
Hilliard ES	467	97.0	454	91.9	356	94.1	▼5.1	▲2.2	▼2.9
Lawson MS	957	98.5	937	97.4	993	98.9	▼1.1	▲1.5	▲0.4
Looscan ES^	325	98.8	298	99.3	255	96.1	▲0.5	▼3.2	▼2.7
Montgomery ES^	476	98.5	506	96.4	393	96.4	▼2.1	▲0.0	▼2.1
Pugh ES	269	100.0	271	99.3	253	97.2	▼0.7	▼2.1	▼2.8
Stevens ES^	467	97.0	474	96.0	455	98.7	▼1.0	▲2.7	▲1.7
TCAH^	915	97.5	1,139	96.1	1,396	98.3	▼1.4	▲2.2	▲0.8
Tier 1B (n=14)	**6,878**	**97.1**	**6,620**	**97.0**	**6,305**	**97.1**	▼0.1	▲0.1	▲0.0
Codwell ES*	289	99.3	286	97.9	291	99.0	▼1.4	▲1.1	▼0.3
Cook ES	489	99.2	443	97.1	446	90.4	▼2.1	▼6.7	▼8.8
Edison MS	616	99.7	620	98.9	576	99.5	▼0.8	▲0.6	▼0.2
Gallegos ES	331	95.5	278	98.6	250	98.4	▲3.1	▼0.2	▲2.9
Kashmere Gardens ES	325	91.7	290	95.9	232	97.8	▲4.2	▲1.9	▲6.1
Key MS	594	96.6	585	95.9	542	95.8	▼0.7	▼0.1	▼0.8
Lewis ES	775	98.5	714	96.5	704	99.0	▼2.0	▲2.5	▲0.5
Marshall ES*^	719	99.4	742	98.7	655	97.6	▼0.7	▼1.1	▼1.8
Martinez C ES	354	93.2	329	93.3	309	94.5	▲0.1	▲1.2	▲1.3
Reagan Ed Ctr K-8*	867	97.1	868	97.9	865	97.8	▲0.8	▼0.1	▲0.7
Shearn ES*^	421	98.6	437	99.1	434	99.1	▲0.5	▲0.0	▲0.5
Sherman ES*^	454	93.4	452	95.1	425	96.0	▲1.7	▲0.9	▲2.6
Thomas MS*	391	97.7	396	98.7	400	97.8	▲1.0	▼0.9	▲0.1
Young ES	253	91.7	179	86.0	176	94.3	▼5.7	▲8.3	▲2.6

Sources: 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot; 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, "PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot; 2018–2019 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2017-18_092518"; PEIMS ADA unduplicated file, "PEIMS1718ada_rc=228329 w phc lep instruct set"; 2018 PEIMS Fall Snapshot

Notes: *New Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant.

Table H-29. Promotion Rates by Non-Achieve 180 and Achieve 180 Program Affiliation and Student Demographics, 2016–2017										
	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD	**97.8**	**97.0**	**99.3**	**97.7**	**99.1**	**99.3**	**97.9**	**97.4**	**97.1**	**97.3**
Non-Achieve 180	**97.8**	**97.0**	**99.3**	**97.7**	**99.2**	**99.3**	**97.3**	**97.3**	**97.0**	**97.2**
Achieve 180 Program	**97.7**	**97.0**	**99.1**	**98.1**	**98.1**	**98.4**	**100.0**	**97.6**	**97.9**	**97.7**
Tier 3	**97.1**	**96.4**	**100.0**	**97.8**	**100.0**	**96.7**	**	**97.1**	**98.2**	**96.4**
Blackshear ES	89.6	89.6		89.4			**	89.0	93.6	92.9
Dogan ES	96.7	95.8		97.1		**		97.4	98.8	89.5
Henry MS	98.9	98.4		98.9	**	100.0	**	98.9	98.2	97.2
Highland Heights ES	99.2	99.3		99.1	**	**	**	99.1	98.7	96.3
Mading ES	98.6	98.5	**	98.8	**			98.5	100.0	100.0
Wesley ES	94.0	95.2		89.7		88.9		93.9	93.3	96.7
Woodson ES	98.0	98.3	100.0	93.6	**	**	**	97.9	100.0	100.0
Tier 2	**98.5**	**98.2**	**97.8**	**98.8**	**100.0**	**100.0**	**100.0**	**98.5**	**98.1**	**98.5**
Attucks MS	99.5	100.0	**	99.1	**	**	**	99.4	98.2	98.7
Bruce ES	97.8	97.1	**	99.2	**	**		97.7	98.1	100.0
Cullen MS	96.1	96.1	**	95.3	**	**		96.1	94.3	91.9
Deady MS*	99.4	100.0	**	99.3		100.0		99.3	98.8	100.0
Foerster ES	98.1	98.7	98.0	96.7	**	**	**	98.0	98.1	100.0
Forest Brook MS	98.3	97.6		99.6	**	100.0	**	98.1	100.0	100.0
HS Ahead Acad MS^	98.5	98.8		97.9		*		99.1	95.2	100.0
Holland MS*^	99.7	100.0	**	99.5	**	100.0	**	99.6	99.2	98.9
Sugar Grove MS*	98.6	100.0	100.0	98.1	**	100.0	**	98.6	97.4	100.0
Williams MS*	99.2	99.4	**	99.0	**	**		99.4	97.7	100.0
Tier 1A (n=10)	**98.0**	**97.4**	**100.0**	**98.1**	**98.5**	**98.3**	**100.0**	**98.0**	**98.0**	**98.0**
Bonham ES	98.2	98.6	100.0	98.0	**	100.0	**	98.3	97.9	100.0
Fondren ES^	93.7	91.3	100.0	94.4	**	**	**	93.4	95.5	97.1
Gregory-Lincoln PK-8	99.3	99.4	**	100.0	87.5	91.7	100.0	99.4	100.0	97.8
Hilliard ES	97.0	96.1	**	100.0	**	100.0	**	97.2	100.0	96.7
Lawson MS	98.5	98.5	**	98.5	100.0	100.0	**	99.0	98.4	98.5
Looscan ES^	98.8	100.0		98.7	**	**		98.7	98.7	100.0
Montgomery ES^	98.5	96.9	**	99.6	**	100.0		98.4	100.0	95.6
Pugh ES	100.0	**		100.0		**	**	100.0	100.0	100.0
Stevens ES^	97.0	91.9	**	97.3	**	100.0	**	96.8	95.7	97.9
TCAH^	97.5	96.8	100.0	95.5	100.0	98.2	100.0	96.0	75.0	97.6
Tier 1B (n=14)	**97.1**	**96.0**	**100.0**	**97.7**	**94.4**	**98.4**	**100.0**	**97.0**	**97.7**	**97.4**
Codwell ES*	99.3	99.3	**	100.0	**	**		99.2	100.0	100.0
Cook ES	99.2	99.3	**	98.9		**	**	99.1	100.0	96.1
Edison MS	99.7	100.0		99.7		100.0	**	99.7	100.0	100.0
Gallegos ES	95.5	*		95.4		**		95.5	96.5	97.1
Kashmere Gardens ES	91.7	91.5	**	92.7	**	**		91.4	92.9	96.6
Key MS	96.6	96.4		96.8	**	100.0	**	96.9	93.8	93.1
Lewis ES	98.5	97.0		99.0	**	**	**	98.7	98.8	100.0
Marshall ES*^	99.4	99.6	**	99.3	**	100.0	**	99.4	99.4	100.0
Martinez C ES	93.2	88.8	**	95.8	**	**		93.2	95.4	96.7
Reagan Ed Ctr K-8*	97.1	95.6	**	97.9		88.9	**	96.9	97.1	96.6
Shearn ES*^	98.6	95.9	100.0	99.1	**	100.0		98.5	99.6	100.0
Sherman ES*^	93.4	95.8		93.0		**		93.2	92.8	93.8
Thomas MS*	97.7	96.3	**	99.4	**	**	**	97.7	98.7	98.6
Young ES	91.7	91.8		92.2	**	**	**	91.4	95.8	96.7

Sources: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated
file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot
Notes: *Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. **Results are masked for fewer than five students.

Table H-30. Promotion Rates by Non-Achieve 180 and Achieve 180 Program Affiliation and Student Demographics, 2017–2018

	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD	**97.7**	**96.9**	**99.2**	**97.6**	**98.8**	**99.3**	**98.3**	**97.3**	**97.0**	**97.0**
Non-Achieve 180	**97.8**	**97.2**	**99.2**	**97.6**	**98.9**	**99.5**	**99.3**	**97.4**	**96.9**	**96.9**
Achieve 180 Program	**97.1**	**96.3**	**98.0**	**97.7**	**98.3**	**97.5**	**95.0**	**97.0**	**97.2**	**97.6**
Tier 3	**96.9**	**96.1**	**	**	**100.0**	**95.7**	**	**96.9**	**96.7**	**98.7**
Blackshear ES	92.6	92.5		92.7		*	*	92.9	92.9	91.9
Dogan ES	98.3	100.0	**	97.8	**	**		98.6	97.6	100.0
Henry MS	99.7	100.0		99.7	**	100.0		99.7	100.0	100.0
Highland Heights ES	95.2	96.6		93.8	**	**	**	94.9	92.6	100.0
Mading ES	98.8	99.2		97.4	**			99.0	94.1	100.0
Wesley ES	97.3	97.9		94.4	**	**	**	97.2	100.0	100.0
Woodson ES	94.2	94.1	**	94.4	**	**		94.2	91.7	98.2
Tier 2	**97.8**	**96.8**	**97.2**	**98.7**	**100.0**	**100.0**	**100.0**	**97.8**	**97.7**	**97.4**
Attucks MS	94.1	93.6	**	95.3	**	**	**	93.4	94.3	90.3
Bruce ES	100.0	100.0	**	100.0	**			100.0	100.0	100.0
Cullen MS	94.6	93.4	**	100.0	**	**		94.4	95.1	92.8
Deady MS*	99.5	100.0	**	99.5	**	**	**	99.5	99.5	100.0
Foerster ES	96.7	96.5	93.9	97.6	**	**		96.4	94.8	97.1
Forest Brook MS	98.5	98.1	**	99.2	**	100.0	**	98.4	98.1	100.0
HS Ahead Acad MS^	97.3	97.0		97.6		*		97.2	100.0	100.0
Holland MS*^	99.5	100.0	**	99.3	**	100.0	**	99.4	100.0	97.6
Sugar Grove MS*	97.6	97.2	100.0	97.5	**	100.0	**	98.1	96.9	100.0
Williams MS*	98.6	98.1	**	99.0	**	100.0	**	98.4	97.6	100.0
Tier 1A (n=10)	**96.8**	**95.7**	**98.1**	**97.2**	**97.3**	**97.1**	**95.2**	**96.4**	**97.3**	**97.2**
Bonham ES	98.7	97.3	100.0	99.0	100.0	100.0	**	98.6	98.6	97.4
Fondren ES^	98.1	100.0	**	97.1	**	**	**	98.2	96.7	100.0
Gregory-Lincoln PK-8	96.3	95.3	**	97.8	100.0	100.0	100.0	95.8	94.9	97.8
Hilliard ES	91.9	92.0		91.5	**	100.0	**	91.3	95.2	94.5
Lawson MS	97.4	97.1	100.0	97.5	100.0	**	**	97.2	97.0	97.1
Looscan ES^	99.3	100.0		99.3	**	**		99.2	100.0	100.0
Montgomery ES^	96.4	97.2	**	95.8	**	100.0		96.5	95.8	100.0
Pugh ES	99.3	100.0		99.2		**	**	99.1	98.5	100.0
Stevens ES^	96.0	92.9		96.5	**	95.7	**	95.6	97.0	90.7
TCAH^	96.1	96.5	97.6	93.9	97.9	97.0	100.0	92.9	80.0	98.3
Tier 1B (n=14)	**97.0**	**96.3**	**100.0**	**97.4**	**100.0**	**100.0**	**85.7**	**97.0**	**97.1**	**97.5**
Codwell ES*	97.9	97.7	**	100.0		**		97.7	100.0	100.0
Cook ES	97.1	97.1		97.0		**	**	96.9	97.0	93.5
Edison MS	98.9	**		98.9		**		98.8	99.0	97.6
Gallegos ES	98.6	**		98.5		**		98.9	97.9	96.7
Kashmere Gardens ES	95.9	97.5	**	87.5		**		96.4	82.4	100.0
Key MS	95.9	95.0		97.0	**	100.0	**	96.0	97.1	96.5
Lewis ES	96.5	95.1		96.9	**	**	**	96.5	97.4	97.6
Marshall ES*^	98.7	98.2	**	98.9	**	100.0	**	98.6	98.9	100.0
Martinez C ES	93.3	93.2	**	93.2	**	**		93.0	91.3	96.9
Reagan Ed Ctr K-8*	97.9	97.7	**	98.0	**	100.0	**	98.0	97.5	100.0
Shearn ES*^	99.1	97.6	100.0	99.4	**	100.0		99.0	99.6	100.0
Sherman ES*^	95.1	100.0		94.5	**	**		94.8	91.8	97.0
Thomas MS*	98.7	98.2	**	99.4	**	**		98.8	100.0	100.0
Young ES	86.0	85.9		87.5	**	**	**	85.0	80.0	81.3

Source: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot

Notes: *Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. **Results are masked for fewer than five students.

Table H-31. Promotion Rates by Non-Achieve 180 and Achieve 180 Program Affiliation and Student Demographics, 2018–2019									
	All Students	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD	**98.2**	**97.4**	**99.5**	**98.2**	**99.3**	**99.4**	**98.3**	**98.0**	**98.1**	**98.3**
Non-Achieve 180	**98.3**	**97.6**	**99.5**	**98.3**	**99.3**	**99.5**	**98.6**	**98.2**	**98.1**	**98.2**
Achieve 180 Program	**97.5**	**96.8**	**98.4**	**98.0**	**98.7**	**98.4**	**97.4**	**97.5**	**98.1**	**98.6**
Tier 3	**96.9**	**95.2**	**	**98.7**	**93.8**	**100.0**	*	**96.9**	**99.7**	**98.0**
Blackshear ES	93.7	92.6		100.0	**	**		93.2	100.0	96.7
Dogan ES	97.9	95.5		98.9	**	**		98.0	100.0	96.2
Henry MS	99.0	100.0		98.9	**	100.0	**	99.5	100.0	100.0
Highland Heights ES	99.1	100.0		98.3	**	**		98.9	99.2	100.0
Mading ES	98.4	97.9		100.0	**			98.2	100.0	95.0
Wesley ES	96.1	95.4		100.0	**	100.0	**	96.3	100.0	100.0
Woodson ES	92.5	92.1	**	93.4	100.0	100.0		92.9	95.8	94.3
Tier 2	**97.8**	**97.9**	**96.2**	**97.8**	**100.0**	**100.0**	**85.7**	**97.9**	**97.0**	**99.0**
Attucks MS	97.2	96.7	**	98.8	**	**	**	96.8	97.8	98.5
Bruce ES	99.4	99.2	**	100.0				99.4	100.0	100.0
Cullen MS	97.0	97.6	**	94.0		**		98.1	94.1	98.1
Deady MS*	97.8	100.0	**	97.8	**	**	**	97.7	96.7	98.4
Foerster ES	96.7	97.2	93.8	95.6	**	100.0		96.6	95.2	100.0
Forest Brook MS	98.6	98.4	**	99.2	**	100.0	**	98.6	98.3	100.0
HS Ahead Acad MS^	96.6	95.8		97.6		**		96.4	96.2	100.0
Holland MS*^	99.4	100.0	**	99.3	**	100.0		99.3	98.2	100.0
Sugar Grove MS*	96.1	97.3	100.0	95.6	**	100.0	**	97.1	95.7	96.6
Williams MS*	98.6	98.4	**	98.6	**	**	**	98.3	99.0	100.0
Tier 1A (n=10)	**98.1**	**97.5**	**99.0**	**98.2**	**99.1**	**98.7**	**100.0**	**98.0**	**98.1**	**99.0**
Bonham ES	98.6	100.0	**	98.1	100.0	**		98.9	98.4	97.1
Fondren ES^	99.6	98.5	**	100.0		**		100.0	100.0	100.0
Gregory-Lincoln PK-8	99.5	99.4	100.0	99.5	100.0	100.0	**	99.6	98.9	100.0
Hilliard ES	94.1	93.2		96.6		**	**	95.3	92.9	100.0
Lawson MS	98.9	98.5	**	99.1	**	**	**	98.8	98.8	99.2
Looscan ES^	96.1	90.0		96.3	**	**		95.5	95.8	100.0
Montgomery ES^	96.4	95.0	**	97.4	**		**	96.3	98.0	100.0
Pugh ES	97.2	**		97.2		**	**	96.5	95.5	100.0
Stevens ES^	98.7	100.0	**	98.7	**	95.0		99.0	99.1	96.3
TCAH^	98.3	98.0	98.8	97.4	98.8	98.7	100.0	96.7	96.8	98.4
Tier 1B (n=14)	**97.1**	**96.2**	**100.0**	**97.7**	**100.0**	**93.8**	**100.0**	**97.2**	**98.2**	**98.1**
Codwell ES*	99.0	98.9		100.0		**	**	98.8	100.0	100.0
Cook ES	90.4	90.0	**	91.5	**	60.0	**	90.8	94.6	97.4
Edison MS	99.5	100.0		99.5		**		99.4	100.0	100.0
Gallegos ES	98.4	**		98.4		**		99.2	100.0	100.0
Kashmere Gardens ES	97.8	97.3		100.0				97.6	100.0	100.0
Key MS	95.8	94.8		96.9	**	100.0		96.1	97.3	96.7
Lewis ES	99.0	99.4		98.9	100.0	**	**	99.1	99.0	100.0
Marshall ES*^	97.6	98.2	**	97.4		87.5		97.5	97.4	100.0
Martinez C ES	94.5	92.7	**	95.6		**	**	93.8	96.4	92.6
Reagan Ed Ctr K-8*	97.8	97.0	**	98.3	**	91.7	**	97.8	98.1	100.0
Shearn ES*^	99.1	100.0	100.0	98.8	**	100.0	**	99.0	98.5	93.3
Sherman ES*^	96.0	97.2		95.7	**	100.0	**	96.2	96.7	100.0
Thomas MS*	97.8	97.6	**	97.7	**	100.0		97.6	98.4	96.2
Young ES	94.3	94.3		92.3	**	**	**	94.3	100.0	87.5

Source: PEIMS 400 Record, "Rec 400_Basic Attendance 2017-18_092518"; PEIMS ADA unduplicated file, "PEIMS1718ada_rc=228329 w phc lep instruct set"; 2018 PEIMS Fall Snapshot.

Notes: *Achieve 180 Program participant in 2018–2019. ^Not a TSL Grant participant. **Results are masked for fewer than five students.

Table H-32. HISD Four-Year Graduation Rates by Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017 and Class of 2018

Group	Class of 2017					
	In Class (N)	Graduated (N)	Graduated (%)	Graduated with Plan (N)	Recommended or Higher (N)	Recommended or Higher (%)
HISD	**12,310**	**9,940**	**80.7**	**9,940**	**8,645**	**87.0**
Non-Achieve 180	**8,522**	**7,427**	**87.2**	**7,427**	**6,541**	**88.1**
Achieve 180 Program	**3,788**	**2,513**	**66.3**	**2,513**	**2,104**	**83.7**
Tier 3	**920**	**641**	**69.7**	**641**	**527**	**82.2**
Kashmere HS	124	84	67.7	84	66	78.6
North Forest HS	216	166	76.9	166	152	91.6
Washington HS	189	141	74.6	141	109	77.3
Wheatley HS	174	122	70.1	122	101	82.8
Worthing HS	217	128	59.0	128	99	77.3
Tier 2	**638**	**461**	**72.3**	**461**	**368**	**79.8**
Madison HS	412	296	71.8	296	234	79.1
Yates HS	226	165	73.0	165	134	81.2
Tier 1A	**1,311**	**642**	**49.0**	**642**	**539**	**84.0**
Liberty HS	158	3	1.9	3	*	*
Sharpstown HS	295	224	75.9	224	198	88.4
TCAH^	858	415	48.4	415	338	81.4
Tier 1B	**919**	**769**	**83.7**	**769**	**670**	**87.1**
Milby HS	445	367	82.5	367	299	81.5
Westbury HS	474	402	84.8	402	371	92.3
	Class of 2018					
	In Class (N)	Graduated (N)	Graduated (%)	Graduated with Plan (N)	Recommended or Higher (N)	Recommended or Higher (%)
HISD	**12,889**	**10,430**	**80.9**	**10,257**	**9,520**	**92.8**
Non-Achieve 180	**8,992**	**7,844**	**87.2**	**7,731**	**7,173**	**92.8**
Achieve 180 Program	**3,897**	**2,586**	**66.4**	**2,526**	**2,347**	**92.9**
Tier 3	**1,019**	**700**	**68.7**	**657**	**641**	**97.6**
Kashmere HS	137	92	67.2	88	87	98.9
North Forest HS	239	186	77.8	178	170	95.5
Washington HS	175	113	64.6	101	99	98.0
Wheatley HS	228	151	66.2	139	136	97.8
Worthing HS	240	158	65.8	151	149	98.7
Tier 2	**619**	**430**	**69.5**	**419**	**378**	**90.2**
Madison HS	399	285	71.4	280	246	87.9
Yates HS	220	145	65.9	139	132	95.0
Tier 1A	**1,410**	**768**	**54.5**	**762**	**728**	**95.5**
Liberty HS	126	2	1.6	2	*	*
Sharpstown HS	386	283	73.3	277	255	92.1
TCAH^	898	483	53.8	483	471	97.5
Tier 1B	**849**	**688**	**81.0**	**688**	**600**	**87.2**
Milby HS	304	235	77.3	235	194	82.6
Westbury HS	545	453	83.1	453	406	89.6

Sources: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Four-Year Longitudinal Summary Report, June 6, 2019

Notes: Recommended or Higher rates exclude students without a graduation plan/program; ^Not a TSL Grant participant. *Results are masked for fewer than five students.

Table H-33. HISD Five-Year Graduation Rates by Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2016 and Class of 2017

Groups	Class of 2016					
	In Class (N)	Graduated (N)	Graduated (%)	Graduated with Plan (N)	Recommended or Higher (N)	Recommended or Higher (%)
HISD	**11,750**	**9,912**	**84.4**	**9904**	**8,244**	**83.2**
Non-Achieve 180	**8,288**	**7,355**	**88.7**	**7349**	**6,267**	**85.3**
Achieve 180 Program	**3,462**	**2,557**	**73.9**	**2555**	**1,977**	**77.4**
Tier 3	**859**	**663**	**77.2**	**661**	**429**	**64.9**
Kashmere HS	129	96	74.4	95	74	77.9
North Forest HS	—	—	—	—	—	—
Washington HS	156	124	79.5	124	84	67.7
Wheatley HS	183	134	73.2	134	59	44.0
Worthing HS	167	120	71.9	120	75	62.5
Tier 2	**692**	**542**	**78.3**	**542**	**427**	**78.8**
Madison HS	442	350	79.2	350	272	77.7
Yates HS	250	192	76.8	192	155	80.7
Tier 1A	**1,058**	**644**	**60.9**	**644**	**508**	**78.9**
Liberty HS	120	9	7.5	9	9	100.0
Sharpstown HS	279	250	89.6	250	217	86.8
TCAH^	659	385	58.4	385	282	73.2
Tier 1B	**853**	**708**	**83.0**	**708**	**613**	**86.6**
Milby HS	390	323	82.8	323	282	87.3
Westbury HS	463	385	83.2	385	331	86.0
	Class of 2017					
	In Class (N)	Graduated (N)	Graduated (%)	Graduated with Plan (N)	Recommended or Higher (N)	Recommended or Higher (%)
HISD	**12,204**	**10,301**	**84.4**	**10301**	**8,819**	**85.6**
Non-Achieve 180	**8,499**	**7,595**	**89.4**	**7595**	**6,621**	**87.2**
Achieve 180 Program	**3,705**	**2,706**	**73.0**	**2706**	**2,198**	**81.2**
Tier 3	**912**	**674**	**73.9**	**674**	**542**	**80.4**
Kashmere HS	120	88	73.3	88	68	77.3
North Forest HS	214	169	79.0	169	155	91.7
Washington HS	188	153	81.4	153	111	72.5
Wheatley HS	176	128	72.7	128	105	82.0
Worthing HS	214	136	63.6	136	103	75.7
Tier 2	**627**	**485**	**77.4**	**485**	**378**	**77.9**
Madison HS	407	313	76.9	313	243	77.6
Yates HS	220	172	78.2	172	135	78.5
Tier 1A	**1,253**	**754**	**60.2**	**754**	**598**	**79.3**
Liberty HS	138	15	10.9	15	15	100.0
Sharpstown HS	286	235	82.2	235	203	86.4
TCAH^	829	504	60.8	504	380	75.4
Tier 1B	**913**	**793**	**86.9**	**793**	**680**	**85.8**
Milby HS	438	375	85.6	375	301	80.3
Westbury HS	475	418	88.0	418	379	90.7

Source: TEA Confidential Class of 2016 Five-Year Longitudinal Summary Report, updated on August 6, 2018; TEA Confidential Class of 2017 Five-Year Longitudinal Summary Report, updated on June 6, 2019

Notes: Recommended or higher rates exclude students without a graduation plan/program; –Class of 2016 graduation rate is not calculated for North Forest HS because it did not meet criteria for calculating rates, but students are included in district-level rates. ^Not a TSL Grant participant.

Table H-34. HISD Four-Year Graduation Rates by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017

	African American						Native American					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	3,048	2,472	81.1	2,472	2,051	83.0	34	22	64.7	22	19	86.4
Non-Achieve 180	1,715	1,480	86.3	1,480	1,225	82.8	18	15	83.3	15	13	86.7
Achieve 180 Program	1,333	992	74.4	992	826	83.3	16	7	43.8	7	6	85.7
Tier 3	601	436	72.5	436	359	82.3	2	*	*	*	*	*
Kashmere HS	80	57	71.3	57	46	80.7	0	0	0.0	0	0	0.0
North Forest HS	135	102	75.6	102	92	90.2	0	0	0.0	0	0	0.0
Washington HS	109	91	83.5	91	69	75.8	1	*	*	*	*	*
Wheatley HS	94	76	80.9	76	66	86.8	1	*	*	*	*	*
Worthing HS	183	110	60.1	110	86	78.2	0	0	0.0	0	0	0.0
Tier 2	372	281	75.5	281	221	78.6	3	*	*	*	*	*
Madison HS	167	132	79.0	132	99	75.0	3	*	*	*	*	*
Yates HS	205	149	72.7	149	122	81.9	0	0	0.0	0	0	0.0
Tier 1A	145	83	57.2	83	72	86.7	9	3	33.3	3	*	*
Liberty HS	7	0	0.0	0	0	0.0	1	*	*	*	*	*
Sharpstown HS	73	58	79.5	58	53	91.4	0	0	0.0	0	0	0.0
TCAH^	65	25	38.5	25	19	76.0	8	3	37.5	3	*	*
Tier 1B	215	192	89.3	192	174	90.6	2	*	*	*	*	*
Milby HS	30	29	96.7	29	27	93.1	0	0	0.0	0	0	0.0
Westbury HS	185	163	88.1	163	147	90.2	2	*	*	*	*	*
	Asian/Pacific Islander						Hispanic					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	493	449	91.1	449	437	97.3	7,273	5,845	80.4	5,845	5,095	87.2
Non-Achieve 180	429	409	95.3	409	399	97.6	5,452	4,679	85.8	4,679	4,118	88.0
Achieve 180 Program	64	40	62.5	40	38	95.0	1,821	1,166	64.0	1,166	977	83.8
Tier 3	6	4	66.7	4	*	*	295	186	63.1	186	151	81.2
Kashmere HS	1	*	*	*	*	*	39	22	56.4	22	15	68.2
North Forest HS	1	*	*	*	*	*	75	59	78.7	59	56	94.9
Washington HS	1	*	*	*	*	*	75	45	60.0	45	35	77.8
Wheatley HS	1	*	*	*	*	*	78	46	59.0	46	35	76.1
Worthing HS	2	*	*	*	*	*	28	14	50.0	14	10	71.4
Tier 2	1	*	*	*	*	*	257	176	68.5	176	143	81.3
Madison HS	1	*	*	*	*	*	238	162	68.1	162	133	82.1
Yates HS	0	0	0.0	0	0	0.0	19	14	73.7	14	10	71.4
Tier 1A	35	19	54.3	19	18	94.7	604	255	42.2	255	212	83.1
Liberty HS	5	0	0.0	0	0	0.0	139	2	1.4	2	2	*
Sharpstown HS	5	3	60.0	3	*	*	210	159	75.7	159	138	86.8
TCAH^	25	16	64.0	16	15	93.8	255	94	36.9	94	72	76.6
Tier 1B	22	16	72.7	16	15	93.8	665	549	82.6	549	471	85.8
Milby HS	1	*	*	*	*	*	411	334	81.3	334	270	80.8
Westbury HS	21	15	71.4	15	14	93.3	254	215	84.6	215	201	93.5

Table H-34. HISD Four-Year Graduation Rates by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017 (Continued)

	White					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	**1,357**	**1,068**	**78.7**	**1,068**	**966**	**90.4**
Non-Achieve 180▯	**843**	**785**	**93.1**	**785**	**732**	**93.2**
Achieve 180 Program	**514**	**283**	**55.1**	**283**	**234**	**82.7**
Tier 3	**9**	**7**	**77.8**	**7**	**5**	**71.4**
Kashmere HS	2	*	*	*	*	*
North Forest HS	4	*	*	*	*	*
Washington HS	1	*	*	*	*	*
Wheatley HS	0	0	0.0	0	0	0.0
Worthing HS	2	*	*	*	*	*
Tier 2	**3**	*	*	*	*	*
Madison HS	2	*	*	*	*	*
Yates HS	1	*	*	*	*	*
Tier 1A	**488**	**266**	**54.5**	**266**	**221**	**83.1**
Liberty HS	6	1	16.7	1	*	*
Sharpstown HS	5	4	80.0	4	*	*
TCAH^	477	261	54.7	261	216	82.8
Tier 1B	**14**	**9**	**64.3**	**9**	**7**	**77.8**
Milby HS	3	*	*	*	*	*
Westbury HS	11	6	54.5	6	6	100.0
	Two or More Races/Ethnicities					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	**105**	**84**	**80.0**	**84**	**77**	**91.7**
Non-Achieve 180▯	**65**	**59**	**90.8**	**59**	**54**	**91.5**
Achieve 180 Program	**40**	**25**	**62.5**	**25**	**23**	**92.0**
Tier 3	**7**	**7**	**100.0**	**7**	**7**	**100.0**
Kashmere HS	2	*	*	*	*	*
North Forest HS	1	*	*	*	*	*
Washington HS	2	*	*	*	*	*
Wheatley HS	0	0	0.0	0	0	0.0
Worthing HS	2	*	*	*	*	*
Tier 2	**2**	*	*	*	*	*
Madison HS	1	*	*	*	*	*
Yates HS	1	*	*	*	*	*
Tier 1A	**30**	**16**	**53.3**	**16**	**14**	**87.5**
Liberty HS	0	0	0.0	0	0	0.0
Sharpstown HS	2	*	*	*	*	*
TCAH^	28	16	57.1	16	14	87.5
Tier 1B	**1**	*	*	*	*	*
Milby HS	0	0	0.0	0	0	0.0
Westbury HS	1	*	*	*	*	*

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018
Notes: Grads means Graduates. Recommended or Higher rates exclude students without a graduation plan/program.
^Not a TSL Grant participant. *Results are masked for fewer than five students.

Table H-35. HISD Four-Year Graduation Rates by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017

	Economic Disadvantage						English Learners (EL)					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	8,527	6,902	80.9	6,902	5,963	86.4	1,805	1,085	60.1	1,085	876	80.7
Non-Achieve 180☐	5,898	5,109	86.6	5,109	4,460	87.3	1,153	772	67.0	772	628	81.3
Achieve 180 Program	2,629	1,793	68.2	1,793	1,503	83.8	652	313	48.0	313	248	79.2
Tier 3	691	493	71.3	493	404	81.9	95	54	56.8	54	41	75.9
Kashmere HS	110	78	70.9	78	60	76.9	14	6	42.9	6	3	50.0
North Forest HS	157	123	78.3	123	112	91.1	29	21	72.4	21	20	95.2
Washington HS	137	109	79.6	109	85	78.0	17	9	52.9	9	6	66.7
Wheatley HS	125	88	70.4	88	74	84.1	29	15	51.7	15	11	73.3
Worthing HS	162	95	58.6	95	73	76.8	6	3	50.0	3	*	*
Tier 2	434	316	72.8	316	255	80.7	84	48	57.1	48	35	72.9
Madison HS	298	220	73.8	220	173	78.6	75	44	58.7	44	31	70.5
Yates HS	136	96	70.6	96	82	85.4	9	4	44.4	4	*	*
Tier 1A	733	327	44.6	327	275	84.1	281	83	29.5	83	76	91.6
Liberty HS	140	3	2.1	3	*	*	153	3	2.0	3	*	*
Sharpstown HS	272	208	76.5	208	184	88.5	114	76	66.7	76	71	93.4
TCAH^	321	116	36.1	116	88	75.9	14	4	28.6	4	*	*
Tier 1B	771	657	85.2	657	569	86.6	192	128	66.7	128	96	75.0
Milby HS	384	323	84.1	323	261	80.8	98	67	68.4	67	44	65.7
Westbury HS	387	334	86.3	334	308	92.2	94	61	64.9	61	52	85.2

	Student with Disability (SWD)					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	932	656	70.4	656	196	29.9
Non-Achieve 180☐	574	427	74.4	427	123	28.8
Achieve 180 Program	358	229	64.0	229	73	31.9
Tier 3	124	82	66.1	82	17	20.7
Kashmere HS	30	18	60.0	18	4	22.2
North Forest HS	22	18	81.8	18	5	27.8
Washington HS	23	14	60.9	14	2	14.3
Wheatley HS	24	19	79.2	19	4	21.1
Worthing HS	25	13	52.0	13	2	15.4
Tier 2	104	64	61.5	64	22	34.4
Madison HS	63	35	55.6	35	12	34.3
Yates HS	41	29	70.7	29	10	34.5
Tier 1A	46	22	47.8	22	14	63.6
Liberty HS	2	*	*	*	*	*
Sharpstown HS	25	16	64.0	16	10	62.5
TCAH^	19	6	31.6	6	4	66.7
Tier 1B	84	61	72.6	61	20	32.8
Milby HS	38	25	65.8	25	6	24.0
Westbury HS	46	36	78.3	36	14	38.9

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018

Notes: Grads means Graduates. Recommended or Higher rates exclude students without a graduation plan/program. ^Not a TSL Grant participant. *Results are masked for fewer than five students.

Table H-36. HISD Four-Year Graduation Rates by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2018

	African American						Native American					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	3,140	2,519	80.2	2,459	2,263	92.0	38	26	68.4	25	23	92.0
Non-Achieve 180▯	1,724	1,491	86.5	1,470	1,331	90.5	21	17	81.0	17	16	94.1
Achieve 180 Program	1,416	1,028	72.6	989	932	94.2	17	9	52.9	8	7	87.5
Tier 3	**670**	**491**	**73.3**	**463**	**453**	**97.8**	**2**	*****	*****	*****	*****	*****
Kashmere HS	95	68	71.6	66	65	98.5	2	*	*	*	*	*
North Forest HS	158	120	75.9	115	110	95.7	0	0	0.0	0	0	0.0
Washington HS	98	70	71.4	62	61	98.4	0	0	0.0	0	0	0.0
Wheatley HS	112	93	83.0	87	85	97.7	0	0	0.0	0	0	0.0
Worthing HS	207	140	67.6	133	132	99.2	0	0	0.0	0	0	0.0
Tier 2	**365**	**260**	**71.2**	**250**	**232**	**92.8**	**3**	*****	*****	*****	*****	*****
Madison HS	170	129	75.9	125	112	89.6	2	*	*	*	*	*
Yates HS	195	131	67.2	125	120	96.0	1	*	*	*	*	*
Tier 1A	**177**	**97**	**54.8**	**96**	**90**	**93.8**	**10**	**5**	**50.0**	**4**	*****	*****
Liberty HS	7	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Sharpstown HS	73	53	72.6	52	50	96.2	2	*	*	*	*	*
TCAH^	97	44	45.4	44	40	90.9	8	3	37.5	3	*	*
Tier 1B	**204**	**180**	**88.2**	**180**	**157**	**87.2**	**2**	*****	*****	*****	*****	*****
Milby HS	21	19	90.5	19	15	78.9	1	*	*	*	*	*
Westbury HS	183	161	88.0	161	142	88.2	1	*	*	*	*	*
	Asian & Pacific Islander						Hispanic					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	526	490	93.2	490	481	98.2	7,719	6,237	80.8	6,132	5,658	92.3
Non-Achieve 180▯	461	441	95.7	441	434	98.4	5,865	5,053	86.2	4,968	4,610	92.8
Achieve 180 Program	65	49	75.4	49	47	95.9	1,854	1,184	63.9	1,164	1,048	90.0
Tier 3	**2**	*****	*****	*****	*****	*****	**336**	**203**	**60.4**	**188**	**182**	**96.8**
Kashmere HS	0	0	0.0	0	0	0.0	40	23	57.5	21	21	100.0
North Forest HS	0	0	0.0	0	0	0.0	81	66	81.5	63	60	95.2
Washington HS	1	*	*	*	*	*	72	41	56.9	37	36	97.3
Wheatley HS	0	0	0.0	0	0	0.0	112	57	50.9	51	50	98.0
Worthing HS	1	*	*	*	*	*	31	16	51.6	16	15	93.8
Tier 2	**3**	*****	*****	*****	*****	*****	**243**	**164**	**67.5**	**163**	**141**	**86.5**
Madison HS	3	*	*	*	*	*	220	150	68.2	149	129	86.6
Yates HS	0	0	0.0	0	0	0.0	23	14	60.9	14	12	85.7
Tier 1A	**40**	**30**	**75.0**	**30**	**30**	**100.0**	**673**	**342**	**50.8**	**338**	**313**	**92.6**
Liberty HS	1	*	*	*	*	*	113	2	1.8	2	*	*
Sharpstown HS	11	9	81.8	9	9	100.0	286	210	73.4	206	187	90.8
TCAH^	28	21	75.0	21	21	100.0	274	130	47.4	130	124	95.4
Tier 1B	**20**	**15**	**75.0**	**15**	**14**	**93.3**	**602**	**475**	**78.9**	**475**	**412**	**86.7**
Milby HS	3	*	*	*	*	*	277	213	76.9	213	176	82.6
Westbury HS	17	13	76.5	13	12	92.3	325	262	80.6	262	236	90.1

Table H-36. HISD Four-Year Graduation Rates by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2018 (Continued)						
	White					
	In Class (N)	**Grads (N)**	**Grads (%)**	**Grads with Plan (N)**	**Graduated Recommended or Higher (N)**	**Graduated Recommended or Higher (%)**
HISD	1,352	1,064	78.7	1,057	1,009	95.5
Non-Achieve 180□	848	775	91.4	768	723	94.1
Achieve 180 Program	504	289	57.3	289	286	99.0
Tier 3	**5**	**1**	**20.0**	**1**	*****	*****
Kashmere HS	0	0	0.0	0	0	0.0
North Forest HS	0	0	0.0	0	0	0.0
Washington HS	3	*	*	*	*	*
Wheatley HS	2	*	*	*	*	*
Worthing HS	0	0	0.0	0	0	0.0
Tier 2	**4**	*****	*****	*****	*****	*****
Madison HS	3	*	*	*	*	*
Yates HS	1	*	*	*	*	*
Tier 1A	**478**	**275**	**57.5**	**275**	**272**	**98.9**
Liberty HS	5	0	0.0	0	0	0.0
Sharpstown HS	13	8	61.5	8	7	87.5
TCAH^	460	267	58.0	267	265	99.3
Tier 1B	**17**	**12**	**70.6**	**12**	**12**	**100.0**
Milby HS	2	*	*	*	*	*
Westbury HS	15	12	80.0	12	12	100.0
	Two or More Races/Ethnicities					
	In Class (N)	**Grads (N)**	**Grads (%)**	**Grads with Plan (N)**	**Graduated Recommended or Higher (N)**	**Graduated Recommended or Higher (%)**
HISD	114	94	82.5	94	86	91.5
Non-Achieve 180□	73	67	91.8	67	59	88.1
Achieve 180 Program	41	27	65.9	27	27	100.0
Tier 3	**4**	*****	*****	*****	*****	*****
Kashmere HS	0	0	0.0	0	0	0.0
North Forest HS	0	0	0.0	0	0	0.0
Washington HS	1	*	*	*	*	*
Wheatley HS	2	*	*	*	*	*
Worthing HS	1	*	*	*	*	*
Tier 2	**1**	*****	*****	*****	*****	*****
Madison HS	1	*	*	*	*	*
Yates HS	0	0	0.0	0	0	0.0
Tier 1A	**32**	**19**	**59.4**	**19**	**19**	**100.0**
Liberty HS	0	0	0.0	0	0	0.0
Sharpstown HS	1	*	*	*	*	*
TCAH^	31	18	58.1	18	18	100.0
Tier 1B	**4**	*****	*****	*****	*****	*****
Milby HS	0	0	0.0	0	0	0.0
Westbury HS	4	*	*	*	*	*

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 6, 2019
Notes: Grads means Graduates. Recommended or Higher rates exclude students without a graduation plan/program.
^Not a TSL Grant participant. *Results are masked for fewer than five students.

Table H-37. HISD Four-Year Graduation Rates by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2018

	Economic Disadvantage						English Learners (EL)					
	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)	In Class (N)	Grads (N)	Grads (%)	Grads with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	9,340	7,556	80.9	7,413	6,853	92.4	2,002	1,223	61.1	1,186	1,028	86.7
Non-Achieve 180☐	6,507	5,633	86.6	5,540	5,116	92.3	1,278	874	68.4	846	737	87.1
Achieve 180 Program	2,833	1,923	67.9	1,873	1,737	92.7	724	349	48.2	340	291	85.6
Tier 3	855	621	72.6	585	569	97.3	110	53	48.2	45	43	95.6
Kashmere HS	129	90	69.8	86	85	98.8	14	7	50.0	7	7	100.0
North Forest HS	209	175	83.7	167	159	95.2	22	14	63.6	11	10	90.9
Washington HS	140	93	66.4	84	82	97.6	17	6	35.3	4	*	*
Wheatley HS	170	120	70.6	112	109	97.3	42	20	47.6	17	17	100.0
Worthing HS	207	143	69.1	136	134	98.5	15	6	40.0	6	5	83.3
Tier 2	479	344	71.8	335	310	92.5	79	47	59.5	47	34	72.3
Madison HS	300	220	73.3	216	197	91.2	72	42	58.3	42	30	71.4
Yates HS	179	124	69.3	119	113	95.0	7	5	71.4	5	4	80.0
Tier 1A	815	403	49.4	398	375	94.2	313	111	35.5	110	98	89.1
Liberty HS	110	2	1.8	2	*	*	124	2	1.6	2	*	*
Sharpstown HS	359	267	74.4	262	244	93.1	161	101	62.7	100	88	88.0
TCAH^	346	134	38.7	134	129	96.3	28	8	28.6	8	8	100.0
Tier 1B	684	555	81.1	555	483	87.0	222	138	62.2	138	116	84.1
Milby HS	260	203	78.1	203	165	81.3	71	42	59.2	42	32	76.2
Westbury HS	424	352	83.0	352	318	90.3	151	96	63.6	96	84	87.5

	Student with Disability (SWD)					
	In Class (N)	Graduated (N)	Graduated (%)	Graduated with Plan (N)	Graduated Recommended or Higher (N)	Graduated Recommended or Higher (%)
HISD	962	669	69.5	498	299	60.0
Non-Achieve 180☐	612	452	73.9	341	199	58.4
Achieve 180 Program	350	217	62.0	157	100	63.7
Tier 3	143	81	56.6	38	33	86.8
Kashmere HS	20	9	45.0	5	4	80.0
North Forest HS	26	17	65.4	9	5	55.6
Washington HS	27	16	59.3	4	*	*
Wheatley HS	36	22	61.1	10	10	100.0
Worthing HS	34	17	50.0	10	10	100.0
Tier 2	68	30	44.1	19	10	52.6
Madison HS	35	18	51.4	13	6	46.2
Yates HS	33	12	36.4	6	4	66.7
Tier 1A	58	43	74.1	37	34	91.9
Liberty HS	0	0	0.0	0	0	0.0
Sharpstown HS	29	25	86.2	19	16	84.2
TCAH^	29	18	62.1	18	18	100.0
Tier 1B	81	63	77.8	63	23	36.5
Milby HS	37	29	78.4	29	11	37.9
Westbury HS	44	34	77.3	34	12	35.3

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 6, 2019
Notes: Grads means Graduates. Recommended or Higher rates exclude students without a graduation plan/program. ^Not a TSL Grant participant. *Results are masked for fewer than five students.

Table H-38. HISD Graduates' College Enrollment Rates Into Four-Year and Two-Year Colleges by Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2017 and Class of 2018

Group	Class of 2017							Class of 2018							%Point Change		
	Graduates	College Enrollees	College Enrollees	Four-Year College Enrollees	Four-Year College Enrollees	Two-Year College Enrollees	Two-Year College Enrollees	Graduates	College Enrollees	College Enrollees	Four-Year College Enrollees	Four-Year College Enrollees	Two-Year College Enrollees	Two-Year College Enrollees	Class of 2017 to Class of 2018 College Enrollees	Four-Year Enrollees Class of 2017 to Class of 2018	Two-Year Enrollees Class of 2017 to Class of 2019
	(N)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(N)	(%)	(N)	(%)	(N)	(%)	(%Point)	(%Point)	(%Point)
HISD	10,561	5,928	56	3,417	32	2511	24	11,025	6,160	56	3,621	33	2,539	23	0	1	-1
Non-Achieve 180	7,575	4,681	62	2,835	37	1846	24	8,107	4,948	61	3,000	37	1,948	24	-1	0	0
Achieve 180 Program	2,778	1,208	43	567	20	641	23	2,918	1,212	42	621	21	591	20	-1	1	-3
Tier 3	671	242	36	137	20	105	16	763	280	37	177	23	103	13	1	3	-3
Kashmere HS	87	29	33	19	22	10	11	98	288	29	17	17	11	11	-4	-5	0
North Forest HS	169	55	33	25	15	30	18	191	80	42	43	23	37	19	9	8	1
Washington HS	151	65	43	42	28	23	15	135	49	36	35	26	14	10	-7	-2	-5
Wheatley HS	127	44	35	22	17	22	17	160	60	38	39	24	21	13	3	7	-4
Worthing HS	137	49	36	29	21	20	15	179	63	35	43	24	20	11	-1	3	-4
Tier 2	493	201	41	104	21	97	20	464	200	43	123	27	77	17	2	6	-3
Madison HS	316	127	40	54	17	73	23	308	120	39	62	20	58	19	-1	3	-4
Yates HS	177	74	42	50	28	24	14	156	80	51	61	39	19	12	9	11	-2
Tier 1A	779	355	46	142	18	213	27	947	396	42	171	18	225	24	-4	0	-3
Liberty HS	54	11	20	1	2	10	19	67	20	30	7	10	13	19	10	8	0
Sharpstown HS	236	101	43	48	20	53	22	308	122	40	65	21	57	19	-3	1	-3
TCAH^	489	243	50	93	19	150	31	572	254	44	99	17	155	27	-6	-2	-4
Tier 1B	835	410	49	184	22	226	27	744	336	45	150	20	186	25	-4	-2	-2
Milby HS	391	217	55	79	20	138	35	256	125	49	48	19	77	30	-6	-1	-5
Westbury HS	444	193	43	105	24	88	20	488	211	43	102	21	109	22	0	-3	2

Source: National Student Clearinghouse Data File, August 20, 2019 Effective Date, Table D.
Note: Includes graduates in each cohort and their enrollment into college within one year of high school completion.
  ^Not a TSL Grant participant.

