

MEMORANDUM

May 8, 2020

TO: Board Members

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

SUBJECT: **A DESCRIPTIVE STUDY ON PERFORMANCE TRENDS AT HOUSTON INDEPENDENT SCHOOL DISTRICT (HISD) CONTRACT CHARTER SCHOOLS, 2019–2020**

CONTACT: Allison Matney, 713-556-6700

Attached is a copy of the Charter Schools program evaluation for the 2019–2020 academic year. The evaluation gathered descriptive data to explore performance trends at HISD contract charter schools in four key areas. The areas explored in this evaluation were student enrollment and demographic characteristics, student performance, teacher quality, and fiscal responsibility.

Key findings include:

- Overall, HISD contract charter school student enrollment increased from 11,140 students in 2015–2016 to 11,875 students in 2019–2020 (6.6 percent).
- The majority of HISD contract charter schools consistently met the state accountability standard in 2015–2016, 2016–2017, and 2017–2018. Specifically, Energized for STEM Southwest MS and Young Learners School were rated met standard in 2015–2016 through 2017–2018 and received an A rating in 2018–2019. Young Learners School was paired with Burbank ES for accountability ratings for the 2015–2016 through the 2018–2019 academic years. Energized for Excellence ECC, ES, MS, Energized for STEM Southeast HS, Energized for STEM Southwest HS, and Mount Carmel Academy were rated met standard in 2015–2016 through 2017–2018 and received a B rating in 2018–2019. Energized for Excellence ECC was paired with Energized for Excellence ES for accountability ratings. TSU Charter Lab School met standard in 2015–2016, 2016–2017, was not rated due to Harvey in 2017–2018, and received a B rating in 2018–2019. TSU Charter Lab School was paired with Lockhart ES for 2016 and 2017 accountability ratings and paired with the district for 2018 and 2019 ratings.
- Some charter schools struggled to meet accountability standards over the past four years. Notably, Texas Connections Academy was rated IR in 2015–2016 and 2016–2017 and received a C rating in 2018–2019. Energized for STEM Southeast MS was rated IR in 2015–2016 and received an F in 2018–2019. It should be noted that if not for the provision introduced into TEA’s 2018 Accountability Manual, Energized for STEM Southeast MS would not have received this rating in 2018–2019.
- From 2015–2016 to 2018–2019, the HISD contract charter school student population was predominately Hispanic (approximately 52 percent to 53 percent). African American students represented from 17 percent to 18 percent of the population. The percentage of economically-disadvantaged students increased from 65 percent in 2015–2016 to 69 percent in 2018–2019. Student participation in special education services also increased from 2 percent in 2015–2016 to 4 percent in 2018–2019. The percentage of limited English proficient (LEP) students ranged from 27 percent to 29 percent over the same time period.

- Over the past four years, the mean attendance rate across all HISD contract charter schools slightly exceeded the mean districtwide attendance rate. The mean attendance rate for HISD contract charter schools was 95.8 during the 2015–2016 academic year compared to 95.6 for the district. During the 2018–2019 academic year, the mean attendance rate for HISD contract charter schools was 95.9 compared to 95.3 for the district.
- Among all HISD contract charter schools, Energized for STEM Southwest HS had the lowest teacher-to-student ratio, while Texas Connections had the highest teacher-to-student ratio in 2018–2019 (1:15 and 1:44, respectively). In 2019–2020, Energized for STEM Southwest MS had the lowest (1:8) and Texas Connections had the highest teacher-to-student ratios (1:48). The exceptionally high teacher-to-student ratio at Texas Connections may be related to the fact that it is a virtual, non-traditional school.
- All of the 130 full-time teachers at Texas Connections Academy (100 percent) had a valid Texas teacher certification in 2019–2020, followed by Mount Carmel Academy, where 83.3 percent of the 18 full-time teachers had a valid Texas teacher certification. None of the seven teachers at Young Scholars had a valid Texas teacher certification. In HISD, only teachers at Texas Connections Academy are required to hold a valid Texas teacher certification.
- There was a decrease in the total contracted amounts for the 13 HISD contract charter schools from \$64,626,457 in 2016–2017 to a projected amount of \$61,390,372 in 2019–2020 (down by \$3,236,085 or 5 percent).
- All HISD contracted charter schools submitted audit reports to the Chief Financial Officer (CFO) as required, within 150 days of their fiscal year end date. Audit reports were conducted by a Certified Public Accountant (CPA), and all schools received unmodified opinions.

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



GL

Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
August Hamilton
Willie Spencer



RESEARCH

Educational Program Report

RESEARCH AND ACCOUNTABILITY REPORT
2019-2020



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EVALUATION REPORT
BUREAU OF PROGRAM EVALUATION

A Descriptive Study on Performance Trends at Houston Independent School District (HISD) Contract Charter Schools, 2019–2020

Prepared by: Venita R. Holmes, Dr.P.H.

Background

In 1995, Texas charter schools were authorized to improve student learning, increase choice of learning opportunities, create professional opportunities that attract new teachers, establish a new form of accountability, and encourage different and innovative learning methods within the public-school system (Texas Education Code, §12.118). Generally, Texas charter schools operate with more flexibility relative to instructional practices and decision making than traditional schools, allowing promise for families whose children attend underperforming schools (Lubienski & Weitzel, 2010). The charter school concept has the potential to reinvigorate communities by creating competitive educational institutions; thus, improving student achievement in all schools throughout local school districts (Nelson, Muir, & Drown, 2000; DiMartino & Jessen, 2018). As an independent school district, HISD chose to contract with 13 charter schools. The schools are depicted in **Figure 1**. The geographical location of the schools can be found in **Appendix A** (p. 45).

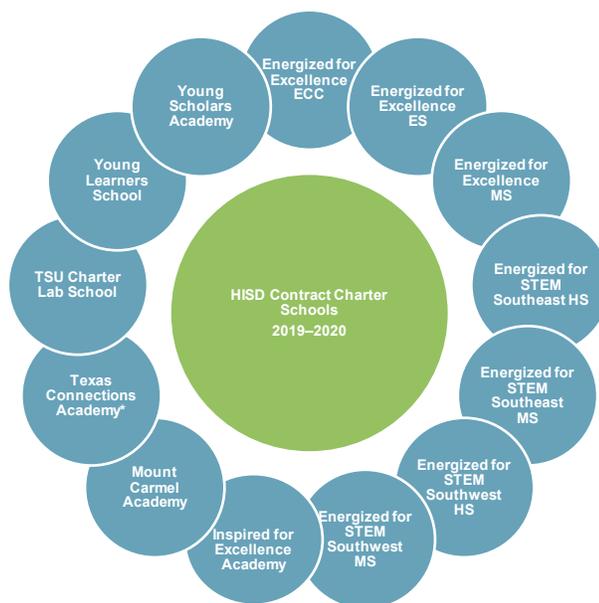


Figure 1: HISD contract charter schools, 2019–2020

**Texas Connections Academy is a virtual, non-traditional public school.*

HISD contract charter schools receive funding through the district. These schools can control their budgets, staffing, curricula, and other operations. HISD contract charter schools, like state open-enrollment charter schools, are expected to meet state accountability standards and community demands for the schools to remain open.

In alignment with the Texas Education Agency's (TEA) expectations, it is the responsibility of HISD administrative staff to monitor student performance, ensure the health and safety of students and employees, and review annual audits of financial and program operations of contract charter schools within the district. For open-enrollment state charters, TEA established the Charter School Performance Framework, which is required by statute (TEC §12.1181) and by Texas Administrative Code (19 TAC §100.1010) to provide parents, the public, charter operators, and the authorizer with information about each charter school's performance (TEA, 2019). The framework addresses academic, financial, and operational performance, while encompassing demographic characteristics of students, accountability ratings, teacher qualifications, and the financial health of the charter school.

In response to an HISD Board of Education request during the 2018–2019 academic year, this evaluation gathered descriptive data on HISD contract charter schools in four key areas that are aligned to state expectations to explore performance trends. The focus of the evaluation is depicted in **Figure 2**.



Figure 2: Four key focus areas of the 2019–2020 HISD contract charter school program evaluation

While this evaluation did not present specific strategies implemented in HISD contract charter schools to ensure that students received a quality education, the following research questions were addressed.

Research Questions

Section I: Student Enrollment and Demographic Characteristics

1. What were the enrollment trends in HISD contract charter schools over the past five years relative to districtwide enrollment?
2. What were the demographic trends of HISD contract charter school students relative to race/ethnicity, economic status, special education program participation, and limited English proficiency status?

Section II: Student Performance

3. How did HISD contract charter schools perform on the State of Texas Assessments of Academic Readiness (STAAR) and state accountability?
4. What were the attendance rates at HISD contract charter schools for the 2015–2016 to the 2018–2019 academic years?
5. What were the disciplinary action trends at HISD contract charter schools from 2015–2016 to 2018–2019?

Section III: Teacher Quality

6. What was the number of full-time teachers at HISD contract charter schools relative to the number of students enrolled during the 2018–2019 and 2019–2020 academic years (teacher-to-student ratios)?
7. What percentage of full-time HISD contract charter school teachers had a valid Texas teacher certification during the 2019–2020 academic year?
8. To what extent did HISD contract charter school staff complete OneSource compliance courses for the 2019–2020 academic year and supplemental OneSource professional development courses during the past two years?

Section IV: Fiscal Responsibility

9. What were the contracted amounts between HISD and the charter schools?
10. How did the HISD contract charter schools perform on the district's Annual Financial Report (AFR) survey?

Limitations

There were several limitations to the study. Specifically, professional development expectations for HISD contract charter schools varied over the years. This limited the ability to compare outcomes from year-to-year on this measure. However, a data file was extracted from the OneSource system by the HISD Instructional Technology department, that manages required and non-required professional development. This helped to ensure the reliability and validity of the data captured for this report.

Key Findings

Student Enrollment and Demographic Characteristics

- There was a steady decline in districtwide enrollment from the 2015–2016 academic year (215,627 students) to the 2018–2019 academic year (209,772 students) by 5,855 students. However, there was an increase in districtwide enrollment in 2019–2020 from the previous year by 289 students (less than 1%).
- Overall, HISD contract charter school student enrollment increased from 11,140 students in 2015–2016 to 11,875 students in 2019–2020 (735 students or 6.6%).
- The total number of students enrolled in HISD contract charter schools during the 2019–2020 academic year was 11,875 compared to 11,757 during the previous year, reflecting an increase of 118 students over the two-year period (about 1%).
- There was an increase in student enrollment at Energized for Excellence MS, Energized for STEM Southeast HS, Energized for STEM Southeast MS, Inspired for Excellence Academy West, and Texas Connections Academy when comparing data in 2015–2016 to 2019–2020. At the same time, there was a decrease in the number of students enrolled at Energized for Excellence ECC, Energized for Excellence ES, Energized for STEM Southwest HS, Energized for STEM Southwest MS, Mount Carmel Academy, TSU Charter Lab School, Young Learners School, and Young Scholars Academy.
- Over the past two years, there was an increase in enrollment at Energized for Excellence MS (n = 522 to n = 589 or 67 students), Energized for STEM Southwest HS (n = 200 to n = 227 or 27 students), Texas Connections Academy (n = 5,680 to n = 6,295 or 615 students), and Young Scholars Academy (n = 129 to n = 136).

- Overall, from 2015–2016 to 2018–2019, HISD contract charter school students were predominately Hispanic (approximately 52% to 53%). African American students represented from 17% to 18% of the HISD contract charter school student population. The percentage of economically-disadvantaged students increased from 65% in 2015–2016 to 69% in 2018–2019. Student participation in special education services also increased from 2% in 2015–2016 to 4% in 2018–2019. The proportion of limited English proficient (LEP) students ranged from 27% to 29% over the same time period.

