

MEMORANDUM

February 18, 2019

TO: Board Members

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

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, PART B, 2017–2018**

CONTACT: Carla Stevens, 713-556-6700

Attached is a copy of the Achieve 180 Program Evaluation, Part B: Progress Toward Goals and Objectives, 2017–2018. This report provides school and student achievement outcomes for the 44 Achieve 180 Program schools (including 26 campuses that received the Texas Education Agency campus accountability rating of “Improvement Required” in 2016–2017 and 18 campuses that had received the “Improvement Required” rating in 2015–2016, but had met the state standard in 2016–2017), non-Achieve 180 schools, and the district. This report assesses changes in outcomes from 2015–2016 and/or 2016–2017 (baseline) to 2017–2018 (Year 1), as part of a three-year evaluation being conducted for the Achieve 180 Program. Part A of this program report described the massive program implementation effort associated with its six “pillars” of best practice for school improvement.

Key findings include:

- With the impact of Hurricane Harvey, HISD had a 0.9 percent decline in student enrollment and the Achieve 180 Program had a 0.2 percent decline from 2016–2017 to 2017–2018.
- HISD and non-Achieve 180 students had a 0.1 percentage-point decline in student attendance, from 2016–2017 to 2017–2018, while the Achieve 180 Program had a decline of 0.4 percentage point. However, the gap in chronic absence rates between non-Achieve 180 and the Achieve 180 Program was smaller in 2017–2018 than in 2016–2017.
- All Achieve 180 Program schools had Level 2 or Level 3 School Leader Appraisal Ratings in 2016–2017 (Baseline) and 2017–2018 (Year 1), with a higher percentage of Level 3 School Leader Appraisal Ratings in 2017–2018 than in 2016–2017, except for the Secondary Group which had all Level 2 School Leader Appraisal Ratings in 2017–2018.
- Achieve 180 Program campuses employed effective and highly effective teachers at a rate of 81 percent in 2016–2017 and 86 percent in 2017–2018, while the rate was 91 percent each year on non-Achieve 180 campuses. The gap closed by 50 percent in 2017–2018.
- Promotion rates for non-Achieve 180 students remained stable at 97.8 percent while Achieve 180 Program students had a 0.8 percentage-point decrease from 2016–2017 (97.5%) to 2017–2018 (96.7%).
- The percentage of cohort students who performed at the Did Not Meet grade level standards on STAAR 3–8 Reading and Mathematics tests decreased and the total percentage of cohort students who performed at the Approaches, Meets, or Masters grade level standards increased more for Achieve 180 Program students than for non-Achieve 180 students from 2017 to 2018.
- Achieve 180 Program students met or exceeded the district’s increases in both STAAR EOC English I and Algebra I at all performance levels, making the 2017–2018 performance gaps between HISD students and Achieve 180 Program students smaller than the 2016–2017 performance gaps in the proportion of students who met or exceeded the Approaches Grade Level standard.

- Out of the 26 Achieve 180 Program campuses rated Improvement Required by the TEA accountability system in 2017–2018, 19 (73%) Met Standard in 2017–2018.
- HISD's Board of Education and the Achieve 180 Program shared three key goals in 2017–2018 and met Goal 1 (three percentage-point increase in students performing at or above Meets Grade Level standard on STAAR grade 3 Reading through English II), exceeded Goal 2 (as measured by a district-calculated postsecondary readiness indicator goal of 70 percent of graduates), and exceeded Goal 3 (three percentage-point increase in students who had previously failed the STAAR exams showing at least one year's growth on STAAR Reading or Mathematics (grades 4–8) or English II exams).

The outcomes detailed in this report (e.g., principal and teacher quality and retention, teacher and student attendance, disciplinary actions, Career and Technical Education participation and certification, promotion and graduation rates, and Universal Screener, Advanced Placement, PSAT/NMSQT, SAT, ACT, and STAAR/STAAR EOC exam participation and performance) are expected to be impacted by the targets of the multifaceted Achieve 180 Program interventions designed to increase Leadership Excellence (Pillar I), Teaching Excellence (Pillar II), Instructional Excellence (Pillar III), and to improve School Design (Pillar IV), Social and Emotional Learning Support (Pillar V), and Family and Community Empowerment (Pillar VI). Through these targets, the program expected to improve educators and schools, improve student learning, and increase student achievement in 2017–2018. The extent to which the program impacted its targets in 2017–2018 is expected to be reflected in the results of the comprehensive measures reviewed in this report, which indicate some positive findings along with some continuing challenges. The strides being made to turn these schools around are apparent in staffing priorities that address ongoing vacancies, student enrollment gains at some Achieve 180 Program schools in the face of enrollment declines across the district, improvement in teacher attendance, increased student participation in more rigorous coursework and exams, and some gap reductions on various student performance measures, which exist within the context of long-standing deficits. Both the positive results and the challenges point us towards areas that necessitate sustained, favorable change, if the Achieve 180 Program educators, students, and communities are to be successful in the longer term.

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

 GL

Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
Achieve 180 Program Leaders



RESEARCH

Educational Program Report

**ACHIEVE 180 PROGRAM EVALUATION, PART B:
PROGRESS TOWARD GOALS AND OBJECTIVES
2017-2018**



2019 BOARD OF EDUCATION

Diana Dávila
President

Holly Maria Flynn Vilaseca
First Vice President

Elizabeth Santos
Second Vice President

Sergio Lira
Secretary

Susan Deigaard
Assistant Secretary

Wanda Adams
Jolanda Jones
Rhonda Skillern-Jones
Anne Sung

Grenita Lathan, Ph.D.
Interim Superintendent of Schools

Carla Stevens
Assistant Superintendent
Department of Research and Accountability

Ngozi Kamau, Ph.D.
Research Specialist

Lissa Heckelman, Ph.D.
Research Manager

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

Table of Contents

Executive Summary	Page
Program Description	4
Highlights.....	5
Recommendations	21
Introduction	
Program Context	22
Program Description	22
Program Theory of Action	23
Conceptual Model for Program Evaluation	23
Program Funding	24
Purpose of the Evaluation Report	27
Methods	28, 141
Results	
Pillar I – Leadership Excellence	
Effective Principals	
Principals by School Leader Appraisal Scorecard Performance Level Ratings	28
Retention of Principals	
Principal Staffing	29
Principal Retention by School Leader Appraisal Performance Ratings	30
School Enrollment	33
Pillar II – Teacher Excellence	
Teacher Staffing by Teacher Appraisal and Development System (TADS) Ratings.....	34
Teacher Retention by TADS Ratings	35
Teacher Stipends by TADS Ratings	36
Teacher Stipends and Retention by TADS Ratings.....	38
Teacher Attendance.....	40
Pillar III – Instructional Excellence	
Universal Screener Participation Rates and Performance	41
Renaissance 360 Early Literacy	43
Renaissance 360 Reading.....	44
Renaissance 360 Mathematics.....	46
Renaissance 360 Early Literacy, Reading, and Mathematics Summary for Achieve 180 Program Treatment Groups	48
Pillar IV – School Design	
College and Career Readiness	
Career and Technical Education (CTE)	
CTE Pathway Course Participation	49
CTE Industry Certifications	51

Advance Placement (AP) Examinations:	
Participation and Performance (all tests)	52
College Readiness Assessments	
PSAT/NMSQT Examination Participation and Performance	54
SAT Examination Participation and Performance	56
ACT Examination Participation and Performance	58
Pillar V – Social and Emotional Learning Support	
Student Attendance and Chronic Absenteeism	60
Student Disciplinary Infractions	71
Promotion Rates	85
Graduation Rates	88
Pillar VI – Family and Community Empowerment	
Title I, Part A Parent and Family Engagement Survey Results	96
Close Performance Gaps Between Students in Historically Underserved Schools and High Performing Schools	
Spring 2018 State of Texas Assessments of Academic Readiness (STAAR) 3–8 Cohort Analyses by Non-Achieve 180 and Achieve 180 Program Affiliation, including Demonstration Schools	101
Ensure Equity for All Students	
Spring 2018 State of Texas Assessments of Academic Readiness (STAAR 3–8) Performance by Student Groups	107
Spring 2018 STAAR End-of-Course (EOC) Performance by Non-Achieve 180 and Performance by All Students and Student Groups	115
Increase Student Achievement for All Students	
District and School Texas Education Agency Accountability Ratings	117
HISD Board of Education and Achieve 180 Program Goals	
Over-arching Goals	123
Goal 1	124
Goals 2	125
Goal 3	125
Discussion	126
References	138

Appendices

Appendix A: Methods	141
Appendix B: HISD, Achieve 180 Program, and Non-Achieve 180 Student Characteristics	148
Appendix C: Program Budget and Expenditures	151
Appendix D: Pillar I – Leadership Excellence	157
Appendix E: Pillar II – Teacher Excellence	160
Appendix F: Pillar III – Instructional Excellence	166
Appendix G: Pillar IV – School Design.....	175
Appendix H: Pillar V – Social and Emotional Learning Support	190
Appendix I: Pillar VI – Family and Community Empowerment	223
Appendix J: Achieve 180 Program Summative Academic Outcomes	233
Appendix K: 2017–2018 Board Goals.....	255

Achieve 180 Program Evaluation, Part B: Progress Toward Goals and Objectives 2017–2018

Executive Summary

Program Description

The Achieve 180 Program was created in the Houston Independent School District (HISD) to support, strengthen, and empower underserved and underperforming schools and their communities using best practices for successful school turnaround, including effective teachers, strong principal leadership, and school environments of high expectations for students and staff. The program's six pillars of school improvement Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment guide the framework to strategically transform educational processes at the Achieve 180 Program schools and throughout their feeder patterns. The program impacts nearly 2,100 teachers and 37,000 students, and more than 100 administrators.

In 2017–2018, HISD launched Achieve 180, a program centered upon a comprehensive action plan to increase student achievement at 45 schools, including the 27 schools that received the Texas Education Agency Campus Accountability rating of “Improvement Required” (IR) in 2016–2017 and 18 former IR schools, campuses that received the IR rating in 2015–2016, but received the “Met Standard” rating in 2016–2017. In February 2018, one of the charter schools closed, leaving 44 participating campuses.

The 44 2017–2018 Achieve 180 Program schools were grouped according to the number of years they had received an IR rating as of 2016–2017. The 27 schools that received the IR rating in 2016–2017 were divided into three treatment groups: Superintendent's Schools (n=10) had received the IR rating for four to eight years, Primary Group schools (n=9) had received the IR rating for two or three years, and Secondary Group (n=7) schools had been rated IR for one year. Victory Prep K-8 closed in Fall of 2017 and was the 27th IR school. A fourth treatment group, the Tertiary Group, was comprised of 18 former IR schools that had received the IR rating in 2015–2016 but received the “Met Standard” rating in 2016–2017. Achieve 180 school improvement interventions differed by treatment group affiliation.

The purpose of the **2017–2018 (Year 1) report, Part A** was to evaluate the Achieve 180 Program's alignment to the District's goals and delineate 2017–2018 (Year 1) program implementation activities and preliminary findings. Part A may be found online at:

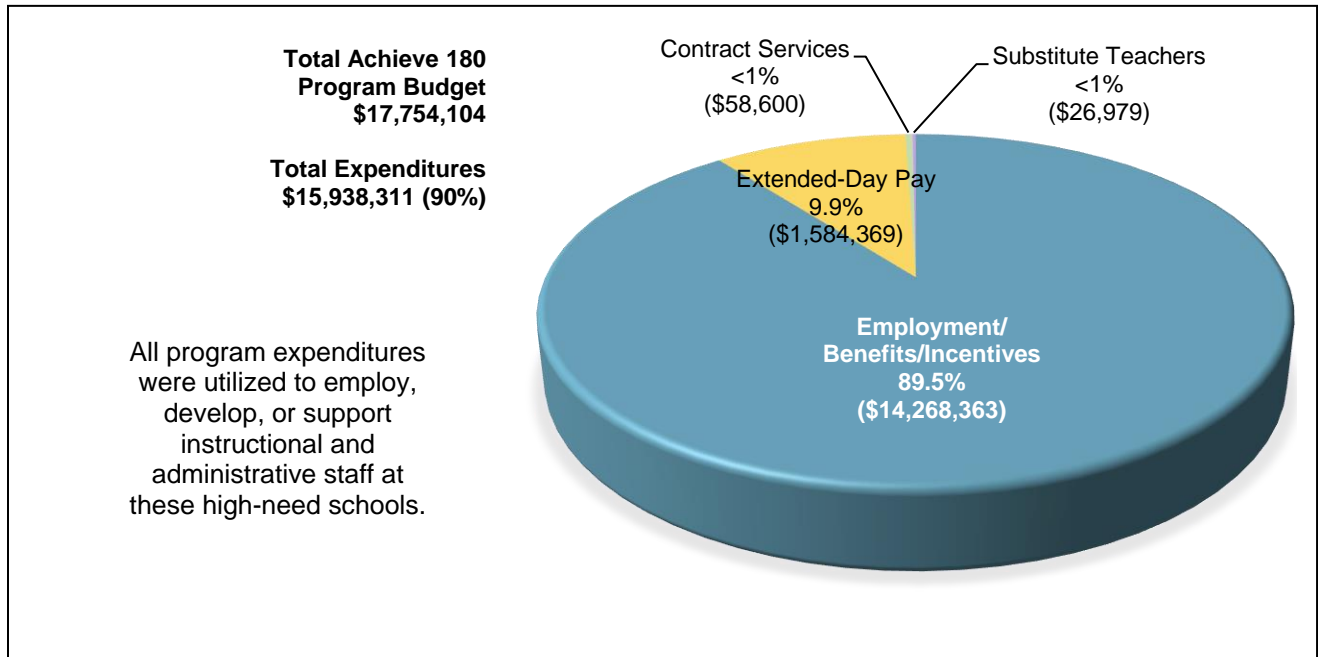
https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/pe_districtprograms/2018%20Achieve%20180%20Program%20Evaluation_Part%20A_full.pdf.

The purpose of this **2017–2018 (Year 1) report, Part B** is to assess progress made toward program goals and objectives in 2017–2018 (Year 1) and determine changes in program outcomes from 2016–2017 (baseline) to 2017–2018 (Year 1). A three-year evaluation will be conducted for the Achieve 180 Program.

Highlights

Superintendent's Schools	Primary Group	Secondary Group	Tertiary Group
4–8 years IR	2–3 years IR	1 year IR	Formerly IR
Blackshear ES (6)	Bonham ES (2)	Attucks MS (1)	Bellfort ECC (3)
Dogan ES (5)	Cullen MS (3)	Fondren ES (1)	Bruce ES
Henry MS (4)	Gregory-Lincoln K-8 (2)	Looscan ES (1)	Cook ES (3)
Highland Heights ES (5)	Hilliard ES (3)	Montgomery ES (1)	Edison MS
Kashmere HS (8)	Lawson MS (3)	Pugh ES (1)	Foerster ES
Mading ES (4)	Madison HS (2)	Sharpstown HS (1)	Forest Brook MS
Wesley ES (4)	North Forest HS (3)	Stevens ES (1)	Gallegos ES
Wheatley HS (6)	Texas Connections (TCAH) (3)		High School Ahead MS
Woodson K-8 (5)	Washington HS (2)		Kashmere Gardens ES (4)
			Key MS
			Lewis ES (3)
			Liberty HS
			Martinez, C. ES
			Milby HS
			Victory Prep South (HS)
			Westbury HS
			Yates HS
			Young ES

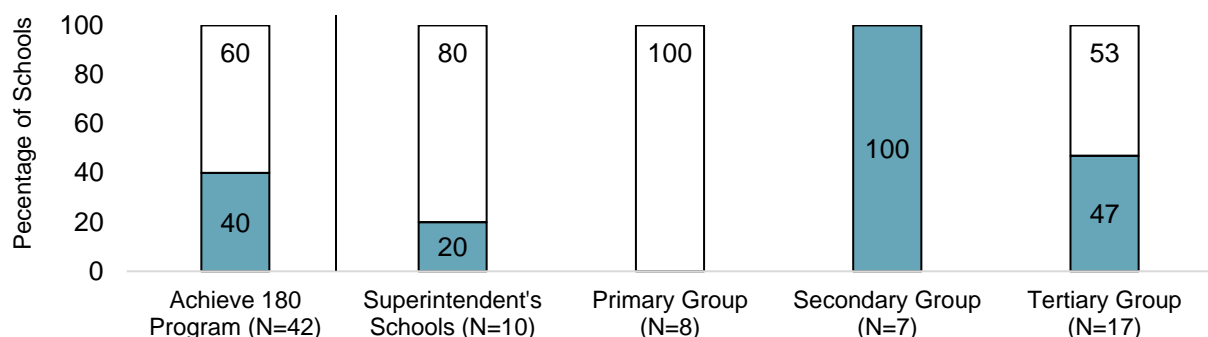
- Four treatment groups for the 44 Achieve 180 Program underserved, underperforming schools were formed based on the number of consecutive years each school had received an Improvement Required (IR) school accountability rating as of 2016–2017 (baseline year).
- Program resources, strategies, and activities were developed and implemented for the schools based on their specified treatment group.



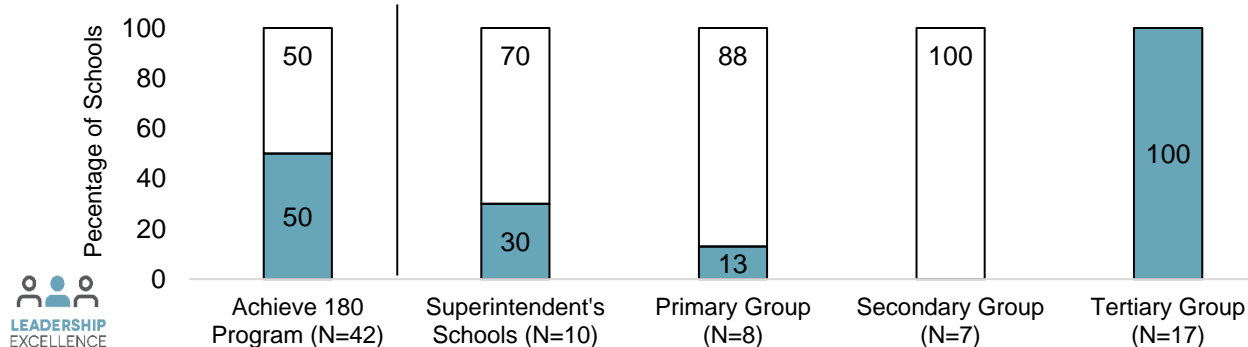
Highlights

- All Achieve 180 Program schools had Level 2 or Level 3 School Leader Appraisal Ratings in 2016–2017 (Baseline) and 2017–2018 (Year 1); no Achieve 180 Program school leaders were rated Level 1 (Ineffective) or Level 4 (Highly Effective). Higher percentages of Achieve 180 program schools had Level 3 School Leader Appraisal Ratings in 2017–2018 than in 2016–2017, except for the Secondary Group.

□ 2016–2017 (Baseline), 2015–2016 Appraisal Scorecard Performance Level Rating - 2 (Needs Improvement)
 ■ 2016–2017 (Baseline), 2015–2016 Appraisal Scorecard Performance Level Rating - 3 (Effective)

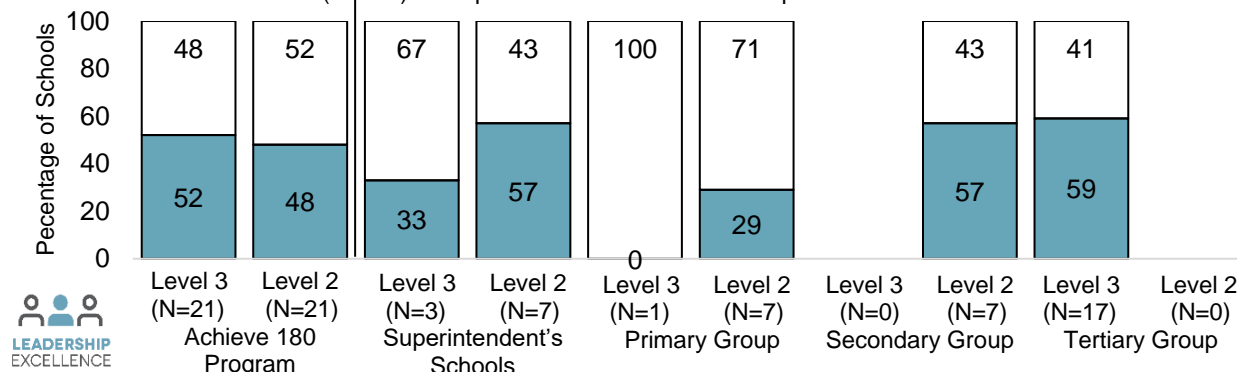


□ 2017–2018 (Year 1), 2016–2017 Appraisal Scorecard Performance Level Rating, 2 (Needs Improvement)
 ■ 2017–2018 (Year 1), 2016–2017 Appraisal Scorecard Performance Level Rating, 3 (Effective)



- Twenty-one of the 42 assessed Achieve 180 Program schools (50%) retained the same principal for two consecutive years (2016–2017 and 2017–2018). Of them, a larger proportion of the schools with a 2016–2017 Level 3 Scorecard Appraisal Rating (52%) than the proportion of schools with a Level 2 Appraisal Rating (48%) retained the same principals for the two years.

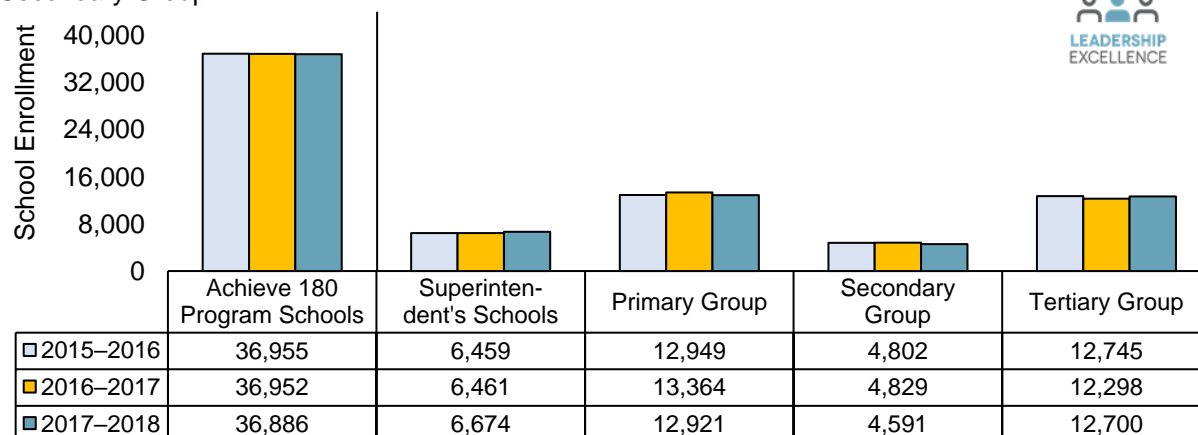
□ 2017–2018 (Year 1) Principals Not Retained on Same Campus in 2016–2017 and 2017–2018
 ■ 2017–2018 (Year 1) Principals Retained on Same Campus in 2016–2017 and 2017–2018



Highlights

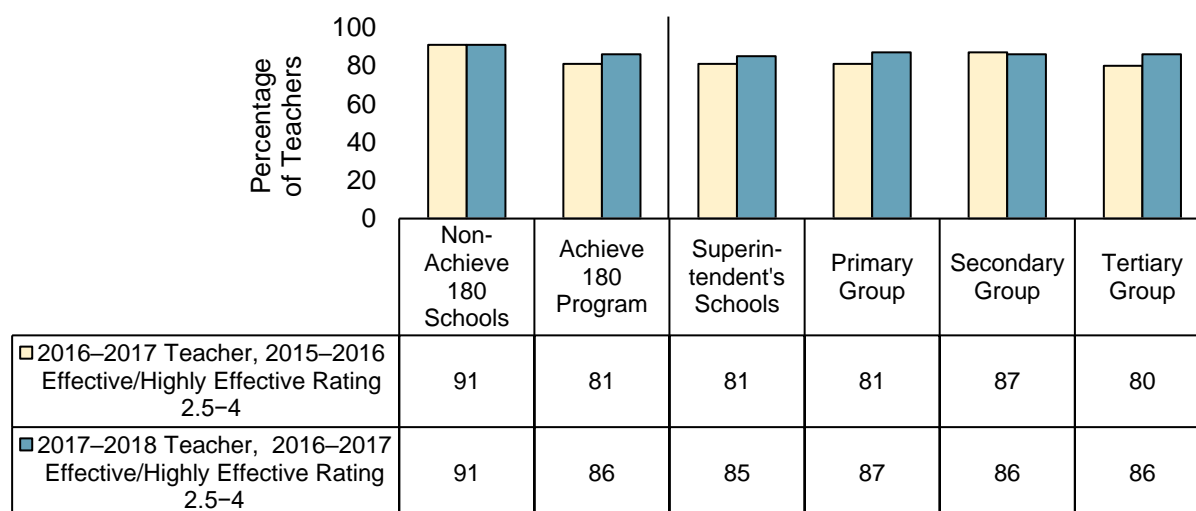
Impacted by Hurricane Harvey in 2017–2018:

- HISD enrollment was relatively stable, with a 0.6 percent decrease from 2015–2016 (N=214,891) to 2017–2018 (N=213,528), including a 0.9 percent decline from 2016–2017 (N=215,408) to 2017–2018.
- Achieve 180 Program enrollment remained relatively stable from 2015–2016 to 2017–2018, with declines that totaled 0.2 percent, a smaller decrease than the district's decrease over the years tracked.
- From 2016–2017 to 2017–2018, the Superintendent's Schools and Tertiary Group showed enrollment gains of 3.3 percent, while enrollment declined 3.3 percent in the Primary Group and 4.9 percent in the Secondary Group.



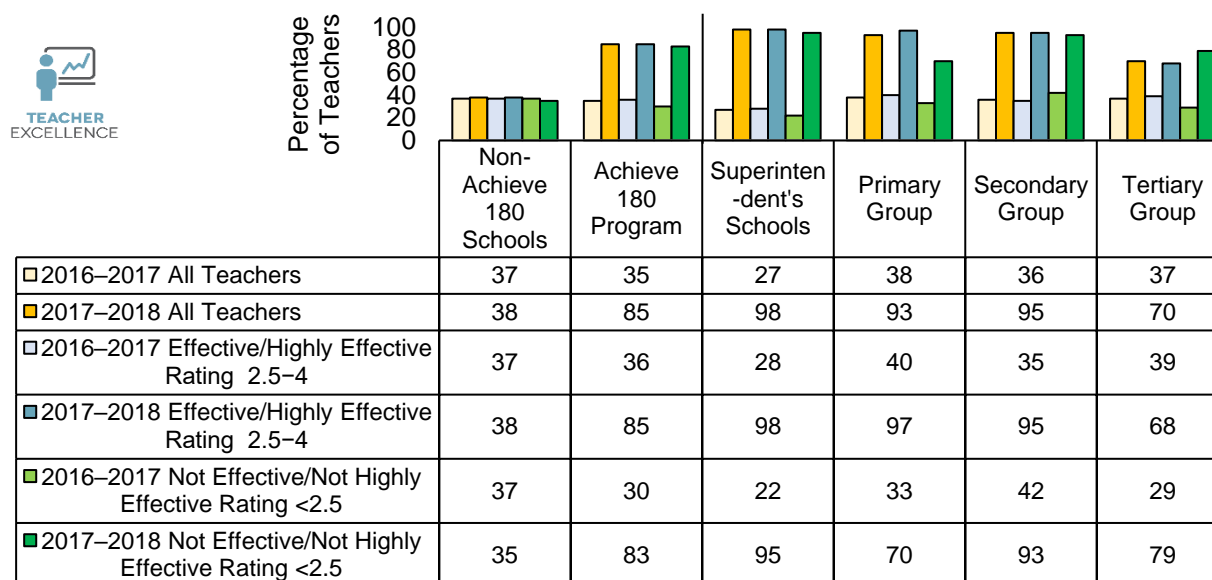
- In 2016–2017 and 2017–2018, Achieve 180 Program campuses employed effective and highly effective teachers at a rate of 81% and 86%, respectively, while the rate on non-Achieve 180 campuses was higher at 91% each year, with the gap closing by 50% in 2017–2018.

- From 2016–2017 to 2017–2018, Achieve 180 Program treatment groups (except the Secondary Group) showed increases from four percentage points (Superintendent's Schools) to six percentage points (Primary Group and Tertiary Group) in the percentage of effective and highly effective teachers.

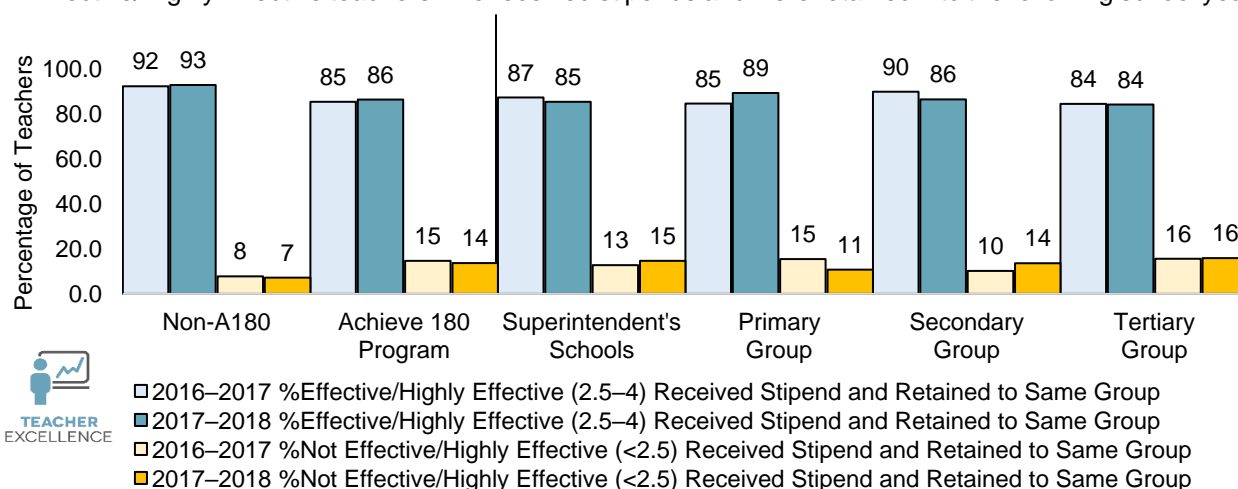


Highlights

- The proportion of non-Achieve 180 Effective/Highly Effective teachers who received stipends increased from 37 percent to 38 percent from 2016–2017 to 2017–2018, while the proportion of these teachers among Achieve 180 Program schools increased 49 percentage points, from 36 percent to 85 percent, with 29–70 percentage-point increases among the treatment groups.
- A smaller proportion of non-Achieve 180 Not Effective/Not Highly Effective teachers received stipends in 2017–2018 than in 2016–2017, while the proportion of these teachers in Achieve 180 Program schools increased by 53 percentage points, with 37–73 percentage-point increases among the treatment groups.

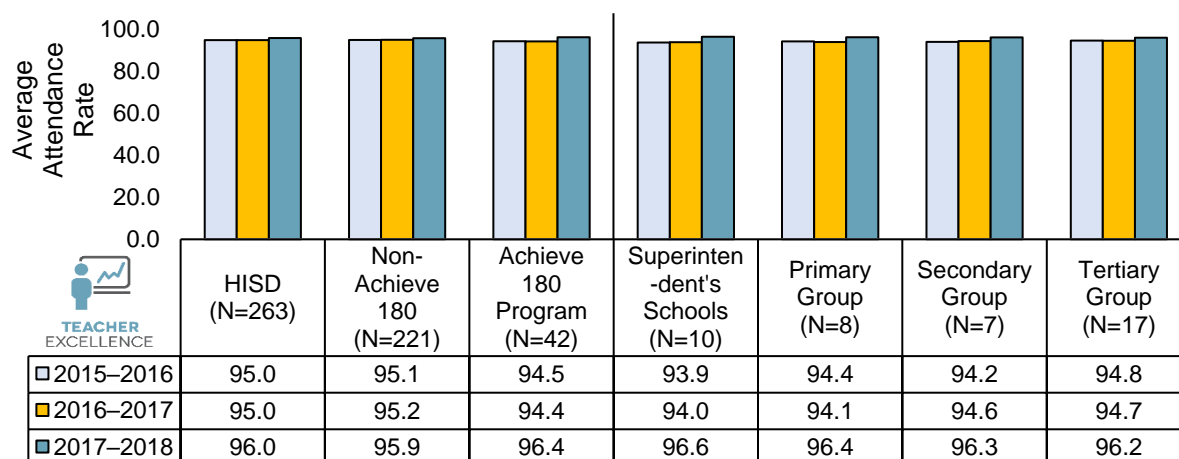


- Of the retained teachers, the proportions of Effective/Highly Effective 2017–2018 Achieve 180 Program and non-Achieve 180 teachers who received stipends in 2017–2018 and were retained in 2018–2019 were one percentage point higher than the proportions of Effective/Highly Effective teachers in 2016–2017 who received stipends and were retained in 2017–2018. The non-Achieve 180 rates were seven percentage points higher than Achieve 180 Program rates.
- Only the Primary Group achieved an increase from 2016–2017 to 2017–2018 in the proportion of Effective/Highly Effective teachers who received stipends and were retained into the following school year.



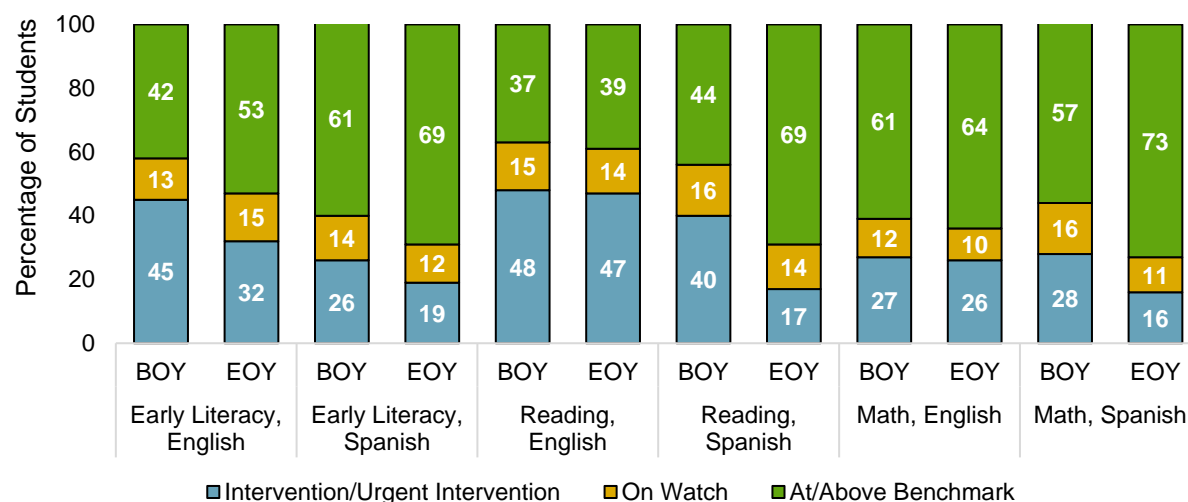
Highlights

- There was improvement in average teacher attendance rates across the district and for each group identified from 2015–2016 to 2017–2018, with gains each year for non-Achieve 180 schools and for Achieve 180 Program Superintendent's Schools and Secondary Group schools.
- Teacher attendance gains from 2015–2016 to 2017–2018 were larger for the Achieve 180 Program (1.9 percentage points) than for the district (1.0 percentage point) and non-Achieve 180 schools (0.8 percentage point). Achieve 180 Program treatment group 2016–2017 to 2017–2018 gains ranged from 1.5 percentage points (Tertiary Group) to 2.6 percentage points (Superintendent's Schools).

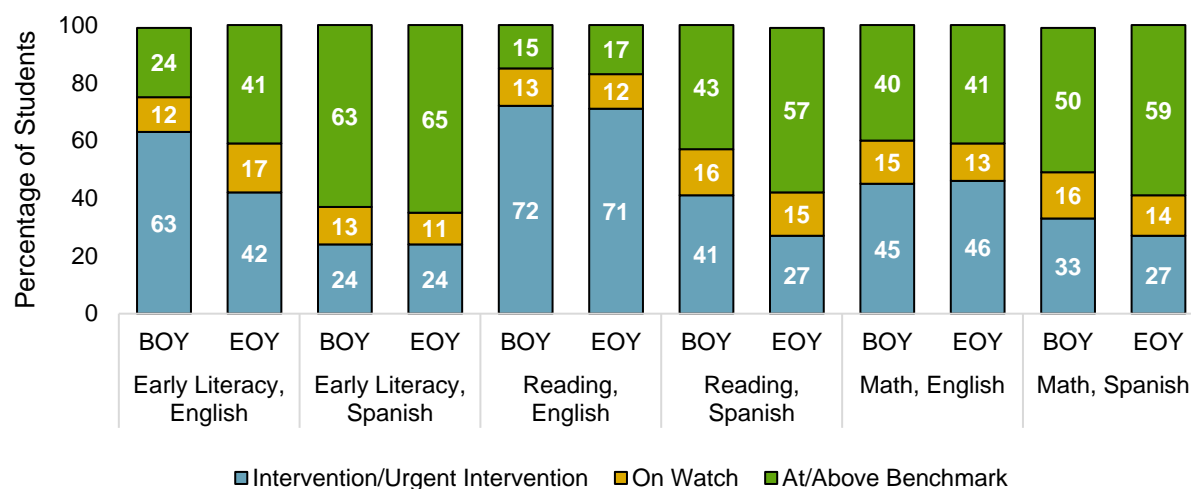


Highlights

- On Renaissance 360 Early Literacy, Reading, and Mathematics tests from BOY to EOY in 2017–2018, **non-Achieve 180 students** reduced the percentages of students needing Urgent Intervention or Intervention while increasing the percentages of students who performed At/Above Benchmark on all assessments in English and in Spanish.



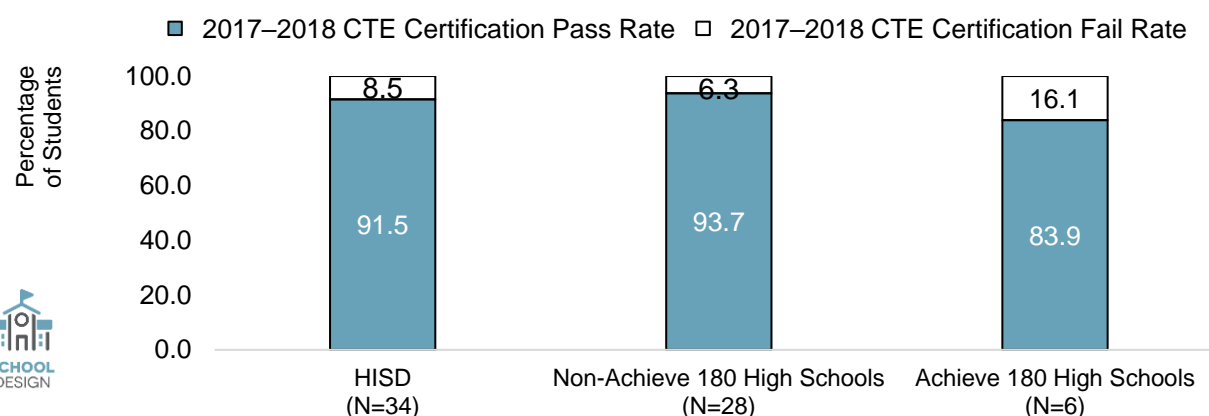
- On Renaissance 360 Early Literacy, Reading, and Mathematics tests from BOY to EOY in 2017–2018, **Achieve 180 Program students** reduced the percentages of students needing Urgent Intervention or Intervention while increasing the percentages of students who performed At/Above Benchmark on all assessments except Early Literacy tests in Spanish and Mathematics tests in English.



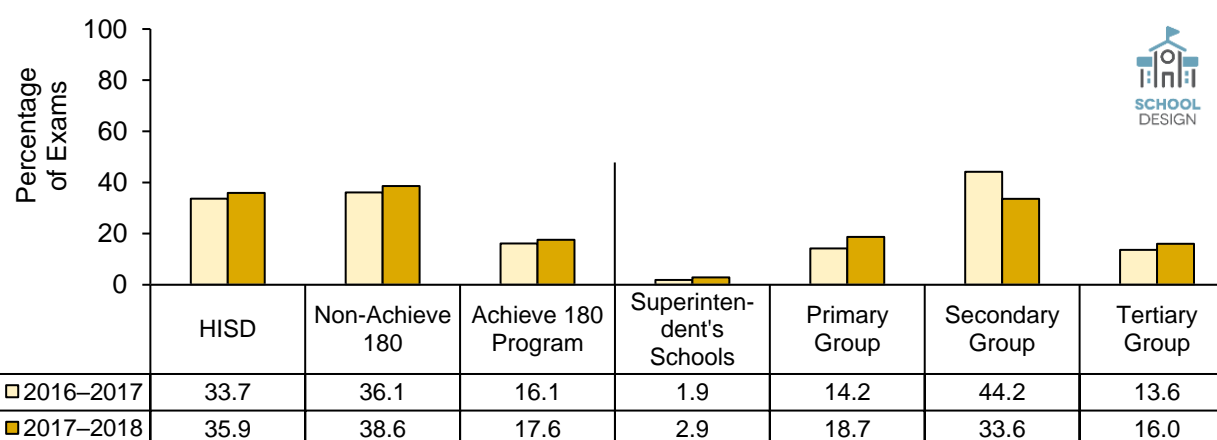
- Students in all Achieve 180 Program treatment groups reduced the percentages of students needing Urgent Intervention or Intervention while increasing the percentages of students who performed At/Above Benchmark on Renaissance 360 Early Literacy tests in English and Reading and Mathematics tests in Spanish from BOY to EOY in 2017–2018.

Highlights

- Achieve 180 Program participation in a coherent sequence of CTE courses increased nine percentage points, while non-Achieve 180 participation increased two percentage points.
- 91.5 percent of HISD students passed Industry Certification exams, with passing rates nearly 10 percentage points higher for non-Achieve 180 Program than for Achieve 180 Program students.
- 66.7 percent of Achieve 180 Program schools (4 out of 6) achieved passing rates above 85 percent.

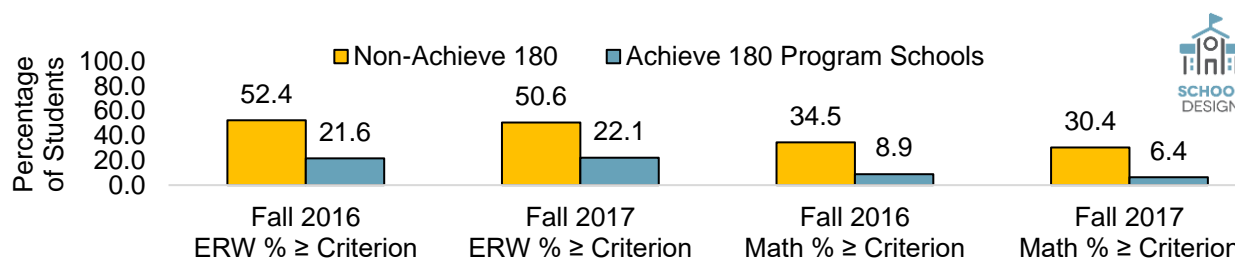


- Grade 9–12 student participation in Advanced Placement (AP) examinations increased 7.9 percent among Achieve 180 Program students, while it decreased 3.4 percent among non-Achieve 180 students, from 2016–2017 to 2017–2018.
- HISD students, including non-Achieve 180 students had higher percentages of students to score three or higher on AP exams than Achieve 180 Program students who scored three or higher, overall, with only Secondary Group students exceeding them in 2016–2017 (as shown below).

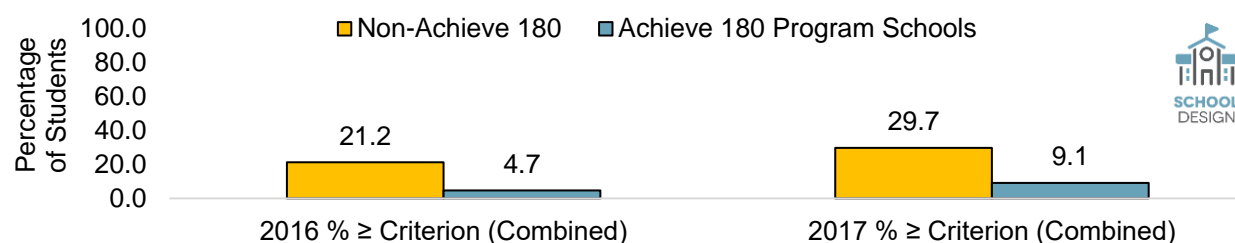


Highlights

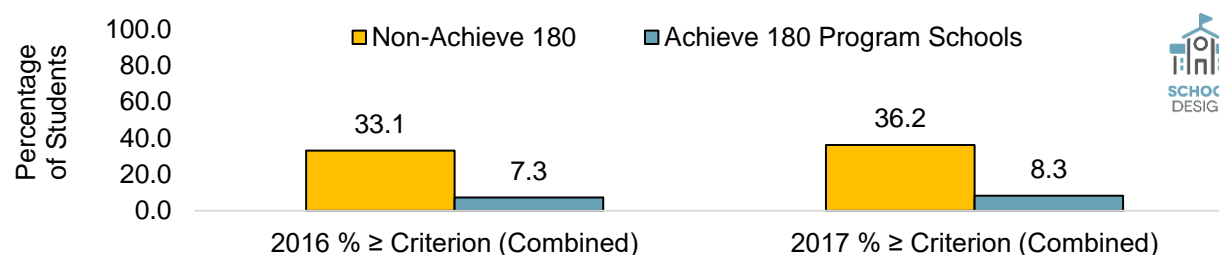
- The Fall 2016 PSAT participation gap between non-Achieve 180 (85.9 percent) and Achieve 180 Program (57.2 percent) students was 28.7 percentage points (ppts.), which was reduced to 23.0 ppts. in Fall 2017 when participation rates increased to 87.5 ppts. and 64.5 ppts., respectively.
- In Fall 2017, a higher percentage of Achieve 180 Program students scored at or above criterion on the PSAT Evidence-based Reading and Writing (ERW) exam than in Fall 2016. Performance gaps on ERW and Math exams were reduced 2.3 ppts. and 1.6 ppts., respectively, with Fall 2017 performance gaps of 28.5 ppts. on ERW and 24.0 ppts. on Math exams.



- The 2016 SAT participation gap between non-Achieve 180 (96.2 percent) and Achieve 180 Program (68.4 percent) students was 27.8 ppts., which was reduced to 25.8 ppts. in 2017 when participation rates decreased to 93.2 percent and 67.4 percent, respectively.
- The performance gap between the percentage of Achieve 180 Program and non-Achieve 180 students who scored at or above criterion on SAT exams (combined) increased by 4.1 ppts. from 2016 to 2017. Nevertheless, the percentage of Achieve 180 students scoring at or above criterion almost doubled.



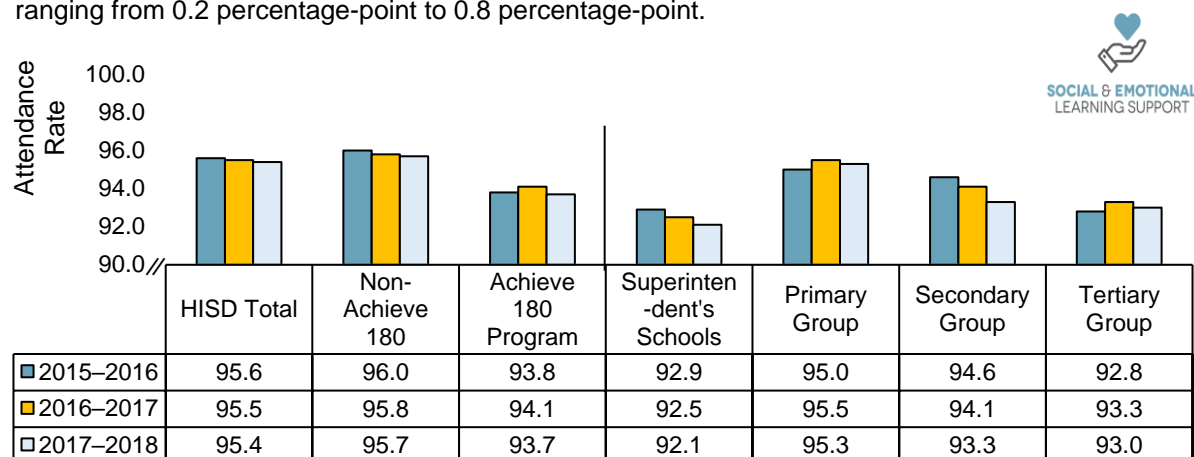
- The 2016 ACT participation gap between non-Achieve 180 (24.3 percent) and Achieve 180 Program (10.8 percent) students was 13.5 ppts., which was reduced to 12.4 ppts. in 2017 when participation rates decreased to 20.9 percent and 8.5 percent, respectively.
- From 2016 to 2017, the percentage of Achieve 180 Program students scoring at or above criterion on ACT exams (combined) increased 1.0 ppt. However, the performance gap between the percentage of Achieve 180 and non-Achieve 180 students who scored at or above criterion increased by 2.1 ppts.



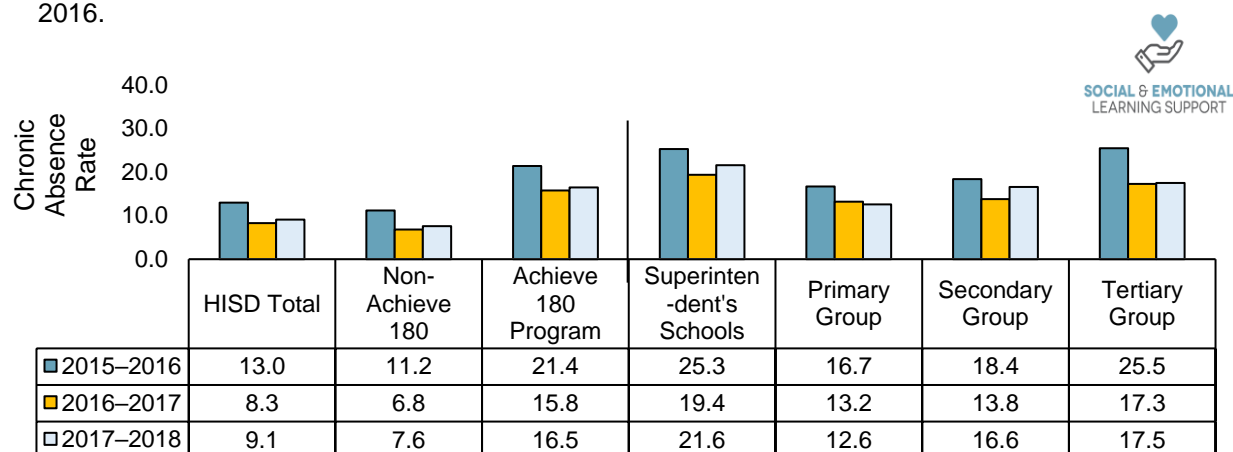
Notes: Class of 2017 rates are baseline for the Achieve 180 Program given that PSAT, SAT, and ACT are lagging indicators. "ppts." means percentage-points.

Highlights

- Districtwide and non-Achieve 180 student attendance rates were around 96.0 percent, while the Achieve 180 Program overall, had rates that were around 94.0 percent from 2015–2016 to 2017–2018.
- Cumulatively, from 2015–2016 to 2017–2018, Achieve 180 Program student attendance rates decreased less than HISD and non-Achieve 180 student attendance rates, while the Primary Group and Tertiary Group showed an increase.
- HISD and non-Achieve 180 had a 0.1 percentage-point decline in student attendance from 2016–2017 to 2017–2018, while the Achieve 180 Program, overall, and its treatment groups had larger declines ranging from 0.2 percentage-point to 0.8 percentage-point.



- Overall, Achieve 180 Program chronic absence rates were roughly two times higher than non-Achieve 180 chronic absence rates from 2015–2016 to 2017–2018.
- HISD, non-Achieve 180, and Achieve 180 Program chronic absence rates decreased more in 2016–2017 than they increased in 2017–2018, resulting in lower chronic absence rates and a smaller performance gap between non-Achieve 180 and the Achieve 180 Program in 2017–2018 than in 2015–2016.



Highlights

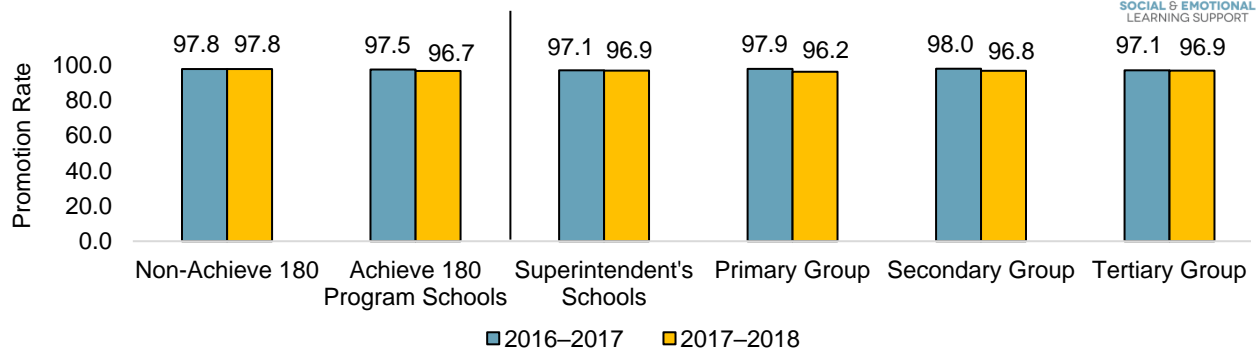
- The number of In-School Suspensions (ISS) per 100 students decreased each year from 2015–2016 to 2017–2018 for all groups, except the Tertiary Group, which had the highest number of ISS each year, and the Primary Group, which had the lowest number of ISS in 2015–2016 and 2017–2018.
- The number of Out-of-School Suspensions (OSS) per 100 students decreased each year from 2015–2016 to 2017–2018 for all groups except Non-Achieve 180, Superintendent's Schools, and the Secondary Group.
- The number of OSS per 100 students was highest among Achieve 180 Program students, particularly in Superintendent's Schools and the Tertiary Group.

Decrease Increase	No Change	2015–2016				2016–2017				2017–2018				2015–2016 to 2017–2018 Cumulative Change			
		ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP
		14	12	1	<1	13	11	1	<1	10	11	1	<1	-4	-1	0	0
		11	8	1	<1	10	8	1	<1	8	8	1	<1	-3	0	0	0
		30	28	3	<1	28	26	2	<1	22	25	2	<1	-8	-3	-1	0
		30	34	3	<1	21	40	2	<1	18	32	2	<1	-12	-2	-1	0
		7	19	3	<1	11	18	1	<1	7	17	1	<1	0	-2	-2	0
		44	18	2	<1	34	16	2	<1	29	22	1	<1	-15	4	-1	0
		49	38	4	<1	49	30	2	<1	36	30	2	<1	-13	-8	-2	0

- The number of DAEP referrals per 100 students among Achieve 180 Program students was at least three times higher than among non-Achieve 180 students in 2015–2016, and in 2016–2017 and 2017–2018 the gap was reduced to twice the number of DAEP referrals per 100 students, except for the Primary Group in 2016–2017 and 2017–2018 and the Secondary Group in 2017–2018 where the rates were comparable to non-Achieve 180 rates.
- The number of Texas Juvenile Justice Alternative Education Program (JJAEP) system expulsions per 100 students was constant at less than one from 2015–2016 through 2017–2018 for each group of HISD students, regardless of their non-Achieve 180 and Achieve 180 Program affiliation.
- When considered by students' demographic characteristics, African American, economically-disadvantaged, and special education students with disabilities were, typically, over-represented among students for whom disciplinary action was taken in each year tracked.

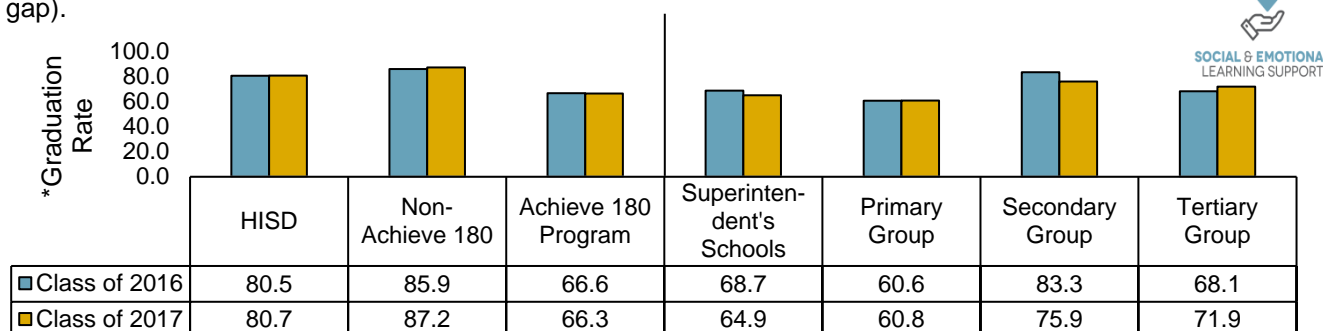


- Promotion rates for non-Achieve 180 students remained stable at 97.8 percent while Achieve 180 Program students had a 0.8 percentage-point decrease from 2016–2017 (97.5%) to 2017–2018 (96.7%), including declines ranging from 0.2 percentage point (Superintendent's Schools and Tertiary Group) to 1.7 percentage points (Primary Group).



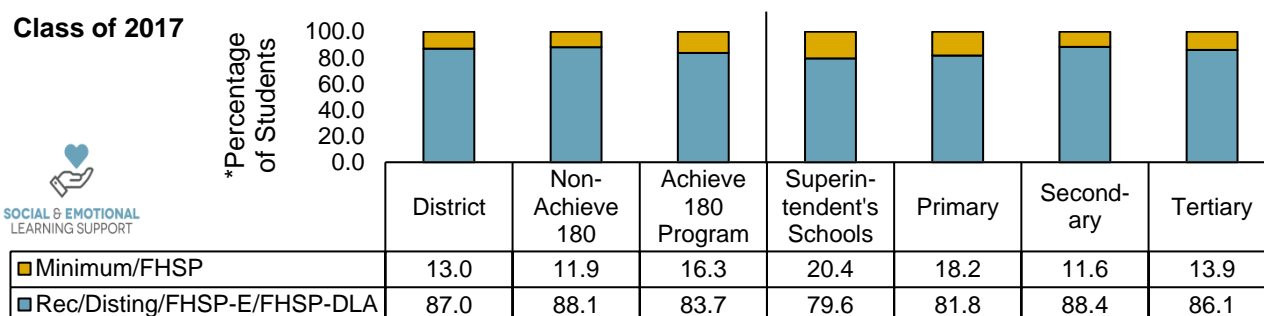
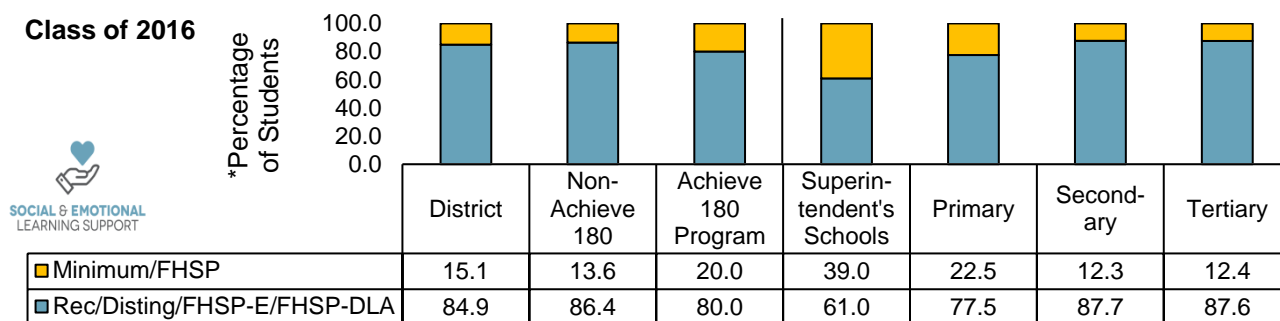
Highlights

- Non-Achieve 180 four-year graduation rates* were about 86–87 percent in 2016 and 2017, while Achieve 180 Program rates were about 66–67 percent, roughly twenty percentage points lower than non-Achieve 180 rates each year, with a larger gap between the Class of 2017 non-Achieve 180 and the Achieve 180 Program graduation rates (20.9 percentage-point gap) than the Class of 2016 graduation rates (19.3 percentage-point gap).



Notes: Class of 2017 rates are baseline for Achieve 180 given that this is a lagging indicator. *State rates (with exclusions).

- A larger percentage of the Class of 2017 than the Class of 2016 graduated with Recommended High School Program/Distinguished Achievement Program/Foundation High School Program-with Endorsement/Foundation High School Program-with Distinguished Level of Achievement diplomas in each identified group except the Achieve 180 Program Tertiary Group where there was a 1.5 percentage-point decline.
- From 2016 to 2017, the largest growth in the percentage of graduates with Recommended High School Program/Distinguished Achievement Program/Foundation High School Program-with Endorsement/Foundation High School Program-with Distinguished Level of Achievement diplomas was at Superintendent's Schools (18.6 percentage points), while the Secondary Group had the smallest growth (0.7 percentage point).



Notes: Class of 2017 rates are baseline for the Achieve 180 Program given that this is a lagging indicator. *Based on four-year State rates (with exclusions).

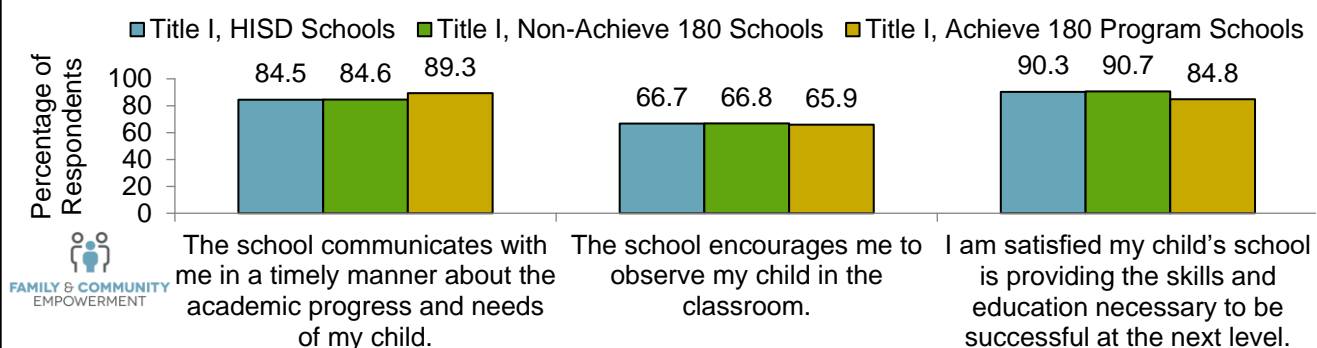
Highlights

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

- 99% of HISD's Title I Schools Participated: 210 Non-Achieve 180 and *43 Achieve 180 Program Schools.

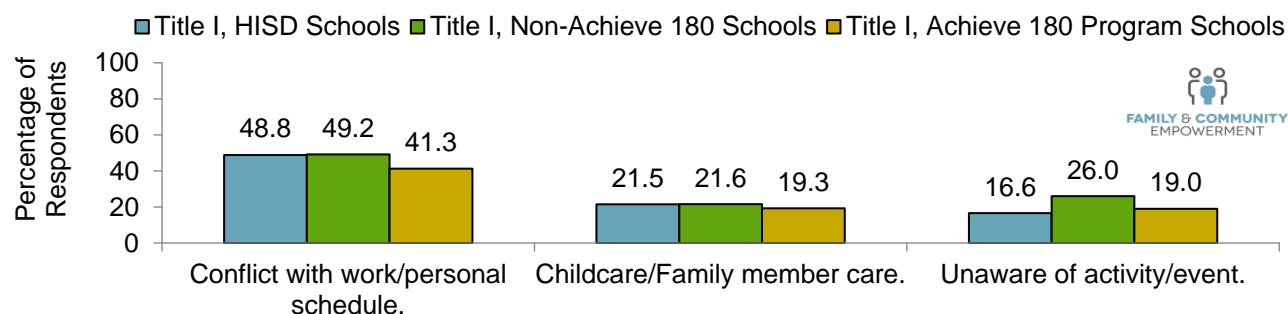
School Factors and School Climate

- More Achieve 180 Program family members reported timely communication at their children's schools than family members of students at other Title I schools.
- More non-Achieve 180 than Achieve 180 Program family members reported
 - Their children's schools encourage them to observe their children in class.
 - Overall satisfaction that their children's schools are educating them for success.

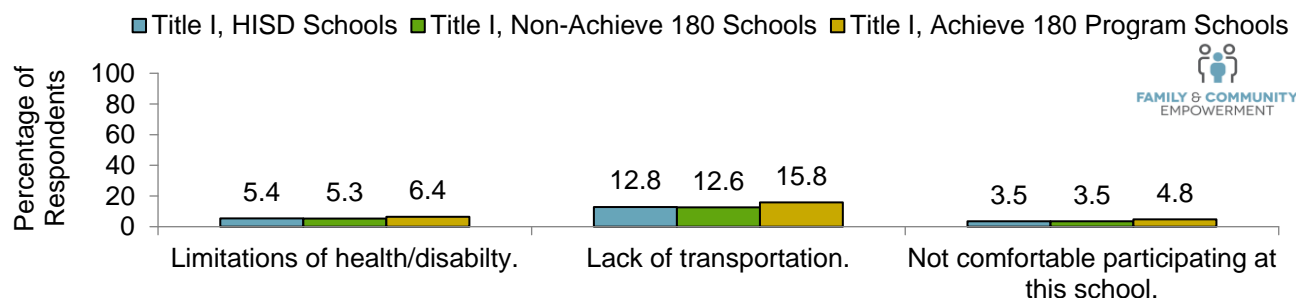


Barriers to Participation in School Activities

- Generally, family members of Achieve 180 Program students were less deterred by family schedules, family care, and a lack of awareness of school events than family members of other HISD students in Title I schools.



- Generally, more family members of Achieve 180 Program students reported being deterred by limitations of health, transportation, and not feeling comfortable participating at schools than family members of other HISD students in Title I schools.



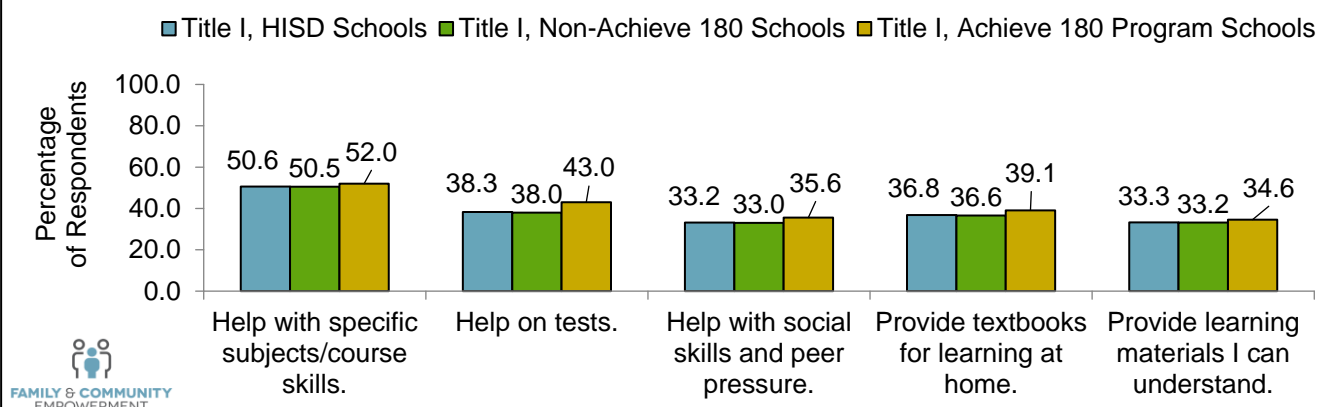
*No data available for Wesley ES

Highlights

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

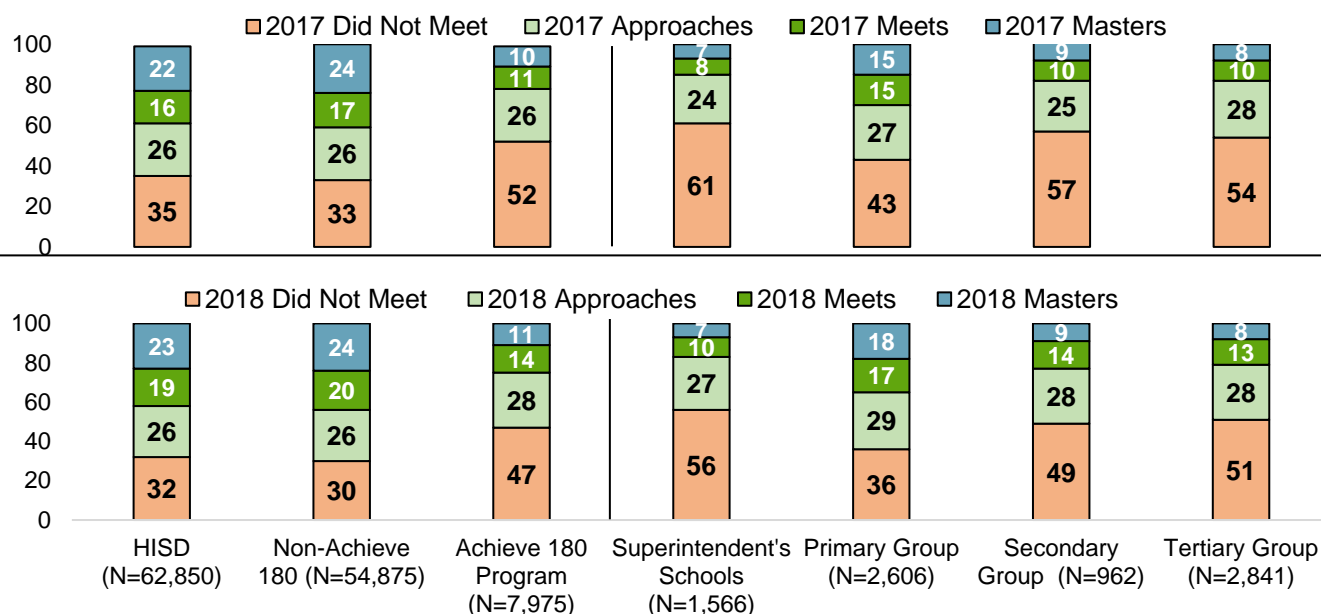
Ways to Improve School Support to Children Learning at Home

- Generally, help with subjects and course skills was most identified by families at HISD Title I schools, followed by help with tests and the provision of textbooks and learning materials.
- Larger proportions of Achieve 180 families than other HISD families identified these supports being needed.



STAAR Cohort Analysis: Grades 3–7, 2017 and Grades 4–8, 2018 Reading - English and Spanish Test Versions (Combined)

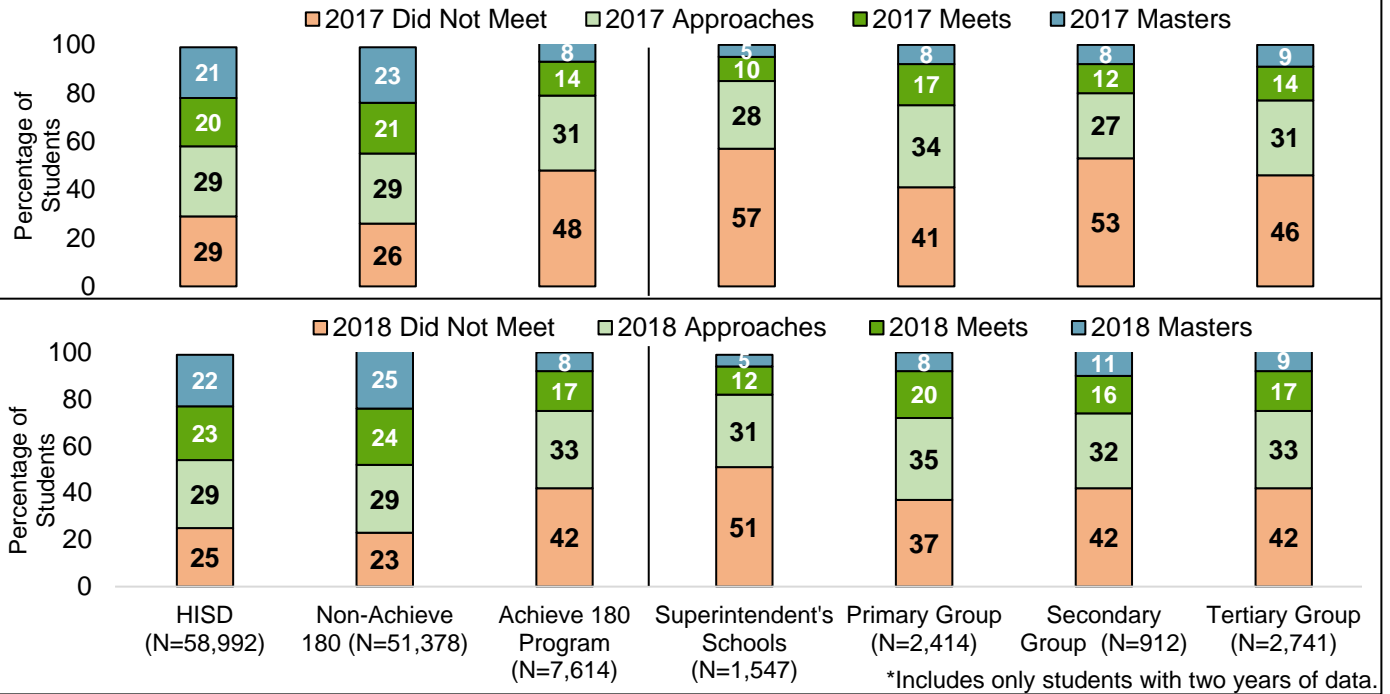
- In each group, the percentage of cohort students who performed at the Did Not Meet grade level standards decreased and the total percentage of cohort students who performed at the Approaches, Meets, or Masters grade level standards increased from 2017 to 2018, more for Achieve 180 than non-Achieve 180 students.



Highlights

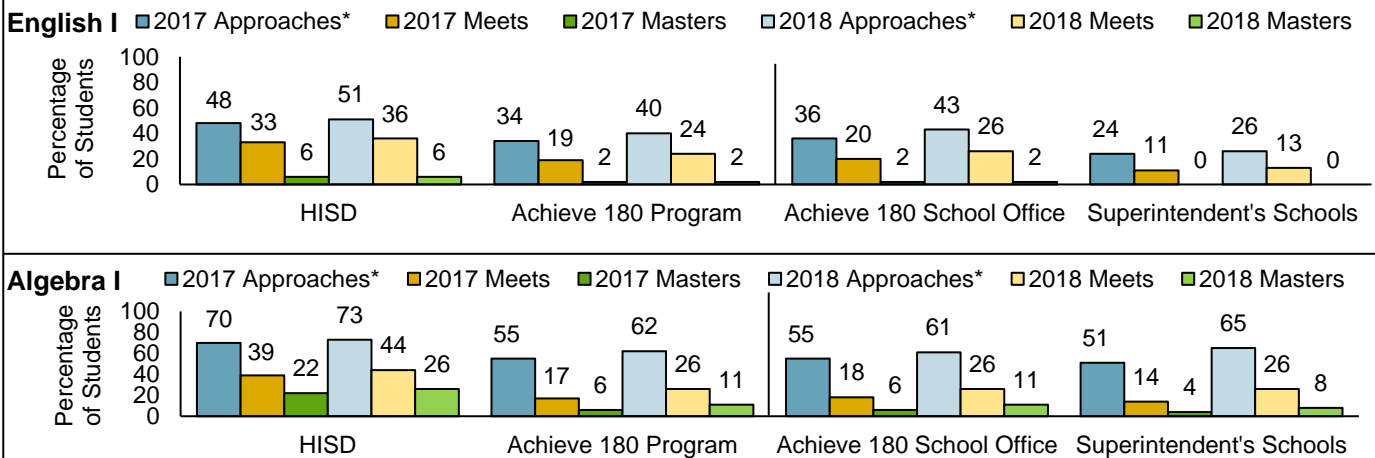
STAAR Cohort Analysis: Grades 3–7, 2017 and Grades 4–8, 2018 Mathematics - English and Spanish Test Versions (Combined)

- In each group, the percentage of cohort students who performed at the Did Not Meet grade level standards decreased and the total percentage of cohort students who performed at the Approaches, Meets, or Masters grade level standards increased from 2017 to 2018, more for Achieve 180 than non-Achieve 180 students.



STAAR EOC English I and Algebra I, All Students, 2017 and 2018

- Achieve 180 Program students met or exceeded the district's increases in both STAAR EOC English I and Algebra I at all performance levels, making the 2017–2018 performance gaps between HISD students and Achieve 180 Program students smaller than the 2016–2017 performance gaps in the proportion of students who met or exceeded the "Approaches" performance standard.



*Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above.

Highlights

HISD 2017–2018 Accountability Ratings							
School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Not Rated Harvey N	Not Rated Harvey %	Met Standard N	Met Standard %
2017–2018	275	6*	2%	17*	6%	252*	92%

- Out of the 275 HISD campuses rated, 92% were rated Met Standard, 2% were rated Improvement Required (IR), and 6% received a Not Rated: Harvey Provision label.
- Out of the 27 HISD campuses rated Improvement Required (IR) last year, 19 (70%) were rated Met Standard in 2017–2018. In addition, one campus rated IR last year did not receive a rating this year and seven campuses received a Not Rated: Harvey Provision label in 2017–2018.

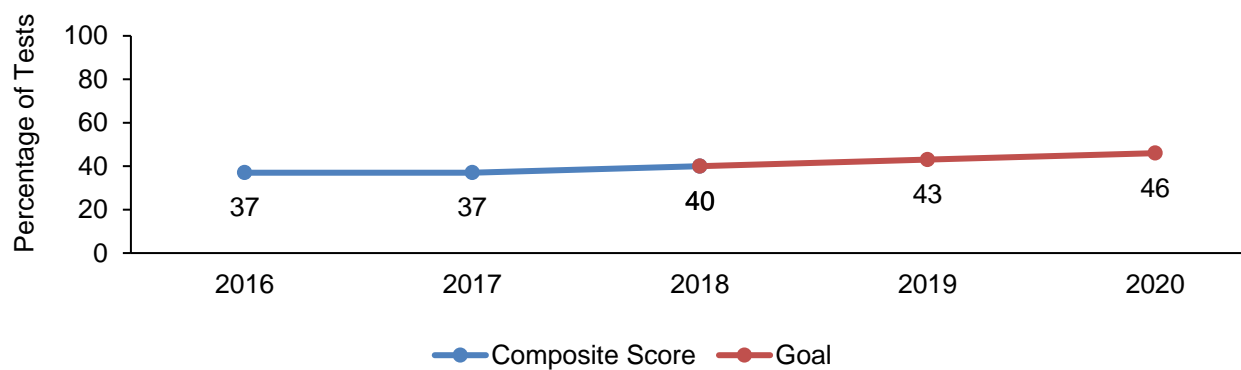
Achieve 180 Program 2017–2018 Accountability Ratings							
School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Not Rated Harvey N	Not Rated Harvey %	Met Standard N	Met Standard %
2017–2018	44	1	2%	10	23%	33	75%

- Among Achieve 180 Program schools, 75% out of the 44 campuses were rated Met Standard, 2% were rated IR, and 23% received a Not Rated: Harvey Provision label.
- Out of the 26 Achieve 180 Program campuses rated IR last year, 19 (73%) Met Standard in 2017–2018: 60% of Superintendent's Schools, 78% of Primary Group schools, and 86% of Secondary Group schools.
- One Tertiary Group (former IR campus) rated Met Standard last year was rated IR in 2017–2018.

HISD Board of Education and Achieve 180 Program Goals

Goal 1 – Met

- The percentage of students performing at or above the Meets Grade Level Standard on the reading and writing STAAR 3–8 exams and on the STAAR English I and English II End-of-Course Exams increased three percentage points from 37% in 2017 to 40% in 2018, meeting the annual goal of a three percentage-point increase.

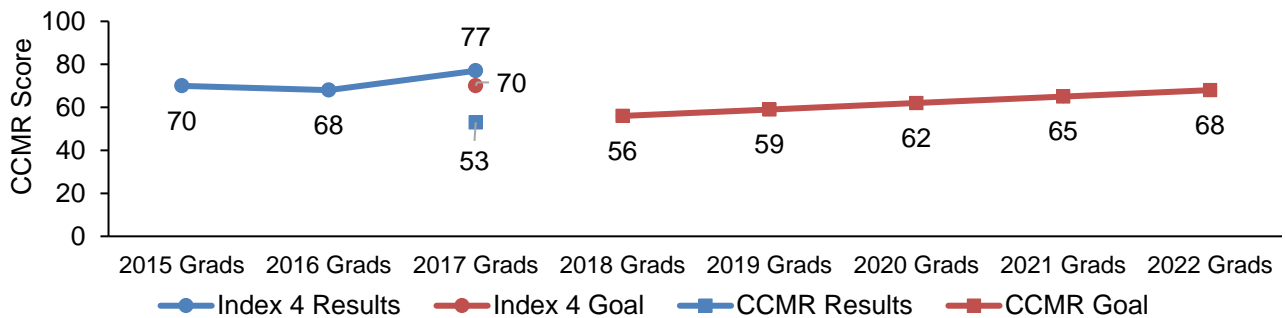


Highlights

HISD Board of Education and Achieve 180 Program Goals

Goal 2 – Exceeded

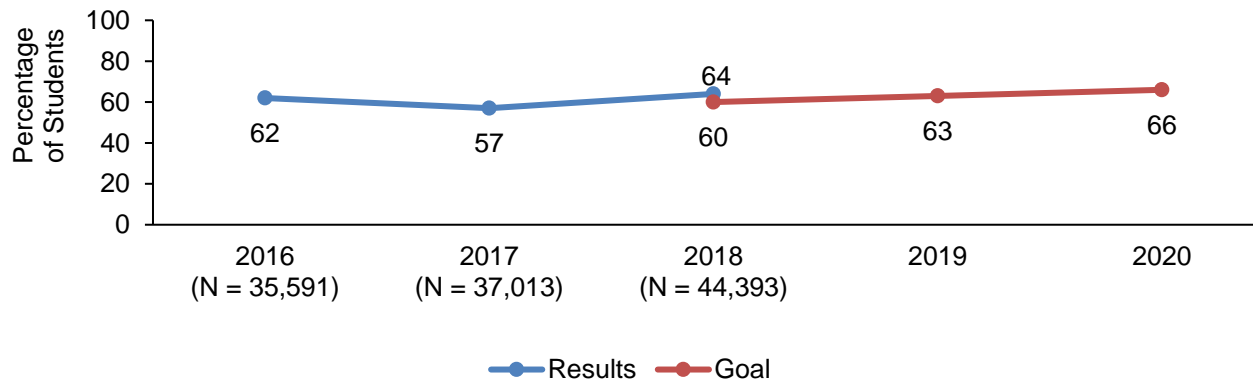
- In measuring Global Graduates, the district-calculated postsecondary readiness indicator exceeded the 2017–2018 goal of 70 percent by seven percentage points.
- The new state-calculated college, career, and military readiness (CCMR) performance number (53) is considered a B rating under the new accountability system.
- Because 60 is considered an A under the new accountability system, the district will be in the A range by 2020 if it continues to meet its goal each year.



HISD Board of Education and Achieve 180 Program Goals

Goal 3 – Exceeded

- The percentage of students who performed below the Approaches Grade Level Standard on either the reading or mathematics STAAR 3–8 or English I STAAR EOC assessment in the prior year and showed at least one academic year's growth increased seven percentage points from 57 percent in 2017 to 64 percent in 2018, exceeding the annual goal of a three percentage-point increase.



Recommendations

- Develop a comprehensive Achieve 180 Program budget and expenditure report to include funding for all program costs, including departmental budgets and expenditures used for Achieve 180 Program supports.
- Improve focus on Achieve 180 Program fiscal management to succeed in depleting available funding supports to enhance student learning and achievement on these campuses.
- Consider further development of Achieve 180 Program principals and leadership teams as vital to program success.
- It may be important to ascertain if the TADS measure is both a valid measure of teacher effectiveness and is being used consistently as a reliable method to gauge effective/highly effective teacher knowledge, skills, actions, and qualities.
- Because the presence of HISD-rated Effective/Highly Effective teachers has increased marginally on Achieve 180 Program campuses since program implementation began, further intensive focus should be paid to staffing priorities that support attracting, employing and retaining effective and highly effective teachers, as well as to further developing all teachers who educate our students.
- It may be prudent to ensure that only teachers of the highest quality are targeted to receive stipends and be retained on Achieve 180 Program campuses.
- Though intervention teams are targeting supports to Achieve 180 Program students based on their Renaissance 360 results, generally, gains were greater for non-Achieve 180 students. Therefore, it may prove beneficial to increase oversight of instructional interventions that are enacted due to Renaissance scores, with greater attention being paid to the effectiveness of these interventions to enhance student learning and achievement among Achieve 180 Program students.
- Additional supports may be needed to help increase the success of Achieve 180 Program students taking CTE industry certification exams. Also, the fact that non-Achieve 180 students took 70 different types of industry certification exams, while Achieve 180 Program students took only 28 different types of industry certification exams, this may be indicative of some CTE programmatic needs on Achieve 180 Program campuses.
- Though the participation gain for Achieve 180 Program students seems promising, the AP examination performance for both non-Achieve 180 and Achieve 180 Program students may require heightened attention to ensure that course preparation for the exams is sufficient to address the specific needs of all students, and particularly, the needs of Achieve 180 Program students in those courses.
- The College Board examination performance for both non-Achieve 180 and Achieve 180 Program students may require heightened attention to ensure that students are well-prepared for success on the exams and the specific learning needs of all students are met, particularly, those of Achieve 180 Program students.
- To more effectively and expeditiously address the Achieve 180 Program's students' attendance deficits as a priority of the program, the identification of best practices may be necessary to address the underlying causes of student absenteeism.
- Intensive efforts to decrease exclusionary behavior management systems and create school climate that supports reductions in suspensions and expulsions are warranted.
- Consider giving heightened attention to the causes of and solutions for grade retention to facilitate improvements in this area as well as improvements in graduation rates.
- Identification of effective strategies to improve the identified deficits in school factors/school climate and support for students learning at home, while removing barriers to parent/family participation in schools is recommended to support improvement in student learning and academic performance.

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, 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. (See the Methods section in **Appendix A**, pp. 141–147 of this report for additional details.) The accountability system that resulted was in effect for the 2016–2017 school year (when schools were given the accountability ratings used to determine participation in the Achieve 180 Program). This accountability system rated schools and districts using a performance framework of four indexes, based on targets identified annually: (1) student achievement on state-mandated assessments, (2) student progress on state-mandated assessments, (3) performance gap reduction for the lowest performing student groups, and (4) postsecondary readiness, including graduation rates by type of diploma. Schools and districts within the state received a rating of “Met Standard,” “Met Alternative Standard,” “Improvement Required,” or “Not Rated.” In 2016–2017, HISD received a “Met Standard” accountability rating with 251 of its 278 rated schools (90.3%) also receiving the “Met Standard” rating. The remaining 27 schools (9.7%) were rated “Improvement Required” (Houston Independent School District, 2017a).

Program Description

The Achieve 180 Program began in 2017–2018 (Year 1) with the goal of providing leadership, instructional, social and emotional, and community supports to staff and students in HISD’s historically underserved and underperforming feeder patterns and school communities to accelerate student preparation to meet the qualities and characteristics of the HISD Global Graduate Profile (Houston Independent School District, 2017b). All 2017–2018 Achieve 180 Program schools were also designated as participants of the Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), with schoolwide Title I programs for campuses with 40 percent or more of students at the poverty level (i.e., qualifying for free or reduced lunch or with other economic disadvantage) to address equitable access for students struggling academically in high-poverty schools.

The program’s interventions in 2017–2018 were guided by a framework of six pillars of school improvement which included Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment. Interventions were designed to transform the educational processes at 44 Achieve 180 Program schools and impact nearly 2,100 teachers, 37,000 students, and more than 100 administrators. Program intervention activities for Achieve 180 Program schools’ improvements differed by treatment group affiliation, according to the number of years the school had received an IR rating as of 2016–2017. The 27 schools that received the IR rating in 2016–2017 were divided into three treatment groups: Superintendent’s Schools (n=10) had received the IR rating for four to eight years, Primary Group schools (n=9) had received the IR rating for two or three years, and Secondary Group (n=7) schools had been rated IR for one year. Victory Prep K-8 closed in Fall of 2017 and was the 27th IR school. A fourth treatment group, the Tertiary Group, was comprised of 18 former IR schools that had received the IR rating in 2015–2016, but, received the “Met Standard” rating in 2016–2017. The 2017–2018 Achieve 180 Program treatment groups, student enrollment counts, and student demographics are provided in **Appendix B**, pp. 148–150 of this report.

Program Theory of Action

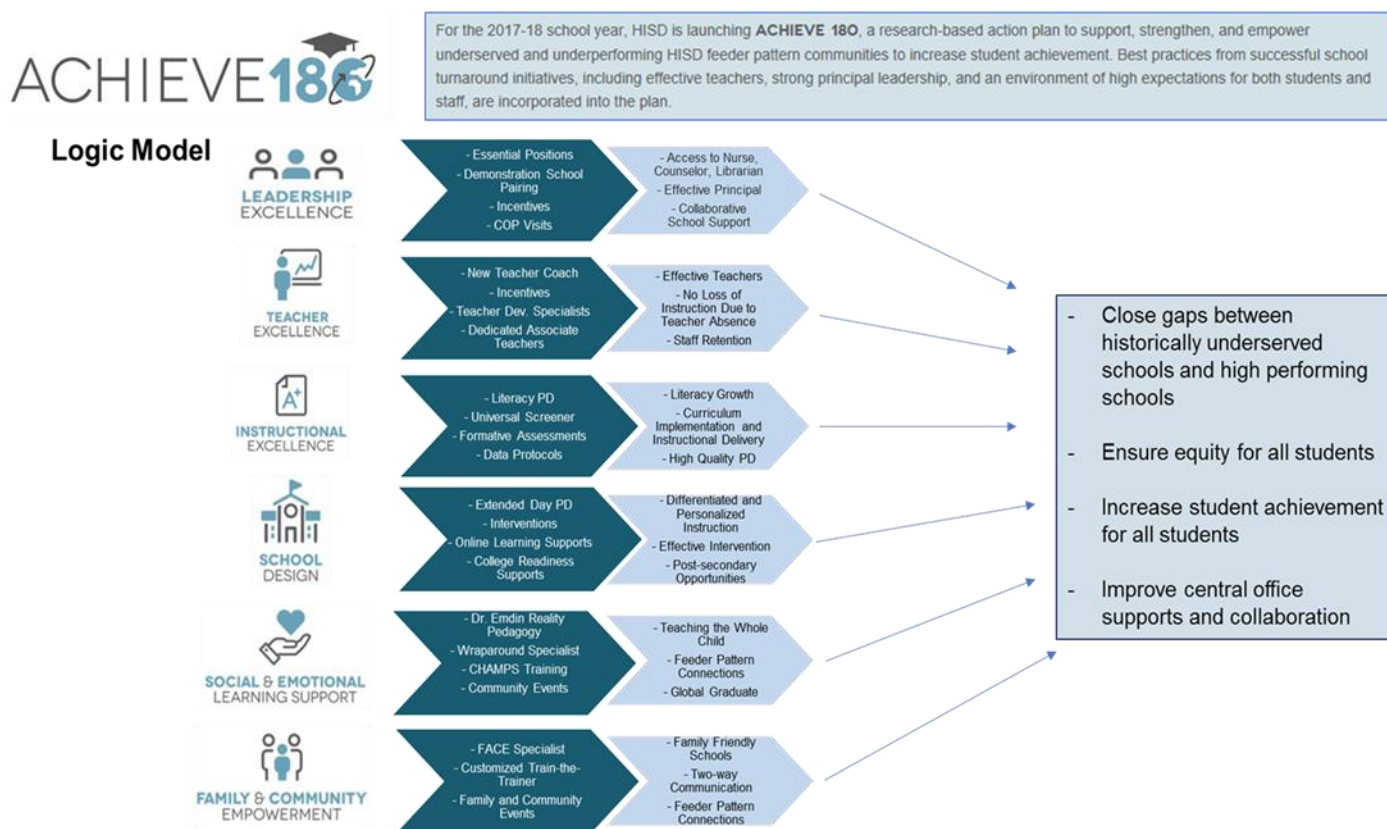
The Achieve 180 Program Theory of Action was established with the inception of the program in 2017: “If HISD provides a package of essential leadership, instructional, social and emotional, and community supports for our historically underserved and underperforming feeder patterns and school communities, then our schools will be equipped to accelerate preparation of our students to fulfill the qualities and characteristics of the HISD Global Graduate Profile” (Houston Independent School District, 2017b).

Conceptual Model for Program Evaluation

To evaluate the program’s theory of action, results of this evaluation are presented in alignment with the factors included in the 2017–2018 (Year 1) Achieve 180 Program Logic Model (**Figure 1**, p. 24), which depicts the expected connections between the elements of the program and expected outcomes. This process will help guide the analyses of program outcomes (National Science Foundation, 2010; Texas Education Agency, 2018). Because program development is an iterative process, subsequent changes to the Achieve 180 Program model will be reflected through updates to the logic model.

In Figure 1, the Achieve 180 Program Logic Model shows the name of each program Pillar of School Improvement (e.g. Leadership Excellence) followed by darker-colored shapes on the right of each Pillar’s name which contain lists of the categories of the program strategies implemented in Year 1 (i.e., Essential Positions, etc.). The following lighter-colored shapes to the right of the darker shapes delineate the expected intermediate impacts of the specified strategies implemented in Year 1 (Access to Nurse, Counselor, Librarian, etc.), which are often observable on multiple levels when considering the consequences of providing program resources to the targeted leaders, teachers, students, parents/communities, and schools. The intermediate impacts are also expected to affect summative program outcomes and some of the intermediate impacts will be included in this analysis, when possible. Finally, the thin arrows point to a square containing four types of expected results or outcomes of program strategies that were implemented with fidelity and that bring about anticipated and desirable or positive impacts on or changes in the quality of Achieve 180 Program students’ learning experiences and summative academic outcomes. The fourth outcome listed (i.e., Improve central office supports and collaboration) has been addressed extensively in the 2017–2018 Achieve 180 Program Evaluation, Part A report. Results using principal and teacher effectiveness measures and student performance and academic achievement measures are presented in this report.

Program-level, treatment group-level, teacher/class or classroom-level, student-level, and campus-level data are necessary to assess Achieve 180 Program strategies, impacts, and outcomes. Comprehensive, but not exhaustive data were collected at each of these levels, when appropriate and available. Results of this evaluation are presented by Program Pillar at the district and/or non-Achieve 180 level, Achieve 180 Program-level, Achieve 180 Program treatment group-level, and campus level, as appropriate and available.

Figure 1: Achieve 180 Program Logic Model, 2017–2018

Source: Achieve 180 Program Administration, 2017–2018

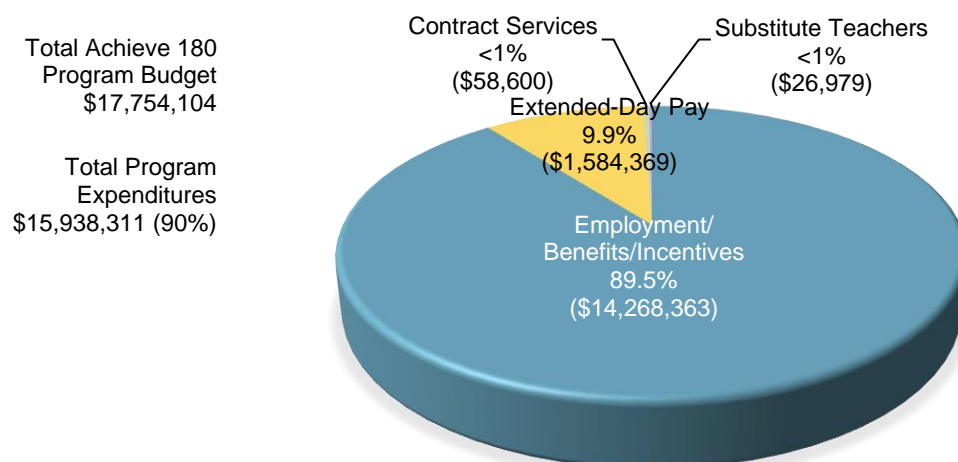
Program Funding

Complete funding information for the program has not been compiled. Much of the funding for Achieve 180 Program supports to schools is intertwined with multiple funding streams used for ongoing, general education services on Achieve 180 campuses. Based on a post end-of-fiscal-year Achieve 180 Program budget and expenditure report provided by HISD's Office of Budgeting and Financial Planning, the following information provides program-specific 2017–2018 Achieve 180 Program funding. However, it is important to note that the Achieve 180 Program budget and expenditure report did not include Achieve 180 Program costs that were paid through departmental budgets that supported the multifaceted work carried out by many district departmental teams led by Achieve 180 Program Administrators, Pillar Leaders (Superintendent's Cabinet), Pillar Owners (cross-functional team representatives for HISD departments), and the Superintendent's Schools (SS) and Achieve 180 Area Superintendents, School Support Officers, and Directors. Funding streams have not been reported officially as a part of the Achieve 180 Program for much of the work carried out by these departments during the 2017–2018 school year. The array of implementation activities that supported this massive program have been detailed in Achieve 180 Program End of Year reports which were collected from Pillar Owners in April 2018 and were published in Part A, Addendum 2 of this report, which may be downloaded from the [Research and Accountability website](#).

- **Figure 2** (p. 25) shows all Achieve 180 Program budget expenditures were utilized to employ, develop, or support instructional and administrative staff at these high-need schools. Nearly 90 percent of Achieve 180

Program budget expenditures were used for staffing and related purposes, nearly 10 percent of the expenditures were used for extended-day for professional development provided during after-school hours, and less than one percent was used for contract services and substitute teachers in 2017–2018.

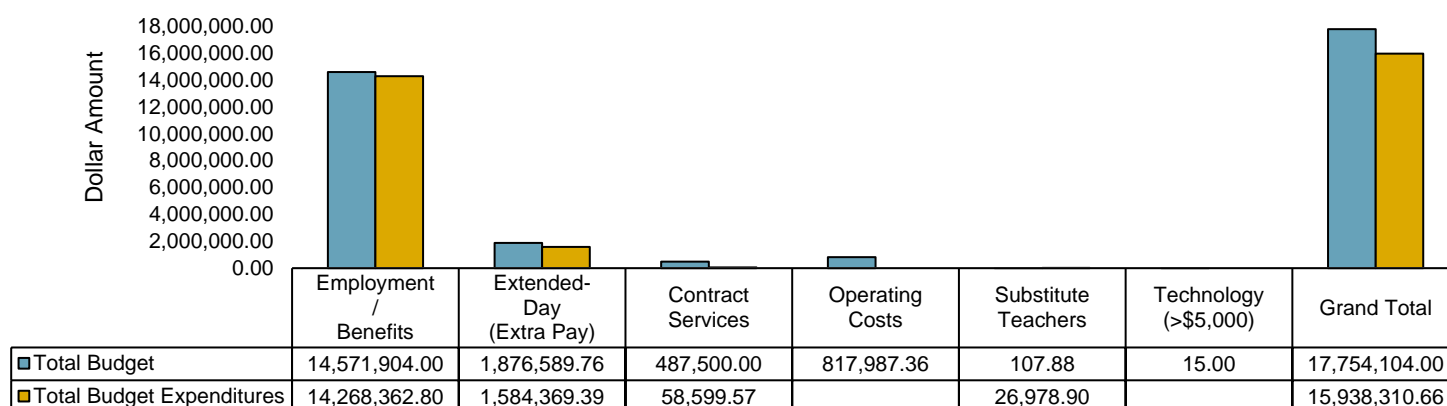
Figure 2: Achieve 180 Program Budget Expenditures by Category, 2017–2018



Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

- Figure 3** and **Figure 4** (p. 26) show that, program-wide, 89.8 percent of the total Achieve 180 Program budget amount was spent, with 66.5 percent (Secondary Group) to 83.4 percent (Tertiary Group) of the available budgets for the treatment groups being spent in 2017–2018. None of the budgeted funds for Operating Costs and Technology were used and the allowance for Substitute Teachers was exceeded (Figure 2).

Figure 3: Achieve 180 Program Budget and Expenditures by Category, 2017–2018

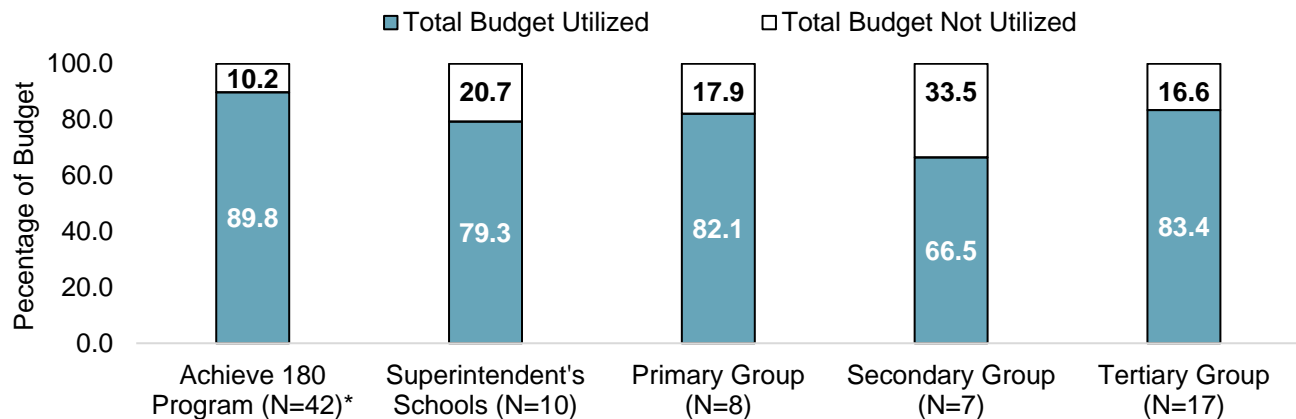


Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Notes: Data were not available for Texas Connections Academy Houston (TCAH) in the Primary Group and Victory Prep South in the Tertiary Group. The Achieve 180 Program Budget (\$8,775,271.36) and Expenditures (\$8,716,270.22) assigned to the Chief Academic Officer are included. See budget details in Appendix C, Tables C-1 through C-5 (pp. 151–156), for Chief Academic Officer, treatment groups, and Achieve 180 Program schools.

- Additional data shows the Achieve 180 Program Budget assigned to the Chief Academic Officer totaled \$8,775,271.36 and was utilized at a rate of 99.3 percent (\$8,716,270.22). (See budget details in **Appendix C, Tables C-1 through C-5** (pp. 151–156), for Achieve 180 Program treatment groups and schools, and the HISD Chief Academic Officer.)

Figure 4: Proportion of the Total Achieve 180 Program Budget Utilized and Not Utilized, 2017–2018

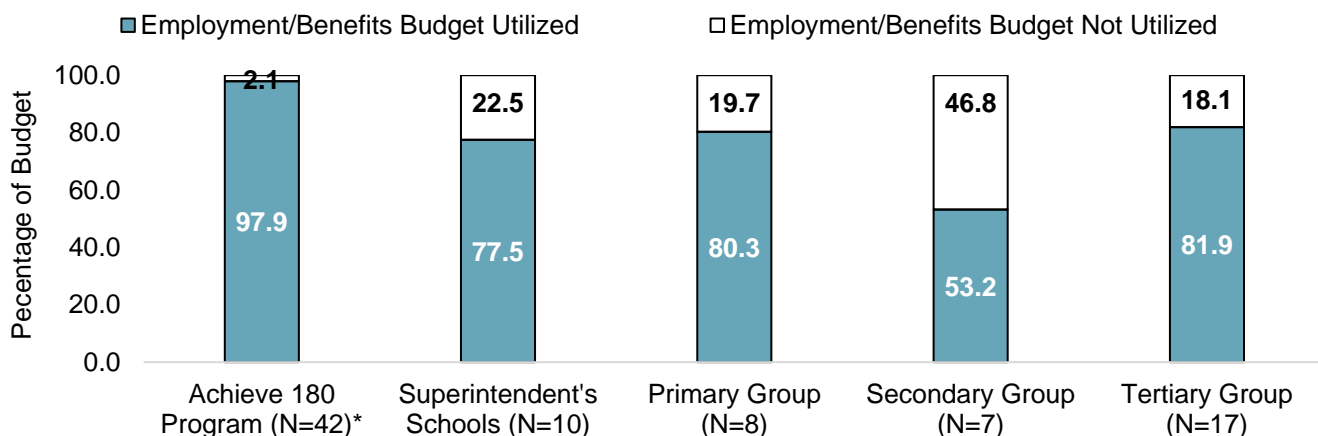


Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Note: Data were not available for Texas Connections Academy Houston (TCAH) in the Primary Group and Victory Prep South in the Tertiary Group. *The Achieve 180 Program Budget (\$8,775,271.36) and Expenditures (\$8,716,270.22/99.3% of budget utilized) assigned to the Chief Academic Officer are included in the Achieve 180 Program (N=42) numbers.

- Figure 5** shows 97.9 percent of the total Achieve 180 Program budget for Employment and Employment Benefits in 2017–2018 was spent, with 53.2 percent (Secondary Group) to 81.9 percent (Tertiary Group) of the available budgets for the treatment groups being spent.

Figure 5: Proportion of the Achieve 180 Program Budget Utilized and Not Utilized for Employment and Employment Benefits, 2017–2018

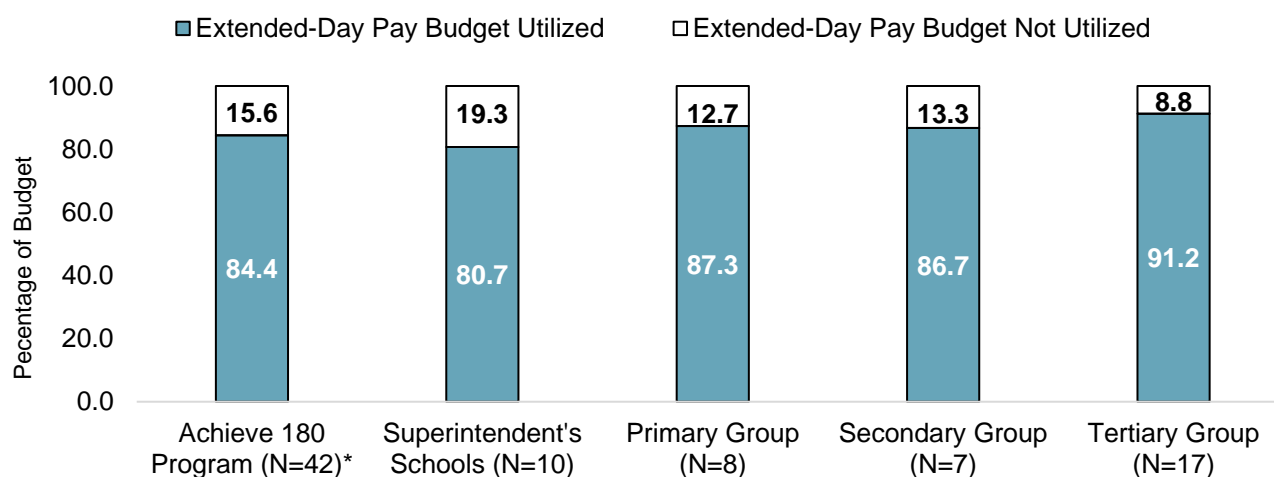


Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Notes: Data were not available for Texas Connections Academy Houston (TCAH) in the Primary Group and Victory Prep South in the Tertiary Group. *The Achieve 180 Program Budget (\$121,869.00) and Expenditures (\$469,770.22) assigned to the Chief Academic Officer for Employment/Benefits are included in the Achieve 180 Program (N=42) numbers.

