MEMORANDUM   July 07, 2022

TO: School Board Members

FROM: Millard L. House II
               Superintendent of Schools

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, 2020–2021**

CONTACT: Allison Matney, Ed.D., 713-556-6700

Attached is a copy of the Achieve 180 Program Evaluation, 2020–2021 report. This report presents changes in educator and student outcomes for HISD, Achieve 180 Program schools, and non-Achieve 180 comparison Title I, Part A schools for the fourth year of the program. Previous reports have delineated the multifaceted program components aligned with its six pillars of best practice for school improvement.

Key outcomes included:
- The 64 2020–2021 (Year 4) Achieve 180 Program schools included 20 of the district's 21 F-rated schools (based on the Texas Education Agency Accountability ratings retained since spring 2019).
- Forty-two (65.6%) of the program's schools had participated in all four years of the program, ten schools (15.6%) had participated three years, one school (1.6%) had participated two years, and eleven schools (17.2%) had participated in only one year of the program.
- A total of 42,105 students attended Achieve 180 Program schools with 42 percent of them attending schools with the greatest levels of need (program Tier 1, Tier 2, and Tier 3).
- School leaders' mean 2019–2020 and 2020–2021 Coaching and Development ratings were at least at the "Effective" (2.5 to 3.49) level for all groups assessed for this report.
- Districtwide, non-Achieve 180, and Light Support in both years, and Area Support in 2020–2021 achieved "Highly Effective" (3.5 to 4.0) Coaching and Development ratings.
- The mean Coaching and Development rating decreased from 2019–2020 to 2020–2021 for HISD (3.55 and 3.52, respectively) and non-Achieve 180 (3.63 and 3.56, respectively) schools, while Achieve 180 Program schools' mean rating increased (3.35 and 3.40, respectively), reducing the performance gap by 43 percent.
- From 2019–2020 to 2020–2021, Tier 3 (3.03 and 3.09, respectively), Area Support (3.34 and 3.55, respectively), and Light Support (3.61 and 3.71, respectively) schools made gains in mean Coaching and Development ratings (0.06, 0.21, and 0.10 point, respectively), while Tier 2 (3.45 and 3.18) and Tier 1 (3.23 and 3.12) had declines (-0.27 and -0.11 point, respectively).
- The mean Teacher Appraisal and Development System (TADS) rating fell within the "Effective" (2.5 to 3.49) rating level for all groups assessed for this report.
- In 2020–2021, the district's overall mean TADS rating was 3.26 and the non-Achieve 180 Program schools' mean TADS was 3.32, with both showing a slight increase from 2019–2020 (0.02 point and 0.01 point, respectively).
- Achieve 180 Program schools' TADS rating increased (0.02 point) from 3.02 in 2019–2020 to 3.04 in 2020–2021 with all program tiers showing a gain ranging from 0.01 to 0.05 point, which resulted in a 0.01 decrease in the gap between the Achieve 180 Program and non-Achieve 180 Program TADS ratings.

- Non-Achieve 180 Program students' STAAR 3–8 and STAAR EOC performance exceeded the performance of Achieve 180 Program students in each subject tested in 2019 and 2021.
- A similar trend existed in the sizes of the STAAR 3–8 performance gaps between Achieve 180 Program and non-Achieve 180 Program students, with 2019 gaps that ranged from 15 percentage points (Science) to 20 percentage points (Social Studies) and 2021 gaps that ranged from 13 percentage points (Reading) to 21 percentage points (Social Studies).
- The STAAR EOC performance gaps between Achieve 180 Program and non-Achieve 180 Program students were larger in 2021 (and ranged from 12 percentage points in Algebra I to 26 percentage points in English II) than in 2019 gaps (and ranged from eight percentage points in US History to 22 percentage points in English II).
- In each year assessed, both Achieve 180 Program and non-Achieve 180 Program not at-risk students' STAAR 3–8 and STAAR EOC performance exceeded the performance of their at-risk peers in each subject tested.
- Each year that new accountability ratings had been given prior to the pandemic, the percentage of Achieve 180 Program schools that met the accountability standard had increased by the end-of-year, growing from 39 percent (17 of 44 schools) in 2017 (baseline year) to 81 percent (43 of 53 schools) in 2019. However, with the district retaining the F-ratings for 2019 (per Texas Education Agency's directive) and including 20 of the district's 21 F-rated schools among the 64 program schools in 2021, 69 percent of program schools had met the accountability standard (based on the unchanged 2019 ratings).

Positive findings for the Achieve 180 Program exist together with its performance deficits. Previous reports have shown similar results. Despite reductions in some performance gaps, persistent gaps between program and non-program school leader and teacher effectiveness are coupled with unalleviated student performance gaps between program and non-program students of disturbing sizes and longevity. Heightened district efforts are warranted to equitably secure and nurture highly effective school leadership and instructional excellence, as well as to garner the multifaced community, district, and schoolwide resources and supports necessary to develop and maintain successful schools and students equitably, if Achieve 180 Program students, especially those who are at risk, truly are to achieve.

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

_____ MLH

Attachment

cc: Yolanda Rodriguez
    Andres Salas
    Claude Cox
    Superintendent's Direct Reports
    Assistant Superintendents
    School Support Officers

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

ACHIEVE 180 PROGRAM REPORT 2020-2021

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

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Achieve 180 Program Evaluation
2020–2021

Executive Summary

Program Description

The Houston Independent School District (HISD) initially created a three-year Achieve 180 Program in 2017–2018 to support, strengthen, and empower the district's most underserved and underperforming schools using best practices for strong principal leadership, effective teachers, and school environments with heightened expectations for students and staff. Through districtwide collaboration, a comprehensive action plan developed to increase student achievement was undergirded by the Achieve 180 Program's six guiding pillars of school improvement (Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment). The plan provided a framework to strategically transform educational processes at Achieve 180 Program schools. In its fourth year in 2020–2021, the program served active HISD schools that received a Texas Education Agency (TEA) Campus Accountability rating of "Improvement Required" (IR), *F,* or Not Rated and former IR, *F,* or Not Rated schools in spring 2017 (the year prior to the program's onset), spring 2018, or spring 2019 (the last year new Accountability ratings have been given), or schools in danger of receiving an IR or *F* rating.

Among its 64 participating schools, the 2020–2021 (Year 4) Achieve 180 Program continued to support 42 of its initial 45 2017–2018 (Year 1) participants. The only active school that no longer participated was Texas Connections Academy Houston (TCAH), the district's only virtual, online school. The other two Year 1 participants that no longer participated closed during (Victory Preparatory K-8) or after (Victory Preparatory South HS) Year 1. In 2018–2019 (Year 2), 10 of HISD's 21 F-rated schools were added to its remaining 43 Year 1 participants, to total 53 participants. A 54th school was added in 2019–2020 (Year 3).

In 2020–2021 (Year 4), TCAH discontinued its three-year participation and another 11 schools were added to the remaining 53 Achieve 108 Program schools (with 10 of them being added based on their spring 2019 F ratings) to total 64 Year 4 participants. Five treatment groups (tiers) were formed according to their 2019 accountability ratings, number of years with the ratings, the campus' level of support needed, and the specific school office assigned to address the campus' needs. The 2020–2021 program participants included 20 (or 95%) of the 21 schools that had retained F ratings from spring 2019, the last year new accountability ratings had been given due to the pandemic, excluding only the charter school, E-STEM Central MS (**Table 1**).

Table 1. 2019 HISD F-Rated Campuses			
Ashford ES (T1)	Isaacs ES (Area)	Robinson ES (Area)	-Thomas MS (T2)
-Deady MS (T3)	-Key MS (T2)	Rucker ES (Area)	-Wheatley HS (T3) (7 yrs.)
-Edison MS (Area)	-Martinez, C ES (T2)	Seguin ES (T1)	Whidby ES (T1)
E-STEM Central MS**	Northline ES (Area)	Smith ES (Area)	-Williams MS (T3)
Fleming MS (T3)	Osborne ES (Area)	-Sugar Grove MS (T3) (2 yrs.)	-Young ES (T2)
-HS Ahead Ad. MS (T3)			

Source: HISD 2020 TEA Accountability Ratings (Achieve 180 Program 2020–2021 tier designations added)
Notes: **Non-Achieve 180 F-rated campus that was merged with E-STEM West MS (2020–2021). The information in parentheses shows 2020–2021 program tier and consecutive years F-rated or Improvement Required/IR.
-Indicates the initial 10 Achieve 180 Program schools rated NR-H or F-rated in spring 2019. The remaining 10 program schools were added in 2020–2021.

Highlights

2020–2021 Achieve 180 Program Schools and Students by Tier

- The 2020–2021 (Year 4) program included five treatment groups of the 64 underserved, underperforming Achieve 180 Program schools, based on their level of need and Spring 2019 school accountability ratings.

Tier 3 Support (10)	Tier 2 Support (7)	Tier 1 Support (12)	Area Support (20)	Light Support (15)
School	School	School	School	School
Highland Height ES	Bruce ES	-^Ashford ES	Blackshear ES	Belfort ECC
Wesley ES	C Martinez ES	Dogan ES	Bonham ES	*Cook ES
Deady MS	Young ES	Hilliard ES	Codwell ES	*Fondren ES
- Fleming MS	Key MS	^Marshall ES	Foerster ES	Gallegos ES
Henry MS	Kashmere HS	-^Seguin ES	- Franklin ES	Kashmere Gardens ES
^High School Ahead MS	North Forest HS	- Whidby ES	- Isaacs ES	Lewis ES
Sugar Grove MS	Yates HS	Gregory-Lincoln K-8	Mading ES	^*Looscan ES
Williams MS		Attucks MS	- Northline ES	^*Montgomery ES
Thomas MS		Cullen MS	-^Osborne ES	*Pugh ES
Wheatley HS		Washington HS	-^Robinson ES	^Shearn ES
		Wisdom HS	- ^Rucker ES	*Lawson MS
		Worthing HS	- ^ Smith ES	*Liberty HS
			^Sherman ES	Milby HS
			^Stevens ES	*Sharpstown HS
			Woodson ES	Westbury HS
			Reagan K-8	
			Edison MS	*New to this Tier
			Forest Brook MS	
			^ Holland MS	
			Madison HS	

Sixty-Four Campuses	
Elementary Schools	35 (55%)
Middle Schools	**14 (22%)
High Schools	**12 (19%)
Multi-Grade/Other	3 (5%)
IR Campuses	**20 (31%)

Twenty of the 64 campuses rated F/Improvement Required (IR) by TEA in 2019

Sources: Achieve 180 Program Administrators, 2020–2021 (adapted); Office of Leadership and Teacher Development, 2020
Notes: Based on final Spring 2019 Texas Education Agency (TEA) Campus Accountability Ratings. All are Title I, Part A schools. -Indicates new 2020–2021 participants. ^Indicates Non-TSL Grant participants (n=14). **Corrected counts.

- 42 percent of program students attended schools with the greatest levels of need (Tier 3, Tier 2, and Tier 1).

- Almost 58 percent of program students attended Area Support and Light Support schools with lower levels of need.

- 42,105 students attended the 64 Achieve 180 Program schools.

- Tier 3, Tier 2, and Tier 1 schools were served by the Achieve 180 Schools office.

- Area and Light Support Tier schools were served by school offices based on geographic region.

Light Support Students 12,175 (28.9%)
Tier 3 Students 5,280 (12.5%)
Tier 2 Students 4,354 (10.3%)
Tier 1 Students 8,185 (19.4%)
Area Support Students 12,111 (28.8%)

Source: Fall PEIMS 2020, ADA>0

Highlights

2020–2021 Achieve 180 Program Students by School/Grade Level

- Of the 42,105 Achieve 180 Program student participants in 2020–2021 (Year 4), the largest number were elementary school students (41.8%), followed by high school students (36.1%).

- Middle school students comprised the smallest student participant group (22.1%) in Year 4.

High School Students
(Grades 9–12)
15,207
(36.1%)

Elementary School Students
(Grades EE, PK, KG, 1–5)
17,599
(41.8%)

Middle School Students
(Grades 6–8)
9,299
(22.1%)
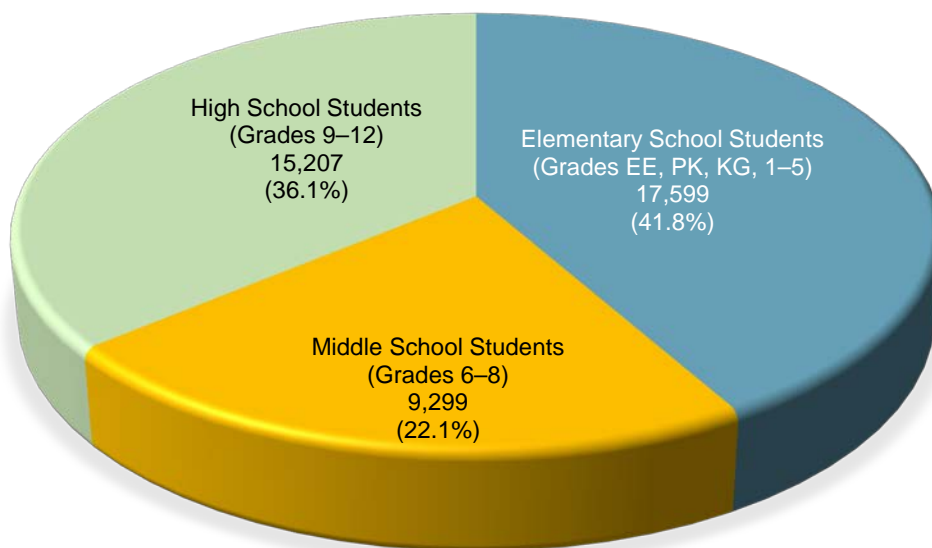
Source: Fall PEIMS 2020, ADA>0
Note: For student demographics, see **Appendix A, Figure A-1** and **Figure A-2**, pp. 41–42.

2020–2021 Achieve 180 Program Schools by Years of Program Participation

- Forty-two of the 64 schools participated in all four years of the program, from 2017–2018 to 2020–2021.
- Ten schools participated in three of the four years of the program, from 2018–2019 to 2020–2021.
- One school (Wisdom HS) participated in two years of the program, from 2019–2020 to 2020–2021.
- Eleven schools have participated in only one year of the program, 2020–2021.

Number of Years of Program Participation	Number of Schools	Percent
Four Years	42	65.6%
Three Years	10	15.6%
Two Years	1	1.6%
One Year	11	17.2%

Highlights

2020–2021 Achieve 180 Program Total Budget Expenditures by Category

Total Program Expenditures $23,135,436 (98%)

Program expenditures were utilized primarily to compensate instructional and administrative staff at these high-need schools. (>99%)

Reading Materials, Technology (0%) $0

Substitute Teachers (<1%) $38,168

Misc. Contracts & Operating Costs, General Supplies (<1%) $69,064

Incentives & Stipends (26.6%) $6,157,891

Pay/Salary/Benefits (72.9%) $16,870,312

*Total Achieve 180 Program Budget $23,561,895

- Achieve 180 Program funds in 2020–2021 were allocated to the Achieve 180 Schools Office ($10,955,409), Chief Academic Officer (CAO) ($907), and each participating school within the five treatment groups/tiers ($12,605,579) (See pp. 52–61 for additional details).

- The total budget utilization rate was 98.2 percent, the Achieve 180 Schools Office's rate was over 100 percent (5.8 percent over budget), and the Chief Academic Officer's rate was 2.1 percent.

- Achieve 180 Program schools were assigned to tiers by their level of need for support, which decreased from Tier 3 to Light Support (as shown from left to right). Tier-level utilization rates ranged from about 85 percent to 95 percent and declined, from tier to tier, as the level of need increased, except for the Light Support tier with the lowest level of need and the lowest budget utilization rate of the tiers (84.9%).

■ Utilized   □ Not Utilized

Tier	Not Utilized	Utilized
Tier 3	8.8	91.2
Tier 2	7.3	92.7
Tier 1	7.0	93.0
Area Support	4.9	95.1
Light Support	15.1	84.9

Percentage of Budget (y-axis: 0–100)

Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Notes: Includes General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1). Each budget category is rounded to the nearest dollar. Small difference in total reported is due to rounding.

Highlights

School Leader Appraisal Ratings, 2019–2020 to 2020–2021

Rating scale:1-1.49 (Ineffective), 1.5-2.49 (Needs Improvement), 2.5-3.49 (Effective), 3.5-4 (Highly Effective):

- Mean school leaders' Coaching and Development ratings were at least at the "Effective" level, with districtwide, non-Achieve 180, Light Support (both years), and Area Support (2020–2021) achieving "Highly Effective" ratings.

- HISD and non-Achieve 180 Program schools' mean Coaching and Development rating decreased while the Achieve 180 Program schools' rate increased from 2019–2020 to 2020–2021, reducing the performance gap by 43 percent (-0.12 point) from 0.28 point to 0.16 point.

- Tier 3, Area Support, and Light Support schools made gains in mean Coaching and Development ratings (0.06, 0.21, and 0.10 point), while Tier 2 and Tier 1 had declines (-0.27 and -0.11 point), respectively.
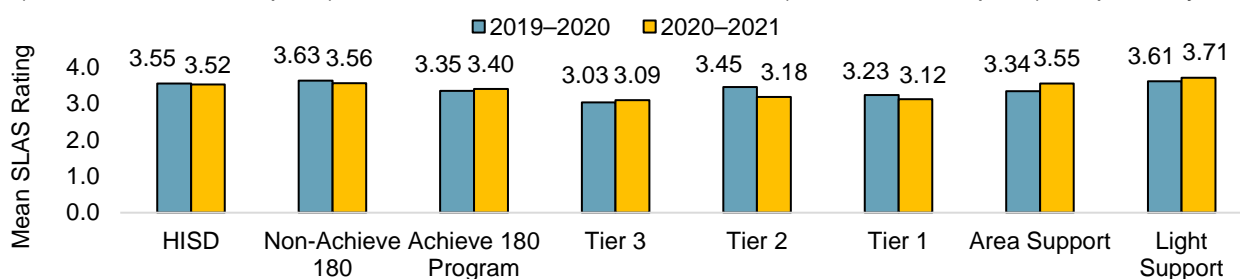
Sources: 2019–2020 (10/7/20) and 2020–2021 (8/10/21) Coaching and Development data for Effective School Leader Ratings

Notes: This figure presents school leader-level data for Coaching and Development rating only, one of two components used in the School Leader Appraisal System (SLAS). The rating is rounded to nearest hundredth.

Teacher Appraisal and Development System (TADS) Ratings, 2019–2020 to 2020–2021

Rating scale:1-1.49 (Ineffective), 1.5-2.49 (Needs Improvement), 2.5-3.49 (Effective), 3.5-4 (Highly Effective):

- The mean rating fell within the "Effective" level for all groups of teachers assessed for this report.

- In 2020–2021, the district's overall mean TADS rating was 3.26 and the non-Achieve 180 Program schools' mean TADS was 3.32, with both showing a slight increase from 2019–2020 (0.02 point and 0.01 point, respectively).

- The Achieve 180 Program schools' TADS rating increased by the same amount as the districtwide rate from 3.02 in 2019–2020 to 3.04 in 2020–2021 (0.02 point), which resulted in a 0.01 decrease in the performance gap between Achieve 180 Program and non-Achieve 180 Program teachers (from 0.29 to point to 0.28 point), with all program tiers showing a gain ranging from 0.01 to 0.05 point.
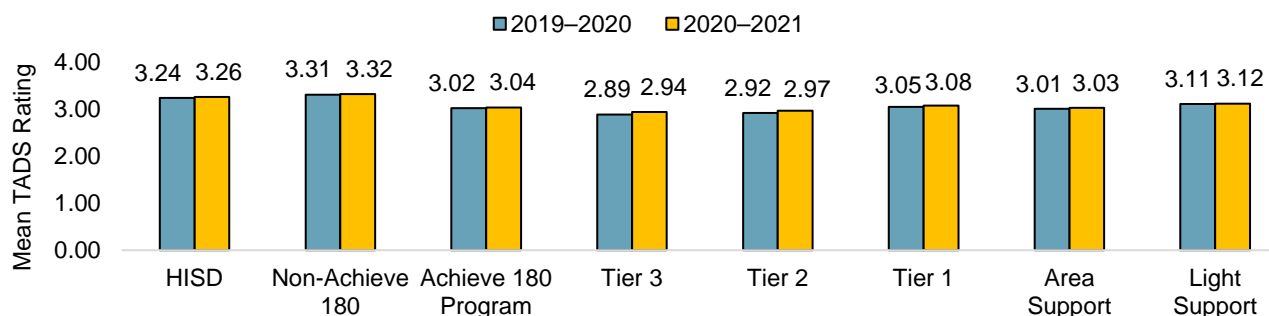
Sources: TADS Tool: 2019–2020 SummativeRatingRPT (11/06/20) and 2020–2021 SummativeRatingOutput

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Highlights

Student Performance on the State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 Spring 2019 and Spring 2021

- The subject area that had the largest percentage of students perform at or above Approaches Grade Level standards was the same for both the Achieve 180 Program students and for their non-Achieve 180 Program peers in spring 2019 (Mathematics) and in spring 2021 (Reading).

- The subject area that had the smallest percentage of students to perform at or above Approaches Grade Level standards was the same for both the Achieve 180 Program students and for their non-Achieve 180 Program peers within each year (Social Studies in spring 2019 and in spring 2021).

	Reading		Mathematics		Writing		Science		Social Studies	
	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
Achieve 180 Program	52	45	60	33	45	30	55	34	41	20
Non-Achieve 180 Program	69	58	76	48	64	45	70	48	61	41
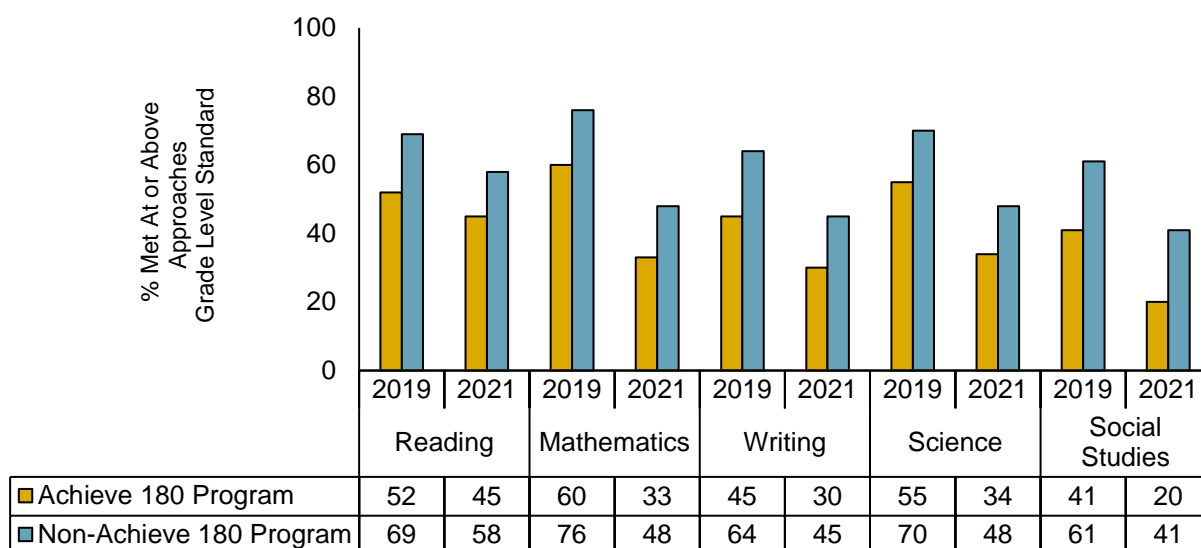
- Non-Achieve 180 Program students' STAAR 3–8 performance exceeded the performance of Achieve 180 Program students on this assessment in each subject tested in spring 2019 and spring 2021.

- In each year, a similar trend was found in the size of the performance gaps between Achieve 180 Program and non-Achieve 180 Program students' STAAR 3–8 performances, with gaps in spring 2019 that ranged from 15 percentage points (Science) to 20 percentage points (Social Studies). The performance gaps in spring 2021 ranged from 13 percentage points (Reading) to 21 percentage points (Social Studies).

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.

Highlights

Student Performance on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 Spring 2019 and Spring 2021 by At-Risk Status

- In each year assessed, both Achieve 180 Program and non-Achieve 180 Program not at-risk students' STAAR 3–8 performance exceeded the performance of their at-risk peers in each subject tested.

- In spring 2019, the performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 31 percentage points on Mathematics exams to 45 percentage points on Social Studies exams.

- In spring 2019, the performance gaps between the percentages of at-risk and not at-risk non-Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 28 percentage points on Mathematics exams to 48 percentage points on Social Studies exams, with gaps within three percentage points of the gaps found between at-risk and not at-risk program students in each subject the same year.

	2019 Reading	2021 Reading	2019 Mathematics	2021 Mathematics	2019 Writing	2021 Writing	2019 Science	2021 Science	2019 Social Studies	2021 Social Studies
Achieve 180 Program Not At Risk	83	56	83	40	75	41	87	45	75	32
Achieve 180 Program At Risk	42	37	52	29	33	22	45	26	30	13
Non-Achieve 180 Program Not At Risk	93	73	93	59	88	63	93	64	87	62
Non-Achieve 180 Program At Risk	55	47	65	40	48	32	55	35	39	21

Y-axis: % At or Above Approaches Grade Level Standard (0–100)

- In spring 2021, the performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 11 percentage points on Mathematics exams to 19 percentage points on all other exams.

- In spring 2021, the performance gaps between the percentages of at-risk and not at-risk non-Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 19 percentage points on Mathematics exams to 41 percentage points on Social Studies exams, which were larger than the gaps found for their Achieve 180 Program peers.
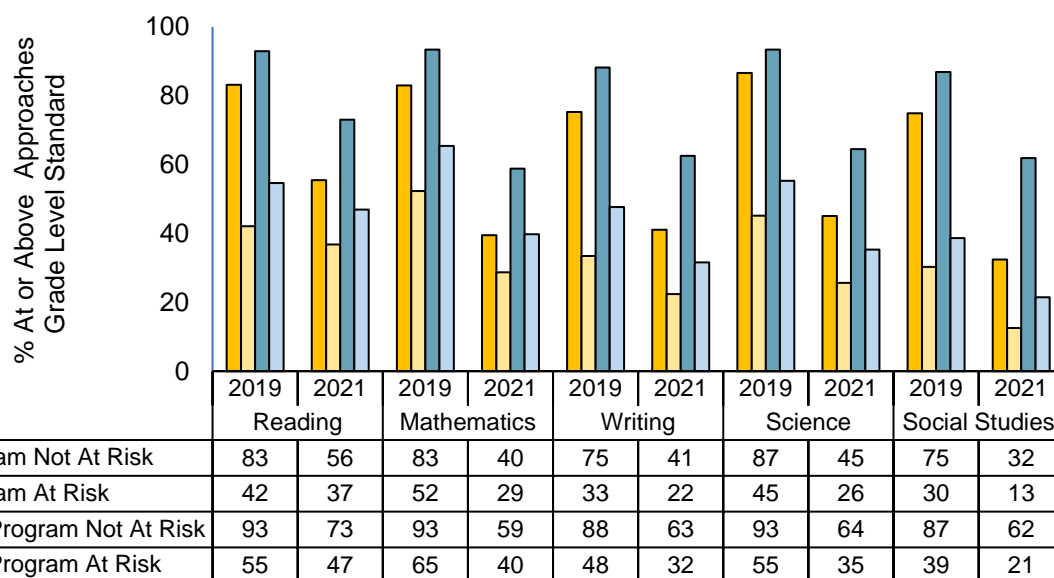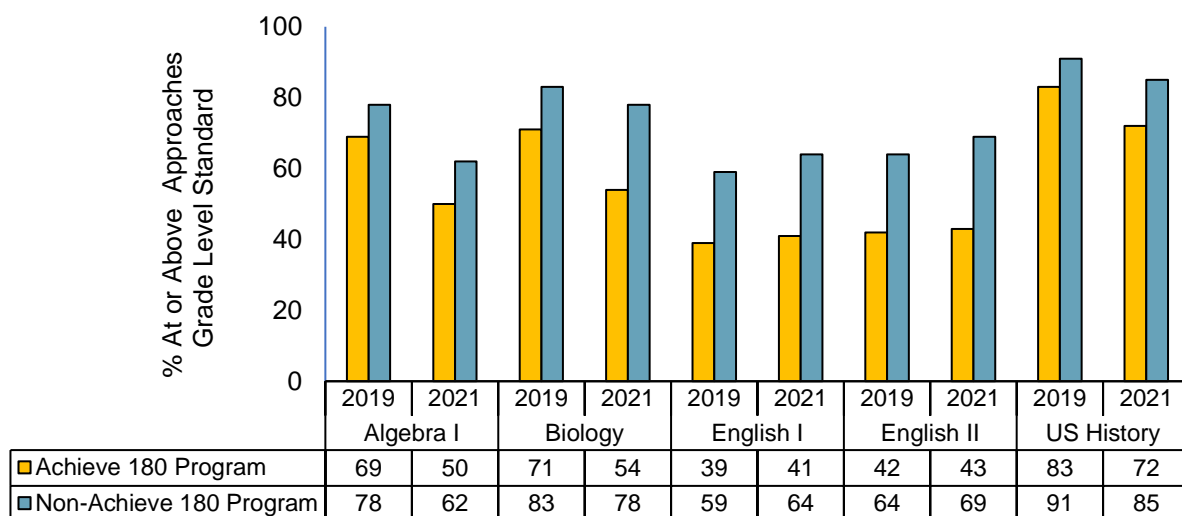
Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.

Highlights

Student Performance on the State of Texas Assessment of Academic Readiness (STAAR) EOC Spring 2019 and Spring 2021

- In spring 2019, Achieve 180 Program students and their non-Achieve 180 Program peers had their largest percentage of students to perform at or above Approaches Grade Level standards in US History (83% and 91%, respectively) and their smallest percentages of students to perform at that level on STAAR End of Course (EOC) exams in English I (39% and 59%, respectively).

- In spring 2021, again the subject area with the largest percentage of students to perform at or above Approaches Grade Level standards was US History for both Achieve 180 Program and non-Achieve 180 Program students (72% and 85%, respectively). However, in spring 2021, the subject area with the smallest percentage of Achieve 180 Program students to perform at or above Approaches Grade Level standards continued to be English I (41%) but was Algebra I (62%) for their non-Achieve 180 Program peers.

	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
	Algebra I		Biology		English I		English II		US History	
☐ Achieve 180 Program	69	50	71	54	39	41	42	43	83	72
☐ Non-Achieve 180 Program	78	62	83	78	59	64	64	69	91	85

- The performance gaps between Achieve 180 Program and non-Achieve 180 Program students' STAAR EOC performances were larger in spring 2021 (which ranged from 12 percentage points in Algebra I to 26 percentage points in English II) than the gaps had been in spring 2019 (which ranged from eight percentage points in US History to 22 percentage points in English II), with the subject area associated with the smallest gap changing from spring 2019 to spring 2021, but the largest gap between program and non-program students remained in English II in both years.

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021
Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved.

Highlights

Student Performance on State of Texas Assessment of Academic Readiness (STAAR) EOC Spring 2019 and Spring 2021 by At-Risk Status

- In each year assessed, both Achieve 180 Program and non-Achieve 180 Program not at-risk students' STAAR EOC performances exceeded the performances of their at-risk peers in each subject.

- For at-risk Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 31 percent on English I exams to 77 percent on US History exams, while rates for not at-risk Achieve 180 Program students ranged from 86 percent on English I exams to 99 percent on US History exams.

- For at-risk non-Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 39 percent on English I exams to 83 percent on US History exams, while rates for not at-risk non-Achieve 180 Program peers ranged from 95 percent on English I exams to 100 percent on US History exams.

	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
	Algebra I		Biology		English I		English II		US History	
Achieve 180 Program Not At Risk	95	68	97	81	86	71	92	77	99	95
Achieve 180 Program At Risk	63	40	65	42	31	27	32	29	77	60
Non-Achieve 180 Program Not At Risk	97	78	98	93	95	88	97	92	100	97
Non-Achieve 180 Program At Risk	65	44	71	58	39	39	44	49	83	72

- In spring 2019, the performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR EOC exams ranged from 22 percentage points on US History exams to 60 percentage points on English II exams, while smaller performance gaps for at-risk and not at-risk non-Achieve 180 Program students ranged from 17 percentage points on US History exams to 56 percentage points on English I exams.

- In spring 2021, performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR EOC exams ranged from 28 percentage points on Algebra I exams to 48 percentage points on English II exams vs performance gaps between at-risk and not at-risk non-Achieve 180 Program students that ranged from 25 percentage points on US History exams to 49 percentage points on English I exams (Figure 15).
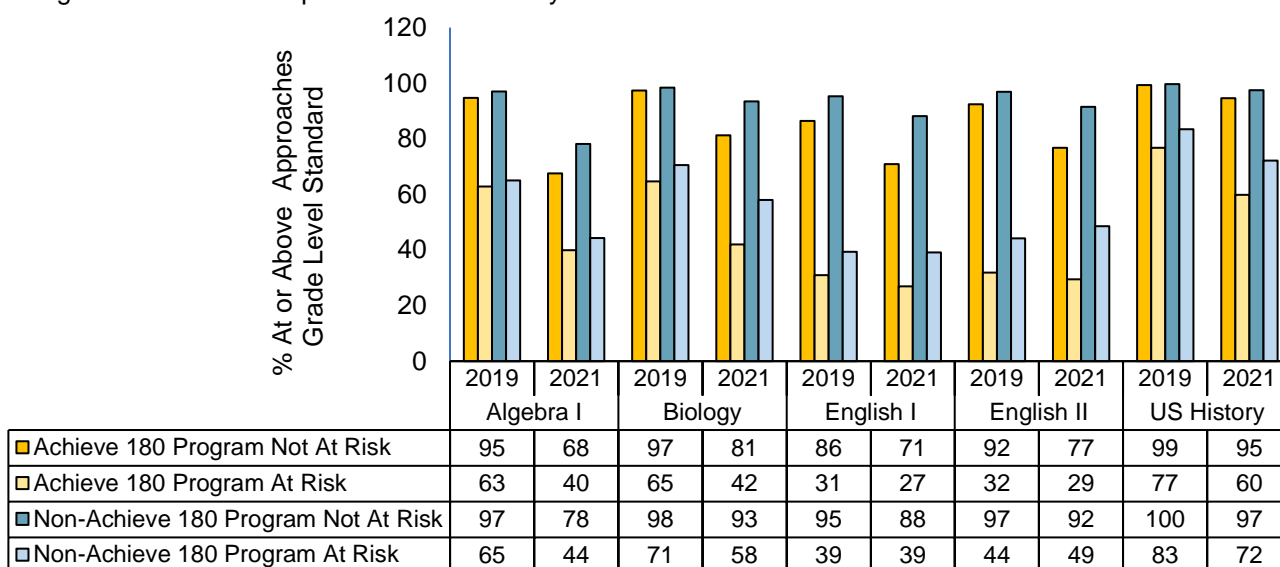
Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021
Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved.