Student Performance

- The majority of HISD contract charter schools consistently met the state accountability standard in 2015–2016, 2016–2017, and 2017–2018. Energized for STEM Southwest MS and Young Learners School were rated met standard in 2015–2016 through 2017–2018 and received an A rating in 2018–2019. Young Learners School was paired with Burbank ES for accountability ratings for the 2015–2016 through the 2018–2019 academic years. Energized for Excellence ECC, ES, MS, Energized for STEM Southeast HS, Energized for STEM Southwest HS, and Mount Carmel Academy were rated met standard in 2015–2016 through 2017–2018 and received a B rating in 2018–2019. Energized for Excellence ECC was paired with Energized for Excellence ES for accountability ratings. TSU Charter Lab School met standard in 2015–2016, 2016–2017, was not rated due to Harvey in 2017–2018, and received a B rating in 2018–2019. TSU Charter Lab School was paired with Lockhart ES for 2016 and 2017 accountability ratings and paired with the district for 2018 and 2019 ratings.
- More fluctuation was noted in accountability ratings at some HISD contract charter schools over the past four years. Specifically, Texas Connections Academy received an IR rating in 2015–2016, 2016–2017, met standard in 2017–2018, and received a C rating in 2018–2019. Young Scholars Academy was rated met standard in 2015–2016 through 2017–2018 and received a D rating in 2018–2019. Inspired for Excellence Academy met standard in 2015–2016 through 2017–2018 and received a D (Alternative Education Accountability-AEA) rating in 2018–2019. Energized for STEM Southeast MS received an IR rating in 2015–2016, met standard in 2016–2017 and 2017–2018, and received an F rating in 2018–2019. If not for the provision¹ introduced into TEA’s 2018 Accountability Manual, Energized for STEM Southeast MS would not have received an F rating in 2018–2019.
- Over the past four years, the mean attendance rate across all HISD contract charter schools slightly exceeded the mean districtwide attendance rate. The mean attendance rate for HISD contract charter schools was 95.8 during the 2015–2016 academic year compared to 95.6 for the district. During the 2018–2019 academic year, the mean attendance rate for HISD contract charter schools was 95.9 compared to 95.3 for the district.
- In 2018–2019, HISD contract charter schools that exceeded the district attendance rate of 95.3% included Energized for Excellence ES, Energized for Excellence MS, Energized for STEM Southeast HS, Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS, Mount Carmel Academy, and Texas Connections Academy.
- There were no disciplinary actions at Energized for Excellence ECC, TSU Charter Lab School, and Young Learners School from 2015–2016 through 2018–2019. When comparing 2015–2016 and

¹ If an F rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59. For this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. If the Student Achievement domain rating is a D or higher, this provision will not be applied.

2018–2019 data, there was a decline in the number of disciplinary actions at Energized for Excellence ES, Energized for Excellence MS, Energized for STEM Southeast HS, Inspired for Excellence Academy, Mount Carmel Academy, and Texas Connections Academy. There was an increase in the number of disciplinary actions at Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS, and Young Scholars Academy. Moreover, disciplinary actions at Young Scholars Academy increased in 2017–2018 from previous years but decreased in 2018–2019. Texas Connections Academy maintained low rates of disciplinary actions, fluctuating between zero and one over the four-year period.

Teacher Quality

- The number of full-time teachers were used to determine teacher-student ratios. Full-time teacher counts were obtained from charter school administrators. Among all HISD contract charter schools, Energized for STEM Southwest HS had the lowest teacher-to-student ratio in 2018–2019, while Texas Connections had the highest teacher-to-student ratio (1:15 and 1:44, respectively). In 2019–2020, Energized for STEM Southwest MS had the lowest (1:8) and Texas Connections had the highest teacher-to-student ratios (1:48). The exceptionally high teacher-to-student ratio at Texas Connections may be related to the fact that it is a virtual, non-traditional school.
- There was a moderate decline in the average teacher-to-student ratio at HISD contract charter schools over the past two years, from 1:24 to 1:21.
- The HISD contract charter school with the highest percentage of full-time teachers who had a valid Texas teacher certification in 2019–2020 was Texas Connections (130 teachers, 100%), followed by Mount Carmel Academy, where 83.3% of the 18 full-time teachers had a valid Texas teacher certification. None of the 7 teachers at Young Scholars had a valid Texas teacher certification. At the same time, 65.0% of Energized for Excellence MS full-time teachers had a valid Texas teacher certification.
- Data extracted from OneSource revealed that 100% of staff at the 13 HISD contract charter schools completed 9 of the 10 “required” full courses or refresher courses in 2019–2020 by the deadline date (i.e., Food Allergies, Bloodborne Pathogens, Child Abuse Prevention, Suicide Prevention, Digital Data Safety, Appropriate Workplace Behavior, Social Media, Student Bullying Awareness, and Copyright Law). All charter school employees who were required to complete the Ethics course completed the course by the November 2019 deadline.
- HISD contract charter school staff attended a variety of supplemental OneSource professional development courses over the past two academic years (2018–2019 and 2019–2020) that encompassed differentiated instruction, student progress and projections, instructional goals for teachers, classroom procedures, and introduction to English learner strategies.

Fiscal Responsibility

- Over the past four years, there was a decrease in the total contracted amounts for the 13 HISD contract charter schools from \$64,626,457 in 2016–2017 to a projected amount of \$61,390,372 in 2019–2020 (down by \$3,236,085 or 5%).
- All HISD contracted charter schools submitted audit reports to the Chief Financial Officer (CFO) as required, within 150 days of their fiscal year end date. Audit reports were conducted by a Certified Public Accountant (CPA), and all schools received unmodified opinions.

Review of the Literature

In Texas, student participation in open-enrollment charter schools² has increased every year between 1996–1997 and 2018–2019 (TEA, 2019). This increase was, reportedly, by 6.9 percent in 2018–2019 from the previous year (TEA, 2019). Texas trends have been consistent with national trends (TEA, 2019). Specifically, a study using Common Core of Data (CCD) published by the National Center for Education Statistics (NCES) found that charter schools across the United States increased total enrollment from .03 percent in 1998 to nearly 7.0 percent in 2015 (Monarrez, Kisida, & Chingos, 2019). In districts with at least one charter school, student enrollment reached 12 percent in the study.

In 2018–2019, Hispanic students accounted for the largest percentage of students enrolled in Texas open-enrollment charter schools (61.5%), followed by African American (18.0%), White (13.7%), Asian (4.5%), and multiracial (1.9%) students (TEA, 2019). Moreover, 69.9 percent of Texas charter school students were economically disadvantaged (TEA, 2019). Students in K–12 online charter schools have been found to more likely to be White and less likely to be economically disadvantaged at the national level in most states (Ahn & McEachin, 2017; Gulosino & Miron, 2017; Mann, 2019; Mann & Baker, 2019).

Relative to academic achievement, a 2017 study conducted by the Center for Research on Educational Outcomes (CREDO) observed that, on average, public charter school students in Texas experienced stronger annual growth in reading and mathematics compared to educational gains of their matched peers who enrolled in district schools and schools that the students would otherwise have attended. The 2017 study showed improvements in both subjects compared to an earlier study (CREDO, 2015). The study also found that economically-disadvantaged Hispanic charter school students exhibited stronger growth than their traditional school peers; however, African American charter students did not. The reading and mathematics performance of students receiving special education services and English learners was comparable or better in traditional schools compared to charter schools (CREDO, 2017). In contrast, the National Assessment of Educational Progress (NAEP) data revealed that in 2017, at grades 4 and 8, there were no measurable differences in average reading and mathematics scores between students in traditional public and public charter schools (Wang, Rathbun, & Musu, 2019). Further, students enrolled in online charter schools were found to perform lower than students in traditional schools relative to several achievement measures, including Adequate Yearly Progress (AYP) and graduation rates (Molnar et al., 2013; Ahn & McEachin, 2017; CREDO, 2015).

The research supports the notion that a school's discipline policy may affect its ability to provide a safe and supportive learning environment that maximizes students' academic, social, and emotional potential in school and later in life (Steinberg, Allensworth, & Johnson, 2015). A U.S. Department of Education commissioned study conducted by Mathematica Policy Research (Gleason, Clark, Tuttle, & Dwoyer, 2010) found that enrollment in charter schools had no impact on student behavior or school disciplinary action either within or outside school.

Chetty, Friedman, and Rockoff (2013) emphasized that high-quality teachers are an important schooling factor that affects students' earnings, college attendance, and teenage birth rates. However, there was conflicting research on the association between teacher quality, specifically, related to their educational credentials and student achievement (Darling-Hammond, 2000; Darling-Hammond, Holtzman, Gatlin, & Vasquez-Heilig, 2005; Hanushek, Kain, O'Brien, & Rivkin, 2005; Konstantopoulos & Chung, 2011). For example, in Texas, teachers at an open-enrollment charter school must have at least a baccalaureate degree

²"Open-enrollment charter schools are public schools that are substantially released from state education regulations and exist separate and apart from local independent school districts. They may be sponsored by an institution of higher education (public or private), a non-profit organization (501(c)(3)) as set out in the Internal Revenue Code, or a governmental entity" (Texas Center for Education Research, 2006, p. 4).

unless they are a special education or bilingual education/English as a second language (ESL) teacher (TEA, Charter School FAQs, n.d.). These teachers must also have state certifications. At the national level, NCES (1999–2000) found that “teachers in charter schools have, on average, half the experience of traditional public-school teachers, are far less likely to be certified or have certification in their main teaching assignment, are more likely to have attended selective colleges and are slightly less likely to have attended less selective colleges than traditional public-school teachers” (Burian-Fitzgerald & Harris, 2004, p. 1). Nevertheless, most research emphasized the need to equip charter schools with teachers who have the knowledge and skills to help students meet their full potential (Exstom, 2012).

Texas Education Code (TEC) related to student/teacher ratios (Section 25.111) notes that, except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21, to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance. Texas Education Code also notes that, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. Charter schools are not subject to TEC Section 25.111 and 25.112. Instead, the charter for the school establishes student-teacher ratios or class size limitations (TEA, 2019). HISD does not set student/teacher ratio limits for HISD contract charter schools.

It has been documented in the literature that charter schools sometimes struggle to maintain financial stability. Specifically, the National Study of Charter Schools report, commissioned by the U.S. Department of Education “found that three of the top four significant barriers charter schools reported facing all relate to finances: lack of start-up funds, inadequate operating funds, and inadequate facilities” (Neilson, Muir, & Drown, 2000, p.7).

Methodology

Data for key outcome measures were gathered from multiple sources (**Figure 3**). This included a compilation of archival data on student enrollment and demographic characteristics, student performance, teacher quality, and fiscal responsibility.

Study Population and Sample

The study population consisted of all students, teachers, school administrators, and other staff at HISD contract charter schools. HISD contract charter school staff were employees at the school as of November 2019. The student samples were based on enrollment at the schools during designated academic years.

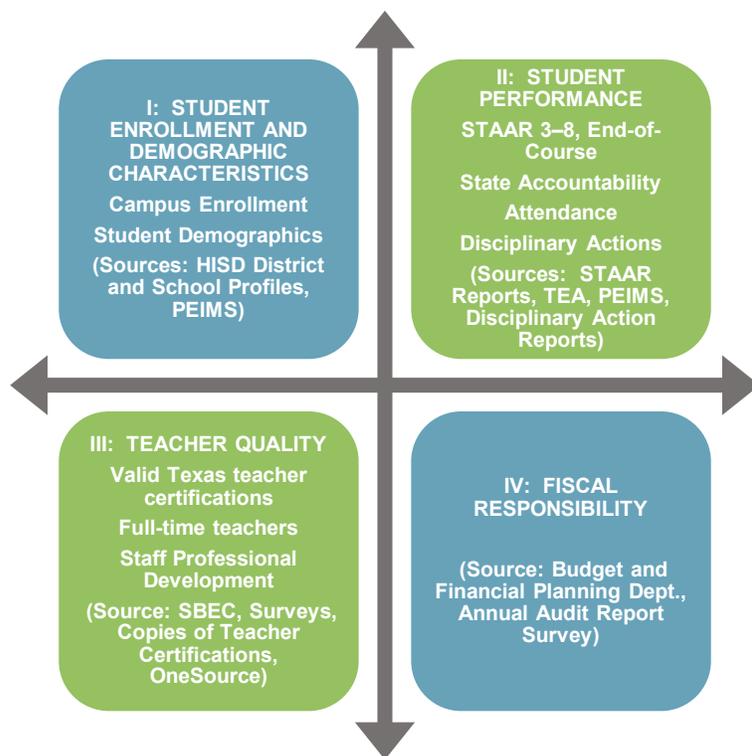


Figure 3: Key outcome measures and data sources

Data Collection/Data Analyses

There were multiple data sources used in this evaluation (**Figure 3**). Student performance was assessed using accountability data and STAAR performance data. These data were retrieved from the HISD District and School Profiles, the 2019 STAAR 3–8 report, and the 2019 STAAR End-of-Course (EOC) reports produced by the HISD Department of Research & Accountability. Demographic characteristics, enrollment, disciplinary actions, and attendance data were obtained from the HISD District and School Profiles and PEIMS reports.

Teacher quality was based on the number of full-time teachers, the number of teachers with valid Texas teacher certifications, and completion of compliance and non-compliance-related professional development. The number of full-time teachers at each campus was obtained from charter school administrative staff through a survey. For the 2019–2020 academic year (as of November 2019), a copy of teachers' certifications was provided to improve the validity of the measure.

Professional development participation during the 2018–2019 and the 2019–2020 academic years was gathered through multiple sources, including a survey administered to HISD contract charter school staff and from files downloaded from OneSource. OneSource files were provided by Instructional Technology (IT) staff. The total number of staff members assigned to the course was used as the denominator to determine percentages of staff who completed a course. The 2018–2019 data ranged from August 1, 2017 through September 1, 2018. The cut-off date for the 2019–2020 data was November 1, 2019, based on an extension provided to all staff by the HISD Academic Services department to complete trainings. There were ten (10) districtwide compliance courses for the 2019–2020 year that were required for all HISD employees, including charter school staff. Charter school employees, like HISD staff, were enrolled in the districtwide compliance courses when granted access to the OneSource system. Ultimately, only data points extracted from OneSource were reported in this evaluation.