- Expenditures (\$469,770.22) made to the Achieve 180 Program Budget assigned to the Chief Academic Officer for Employment/Benefits (\$121,869.00) exceeded the budgeted amount by \$347,901.22 (Appendix C, Tables C-1 through C-5, pp. 151–156).

Figure 6: Proportion of the Achieve 180 Program Budget Utilized and Not Utilized for Extended-Day Pay, 2017–2018



Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Notes: Data were not available for Texas Connections Academy Houston (TCAH) in the Primary Group and Victory Prep South in the Tertiary Group. *The Achieve 180 Program Budget (\$50,400.00) and Expenditures (\$0) assigned to the Chief Academic Officer for Extended-Day Pay are included in the Achieve 180 Program (N=42) numbers.

- Figure 6** shows 84.4 percent of the total Achieve 180 Program budget for Extended-Day Pay for teachers in 2017–2018 was spent. This included from 80.7 percent (Superintendent's Schools) to 91.2 percent (Tertiary Group) of the available budgets for the treatment groups being spent.
- The budgeted amount for Extended-Day Pay assigned to the Chief Academic Officer (\$50,400.00) was not utilized (\$0 expenditures) (Appendix C, Table C-5, p. 156).

Purpose of the Evaluation Report

A three-year evaluation will be conducted for the Achieve 180 Program. The purpose of the **2017–2018 (Year 1) report, Part A** was to evaluate the Achieve 180 Program's alignment to the District's goals and to delineate 2017–2018 (Year 1) program implementation activities and preliminary findings. Part A may be found online at:

https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/pe_districtprograms/2018%20Achieve%20180%20Program%20Evaluation_Part%20A_full.pdf.

The purpose of this 2017–2018 (Year 1) report, Part B is to assess progress made toward program goals and objectives in 2017–2018 (Year 1), including changes in program outcomes from 2015–2016 (pre-baseline) and/or 2016–2017 (baseline) to 2017–2018 (Year 1) for the district and for campuses by their non-Achieve 180 and Achieve 180 Program affiliation. For lagging indicators of outcomes that become available in the following academic year (such as SAT and ACT scores and graduation and dropout rates), 2015–2016 and/or 2016–2017 results are presented in lieu of 2017–2018 results, which will become available in 2018–2019. Though program outcomes may be supported by activities for one or more of the program's six pillars of school improvement, outcomes are presented by program pillars as depicted in the 2017–2018 Achieve 180 Program

Logic Model. The last objective listed in the Logic Model, “Improve central office supports and collaboration,” was addressed in Part A of this report. This report presents additional outcomes that may be associated with impacts of the Achieve 180 Program in future, rigorous analysis of Achieve 180 Program effects in Year 3.

Methods

Evaluation methods, including data collection and data limitations are provided in Appendix A (pp. 141-147). References in this report to the 2017–2018 Achieve 180 Program Evaluation, Part A and its supplemental document begin with “Part A” and are not introduced in bold print.

Results

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

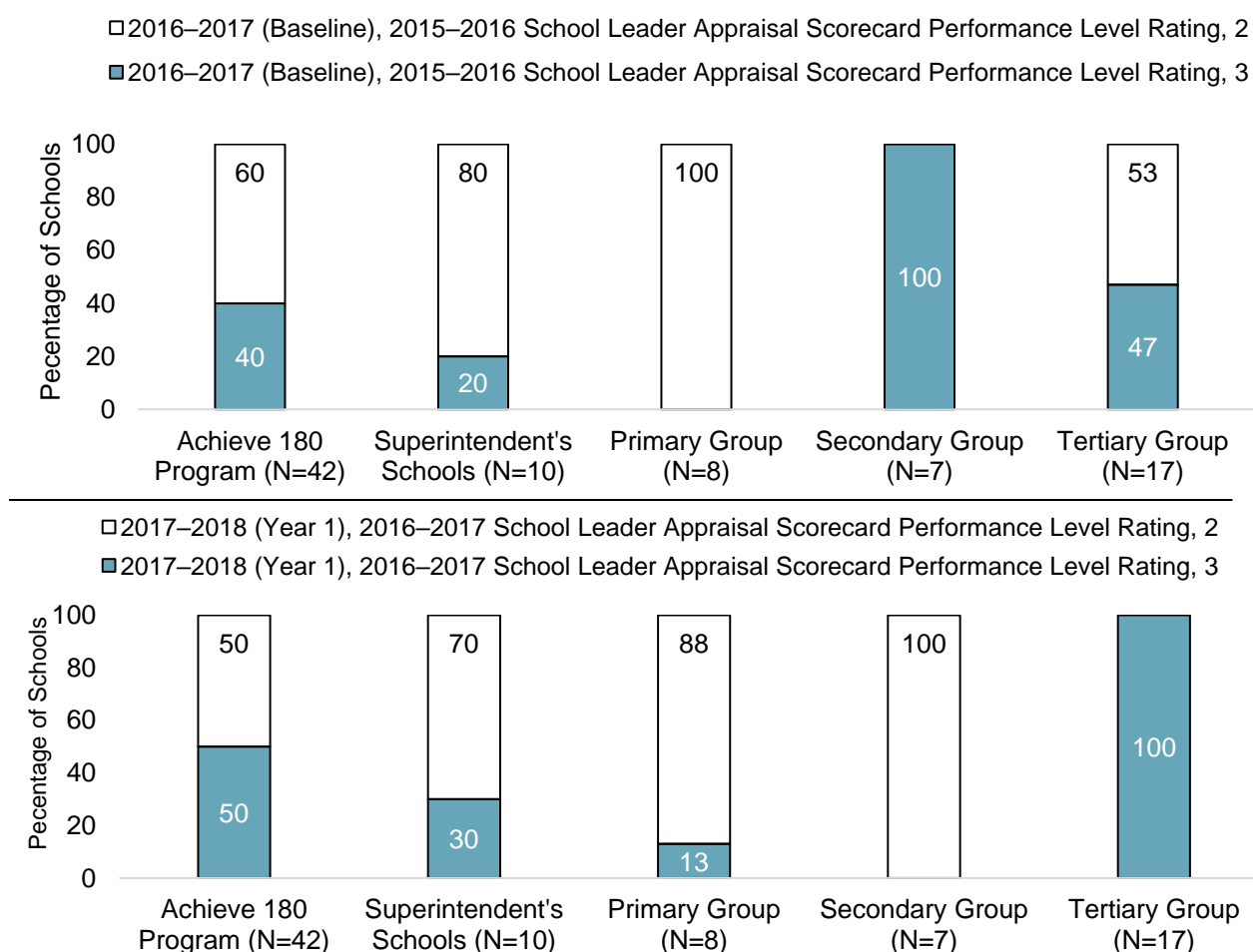


Effective Principals

- HISD School Leader Appraisal Scorecard Performance Level Ratings (Scorecard Performance Ratings) are calculated at the end of each school year based on school factors and comprise the performance rating of the campus leadership team, including the Principal, Assistant Principal/s, and Dean/s during that academic year. The leadership team at the school in the following year may differ from the leadership team at the school during the time the Scorecard Performance Rating was earned. Therefore, Scorecard Performance Ratings are associated with the campus and its leadership team for the prior school year. At baseline in 2016–2017, principals led schools with 2015–2016 Scorecard Performance Ratings. In 2017–2018, Year 1, principals led schools with 2016–2017 Scorecard Performance Ratings. **Figure 7** (p. 29) shows the percentage of 2016–2017 and 2017–2018 Achieve 180 Program schools by their Performance Ratings as calculated at the end of the 2015–2016 and 2016–2017 school years. From lowest to highest, the possible School Leader Appraisal Scorecard Performance Level Ratings were: 1 (Ineffective), 2 (Needs Improvement), 3 (Effective), and 4 (Highly Effective). All 2016–2017 and 2017–2018 Achieve 180 Program principals led schools that had achieved a “2” or a “3” Scorecard Performance Rating for the previous year.
- A higher percentage of 2017–2018 Achieve 180 Program schools (50%) than 2016–2017 Achieve 180 Program schools (40%) were led by principals with a Scorecard Performance Ratings of “3” (Figure 7). No Achieve 180 Program school leaders were rated Level 1 (Ineffective) or Level 4 (Highly Effective).
- From 2016–2017 to 2017–2018, the percentage of Achieve 180 Program schools with Scorecard Performance Ratings of “3” increased or remained stable for each group except the Secondary Group, which went from 100 percent with ratings of “3” to 100 percent with ratings of “2” (Figure 7).

- The Tertiary Group showed the largest improvement, 53 percentage points, in the proportion of schools with campus leadership teams achieving Scorecard Performance Ratings of “3” from 2016–2017 to 2017–2018 (Figure 7).

Figure 7: Percentage of 2016–2017 and 2017–2018 Achieve 180 Program Schools by Their Prior Year's School Leader Appraisal Scorecard Performance Level Rating and Treatment Group



Sources: 2015–2016 and 2016–2017 School Leader Scorecards

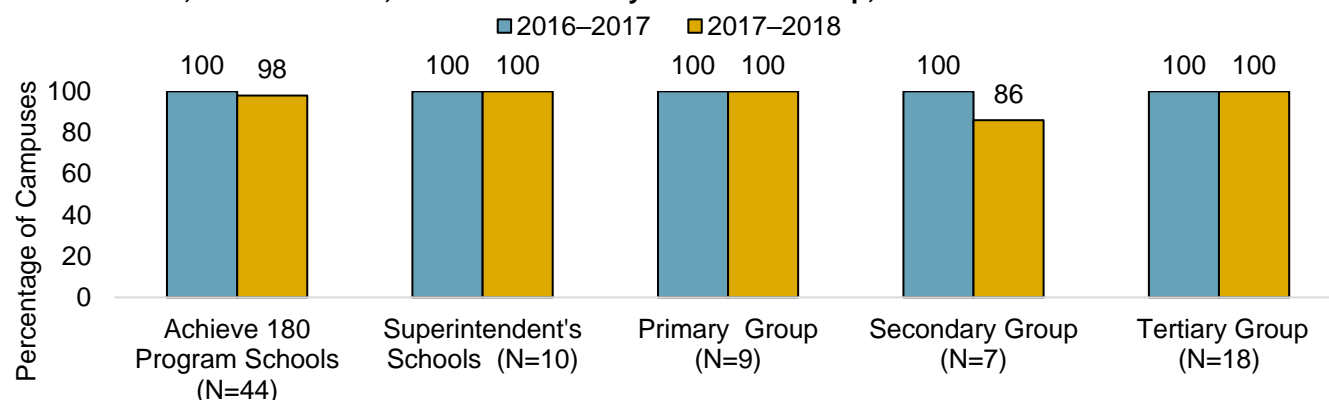
Notes: This figure reflects the number of principals who filled the identified positions. The job title(s) included for principal positions may be found in the Methods section (Appendix A, pp. 141–147). 2016–2017 School Leader Appraisal Scorecard Performance Level Ratings were calculated at the end of the 2015–2016 school year. 2017–2018 School Leader Appraisal Scorecard Performance Level Ratings were calculated at the end of the 2016–2017 school year. Data were not available for Texas Connections Academy Houston (TCAH) in the Primary Group and Victory Prep South in the Tertiary Group. Percentages may not total 100 due to rounding.

Retention of Principals

Principal Staffing

- Figure 8** (p. 30) shows all Achieve 180 Program campuses in each treatment group had at least one principal to fill the principal position at Beginning-of-Year (BOY), middle-of-year (MOY), and End-of-Year (EOY) in 2016–2017 and in 2017–2018, except for one school in the Secondary Group in 2017–2018.

Figure 8: Percentage of Achieve 180 Program Schools with a Principal on Staff at the Beginning-of-Year, Middle-of-Year, and End-of-Year by Treatment Group, 2016–2017 and 2017–2018



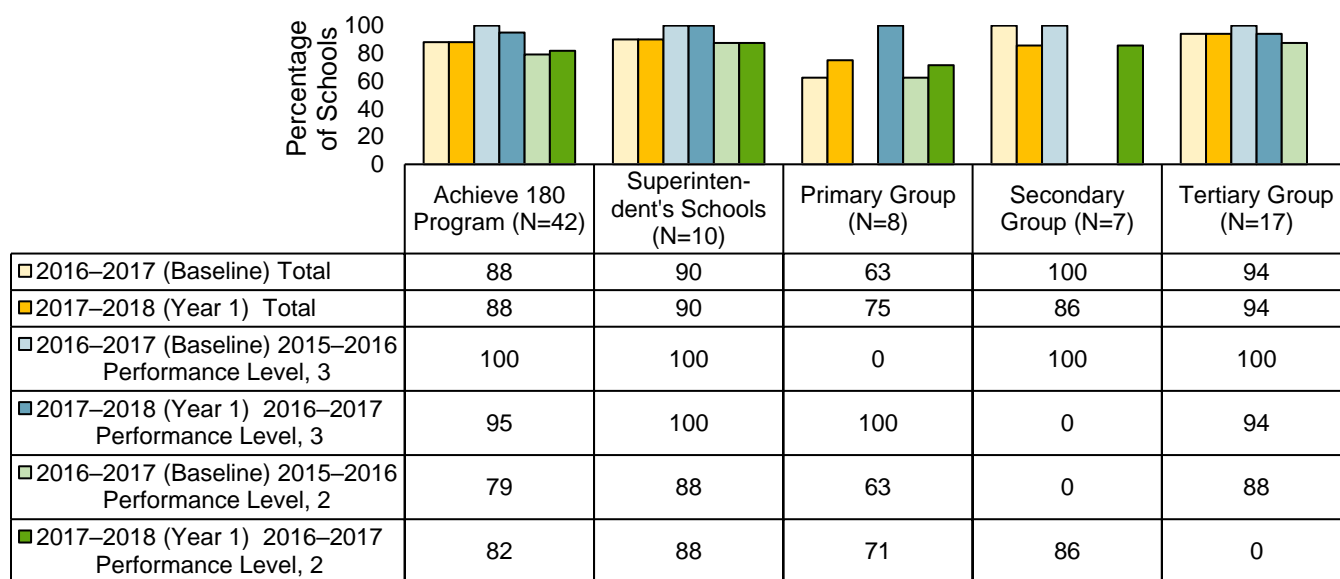
Sources: HISD Human Resources Staffing Reports, May 2018; Beginning-of-Year (BOY), October 24, 2016 and October 30, 2017; Middle-of-Year (MOY), January 30, 2017 and January 29, 2018; End-of-Year (EOY), April 24, 2017 and April 24, 2018.

Notes: This figure reflects the number of principals who filled the identified positions. The job title(s) included for principal positions may be found in the Methods section (Appendix A, p. 141–147).

Retention of Principals by School Leader Appraisal Scorecard Performance Level Ratings

- Figure 9** (p. 31) shows the percentages of Achieve 180 Program schools that retained the same principals at each point in time (BOY, MOY, and EOY) during the 2016–2017 or 2017–2018 school year by their prior year's School Leader Appraisal Scorecard Performance Level Rating (Scorecard Performance Rating). The results show in 2016–2017 and in 2017–2018, 88 percent of Achieve 180 Program schools retained the same principals at each point in time (BOY, MOY, and EOY), regardless of the Scorecard Performance Rating.
- Overall, in 2016–2017, 100 percent of Achieve 180 Program schools with 2015–2016 Scorecard Performance Ratings of "3" retained the same principals at BOY, MOY, and EOY but this percentage dropped to 95 percent the following year in 2017–2018 for principals at Achieve 180 Program schools with 2016–2017 Scorecard Performance Ratings of "3."
- In 2016–2017, 79 percent of Achieve 180 Program schools with 2015–2016 Scorecard Performance Ratings of "2" retained the same principals at BOY, MOY, and EOY and this percentage increased to 82 percent the following year in 2017–2018 (Figure 9).
- The total percentage of Primary Group schools that retained the same principal was higher in 2017–2018 (75%) than 2016–2017 (63%), while the percentages of Tertiary Group and Superintendent's Schools that retained the same principal remained constant from 2016–2017 to 2017–2018 at 94 percent and 90 percent, respectively. However, a lower percentage of Secondary Group schools retained the same principals at each point in time (BOY, MOY, and EOY) in 2017–2018 (86%) than in 2016–2017 (100%) (Figure 9).
- In the years tracked, the percentage of Achieve 180 Program schools with Scorecard Performance Ratings of "3" that retained the same principals remained stable at 100 percent among Superintendent's Schools, while the percentage increased from zero to 100 percent at Primary Group schools. However, the percentages of Achieve 180 Program schools with performance level ratings of "3" that retained the same principals decreased from 100 percent to zero at Secondary Group schools and the percentage decreased from 100 percent to 94 percent at Tertiary Group schools from 2016–2017 to 2017–2018 (Figure 9).

Figure 9: Percentage of Achieve 180 Program Schools That Retained the Same 2016–2017 or 2017–2018 Principal Throughout that School Year by Treatment Group and the Prior Year’s School Leader Appraisal Scorecard Performance Level Rating

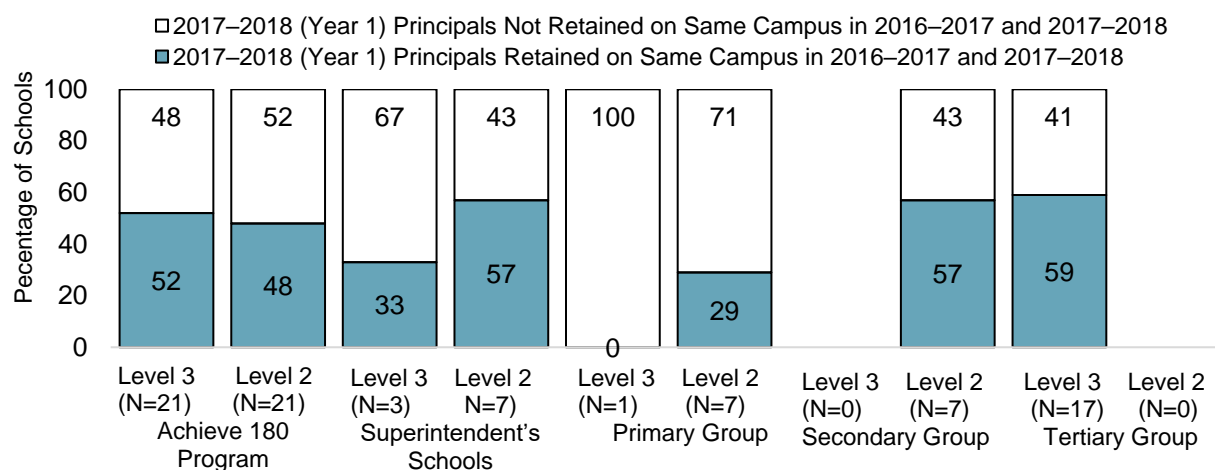


Sources: HISD Human Resources Staffing Reports, May 2018; Beginning-of-Year (BOY), October 24, 2016 and October 30, 2017; Middle-of-Year (MOY), January 30, 2017 and January 29, 2018; End-of-Year (EOY), April 24, 2017 and April 24, 2018.

Notes: Blanks indicate no available data. This figure reflects the number of principals who filled the identified positions. Job titles included for principal positions may be found in the Methods section (Appendix A, p. 141–147). 2016–2017 School Leader Appraisal Scorecard Performance Level Ratings were calculated at the end of the 2015–2016 school year. 2017–2018 School Leader Scorecard Performance Level Ratings were calculated at the end of the 2016–2017 school year. No appraisal data were available for Texas Connections Academy Houston (TCAH)/Primary Group and Victory Prep South/Tertiary Group. Percentages are based on the number of schools with School Leader Appraisal Scorecard Performance Level Ratings of “3” or “2,” as applicable.

- To identify the proportion of schools with 2017–2018 principals who were in leadership throughout the 2017–2018 as well as throughout the prior year when the Scorecard Performance Ratings were earned, the proportions of Achieve 180 Program schools that retained the same 2017–2018 principal for two consecutive years, 2016–2017 (Baseline year) and 2017–2018 (Year 1) were determined, as assessed at the Beginning-of-Year (BOY), middle-of-year (MOY), and end-of-year (EOY) of each academic year. Twenty-one (21) out of 42 Achieve 180 Program principals (50%) were retained for the consecutive years tracked.
- Of the twenty-one 2017–2018 Achieve 180 Program schools that retained the same principal throughout both 2016–2017 (Baseline year) and 2017–2018 (Year 1), 52 percent (11 out of 21) of Achieve 180 Program schools with 2016–2017 Scorecard Appraisal ratings of “3” retained their principals for the two years tracked, while 48 percent (10 out of 21) of Achieve 180 Program schools with 2016–2017 Scorecard Appraisal ratings of “2” retained their principals for the two years tracked (**Figure 10**, p. 32).

Figure 10: Percentage of Achieve 180 Program Schools That Retained the Same 2017–2018 Principal for Two Consecutive School Years (2016–2017 and 2017–2018) by Treatment Group and the 2016–2017 School Leader Appraisal Scorecard Performance Level Rating



Sources: HISD Human Resources Staffing Reports, May 2018; Beginning-of-Year (BOY), October 24, 2016 and October 30, 2017; Middle-of-Year (MOY), January 30, 2017 and January 29, 2018; End-of-Year (EOY), April 24, 2017 and April 24, 2018; 2015–2016 and 2016–2017 HISD School Leader Appraisal Scorecard

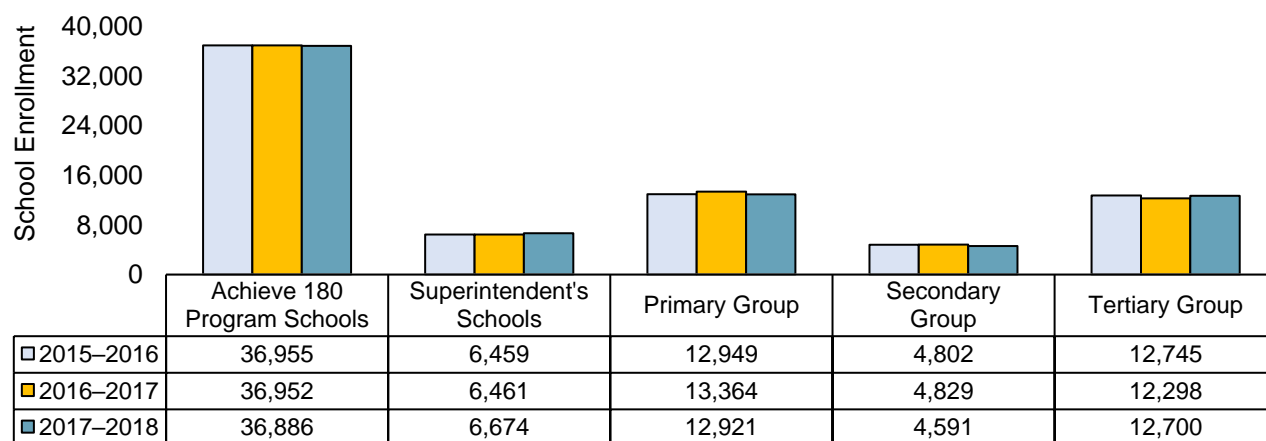
Notes: This figure reflects the number of principals who filled the identified positions. Job titles included for principal positions may be found in the Methods section (Appendix A, p. 141–147). 2016–2017 School Leader Appraisal Scorecard Performance Level Ratings were calculated at the end of the 2015–2016 school year. 2017–2018 School Leader Scorecard Performance Level Ratings were calculated at the end of the 2016–2017 school year. No appraisal data were available for Texas Connections Academy Houston (TCAH)/Primary Group and Victory Prep South/Tertiary Group. Percentages are based on the number of schools with School Leader Appraisal Scorecard Performance Level Ratings of “3” or “2,” as applicable.

- Five out of 10 Superintendent's Schools (50%) retained the same principal throughout the 2016–2017 and 2017–2018 school years. One out of the three Superintendent's Schools (33%) with 2016–2017 Scorecard Performance Ratings of “3” retained the same principal for both years. Four out of the seven Superintendent's Schools (57%) with 2016–2017 Scorecard Performance Ratings of “2” retained the same principals for both years.
- Two out of eight Primary Group schools (25%) retained the same principal throughout the 2016–2017 and 2017–2018 school years. The two schools comprised 29 percent of the seven Primary Group schools with 2016–2017 Scorecard Performance Ratings of “2.” The Primary Group school with 2016–2017 Scorecard Performance Ratings of “3” did not retain the same principals for both years.
- Four out of seven Secondary Group schools (57%) retained the same principal throughout the 2016–2017 and 2017–2018 school years. All seven Secondary Group schools had 2016–2017 Scorecard Performance Ratings of “2,” therefore; the four Secondary Group schools that retained the same principals for both years (57%) had 2016–2017 Scorecard Performance Ratings of “2.”
- Ten out of 17 Tertiary Group schools (59%) retained the same principal throughout the 2016–2017 and 2017–2018 school years. All the Tertiary Group schools had 2016–2017 Scorecard Performance Ratings of “3,” therefore; the 10 Tertiary Group schools that retained the same principals for both years (59%) had 2016–2017 Scorecard Performance Ratings of “3.”

School Enrollment

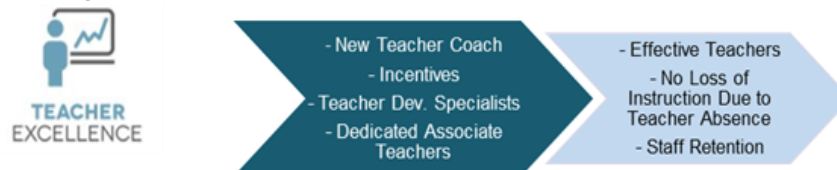
- Like many Texas school districts, HISD's 2017–2018 student enrollment was impacted by the devastation of Hurricane Harvey. Schools in the district started on September 11 or 15, 2017 instead of on August 28, 2017, as scheduled on the academic calendar. Hilliard ES (Primary Group) and Liberty HS (Tertiary Group) students were among those who attended temporary sites due to extensive damage to their schools and communities.
- Student enrollment in HISD was relatively stable, with a 0.2 percent increase from 2015–2016 (214,891 students) to the program's baseline year of 2016–2017 (215,408 students) and a 0.9 percent decrease in Year 1 of the program in 2017–2018 (213,528 students). Overall, enrollment in 2017–2018 was 0.6 percent lower than in 2015–2016 (**Appendix D, Table D-1**, p. 157).
- Achieve 180 Program enrollment remained relatively stable from 2015–2016 to 2017–2018, with a decline each year totalling a 0.2 percent decrease over the years tracked, the majority of which, nearly 0.2 percent, occurred from 2016–2017 to 2017–2018 (**Figure 11**).
- Figure 11 shows a trend comparable to the district's enrollment trend for the Achieve 180 Program treatment groups, though enrollment was relatively stable for each group. The Primary Group's enrollment increased by 3.2 percent from 2015–2016 to 2016–2017, then, decreased by 3.3 percent from 2016–2017 to 2017–2018. The Secondary Group's enrollment increased by 0.6 percent from 2015–2016 to 2016–2017 and decreased by 4.9 percent from 2016–2017 to 2017–2018. Like the district, both Achieve 180 Program groups had lower enrollment in 2017–2018 than in 2015–2016 (**Appendix D, Table D-2**, pp. 158–159 provides Achieve 180 Program school enrollments).
- Enrollment among the Superintendent's Schools was relatively stable, with enrollment increases each year from 2015–2016 to 2017–2018, including <0.1 percent from 2015–2016 to 2016–2017 and 3.3 percent from 2016–2017 to 2017–2018.
- Student enrollment in Tertiary Group schools was relatively stable over the three years, including a decrease of 3.5 percent from 2015–2016 to 2016–2017 and an increase of 3.3 percent from 2016–2017 to 2017–2018.

Figure 11: Number of Students Enrolled in HISD Schools by 2017–2018 Achieve 180 Program Schools and Treatment Group, 2015–2016 through 2017–2018



Sources: PEIMS Fall Resubmission 2015, 2016, and 2017

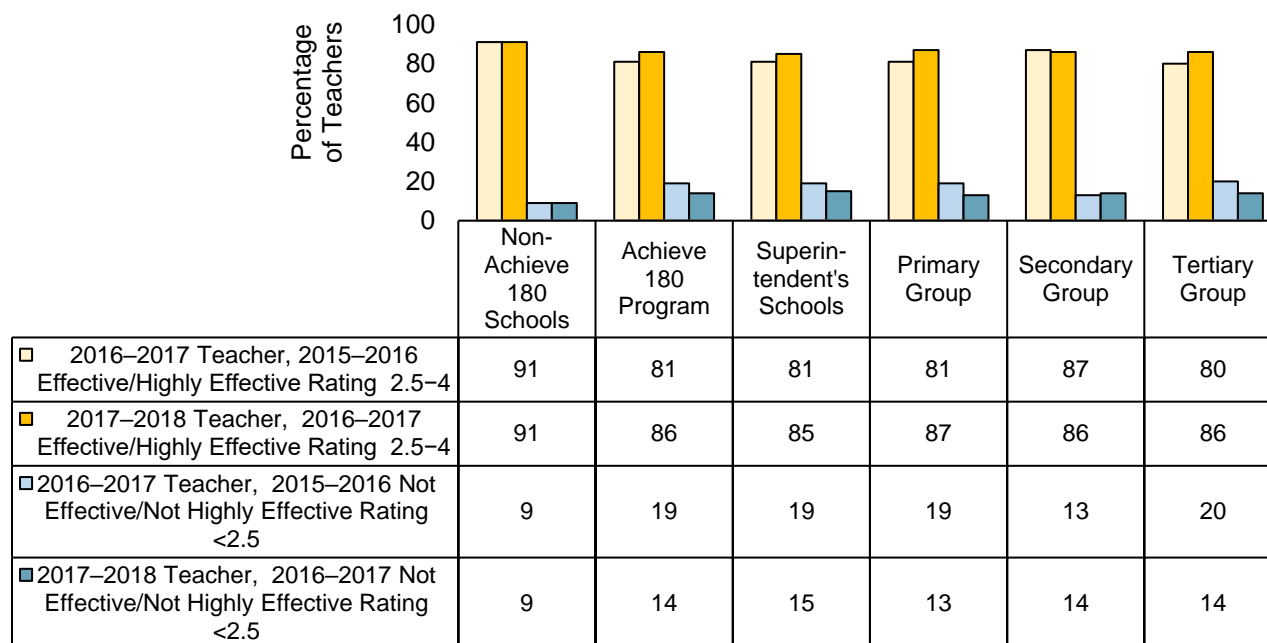
Pillar II – Increase teacher effectiveness and retention to ensure equity for all students at Achieve 180 Program campuses.



Effective Teacher Staffing - Teacher Appraisal and Development System (TADS) Ratings

- During the 2016–2017 school year, 9,557 (60%) out of 15,952, HISD teachers had 2015–2016 Teacher Appraisal and Development System (TADS) summative ratings from the prior year and in 2017–2018, 9,446 (70%) out of 13,511 teachers had 2016–2017 summative ratings from the prior year. TADS ratings had been assessed during the prior school year.
- Figure 12** shows the percentage of 2016–2017 and 2017–2018 teachers on HISD campuses by non-Achieve 180 and Achieve 180 Program affiliation and their prior year's TADS ratings. Overall, Achieve 180 Program campuses employed effective and highly effective teachers at a rate of 81 percent and 86 percent, respectively, showing a five percentage-point increase from 2016–2017 and 2017–2018. The rate was constant 91 percent on non-Achieve 180 campuses in both years, with the gap closing by 50 percent in 2017–2018. (See **Appendix E, Table E-1**, p. 160 for details by group.)

Figure 12: Percentage of 2016–2017 and 2017–2018 Teachers on Achieve 180 Program Campuses by TADS Ratings and Treatment Group



Sources: 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS) and Roster; 2016–2017: 2016–2017 Teacher Roster; 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Roster

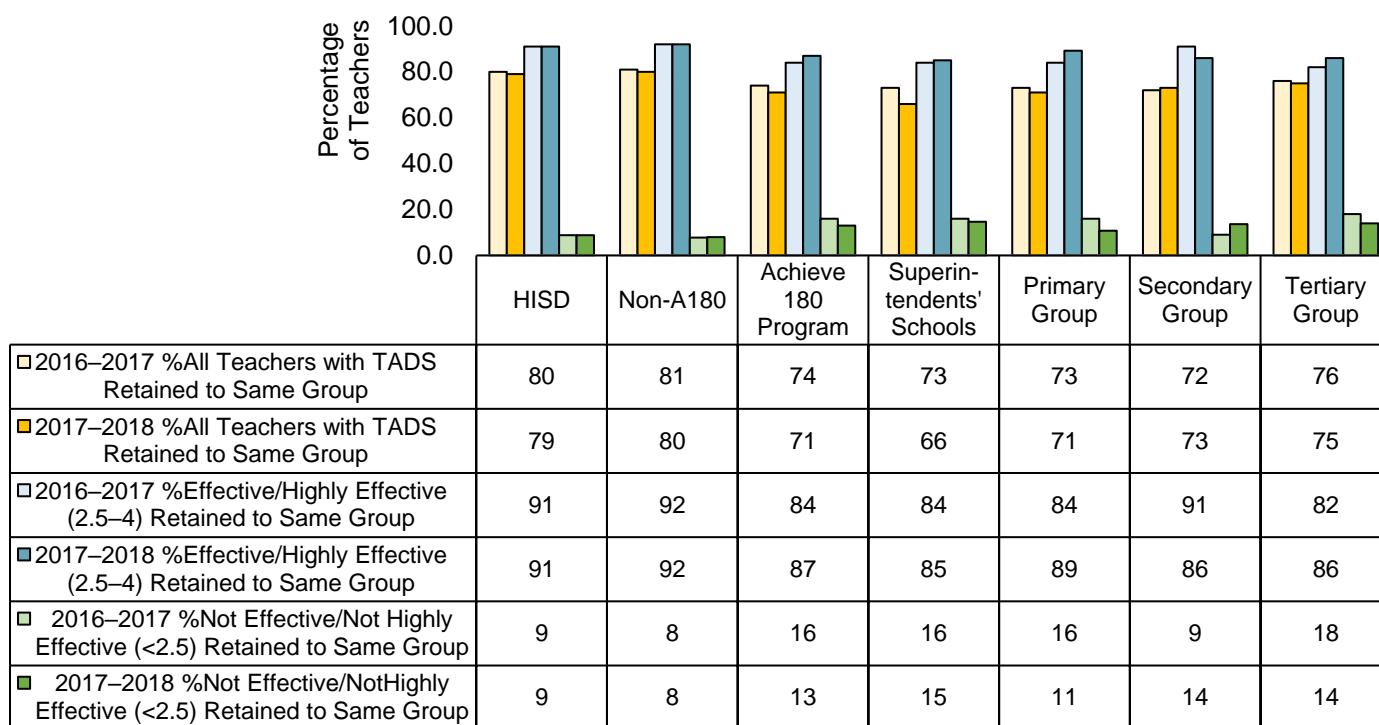
Notes: No data provided for Texas Connections Academy Houston (Primary) and Victory Prep South HS (Tertiary). Percentages may not total 100 due to rounding.

- Except for the Secondary Group with a 1.0 percentage-point decrease in the proportion of effective and highly effective teachers, the Achieve 180 Program treatment groups showed increases ranging from four percentage points (Superintendent's Schools) to six percentage points (Primary Group and Tertiary Group) from 2016–2017 to 2017–2018 in the percentages of effective and highly effective teachers (Figure 12, p. 34).

Effective Teacher Retention - Teacher Appraisal and Development System (TADS) Ratings

- The retention of teachers in the same groups of schools (i.e., HISD, non-Achieve 180, Achieve 180 Program, Primary Group, Secondary Group, and Tertiary Group) from the end of the school year to the beginning of the following school year was assessed overall and by teachers' TADS ratings. In 2016–2017 and in 2017–2018, non-Achieve 180 schools retained a higher percentage of teachers (81% and 80%, respectively) than were retained at Achieve 180 Program schools each year (74% and 71%, respectively). Achieve 180 Program schools showed a greater decline in teacher retention (3.0 percentage points) than the decline at non-Achieve 180 schools (1.0 percentage point) (Figure 13).

Figure 13: Percentage of 2016–2017 and 2017–2018 Teachers Who Were Retained by TADS Ratings and Non-Achieve 180 and Achieve 180 Program Affiliation



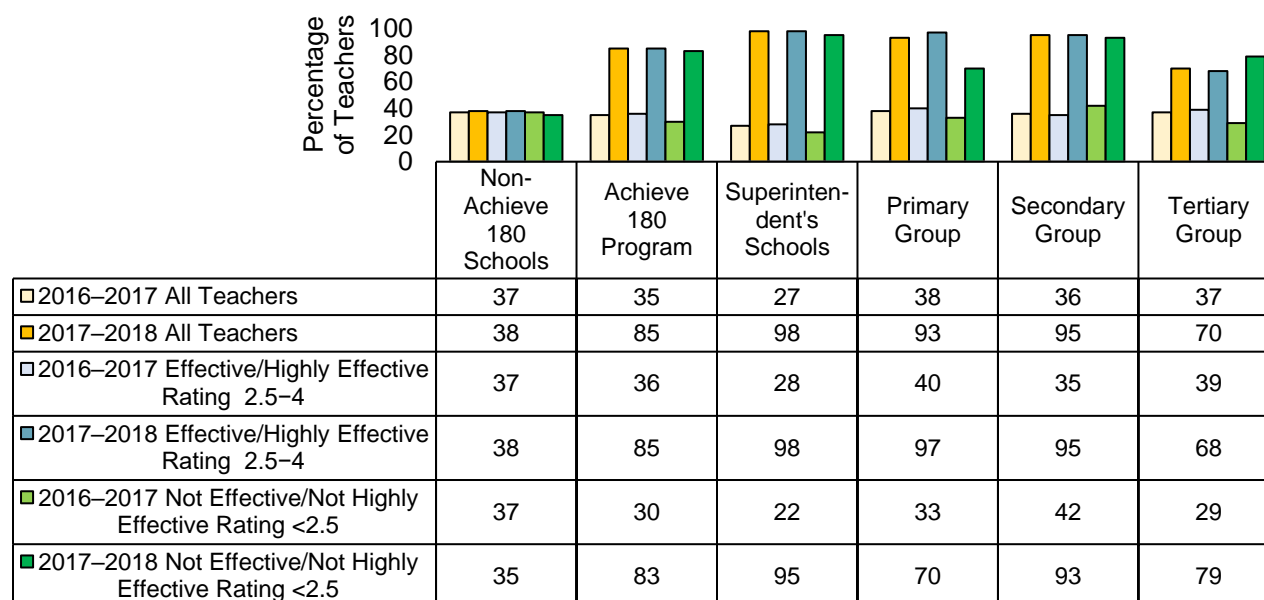
Sources: 2017–2018: TADS Data Reporting Roster: “05.21.2018 HISD Roster for TADS” (EOY), “09.10.2018 HISD Roster for TADS” (BOY); 2016–2017: TADS Data Reporting Roster: “05.22.2018 HISD Roster for TADS” (EOY), “09.18.2017 HISD Roster for TADS” (BOY); 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS) and Roster; 2016–2017: 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Stipends, 2017–2018 Fall Achieve 180 Incentives, 2017–2018 Spring Achieve 180 Incentives, 2016–2017 Teacher Stipends

Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. Retention includes teachers in prior year who returned to the same group in any capacity in the following year. Achieve 180 Program treatment group retention rates do not equal the total retention for the Achieve 180 Program because teachers changed schools and treatment groups within the Achieve 180 Program.

- In 2016–2017 and in 2017–2018, non-Achieve 180 campuses retained a higher percentage of effective and highly effective teachers (92% in both years) than were retained each year on Achieve 180 Program campuses (84% and 87%, respectively).
- From 2016–2017 to 2017–2018, Achieve 180 Program schools reduced the gap between non-Achieve 180 campuses by 3.0 percentage points in the retention of effective and highly effective teachers (Figure 13, p. 35).
- In 2016–2017, Achieve 180 Program schools retained twice the proportion of not effective/not highly effective teachers (16%) than did non-Achieve 180 schools (8%). However, in 2017–2018, Achieve 180 campuses reduced the proportion of retained not effective/not highly effective teachers by three percentage points, while non-Achieve 180 campuses remained constant (Figure 13).
- In 2016–2017, the percentages of effective/highly effective teachers who were retained to the same Achieve 180 Program treatment group of schools from the prior year ranged from 91 percent (Secondary Group) to 82 percent (Tertiary Group) (Figure 13).
- From 2016–2017 to 2017–2018, the proportion of Effective/Highly Effective retained teachers dropped among Secondary Group schools by 5.0 percentage points, while the other Achieve 180 treatment groups had increases. Achieve 180 Program treatment group increases ranged from 1.0 percentage point (Superintendent's Schools) to 5.0 percentage points (Primary Group), with proportions of effective/highly effective teachers who were retained ranging from 85 percent (Superintendent's Schools) to 89 percent (Primary Group) (Figure 13). (See Appendix E, **Table E-2**, p. 161 for details by group.)

Teacher Stipends and TADS ratings

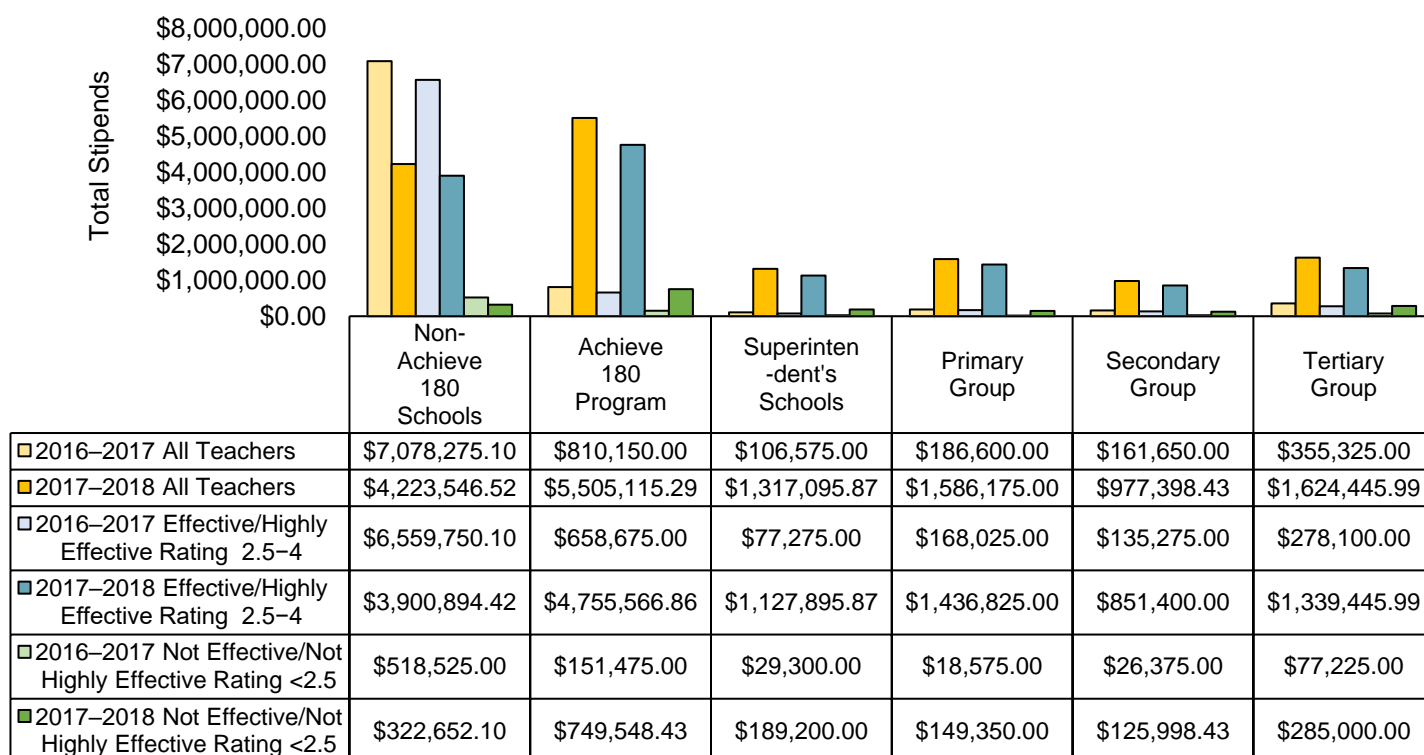
- The proportion of Effective/Highly Effective teachers at non-Achieve 180 schools who received stipends increased from 37 percent to 38 percent from 2016–2017 to 2017–2018, while the proportion of Effective/Highly Effective teachers who received stipends among Achieve 180 Program schools increased by 49 percentage points from 36 percent in 2016–2017 to 85 percent in 2017–2018, with Achieve 180 Program treatment group increases ranging from 29 percentage points (Tertiary Group) to 70 percentage points (Superintendent's Schools) (**Figure 14**, p. 37).
- While a smaller proportion of Not Effective/Not Highly Effective teachers among non-Achieve 180 schools received stipends in 2017–2018 (35%) than in 2016–2017 (37%), the proportion increased by 53 percentage points among Achieve 180 Program schools from 2016–2017 (30%) to 2017–2018 (83%).
- Increases among Achieve 180 Program treatment groups from 2016–2017 to 2017–2018 in the proportion of Not Effective/Not Highly Effective teachers who received stipends ranged from 37 percentage points (Primary Group) to 73 percentage points (Superintendent's Schools) (Figure 14). Retention stipends were paid to Achieve 180 Program teachers irrespective of their TADS rating.

Figure 14: Percentage of 2016–2017 and 2017–2018 Teachers Who Received Stipends by Their Non-Achieve 180 and Achieve 180 Program Affiliation and TADS Ratings

Sources: 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS) and Roster; 2016–2017: 2016–2017 Teacher Roster; 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Stipends, 2017–2018 Fall Achieve 180 Incentives, 2017–2018 Spring Achieve 180 Incentives, 2016–2017 Teacher Stipends; 2017–2018 Teacher Roster

Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. 2016–2017 teachers received stipends in 2016–2017 and 2017–2018 teachers received stipends in 2017–2018.

- Expenditures for stipends paid to Achieve 180 teachers, overall, were more than six times higher in 2017–2018 (\$5,505,115.29) than in 2016–2017 (\$810,150.00), while expenditures for stipends at non-Achieve 180 schools were reduced by more than 40 percent from 2016–2017 (\$7,078,275.10) to 2017–2018 (\$4,223,546.52) (**Figure 15**, p. 38). (See Appendix E, **Table E-3**, p. 162 for expenditures for stipends.)
- Increases from 2016–2017 to 2017–2018 in the cost of stipends paid to all teachers in the Achieve 180 Program treatment groups ranged from about five times the amount paid for stipends in 2016–2017 (Tertiary Group) to about 12 times the amount paid for stipends in 2016–2017 (Superintendent's Schools) (**Figure 15**). (See Appendix E, **Table E-3** for expenditures for stipends.)
- Increases in the cost of stipends paid to Effective/Highly Effective teachers in the Achieve 180 Program from 2016–2017 (\$658,675.00) to 2017–2018 (\$4,755,566.86) were also apparent at the treatment group level, with increases that ranged from about five times the amount paid for stipends in 2016–2017 (Tertiary Group) to about 15 times the amount paid for stipends in 2016–2017 (Superintendent's Schools) (**Figure 15**). (See Appendix E, **Table E-3** for expenditures for stipends.)
- Increases in the cost of stipends paid to Not Effective/Not Highly Effective teachers in the Achieve 180 Program overall from 2016–2017 (\$151,475.00) to 2017–2018 (\$749,548.43) were also apparent at the treatment group level, with increases that ranged from about four times the amount paid for stipends in 2016–2017 (Tertiary Group) to about eight times the amount paid for stipends in 2016–2017 (Primary Group) (**Figure 15**). (See Appendix E, **Table E-3** for expenditures for stipends.)

Figure 15: Amount of Stipends Received Paid to 2016–2017 and 2017–2018 Teachers by TADS Ratings and Non-Achieve 180 and Achieve 180 Program Affiliation

Sources: 2016–2017: 2016–2017 Teacher Roster; 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS) and Roster; 2017–2018 Teacher Stipends, 2017–2018 Fall Achieve 180 Incentives, 2017–2018 Spring Achieve 180 Incentives, 2016–2017 Teacher Stipends; 2017–2018 Teacher Roster

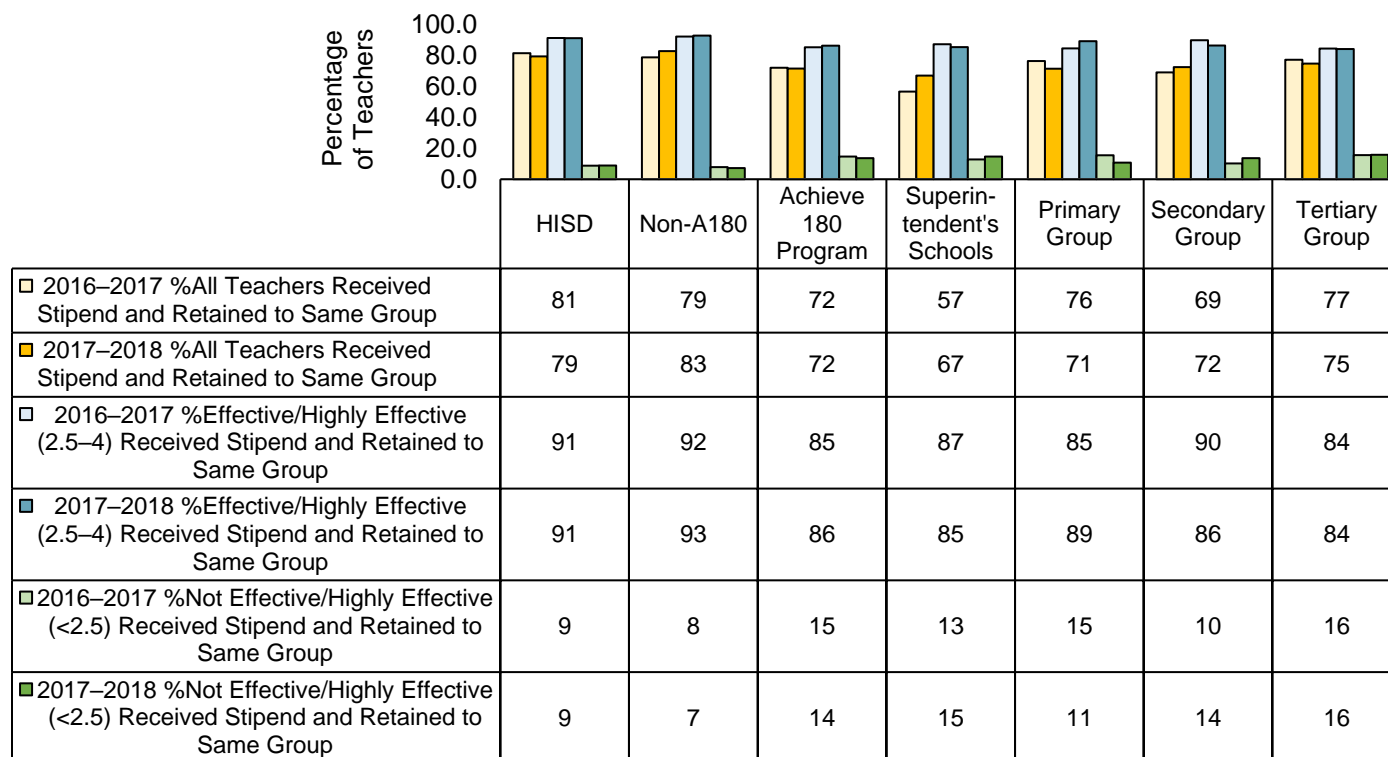
Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. 2016–2017 teachers received stipends in 2016–2017 and 2017–2018 teachers received stipends in 2017–2018.

Stipends and Effective Teacher Retention

- Figure 16** (p. 39) shows the proportion of 2017–2018 Achieve 180 Program teachers, overall, who received stipends in 2017–2018, had a TADS rating in 2016–2017, and were retained in Achieve 180 schools in 2018–2019 was 72 percent, which was the same proportion of 2016–2017 teachers who received stipends in 2016–2017, had a TADS rating in 2015–2016, and were retained in Achieve 180 Program schools in 2017–2018. This was 11 percentage points lower than the rate of 2017–2018 non-Achieve 180 teachers who received stipends in 2017–2018, had a TADS rating in 2016–2017, and were retained in non-Achieve 180 schools in 2018–2019 (83%) and seven percentage points lower than the proportion of 2016–2017 non-Achieve 180 teachers who received stipends in 2016–2017, had a TADS rating in 2015–2016, and were retained in 2017–2018 (79%).
- The proportion of Effective/Highly Effective 2017–2018 Achieve 180 Program teachers who received stipends in 2017–2018 and were retained in 2018–2019 was 86 percent, which was one percentage point higher than the proportion of Effective/Highly Effective Achieve 180 Program teachers in 2016–2017 who received stipends in 2016–2017 and were retained in 2017–2018 (85%). This compared to 93 percent of 2017–2018 non-Achieve 180 teachers who received stipends in 2017–2018 and were retained in non-Achieve 180 schools in 2018–2019, which was one percentage point higher than the proportion of 2016–

2017 non-Achieve 180 teachers who received stipends in 2016–2017 and were retained in non-Achieve 180 schools in 2017–2018 (92%) (Figure 16).

Figure 16: Retention of 2016–2017 and 2017–2018 Teachers Who Received Stipends by Non-Achieve 180 and Achieve 180 Program Affiliation and TADS Ratings



Sources: 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS) and Roster; 2016–2017: 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Stipends, 2017–2018 Fall Achieve 180 Incentives, 2017–2018 Spring Achieve 180 Incentives, 2016–2017 Teacher Stipends

Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. 2016–2017 teachers received stipends in 2016–2017 and 2017–2018 teachers received stipends in 2017–2018. Achieve 180 Program treatment group retention rates do not equal the total retention for the Achieve 180 Program because teachers changed schools and treatment groups within the Achieve 180 Program.

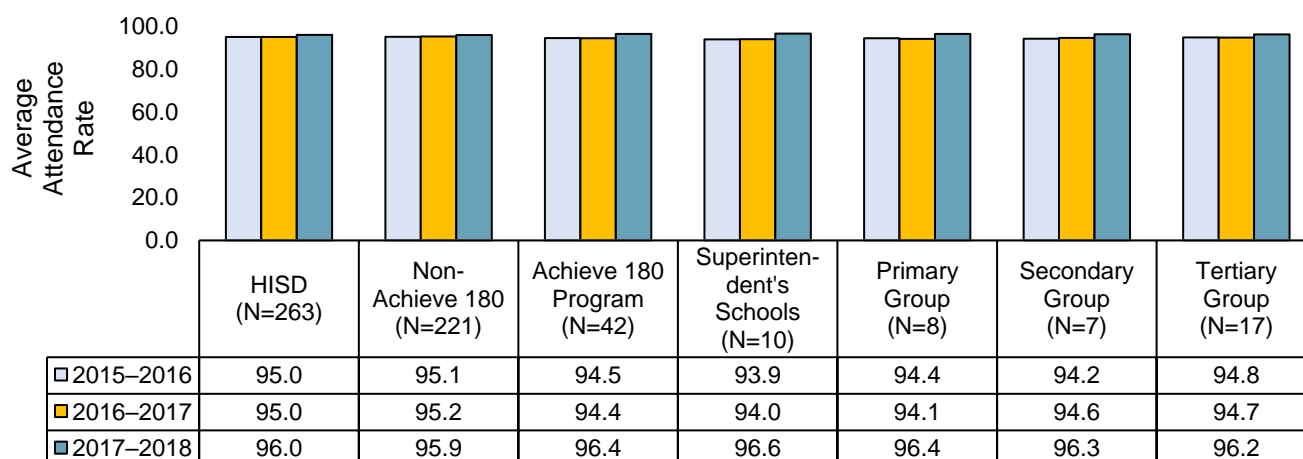
- There was a 10 percentage-point increase in the proportion of Superintendent's Schools' teachers who received stipends and were retained to Superintendent's Schools in the following school year (from 57 percent of 2016–2017 teachers to 67 percent of 2017–2018 teachers).
- The proportion of Effective/Highly Effective 2017–2018 Superintendent's Schools' teachers who received stipends in 2017–2018 and were retained in Superintendent's Schools in 2018–2019 was 85 percent, which was two percentage points lower than the proportion of Effective/Highly Effective 2016–2017 teachers who received stipends in 2016–2017 and were retained in Superintendent's Schools in 2017–2018 (87%) (Figure 16).
- From the 2016–2017 teachers (76%) to the 2017–2018 teachers (71%) there was a five percentage-point decrease in the proportion of Primary Group teachers who received a stipend and were retained to the Primary Group in the following year.

- The proportion of Effective/Highly Effective 2017–2018 Primary Group teachers who received stipends in 2017–2018 and were retained in the Primary Group in 2018–2019 was 89 percent, which was four percentage points higher than the proportion of Effective/Highly Effective 2016–2017 teachers who received stipends in 2016–2017 and were retained in Primary Group schools in 2017–2018 (85%) (Figure 16, p. 39).
- There was a three percentage-point increase in the proportion of teachers who received a stipend and were retained to the Secondary Group in the following year (from the 2016–2017 Secondary Group teachers (69%) to the 2017–2018 Secondary Group teachers (72%)).
- The proportion of Effective/Highly Effective 2017–2018 Secondary Group teachers who received stipends in 2017–2018 and were retained in the Secondary Group in 2018–2019 (86%) was four percentage points lower than the proportion of Effective/Highly Effective 2016–2017 teachers who received stipends in 2016–2017 and were retained in Secondary Group schools in 2017–2018 (90%) (Figure 16).
- There was a two percentage-point decrease in the proportion of teachers who received a stipend and were retained to the Tertiary Group in the following year (from the 2016–2017 Tertiary Group teachers (77%) to the 2017–2018 Tertiary Group teachers (75%)).
- The proportion of Effective/Highly Effective 2017–2018 Tertiary Group teachers who received stipends in 2017–2018 and were retained in Tertiary Group in 2018–2019 (84%) was equal to the proportion of Effective/Highly Effective 2016–2017 teachers who received stipends in 2016–2017 and were retained in Tertiary Group schools in 2017–2018 (84%) (Figure 16). (See Appendix E, **Table E-4**, p. 163 for more information.)

Teacher Attendance

- **Figure 17** shows improvement in average teacher attendance rates across the district and for each group identified from 2015–2016 to 2017–2018. While all groups showed increases across the three years, non-Achieve 180 schools, Superintendent's Schools, and Secondary Group schools showed an increase for each of the years. (See Appendix E, **Tables E-5 and Table E-6**, pp. 164–165 for more information.)

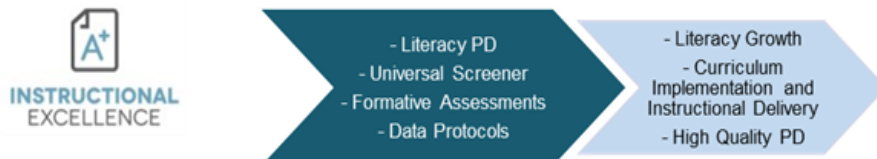
Figure 17: Teacher Attendance Rates, 2015–2016 and 2017–2018



Sources: 2015–2016, 2016–2017, and 2017–2018 Human Resources Information System (HRIS) data file

- Figure 17 (p. 40) shows an average 1.0 percentage-point gain in teacher attendance districtwide and an average 0.8 percentage-point gain for non-Achieve 180 schools from 2015–2016 to 2017–2018. This compared to a larger average gain in teacher attendance for Achieve 180 Program schools, with 1.9 percentage points overall. Among the treatment groups, gains ranged from 1.4 percentage points (Tertiary Group) to 2.7 percentage points (Superintendent's Schools).
- Though small declines of 0.1 percentage point for the Achieve 180 Program overall and for the Tertiary Group and 0.3 percentage point for the Primary Group were observed in average teacher attendance rates from 2015–2016 to 2016–2017, no declines were observed between 2015–2016 to 2017–2018 (Figure 17).
- From 2016–2017 to 2017–2018, HISD and non-Achieve 180 teacher attendance gains were 1.0 percentage point and 0.7 percentage point, respectively, while Achieve 180 Program gains were larger at 2.0 percentage points, overall, and ranged from 1.5 percentage points (Tertiary Group) to 2.6 (Superintendent's Schools) for the treatment groups.

Pillar III – Ensure that every student is equipped for success after graduation by demonstrating that they have met the outcomes set forth in the HISD Global Graduate Profile.



Universal Screener Participation and Performance Rates

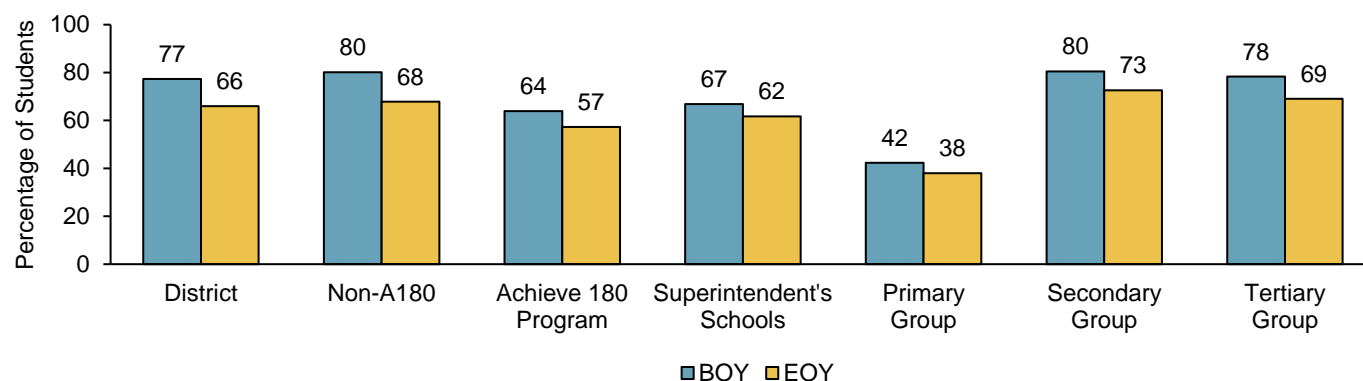
- In Fall of the 2017–2018 school year, HISD began using a universal screener, Renaissance 360, to assess early childhood education through grade 12 students' performance, learning needs, and progress in early literacy, reading, and mathematics. Renaissance 360 performance results were used to determine instructional interventions, based on students' percentile ranks on the assessment. The cut-points used to determine students' levels of need for intervention were:
 - Tier 3 - Urgent Intervention (Below 10th percentile rank);
 - Tier 2 - Intervention (10th–24th percentile rank);
 - On Watch (25th–39th percentile rank); and
 - Tier 1 - At/Above Benchmark (40th percentile rank or higher).
 Districtwide efforts were made to encourage full student participation on this screener. Beginning (BOY) and middle of year (MOY) participation and performance results are presented in the 2017–2018 (Year 1) report, Part A, pp. 39–46. In this report, beginning (BOY) and end of year (EOY) participation results are presented for reading (including both the early literacy and reading instruments) and mathematics. BOY and EOY performance results are presented for early literacy, reading, and mathematics. Districtwide, participation rates in the 2017–2018 screener were 77 percent at BOY and 66 percent at EOY.
- Considering all Universal Screener assessments analyzed in 2017–2018, the largest reductions in the total percentages of students who needed Urgent Intervention or Intervention and the greatest increases of students who performed At/Above Benchmark were on the Renaissance 360 English version Early Literacy tests for Achieve 180 Program students and on the Spanish version Reading tests for non-Achieve 180 students (see **Appendix F**, pp. 166–174).

- Considering all Universal Screener assessments analyzed in 2017–2018, the worst performance for Achieve 180 Program students was on the Renaissance 360 English version Mathematics tests, with an increase in the total percentages of students who needed Urgent Intervention or Intervention and a decrease in the percentage of students who performed At/Above Benchmark. For non-Achieve 180 students, the smallest reduction in the total percentages of students who needed Urgent Intervention or Intervention and the smallest increase of students who performed At/Above Benchmark was on the Renaissance 360 English version Reading tests (see Appendix F, pp. 166–174).

Renaissance 360 Early Literacy and Reading

- For BOY and EOY Renaissance 360 tests in early literacy and reading combined, **Figure 18** shows that Achieve 180 Program students participated at rates that were 16 percentage points lower than the rates for non-Achieve 180 students at BOY and 11 percentage points lower at EOY, reducing the participation gap by five percentage points by EOY in 2017–2018.

Figure 18: Percentage HISD, Non-Achieve 180, and Achieve 180 Program Student Participation in Renaissance 360 Early Literacy and Reading, Beginning and End of Year, 2017–2018



Source: Renaissance early Literacy and Reading 8/20/2018 Student Data File

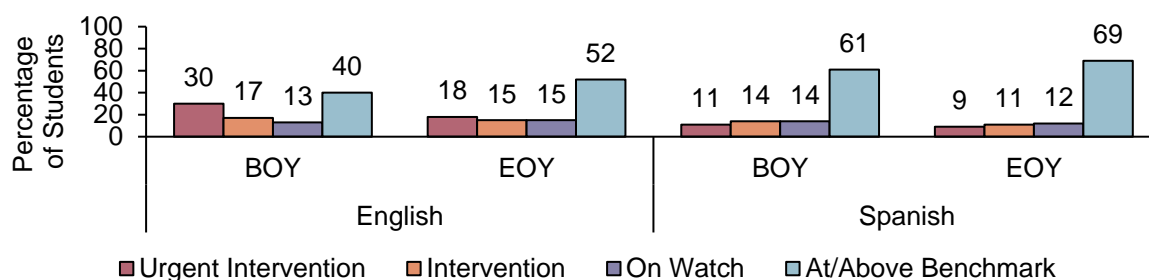
Notes: Includes unduplicated student participation on English and Spanish test versions. The Primary Group includes Texas Connections Academy Houston (TCAH), which is an online school.

- On EOY Renaissance 360 tests in early literacy and reading, Achieve 180 Program students at Secondary and Tertiary Group schools participated at rates that exceeded non-Achieve 180 students in 2017–2018 (Figure 18).
- Non-Achieve 180 students showed a greater decline in participation on early literacy and reading tests from BOY to EOY (12 percentage points) than Achieve 180 Program students (seven percentage points), or students in each of the treatment groups (ranging from four percentage points for students at Primary Group schools to nine percentage points for students at Tertiary Group schools) in 2017–2018 (Figure 18).
- The Primary Group had the lowest participation rates on Renaissance 360 tests in early literacy and reading. From BOY to EOY, Achieve 180 Program students at Primary Group schools reduced the gap between their participation rates and the rates of non-Achieve 180 students from nearly 40 percentage points to 30 percentage points in 2017–2018 (Figure 18).

Renaissance 360 Early Literacy

- **Figure 19** depicts the percentages of HISD students who tested on Renaissance 360 Early Literacy tests by their level of need for instructional intervention. (Also see Appendix F, **Figures F-1 through F-4**, p. 166, for results by Achieve 180 Program treatment group.)
- Districtwide, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to EOY on both English (14 percentage points) and Spanish (five percentage points) versions of the Early Literacy tests, while the percentages of students who tested at At/Above Benchmark increased by 12 percentage points and eight percentage points, respectively, from BOY to EOY on the same tests in 2017–2018.
- Though the gains were greater for students who tested on the Early Literacy English version, a greater percentage of students who tested in Spanish (69%) performed At/Above Benchmark at EOY than the proportion of students who tested in English (52%) (Figure 19).

Figure 19: Percentage of HISD Students at Each Performance Level on Renaissance 360 Early Literacy Tests, English and Spanish Versions at Beginning and End of the Year, Districtwide 2017–2018

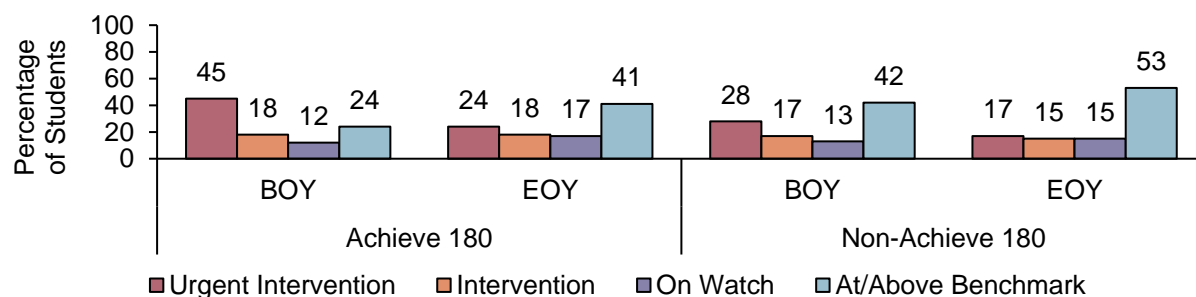


Source: Renaissance Early Literacy English and Spanish 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 20** shows the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to EOY and the percentages of students who tested At/Above Benchmark increased from BOY to EOY for both Achieve 180 Program and non-Achieve 180 students taking Early Literacy tests in English in 2017–2018.

Figure 20: Percentage of HISD Students by Achieve 180 Program Affiliation at Each Performance Level on Renaissance 360 Early Literacy Tests, English Version at Beginning and End of the Year, 2017–2018

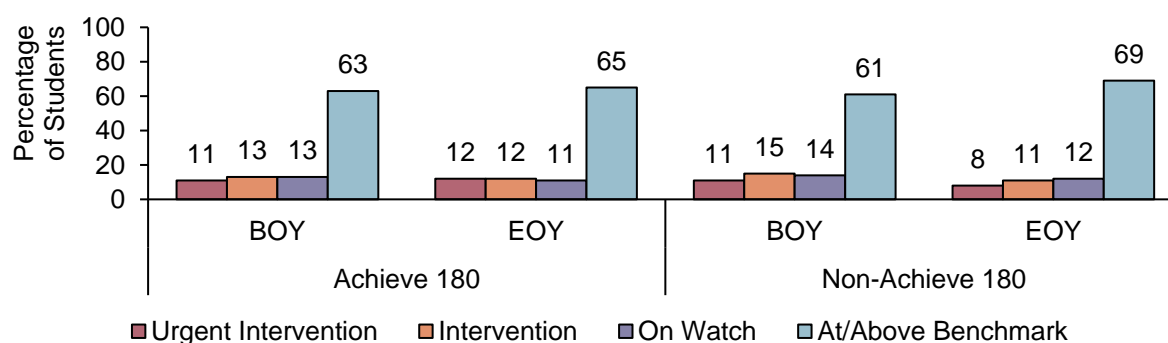


Source: Renaissance Early Literacy English 8/20/2018 Student Data

Note: Percentages may not equal 100 due to rounding.

- On Early Literacy tests in Spanish in 2017–2018, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to EOY for non-Achieve 180 students, from 26 percent to 19 percent, while the percentage remained constant for Achieve 180 Program students at 24 percent (**Figure 21**).
- The percentage of students who performed At/Above Benchmark increased from BOY to EOY for both Achieve 180 Program students (up two percentage points) and non-Achieve 180 students (up eight percentage points) taking Early Literacy tests in Spanish in 2017–2018. However, at EOY, Achieve 180 Program students no longer had a higher percentage of students (65%) than non-Achieve 180 students (69%) who performed At/Above Benchmark on Early Literacy tests in Spanish (Figure 21).
- On the English version (Figure 20), Achieve 180 Program students' EOY results were comparable to the BOY results for non-Achieve 180 students. However, from BOY to EOY the performance gap between non-Achieve 180 students and Achieve 180 Program students had been reduced from 18 percentage points to 12 percentage points.
- On the Spanish version (Figure 21), the performances of non-Achieve 180 and Achieve 180 Program students were similar at BOY and EOY, but a smaller percentage of non-Achieve 180 program students needed intervention at EOY than at BOY (from 26 percent at BOY to 19 percent at EOY), while a higher percentage of non-Achieve 180 program students scored At/Above Benchmark at EOY than at BOY (from 61 percent to 69 percent). For Achieve 180 students, the total proportion of students needing intervention remained constant, while the proportion of students scoring At/Above Benchmark increased, from 63% to 65%, from BOY to EOY. For school-level results see Appendix F, **Tables F-1 through Table F-2**, p. 167–168, for Early Literacy results by Achieve 180 Program treatment group and schools.

Figure 21: Percentage of HISD Students by Achieve 180 Program Affiliation at Each Performance Level on Renaissance 360 Early Literacy Tests, Spanish Version at Beginning and End of the Year, 2017–2018



Source: Renaissance Early Literacy Spanish 8/20/2018 Student Data

Note: Percentages may not equal 100 due to rounding.

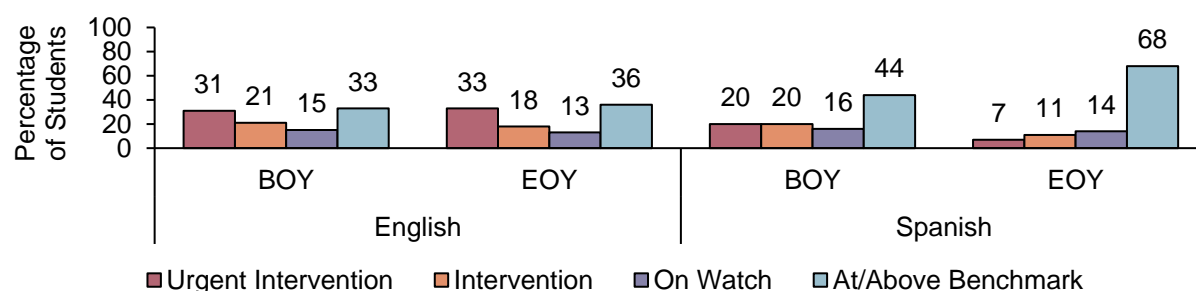
Renaissance 360 Reading

- Figure 22** (p. 45) depicts the percentages of HISD students who tested on Renaissance 360 Reading tests by their level of need for instructional intervention. Districtwide, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to EOY on both English and Spanish versions of the Reading tests, while the percentages of students who tested at At/Above

Benchmark increased from BOY to EOY on the same tests in 2017–2018. (Also see Appendix F, **Figures F-5 through F-8**, p. 169 for results by Achieve 180 Program treatment group.)

- Though both groups showed improvement, gains were much larger for students who took the Spanish version of the Reading tests. Students who took the Spanish version of the measure had a 22 percentage-point reduction in students needing intervention and a 24 percentage-point increase in students scoring At/Above Benchmark from BOY to EOY. In comparison, students who took the English version had a one percentage-point decrease for students needing intervention and a three percentage-point increase in students scoring At/Above Benchmark (Figure 22).

Figure 22: Percentage of HISD Students at Each Performance Level on Renaissance 360 Reading Tests at Beginning and End of the Year, Districtwide 2017–2018

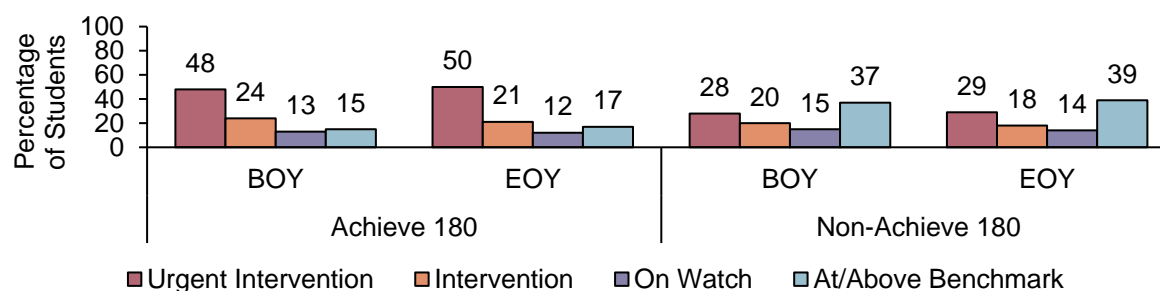


Source: Renaissance Reading English and Spanish 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 23** shows that on the English version of the Renaissance 360 Reading tests, the percentages of both Achieve 180 Program students and non-Achieve 180 students who required intervention (Urgent Intervention and Intervention) decreased by one percentage point from BOY to EOY, while the percentages of each group of students who tested At/Above Benchmark increased by two percentage points from BOY to EOY in 2017–2018.

Figure 23: Percentage of Achieve 180 Program and non-Achieve 180 Students at Each Performance Level on Renaissance 360 Reading Tests at Beginning and End of the Year, English Version 2017–2018



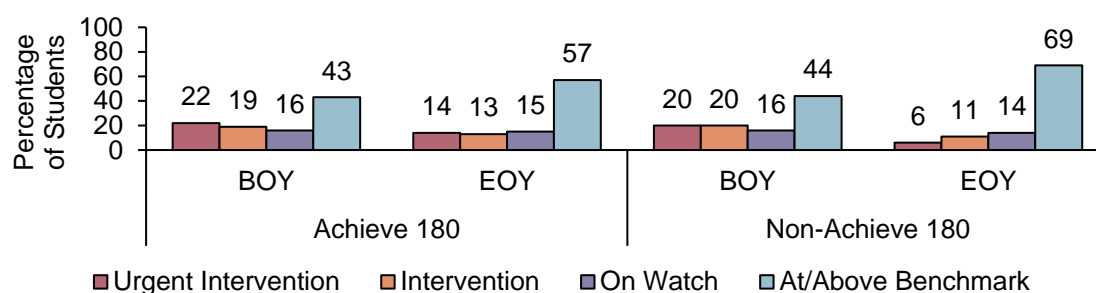
Source: Renaissance Reading English 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

- Figure 24** (page 46) shows that for both groups, gains on the Spanish version of the Renaissance 360 Reading tests were greater than the gains on the English version. The total percentages of Achieve 180 Program and non-Achieve 180 students who required intervention (Urgent Intervention and Intervention)

decreased by 14 percentage points and 23 percentage points, respectively, from BOY to EOY, while the percentages of students who tested At/Above Benchmark increased by 14 percentage points and 25 percentage points, respectively, from BOY to EOY in 2017–2018. For school-level results see Appendix F, **Tables F-3 and Table F-4**, pp. 170–171, for Reading results by Achieve 180 Program treatment group and schools.

Figure 24: Percentage of Achieve 180 Program and non-Achieve 180 Students at Each Performance Level on Renaissance 360 Reading Tests at Beginning and End of the Year, Spanish Version 2017–2018



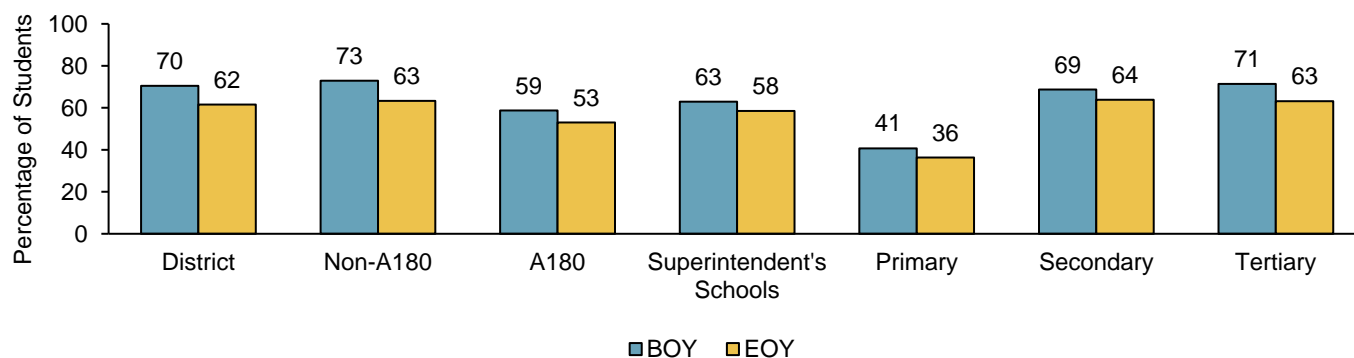
Source: Renaissance Reading Spanish 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

Renaissance 360 Mathematics

- On the BOY and EOY Renaissance 360 Mathematics tests, **Figure 25** shows that Achieve 180 Program students, including all students in treatment groups, participated at rates that were lower than those for non-Achieve 180 Program students. Achieve 180 students' participation rates were 14 percentage points lower than non-Achieve 180 students at BOY and 10 percentage points lower by EOY, reducing the participation gap by four percentage points in 2017–2018.

Figure 25: Percentage HISD, Non-Achieve 180, and Achieve 180 Program Student Participation in Renaissance 360 Mathematics, Beginning and End of Year, 2017–2018



Source: Renaissance Mathematics 8/20/2018 Student Data File

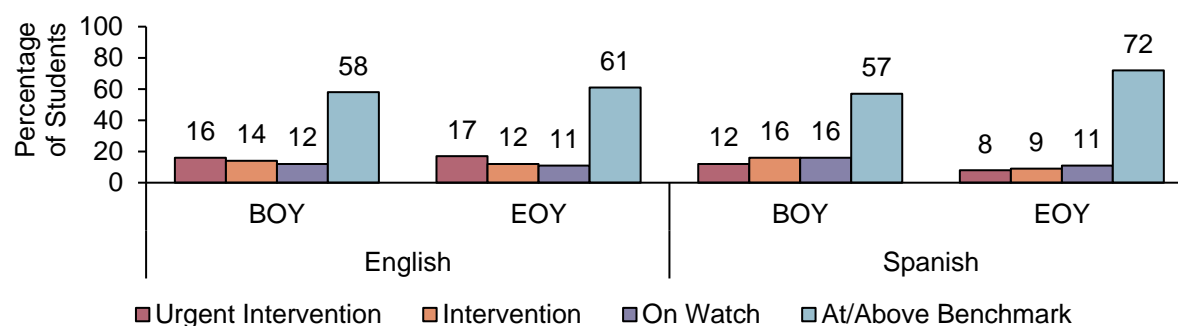
Notes: Includes unduplicated student participation on English and Spanish test versions. The Primary Group includes Texas Connections Academy Houston (TCAH), which is an online school.

- Figure 26** (p. 47) depicts the percentages of HISD students who tested on Renaissance 360 Mathematics tests by their level of need for instructional intervention at the beginning of the year (BOY) and at the end of the year (EOY). Districtwide, the total percentages of students who required intervention (Urgent Intervention and Intervention) decreased from BOY to EOY on both the English (one percentage point) and

Spanish (11 percentage points) versions of the mathematics tests, while the percentages of students who tested At/Above Benchmark increased (three percentage points and 15 percentage points, respectively) from BOY to EOY in 2017–2018 (Figure 26). (Also see Appendix F, **Figures F-9 through F-12**, p. 172, for results by Achieve 180 Program treatment group.)

- The gains and performance levels were greater for students who tested on the mathematics Spanish version, with 72 percent of students who tested in Spanish performing At/Above Benchmark as compared to 61 percent of the students who tested in English (Figure 26).

Figure 26: Percentage of HISD Students Who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at the Beginning and End of Year, Districtwide 2017–2018

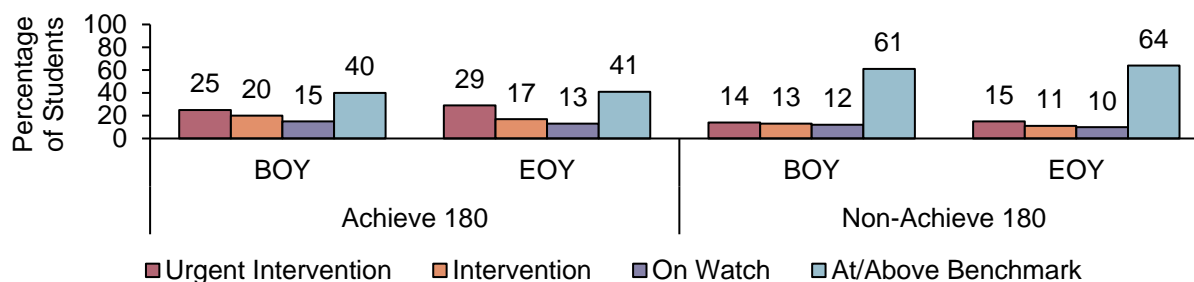


Source: Renaissance Reading 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

- When grouped by non-Achieve 180 or Achieve 180 Program affiliation, **Figure 27** shows that on the English version of the Renaissance 360 Mathematics tests, the total percentages of Achieve 180 Program students who required intervention (Urgent Intervention and Intervention) increased by one percentage point from BOY to EOY and decreased by one percentage point for non-Achieve 180 students, while the percentage of students who tested At/Above Benchmark increased by one percentage point for Achieve 180 Program students and three percentage points for non-Achieve 180 Program students from BOY to EOY in 2017–2018.

Figure 27: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and End of the Year, English Version 2017–2018

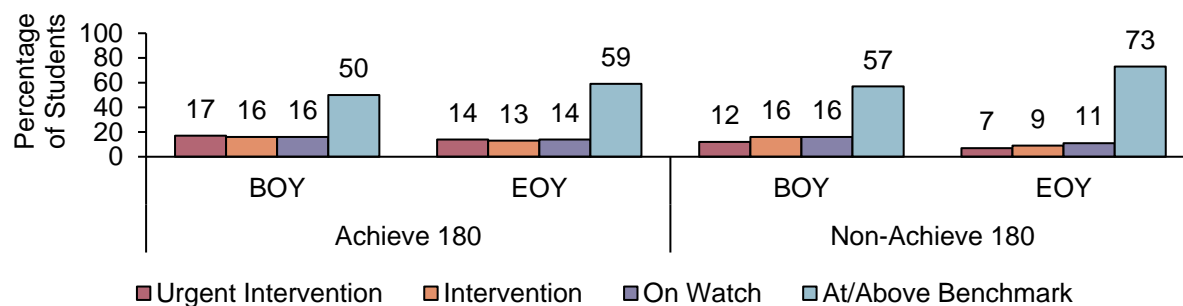


Source: Renaissance Mathematics English 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

- **Figure 28** shows that on the Spanish version of the Renaissance 360 Mathematics tests, the total percentages of Achieve 180 Program and non-Achieve 180 students who required intervention (Urgent Intervention and Intervention) decreased by six percentage points and 12 percentage points, respectively, from BOY to EOY, while the percentages of students who tested At/Above Benchmark increased more for non-Achieve 180 students than Achieve 180 students (16 percentage points versus nine percentage points, respectively), from BOY to EOY in 2017–2018. For school-level results see Appendix F, **Tables F-5 and Table F-6**, pp. 173–174, for Math results by Achieve 180 Program treatment group and schools.

Figure 28: Percentage of Achieve 180 Program and non-Achieve 180 Students Who Performed at Each Level of Intervention on Renaissance 360 Mathematics Tests at Beginning and End of the Year, Spanish Version 2017–2018



Source: Renaissance Mathematics Spanish 8/20/2018 Student Data File

Note: Percentages may not equal 100 due to rounding.

Renaissance 360 Early Literacy, Reading, and Mathematics – Achieve 180 Program Treatment Groups

- Based on Achieve 180 Program treatment group-level data (see Appendix F, Figures F-1 through F-4, p. 166), for all tests, when considered by assessment version and Achieve 180 treatment group, the total percentage of students who performed at a level requiring intervention (Tier 1-Urgent Intervention and Tier 2- Intervention levels) on the Early Literacy measure in English decreased while the percentage of students who performed at the Tier 4-At/Above Benchmark level increased between BOY and EOY for students in every treatment group.
- On the Early Literacy measure in Spanish version, the total percentage of students who performed at a level requiring intervention (Tier 1-Urgent Intervention and Tier 2- Intervention levels) decreased between BOY and EOY for all treatment groups except Superintendent's Schools, while the percentage of students who performed at the Tier 4-At/Above Benchmark level increased for every treatment group except for students in the Primary Group, for whom the percentage remained stable (see Appendix F, Figures F-1 through F-4).
- The total percentage of students who performed at the Tier 1-Urgent Intervention and Tier 2- Intervention levels on the Reading measure in English decreased while the percentage of students who performed at the Tier 4-At/Above Benchmark level increased between BOY and EOY for only the Primary Group students. The percentages of students requiring intervention and achieving at or above the benchmark remained the same for students at Superintendent's Schools. For students in the Secondary and Tertiary groups, the percentage of students requiring intervention increased. The percentage of students in the Secondary group who performed at the benchmark or above decreased slightly, while the percentage increased slightly for students in the Tertiary Group (see Appendix F, Figures F-5 through F-8, p. 169).

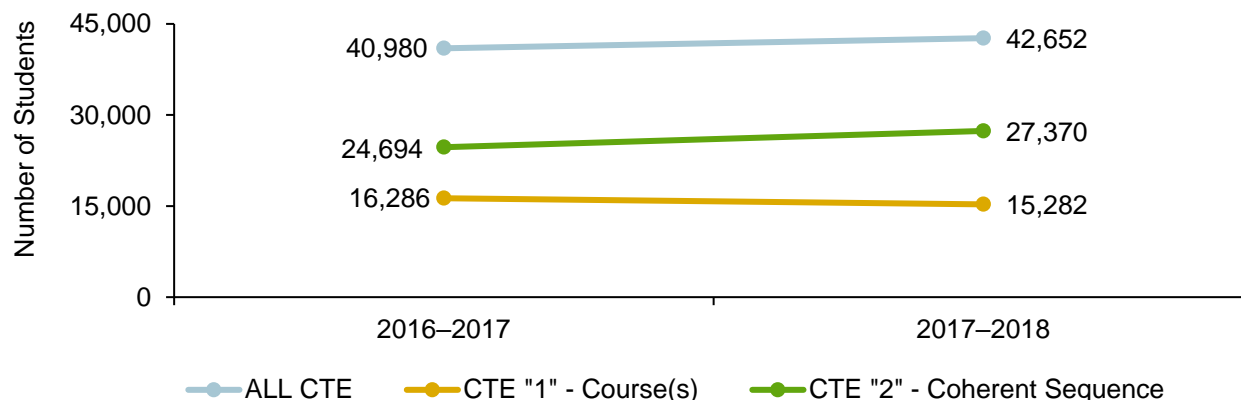
- On the Reading measure in Spanish version, the total percentage of students who performed at the Tier 1-Urgent Intervention and Tier 2- Intervention levels decreased while the percentage of students who performed at the Tier 4-At/Above Benchmark level increased between BOY and EOY for every treatment group (see Appendix F, Figures F-5 through F-8, p. 169).
- The total percentages of students who performed at a level requiring intervention (Tier 1-Urgent Intervention and Tier 2- Intervention levels) on the Mathematics measure in English decreased while the percentage of students who performed at the Tier 4-At/Above Benchmark level increased between BOY and EOY for students in both the Primary Group and the Secondary Group. Students in the Superintendent's Schools and the Tertiary Group had an increase in the percentage of students requiring intervention while the percentage meeting or exceeding the benchmark was flat for students at the Superintendent's Schools and decreased for students in the Tertiary Group (see Appendix F, Figures F-9 through F-12, p. 172).
- On the Mathematics measure in Spanish version, the total percentage of students who performed at a level requiring intervention (Tier 1-Urgent Intervention and Tier 2- Intervention levels) decreased while the percentage of students who performed at the Tier 4-At/Above Benchmark level increased between BOY and EOY for every treatment group (see Appendix F, Figures F-9 through F-12).

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



College and Career Readiness
CTE Course Participation

Figure 29: Number of HISD Students in Grades 6–12 Who Enrolled in at Least One CTE Course or Enrolled in a Coherent Sequence of CTE Courses, 2016–2017 and 2017–2018

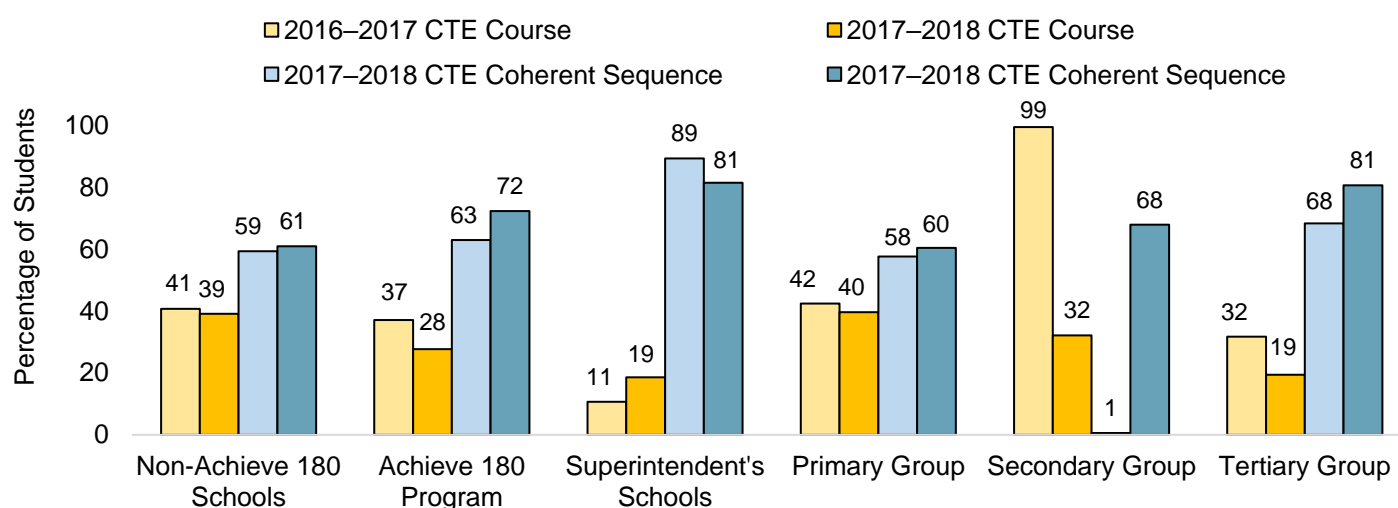


Sources: PEIMS Fall 2016 and 2017; Houston Independent School District, *Career and Technical Education Report, 2016–2017* and *Career and Technical Education Report, 2017–2018*

Notes: 2016–2017 and 2017–2018 PEIMS CTE Codes included 1 (Enrolled in a CTE Course) and 2 (Participant in a Coherent Sequence of CTE courses). Grades 6–12 students. PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments for 2017–2018.

- Based on students enrolled at the Fall PEIMS snapshot, **Figure 29** (p. 49) shows HISD students' Career and Technical Education (CTE) course participation increased 4.1 percent from 2016–2017 to 2017–2018, including a 10.8 percent increase in students who enrolled in a coherent sequence of CTE courses and a 6.2 percent decrease in students who enrolled in at least one CTE course.
- By Achieve 180 Program status, of students enrolled in CTE, a larger percentage was enrolled in a coherent sequence of CTE courses than was enrolled in at least one CTE course in non-Achieve 180 schools, in Achieve 180 schools, and in every Achieve 180 treatment group, with the exception of the Secondary Group in 2016–2017 (**Figure 30**).

Figure 30: Percentages of CTE Students Who Enrolled in at Least One CTE Course and Students Enrolled in a Coherent Sequence of CTE Courses by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018



Sources: PEIMS Fall 2016 and 2017; Houston Independent School District, *Career and Technical Education Report, 2016–2017* and *Career and Technical Education Report, 2017–2018*

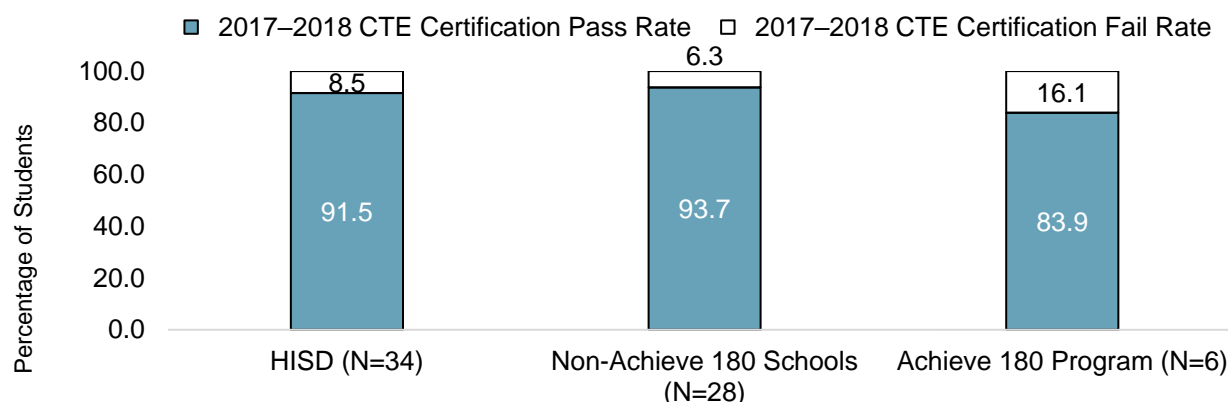
Notes: 2016–2017 and 2017–2018 PEIMS CTE Codes included 1 (CTE Course or Courses) and 2 (Coherent Sequence of CTE courses). Percentages are based on the total number of grades 6–12 students. Grades 6–12 students. PEIMS Average Daily Attendance (ADA) code "0" was excluded from the enrollments for 2017–2018. Sharpstown was the only high school in the Secondary Group.

- Also shown in Figure 30, Achieve 180 Program CTE students' participation in a coherent sequence of CTE courses increased 9.0 percentage points, while non-Achieve 180 CTE students' participation in a coherent sequence of CTE courses increased 2.0 percentage points from 2016–2017 to 2017–2018. Among the Achieve 180 treatment groups, the largest increase in percentage of CTE students enrolled in a coherent sequence of courses was for students in the Secondary Group (67 percentage points), in which the number of students increased from five in 2016–2017 to 713 in 2017–2018. The Tertiary Group had the second-highest increase of 12.4 percentage points. (See **Appendix G, Table G-1**, p. 175 for participation counts and school-level results.)
- The Superintendent's Schools showed an eight percentage-point decrease in student participation in a coherent sequence of CTE courses, the only Achieve 180 treatment group to show a decline from 2016–2017 to 2017–2018 (Figure 30).

CTE Certifications

- **Figure 31** shows that of the 6,170 HISD students who took CTE Certification examinations at 34 schools in 2017–2018, 91.5 percent of students passed Industry Certification examinations, with a passing rate that was nearly 10 percentage points higher for non-Achieve 180 Program students who took the exams (93.7 percent) than for Achieve 180 Program students (83.9 percent). (See Appendix G, **Table G-2**, p. 176 for school-level results.)

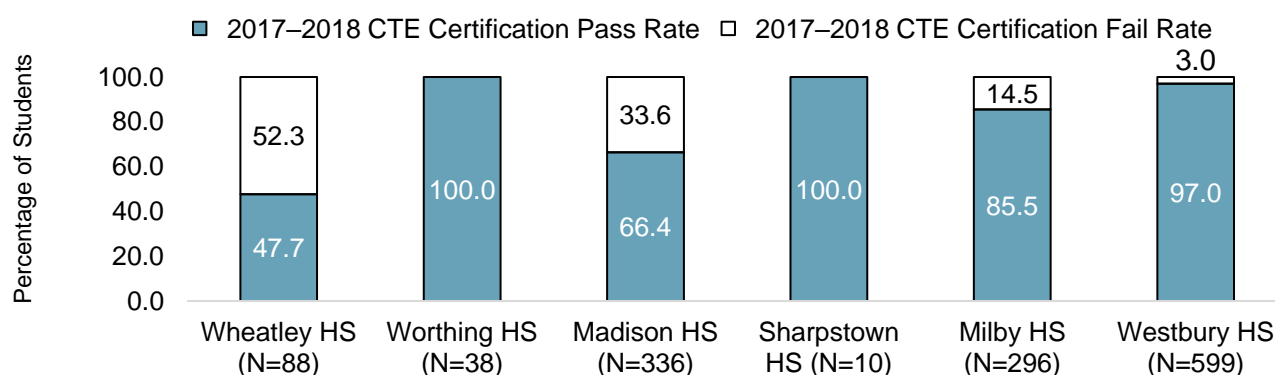
Figure 31: HISD Students' CTE Certification Examination Pass and Failure Rates by Non-Achieve 180 and Achieve 180 Program Affiliation, 2017–2018



Source: Cognos Chancery Ad Hoc, retrieved 5/25/2018

Notes: Data for schools with less than five students were retained. Achieve 180 Program schools included: Wheatley HS and Worthing HS (Superintendent's Schools), Madison HS (Primary Group), Sharpstown HS (Secondary Group), and Milby HS and Westbury HS (Tertiary Group).

- **Figure 32** (p. 52) shows passing rates above 85 percent for 67 percent of the Achieve 180 program schools (four out of the six), with Worthing High School and Sharpstown High School achieving passing rates of 100 percent. Wheatley had the lowest passing rate among Achieve 180 Program schools (47.7%) in 2017–2018. (See Appendix G, Table G-2 for district results by non-Achieve 180 and Achieve 180 Program affiliation.)
- Appendix G, **Table G-3** (p. 177) shows 1,147 Achieve 180 Program students earned 28 different types of CTE certifications and 4,501 non-Achieve 180 students earned 70 different types of CTE certifications in 2017–2018 by school-level.
- By certification type, the largest percentages of Achieve 180 Program students earned CTE industry certifications in NCCER-CORE Introductory Craft Skills (15.2%) and XX-Valvoline Oil Change Technician (10.4%). This compared to non-Achieve 180 Program students who received certifications of the same types at rates of 1.6 percent (a 13.6 percentage-point difference) and 11.4 percent (a 1.0 percentage-point difference), respectively (See Appendix G, **Table G-3**, p. 177). (See Appendix G, **Table G-4**, p. 178 for Achieve 180 Program campus-level results.)

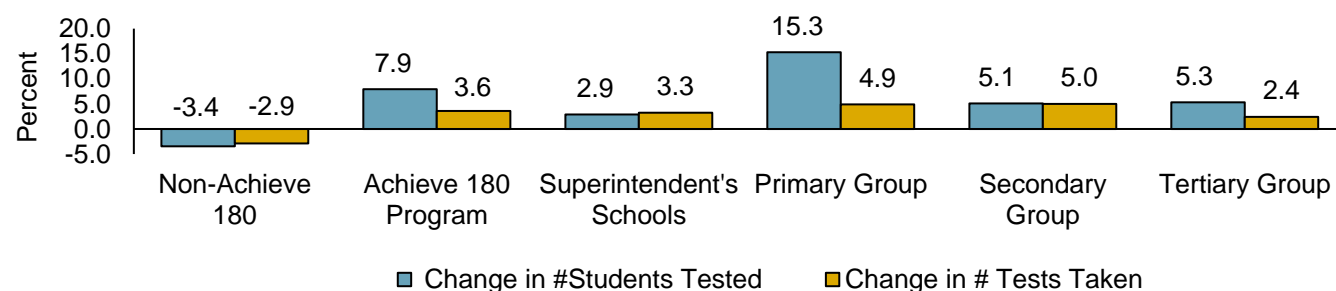
Figure 32: Achieve 180 Program Students' CTE Certification Examination Pass and Failure Rates by Campus, 2017–2018

Source: HISD Chancery Ad hoc Data Warehouse, retrieved using IBM Cognos on 5/25/2018.

Notes: Data for schools with less than five students were retained. Achieve 180 Program schools included: Wheatley HS and Worthing HS (Superintendent's Schools), Madison HS (Primary Group), Sharpstown HS (Secondary Group), and Milby HS and Westbury HS (Tertiary Group).

Advanced Placement Examination Participation and Performance

- From 2016–2017 to 2017–2018, grade 9–12 student participation in Advanced Placement (AP) examinations decreased more than three percent among non-Achieve 180 students (3.4%), while it increased nearly eight percent among Achieve 180 Program students (7.9%), overall (**Figure 33** and Appendix G, **Table G-5**, p. 179).
- Of Achieve 180 Program treatment groups, student participation in AP exams increased most among Primary Group students (15.3%) and least among students in Superintendent's Schools (2.9%) (Figure 33).

Figure 33: Percentage Change in the Number of HISD Students in Grades 9–12 Who Took Advanced Placement Examinations and Percentage Change in the Number of Tests Taken, by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018

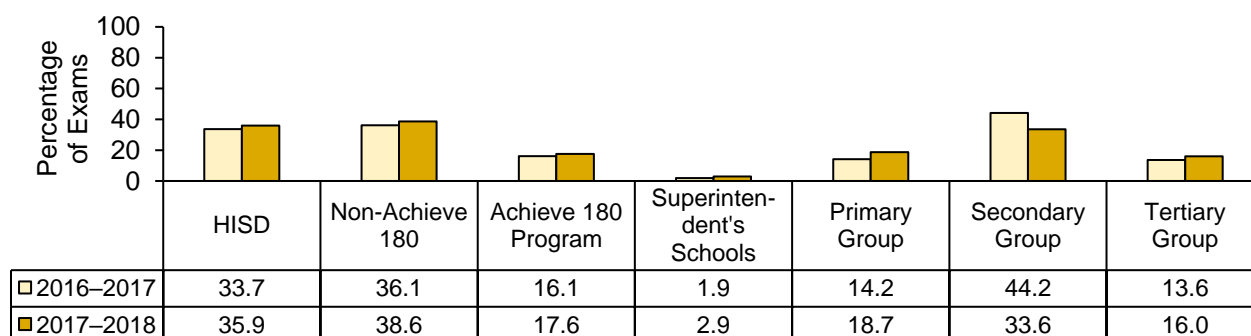
Sources: 2018 College Board AP electronic data file, retrieved August 29, 2018; Houston Independent School District, *2017 Advanced Placement (AP) Results*

Notes: This figure represents a duplicated count of exams taken by students enrolled in grades 9–12 and by students with grade level unknown in 2018 (N=755) and (N=749) in 2017. Sharpstown was the only high school in the Secondary Group.

- From 2016–2017 to 2017–2018, the number of Advanced Placement (AP) examinations taken by grade 9–12 students decreased nearly three percent among non-Achieve 180 students, while it increased more than three and one-half percent among Achieve 180 Program students (Figure 33).

- For Achieve 180 Program treatment groups, the largest increases in the number of AP exams taken by students were among students in the Secondary Group (5.0%) and Primary Group (4.9%), while the smallest increase was among Tertiary Group students (2.4%) (Figure 33, p. 52).
- In 2016–2017 and in 2017–2018, the total percentages of AP exams on which HISD students (33.7% and 35.9%, respectively) and non-Achieve 180 students (36.1% and 38.6%, respectively) scored three or higher was greater than the percentages of Achieve 180 Program exams, overall, that were scored three or higher (16.1% and 17.6%, respectively) (**Figure 34**).
- Among Achieve 180 Program schools, the Secondary Group had the largest proportion of AP exams scored three or higher in both 2016–2017 and 2017–2018, however, the proportion was 10.6 percentage points lower in 2017–2018 than in 2016–2017. From 2016–2017 to 2017–2018, all other Achieve 180 Program groups showed average increases that ranged from one percentage point (Superintendent's Schools) to 4.5 percentage points (Primary Group), while non-Achieve 180 schools showed an average gain of 2.5 percentage points (Figure 34).

Figure 34: Total Percentage of Advanced Placement Examinations on Which HISD Students in Grades 9–12 Scored Three or Higher, by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018



Sources: 2018 College Board AP electronic data file, retrieved August 29, 2018; Houston Independent School District, *2017 Advanced Placement (AP) Results*

Notes: This represents a duplicated count of exams taken by students enrolled in grades 9–12 and by students with grade level unknown in 2018 (N=755) and (N=749) in 2017. Sharpstown was the only high school in the Secondary Group.