Appendix I: Pillar VI – Family and Community Empowerment

Table I-1. Number of HISD Family Friendly School Certifications by Participating Non- Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019		Certifications					Eligible Schools
		Bronze	Silver	Gold	Platinum	Total	
HISD	**2016–2017**	**4**	**7**	**48**	**N/A**	**59**	**287**
	2017–2018	**3**	**2**	**117**	**N/A**	**122**	**282**
	2018–2019	**4**	**1**	**65**	**78**	**148**	**279**
Non-Achieve 180	2016–2017	2	3	37	N/A	42	235
	2017–2018	2	0	74	N/A	76	230
	2018–2019	2	0	45	49	96	227
Achieve 180 Program	2016–2017	2	4	11	N/A	17	52
	2017–2018	1	2	43	N/A	46	52
	2018–2019	2	1	20	29	52	52

Source: HISD Family and Community Empowerment Department (FACE), 2018–2019
Note: Texas Connections (TCAH), a virtual school, was not eligible to participate. The Platinum certification was added in 2018–2019.

Table I-2. Family Friendly Schools Designations of Participating Achieve 180 Program Schools, 2016–2017, 2017–2018, and 2018–2019							
	2016–2017	2017–2018	2018–2019		2016–2017	2017–2018	2018–2019
Tier 3 (N=12)				**Tier 1A (continued)**			
Blackshear ES		Gold	Platinum	Lawson MS	Gold	Gold	Gold
Dogan ES		Gold	Platinum	Liberty HS		Bronze	Gold
Henry MS	Gold	Gold	Platinum	Looscan ES^		Gold	Platinum
Highland Heights ES		Gold	Gold	Montgomery ES^	Gold	Gold	Platinum
Kashmere HS		Silver	Gold	Pugh ES		Gold	Platinum
Mading ES		Gold	Platinum	Sharpstown HS		Gold	Gold
North Forest HS		Gold	Gold	Stevens ES^	Gold	Gold	Platinum
Washington HS		Gold	Platinum	TCAH^	-	-	-
Wesley ES		Gold	Platinum	**Tier 1B (N=17)**			
Wheatley HS		Gold	Platinum	Bellfort ECC	Gold	Gold	Platinum
Woodson K-8	Silver	Gold	Gold	Codwell ES*	Gold	Gold	Gold
Worthing HS		Gold	Gold	Cook ES		Gold	Platinum
Tier 2 (N=12)				Edison MS		Gold	Platinum
Attucks MS		Gold	Gold	Gallegos ES		Gold	Platinum
Bruce ES		Gold	Platinum	Kashmere Gardens ES	Silver	Gold	Platinum
Cullen MS		Gold	Gold	Key MS		Silver	Gold
Deady MS*	Gold	Gold	Gold	Lewis ES		Gold	Platinum
Foerster ES		Gold	Gold	Marshall ES*^	Silver	Gold	Platinum
Forest Brook MS	Bronze	Gold	Platinum	Martinez, C. ES		Gold	Platinum
HS Ahead MS^		Gold	Platinum	Milby HS		Gold	Platinum
Holland MS*^			Gold	Reagan Ed. Ctr. K-8*			Gold
Madison HS	Gold	Gold	Gold	Shearn ES*^			Bronze
Sugar Grove MS*	Silver		Gold	Sherman ES*^			Gold
Williams MS*	Gold	Gold	Platinum	Thomas MS*	Bronze		Bronze
Yates HS		Gold	Platinum	Westbury HS	Gold	Gold	Platinum
Tier 1A (N=11)				Young ES		Gold	Silver
Bonham ES	Gold	Gold	Platinum				
Fondren ES^		Gold	Gold				
Gregory-Lincoln K-8		Gold	Platinum				
Hilliard ES		Gold	Platinum				

Source: HISD Family and Community Empowerment Department (FACE), 2018–2019
Note: Texas Connections (TCAH), a Tier 1A virtual school, was not eligible to participate. The Platinum certification was added in 2018–2019. *New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Title I, Part A, Parent Engagement, 2016–2017 through 2018–2019

Table I-3. Percent of HISD Family Engagement by Category and Non- Achieve 180 and Achieve 180 Program Affiliation, 2018–2019									
					Parent Engagement Category				
	Enrollment	Overall Engagement	Individual/ School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
HISD	**189,728**	**53.2**	**83.7**	**34.6**	**23.4**	**16.6**	**12.2**	**15.4**	**11.7**
Non- Achieve 180	**147,828**	**57.1**	**87.9**	**37.1**	**26.4**	**18.2**	**13.5**	**18.4**	**13.8**
Achieve 180 Program	**41,900**	**39.4**	**68.8**	**26.1**	**12.8**	**11.0**	**7.7**	**4.8**	**4.5**
Tier 3	7,937	23.0	52.4	14.8	14.4	3.7	9.5	4.8	8.0
Tier 2	8,049	21.1	49.2	7.0	4.4	8.0	0.7	3.0	1.7
Tier 1A	13,158	59.4	83.1	50.2	10.2	6.3	2.0	2.7	3.0
Tier 1B	12,756	40.4	76.6	20.2	19.8	22.2	16.7	8.1	5.7

Source: HISD Fall PEIMS (ADA>0) and Chancery Student Data Files (2018–2019); active student enrollment on June 20, 2019.

Note: Results reported for previously years differ, are not comparable to 2018–2019 rates, and are based on cumulative v. active student enrollment. Overall Engagement excludes Individual/School Compact activities.

Table I-4. Percent of HISD Family Engagement by Category and Non- Achieve 180 and Achieve 180 Program, 2018–2019									
			Parent Engagement Category						
	Enrollment	Overall Engagement	Individual/ School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
Tier 3	**7,937**	**23.0**	**52.4**	**14.8**	**14.4**	**3.7**	**9.5**	**4.8**	**8.0**
Blackshear ES	431	95.8	97.2	95.6	91.9	6.5	93.0	5.6	92.3
Dogan ES	591	1.2	2.2	0.3	0.8	0.3	0.0	0.0	0.0
Henry MS	797	0.6	1.3	0.3	0.1	0.3	0.3	0.1	0.0
Highland Heights ES	519	46.1	99.2	5.2	38.5	8.9	0.6	8.7	13.9
Kashmere HS	760	17.2	95.7	12.6	5.0	0.1	1.3	0.4	1.3
Mading ES	427	29.3	30.4	29.3	0.5	0.5	0.7	0.5	0.7
North Forest HS	1,004	0.7	2.8	0.6	0.1	0.0	0.1	0.4	0.0
Washington HS	759	21.1	98.7	3.0	17.8	0.0	0.3	2.2	0.1
Wesley ES	338	23.7	15.7	1.5	0.0	1.2	22.8	0.0	0.0
Wheatley HS	886	17.2	94.6	16.3	1.5	3.4	5.1	9.6	1.1
Woodson PK-8	643	75.0	99.8	49.3	53.5	27.5	32.5	30.5	21.9
Worthing HS	782	3.1	4.2	2.0	1.2	0.5	0.4	0.6	0.0
Tier 2	**8,049**	**21.1**	**49.2**	**7.0**	**4.4**	**8.0**	**0.7**	**3.0**	**1.7**
Attucks MS	455	1.8	2.6	1.3	0.4	0.4	0.9	0.4	0.4
Bruce ES	499	34.5	99.8	1.6	28.9	1.6	1.6	0.2	18.8
Cullen MS	355	9.3	93.0	0.3	0.3	0.0	0.0	8.7	0.0
Deady MS*	651	30.1	99.5	7.4	9.8	0.0	0.0	16.7	0.9
Foerster ES	700	5.1	89.7	2.0	3.9	0.7	0.3	0.6	0.4
Forest Brook MS	843	20.6	20.9	14.5	6.3	4.7	0.4	0.2	0.2

Table I-4. Percent of HISD Family Engagement by Category and Non- Achieve 180 and Achieve 180 Program Affiliation, 2018–2019 (Continued)									
			Parent Engagement Category						
	Enrollment	**Overall Engagement**	**Individual/ School Compact**	**Conference**	**Education/ Training**	**Family Literacy**	**Parent Literacy**	**Planning**	**Volunteer**
Tier 2 (Continued)	**8,049**	**21.1**	**49.2**	**7.0**	**4.4**	**8.0**	**0.7**	**3.0**	**1.7**
High School Ahead Acad MS^	178	55.6	32.6	51.7	8.4	6.2	5.6	3.4	3.9
Holland MS*^	617	10.4	2.9	9.9	1.0	0.2	0.0	1.0	1.5
Madison HS	1,726	6.8	8.6	6.3	0.2	0.2	0.0	0.2	0.0
Sugar Grove MS*	671	8.3	55.4	0.1	3.9	4.0	0.3	0.6	0.0
Williams MS*	485	27.6	96.5	9.1	2.9	0.0	5.4	14.0	2.7
Yates HS	869	69.9	69.7	6.6	0.1	63.2	0.2	0.1	0.0
Tier 1A	**13,158**	**59.4**	**83.1**	**50.2**	**10.2**	**6.3**	**2.0**	**2.7**	**3.0**
Bonham ES	924	7.1	97.1	0.4	6.8	0.3	0.3	0.1	0.2
Fondren ES^	313	29.4	79.9	28.1	2.6	0.3	2.2	0.0	1.6
Gregory-Lincoln PK-8	721	80.9	100.0	50.2	58.0	6.0	0.0	2.5	2.4
Hilliard ES	524	13.4	68.3	12.2	1.0	1.9	1.0	0.2	0.8
Lawson MS	1,218	0.9	98.7	0.7	0.6	0.7	0.6	0.7	0.6
Liberty HS	357	16.2	76.2	0.0	0.0	0.0	5.3	13.7	0.0
Looscan ES^	327	96.0	96.9	0.3	0.0	96.0	0.3	0.0	0.0
Montgomery ES^	537	22.7	75.6	0.6	7.8	8.4	16.0	2.8	6.0
Pugh ES	390	88.2	100.0	26.4	74.1	13.3	0.3	50.5	39.5
Sharpstown HS	1,686	9.4	6.5	8.5	5.7	0.2	0.0	1.9	0.1
Stevens ES^	644	89.0	89.1	63.0	63.7	53.9	20.8	5.6	26.4
TCAH^	5,517	98.4	98.5	98.4	0.1	0.1	0.1	0.0	0.0

	Enrollment	Overall Engagement	Parent Engagement Category						
			Individual/ School Compact	Conference	Education/Training	Family Literacy	Parent Literacy	Planning	Volunteer
Tier 1B	**12,756**	**40.4**	**76.6**	**20.2**	**19.8**	**22.2**	**16.7**	**8.1**	**5.7**
Bellfort ECC	338	60.1	94.1	21.3	47.9	13.3	7.4	0.3	1.8
Codwell ES*	404	50.5	66.3	14.9	43.6	13.4	0.7	5.0	4.0
Cook ES	636	93.9	94.7	77.5	0.8	92.8	1.6	0.5	0.8
Edison MS	645	28.7	98.6	2.9	26.7	0.0	0.0	0.0	0.0
Gallegos ES	317	96.2	96.2	96.2	96.2	96.2	96.2	96.2	96.2
Kashmere Gardens ES	395	50.9	62.0	9.4	27.3	26.6	6.8	0.8	3.8
Key MS	627	2.4	3.2	1.0	0.2	0.6	1.0	0.3	0.0
Lewis ES	797	86.4	100.0	82.1	7.7	6.8	9.9	2.1	3.6
Marshall ES*^	931	98.7	99.4	65.8	98.5	98.5	98.6	55.1	1.1
Martinez C ES	400	96.0	98.0	7.5	28.0	94.5	46.8	5.5	4.8
Milby HS	1891	11.1	27.8	1.5	0.1	0.1	7.7	3.3	0.5
Reagan Ed Ctr K-8*	1012	0.8	98.8	0.5	0.4	0.5	0.5	0.5	0.7
Shearn ES*^	587	3.2	95.7	0.5	0.5	2.6	0.2	0.2	0.3
Sherman ES*^	574	74.9	99.0	16.4	53.3	10.1	5.4	0.0	49.7
Thomas MS*	561	0.7	4.8	0.5	0.2	0.4	0.4	0.2	0.0
Westbury HS	2316	27.3	100.0	2.1	5.8	11.2	15.4	2.8	0.0
Young ES	325	46.8	83.4	32.0	17.2	12.3	8.0	4.0	5.2

Table I-4. Percent of HISD Family Engagement by Category and Non- Achieve 180 and Achieve 180 Program Affiliation, 2018–2019 (Continued)

Source: HISD Fall PEIMS (ADA>0) and Chancery Student Data Files (2018–2019); active student enrollment on June 20, 2019.

Note: Results reported for previously years differ, are not comparable to 2018–2019 rates, and are based on cumulative v. active student enrollment. Overall Engagement excludes Individual/School Compact activities. *Achieve 180 Program participant in 2018–2019. ^Non-Teacher School Leader Grant participant.

Title I, Part A, Parent Involvement Survey, 2017–2018 and 2018–2019

School Factors/School Climate

Table I-5. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2017– 2018																
	School clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child. ☐		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand.		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs.	
Survey Item Number	**5A**		**5B**		**5C**		**5D**		**5E**		**5F**		**5G**		**5H**	
Respondent Counts and Percentages	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
HISD	20,719	87.1	20,823	84.5	20,635	83.2	20,650	89.7	20,301	74.2	20,325	82.9	19,967	66.7	20,206	77.9
Non-Title I, Achieve 180	18,984	87.4	19,074	84.8	18,917	83.4	18,910	90.0	18,606	74.6	18,608	83.1	18,287	66.9	18,504	78.0
Title I, Achieve 180 Program	1,735	83.5	1,749	81.0	1,718	80.2	1,740	86.0	1,695	69.9	1,717	79.9	1,680	64.8	1,702	79.6
Tier 3	289	83.4	284	82.7	278	80.9	283	84.8	275	76.4	280	82.1	272	74.6	275	83.3
Blackshear ES	43	67.4	43	69.8	43	67.4	43	79.1	43	58.1	43	69.8	43	67.4	42	78.6
Dogan ES	29	93.1	29	93.1	29	93.1	29	93.1	27	92.6	29	93.1	27	92.6	27	85.2
Henry MS	30	83.3	30	80.0	28	75.0	28	89.3	28	75.0	27	81.5	28	60.7	28	82.1
Highland Heights ES	56	94.6	56	96.4	56	96.4	56	96.4	55	94.5	56	94.6	56	96.4	55	96.4
Kashmere HS	14	71.4	14	57.1	13	53.8	14	71.4	14	42.9	14	64.3	13	53.8	14	64.3
Mading ES	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0	5	80.0
North Forest HS	19	78.9	19	89.5	18	88.9	18	77.8	18	88.9	18	77.8	16	50.0	17	88.2
Washington HS	30	86.7	29	82.8	28	82.1	30	80.0	28	75.0	29	82.8	27	63.0	29	79.3
Wesley ES	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—
Wheatley HS	36	75.0	35	77.1	36	69.4	36	72.2	33	66.7	34	76.5	34	64.7	34	70.6
Woodson PK-8	20	100.0	17	94.1	15	100.0	17	94.1	17	82.4	18	88.9	16	100.0	17	94.1
Worthing HS	7	85.7	7	71.4	7	71.4	7	100.0	7	71.4	7	85.7	7	71.4	7	85.7
Tier 2	253	73.1	255	69.0	250	65.6	256	78.1	251	58.2	253	68.8	248	58.9	250	63.6
Attucks MS	5	60	6	50	5	60	5	60	5	60	5	40	5	40	5	40
Bruce ES	4	*	4	*	3	*	4	*	4	*	3	*	2	*	4	*
Cullen MS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Deady MS**	122	82.0	124	74.2	124	66.1	124	87.9	120	58.3	124	71.8	121	59.5	123	61.8
Foerster ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	32	65.6	31	58.1	28	46.4	31	48.4	30	40.0	31	45.2	29	31.0	29	48.3
High School Ahead Acad MS^	15	93.3	15	100.0	15	100.0	15	100.0	15	93.3	15	100.0	15	86.7	15	100.0
Holland MS**^	13	76.9	14	85.7	14	78.6	15	100.0	15	53.3	15	80.0	14	57.1	14	78.6
Madison HS	11	81.8	11	72.7	11	81.8	11	72.7	11	63.6	10	70.0	11	72.7	10	60.0
Sugar Grove MS**	20	25.0	19	21.1	19	31.6	20	35.0	20	55.0	19	52.6	20	70.0	19	52.6
Williams MS**	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Yates HS	26	80.8	26	69.2	26	73.1	26	76.9	26	53.8	26	73.1	26	57.7	26	73.1

Table I-5. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2017– 2018 (Continued)

	The school provides support to my family when impacted by adverse events.		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills.		Campus administration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.	
Survey Item Number	5I		5J		5K		5L		5M		5N		5O		5P	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	19,955	80.3	19,882	82.8	20,499	87.9	20,540	91.1	20,528	90.0	20,575	90.2	20,461	88.4	20,653	90.3
Non-Title I, Achieve 180	18,272	80.5	18,207	83.1	18,781	88.3	18,825	91.3	18,811	90.4	18,854	90.3	18,752	88.7	18,937	90.7
Title I, Achieve 180 Program	1,683	78.2	1,675	79.2	1,718	83.6	1,715	88.6	1,717	85.6	1,721	88.7	1,709	85.0	1,716	85.7
Tier 3	280	83.6	278	84.2	275	80.0	277	86.6	279	82.4	276	89.1	279	84.6	280	80.4
Blackshear ES	42	76.2	43	76.7	41	63.4	42	61.9	42	64.3	41	73.2	42	66.7	42	54.8
Dogan ES	29	93.1	27	85.2	27	81.5	28	92.9	28	92.9	27	92.6	26	92.3	27	92.6
Henry MS	28	85.7	28	75.0	27	85.2	28	96.4	27	88.9	28	92.9	28	89.3	28	85.7
Highland Heights ES	56	96.4	56	98.2	56	94.6	55	98.2	56	96.4	56	98.2	56	98.2	56	94.6
Kashmere HS	13	69.2	14	71.4	14	57.1	13	76.9	13	53.8	12	66.7	13	69.2	13	61.5
Mading ES	5	80.0	5	80.0	5	60.0	5	80.0	5	60.0	5	60.0	5	80.0	5	40.0
North Forest HS	18	94.4	18	88.9	18	83.3	16	81.3	18	88.9	18	94.4	17	82.4	18	83.3
Washington HS	29	79.3	29	79.3	28	75.0	30	83.3	30	80.0	30	96.7	31	80.6	30	83.3
Wesley ES	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—
Wheatley HS	34	67.6	35	74.3	34	73.5	35	85.7	34	73.5	34	85.3	35	77.1	34	70.6
Woodson PK-8	19	84.2	16	100.0	18	94.4	18	100.0	19	94.7	18	94.4	19	100.0	20	100.0
Worthing HS	7	71.4	7	100.0	7	100.0	7	100.0	7	85.7	7	100.0	7	85.7	7	85.7
Tier 2	249	68.7	247	70.0	254	76.0	253	82.6	253	74.3	251	80.9	255	78.8	252	80.6
Attucks MS	5	40.0	5	40.0	5	40.0	6	50.0	5	40.0	5	40.0	5	60.0	5	60.0
Bruce ES	4	*	3	*	4	*	4	*	4	*	4	*	3	*	3	*
Cullen MS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Deady MS**	123	69.1	120	71.7	125	79.2	121	87.6	124	79.0	120	86.7	125	84.0	122	86.9
Foerster ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	29	62.1	30	63.3	31	61.3	31	74.2	30	60.0	31	77.4	32	56.3	32	62.5
High School Ahead Acad MS^	14	100.0	14	100.0	15	100.0	15	100.0	15	86.7	15	100.0	15	100.0	15	100.0
Holland MS**^	15	80.0	14	85.7	14	78.6	16	100.0	15	86.7	15	80.0	14	57.1	14	78.6
Madison HS	10	70.0	10	70.0	10	70.0	10	70.0	9	66.7	10	70.0	10	80.0	10	80.0
Sugar Grove MS**	19	42.1	20	45.0	19	36.8	20	40.0	20	50.0	20	45.0	20	60.0	20	50.0
Williams MS**	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Yates HS	25	76.0	26	73.1	26	88.5	25	92.0	26	76.9	26	80.8	26	84.6	26	80.8

Table I-5. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2017– 2018 (Continued)

	School clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child. ☐		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand.		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs.	
Survey Item Number	5A		5B		5C		5D		5E		5F		5G		5H	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	20,719	87.1	20,823	84.5	20,635	83.2	20,650	89.7	20,301	74.2	20,325	82.9	19,967	66.7	20,206	77.9
Non-Title I, Achieve 180	18,984	87.4	19,074	84.8	18,917	83.4	18,910	90.0	18,606	74.6	18,608	83.1	18,287	66.9	18,504	78.0
Title I, Achieve 180 Program	1,735	83.5	1,749	81.0	1,718	80.2	1,740	86.0	1,695	69.9	1,717	79.9	1,680	64.8	1,702	79.6
Tier 1A	452	85.6	457	82.5	451	82.3	455	87.9	440	67.5	451	81.6	440	61.6	447	73.6
Bonham ES	96	90.6	96	90.6	97	89.7	95	91.6	92	77.2	96	90.6	93	68.8	92	84.8
Fondren ES^	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Gregory-Lincoln PK-8	7	71.4	8	75.0	8	75.0	8	75.0	7	71.4	8	75.0	8	75.0	8	75.0
Hilliard ES	7	85.7	7	100.0	7	100.0	8	100.0	8	87.5	7	100.0	8	87.5	7	71.4
Lawson MS	38	81.6	39	71.8	38	68.4	37	75.7	38	68.4	38	73.7	39	64.1	39	71.8
Liberty HS	26	80.8	26	73.1	25	72.0	27	85.2	27	66.7	27	74.1	25	64.0	26	73.1
Looscan ES^	9	77.8	9	77.8	6	66.7	9	77.8	8	62.5	9	88.9	9	55.6	9	77.8
Montgomery ES^	169	88.2	172	82.6	173	84.4	171	87.7	168	60.7	170	77.6	168	57.1	173	66.5
Pugh ES	18	77.8	18	77.8	18	88.9	18	94.4	18	77.8	18	83.3	17	47.1	18	83.3
Sharpstown HS	40	80.0	41	78.0	39	74.4	39	89.7	36	61.1	39	84.6	36	66.7	40	77.5
Stevens ES^	39	84.6	38	86.8	37	78.4	40	90.0	35	71.4	36	83.3	34	52.9	32	71.9
TCAH^	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Tier 1B	741	85.7	753	83.4	739	83.5	746	88.1	729	72.8	733	81.9	720	65.0	730	81.4
Bellfort ECC	38	86.8	38	94.7	36	97.2	37	94.6	36	83.3	36	91.7	34	82.4	34	91.2
Codwell ES**	24	83.3	24	87.5	24	83.3	23	87.0	24	79.2	24	83.3	24	79.2	24	62.5
Cook ES	36	83.3	36	80.6	36	77.8	35	85.7	34	52.9	35	82.9	35	54.3	35	88.6
Edison MS	4	*	4	*	3	*	4	*	4	*	4	*	4	*	4	*
Gallegos ES	4	*	4	*	4	*	4	*	4	*	4	*	4	*	4	*
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	0.0	1	*	1	*	0	*	1	*
Lewis ES	40	95.0	44	90.9	42	97.6	40	95.0	40	92.5	41	97.6	40	85.0	42	95.2
Martinez C ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Marshall ES**^	128	85.2	131	83.2	128	79.7	131	87.0	128	59.4	128	79.7	125	52	129	67.4
Milby HS	46	82.6	47	63.8	46	71.7	46	73.9	46	73.9	44	77.3	45	51.1	44	77.3
Reagan Ed Ctr K-8**	33	78.8	34	76.5	33	78.8	34	94.1	32	81.3	34	76.5	35	74.3	34	82.4
Shearn ES**^	256	89.5	260	85.4	257	85.2	261	92.3	251	78.5	253	86.2	248	67.7	254	88.6
Sherman ES**^	22	86.4	21	81.0	21	90.5	21	85.7	21	61.9	22	68.2	18	61.1	19	84.2
Thomas MS**	12	58.3	12	66.7	11	54.5	12	66.7	12	50.0	12	50.0	12	41.7	11	72.7
Westbury HS	48	68.8	48	79.2	48	77.1	48	81.3	48	68.8	48	72.9	48	64.6	47	72.3
Young ES	43	97.7	43	95.3	43	97.7	43	93.0	42	73.8	41	78.0	42	71.4	42	83.3

Table I-5. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2017–2018 (Continued)

	The school provides support to my family when impacted by adverse events.		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills.		Campus admini-stration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.	
Survey Item Number	**5I**		**5J**		**5K**		**5L**		**5M**		**5N**		**5O**		**5P**	
Respondent Counts and Percentages	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
HISD	19,955	80.3	19,882	82.8	20,499	87.9	20,540	91.1	20,528	90.0	20,575	90.2	20,461	88.4	20,653	90.3
Non-Title I, Achieve 180	18,272	80.5	18,207	83.1	18,781	88.3	18,825	91.3	18,811	90.4	18,854	90.3	18,752	88.7	18,937	90.7
Title I, Achieve 180 Program	1,683	78.2	1,675	79.2	1,718	83.6	1,715	88.6	1,717	85.6	1,721	88.7	1,709	85.0	1,716	85.7
Tier 1A	432	76.2	437	77.1	448	84.8	455	90.1	451	88.2	453	87.4	450	86.7	451	88.2
Bonham ES	93	80.6	89	87.6	95	91.6	96	93.8	95	94.7	95	93.7	95	92.6	96	93.8
Fondren ES^	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Gregory-Lincoln PK-8	7	71.4	8	62.5	8	62.5	8	75.0	8	75.0	8	75.0	8	62.5	8	62.5
Hilliard ES	7	85.7	7	85.7	7	85.7	8	100.0	8	100.0	8	87.5	8	100.0	8	100.0
Lawson MS	35	77.1	37	75.7	37	81.1	38	89.5	38	86.8	38	81.6	38	81.6	36	83.3
Liberty HS	25	84.0	26	76.9	27	81.5	26	84.6	27	85.2	27	85.2	26	88.5	27	85.2
Looscan ES^	9	88.9	9	77.8	9	77.8	9	66.7	9	77.8	9	88.9	9	88.9	8	87.5
Montgomery ES^	167	71.3	168	71.4	166	83.7	170	90.0	168	87.5	168	86.9	168	86.3	170	88.8
Pugh ES	17	76.5	18	66.7	18	88.9	18	94.4	18	77.8	18	100.0	18	83.3	16	81.3
Sharpstown HS	35	77.1	38	81.6	39	89.7	40	95.0	38	89.5	38	76.3	39	79.5	39	87.2
Stevens ES^	34	76.5	34	82.4	39	79.5	39	84.6	39	84.6	41	87.8	38	89.5	40	87.5
TCAH^	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Tier 1B	722	80.6	713	81.8	741	86.8	730	90.4	734	89.1	741	91.9	725	86.2	733	87.9
Bellfort ECC	35	91.4	34	97.1	34	94.1	36	100.0	35	100.0	36	100.0	35	100.0	36	97.2
Codwell ES**	23	73.9	23	87.0	24	87.5	24	87.5	24	87.5	23	87.0	23	91.3	23	91.3
Cook ES	34	73.5	31	83.9	36	80.6	36	97.2	36	91.7	36	86.1	35	82.9	36	77.8
Edison MS	3	*	3	66.7	4	*	4	*	4	*	4	*	4	*	4	*
Gallegos ES	4	*	4	*	4	*	4	*	4	*	4	*	3	*	4	*
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Lewis ES	39	89.7	39	94.9	41	100.0	40	100.0	39	100.0	40	100.0	38	100.0	39	100.0
Martinez C ES	130	77.7	123	72.4	129	84.5	128	88.3	129	87.6	129	91.5	128	89.8	125	91.2
Marshall ES**^	3	*	3	66.7	3	*	3	*	3	*	3	*	3	*	3	*
Milby HS	44	75.0	44	77.3	45	77.8	44	84.1	45	75.6	44	81.8	45	77.8	44	81.8
Reagan Ed Ctr K-8**	33	78.8	33	72.7	35	94.3	33	100.0	34	91.2	33	100.0	33	90.9	34	88.2
Shearn ES**^	251	82.9	253	85.8	258	88.8	254	91.7	255	90.2	260	93.1	251	87.6	257	88.7
Sherman ES**^	20	75.0	20	75.0	21	85.7	22	90.9	22	86.4	22	90.9	20	85.0	21	85.7
Thomas MS**	12	50.0	12	66.7	12	75.0	11	54.5	12	75.0	12	91.7	12	50.0	11	72.7
Westbury HS	47	78.7	46	71.7	49	77.6	48	79.2	47	83.0	49	87.8	48	70.8	49	77.6
Young ES	40	90.0	41	90.2	42	95.2	39	97.4	41	100.0	42	95.2	43	88.4	43	90.7

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018 (SurveyMonkey), Question 5.

Notes: *Results are masked for fewer than five students. ^Non-Teacher School Leader Grant participant. **Achieve 180 Program participant in 2018–2019.

Table I-6. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2018– 2019

	School clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child. ☐		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs.	
Survey Item Number	5A		5B		5C		5D		5E		5F		5G		5H	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	17,977	88.6	18,000	86.3	17,842	85.1	17,884	90.6	17,554	75.2	17,593	84.7	17,256	69.6	17,485	79.8
Title I, Non-Achieve 180	15,965	88.8	15,989	86.7	15,855	85.5	15,894	91.0	15,583	75.6	15,624	84.8	15,330	69.1	15,532	79.8
Title I, Achieve 180 Program	2,012	87.1	2,011	83.7	1,987	83.3	1,990	88.1	1,971	72.1	1,969	84.0	1,926	72.9	1,953	79.6
Tier 3	364	89.3	359	89.7	359	91.4	356	93.3	359	78.8	352	88.4	351	83.2	355	87.0
Blackshear ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Dogan ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Henry MS	40	77.5	41	70.7	42	78.6	43	76.7	41	56.1	42	71.4	38	60.5	41	75.6
Highland Heights ES	130	98.5	130	100.0	130	98.5	131	100.0	131	98.5	131	99.2	131	99.2	131	97.7
Kashmere HS	41	82.9	39	92.3	38	92.1	40	92.5	39	53.8	37	89.2	38	78.9	37	83.8
Mading ES	11	100.0	11	90.9	10	90.0	11	100.0	10	80.0	11	63.6	9	55.6	10	70.0
North Forest HS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Washington HS	13	76.9	13	76.9	12	83.3	12	75.0	12	75.0	11	72.7	13	61.5	13	69.2
Wesley ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Wheatley HS	36	80.6	34	85.3	37	86.5	35	91.4	35	80.0	35	85.7	36	77.8	35	82.9
Woodson PK-8	50	88.0	48	89.6	47	97.9	41	97.6	49	83.7	43	93.0	44	86.4	46	89.1
Worthing HS	42	88.1	42	81.0	42	81.0	42	90.5	41	56.1	41	78.0	41	70.7	41	78.0
Tier 2	400	80.0	400	72.5	391	70.6	394	77.4	393	62.6	397	75.1	385	62.1	395	69.4
Attucks MS	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Bruce ES	20	95.0	20	85.0	20	90.0	20	95.0	20	80.0	19	94.7	20	75.0	20	85.0
Cullen MS	57	91.2	57	78.9	56	69.6	57	86.0	56	75.0	56	87.5	54	66.7	56	69.6
Deady MS**	26	88.5	25	72.0	26	73.1	26	84.6	25	72.0	26	73.1	23	56.5	25	80.0
Foerster ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Forest Brook MS	86	70.9	88	62.5	82	59.8	83	60.2	87	47.1	85	56.5	85	48.2	88	63.6
High School Ahead Acad MS^	24	79.2	24	70.8	24	70.8	24	79.2	23	65.2	24	79.2	24	87.5	24	75.0
Holland MS**^	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Madison HS	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Sugar Grove MS**	51	92.2	52	80.8	52	84.6	51	92.2	50	76.0	52	90.4	47	70.2	49	73.5
Williams MS**	130	74.6	128	73.4	125	70.4	127	74.8	126	57.9	129	72.9	126	61.9	127	67.7
Yates HS	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*

Table I-6. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2018– 2019 (Continued)																
	The school provides support to my family when impacted by adverse events.		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills.		Campus administration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.	
Survey Item Number	5I		5J		5K		5L		5M		5N		5O		5P	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	16,995	78.8	17,235	83.9	17,741	89.3	17,849	92.1	17,814	91.1	17,830	90.9	17,765	89.5	17,889	92.2
Title I, Non-Achieve 180	15,088	78.9	15,311	84.1	15,778	89.5	15,871	92.2	15,831	91.4	15,843	91.1	15,778	89.7	15,896	92.5
Title I, Achieve 180 Program	1,907	77.8	1,924	82.3	1,963	87.2	1,978	91.5	1,983	88.3	1,987	89.3	1,987	88.3	1,993	89.0
Tier 3	349	89.4	351	90.6	351	90.3	359	93.3	356	92.4	359	94.2	361	93.4	361	93.6
Blackshear ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Dogan ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Henry MS	39	76.9	41	78.0	42	83.3	41	82.9	42	78.6	40	77.5	42	78.6	43	79.1
Highland Heights ES	131	99.2	131	99.2	131	98.5	131	99.2	131	98.5	131	100.0	131	99.2	130	99.2
Kashmere HS	37	81.1	36	83.3	36	80.6	40	95.0	40	85.0	40	100.0	40	92.5	40	97.5
Mading ES	8	62.5	9	77.8	9	77.8	11	72.7	10	100.0	11	72.7	11	100.0	11	90.9
North Forest HS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Washington HS	13	84.6	13	76.9	11	81.8	11	81.8	12	75.0	13	92.3	13	76.9	13	84.6
Wesley ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Wheatley HS	34	85.3	34	85.3	35	85.7	36	91.7	34	94.1	35	97.1	36	94.4	36	94.4
Woodson PK-8	45	97.8	45	95.6	45	93.3	46	95.7	45	100.0	46	93.5	46	97.8	45	97.8
Worthing HS	41	78.0	41	87.8	41	85.4	42	90.5	41	87.8	42	90.5	41	87.8	42	85.7
Tier 2	386	67.1	384	72.7	386	77.2	392	84.4	391	78.0	391	82.9	395	80.0	395	81.0
Attucks MS	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Bruce ES	20	90.0	20	95.0	19	94.7	20	95.0	20	90.0	20	95.0	20	95.0	20	95.0
Cullen MS	56	67.9	56	71.4	55	92.7	56	85.7	56	83.9	56	94.6	57	86.0	56	87.5
Deady MS**	24	66.7	25	80.0	24	83.3	26	88.5	25	84.0	26	88.5	25	84.0	26	92.3
Foerster ES	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Forest Brook MS	85	56.5	85	58.8	81	59.3	81	70.4	81	56.8	82	70.7	84	64.3	84	69.0
High School Ahead Acad MS^	23	69.6	21	81.0	24	66.7	24	75.0	24	70.8	23	69.6	23	69.6	23	69.6
Holland MS**^	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Madison HS	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Sugar Grove MS**	48	70.8	48	83.3	48	91.7	51	98.0	51	96.1	52	90.4	50	94.0	53	90.6
Williams MS**	124	68.5	123	73.2	129	76.0	128	86.7	128	82.0	126	82.5	130	81.5	127	81.1
Yates HS	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*

Table I-6. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2018– 2019 (Continued)																
	School clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child. ☐		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs.	
Survey Item Number	5A		5B		5C		5D		5E		5F		5G		5H	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	17,977	88.6	18,000	86.3	17,842	85.1	17,884	90.6	17,554	75.2	17,593	84.7	17,256	69.6	17,485	79.8
Title I, Non-Achieve 180	15,965	88.8	15,989	86.7	15,855	85.5	15,894	91.0	15,583	75.6	15,624	84.8	15,330	69.1	15,532	79.8
Title I, Achieve 180 Program	2,012	87.1	2,011	83.7	1,987	83.3	1,990	88.1	1,971	72.1	1,969	84.0	1,926	72.9	1,953	79.6
Tier 1A	641	91.3	640	90.3	635	89.9	632	93.7	620	74.2	628	89.0	601	78.4	614	83.9
Bonham ES	22	90.9	20	100.0	19	100.0	19	100.0	19	89.5	19	100.0	13	92.3	19	89.5
Fondren ES^	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Gregory-Lincoln PK-8	32	87.5	32	84.4	32	81.3	32	93.8	32	78.1	32	84.4	31	80.6	32	81.3
Hilliard ES	89	88.8	88	88.6	87	89.7	85	90.6	85	76.5	86	89.5	84	75.0	85	88.2
Lawson MS	38	97.4	40	97.5	40	92.5	39	97.4	37	59.5	40	100.0	38	100.0	40	100.0
Liberty HS	20	85.0	20	85.0	19	78.9	20	95.0	19	73.7	20	90.0	20	80.0	18	83.3
Looscan ES^	22	95.5	22	95.5	22	100.0	21	95.2	22	95.5	21	100.0	21	85.7	20	100.0
Montgomery ES^	121	90.1	121	86.0	123	86.2	121	90.1	118	72.0	120	82.5	116	63.8	116	73.3
Pugh ES	73	93.2	73	93.2	72	91.7	72	93.1	70	85.7	70	91.4	67	71.6	68	92.6
Sharpstown HS	10	90.0	10	70.0	9	88.9	10	100.0	9	88.9	9	88.9	9	44.4	9	77.8
Stevens ES^	30	93.3	31	93.5	29	96.6	29	93.1	28	92.9	30	86.7	27	74.1	29	93.1
TCAH^	181	91.7	180	91.7	180	90.6	181	95.6	178	64.0	178	88.2	172	87.8	175	78.3
Tier 1B	607	86.2	612	80.7	602	79.7	608	86.3	599	72.1	592	81.9	589	68.3	589	77.4
Bellfort ECC	47	97.9	49	93.9	47	97.9	49	98.0	47	91.5	47	95.7	46	78.3	45	97.8
Codwell ES**	32	90.6	33	81.8	33	72.7	33	87.9	33	69.7	31	80.6	32	68.8	32	71.9
Cook ES	55	92.7	56	87.5	56	87.5	56	85.7	55	76.4	57	84.2	56	69.6	55	78.2
Edison MS	43	90.7	42	88.1	43	88.1	43	93.0	42	85.7	43	93.0	41	75.6	43	90.7
Gallegos ES	62	95.2	62	93.5	62	93.5	62	93.5	61	93.4	61	93.4	60	88.3	62	95.2
Kashmere Gardens ES	23	87.0	23	65.2	22	81.8	20	85.0	22	68.2	22	81.8	22	68.2	22	81.8
Key MS	1	*	1	*	1	*	1	*	1	*	0	---	1	*	1	*
Lewis ES	12	100.0	11	100.0	12	100.0	12	91.7	12	83.3	12	91.7	11	63.6	11	72.7
Martinez C ES	22	81.8	22	54.5	22	68.2	21	85.7	22	59.1	22	81.8	22	77.3	22	72.7
Marshall ES**^	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Milby HS	61	77.0	60	76.7	60	76.7	61	86.9	58	62.1	58	72.4	58	63.8	58	67.2
Reagan Ed Ctr K-8**	24	75.0	24	70.8	24	66.7	24	79.2	24	66.7	24	66.7	23	52.2	22	68.2
Shearn ES**^	52	92.3	55	92.7	54	88.9	56	94.6	51	84.3	50	96.0	51	80.4	53	86.8
Sherman ES**^	12	58.3	12	66.7	11	54.5	13	76.9	13	53.8	11	72.7	12	50.0	12	66.7
Thomas MS**	66	71.2	67	62.7	67	58.2	67	67.2	67	47.8	66	59.1	65	50.8	65	56.9
Westbury HS	58	87.9	58	82.8	57	71.9	56	87.5	56	60.7	57	73.7	56	44.6	55	65.5
Young ES	37	81.1	37	70.3	31	77.4	34	79.4	35	68.6	31	90.3	33	81.8	31	77.4

Table I-6. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Their Child's Title I School, School Factors/School Climate by Group, 2018– 2019 (Continued)																
	The school provides support to my family when impacted by adverse events.		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills.		Campus administration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.	
Survey Item Number	5I		5J		5K		5L		5M		5N		5O		5P	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	16,995	78.8	17,235	83.9	17,741	89.3	17,849	92.1	17,814	91.1	17,830	90.9	17,765	89.5	17,889	92.2
Title I, Non-Achieve 180	15,088	78.9	15,311	84.1	15,778	89.5	15,871	92.2	15,831	91.4	15,843	91.1	15,778	89.7	15,896	92.5
Title I, Achieve 180 Program	1,907	77.8	1,924	82.3	1,963	87.2	1,978	91.5	1,983	88.3	1,987	89.3	1,987	88.3	1,993	89.0
Tier 1A	596	81.5	612	84.2	630	93.5	633	96.2	637	94.5	631	92.7	633	93.2	632	94.3
Bonham ES	19	100.0	19	94.7	18	100.0	16	93.8	20	95.0	17	94.1	19	100.0	20	95.0
Fondren ES^	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Gregory-Lincoln PK-8	30	80.0	32	84.4	32	93.8	32	100.0	32	84.4	32	93.8	32	93.8	32	90.6
Hilliard ES	86	79.1	85	87.1	88	89.8	87	96.6	89	93.3	89	93.3	87	94.3	87	92.0
Lawson MS	40	100.0	40	100.0	39	100.0	40	100.0	40	100.0	40	100.0	40	100.0	38	100.0
Liberty HS	20	65.0	19	73.7	20	90.0	20	90.0	20	100.0	20	90.0	20	85.0	19	94.7
Looscan ES^	21	95.2	21	100.0	21	100.0	22	95.5	22	95.5	21	95.2	22	100.0	22	100.0
Montgomery ES^	111	72.1	116	81.0	120	91.7	122	95.1	122	95.1	122	90.2	121	90.9	120	95.0
Pugh ES	69	85.5	69	92.8	70	95.7	71	98.6	71	97.2	68	92.6	69	98.6	70	97.1
Sharpstown HS	8	87.5	9	88.9	10	90.0	10	100.0	9	100.0	10	100.0	9	88.9	10	90.0
Stevens ES^	28	89.3	29	93.1	30	93.3	30	96.7	29	96.6	30	93.3	31	96.8	30	96.7
TCAH^	161	80.1	170	74.1	179	93.9	180	95.0	180	93.3	179	91.6	180	89.4	181	92.8
Tier 1B	576	74.1	577	81.8	596	85.2	594	89.9	599	85.8	606	87.1	598	85.5	605	85.8
Bellfort ECC	45	86.7	46	97.8	48	100.0	47	100.0	47	100.0	48	95.8	46	100.0	47	100.0
Codwell ES**	31	61.3	30	70.0	31	87.1	32	93.8	33	90.9	33	90.9	33	81.8	32	87.5
Cook ES	55	72.7	51	84.3	55	90.9	54	96.3	56	94.6	54	96.3	55	92.7	54	88.9
Edison MS	39	89.7	40	90.0	41	97.6	42	97.6	42	92.9	42	95.2	41	90.2	43	95.3
Gallegos ES	61	95.1	61	95.1	61	91.8	62	87.1	62	93.5	62	93.5	62	93.5	61	93.4
Kashmere Gardens ES	20	65.0	22	81.8	21	95.2	21	85.7	22	90.9	23	82.6	23	87.0	23	87.0
Key MS	1	*	0	---	1	*	1	*	1	*	1	*	1	*	1	*
Lewis ES	11	63.6	11	81.8	12	91.7	12	91.7	12	91.7	12	83.3	11	100.0	12	100.0
Martinez C ES	0	---	0	---	22	59.1	21	85.7	21	81.0	22	77.3	22	77.3	22	68.2
Marshall ES**^	21	81.0	21	66.7	0	---	0	---	0	---	0	---	0	---	0	---
Milby HS	55	67.3	61	80.3	60	80.0	59	84.7	61	67.2	60	81.7	61	75.4	61	75.4
Reagan Ed Ctr K-8**	23	73.9	22	72.7	23	65.2	23	78.3	24	75.0	24	83.3	23	73.9	24	70.8
Shearn ES**^	50	78.0	50	88.0	53	96.2	52	98.1	52	98.1	54	96.3	53	98.1	55	96.4
Sherman ES**^	11	63.6	9	66.7	13	76.9	13	84.6	13	69.2	13	92.3	11	72.7	12	66.7
Thomas MS**	62	53.2	65	70.8	66	74.2	63	82.5	67	70.1	66	69.7	66	68.2	66	71.2
Westbury HS	55	65.5	55	78.2	56	83.9	57	91.2	54	85.2	56	83.9	56	85.7	56	87.5
Young ES	36	83.3	33	72.7	33	69.7	35	80.0	32	84.4	36	80.6	34	79.4	36	83.3

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey), Question 5.
Notes: *Results are masked for fewer than five students. ^Non-Teacher School Leader Grant participant. **Achieve 180 Program participant in 2018–2019.