Highlights

HISD Achieve 180 Program TEA School Accountability Ratings, Last Rated in Spring 2019

- Due to the pandemic, the Texas Education Agency (TEA) labeled all campuses and districts in Texas "Not Rated: Declared State of Disaster" in the state accountability system in 2020 and in 2021. Campuses that had received F ratings in 2019 retained them through spring 2021 and continued to engage in improvement activities during the 2020 and 2021 school years, as directed by TEA. To determine the escalation of future interventions based on multi-year F ratings, 2019 and 2021 will be considered consecutive years. HISD had 21 campuses rated F in 2019.

2019 HISD F-Rated Campuses

Ashford ES (T1)	Isaacs ES (Area)	Robinson ES (Area)	-Thomas MS (T2)
-Deady MS (T3)	-Key MS (T2)	Rucker ES (Area)	-Wheatley HS (T3) (7 yrs.)
-Edison MS (Area)	-Martinez, C ES (T2)	Seguin ES (T1)	Whidby ES (T1)
E-STEM Central MS**	Northline ES (Area)	Smith ES (Area)	-Williams MS (T3)
Fleming MS (T3)	Osborne ES (Area)	-Sugar Grove MS (T3) (2 yrs.)	-Young ES (T2)
-HS Ahead Ad. MS (T3)			

Source: HISD 2020 TEA Accountability Ratings (Achieve 180 Program 2020–2021 tier designations added)
Notes: **Non-Achieve 180 F-rated campus that was merged with E-STEM West MS (2020–2021). The information in parentheses shows 2020–2021 program tier and consecutive years F-rated or Improvement Required/IR.
-Indicates the initial 10 Achieve 180 Program schools rated NR-H or F-rated in spring 2019. The remaining 10 program schools were added in 2020–2021.

- In spring 2019 (the last year that new ratings had been assigned), of the 21 F-rated schools, 10 were Achieve 180 Program campuses at that time, with two of them having been rated NR-H or F-rated (or Improvement Required) before spring 2019 (Wheatley HS for seven years and Sugar Grove MS for two years).

- In 2020–2021, the 64 Achieve 180 Program participants included 20 (or 95%) of the district's 21 schools that had retained F ratings from spring 2019, excluding only E-STEM Central MS, an F-rated charter school.

- Prior to the pandemic, each year that new accountability ratings have been given, the percentage of Achieve 180 Program schools that met the accountability standard (i.e., were rated A-D) increased each year, growing from 39 percent (17 of 44 schools) in 2017 (baseline year) to 81 percent (43 of 53 schools) in 2019.

Texas Education Agency (TEA) School Accountability Ratings, Achieve 180 Program 2017 through 2019							
School Year (EOY)	Total Program Campuses Rated	Improvement Required or *F* Rating		Not Rated: Harvey Pro-vision (NR-H)		Met Standard or *A, B, C,* or *D* Rating	
	N	N	%	N	%	N	%
2017	44*	27	61%	0	0%	17*	39%
2018	44*	1	2%	10	23%	33*	75%
2019	53*	10	19%	0	0%	43*	81%
2021^	64*	20	31%	0	0%	44*	69%

Sources: Houston Independent School District, *2019 Preliminary TEA Accountability System Ratings; 2020 TEA Accountability Ratings (Adapted to present Achieve 180 Program schools through 2021).*
Notes: TEA declared districts and schools Not Rated: Declared State of Disaster for 2020 and 2021. **The 53 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.* End of School Year (EOY) ratings are based on results made available following the appeals process. See the HISD source reports for changes in the framework and terminology for the ratings. ^Based on TEA Accountability ratings from spring 2019.

Recommendations

Consider maintaining the administrative oversight and related efforts that reduced the percentage of unutilized Achieve 180 Program funds by about 86 percent from 14 percent in 2017–2018 to two percent in 2020–2021. However, tier-level utilization rates declined, from program tier to tier, as the level of need increased (except for the Light Support tier with the lowest level of need and the lowest budget utilization rate of the tiers), which is indicative of a need for improved fiscal oversight.

Investigate replicating the effective strategies found for attracting, acquiring, developing, retaining, rewarding, etc. school leaders at Light Support program schools at other program schools (where appropriate) because their mean ratings were in the Highly Effective category and the Light Support schools' mean 2020–2021 rating (3.71) increased from the prior year and was the only program tier to achieve a mean rating that was higher than the non-Achieve 180 schools' mean rating (3.56), which had declined from the prior year.

Close assessment of and revisions to further improve campus-based efforts, centralized supports, and Achieve 180 Program strategies are highly recommended to better attract, secure, develop, and reward, and retain high-quality and highly effective school leaders and teachers.

Consider the potential benefit of targeting Tier 3 (in particular), Tier 2, and Area Support educators for greater encouragement to participate in and greater reward to complete high-quality, sustained professional development opportunities tailored to their students' needs and to their individualized content knowledge, pedagogy, and instructional needs as identified through their TADS ratings and other relevant needs assessments and information.

Given that more than half of the Achieve 180 Program and non-Achieve 180 students were identified as being at risk and that both groups had larger STAAR 3–8 and End of Course (EOC) performance gaps between their own non-at-risk and at-risk students than the gaps found between program and non-program participants, the findings seem to suggest a dire need to refine districtwide supports for its at-risk students, as well as to enhance the program components intended to address school design, social and emotional learning supports, and family and community engagement (Pillars IV-Pillar VI) – all of which may help provide life-changing resources and experiences that improve the quality of life, learning experiences, and educational outcomes of students at risk.

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 place for the 2016–2017 and 2017–2018 school years and was used to determine initial participation in the Achieve 180 Program (originally planned for three years). It 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. 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%) receiving the "Met Standard" rating. The remaining 27 schools (10%) were rated "Improvement Required" (Houston Independent School District, 2018). At the end of the 2017–2018 (Year 1) school year, HISD received a "Not Rated: Harvey Provision" accountability rating with 252 (92%) of its 275 schools 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).

Beginning in the 2018–2019 school year, a new TEA accountability system was created to rate schools and districts using a performance framework of three domains, based on targets identified annually. The domains were: (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 (State of Texas Assessments of Academic Readiness (STAAR)) 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." Of them, 10 were Achieve 180 Program schools.

During the 2019–2020 school year (Year 3), despite the impacts of the Coronavirus SARS-CoV-2 pandemic, the district again focused on its most underserved and underachieving schools and students through the Achieve 180 Program. All educational programs continued except for 10 weeks out of the 40 weeks (or 25%) of the 2019–2020 school year (from March 23rd, 2020, through June 1st, 2020). However, the impacts of the pandemic resulted in the cancellation of STAAR testing in spring 2020 and all campuses and districts in Texas were labeled "Not Rated: Declared State of Disaster 2020" TEA's state accountability system.

In 2020–2021 (Year 4), 20 (or 95%) of the district's 21 schools that had retained F ratings since spring 2019 (the last year new ratings had been assigned) were among the 64 Achieve 108 Program participants. The 20 schools excluded only E-STEM Central MS, the F-rated charter school, and comprised 31 percent of the program's schools. **Table 1** (p. 13) shows the 20 Achieve 180 Program schools among the district's 21 schools directed by TEA to retain F ratings. Campuses that received F ratings in 2019 were directed to continue to engage in improvement activities during the following two school years and to consider multi-year F ratings in 2019 and 2021 as consecutive years. Subsequently, all 2020–2021 campuses and districts received a Not Rated: Declared State of Disaster rating in 2021, due to the pandemic.

Table 1. 2019 HISD F-Rated Campuses

Ashford ES (T1)	Isaacs ES (Area)	Robinson ES (Area)	-Thomas MS (T2)
-Deady MS (T3)	-Key MS (T2)	Rucker ES (Area)	-Wheatley HS (T3) (7 yrs.)
-Edison MS (Area)	-Martinez, C ES (T2)	Seguin ES (T1)	Whidby ES (T1)
E-STEM Central MS**	Northline ES (Area)	Smith ES (Area)	-Williams MS (T3)
Fleming MS (T3)	Osborne ES (Area)	-Sugar Grove MS (T3) (2 yrs.)	-Young ES (T2)
-HS Ahead Ad. MS (T3)			

Source: HISD 2020 TEA Accountability Ratings (Achieve 180 Program 2020–2021 tier designations added)

Notes: **Non-Achieve 180 F-rated campus that merged with E-STEM West MS (2020–2021). The information in parentheses shows 2020–2021 tier and consecutive years F-rated or Improvement Required/IR. -Indicates the initial 10 Achieve 180 Program schools rated NR-H or F-rated in spring 2019. The remaining 10 program schools were added in 2020–2021.

Program Description

To better support schools with its lowest TEA Accountability Ratings, in 2017–2018 (Year 1), the Houston Independent School District (HISD) launched the Achieve 180 Program to strengthen and empower its most underserved and underperforming schools using best practices for successful school turnaround focused upon strong principal leadership, effective teachers, and school environments with high expectations for students and staff. Through district-wide collaboration undergirded by the Achieve 180 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.

Figure 1. Achieve 180 Program Logic Model

Source: Achieve 180 Program Administration, 2020–2021

As depicted in the 2020–2021 Achieve 180 Program Logic Model (**Figure 1,** p. 13), the pillars provide the framework used to strategically transform educational processes at Achieve 180 Program schools, consistent with the initial Achieve 180 Program Objectives reported in Year 1 (**Appendix A**, **Table A-1**, p. 43), 2020–2021 Achieve 180 Program Centralized Support (Appendix A, **Table A-2**, p. 44), and 2020–2021 Achieve 180 Program Rubric (Appendix A, **Table A-3**, p. 45–51). The 2020–2021 Achieve 180 Program Budget and Expenditures (Appendix A, **Table A-4**, p. 52; **Table A-5**, p. 53–61; and **Table A-6**, pp. 62–63) and Stipends and Positions by Fund Type (Appendix A, **Table A-7**, p. 64; **Table A-8**, p. 65; **Table A-9**, p. 66; and **Table A-10**, p. 67) are also provided.

Extending its initial three-year plan, the 2020–2021 (Year 4) Achieve 180 Program continued to support 42 of the 45 2017–2018 (Year 1) participating schools among its 64 participants. The Achieve 180 Program in Year 4 served active HISD schools that had received the TEA Campus Accountability rating of "Improvement Required" (IR), *F,* or Not Rated and former IR, *F,* or Not Rated schools in spring 2017 (the year prior to the program's onset), spring 2018, or spring 2019 (the last year new Accountability ratings have been given in 2019), except Texas Connections Academy Houston (TCAH) which remains active as the district's only virtual, online school. The other two initial program participants that no longer participated in Year 4 closed during (Victory Preparatory K-8) or after (Victory Preparatory South HS) the 2017–2018 (Year 1) school year. In 2018–2019 (Year 2), ten schools were added to the remaining 43 out of 45 Year 1 participants to total 53 program participants and the 54th school was added in 2019–2020 (Year 3). The 2019–2020 program participants included 10 of the 21 HISD schools that were rated F in spring 2019. In 2020–2021 (Year 4), with Texas Connections Academy Houston (TCAH) no longer participating, another 11 schools (including 10 F-rated schools and Franklin ES) were added to the remaining 53 Achieve 108 Program schools to total of 64 participating schools. The 2020–2021 program participants, which included 20 of the district's 21 F-rated schools, (Table 1, p. 13) were organized into five treatment groups (Tiers) based on their 2019 accountability ratings, number of years with the ratings, the campus' level of support needed to turn the school around, and the specific school office assigned to address the campus' needs.

In addition to the centralized support provided through the Achieve 180 Program, many program schools were supported by other federal and district initiatives. Among them, in 2016–2017 (baseline year) through 2020–2021 (Year 4), all Achieve 180 Program schools had also been 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) and provided schoolwide Title I programs, which are available to all district campuses with 40 percent or more of students at the poverty level (i.e., qualifying for free or reduced lunch or other support for economic disadvantage) in an effort to improve schoolwide educational programs and raise the academic achievement of all students (Texas Education Agency, 2021). In 2018–2019 (Year 2), 43 (81%) of the 53 Achieve 180 Program schools in 2019–2020 (Year 3), 44 (82%) of the 54 Achieve 180 Program schools and, in 2020–2021 (Year 4) 49 (77%) of the 64 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.

In 2021, Houston ISD received funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund to address both past and continuing learning losses on elementary and secondary school students due to the COVID-19 pandemic. The funding will be distributed through the 2023–2024 school year to recruit and retain high-quality teachers and staff, initiate plans to improve Reading, Mathematics, and College, Career, and Military Readiness, provide after-school tutorials and interventions for struggling students, and provide language supports for English Learners. In addition to these academic initiatives, social and emotional learning, counseling, wraparound services, family and community engagement,

technology, and digital resources will be integrated to address the multifaceted impacts caused by the pandemic. Both ESSER and Title I funds were used to help HISD students make up learning losses and narrow achievement gaps (Houston Independent School District, 2021), regardless of Achieve 180 Program affiliation.

Program Funding

Based on the post end-of-fiscal-year 2020–2021 Achieve 180 Program budget and expenditure report provided by HISD's Budgeting and Financial Planning Department, $23,135,436 (or 98%) of the allocated $23,561,895 General Fund and Special Revenue for Federal Grants (Title I) funds were utilized. More than 99 percent of program expenditures ($23,066,436) was used to attract, employ, develop, or support instructional and administrative staff at the Achieve 180 Program schools (**Figure 2**).

The two largest portions of the expenditures were to monetarily compensate non-substitute educators (e.g., pay, salary, and benefits and incentives and stipends, respectively), followed by other miscellaneous outlays (e.g., contracts, operating costs, supplies and related expenses) and fees for substitute for teachers. None of the $15,000 budgeted for reading materials and technology (limited to less than $5,000 each) was utilized.

Figure 2. Achieve 180 Program Budget Expeditures by Category, 2020–2021
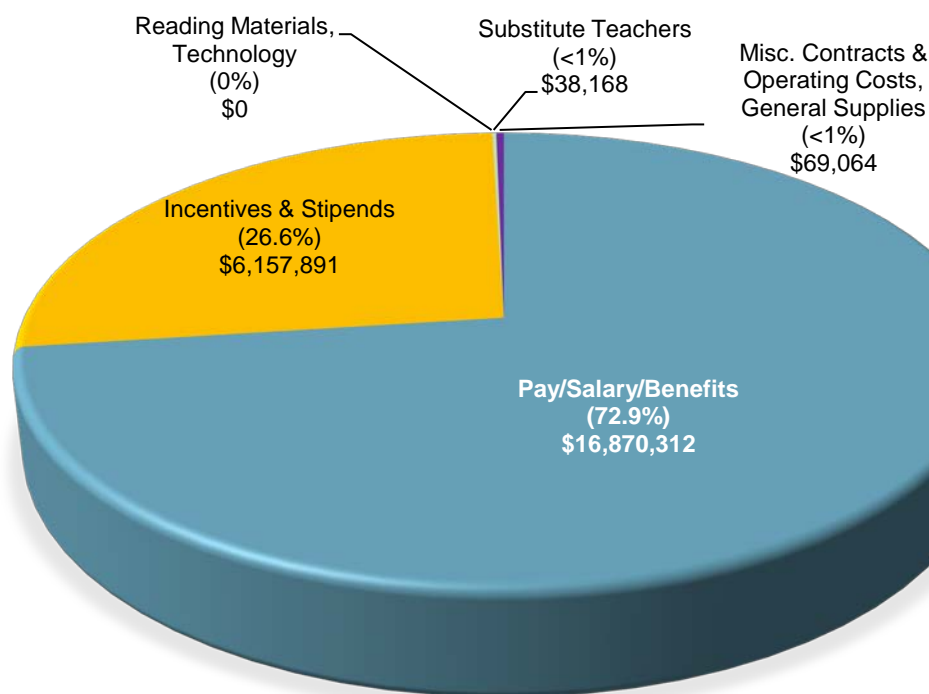
Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Note: Includes General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1). Each category is rounded to the nearest dollar. Small difference in total reported is due to rounding.

Achieve 180 Program funds in 2020–2021 were assigned to the Achieve 180 Schools Office, HISD's Chief Academic Officer (CAO), and to each participating school within the five Treatment Groups/Tiers. While 98.2 percent of Achieve 180 Program funds were utilized program wide, the $10,955,409 budget allocated to the Achieve 180 Schools office was exceeded by 5.8 percent, and only 2.1 percent of the $907 Achieve

180 Program budget managed by the Chief Academic Officer (CAO) was utilized (**Figure 3**). (Appendix A, Table A-4, p. 52 and Table A-5, pp. 53–61).

Program schools were assigned to tiers by their level of need for program support, with the level of identified need for program intervention being highest for Tier 3 and decreasing to Light Support (from left to right), as listed in Figure 3, which shows average budget utilization rates for each department and tier. Tier-level utilization rates ranged from about 85 percent to 95 percent but declined, from tier to tier, as the level of need increased, except for the Light Support (84.9%) tier with the lowest level of need and the lowest budget utilization rate of the tiers.

Figure 3. Achieve 180 Program Budget Utilization Rates by Department and Tier, 2020–2021
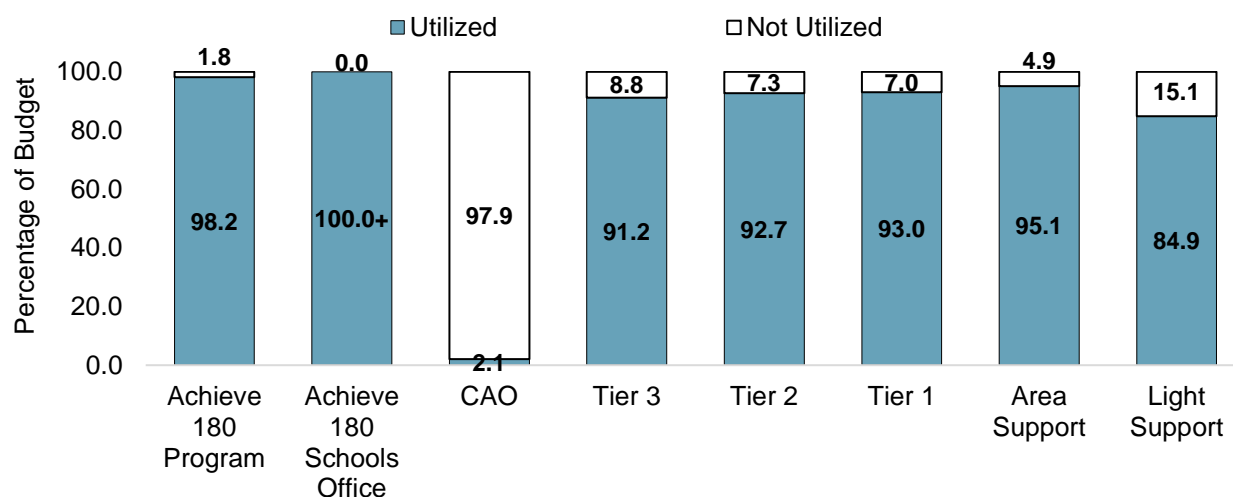
Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Note: Includes General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1).

Additional data showed each tier exceeded its budget for incentives and stipends and substitute teachers, which resulted in the over-utilization of funds by about 87 percent and 30 percent, respectively, in these areas of the program's budget. (See budget details by department and tier in Appendix A, Table A-5.

At the school level, two schools in the Area Support tier had the highest total budget expenditure rate of 99.9 percent (Osborne ES and Rucker ES) among Achieve 180 Program schools, while a school in the Light Support tier had the lowest total budget expenditure rate of 0.9 percent (Lawson MS). Further, **Figure 4** (p. 17) shows the percentage of schools with total over-budget expenditures ranged from zero (Tier 3) to 25.0 percent (Area Support). The percentage of schools that made over-budget expenditures (by tier and budget cateory) ranged from zero for Pay/Salary/Benefits (Tier 3) and miscellaneous costs (Tier 2, Tier 1, Area Support and Light Support) to 57.1 percent for Incentives and Stipends (Tier 2) (See budget details by school and tier in Appendix A, A-5.

Figure 4. Percentage of Achieve 180 Program Schools with Over-Budget Expenditures by Fund Category and Tier, 2020–2021
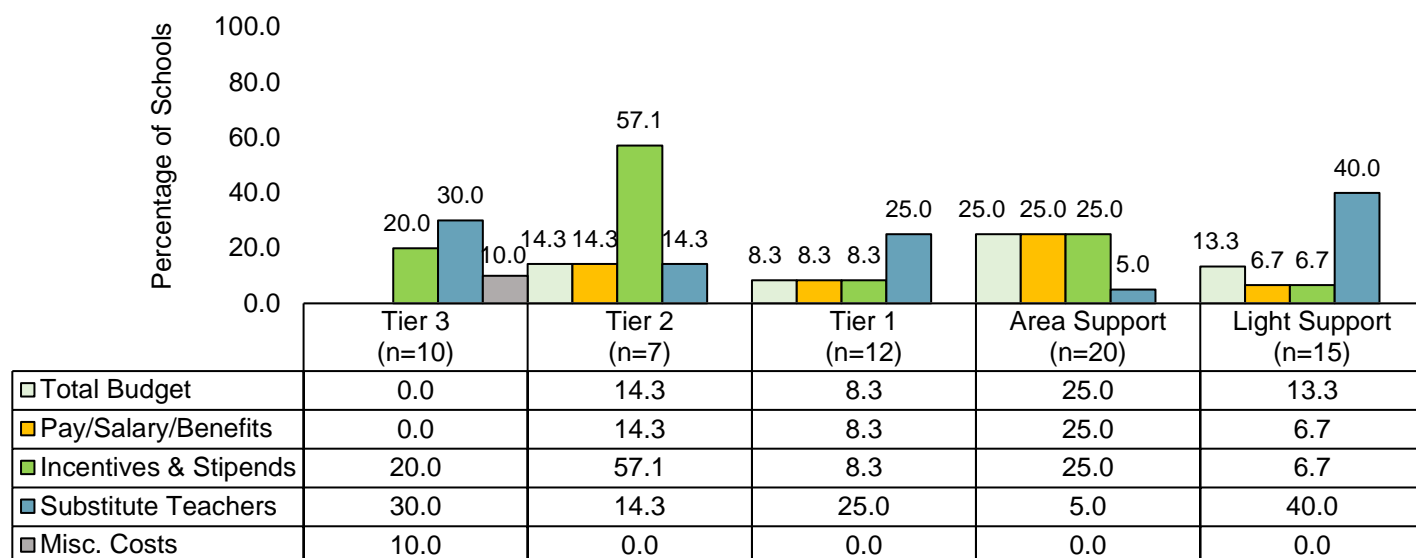
	Tier 3 (n=10)	Tier 2 (n=7)	Tier 1 (n=12)	Area Support (n=20)	Light Support (n=15)
□ Total Budget	0.0	14.3	8.3	25.0	13.3
■ Pay/Salary/Benefits	0.0	14.3	8.3	25.0	6.7
■ Incentives & Stipends	20.0	57.1	8.3	25.0	6.7
■ Substitute Teachers	30.0	14.3	25.0	5.0	40.0
■ Misc. Costs	10.0	0.0	0.0	0.0	0.0

Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Note: Includes General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1).

The Title I budget allocation for Wednesday Extended Day Professional Development (Pillar IV Centralized Support, Extended Day PD) was $2,123,150, with total expenditures of $2,139,316 (over-budget by more than $16,000 or 0.8 percent). Of the overall program's $22,942,142 budgeted for monetary compensation payments to educators and administrators and $23,066,436 expended (0.5 percent over-budget), $2,074,696 was allotted for monetary compensation payments associated with Wednesday PD and $2,090,862 was expended (0.8 percent over-budget). In addition, of the $604,753 allocated and $69,064 (0.3 percent) expended for Misc. Contracts & Operating Costs, General Supplies, $48,453 was earmarked and utilized for Misc. Contracts & Operating Costs, General Supplies for Wednesday PD (Appendix A, Table A-6, pp. 62–63).

Supplemental information regarding stipends for Teacher, Principal, and Wednesday Professional Development, and for Reading Specialist, New Teacher Coach, Dedicated Substitute/Associate Teacher positions supported with Special Revenue Title I funds (**Figure 5**, p. 18) as well as Counselor, Nurse, and Librarian positions supported with Achieve 180 Program Funds are presented by the proportion of schools with this funding made available to them (**Figure 6**, p. 18) (Appendix A, Table A-7 through Table A-10, pp. 64–67). Consistent with the 2020–2021 Achieve 180 Program Centralized Support to participating schools (Appendix A, Table A-2, p. 44), Figures 5 and 6 show that funding in each category was made available to all Tier 3 and Tier 2 schools, except New Teacher Coaches for Tier 2. Further, these funds were available for Wednesday Professional Development stipends to all program schools except for Light Support schools (Figure 5) and to all program schools for Dedicated Substitutes/Associate Teachers (Figure 6).

Funds in each category were made available to least 92 percent of Tier 1 schools, except New Teacher Coaches with no funding (Figures 5 and 6). At least 60 percent of the Area Support schools had access to these funds except for Reading Specialist, New Teacher Coach, Counselor, and Nurse positions with fewer than half or none of the schools having access (Figures 5 and 6). In Light Support schools, at least 60 percent of the schools had access to these funds for Dedicated Substitutes/Associate Teacher, Counselor, Nurse, and Librarian positions, 47 percent of them had these funds for Teacher and Principal Stipends, and

none had access for Wednesday Professional Development stipends and Reading Specialist or New Teacher Coach positions (Figures 5 and 6). This funding for Reading Specialists was available to 92 percent of Tier 1 schools, 35 percent of Areas Support schools, and none of the Light Support schools (Figure 5).

Figure 5. Percentage of Achieve 180 Program Schools with Program or Title I Funds for Educator Stipends by Type and Tier, 2020–2021
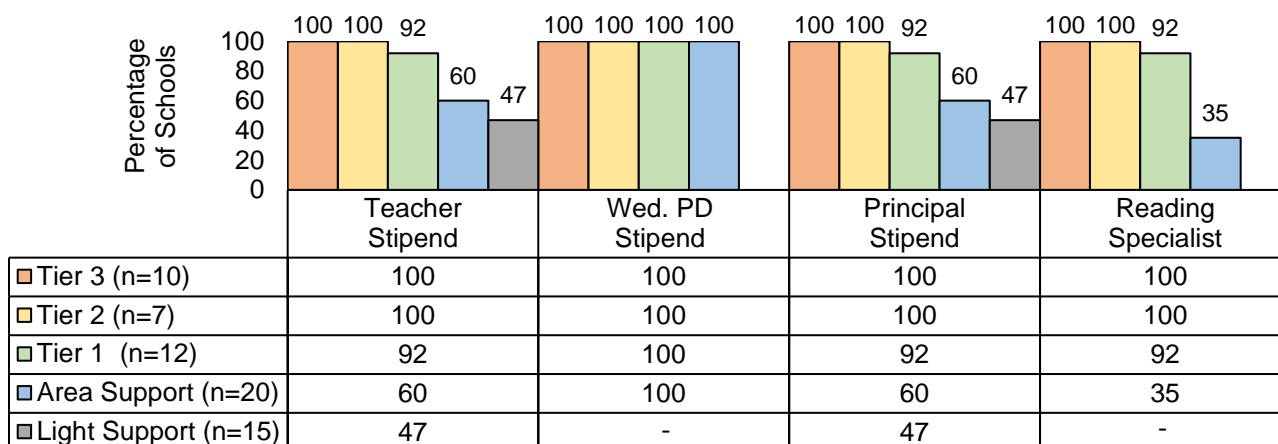
	Teacher Stipend	Wed. PD Stipend	Principal Stipend	Reading Specialist
■ Tier 3 (n=10)	100	100	100	100
■ Tier 2 (n=7)	100	100	100	100
■ Tier 1 (n=12)	92	100	92	92
■ Area Support (n=20)	60	100	60	35
■ Light Support (n=15)	47	-	47	-

Source: Achieve 180 Program Administrator, 12/8/2021
Note: Includes Achieve 180 Program Funds and Special Revenue for Federal Grants (Title I) funds.

Figure 6. Percentage of Achieve 180 Program Schools with Program or Title I Funds for School-Based Positions by Type and Tier, 2020–2021
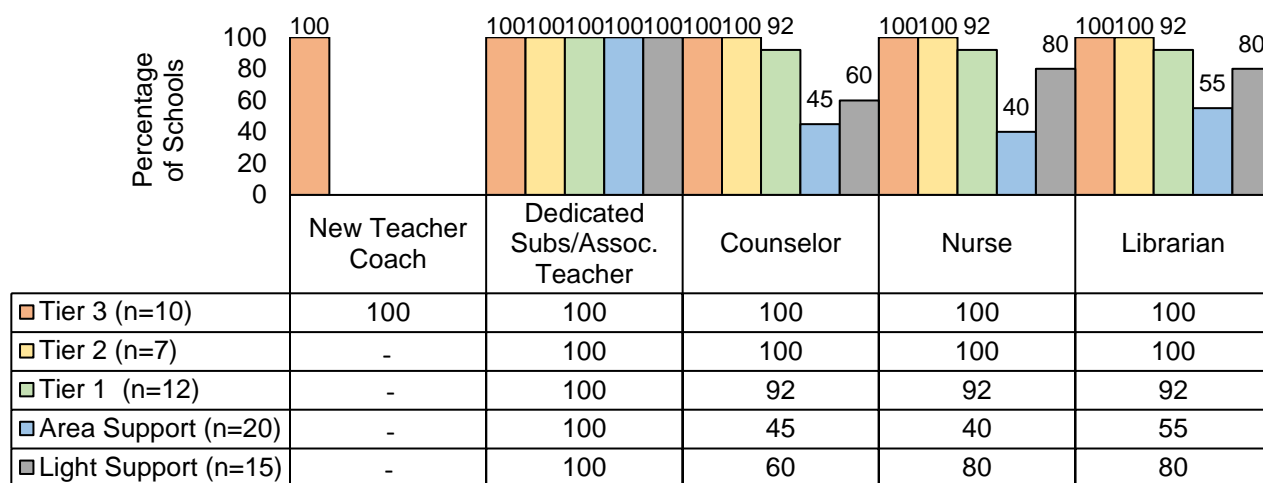
	New Teacher Coach	Dedicated Subs/Assoc. Teacher	Counselor	Nurse	Librarian
■ Tier 3 (n=10)	100	100	100	100	100
■ Tier 2 (n=7)	-	100	100	100	100
■ Tier 1 (n=12)	-	100	92	92	92
■ Area Support (n=20)	-	100	45	40	55
■ Light Support (n=15)	-	100	60	80	80

Source: Achieve 180 Program Administrator, 12/8/2021
Note: Includes Achieve 180 Program Funds and Federal Grants (Title 1).

It is important to note that complete funding information for the Achieve 180 Program has not been reflected in this report. Funding for program support to schools was intertwined with multiple other funding streams used for ongoing, general education services that were paid through some departmental budgets which support the work carried out by many district- and school-based teams, coordinated by Achieve 180 Program and various Schools Office administrators. The multifaceted implementation activities supporting this

massive program have been detailed in this and previous program evaluations, including the summative Achieve 180 Program 2019–2020 evaluation, available on the Research and Accountability website **here**.

Purpose of the Program Evaluation Report

The purpose of this 2020–2021 (Year 4) Achieve 180 Program report is to summarize the program's implementation and change in educator and student performance from the prior relevant year (2018–2019/Year 2 or 2019–2020/Year 3) to 2020–2021/Year 4, including an assessment of the performance gaps between Achieve 180 Program and non-Achieve 180 Program participants, based on school-level ratings or rates for educators or students. Tables in the Highlights section (p. 2) and Appendices (pp. 52–105) identify the newly participating Achieve 180 Program schools in 2020–2021 with asterisks. Schools that were not a Teacher and School Leader (TSL) Grant participant in 2020–2021 are identified with a caret (^).

Unless otherwise specified, results are presented for the same 64 participating 2020–2021 Achieve 180 Program schools, grouped by the Achieve 180 Program, program tier and school, as well as by districtwide and comparison non-Achieve 180 schools. Therefore, Achieve 180 Program and non-Achieve 180 results in this report will differ from prior reports. The primary focuses of this report are on changes in performance or performance trends and differences or "gaps" between the performances of specified groups based on 2019−2020 and 2020−2021 annual school-level ratings for educators and spring 2019 and spring 2021 State of Texas Assessments of Academic Readiness (STAAR) student outcomes. Detailed methods, including data collection and limitations are provided in Appendix A (pp. 68-72).

Results

Progress in Educator Outcomes

Effective School Leaders: Coaching and Development Ratings, School Leader Appraisal System (SLAS) (Coaching and Development the only ratings available for both 2019–2020 and 2020–2021)

School Leader Coaching and Development appraisal ratings are Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49) and are calculated following the end of each school year. Annual Coaching and Development ratings for 2019–2020 and 2020–2021 non-Achieve 180 Program and Achieve 180 Program principals and their school leadership teams with ratings are presented in **Figure 7** (p. 20).

- The mean school leaders' Coaching and Development rating fell at least within the "Effective" level for all groups assessed for this report, with only districtwide and non-Achieve 180 (both years), Area Support (2020–2021), and Light Support (both years) achieving "Highly Effective" ratings.

- The district's and non-Achieve 180 Program schools' school leaders' mean Coaching and Development rating were 3.52 and 3.56, respectively in 2020–2021, with both showing a slight decrease from 2019–2020 (-0.03 and -0.07 point, respectively) (Figure 7).

- The Achieve 180 Program schools' leaders' 2020–2021 rating of 3.40 had increased slightly (0.05 point) from 3.35 in 2019–2020, reducing the gap in favor of non-Achieve 180 Program school leaders by 43 percent (-0.12 point) from 0.28 point to 0.16 point (Figure 7).

- With the level of identified need for program intervention being highest for Tier 3 and decreasing to the Light Support tier (from left to right), Achieve 180 Program Light Support (3.55) and Area Support (3.71)

school leaders achieved the highest Coaching and Development ratings among the program tiers in 2020–2021 (Figure 7).

Figure 7. Mean Achieve 180 Program School Leader Coaching and Development Appraisal Ratings by Program Affiliation, 2019–2020 and 2020–2021
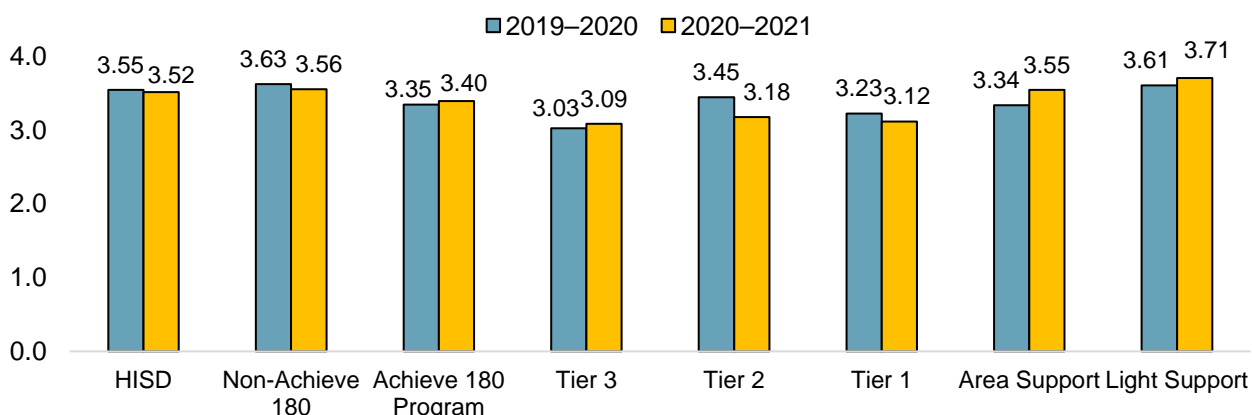
Sources: 2019–2020 (10//7/20) and 2020–2021 (8/10/21) Coaching and Development data for Effective School Leader Ratings
Notes: This figure presents educator-level data for Coaching and Development rating only, one of two components used in the School Leader Appraisal System (SLAS). Ratings are rounded to nearest hundredth.