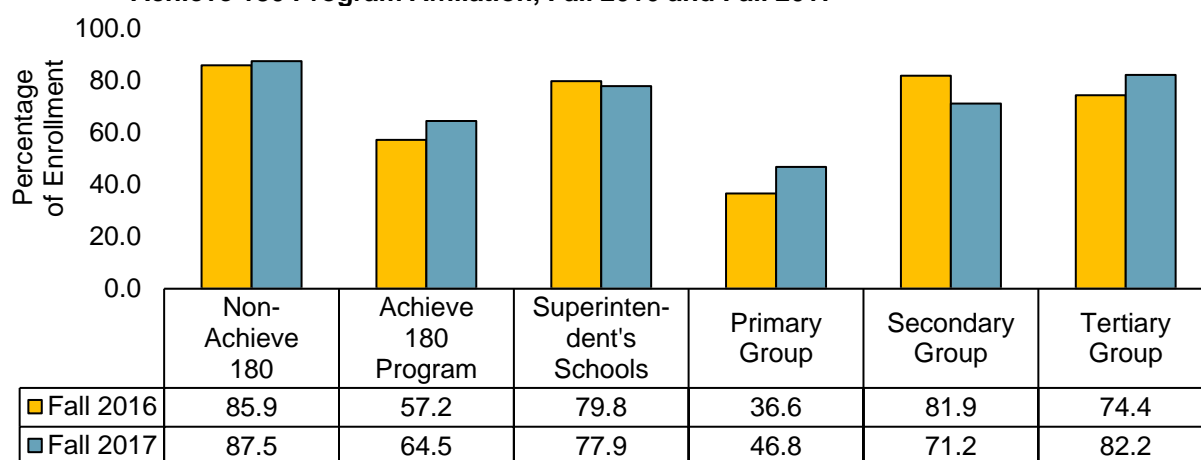
- Except for Secondary Group schools in 2016–2017, with 44.2 percent of exams, the percentages of non-Achieve 180 exams scored three or higher (36.1% in 2016–2017 and 38.6% in 2017–2018) were larger than the percentages of exams scored three or higher among the other Achieve 180 Program treatment groups in 2016–2017 (from 1.9% to 14.2%) and among all the Achieve 180 Program treatment groups in 2017–2018 (from 2.9% to 33.6%).
- Appendix G, Table G-5 (p. 179) provides Achieve 180 Program school-level Advanced Placement results. In general, non-Achieve 180 campuses had higher percentages of students earn a score of 3 or higher on Advanced Placement exams than did students at Achieve 180 campuses, with the exception of Texas Connections Academy Houston (TCAH) (45%). (Subjects included in AP exams may be found in Appendix G, **Table G-6**, p. 180.)

- For both 2016–2017 and 2017–2018, TCAH, a Primary Group campus, had higher percentages of students earning a 3 or higher on all the STAAR-related subject AP exams than did students at the non-Achieve 180 campuses, except for Mathematics and Computer Science exams in 2017–2018, for which the campus had a comparable result (Appendix G, **Figure G-1** and **Figure G-2**, p. 181–182; **Table G-7** and **Table G-8**, p. 183–184).
- For 2016–2017, the Tertiary Group had a higher percentage of students earning a score of 3 or higher on Arts AP exams than did the non-Achieve 180 campuses, with Westbury HS, a Tertiary Group campus, showing the highest percentage of students scoring 3 or higher on Arts AP tests of any group reported. The same year, the Primary Group, notably Madison HS, and also the Secondary Group, for which Sharpstown was the sole high school reporting AP results, had higher percentages of students scoring 3 or higher on World Languages and Culture AP exams than did the group of non-Achieve 180 campuses (Appendix G, **Figure G-3**, p. 182; **Table G-9**, p. 185).
- For 2017–2018, Westbury High School, a Tertiary Group campus, again produced the highest percentage of students earning a 3 or higher on Arts AP exams when compared with all groups reported. TCAH, a Primary Group campus, produced the highest percentage of students earning a score of 3 or higher on the AP World Languages and Culture exams of any group reported, a noteworthy 100 percent rate (Appendix G, **Table G-10**, p. 186).

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

- Based on 2016 and 2017 PEIMS Snapshot grade 11 student enrollments, **Figure 35** shows College Board 2016 PSAT/NMSQT (PSAT) examination participation rates for Achieve 180 Program treatment group schools ranged from a low of 36.6 percent (Primary Group) to a high of 81.9 percent (Secondary Group), while the rate for non-Achieve 180 schools (85.9%) was 28.7 percentage points higher than the overall participation rate for the Achieve 180 Program schools (57.2%).

Figure 35: Percentage of Students Who Took the PSAT/NMSQT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, Fall 2016 and Fall 2017

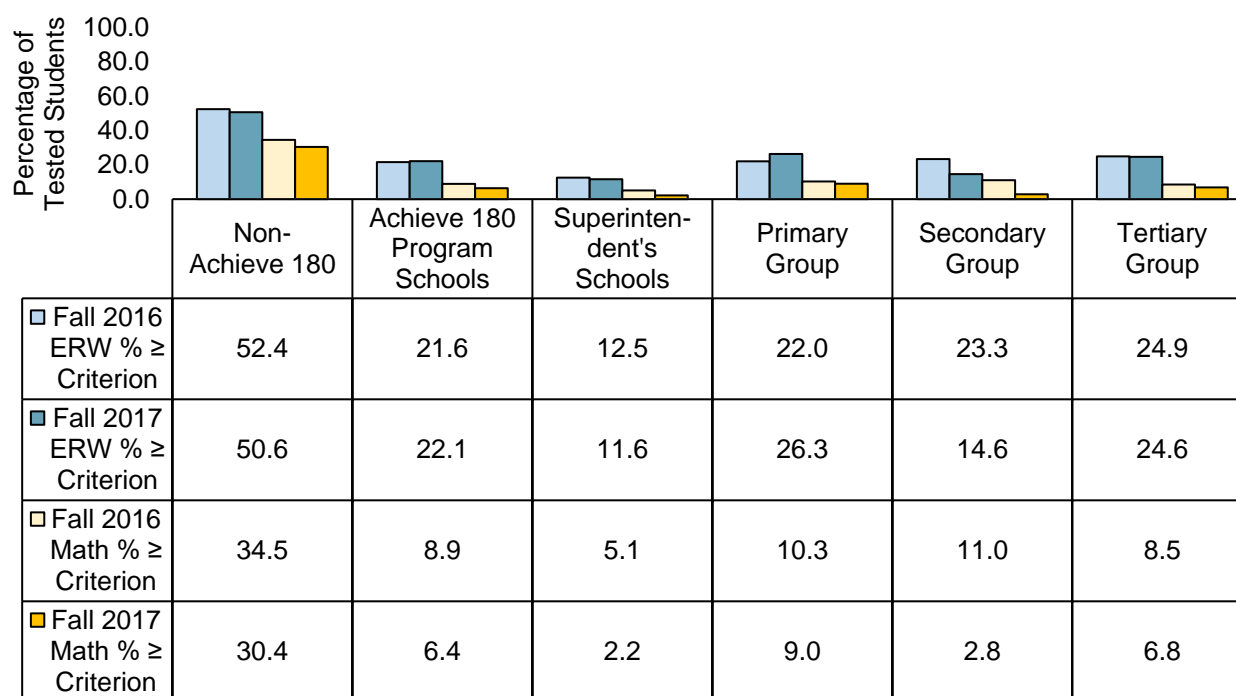


Sources: PSAT/NMSQT Fall Scores by Institution, 11th grade; 2016 Fall Scores by Institution, 11th grade; 2017 Fall Scores by Institution, 11th grade

Notes: Percentages are based on the number of students taking exams divided by the total number of PEIMS Snapshot students in grade 11. The Primary Group includes Texas Connections Academy Houston (TCAH), which is an online school. See p.147 for further explanation regarding TCAH test participation. Sharpstown was the only high school in the Secondary Group.

- Fall 2016 was similar to Fall 2017 PSAT participation rates that ranged from a low of 46.8 percent (Primary Group) to 82.2 percent (Tertiary Group), while the rate for the Achieve 180 Program schools overall (64.5%) was 23.0 percentage points lower than the rate for non-Achieve 180 schools (87.5%) (Figure 35, p. 54).
- From Fall 2016 to Fall 2017, the proportion of HISD students who took the PSAT examination increased more among Achieve 180 Program students (7.3 percentage points) than among non-Achieve 180 students (1.6 percentage points), which reduced the participation gap by 5.7 percentage points (Figure 35).
- Figure 35 also shows the proportion of Achieve 180 Program treatment group students who took the College Board Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) examination increased most among Primary Group students (10.2 percentage points), followed by Tertiary Group students (7.8 percentage points) from Fall 2016 to Fall 2017, while the rate decreased for students in Superintendent's Schools (-1.9 percentage points) and Secondary Group schools (-10.7 percentage points). Appendix G, **Table G-11** p. 187, includes results by campus.
- **Figure 36** (p. 56) shows Fall 2016 PSAT Evidence-based Reading and Writing (ERW) performance rates for Achieve 180 Program treatment group students who scored at or above criterion ranged from 12.5 percent (Superintendent's Schools) to 24.9 percent (Tertiary Group), while the rate for Achieve 180 Program students overall was 21.6 percent. This was less than one-half the rate for students in non-Achieve 180 schools (52.4%). This compared to Fall 2017 PSAT ERW performance rates as low as 11.6 percent (Superintendent's Schools) to a high of 26.3 percent (Primary Group), while the rate for the Achieve 180 Program overall (22.1%) was 0.5 percentage point higher than in Fall 2016. At the same time, the rate for non-Achieve 180 schools (50.6%) was 1.8 percentage points lower than in Fall 2016.
- On the PSAT/NMSQT, the ERW performance gap between non-Achieve 180 students and Achieve 180 Program students decreased from 30.8 percentage points in Fall 2016 to 28.5 percentage points in Fall 2017.
- There was an overall increase of 0.5 percentage point in the proportion of Achieve 180 Program students who scored at or above criterion on the ERW PSAT examination, with decreases among students in three treatment groups (from -0.3 percentage points for the Tertiary Group to -8.7 percentage points for the Secondary Group) and an increase for students in the Primary Group of 4.3 percentage points from Fall 2016 to Fall 2017.
- Figure 36 also shows average Fall 2016 PSAT Math performance rates for Achieve 180 Program students who scored at or above criterion ranged from 5.1 percent (Superintendent's Schools) to 11.0 percent (Secondary Group), while the rate for Achieve 180 Program overall, 8.9 percent, was 25.6 percentage points lower than for non-Achieve 180 schools (34.5%). This compared to Fall 2017 PSAT math performance rates ranging from a low of 2.2 percent (Superintendent's Schools) to 9.0 percent (Primary Group), while the rate for the Achieve 180 Program, overall (6.4%), was 24.0 percentage points lower than for non-Achieve 180 schools (30.4%).
- The proportion of HISD students who scored at or above the criteria on PSAT Math examinations decreased more among non-Achieve 180 Program students (a decrease of 4.1 percentage points) than among Achieve 180 students (a decrease of 2.5 percentage points) from Fall 2016 to Fall 2017 (Figure 36; Appendix G, Table G-11 includes results by campus).

Figure 36: Percentage of Students Who Scored At or Above Criterion on Evidence-Based Reading and Writing (ERW) and Math PSAT/NMSQT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, Fall 2016 and Fall 2017

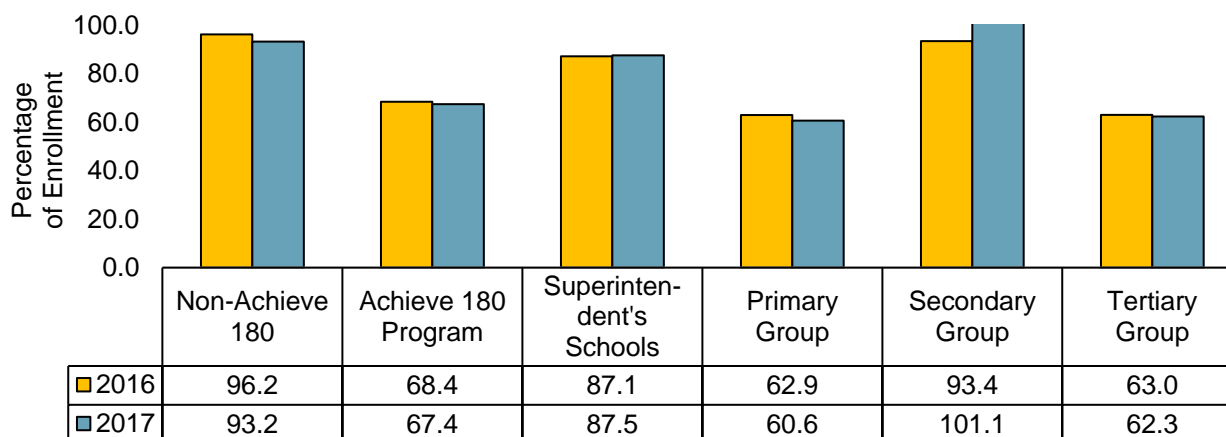


Sources: PSAT/NMSQT Fall Scores by Institution, 11th grade; 2016 Fall Scores by Institution, 11th grade; 2017 Fall Scores by Institution, 11th grade

Notes: Sharpstown was the only high school in the Secondary Group.

- Figure 36 also shows the proportion of Achieve 180 Program students who scored at or above criterion on the PSAT Math examination decreased among students in all treatment groups (from 1.3 percentage points for the Primary Group to 8.2 percentage points for the Secondary Group) from Fall 2016 to Fall 2017.
- Figure 37** (p. 57) shows College Board SAT participation rates for the Graduating Class of 2016 for Achieve 180 Program treatment group schools ranged from 62.9 percent (Primary Group) to 93.4 percent (Secondary Group), while the rate for Achieve 180 schools overall, 68.4 percent, was 27.8 percentage points lower than the rate for non-Achieve 180 schools (96.2%). This compared to participation rates for the Graduating Class of 2017 that ranged from 60.6 percent (Primary Group) to 101.1 percent (Secondary Group), while the rate for Achieve 180 Program overall, 67.4 percent, was 25.8 percentage points lower than the rate for non-Achieve 180 schools (93.2%).
- Only the Secondary Group's participation rate in 2017 exceeded the participation rate for non-Achieve 180 schools in 2017.
- The proportion of Achieve 180 Program treatment group students who took SAT examinations increased among students in the Superintendent's Schools (0.4 percentage point) and Secondary Group (7.7 percentage points) students.

Figure 37: Percentage of the Graduating Class Who Took the SAT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016 and 2017

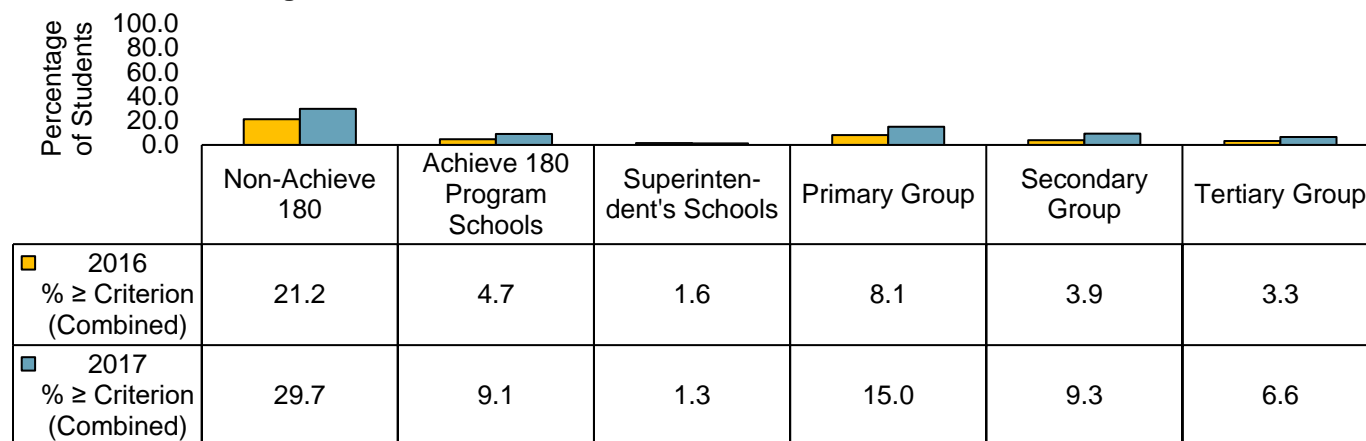


Sources: College Board 2016 SAT data file; College Board 2017 SAT data file

Notes: Percentages are based on the duplicated number of students taking exams divided by the total number of students in the graduating class. A percentage higher than 100 percent may result if a student took the exam more than once, or if enrollment in a group increased during the academic year. The Primary Group includes Texas Connections Academy Houston (TCAH), which is an online school. To participate in this program, a TCAH student must go to a designated location. Sharpstown was the only high school in the Secondary Group.

- Overall, the proportion of students who took the SAT examination decreased more among non-Achieve 180 Program students (3.0 percentage points) than it decreased among Achieve 180 Program students (1.0 percentage point), which included decreases for the Primary Group (2.3 percentage points) and the Tertiary Group (0.7 percentage point) and increases for the Superintendent's Schools (0.4 percentage point) and the Secondary Group (7.7 percentage points) from 2016 to 2017 (Figure 37). Appendix G, **Table G-12**, p. 188 includes results by campus.
- **Figure 38** (p. 58) shows the average 2016 SAT performance rates for Achieve 180 Program treatment group students who scored at or above criterion (combined) ranged from 1.6 percent (Superintendent's Schools) to 8.1 percent (Primary Group), while the rate for Achieve 180 Program overall, 4.7 percent, was less than one-fourth the rate for non-Achieve 180 schools (21.2%).
- 2017 SAT combined performance rates at or above criterion ranged from a low of 1.3 percent (Superintendent's Schools) to 15.0 percent (Primary Group), while the rate for the Achieve 180 Program overall, 9.1 percent, was less than one-third the rate for non-Achieve 180 schools (29.7%) (Figure 38).
- Figure 38 shows the proportion of HISD students who scored at or above the criterion on the SAT examinations (combined) increased for both the Achieve 180 Program and non-Achieve 180 schools from 2016 to 2017, but gains were more than two times larger for non-Achieve 180 Program schools (8.5 percentage points) than for Achieve 180 schools (4.4 percentage points).

Figure 38: Percentage of the Graduating Class Who Scored At or Above Criterion on the SAT Evidence-Based Reading and Writing and Math Exams (Combined) by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016 and 2017

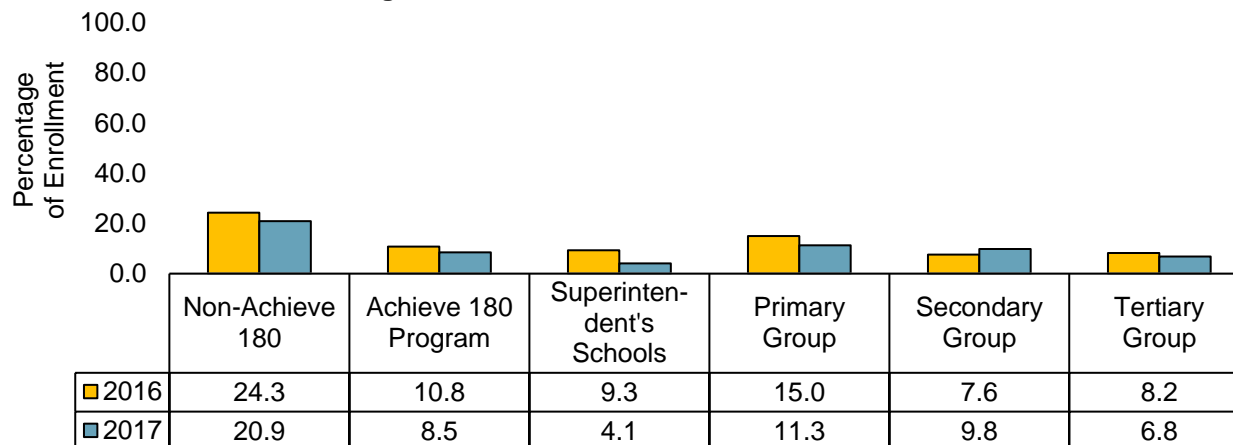


Source: College Board 2016 SAT data file; College Board 2017 SAT data file

Notes: Percentages are based on the number of students who met the criterion on both the SAT ERW and SAT Math divided by the number of students who took the exam. The Primary Group includes Texas Connections Academy Houston (TCAH), which is an online school; to participate in this program, a TCAH student must go to a designated location. Sharpstown was the only high school in the Secondary Group.

- Figure 38 also shows the proportion of Achieve 180 Program students who scored at or above the criterion on the SAT examinations (combined) increased among schools in each Achieve 180 Program treatment group, except for the Superintendent's Schools (with a decrease of 0.3 percentage point). Achieve 180 Program gains ranged from 3.3 percentage points (Tertiary Group) to 6.9 percentage points (Primary Group) from 2016 to 2017.
- Figure 39** (p. 59) shows ACT participation rates for the HISD Graduating Class of 2016, which shows the Achieve 180 Program rate overall, 10.8 percent, was less than one-half the rate for non-Achieve 180 schools, at 24.3 percent.
- ACT participation rates among Achieve 180 Program treatment groups ranged from 7.6 percent (Secondary Group) to 15.0 (Primary Group) in 2016.
- From 2016 to 2017, the proportion of students who took the ACT examination decreased more for non-Achieve 180 Program schools (a decrease of 3.4 percentage points) than for Achieve 180 Program schools (a decrease of 2.3 percentage points) (Figure 39).
- The 2017 ACT participation rate for the Achieve 180 Program overall, 8.5 percent, was less than one-half the participation rate for non-Achieve 180 schools (20.9%). However, the 2016 ACT participation gap between non-Achieve 180 and Achieve 180 Program schools was reduced by 1.1 percentage points from 2016 (-13.5 percentage points) to 2017 (-12.4 percentage points) (Figure 39).
- Except for the Secondary Group, with a 2.2 percentage-point increase, 2017 ACT participation rates for Achieve 180 Program treatment groups were lower than 2016 rates and ranged from a decrease of 1.4 percentage points (Tertiary Group) to a decrease of 5.2 percentage points (Superintendent's Schools) (Figure 39). Appendix G, **Table G-13**, p. 189, includes results by campus.

Figure 39: Percentage of the Graduating Class Who Took the ACT Examination by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016 and 2017

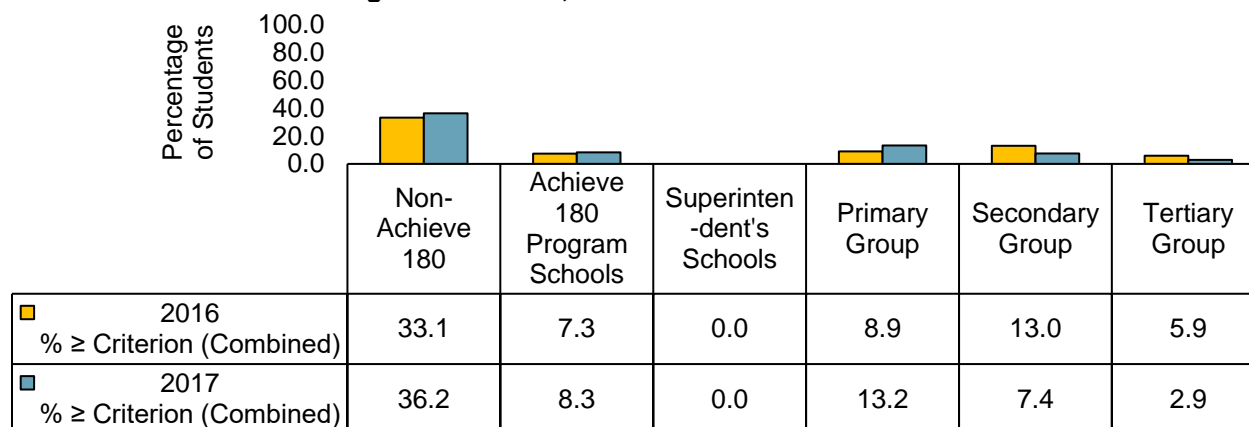


Sources: ACT Results 2016; ACT Results 2017 adjusted

Notes: Percentages are based on the number of seniors taking exams divided by the total number of students in the graduating class. Sharpstown was the only high school in the Secondary Group.

- **Figure 40** shows average 2016 ACT performance rates for Achieve 180 Program students who scored at or above criterion (combined) ranged from zero (Superintendent's Schools) to 13.0 percent (Secondary Group), while the average rate for non-Achieve 180 schools (33.1%) was more than four times the rate for Achieve 180 Program students, overall (7.3%).

Figure 40: Percentage of the Graduating Class Who Scored At or Above Criterion on the ACT English, Mathematics, Reading, and Science Reasoning Exams (Combined) by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016 and 2017



Sources: ACT Results 2016; ACT Results 2017 adjusted

Notes: Percentages are based on the number of seniors taking exams divided by the total number of students in the graduating class. Sharpstown was the only high school in the Secondary Group.

- Figure 40 shows the proportion of HISD students who scored at or above the criterion (combined) on the ACT examinations increased more among non-Achieve 180 Program students (3.1 percentage points) than among Achieve 180 students (1.0 percentage point) from 2016 to 2017.

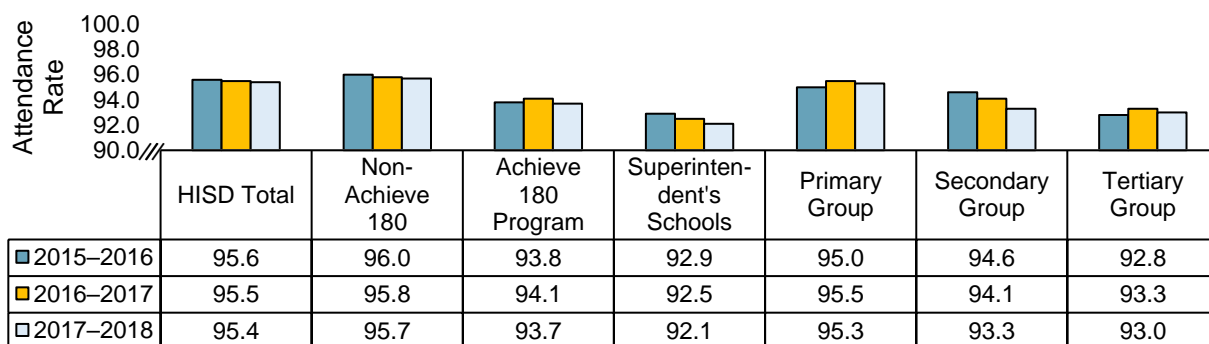
- 2017 ACT performance rates for Achieve 180 Program students who scored at or above the criterion (combined) ranged from a low of zero (Superintendent's Schools) to 13.2 percent (Primary Group). The rate for non-Achieve 180 schools (36.2%) was more than four times the rate for the Achieve 180 Program students overall (8.3%) (Figure 40, p. 59).
- Figure 40 also shows the proportion of Achieve 180 Program students who scored at or above the criterion on the ACT examinations (combined) increased among students in the Primary Group (4.3 percentage points), while it remained stable at zero for Superintendent's Schools and decreased at Tertiary Group schools (-3.0 percentage points) and at Secondary Group schools (-5.6 percentage points) from 2016 to 2017.

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



Student Attendance and Chronic Absenteeism

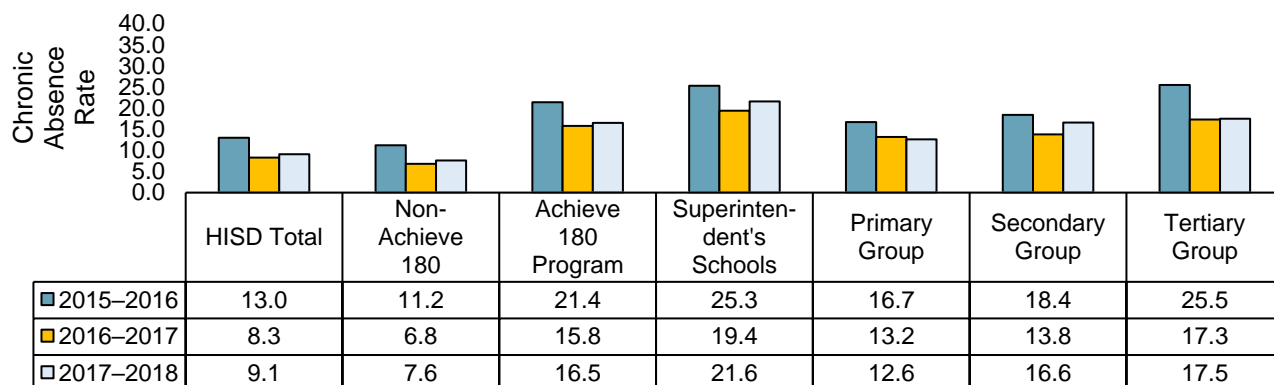
- **Figure 41** (p. 61) depicts attendance rates for all HISD students and for students by their non-Achieve 180 and Achieve 180 Program affiliation for 2015–2016 through 2017–2018. Districtwide and non-Achieve 180 attendance rates were around 96.0 percent each year, while the Achieve 180 Program overall, had lower rates that were around 94.0 percent each year tracked.
- Overall, a slightly smaller performance gap was found between the attendance rates for the non-Achieve 180 and the Achieve 180 Program students in 2017–2018 (2.0 percentage-point gap) than in 2015–2016 (2.2 percentage-point gap) (Figure 41).
- Unlike districtwide and non-Achieve 180 attendance rates, which decreased by 0.1 or 0.2 percentage point in both 2016–2017 and 2017–2018, Achieve 180 Program attendance rates showed an increase in 2016–2017 (0.3 percentage point) and a decrease in 2017–2018 (-0.4 percentage point) (Figure 41).
- Cumulatively, from 2015–2016 to 2017–2018, a smaller decrease in the attendance rate was found for the Achieve 180 Program, overall, (-0.1 percentage point) when compared to non-Achieve 180 campuses (-0.3 percentage point) and districtwide (-0.2 percentage point) (Figure 41).
- The Primary Group and Tertiary Group showed an increase in the attendance rate in 2016–2017 (0.5 percentage point each), but, like the non-Achieve 180 schools and all other Achieve 180 Program groups, both the Primary Group and Tertiary Group also showed a decrease in 2017–2018 (-0.2 percentage point and -0.3 percentage point, respectively). The Secondary Group (-0.8 percentage point) had the largest decline in attendance rate in 2017–2018 (Figure 41).

Figure 41: Attendance Rates for All HISD Students and by Their Non-Achieve 180 and Achieve 180 Program Affiliation, 2015–2016 through 2017–2018

Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// at the Y-axis indicates the numbers are truncated to begin at 90.0.

- Cumulatively, from 2015–2016 to 2017–2018, only the Primary Group (0.3 percentage point) and Tertiary Group (0.2 percentage point) showed an increase in attendance rate, while all other Achieve 180 Program treatment groups showed a decline (Secondary Group, -1.3 percentage points and Superintendent's Schools, -0.8 percentage point) (Figure 41).
- Figure 42** depicts chronic absence rates for all HISD students and for students by their non-Achieve 180 and Achieve 180 Program affiliation for 2015–2016 through 2017–2018. Districtwide and non-Achieve 180 rates ranged from lows of 8.3 and 6.8 percent, respectively, in 2016–2017, to highs of 13.0 percent and 11.2 percent, respectively, in 2015–2016. Achieve 180 Program chronic absence rates were higher, overall, and ranged from a low of 15.8 percent in 2016–2017 to a high of 21.4 percent in 2015–2016.

Figure 42: Chronic Absence Rates for All HISD Students and by Their Non-Achieve 180 and Achieve 180 Program Affiliation, 2015–2016 through 2017–2018

Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

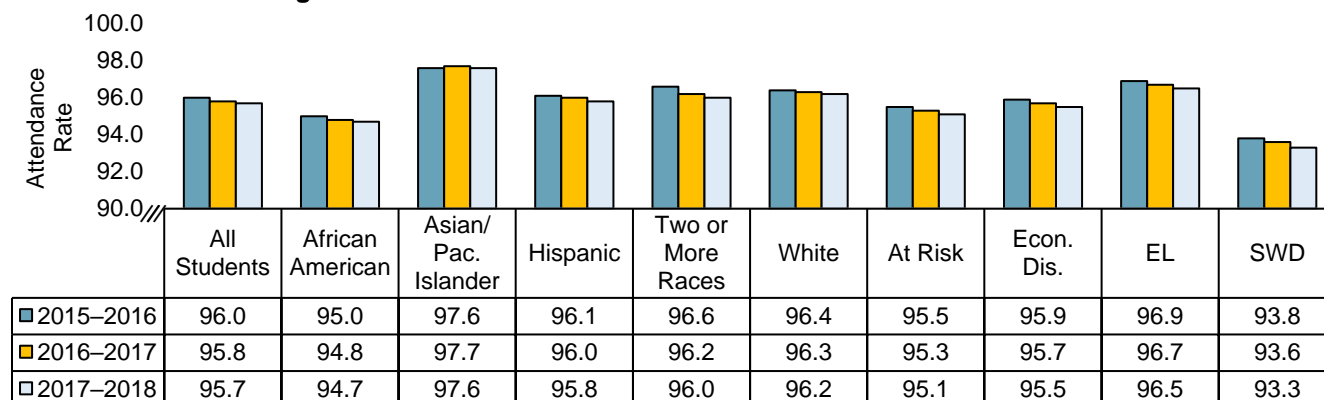
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation.

- Though the Achieve 180 Program chronic absence rate, overall, was nearly twice the size of the non-Achieve 180 rate in 2015–2016, and was more than twice the size of non-Achieve 180 rates in 2016–2017 and in 2017–2018, a smaller performance gap was found between the chronic absence rates for the non-

Achieve 180 and the Achieve 180 Program students in 2017–2018 (8.9 percentage-point gap) than in 2015–2016 (10.2 percentage-point gap) (Figure 42, p. 61).

- Districtwide, non-Achieve 180, and Achieve 180 Program chronic absence rates decreased more in 2016–2017 than they increased in 2017–2018, resulting in lower 2017–2018 chronic absence rates than 2015–2016 chronic absence rates (Figure 42).
- Cumulatively, from 2015–2016 to 2017–2018, a larger decrease in the chronic absence rate was found for Achieve 180 Program students, overall, (-4.9 percentage points) when compared to non-Achieve 180 students (-3.6 percentage points) and students districtwide (-3.9 percentage points) (Figure 42).
- Except for the Primary Group, with a 0.6 percentage-point decrease in chronic absence rates from 2016–2017 to 2017–2018, all other Achieve 180 program treatment groups showed an increase from 2016–2017 to 2017–2018 (Figure 42).
- For Achieve 180 Program treatment groups, the Tertiary Group (8.0 percentage points), showed the largest decrease in chronic absence rates from 2015–2016 to 2017–2018, followed by the Primary Group (4.1 percentage points), Superintendent's Schools (3.7 percentage points), and Secondary Group (1.8 percentage points) (Figure 42).
- **Figure 43** (p. 63) and **Figure 44** (p. 63) depict students' 2015–2016 through 2017–2018 attendance rates for non-Achieve 180 and Achieve 180 Program students, respectively, for all students and by students' race/ethnicity and at risk, economic disadvantage, English learners (EL), and special education students with disabilities (SWD) status. The results show Achieve 180 attendance rates were lower than non-Achieve 180 students in every student group each year tracked, except Asian/Pacific Islander students in 2017–2018 and white students and students of two or more races in each year tracked. (See **Appendix H, Table H-1 through Table H-3**, p. 190–192 for campus-level results.)
- Each year, non-Achieve 180 attendance rates were lowest for SWD (ranging from 93.3 percent in 2017–2018 to 93.8 percent in 2015–2016) and African American students (ranging from 94.7 percent in 2017–2018 to 95.0 percent in 2015–2016). Non-Achieve 180 attendance rates were highest for Asian/Pacific Islander students (ranging from 97.6 percent in 2015–2016 and in 2017–2018 to 97.7 percent in 2016–2017). This compared to Achieve 180 Program attendance rates, which were lowest for SWD (ranging from 91.3 percent in 2015–2016 to 91.9 percent in 2016–2017), at risk (ranging from 91.9 percent in 2015–2016 to 92.6 percent in 2016–2017), and African American (ranging from 92.2 percent in 2017–2018 to 92.6 percent in 2016–2017) students than for students in the other identified groups each year tracked. Achieve 180 Program attendance rates were highest for white students each year tracked (ranging from 98.8 percent in 2017–2018 to 99.1 percent in 2016–2017).
- Performance gaps were smaller between non-Achieve 180 and Achieve 180 Program students in 2017–2018 than they were in 2015–2016 for all identified student groups, except for white students, who had higher attendance rates for students enrolled in the Achieve 180 Program than for students enrolled in non-Achieve 180 campuses each year (Figure 43 and Figure 44).

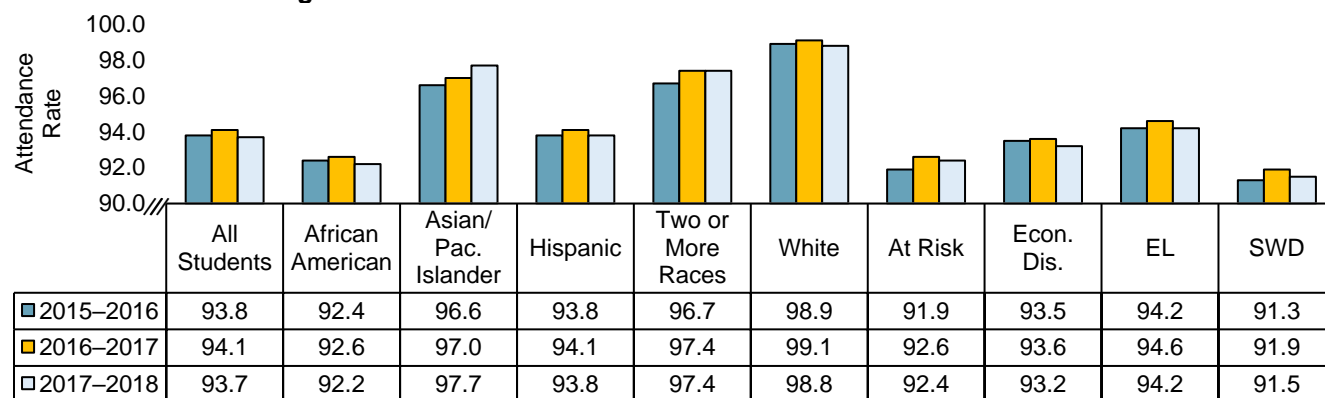
Figure 43: Non-Achieve 180 Students' Attendance Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. ///on the Y-axis indicates the numbers are truncated to begin at 90.0.

Figure 44: Achieve 180 Program Students' Attendance Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

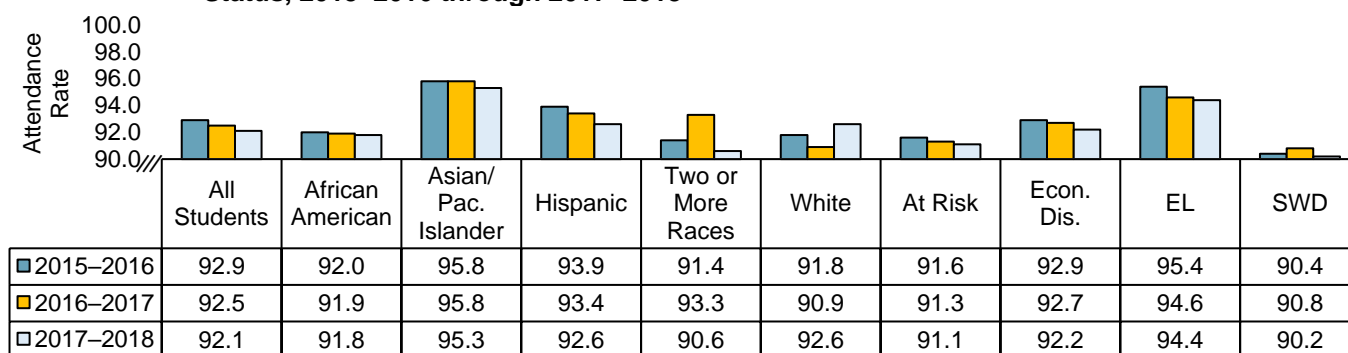
Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. ///on the Y-axis indicates the numbers are truncated to begin at 90.0.

- Each year, the largest performance gap in which non-Achieve 180 students had better attendance rates than Achieve 180 Program students was between at-risk students (with a 3.6 percentage-point difference in 2015–2016 and a 2.7 percentage-point difference in 2016–2017 and 2017–2018) (Figure 43 and Figure 44).
- Figure 45** through **Figure 48** (pp. 64–66) depict Achieve 180 Program students' 2015–2016 through 2017–2018 attendance rates by treatment group for all students and by students' race/ethnicity, at risk, economic disadvantage, English learners (EL), and special education students with disabilities (SWD) status. Results show the group with the highest Achieve 180 Program attendance rate in each year tracked was for Primary Group white students (99.6 percent, 99.7 percent, and 99.5 percent, respectively), while the group with the

lowest attendance rates across the same years was Superintendent's Schools SWD (90.4 percent in 2015–2016, 90.8 percent in 2016–2017, and 90.2 percent in 2017–2018).

- For Superintendent's Schools students, the highest attendance rate in each year tracked was for Asian/Pacific Islander students and the lowest attendance rate in each year tracked was for SWD (Figure 45).
- From 2015–2016 to 2017–2018, in the Superintendent's Schools, only the white students' attendance rate improved (0.8 percentage point), while all other rates for the identified groups declined, ranging from a decline of 0.2 percentage point for African American students and SWD, to a decline of 1.3 percentage points for Hispanic students (Figure 45).

Figure 45: Superintendent's Schools Students' Attendance Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018

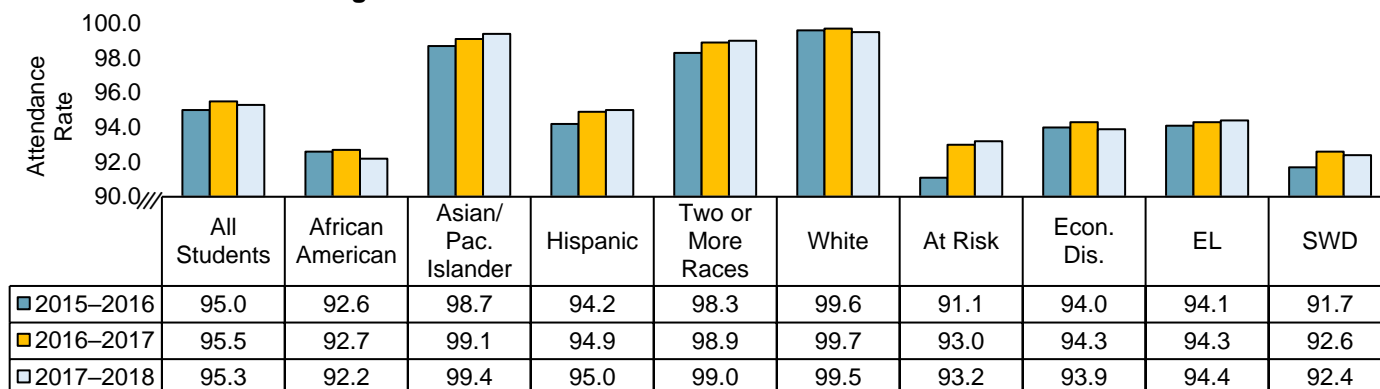


Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// on the Y-axis indicates the numbers are truncated to begin at 90.0.

- For Primary Group students, the highest attendance rate in each year tracked was for white students, while the lowest attendance rate in each year tracked was for at-risk students (in 2015–2016) and SWD (in 2016–2017 and 2017–2018) (Figure 46, p. 65).
- From 2015–2016 to 2017–2018, the Primary Group's attendance rates improved for most groups, ranging from an increase of 0.3 percentage point for EL students to an increase of 2.1 percentage points for at-risk students. The groups that saw declines were white students, with a decline of 0.1 percentage point, economically disadvantaged students, also with a decline of 0.1 percentage point, and African American students, with a decline of 0.4 percentage point (Figure 46).

Figure 46: Primary Group Students' Attendance Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018

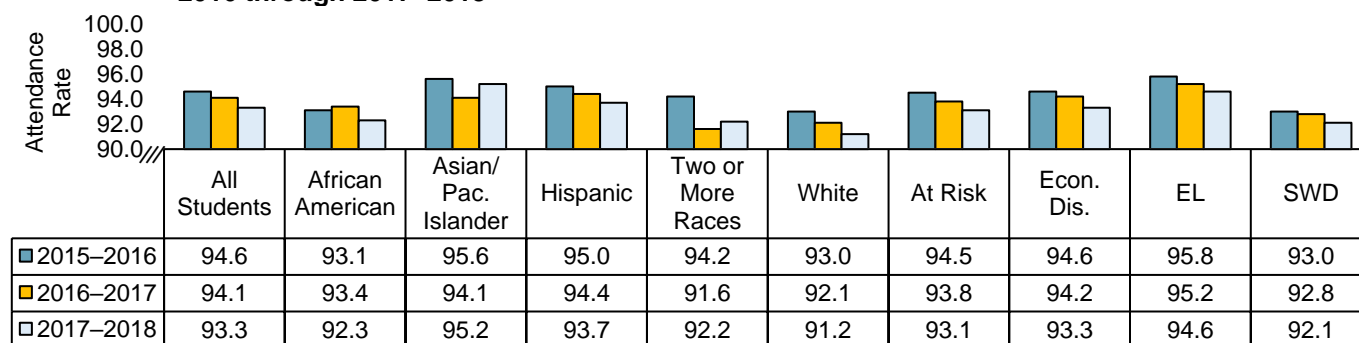


Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// on the Y-axis indicates the numbers are truncated to begin at 90.0.

- For Secondary Group students, EL students recorded the highest attendance rate in 2015–2016 and 2016–2017 and Asian/Pacific Islander students achieved the highest rate in 2017–2018, while the lowest attendance rates were for white students and SWD in 2015–2016, students of two or more races in 2016–2017, and white students in 2017–2018 (**Figure 47**).
- From 2015–2016 to 2017–2018, Secondary Group students' attendance rates declined for each identified student group, with decreases ranging from 0.4 percentage point for Asian/Pacific Islander students to 2.0 percentage points for students of two or more races (Figure 47).

Figure 47: Secondary Group Students' Attendance Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



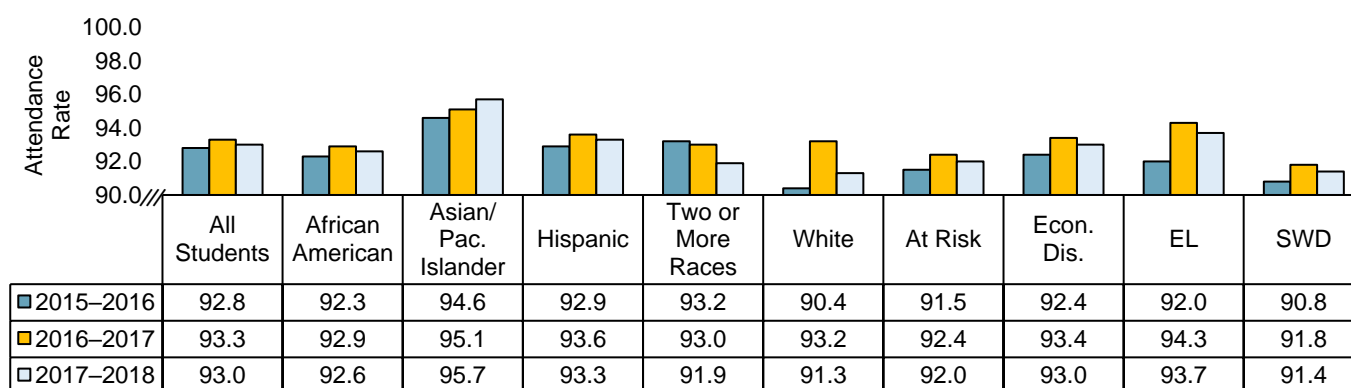
Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// on the Y-axis indicates the numbers are truncated to begin at 90.0

- For the Tertiary Group, the highest attendance rate in each year tracked was for Asian/Pacific Islander students, while the lowest attendance rates, by year, were for white students (in 2015–2016 and 2017–2018) and SWD (in 2016–2017) (Figure 48, p. 66).

- From 2015–2016 to 2017–2018, the Tertiary Group students' attendance rates improved for all but one group, with a range of 0.3 percentage point for African American students to 1.7 percentage points for EL students. The single decline was 1.3 percentage points for students of two or more races (Figure 48).

Figure 48: Tertiary Group Students' Attendance Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



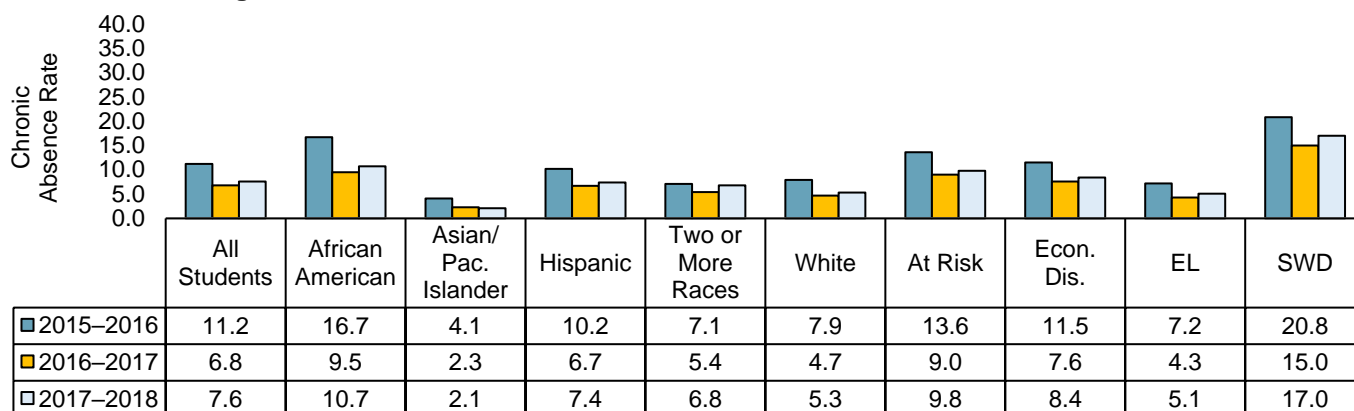
Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. /// on the Y-axis indicates the numbers are truncated to begin at 90.0

- Figure 49 and Figure 50** (p. 67) depict students' 2015–2016 through 2017–2018 chronic absence rates for non-Achieve 180 and Achieve 180 Program students, respectively, for all students and by students' race/ethnicity and at risk, economic disadvantage, English learners (EL), and special education students with disabilities (SWD) status. Achieve 180 students' chronic absence rates were higher than non-Achieve 180 students' rates for every student group each year tracked, except white students. (See Appendix H, **Table H-4 through Table H-6**, p. 193–195 for campus-level results.)
- Results show non-Achieve 180 chronic absence rates were highest for SWD in all three years, with rates of 20.8 percent in 2015–2016, 15.0 percent in 2016–2017, and 17.0 percent in 2017–2018. The group with the next highest chronic absence rates was African American students, with rates of 16.7 percent, 9.5 percent, and 10.7 percent across the same three years. The group with the lowest chronic absence rates was Asian/Pacific Islanders with rates of 4.1 percent in 2015–2016, 2.3 percent in 2016–2017, and 2.1 percent in 2017–2018 (Figure 49).
- Achieve 180 Program chronic absence rates were also highest for SWD, with 31.0 percent chronically absent in 2015–2016, 23.9 percent in 2016–2017, and 24.0 percent in 2017–2018. The percentages were lowest for white students, with rates of 3.7 percent, 2.2 percent, and 2.5 percent across the same years (Figure 50).
- Among Achieve 180 students and non-Achieve 180 students, only Asian/Pacific Islander students showed an improvement in their chronic absence rates from 2016–2017 to 2017–2018, with improvements of 0.2 percentage point for students in non-Achieve 180 campuses and 3.2 percentage points for students in Achieve 180 schools (Figure 49 and Figure 50).

- Non-Achieve 180 chronic absence rates improved from 2015–2016 to 2017–2018 for all identified student groups, with the largest improvement, 6.0 percentage points, among African American students, followed by students at risk and SWD (improvements of 3.8 percentage points each). Achieve 180 Program chronic absence rates also improved for all groups, with the largest improvements among students at risk, an improvement of 7.6 percentage points, followed by SWD with an improvement of 7.0 percentage points (Figure 49 and Figure 50).

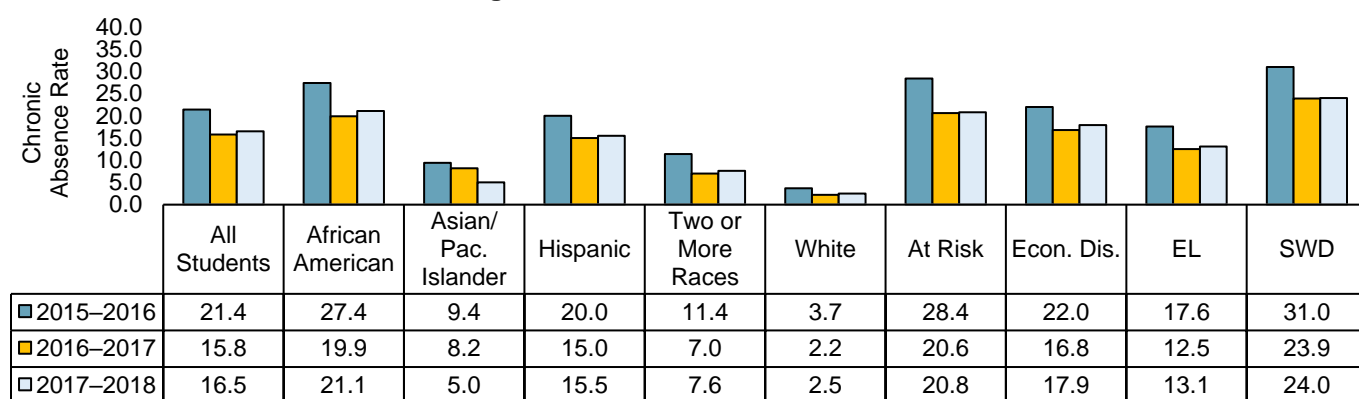
Figure 49: Non-Achieve 180 Students' Chronic Absence Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure 50: Achieve 180 Program Students' Chronic Absence Rates by Affiliation and by Race/Ethnicity, At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



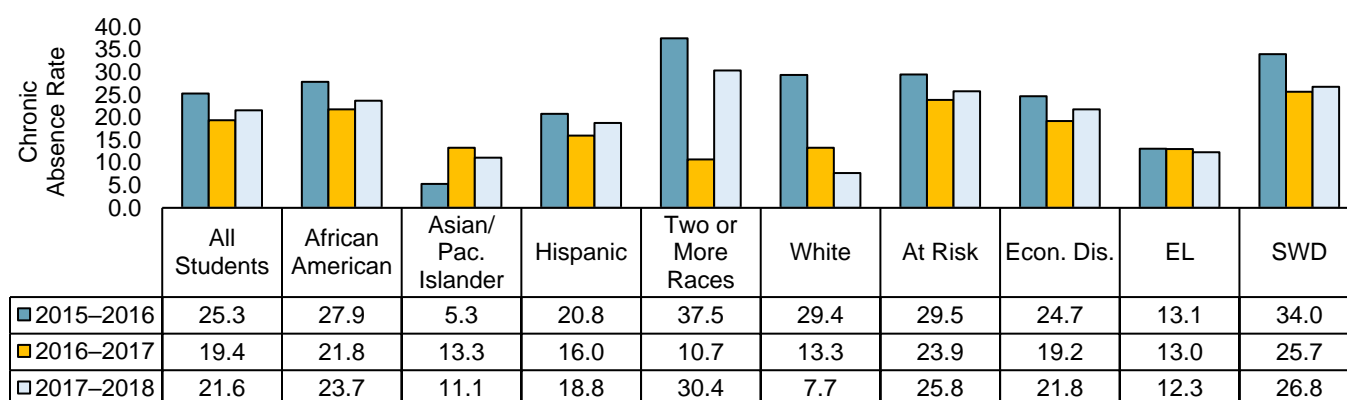
Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

- Performance gaps in chronic absence rates between non-Achieve 180 students and Achieve 180 Program students were smaller in 2017–2018 than they were in 2015–2016 for all identified student groups (Figure 49 and Figure 50).

- Each year, the largest performance gap between non-Achieve 180 and Achieve 180 Program students' chronic absence rates was among at-risk students, ranging from 11.0 percentage points in 2017–2018 to 14.8 percentage points in 2015–2016, while the smallest performance gap between non-Achieve 180 and Achieve 180 Program students across the three years was among students of two or more races, ranging from 0.8 percentage point in 2017–2018 to 4.3 percentage points in 2015–2016 (Figure 49 and Figure 50, p. 67).
- Figure 51** through **Figure 54** (pp.68–70) depict Achieve 180 Program students' 2015–2016 through 2017–2018 chronic absence rates by treatment group for all students and by students' race/ethnicity and at risk, economic disadvantage, English learners (EL), and special education students with disabilities (SWD) status. Overall, the students in the Primary Group had the lowest chronic absence rates of students in any of the treatment groups in each of the three years tracked.

Figure 51: Superintendent's Schools Students' Chronic Absence Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



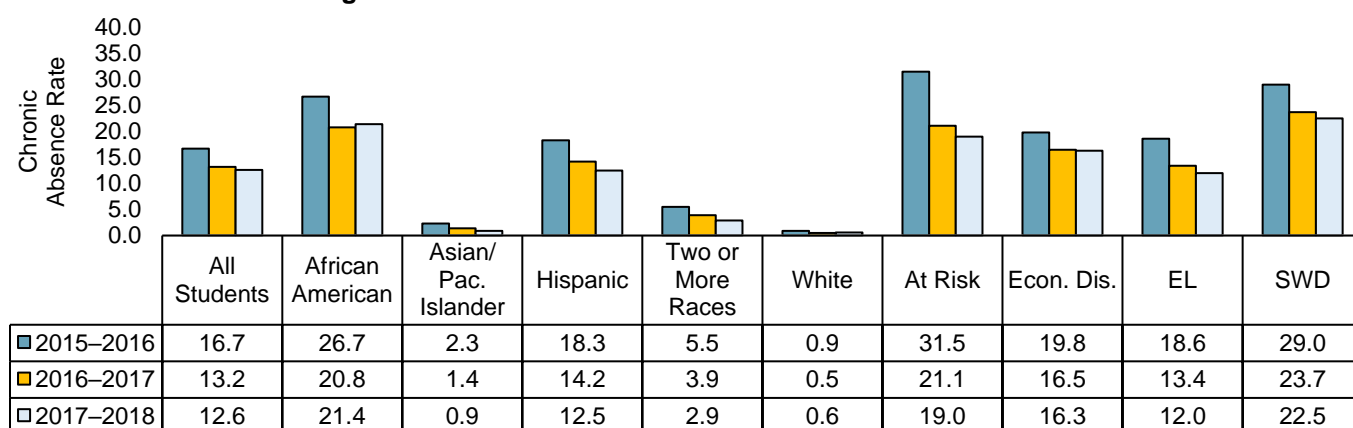
Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

- The lowest Achieve 180 Program chronic absence rate in each year tracked was for Primary Group white students (0.9 percent, 0.5 percent, and 0.6 percent, respectively). The highest 2015–2016 chronic absence rate was 37.5 percent for Superintendent's Schools' students of two or more races, the highest 2016–2017 chronic absence rate was 28.0 percent for the Secondary Group's white students, and the highest 2017–2018 chronic absence rate was 30.4 percent for the Superintendent's Schools' students of two or more races.
- For Superintendent's Schools, the lowest chronic absence rate in each year tracked was for Asian/Pacific Islander students (5.3 percent) in 2015–2016, students of two or more races (10.7 percent) in 2016–2017, and white students (7.7 percent) in 2017–2018. The highest chronic absence rate among Superintendent's Schools students' in each year tracked was for students of two or more races (37.5 percent) in 2015–2016, SWD (25.7 percent) in 2016–2017, and students of two or more races (30.4 percent) in 2017–2018 (Figure 51).

- From 2015–2016 to 2017–2018, except for Asian/Pacific Islanders, the chronic absence rate for Superintendent's Schools students in each identified group improved, with decreases ranging from 0.8 percentage point (English learners) to 21.7 percentage points (white students). Of all the groups reported for Superintendent's Schools, only white students and English learners showed improvements in chronic absence rates each year from 2015–2016 to 2017–2018 (Figure 51, p. 68).
- For Primary Group students, white students had the lowest chronic absence rate for each year tracked, while the highest chronic absence rate was for at-risk students in 2015–2016 and for SWD in 2016–2017 and 2017–2018 (**Figure 52**).
- Among Primary Group students, all identified groups showed improvements in their chronic absence rates between 2015–2016 and 2017–2018, ranging from 0.3 percentage point for white students to 12.5 percentage points for at-risk students. Further, except for African American and white students, all identified groups showed an improvement in their chronic absence rates each year from 2015–2016 to 2017–2018 (Figure 52).

Figure 52: Primary Group Students' Chronic Absence Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018

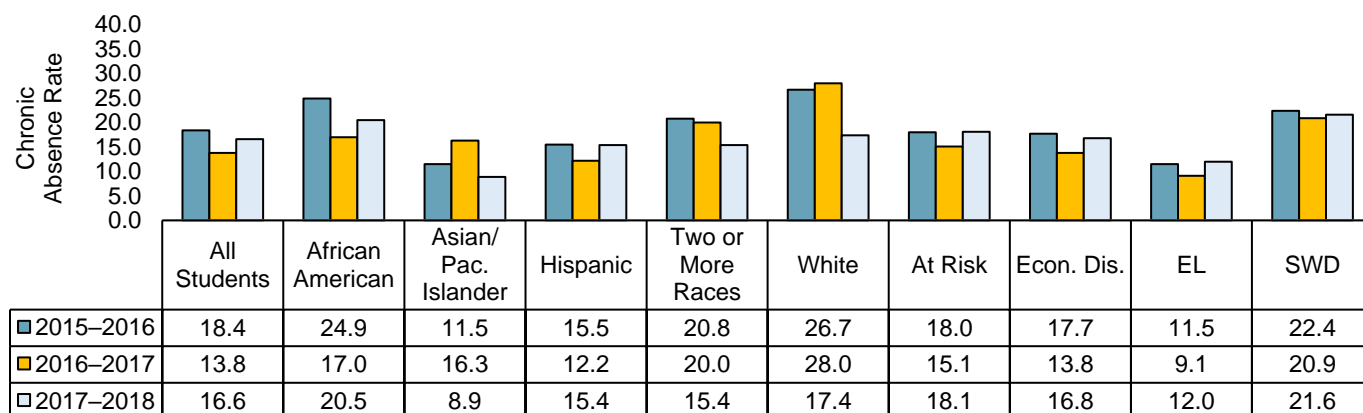


Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

- For Secondary Group students, the lowest chronic absence rate in 2015–2016 was for Asian/Pacific Islander and EL students at 11.5 percent, in 2016–2017, the lowest rate was for EL at 9.1 percent, and, in 2017–2018, the lowest rate was for Asian/Pacific Islanders at 8.9 percent. The highest chronic absence rate was for white students in 2015–2016 (26.7 percent) and in 2016–2017 (28.0 percent), and for SWD in 2017–2018 (21.6 percent) (**Figure 53**, p. 70).
- From 2015–2016 to 2017–2018, the Secondary Group students' chronic absence rate improved for each student group except for at-risk students, with an increase of 0.1 percentage point, and English learners, with an increase of 0.5 percentage point. Improvements ranged from 0.1 percentage point for Hispanic students to 9.3 percentage points for white students. Of all the student groups, only students of two or more races showed decreases in chronic absence rates each of the three years tracked (Figure 53).

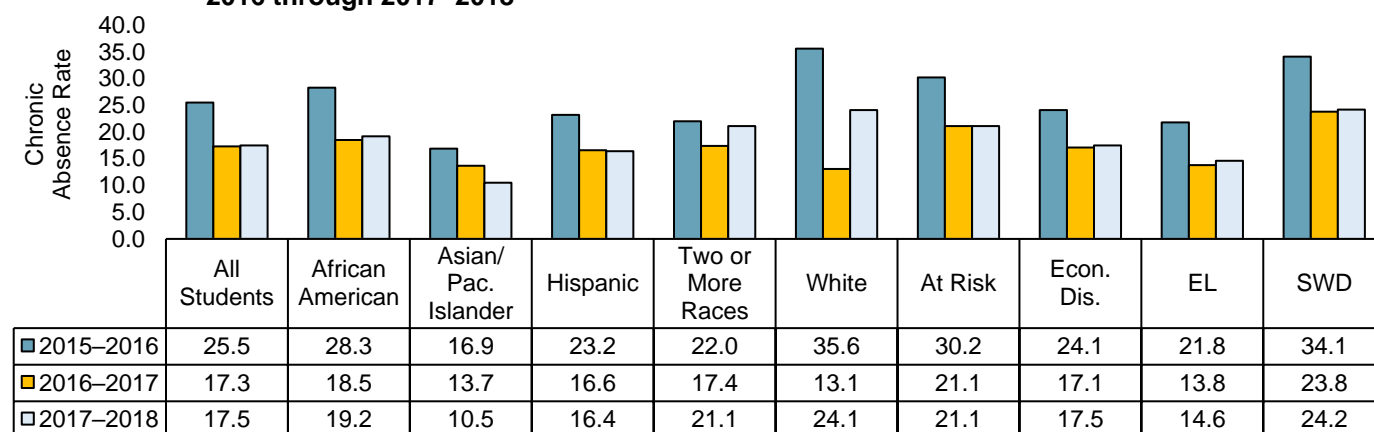
Figure 53: Secondary Group Students' Chronic Absence Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

Figure 54: Tertiary Group Students' Chronic Absence Rates by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2015–2016 through 2017–2018



Source: PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018

Note: The chronic absence rate is the total number of students absent 10 percent or more of school days they are enrolled in the campus divided by the total number of students in membership in the campus 83% or more of the school year. Students in all grades are included in the calculation.

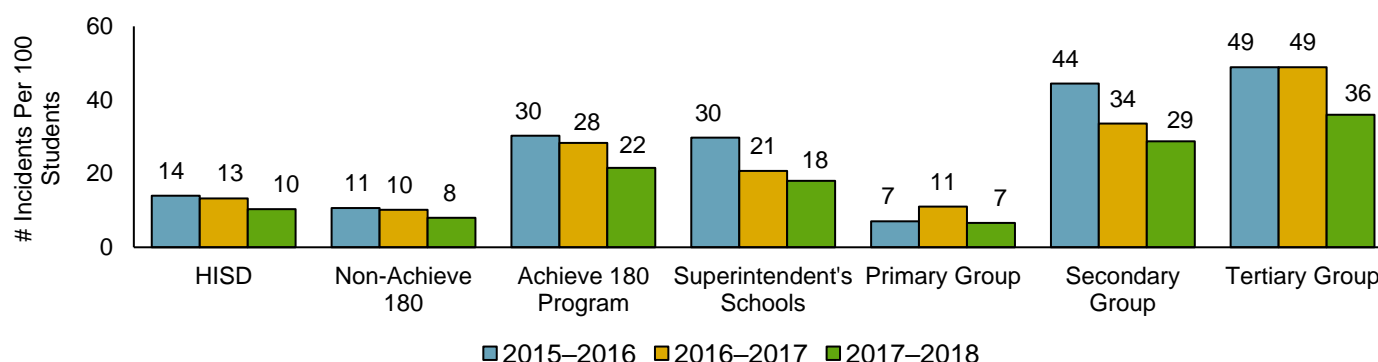
- For Tertiary Group students, the lowest chronic absence rate in 2015–2016 and 2017–2018 was for Asian/Pacific Islander students, 16.9 percent and 10.5 percent respectively, and in 2016–2017, the lowest rate was for white students, at 13.1 percent. The highest chronic absence rate was for white students in 2015–2016, 35.6 percent, and for SWD in 2016–2017, at 23.8 percent, and 2017–2018, at 24.2 percent (Figure 54).
- Among Tertiary Group students, only Hispanic (-0.2 percentage points) and Asian/Pacific Islander (-3.2 percentage points) students showed an improvement in their chronic absence rate from 2016–2017 to 2017–2018, while the other identified groups remained the same or showed increases (Figure 54).

- From 2015–2016 to 2017–2018, all the chronic absence rates for student groups in the Tertiary Group improved, with a range of 0.9 percentage point for students of two or more races to 11.5 percentage points for white students. Of all the student groups, only Asian/Pacific Islanders and Hispanic students showed improvements in their chronic absence rates each year from 2015–2016 to 2017–2018 (Figure 54, p. 70).

Disciplinary Actions

- Figure 55** depicts the number of in-school suspensions (ISS) per 100 students for all HISD students and by their non-Achieve 180 and Achieve 180 Program affiliation for 2015–2016 through 2017–2018. Achieve 180 Program students had higher numbers of ISS per 100 students than did non-Achieve 180 students, with the gap closing each year.
- The number of ISS per 100 students decreased each year from 2015–2016 to 2017–2018 for all groups except the Tertiary Group, which had the highest number of ISS per 100 students each year, and the Primary Group, which had the lowest number of ISS per 100 students in 2015–2016 and 2017–2018. (See Appendix H, **Table H-7**, p. 196 for campus level results.)

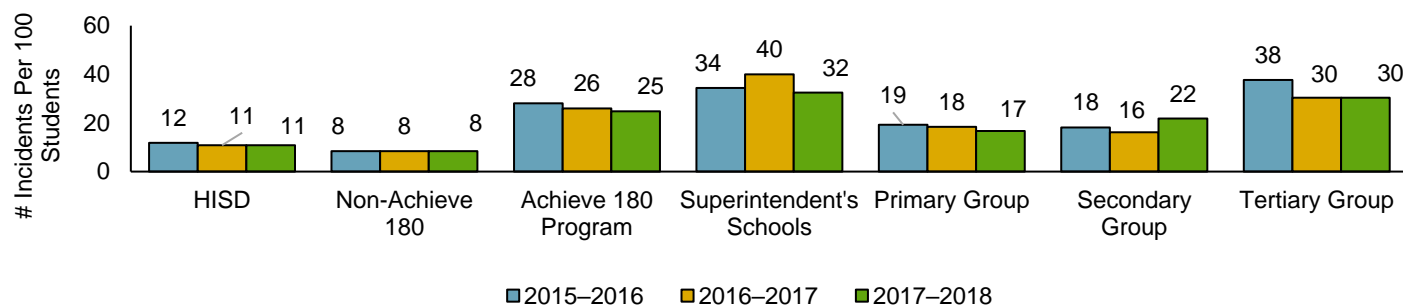
Figure 55: Number of HISD In-School Suspensions Per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2015–2016 through 2017–2018



Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2015–2016, 2016–2017, and 2017–2018.

Note: Results reflect the number of incidents per 100 students. Non-Achieve 180-2015–2016 N=18,931; 2016–2017 N=18,130; 2017–2018 N=14,122. Achieve 180 Program-2015–2016 N=11,203; 2016–2017 N=10,477; 2017–2018 N=7,957

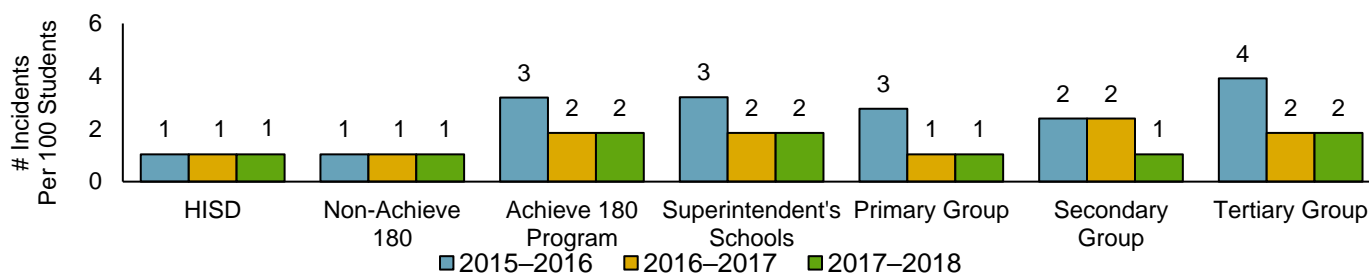
- Shown in **Figure 56** (p. 72), which depicts the number of out-of-school suspensions (OSS) per 100 students for all HISD students and by their non-Achieve 180 and Achieve 180 Program affiliation for 2015–2016 through 2017–2018, the number of OSS per 100 students was higher among Achieve 180 Program students than it was among non-Achieve 180 students, with the gap closing each year. The trend was particularly evident in Superintendent's Schools and in the Tertiary Group.
- From 2015–2016 to 2017–2018, the number of OSS per 100 students declined each year for Achieve 180 Program schools overall, and for the Primary Group. In the same time period, the OSS rate for non-Achieve 180 students remained constant at eight OSS per 100 students. For the remaining Achieve 180 treatment groups, both the Superintendent's Schools and the Tertiary Group saw declines in the number of OSS per 100 students from 2015–2016 to 2017–2018, from 34 to 32 OSS per 100 students for Superintendent's Schools and from 38 to 30 OSS per 100 students for Tertiary Group campuses, while the Secondary Group saw an increase, from 18 to 22 OSS per 100 students, in the same time span (Figure 56). (See Appendix H, **Table H-7**, p. 196, for campus level results.)

Figure 56: Number of HISD Out-of-School Suspensions Per 100 Students by Non-Achieve 180 and Achieve 180 Program Affiliation, 2015–2016 through 2017–2018

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2015–2016, 2016–2017, and 2017–2018.

Note: Results reflect the number of incidents per 100 students. Non-Achieve 180-2015–2016 N=14,972; 2016–2017 N=13,774; 2017–2018 N=13,846. Achieve 180 Program-2015–2016 N=10,383; 2016–2017 N=9,597; 2017–2018 N=9,144.

- **Figure 57** depicts the number of Disciplinary Alternative Education Program (DAEP) referrals per 100 students for all students districtwide and by their non-Achieve 180 and Achieve 180 Program affiliation for 2015–2016 through 2017–2018. The rate of DAEP referrals among Achieve 180 Program students was three times higher than the rate of DAEP referrals among non-Achieve 180 students in 2015–2016, with the gap closing from 2015–2016 to 2016–2017. In 2016–2017 and 2017–2018, this gap was reduced to twice the number of DAEP referrals among Achieve 180 Program students when compared to non-Achieve 180 students.
- The number of DAEP referrals per 100 students decreased from 2015–2016 to 2017–2018 for all Achieve 180 Program treatment groups, while the rate remained constant for the district overall, and for non-Achieve 180 students.
- The decrease in the number of DAEP referrals per 100 students from 2015–2016 to 2016–2017 was largest for the Primary Group and Tertiary Group schools. From 2016–2017 to 2017–2018, the Secondary Group had a decrease in the rate of DAEP referrals, while the rates for all other Achieve 180 treatment groups remained constant (Figure 57). (Appendix H, Table H-7, p. 196 for campus results.)

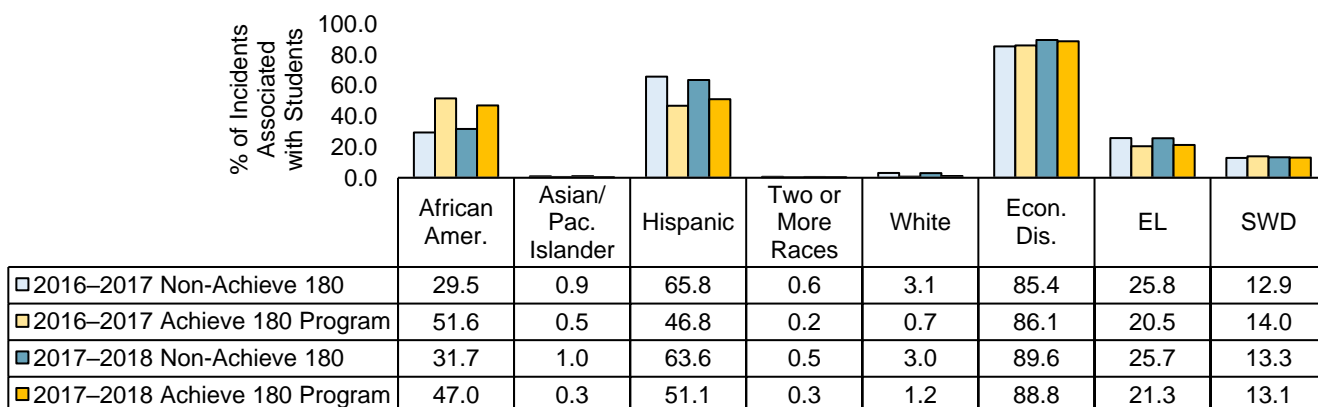
Figure 57: Number of DAEP Referrals Per 100 Students in HISD by Non-Achieve 180 and Achieve 180 Program Affiliation, 2015–2016 through 2017–2018

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2015–2016, 2016–2017, and 2017–2018.

Notes: Results reflect the number of incidents per 100 students. DAEP referrals denote referrals to DAEP. Non-Achieve 180-2015–2016 N=1,841; 2016–2017 N=1,497; 2017–2018 N=1,061. Achieve 180 Program-2015–2016 N=1,179; 2016–2017 N=683; 2017–2018 N=658.

- Additional data showed the number of expulsions to the Texas Juvenile Justice Alternative Education Program (JJAEP) system was constant at less than one per 100 students from 2015–2016 through 2017–2018 for each group of HISD students, regardless of their non-Achieve 180 and Achieve 180 Program affiliation. (See Appendix H, Table H-7, p. 196 for campus results.)
- The proportions of 2016–2017 and 2017–2018 disciplinary actions associated with students by their demographic group affiliation (i.e., race/ethnicity, and at risk, economic disadvantage, English learners (EL), and special education students with disabilities (SWD) status) are presented in **Figure 58** through **Figure 65** (pp. 73–85). The difference between the percentage of disciplinary actions associated with each demographic group and each group's proportion of student enrollment was used to determine if each demographic group was equally, under-, or overrepresented among students for whom disciplinary action was taken. Provided in Appendix H, **Table H-8** through **Table H-15** (pp. 197–208) of this report for HISD, non-Achieve 180, Achieve 180 Program, and Achieve 180 Program treatment groups for 2016–2017 and 2017–2018 are the percentages of disciplinary actions associated with each demographic group, the difference between the 2016–2017 and 2017–2018 percentages of disciplinary actions associated with each demographic group, the demographic groups' percentage of enrolled students, and the percentage-point difference between the latter two. When considered by students' demographic proportions, African American students, economically-disadvantaged students, and SWD students were overrepresented in the proportion of in-school suspensions both years. Also, non-Achieve 180 Hispanic students in 2016–2017 and Achieve 180 Program Hispanic students in 2017–2018 were overrepresented among students who received in-school suspensions. (**Figure 58**; Appendix H, Table H-8, p. 197).
- Non-Achieve 180 African American students, who comprised 20.8 percent of the enrolled non-Achieve 180 students in 2016–2017, received 29.5 percent of the in-school suspensions that year, an overrepresentation of 8.7 percentage points. The following year, in 2017–2018, African American students comprised 20.9 percent of students enrolled in non-Achieve 180 schools, but they received 31.7 percent of the in-school suspensions, an overrepresentation by 10.8 percentage points (Figure 58; Appendix H, **Table H-8**, p. 197). For non-Achieve 180 African American students, overrepresentation in receiving ISS increased between 2016–2017 and 2017–2018.

Figure 58: Percentage of In-School Suspensions Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018

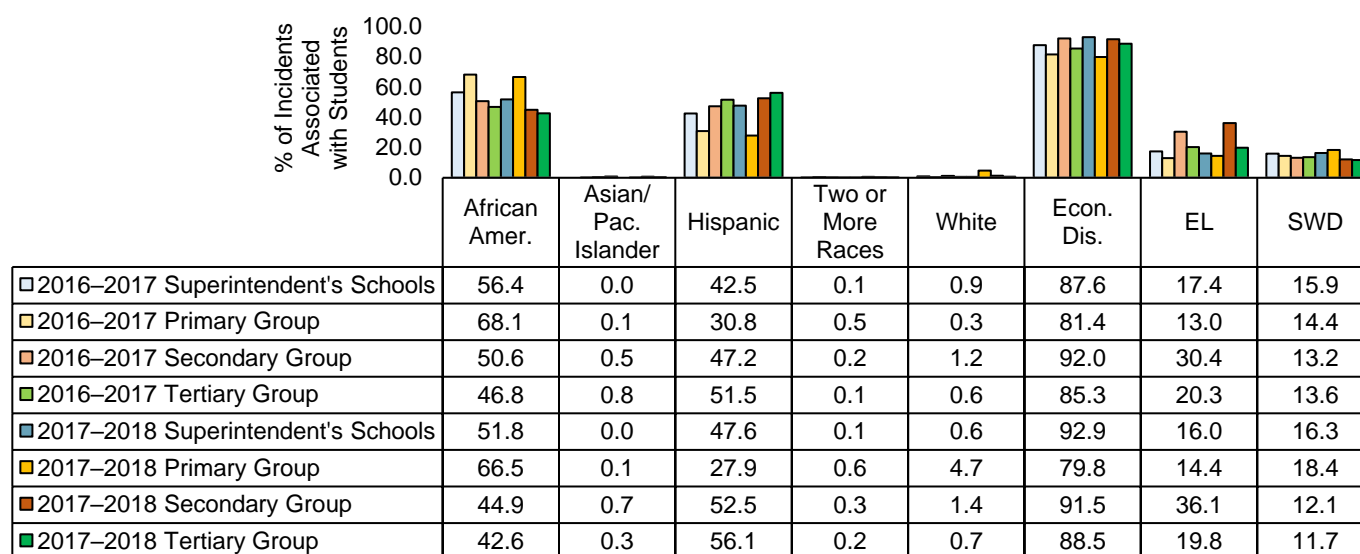


Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.
 Note: Results reflect the number of incidents students. Non-Achieve 180-2016–2017 N=18,130; 2017–2018 N=14,122.
 Achieve 180 Program-2016–2017 N=10,477; 2017–2018 N=7,957.

- Achieve 180 Program African American students received 51.6 percent of the in-school suspensions while comprising 39.0 percent of enrolled African American Achieve 180 students in 2016–2017, an overrepresentation of 12.6 percentage points. The following year, in 2017–2018, African American Achieve 180 students received 47.0 percent of the in-school suspensions while comprising 39.2 percent of the enrolled African American Achieve 180 Program students, an overrepresentation of 7.8 percentage points (Figure 58, p. 73; Appendix H, Table H-8, p. 197). African American Achieve 180 students' overrepresentation in receiving in-school suspensions decreased between 2016–2017 and 2017–2018.
- Non-Achieve 180 Hispanic students received 65.8 percent of the in-school suspensions while comprising 65.0 percent of the enrollments in 2016–2017 and in 2017–2018, so they were overrepresented in the rate of ISS they received, by 0.8 percentage point. In 2017–2018, while comprising 64.4 percent of the enrollments, they received 63.6 percent of the ISS, becoming underrepresented, by 0.8 percentage point, in the proportion of ISS they received (Figure 58, Appendix H, Table H-8).
- Achieve 180 Program Hispanic students, who comprised 49.0 percent of the 2016–2017 enrollments, received 46.8 percent of the in-school suspensions, so were underrepresented by 2.2 percentage points in receiving ISS. In 2017–2018, they comprised 49.7 percent of the enrollments at Achieve 180 Program schools, and received 51.1 percent of the ISS, becoming overrepresented by 1.4 percentage points in receiving ISS (Figure 58; Appendix H, Table H-8).
- Non-Achieve 180 economically-disadvantaged students received 85.4 percent of the in-school suspensions while comprising 76.8 percent of the non-Achieve 180 students in 2016–2017 and in 2017–2018 received 89.6 percent of the in-school suspensions while having an enrollment of 74.4 percent of non-Achieve 180 students, which constituted a greater degree of overrepresentation in 2017–2018 (15.2 percentage points) than in 2016–2017 (8.6 percentage points) (Figure 58, Appendix H, Table H-8).
- Achieve 180 Program economically-disadvantaged students received 86.1 percent of the in-school suspensions while they comprised 78.4 percent of the Achieve 180 enrollment in 2016–2017, and they received 88.8 percent of the in-school suspensions while comprising 78.3 percent of Achieve 180 Program enrollment in 2017–2018, which constituted greater overrepresentation in 2017–2018 (10.5 percentage points) than in 2016–2017 (7.7 percentage points) (Figure 58; Appendix H, Table H-8).
- Non-Achieve 180 SWD received 12.9 percent of the in-school suspensions while making up 6.5 percent of the students in 2016–2017, and in 2017–2018 received 13.3 percent of the in-school suspensions while composing 6.5 percent of non-Achieve 180 SWD, which constituted greater overrepresentation in 2017–2018 (6.8 percentage points) than in 2016–2017 (6.4 percentage points) (Figure 58; Appendix H, Table H-8).
- Achieve 180 Program SWD received 14.0 percent of the in-school suspensions while comprising 9.3 percent of the Achieve 180 Program students in 2016–2017, and they received 13.1 percent of the in-school suspensions while making up 9.7 percent the Achieve 180 Program enrollments in 2017–2018, which constituted less overrepresentation in 2017–2018 (3.4 percentage points) than in 2016–2017 (4.7 percentage points) (Figure 58, Appendix H, Table H-8).
- For Achieve 180 Program treatment groups, when considered in relation to students' demographic proportions, African American students, economically-disadvantaged students, and SWD were overrepresented among students who received in-school suspensions in both years tracked, except African American students at Superintendent's Schools both years and economically-disadvantaged students in

the Secondary Group and Tertiary Group in 2016–2017 where they were underrepresented each year. In addition, Superintendent's Schools Hispanic students were overrepresented in both years among students who received in-school suspensions (**Figure 59**; Appendix H, **Figure H-9**, p.198–199).

Figure 59: Percentage of In-School Suspensions Associated with Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status and Treatment Group, 2016–2017 and 2017–2018



Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.

Note: Results reflect the number of incidents. Superintendent's Group-2016–2017 N=1,340; 2017–2018 N=1,205. Primary Group-2016–2017 N=1,477; 2017–2018 N=857. Secondary Group-2016–2017 N=1,620; 2017–2018 N=1,322. Tertiary Group-2016–2017 N=6,040; 2017–2018 N=4,573.

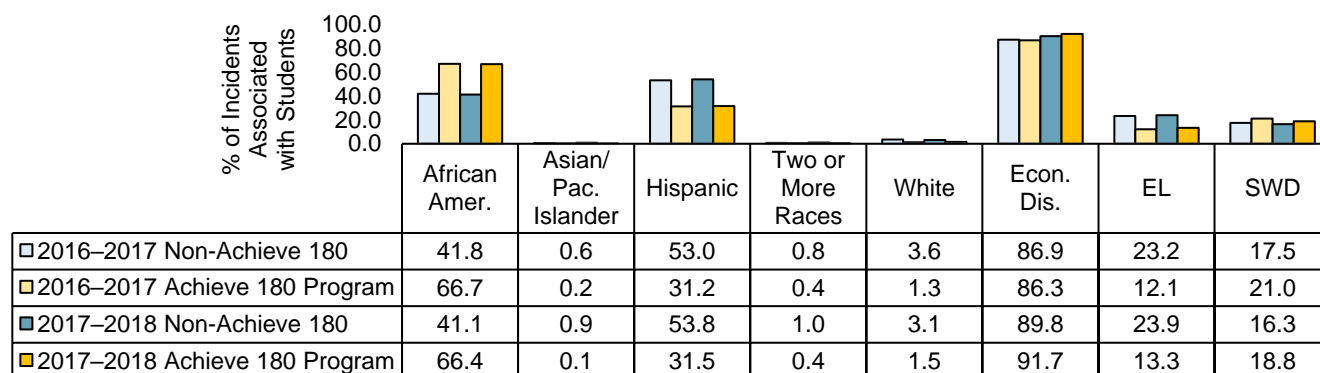
- In 2016–2017, the overrepresentation of Achieve 180 Program African American students among students who received in-school suspensions ranged from 5.2 percentage points (Tertiary Group) to 36.1 percentage points (Primary Group) and, in 2017–2018, the overrepresentation of African American students was lower and ranged from 2.0 percentage points (Tertiary Group) to 33.9 percentage points (Primary Group) (Figure 59; Appendix H, Table H-9).
- Decreases in in-school suspensions from 2016–2017 to 2017–2018 were found for African American students in each treatment group (ranging from 1.6 percentage points in the Primary Group to 5.7 percentage points in the Secondary Group) (Figure 59; Appendix H, Table H-9).
- In 2016–2017, Superintendent's Schools' Hispanic students were overrepresented by 3.2 percentage points among students who received in-school suspensions (representing 42.5% of in-school suspensions and 39.3% of the student population) and in 2017–2018 Superintendent's Schools' Hispanic students were overrepresented 8.1 percentage points (representing 47.6% of in-school suspensions and 39.5% of the student population), indicating greater overrepresentation than in the prior year (Figure 59; Appendix H, Table H-9).
- A decrease in in-school suspensions from 2016–2017 to 2017–2018 was found for Primary Group Hispanic students (2.9 percentage points), while Hispanics in all other treatment groups showed increases, ranging

from 4.6 percentage points (Tertiary Group) to 5.3 percentage points (Secondary Group) (Figure 59; Appendix H, Table H-9, p.198–199).

- In 2016–2017, the overrepresentation of Achieve 180 Program economically-disadvantaged students among students in Achieve 180 Program treatment groups who received in-school suspensions was 1.2 percentage points (Superintendent's Schools) and 19.0 percentage points (Primary Group) and in 2017–2018, the overrepresentation of economically-disadvantaged students ranged from 1.7 percentage points (Tertiary Group) to 17.4 percentage points (Primary Group). Economically-disadvantaged students were underrepresented for Secondary Group and Tertiary Group students in 2016–2017 (Figure 59; Appendix H, Table H-9).
- Decreases in in-school suspensions from 2016–2017 to 2017–2018 were found for Primary and Secondary Group economically-disadvantaged students (1.6 percentage points and 0.5 percentage point, respectively), while increases were found for economically-disadvantaged students in Superintendent's Schools and the Tertiary Group (5.3 percentage points and 3.2 percentage points, respectively) (Figure 59; Appendix H, Table H-9).
- In 2016–2017, the overrepresentation of Achieve 180 Program special education students with disabilities (SWD) among students who received in-school suspensions ranged from 3.5 percentage points (Superintendent's Schools) to 6.9 percentage points (Primary Group) and in 2017–2018, the overrepresentation of SWD ranged from 1.8 percentage points (Tertiary Group) to 10.2 percentage points (Primary Group) (Figure 59; Appendix H, Table H-9).
- Decreases in in-school suspensions from 2016–2017 to 2017–2018 were found for Secondary Group and Tertiary Group SWD (1.1 percentage points and 1.9 percentage points, respectively), while increases were found for SWD in Superintendent's Schools and the Primary Group (0.4 percentage point and 4.0 percentage points, respectively) (Figure 59).
- Other decreases in in-school suspensions were found for Tertiary Group Asian/Pacific Islander students (0.5 percentage point), Superintendent's Schools white students (0.3 percentage point), and Superintendent's Schools and Tertiary Group English learners (1.4 percentage points and 0.5 percentage point, respectively) (Figure 59; Appendix H, Table H-9).
- When considered in relation to students' demographic proportions, African American students, economically-disadvantaged students, and SWD were overrepresented in both years tracked among non-Achieve 180 and Achieve 180 Program students who received out-of-school suspensions (**Figure 60**, p. 77; Appendix H, **Table H-10**, p. 200).
- Non-Achieve 180 African American students received 41.8 percent of the out-of-school suspensions (OSS) while comprising 20.8% of enrolled non-Achieve 180 students in 2016–2017 and received 41.1 percent of the OSS while making up 20.9% of the enrolled students in 2017–2018, which constituted less overrepresentation in 2017–2018 (20.2 percentage points) than in 2016–2017 (21.0 percentage points) (Figure 60; Appendix H, Table H-10).
- Achieve 180 Program African American students received 66.7 percent of the out-of-school suspensions while constituting 39.0% of enrolled Achieve 180 students in 2016–2017 and received 66.4 percent of the OSS while comprising 39.2 percent of the enrolled students in 2017–2018, which constituted less

overrepresentation in 2017–2018 (27.2 percentage points) than in 2016–2017 (27.7 percentage points) (Figure 60; Appendix H, Table H-10, p. 200).

Figure 60: Percentage of Out-School Suspensions Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018



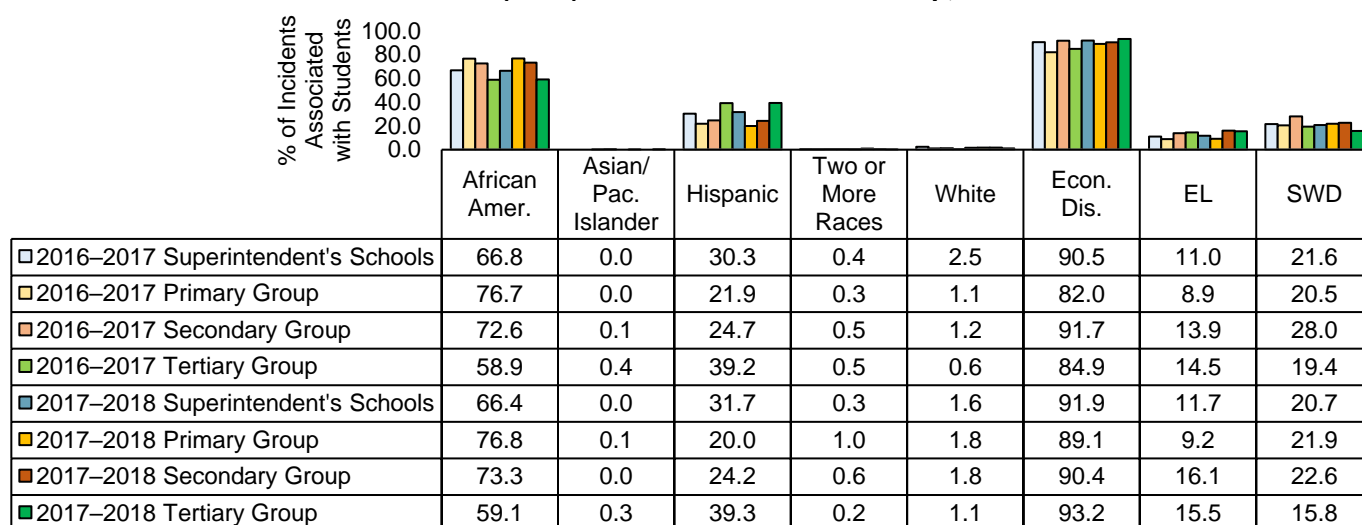
Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.

Note: Results reflect the number of incidents. Non-Achieve 180-2016–2017 N=13,774; 2017–2018 N=13,846. Achieve 180 Program-2016–2017 N=9,597; 2017–2018 N=9,144.

- Non-Achieve 180 economically-disadvantaged students received 86.9 percent of the out-of-school suspensions while comprising 76.8 percent of the non-Achieve 180 students in 2016–2017 and 89.8 percent of the out-of-school suspensions while comprising 74.4 percent of the students in 2017–2018, which constituted greater overrepresentation in 2017–2018 (15.4 percentage points) than in 2016–2017 (10.1 percentage points) (Figure 60; Appendix H, Table H-10).
- Achieve 180 Program economically-disadvantaged students received 86.3 percent of the out-of-school suspensions while comprising 78.4 percent of the Achieve 180 students in 2016–2017 and 91.7 percent of the out-of-school suspensions while comprising 78.3 percent of the students in 2017–2018, which constituted greater overrepresentation in 2017–2018 (13.4 percentage points) than in 2016–2017 (7.9 percentage points) (Figure 60; Appendix H, Table H-10).
- Non-Achieve 180 SWD received 17.5 percent of the out-of-school suspensions while making up 6.5 percent of the students in 2016–2017 and 16.3 percent of the out-of-school suspensions while comprising 6.5 percent of the students in 2017–2018, which constituted less overrepresentation in 2017–2018 (9.8 percentage points) than in 2016–2017 (11.0 percentage points) (Figure 60; Appendix H, Table H-10).
- Achieve 180 Program SWD received 21.0 percent of the out-of-school suspensions while comprising 9.3 percent of the students in 2016–2017 and 18.8 percent of the out-of-school suspensions while comprising 9.7 percent of the students in 2017–2018, which constituted less overrepresentation in 2017–2018 (9.1 percentage points) than in 2016–2017 (11.7 percentage points) (Figure 60; Appendix H, Table H-10).
- When considered in relation to students' demographic proportions by Achieve 180 Program treatment group, African American students and SWD were overrepresented in each group in both years tracked. In addition, economically-disadvantaged students were overrepresented in each group in both years, except the Secondary Group and Tertiary Group in 2016–2017. Further, Superintendent's Schools' white students were overrepresented in both years and students of two or more races/ethnicities in the Secondary and

Tertiary Group in 2016–2017 and in the Secondary Group in 2017–2018 were overrepresented among students for whom out-of-school suspensions occurred (**Figure 61**; Appendix H, Table H-11, pp. 201–202).

Figure 61: Percentage of Out-of-School Suspensions Associated with Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status and Treatment Group, 2016–2017 and 2017–2018



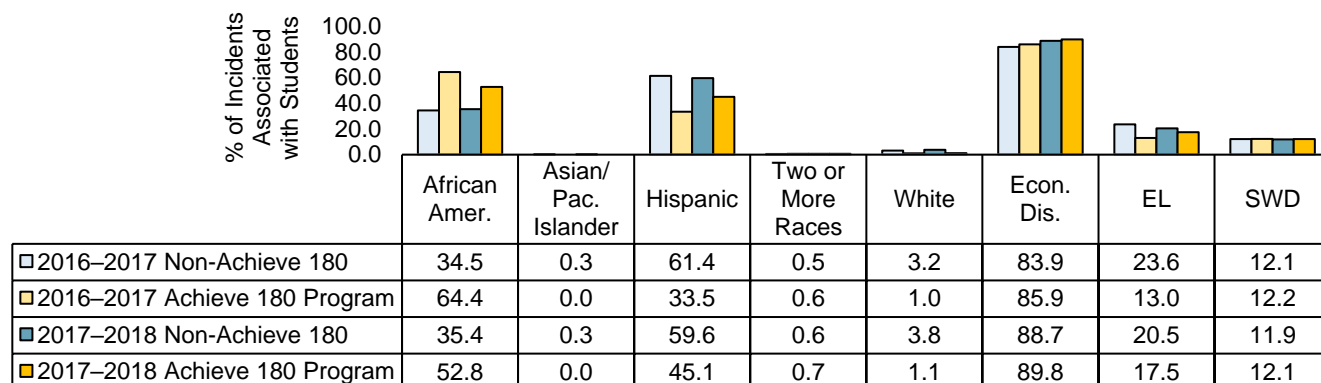
Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.

Note: Results reflect the number of incidents. Superintendent's Group-2016–2017 N=2,616; 2017–2018 N=2,168. Primary Group-2016–2017 N=2,461; 2017–2018 N=2,159. Secondary Group-2016–2017 N=782; 2017–2018 N=1,001. Tertiary Group-2016–2017 N=3,738; 2017–2018 N=3,816.

- In 2016–2017, the overrepresentation of Achieve 180 Program African American students among students who received out-of-school suspensions ranged from 7.9 percentage points (Superintendent's Schools) to 47.4 percentage points (Secondary Group) and in 2017–2018 the overrepresentation of African American students ranged from 7.5 percentage points (Superintendent's Schools) to 47.9 percentage points (Secondary Group) (Figure 61; Appendix H, Table H-11).
- From 2016–2017 to 2017–2018, a decrease in out-of-school suspensions was found for Superintendent's Schools' African American students (0.4 percentage point), while all other Achieve 180 Program treatment groups showed increases ranging from 0.1 percentage point (Primary Group) to 0.7 percentage point (Secondary Group) (Figure 61; Appendix H, Table H-11).
- In 2016–2017, the overrepresentation of Achieve 180 Program students of two or more race/ethnicities among students who received out-of-school suspensions was 0.1 percentage point (Secondary Group) and 0.2 percentage point (Tertiary Group) and in 2017–2018, the overrepresentation of Secondary Group students of two or more race/ethnicities was higher at 0.3 percentage point (Figure 61; Appendix H, Table H-11).
- Decreases in out-of-school suspensions from 2016–2017 to 2017–2018 were found for Superintendent's Schools and Tertiary Group students of two or more races/ethnicities (0.1 percentage point and 0.3 percentage point, respectively), while a 0.7 percentage-point increase was found for the Primary Group and a 0.1 percentage-point increase was found for the Secondary Group (Figure 61; Appendix H, Table H-11).

- In 2016–2017, the overrepresentation of Achieve 180 Program Superintendent's Schools' white students among students who received out-of-school suspensions was 1.6 percentage points and in 2017–2018 Superintendent's Schools' white students were overrepresented 0.8 percentage point (Figure 61, p. 78; Appendix H, Table H-11, pp. 201–202).
- A decrease in out-of-school suspensions was found for Superintendent's Schools' white students (0.9 percentage point) from 2016–2017 to 2017–2018, while all other Achieve 180 Program treatment groups showed increases ranging from 0.5 percentage point (Tertiary Group) to 0.7 percentage point (Primary Group) (Figure 61; Appendix H, Table H-11).
- In 2016–2017, the overrepresentation of Achieve 180 Program economically-disadvantaged students who received out-of-school suspensions was 4.1 percentage points (Superintendent's Schools) and 19.6 percentage points (Primary Group) and in 2017–2018, the overrepresentation of economically-disadvantaged students ranged from 1.1 percentage points (Secondary Group) to 26.7 percentage points (Primary Group) (Figure 61; Appendix H, Table H-11).
- A decrease in out-of-school suspensions from 2016–2017 to 2017–2018 was found for Secondary Group economically-disadvantaged students (1.3 percentage points), while all other Achieve 180 Program treatment groups showed increases ranging from 1.4 percentage points (Superintendent's Schools) to 8.3 percentage points (Tertiary Group) (Figure 61; Appendix H, Table H-11).
- In 2016–2017, the overrepresentation of Achieve 180 Program SWD among students who received out-of-school suspensions ranged from 9.2 percentage points (Superintendent's Schools) to 19.2 percentage points (Secondary Group) and in 2017–2018, the overrepresentation of SWD ranged from 5.9 percentage points (Tertiary Group) to 13.7 percentage points (Primary Group) (Figure 61; Appendix H, Table H-11).
- Decreases in out-of-school suspensions from 2016–2017 to 2017–2018 were found for SWD in Superintendent's Schools (0.9 percentage point), the Secondary Group (5.4 percentage points), and the Tertiary Group (3.6 percentage points), while an increase of 1.4 percentage points occurred for Primary Group SWD (Figure 61; Appendix H, Table H-11).
- Additional decreases in out-of-school suspensions were found from 2016–2017 to 2017–2018 for Secondary and Tertiary Group Asian/Pacific Islander students (0.1 percentage point each) and for Primary and Secondary Group Hispanic students (1.9 percentage points and 0.5 percentage point, respectively) (Figure 61; Appendix H, Table H-11).
- When considered in relation to students' demographic proportions, African American students, economically-disadvantaged students, and special education students with disabilities (SWD) were overrepresented in both years tracked among both non-Achieve 180 and Achieve 180 Program students who received DAEP referrals (**Figure 62**, p. 80; Appendix H, **Table H-12**, p. 203).
- Non-Achieve 180 African American students received 34.5 percent of the DAEP referrals while comprising 20.8 percent of enrolled non-Achieve 180 students in 2016–2017 and received 35.4 percent of the DAEP referrals while comprising 20.9 percent of the enrolled students in 2017–2018, which constituted greater overrepresentation in 2017–2018 (14.5 percentage points) than in 2016–2017 (13.7 percentage points) (Figure 62; Appendix H, Table H-12).

Figure 62: Percentage of DAEP Referrals Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018



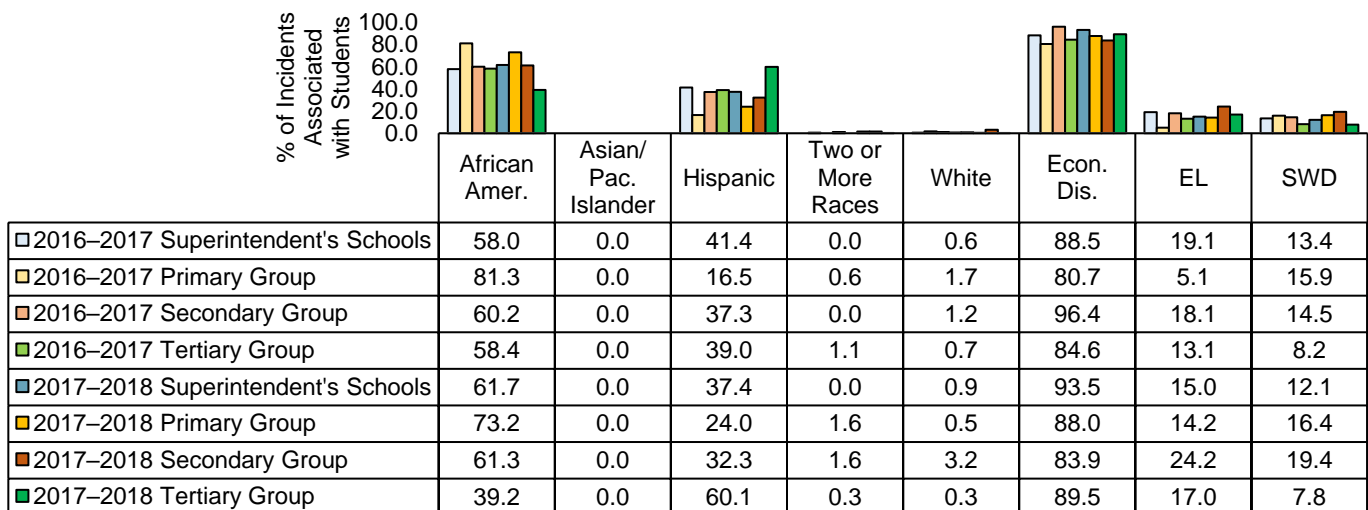
Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2015–2016, 2016–2017, and 2017–2018.

Notes: Results reflect the number of incidents. DAEP referrals denote referrals to DAEP. Non-Achieve 180 DAEP referrals, 2016–2017 N=1,497; 2017–2018 N=1,061. Achieve 180 Program DAEP referrals, 2016–2017 N=683; 2017–2018 N=658.

- Achieve 180 Program African American students received 64.4 percent of the DAEP referrals while comprising 39.0 percent of enrolled Achieve 180 students in 2016–2017 and received 52.8 percent of the DAEP referrals while making up 39.2 percent of the enrolled students in 2017–2018, which constituted less overrepresentation in 2017–2018 (13.6 percentage points) than in 2016–2017 (25.4 percentage points) (Figure 62; Appendix H, Table H-12, p. 203).
- Non-Achieve 180 economically-disadvantaged students received 83.9 percent of the DAEP referrals while comprising 76.8 percent of the non-Achieve 180 students in 2016–2017 and 88.7 percent of the DAEP referrals while comprising 74.4 percent of the students in 2017–2018, which constituted greater overrepresentation in 2017–2018 (14.3 percentage points) than in 2016–2017 (7.1 percentage points) (Figure 62; Appendix H, Table H-12).
- Achieve 180 Program economically-disadvantaged students received 85.9 percent of the DAEP referrals while comprising 78.4 percent of the Achieve 180 students in 2016–2017 and 89.8 percent of the DAEP referrals while making up 78.3 percent of the students in 2017–2018, which constituted greater overrepresentation in 2017–2018 (11.5 percentage points) than in 2016–2017 (7.5 percentage points) (Figure 62; Appendix H, Table H-12).
- Non-Achieve 180 SWD received 12.1 percent of the DAEP referrals while comprising 6.5 percent of the students in 2016–2017 and 11.9 percent of the DAEP referrals while comprising 6.5 percent of the students in 2017–2018, which constituted less overrepresentation in 2017–2018 (5.4 percentage points) than in 2016–2017 (5.6 percentage points) (Figure 62; Appendix H, Table H-12).
- Achieve 180 Program SWD received 12.2 percent of the DAEP referrals while comprising 9.3 percent of the students in 2016–2017 and 12.1 percent of the DAEP referrals while comprising 9.7 percent of the students in 2017–2018, which constituted less overrepresentation in 2017–2018 (2.4 percentage points) than in 2016–2017 (2.9 percentage points) (Figure 62; Appendix H, Table H-12).