Results

Section I: Student Enrollment and Demographic Characteristics

What were the enrollment trends in HISD contract charter schools over the past five years relative to districtwide enrollment?

The number of students enrolled in HISD and total HISD contract charter school enrollment over the past five years can be found in **Figure 4a**, in **Appendix B** (pp. 46–47) and **Appendix C** (pp. 48–60).

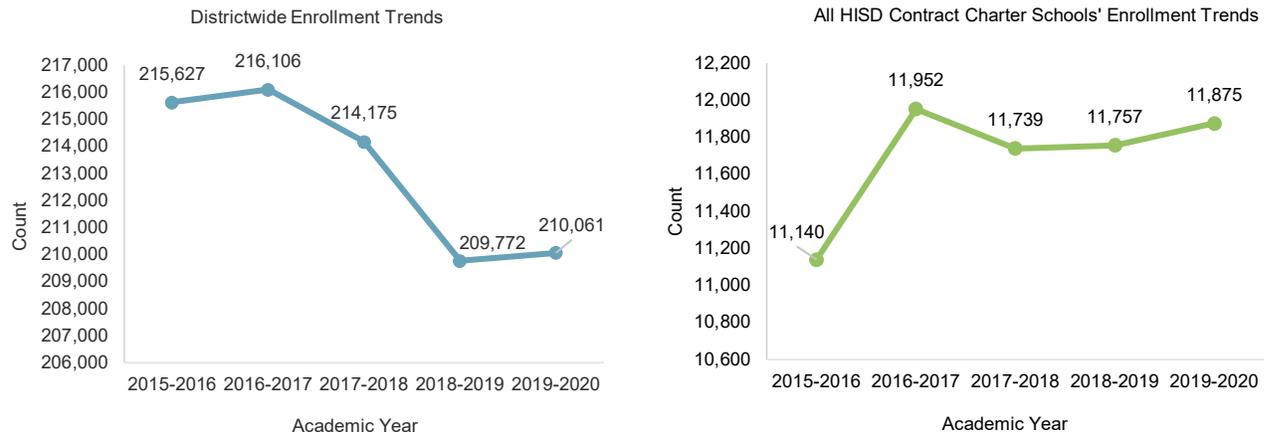


Figure 4a: Districtwide (left) and HISD contract charter schools' (right) enrollment trends, 2015–2016 through the 2019–2020 academic years (Source: PEIMS, Fall Resubmission)

- Figure 4a (left) shows a steady decline in districtwide student enrollment from 2015–2016 to 2018–2019 by 5,855 students. However, there was an increase in districtwide enrollment in 2019–2020 from the previous year by 289 students (less than 1%).
- Overall, HISD contract charter school student enrollment increased from 2015–2016 to 2019–2020 by 735 students (6.6%) (Figure 4a, right).
- The total number of students enrolled in HISD contract charter schools during the 2019–2020 academic year was 11,875 compared to 11,757 during the previous year, reflecting an increase of 118 students over the two-year period (about 1%).

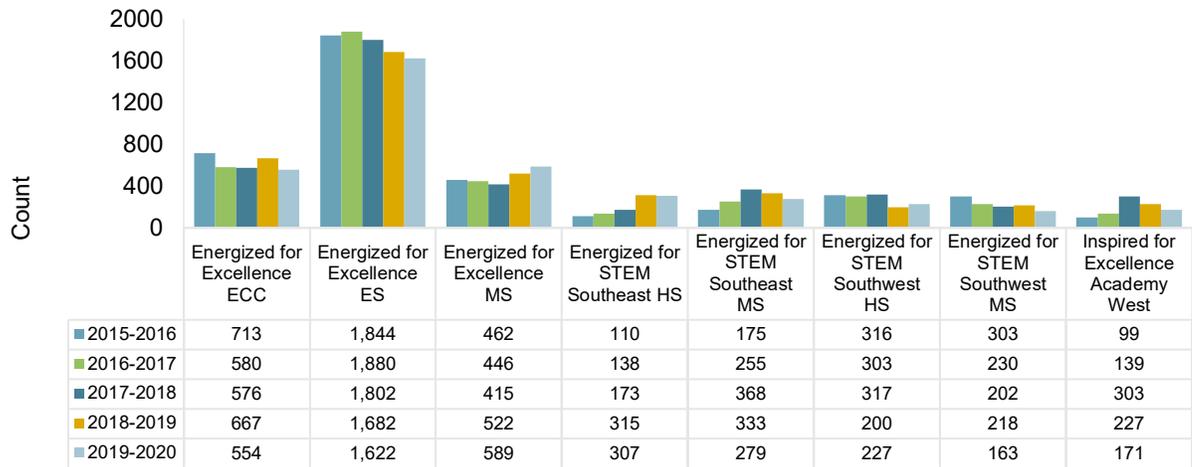


Figure 4b: Enrollment trends for HISD contract charter schools, 2015–2016 through the 2019–2020 academic years (Source: PEIMS, Fall Resubmission)

- From 2015–2016 to 2019–2020, there was an increase in student enrollment at Energized for Excellence MS, Energized for STEM Southeast HS, Energized for STEM Southeast MS, and Inspired for Excellence Academy West (**Figure 4b**).
- For the past two years, there was an increase in student enrollment at Energized for Excellence MS (n = 522 to n = 589 or 67 students) and Energized for STEM Southwest HS (n = 200 to n = 227 or 27 students) (Figure 4b).
- Figure 4b shows a decrease in the number of students enrolled at Energized for Excellence ECC, Energized for Excellence ES, Energized for STEM Southwest HS, and Energized for STEM Southwest MS from 2015–2016 to 2019–2020.

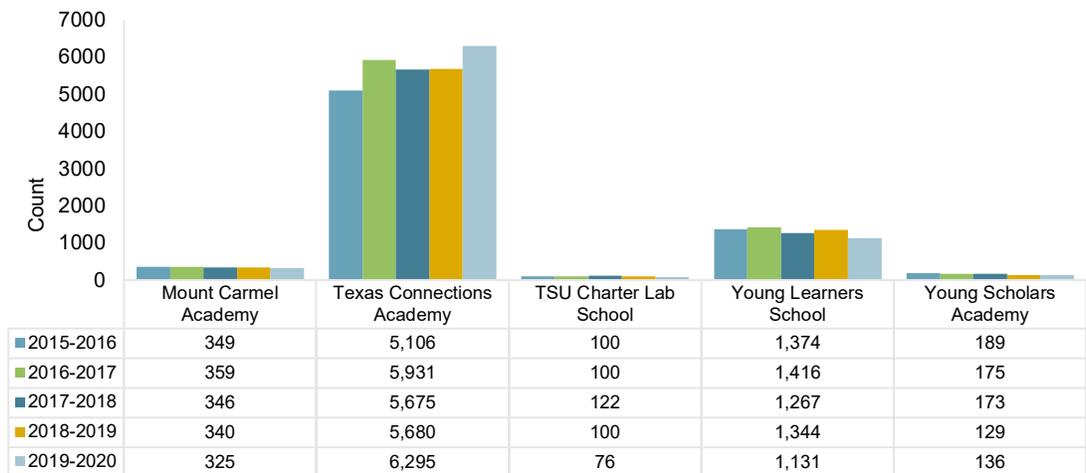


Figure 4c: Enrollment trends for HISD contract charter schools (cont'd), 2015–2016 through the 2019–2020 academic years (Source: PEIMS, Fall Resubmission)

- **Figure 4c** reveals an increase in student enrollment at Texas Connections Academy over the past five years.
- For the past two years, student enrollment increased at Texas Connections Academy from 5,680 to 6,295 students (or by 615 students) and at Young Scholars Academy from 129 to 136 students (or by 7 students) (Figure 4c).

- Figure 4c shows a decrease in the number of students enrolled at Mount Carmel Academy, TSU Charter Lab School, Young Learners School, and Young Scholars Academy over the past five years (from 2015–2016 to 2019–2020).

What were the demographic trends of HISD contract charter school students relative to race/ethnicity, economic status, special education program participation, and limited English proficiency status?

Demographic characteristics of HISD contract charter school students are provided in Appendix B (pp. 46–47) and Appendix C (pp. 48–60). The data shown provides a profile of the student population from 2015–2016 to 2018–2019.

- Overall, from 2015–2016 to 2018–2019, HISD contract charter school students were predominately Hispanic (approximately 52% to 53%). African American students represented from 17% to 18% of the HISD contract charter school population. The percentage of economically-disadvantaged students increased from 65% in 2015–2016 to 69% in 2018–2019. Student participation in special education services also increased from 2% in 2015–2016 to 4% in 2018–2019. The percentage of limited English proficient (LEP) students ranged from 27% to 29% over the same time period.
- During the 2018–2019 academic year, Energized for STEM Southwest HS had the highest percentage of Hispanic students (98%), while TSU Charter had the highest percentage of African American students (91%).
- Trends related to the economic status of HISD contract charter school students are reflected in **Figure 5a** and in **Figure 5b**. It is evident that the proportion of students who were economically disadvantaged fluctuated over the past four years at all schools.
- All students at Energized for STEM Southeast MS, Energized for STEM Southwest HS, and Energized for STEM Southwest MS were economically disadvantaged during the 2018–2019 academic year (Figure 5a).

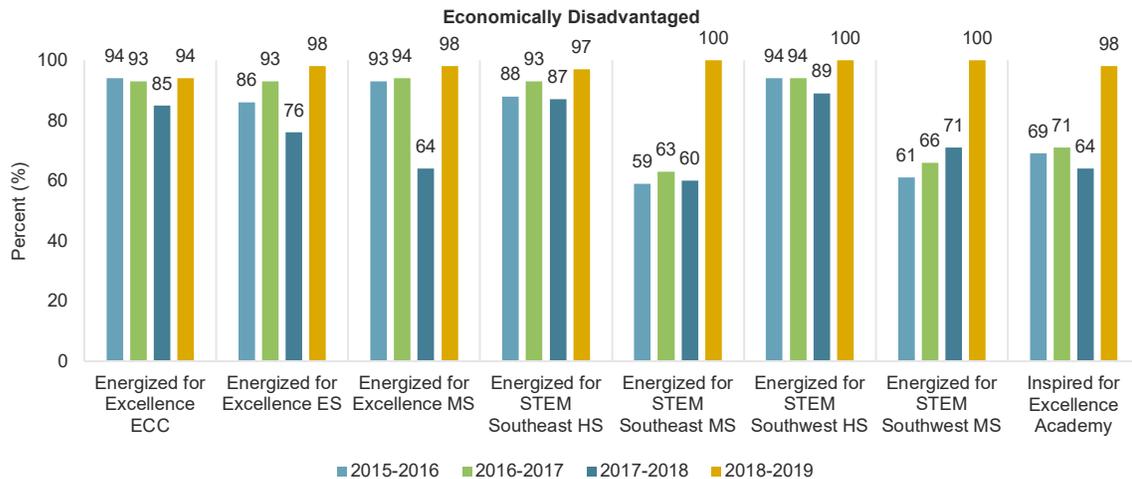


Figure 5a: Percent economically-disadvantaged students at HISD contract charter schools, 2015–2016 through 2018–2019 (Source: District and School Profiles)

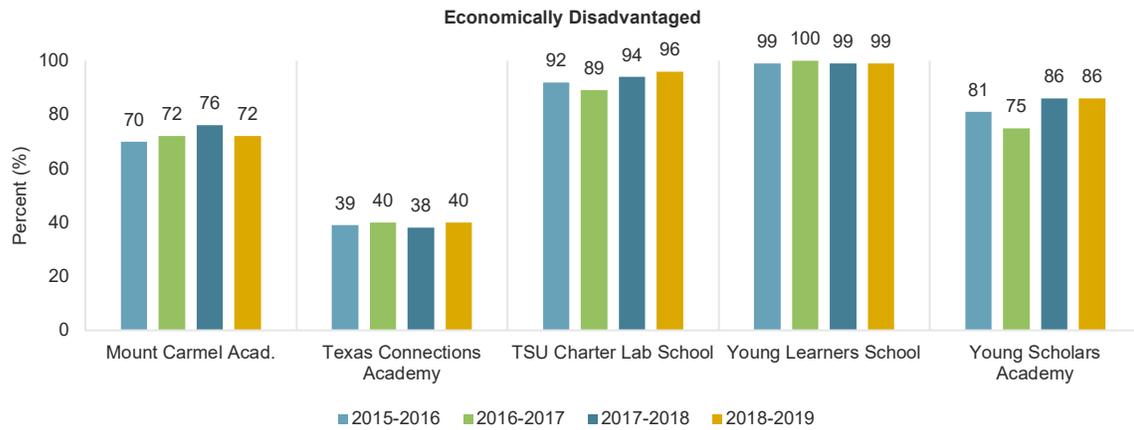


Figure 5b: Percent economically-disadvantaged students at HISD contract charter schools, 2015–2016 through 2018–2019 (Source: District and School Profiles)

- The percentage of economically-disadvantaged students at Young Learners School ranged from 99% to 100% over the past four years (Figure 5b).