Barriers to Participation

	N	Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disabilty	Overwhelmed with other responsibilities or problems	Unable to access online information or notifi-cations	Lack of transpor-tation	Language barriers	Not interested in participa-ting	Not comfortable participa-ting at this school
Survey Item Number		6A	6B	6C	6D	6E	6F	6G	6H	6I	GJ
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
HISD	21,886	21.5	16.6	48.8	5.4	13.0	6.2	12.8	8.1	6.1	3.5
Non-Title I, Achieve 180	20,002	21.6	16.4	49.2	5.3	13.2	6.1	12.7	8.2	6.2	3.4
Title I, Achieve 180 Program	1,884	20.8	19.0	44.7	5.9	11.1	7.2	14.3	6.5	5.3	4.7
Tier 3	304	16.8	22.4	41.8	7.2	14.5	8.6	21.1	4.6	8.6	6.3
Blackshear ES	46	13.0	19.6	39.1	2.2	8.7	6.5	8.7	0.0	2.2	13.0
Dogan ES	32	21.9	6.3	28.1	0.0	3.1	0.0	0.0	0.0	0.0	9.4
Henry MS	32	15.6	21.9	50.0	6.3	15.6	0.0	12.5	6.3	12.5	0.0
Highland Heights ES	56	7.1	12.5	58.9	3.6	28.6	0.0	42.9	0.0	10.7	1.8
Kashmere HS	14	14.3	35.7	42.9	7.1	21.4	14.3	21.4	21.4	14.3	14.3
Mading ES	5	60.0	40.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0
North Forest HS	20	30.0	10.0	35.0	15.0	20.0	5.0	35.0	5.0	25.0	0.0
Washington HS	31	3.2	35.5	29.0	22.6	9.7	45.2	25.8	12.9	3.2	9.7
Wesley ES	0	—	—	—	—	—	—	—	—	—	—
Wheatley HS	38	26.3	42.1	34.2	5.3	10.5	2.6	23.7	5.3	10.5	5.3
Woodson PK-8	21	28.6	23.8	42.9	14.3	9.5	19.0	14.3	4.8	0.0	0.0
Worthing HS	9	11.1	22.2	55.6	11.1	22.2	11.1	22.2	11.1	33.3	11.1
Tier 2	283	20.8	27.9	37.1	6.7	12.0	7.8	18.0	8.5	8.8	7.8
Attucks MS	10	20.0	20.0	10.0	10.0	20.0	10.0	10.0	0.0	10.0	10.0
Bruce ES	6	16.7	0.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Cullen MS	1	*	*	*	*	*	*	*	*	*	*
Deady MS**	129	17.1	28.7	42.6	5.4	11.6	11.6	14.7	8.5	9.3	7.0
Foerster ES	11	9.1	0.0	18.2	0.0	0.0	0.0	9.1	0.0	0.0	0.0
Forest Brook MS	34	32.4	35.3	38.2	5.9	14.7	5.9	29.4	8.8	14.7	20.6
High School Ahead Acad MS^	15	13.3	0.0	53.3	6.7	13.3	0.0	40.0	6.7	6.7	0.0
Holland MS**^	16	12.5	56.3	31.3	12.5	12.5	0.0	18.8	12.5	0.0	0.0
Madison HS	11	0.0	36.4	18.2	9.1	18.2	0.0	9.1	0.0	0.0	9.1
Sugar Grove MS**	20	65.0	30.0	35.0	15.0	25.0	15.0	30.0	30.0	15.0	20.0
Williams MS**	3	*	*	*	*	*	*	*	*	*	*
Yates HS	27	18.5	33.3	33.3	3.7	3.7	3.7	11.1	3.7	11.1	0.0

Table I-7. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Barriers to Their Participation at Their Child's Title I School by Group, 2017– 2018

Table I-7. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Barriers to Their Participation at Their Child's Title I School by Group, 2017–2018 (Continued)

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disabilty	Overwhelmed with other respons-ibilities or problems	Unable to access online information or notifi-cations	Lack of transpor-tation	Language barriers	Not interested in partici-pating	Not comfortable participa-ting at this school
Survey Item Number		6A	6B	6C	6D	6E	6F	6G	6H	6I	GJ
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
HISD	21,886	21.5	16.6	48.8	5.4	13.0	6.2	12.8	8.1	6.1	3.5
Non-Title I, Achieve 180	20,002	21.6	16.4	49.2	5.3	13.2	6.1	12.7	8.2	6.2	3.4
Title I, Achieve 180 Program	1,884	20.8	19.0	44.7	5.9	11.1	7.2	14.3	6.5	5.3	4.7
Tier 1A	509	22.0	15.7	40.5	5.3	9.0	6.9	13.0	7.3	2.6	3.9
Bonham ES	103	32.0	10.7	35.0	7.8	10.7	2.9	19.4	6.8	2.9	3.9
Fondren ES^	29	3.4	3.4	6.9	0.0	0.0	0.0	0.0	0.0	3.4	0.0
Gregory-Lincoln PK-8	8	12.5	37.5	50.0	0.0	12.5	12.5	12.5	12.5	12.5	0.0
Hilliard ES	8	50.0	12.5	25.0	0.0	12.5	12.5	12.5	12.5	0.0	0.0
Lawson MS	40	10.0	20.0	25.0	7.5	10.0	7.5	7.5	7.5	2.5	2.5
Liberty HS	28	25.0	21.4	64.3	3.6	28.6	7.1	35.7	7.1	0.0	7.1
Looscan ES^	9	33.3	11.1	11.1	0.0	0.0	11.1	22.2	22.2	0.0	22.2
Montgomery ES^	179	21.8	14.5	46.9	6.7	7.3	7.3	7.3	5.0	2.2	3.9
Pugh ES	18	27.8	22.2	50.0	5.6	16.7	11.1	11.1	5.6	0.0	0.0
Sharpstown HS	45	17.8	22.2	44.4	2.2	6.7	11.1	15.6	15.6	6.7	4.4
Stevens ES^	41	17.1	22.0	46.3	2.4	4.9	9.8	17.1	9.8	0.0	4.9
TCAH^	1	*	*	*	*	*	*	*	*	*	*
Tier 1B	788	21.5	16.6	51.4	5.6	10.9	6.6	11.3	6.1	4.6	3.4
Bellfort ECC	39	17.9	12.8	38.5	2.6	5.1	2.6	5.1	0.0	2.6	0.0
Codwell ES**	24	16.7	8.3	54.2	16.7	25.0	4.2	16.7	4.2	4.2	0.0
Cook ES	37	10.8	18.9	40.5	5.4	10.8	10.8	16.2	5.4	2.7	2.7
Edison MS	4	*	*	*	*	*	*	*	*	*	*
Gallegos ES	5	40.0	20.0	80.0	20.0	20.0	20.0	0.0	40.0	0.0	40.0
Kashmere Gardens ES	3	*	*	*	*	*	*	*	*	*	*
Key MS	1	*	*	*	*	*	*	*	*	*	*
Lewis ES	46	17.4	23.9	32.6	6.5	4.3	13.0	10.9	4.3	4.3	2.2
Martinez C ES	131	23.7	19.1	55.7	5.3	13.7	6.9	16.0	6.1	4.6	3.8
Marshall ES**^	3	*	*	*	*	*	*	*	*	*	*
Milby HS	49	18.4	18.4	55.1	12.2	16.3	6.1	18.4	4.1	6.1	4.1
Reagan Ed Ctr K-8**	37	16.2	5.4	54.1	0.0	13.5	2.7	0.0	8.1	0.0	5.4
Shearn ES**^	279	23.3	14.0	55.6	3.6	8.2	6.1	8.2	7.5	3.9	2.9
Sherman ES**^	23	43.5	17.4	34.8	0.0	4.3	4.3	8.7	4.3	0.0	0.0
Thomas MS**	12	25.0	16.7	16.7	8.3	8.3	0.0	8.3	0.0	33.3	8.3
Westbury HS	50	6.0	24.0	54.0	2.0	6.0	2.0	10.0	4.0	6.0	4.0
Young ES	45	33.3	20.0	60.0	15.6	24.4	13.3	22.2	6.7	8.9	4.4

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018 (SurveyMonkey), Question 6.
Notes: *Results are masked for fewer than five students. ^Non-Teacher School Leader Grant participant. **Achieve 180 Program participant in 2018–2019.

Table I-8. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Barriers to Their Participation at Their Child's Title I School by Group, 2018– 2019												
		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limita-tions caused by poor health or disabilty	Over-whelmed with other respons-ibilities or problems	Unable to access online information or notifi-cations	Lack of transpor -tation	Lang-uage barriers	Not interested in partici-pating	Not comfort-able participa-ting at this school	Other Barriers	Experienced No Barriers
Survey Item Number		6A	6B	6C	6D	6E	6F	6G	6H	6I	GJ	6K	6L
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%	%	%	%
HISD	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
Non-Title I, Achieve 180	13,442	24.4	17.4	57.7	6.3	15.7	6.3	13.7	8.0	6.7	3.3	5.1	13.1
Title I, Achieve 180 Program	1,711	21.9	20.7	51.3	5.9	14.1	6.1	19.2	6.1	6.8	4.1	7.6	15.4
Tier 3	344	19.5	27.6	42.2	2.9	12.5	2.9	23.0	6.4	5.5	2.9	3.5	26.7
Blackshear ES	0	---	---	---	---	---	---	---	---	---	---	---	---
Dogan ES	0	---	---	---	---	---	---	---	---	---	---	---	---
Henry MS	40	37.5	20.0	60.0	7.5	15.0	2.5	12.5	17.5	10.0	7.5	2.5	2.5
Highland Heights ES	131	16.0	28.2	37.4	0.0	5.3	1.5	31.3	0.8	0.8	0.0	0.8	44.3
Kashmere HS	37	10.8	51.4	54.1	8.1	18.9	0.0	8.1	10.8	13.5	2.7	0.0	21.6
Mading ES	8	50.0	12.5	37.5	12.5	12.5	0.0	0.0	12.5	0.0	12.5	0.0	12.5
North Forest HS	1	*	*	*	*	*	*	*	*	*	*	*	*
Washington HS	9	11.1	33.3	44.4	0.0	22.2	11.1	0.0	0.0	11.1	11.1	0.0	22.2
Wesley ES	0	---	---	---	---	---	---	---	---	---	---	---	---
Wheatley HS	33	36.4	24.2	30.3	3.0	12.1	3.0	27.3	9.1	12.1	3.0	12.1	6.1
Woodson PK-8	48	8.3	6.3	29.2	0.0	6.3	2.1	27.1	0.0	2.1	0.0	6.3	39.6
Worthing HS	37	13.5	43.2	54.1	5.4	35.1	10.8	21.6	16.2	8.1	8.1	8.1	2.7
Tier 2	308	27.9	29.5	50.3	7.8	23.1	11.0	23.1	12.0	11.7	9.7	9.4	6.8
Attucks MS	0	---	---	---	---	---	---	---	---	---	---	---	---
Bruce ES	14	14.3	0.0	57.1	0.0	28.6	14.3	28.6	7.1	0.0	0.0	7.1	7.1
Cullen MS	42	16.7	40.5	57.1	7.1	14.3	11.9	16.7	0.0	9.5	11.9	4.8	11.9
Deady MS**	20	25.0	25.0	50.0	15.0	20.0	20.0	5.0	20.0	10.0	5.0	5	5
Foerster ES	0	---	---	---	---	---	---	---	---	---	---	---	---
Forest Brook MS	58	32.8	32.8	36.2	17.2	31.0	8.6	31.0	13.8	24.1	22.4	15.5	3.4
High School Ahead Acad MS^	19	26.3	5.3	63.2	0.0	15.8	5.3	78.9	68.4	10.5	0.0	0.0	0.0
Holland MS**^	2	*	*	*	*	*	*	*	*	*	*	*	*
Madison HS	3	*	*	*	*	*	*	*	*	*	*	*	*
Sugar Grove MS**	46	32.6	17.4	50.0	6.5	19.6	13.0	17.4	4.3	8.7	2.2	13.0	10.9
Williams MS**	103	31.1	38.8	53.4	4.9	25.2	9.7	16.5	8.7	9.7	8.7	8.7	6.8
Yates HS	1	*	*	*	*	*	*	*	*	*	*	*	*

Table I-8. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Barriers to Their Participation at Their Child's Title I School by Group, 2018–2019 (Continued)

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disabilty	Over-whelmed with other respons-ibilities or problems	Unable to access online inform-ation or notifi-cations	Lack of transpor-tation	Lang-uage barriers	Not interested in partici-pating	Not comfort-able participa-ting at this school	Other Barriers	Experienced No Barriers
Survey Item Number		6A	6B	6C	6D	6E	6F	6G	6H	6I	GJ	6K	6L
Respondent Counts and Percentages	n	%	%	%	%	%	%	%	%	%	%	%	%
HISD	15,153	24.1	17.8	57.0	6.3	15.5	6.3	14.3	7.8	6.7	3.4	5.4	13.4
Non-Title I, Achieve 180	13,442	24.4	17.4	57.7	6.3	15.7	6.3	13.7	8.0	6.7	3.3	5.1	13.1
Title I, Achieve 180 Program	1,711	21.9	20.7	51.3	5.9	14.1	6.1	19.2	6.1	6.8	4.1	7.6	15.4
Tier 1A	573	19.9	14.7	56.5	8.9	13.8	4.9	13.8	2.6	6.6	2.4	8.4	13.6
Bonham ES	19	42.1	5.3	36.8	10.5	5.3	5.3	21.1	0.0	0.0	5.3	0	15.8
Fondren ES^	3	*	*	*	*	*	*	*	*	*	*	*	*
Gregory-Lincoln PK-8	22	9.1	18.2	36.4	13.6	18.2	9.1	31.8	4.5	0.0	0.0	9.1	0.0
Hilliard ES	75	30.7	16.0	70.7	5.3	16.0	8.0	20.0	1.3	4.0	1.3	2.7	2.7
Lawson MS	39	10.3	0.0	23.1	0.0	2.6	2.6	20.5	0.0	0.0	0.0	5.1	38.5
Liberty HS	14	14.3	28.6	78.6	50.0	28.6	14.3	42.9	0.0	21.4	7.1	42.9	0.0
Looscan ES^	16	12.5	25.0	50.0	12.5	12.5	0.0	18.8	6.3	0.0	0.0	0.0	25.0
Montgomery ES^	110	23.6	13.6	60.0	6.4	10.9	5.5	10.0	8.2	7.3	2.7	1.8	10.0
Pugh ES	64	28.1	12.5	62.5	1.6	4.7	1.6	7.8	1.6	3.1	4.7	3.1	14.1
Sharpstown HS	7	0.0	14.3	57.1	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	42.9
Stevens ES^	28	17.9	10.7	46.4	10.7	7.1	10.7	21.4	0.0	0.0	0.0	0.0	25.0
TCAH^	176	13.6	18.2	58.0	11.9	21.0	3.4	8.0	1.1	11.9	2.3	18.2	13.6
Tier 1B	486	22.0	17.5	52.3	3.3	10.1	6.6	20.6	6.4	4.9	3.5	8.4	15.0
Bellfort ECC	36	22.2	11.1	52.8	5.6	13.9	0.0	19.4	8.3	0.0	2.8	8.3	16.7
Codwell ES**	30	26.7	20.0	50.0	3.3	10.0	0.0	20.0	0.0	0.0	0.0	3.3	20.0
Cook ES	46	15.2	2.2	52.2	6.5	8.7	8.7	8.7	6.5	2.2	0.0	6.5	15.2
Edison MS	26	11.5	7.7	42.3	7.7	0.0	7.7	7.7	3.8	7.7	0.0	7.7	30.8
Gallegos ES	29	0.0	3.4	27.6	0.0	3.4	3.4	27.6	0.0	0.0	0.0	3.4	44.8
Kashmere Gardens ES	15	26.7	13.3	60.0	6.7	6.7	6.7	20.0	0.0	0.0	0.0	0.0	13.3
Key MS	1	*	*	*	*	*	*	*	*	*	*	*	*
Lewis ES	12	8.3	41.7	91.7	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0
Martinez C ES	0	---	---	---	---	---	---	---	---	---	---	---	---
Marshall ES**^	17	47.1	23.5	47.1	11.8	35.3	5.9	35.3	5.9	11.8	11.8	5.9	11.8
Milby HS	47	17.0	38.3	57.4	0.0	6.4	12.8	17.0	19.1	10.6	8.5	0.0	10.6
Reagan Ed Ctr K-8**	22	4.5	18.2	59.1	4.5	9.1	9.1	4.5	0.0	0.0	0.0	4.5	31.8
Shearn ES**^	47	27.7	10.6	57.4	2.1	12.8	4.3	14.9	2.1	2.1	0.0	6.4	8.5
Sherman ES**^	12	58.3	25.0	33.3	0.0	8.3	16.7	0.0	0.0	8.3	8.3	25.0	0.0
Thomas MS**	54	22.2	33.3	51.9	1.9	11.1	14.8	25.9	11.1	5.6	9.3	9.3	9.3
Westbury HS	55	23.6	18.2	70.9	1.8	20.0	3.6	14.5	10.9	14.5	1.8	10.9	9.1
Young ES	37	35.1	5.4	29.7	2.7	0.0	0.0	70.3	0.0	2.7	8.1	32.4	8.1

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey), Question 6.
Notes: *Results are masked for fewer than five students. ^Non-Teacher School Leader Grant participant. **Achieve 180 Program participant in 2018–2019.

Table I-9. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Ways to Improve School Support to Their Children Learning at Home, 2017– 2018								
		Helping my child with specific subjects/ course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Survey Item Number		8A	8B	8C	8D	8E	8F	8G
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
HISD	21,886	50.6	11.2	33.2	31.3	38.3	36.8	33.3
Non-Title I, Achieve 180	20,002	50.3	11.0	32.9	31.1	37.9	36.3	33.0
Title I, Achieve 180 Program	1,884	54.3	14.1	36.1	32.6	42.0	41.9	36.4
Tier 3	304	54.9	14.1	35.5	29.3	46.4	26.0	24.3
Blackshear ES	46	32.6	10.9	26.1	10.9	47.8	23.9	10.9
Dogan ES	32	59.4	6.3	25.0	21.9	34.4	40.6	40.6
Henry MS	32	53.1	21.9	53.1	43.8	46.9	37.5	50.0
Highland Heights ES	56	83.9	12.5	44.6	17.9	82.1	8.9	12.5
Kashmere HS	14	50.0	21.4	21.4	35.7	28.6	35.7	21.4
Mading ES	5	60.0	20.0	40.0	0.0	40.0	20.0	60.0
North Forest HS	20	55.0	5.0	25.0	20.0	30.0	20.0	0.0
Washington HS	31	48.4	32.3	51.6	58.1	48.4	38.7	45.2
Wesley ES	0	—	—	—	—	—	—	—
Wheatley HS	38	60.5	7.9	31.6	50.0	36.8	23.7	18.4
Woodson PK-8	21	28.6	9.5	23.8	14.3	14.3	14.3	14.3
Worthing HS	9	44.4	22.2	33.3	44.4	33.3	44.4	33.3
Tier 2	283	55.5	13.1	39.6	38.5	44.5	38.5	31.1
Attucks MS	10	10.0	30.0	0.0	10.0	20.0	0.0	0.0
Bruce ES	6	66.7	33.3	33.3	33.3	33.3	33.3	50.0
Cullen MS	1	*	*	*	*	*	*	*
Deady MS**	129	58.9	10.1	41.1	46.5	41.1	41.9	36.4
Foerster ES	11	63.6	18.2	45.5	36.4	45.5	63.6	36.4
Forest Brook MS	34	55.9	17.6	44.1	35.3	58.8	50.0	47.1
High School Ahead Acad MS^	15	40.0	0.0	20.0	26.7	40.0	20.0	6.7
Holland MS**^	16	68.8	6.3	25.0	43.8	43.8	56.3	18.8
Madison HS	11	45.5	36.4	45.5	27.3	36.4	36.4	18.2
Sugar Grove MS**	20	50.0	10.0	35.0	25.0	55.0	30.0	15.0
Williams MS**	3	*	*	*	*	*	*	*
Yates HS	27	55.6	11.1	22.2	33.3	51.9	18.5	29.6

Table I-9. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Ways to Improve School Support to Their Children Learning at Home by Group, 2017– 2018 (Continued)								
		Helping my child with specific subjects/ course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Survey Item Number		8A	8B	8C	8D	8E	8F	8G
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
HISD	21,886	50.6	11.2	33.2	31.3	38.3	36.8	33.3
Non-Title I, Achieve 180	20,002	50.3	11.0	32.9	31.1	37.9	36.3	33.0
Title I, Achieve 180 Program	1,884	54.3	14.1	36.1	32.6	42.0	41.9	36.4
Tier 1A	509	52.7	13.2	34.4	35.4	42.6	46.2	40.3
Bonham ES	103	55.3	10.7	37.9	42.7	47.6	47.6	45.6
Fondren ES^	29	72.4	24.1	51.7	41.4	51.7	72.4	62.1
Gregory-Lincoln PK-8	8	37.5	12.5	25.0	37.5	37.5	12.5	25.0
Hilliard ES	8	37.5	0.0	37.5	25.0	37.5	50.0	62.5
Lawson MS	40	32.5	15.0	22.5	30.0	32.5	27.5	15.0
Liberty HS	28	60.7	14.3	42.9	71.4	50.0	53.6	50.0
Looscan ES^	9	55.6	11.1	33.3	22.2	55.6	44.4	55.6
Montgomery ES^	179	51.4	10.1	27.4	26.3	39.7	44.1	34.1
Pugh ES	18	66.7	11.1	27.8	27.8	44.4	44.4	61.1
Sharpstown HS	45	48.9	28.9	46.7	53.3	46.7	46.7	37.8
Stevens ES^	41	56.1	9.8	41.5	19.5	36.6	53.7	46.3
TCAH^	1	*	*	*	*	*	*	*
Tier 1B	788	54.7	15.1	36.3	30.1	39.0	46.4	40.5
Bellfort ECC	39	59.0	7.7	46.2	30.8	25.6	51.3	53.8
Codwell ES**	24	45.8	12.5	20.8	16.7	20.8	45.8	29.2
Cook ES	37	62.2	16.2	43.2	32.4	37.8	62.2	48.6
Edison MS	4	*	*	*	*	*	*	*
Gallegos ES	5	20.0	20.0	80.0	60.0	20.0	40.0	20.0
Kashmere Gardens ES	3	*	*	*	*	*	*	*
Key MS	1	*	*	*	*	*	*	*
Lewis ES	46	45.7	21.7	39.1	30.4	52.2	50.0	43.5
Martinez C ES	131	64.1	15.3	38.2	26.7	43.5	51.1	43.5
Marshall ES**^	3	*	*	*	*	*	*	*
Milby HS	49	38.8	10.2	28.6	32.7	28.6	22.4	26.5
Reagan Ed Ctr K-8**	37	70.3	21.6	40.5	56.8	56.8	59.5	54.1
Shearn ES**^	279	55.9	12.2	34.8	28.3	36.2	45.9	41.9
Sherman ES**^	23	52.2	4.3	26.1	17.4	47.8	52.2	43.5
Thomas MS**	12	41.7	41.7	25.0	25.0	25.0	25.0	25.0
Westbury HS	50	36.0	18.0	32.0	40.0	48.0	40.0	26.0
Young ES	45	57.8	26.7	42.2	24.4	40.0	42.2	31.1

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018 (SurveyMonkey), Question 8.
Notes: *Results are masked for fewer than five students. ^Non-Teacher School Leader Grant participant. **Achieve 180 Program participant in 2018–2019.

Table I-10. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Ways to Improve School Support to Their Children Learning at Home by Group, 2018–2019										
		Helping my child with specific subjects/ course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my child's learning at home
Survey Item Number		8A	8B	8C	8D	8E	8F	8G	8H	8I
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%
HISD	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
Non-Title I, Achieve 180	13,765	52.3	11.9	36.6	36.8	31.4	40.2	42.4	35.3	7.0
Title I, Achieve 180 Program	1,702	48.7	12.2	35.3	26.0	42.8	36.2	28.3	7.3	14.9
Tier 3	332	50.0	11.4	39.5	22.6	50.9	32.2	20.2	7.2	11.4
Blackshear ES	0	---	---	---	---	---	---	---	---	---
Dogan ES	0	---	---	---	---	---	---	---	---	---
Henry MS	38	73.7	21.1	44.7	42.1	63.2	55.3	50.0	7.9	2.6
Highland Heights ES	125	55.2	7.2	41.6	1.6	72.0	36.0	8.0	0.0	2.4
Kashmere HS	36	44.4	13.9	50.0	61.1	52.8	22.2	38.9	8.3	16.7
Mading ES	8	50.0	25.0	50.0	12.5	25.0	37.5	37.5	12.5	0.0
North Forest HS	1	*	*	*	*	*	*	*	*	*
Washington HS	11	72.7	27.3	54.5	54.5	45.5	54.5	54.5	9.1	9.1
Wesley ES	0	---	---	---	---	---	---	---	---	---
Wheatley HS	29	24.1	20.7	31.0	34.5	24.1	24.1	17.2	0.0	17.2
Woodson PK-8	50	24.0	2.0	20.0	2.0	8.0	6.0	2.0	22.0	38.0
Worthing HS	34	64.7	11.8	41.2	47.1	50.0	38.2	26.5	14.7	8.8
Tier 2	338	51.2	15.4	39.3	33.1	47.9	37.9	34.0	8.6	14.2
Attucks MS	0	---	---	---	---	---	---	---	---	---
Bruce ES	16	43.8	6.3	37.5	25.0	50.0	25.0	37.5	12.5	31.3
Cullen MS	48	54.2	20.8	47.9	47.9	54.2	39.6	37.5	8.3	12.5
Deady MS**	22	63.6	13.6	40.9	40.9	63.6	40.9	40.9	4.5	9.1
Foerster ES	0	---	---	---	---	---	---	---	---	---
Forest Brook MS	71	43.7	9.9	26.8	38.0	36.6	28.2	32.4	11.3	11.3
High School Ahead Acad MS^	22	22.7	31.8	45.5	13.6	27.3	9.1	22.7	9.1	13.6
Holland MS**^	2	*	*	*	*	*	*	*	*	*
Madison HS	3	*	*	*	*	*	*	*	*	*
Sugar Grove MS**	44	56.8	9.1	36.4	27.3	61.4	50.0	36.4	2.3	15.9
Williams MS**	108	57.4	18.5	41.7	30.6	50.0	46.3	34.3	8.3	14.8
Yates HS	2	*	*	*	*	*	*	*	*	*

Table I-10. Number and Percentage of HISD Parents and Family Members Who Agreed with Statements about Ways to Improve School Support to Their Children Learning at Home by Group, 2018– 2019 (Continued)

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation and college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	Other assistance not mentioned	I do not need help from the school to support my
Survey Item Number		**8A**	**8B**	**8C**	**8D**	**8E**	**8F**	**8G**	**8H**	**8I**
Respondent Counts and Percentages	**N**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**
HISD	15,467	51.9	12.0	36.6	30.8	40.5	41.7	34.5	7.0	14.8
Non-Title I, Achieve 180	13,765	52.3	11.9	36.6	36.8	31.4	40.2	42.4	35.3	7.0
Title I, Achieve 180 Program	1,702	48.7	12.2	35.3	26.0	42.8	36.2	28.3	7.3	14.9
Tier 1A	**568**	**46.1**	**10.6**	**31.3**	**20.8**	**36.3**	**35.7**	**23.6**	**6.2**	**18.3**
Bonham ES	19	78.9	15.8	31.6	31.6	36.8	68.4	47.4	10.5	0.0
Fondren ES^	3	*	*	*	*	*	*	*	*	*
Gregory-Lincoln PK-8	25	32.0	24.0	48.0	24.0	60.0	20.0	24.0	0.0	8.0
Hilliard ES	74	58.1	10.8	43.2	13.5	43.2	47.3	31.1	6.8	9.5
Lawson MS	38	2.6	0.0	10.5	5.3	2.6	50.0	2.6	0.0	39.5
Liberty HS	8	75.0	12.5	50.0	75.0	87.5	75.0	50.0	0.0	0.0
Looscan ES^	25	60.0	12.0	48.0	32.0	40.0	52.0	44.0	4.0	16.0
Montgomery ES^	108	58.3	9.3	36.1	24.1	38.9	40.7	30.6	5.6	13.9
Pugh ES	63	52.4	7.9	34.9	15.9	46.0	22.2	22.2	3.2	9.5
Sharpstown HS	8	37.5	0.0	0.0	12.5	50.0	37.5	37.5	12.5	12.5
Stevens ES^	24	33.3	12.5	33.3	16.7	41.7	25.0	25.0	0.0	12.5
TCAH^	173	38.2	12.1	22.5	22.0	27.7	24.9	13.3	10.4	28.9
Tier 1B	**464**	**49.1**	**12.5**	**34.1**	**29.5**	**41.4**	**38.4**	**35.8**	**8.0**	**13.8**
Bellfort ECC	16	37.5	6.3	25.0	31.3	25.0	31.3	31.3	6.3	18.8
Codwell ES**	30	33.3	16.7	40.0	23.3	26.7	36.7	13.3	6.7	33.3
Cook ES	36	50.0	16.7	41.7	19.4	50.0	50.0	36.1	11.1	5.6
Edison MS	32	56.3	9.4	37.5	37.5	53.1	43.8	62.5	6.3	9.4
Gallegos ES	14	28.6	7.1	50.0	35.7	28.6	21.4	35.7	0.0	7.1
Kashmere Gardens ES	18	33.3	11.1	27.8	11.1	11.1	44.4	16.7	5.6	22.2
Key MS	1	*	*	*	*	*	*	*	*	*
Lewis ES	11	81.8	9.1	27.3	27.3	72.7	36.4	27.3	0.0	0.0
Martinez C ES	0	---	---	---	---	---	---	---	---	---
Marshall ES**^	15	73.3	20.0	46.7	13.3	26.7	66.7	46.7	26.7	6.7
Milby HS	53	39.6	7.5	24.5	35.8	41.5	22.6	32.1	7.5	20.8
Reagan Ed Ctr K-8**	23	52.2	13.0	30.4	26.1	34.8	34.8	30.4	17.4	21.7
Shearn ES**^	48	62.5	18.8	45.8	43.8	45.8	62.5	47.9	2.1	6.3
Sherman ES**^	12	58.3	0.0	41.7	0.0	41.7	58.3	33.3	8.3	8.3
Thomas MS**	63	66.7	19.0	33.3	31.7	47.6	36.5	31.7	11.1	9.5
Westbury HS	55	43.6	10.9	32.7	49.1	32.7	27.3	27.3	10.9	23.6
Young ES	37	27.0	5.4	18.9	2.7	59.5	27.0	54.1	0.0	0.0

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2018–2019 (SurveyMonkey), Question 8.
Notes: *Results are masked for fewer than five students. ^Non-Teacher School Leader Grant participant. **Achieve 180 Program participant in 2018–2019.

Appendix J: Summative Outcomes
Student Performance Results

STAAR Grades 3–8, All Students

Figure J-1. HISD STAAR Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2017 through 2019

HISD

Reading: 64, 68, 69 (%Approaches); 39, 40, 41 (%Meets); 23, 21, 23 (%Masters)
Mathematics: 73, 76, 75; 45, 47, 47; 25, 26, 28
Writing: 60, 56, 61; 31, 35, 31; 11, 11, 10
Science: 68, 68, 67; 37, 34, 40; 16, 14, 19
Social Studies: No Social Studies Tested in Grades 3–5

Non-Achieve 180

Reading: 66, 70, 71; 41, 43, 43; 25, 23, 25
Mathematics: 76, 78, 77; 48, 50, 50; 27, 28, 30
Writing: 63, 59, 63; 34, 37, 33; 12, 12, 11
Science: 70, 72, 69; 40, 38, 42; 18, 16, 20
Social Studies: No Social Studies Tested in Grades 3–5

Achieve 180

Reading: 48, 55, 59; 24, 26, 28; 12, 11, 13
Mathematics: 56, 61, 62; 27, 29, 31; 12, 12, 16
Writing: 41, 38, 47; 15, 19, 17; 3, 3, 4
Science: 51, 51, 57; 22, 18, 28; 7, 6, 10
Social Studies: No Social Studies Tested in Grades 3–5

Tier 3

Reading: 35, 46, 53; 16, 19, 22; 8, 8, 10
Mathematics: 40, 52, 58; 16, 23, 29; 6, 10, 14
Writing: 33, 27, 45; 11, 12, 15; 2, 2, 3
Science: 37, 40, 60; 13, 12, 28; 4, 3, 12
Social Studies: No Social Studies Tested in Grades 3–5

Tier 2

Reading: 49, 47, 51; 23, 22, 24; 13, 10, 11
Mathematics: 60, 57, 59; 30, 28, 32; 13, 10, 15
Writing: 40, 36, 34; 12, 16, 8; 0, 2, 1
Science: 50, 41, 49; 22, 13, 21; 9, 3, 4
Social Studies: No Social Studies Tested in Grades 3–5

Tier 1A

Reading: 48, 61, 65; 26, 32, 33; 14, 16, 17
Mathematics: 53, 64, 65; 24, 32, 33; 10, 13, 17
Writing: 38, 43, 51; 15, 24, 22; 3, 5, 6
Science: 51, 56, 57; 22, 20, 29; 8, 8, 12
Social Studies: No Social Studies Tested in Grades 3–5

Tier 1B

Reading: 52, 56, 57; 26, 25, 27; 12, 9, 11
Mathematics: 64, 62, 62; 32, 30, 30; 15, 12, 15
Writing: 47, 39, 47; 18, 17, 16; 3, 3, 3
Science: 58, 53, 57; 26, 19, 27; 8, 6, 10
Social Studies: No Social Studies Tested in Grades 3–5

● %Approaches   ● %Meets   ● %Masters

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

	2016–2017			2017–2018			2018–2019		
Campus Name	**N Tested**	**% App+**	**% Meet+**	**% Mast**	**N Tested**	**% App+**	**% Meet+**	**% Mast**	**N Tested**	**% App+**	**% Meet+**	**% Mast**
HISD	**49,421**	**64**	**39**	**23**	**49,520**	**68**	**40**	**21**	**47,742**	**69**	**41**	**23**
Non-Achieve 180	**42,103**	**66**	**41**	**25**	**42,199**	**70**	**43**	**23**	**40,953**	**71**	**43**	**25**
Achieve 180 Program	**7,318**	**48**	**24**	**12**	**7,321**	**55**	**26**	**11**	**6,789**	**59**	**28**	**13**
Tier 3	**1,201**	**35**	**16**	**8**	**1,182**	**46**	**19**	**8**	**1,046**	**53**	**22**	**10**
Blackshear ES	197	34	15	7	179	49	21	11	161	60	25	13
Dogan ES	241	46	25	15	245	52	23	11	231	54	23	10
Highland Heights ES	220	35	14	8	232	38	16	6	204	45	15	5
Mading ES	225	37	16	9	211	57	27	12	172	65	34	20
Wesley ES	111	33	15	7	128	41	14	3	119	45	18	7
Woodson ES	207	23	8	3	187	36	11	4	159	48	18	8
Tier 2	**483**	**49**	**23**	**13**	**529**	**47**	**22**	**10**	**494**	**51**	**24**	**11**
Bruce ES	241	47	22	12	240	51	23	11	225	54	24	10
Foerster ES	242	52	25	15	289	43	22	9	269	48	25	11
Tier 1A	**2,579**	**48**	**26**	**14**	**2,538**	**61**	**32**	**16**	**2,400**	**65**	**33**	**17**
Bonham ES	438	40	17	10	387	62	32	13	346	66	33	18
Fondren ES^	155	46	19	10	146	45	25	10	127	55	26	10
Gregory-Lincoln PK-8	193	40	20	11	227	58	28	12	223	62	31	15
Hilliard ES	292	25	6	3	243	44	13	7	217	49	14	5
Looscan ES^	183	32	20	8	163	42	17	6	152	55	26	11
Montgomery ES^	320	48	22	8	279	53	26	12	232	60	26	13
Pugh ES	170	44	28	15	159	70	38	21	167	75	40	20
Stevens ES^	300	41	18	9	313	59	25	11	283	59	24	10
TCAH^	528	80	55	31	621	78	50	29	653	76	48	29
Tier 1B	**3,055**	**52**	**26**	**12**	**3,072**	**56**	**25**	**9**	**2,849**	**57**	**27**	**11**
Codwell ES**	194	48	23	9	213	54	19	5	186	51	25	10
Cook ES	276	42	19	11	279	50	24	8	278	66	28	10
Gallegos ES	189	47	24	12	180	62	32	14	166	55	23	7
Kashmere Gardens ES	184	45	21	8	156	60	24	8	154	73	40	15
Lewis ES	483	59	30	15	475	65	33	15	440	63	31	17
Marshall ES**^	520	55	29	15	518	52	22	8	460	52	25	9
Martinez C ES	209	45	21	10	204	56	25	12	166	49	20	7
Reagan Ed Ctr PK-8**	363	54	28	12	378	51	24	9	344	52	23	12
Shearn ES**^	257	53	27	13	283	52	27	9	271	59	33	13
Sherman ES**^	267	64	32	17	263	57	23	7	261	60	23	9
Young ES	113	40	16	4	123	52	18	5	123	46	17	5

Table J-1. HISD STAAR Reading Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

	2016–2017				2017–2018				2018–2019			
Table J-2. HISD STAAR Mathematics Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)												
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**49,399**	**73**	**45**	**25**	**49,511**	**76**	**47**	**26**	**47,725**	**75**	**47**	**28**
Non-Achieve 180	**42,110**	**76**	**48**	**27**	**42,213**	**78**	**50**	**28**	**40,967**	**77**	**50**	**30**
Achieve 180 Program	**7,289**	**56**	**27**	**12**	**7,298**	**61**	**29**	**12**	**6,758**	**62**	**31**	**16**
Tier 3	**1,200**	**40**	**16**	**6**	**1,182**	**52**	**23**	**10**	**1,047**	**58**	**29**	**14**
Blackshear ES	197	40	19	6	179	60	33	15	161	69	37	16
Dogan ES	241	42	21	9	245	52	23	10	231	52	29	12
Highland Heights ES	220	50	20	7	232	45	19	9	203	46	22	12
Mading ES	225	44	17	7	211	64	29	12	172	77	36	20
Wesley ES	111	36	12	3	128	44	14	5	120	44	17	10
Woodson ES	206	25	6	1	187	46	16	5	160	62	31	13
Tier 2	**484**	**60**	**30**	**13**	**530**	**57**	**28**	**10**	**495**	**59**	**32**	**15**
Bruce ES	241	60	27	10	239	63	31	10	226	61	30	12
Foerster ES	243	60	33	16	291	52	24	10	269	57	33	16
Tier 1A	**2,548**	**53**	**24**	**10**	**2,512**	**64**	**32**	**13**	**2,367**	**65**	**33**	**17**
Bonham ES	438	63	30	14	387	71	42	18	346	72	38	22
Fondren ES^	155	54	28	12	146	62	30	12	127	71	37	20
Gregory-Lincoln PK-8	193	38	13	4	226	64	31	10	224	60	30	15
Hilliard ES	292	34	11	5	244	51	18	7	217	58	22	10
Looscan ES^	183	46	20	5	163	50	25	10	152	64	38	22
Montgomery ES^	321	59	26	11	279	69	36	18	233	74	42	21
Pugh ES	170	46	22	7	159	65	34	14	167	73	43	22
Stevens ES^	300	49	19	8	313	65	30	11	285	63	29	12
TCAH^	496	67	32	13	595	64	32	13	616	60	30	16
Tier 1B	**3,057**	**64**	**32**	**15**	**3,074**	**62**	**30**	**12**	**2,849**	**62**	**30**	**15**
Codwell ES**	194	55	24	10	213	56	27	8	186	60	32	17
Cook ES	277	56	23	8	279	54	24	10	276	60	33	18
Gallegos ES	189	71	41	14	180	71	38	16	166	63	28	15
Kashmere Gardens ES	185	55	29	12	156	69	37	13	154	73	27	10
Lewis ES	483	64	35	19	475	73	37	16	441	73	34	17
Marshall ES**^	520	63	37	18	518	56	28	11	460	57	28	16
Martinez C ES	209	64	23	11	204	65	26	8	167	54	19	9
Reagan Ed Ctr PK-8**	363	71	33	16	379	60	24	12	344	59	32	15
Shearn ES**^	257	64	35	19	284	61	34	15	271	65	35	18
Sherman ES**^	267	74	37	17	263	64	25	8	261	62	32	13
Young ES	113	66	27	11	123	66	33	14	123	54	24	11

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**16,785**	**60**	**31**	**11**	**16,443**	**56**	**35**	**11**	**16,159**	**61**	**31**	**10**
Non-Achieve 180	**14,244**	**63**	**34**	**12**	**14,095**	**59**	**37**	**12**	**13,805**	**63**	**33**	**11**
Achieve 180 Program	**2,541**	**41**	**15**	**3**	**2,348**	**38**	**19**	**3**	**2,354**	**47**	**17**	**4**
Tier 3	**420**	**33**	**11**	**2**	**400**	**27**	**12**	**2**	**351**	**45**	**15**	**3**
Blackshear ES	73	36	11	1	61	28	11	2	59	42	14	3
Dogan ES	79	34	14	3	88	32	17	6	72	51	18	3
Highland Heights ES	76	36	13	4	79	27	11	0	60	38	12	3
Mading ES	83	39	16	2	68	31	10	1	58	53	21	2
Wesley ES	36	22	0	0	46	20	9	0	45	40	13	4
Woodson ES	73	25	7	0	58	22	10	0	57	42	12	4
Tier 2	**155**	**40**	**12**	**0**	**182**	**36**	**16**	**2**	**169**	**34**	**8**	**1**
Bruce ES	80	34	6	0	78	41	18	1	73	37	7	0
Foerster ES	75	47	17	0	104	32	15	3	96	31	9	1
Tier 1A	**891**	**38**	**15**	**3**	**794**	**43**	**24**	**5**	**843**	**51**	**22**	**6**
Bonham ES	151	32	11	2	120	62	38	5	116	57	26	8
Fondren ES^	62	29	8	0	41	29	12	0	42	40	10	0
Gregory-Lincoln PK-8	66	39	23	9	73	32	12	3	74	50	20	5
Hilliard ES	99	33	8	0	71	20	7	1	83	30	6	0
Looscan ES^	67	33	9	0	58	21	9	0	54	33	6	0
Montgomery ES^	121	28	8	2	86	48	26	2	75	36	13	5
Pugh ES	52	27	8	0	54	56	28	6	58	62	29	9
Stevens ES^	114	45	20	4	91	33	19	4	118	42	17	2
TCAH^	159	55	27	7	200	51	32	9	223	69	37	11
Tier 1B	**1,075**	**47**	**18**	**3**	**972**	**39**	**17**	**3**	**991**	**47**	**16**	**3**
Codwell ES**	76	41	17	3	63	40	21	5	66	47	11	0
Cook ES	93	29	6	1	87	33	13	0	97	39	11	0
Gallegos ES	69	39	14	0	52	56	33	10	62	53	16	5
Kashmere Gardens ES	77	43	9	3	41	46	22	7	52	56	17	2
Lewis ES	175	51	20	3	155	38	15	1	153	49	20	4
Marshall ES**^	185	54	24	3	178	33	12	2	157	41	18	3
Martinez C ES	76	46	16	3	57	26	9	2	56	52	13	5
Reagan Ed Ctr PK-8**	111	48	14	4	125	38	14	3	116	47	16	3
Shearn ES**^	87	53	21	3	94	43	28	1	100	56	19	5
Sherman ES**^	84	58	32	12	86	51	24	3	85	52	14	1
Young ES	42	33	10	0	34	35	12	0	47	34	9	0

Table J-3. HISD STAAR Writing Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-4. HISD STAAR Science Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English and Spanish (Combined) by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	15,644	68	37	16	16,281	68	34	14	15,740	67	40	19
Non-Achieve 180	13,287	70	40	18	13,704	72	38	16	13,486	69	42	20
Achieve 180 Program	2,357	51	22	7	2,577	51	18	6	2,254	57	28	10
Tier 3	384	37	13	4	401	40	12	3	343	60	28	12
Blackshear ES	60	60	25	7	58	45	16	3	40	80	45	18
Dogan ES	77	35	16	6	80	53	25	5	86	74	40	15
Highland Heights ES	66	36	11	5	73	25	7	3	75	43	23	8
Mading ES	75	51	19	3	78	62	14	6	52	69	33	15
Wesley ES	34	21	3	0	36	31	6	0	40	55	20	15
Woodson ES	72	13	0	0	76	22	3	0	50	40	6	0
Tier 2	143	50	22	9	163	41	13	3	174	49	21	4
Bruce ES	73	59	29	10	80	43	13	4	80	51	23	3
Foerster ES	70	40	14	9	83	40	14	2	94	48	20	5
Tier 1A	870	51	22	8	966	56	20	8	838	57	29	12
Bonham ES	151	30	11	1	144	46	10	3	101	41	16	4
Fondren ES^	48	58	23	6	63	43	16	5	40	55	28	10
Gregory-Lincoln PK-8	60	52	25	8	85	46	9	6	75	45	21	4
Hilliard ES	92	16	2	1	87	31	3	0	63	57	32	13
Looscan ES^	58	47	21	7	54	56	20	4	50	42	22	6
Montgomery ES^	92	51	12	3	100	60	19	4	83	53	14	1
Pugh ES	49	59	20	6	45	80	53	24	53	81	55	26
Stevens ES^	87	64	23	3	103	63	23	8	77	51	21	8
TCAH^	233	70	41	20	285	66	29	12	296	68	39	18
Tier 1B	960	58	26	8	1,047	53	19	6	899	57	27	10
Codwell ES**	54	72	33	7	87	49	13	3	58	50	28	14
Cook ES	92	42	10	2	84	36	7	2	72	63	29	8
Gallegos ES	58	72	26	9	65	69	31	5	48	58	31	8
Kashmere Gardens ES	56	61	27	0	59	71	42	14	43	60	30	5
Lewis ES	150	68	34	13	161	59	22	9	146	53	24	5
Marshall ES**^	153	53	18	5	167	35	8	1	153	69	41	16
Martinez C ES	73	44	19	10	74	72	30	15	51	55	29	14
Reagan Ed Ctr PK-8**	130	59	25	8	130	51	16	5	114	47	18	4
Shearn ES**^	74	43	20	9	93	48	14	4	91	46	18	5
Sherman ES**^	85	67	38	13	83	60	22	11	87	55	24	13
Young ES	35	71	43	3	44	66	27	7	36	72	28	22

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Figure J-2. HISD STAAR English Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2017 through 2019

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.