- For Achieve 180 treatment groups, in 2016–2017, the overrepresentation of Achieve 180 Program African American students among students who received DAEP referrals ranged from 16.8 percentage points (Tertiary Group) to 49.3 percentage points (Primary Group) and in 2017–2018, the overrepresentation of African American students ranged from 2.8 percentage points (Superintendent's Schools) to 40.6 percentage points (Primary Group). In 2016–2017, African Americans in the Superintendent's Schools were underrepresented in DAEP referrals (by 0.9 percentage point), as were Tertiary Group African Americans in 2017–2018 (by 1.4 percentage points) (**Figure 63**; Appendix H, **Table H-13**, pp. 204–205).
- Decreases in DAEP referrals from 2016–2017 to 2017–2018 were found for African American students in the Primary Group (-8.1 percentage points) and the Tertiary Group (-19.2 percentage points), while increases were observed for Superintendent's Schools (3.7 percentage points) and the Secondary Group (1.1 percentage points) (Figure 63; Appendix H, Table H-13).

Figure 63: Percentage of DAEP Referrals Associated with Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status and Treatment Group, 2016–2017 and 2017–2018



Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.
 Note: Results reflect the number of incidents. Superintendent's Group-2016–2017 N=157; 2017–2018 N=107. Primary Group-2016–2017 N=176; 2017–2018 N=183. Secondary Group-2016–2017 N=83; 2017–2018 N=62. Tertiary Group-2016–2017 N=267; 2017–2018 N=306.

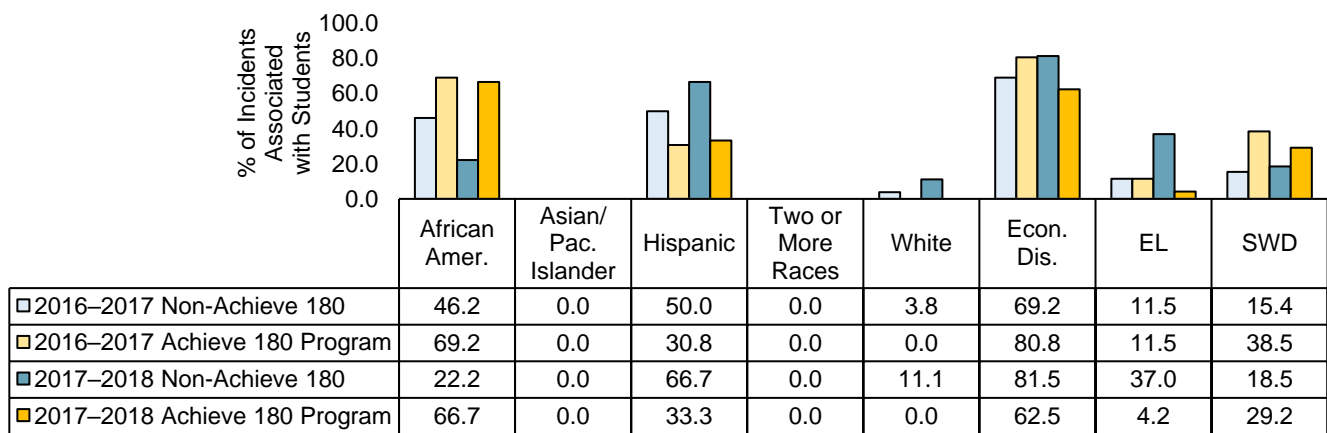
- In 2016–2017, Superintendent's Schools' Hispanic students were overrepresented by 2.1 percentage points among students who received DAEP referrals (representing 41.4% of DAEP referrals and 39.3% of the student population). In 2017–2018, Tertiary Group Hispanic students were overrepresented by 3.5 percentage points (representing 60.1% of DAEP referrals and 56.6% of the student population), indicating greater overrepresentation than in the prior year (Figure 63; Appendix H, Table H-13).
- Decreases in DAEP referrals from 2016–2017 to 2017–2018 were found for Hispanic students in Superintendent's Schools (4.0 percentage points) and the Secondary Group (5.0 percentage points), while increases were observed for the Primary Group (7.5 percentage points) and the Tertiary Group (21.1 percentage points) (Figure 63; Appendix H, Table H-13).

- In 2016–2017, the overrepresentation of Achieve 180 Program Tertiary Group students of two or more race/ethnicities among students who received DAEP referrals was 0.8 percentage point (representing 1.1% of DAEP referrals and 0.3% of the student population) and in 2017–2018, the overrepresentation of Secondary Group students of two or more race/ethnicities was 1.3 percentage points (representing 1.6% of DAEP referrals and 0.3% of the student population) (Figure 63, p. 81; Appendix H, Table H-13, pp. 204–205).
- A decrease in DAEP referrals from 2016–2017 to 2017–2018 was found for Tertiary Group students of two or more races (0.8 percentage point), while increases were observed for the Primary Group (1.0 percentage point) and the Secondary Group (1.6 percentage points) (Figure 63; Appendix H, Table H-13).
- In 2017–2018, Superintendent's Schools' and Secondary Group white students were overrepresented among students who received DAEP referrals (0.1 percentage point and 1.2 percentage points, respectively). Superintendent's Schools' white students represented 0.9 percent of DAEP referrals and 0.8 percent of the white student population and Secondary Group white students represented 3.2 percent of DAEP referrals and 2.0 percent of the student population in 2017–2018 (Figure 63; Appendix H, Table H-13).
- Decreases in DAEP referrals from 2016–2017 to 2017–2018 were found for white students in the Primary Group (1.2 percentage points) and the Tertiary Group (0.4 percentage point), while increases were observed for the Superintendent's Schools (0.3 percentage point) and the Secondary Group (2.0 percentage points) (Figure 63; Appendix H, Table H-13).
- In 2016–2017, the overrepresentation of Achieve 180 Program economically-disadvantaged students who received DAEP referrals ranged from 2.1 percentage points (Superintendent's Schools) to 18.3 percentage points (Primary Group) and in 2017–2018, the overrepresentation of economically-disadvantaged students ranged from 2.7 percentage points (Tertiary Group) to 25.6 percentage points (Primary Group) (Figure 63; Appendix H, Table H-13).
- A decrease in DAEP referrals from 2016–2017 to 2017–2018 was found for economically-disadvantaged students in the Secondary Group (12.5 percentage points), while increases were observed in the Superintendent's Schools (5.0 percentage points), Primary Group (7.3 percentage points), and the Tertiary Group (4.9 percentage points) (Figure 63; Appendix H, Table H-13).
- In 2016–2017, the overrepresentation of Achieve 180 Program English learners (EL) among students who received DAEP referrals was 0.2 percentage point in the Superintendent's Schools, representing 19.1 percent of DAEP referrals and 18.9 of the student population, and in 2017–2018, the overrepresentation of EL was 0.3 percentage point in the Primary Group, representing 14.2 percent of DAEP referrals and 13.9 of the student population (Figure 63; Appendix H, Table H-13).
- A decrease in DAEP referrals from 2016–2017 to 2017–2018 was found for EL in the Superintendent's Schools (4.1 percentage points), while increases were observed in the Primary Group (9.1 percentage points), Secondary Group (6.1 percentage points), and the Tertiary Group (3.9 percentage points) (Figure 63; Appendix H, Table H-13).
- In 2016–2017, the overrepresentation of Achieve 180 Program SWD among students who received DAEP referrals included 1.0 percentage point (Superintendent's Schools), 8.4 percentage points (Primary Group), and 5.7 percentage points (Secondary Group) and in 2017–2018, the overrepresentation of SWD was 8.2

percentage points for the Primary Group and 10.0 percentage points for the Secondary Group (Figure 63, p. 82; Appendix H, Table H-13, pp. 204–205).

- Decreases in JJAEP referrals from 2016–2017 to 2017–2018 were found for SWD in the Superintendent's Schools (1.3 percentage points) and the Tertiary Group (0.4 percentage point), while increases were observed in the Primary Group (0.5 percentage point) and the Secondary Group (4.9 percentage points) (Figure 63, p. 81; Appendix H, Table H-13).
- When considered in relation to students' demographic proportions, African American and special education students with disabilities (SWD) were overrepresented in both years tracked among both non-Achieve 180 and Achieve 180 Program students who received JJAEP expulsions. In addition, in 2016–2017 Achieve 180 Program economically-disadvantaged students were overrepresented and in 2017–2018, non-Achieve 180 Hispanic, white, economically-disadvantaged, and English learners (EL) were overrepresented among students who received JJAEP expulsions (**Figure 64**; Appendix H, **Table H-14**, p. 206).

Figure 64: Percentage of JJAEP Expulsions Associated with Non-Achieve 180 and Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018



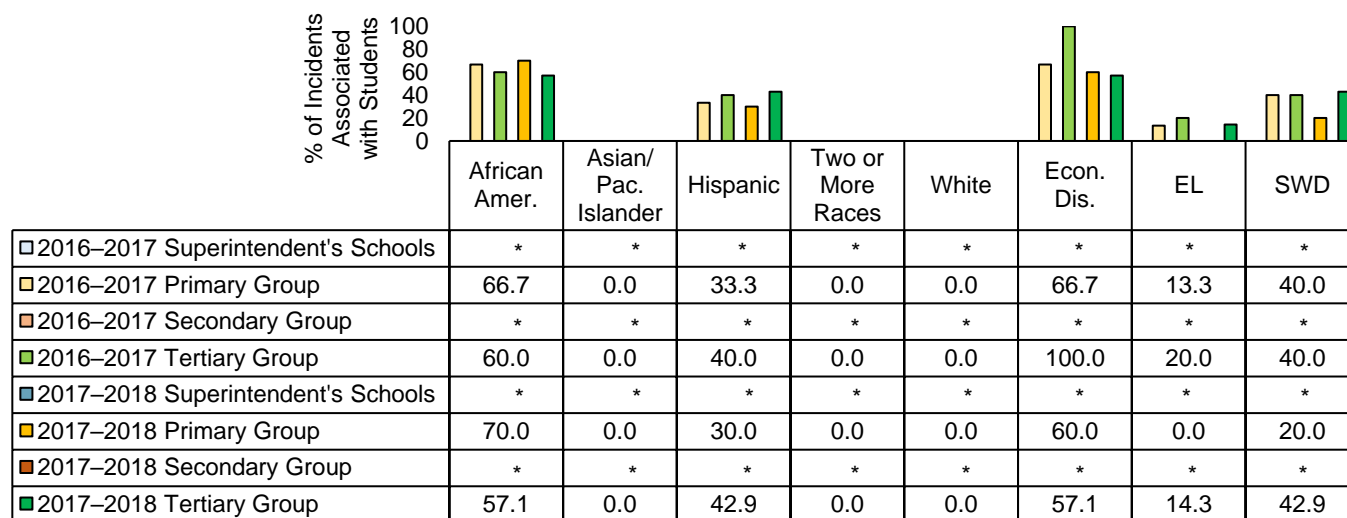
Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.

Note: Results reflect the number of incidents. JJAEP referral are the number of student expulsions to Texas Juvenile Justice. Non-Achieve 180 JJAEP expulsions, 2016–2017 N=26; 2017–2018 N=27. Achieve 180 Program JJAEP expulsions, 2016–2017 N=26; 2017–2018 N=23.

- In 2016–2017, non-Achieve 180 African American students received 46.2 percent of the JJAEP expulsions while comprising 20.8 percent of enrolled non-Achieve 180 students and received 22.2 percent of the JJAEP expulsions while comprising 20.9 percent of the enrolled students in 2017–2018, which constituted much less overrepresentation in 2017–2018 (1.3 percentage points) than in 2016–2017 (25.4 percentage points) (Figure 64; Appendix H, Table H-14).
- In 2016–2017, Achieve 180 Program African American students received 69.2 percent of the JJAEP expulsions while comprising 39.0 percent of enrolled Achieve 180 students and received 66.7 percent of the incidents while comprising 39.2 percent of the enrolled students in 2017–2018, which constituted less overrepresentation in 2017–2018 (27.5 percentage points) than in 2016–2017 (30.2 percentage points) (Figure 64; Appendix H, Table H-14).

- In 2016–2017, non-Achieve 180 SWD received 15.4 percent of the JJAEP expulsions while comprising 6.5 percent of the non-Achieve 180 students and 18.5 percent of the JJAEP expulsions while comprising 6.5 percent of the students in 2017–2018, which constituted greater overrepresentation in 2017–2018 (12.0 percentage points) than in 2016–2017 (8.9 percentage points) (Figure 64, p. 83; Appendix H, Table H-14).
- In 2016–2017, Achieve 180 Program SWD received 38.5 percent of the JJAEP expulsions while comprising 9.3 percent of the Achieve 180 students and 29.2 percent of the JJAEP expulsions while comprising 9.7 percent of the students in 2017–2018, which constituted less overrepresentation in 2017–2018 (19.5 percentage points) than in 2016–2017 (29.2 percentage points) (Figure 64; Appendix H, Table H-14).
- In 2017–2018, non-Achieve 180 Hispanic students received 66.7 percent of the JJAEP expulsions while comprising 66.4 percent of the students, which constituted their overrepresentation by 2.3 percentage points in 2017–2018 (Figure 64; Appendix H, Table H-14).
- In 2017–2018, non-Achieve 180 white students received 11.1 percent of the JJAEP expulsions while comprising 8.7 percent of the non-Achieve 180 students, which constituted their overrepresentation of 2.4 percentage points, following their underrepresentation in 2016–2017 (4.7 percentage points) (Figure 64; Appendix H, Table H-14).
- In 2017–2018, non-Achieve 180 English learners received 37.0 percent of the JJAEP expulsions while comprising 33.3 percent of the non-Achieve 180 students, which constituted overrepresentation by 3.7 percentage points, following their underrepresentation in 2016–2017 (22.2 percentage points) (Figure 64; Appendix H, Table H-14).
- In 2017–2018, non-Achieve 180 economically-disadvantaged students received 81.5 percent of the JJAEP expulsions while comprising 74.4 percent of the non-Achieve 180 students, which constituted their overrepresentation among non-Achieve 180 students receiving JJAEP expulsions (7.1 percentage points), following their underrepresentation in 2016–2017 (7.6 percentage points) (Figure 64; Appendix H, Table H-14).
- In 2016–2017, Achieve 180 Program economically-disadvantaged students received 80.8 percent of the JJAEP expulsions while comprising 78.4 percent of the Achieve 180 students, which constituted overrepresentation by 2.4 percentage points. The following year, in 2017–2018, the same group was underrepresented by 15.8 percentage points (Figure 64; Appendix H, Table H-14).
- When considering Achieve 180 treatment groups in relation to students' demographic proportions, African American and special education students with disabilities (SWD) were overrepresented among Achieve 180 Program Primary Group and Tertiary Group students who received JJAEP expulsions in 2016–2017 and in 2017–2018. In addition, Primary Group and Tertiary Group economically-disadvantaged students and Primary Group EL students were overrepresented among students who received JJAEP expulsions in 2016–2017 (**Figure 65**; Appendix H, **Table H-15**, pp. 207–208).
- Fewer than five Superintendent's Schools and Secondary Group students received JJAEP expulsions in 2016–2017 and in 2017–2018 (Figure 65, p. 85).

Figure 65: Percentage of JJAEP Expulsions Associated with Achieve 180 Program Students by Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status and Treatment Group, 2016–2017 and 2017–2018



Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data for academic years 2016–2017 and 2017–2018.

Note: Results reflect the number of incidents. (*) indicates there were fewer than five incidents. Superintendent's Group-2016–2017 N=2; 2017–2018 N=4. Primary Group-2016–2017 N=15; 2017–2018 N=10. Secondary Group-2016–2017 N=4; 2017–2018 N=2. Tertiary Group-2016–2017 N=5; 2017–2018 N=7.

- In 2016–2017, the overrepresentation of Achieve 180 Program African American students among students who received JJAEP expulsions was 18.4 percentage points for the Tertiary Group and 34.7 percentage points for the Primary Group, and in 2017–2018, the overrepresentation of African American students was 1.9 percentage points lower for the Tertiary Group (16.5 percentage points), but was 2.7 percentage points higher for the Primary Group (37.4 percentage points) (Figure 65; Appendix H, Table H-15, pp. 207–208).
- In 2016–2017, the overrepresentation of Achieve 180 Program SWD among students who received JJAEP expulsions included 30.1 percentage points for the Tertiary Group and 32.5 percentage points for the Primary Group. In 2017–2018, the overrepresentation of SWD was 20.7 percentage points lower for the Primary Group (11.8 percentage points), but was 2.9 percentage points higher for the Tertiary Group (33.0 percentage points) (Figure 65; Appendix H, Table H-15).
- In 2016–2017, the overrepresentation of Achieve 180 Program economically-disadvantaged students who received JJAEP expulsions included 4.3 percentage points for the Primary Group and 14.0 percentage points for the Tertiary Group. In 2017–2018 economically-disadvantaged students were underrepresented by 2.4 percentage points in the Primary Group and 29.7 percentage points in the Tertiary Group (Figure 65; Appendix H, Table H-15).
- All campus-level disciplinary action results are presented in Appendix H, **Table H-16** through **Table H-23**, pp. 209–216.

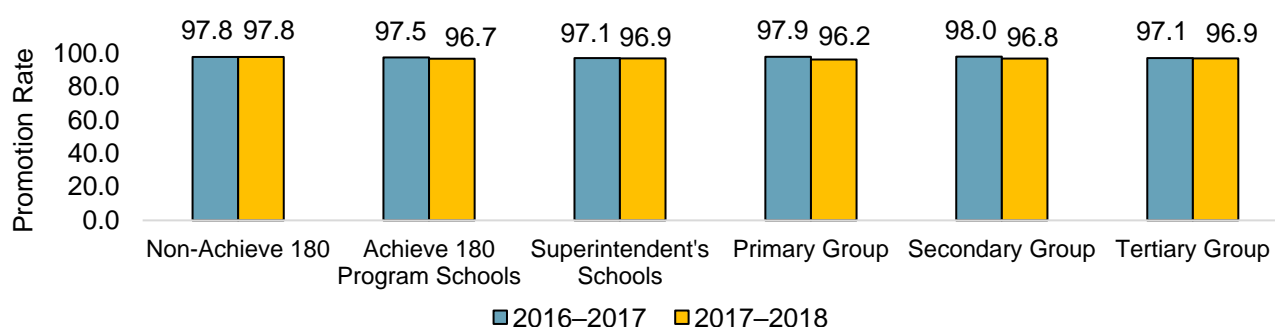
Promotion Rates

- Figure 66** (p. 86) shows the percentages of grade 1 through grade 8 students who were promoted to the next grade level in 2016–2017 and 2017–2018 by their non-Achieve 180 and Achieve 180 Program affiliation. Promotion rates for non-Achieve 180 students remained stable at 97.8 percent while Achieve

180 Program students had a 0.8 percentage-point decrease in their promotion rate over the years tracked (from 97.5 percent to 96.7 percent).

- In 2016–2017, the percentages of Achieve 180 Program students who were promoted to the next grade level ranged from 97.1 percent to 98.0 percent, and in 2017–2018 the promotion rates ranged from 96.2 percent to 96.9 percent, including declines from 2016–2017 to 2017–2018 ranging from -0.2 percentage point (Superintendent's Schools and Tertiary Group) to -1.7 percentage point (Primary Group) (Figure 66).
- Campus-level data presented in Appendix H, **Table H-24**, pp. 217–218, shows five out of seven Superintendent's Schools (71%), one out of six Primary Group schools (17%), two out of six Secondary Group schools (33%), and five out of 12 Tertiary Group schools (42%) made gains in their grade 1 through grade 8 student promotion rates from 2016–2017 to 2017–2018.

Figure 66: Promotion Rates for Students in Grades 1 through 8, by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018

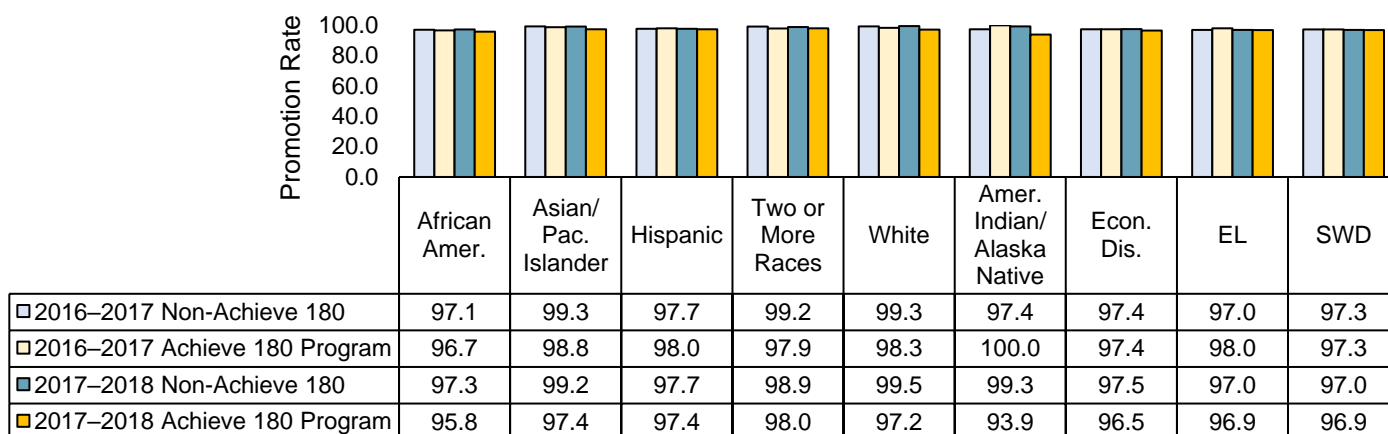


Sources: For 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot; For 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, "PEIMS1617ada_rc=233435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

- The gap in promotion rates between non-Achieve 180 and Achieve 180 Program students grew from 0.3 percentage point in 2016–2017 to 1.1 percentage points in 2017–2018 (Figure 66).
- **Figure 67** (p. 87) shows the percentages of grade 1 through grade 8 students who were promoted to the next grade level in 2016–2017 and 2017–2018 by their non-Achieve 180 and Achieve 180 Program affiliation and student demographics, with 2016–2017 promotion rates for non-Achieve 180 students ranging from 97.0 percent (EL) to 99.3 percent (Asian/Pacific Islander and white students), while Achieve 180 students' promotion rates ranged from 96.7 percent (African American students) to 100.0 percent (American Indian/Alaska Native students). Similarly, 2017–2018 promotion rates for non-Achieve 180 students ranged from 97.0 percent (EL and SWD) to 99.5 percent (white students), while Achieve 180 students' promotion rates were generally lower than their 2016–2017 rates and ranged from 93.9 percent (American Indian/Alaska Native students) to 98.0 percent (students of two or more races/ethnicities). (See Appendix H, **Tables H-25 and H-26**, pp. 219–220 for campus-level results.)
- For non-Achieve 180 students, promotion rates increased from 2016–2017 and 2017–2018 for African American (0.2 percentage point), white (0.2 percentage point), American Indian/Alaska Native (1.9 percentage points), and economically-disadvantaged students (0.1 percentage point) and the promotion rate remained stable for Hispanic students and English learners. Only Achieve 180 Program students of two or more races/ethnicities had an increase (0.1 percentage point) in their promotion rate, while all other

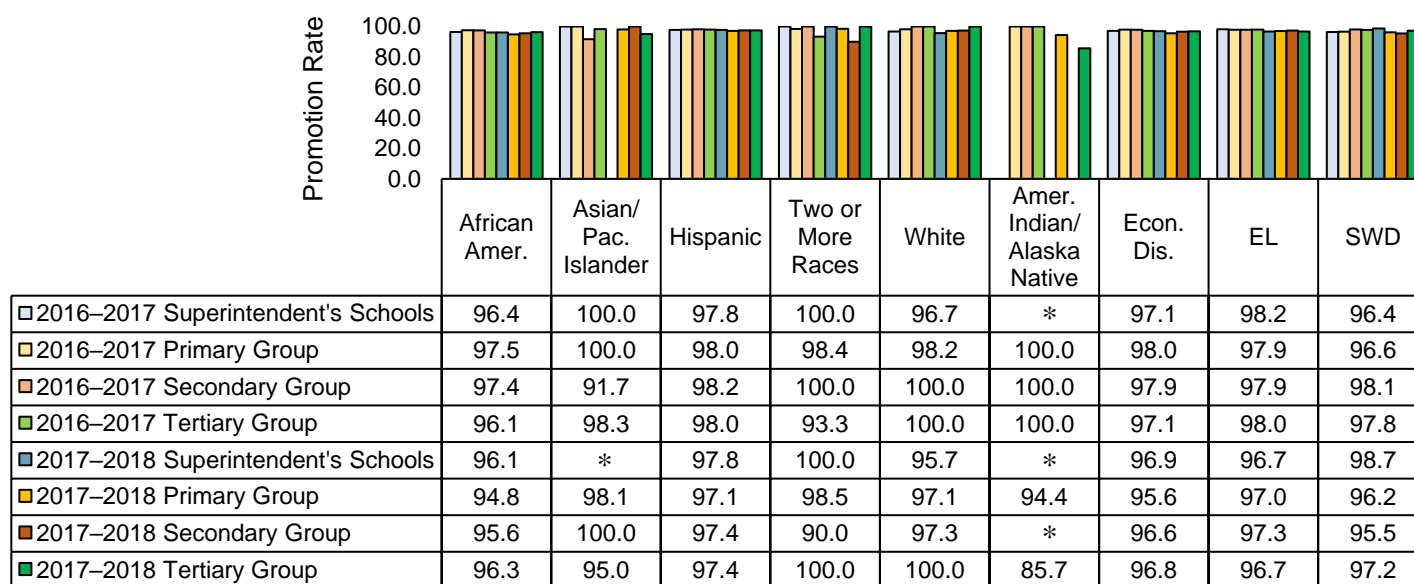
student groups showed declines ranging from -0.4 percentage point (SWD) to -6.1 percentage points (American Indian/Alaska Native students) over the years tracked (Figure 67).

Figure 67: Promotion Rates for Students in Grades 1 through 8 by Non-Achieve 180 and Achieve 180 Program Affiliation, Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018



Sources: For 2016–2017 rates: PEIMS 400 Record, “Rec 400 2015-16”; PEIMS ADA unduplicated file, “PEIMS1516ada w PHC-012717w Lep Updated-030217”; 2016 PEIMS Fall Snapshot; For 2016–2017 rates: PEIMS 400 Record, “Rec 400_Basic Attendance 2016-17_092717”; PEIMS ADA unduplicated file, “PEIMS1617ada_rc=233435 w phc lep instruct set_030718”; 2017 PEIMS Fall Snapshot

Figure 68: Promotion Rates for Students in Grades 1 through 8 by Non-Achieve 180 and Achieve 180 Program Affiliation, Treatment Group, Race/Ethnicity and At Risk, Economic Disadvantage, English Learners (EL), and Students with Disabilities (SWD) Status, 2016–2017 and 2017–2018



Sources: For 2016–2017 rates: PEIMS 400 Record, “Rec 400 2015-16”; PEIMS ADA unduplicated file, “PEIMS1516ada w PHC-012717w Lep Updated-030217”; 2016 PEIMS Fall Snapshot; For 2016–2017 rates: PEIMS 400 Record, “Rec 400_Basic Attendance 2016-17_092717”; PEIMS ADA unduplicated file, “PEIMS1617ada_rc=233435 w phc lep instruct set_030718”; 2017 PEIMS Fall Snapshot

Note: (*) indicates there were fewer than five students.

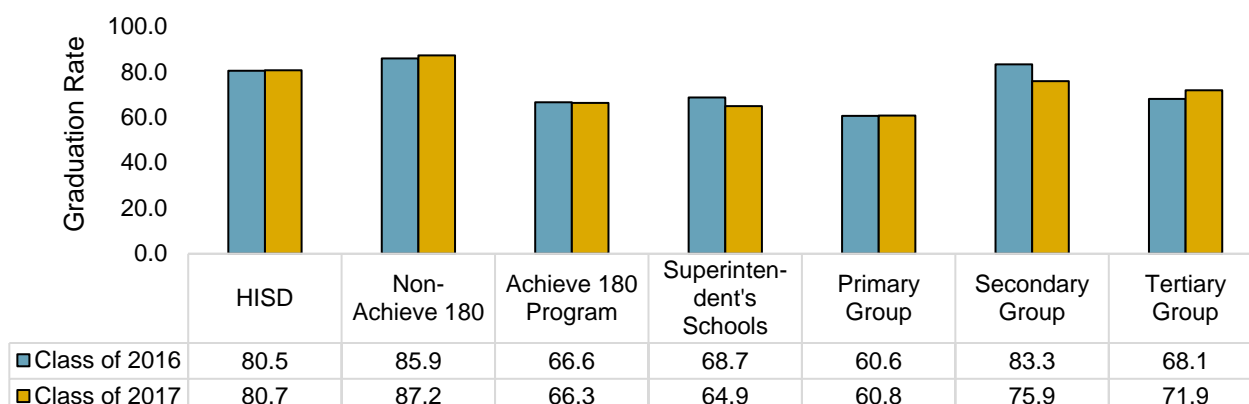
- **Figure 68** (p. 87) shows the percentages of grade 1 through grade 8 students who were promoted to the next grade level in 2016–2017 and 2017–2018 by their Achieve 180 Program treatment group and student demographics. 2016–2017 promotion rates for Superintendent's Schools students ranged from 96.4 percent (African American students and SWD) to 100.0 percent (Asian/Pacific Islander and students of two or more races/ethnicities), while Primary Group students' promotion rates ranged from 96.6 percent (SWD) to 100.0 percent (Asian/Pacific Islander and American Indian/Alaska Native students). Secondary Group students' promotion rates ranged from 91.7 percent (Asian/Pacific Islander students) to 100.0 percent (students of two or more races/ethnicities, white students, and American Indian/Alaska Native students), and Tertiary Group students' promotion rates ranged from 93.3 percent (students of two or more races/ethnicities) to 100.0 percent (white students and American Indian/Alaska Native students).
- In general, the ranges for 2017–2018 promotion rates started with lower percentages than the ranges for the 2016–2017 promotion rates. The 2017–2018 promotion rates for students in Superintendent's Schools ranged from 95.7 percent (white students) to 100.0 percent (students of two or more races/ethnicities), while Primary Group students' promotion rates ranged from 94.4 percent (American Indian/Alaska Native students) to 98.5 percent (students of two or more races/ethnicities). Secondary Group students' promotion rates ranged from 90.0 percent (students of two or more races/ethnicities) to 100.0 percent (Asian/Pacific Islander students), and Tertiary Group promotion rates ranged from 85.7 percent (American Indian/Alaska Native students) to 100.0 percent (students of two or more races/ethnicities and white students).
- Among Achieve 180 treatment groups, the greatest increases in promotion rates from 2016–2017 to 2017–2018 were for Achieve 180 Program Secondary Group Asian/Pacific Islander students (8.3 percentage points) and Tertiary Group students of two or more races/ethnicities (6.7 percentage points), while the largest declines in promotion rates were for Tertiary Group American Indian/Alaska Native students (-14.3 percentage points) and Secondary Group students of two or more races/ethnicities (-10.0 percentage points) (Figure 68).
- Promotion rates remained constant from 2016–2017 and 2017–2018 among Superintendent's Schools Hispanic students, Superintendent's Schools students of two or more races/ethnicities, and Tertiary Group white students (Figure 68).

Global Graduate

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

- Given that graduation rates are lagging indicators, the Class of 2016 and Class of 2017 rates are baseline data for the Achieve 180 Program.
- **Figure 69** (p. 89) depicts districtwide four-year graduation rates for the Class of 2016 and the Class of 2017 districtwide and by their non-Achieve 180 and Achieve 180 Program affiliation. Non-Achieve 180 graduation rates were 86 percent and 87 percent in the years tracked, while Achieve 180 Program rates were 67 percent and 66 percent, roughly twenty percentage points lower than non-Achieve 180 rates each year. A larger performance gap was found between the Class of 2017 graduation rates for the non-Achieve 180 and the Achieve 180 Program students (20.9 percentage-point gap) than the Class of 2016 graduation rates (19.3 percentage-point gap) (Appendix H, **Table H-27**, p. 221).
- HISD's four-year graduation rate increased 0.2 percentage point, while the rate for non-Achieve 180 students increased 1.3 percentage points and the rate for Achieve 180 Program students decreased 0.3 percentage point from the Class of 2016 to the Class of 2017 (Figure 69).

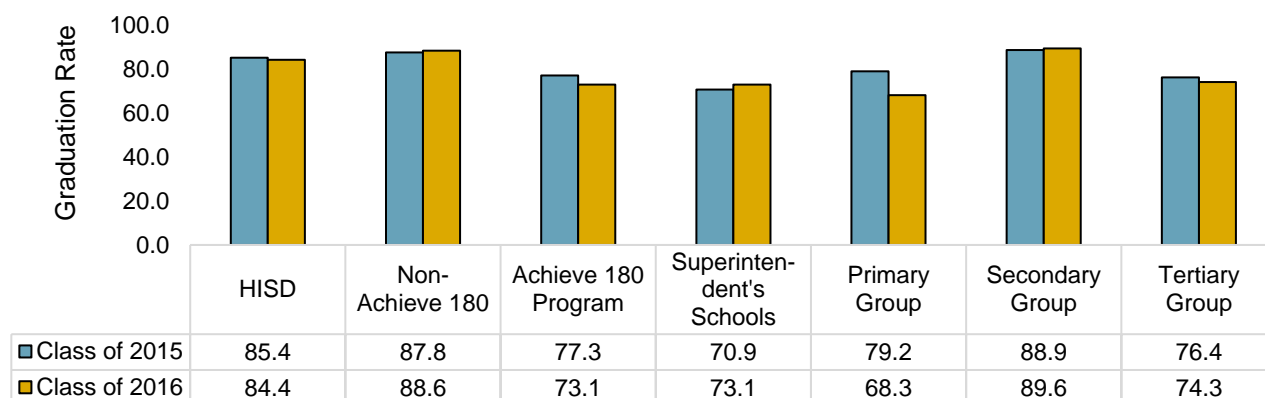
Figure 69: Percentage of Four-Year Graduates by Class and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2016 and Class of 2017



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017; TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018

Note: For state accountability four-year graduation rates with exclusions, a class size of 11,858 was used for the Class of 2016 and a class size of 12,310 was used for the Class of 2017 completion.

- Among the Achieve 180 Program treatment groups, only the Primary Group and Tertiary Group showed an increase in four-year graduation rates from the Class of 2016 to the Class of 2017 (0.2 percentage point and 3.8 percentage points, respectively), while the graduation rate declined at Superintendent's Schools (-3.8 percentage points) and at Secondary Group schools (-7.4 percentage points) prior to the implementation of the program (Figure 69).
- Despite the decline, the Secondary Group had the highest rates of all the Achieve 180 treatment groups, and was the only Achieve 180 Program treatment group in which the four-year graduation rate was at least 75.0 percent in each of the two years tracked (83.3% for the Class of 2016 and 75.9% for the Class of 2017) (Figure 69).
- **Figure 70** (p. 90) shows districtwide five-year graduation rates for the Class of 2015 and the Class of 2016 districtwide and by their non-Achieve 180 and Achieve 180 Program affiliation. These rates are two and three years prior to the implementation of the program. HISD rates were 85 percent for the Class of 2015 and 84 percent for the Class of 2016. Non-Achieve 180 graduation rates were 88 percent and 89 percent for the same groups of students, while Achieve 180 Program rates were 77 percent and 73 percent in the two years tracked. There was a 5.0 percentage-point larger performance gap between non-Achieve 180 and Achieve 180 Program students for the Class of 2016 (15.5 percentage-point gap) than for the Class of 2015 (10.5 percentage-point gap) (Appendix H, **Table H-28**, p. 222).
- HISD's five-year graduation rate decreased by 1.0 percentage point between the Class of 2015 and the Class of 2016, while the graduation rate for non-Achieve 180 students increased 0.8 percentage point and the graduation rate for Achieve 180 Program students decreased 4.2 percentage points, a rate that was more than four times larger than the district's decline in graduation rates from the Class of 2015 to the Class of 2016 (Figure 70).

Figure 70: Percentage of Five-Year Graduates by Class and Non-Achieve 180 and Achieve 180 Program Affiliation, Class of 2015 and Class of 2016

Source: TEA Confidential Class of 2015 Five-Year Longitudinal Summary Report, June 2017; TEA Confidential Class of 2016 Five-Year Longitudinal Summary Report, updated on August 6, 2018

Note: For state accountability five-year graduation rates with exclusions, a class size of 11,088 was used for the Class of 2015 and a class size of 11,750 was used for the Class of 2016.

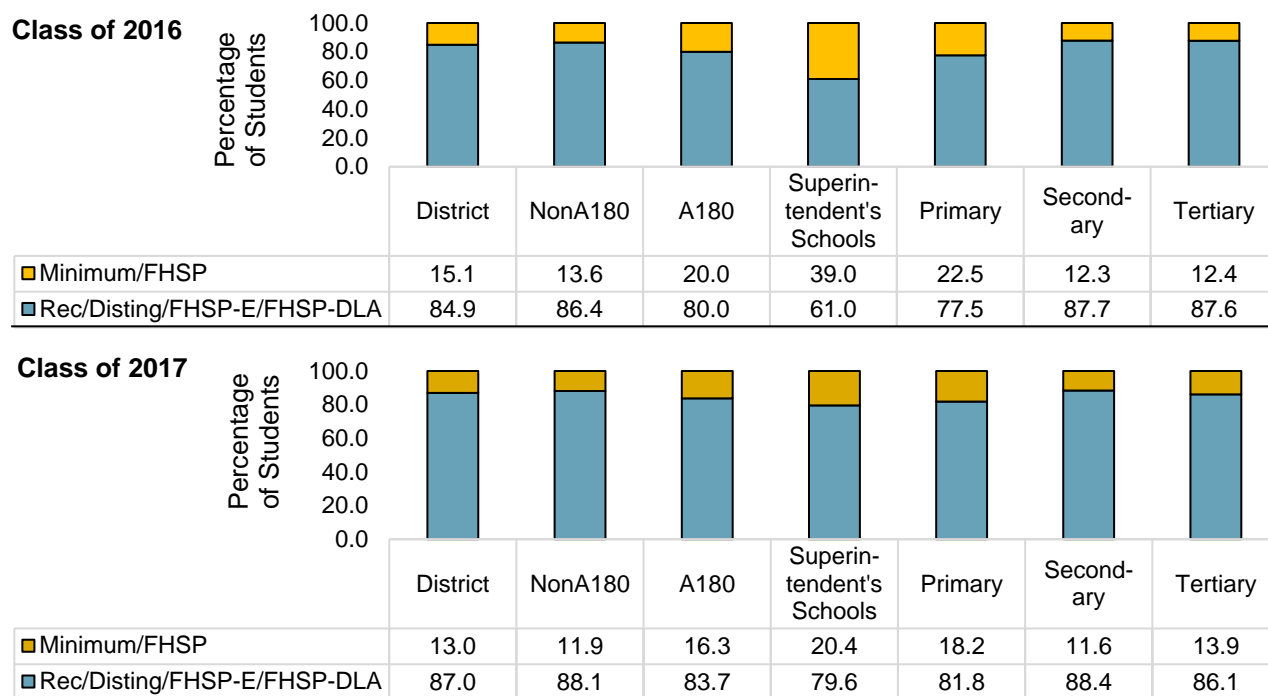
- Among the Achieve 180 Program treatment groups, the Superintendent's Schools' and Secondary Group graduates showed an increase in five-year graduation rates from the Class of 2015 to the Class of 2016 (2.2 percentage points and 0.7 percentage point, respectively), while the Primary Group (-10.9 percentage points) and the Tertiary Group (-2.1 percentage points) showed declines in the graduation rate (Figure 70).
- The Secondary Group (Class of 2015 and Class of 2016) was the only Achieve 180 Program treatment group to have higher graduation rates than non-Achieve 180 students for the two classes (88.9% for the Class of 2015 and 89.6% for the Class of 2017) (Figure 70).
- Except for the Secondary Group, Achieve 180 Program Class of 2015 five-year graduation rates ranged from 70.9 percent (Superintendent's Schools) to 79.2 percent (Primary Group) and Class of 2016 graduation rates ranged from 68.3 percent (Primary Group) to 74.3 percent (Tertiary Group) (Figure 70).

Graduates by Diploma Type, Class of 2016 and Class of 2017 (Four-year State Rates with Exclusions)

- Given that diploma information for graduates is a lagging indicator, rates for the Class of 2016 and Class of 2017 are baseline data for the Achieve 180 Program.
- For the Class of 2016 and the Class of 2017, **Figure 71** (p. 91) depicts four-year graduation rates by the percentage of students who graduated with (1) Minimum/FHSP diploma types (i.e., Minimum High School Program, which includes IEP and Foundation High School Program diploma with no endorsement or Distinguished Level of Achievement) and (2) Recommended/Distinguished/FHSP-E/FHSP-DLA diploma types (i.e., Recommended High School Program, Distinguished Achievement Program, Foundation High School Program with Endorsement, or Foundation High School Program with Distinguished Level of Achievement) for students districtwide and by non-Achieve 180 and Achieve 180 Program affiliation. A larger percentage of the Class of 2017 than the Class of 2016 graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas in each identified group except the Achieve 180 Program Tertiary Group where there was a 1.5 percentage-point decline.
- For the Class of 2017, 83.7 percent of Achieve 180 Program graduates earned a Recommended, Distinguished, FHSP-E, or FHSP-DLA diploma, 3.7 percentage points higher than the Class of 2016

graduates earned. The largest growth in the percentage of graduates with Recommended, Distinguished, FHSP-E, or FHSP-DLA diplomas from 2016 to 2017 was at Superintendent's Schools (18.6 percentage points), while the Secondary Group had the smallest growth (0.7 percentage point) prior to the implementation of the Achieve 180 Program (Figure 71).

Figure 71: Percentage of HISD Four-Year Graduates by Non-Achieve 180 and Achieve 180 Program Affiliation and Diploma Type, Class of 2016 and Class of 2017



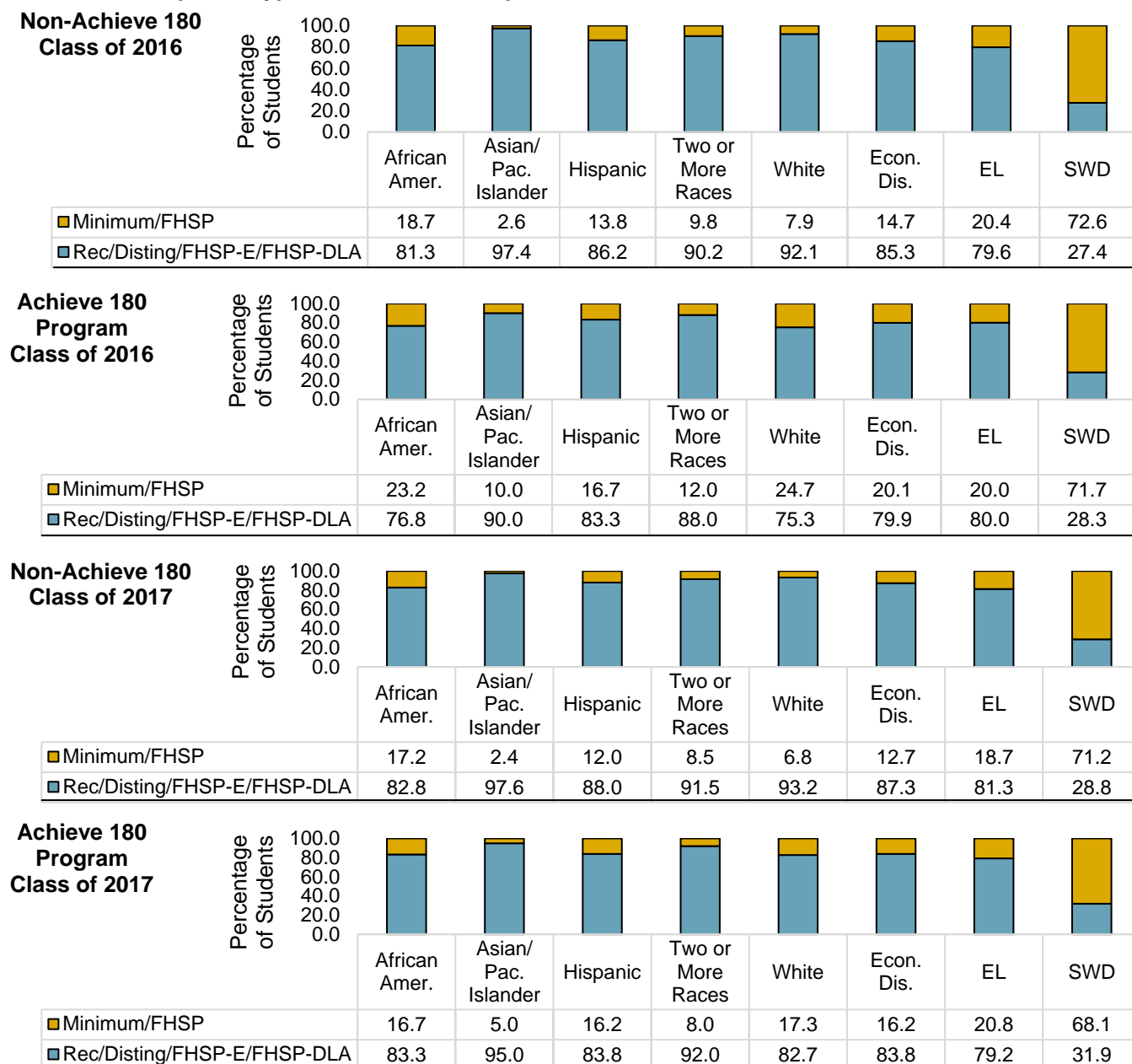
Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017; TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report; August 6, 2018

Note: For state accountability four-year graduation rates with exclusions, a class size of 11,858 was used for the Class of 2016 and a class size of 12,310 was used for the Class of 2017 completion.

Graduates by Diploma Type by Student Group, Class of 2016 and Class of 2017

- For the Class of 2016 and the Class of 2017, **Figure 72** (p. 92) depicts four-year graduation rates by the percentage of students who graduated with (1) Minimum/FHSP diploma types and (2) Recommended/Distinguished/FHSP-E/FHSP-DLA diploma types by non-Achieve 180 and Achieve 180 Program affiliation and student demographic group. For the Class of 2016, the percentage of Achieve 180 Program EL and SWD who graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas was higher than the percentage of non-Achieve 180 EL and SWD who graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas, but the Achieve 180 Program percentage was lower in each of the other student groups.
- For the Class of 2017, the percentage of Achieve 180 Program African American students, students of two or more races/ethnicities, and SWD who graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas was higher than the percentage of their non-Achieve 180 counterparts who graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas, but the percentage was lower for Achieve 180 Program students than for non-Achieve 180 students in each of the other student groups (Figure 72).

Figure 72: Percentage of Four-Year Graduates by Non-Achieve 180 and Achieve 180 Program Affiliation, Diploma Type, and Student Group, Class of 2016 and Class of 2017



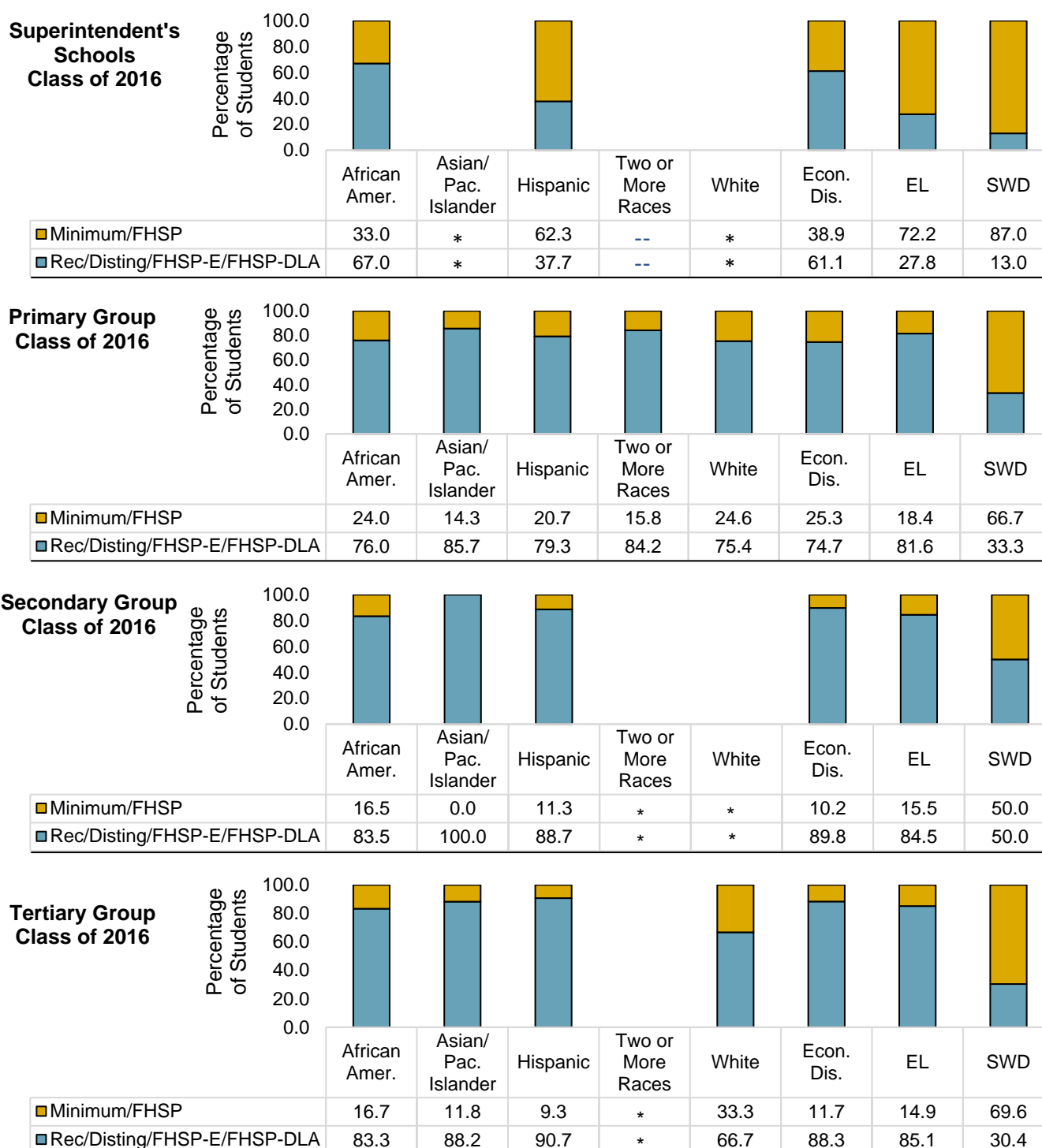
Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report; August 6, 2018

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

- For the Class of 2016 and the Class of 2017, across race/ethnicities, both Achieve 180 Program and non-Achieve 180 Asian/Pacific Islander students achieved the highest percentage of students to graduate with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas, while African American students had the lowest percentages of non-Achieve 180 students graduating with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas and white students had the lowest percentages of Achieve 180 Program students graduating with the same diploma types (Figure 72).

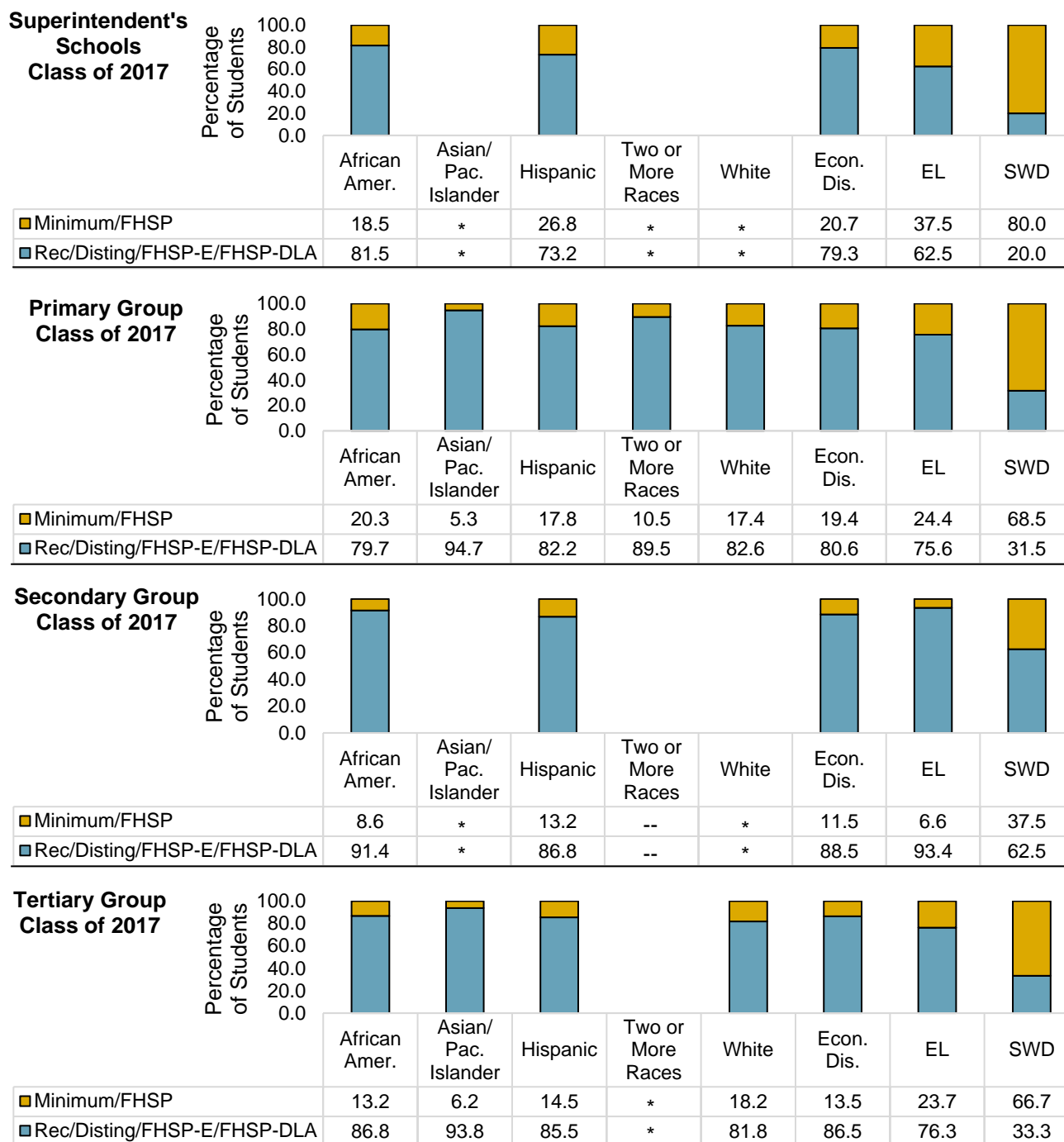
- For the Class of 2016 by Achieve 180 Program treatment group and student demographic group, **Figure 73** (p. 94) depicts four-year graduation rates by diploma types (1) Minimum/FHSP and (2) Recommended/Distinguished/FHSP-E/FHSP-DLA and provides the following ranges for the percentage of Achieve 180 Program students (with at least five students per student group) who graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas:
 - African American students, from 67.0 percent in Superintendent's Schools to 83.5 percent in the Secondary Group;
 - Asian/Pacific Islander students, from 85.7 percent in the Primary Group to 100.0 percent in the Secondary Group;
 - Hispanic students, from 37.7 percent in Superintendent's Schools to 90.7 percent in the Tertiary Group;
 - Students of two or more races/ethnicities in the Primary Group had 84.2 percent, the only group that had at least five graduates;
 - White students, from 66.7 percent for the Tertiary Group to 75.4 percent for the Primary Group, the only two groups with at least five graduates;
 - Economically-disadvantaged, from 61.1 percent in Superintendent's Schools to 89.8 percent in the Secondary Group;
 - EL, from 27.8 percent in Superintendent's Schools to 85.1 percent in the Tertiary Group; and
 - SWD, from 13.0 percent in Superintendent's Schools to 50.0 percent in the Secondary Group.
- For the Class of 2017 by Achieve 180 Program treatment group and student demographic group, **Figure 74** (p. 95) depicts four-year graduation rates by diploma types (1) Minimum/FHSP and (2) Recommended/Distinguished/FHSP-E/FHSP-DLA and shows the following ranges for the percentage of Achieve 180 Program students (with at least five students per student group) who graduated with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas:
 - African American students, from 79.7 percent in the Primary Group to 91.4 percent in the Secondary Group;
 - Asian/Pacific Islander students, from 93.8 percent in the Tertiary Group to 94.7 percent in the Primary Group, the only two groups that had at least five students;
 - Hispanic students, from 73.2 percent in Superintendent's Schools to 86.8 percent in the Secondary Group;
 - Students of two or more races/ethnicities, 89.5 percent for the Primary Group, the only group with at least five students;
 - White students, from 81.8 percent for the Tertiary Group to 82.6 percent for the Primary Group, the only two groups that had at least five students;
 - Economically-disadvantaged students, from 79.3 percent in Superintendent's Schools to 88.5 percent in the Secondary Group;
 - EL, from 62.5 percent in Superintendent's Schools to 93.4 percent in the Secondary Group; and
 - SWD, from 20.0 percent in Superintendent's Schools to 62.5 percent in the Secondary Group.

Figure 73: Percentage of Four-Year Graduates by Achieve 180 Program Treatment Group, Diploma Type, and Student Group, Class of 2016



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017

Note: For state accountability four-year graduation rates with exclusions, a class size of 11,858 was used for the Class of 2016. An * indicates fewer than five students and a -- indicates zero students.

Figure 74: Percentage of Four-Year Graduates by Achieve 180 Program Treatment Group, Diploma Type, and Student Group, Class of 2017

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report; August 6, 2018

Note: For state accountability four-year graduation rates with exclusions, a class size of 12,310 was used for the Class of 2017 completion. An * indicates fewer than five students and a -- indicates zero students.

- When compared to the Class of 2016, the following Class of 2017 student groups showed gains in the percentage of students to graduate with Recommended/Distinguished/FHSP-E/FHSP-DLA diplomas:
 - African American students in all Achieve 180 treatment groups, ranging from 3.5 percentage points in the Tertiary Group to 14.5 percentage points in Superintendent's Schools;
 - Asian/Pacific Islander students, in both treatment groups with at least five Asian/Pacific Islander students, including 5.6 percentage points in the Tertiary Group and 9.0 percentage points in the Primary Group;
 - Hispanic students in two of the four treatment groups, including 2.9 percentage points in the Primary Group and 35.5 percentage points in Superintendent's Schools;
 - Students of two or more races/ethnicities, 5.3 percentage points in the Primary Group, the only group with at least five students;
 - White students in both of the treatment groups with at least five students, the Primary Group with a gain of 7.2 percentage points and the Tertiary Group with a gain of 15.1 percentage points;
 - Economically-disadvantaged students in two of the four treatment groups, the Primary Group with a gain of 5.9 percentage points, and Superintendent's Schools with a gain of 18.2 percentage points;
 - EL in two of the four treatment groups, including the Secondary Group with a gain of 8.9 percentage points and Superintendent's Schools with a gain of 34.7 percentage points; and
 - SWD in three of the four treatment groups, the Tertiary Group with a gain of 2.9 percentage points, Superintendent's Schools with a 7.0 percentage-point gain, and the Secondary Group with a gain of 12.5 percentage points (Figure 73, p. 94 and Figure 74, p. 95).

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

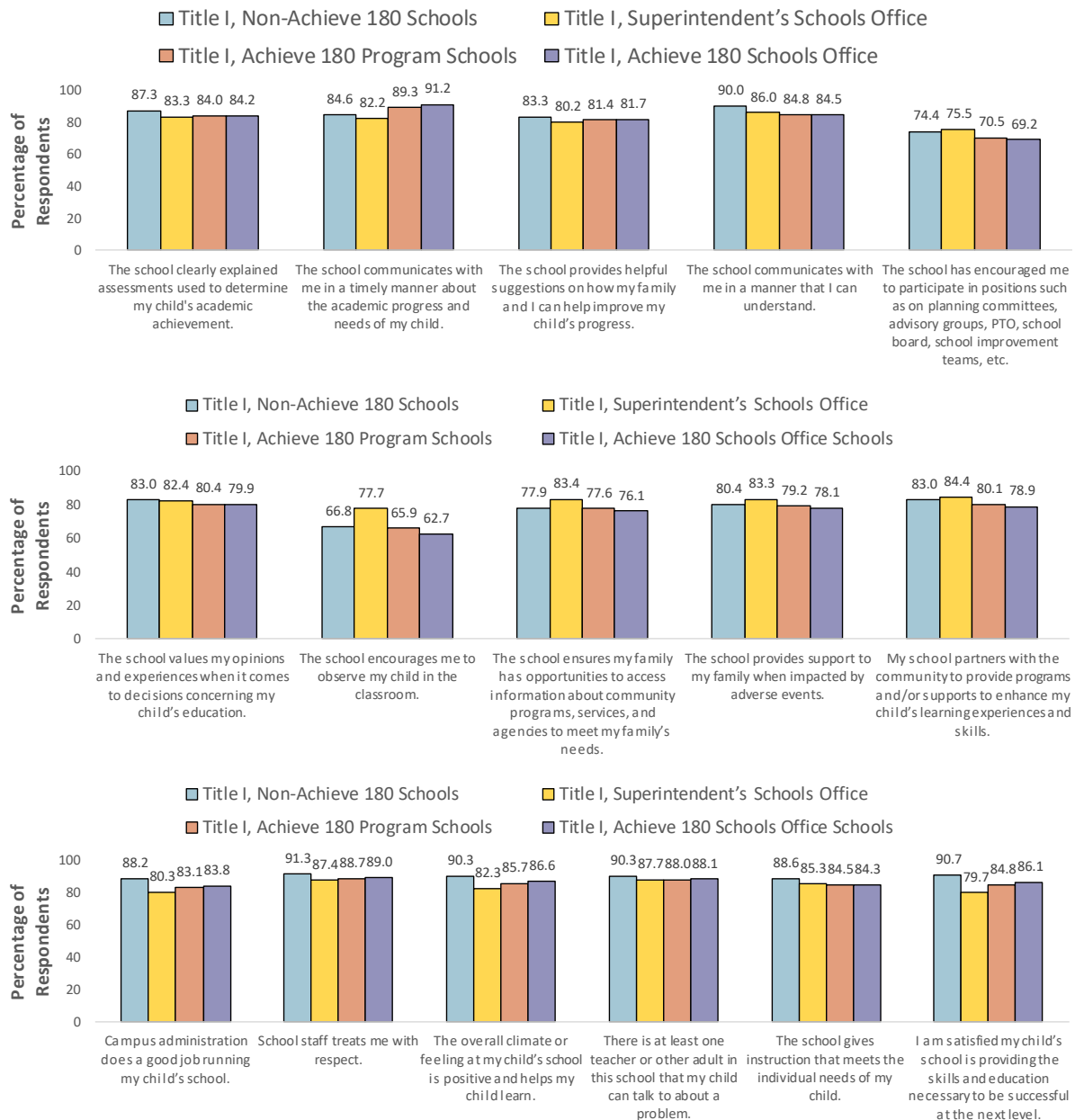


Title I, Part A, Parent and Family Engagement Survey, 2017–2018

- The new HISD Title I, Part A, Parent and Family Engagement Survey, 2017–2018, was piloted from April 2, 2018 through May 18, 2018 to include parents and families at Title I schools in evaluating the district's parent involvement policy and program to improve the academic quality of Title I, Part A schools. A total of 253 (99%) of HISD's Title I schools, including 210 HISD non-Achieve 180 campuses and 43 of the 44 Achieve 180 Program schools (98%), had at least one parent or family member participate in the survey (the sole Achieve 180 campus for which there was no data was Wesley Elementary School). Survey questions solicited responses to questions on school factors and school climate, barriers to parent and family participation in school activities, and ways to improve school support to children's learning.
- Responses to questions on school factors and school climate are shown in **Figure 75** (p. 97) for selected comparisons and detailed data by campus and treatment group are shown in **Appendix I, Table I-1** (pp. 223–228). The majority of participating parents and family members agreed or strongly agreed with each of the 16 statements about school factors present at their child's Title I, Part A campus in 2017–2018. Percentages of agreement ranged from 62.7 percent (for Achieve 180 School Office on agreement with

“The school encourages me to observe my child in the classroom”) to 91.3 percent (for Non-Achieve 180 Title I campus agreement with “School staff treats me with respect”) (Figure 75).

Figure 75: Percentage of "Strongly Agree" or "Agree" Responses by Parent and Family Members Regarding Statements about Their Child's Title I Campus, School Climate/School Factors 2017–2018



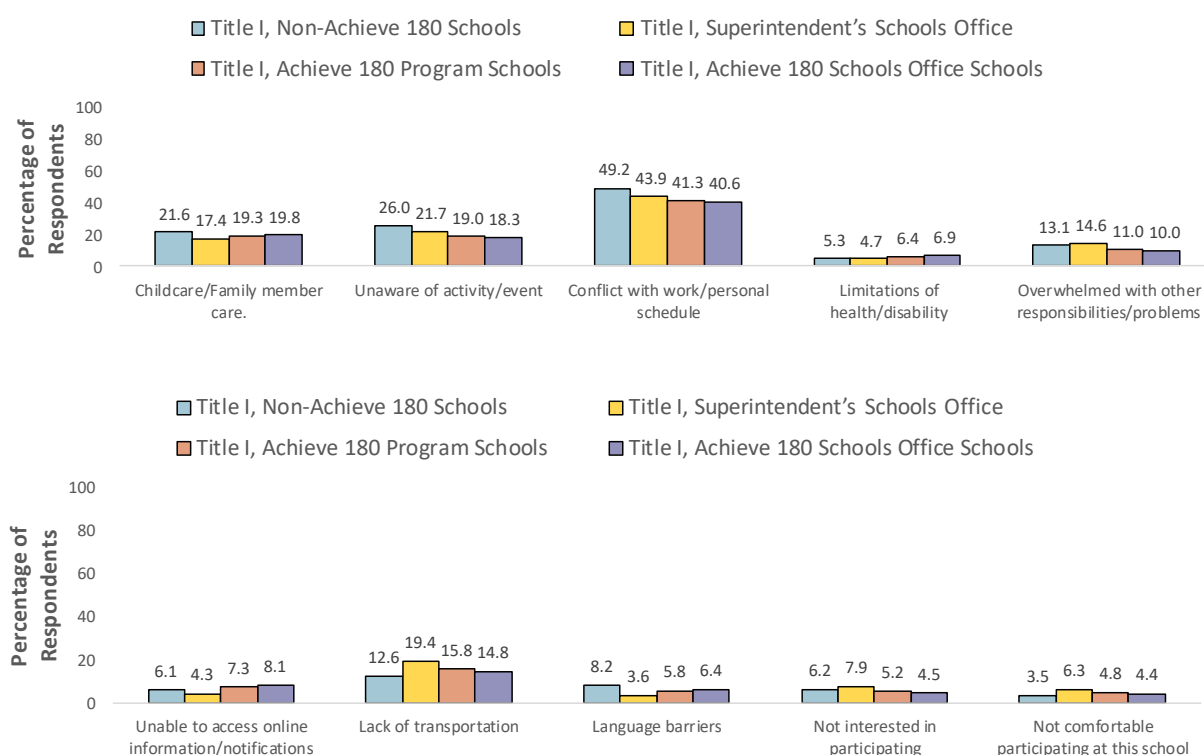
Source: HISD Title I, Part Parent and Family Engagement Survey, 2017–2018

Notes: Responses may be abbreviated, yet retain the original meaning. Full response statements are provided in Appendix I, Table I-1, pp. 223–228. No results were available for Wesley Elementary School (Superintendent's Schools).

- Rates of agreement among non-Achieve 180 schools were higher for 15 of the 16 school factors and school climate items than the rates were for Achieve 180 Program schools. The largest difference between the two groups of campuses was for “I am satisfied my child’s school is providing the skills and education necessary to be successful at the next level,” with which 90.7 percent of families at non-Achieve 180 campuses and 84.8 percent of Achieve 180 families agreed, a difference of 5.9 percentage points (Figure 75, p. 97).
- The item with which families of students at Achieve 180 campuses had a higher rate of agreement than families of students at non-Achieve 180 campuses was, “The school communicates with me in a timely manner about academic progress and needs of my child,” with which 89.3 percent of participating Achieve 180 families and 84.6 percent of participating non-Achieve 180 families agreed, a difference of 4.7 percentage points in favor of Achieve 180 families (Figure 75).
- The item with the highest percentage of agreement among Achieve 180 School Office campuses, 91.2 percent, concerned the school communicating with the family in a timely manner, and the item with the lowest percentage agreement, 62.7 percent, concerned the family being encouraged to observe the child in the classroom (Figure 75).
- The highest rate of agreement among Superintendent’s Schools was 87.7 percent regarding there being at least one teacher or adult in the school that their child could talk to about a problem. This is compared to higher rates of agreement among Achieve 180 Schools Office schools (88.1%) and non-Achieve 180 schools (90.3%). The item with the lowest percentage of agreement among families of students in Superintendent’s Schools, 75.5 percent, concerned encouragement to participate in parent involvement opportunities such as planning committees and advisory groups. Though it was the lowest percentage for a school factor or school environment item reported for families of students in Superintendent’s Schools, the recorded percentage was higher than that for either non-Achieve 180 schools, 74.4 percent, or the Achieve 180 Schools Office schools, 69.2 percent (Figure 75).
- Reports from families of students in Title I campuses on barriers to participation in school activities are shown in **Figure 76** (p. 99) and in Appendix I, **Table I-2** (pp. 229-230). Districtwide and for each comparison group, a conflict with work or personal schedule was by far the most reported barrier. The barrier reported by the smallest percentage of families was “Not comfortable participating at this school,” with the lowest rate of agreement at non-Achieve 180 schools (3.5 percent) and highest rate of agreement at Superintendent’s Schools (6.3 percent).
- Conflict with work and personal schedules was identified as the barrier preventing the largest proportions of parents and family members in non-Achieve 180 schools (49.2%) and in Achieve 180 Program schools (41.3 %), including Superintendent’s Schools (43.9%) and Achieve 180 Schools Office (40.6%), from participating in school activities in 2017–2018 (Figure 76).
- A lack of awareness of the activity or event was identified as another barrier preventing one of the largest proportions of parents and family members in non-Achieve 180 schools (26.0%) and in Achieve 180 Program schools (19.0%), including Superintendent’s Schools (21.7%) and Achieve 180 Schools Office (18.3%), from participating in school activities in 2017–2018 (Figure 76).
- Childcare or care of a family member was identified as another barrier preventing one of the largest proportions of parents/family members in non-Achieve 180 schools (21.6%) and in Achieve 180 Program

schools (19.3%), including the Achieve 180 Schools Office (19.8%) and Superintendent's Schools (17.4%), from participating in school activities in 2017–2018 (Figure 76).

Figure 76: Percentage of Parent and Family Member Responses Regarding Barriers That Have Prevented Their Ability to Participate in School Functions, Workshops, Meetings, Planning Events, and Other Activities, Title I Survey, 2017–2018

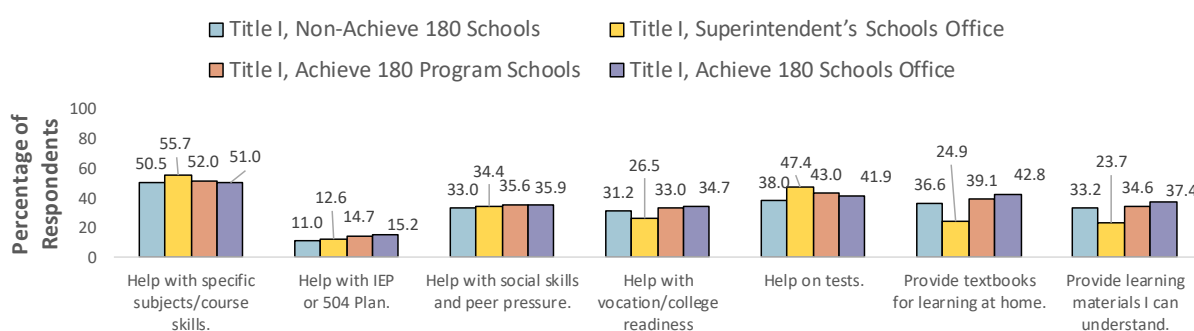


Source: HISD Title I, Part Parent and Family Engagement Survey, 2017–2018

Notes: Responses may be abbreviated, yet, retain the original meaning. Full response statements are provided in Appendix I, Table I-2, pp. 229–230. No results were available for Wesley Elementary School (Superintendent's Schools).

- Higher percentages of families of students at Achieve 180 Program campuses than of families of students in non-Achieve 180 Program campuses reported that poor health or a disability, lack of transportation, unable to access online information, and not being comfortable at the school were barriers to their participation in school activities (Appendix I, Table I-2, pp. 229–230).
- The percentages of families of students in Title I schools who agreed with ways schools can further support students' learning at home are depicted in **Figure 77** (p. 100) and detailed in Appendix I, **Table I-3** (pp. 231–232). The support most often identified by participating respondents was "Helping my child with specific subjects/course skill areas (e.g., reading writing, math, technology, AP/IB, etc.)," with about half of the participants in each comparison group agreeing or strongly agreeing.
- Among the highest rates of parent and family member agreement regarding support needed for students' learning at home was the need to help them on tests, with 47.4 percent agreement at Superintendent's Schools, 41.9 percent agreement at the Achieve 180 Schools Office schools, and 38.0 percent agreement at non-Achieve 180 schools (Figure 77).

Figure 77: Percentage of Parent and Family Responses Regarding How HISD's Title I Schools Can Improve or Provide Extra Support to Their Child's Learning at Home, by Non-Achieve 180 and Achieve 180 Program Affiliation, 2017–2018

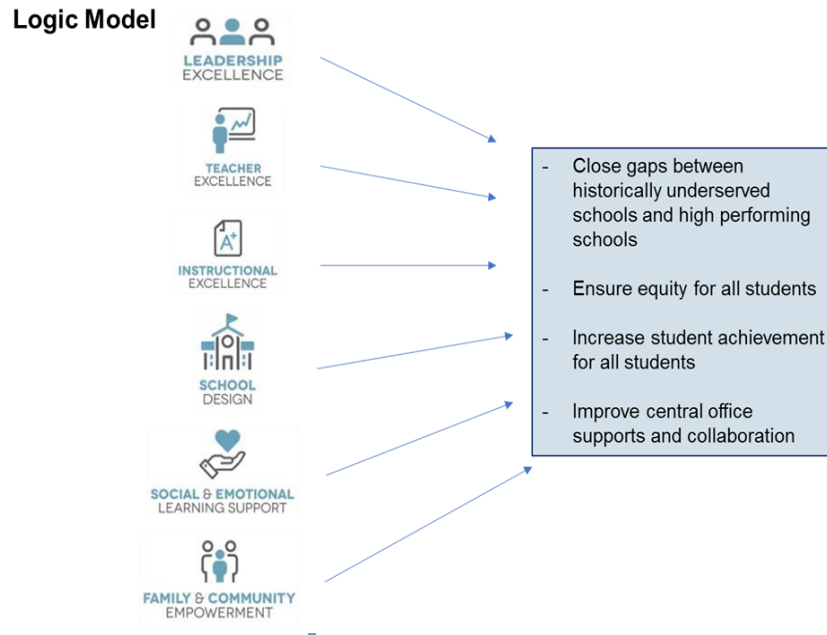


Source: HISD Title I, Part Parent and Family Engagement Survey, 2017–2018

Notes: Responses may be abbreviated, yet, retain the original meaning. Full response statements are provided in Appendix I, Table I-3, pp. 231–232. No results were available for Wesley Elementary School (Superintendent's Schools).

- The highest rates of agreement for support for students with social skills and peer pressure was from Achieve 180 Schools Office schools at 35.9 percent. For comparison, 33.0 percent of non-Achieve 180 family respondents identified the same support, as did 35.6 percent of families of students in the Achieve 180 Program schools and 34.4 percent of families of students in Superintendent's Schools (Figure 77).
- When considering support for learning at home, 42.8 percent of families of Achieve 180 Schools Office students agreed that providing textbooks would support learning at home. Of the comparison groups, parents of students at Secondary Group Achieve 180 campuses had the highest percentage of families that agreed, 46.8 percent, and families of students at Superintendent's Schools had the lowest, 24.9 percent. Among the individual Achieve 180 Program campuses, there was much variation in agreement, from zero percent for Attucks Middle School to 72.4 percent for Fondren Elementary School (Appendix I, Table I-3, pp. 231–232).
- There was similar wide variation in agreement with a need to provide learning materials that parents could understand, with percentages at individual Achieve 180 campuses that ranged from zero percent at North Forest High School and Attucks Middle Schools to 62.5 percent at Hilliard Elementary School.
- Providing help with their child's Individual Education Plan (IEP) or 504 Plan was identified by the smallest proportions of parents or family members in both non-Achieve 180 schools (11.0%) and in Achieve 180 Program schools (14.7%), including Superintendent's Schools (12.6%) and the Achieve 180 Schools Office (15.2%) (Figure 77).
- Campus level results for all Achieve 180 Program, Superintendent's Schools, and Achieve 180 Schools Office (including Primary Group, Secondary Group, and Tertiary Group) are provided in Appendix I, Table I-3 (pp. 231–232). Complete survey results may be found in the annual *Title I, Part A Parent Involvement, 2017–2018* report on HISD's [Research and Accountability website](#).

Achieve 180 Program Outcomes – Summative Academic Outcomes



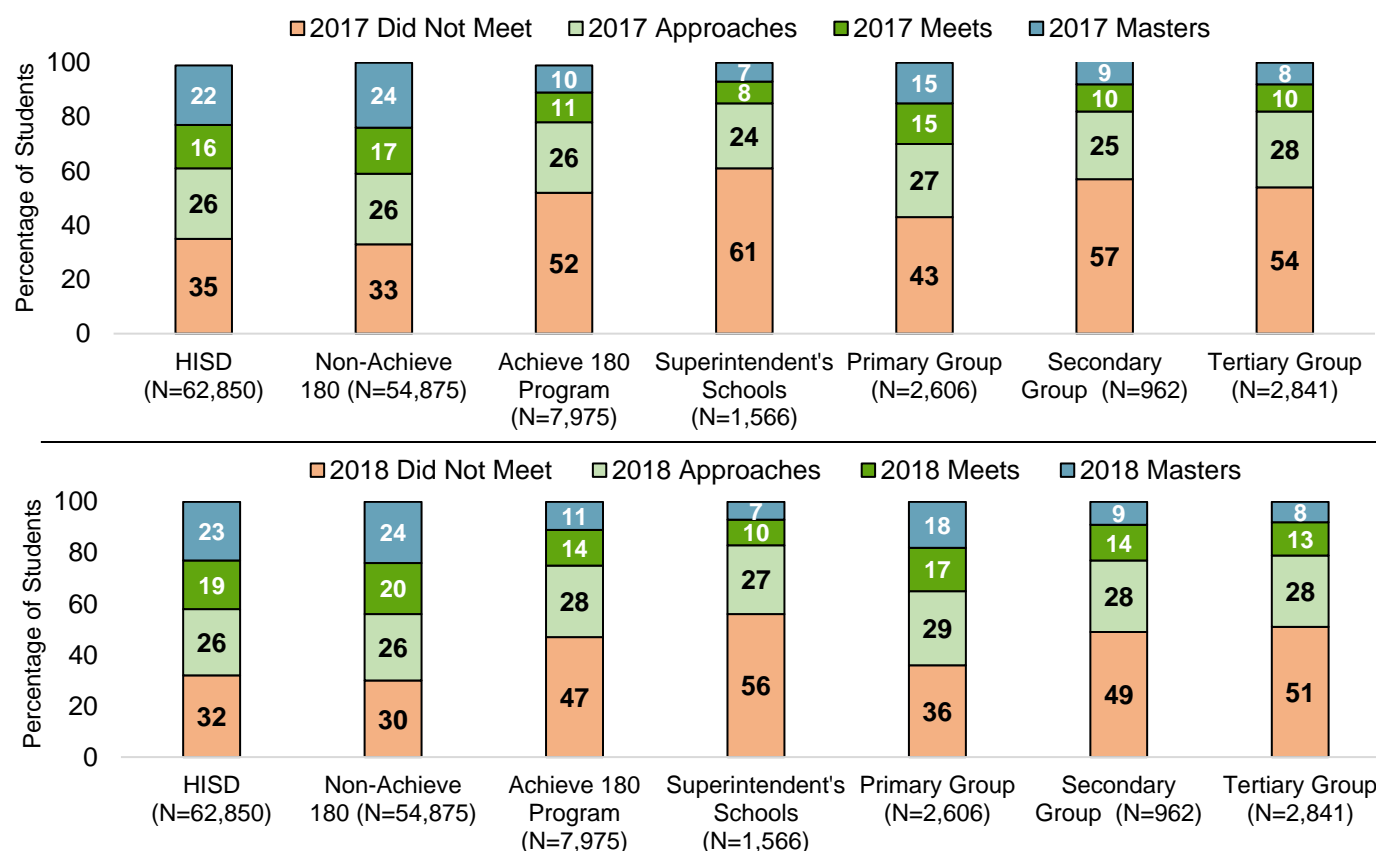
Close Performance Gaps Between Students in Historically Underserved Schools and High Performing Schools

STAAR 3–8 Cohort Analysis

- The state-mandated assessment system for student academic success includes the State of Texas Assessments of Academic Readiness (STAAR) 3–8 for students in grades 3–8 and STAAR End-of-Course (EOC) assessments for students taking select high school courses. The performance levels from highest to lowest include: Masters Grade Level (mastery of the course knowledge and skills; student is on track for college and career readiness); Meets Grade Level (strong knowledge of course content; student is prepared to progress to the next grade); Approaches Grade Level (some knowledge of course content, but may be missing critical elements; student needs additional support in the coming year); and Did Not Meet Grade Level (no basic understanding of course expectations is shown; student may need significant support in the coming year) (Texas Education Agency, 2017b).
- A total of 62,850 HISD students, including 7,975 Achieve 180 Program students, in grades 4–8 earned a score on a STAAR 3–8 Reading assessment (in English or Spanish) in both 2016–2017 and 2017–2018, and a total of 58,992 HISD students, including 7,614 Achieve 180 students, met the same criteria on STAAR 3–8 Mathematics assessments, and are included in this cohort analysis of the results.
- **Figure 78** (p. 102) shows aggregated results of cohort analyses conducted using students' matched performance results for 2016–2017 and 2017–2018 to determine the difference between their grade-to-grade performance levels (e.g., the difference between a student's 2016–2017 grade 3 performance level and the same student's 2017–2018 grade 4 performance level) on STAAR 3–8 tests in Reading. 2017–2018 students in grades 4–8 were included in the analyses.

- Overall, in each group, there were decreases in the percentages of students who Did Not Meet grade-level Reading performance standards, including districtwide, non-Achieve 180, and Tertiary Group students each showing a three percentage-point decrease. All other Achieve 180 Program students showed larger decreases, including the Secondary Group, eight percentage points; the Primary Group, seven percentage points; and Achieve 180 Program students, overall, and Superintendent's Schools' students, showing a decrease of five percentage points each.

Figure 78: Percentage of 2017–2018 HISD Grades 4–8 Students by Their Spring 2017 and 2018 STAAR Reading Performance Levels, by Achieve 180 Program Affiliation



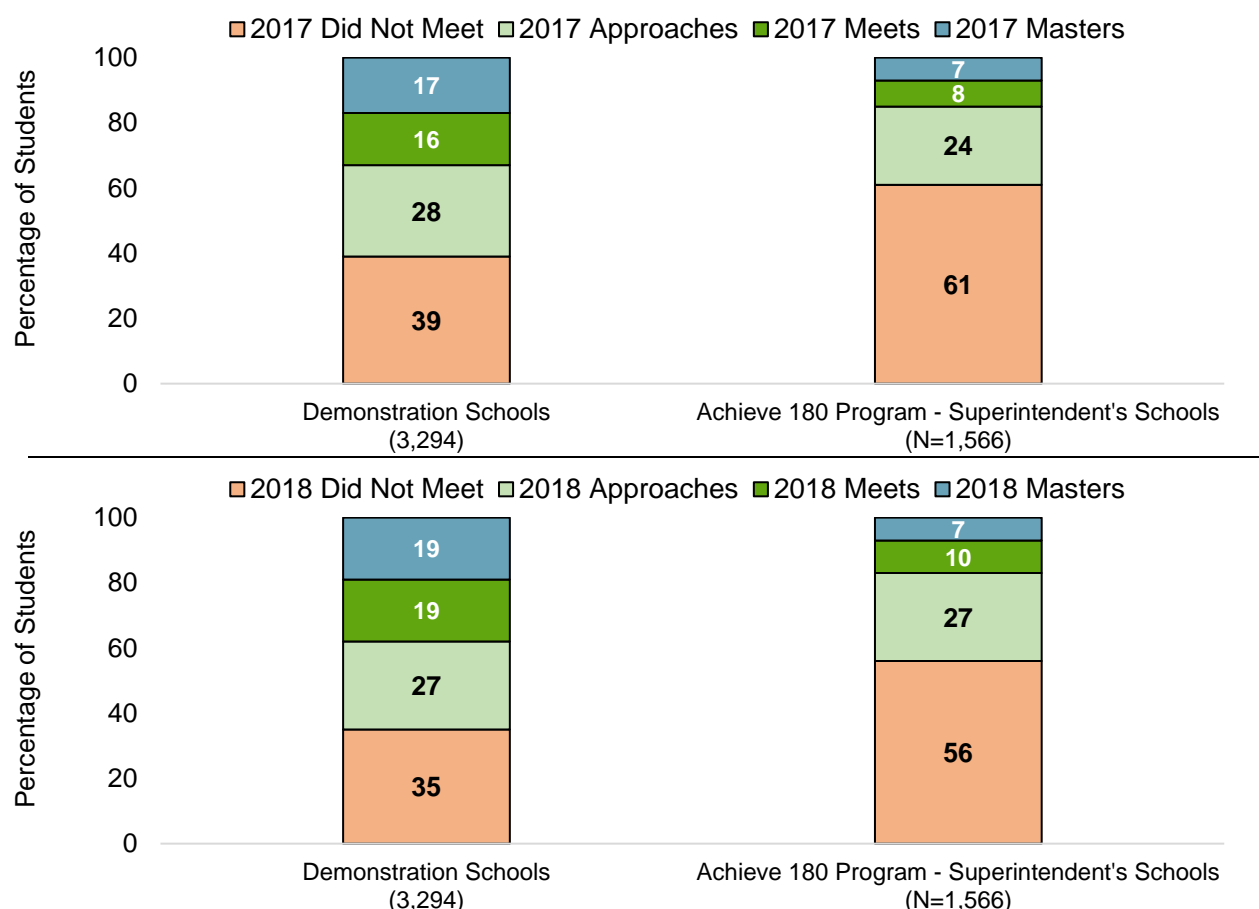
Sources: TEA-Pearson-ETS STAAR Student Data Files, 2017 and 2018; Fall PEIMS, 2017–2018, ADA>0

Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

- The percentages of students who performed at the Approaches Grade Level standard in Reading remained constant from their 2017 grade levels to their 2018 grade levels for districtwide, non-Achieve 180, and Achieve 180 Program Tertiary Group students, while increases of two percentage points (Achieve 180 Program overall and Primary Group) and three percentage points (Superintendent's Schools and Secondary Group) were recorded for other Achieve 180 Program students (Figure 78).

- In both years, the percentage of students who Did Not Meet grade level in Reading was highest at Superintendent's Schools (61% and 56%, respectively). The Secondary Group had 57 percent of students who Did Not Meet grade level in 2017 and 49 percent who Did Not Meet grade level in 2018, while the Tertiary Group had 54 percent in 2017 and 51 percent in 2018 who achieved at the same standard. The non-Achieve 180 students had the lowest percentage of students performing at this levels in both years (33% and 30%, respectively) (Figure 78, p. 102).
- Overall, the percentage of cohort students who met the passing standard or above (the Approaches Grade Level, Meets Grade Level, or Masters Grade Level standards) on STAAR Reading between 2017 and 2018 increased for all comparison groups. The increase was four percentage points districtwide, with a six percentage point increase for cohort students on Achieve 180 campuses and a three percentage point increase for students on non-Achieve 180 campuses (Figure 78).
- Among Achieve 180 treatment groups, the greatest increase in percentage of cohort students meeting the passing standard or above on STAAR Reading was recorded for cohort students in the Primary Group and the Secondary Group, seven percentage points each, followed by students in the Superintendent's Schools, five percentage points, and students in Tertiary Group schools, three percentage points (Figure 78).
- Overall, the percentage of students who performed at the Meets Grade Level or Masters Grade Level standard on STAAR Reading also increased for each group. Districtwide and for Achieve 180 Program cohort students the increase was four percentage points, while cohort students in non-Achieve 180 schools recorded an increase of three percentage points. By Achieve 180 Program treatment groups, the largest increase was for cohort students in the Primary Group, five percentage points, followed by Secondary Group students, four percentage points, Tertiary Group students, three percentage points, and Superintendent's School students, two percentage points (Figure 78).
- **Figure 79** (p. 104) shows aggregated results of cohort analyses conducted using Superintendent's Schools students and their Demonstration school peers' matched STAAR Reading performance results for the last two years to determine the difference between their grade-to-grade performance levels. In 2017, there was a 22 percentage-point gap in the percentage of students at Superintendent's Schools who Did Not Meet grade level, 61 percent, and the percentage of students in the Demonstration schools who Did Not Meet, 39 percent. In 2018, both groups of students recorded a decrease in the percentage of students Who Did Not Meet, with students at Superintendent's Schools dropping five percentage points to 56 percent and students at the demonstration schools dropping four percentage points, to 35 percent, but the gap between the percentages recorded by students in Superintendent's Schools and students in the demonstration schools closed by only one percentage point.
- The percentage of students who performed at the Approaches Grade Level standard in Reading decreased one percentage point (from 28% to 27%) for the demonstration school students between 2017 and 2018, while it increased three percentage points (from 24% to 27%) for Superintendent's Schools students, with equal proportions (about one-fourth) of students scoring at this level in 2018 (Figure 79).
- In the percentage of students who scored at the Meets Grade Level or Masters Grade Level performance standards in Reading, the performance gap from 2017 to 2018 between Achieve 180 Program (15% to 17%) and their demonstration schools (33% to 38%) widened by three percentage points (Figure 79).

Figure 79: Percentage of 2017–2018 HISD Grades 4–8 Students by Their Spring 2017 and Spring 2018 STAAR Reading Performance Levels by Demonstration School and Achieve 180 Program Affiliation



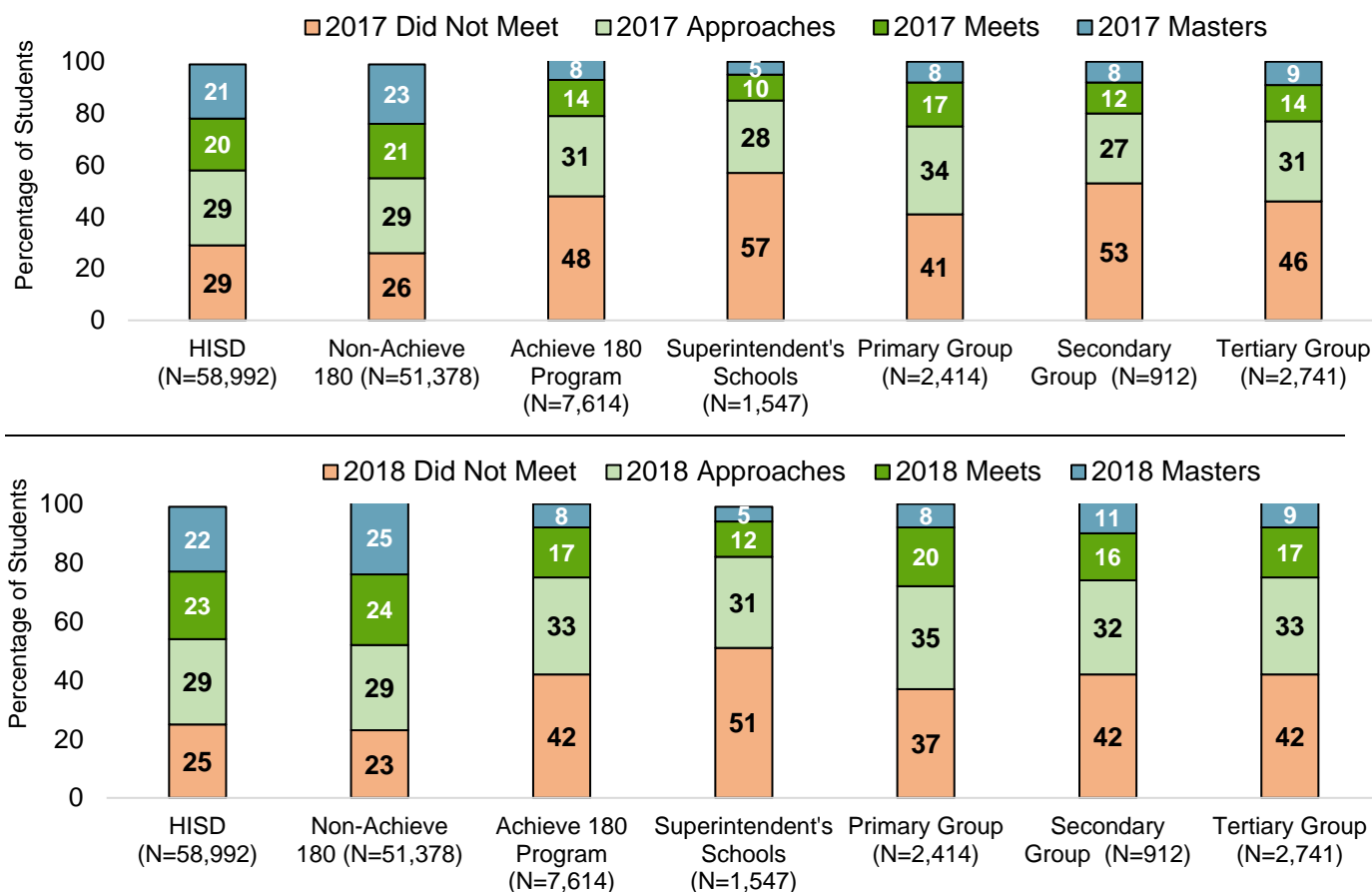
Sources: TEA-Pearson-ETS STAAR Student Data Files, 2017 and 2018; Fall PEIMS, 2017–2018, ADA>0

Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

- Results depicting students' grade level to grade level change by STAAR Reading performance level from each 2016–2017 performance level to each 2017–2018 performance level are presented in **Appendix J (Table J-1 through Table J-7, pp. 233–239)** for HISD students by grade level, subject, and non-Achieve 180 and Achieve 180 Program affiliation. In addition, students' grade level to grade level change by STAAR Reading results for Demonstration schools (listed on p. 240) are presented **Table J-8, p. 241**.
- To compare the STAAR 3–8 tests performance of HISD students by their non-Achieve 180 and Achieve 180 program affiliation, **Figure 80** (p. 105) shows aggregated results of cohort analyses conducted using students' matched performance results for the last two years to determine the difference between their grade-to-grade performance levels on STAAR 3–8 tests in Mathematics for 2017–2018 students in grades 4–8.

- Overall, the percentage of students who Did Not Meet grade-level Mathematics performance standards decreased in each group from 2017 to 2018, including non-Achieve 180 students (three percentage points) and districtwide, Primary Group, and Tertiary Group students (four percentage points each). The largest decreases were among Achieve 180 Program students overall and Superintendent's Schools' students (six percentage points each), and Secondary Group students (11 percentage points).

Figure 80: Percentage of 2017–2018 HISD Grades 4–8 Students by Their Spring 2017 and Spring 2018 STAAR Mathematics Performance Levels by Non-Achieve 180 and Achieve 180 Program Affiliation



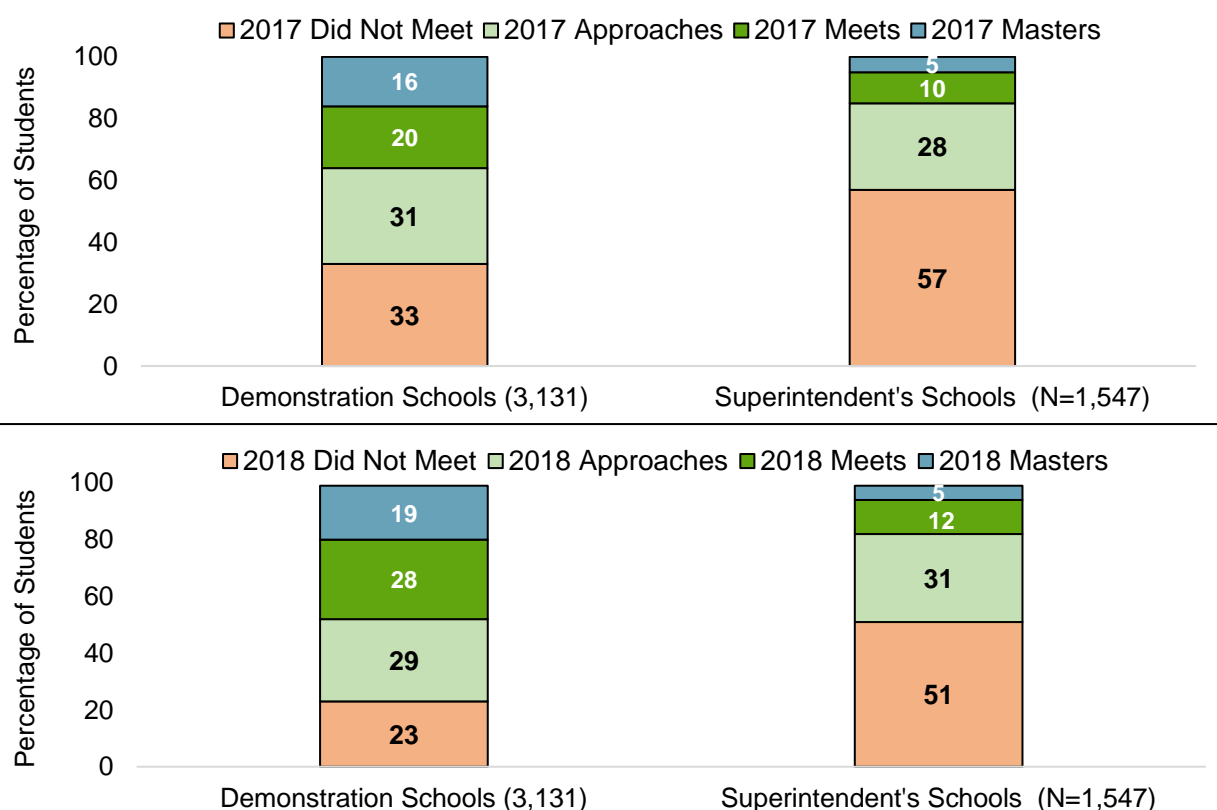
Sources: TEA-Pearson-ETS STAAR Student Data Files, 2017 and 2018; Fall PEIMS, 2017–2018, ADA>0

Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

- The percentage of students who performed at the Approaches grade level in Mathematics remained constant for HISD students overall (29%) and in non-Achieve 180 schools (29%), while this percentage increased from two to five percentage points among Achieve 180 Program students from their 2017 grade levels to their 2018 grade levels. For Achieve 180 Program students, the 2018 percentages of students who performed at the Approaches Grade Level standard ranged from 31 percent (Superintendent's Schools) to 35 percent (Primary Group) in 2018 (Figure 80).

- Overall, the percentage of students who performed at the Meets or Masters performance level for Mathematics increased for each group: Secondary Group students (seven percentage points); non-Achieve 180 students (five percentage points); districtwide (four percentage points); Achieve 180 Program overall, Primary Group, and Tertiary Group students (three percentage points); and Superintendent's Schools' students (two percentage points) (Figure 80).
- To compare the STAAR 3–8 performance of Superintendent's Schools students to their high performing Demonstration School peers, **Figure 81** shows aggregated results of cohort analyses conducted using students' matched performance results for the last two years to determine the difference between their grade-to-grade performance levels on STAAR 3–8 tests in Mathematics for 2017–2018 students in grades 4–8. The gap between the Demonstration schools (33% and 23%, respectively) and Superintendent's Schools (57% and 51%, respectively) in the percentage of students who Did Not Meet grade level performance standards widened four percentage points (from 24 percentage points in 2017 to 28 percentage points in 2018).

Figure 81: Percentage of 2017–2018 HISD Grades 4–8 Students by Their Spring 2017 and Spring 2018 STAAR Mathematics Performance Levels by Demonstration School and Achieve 180 Program Affiliation



Sources: TEA-Pearson-ETS STAAR Student Data Files, 2017 and 2018; Fall PEIMS, 2017–2018, ADA>0

Notes: The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, first administration results are used. Results for English and Spanish language test versions are combined. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

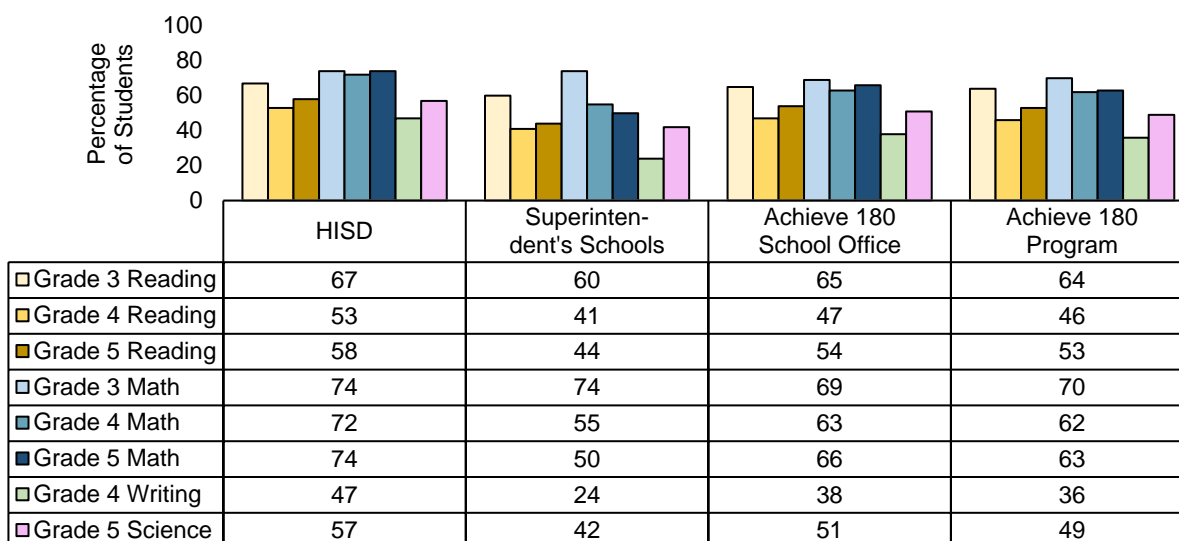
- Though the gap decreased one percentage point from 2017 to 2018, the percentages of students who performed at the Approaches level decreased two percentage points (from 31% to 29%) for the Demonstration school students from their 2017 grade levels to their 2018 grade levels, while it increased three percentage points (from 28% to 31%) for Superintendent's Schools students (Figure 81, p. 106).
- The gap between Superintendent's Schools and their Demonstration schools in the percentage of students who scored at the Meets or Masters grade level performance standard widened by 19 percentage points from 2017 (11 percentage-point gap) to 2018 (30 percentage-point gap), with Demonstrations schools increasing the percentage of students who achieved the Meets or Masters grade level standard by 11 percentage points (from 36% percent to 47% percent), while Superintendent's Schools increased the percentage by only two percentage points (from 15% to 17%) (Figure 81, p. 106).
- Results depicting students' grade level to grade level change by STAAR Mathematics performance level from each 2016–2017 performance level to each 2017–2018 performance level are presented in **Table J-9** through **Table J-16**, pp. 242–249 for HISD students by grade level, subject, and non-Achieve 180 and Achieve 180 Program affiliation, including Demonstration schools.

Ensure Equity for All Students

STAAR Performance by Student Group and Grade Level, 2017–2018

- Based on districtwide and Achieve 180 program STAAR results for English Learners (EL) and Students with Disabilities (SWD) extracted from the districtwide STAAR 3–8 report, *District and School Results from the Spring 2018 STAAR Assessments for Grades 3 through 8*, (Houston Independent School District, July 2018), **Figure 82 and Figure 83** (p. 108) show the percentages of EL students who performed at or above the Approaches Grade Level performance standards in Spring 2018.
- Across subjects and grade levels, the proportions of EL districtwide who performed at or above the Approaches Grade Level standard were from two percentage points higher (grade 6 Reading and Mathematics) to 12 percentage points higher (grade 8 Social Studies) than the total proportions of Achieve 180 Program EL in 2018 (Figure 82 and Figure 83).

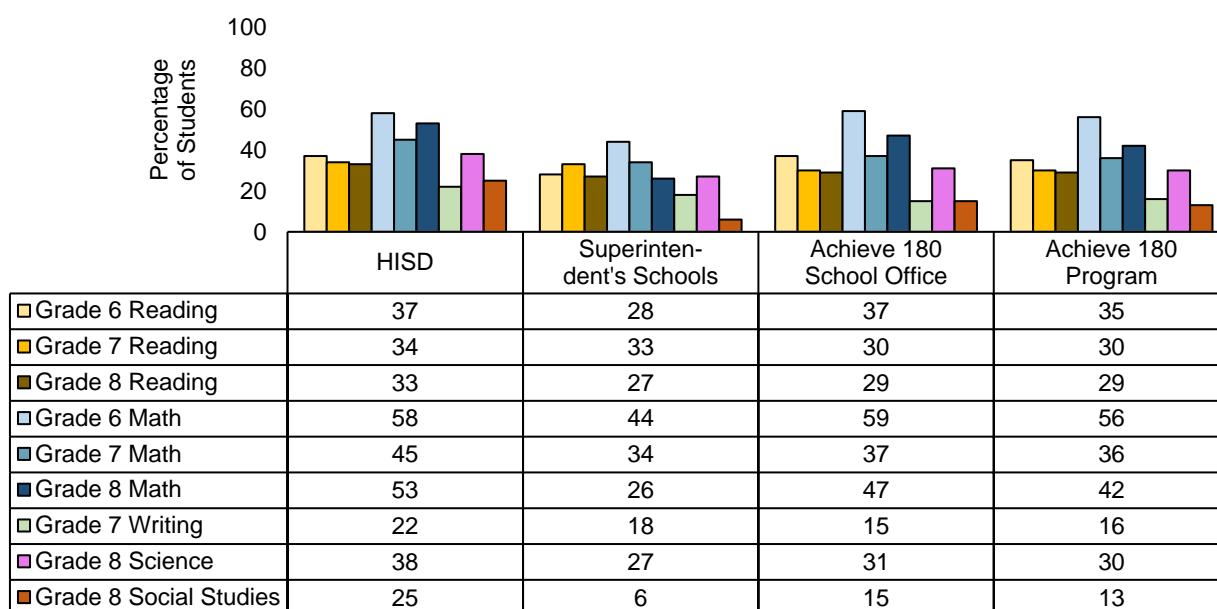
Figure 82: Percentage of EL Students Grades 3–5 Who Scored At or Above STAAR Approaches Grade Level Standard by Grade, Subject, and HISD or Achieve 180 Program and Subgroup, Spring 2018



Source: TEA-ETS STAAR Student Data Files

Notes: All data reflect the most current data available and may differ slightly from data previously reported. STAAR Alt. 2 tests are excluded.