II: Student Performance

How did HISD contract charter schools perform on the State of Texas Assessments of Academic Readiness (STAAR) and state accountability?

The performance of HISD contract charter school students was consistent for some schools, while a few schools struggled to meet state accountability standards.

- The percent of students who scored at the Approaches, Meets, and Masters standard on STAAR 3–8 and STAAR EOC exams in the 2015–2016, 2016–2017, 2017–2018, and 2018–2019 academic years are presented in **Appendix D** (pp. 61–67) by charter school.
- Increases were noted in the percentage of students at the Masters standard from 2015–2016 to 2018–2019 at Energized for Excellence ES in reading, math, and science; at Energized for Excellence MS in reading, math, writing, science, and Algebra I; at Energized for Excellence STEM Southeast HS in Algebra I, English I, English II, and U.S. History; at Energized for Excellence Southeast MS in reading, math, science, and social studies; at Energized for STEM Southwest HS in Algebra I and English I; at Energized for STEM Southwest MS in reading, math, writing, science, social studies, Algebra I and Biology; and at Inspired for Excellence Academy in reading, writing, and science.
- Mount Carmel Academy had increases in the percentage of students at the Masters standard in Algebra I, Biology, English I, English II, and U.S. History. Texas Connections Academy showed increases in the percentage of students who met the Masters standard on the same EOC subtests along with the reading, math, writing, science, and social studies STAAR 3–8. The percentage of students who met the Masters standard at Young Scholars increased in reading, math, and writing. This measure was not applicable for TSU Charter and Young Learners.
- Accountability ratings over the past four academic years can be found in Appendix D (p. 61–67). For the purposes of assigning accountability ratings, campuses that did not serve any grade level for which the STAAR assessments were administered were paired with campuses in the district that served students who took STAAR. Energized for Excellence ECC was paired with Energized for Excellence ES; TSU Charter Lab School was paired with the district; and Young Learners School was paired with Burbank ES.
- Notable findings include the majority of HISD contract charter schools consistently met the state accountability standard in 2015–2016, 2016–2017, and 2017–2018 (**Table 1**).
- Energized for STEM Southwest MS and Young Learners School were rated met standard in 2015–2016 through 2017–2018 and received an A rating in 2018–2019.
- Energized for Excellence ECC, ES, MS, Energized for STEM Southeast HS, Energized for STEM Southwest HS, and Mount Carmel Academy were rated met standard in 2015–2016 through 2017–2018, and received a B rating in 2018–2019.
- Texas Connections Academy received an IR rating in 2015–2016, 2016–2017, met standard in 2017–2018, and a C rating in 2018–2019.
- Energized for STEM Southeast MS received an IR rating in 2015–2016, met standard in 2016–2017 and 2017–2018, and an F rating in 2018–2019. If not for the provision introduced into TEA’s 2018 Accountability Manual, Energized for STEM Southeast MS would not have received an F rating in 2018–2019.
- TSU Charter Lab School met standard in 2015–2016, 2016–2017, was not rated due to Harvey in 2017–2018 and received a B rating in 2018–2019.
- Inspired for Excellence Academy West met standard in 2015–2016 through 2017–2018 and received a D (Alternative Education Accountability-AEA) rating in 2018–2019.

- Young Scholars Academy met standard in 2015–2016 through 2017–2018 and received a D rating in 2018–2019.

| Table 1: Accountability Ratings of HISD contract charter schools, 2015–2016 through 2018–2019 | | | | |
|---|--------------|--------------|--------------|--------------|
| HISD Contract Charter Schools | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Energized for Excellence ECC* | Met Standard | Met Standard | Met Standard | 88 - B |
| Energized for Excellence ES | Met Standard | Met Standard | Met Standard | 88 - B |
| Energized for Excellence MS | Met Standard | Met Standard | Met Standard | 89 - B |
| Energized for STEM Southeast HS | Met Standard | Met Standard | Met Standard | 89 - B |
| Energized for STEM Southeast MS | IR | Met Standard | Met Standard | 59 - F^ |
| Energized for STEM Southwest HS | Met Standard | Met Standard | Met Standard | 89 - B |
| Energized for STEM Southwest MS | Met Standard | Met Standard | Met Standard | 90 - A |
| Inspired for Excellence Academy | Met Standard | Met Standard | Met Standard | 65 - D (AEA) |
| Mount Carmel Academy | Met Standard | Met Standard | Met Standard | 88 - B |
| Texas Connections Academy | IR | IR | Met Standard | 70 - C |
| TSU Charter Lab School** | Met Standard | Met Standard | NR-Harvey | 88 - B |
| Young Learners School*** | Met Standard | Met Standard | Met Standard | 93 - A |
| Young Scholars Academy | Met Standard | Met Standard | Met Standard | 67 - D |

*Paired with Energized for Excellence ES for accountability ratings.

**Paired with Lockhart ES for 2016 and 2017 accountability ratings; paired with district for 2018 and 2019 accountability ratings.

***Paired with Burbank ES for accountability ratings

(Source: Texas Education Agency Preliminary Accountability Ratings, 2015–2016 to 2018–2019)

^If an F rating is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district, open-enrollment charter school, or campus can receive for the overall rating is a 59. For this provision to be applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. If the Student Achievement domain rating is a D or higher, this provision will not be applied.

What were the attendance rates at HISD contract charter schools for the 2015–2016 to the 2018–2019 academic years?

Districtwide and combined HISD contract charter school attendance rates are reflected in **Figure 6a** for the 2015–2016 to the 2018–2019 academic years and in **Appendix E** (p. 68).

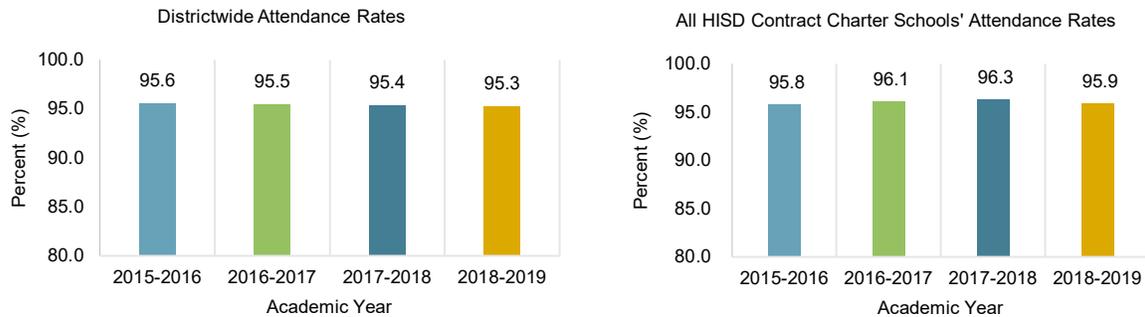


Figure 6a: Districtwide (left) and combined HISD contract charter schools' (right) attendance rates, 2015–2016 through 2018–2019 (Source: PEIMS)

- The mean attendance rate across all HISD contract charter schools slightly exceeded the mean districtwide attendance rate during the 2015–2016 academic year (95.8 vs. 95.6) and the 2018–2019 academic year (95.9 vs. 95.3) (Figure 6a).
- In 2018–2019, the attendance rate at HISD contract charter campuses that exceeded the district included Energized for Excellence ES, Energized for Excellence MS, Energized for STEM Southeast HS, Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS, Mount Carmel Academy, and Texas Connections Academy.

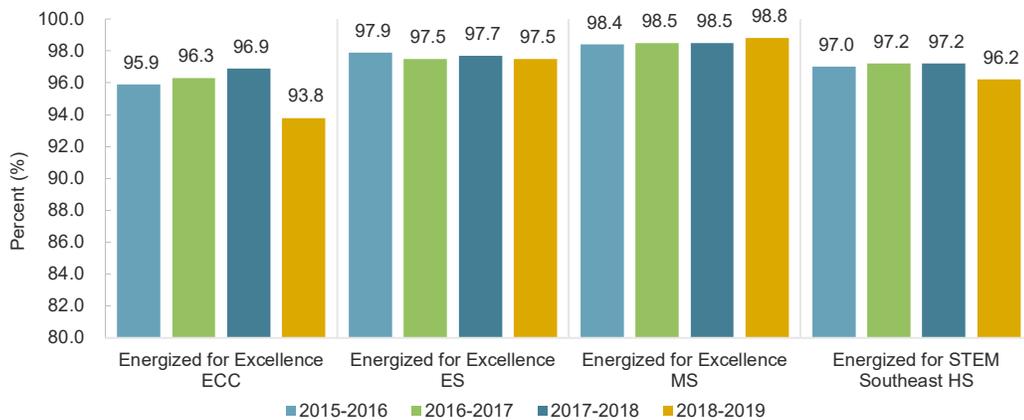


Figure 6b: HISD contract charter schools’ attendance trends, 2015–2016 through 2018–2019 (Source: PEIMS)

- When comparing 2015–2016 with 2018–2019, there was an increase in the attendance rates at Energized for Excellence MS, Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS, and Inspired for Excellence Academy (Figure 6b and Figure 6c).
- There was a decline in the attendance rates at Energized for Excellence ECC and ES along with Energized for STEM Southeast HS (Figure 6b).

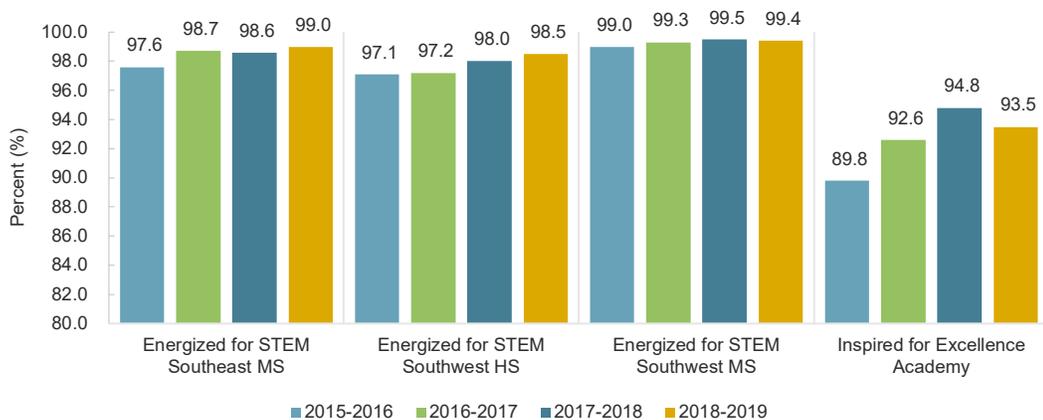


Figure 6c: HISD contract charter schools’ attendance trends (cont’d), 2015–2016 through 2018–2019 (Source: PEIMS)

- When comparing 2015–2016 with 2018–2019, **Figure 6d** shows that Texas Connections Academy and Young Learners had an increase in attendance rates.

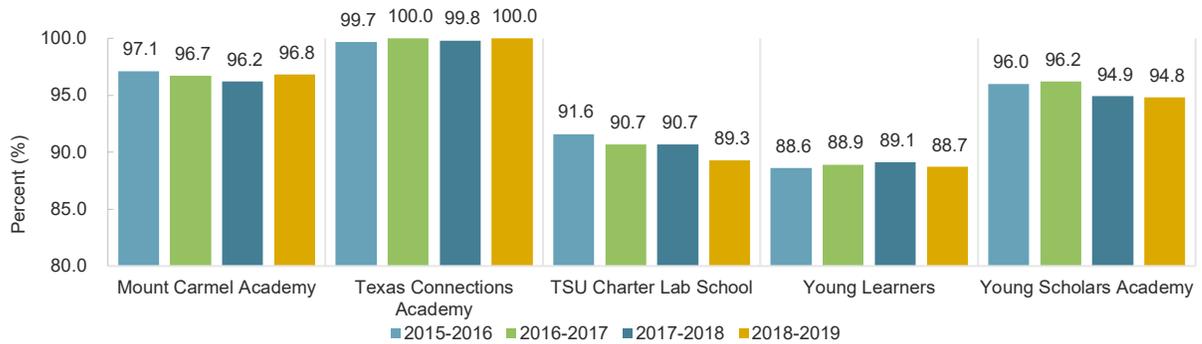


Figure 6d: HSD contract charter schools’ attendance trends (cont’d), 2015–2016 through 2018–2019 (Source: PEIMS)

What were the disciplinary action trends at HSD contract charter schools from 2015–2016 to 2018–2019?