Table J-5. HISD STAAR Reading Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**37,921**	**65**	**37**	**19**	**38,072**	**66**	**39**	**22**	**37,937**	**68**	**42**	**23**
Non-Achieve 180	**28,456**	**71**	**42**	**22**	**28,565**	**71**	**45**	**26**	**28,587**	**72**	**46**	**26**
Achieve 180 Program	**9,465**	**49**	**20**	**8**	**9,507**	**51**	**22**	**10**	**9,350**	**55**	**27**	**12**
Tier 3	**1,076**	**40**	**15**	**5**	**1,036**	**44**	**15**	**6**	**738**	**49**	**18**	**6**
Henry MS	831	41	16	6	779	45	16	6	738	49	18	6
Woodson ES	245	38	11	2	257	42	15	5	0	---	---	---
Tier 2	**4,209**	**44**	**15**	**5**	**4,072**	**43**	**15**	**5**	**3,831**	**46**	**19**	**7**
Attucks MS	444	42	14	5	427	43	14	3	411	43	18	6
Cullen MS	410	40	13	3	376	45	16	6	305	44	17	4
Deady MS**	645	49	19	6	674	46	18	6	602	50	22	9
Forest Brook MS	796	41	14	4	775	41	13	5	746	47	20	5
HS Ahead Acad MS^	167	28	6	2	177	28	5	2	132	31	10	3
Holland MS**^	611	49	18	7	598	47	19	7	608	54	26	12
Sugar Grove MS**	689	41	12	4	605	39	14	5	607	37	14	4
Williams MS**	447	48	16	5	440	45	15	5	420	50	18	7
Tier 1A	**2,190**	**64**	**36**	**17**	**2,357**	**70**	**41**	**23**	**2,742**	**73**	**46**	**24**
Gregory-Lincoln PK-8	258	57	21	8	267	62	26	8	264	74	38	15
Lawson MS	931	43	15	4	1,002	53	21	9	1,111	54	26	10
TCAH^	1,001	86	59	31	1,088	88	63	39	1,367	87	63	38
Tier 1B	**1,990**	**49**	**16**	**5**	**2,042**	**49**	**19**	**7**	**2,039**	**49**	**20**	**8**
Edison MS	616	51	17	6	620	52	21	7	602	52	23	8
Key MS	621	44	15	4	585	42	14	6	594	46	17	7
Reagan Ed Ctr PK-8**	358	59	20	5	347	63	27	10	337	64	31	13
Thomas MS**	395	45	15	4	490	44	15	5	506	37	13	5

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-6. HISD STAAR Mathematics Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**34,735**	**68**	**39**	**15**	**34,742**	**70**	**39**	**16**	**34,586**	**73**	**42**	**16**
Non-Achieve 180	**25,803**	**74**	**46**	**19**	**25,757**	**76**	**46**	**20**	**25,753**	**77**	**47**	**20**
Achieve 180 Program	**8,932**	**48**	**17**	**4**	**8,985**	**52**	**19**	**4**	**8,833**	**60**	**26**	**7**
Tier 3	**1,007**	**36**	**8**	**1**	**1,018**	**46**	**15**	**2**	**716**	**59**	**25**	**6**
Henry MS	772	38	9	2	762	46	15	2	716	59	25	6
Woodson ES	235	32	5	0	256	46	16	2	0	---	---	---
Tier 2	**3,959**	**45**	**15**	**3**	**3,835**	**45**	**14**	**3**	**3,587**	**54**	**22**	**5**
Attucks MS	421	31	9	1	402	42	13	3	365	51	23	4
Cullen MS	396	41	10	1	340	41	7	1	274	51	14	2
Deady MS**	575	61	23	5	624	52	17	2	556	57	21	3
Forest Brook MS	744	49	18	5	743	56	19	4	698	65	28	5
HS Ahead Acad MS^	166	13	2	1	177	20	2	1	136	18	6	1
Holland MS**^	557	44	15	4	548	47	15	4	577	63	33	9
Sugar Grove MS**	670	43	16	5	581	36	14	3	592	43	14	4
Williams MS**	430	46	12	1	420	43	10	2	389	54	19	5
Tier 1A	**2,048**	**58**	**24**	**7**	**2,211**	**65**	**29**	**7**	**2,558**	**70**	**35**	**10**
Gregory-Lincoln PK-8	238	45	11	2	248	51	15	1	228	65	25	5
Lawson MS	856	46	16	3	940	61	25	6	1,057	64	30	8
TCAH^	954	73	35	11	1,023	72	37	9	1,273	76	41	13
Tier 1B	**1,918**	**52**	**20**	**4**	**1,921**	**54**	**19**	**5**	**1,972**	**59**	**24**	**6**
Edison MS	617	53	22	5	574	63	25	8	582	64	29	7
Key MS	598	43	15	3	553	42	13	3	566	54	20	3
Reagan Ed Ctr PK-8**	332	59	20	5	331	65	24	7	337	75	39	14
Thomas MS**	371	57	23	5	463	50	16	3	487	46	13	3

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-7. HISD STAAR Writing Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**12,526**	**66**	**36**	**12**	**12,878**	**59**	**35**	**12**	**12,383**	**65**	**39**	**17**
Non-Achieve 180	**9,447**	**72**	**42**	**14**	**9,632**	**65**	**41**	**15**	**9,375**	**70**	**44**	**20**
Achieve 180 Program	**3,079**	**48**	**17**	**2**	**3,246**	**42**	**18**	**3**	**3,008**	**50**	**21**	**6**
Tier 3	**354**	**39**	**12**	**1**	**364**	**35**	**13**	**1**	**215**	**43**	**8**	**0**
Henry MS	265	41	14	2	296	35	12	2	215	43	8	0
Woodson ES	89	31	6	0	68	35	16	0	0	---	---	---
Tier 2	**1,413**	**44**	**15**	**2**	**1,398**	**35**	**13**	**2**	**1,258**	**43**	**15**	**4**
Attucks MS	158	37	12	1	139	26	11	1	121	48	16	2
Cullen MS	156	39	9	1	126	40	11	0	100	29	9	1
Deady MS**	207	53	20	2	243	35	16	5	212	44	18	4
Forest Brook MS	266	40	11	0	240	33	11	0	247	43	13	3
HS Ahead Acad MS^	58	36	10	3	69	20	6	0	56	36	11	2
Holland MS**^	189	45	15	3	219	45	19	3	211	50	20	8
Sugar Grove MS**	237	48	20	5	200	32	11	1	183	42	15	4
Williams MS**	142	52	17	1	162	36	12	1	128	41	16	4
Tier 1A	**710**	**60**	**28**	**5**	**767**	**65**	**33**	**8**	**861**	**67**	**36**	**12**
Gregory-Lincoln PK-8	84	57	23	1	88	57	23	3	83	63	30	5
Lawson MS	318	41	11	1	327	48	19	2	372	53	20	3
TCAH^	308	81	46	9	352	83	49	16	406	81	51	21
Tier 1B	**602**	**47**	**13**	**1**	**717**	**36**	**14**	**1**	**674**	**44**	**18**	**3**
Edison MS	199	51	16	2	220	31	14	1	193	58	27	3
Key MS	186	37	11	1	217	30	10	1	200	34	16	3
Reagan Ed Ctr PK-8**	98	64	18	3	127	48	18	2	108	69	25	6
Thomas MS**	119	39	6	2	153	39	15	1	173	25	7	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-8. HISD STAAR Science Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**12,259**	**68**	**40**	**15**	**12,230**	**67**	**42**	**22**	**12,393**	**72**	**40**	**19**
Non-Achieve 180	**9,027**	**73**	**47**	**19**	**9,055**	**73**	**48**	**27**	**9,107**	**76**	**46**	**24**
Achieve 180 Program	**3,232**	**52**	**22**	**4**	**3,175**	**52**	**23**	**8**	**3,286**	**60**	**23**	**6**
Tier 3	**338**	**48**	**19**	**3**	**339**	**47**	**21**	**6**	**269**	**59**	**17**	**5**
Henry MS	257	53	21	3	255	51	25	8	269	59	17	5
Woodson ES	81	31	11	2	84	37	8	2	0	---	---	---
Tier 2	**1,414**	**48**	**19**	**3**	**1,338**	**46**	**19**	**6**	**1,352**	**53**	**18**	**5**
Attucks MS	133	23	5	1	126	25	6	0	145	43	13	4
Cullen MS	140	30	5	1	130	49	18	12	109	46	19	5
Deady MS**	198	55	24	5	223	54	23	7	224	53	17	6
Forest Brook MS	277	68	30	7	252	67	34	10	253	72	30	10
HS Ahead Acad MS^	73	18	3	1	75	25	7	0	66	18	3	0
Holland MS**^	203	49	20	2	179	39	15	4	199	62	22	6
Sugar Grove MS**	250	46	18	3	219	47	22	7	207	42	12	2
Williams MS**	140	54	24	3	134	27	4	0	149	52	11	1
Tier 1A	**793**	**60**	**27**	**6**	**865**	**63**	**29**	**10**	**983**	**73**	**32**	**9**
Gregory-Lincoln PK-8	82	57	30	2	86	66	27	6	75	73	36	7
Lawson MS	305	41	10	0	338	45	16	4	345	60	26	8
TCAH^	406	76	40	11	441	75	40	15	563	80	35	9
Tier 1B	**687**	**55**	**23**	**3**	**633**	**55**	**26**	**9**	**682**	**57**	**23**	**6**
Edison MS	217	58	24	4	197	57	27	10	203	57	20	3
Key MS	201	53	24	2	177	47	20	7	201	56	25	7
Reagan Ed Ctr PK-8**	125	62	31	6	92	74	39	16	117	76	38	18
Thomas MS**	144	47	16	2	167	51	23	5	161	43	12	1

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first   administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-9. HISD STAAR Social Studies Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**12,482**	**54**	**26**	**15**	**12,415**	**56**	**28**	**17**	**12,517**	**59**	**28**	**16**
Non-Achieve 180	**9,230**	**61**	**32**	**19**	**9,221**	**62**	**34**	**21**	**9,249**	**64**	**33**	**19**
Achieve 180 Program	**3,252**	**36**	**10**	**4**	**3,194**	**37**	**11**	**4**	**3,268**	**45**	**13**	**6**
Tier 3	**340**	**18**	**4**	**1**	**335**	**26**	**8**	**2**	**267**	**36**	**9**	**4**
Henry MS	258	21	3	0	252	31	8	2	267	36	9	4
Woodson ES	82	7	4	1	83	12	6	0	0	---	---	---
Tier 2	**1,430**	**34**	**9**	**3**	**1,367**	**36**	**11**	**3**	**1,345**	**40**	**10**	**4**
Attucks MS	152	18	2	0	154	19	3	1	148	33	9	4
Cullen MS	137	15	2	0	130	29	7	2	110	60	20	8
Deady MS**	197	58	17	6	221	61	25	7	223	35	9	2
Forest Brook MS	279	33	9	4	254	39	11	4	251	44	9	3
HS Ahead Acad MS^	73	12	4	0	73	4	1	0	67	9	1	0
Holland MS**^	203	33	7	4	180	34	7	1	199	56	18	8
Sugar Grove MS**	250	34	10	3	221	33	12	5	200	34	9	3
Williams MS**	139	45	13	4	134	34	12	2	147	35	3	1
Tier 1A	**797**	**39**	**12**	**5**	**861**	**43**	**13**	**6**	**980**	**55**	**20**	**10**
Gregory-Lincoln PK-8	83	39	1	0	84	50	12	6	75	49	11	7
Lawson MS	308	19	2	0	338	28	5	3	343	37	9	3
TCAH^	406	55	21	10	439	53	19	9	562	67	28	14
Tier 1B	**685**	**45**	**13**	**6**	**631**	**36**	**11**	**4**	**676**	**43**	**11**	**4**
Edison MS	217	47	11	4	197	42	13	4	202	44	9	2
Key MS	199	41	13	7	177	10	1	1	198	30	4	0
Reagan Ed Ctr PK-8**	125	46	15	6	91	51	15	4	118	57	19	11
Thomas MS**	144	45	16	8	166	48	18	8	158	47	15	8

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first   administration results were used. Excludes STAAR Alt. 2 Test.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

STAAR Grades 3–8, All Students by Race/Ethnicity

Table J-10. HISD STAAR Reading Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards English and Spanish (Combined) by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	1,887	88	11,309	54	31,776	62	3,819	88	1,955	88	11,211	59	31,753	67	3,928	89	2,032	89	10,331	60	30,697	68	4,018	89
Non-Achieve 180	1,795	89	8,343	59	27,904	64	3,492	90	1,863	89	8,283	63	27,875	68	3,578	90	1,935	89	7,704	63	27,043	69	3,688	90
Achieve 180 Program	92	67	2,966	41	3,872	50	327	75	92	75	2,928	48	3,878	58	350	76	97	80	2,627	53	3,654	61	330	75
Tier 3	3	*	781	32	402	41	6	17	0	---	754	42	413	53	7	43	0	---	636	51	395	56	8	13
Blackshear ES	0	---	177	33	17	41	1	*	0	---	157	46	20	70	1	*	0	---	132	59	28	68	1	*
Dogan ES	0	---	57	37	183	48	1	*	0	---	64	47	180	53	1	*	0	---	64	45	166	57	0	---
Highland Heights ES	0	---	111	32	104	39	2	*	0	---	115	29	115	47	1	*	0	---	85	39	118	50	1	*
Mading ES	1	*	176	34	47	45	0	---	0	---	164	53	46	72	0	---	0	---	132	60	39	82	0	---
Wesley ES	0	---	82	34	27	30	1	*	0	---	96	41	29	38	1	*	0	---	91	45	22	36	3	*
Woodson ES	2	*	178	24	24	4	1	*	0	---	158	35	23	39	3	*	0	---	132	50	22	41	3	*
Tier 2	30	47	294	48	153	52	2	*	20	40	338	43	164	54	4	*	17	41	296	46	174	59	4	*
Bruce ES	2	*	160	46	77	49	1	*	1	*	160	48	78	56	0	---	2	*	141	49	80	63	0	---
Foerster ES	28	50	134	50	76	55	1	*	19	37	178	39	86	52	4	*	15	33	155	44	94	55	4	*
Tier 1A	48	81	740	37	1,458	45	294	78	60	92	686	49	1,420	60	321	79	64	92	643	55	1,347	65	289	77
Bonham ES	9	78	87	31	332	42	7	43	3	*	79	49	299	65	4	*	1	*	64	50	271	69	4	*
Fondren ES^	0	---	49	39	105	50	0	---	1	*	42	40	103	47	0	---	0	---	31	48	95	58	1	*
Gregory-Lincoln PK-8	3	*	129	35	56	48	4	*	5	60	146	55	70	61	4	*	4	*	151	61	60	62	6	100
Hilliard ES	0	---	226	21	59	39	3	*	0	---	179	40	59	54	3	*	0	---	148	43	68	62	1	*
Looscan ES^	0	---	9	33	171	32	2	*	0	---	4	*	156	40	1	*	0	---	7	86	143	53	2	*
Montgomery ES^	1	*	133	48	182	48	3	*	1	*	117	47	158	58	1	*	1	*	95	56	136	63	0	---
Pugh ES	0	---	2	*	167	43	1	*	0	---	4	*	153	71	2	*	0	---	3	*	159	75	5	80
Stevens ES^	2	*	27	33	254	41	13	62	2	*	32	50	264	59	14	71	2	*	32	47	238	61	8	38
TCAH^	33	91	78	77	132	77	261	81	48	96	83	64	158	75	292	81	56	93	112	68	177	71	262	78
Tier 1B	11	55	1,151	47	1,859	55	25	56	12	50	1,150	53	1,881	57	18	44	16	75	1,052	53	1,738	59	29	76
Codwell ES**	1	*	178	48	13	62	1	*	0	---	193	53	20	65	0	---	0	---	174	52	11	36	0	---
Cook ES	0	---	167	45	109	37	0	---	0	---	168	50	109	50	2	*	0	---	170	63	108	70	0	---
Gallegos ES	0	---	0	---	188	47	1	*	0	---	1	*	177	62	2	*	0	---	3	*	162	55	1	*
Kashmere Gardens ES	0	---	156	44	25	48	3	*	0	---	133	58	23	70	0	---	0	---	128	71	25	84	1	*
Lewis ES	0	---	118	49	364	63	1	*	0	---	113	60	357	66	1	*	0	---	90	58	341	64	3	*
Marshall ES**^	1	*	199	54	313	55	4	*	2	*	180	49	331	54	3	*	3	*	142	44	310	55	5	60
Martinez C ES	1	*	78	40	127	48	2	*	0	---	80	49	121	62	2	*	0	---	66	39	96	57	3	*
Reagan Ed Ctr PK-8**	0	---	104	40	255	60	4	*	0	---	108	45	266	53	4	*	1	*	95	45	243	54	5	80
Shearn ES**^	8	63	40	60	201	51	6	50	9	67	52	48	219	52	2	*	12	75	60	47	193	61	6	100
Sherman ES**^	0	---	26	73	238	62	3	*	0	---	24	67	238	56	1	*	0	---	20	70	235	58	5	80
Young ES	0	---	85	38	26	46	0	---	1	*	98	54	20	40	1	*	0	---	104	45	14	50	0	---

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-11. HISD STAAR Mathematics Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards English and Spanish (Combined) by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

| | 2016–2017 | | | | | | | | 2017–2018 | | | | | | | | 2018–2019 | | | | | | | |
| | Asian | | Afr. Am. | | Hispanic | | White | | Asian | | Afr. Am. | | Hispanic | | White | | Asian | | Afr. Am. | | Hispanic | | White | |
Campus Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	1,888	94	11,312	61	31,766	74	3,804	90	1,951	93	11,219	65	31,753	77	3,916	90	2,022	93	10,340	63	30,698	75	4,007	89
Non-Achieve 180	1,796	95	8,347	65	27,903	76	3,495	92	1,862	93	8,290	69	27,880	78	3,580	92	1,935	93	7,710	65	27,047	77	3,692	91
Achieve 180 Program	92	74	2,965	48	3,863	61	309	66	89	78	2,929	54	3,873	65	336	66	87	79	2,630	56	3,651	66	315	64
Tier 3	3	*	782	36	400	47	6	33	0	---	754	47	413	61	7	57	0	---	637	57	395	60	8	50
Blackshear ES	0	---	177	38	17	53	1	*	0	---	157	57	20	85	1	*	0	---	132	65	28	89	1	*
Dogan ES	0	---	59	29	181	46	1	*	0	---	64	31	180	59	1	*	0	---	64	38	166	58	0	---
Highland Heights ES	0	---	111	50	104	49	2	*	0	---	115	36	115	55	1	*	0	---	85	38	117	53	1	*
Mading ES	1	*	176	40	47	55	0	---	0	---	164	59	46	78	0	---	0	---	132	74	39	85	0	---
Wesley ES	0	---	82	32	27	52	1	*	0	---	96	42	29	55	1	*	0	---	91	45	23	35	3	*
Woodson ES	2	*	177	25	24	21	1	*	0	---	158	43	23	57	3	*	0	---	133	61	22	64	3	*
Tier 2	30	63	295	57	153	65	2	*	20	50	339	53	164	67	4	*	17	59	297	55	174	63	4	*
Bruce ES	2	*	160	58	77	61	1	*	1	*	159	62	78	65	0	---	2	*	142	56	80	68	0	---
Foerster ES	28	61	135	56	76	68	1	*	19	47	180	44	86	69	4	*	15	53	155	55	94	60	4	*
Tier 1A	48	81	735	42	1,451	55	276	67	57	89	685	55	1,414	66	307	67	54	85	645	56	1,343	69	274	65
Bonham ES	9	78	87	57	332	64	7	43	3	*	79	59	299	74	4	*	1	*	64	61	271	75	4	*
Fondren ES^	0	---	49	33	105	63	0	---	1	*	42	38	103	73	0	---	0	---	31	55	95	76	1	*
Gregory-Lincoln PK-8	3	*	129	33	56	48	4	*	5	100	145	60	70	70	4	*	4	*	152	54	60	72	6	67
Hilliard ES	0	---	226	31	59	44	3	*	0	---	180	49	59	56	3	*	0	---	148	51	68	72	1	*
Looscan ES^	0	---	9	33	171	47	2	*	0	---	4	*	156	51	1	*	0	---	7	71	143	64	2	*
Montgomery ES^	1	*	133	56	183	60	3	*	1	*	117	64	158	72	1	*	1	*	95	71	137	77	0	---
Pugh ES	0	---	2	*	167	46	1	*	0	---	4	*	153	65	2	*	0	---	3	*	159	73	5	100
Stevens ES^	2	*	27	26	254	51	13	62	2	*	32	53	264	66	14	79	2	*	34	59	238	63	8	63
TCAH^	33	88	73	59	124	59	243	69	45	89	82	51	152	58	278	67	46	85	111	47	172	55	247	64
Tier 1B	11	73	1,153	57	1,859	69	25	60	12	67	1,151	58	1,882	66	18	39	16	81	1,051	57	1,739	65	29	59
Codwell ES**	1	*	178	54	13	69	1	*	0	---	192	55	21	67	0	---	0	---	174	60	11	45	0	---
Cook ES	0	---	168	56	109	56	0	---	0	---	168	52	109	58	2	*	0	---	168	56	108	67	0	---
Gallegos ES	0	---	0	---	188	72	1	*	0	---	1	*	177	71	2	*	0	---	3	*	162	63	1	*
Kashmere Gardens ES	0	---	157	54	25	64	3	*	0	---	133	66	23	83	0	---	0	---	128	73	25	72	1	*
Lewis ES	0	---	118	55	364	67	1	*	0	---	113	66	357	74	1	*	0	---	91	65	341	74	3	*
Marshall ES**^	1	*	199	58	313	67	4	*	2	*	180	49	331	61	3	*	3	*	142	46	310	61	5	60
Martinez C ES	1	*	78	54	127	69	2	*	0	---	80	69	121	64	2	*	0	---	66	55	97	55	3	*
Reagan Ed Ctr PK-8**	0	---	104	61	255	76	4	*	0	---	109	53	266	62	4	*	1	*	95	53	243	62	5	60
Shearn ES**^	8	75	40	63	201	64	6	67	9	78	53	42	219	64	2	*	12	83	60	42	193	70	6	67
Sherman ES**^	0	---	26	65	238	75	3	*	0	---	24	83	238	62	1	*	0	---	20	70	235	62	5	20
Young ES	0	---	85	65	26	73	0	---	1	*	98	65	20	75	1	*	0	---	104	54	14	57	0	---

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.*Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-12. HISD STAAR Writing Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards English and Spanish (Combined) by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	622	89	3,887	52	10,778	58	1,279	82	683	86	3,656	45	10,584	54	1,298	81	656	85	3,534	49	10,392	60	1,339	82
Non-Achieve 180	588	90	2,831	58	9,456	60	1,170	85	643	87	2,766	50	9,302	56	1,188	84	633	85	2,604	52	9,140	61	1,222	84
Achieve 180 Program	34	68	1,056	36	1,322	43	109	54	40	58	890	32	1,282	40	110	48	23	78	930	40	1,252	50	117	64
Tier 3	2	*	271	31	141	36	2	*	0	---	245	24	150	32	2	*	0	---	224	42	122	48	2	*
Blackshear ES	0	---	67	34	5	40	0	---	0	---	52	25	7	57	1	*	0	---	49	37	10	70	0	---
Dogan ES	0	---	22	14	56	43	1	*	0	---	15	20	73	34	0	---	0	---	26	42	46	57	0	---
Highland Heights ES	0	---	30	40	44	34	1	*	0	---	43	26	36	28	0	---	0	---	23	26	36	47	1	*
Mading ES	1	*	63	37	19	42	0	---	0	---	57	26	11	55	0	---	0	---	45	53	12	50	0	---
Wesley ES	0	---	25	24	11	18	0	---	0	---	32	22	12	8	0	---	0	---	32	50	11	0	1	*
Woodson ES	1	*	64	25	6	0	0	---	0	---	46	24	11	18	1	*	0	---	49	41	7	43	0	---
Tier 2	11	27	98	42	46	39	0	---	10	30	110	33	60	42	1	*	4	*	108	31	53	36	2	*
Bruce ES	1	*	57	35	22	32	0	---	0	---	48	42	29	38	0	---	1	*	52	33	19	47	0	---
Foerster ES	10	30	41	51	24	46	0	---	10	30	62	26	31	45	1	*	3	*	56	29	34	29	2	*
Tier 1A	18	83	266	32	496	35	100	56	23	74	212	33	443	43	99	51	16	81	220	39	480	52	105	65
Bonham ES	4	*	34	41	113	28	0	---	1	*	25	44	90	67	2	*	0	---	20	35	95	62	1	*
Fondren ES^	0	---	24	17	38	37	0	---	1	*	9	33	31	29	0	---	0	---	10	30	32	44	0	---
Gregory-Lincoln PK-8	1	*	40	38	23	43	2	*	2	*	49	35	22	23	0	---	0	---	50	44	19	63	3	*
Hilliard ES	0	---	80	28	13	62	2	*	0	---	58	17	13	31	0	---	0	---	54	22	29	45	0	---
Looscan ES^	0	---	3	*	61	34	2	*	0	---	2	*	56	20	0	---	0	---	3	*	50	30	1	*
Montgomery ES^	0	---	49	20	71	32	1	*	1	*	33	36	52	54	0	---	0	---	35	37	40	35	0	---
Pugh ES	0	---	1	*	51	25	0	---	0	---	0	---	53	57	1	*	0	---	3	*	53	62	2	*
Stevens ES^	0	---	13	38	94	45	5	80	1	*	9	44	80	31	1	*	0	---	13	23	100	44	4	*
TCAH^	13	92	22	59	32	41	88	55	17	76	27	48	46	43	95	52	16	81	32	69	62	71	94	65
Tier 1B	3	*	421	40	639	51	7	43	7	43	323	37	629	40	8	38	3	*	378	41	597	51	8	50
Codwell ES**	0	---	67	42	8	38	0	---	0	---	59	39	4	*	0	---	0	---	62	50	4	*	0	---
Cook ES	0	---	62	32	31	23	0	---	0	---	47	32	40	35	0	---	0	---	60	37	37	43	0	---
Gallegos ES	0	---	0	---	68	40	1	*	0	---	0	---	52	56	0	---	0	---	0	---	61	54	1	*
Kashmere Gardens ES	0	---	66	38	10	80	1	*	0	---	29	52	12	33	0	---	0	---	45	51	6	83	1	*
Lewis ES	0	---	48	38	127	56	0	---	0	---	35	20	119	43	0	---	0	---	31	32	118	53	1	*
Marshall ES**^	0	---	73	47	107	58	3	*	1	*	49	39	126	31	2	*	1	*	54	37	102	43	0	---
Martinez C ES	1	*	24	25	50	54	1	*	0	---	21	33	34	24	1	*	0	---	21	48	33	58	1	*
Reagan Ed Ctr PK-8**	0	---	31	35	79	53	1	*	0	---	36	39	86	37	3	*	0	---	33	39	82	49	1	*
Shearn ES**^	2	*	9	67	75	49	0	---	6	50	15	47	71	39	1	*	2	*	24	42	73	59	1	*
Sherman ES**^	0	---	9	78	75	56	0	---	0	---	8	63	77	49	1	*	0	---	5	40	78	53	2	*
Young ES	0	---	32	38	9	22	0	---	0	---	24	29	8	50	0	---	0	---	43	35	3	*	0	---

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-13. HISD STAAR Science Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards English and Spanish (Combined) by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	558	88	3,679	59	9,995	67	1,220	88	625	88	3,790	59	10,371	68	1,278	88	685	88	3,363	58	10,199	66	1,279	87
Non-Achieve 180	537	89	2,717	65	8,780	68	1,088	90	593	88	2,744	65	9,052	70	1,121	91	636	90	2,544	60	8,987	67	1,137	89
Achieve 180 Program	21	67	962	45	1,215	54	132	72	32	75	1,046	43	1,319	55	157	67	49	73	819	52	1,212	57	142	73
Tier 3	1	*	264	34	115	42	1	*	0	---	259	36	135	49	4	*	0	---	194	55	144	67	3	*
Blackshear ES	0	---	55	60	4	*	0	---	0	---	56	43	2	*	0	---	0	---	34	76	5	100	1	*
Dogan ES	0	---	23	22	54	41	0	---	0	---	22	27	57	61	1	*	0	---	16	69	70	76	0	---
Highland Heights ES	0	---	40	33	25	40	0	---	0	---	31	26	40	23	1	*	0	---	33	33	42	50	0	---
Mading ES	0	---	57	46	17	65	0	---	0	---	56	57	22	73	0	---	0	---	40	68	12	75	0	---
Wesley ES	0	---	26	15	7	43	1	*	0	---	28	29	8	38	0	---	0	---	31	48	7	71	1	*
Woodson ES	1	*	63	13	8	0	0	---	0	---	66	21	6	17	2	*	0	---	40	40	8	38	1	*
Tier 2	7	43	85	47	49	57	0	---	4	*	106	42	51	41	2	*	10	30	100	53	64	47	0	---
Bruce ES	1	*	48	56	24	63	0	---	0	---	52	40	28	46	0	---	0	---	47	55	33	45	0	---
Foerster ES	6	33	37	35	25	52	0	---	4	*	54	43	23	35	2	*	10	30	53	51	31	48	0	---
Tier 1A	13	77	241	41	476	49	121	72	26	81	260	41	513	58	148	68	30	93	226	46	430	55	128	75
Bonham ES	3	*	29	31	114	27	4	*	2	*	31	45	111	45	0	---	1	*	20	25	75	44	2	*
Fondren ES^	0	---	14	50	34	62	0	---	0	---	22	32	41	49	0	---	0	---	10	50	30	57	0	---
Gregory-Lincoln PK-8	0	---	43	51	15	47	1	*	3	*	51	45	28	50	2	*	2	*	46	50	26	35	1	*
Hilliard ES	0	---	67	15	24	21	1	*	0	---	63	25	20	45	2	*	0	---	46	46	17	88	0	---
Looscan ES^	0	---	3	*	55	47	0	---	0	---	0	---	53	57	0	---	0	---	2	*	48	42	0	---
Montgomery ES^	0	---	38	47	52	52	1	*	0	---	43	53	55	65	1	*	1	*	34	50	48	54	0	---
Pugh ES	0	---	1	*	48	58	0	---	0	---	1	*	44	80	0	---	0	---	0	---	51	80	2	*
Stevens ES^	0	---	8	63	74	65	4	*	0	---	10	60	87	62	5	100	1	*	10	30	64	53	2	*
TCAH^	10	80	38	66	60	65	110	73	21	81	39	44	74	65	138	70	25	96	58	48	71	58	121	75
Tier 1B	0	---	372	54	575	61	10	80	2	*	421	50	620	56	3	*	9	56	299	54	574	58	11	45
Codwell ES**	0	---	50	72	4	*	0	---	0	---	75	48	12	58	0	---	0	---	53	47	4	*	0	---
Cook ES	0	---	58	45	34	38	0	---	0	---	55	35	29	38	0	---	0	---	37	68	35	57	0	---
Gallegos ES	0	---	0	---	58	72	0	---	0	---	1	*	63	70	1	*	0	---	0	---	48	58	0	---
Kashmere Gardens ES	0	---	51	61	3	*	2	*	0	---	52	67	7	100	0	---	0	---	36	58	7	71	0	---
Lewis ES	0	---	33	52	116	72	1	*	0	---	45	58	116	59	0	---	0	---	32	44	112	55	0	---
Marshall ES**^	0	---	71	49	81	56	0	---	0	---	67	37	98	35	1	*	1	*	41	61	108	74	3	*
Martinez C ES	0	---	29	34	43	49	1	*	0	---	26	62	48	77	0	---	0	---	22	50	28	61	1	*
Reagan Ed Ctr PK-8**	0	---	39	54	91	62	0	---	0	---	41	51	88	51	1	*	1	*	27	41	83	49	3	*
Shearn ES**^	0	---	12	58	58	40	3	*	2	*	14	29	77	51	0	---	7	57	17	47	64	42	3	*
Sherman ES**^	0	---	6	67	76	66	3	*	0	---	10	50	73	62	0	---	0	---	8	50	78	56	1	*
Young ES	0	---	23	65	11	82	0	---	0	---	35	63	9	78	0	---	0	---	26	62	7	100	0	---

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.
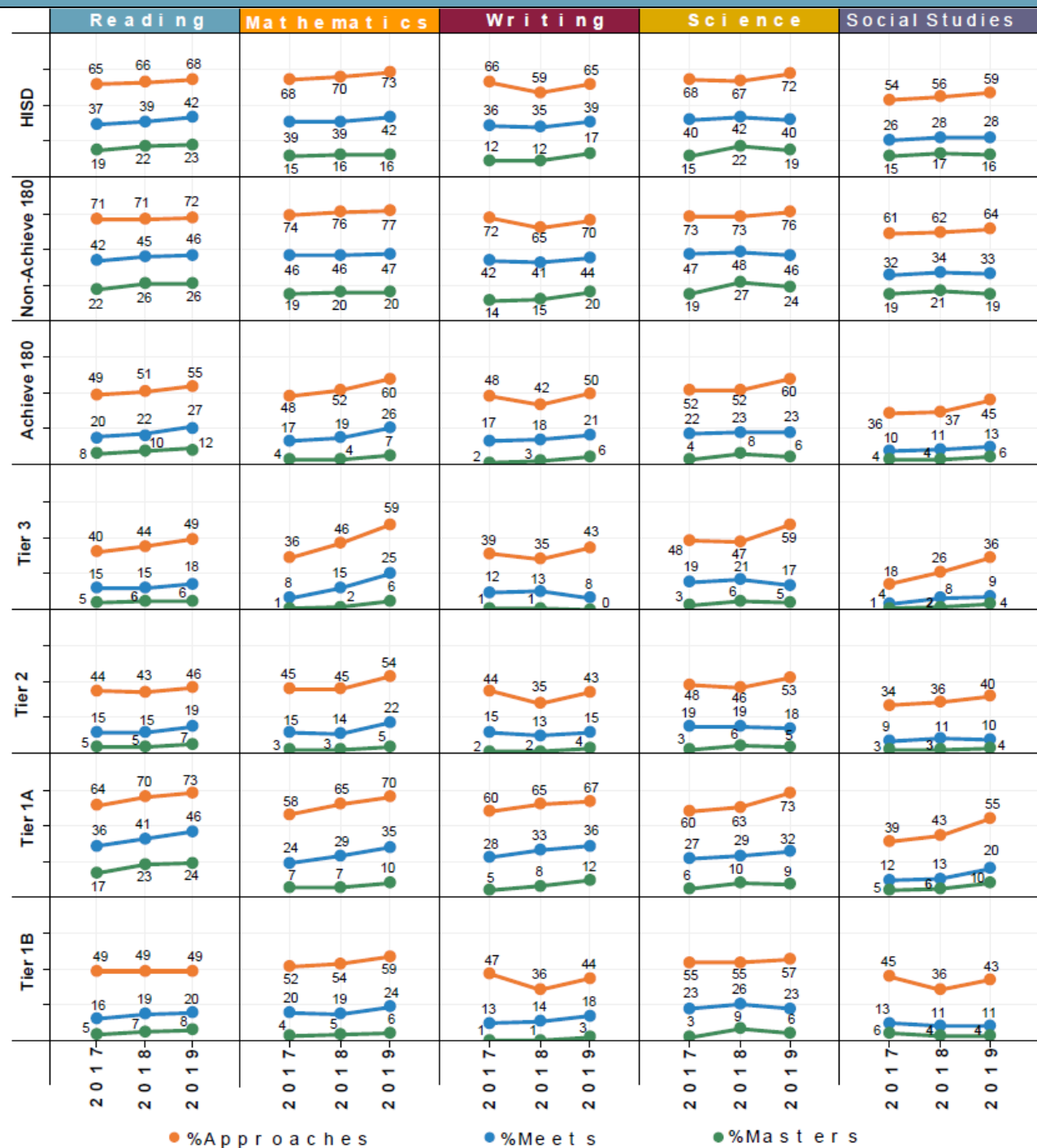
Table J-14. HISD STAAR Reading Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
Campus Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	1,489	90	9,117	60	23,576	62	3,264	89	1,511	89	9,136	60	23,560	64	3,343	89	1,592	89	8,748	61	23,627	65	3,403	90
Non-Achieve 180	1,381	90	5,718	69	18,256	66	2,728	90	1,410	90	5,700	68	18,291	67	2,766	91	1,465	89	5,639	69	18,326	68	2,700	92
Achieve 180 Program	108	85	3,399	45	5,320	48	536	82	101	68	3,436	46	5,269	50	577	82	127	79	3,109	48	5,301	54	703	84
Tier 3	2	*	289	37	764	41	16	56	1	*	298	42	720	45	11	55	0	---	79	49	647	49	8	63
Henry MS	0	---	73	37	740	41	15	60	0	---	74	46	692	45	9	44	0	---	79	49	647	49	8	63
Woodson ES	2	*	216	37	24	42	1	*	1	*	224	41	28	39	2	*	0	---	0	---	0	---	0	---
Tier 2	26	46	1,801	43	2,321	45	41	39	32	28	1,723	42	2,253	43	41	44	30	33	1,520	44	2,225	48	40	45
Attucks MS	2	*	332	44	105	38	1	*	2	*	332	42	88	47	1	*	3	*	294	39	108	49	2	*
Cullen MS	0	---	342	39	63	48	4	*	1	*	301	42	68	56	4	*	1	*	250	43	53	51	1	*
Deady MS**	2	*	9	56	628	49	4	*	0	---	7	43	663	46	2	*	0	---	5	60	595	50	0	---
Forest Brook MS	1	*	526	40	263	43	4	*	2	*	514	42	248	39	6	50	2	*	450	46	285	50	6	67
HS Ahead Acad MS^	0	---	104	24	61	34	1	*	0	---	105	26	69	30	3	*	0	---	92	26	37	41	2	*
Holland MS**^	2	*	141	60	453	45	11	64	2	*	135	50	451	46	9	56	2	*	129	55	462	54	13	62
Sugar Grove MS**	18	50	130	50	525	39	13	23	25	24	108	46	452	38	15	27	22	27	102	41	469	37	12	33
Williams MS**	1	*	217	48	223	49	3	*	0	---	221	45	214	46	1	*	0	---	198	50	216	50	4	*
Tier 1A	77	99	581	51	999	58	462	87	61	90	634	59	1,071	66	504	88	93	95	691	62	1,237	68	638	88
Gregory-Lincoln PK-8	0	---	144	55	102	57	4	*	1	*	155	55	100	69	4	*	3	*	148	72	103	75	6	83
Lawson MS	6	100	315	37	596	45	6	50	2	*	328	49	657	55	6	83	4	*	385	51	709	56	4	*
TCAH^	71	99	122	82	301	84	452	88	58	91	151	82	314	90	494	88	86	94	158	81	425	87	628	88
Tier 1B	3	*	728	48	1,236	49	17	59	7	57	781	46	1,225	51	21	48	4	*	819	44	1,192	52	17	41
Edison MS	0	---	3	*	611	51	2	*	0	---	4	*	615	52	1	*	0	---	5	60	596	52	1	*
Key MS	0	---	372	46	239	39	8	63	1	*	328	42	249	42	4	*	0	---	334	44	252	48	4	*
Reagan Ed Ctr PK-8**	2	*	136	52	217	63	3	*	2	*	136	60	200	66	8	50	2	*	128	62	199	67	6	33
Thomas MS**	1	*	217	49	169	39	4	*	4	*	313	44	161	45	8	38	2	*	352	37	145	37	6	50

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-15. HISD STAAR Mathematics Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
Campus Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	1,161	92	8,640	59	21,817	67	2,706	86	1,154	90	8,661	60	21,665	70	###	87	1,259	90	8,268	65	21,678	72	2,902	89
Non-Achieve 180	1,070	92	5,397	70	16,820	72	2,198	89	1,065	92	5,384	70	16,704	74	###	91	1,145	92	5,314	72	16,671	75	2,248	93
Achieve 180 Program	91	84	3,243	41	4,997	50	508	73	89	72	3,277	44	4,961	55	541	72	114	73	2,954	54	5,007	61	654	77
Tier 3	1	*	282	33	708	37	12	58	1	*	299	47	701	46	11	73	0	---	76	51	628	60	8	63
Henry MS	0	---	72	38	686	37	12	58	0	---	76	49	673	46	9	67	0	---	76	51	628	60	8	63
Woodson ES	1	*	210	32	22	36	0	---	1	*	223	47	28	36	2	*	0	---	0	---	0	---	0	---
Tier 2	25	68	1,715	39	2,164	49	36	39	29	34	1,634	41	2,110	48	40	38	27	37	1,432	52	2,075	56	37	46
Attucks MS	2	*	314	31	100	34	1	*	2	*	311	39	84	49	1	*	1	*	268	48	90	57	2	*
Cullen MS	1	*	329	38	61	54	4	*	1	*	277	39	57	53	3	*	1	*	225	51	47	57	1	*
Deady MS**	1	*	8	75	562	61	2	*	0	---	7	43	614	52	2	*	0	---	5	80	549	56	0	---
Forest Brook MS	1	*	501	48	238	52	3	*	2	*	492	54	238	60	6	33	2	*	430	62	259	69	4	*
HS Ahead Acad MS^	0	---	103	11	61	18	1	*	0	---	105	12	69	30	3	*	0	---	95	13	38	32	2	*
Holland MS**^	2	*	128	39	414	45	9	56	1	*	125	37	412	50	9	56	1	*	124	59	438	64	12	75
Sugar Grove MS**	17	71	123	41	514	43	13	31	23	26	106	34	432	37	15	20	22	36	97	52	459	41	12	33
Williams MS**	1	*	209	44	214	47	3	*	0	---	211	36	204	50	1	*	0	---	188	53	195	55	4	*
Tier 1A	62	90	550	45	929	54	443	77	54	91	603	52	1,002	67	470	76	83	86	657	61	1,150	69	592	79
Gregory-Lincoln PK-8	0	---	135	40	94	50	3	*	1	*	147	44	89	60	4	*	3	*	132	61	83	66	6	83
Lawson MS	6	83	294	39	544	48	6	33	2	*	311	50	613	67	6	67	3	*	374	60	667	67	4	*
TCAH^	56	91	121	62	291	67	434	78	51	92	145	63	300	69	460	76	77	84	151	63	400	74	582	79
Tier 1B	3	*	696	47	1,196	55	17	35	5	80	741	44	1,148	61	20	50	4	*	789	50	1,154	64	17	71
Edison MS	0	---	3	*	612	53	2	*	0	---	4	*	570	64	0	---	0	---	4	*	577	64	1	*
Key MS	0	---	356	43	232	45	8	13	1	*	307	40	238	47	4	*	0	---	320	49	238	61	4	*
Reagan Ed Ctr PK-8**	2	*	131	49	196	65	3	*	0	---	133	58	189	70	8	75	2	*	128	67	199	81	6	83
Thomas MS**	1	*	206	52	156	63	4	*	4	*	297	43	151	62	8	50	2	*	337	45	140	47	6	67

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-16. HISD STAAR Writing Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	494	89	3,003	58	7,755	64	1,110	87	509	89	3,099	56	7,995	55	1,095	86	504	88	2,898	59	7,700	63	1,103	87
Non-Achieve 180	463	90	1,860	68	6,065	69	942	89	470	90	1,970	65	6,144	59	905	88	464	89	1,841	68	6,028	66	898	89
Achieve 180 Program	31	84	1,143	42	1,690	48	168	74	39	77	1,129	40	1,851	39	190	76	40	70	1,057	43	1,672	51	205	76
Tier 3	0	---	100	34	250	40	4	*	0	---	93	37	267	34	3	*	0	---	21	38	188	45	3	*
Henry MS	0	---	19	37	242	41	4	*	0	---	31	42	261	34	3	*	0	---	21	38	188	45	3	*
Woodson ES	0	---	81	33	8	13	0	---	0	---	62	34	6	50	0	---	0	---	0	---	0	---	0	---
Tier 2	11	64	619	41	759	47	15	20	8	38	574	36	791	34	17	47	16	31	516	41	712	45	8	13
Attucks MS	1	*	120	38	34	35	1	*	1	*	108	25	28	29	0	---	2	*	90	41	27	63	0	---
Cullen MS	0	---	128	37	25	48	2	*	0	---	100	40	23	43	2	*	0	---	84	27	16	38	0	---
Deady MS**	0	---	2	*	203	53	2	*	0	---	3	*	238	35	0	---	0	---	3	*	209	44	0	---
Forest Brook MS	0	---	186	41	79	38	1	*	0	---	146	37	90	27	3	*	2	*	157	44	86	42	0	---
HS Ahead Acad MS^	0	---	35	37	21	38	1	*	0	---	41	20	26	19	2	*	0	---	44	32	12	50	0	---
Holland MS**^	1	*	41	49	142	44	2	*	1	*	54	48	159	43	5	40	0	---	48	52	161	50	2	*
Sugar Grove MS**	9	67	42	50	181	47	5	20	6	17	31	55	157	27	5	60	12	25	32	53	133	41	5	0
Williams MS**	0	---	65	49	74	55	1	*	0	---	91	38	70	33	0	---	0	---	58	43	68	41	1	*
Tier 1A	18	94	196	47	317	56	146	79	30	90	207	53	345	60	160	83	23	96	232	57	392	65	190	79
Gregory-Lincoln PK-8	0	---	47	55	33	55	2	*	0	---	49	57	36	56	1	*	2	*	47	53	30	70	2	*
Lawson MS	0	---	114	37	196	42	3	*	2	*	116	42	206	51	2	*	0	---	121	46	245	56	2	*
TCAH^	18	94	35	71	88	85	141	79	28	93	42	79	103	80	157	83	21	95	64	80	117	81	186	80
Tier 1B	2	*	228	43	364	48	3	*	1	*	255	38	448	35	10	20	1	*	288	35	380	51	4	*
Edison MS	0	---	3	*	195	51	1	*	0	---	1	*	219	31	0	---	0	---	1	*	192	58	0	---
Key MS	0	---	123	36	62	40	0	---	0	---	111	34	102	26	3	*	0	---	114	36	84	30	1	*
Reagan Ed Ctr PK-8**	2	*	43	60	52	65	1	*	0	---	46	46	76	50	4	*	1	*	45	69	60	68	2	*
Thomas MS**	0	---	59	47	55	31	1	*	1	*	97	38	51	43	3	*	0	---	128	23	44	32	1	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-17. HISD STAAR Science Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	492	90	2,922	60	7,666	66	1,051	88	465	91	2,890	56	7,597	67	1,110	89	496	91	2,871	65	7,711	70	1,134	91
Non-Achieve 180	442	91	1,782	69	5,846	70	849	91	434	91	1,764	63	5,853	71	892	91	452	93	1,833	71	5,832	73	853	93
Achieve 180 Program	50	82	1,140	45	1,820	53	202	75	31	87	1,126	46	1,744	52	218	78	44	75	1,038	54	1,879	59	281	84
Tier 3	1	*	89	34	237	52	8	63	0	---	91	38	243	50	4	*	0	---	25	68	240	57	3	*
Henry MS	0	---	22	45	226	54	7	57	0	---	22	59	230	50	3	*	0	---	25	68	240	57	3	*
Woodson ES	1	*	67	30	11	27	1	*	0	---	69	32	13	54	1	*	0	---	0	---	0	---	0	---
Tier 2	11	64	611	44	779	50	10	40	10	60	561	44	746	47	14	57	6	50	530	52	793	53	16	56
Attucks MS	1	*	95	25	37	16	0	---	0	---	97	25	27	26	1	*	2	*	107	41	32	50	3	*
Cullen MS	1	*	119	29	20	40	0	---	1	*	103	49	24	50	2	*	0	---	86	45	22	50	1	*
Deady MS**	2	*	3	*	191	54	2	*	0	---	2	*	219	54	2	*	0	---	2	*	220	52	0	---
Forest Brook MS	0	---	177	62	99	79	0	---	0	---	168	65	80	70	1	*	0	---	144	73	105	70	3	*
HS Ahead Acad MS^	0	---	42	17	31	19	0	---	0	---	43	23	30	27	2	*	0	---	43	14	21	24	1	*
Holland MS**^	0	---	54	50	145	48	4	*	1	*	38	42	137	37	2	*	1	*	42	62	150	61	5	80
Sugar Grove MS**	7	57	55	56	182	43	4	*	8	63	44	45	161	47	4	*	3	*	30	47	171	42	3	*
Williams MS**	0	---	66	53	74	55	0	---	0	---	66	23	68	31	0	---	0	---	76	53	72	53	0	---
Tier 1A	37	89	193	50	372	53	177	79	18	100	220	49	390	59	194	80	37	81	220	57	439	71	255	86
Gregory-Lincoln PK-8	0	---	44	52	32	59	2	*	0	---	50	62	32	69	2	*	0	---	40	68	33	82	1	*
Lawson MS	3	*	93	38	206	42	1	*	0	---	109	37	221	49	3	*	3	*	122	52	218	64	1	*
TCAH^	34	91	56	68	134	69	174	80	18	100	61	59	137	72	189	80	34	82	58	59	188	77	253	87
Tier 1B	1	*	247	48	432	59	7	43	3	*	254	52	365	58	6	50	1	*	263	54	407	58	7	71
Edison MS	0	---	0	---	216	58	1	*	0	---	3	*	193	57	1	*	0	---	2	*	201	57	0	---
Key MS	0	---	127	53	69	54	5	40	0	---	109	44	66	55	0	---	0	---	111	55	88	58	1	*
Reagan Ed Ctr PK-8**	0	---	42	52	83	67	0	---	2	*	40	63	48	83	2	*	0	---	40	73	73	78	3	*
Thomas MS**	1	*	78	38	64	58	1	*	1	*	102	56	58	41	3	*	1	*	110	47	45	33	3	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-18. HISD STAAR Social Studies Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, by Race/Ethnicity and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	503	86	2,982	46	7,784	52	1,078	82	484	89	2,931	45	7,691	54	1,142	81	516	87	2,858	53	7,818	55	1,144	83
Non-Achieve 180	452	89	1,832	56	5,955	56	876	87	452	89	1,785	55	5,948	59	925	86	473	88	1,818	60	5,959	59	862	89
Achieve 180 Program	51	61	1,150	30	1,829	36	202	57	32	81	1,146	30	1,743	38	217	57	43	79	1,040	40	1,859	43	282	68
Tier 3	1	*	90	9	237	21	9	11	0	---	89	11	241	32	4	*	0	---	25	44	238	34	3	*
Henry MS	0	---	22	18	226	22	8	13	0	---	21	19	228	32	3	*	0	---	25	44	238	34	3	*
Woodson ES	1	*	68	6	11	9	1	*	0	---	68	9	13	31	1	*	0	---	0	---	0	---	0	---
Tier 2	11	36	620	28	786	38	10	20	10	50	588	31	748	39	14	29	5	80	535	40	780	40	17	35
Attucks MS	1	*	107	20	44	14	0	---	0	---	121	21	31	13	1	*	1	*	110	31	32	38	3	*
Cullen MS	1	*	115	17	21	10	0	---	1	*	105	25	22	50	2	*	0	---	87	57	22	73	1	*
Deady MS**	2	*	3	*	190	57	2	*	0	---	2	*	217	60	2	*	0	---	2	*	219	35	0	---
Forest Brook MS	0	---	178	30	100	39	0	---	0	---	170	39	80	39	1	*	0	---	144	47	103	40	3	*
HS Ahead Acad MS^	0	---	43	14	30	10	0	---	0	---	42	2	29	7	2	*	0	---	45	11	20	5	1	*
Holland MS**^	0	---	54	37	145	33	4	*	1	*	38	53	138	29	2	*	1	*	42	52	150	56	5	80
Sugar Grove MS**	7	43	55	42	182	33	4	*	8	63	44	36	163	32	4	*	3	*	30	43	163	31	4	*
Williams MS**	0	---	65	48	74	42	0	---	0	---	66	35	68	34	0	---	0	---	75	31	71	41	0	---
Tier 1A	38	68	193	30	376	30	176	63	19	95	218	33	388	37	193	60	37	78	220	36	437	54	255	70
Gregory-Lincoln PK-8	0	---	45	38	32	41	2	*	0	---	49	53	31	39	2	*	0	---	40	35	33	67	1	*
Lawson MS	3	*	92	18	210	18	1	*	0	---	109	21	221	31	3	*	3	*	122	28	216	42	1	*
TCAH^	35	69	56	41	134	47	173	63	19	95	60	38	136	48	188	59	34	79	58	53	188	65	253	71
Tier 1B	1	*	247	42	430	47	7	43	3	*	251	31	366	38	6	33	1	*	260	41	404	43	7	57
Edison MS	0	---	0	---	216	48	1	*	0	---	3	*	193	41	1	*	0	---	2	*	200	44	0	---
Key MS	0	---	127	39	67	43	5	40	0	---	108	6	67	15	0	---	0	---	110	34	86	24	1	*
Reagan Ed Ctr PK-8**	0	---	42	50	83	43	0	---	2	*	39	49	48	52	2	*	0	---	40	53	74	59	3	*
Thomas MS**	1	*	78	41	64	50	1	*	1	*	101	50	58	43	3	*	1	*	108	44	44	50	3	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