- In both 2019–2020 and 2020–2021, all Achieve 180 Program tiers except Light Support in 2020–2021 had mean ratings that fell below the non-Achieve schools' mean rating (Figure 7).

- Tier 3, Area Support, and Light Support school leaders showed gains in their mean Coaching and Development rating (0.06, 0.21, and 0.10 point, respectively), while Tier 2 and Tier 1 school leaders showed a decline (-0.27 and -0.11 point, respectively) from 2019–2020 and 2020–2021 (Figure 7).
- School-level data showed the percentage of schools showing gains in the mean Coaching and Development ratings ranged from 14 percent of Tier 2 schools (one of seven) to 52 percent of Area Support schools (10 of 19). (See **Appendix B**, **Table B-1**, pp. 73–74 for ratings by group and program campus.)

- A total of 19 (31 percent) of the 61 Achieve 180 Program schools with 2019–2020 and 2020–2021 Coaching and Development ratings showed a gain ranging from 0.06 to 1.00 point in the school leaders' mean rating. The mean rating remained constant at 28 (46 percent) and declined at 14 (23 percent) of the program schools, ranging from -0.08 point to -1.00 point (Appendix B, Table B-1 for ratings by group and program campus.)

Effective Teachers: Teacher Appraisal and Development System Ratings

The Teacher Appraisal and Development System (TADS) performance ratings: Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49). Based on cumulative, unduplicated numbers of full-time teachers who taught in HISD at any time during the school year, in 2019–2020, 10,240 (80.3%) out of 12,753 HISD full-time teachers had TADS summative ratings. The rate of teachers with TADS ratings increased to 82.6 percent in 2020–2021 (10,394 out of 12,579).

- The mean rating fell within the "Effective" level for all groups of teachers assessed for this report.

- The district's overall mean TADS was 3.26 and the non-Achieve 180 Program schools' mean TADS was 3.32 in 2020–2021, with both showing a slight increase from 2019–2020 (-0.02 point and -0.01 point, respectively) (**Figure 8**).

- The Achieve 180 Program schools' TADS rating increased by the same amount as the districtwide rate from 3.02 in 2019–2020 to 3.04 in 2020–2021 (0.02 point), which resulted in a 0.01 decrease in the performance gap between Achieve 180 Program and non-Achieve 180 Program teachers' ratings from 0.29 point to 0.28 point in favor of non-Achieve 180 Program teachers (Figure 8).

Figure 8. Mean Achieve 180 Program Teacher Appraisal and Development Summative Ratings by Program Affiliation, 2019–2020 and 2020–2021
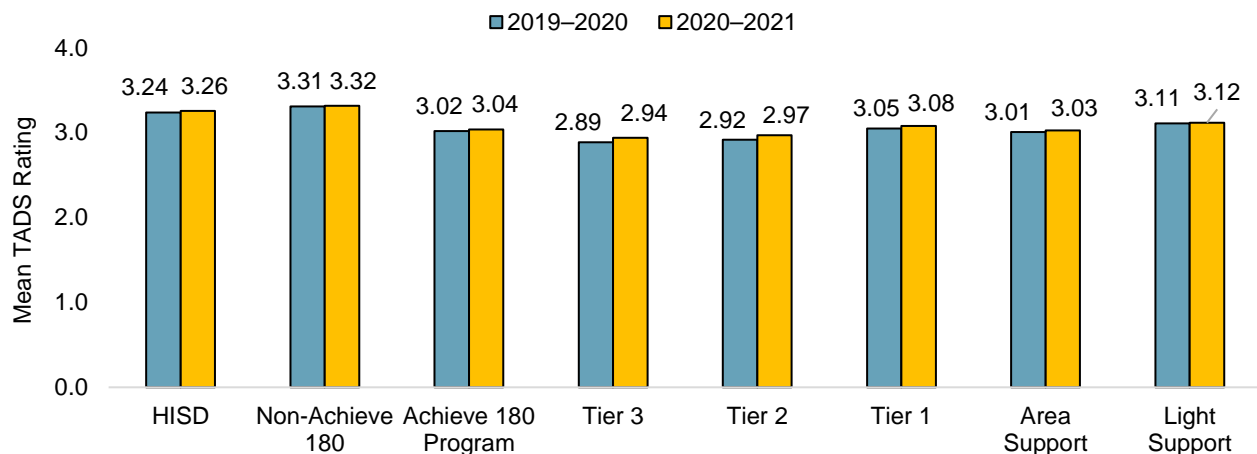
Sources: TADS Tool: 2019–2020 SummativeRatingRPT (11/06/20) and 2020–2021 SummativeRatingOutput
Notes: For both 2019–2020 and 2020–2021 schools year, some teachers carried over summative ratings from previous school years. Ratings are rounded to nearest hundredth.

- All Achieve 180 Program tiers had mean TADS ratings that fell below the mean non-Achieve schools rating in both 2019–2020 and 2020–2021 (Figure 8).

- With the level of identified need for program intervention being highest for Achieve 180 Program Tier 3 and decreasing (from left to right) to Light Support, the Light Support teachers achieved the highest mean TADS ratings among the program tiers each year (3.11 and 3.12 points, respectively), while Tier 3 (2.89 and 2.94 points, respectively) and Tier 2 (2.92 and 2.97 points, respectively) had the lowest mean ratings in both 2019–2020 and 2020–2021 (Figure 8).

- All program tiers showed a gain in their mean TADS ratings from 2019–2020 and 2020–2021, with the largest increase achieved by Tier 3 and Tier 2 teachers (0.05 point each) and the smallest increases were made by Area Support and Light Support teachers (0.02 and 0.01 point, respectively) (Figure 8).

- School-level data showed the percentage of schools that achieved a gain in the mean TADS rating from 2019–2020 to 2020–2021 ranged from 47 percent (7 of 15) Light Support schools to 80 percent (8 of 10) Tier 3 schools (Figure 8). (See **Appendix C**, **Table C-1**, pp. 75–76 for ratings by group and program campus.)

- A total of 36 (56 percent) of the 64 Achieve 180 Program schools with 2019–2020 and 2020–2021 TADS ratings showed a gain in the mean TADS rating, with gains ranging from 0.01 to 0.43 point (Figure 5).

- The mean TADS rating remained constant at two (three percent) and declined at 26 (41 percent) of the 64 program schools, with losses ranging from -0.01 to -0.25 point.

Professional Development Participation and Completion

- In 2020–2021, a total of 3,769 Achieve 180 Program educators (unduplicated count) participated in 67,137 professional development (PD) courses (i.e., spots in PD courses/duplicated count), which results in an average of 17.8 courses each. This does not include districtwide, mandatory, annual compliance courses (**Figure 9**).

- Of the 3,769 program educators who participated in PD courses, 3,685 (98%) completed 65,395 (97%) of the 67,137 professional development (PD) courses taken, completing an average of 17.7 courses each (Figure 9).

- Disaggregated by educator, additional data showed the largest numbers of educators completed 11 to 15 courses (n=716), 16 to 20 courses (n=669) or one to five courses (n=538).

- A total of 1,273 of program educators who participated in PD courses did not complete 1,742 courses (an average of 1.4 incomplete courses each) in 2020–2021 (Figure 9).

Figure 9. Proportion of Achieve 180 Program Educators Who Completed Professional Development Courses and Proportion of Courses Completed, 2020–2021
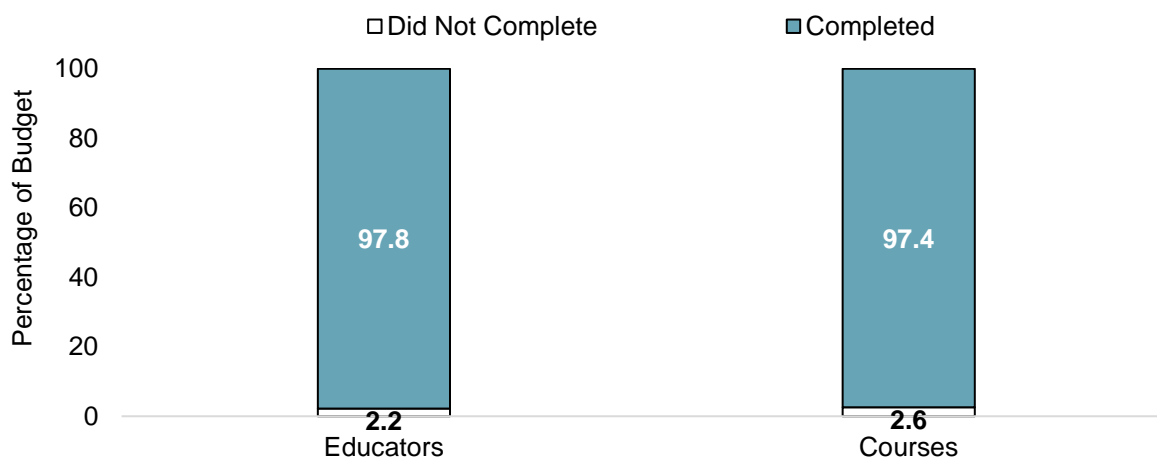
Sources: HISD SY2021 Training Data
Note: Figure is based on educator-level data (n=3,685 unduplicated educators; n=65,395 duplicated course counts).

- The two tiers that had been identified as having schools with the lowest level of need for centralized program support, Area Support (n=20 schools) and Light Support (n=15 schools), represented the largest portions of the Achieve 180 Program's 64 schools (31.3% and 23.4%, respectively) in 2020–2021. Area Support and Light Support educators were also represented in relation to the largest portions of PD courses to be completed by Achieve 180 Program educators in 2020–2021 (27.4% and 26.3%, respectively) (**Figure 10**, p. 23). (See program-wide, tier, and school-level data in **Appendix D, Table D-1**, pp. 77–78.)

- Some similar trends were evident concerning the proportions of PD courses completed by Achieve 180 Program educators by tier in 2020–2021 (**Figure 11**, p. 24). (See program-wide, tier, and school-level data in Appendix D, Table D-1, pp. 77–78.)

Figure 10. Percentages of Achieve 180 Program Educators Who Completed Professional Development Courses by Job Category and Program Tier, 2020–2021
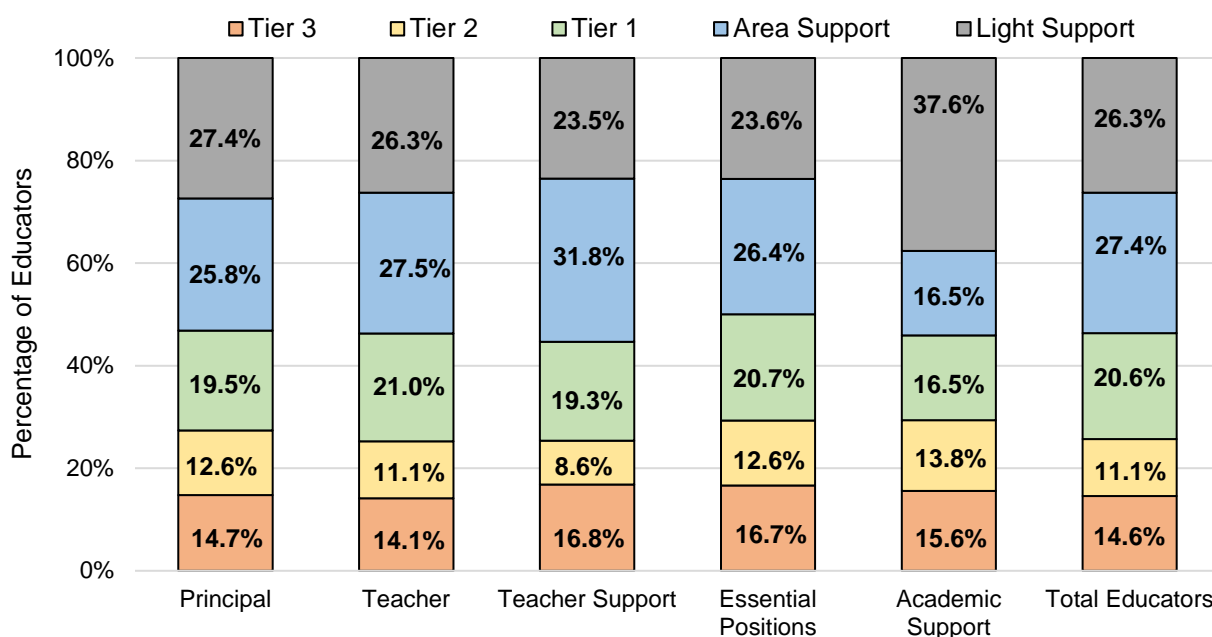
Sources: HISD SY2021 Training Data
Notes: Percentages based on unduplicated educator-level data (n=3,685) total or by category. Each tier comprised the following portion of the 64 program schools: Tier 3 - 10 schools (15.6%); Tier 2 – 7 schools (10.9%); Tier 1 – 12 schools (18.8%); Area Support – 20 schools (31.3%); Light Support – 15 schools (23.4%).

- In further comparing the percentage of program schools that comprised each tier relative to the percentage of program's educators from each tier that completed PD courses in 2020–2021, Tier 2, Tier 1, Light Support educators were overrepresented among the Achieve 180 Program educators who completed professional development (PD) courses, while Tier 3 and Area Support educators were underrepresented among them (Figure 10).

- Tier 3 educators from program schools with the most need for centralized program support (n=10 schools) represented 15.6 percent of the program's 64 schools. Their educators represented 14.6 percent of Achieve 180 Program educators to complete PD courses in 2020–2021 and were underrepresented among them by 1.0 percentage point (Figure 10). Their educators completed 15.7 percent of the PD courses completed by Achieve 180 Program educators in 2020–2021, an underrepresentation of 1.0 percentage point (Figure 11, p. 24).

- Tier 2 educators (n=7 schools) and Tier 1 educators (n=12 schools) represented 10.9 percent and 18.8 of the program's 64 schools, respectively. Their educators represented 11.1 percent and 20.6 percent of Achieve 180 Program educators to complete PD courses in 2020–2021. Both Tier 2 and Tier 1 educators were overrepresented among program educations who completed the PD courses (by 0.2 percentage point and 1.8 percentage points, respectively) (Figure 10). Further, Tier 2 educators completed 10.5 percent of the courses completed by program educators, a 0.4 percentage-point underrepresentation (unlike their overrepresentation among the program's PD completers) (Figure 11).

- Area Support tier educators were underrepresented by 3.9 percentage points and Light Support was over-represented by 2.9 percentage points among program educations who completed PD courses (Figure 10). Similarly, Area Support tier educators were underrepresented (2.5 percentage points) and

Light Support educators were overrepresented (0.6 percentage point) relative to the proportions of PD courses completed by program participants (Figure 11).

Figure 11. Percentages of Professional Development Courses Completed by Achieve 180 Program Educators by Job Category and Tier, 2020–2021
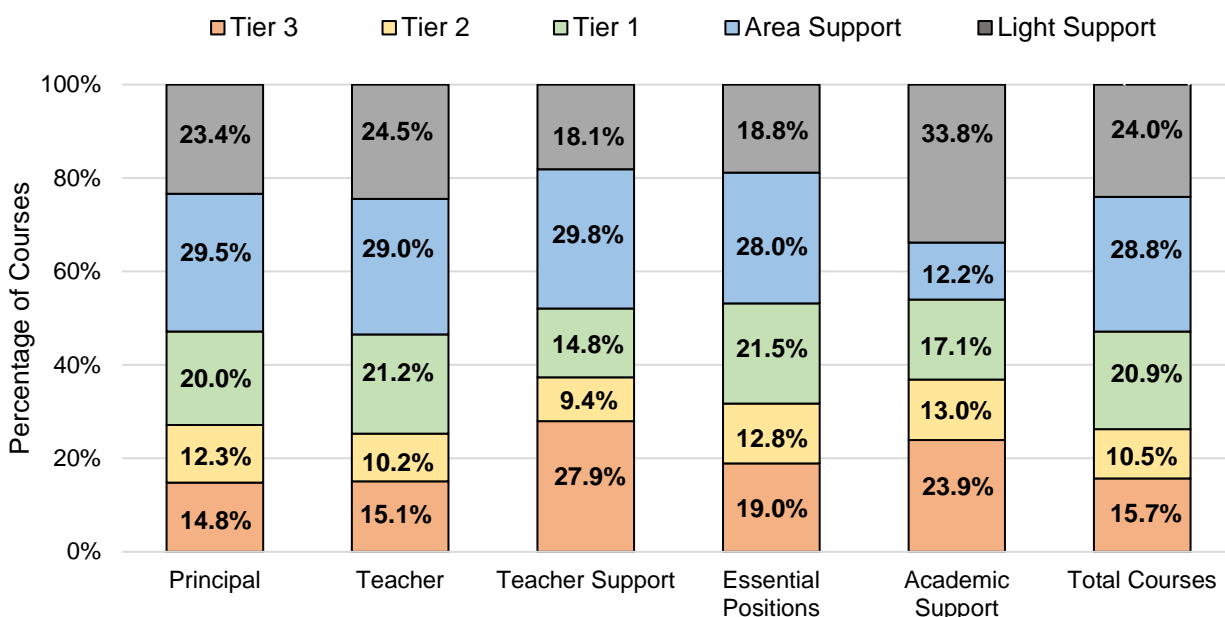
Sources: HISD SY2021 Training Data
Notes: Percentages based on duplicated educator-level course data (n=65,395) total or by category. Each tier's schools comprised the following portion of the 64 program schools: Tier 3 - 10 schools (15.6%); Tier 2 – 7 schools (10.9%); Tier 1 – 12 schools (18.8%); Area Support – 20 schools (31.3%); Light Support – 15 schools (23.4%).

Student Achievement

State of Texas Assessments of Academic Readiness (STAAR) 3–8,
Met Level II Student Passing Standard/At or Above Approaches Grade Level Standards
All Students Performance

State of Texas Assessments of Academic Readiness (STAAR) testing was not mandated in spring 2020 due to the pandemic. Therefore, TEA determined that future interventions based on multi-year F ratings would utilize spring 2019 and 2021 STAAR scores as consecutive years' performance indicators. To measure the Achieve 180 Program's students' performance on the state-mandated spring 2019 (pre-pandemic) and spring 2021 STAAR assessments for this analysis, Achieve 180 Program (treatment) students' performances were compared with non-Achieve 180 Program Title I, Part A schools' students' performance (non-treatment) (**Appendix E, Table E-1**, pp. 79–86 **and Table E-2**, pp. 87–94). Results are presented for All Students' as well as for students at risk of school failure in comparison to their not at-risk counterparts. Comparisons between students' achievement levels across years should not be made (i.e., pre-pandemic vs pandemic). Differences between students' performance trends in spring 2019 as compared to students' spring 2021 performance trends are the key focal points of these findings.

- In each year assessed, non-Achieve 180 Program students' STAAR 3–8 performance exceeded the performance of Achieve 180 Program students in each subject tested (**Figure 12**, p. 25).

- For Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 41 percent on Social Studies exams to 60

percent on Mathematics exams. For non-Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 61 percent on Social Studies exams to 76 percent on Mathematics exams (Figure 12).

- For Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 20 percent on Social Studies exams to 45 percent on Reading exams. For non-Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 41 percent on Social Studies exams to 58 percent on Reading exams (Figure 12).

Figure 12. Percentages of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR 3–8 Exams by Achieve 180 Program Affiliation, Spring 2019 and Spring 2021

	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
	Reading		Mathematics		Writing		Science		Social Studies	
Achieve 180 Program	52	45	60	33	45	30	55	34	41	20
Non-Achieve 180 Program	69	58	76	48	64	45	70	48	61	41

y-axis: % Met At or Above Approaches Grade Level Standard
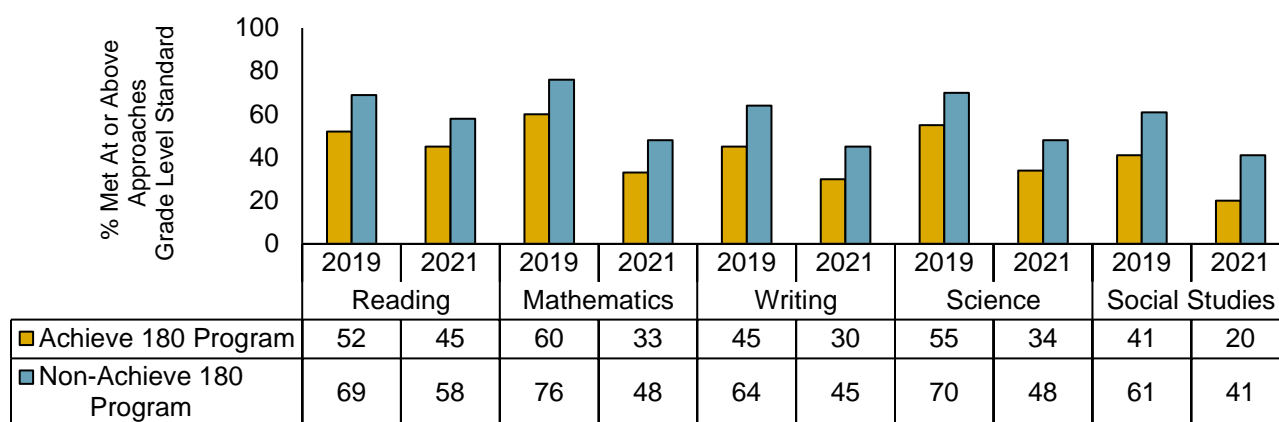
Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.

- The subject area that had the largest percentage of students to perform at or above Approaches Grade Level standards was the same for both the Achieve 180 Program students and for their non-Achieve 180 Program peers in spring 2019 (Mathematics) and in spring 2021 (Reading) (Figure 12).

- The subject area that had the smallest percentage of students to perform at or above Approaches Grade Level standards was the same for both the Achieve 180 Program students and for their non-Achieve 180 Program peers within each year (Social Studies in spring 2019 and in spring 2021) (Figure 12).

- In addition, in each year a similar trend was found in the size of the performance gaps between Achieve 180 Program and non-Achieve 180 Program students' STAAR 3–8 performances, with gaps in spring 2019 that ranged from 15 percentage points (Science) to 20 percentage points (Social Studies). The performance gaps in spring 2021 ranged from 13 percentage points (Reading) to 21 percentage points (Social Studies) (Figure 12).

- Of the program's tiers in each year and subject area, Light Support was the tier (or one of the tiers) with the largest percentage of students to perform at or above the Approaches Grade Level Standard, except on Social Studies exams in 2019 and on both Science and Social Studies exams in 2021 (**Figure 13**, p. 26).

- Along with Light Support in spring 2019, Area Support and Tier 2 also had the largest proportion of students perform at or above the Approaches Grade Level Standard on Science exams (57% each), while Area Support had the largest proportion of students to achieve or exceed the Approaches performance level on Social Studies exams (49%) (Figure 13).

- In 2021, Tier 1 and Tier 2 students had the largest proportion to perform at or above the Approaches Grade Level standards on Science exams (41% each) and Tier 1 had the largest percentage of students to perform at this level on Social Studies exams (31%) (Figure 13).

- Each year in each subject area, Tier 3 was the program tier (or one of the tiers) with smallest percentage of students to perform at or above the Approaches Grade Level Standard, except on Writing exams in 2019 (Tier 2) and on Social Studies exams in both 2019 (Tier 2) and 2021 (Area Support) (Figure 13).

Figure 13. Percentages of Achieve 180 Program Students Who Performed At or Above the Approaches Grade Level Standard on STAAR 3–8 Exams by Program Tier, Spring 2019 and Spring 2021

	Reading 2019	Reading 2021	Mathematics 2019	Mathematics 2021	Writing 2019	Writing 2021	Science 2019	Science 2021	Social Studies 2019	Social Studies 2021
Tier 3	45	39	50	24	39	29	49	24	37	17
Tier 2	48	46	56	30	37	30	57	41	30	17
Tier 1	53	45	57	36	43	30	56	41	46	31
Area Support	54	44	64	35	47	29	57	34	49	16
Light Support	60	51	67	40	49	36	57	37	37	30

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.

At-Risk Student Performance - STAAR 3–8 Met Level II Student Passing Standard/At or Above Approaches Grade Level Standards

- Non-Achieve 180 not at-risk and at-risk students outperformed their respective Achieve 180 Program counterparts each year in each subject tested.

- In each year assessed, regardless of program affiliation, not at-risk students' STAAR 3–8 performance exceeded the performance of their at-risk Achieve 180 Program peers in each subject tested (**Figure 14**, p. 27).

- For at-risk Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 30 percent on Social Studies exams to

52 percent on Mathematics exams, while rates for not at-risk Achieve 180 Program students ranged from 75 percent on Writing and Social Studies exams to 87 percent on Science exams (Figure 14).

- For at-risk non-Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 39 percent on Social Studies exams to 65 percent on Mathematics exams, while rates for not at-risk non-Achieve 180 Program students ranged from 87 percent on Social Studies exams to 93 percent on Reading, Mathematics, and Science exams (Figure 14).

- In spring 2019, the performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 31 percentage points on Mathematics exams to 45 percentage points on Social Studies exams (Figure 14).

Figure 14. Percentages of HISD Students Who Performed At or Above the Approaches Grade Standard on STAAR 3–8 Exams by Achieve 180 Program Affiliation and At-Risk Status, Spring 2019 and Spring 2021

	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
	Reading		Mathematics		Writing		Science		Social Studies	
Achieve 180 Program Not At Risk	83	56	83	40	75	41	87	45	75	32
Achieve 180 Program At Risk	42	37	52	29	33	22	45	26	30	13
Non-Achieve 180 Program Not At Risk	93	73	93	59	88	63	93	64	87	62
Non-Achieve 180 Program At Risk	55	47	65	40	48	32	55	35	39	21

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.

- In spring 2019, the performance gaps between the percentages of at-risk and not at-risk non-Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 28 percentage points on Mathematics exams to 48 percentage points on Social Studies exams. In each subject, the gap was within three percentage points of the gap found between at-risk and not at-risk Achieve 180 Program students in spring 2019. (Figure 14).

- For at-risk Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 13 percent on Social Studies exams to 37 percent on Reading exams, while rates for not at-risk Achieve 180 Program students ranged from 32 percent on Social Studies exams to 56 percent on Reading exams (Figure 14).

- For at-risk non-Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 21 percent on Social Studies exams to 47 percent on Reading exams, while rates for not at-risk non-Achieve 180 Program students ranged from 59 percent on Mathematics exams to 73 percent on Reading exams (Figure 14, p. 27).

- In spring 2021, performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR 3–8 exams ranged from 11 percentage points on Mathematics exams to 19 percentage points on all other exams assessed here compared to larger performance gaps between at-risk and not at-risk non-Achieve 180 Program students that ranged from 19 percentage points on Mathematics exams to 41 percentage points on Social Studies exams (Figure 14).

- In each program tier in each year and subject area assessed, not at-risk Achieve 180 Program students' performance exceeded the performance of their at-risk Achieve 180 Program peers on STAAR 3–8 exams (**Figure 15**, p. 29).

- In spring 2019 the smallest performance gap on STAAR 3–8 exams between at-risk and not at-risk Achieve 180 Program students within each program tier was on Mathematics exams, while the largest performance gaps in the program's Tier 3 and Tier 2 were on Writing exams and for the program's Tier 1, Area Support, and Light Support on Social Studies exams (Figure 15).

- In spring 2021 the smallest performance gap on STAAR 3–8 exams between at-risk and not at-risk Achieve 180 Program students within each program tier was on mathematics exams, except Tier 2 on Social Studies exams (Figure 15).

- The largest performance gaps among the program's tiers in spring 2021 were found in all subject areas except mathematics and included Reading in Tier 3 (31 percentage points) and Tier 1 (16 percentage points); Writing in Tier 3 (31 percentage points), Tier 2 (17 percentage points), and Tier 1 (16 percentage points); Science exams in Tier 1 (16 percentage points); and Social Studies in Area Support (22 percentage points) and Light Support (19 percentage points) (Figure 15).

Figure 15. Percentages of Achieve 180 Program Students Who Performed At or Above the Approaches Grade Standard on STAAR 3–8 Exams by Program Tier and At-Risk Status, Spring 2019 and Spring 2021

Spring 2019

	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Reading	80	34	78	37	83	42	84	44	87	51
Mathematics	79	43	77	47	82	48	86	56	86	62
Writing	77	27	69	25	74	30	76	36	76	41
Science	86	40	86	47	90	46	84	48	89	46
Social Studies	72	27	56	22	84	36	81	38	72	25

Spring 2021

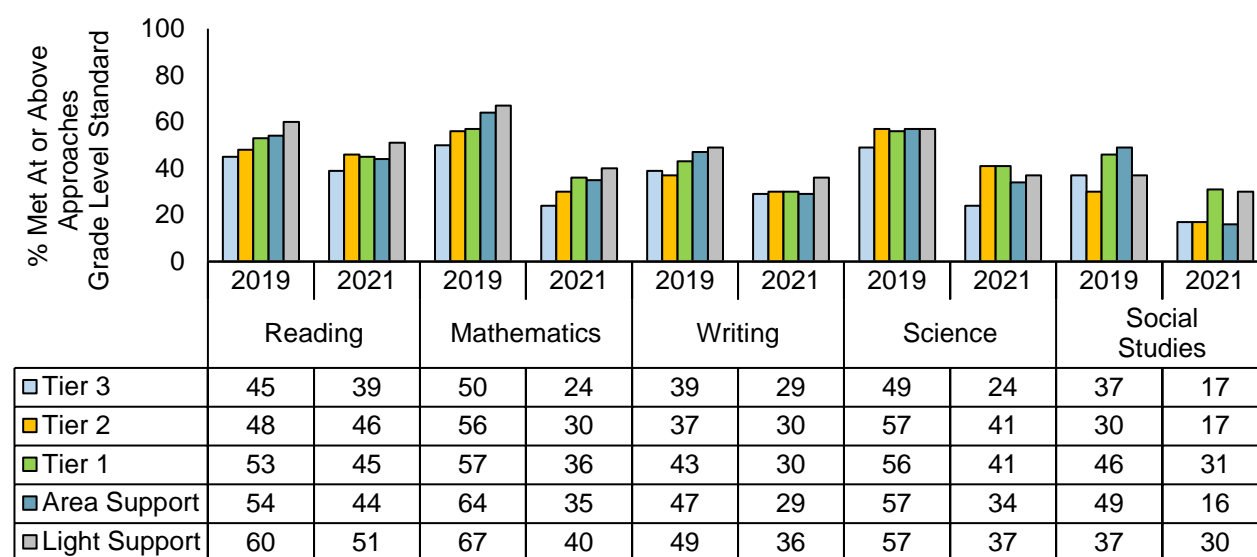|	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Reading	60	29	50	39	53	37	55	38	58	45
Mathematics	38	18	34	24	38	33	40	32	45	37
Writing	49	18	37	20	38	22	37	24	44	27
Science	40	16	46	34	48	32	45	27	46	31
Social Studies	33	11	20	14	34	26	30	8	40	21

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.

State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC),
Met Level II Student Passing Standard/At or Above Approaches Grade Level Standards
All Student Performance

- In each year, non-Achieve 180 Program students' STAAR EOC performance exceeded the performance of Achieve 180 Program students on this assessment in each subject tested (**Figure 16**, p. 30) (**Appendix E, Table E-3**, pp. 95–99 **and Table E-4**, pp. 100–104).

- For Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 39 percent on English I to 83 percent on US

History exams. For non-Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 59 percent on English I to 91 percent on US History exams (Figure 16).

- For Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 41 percent on English I to 72 percent on US History exams. For non-Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 62 percent on Algebra I to 85 percent on US History exams (Figure 16).

Figure 16. Percentages of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR End-of-Course (EOC) Exams by Achieve 180 Program Affiliation, Spring 2019 and Spring 2021
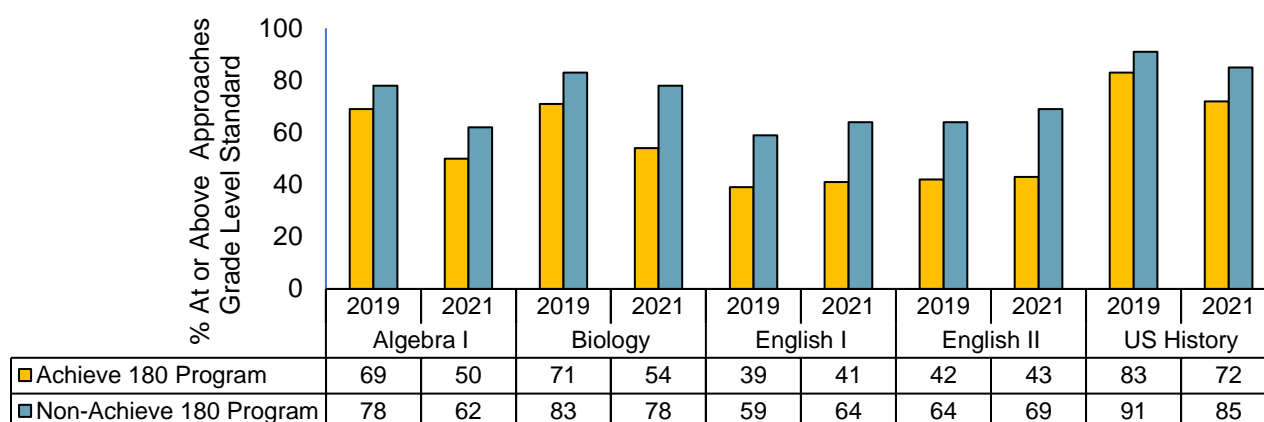
	Algebra I		Biology		English I		English II		US History	
	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
☐ Achieve 180 Program	69	50	71	54	39	41	42	43	83	72
☐ Non-Achieve 180 Program	78	62	83	78	59	64	64	69	91	85

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021
Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved.

- In spring 2021 and spring 2019, the subject area with the largest percentage of students to perform at or above Approaches Grade Level standards was US History for both Achieve 180 Program and their non-program student peers. However, unlike in spring 2019, in spring 2021 the subject area with the smallest percentage of Achieve 180 Program students to perform at or above Approaches Grade Level standards continued to be English I but was Algebra I for their non-program peers (Figure 16).

- The performance gaps between Achieve 180 Program and non-Achieve 180 Program students' STAAR EOC performances were larger in spring 2021 (which ranged from 12 percentage points in Algebra I to 26 percentage points in English II) than the gaps had been in spring 2019 (which ranged from eight percentage points in US History to 22 percentage points in English II), with the subject area associated with the smallest gap changing from spring 2019 to spring 2021, but the largest gap between program and non-program students remained in English II both years (Figure 16).