Figure 83: Percentage of EL Students Grades 6–8 Who Scored At or Above STAAR Approaches Grade Level standard by Grade, Subject, and HISD or Achieve 180 Program and Subgroup, Spring 2018

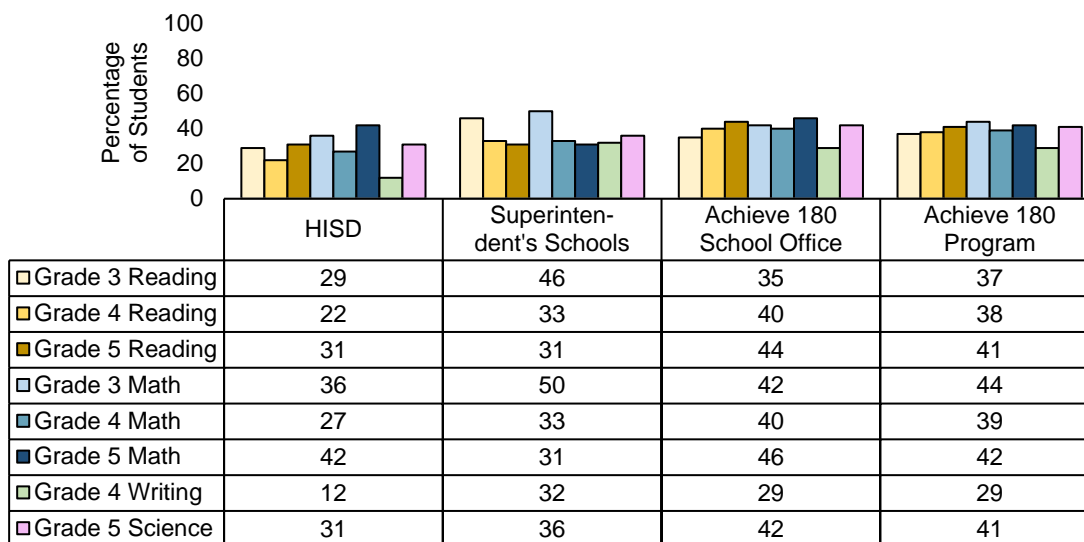


Source: TEA-ETS STAAR Student Data Files

Notes: All data reflect the most current data available and may differ slightly from data previously reported. STAAR Alt. 2 tests are excluded.

- In grade 6 Reading, the total percentage of Achieve 180 Schools Office EL was equal to the districtwide percentage of EL who performed at or above the Approaches Grade Level standard (37%) and in grade 6 Mathematics, the total proportion of Achieve 180 Schools Office students who performed at or above the Approaches Grade Level standard (59%) was one percentage point higher than the districtwide proportion (58%) (Figure 82 and Figure 83, p. 108).
- Except as noted above, the proportions of EL districtwide who performed at or above the Approaches Grade Level standard were from two percentage points higher (grade 3 Reading) to 10 percentage points higher (grade 8 Social Studies) than the total percentage of Achieve 180 Schools Office EL who performed at or above the Approaches Grade Level standard in 2018 (Figure 82 and Figure 83).
- In grade 3 Mathematics, the total percentage of Superintendent's Schools' students was equal to the districtwide percentage of EL who performed at or above the Approaches Grade Level standard (74%), while across all other subjects and grade levels, the proportions of EL districtwide who performed at or above the Approaches Grade Level standard were from one percentage point higher (grade 7 Reading) to 27 percentage points higher than the total proportion for the Superintendent's Schools EL (grade 8 mathematics) (Figure 82 and Figure 83).
- Across subjects and grade levels, the total proportions of Achieve 180 Program SWD who performed at or above the Approaches Grade Level standard were from eight percentage points higher (grade 3 Reading and Mathematics) to 19 percentage points higher (grade 8 Social Studies) than districtwide SWD in 2018, except for grade 5 mathematics where the districtwide and Achieve 180 Program proportions were equal (42%) (**Figure 84** and **Figure 85**, p. 110).
- Across subjects and grade levels, the proportions of Achieve 180 Schools Office SWD who performed at or above the Approaches Grade Level standard were from four percentage points higher (grade 5 Mathematics) to 21 percentage points higher (grade 8 Science and Social Studies) than students districtwide in 2018 (Figure 84 and Figure 85).
- Across subjects and grade levels, the proportions of HISD SWD who performed at or above the Approaches Grade Level standard were higher than the proportions of students at Superintendent's Schools by 11 percentage points in grade 5 Mathematics and by three percentage points in grade 6 and grade 8 Mathematics, while districtwide and Superintendent's School proportions were equal in grade 5 Reading (Figure 84 and Figure 85).
- Except as noted above, the proportions of Superintendent's Schools' SWD who performed at or above the Approaches Grade Level standard were from four percentage points higher (grade 8 Reading) to 20 percentage points higher (grade 4 Writing) than students districtwide in 2018 (Figure 84 and Figure 85).

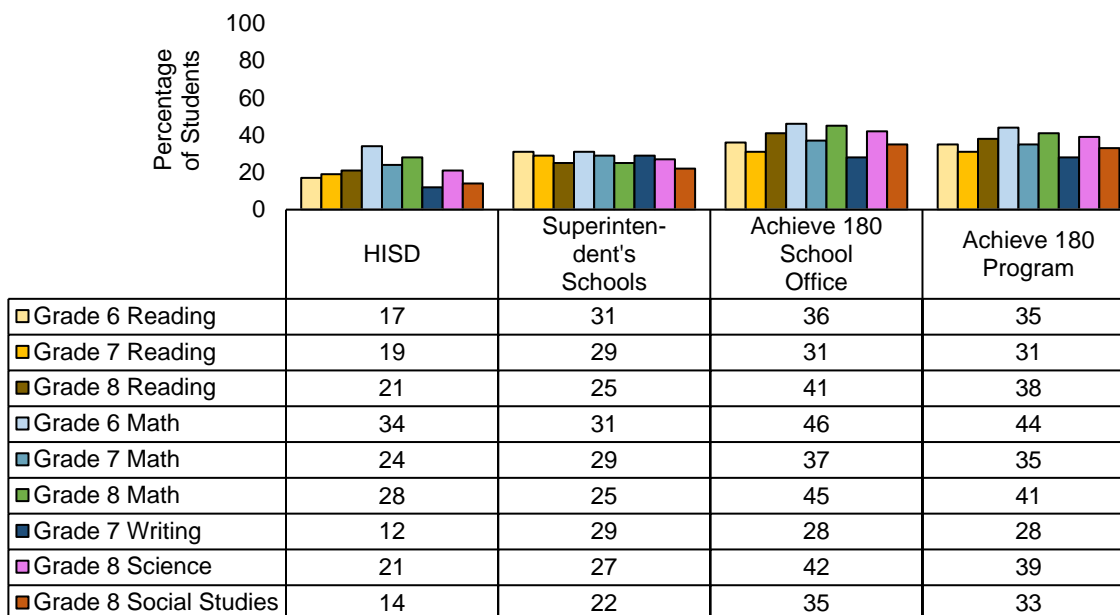
Figure 84: Percentage of SWD Students Grades 3–5 Who Scored At or Above STAAR Approaches Grade Level Standard by Grade, Subject, and HISD or Achieve 180 Program and Subgroup, Spring 2018



Source: TEA-ETS STAAR Student Data Files

Notes: All data reflect the most current data available and may differ slightly from data previously reported. STAAR Alt. 2 tests are excluded.

Figure 85: Percentage of SWD Students Grades 6–8 Who Scored At or Above STAAR Approaches Grade Level Standard by Grade, Subject, and HISD or Achieve 180 Program and Subgroup, Spring 2018



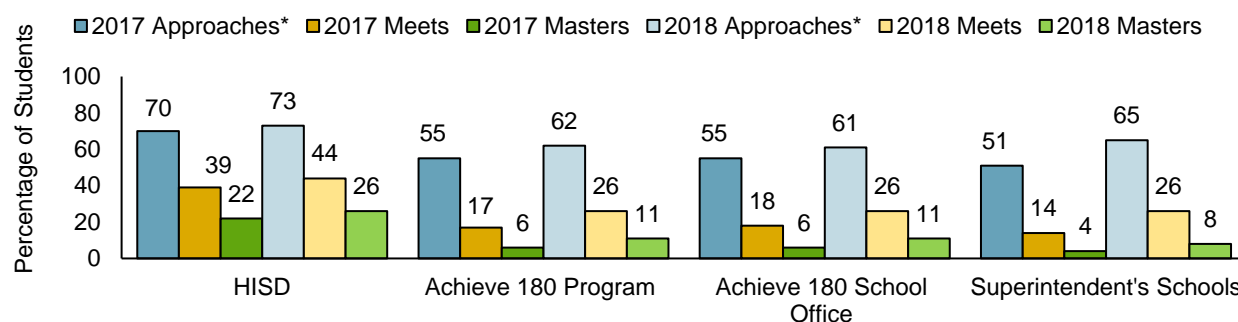
Source: TEA-ETS STAAR Student Data Files

Notes: All data reflect the most current data available and may differ slightly from data previously reported. STAAR Alt. 2 tests are excluded.

STAAR EOC

- The following figures show 2016–2017 and 2017–2018 results of HISD and Achieve 180 Program students' performance levels on STAAR End-of-Course tests in Algebra I, Biology, English I, English II, and US History, which students taking high school courses must pass to earn a high school diploma. Results of 2016–2017 and 2017–2018 HISD and Achieve 180 Program students' performance levels on STAAR End-of-Course tests in Algebra I, Biology, English I, English II, and US History showed 2016–2017 performance gaps ranged from six percentage points (US History) to 15 percentage points (Algebra I) and 2017–2018 performance gaps ranged from four percentage points (US History) to 11 percentage points (Algebra I and English I) in between the proportion of districtwide students and Achieve 180 Program students overall who met or exceeded the Approaches Grade Level standard (**Figure 86** through **Figure 90**, pp. 111–114).
- Except for districtwide scores in Biology, the district and the Achieve 180 Program overall made gains in the percentages of students who met or exceeded the Approaches Grade Level standard from 2016–2017 to 2017–2018. However, the Achieve 180 Program overall made larger gains than the district's gains, reducing performance gaps by as little as two percentage points (US History) and by as much as five percentage points (English II) (Figure 86 through Figure 90).
- Figure 86 shows a 15 percentage-point gap in 2016–2017 and a smaller 11 percentage-point gap in 2017–2018 between the proportion of districtwide students and Achieve 180 Program students overall who met or exceeded the Approaches Grade Level standard in Algebra I. This included comparable gaps between the districtwide and Achieve 180 Schools Office campuses and a gap of 19 percentage points between the district and Superintendent's Schools in 2016–2017, which was reduced to a gap of eight percentage points in 2017–2018.

Figure 86: Percentage of HISD and Achieve 180 Program Students At or Above *Approaches, Meets, and Masters Grade Level Standards on the STAAR EOC Algebra I Exam, Spring 2017 and Spring 2018



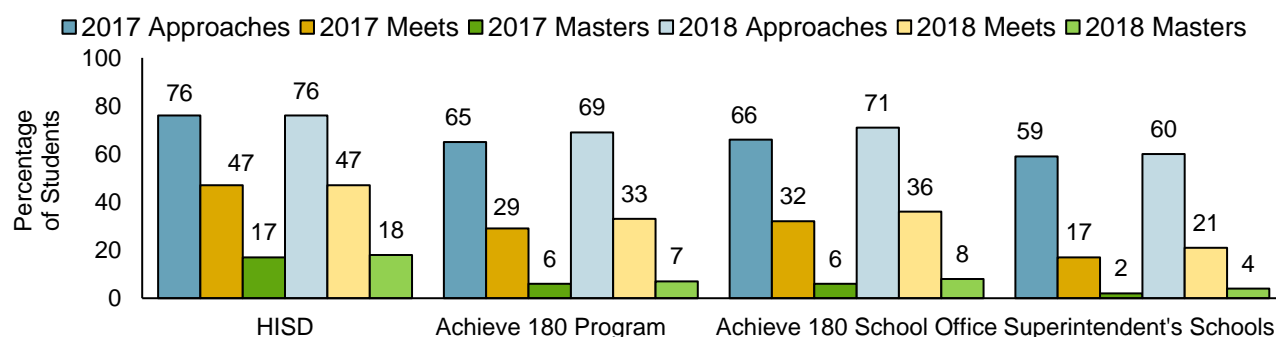
Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Percentages for *Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- Figure 86 shows each group made gains in the percentages of students who met or exceeded the Approaches Grade Level standard in Algebra I, including greater gains for the Achieve 180 Program (seven percentage points) and its subgroups (Superintendent's Schools - 14 percentage points and Achieve 180 Schools Office – six percentage points) than for the district (three percentage points).

- In addition, school-level results for Achieve 180 Program schools showed three out of four (75 percent) of Superintendent's Schools and 10 out of 16 (63 percent) of Achieve 180 Schools Office campuses made gains in Algebra I from 2016–2017 to 2017–2018 (Houston Independent School District, June 20, 2018). (See Appendix J, **Table J-17**, p. 250 for 2018 school-level results.)
- **Figure 87** shows an 11 percentage-point gap in 2016–2017 and a smaller 7 percentage-point gap in 2017–2018 between the proportion of districtwide students and Achieve 180 Program students overall who met or exceeded the Approaches Grade Level standard in Biology. This included a gap of 17 percentage points between the district and Superintendent's Schools in 2016–2017 and 16 percentage points in 2017–2018.
- Figure 87 shows each Achieve 180 Program group made gains in the percentages of students who met or exceeded the Approaches Grade Level standard in Biology, including the Achieve 180 Program overall (four percentage points) and its subgroups (Achieve 180 Schools Office-five percentage points and Superintendent's Schools-one percentage point) while the district remained constant.

Figure 87: Percentage of HISD and Achieve 180 Program Students At or Above *Approaches, Meets, and Masters Grade Level Standards on the STAAR EOC Biology Exam, Spring 2017 and Spring 2018



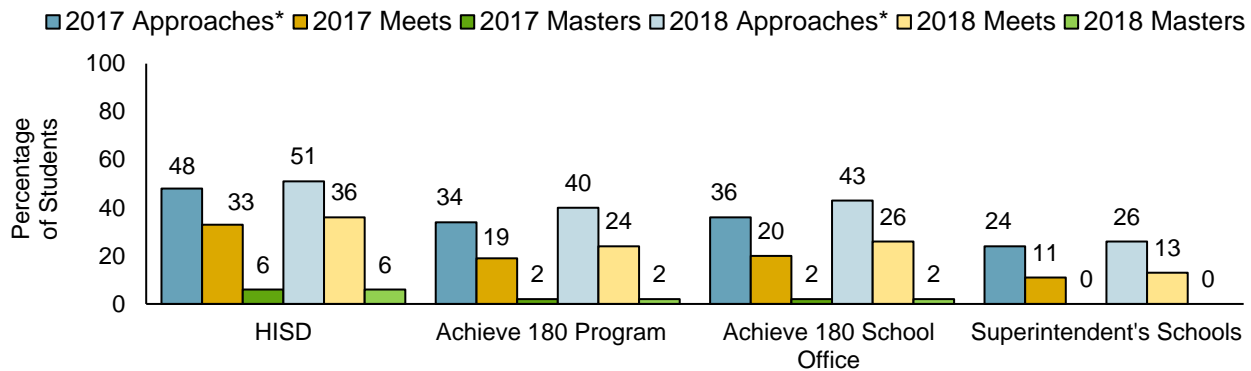
Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Percentages for *Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- In addition, school-level results for Achieve 180 Program schools showed 67 percent (two out of three) of Superintendent's Schools and 73 percent (8 out of 11) of Achieve 180 Schools Office campuses made gains in Biology from 2016–2017 to 2017–2018 (Houston Independent School District, June 20, 2018). (See Appendix J, Table J-17, p. 250 for 2018 school-level results.)
- **Figure 88** (p. 113) shows a 14 percentage-point gap in 2016–2017 and an 11 percentage-point gap in 2017–2018 between the proportion of districtwide students and Achieve 180 Program students overall who met or exceeded the Approaches Grade Level standard in English I. This included a gap of 24 percentage points between the district and Superintendent's Schools in 2016–2017 and 25 percentage points in 2017–2018.

- Figure 88 shows each group made gains in the percentages of students who met or exceeded the Approaches Grade Level standard in English I, including greater gains for the Achieve 180 Program overall (six percentage points) and Achieve 180 Schools Office (seven percentage points) than for the district (three percentage points) and Superintendent's Schools (two percentage points).

Figure 88: Percentage of HISD and Achieve 180 Program Students At or Above *Approaches, Meets, and Masters Grade Level Standards on the STAAR EOC English I Exam, Spring 2017 and Spring 2018

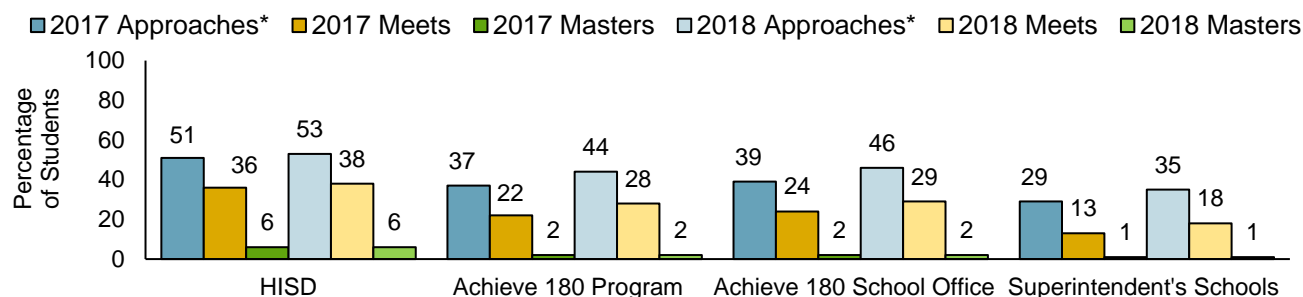


Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Percentages for *Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- In addition, school-level results for Achieve 180 Program schools showed (one out of three) 33 percent of Superintendent's Schools and (eight out of 10) 80 percent of Achieve 180 Schools Office campuses made gains in English I from 2016–2017 to 2017–2018 (Houston Independent School District, June 20, 2018). (See Appendix J, **Table J-18**, p. 251 for 2018 school-level results.)
- Figure 89** (p.114) shows a 14 percentage-point gap in 2016–2017 and a nine percentage-point gap in 2017–2018 between the proportion of districtwide students and Achieve 180 Program students overall who met or exceeded the Approaches Grade Level standard in English II. This included a gap of 22 percentage points between the district and Superintendent's Schools in 2016–2017 and 18 percentage points in 2017–2018.
- Figure 89 shows each group made gains in the percentages of students who met or exceeded the Approaches Grade Level standard in English II, including greater gains for the Achieve 180 Program overall (seven percentage points) and Achieve 180 Schools Office (seven percentage points) than for the district (two percentage points) and Superintendent's Schools (six percentage points).
- In addition, school-level results for Achieve 180 Program schools showed (two out of three) 67 percent of Superintendent's Schools and (nine out of 10) 90 percent of Achieve 180 Schools Office campuses made gains in English II from 2016–2017 to 2017–2018 (Houston Independent School District, June 20, 2018). (See Appendix J, **Table J-18**, p. 251 for 2018 school-level results.)

Figure 89: Percentage of HISD and Achieve 180 Program Students At or Above *Approaches, Meets, and Masters Grade Level Standards on the STAAR EOC English II Exam, Spring 2017 and Spring 2018

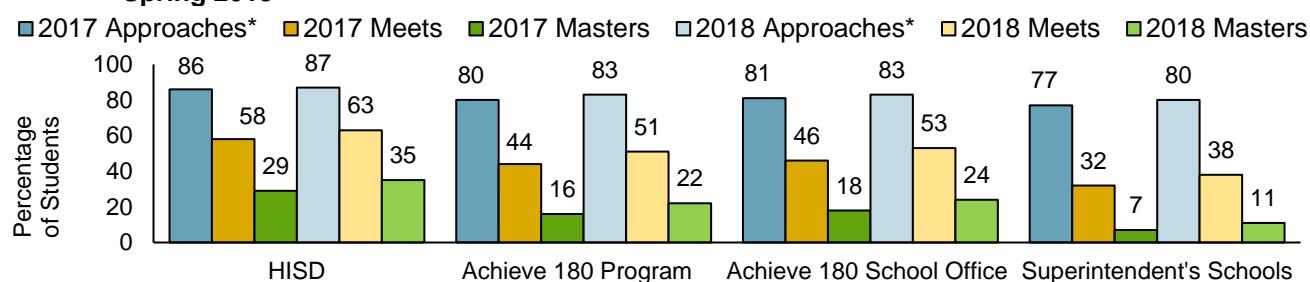


Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Percentages for *Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- **Figure 90** shows a six percentage-point gap in 2016–2017 and a four percentage-point gap in 2017–2018 between the proportion of districtwide students and Achieve 180 Program students overall who met or exceeded the Approaches Grade Level standard in US History. This included a gap of nine percentage points between the district and Superintendent's Schools in 2016–2017 and seven percentage points in 2017–2018.

Figure 90: Percentage of HISD and Achieve 180 Program Students At or Above *Approaches, Meets, and Masters Grade Level Standards on the STAAR EOC US History Exam, Spring 2017 and Spring 2018



Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Percentages for *Approaches includes students who met the Approaches performance standard or above. Meets includes students who met the Meets performance standard or above. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- Figure 90 shows each group made gains in the percentages of students who met or exceeded the Approaches Grade Level standard in US History, including greater gains for the Achieve 180 Program overall and Superintendent's Schools (three percentage points) and Achieve 180 Schools Office (two percentage points) than for the district (one percentage point).

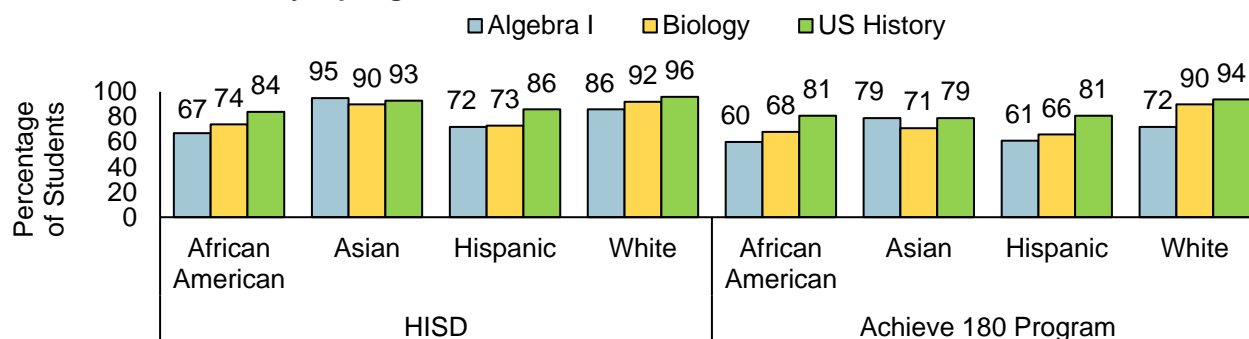
- In addition, school-level results for Achieve 180 Program schools showed 67 percent of Superintendent's Schools and 70 percent of Achieve 180 Schools Office campuses made gains in US History from 2016–2017 to 2017–2018 (Houston Independent School District, June 20, 2018). (See Appendix J, **Table J-19**, p. 252 for 2018 school-level results.)

Ensure Equity for All Students

STAAR EOC Performance by Student Group, 2017–2018

- Districtwide and Achieve 180 Program STAAR EOC results for students by race/ethnicity and for English Learners (EL) students, Economically Disadvantaged students, and Students with Disabilities (SWD) were extracted from the Houston Independent School District, *District and School STAAR EOC Spring 2018* report (July 2018). **Figure 91** and **Figure 92 (p. 116)** show the percentages of students who performed at or above the Approaches Grade Level standard in Algebra I, Biology, US History, English I and English II in Spring 2018 by race/ethnicity.
- The Achieve 180 Program performance gaps between the proportion of Asian or White students who performed at or above the Approaches Grade Level standard in Algebra I and the proportions of Hispanic or African American students who performed at or above the Approaches Grade Level standard were smaller than the districtwide performance gaps between the same student groups.
- The Achieve 180 Program performance gap was equal to the districtwide performance gap between the proportions of White students who performed at or above the Approaches Grade Level standard and the proportions of Hispanic students who performed at or above the Approaches Grade Level standard in English I.
- The proportions of African American students in the Achieve 180 Program who performed at or above the Approaches Grade Level standard ranged from 32 percent (English I) to 81 percent (US History), which compared to the proportions of African American students districtwide who performed at or above the Approaches Grade Level standard, which ranged from 43 percent (English I) to 84 percent (US History) in Spring 2018.
- The proportions of Hispanic students in the Achieve 180 Program who performed at or above the Approaches Grade Level standard ranged from 40 percent (English I) to 81 percent (US History), which compared to the proportions for Hispanic students districtwide, which ranged from 48 percent (English I) to 86 percent (US History) in Spring 2018 (Figure 91 and Figure 92).
- Districtwide performance gaps between the proportions of Asian or White students who performed at or above the Approaches Grade Level standard and the proportions of Hispanic or African American students who performed at or above the Approaches Grade Level standard ranged from seven percentage points (Asian v. Hispanic students on the US History exam) to 40 percentage points (Asian v. African American students on English I exams).
- Achieve 180 program performance gaps between the proportions of Asian or White students who performed at or above the Approaches Grade Level standard and the proportions of Hispanic or African American students who performed at or above the Approaches Grade Level standard ranged from three percentage points (Asian v. African American students on Biology exams) to 40 percentage points (White v. African American students on English I exams) (Figure 91 and Figure 92). African American and Hispanic students outperformed Asian students on US History exams (Figure 91).

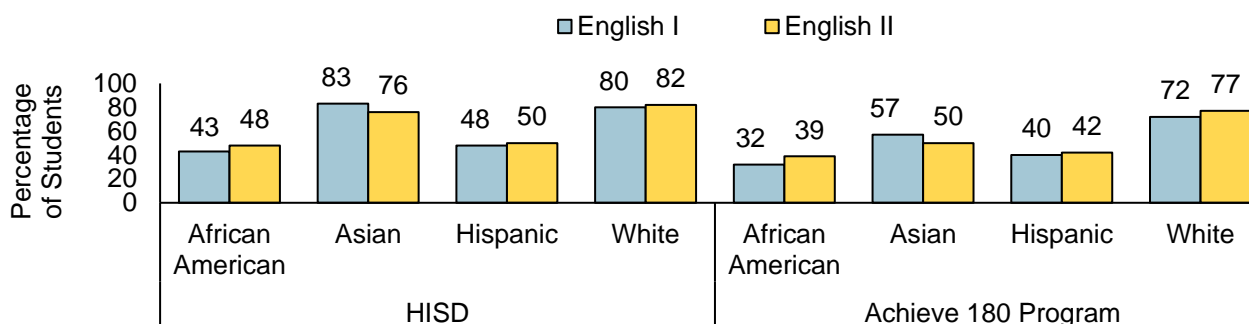
Figure 91: Percentage of Achieve 180 Program Students Who Scored At or Above the Approaches Grade Level Standard on STAAR EOC Algebra I, Biology, and US History Exams by Race/Ethnicity, Spring 2018



Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

Figure 92: Percentage of Achieve 180 Program Students Who Scored At or Above the Approaches Grade Level Standard on STAAR EOC English I and English II Exams by Race/Ethnicity, Spring 2018



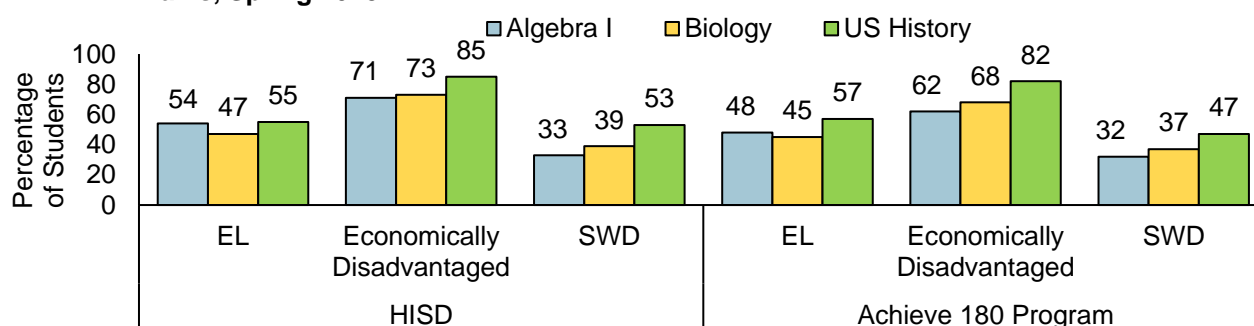
Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

- Achieve 180 Program EL performance exceeded the district in US History and matched the district in English II.
- Districtwide, the performances of English learners (EL) were from two percentage points higher (Biology and English I) to six percentage points higher (Algebra I) than the performances of EL in the Achieve 180 Program (**Figure 93 and Figure 94**, p. 117).
- Districtwide, the performances of economically disadvantaged students were from three percentage points higher (US History) to nine percentage points higher (Algebra I and English I) than the performances of economically disadvantaged students in the Achieve 180 Program (**Figure 93 and Figure 94**).

- Districtwide, the performances of students with disabilities (SWD) were from one percentage point higher (Algebra I) to six percentage points higher (US History) than the performances of SWD in the Achieve 180 Program, except English II where district and Achieve 180 Program performances were equal (Figure 93 and Figure 94).

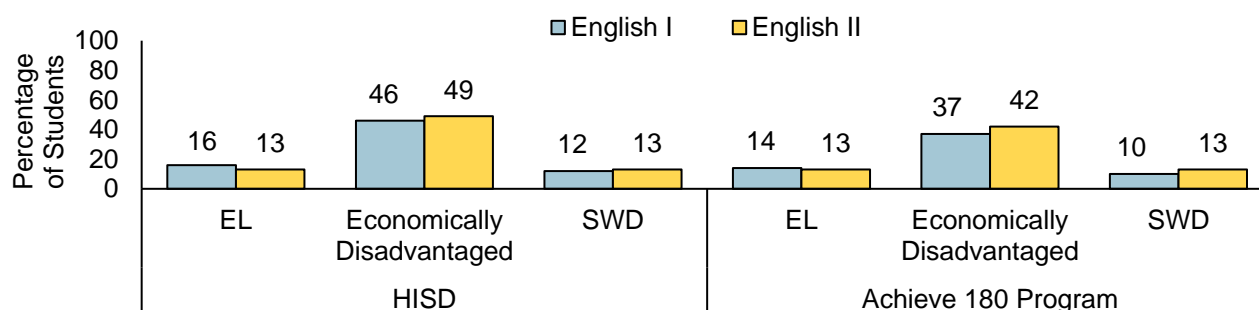
Figure 93: Percentage of Achieve 180 Program English Learners (EL) and Economically Disadvantaged Students and Students with Disabilities (SWD) Who Scored At or Above the Approaches Grade Level Standard on STAAR EOC Algebra I, Biology, and US History Exams, Spring 2018



Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

Figure 94: Percentage of Achieve 180 Program English Learners (EL) and Economically Disadvantaged Students and Students with Disabilities (SWD) Who Scored At or Above the Approaches Grade Level Standard on STAAR EOC English I and English II, Spring 2018



Sources: TEA-ETS STAAR Student Data Files; Spring Administration Only; Houston Independent School District, *STAAR End-of-Course Spring 2018*

Notes: Results are presented for All Students. Approaches Grade Level standard is the Level II: Satisfactory Phase-in 1 Standard for 2015. For 2016, it is phase-in 1 for students who took at least one EOC prior to the December 2015 administration, and the Approaches Grade Level standard is applied to any student who took their first-ever EOC during the December 2015 administration or later.

Increase Student Achievement for All Students

TEA Accountability System Ratings

- The new 2018 Texas Education Agency's (TEA) accountability system's performance framework consists of three domains: Domain 1 – Student Achievement; Domain 2 – School Progress; and Domain 3 – Closing the Gaps. To receive a *Met Standard* rating, campuses must have an overall rating scale score of at least

60 with 70 percent of the overall calculation coming from the better outcome of the Student Achievement and School Progress domains and 30 percent of the calculation coming from the Closing the Gaps domain. In addition, if a campus receives less than a scaled score of 60 in three of the four areas (Domain 1, 2A, 2B, or 3), then the highest overall scaled score possible is 59. The overall 2017–2018 ratings are based on the following scaled score targets: 0–59 (Improvement Required/"F" rating); 60–69 (Met Standard/"D" rating); 70–79 (Met Standard/"C" rating); 80–89 (Met Standard/"B" rating); and 90–100 (Met Standard/"A" rating). Campuses only received Met Standard or Improvement Required ratings, not the letter grades in 2017–2018. Longitudinal results for HISD's TEA Accountability System ratings are presented on the previous system, including 2017–2018 Final TEA Accountability System ratings on the new system.

- The district received Met Standard ratings in 2012–2013 through 2016–2017 (**Table 1a**) and received a label of Not Rated: Harvey Provision for the 2017–2018 school year (**Table 1b**). If not for the Hurricane Harvey provision, the district would have received a B rating in 2017–2018. (Prior year ratings may also be found in Appendix J, **Table J-20**, pp. 253–254.)

Table 1a. HISD 2012–2013 through 2016–2017 Accountability Ratings

School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Met Standard N	Met Standard %
2012–2013 – HISD	257*	34*	13%*	223*	87%*
2013–2014 – HISD	264*	44*	17%*	220*	83%*
2014–2015 – HISD	275*	58*	21%*	217*	79%*
2015–2016 – HISD	275*	38*	14%*	237*	86%*
2016–2017 – HISD	278*	27*	10%*	251*	90%*

Source: Houston Independent School District, *Texas Education Agency Final Accountability Ratings Report 2017–2018*, Table 2a

Note: *Includes Paired Campuses

Table 1b. HISD 2017–2018 Accountability Ratings

School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Not Rated Harvey N	Not Rated Harvey %	Met Standard N	Met Standard %
2017–2018	275*	6*	2%	17*	6%	252*	92%

Source: Houston Independent School District, *Texas Education Agency Final Accountability Ratings Report 2017–2018*, Table 2b

Notes: Based on final results made available following the appeals process. *Includes Paired Campuses. Due to changes in the state accountability system, caution should be used when attempting to make any comparisons to prior year results.

- Districtwide, 252 (92%) out of the 275 campuses were assigned a Met Standard rating, while six campuses (2%) were rated Improvement Required (IR) in 2017–2018 (Table 1b, p. 118).
- Districtwide, 17 (6%) out of the 275 campuses that were rated received a Not Rated: Harvey Provision label including two campuses that were paired with the district in 2017–2018 (Table 1b).

Table 1c. Achieve 180 Program 2017–2018 Accountability Ratings

School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Not Rated Harvey N	Not Rated Harvey %	Met Standard N	Met Standard %
2017–2018	44*	1	2%	10*	23%	33*	75%

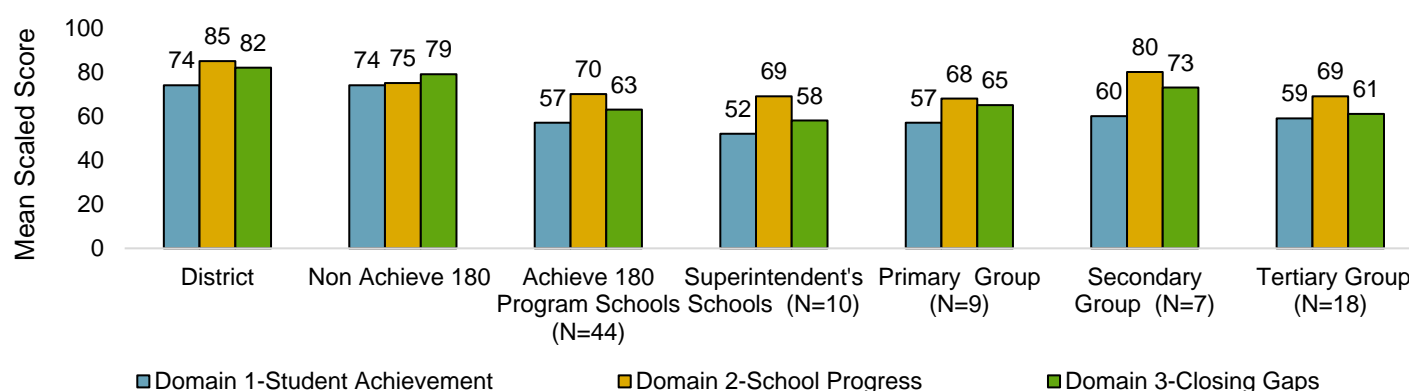
Source: Houston Independent School District, *Texas Education Agency Final Accountability Ratings Report 2017–2018*, Table 2a

Note: *Includes Paired Campuses

- Among Achieve 180 Program schools, 33 (75%) out of the 44 campuses were rated Met Standard, one campus (2%) was rated IR, and 10 (23%) received the Not Rated: Harvey Provision label in 2017–2018 (**Table 1c**). This indicates Achieve 180 Program schools were over-represented among HISD campuses that Met Standard; because Achieve 180 Program schools (N=44) represented only 16 percent of the 275 schools that were rated in 2017–2018.
- One (17%) of the six IR campuses in the district was an Achieve 180 Program campus, Victory Prep South, a Tertiary Group school in 2017–2018 (Appendix J, Table J-20, pp. 253–254). This represented only two percent of Achieve 180 Program campuses (Table 1c).
- Of the 17 campuses that received a Not Rated: Harvey Provision (NR-H) label in 2017–2018, 10 campuses (59%) were Achieve 180 Program schools. Because Achieve 180 Program schools (N=44) represented only 16 percent of the 275 schools that were rated in 2017–2018, this indicates Achieve 180 Program schools were over-represented among NR-H campuses (Appendix J, Table J-20, pp. 253–254).
- Districtwide, 19 (70%) out of the 27 campuses rated IR last year were assigned a Met Standard rating in 2017–2018. One campus rated Improvement Required last year did not receive a rating this year, and seven campuses received a Not Rated: Harvey Provision label in 2017–2018 (Appendix J, Table J-20, pp. 253–254).
- Among Achieve 180 Program schools, 19 out of the 26 campuses (73%) rated IR last year were assigned a Met Standard rating in 2017–2018 (60% of Superintendent's Schools, 78% of Primary Group schools, and 86% of Secondary Group schools) and one Tertiary Group campus assigned a Met Standard rating last year was rated IR in 2017–2018 (Appendix J, Table J-20, pp. 253–254).
- Ten Achieve 180 Program campuses rated IR last year received a Not Rated: Harvey Provision label (including 40% of Superintendent's Schools, 22% of Primary Group schools, and 14% of Secondary Group schools) (Appendix J, Table J-20, pp. 253–254).
- Three (17%) of the Achieve 180 Program Tertiary Group schools were assigned a Met Standard rating for 2016–2017, but received a Not Rated: Harvey Provision label in 2017–2018 (Appendix J, Table J-20, pp. 253–254).
- In 2018, the mean scaled scores in each of the three domains, Student Achievement, School Progress, and Closing the Gaps, for districtwide and non-Achieve 180 schools exceeded a mean scaled score of 60 (**Figure 95**, p. 120).

- For the Achieve 180 Program overall, the mean scaled scores in two of the three domains (Domain 2-School Progress and Domain 3-Closing Gaps) exceeded 60, while the mean scaled score for Domain 1-Student Achievement was 57 (Figure 95).
- For Achieve 180 Program treatment groups, all groups achieved mean scaled scores between 68 (Primary Group) and 80 (Secondary Group) in Domain 2-School Progress and mean scaled scores between 58 (Superintendent's Schools) and 73 (Secondary Group) in Domain 3-Closing Gaps. However, only the Secondary Group reached a mean scaled score of 60 in Domain 1-Student Achievement, while all other Achieve 180 Program groups scored between 52 (Superintendent's Schools) and 59 (Tertiary Group) (Figure 95).

Figure 95: Mean Scaled Scores by 2018 TEA Accountability Domain for Districtwide, Non-Achieve 180, and Achieve 180 Program Schools



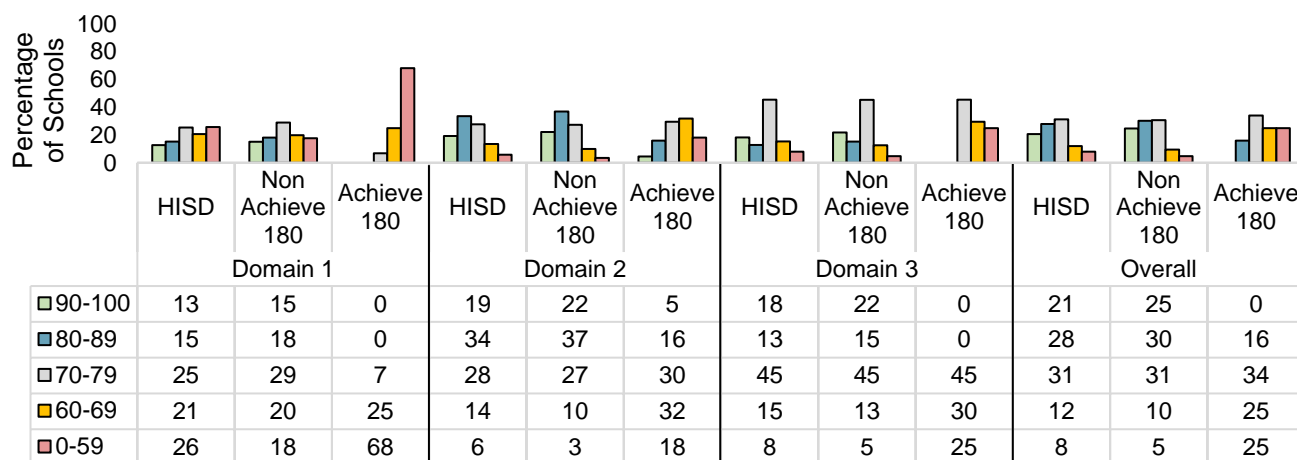
Sources: TEA Confidential Preview Ratings File, 8-14-2017 and 8-14-2018; Houston Independent School District, *Preliminary Accountability Ratings Report 2016–2017* and Houston Independent School District, *Final Accountability Ratings Report 2017–2018*

Notes: Based on results made available following the appeals process. Total Non-Achieve 180 and Achieve 180 Program calculations were conducted for this report. Due to changes in the state accountability system, caution should be used when attempting to make any comparisons to prior year results. Domain scores were available for 231 2018 Non-Achieve 180 Campuses.

- The “Overall” Domain scores show a 20 percentage-point gap between non-Achieve 180 campuses (95%) and Achieve 180 Program campuses (75%) in the total percentage of schools scoring at least a mean scaled score of 60 (**Figure 96**, p. 121).
- In Domain 1-Student Achievement, there was a 50 percentage-point gap between non-Achieve 180 (82%) and Achieve 180 Program (32%) in the total percentage of schools scoring at least a mean scaled score of 60 (Figure 96).
- The smallest gap was found in Domain 2-School Progress, where there was a 15 percentage-point gap between non-Achieve 180 (97%) and Achieve 180 Program (82%) in the total percentage of schools scoring at least a mean scaled score of 60 (Figure 96).
- In Domain 3-Closing Gaps, there was a 20 percentage-point gap between non-Achieve 180 (95%) and Achieve 180 Program (75%) in the total percentage of schools scoring at least a mean scaled score of 60 (Figure 96).

- “Overall” Domain scores for the Achieve 180 Program treatment groups are presented in Appendix J, Table J-20 (p. 253–254) and show the Secondary Group with the highest score of 77, followed by the Primary Group (score of 67) and the Superintendent’s Schools and Tertiary Group (score of 66 each).

Figure 96: Percentage of HISD Schools Scoring Within Each Range of Scaled Scores by 2018 TEA Accountability Domain for Districtwide, Non-Achieve 180, and Achieve 180 Program Schools

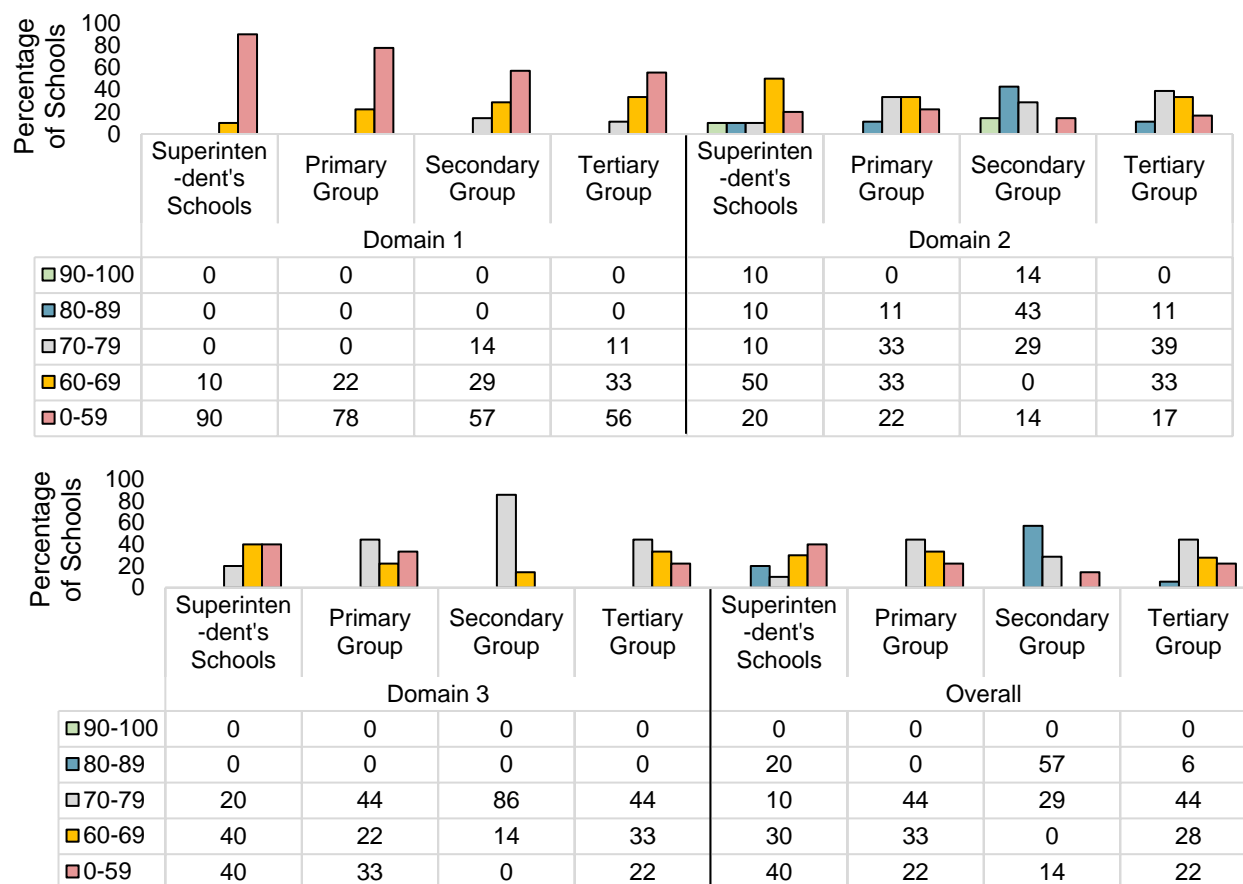


Sources: TEA Confidential Preview Ratings File, 8-14-2017 and 8-14-2018; Houston Independent School District, *Preliminary Accountability Ratings Report 2016–2017* and Houston Independent School District, *Final Accountability Ratings Report 2017–2018*

Notes: Based on results made available following the appeals process. Total Non-Achieve 180 and Achieve 180 Program calculations were conducted for this report. Due to changes in the state accountability system, caution should be used when attempting to make any comparisons to prior year results. Domain scores were available for 231 2018 Non-Achieve 180 Campuses. Shearn ES (Non-Achieve 180) had an overall score of 58 (and is included in the 0-59 group) but was rated Met Standard following an appeal. Percentages may differ from Table 1d, p. 123 due to rounding.

- For Achieve 180 Program treatment groups, the total percentage of schools with a mean Overall score of 60 or higher was largest for the Secondary Group (86%) and lowest for Superintendent’s School’s (60%) (**Figure 97**, p. 122).
- For Achieve 180 Program treatment groups, in Domain 1-Student Achievement, the total percentage of schools scoring a mean of 60 or higher was largest for the Tertiary Group (44%) and lowest for Superintendent’s Schools (10%) (**Figure 97**).
- For Achieve 180 Program treatment groups, in Domain 2-School Progress, the total percentage of schools scoring a mean of 60 or higher was largest for the Secondary Group (86%) and lowest for the Primary Group (78%) (**Figure 97**).
- For Achieve 180 Program treatment groups, in Domain 3-Closing Gaps, the total percentage of schools scoring a mean of 60 or higher was largest for the Secondary Group (100%) and lowest for the Superintendent’s Schools (60%).
- Additional data for the 2017–2018 Domain Scores are presented in Appendix J, Table J-20 (pp. 253–254).

Figure 97: Percentage of HISD Schools Scoring Within Each Range of Scaled Scores by 2018 TEA Accountability Domain for Districtwide, Non-Achieve 180, and Achieve 180 Program Schools



Sources: TEA Confidential Preview Ratings File, 8-14-2017 and 8-14-2018; Houston Independent School District, *Preliminary Accountability Ratings Report 2016–2017* and Houston Independent School District, *Final Accountability Ratings Report 2017–2018*

Notes: Based on results made available following the appeals process. Total Non-Achieve 180 and Achieve 180 Program calculations were conducted for this report. Due to changes in the state accountability system, caution should be used when attempting to make any comparisons to prior year results. Domain scores were available for 231 2018 Non-Achieve 180 Campuses.

- After campus accountability ratings were released for 2018, the Texas Education Agency (TEA) provided a “What If” document illustrating the accountability ratings for campuses under the A-F accountability system that will be implemented in 2018–2019. **Table 1d** (p. 123) shows nearly half (49%) of HISD campuses would have been rated A or B while 55 percent of campuses statewide would have been rated A or B based on their overall accountability scores in 2018.
- Based on their overall accountability scores in 2018, 16 percent of Achieve 180 Program campuses would have been rated A or B and 55 percent of non-Achieve 180 campuses would have received those same ratings (**Table 1e**, p. 123).

Table 1d. Distribution of 2018 “What If” A–F Campus Accountability Ratings, HISD and State				
2018 Rating	“What If” Grade	HISD #	HISD %	State %
Met Standard	A	57	21%	19%
	B	77	28%	36%
	C	86	31%	30%
	D	34	12%	10%
Improvement Required	F	6	2%	4%
Not Rated: Harvey	H*	15	5%	1%

Source: TEA statewide accountability data file, retrieved 12/18/2018

Notes: Based on 275 HISD campuses, including 44 Achieve 180 Program and 231 non-Achieve 180 campuses. Includes paired campuses and the impact of appeals. *H = Not rated due to Hurricane Harvey but had an overall score less than 60. Two campuses were labeled Not Rated: Harvey in August based on pairing with the district but would have received ratings of B based on the district’s overall score of 84. Four campuses (HCC Lifeskills, Las Americas MS, SOAR Center, and V Prep K-8) did not receive an overall rating. Shearn ES had an overall score of 58 but was rated Met Standard following an appeal resulting in a “what if” grade of D. Percentages may differ from Figure 96, p. 121 due to rounding.

Table 1e. Distribution of 2018 “What If” A–F Campus Accountability Ratings by Non-Achieve 180 and Achieve 180 Program Affiliation					
2018 Rating	“What If” Grade	Non-Achieve 180 #	Non-Achieve 180 %	Achieve 180 #	Achieve 180 %
Met Standard	A	57	25%	0	0%
	B	70	30%	7	16%
	C	71	31%	15	34%
	D	23	10%	11	25%
Improvement Required	F	5	2%	1	2%
Not Rated: Harvey	H*	5	2%	10	23%

Source: TEA statewide accountability data file, retrieved 12/18/2018

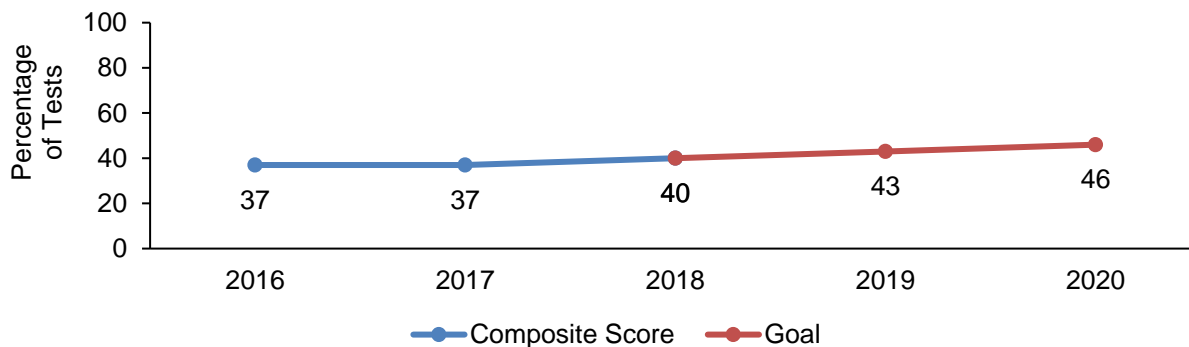
Notes: Based on 275 HISD campuses, including 44 Achieve 180 Program and 231 non-Achieve 180 campuses. Includes paired campuses and the impact of appeals. *H = Not rated due to Hurricane Harvey but had an overall score less than 60. Two campuses were labeled Not Rated: Harvey in August based on pairing with the district but would have received ratings of B based on the district’s overall score of 84. Four non-Achieve 180 campuses (HCC Lifeskills, Las Americas MS, SOAR Center, and V Prep K-8) did not receive an overall rating. Shearn ES had an overall score of 58 but was rated Met Standard following an appeal resulting in a “what if” grade of D.

Over-arching Board and Achieve 180 Program Goals

- The Mission, Vision, and Beliefs of the HISD Board of Education (Board) are fundamentally compatible with the Achieve 180 Program Theory of Action, Plan of Action, Six Pillars of School Improvement, Pillar Explanations, and Focus Areas (Part A report, Appendix B, Table B-1, p. 85). The Board’s mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. The board participates in Lone Star Governance, the intent of which is to provide a continuous improvement model for Boards in collaboration with their superintendents that choose to intensively focus on improving student outcomes. In compliance with Lone Star Governance, the Houston Independent School District (HISD) Board of Education developed three goals in alignment with their mission and vision.
- The stated goals of HISD’s Board of Education and of the Achieve 180 Program are identical (See Part A report, Appendix B, Table B-4, p. 91). The goals align with Achieve 180 Program guidance (Part A report, Appendix B, Table B-1), guiding Pillars (Part A report, Appendix B, Table B-2), and objectives (Part A report, Appendix B, Table B-5, p. 92).

- The district (including the Achieve 180 Program) met one and exceeded two of the three goals during the 2017–2018 school year. The following summarizes results for each goal from the Houston Independent School District, *2017–2018 Board Goals and Constraints Report*, which may be downloaded from the [Research and Accountability website](#). (See **Appendix K, Table K-1**, p. 255 for a summary of results.)
- Goal 1: The percentage of students reading and writing at or above grade level for grade 3 through English II will increase by three percentage points annually between spring 2017 and spring 2020.** The district increased the percentage of students performing at or above the Meets Grade Level Standard on the reading and writing STAAR 3–8 exams and on the STAAR English I and English II End-of-Course Exams by three percentage points from 37 percent in 2017 to 40 percent in 2018, meeting the annual goal of a three percentage-point increase (**Figure 98** and **Figure 99**).

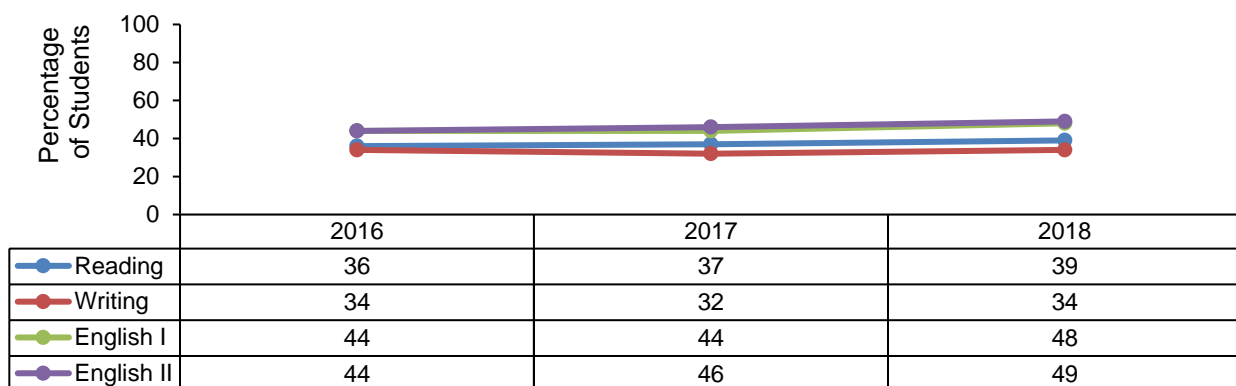
Figure 98: Percentage of HISD Students' Grades 3 through English II STAAR EOC Tests Scored At or Above Meets Grade Level, 2016 through 2018



Sources: TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams. Houston Independent School District, *2017–2018 Board Goals and Constraints Report*, p. 4.

Notes: Data includes all test versions except the STAAR Alt. 2 testers. EOC results include first-time testers only.

Figure 99: Percentage of HISD Students Who Took Grades 3 through English II STAAR EOC Tests and Scored At or Above Meets Grade Level by Subject, 2016 through 2018

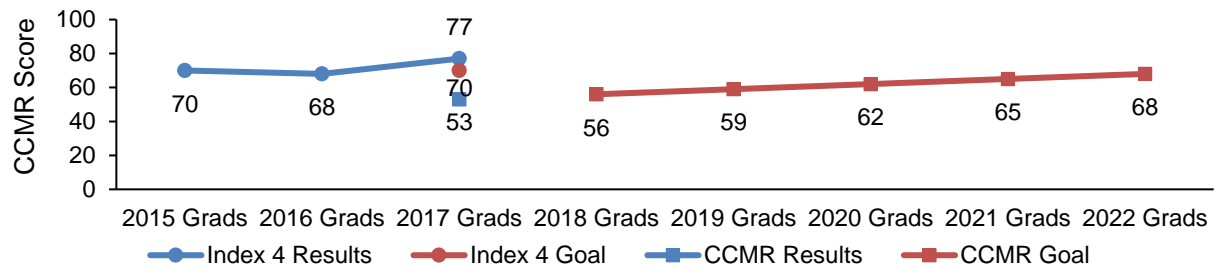


Sources: TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams; Houston Independent School District, *2017–2018 Board Goals and Constraints Report*, p. 5.

Notes: Data includes all test versions except the STAAR Alt. 2 testers. EOC results include first-time testers only.

- Goal 2: The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from 2017 baseline up to 85 percent by 2022.** In measuring Global Graduates, the district-calculated postsecondary readiness indicator exceeded the 2017–2018 goal of 70 percent by seven percentage points (**Figure 100**). The new state calculated college, career, and military readiness (CCMR) performance number (53) is considered a B rating under the new accountability system. Because 60 is considered an A under the new accountability system, the district will be in the A range on this new indicator by 2020 if it continues to meet its goal each year.

Figure 100: Percentage of HISD Students Who Met the Global Graduate Standards, 2015 through 2017 with 2018 through 2022 College and Career and Military Readiness Goals

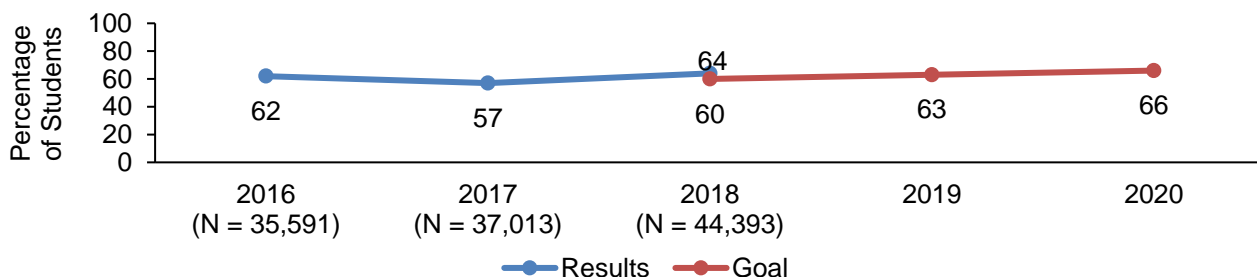


Source: Houston Independent School District, *2017–2018 Board Goals and Constraints Report*, p. 11.

Notes: Index 4 results are based on the postsecondary component of the accountability system in effect from 2012–2017, and an HISD estimated postsecondary component for the 2017 graduates. The expectation was that the 2017 baseline would be no lower than the 2015 results available at the time this goal was drafted. The College, Career, and Military Ready (CCMR) results are based on the new accountability system starting with the 2017 graduates. For the 2017 graduates, 53 is a B for state accountability.

- Goal 3: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and mathematics between Spring 2017 and Spring 2020.** The percentage of students that performed below the Approaches Grade Level standard on either the reading or mathematics STAAR 3–8 or English I STAAR EOC assessment in the prior year and showed at least one academic year's growth increased seven percentage points from 57 percent in 2017 to 64 percent in 2018, exceeding the annual goal of a three percentage-point increase (**Figure 101**).

Figure 101: Reading and Mathematics Composite Score of Percentage of Prior Year Below Satisfactory HISD Testers Who Met Growth Standards on STAAR Progress Measures, 2016 through 2018 with 2019 through 2020 Goals



Sources: TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams; Houston Independent School District, *2017–2018 Board Goals and Constraints Report*, p. 17.

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

Discussion

Preliminary results showed evidence of program implementation fidelity in Year 1 of Achieve A180 Program implementation, based on ongoing reports to the HISD Board of Education made by Achieve 180 Program administration and implementation findings from Pillar Owners' reports and associated data, as reported in Part A of this 2017–2018 report. This report, Part B, analyzes Year 1 progress made toward program objectives and goals, including changes in summative program outcomes for Achieve 180 Program schools, principals and leadership teams, teachers, students, and students' parents and families in alignment with program components included in the 2017–2018 (Year 1) Achieve 180 Program Logic Model (Figure 1, p. 24). The Achieve 180 Program Logic Model depicts expected connections between the program components and expected outcomes by each of the Achieve 180 Program's six pillars of school improvement. The 2017–2018 logic model was developed in 2017–2018 (Year 1) by Achieve 180 Program administrators with the input of HISD's Area Superintendents, School Support Officers, and Directors; Achieve 180 Pillar Leaders (Superintendent's Cabinet); Achieve 180 Pillar Owners (cross-functional team representatives); and Pillar Champions, including campus principals and teams, Teacher Development Specialists, and Intervention Assistance Team Managers.

Compatible with the district's stated Mission, Vision, and Beliefs regarding equity, the Achieve 180 Program was designed to support, strengthen, and empower students who attend HISD's most underserved and underperforming schools. Program efforts in Year 1 sought to further develop and support campus educators and to engage and empower students' families and develop alliances within school communities to enhance student learning and increase student achievement. A common understanding among informed HISD stakeholders is that it is no small feat to successfully turn around Achieve A180 Program schools or to make clear and sustained progress toward that end, particularly within the three-year timeframe set for the program. This report illuminates outcomes that are expected to be associated with the identified program supports. Future analyses will explore these associations and determine impacts of the Achieve 180 Program supports in Year 3.

Typically, a cost-benefit analysis may be undertaken to determine the benefits of program costs relative to identified program effects. However, it is important to note that the costs for 2017–2018 Achieve 180 Program supports to school communities that were paid through departmental budgets were not included in the post end-of-fiscal-year Achieve 180 Program budget and expenditure report analyzed for this report. A comprehensive budget and expenditure report for the program must be compiled, if a meaningful cost-benefit analysis is to be conducted.

In 2017–2018, nearly 90 percent of the reported \$17.8 million Achieve 180 Program budget was utilized (\$15.9 million). Primarily, the funds were used to employ, support, or develop instructional and administrative staff at these high-need schools. Roughly 90 percent of program expenditures was utilized for staffing and related benefits and almost 10 percent was used to support extended-day professional development, mainly for teachers and teacher leaders, but also for principals and leadership teams. The remaining funds (<2%) were used for contract services and substitute teachers. Continued administrative insight shall determine if budgetary adjustments are necessary to better support the program initiatives. However, with 10 percent of the total Achieve 180 Program budget left unutilized, including from nearly 18 percent to 34 percent of budgets for the treatment groups not being utilized, enhanced administrative oversight in this area is crucial. Given the many, long-standing needs at Achieve 180 Program schools, improved focus on Achieve 180 Program fiscal management should succeed in depleting available funding (if it's appropriately allocated) to enhance supports to heighten student learning and achievement on these campuses.

Leadership Excellence

Effective Principal

Research suggests the highest learning gains are accomplished on campuses where principals (1) promote a strong school learning climate by developing systems to support teachers in their support of students, (2) support and organize the staff to share campus leadership, and (3) facilitate shared goals and leadership through organizing, coordinating, and monitoring the instructional and administrative work of teachers and leaders in the school (Allensworth and Hart, 2018). The goals and objectives related to the Achieve 180 Program Pillar I – Leadership Excellence are compatible with the expectations cited in this research for principals who achieve the highest gains. Staffing priorities to secure and retain effective and highly effective principals at Achieve 180 Program schools, heightened emphasis on Achieve 180 Program principal involvement in HISD school leadership development programs, and job-embedded Achieve 180 Program supports for campus leadership were implemented in 2017–2018 (Year 1) through specialized efforts designed to respond to the unique leadership demands of each Achieve 180 Program campus.

HISD's system for developing and measuring the effectiveness of school leadership (including principals, assistant principals, and deans) utilizes HISD School Leader Appraisal Scorecard Performance Ratings (Scorecard Performance Ratings) that range from 1 (Ineffective) to 4 (Highly Effective). The ratings summarize performance indicators for student performance, school performance, and teacher effectiveness (including STAAR/STAAR EOC reading and math scores, PSAT college readiness scores, cohort graduation and dropout rates, attendance and promotion rates, Advanced Placement, International Baccalaureate, Algebra I or Geometry course enrollment, discipline rates, Highly Effective and Ineffective teacher retention rates, and Campus Accountability ratings, as applicable) and are determined/assigned at the end of each academic year.

Each year, the prior year's Scorecard Performance Rating is associated with the current campus leadership. For the 42 2017–2018 Achieve 180 Program schools assessed for the last two school years, none of the Achieve 180 Program schools had principal leadership teams that had a Scorecard Performance Rating of Level 4 (Highly Effective). However, the Scorecard Performance Ratings for Achieve 180 Program schools showed higher percentages of schools in 2017–2018 (Year 1) than in 2016–2017 (Baseline) had leadership teams that achieved a Level 3 (Effective) Scorecard Performance Rating. This was also true for each Achieve 180 Program treatment group except the Secondary Group. All Secondary Group leadership teams had Level 3 ratings in 2016–2017, but, in 2017–2018 all Secondary Group leadership teams had Level 2 (Needs Improvement) Scorecard Performance Ratings.

It is expected that the retention of HISD leadership associated with the higher Scorecard Performance Ratings will be most conducive to increasing student learning and achievement. In 2016–2017, 100 percent of the Achieve 180 Program schools that had campus leadership teams with (prior year) Scorecard Performance Ratings of “3” (Effective) retained the same principals throughout the 2016–2017 academic year. However, in 2017–2018, this percentage dropped to a 95 percent retention rate of Effective leadership throughout the 2017–2018 academic year among Achieve 180 Program schools. Further, 21 (50%) of the Achieve 180 Program schools assessed retained the same principal for two consecutive years (2016–2017 or Baseline Year and 2017–2018 or Year 1), which means that 50 percent of the 42 Achieve 180 Program 2017–2018 principals were a part of a leadership team on their campuses that had achieved the identified Scorecard Performance Ratings in the prior academic year. Of those schools, the majority (52%) had leadership with (prior year) Scorecard Performance Ratings of “3” (Effective). However, 48 percent of those schools had leadership teams with (prior year) Scorecard Performance Ratings of “2” (Needs Improvement). This seems to indicate that for the two years assessed nearly one-half of Achieve 180 Program schools may have had less effective leadership that

needed further development, which may be indicative of a lack of adequate leadership capacity and/or leadership support needed to guide these high-need schools successfully through their turnaround.

Further, it seems important to note that the Tertiary Group had 100 percent of schools with a Scorecard Performance Rating of “3” (Effective) and the Tertiary Group utilized the largest proportion of its Achieve 180 Program budget (83.4%) when compared to the other treatment groups that utilized from 66.5 percent (Secondary Group, with no schools with Scorecard Performance Ratings of “3” (Effective)) to 82.1 percent (Primary Group, with one school with a Scorecard Performance Rating of “3” (Effective)) of their Achieve 180 Program budgets. Ultimately, given the increasing demands on principals in their vital leadership roles on all campuses, but particularly on Achieve 180 Program campuses, additional effective and highly effective principals must be hired and retained. In addition, further development and support of Achieve 180 Program principals and their leadership teams are paramount. The development and retention of the effective and highly effective leadership teams are necessary to provide campus stability and meaningful campus improvement. Future research will explore connections between Achieve 180 Program principal/leadership recruitment, principal/leadership development, Scorecard Performance Ratings, principal and campus leadership retention, and student achievement.

Student Enrollment

Achieve 180 Program administrators have identified student enrollment as an indicator of leadership excellence. Therefore, it should be noted that, even with the impact of Hurricane Harvey, Achieve 180 Program student enrollment remained relatively stable from 2015–2016 to 2017–2018, with a 0.2 percent decrease over the years tracked. District and non-Achieve 180 student enrollment was also relatively stable, overall, but declined more (0.6 percent) than the Achieve 180 Program’s student enrollment decline. Though student enrollment among Achieve 180 Program treatment groups was also relatively stable from 2015–2016 to 2017–2018, the Superintendent’s Schools and Tertiary Group showed gains of 3.3 percent, while student enrollment declined 3.3 percent in the Primary Group and 4.9 percent in the Secondary Group from 2016–2017 to 2017–2018.

It is important to note that the Achieve 180 Program Primary Group and Secondary Group were the only treatment groups to show student enrollment declines from 2016–2017 to 2017–2018. These groups had the smallest proportions of leadership teams with Scorecard Performance Ratings of “3” (Effective) among Achieve 180 Program schools (i.e., the Primary Group had 13 percent (or one) of its schools and the Secondary Group had none of its schools to have leadership teams with Scorecard Performance Ratings of “3” (Effective) in 2017–2018 (Year 1)). Also of note, the Tertiary Group had 100 percent of its 2017–2018 leadership teams with Scorecard Performance Ratings of “3” (Effective) and showed one of the greatest increases in student enrollment among the Achieve 180 Program treatment groups from 2015–2016 to 2017–2018.

Teacher Excellence

Effective Teachers

Research shows that long-term outcomes for students can be heightened by the instruction of highly effective teachers (Chetty et al., 2011; Chetty, Friedman, & Rockoff, 2014). In 2017–2018 (Year 1), securing and retaining effective and highly effective teachers was a staffing priority that was enacted through specialized efforts, including teacher incentives/stipends, designed to respond to the specific needs of each Achieve 180 Program campus. Based on staffing reports of teachers by their HISD Teacher Appraisal and Development System (TADS) summative ratings, which range from 1-Ineffective to 4-Highly Effective, some evidence of the program’s staffing priorities may be apparent. From 2016–2017 to 2017–2018, the percentage of effective and highly effective teachers employed on Achieve 180 Program campuses increased five percentage points from 81 percent to 86 percent, while the percentage of effective and highly effective teachers on non-Achieve 180

campuses was higher and constant at 91 percent in the respective years. This reduced the gap between Achieve 180 Program and non-Achieve 180 schools by half (five percentage points) in the proportion of effective/highly effective teachers teaching in their classrooms.

Changes in staffing priorities from 2016–2017 to 2017–2018 on Achieve 180 Program campuses were very evident in that the percentage of Achieve 180 program teachers who received stipends and were Effective/Highly Effective increased from 36 percent in 2016–2017 to 85 percent in 2017–2018. Over four times more money was paid in 2017–2018 than in 2016–2017 for stipends to Effective/Highly Effective teachers at Achieve 180 Program schools. In 2016–2017, \$5,891,575 more was paid for stipends for non-Achieve 180 Effective/Highly Effective teachers than for stipends received by Achieve 180 Program Effective/Highly Effective teachers. But, in 2017–2018, \$854,672.44 more was used for Achieve 180 Program stipends to Effective/Highly Effective teachers than for stipends for non-Achieve 180 Program Effective/Highly Effective teachers. However, though more money was paid in teacher stipends on Achieve 180 Program campuses than on non-Achieve 180 campuses in 2017–2018, the proportion of Effective/Highly Effective 2017–2018 Achieve 180 Program teachers who received stipends in 2017–2018 and were retained to the same group of schools into the 2018–2019 school year was 86 percent, which was only a one percentage-point increase from 85 percent of Achieve 180 Program Effective/Highly Effective teachers who received stipends in 2016–2017 and were retained to the same group of schools into the 2017–2018 school year. This compared to the 2016–2017 and 2017–2018 non-Achieve 180 campus rates of 92 percent and 93 percent, respectively, which means the gap between non-Achieve 180 versus Achieve 180 Program campuses in the percentages of Effective/Highly Effective teachers who received stipends and were retained was seven percentage points each year. This gap was larger than the five percentage-point gap identified when teachers' stipends were not considered. Therefore, it may prove more prudent to ensure that, primarily, only teachers of the highest quality (as measured by TADS ratings of Effective or Highly Effective) are targeted to receive Achieve 180 Program stipends and to be retained on Achieve 180 Program campuses. In addition, because TADS is a high-stakes measure that impacts teachers and students, it may be important to ascertain if the TADS measure is both a valid measure of teacher effectiveness and is being used consistently as a reliable method to gauge effective/highly effective teacher knowledge, skills, actions, and qualities.

It is important to note that the Primary Group was the only treatment group to have an increase in the retention into the next school year for 2017–2018 Effective/Highly Effective teachers who received stipends. However, it had only 13 percent of its schools (or one school) to have a leadership team with a Scorecard Performance Rating of “3” (Effective) in 2017–2018 (Year 1). Factors beyond or in addition to leadership team Scorecard Performance Ratings may be associated with this finding and will be explored in future analyses.

Teacher Attendance

From 2015–2016 to 2017–2018, teacher attendance rates in the district were relatively stable. However, improvement in average teacher attendance rates was made across the district (1.0 percentage point), including non-Achieve 180 (0.8 percentage point) and the Achieve 180 Program overall (1.9 percentage points). From 2015–2016 to 2017–2018, Achieve 180 Program gains were larger than the district's and non-Achieve 180 schools'. Favorably, the Achieve 180 Program treatment groups' teacher attendance gains from 2016–2017 (Baseline) to 2017–2018 (Year 1) ranged from 1.5 percentage points (Tertiary Group) to 2.6 percentage points (Superintendent's Schools).

The Achieve 180 Program model encompasses a great deal of attention to teacher and teacher leader development and support, as addressed in detail in Part A of this report. The presence of HISD-rated Effective/Highly Effective teachers improved marginally and teacher attendance increased from around 94

percent in 2016–2017 to around 96 percent on Achieve 180 Program campuses in 2017–2018, Year 1 of program implementation, which surpassed non-Achieve 180 campuses. In addition, among Achieve 180 Program schools, 2017–2018 teacher attendance was highest at Superintendent’s Schools, the group that comprises schools with the longest histories of “Improvement Required” (IR) TEA Campus Accountability ratings. These promising findings offer support for continued, intensive focus on Achieve 180 Program staffing priorities that seek to attract, employ, reward, and retain effective and highly effective teachers. In addition, continued program investments to further develop Achieve 180 Program teachers and all district teachers for heightened teacher and instructional excellence are also crucial (Papay and Laski, 2018). Future research will explore connections between teacher development, TADS summative ratings, teacher stipends, teacher retention, teacher attendance, leadership excellence, and gains in student achievement.

Instructional Excellence

Districtwide Screener

On Renaissance 360 Early Literacy and Reading tests, the student participation gap between Achieve 180 Program and non-Achieve 180 students was reduced by five percentage points and the student participation gap on Renaissance 360 Math tests was reduced by four percentage points from the Beginning-of-Year (BOY) assessments to the End-of-Year (EOY) assessments in 2017–2018. However, student performance on the screener was mixed. Achieve 180 Program students reduced the proportions of students needing instructional intervention while increasing the proportions of students who performed at or above the benchmarks on all assessments except Early Literacy tests in Spanish and on Reading and Mathematics tests in English, while non-Achieve 180 students decreased the proportions of students needing instructional intervention and increased the proportions of students who performed at or above the benchmarks on all Renaissance 360 assessments. Unfortunately, the performance gap between non-Achieve 180 and Achieve 180 Program students, overall, narrowed only on Early Literacy tests in English from the BOY assessments to the EOY assessments in 2017–2018. Of the Achieve 180 Program treatment groups, the Primary Group and the Secondary Group most consistently showed decreases in the proportions of students needing instructional intervention while they showed increases in the proportions of students who performed at or above the benchmarks from BOY to EOY, across tests. This trend was found on five of the six Renaissance 360 assessments for the two groups, which compared to four of six assessments for the Tertiary Group and three of the six assessments for Superintendent’s Schools. It may prove beneficial to increase oversight of the instructional interventions that are enacted due to Renaissance scores, with greater attention being paid to the effectiveness of these interventions in addressing knowledge gaps and enhancing student learning and increasing achievement.

School Design

Career and Technical Education

A coherent sequence of Career and Technical Education (CTE) courses provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions (Texas Education Agency, 2017a). Achieve 180 Program students’ involvement in a coherent sequence of CTE courses may give them greater opportunity for positive, life-long impacts of their education. Achieve 180 Program students’ involvement in a coherent sequence of CTE courses increased nine percentage points from 2016–2017 to 2017–2018, with the Secondary Group achieving the largest increase and Superintendent’s Schools showing the only decrease in participation. The proportion of students who participated in a coherent sequence of CTE courses among non-Achieve 180 CTE students increased only two percentage points. However, the proportion of Achieve 180 Program students who passed industry certification examinations in 2017–2018 was nearly 10 percentage points lower than the proportion of non-Achieve 180 Program students who passed the

examinations. This occurred while three (50%) of the six Achieve 180 Program schools in Superintendent's Schools, the Secondary Group, and the Tertiary Group achieved CTE industry certification exam passing rates of at least 97 percent. Though the success rate for passing CTE industry certification exams was almost 84 percent for Achieve 180 Program students, additional supports may be needed to help increase the success of students taking coherent sequences of CTE courses and related industry certification exams. Also, the fact that non-Achieve 180 students took 70 different types of industry certification exams, while Achieve 180 Program students took only 28 different types of industry certification exams, may be indicative of CTE programmatic needs on Achieve 180 Program campuses.

Advanced Placement Examinations

Enhanced efforts to encourage grades 9–12 student participation in Advanced Placement (AP) examinations may help explain the 7.9 percent increase among Achieve 180 Program students from 2016–2017 to 2017–2018, while there was a 3.4 percent decrease among non-Achieve 180 students. The Primary Group showed the greatest increase in AP exam participation among Achieve 180 Program schools. Unfortunately, the percentages of AP exams on which non-Achieve 180 students scored three or higher in 2016–2017 and 2017–2018 (36.1% and 38.6%, respectively) were at least 20 percentage points higher than the percentages of Achieve 180 Program students who scored three or higher, overall (16.1% and 17.6%, respectively). Though the participation gain for Achieve 180 Program students seems promising, the AP examination performance for both non-Achieve 180 and Achieve 180 Program students may require increased attention to ensure that course content is learned well and preparation for the AP exams is sufficient to address the specific needs of all students for AP success, and particularly, the needs of Achieve 180 Program students in those rigorous courses.

College Readiness Examinations - PSAT, SAT, and ACT

Participation gaps between non-Achieve 180 and Achieve 180 program students decreased over the last two years on PSAT/NMSQT, SAT, and ACT examinations. However, notable participation gaps between non-Achieve 180 and Achieve 180 program students remain: PSAT/NMSQT (23.0 percentage points), SAT (25.8 percentage points), and ACT (12.4 percentage points). The percentage of Achieve 180 Program students who scored at or above criterion increased on the PSAT/NMSQT Evidenced-Based Reading and Writing (ERW) exam from 2016 to 2017. The performance gap between the percentage of non-Achieve 180 and Achieve 180 program students who scored at or above the criterion decreased over the last two years on PSAT/NMSQT exams, but the gaps remain notable (ERW with a gap of 28.5 percentage points, and Math, 24.0 percentage points). However, while the PSAT/NMSQT performance gaps in the percentage of students who scored at or above the criterion decreased from 2016–2017 to 2017–2018, performance gaps increased over the last two years between non-Achieve 180 and Achieve 180 program students who scored at or above the criterion on SAT and ACT examinations, with notable gaps remaining at 20.6 percentage points and 27.9 percentage points, respectively.

On the most recent college readiness exams taken during the 2017–2018 school year, the percentages of non-Achieve 180 students who performed at or above criterion ranged from 29.7 percent (SAT, combined scores) to 50.6 percent (PSAT, ERW) and the percentages of Achieve 180 Program students who performed at or above criterion ranged from 6.4 percent (PSAT, Math) to 22.1 percent (PSAT, ERW) across the college readiness exams assessed for this report. In general, Superintendent's Schools had lower levels of participation and performance at or above criterion than the other Achieve 180 Program treatment groups across the college readiness exams assessed for this report, while the Primary Group more consistently performed at or above criterion at higher levels than the other Achieve 180 Program treatment groups in 2017–2018. Performance on college readiness examinations for both non-Achieve 180 and Achieve 180 Program students may require

heightened attention to ensure that students are well-prepared for success on the exams and the specific learning needs of all students are met, particularly, those of Achieve 180 Program students.

Social and Emotional Learning Support

Student Attendance

Districtwide and non-Achieve 180 student attendance rates (approximately 96.0 percent) were two percentage points higher than the Achieve 180 Program student attendance rate (approximately 94.0 percent) from 2015–2016 to 2017–2018. However, the Achieve 180 Program student attendance rate, overall, decreased less than HISD and non-Achieve 180 student attendance rates from 2015–2016 to 2017–2018, with the Primary Group and Tertiary Group showing attendance rate increases. However, from 2016–2017 (Baseline) to 2017–2018 (Year 1), HISD and non-Achieve 180 had a smaller decline in student attendance (0.1 percentage point) than the decline in student attendance for the Achieve 180 Program, overall (0.4 percentage point). Achieve 180 Program treatment groups had declines ranging from 0.2 percentage point (Primary Group) to 0.8 percentage point (Secondary Group).

Of great concern, Achieve 180 Program chronic absence rates were roughly two times higher than non-Achieve 180 chronic absence rates from 2015–2016 to 2017–2018. Though the chronic absence rates decreased across the district from 2015–2016 to 2017–2018, all Achieve 180 Program groups, except the Primary Group, had an increase in the chronic absence rate from 2016–2017 to 2017–2018. The HISD Attendance Office, Student Support Services, Wraparound Services, and Dual Status and Adjudicated Youth Office are among the district departments charged with improving student attendance through campus and community supports to provide homeless assistance, pregnancy-related services, services for students who had been incarcerated, placed in foster care, or lived in residential treatment centers, in addition to other attendance and graduation supports. To more effectively and expeditiously address the Achieve 180 Program's students' attendance deficits as a priority of the program, the identification of best practices within the district and the Achieve 180 Program, as well as within similar, high-need schools across the country may be necessary to adequately improve current program efforts to address the underlying causes of student absenteeism, which is a core problem that directly undermines all other Achieve 180 program efforts.

Disciplinary Actions

Effective advances in the management of student behaviors have the capacity to improve school culture and student social-emotional learning and academic outcomes (Barrett and Harris, 2018). However, generally, from 2015–2016 to 2017–2018, the rate of disciplinary actions taken in the district has been greater at Achieve 180 Program schools than at non-Achieve 180 schools. When considered by students' demographic characteristics, African American, economically-disadvantaged, and special education students with disabilities were, typically, over-represented among students for whom disciplinary action was taken in each year tracked. Research suggests that classroom management is an area that teachers report they are least prepared to address effectively (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014).

In 2017–2018 (Year 1), HISD Student Assistance and Wraparound Services offered additional support to district schools and teachers to address behavior management with students, particularly at Achieve 180 Program schools. From 2015–2016 to 2017–2018, the rate of in-school suspensions and out-of-school suspensions per 100 students at Achieve 180 Program schools, overall, decreased each year, while the rate of in-school suspensions per 100 students among non-Achieve 180 students decreased each year and the rate of out-of-school suspensions per 100 students remained constant. Nonetheless, in each of the years, in-school suspensions were carried out nearly three times more on Achieve 180 Program campuses than on non-Achieve 180 campuses. In addition, out-of-school suspensions were carried out slightly more than three times more on

Achieve 180 Program campuses than on non-Achieve 180 campuses. Each year, Tertiary Group students had the highest rate of in-school suspensions yet showed a 13 percentage-point decrease in 2017–2018, Year 1. Superintendent's Schools students had the highest rate of out-of-school suspensions and showed an 8.0 percentage-point decrease in Year 1.

In 2015–2016, the number of student expulsions to the Texas Juvenile Justice Alternative Education Program (JJAEP) was constant at less than one per 100 students from 2015–2016 through 2017–2018 for each group of HISD students, regardless of their non-Achieve 180 and Achieve 180 Program affiliation. The number of student referrals per 100 students to the Disciplinary Alternative Education Program (DAEP) among Achieve 180 Program students was at least three times higher than the number of DAEP referrals per 100 students among non-Achieve 180 students. Because Achieve 180 Program students showed gains in this area and non-Achieve 180 student rates remained constant, the gap reduced to twice the number of DAEP referrals per 100 students among Achieve 180 Program students when compared to non-Achieve 180 students in 2016–2017 and 2017–2018. Favorably, the Primary Group in 2016–2017 and 2017–2018 and the Secondary Group in 2017–2018 had rates that were comparable to non-Achieve 180 students' rates. Given the pressing academic needs of Achieve 180 Program students, results of this analysis point to the importance of providing more-engaging school and classroom settings and avoiding the suspension, referral, and exclusion of students who may behave inappropriately in the learning environment, whenever possible (Barrett and Harris, 2018). Intensive efforts to decrease exclusionary behavior management systems and create school climates that support reductions in suspensions and expulsions are warranted (U. S. Department of Justice & U.S. Department of Education, 2014).

Promotion Rates

For the last two academic years, promotion rates for grades 1–8 non-Achieve 180 students have remained stable at 97.8 percent, while promotion rates for grades 1–8 Achieve 180 Program students overall, have decreased about one percentage point, from 97.5 percent in 2016–2017 to 96.7 percent in 2017–2018. Based on campus-level data, the proportions of Achieve 180 Program schools in each treatment group that showed an increase in their promotion rate ranged from 17 percent of Primary Group schools to 71 percent of Superintendent's Schools. The goal for a successful, meaning promotion for all grades 1–8 students is imperative, because grade retention is among key indicators of high school dropout and graduation (Bowers, Sprott, & Taff, 2013). Therefore, heightened attention to the causes of and solutions for grade retention is recommended to facilitate improvements in Achieve 180 Program promotion rates as well as improvements in graduation rates.

Graduation Rates

Graduation rates from Year 1 of Achieve 180 Program implementation are not yet available. Therefore, two years of baseline data prior to program implementation are presented in this report. Achieve 180 Program four-year state graduation rates with exclusions in 2016 and 2017 (66.6 percent and 66.3 percent, respectively) were about 20 percentage points lower than non-Achieve 180 rates (85.9 percent and 87.2 percent, respectively), and the performance gap widened in 2017 (Baseline year). Achieve 180 Program five-year state graduation rates with exclusions in 2015 and 2016 (77.3 percent and 73.1 percent, respectively) were 10.5 and 15.5 percentage points lower than non-Achieve 180 rates (87.8 percent and 88.6 percent, respectively) in 2015 and 2016, respectively. The Primary Group and Tertiary Group showed an increase in four-year rates and the Superintendent's Schools and Secondary Group showed an increase in five-year graduation rates over the years each was tracked.

A larger percentage of Achieve 180 Program four-year graduates in the Class of 2017 than in the Class of 2016 (both years are prior to Achieve 180 Program implementation) graduated with Recommended High School Program/Distinguished Achievement Program/Foundation High School Program-with Endorsement/Foundation High School Program-with Distinguished Level of Achievement diploma types versus less rigorous diploma types in each treatment group except the Tertiary Group where there was a 1.5 percentage-point decline. Since state graduation rates at Achieve 180 Program schools suggest that more than 30 percent of students are not graduating after four or five years of high school education, all Achieve 180 Program supports at each grade level may best be viewed as supports for one of our students' most basic levels of success, which is graduating from high school within four or five years after entering.

Parent and Family Empowerment

Title I, Part A Parent and Family Engagement Survey

The new HISD Title I, Part A, Parent and Family Engagement Survey, 2017–2018 was piloted at 253 (99%) of the 255 Title I, Part A schools to evaluate the district's parent involvement policy and program to improve the academic quality of Title I, Part A schools. A total of 43 of the 44 Achieve 180 Program schools participated. No results were available for Wesley Elementary School (Superintendent's Schools). This survey focused on school factors and school climate, barriers to parent/family participation in school activities, and ways to improve school support to children learning at home. Because children perform better academically when their parents/families (1) are integral partners in their children's learning, (2) provide support to children learning at home, and (3) experience connection to their children's schools (Henderson & Mapp, 2002; Mapp & Kuttner, 2013), the need for improvement in the areas identified through the Title I, Part A, Parent and Family Engagement Survey is clear.

Results showed that from 62.7 percent to 91.3 percent of non-Achieve 180 and Achieve 180 Program parent and family respondents agreed to statements about desirable school factors/school climates at their children's Title I schools. However, rates of agreement among non-Achieve 180 schools were higher for 15 of the 16 school factors/school climate items than the rates for Achieve 180 Program schools. Notably, Achieve 180 campuses (89.3 percent) had a higher rate of agreement that "The school communicates with me in a timely manner about academic progress and needs of my child" than families of students at non-Achieve 180 campuses (84.6 percent). Also of note, the highest percentage of agreement for any group was regarding the school's encouragement of families to observe their child in the classroom, 77.7 percent for Superintendent's Schools. Of great concern, the largest difference between non-Achieve 180 and Achieve 180 Program campuses was regarding the statement "I am satisfied my child's school is providing the skills and education necessary to be successful at the next level," with which 90.7 percent of families at non-Achieve 180 campuses and 84.8 percent of Achieve 180 families agreed, a difference of 5.9 percentage points.

For districtwide, non-Achieve 180, and Achieve 180 Program families, conflicts with work or personal schedules was the most reported barrier preventing participation in school activities. Lower percentages of Achieve 180 Program families than districtwide and non-Achieve 180 families were deterred by barriers such as "A lack of awareness of the activity or event," and "Child care or care of a family member." However, higher percentages of families of students at Achieve 180 Program campuses than non-Achieve 180 families reported limitations of health or a disability, lack of transportation, and not being comfortable at the school as barriers to their participation in school activities.

Title I, Part A survey respondents most often identified "Helping my child with specific subjects/course skill areas (e.g., reading, writing, math, technology, AP/IB, etc.)" as a way schools can further support students' learning at home, with about half of the districtwide, non-Achieve 180, and Achieve 180 Program families

agreeing or strongly agreeing. Among the highest rates of parent and family member agreement regarding support needed for students' learning at home was the need to help them on tests (non-Achieve 180 – 38.0% and Achieve 180 Program – 43.0%), support for students with social skills and peer pressure (non-Achieve 180 – 33.0% and Achieve 180 Program – 35.6%), provide textbooks to support learning at home (non-Achieve 180 – 36.6% and Achieve 180 Program – 39.1%), and provide learning materials that parents can understand (non-Achieve 180 – 33.2% and Achieve 180 Program – 34.6%). Identification of effective strategies to address the identified deficits in school factors/school climate and support for students learning at home, while removing barriers to parent/family participation in schools is recommended to further support improvement in student learning and academic performance.

Student Achievement *STAAR 3–8*

Cohort analyses of Achieve 180 Program students' STAAR 3–8 Reading performance in 2016–2017 and 2017–2018 (which compare students' prior year's grade level performance to their current year's grade level performance) show that in both years, the total percentage of students who were considered as having passed the test (Approaches Grade Level standard or above) was lower at Achieve 180 Program schools (47% and 53%, respectively) than at non-Achieve 180 schools in both years (67% and 70%, respectively), with the Achieve 180 Program schools showing more improvement than the non-Achieve 180 schools. Furthermore, the percentage of students who performed at the highest two performance levels, "Meets" and "Masters" grade level standards, in Reading increased for non-Achieve 180 schools (from 41% to 44%, increasing three percentage points) and for Achieve 180 Program schools overall (from 21% and 25%, increasing four percentage points), with the smallest increases of two and three percentage points being found among Tertiary Group and Superintendent's Schools' students. Consequently, the reading performance gap of about 20 percentage points between non-Achieve 180 and Achieve 180 Program students decreased several percentage points from 2016–2017 to 2017–2018. Similar trends were witnessed on the STAAR 3–8 Mathematics test.

STAAR EOC

Results of 2016–2017 and 2017–2018 HISD and Achieve 180 Program students' performance levels on STAAR End-of-Course tests in Algebra I, Biology, English I, English II, and US History showed 2016–2017 performance gaps between HISD students districtwide and Achieve 180 Program students ranged from six percentage points (U.S. History) to 15 percentage points (Algebra I). The 2017–2018 performance gaps ranged from four percentage points (US History) to 11 percentage points (Algebra I and English I) in the proportion of students who met or exceeded the "Approaches" performance standard, which were smaller performance gaps than in 2016–2017. The Achieve 180 Program schools experienced larger increases in passing rates on all five EOC exams than schools districtwide.

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

Accountability Ratings

Districtwide, 19 (70%) of the 27 campuses rated Improvement Required (IR) in 2016–2017 were assigned a Met Standard rating in 2017–2018. In addition, one campus rated IR last year did not receive a rating this year

and seven campuses that were rated IR last year received a Not Rated: Harvey Provision label in 2017–2018. For Achieve 180 Program schools, 19 (73%) out of the 26 campuses rated IR last year were assigned a Met Standard rating in 2017–2018 (60% Superintendent's Schools, 78% of Primary Group schools, and 86% of Secondary Group schools). However, one Tertiary Group (formerly IR) campus assigned a Met Standard rating last year was rated IR in 2017–2018.

The mean scores in each of the three domains for districtwide and non-Achieve 180 schools exceeded a mean score of 60 in 2018. For the Achieve 180 Program overall, the mean scores in two of the three domains (Domain 2-School Progress and Domain 3-Closing Gaps) exceeded 60, while the mean score for Domain 1-Student Achievement was 57. Among Achieve 180 Program treatment groups, the Secondary Group reached a mean score of 60 in Domain 1-Student Achievement, while all other Achieve 180 Program groups scored between 52 (Superintendent's Schools) and 59 (Tertiary Group). All treatment groups achieved mean scores between 68 (Primary Group) and 80 (Secondary Group) in Domain 2-School Progress. In Domain 3-Closing Gaps, the treatment groups' mean scores ranged from 58 (Superintendent's Schools) to 73 (Secondary Group).

Certainly, the impact of Hurricane Harvey and the related provisions have afforded 10 Achieve 180 Program campuses an unexpected reprieve in 2017–2018 (Year 1) regarding campus accountability ratings. Nonetheless, 75% of the Achieve 180 Program schools were rated "Met" standard and one was rated "Improvement Required."

Board and Program Goals

Based on the *2017–2018 Board Goals and Constraints Report* (available on the Research and Accountability website), of its three primary goals of education, the district (including the Achieve 180 Program) met one of its goals and exceeded the other two during the 2017–2018 school year.

Goal 1-Increase percentage of grade 3-English II students who read and write above grade level: The district increased the percentage of students performing at or above the Meets Grade Level Standard on the reading and writing STAAR 3–8 exams and on the STAAR English I and English II End-of-Course exams by three percentage points from 37 percent in 2017 to 40 percent in 2018, meeting the annual goal of a three percentage-point increase.

Goal 2-The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from 2017 baseline up to 85 percent by 2022: In measuring Global Graduates using the district-calculated postsecondary readiness indicator, district performance exceeded the 2017–2018 goal of 70 percent by seven percentage points.

Goal 3-Increases in reading and mathematics among students who perform below satisfactory on STAAR and STAAR EOC: The percentage of students that performed below the Approaches Grade Level standard on either the reading or mathematics STAAR 3–8 or English I STAAR EOC assessment in the prior year and showed at least one academic year's growth increased seven percentage points from 57 percent in 2017 to 64 percent in 2018, exceeding the annual goal of a three percentage-point increase.

This report addresses progress made toward program objectives and goals, including changes in summative program outcomes for Achieve 180 Program schools, principals and leadership teams, teachers, students, and students' parents and families in alignment with program components included in the 2017–2018 (Year 1) program. The more comprehensive measures of educator and student success included in this report (such as TEA's Accountability ratings and the HISD Board of Education and Achieve 180 Program Goals) bring

together and illuminate outcomes from summative measures included in this report (such as teacher and student attendance, disciplinary actions, promotion rates, AP performance, STAAR/STAAR EOC performance, etc.) that are to be impacted by the actual targets of the multifaceted endeavors of the Achieve 180 Program interventions to increase Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design (i.e., responsiveness to individual student voices and needs), Social and Emotional Learning Support, and Family and Community Empowerment. Through these targets, the Achieve 180 Program expects to improve schools, improve student learning, and increase student achievement. The extent to which the program made progress toward or reached its targets in 2017–2018 is reflected in the identified comprehensive measures reviewed in this report, which indicate some positive findings, which are highlighted in this discussion along with some of the continued challenges. The strides being made are apparent in staffing priorities to address ongoing vacancies, student enrollment gains at Superintendent's Schools and in the Tertiary Group in the face of enrollment declines across the district, improvement in teacher attendance, increased student participation in more rigorous coursework and exams, and some gap reductions on various student performance measures. The positive findings for the Achieve 180 Program exist within the context of long-standing deficits, and both the positive results and the challenges point us towards areas that necessitate sustained, favorable change, if the Achieve 180 Program students and communities are to be successful in the longer term.

References

- Allensworth, E.M., & Hart, H. (2018). *How do principals influence student achievement?* Chicago, IL: University of Chicago Consortium on School Research. Retrieved November 7, 2018 from <https://consortium.uchicago.edu/publications/how-do-principals-influence-student-achievement>
- Barrett, N., & Harris, D. N. (2018). *The Effects of a Positive Behavior Interventions and Supports (PBIS) Data Platform on Student Academic and Disciplinary Outcomes*. Education Research Alliance for New Orleans. Retrieved November 2, 2018 from <https://educationresearchalliancenola.org/publications/a-different-approach-to-student-behavior-addressing-school-discipline-and-socio-emotional-learning-through-positive-behavior-intervention-system>
- Bowers, A.J., Sprott, R., & Taff, S.A. (2013). Do we know who will drop out?: A review of the predictors of dropping out of high school: precision, sensitivity, and specificity. *The High School Journal*, 96(2), 77-100. Retrieved November 2, 2018 from <https://academiccommons.columbia.edu/doi/10.7916/D8FB5CZH/download>
- Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2011). How does your kindergarten classroom affect your earnings? Evidence from Project STAR. *The Quarterly Journal of Economics*, 126(4), 1593-1660.
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-79.
- Freeman, J., Simonsen, B., Briere, D. E., & MacSuga-Gage, A. S. (2014). *Pre-service teacher training in classroom management: A review of state accreditation policy and teacher preparation programs*. Teacher Education and Special Education, 37(2), 106-120.
- Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family and Community Connections with Schools. Retrieved August 28, 2017 from <https://eric.ed.gov/?id=ED474521>
- Houston Independent School District. (2017a). *2017 preliminary TEA accountability system ratings*. Houston, TX: Houston Independent School District. Retrieved October 10, 2018 from [https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=126380&dataid=204925&FileName=2017 Preliminary Accountability Ratings.pdf](https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=126380&dataid=204925&FileName=2017%20Preliminary%20Accountability%20Ratings.pdf)
- Houston Independent School District. (2017b). *Achieve 180 presentation*. Houston, TX: Houston Independent School District. Retrieved May 13, 2018 from <http://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=247515&dataid=214962&FileName=ACHIEVE-180-presentation.pdf>
- Houston Independent School District. (2018). *2018 preliminary TEA accountability rating system ratings*. Houston, TX: Houston Independent School District. Retrieved October 10, 2018 from

[https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=126380&dataid=227664&FileName=2018 Preliminary Accountability Ratings Report.pdf](https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=126380&dataid=227664&FileName=2018%20Preliminary%20Accountability%20Ratings%20Report.pdf)

Houston Independent School District. (December 14, 2018). *2018 final TEA accountability system ratings*. Houston, TX: Houston Independent School District. Retrieved December 14, 2018 from [https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=126380&dataid=238896&FileName=2018 Final Accountability Ratings Report - with Memo.pdf](https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=126380&dataid=238896&FileName=2018%20Final%20Accountability%20Ratings%20Report%20with%20Memo.pdf)

Houston Independent School District. (July 16, 2018). *District and school results from the spring 2018 STAAR assessments for grades 3 through 8*. Houston, TX: Houston Independent School District. Retrieved August 6, 2018 from https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/sp_staar/2018%20STAAR%203-8%20Report.pdf

Houston Independent School District. (July 14, 2017). *District and school STAAR EOC Spring 2017*. Houston, TX: Houston Independent School District. Retrieved October 25, 2018 from [https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=83875&dataid=202993&FileName=2017 STAAR EOC Report.pdf](https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=83875&dataid=202993&FileName=2017%20STAAR%20EOC%20Report.pdf)

Houston Independent School District. (June 20, 2018). *District and school STAAR EOC Spring 2018*. Houston, TX: Houston Independent School District. Retrieved August 15, 2018 from [https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=83875&dataid=223686&FileName=Spring 2018 STAAR EOC Report.pdf](https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=83875&dataid=223686&FileName=Spring%202018%20STAAR%20EOC%20Report.pdf)

Houston Independent School District. (November 10, 2017). *2017 Advanced Placement (AP) results*. Houston, TX: Houston Independent School District. Retrieved September 28, 2018 from [https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=73138&dataid=211997&FileName=2017 AP Report.pdf](https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=73138&dataid=211997&FileName=2017%20AP%20Report.pdf)

Houston Independent School District. (October 12, 2018). *2017–2018 Board Goals and Constraints report*. Houston, TX: Houston Independent School District. Retrieved October 12, 2018 from https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/pe_districtprograms/2018%20BMS%20Report.pdf

Houston Independent School District. (October 26, 2017). *Career and Technical Education report, 2016–2017*. Houston, TX: Houston Independent School District. Retrieved August 15, 2018 from https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/pe_districtprograms/Combined%20CTE%20report%20and%20cover_102617-final%20report.pdf

Houston Independent School District. (November 16, 2017). *Career and Technical Education: Prevalence, student performance, and program outcomes, 2017–2018*. Houston, TX: Houston Independent School District. Retrieved December 19, 2018 from https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/pe_cirriculum/Final%20CTE%20Report_2017-2018.pdf

Mapp, K. L., & Kuttner, P. J. (2013.) *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. Austin, TX: Southwest Educational Development Laboratory. Retrieved on August 28, 21017 from <http://www.sedl.org/pubs/framework/>

- National Science Foundation. (2010). *The 2010 user-friendly handbook for project evaluation*. Division of Education and Human Resources, Division of Research and Learning in Formal and Informal Settings. Retrieved November 17, 2017 from <https://www.bing.com/search?q=the+2010+user-friendly+handbook+for+project+evaluation&src=IE-SearchBox&FORM=IESR4A>
- Papay, J. P. & Laski, M. E. (2018). *Exploring teacher improvement: A brief on reimagining state support for professional learning*. Tennessee Education Research Alliance. Retrieved November 7, 2018 from https://peabody.vanderbilt.edu/.../Exploring_Teacher_Improvement.pdf
- Texas Education Agency. (2017a). *Career and technical education*. Retrieved May 1, 2018 from <http://tea.texas.gov/cte/>
- Texas Education Agency. (2017b). MetaMetrics. Parent Resource Tool. Informed Parents Better Schools. STAAR Results Retrieved October 5, 2018 from <https://www.bing.com/search?q=MetaMetrics,+2017%3B+Texas+Education+Agency+Parent+Resource+Tool,+Informed+Parents+Better+Schools+STAAR+Results&src=IE-SearchBox&FORM=IESR4A>
- Texas Education Agency. (2018). *Quality assurance logic model resources*. Retrieved May 1, 2018 from <http://www.texasace21.org/mytexasace/resources/quality-assurance>
- U. S. Department of Justice, & U.S. Department of Education. (2014). Dear Colleague letter on the nondiscriminatory administration of school discipline. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html>

Appendix A: Methods

Evaluation methods, including data sources, data collection strategies, and data limitations, are provided in this section. Data for 2015–2016 (pre-Baseline) and 2016–2017 (Baseline) school years are presented along with 2017–2018 outcomes to show pre-program results for the district and campuses by their non-Achieve 180 and Achieve 180 Program affiliation. For lagging indicators of outcomes that become available in the following academic year, 2015–2016 and/or 2016–2017 results are presented in lieu of 2017–2018 lagging indicators, which will become available in 2018–2019. Data for 2018–2019 included only Beginning-of-Year (BOY) teacher staffing results. To protect participants' anonymity, results for fewer than five were masked in this report.

Data Collection

The 2017–2018 Achieve 180 Program Logic Model was developed by its program administrators. The Achieve 180 Program Budget and Expenditure Report was provided by the HISD Budget and Finance Department on August 24, 2018 and was reviewed by the Achieve 180 Schools Area Superintendent and Director.

District, school, and student enrollment and demographic data were obtained using the Public Education Information Management System (PEIMS) statewide data collection and reporting system operated by the Texas Education Agency (TEA), which includes student-level information on students enrolled on the last Friday of October each year. Only students who met the average daily attendance eligibility criterion of greater than zero for the respective year were included in district enrollment counts.

HISD School Leader Appraisal Scorecard data tabulated during the 2015–2016 and 2016–2017 school years were used for effectiveness ratings associated with principals' performance as they carried out campus-level leadership duties in the school year immediately following receipt of the ratings (i.e., 2016–2017 and 2017–2018, respectively). Scorecard ratings were based on three performance indicators: student performance (50%), school performance (30%), and districtwide teacher effectiveness (20%). The specific metrics for performance indicators were determined each year by the following school levels: elementary, middle, high, kindergarten-grade 8, and grades 6–12. Generally, performance indicators included, as appropriate, measures for STAAR/STAAR EOC passing/at or above Approaches and Masters standard rates, advanced course passing rates, AP/IB exam passing rates, percentage meeting College Board examination benchmarks, graduation rates, attendance and chronic absence rates, dropout rate, disciplinary referrals (level III, IV, and V), out-of-school suspension rates, proportions of highly effective retained and ineffective teachers exited within the district, and campus accountability rating. No appraisal data were available for Texas Connections Academy Houston (TCAH), a Primary Group school, and Victory Prep South, a Tertiary Group school. Percentages are based on the number of schools with School Leader Appraisal Scorecard Performance Level Ratings of "3" (Effective) or "2," (Needs Improvement) as applicable. None of the Achieve 180 Program school leaders received a rating of Level 1 (Ineffective) or Level 4 (Highly Effective) in 2016–2017 or 2017–2018.

Principal staffing and retention results were obtained from staffing reports for the 2016–2017 and 2017–2018 school years provided by HISD's Human Resources department based on the following dates: Beginning-of-Year (BOY), October 24, 2016 and October 30, 2017; Middle-of-Year (EOY), January 30, 2017 and January 29, 2018; End-of-Year (EOY), April 24, 2017 and April 24, 2018. Job titles for principals included: Principal, Principal Elementary School, Principal Middle School, Principal High School, Principal HS, Principal ES/MS, Principal Hrly, and Substitute Principal.

Part-time and full-time teachers were identified using the HISD Human Resources (HR) PeopleSoft database. Included were (1) job function of TCH, TEL, TPK, or TSC and (2) salary plan of AT, AE, CHS, RT, VT, RO1 or

RO5. A teacher was eligible for appraisal if s/he was present for the beginning of the school year until the end of April of each academic year. Teachers may not have been rated due to late hiring, job title changes, incorrect job titles in PeopleSoft, or split roles that required teachers to teach students less than 50 percent of the instructional day. Some of the teachers in leadership roles were appraised in ePerformance in the School Leader Appraisal Tool rather than Teacher Appraisal and Development System (TADS), however, because the data were not available for 2014–2015, those teachers were marked as “Not Rated.”