STAAR 3–8, English Learners (EL)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
Table J-19. HISD STAAR Reading Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019												
HISD	20,501	56	29	15	20,002	60	29	12	19,063	61	29	14
Non-Achieve 180	17,838	58	30	16	17,390	61	30	13	16,723	62	30	14
Achieve 180 Program	2,663	45	21	11	2,612	54	24	9	2,340	56	25	10
Tier 3	272	38	16	8	269	49	20	8	268	50	21	7
Blackshear ES	23	35	9	0	16	56	31	6	24	63	29	21
Dogan ES	113	42	19	8	110	47	19	9	107	49	23	8
Highland Heights ES	83	37	19	12	88	47	23	10	95	47	14	3
Mading ES	29	34	17	14	29	69	24	3	20	80	45	15
Wesley ES	11	36	0	0	16	38	6	0	8	25	13	0
Woodson ES	13	15	0	0	10	50	10	0	14	36	7	0
Tier 2	165	50	23	14	170	49	26	10	154	53	31	13
Bruce ES	71	46	20	8	61	48	25	10	53	53	28	8
Foerster ES	94	52	26	18	109	50	28	10	101	52	32	16
Tier 1A	935	36	16	8	841	55	24	7	734	60	26	12
Bonham ES	294	39	14	7	251	62	29	9	217	70	34	17
Fondren ES^	81	46	22	14	76	42	20	7	68	53	26	12
Gregory-Lincoln PK-8	40	45	23	15	44	59	30	9	36	58	22	11
Hilliard ES	32	22	6	0	33	52	12	3	33	48	12	3
Looscan ES^	96	31	16	4	89	44	18	3	69	57	26	12
Montgomery ES^	130	42	19	7	107	55	27	10	88	57	22	10
Pugh ES	100	35	24	12	79	58	28	10	75	63	28	13
Stevens ES^	153	25	8	5	142	49	11	4	134	57	19	7
TCAH^	9	67	44	11	20	85	50	20	14	57	36	21
Tier 1B	1,291	52	26	13	1,332	55	25	9	1,184	56	24	9
Codwell ES**	10	60	30	0	10	80	20	0	5	20	0	0
Cook ES	66	29	15	9	73	45	26	10	65	66	29	8
Gallegos ES	103	42	21	8	92	54	28	8	73	52	19	3
Kashmere Gardens ES	15	40	13	7	18	67	28	6	15	73	27	7
Lewis ES	285	62	30	16	286	66	34	16	268	61	30	16
Marshall ES**^	256	55	30	15	281	57	23	9	241	53	23	6
Martinez C ES	82	49	22	13	77	57	21	12	59	56	20	10
Reagan Ed Ctr PK-8**	158	51	25	12	191	50	23	9	172	48	15	4
Shearn ES**^	161	45	22	11	172	45	17	5	167	59	33	12
Sherman ES**^	139	55	29	16	119	57	19	4	113	54	19	6
Young ES	16	38	13	6	13	15	0	0	6	17	17	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-20. HISD STAAR Mathematics Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	20,498	71	40	20	20,004	74	42	20	19,066	72	41	21
Non-Achieve 180	17,836	73	42	21	17,391	75	44	21	16,726	73	42	22
Achieve 180 Program	2,662	59	29	14	2,613	65	33	13	2,340	64	32	16
Tier 3	270	40	16	7	269	61	26	12	267	56	30	14
Blackshear ES	23	30	17	9	16	81	56	19	24	83	50	25
Dogan ES	111	40	14	5	110	56	20	9	107	51	29	11
Highland Heights ES	83	43	17	10	88	57	34	16	94	50	22	15
Mading ES	29	45	24	14	29	79	31	14	20	85	45	25
Wesley ES	11	36	18	0	16	56	6	6	8	13	0	0
Woodson ES	13	31	8	0	10	60	0	0	14	64	43	7
Tier 2	166	62	36	17	170	65	37	13	155	61	37	19
Bruce ES	71	54	31	11	61	64	36	11	54	63	35	17
Foerster ES	95	68	39	22	109	65	38	14	101	60	39	21
Tier 1A	935	53	23	9	841	67	35	13	734	68	33	16
Bonham ES	294	63	28	12	251	71	43	16	217	74	38	20
Fondren ES^	81	63	37	17	76	70	37	11	68	69	41	22
Gregory-Lincoln PK-8	40	50	23	5	44	75	45	20	36	67	31	17
Hilliard ES	32	38	9	9	33	67	24	9	33	70	21	12
Looscan ES^	96	45	17	2	89	61	25	12	69	64	35	20
Montgomery ES^	130	55	27	13	107	74	43	23	88	74	40	19
Pugh ES	100	40	18	7	79	59	29	9	75	69	33	12
Stevens ES^	153	39	10	5	142	59	22	3	134	58	22	8
TCAH^	9	78	22	0	20	75	35	20	14	43	7	7
Tier 1B	1,291	67	36	18	1,333	64	32	13	1,184	65	31	15
Codwell ES**	10	70	50	30	11	73	45	18	5	20	0	0
Cook ES	66	50	20	8	73	55	25	12	65	66	40	25
Gallegos ES	103	69	39	13	92	63	36	13	73	60	23	14
Kashmere Gardens ES	15	67	47	33	18	83	56	22	15	67	33	13
Lewis ES	285	66	36	19	286	73	36	17	268	73	32	17
Marshall ES**^	256	70	43	23	281	63	37	16	241	64	30	15
Martinez C ES	82	73	30	20	77	61	26	8	59	56	22	10
Reagan Ed Ctr PK-8**	158	70	34	16	191	60	23	10	172	55	28	12
Shearn ES**^	161	61	32	17	172	59	30	13	167	71	37	18
Sherman ES**^	139	71	36	15	119	63	29	8	113	63	35	14
Young ES	16	75	38	13	13	62	38	15	6	33	17	17

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-21. HISD STAAR Writing Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**7,212**	**53**	**24**	**6**	**6,727**	**48**	**26**	**6**	**6,476**	**54**	**22**	**6**
Non-Achieve 180	**6,257**	**55**	**25**	**7**	**5,853**	**50**	**27**	**7**	**5,697**	**54**	**23**	**6**
Achieve 180 Program	**955**	**39**	**13**	**2**	**874**	**36**	**16**	**2**	**779**	**48**	**16**	**3**
Tier 3	**99**	**33**	**10**	**3**	**98**	**27**	**10**	**2**	**77**	**49**	**18**	**4**
Blackshear ES	7	43	29	0	5	60	0	0	6	33	0	0
Dogan ES	32	38	6	0	48	29	13	4	31	55	26	3
Highland Heights ES	36	28	8	6	25	16	8	0	30	50	20	7
Mading ES	15	47	20	7	8	50	25	0	2	*	*	*
Wesley ES	7	14	0	0	7	0	0	0	3	*	*	*
Woodson ES	2	*	*	*	5	20	0	0	5	60	0	0
Tier 2	**58**	**40**	**9**	**0**	**59**	**41**	**19**	**3**	**53**	**32**	**4**	**0**
Bruce ES	23	39	9	0	18	39	6	0	19	37	0	0
Foerster ES	35	40	9	0	41	41	24	5	34	29	6	0
Tier 1A	**334**	**26**	**9**	**1**	**268**	**40**	**20**	**3**	**244**	**48**	**16**	**4**
Bonham ES	104	25	8	0	79	66	38	6	76	68	30	12
Fondren ES^	33	36	15	0	25	24	8	0	23	52	9	0
Gregory-Lincoln PK-8	18	28	17	0	14	43	21	14	10	50	10	0
Hilliard ES	9	44	0	0	11	45	9	9	17	41	6	0
Looscan ES^	36	28	3	0	31	19	6	0	20	35	0	0
Montgomery ES^	55	31	13	4	30	50	30	0	24	25	8	4
Pugh ES	31	19	10	0	26	35	4	4	21	43	10	0
Stevens ES^	46	15	4	0	46	13	9	0	49	35	12	0
TCAH^	2	*	*	*	6	17	17	0	4	*	*	*
Tier 1B	**464**	**49**	**17**	**3**	**449**	**36**	**16**	**2**	**405**	**49**	**18**	**3**
Codwell ES**	7	29	0	0	1	*	*	*	2	*	*	*
Cook ES	19	11	0	0	25	20	12	0	25	36	16	0
Gallegos ES	45	29	11	0	25	48	24	4	27	67	11	0
Kashmere Gardens ES	9	78	11	0	8	0	0	0	3	*	*	*
Lewis ES	96	57	26	5	103	45	19	2	90	53	20	4
Marshall ES**^	92	58	20	2	103	35	15	2	78	41	23	4
Martinez C ES	37	62	22	5	25	32	16	0	23	52	26	9
Reagan Ed Ctr PK-8**	48	52	6	0	63	33	13	5	54	35	7	0
Shearn ES**^	63	51	19	3	52	25	12	0	69	59	20	7
Sherman ES**^	42	40	17	2	40	43	18	0	32	56	13	0
Young ES	6	0	0	0	4	*	*	*	2	*	*	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-22. HISD STAAR Science Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**5,778**	**56**	**24**	**8**	**6,057**	**58**	**22**	**6**	**5,577**	**54**	**25**	**8**
Non-Achieve 180	**5,008**	**58**	**26**	**9**	**5,206**	**60**	**24**	**7**	**4,846**	**55**	**26**	**9**
Achieve 180 Program	**770**	**44**	**17**	**4**	**851**	**48**	**14**	**4**	**731**	**48**	**23**	**6**
Tier 3	**82**	**29**	**9**	**2**	**84**	**44**	**11**	**6**	**96**	**58**	**31**	**11**
Blackshear ES	9	33	11	0	3	*	*	*	4	*	*	*
Dogan ES	34	24	6	3	29	48	10	3	45	67	38	18
Highland Heights ES	23	35	13	4	28	29	7	7	30	43	23	7
Mading ES	8	50	13	0	17	65	12	6	8	63	25	13
Wesley ES	2	*	*	*	5	40	0	0	4	*	*	*
Woodson ES	6	17	0	0	2	*	*	*	5	20	0	0
Tier 2	**48**	**40**	**21**	**4**	**51**	**37**	**14**	**2**	**51**	**33**	**16**	**4**
Bruce ES	22	50	36	5	19	37	11	0	17	18	12	0
Foerster ES	26	31	8	4	32	38	16	3	34	41	18	6
Tier 1A	**282**	**38**	**11**	**2**	**293**	**49**	**13**	**3**	**220**	**45**	**18**	**5**
Bonham ES	94	22	9	1	89	34	8	1	55	35	13	2
Fondren ES^	21	67	29	10	28	39	14	7	23	48	17	9
Gregory-Lincoln PK-8	10	40	30	10	21	38	0	0	14	29	14	0
Hilliard ES	15	7	0	0	10	30	0	0	6	83	83	33
Looscan ES^	32	31	6	0	33	70	24	6	26	42	15	0
Montgomery ES^	35	51	11	3	39	69	18	3	30	47	13	0
Pugh ES	27	48	15	4	24	71	38	13	24	67	42	17
Stevens ES^	44	55	9	0	41	44	5	0	35	40	6	0
TCAH^	4	*	*	*	8	75	25	13	7	71	29	14
Tier 1B	**358**	**54**	**23**	**6**	**423**	**50**	**14**	**3**	**364**	**48**	**24**	**6**
Codwell ES**	2	*	*	*	7	57	0	0	1	*	*	*
Cook ES	20	35	5	0	19	26	0	0	16	38	19	0
Gallegos ES	24	67	21	0	38	66	26	0	14	36	29	0
Kashmere Gardens ES	1	*	*	*	7	100	71	29	4	*	*	*
Lewis ES	86	71	33	9	90	58	27	11	90	49	17	2
Marshall ES**^	66	50	21	3	85	34	4	0	76	71	55	16
Martinez C ES	23	39	9	0	23	74	13	0	19	58	37	11
Reagan Ed Ctr PK-8**	45	40	13	4	55	47	11	0	54	30	9	2
Shearn ES**^	33	12	0	0	53	38	4	0	47	30	6	2
Sherman ES**^	51	71	43	16	41	61	17	5	40	53	23	8
Young ES	7	86	57	0	5	60	20	0	3	*	*	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**8,558**	**31**	**8**	**2**	**9,024**	**36**	**11**	**3**	**9,784**	**39**	**13**	**4**
Non-Achieve 180	**6,252**	**34**	**9**	**2**	**6,625**	**39**	**12**	**4**	**7,219**	**41**	**14**	**5**
Achieve 180 Program	**2,306**	**23**	**4**	**1**	**2,399**	**28**	**6**	**1**	**2,565**	**33**	**9**	**2**
Tier 3	**302**	**19**	**4**	**1**	**294**	**31**	**7**	**2**	**312**	**36**	**9**	**2**
Henry MS	290	19	4	1	279	30	6	2	312	36	9	2
Woodson ES	12	25	8	0	15	40	20	7	0	---	---	---
Tier 2	**1,134**	**21**	**4**	**1**	**1,164**	**24**	**4**	**1**	**1,225**	**29**	**7**	**2**
Attucks MS	63	25	6	3	55	33	11	0	62	40	18	6
Cullen MS	38	32	3	0	44	43	5	2	31	29	0	0
Deady MS**	234	16	2	1	271	18	3	0	270	27	6	0
Forest Brook MS	139	26	9	3	129	23	2	0	149	31	5	0
HS Ahead Acad MS^	30	23	3	0	39	21	3	0	22	36	9	0
Holland MS**^	159	17	3	0	207	23	6	1	235	36	12	4
Sugar Grove MS**	356	21	4	1	307	23	5	2	345	21	4	1
Williams MS**	115	28	3	1	112	27	5	1	111	32	5	1
Tier 1A	**338**	**23**	**3**	**1**	**406**	**37**	**10**	**2**	**473**	**44**	**16**	**4**
Gregory-Lincoln PK-8	35	17	3	0	32	41	13	0	38	55	18	3
Lawson MS	290	22	3	1	355	35	8	2	419	42	16	4
TCAH^	13	54	15	8	19	79	26	5	16	50	19	0
Tier 1B	**532**	**29**	**3**	**0**	**535**	**29**	**7**	**1**	**555**	**31**	**6**	**1**
Edison MS	214	26	1	0	252	31	8	2	252	31	6	1
Key MS	135	26	4	0	125	22	3	0	135	28	4	1
Reagan Ed Ctr PK-8**	88	45	6	0	79	42	11	3	79	43	13	3
Thomas MS**	95	23	4	1	79	22	4	1	89	26	6	1

Table J-23. HISD STAAR Reading Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-24. HISD STAAR Mathematics Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	8,431	48	20	5	8,817	53	22	6	9,507	57	24	6
Non-Achieve 180	6,153	53	23	6	6,486	58	25	7	6,982	59	27	7
Achieve 180 Program	2,278	36	10	2	2,331	41	12	2	2,525	50	17	3
Tier 3	298	26	4	1	289	36	9	2	311	51	16	3
Henry MS	286	26	5	1	274	35	9	2	311	51	16	3
Woodson ES	12	42	0	0	15	47	13	7	0	---	---	---
Tier 2	1,122	35	10	2	1,128	34	9	1	1,199	45	14	2
Attucks MS	63	29	6	2	54	39	17	2	53	49	25	4
Cullen MS	38	37	8	0	39	36	0	0	30	43	3	3
Deady MS**	231	44	9	1	268	35	9	1	269	42	10	0
Forest Brook MS	132	42	15	3	125	47	11	1	145	57	24	1
HS Ahead Acad MS^	30	13	3	0	39	26	3	0	22	27	0	0
Holland MS**^	158	30	9	0	196	33	7	2	233	55	24	6
Sugar Grove MS**	356	32	12	3	296	26	9	1	343	35	8	2
Williams MS**	114	35	10	0	111	41	11	3	104	42	9	2
Tier 1A	334	36	7	1	388	54	18	4	466	58	25	6
Gregory-Lincoln PK-8	35	40	6	0	30	37	10	0	35	51	14	3
Lawson MS	286	34	7	2	340	56	19	4	415	59	26	7
TCAH^	13	54	8	0	18	44	17	6	16	50	13	0
Tier 1B	524	44	12	2	526	49	15	3	549	54	17	2
Edison MS	214	40	9	1	249	55	16	5	252	53	16	1
Key MS	134	39	10	1	126	33	10	2	131	52	14	2
Reagan Ed Ctr PK-8**	85	53	12	2	78	59	22	3	79	70	28	9
Thomas MS**	91	52	25	4	73	48	12	0	87	46	17	1

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-25. HISD STAAR Writing Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**2,715**	**33**	**7**	**1**	**3,029**	**23**	**6**	**1**	**3,270**	**39**	**13**	**3**
Non-Achieve 180	**1,985**	**37**	**9**	**1**	**2,195**	**26**	**7**	**1**	**2,452**	**41**	**15**	**3**
Achieve 180 Program	**730**	**23**	**3**	**0**	**834**	**15**	**2**	**0**	**818**	**32**	**8**	**1**
Tier 3	**96**	**23**	**4**	**0**	**115**	**18**	**3**	**0**	**94**	**34**	**6**	**0**
Henry MS	92	24	4	0	113	17	2	0	94	34	6	0
Woodson ES	4	*	*	*	2	*	*	*	0	---	---	---
Tier 2	**375**	**25**	**4**	**1**	**403**	**12**	**2**	**0**	**384**	**26**	**8**	**2**
Attucks MS	22	14	0	0	18	17	0	0	15	60	20	0
Cullen MS	13	31	8	0	17	12	0	0	10	10	0	0
Deady MS**	70	21	1	0	94	4	1	0	93	19	4	1
Forest Brook MS	45	29	7	0	51	8	0	0	46	22	9	0
HS Ahead Acad MS^	10	10	0	0	17	12	0	0	7	43	0	0
Holland MS**^	56	18	2	0	65	20	5	0	86	31	12	6
Sugar Grove MS**	118	31	8	3	103	14	3	0	97	27	7	1
Williams MS**	41	29	2	0	38	13	0	0	30	23	3	0
Tier 1A	**117**	**26**	**1**	**0**	**107**	**24**	**2**	**0**	**181**	**49**	**11**	**1**
Gregory-Lincoln PK-8	15	33	0	0	9	0	0	0	12	42	0	0
Lawson MS	99	24	1	0	92	23	2	0	167	50	12	1
TCAH^	3	*	*	*	6	83	0	0	2	*	*	*
Tier 1B	**142**	**17**	**3**	**0**	**209**	**14**	**3**	**0**	**159**	**27**	**4**	**0**
Edison MS	62	18	3	0	99	12	4	0	66	36	9	0
Key MS	29	28	7	0	57	5	0	0	44	16	0	0
Reagan Ed Ctr PK-8**	16	19	0	0	34	41	9	0	23	35	4	0
Thomas MS**	35	6	0	0	19	0	0	0	26	15	0	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-26. HISD STAAR Science Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**2,441**	**37**	**13**	**2**	**2,446**	**39**	**15**	**4**	**2,849**	**46**	**14**	**4**
Non-Achieve 180	**1,715**	**39**	**14**	**2**	**1,768**	**43**	**18**	**5**	**2,050**	**49**	**17**	**5**
Achieve 180 Program	**726**	**32**	**10**	**1**	**678**	**29**	**9**	**2**	**799**	**39**	**7**	**1**
Tier 3	**79**	**25**	**6**	**0**	**77**	**27**	**6**	**1**	**101**	**45**	**3**	**1**
Henry MS	74	27	7	0	71	27	7	1	101	45	3	1
Woodson ES	5	0	0	0	6	33	0	0	0	---	---	---
Tier 2	**358**	**33**	**10**	**2**	**349**	**28**	**9**	**2**	**398**	**34**	**7**	**1**
Attucks MS	20	10	0	0	21	14	0	0	18	39	22	6
Cullen MS	13	31	8	0	15	27	13	13	12	25	8	8
Deady MS**	64	31	5	2	73	26	5	1	86	24	1	0
Forest Brook MS	47	64	34	9	33	55	27	6	59	49	10	2
HS Ahead Acad MS^	13	31	0	0	14	29	14	0	14	21	0	0
Holland MS**^	40	23	5	0	57	18	4	0	56	41	13	0
Sugar Grove MS**	133	29	8	2	101	33	14	3	118	32	6	1
Williams MS**	28	32	7	0	35	14	0	0	35	34	3	0
Tier 1A	**117**	**23**	**6**	**0**	**119**	**27**	**6**	**0**	**117**	**44**	**8**	**1**
Gregory-Lincoln PK-8	13	38	23	0	10	20	0	0	7	71	0	0
Lawson MS	98	20	2	0	102	25	6	0	101	43	9	1
TCAH^	6	33	33	0	7	57	14	0	9	44	0	0
Tier 1B	**172**	**39**	**13**	**0**	**133**	**35**	**10**	**5**	**183**	**42**	**9**	**2**
Edison MS	67	36	10	0	64	33	8	5	90	44	9	0
Key MS	33	33	15	0	26	38	4	4	46	43	13	2
Reagan Ed Ctr PK-8**	38	42	21	0	13	62	31	8	21	52	10	10
Thomas MS**	34	47	9	0	30	23	10	7	26	23	4	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-27. HISD STAAR Social Studies Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, English Learners by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	2,454	23	6	2	2,444	25	7	3	2,835	30	8	3
Non-Achieve 180	1,727	26	7	2	1,770	28	8	4	2,041	32	9	4
Achieve 180 Program	727	17	3	1	674	18	5	1	794	24	4	1
Tier 3	78	1	0	0	76	7	0	0	101	23	2	0
Henry MS	73	1	0	0	70	7	0	0	101	23	2	0
Woodson ES	5	0	0	0	6	0	0	0	0	---	---	---
Tier 2	360	21	4	1	346	21	7	1	394	24	5	2
Attucks MS	22	9	0	0	20	0	0	0	19	32	16	5
Cullen MS	14	0	0	0	13	23	8	8	12	50	8	8
Deady MS**	63	37	5	2	70	37	11	1	86	9	1	0
Forest Brook MS	47	32	4	0	33	21	6	3	57	21	2	0
HS Ahead Acad MS^	13	0	0	0	14	7	7	0	14	0	0	0
Holland MS**^	40	13	5	0	57	11	2	0	56	38	7	4
Sugar Grove MS**	133	20	4	2	104	20	8	2	115	29	6	2
Williams MS**	28	18	4	4	35	23	11	0	35	23	3	3
Tier 1A	119	8	1	0	119	13	2	1	116	23	2	0
Gregory-Lincoln PK-8	13	31	0	0	10	0	0	0	7	43	0	0
Lawson MS	100	5	1	0	102	12	2	1	100	22	2	0
TCAH^	6	17	0	0	7	43	0	0	9	22	0	0
Tier 1B	170	22	5	1	133	20	3	1	183	27	3	1
Edison MS	67	21	1	0	64	23	3	2	90	33	2	0
Key MS	31	23	6	0	26	0	0	0	46	7	0	0
Reagan Ed Ctr PK-8**	38	24	3	0	13	15	8	0	21	33	5	0
Thomas MS**	34	24	12	3	30	30	3	0	26	35	12	4

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes:　All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

STAAR 3–8, Students with Disabilities (SWD)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**2,790**	**24**	**10**	**5**	**2,753**	**28**	**12**	**5**	**3,004**	**27**	**11**	**5**
Non-Achieve 180	**2,357**	**25**	**11**	**5**	**2,329**	**30**	**13**	**5**	**2,576**	**29**	**11**	**5**
Achieve 180 Program	**433**	**16**	**5**	**1**	**424**	**21**	**6**	**3**	**428**	**20**	**6**	**3**
Tier 3	**79**	**6**	**1**	**0**	**68**	**9**	**3**	**1**	**74**	**28**	**5**	**0**
Blackshear ES	12	25	8	0	21	19	5	0	11	27	0	0
Dogan ES	8	0	0	0	13	0	0	0	12	17	8	0
Highland Heights ES	20	5	0	0	18	6	6	6	20	15	5	0
Mading ES	10	10	0	0	2	*	*	*	8	25	0	0
Wesley ES	9	0	0	0	7	14	0	0	9	22	11	0
Woodson ES	20	0	0	0	7	0	0	0	14	64	7	0
Tier 2	**31**	**23**	**6**	**0**	**32**	**22**	**6**	**3**	**32**	**13**	**0**	**0**
Bruce ES	18	22	6	0	17	24	6	0	15	13	0	0
Foerster ES	13	23	8	0	15	20	7	7	17	12	0	0
Tier 1A	**142**	**18**	**4**	**0**	**148**	**28**	**8**	**5**	**155**	**22**	**8**	**5**
Bonham ES	14	21	0	0	14	7	0	0	17	18	0	0
Fondren ES^	8	0	0	0	6	0	0	0	5	20	0	0
Gregory-Lincoln PK-8	15	13	7	0	18	28	17	11	24	21	8	4
Hilliard ES	28	11	4	0	16	13	6	6	13	15	8	0
Looscan ES^	12	8	0	0	9	11	0	0	11	0	0	0
Montgomery ES^	13	23	0	0	17	18	12	0	13	8	0	0
Pugh ES	16	6	0	0	13	23	0	0	11	9	9	0
Stevens ES^	18	11	6	0	25	36	8	8	20	10	5	5
TCAH^	18	56	17	0	30	60	13	7	41	46	17	12
Tier 1B	**181**	**18**	**6**	**2**	**176**	**18**	**5**	**2**	**167**	**16**	**5**	**3**
Codwell ES**	8	13	13	0	15	7	0	0	21	19	0	0
Cook ES	19	26	11	5	17	18	0	0	15	13	7	0
Gallegos ES	14	7	7	0	14	14	7	7	9	0	0	0
Kashmere Gardens ES	22	5	0	0	19	11	0	0	21	29	10	5
Lewis ES	22	14	9	0	18	33	11	6	17	24	18	6
Marshall ES**^	32	25	9	3	26	19	8	4	23	9	0	0
Martinez C ES	14	14	0	0	21	29	5	0	12	8	8	8
Reagan Ed Ctr PK-8**	17	29	6	6	14	14	7	0	13	23	15	15
Shearn ES**^	16	6	0	0	10	10	0	0	11	0	0	0
Sherman ES**^	12	33	8	0	14	7	0	0	16	13	0	0
Young ES	5	20	0	0	8	38	13	0	9	22	0	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-29. HISD STAAR Mathematics Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**2,795**	**34**	**14**	**6**	**2,754**	**36**	**14**	**5**	**3,009**	**34**	**14**	**6**
Non-Achieve 180	**2,361**	**37**	**15**	**6**	**2,328**	**39**	**16**	**6**	**2,578**	**36**	**14**	**7**
Achieve 180 Program	**434**	**20**	**7**	**2**	**426**	**23**	**5**	**1**	**431**	**26**	**9**	**3**
Tier 3	**80**	**6**	**1**	**1**	**68**	**9**	**3**	**1**	**75**	**32**	**7**	**4**
Blackshear ES	12	25	8	8	21	14	5	0	11	36	18	9
Dogan ES	9	11	0	0	13	0	0	0	12	25	8	8
Highland Heights ES	20	0	0	0	18	6	6	6	20	15	5	5
Mading ES	10	10	0	0	2	*	*	*	8	38	0	0
Wesley ES	9	0	0	0	7	14	0	0	9	11	11	0
Woodson ES	20	0	0	0	7	14	0	0	15	67	0	0
Tier 2	**31**	**23**	**13**	**0**	**33**	**15**	**0**	**0**	**32**	**13**	**6**	**0**
Bruce ES	18	28	17	0	17	18	0	0	15	13	0	0
Foerster ES	13	15	8	0	16	13	0	0	17	12	12	0
Tier 1A	**142**	**20**	**5**	**1**	**147**	**33**	**6**	**3**	**156**	**28**	**13**	**5**
Bonham ES	14	7	0	0	14	21	0	0	17	29	12	6
Fondren ES^	8	25	13	0	6	17	0	0	5	20	0	0
Gregory-Lincoln PK-8	15	13	7	0	17	41	12	12	25	32	20	8
Hilliard ES	28	7	0	0	16	31	6	0	13	8	0	0
Looscan ES^	12	33	0	0	9	22	0	0	11	36	27	9
Montgomery ES^	13	46	23	8	17	29	12	0	13	23	0	0
Pugh ES	16	6	6	0	13	23	0	0	11	27	18	0
Stevens ES^	18	17	0	0	25	40	8	4	21	19	14	5
TCAH^	18	39	6	6	30	40	7	3	40	35	13	8
Tier 1B	**181**	**27**	**9**	**3**	**178**	**22**	**6**	**1**	**168**	**25**	**8**	**1**
Codwell ES**	8	13	0	0	15	13	0	0	21	24	5	5
Cook ES	19	37	5	0	17	29	6	0	15	27	7	0
Gallegos ES	14	21	7	0	14	36	0	0	9	44	22	0
Kashmere Gardens ES	22	9	0	0	19	16	5	0	21	48	5	0
Lewis ES	22	18	9	5	18	22	11	0	18	28	17	6
Marshall ES**^	32	25	13	6	26	27	12	0	23	4	4	0
Martinez C ES	14	36	7	0	21	33	5	0	12	25	0	0
Reagan Ed Ctr PK-8**	17	59	29	0	15	20	7	0	13	38	23	0
Shearn ES**^	16	13	0	0	11	0	0	0	11	18	0	0
Sherman ES**^	12	25	17	17	14	7	0	0	16	13	6	0
Young ES	5	60	20	0	8	38	25	13	9	11	0	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-30. HISD STAAR Writing Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**931**	**18**	**5**	**1**	**926**	**14**	**7**	**2**	**1,015**	**18**	**6**	**2**
Non-Achieve 180	**776**	**20**	**6**	**2**	**789**	**15**	**8**	**2**	**859**	**19**	**6**	**2**
Achieve 180 Program	**155**	**7**	**1**	**0**	**137**	**6**	**1**	**1**	**156**	**13**	**4**	**1**
Tier 3	**31**	**3**	**0**	**0**	**22**	**0**	**0**	**0**	**23**	**17**	**4**	**4**
Blackshear ES	6	0	0	0	7	0	0	0	5	0	0	0
Dogan ES	5	0	0	0	4	*	*	*	2	*	*	*
Highland Heights ES	9	0	0	0	3	*	*	*	5	40	20	20
Mading ES	4	*	*	*	0	---	---	---	1	*	*	*
Wesley ES	2	*	*	*	3	*	*	*	1	*	*	*
Woodson ES	5	0	0	0	5	0	0	0	9	22	0	0
Tier 2	**11**	**0**	**0**	**0**	**14**	**0**	**0**	**0**	**14**	**0**	**0**	**0**
Bruce ES	5	0	0	0	8	0	0	0	5	0	0	0
Foerster ES	6	0	0	0	6	0	0	0	9	0	0	0
Tier 1A	**45**	**9**	**0**	**0**	**41**	**17**	**2**	**2**	**57**	**16**	**5**	**2**
Bonham ES	6	0	0	0	3	*	*	*	5	20	0	0
Fondren ES^	3	*	*	*	1	*	*	*	1	*	*	*
Gregory-Lincoln PK-8	2	*	*	*	8	0	0	0	10	20	10	10
Hilliard ES	8	0	0	0	5	20	0	0	4	*	*	*
Looscan ES^	4	*	*	*	4	*	*	*	2	*	*	*
Montgomery ES^	5	0	0	0	1	*	*	*	8	0	0	0
Pugh ES	7	0	0	0	4	*	*	*	6	0	0	0
Stevens ES^	5	0	0	0	6	0	0	0	8	13	13	0
TCAH^	5	40	0	0	9	56	11	11	13	38	8	0
Tier 1B	**68**	**9**	**3**	**0**	**60**	**2**	**0**	**0**	**62**	**13**	**3**	**0**
Codwell ES**	5	0	0	0	2	*	*	*	10	10	0	0
Cook ES	8	0	0	0	2	*	*	*	7	14	0	0
Gallegos ES	7	0	0	0	3	*	*	*	5	0	0	0
Kashmere Gardens ES	11	9	0	0	6	0	0	0	5	0	0	0
Lewis ES	6	17	17	0	10	10	0	0	6	33	17	0
Marshall ES**^	12	8	8	0	9	0	0	0	10	10	10	0
Martinez C ES	6	0	0	0	7	0	0	0	2	*	*	*
Reagan Ed Ctr PK-8**	3	*	*	*	8	0	0	0	5	40	0	0
Shearn ES**^	2	*	*	*	4	*	*	*	3	*	*	*
Sherman ES**^	5	20	0	0	5	0	0	0	5	0	0	0
Young ES	3	*	*	*	4	*	*	*	4	*	*	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-31. HISD STAAR Science Grades 3–5 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**1,055**	**29**	**10**	**3**	**1,004**	**31**	**9**	**3**	**1,068**	**24**	**9**	**3**
Non-Achieve 180	**887**	**31**	**11**	**4**	**836**	**33**	**10**	**3**	**906**	**25**	**10**	**3**
Achieve 180 Program	**168**	**22**	**4**	**1**	**168**	**22**	**3**	**0**	**162**	**15**	**6**	**2**
Tier 3	**28**	**4**	**0**	**0**	**32**	**13**	**0**	**0**	**27**	**22**	**4**	**0**
Blackshear ES	2	*	*	*	8	25	0	0	5	20	20	0
Dogan ES	3	*	*	*	9	11	0	0	5	60	0	0
Highland Heights ES	6	17	0	0	10	10	0	0	9	11	0	0
Mading ES	4	*	*	*	2	*	*	*	0	---	---	---
Wesley ES	6	0	0	0	2	*	*	*	5	20	0	0
Woodson ES	7	0	0	0	1	*	*	*	3	*	*	*
Tier 2	**13**	**38**	**0**	**0**	**13**	**8**	**0**	**0**	**14**	**7**	**0**	**0**
Bruce ES	8	38	0	0	6	0	0	0	8	0	0	0
Foerster ES	5	40	0	0	7	14	0	0	6	17	0	0
Tier 1A	**60**	**18**	**5**	**2**	**53**	**36**	**4**	**0**	**57**	**16**	**11**	**5**
Bonham ES	7	0	0	0	6	17	0	0	2	*	*	*
Fondren ES^	4	*	*	*	4	*	*	*	0	---	---	---
Gregory-Lincoln PK-8	8	25	0	0	4	*	*	*	10	0	0	0
Hilliard ES	13	0	0	0	7	14	0	0	4	*	*	*
Looscan ES^	1	*	*	*	3	*	*	*	5	0	0	0
Montgomery ES^	5	20	0	0	6	33	0	0	3	*	*	*
Pugh ES	6	17	0	0	5	40	0	0	5	20	0	0
Stevens ES^	8	38	13	0	6	33	0	0	8	0	0	0
TCAH^	8	25	13	13	12	67	17	0	20	35	25	15
Tier 1B	**67**	**30**	**6**	**0**	**70**	**19**	**4**	**0**	**64**	**14**	**5**	**0**
Codwell ES**	2	*	*	*	8	13	0	0	6	0	0	0
Cook ES	8	63	0	0	9	11	11	0	4	*	*	*
Gallegos ES	4	*	*	*	6	17	0	0	2	*	*	*
Kashmere Gardens ES	6	0	0	0	8	0	0	0	9	0	0	0
Lewis ES	10	0	0	0	7	0	0	0	8	25	13	0
Marshall ES**^	13	38	8	0	11	27	9	0	7	0	0	0
Martinez C ES	3	*	*	*	9	56	0	0	7	43	14	0
Reagan Ed Ctr PK-8**	9	56	22	0	3	*	*	*	6	33	0	0
Shearn ES**^	8	13	0	0	4	*	*	*	6	0	0	0
Sherman ES**^	3	*	*	*	3	*	*	*	5	0	0	0
Young ES	1	*	*	*	2	*	*	*	4	*	*	*

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-32. HISD STAAR Reading Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**2,799**	**17**	**6**	**2**	**2,722**	**19**	**6**	**2**	**2,677**	**21**	**7**	**3**
Non-Achieve 180	**1,902**	**20**	**6**	**2**	**1,818**	**21**	**7**	**2**	**1,802**	**24**	**8**	**3**
Achieve 180 Program	**897**	**12**	**3**	**1**	**904**	**14**	**4**	**1**	**875**	**15**	**5**	**2**
Tier 3	**104**	**8**	**1**	**0**	**108**	**9**	**2**	**0**	**73**	**7**	**3**	**1**
Henry MS	76	9	1	0	79	10	3	0	73	7	3	1
Woodson ES	28	4	0	0	29	7	0	0	0	---	---	---
Tier 2	**446**	**10**	**2**	**1**	**412**	**9**	**2**	**0**	**387**	**9**	**3**	**1**
Attucks MS	59	3	0	0	66	11	0	0	46	13	4	0
Cullen MS	68	13	1	1	47	9	2	0	41	7	0	0
Deady MS**	63	11	2	0	59	8	3	0	53	9	2	2
Forest Brook MS	77	6	0	0	84	7	0	0	86	3	2	0
HS Ahead Acad MS^	10	20	0	0	8	13	0	0	7	0	0	0
Holland MS**^	68	10	6	4	58	7	2	0	60	10	3	0
Sugar Grove MS**	62	15	3	0	47	15	4	0	49	10	2	0
Williams MS**	39	10	5	0	43	9	2	2	45	18	7	2
Tier 1A	**131**	**21**	**10**	**2**	**162**	**33**	**10**	**3**	**201**	**29**	**12**	**5**
Gregory-Lincoln PK-8	19	5	0	0	22	32	5	0	13	31	8	8
Lawson MS	85	9	2	0	95	15	2	1	115	11	3	0
TCAH^	27	70	41	11	45	71	29	9	73	56	26	12
Tier 1B	**216**	**12**	**3**	**1**	**222**	**12**	**3**	**0**	**214**	**14**	**5**	**1**
Edison MS	73	15	5	3	67	18	4	0	71	23	8	1
Key MS	81	10	2	0	85	9	2	1	82	10	2	0
Reagan Ed Ctr PK-8**	14	14	0	0	15	20	7	0	13	38	23	15
Thomas MS**	48	8	2	0	55	7	2	0	48	4	0	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**2,774**	**25**	**7**	**1**	**2,684**	**29**	**7**	**2**	**2,655**	**34**	**10**	**2**
Non-Achieve 180	**1,878**	**28**	**8**	**2**	**1,788**	**34**	**9**	**2**	**1,785**	**38**	**12**	**2**
Achieve 180 Program	**896**	**17**	**3**	**1**	**896**	**21**	**3**	**0**	**870**	**25**	**6**	**1**
Tier 3	**104**	**12**	**1**	**0**	**109**	**12**	**0**	**0**	**73**	**15**	**5**	**0**
Henry MS	75	13	1	0	80	10	0	0	73	15	5	0
Woodson ES	29	7	0	0	29	17	0	0	0	---	---	---
Tier 2	**444**	**16**	**3**	**1**	**408**	**16**	**1**	**0**	**382**	**21**	**4**	**0**
Attucks MS	59	5	0	0	66	17	0	0	41	15	5	0
Cullen MS	66	20	3	2	46	22	0	0	41	15	0	0
Deady MS**	64	28	3	2	59	19	3	2	53	26	8	0
Forest Brook MS	76	12	1	0	83	19	1	0	86	33	7	0
HS Ahead Acad MS^	10	0	0	0	8	13	0	0	7	0	0	0
Holland MS**^	68	16	7	4	56	13	0	0	60	18	2	0
Sugar Grove MS**	62	15	2	0	47	9	0	0	49	20	2	0
Williams MS**	39	21	8	0	43	12	0	0	45	13	4	2
Tier 1A	**130**	**23**	**5**	**1**	**159**	**36**	**10**	**0**	**201**	**35**	**11**	**2**
Gregory-Lincoln PK-8	19	5	0	0	21	19	0	0	13	15	0	0
Lawson MS	84	17	2	0	94	33	7	0	114	31	6	1
TCAH^	27	56	15	4	44	52	20	0	74	45	22	4
Tier 1B	**218**	**17**	**5**	**1**	**220**	**25**	**4**	**0**	**214**	**27**	**6**	**0**
Edison MS	74	16	7	0	66	41	3	0	71	37	8	1
Key MS	82	15	2	0	85	16	4	0	81	20	5	0
Reagan Ed Ctr PK-8**	14	14	7	0	15	33	7	0	13	46	0	0
Thomas MS**	48	23	4	4	54	15	4	0	49	18	4	0

Table J-33. HISD STAAR Mathematics Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-34. HISD STAAR Writing Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**880**	**13**	**4**	**1**	**959**	**12**	**4**	**1**	**876**	**17**	**6**	**1**
Non-Achieve 180	**587**	**16**	**6**	**1**	**657**	**13**	**5**	**1**	**577**	**21**	**7**	**2**
Achieve 180 Program	**293**	**8**	**1**	**0**	**302**	**8**	**1**	**0**	**299**	**10**	**4**	**1**
Tier 3	**38**	**0**	**0**	**0**	**32**	**6**	**0**	**0**	**22**	**0**	**0**	**0**
Henry MS	27	0	0	0	25	8	0	0	22	0	0	0
Woodson ES	11	0	0	0	7	0	0	0	0	---	---	---
Tier 2	**146**	**9**	**1**	**0**	**146**	**3**	**1**	**0**	**132**	**6**	**4**	**2**
Attucks MS	24	4	0	0	25	0	0	0	10	10	10	0
Cullen MS	23	4	0	0	23	0	0	0	12	0	0	0
Deady MS**	18	11	6	0	22	5	0	0	21	5	5	5
Forest Brook MS	27	4	0	0	24	4	0	0	38	5	3	0
HS Ahead Acad MS^	4	*	*	*	4	*	*	*	1	*	*	*
Holland MS**^	22	14	0	0	18	6	0	0	23	4	4	4
Sugar Grove MS**	21	14	5	0	15	0	0	0	11	27	9	0
Williams MS**	7	0	0	0	15	7	7	0	16	0	0	0
Tier 1A	**42**	**17**	**2**	**0**	**51**	**24**	**4**	**0**	**72**	**25**	**7**	**0**
Gregory-Lincoln PK-8	9	22	0	0	4	*	*	*	7	29	0	0
Lawson MS	26	4	0	0	33	6	0	0	42	17	2	0
TCAH^	7	57	14	0	14	64	14	0	23	39	17	0
Tier 1B	**67**	**3**	**1**	**0**	**73**	**8**	**0**	**0**	**73**	**7**	**3**	**0**
Edison MS	24	0	0	0	23	9	0	0	21	5	0	0
Key MS	27	0	0	0	29	7	0	0	26	4	4	0
Reagan Ed Ctr PK-8**	3	*	*	*	3	*	*	*	6	17	17	0
Thomas MS**	13	15	8	0	18	11	0	0	20	10	0	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**916**	**22**	**8**	**3**	**853**	**21**	**8**	**3**	**908**	**26**	**7**	**3**
Non-Achieve 180	**616**	**26**	**9**	**3**	**563**	**24**	**9**	**3**	**622**	**28**	**8**	**4**
Achieve 180 Program	**300**	**12**	**5**	**1**	**290**	**16**	**4**	**2**	**286**	**22**	**5**	**0**
Tier 3	**25**	**12**	**8**	**0**	**41**	**12**	**2**	**0**	**28**	**11**	**4**	**0**
Henry MS	18	17	11	0	29	17	3	0	28	11	4	0
Woodson ES	7	0	0	0	12	0	0	0	0	---	---	---
Tier 2	**147**	**8**	**1**	**0**	**127**	**13**	**2**	**1**	**133**	**17**	**3**	**0**
Attucks MS	15	0	0	0	22	0	0	0	20	25	0	0
Cullen MS	23	17	0	0	12	17	0	0	17	0	0	0
Deady MS**	20	5	0	0	15	20	0	0	15	13	0	0
Forest Brook MS	22	14	0	0	24	29	4	0	32	28	6	0
HS Ahead Acad MS^	6	0	0	0	4	*	*	*	6	0	0	0
Holland MS**^	26	8	4	0	18	6	6	6	16	13	0	0
Sugar Grove MS**	20	0	0	0	20	15	5	0	16	13	6	0
Williams MS**	15	13	7	0	12	0	0	0	11	27	9	0
Tier 1A	**49**	**20**	**14**	**8**	**49**	**33**	**14**	**6**	**60**	**35**	**8**	**2**
Gregory-Lincoln PK-8	6	0	0	0	10	20	0	0	2	*	*	*
Lawson MS	28	7	4	0	26	19	4	0	34	24	0	0
TCAH^	15	53	40	27	13	69	46	23	24	54	21	4
Tier 1B	**79**	**15**	**4**	**0**	**73**	**14**	**1**	**1**	**65**	**23**	**6**	**0**
Edison MS	25	12	4	0	23	22	4	4	20	40	5	0
Key MS	24	25	4	0	26	12	0	0	26	15	8	0
Reagan Ed Ctr PK-8**	9	11	11	0	5	20	0	0	4	*	*	*
Thomas MS**	21	10	0	0	19	5	0	0	15	20	7	0

Table J-35. HISD STAAR Science Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-36. HISD STAAR Social Studies Grades 6–8 Percent At or Above Approaches, Meets, and Masters Grade Level Standards, English, Students with Disabilities by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017, 2017–2018, and 2018–2019											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	916	16	5	2	852	14	4	2	904	19	5	3
Non-Achieve 180	615	19	7	3	564	17	5	3	616	20	6	4
Achieve 180 Program	301	10	2	0	288	10	1	0	288	16	2	1
Tier 3	26	4	0	0	40	5	0	0	28	11	4	0
Henry MS	19	5	0	0	29	7	0	0	28	11	4	0
Woodson ES	7	0	0	0	11	0	0	0	0	---	---	---
Tier 2	144	7	1	0	128	7	1	0	136	8	0	0
Attucks MS	14	0	0	0	22	0	0	0	20	20	0	0
Cullen MS	21	5	0	0	12	0	0	0	19	5	0	0
Deady MS**	20	15	0	0	16	25	0	0	16	6	0	0
Forest Brook MS	22	5	0	0	24	4	0	0	32	3	0	0
HS Ahead Acad MS^	6	0	0	0	4	*	*	*	6	0	0	0
Holland MS**^	26	8	0	0	18	6	6	0	16	6	0	0
Sugar Grove MS**	20	5	0	0	20	15	0	0	16	13	0	0
Williams MS**	15	13	7	0	12	0	0	0	11	9	0	0
Tier 1A	52	17	6	2	48	25	4	2	60	22	5	2
Gregory-Lincoln PK-8	6	0	0	0	9	0	0	0	2	*	*	*
Lawson MS	31	3	0	0	26	12	0	0	34	12	3	0
TCAH^	15	53	20	7	13	69	15	8	24	38	8	4
Tier 1B	79	13	3	0	72	8	0	0	64	28	5	2
Edison MS	25	12	4	0	23	17	0	0	20	55	5	0
Key MS	24	8	4	0	26	0	0	0	25	8	0	0
Reagan Ed Ctr PK-8**	9	0	0	0	5	0	0	0	4	*	*	*
Thomas MS**	21	24	0	0	18	11	0	0	15	33	13	7