- Of the program's tiers, Light Support had the largest percentage of students to perform at or above the Approaches Grade Level Standards in each year and subject area, except on Algebra I and Biology exams in both 2019 and 2021 and on US History exams in 2019 and 2021 (**Figure 17**, p. 31).

- Of the tiers, Tier 3 students had the largest proportions of students to perform at or above the Approaches Grade Level Standard in 2019 and 2021 on Algebra I exams (81% and 59%, respectively) and on US History exams in 2021 (78%) (Figure 17).

Figure 17. Percentages of Achieve 180 Program Students Who Performed At or Above the Approaches Grade Level Standard on STAAR End-of-Course (EOC) Exams by Program Tier, Spring 2019 and Spring 2021

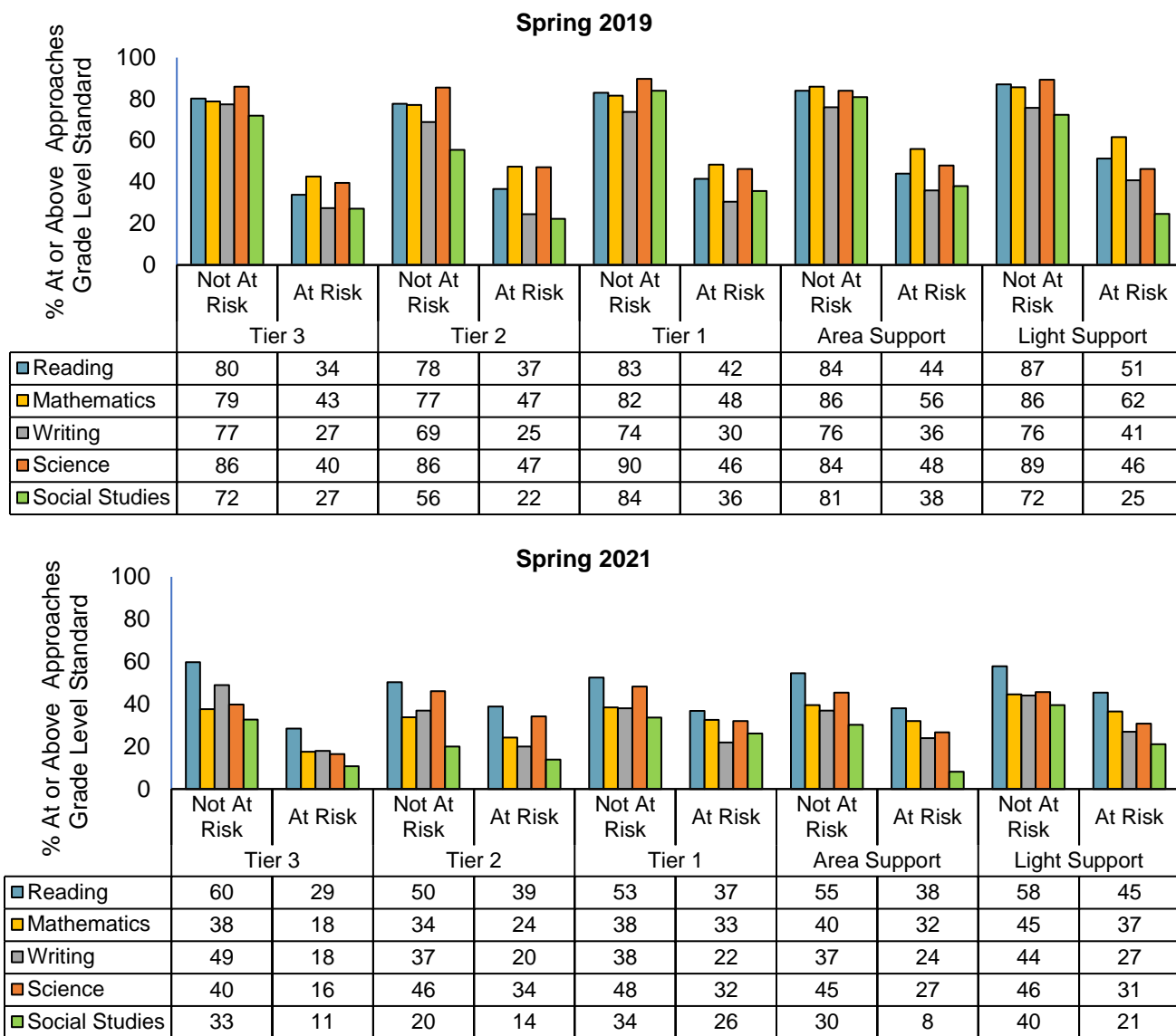|	Algebra I 2019	Algebra I 2021	Biology 2019	Biology 2021	English I 2019	English I 2021	English II 2019	English II 2021	US History 2019	US History 2021
Tier 3	81	59	67	54	31	38	36	36	80	78
Tier 2	70	43	75	60	36	40	42	41	83	74
Tier 1	64	51	64	51	29	34	33	36	77	66
Area Support	78	45	76	51	39	34	43	47	85	72
Light Support	66	51	71	56	46	47	49	48	86	73

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021
Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved.

- Of the tiers in 2021 on Biology exams, Tier 2 students had the largest proportion of students to perform at or above the Approaches Grade Level Standard in 2021 (60%). Of the tiers in 2019 on Biology exams, Area Support students had the largest percentage of students to perform at or above the Approaches Grade Level Standard (76%) (Figure 17).

- Tier 1 was the program tier (or one of the tiers) with smallest percentage of students to perform at or above the Approaches Grade Level Standards each year in each subject area, except for its Algebra I performance in 2021, when Tier 2 students had the smallest percentage of students to perform at or above the Approaches Grade Level Standards (43%) (Figure 17).

- Along with Tier 1 in spring 2021, the smallest proportions of students among the program tiers to perform at or above the Approaches Grade Level Standard were Tier 3 students on English II exams (36% each) and Area Support students on Biology (51 percent each) and English I (34% each) exams (Figure 17).

At-Risk Student Performance - STAAR End of Course (EOC) Met Level II Student Passing Standard/At or Above Approaches Grade Level Standards
- Non-Achieve 180 not at-risk and at-risk students outperformed their respective Achieve 180 Program counterparts each year.

- In each year and subject assessed, regardless of program affiliation not at-risk students' STAAR EOC performances exceeded the performances of their At-Risk peers (**Figure 18**).

- For at-risk Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 31 percent on English I exams to 77 percent on US History exams, while rates for not at-risk Achieve 180 Program students ranged from 86 percent on English I exams to 99 percent on US History exams (Figure 18).

- For at-risk non-Achieve 180 Program students in spring 2019, the percentages of students who performed at or above the Approaches Grade Level standards ranged from 39 percent on English I exams to 83 percent on US History exams, while rates for not at-risk non-Achieve 180 Program students ranged from 95 percent on English I exams to 100 percent on US History exams (Figure 18).

Figure 18. Percentages of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR End-of-Course (EOC) Exams by Program Affiliation and At-risk Status, Spring 2019 and Spring 2021
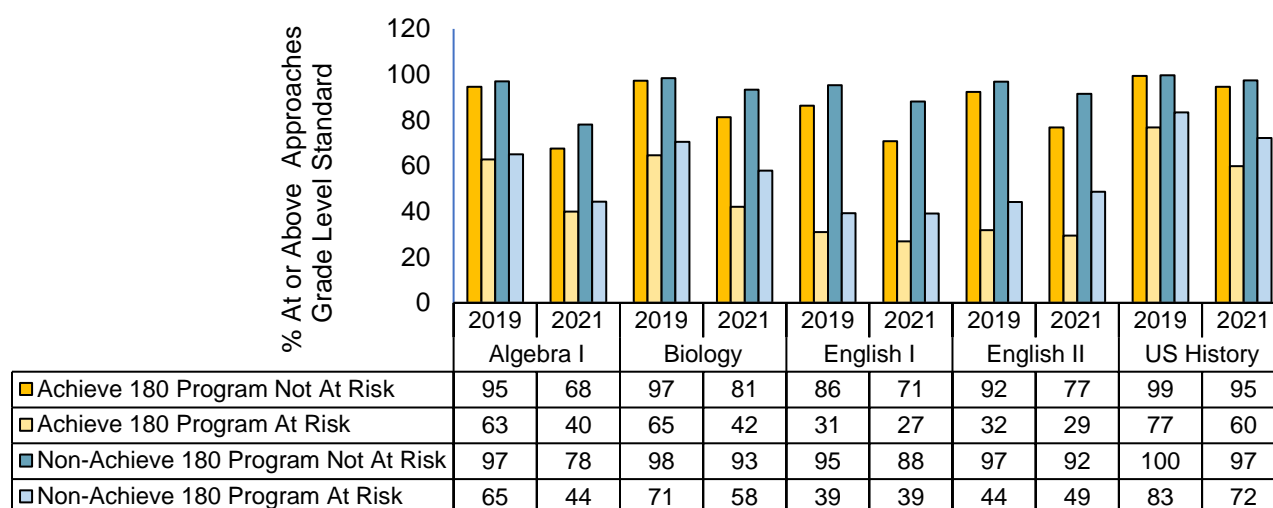
	Algebra I		Biology		English I		English II		US History	
	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
Achieve 180 Program Not At Risk	95	68	97	81	86	71	92	77	99	95
Achieve 180 Program At Risk	63	40	65	42	31	27	32	29	77	60
Non-Achieve 180 Program Not At Risk	97	78	98	93	95	88	97	92	100	97
Non-Achieve 180 Program At Risk	65	44	71	58	39	39	44	49	83	72

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021
Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved.

- In spring 2019, the performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR EOC exams ranged from 22 percentage points on US History exams to 60 percentage points on English II exams (Figure 18).

- In spring 2019, the performance gaps found between the percentages of at-risk and not at-risk non-Achieve 180 Program students who performed at or above the Approaches Grade Level standards (ranged from 17 percentage points on US History exams to 56 percentage points on English I exams), smaller than the gaps found between Achieve 180 Program at-risk and not at-risk students on STAAR EOC exams (Figure 18).

- For at-risk Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards on STAAR EOC exams ranged from 27 percent on

English I exams to 60 percent on US History exams, while rates for not at-risk Achieve 180 Program students ranged from 68 percent on Algebra I exams to 95 percent on US History exams (Figure 18, p. 32).

- For at-risk non-Achieve 180 Program students in spring 2021, the percentages of students who performed at or above the Approaches Grade Level standards on STAAR EOC exams ranged from 39 percent in English I to 72 percent in US History, while rates for not at-risk non-Achieve 180 Program students ranged from 78 percent on Algebra I exams to 97 percent on US History exams (Figure 18).

- In spring 2021, performance gaps between the percentages of at-risk and not at-risk Achieve 180 Program students who performed at or above the Approaches Grade Level standards on STAAR EOC exams ranged from 28 percentage points in Algebra I to 48 percentage points in English II versus performance gaps between at-risk and not at-risk non-Achieve 180 Program students that ranged from 25 percentage points in US History to 49 percentage points in English I (Figure 18).

- In spring 2019 on STAAR EOC exams, within each program tier the smallest performance gap between at-risk and not at-risk Achieve 180 Program students was in US History, while the largest performance gap within each tier that year was in English II, except for the Area Support tier with its largest gap in English I (**Figure 19**, p. 34).

- In spring 2021 the smallest performance gap on STAAR EOC exams between at-risk and not at-risk Achieve 180 Program students within each program tier was on Algebra I exams, except for the Light Support tier with its smallest gap on US History exams. The largest performance gap between at-risk and not at-risk Achieve 180 Program students within each program tier was on English II exams in spring 2021, as it had been in 2019 (Figure 19).

Figure 19. Percentages of HISD Students Who Performed At or Above the Approaches Grade Standard on STAAR 3–8 Exams by Program Tier and At-risk Status, Spring 2019 and Spring 2021

Spring 2019

	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Algebra I	97	69	92	65	93	59	100	71	93	61
Biology	98	58	97	70	95	60	100	71	98	65
English I	76	25	85	29	68	26	91	32	91	36
English II	90	27	89	32	89	25	91	37	95	36
US History	96	73	99	78	99	70	100	79	100	81

Spring 2021

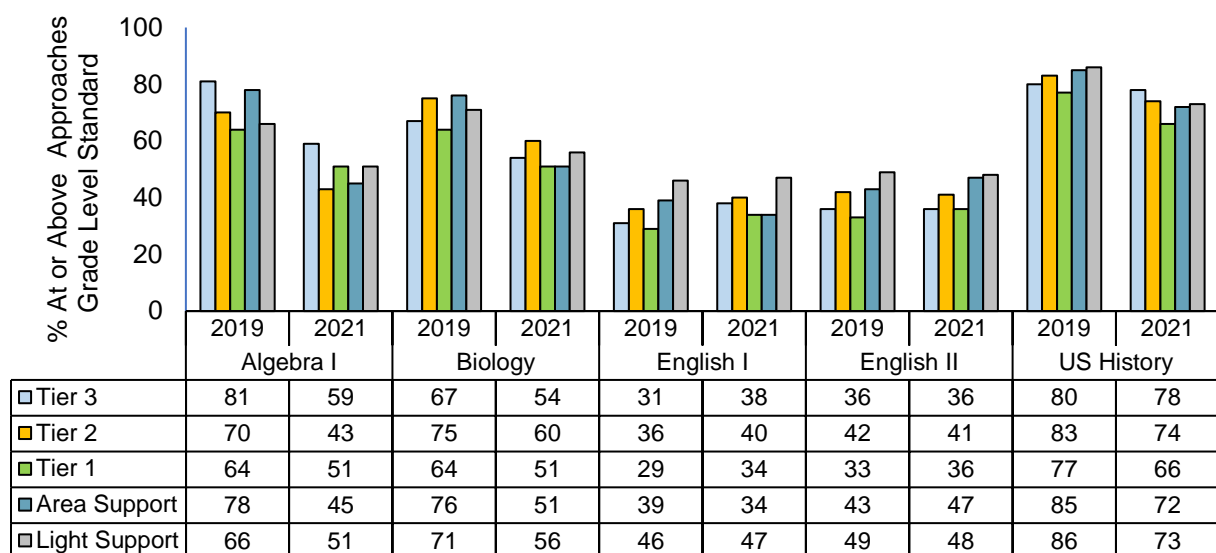|	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Algebra I	67	52	55	31	68	45	63	34	76	39
Biology	79	40	78	46	83	40	72	41	85	43
English I	59	27	60	25	70	23	59	23	82	31
English II	64	24	68	29	76	25	71	33	85	33
US History	94	65	95	61	95	55	95	61	95	61
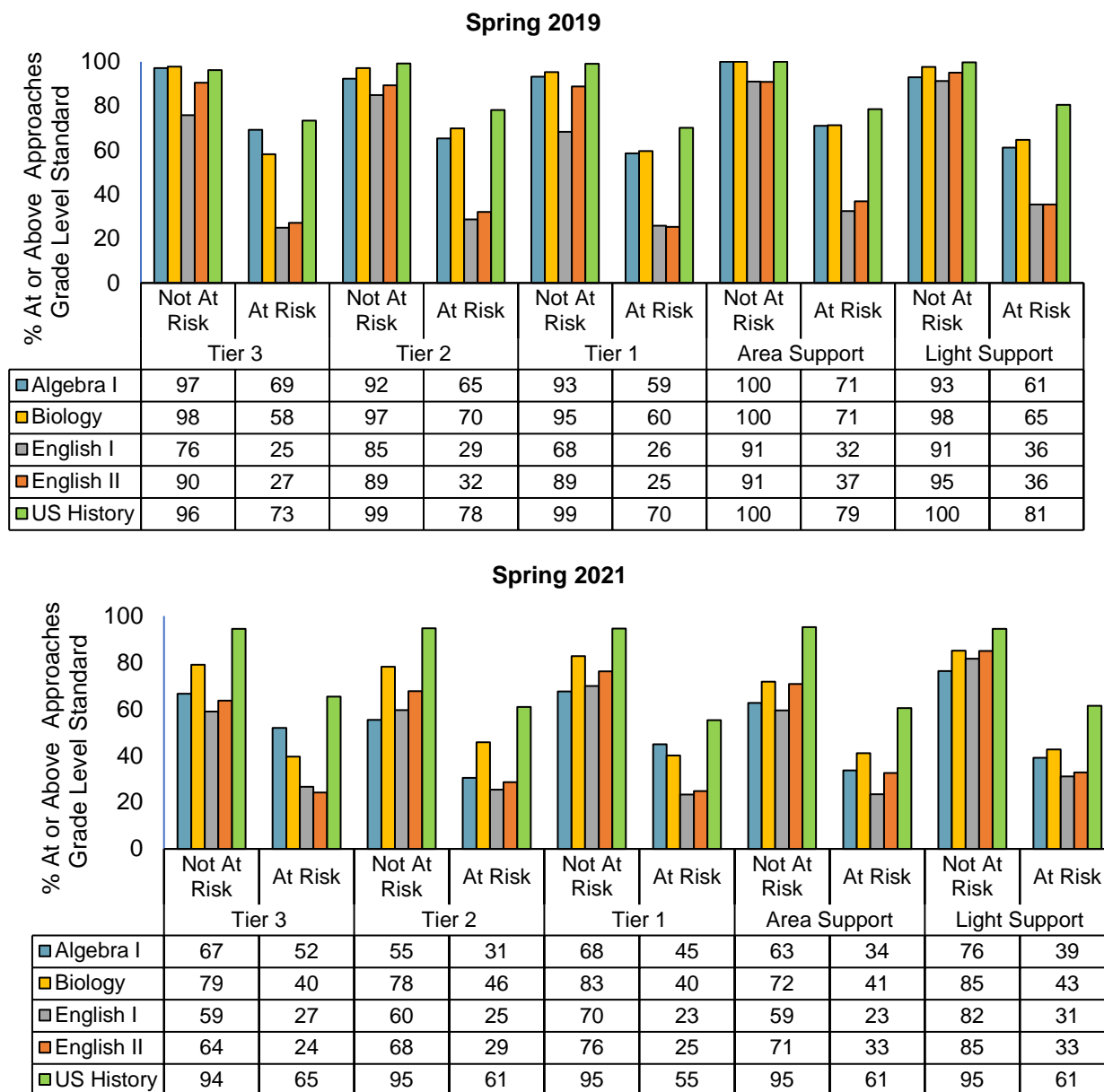
Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021
Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved.

TEA Accountability System Ratings

- Since the onset of the Achieve 180 Program in 2018 (Year 1), each year that new ratings have been calculated, 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 (9.7%) of 278 schools in 2017 (baseline year) to 23 (8.4%) of 275 schools in 2018 (Year 1), to 21 (7.8%) of 271 schools in 2019 (Year 2); totaling a 22 percent reduction in the number of failing schools overall.

- In spring 2019 (which was the last year that new ratings had been assigned), of the 21 F-rated schools, 10 were Achieve 180 Program campuses at that time, with two of them having been rated NR-H or F-rated (or Improvement Required) before spring 2019 (Wheatley HS for seven years and Sugar Grove MS for two years) (**Table 2**).

- Each year that new accountability ratings have been given, the percentage of Achieve 180 Program schools that met the accountability standard (i.e., were rated A-D) increased, growing from 39 percent (17 of 44 schools) in 2017 (baseline year) to 81 percent (43 of 53 schools) in 2019 (Table 2).

- Due to the pandemic, the Texas Education Agency (TEA) labeled all campuses and districts in Texas "Not Rated: Declared State of Disaster for 2020" and later "Not Rated: Declared State of Disaster for 2021 in the state accountability system. New annual district and campus ratings were not calculated for the 2019–2020 school year (Year 3) or 2020–2021 school year (Year 4). Campuses that received F ratings in spring 2019 were directed by TEA to continue to engage in improvement activities during the 2019–2020 and 2020–2021 school years. For determining future interventions based on multi-year F ratings, 2019 and 2021 will be considered consecutive years.

- In 2020–2021, the 64 Achieve 180 Program participants included 20 (or 95%) of the district's 21 schools that had retained F ratings from spring 2019, excluding only the F-rated charter school, E-STEM Central MS, (Table 2).

Table 2. Texas Education Agency (TEA) School Accountability Ratings, Achieve 180 Program 2017 through 2019/2021

School Year (EOY)	Total Program Campuses Rated	Improvement Required or *F* Rating		Not Rated: Harvey Pro-vision (NR-H)		Met Standard or *A, B, C,* or *D* Rating	
	N	N	%	N	%	N	%
2017	44*	27	61%	0	0%	17*	39%
2018	44*	1	2%	10	23%	33*	75%
2019	53*	10	19%	0	0%	43*	81%
2021^	64*	20	31%	0	0%	44*	69%

Source: Houston Independent School District, *2019 Preliminary TEA Accountability System Ratings; 2020 TEA Accountability Ratings (Adapted to present Achieve 180 Program schools through 2021)*

Notes: TEA declared districts and schools Not Rated: Declared State of Disaster for 2020 and 2021. **The 53 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.* End of School Year (EOY) ratings are based on results made available following the appeals process. See the HISD source reports for changes in the framework and terminology for the ratings. ^Based on TEA Accountability ratings from spring 2019.

Discussion

Performance results acquired during the ongoing pandemic, must be considered with great caution, particularly in relation to previous and subsequent school, educator, and student outcomes. Nonetheless, the results presented in this evaluation represent best efforts to depict performance trends that have been impacted in immeasurable ways. Aside from both the overt and the insidious impacts of the pandemic on our society, the school, educator, and student outcomes summarized in this report are expected (at least in

part) to be indicative of the impact of Achieve 180 Program's efforts through its fourth year of implementation to develop more effective systems of teaching and learning to improve the learning experiences and academic achievement of our high-need students at HISD's 64 most underperforming schools.

Program Participation and Funding

The number of program participants increased by 42 percent from 45 schools in 2017–2018 (Year 1) to 64 schools in 2020–2021 (Year 4), with 10 (16 percent) of 2020–2021 schools being added to the number of 2019–2020 (Year 3) schools (n=54). Though the reported $17,754,104 program budget in 2017–2018 was increased by nearly one-third to $23,561,895 by 2020–2021, the budget decreased nearly 28 percent in the last two years from $32,579,054 in 2019–2020 to $23,561,895 in 2020–2021, while the number of schools increased by about 19 percent. Fortunately, the percentage of unutilized Achieve 180 Program funds was reduced by nearly 78 percent from nine percent in 2017–2018 to two percent in 2020–2021, with a ten percent rate of improvement from 89 percent utilization in 2019–2020 to 98 percent utilization in 2020–2021. Program schools were assigned to tiers by their level of need for program support, with the level of identified need for program intervention being highest for Tier 3 and decreasing to Light Support. Indicative of a need for improved oversight, tier-level utilization rates ranged from about 85 percent to 95 percent and declined, from tier to tier, as the level of need increased, except for the Light Support tier with the lowest level of need and the lowest budget utilization rate of the tiers (84.9%). Finally, it is important to note that the total cost of the four-year Achieve 180 Program has not been determined. Post end-of-fiscal-year Achieve 180 Program budget and expenditure reports analyzed for these reports have typically included both General Funds and Federal grants (Title I) but lack some departmental expenditures related to program inputs. A comprehensive budget and expenditure report is necessary to conduct a robust cost-benefit analysis.

School Leader Appraisal System (SLAS) Ratings

School Leader Coaching and Development appraisal ratings from the School Leader Appraisal System are Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49). The mean School Leader Coaching and Development appraisal rating at the 64 2020–2021 Achieve 180 Program schools was 3.35 in 2019–2020 and increased 0.05 of a point to 3.40 in 2020–2021, while this rating for non-Achieve 180 program school leaders decreased by 0.07 of a point (from 3.63 to 3.56) within the same timeframe, which decreased the 0.28 point performance gap to 0.16 of a point between program participants and their non-program peers. Because school leaders are primary agents in school improvement efforts focused on strong learning climates and teacher efficacy regarding schoolwide goals of student achievement (Allensworth and Hart, 2018), staffing priorities and incentives to attract, secure, develop, reward, and retain effective and highly effective principals and school leaders at Achieve 180 Program schools are necessary. Heightened emphasis on principal and school leader involvement in high-quality, extended, job-embedded school leadership learning communities continue to be imperative. Further attention to program refinements that support the district's high-need Improvement Required (IR) schools are warranted for successful school transformation (Obiakor, Banks, Rotatori, & Utley, 2017) for all the 2020–2021 program schools. Effective strategies found at Light Support program schools may be replicated because their mean ratings were in the Highly Effective category and their 2020–2021 appraisal rating (3.71) increased from the prior year, making it higher than the non-Achieve schools' mean rating (3.56), which declined from the prior year.

Teacher Appraisal and Development System (TADS) Ratings

The Teacher Appraisal and Development System (TADS) performance ratings are Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), and Ineffective (1.00–1.49). The Achieve 180 Program and each of its tiers had mean TADS ratings that fell below the non-Achieve schools' mean

rating in both 2019–2020 and 2020–2021. Specifically, the mean TADS rating for teachers at the 64 2020–2021 Achieve 180 Program schools was 3.02 in 2019–2020 and increased 0.02 of a point to 3.04 in 2020–2021, while the mean TADS rating for non-Achieve 180 program teachers also increased by 0.01 of a point (from 3.31 to 3.32) within the same timeframe, reducing the 0.29-point performance gap to 0.28-point between program participants and their non-program peers. Because research shows that long-term outcomes for students can be enhanced under the instruction of highly effective teachers (Chetty et al., 2011; Chetty, Friedman, & Rockoff, 2014), the refinement and intensification of program and districtwide efforts to attract, secure, develop, reward, and retain effective and highly effective teachers are paramount as a staffing priority. A close assessment and further efforts to improve campus-based, centralized, and program supports such as hiring events, teacher-leaders and associates, teacher stipends and incentives, and the accuracy and usefulness of instructional appraisals and professional development for educators on Achieve 180 Program campuses are suggested.

Educator Professional Development (PD) Participation and Completion

In comparing the proportion of program schools that comprised each tier relative to the proportion of program's educators from each tier that completed in PD courses in 2020–2021, Tier 2, Tier 1, Light Support educators were overrepresented among Achieve 180 Program educators who completed professional development (PD) courses, while Tier 3 and Area Support educators were underrepresented among program participants who completed PD courses. This seems very problematic for Tier 3 educators, because they are responsible for providing highly-quality, individualized instruction to some of the district's students with the greatest deficits in student learning and performance. Tier 3 contains the program schools identified as the most in need of effective school leader, educator, student, and family supports. However, a favorable difference from their underrepresentation among program completers of PD, Tier 3 educators were overrepresented in the percentage of PD courses completed by the program's educators. The opposite trend was evident for Tier 2 educators who were overrepresented among the program's PD completers but underrepresented in the percentage of PD courses they completed. Finally, Area Support educators were underrepresented among the program's educators to complete PD courses and in the percentage of PD courses they completed. These findings suggest it may be beneficial to consider targeting Tier 3, Tier 2, and Area Support school leaders and educators for greater encouragements to participate in and to complete high-quality PD tailored to their students' needs and their content knowledge, pedagogy, and instructional needs as identified through their TADS ratings and other relevant needs assessments.

Student Achievement (State of Texas Assessments of Academic Readiness/STAAR)

The STAAR scores used by TEA to determine future interventions based on multi-year F ratings were the 2019 and 2021 scores, used as consecutive years and, therefore, are presented in this analysis. Consistently, non-Achieve 180 Program students' STAAR 3–8 and End of Course (EOC) performances exceeded the performances of their Achieve 180 Program peers on each assessment and subject tested in both years, with similar performance gaps on STAAR 3–8 in 2019 and 2021, and with generally smaller performance gaps on STAAR EOC in 2021 than in 2019 (than on STAAR 3–8 exams). This held true for Achieve 180 Program and non-Achieve 180 Program comparisons between each group's not at-risk, and at-risk students where these performance gaps were much larger than (sometimes more than twice as large as) the gaps found between program and non-program students.

Program students included greater proportions of at-risk students than their non-program peers each year (Achieve 180 Program 71.9% and 61.9%, 2018–2019 and 2020–2021, respectively and non-Achieve 180 63.7% and 50.2%, 2018–2019 and 2020–2021, respectively). With both groups having more than half of their students identified as at risk and the aforementioned performance gaps, this may indicate a dire need to refine districtwide supports for its at-risk students, and enhance the Achieve 180 Program's components

intended to address school design, social and emotional learning supports, and family and community engagement (Pillars IV-Pillar VI) – all of which may help provide life-changing resources and experiences that improve the quality of life, learning experiences, and educational outcomes of students at risk.

Texas Education Agency School Accountability Ratings

Due to the pandemic, new annual district and campus ratings were not calculated in spring 2020 or spring 2021. Currently, 21 HISD schools have retained their spring 2019 TEA School Accountability Ratings of Improvement Required (IR), *F* (failing)*,* or NR-H (not rated- Hurricane Harvey). Twenty of these 21 "failing" schools were among the 64 2020–2021 Achieve 180 Program campuses (31%) and only two of them had been rated NR-H or IR/*F* in the year(s) prior to spring 2019 (Wheatley HS for seven years and Sugar Grove MS for two years, both supported through the program's Tier 3 centralized supports). This bodes well for the huge, collaborative, school turnaround project called the Achieve 180 Program (and any unidentified factors), in that the program started in 2017–2018 with 27 IR schools (60%) and 18 former IR schools and two of them remain IR and in the highest-need category of the program. However, continuing problems involve the need to more effectively nourish, advance, and help sustain (1) the communities surrounding HISD schools, (2) school climates and conditions that enhance student safety, health and learning in and outside of school, (3) educator supports for highly effective teaching through strong content knowledge, pedagogy, and instructional strategies and skills and (4) student supports for individualized learning and growth in academic achievement for all district school leaders, educators, and students.

Conclusion

It is a daunting task to make clear and sustained progress toward improving educator and student achievement within high-need schools, such as HISD's Achieve A180 Program schools. As presented in this evaluation, the positive findings associated with the Achieve 180 Program exist together with its performance deficits. Previous reports have shown similar gains and deficits. Despite reductions in some performance gaps noted herein, persistent performance gaps between program and non-program school leader and teacher effectiveness are coupled with unalleviated student performance gaps of disturbing sizes and longevity between program and non-program students. Consistent with its stated mission, vision, and beliefs, it is expected that the district will continue its quest to equitably educate all its students. To that end, heightened efforts are warranted to secure and nurture highly effective school leadership and instructional excellence, as well as to garner the multifaced community, district, and schoolwide resources and supports necessary to equitably develop and support successful schools, educators, and students, if Achieve 180 Program students, especially those who are at risk, truly are to *achieve* (i.e., to triumph), regardless of their personal or social circumstances.

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Appendices

Appendix A: Student Characteristics

Figure A-1. HISD, Achieve 180 Program, and Non-Achieve 180 Student Characteristics, 2019–2020 and 2020–2021
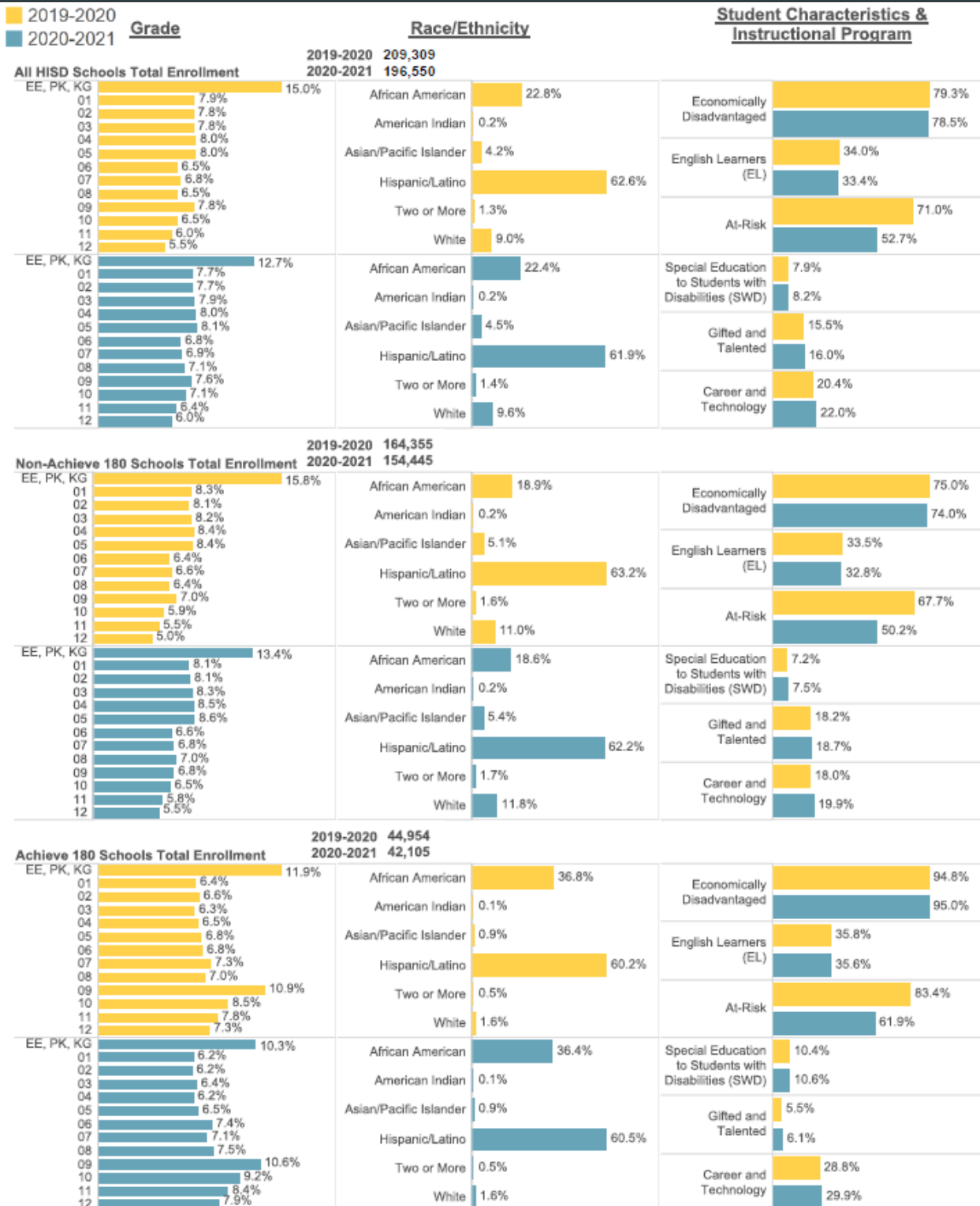
Sources: Fall PEIMS 2019, Fall PEIMS 2020, ADA>0; Summer PEIMS 2019, Summer PEIMS 2020
Note: 2019–2020 and 2020–2021 results are shown for the 64 schools that participated in 2020–2021.