Disciplinary actions include combined in-school and out-of-school suspensions. The disciplinary actions of students at HSD contract charter school students varied between the 2015–2016, 2016–2017, 2017–2018, and 2018–2019 academic years. Disciplinary data can be found in Appendix E (p. 68) and in the figures below.

- **Figure 7a** shows no disciplinary actions at Energized for Excellence ECC over the four-year period.
- When comparing 2015–2016 and 2018–2019 data, there was a decline in the number of disciplinary actions at Energized for Excellence ES, Energized for Excellence MS, Energized for Excellence STEM Southeast HS, Inspired for Excellence Academy (Figure 7a).
- There was an increase in the number of disciplinary actions at Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS (Figure 7a), and Young Scholars Academy (**Figure 7b**) when comparing 2015–2016 and 2018–2019 data.

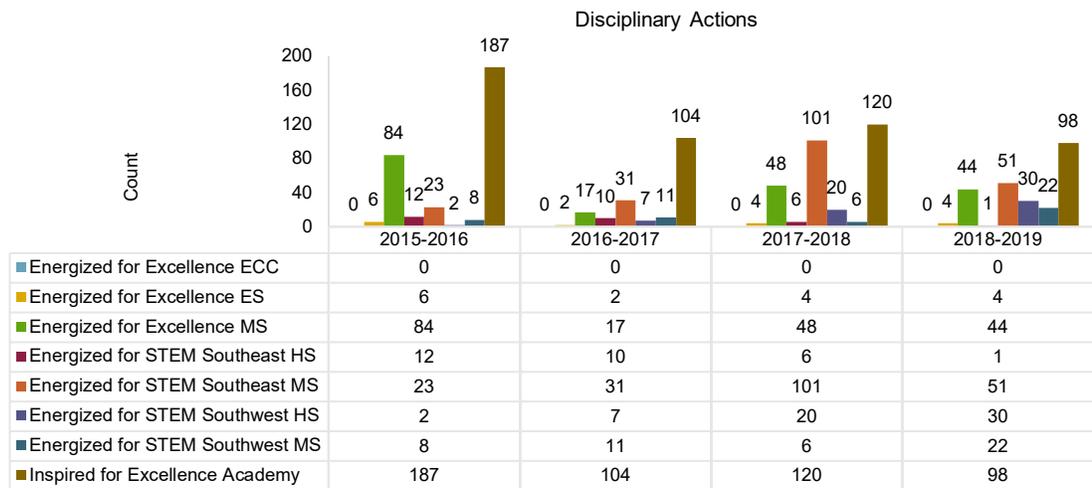


Figure 7a: Disciplinary action trends, HSD contract charter schools, 2015–2016 through 2018–2019 (Source: Student Disciplinary Action Report, 2015–2016 to 2018–2019)

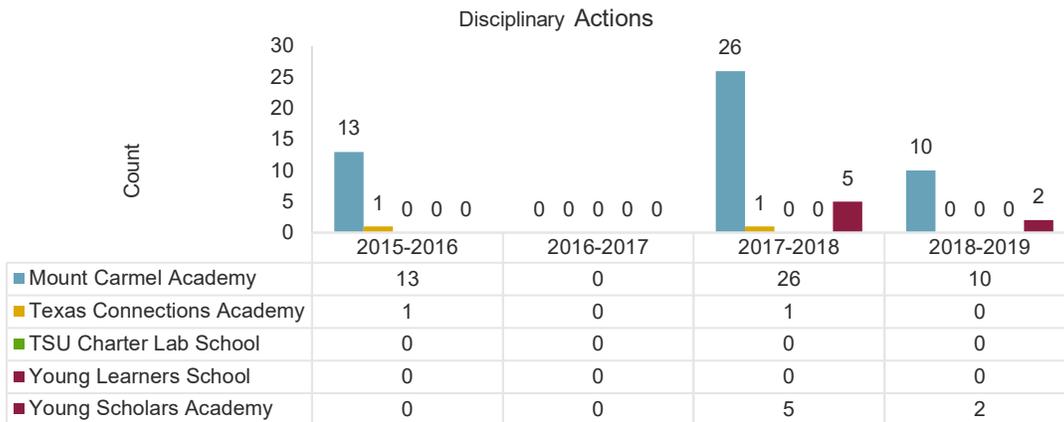


Figure 7b: Disciplinary action trends, HISD contract charter schools, 2015–2016 through 2018–2019 (Source: Student Disciplinary Action Report, 2015–2016 to 2018–2019)

- Figure 7b shows no disciplinary actions at TSU Charter Lab School and Young Learners School in 2015–2016 through 2018–2019.
- When comparing 2015–2016 and 2018–2019 data, there was a decline in the number of disciplinary actions at Mount Carmel Academy (Figure 7b).
- Disciplinary actions at Young Scholars Academy increased in 2017–2018 from previous years but decreased in 2018–2019 (Figure 7b).
- Texas Connections Academy maintained low rates of disciplinary actions, fluctuating between zero and one over the four-year period (Figure 7b).

III: Teacher Quality

What was the number of full-time teachers at HISD contract charter schools relative to the number of students enrolled during the 2018–2019 and 2019–2020 academic years (teacher-to-student ratios)?

Current Texas state law limits the teacher-student ratio to 1-to-22 in kindergarten through fourth grades and 1:25 in upper grades (TEA, 2019); however, charter schools are not subject to TEC Sections 25.111 that state such guidelines for districts. In HISD, it is at the discretion of charter schools to establish student/teacher ratio limits. The number of full-time teachers at HISD contract charter schools in 2018–2019 and 2019–2020 was obtained from charter school administrators. Full-time teachers were based on counts captured in November of the corresponding year. Full-time teacher counts were compared to the number of students enrolled at each school using PEIMS fall resubmission data to provide an estimate of the proportion of students to teachers at each school. The results are depicted in **Figure 8a** for the 2018–2019 academic year and **Figure 8b** (p. 20) for the 2019–2020 academic year.

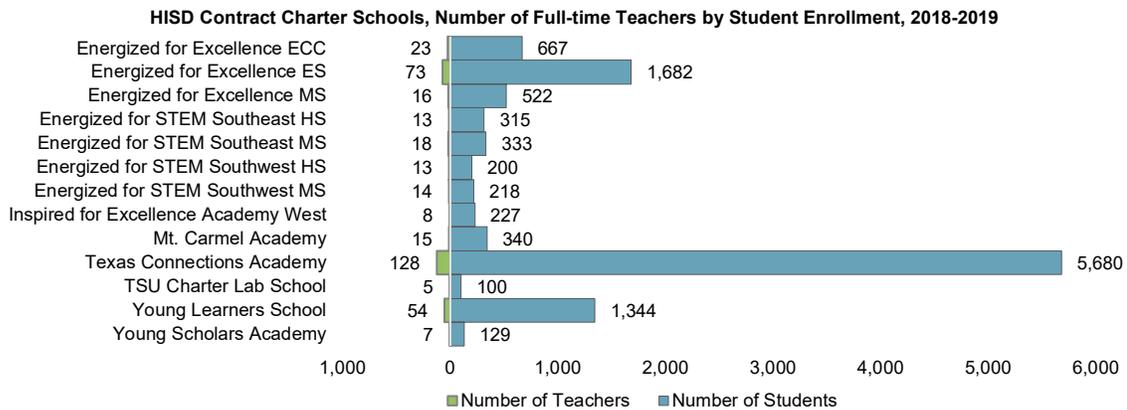


Figure 8a: Number of full-time HISD contract charter school teachers by PEIMS student enrollment, 2018–2019

| Table 2: HISD Contract Charter Schools, Estimated Teacher-to-Student Ratio, 2018–2019 (Ranked) | |
|--|------------------------------------|
| HISD Contract Charter Schools | Estimated Teacher-to-Student Ratio |
| Energized for STEM Southwest HS | 1:15 |
| Energized for STEM Southwest MS | 1:16 |
| Young Scholars Academy | 1:18 |
| Energized for STEM Southeast MS | 1:19 |
| TSU Charter Lab School | 1:20 |
| Mount Carmel Academy | 1:23 |
| Energized for Excellence ES | 1:23 |
| Energized for STEM Southeast HS | 1:24 |
| Young Learners School | 1:25 |
| Inspired for Excellence Academy | 1:28 |
| Energized for Excellence ECC | 1:29 |
| Energized for Excellence MS | 1:33 |
| Texas Connections Academy (a virtual, non-traditional school) | 1:44 |

- **Table 2** shows that, in 2018–2019, the proportion of teachers to students in HISD contract charter schools ranged from 1:15 to 1:44.
- Energized for STEM Southwest HS had the lowest teacher-to-student ratio in 2018–2019, while Texas Connections had the highest teacher-to-student ratio (1:15 and 1:44, respectively).
- On average, the teacher-to-student ratio was 1:24 during the 2018–2019 academic year.

HISD Contract Charter Schools, Number of Full-time Teachers by Student Enrollment, 2019-2020

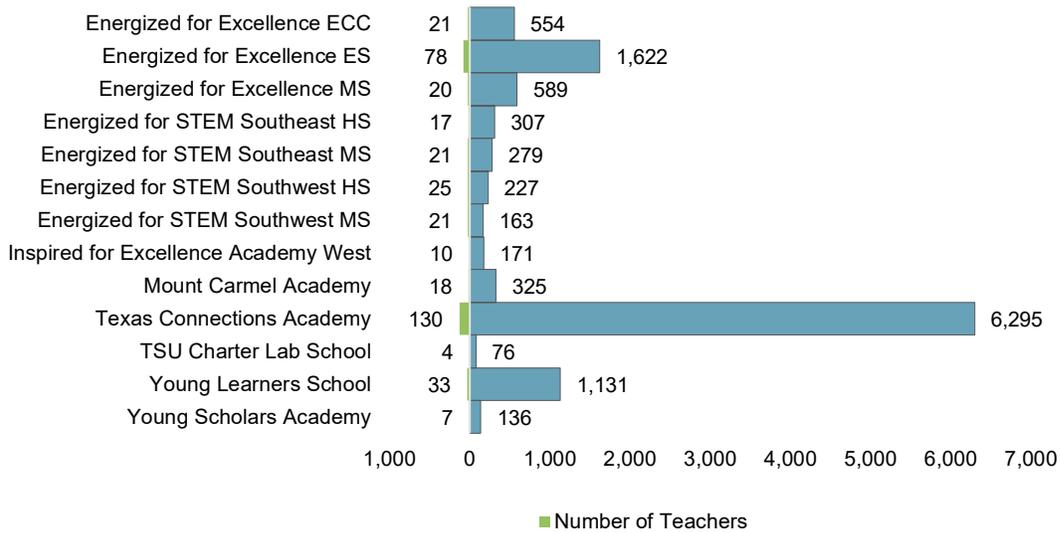


Figure 8b: Number of full-time HISD contract charter school teachers by PEIMS student enrollment, 2019–2020

| Table 3: HISD Contract Charter Schools, Estimated Teacher-to-Student Ratio, 2019–2020 (Ranked) | |
|--|------------------------------------|
| HISD Contract Charter Schools | Estimated Teacher-to-Student Ratio |
| Energized for STEM Southwest MS | 1:8 |
| Energized for STEM Southwest HS | 1:9 |
| Energized for STEM Southeast MS | 1:13 |
| Inspired for Excellence Academy West | 1:17 |
| Mount Carmel Academy | 1:18 |
| Energized for STEM Southeast HS | 1:18 |
| TSU Charter Lab School | 1:19 |
| Young Scholars Academy | 1:19 |
| Energized for Excellence ES | 1:21 |
| Energized for Excellence ECC | 1:26 |
| Energized for Excellence MS | 1:29 |
| Young Learners School | 1:33 |
| Texas Connections Academy (a virtual, non-traditional school) | 1:48 |

- **Table 3** reveals that in 2019–2020, the estimated proportion of teachers to students in HISD contract charter schools ranged from 1:8 to 1:48.
- Energized for STEM Southwest MS had the lowest estimated teacher-to-student ratio in 2019–2020 (1:8); whereas, Texas Connections had the highest estimated teacher-to-student ratio (1:48).
- On average, the estimated teacher-to-student ratio was 1:21 during the 2019–2020 academic year.

What percentage of full-time HISD contract charter school teachers had a valid Texas teacher certification during the 2019–2020 academic year?

Requirements for teacher certifications differ for charter schools compared to traditional public schools in Texas. Specifically, teachers in traditional public schools must be certified to teach through traditional or alternative programs recognized by the state or district. Teachers at an open-enrollment charter school must have at least a baccalaureate degree unless they are a special education or bilingual education/English as a Second Language (ESL) teacher (TEA, Charter School FAQs, n.d.). These teachers must also have a state certification. TEA notes that the governing body of a charter may set the qualifications for teachers at a standard above what state law requires. In HISD, only teachers at Texas Connections Academy are required to hold a valid Texas teacher certification.