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

STAAR 3–8, Economically Disadvantaged Students

	2016–2017				2017–2018				2018–2019			
Campus Name	**N Tested**	**% App+**	**% Meet+**	**% Mast**	**N Tested**	**% App+**	**% Meet+**	**% Mast**	**N Tested**	**% App+**	**% Meet+**	**% Mast**
HISD	**39,104**	**59**	**32**	**17**	**38,068**	**63**	**34**	**15**	**38,629**	**65**	**34**	**17**
Non-Achieve 180	**32,705**	**61**	**34**	**18**	**31,703**	**65**	**36**	**17**	**32,462**	**66**	**35**	**18**
Achieve 180 Program	**6,399**	**46**	**22**	**11**	**6,365**	**53**	**24**	**10**	**6,167**	**57**	**26**	**11**
Tier 3	**1,088**	**35**	**15**	**8**	**1,075**	**45**	**19**	**8**	**1,026**	**53**	**22**	**10**
Blackshear ES	187	35	16	7	173	48	21	11	161	60	25	13
Dogan ES	202	43	23	15	207	50	22	11	231	54	23	10
Highland Heights ES	191	36	13	6	209	38	17	6	197	45	14	5
Mading ES	211	36	16	9	194	57	28	12	160	64	33	19
Wesley ES	111	33	15	7	123	43	15	3	119	45	18	7
Woodson ES	186	23	8	3	169	35	9	3	158	48	18	8
Tier 2	**468**	**49**	**23**	**13**	**501**	**47**	**22**	**10**	**486**	**50**	**24**	**10**
Bruce ES	235	47	21	11	237	51	22	10	223	54	23	10
Foerster ES	233	52	25	15	264	43	22	9	263	47	24	11
Tier 1A	**2,075**	**42**	**20**	**10**	**1,951**	**56**	**26**	**11**	**1,909**	**60**	**28**	**13**
Bonham ES	433	40	17	10	378	62	32	13	335	66	33	17
Fondren ES^	135	47	20	10	132	44	23	10	123	54	24	10
Gregory-Lincoln PK-8	162	37	18	9	187	56	24	9	195	59	28	11
Hilliard ES	221	23	6	3	213	43	13	7	212	49	14	5
Looscan ES^	167	31	19	9	136	41	18	6	145	54	27	10
Montgomery ES^	308	48	21	8	261	53	25	11	202	58	21	10
Pugh ES	155	41	26	15	125	70	35	18	156	74	39	19
Stevens ES^	278	40	18	9	290	59	23	9	283	59	24	10
TCAH^	216	71	38	19	229	69	36	17	258	65	38	21
Tier 1B	**2,768**	**52**	**26**	**12**	**2,838**	**55**	**25**	**10**	**2,746**	**57**	**26**	**11**
Codwell ES**	160	46	22	9	192	56	19	5	170	51	24	9
Cook ES	263	40	17	9	268	50	23	8	278	66	28	10
Gallegos ES	183	46	24	11	176	62	32	14	163	56	24	7
Kashmere Gardens ES	161	47	21	7	147	61	24	8	148	73	39	15
Lewis ES	360	59	31	16	440	65	33	15	430	63	32	17
Marshall ES**^	482	55	29	15	463	52	23	8	445	51	24	8
Martinez C ES	203	46	21	9	181	53	24	12	164	49	20	7
Reagan Ed Ctr PK-8**	338	54	29	12	350	51	24	9	337	52	23	12
Shearn ES**^	249	52	27	13	264	51	26	9	247	58	31	13
Sherman ES**^	259	64	32	17	249	57	22	8	245	59	22	9
Young ES	110	38	15	4	108	50	16	4	119	45	17	5

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

| | 2016–2017 | | | | 2017–2018 | | | | 2018–2019 | | | |
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**39,107**	**70**	**40**	**20**	**38,073**	**73**	**42**	**21**	**38,643**	**71**	**41**	**23**
Non-Achieve 180	**32,709**	**72**	**42**	**22**	**31,710**	**75**	**44**	**22**	**32,472**	**73**	**44**	**24**
Achieve 180 Program	**6,398**	**56**	**26**	**11**	**6,363**	**60**	**28**	**11**	**6,171**	**62**	**30**	**15**
Tier 3	**1,088**	**39**	**16**	**6**	**1,075**	**52**	**23**	**10**	**1,027**	**58**	**29**	**13**
Blackshear ES	187	40	19	6	173	60	32	14	161	69	37	16
Dogan ES	203	40	21	9	207	52	22	11	231	52	29	12
Highland Heights ES	191	49	21	7	209	45	20	9	196	47	21	12
Mading ES	211	43	17	7	194	63	29	12	160	76	35	18
Wesley ES	111	36	12	3	123	45	15	6	120	44	17	10
Woodson ES	185	25	5	1	169	46	15	4	159	62	31	13
Tier 2	**469**	**61**	**30**	**12**	**502**	**57**	**27**	**9**	**487**	**58**	**31**	**14**
Bruce ES	235	60	27	9	236	63	31	9	224	60	30	12
Foerster ES	234	61	33	15	266	52	23	9	263	57	32	16
Tier 1A	**2,071**	**51**	**21**	**9**	**1,946**	**62**	**29**	**11**	**1,911**	**64**	**31**	**16**
Bonham ES	433	62	30	14	378	71	42	18	335	72	38	21
Fondren ES^	135	55	27	13	132	62	30	11	123	70	36	19
Gregory-Lincoln PK-8	162	38	13	3	186	63	31	9	196	56	28	13
Hilliard ES	221	35	10	5	214	51	18	6	212	58	22	10
Looscan ES^	167	44	19	5	136	50	23	11	145	63	36	22
Montgomery ES^	309	58	26	11	261	69	35	17	203	72	39	20
Pugh ES	155	46	23	6	125	65	32	13	156	72	44	22
Stevens ES^	278	49	17	8	290	64	29	10	285	63	29	12
TCAH^	211	55	19	8	224	50	15	3	256	48	18	8
Tier 1B	**2,770**	**64**	**32**	**15**	**2,840**	**62**	**30**	**12**	**2,746**	**62**	**30**	**15**
Codwell ES**	160	52	24	11	192	57	28	8	170	59	32	17
Cook ES	264	55	21	8	268	54	24	11	276	60	33	18
Gallegos ES	183	72	40	14	176	70	38	15	163	64	29	15
Kashmere Gardens ES	162	57	29	12	147	69	39	14	148	73	26	9
Lewis ES	360	66	38	21	440	71	37	17	431	72	35	17
Marshall ES**^	482	63	37	18	463	57	29	11	445	56	27	15
Martinez C ES	203	63	23	10	181	64	27	8	165	54	19	9
Reagan Ed Ctr PK-8**	338	71	33	16	351	59	25	12	337	60	32	15
Shearn ES**^	249	63	36	20	265	60	33	15	247	64	34	17
Sherman ES**^	259	74	36	17	249	64	26	8	245	61	31	13
Young ES	110	65	27	10	108	65	30	12	119	53	23	10

Table J-38. HISD STAAR Mathematics Grades 3–5 Percent At or Above Approaches Grade Level Standards, English and Spanish (Combined), Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-39. HISD STAAR Writing Grades 3–5 Percent At or Above Approaches Grade Level Standards, English and Spanish (Combined), Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**13,262**	**55**	**25**	**7**	**12,636**	**51**	**28**	**7**	**13,136**	**55**	**24**	**6**
Non-Achieve 180	**11,027**	**58**	**27**	**7**	**10,596**	**53**	**31**	**8**	**10,996**	**57**	**26**	**7**
Achieve 180 Program	**2,235**	**40**	**14**	**2**	**2,040**	**36**	**17**	**2**	**2,140**	**45**	**15**	**3**
Tier 3	**385**	**34**	**11**	**2**	**366**	**27**	**11**	**1**	**346**	**45**	**15**	**3**
Blackshear ES	69	38	12	1	60	28	12	2	59	42	14	3
Dogan ES	66	35	15	3	72	28	13	4	72	51	18	3
Highland Heights ES	67	34	10	1	69	28	12	0	59	39	12	3
Mading ES	80	40	16	3	67	31	10	1	55	51	20	2
Wesley ES	36	22	0	0	44	20	9	0	45	40	13	4
Woodson ES	67	25	7	0	54	22	11	0	56	41	11	4
Tier 2	**151**	**39**	**12**	**0**	**168**	**35**	**16**	**2**	**167**	**34**	**8**	**1**
Bruce ES	79	33	6	0	76	39	16	1	72	36	6	0
Foerster ES	72	46	18	0	92	32	16	2	95	32	9	1
Tier 1A	**726**	**34**	**11**	**2**	**609**	**39**	**20**	**2**	**669**	**45**	**17**	**4**
Bonham ES	149	33	11	2	117	62	38	5	111	59	27	8
Fondren ES^	57	30	9	0	35	23	9	0	41	39	7	0
Gregory-Lincoln PK-8	55	36	18	7	63	29	11	0	64	45	19	3
Hilliard ES	81	37	9	0	61	18	5	0	82	30	6	0
Looscan ES^	62	32	8	0	50	24	10	0	49	33	6	0
Montgomery ES^	117	26	8	3	78	46	23	1	68	31	10	3
Pugh ES	44	23	7	0	46	57	26	7	55	62	29	7
Stevens ES^	103	46	20	5	87	31	16	2	118	42	17	2
TCAH^	58	45	9	2	72	42	24	4	81	54	26	10
Tier 1B	**973**	**46**	**17**	**3**	**897**	**38**	**17**	**3**	**958**	**47**	**16**	**3**
Codwell ES**	65	42	18	3	57	39	19	5	62	48	11	0
Cook ES	86	27	6	1	84	33	12	0	97	39	11	0
Gallegos ES	68	40	15	0	50	56	34	10	62	53	16	5
Kashmere Gardens ES	68	41	7	3	40	48	23	8	49	55	16	2
Lewis ES	135	53	17	3	141	36	15	1	151	50	20	4
Marshall ES**^	168	54	24	2	161	34	13	2	149	39	19	3
Martinez C ES	74	46	15	3	51	25	8	2	56	52	13	5
Reagan Ed Ctr PK-8**	104	45	13	4	112	38	14	4	116	47	16	3
Shearn ES**^	86	52	21	3	89	40	26	1	92	55	16	4
Sherman ES**^	79	58	32	11	83	49	25	4	78	51	14	1
Young ES	40	30	8	0	29	28	7	0	46	35	9	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-40. HISD STAAR Science Grades 3–5 Percent At or Above Approaches Grade Level Standards, English and Spanish (Combined), Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	12,347	63	32	12	12,496	64	28	10	12,737	63	34	14
Non-Achieve 180	10,325	66	34	13	10,322	67	31	11	10,741	64	36	15
Achieve 180 Program	2,022	49	20	6	2,174	50	16	5	1,996	55	26	9
Tier 3	340	36	13	4	360	39	12	3	338	60	28	12
Blackshear ES	58	60	26	7	54	43	13	4	40	80	45	18
Dogan ES	66	35	15	6	68	54	28	6	86	74	40	15
Highland Heights ES	57	35	11	4	67	25	6	3	72	42	24	8
Mading ES	65	49	18	3	66	59	12	5	50	70	32	14
Wesley ES	34	21	3	0	35	31	6	0	40	55	20	15
Woodson ES	60	12	0	0	70	21	3	0	50	40	6	0
Tier 2	139	50	22	9	156	40	13	3	170	49	21	4
Bruce ES	71	58	30	10	79	42	11	4	80	51	23	3
Foerster ES	68	41	15	9	77	39	14	3	90	47	20	6
Tier 1A	678	45	17	4	701	51	16	5	626	52	23	8
Bonham ES	151	30	11	1	140	46	10	4	99	40	15	4
Fondren ES^	40	60	25	8	58	47	17	5	39	56	28	10
Gregory-Lincoln PK-8	50	52	24	4	66	44	9	6	66	44	20	3
Hilliard ES	68	13	1	0	74	32	4	0	60	58	33	13
Looscan ES^	51	45	22	8	44	55	18	5	49	41	22	6
Montgomery ES^	88	53	13	3	94	59	18	3	71	51	11	0
Pugh ES	47	62	21	6	29	83	55	24	49	80	53	27
Stevens ES^	82	62	23	4	93	61	20	6	77	51	21	8
TCAH^	101	53	27	7	103	55	17	7	116	58	22	7
Tier 1B	865	57	25	8	957	54	18	6	862	56	27	10
Codwell ES**	41	73	32	7	77	53	13	4	52	50	27	13
Cook ES	89	40	9	1	78	33	5	1	72	63	29	8
Gallegos ES	55	71	22	7	64	70	31	5	46	59	30	9
Kashmere Gardens ES	53	62	26	0	52	73	46	15	41	59	27	5
Lewis ES	106	69	40	17	154	59	22	8	141	53	25	6
Marshall ES**^	142	54	18	4	145	35	8	1	150	69	42	16
Martinez C ES	70	44	19	10	62	69	26	15	51	55	29	14
Reagan Ed Ctr PK-8**	118	57	25	8	121	52	17	4	109	47	17	5
Shearn ES**^	72	42	21	10	86	48	13	5	82	43	12	4
Sherman ES**^	85	67	38	13	79	59	22	11	84	56	25	13
Young ES	34	71	44	3	39	67	26	8	34	71	26	21

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-41. HISD STAAR Reading Grades 6–8 Percent At or Above Approaches Grade Level Standards, English, Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**28,688**	**60**	**29**	**12**	**27,907**	**61**	**32**	**15**	**29,400**	**62**	**34**	**16**
Non-Achieve 180	**20,907**	**65**	**34**	**15**	**20,277**	**66**	**37**	**19**	**21,279**	**66**	**38**	**18**
Achieve 180 Program	**7,781**	**47**	**17**	**6**	**7,630**	**48**	**19**	**7**	**8,121**	**51**	**23**	**9**
Tier 3	**1,010**	**40**	**15**	**5**	**850**	**45**	**16**	**6**	**684**	**50**	**18**	**6**
Henry MS	807	41	16	6	626	46	16	6	684	50	18	6
Woodson ES	203	36	12	2	224	43	16	5	0	---	---	---
Tier 2	**3,686**	**44**	**15**	**5**	**3,597**	**43**	**15**	**5**	**3,663**	**46**	**19**	**7**
Attucks MS	370	44	14	5	362	42	14	2	380	43	18	6
Cullen MS	323	43	13	3	367	45	16	7	297	43	16	3
Deady MS**	629	48	19	6	650	46	18	6	576	50	23	9
Forest Brook MS	686	40	13	4	660	42	13	5	739	47	19	5
HS Ahead Acad MS^	164	29	6	2	168	28	4	2	131	31	10	3
Holland MS**^	504	50	17	7	481	48	19	7	540	55	26	11
Sugar Grove MS**	601	43	13	5	519	41	16	6	584	37	14	4
Williams MS**	409	49	17	6	390	46	15	5	416	50	18	7
Tier 1A	**1,328**	**55**	**24**	**10**	**1,352**	**61**	**29**	**13**	**1,808**	**65**	**36**	**16**
Gregory-Lincoln PK-8	210	54	18	7	221	60	26	8	228	73	38	14
Lawson MS	766	43	14	4	784	51	20	9	1,067	55	26	9
TCAH^	352	81	50	26	347	82	52	28	513	82	55	31
Tier 1B	**1,757**	**50**	**16**	**5**	**1,831**	**49**	**18**	**7**	**1,966**	**48**	**20**	**8**
Edison MS	584	51	17	6	591	52	20	7	583	52	22	8
Key MS	467	44	16	5	527	43	15	6	559	46	17	7
Reagan Ed Ctr PK-8**	338	59	18	5	315	63	27	10	321	64	31	13
Thomas MS**	368	45	15	4	398	43	13	4	503	37	13	5

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

	2016–2017				2017–2018				2018–2019			
Table J-42. HISD STAAR Mathematics Grades 6–8 Percent At or Above Approaches Grade Level Standards, English, Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)												
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**26,782**	**64**	**34**	**11**	**25,957**	**66**	**34**	**12**	**27,244**	**69**	**36**	**12**
Non-Achieve 180	**19,442**	**71**	**40**	**14**	**18,728**	**72**	**41**	**15**	**19,557**	**73**	**41**	**14**
Achieve 180 Program	**7,340**	**47**	**16**	**3**	**7,229**	**51**	**17**	**4**	**7,687**	**58**	**24**	**5**
Tier 3	**948**	**36**	**8**	**2**	**839**	**48**	**15**	**2**	**663**	**58**	**25**	**6**
Henry MS	750	38	9	2	616	48	15	2	663	58	25	6
Woodson ES	198	30	5	0	223	47	17	2	0	---	---	---
Tier 2	**3,458**	**46**	**15**	**3**	**3,384**	**46**	**14**	**3**	**3,429**	**54**	**22**	**4**
Attucks MS	350	33	9	2	342	41	13	3	338	52	25	4
Cullen MS	313	40	11	1	332	42	8	1	269	51	13	2
Deady MS**	561	61	23	5	602	52	17	2	531	56	21	3
Forest Brook MS	639	49	19	5	632	56	19	4	692	65	27	5
HS Ahead Acad MS^	163	13	2	1	168	21	2	1	135	19	6	1
Holland MS**^	458	46	16	3	441	48	16	4	510	64	33	8
Sugar Grove MS**	582	45	17	5	497	38	15	4	569	43	14	4
Williams MS**	392	48	12	1	370	45	9	2	385	54	19	5
Tier 1A	**1,242**	**50**	**17**	**4**	**1,283**	**62**	**23**	**5**	**1,695**	**65**	**29**	**7**
Gregory-Lincoln PK-8	196	44	11	3	205	50	16	1	197	63	23	5
Lawson MS	706	47	16	3	736	62	24	7	1,016	64	30	8
TCAH^	340	61	21	6	342	67	25	5	482	68	29	6
Tier 1B	**1,692**	**53**	**20**	**4**	**1,723**	**55**	**20**	**5**	**1,900**	**59**	**24**	**6**
Edison MS	585	53	23	5	547	64	25	8	563	63	28	7
Key MS	448	44	15	3	499	44	14	3	532	55	20	3
Reagan Ed Ctr PK-8**	315	59	19	4	303	65	24	7	321	76	39	14
Thomas MS**	344	57	22	5	374	48	16	3	484	46	13	3

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-43. HISD STAAR Writing Grades 6–8 Percent At or Above Approaches Grade Level Standards, English, Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)											
	2016–2017				**2017–2018**				**2018–2019**		
Campus Name	**N Tested**	**% App+**	**% Meet+**	**% Mast**	**N Tested**	**% App+**	**% Meet+**	**% Mast**	**N Tested**	**% App+**	**% Meet+**	**% Mast**
HISD	**9,467**	**61**	**29**	**6**	**9,443**	**53**	**28**	**7**	**9,663**	**60**	**31**	**11**
Non-Achieve 180	**6,925**	**67**	**34**	**8**	**6,854**	**59**	**32**	**9**	**7,014**	**65**	**36**	**13**
Achieve 180 Program	**2,542**	**46**	**15**	**2**	**2,589**	**39**	**15**	**2**	**2,649**	**47**	**18**	**4**
Tier 3	**334**	**39**	**12**	**1**	**291**	**37**	**15**	**1**	**202**	**44**	**8**	**0**
Henry MS	258	41	14	2	233	37	14	2	202	44	8	0
Woodson ES	76	32	4	0	58	36	19	0	0	---	---	---
Tier 2	**1,241**	**45**	**15**	**2**	**1,240**	**35**	**13**	**2**	**1,215**	**43**	**15**	**4**
Attucks MS	134	38	13	0	122	25	11	1	119	47	14	1
Cullen MS	125	41	11	2	126	40	11	0	98	28	8	1
Deady MS**	205	53	19	2	234	34	15	4	202	45	18	4
Forest Brook MS	230	39	10	0	204	33	10	0	243	43	12	3
HS Ahead Acad MS^	57	37	11	4	67	19	6	0	55	36	11	2
Holland MS**^	151	48	17	3	177	46	21	3	193	51	20	9
Sugar Grove MS**	211	48	20	4	164	34	13	1	179	42	16	4
Williams MS**	128	53	17	2	146	36	11	1	126	42	16	4
Tier 1A	**439**	**50**	**18**	**2**	**413**	**56**	**24**	**4**	**584**	**60**	**26**	**7**
Gregory-Lincoln PK-8	67	52	19	1	76	57	24	4	71	61	30	6
Lawson MS	265	40	12	1	244	47	18	1	356	54	20	3
TCAH^	107	72	32	5	93	77	42	14	157	74	36	17
Tier 1B	**528**	**47**	**13**	**2**	**645**	**36**	**13**	**1**	**648**	**44**	**18**	**2**
Edison MS	188	51	16	2	211	32	13	1	184	57	26	2
Key MS	140	37	11	1	197	31	11	1	186	35	16	2
Reagan Ed Ctr PK-8**	89	63	16	2	116	49	18	3	105	69	26	7
Thomas MS**	111	41	6	2	121	39	13	1	173	25	7	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-44. HISD STAAR Science Grades 6–8 Percent At or Above Approaches Grade Level Standards, English, by Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	9,176	64	35	10	8,772	63	35	16	9,469	67	33	14
Non-Achieve 180	6,591	69	40	13	6,305	68	41	19	6,697	71	39	17
Achieve 180 Program	2,585	51	21	3	2,467	50	21	6	2,772	57	21	6
Tier 3	315	48	20	3	277	46	19	4	241	59	17	5
Henry MS	251	52	22	3	202	49	24	5	241	59	17	5
Woodson ES	64	33	11	3	75	37	7	3	0	---	---	---
Tier 2	1,214	49	20	4	1,179	47	19	6	1,281	53	18	5
Attucks MS	102	25	6	1	99	23	4	0	127	43	14	4
Cullen MS	104	30	5	0	124	50	19	12	106	44	18	4
Deady MS**	190	56	25	5	215	53	22	7	216	53	17	6
Forest Brook MS	242	68	29	8	219	66	32	9	250	72	30	10
HS Ahead Acad MS^	71	18	3	1	70	27	7	0	66	18	3	0
Holland MS**^	172	49	20	3	143	42	16	4	172	63	23	6
Sugar Grove MS**	212	49	19	3	189	50	24	8	196	42	12	2
Williams MS**	121	56	26	3	120	27	4	0	148	52	11	1
Tier 1A	451	53	20	2	457	54	20	6	592	65	28	7
Gregory-Lincoln PK-8	65	58	31	2	66	65	24	5	64	73	38	5
Lawson MS	241	40	10	0	247	47	17	5	334	59	25	8
TCAH^	145	70	32	5	144	63	24	8	194	73	29	7
Tier 1B	605	56	24	3	554	56	25	8	658	56	23	6
Edison MS	204	59	24	4	186	56	26	10	197	57	19	4
Key MS	147	55	27	3	150	51	22	8	191	56	26	7
Reagan Ed Ctr PK-8**	121	61	30	5	82	73	35	13	111	75	38	18
Thomas MS**	133	47	17	2	136	50	22	4	159	43	13	1

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-45. HISD STAAR Social Studies Grades 6–8 Percent At or Above Approaches Grade Level Standards, English, Economically Disadvantaged Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**9,306**	**49**	**20**	**10**	**8,887**	**50**	**22**	**11**	**9,556**	**53**	**21**	**10**
Non-Achieve 180	**6,703**	**55**	**24**	**12**	**6,407**	**55**	**26**	**14**	**6,804**	**57**	**25**	**13**
Achieve 180 Program	**2,603**	**34**	**9**	**3**	**2,480**	**35**	**10**	**4**	**2,752**	**41**	**11**	**4**
Tier 3	**317**	**18**	**3**	**0**	**274**	**24**	**7**	**2**	**239**	**36**	**9**	**4**
Henry MS	252	21	4	0	199	29	8	3	239	36	9	4
Woodson ES	65	5	3	0	75	12	5	0	0	---	---	---
Tier 2	**1,226**	**35**	**9**	**4**	**1,200**	**37**	**12**	**4**	**1,275**	**40**	**10**	**4**
Attucks MS	117	19	2	0	121	17	2	1	129	33	9	4
Cullen MS	102	14	2	0	123	29	7	2	107	59	20	7
Deady MS**	189	58	17	6	213	62	24	7	215	35	10	2
Forest Brook MS	243	34	8	4	221	38	11	5	248	44	9	3
HS Ahead Acad MS^	71	13	4	0	69	4	1	0	67	9	1	0
Holland MS**^	172	34	7	4	144	36	6	1	172	57	18	8
Sugar Grove MS**	212	37	9	4	189	37	14	5	191	33	8	3
Williams MS**	120	48	14	5	120	37	13	3	146	35	3	1
Tier 1A	**456**	**29**	**5**	**1**	**454**	**36**	**7**	**4**	**586**	**45**	**14**	**6**
Gregory-Lincoln PK-8	66	38	2	0	65	52	9	5	64	50	11	6
Lawson MS	244	18	2	0	247	30	7	4	332	36	10	3
TCAH^	146	43	13	3	142	38	8	4	190	61	23	12
Tier 1B	**604**	**46**	**14**	**6**	**552**	**35**	**11**	**4**	**652**	**43**	**10**	**4**
Edison MS	204	49	10	4	186	41	13	4	196	44	9	2
Key MS	146	42	15	8	150	10	1	1	188	30	4	0
Reagan Ed Ctr PK-8**	121	44	13	4	81	48	14	5	112	56	19	12
Thomas MS**	133	47	17	8	135	45	15	7	156	47	14	7

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

STAAR End of Course (EOC), All Students

Figure J-3. HISD STAAR EOC Percent At or Above Approaches*, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined, 2017 through 2019
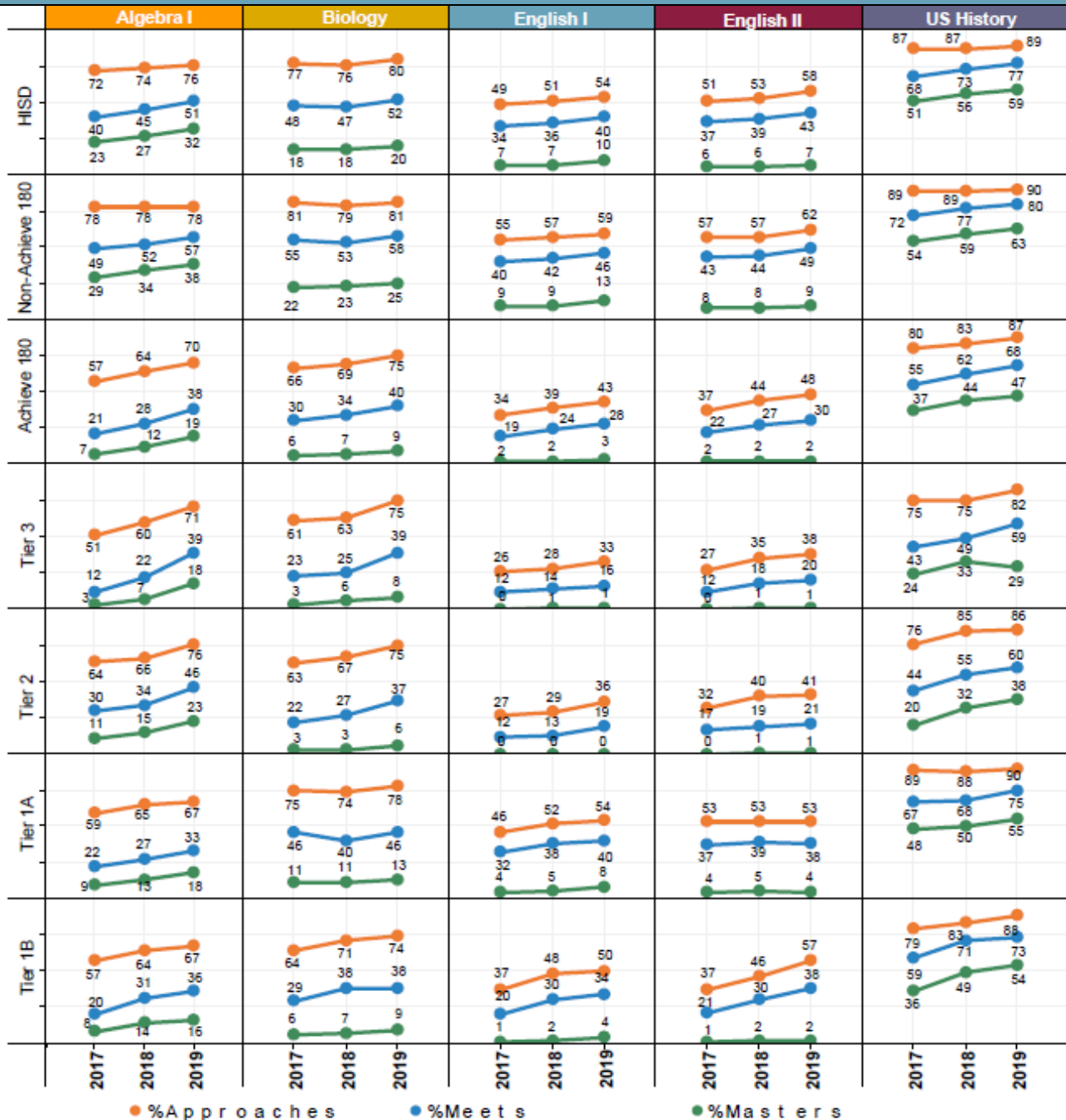
Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test.
*Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

Table J-46. HISD STAAR EOC Algebra I Percent At or Above Approaches*, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**15,471**	**72**	**40**	**23**	**15,376**	**74**	**45**	**27**	**14,095**	**76**	**51**	**32**
Non-Achieve 180	**10,813**	**78**	**49**	**29**	**10,691**	**78**	**52**	**34**	**9,846**	**78**	**57**	**38**
Achieve 180 Program	**4,658**	**57**	**21**	**7**	**4,685**	**64**	**28**	**12**	**4,249**	**70**	**38**	**19**
Tier 3	**1,282**	**51**	**12**	**3**	**1,154**	**60**	**22**	**7**	**992**	**71**	**39**	**18**
Henry MS	59	98	75	34	21	95	95	62	22	100	100	100
Kashmere HS	193	64	14	1	209	61	21	7	164	73	39	16
North Forest HS	305	45	9	0	277	48	12	4	269	71	36	15
Washington HS	218	54	12	4	165	58	19	8	181	64	30	12
Wheatley HS	250	50	11	2	235	63	28	6	190	67	38	21
Woodson ES	13	92	38	15	0	---	---	---	0	---	---	---
Worthing HS	244	34	2	0	247	69	25	6	166	76	48	20
Tier 2	**983**	**64**	**30**	**11**	**874**	**66**	**34**	**15**	**879**	**76**	**46**	**23**
Attucks MS	23	78	30	9	25	100	72	12	46	98	76	37
Cullen MS	15	93	67	33	29	100	55	31	28	96	61	36
Deady MS**	72	100	82	26	47	100	87	43	48	94	60	31
Forest Brook MS	50	100	92	62	25	100	100	64	45	100	98	60
Holland MS**^	53	100	79	38	49	98	49	16	31	100	94	65
Madison HS	488	53	13	2	431	56	27	13	422	72	40	20
Sugar Grove MS**	21	100	71	43	24	96	50	29	13	100	85	38
Williams MS**	17	100	76	29	20	85	50	20	29	97	79	41
Yates HS	244	49	15	2	224	55	16	4	217	59	23	5
Tier 1A	**1,206**	**59**	**22**	**9**	**1,261**	**65**	**27**	**13**	**1,155**	**67**	**33**	**18**
Gregory-Lincoln PK-8	20	100	95	50	20	85	55	20	36	100	89	47
Lawson MS	70	97	77	44	57	95	74	58	49	100	98	90
Liberty HS	40	68	23	8	50	68	20	8	34	76	32	9
Sharpstown HS	487	45	10	3	534	58	20	8	449	62	24	11
TCAH^	589	65	23	9	600	68	30	13	587	65	31	17
Tier 1B	**1,187**	**57**	**20**	**8**	**1,396**	**64**	**31**	**14**	**1,223**	**67**	**36**	**16**
Edison MS	0	---	---	---	48	100	96	83	21	100	100	100
Key MS	25	100	88	40	31	97	94	55	27	100	100	63
Milby HS	370	60	19	8	522	61	26	9	494	66	35	12
Reagan Ed Ctr PK-8**	23	96	83	35	16	94	81	38	0	---	---	---
Thomas MS**	25	100	100	80	25	100	92	48	21	95	62	29
Westbury HS	744	52	13	3	754	60	24	9	660	64	31	15

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.**New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-47. HISD STAAR EOC Biology Percent At or Above Approaches*, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**13,980**	**77**	**48**	**18**	**14,699**	**76**	**47**	**18**	**14,144**	**80**	**52**	**20**
Non-Achieve 180	**10,070**	**81**	**55**	**22**	**10,387**	**79**	**53**	**23**	**9,996**	**81**	**58**	**25**
Achieve 180 Program	**3,910**	**66**	**30**	**6**	**4,312**	**69**	**34**	**7**	**4,148**	**75**	**40**	**9**
Tier 3	**1,178**	**61**	**23**	**3**	**1,139**	**63**	**25**	**6**	**1,038**	**75**	**39**	**8**
Kashmere HS	192	67	19	3	175	67	30	9	167	76	47	11
North Forest HS	308	56	24	5	297	67	32	11	283	76	39	7
Washington HS	196	71	38	3	168	68	30	7	190	79	39	8
Wheatley HS	266	57	18	1	259	59	16	2	209	66	32	7
Worthing HS	216	56	17	0	240	58	20	3	189	78	39	7
Tier 2	**716**	**63**	**22**	**3**	**681**	**67**	**27**	**3**	**712**	**75**	**37**	**6**
Attucks MS	21	100	71	10	30	100	77	13	30	100	67	13
Madison HS	468	59	15	2	435	65	23	2	446	75	39	7
Yates HS	227	67	30	4	216	68	28	4	236	71	29	3
Tier 1A	**989**	**75**	**46**	**11**	**1,145**	**74**	**40**	**11**	**1,085**	**78**	**46**	**13**
Liberty HS	54	63	33	7	58	71	34	9	51	84	35	6
Sharpstown HS	415	64	35	6	564	58	25	4	490	62	30	7
TCAH^	520	85	56	16	523	91	58	18	544	92	61	19
Tier 1B	**1,027**	**64**	**29**	**6**	**1,347**	**71**	**38**	**7**	**1,313**	**74**	**38**	**9**
Milby HS	394	57	31	6	622	69	39	8	634	75	40	8
Westbury HS	633	68	28	6	725	73	38	6	679	72	36	10

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

Table J-48. HISD STAAR EOC English I Percent At or Above Approaches*, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)											
	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	17,477	49	34	7	17,581	51	36	7	16,307	54	40	10
Non-Achieve 180	12,350	55	40	9	12,127	57	42	9	11,232	59	46	13
Achieve 180 Program	5,127	34	19	2	5,454	39	24	2	5,075	43	28	3
Tier 3	1,616	26	12	0	1,711	28	14	1	1,415	33	16	1
Kashmere HS	272	24	8	0	316	25	13	1	262	36	20	2
North Forest HS	406	23	10	0	424	34	18	1	399	34	17	1
Washington HS	291	32	16	1	273	26	15	1	229	29	14	0
Wheatley HS	324	31	14	0	339	29	12	0	255	29	12	1
Worthing HS	323	21	11	0	359	21	11	0	270	33	16	0
Tier 2	964	27	12	0	989	29	13	0	979	36	19	0
Madison HS	633	28	11	1	655	30	12	1	655	38	21	1
Yates HS	331	26	13	0	334	28	13	0	324	32	14	0
Tier 1A	1,259	46	32	4	1,174	52	38	5	1,198	54	40	8
Liberty HS	62	3	2	0	76	9	4	0	81	12	6	0
Sharpstown HS	601	26	12	1	529	32	18	1	545	34	19	1
TCAH^	596	71	55	8	569	76	61	10	572	79	65	15
Tier 1B	1,288	37	20	1	1,580	48	30	2	1,483	50	34	4
Milby HS	477	42	25	1	719	51	33	2	725	54	38	4
Westbury HS	811	34	18	1	861	46	28	2	758	46	31	4

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

Table J-49. HISD STAAR EOC English II Percent At or Above Approaches*, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**15,952**	**51**	**37**	**6**	**16,520**	**53**	**39**	**6**	**16,016**	**58**	**43**	**7**
Non-Achieve 180	**11,277**	**57**	**43**	**8**	**11,546**	**57**	**44**	**8**	**11,095**	**62**	**49**	**9**
Achieve 180 Program	**4,675**	**37**	**22**	**2**	**4,974**	**44**	**27**	**2**	**4,921**	**48**	**30**	**2**
Tier 3	**1,289**	**27**	**12**	**0**	**1,441**	**35**	**18**	**1**	**1,375**	**38**	**20**	**1**
Kashmere HS	201	33	12	0	247	30	13	0	258	41	20	1
North Forest HS	335	18	8	0	334	38	23	1	344	39	21	0
Washington HS	240	30	16	0	287	31	14	1	243	39	21	1
Wheatley HS	257	33	17	0	283	37	20	1	280	34	18	0
Worthing HS	256	23	10	1	290	38	19	1	250	38	18	2
Tier 2	**950**	**32**	**17**	**0**	**872**	**40**	**19**	**1**	**834**	**41**	**21**	**1**
Madison HS	666	31	16	1	580	41	19	1	551	43	21	1
Yates HS	284	34	17	0	292	38	20	1	283	39	19	2
Tier 1A	**1,282**	**53**	**37**	**4**	**1,288**	**53**	**39**	**5**	**1,291**	**53**	**38**	**4**
Liberty HS	77	9	5	0	89	13	4	0	99	26	12	0
Sharpstown HS	498	27	16	1	579	33	20	1	546	30	17	1
TCAH^	707	75	56	7	620	77	61	9	646	77	60	7
Tier 1B	**1,154**	**37**	**21**	**1**	**1,373**	**46**	**30**	**2**	**1,421**	**57**	**38**	**2**
Milby HS	397	41	21	1	557	50	35	2	621	63	42	2
Westbury HS	757	35	21	1	816	44	26	2	800	52	35	2

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

Table J-50. HISD STAAR EOC US History Percent At or Above Approaches*, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**11,756**	**87**	**68**	**51**	**11,662**	**87**	**73**	**56**	**11,806**	**89**	**77**	**59**
Non-Achieve 180	**8,632**	**89**	**72**	**54**	**8,499**	**89**	**77**	**59**	**8,421**	**90**	**80**	**63**
Achieve 180 Program	**3,124**	**80**	**55**	**37**	**3,163**	**83**	**62**	**44**	**3,385**	**87**	**68**	**47**
Tier 3	**811**	**75**	**43**	**24**	**832**	**75**	**49**	**33**	**883**	**82**	**59**	**29**
Kashmere HS	87	85	38	25	145	83	53	30	150	81	56	18
North Forest HS	226	66	38	26	194	70	47	47	217	81	56	29
Washington HS	155	79	52	20	167	70	55	30	177	83	65	38
Wheatley HS	159	76	46	27	186	77	50	32	186	80	57	31
Worthing HS	184	74	39	21	140	79	39	26	153	87	59	29
Tier 2	**549**	**76**	**44**	**20**	**538**	**85**	**55**	**32**	**532**	**86**	**60**	**38**
Madison HS	362	77	36	10	379	86	54	26	358	85	53	28
Yates HS	187	74	59	32	159	82	58	48	174	87	72	52
Tier 1A	**1,001**	**89**	**67**	**48**	**947**	**88**	**68**	**50**	**1,092**	**90**	**75**	**55**
Liberty HS	44	48	24	80	45	47	33	43	45	73	48	19
Sharpstown HS	354	82	58	37	326	81	58	38	412	83	64	36
TCAH^	603	95	72	52	576	94	74	55	635	96	82	64
Tier 1B	**763**	**79**	**59**	**36**	**846**	**83**	**71**	**49**	**878**	**88**	**73**	**54**
Milby HS	241	82	65	39	310	86	78	55	378	91	81	56
Westbury HS	522	77	56	33	536	80	66	45	500	86	67	51

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. *Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not a TSL Grant participant.

STAAR EOC, All Students by Race/Ethnicity

Table J-51. HISD STAAR EOC Algebra I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017 Asian N	%	Afr. Am. N	%	Hispanic N	%	White N	%	2017–2018 Asian N	%	Afr. Am. N	%	Hispanic N	%	White N	%	2018–2019 Asian N	%	Afr. Am. N	%	Hispanic N	%	White N	%
HISD	572	91	3,676	65	9,688	70	1,341	87	576	95	3,601	68	9,771	73	1,249	87	500	93	3,300	73	8,876	74	1,192	85
Non-Achieve 180	489	94	1,960	74	7,236	75	996	93	516	97	1,984	72	7,137	76	933	92	438	95	1,808	77	6,545	76	897	91
Achieve 180 Program	83	70	1,716	55	2,452	57	345	68	60	78	1,617	62	2,634	63	316	71	62	81	1,492	68	2,331	71	295	67
Tier 3	1	*	738	51	521	51	12	75	0	---	671	62	473	58	7	57	1	*	565	72	417	70	3	*
Henry MS	0	---	1	*	54	98	3	*	0	---	2	*	19	95	0	---	0	---	3	*	19	100	0	---
Kashmere HS	0	---	120	66	66	59	3	*	0	---	127	61	81	60	1	*	0	---	100	75	62	71	0	---
North Forest HS	0	---	205	44	94	48	4	*	0	---	175	48	100	48	1	*	0	---	167	72	100	69	2	*
Washington HS	0	---	94	61	120	48	1	*	0	---	73	56	89	58	2	*	0	---	74	68	105	63	1	*
Wheatley HS	0	---	119	57	131	43	0	---	0	---	114	71	119	55	1	*	0	---	102	69	87	64	0	---
Woodson ES	1	*	9	89	2	*	1	*	0	---	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Worthing HS	0	---	190	36	54	24	0	---	0	---	180	72	65	65	2	*	1	*	119	74	44	82	0	---
Tier 2	4	*	513	60	461	67	4	*	4	*	428	61	436	71	4	*	6	100	450	71	408	81	9	89
Attucks MS	0	---	18	78	5	80	0	---	0	---	21	100	4	*	0	---	2	*	26	100	18	94	0	---
Cullen MS	0	---	15	93	0	---	0	---	0	---	20	100	8	100	1	*	0	---	22	95	6	100	0	---
Deady MS**	1	*	1	*	68	100	2	*	0	---	0	---	46	100	0	---	0	---	0	---	48	94	0	---
Forest Brook MS	0	---	25	100	24	100	0	---	0	---	16	100	9	100	0	---	0	---	21	100	22	100	2	*
Holland MS**^	0	---	13	100	38	100	2	*	1	*	11	100	37	97	0	---	1	*	5	100	24	100	1	*
Madison HS	2	*	199	56	287	51	0	---	1	*	160	50	266	59	3	*	1	*	166	69	245	74	5	80
Sugar Grove MS**	1	*	8	100	12	100	0	---	2	*	2	*	20	100	0	---	0	---	5	100	8	100	0	---
Williams MS**	0	---	8	100	9	100	0	---	0	---	10	90	10	80	0	---	0	---	10	100	19	95	0	---
Yates HS	0	---	226	50	18	33	0	---	0	---	188	54	36	64	0	---	2	*	195	59	18	44	1	*
Tier 1A	42	86	171	50	636	56	316	67	41	80	226	59	668	63	286	71	42	86	206	60	589	68	270	67
Gregory-Lincoln PK-8	0	---	9	100	8	100	1	*	0	---	9	78	11	91	0	---	0	---	16	100	20	100	0	---
Lawson MS	0	---	18	94	50	98	0	---	0	---	15	100	42	93	0	---	1	*	9	100	39	100	0	---
Liberty HS	2	*	1	*	37	65	0	---	1	*	2	*	44	66	3	*	0	---	3	*	30	80	1	*
Sharpstown HS	11	82	82	41	376	45	15	33	13	69	117	57	394	57	8	50	14	71	110	55	318	64	6	67
TCAH^	29	86	61	41	165	63	300	69	27	85	83	53	177	67	275	71	27	93	68	51	182	62	263	67
Tier 1B	36	47	294	60	834	56	13	69	15	67	292	67	1,057	62	19	79	13	62	271	63	917	68	13	54
Edison MS	0	---	0	---	0	---	0	---	0	---	0	---	47	100	1	*	0	---	1	*	20	100	0	---
Key MS	0	---	17	100	8	100	0	---	0	---	19	95	12	100	0	---	0	---	12	100	15	100	0	---
Milby HS	3	*	23	65	342	60	1	*	2	*	17	76	497	61	2	*	2	*	18	61	470	66	3	*
Reagan Ed Ctr PK-8**	0	---	4	*	19	95	0	---	0	---	3	*	11	91	0	---	0	---	0	---	0	---	0	---
Thomas MS**	0	---	12	100	13	100	0	---	0	---	16	100	8	100	0	---	0	---	16	94	5	100	0	---
Westbury HS	33	45	238	54	452	50	12	67	13	62	237	62	482	57	16	88	11	55	224	59	407	68	10	60

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-52. HISD STAAR EOC Biology Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	530	92	3,245	74	8,828	74	1,211	92	580	91	3,320	75	9,435	74	1,203	92	545	93	3,169	79	9,010	77	1,216	92
Non-Achieve 180	460	96	1,816	81	6,781	78	900	94	515	93	1,889	79	6,952	76	924	93	488	95	1,779	82	6,667	78	922	93
Achieve 180 Program	70	70	1,429	66	2,047	62	311	87	65	69	1,431	69	2,483	66	279	90	57	70	1,390	76	2,343	73	294	91
Tier 3	0	---	702	64	459	56	6	67	1	*	658	67	471	58	7	71	2	*	593	79	434	69	3	*
Kashmere HS	0	---	118	69	69	62	1	*	0	---	108	69	66	62	1	*	0	---	102	81	63	67	0	---
North Forest HS	0	---	200	58	101	52	4	*	0	---	177	72	118	58	1	*	0	---	166	78	115	74	2	*
Washington HS	0	---	94	73	98	68	1	*	0	---	81	69	85	68	2	*	0	---	84	81	104	77	1	*
Wheatley HS	0	---	130	65	135	50	0	---	0	---	126	66	131	51	1	*	1	*	110	74	97	57	0	---
Worthing HS	0	---	160	59	56	48	0	---	1	*	166	58	71	55	2	*	1	*	131	81	55	71	0	---
Tier 2	4	*	384	65	323	60	2	*	1	*	360	69	314	66	2	*	4	*	394	71	301	79	6	67
Attucks MS	0	---	14	100	7	100	0	---	0	---	25	100	5	100	0	---	1	*	18	100	10	100	0	---
Madison HS	4	*	167	60	292	59	2	*	1	*	155	63	273	65	2	*	1	*	168	70	267	79	5	60
Yates HS	0	---	203	67	24	67	0	---	0	---	180	69	36	64	0	---	2	*	208	70	24	75	1	*
Tier 1A	34	82	120	67	519	69	288	88	43	70	173	66	640	68	252	91	39	77	160	76	578	71	267	94
Liberty HS	3	*	3	*	47	60	1	*	2	*	3	*	50	68	3	*	0	---	3	*	45	87	3	*
Sharpstown HS	11	55	69	71	321	64	11	36	18	44	108	58	428	59	8	50	19	53	104	67	358	61	8	75
TCAH^	20	95	48	60	151	83	276	90	23	91	62	79	162	91	241	93	20	100	53	91	175	87	256	95
Tier 1B	32	53	223	73	746	62	15	73	20	65	240	77	1,058	70	18	78	12	50	243	77	1,030	73	18	67
Milby HS	2	*	25	72	365	56	1	*	4	*	18	78	592	69	4	*	2	*	22	73	604	75	5	60
Westbury HS	30	53	198	73	381	66	14	71	16	63	222	77	466	71	14	86	10	50	221	77	426	70	13	69