Figure A-2. Achieve 180 Program Student Characteristics by 2020–2021 Treatment Group, 2019–2020 and 2020–2021

Sources: Fall PEIMS 2019, Fall PEIMS 2020, ADA>0; Summer PEIMS 2019, Summer PEIMS 2020
Notes: 2019–2020 and 2020–2021 results are shown for the 64 2020–2021 Achieve 180 Program schools.
Tier 3 n=10; Tier 2 n=7; Tier 1 n=12; Area Support Tier n=20; Light Support Tier n=15)
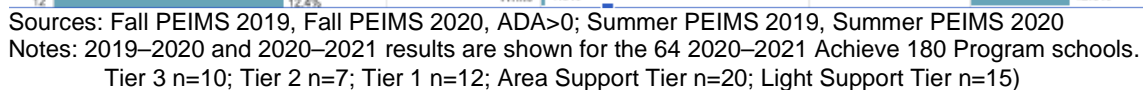
Appendix A: Achieve 180 Program Objectives

Table A-1. Achieve 180 Program Objectives by Pillar and Focus Areas, 2017–2018		
Pillar	**Focus Areas**	**Objectives**
I **Leadership Excellence**	Essential Staffing Compensation Principal Effectiveness Collaborative School Support	• Fill essential staff positions and retain essential staff. • Essential staff connects students to resources. • Mentor, coach, and provide differentiated support to instructional leaders and teachers.
II **Teacher Excellence**	Priority Teacher Staffing and Retention Teacher Effectiveness Compensation	• Identify, attract, hire, and retain high-quality educators. • Provide incentives, differentiated professional development, and support to educators.
III **Instructional Excellence**	Literacy Curriculum Implementation and Instructional Delivery Formative Assessment and Data Protocols Cognitive Demand High Quality Professional Development Curriculum Alignment between Grade-level Standards and Student Needs	• Provide real-time and personalized support in curriculum and instruction to ensure effective, aligned, differentiated, and rigorous lessons in every classroom
IV **School Design**	Extended Work Day for Teachers Master Schedule Structured Instructional Time Intervention (Academic and Behavioral) Blended Learning Cultural Competence Differentiated and Personalized Instruction Meeting Needs of Overage Students Global Graduate and College/Career Readiness Opportunities	• Provide a school day and school environment designed for student progress and achievement. • Enable students to become critical thinkers, problem-solvers, and meaning makers
V **Social and Emotional Learning Support**	Teaching the Whole Child Wraparound Services Feeder Pattern Connections	• Provide a menu of social and emotional supports tailored to each campus and community. • Remove non-academic barriers to student engagement in instruction and learning. • Employ a systemic approach to provide learning supports (i.e., intervention assistance teams, resources, and analysis of behavioral, physical, and mental health data) and to connect student learning supports to academic achievement and growth.
VI **Family and Community Engagement**	Family Friendly Schools Two-Way Communication Feeder Pattern Connections	• Engage and empower family and community members as partners in education. • Encourage two-way communication between home and school. • Increase parent involvement and engagement.

Sources: Achieve 180 Program Website, Pilar 1 - **http://www.houstonisd.org/Page/165795**; Pillar 2 - **http://www.houstonisd.org/Page/166319**; Pilar 3 - **http://www.houstonisd.org/Page/166337**; Pillar 4 - **http://www.houstonisd.org/Page/166338**; Pilar 5 - **http://www.houstonisd.org/Page/166339**; Pillar 6 - **http://www.houstonisd.org/Page/166340**, 12/1/2017.
Note: Program objectives included in the table are extracted from text describing [intermediate] program goals and aims, which support the three explicit and overarching Board and Achieve 180 Program goals.

Appendix A: Achieve 180 Program Support

Table A-2. Achieve 180 Program Centralized Support, 2020–2021						
Pillar	**Centralized Support**	**Tier 3**	**Tier 2**	**Tier 1**	**Area**	**Light**
Leadership Excellence	Leadership Team Structure	✓	✓	✓	✓	✓
	Professional Learning Communities	✓	✓	✓	✓	✓
	Demonstration School Pairings	✓	✓	✓		
	Recruitment/Retention Incentive	✓	✓	✓	✓	
	Community of Practice Visits	✓	✓	✓	*✓	*✓
	Data Driven Instructional Specialist	✓	✓	✓	✓	✓
Teacher Excellence	Teacher Effectiveness Data	✓	✓	✓	✓	✓
	Dedicated Associate Teachers	✓	✓	✓	✓	✓
	Model Classrooms	✓	✓	✓	✓	✓
	Teacher Leaders (TDS, New Teacher Coaches)	✓	✓	✓	✓	✓
	Recruitment/Retention Incentive	✓	✓	✓	✓	
Instructional Excellence	Curriculum Assessments, Planning & Delivery	✓	✓	✓	✓	✓
	Pacing & Formative Assessment	✓	✓	✓	✓	✓
	Data Analysis & Plans for Differentiated/Personalized Learning	✓	✓	✓	✓	✓
	Essential Positions: Librarian	✓	✓	✓	*✓	*✓
	Reading Specialist	✓	✓	*✓	*✓	*✓
	Renaissance 360 Support and Guidance	✓	✓	✓	✓	✓
	Intervention and Extension System for All Students	✓	✓	✓	✓	✓
	Data Driven Instructional Coaching	✓	✓	✓	✓	✓
School Design	Wednesday Extended Day PD	✓	✓	✓	✓	✓
	Master Schedule Support (Alignment to Student Needs)	✓	✓	✓	✓	✓
	Online Intervention System (Imagine Learning/Imagine Math)	✓	✓	✓	✓	✓
	IAT Manager	✓	✓	✓	✓	✓
	Grad Labs (High Schools)	✓	✓	✓	✓	✓
	College and Career Readiness Supports	✓	✓	✓	✓	✓
Social and Emotional	Schoolwide Behavior Support System	✓	✓	✓	✓	✓
	Wraparound Resource Specialist or Community in Schools (CIS)	✓	✓	✓	✓	✓
	Essential Positions: Nurse and/or Counselor	✓	✓	✓	*✓	*✓
	Social and Emotional Professional Learning	✓	✓	✓	✓	✓
Family and Community Empowerment	Face Specialist	✓	✓	✓		
	Parent Communication	✓	✓	✓	✓	✓
	Family and Community Events	✓	✓	✓	✓	✓
	Parent University	✓	✓	✓	✓	✓

*✓ Identified campuses in given tier receive the support

Appendix A: Achieve 180 Program Implementation Rubric

Table A-3. Achieve 180 Program Rubric, 2020–2021			
Pillar 1: Leadership Excellence			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Leadership Team Structures	The leadership team has leaders with clearly defined goals and each administrator oversees a content area or program. The teams have a system of tracking progress of their goals.	The leadership team has leaders with clearly defined goals that meet the needs of students in most of the content areas. Some of the leaders on the team lack the capacity to lead a content area.	The campus does not have a leadership team with a clear vision or instructional goal.
Professional Learning Communities	The campus holds PLCs regularly and the meetings have clear expectations with an instructional focus. The PLC evaluates data to determine next steps and practices high yield instructional strategies before going live in the classroom with students.	The campus holds PLCs regularly and the meetings have clear expectations with an instructional focus.	The campus does not have professional learning communities.
Lead Principal Pairing	An authentic collaboration has formed between the A180 principal and demo principal. The school leaders are actively involved in exchanging ideas and have implemented change due to the pairing with the demonstration principal. The classroom instruction at the A180 school has improved due to the collaboration with the demo principal.	Dutiful exchanges between leaders have occurred. There is a gap between the level of classroom instruction in the paired schools. Leaders can articulate when/where meetings have occurred but are not connecting these to changes in practice.	No exchanges have occurred, or leaders report that this experience is not helpful/not desired.
Campus Culture	The campus has a vision that all students can learn. Students, teachers, and the community are excited to be a part of the school. There is a positive student to teacher relationship. The school community collaborates to make the campus a place where everyone is welcome and learning goals are being met.	The campus has a vision that all students can learn and students, teachers, and the community are excited to be a part of the school community. There is a positive student to teacher relationship.	The campus has a vision that all students can learn, but students, teachers, and the community do not feel welcome or want to visit the campus.
Community of Practice Visits	Classroom instructional practices in almost every classroom reflect stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.	Classroom instructional practices include a few strong examples of stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds, but these are the exception and not the norm.	Classroom instructional practices do not reflect attention to stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.
Data Specialists	Specialists are integrated into the administrative team and are utilized to their full potential. Leadership teams can speak to the value and impact of the specialist. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the data specialist.	The specialists are running reports and are the keeper of campus data knowledge. The campus has not taken full ownership of data creation and analysis.	There is a disconnect between specialists' strengths and campus needs.

Table A-3. Achieve 180 Program Rubric, 2020–2021 (Continued)			
Pillar 2: Teacher Excellence			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Teacher Effectiveness Data	According to the TADS rubric and student progress data, the teacher is an exemplar model for effective instructional practices and leads colleagues as needed to drive student learning forward.	According to the TADS rubric and student progress data, the teacher consistently improves in their instructional practices and is receptive to coaching and feedback.	According to the TADS rubric and student progress data, a teacher's instructional practices are ineffective.
Professional Learning Modules	The campus regularly facilitates engaging professional learning modules both virtual and in-person and has consistent checkpoints to track and monitor progress. A variety of leaders (School leadership, external partners, teachers) facilitate learning.	The campus leadership team regularly facilitates engaging professional learning modules both virtual and in-person and has consistent checkpoints to track and monitor progress.	The campus relies solely on district personnel to facilitate professional learning modules and lacks a system to track progress.
Dedicated Associate Teachers	Associate Teachers display evidence of literacy, content knowledge, and classroom culture training that has been provided uniquely to Achieve 180 Associate Teachers. Associate Teachers have excellent attendance. Fill rates are at or above the district average.	Associate Teachers have good attendance and are filling the vacancies but are not sustaining classroom expectations or district priorities regarding literacy, content, and classroom culture.	Associate Teachers are not yet hired, have poor attendance, or are demonstrating difficulty carrying out teachers' classroom plans and/or maintaining good rapport with students.
Model Classrooms	All classrooms are models of implementation of Literacy by 3, Literacy in the Middle or Literacy Empowered.	Many/most classrooms are going through the motions of Literacy by 3, Literacy in the Middle or Literacy Empowered, but need work on implementation quality.	Many/most classrooms are not reflective of Literacy by 3, Literacy in the Middle or Literacy Empowered initiatives.
New Teacher Coaches (Tier 3 campuses)	Coaches are visible in the classroom. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the New Teacher Coach.	The practices of the coach are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	The New Teacher Coach is not yet in place or teachers report that this is not helpful or undesired.
Teacher Development Specialist	Specialists are visible in the classroom and during Wednesday PD. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the TDS. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the TDS. The TDS is willing to do whatever it takes to support campus goals.	The practices of the TDS are not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the TDS.	There is a disconnect between the TDS' strengths and teacher needs. It is unclear if evidence exists showing impact of TDS support. TDS is generally passive and inflexible in regards to campus support requests.

	Table A-3. Achieve 180 Program Rubric, 2020–2021 (Continued)		
	Pillar 3: Instructional Excellence		
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Curriculum Assessment, Planning, and Delivery	Classroom instruction is aligned to the rigor and content assessed on formative assessments. There is evidence of appropriate differentiation and scaffolds in place as needed, in every classroom that takes an assessment.	Classroom instruction is aligned to the rigor and content assessed on formative assessments, with appropriate differentiation and scaffolds in place as needed, in some classrooms that take assessment; OR classroom instruction is aligned to the rigor and content, but it does not include appropriate differentiation and scaffolding per student needs.	Classroom instruction is not aligned to the rigor and content of formative assessments.
Technology Integration	The teacher serves as a guide, mentor, and model in the use of technology. The teacher encourages and supports the active engagement of students with technology resources. Students have options on how and why to use different technology tools for higher-order thinking tasks and collaboration. They often use tools in unconventional ways and the technology itself becomes an invisible part of the learning.	The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure they each complete every step in the same sequence with the same tools. Students use technology in conventional ways to and are closely directed by the teacher	The teacher serves as a guide, mentor, and model in the use of technology. The teacher encourages and supports the active engagement of students with technology resources. Students have options on how and why to use different technology tools for higher-order thinking tasks and collaboration. They often use tools in unconventional ways and the technology itself becomes an invisible part of the learning.
Pacing and Formative Assessment Calendar	The campus has a pacing and formative assessment calendar which includes the dates of all assessments to be given this year as well as PLC dates to review the data from each assessment. The campus has also included a calendar which addresses the content that needs to be spiraled back into the classrooms after the assessments.	The campus has a pacing and formative assessment calendar which includes the dates of all assessments to be given this year.	The campus does not have a pacing and formative assessment calendar.
Data Analysis & Plans for Differentiated/ Personalized Learning	Data walls and binders are current. There is evidence that instruction and interventions are aligned to the data. There is evidence of student data tracking and students are knowledgeable of their personal goals and data progress.	Data walls and binders are current. There is no clear alignment of instruction and intervention. Some students are knowledgeable of their goals and data.	Data walls and binders are not present or current.
Essential Position (Librarian)	There is a librarian on campus. There is clear evidence that students are welcome, aware of, and using the library. The presence of the position is making a proactive impact on the campus – e.g. the library is offering opportunities like book clubs, UIL, Name That Book, etc.	Position is staffed. The traditional role of this position is being carried out. Students are visiting the library and checking out books, but evidence of turnaround level impact is not yet present. The librarian is typically in the library and waits for students to approach them.	Position not yet staffed.

Table A-3. Achieve 180 Program Rubric, 2020–2021 (Continued)			
Pillar 3: Instructional Excellence (Continued)			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Reading Specialist	There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the reading specialist. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the reading specialist. Teacher improvements are evident in relation to the TADS Rubric.	The practices of the reading specialist are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role of the role and/or impact of the coach.	There is a disconnect between the reading specialist's strengths and teacher needs.
Renaissance 360	100% of students are taking Renaissance 360 for math and reading. Students are invested in the screener and have been educated, in a grade-appropriate manner, about why they are taking it and how they can grow as readers and mathematicians. Growth is evident at the campus.	100% of students are taking Renaissance 360 for math and reading. Growth is not evident.	Fewer than 100% of students are taking Renaissance 360 for math and reading.
Intervention and Extension System for all Students	The campus has an intervention and extension system that has been implemented, and it meets the needs of each individual student. Every student has a goal and is involved in activities to help them meet their goal.	The campus has an intervention and extension system that has been implemented, but it does not meet the needs of each individual student.	The campus does not have an intervention or extension system evident on campus.
Data Driven Instructional Coaching	Evidence of observation and feedback is in TADS. Feedback is aligned to the effectiveness rating and the student assessment data. Data Driven Instructional Coaching (DDIC) protocol is utilized to drive conversations around student growth and teacher growth.	Evidence of observation and feedback is in TADS. Some of the feedback is aligned to the effectiveness rating and the student assessment data. Data Driven Instructional Coaching (DDIC) protocol is not utilized.	There is some evidence of observation and feedback in TADS. The feedback does not support data driven instructional coaching.
Pillar 4: School Design			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Wednesday Extended Day PD	Core teachers are actively engaged in new learning and planning. The teachers and campus are active leaders/facilitators of the PD. District guidance is incorporated meaningfully and authentically.	School is going through the motions, relying more heavily on district personnel to lead. Teachers are less actively engaged.	School is unprepared, attendance is low and/or activities are not consistent with district standards.

Table A-3. Achieve 180 Program Rubric, 2020–2021 (Continued)			
Pillar 4: School Design (Continued)			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Master Schedule Guidance	School schedule has planned intervention for students who need it. High Schools and Middle Schools have SRW courses for struggling readers. Elementary Schools are providing additional 30 minutes of reading per day for struggling readers. High Schools have students scheduled appropriately including relevant sequences needed for HB5/ accountability. All schools using space and time in ways that maximize student potential, capitalizing on technology and personalized learning approaches.	School has some avenues of intervention in place. School may still be relying on after-school "tutorials" or other actions as interventions. School has not capitalized on technology or personalized learning approaches to meet student needs.	School does not offer SRW courses and/or additional reading support at the elementary level.
Imagine Learning	All students with a Lexile below 750 are using the program daily.	Some students with a Lexile below 750 are using the program daily.	Very few or no students with a Lexile below 750 are using the program.
Imagine Math	Student use of Imagine Math is strategic, with the correct personalized pathway in place for students.	Student use of Imagine Math is random or very irregular.	There is not an expectation for students to use Imagine Math on campus.
IAT Manager	Campus IAT teams meet regularly, with action-oriented outcomes and clear evidence of progress monitoring and clear evidence that students are making progress. Significant decreases in absences, behavioral referrals and student course failures are evident. Significant increases in math and literacy are evident.	Campus IAT teams exist nominally and meet regularly but there is little evidence of impact.	Campus IAT teams are not meeting.
Grad Labs (High Schools)	The school has a grad lab and grad coach in place. All students who need access to credit recovery can use grad lab. Scaffolds or supports needed are continually available such as: additional face time with a content teacher or tutor, use of the foundational levels of coursework to build readiness, etc. The tone and culture of grad lab is proactive and supportive. The grad coaches actively intervene for students not making progress.	The school has a grad lab and grad coach in place, and students have access to needed courses but not necessarily the needed supports and scaffolds. Grad coach plays more of an evaluative role and less of an intervention role.	The school does not have a grad lab during the day and/or does not have a grad coach available.
College and Career Readiness Supports (High Schools)	The school has a college readiness plan in that place that spans Grades 9-12. This plan supports student development of academics and experiences necessary for college admissions. Financial aid, essay, and application workshops are in place. College Success Advisor is used in a meaningful way. Campus attends College Readiness trainings. Khan Academy SAT Prep is regularly used by all students in Grades 9-12. College access is handled in a proactive way, responsive to the needs of students who may be the first in their families to attend college.	The school's college readiness plan focuses primarily on Grades 11-12 or, for Grades 9-12, is inclusive of some but not all the financial, academic and leadership components that students need for college admission and persistence. The approach on the campus is more voluntary than turnaround, without proactive inclusion of reluctant students.	There is not a clear plan in place or campus implementation of the plan is limited/ ineffective. District resources that are offered are not being used/leveraged.

Table A-3. Achieve 180 Program Rubric, 2020–2021 (Continued)			
Pillar 5: Social and Emotional Support			
RESOURCE	**STRONG**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Schoolwide Behavior Support System	Classroom cultures are supportive, inclusive, and appropriate to the developmental level of students. Approaches to discipline reflect a value for the student as a learner and thinker. There are low rates of discipline referrals. There is a system of accountability for teachers, ensuring that they take proactive steps to address students' needs before referring for disciplinary action outside the classroom. Students are respectful to each other and connected to the school community.	Classroom cultures rely on punitive responses, behavioral approaches that limit student questioning and creativity, and/or developmentally inappropriate or unrealistic expectations. There are moderate rates of discipline referrals, and they are disproportionately higher for some groups of students (low SES, special ed, males, etc.).	Classroom culture is inconsistent and there are high rates of discipline referrals.
Wraparound Resource Specialist or CIS	There is clear evidence of resources available to students, including advertisement of resources in student-friendly language. There are avenues in place such as time/processes for students and parents to be able to request help. The resources available match the needs, as evidenced by improvements in overall student attendance and in the attendance of chronic absentees.	There is some evidence that resources are available to the campus, but these are not easy to find and may or may not address the highest needs at the school.	It is very difficult to access resources and/or there is clearly a significant gap between available resources and student/family needs.
Essential Positions: Nurse and Counselor	All positions are staffed. Clear evidence that students are welcome, aware of, and using the resources that each position brings. The presence of the position is making a proactive impact on the campus - e.g., health activities and connections to external resources are evident beyond assistance to students who are sick, resources about college and social and emotional health are evident and abundant.	All positions are staffed. The traditional roles of these positions are being carried out - students are using the clinic when sick. Students are visiting the counselor. Evidence of turnaround level impact is not yet present. Staff typically remain in the clinic, counselor's office and wait for students to approach them.	All positions are not yet staffed.
Social and Emotional Professional Learning	The campus has participated in Cultural Proficient Professional Development and has implemented systems and best practices. Staff members build a positive and inclusive environment in their classrooms. The data shows that incidents of student behavior has decreased. There is evidence of equity in behavior incidents, referrals, and suspensions. The data shows that student achievement gaps are closing.	The campus has participated in Cultural Proficient Professional Development and has implemented systems and best practices. Staff members are working to build a positive and inclusive environment in their classrooms, but not all classrooms are at the expected level. The data is beginning to show trends in decreased student behaviors .	The campus has not participated in any Cultural Proficient Professional Development.

Table A-3. Achieve 180 Program Rubric, 2020–2021 (Continued)			
Pillar 6: Family and Community Empowerment			
RESOURCE	**STRONG EXAMPLE**	**EMERGING EXAMPLE**	**NON-EXAMPLE**
Parent Communication	There is clear evidence that parents have a voice. The school has communicated times and avenues for parent conferences, and parents are included in meaningful decision-making activities. Parents taking advantage of these opportunities include all racial and socioeconomic groups at the school.	Some parents are taking part in parent conferences, and some parents have voice in meaningful decision-making capacity, but there are significant racial and/or socioeconomic gaps.	Communication is generally from the school to the parents, with little significant opportunity for parent input.
Family Community Events	The school has high attendance at family community events, inclusive of all racial and socioeconomic groups. There is a variety of different types of events, offering many different points of engagement for parents. There is a significant number of events, held at varied times and on varied days of the week, to provide multiple opportunities for parents to attend.	The school has shown increases in attendance at family community events.	The school is struggling with attendance at family community events.
Face Specialist	The campus and the face specialist have collaborated and completed multiple family friendly activities, including school climate survey, family friendly campus walk-throughs, parent-teacher conference for parents, PTA/PTO creation, and other parent workshops.	The campus and the face specialist have collaborated to hold parent workshops on campus but have not successfully completed a family friendly campus walk-through or established a functioning PTA/PTO.	The campus and the face specialist have not had the opportunity to collaborate.
Parent University	There is evidence that the campus creates and sustain a Family Friendly School culture by acquiring one of the two top Family Friendly School Certifications available, and focusing on creating a welcoming environment, building relationship with families and other stakeholders, linking campus activities for families to learning, fostering parent advocacy and valuing the diversity families bring to their campus community.	The campus maintains a silver-level Family Friendly School Certifications at their campus and focuses on building a relationship with families and other stakeholders and linking campus activities for families to learning,	The campus drops their Family Friendly School certification below the Silver-level or cannot attain the Family Friendly School certification at all.

Source: Achieve 180 Program Administrators, 2020–2021

Appendix A: Achieve 180 Program Budget and Expenditure Report

Table A-4. Achieve 180 Program Budget and Expenditures by Category and Department or Tier, 2020–2021						
		Total	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
Achieve 180 Program	**Budget**	**$23,561,895.13**	**$19,616,566.66**	**$3,296,183.31**	**$29,391.78**	**$604,753.38**	**$15,000.00**
	Expenditures	**$23,135,435.70**	**$16,870,311.92**	**$6,157,891.35**	**$38,168.45**	**$69,063.98**	**$0.00**
	Total % Utilized	**98.2**	**86.0**	**(-)**	**(-)**	**11.4**	**0.0**
Achieve 180 Schools Office	Budget	$10,955,409.27	$7,087,329.24	$3,295,366.35	$1,413.68	$556,300.00	$15,000.00
	Expenditures	$11,585,790.63	$5,451,410.00	$6,112,391.35	$1,413.68	$20,575.60	0.0
	Total % Utilized	(-)	76.9	(-)	100.0	3.7	0.0
Chief Academic Officer	Budget	$907.20	$907.20	—	—	—	—
	Expenditures	$18.79	$18.79	—	—	—	—
	Total % Utilized	2.1	2.1	—	—	—	—
Tier 3	Budget	$2,813,255.25	$2,763,984.91	$816.96	$0.00	$48,453.38	—
	Expenditures	$2,564,919.40	$2,499,775.52	$15,000.00	$1,655.50	$48,488.38	—
	Total % Utilized	91.2	90.4	(-)	(-)	(-100.1)	—
Tier 2	Budget	$2,052,882.53	$2,025,888.43	$0.00	$26,994.10	—	—
	Expenditures	$1,902,374.71	$1,864,494.14	$11,000.00	$26,880.57	—	—
	Total % Utilized	92.7	92.0	(-)	99.6	—	—
Tier 1	Budget	$2,599,411.90	$2,599,411.90	$0.00	$0.00	—	—
	Expenditures	$2,417,389.75	$2,412,349.73	$2,500.00	$2,540.02	—	—
	Total % Utilized	93.0	92.8	(-)	(-)	—	—
Area Support	Budget	$2,953,790.37	$2,952,806.37	$0.00	$984.00	—	—
	Expenditures	$2,807,819.65	$2,791,090.29	$14,500.00	$2,229.36	—	—
	Total % Utilized	95.1	94.5	(-)	226.6	—	—
Light Support	Budget	$2,186,238.61	$2,186,238.61	$0.00	$0.00	—	—
	Expenditures	$1,857,122.77	$1,851,173.45	$2,500.00	$3,449.32	—	—
	Total % Utilized	84.9	84.7	(-)	(-)	—	—

Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Note: Includes General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1). Due to rounding the totals to the nearest dollar in the body of this report, numbers reported here may differ slightly. (-) Indicates over-budget expenditures.

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier, and School, 2020–2021						
		Total	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
Tier 3	**Budget**	**$2,813,255.25**	**$2,763,984.91**	**$816.96**	**$0.00**	**$48,453.38**	**—**
	Expenditures	**$2,564,919.40**	**$2,499,775.52**	**$15,000.00**	**$1,655.50**	**$48,488.38**	**—**
	Total % Utilized	**91.2**	**90.4**	**(-)**	**(-)**	**(-100.1)**	**—**
Deady MS	Budget	$283,538.26	$283,538.26	—	—	$0.00	—
	Expenditures	$258,864.96	$258,829.96	—	—	$35.00	—
	Total % Utilized	91.3	91.3	—	—	(-)	—
-Fleming MS	Budget	$257,802.59	$257,802.59	—	—	—	—
	Expenditures	$221,737.85	$221,737.85	—	—	—	—
	Total % Utilized	86.0	86.0	—	—	—	—
Henry MS	Budget	$304,011.12	$255,557.74	$0.00	—	$48,453.38	—
	Expenditures	$293,399.91	$242,446.53	$2,500.00	—	$48,453.38	—
	Total % Utilized	96.5	94.9	(-)	—	100.0	—
^Highland Heights ES	Budget	$285,322.28	$285,322.28	—	—	—	—
	Expenditures	$254,590.85	$254,590.85	—	—	—	—
	Total % Utilized	89.2	89.2	—	—	—	—
High School Ahead MS	Budget	$233,728.80	$233,728.80	—	—	—	—
	Expenditures	$206,095.83	$206,095.83	—	—	—	—
	Total % Utilized	88.2	88.2	—	—	—	—
Sugar Grove MS	Budget	$250,366.21	$250,366.21	—	$0.00	—	—
	Expenditures	$227,275.51	$226,950.01	—	$325.50	—	—
	Total % Utilized	90.8	90.6	—	(-)	—	—
Thomas MS	Budget	$246,671.21	$245,854.25	$816.96	—	—	—
	Expenditures	$236,058.20	$223,558.20	$12,500.00	—	—	—
	Total % Utilized	95.7	90.9	(-)	—	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)							
Tier 3 (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
Wesley ES	Budget	$254,663.39	$254,663.39	—	—	—	—
	Expenditures	$244,539.55	$244,539.55	—	—	—	—
	Total % Utilized	96.0	96.0	—	—	—	—
Wheatley HS	Budget	$418,338.53	$418,338.53	—	$0.00	—	—
	Expenditures	$373,194.48	$372,081.48	—	$1,113.00	—	—
	Total % Utilized	89.2	88.9	—	(-)	—	—
Williams MS	Budget	$278,812.86	$278,812.86	—	$0.00	—	—
	Expenditures	$249,162.26	$248,945.26	—	$217.00	—	—
	Total % Utilized	89.4	89.3	—	(-)	—	—
Tier 2	**Budget**	**$2,052,882.53**	**$2,025,888.43**	**$0.00**	**$26,994.10**	**—**	**—**
	Expenditures	**$1,902,374.71**	**$1,864,494.14**	**$11,000.00**	**$26,880.57**	**—**	**—**
	Total % Utilized	**92.7**	**92.0**	**(-)**	**99.6**	**—**	**—**
Bruce ES	Budget	$231,906.94	$231,906.94	$0.00	—	—	—
	Expenditures	$231,400.50	$227,900.50	$3,500.00	—	—	—
	Total % Utilized	99.8	98.3	(-)	—	—	—
Kashmere HS	Budget	$416,074.14	$416,074.14	—	—	—	—
	Expenditures	$347,604.20	$347,604.20	—	—	—	—
	Total % Utilized	83.5	83.5	—	—	—	—
Key MS	Budget	$272,864.90	$272,864.90	—	—	—	—
	Expenditures	$252,930.29	$252,930.29	—	—	—	—
	Total % Utilized	92.7	92.7	—	—	—	—
Martinez ES	Budget	$251,518.56	$251,518.56	$0.00	—	—	—
	Expenditures	$248,822.73	$246,322.73	$2,500.00	—	—	—
	Total % Utilized	98.9	97.9	(-)	—	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)						
Tier 2 (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
North Forest HS	Budget	$341,884.14	$341,884.14	$0.00	$0.00	—	—
	Expenditures	$283,868.76	$280,934.76	$2,500.00	$434.00	—	—
	Total % Utilized	83.0	82.2	(-)	(-)	—	—
Yates HS	Budget	$322,044.38	$295,050.28	$0.00	$26,994.10	—	—
	Expenditures	$319,038.29	$290,091.72	$2,500.00	$26,446.57	—	—
	Total % Utilized	99.1	98.3	(-)	98.0	—	—
Young ES	Budget	$216,589.47	$216,589.47	—	—	—	—
	Expenditures	$218,709.94	$218,709.94	—	—	—	—
	Total % Utilized	(-)	(-)	—	—	—	—
Tier 1	**Budget**	**$2,599,411.90**	**$2,599,411.90**	**$0.00**	**$0.00**	**—**	**—**
	Expenditures	**$2,417,389.75**	**$2,412,349.73**	**$2,500.00**	**$2,540.02**	**—**	**—**
	Total % Utilized	**93.0**	**92.8**	**(-)**	**(-)**	**—**	**—**
-^Ashford ES	Budget	$106,007.86	$106,007.86			—	—
	Expenditures	$37,141.71	$37,141.71			—	—
	Total % Utilized	35.0	35.0			—	—
Attucks MS	Budget	$265,338.50	$265,338.50	$0.00		—	—
	Expenditures	$262,619.50	$260,119.50	$2,500.00		—	—
	Total % Utilized	99.0	98.0	(-)		—	—
Cullen MS	Budget	$254,219.30	$254,219.30		$0.00	—	—
	Expenditures	$249,126.87	$249,018.37		$108.50	—	—
	Total % Utilized	98.0	98.0		(-)	—	—
Dogan ES	Budget	$261,561.26	$261,561.26	—	—	—	—
	Expenditures	$257,934.39	$257,934.39	—	—	—	—
	Total % Utilized	98.6	98.6	—	—	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)						
Tier 1 (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
Gregory-Lincoln K-8	Budget	$256,025.80	$256,025.80	—	—	—	—
	Expenditures	$217,995.75	$217,995.75	—	—	—	—
	Total % Utilized	85.1	85.1	—	—	—	—
Hilliard ES	Budget	$244,991.80	$244,991.80	—	—	—	—
	Expenditures	$241,502.61	$241,502.61	—	—	—	—
	Total % Utilized	98.6	98.6	—	—	—	—
^Marshall ES	Budget	$258,641.57	$258,641.57	—	—	—	—
	Expenditures	$245,652.40	$245,652.40	—	—	—	—
	Total % Utilized	95.0	95.0	—	—	—	—
-^Seguin ES	Budget	$101,401.63	$101,401.63	—	—	—	—
	Expenditures	$76,643.68	$76,643.68	—	—	—	—
	Total % Utilized	75.6	75.6	—	—	—	—
Washington HS	Budget	$274,161.06	$274,161.06	—	$0.00	—	—
	Expenditures	$237,102.38	$235,430.36	—	$1,672.02	—	—
	Total % Utilized	86.5	85.9	—	(-)	—	—
-Whidby ES	Budget	$102,657.62	$102,657.62	—	—	—	—
	Expenditures	$127,913.79	$127,913.79	—	—	—	—
	Total % Utilized	(-)	(-)	—	—	—	—
Wisdom HS	Budget	$198,848.92	$198,848.92	—	—	—	—
	Expenditures	$192,922.44	$192,922.44	—	—	—	—
	Total % Utilized	97.0	97.0	—	—	—	—
Worthing HS	Budget	$275,556.58	$275,556.58	—	$0.00	—	—
	Expenditures	$270,834.23	$270,074.73	—	$759.50	—	—
	Total % Utilized	98.3	98.0	—	(-)	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)							
		Total	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
Area Support	**Budget**	**$2,953,790.37**	**$2,952,806.37**	**$0.00**	**$984.00**	—	—
	Expenditures	**$2,807,819.65**	**$2,791,090.29**	**$14,500.00**	**$2,229.36**	—	—
	Total % Utilized	**95.1**	**94.5**	**(-)**	**(-)**	—	—
Blackshear ES	Budget	$301,430.10	$301,430.10	—	—	—	—
	Expenditures	$299,248.17	$299,248.17	—	—	—	—
	Total % Utilized	99.3	99.3	—	—	—	—
Bonham ES	Budget	$260,502.96	$260,502.96	—	$0.00	—	—
	Expenditures	$274,020.81	$272,775.45	—	$1,245.36	—	—
	Total % Utilized	(-)	(-)	—	(-)	—	—
Codwell ES	Budget	$101,497.61	$101,497.61	—	—	—	—
	Expenditures	$101,554.35	$101,554.35	—	—	—	—
	Total % Utilized	(-)	(-)	—	—	—	—
Edison MS	Budget	$295,691.09	$295,691.09	$0.00	—	—	—
	Expenditures	$265,509.81	$260,509.81	$5,000.00	—	—	—
	Total % Utilized	89.8	88.1	(-)	—	—	—
Foerster ES	Budget	$284,156.67	$284,156.67	—	—	—	—
	Expenditures	$279,981.70	$279,981.70	—	—	—	—
	Total % Utilized	98.5	98.5	—	—	—	—
Forest Brook MS	Budget	$279,193.89	$279,193.89	$0.00	—	—	—
	Expenditures	$275,950.32	$273,450.32	$2,500.00	—	—	—
	Total % Utilized	98.8	97.9	(-)	—	—	—
-Franklin ES	Budget	$26,370.44	$26,370.44	—	—	—	—
	Expenditures	$26,256.68	$26,256.68	—	—	—	—
	Total % Utilized	99.6	99.6	—	—	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)						
Area Support (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
^Holland MS	Budget	$107,992.98	$107,992.98	$0.00	—	—	—
	Expenditures	$111,666.36	$109,166.36	$2,500.00	—	—	—
	Total % Utilized	(-)	(-)	(-)	—	—	—
-Isaacs ES	Budget	$23,474.84	$23,474.84	—	—	—	—
	Expenditures	$23,437.65	$23,437.65	—	—	—	—
	Total % Utilized	99.8	99.8	—	—	—	—
Mading ES	Budget	$239,546.24	$239,546.24	$0.00	—	—	—
	Expenditures	$171,570.66	$170,570.66	$1,000.00	—	—	—
	Total % Utilized	71.6	71.2	(-)	—	—	—
Madison HS	Budget	$343,805.57	$343,805.57	$0.00	—	—	—
	Expenditures	$291,010.18	$287,510.18	$3,500.00	—	—	—
	Total % Utilized	84.6	83.6	(-)	—	—	—
-Northline ES	Budget	$20,706.47	$20,706.47	—	—	—	—
	Expenditures	$21,770.17	$21,770.17	—	—	—	—
	Total % Utilized	(-)	(-)	—	—	—	—
-^Osborne ES	Budget	$19,255.10	$19,255.10	—	—	—	—
	Expenditures	$19,233.42	$19,233.42	—	—	—	—
	Total % Utilized	99.9	99.9	—	—	—	—
Reagan K-8	Budget	$90,952.93	$90,952.93	—	—	—	—
	Expenditures	$90,394.39	$90,394.39	—	—	—	—
	Total % Utilized	99.4	99.4	—	—	—	—
-^Robinson ES	Budget	$27,193.99	$27,193.99	—	—	—	—
	Expenditures	$28,881.55	$28,881.55	—	—	—	—
	Total % Utilized	(-)	(-)	—	—	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)						
Area Support (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
-^Rucker ES	Budget	$29,568.42	$29,568.42	—	—	—	—
	Expenditures	$29,541.31	$29,541.31	—	—	—	—
	Total % Utilized	99.9	99.9	—	—	—	—
^Sherman ES	Budget	$96,961.25	$96,961.25	—	—	—	—
	Expenditures	$96,294.63	$96,294.63	—	—	—	—
	Total % Utilized	99.3	99.3	—	—	—	—
-^Smith ES	Budget	$60,750.47	$60,750.47	—	—	—	—
	Expenditures	$60,443.29	$60,443.29	—	—	—	—
	Total % Utilized	99.5	99.5	—	—	—	—
^Stevens ES	Budget	$60,810.68	$60,810.68	—	—	—	—
	Expenditures	$59,906.28	$59,906.28	—	—	—	—
	Total % Utilized	98.5	98.5	—	—	—	—
Woodson ES	Budget	$283,928.67	$282,944.67	—	$984.00	—	—
	Expenditures	$281,147.92	$280,163.92	—	$984.00	—	—
	Total % Utilized	99.0	99.0	—	100.0	—	—
Light Support	**Budget**	**$2,186,238.61**	**$2,186,238.61**	**$0.00**	**$0.00**	**—**	**—**
	Expenditures	**$1,857,122.77**	**$1,851,173.45**	**$2,500.00**	**$3,449.32**	**—**	**—**
	Total % Utilized	**84.9**	**84.7**	**(-)**	**(-)**	**—**	**—**
Bellfort ECC	Budget	$73,166.76	$73,166.76	—	—	—	—
	Expenditures	$70,447.14	$70,447.14	—	—	—	—
	Total % Utilized	96.3	96.3	—	—	—	—
Cook ES	Budget	$223,287.47	$223,287.47	—	—	—	—
	Expenditures	$219,229.47	$219,229.47	—	—	—	—
	Total % Utilized	98.2	98.2	—	—	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)							
Light Support (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
Fondren ES	Budget	$0.00	$0.00	—	—	—	—
	Expenditures	$2.08	$2.08	—	—	—	—
	Total % Utilized	(-)	(-)	—	—	—	—
Gallegos ES	Budget	$143,042.28	$143,042.28	—	—	—	—
	Expenditures	$123,870.30	$123,870.30	—	—	—	—
	Total % Utilized	86.6	86.6	—	—	—	—
Kashmere Gardens ES	Budget	$249,345.96	$249,345.96	—	$0.00	—	—
	Expenditures	$246,061.24	$245,952.74	—	$108.50	—	—
	Total % Utilized	98.7	98.6	—	(-)	—	—
Lawson MS	Budget	$68,659.92	$68,659.92	—	—	—	—
	Expenditures	$604.87	$604.87	—	—	—	—
	Total % Utilized	0.9	0.9	—	—	—	—
Lewis ES	Budget	$220,361.16	$220,361.16	—	$0.00	—	—
	Expenditures	$217,395.09	$215,142.45	—	$2,252.64	—	—
	Total % Utilized	98.7	97.6	—	(-)	—	—
Liberty HS	Budget	$209,255.64	$209,255.64	—	—	—	—
	Expenditures	$91,892.06	$91,892.06	—	—	—	—
	Total % Utilized	43.9	43.9	—	—	—	—
^Looscan ES	Budget	$138,004.08	$138,004.08	—	—	—	—
	Expenditures	$118,776.53	$118,776.53	—	—	—	—
	Total % Utilized	86.1	86.1	—	—	—	—
Milby HS	Budget	$226,450.68	$226,450.68	—	$0.00	—	—
	Expenditures	$222,236.74	$222,019.74	—	$217.00	—	—
	Total % Utilized	98.1	98.0	—	(-)	—	—