Appraisal ratings were extracted from the TADS Feedback and Development (F&D) Tool used by teachers, appraisers, principals, and district officials to track appraisal activity. Teachers’ TADS summative ratings for 2015–2016 and 2016–2017 were used for a measure of teacher effectiveness. Results are presented for 2016–2017 and 2017–2018 campus teachers with their prior year’s TADS rating (ranging from a low rating of 1 to a high rating of 4), with summative TADS ratings of 2.50 or higher used to identify the performance of effective (2.50–3.49) or highly effective (3.50–4.00) teachers.

Multiple HR rosters were used to ensure the inclusion of all 2016–2017 and 2017–2018 teachers eligible for TADS ratings. If a teacher changed campuses during the school year, the last campus for the teacher was used. In addition, 2016–2017 Teacher Appraisal and Development System (TADS) data were used for TADS ratings for 2017–2018 teachers and 2015–2016 Teacher Appraisal and Development System (TADS) data were used for 2016–2017 teachers’ TADS ratings. Only 2016–2017 campus teachers with 2015–2016 TADS summative ratings and 2017–2018 campus teachers with 2016–2017 TADS summative ratings were retained for related analyses. The teachers’ campuses identified in HR Rosters associated with the TADS ratings were utilized. Camp Forest Glen, Camp Olympia, DAEP Secondary, East Regional Office, Harper DAEP, Hattie Mae White, and RDSPD staff were excluded. For analyzing the retention of teachers who received stipends by their TADS ratings, the prior year’s TADS ratings were used; 2016–2017 teachers received stipends in 2016–2017 and 2017–2018 teachers received stipends in 2017–2018.

Teacher retention was determined using staff rosters for the end of the prior school year and the beginning of the following school year. District-level retention includes teachers in the prior year who returned to the district in any capacity in the following year. Non-Achieve 180 retention includes teachers at non-A180 campuses in prior year who returned to any non-A180 campus in any capacity in following year. Achieve 180 Program retention includes teachers at any Achieve 180 Program campus in the prior year who returned in any capacity to any Achieve 180 Program campus in following year. Achieve 180 Program treatment group retention rates do not equal the total retention for the Achieve 180 Program because teachers changed schools and treatment groups within the Achieve 180 Program.

2016–2017 teachers received stipends in 2016–2017 and 2017–2018 teachers received stipends in 2017–2018. For teacher stipend data, the 2016–2017 and 2017–2018 Human Resources Information System (HRIS) Title I data files were used. For Achieve 180 Program stipends, data were retrieved from Teacher Stipends files including Fall 2017 Achieve 180 Incentives and Spring 2018 Achieve 180 Incentives.

Teacher attendance data were retrieved from district Human Resources Information System (HRIS) databases for 2015–2016, 2016–2017, and 2017–2018. The attendance rate is the ratio of teachers’ hours present to the total number of teacher hours present plus hours absent (both compliance, such as for professional development during school hours, and requested, such as for illness) for the respective school year. N/A indicates that the attendance rate data were not reported. An asterisk (*) indicates there were fewer than five teachers with attendance data.

Student attendance data were retrieved from district PEIMS Average Daily Attendance (ADA) databases for 2015–2016, 2016–2017, and 2017–2018. The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. Students in all grades are included in the calculation. An asterisk (*) indicates there were fewer than five students with attendance data.

The number of disciplinary actions per 100 students are presented for in-school suspensions (ISS), out-of-school suspensions (OSS), Disciplinary Alternative Education Program (DAEP) referrals, and Texas Juvenile Justice Alternative Education Program (JJAEP) system expulsions for all HISD students and by their non-Achieve 180 and Achieve 180 Program affiliation for 2015–2016 through 2017–2018. For 2016–2017 and 2017–2018 disciplinary actions, the underrepresentation, overrepresentation, or equal representation of each student group (including race/ethnicity, economically-disadvantaged, English learners, and special education students/students with disabilities) was indicated by the percentage-point difference between the student demographic group's enrollment (i.e., student group's percentage of the total enrollment) and the percentage of the disciplinary actions associated with each demographic group.

2016–2017 and 2017–2018 promotion data were retrieved from the end-of-year (EOY) Chancery Promotion, Retention, and Enrollment file, (PSE file) for grades 1–8 on August 14, 2017 and August 10, 2018, respectively.

Graduation data for the Class of 2016 and Class of 2017 were retrieved from "TEA Four-Year Class of 2016 Student Listing" and "TEA Four-Year Class of 2017 Student Listing" data files, using Status (Graduated, Continued H.S., Received GED/TxCHSE, and Dropped Out), Race/Ethnicity, Economically Disadvantaged, Ever ELL in HS (for EL), Special Education (for SWD), and Diploma Program.

In Fall of the 2017–2018 school year, HISD began using a Universal screener, Renaissance 360, to assess kindergarten through grade 12 student learning needs and performance in early literacy, reading, and mathematics. Districtwide efforts were made to encourage full student participation on this screener. Beginning- (BOY) and End-of-Year (EOY) participation results for students included in the 2017–2018 Fall resubmission PEIMS snapshot were retrieved from Renaissance 360 reading and mathematics BOY and EOY data files. Students tested on English and Spanish language versions of the Early Literacy, Reading, and Mathematics tests within the official district testing windows for BOY (September 20–October 13, 2017) and EOY (May 1–25, 2018) were included in the results. The highest score achieved by each student in each subject in each testing window was used in the analysis. Performance counts may be duplicated to include the highest score results for tests taken by a student in either one or both languages, English and Spanish. Percentages are rounded to the whole number. Student-level data were obtained using Renaissance 360 Reading Beginning-of-Year (BOY) and End-of-Year (EOY) student data files, 2017–2018.

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

Student enrollments in Career and Technical Education (CTE) courses were extracted from 2016 and 2017 Fall PEIMS resubmission files and were confirmed using counts reported in district annual CTE reports for the 2016–2017 and 2017–2018 school years (i.e., Houston Independent School District, *Career and Technical Education Report, 2016–2017* and *Career and Technical Education Report, 2017–2018*). 2016–2017 and 2017–2018 PEIMS CTE Codes included 1 (Enrolled in a CTE Course) and 2 (Participant in a Coherent Sequence of CTE courses). Grades 6–12 students with PEIMS Average Daily Attendance (ADA) >0 were included. The 2017–

2018 CTE certification data were extracted by Career and Technical Education Department personnel using the Cognos Chancery Ad Hoc package on May 25, 2018, and were provided to Research and Accountability personnel. All certification types included in the file were included in the analysis. CTE data for this report are grouped based on non-Achieve 180 and Achieve 180 Program affiliation.

Data sources used for Advanced Placement (AP) examinations were College Board Reports, AP Online Score Reports, and College Board (electronic) data files based on the time of the data extract. AP examination data in the form of electronic files for 2016–2017 and 2017–2018 were extracted from the 2018 College Board AP electronic data file, retrieved on August 14, 2017 for 2017 data and August 29, 2018 for 2018 data. The HISD *2017 Advanced Placement (AP) Results* report was also used for 2017 results. Student results were masked if fewer than five tested at a campus. Data presented display a duplicated count of exams taken by students enrolled in grades 9-12 and by students with grade level unknown, (N=755) in 2018 and (N=749) in 2017.

Three sources of data are used for AP Exam reporting purposes, namely the College Board Reports (hard copy), the AP Online Score Reports, and the College Board (electronic) data file based on the time of the data extract. To determine the percentage of AP Exams scored 3 or higher by race/ethnicity, the total number of tests scoring a 3 or higher was divided by the total number of tests taken (for which a score was received) for each racial/ethnic category. AP Exams were counted if they had received a score at the time of data retrieval. Any AP Exam without a corresponding score was excluded from analysis.

PSAT results were retrieved from the Fall Scores for HISD for the respective years. The test was redesigned in 2015–2016, when the subject tests become Evidence-based Reading and Writing (ERW) and Math. Comparisons of scores from prior years must be made with caution. For more information, please see the HISD Research and Accountability PSAT report for 2015–2016 and the PSAT 8/9 & PSAT/NMSQT reports for Fall 2016 and Fall 2017.

SAT scores were taken from the SAT Suite of Assessments. The SAT was redesigned to include the subject tests listed for PSA in the same year. The 2016 report does not include students who tested after March 2016 and were administered the newly designed exam. SAT School-Day results are not reported separately. For more information, please see the HISD Research and Accountability SAT Results reports for the Class of 2015, Class of 2016, and Class of 2017.

ACT scores were retrieved from ACT data files for the respective years. For more information, please see the HISD Research and Accountability ACT Profile reports for the Class of 2015, Class of 2016, and Class of 2017.

The HISD Title I, Part A, Parent and Family Engagement Survey, 2017–2018 is a new version of the Title I parent involvement survey. It was announced via an HISD Academic Memo and was piloted, officially, from April 2, 2018 through May 18, 2018. Some campuses may have submitted surveys that had been completed beyond the official administration end date. Survey notifications, links, and reminders were provided to campus principals for distribution, placed on the district's website and on the website of each Title I campus. All 255 Title I, Part A HISD campuses were invited to participate in the survey, which included all 44 2017–2018 Achieve 180 Program schools. A total of 253 or 99 percent of HISD's Title I schools (including 210 HISD non-Achieve 180 schools and 43 Achieve 180 Program schools) had at least one parent/family member participate in the survey via online or hard-copy versions of the survey. No results were available for Wesley Elementary School (Superintendent's Schools). Survey results for items concerning school factors/school climate, barriers to parent/family participation in school activities, and ways to improve school support to children learning at home are presented in this report. Campus-level results for Superintendent's Schools, and Achieve 180 Schools

Office (including Primary Group, Secondary Group, and Tertiary Group) are provided in Appendix I, Tables I-1 to I-3, pp. 223–232). Complete results of the survey may be found on HISD's [Research and Accountability website](#). To protect respondents' anonymity, results for fewer than five respondents per campus were not reported.

The 2018 Texas Education Agency's (TEA) accountability system's performance framework consists of three domains. Detailed information on each of the three domains, including construction of the domains, scoring tables, minimum size requirements and exclusions can be found in TEA's 2018 Accountability Manual, which can be downloaded from HISD's [Research and Accountability website](#). The three domains are:

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

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

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

Raw scores in each domain are presented. They were converted to a consistent scale and weighted to give campuses and districts an overall rating. To receive a *Met Standard* rating, districts and campuses must have an overall rating calculation of at least 60 with 70 percent of the overall calculation coming from the better outcome of the Student Achievement and School Progress domains and 30 percent of the calculation coming from the Closing the Gaps domain. In addition, if a campus or district receives less than a scaled score of 60 in three of the four areas (Domain 1, 2A, 2B, or 3), then the highest overall scaled score possible is 59. The overall 2017–2018 ratings are based on the following scaled score targets: 0–59 (Improvement Required/"F" rating); 60–69 (Met Standard/"D" rating); 70–79 (met Standard/"C" rating); 80–89 (Met Standard/"B" rating); and 90–100 (Met Standard/"A" rating). For more information see the HISD Research and Accountability report, "Final TEA Accountability Report, December 2018."

Districts and campuses throughout Texas were significantly impacted by Hurricane Harvey during the fall of 2017. Therefore, the Texas Education Agency (TEA) assigned all campuses that would have received an Improvement Required rating a label of "Not Rated: Harvey Provision," if they met one of four identified criteria: (1) the campus identified 10 percent or more of enrolled students with a crisis code of 5a, 5b, or 5c; (2) the campus reported 10 percent or more of its teachers experienced homelessness due to Hurricane Harvey, as reported in the Homeless Survey announced February 14, 2018; (3) the campus was reported to TEA as closed for 10 or more instructional days due to Hurricane Harvey; or (4) the campus was reported to TEA as displaced due to Hurricane Harvey either because the student population was relocated to another geographic location at least through winter break or the student population was required to share its own campus facility with the students of another campus closed as a direct result of Hurricane Harvey at least through winter break. In addition, any district rated B, C, D, or F and either each of the district's campuses received a Not Rated label or 10 percent or more of the school district's students were reported on the October snapshot as enrolled in a campus labeled Not Rated under the Hurricane Harvey Provision received a Not Rated: Harvey Provision label in 2018. Please refer to the Texas Education Agency's 2018 Accountability Manual for additional details. Due to changes in the state accountability system, caution should be used when attempting to make comparisons to prior year results. For more information see the HISD Research and Accountability report, "Final TEA

Accountability Report, December 2018.” Data for assessing 2018 accountability ratings under the new system that begins in 2018–2019 were retrieved from a TEA statewide accountability data file, retrieved on 12/18/2018.

Student academic achievement data were obtained using the State of Texas Assessments of Academic Readiness (STAAR) databases for STAAR 3–8 and STAAR End of Course (EOC). 2016–2017 and 2017–2018 STAAR and STAAR EOC grade-level tested and performance results for all HISD students tested were extracted from the relevant test databases. The extraction dates are listed under each figure and table. Note that the results in this report are based on the data available on the date cited and may differ from other data cited in separate reports. STAAR 3–8 and STAAR EOC data include first administration results from the spring administration for Reading/English Language Arts and Mathematics. For 2017–2018 STAAR 3–8 cohort analyses, all students included in the Fall PEIMS snapshots who had an average daily attendance code of greater than zero, had first administration 2016–2017 and 2017–2018 STAAR 3–8 data or who had 2016–2017 or 2017–2018 STAAR EOC data for two consecutive grade levels, were on the same campus during the Fall PEIMS snapshot and STAAR test administration, and tested in English (or Spanish for STAAR 3–8) on regular, Linguistically Accommodated (L), and Accommodated (A) STAAR test versions were included. Cohort analyses were conducted to determine the difference between students’ grade-to-grade performance levels from 2016–2017 to 2017–2018 (for example, a student’s 2016–2017 grade 3 performance level was compared with the same student’s 2017–2018 grade 4 performance level) on STAAR 3–8 tests in Reading and Mathematics.

An amendment to Title 19, Part II of the Texas Administrative Code (TAC) Chapter §101.3041 established the 2016 proficiency categories of Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level for implementation beginning in 2016–2017. The new categories do not represent any changes to the underlying definitions of the performance standards. Students who took their first STAAR EOC exam prior to December 2015 continue being held to the phase-in 1 standard.

Changes in the state testing program and in the technicalities of the state accountability system make the 2018 ratings different from those generated by the 2017 ratings system. Therefore, caution should be used when making any comparisons to prior year results.

Data Limitations

- The anonymity of school leaders, teachers, students, and parents/communities is paramount in this and most studies. In some cases, protecting their identities precluded the release of classroom-level or school-level data that depict leader, teacher, or other staff responses to program interventions. Because program-level, treatment group-level, teacher/class or classroom-level, student-level and campus-level data are necessary to assess Achieve 180 Program strategies, impacts, and outcomes; data were collected at each of these levels, when appropriate and available. Results of this evaluation are presented at the program-level, treatment group-level, and campus levels, as available.
- Due to changes in the state accountability system, caution should be used when attempting to make comparisons between 2017–2018 results and prior year results.
- The Achieve 180 Program initially targeted only the 27 schools that received the Texas Education Agency Campus Accountability rating of “Improvement Required” (IR) in 2016–2017. The 18 former IR schools, that had received the IR rating in 2015–2016 and the Met Standard rating in 2016–2017, were added to the program soon after 2016–2017 accountability ratings were released. Therefore, outcomes for the 18 former IR schools may be impacted by the delayed program implementation.

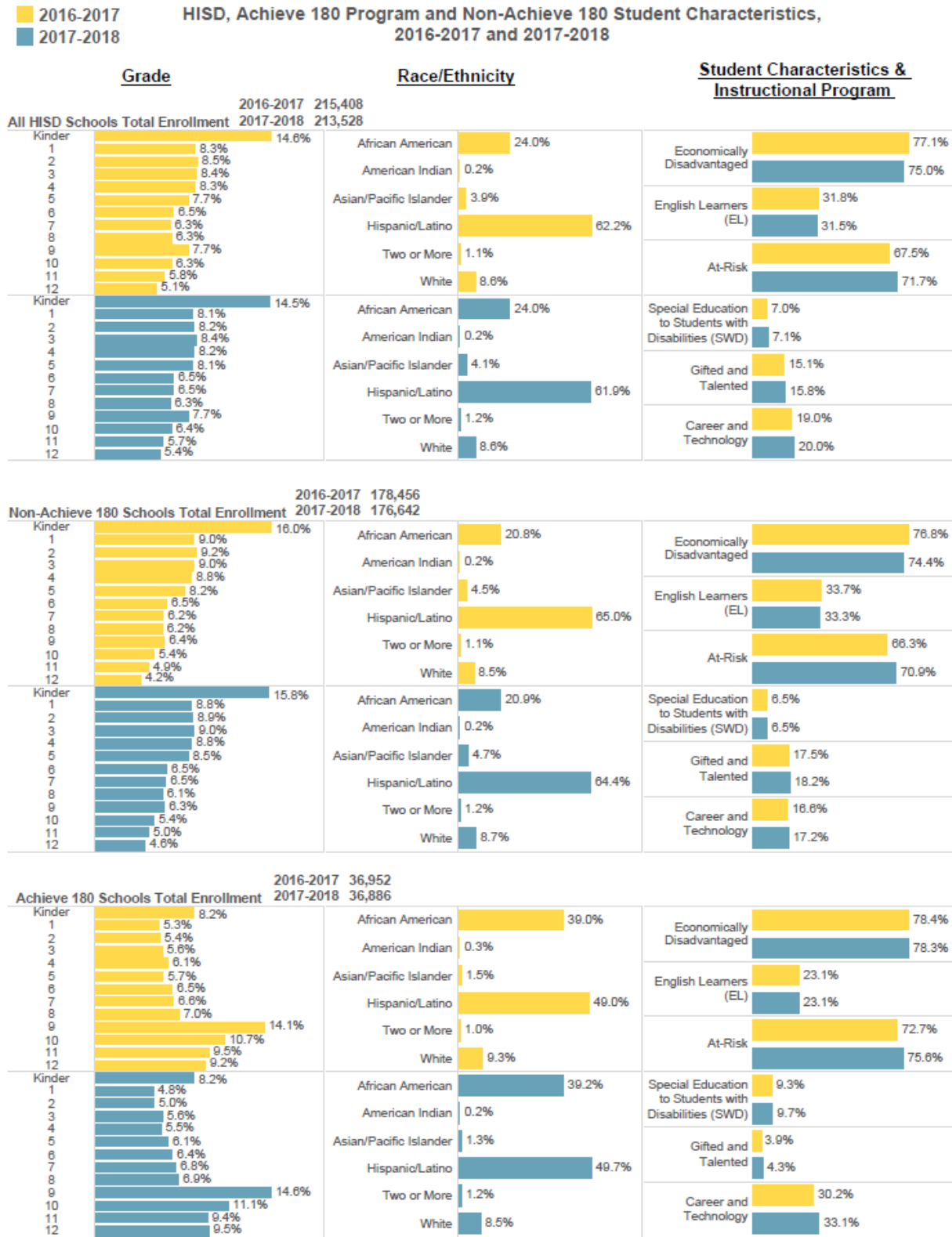
- Victory Prep K–8, which was initially among the Achieve 180 Program schools, closed in February 2018 and was excluded from the analyses.
- Texas Connections Academy Houston (TCAH) is an Achieve 180 Program (Primary Group) online school for students in grades 3–12. To participate in some testing programs, TCAH students must go to a designated location, whereas other HISD students may, in some cases, be tested at school or may receive district supports for test participation that are not readily available to students who participate through an online platform. Therefore, test results for some measures may be lower for TCAH or the Primary Group.
- PEIMS was used to identify students on Achieve 180 Program campuses. By relying on PEIMS for student enrollment information, it is possible that students served by Achieve 180 Program schools who enrolled after the Fall snapshot were not included in the analysis.
- HISD does not have staffing records for charter schools, including Texas Connections Academy Houston (TCAH) and Victory Preparatory South HS, the two charter schools included in the Achieve 180 Program.
- When used in relation to 2016–2017 results, the term “Achieve 180 Program” refers to schools, students, personnel, activities, and results during the 2016–2017 baseline year (the year before the Achieve 180 Program was implemented) that became associated with the Achieve 180 Program when it began at those campuses in 2017–2018.
- The format of some information provided in the Appendices is not consistent with Research and Accountability guidelines due to the sources that produced them.
- The College Board receives Advanced Placement (AP) data from the Educational Testing Service (ETS). The extracts are made from a dynamic database that changes from one day to the next as scoring and adjustments to individual student records progresses in the months following the examination administration. Therefore, discrepancies may exist between the three sources of data that are used for AP Exam reporting purposes, namely the College Board Reports (hard copy), the AP Online Score Reports, and the College Board (electronic) data file based on the time of the data extract.
- Cohort analyses, which were conducted to determine the difference between students' grade-to-grade performance levels from 2016–2017 to 2017–2018 on STAAR 3–8 tests in Reading and Mathematics, included only students who earned scores on the first administration 2016–2017 and 2017–2018 STAAR 3–8, were on the same campus during the Fall PEIMS snapshot and STAAR test administration, and tested on the same version of the exams in both years.
- The Achieve 180 Program budget and expenditure report did not include Achieve 180 Program costs that were paid through departmental budgets that supported the multifaceted work carried out by many district departmental teams. For example, funds streams for much of the work of the Achieve 180 Program Administrators, Pillar Leaders (Superintendent's Cabinet), Pillar Owners (cross-functional team representatives for HISD departments), and the Superintendent's Schools (SS) and Achieve 180 Area Superintendents, School Support Officers, and Directors have not been reported as a part of the Achieve 180 Program during the 2017–2018 school year.
- The HISD Title I, Part A, Parent and Family Engagement Survey, 2017–2018 is a new version of the HISD Title I, Part A, parent and family involvement survey and any comparisons to prior Title I, Part A, parent surveys should be made with caution.

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

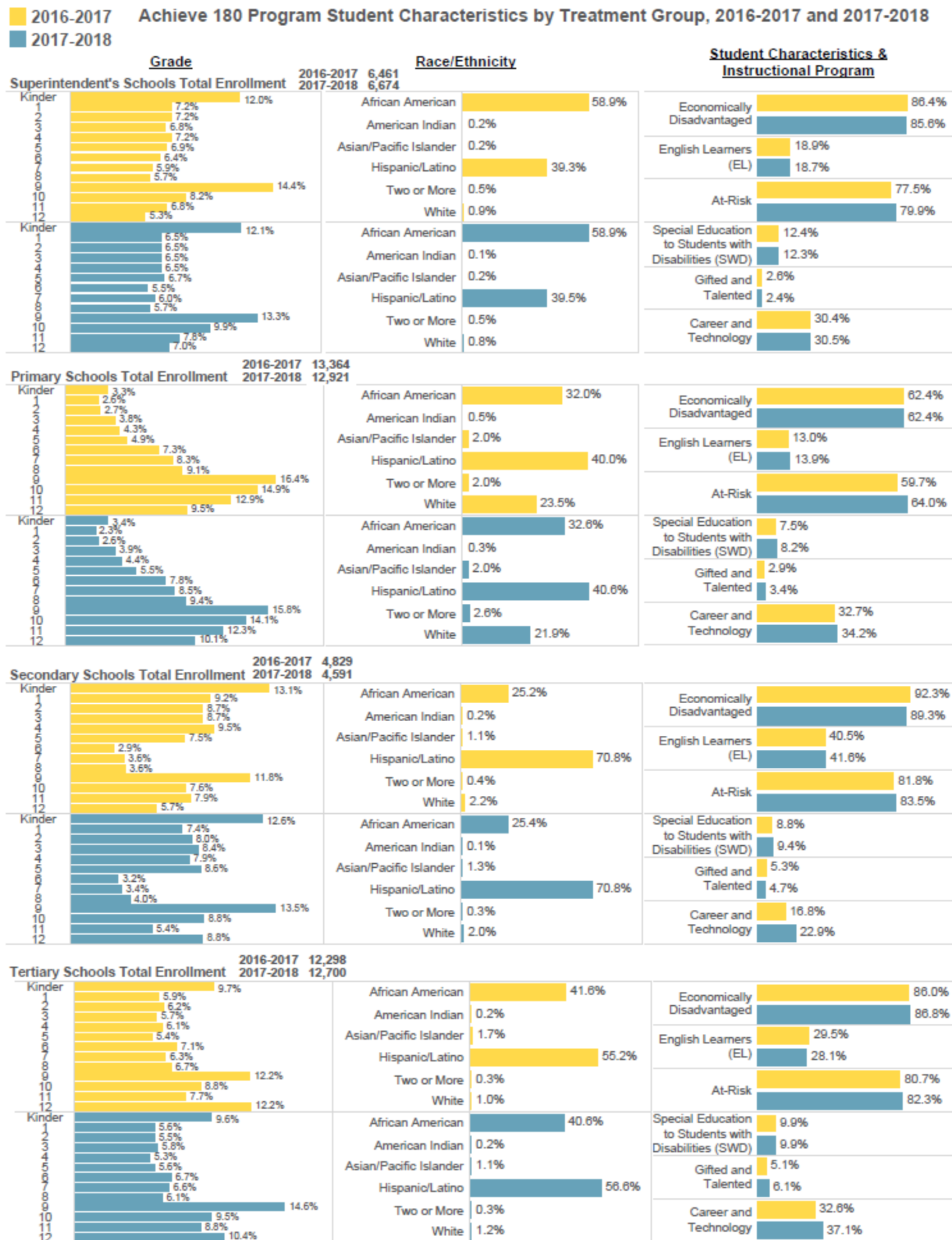
Table B-1: Achieve 180 Program Schools by Treatment Group, 2017–2018			
Superintendent's Schools	Primary Group	Secondary Group	Tertiary Group
4–8 years IR	2–3 years IR	1 year IR	Formerly IR
Blackshear ES (6)	Bonham ES (2)	Attucks MS (1)	Bellfort ECC (3)
Dogan ES (5)	Cullen MS (3)	Fondren ES (1)	Bruce ES
Henry MS (4)	Gregory-Lincoln K-8 (2)	Looscan ES (1)	Cook ES (3)
Highland Heights ES (5)	Hilliard ES (3)	Montgomery ES (1)	Edison MS
Kashmere HS (8)	Lawson MS (3)	Pugh ES (1)	Foerster ES
Mading ES (4)	Madison HS (2)	Sharpstown HS (1)	Forest Brook MS
Wesley ES (4)	North Forest HS (3)	Stevens ES (1)	Gallegos ES
Wheatley HS (6)	Texas Connections (TCAH) (3)		High School Ahead MS
Woodson K-8 (5)	Washington HS (2)		Kashmere Gardens ES (4)
Worthing HS (6)			Key MS
			Lewis ES (3)
			Liberty HS
			Martinez, C. ES
			Milby HS
			Victory Prep South (HS)
			Westbury HS
			Yates HS
			Young ES

Source: HISD Achieve 180 Program Administrators

Notes: Numbers in parentheses indicate the consecutive years rated IR as of 2016–2017. For Tertiary Group/Formerly IR schools, the numbers in parentheses indicate the years rated IR, preceding the 2016–2017 "Met Standard" rating.

Figure B-1: HISD, Achieve 180 Program Student Characteristics

Sources: Fall PEIMS 2016, ADA>0; Fall PEIMS 2017, ADA>0

Figure B-2: HISD, Achieve 180 Program Student Characteristics by Treatment Group

Sources: Fall PEIMS 2016, ADA>0; Fall PEIMS 2017, ADA>0

Appendix C: Achieve 180 Program Budget and Expenditures by Treatment Group

Table C-1: Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized and Campus, 2017–2018

			Object Detail					
Total			Employment/ Benefits	Extended- Day Pay	Contract Services	Operating Costs	Substitute Teachers	Technology (>\$5,000)
Achieve 180 Program	Budget	17,754,104.00	14,571,904.00	1,876,589.76	487,500.00	817,987.36	107.88	15.00
	Expenditures	15,938,310.66	14,268,362.80	1,584,369.39	58,599.57		26,978.90	
	Total % Utilized	89.8	97.9	84.4	12.0		(-)	
Superintendent's Schools	Budget	2,400,834.96	1,892,271.00	445,956.08	62,500.00		107.88	
	Expenditures	1,902,686.43	1,465,604.05	359,892.83	58,599.57		18,589.98	
	Total % Utilized	79.3	77.5	80.7	93.8		(-)	
Blackshear ES	Budget	248,691.29	216,193.00	32,498.29				
	Expenditures	216,695.80	197,915.68	18,780.12				
	Total % Utilized	87.1	91.5	57.8				
Dogan ES	Budget	272,818.83	216,193.00	56,625.83			0.00	
	Expenditures	233,890.51	188,653.07	45,144.36			93.08	
	Total % Utilized	85.7	87.3	79.7			(-)	
Henry MS	Budget	269,171.33	216,193.00	52,978.33			0.00	
	Expenditures	176,881.93	132,054.40	44,801.27			26.26	
	Total % Utilized	65.7	61.1	84.6			(-)	
Highland Heights ES	Budget	261,203.23	216,193.00	45,010.23				
	Expenditures	253,118.21	218,601.25	34,516.96				
	Total % Utilized	96.9	(-1.11)	76.7				
Kashmere HS	Budget	193,228.79	147,140.00	46,088.79			0.00	
	Expenditures	189,618.70	144,739.57	42,786.41			2,092.72	
	Total % Utilized	98.1	98.4	92.8			(-)	
Mading ES	Budget	259,613.26	216,193.00	43,420.26			0.00	
	Expenditures	229,615.55	193,203.19	36,118.65			293.71	
	Total % Utilized	88.4	89.4	83.2			(-)	
Wesley ES	Budget	250,836.49	216,193.00	34,643.49				
	Expenditures	150,689.81	120,957.40	29,732.41				
	Total % Utilized	60.1	55.9	85.8				
Wheatley HS	Budget	191,124.20	147,140.00	43,984.20				
	Expenditures	107,668.11	71,339.41	36,328.70				
	Total % Utilized	56.3	48.5	82.6				
Woodson PK-8	Budget	283,089.82	153,693.00	66,896.82	62,500.00			
	Expenditures	270,269.86	138,788.76	56,905.20	58,599.57		15,976.33	
	Total % Utilized	95.5	90.3	85.1	93.8		(-)	
Worthing HS	Budget	171,057.72	147,140.00	23,809.84			107.88	
	Expenditures	74,237.95	59,351.32	14,778.75			107.88	
	Total % Utilized	43.4	40.3	62.1			100.0	

Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Note: (-) means exceeded budgeted amount. Recruitment Incentive data (Teacher Incentives and Other Professional Incentives) were not available at the school level.

Table C-2: Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized and Campus, 2017–2018

			Object Detail					
Total			Employment/ Benefits/ Incentives	Extended- Day Pay	Contract Services	Operating Costs	Substitute Teachers	Technology (>>\$5,000)
Achieve 180 Program	Budget	17,754,104.00	14,571,904.00	1,876,589.76	487,500.00	817,987.36	107.88	15.00
	Expenditures	15,938,310.66	14,268,362.80	1,584,369.39	58,599.57		26,978.90	
	Total % Utilized	89.8	97.9	84.4	12.0		-	
Primary Group	Budget	2,006,662.66	1,522,385.00	484,277.66			0.00	
	Expenditures	1,648,199.70	1,222,389.92	422,778.26			3,031.52	
	Total % Utilized	82.1	80.3	87.3			-	
Bonham ES	Budget	309,343.42	216,193.00	93,150.42			0.00	
	Expenditures	284,873.95	199,368.84	83,032.07			2,473.04	
	Total % Utilized	92.1	92.2	89.1			-	
Cullen MS	Budget	262,415.15	216,193.00	46,222.15				
	Expenditures	175,578.68	129,690.72	45,887.96				
	Total % Utilized	66.9	60.0	99.3				
Gregory-Lincoln PK-8	Budget	271,062.55	216,193.00	54,869.55			0.00	
	Expenditures	236,552.17	189,477.69	46,516.00			558.48	
	Total % Utilized	87.3	87.6	84.8			-	
Hilliard ES	Budget	267,102.58	216,193.00	50,909.58				
	Expenditures	134,039.40	91,514.72	42,524.68				
	Total % Utilized	50.2	42.3	83.5				
Lawson MS	Budget	280,403.88	216,193.00	64,210.88				
	Expenditures	282,953.77	225,015.71	57,938.06				
	Total % Utilized	(-.91)	(-4.08)	90.2				
Madison HS	Budget	231,265.71	147,140.00	84,125.71				
	Expenditures	206,438.85	134,544.12	71,894.73				
	Total % Utilized	89.3	91.4	85.5				
North Forest HS	Budget	199,305.68	147,140.00	52,165.68				
	Expenditures	180,898.07	132,663.26	48,234.81				
	Total % Utilized	90.8	90.2	92.5				
Washington HS	Budget	185,763.69	147,140.00	38,623.69				
	Expenditures	146,864.81	120,114.86	26,749.95				
	Total % Utilized	79.1	81.6	69.3				

Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Note: (-) means exceeded budgeted amount. No data available for TCAH. Recruitment and Retention Incentive data were not available at the school level.

Table C-3: Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized and Campus, 2017–2018

		Object Detail					
	Total	Employment/ Benefits/ Incentives	Extended- Day Pay	Contract Services	Operating Costs	Substitute Teachers	Technology (>\$5,000)
Achieve 180 Program	Budget	17,754,104.00	14,571,904.00	1,876,589.76	487,500.00	817,987.36	107.88
	Expenditures	15,938,310.66	14,268,362.80	1,584,369.39	58,599.57		26,978.90
	Total % Utilized	89.8	97.9	84.4	12.0		
							15.00
Secondary Group	Budget	843,497.15	509,385.00	334,112.15			0.00
	Expenditures	561,149.14	271,156.76	289,560.86			431.52
	Total % Utilized	66.5	53.2	86.7			
							-
Attucks MS	Budget	114,875.15	81,467.00	33,408.15			
	Expenditures	76,711.50	48,348.92	28,362.58			
	Total % Utilized	66.8	59.3	84.9			
Fondren ES	Budget	38,822.68		38,822.68			
	Expenditures	43,022.43	4,145.23	38,877.20			
	Total % Utilized	(-10.8)		(-0.14)			
Looscan ES	Budget	99,537.60	66,246.00	33,291.60			
	Expenditures	52,853.95	27,123.58	25,730.37			
	Total % Utilized	53.1	40.9	77.3			
Montgomery ES	Budget	213,664.04	147,713.00	65,951.04			
	Expenditures	144,250.69	83,731.90	60,518.79			
	Total % Utilized	67.5	56.7	91.8			
Pugh ES	Budget	184,861.63	147,713.00	37,148.63		0.00	
	Expenditures	129,217.68	98,107.14	30,679.02		431.52	
	Total % Utilized	69.9	66.4	82.6			
							-
Sharpstown HS	Budget	140,343.97	66,246.00	74,097.97			
	Expenditures	69,556.78	5,962.78	63,594.00			
	Total % Utilized	49.6	9.0	85.8			
Steven ES	Budget	51,392.08		51,392.08			
	Expenditures	45,536.11	3,737.21	41,798.90			
	Total % Utilized	88.6		81.3			

Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Note: (-) means exceeded budgeted amount. Recruitment Incentive data (Teacher Incentives and Other Professional Incentives) were not available at the school level.

Table C-4: Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized and Campus, 2017–2018

		Object Detail						
		Total	Employment/ Benefits/ Incentives	Extended- Day Pay	Contract Services	Operating Costs	Substitute Teachers	Technology (>\$5,000)
Achieve 180 Program	Budget	17,754,104.00	14,571,904.00	1,876,589.76	487,500.00	817,987.36	107.88	15.00
	Expenditures	15,938,310.66	14,268,362.80	1,584,369.39	58,599.57		26,978.90	
	Total % Utilized	89.8	97.9	84.4	12.0		-	0.00
Tertiary Group	Budget	3,727,837.87	3,165,994.00	561,843.87			0.00	
	Expenditures	3,110,005.17	2,592,941.85	512,137.44			4,925.88	
	Total % Utilized	83.4	81.9	91.2			-	
Bellfort ECC	Budget	81,467.00	81,467.00					
	Expenditures	39,944.49	39,944.49					
	Total % Utilized	49.0	49.0					
Bruce ES	Budget	268,302.82	216,193.00	52,109.82				
	Expenditures	234,749.16	187,491.09	47,258.07				
	Total % Utilized	87.5	86.7	90.7				
Cook ES	Budget	283,535.88	216,193.00	67,342.88			0.00	
	Expenditures	245,770.64	177,537.22	68,041.58			191.84	
	Total % Utilized	86.7	82.1	(-1.04)			-	
Edison MS	Budget	278,318.87	216,193.00	62,125.87			0.00	
	Expenditures	222,560.13	162,458.62	60,008.43			93.08	
	Total % Utilized	80.0	75.1	96.6			-	
Foerster ES	Budget	216,193.00	216,193.00				0.00	
	Expenditures	199,342.93	198,754.85				588.08	
	Total % Utilized	92.2	91.9				-	
Forest Brook MS	Budget	283,938.83	216,193.00	67,745.83			0.00	
	Expenditures	281,583.38	217,600.59	63,964.77			18.02	
	Total % Utilized	99.2	(-0.65)	94.4			-	
Gallegos ES	Budget	216,193.00	216,193.00					
	Expenditures	143,071.71	143,071.71					
	Total % Utilized	66.2	66.2					
HS Ahead Academy MS	Budget	132,492.00	132,492.00					
	Expenditures	96,329.48	96,329.48					
	Total % Utilized	72.7	72.7					
Kashmere Gardens ES	Budget	247,416.61	216,193.00	31,223.61			0.00	
	Expenditures	225,583.35	203,373.26	21,896.89			313.20	
	Total % Utilized	91.2	94.1	70.1			-	

Table C-4 (Continued): Achieve 180 Program Budget by Object Detail, Percent of Budget Utilized and Campus, 2017–2018

			Object Detail					
Total			Employment/ Benefits/ Incentives	Extended- Day Pay	Contract Services	Operating Costs	Substitute Teachers	Technology (>>\$5,000)
Achieve 180 Program	Budget	17,754,104.00	14,571,904.00	1,876,589.76	487,500.00	817,987.36	107.88	15.00
	Expenditures	15,938,310.66	14,268,362.80	1,584,369.39	58,599.57		26,978.90	
	Total % Utilized	89.8	97.9	84.4	12.0		–	0.00
Tertiary Group	Budget	3,727,837.87	3,165,994.00	561,843.87			0.00	
	Expenditures	3,110,005.17	2,592,941.85	512,137.44			4,925.88	
	Total % Utilized	83.4	81.9	91.2			–	
Key MS	Budget	280,446.53	216,193.00	64,253.53			0.00	
	Expenditures	250,959.36	191,143.81	59,722.47			93.08	
	Total % Utilized	89.5	88.4	92.9			–	
Lewis ES	Budget	288,587.12	216,193.00	72,394.12			0.00	
	Expenditures	262,896.94	197,592.17	65,106.97			197.80	
	Total % Utilized	91.1	91.4	89.9			–	
Liberty HS	Budget	132,492.00	132,492.00					
	Expenditures	20,951.22	20,951.22					
	Total % Utilized	15.8	15.8					
Martinez, C. ES	Budget	268,672.03	216,193.00	52,479.03				
	Expenditures	227,668.69	180,860.70	46,807.99				
	Total % Utilized	84.7	83.7	89.2				
Milby HS	Budget	147,140.00	147,140.00					
	Expenditures	127,874.84	127,874.84					
	Total % Utilized	86.9	86.9					
Westbury HS	Budget	147,140.00	147,140.00				0.00	
	Expenditures	113,338.53	113,245.45				93.08	
	Total % Utilized	77.0	77.0				–	
Yates HS	Budget	205,621.08	147,140.00	58,481.08			0.00	
	Expenditures	197,458.43	142,647.82	51,472.91			3,337.70	
	Total % Utilized	96.0	96.9	88.0			–	
Young ES	Budget	249,881.10	216,193.00	33,688.10				
	Expenditures	219,917.80	192,060.44	27,857.36				
	Total % Utilized	88.0	88.8	82.7				

Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Note: (-) means exceeded budgeted amount. Recruitment Incentive data (Teacher Incentives and Other Professional Incentives) were not available at the school level.

Table C-5: Achieve 180 Program Budget Assigned to the Chief Academic Officer by Object Detail and Percent of Budget Utilized, 2017–2018

		Object Detail						
		Total	Employment/ Benefits	Extended- Day Pay	Contract Services	Operating Costs	Substitute Teachers	Technology (>\$5,000)
Achieve 180 Program	Budget	17,754,104.00	14,571,904.00	1,876,589.76	487,500.00	817,987.36	107.88	15.00
	Expenditures	15,938,310.66	14,268,362.80	1,584,369.39	58,599.57		26,978.90	
	Total % Utilized	89.8	97.9	84.4	12.0	0.0	(-)	0.00
Chief Academic Officer	Budget	8,775,271.36	121,869.00	50,400.00	425,000.00	817,987.36		15.00
	Expenditures	8,716,270.22	469,770.22					
	Total % Utilized	99.3	(-)	0.0	0.0	0.0		0.0
		Object Detail						
			Teacher Incentives	Other Professional Incentives				
Chief Academic Officer	Budget		6,384,500.00	975,500.00				
	Expenditures		7,174,500.00	1,072,000.00				
	Total % Utilized		(-)	(-)				

Source: HISD Budget and Finance Department, Achieve 180 Program Budget and Expenditure Report, August 24, 2018

Note: (-) means exceeded budgeted amount. Recruitment Incentive data (Teacher Incentives and Other Professional Incentives) were not available at the school level.

Appendix D: Pillar I Leadership Excellence

Table D-1: HISD Student Enrollment by Achieve 180 Program Participation, 2015–2016 through 2017–2018						
Schools	2015–2016 Campuses (N)	2015–2016 Enrollment	2016–2017 Campuses (N)	2016–2017 Enrollment	2017–2018 Campuses (N)	2017–2018 Enrollment
All HISD Schools	281	214,891	285	215,408	282	213,528
Non-ACHIEVE 180 Schools	238	177,936	241	178,456	238	176,642
ACHIEVE 180 Program	43*	36,955	44	36,952	44	36,886
Superintendent's Schools	10	6,459	10	6,461	10	6,674
Primary Group	9	12,949	9	13,364	9	12,921
Secondary Group	7	4,802	7	4,829	7	4,591
Tertiary Group	17*	12,745	18	12,298	18	12,700

Sources: Fall PEIMS, 2015–2016 through 2017–2018, ADA >0

Note: *Victory Prep South (HS) opened in 2016–2017.

Table D-2: HISD Student Enrollment by Achieve 180 Campus, 2015–2016 through 2017–2018					
	2015–2016	2016–2017	2-Year Change	2017–2018	2-Year Change
Superintendent's Schools	6,459	6,461	2	6,674	213
Blackshear ES	533	537	4	494	-43
Dogan ES	670	639	-31	609	-30
Henry MS	891	895	4	862	-33
Highland Heights ES	578	561	-17	567	6
Kashmere HS	584	606	22	723	117
Mading ES	600	535	-65	515	-20
Wesley ES	395	324	-71	348	24
Wheatley HS	761	827	66	966	139
Woodson K–8	755	724	-31	743	19
Worthing HS	692	813	121	847	34
Primary Group	12,949	13,364	415	12,921	-443
Bonham ES	1,098	1,061	-37	971	-90
Cullen MS	595	491	-104	434	-57
Gregory-Lincoln K–8	751	709	-42	725	16
Hilliard ES	693	675	-18	570	-105
Lawson MS	1,125	1,036	-89	1,105	69
Madison HS	1,837	1,759	-78	1,661	-98
North Forest HS	1,006	942	-64	1,017	75
Texas Connections (TCAH)	5,106	5,931	825	5,675	-256
Washington HS	738	760	22	763	3
Secondary Group	4,802	4,829	27	4,591	-238
Attucks MS	488	488	0	487	-1
Fondren ES	416	425	9	374	-51
Looscan ES	478	443	-35	352	-91
Montgomery ES	694	720	26	598	-122
Pugh ES	433	447	14	406	-41
Sharpstown HS	1,565	1,597	32	1,677	80
Stevens ES	728	709	-19	697	-12

Table D-2 (Continued): HISD Student Enrollment by Achieve 180 Campus, 2015–2016 through 2017–2018					
	2015–2016	2016–2017	2-Year Change	2017–2018	2-Year Change
Tertiary Group	12,745	12,298	-447	12,700	402
Bellfort ECC	365	351	-14	365	14
Bruce ES	620	562	-58	569	7
Cook ES	716	675	-41	668	-7
Edison MS	727	656	-71	654	-2
Foerster ES	723	657	-66	743	86
Forest Brook MS	904	887	-17	877	-10
Gallegos ES	487	416	-71	380	-36
High School Ahead MS	265	200	-65	256	56
Kashmere Gardens ES	475	448	-27	412	-36
Key MS	701	732	31	674	-58
Lewis ES	898	842	-56	801	-41
Liberty HS	435	447	12	387	-60
Martinez, C. ES	541	540	-1	502	-38
Milby HS	1,452	1,377	-75	1,696	319
Victory Prep South (HS)	*	175		252	77
Westbury HS	2,131	2,190	59	2,354	164
Yates HS	927	845	-82	813	-32
Young ES	378	298	-80	297	-1

Sources: Fall PEIMS, 2015–2016 through 2017–2018, ADA >0

Note: *Victory Prep South (HS) opened in 2016–2017.

Appendix E: Pillar II Teacher Excellence

Table E-1: Percentage of 2016–2017 and 2017–2018 HISD Teachers by Their Effective/Highly Effective or Not Effective/Not Highly Effective Teacher Appraisal and Development System (TADS) Ratings						
	# Teachers with a TADS Summative Rating	# Effective/ Highly Effective Rating 2.5–4	% Effective/ Highly Effective Rating 2.5–4	# Not Effective/ Highly Effective Rating <2.5	% Not Effective/ Highly Effective Rating <2.5	Total %
2016–2017 Teachers						
HISD Total	9,557	8,603	90	954	10	100
Non-Achieve 180	8,174	7,476	91	698	9	100
A180 Program	1,383	1,127	81	256	19	100
Superintendent's Schools	286	232	81	54	19	100
Primary Group	326	265	81	61	19	100
Secondary Group	198	172	87	26	13	100
Tertiary Group	573	458	80	115	20	100
2017–2018 Teachers						
HISD	9,446	8,533	90	913	10	100
Non-Achieve 180	8,071	7,353	91	718	9	100
A180 Program	1,375	1,180	86	195	14	100
Superintendent's Schools	270	229	85	41	15	100
Primary Group	337	293	87	44	13	100
Secondary Group	202	174	86	28	14	100
Tertiary Group	566	484	86	82	14	100

Sources: 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS) and Roster; 2016–2017: 2016–2017 Teacher Roster, 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Roster

Notes: Percentages are based on the number of teachers with a summative rating. No data provided for Texas Connections Academy Houston (Primary) and Victory Prep South HS (Tertiary).

Table E-2: 2016–2017 and 2017–2018 Teacher Retention by TADS Rating and Non-Achieve 180 and Achieve 180 Program Affiliation

	# Teachers Retained to Same Group	# Teachers with TADS Rating, Retained to Same Group	% Teachers with TADS Rating, Retained to Same Group	# Effective/Highly Effective (2.5–4) Retained to Same Group	% Effective/Highly Effective (2.5–4) Retained to Same Group	# Not Effective/Highly Effective (<2.5) Retained to Same Group	% Not Effective/Highly Effective (<2.5) Retained to Same Group
2016–2017 Teachers Retained into 2017–2018 School Year							
HISD	10,151	8,097	80	7,365	91	732	9
Non-Achieve 180	8,531	6,902	81	6,365	92	537	8
Achieve 180 Program	1,341	992	74	833	84	159	16
Superintendents' Schools	243	177	73	148	84	29	16
Primary Group	328	240	73	201	84	39	16
Secondary Group	196	141	72	128	91	13	9
Tertiary Group	542	413	76	338	82	75	18
2017–2018 Teachers Retained into 2018–2019 School Year							
HISD	10,184	8,046	79	7,351	91	695	9
Non-Achieve 180	8,406	6,763	80	6,228	92	535	8
Achieve 180 Program	1,469	1,050	71	910	87	140	13
Superintendents' Schools	290	191	66	163	85	28	15
Primary Group	335	237	71	210	89	27	11
Secondary Group	204	148	73	128	86	20	14
Tertiary Group	610	456	75	392	86	64	14

Sources: 2017–2018: TADS Data Reporting Roster: “05.21.2018 HISD Roster for TADS” (EOY), “09.10.2018 HISD Roster for TADS” (BOY); 2016–2017: TADS Data Reporting Roster: “05.22.2018 HISD Roster for TADS” (EOY), “09.18.2017 HISD Roster for TADS” (BOY); 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS); 2016–2017: 2015–2016 Teacher Appraisal and Development System (TADS)

Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. Achieve 180 Program treatment group retention rates do not equal the total retention for the Achieve 180 Program because teachers changed schools and treatment groups within the Achieve 180 Program.

Table E-3: Number and Percentage of 2016–2017 and 2017–2018 Teachers Who Received Stipends by Total Amount Paid and Teacher Appraisal and Development System (TADS) Ratings												
	All Teachers				Effective/Highly Effective 2.5–4				Not Effective/Highly Effective <2.5			
	# Teachers with a TADS Summative Rating	# Teachers Who Received Stipend	% Teachers Who Received Stipend	Total Amount of Stipends	# Teachers with TADS Rating	# Teachers With Rating and Stipend	% Teachers With Rating and Stipend	Total Amount of Stipends	# Teachers With Rating	# Teachers With Rating and Stipend	% Teachers With Rating and Stipend	Total Amount of Stipends
2016–2017 Teachers												
HISD Total	9,557	3,525	37	\$7,888,425.10	8,603	3,190	37	\$7,218,425.10	954	335	35	\$670,000.00
Non-Achieve 180	8,174	3,040	37	\$7,078,275.10	7,476	2,781	37	\$6,559,750.10	698	259	37	\$518,525.00
Achieve 180 Program	1,383	485	35	\$810,150.00	1,127	409	36	\$658,675.00	256	76	30	\$151,475.00
Superintendent's Schools	286	78	27	\$106,575.00	232	66	28	\$77,275.00	54	12	22	\$29,300.00
Primary Group	326	125	38	\$186,600.00	265	105	40	\$168,025.00	61	20	33	\$18,575.00
Secondary Group	198	71	36	\$161,650.00	172	60	35	\$135,275.00	26	11	42	\$26,375.00
Tertiary Group	573	211	37	\$355,325.00	458	178	39	\$278,100.00	115	33	29	\$77,225.00
2017–2018 Teachers												
HISD	9,446	4,197	44	\$9,728,661.81	8,533	3,788	44	\$8,656,461.28	913	409	45	\$1,072,200.53
Non-Achieve 180	8,071	3,033	38	\$4,223,546.52	7,356	2,785	38	\$3,900,894.42	718	248	35	\$322,652.10
Achieve 180 Program	1,375	1,164	85	\$5,505,115.29	1,180	1,003	85	\$4,755,566.86	195	161	83	\$749,548.43
Superintendent's Schools	270	264	98	\$1,317,095.87	229	225	98	\$1,127,895.87	41	39	95	\$189,200.00
Primary Group	337	314	93	\$1,586,175.00	293	283	97	\$1,436,825.00	44	31	70	\$149,350.00
Secondary Group	202	192	95	\$977,398.43	174	166	95	\$851,400.00	28	26	93	\$125,998.43
Tertiary Group	566	394	70	\$1,624,445.99	484	329	68	\$1,339,445.99	82	65	79	\$285,000.00

Sources: 2017-2018: TADS Data Reporting Roster: "05.21.2018 HISD Roster for TADS" (EOY), "09.10.2018 HISD Roster for TADS" (BOY); 2016-2017: TADS Data Reporting Roster: "05.22.2018 HISD Roster for TADS" (EOY), "09.18.2017 HISD Roster for TADS" (BOY); 2017-2018: 2016-2017 Teacher Appraisal and Development System (TADS) and Roster; 2016-2017: 2016–2017 Teacher Roster, 2015-2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Stipends, 2017–2018 Fall Achieve 180 Incentives, 2017–2018 Spring Achieve 180 Incentives, 2016–2017 Teacher Stipends; 2017–2018 Teacher Roster

Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. 2016–2017 teachers received stipends in 2016–2017 and 2017–2018 teachers received stipends in 2017–2018. Achieve 180 Program treatment group retention rates do not equal the total retention for the Achieve 180 Program because teachers changed schools and treatment groups within the Achieve 180 Program.

Table E-4: 2016–2017 and 2017–2018 Teacher Retention for Teachers Who Received Stipends and Were Retained the Following School Year, By TADS Rating and Non-Achieve 180 and Achieve 180 Program Affiliation

	# All Teachers Retained to Same Group and Received Stipend	# All Teachers Who Received Stipend, Retained to Same Group	% All Teachers Who Received Stipend, Retained to Same Group	# Effective/ Highly Effective (2.5–4) Received Stipend, Retained to Same Group	% Effective/ Highly Effective (2.5–4) Received Stipend, Retained to Same Group	# Not Effective/ Not Highly Effective (2.5+) Received Stipend, Retained to Same Group	% Not Effective/ Not Highly Effective (2.5+) Received Stipend, Retained to Same Group
2016–2017 Teachers, Paid 2016–2017 Stipends, and Retained into 2017–2018 School Year							
HISD	3,846	3,132	81	2,857	91	275	9
Non-Achieve 180	3,420	2,695	79	2,485	92	210	8
Achieve 180 Program	519	374	72	319	85	55	15
Superintendents' Schools	83	47	57	41	87	6	13
Primary Group	127	97	76	82	85	15	15
Secondary Group	71	49	69	44	90	5	10
Tertiary Group	224	173	77	146	84	27	16
2017–2018 Teachers, Paid 2017–2018 Stipends, and Retained into 2018–2019 School Year							
HISD	4,625	3,669	79	3,345	91	324	9
Non-Achieve 180	3,170	2,623	83	2,434	93	189	7
Achieve 180 Program	1,278	914	72	789	86	125	14
Superintendents' Schools	285	191	67	163	85	28	15
Primary Group	325	232	71	207	89	25	11
Secondary Group	203	147	72	127	86	20	14
Tertiary Group	439	328	75	276	84	52	16

Sources: 2017–2018: TADS Data Reporting Roster: “05.21.2018 HISD Roster for TADS” (EOY), “09.10.2018 HISD Roster for TADS” (BOY); 2016–2017: TADS Data Reporting Roster: “05.22.2018 HISD Roster for TADS” (EOY), “09.18.2017 HISD Roster for TADS” (BOY); 2017–2018: 2016–2017 Teacher Appraisal and Development System (TADS); 2016–2017: 2015–2016 Teacher Appraisal and Development System (TADS); 2017–2018 Teacher Stipends, 2017–2018 Fall Achieve 180 Incentives, 2017–2018 Spring Achieve 180 Incentives, 2016–2017 Teacher Stipends

Notes: Prior year's TADS ratings were used for 2016–2017 and 2017–2018 teachers. Achieve 180 Program treatment group retention rates do not equal the total retention for the Achieve 180 Program because teachers changed schools and treatment groups within the Achieve 180 Program.

Table E-5: Teacher Attendance Rates and Change in Percent Points, 2015–2016 through 2017–2018

Schools	N	2015–2016	2016–2017	2015–2016 to 2016–2017 %Point Change	2017–2018	2016–2017 to 2017–2018 %Point Change	2015–2016 to 2017–2018 %Point Change
All HISD Schools	263	95.0	95.0	0.0	96.0	1.0	1.0
Non-ACHIEVE 180 Schools	221	95.1	95.2	0.1	95.9	0.7	0.8
ACHIEVE 180 Program	42	94.5	94.4	-0.1	96.4	2.0	1.9
Superintendent's Schools	10	93.9	94	0.1	96.6	2.6	2.7
Primary Group	8*	94.4	94.1	-0.3	96.4	2.3	2.0
Secondary Group	7	94.2	94.6	0.4	96.3	1.7	2.1
Tertiary Group	17**	94.8	94.7	-0.1	96.2	1.5	1.4

Sources: 2015–2016, 2016–2017, and 2017–2018 Human Resources Information System (HRIS)

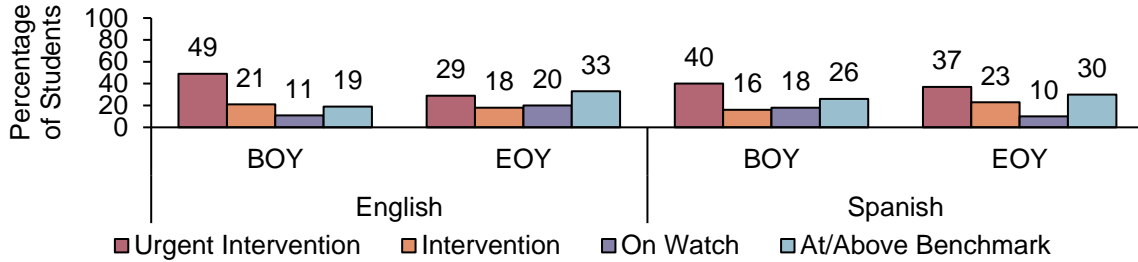
Table E-6: Teacher Attendance Rates and Year-to-Year Change by Treatment Group, 2015–2016 through 2017–2018						
	2015–2016	2016–2017	2015–2016 to 2016–2017 %Point Change	2017–2018	2016–2017 to 2017–2018 %Point Change	2015–2016 to 2017–2018 %Point Change
Superintendent's Schools	93.9	94.0	0.1	96.6	2.6	2.7
Blackshear ES	95.1	93.1	-2.0	94.0	0.9	-1.1
Dogan ES	94.9	93.4	-1.5	97.5	4.1	2.6
Henry MS	93.8	95.5	1.7	96.8	1.3	3.0
Highland Heights ES	95.4	94.8	-0.6	96.8	2.0	1.4
Kashmere HS	95.0	94.8	-0.2	97.7	2.9	2.7
Mading ES	94.8	95.5	0.7	97.6	2.1	2.8
Wesley ES	89.9	93.2	3.3	96.6	3.4	6.7
Wheatley HS	93.7	93.3	-0.4	95.4	2.1	1.7
Woodson K-8	91.7	94.0	2.3	96.7	2.7	5.0
Worthing HS	95.1	91.9	-3.2	96.9	5.0	1.8
Primary Group	94.4	94.1	-0.3	96.4	2.3	2.0
Bonham ES	97.0	94.8	-2.2	96.8	2.0	-0.2
Cullen MS	97.3	95.6	-1.7	96.0	0.4	-1.3
Gregory-Lincoln K-8	94.5	95.0	0.5	97.1	2.1	2.6
Hilliard ES	91.2	91.8	0.6	94.4	2.6	3.2
Lawson MS	92.4	92.4	0.0	97.1	4.7	4.7
Madison HS	94.9	94.0	-0.9	96.1	2.1	1.2
North Forest HS	94.8	95.1	0.3	97.0	1.9	2.2
Washington HS	93.2	94.0	0.8	96.7	2.7	3.5
Secondary Group	94.2	94.6	0.4	96.3	1.7	2.1
Attucks MS	94.6	92.4	-2.2	95.9	3.5	1.3
Fondren ES	94.1	94.5	0.4	94.2	-0.3	0.1
Looscan ES	94.1	96.3	2.2	97.0	0.7	2.9
Montgomery ES	94.4	93.9	-0.5	96.9	3.0	2.5
Pugh ES	95.5	96.3	0.8	97.4	1.1	1.9
Sharpstown HS	93.3	94.4	1.1	95.8	1.4	2.5
Stevens ES	94.8	94.7	-0.1	97.2	2.5	2.4
Tertiary Group	94.8	94.7	-0.1	96.2	1.5	1.4
Bellfort ECC	95.0	94.9	-0.1	96.0	1.1	1.0
Bruce ES	95.6	94.6	-1.0	97.5	2.9	1.9
Cook ES	93.6	92.7	-0.9	97.1	4.4	3.5
Edison MS	94.7	93.1	-1.6	96.7	3.6	2.0
Foerster ES	95.2	95.5	0.3	95.2	-0.3	0.0
Forest Brook MS	95.3	94.0	-1.3	96.5	2.5	1.2
Gallegos ES	96.6	95.3	-1.3	95.4	0.1	-1.2
High School Ahead MS	89.5	95.6	6.1	96.0	0.4	6.5
Kashmere Gardens ES	96.9	97.5	0.6	97.0	-0.5	0.1
Key MS	92.5	93.4	0.9	95.9	2.5	3.4
Lewis ES	93.5	95.2	1.7	97.1	1.9	3.6
Liberty HS	97.0	96.1	-0.9	95.7	-0.4	-1.3
Martinez, C. ES	96.3	95.9	-0.4	97.5	1.6	1.2
Milby HS	94.7	94.1	-0.6	95.8	1.7	1.1
Westbury HS	95.2	94.9	-0.3	95.5	0.6	0.3
Yates HS	95.4	95.7	0.3	96.1	0.4	0.7
Young ES	94.6	93.5	-1.1	96.2	2.7	1.6

Sources: 2015–2016, 2016–2017, and 2017–2018 Human Resources Information System (HRIS) data file

Appendix F: Pillar III – Instructional Excellence

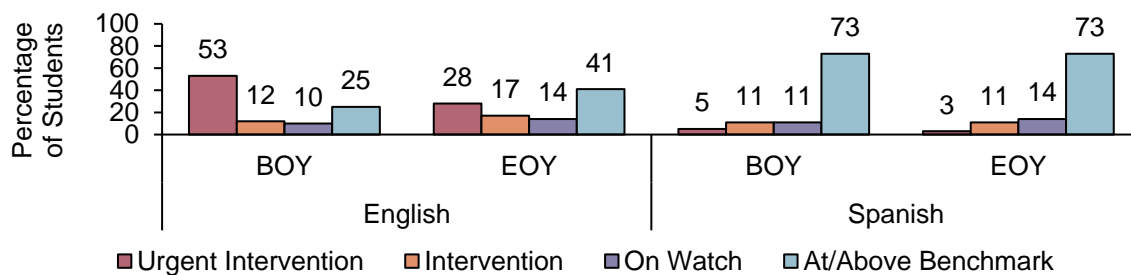
Renaissance Early Literacy

Figure F-1: Superintendent's Schools Universal Screener Early Literacy



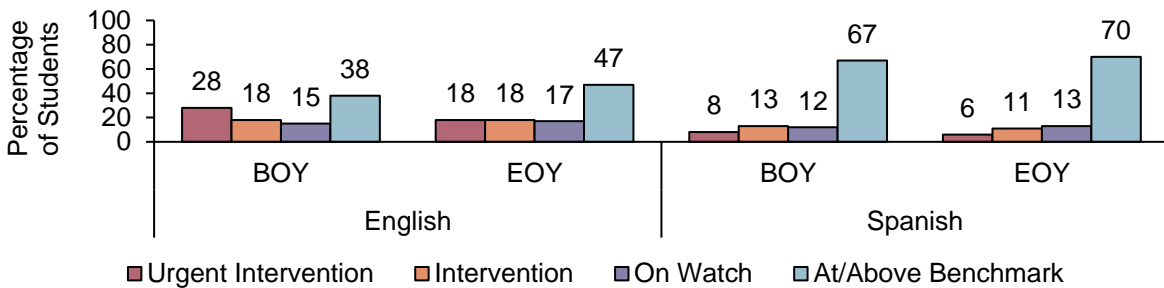
Source: Renaissance Early Literacy student data file, 8/20/2018

Figure F-2: Primary Group Universal Screener - Early Literacy



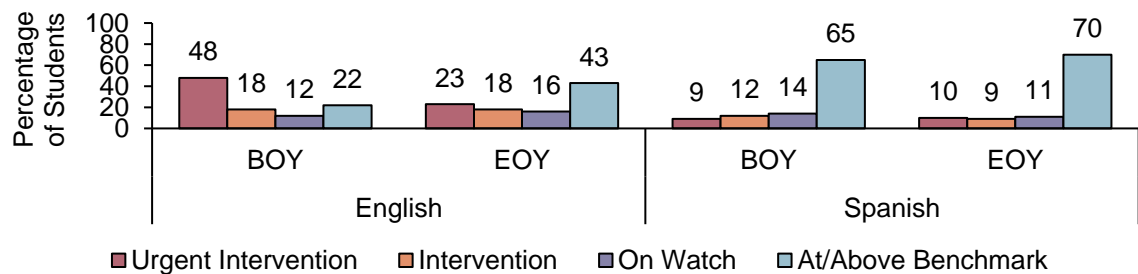
Source: Renaissance Early Literacy student data file, 8/20/2018

Figure F-3: Secondary Group Universal Screener - Early Literacy



Source: Renaissance Early Literacy student data file, 8/20/2018

Figure F-4: Tertiary Group Universal Screener - Early Literacy



Source: Renaissance Early Literacy student data file, 8/20/2018

Table F-1: Universal Screener Renaissance Early Literacy English BOY and EOY Results, 2017–2018											
	Beginning of Year Window					End of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above Bench.
Superintendent's Schools											
Blackshear ES	57	42%	21%	7%	30%	58	38%	12%	14%	36%	6%
Dogan ES	137	43%	26%	8%	23%	138	29%	19%	22%	30%	7%
Henry MS	5	100%	0%	0%	0%	0	---	---	---	---	---
Highland Heights ES	128	55%	22%	9%	13%	143	38%	16%	20%	27%	14%
Kashmere HS	2	*	*	*	*	0	---	---	---	---	---
Mading ES	15	33%	20%	33%	13%	15	40%	7%	20%	33%	20%
Wesley ES	80	31%	25%	14%	30%	99	13%	15%	23%	48%	18%
Wheatley HS	18	100%	0%	0%	0%	0	---	---	---	---	---
Woodson PK-8	132	53%	17%	16%	14%	123	25%	27%	18%	30%	16%
Worthing HS	3	*	*	*	*	0	---	---	---	---	---
Primary Group											
Bonham ES	51	31%	20%	18%	31%	63	21%	22%	8%	49%	18%
Cullen MS	15	100%	0%	0%	0%	0	---	---	---	---	---
Gregory-Lincoln K–8	116	45%	14%	10%	31%	52	35%	27%	13%	25%	-6%
Hilliard ES	4	*	*	*	*	76	30%	7%	20%	43%	---
Lawson MS	3	*	*	*	*	0	---	---	---	---	---
Madison HS	13	100%	0%	0%	0%	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	1	*	*	*	*	---
Washington HS	7	100%	0%	0%	0%	0	---	---	---	---	---
Secondary Group											
Attucks MS	12	100%	0%	0%	0%	0	---	---	---	---	---
Fondren ES	68	29%	18%	12%	41%	51	10%	24%	20%	47%	6%
Looscan ES	65	35%	8%	9%	48%	49	27%	20%	10%	43%	-5%
Montgomery ES	133	25%	26%	13%	36%	21	29%	24%	14%	33%	-3%
Pugh ES	105	19%	16%	22%	43%	110	15%	16%	18%	50%	7%
Sharpstown HS	3	*	*	*	*	0	---	---	---	---	---
Stevens ES	101	26%	21%	21%	33%	113	18%	16%	17%	50%	17%
Tertiary Group											
Bellfort ECC	75	21%	17%	24%	37%	73	18%	11%	14%	58%	21%
Bruce ES	151	28%	24%	13%	35%	110	9%	15%	24%	53%	18%
Cook ES	81	35%	23%	15%	27%	147	27%	15%	14%	44%	17%
Edison MS	11	100%	0%	0%	0%	0	---	---	---	---	---
Foerster ES	218	39%	18%	13%	30%	147	20%	17%	16%	46%	16%
Forest Brook MS	40	100%	0%	0%	0%	0	---	---	---	---	---
Gallegos ES	49	41%	22%	14%	22%	43	30%	14%	23%	33%	11%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	125	26%	24%	13%	37%	121	12%	21%	15%	52%	15%
Key MS	1	*	*	*	*	0	---	---	---	---	---
Lewis ES	376	58%	19%	12%	12%	73	32%	23%	14%	32%	20%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez, C. ES	97	45%	20%	14%	21%	110	39%	24%	20%	17%	-4%
Milby HS	123	100%	0%	0%	0%	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	3	*	*	*	*	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	107	32%	26%	18%	24%	64	31%	19%	6%	44%	20%

Source: Renaissance Early Literacy English Student Data File, 8/20/2018

Notes: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

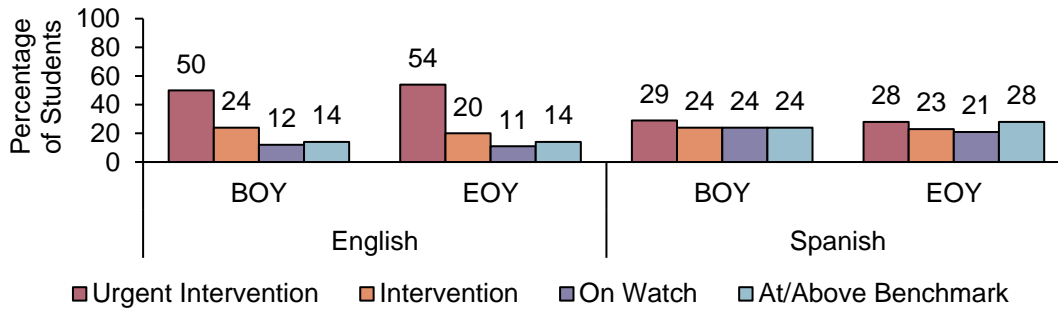
Table F-2: Universal Screener Renaissance Early Literacy Spanish BOY and EOY Results, 2017–2018											
	Beginning of Year Window					End of Year Window					
	N	Urgent		On	At/Above	N	Urgent		On	At/Above	%pt.
Campus Name	Tested	Int.	Int.	Watch	Bench.	Tested	Int.	Int.	Watch	Bench.	Change At/Above Bench.
Superintendent's Schools											
Blackshear ES	6	17%	33%	17%	33%	2	*	*	*	*	---
Dogan ES	44	34%	16%	23%	27%	0	---	---	---	---	---
Henry MS	0	---	---	---	---	0	---	---	---	---	---
Highland Heights ES	12	75%	8%	0%	17%	112	37%	23%	11%	29%	12%
Kashmere HS	0	---	---	---	---	0	---	---	---	---	---
Mading ES	0	---	---	---	---	0	---	---	---	---	---
Wesley ES	0	---	---	---	---	0	---	---	---	---	---
Wheatley HS	0	---	---	---	---	0	---	---	---	---	---
Woodson PK-8	0	---	---	---	---	1	*	*	*	*	---
Worthing HS	0	---	---	---	---	0	---	---	---	---	---
Primary Group											
Bonham ES	64	8%	9%	11%	72%	27	0%	11%	4%	85%	13%
Cullen MS	0	---	---	---	---	0	---	---	---	---	---
Gregory-Lincoln K–8	28	0%	14%	11%	75%	10	10%	10%	40%	40%	-35%
Hilliard ES	0	---	---	---	---	0	---	---	---	---	---
Lawson MS	0	---	---	---	---	0	---	---	---	---	---
Madison HS	0	---	---	---	---	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	0	---	---	---	---	0	---	---	---	---	---
Secondary Group											
Attucks MS	0	---	---	---	---	0	---	---	---	---	---
Fondren ES	27	4%	7%	4%	85%	37	0%	24%	14%	62%	-23%
Looscan ES	30	0%	20%	27%	53%	29	10%	21%	10%	59%	6%
Montgomery ES	48	10%	10%	6%	73%	0	---	---	---	---	---
Pugh ES	85	11%	14%	14%	61%	109	7%	7%	16%	70%	9%
Sharpstown HS	0	---	---	---	---	0	---	---	---	---	---
Stevens ES	58	10%	10%	10%	69%	63	5%	6%	8%	81%	12%
Tertiary Group											
Bellfort ECC	101	6%	11%	21%	62%	104	4%	5%	13%	79%	17%
Bruce ES	16	6%	13%	6%	75%	20	5%	0%	10%	85%	10%
Cook ES	11	0%	36%	18%	45%	24	25%	13%	0%	63%	18%
Edison MS	0	---	---	---	---	0	---	---	---	---	---
Foerster ES	38	5%	8%	8%	79%	60	2%	5%	7%	87%	8%
Forest Brook MS	0	---	---	---	---	0	---	---	---	---	---
Gallegos ES	28	4%	18%	4%	75%	34	0%	3%	0%	97%	22%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	10	40%	30%	20%	10%	1	*	*	*	*	---
Key MS	0	---	---	---	---	0	---	---	---	---	---
Lewis ES	175	7%	9%	12%	72%	98	3%	8%	8%	81%	9%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez, C. ES	38	32%	21%	18%	29%	107	27%	21%	21%	32%	3%
Milby HS	0	---	---	---	---	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	0	---	---	---	---	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	0	---	---	---	---	0	---	---	---	---	---

Source: Renaissance Early Literacy Spanish Student Data File, 8/20/2018

Notes: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

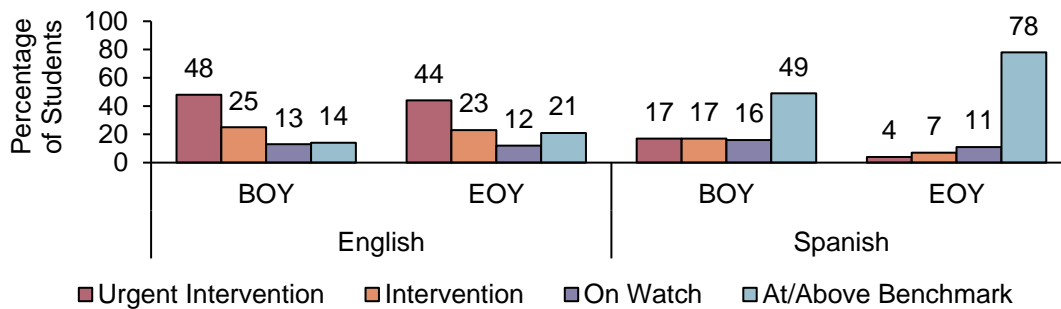
Renaissance Reading

Figure F-5: Superintendent's Schools Universal Screener - Reading



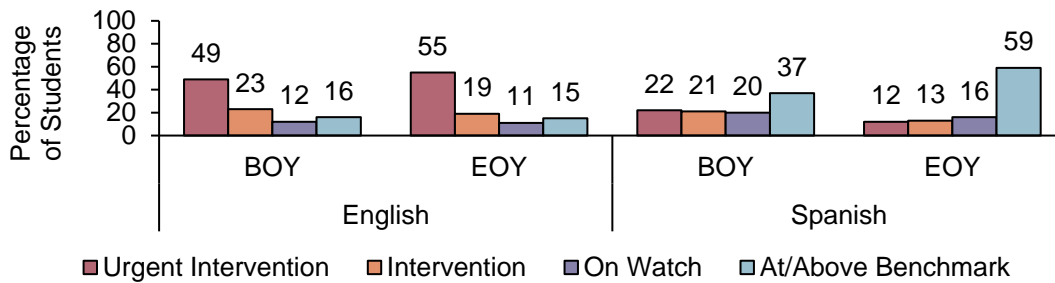
Source: Renaissance Reading student data file, 8/20/2018

Figure F-6: Primary Group Universal Screener - Reading



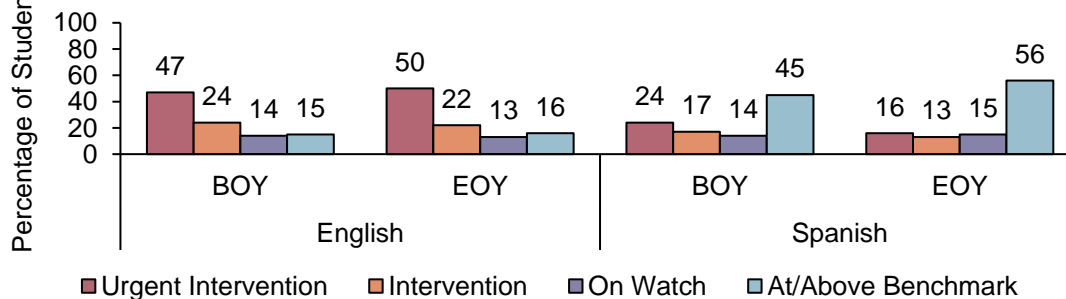
Source: Renaissance Reading student data file, 8/20/2018

Figure F-7: Secondary Group Universal Screener - Reading



Source: Renaissance Reading student data file, 8/20/2018

Figure F-8: Tertiary Group Universal Screener - Reading



Source: Renaissance Reading student data file, 8/20/2018

Table F-3: Universal Screener Renaissance Reading English Version BOY and EOY Results, 2017–2018											
	Beginning of Year Window					End of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above Bench.
Superintendent's Schools											
Blackshear ES	283	37%	22%	17%	24%	307	38%	19%	12%	31%	7%
Dogan ES	315	44%	21%	16%	19%	233	53%	18%	12%	16%	-3%
Henry MS	754	49%	27%	13%	12%	758	60%	20%	10%	10%	-2%
Highland Heights ES	306	52%	22%	12%	14%	359	50%	21%	11%	18%	4%
Kashmere HS	135	69%	22%	5%	4%	310	63%	21%	8%	8%	4%
Mading ES	327	37%	25%	15%	23%	231	39%	16%	18%	27%	4%
Wesley ES	164	42%	23%	15%	20%	169	46%	19%	14%	21%	1%
Wheatley HS	667	57%	25%	10%	8%	386	59%	17%	13%	10%	2%
Woodson K-8	532	50%	24%	13%	13%	499	53%	27%	9%	12%	-1%
Worthing HS	481	59%	23%	9%	8%	307	62%	21%	11%	7%	-1%
Primary Group											
Bonham ES	419	40%	22%	16%	22%	333	37%	24%	14%	24%	2%
Cullen MS	356	44%	32%	13%	11%	184	48%	30%	15%	7%	-4%
Gregory-Lincoln K–8	546	31%	24%	17%	27%	454	35%	24%	15%	26%	-1%
Hilliard ES	316	32%	29%	19%	21%	355	43%	26%	13%	19%	-2%
Lawson MS	950	52%	24%	11%	14%	896	42%	29%	14%	14%	0%
Madison HS	1334	52%	25%	12%	10%	939	56%	23%	11%	10%	0%
North Forest HS	717	58%	22%	12%	8%	468	53%	22%	12%	13%	5%
Texas Connections (TCAH) 3–12	0	---	---	---	---	447	6%	8%	10%	77%	---
Washington HS	416	52%	23%	12%	13%	406	64%	19%	9%	9%	-4%
Secondary Group											
Attucks MS	384	56%	27%	11%	7%	358	66%	19%	9%	6%	-1%
Fondren ES	197	45%	30%	9%	16%	154	47%	21%	14%	19%	3%
Looscan ES	194	48%	23%	11%	18%	188	47%	19%	12%	22%	4%
Montgomery ES	293	31%	24%	21%	24%	161	39%	17%	16%	28%	4%
Pugh ES	243	30%	19%	14%	38%	202	30%	23%	14%	33%	-5%
Sharpstown HS	1412	58%	22%	11%	9%	1309	66%	18%	9%	7%	-2%
Stevens ES	327	38%	20%	13%	29%	354	32%	19%	14%	35%	6%
Tertiary Group											
Bellfort ECC	0	---	---	---	---	0	---	---	---	---	---
Bruce ES	317	40%	20%	18%	22%	249	37%	27%	14%	22%	0%
Cook ES	356	35%	24%	17%	24%	388	33%	21%	15%	31%	7%
Edison MS	609	55%	24%	11%	9%	533	57%	21%	11%	11%	2%
Foerster ES	315	46%	21%	14%	19%	338	42%	19%	14%	25%	6%
Forest Brook MS	732	60%	22%	10%	8%	706	62%	21%	10%	7%	-1%
Gallegos ES	179	32%	18%	22%	28%	213	28%	27%	15%	31%	3%
High School Ahead MS	205	69%	18%	6%	6%	184	77%	16%	5%	2%	-4%
Kashmere Gardens ES	212	40%	25%	18%	17%	206	30%	26%	20%	23%	6%
Key MS	540	48%	27%	12%	12%	544	56%	23%	11%	10%	-2%
Lewis ES	521	45%	24%	11%	20%	408	35%	25%	15%	25%	5%
Liberty HS	224	87%	8%	3%	1%	232	89%	7%	1%	2%	1%
Martinez, C. ES	250	46%	23%	12%	18%	119	55%	16%	11%	18%	0%
Milby HS	1445	42%	28%	16%	14%	1341	46%	24%	14%	15%	1%
Victory Prep South HS	101	48%	31%	14%	8%	64	53%	22%	19%	6%	-2%
Westbury HS	1909	45%	25%	15%	16%	1479	50%	19%	14%	18%	2%
Yates HS	629	44%	27%	16%	13%	244	57%	25%	9%	9%	-4%
Young ES	150	37%	28%	17%	18%	181	34%	24%	13%	28%	10%

Source: Renaissance Reading English Student Data File, 8/20/2018

Notes: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

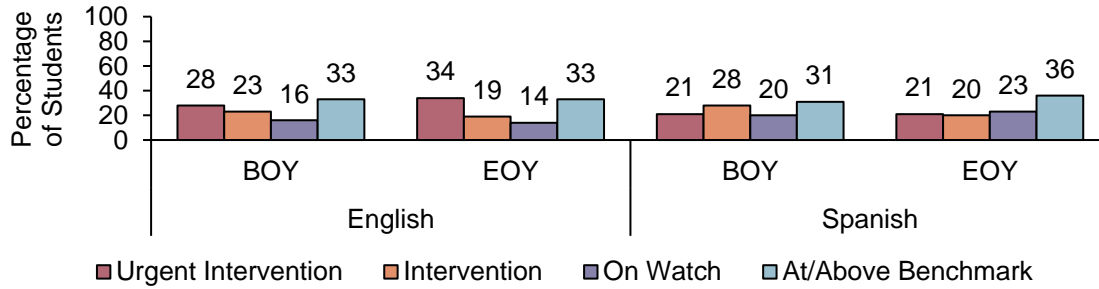
Table F-4: Universal Screener Renaissance Reading Spanish BOY and EOY Results, 2017–2018											
	Beginning of Year Window					End of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above Bench.
Superintendent's Schools											
Blackshear ES	11	0%	0%	55%	45%	14	7%	14%	36%	43%	-2%
Dogan ES	9	22%	33%	22%	22%	2	*	*	*	*	---
Henry MS	0	---	---	---	---	0	---	---	---	---	---
Highland Heights ES	34	41%	26%	15%	18%	79	25%	18%	23%	34%	16%
Kashmere HS	0	---	---	---	---	0	---	---	---	---	---
Mading ES	0	---	---	---	---	46	37%	37%	13%	13%	---
Wesley ES	1	*	*	*	*	0	---	---	---	---	---
Wheatley HS	0	---	---	---	---	0	---	---	---	---	---
Woodson PK-8	0	---	---	---	---	0	---	---	---	---	---
Worthing HS	0	---	---	---	---	0	---	---	---	---	---
Primary Group											
Bonham ES	229	17%	17%	17%	49%	227	3%	7%	11%	78%	29%
Cullen MS	0	---	---	---	---	0	---	---	---	---	---
Gregory-Lincoln K–8	17	18%	24%	6%	53%	1	*	*	*	*	---
Hilliard ES	0	---	---	---	---	0	---	---	---	---	---
Lawson MS	0	---	---	---	---	0	---	---	---	---	---
Madison HS	0	---	---	---	---	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	0	---	---	---	---	0	---	---	---	---	---
Secondary Group											
Attucks MS	0	---	---	---	---	0	---	---	---	---	---
Fondren ES	41	12%	17%	20%	51%	38	8%	8%	13%	71%	20%
Looscan ES	19	53%	26%	5%	16%	17	24%	29%	6%	41%	25%
Montgomery ES	42	14%	17%	14%	55%	18	11%	11%	28%	50%	-5%
Pugh ES	44	25%	18%	36%	20%	72	15%	13%	19%	53%	33%
Sharpstown HS	0	---	---	---	---	0	---	---	---	---	---
Stevens ES	88	23%	25%	18%	34%	94	9%	13%	15%	64%	30%
Tertiary Group											
Belfort ECC	0	---	---	---	---	0	---	---	---	---	---
Bruce ES	21	0%	10%	29%	62%	21	0%	0%	10%	90%	28%
Cook ES	46	39%	15%	11%	35%	50	8%	18%	20%	54%	19%
Edison MS	0	---	---	---	---	0	---	---	---	---	---
Foerster ES	38	8%	21%	13%	58%	45	7%	9%	20%	64%	6%
Forest Brook MS	0	---	---	---	---	0	---	---	---	---	---
Gallegos ES	47	11%	17%	17%	55%	64	0%	8%	11%	81%	26%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	10	80%	10%	0%	10%	18	61%	22%	6%	11%	1%
Key MS	0	---	---	---	---	0	---	---	---	---	---
Lewis ES	200	15%	17%	16%	53%	207	14%	11%	17%	58%	5%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez, C. ES	76	53%	21%	5%	21%	48	54%	29%	8%	8%	-13%
Milby HS	0	---	---	---	---	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	0	---	---	---	---	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	0	---	---	---	---	0	---	---	---	---	---

Source: Renaissance Reading Spanish Student Data File, 8/20/2018

Notes: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

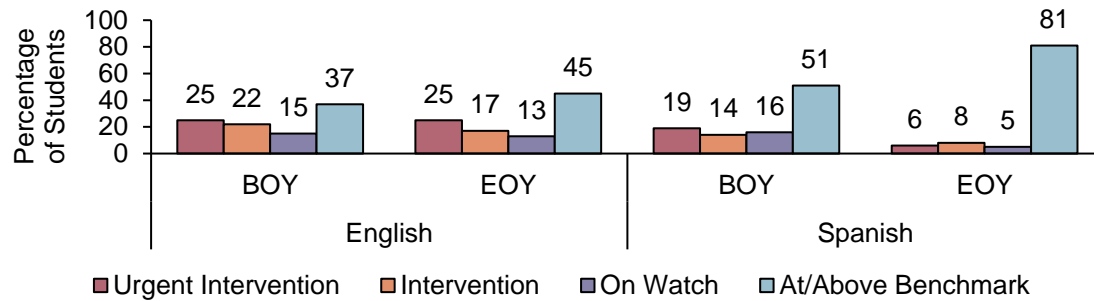
Renaissance Mathematics

Figure F-9: Superintendent's Schools Universal Screener - Mathematics



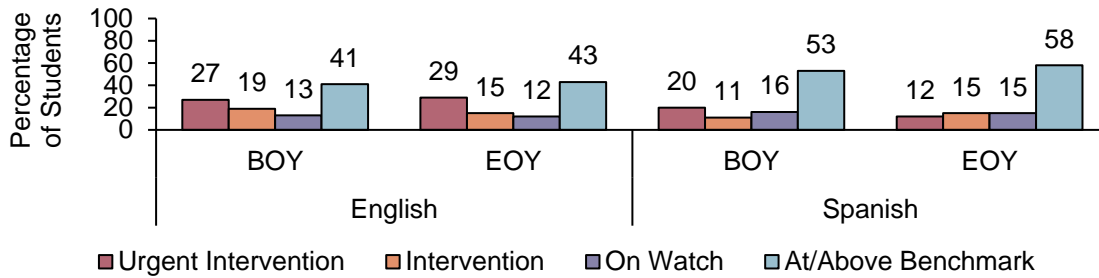
Source: Renaissance Mathematics 8/20/2018 student data file

Figure F-10: Primary Group Universal Screener - Mathematics



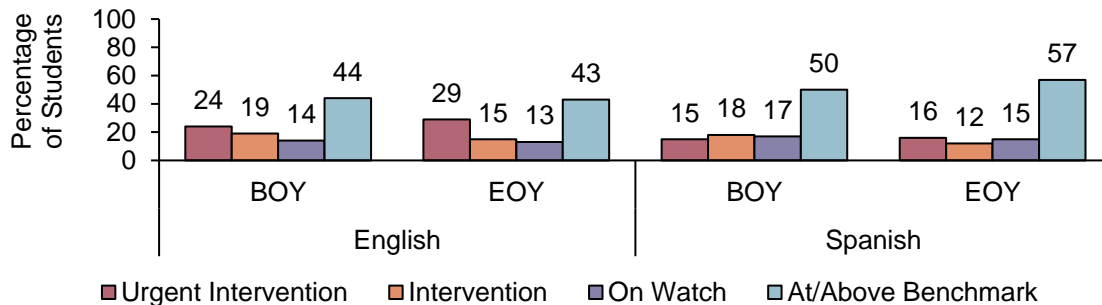
Source: Renaissance Mathematics 8/20/2018 student data file

Figure F-11: Secondary Group Universal Screener - Mathematics



Source: Renaissance Mathematics 8/20/2018 student data file

Figure F-12: Tertiary Group Universal Screener - Mathematics



Source: Renaissance Mathematics 8/20/2018 student data file

Table F-5: Universal Screener Renaissance Mathematics English BOY and EOY Results, 2017–2018											
	Beginning of Year Window					End of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above Bench.
Superintendent's Schools											
Blackshear ES	284	27%	15%	14%	43%	306	26%	16%	15%	42%	-1%
Dogan ES	410	33%	22%	13%	31%	299	35%	16%	14%	35%	4%
Henry MS	744	28%	26%	16%	30%	749	38%	21%	13%	28%	-2%
Highland Heights ES	345	30%	22%	17%	32%	431	48%	16%	10%	26%	-6%
Kashmere HS	164	23%	24%	15%	38%	563	33%	22%	16%	29%	-9%
Mading ES	314	28%	22%	18%	31%	238	26%	21%	13%	40%	9%
Wesley ES	198	25%	20%	18%	37%	216	25%	16%	15%	44%	7%
Wheatley HS	661	25%	20%	17%	38%	473	36%	20%	11%	33%	-5%
Woodson PK-8	547	28%	27%	17%	28%	503	32%	19%	18%	32%	4%
Worthing HS	522	26%	22%	17%	36%	76	18%	16%	21%	45%	9%
Primary Group											
Bonham ES	427	29%	16%	15%	41%	340	19%	16%	12%	53%	12%
Cullen MS	359	21%	30%	17%	32%	287	27%	22%	18%	34%	2%
Gregory-Lincoln K–8	569	17%	21%	18%	44%	461	23%	19%	18%	39%	-5%
Hilliard ES	326	22%	25%	15%	38%	369	30%	19%	14%	37%	-1%
Lawson MS	958	31%	23%	16%	31%	889	21%	18%	14%	46%	15%
Madison HS	1224	24%	22%	15%	39%	849	30%	19%	14%	36%	-3%
North Forest HS	738	30%	22%	13%	35%	407	41%	18%	9%	32%	-3%
Texas Connections (TCAH) 3–12	0	---	---	---	---	391	3%	4%	5%	88%	---
Washington HS	435	23%	22%	13%	43%	471	27%	16%	12%	45%	2%
Secondary Group											
Attucks MS	370	31%	25%	14%	30%	342	45%	20%	13%	22%	-8%
Fondren ES	224	19%	24%	15%	42%	178	29%	17%	16%	37%	-5%
Looscan ES	231	31%	24%	12%	33%	203	21%	17%	12%	50%	17%
Montgomery ES	364	24%	18%	17%	41%	149	21%	23%	9%	48%	7%
Pugh ES	192	29%	20%	13%	39%	171	17%	14%	14%	55%	16%
Sharpstown HS	1375	27%	16%	12%	45%	1212	30%	12%	12%	46%	1%
Stevens ES	262	27%	21%	14%	38%	378	25%	14%	14%	47%	9%
Tertiary Group											
Bellfort ECC	47	100%	0%	0%	0%	1	*	*	*	*	---
Bruce ES	381	27%	18%	14%	40%	290	23%	17%	16%	45%	5%
Cook ES	352	22%	22%	14%	42%	375	20%	18%	19%	43%	1%
Edison MS	612	25%	24%	15%	36%	501	37%	17%	14%	32%	-4%
Foerster ES	489	30%	17%	17%	36%	419	26%	19%	11%	44%	8%
Forest Brook MS	734	25%	22%	17%	36%	602	37%	18%	11%	33%	-3%
Gallegos ES	199	12%	18%	13%	58%	207	17%	15%	11%	57%	-1%
High School Ahead MS	206	42%	27%	11%	20%	184	58%	16%	13%	13%	-7%
Kashmere Gardens ES	266	27%	21%	14%	38%	273	24%	16%	12%	48%	10%
Key MS	534	29%	21%	17%	32%	528	38%	17%	13%	32%	0%
Lewis ES	492	15%	18%	14%	52%	457	21%	14%	12%	52%	0%
Liberty HS	207	64%	17%	8%	11%	229	59%	14%	10%	17%	6%
Martinez, C. ES	261	27%	17%	16%	40%	214	54%	13%	13%	20%	-20%
Milby HS	1311	14%	14%	12%	60%	1167	17%	12%	10%	61%	1%
Victory Prep South HS	21	24%	19%	14%	43%	59	36%	24%	12%	29%	-14%
Westbury HS	1855	24%	18%	13%	46%	1692	27%	14%	13%	46%	0%
Yates HS	553	12%	18%	14%	55%	175	18%	18%	14%	50%	-5%
Young ES	151	19%	19%	17%	46%	187	22%	14%	21%	43%	-3%

Source: Renaissance Mathematics English Student Data File, 8/20/2018

Notes: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point.

Table F-6: Universal Screener Renaissance Mathematics Spanish BOY and EOY Results, 2017–2018											
Beginning of Year Window						End of Year Window					
Campus Name	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	N Tested	Urgent Int.	Int.	On Watch	At/Above Bench.	%pt. Change At/Above Bench.
Superintendent's Schools											
Blackshear ES	10	10%	20%	40%	30%	14	0%	14%	21%	64%	34%
Dogan ES	12	33%	25%	25%	17%	0	---	---	---	---	---
Henry MS	0	---	---	---	---	0	---	---	---	---	---
Highland Heights ES	39	21%	31%	13%	36%	72	35%	21%	19%	25%	-11%
Kashmere HS	0	---	---	---	---	0	---	---	---	---	---
Mading ES	0	---	---	---	---	45	4%	20%	31%	44%	---
Wesley ES	0	---	---	---	---	0	---	---	---	---	---
Wheatley HS	0	---	---	---	---	0	---	---	---	---	---
Woodson PK-8	0	---	---	---	---	1	*	*	*	*	---
Worthing HS	0	---	---	---	---	0	---	---	---	---	---
Primary Group											
Bonham ES	222	20%	14%	16%	50%	227	6%	8%	5%	81%	31%
Cullen MS	0	---	---	---	---	0	---	---	---	---	---
Gregory-Lincoln K–8	17	12%	12%	24%	53%	0	---	---	---	---	---
Hilliard ES	0	---	---	---	---	0	---	---	---	---	---
Lawson MS	0	---	---	---	---	0	---	---	---	---	---
Madison HS	0	---	---	---	---	0	---	---	---	---	---
North Forest HS	0	---	---	---	---	0	---	---	---	---	---
Texas Connections (TCAH) 3–12	0	---	---	---	---	0	---	---	---	---	---
Washington HS	0	---	---	---	---	0	---	---	---	---	---
Secondary Group											
Attucks MS	0	---	---	---	---	0	---	---	---	---	---
Fondren ES	55	9%	11%	11%	69%	53	6%	4%	15%	75%	6%
Looscan ES	30	37%	13%	13%	37%	29	14%	17%	21%	48%	11%
Montgomery ES	43	9%	14%	21%	56%	29	14%	10%	3%	72%	16%
Pugh ES	33	27%	15%	12%	45%	52	10%	15%	21%	54%	9%
Sharpstown HS	0	---	---	---	---	0	---	---	---	---	---
Stevens ES	58	24%	7%	19%	50%	139	14%	19%	14%	52%	2%
Tertiary Group											
Bellfort ECC	0	---	---	---	---	0	---	---	---	---	---
Bruce ES	29	7%	28%	14%	52%	27	4%	4%	26%	67%	15%
Cook ES	30	23%	27%	23%	27%	63	21%	14%	16%	49%	22%
Edison MS	0	---	---	---	---	0	---	---	---	---	---
Foerster ES	45	24%	11%	20%	44%	67	10%	12%	13%	64%	20%
Forest Brook MS	0	---	---	---	---	0	---	---	---	---	---
Gallegos ES	67	4%	15%	12%	69%	65	2%	3%	5%	91%	22%
High School Ahead MS	0	---	---	---	---	0	---	---	---	---	---
Kashmere Gardens ES	8	63%	13%	25%	0%	20	40%	15%	20%	25%	25%
Key MS	0	---	---	---	---	0	---	---	---	---	---
Lewis ES	285	14%	17%	15%	54%	295	14%	9%	14%	63%	9%
Liberty HS	0	---	---	---	---	0	---	---	---	---	---
Martinez, C. ES	39	15%	26%	28%	31%	108	33%	23%	21%	22%	-9%
Milby HS	0	---	---	---	---	0	---	---	---	---	---
Victory Prep South HS	0	---	---	---	---	0	---	---	---	---	---
Westbury HS	0	---	---	---	---	0	---	---	---	---	---
Yates HS	0	---	---	---	---	0	---	---	---	---	---
Young ES	0	---	---	---	---	0	---	---	---	---	---

Source: Renaissance Mathematics Spanish Student Data File, 8/20/2018

Notes: *Less than five students tested. Int. means Intervention; Bench means Benchmark; % pt. means percentage point. TCAH (Primary Group) and Victory Prep. South HS (Tertiary Group) are not included.

Appendix G: Pillar IV – School Design

Table G-1: Career and Technical Education (CTE) Course Participation 2016–2017 and 2017–2018						
	2016–2017 # CTE Students	2016–2017 # Students Enrolled in at Least One CTE Course	2016–2017 # Students Enrolled in a Coherent Sequence of CTE Courses	2017–2018 # CTE Students	2017– 2018 # Students Enrolled in at Least One CTE Course	2017– 2018 # Students Enrolled in a Coherent Sequence of CTE Courses
HISD Total	40,980	16,286	24,694	42,652	15,282	27,370
Non-Achieve 180	29,812	12,141	17,671	30,429	11,900	18,529
Achieve 180 Program	11,168	4,145	7,023	12,223	3,382	8,841
<u>Superintendent's Schools</u>						
Henry MS	31	31	-	29	29	-
Kashmere HS	440	9	431	464	14	450
Wheatley HS	746	101	645	872	78	794
Worthing HS	747	70	677	669	258	411
Total	1,964	211	1,753	2,034	379	1,655
<u>Primary Group</u>						
Cullen MS	22	22	-	22	22	-
Lawson MS	167	167	-	267	267	-
Madison HS	1,557	78	1,479	1,476	15	1,461
North Forest HS	734	21	713	926	11	915
TCAH	1,453	1,434	19	1,161	1,090	71
Washington HS	447	133	314	573	348	225
Total	4,380	1,855	2,525	4,425	1,753	2,672
<u>Secondary Group</u>						
Attucks MS	54	54	-	14	14	-
Sharpstown HS	756	751	5	1,036	323	713
Total	810	805	5	1,050	337	713
<u>Tertiary Group</u>						
Edison MS	27	27	-	30	30	-
Forest Brook MS	87	87	-	102	102	-
Liberty HS	81	81	-	170	163	7
Milby HS	1,034	249	785	1,418	276	1,142
Victory Prep						
South HS	108	5	103	159	100	59
Westbury HS	1,976	323	1,653	2,108	120	1,988
Yates HS	701	502	199	727	122	605
Total	4,014	1,274	2,740	4,714	913	3,801

Source: Fall 2017 PEIMS

Note: Students with ADA>0 were included.

Table G-2: Career and Technology Education (CTE) Certification Pass Rate				
Campus	Failed	Passed	Total	Pass Rate
	N	N	N	%
HISD	522	5,648	6,170	91.5
Achieve 180 Program	220	1,147	1,367	83.9
Madison High School	113	223	336	66.4
Milby High School	43	253	296	85.5
Sharpstown High School	0	10	10	100
Westbury High School	18	581	599	97
Wheatley High School	46	42	88	47.7
Worthing High School	0	38	38	100
Non-Achieve 180	302	4,501	4,803	93.7
Austin High School	64	172	236	72.9
Beechnut Academy	*	*	1	*
Bellaire High School	*	*	1	*
Challenge Early College High School	38	53	91	58.2
Chavez High School	3	48	51	94.1
DeBakey High School for Health Professionals	7	642	649	98.9
East Early College High School	9	136	145	93.8
Eastwood Academy Charter High School	0	483	483	100
Furr High School	*	*	1	*
Harris County JJAEP	*	*	1	*
Heights High School	6	121	127	95.3
High School for Law and Justice	0	95	95	100
Houston Academy for International Studies	0	5	5	100
Houston Center for Math, Science & Technology	8	1,044	1,052	99.2
Jordan High School for Careers	14	32	46	69.6
Lamar High School	0	7	7	100
North Houston Early College HS	0	33	33	100
Northside High School	0	17	17	100
Pershing Middle School	0	30	30	100
Reagan K-8 Educational Center	*	*	1	*
Scarborough High School	79	165	244	67.6
Secondary DAEP	*	*	2	*
South Early College HS	5	6	11	54.5
Sterling High School	5	769	774	99.4
Waltrip High School	4	214	218	98.2
Westside High School	28	47	75	62.7
Wisdom High School	31	375	406	92.4
Young Women's College Prep Academy	*	*	1	*

Source: HISD Chancery Ad hoc Data Warehouse, retrieved using IBM Cognos on 5/25/2018.

Note: Data masked for less than five students tested.

Table G-3: Number and Percentage of CTE Certifications by Type for Achieve 180 Program and Non-Achieve 180 Affiliation, 2017–2018					
Achieve 180 Program	# Students	% Students	Non-Achieve 180	# Students	% Students
Adobe (ACA) - Photoshop	5	0.4	Adobe (ACA) - Photoshop	6	0.1
American Heart Association BLS Provider CPR	22	1.9			
ASE - Auto Maint. and Light Repair (G1)	30	2.6	ASE - Auto Maint and Light Repair (G1)	11	0.2
ASE - Brakes (A5)	27	2.4	ASE - Brakes (A5)	49	1.1
ASE - Certified Oil Change Mechanic	53	4.6	ASE - Certified Oil Change Mechanic	184	4.1
ASE - Electrical/Electronic Systems (A6)	31	2.7	ASE - Electrical/Electronic Systems (A6)	17	0.4
ASE - Manual Drive Trains and Axles (A3)	1	0.1			
ASE - Ref Recov & Recy (EPA609)	13	1.1			
ASE - Suspension and Steering (A4)	20	1.7			
Cosmetology, Operator License (TDLR)	5	0.4	Cosmetology, Operator License (TDLR)	4	0.1
CPR Lay Responder Adult and Child	33	2.9	CPR Lay Responder Adult and Child	330	7.3
CPR Lay Responder Infant	44	3.8	CPR Lay Responder Infant	23	0.5
First aid Certification	39	3.4	First aid Certification	361	8.0
Internet & Computing Core Certification (IC3)	35	3.1			
Microsoft Office Expert - Word	3	0.3	Microsoft Office Expert - Word	19	0.4
MOS - POWERPOINT	1	0.1	MOS - POWERPOINT	141	3.1
MOS - WORD	12	1.0	MOS - WORD	207	4.6
NCCER - CORE Introductory Craft Skills	174	15.2	NCCER - CORE Introductory Craft Skills	73	1.6
Nurse Aide, Certified (CNA) (TDADS)	3	0.3	NCCER - Plumbing - Level 1	9	0.2
OSHA Ten Hour Safety Certification	41	3.6	OSHA Ten Hour Safety Certification	309	6.9
S/P2 Ethics & You in the Automotive Industry	52	4.5	S/P2 Ethics & You in the Automotive Industry	83	1.8
S/P2 Land That Job: Interview Skills for Auto	52	4.5	S/P2 Land That Job: Interview Skills for Auto	36	0.8
S/P2 Mechanical Safety	85	7.4	S/P2 Mechanical Safety	240	5.3
ServSafe® Certification	91	7.9			
XX-Adult CPR/AED	52	4.5	XX-Adult CPR/AED	72	1.6
XX-Pediatric CPR/AED	52	4.5			
XX-S/P2 Mechanical Pollution Prevention	52	4.5	XX-S/P2 Mechanical Pollution Prevention	146	3.2
XX-Valvoline Certified Oil Change Technician	119	10.4	XX-Valvoline Certified Oil Change Technician	512	11.4
			Other (N=49)	1,669	37.1
Achieve 180 Program Total	1,147	100.0	Non-Achieve 180 Total	4,501	100.0

Source: HISD Chancery Ad hoc Data Warehouse, retrieved using IBM Cognos on 5/25/2018.

Note: Data for schools with less than five students were retained.

Table G-4: Number of CTE Certifications by Type and Achieve 180 Program School, 2017–2018	
School	# of Certifications
Wheatley High School (Superintendent's School)	42
Adobe (ACA) - Photoshop	5
ASE - Auto Maint and Light Repair (G1)	1
ASE - Brakes (A5)	2
ASE - Electrical/Electronic Systems (A6)	1
ASE - Ref Recov & Recy (EPA609)	13
Microsoft Office Expert - Word	3
NCCER - CORE Introductory Craft Skills	3
ServSafe© Certification	14
Worthing High School (Superintendent's School)	38
Internet & Computing Core Certification (IC3)	35
MOS - WORD	2
NCCER - CORE Introductory Craft Skills	1
Madison High School (Primary Group)	223
ASE - Brakes (A5)	1
NCCER - CORE Introductory Craft Skills	155
XX-Valvoline Certified Oil Change Technician	67
Sharpstown High School (Secondary Group)	10
MOS - WORD	10
Milby High School (Tertiary Group)	253
Cosmetology, Operator License (TDLR)	5
First aid Certification	39
NCCER - CORE Introductory Craft Skills	15
OSHA Ten Hour Safety Certification	13
ServSafe© Certification	77
XX-Adult CPR/AED	52
XX-Pediatric CPR/AED	52
Westbury High School (Tertiary Group)	581
American Heart Association BLS Provider CPR	22
ASE - Auto Maint and Light Repair (G1)	29
ASE - Brakes (A5)	24
ASE - Certified Oil Change Mechanic	53
ASE - Electrical/Electronic Systems (A6)	30
ASE - Manual Drive Trains and Axles (A3)	1
ASE - Suspension and Steering (A4)	20
CPR Lay Responder Adult and Child	33
CPR Lay Responder Infant	44
MOS - POWERPOINT	1
Nurse Aide, Certified (CNA) (TDADS)	3
OSHA Ten Hour Safety Certification	28
S/P2 Ethics & You in the Automotive Industry	52
S/P2 Land That Job: Interview Skills for Auto	52
S/P2 Mechanical Safety	85
XX-S/P2 Mechanical Pollution Prevention	52
XX-Valvoline Certified Oil Change Technician	52
Achieve 180 Program Total	1,147

Source: HISD Chancery Ad hoc Data Warehouse, retrieved using IBM Cognos on 5/25/2018.

Note: Data for schools with less than five students were retained.