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
Campus Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	**600**	**76**	**4,249**	**42**	**11,179**	**46**	**1,277**	**82**	**560**	**84**	**4,433**	**44**	**11,175**	**49**	**1,222**	**82**	**545**	**85**	**3,928**	**49**	**10,404**	**50**	**1,230**	**84**
Non-Achieve 180	**513**	**81**	**2,273**	**54**	**8,517**	**51**	**927**	**84**	**501**	**87**	**2,346**	**55**	**8,224**	**52**	**929**	**85**	**494**	**87**	**2,071**	**59**	**7,608**	**53**	**927**	**86**
Achieve 180 Program	**87**	**40**	**1,976**	**29**	**2,662**	**32**	**350**	**75**	**59**	**58**	**2,087**	**32**	**2,951**	**40**	**293**	**72**	**51**	**63**	**1,857**	**37**	**2,796**	**43**	**303**	**77**
Tier 3	**2**	*****	**997**	**27**	**595**	**24**	**7**	**29**	**2**	*****	**1,037**	**28**	**657**	**27**	**7**	**57**	**1**	*****	**853**	**33**	**551**	**32**	**3**	*****
Kashmere HS	0	---	166	27	99	20	1	*	0	---	199	28	113	20	1	*	0	---	165	36	94	37	0	---
North Forest HS	1	*	272	21	126	26	4	*	0	---	267	30	154	40	1	*	0	---	252	32	145	39	2	*
Washington HS	0	---	140	35	144	28	2	*	0	---	134	27	134	25	3	*	0	---	105	28	122	30	1	*
Wheatley HS	0	---	156	39	167	23	0	---	0	---	169	35	168	23	1	*	0	---	138	36	116	22	0	---
Worthing HS	1	*	263	22	59	20	0	---	2	*	268	20	88	25	1	*	1	*	193	34	74	30	0	---
Tier 2	**3**	*****	**529**	**26**	**429**	**28**	**2**	*****	**2**	*****	**534**	**29**	**444**	**30**	**4**	*****	**4**	*****	**525**	**34**	**437**	**39**	**5**	**60**
Madison HS	3	*	232	28	395	28	2	*	2	*	246	28	400	31	3	*	2	*	239	35	404	40	4	*
Yates HS	0	---	297	26	34	32	0	---	0	---	288	29	44	20	1	*	2	*	286	33	33	24	1	*
Tier 1A	**46**	**54**	**159**	**34**	**700**	**34**	**325**	**77**	**35**	**71**	**199**	**43**	**634**	**43**	**266**	**74**	**32**	**75**	**199**	**47**	**648**	**43**	**276**	**80**
Liberty HS	3	*	2	*	57	4	0	---	0	---	3	*	66	11	7	0	1	*	4	*	72	11	4	*
Sharpstown HS	19	26	95	25	473	26	11	27	14	36	117	32	389	32	7	0	12	42	128	41	395	32	6	17
TCAH^	24	83	62	48	170	65	314	78	21	95	79	59	179	78	252	78	19	100	67	61	181	78	266	82
Tier 1B	**36**	**22**	**291**	**37**	**938**	**38**	**16**	**56**	**20**	**35**	**317**	**47**	**1,216**	**48**	**16**	**69**	**14**	**50**	**280**	**47**	**1,160**	**51**	**19**	**47**
Milby HS	2	*	34	50	439	42	1	*	5	60	26	46	681	51	3	*	3	*	27	44	689	54	5	60
Westbury HS	34	24	257	35	499	34	15	60	15	27	291	47	535	44	13	77	11	45	253	47	471	46	14	43

Table J-53. HISD STAAR EOC English I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

| Table J-54. HISD STAAR EOC English II Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019) |

	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
Campus Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	604	75	4,011	45	9,872	49	1,287	81	586	76	3,970	49	10,515	50	1,269	83	575	79	3,711	55	10,283	54	1,267	82
Non-Achieve 180	517	82	2,218	55	7,547	53	884	85	512	80	2,123	57	7,872	53	920	85	517	82	2,014	64	7,538	58	908	84
Achieve 180 Program	87	36	1,793	32	2,325	35	403	73	74	49	1,847	40	2,643	42	349	77	58	48	1,697	45	2,745	46	359	76
Tier 3	4	*	801	27	466	26	5	60	2	*	918	38	507	31	5	0	2	*	798	41	564	34	5	100
Kashmere HS	0	---	130	33	65	31	3	*	0	---	159	32	83	27	1	*	0	---	165	42	89	39	1	*
North Forest HS	1	*	213	15	118	22	1	*	0	---	221	38	111	41	1	*	0	---	210	39	132	39	1	*
Washington HS	0	---	127	34	105	27	1	*	1	*	157	34	123	28	2	*	0	---	113	44	127	34	2	*
Wheatley HS	1	*	125	40	130	25	0	---	0	---	147	46	136	28	0	---	1	*	131	42	147	27	0	---
Worthing HS	2	*	206	22	48	27	0	---	1	*	234	41	54	30	1	*	1	*	179	41	69	28	1	*
Tier 2	4	*	530	31	405	31	3	*	4	*	496	38	368	42	1	*	3	*	441	42	381	41	2	*
Madison HS	4	*	276	29	379	31	3	*	4	*	236	39	337	42	1	*	2	*	193	45	349	42	2	*
Yates HS	0	---	254	33	26	35	0	---	0	---	260	37	31	42	0	---	1	*	248	39	32	38	0	---
Tier 1A	39	56	184	48	638	40	386	73	38	63	158	42	728	42	326	78	39	56	188	45	690	42	337	77
Liberty HS	1	*	3	*	73	7	0	---	3	*	5	0	78	13	3	*	4	*	4	*	83	27	8	25
Sharpstown HS	16	13	101	32	369	27	11	27	16	25	93	34	460	34	8	13	18	28	107	32	408	29	10	30
TCAH^	22	91	80	68	196	77	375	75	19	95	60	58	190	75	315	81	17	94	77	64	199	76	319	79
Tier 1A	40	10	278	39	816	38	9	56	30	30	275	46	1,040	46	17	71	14	29	270	60	1,110	56	15	60
Milby HS	1	*	44	43	348	41	2	*	3	*	26	54	523	49	1	*	2	*	21	62	591	63	3	*
Westbury HS	39	8	234	38	468	36	7	57	27	26	249	45	517	44	16	69	12	17	249	60	519	48	12	67

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

Table J-55. HISD STAAR EOC US History Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, All Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017								2017–2018								2018–2019							
	Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White		Asian		Afr. Am.		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD	497	94	2,873	83	7,080	86	1,164	97	525	93	2,745	85	7,142	86	1,098	96	512	93	2,618	89	7,376	88	1,154	96
Non-Achieve 180	438	96	1,675	87	5,615	87	805	97	469	95	1,613	87	5,547	87	770	97	463	94	1,479	92	5,582	89	805	96
Achieve 180 Program	59	75	1,198	78	1,465	78	359	96	56	79	1,132	81	1,595	81	328	94	49	82	1,139	86	1,794	85	349	95
Tier 3	1	*	548	78	251	67	3	*	4	*	511	76	304	73	6	100	1	*	529	86	347	76	3	*
Kashmere HS	0	---	61	90	24	71	0	---	0	---	92	86	47	79	5	100	0	---	98	89	49	65	0	---
North Forest HS	0	---	150	65	75	71	1	*	0	---	119	66	75	75	0	---	0	---	136	80	80	81	1	*
Washington HS	0	---	86	84	64	73	2	*	1	*	93	73	66	65	1	*	0	---	90	87	86	79	1	*
Wheatley HS	0	---	93	88	64	58	0	---	1	*	99	78	86	76	0	---	1	*	91	91	94	69	0	---
Worthing HS	1	*	158	77	24	58	0	---	2	*	108	81	30	73	0	---	0	---	114	85	38	92	1	*
Tier 2	3	*	334	75	209	77	1	*	3	*	297	86	229	82	3	*	3	*	289	88	237	83	2	*
Madison HS	3	*	160	75	196	77	1	*	3	*	154	90	215	82	3	*	2	*	131	87	223	84	2	*
Yates HS	0	---	174	74	13	69	0	---	0	---	143	82	14	79	0	---	1	*	158	89	14	64	0	---
Tier 1A	29	97	129	85	474	83	342	96	27	96	126	84	449	84	314	94	32	88	146	86	534	88	336	95
Liberty HS	1	*	2	*	40	45	1	*	2	*	2	*	39	49	2	*	2	*	3	*	37	76	3	*
Sharpstown HS	12	92	69	77	261	83	11	91	9	100	70	86	238	79	8	88	15	80	79	80	311	85	6	67
TCAH^	16	100	58	97	173	92	330	96	16	100	54	83	172	97	304	95	15	100	64	94	186	95	327	96
Tier 1B	26	46	187	79	531	80	13	92	22	55	198	85	613	83	5	80	13	69	175	84	676	89	8	100
Milby HS	2	*	18	78	219	83	1	*	1	*	31	87	275	86	0	---	1	*	15	100	358	90	1	*
Westbury HS	24	46	169	79	312	78	12	92	21	57	167	85	338	80	5	80	12	67	160	83	318	88	7	100

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

STAAR EOC, English Learners (EL)

Table J-56. HISD STAAR EOC Algebra I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**3,402**	**49**	**16**	**6**	**3,422**	**55**	**20**	**9**	**3,259**	**59**	**28**	**14**
Non-Achieve 180	**2,296**	**54**	**20**	**8**	**2,214**	**58**	**24**	**11**	**2,178**	**58**	**31**	**17**
Achieve 180 Program	**1,106**	**38**	**8**	**2**	**1,208**	**49**	**15**	**6**	**1,081**	**59**	**22**	**9**
Tier 3	**221**	**36**	**7**	**0**	**226**	**49**	**12**	**3**	**201**	**57**	**20**	**11**
Henry MS	4	*	*	*	2	*	*	*	2	*	*	*
Kashmere HS	32	47	9	0	36	53	14	3	38	71	24	11
North Forest HS	36	31	3	0	47	32	4	4	45	56	22	13
Washington HS	53	36	6	0	45	56	11	2	47	38	4	0
Wheatley HS	64	41	9	0	64	52	16	2	41	51	12	7
Worthing HS	32	16	0	0	32	50	6	3	28	75	46	25
Tier 2	**159**	**38**	**13**	**4**	**196**	**60**	**23**	**12**	**167**	**69**	**37**	**15**
Attucks MS	0	---	---	---	1	*	*	*	9	100	100	44
Cullen MS	0	---	---	---	3	*	*	*	0	---	---	---
Deady MS**	3	*	*	*	1	*	*	*	3	*	*	*
Forest Brook MS	7	100	86	57	2	*	*	*	4	*	*	*
Holland MS**^	1	*	*	*	10	100	20	0	2	*	*	*
Madison HS	126	33	8	2	145	54	22	11	127	67	29	15
Sugar Grove MS**	3	*	*	*	10	90	50	30	2	*	*	*
Williams MS**	1	*	*	*	2	*	*	*	5	100	80	20
Yates HS	18	28	0	0	22	50	5	0	15	40	20	0
Tier 1A	**307**	**44**	**10**	**3**	**396**	**54**	**16**	**6**	**298**	**59**	**18**	**8**
Gregory-Lincoln PK-8	0	---	---	---	2	*	*	*	3	*	*	*
Lawson MS	5	100	80	40	14	79	43	21	2	*	*	*
Liberty HS	40	68	23	8	49	67	18	6	34	76	32	9
Sharpstown HS	258	39	7	2	325	50	14	6	251	56	15	8
TCAH^	4	*	*	*	6	50	0	0	8	38	0	0
Tier 1B	**419**	**36**	**6**	**2**	**390**	**40**	**11**	**5**	**415**	**56**	**21**	**7**
Edison MS	0	---	---	---	3	*	*	*	0	---	---	---
Key MS	1	*	*	*	0	---	---	---	4	*	*	*
Milby HS	115	38	3	1	126	38	10	3	150	53	20	5
Reagan Ed Ctr PK-8**	2	*	*	*	1	*	*	*	0	---	---	---
Thomas MS**	4	*	*	*	5	100	100	80	2	*	*	*
Westbury HS	297	33	5	1	255	39	9	3	259	56	20	7

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-57. HISD STAAR EOC Biology Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**3,014**	**48**	**14**	**3**	**3,477**	**48**	**14**	**2**	**3,371**	**53**	**17**	**3**
Non-Achieve 180	**2,051**	**51**	**16**	**3**	**2,301**	**49**	**15**	**2**	**2,241**	**53**	**18**	**3**
Achieve 180 Program	**963**	**42**	**10**	**1**	**1,176**	**46**	**12**	**1**	**1,130**	**53**	**16**	**2**
Tier 3	**215**	**40**	**9**	**0**	**224**	**38**	**9**	**1**	**205**	**51**	**17**	**3**
Kashmere HS	33	52	9	0	27	37	11	0	32	38	13	0
North Forest HS	38	24	8	0	51	33	22	4	49	61	16	6
Washington HS	37	59	22	0	34	47	9	0	40	58	23	0
Wheatley HS	71	37	4	0	72	42	3	0	45	38	7	0
Worthing HS	36	36	8	0	40	33	5	0	39	56	28	8
Tier 2	**158**	**40**	**4**	**1**	**162**	**50**	**10**	**0**	**156**	**63**	**27**	**3**
Attucks MS	1	*	*	*	0	---	---	---	6	100	67	0
Madison HS	139	39	4	1	141	51	11	0	135	63	25	4
Yates HS	18	44	0	0	21	43	10	0	15	53	27	0
Tier 1A	**249**	**51**	**20**	**4**	**423**	**51**	**17**	**2**	**335**	**51**	**16**	**3**
Liberty HS	54	63	33	7	57	70	33	7	51	84	35	6
Sharpstown HS	192	46	16	3	362	48	14	2	277	44	13	3
TCAH^	3	*	*	*	4	*	*	*	7	71	0	0
Tier 1B	**341**	**38**	**6**	**1**	**367**	**42**	**10**	**1**	**434**	**51**	**12**	**1**
Milby HS	124	27	4	0	143	34	9	1	172	49	9	0
Westbury HS	217	45	6	1	224	47	10	0	262	52	14	2

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

Table J-58. HISD STAAR EOC English I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**4,275**	**14**	**5**	**0**	**4,084**	**16**	**6**	**0**	**4,238**	**19**	**8**	**0**
Non-Achieve 180	**2,983**	**17**	**6**	**0**	**2,737**	**17**	**7**	**0**	**2,873**	**19**	**9**	**0**
Achieve 180 Program	**1,292**	**9**	**2**	**0**	**1,347**	**14**	**5**	**0**	**1,365**	**18**	**6**	**0**
Tier 3	**267**	**6**	**2**	**0**	**323**	**11**	**3**	**0**	**281**	**14**	**5**	**0**
Kashmere HS	47	9	4	0	53	6	2	0	50	14	8	0
North Forest HS	47	6	4	0	62	18	5	0	67	22	3	0
Washington HS	53	8	2	0	63	11	2	0	57	4	2	0
Wheatley HS	89	7	0	0	93	10	2	0	54	15	6	0
Worthing HS	31	0	0	0	52	13	4	0	53	15	8	0
Tier 2	**210**	**5**	**0**	**0**	**239**	**13**	**3**	**0**	**253**	**18**	**6**	**0**
Madison HS	186	4	0	0	210	13	3	0	228	18	6	0
Yates HS	24	13	0	0	29	7	3	0	25	16	4	0
Tier 1A	**375**	**10**	**3**	**0**	**369**	**17**	**8**	**0**	**371**	**16**	**6**	**0**
Liberty HS	62	3	2	0	74	9	4	0	81	12	6	0
Sharpstown HS	308	11	3	0	288	19	9	0	280	16	5	0
TCAH^	5	40	0	0	7	29	0	0	10	30	30	0
Tier 1B	**440**	**12**	**3**	**0**	**416**	**13**	**4**	**0**	**460**	**21**	**8**	**0**
Milby HS	146	11	1	0	169	13	5	0	191	17	6	0
Westbury HS	294	12	3	0	247	13	3	0	269	23	10	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

	2016–2017				2017–2018				2018–2019			
Table J-59. HISD STAAR EOC English II Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)												
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**3,326**	**10**	**3**	**0**	**3,852**	**13**	**5**	**0**	**3,909**	**17**	**6**	**0**
Non-Achieve 180	**2,231**	**11**	**4**	**0**	**2,591**	**14**	**6**	**0**	**2,600**	**17**	**7**	**0**
Achieve 180 Program	**1,095**	**7**	**1**	**0**	**1,261**	**13**	**5**	**0**	**1,309**	**16**	**5**	**0**
Tier 3	**198**	**6**	**2**	**0**	**235**	**11**	**3**	**0**	**264**	**13**	**2**	**0**
Kashmere HS	31	16	3	0	38	16	8	0	41	15	2	0
North Forest HS	44	0	0	0	38	3	3	0	46	9	0	0
Washington HS	38	3	0	0	49	6	2	0	62	16	3	0
Wheatley HS	61	7	3	0	82	16	1	0	75	12	0	0
Worthing HS	24	8	0	0	28	11	0	0	40	10	3	0
Tier 2	**163**	**2**	**1**	**0**	**156**	**9**	**3**	**0**	**193**	**19**	**3**	**0**
Madison HS	146	3	1	0	136	10	3	0	171	20	3	0
Yates HS	17	0	0	0	20	5	0	0	22	14	0	0
Tier 1A	**330**	**8**	**2**	**0**	**428**	**15**	**7**	**0**	**448**	**18**	**8**	**0**
Liberty HS	76	8	4	0	88	14	5	0	98	26	11	0
Sharpstown HS	248	6	1	0	335	16	8	0	341	15	7	0
TCAH^	6	50	33	0	5	40	20	0	9	22	11	0
Tier 1B	**404**	**8**	**1**	**0**	**442**	**12**	**4**	**0**	**404**	**16**	**4**	**0**
Milby HS	133	11	2	0	141	11	4	0	142	26	8	0
Westbury HS	271	7	1	0	301	13	4	0	262	11	3	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

Table J-60. HISD STAAR EOC US History Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, English Learners (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	1,535	57	18	3	1,719	55	20	6	1,971	64	26	8
Non-Achieve 180	1,029	59	21	3	1,137	54	20	6	1,318	63	26	9
Achieve 180 Program	506	52	12	2	582	57	19	5	653	67	28	6
Tier 3	78	40	9	3	108	48	10	5	123	54	18	4
Kashmere HS	9	44	22	0	20	70	30	5	21	29	5	0
North Forest HS	15	33	0	0	22	32	9	9	19	53	21	0
Washington HS	12	42	8	0	22	45	5	0	29	66	41	14
Wheatley HS	30	37	13	7	29	41	3	3	43	56	9	0
Worthing HS	12	50	0	0	15	60	7	7	11	73	9	9
Tier 2	63	54	5	0	67	63	16	3	85	65	22	2
Madison HS	56	54	4	0	59	63	17	2	76	67	22	3
Yates HS	7	57	14	0	8	63	13	13	9	44	22	0
Tier 1A	163	60	16	4	183	61	24	4	264	72	37	9
Liberty HS	42	45	7	5	44	45	14	5	45	73	36	7
Sharpstown HS	119	66	19	3	136	66	26	4	215	73	38	10
TCAH^	2	*	*	*	3	*	*	*	4	*	*	*
Tier 1B	202	50	13	1	224	57	21	8	181	69	23	6
Milby HS	57	63	21	4	62	63	26	15	60	78	27	5
Westbury HS	145	44	10	1	162	54	19	5	121	64	21	6

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

STAAR EOC, Students with Disabilities

Table J-61. HISD STAAR EOC Algebra I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**1,435**	**30**	**8**	**2**	**1,398**	**33**	**8**	**3**	**1,197**	**34**	**10**	**4**
Non-Achieve 180	**817**	**35**	**12**	**4**	**840**	**33**	**9**	**4**	**719**	**33**	**12**	**5**
Achieve 180 Program	**618**	**24**	**2**	**0**	**558**	**33**	**7**	**2**	**478**	**36**	**9**	**3**
Tier 3	**231**	**21**	**3**	**0**	**186**	**38**	**6**	**1**	**140**	**46**	**12**	**3**
Henry MS	1	*	*	*	0	---	---	---	0	---	---	---
Kashmere HS	42	38	10	0	36	36	8	0	24	67	8	0
North Forest HS	49	10	0	0	22	18	5	0	36	47	14	3
Washington HS	45	24	2	0	37	35	5	0	17	29	6	0
Wheatley HS	50	16	4	0	40	45	8	5	35	40	11	6
Worthing HS	44	16	0	0	51	43	6	0	28	46	18	4
Tier 2	**160**	**26**	**1**	**0**	**132**	**28**	**5**	**3**	**116**	**31**	**5**	**2**
Attucks MS	0	---	---	---	0	---	---	---	4	*	*	*
Cullen MS	0	---	---	---	1	*	*	*	0	---	---	---
Forest Brook MS	1	*	*	*	0	---	---	---	0	---	---	---
Holland MS**^	0	---	---	---	1	*	*	*	0	---	---	---
Madison HS	83	28	1	0	74	22	5	4	60	35	8	3
Yates HS	76	22	1	0	56	34	2	2	52	21	2	0
Tier 1A	**74**	**38**	**4**	**0**	**85**	**41**	**12**	**4**	**74**	**34**	**8**	**1**
Gregory-Lincoln PK-8	0	---	---	---	1	*	*	*	0	---	---	---
Lawson MS	1	*	*	*	2	*	*	*	0	---	---	---
Sharpstown HS	47	26	0	0	45	38	7	2	36	28	6	3
TCAH^	26	58	12	0	37	41	14	3	38	39	11	0
Tier 1B	**153**	**20**	**1**	**1**	**155**	**26**	**6**	**1**	**148**	**32**	**9**	**3**
Edison MS	0	---	---	---	1	*	*	*	0	---	---	---
Milby HS	64	22	2	2	66	24	3	0	59	22	10	2
Thomas MS**	0	---	---	---	1	*	*	*	0	---	---	---
Westbury HS	89	19	0	0	87	26	6	1	89	38	8	4

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-62. HISD STAAR EOC Biology Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**1,222**	**37**	**11**	**1**	**1,225**	**38**	**10**	**3**	**1,129**	**45**	**12**	**2**
Non-Achieve 180	**708**	**40**	**13**	**2**	**734**	**40**	**11**	**3**	**689**	**44**	**12**	**2**
Achieve 180 Program	**514**	**32**	**7**	**1**	**491**	**35**	**8**	**1**	**440**	**47**	**11**	**0**
Tier 3	**206**	**31**	**5**	**0**	**172**	**33**	**3**	**1**	**138**	**54**	**12**	**0**
Kashmere HS	38	50	5	0	24	29	4	4	17	65	12	0
North Forest HS	44	27	0	0	20	30	5	0	36	50	25	0
Washington HS	37	30	8	0	38	47	5	3	19	37	0	0
Wheatley HS	51	25	6	0	39	28	0	0	36	53	6	0
Worthing HS	36	25	6	0	51	29	4	0	30	63	10	0
Tier 2	**118**	**28**	**3**	**0**	**111**	**32**	**5**	**1**	**105**	**42**	**6**	**0**
Attucks MS	0	---	---	---	0	---	---	---	2	*	*	*
Madison HS	61	30	2	0	64	25	0	0	53	42	9	0
Yates HS	57	26	4	0	47	40	11	2	50	40	2	0
Tier 1A	**63**	**52**	**25**	**5**	**76**	**51**	**20**	**4**	**64**	**61**	**30**	**2**
Sharpstown HS	41	37	17	2	47	40	6	0	32	47	16	0
TCAH^	22	82	41	9	29	69	41	10	32	75	44	3
Tier 1B	**127**	**28**	**6**	**2**	**132**	**32**	**8**	**1**	**133**	**38**	**5**	**0**
Milby HS	59	19	3	2	63	29	6	2	60	40	2	0
Westbury HS	68	37	9	1	69	35	10	0	73	36	8	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

Table J-63 HISD STAAR EOC English I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**1,741**	**9**	**4**	**0**	**1,842**	**12**	**5**	**0**	**1,597**	**11**	**5**	**0**
Non-Achieve 180	**1,018**	**11**	**5**	**0**	**1,124**	**13**	**5**	**0**	**981**	**11**	**6**	**0**
Achieve 180 Program	**723**	**7**	**3**	**0**	**718**	**10**	**4**	**0**	**616**	**11**	**3**	**0**
Tier 3	**292**	**6**	**1**	**0**	**260**	**5**	**2**	**0**	**178**	**8**	**0**	**0**
Kashmere HS	49	6	0	0	53	6	4	0	26	15	0	0
North Forest HS	54	6	2	0	34	6	0	0	40	3	0	0
Washington HS	56	5	2	0	53	6	2	0	30	0	0	0
Wheatley HS	63	6	2	0	48	4	0	0	51	12	0	0
Worthing HS	70	6	1	0	72	4	3	0	31	10	0	0
Tier 2	**168**	**3**	**1**	**0**	**185**	**8**	**2**	**0**	**171**	**3**	**1**	**0**
Madison HS	88	5	1	0	107	7	1	0	91	3	2	0
Yates HS	80	1	0	0	78	9	3	0	80	3	0	0
Tier 1A	**96**	**23**	**11**	**0**	**85**	**26**	**19**	**1**	**86**	**31**	**15**	**0**
Sharpstown HS	69	9	1	0	50	14	10	0	44	16	2	0
TCAH^	27	59	37	0	35	43	31	3	42	48	29	0
Tier 1B	**167**	**4**	**2**	**0**	**188**	**13**	**4**	**0**	**181**	**12**	**3**	**0**
Milby HS	62	3	2	0	79	8	3	0	70	10	3	0
Westbury HS	105	5	2	0	109	17	6	0	111	13	3	0

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**1,348**	**10**	**4**	**0**	**1,350**	**13**	**6**	**0**	**1,246**	**18**	**9**	**0**
Non-Achieve 180	**826**	**12**	**5**	**0**	**803**	**13**	**6**	**0**	**739**	**21**	**11**	**1**
Achieve 180 Program	**522**	**7**	**2**	**0**	**547**	**14**	**6**	**0**	**507**	**15**	**5**	**0**
Tier 3	**182**	**4**	**1**	**0**	**182**	**8**	**2**	**0**	**166**	**11**	**2**	**0**
Kashmere HS	22	14	0	0	34	9	0	0	24	21	4	0
North Forest HS	40	3	0	0	18	6	0	0	30	0	0	0
Washington HS	36	3	0	0	47	4	2	0	28	11	0	0
Wheatley HS	34	3	3	0	35	6	0	0	45	7	2	0
Worthing HS	50	4	2	0	48	13	6	0	39	21	5	0
Tier 2	**155**	**5**	**1**	**0**	**136**	**9**	**3**	**0**	**126**	**9**	**1**	**0**
Madison HS	97	5	2	0	75	13	5	0	69	10	0	0
Yates HS	58	3	0	0	61	3	0	0	57	7	2	0
Tier 1A	**70**	**19**	**6**	**1**	**76**	**36**	**16**	**0**	**77**	**23**	**16**	**3**
Liberty HS	1	*	*	*	0	---	---	---	1	*	*	*
Sharpstown HS	47	4	0	0	37	19	5	0	33	12	3	0
TCAH^	22	50	18	5	39	51	26	0	43	33	26	5
Tier 1B	**115**	**9**	**1**	**0**	**153**	**14**	**7**	**0**	**138**	**19**	**7**	**0**
Milby HS	35	11	3	0	64	13	8	0	42	21	7	0
Westbury HS	80	8	0	0	89	15	7	0	96	18	6	0

Table J-64. HISD STAAR EOC English II Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

Table J-65. HISD STAAR EOC US History Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Students with Disabilities (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**798**	**51**	**18**	**6**	**736**	**53**	**23**	**7**	**723**	**59**	**29**	**11**
Non-Achieve 180	**514**	**55**	**19**	**6**	**451**	**57**	**27**	**8**	**413**	**62**	**31**	**13**
Achieve 180 Program	**284**	**45**	**15**	**5**	**285**	**48**	**16**	**5**	**310**	**55**	**27**	**9**
Tier 3	**103**	**36**	**11**	**2**	**95**	**37**	**8**	**2**	**111**	**39**	**15**	**2**
Kashmere HS	8	63	13	0	15	47	27	13	22	55	23	0
North Forest HS	22	14	0	0	14	29	7	0	17	24	6	0
Washington HS	19	37	16	5	22	18	0	0	23	39	22	4
Wheatley HS	24	50	17	4	25	40	8	0	28	36	11	4
Worthing HS	30	33	10	0	19	53	5	0	21	38	14	0
Tier 2	**69**	**35**	**6**	**1**	**58**	**52**	**14**	**3**	**61**	**57**	**25**	**7**
Madison HS	43	49	7	2	35	63	14	6	30	50	17	7
Yates HS	26	12	4	0	23	35	13	0	31	65	32	6
Tier 1A	**48**	**69**	**38**	**17**	**55**	**65**	**29**	**13**	**60**	**82**	**52**	**23**
Liberty HS	1	*	*	*	0	---	---	---	2	*	*	*
Sharpstown HS	27	52	19	4	28	61	18	0	25	76	40	8
TCAH^	20	95	65	35	27	70	41	26	33	88	61	36
Tier 1B	**64**	**52**	**14**	**3**	**77**	**47**	**17**	**5**	**78**	**55**	**27**	**10**
Milby HS	29	48	21	3	36	33	17	6	33	48	30	12
Westbury HS	35	54	9	3	41	59	17	5	45	60	24	9

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. *Results are masked for fewer than five students. ^Not an Achieve 180 Program TSL grant participant.

STAAR EOC, Economically Disadvantaged Students

	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**11,449**	**69**	**36**	**18**	**11,073**	**71**	**41**	**23**	**11,059**	**73**	**47**	**28**
Non-Achieve 180	**7,902**	**75**	**43**	**23**	**7,530**	**75**	**46**	**28**	**7,453**	**75**	**51**	**32**
Achieve 180 Program	**3,547**	**57**	**21**	**7**	**3,543**	**64**	**28**	**12**	**3,606**	**69**	**38**	**18**
Tier 3	**990**	**52**	**13**	**3**	**916**	**62**	**23**	**7**	**941**	**71**	**39**	**18**
Henry MS	57	98	74	33	15	93	93	53	21	100	100	100
Kashmere HS	167	65	16	1	199	63	22	7	159	72	38	15
North Forest HS	**232**	**44**	**7**	**0**	**230**	**48**	**13**	**4**	**242**	**72**	**38**	**16**
Washington HS	159	53	11	3	109	60	19	6	175	64	29	11
Wheatley HS	175	50	11	3	176	68	32	7	179	66	38	20
Woodson ES	8	88	50	25	0	---	---	---	0	---	---	---
Worthing HS	192	38	2	0	187	70	25	6	165	76	48	19
Tier 2	**767**	**65**	**32**	**12**	**704**	**67**	**36**	**16**	**741**	**79**	**48**	**23**
Attucks MS	20	75	30	5	20	100	80	15	42	98	76	36
Cullen MS	10	90	70	30	28	100	54	32	27	96	59	33
Deady MS**	70	100	81	27	45	100	87	40	47	94	60	30
Forest Brook MS	44	100	91	64	22	100	100	68	44	100	98	59
Holland MS**^	45	100	76	36	38	97	45	18	30	100	93	63
Madison HS	367	53	15	2	326	58	28	14	327	75	40	20
Sugar Grove MS**	20	100	70	45	22	95	50	27	13	100	85	38
Williams MS**	17	100	76	29	19	84	53	21	29	97	79	41
Yates HS	174	49	12	2	184	53	17	5	182	62	24	4
Tier 1A	**782**	**53**	**18**	**7**	**797**	**61**	**23**	**10**	**764**	**64**	**30**	**17**
Gregory-Lincoln PK-8	14	100	93	50	16	88	50	13	31	100	87	45
Lawson MS	58	98	78	48	44	98	75	61	46	100	98	89
Liberty HS	40	68	23	8	48	67	21	8	33	76	33	9
Sharpstown HS	456	45	10	2	490	58	20	8	435	63	24	11
TCAH^	214	53	14	5	199	56	17	4	219	53	21	10
Tier 1B	**1,008**	**58**	**21**	**8**	**1,126**	**66**	**32**	**14**	**1,160**	**66**	**35**	**16**
Edison MS	0	---	---	---	45	100	96	87	21	100	100	100
Key MS	21	100	86	38	27	96	93	56	26	100	100	62
Milby HS	324	59	20	8	452	62	26	9	464	65	34	11
Reagan Ed Ctr PK-8**	20	95	80	30	12	92	75	25	0	---	---	---
Thomas MS**	25	100	100	80	22	100	91	41	21	95	62	29
Westbury HS	618	53	14	4	568	62	26	9	628	64	31	14

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. **New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

| | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**10,305**	**74**	**43**	**12**	**10,638**	**74**	**42**	**13**	**10,999**	**76**	**46**	**14**
Non-Achieve 180	**7,362**	**78**	**49**	**15**	**7,342**	**76**	**46**	**15**	**7,473**	**77**	**50**	**17**
Achieve 180 Program	**2,943**	**64**	**27**	**5**	**3,296**	**68**	**32**	**7**	**3,526**	**73**	**37**	**8**
Tier 3	**902**	**62**	**24**	**3**	**922**	**65**	**26**	**7**	**989**	**75**	**38**	**8**
Kashmere HS	165	66	19	4	170	68	31	9	162	76	47	10
North Forest HS	237	58	24	5	250	68	33	12	257	77	38	7
Washington HS	138	74	42	3	122	71	29	7	182	79	37	8
Wheatley HS	192	59	19	2	199	61	18	2	200	65	31	7
Worthing HS	170	58	18	0	181	57	20	4	188	78	38	7
Tier 2	**530**	**64**	**21**	**3**	**534**	**68**	**27**	**4**	**571**	**75**	**37**	**6**
Attucks MS	17	100	71	12	23	100	87	13	27	100	63	15
Madison HS	357	62	15	2	334	66	24	3	346	75	38	7
Yates HS	156	63	29	4	177	67	27	4	198	74	32	3
Tier 1A	**627**	**68**	**37**	**7**	**745**	**66**	**30**	**7**	**720**	**70**	**35**	**7**
Liberty HS	54	63	33	7	55	71	36	9	49	84	35	6
Sharpstown HS	385	64	36	6	520	59	25	5	475	62	30	7
TCAH^	188	76	38	9	170	86	45	12	196	88	47	9
Tier 1B	**884**	**64**	**29**	**6**	**1,095**	**73**	**39**	**8**	**1,246**	**73**	**37**	**9**
Milby HS	346	57	30	5	541	70	39	8	599	74	40	8
Westbury HS	538	68	28	7	554	75	40	7	647	72	35	9

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0
Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

Table J-68. HISD STAAR EOC English I Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**13,213**	**44**	**28**	**3**	**12,872**	**46**	**30**	**3**	**12,999**	**48**	**33**	**5**
Non-Achieve 180	**9,289**	**50**	**33**	**4**	**8,686**	**51**	**35**	**4**	**8,656**	**52**	**38**	**7**
Achieve 180 Program	**3,924**	**31**	**16**	**1**	**4,186**	**37**	**21**	**1**	**4,343**	**40**	**24**	**2**
Tier 3	**1,259**	**26**	**12**	**0**	**1,382**	**28**	**15**	**1**	**1,353**	**32**	**16**	**1**
Kashmere HS	235	24	9	0	304	26	14	1	255	36	20	1
North Forest HS	311	23	11	0	353	34	19	1	363	34	17	1
Washington HS	223	31	15	1	192	27	15	1	224	28	14	0
Wheatley HS	236	29	14	0	265	31	12	0	242	29	11	0
Worthing HS	254	23	11	0	268	22	13	0	269	32	16	0
Tier 2	**714**	**27**	**12**	**1**	**771**	**31**	**13**	**0**	**775**	**36**	**19**	**1**
Madison HS	480	29	12	1	495	32	14	1	509	38	21	1
Yates HS	234	25	12	0	276	28	13	0	266	33	15	0
Tier 1A	**863**	**34**	**19**	**2**	**743**	**39**	**24**	**2**	**816**	**42**	**27**	**3**
Liberty HS	62	3	2	0	71	8	3	0	79	13	6	0
Sharpstown HS	566	26	12	1	479	32	17	1	525	35	19	1
TCAH^	235	61	40	3	193	67	49	6	212	70	52	8
Tier 1B	**1,088**	**38**	**21**	**1**	**1,290**	**50**	**31**	**2**	**1,399**	**49**	**34**	**4**
Milby HS	409	42	24	1	622	52	33	2	679	53	38	4
Westbury HS	679	35	19	1	668	48	29	2	720	46	30	4

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

Table J-69. HISD STAAR EOC English II Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019)

Campus Name	2016–2017				2017–2018				2018–2019			
	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	**11,594**	**46**	**31**	**3**	**11,767**	**49**	**33**	**3**	**12,681**	**53**	**36**	**4**
Non-Achieve 180	**8,219**	**51**	**36**	**4**	**8,089**	**52**	**37**	**4**	**8,505**	**56**	**41**	**5**
Achieve 180 Program	**3,375**	**34**	**19**	**1**	**3,678**	**41**	**24**	**1**	**4,176**	**45**	**27**	**1**
Tier 3	**954**	**27**	**12**	**1**	**1,144**	**35**	**17**	**1**	**1,316**	**38**	**19**	**1**
Kashmere HS	171	35	12	1	235	30	12	0	252	41	20	1
North Forest HS	236	18	9	0	270	36	21	1	315	39	21	0
Washington HS	173	27	13	0	205	29	11	0	236	39	19	1
Wheatley HS	184	33	17	1	220	41	20	1	264	34	18	0
Worthing HS	190	25	11	1	214	39	20	1	249	37	18	1
Tier 2	**691**	**34**	**18**	**0**	**657**	**42**	**21**	**1**	**666**	**43**	**22**	**1**
Madison HS	513	33	18	1	426	44	21	1	425	45	23	0
Yates HS	178	35	19	0	231	38	20	1	241	40	19	2
Tier 1A	**809**	**40**	**24**	**2**	**827**	**41**	**27**	**2**	**872**	**41**	**26**	**2**
Liberty HS	76	9	5	0	85	13	4	0	94	26	12	0
Sharpstown HS	475	28	16	1	529	34	20	1	530	30	17	1
TCAH^	258	71	46	4	213	69	53	4	248	70	49	5
Tier 1B	**921**	**37**	**21**	**1**	**1,050**	**48**	**31**	**2**	**1,322**	**56**	**37**	**2**
Milby HS	343	41	21	1	474	51	36	2	569	62	41	2
Westbury HS	578	34	21	1	576	46	27	2	753	51	34	2

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

| Table J-70. HISD STAAR EOC US History Percent At or Above Approaches, Meets, and Masters Grade Level Standards by Race/Ethnicity, Subject and Non-Achieve 180 and Achieve 180 Program Affiliation, Economically Disadvantaged Students (First Time Testers and Retested Students Combined), 2016–2017 (2017), 2017–2018 (2018), and 2018–2019 (2019) | | | | | | | | | | | |

	2016–2017				2017–2018				2018–2019			
Campus Name	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast	N Tested	% App+	% Meet+	% Mast
HISD	8,051	85	53	23	7,852	85	59	29	8,846	88	63	33
Non-Achieve 180	5,947	87	58	27	5,665	87	63	33	6,139	88	67	38
Achieve 180 Program	2,104	79	40	13	2,187	82	48	19	2,707	85	56	23
Tier 3	589	78	32	8	637	76	36	12	830	82	48	14
Kashmere HS	70	90	31	9	141	84	43	13	145	80	46	8
North Forest HS	154	69	25	8	149	68	32	15	197	81	45	13
Washington HS	115	81	39	8	108	70	36	14	164	82	52	20
Wheatley HS	111	78	37	10	136	76	38	11	173	79	45	13
Worthing HS	139	78	29	5	103	81	32	8	151	87	50	15
Tier 2	382	77	33	5	402	85	48	15	402	87	53	19
Madison HS	254	78	28	2	272	87	49	13	257	87	47	11
Yates HS	128	73	42	11	130	81	46	21	145	88	63	32
Tier 1A	569	83	47	20	509	83	48	19	655	86	58	26
Liberty HS	43	47	12	9	44	45	14	5	42	71	36	7
Sharpstown HS	332	82	47	18	306	82	48	19	393	83	53	19
TCAH^	194	92	53	24	159	94	57	23	220	95	72	42
Tier 1B	564	79	47	17	639	85	60	28	820	88	63	33
Milby HS	203	82	51	19	261	87	68	37	355	91	73	39
Westbury HS	361	77	44	16	378	84	54	22	465	85	56	28

Sources: TEA-ETS STAAR Student Data Files, 2017–2019; Fall PEIMS, 2016–2018, ADA>0

Notes: All points reflect the most current data available and may vary from data previously reported. For grades and subjects with multiple administrations, first administration results were used. Excludes STAAR Alt. 2 Test. Approaches Grade Level Standard is the Level II: Satisfactory Phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level Standard is applied to any student who took their first-ever EOC during the December 2015 administration or later. ^Not an Achieve 180 Program TSL grant participant.