Table A-5. Achieve 180 Program Budget and Expenditures by Category, Tier and School, 2020–2021 (Continued)						
Light Support (Continued)		**Total**	**Pay/Salary/ Benefits**	**Incentives & Stipends**	**Substitute Teachers**	**Misc. Contracts & Operating Costs, General Supplies, etc.**	**Reading Materials, Technology <$5,000**
^Montgomery ES	Budget	$167,141.64	$167,141.64	—	$0.00	—	—
	Expenditures	$164,273.15	$163,839.15	—	$434.00	—	—
	Total % Utilized	98.3	98.0	—	(-)	—	—
Pugh ES	Budget	$140,359.20	$140,359.20	—	$0.00	—	—
	Expenditures	$90,664.00	$90,555.50	—	$108.50	—	—
	Total % Utilized	64.6	64.5	—	(-)	—	—
Sharpstown HS	Budget	$66,546.12	$66,546.12	$0.00	—	—	—
	Expenditures	$68,759.19	$66,259.19	$2,500.00	—	—	—
	Total % Utilized	(-)	99.6	(-)	—	—	—
^Shearn ES	Budget	$59,851.58	$59,851.58	—	—	—	—
	Expenditures	$27,774.74	$27,774.74	—	—	—	—
	Total % Utilized	46.4	46.4	—	—	—	—
Westbury HS	Budget	$200,766.12	$200,766.12	—	$0.00	—	—
	Expenditures	$195,136.17	$194,807.49	—	$328.68	—	—
	Total % Utilized	97.2	97.0	—	(-)	—	—

Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Note: Includes General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1). Due to rounding the totals to the nearest dollar in the body of this report, numbers reported here may differ slightly. (-) Indicates over-budget expenditures. -New Achieve 180 Program school in 2020–2021. ^Not a TSL Grant participant.

Table A-6. Achieve 180 Program Budget and Expenditures for Wednesday Professional Development by Category, Tier and Campus, 2020–2021									
	Compensation-Related Costs			Printing-Related Costs			Total		
	Budget Subtotal	Expenditures	% Utilized	Budget Subtotal	Expenditures	Total % Utilized	Budget Total	Total Expenditures	% Utilized
Program Total	**$2,074,696.30**	**$2,090,862.36**	**(-)**	**$48,453.38**	**$48,453.38**	**100.0**	**$2,123,149.68**	**$2,139,315.74**	**(-)**
Tier 3 Support	**$420,381.67**	**$419,506.50**	**99.8**	**$48,453.38**	**$48,453.38**	**100.0**	**$420,381.67**	**$419,506.50**	**99.8**
Deady MS	$54,986.74	$54,663.77	99.4	—	—	—	$54,986.74	$54,663.77	99.4
-Fleming MS	$39,759.83	$41,809.28	(-)	—	—	—	$39,759.83	$41,809.28	(-)
Henry MS	$41,893.06	$41,892.76	(-)	$48,453.38	$48,453.38	100.0	$90,346.44	$90,346.14	(-)
^Highland Heights ES	$38,117.36	$37,870.01	99.4	—	—	—	$38,117.36	$37,870.01	99.4
Thomas MS	$40,915.73	$40,837.79	99.8	—	—	—	$40,915.73	$40,837.79	99.8
Wesley ES	$24,075.35	$23,778.56	98.8	—	—	—	$24,075.35	$23,778.56	98.8
Wheatley HS	$74,795.93	$74,149.80	99.1	—	—	—	$74,795.93	$74,149.80	99.1
Williams MS	$45,634.50	$44,789.88	98.1	—	—	—	$45,634.50	$44,789.88	98.1
Sugar Grove MS	$37,659.85	$37,519.76	99.6	—	—	—	$37,659.85	$37,519.76	99.6
HS Ahead MS	$22,543.32	$22,194.89	98.5	—	—	—	$22,543.32	$22,194.89	98.5
Tier 2 Support	**$323,971.45**	**$326,725.22**	**(-)**	**—**	**—**	**—**	**$323,971.45**	**$326,725.22**	**(-)**
Bruce ES	$26,485.54	$26,377.24	99.6	—	—	—	$26,485.54	$26,377.24	99.6
Kashmere HS	$61,141.48	$60,733.50	99.3	—	—	—	$61,141.48	$60,733.50	99.3
Key MS	$45,052.58	$49,738.78	(-)	—	—	—	$45,052.58	$49,738.78	(-)
Martinez, C. ES	$28,724.64	$28,496.63	99.2	—	—	—	$28,724.64	$28,496.63	99.2
North Forest HS	$60,213.04	$59,482.40	98.8	—	—	—	$60,213.04	$59,482.40	98.8
Yates HS	$77,556.74	$76,609.15	98.8	—	—	—	$77,556.74	$76,609.15	98.8
Young ES	$24,797.43	$25,287.52	(-)	—	—	—	$24,797.43	$25,287.52	(-)
Tier 1 Support	**$529,001.22**	**$527,197.16**	**99.7**	**—**	**—**	**—**	**$529,001.22**	**$527,197.16**	**99.7**
-^Ashford ES	$37,347.94	$37,141.71	99.4	—	—	—	$37,347.94	$37,141.71	99.4
Attucks MS	$41,416.70	$41,314.80	99.8	—	—	—	$41,416.70	$41,314.80	99.8
Cullen MS	$27,747.38	$27,504.80	99.1	—	—	—	$27,747.38	$27,504.80	99.1
Dogan ES	$52,071.26	$53,387.84	(-)	—	—	—	$52,071.26	$53,387.84	(-)
Hilliard ES	$38,006.56	$37,849.17	99.6	—	—	—	$38,006.56	$37,849.17	99.6
^Marshall ES	$53,899.47	$53,383.42	99.0	—	—	—	$53,899.47	$53,383.42	99.0
-^Seguin ES	$32,741.71	$32,700.43	99.9	—	—	—	$32,741.71	$32,700.43	99.9
-Whidby ES	$33,997.70	$33,861.45	99.6	—	—	—	$33,997.70	$33,861.45	99.6
Worthing HS	$57,506.12	$57,328.07	99.7	—	—	—	$57,506.12	$57,328.07	99.7

Table A-6. Achieve 180 Program Budget and Expenditures for Wednesday Professional Development by Category, Tier and Campus, 2020–2021 (Continued)									
	Compensation-Related Costs			Printing-Related Costs			Total		
	Budget Subtotal	Expenditures	% Utilized	Budget Subtotal	Expenditures	Total % Utilized	Budget Total	Total Expenditures	% Utilized
Program Total	**$2,074,696.30**	**$2,090,862.36**	**(-)**	**$48,453.38**	**$48,453.38**	**100.0**	**$2,123,149.68**	**$2,139,315.74**	**(-)**
Tier 1 Support (Cont.)	**$529,001.22**	**$527,197.16**	**99.7**	**—**	**—**	**—**	**$529,001.22**	**$527,197.16**	**99.7**
Wisdom HS	$57,230.92	$56,751.79	99.2	—	—	—	$57,230.92	$56,751.79	99.2
Washington HS	$51,238.74	$50,495.05	98.5	—	—	—	$51,238.74	$50,495.05	98.5
Gregory-Lincoln K-8	$45,796.72	$45,478.63	99.3	—	—	—	$45,796.72	$45,478.63	99.3
Area Support	**$800,279.37**	**$816,381.93**	**(-)**	**—**	**—**	**—**	**$800,279.37**	**$816,381.93**	**(-)**
Blackshear ES	$28,335.42	$29,946.14	(-)	—	—	—	$28,335.42	$29,946.14	(-)
Bonham ES	$40,093.68	$42,305.70	(-)	—	—	—	$40,093.68	$42,305.70	(-)
Codwell ES	$33,631.73	$33,611.13	99.9	—	—	—	$33,631.73	$33,611.13	99.9
Edison MS	$44,984.69	$47,622.34	(-)	—	—	—	$44,984.69	$47,622.34	(-)
Foerster ES	$58,453.95	$58,156.68	99.5	—	—	—	$58,453.95	$58,156.68	99.5
Forest Brook MS	$49,851.09	$49,420.37	99.1	—	—	—	$49,851.09	$49,420.37	99.1
-Franklin ES	$26,370.44	$26,256.68	99.6	—	—	—	$26,370.44	$26,256.68	99.6
^Holland MS	$38,655.78	$40,314.29	(-)	—	—	—	$38,655.78	$40,314.29	(-)
-Isaacs ES	$23,474.84	$23,437.65	99.8	—	—	—	$23,474.84	$23,437.65	99.8
Mading ES	$31,584.68	$33,008.21	(-)	—	—	—	$31,584.68	$33,008.21	(-)
Madison HS	$106,620.17	$111,140.99	(-)	—	—	—	$106,620.17	$111,140.99	(-)
-Northline ES	$20,706.47	$21,770.17	(-)	—	—	—	$20,706.47	$21,770.17	(-)
-^Osborne ES	$19,255.10	$19,233.42	99.9	—	—	—	$19,255.10	$19,233.42	99.9
-^Robinson ES	$27,193.99	$28,881.55	(-)	—	—	—	$27,193.99	$28,881.55	(-)
-^Rucker ES	$29,568.42	$29,541.31	99.9	—	—	—	$29,568.42	$29,541.31	99.9
^Sherman ES	$31,490.21	$31,336.82	99.5	—	—	—	$31,490.21	$31,336.82	99.5
^Stevens ES	$60,810.68	$59,906.28	98.5	—	—	—	$60,810.68	$59,906.28	98.5
Woodson ES	$46,405.11	$48,265.24	(-)	—	—	—	$46,405.11	$48,265.24	(-)
-^Smith ES	$60,750.47	$60,443.29	99.5	—	—	—	$60,750.47	$60,443.29	99.5
Reagan K-8	$22,042.45	$21,783.67	98.8	—	—	—	$22,042.45	$21,783.67	98.8
Light Support	**$1,062.59**	**$1,051.55**	**99.0**	**—**	**—**	**—**	**$1,062.59**	**$1,051.55**	**99.0**
Cook ES	$1,062.59	$1,051.55	99.0	—	—	—	$1,062.59	$1,051.55	99.0

Source: HISD Budgeting and Financial Planning Dept., Achieve 180 Program Budget and Expenditure Report, 9/15/2021
Note: Includes Federal Grants (Title 1) only. Due to rounding the totals to the nearest dollar in the body of this report, numbers reported here may differ slightly. (-) Indicates over-budget expenditures. -New Achieve 180 Program school in 2020–2021. ^Not a TSL Grant participant.

Appendix A: Achieve 180 Program Stipends and Positions

Table A-7. Achieve 180 Program Tier 3 and Tier 2 Stipends and Positions by School and Fund Type, 2020–2021									

Key: Schools		Tier 3 Support (10)								
Elementary	High									
Middle	Other	Special Revenue - Title Funds						Achieve 180 Program Funds		
School		Teacher Stipend	Wednesday PD Stipend	Principal Stipend	Reading Specialist	New Teacher Coach	Dedicated Subs	Counselor	Nurse	Librarian
^Highland Heights		$5,000	$25-$30 hr.	$10,000	Yes	Yes	Yes	Yes	Yes	Yes
Wesley ES		$5,000	$25-$30 hr.	$10,000	Yes	Yes	Yes	Yes	Yes	Yes
Deady MS		$5,000	$25-$30 hr.	$15,000	Yes	Yes	Yes	Yes	Yes	Yes
-Fleming MS		$5,000	$25-$30 hr.	$15,000	Yes	Yes	Yes	Yes	Yes	Yes
Henry MS		$5,000	$25-$30 hr.	$15,000 (TSL)	Yes	Yes	Yes	Yes	Yes	Yes
HS Ahead MS		$5,000	$25-$30 hr.	$15,000	Yes	Yes	Yes	Yes	Yes	Yes
Sugar Grove MS		$5,000	$25-$30 hr.	$15,000	Yes	Yes	Yes	Yes	Yes	Yes
Thomas MS		$5,000	$25-$30 hr.	$15,000	Yes	Yes	Yes	Yes	Yes-PUA	Yes
Williams MS		$5,000	$25-$30 hr.	$15,000	Yes	Yes	Yes	Yes	Yes	Yes
Wheatley HS (NTC)		$5,000	$25-$30 hr.	$20,000	Yes	Yes	Yes	Yes	Yes	Yes
Tier 2 Support (7)										
		Special Revenue - Title Funds						Achieve 180 Program Funds		
School		Teacher Stipend	Wednesday PD Stipend	Principal Stipend	Reading Specialist	New Teacher Coach	Dedicated Subs	Counselor	Nurse	Librarian
Bruce ES		$5,000	$25-$30 hr.	$10,000	Yes	No	Yes	Yes	Yes	Yes
C Martinez ES		$5,000	$25-$30 hr.	$10,000	Yes	No	Yes	Yes	Yes	Yes
Young ES		$5,000	$25-$30 hr.	$10,000	Yes	No	Yes	Yes	Yes	Yes
Key MS		$5,000	$25-$30 hr.	$15,000	Yes	No	Yes	Yes	Yes	Yes
Kashmere HS (NTC)		$5,000	$25-$30 hr.	$20,000	Yes	No	Yes	Yes	Yes	Yes
North Forest HS		$5,000	$25-$30 hr.	$20,000	Yes	No	Yes	Yes	Yes	Yes
Yates HS		$5,000	$25-$30 hr.	$20,000	Yes	No	Yes	Yes	Yes	Yes

Source: Achieve 180 Program Administrators, 2020–2021 (Adapted)
Notes: TSL means Teacher and School Leader grant. PUA means per unit (i.e., student) allocation. Dedicated Subs are Dedicated Associate Teachers. -New Achieve 180 Program school in 2018–2019. ^Not a TSL Grant participant.

Table A-8. Achieve 180 Program Tier 1 Stipends and Positions by School and Fund Type, 2020–2021									
Key: Schools		Tier 1 Support (12)							
Elementary	High	Tier 1 Support (12)							
Middle	Other	**Special Revenue - Title Funds**						**Achieve 180 Program Funds**	
School		**Teacher Stipend**	**Wednesday PD Stipend**	**Principal Stipend**	**Reading Specialist**	**New Teacher Coach**	**Dedicated Subs**	**Counselor**	**Nurse**	**Librarian**
-^Ashford ES		$2,500	$25-$30 hr.	$7,500	Yes	No	Yes	Yes-PUA	Yes-PUA	Yes
Dogan ES (NTC)		$2,500	$25-$30 hr.	$7,500	Yes	No	Yes	Yes	Yes	Yes
Hilliard ES		$2,500	$25-$30 hr.	$7,500	Yes	No	Yes	Yes	Yes	Yes
^Marshall ES		$2,500	$25-$30 hr.	$7,500	Yes	No	Yes	Yes	Yes	Yes
-^Seguin ES		$2,500	$25-$30 hr.	$7,500	Yes	No	Yes	Yes-PUA	Yes-PUA	Yes
-Whidby ES		$2,500	$25-$30 hr.	$7,500	Yes	No	Yes	Yes-PUA	Yes-PUA	Yes
Gregory-Lincoln		$2,500	$25-$30 hr.	$12,500	Yes	No	Yes	Yes	Yes	Yes
Attucks MS		$2,500	$25-$30 hr.	$12,500	Yes	No	Yes	Yes	Yes	Yes
Cullen MS		$2,500	$25-$30 hr.	$12,500	Yes	No	Yes	Yes	Yes	Yes
Washington HS		$2,500	$25-$30 hr.	$17,500	Yes	No	Yes	Yes	Yes	Yes
Wisdom HS			$25-$30 hr.		No	No	Yes	Not A180 funded since July 2019	No-PUA	Not A180 funded since July 2019
Worthing HS (NTC)		$2,500	$25-$30 hr.	$17,500	Yes	No	Yes	Yes	Yes	Yes

Source: Achieve 180 Program Administrators, 2020–2021 (Adapted)
Notes: PUA means per unit (i.e., student) allocation. Dedicated Subs are Dedicated Associate Teachers. -Indicates new 2020–2021 participant. ^Indicates Non-TSL Grant participant.

Table A-9. Achieve 180 Program Area Support Tier Stipends and Positions by School and Fund Type, 2020–2021									
Key: Schools / Elementary / Middle / High / Other	**Area Support (20)**								
	Special Revenue - Title Funds						**Achieve 180 Program Funds**		
School	**Teacher Stipend**	**Wednesday PD**	**Principal Stipend**	**Reading Specialist**	**New Teacher Coach**	**Dedicated Subs**	**Counselor**	**Nurse**	**Librarian**
Mading ES (NTC)	$2,000	$25-$30 hr.	$5,000	**Yes**	No	**Yes**	**Yes**	**Yes**	**Yes**
Blackshear ES (NTC)	$2,000	$25-$30 hr.	$5,000	**Yes**	No	**Yes**	**Yes**	**Yes**	**Yes**
Bonham ES	$2,000	$25-$30 hr.	$5,000	No	No	**Yes**	**Yes**	**Yes**	**Yes**
Codwell ES	$2,000	$25-$30 hr.	$5,000	No	No	**Yes**	No-PUA	No-PUA	**Yes**
Foerster ES	$2,000	$25-$30 hr.	$5,000	**Yes**	No	**Yes**	**Yes**	**Yes**	**Yes**
-Franklin ES		$25-$30 hr.		No	No	**Yes**	No	No-PUA	No
-Isaacs ES		$25-$30 hr.		No	No	**Yes**	No-PUA	No-PUA	No
-Northline ES		$25-$30 hr.		No	No	**Yes**	No-PUA	No-PUA	No-PUA
-^Osborne ES		$25-$30 hr.		No	No	**Yes**	No-PUA	No-PUA	No
-^Robinson ES		$25-$30 hr.		No	No	**Yes**	No	No-PUA	No
-^Rucker ES		$25-$30 hr.		No	No	**Yes**	No-PUA	No-PUA	No
-^Smith ES		$25-$30 hr.		No	No	**Yes**	No-PUA	No-PUA	No
^Sherman ES	$2,000	$25-$30 hr.	$5,000	No	No	**Yes**	No	No-PUA	**Yes**
^Stevens ES	$2,000	$25-$30 hr.	$5,000	No	No	**Yes**	No	No-PUA	No
Woodson ES (NTC)	$2,000	$25-$30 hr.	$5,000	**Yes**	No	**Yes**	**Yes**	**Yes**	**Yes**
Reagan K-8		$25-$30 hr.		No	No	**Yes**	No-PUA	No-PUA	**Yes**
Edison MS	$2,000	$25-$30 hr.	$7,500	No	No	**Yes**	**Yes**	**Yes**	**Yes**
Forest Brook MS	$2,000	$25-$30 hr.	$7,500	**Yes**	No	**Yes**	**Yes**	**Yes**	**Yes**
^Holland MS	$2,000	$25-$30 hr.	$7,500	**Yes**	No	**Yes**	**Yes**	No-PUA	No
Madison HS	$2,000	$25-$30 hr.	$10,000 TSL	**Yes**	No	**Yes**	**Yes**	**Yes**	**Yes**

Source: Achieve 180 Program Administrators, 2020–2021 (Adapted)

Notes: PUA means per unit (i.e., student) allocation. Dedicated Subs are Dedicated Associate Teachers. -Indicates new 2020–2021 participant. ^Indicates Non-TSL Grant participant.

Table A-10. Achieve 180 Program Light Support Tier Stipends and Positions by School and Fund Type, 2020–202									
Key: Schools		Light Support (15)							
Elementary	High								
Middle	Other	Special Revenue - Title Funds					Achieve 180 Program Funds		
School	Teacher Stipend	Wednesday PD	Principal Stipend	Reading Specialist	New Teacher Coach	Dedicated Subs	Counselor	Nurse	Librarian
Belfort ECC				No	No	Yes	Yes	No-PUA	No
Cook ES	$1,000		$2,000	No	No	Yes	Yes	Yes	Yes
Fondren ES	$1,000		$2,000	No	No	Yes	No-PUA	No-PUA	No
Gallegos ES				No	No	Yes	Yes-PUA	Yes	Yes
Kashmere Gardens ES				No	No	Yes	Yes	Yes	Yes
Lewis ES				No	No	Yes	Yes	Yes	Yes
^Looscan ES	$1,000		$2,000	No	No	Yes	Yes	Yes	No
^Montgomery ES	$1,000		$2,000	No	No	Yes	Yes	No-PUA	Yes
Pugh ES	$1,000		$2,000	No	No	Yes	Yes	No-PUA	Yes
^Shearn ES				No	No	Yes	No-PUA	No-PUA	Yes
Lawson MS	$1,000		$3,000	No	No	Yes	Yes	Yes-PUA	Yes-PUA
Liberty HS				No	No	Yes	Yes	Yes	Yes
Milby HS				No	No	Yes	Yes	Yes	Yes
Sharpstown HS	$1,000		$4,000	No	No	Yes	No	No-PUA	Yes
Westbury HS				No	No	Yes	Yes	Yes	Yes

Source: Achieve 180 Program Administrators, 2020–2021 (Adapted)

Notes: PUA means per unit (i.e., student) allocation). Dedicated Subs are Dedicated Associate Teachers. -Indicates new 2020–2021 participant. ^Indicates Non-TSL Grant participant.

Appendix A: Evaluation Methods

Evaluation methods, including data sources, data collection strategies, and data limitations, are provided in this section for the assessment of the levels of performance and performance gaps between Achieve 180 Program and non-Achieve 180 Program participants (using Title I, Part A, non-Achieve 180 Program schools for the comparison group). Performance analyses are based on school-level ratings or rates for educators or students. The results of this evaluation encompass the 2020–2021 school year and the 2019–2020 or 2018–2019 school year.

Two school-level populations were included in this program evaluation, educators (e.g., principals and other school leaders, and teachers) and their students for the 2020–2021 academic year and a comparison academic year. Depending on the analysis at hand, the evaluation strategy used outcome measures of principal effectiveness, using 2020–2021 and 2019–2020 School Leader Appraisal System (SLAS) Coaching and Development ratings; teacher effectiveness, using 2020–2021 and 2019–2020 Teacher Appraisal and Development System (TADS) ratings; and student achievement using spring 2019 and spring 2021 State of Texas Assessments of Academic Readiness (STAAR) and STAAR End of Course (EOC) literacy and mathematics results for students At or Above the Approaches Grade Level Standard, with attention to All Students and At-Risk student populations.

Results are presented for the same 64 participating Achieve 180 Program 2020–2021 (Year 4) schools, and their 2019–2020 or 2018–2019 outcomes. Results are also grouped by the Achieve 180 Program, its tiers in 2020–2021, and the non-Achieve 180 Program, Title I, Part A comparison schools. Therefore, Achieve 180 Program and non-Achieve Program 180 results in this report will differ from results for the groups in prior reports. The primary focuses of this report address level of performance, change in performance trends, and the difference or "gap" between the performances of specified groups.

Data Collection

District and Achieve 180 Program administrators compiled the list of participating 2020–2021 Achieve 180 Program schools. The 2020–2021 Achieve 180 Program Logic Model was developed by its program administrators. District, school, and student enrollment and demographic data, including average daily attendance (ADA) and at-risk student status were obtained using the Fall 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 reported counts. In addition, only students included in the PEIMS data and in the following spring STAAR results are included in the performance outcomes reported herein. This allowed for the inclusion of students with relative longevity on program campuses, as they were in attendance in the Fall (October) as well as in the spring of the same school year.

The at-risk rate is based on enrollment from pre-kindergarten through twelfth grade. It includes at-risk categories identified by the state (Section 29.081 of the Texas Education Code) such as elementary students in pre-kindergarten through third grade who did not perform satisfactorily on a readiness test; secondary students who failed two or more foundation courses during a semester in the preceding or current school year or are not maintaining such an average in the current semester; elementary and secondary school students designated as having limited proficiency in English, did not perform satisfactorily on a statewide assessment established through Subchapter B of Chapter 39 of the Texas Education Code, or were not advanced from one grade level to the next for one or more school years; and students who are pregnant and/or a parent, are homeless, have been previously reported as a dropout, reside in a residential placement

facility, are in the custody or care of the Department of Protective and Regulatory Services, have attended a disciplinary alternative education program during the current or preceding school year, are on conditional release through judicial courts, or have been expelled during the preceding or current school year.

Budgets and expenditures for the 2020−2021 Achieve 180 Program's central office and school-based departments, programs, and activities were provided by HISD's Budgeting and Financial Planning Department and included General Fund and Federal Grants extracted on September 15, 2021. Budget and expenditure data used for this report did not include program costs that were paid through some departmental budgets (other than the Chief Academic Officer and Achieve 180 School Office) that supported the work of the district's departmental teams. For example, funding streams for the work of 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. Departments and schools were identified using Name (Special Revenue) and Fund Center Descrp (General Fund) fields. In addition, category descriptions were identified by Name (Special Revenue) and Commitment Item Descrp (General Fund) fields. Budget and budget utilization amounts were determined using Budget and Actual (Special Revenue) and Annual Budget and Actual (General Fund) fields. Expenditures for Wednesday Extended-day professional development were determined using the Description field and "WEDNESDAY PD" value (Special Revenue). Achieve 180 Program administrators provided school-level information regarding Special Revenue Title I funding for Principal, Teacher, and Wednesday Professional Development stipends and Achieve 180 Program funding for Reading Specialist, New Teacher Coach, and Dedicated Subs/Associate Teacher positions.

The HISD 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). The school leaders' Coaching and Development Rating (to include one or more school leaders who received an appraisal rating per school per year) is used for comparisons across the 2019–2020 and 2020–2021 academic years.

SLAS performance levels are: Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49). For details regarding performance indicators used to calculate School Leader Scorecard Ratings, Coaching and Development ratings, and SLAS summative ratings (refer to the School Leader Scorecard Indicator Methodology). Appraisal ratings for 2019–2020 were extracted from coaching and development data on October 7, 2020, and for 2020–2021 on August 10, 2021, consistent with HISD's Effective School Scorecard Ratings released on November 30, 2020, and November 9, 2021, respectively. Results are based on educator-level ratings and rounded to the nearest hundredth. Tier-level mean ratings may differ from mean school ratings due to rounding.

Full-time, cumulative, unduplicated teacher staffing counts for teachers who taught at any point during the respective school years were determined using HISD's Systems, Applications, and Products (SAP) (financial and HR) software, 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. SAP data were retrieved for 2019–2020 from August 12, 2019, to June 1, 2020, and for 2020–2021 from August 24, 2020, to June 14, 2021, to ensure the inclusion of all 2019–2020 and 2020–2021 teachers who were full-time and eligible to receive an appraisal during the respective year. SAP data were linked to HISD's Teacher Appraisal and Development System (TADS)

Feedback and Development (F&D) Tool to extract teachers' TADS summative appraisal ratings for each year assessed. TADS data were retrieved for teachers' TADS summative ratings and are intended to measure their effectiveness in the classroom. Teachers' campuses identified in SAP and associated with Teacher Appraisal and Development System (TADS) ratings were utilized. Teachers may not have been rated due to late hiring (i.e., hired past the cutoff date for the school year), job title changes, incorrect job titles in SAP, or split roles that required them to teach students for less than 50 percent of the instructional day. Some teachers were allowed to carry over ratings from the 2018–2019 school year, which were based on three components - Instructional Practices, Professional Expectations, and Student Performance. However, in both 2019–2020 and 2020–2021, TADS ratings were based on only first two of the three components. The third component, Student Performance, was waived for both latter years, due to the pandemic. However, for some teachers who carried over ratings from the 2018–2019 school year, their summative ratings may have included Student Performance scores.

Linking the SAP and TADS data resulted in higher numbers of teachers with TADS summative ratings than reported in prior reports. The TADS Tool is used by teachers, appraisers, principals, and district officials to track appraisal activity. In this report, an aggregate teacher count and average Teacher Appraisal and Development System (TADS) summative ratings are rounded to the nearest hundredth and presented for 2019–2020 and 2020–2021 teachers. TADS performance levels are: Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49). For both 2019–2020 and 2020–2021 school years, some teachers carried over summative ratings from previous school years. Carry over status of ratings were indicated by the Previous Year Rating Used variable. No data were provided for Camp Forest Glen, Camp Olympia, DAEP Secondary, East Regional Office, Hattie Mae White, and RDSPD staff (non-Achieve 180 Program) since they are not included in the TADS system.

Professional Development data for Achieve 180 Program educators, educator support, and academic support personnel were extracted from the "HISD Training_PD_06302021-07—2021" data file. District-level compliance course types with an ER, ET, HM, PS, PT, or SS prefix were excluded (n=36 source types). Schools were determined as listed in the Department field. The Job Title field was used to combine school-level personnel into the five job categories (Principal (Principal, Principal Asst, Dean of Students, Dean of Instruction, Temp Assignment…Dean), Teacher (Teacher, Tchr, Tchr-Co, CATE, CTE, Chair, Temp Assignment…Tchrs), Teacher-supports (Aide Tchr, Asst Tchng, Coach Literacy, Instructional Spclst, Teacher Aide, New Teacher Coach, Teaching Assistant), Academic-support (Academic Tutor, Assoc Tutor, Attendance Caseworker, Dropout Prevention Caseworker, HS Graduation Coach, Lecturer, Parent Tutor, Sr Academic Tutor, Student Caseworker), and Essential Positions (CATE Counselor, Counselor, Librarian, Nurse). Courses and Credit Hrs (hours) with "Complete" Completion Status were retained for this analysis.

State of Texas Assessments of Academic Readiness (STAAR) is the state testing program designed to measure the extent to which a student has learned and is able to apply the knowledge and skills at each tested grade/course identified in the Texas Essential Knowledge and Skills (TEKS). At grades 3–8, all students are tested in mathematics and reading, writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. High school students must pass five STAAR End-of-Course (EOC) assessments to earn a high school diploma in the five subjects, Algebra I, Biology, English I, English II, and U.S. History. Academic achievement results for all HISD students tested in STAAR 3-8 and EOC in spring 2021 and spring 2019 were retrieved from Cognos on September 21, 2021. For STAAR 3-8, results for English and Spanish version were combined. For STAAR EOC, both first-time testers and re-testers were included. Alternate 2 data for Students with Disabilities were not included. Students on Fall PEIMS rosters who met the average daily attendance eligibility criterion of greater than zero were retained for the STAAR analyses. The performance levels include: Masters Grade Level (students are expected to succeed in the next

grade/course with little or no academic intervention and demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success); Meets Grade Level (students have a high likelihood of success in the next grade/course but may still need some short-term, targeted academic intervention and, generally, demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. For Algebra II and English III, students are sufficiently prepared for postsecondary success); Approaches Grade Level (students are likely to succeed in the next grade/course with targeted academic intervention and, generally, demonstrate the ability to apply the assessed knowledge and skills in familiar contexts); and Did Not Meet Grade Level (students are unlikely to succeed in the next grade/course without significant, ongoing academic intervention and do not demonstrate a sufficient understanding of the assessed knowledge and skills) (Texas Education Agency, 2017).