To address the research question, all HISD contract charter school administrators were asked to provide a copy of Texas teacher certifications for full-time teachers who were employed at their campuses as of November during the 2019–2020 academic year. The percent of full-time teachers with valid Texas teacher certifications as of November 2020 are shown in **Figure 9a** and in **Figure 9b** by HISD contract charter school.

- All of the 130 full-time teachers at Texas Connections Academy (100%) had a valid Texas teacher certification (p. 22), followed by Mount Carmel Academy, where 83.3% of the 18 full-time teachers had a valid Texas teacher certification. None of the seven teachers at Young Scholars had a valid Texas teacher certification.

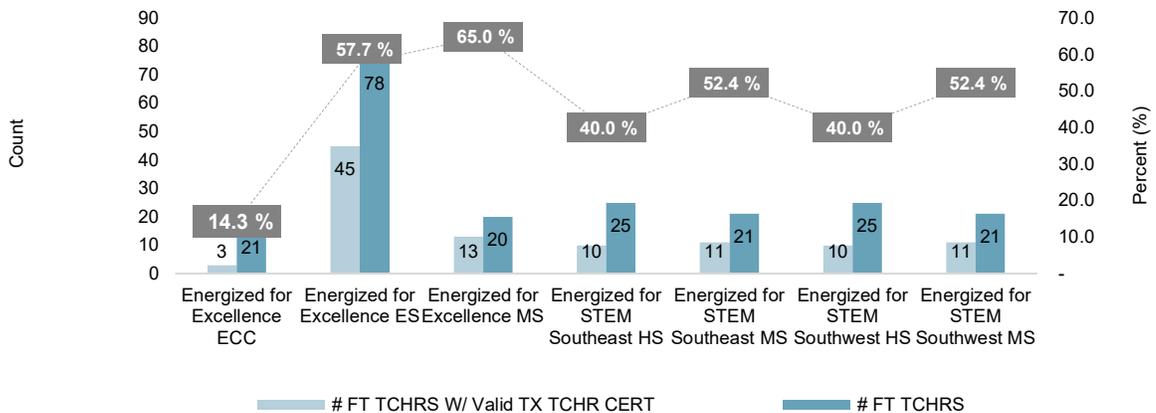


Figure 9a: Percent of full-time HISD contract charter school teachers with valid Texas teacher certifications (as of November 2019)

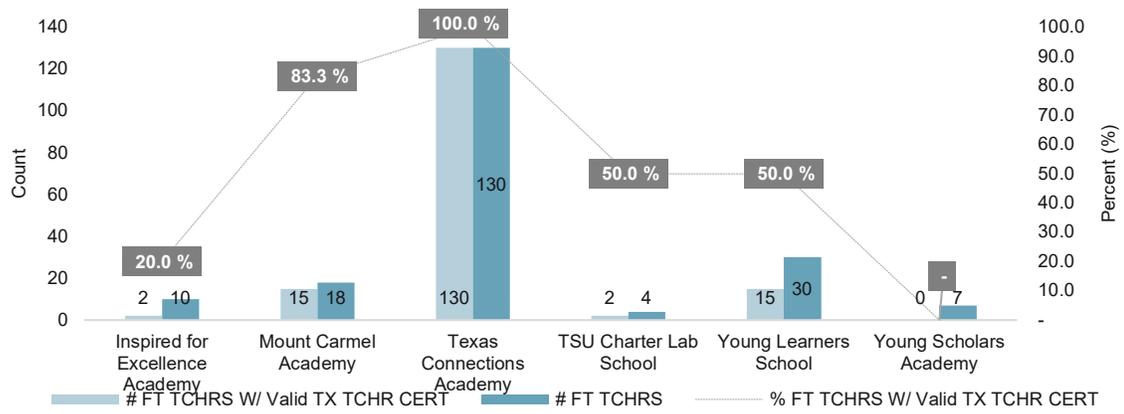


Figure 9b: Percent of full-time HISD contract charter school teachers with valid Texas teacher certifications (as of November 2019) (cont'd)

To what extent did HISD contract charter school staff complete OneSource compliance courses for the 2019–2020 academic year and supplemental OneSource professional development courses during the past two years?

HISD contract charter schools completed OneSource compliance courses like all district employees for the 2019–2020 academic year. Courses were assigned to charter school staff by the HISD IT department. The total number of staff assigned the course was used as the denominator to determine percentages of staff who completed a course at each charter school. There were 10 required compliance courses (See **Figure 10**).³ Staff could test out of the full course and take the refresher course instead. Staff were required to complete either the full course or the refresher course by November 1, 2019, as applicable.



Figure 10: OneSource Compliance Courses, 2019–2020 (* indicates refresher course available)

- Data extracted from OneSource revealed that 100% of staff at the 13 HISD contract charter schools completed 9 of the 10 required full courses or the refresher course (Food Allergies, Bloodborne Pathogens, Child Abuse Prevention, Suicide Prevention, Digital Data Safety, Appropriate Workplace Behavior, Social Media, Student Bullying Awareness, and Copyright Law). All charter school employees who were required to complete the Ethics course completed the course by the November 2019 deadline.
- Refer to **Figure 11a** through **Figure 11m** (pp. 24–30) for more detailed information.

³Note: HISD departments that developed compliance courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

- OneSource showed that 100% of staff at Young Scholars completed the 10 compliance courses, including Ethics. The majority of staff at the other charter schools, except Energized for STEM Southeast MS, completed the course (See Figure 11a through Figure 11m). However, all staff who were required to complete Ethics completed the course.

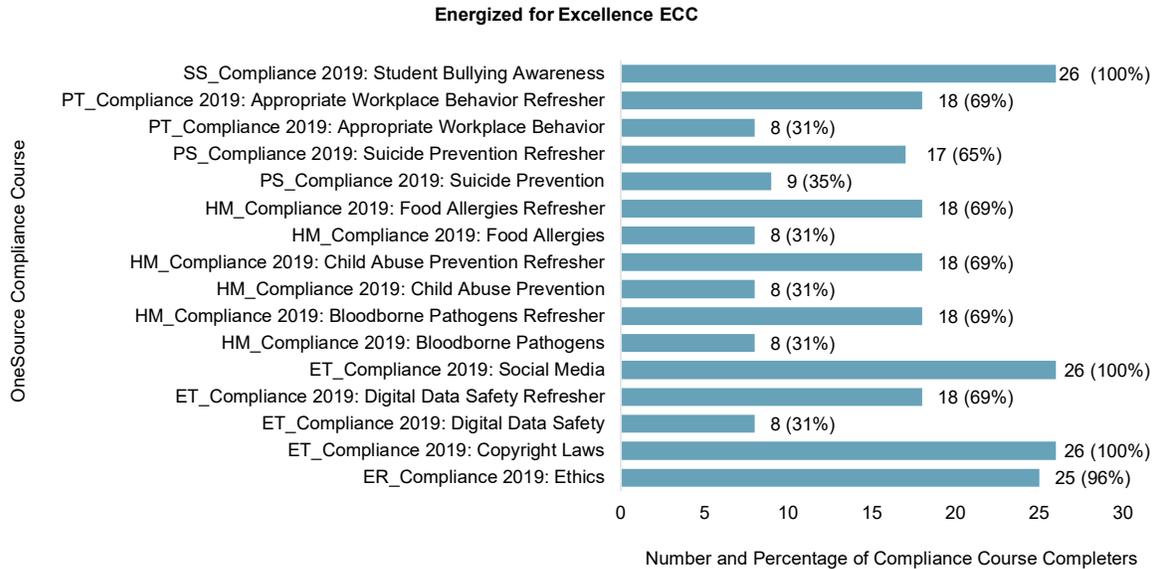


Figure 11a: Number and percentage of OneSource compliance course completers, Energized for Excellence ECC, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

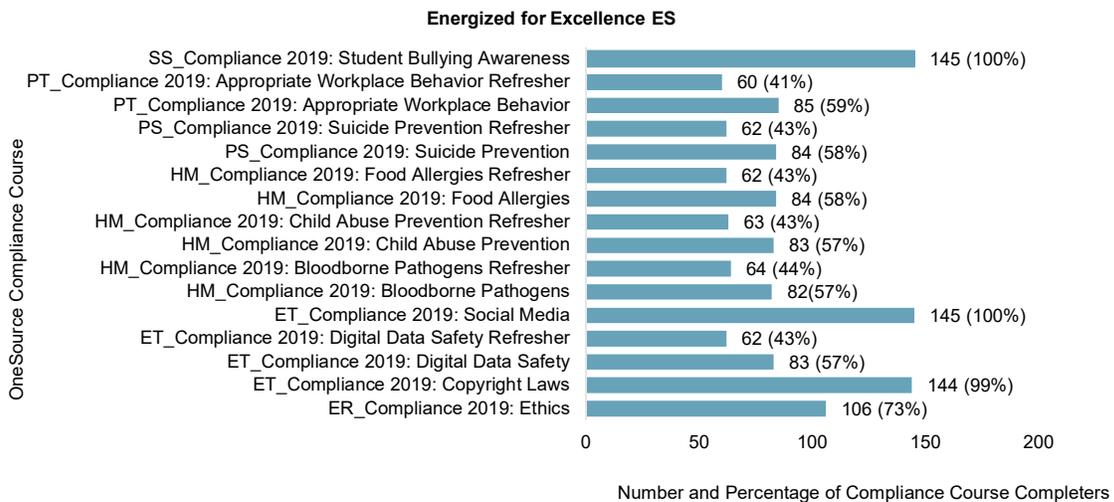


Figure 11b: Number and percentage of OneSource compliance course completers, Energized for Excellence ES, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

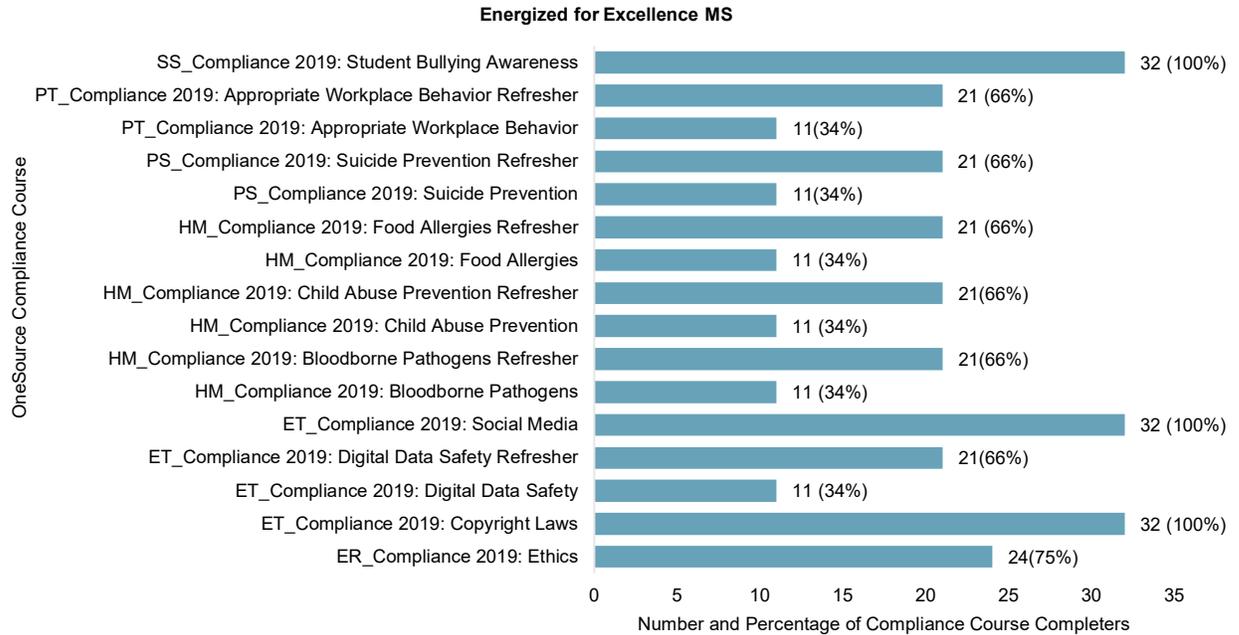


Figure 11c: Number and percentage of OneSource compliance course completers, Energized for Excellence MS, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