Table G-5: Advanced Placement Examination Participation and Performance by Campus, 9th-12th Grade, 2017 and 2018

	2016–2017				2017–2018			
Schools	# Students Tested	# Exams Taken	# Exams Scored ≥3	% Exams Scored ≥3	# Students Tested	# Exams Taken	# Exams Scored ≥3	% Exams Scored ≥3
HISD Totals	15,018	28,236	9,513	33.7	14,732	27,647	9,932	35.9
Non-Achieve 180	12,987	24,823	8,962	36.1	12,540	24,111	9,310	38.6
Achieve 180 Program	2,031	3,413	551	16.1	2,192	3,536	622	17.6
Superintendent's Schools	243	369	7	1.9	250	381	11	2.9
Kashmere HS	54	109	1	1	65	134	0	0
Wheatley HS	85	103	0	0	122	168	2	1
Worthing HS	104	157	6	4	63	79	9	11
Primary Group	601	1,100	156	14.2	693	1,154	216	18.7
Madison HS	233	427	30	7	279	487	47	10
North Forest HS	72	111	0	0	87	125	0	0
TCAH	122	241	121	50	211	359	163	45
Washington HS	174	321	5	2	116	183	6	3
Secondary Group	292	403	178	44.2	307	423	142	33.6
Sharpstown HS	292	403	178	44	307	423	142	34
Tertiary Group	895	1,541	210	13.6	942	1,578	253	16.0
Liberty HS	7	7	3	43	10	11	1	9
Milby HS	233	396	53	13	253	355	68	19
Victory Prep South	--	--	--	--	--	--	--	--
Westbury HS	518	892	154	17	549	946	179	19
Yates HS	137	246	0	0	130	266	5	2

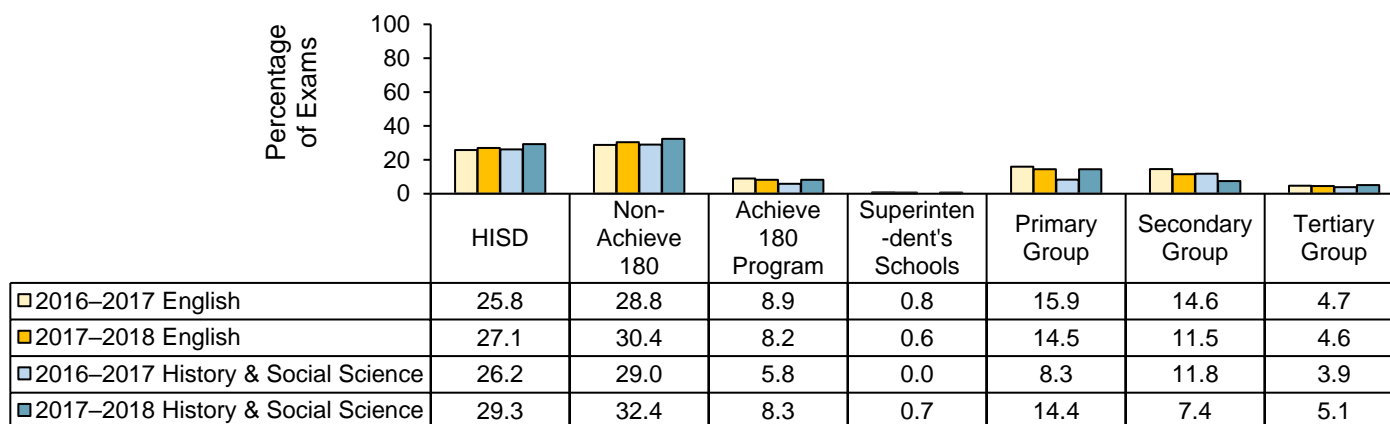
Sources: 2018 College Board AP electronic data file, retrieved August 29, 2018; HISD, *2017 Advanced Placement (AP) Results*

Notes: *Masked # tested < 5. - - indicates no data for the current/past year. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This table displays a duplicated count of exams taken by students enrolled in grades 9-12 and by students with grade level unknown (N=755) in 2018 and (N=749) in 2017.

Table G-6: Advanced Placement (AP) Exams by Category	
Arts (5)	
<ul style="list-style-type: none"> • Art History • Music Theory • Studio Art: 2-D Design • Studio Art: 3-D Design • Studio Art: Drawing 	
AP Capstone (2)	
<ul style="list-style-type: none"> • Seminar • Research 	
English (2)	
<ul style="list-style-type: none"> • English Language and Composition • English Literature and Composition 	
History & Social Science (9)	
<ul style="list-style-type: none"> • Comparative Government and Politics • European History • Human Geography • Macroeconomics • Microeconomics • Psychology • United States Government and Politics • United States History • World History 	
Math & Computer Science (5)	
<ul style="list-style-type: none"> • Calculus AB • Calculus BC • Computer Science A • Computer Science Principles • Statistics 	
Sciences (7)	
<ul style="list-style-type: none"> • Biology • Chemistry • Environmental Science • Physics 1 • Physics 2 • Physics C: Electricity and Magnetism • Physics C: Mechanics 	
World Languages & Cultures (8)	
<ul style="list-style-type: none"> • Chinese Language and Culture • French Language and Culture • German Language and Culture • Italian Language and Culture • Japanese Language and Culture • Latin • Spanish Language and Culture • Spanish Literature and Culture 	

Source: College Board, AP Central, Retrieved from <https://apstudent.collegeboard.org/apcourse>

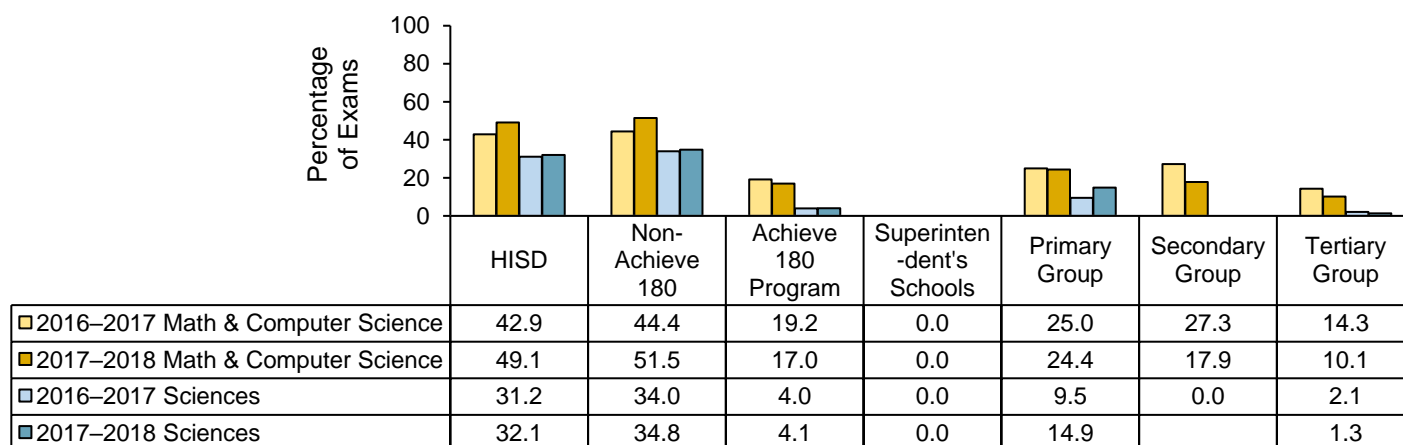
Figure G-1: Percentage of Advanced Placement English and History and Social Science Examinations on Which HISD Students in Grades 9–12 Scored Three Points or Higher by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018



Sources: 2018 College Board AP electronic data file, retrieved August 29, 2018; HISD, *2017 Advanced Placement (AP) Results*

Notes: Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This figure displays a duplicated count of exams taken by students enrolled in grades 9–12 and by students with grade level unknown (N=755) in 2018 and (N=749) in 2017.

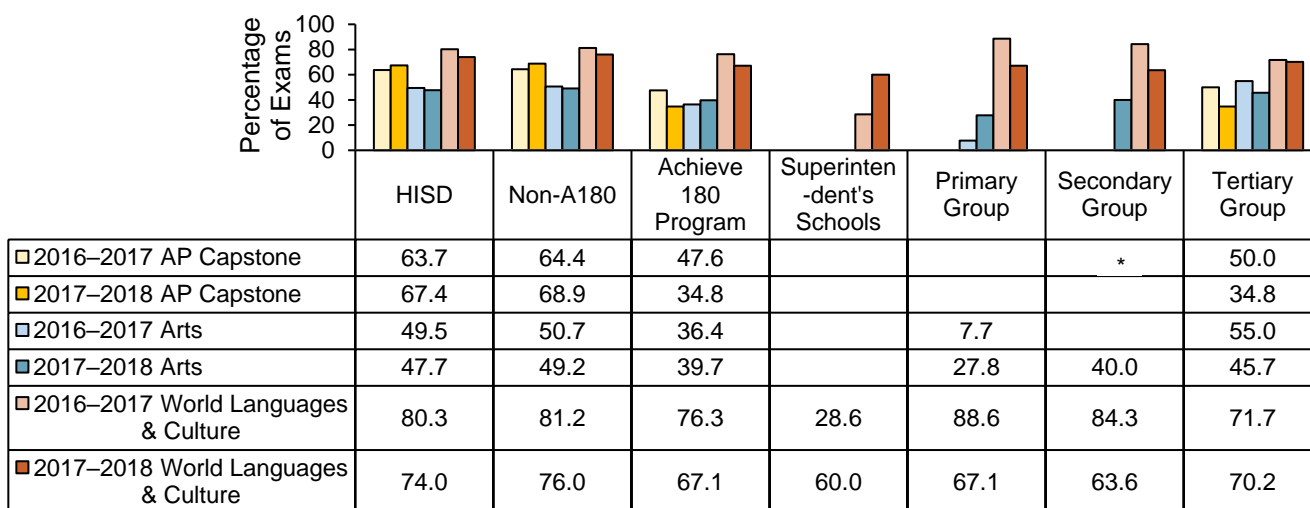
Figure G-2: Percentage of Mathematics and Computer Science and Science Advanced Placement Examinations on Which HISD Students in Grades 9–12 Scored Three Points or Higher by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018



Sources: 2018 College Board AP electronic data file, retrieved August 29, 2018; Houston Independent School District, *2017 Advanced Placement (AP) Results*

Notes: Blanks indicates no data reported. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This figure displays a duplicated count of exams taken by students enrolled in grades 9–12 and by students with grade level unknown (N=755) in 2018 and (N=749) in 2017.

Figure G-3: Percentage of Advanced Placement AP Capstone, Arts, and World Languages and Culture Examinations on Which HISD Students in Grades 9–12 Scored Three Points or Higher by Non-Achieve 180 and Achieve 180 Program Affiliation, 2016–2017 and 2017–2018



Sources: 2018 College Board AP electronic data file, retrieved August 29, 2018; HISD Research and Accountability Department, *2017 Advanced Placement (AP) Results*

Notes: *Masked # tested < 5. Blanks indicates no data reported. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This figure displays a duplicated count of exams taken by students enrolled in grades 9-12 and by students with grade level unknown (N=755) in 2018 and (N=749) in 2017.

Table G-7: Advanced Placement Examination Tests Scored Three Points or Higher in STAAR-Related Subjects for Students Grades 9–12, 2016–2017

	English			History & Social Science			Mathematics & Computer Science			Sciences		
	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3
HISD	5,352	1,382	25.8	12,878	3,368	26.2	2,886	1,237	42.9	4,022	1,253	31.2
Non-A180	4,556	1,311	28.8	11,285	3,275	29.0	2,709	1,203	44.4	3,643	1,238	34.0
Achieve 180 Program	796	71	8.9	1,593	93	5.8	177	34	19.2	379	15	4.0
Superintendent's Schools	128	1	0.8	159	0	0.0	3	*	*	58	0	0
Kashmere HS	24	0	0.0	50	0	0.0	3	*	*	31	0	0.0
Wheatley HS	46	0	0.0	57	0	0.0	–	–	–	–	–	–
Worthing HS	58	1	1.7	52	0	0.0	–	–	–	27	0	0.0
Primary Group	301	48	15.9	563	47	8.3	72	18	25.0	116	11	9.5
Madison HS	95	0	0.0	191	2	1.0	28	0	0.0	69	0	0.0
North Forest HS	41	0	0.0	54	0	0.0	2	*	*	14	0	0.0
TCAH	87	46	52.9	113	43	38.1	24	17	70.8	13	11	84.6
Washington HS	78	2	2.6	205	2	1.0	18	1	5.6	20	0	0.0
Secondary Group	48	7	14.6	153	18	11.8	11	3	27.3	12	0	0.0
Sharpstown HS	48	7	14.6	153	18	11.8	11	3	27.3	12	0	0.0
Tertiary Group	319	15	4.7	718	28	3.9	91	13	14.3	193	4	2.1
Liberty HS	–	–	–	–	–	–	7	3	42.9	–	–	–
Milby HS	82	4	4.9	215	7	3.3	24	4	16.7	24	1	4.2
Westbury HS	153	11	7.2	391	21	5.4	37	6	16.2	142	3	2.1
Yates HS	84	0	0.0	112	0	0.0	23	0	0.0	27	0	0.0

Sources: 2017 College Board AP electronic data file, retrieved August 14, 2017; HISD Research and Accountability Department, 2017 *Advanced Placement (AP) Results*

Notes: *Masked # tested < 5. – indicates no data reported. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This table displays a duplicated count of exams taken by students enrolled in grades 9-12 and by students with grade level unknown (N=749).

Table G-8: Advanced Placement Examinations Scored Three Points or Higher in STAAR-Related Subjects for Students Grades 9–12, 2017–2018

	English			History & Social Science			Math & Computer Science			Sciences		
	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3
HISD	5,009	1,355	27.1	12,794	3,750	29.3	2,722	1,336	49.1	3,890	1,247	32.1
Non-A180 Schools	4,254	1,293	30.4	11,146	3,614	32.4	2,534	1,304	51.5	3,545	1,233	34.8
Achieve 180 Program Schools	755	62	8.2	1,648	136	8.3	188	32	17.0	345	14	4.1
Superintendent's Schools	163	1	0.6	149	1	0.7	9	0	0.0	45	0	0.0
Kashmere HS	32	0	0.0	62	0	0.0	9	0	0.0	30	0	0.0
Wheatley HS	80	0	0.0	74	0	0.0	–	–	–	10	0	0.0
Worthing HS	51	1	2.0	13	1	7.7	–	–	–	5	0	0.0
Primary Group	325	47	14.5	582	84	14.4	82	20	24.4	74	11	14.9
Madison HS	121	1	0.8	227	3	1.3	23	0	0.0	39	0	0.0
North Forest HS	54	0	0.0	65	0	0.0	3	*	*	3	*	*
TCAH	101	45	44.6	199	81	40.7	39	20	51.3	13	10	76.9
Washington HS	49	1	2.0	91	0	0.0	17	0	0.0	19	1	5.3
Secondary Group	26	3	11.5	175	13	7.4	28	5	17.9	–	–	–
Sharpstown HS	26	3	11.5	175	13	7.4	28	5	17.9	–	–	–
Tertiary Group	241	11	4.6	742	38	5.1	69	7	10.1	226	3	1.3
Liberty HS	–	–	–	–	–	–	11	1	9.1	–	–	–
Milby HS	42	3	7.1	183	7	3.8	7	0	0.0	31	1	3.2
Westbury HS	131	6	4.6	442	30	6.8	25	4	16.0	140	2	1.4
Yates HS	68	2	2.9	117	1	0.9	26	2	7.7	55	0	0.0

Source: 2018 College Board AP electronic data file, August 29, 2018

Notes: *Masked # tested < 5. – indicates no data reported. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). Grade level unknown for N=755.

Table G-9: Advanced Placement Examinations Scored Three or Higher in Non-STAAR Subjects for Students Grades 9–12, 2016–2017

	AP Capstone			Arts			World Languages & Culture		
	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3
HISD	557	355	63.7	396	196	49.5	2,145	1,722	80.3
Non-A180 Schools	536	345	64.4	363	184	50.7	1,731	1,406	81.2
Achieve 180 Program	21	10	47.6	33	12	36.4	414	316	76.3
Superintendent's Schools	–	–	–	–	–	–	21	6	28.6
Kashmere HS	–	–	–	–	–	–	1	*	*
Wheatley HS	–	–	–	–	–	–	–	–	–
Worthing HS	–	–	–	–	–	–	20	5	25.0
Primary Group	–	–	–	13	1	7.7	35	31	88.6
Madison HS	–	–	–	12	0	0.0	32	28	87.5
North Forest HS	–	–	–	–	–	–	–	–	–
TCAH	–	–	–	1	*	*	3	*	*
Washington HS	–	–	–	–	–	–	–	–	–
Secondary Group	1	*	*	–	–	–	178	150	84.3
Sharpstown HS	1	*	*	–	–	–	178	150	84.3
Tertiary Group	20	10	50.0	20	11	55.0	180	129	71.7
Liberty HS	–	–	–	–	–	–	–	–	–
Milby HS	–	–	–	4	*	*	47	36	76.6
Westbury HS	20	10	50.0	16	10	62.5	133	93	69.9
Yates HS	–	–	–	–	–	–	–	–	–

Sources: 2017 College Board AP electronic data file, retrieved August 14, 2017; HISD Research and Accountability Department, *2017 Advanced Placement (AP) Results*

Notes: *Masked # tested < 5. – indicates no data reported. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This table displays a duplicated count of exams taken by students enrolled in grades 9-12 and by students with grade level unknown (N=749).

Table G-10: Advanced Placement Examinations Scored Three Points or Higher in Non-STAAR Subjects for Students Grades 9–12, 2017–2018

	AP Capstone			Arts			World Languages & Culture		
	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3	# Tests Taken	# Tests Scored ≥ 3	% Tests Scored ≥ 3
HISD	556	375	67.4	421	201	47.7	2,255	1,668	74.0
Non-A180	533	367	68.9	358	176	49.2	1,741	1,323	76.0
Achieve 180 Program	23	8	34.8	63	25	39.7	514	345	67.1
Superintendent's Schools	–	–	–	–	–	–	15	9	60.0
Kashmere HS	–	–	–	–	–	–	1	*	*
Wheatley HS	–	–	–	–	–	–	4	*	*
Worthing HS	–	–	–	–	–	–	10	7	70.0
Primary Group	–	–	–	18	5	27.8	73	49	67.1
Madison HS	–	–	–	18	5	27.8	59	38	64.4
North Forest HS	–	–	–	–	–	–	–	–	–
TCAH	–	–	–	–	–	–	7	7	100.0
Washington HS	–	–	–	–	–	–	7	4	57.1
Secondary Group	–	–	–	10	4	40.0	184	117	63.6
Sharpstown HS	–	–	–	10	4	40.0	184	117	63.6
Liberty HS	–	–	–	–	–	–	–	–	–
Tertiary Group	23	8	34.8	35	16	45.7	242	170	70.2
Milby HS	–	–	–	10	3	30.0	82	54	65.9
Westbury HS	23	8	34.8	25	13	52.0	160	116	72.5
Yates HS	–	–	–	–	–	–	–	–	–

Source: 2018 College Board AP electronic data file, retrieved August 29, 2018

Notes: *Masked # tested < 5. – indicates no data reported. Bellaire, Chavez, Heights, and Lamar High Schools offer the International Baccalaureate (IB) Program in addition to Advanced Placement (AP). This table displays a duplicated count of exams taken by students enrolled in grades 9-12 and by students with grade level unknown (N=755) in 2018 and (N=749) in 2017.

Table G-11: PSAT/NMSQT Participation and Performance, Fall 2016 and Fall 2017							
	Grade 11 Enrollment	# Tested	% Tested	# ≥ ERW Criterion	% ≥ ERW Criterion	# ≥ Math Criterion	% ≥ Math Criterion
Fall 2016							
HISD	12,461	9,693	77.8	4,458	46.0	2,826	29.2
Non-Achieve 180	8,931	7,675	85.9	4,023	52.4	2,647	34.5
Achieve 180	3,530	2,018	57.2	435	21.6	179	8.9
Superintendent's Schools	441	352	79.8	44	12.5	18	5.1
Kashmere HS	104	90	86.5	17	18.9	8	8.9
Wheatley HS	167	117	70.1	10	8.5	5	4.3
Worthing HS	170	145	85.3	17	11.7	5	3.4
Primary Group	1,750	641	36.6	141	22.0	66	10.3
Madison HS	360	257	71.4	51	19.8	25	9.7
Washington HS	183	143	78.1	25	17.5	10	7.0
TCAH	974	52	5.3	44	84.6	30	57.7
North Forest HS	233	189	81.1	21	11.1	1	0.5
Secondary Group	387	317	81.9	74	23.3	35	11.0
Sharpstown HS	387	317	81.9	74	23.3	35	11.0
Tertiary Group	952	708	74.4	176	24.9	60	8.5
Milby HS	247	178	72.1	43	24.2	13	7.3
Westbury HS	493	391	79.3	108	27.6	39	10.0
Yates HS	180	139	77.2	25	18.0	8	5.8
V Prep South*	32	0					
Fall 2017							
HISD	12,220	9,887	80.9	4,359	44.1	2,468	25.0
Non-Achieve 180	8,727	7,634	87.5	3,862	50.6	2,324	30.4
Achieve 180	3,493	2,253	64.5	497	22.1	144	6.4
Superintendent's Schools	521	406	77.9	47	11.6	9	2.2
Kashmere HS	165	127	77.0	16	12.6	6	4.7
Wheatley HS	206	168	81.6	22	13.1	1	0.6
Worthing HS	150	111	74.0	9	8.1	2	1.8
Primary Group	1,606	752	46.8	198	26.3	68	9.0
Madison HS	398	342	85.9	65	19.0	18	5.3
Washington HS	172	132	76.7	23	17.4	9	6.8
TCAH	822	116	14.1	89	80.2	39	33.6
North Forest HS	214	162	75.7	21	13.0	2	1.2
Secondary Group	250	178	71.2	26	14.6	5	2.8
Sharpstown HS	250	178	71.2	26	14.6	5	2.8
Tertiary Group	1,116	917	82.2	226	24.6	62	6.8
Milby HS	329	259	78.7	68	26.3	32	12.4
Westbury HS	550	470	85.5	116	24.7	26	5.5
Yates HS	180	145	80.6	37	25.5	4	2.8
V Prep South	57	43	75.4	5	11.6	0	0.0

Sources: 2017 PSAT Datafile, extracted February 20, 2018; 2016 PSAT Datafile, extracted January 27, 2017

Notes: Percentages are based on total enrollment or the number of tests at or above criterion divided by the total number of tests taken. *V Prep South was not part of HISD in 2016.

Table G-12: Graduating Class SAT Participation and Performance, 2016 and 2017										
	Grade 12 Enrollment	# Tested	% Tested	# ≥ Criterion (Combined)	% ≥ Criterion (Combined)	Grade 12 Enrollment	# Tested	% Tested	# ≥ Criterion (Combined)	% ≥ Criterion (Combined)
2016						2017				
District	10,896	9,563	87.8	1,657	17.3	11,090	9,461	85.3	2,336	24.7
Non-Achieve 180	7,598	7,307	96.2	1,550	21.2	7,695	7,174	93.2	2,129	29.7
Achieve 180 Program	3,298	2,256	68.4	107	4.7	3,395	2,287	67.4	207	9.1
Superintendent's Schools	364	317	87.1	5	1.6	344	301	87.5	4	1.3
Kashmere HS	98	91	92.9	0	0.0	96	81	84.4	0	0.0
Wheatley HS	145	126	86.9	3	2.4	135	122	90.4	2	1.6
Worthing HS	121	100	82.6	2	2	113	98	86.7	2	2
Primary Group	1,201	756	62.9	61	8.1	1,269	769	60.6	115	15.0
Madison HS	378	355	93.9	3	0.8	337	291	86.4	13	4.5
Washington HS	122	93	76.2	9	9.7	142	126	88.7	12	9.5
TCAH	487	128	26.3	49	38.3	601	177	29.5	85	48
North Forest HS	214	180	84.1	0	0.0	189	175	92.6	5	2.9
Secondary Group	302	282	93.4	11	3.9	276	279	101.1	26	9.3
Sharpstown HS	302	282	93.4	11	3.9	276	279	101.1	26	9.3
Tertiary Group	1,431	901	63.0	30	3.3	1,506	938	62.3	62	6.6
Milby HS	369	298	80.8	20	6.7	392	357	91.1	26	7.3
Westbury HS	413	379	91.8	7	1.8	439	368	83.8	26	7.1
Yates HS	214	194	90.7	3	1.5	177	154	87	8	5.2
Liberty HS	435	30	6.9	0	0.0	447	36	8.1	2	5.6
Victory Prep South*	–	–	–	–	–	51	23	45.1	0	0.0

Source: SAT Data file 2016; SAT Data file 2017

Notes: Tested counts include students tested on the new test version. The percentage of students tested may be greater than 100 due to students being counted each time they took the test. Percentages for performance at or above criterion (≥) are based on the number of tests at or above criterion divided by the total number of tests taken. *Victory Prep South was not part of HISD in 2016.

Table G-13: Graduating Class ACT Participation and Performance, 2016 and 2017

	Grade 12 Enrollment	# Tested	% Tested	# ≥ Criterion (Combined)	% ≥ Criterion (Combined)
Spring 2016					
HISD	10,896	2,199	20.2	637	29.0
Non-Achieve 180	7,598	1,844	24.3	611	33.1
Achieve 180 Program	3,298	355	10.8	26	7.3
Superintendent's Schools	364	34	9.3	0	0.0
Kashmere HS	98	9	9.2	0	0.0
Wheatley HS	145	13	9.0	0	0.0
Worthing HS	121	12	9.9	0	0.0
Primary Group	1,201	180	15.0	16	8.9
Madison HS	378	74	19.6	1	1.4
Washington HS	122	39	32.0	4	10.3
Texas Conn. Acad.	487	52	10.7	11	21.2
North Forest HS	214	15	7.0	0	0.0
Secondary Group	302	23	7.6	3	13.0
Sharpstown HS	302	23	7.6	3	13.0
Tertiary Group	1,431	118	8.2	7	5.9
Milby HS	369	33	8.9	4	12.1
Westbury HS	413	47	11.4	1	2.1
Yates HS	214	35	16.4	2	5.7
Liberty HS	435	3	*	*	*
Victory Prep South**	–	–	–	–	–
Spring 2017					
HISD	11,090	1,893	17.1	605	32.0
Non-Achieve 180	7,695	1,605	20.9	581	36.2
Achieve 180 Program	3,395	288	8.5	24	8.3
Superintendent's Schools	344	14	4.1	0	0.0
Kashmere HS	96	1	*	*	*
Wheatley HS	135	7	5.2	0	0.0
Worthing HS	113	6	5.3	0	0.0
Primary Group	1,269	144	11.3	19	13.2
Madison HS	337	66	19.6	1	1.5
Washington HS	142	23	16.2	2	8.7
Texas Conn. Acad.	601	48	8.0	16	33.3
North Forest HS	189	7	3.7	0	0.0
Secondary Group	276	27	9.8	2	7.4
Sharpstown HS	276	27	9.8	2	7.4
Tertiary Group	1,506	103	6.8	3	2.9
Milby HS	392	16	4.1	1	6.3
Westbury HS	439	40	9.1	1	2.5
Yates HS	177	34	19.2	1	2.9
Liberty HS	447	2	*	*	*
Victory Prep South	51	11	21.6	0	0.0

Sources: ACT Results 2016; ACT Results 2017

Notes: Percentages are based on total enrollment or the number of tests at or above criterion divided by the total number of tests taken. *Results for fewer than five students are masked. **Victory Prep South was not part of HISD in 2016.

Appendix H: Pillar V – Social and Emotional Learning Support

Table H-1: 2015–2016 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation

	All Students	African American	Asian/Pacific Islander	Hispanic	White	Econ. Dis.	EL	Special Ed.
HISD Total	95.6	94.2	97.6	95.8	96.8	95.5	96.5	93.2
Non-A180 Program	96.0	95.0	97.6	96.1	96.4	95.9	96.9	93.8
A180 Program	93.8	92.4	96.6	93.8	98.9	93.5	94.2	91.3
Superintendent's Schools	92.9	92.0	95.8	93.9	91.8	92.9	95.4	90.4
Blackshear ES	94.8	94.6	*	95.0	*	94.6	96.9	92.1
Dogan ES	95.9	94.5	*	96.6	*	96.0	97.1	95.2
Henry MS	95.3	92.2	--	95.2	92.9	94.9	95.9	93.0
Highland Heights ES	94.9	94.2	--	95.4	*	94.7	96.3	94.2
Kashmere HS	90.0	89.2	*	89.9	90.3	89.6	90.8	87.6
Mading ES	95.1	95.0	*	96.0	--	95.1	96.4	93.5
Wesley ES	94.2	94.2	--	94.4	90.6	94.2	96.5	93.8
Wheatley HS	90.3	90.0	*	89.6	*	90.0	91.4	89.9
Woodson K–8	94.4	94.1	98.8	95.6	98.1	94.1	97.3	92.8
Worthing HS	85.9	85.8	95.3	84.4	85.4	85.6	87.5	85.1
Primary Group	95.0	92.6	98.7	94.2	99.6	94.0	94.1	91.7
Bonham ES	95.4	94.1	96.7	95.7	94.2	95.3	96.0	93.5
Cullen MS	96.0	95.4	*	94.8	95.7	95.6	94.7	95.6
Gregory-Lincoln K–8	95.9	95.3	*	96.7	94.6	95.7	97.1	93.8
Hilliard ES	93.8	93.5	*	95.2	94.3	93.9	96.9	91.5
Lawson MS	94.5	93.0	*	94.6	92.8	93.9	94.9	92.5
Madison HS	88.7	87.4	96.2	89.0	88.5	88.5	88.7	87.3
North Forest HS	88.0	88.3	*	89.2	88.1	89.1	88.8	86.7
TCAH (3–12)	99.7	99.8	99.8	99.7	99.9	99.7	99.7	99.6
Washington HS	90.5	91.4	*	88.5	91.4	90.5	87.8	88.8
Secondary Group	94.6	93.1	95.6	95.0	93.0	94.6	95.8	93.0
Attucks MS	93.7	92.2	97.5	95.2	86.2	93.0	95.5	90.3
Fondren ES	95.8	93.1	99.0	96.9	92.0	95.5	97.8	94.8
Looscan ES	96.1	95.6	--	96.0	*	96.1	97.2	95.7
Montgomery ES	95.2	94.4	*	95.8	89.7	95.1	96.6	90.9
Pugh ES	96.6	91.5	--	96.7	96.3	96.8	97.1	96.6
Sharpstown HS	92.6	92.6	94.2	92.4	92.8	92.7	92.7	92.3
Stevens ES	96.2	94.9	*	96.4	94.0	96.2	97.0	95.4
Tertiary Group	92.8	92.3	94.6	92.9	90.4	93.0	93.1	90.8
Bellfort ECC	94.4	90.8	*	95.9	*	94.7	96.9	93.1
Bruce ES	96.2	96.0	97.6	96.2	94.0	96.1	97.9	94.7
Cook ES	95.5	94.9	*	96.6	*	95.6	97.3	95.2
Edison MS	95.7	92.0	--	95.1	95.1	95.2	95.3	93.2
Foerster ES	94.5	94.2	96.3	94.9	93.2	94.8	95.9	91.9
Forest Brook MS	91.9	91.9	--	93.9	92.3	92.7	94.5	90.7
Gallegos ES	97.2	92.9	--	97.4	*	97.3	98.2	95.5
High School Ahead MS	83.7	85.0	--	81.8	84.0	84.8	78.3	84.7
Kashmere Gardens ES	95.0	95.0	*	95.8	85.9	95.1	96.6	93.3
Key MS	92.8	91.7	*	92.6	86.2	92.4	93.7	89.8
Lewis ES	96.3	94.2	--	97.0	94.0	96.2	97.3	93.7
Liberty HS	78.8	82.0	95.1	78.4	*	79.7	79.1	64.2
Martinez, C. ES	95.8	95.2	*	96.4	95.4	96.0	97.4	92.5
Milby HS	92.1	91.6	*	91.8	87.9	92.0	90.6	89.0
Victory Prep South HS	--	--	--	--	--	--	--	--
Westbury HS	91.6	91.6	93.1	91.1	91.5	91.4	91.0	90.5
Yates HS	87.9	87.4	--	87.6	85.4	87.4	87.3	85.5
Young ES	94.8	95.1	--	95.5	97.8	95.2	97.8	93.8

Source: PEIMS 400 Record. Note: *Results for fewer than five students are masked.

Table H-2: 2016–2017 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation								
	All Students	African American	Asian/Pacific Islander	Hispanic	White	Econ. Dis.	EL	Special Ed.
HISD Total	95.5	94.2	97.6	95.7	96.8	95.3	96.4	93.2
Non-Achieve 180 Program	95.8	94.8	97.7	96.0	96.3	95.7	96.7	93.6
Achieve 180 Program	94.1	92.6	97.0	94.1	99.1	93.6	94.6	91.9
Superintendent's Schools	92.5	91.9	95.8	93.4	90.9	92.7	94.6	90.8
Blackshear ES	95.0	95.0	--	95.3	*	95.0	96.9	94.6
Dogan ES	95.6	94.1	*	96.5	*	95.5	96.8	95.4
Henry MS	94.8	93.1	--	95.0	92.6	94.9	95.9	93.5
Highland Heights ES	94.4	93.9	--	94.9	*	94.3	95.3	92.7
Kashmere HS	89.3	89.3	*	89.2	93.8	89.3	89.1	90.8
Mading ES	95.2	95.3	*	95.1	*	95.2	96.2	92.8
Wesley ES	93.7	93.7	--	94.7	87.9	93.8	96.0	89.5
Wheatley HS	89.0	89.0	94.1	89.1	56.0	88.8	90.9	89.0
Woodson K–8	94.2	94.0	98.2	95.0	96.5	94.1	96.6	92.2
Worthing HS	87.0	86.9	*	87.5	90.7	86.9	87.2	86.5
Primary Group	95.5	92.7	99.1	94.9	99.7	94.3	94.3	92.6
Bonham ES	95.6	94.9	96.8	95.7	97.1	95.5	96.1	93.1
Cullen MS	96.2	96.1	*	96.4	97.8	96.1	96.7	96.2
Gregory-Lincoln K–8	94.7	93.9	95.3	96.2	93.7	94.5	96.6	92.6
Hilliard ES	93.3	93.0	*	94.3	94.1	93.2	95.9	92.2
Lawson MS	93.6	91.6	98.3	94.6	89.5	93.6	94.7	91.8
Madison HS	88.6	87.7	94.0	89.1	88.0	88.9	89.3	87.7
North Forest HS	89.6	89.2	*	90.6	84.6	89.3	90.1	88.2
TCAH (3–12)	99.9	99.8	99.9	99.8	99.9	99.8	98.9	99.6
Washington HS	91.6	92.1	*	90.8	90.7	91.2	91.3	91.0
Secondary Group	94.1	93.4	94.1	94.4	92.1	94.2	95.2	92.8
Attucks MS	93.0	92.6	*	94.2	*	93.2	94.7	91.5
Fondren ES	95.6	94.3	95.3	96.3	*	95.7	96.9	94.2
Looscan ES	95.6	93.8	--	95.7	*	95.5	96.7	94.4
Montgomery ES	95.1	94.7	*	95.6	90.5	95.1	96.1	94.4
Pugh ES	96.2	94.0	--	96.3	*	96.3	96.9	95.1
Sharpstown HS	91.9	92.2	93.3	91.9	88.8	92.0	92.4	91.0
Stevens ES	96.0	95.2	*	96.2	94.9	96.0	96.8	94.9
Tertiary Group	93.3	92.9	95.1	93.6	93.2	93.4	94.3	91.8
Bellfort ECC	95.9	93.5	*	96.6	*	95.9	97.3	94.2
Bruce ES	95.7	95.5	98.4	95.8	96.5	95.7	97.8	95.4
Cook ES	95.2	94.7	--	96.0	93.5	95.2	96.9	94.5
Edison MS	95.2	94.8	--	95.2	*	95.2	95.1	93.1
Foerster ES	94.9	94.6	96.9	94.6	93.8	94.9	95.9	91.1
Forest Brook MS	93.0	92.5	*	94.0	95.0	93.1	94.2	92.1
Gallegos ES	97.0	96.8	--	97.0	94.8	96.9	97.8	96.2
High School Ahead MS	87.6	87.5	--	87.7	*	87.6	91.0	92.5
Kashmere Gardens ES	94.3	94.2	*	94.6	*	94.5	96.8	93.5
Key MS	92.7	92.7	--	92.7	92.2	92.6	94.0	92.0
Lewis ES	96.6	95.1	--	97.2	*	96.4	97.4	95.1
Liberty HS	86.1	84.1	93.0	85.8	*	86.3	86.1	*
Martinez, C. ES	96.1	95.2	*	96.6	95.6	96.1	97.6	94.9
Milby HS	91.0	93.2	98.1	90.7	*	91.1	89.4	89.1
Victory Prep South HS	90.5	89.0	*	91.3	*	90.6	80.8	84.9
Westbury HS	92.6	92.7	93.2	92.6	93.0	92.7	92.0	92.3
Yates HS	88.9	88.9	*	89.7	86.8	88.2	91.4	87.6
Young ES	95.3	95.2	--	95.8	*	95.3	96.3	93.0

Source: PEIMS 400 Record. Note: *Results for fewer than five students are masked.

Table H-3: 2017–2018 Student Attendance Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation

	All Students	African American	Asian/Pacific Islander	Hispanic	White	Econ. Dis.	EL	Special Ed.
HISD Total	95.4	94.0	97.6	95.5	96.7	95.1	96.2	92.9
Non-Achieve 180 Program	95.7	94.7	97.6	95.8	96.2	95.5	96.5	93.3
Achieve 180 Program	93.7	92.2	97.7	93.8	98.8	93.2	94.2	91.5
Superintendent's Schools	92.1	91.8	95.3	92.6	92.6	92.2	94.4	90.2
Blackshear ES	95.1	95.3	*	94.6	*	95.2	96.7	94.4
Dogan ES	96.0	94.2	*	96.9	*	95.9	97.5	95.1
Henry MS	93.0	89.1	--	93.5	93.9	92.6	94.9	90.3
Highland Heights ES	93.7	92.6	--	94.9	*	93.7	95.7	92.5
Kashmere HS	88.5	88.5	*	88.4	92.1	88.6	88.3	88.6
Mading ES	95.8	95.9	--	95.6	*	95.8	96.3	94.7
Wesley ES	93.6	94.0	--	92.7	88.8	93.6	95.2	92.6
Wheatley HS	87.4	87.7	*	87.2	*	87.4	89.8	87.9
Woodson K–8	93.5	93.4	*	94.1	97.5	93.5	95.0	91.3
Worthing HS	90.2	89.7	*	91.7	91.0	90.2	93.0	88.7
Primary Group	95.3	92.2	99.4	95.0	99.5	93.9	94.4	92.4
Bonham ES	96.0	94.7	97.4	96.4	95.9	96.0	96.8	92.7
Cullen MS	90.6	90.6	*	90.6	92.7	90.6	89.3	89.5
Gregory-Lincoln K–8	95.7	95.0	99.0	97.0	94.7	95.6	97.5	93.4
Hilliard ES	91.6	91.3	--	93.0	*	91.5	95.1	88.9
Lawson MS	94.6	93.1	*	95.4	93.6	94.5	95.6	93.2
Madison HS	88.7	86.8	93.7	89.9	87.2	88.7	90.0	87.5
North Forest HS	90.1	89.8	--	90.9	76.2	90.0	91.1	88.2
TCAH (3–12)	99.8	99.7	99.8	99.7	99.8	99.7	99.6	99.6
Washington HS	89.0	90.0	*	87.8	86.1	88.5	87.8	90.4
Secondary Group	93.3	92.3	95.2	93.7	91.2	93.3	94.6	92.1
Attucks MS	89.9	89.3	*	92.0	92.3	90.0	93.0	88.4
Fondren ES	96.4	95.2	*	97.0	*	96.4	97.8	94.2
Looscan ES	95.6	96.0	--	95.6	*	95.5	97.0	95.2
Montgomery ES	95.5	95.1	*	95.8	*	95.4	96.6	92.9
Pugh ES	96.5	94.1	--	96.5	*	96.4	97.2	94.4
Sharpstown HS	90.9	92.1	94.9	90.5	87.8	90.9	91.5	91.7
Stevens ES	95.4	94.6	*	95.6	93.8	95.3	96.1	94.5
Tertiary Group	93.0	92.6	95.7	93.3	91.3	93.0	93.7	91.4
Bellfort ECC	95.8	93.2	96.7	96.6	*	95.8	97.3	97.0
Bruce ES	95.7	95.7	*	95.7	*	95.7	97.3	94.8
Cook ES	94.7	94.6	*	95.1	94.5	94.7	96.0	93.0
Edison MS	95.7	92.7	--	95.7	*	95.6	96.4	92.8
Foerster ES	94.1	93.9	97.4	93.8	95.2	94.1	96.0	89.1
Forest Brook MS	92.3	91.6	*	93.9	85.5	92.3	93.8	90.8
Gallegos ES	96.8	97.4	--	96.8	*	96.8	97.7	96.5
High School Ahead MS	84.6	83.6	--	85.9	*	84.6	88.8	86.7
Kashmere Gardens ES	94.6	94.3	*	95.9	*	94.6	96.3	95.1
Key MS	92.1	92.1	*	92.1	92.7	92.1	92.8	90.5
Lewis ES	96.6	95.1	--	97.1	95.7	96.6	97.5	95.2
Liberty HS	81.0	90.3	88.8	80.2	82.8	81.2	81.0	*
Martinez, C. ES	95.3	94.5	*	95.9	95.3	95.3	96.8	93.5
Milby HS	91.3	92.7	97.8	91.2	93.2	91.5	89.9	90.2
Victory Prep South HS	91.5	89.9	*	92.9	*	91.7	90.9	90.1
Westbury HS	92.9	92.5	95.0	93.1	92.1	92.9	92.9	91.4
Yates HS	89.2	89.0	--	91.8	79.1	89.0	94.4	87.5
Young ES	94.5	94.7	*	94.2	91.5	94.6	96.5	93.9

Source: PEIMS 400 Record. Note: *Results for fewer than five students are masked.

Table H-4: 2015–2016 Chronic Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation

	All Students	African American	Asian/Pacific Islander	Hispanic	White	Econ. Dis.	EL	Special Ed.
HISD Total	13.0	19.8	4.4	11.5	7.1	13.4	8.6	23.1
Non-A180 Program	11.2	16.7	4.1	10.2	7.9	11.5	7.2	20.8
A180 Program	21.4	27.4	9.4	20.0	3.7	22.0	17.6	31.0
Superintendent's Schools	25.3	27.9	5.3	20.8	29.4	24.7	13.1	34.0
Blackshear ES	16.3	16.6	*	14.0	*	16.4	8.3	24.0
Dogan ES	10.7	14.0	*	8.3	*	9.6	4.4	10.3
Henry MS	16.3	25.3	--	15.3	20.0	15.9	10.9	25.8
Highland Heights ES	15.9	18.7	--	12.9	*	16.2	7.3	22.7
Kashmere HS	40.4	41.4	*	37.6	42.9	41.2	36.7	44.9
Mading ES	15.7	16.8	*	10.1	--	15.5	10.6	23.7
Wesley ES	21.2	20.9	--	19.5	42.9	20.1	10.7	27.3
Wheatley HS	41.4	40.4	*	41.9	*	42.2	33.6	44.1
Woodson K–8	18.6	19.0	0.0	18.3	0.0	18.9	6.7	30.1
Worthing HS	50.1	50.6	0.0	50.4	40.0	51.0	41.5	42.8
Primary Group	16.7	26.7	2.3	18.3	0.9	19.8	18.6	29.0
Bonham ES	14.8	22.0	3.8	12.2	23.8	14.9	10.1	33.3
Cullen MS	15.7	16.2	*	13.9	9.1	14.5	14.3	12.6
Gregory-Lincoln K–8	10.9	12.7	*	7.2	13.0	11.4	6.5	23.0
Hilliard ES	19.8	21.5	*	14.4	10.0	19.8	6.4	26.1
Lawson MS	20.4	26.5	*	16.4	25.0	21.2	16.1	24.9
Madison HS	43.2	47.7	12.5	39.8	46.7	42.4	42.5	47.3
North Forest HS	44.1	45.5	*	41.1	54.5	41.7	38.5	51.0
TCAH (3–12)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Washington HS	36.1	32.0	*	42.0	25.0	34.0	38.1	40.5
Secondary Group	18.4	24.9	11.5	15.5	26.7	17.7	11.5	22.4
Attucks MS	27.6	31.0	0.0	16.2	75.0	27.4	12.3	34.4
Fondren ES	13.9	27.8	0.0	6.0	33.3	15.1	2.2	10.2
Looscan ES	8.8	4.5	--	8.9	*	8.8	5.2	10.9
Montgomery ES	15.4	18.6	*	12.5	57.1	14.6	7.1	27.9
Pugh ES	7.9	40.0	--	7.6	0.0	6.7	6.3	0.0
Sharpstown HS	27.3	24.3	17.6	28.2	29.1	26.6	26.9	25.7
Stevens ES	9.7	18.1	*	8.4	15.9	9.3	3.6	17.6
Tertiary Group	25.5	28.3	16.9	23.2	26.7	24.1	21.8	34.1
Bellfort ECC	17.9	34.2	*	11.8	*	16.4	6.3	21.4
Bruce ES	11.0	11.8	0.0	9.4	0.0	10.7	0.6	20.0
Cook ES	13.3	17.4	*	6.8	*	13.0	6.9	15.9
Edison MS	17.0	40.0	--	16.7	20.0	17.0	14.5	25.7
Foerster ES	17.0	20.0	5.9	15.3	33.3	16.4	9.9	29.7
Forest Brook MS	30.0	33.3	--	21.7	44.4	28.7	19.5	38.6
Gallegos ES	4.6	42.9	--	3.9	*	4.4	0.4	9.4
High School Ahead MS	62.3	61.6	--	62.6	80.0	61.0	66.7	50.0
Kashmere Gardens ES	14.7	14.6	*	14.3	40.0	14.7	7.7	19.1
Key MS	30.9	31.0	*	29.9	47.4	27.2	25.6	43.9
Lewis ES	12.2	24.1	--	7.0	33.3	12.6	5.0	28.0
Liberty HS	61.9	46.4	16.7	63.1	*	58.9	61.2	100.0
Martinez, C. ES	10.6	12.7	*	8.7	0.0	10.3	6.5	26.1
Milby HS	28.4	27.2	*	28.5	33.3	28.2	34.4	39.7
Victory Prep South HS	--	--	--	--	--	--	--	--
Westbury HS	31.9	32.2	26.6	32.3	29.4	31.8	34.9	35.2
Yates HS	45.7	45.9	--	41.8	62.5	46.5	34.4	49.7
Young ES	16.6	17.5	--	14.3	0.0	16.1	0.0	26.9

Source: PEIMS 400 Record. Note: *Results for fewer than five students are masked.

Table H-5: 2016–2017 Chronic Student Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation

	All Students	African American	Asian/Pacific Islander	Hispanic	White	Econ. Dis.	EL	Special Ed.
HISD Total	8.3	12.4	2.6	7.7	4.4	9.1	5.4	16.9
Non-Achieve 180 Program	6.8	9.5	2.3	6.7	4.7	7.6	4.3	15.0
Achieve 180 Program	15.8	19.9	8.2	15.0	2.2	16.8	12.5	23.9
Superintendent's Schools	19.4	21.8	13.3	16.0	13.3	19.2	13.0	25.7
Blackshear ES	12.8	12.9	--	13.3	*	13.1	7.4	20.5
Dogan ES	10.1	15.1	*	7.8	*	11.0	6.6	11.1
Henry MS	8.9	20.3	--	7.8	15.4	8.9	6.1	15.6
Highland Heights ES	11.9	13.0	--	10.7	*	12.7	9.9	21.1
Kashmere HS	33.6	33.0	*	33.5	16.7	35.2	37.5	29.6
Mading ES	8.2	8.1	*	8.7	*	8.2	4.3	18.2
Wesley ES	12.9	14.9	--	7.1	0.0	13.2	5.9	23.8
Wheatley HS	34.8	34.4	33.3	35.3	0.0	36.2	32.5	30.3
Woodson K–8	12.7	13.2	0.0	11.3	0.0	12.8	4.0	21.6
Worthing HS	37.5	37.7	*	37.2	50.0	38.8	35.3	36.6
Primary Group	13.2	20.8	1.4	14.2	0.5	16.5	13.4	23.7
Bonham ES	6.5	10.6	0.0	5.5	0.0	6.5	4.5	16.2
Cullen MS	3.4	3.4	*	3.5	0.0	3.7	2.6	5.3
Gregory-Lincoln K–8	13.5	18.8	0.0	4.5	0.0	15.2	1.9	33.3
Hilliard ES	14.7	17.3	*	6.0	16.7	15.2	3.5	23.2
Lawson MS	17.1	25.6	0.0	12.5	50.0	17.5	13.7	27.9
Madison HS	34.4	36.7	22.2	33.2	25.0	33.9	35.5	37.4
North Forest HS	32.1	32.2	*	30.5	50.0	32.8	39.7	31.9
TCAH (3–12)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Washington HS	23.2	22.3	*	25.3	16.7	25.2	19.5	30.6
Secondary Group	13.8	17.0	16.3	12.2	28.0	13.8	9.1	20.9
Attucks MS	16.9	19.7	*	9.2	*	17.2	10.3	27.5
Fondren ES	7.6	14.0	20.0	4.2	*	7.4	3.2	17.6
Looscan ES	8.2	17.6	--	7.9	*	8.8	3.6	20.7
Montgomery ES	9.8	9.6	*	8.8	50.0	9.9	5.9	20.0
Pugh ES	3.5	20.0	--	3.3	*	3.7	0.9	7.4
Sharpstown HS	23.5	24.3	18.4	22.6	41.2	23.2	20.5	26.8
Stevens ES	6.5	4.0	*	6.4	12.9	6.7	4.1	2.7
Tertiary Group	17.3	18.5	13.7	16.6	13.1	17.1	13.8	23.8
Bellfort ECC	8.5	13.9	*	7.1	*	9.1	4.9	16.7
Bruce ES	8.0	6.9	0.0	10.7	0.0	7.8	2.4	10.7
Cook ES	10.1	11.7	--	7.8	0.0	10.4	5.0	10.3
Edison MS	8.6	0.0	--	8.7	*	8.5	10.1	16.9
Foerster ES	10.5	11.2	1.5	13.4	0.0	10.5	8.5	24.4
Forest Brook MS	15.9	18.3	*	11.3	0.0	16.3	10.7	17.5
Gallegos ES	2.2	0.0	--	2.3	0.0	2.3	0.0	5.0
High School Ahead MS	40.8	40.7	--	40.0	*	41.0	25.9	36.4
Kashmere Gardens ES	14.0	14.4	*	11.5	*	14.2	4.9	13.9
Key MS	20.1	19.6	--	21.3	12.5	19.9	16.5	28.3
Lewis ES	6.5	12.1	--	4.9	*	7.5	4.6	13.3
Liberty HS	40.0	33.3	25.0	41.5	*	40.1	39.6	*
Martinez, C. ES	5.7	9.9	*	3.2	0.0	5.8	0.7	12.1
Milby HS	26.2	17.0	0.0	27.2	*	26.1	31.1	32.9
Victory Prep South HS	24.4	31.1	*	20.5	*	24.8	66.7	100.0
Westbury HS	22.5	22.9	22.9	22.4	19.5	22.6	24.5	26.1
Yates HS	30.5	30.8	*	29.4	0.0	33.8	20.7	34.8
Young ES	9.7	10.8	--	6.4	*	9.8	4.5	24.0

Source: PEIMS 400 Record. Note: *Results for fewer than five students are masked.

Table H-6: 2017–2018 Chronic Student Absence Rate by Student Group and Non-Achieve 180 and Achieve 180 Program Affiliation								
	All Students	African American	Asian/Pacific Islander	Hispanic	White	Econ. Dis.	EL	Special Ed.
HISD Total	9.1	13.6	2.3	8.5	4.9	10.1	6.1	18.5
Non-Achieve 180 Program	7.6	10.7	2.1	7.4	5.3	8.4	5.1	17.0
Achieve 180 Program	16.5	21.1	5.0	15.5	2.5	17.9	13.1	24.0
Superintendent's Schools	21.6	23.7	11.1	18.8	7.7	21.8	12.3	26.8
Blackshear ES	8.9	8.9	*	9.1	*	9.1	2.4	13.0
Dogan ES	6.8	14.2	*	3.5	*	7.1	1.4	5.0
Henry MS	19.4	40.3	--	17.0	20.0	21.1	10.0	33.9
Highland Heights ES	15.9	23.6	--	8.7	*	15.6	8.9	15.9
Kashmere HS	36.8	37.4	*	35.6	0.0	37.3	35.1	32.8
Mading ES	5.4	4.8	--	7.7	*	5.6	5.1	10.0
Wesley ES	17.4	16.6	--	20.8	0.0	17.5	17.4	15.8
Wheatley HS	38.8	41.2	*	36.4	*	39.3	29.7	36.4
Woodson K–8	18.9	20.4	*	11.3	0.0	19.0	8.1	25.0
Worthing HS	25.8	26.3	*	24.3	16.7	26.7	13.1	25.8
Primary Group	12.6	21.4	0.9	12.5	0.6	16.3	12.0	22.5
Bonham ES	6.1	11.8	0.0	4.7	0.0	6.2	3.4	20.0
Cullen MS	25.9	25.9	*	27.9	0.0	26.1	37.2	31.9
Gregory-Lincoln K–8	5.4	7.1	0.0	2.4	8.3	5.6	3.8	21.3
Hilliard ES	25.0	27.4	--	16.5	*	25.7	10.3	35.4
Lawson MS	11.3	18.8	*	7.8	20.0	12.1	6.7	18.4
Madison HS	30.7	37.4	20.0	26.3	50.0	30.7	24.1	35.4
North Forest HS	27.2	27.6	--	25.8	66.7	28.0	24.4	34.4
TCAH (3–12)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Washington HS	33.1	28.8	*	37.9	37.5	34.5	40.9	30.6
Secondary Group	16.6	20.5	8.9	15.4	17.4	16.8	12.0	21.6
Attucks MS	31.1	34.2	*	22.5	0.0	30.2	24.1	29.9
Fondren ES	6.3	9.0	*	4.8	*	6.4	1.4	12.5
Looscan ES	9.6	16.7	--	9.2	*	9.4	4.8	20.0
Montgomery ES	7.5	8.3	*	7.1	*	7.9	3.0	20.5
Pugh ES	4.2	16.7	--	4.0	*	5.0	1.7	15.4
Sharpstown HS	25.8	20.5	10.6	27.7	26.9	25.8	23.1	25.4
Stevens ES	7.4	10.5	*	7.0	9.1	7.9	5.4	7.0
Tertiary Group	17.5	19.2	10.5	16.4	24.1	17.5	14.6	24.2
Bellfort ECC	8.8	23.8	0.0	4.5	*	9.2	1.0	0.0
Bruce ES	5.5	5.6	*	5.3	*	5.5	1.8	5.7
Cook ES	12.3	13.6	*	9.8	16.7	12.4	7.6	23.3
Edison MS	8.0	33.3	--	7.7	*	8.3	6.9	22.0
Foerster ES	12.2	10.7	2.8	17.3	11.1	12.4	9.0	32.6
Forest Brook MS	19.3	22.5	*	12.8	14.3	19.6	14.3	26.4
Gallegos ES	5.4	0.0	--	5.2	*	5.5	1.8	3.2
High School Ahead MS	50.6	50.5	--	52.4	*	50.0	43.2	25.0
Kashmere Gardens ES	13.7	15.6	*	6.3	*	13.4	2.2	8.3
Key MS	24.1	22.4	*	26.6	0.0	24.2	25.2	29.8
Lewis ES	5.4	14.0	--	2.7	16.7	5.3	2.0	12.0
Liberty HS	49.6	18.2	50.0	51.3	44.4	49.8	49.4	*
Martinez, C. ES	9.0	7.7	*	10.0	0.0	9.2	6.2	13.5
Milby HS	22.0	16.7	0.0	22.5	33.3	22.2	26.3	28.6
Victory Prep South HS	24.3	32.3	*	18.0	*	24.7	20.8	33.3
Westbury HS	19.2	20.8	13.5	17.9	30.2	19.3	20.2	25.1
Yates HS	30.1	30.7	--	23.7	50.0	31.6	12.1	36.7
Young ES	7.0	4.6	*	17.6	0.0	7.0	6.7	6.3

Source: PEIMS 400 Record. Note: *Results for fewer than five students are masked.

Table H-7: Number of Disciplinary Actions Per 100 Students by Type, School, and Academic Year, 2015–2016 through 2017–2018																				
Decrease	No Change	2015–2016					2016–2017					2017–2018					2015–2016 to 2017–2018			
Increase	Constant @ 0	Enrolled	ISS	OSS	DAEP	JJAEP	Enrolled	ISS	OSS	DAEP	JJAEP	Enrolled	ISS	OSS	DAEP	JJAEP	ISS	OSS	DAEP	JJAEP
HISD		214,891	14	12	1	<1	215,408	13	11	1	<1	213,528	10	11	1	<1	-4	-1	0	0
Non-Achieve 180		177,936	11	8	1	<1	178,456	10	8	1	<1	176,642	8	8	1	<1	-3	0	0	0
Achieve 180 Program		36,955	30	28	3	<1	36,952	28	26	2	<1	36,886	22	25	2	<1	-8	-3	-1	0
Superintendent's Schools		6,459	30	34	3	<1	6,461	21	40	2	<1	6,674	18	32	2	<1	-12	-2	-1	0
Blackshear ES		533	1	2	<1	0	537	0	7	1	0	494	0	1	0	0	-1	-1	<-1	0
Dogan ES		670	0	0	0	0	639	0	0	0	0	609	2	1	<1	0	2	1	<-1	0
Henry MS		891	141	65	6	<1	895	49	70	6	0	862	74	63	5	0	-67	-2	-1	<-1
Highland Heights ES		578	<1	12	0	0	561	1	5	0	0	567	3	18	1	0	3	6	1	0
Kashmere HS		584	14	17	3	0	606	24	33	1	<1	723	17	49	2	<1	3	32	-1	<-1
Mading ES		600	1	7	1	0	535	0	0	<1	0	515	0	0	0	0	-1	-7	-1	0
Wesley ES		395	1	64	1	0	324	0	56	<1	0	348	0	23	<1	0	-1	-41	<-1	0
Wheatley HS		761	27	44	5	<1	827	42	42	4	0	966	5	33	<1	<1	-22	-11	-5	0
Woodson K-8		755	3	45	3	0	724	4	57	2	0	743	2	23	1	0	-1	-22	-2	0
Worthing HS		692	48	71	5	1	813	45	97	5	0	847	42	71	3	<1	-6	0	-2	<1
Primary Group		12,949	7	19	3	<1	13,364	11	18	1	<1	12,921	7	17	1	<1	0	-2	-2	0
Bonham ES		1,098	1	2	0	0	1,061	1	<1	0	0	971	<1	3	0	0	<-1	1	0	0
Cullen MS		595	1	40	10	<1	491	15	34	10	<1	434	<1	105	7	<1	<-1	65	-3	0
Gregory-Lincoln K-8		751	12	13	1	<1	709	12	36	1	0	725	0	13	<1	0	-12	0	<-1	<-1
Hilliard ES		693	12	5	<1	0	675	31	14	<1	0	570	0	17	0	0	-12	12	<-1	0
Lawson MS		1,125	5	71	8	<1	1,036	22	66	4	0	1,105	19	30	3	<1	14	-41	-5	0
Madison HS		1,837	1	31	5	<1	1,759	24	36	1	<1	1,661	11	32	2	<1	10	1	-3	0
North Forest HS		1,006	42	66	8	<1	942	7	52	4	1	1,017	10	44	7	0	-32	-22	-1	<-1
TCAH 3–12		5,106	0	<1	0	0	5,931	0	0	0	0	5,675	0	<1	0	0	0	0	0	0
Washington HS		738	32	9	4	<1	760	50	16	1	0	763	47	23	1	<1	15	14	-3	0
Secondary Group		4,802	44	18	2	<1	4,829	34	16	2	<1	4,591	29	22	1	<1	-15	4	-1	0
Attucks MS		488	185	140	18	<1	488	128	101	9	<1	487	70	125	3	<1	-115	-15	-15	0
Fondren ES		416	1	9	0	0	425	1	5	0	0	374	2	2	1	0	1	-7	1	0
Looscan ES		478	0	2	0	0	443	0	<1	0	0	352	0	<1	0	0	0	-2	0	0
Montgomery ES		694	0	5	0	0	720	0	1	0	0	598	0	2	0	0	0	-3	0	0
Pugh ES		433	0	4	0	0	447	0	2	0	0	406	1	1	0	0	1	-3	0	0
Sharpstown HS		1,565	77	5	2	0	1,597	59	15	3	<1	1,677	57	20	3	<1	-20	15	1	<-1
Stevens ES		728	3	1	0	0	709	6	2	0	0	697	1	5	0	0	-2	4	0	0
Tertiary Group		12,745	49	38	4	<1	12,298	49	30	2	<1	12,700	36	30	2	<1	-13	-8	-2	0
Bellfort ECC		365	0	2	0	0	351	0	0	0	0	365	<1	<1	0	0	<1	-2	0	0
Bruce ES		620	0	8	0	0	562	0	3	0	0	569	0	5	<1	0	0	-3	<1	0
Cook ES		716	0	25	<1	0	675	0	1	0	0	668	<1	4	0	0	<-1	-21	<-1	0
Edison MS		727	68	66	7	0	656	45	87	1	0	654	73	48	6	0	5	18	-1	0
Foerster ES		723	0	3	<1	0	657	0	2	0	0	743	0	3	0	0	0	0	<-1	0
Forest Brook MS		904	76	77	11	<1	887	40	51	6	0	877	10	60	4	<1	-66	-17	-7	0
Gallegos ES		487	2	4	0	0	416	<1	<1	0	0	380	1	1	<1	0	-1	-3	<-1	0
HS Ahead Academy		265	180	154	18	0	200	1	140	10	0	256	0	253	13	0	-180	99	-5	0
Kashmere Gardens ES		475	<1	18	0	0	448	<1	2	0	0	412	0	2	0	0	<-1	-16	0	0
Key MS		701	34	129	8	0	732	32	51	6	0	674	25	60	6	0	-9	-69	-2	0
Lewis ES		898	1	13	<1	0	842	1	4	0	0	801	2	1	<1	0	1	-12	0	0
Liberty HS		435	1	1	<1	0	447	1	1	0	0	387	1	2	<1	0	0	1	0	0
Martinez, C. ES		541	1	4	<1	0	540	10	18	0	0	502	<1	14	0	0	<-1	10	<-1	0
Milby HS		1,452	123	36	6	<1	1,377	128	24	4	<1	1,696	67	23	5	<1	-56	-13	-1	0
Victory Prep South		0	0	0	0	0	175	3	27	3	0	252	16	37	0	0	--	--	--	--
Westbury HS		2,131	73	28	3	<1	2,190	97	32	2	0	2,354	79	29	2	0	6	1	-1	<-1
Yates HS		927	105	71	9	<1	845	140	94	4	<1	813	91	66	3	<1	-14	-5	-6	0
Young ES		378	1	5	0	0	298	<1	1	0	0	297	11	15	0	0	10	10	0	0

Sources: PEIMS 425 Record, Disciplinary Action Data, 2015–2016, 2016–2017, and 2017–2018

Notes: Results reflect the number of incidents per 100 students. ISS denotes In-School Suspensions, OSS denotes Out- of-School Suspensions, DAEP denotes referral to DAEP, and JJAEP denotes expulsion to JJAEP. Green indicates decrease from prior year. Red indicates an increase from prior year. Yellow indicates no change from prior year. Purple indicates zero incidents in the current year and prior year. For cumulative change, 2015–2016 represented the prior year and total change is rounded to the nearest whole number.

Table H-8: Percentage of In-School Suspensions (ISS) Associated with Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 and 2017–2018

Non-Achieve 180 Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent ISS Associated with Group	29.5	0.9	65.8	0.6	3.1	85.4	25.8	12.9
2017–2018 Percent ISS Associated with Group	31.7	1.0	63.6	0.5	3.0	89.6	25.7	13.3
2016–2017 to 2017–2018 Change in ISS Associated with Group	2.2	0.1	-2.2	-0.1	-0.1	4.2	-0.1	0.4
2016–2017 Group Enrollment	20.8	4.5	65.0	1.1	8.5	76.8	33.7	6.5
2017–2018 Group Enrollment	20.9	4.7	64.4	1.2	8.7	74.4	33.3	6.5
2016–2017 Difference between ISS Associated with Group and Group Enrollment	8.7	-3.6	0.8	-0.5	-5.4	8.6	-7.9	6.4
2017–2018 Difference between ISS Associated with Group and Group Enrollment	10.8	-3.7	-0.8	-0.7	-5.7	15.2	-7.6	6.8
Achieve 180 Program								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent ISS Associated with Group	51.6	0.5	46.8	0.2	0.7	86.1	20.5	14.0
2017–2018 Percent ISS Associated with Group	47.0	0.3	51.1	0.3	1.2	88.8	21.3	13.1
2016–2017 to 2017–2018 Change in ISS Associated with Group	-4.6	-0.2	4.3	0.1	0.5	2.7	0.8	-0.9
2016–2017 Group Enrollment	39.0	1.5	49.0	1.0	9.3	78.4	23.1	9.3
2017–2018 Group Enrollment	39.2	1.3	49.7	1.2	8.5	78.3	23.1	9.7
2016–2017 Difference between ISS Associated with Group and Group Enrollment	12.6	-1.0	-2.2	-0.8	-8.6	7.7	-2.6	4.7
2017–2018 Difference between ISS Associated with Group and Group Enrollment	7.8	-1.0	1.4	-0.9	-7.3	10.5	-1.8	3.4

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of In-School Suspensions associated with each student group. ISS denotes In-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-9: Percentage of In-School Suspensions (ISS) Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018

Superintendent's Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent ISS Associated with Group	56.4	0.0	42.5	0.1	0.9	87.6	17.4	15.9
2017–2018 Percent ISS Associated with Group	51.8	0.0	47.6	0.1	0.6	92.9	16.0	16.3
2016–2017 to 2017–2018 Change in ISS Associated with Group	-4.6	0.0	5.1	0.0	-0.3	5.3	-1.4	0.4
2016–2017 Group Enrollment	58.9	0.2	39.3	0.5	0.9	86.4	18.9	12.4
2017–2018 Group Enrollment	58.9	0.2	39.5	0.5	0.8	85.6	18.7	12.3
2016–2017 Difference between ISS Associated with Group and Group Enrollment	-2.5	-0.2	3.2	-0.4	0.0	1.2	-1.5	3.5
2017–2018 Difference between ISS Associated with Group and Group Enrollment	-7.1	-0.2	8.1	-0.4	-0.2	7.3	-2.7	4.0
Primary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent ISS Associated with Group	68.1	0.1	30.8	0.5	0.3	81.4	13.0	14.4
2017–2018 Percent ISS Associated with Group	66.5	0.1	27.9	0.6	4.7	79.8	14.4	18.4
2016–2017 to 2017–2018 Change in ISS Associated with Group	-1.6	0.0	-2.9	0.1	4.4	-1.6	1.4	4.0
2016–2017 Group Enrollment	32.0	2.0	40.0	2.0	23.5	62.4	13.0	7.5
2017–2018 Group Enrollment	32.6	2.0	40.6	2.6	21.9	62.4	13.9	8.2
2016–2017 Difference between ISS Associated with Group and Group Enrollment	36.1	-1.9	-9.2	-1.5	-23.2	19.0	0.0	6.9
2017–2018 Difference between ISS Associated with Group and Group Enrollment	33.9	-1.9	-12.7	-2.0	-17.2	17.4	0.5	10.2
Secondary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent ISS Associated with Group	50.6	0.5	47.2	0.2	1.2	92.0	30.4	13.2
2017–2018 Percent ISS Associated with Group	44.9	0.7	52.5	0.3	1.4	91.5	36.1	12.1
2016–2017 to 2017–2018 Change in ISS Associated with Group	-5.7	0.2	5.3	0.1	0.2	-0.5	5.7	-1.1
2016–2017 Group Enrollment	25.2	1.1	70.8	0.4	2.2	92.3	40.5	8.8
2017–2018 Group Enrollment	25.4	1.3	70.8	0.3	2.0	89.3	41.6	9.4
2016–2017 Difference between ISS Associated with Group and Group Enrollment	25.4	-0.6	-23.6	-0.2	-1.0	-0.3	-10.1	4.4
2017–2018 Difference between ISS Associated with Group and Group Enrollment	19.5	-0.6	-18.3	0.0	-0.6	2.2	-5.5	2.7

Table H-9: Percentage of In-School Suspensions (ISS) Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018 (Continued)

Tertiary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent ISS Associated with Group	46.8	0.8	51.5	0.1	0.6	85.3	20.3	13.6
2017–2018 Percent ISS Associated with Group	42.6	0.3	56.1	0.2	0.7	88.5	19.8	11.7
2016–2017 to 2017–2018 Change in ISS Associated with Group	-4.2	-0.5	4.6	0.1	0.1	3.2	-0.5	-1.9
2016–2017 Group Enrollment	41.6	1.7	55.2	0.3	1.0	86.0	29.5	9.9
2017–2018 Group Enrollment	40.6	1.1	56.6	0.3	1.2	86.8	28.1	9.9
2016–2017 Difference between ISS Associated with Group and Group Enrollment	5.2	-0.9	-3.7	-0.2	-0.4	-0.7	-9.2	3.7
2017–2018 Difference between ISS Associated with Group and Group Enrollment	2.0	-0.8	-0.5	-0.1	-0.5	1.7	-8.3	1.8

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of In-School Suspensions associated with each student group. ISS denotes In-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-10: Percentage of Out-of-School Suspensions (OSS) Associated with Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 and 2017–2018

Non-Achieve 180 Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent OSS Associated with Group	41.8	0.6	53.0	0.8	3.6	86.9	23.2	17.5
2017–2018 Percent OSS Associated with Group	41.1	0.9	53.8	1.0	3.1	89.8	23.9	16.3
2016–2017 to 2017–2018 Change in OSS Associated with Group	-0.7	0.3	0.8	0.2	-0.5	2.9	0.7	-1.2
2016–2017 Group Enrollment	20.8	4.5	65.0	1.1	8.5	76.8	33.7	6.5
2017–2018 Group Enrollment	20.9	4.7	64.4	1.2	8.7	74.4	33.3	6.5
2016–2017 Difference between OSS Associated with Group and Group Enrollment	21.0	-3.9	-12.0	-0.3	-4.9	10.1	-10.5	11.0
2017–2018 Difference between OSS Associated with Group and Group Enrollment	20.2	-3.8	-10.6	-0.2	-5.6	15.4	-9.4	9.8
Achieve 180 Program								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent OSS Associated with Group	66.7	0.2	31.2	0.4	1.3	86.3	12.1	21.0
2017–2018 Percent OSS Associated with Group	66.4	0.1	31.5	0.4	1.5	91.7	13.3	18.8
2016–2017 to 2017–2018 Change in OSS Associated with Group	-0.3	-0.1	0.3	0.0	0.2	5.4	1.2	-2.2
2016–2017 Group Enrollment	39.0	1.5	49.0	1.0	9.3	78.4	23.1	9.3
2017–2018 Group Enrollment	39.2	1.3	49.7	1.2	8.5	78.3	23.1	9.7
2016–2017 Difference between OSS Associated with Group and Group Enrollment	27.7	-1.3	-17.8	-0.6	-8.0	7.9	-11.0	11.7
2017–2018 Difference between OSS Associated with Group and Group Enrollment	27.2	-1.2	-18.2	-0.8	-7.0	13.4	-9.8	9.1

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of Out-of-School Suspensions associated with each student group. OSS denotes Out-of-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-11: Percentage of Out-of-School Suspensions (OSS) Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018

Superintendent's Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent OSS Associated with Group	66.8	0.0	30.3	0.4	2.5	90.5	11.0	21.6
2017–2018 Percent OSS Associated with Group	66.4	0.0	31.7	0.3	1.6	91.9	11.7	20.7
2016–2017 to 2017–2018 Change in OSS Associated with Group	-0.4	0.0	1.4	-0.1	-0.9	1.4	0.7	-0.9
2016–2017 Group Enrollment	58.9	0.2	39.3	0.5	0.9	86.4	18.9	12.4
2017–2018 Group Enrollment	58.9	0.2	39.5	0.5	0.8	85.6	18.7	12.3
2016–2017 Difference between OSS Associated with Group and Group Enrollment	7.9	-0.2	-9.0	-0.1	1.6	4.1	-7.9	9.2
2017–2018 Difference between OSS Associated with Group and Group Enrollment	7.5	-0.2	-7.8	-0.2	0.8	6.3	-7.0	8.4
Primary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent OSS Associated with Group	76.7	0.0	21.9	0.3	1.1	82.0	8.9	20.5
2017–2018 Percent OSS Associated with Group	76.8	0.1	20.0	1.0	1.8	89.1	9.2	21.9
2016–2017 to 2017–2018 Change in OSS Associated with Group	0.1	0.1	-1.9	0.7	0.7	7.1	0.3	1.4
2016–2017 Group Enrollment	32.0	2.0	40.0	2.0	23.5	62.4	13.0	7.5
2017–2018 Group Enrollment	32.6	2.0	40.6	2.6	21.9	62.4	13.9	8.2
2016–2017 Difference between OSS Associated with Group and Group Enrollment	44.7	-2.0	-18.1	-1.7	-22.4	19.6	-4.1	13.0
2017–2018 Difference between OSS Associated with Group and Group Enrollment	44.2	-1.9	-20.6	-1.6	-20.1	26.7	-4.7	13.7
Secondary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent OSS Associated with Group	72.6	0.1	24.7	0.5	1.2	91.7	13.9	28.0
2017–2018 Percent OSS Associated with Group	73.3	0.0	24.2	0.6	1.8	90.4	16.1	22.6
2016–2017 to 2017–2018 Change in OSS Associated with Group	0.7	-0.1	-0.5	0.1	0.6	-1.3	2.2	-5.4
2016–2017 Group Enrollment	25.2	1.1	70.8	0.4	2.2	92.3	40.5	8.8
2017–2018 Group Enrollment	25.4	1.3	70.8	0.3	2.0	89.3	41.6	9.4
2016–2017 Difference between OSS Associated with Group and Group Enrollment	47.4	-1.0	-46.1	0.1	-1.0	-0.6	-26.6	19.2
2017–2018 Difference between OSS Associated with Group and Group Enrollment	47.9	-1.3	-46.6	0.3	-0.2	1.1	-25.5	13.2

Table H-11: Percentage of Out-of-School Suspensions (OSS) Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018 (Continued)

Tertiary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent OSS Associated with Group	58.9	0.4	39.2	0.5	0.6	84.9	14.5	19.4
2017–2018 Percent OSS Associated with Group	59.1	0.3	39.3	0.2	1.1	93.2	15.5	15.8
2016–2017 to 2017–2018 Change in OSS Associated with Group	0.2	-0.1	0.1	-0.3	0.5	8.3	1.0	-3.6
2016–2017 Group Enrollment	41.6	1.7	55.2	0.3	1.0	86.0	29.5	9.9
2017–2018 Group Enrollment	40.6	1.1	56.6	0.3	1.2	86.8	28.1	9.9
2016–2017 Difference between OSS Associated with Group and Group Enrollment	17.3	-1.3	-16.0	0.2	-0.4	-1.1	-15.0	9.5
2017–2018 Difference between OSS Associated with Group and Group Enrollment	18.5	-0.8	-17.3	-0.1	-0.1	6.4	-12.6	5.9

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of Out-of-School Suspensions associated with each student group. OSS denotes Out-of-School Suspensions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-12: Percentage of DAEP Referrals Associated with Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 and 2017–2018

Non-Achieve 180 Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent DAEP Associated with Group	34.5	0.3	61.4	0.5	3.2	83.9	23.6	12.1
2017–2018 Percent DAEP Associated with Group	35.4	0.3	59.6	0.6	3.8	88.7	20.5	11.9
2016–2017 to 2017–2018 Change in DAEP Associated with Group	0.9	0.0	-1.8	0.1	0.6	4.8	-3.1	-0.2
2016–2017 Group Enrollment	20.8	4.5	65.0	1.1	8.5	76.8	33.7	6.5
2017–2018 Group Enrollment	20.9	4.7	64.4	1.2	8.7	74.4	33.3	6.5
2016–2017 Difference between DAEP Associated with Group and Group Enrollment	13.7	-4.2	-3.6	-0.6	-5.3	7.1	-10.1	5.6
2017–2018 Difference between DAEP Associated with Group and Group Enrollment	14.5	-4.4	-4.8	-0.6	-4.9	14.3	-12.8	5.4
Achieve 180 Program								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent DAEP Associated with Group	64.4	0.0	33.5	0.6	1.0	85.9	13.0	12.2
2017–2018 Percent DAEP Associated with Group	52.8	0.0	45.1	0.7	1.1	89.8	17.5	12.1
2016–2017 to 2017–2018 Change in DAEP Associated with Group	-11.6	0.0	11.6	0.1	0.1	3.9	4.5	-0.1
2016–2017 Group Enrollment	39.0	1.5	49.0	1.0	9.3	78.4	23.1	9.3
2017–2018 Group Enrollment	39.2	1.3	49.7	1.2	8.5	78.3	23.1	9.7
2016–2017 Difference between DAEP Associated with Group and Group Enrollment	25.4	-1.5	-15.5	-0.4	-8.3	7.5	-10.1	2.9
2017–2018 Difference between DAEP Associated with Group and Group Enrollment	13.6	-1.3	-4.6	-0.5	-7.4	11.5	-5.6	2.4

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of DAEP Referrals associated with each student group. DAEP denotes referral to Disciplinary Alternative Education Program. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-13: Percentage of DAEP Referrals Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference Between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018

Superintendent's Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent DAEP Associated with Group	58.0	0.0	41.4	0.0	0.6	88.5	19.1	13.4
2017–2018 Percent DAEP Associated with Group	61.7	0.0	37.4	0.0	0.9	93.5	15.0	12.1
2016–2017 to 2017–2018 Change in DAEP Associated with Group	3.7	0.0	-4.0	0.0	0.3	5.0	-4.1	-1.3
2016–2017 Group Enrollment	58.9	0.2	39.3	0.5	0.9	86.4	18.9	12.4
2017–2018 Group Enrollment	58.9	0.2	39.5	0.5	0.8	85.6	18.7	12.3
2016–2017 Difference between DAEP Associated with Group and Group Enrollment	-0.9	-0.2	2.1	-0.5	-0.3	2.1	0.2	1.0
2017–2018 Difference between DAEP Associated with Group and Group Enrollment	2.8	-0.2	-2.1	-0.5	0.1	7.9	-3.7	-0.2
Primary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent DAEP Associated with Group	81.3	0.0	16.5	0.6	1.7	80.7	5.1	15.9
2017–2018 Percent DAEP Associated with Group	73.2	0.0	24.0	1.6	0.5	88.0	14.2	16.4
2016–2017 to 2017–2018 Change in DAEP Associated with Group	-8.1	0.0	7.5	1.0	-1.2	7.3	9.1	0.5
2016–2017 Group Enrollment	32.0	2.0	40.0	2.0	23.5	62.4	13.0	7.5
2017–2018 Group Enrollment	32.6	2.0	40.6	2.6	21.9	62.4	13.9	8.2
2016–2017 Difference between DAEP Associated with Group and Group Enrollment	49.3	-2.0	-23.5	-1.4	-21.8	18.3	-7.9	8.4
2017–2018 Difference between DAEP Associated with Group and Group Enrollment	40.6	-2.0	-16.6	-1.0	-21.4	25.6	0.3	8.2
Secondary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent DAEP Associated with Group	60.2	0.0	37.3	0.0	1.2	96.4	18.1	14.5
2017–2018 Percent DAEP Associated with Group	61.3	0.0	32.3	1.6	3.2	83.9	24.2	19.4
2016–2017 to 2017–2018 Change in DAEP Associated with Group	1.1	0.0	-5.0	1.6	2.0	-12.5	6.1	4.9
2016–2017 Group Enrollment	25.2	1.1	70.8	0.4	2.2	92.3	40.5	8.8
2017–2018 Group Enrollment	25.4	1.3	70.8	0.3	2.0	89.3	41.6	9.4
2016–2017 Difference between DAEP Associated with Group and Group Enrollment	35.0	-1.1	-33.5	-0.4	-1.0	4.1	-22.4	5.7
2017–2018 Difference between DAEP Associated with Group and Group Enrollment	35.9	-1.3	-38.5	1.3	1.2	-5.4	-17.4	10.0

Table H-13: Percentage of DAEP Referrals Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018 (Continued)

Tertiary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent DAEP Associated with Group	58.4	0.0	39.0	1.1	0.7	84.6	13.1	8.2
2017–2018 Percent DAEP Associated with Group	39.2	0.0	60.1	0.3	0.3	89.5	17.0	7.8
2016–2017 to 2017–2018 Change in DAEP Associated with Group	-19.2	0.0	21.1	-0.8	-0.4	4.9	3.9	-0.4
2016–2017 Group Enrollment	41.6	1.7	55.2	0.3	1.0	86.0	29.5	9.9
2017–2018 Group Enrollment	40.6	1.1	56.6	0.3	1.2	86.8	28.1	9.9
2016–2017 Difference between DAEP Associated with Group and Group Enrollment	16.8	-1.7	-16.2	0.8	-0.3	-1.4	-16.4	-1.7
2017–2018 Difference between DAEP Associated with Group and Group Enrollment	-1.4	-1.1	3.5	0.0	-0.9	2.7	-11.1	-2.1

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of DAEP Referrals associated with each student group. DAEP denotes referral to Disciplinary Alternative Education Program. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-14: Percentage of JJAEP Suspensions Associated with Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Non-Achieve 180 and Achieve 180 Program Affiliation and Demographic Group, 2016–2017 and 2017–2018

Non-Achieve 180 Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent JJAEP Associated with Group	46.2	0.0	50.0	0.0	3.8	69.2	11.5	15.4
2017–2018 Percent JJAEP Associated with Group	22.2	0.0	66.7	0.0	11.1	81.5	37.0	18.5
2016–2017 to 2017–2018 Change in JJAEP Associated with Group	-24.0	0.0	16.7	0.0	7.3	12.3	25.5	3.1
2016–2017 Group Enrollment	20.8	4.5	65.0	1.1	8.5	76.8	33.7	6.5
2017–2018 Group Enrollment	20.9	4.7	64.4	1.2	8.7	74.4	33.3	6.5
2016–2017 Difference between JJAEP Associated with Group and Group Enrollment	25.4	-4.5	-15.0	-1.1	-4.7	-7.6	-22.2	8.9
2017–2018 Difference between JJAEP Associated with Group and Group Enrollment	1.3	-4.7	2.3	-1.2	2.4	7.1	3.7	12.0
Achieve 180 Program								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent JJAEP Associated with Group	69.2	0.0	30.8	0.0	0.0	80.8	11.5	38.5
2017–2018 Percent JJAEP Associated with Group	66.7	0.0	33.3	0.0	0.0	62.5	4.2	29.2
2016–2017 to 2017–2018 Change in JJAEP Associated with Group	-2.5	0.0	2.5	0.0	0.0	-18.3	-7.3	-9.3
2016–2017 Group Enrollment	39.0	1.5	49.0	1.0	9.3	78.4	23.1	9.3
2017–2018 Group Enrollment	39.2	1.3	49.7	1.2	8.5	78.3	23.1	9.7
2016–2017 Difference between JJAEP Associated with Group and Group Enrollment	30.2	-1.5	-18.2	-1.0	-9.3	2.4	-11.6	29.2
2017–2018 Difference between JJAEP Associated with Group and Group Enrollment	27.5	-1.3	-16.4	-1.2	-8.5	-15.8	-18.9	19.5

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of JJAEP Referrals associated with each student group. JJAEP denotes Texas Juvenile Justice system expulsions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation.

Table H-15: Percentage of JJAEP Suspensions Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018

Superintendent's Schools								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent JJAEP Associated with Group	*	*	*	*	*	*	*	*
2017–2018 Percent JJAEP Associated with Group	*	*	*	*	*	*	*	*
2016–2017 to 2017–2018 Change in JJAEP Associated with Group	*	*	*	*	*	*	*	*
2016–2017 Group Enrollment	58.9	0.2	39.3	0.5	0.9	86.4	18.9	12.4
2017–2018 Group Enrollment	58.9	0.2	39.5	0.5	0.8	85.6	18.7	12.3
2016–2017 Difference between JJAEP Associated with Group and Group Enrollment	*	*	*	*	*	*	*	*
2017–2018 Difference between JJAEP Associated with Group and Group Enrollment	*	*	*	*	*	*	*	*
Primary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent JJAEP Associated with Group	66.7	0.0	33.3	0.0	0.0	66.7	13.3	40.0
2017–2018 Percent JJAEP Associated with Group	70.0	0.0	30.0	0.0	0.0	60.0	0.0	20.0
2016–2017 to 2017–2018 Change in JJAEP Associated with Group	3.3	0.0	-3.3	0.0	0.0	-6.7	-13.3	-20.0
2016–2017 Group Enrollment	32.0	2.0	40.0	2.0	23.5	62.4	13.0	7.5
2017–2018 Group Enrollment	32.6	2.0	40.6	2.6	21.9	62.4	13.9	8.2
2016–2017 Difference between JJAEP Associated with Group and Group Enrollment	34.7	-2.0	-6.7	-2.0	-23.5	4.3	0.3	32.5
2017–2018 Difference between JJAEP Associated with Group and Group Enrollment	37.4	-2.0	-10.6	-2.6	-21.9	-2.4	-13.9	11.8
Secondary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent JJAEP Associated with Group	*	*	*	*	*	*	*	*
2017–2018 Percent JJAEP Associated with Group	*	*	*	*	*	*	*	*
2016–2017 to 2017–2018 Change in JJAEP Associated with Group	*	*	*	*	*	*	*	*
2016–2017 Group Enrollment	25.2	1.1	70.8	0.4	2.2	92.3	40.5	8.8
2017–2018 Group Enrollment	25.4	1.3	70.8	0.3	2.0	89.3	41.6	9.4
2016–2017 Difference between JJAEP Associated with Group and Group Enrollment	*	*	*	*	*	*	*	*
2017–2018 Difference between JJAEP Associated with Group and Group Enrollment	*	*	*	*	*	*	*	*

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

Table H-15: Percentage of JJAEP Suspensions Associated with Achieve 180 Program Student Group, Student Group Enrollment, and Difference between Incidents Associated with Group and Group Enrollment by Demographic Group and Treatment Group, 2016–2017 and 2017–2018 (Continued)

Tertiary Group								
	Afr. Amer.	Asian/Pac. Islander	Hispanic	Two/More Races/Ethnic.	White	Econ. Dis.	EL	SWD
2016–2017 Percent JJAEP Associated with Group	60.0	0.0	40.0	0.0	0.0	100.0	20.0	40.0
2017–2018 Percent JJAEP Associated with Group	57.1	0.0	42.9	0.0	0.0	57.1	14.3	42.9
2016–2017 to 2017–2018 Change in JJAEP Associated with Group	-2.9	0.0	2.9	0.0	0.0	-42.9	-5.7	2.9
2016–2017 Group Enrollment	41.6	1.7	55.2	0.3	1.0	86.0	29.5	9.9
2017–2018 Group Enrollment	40.6	1.1	56.6	0.3	1.2	86.8	28.1	9.9
2016–2017 Difference between JJAEP Associated with Group and Group Enrollment	18.4	-1.7	-15.2	-0.3	-1.0	14.0	-9.5	30.1
2017–2018 Difference between JJAEP Associated with Group and Group Enrollment	16.5	-1.1	-13.7	-0.3	-1.2	-29.7	-13.8	33.0

Sources: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017 and 2017–2018

Notes: Results reflect the percentage of JJAEP Referrals associated with each student group. JJAEP denotes Texas Juvenile Justice system expulsions. Equal, under- and over-representation of each student group was indicated by the percentage-point difference between the student-group's enrollment (i.e., percentage of the total enrollment) and the percentage of disciplinary actions associated with the student-group. Green indicates decrease from prior year or underrepresentation. Red indicates an increase from prior year or overrepresentation. Note: *Results for fewer than five students are masked.

Table H-16: Percentage of In-School Suspensions Associated with Demographic Group by School, 2016–2017

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	28,607	37.6	0.8	58.8	0.4	2.2	0.1	85.6	23.9	13.3
Non-Achieve 180	18,130	29.5	0.9	65.8	0.6	3.1	0.1	85.4	25.8	12.9
Achieve 180 Program	10,477	51.6	0.5	46.8	0.2	0.7	0.2	86.1	20.5	14.0
Superintendent's Schs.	1,340	56.4	0.0	42.5	0.1	0.9	*	87.6	17.4	15.9
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	442	18.8	0.0	79.0	0.2	2.0	0.0	96.2	35.3	10.9
Highland Heights ES	5	60.0	0.0	20.0	0.0	0.0	20.0	100.0	0.0	40.0
Kashmere HS	146	76.0	0.0	21.9	0.0	2.1	0.0	92.5	10.3	17.1
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	348	54.0	0.0	45.7	0.3	0.0	0.0	78.7	14.4	17.2
Woodson K–8	30	96.7	0.0	3.3	0.0	0.0	0.0	90.0	0.0	23.3
Worthing HS	369	92.7	0.0	7.3	0.0	0.0	0.0	83.5	3.3	19.2
Primary Group	1,477	68.1	0.1	30.8	0.5	0.3	0.2	81.4	13.0	14.4
Bonham ES	10	50.0	0.0	50.0	0.0	0.0	0.0	100.0	50.0	0.0
Cullen MS	74	100.0	0.0	0.0	0.0	0.0	0.0	86.5	0.0	20.3
Gregory-Lincoln K–8	84	94.0	0.0	4.8	1.2	0.0	0.0	92.9	1.2	10.7
Hilliard ES	208	92.8	0.0	5.3	0.5	1.0	0.5	85.6	2.9	10.1
Lawson MS	227	61.2	0.0	35.7	1.8	1.3	0.0	86.3	21.1	22.5
Madison HS	429	52.0	0.2	47.8	0.0	0.0	0.0	73.7	17.5	12.4
North Forest HS	64	75.0	0.0	25.0	0.0	0.0	0.0	87.5	12.5	10.9
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	381	64.3	0.0	34.9	0.3	0.0	0.5	80.1	12.9	15.0
Secondary Group	1,620	50.6	0.5	47.2	0.2	1.2	0.3	92.0	30.4	13.2
Attucks MS	626	81.0	0.0	17.9	0.2	1.0	0.0	85.9	13.9	15.5
Fondren ES	4	*	*	*	*	*	*	100.0	0.0	100.0
Looscan ES	0	--	--	--	--	--	--	--	--	--
Montgomery ES	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	947	30.5	0.8	66.4	0.2	1.5	0.5	95.8	41.3	11.3
Stevens ES	43	44.2	0.0	55.8	0.0	0.0	0.0	95.3	34.9	14.0
Tertiary Group	6,040	46.8	0.8	51.5	0.1	0.6	0.2	85.3	20.3	13.6
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	297	1.3	0.0	98.7	0.0	0.0	0.0	94.6	37.4	20.9
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	355	82.0	0.3	17.7	0.0	0.0	0.0	91.0	9.3	11.8
Gallegos ES	2	*	*	*	*	*	*	*	*	*
High School Ahead MS	1	*	*	*	*	*	*	*	*	*
Kashmere Gardens ES	1	*	*	*	*	*	*	*	*	*
Key MS	234	71.8	0.0	26.1	0.0	2.1	0.0	81.2	9.0	19.7
Lewis ES	8	87.5	0.0	12.5	0.0	0.0	0.0	62.5	0.0	12.5
Liberty HS	3	*	*	*	*	*	*	*	*	*
Martinez, C. ES	53	66.0	0.0	34.0	0.0	0.0	0.0	100.0	17.0	28.3
Milby HS	1,763	6.4	0.1	93.4	0.0	0.1	0.1	87.5	31.7	10.4
Victory Prep South HS	6	66.7	0.0	16.7	16.7	0.0	0.0	83.3	0.0	0.0
Westbury HS	2,131	50.0	2.2	46.3	0.2	1.0	0.3	85.4	22.0	10.0
Yates HS	1,185	96.0	0.0	2.9	0.0	0.5	0.6	78.2	1.9	21.8
Young ES	1	*	*	*	*	*	*	*	*	*

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017.

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

Table H-17: Percentage of In-School Suspensions Associated with Demographic Group by School, 2017–2018

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	22,079	37.2	0.7	59.1	0.4	2.4	0.1	89.3	24.1	13.3
Non-Achieve 180	14,122	31.7	1.0	63.6	0.5	3.0	0.1	89.6	25.7	13.3
Achieve 180 Program	7,957	46.9	0.3	51.2	0.3	1.2	0.1	88.7	21.3	13.2
Superintendent's Schs.	1,205	51.8	0.0	47.6	0.1	0.6	0.0	92.9	16.0	16.3
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	11	54.5	0.0	45.5	0.0	0.0	0.0	100.0	9.1	9.1
Henry MS	636	21.7	0.0	77.7	0.0	0.6	0.0	94.0	24.8	14.6
Highland Heights ES	17	88.2	0.0	11.8	0.0	0.0	0.0	100.0	5.9	11.8
Kashmere HS	120	79.2	0.0	19.2	0.0	1.7	0.0	97.5	11.7	24.2
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	53	67.9	0.0	30.2	1.9	0.0	0.0	86.8	13.2	18.9
Woodson K–8	16	93.8	0.0	6.3	0.0	0.0	0.0	100.0	0.0	0.0
Worthing HS	352	90.6	0.0	9.1	0.0	0.3	0.0	89.5	3.4	17.3
Primary Group	857	66.5	0.1	27.9	0.6	4.7	0.2	79.8	14.4	18.4
Bonham ES	4	*	*	*	*	*	*	*	*	*
Cullen MS	1	*	*	*	*	*	*	*	*	*
Gregory-Lincoln K–8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	208	63.5	0.0	34.1	1.4	0.5	0.5	87.5	21.6	11.1
Madison HS	186	81.2	0.0	18.8	0.0	0.0	0.0	73.7	5.9	19.9
North Forest HS	99	83.8	0.0	16.2	0.0	0.0	0.0	93.9	2.0	11.1
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	359	56.0	0.3	32.0	0.6	10.9	0.1	74.4	17.5	24.2
Secondary Group	1,322	44.9	0.7	52.5	0.3	1.4	0.2	91.5	36.1	12.1
Attucks MS	342	86.5	0.0	12.9	0.3	0.3	0.0	90.1	7.9	19.3
Fondren ES	6	66.7	0.0	33.3	0.0	0.0	0.0	100.0	33.3	16.7
Looscan ES	0	--	--	--	--	--	--	--	--	--
Montgomery ES	0	--	--	--	--	--	--	--	--	--
Pugh ES	5	0.0	0.0	100.0	0.0	0.0	0.0	40.0	60.0	60.0
Sharpstown HS	964	30.4	0.9	66.4	0.3	1.7	0.3	92.2	46.1	9.0
Stevens ES	5	20.0	0.0	60.0	0.0	20.0	0.0	100.0	20.0	60.0
Tertiary Group	4,573	42.6	0.3	56.1	0.2	0.7	0.1	88.5	19.8	11.7
Bellfort ECC	1	*	*	*	*	*	*	*	*	*
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cook ES	1	*	*	*	*	*	*	*	*	*
Edison MS	477	1.0	0.0	99.0	0.0	0.0	0.0	96.2	42.1	12.4
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	91	79.1	1.1	19.8	0.0	0.0	0.0	91.2	7.7	6.6
Gallegos ES	5	0.0	0.0	100.0	0.0	0.0	0.0	100.0	40.0	0.0
High School Ahead MS	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	167	59.3	0.0	39.5	1.2	0.0	0.0	91.0	13.8	16.8
Lewis ES	14	64.3	0.0	35.7	0.0	0.0	0.0	92.9	28.6	14.3
Liberty HS	4	*	*	*	*	*	*	*	*	*
Martinez, C. ES	2	*	*	*	*	*	*	*	*	*
Milby HS	1,135	4.8	0.0	94.9	0.0	0.2	0.2	87.9	24.4	8.4
Victory Prep South HS	40	57.5	0.0	42.5	0.0	0.0	0.0	97.5	12.5	7.5
Westbury HS	1,861	51.5	0.6	46.4	0.4	1.1	0.0	85.7	19.6	11.0
Yates HS	741	93.7	0.0	4.9	0.0	1.3	0.1	89.1	1.9	18.2
Young ES	34	88.2	0.0	5.9	2.9	2.9	0.0	100.0	5.9	5.9

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2017–2018

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

Table H-18: Percentage of Out-of-School Suspensions Associated with Demographic Group by School, 2016–2017

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	23,371	52.1	0.4	44.1	0.7	2.6	0.1	86.6	18.6	18.9
Non-Achieve 180	13,774	41.8	0.6	53.0	0.8	3.6	0.1	86.9	23.2	17.5
Achieve 180 Program	9,597	66.7	0.2	31.2	0.4	1.3	0.2	86.3	12.1	21.0
Superintendent's Schs.	2,616	66.8	0.0	30.3	0.4	2.5	0.0	90.5	11.0	21.6
Blackshear ES	39	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	7.7
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	623	16.9	0.0	81.5	0.0	1.6	0.0	97.0	29.9	12.5
Highland Heights ES	29	75.9	0.0	24.1	0.0	0.0	0.0	93.1	17.2	27.6
Kashmere HS	201	75.6	0.0	22.4	0.0	1.5	0.5	90.5	8.5	23.4
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	180	56.7	0.0	11.1	4.4	27.8	0.0	96.7	1.7	63.3
Wheatley HS	344	54.7	0.0	45.3	0.0	0.0	0.0	82.3	15.4	24.7
Woodson K–8	411	95.6	0.0	3.6	0.5	0.2	0.0	90.3	1.7	14.1
Worthing HS	789	94.7	0.0	5.2	0.0	0.1	0.0	87.2	2.2	21.8
Primary Group	2,461	76.7	0.0	21.9	0.3	1.1	<0.1	82.0	8.9	20.5
Bonham ES	3	*	*	*	*	*	*	*	*	*
Cullen MS	168	94.6	0.6	4.8	0.0	0.0	0.0	82.7	4.8	13.1
Gregory-Lincoln K–8	255	93.7	0.0	5.5	0.4	0.4	0.0	90.6	2.4	17.3
Hilliard ES	96	92.7	0.0	7.3	0.0	0.0	0.0	86.5	2.1	10.4
Lawson MS	685	64.1	0.0	33.0	0.9	2.0	0.0	80.9	17.7	18.0
Madison HS	638	69.6	0.0	29.8	0.0	0.6	0.0	79.8	8.9	24.5
North Forest HS	493	86.4	0.0	12.0	0.0	1.4	0.2	83.0	2.8	22.9
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	123	73.2	0.0	26.8	0.0	0.0	0.0	73.2	8.1	28.5
Secondary Group	782	72.6	0.1	24.7	0.5	1.2	0.9	91.7	13.9	28.0
Attucks MS	493	84.4	0.0	14.0	0.8	0.8	0.0	89.0	8.3	29.8
Fondren ES	20	95.0	5.0	0.0	0.0	0.0	0.0	95.0	0.0	35.0
Looscan ES	2	*	*	*	*	*	*	*	*	*
Montgomery ES	8	87.5	0.0	0.0	0.0	12.5	0.0	100.0	0.0	37.5
Pugh ES	7	0.0	0.0	100.0	0.0	0.0	0.0	85.7	57.1	28.6
Sharpstown HS	241	50.6	0.0	44.8	0.0	1.7	2.9	96.3	24.9	22.0
Stevens ES	11	36.4	0.0	63.6	0.0	0.0	0.0	100.0	27.3	45.5
Tertiary Group	3,738	58.9	0.4	39.2	0.5	0.6	0.3	84.9	14.5	19.4
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Bruce ES	19	78.9	0.0	21.1	0.0	0.0	0.0	100.0	10.5	47.4
Cook ES	4	*	*	*	*	*	*	*	*	*
Edison MS	570	0.4	0.0	99.5	0.0	0.2	0.0	93.5	31.2	22.6
Foerster ES	12	75.0	16.7	0.0	8.3	0.0	0.0	100.0	16.7	16.7
Forest Brook MS	452	81.6	0.0	17.5	0.9	0.0	0.0	90.9	8.6	13.5
Gallegos ES	2	*	*	*	*	*	*	*	*	*
High School Ahead MS	279	77.8	0.0	20.4	1.8	0.0	0.0	96.1	10.0	2.5
Kashmere Gardens ES	11	81.8	0.0	0.0	0.0	18.2	0.0	72.7	0.0	54.5
Key MS	374	73.0	0.0	23.5	1.3	2.1	0.0	75.7	7.8	28.9
Lewis ES	30	70.0	0.0	30.0	0.0	0.0	0.0	100.0	16.7	33.3
Liberty HS	4	*	*	*	*	*	*	*	*	*
Martinez, C. ES	98	59.2	0.0	40.8	0.0	0.0	0.0	90.8	22.4	27.6
Milby HS	327	9.5	0.0	89.6	0.0	0.9	0.0	88.1	24.8	18.7
Victory Prep South HS	47	66.0	0.0	29.8	4.3	0.0	0.0	87.2	10.6	6.4
Westbury HS	710	55.9	2.0	40.7	0.1	1.0	0.3	84.5	19.0	15.5
Yates HS	795	95.8	0.0	2.5	0.1	0.4	1.1	72.8	1.1	24.2
Young ES	4	*	*	*	*	*	*	*	*	*

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017

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

Table H-19: Percentage of Out-of-School Suspensions Associated with Demographic Group by School, 2017–2018

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	22,990	51.2	0.6	44.8	0.8	2.4	0.1	90.5	19.6	17.4
Non-Achieve 180	13,846	41.1	0.9	53.8	1.0	3.1	0.1	89.8	23.9	16.3
Achieve 180 Program	9,144	66.6	0.1	31.3	0.4	1.5	0.1	91.6	13.2	19.2
Superintendent's Schs.	2,168	66.4	0.0	31.7	0.3	1.6	0.0	91.9	11.7	20.7
Blackshear ES	5	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	20.0
Dogan ES	4	*	*	*	*	*	*	*	*	*
Henry MS	541	21.1	0.0	78.4	0.0	0.6	0.0	93.5	25.5	16.8
Highland Heights ES	102	83.3	0.0	16.7	0.0	0.0	0.0	91.2	8.8	14.7
Kashmere HS	354	78.2	0.0	19.8	0.0	2.0	0.0	96.0	12.1	25.7
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	79	41.8	0.0	32.9	1.3	24.1	0.0	91.1	1.3	50.6
Wheatley HS	314	65.3	0.0	33.8	1.0	0.0	0.0	86.9	12.4	17.5
Woodson K–8	171	91.2	0.0	7.6	1.2	0.0	0.0	94.7	4.7	18.7
Worthing HS	598	94.1	0.0	4.8	0.0	1.0	0.0	89.8	2.0	20.7
Primary Group	2,159	76.8	0.1	20.0	1.0	1.8	0.2	89.1	9.2	21.9
Bonham ES	26	57.7	0.0	42.3	0.0	0.0	0.0	100.0	46.2	11.5
Cullen MS	457	89.3	0.2	8.1	1.3	1.1	0.0	98.0	5.0	28.4
Gregory-Lincoln K–8	94	86.2	0.0	10.6	1.1	2.1	0.0	85.1	6.4	24.5
Hilliard ES	99	87.9	0.0	6.1	4.0	2.0	0.0	98.0	2.0	22.2
Lawson MS	332	63.9	0.3	32.5	1.8	0.9	0.6	85.8	19.9	17.8
Madison HS	524	78.4	0.2	21.4	0.0	0.0	0.0	80.5	7.6	20.2
North Forest HS	447	76.5	0.0	22.1	0.2	0.4	0.4	95.7	7.4	17.0
TCAH	1	*	*	*	*	*	*	*	*	*
Washington HS	179	57.0	0.0	27.4	1.7	13.4	0.6	76.5	9.5	30.2
Secondary Group	1,001	73.3	0.0	24.2	0.6	1.8	0.1	90.4	16.1	22.6
Attucks MS	610	86.9	0.0	11.0	0.8	1.3	0.0	90.0	6.6	24.3
Fondren ES	8	75.0	0.0	25.0	0.0	0.0	0.0	100.0	12.5	62.5
Looscan ES	1	*	*	*	*	*	*	*	*	*
Montgomery ES	13	92.3	0.0	7.7	0.0	0.0	0.0	100.0	0.0	7.7
Pugh ES	3	*	*	*	*	*	*	*	*	*
Sharpstown HS	328	51.5	0.0	45.4	0.3	2.4	0.3	89.9	32.0	14.6
Stevens ES	38	44.7	0.0	50.0	0.0	5.3	0.0	97.4	31.6	60.5
Tertiary Group	3,816	59.1	0.3	39.3	0.2	1.1	0.1	93.2	15.5	15.8
Bellfort ECC	1	*	*	*	*	*	*	*	*	*
Bruce ES	30	73.3	0.0	26.7	0.0	0.0	0.0	100.0	10.0	13.3
Cook ES	27	92.6	0.0	7.4	0.0	0.0	0.0	100.0	3.7	18.5
Edison MS	314	0.6	0.0	99.4	0.0	0.0	0.0	96.8	34.7	13.7
Foerster ES	20	90.0	0.0	0.0	5.0	5.0	0.0	100.0	0.0	10.0
Forest Brook MS	527	75.3	0.8	23.5	0.0	0.4	0.0	94.3	13.3	19.7
Gallegos ES	3	*	*	*	*	*	*	*	*	*
High School Ahead MS	648	70.5	0.0	29.3	0.0	0.2	0.0	98.9	16.4	2.9
Kashmere Gardens ES	10	80.0	0.0	10.0	0.0	10.0	0.0	70.0	10.0	80.0
Key MS	407	59.2	0.0	38.6	0.5	1.7	0.0	93.6	14.7	30.5
Lewis ES	5	60.0	0.0	40.0	0.0	0.0	0.0	100.0	40.0	40.0
Liberty HS	7	0.0	14.3	71.4	0.0	14.3	0.0	100.0	100.0	0.0
Martinez, C. ES	69	68.1	0.0	31.9	0.0	0.0	0.0	97.1	17.4	37.7
Milby HS	393	3.3	0.0	96.4	0.0	0.0	0.3	92.6	22.6	10.4
Victory Prep South HS	92	59.8	0.0	29.3	0.0	10.9	0.0	97.8	21.7	12.0
Westbury HS	681	61.4	0.7	36.9	0.1	0.7	0.1	88.5	15.6	14.5
Yates HS	536	94.4	0.0	2.6	0.4	2.4	0.2	86.8	0.6	20.0
Young ES	46	93.5	0.0	0.0	2.2	4.3	0.0	100.0	0.0	15.2

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2017–2018

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

Table H-20: Percentage of DAEP Referrals Associated with Demographic Group by School, 2016–2017

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	2,180	43.9	0.2	52.7	0.5	2.5	0.2	84.5	20.3	12.1
Non-Achieve 180	1,497	34.5	0.3	61.4	0.5	3.2	0.1	83.9	23.6	12.1
Achieve 180 Program	683	64.4	0.0	33.5	0.6	1.0	0.4	85.9	13.0	12.2
Superintendent's Schs.	157	58.0	0.0	41.4	0.0	0.6	0.0	88.5	19.1	13.4
Blackshear ES	4	*	*	*	*	*	*	*	*	*
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	50	14.0	0.0	84.0	0.0	2.0	0.0	100.0	34.0	12.0
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	9	77.8	0.0	22.2	0.0	0.0	0.0	77.8	11.1	22.2
Mading ES	1	*	*	*	*	*	*	*	*	*
Wesley ES	1	*	*	*	*	*	*	*	*	*
Wheatley HS	37	51.4	0.0	48.6	0.0	0.0	0.0	81.1	24.3	21.6
Woodson K–8	16	93.8	0.0	6.3	0.0	0.0	0.0	87.5	6.3	12.5
Worthing HS	39	94.9	0.0	5.1	0.0	0.0	0.0	82.1	5.1	5.1
Primary Group	176	81.3	0.0	16.5	0.6	1.7	0.0	80.7	5.1	15.9
Bonham ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	49	95.9	0.0	4.1	0.0	0.0	0.0	85.7	2.0	16.3
Gregory-Lincoln K–8	9	100.0	0.0	0.0	0.0	0.0	0.0	77.8	0.0	33.3
Hilliard ES	2	*	*	*	*	*	*	*	*	*
Lawson MS	40	67.5	0.0	30.0	2.5	0.0	0.0	67.5	7.5	12.5
Madison HS	24	66.7	0.0	29.2	0.0	4.2	0.0	79.2	0.0	12.5
North Forest HS	42	85.7	0.0	9.5	0.0	4.8	0.0	88.1	2.4	19.0
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	10	60.0	0.0	40.0	0.0	0.0	0.0	80.0	40.0	10.0
Secondary Group	83	60.2	0.0	37.3	0.0	1.2	1.2	96.4	18.1	14.5
Attucks MS	43	88.4	0.0	11.6	0.0	0.0	0.0	93.0	7.0	18.6
Fondren ES	0	--	--	--	--	--	--	--	--	--
Looscan ES	0	--	--	--	--	--	--	--	--	--
Montgomery ES	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	40	30.0	0.0	65.0	0.0	2.5	2.5	100.0	30.0	10.0
Stevens ES	0	--	--	--	--	--	--	--	--	--
Tertiary Group	267	58.4	0.0	39.0	1.1	0.7	0.7	84.6	13.1	8.2
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	8	0.0	0.0	100.0	0.0	0.0	0.0	75.0	37.5	12.5
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	49	77.6	0.0	20.4	2.0	0.0	0.0	93.9	10.2	4.1
Gallegos ES	0	--	--	--	--	--	--	--	--	--
High School Ahead MS	20	90.0	0.0	0.0	10.0	0.0	0.0	95.0	0.0	0.0
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	43	69.8	0.0	30.2	0.0	0.0	0.0	69.8	11.6	11.6
Lewis ES	0	--	--	--	--	--	--	--	--	--
Liberty HS	0	--	--	--	--	--	--	--	--	--
Martinez, C. ES	0	--	--	--	--	--	--	--	--	--
Milby HS	55	9.1	0.0	87.3	0.0	3.6	0.0	85.5	21.8	7.3
Victory Prep South HS	5	60.0	0.0	40.0	0.0	0.0	0.0	100.0	40.0	0.0
Westbury HS	49	53.1	0.0	44.9	0.0	0.0	2.0	87.8	16.3	6.1
Yates HS	38	94.7	0.0	2.6	0.0	0.0	2.6	78.9	0.0	18.4
Young ES	0	--	--	--	--	--	--	--	--	--

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017

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

Table H-21: Percentage of DAEP Referrals Associated with Demographic Group by School, 2017–2018

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	1,719	42.7	0.2	53.5	0.6	2.6	0.2	88.9	19.0	11.9
Non-Achieve 180	1,061	35.4	0.3	59.6	0.6	3.8	0.2	88.7	20.5	11.9
Achieve 180 Program	658	54.4	0.0	43.8	0.8	0.8	0.3	89.2	16.6	12.0
Superintendent's Schs.	107	61.7	0.0	37.4	0.0	0.9	0.0	93.5	15.0	12.1
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	1	*	*	*	*	*	*	*	*	*
Henry MS	40	25.0	0.0	75.0	0.0	0.0	0.0	97.5	27.5	7.5
Highland Heights ES	7	100.0	0.0	0.0	0.0	0.0	0.0	85.7	0.0	0.0
Kashmere HS	15	66.7	0.0	33.3	0.0	0.0	0.0	93.3	13.3	6.7
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	1	*	*	*	*	*	*	*	*	*
Wheatley HS	4	*	*	*	*	*	*	*	*	*
Woodson K–8	11	90.9	0.0	9.1	0.0	0.0	0.0	90.9	9.1	27.3
Worthing HS	28	92.9	0.0	7.1	0.0	0.0	0.0	89.3	3.6	21.4
Primary Group	183	73.2	0.0	24.0	1.6	0.5	0.5	88.0	14.2	16.4
Bonham ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	31	83.9	0.0	12.9	3.2	0.0	0.0	96.8	12.9	25.8
Gregory-Lincoln K–8	3	*	*	*	*	*	*	*	*	*
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	35	62.9	0.0	34.3	2.9	0.0	0.0	80.0	22.9	5.7
Madison HS	36	88.9	0.0	11.1	0.0	0.0	0.0	83.3	2.8	30.6
North Forest HS	69	65.2	0.0	31.9	0.0	1.4	1.4	91.3	17.4	7.2
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	9	77.8	0.0	11.1	11.1	0.0	0.0	77.8	0.0	44.4
Secondary Group	62	61.3	0.0	32.3	1.6	3.2	1.6	83.9	24.2	19.4
Attucks MS	15	86.7	0.0	6.7	6.7	0.0	0.0	86.7	0.0	40.0
Fondren ES	2	*	*	*	*	*	*	*	*	*
Looscan ES	0	--	--	--	--	--	--	--	--	--
Montgomery ES	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	45	51.1	0.0	42.2	0.0	4.4	2.2	82.2	33.3	13.3
Stevens ES	0	--	--	--	--	--	--	--	--	--
Tertiary Group	306	39.2	0.0	60.1	0.3	0.3	0.0	89.5	17.0	7.8
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Bruce ES	2	*	*	*	*	*	*	*	*	*
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	36	2.8	0.0	97.2	0.0	0.0	0.0	94.4	13.9	8.3
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	32	68.8	0.0	31.3	0.0	0.0	0.0	90.6	12.5	6.3
Gallegos ES	1	*	*	*	*	*	*	*	*	*
High School Ahead MS	32	62.5	0.0	37.5	0.0	0.0	0.0	100.0	18.8	0.0
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	43	48.8	0.0	46.5	2.3	2.3	0.0	86.0	23.3	4.7
Lewis ES	1	*	*	*	*	*	*	*	*	*
Liberty HS	1	*	*	*	*	*	*	*	*	*
Martinez, C. ES	0	--	--	--	--	--	--	--	--	--
Milby HS	90	4.4	0.0	95.6	0.0	0.0	0.0	88.9	24.4	11.1
Victory Prep South HS	0	--	--	--	--	--	--	--	--	--
Westbury HS	47	61.7	0.0	38.3	0.0	0.0	0.0	85.1	6.4	8.5
Yates HS	21	100.0	0.0	0.0	0.0	0.0	0.0	81.0	0.0	14.3
Young ES	0	--	--	--	--	--	--	--	--	--

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2017–2018

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

Table H-22: Percentage of JJAEP Suspensions Associated with Demographic Group by School, 2016–2017

	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Special Ed.
HISD Total	52	57.7	0.0	40.4	0.0	1.9	0.0	75.0	11.5	26.9
Non-Achieve 180	26	46.2	0.0	50.0	0.0	3.8	0.0	69.2	11.5	15.4
Achieve 180 Program	26	69.2	0.0	30.8	0.0	0.0	0.0	80.8	11.5	38.5
Superintendent's Schs.	2	*	*	*	*	*	*	*	*	*
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	0	--	--	--	--	--	--	--	--	--
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	2	*	*	*	*	*	*	*	*	*
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	0	--	--	--	--	--	--	--	--	--
Woodson K–8	0	--	--	--	--	--	--	--	--	--
Worthing HS	0	--	--	--	--	--	--	--	--	--
Primary Group	15	66.7	0.0	33.3	0.0	0.0	0.0	66.7	13.3	40.0
Bonham ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	1	*	*	*	*	*	*	*	*	*
Gregory-Lincoln K–8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	0	--	--	--	--	--	--	--	--	--
Madison HS	8	62.5	0.0	37.5	0.0	0.0	0.0	75.0	25.0	25.0
North Forest HS	6	66.7	0.0	33.3	0.0	0.0	0.0	50.0	0.0	50.0
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	0	--	--	--	--	--	--	--	--	--
Secondary Group	4	*	*	*	*	*	*	*	*	*
Attucks MS	2	*	*	*	*	*	*	*	*	*
Fondren ES	0	--	--	--	--	--	--	--	--	--
Looscan ES	0	--	--	--	--	--	--	--	--	--
Montgomery ES	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	2	*	*	*	*	*	*	*	*	*
Stevens ES	0	--	--	--	--	--	--	--	--	--
Tertiary Group	5	60.0	0.0	40.0	0.0	0.0	0.0	100.0	20.0	40.0
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	0	--	--	--	--	--	--	--	--	--
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	0	--	--	--	--	--	--	--	--	--
Gallegos ES	0	--	--	--	--	--	--	--	--	--
High School Ahead MS	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	0	--	--	--	--	--	--	--	--	--
Lewis ES	0	--	--	--	--	--	--	--	--	--
Liberty HS	0	--	--	--	--	--	--	--	--	--
Martinez, C. ES	0	--	--	--	--	--	--	--	--	--
Milby HS	2	*	*	*	*	*	*	*	*	*
Victory Prep South HS	0	--	--	--	--	--	--	--	--	--
Westbury HS	0	--	--	--	--	--	--	--	--	--
Yates HS	3	*	*	*	*	*	*	*	*	*
Young ES	0	--	--	--	--	--	--	--	--	--

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2016–2017

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

Table H-23: Percentage of JJAEP Suspensions Associated with Demographic Group by School, 2017–2018										
	Disciplinary Action Count	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	LEP	Spec. Ed.
HISD Total	50	42.0	0.0	52.0	0.0	6.0	0.0	72.0	22.0	24.0
Non-Achieve 180	27	22.2	0.0	66.7	0.0	11.1	0.0	81.5	37.0	18.5
Achieve 180 Program	23	66.7	0.0	33.3	0.0	0.0	0.0	62.5	4.2	29.2
Superintendent's Schs.	4	*	*	*	*	*	*	*	*	*
Blackshear ES	0	--	--	--	--	--	--	--	--	--
Dogan ES	0	--	--	--	--	--	--	--	--	--
Henry MS	0	--	--	--	--	--	--	--	--	--
Highland Heights ES	0	--	--	--	--	--	--	--	--	--
Kashmere HS	1	*	*	*	*	*	*	*	*	*
Mading ES	0	--	--	--	--	--	--	--	--	--
Wesley ES	0	--	--	--	--	--	--	--	--	--
Wheatley HS	2	*	*	*	*	*	*	*	*	*
Woodson K–8	0	--	--	--	--	--	--	--	--	--
Worthing HS	1	*	*	*	*	*	*	*	*	*
Primary Group	10	70.0	0.0	30.0	0.0	0.0	0.0	60.0	0.0	20.0
Bonham ES	0	--	--	--	--	--	--	--	--	--
Cullen MS	1	*	*	*	*	*	*	*	*	*
Gregory-Lincoln K–8	0	--	--	--	--	--	--	--	--	--
Hilliard ES	0	--	--	--	--	--	--	--	--	--
Lawson MS	1	*	*	*	*	*	*	*	*	*
Madison HS	7	71.4	0.0	28.6	0.0	0.0	0.0	71.4	0.0	0.0
North Forest HS	0	--	--	--	--	--	--	--	--	--
TCAH	0	--	--	--	--	--	--	--	--	--
Washington HS	1	*	*	*	*	*	*	*	*	*
Secondary Group	2	*	*	*	*	*	*	*	*	*
Attucks MS	1	*	*	*	*	*	*	*	*	*
Fondren ES	0	--	--	--	--	--	--	--	--	--
Looscan ES	0	--	--	--	--	--	--	--	--	--
Montgomery ES	0	--	--	--	--	--	--	--	--	--
Pugh ES	0	--	--	--	--	--	--	--	--	--
Sharpstown HS	1	*	*	*	*	*	*	*	*	*
Stevens ES	0	--	--	--	--	--	--	--	--	--
Tertiary Group	7	57.1	0.0	42.9	0.0	0.0	0.0	57.1	14.3	42.9
Bellfort ECC	0	--	--	--	--	--	--	--	--	--
Bruce ES	0	--	--	--	--	--	--	--	--	--
Cook ES	0	--	--	--	--	--	--	--	--	--
Edison MS	0	--	--	--	--	--	--	--	--	--
Foerster ES	0	--	--	--	--	--	--	--	--	--
Forest Brook MS	3	*	*	*	*	*	*	*	*	*
Gallegos ES	0	--	--	--	--	--	--	--	--	--
High School Ahead MS	0	--	--	--	--	--	--	--	--	--
Kashmere Gardens ES	0	--	--	--	--	--	--	--	--	--
Key MS	0	--	--	--	--	--	--	--	--	--
Lewis ES	0	--	--	--	--	--	--	--	--	--
Liberty HS	0	--	--	--	--	--	--	--	--	--
Martinez, C. ES	0	--	--	--	--	--	--	--	--	--
Milby HS	2	*	*	*	*	*	*	*	*	*
Victory Prep South HS	0	--	--	--	--	--	--	--	--	--
Westbury HS	0	--	--	--	--	--	--	--	--	--
Yates HS	2	*	*	*	*	*	*	*	*	*
Young ES	0	--	--	--	--	--	--	--	--	--

Source: Fall PEIMS, ADA>0; PEIMS 425 Record, Disciplinary Action Data, 2017–2018

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

Table H-24: Promotion Rates and Year-to-Year Change by Treatment Group, 2016–2017 and 2017–2018* (*Preliminary)

	Enrollment	2016–2017	Enrollment	2017–2018*	2016–2017 to 2017–2018 %-Point Change
HISD	113,209	97.8	113,079	97.7	-0.1
Non-Achieve 180	98,516	97.8	98,695	97.8	0.0
Achieve 180 Program	14,693	97.5	14,384	96.7	-0.8
Superintendent's Schools	2,962	97.1	2,916	96.9	-0.2
Blackshear ES	297	89.6	296	92.6	3.0
Dogan ES	449	96.7	402	98.3	1.6
Henry MS	744	98.9	772	99.7	0.8
Highland Heights ES	361	99.2	373	95.2	-4.0
Mading ES	356	98.6	339	98.8	0.2
Wesley ES	216	94.0	183	97.3	3.3
Woodson K-8	539	98.0	551	94.2	-3.8
Primary Group	4,092	97.9	4,129	96.2	-1.7
Bonham ES	728	98.2	677	98.7	0.5
Cullen MS	460	96.1	405	94.6	-1.5
Gregory-Lincoln K-8	565	99.3	517	96.3	-3.0
Hilliard ES	467	97.0	454	91.9	-5.1
Lawson MS	957	98.5	937	97.4	-1.1
Texas Connections (TCAH)	915	97.5	1139	96.1	-1.4
Secondary Group	2,202	98.0	2,250	96.8	-1.2
Attucks MS	396	99.5	441	94.1	-5.4
Fondren ES	269	93.7	260	98.1	4.4
Looscan ES	325	98.8	298	99.3	0.5
Montgomery ES	476	98.5	506	96.4	-2.1
Pugh ES	269	100.0	271	99.3	-0.7
Stevens ES	467	97.0	474	96.0	-1.0

Table H-24: Promotion Rates and Year-to-Year Change by Treatment Group, 2016–2017 and 2017–2018* (*Preliminary)
(Continued)

	Enrollment	2016–2017	Enrollment	2017–2018*	2016–2017 to 2017–2018 %-Point Change
HISD	113,209	97.8	113,079	97.7	-0.1
Non-Achieve 180	98,516	97.8	98,695	97.8	0.0
Achieve 180 Program	14,693	97.5	14,384	96.7	-0.8
Tertiary Group	5,437	97.1	5,089	96.9	-0.2
Bruce ES	409	97.8	403	100.0	2.2
Cook ES	489	99.2	443	97.1	-2.1
Edison MS	616	99.7	620	98.9	-0.8
Foerster ES	415	98.1	423	96.7	-1.4
Forest Brook MS	745	98.3	715	98.5	0.2
Gallegos ES	331	95.5	278	98.6	3.1
High School Ahead MS	131	98.5	110	97.3	-1.2
Kashmere Gardens ES	325	91.7	290	95.9	4.2
Key MS	594	96.6	585	95.9	-0.7
Lewis ES	775	98.5	714	96.5	-2.0
Martinez, C. ES	354	93.2	329	93.3	0.1
Young ES	253	91.7	179	86.0	-5.7

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

Note: *Preliminary results for 2017–2018 are presented.