Due to the global COVID-19 pandemic, all 2019–2020 STAAR assessments were canceled. EOC assessment credit was given to any student who successfully completed its corresponding coursework during the 2019–2020 school year (Houston Independent School District, 2019). For Spring 2021, the Texas Education Agency (TEA) allowed students engaged in remote learning to opt-out of STAAR testing without penalty as all testing during the Spring 2021 administration was required to be done in person. The participation rates in HISD for STAAR 3-8 Reading, Mathematics, Writing, Science, and Social Studies in Spring 2021 administration were 72 percent, 71 percent, 72 percent, 67 percent, and 57 percent, respectively (English and Spanish combined) (Houston Independent School District, 2019). On Title I campuses, the participation rates for STAAR 3-8 Reading, Mathematics, Writing, Science, and Social Studies in Spring 2021 administration were similar, 72 percent, 70 percent, 72 percent, 66 percent, and 58 percent, respectively (English and Spanish combined). Due to these decisions, direct year-to-year comparisons should not be made. Only comparisons of the within-year trends were made between the Spring 2019 and Spring 2021 STAAR 3–8 and EOC results in this report. To protect participants' anonymity, results for fewer than five students are masked.

Data Analysis

Qualitative and quantitative methods were used in this evaluation. First, program and other HISD departmental files and documents were used to describe the program participants and program components. Second, descriptive statistics were used to assess progress made toward improving educator performance levels and differences between the performances of Achieve 180 Program and non-Achieve 180 Program educator performance in 2019–2020 and 2020–2021 as well as to assess trends in student achievement performance in 2018–2019 and 2020–2021, respectively. The following outcomes were examined: (a) mean School Leader Appraisal Ratings for Coaching and Development, (b) mean Teacher Appraisal and Development System (TADS) summative ratings, and (c) student achievement rates of students who performed at or above the STAAR Approaches Grade Level standard. Performance gaps between the Achieve 180 Program and its comparison non-Achieve 180 Program, Title 1, Part A schools were examined.

To assess student performance on STAAR exams, within-year trends in performance levels (1) between the five Achieve 180 Program tiers and (2) between Achieve 180 Program schools and non-Achieve 180 Program schools were analyzed for 2018–2019 and 2020–2021, respectively. Non-Achieve 180 Program comparison schools included only schools that were not Improvement Required (IR) schools from spring 2017 to spring 2020 or program participants from 2017–2018 to 2020–2021 (making them dissimilar to Achieve 180 Program schools in these regards). This resulted in the exclusion of one IR, Title I, non-Achieve 180 Program campus (Energized for Stem Academy MS) and one Title I, IR campus in spring 2017 that had been a program participant from 2017–2018 to 2019–2020 (Texas Connections Academy Houston (TCAH)).

However, like Achieve 180 Program participants, non-Achieve 180 Program comparison schools were also Title I, Part A schoolwide schools in both 2018–2019 and 2020–2021 (i.e., with higher rates of economically-disadvantaged students), making their student populations demographically more like Achieve 180 Program schools than non-Title I HISD schools. This resulted in the exclusion of 26 schools of which two were Title I, Part A Targeted Assistance schools (Condit Elementary School and Pin Oak Middle School). Included among the comparison schools were 147 and 146 schools with STAAR 3–8 results in 2018–2019 and 2020–2021, respectively, and 59 schools with STAAR EOC results in 2018–2019 and 2020–2021 were included. Aggregated results for All Students and at-risk vs not at-risk student subgroups are presented for the Achieve 180 Program, non-Achieve 180 Program comparison schools, and each program Tier and school.

Data Limitations

- On varying levels, the global health crisis caused by the Coronavirus pandemic adversely impacted students, families, and district staff, to include the Achieve 180 Program activities and data collection, and thus impacted the results presented in this report in inexplicable ways.

- During program implementation, non-program supports may have been provided for these principals, teachers, and scholars that may have contaminated the Achieve 180 Program. Such is the case with observational data where participants have not been randomly selected into treatment and non-treatment groups. Further, the Achieve 180 Program's inputs have not been isolated for program participants only. This evaluation did not account for these exposures, which could have influenced the results. Only students who were exposed to the Achieve 180 Program and its implementers were included as program participants in the analyses.

- In some cases, 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 among the same types of supports that were provided by different area schools offices. Furthermore, some non-Achieve 180 Program schools may have received similar or identical support to those received by Achieve 180 Program schools.

- Fall PEIMS data were used to identify HISD and Achieve 180 Program students. It is possible that students served by Achieve 180 Program schools who enrolled after the Fall snapshot were not included.

- The Achieve 180 Program budget and expenditure data used for this report did not include Achieve 180 Program costs that were paid through some departmental budgets (other than the Chief Academic Officer, Recruitment and Selection, and Achieve 180 School Office) that supported the multifaceted work of the program carried out by many district-level departmental teams.

- Due to the pandemic, TEA decision to waive the STAAR testing requirement for 2019–2020 and allow students engaged in remote learning to opt-out of STAAR 2020–2021 testing without penalty, year-to-year comparisons should not be made. Only comparisons of within-year trends were made between STAAR Spring 2019 and Spring 2021 results for this analysis.

- Results may differ from previous reports due to differences in the dates that data were extracted from source databases and changes in the schools included in the program and comparison groups.

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

Appendix B: School Leadership

Table B-1. HISD Coaching and Development, School Leader Appraisal Ratings and Change by Non-Achieve 180 and Achieve 180 Program Affiliation, 2019–2020 and 2020–2021					
Schools	**#School Leaders with CD Rating**		**Mean School Leader Rating**		**2019–2020 to 2020–2021 Change**
	2019–2020	**2020–2021**	**2019–2020**	**2020–2021**	
HISD	**669**	**594**	**3.55**	**3.52**	**-0.03**
Non-Achieve 180 (n=199)	**484**	**437**	**3.63**	**3.56**	**-0.07**
Achieve 180 Program (n=64)	**185**	**157**	**3.35**	**3.40**	**0.05**
Tier 3 (n=10)	**30**	**22**	**3.03**	**3.09**	**0.06**
Deady MS	4	2	3.00	3.00	**0.00**
-Fleming MS	3	4	3.00	3.00	**0.00**
Henry MS	3	3	3.67	3.67	**0.00**
^High School Ahead Acad MS	2	1	3.00	3.00	**0.00**
Highland Heights ES	3	1	3.00	4.00	**1.00**
Sugar Grove MS	3	3	3.33	3.00	**-0.33**
Thomas MS	3	2	2.67	2.50	**-0.17**
Wesley ES	2	1	3.00	3.00	**0.00**
Wheatley HS	4	3	3.00	3.00	**0.00**
Williams MS	3	2	2.67	3.00	**0.33**
Tier 2 (n=7)	**20**	**17**	**3.45**	**3.18**	**-0.27**
Bruce ES	1	1	3.00	3.00	**0.00**
Kashmere HS	5	5	4.00	3.00	**-1.00**
Key MS	4	4	3.00	3.00	**0.00**
Martinez C ES	3	2	3.33	3.50	**0.17**
North Forest HS	3	1	3.00	3.00	**0.00**
Yates HS	3	3	4.00	3.67	**-0.33**
Young ES	1	1	3.00	3.00	**0.00**
Tier 1 (n=12)	**39**	**33**	**3.23**	**3.12**	**-0.11**
-^Ashford ES	2	2	3.00	3.50	**0.50**
Attucks MS	3	3	3.00	3.00	**0.00**
Cullen MS	3	1	3.00	3.00	**0.00**
Dogan ES	2	2	3.50	3.50	**0.00**
Gregory-Lincoln PK-8	4	2	3.75	3.00	**-0.75**
Hilliard ES	2	3	3.00	3.33	**0.33**
^Marshall ES	3	2	3.00	3.00	**0.00**
-^Seguin ES	2	1	3.00	3.00	**0.00**
Washington HS	4	3	3.00	3.00	**0.00**
-Whidby ES	1	1	3.00	3.00	**0.00**
Wisdom HS	7	7	3.14	3.00	**-0.14**
Worthing HS	6	6	3.67	3.17	**-0.50**

Table B-1. HISD Coaching and Development, School Leader Appraisal Ratings and Change by Non-Achieve 180 and Achieve 180 Program Affiliation, 2019–2020 and 2020–2021 (Continued)					
Schools	**#School Leaders with CD Rating**		**Mean School Leader Rating**		**2019–2020 to 2020–2021 Change**
	2019–2020	**2020–2021**	**2019–2020**	**2020–2021**	
Area Support (n=20)	**47**	**40**	**3.34**	**3.55**	**0.21**
Blackshear ES	2	2	3.00	3.50	**0.50**
Bonham ES	3	3	3.33	3.33	**0.00**
Codwell ES	1	1	**3.00**	**4.00**	**1.00**
Edison MS	2	3	3.50	4.00	**0.50**
Foerster ES	2	1	3.50	4.00	**0.50**
Forest Brook MS	3	3	3.00	3.67	**0.67**
-Franklin ES	1	1	3.00	4.00	**1.00**
^Holland MS	4	3	3.75	4.00	**0.25**
-Isaacs ES	2	2	3.00	3.00	**0.00**
Mading ES	3	2	3.67	3.50	**-0.17**
Madison HS	9	8	3.44	3.50	**0.06**
-Northline ES	2	1	3.00	3.00	**0.00**
-^Osborne ES	1	0	3.00		
Reagan Ed Ctr PK-8	2	1	3.00	4.00	**1.00**
-^Robinson ES	1	2	4.00	4.00	**0.00**
-^Rucker ES	2	2	2.50	3.50	**1.00**
^Sherman ES	2	1	3.00	3.00	**0.00**
-^Smith ES	2	1	4.00	3.00	**-1.00**
^Stevens ES	2	2	3.50	3.00	**-0.50**
Woodson ES	1	1	4.00	3.00	**-1.00**
Light Support (n=15)	**49**	**45**	**3.61**	**3.71**	**0.10**
Bellfort ECC	1	1	4.00	4.00	**0.00**
Cook ES	2	2	3.50	3.50	**0.00**
Fondren ES	0	1		3.00	
Gallegos ES	1	1	3.00	4.00	**1.00**
Kashmere Gardens ES	3	3	**3.67**	3.00	**-0.67**
Lawson MS	5	2	3.20	4.00	**0.80**
Lewis ES	2	2	3.50	3.50	**0.00**
Liberty HS	2	2	4.00	4.00	**0.00**
^Looscan ES	2	1	4.00	4.00	**0.00**
Milby HS	6	6	3.83	3.67	**-0.17**
^Montgomery ES	1	1	4.00	4.00	**0.00**
Pugh ES	1	2	3.00	3.50	**0.50**
Sharpstown HS	10	12	4.00	3.92	**-0.08**
^Shearn ES	2	0	3.50		
Westbury HS	11	9	3.27	3.67	**0.40**

Sources: 2019–2020 (10//7/20) and 2020–2021 (8/10/21) Coaching and Development data, Effective School Leader Appraisal Ratings

Notes: This figure presents educator-level data for Coaching and Development rating only, one of two components used in the School Leader Appraisal System (SLAS). The number of school leaders and average rating includes only educators with a rating and is rounded to nearest hundredth. -New Achieve 180 Program school in 2020–2021. ^Not a TSL Grant participant. No change (white), positive change (green), negative change (redish).

Appendix C: School Teachers

	#Teachers with TADS Ratings		Mean TADS Rating		2019–2020 to 2020–2021 Change
Table C-1. HISD Teacher Appraisal and Development Summative (TADS) Ratings and Change by Non-Achieve 180 and Achieve 180 Program Affiliation, 2019–2020 and 2020–2021					
Schools	2019–2020	2020–2021	2019–2020	2020–2021	
HISD	**10,240**	**10,394**	**3.24**	**3.26**	**0.02**
Non-Achieve 180 (n=199)	**7,950**	**7,989**	**3.31**	**3.32**	**0.01**
Achieve 180 Program (n=64)	**2,290**	**2,405**	**3.02**	**3.04**	**0.02**
Tier 3 (n=10)	**291**	**317**	**2.89**	**2.94**	**0.05**
Deady MS	34	35	2.89	2.76	**-0.13**
−Fleming MS	24	29	3.05	3.13	**0.08**
Henry MS	51	48	3.07	3.18	**0.11**
^High School Ahead Acad MS	11	9	2.87	3.10	**0.23**
Highland Heights ES	28	25	2.90	2.77	**-0.13**
Sugar Grove MS	31	40	2.83	3.06	**0.23**
Thomas MS	14	30	2.37	2.56	**0.19**
Wesley ES	19	15	2.91	3.34	**0.43**
Wheatley HS	53	51	2.93	3.00	**0.07**
Williams MS	26	35	2.63	2.65	**0.02**
Tier 2 (n=7)	**246**	**256**	**2.92**	**2.97**	**0.05**
Bruce ES	22	22	2.80	2.66	**-0.14**
Kashmere HS	45	47	3.00	3.20	**0.20**
Key MS	41	38	2.93	2.95	**0.02**
Martinez C ES	21	23	3.27	3.23	**-0.04**
North Forest HS	50	54	2.79	2.75	**-0.04**
Yates HS	43	48	3.10	3.19	**0.08**
Young ES	24	24	2.53	2.63	**0.10**
Tier 1 (n=12)	**469**	**490**	**3.05**	**3.08**	**0.03**
−^Ashford ES	34	33	3.01	3.06	**0.05**
Attucks MS	31	31	2.95	2.90	**-0.05**
Cullen MS	26	32	2.45	2.88	**0.43**
Dogan ES	29	32	3.08	2.97	**-0.11**
Gregory-Lincoln PK-8	34	35	2.94	3.05	**0.12**
Hilliard ES	30	30	3.17	3.15	**-0.01**
^Marshall ES	43	42	2.89	2.95	**0.05**
−^Seguin ES	30	27	3.21	3.30	**0.10**
Washington HS	51	50	3.21	3.32	**0.11**
−Whidby ES	29	30	3.40	3.40	**0.00**
Wisdom HS	87	96	3.11	3.08	**-0.03**
Worthing HS	45	52	2.97	2.99	**0.02**

Table C-1. HISD Teacher Appraisal and Development Summative (TADS) Ratings and Change by Non-Achieve 180 and Achieve 180 Program Affiliation, 2019–2020 and 2020–2021 (Continued)					
Schools	**#Teachers with TADS Ratings**		**Mean TADS Rating**		**2019–2020 to 2020–2021 Change**
	2019–2020	**2020–2021**	**2019–2020**	**2020–2021**	
Area Support (n=20)	**682**	**707**	**3.01**	**3.03**	**0.02**
Blackshear ES	17	24	3.06	3.07	**0.01**
Bonham ES	55	53	3.15	3.21	**0.06**
Codwell ES	23	26	3.00	3.00	**0.00**
Edison MS	39	42	2.97	3.12	**0.15**
Foerster ES	40	37	3.04	3.08	**0.03**
Forest Brook MS	42	43	2.90	2.84	**-0.06**
−Franklin ES	15	20	3.09	3.04	**-0.06**
^Holland MS	32	34	3.00	3.12	**0.12**
−Isaacs ES	18	20	2.65	2.93	**0.27**
Mading ES	24	24	2.92	2.99	**0.07**
Madison HS	82	85	3.08	3.05	**-0.03**
−Northline ES	34	29	2.84	2.88	**0.04**
−^Osborne ES	19	21	2.62	2.84	**0.23**
Reagan Ed Ctr PK-8	49	50	3.22	3.06	**-0.16**
−^Robinson ES	29	31	3.44	3.35	**-0.09**
−^Rucker ES	24	24	2.98	2.92	**-0.06**
^Sherman ES	29	29	2.99	2.94	**-0.05**
−^Smith ES	44	47	3.05	3.03	**-0.02**
^Stevens ES	36	35	2.99	3.08	**0.09**
Woodson	31	33	2.71	2.68	**-0.03**
Light Support (n=15)	**602**	**635**	**3.11**	**3.12**	**0.01**
Bellfort ECC	21	21	3.32	3.08	**-0.25**
Cook ES	35	35	2.59	2.85	**0.26**
Fondren ES	14	19	3.37	3.33	**-0.04**
Gallegos ES	22	21	2.71	2.91	**0.20**
Kashmere Gardens ES	25	24	**3.39**	3.20	**-0.19**
Lawson MS	64	69	3.12	3.13	**0.01**
Lewis ES	37	37	3.19	3.29	**0.10**
Liberty HS	18	19	3.24	3.14	**-0.10**
^Looscan ES	18	19	3.12	3.19	**0.07**
Milby HS	87	94	3.11	3.08	**-0.03**
^Montgomery ES	26	29	3.03	3.10	**0.07**
Pugh ES	23	24	3.11	3.04	**-0.07**
Sharpstown HS	77	83	3.26	3.29	**0.03**
^Shearn ES	26	23	2.86	2.64	**-0.22**
Westbury HS	109	118	3.15	3.13	**-0.02**

Source: TADS Tool: 2019–2020 SummativeRatingRPT (11/06/20) and 2020–2021 SummativeRatingOutput Notes:
Notes: For both 2019–2020 and 2020–2021 school years, some teachers carried over summative ratings from previous school years. Ratings are rounded to nearest hundredth. No change (white), positive change (green), negative change (redish).

Appendix D: Educator Professional Development

Table D-1. Number of Achieve 180 Program Educators to Complete Professional Development Courses and the Number of Professional Development Courses Completed by Tier, Relative to the Tier's Proportion of Total Program Schools, 2020–2021

Achieve 180 Program (n=64)	Educators Who Completed PD						Completed Courses						% of A180 Program (or Tier-Level) Schools	% A180 Educators to Complete PD Course(s)	% A180 PD Courses Completed
	Principal	Teacher	Teacher Support	Essential Positions	Academic Support	Total Educators	Principal	Teacher	Teacher Support	Essential Positions	Academic Support	Total Courses			
	190	2,885	327	174	109	3,685	11,420	142,323	4,497	5,953	1,273	65,395	100.0	100.0	100.0
Tier 3 (n=10)	**28**	**408**	**55**	**29**	**17**	**537**	**1,644**	**21,186**	**1,396**	**1,221**	**308**	**10,287**	**15.6**	**14.6**	**15.7**
Deady MS	3	43	8	3	5	62	204	2,149	195	100	70	1,264	10.0	11.5	12.3
Fleming MS	5	34	4	3	–	46	170	1,303	114	178	–	686	10.0	8.6	6.7
Henry MS	3	59	8	3	1	74	187	2,332	135	89	21	1,199	10.0	13.8	11.7
Highland Heights ES	2	33	7	2	2	46	150	3,099	116	73	13	1,047	10.0	8.6	10.2
HS Ahead MS	2	16	2	2	1	23	141	692	161	85	19	424	10.0	4.3	4.1
Sugar Grove MS	3	48	5	2	5	63	221	2,855	127	54	61	1,360	10.0	11.7	13.2
Thomas MS	3	41	4	4	1	53	139	1,591	179	174	67	752	10.0	9.9	7.3
Wesley ES	1	26	5	2	–	34	72	1,307	145	82	–	509	10.0	6.3	4.9
Wheatley HS	3	63	6	5	2	79	167	3,550	150	309	57	2,012	10.0	14.7	19.6
Williams MS	3	45	6	3	–	57	193	2,307	75	78	–	1,034	10.0	10.6	10.1
Tier 2 (n=7)	**24**	**321**	**28**	**22**	**15**	**410**	**1,445**	**14,381**	**344**	**761**	**183**	**6,874**	**10.9**	**11.1**	**10.5**
Bruce ES	1	31	1	3	–	36	54	2,050	3	145	–	764	14.3	8.8	11.1
Kashmere HS	6	59	3	4	4	76	346	2,332	46	88	19	1,150	14.3	18.5	16.7
Key MS	5	46	6	4	4	65	202	1,103	30	90	40	725	14.3	15.9	10.5
Martinez C ES	2	32	2	2	1	39	166	2,739	7	88	57	906	14.3	9.5	13.2
North Forest HS	5	67	5	3	–	80	327	3,220	63	114	–	1,501	14.3	19.5	21.8
Yates HS	4	60	8	4	6	82	263	1,772	125	170	68	1,296	14.3	20.0	18.9
Young ES	1	26	3	2	–	32	87	1,163	69	67	–	532	14.3	7.8	7.7
Tier 1 (n=12)	**37**	**606**	**63**	**36**	**18**	**760**	**2,110**	**29,150**	**769**	**1,191**	**239**	**13,658**	**18.8**	**20.6**	**20.9**
Ashford ES	2	42	5	3	1	53	159	3,033	27	128	20	1,088	8.3	7.0	8.0
Attucks MS	3	45	4	5	–	57	105	1,554	51	124	–	897	8.3	7.5	6.6
Cullen MS	3	38	5	2	2	50	248	1,566	122	65	57	941	8.3	6.6	6.9
Dogan ES	1	42	6	1	–	50	48	3,049	153	21	–	951	8.3	6.6	7.0
Gregory-Lincoln PK-8	3	49	4	3	–	59	141	2,201	63	69	–	1,048	8.3	7.8	7.7
Hilliard ES	3	37	5	2	–	47	203	1,660	15	92	–	677	8.3	6.2	5.0
Marshall ES	3	51	5	3	1	63	247	2,598	9	76	4	1,256	8.3	8.3	9.2
Seguin ES	2	35	5	3	1	46	165	2,653	28	116	6	1,201	8.3	6.1	8.8
Washington HS	4	60	8	3	3	78	157	2,461	128	123	28	1,473	8.3	10.3	10.8
Whidby ES	1	33	3	2	–	39	70	1,954	66	25	–	627	8.3	5.1	4.6
Wisdom HS	7	116	5	5	3	136	344	4,418	22	217	14	2,245	8.3	17.9	16.4
Worthing HS	5	58	8	4	7	82	223	2,002	86	135	110	1,254	8.3	10.8	9.2

Achieve 180 Program (n=64)	Educators Who Completed PD						Completed Courses						% of A180 Program (or Tier-Level) Schools	% A180 Educators to Complete PD Course(s)	% A180 PD Courses Completed
	Principal	Teacher	Teacher Support	Essential Positions	Academic Support	Total Educators	Principal	Teacher	Teacher Support	Essential Positions	Academic Support	Total Courses			
	190	2,885	327	174	109	3,685	11,420	142,323	4,497	5,953	1,273	65,395	100.0	100.0	100.0
Area Support (n=20)	**49**	**792**	**104**	**46**	**18**	**1,009**	**3,415**	**42,918**	**1,185**	**1,623**	**136**	**18,864**	**31.3**	**27.4**	**28.8**
Blackshear ES	2	28	3	3	–	36	147	1,818	49	122	–	737	5.0	3.6	3.9
Bonham ES	4	61	10	3	–	78	446	3,619	81	105	–	1,301	5.0	7.7	6.9
Codwell ES	1	29	2	2	–	34	20	1,676	6	72	–	672	5.0	3.4	3.6
Edison MS	4	47	7	2	2	62	274	1,846	265	78	15	1,196	5.0	6.1	6.3
Foerster ES	2	49	6	3	1	61	182	2,222	85	108	9	1,119	5.0	6.0	5.9
Forest Brook MS	4	51	5	2	1	63	176	2,712	57	75	3	1,306	5.0	6.2	6.9
Franklin ES	2	25	2	2	1	32	229	1,671	14	10	2	620	5.0	3.2	3.3
Holland MS	3	39	5	2	–	49	144	1,937	57	58	–	952	5.0	4.9	5.0
Isaacs ES	2	22	2	3	4	33	186	1,698	31	135	16	778	5.0	3.3	4.1
Mading ES	3	30	4	1	1	39	236	1,842	15	63	9	631	5.0	3.9	3.3
Madison HS	9	103	8	8	2	130	283	3,787	79	267	35	2,022	5.0	12.9	10.7
Northline ES	1	31	6	3	–	41	57	2,177	43	76	–	809	5.0	4.1	4.3
Osborne ES	2	24	2	1	–	29	189	1,430	7	2	–	564	5.0	2.9	3.0
Reagan K-8	2	61	6	3	3	75	51	3,086	73	82	18	1,382	5.0	7.4	7.3
Robinson ES	2	37	5	1	1	46	177	1,590	61	43	16	768	5.0	4.6	4.1
Rucker ES	2	27	7	2	–	38	311	1,562	52	119	–	837	5.0	3.8	4.4
Sherman ES	1	37	8	1	–	47	58	2,418	54	28	–	856	5.0	4.7	4.5
Smith ES	–	–	–	–	–	1	–	–	–	–	–	1	5.0	–	–
Stevens ES	2	42	7	2	1	54	149	2,713	57	127	1	1,032	5.0	5.4	5.5
Woodson ES	1	49	8	2	1	61	102	3,113	99	53	12	1,281	5.0	6.0	6.8
Light Support (n=15)	**52**	**758**	**77**	**41**	**41**	**969**	**2,806**	**34,689**	**803**	**1,157**	**407**	**15,712**	**23.4**	**26.3**	**24.0**
Bellfort ECC	1	22	8	2	–	33	180	1,146	107	33	–	575	6.7	3.4	3.7
Cook ES	2	41	4	3	–	50	115	2,270	89	97	–	902	6.7	5.2	5.7
Fondren ES	1	27	9	3	–	40	62	1,398	90	37	–	661	6.7	4.1	4.2
Gallegos ES	2	29	5	1	–	37	214	2,144	33	3	–	842	6.7	3.8	5.4
Kashmere Gardens ES	3	26	1	3	1	34	324	1,571	3	148	2	636	6.7	3.5	4.0
Lawson MS	3	86	13	5	5	112	203	3,582	172	168	58	1,962	6.7	11.6	12.5
Lewis ES	2	42	6	3	3	56	150	2,095	51	77	89	878	6.7	5.8	5.6
Liberty HS	2	20	1	2	8	33	143	633	31	36	71	497	6.7	3.4	3.2
Looscan ES	2	21	1	2	–	26	149	1,313	5	13	–	655	6.7	2.7	4.2
Milby HS	6	107	6	7	16	142	210	4,250	52	258	160	1,981	6.7	14.7	12.6
Montgomery ES	1	35	2	3	–	41	43	1,779	41	99	–	684	6.7	4.2	4.4
Pugh ES	3	28	2	1	–	34	197	2,124	2	6	–	713	6.7	3.5	4.5
Sharpstown HS	12	93	7	1	4	117	443	2,729	40	2	19	1,339	6.7	12.1	8.5
Shearn ES	2	36	1	2	1	42	100	2,495	14	65	2	811	6.7	4.3	5.2
Westbury HS	10	145	11	3	3	172	273	5,162	72	118	8	2,576	6.7	17.8	16.4

Sources: HISD SY2021 Training Data
Note: No change (white), positive change (green), negative change (redish).

Appendix E: Student Outcomes (State of Texas Assessment of Academic Achievement, Grades 3–8 and End of Course Exams)

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At-Risk Status, Program Tier and School, Spring 2019

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Reading		Mathematics		Writing		Science		Social Studies	
Achieve 180 Program	16,747	52	16,310	60	5,667	45	5,534	55	2,850	41
Not At-Risk	4,159	83	3,865	83	1,500	75	1,292	87	657	75
At-Risk	12,588	42	12,445	52	4,167	33	4,242	45	2,193	30
Non-Achieve 180	57,010	69	54,839	76	18,924	64	18,486	70	7,866	61
Not At-Risk	21,719	93	19,987	93	7,517	88	7,188	93	3,634	87
At-Risk	35,291	55	34,852	65	11,407	48	11,298	55	4,232	39
Tier 3	3,780	45	3,631	50	1,224	39	1,336	49	1,207	37
Not At-Risk	871	80	767	79	275	77	279	86	254	72
At-Risk	2,909	34	2,864	43	949	27	1,057	40	953	27
Deady MS	602	50	556	57	212	44	224	53	223	35
Not At-Risk	177	91	143	87	67	84	59	90	59	75
At-Risk	425	33	413	46	145	26	165	39	164	21
-Fleming MS	454	46	434	54	153	34	145	57	145	47
Not At-Risk	106	77	90	82	21	90	41	80	41	80
At-Risk	348	36	344	46	132	25	104	47	104	34
Henry MS	738	49	716	59	215	43	269	59	267	36
Not At-Risk	174	83	158	84	48	83	50	96	49	73
At-Risk	564	39	558	52	167	32	219	50	218	28
^High School Ahead Acad MS	132	31	136	18	56	36	66	18	67	9
Not At-Risk	8	75	8	50	6	67	2	–	2	–
At-Risk	124	28	128	16	50	32	64	17	65	8
Highland Heights ES	203	45	202	46	60	38	75	43	–	–
Not At-Risk	27	89	27	78	8	63	12	100	–	–
At-Risk	176	38	175	41	52	35	63	32	–	–

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At-Risk Status, Program Tier and School, Spring 2019 (Continued)									
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 3 (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
Sugar Grove MS	607	37	592	43	183	42	207	42	200	34
Not At-Risk	96	80	87	69	30	77	27	85	27	67
At-Risk	511	29	505	38	153	35	180	36	173	28
Thomas MS	506	37	487	46	173	25	161	43	158	47
Not At-Risk	130	68	119	71	39	62	44	75	44	66
At-Risk	376	27	368	38	134	15	117	32	114	39
Wesley ES	119	45	120	44	45	40	40	55	–	–
Not At-Risk	40	75	40	70	17	76	11	73	–	–
At-Risk	79	29	80	31	28	18	29	48	–	–
Williams MS	419	50	388	54	127	42	149	52	147	35
Not At-Risk	113	75	95	80	39	74	33	88	32	69
At-Risk	306	40	293	45	88	27	116	42	115	26
Tier 2	**1,107**	**48**	**1,081**	**55**	**375**	**37**	**368**	**57**	**198**	**30**
Not At-Risk	**309**	**78**	**289**	**77**	**106**	**69**	**90**	**86**	**45**	**56**
At-Risk	**798**	**37**	**792**	**47**	**269**	**25**	**278**	**47**	**153**	**22**
Bruce ES	225	54	226	61	73	37	80	51	–	–
Not At-Risk	74	81	74	81	31	52	25	88	–	–
At-Risk	151	41	152	51	42	26	55	35	–	–
Key MS	594	46	566	54	200	34	201	56	198	30
Not At-Risk	150	79	130	78	40	80	46	85	45	56
At-Risk	444	34	436	47	160	22	155	48	153	22
Martinez C ES	166	49	167	54	56	52	51	55	–	–
Not At-Risk	41	78	41	78	14	86	10	80	–	–
At-Risk	125	40	126	46	42	40	41	49	–	–

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 2 (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
Young ES	122	47	122	54	46	35	36	72	–	–
Not At-Risk	44	66	44	66	21	62	9	89	–	–
At-Risk	78	36	78	47	25	12	27	67	–	–
Tier 1	2,804	53	2,692	57	938	43	924	56	333	46
Not At-Risk	753	83	694	82	275	74	204	90	69	84
At-Risk	2,051	42	1,998	48	663	30	720	46	264	36
-^Ashford ES	203	55	203	58	75	55	58	50	–	–
Not At-Risk	70	71	70	71	28	54	18	56	–	–
At-Risk	133	47	133	50	47	55	40	48	–	–
Attucks MS	411	43	365	51	121	48	145	43	148	33
Not At-Risk	99	77	81	83	30	90	20	95	21	86
At-Risk	312	32	284	42	91	34	125	35	127	24
Cullen MS	304	44	273	52	99	29	109	46	110	60
Not At-Risk	69	68	55	76	24	75	18	94	19	89
At-Risk	235	37	218	45	75	15	91	36	91	54
Dogan ES	231	54	231	52	72	51	86	74	–	–
Not At-Risk	49	84	49	78	19	68	14	93	–	–
At-Risk	182	46	182	46	53	45	72	71	–	–
Gregory-Lincoln PK-8	487	69	452	62	157	57	150	59	75	49
Not At-Risk	185	94	158	88	65	89	47	94	29	79
At-Risk	302	53	294	49	92	34	103	44	46	30
Hilliard ES	218	49	218	57	83	30	62	58	–	–
Not At-Risk	61	79	61	79	26	54	14	93	–	–
At-Risk	157	37	157	49	57	19	48	48	–	–

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)									
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 1 (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
^Marshall ES	460	51	460	56	157	41	153	69	–	–
Not At-Risk	88	83	88	82	30	70	30	100	–	–
At-Risk	372	44	372	50	127	34	123	62	–	–
-^Seguin ES	257	53	257	61	89	39	84	40	–	–
Not At-Risk	56	88	56	86	19	95	18	89	–	–
At-Risk	201	43	201	55	70	24	66	27	–	–
-Whidby ES	233	52	233	62	85	32	77	58	–	–
Not At-Risk	76	89	76	83	34	56	25	84	–	–
At-Risk	157	34	157	52	51	16	52	46	–	–
Area Support	5,958	54	5,862	64	2,065	47	1,935	57	769	49
Not At-Risk	1,502	84	1,429	86	584	76	474	84	202	81
At-Risk	4,456	44	4,433	56	1,481	36	1,461	48	567	38
Blackshear ES	161	60	161	69	59	42	40	80	–	–
Not At-Risk	52	81	52	85	28	68	10	100	–	–
At-Risk	109	50	109	61	31	19	30	73	–	–
Bonham ES	346	66	346	72	116	57	101	41	–	–
Not At-Risk	64	83	64	92	21	62	25	68	–	–
At-Risk	282	62	282	67	95	56	76	32	–	–
Codwell ES	186	51	186	60	66	47	58	50	–	–
Not At-Risk	81	83	81	88	31	81	19	95	–	–
At-Risk	105	27	105	38	35	17	39	28	–	–
Edison MS	602	52	582	64	193	58	203	57	202	44
Not At-Risk	159	91	145	95	69	90	37	84	37	78
At-Risk	443	38	437	53	124	40	166	51	165	36

Area Support (Continued)	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Reading		Mathematics		Writing		Science		Social Studies	
Foerster ES	269	48	269	57	96	31	94	48	–	–
Not At-Risk	61	77	61	80	22	68	25	72	–	–
At-Risk	208	39	208	50	74	20	69	39	–	–
Forest Brook MS	746	47	698	65	247	43	253	72	251	44
Not At-Risk	192	78	159	85	64	88	60	88	60	67
At-Risk	554	37	539	59	183	27	193	66	191	37
-Franklin ES	198	61	198	60	69	45	64	59	–	–
Not At-Risk	26	88	26	73	15	60	8	88	–	–
At-Risk	172	57	172	58	54	41	56	55	–	–
^Holland MS	608	54	577	63	211	50	198	62	198	56
Not At-Risk	175	86	148	82	67	84	59	92	59	92
At-Risk	433	42	429	57	144	35	139	49	139	41
-Isaacs ES	136	48	136	52	43	28	48	42	–	–
Not At-Risk	29	97	29	83	9	78	14	100	–	–
At-Risk	107	35	107	44	34	15	34	18	–	–
Mading ES	172	65	172	77	58	53	52	69	–	–
Not At-Risk	63	90	63	95	30	77	18	94	–	–
At-Risk	109	50	109	66	28	29	34	56	–	–
-Northline ES	215	50	215	67	75	36	84	42	–	–
Not At-Risk	25	84	25	80	6	33	12	75	–	–
At-Risk	190	45	190	66	69	36	72	36	–	–
-^Osborne ES	148	48	149	60	55	44	47	62	–	–
Not At-Risk	59	69	59	76	25	48	23	61	–	–
At-Risk	89	34	90	50	30	40	24	63	–	–

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School Spring 2019 (Continued)

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Area Support (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
Reagan Ed Ctr PK-8	681	58	681	67	224	57	231	62	118	57
Not At-Risk	193	90	193	90	72	90	74	89	46	87
At-Risk	488	45	488	58	152	41	157	49	72	38
-^Robinson ES	201	54	201	65	70	47	73	38	–	–
Not At-Risk	48	92	48	90	15	73	19	79	–	–
At-Risk	153	42	153	58	55	40	54	24	–	–
-^Rucker ES	221	51	221	61	79	42	76	58	–	–
Not At-Risk	33	82	33	82	10	80	10	80	–	–
At-Risk	188	45	188	57	69	36	66	55	–	–
^Sherman ES	261	60	261	62	85	52	87	55	–	–
Not At-Risk	57	91	57	88	15	73	21	90	–	–
At-Risk	204	51	204	55	70	47	66	44	–	–
-^Smith ES	365	51	364	52	144	47	99	54	–	–
Not At-Risk	68	82	68	71	30	57	11	91	–	–
At-Risk	297	44	296	48	114	44	88	49	–	–
^Stevens ES	283	59	285	63	118	42	77	51	–	–
Not At-Risk	73	77	74	86	35	60	20	70	–	–
At-Risk	210	53	211	55	83	35	57	44	–	–
Woodson ES	159	48	160	62	57	42	50	40	–	–
Not At-Risk	44	82	44	80	20	60	9	67	–	–
At-Risk	115	36	116	55	37	32	41	34	–	–

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)									
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Reading		Mathematics		Writing		Science		Social Studies	
Light Support	**3,098**	**60**	**3,044**	**67**	**1,065**	**49**	**971**	**57**	**343**	**37**
Not At-Risk	**724**	**87**	**686**	**86**	**260**	**76**	**245**	**89**	**87**	**72**
At-Risk	**2,374**	**51**	**2,358**	**62**	**805**	**41**	**726**	**46**	**256**	**25**
Cook ES	279	66	277	60	97	39	72	63	–	–
Not At-Risk	84	88	84	83	27	70	27	93	–	–
At-Risk	195	56	193	50	70	27	45	44	–	–
Fondren ES	127	55	127	71	42	40	40	55	–	–
Not At-Risk	19	89	19	95	6	50	6	83	–	–
At-Risk	108	49	108	67	36	39	34	50	–	–
Gallegos ES	166	55	166	63	62	53	48	58	–	–
Not At-Risk	48	81	48	79	19	53	20	85	–	–
At-Risk	118	44	118	57	43	53	28	39	–	–
Kashmere Gardens ES	154	73	154	73	52	56	43	60	–	–
Not At-Risk	45	93	45	82	18	78	13	85	–	–
At-Risk	109	65	109	70	34	44	30	50	–	–
Lawson MS	1,111	54	1,057	64	372	53	345	60	343	37
Not At-Risk	269	86	231	86	93	80	87	90	87	72
At-Risk	842	44	826	58	279	44	258	50	256	25
Lewis ES	439	63	440	73	153	49	146	53	–	–
Not At-Risk	81	85	81	86	38	66	23	83	–	–
At-Risk	358	58	359	69	115	43	123	48	–	–
^Looscan ES	152	55	152	64	54	33	50	42	–	–
Not At-Risk	25	92	25	100	9	89	6	83	–	–
At-Risk	127	48	127	57	45	22	44	36	–	–

Table E-1. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Light Support (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
^Montgomery ES	232	60	233	74	75	36	83	53	–	–
Not At-Risk	53	85	53	83	17	71	20	85	–	–
At-Risk	179	53	180	72	58	26	63	43	–	–
Pugh ES	167	75	167	73	58	62	53	81	–	–
Not At-Risk	58	91	58	91	20	100	22	100	–	–
At-Risk	109	66	109	63	38	42	31	68	–	–
^Shearn ES	271	59	271	65	100	56	91	46	–	–
Not At-Risk	42	90	42	83	13	92	21	95	–	–
At-Risk	229	54	229	61	87	51	70	31	–	–

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.
     Results masked for fewer than five students -New Achieve 180 Program school in 2020–2021. ^Not a TSL Grant participant.