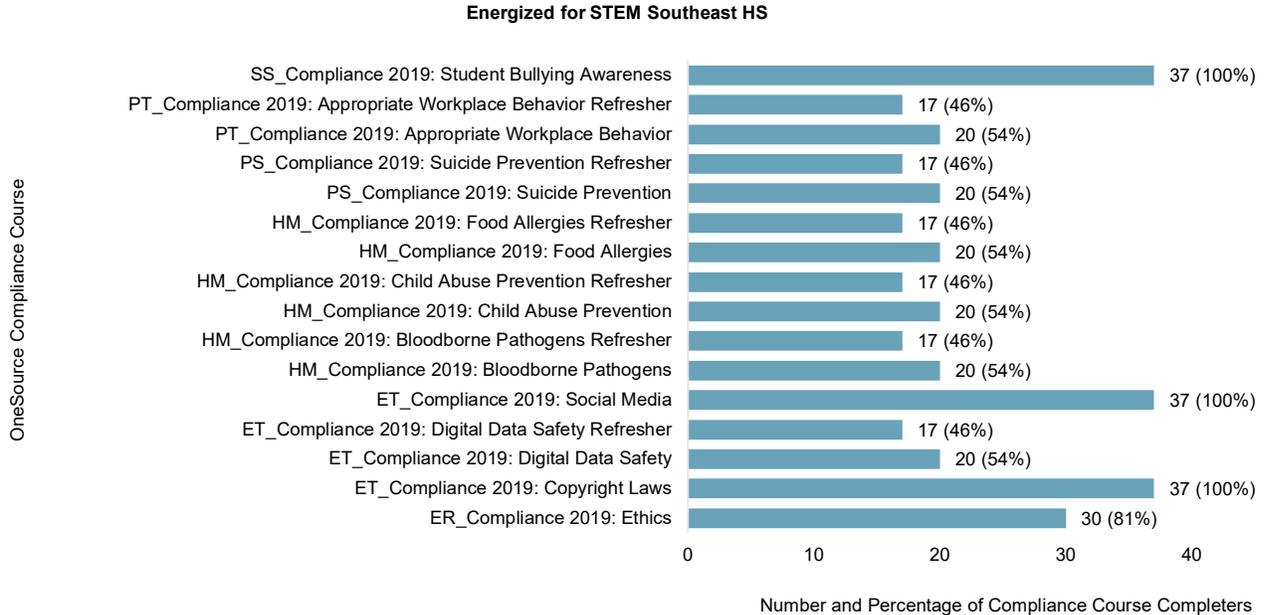


Figure 11d: Number and percentage of OneSource compliance course completers, Energized for STEM Southeast HS, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

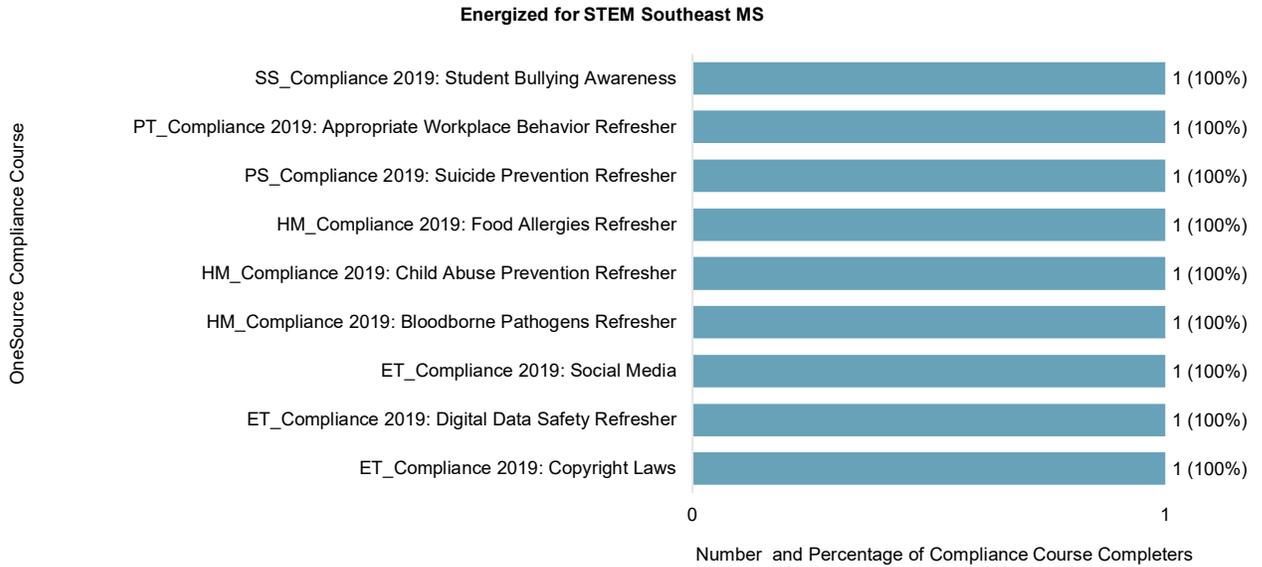


Figure 11e: Number and percentage of OneSource compliance course completers, Energized for STEM Southeast MS, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

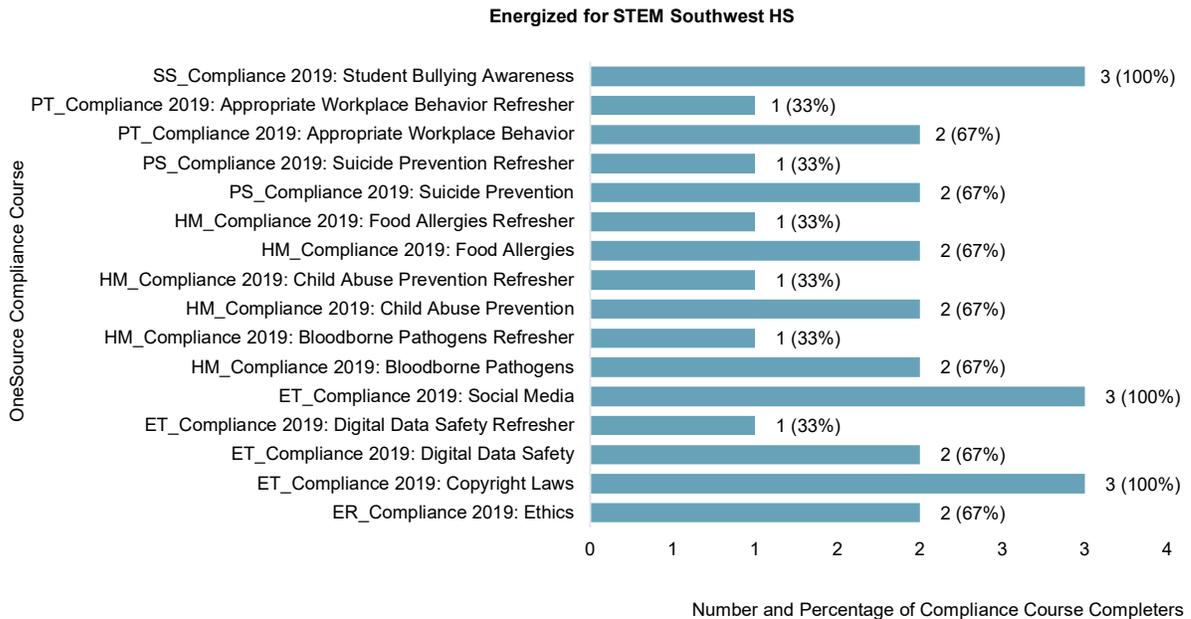


Figure 11f: Number and percentage of OneSource compliance course completers, Energized for STEM Southwest HS, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

Energized for STEM Southwest MS

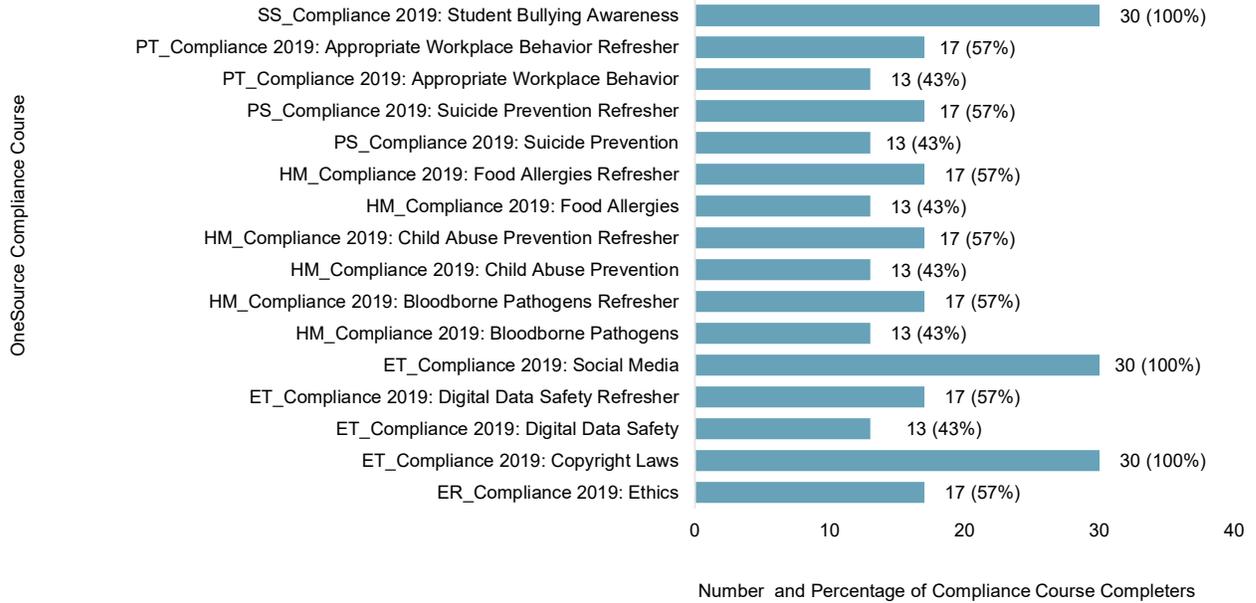


Figure 11g: Number and percentage of OneSource compliance course completers, Energized for STEM Southwest MS, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Inspired for Excellence Academy

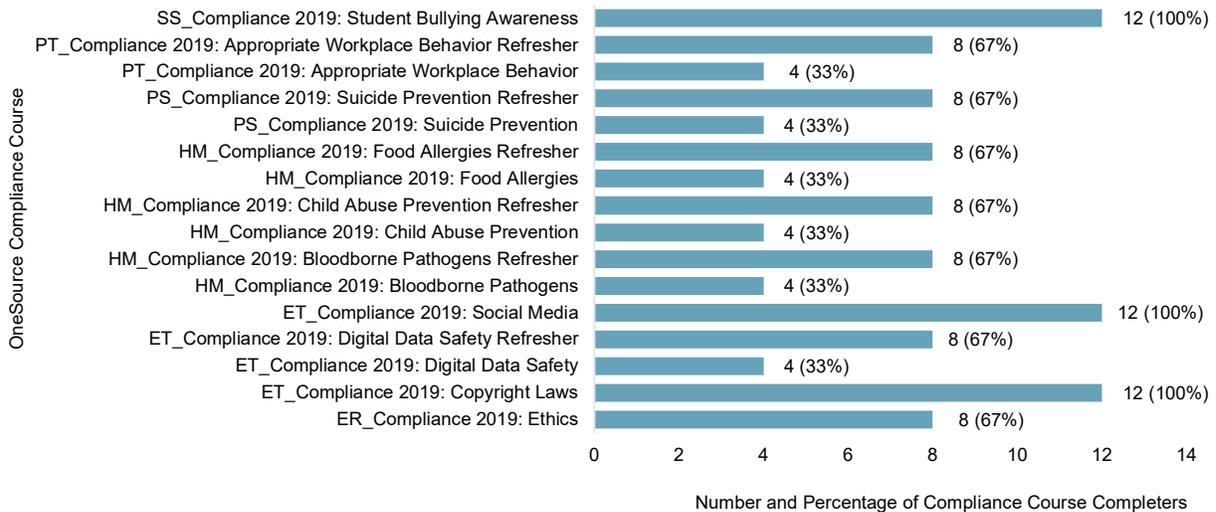


Figure 11h: Number and percentage of OneSource compliance course completers, Inspired for Excellence Academy, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