2018−2019 ACHIEVE 180 PROGRAM EVALUATION, PART B

STAAR Grades 3–8 Cohort Analysis

Table J-71. HISD Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
	2018 and 2019		**2019 Proficiency Level**							
			Did Not Meet		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	20,666	32%	14,799	72%	4,850	23%	849	4%	168	1%
Approaches	17,361	27%	3,951	23%	7,922	46%	3,999	23%	1,489	9%
Meets	11,770	18%	719	6%	3,304	28%	4,172	35%	3,575	30%
Masters	13,874	22%	133	1%	1,084	8%	3,191	23%	9,466	68%
Total	63,671	99%	19,602	31%	17,160	27%	12,211	19%	14,698	23%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	4,235	29%	3,142	74%	940	22%	130	3%	23	1%
Approaches	4,768	32%	1,282	27%	2,242	47%	914	19%	330	7%
Meets	2,553	17%	181	7%	878	34%	852	33%	642	25%
Masters	3,258	22%	53	2%	394	12%	825	25%	1,986	61%
Total	14,814	100%	4,658	31%	4,454	30%	2,721	18%	2,981	20%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	5,276	36%	3,475	66%	1,414	27%	309	6%	78	1%
Approaches	3,729	26%	629	17%	1,650	44%	1,044	28%	406	11%
Meets	2,585	18%	117	5%	534	21%	897	35%	1,037	40%
Masters	3,005	21%	26	1%	162	5%	609	20%	2,208	73%
Total	14,595	101%	4,247	29%	3,760	26%	2,859	20%	3,729	26%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	3,322	29%	2,830	85%	447	13%	40	1%	5	<1%
Approaches	2,879	25%	1,228	43%	1,328	46%	284	10%	39	1%
Meets	2,701	23%	349	13%	1,234	46%	805	30%	313	12%
Masters	2,748	24%	45	2%	381	14%	821	30%	1,501	55%
Total	11,650	101%	4,452	38%	3,390	29%	1,950	17%	1,858	16%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	4,078	37%	2,755	68%	1,104	27%	182	4%	37	1%
Approaches	3,109	28%	373	12%	1,371	44%	866	28%	499	16%
Meets	2,020	18%	33	2%	292	14%	679	34%	1,016	50%
Masters	1,910	17%	2	<1%	61	3%	235	12%	1,612	84%
Total	11,117	100%	3,163	28%	2,828	25%	1,962	18%	3,164	28%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	3,755	33%	2,597	69%	945	25%	188	5%	25	1%
Approaches	2,876	25%	439	15%	1,331	46%	891	31%	215	7%
Meets	1,911	17%	39	2%	366	19%	939	49%	567	30%
Masters	2,953	26%	7	<1%	86	3%	701	24%	2,159	73%
Total	11,495	101%	3,082	27%	2,728	24%	2,719	24%	2,966	26%

(Row label for the table: 2018 Proficiency Level)

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

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Table J-72. Non-Achieve 180 Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
	2018 and 2019		**2019 Proficiency Level**							
			Did Not Meet		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	15,189	29%	10,645	70%	3,718	24%	673	4%	153	1%
Approaches	14,006	27%	3,059	22%	6,365	45%	3,311	24%	1,271	9%
Meets	10,211	20%	587	6%	2,784	27%	3,640	36%	3,200	31%
Masters	12,695	24%	106	1%	946	7%	2,846	22%	8,797	69%
Total	52,101	100%	14,397	28%	13,813	27%	10,470	20%	13,421	26%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	3,417	27%	2,517	74%	776	23%	103	3%	21	1%
Approaches	4,082	32%	1,053	26%	1,911	47%	816	20%	302	7%
Meets	2,298	18%	156	7%	778	34%	771	34%	593	26%
Masters	3,009	23%	46	2%	346	11%	734	24%	1,883	63%
Total	12,806	100%	3,772	29%	3,811	30%	2,424	19%	2,799	22%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	4,287	34%	2,785	65%	1,164	27%	268	6%	70	2%
Approaches	3,252	26%	538	17%	1,454	45%	897	28%	363	11%
Meets	2,311	18%	107	5%	466	20%	791	34%	947	41%
Masters	2,812	22%	23	1%	145	5%	562	20%	2,082	74%
Total	12,662	100%	3,453	27%	3,229	26%	2,518	20%	3,462	27%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	2,232	24%	1,860	83%	333	15%	34	2%	5	<1%
Approaches	2,145	24%	894	42%	992	46%	229	11%	30	1%
Meets	2,258	25%	264	12%	1,006	45%	708	31%	280	12%
Masters	2,484	27%	29	1%	329	13%	735	30%	1,391	56%
Total	9,119	100%	3,047	33%	2,660	29%	1,706	19%	1,706	19%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	2,814	32%	1,828	65%	823	29%	129	5%	34	1%
Approaches	2,402	28%	271	11%	1,024	43%	693	29%	414	17%
Meets	1,743	20%	29	2%	244	14%	578	33%	892	51%
Masters	1,759	20%	2	<1%	54	3%	215	12%	1,488	85%
Total	8,718	100%	2,130	24%	2,145	25%	1,615	19%	2,828	32%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	2,439	28%	1,655	68%	622	26%	139	6%	23	1%
Approaches	2,125	24%	303	14%	984	46%	676	32%	162	8%
Meets	1,601	18%	31	2%	290	18%	792	49%	488	30%
Masters	2,631	30%	6	<1%	72	3%	600	23%	1,953	74%
Total	8,796	100%	1,995	23%	1,968	22%	2,207	25%	2,626	30%

(Left margin label: 2018 Proficiency Level)

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

	2018 and 2019		**2019 Proficiency Level**							
			Did Not Meet		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	5,477	47%	4,154	76%	1,132	21%	176	3%	15	<1%
Approaches	3,355	29%	892	27%	1,557	46%	688	21%	218	6%
Meets	1,559	13%	132	8%	520	33%	532	34%	375	24%
Masters	1,179	10%	27	2%	138	12%	345	29%	669	57%
Total	11,570	99%	5,205	45%	3,347	29%	1,741	15%	1,277	11%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	818	41%	625	76%	164	20%	27	3%	2	<1%
Approaches	686	34%	229	33%	331	48%	98	14%	28	4%
Meets	255	13%	25	10%	100	39%	81	32%	49	19%
Masters	249	12%	7	3%	48	19%	91	37%	103	41%
Total	2,008	100%	886	44%	643	32%	297	15%	182	9%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	989	51%	690	70%	250	25%	41	4%	8	1%
Approaches	477	25%	91	19%	196	41%	147	31%	43	9%
Meets	274	14%	10	4%	68	25%	106	39%	90	33%
Masters	193	10%	3	2%	17	9%	47	24%	126	65%
Total	1,933	100%	794	41%	531	27%	341	18%	267	14%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	1,090	43%	970	89%	114	10%	6	1%	0	0%
Approaches	734	29%	334	46%	336	46%	55	7%	9	1%
Meets	443	18%	85	19%	228	51%	97	22%	33	7%
Masters	264	10%	16	6%	52	20%	86	33%	110	42%
Total	2,531	100%	1,405	56%	730	29%	244	10%	152	6%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	1,264	53%	927	73%	281	22%	53	4%	3	<1%
Approaches	707	29%	102	14%	347	49%	173	24%	85	12%
Meets	277	12%	4	1%	48	17%	101	36%	124	45%
Masters	151	6%	0	0%	7	5%	20	13%	124	82%
Total	2,399	100%	1,033	43%	683	28%	347	14%	336	14%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	1,316	49%	942	72%	323	25%	49	4%	2	0%
Approaches	751	28%	136	18%	347	46%	215	29%	53	7%
Meets	310	11%	8	3%	76	25%	147	47%	79	25%
Masters	322	12%	1	<1%	14	4%	101	31%	206	64%
Total	2,699	100%	1,087	40%	760	28%	512	19%	340	13%

Table J-73. Achieve 180 Program Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

HOUSTON INDEPENDENT SCHOOL DISTRICT

ACHIEVE180

Demonstration Partners, 2018–2019

Achieve 180 Campus(es)	Principal	Demonstration Campus	Principal
Blackshear	Alicia Lewis	Peck	Carlotta Brown
Bonham	Erica Tran	McNamara	Tiffany Chenier
Dogan	Sandra Menxueiro	Peck	Carlotta Brown
Forester	Latreia Woodard	Cornelius	Angel Wilson
Henry	Kenneth Brantley II	Gregory - Lincoln	Alecia Bell
Highland Heights	Geraldine Cox	Atherton	Albert Lemons
Kashmere	Reginald Bush	Wisdom	Jonathan Trinh
Looscan^	Alvaro Montelongo	Wainwright	Aguirre Oliva
Mading	Nicole Haskins	Frost	David Terrell
Madison	Paolo Castagnoli	Westbury	Susan Monaghan
North Forest	Connie Smith	Westbury	Susan Monaghan
Sugar Grove*	Orlando Reyna	Key	Erika Carter
Washington	Carlos Phillips	Wisdom	Jonathan Trinh
Wesley	Raven Thomas	Cornelius	Angel Wilson
Wheatley	Joseph Williams	Atherton	Albert Lemons
Woodson ES	Stephen Gittens	Frost	David Terrell
Worthing	Khalilah Campbell	Westbury	Susan Monaghan

Source: Achieve 180 Program Administrator
Notes: *New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-74. Demonstration Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019

| | 2018 and 2019 | | 2019 Proficiency Level | | | | | | | |
| | | | Did Not Meet | | Approaches | | Meets | | Masters | |
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	765	40%	537	70%	184	24%	33	4%	11	1%
Approaches	577	31%	142	25%	276	48%	120	21%	39	7%
Meets	301	16%	21	7%	105	35%	112	37%	63	21%
Masters	246	13%	2	1%	23	9%	77	31%	144	59%
Total	1,889	100%	702	37%	588	31%	342	18%	257	14%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	178	30%	114	64%	46	26%	13	7%	5	3%
Approaches	208	35%	60	29%	93	45%	42	20%	13	6%
Meets	121	20%	9	7%	44	36%	48	40%	20	17%
Masters	90	15%	1	1%	16	18%	30	33%	43	48%
Total	597	100%	184	31%	199	33%	133	22%	81	14%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	216	40%	140	65%	56	26%	15	7%	5	2%
Approaches	155	28%	33	21%	73	47%	39	25%	10	6%
Meets	71	13%	5	7%	17	24%	24	34%	25	35%
Masters	103	19%	1	1%	6	6%	26	25%	70	68%
Total	545	100%	179	33%	152	28%	104	19%	110	20%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	113	43%	96	85%	17	15%	0	0%	0	0%
Approaches	78	30%	27	35%	44	56%	7	9%	0	0%
Meets	53	20%	6	11%	22	42%	17	32%	8	15%
Masters	19	7%	0	0%	0	0%	9	47%	10	53%
Total	263	100%	129	49%	83	32%	33	13%	18	7%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	131	56%	97	74%	31	24%	2	2%	1	1%
Approaches	62	26%	10	16%	36	58%	11	18%	5	8%
Meets	29	12%	1	3%	9	31%	12	41%	7	24%
Masters	12	5%	0	0%	0	0%	4	33%	8	67%
Total	234	100%	108	46%	76	32%	29	12%	21	9%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	127	51%	90	71%	34	27%	3	2%	0	0%
Approaches	74	30%	12	16%	30	41%	21	28%	11	15%
Meets	27	11%	0	0%	13	48%	11	41%	3	11%
Masters	22	9%	0	0%	1	5%	8	36%	13	59%
Total	250	100%	102	41%	78	31%	43	17%	27	11%

(Left axis label: 2018 Proficiency Level)

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-75. Tier 3 Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019

| | 2018 and 2019 | | 2019 Proficiency Level | | | | | | | |
| | | | Did Not Meet | | Approaches | | Meets | | Masters | |
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	675	52%	511	76%	140	21%	23	3%	1	<1%
Approaches	390	30%	94	24%	197	51%	75	19%	24	6%
Meets	143	11%	12	8%	51	36%	45	31%	35	24%
Masters	88	7%	3	3%	13	15%	24	27%	48	55%
Total	1,296	100%	620	48%	401	31%	167	13%	108	8%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	137	45%	105	77%	28	20%	4	3%	0	0%
Approaches	104	34%	30	29%	50	48%	16	15%	8	8%
Meets	34	11%	5	15%	11	32%	8	24%	10	29%
Masters	29	10%	1	3%	6	21%	7	24%	15	52%
Total	304	100%	141	46%	95	31%	35	12%	33	11%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	179	58%	128	72%	41	23%	9	5%	1	1%
Approaches	74	24%	13	18%	30	41%	25	34%	6	8%
Meets	37	12%	0	0%	11	30%	14	38%	12	32%
Masters	21	7%	0	0%	2	10%	4	19%	15	71%
Total	311	100%	141	45%	84	27%	52	17%	34	11%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	100	44%	85	85%	14	14%	1	1%	0	0%
Approaches	73	32%	33	45%	36	49%	3	4%	1	1%
Meets	40	18%	6	15%	20	50%	11	28%	3	8%
Masters	14	6%	1	7%	3	21%	4	29%	6	43%
Total	227	100%	125	55%	73	32%	19	8%	10	4%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	126	63%	96	76%	27	21%	3	2%	0	0%
Approaches	59	30%	4	7%	39	66%	11	19%	5	8%
Meets	11	6%	0	0%	1	9%	5	45%	5	45%
Masters	3	2%	---	---	---	---	---	---	---	---
Total	199	100%	100	50%	67	34%	19	10%	13	7%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	133	52%	97	73%	30	23%	6	5%	0	0%
Approaches	80	31%	14	18%	42	53%	20	25%	4	5%
Meets	21	8%	1	5%	8	38%	7	33%	5	24%
Masters	21	8%	1	5%	2	10%	9	43%	9	43%
Total	255	100%	113	44%	82	32%	42	16%	18	7%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. *Results are masked for fewer than five students.

Table J-76. Tier 2 Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
			2019 Proficiency Level							
	2018 and 2019		Did Not Meet		Approaches		Meets		Masters	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	1,881	54%	1,494	79%	330	18%	55	3%	2	<1%
Approaches	963	27%	279	29%	431	45%	192	20%	61	6%
Meets	420	12%	55	13%	157	37%	129	31%	79	19%
Masters	251	7%	11	4%	41	16%	82	33%	117	47%
Total	3,515	100%	1,839	52%	959	27%	458	13%	259	7%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	71	48%	64	90%	7	10%	0	0%	0	0%
Approaches	49	33%	18	37%	24	49%	7	14%	0	0%
Meets	13	9%	0	0%	4	31%	7	54%	2	15%
Masters	14	10%	1	7%	5	36%	4	29%	4	29%
Total	147	100%	83	56%	40	27%	18	12%	6	4%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	84	58%	64	76%	17	20%	2	2%	1	1%
Approaches	27	19%	6	22%	10	37%	8	30%	3	11%
Meets	21	15%	1	5%	6	29%	8	38%	6	29%
Masters	12	8%	0	0%	1	8%	6	50%	5	42%
Total	144	100%	71	49%	34	24%	24	17%	15	10%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	455	44%	410	90%	43	9%	2	<1%	0	0%
Approaches	296	29%	148	50%	131	44%	14	5%	3	1%
Meets	182	18%	49	27%	98	54%	29	16%	6	3%
Masters	100	10%	10	10%	27	27%	33	33%	30	30%
Total	1,033	100%	617	60%	299	29%	78	8%	39	4%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	608	60%	457	75%	124	20%	26	4%	1	<1%
Approaches	275	27%	46	17%	129	47%	68	25%	32	12%
Meets	89	9%	1	1%	18	20%	33	37%	37	42%
Masters	33	3%	0	0%	3	9%	4	12%	26	79%
Total	1,005	100%	504	50%	274	27%	131	13%	96	10%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	663	56%	499	75%	139	21%	25	4%	0	0%
Approaches	316	27%	61	19%	137	43%	95	30%	23	7%
Meets	115	10%	4	3%	31	27%	52	45%	28	24%
Masters	92	8%	0	0%	5	5%	35	38%	52	57%
Total	1,186	100%	564	48%	312	26%	207	17%	103	9%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-77. Tier 1A Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
		2018 and 2019		**2019 Proficiency Level**						
				Did Not Meet		**Approaches**		**Meets**		**Masters**	
		# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined											
	Did Not Meet	1,178	37%	831	71%	294	25%	48	4%	5	<1%
	Approaches	970	30%	231	24%	456	47%	212	22%	71	7%
	Meets	527	16%	24	5%	156	30%	195	37%	152	29%
	Masters	551	17%	5	1%	46	8%	140	25%	360	65%
	Total	3,226	100%	1,091	34%	952	30%	595	18%	588	18%
Grades 3 (2018) to Grade 4 (2019)											
	Did Not Meet	255	38%	194	76%	52	20%	8	3%	1	<1%
	Approaches	213	32%	74	35%	102	48%	28	13%	9	4%
	Meets	91	14%	8	9%	40	44%	29	32%	14	15%
	Masters	108	16%	3	3%	22	20%	35	32%	48	44%
	Total	667	100%	279	42%	216	32%	100	15%	72	11%
Grades 4 (2018) to Grade 5 (2019)											
	Did Not Meet	295	46%	184	62%	94	32%	15	5%	2	1%
	Approaches	169	26%	33	20%	68	40%	53	31%	15	9%
	Meets	94	15%	4	4%	18	19%	37	39%	35	37%
	Masters	85	13%	0	0%	9	11%	18	21%	58	68%
	Total	643	100%	221	34%	189	29%	123	19%	110	17%
Grades 5 (2018) to Grade 6 (2019)											
	Did Not Meet	211	33%	179	85%	29	14%	3	1%	0	0%
	Approaches	200	31%	68	34%	100	50%	27	14%	5	3%
	Meets	126	19%	8	6%	61	48%	40	32%	17	13%
	Masters	112	17%	2	2%	10	9%	36	32%	64	57%
	Total	649	100%	257	40%	200	31%	106	16%	86	13%
Grades 6 (2018) to Grade 7 (2019)											
	Did Not Meet	213	35%	146	69%	51	24%	15	7%	1	<1%
	Approaches	206	34%	27	13%	100	49%	48	23%	31	15%
	Meets	105	17%	1	1%	15	14%	36	34%	53	50%
	Masters	87	14%	0	0%	1	1%	10	11%	76	87%
	Total	611	100%	174	28%	167	27%	109	18%	161	26%
Grades 7 (2018) to Grade 8 (2019)											
	Did Not Meet	204	31%	128	63%	68	33%	7	3%	1	<1%
	Approaches	182	28%	29	16%	86	47%	56	31%	11	6%
	Meets	111	17%	3	3%	22	20%	53	48%	33	30%
	Masters	159	24%	0	0%	4	3%	41	26%	114	72%
	Total	656	100%	160	24%	180	27%	157	24%	159	24%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

| | **2018 and 2019** | | **2019 Proficiency Level** | | | | | | | |
| | | | **Did Not Meet** | | **Approaches** | | **Meets** | | **Masters** | |
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	1,743	49%	1,318	76%	368	21%	50	3%	7	<1%
Approaches	1,032	29%	288	28%	473	46%	209	20%	62	6%
Meets	469	13%	41	9%	156	33%	163	35%	109	23%
Masters	289	8%	8	3%	38	13%	99	34%	144	50%
Total	3,533	100%	1,655	47%	1,035	29%	521	15%	322	9%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	355	40%	262	74%	77	22%	15	4%	1	<1%
Approaches	320	36%	107	33%	155	48%	47	15%	11	3%
Meets	117	13%	12	10%	45	38%	37	32%	23	20%
Masters	98	11%	2	2%	15	15%	45	46%	36	37%
Total	890	100%	383	43%	292	33%	144	16%	71	8%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	431	52%	314	73%	98	23%	15	3%	4	1%
Approaches	207	25%	39	19%	88	43%	61	29%	19	9%
Meets	122	15%	5	4%	33	27%	47	39%	37	30%
Masters	75	9%	3	4%	5	7%	19	25%	48	64%
Total	835	100%	361	43%	224	27%	142	17%	108	13%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	324	52%	296	91%	28	9%	0	0%	0	0%
Approaches	165	27%	85	52%	69	42%	11	7%	0	0%
Meets	95	15%	22	23%	49	52%	17	18%	7	7%
Masters	38	6%	3	8%	12	32%	13	34%	10	26%
Total	622	100%	406	65%	158	25%	41	7%	17	3%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	317	54%	228	72%	79	25%	9	3%	1	<1%
Approaches	167	29%	25	15%	79	47%	46	28%	17	10%
Meets	72	12%	2	3%	14	19%	27	38%	29	40%
Masters	28	5%	0	0%	3	11%	6	21%	19	68%
Total	584	100%	255	44%	175	30%	88	15%	66	11%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	316	52%	218	69%	86	27%	11	3%	1	<1%
Approaches	173	29%	32	18%	82	47%	44	25%	15	9%
Meets	63	10%	0	0%	15	24%	35	56%	13	21%
Masters	50	8%	0	0%	3	6%	16	32%	31	62%
Total	602	100%	250	42%	186	31%	106	18%	60	10%

Table J-78. Tier 1B Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019

(Row label: 2018 Proficiency Level)

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-79. HISD Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
	2018 and 2019		**2019 Proficiency Level**							
			Did Not Meet		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	16,067	27%	10,587	66%	4,395	27%	962	6%	123	1%
Approaches	18,156	30%	3,894	21%	8,477	47%	4,602	25%	1,183	7%
Meets	12,656	21%	550	4%	3,444	27%	4,962	39%	3,700	29%
Masters	12,886	22%	66	1%	882	7%	2,730	21%	9,208	71%
Total	59,765	100%	15,097	25%	17,198	29%	13,256	22%	14,214	24%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	3,670	25%	2,724	74%	800	22%	117	3%	29	1%
Approaches	4,539	31%	1,183	26%	2,065	45%	888	20%	403	9%
Meets	3,245	22%	171	5%	918	28%	985	30%	1,171	36%
Masters	3,347	23%	19	1%	245	7%	560	17%	2,523	75%
Total	14,801	101%	4,097	28%	4,028	27%	2,550	17%	4,126	28%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	3,577	25%	2,356	66%	994	28%	168	5%	59	2%
Approaches	4,080	28%	605	15%	1,889	46%	1,056	26%	530	13%
Meets	2,888	20%	59	2%	609	21%	922	32%	1,298	45%
Masters	4,029	28%	6	<1%	148	4%	501	12%	3,374	84%
Total	14,574	101%	3,026	21%	3,640	25%	2,647	18%	5,261	36%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	2,416	21%	1,721	71%	649	27%	43	2%	3	<1%
Approaches	3,062	26%	908	30%	1,645	54%	453	15%	56	2%
Meets	2,687	23%	219	8%	1,136	42%	972	36%	360	13%
Masters	3,431	30%	36	1%	439	13%	1,089	32%	1,867	54%
Total	11,596	100%	2,884	25%	3,869	33%	2,557	22%	2,286	20%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	2,856	27%	2,020	71%	753	26%	80	3%	3	<1%
Approaches	3,502	33%	839	24%	1,786	51%	816	23%	61	2%
Meets	2,498	24%	74	3%	590	24%	1,285	51%	549	22%
Masters	1,642	16%	1	<1%	38	2%	409	25%	1,194	73%
Total	10,498	100%	2,934	28%	3,167	30%	2,590	25%	1,807	17%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	3,548	43%	1,766	50%	1,199	34%	554	16%	29	1%
Approaches	2,973	36%	359	12%	1,092	37%	1,389	47%	133	4%
Meets	1,338	16%	27	2%	191	14%	798	60%	322	24%
Masters	437	5%	4	1%	12	3%	171	39%	250	57%
Total	8,296	100%	2,156	26%	2,494	30%	2,912	35%	734	9%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

2018 Proficiency Level

Table J-80. Non-Achieve 180 Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
			2019 Proficiency Level							
	2018 and 2019		**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	11,339	23%	7,322	65%	3,190	28%	727	6%	100	1%
Approaches	14,511	30%	2,994	21%	6,739	46%	3,764	26%	1,014	7%
Meets	10,988	23%	445	4%	2,868	26%	4,341	40%	3,334	30%
Masters	11,944	24%	55	<1%	768	6%	2,462	21%	8,659	72%
Total	48,782	100%	10,816	22%	13,565	28%	11,294	23%	13,107	27%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	2,903	23%	2,125	73%	646	22%	104	4%	28	1%
Approaches	3,892	30%	999	26%	1,747	45%	784	20%	362	9%
Meets	2,888	23%	145	5%	794	27%	887	31%	1,062	37%
Masters	3,127	24%	16	1%	215	7%	509	16%	2,387	76%
Total	12,810	100%	3,285	26%	3,402	27%	2,284	18%	3,839	30%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	2,841	22%	1,801	63%	836	29%	154	5%	50	2%
Approaches	3,488	28%	495	14%	1,604	46%	917	26%	472	14%
Meets	2,546	20%	51	2%	519	20%	807	32%	1,169	46%
Masters	3,796	30%	6	<1%	136	4%	460	12%	3,194	84%
Total	12,671	100%	2,353	19%	3,095	24%	2,338	18%	4,885	39%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	1,537	17%	1,047	68%	449	29%	38	2%	3	<1%
Approaches	2,251	25%	629	28%	1,204	53%	372	17%	46	2%
Meets	2,186	24%	157	7%	888	41%	817	37%	324	15%
Masters	3,112	34%	28	1%	372	12%	966	31%	1,746	56%
Total	9,086	100%	1,861	20%	2,913	32%	2,193	24%	2,119	23%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	1,873	23%	1,294	69%	515	27%	62	3%	2	<1%
Approaches	2,644	32%	615	23%	1,362	52%	617	23%	50	2%
Meets	2,144	26%	69	3%	492	23%	1,092	51%	491	23%
Masters	1,518	19%	1	<1%	33	2%	371	24%	1,113	73%
Total	8,179	100%	1,979	24%	2,402	29%	2,142	26%	1,656	20%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	2,185	36%	1,055	48%	744	34%	369	17%	17	1%
Approaches	2,236	37%	256	11%	822	37%	1,074	48%	84	4%
Meets	1,224	20%	23	2%	175	14%	738	60%	288	24%
Masters	391	6%	4	1%	12	3%	156	40%	219	56%
Total	6,036	99%	1,338	22%	1,753	29%	2,337	39%	608	10%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-81. Achieve 180 Program Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
			2019 Proficiency Level							
	2018 and 2019		**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	4,728	43%	3,265	69%	1,205	25%	235	5%	23	<1%
Approaches	3,645	33%	900	25%	1,738	48%	838	23%	169	5%
Meets	1,668	15%	105	6%	576	35%	621	37%	366	22%
Masters	942	9%	11	1%	114	12%	268	28%	549	58%
Total	10,983	100%	4,281	39%	3,633	33%	1,962	18%	1,107	10%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	767	39%	599	78%	154	20%	13	2%	1	<1%
Approaches	647	32%	184	28%	318	49%	104	16%	41	6%
Meets	357	18%	26	7%	124	35%	98	27%	109	31%
Masters	220	11%	3	1%	30	14%	51	23%	136	62%
Total	1,991	100%	812	41%	626	31%	266	13%	287	14%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	736	39%	555	75%	158	21%	14	2%	9	1%
Approaches	592	31%	110	19%	285	48%	139	23%	58	10%
Meets	342	18%	8	2%	90	26%	115	34%	129	38%
Masters	233	12%	0	0%	12	5%	41	18%	180	77%
Total	1,903	100%	673	35%	545	29%	309	16%	376	20%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	879	35%	674	77%	200	23%	5	1%	0	0%
Approaches	811	32%	279	34%	441	54%	81	10%	10	1%
Meets	501	20%	62	12%	248	50%	155	31%	36	7%
Masters	319	13%	8	3%	67	21%	123	39%	121	38%
Total	2,510	100%	1,023	41%	956	38%	364	15%	167	7%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	983	42%	726	74%	238	24%	18	2%	1	<1%
Approaches	858	37%	224	26%	424	49%	199	23%	11	1%
Meets	354	15%	5	1%	98	28%	193	55%	58	16%
Masters	124	5%	0	0%	5	4%	38	31%	81	65%
Total	2,319	99%	955	41%	765	33%	448	19%	151	7%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	1,363	60%	711	52%	455	33%	185	14%	12	1%
Approaches	737	33%	103	14%	270	37%	315	43%	49	7%
Meets	114	5%	4	4%	16	14%	60	53%	34	30%
Masters	46	2%	0	0%	0	0%	15	33%	31	67%
Total	2,260	100%	818	36%	741	33%	575	25%	126	6%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-82. Demonstration Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
			2019 Proficiency Level							
	2018 and 2019		**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	652	36%	445	68%	169	26%	30	5%	8	1%
Approaches	592	32%	114	19%	292	49%	132	22%	54	9%
Meets	349	19%	15	4%	102	29%	121	35%	111	32%
Masters	234	13%	4	2%	19	8%	53	23%	158	68%
Total	1,827	100%	578	32%	582	32%	336	18%	331	18%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	156	26%	103	66%	39	25%	11	7%	3	2%
Approaches	219	37%	41	19%	104	47%	43	20%	31	14%
Meets	122	20%	4	3%	37	30%	39	32%	42	34%
Masters	100	17%	1	1%	10	10%	26	26%	63	63%
Total	597	100%	149	25%	190	32%	119	20%	139	23%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	154	28%	108	70%	35	23%	6	4%	5	3%
Approaches	155	28%	26	17%	69	45%	40	26%	20	13%
Meets	135	25%	5	4%	26	19%	41	30%	63	47%
Masters	100	18%	2	2%	6	6%	12	12%	80	80%
Total	544	99%	141	26%	136	25%	99	18%	168	31%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	101	39%	66	65%	33	33%	2	2%	0	0%
Approaches	75	29%	17	23%	47	63%	11	15%	0	0%
Meets	60	23%	3	5%	30	50%	22	37%	5	8%
Masters	26	10%	1	4%	2	8%	12	46%	11	42%
Total	262	101%	87	33%	112	43%	47	18%	16	6%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	113	48%	91	81%	20	18%	2	2%	0	0%
Approaches	85	36%	23	27%	43	51%	19	22%	0	0%
Meets	30	13%	2	7%	9	30%	18	60%	1	3%
Masters	8	3%	0	0%	1	13%	3	38%	4	50%
Total	236	100%	116	49%	73	31%	42	18%	5	2%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	128	68%	77	60%	42	33%	9	7%	0	0%
Approaches	58	31%	7	12%	29	50%	19	33%	3	5%
Meets	2	1%	---	---	---	---	---	---	---	---
Masters	0	0%	0	---	0	---	0	---	0	---
Total	188	100%	85	45%	71	38%	29	15%	3	2%

(Left axis label: 2018 Proficiency Level)

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. *Results are masked for fewer than five students.

Table J-83. Tier 3 Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
			2019 Proficiency Level							
	2018 and 2019		**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	593	47%	412	69%	147	25%	28	5%	6	1%
Approaches	414	33%	90	22%	196	47%	102	25%	26	6%
Meets	176	14%	11	6%	52	30%	67	38%	46	26%
Masters	90	7%	0	0%	10	11%	25	28%	55	61%
Total	1,273	101%	513	40%	405	32%	222	17%	133	10%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	124	41%	94	76%	30	24%	0	0%	0	0%
Approaches	93	31%	31	33%	47	51%	10	11%	5	5%
Meets	51	17%	5	10%	19	37%	13	25%	14	27%
Masters	36	12%	0	0%	5	14%	12	33%	19	53%
Total	304	101%	130	43%	101	33%	35	12%	38	13%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	144	46%	108	75%	30	21%	2	1%	4	3%
Approaches	96	31%	14	15%	40	42%	30	31%	12	13%
Meets	42	14%	0	0%	6	14%	16	38%	20	48%
Masters	28	9%	0	0%	1	4%	6	21%	21	75%
Total	310	100%	122	39%	77	25%	54	17%	57	18%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	86	38%	76	88%	10	12%	0	0%	0	0%
Approaches	76	33%	21	28%	48	63%	7	9%	0	0%
Meets	45	20%	4	9%	20	44%	14	31%	7	16%
Masters	20	9%	0	0%	4	20%	6	30%	10	50%
Total	227	100%	101	44%	82	36%	27	12%	17	7%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	88	45%	71	81%	17	19%	0	0%	0	0%
Approaches	68	35%	19	28%	38	56%	11	16%	0	0%
Meets	36	18%	1	3%	7	19%	24	67%	4	11%
Masters	5	3%	0	0%	0	0%	1	20%	4	80%
Total	197	101%	91	46%	62	31%	36	18%	8	4%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	151	64%	63	42%	60	40%	26	17%	2	1%
Approaches	81	34%	5	6%	23	28%	44	54%	9	11%
Meets	2	1%	---	---	---	---	---	---	---	---
Masters	0	0%	0	---	0	---	0	---	0	---
Total	235	100%	69	29%	83	35%	70	30%	13	6%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. *Results are masked for fewer than five students.

Table J-84. Tier 2 Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
			2019 Proficiency Level							
	2018 and 2019		**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	1,621	50%	1,081	67%	426	26%	108	7%	6	<1%
Approaches	1,027	32%	289	28%	454	44%	249	24%	35	3%
Meets	407	13%	44	11%	164	40%	143	35%	56	14%
Masters	188	6%	7	4%	31	16%	71	38%	79	42%
Total	3,243	101%	1,421	44%	1,075	33%	571	18%	176	5%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	49	33%	45	92%	4	8%	0	0%	0	0%
Approaches	47	32%	20	43%	21	45%	2	4%	4	9%
Meets	37	25%	3	8%	13	35%	13	35%	8	22%
Masters	15	10%	2	13%	3	20%	6	40%	4	27%
Total	148	100%	70	47%	41	28%	21	14%	16	11%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	66	46%	49	74%	13	20%	2	3%	2	3%
Approaches	37	26%	9	24%	15	41%	11	30%	2	5%
Meets	28	19%	0	0%	7	25%	8	29%	13	46%
Masters	13	9%	0	0%	0	0%	5	38%	8	62%
Total	144	100%	58	40%	35	24%	26	18%	25	17%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	366	35%	281	77%	83	23%	2	1%	0	0%
Approaches	324	31%	122	38%	171	53%	28	9%	3	1%
Meets	217	21%	40	18%	112	52%	56	26%	9	4%
Masters	125	12%	5	4%	27	22%	49	39%	44	35%
Total	1,032	99%	448	43%	393	38%	135	13%	56	5%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	482	50%	345	72%	124	26%	12	2%	1	<1%
Approaches	347	36%	93	27%	161	46%	88	25%	5	1%
Meets	102	11%	1	1%	30	29%	48	47%	23	23%
Masters	27	3%	0	0%	1	4%	8	30%	18	67%
Total	958	100%	439	46%	316	33%	156	16%	47	5%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	658	68%	361	55%	202	31%	92	14%	3	<1%
Approaches	272	28%	45	17%	86	32%	120	44%	21	8%
Meets	23	2%	0	0%	2	9%	18	78%	3	13%
Masters	8	1%	0	0%	0	0%	3	38%	5	63%
Total	961	99%	406	42%	290	30%	233	24%	32	3%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0
Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-85. Tier 1A Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
		2018 and 2019		**2019 Proficiency Level**						
				Did Not Meet		**Approaches**		**Meets**		**Masters**	
		# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined											
	Did Not Meet	1,055	35%	736	70%	267	25%	46	4%	6	1%
	Approaches	1,046	35%	239	23%	519	50%	231	22%	57	5%
	Meets	575	19%	23	4%	194	34%	232	40%	126	22%
	Masters	322	11%	1	0%	35	11%	88	27%	198	61%
	Total	2,998	100%	999	33%	1,015	34%	597	20%	387	13%
Grades 3 (2018) to Grade 4 (2019)											
	Did Not Meet	249	38%	205	82%	37	15%	6	2%	1	<1%
	Approaches	194	30%	51	26%	109	56%	23	12%	11	6%
	Meets	122	19%	10	8%	47	39%	31	25%	34	28%
	Masters	84	13%	1	1%	15	18%	16	19%	52	62%
	Total	649	100%	267	41%	208	32%	76	12%	98	15%
Grades 4 (2018) to Grade 5 (2019)											
	Did Not Meet	210	34%	150	71%	51	24%	7	3%	2	1%
	Approaches	219	36%	39	18%	102	47%	50	23%	28	13%
	Meets	115	19%	3	3%	27	23%	43	37%	42	37%
	Masters	70	11%	0	0%	5	7%	9	13%	56	80%
	Total	614	100%	192	31%	185	30%	109	18%	128	21%
Grades 5 (2018) to Grade 6 (2019)											
	Did Not Meet	180	29%	135	75%	43	24%	2	1%	0	0%
	Approaches	215	34%	63	29%	109	51%	36	17%	7	3%
	Meets	140	22%	7	5%	69	49%	49	35%	15	11%
	Masters	92	15%	0	0%	11	12%	36	39%	45	49%
	Total	627	100%	205	33%	232	37%	123	20%	67	11%
Grades 6 (2018) to Grade 7 (2019)											
	Did Not Meet	174	30%	135	78%	38	22%	1	1%	0	0%
	Approaches	219	38%	54	25%	116	53%	47	21%	2	1%
	Meets	138	24%	1	1%	42	30%	79	57%	16	12%
	Masters	49	8%	0	0%	4	8%	17	35%	28	57%
	Total	580	100%	190	33%	200	34%	144	25%	46	8%
Grades 7 (2018) to Grade 8 (2019)											
	Did Not Meet	242	46%	111	46%	98	40%	30	12%	3	1%
	Approaches	199	38%	32	16%	83	42%	75	38%	9	5%
	Meets	60	11%	2	3%	9	15%	30	50%	19	32%
	Masters	27	5%	0	0%	0	0%	10	37%	17	63%
	Total	528	100%	145	27%	190	36%	145	27%	48	9%

(Left axis label: **2018 Proficiency Level**)

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Table J-86. Tier 1B Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2018 to 2019										
	2018 and 2019		**2019 Proficiency Level**							
			Did Not Meet		**Approaches**		**Meets**		**Masters**	
	# of Students	% of Students	#	%	#	%	#	%	#	%
Grades 4-8 Combined										
Did Not Meet	1,459	42%	1,036	71%	365	25%	53	4%	5	<1%
Approaches	1,158	33%	282	24%	569	49%	256	22%	51	4%
Meets	510	15%	27	5%	166	33%	179	35%	138	27%
Masters	342	10%	3	1%	38	11%	84	25%	217	63%
Total	3,469	100%	1,348	39%	1,138	33%	572	16%	411	12%
Grades 3 (2018) to Grade 4 (2019)										
Did Not Meet	345	39%	255	74%	83	24%	7	2%	0	0%
Approaches	313	35%	82	26%	141	45%	69	22%	21	7%
Meets	147	17%	8	5%	45	31%	41	28%	53	36%
Masters	85	10%	0	0%	7	8%	17	20%	61	72%
Total	890	101%	345	39%	276	31%	134	15%	135	15%
Grades 4 (2018) to Grade 5 (2019)										
Did Not Meet	316	38%	248	78%	64	20%	3	1%	1	<1%
Approaches	240	29%	48	20%	128	53%	48	20%	16	7%
Meets	157	19%	5	3%	50	32%	48	31%	54	34%
Masters	122	15%	0	0%	6	5%	21	17%	95	78%
Total	835	101%	301	36%	248	30%	120	14%	166	20%
Grades 5 (2018) to Grade 6 (2019)										
Did Not Meet	247	40%	182	74%	64	26%	1	<1%	0	0%
Approaches	196	31%	73	37%	113	58%	10	5%	0	0%
Meets	99	16%	11	11%	47	47%	36	36%	5	5%
Masters	82	13%	3	4%	25	30%	32	39%	22	27%
Total	624	100%	269	43%	249	40%	79	13%	27	4%
Grades 6 (2018) to Grade 7 (2019)										
Did Not Meet	239	41%	175	73%	59	25%	5	2%	0	0%
Approaches	224	38%	58	26%	109	49%	53	24%	4	2%
Meets	78	13%	2	3%	19	24%	42	54%	15	19%
Masters	43	7%	0	0%	0	0%	12	28%	31	72%
Total	584	99%	235	40%	187	32%	112	19%	50	9%
Grades 7 (2018) to Grade 8 (2019)										
Did Not Meet	312	58%	176	56%	95	30%	37	12%	4	1%
Approaches	185	35%	21	11%	78	42%	76	41%	10	5%
Meets	29	5%	1	3%	5	17%	12	41%	11	38%
Masters	10	2%	0	0%	0	0%	2	20%	8	80%
Total	536	100%	198	37%	178	33%	127	24%	33	6%

Sources: TEA-ETS STAAR Student Data Files, 2018 and 2019; PEIMS Fall 2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the PEIMS Fall 2018 snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding.

Appendix J (Continued): Texas Education Agency (TEA) Ratings

Table J-87. HISD TEA Campus Accountability Ratings for 2017–2019, 2019 Domain Scale Scores, and 2018 and 2019 Overall Scale Scores by Non-Achieve 180 and Achieve 180 Program Affiliation

A	90 – 100	D	60 – 69
B	80 – 89	F	0 – 59
C	70 – 79		

Campus Name	2017 or Multi-Year Rating	2018 or Multi-Year Rating	2019 Rating	Domain 1: Student 2019 Scaled Score	Domain 2: School 2019 Scaled Score	Domain 3: Closing 2019 Scaled Score	Overall 2018 Overall Score	Overall 2019 Overall Score	Overall 2018 to 2019 Change
HISD	Met	NR-H	B	79	89	84	84	88	4
Non-Achieve 180			B	76	82	78	82	82	0
Achieve 180 Program			D	61	72	64	66	69	1
Tier 3 (N=12)			C	60	73	65	64	70	6
Blackshear ES	IR (6)	Met	C	65	75	75	83	75	-8
Dogan ES	IR (5)	Met	C	59	77	71	64	75	11
Henry MS	IR (4)	NR-H (IR (4))	D	57	63	53	58	60	2
Highland Heights ES	IR (5)	NR-H (IR (5))	D	52	65	63	58	64	6
Kashmere HS	IR (8)	NR-H (IR (8))	C	64	79	66	49	75	26
Mading ES	IR (4)	Met	C	72	80	78	86	79	-7
North Forest HS	IR (3)	NR-H (IR (3))	D	60	72	62	58	69	11
Washington HS	IR (2)	NR-H (IR (2))	C	63	72	64	56	70	14
Wesley ES	IR (4)	Met	D	53	62	62	66	62	-4
Wheatley HS	IR (6)	NR-H (IR (6))	F	57	68	50	52	59	7
Woodson ES	IR (5)	Met	B	55	85	73	68	81	13
Worthing HS	IR (6)	Met	C	61	78	65	72	74	2
Tier 2 (N=12)			D	59	67	61	57	65	8
Attucks MS	IR	NR-H (IR)	D	56	60	67	59	62	3
Bruce ES	Met	Met	D	57	60	63	61	61	0
Cullen MS	IR (3)	Met	D	58	69	70	63	69	6
Deady MS*	Met	NR-H	F	57	66	56	55	59	4
Foerster ES	Met	NR-H	C	58	70	72	53	71	18
Forest Brook MS	Met	Met	C	60	72	65	60	70	10
HS Ahead MS‡^	Met	NR-H	F	53	63	30	55	53	-2
Holland MS*^	Met	NR-H	C	65	75	72	51	74	23
Madison HS	IR (2)	Met	C	69	79	72	60	77	17
Sugar Grove MS*	Met	IR	F	53	58	53	59	57	-2
Williams MS*	Met	NR-H	F	56	63	45	59	58	-1
Yates HS	Met	NR-H	D	60	70	61	50	67	17
Tier 1A (N=12)			C	65	76	72	77	75	-2
Bonham ES	IR (2)	Met	C	67	75	71	74	74	0
Fondren ES^	IR	Met	C	64	77	77	75	77	2
Gregory-Lincoln PK–8	IR (2)	Met	D	62	69	68	74	69	-5
Hilliard ES	IR (3)	Met	D	55	65	61	77	64	-13
Lawson MS	IR (3)	Met	C	64	75	62	74	71	-3
Liberty HS‡	Met	Met	A	75	84	83	75	90	15
Looscan ES^	IR	Met	B	60	89	73	84	84	0
Montgomery ES^	IR	Met	C	65	80	78	80	79	-1
Pugh ES	IR	Met	B	75	84	83	88	84	-4
Sharpstown HS	IR	Met	C	72	82	72	74	79	5
Stevens ES^	IR	Met	D	56	60	62	81	61	-20
TCAH	IR (3)	Met	C	68	69	72	68	70	2
Tier 1B (N=17)			D	61	71	61	67	68	1
Bellfort ECC	Met	Met	C	Paired Campus: Lewis ES			77	74	-3
Codwell ES*	Met	IR	C	56	79	66	51	75	24
Cook ES	Met	Met	C	60	75	76	70	75	5
Edison MS	Met	Met	F	59	70	36	74	59	-15
Gallegos ES	Met	Met	D	60	69	58	77	66	-11
Kashmere Gardens ES	Met	Met	C	67	79	70	84	76	-8
Key MS	Met	Met	F	56	60	45	60	56	-4
Lewis ES	Met	Met	C	67	75	72	77	74	-3
Marshall ES*^	Met	IR	D	58	63	64	55	63	8
Martinez C ES	Met	Met	F	55	58	60	66	59	-7
Milby HS	Met	Met	C	69	78	71	71	76	5
Reagan Ed. Ctr. K–8*	Met	NR-H	C	62	72	71	59	72	13
Shearn ES*^	Met	Met	C	60	74	71	58	73	15
Sherman ES*^	Met	IR	C	58	79	72	59	77	18
Thomas MS*	Met	NR-H	F	53	58	45	59	54	-5
Westbury HS	Met	Met	C	74	82	72	67	79	12
Young ES	Met	Met	F	55	57	34	79	50	-29

Source: Houston Independent School District, 2019 TEA Final Accountability Ratings Report 2018–2019

Notes: EOY of School Year (EOY) ratings based on results made available after the appeals process. Includes Paired Campuses. Total Non-Achieve 180, Achieve 180 Program, and Tier calculations were conducted for this report. Met: Met Standard. IR: Improvement Required. NR-H: Not Rated: Harvey Provision.*New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Table J-88. HISD TEA Campus Accountability Ratings by Domain and Overall Scale Scores and Non-Achieve 180 and Achieve 180 Program Affiliation, 2018 and 2019

A	90 - 100	D	60 - 69
B	80 - 09	F	0 - 59
C	70 - 79		

Campus Name	Domain 1: Student Achievement			Domain 2: School Progress			Domain 3: Closing the Gaps			Overall		
	2018 Scaled Score	2019 Scaled Score	2019 Change	2018 Scaled Score	2019 Scaled Score	2019 Change	2018 Scaled Score	2019 Scaled Score	2019 Change	2018 Overall Score	2019 Overall Score	2019 Change
District	74	79	5	85	89	4	82	84	2	84	88	4
Non-Achieve 180	75	76	1	82	82	0	80	78	-2	82	82	0
Achieve 180 Program	57	61	4	69	72	3	61	64	3	66	69	3
Tier 3 (N=12)	52	60	8	67	73	6	58	65	7	64	70	6
Blackshear ES	56	65	9	86	75	-11	76	75	-1	83	75	-8
Dogan ES	55	59	4	65	77	12	61	71	10	64	75	11
Henry MS	52	57	5	60	63	3	53	53	0	58	60	2
Highland Heights ES	50	52	2	58	65	7	59	63	4	58	64	6
Kashmere HS	53	64	11	57	79	22	30	66	36	49	75	26
Mading ES	60	72	12	90	80	-10	76	78	2	86	79	-7
North Forest HS	51	60	9	57	72	15	59	62	3	58	69	11
Washington HS	55	63	8	54	72	18	59	64	5	56	70	14
Wesley ES	48	53	5	67	62	-5	65	62	-3	66	62	-4
Wheatley HS	50	57	7	62	68	6	30	50	20	52	59	7
Woodson ES	48	55	7	69	85	16	67	73	6	68	81	13
Worthing HS	50	61	11	76	78	2	61	65	4	72	74	2
Tier 2 (N=12)	54	59	5	60	67	7	51	61	10	57	65	8
Attucks MS	51	56	5	59	60	1	71	67	-4	59	62	3
Bruce ES	56	57	1	60	60	0	62	63	1	61	61	0
Cullen MS	54	58	4	60	69	9	70	70	0	63	69	6
Deady MS*	56	57	1	63	66	3	36	56	20	55	59	4
Foerster ES	54	58	4	56	70	14	46	72	26	53	71	18
Forest Brook MS	56	60	4	60	72	12	61	65	4	60	70	10
HS Ahead MS‡^	51	53	2	65	63	-2	30	30	0	55	53	-2
Holland MS*^	54	65	11	57	75	18	36	72	36	51	74	23
Madison HS	59	69	10	68	79	11	42	72	30	60	77	17
Sugar Grove MS*	52	53	1	59	58	-1	65	53	-12	59	57	-2
Williams MS*	52	56	4	58	63	5	61	45	-16	59	58	-1
Yates HS	57	60	3	58	70	12	30	61	31	50	67	17
Tier 1A (N=12)	61	65	4	79	76	-3	72	72	0	77	75	-2
Bonham ES	65	67	2	74	75	1	73	71	-2	74	74	0
Fondren ES^	57	64	7	75	77	2	74	77	3	75	77	2
Gregory-Lincoln PK–8	56	62	6	75	69	-6	73	68	-5	74	69	-5
Hilliard ES	50	55	5	80	65	-15	69	61	-8	77	64	-13
Lawson MS	59	64	5	74	75	1	74	62	-12	74	71	-3
Liberty HS‡	70	75	5	77	84	7	70	83	13	75	90	15
Looscan ES^	53	60	7	89	89	0	73	73	0	84	84	0
Montgomery ES^	60	65	5	83	80	-3	74	78	4	80	79	-1
Pugh ES	71	75	4	93	84	-9	77	83	6	88	84	-4
Sharpstown HS	69	72	3	76	82	6	68	72	4	74	79	5
Stevens ES^	57	56	-1	85	60	-25	72	62	-10	81	61	-20
TCAH	66	68	2	68	69	1	67	72	5	68	70	2
Tier 1B (N=17)	59	61	2	68	71	3	63	61	-2	67	68	1
Bellfort ECC	Paired Campus: Lewis ES									77	74	-3
Codwell ES*	55	56	1	59	79	20	31	66	35	51	75	24
Cook ES	56	60	4	70	75	5	71	76	5	70	75	5
Edison MS	60	59	-1	74	70	-4	74	36	-38	74	59	-15
Gallegos ES	70	60	-10	78	69	-9	74	58	-16	77	66	-11
Kashmere Gardens ES	65	67	2	88	79	-9	76	70	-6	84	76	-8
Key MS	52	56	4	60	60	0	61	45	-16	60	56	-4
Lewis ES	65	67	2	77	75	-2	77	72	-5	77	74	-3
Marshall ES*^	53	58	5	57	63	6	50	64	14	55	63	8
Martinez C ES	56	55	-1	67	58	-9	65	60	-5	66	59	-7
Milby HS	66	69	3	73	78	5	65	71	6	71	76	5
Reagan Ed. Ctr. K–8*	56	62	6	59	72	13	61	71	10	59	72	13
Shearn ES*^	58	60	2	62	74	12	48	71	23	58	73	15
Sherman ES*^	56	58	2	59	79	20	59	72	13	59	77	18
Thomas MS*	54	53	-1	58	58	0	62	45	-17	59	54	-5
Westbury HS	62	74	12	68	82	14	64	72	8	67	79	12
Young ES	59	55	-4	80	57	-23	75	34	-41	79	50	-29

Source: Houston Independent School District, 2019 TEA Final Accountability Ratings Report 2018–2019
Notes: End of School Year (EOY) results. Includes Paired Campuses. Total Non-Achieve 180, Achieve 180 Program, and Tier calculations were conducted for this report. Met: Met Standard. IR: Improvement Required. NR-H: Not Rated: Harvey Provision. Source: Houston Independent School District, 2019 TEA Final Accountability Ratings Report 2018–2019
*New Achieve 180 Program participant in 2018–2019; ^Not an Achieve 180 Program TSL grant participant.

Appendix K: 2018–2019 Board Goals

Table K-1: Summary of Results for Board Goals, 2018–2019				
Goal	**Measure**	**Score**	**Target**	**Evaluation**
Goal 1	**Reading and Writing Above Grade Level**	**41%**	**43%**	**Did Not Meet**
GPM 1.1	Universal Screener Reading Performance	41%	41%	Met
GPM 1.2	Grades 4 and 7 Released STAAR – Writing	32%	25%	Exceeded
	Percent of GPMs That Met Target	**100%**	**67%**	**Exceeded**
				Goal 1 Met
Goal 2	**Global Graduates**	**60**	**55**	**Exceeded**
GPM 2.1	Spring CTE Course Completion	62.4%	67.0%	Did Not Meet
GPM 2.2	Spring AP/IB Course Completion	38.4%	41.1%	Did Not Meet
GPM 2.3	Spring Dual Credit/Enrollment Course Completion	10.5%	12.0%	Did Not Meet
	Percent of GPMs That Met Target	**0%**	**67%**	**Did Not Meet**
				Goal 2 Met
Goal 3	**Progress of Prior Year Failers**	**61%**	**63%**	**Did Not Meet**
GPM 3.1	Reading Intervention Students Meeting Growth	49%	51%	Did Not Meet
GPM 3.2	Math Intervention Students Meeting Growth	58%	61%	Did Not Meet
	Percent of GPMs That Met Target	**0%**	**67%**	**Did Not Meet**
				Goal 3 Not Met

Overall Performance				
# of Goals/Constraints That Met Target	**Total # of Goals/Constraints**	**% of Goals/Constraints That Met Target**	**Target**	**Evaluation**
4	7	57%	80%	Did Not Meet

Sources: Houston Independent School District, *2018–2019 Board Goals and Constraints Report*, p. 35 (extract).
Note: Results include students who did not meet the Approaches Grade Level standard on the prior year and received a STAAR Progress Measure for the current year.