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Reading		Mathematics		Writing		Science		Social Studies	
Achieve 180 Program	11,836	45	11,519	33	3,828	30	3,970	34	2,071	20
Not At-Risk	4,926	56	4,723	40	1,614	41	1,654	45	808	32
At-Risk	6,910	37	6,796	29	2,214	22	2,316	26	1,263	13
Non-Achieve 180	39,203	58	37,789	48	13,259	45	12,335	48	4,747	41
Not At-Risk	16,854	73	15,790	59	5,698	63	5,338	64	2,247	62
At-Risk	22,349	47	21,999	40	7,561	32	6,997	35	2,500	21
Tier 3	2,828	39	2,737	24	927	29	956	24	874	17
Not At-Risk	973	60	915	38	326	49	301	40	263	33
At-Risk	1,855	29	1,822	18	601	18	655	16	611	11
Deady MS	520	48	513	29	186	39	161	29	164	16
Not At-Risk	193	75	182	48	79	63	64	50	64	31
At-Risk	327	31	331	18	107	21	97	14	100	6
-Fleming MS	312	39	287	22	102	25	92	23	87	9
Not At-Risk	72	68	64	44	24	63	11	55	7	29
At-Risk	240	30	223	16	78	14	81	19	80	8
Henry MS	362	32	368	20	150	23	117	23	117	18
Not At-Risk	64	73	60	45	27	56	20	55	19	47
At-Risk	298	23	308	15	123	16	97	16	98	12
^High School Ahead Acad MS	130	28	116	18	10	20	81	22	80	11
Not At-Risk	26	38	24	17	3	–	15	27	15	13
At-Risk	104	26	92	18	7	14	66	21	65	11
Highland Heights ES	131	44	133	32	34	32	49	20	–	–
Not At-Risk	57	42	58	28	18	33	17	18	–	–
At-Risk	74	46	75	36	16	31	32	22	–	–

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 3 (Continued)	**Reading**		**Mathematics**		**Writing**		**Science**		**Social Studies**	
Sugar Grove MS	593	**38**	574	**23**	195	**30**	204	**19**	204	**20**
Not At-Risk	122	**73**	111	**42**	42	**60**	41	**44**	41	**54**
At-Risk	471	**30**	463	**18**	153	**22**	163	**12**	163	**12**
Thomas MS	413	**36**	399	**21**	131	**24**	126	**25**	128	**21**
Not At-Risk	252	**43**	235	**27**	69	**38**	77	**32**	77	**25**
At-Risk	161	**25**	164	**13**	62	**8**	49	**12**	51	**16**
Wesley ES	93	**51**	91	**53**	32	**25**	28	**50**	−	−
Not At-Risk	59	**66**	60	**62**	24	**33**	12	**83**	−	−
At-Risk	34	**24**	31	**35**	8	**0**	16	**25**	−	−
Williams MS	274	**39**	256	**20**	87	**25**	98	**23**	94	**21**
Not At-Risk	128	**54**	121	**29**	40	**33**	44	**25**	40	**30**
At-Risk	146	**25**	135	**13**	47	**19**	54	**22**	54	**15**
Tier 2	**797**	**46**	**774**	**30**	**226**	**30**	**261**	**41**	**140**	**17**
Not At-Risk	**463**	**50**	**444**	**34**	**128**	**37**	**156**	**46**	**75**	**20**
At-Risk	**334**	**39**	**330**	**24**	**98**	**20**	**105**	**34**	**65**	**14**
Bruce ES	165	**48**	165	**33**	50	**30**	52	**38**	−	−
Not At-Risk	118	**53**	118	**35**	36	**36**	37	**41**	−	−
At-Risk	47	**34**	47	**30**	14	**14**	15	**33**	−	−
Key MS	426	**42**	400	**25**	112	**28**	141	**49**	140	**17**
Not At-Risk	232	**46**	210	**28**	58	**36**	77	**53**	75	**20**
At-Risk	194	**38**	190	**21**	54	**19**	64	**44**	65	**14**
Martinez C ES	124	**53**	126	**38**	38	**29**	47	**21**	−	−
Not At-Risk	67	**55**	69	**39**	17	**24**	27	**33**	−	−
At-Risk	57	**51**	57	**37**	21	**33**	20	**5**	−	−

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)											
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 2 (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
Young ES	82	**46**	83	**34**	26	**38**	21	**43**	–	–
Not At-Risk	46	**57**	47	**49**	17	**53**	15	**47**	–	–
At-Risk	36	**33**	36	**14**	9	**11**	6	**33**	–	–
Tier 1	**1,868**	**45**	**1,802**	**36**	**616**	**30**	**597**	**41**	**178**	**31**
Not At-Risk	**984**	**53**	**941**	**38**	**314**	**38**	**319**	**48**	**113**	**34**
At-Risk	**884**	**37**	**861**	**33**	**302**	**22**	**278**	**32**	**65**	**26**
-^Ashford ES	166	**61**	168	**45**	59	**41**	43	**51**	–	–
Not At-Risk	98	**64**	100	**38**	38	**39**	21	**43**	–	–
At-Risk	68	**57**	68	**56**	21	**43**	22	**59**	–	–
Attucks MS	237	**41**	200	**30**	64	**28**	62	**32**	67	**33**
Not At-Risk	127	**50**	104	**37**	28	**43**	28	**36**	36	**42**
At-Risk	110	**30**	96	**23**	36	**17**	34	**29**	31	**23**
Cullen MS	264	**28**	248	**24**	83	**34**	79	**34**	79	**18**
Not At-Risk	158	**39**	143	**31**	45	**42**	53	**42**	53	**21**
At-Risk	106	**13**	105	**15**	38	**24**	26	**19**	26	**12**
Dogan ES	208	**43**	206	**35**	67	**15**	71	**25**	–	–
Not At-Risk	100	**48**	100	**34**	31	**16**	33	**36**	–	–
At-Risk	108	**39**	106	**36**	36	**14**	38	**16**	–	–
Gregory-Lincoln PK-8	208	**62**	193	**42**	78	**51**	70	**64**	32	**59**
Not At-Risk	154	**69**	146	**45**	61	**59**	53	**66**	24	**50**
At-Risk	54	**41**	47	**34**	17	**24**	17	**59**	8	**88**
Hilliard ES	157	**37**	157	**32**	39	**5**	54	**37**	–	–
Not At-Risk	93	**45**	93	**37**	22	**0**	37	**41**	–	–
At-Risk	64	**25**	64	**25**	17	**12**	17	**29**	–	–

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 1 (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
^Marshall ES	321	40	322	30	114	18	113	42	–	–
Not At-Risk	93	45	93	33	33	21	36	58	–	–
At-Risk	228	38	229	29	81	16	77	34	–	–
-^Seguin ES	179	53	180	53	64	42	65	46	–	–
Not At-Risk	68	59	69	61	21	52	30	63	–	–
At-Risk	111	50	111	48	43	37	35	31	–	–
-Whidby ES	128	52	128	41	48	31	40	35	–	–
Not At-Risk	93	54	93	39	35	40	28	39	–	–
At-Risk	35	49	35	46	13	8	12	25	–	–
Area Support	3,908	44	3,858	35	1,305	29	1,321	34	531	16
Not At-Risk	1,444	55	1,411	40	493	37	510	45	198	30
At-Risk	2,464	38	2,447	32	812	24	811	27	333	8
Blackshear ES	104	56	104	36	33	18	41	61	–	–
Not At-Risk	69	61	69	39	19	26	27	70	–	–
At-Risk	35	46	35	29	14	7	14	43	–	–
Bonham ES	342	51	341	48	107	48	118	38	–	–
Not At-Risk	82	51	82	33	27	44	27	56	–	–
At-Risk	260	51	259	52	80	49	91	33	–	–
Codwell ES	126	44	125	32	40	23	34	44	–	–
Not At-Risk	109	48	109	34	33	24	28	46	–	–
At-Risk	17	18	16	19	7	14	6	33	–	–
Edison MS	457	38	439	27	154	25	164	25	162	13
Not At-Risk	146	57	129	38	46	48	54	44	54	26
At-Risk	311	29	310	22	108	16	110	15	108	6

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School Spring 2021 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Area Support (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
Foerster ES	196	49	199	32	60	20	46	20	–	–
Not At-Risk	80	48	84	24	29	14	20	20	–	–
At-Risk	116	51	115	37	31	26	26	19	–	–
Forest Brook MS	346	36	335	26	97	25	145	34	145	9
Not At-Risk	173	44	162	30	49	31	76	41	77	12
At-Risk	173	28	173	22	48	19	69	26	68	6
-Franklin ES	84	46	84	30	27	22	34	26	–	–
Not At-Risk	15	60	15	53	5	40	5	60	–	–
At-Risk	69	43	69	25	22	18	29	21	–	–
^Holland MS	516	39	503	28	175	29	187	35	182	23
Not At-Risk	117	76	110	54	44	59	43	74	43	60
At-Risk	399	28	393	21	131	19	144	23	139	12
-Isaacs ES	76	41	76	29	24	8	25	44	–	–
Not At-Risk	24	50	24	33	6	17	10	60	–	–
At-Risk	52	37	52	27	18	6	15	33	–	–
Mading ES	120	48	118	44	39	18	47	47	–	–
Not At-Risk	70	47	69	38	29	14	25	40	–	–
At-Risk	50	48	49	53	10	30	22	55	–	–
-Northline ES	181	45	178	35	65	34	47	60	–	–
Not At-Risk	32	56	34	32	14	7	12	58	–	–
At-Risk	149	43	144	36	51	41	35	60	–	–
-^Osborne ES	65	40	64	36	20	45	15	20	–	–
Not At-Risk	32	50	32	47	9	78	7	29	–	–
At-Risk	33	30	32	25	11	18	8	13	–	–

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Area Support (Continued)	Reading		Mathematics		Writing		Science		Social Studies	
Reagan Ed Ctr PK-8	236	**49**	237	**36**	89	**27**	82	**35**	42	**26**
Not At-Risk	81	**65**	77	**49**	23	**61**	33	**52**	24	**46**
At-Risk	155	**41**	160	**29**	66	**15**	49	**24**	18	**0**
-^Robinson ES	171	**47**	167	**44**	70	**30**	52	**35**	–	–
Not At-Risk	49	**59**	48	**60**	24	**38**	15	**47**	–	–
At-Risk	122	**42**	119	**37**	46	**26**	37	**30**	–	–
-^Rucker ES	155	**43**	155	**32**	44	**43**	63	**32**	–	–
Not At-Risk	65	**52**	65	**35**	20	**40**	29	**38**	–	–
At-Risk	90	**37**	90	**30**	24	**46**	34	**26**	–	–
^Sherman ES	139	**45**	140	**55**	42	**24**	43	**26**	–	–
Not At-Risk	39	**59**	39	**56**	18	**22**	16	**38**	–	–
At-Risk	100	**39**	101	**54**	24	**25**	27	**19**	–	–
-^Smith ES	313	**49**	312	**36**	112	**24**	103	**28**	–	–
Not At-Risk	120	**50**	120	**38**	45	**33**	44	**25**	–	–
At-Risk	193	**48**	192	**35**	67	**18**	59	**31**	–	–
^Stevens ES	146	**49**	146	**47**	61	**28**	36	**39**	–	–
Not At-Risk	61	**62**	63	**57**	25	**44**	15	**67**	–	–
At-Risk	85	**40**	83	**39**	36	**17**	21	**19**	–	–
Woodson ES	135	**44**	135	**33**	46	**41**	39	**15**	–	–
Not At-Risk	80	**53**	80	**36**	28	**46**	24	**17**	–	–
At-Risk	55	**31**	55	**27**	18	**33**	15	**13**	–	–

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Reading		Mathematics		Writing		Science		Social Studies	
Light Support	**2,435**	**51**	**2,348**	**40**	**754**	**35**	**835**	**37**	**348**	**30**
Not At-Risk	**1,062**	**58**	**1,012**	**45**	**353**	**44**	**368**	**46**	**159**	**40**
At-Risk	**1,373**	**45**	**1,336**	**37**	**401**	**27**	**467**	**31**	**189**	**21**
Cook ES	104	**54**	104	**57**	32	**53**	33	**33**	–	–
Not At-Risk	66	**52**	66	**56**	18	**50**	22	**36**	–	–
At-Risk	38	**58**	38	**58**	14	**57**	11	**27**	–	–
Fondren ES	107	**36**	103	**33**	38	**29**	32	**13**	–	–
Not A-Risk	41	**51**	40	**38**	19	**42**	11	**18**	–	–
At-Risk	66	**26**	63	**30**	19	**16**	21	**10**	–	–
Gallegos ES	127	**46**	127	**35**	35	**34**	49	**39**	–	–
Not At-Risk	51	**51**	51	**37**	17	**47**	20	**40**	–	–
At-Risk	76	**43**	76	**34**	18	**22**	29	**38**	–	–
Kashmere Gardens ES	134	**30**	130	**20**	49	**12**	38	**8**	–	–
Not At-Risk	86	**35**	83	**19**	33	**18**	23	**9**	–	–
At-Risk	48	**21**	47	**21**	16	**0**	15	**7**	–	–
Lawson MS	993	**55**	919	**43**	294	**48**	346	**45**	348	**30**
Not At-Risk	479	**67**	434	**49**	166	**60**	160	**56**	159	**40**
At-Risk	514	**44**	485	**36**	128	**33**	186	**37**	189	**21**
Lewis ES	385	**49**	386	**35**	136	**31**	130	**27**	–	–
Not At-Risk	108	**43**	108	**31**	37	**32**	47	**40**	–	–
At-Risk	277	**51**	278	**36**	99	**30**	83	**19**	–	–
^Looscan ES	130	**52**	131	**50**	40	**20**	44	**52**	–	–
Not At-Risk	64	**55**	65	**51**	19	**26**	20	**50**	–	–

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)

Table E-2. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) Grades 3–8 by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Light Support (Continued)	**Reading**		**Mathematics**		**Writing**		**Science**		**Social Studies**	
^Montgomery ES	136	**47**	138	**49**	42	**21**	51	**20**	–	–
Not At-Risk	53	**60**	53	**60**	19	**11**	18	**28**	–	–
At-Risk	83	**39**	85	**42**	23	**30**	33	**15**	–	–
Pugh ES	135	**68**	125	**62**	36	**36**	49	**55**	–	–
Not At-Risk	61	**74**	60	**63**	14	**36**	23	**61**	–	–
At-Risk	74	**64**	65	**62**	22	**36**	26	**50**	–	–
^Shearn ES	184	**47**	185	**21**	52	**13**	63	**37**	–	–
Not At-Risk	53	**47**	52	**29**	11	**18**	24	**46**	–	–
At-Risk	131	**47**	133	**18**	41	**12**	39	**31**	–	–

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR 3–8 Results were retrieved from Cognos on 9/21/2021
Note: English and Spanish Combined; Spring Administration Only. All results include the most recent district summary data available in Cognos when retrieved.
Results masked for fewer than five students -New Achieve 180 Program school in 2020–2021. ^Not a TSL Grant participant.

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Table E-3. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019										
	Algebra I		Biology		English I		English II		U.S. History	
Achieve 180 Program	4,376	69	4,386	71	5,284	39	5,165	42	3,317	83
Not At-Risk	831	95	793	97	720	86	887	92	908	99
At-Risk	3,545	63	3,593	65	4,564	31	4,278	32	2,409	77
Non-Achieve 180	8,541	78	8,847	83	10,054	59	9,957	64	7,714	91
Not At-Risk	3,602	97	3,899	98	3,587	95	3,791	97	3,733	100
At-Risk	4,939	65	4,948	71	6,467	39	6,166	44	3,981	83
Tier 3 Support	281	81	144	67	80	31	105	36	156	80
Not At-Risk	137	97	45	98	22	76	38	90	51	96
At-Risk	144	69	99	58	58	25	67	27	105	73
Tier 3	349	81	216	67	261	31	289	36	196	80
Not At-Risk	141	97	46	98	29	76	42	90	53	96
At-Risk	208	69	170	58	232	25	247	27	143	73
Deady MS	48	**94**	–	–	–	–	–	–	–	–
Not At-Risk	34	**94**	–	–	–	–	–	–	–	–
At-Risk	14	**93**	–	–	–	–	–	–	–	–
-Fleming MS	20	**100**	–	–	–	–	–	–	–	–
Not At-Risk	16	**100**	–	–	–	–	–	–	–	–
At-Risk	4	**–**	–	–	–	–	–	–	–	–
Henry MS	22	**100**	–	–	–	–	–	–	–	–
Not At-Risk	17	**100**	–	–	–	–	–	–	–	–
At-Risk	5	**100**	–	–	–	–	–	–	–	–
Sugar Grove MS	13	**100**	–	–	–	–	–	–	–	–
Not At-Risk	9	**100**	–	–	–	–	–	–	–	–
At-Risk	4	**–**	–	–	–	–	–	–	–	–

Table E-3. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 3 (Continued)	Algebra I		Biology		English I		English II		U.S. History	
Thomas MS	21	95	–	–	–	–	–	–	–	–
Not At-Risk	13	100	–	–	–	–	–	–	–	–
At-Risk	8	88	–	–	–	–	–	–	–	–
Wheatley HS	196	68	216	67	261	31	289	36	196	80
Not At-Risk	33	94	46	98	29	76	42	90	53	96
At-Risk	163	63	170	58	232	25	247	27	143	73
Williams MS	29	97	–	–	–	–	–	–	–	–
Not At-Risk	19	100	–	–	–	–	–	–	–	–
At-Risk	10	90	–	–	–	–	–	–	–	–
Tier 2	700	70	709	75	1,008	36	913	42	557	83
Not At-Risk	117	92	141	97	126	85	151	89	134	99
At-Risk	583	65	568	70	882	29	762	32	423	78
Kashmere HS	169	74	172	77	267	37	266	43	153	81
Not At-Risk	23	96	37	97	35	89	53	85	37	100
At-Risk	146	71	135	71	232	30	213	33	116	75
Key MS	27	100	–	–	–	–	–	–	–	–
Not At-Risk	19	100	–	–	–	–	–	–	–	–
At-Risk	8	100	–	–	–	–	–	–	–	–
North Forest HS	279	72	293	77	409	36	355	41	220	81
Not At-Risk	40	90	52	100	51	88	52	94	52	98
At-Risk	239	69	241	72	358	28	303	32	168	76
Yates HS	225	60	244	72	332	34	292	41	184	88
Not At-Risk	35	89	52	94	40	78	46	89	45	100
At-Risk	190	55	192	66	292	28	246	32	139	84

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Tier 1	**1,059**	**64**	**1,097**	**64**	**1,188**	**29**	**1,311**	**33**	**843**	**77**
Not At-Risk	162	93	148	95	98	68	161	89	214	99
At-Risk	897	59	949	60	1090	26	1150	25	629	70
Attucks MS	46	98	30	100	–	–	–	–	–	–
Not At-Risk	18	100	14	100	–	–	–	–	–	–
At-Risk	28	96	16	100	–	–	–	–	–	–
Cullen MS	28	96	–	–	–	–	–	–	–	–
Not At-Risk	13	100	–	–	–	–	–	–	–	–
At-Risk	15	93	–	–	–	–	–	–	–	–
Gregory-Lincoln PK-8	36	100	–	–	–	–	–	–	–	–
Not At-Risk	27	100	–	–	–	–	–	–	–	–
At-Risk	9	100	–	–	–	–	–	–	–	–
Washington HS	187	65	196	80	235	31	253	41	177	83
Not At-Risk	32	91	44	98	18	67	38	95	39	100
At-Risk	155	60	152	74	217	28	215	32	138	78
Wisdom HS	582	53	669	54	670	27	794	28	500	72
Not At-Risk	49	88	60	92	57	68	83	84	123	99
At-Risk	533	50	609	50	613	23	711	22	377	63
Worthing HS	180	76	202	79	283	35	264	41	166	87
Not At-Risk	23	91	30	97	23	70	40	93	52	98
At-Risk	157	74	172	76	260	32	224	31	114	82

Table E-3. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)

Table E-3. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)											
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Area Support	**539**	**78**	**467**	**76**	**675**	**39**	**559**	**43**	**361**	**85**
Not At-Risk	128	100	76	100	78	91	66	91	113	100
At-Risk	411	71	391	71	597	32	493	37	248	79
Edison MS	21	100	–	–	–	–	–	–	–	–
Not At-Risk	13	100	–	–	–	–	–	–	–	–
At-Risk	8	100	–		–	–	–	–	–	–
Forest Brook MS	45	100	–	–	–	–	–	–	–	–
Not At-Risk	33	100	–	–	–	–	–	–	–	–
At-Risk	12	100	–	–	–	–	–	–	–	–
^Holland MS	31	100	–	–	–	–	–	–	–	–
Not At-Risk	27	100	–	–	–	–	–	–	–	–
At-Risk	4	–	–	–	–	–	–	–	–	–
Madison HS	442	73	467	76	675	39	559	43	361	85
Not At-Risk	55	100	76	100	78	91	66	91	113	100
At-Risk	387	69	391	71	597	32	493	37	248	79

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Table E-3. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2019 (Continued)										
	Algebra I		Biology		English I		English II		U.S. History	
Light Support	**1,729**	**66**	**1,897**	**71**	**2,152**	**46**	**2,093**	**49**	**1,360**	**86**
Not At-Risk	283	93	382	98	389	91	467	95	394	100
At-Risk	1446	61	1515	65	1763	36	1626	36	966	81
Lawson MS	49	100	–	–	–	–	–	–	–	–
Not At-Risk	38	100	–	–	–	–	–	–	–	–
At-Risk	11	100	–	–	–	–	–	–	–	–
Liberty HS	34	76	51	84	81	12	99	26	45	73
At-Risk	34	76	51	84	81	12	99	26	45	73
Milby HS	505	67	644	75	737	54	629	63	385	91
Not At-Risk	101	95	186	98	198	95	224	97	153	100
At-Risk	404	60	458	66	539	39	405	45	232	85
Sharpstown HS	461	63	502	63	557	36	555	31	421	83
Not At-Risk	61	85	81	93	82	80	60	87	82	99
At-Risk	400	60	421	57	475	28	495	24	339	79
Westbury HS	680	65	700	73	777	48	810	52	509	86
Not At-Risk	83	93	115	100	109	92	183	96	159	100
At-Risk	597	61	585	68	668	40	627	40	350	80

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021

Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved. -Indicates new 2020–2021 participant. ^Indicates Non-TSL Grant participant. Results are masked for fewer than five students.

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Table E-4. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021										
	Algebra I		Biology		English I		English II		U.S. History	
Achieve 180 Program	3,425	50	3,594	54	3,725	41	3,543	43	3,065	72
Not At-Risk	1,213	68	1,137	81	1,156	71	995	77	1,048	95
At-Risk	2,212	40	2,457	42	2,569	27	2,548	29	2,017	60
Non-Achieve 180	7,403	62	7,796	78	8,110	64	7,888	69	6,938	85
Not At-Risk	3,928	78	4,345	93	4,089	88	3,762	92	3,638	97
At-Risk	3,475	44	3,451	58	4,021	39	4,126	49	3,300	72
Tier 3	303	59	173	54	181	38	143	36	129	78
Not At-Risk	147	67	62	79	61	59	44	64	54	94
At-Risk	156	52	111	40	120	27	99	24	75	65
Deady MS	19	74	–	–	–	–	–	–	–	–
Not At-Risk	18	78	–	–	–	–	–	–	–	–
At-Risk	1	–	–	–	–	–	–	–	–	–
-Fleming MS	23	83	–	–	–	–	–	–	–	–
Not At-Risk	9	89	–	–	–	–	–	–	–	–
At-Risk	14	79	–	–	–	–	–	–	–	–
Henry MS	11	64	–	–	–	–	–	–	–	–
Not At-Risk	5	60	–	–	–	–	–	–	–	–
At-Risk	6	67	–	–	–	–	–	–	–	–
^High School Ahead Acad MS	15	53	–	–	–	–	–	–	–	–
Not At-Risk	2	–	–	–	–	–	–	–	–	–
At-Risk	13	54	–	–	–	–	–	–	–	–

Table E-4. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Tier 3 (Continued)	Algebra I		Biology		English I		English II		U.S. History	
Sugar Grove MS	20	75	–	–	–	–	–	–	–	–
Not At-Risk	12	83	–	–	–	–	–	–	–	–
At-Risk	8	63	–	–	–	–	–	–	–	–
Thomas MS	21	38	–	–	–	–	–	–	–	–
Not At-Risk	19	37	–	–	–	–	–	–	–	–
At-Risk	2	–	–	–	–	–	–	–	–	–
Wheatley HS	148	55	173	54	181	38	143	36	129	78
Not At-Risk	54	70	62	79	61	59	44	64	54	94
At-Risk	94	46	111	40	120	27	99	24	75	65
Williams MS	46	59	–	–	–	–	–	–	–	–
Not At-Risk	28	61	–	–	–	–	–	–	–	–
At-Risk	18	56	–	–	–	–	–	–	–	–
Tier 2	509	43	524	60	609	40	578	41	491	74
Not At-Risk	247	55	229	78	255	60	183	68	191	95
At-Risk	262	31	295	46	354	25	395	29	300	61
Kashmere HS	161	47	135	54	190	34	180	39	134	76
Not At-Risk	70	63	51	78	75	51	56	66	64	91
At-Risk	91	35	84	39	115	23	124	27	70	63
Key MS	30	73	–	–	–	–	–	–	–	–
Not At-Risk	23	74	–	–	–	–	–	–	–	–
At-Risk	7	71	–	–	–	–	–	–	–	–
North Forest HS	168	42	198	64	198	41	181	43	176	74
Not At-Risk	64	58	74	82	69	67	58	72	61	97
At-Risk	104	32	124	52	129	28	123	28	115	62
Yates HS	150	33	191	60	221	43	217	41	181	73
Not At-Risk	90	43	104	75	111	61	69	65	66	97
At-Risk	60	17	87	43	110	25	148	30	115	59

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Tier 1	**817**	**51**	**896**	**51**	**912**	**34**	**958**	**36**	**700**	**66**
Not At-Risk	**222**	**68**	**221**	**83**	**200**	**70**	**202**	**76**	**186**	**95**
At-Risk	**595**	**45**	**675**	**40**	**712**	**23**	**756**	**25**	**514**	**55**
Attucks MS	39	74	23	87	–	–	–	–	–	–
Not At-Risk	26	65	20	85	–	–	–	–	–	–
At-Risk	13	92	3	–	–	–	–	–	–	–
Cullen MS	14	50	–	–	–	–	–	–	–	–
Not At-Risk	14	50	–	–	–	–	–	–	–	–
At-Risk	0	–	–	–	–	–	–	–	–	–
Gregory-Lincoln PK-8	17	88	–	–	–	–	–	–	–	–
Not At-Risk	14	93	–	–	–	–	–	–	–	–
At-Risk	3	–	–	–	–	–	–	–	–	–
Washington HS	141	67	141	67	170	65	179	42	211	49
Not At-Risk	41	73	41	73	54	76	50	60	68	78
At-Risk	100	64	100	64	116	59	129	36	143	35
Wisdom HS	476	42	476	42	544	40	513	27	539	28
Not At-Risk	74	62	74	62	78	82	72	75	68	76
At-Risk	402	39	402	39	466	33	441	19	471	21
Worthing HS	130	54	130	54	159	65	220	42	208	43
Not At-Risk	53	70	53	70	69	88	78	72	66	74
At-Risk	77	43	77	43	90	48	142	25	142	29

Table E-4. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)

Table E-4. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)										
	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Area Support	**416**	**45**	**436**	**51**	**484**	**34**	**431**	**47**	**363**	**72**
Not At-Risk	**161**	**63**	**142**	**72**	**143**	**59**	**161**	**71**	**125**	**95**
At-Risk	**255**	**34**	**294**	**41**	**341**	**23**	**270**	**33**	**238**	**61**
Edison MS	14	100	–	–	–	–	–	–	–	–
Not At-Risk	11	100	–	–	–	–	–	–	–	–
At-Risk	3	–	–	–	–	–	–	–	–	–
Forest Brook MS	25	100	–	–	–	–	–	–	–	–
Not At-Risk	22	100	–	–	–	–	–	–	–	–
At-Risk	3	–	–	–	–	–	–	–	–	–
^Holland MS	18	89	–	–	–	–	–	–	–	–
Not At-Risk	12	92	–	–	–	–	–	–	–	–
At-Risk	6	83	–	–	–	–	–	–	–	–
Madison HS	345	35	436	51	484	34	431	47	363	72
Not At-Risk	103	46	142	72	143	59	161	71	125	95
At-Risk	242	31	294	41	341	23	270	33	238	61
Reagan Ed Ctr PK-8	14	79	–	–	–	–	–	–	–	–
Not At-Risk	13	77	–	–	–	–	–	–	–	–
At-Risk	1	–	–	–	–	–	–	–	–	–

	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches	N Tested	% At/Above Approaches
Table E-4. Percentage of Students Who Performed At or Above Approaches Grade Level Standard on State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) Exams by Subject, Non-Achieve 180 and Achieve 180 Program Affiliation, At Risk Status, Program Tier and School, Spring 2021 (Continued)										
	Algebra I		Biology		English I		English II		U.S. History	
Light Support	**1,380**	**51**	**1,565**	**56**	**1,539**	**47**	**1,433**	**48**	**1,382**	**73**
Not At-Risk	**436**	**76**	**483**	**85**	**497**	**82**	**405**	**85**	**492**	**95**
At-Risk	**944**	**39**	**1,082**	**43**	**1,042**	**31**	**1,028**	**33**	**890**	**61**
Lawson MS	73	90	–	–	–	–	–	–	–	–
Not At-Risk	52	96	–	–	–	–	–	–	–	–
At-Risk	21	76	–	–	–	–	–	–	–	–
Liberty HS	46	37	50	26	67	1	57	9	43	44
At-Risk	46	37	50	26	67	1	57	9	43	44
Milby HS	423	69	543	68	595	56	569	57	497	82
Not At-Risk	132	88	183	92	206	89	172	90	194	98
At-Risk	291	60	360	55	389	39	397	43	303	72
Sharpstown HS	296	25	364	43	281	36	211	35	341	66
Not At-Risk	61	52	86	73	80	66	43	72	100	88
At-Risk	235	18	278	33	201	24	168	26	241	56
Westbury HS	542	47	608	55	596	49	596	47	501	72
Not At-Risk	191	71	214	84	211	81	190	84	198	94
At-Risk	351	34	394	40	385	32	406	30	303	57

Sources: Fall PEIMS 2018 and 2020, ADA>0; HISD STAAR EOC results were retrieved from Cognos on 9/21/2021

Note: All testers; Spring Administration; Only Algebra I results include advanced middle school students taking the high school level course. All results include the most recent district summary data available in Cognos when retrieved. -Indicates new 2020–2021 participant. ^Indicates Non-TSL Grant participant. Results are masked for fewer than five students.