Table H-25: Promotion Rates by Non-Achieve 180 and Achieve 180 Program Affiliation and Student Demographics, 2016–2017

	Enrollment	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD Total	113,209	97.0	99.3	97.7	99.1	99.3	97.9	97.4	97.1	97.3
Non-Achieve 180	98,516	97.1	99.3	97.7	99.2	99.3	97.4	97.4	97.0	97.3
Achieve 180 Program	14,693	96.7	98.8	98.0	97.9	98.3	100.0	97.4	98.0	97.3
Superintendent's Schools	2,962	96.4	100.0	97.8	100.0	96.7	*	97.1	98.2	96.4
Blackshear ES	297	89.6	--	89.4	--	--	*	89.0	93.6	92.9
Dogan ES	449	95.8	--	97.1	--	*	--	97.4	98.8	89.5
Henry MS	744	98.4	--	98.9	*	100.0	*	98.9	98.2	97.2
Highland Heights ES	361	99.3	--	99.1	*	*	*	99.1	98.7	96.3
Mading ES	356	98.5	*	98.8	*	--	--	98.5	100.0	100.0
Wesley ES	216	95.2	--	89.7	--	88.9	--	93.9	93.3	96.7
Woodson K-8	539	98.3	100.0	93.6	*	*	*	97.9	100.0	100.0
Primary Group	4,092	97.5	100.0	98.0	98.4	98.2	100.0	98.0	97.9	96.6
Bonham ES	728	98.6	100.0	98.0	*	100.0	*	98.3	97.9	100.0
Cullen MS	460	96.1	*	95.3	*	*	--	96.1	94.3	91.9
Gregory-Lincoln K-8	565	99.4	*	100.0	87.5	91.7	100.0	99.4	100.0	97.8
Hilliard ES	467	96.1	*	100.0	*	100.0	*	97.2	100.0	96.7
Lawson MS	957	98.5	*	98.5	100.0	100.0	*	99.0	98.4	98.5
Texas Connections (TCAH)	915	96.8	100.0	95.5	100.0	98.2	100.0	96.0	75.0	97.6
Secondary Group	2,202	97.4	91.7	98.2	100.0	100.0	100.0	97.9	97.9	98.1
Attucks MS	396	100.0	*	99.1	*	*	*	99.4	98.2	98.7
Fondren ES	269	91.3	100.0	94.4	*	*	*	93.4	95.5	97.1
Looscan ES	325	100.0	--	98.7	*	*	--	98.7	98.7	100.0
Montgomery ES	476	96.9	*	99.6	*	100.0	--	98.4	100.0	95.6
Pugh ES	269	*	--	100.0	--	*	*	100.0	100.0	100.0
Stevens ES	467	91.9	*	97.3	*	100.0	*	96.8	95.7	97.9
Tertiary Group	5,437	96.1	98.3	98.0	93.3	100.0	100.0	97.1	98.0	97.8
Bruce ES	409	97.1	*	99.2	*	*	--	97.7	98.1	100.0
Cook ES	489	99.3	*	98.9	--	*	*	99.1	100.0	96.1
Edison MS	616	100.0	--	99.7	--	100.0	*	99.7	100.0	100.0
Foerster ES	415	98.7	98.0	96.7	*	*	*	98.0	98.1	100.0
Forest Brook MS	745	97.6	--	99.6	*	100.0	*	98.1	100.0	100.0
Gallegos ES	331	*	--	95.4	--	*	--	95.5	96.5	97.1
High School Ahead MS	131	98.8	--	97.9	--	*	--	99.1	95.2	100.0
Kashmere Gardens ES	325	91.5	*	92.7	*	*	--	91.4	92.9	96.6
Key MS	594	96.4	--	96.8	*	100.0	*	96.9	93.8	93.1
Lewis ES	775	97.0	--	99.0	*	*	*	98.7	98.8	100.0
Martinez, C. ES	354	88.8	*	95.8	*	*	--	93.2	95.4	96.7
Young ES	253	91.8	--	92.2	*	*	*	91.4	95.8	96.7

Sources: For 2016–2017 rates: PEIMS 400 Record, "Rec 400 2015-16"; PEIMS ADA unduplicated file, "PEIMS1516ada w PHC-012717w Lep Updated-030217"; 2016 PEIMS Fall Snapshot

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

Table H-26: Preliminary Promotion Rates by Non-Achieve 180 and Achieve 180 Program Affiliation and Student Demographics, 2017–2018

	Enrollment	African American	Asian/ Pac. Islander	Hispanic	Two or More Races	White	American Indian/ Alaska Native	Econ. Dis.	EL	SWD
HISD Total	113,079	96.9	99.2	97.6	98.8	99.3	98.3	97.3	97.0	97.0
Non-Achieve 180	98,695	97.3	99.2	97.7	98.9	99.5	99.3	97.5	97.0	97.0
Achieve 180 Program	14,384	95.8	97.4	97.4	98.0	97.2	93.9	96.5	96.9	96.9
Superintendent's Schools	2,916	96.1	*	97.8	100.0	95.7	*	96.9	96.7	98.7
Blackshear ES	296	92.5	--	92.7	--	*	*	92.9	92.9	91.9
Dogan ES	402	100.0	*	97.8	*	*	--	98.6	97.6	100.0
Henry MS	772	100.0	--	99.7	*	100.0	--	99.7	100.0	100.0
Highland Heights ES	373	96.6	--	93.8	*	*	*	94.9	92.6	100.0
Mading ES	339	99.2	--	97.4	*	--	--	99.0	94.1	100.0
Wesley ES	183	97.9	--	94.4	*	*	*	97.2	100.0	100.0
Woodson K-8	551	94.1	*	94.4	*	*	--	94.2	91.7	98.2
Primary Group	4,129	94.8	98.1	97.1	98.5	97.1	94.4	95.6	97.0	96.2
Bonham ES	677	97.3	100.0	99.0	100.0	100.0	*	98.6	98.6	97.4
Cullen MS	405	93.4	*	100.0	*	*	--	94.4	95.1	92.8
Gregory-Lincoln K-8	517	95.3	*	97.8	100.0	100.0	100.0	95.8	94.9	97.8
Hilliard ES	454	92.0	--	91.5	*	100.0	*	91.3	95.2	94.5
Lawson MS	937	97.1	100.0	97.5	100.0	*	*	97.2	97.0	97.1
Texas Connections (TCAH)	1,139	96.5	97.6	93.9	97.9	97.0	100.0	92.9	80.0	98.3
Secondary Group	2,250	95.6	100.0	97.4	90.0	97.3	*	96.6	97.3	95.5
Attucks MS	441	93.6	*	95.3	*	*	*	93.4	94.3	90.3
Fondren ES	260	100.0	*	97.1	*	*	*	98.2	96.7	100.0
Looscan ES	298	100.0	--	99.3	*	*	--	99.2	100.0	100.0
Montgomery ES	506	97.2	*	95.8	*	100.0	--	96.5	95.8	100.0
Pugh ES	271	100.0	--	99.2	--	*	*	99.1	98.5	100.0
Stevens ES	474	92.9	--	96.5	*	95.7	*	95.6	97.0	90.7
Tertiary Group	5,089	96.3	95.0	97.4	100.0	100.0	85.7	96.8	96.7	97.2
Bruce ES	403	100.0	*	100.0	*	--	--	100.0	100.0	100.0
Cook ES	443	97.1	--	97.0	--	*	*	96.9	97.0	93.5
Edison MS	620	*	--	98.9	--	*	--	98.8	99.0	97.6
Foerster ES	423	96.5	93.9	97.6	*	*	--	96.4	94.8	97.1
Forest Brook MS	715	98.1	*	99.2	*	100.0	*	98.4	98.1	100.0
Gallegos ES	278	*	--	98.5	--	*	--	98.9	97.9	96.7
High School Ahead MS	110	97.0	--	97.6	--	*	--	97.2	100.0	100.0
Kashmere Gardens ES	290	97.5	*	87.5	--	*	--	96.4	82.4	100.0
Key MS	585	95.0	--	97.0	*	100.0	*	96.0	97.1	96.5
Lewis ES	714	95.1	--	96.9	*	*	*	96.5	97.4	97.6
Martinez, C. ES	329	93.2	*	93.2	*	*	--	93.0	91.3	96.9
Young ES	179	85.9	--	87.5	*	*	*	85.0	80.0	81.3

Source: For 2017–2018 rates: PEIMS 400 Record, "Rec 400_Basic Attendance 2016-17_092717"; PEIMS ADA unduplicated file, PEIMS1617ada_rc=233435 w phc lep instruct set_030718"; 2017 PEIMS Fall Snapshot

Note: Preliminary results for 2017–2018 are presented. *Results for fewer than five students are masked.

Table H-27: Four-Year Graduation Rates by HISD, Non-Achieve 180, and Achieve 180 Program Affiliation, Class of 2016 and Class of 2017

	Class of 2016			Class of 2017		
	Enrolled (N)	Graduated (N)	Graduated (%)	Enrolled (N)	Graduated (N)	Graduated (%)
HISD	11,858	9,543	80.5	12,310	9,940	80.7
Non-Achieve 180	8,542	7,335	85.9	8,522	7,427	87.2
Achieve 180 Program	3,316	2,208	66.6	3,788	2,513	66.3
Superintendent's Schools	486	334	68.7	515	334	64.9
Kashmere HS	131	93	71.0	124	84	67.7
Wheatley HS	188	128	68.1	174	122	70.1
Worthing HS	167	113	67.7	217	128	59.0
Primary Group	1,296	786	60.6	1,675	1,018	60.8
Madison HS	456	339	74.3	412	296	71.8
North Forest HS	–	–	–	216	166	76.9
Texas Connections (TCAH)	681	329	48.3	858	415	48.4
Washington HS	159	118	74.2	189	141	74.6
Secondary Group	282	235	83.3	295	224	75.9
Sharpstown HS	282	235	83.3	295	224	75.9
Tertiary Group	1,252	853	68.1	1,303	937	71.9
Liberty HS	136	0	0.0	158	3	1.9
Milby HS	397	308	77.6	445	367	82.5
Westbury HS	468	362	77.4	474	402	84.8
Yates HS	251	183	72.9	226	165	73.0

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017; TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report; August 6, 2018

Table H-28: Five-Year Graduation Rates by HISD, Non-Achieve 180, and Achieve 180 Program Affiliation, Class of 2015 and Class of 2016

School	Class of 2015			Class of 2016		
	Enrolled (N)	Graduated (N)	Graduated (%)	Enrolled (N)	Graduated (N)	Graduated (%)
HISD	11,088	9,470	85.4	11,750	9,912	84.4
Non-Achieve 180	8,533	7,495	87.8	8,512	7,544	88.6
Achieve 180 Program	2,555	1,975	77.3	3,238	2,368	73.1
Superintendent's Schools	491	348	70.9	479	350	73.1
Kashmere HS	121	94	77.7	129	96	74.4
Wheatley HS	198	141	71.2	183	134	73.2
Worthing HS	172	113	65.7	167	120	71.9
Primary Group	533	422	79.2	1,257	859	68.3
Madison HS	386	301	78.0	442	350	79.2
Texas Connections (TCAH)	–	–	–	659	385	58.4
Washington HS	147	121	82.3	156	124	79.5
Secondary Group	280	249	88.9	279	250	89.6
Sharpstown HS	280	249	88.9	279	250	89.6
Tertiary Group	1,251	956	76.4	1,223	909	74.3
Liberty HS	139	8	5.8	120	9	7.5
Milby HS	452	390	86.3	390	323	82.8
Westbury HS	463	399	86.2	463	385	83.2
Yates HS	197	159	80.7	250	192	76.8

Source: TEA Confidential Class of 2015 Five-Year Longitudinal Summary Report, June 2017; TEA Confidential Class of 2016 Five-Year Longitudinal Summary Report, updated on August 6, 2018

Appendix I: Pillar VI – Family and Community Empowerment
 Title I, Part A, Parent Involvement Survey, 2018 Pilot – School Factors/School Climate

Table I-1: Number and Percentage of Parents and Family Members Who Agreed to Statements about Their Child's Title I School, School Factors/School Climate, 2017–2018										
Title I Schools	The school clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child.		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand (e.g., mode of communication, language, clarity, etc.).		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.	
	N	%	N	%	N	%	N	%	N	%
HISD Title I Schools Districtwide	20,719	87.1	20,823	84.5	20,635	83.2	20,650	89.7	20,301	74.2
Title I, Non-Achieve 180 Schools	19,602	87.3	19,701	84.6	19,535	83.3	19,538	90.0	19,217	74.4
Title I, Achieve 180 Program Schools	1,117	84.0	1,122	89.3	1,100	81.4	1,112	84.8	1,084	70.5
Title I, Achieve 180 Schools Office	877	84.2	886	91.2	868	81.7	877	84.5	855	69.2
Title I, Primary Group Achieve 180 Schools Office	210	86.2	211	84.4	209	84.2	209	84.7	204	76.0
Bonham ES	96	90.6	96	90.6	97	89.7	95	91.6	92	77.2
Cullen MS	1	*	1	*	1	*	1	*	1	*
Gregory-Lincoln PK-8	7	71.4	8	75.0	8	75.0	8	75.0	7	71.4
Hilliard ES	7	85.7	7	100.0	7	100.0	8	100.0	8	87.5
Lawson MS	38	81.6	39	71.8	38	68.4	37	75.7	38	68.4
Madison HS	11	81.8	11	72.7	11	81.8	11	72.7	11	63.6
North Forest HS	19	78.9	19	89.5	18	88.9	18	77.8	18	88.9
TCAH	1	*	1	*	1	*	1	*	1	*
Washington HS	30	86.7	29	82.8	28	82.1	30	80.0	28	75.0
Title I, Secondary Group Achieve 180 Schools Office	282	84.8	286	81.1	280	81.8	284	88.0	272	63.2
Attucks MS	5	60.0	6	50.0	5	60.0	5	60.0	5	60.0
Fondren ES	2	*	2	*	2	*	2	*	2	*
Looscan ES	9	77.8	9	77.8	6	66.7	9	77.8	8	62.5
Montgomery ES	169	88.2	172	82.6	173	84.4	171	87.7	168	60.7
Pugh ES	18	77.8	18	77.8	18	88.9	18	94.4	18	77.8
Sharpstown HS	40	80.0	41	78.0	39	74.4	39	89.7	36	61.1
Stevens ES	39	84.6	38	86.8	37	78.4	40	90.0	35	71.4

Table I-1: Number and Percentage of Parents and Family Members Who Agreed to Statements about Their Child's Title I School, School Factors/School Climate, 2017–2018 (Continued)

Title I Schools	The school clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child.		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand (e.g., mode of communication, language, clarity, etc.).		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.	
	N	%	N	%	N	%	N	%	N	%
Title I, Tertiary Group Achieve 180 Schools Office	385	82.6	389	79.4	379	80.2	384	81.8	379	69.9
Bellfort ECC	38	86.8	38	94.7	36	97.2	37	94.6	36	83.3
Bruce ES	4	*	4	*	3	*	4	*	4	*
Cook ES	36	83.3	36	80.6	36	77.8	35	85.7	34	52.9
Edison MS	4	*	4	*	3	*	4	*	4	*
Foerster ES	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	32	65.6	31	58.1	28	46.4	31	48.4	30	40.0
Gallegos ES	4	*	4	*	4	*	4	*	4	*
High School Ahead Acad MS	15	93.3	15	100.0	15	100.0	15	100.0	15	93.3
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	0.0	1	*
Lewis ES	40	95.0	44	90.9	42	97.6	40	95.0	40	92.5
Liberty HS	26	80.8	26	73.1	25	72.0	27	85.2	27	66.7
Martinez, C. ES	3	*	3	*	3	*	3	*	3	*
Milby HS	46	82.6	47	63.8	46	71.7	46	73.9	46	73.9
V Prep South	14	78.6	14	71.4	15	66.7	15	73.3	14	57.1
Westbury HS	48	68.8	48	79.2	48	77.1	48	81.3	48	68.8
Yates HS	26	80.8	26	69.2	26	73.1	26	76.9	26	53.8
Young ES	43	97.7	43	95.3	43	97.7	43	93.0	42	73.8
Title I, Superintendent's Schools Office	240	83.3	236	82.2	232	80.2	235	86.0	229	75.5
Blackshear ES	43	67.4	43	69.8	43	67.4	43	79.1	43	58.1
Dogan ES	29	93.1	29	93.1	29	93.1	29	93.1	27	92.6
Henry MS	30	83.3	30	80.0	28	75.0	28	89.3	28	75.0
Highland Heights ES	56	94.6	56	96.4	56	96.4	56	96.4	55	94.5
Kashmere HS	14	71.4	14	57.1	13	53.8	14	71.4	14	42.9
Mading ES	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0
Wesley ES	0	—	0	—	0	—	0	—	0	—
Wheatley HS	36	75.0	35	77.1	36	69.4	36	72.2	33	66.7
Woodson PK-8	20	100.0	17	94.1	15	100.0	17	94.1	17	82.4
Worthing HS	7	85.7	7	71.4	7	71.4	7	100.0	7	71.4

Table I-1: Number and Percentage of Parents and Family Members Who Agreed to Statements about Their Child's Title I School, School Factors/School Climate, 2017–2018 (Continued)

Title I Schools	The school values my opinions and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies (e.g., faith-based programs, health services, business partnerships) to meet my family's needs.		The school provides support to my family when impacted by adverse events (e.g., natural disaster, crime victim, accidents, loss of employment, separation/or death of family members etc.).		My school partners with the community (e.g., non-profit organizations, universities, businesses) to provide programs and/or supports to enhance my child's learning experiences and skills.	
	N	%	N	%	N	%	N	%	N	%
HISD Title I Schools Districtwide	20,325	82.9	19,967	66.7	20,206	77.9	19,955	80.3	19,882	82.8
Title I, Non-Achieve 180 Schools	19,228	83.0	18,894	66.8	19,120	77.9	18,885	80.4	18,814	83.0
Title I, Achieve 180 Program Schools	1,097	80.4	1,073	65.9	1,086	77.6	1,070	79.2	1,068	80.1
Title I, Achieve 180 Schools Office	864	79.9	844	62.7	857	76.1	837	78.1	837	78.9
Title I, Primary Group Achieve 180 Schools Office	208	84.1	204	67.2	204	79.9	201	80.6	200	82.5
Bonham ES	96	90.6	93	68.8	92	84.8	93	80.6	89	87.6
Cullen MS	1	*	1	*	1	*	1	*	1	*
Gregory-Lincoln PK-8	8	75.0	8	75.0	8	75.0	7	71.4	8	62.5
Hilliard ES	7	100.0	8	87.5	7	71.4	7	85.7	7	85.7
Lawson MS	38	73.7	39	64.1	39	71.8	35	77.1	37	75.7
Madison HS	10	70.0	11	72.7	10	60.0	10	70.0	10	70.0
North Forest HS	18	77.8	16	50.0	17	88.2	18	94.4	18	88.9
TCAH	1	*	1	*	1	*	1	*	1	*
Washington HS	29	82.8	27	63.0	29	79.3	29	79.3	29	79.3
Title I, Secondary Group Achieve 180 Schools Office	279	79.2	271	56.8	279	69.5	269	72.9	274	73.4
Attucks MS	5	40.0	5	40.0	5	40.0	5	40.0	5	40.0
Fondren ES	2	*	2	*	2	*	2	*	2	*
Looscan ES	9	88.9	9	55.6	9	77.8	9	88.9	9	77.8
Montgomery ES	170	77.6	168	57.1	173	66.5	167	71.3	168	71.4
Pugh ES	18	83.3	17	47.1	18	83.3	17	76.5	18	66.7
Sharpstown HS	39	84.6	36	66.7	40	77.5	35	77.1	38	81.6
Stevens ES	36	83.3	34	52.9	32	71.9	34	76.5	34	82.4

Table I-1: Number and Percentage of Parents and Family Members Who Agreed to Statements about Their Child's Title I School, School Factors/School Climate, 2017–2018 (Continued)

Title I Schools	The school values my opinions and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies (e.g., faith-based programs, health services, business partnerships) to meet my family's needs.		The school provides support to my family when impacted by adverse events (e.g., natural disaster, crime victim, accidents, loss of employment, separation/or death of family members etc.).		My school partners with the community (e.g., non-profit organizations, universities, businesses) to provide programs and/or supports to enhance my child's learning experiences and skills.	
	N	%	N	%	N	%	N	%	N	%
Title I, Tertiary Group Achieve 180 Schools Office	377	78	369	64.5	374	78.9	367	80.7	363	81.0
Bellfort ECC	36	91.7	34	82.4	34	91.2	35	91.4	34	97.1
Bruce ES	3	*	2	*	4	*	4	*	3	*
Cook ES	35	82.9	35	54.3	35	88.6	34	73.5	31	83.9
Edison MS	4	*	4	*	4	*	3	*	3	*
Foerster ES	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	31	45.2	29	31.0	29	48.3	29	62.1	30	63.3
Gallegos ES	4	*	4	*	4	*	4	*	4	*
High School Ahead Acad MS	15	100.0	15	86.7	15	100.0	14	100.0	14	100.0
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	0	—	1	*	1	*	1	*
Lewis ES	41	97.6	40	85.0	42	95.2	39	89.7	39	94.9
Liberty HS	27	74.1	25	64.0	26	73.1	25	84.0	26	76.9
Martinez, C. ES	3	*	3	*	3	*	3	*	3	*
Milby HS	44	77.3	45	51.1	44	77.3	44	75.0	44	77.3
V Prep South	13	69.2	12	66.7	13	61.5	15	66.7	13	61.5
Westbury HS	48	72.9	48	64.6	47	72.3	47	78.7	46	71.7
Yates HS	26	73.1	26	57.7	26	73.1	25	76.0	26	73.1
Young ES	41	78.0	42	71.4	42	83.3	40	90.0	41	90.2
Title I, Superintendent's Schools Office	233	82.4	229	77.7	229	83.4	233	83.3	231	84.4
Blackshear ES	43	69.8	43	67.4	42	78.6	42	76.2	43	76.7
Dogan ES	29	93.1	27	92.6	27	85.2	29	93.1	27	85.2
Henry MS	27	81.5	28	60.7	28	82.1	28	85.7	28	75.0
Highland Heights ES	56	94.6	56	96.4	55	96.4	56	96.4	56	98.2
Kashmere HS	14	64.3	13	53.8	14	64.3	13	69.2	14	71.4
Mading ES	5	60.0	5	60.0	5	80.0	5	80.0	5	80.0
Wesley ES	0	—	0	—	0	—	0	—	0	—
Wheatley HS	34	76.5	34	64.7	34	70.6	34	67.6	35	74.3
Woodson PK-8	18	88.9	16	100.0	17	94.1	19	84.2	16	100.0
Worthing HS	7	85.7	7	71.4	7	85.7	7	71.4	7	100.0

Table I-1: Number and Percentage of Parents and Family Members Who Agreed to Statements about Their Child's Title I School, School Factors/School Climate, 2017–2018 (Continued)

Title I Schools	Campus administration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.	
	N	%	N	%	N	%	N	%	N	%	N	%
HISD Title I Schools Districtwide	20,499	87.9	20,540	91.1	20,528	90.0	20,575	90.2	20,461	88.4	20,653	90.3
Title I, Non-Achieve 180 Schools	19,406	88.2	19,442	91.3	19,433	90.3	19,476	90.3	19,365	88.6	19,551	90.7
Title I, Achieve 180 Program Schools	1,093	83.1	1,098	88.7	1,095	85.7	1,099	88.0	1,096	84.5	1,102	84.8
Title I, Achieve 180 Schools Office Schools	864	83.8	867	89.0	864	86.6	871	88.1	865	84.3	870	86.1
Title I, Primary Group (Achieve 180 Schools Office)	205	84.4	208	88.9	208	88.9	209	90.0	209	86.6	208	88.0
Bonham ES	95	91.6	96	93.8	95	94.7	95	93.7	95	92.6	96	93.8
Cullen MS	1	*	1	*	1	*	1	*	1	*	1	*
Gregory-Lincoln PK-8	8	62.5	8	75.0	8	75.0	8	75.0	8	62.5	8	62.5
Hilliard ES	7	85.7	8	100.0	8	100.0	8	87.5	8	100.0	8	100.0
Lawson MS	37	81.1	38	89.5	38	86.8	38	81.6	38	81.6	36	83.3
Madison HS	10	70.0	10	70.0	9	66.7	10	70.0	10	80.0	10	80.0
North Forest HS	18	83.3	16	81.3	18	88.9	18	94.4	17	82.4	18	83.3
TCAH	1	*	1	*	1	*	1	*	1	*	1	*
Washington HS	28	75.0	30	83.3	30	80.0	30	96.7	31	80.6	30	83.3
Title I, Secondary Group (Achieve 180 Schools Office)	278	83.1	284	88.7	279	85.7	281	85.8	279	84.9	280	87.1
Attucks MS	5	40.0	6	50.0	5	40.0	5	40.0	5	60.0	5	60.0
Fondren ES	2	*	2	*	2	*	2	*	2	*	2	*
Looscan ES	9	77.8	9	66.7	9	77.8	9	88.9	9	88.9	8	87.5
Montgomery ES	166	83.7	170	90.0	168	87.5	168	86.9	168	86.3	170	88.8
Pugh ES	18	88.9	18	94.4	18	77.8	18	100.0	18	83.3	16	81.3
Sharpstown HS	39	89.7	40	95.0	38	89.5	38	76.3	39	79.5	39	87.2
Stevens ES	39	79.5	39	84.6	39	84.6	41	87.8	38	89.5	40	87.5

Table I-1: Number and Percentage of Parents and Family Members Who Agreed to Statements about Their Child's Title I School, School Factors/School Climate, 2017–2018 (Continued)

Title I Schools	Campus administration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.	
	N	%	N	%	N	%	N	%	N	%	N	%
Title I, Tertiary Group (Achieve 180 Schools Office)	381	84.0	375	89.3	377	85.9	381	88.7	377	82.5	382	84.3
Bellfort ECC	34	94.1	36	100.0	35	100.0	36	100.0	35	100.0	36	97.2
Bruce ES	4	*	4	*	4	*	4	*	3	*	3	*
Cook ES	36	80.6	36	97.2	36	91.7	36	86.1	35	82.9	36	77.8
Edison MS	4	*	4	*	4	*	4	*	4	*	4	*
Foerster ES	2	*	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	31	61.3	31	74.2	30	60.0	31	77.4	32	56.3	32	62.5
Gallegos ES	4	*	4	100.0	4	*	4	*	3	*	4	*
High School Ahead Acad MS	15	100.0	15	100.0	15	86.7	15	100.0	15	100.0	15	100.0
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	*	1	*	1	*
Lewis ES	41	100.0	40	100.0	39	100.0	40	100.0	38	100.0	39	100.0
Liberty HS	27	81.5	26	84.6	27	85.2	27	85.2	26	88.5	27	85.2
Martinez, C. ES	3	*	3	*	3	*	3	*	3	*	3	*
Milby HS	45	77.8	44	84.1	45	75.6	44	81.8	45	77.8	44	81.8
V Prep South	14	85.7	14	92.9	15	86.7	14	92.9	15	86.7	15	86.7
Westbury HS	49	77.6	48	79.2	47	83.0	49	87.8	48	70.8	49	77.6
Yates HS	26	88.5	25	92.0	26	76.9	26	80.8	26	84.6	26	80.8
Young ES	42	95.2	39	97.4	41	100.0	42	95.2	43	88.4	43	90.7
Title I, Superintendent's Schools Office	229	80.3	231	87.4	231	82.3	228	87.7	231	85.3	232	79.7
Blackshear ES	41	63.4	42	61.9	42	64.3	41	73.2	42	66.7	42	54.8
Dogan ES	27	81.5	28	92.9	28	92.9	27	92.6	26	92.3	27	92.6
Henry MS	27	85.2	28	96.4	27	88.9	28	92.9	28	89.3	28	85.7
Highland Heights ES	56	94.6	55	98.2	56	96.4	56	98.2	56	98.2	56	94.6
Kashmere HS	14	57.1	13	76.9	13	53.8	12	66.7	13	69.2	13	61.5
Mading ES	5	60.0	5	80.0	5	60.0	5	60.0	5	80.0	5	40.0
Wesley ES	0	—	0	—	0	—	0	—	0	—	0	—
Wheatley HS	34	73.5	35	85.7	34	73.5	34	85.3	35	77.1	34	70.6
Woodson PK-8	18	94.4	18	100.0	19	94.7	18	94.4	19	100.0	20	100.0
Worthing HS	7	100.0	7	100.0	7	85.7	7	100.0	7	85.7	7	85.7

Source: HISD Title I, Part A Parent Family Engagement Survey, 2017–2018

Note: Percentages are based on item-based counts to the survey. *Indicates fewer than five responses. —Indicates no data available. Responses may be abbreviated, yet, retain the original meaning. No results were available for Wesley Elementary School (Superintendent's Schools).

Table I-2: Number and Percentage of Parent and Family Members Who Indicated Barriers They Encounter to Participation at Their Child's Title I School, 2017–2018											
Title I Schools		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
	N	%	%	%	%	%	%	%	%	%	%
HISD Title I Schools Districtwide	21,886	21.5	16.6	48.8	5.4	13.0	6.2	12.8	8.1	6.1	3.5
Title I, Non-Achieve 180 Schools	20,661	21.6	26.0	49.2	5.3	13.1	6.1	12.6	8.2	6.2	3.5
Title I, Achieve 180 Program Schools	1,225	19.3	19.0	41.3	6.4	11.0	7.3	15.8	5.8	5.2	4.8
Title I, Achieve 180 Schools Office	972	19.8	18.3	40.6	6.9	10.0	8.1	14.8	6.4	4.5	4.4
Title I, Primary Group (Achieve 180 Schools Office)	223	22.0	17.9	31.8	9.9	11.7	10.3	18.8	7.6	4.9	4.0
Bonham ES	103	32.0	10.7	35.0	7.8	10.7	2.9	19.4	6.8	2.9	3.9
Cullen MS	1	*	*	*	*	*	*	*	*	*	*
Gregory-Lincoln PK-8	8	12.5	37.5	50.0	0.0	12.5	12.5	12.5	12.5	12.5	0.0
Hilliard ES	8	50.0	12.5	25.0	0.0	12.5	12.5	12.5	12.5	0.0	0.0
Lawson MS	40	10.0	20.0	25.0	7.5	10.0	7.5	7.5	7.5	2.5	2.5
Madison HS	11	0.0	36.4	18.2	9.1	18.2	0.0	9.1	0.0	0.0	9.1
North Forest HS	20	30.0	10.0	35.0	15.0	20.0	5.0	35.0	5.0	25.0	0.0
TCAH	1	*	*	*	*	*	*	*	*	*	*
Washington HS	31	3.2	35.5	29.0	22.6	9.7	45.2	25.8	12.9	3.2	9.7
Title I, Secondary Group (Achieve 180 Schools Office)	331	19.6	16.0	41.1	4.8	6.9	7.9	9.7	6.9	2.7	4.2
Attucks MS	10	20.0	20.0	10.0	10.0	20.0	10.0	10.0	0.0	10.0	10.0
Fondren ES	29	3.4	3.4	6.9	0.0	0.0	0.0	0.0	0.0	3.4	0.0
Looscan ES	9	33.3	11.1	11.1	0.0	0.0	11.1	22.2	22.2	0.0	22.2
Montgomery ES	179	21.8	14.5	46.9	6.7	7.3	7.3	7.3	5.0	2.2	3.9
Pugh ES	18	27.8	22.2	50.0	5.6	16.7	11.1	11.1	5.6	0.0	0.0
Sharpstown HS	45	17.8	22.2	44.4	2.2	6.7	11.1	15.6	15.6	6.7	4.4
Stevens ES	41	17.1	22.0	46.3	2.4	4.9	9.8	17.1	9.8	0.0	4.9

Table I-2: Number and Percentage of Parent and Family Members Who Indicated Barriers They Encounter to Greater Participation at Their Child's Title I School, 2017–2018 (Continued)

Title I Schools		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
	N	%	%	%	%	%	%	%	%	%	%
Title I, Tertiary Group (Achieve 180 Schools Office)	418	18.7	20.3	45.0	6.9	11.5	7.2	16.7	5.3	5.7	4.8
Bellfort ECC	39	17.9	12.8	38.5	2.6	5.1	2.6	5.1	0.0	2.6	0.0
Bruce ES	6	16.7	0.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Cook ES	37	10.8	18.9	40.5	5.4	10.8	10.8	16.2	5.4	2.7	2.7
Edison MS	4	*	*	*	*	*	*	*	*	*	*
Foerster ES	11	9.1	0.0	18.2	0.0	0.0	0.0	9.1	0.0	0.0	0.0
Forest Brook MS	34	32.4	35.3	38.2	5.9	14.7	5.9	29.4	8.8	14.7	20.6
Gallegos ES	5	40.0	20.0	80.0	20.0	20.0	20.0	0.0	40.0	0.0	40.0
High School Ahead Acad MS	15	13.3	0.0	53.3	6.7	13.3	0.0	40.0	6.7	6.7	0.0
Kashmere Gardens ES	3	*	*	*	*	*	*	*	*	*	*
Key MS	1	*	*	*	*	*	*	*	*	*	*
Lewis ES	46	17.4	23.9	32.6	6.5	4.3	13.0	10.9	4.3	4.3	2.2
Liberty HS	28	25.0	21.4	64.3	3.6	28.6	7.1	35.7	7.1	0.0	7.1
Martinez, C. ES	3	*	*	*	*	*	*	*	*	*	*
Milby HS	49	18.4	18.4	55.1	12.2	16.3	6.1	18.4	4.1	6.1	4.1
V Prep South	15	6.7	6.7	20.0	6.7	0.0	13.3	13.3	6.7	6.7	0.0
Westbury HS	50	6.0	24.0	54.0	2.0	6.0	2.0	10.0	4.0	6.0	4.0
Yates HS	27	18.5	33.3	33.3	3.7	3.7	3.7	11.1	3.7	11.1	0.0
Young ES	45	33.3	20.0	60.0	15.6	24.4	13.3	22.2	6.7	8.9	4.4
Title I, Superintendent's Schools Office	253	17.4	21.7	43.9	4.7	14.6	4.3	19.4	3.6	7.9	6.3
Blackshear ES	46	13.0	19.6	39.1	2.2	8.7	6.5	8.7	0.0	2.2	13.0
Dogan ES	32	21.9	6.3	28.1	0.0	3.1	0.0	0.0	0.0	0.0	9.4
Henry MS	32	15.6	21.9	50.0	6.3	15.6	0.0	12.5	6.3	12.5	0.0
Highland Heights ES	56	7.1	12.5	58.9	3.6	28.6	0.0	42.9	0.0	10.7	1.8
Kashmere HS	14	14.3	35.7	42.9	7.1	21.4	14.3	21.4	21.4	14.3	14.3
Mading ES	5	60.0	40.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0
Wesley ES	0	—	—	—	—	—	—	—	—	—	—
Wheatley HS	38	26.3	42.1	34.2	5.3	10.5	2.6	23.7	5.3	10.5	5.3
Woodson PK-8	21	28.6	23.8	42.9	14.3	9.5	19.0	14.3	4.8	0.0	0.0
Worthing HS	9	11.1	22.2	55.6	11.1	22.2	11.1	22.2	11.1	33.3	11.1

Source: HISD Title I, Part A Parent Family Engagement Survey, 2017–2018

Note: Percentages are based on item-based counts to the survey. *Indicates fewer than five responses. — Indicates no data available. Responses may be abbreviated, yet, retain the original meaning. No results were available for Wesley Elementary School (Superintendent's Schools).

Table I-3: Number and Percentage of Parents and Family Members Who Indicated How Their Child's Title I School Could Improve or Provide Extra Support to Their Child's Learning at Home, 2017–2018

Title I Schools		Helping my child with specific subjects/course skill areas (e.g., reading, writing, math, technology, AP/IB, etc.)	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests (e.g., class tests, STAAR, STAAR EOC, etc.)	Providing text-books to support learning at home	Providing learning materials in a manner I can understand (e.g., mode, language, clarity, etc.)
	N	%	%	%	%	%	%	%
HISD Title I Schools Districtwide	21,886	50.6	11.2	33.2	31.3	38.3	36.8	33.3
Title I, Non-Achieve 180 Schools	20,661	50.5	11.0	33.0	31.2	38.0	36.6	33.2
Title I, Achieve 180 Program Schools	1,225	52.0	14.7	35.6	33.0	43.0	39.1	34.6
Title I, Achieve 180 Schools Office	972	51.0	15.2	35.9	34.7	41.9	42.8	37.4
Title I, Primary Group (Achieve 180 Schools Office)	223	48.4	15.2	35.9	39.5	42.2	38.6	34.5
Bonham ES	103	55.3	10.7	37.9	42.7	47.6	47.6	45.6
Cullen MS	1	*	*	*	*	*	*	*
Gregory-Lincoln PK-8	8	37.5	12.5	25.0	37.5	37.5	12.5	25.0
Hilliard ES	8	37.5	0.0	37.5	25.0	37.5	50.0	62.5
Lawson MS	40	32.5	15.0	22.5	30.0	32.5	27.5	15.0
Madison HS	11	45.5	36.4	45.5	27.3	36.4	36.4	18.2
North Forest HS	20	55.0	5.0	25.0	20.0	30.0	20.0	0.0
TCAH	1	*	*	*	*	*	*	*
Washington HS	31	48.4	32.3	51.6	58.1	48.4	38.7	45.2
Title I, Secondary Group (Achieve 180 Schools Office)	331	53.2	14.5	33.2	29.9	41.4	46.8	39.6
Attucks MS	10	10.0	30.0	0.0	10.0	20.0	0.0	0.0
Fondren ES	29	72.4	24.1	51.7	41.4	51.7	72.4	62.1
Looscan ES	9	55.6	11.1	33.3	22.2	55.6	44.4	55.6
Montgomery ES	179	51.4	10.1	27.4	26.3	39.7	44.1	34.1
Pugh ES	18	66.7	11.1	27.8	27.8	44.4	44.4	61.1
Sharpstown HS	45	48.9	28.9	46.7	53.3	46.7	46.7	37.8
Stevens ES	41	56.1	9.8	41.5	19.5	36.6	53.7	46.3

Table I-3: Number and Percentage of Parents and Family Members Who Indicated How Their Child's Title I School Could Improve or Provide Extra Support to Their Child's Learning at Home, 2017–2018 (Continued)								
Title I Schools		Helping my child with specific subjects/course skill areas (e.g., reading, writing, math, technology, AP/IB, etc.)	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests (e.g., class tests, STAAR, STAAR EOC, etc.)	Providing text-books to support learning at home	Providing learning materials in a manner I can understand (e.g., mode, language, clarity, etc.)
	N	%	%	%	%	%	%	%
Title I, Tertiary Group (Achieve 180 Schools Office)	418	50.7	15.8	38.0	35.9	42.1	41.9	37.3
Bellfort ECC	39	59	7.7	46.2	30.8	25.6	51.3	53.8
Bruce ES	6	66.7	33.3	33.3	33.3	33.3	33.3	50.0
Cook ES	37	62.2	16.2	43.2	32.4	37.8	62.2	48.6
Edison MS	4	*	*	*	*	*	*	*
Foerster ES	11	63.6	18.2	45.5	36.4	45.5	63.6	36.4
Forest Brook MS	34	55.9	17.6	44.1	35.3	58.8	50.0	47.1
Gallegos ES	5	20.0	20.0	80.0	60.0	20.0	40.0	20.0
High School Ahead Acad MS	15	40.0	0.0	20.0	26.7	40.0	20.0	6.7
Kashmere Gardens ES	3	*	*	*	*	*	*	*
Key MS	1	*	*	*	*	*	*	*
Lewis ES	46	45.7	21.7	39.1	30.4	52.2	50.0	43.5
Liberty HS	28	60.7	14.3	42.9	71.4	50.0	53.6	50.0
Martinez, C. ES	3	*	*	*	*	*	*	*
Milby HS	49	38.8	10.2	28.6	32.7	28.6	22.4	26.5
V Prep South	15	46.7	6.7	40.0	53.3	40.0	20.0	33.3
Westbury HS	50	36.0	18.0	32.0	40.0	48.0	40.0	26.0
Yates HS	27	55.6	11.1	22.2	33.3	51.9	18.5	29.6
Young ES	45	57.8	26.7	42.2	24.4	40.0	42.2	31.1
Title I, Superintendent's Schools Office	253	55.7	12.6	34.4	26.5	47.4	24.9	23.7
Blackshear ES	46	32.6	10.9	26.1	10.9	47.8	23.9	10.9
Dogan ES	32	59.4	6.3	25.0	21.9	34.4	40.6	40.6
Henry MS	32	53.1	21.9	53.1	43.8	46.9	37.5	50.0
Highland Heights ES	56	83.9	12.5	44.6	17.9	82.1	8.9	12.5
Kashmere HS	14	50.0	21.4	21.4	35.7	28.6	35.7	21.4
Mading ES	5	60.0	20.0	40.0	0.0	40.0	20.0	60.0
Wesley ES	0	—	—	—	—	—	—	—
Wheatley HS	38	60.5	7.9	31.6	50.0	36.8	23.7	18.4
Woodson PK-8	21	28.6	9.5	23.8	14.3	14.3	14.3	14.3
Worthing HS	9	44.4	22.2	33.3	44.4	33.3	44.4	33.3

Source: HISD Title I, Part A Parent Family Engagement Survey, 2017–2018

Note: Percentages are based on item-based counts to the survey. *Indicates fewer than five responses. —Indicates no data available. Responses may be abbreviated, yet, retain the original meaning. No results were available for Wesley Elementary School (Superintendent's Schools).

Appendix J: Summative Outcomes STAAR 3–8 Performance Results

Table J-1: District-Level Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018										
2017 Proficiency Level	2017 and 2018: # of Students % of Students		2018 Proficiency Level							
			Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
Grades 3-8 Combined										
Did Not Meet	22,024	35%	15,799	72%	5,138	23%	920	4%	167	1%
Approaches	16,608	26%	3,531	21%	7,534	45%	4,053	24%	1,490	9%
Meets	10,156	16%	516	5%	2,668	26%	3,744	37%	3,228	32%
Masters	14,062	22%	195	1%	1,230	9%	3,334	24%	9,303	66%
Total	62,850	100%	20,041	32%	16,570	26%	12,051	19%	14,188	23%
Grade 3 (2017) to Grade 4 (2018)										
Did Not Meet	4,822	33%	3,735	77%	928	19%	133	3%	26	1%
Approaches	3,744	26%	1,155	31%	1,620	43%	722	19%	247	7%
Meets	2,030	14%	192	9%	701	35%	664	33%	473	23%
Masters	4,054	28%	116	3%	535	13%	1,091	27%	2,312	57%
Total	14,650	100%	5,198	35%	3,784	26%	2,610	18%	3,058	21%
Grade 4 (2017) to Grade 5 (2018)										
Did Not Meet	5,517	37%	3,481	63%	1,563	28%	403	7%	70	1%
Approaches	3,676	25%	558	15%	1,542	42%	1,235	34%	341	9%
Meets	2,477	17%	85	3%	483	19%	1,139	46%	770	31%
Masters	3,053	21%	28	1%	151	5%	669	22%	2,205	72%
Total	14,723	100%	4,152	28%	3,739	25%	3,446	23%	3,386	23%
Grade 5 (2017) to Grade 6 (2018)										
Did Not Meet	3,766	34%	2,974	79%	690	18%	89	2%	13	<1%
Approaches	2,626	24%	885	34%	1,246	47%	399	15%	96	4%
Meets	2,019	18%	187	9%	786	39%	695	34%	351	17%
Masters	2,714	24%	44	2%	375	14%	845	31%	1,450	53%
Total	11,125	100%	4,090	37%	3,097	28%	2,028	18%	1,910	17%
Grade 6 (2017) to Grade 7 (2018)										
Did Not Meet	4,380	39%	3,101	71%	1,060	24%	185	4%	34	1%
Approaches	3,253	29%	460	14%	1,431	44%	892	27%	470	14%
Meets	1,785	16%	23	1%	279	16%	591	33%	892	50%
Masters	1,833	16%	2	<1%	58	3%	240	13%	1,533	84%
Total	11,251	100%	3,586	32%	2,828	25%	1,908	17%	2,929	26%
Grade 7 (2017) to Grade 8 (2018)										
Did Not Meet	3,539	32%	2,508	71%	897	25%	110	3%	24	1%
Approaches	3,309	30%	473	14%	1,695	51%	805	24%	336	10%
Meets	1,845	17%	29	2%	419	23%	655	36%	742	40%
Masters	2,408	22%	5	<1%	111	5%	489	20%	1,803	75%
Total	11,101	100%	3,015	27%	3,122	28%	2,059	19%	2,905	26%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-2: Non-Achieve 180 Program Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of	% of	#	%	#	%	#	%	#	%	
	Students	Students									
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	17,871	33%	12,635	71%	4,297	24%	790	4%	149	1%
	Approaches	14,510	26%	3,032	21%	6,476	45%	3,647	25%	1,355	9%
	Meets	9,255	17%	460	5%	2,402	26%	3,417	37%	2,976	32%
	Masters	13,239	24%	178	1%	1,139	9%	3,092	23%	8,830	67%
	Total	54,875	100%	16,305	30%	14,314	26%	10,946	20%	13,310	24%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	4,087	31%	3,149	77%	799	20%	115	3%	24	1%
	Approaches	3,368	26%	1,030	31%	1,450	43%	653	19%	235	7%
	Meets	1,908	14%	176	9%	656	34%	626	33%	450	24%
	Masters	3,834	29%	107	3%	501	13%	1,018	27%	2,208	58%
	Total	13,197	100%	4,462	34%	3,406	26%	2,412	18%	2,917	22%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	4,609	35%	2,868	62%	1,331	29%	348	8%	62	1%
	Approaches	3,309	25%	507	15%	1,369	41%	1,119	34%	314	9%
	Meets	2,296	18%	78	3%	446	19%	1,062	46%	710	31%
	Masters	2,876	22%	26	1%	140	5%	628	22%	2,082	72%
	Total	13,090	100%	3,479	27%	3,286	25%	3,157	24%	3,168	24%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	2,979	31%	2,315	78%	577	19%	74	2%	13	<1%
	Approaches	2,248	24%	742	33%	1,057	47%	361	16%	88	4%
	Meets	1,785	19%	166	9%	685	38%	615	34%	319	18%
	Masters	2,546	27%	39	2%	346	14%	782	31%	1,379	54%
	Total	9,558	100%	3,262	34%	2,665	28%	1,832	19%	1,799	19%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	3,461	36%	2,392	69%	877	25%	164	5%	28	1%
	Approaches	2,807	29%	377	13%	1,208	43%	806	29%	416	15%
	Meets	1,617	17%	21	1%	249	15%	532	33%	815	50%
	Masters	1,742	18%	2	<1%	54	3%	223	13%	1,463	84%
	Total	9,627	100%	2,792	29%	2,388	25%	1,725	18%	2,722	28%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	2,735	29%	1,911	70%	713	26%	89	3%	22	1%
	Approaches	2,778	30%	376	14%	1,392	50%	708	25%	302	11%
	Meets	1,649	18%	19	1%	366	22%	582	35%	682	41%
	Masters	2,241	24%	4	<1%	98	4%	441	20%	1,698	76%
	Total	9,403	100%	2,310	25%	2,569	27%	1,820	19%	2,704	29%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-3: Achieve 180 Program Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2017 and 2018: # of Students % of Students		2018 Proficiency Level								
			Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	4,153	52%	3,164	76%	841	20%	130	3%	18	<1%
	Approaches	2,098	26%	499	24%	1,058	50%	406	19%	135	6%
	Meets	901	11%	56	6%	266	30%	327	36%	252	28%
	Masters	823	10%	17	2%	91	11%	242	29%	473	57%
	Total	7,975	100%	3,736	47%	2,256	28%	1,105	14%	878	11%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	735	51%	586	80%	129	18%	18	2%	2	<1%
	Approaches	376	26%	125	33%	170	45%	69	18%	12	3%
	Meets	122	8%	16	13%	45	37%	38	31%	23	19%
	Masters	220	15%	9	4%	34	15%	73	33%	104	47%
	Total	1,453	100%	736	51%	378	26%	198	14%	141	10%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	908	56%	613	68%	232	26%	55	6%	8	1%
	Approaches	367	22%	51	14%	173	47%	116	32%	27	7%
	Meets	181	11%	7	4%	37	20%	77	43%	60	33%
	Masters	177	11%	2	1%	11	6%	41	23%	123	69%
	Total	1,633	100%	673	41%	453	28%	289	18%	218	13%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	787	50%	659	84%	113	14%	15	2%	0	0
	Approaches	378	24%	143	38%	189	50%	38	10%	8	2%
	Meets	234	15%	21	9%	101	43%	80	34%	32	14%
	Masters	168	11%	5	3%	29	17%	63	38%	71	42%
	Total	1,567	100%	828	53%	432	28%	196	13%	111	7%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	919	57%	709	77%	183	20%	21	2%	6	1%
Approaches	446	27%	83	19%	223	50%	86	19%	54	12%	
Meets	168	10%	2	1%	30	18%	59	35%	77	46%	
Masters	91	6%	0	0	4	4%	17	19%	70	77%	
Total	1,624	100%	794	49%	440	27%	183	11%	207	13%	
Grade 7 (2017) to Grade 8 (2018)											
Did Not Meet	804	47%	597	74%	184	23%	21	3%	2	<1%	
Approaches	531	31%	97	18%	303	57%	97	18%	34	6%	
Meets	196	12%	10	5%	53	27%	73	37%	60	31%	
Masters	167	10%	1	0.01	13	8%	48	29%	105	63%	
Total	1,698	100%	705	42%	553	33%	239	14%	201	12%	

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-4: Superintendent's Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	955	61%	763	80%	173	18%	15	2%	4	<1%
	Approaches	370	24%	102	28%	192	52%	60	16%	16	4%
	Meets	133	8%	7	5%	45	34%	52	39%	29	22%
	Masters	108	7%	2	2%	14	13%	33	31%	59	55%
	Total	1,566	100%	874	56%	424	27%	160	10%	108	7%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	193	59%	166	86%	25	13%	2	1%	0	0%
	Approaches	76	23%	20	26%	39	51%	15	20%	2	3%
	Meets	20	6%	2	10%	7	35%	10	50%	1	5%
	Masters	39	12%	2	5%	8	21%	12	31%	17	44%
	Total	328	100%	190	58%	79	24%	39	12%	20	6%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	208	64%	159	76%	42	20%	5	2%	2	1%
	Approaches	68	21%	13	19%	37	54%	13	19%	5	7%
	Meets	21	6%	1	5%	5	24%	8	38%	7	33%
	Masters	30	9%	0	0%	2	7%	8	27%	20	67%
	Total	327	100%	173	53%	86	26%	34	10%	34	10%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	170	59%	150	88%	19	11%	1	1%	0	0
	Approaches	68	24%	30	44%	31	46%	7	10%	0	0%
	Meets	35	12%	2	6%	19	54%	13	37%	1	3%
	Masters	13	5%	0	0%	3	23%	5	38%	5	38%
	Total	286	100%	182	64%	72	25%	26	9%	6	2%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	205	64%	158	77%	40	20%	5	2%	2	1%
	Approaches	80	25%	16	20%	46	58%	13	16%	5	6%
	Meets	27	8%	1	4%	8	30%	6	22%	12	44%
	Masters	9	3%	0	0	0	0%	3	33%	6	67%
	Total	321	100%	175	55%	94	29%	27	8%	25	8%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	179	59%	130	73%	47	26%	2	1%	0	0%
	Approaches	78	26%	23	29%	39	50%	12	15%	4	5%
	Meets	30	10%	1	3%	6	20%	15	50%	8	27%
	Masters	17	6%	0	0	1	6%	5	29%	11	65%
	Total	304	100%	154	51%	93	31%	34	11%	23	8%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-5: Primary Group Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	1,128	43%	799	71%	278	25%	43	4%	8	1%
	Approaches	693	27%	127	18%	344	50%	153	22%	69	10%
	Meets	389	15%	16	4%	98	25%	143	37%	132	34%
	Masters	396	15%	3	1%	36	9%	100	25%	257	65%
	Total	2,606	100%	945	36%	756	29%	439	17%	466	18%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	143	46%	103	72%	35	24%	4	3%	1	1%
	Approaches	82	27%	27	33%	39	48%	14	17%	2	2%
	Meets	22	7%	0	0%	8	36%	8	36%	6	27%
	Masters	61	20%	1	2%	8	13%	24	39%	28	46%
	Total	308	100%	131	43%	90	29%	50	16%	37	12%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	185	50%	118	64%	54	29%	11	6%	2	1%
	Approaches	84	23%	5	6%	41	49%	34	40%	4	5%
	Meets	53	14%	2	4%	8	15%	22	42%	21	40%
	Masters	51	14%	0	0%	1	2%	6	12%	44	86%
	Total	373	100%	125	34%	104	28%	73	20%	71	19%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	255	42%	202	79%	48	19%	5	2%	0	0
	Approaches	136	22%	39	29%	72	53%	20	15%	5	4%
	Meets	116	19%	9	8%	47	41%	40	34%	20	17%
	Masters	104	17%	2	2%	14	13%	36	35%	52	50%
	Total	611	100%	252	41%	181	30%	101	17%	77	13%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	287	46%	194	68%	78	27%	11	4%	4	1%
	Approaches	171	28%	28	16%	69	40%	39	23%	35	20%
	Meets	94	15%	0	0%	12	13%	37	39%	45	48%
	Masters	66	11%	0	0	3	5%	10	15%	53	80%
	Total	618	100%	222	36%	162	26%	97	16%	137	22%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	258	37%	182	71%	63	24%	12	5%	1	<1%
	Approaches	220	32%	28	13%	123	56%	46	21%	23	10%
	Meets	104	15%	5	5%	23	22%	36	35%	40	38%
	Masters	114	16%	0	0	10	9%	24	21%	80	70%
	Total	696	100%	215	31%	219	31%	118	17%	144	21%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-6: Secondary Group Reading STAAR English to Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	545	57%	399	73%	129	24%	15	3%	2	<1%
	Approaches	236	25%	58	25%	111	47%	54	23%	13	6%
	Meets	95	10%	14	15%	22	23%	33	35%	26	27%
	Masters	86	9%	0	0%	5	6%	33	38%	48	56%
	Total	962	100%	471	49%	267	28%	135	14%	89	9%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	162	54%	128	79%	30	19%	4	2%	0	0%
	Approaches	73	24%	22	30%	29	40%	18	25%	4	5%
	Meets	29	10%	7	24%	10	34%	4	14%	8	28%
	Masters	34	11%	0	0%	3	9%	11	32%	20	59%
	Total	298	100%	157	53%	72	24%	37	12%	32	11%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	203	59%	122	60%	70	34%	9	4%	2	1%
	Approaches	64	18%	9	14%	26	41%	21	33%	8	13%
	Meets	45	13%	4	9%	5	11%	20	44%	16	36%
	Masters	35	10%	0	0%	2	6%	9	26%	24	69%
	Total	347	100%	135	39%	103	30%	59	17%	50	14%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	58	61%	47	81%	9	16%	2	3%	0	0
	Approaches	22	23%	11	50%	11	50%	0	0%	0	0%
	Meets	10	11%	3	30%	4	40%	1	10%	2	20%
	Masters	5	5%	0	0%	0	0%	5	100%	0	0%
	Total	95	100%	61	64%	24	25%	8	8%	2	2%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	62	61%	52	84%	10	16%	0	0%	0	0%
	Approaches	33	33%	10	30%	16	48%	6	18%	1	3%
	Meets	3	3%	0	0%	0	0%	3	100%	0	0%
	Masters	3	3%	0	0	0	0%	0	0%	3	100%
	Total	101	100%	62	61%	26	26%	9	9%	4	4%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	60	50%	50	83%	10	17%	0	0%	0	0%
	Approaches	44	36%	6	14%	29	66%	9	20%	0	0%
	Meets	8	7%	0	0%	3	38%	5	63%	0	0%
	Masters	9	7%	0	0	0	0%	8	89%	1	11%
	Total	121	100%	56	46%	42	35%	22	18%	1	1%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-7: Tertiary Group Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	1,525	54%	1,203	79%	261	17%	57	4%	4	<1%
	Approaches	799	28%	212	27%	411	51%	139	17%	37	5%
	Meets	284	10%	19	7%	101	36%	99	35%	65	23%
	Masters	233	8%	12	5%	36	15%	76	33%	109	47%
	Total	2,841	100%	1,446	51%	809	28%	371	13%	215	8%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	237	46%	189	80%	39	16%	8	3%	1	<1%
	Approaches	145	28%	56	39%	63	43%	22	15%	4	3%
	Meets	51	10%	7	14%	20	39%	16	31%	8	16%
	Masters	86	17%	6	7%	15	17%	26	30%	39	45%
	Total	519	100%	258	50%	137	26%	72	14%	52	10%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	312	53%	214	69%	66	21%	30	10%	2	1%
	Approaches	151	26%	24	16%	69	46%	48	32%	10	7%
	Meets	62	11%	0	0%	19	31%	27	44%	16	26%
	Masters	61	10%	2	3%	6	10%	18	30%	35	57%
	Total	586	100%	240	41%	160	27%	123	21%	63	11%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	304	53%	260	86%	37	12%	7	2%	0	0
	Approaches	152	26%	63	41%	75	49%	11	7%	3	2%
	Meets	73	13%	7	10%	31	42%	26	36%	9	12%
	Masters	46	8%	3	7%	12	26%	17	37%	14	30%
	Total	575	100%	333	58%	155	27%	61	11%	26	5%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	365	63%	305	84%	55	15%	5	1%	0	0%
	Approaches	162	28%	29	18%	92	57%	28	17%	13	8%
	Meets	44	8%	1	2%	10	23%	13	30%	20	45%
	Masters	13	2%	0	0	1	8%	4	31%	8	62%
	Total	584	100%	335	57%	158	27%	50	9%	41	7%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	307	53%	235	77%	64	21%	7	2%	1	<1%
	Approaches	189	33%	40	21%	112	59%	30	16%	7	4%
	Meets	54	9%	4	7%	21	39%	17	31%	12	22%
	Masters	27	5%	1	0.04	2	7%	11	41%	13	48%
	Total	577	100%	280	49%	199	34%	65	11%	33	6%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

HOUSTON INDEPENDENT SCHOOL DISTRICT

**Collaborate Achieve 180**

Achieve 180 Campus	Distance Learning Partner
*Kashmere HS	Chavez HS
*Wheatley HS	Westside HS
*Worthing HS	Bellaire HS
Madison HS	Lamar HS
North Forest HS	Lamar HS
Washington HS	Westside HS

Source: Achieve 180 Program Administrator

Note: *Indicates Superintendent's Schools

Demonstrate Achieve 180

Achieve 180 Campus	Demonstration School
Blackshear ES	Peck ES
Dogan ES	Shadydale ES
Henry MS	Fonville MS McReynolds MS
Highland Heights ES	Osborne ES Ross ES
Kashmere HS	Jones Futures Academy
Mading ES	Frost ES
Wesley ES	Atherton ES Burrus ES
Wheatley HS	Yates HS
Woodson K-8	Cornelius ES Black MS
Worthing HS	Wisdom HS

Source: Achieve 180 Program Administrator

Table J-8: Demonstration Schools Reading STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	1,301	39%	902	69%	314	24%	70	5%	15	1%
	Approaches	930	28%	206	22%	405	44%	228	25%	91	10%
	Meets	515	16%	41	8%	127	25%	187	36%	160	31%
	Masters	548	17%	17	3%	53	10%	128	23%	350	64%
	Total	3,294	100%	1,166	35%	899	27%	613	19%	616	19%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	195	33%	126	65%	47	24%	16	8%	6	3%
	Approaches	189	32%	46	24%	72	38%	38	20%	33	17%
	Meets	88	15%	9	10%	29	33%	22	25%	28	32%
	Masters	111	19%	9	8%	14	13%	27	24%	61	55%
	Total	583	100%	190	33%	162	28%	103	18%	128	22%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	220	36%	113	51%	69	31%	32	15%	6	3%
	Approaches	168	27%	29	17%	66	39%	59	35%	14	8%
	Meets	128	21%	8	6%	24	19%	62	48%	34	27%
	Masters	98	16%	2	2%	10	10%	37	38%	49	50%
	Total	614	100%	152	25%	169	28%	190	31%	103	17%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	258	39%	212	82%	40	16%	5	2%	1	<1%
	Approaches	165	25%	66	40%	71	43%	26	16%	2	1%
	Meets	111	17%	18	16%	37	33%	44	40%	12	11%
	Masters	134	20%	6	4%	18	13%	38	28%	72	54%
	Total	668	100%	302	45%	166	25%	113	17%	87	13%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	365	49%	250	68%	100	27%	13	4%	2	1%
	Approaches	201	27%	30	15%	86	43%	61	30%	24	12%
	Meets	85	11%	3	4%	13	15%	24	28%	45	53%
	Masters	91	12%	0	0	5	5%	8	9%	78	86%
	Total	742	100%	283	38%	204	27%	106	14%	149	20%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	263	38%	201	76%	58	22%	4	2%	0	0%
	Approaches	207	30%	35	17%	110	53%	44	21%	18	9%
	Meets	103	15%	3	3%	24	23%	35	34%	41	40%
	Masters	114	17%	0	0	6	5%	18	16%	90	79%
	Total	687	100%	239	35%	198	29%	101	15%	149	22%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-9: District-Level Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of	% of	#	%	#	%	#	%	#	%	
	Students	Students									
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	17,111	29%	10,955	64%	5,032	29%	999	6%	125	1%
	Approaches	17,254	29%	3,435	20%	8,288	48%	4,448	26%	1,083	6%
	Meets	12,078	20%	392	3%	3,183	26%	5,164	43%	3,339	28%
	Masters	12,549	21%	71	1%	754	6%	3,035	24%	8,689	69%
	Total	58,992	100%	14,853	25%	17,257	29%	13,646	23%	13,236	22%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	3,776	26%	2,570	68%	1,017	27%	159	4%	30	1%
	Approaches	4,045	28%	758	19%	1,934	48%	971	24%	382	9%
	Meets	3,018	21%	94	3%	843	28%	1,076	36%	1,005	33%
	Masters	3,813	26%	24	1%	254	7%	759	20%	2,776	73%
	Total	14,652	100%	3,446	24%	4,048	28%	2,965	20%	4,193	29%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	4,201	29%	2,399	57%	1,425	34%	313	7%	64	2%
	Approaches	3,991	27%	432	11%	1,830	46%	1,288	32%	441	11%
	Meets	2,622	18%	46	2%	523	20%	1,105	42%	948	36%
	Masters	3,901	27%	17	<1%	176	5%	823	21%	2,885	74%
	Total	14,715	100%	2,894	20%	3,954	27%	3,529	24%	4,338	29%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	2,516	23%	1,757	70%	663	26%	90	4%	6	<1%
	Approaches	3,228	29%	927	29%	1,676	52%	556	17%	69	2%
	Meets	2,508	23%	146	6%	932	37%	1,008	40%	422	17%
	Masters	2,819	25%	22	1%	270	10%	932	33%	1,595	57%
	Total	11,071	100%	2,852	26%	3,541	32%	2,586	23%	2,092	19%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	3,184	30%	2,369	74%	750	24%	58	2%	7	<1%
	Approaches	3,469	33%	980	28%	1,791	52%	623	18%	75	2%
	Meets	2,380	22%	76	3%	594	25%	1,072	45%	638	27%
	Masters	1,594	15%	5	<1%	35	2%	336	21%	1,218	76%
	Total	10,627	100%	3,430	32%	3,170	30%	2,089	20%	1,938	18%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	3,434	43%	1,860	54%	1,177	34%	379	11%	18	1%
	Approaches	2,521	32%	338	13%	1,057	42%	1,010	40%	116	5%
	Meets	1,550	20%	30	2%	291	19%	903	58%	326	21%
	Masters	422	5%	3	0.01	19	5%	185	44%	215	51%
	Total	7,927	100%	2,231	28%	2,544	32%	2,477	31%	675	9%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-10: Non-Achieve 180 Program Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	13,488	26%	8,417	62%	4,084	30%	870	6%	117	1%
	Approaches	14,894	29%	2,819	19%	7,104	48%	3,961	27%	1,010	7%
	Meets	11,037	21%	342	3%	2,857	26%	4,712	43%	3,126	28%
	Masters	11,959	23%	64	1%	699	6%	2,819	24%	8,377	70%
	Total	51,378	100%	11,642	23%	14,744	29%	12,362	24%	12,630	25%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	3,172	24%	2,135	67%	867	27%	141	4%	29	1%
	Approaches	3,635	28%	649	18%	1,735	48%	885	24%	366	10%
	Meets	2,765	21%	83	3%	761	28%	973	35%	948	34%
	Masters	3,635	28%	23	1%	236	6%	711	20%	2,665	73%
	Total	13,207	100%	2,890	22%	3,599	27%	2,710	21%	4,008	30%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	3,391	26%	1,864	55%	1,199	35%	269	8%	59	2%
	Approaches	3,546	27%	370	10%	1,605	45%	1,166	33%	405	11%
	Meets	2,422	18%	42	2%	477	20%	1,021	42%	882	36%
	Masters	3,740	29%	16	<1%	170	5%	771	21%	2,783	74%
	Total	13,099	100%	2,292	17%	3,451	26%	3,227	25%	4,129	32%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	1,961	21%	1,330	68%	541	28%	84	4%	6	<1%
	Approaches	2,675	28%	743	28%	1,368	51%	497	19%	67	3%
	Meets	2,229	23%	128	6%	826	37%	892	40%	383	17%
	Masters	2,662	28%	19	1%	242	9%	867	33%	1,534	58%
	Total	9,527	100%	2,220	23%	2,977	31%	2,340	25%	1,990	21%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	2,373	26%	1,731	73%	586	25%	50	2%	6	<1%
	Approaches	2,936	32%	811	28%	1,505	51%	551	19%	69	2%
	Meets	2,196	24%	64	3%	536	24%	995	45%	601	27%
	Masters	1,535	17%	4	<1%	34	2%	305	20%	1,192	78%
	Total	9,040	100%	2,610	29%	2,661	29%	1,901	21%	1,868	21%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	2,591	40%	1,357	52%	891	34%	326	13%	17	1%
	Approaches	2,102	32%	246	12%	891	42%	862	41%	103	5%
	Meets	1,425	22%	25	2%	257	18%	831	58%	312	22%
	Masters	387	6%	2	0.01	17	4%	165	43%	203	52%
	Total	6,505	100%	1,630	25%	2,056	32%	2,184	34%	635	10%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-11: Achieve 180 Program Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	3,623	48%	2,538	70%	948	26%	129	4%	8	<1%
	Approaches	2,360	31%	616	26%	1,184	50%	487	21%	73	3%
	Meets	1,041	14%	50	5%	326	31%	452	43%	213	20%
	Masters	590	8%	7	1%	55	9%	216	37%	312	53%
	Total	7,614	100%	3,211	42%	2,513	33%	1,284	17%	606	8%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	604	42%	435	72%	150	25%	18	3%	1	<1%
	Approaches	410	28%	109	27%	199	49%	86	21%	16	4%
	Meets	253	18%	11	4%	82	32%	103	41%	57	23%
	Masters	178	12%	1	1%	18	10%	48	27%	111	62%
	Total	1,445	100%	556	38%	449	31%	255	18%	185	13%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	810	50%	535	66%	226	28%	44	5%	5	1%
	Approaches	445	28%	62	14%	225	51%	122	27%	36	8%
	Meets	200	12%	4	2%	46	23%	84	42%	66	33%
	Masters	161	10%	1	1%	6	4%	52	32%	102	63%
	Total	1,616	100%	602	37%	503	31%	302	19%	209	13%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	555	36%	427	77%	122	22%	6	1%	0	0
	Approaches	553	36%	184	33%	308	56%	59	11%	2	<1%
	Meets	279	18%	18	6%	106	38%	116	42%	39	14%
	Masters	157	10%	3	2%	28	18%	65	41%	61	39%
	Total	1,544	100%	632	41%	564	37%	246	16%	102	7%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	811	51%	638	79%	164	20%	8	1%	1	<1%
	Approaches	533	34%	169	32%	286	54%	72	14%	6	1%
	Meets	184	12%	12	7%	58	32%	77	42%	37	20%
	Masters	59	4%	1	0.02	1	2%	31	53%	26	44%
	Total	1,587	100%	820	52%	509	32%	188	12%	70	4%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	843	59%	503	60%	286	34%	53	6%	1	<1%
	Approaches	419	29%	92	22%	166	40%	148	35%	13	3%
	Meets	125	9%	5	4%	34	27%	72	58%	14	11%
	Masters	35	2%	1	0.03	2	6%	20	57%	12	34%
	Total	1,422	100%	601	42%	488	34%	293	21%	40	3%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-12: Superintendent's Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	887	57%	659	74%	208	23%	18	2%	2	<1%
	Approaches	434	28%	129	30%	208	48%	85	20%	12	3%
	Meets	155	10%	7	5%	54	35%	68	44%	26	17%
	Masters	71	5%	0	0%	10	14%	20	28%	41	58%
	Total	1,547	100%	795	51%	480	31%	191	12%	81	5%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	170	52%	128	75%	40	24%	2	1%	0	0%
	Approaches	82	25%	28	34%	36	44%	16	20%	2	2%
	Meets	51	16%	2	4%	20	39%	22	43%	7	14%
	Masters	25	8%	0	0%	4	16%	5	20%	16	64%
	Total	328	100%	158	48%	100	30%	45	14%	25	8%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	212	65%	148	70%	55	26%	7	3%	2	1%
	Approaches	65	20%	8	12%	35	54%	17	26%	5	8%
	Meets	26	8%	2	8%	6	23%	8	31%	10	38%
	Masters	23	7%	0	0%	2	9%	2	9%	19	83%
	Total	326	100%	158	48%	98	30%	34	10%	36	11%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	118	41%	95	81%	23	19%	0	0%	0	0
	Approaches	111	39%	40	36%	58	52%	13	12%	0	0%
	Meets	41	14%	1	2%	13	32%	22	54%	5	12%
	Masters	16	6%	0	0%	3	19%	9	56%	4	25%
	Total	286	100%	136	48%	97	34%	44	15%	9	3%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	206	64%	161	78%	43	21%	2	1%	0	0%
	Approaches	95	30%	32	34%	50	53%	11	12%	2	2%
	Meets	14	4%	1	7%	5	36%	5	36%	3	21%
	Masters	6	2%	0	0	1	17%	3	50%	2	33%
	Total	321	100%	194	60%	99	31%	21	7%	7	2%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	181	63%	127	70%	47	26%	7	4%	0	0%
	Approaches	81	28%	21	26%	29	36%	28	35%	3	4%
	Meets	23	8%	1	4%	10	43%	11	48%	1	4%
	Masters	1	<1%	0	0	0	0%	1	100%	0	0%
	Total	286	100%	149	52%	86	30%	47	16%	4	1%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-13: Primary Group Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2017 and 2018: # of Students		2018 Proficiency Level								
			Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	993	41%	672	68%	282	28%	37	4%	2	<1%
	Approaches	820	34%	200	24%	428	52%	173	21%	19	2%
	Meets	399	17%	17	4%	119	30%	197	49%	66	17%
	Masters	202	8%	3	1%	16	8%	84	42%	99	49%
	Total	2,414	100%	892	37%	845	35%	491	20%	186	8%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	114	38%	70	61%	39	34%	5	4%	0	0%
	Approaches	84	28%	23	27%	37	44%	18	21%	6	7%
	Meets	61	20%	0	0%	22	36%	26	43%	13	21%
	Masters	40	13%	1	3%	3	8%	9	23%	27	68%
	Total	299	100%	94	31%	101	34%	58	19%	46	15%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	167	47%	110	66%	43	26%	13	8%	1	1%
	Approaches	116	33%	16	14%	57	49%	36	31%	7	6%
	Meets	43	12%	1	2%	10	23%	21	49%	11	26%
	Masters	29	8%	0	0%	1	3%	12	41%	16	55%
	Total	355	100%	127	36%	111	31%	82	23%	35	10%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	199	34%	137	69%	58	29%	4	2%	0	0
	Approaches	213	36%	47	22%	130	61%	35	16%	1	<1%
	Meets	110	19%	6	5%	29	26%	54	49%	21	19%
	Masters	67	11%	1	1%	10	15%	28	42%	28	42%
	Total	589	100%	191	32%	227	39%	121	21%	50	8%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	232	39%	187	81%	42	18%	2	1%	1	<1%
	Approaches	221	37%	71	32%	123	56%	26	12%	1	<1%
	Meets	104	18%	8	8%	39	38%	46	44%	11	11%
	Masters	33	6%	0	0	0	0%	16	48%	17	52%
	Total	590	100%	266	45%	204	35%	90	15%	30	5%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	281	48%	168	60%	100	36%	13	5%	0	0%
	Approaches	186	32%	43	23%	81	44%	58	31%	4	2%
	Meets	81	14%	2	2%	19	23%	50	62%	10	12%
	Masters	33	6%	1	0.03	2	6%	19	58%	11	33%
	Total	581	100%	214	37%	202	35%	140	24%	25	4%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-14: Secondary Group Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	486	53%	321	66%	135	28%	29	6%	1	<1%
	Approaches	246	27%	59	24%	113	46%	57	23%	17	7%
	Meets	110	12%	4	4%	33	30%	35	32%	38	35%
	Masters	70	8%	0	0%	7	10%	23	33%	40	57%
	Total	912	100%	384	42%	288	32%	144	16%	96	11%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	130	43%	84	65%	42	32%	4	3%	0	0%
	Approaches	93	31%	15	16%	50	54%	26	28%	2	2%
	Meets	45	15%	2	4%	12	27%	17	38%	14	31%
	Masters	31	10%	0	0%	3	10%	9	29%	19	61%
	Total	299	100%	101	34%	107	36%	56	19%	35	12%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	194	56%	109	56%	66	34%	18	9%	1	1%
	Approaches	79	23%	7	9%	34	43%	23	29%	15	19%
	Meets	45	13%	0	0%	8	18%	14	31%	23	51%
	Masters	29	8%	0	0%	1	3%	9	31%	19	66%
	Total	347	100%	116	33%	109	31%	64	18%	58	17%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	32	34%	32	100%	0	0%	0	0%	0	0
	Approaches	39	41%	27	69%	12	31%	0	0%	0	0%
	Meets	16	17%	2	13%	11	69%	3	19%	0	0%
	Masters	8	8%	0	0%	3	38%	4	50%	1	13%
	Total	95	100%	61	64%	26	27%	7	7%	1	1%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	66	70%	52	79%	12	18%	2	3%	0	0%
	Approaches	23	24%	6	26%	12	52%	5	22%	0	0%
	Meets	3	3%	0	0%	1	33%	1	33%	1	33%
	Masters	2	2%	0	0	0	0%	1	50%	1	50%
	Total	94	100%	58	62%	25	27%	9	10%	2	2%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	64	83%	44	69%	15	23%	5	8%	0	0%
	Approaches	12	16%	4	33%	5	42%	3	25%	0	0%
	Meets	1	1%	0	0%	1	100%	0	0%	0	0%
	Masters	0	0%	0	---	0	---	0	---	0	---
	Total	77	100%	48	62%	21	27%	8	10%	0	0%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-15: Tertiary Group Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

2017 Proficiency Level	2018 Proficiency Level									
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters	
	# of	% of								
	Students	Students	#	%	#	%	#	%	#	%
Grades 3-8 Combined										
Did Not Meet	1,257	46%	886	70%	323	26%	45	4%	3	<1%
Approaches	860	31%	228	27%	435	51%	172	20%	25	3%
Meets	377	14%	22	6%	120	32%	152	40%	83	22%
Masters	247	9%	4	2%	22	9%	89	36%	132	53%
Total	2,741	100%	1,140	42%	900	33%	458	17%	243	9%
Grade 3 (2017) to Grade 4 (2018)										
Did Not Meet	190	37%	153	81%	29	15%	7	4%	1	1%
Approaches	151	29%	43	28%	76	50%	26	17%	6	4%
Meets	96	18%	7	7%	28	29%	38	40%	23	24%
Masters	82	16%	0	0%	8	10%	25	30%	49	60%
Total	519	100%	203	39%	141	27%	96	18%	79	15%
Grade 4 (2017) to Grade 5 (2018)										
Did Not Meet	237	40%	168	71%	62	26%	6	3%	1	<1%
Approaches	185	31%	31	17%	99	54%	46	25%	9	5%
Meets	86	15%	1	1%	22	26%	41	48%	22	26%
Masters	80	14%	1	1%	2	3%	29	36%	48	60%
Total	588	100%	201	34%	185	31%	122	21%	80	14%
Grade 5 (2017) to Grade 6 (2018)										
Did Not Meet	206	36%	163	79%	41	20%	2	1%	0	0
Approaches	190	33%	70	37%	108	57%	11	6%	1	1%
Meets	112	20%	9	8%	53	47%	37	33%	13	12%
Masters	66	11%	2	3%	12	18%	24	36%	28	42%
Total	574	100%	244	43%	214	37%	74	13%	42	7%
Grade 6 (2017) to Grade 7 (2018)										
Did Not Meet	307	53%	238	78%	67	22%	2	1%	0	0%
Approaches	194	33%	60	31%	101	52%	30	15%	3	2%
Meets	63	11%	3	5%	13	21%	25	40%	22	35%
Masters	18	3%	1	0.06	0	0%	11	61%	6	33%
Total	582	100%	302	52%	181	31%	68	12%	31	5%
Grade 7 (2017) to Grade 8 (2018)										
Did Not Meet	317	66%	164	52%	124	39%	28	9%	1	<1%
Approaches	140	29%	24	17%	51	36%	59	42%	6	4%
Meets	20	4%	2	10%	4	20%	11	55%	3	15%
Masters	1	<1%	0	0	0	0%	0	0%	1	100%
Total	478	100%	190	40%	179	37%	98	21%	11	2%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Table J-16: Demonstration Schools Mathematics STAAR English and Spanish Grade-to-Grade Performance, 2017 to 2018

	2018 Proficiency Level										
	2017 and 2018:		Did Not Meet		Approaches		Meets		Masters		
	# of Students	% of Students	#	%	#	%	#	%	#	%	
2017 Proficiency Level	Grades 3-8 Combined										
	Did Not Meet	1,036	33%	530	51%	369	36%	121	12%	16	2%
	Approaches	973	31%	169	17%	391	40%	323	33%	90	9%
	Meets	612	20%	24	4%	129	21%	291	48%	168	27%
	Masters	510	16%	9	2%	30	6%	138	27%	333	65%
	Total	3,131	100%	732	23%	919	29%	873	28%	607	19%
	Grade 3 (2017) to Grade 4 (2018)										
	Did Not Meet	153	26%	92	60%	38	25%	17	11%	6	4%
	Approaches	195	33%	41	21%	73	37%	58	30%	23	12%
	Meets	110	19%	5	5%	34	31%	40	36%	31	28%
	Masters	126	22%	3	2%	9	7%	37	29%	77	61%
	Total	584	100%	141	24%	154	26%	152	26%	137	23%
	Grade 4 (2017) to Grade 5 (2018)										
	Did Not Meet	201	33%	79	39%	88	44%	28	14%	6	3%
	Approaches	187	30%	14	7%	71	38%	70	37%	32	17%
	Meets	121	20%	4	3%	18	15%	61	50%	38	31%
	Masters	105	17%	3	3%	2	2%	27	26%	73	70%
	Total	614	100%	100	16%	179	29%	186	30%	149	24%
	Grade 5 (2017) to Grade 6 (2018)										
	Did Not Meet	165	25%	101	61%	58	35%	6	4%	0	0
	Approaches	203	30%	52	26%	101	50%	46	23%	4	2%
	Meets	149	22%	10	7%	45	30%	70	47%	24	16%
	Masters	153	23%	3	2%	17	11%	49	32%	84	55%
	Total	670	100%	166	25%	221	33%	171	26%	112	17%
	Grade 6 (2017) to Grade 7 (2018)										
	Did Not Meet	281	39%	176	63%	92	33%	13	5%	0	0%
	Approaches	232	32%	46	20%	101	44%	71	31%	14	6%
	Meets	117	16%	4	3%	21	18%	46	39%	46	39%
	Masters	90	13%	0	0	1	1%	10	11%	79	88%
	Total	720	100%	226	31%	215	30%	140	19%	139	19%
	Grade 7 (2017) to Grade 8 (2018)										
	Did Not Meet	236	43%	82	35%	93	39%	57	24%	4	2%
	Approaches	156	29%	16	10%	45	29%	78	50%	17	11%
	Meets	115	21%	1	1%	11	10%	74	64%	29	25%
	Masters	36	7%	0	0	1	3%	15	42%	20	56%
	Total	543	100%	99	18%	150	28%	224	41%	70	13%

Sources: TEA-Pearson-ETS STAAR Student Data Files, various years; Fall PEIMS, 2017–2018, ADA>0

Notes: English and Spanish combined. The most current data available is presented and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. Only students who were at the same campus during the Fall 2017 PEIMS snapshot date and STAAR test administration are included. Percentages may not equal 100 due to rounding. STAAR Alt. 2 tests are excluded.

Appendix J: Summative Outcomes (Continued)

STAAR End-Of-Course Performance Results

Table J-17: 2018 STAAR EOC Algebra I and Biology Results for All Students								
	Algebra I				Biology			
	Percent of Students at:				Percent of Students at:			
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters
HISD Total	27	73	44	26	24	76	47	18
Non-Achieve 180 Total	22	78	52	33	21	79	52	22
A180 Program Total	38	62	26	11	31	69	33	7
Superintendent's Schools								
Henry MS	5	95	95	62	–	–	–	–
Kashmere HS	40	60	21	6	33	67	30	9
Wheatley HS	37	63	27	6	41	59	16	3
Worthing HS	32	68	24	6	43	57	20	3
Total	35	65	26	8	40	60	21	4
Primary Group								
Cullen MS	0	100	58	32	–	–	–	–
Gregory-Lincoln K–8	15	85	55	20	–	–	–	–
Lawson MS	7	93	73	57	–	–	–	–
Madison HS	44	56	26	13	36	64	23	2
North Forest HS	53	47	12	4	34	66	31	10
Texas Connections	32	68	29	12	9	91	57	17
Washington HS	43	57	17	8	33	67	29	7
Total	38	62	27	12	25	75	39	10
Secondary Group								
Attucks MS	0	100	72	12	0	100	77	13
Sharpstown HS	42	58	20	8	41	59	25	4
Total	40	60	22	8	39	61	27	5
Tertiary Group								
Edison MS	0	100	96	83	–	–	–	–
Forest Brook MS	0	100	100	64	–	–	–	–
Key MS	3	97	94	56	–	–	–	–
Liberty HS	34	66	19	8	31	69	34	8
Milby HS	39	61	25	9	31	69	38	8
Victory Prep South HS	56	44	9	5	29	71	27	2
Westbury HS	41	59	24	9	28	72	38	6
Yates HS	45	55	16	4	33	67	27	4
Total	39	61	27	12	30	70	36	6

Source: 2018 TEA-ETS STAAR Student Data Files; Spring Administration Only

Table J-18: 2018 STAAR EOC English I and English II Results for All Students								
	English I				English II			
	Percent of Students at:				Percent of Students at:			
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters
HISD Total	49	51	36	6	47	53	38	6
Non-Achieve 180 Total	44	56	41	9	43	57	43	8
A180 Program Total	60	40	24	2	56	44	28	2
Superintendent's Schools								
Kashmere HS	74	26	15	1	70	30	13	0
Wheatley HS	71	29	13	0	62	38	21	2
Worthing HS	78	22	11	0	63	37	19	1
Total	74	26	13	0	65	35	18	1
Primary Group								
Madison HS	70	30	12	1	59	41	20	1
North Forest HS	66	34	18	1	63	37	23	1
Texas Connections	25	75	61	8	23	77	61	8
Washington HS	75	25	14	1	69	31	14	1
Total	55	45	30	3	48	52	35	4
Secondary Group								
Attucks MS								
Sharpstown HS	68	32	17	1	67	33	20	1
Total	68	32	17	1	67	33	20	1
Tertiary Group								
Liberty HS	91	9	4	0	87	13	4	0
Milby HS	49	51	32	1	50	50	35	2
Victory Prep South HS	58	42	16	0	55	45	25	0
Westbury HS	55	45	28	2	57	43	26	2
Yates HS	72	28	13	0	62	38	19	1
Total	57	43	26	1	57	43	26	2

Source: 2018 TEA-ETS STAAR Student Data Files; Spring Administration Only

Table J-19: 2018 STAAR EOC History Results for All Students				
	US History			
	Percent of Students at:			
	Did Not Meet	Approaches	Meets	Masters
HISD Total	13	87	63	35
Non-Achieve 180 Total	12	88	68	40
A180 Program Total	17	83	51	22
Superintendent's Schools				
Kashmere HS	18	82	42	13
Wheatley HS	23	77	39	12
Worthing HS	20	80	32	7
Total	20	80	38	11
Primary Group				
Madison HS	15	85	45	12
North Forest HS	31	69	31	14
Texas Connections	5	95	71	38
Washington HS	29	71	39	12
Total	15	85	54	24
Secondary Group				
Sharpstown HS	18	82	48	18
Total	18	82	48	18
Tertiary Group				
Liberty HS	53	47	16	7
Milby HS	14	86	67	36
Victory Prep South HS	14	86	41	7
Westbury HS	20	80	53	24
Yates HS	18	82	46	22
Total	19	81	54	26

Source: 2018 TEA-ETS STAAR Student Data Files; Spring Administration Only

Appendix J: Summative Outcomes (Continued)

Texas Education Agency (TEA) Accountability Ratings

Table J-20: TEA Final Campus Accountability Ratings and Scores, 2017–2018											
	90 - 100		60 - 69		2018 Domain 1: Student Achievement		2018 Domain 2: School Progress		2018 Domain 3: Closing the Gaps		2018 Overall
	80 - 89		0 - 59		Scaled Score	Rating	Scaled Score	Rating	Scaled Score	Rating	Score
	70 - 79										
	2016 Rating	2017 Rating	2018 Rating	Qualified for Harvey Provision							
District	Met	Met	NR-H	Yes	74	C	85	B	82	B	84
Non-Achieve 180					74		75		79		81
Achieve 180 Program					57		70		63		70
Superintendent's Schools (N=10)					52		69		58		66
Blackshear ES	IR (5)	IR (6)	Met	Yes	56	IR	86	Met	76	Met	83
Dogan ES	IR (4)	IR (5)	Met	Yes	55	IR	65	Met	61	Met	64
Henry MS	IR (3)	IR (4)	NR-H	Yes	52	IR	60	Met	53	IR	58
Highland Heights ES	IR (4)	IR (5)	NR-H	Yes	50	IR	58	IR	59	IR	58
Kashmere HS	IR (7)	IR (8)	NR-H	Yes	53	IR	57	IR	30	IR	49
Mading ES	IR (3)	IR (4)	Met	No	60	Met	90	Met	76	Met	86
Wesley ES	IR (3)	IR (4)	Met	No	48	IR	67	Met	65	Met	66
Wheatley HS	IR (5)	IR (6)	NR-H	Yes	50	IR	62	Met	30	IR	52
Woodson K-8	IR (4)	IR (5)	Met	No	48	IR	69	Met	67	Met	68
Worthing HS	IR (5)	IR (6)	Met	No	50	IR	76	Met	61	Met	72
Primary Group (N=9)					57		68		65		67
Bonham ES	IR	IR (2)	Met	Yes	65	Met	74	Met	73	Met	74
Cullen MS	IR (2)	IR (3)	Met	Yes	54	IR	60	Met	70	Met	63
Gregory-Lincoln PK-8	IR	IR (2)	Met	Yes	56	IR	75	Met	73	Met	74
Hilliard ES	IR (2)	IR (3)	Met	Yes	50	IR	80	Met	69	Met	77
Lawson MS	IR (2)	IR (3)	Met	No	59	IR	74	Met	74	Met	74
Madison HS	IR	IR (2)	Met	No	59	IR	68	Met	42	IR	60
North Forest HS	IR (2)	IR (3)	NR-H	Yes	51	IR	57	IR	59	IR	58
Texas Conn. Acad.	IR (2)	IR (3)	Met	No	66	Met	68	Met	67	Met	68
Washington HS	IR	IR (2)	NR-H	Yes	55	IR	54	IR	59	IR	56
Secondary Group (N=7)					60		80		73		77
Attucks MS	Met	IR	NR-H	Yes	51	IR	59	IR	71	Met	59
Fondren ES	Met	IR	Met	No	57	IR	75	Met	74	Met	75
Looscan ES	Met	IR	Met	No	53	IR	89	Met	73	Met	84
Montgomery ES	Met^	IR	Met	No	60	Met	83	Met	74	Met	80
Pugh ES	Met	IR	Met	No	71	Met	93	Met	77	Met	88
Sharpstown HS	Met	IR	Met	Yes	69	Met	76	Met	68	Met	74
Stevens ES	Met^	IR	Met	Yes	57	IR	85	Met	72	Met	81

Table J-20: TEA Final Campus Accountability Ratings and Scores, 2017–2018 (Continued)												
	90 - 100		60 - 69		Qualified for Harvey Provision	2018 Domain 1:		2018 Domain 2:		2018 Domain 3:		2018 Overall
	80 - 89		0 - 59			Scaled Score	Rating	Scaled Score	Rating	Scaled Score	Rating	Score
	70 - 79											
		2016 Rating	2017 Rating	2018 Rating								
District		Met	Met	NR-H	Yes	74	C	85	B	82	B	84
Non-Achieve 180						74		75		79		81
Achieve 180 Program						57		70		63		70
Superintendent's Schools (N=10)						52		69		58		66
Tertiary Group (N=18)						59		69		61		66
Bellfort ECC (District)	IR (3)	Met	Met	Yes	Paired Campus: Lewis ES							77
Bruce ES	IR (2)	Met	Met	Yes	56	IR	60	Met	62	Met		61
Cook ES	IR (3)	Met	Met	Yes	56	IR	70	Met	71	Met		70
Edison MS	IR (2)	Met	Met	Yes	60	Met	74	Met	74	Met		74
Foerster ES	IR	Met	NR-H	Yes	54	IR	56	IR	46	IR		53
Forest Brook MS	IR (2)	Met	Met	Yes	56	IR	60	Met	61	Met		60
Gallegos ES	IR	Met	Met	Yes	70	Met	78	Met	74	Met		77
High School Ahead MS	IR	Met	NR-H	Yes	51	IR	65	Met	30	IR		55
Kashmere Gardens ES	IR (4)	Met	Met	Yes	65	Met	88	Met	76	Met		84
Key MS	IR (2)	Met	Met	Yes	52	IR	60	Met	61	Met		60
Lewis ES	IR (3)	Met	Met	Yes	65	Met	77	Met	77	Met		77
Liberty HS	IR	Met	Met	Yes	70	Met	77	Met	70	Met		75
Martinez, C ES	IR (2)	Met	Met	No	56	IR	67	Met	65	Met		66
Milby HS	IR	Met	Met	No	66	Met	73	Met	65	Met		71
V Prep South	IR (4)	Met	IR	No	44	IR	55	IR	30	IR		48
Westbury HS	IR	Met	Met	Yes	62	Met	68	Met	64	Met		67
Yates HS	Met^	Met	NR-H	Yes	57	IR	58	IR	30	IR		50
Young ES	IR (2)	Met	Met	Yes	59	IR	80	Met	75	Met		79

Sources: TEA Confidential Preview Ratings File, 8-14-2017 and 8-14-2018; HISD Research and Accountability, *Preliminary TEA Accountability Ratings Report 2016–2017* and *Final TEA Accountability Ratings Report 2017–2018*

Notes: Based on results made available following the appeals process. Total Non-Achieve 180 and Achieve 180 Program calculations were conducted for this report. Due to changes in the state accountability system, caution should be used when attempting to make any comparisons to prior year results. Domain scores were available to 231 2018 Non-Achieve 180 Campuses. Met: Met Standard. IR: Improvement Required. NR-H: Not Rated due to Harvey Provision.

Appendix K: 2017–2018 Board Goals

Table K-1: Summary of Results for Board Goals, 2017–2018				
Goal	Measure	Score	Target	Evaluation
Goal 1	Reading and Writing Above Grade Level	40	40	Met
GPM 1.1	Universal Screener Performance	40	37	Exceeded
GPM 1.2	Grade 4 Released STAAR Writing Assessment	22	90	Approaching
	Grade 7 Released STAAR Writing Assessment	21	90	Approaching
Goal 2	Global Graduates	77	70	Exceeded
GPM 2.1	CTE Course Completion			
	From Prior Spring	45.1	>41.3	Exceeded
	From Fall	45.1	>45.3	Did Not Meet
GPM 2.2	AP/IB Course Completion			
	From Prior Spring	37.7	>39.1	Did Not Meet
	From Fall	37.7	>42.1	Did Not Meet
GPM 2.3	Dual Credit Course Completion			
	From Prior Spring	9.4	>10.0	Did Not Meet
	From Fall	9.4	>8.0	Exceeded
Goal 3	Progress of Prior Year Failers	64	60	Exceeded
GPM 3.1	Intervention Students Meeting Growth			
	Reading	51	56	Did Not Meet
	Mathematics	58	67	Did Not Meet