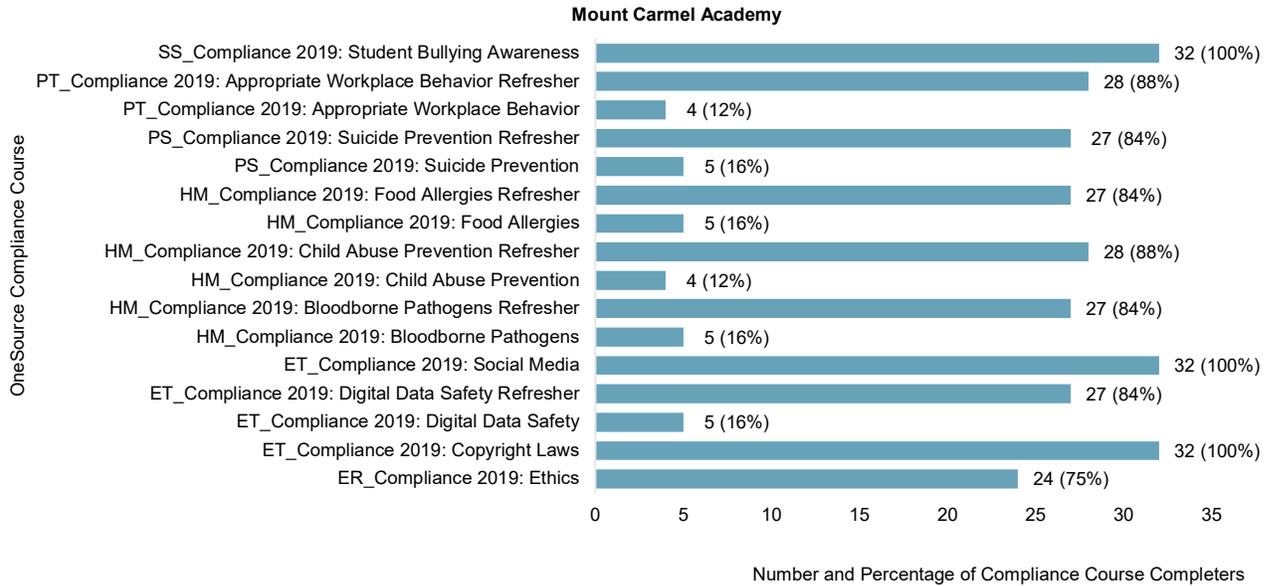


Figure 11i: Number and percentage of OneSource compliance course completers, Mount Carmel Academy, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

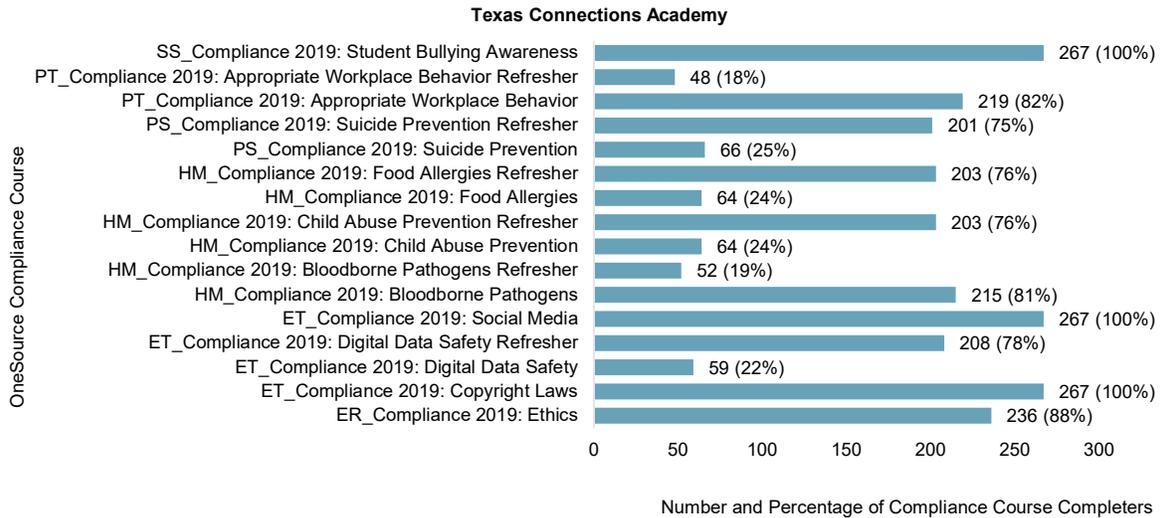


Figure 11j: Number and percentage of OneSource compliance course completers, Texas Connections Academy, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

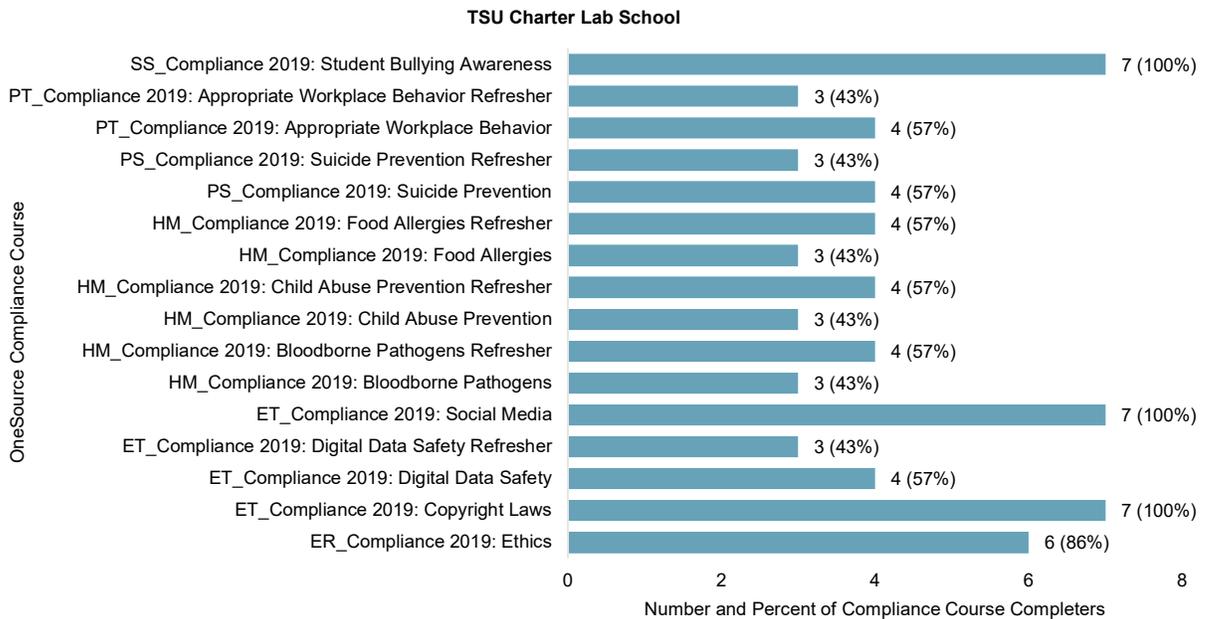


Figure 11k: Number and percentage of OneSource compliance course completers, TSU Charter Lab School, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

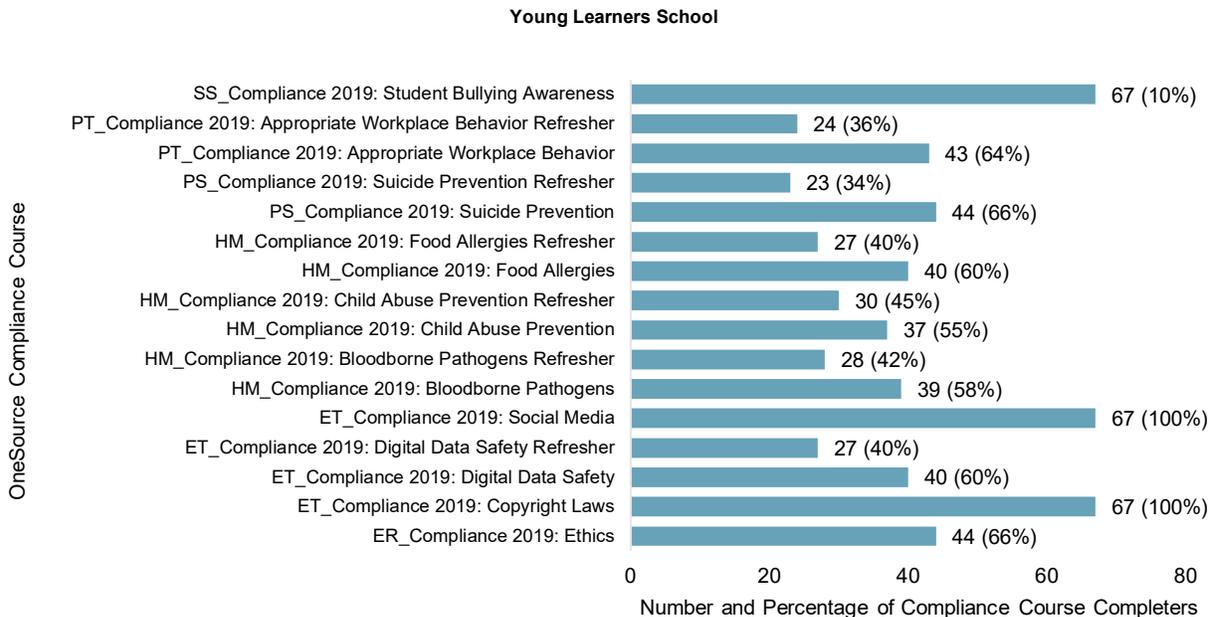


Figure 11l: Number and percentage of OneSource compliance course completers, Young Learners School, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

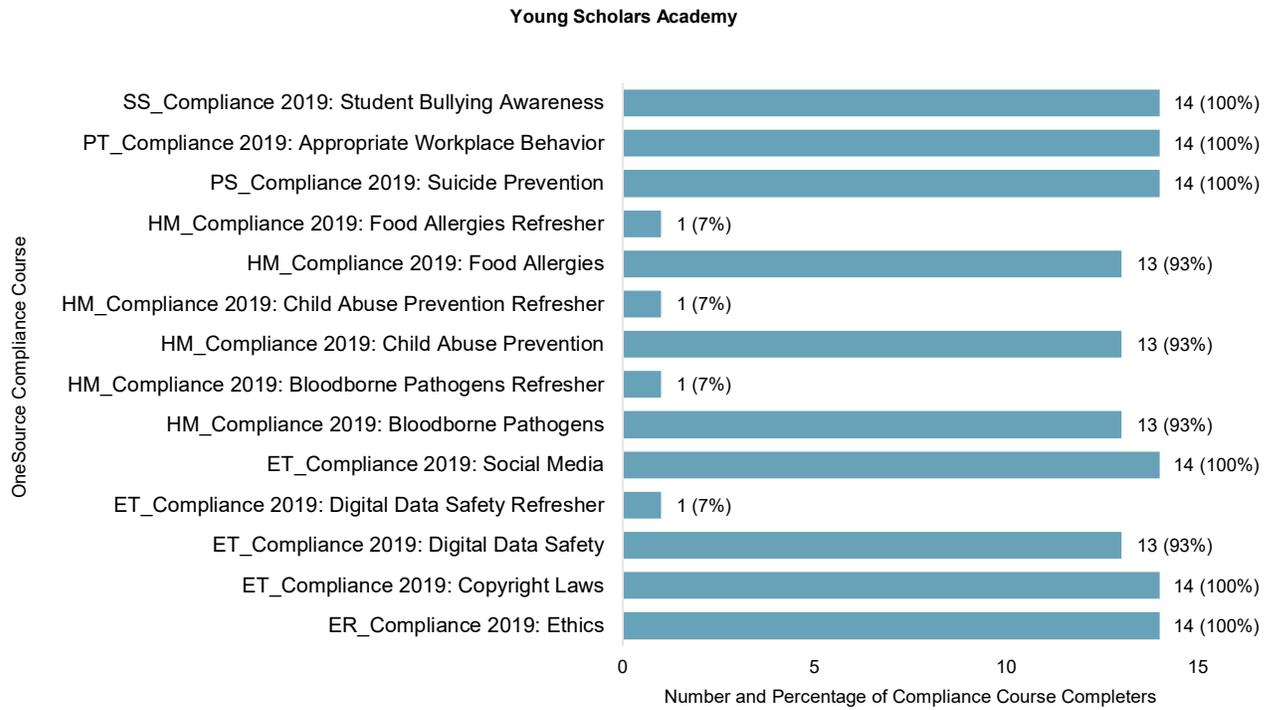


Figure 11m: Number and percentage of OneSource compliance course completers, Young Scholars Academy, 2019–2020 (Staff could either complete the full course or the refresher course to yield 100%.)

Note: HISD departments that developed compliances courses were ER - E-Rate Compliance Office; ET - Education Technology; HM - Health & Medical Services; PS - Psychology Services; PT - Professional Standards; SS - School Support Services.

Supplemental OneSource Professional Development

- HISD contract charter school staff participated in supplemental OneSource professional development through OneSource during the 2018–2019 and 2019–2020 academic years. The data were extracted from OneSource in November 2019. The figures depict the number of PDs that charter school staff attended and the HISD department that offered the PD. All supplemental courses completed by charter school staff and prefixes for the courses can be found in **Appendix F** (pp. 69–82).
- The highest number of supplemental PDs attended by Energized for Excellence ECC and Energized for Excellence ES staff was offered by Professional Development Services (**Figure 12a**). Areas of focus included differentiated instruction, student progress and projections, instructional goals for teachers, classroom procedures, and introduction to English Learner strategies.

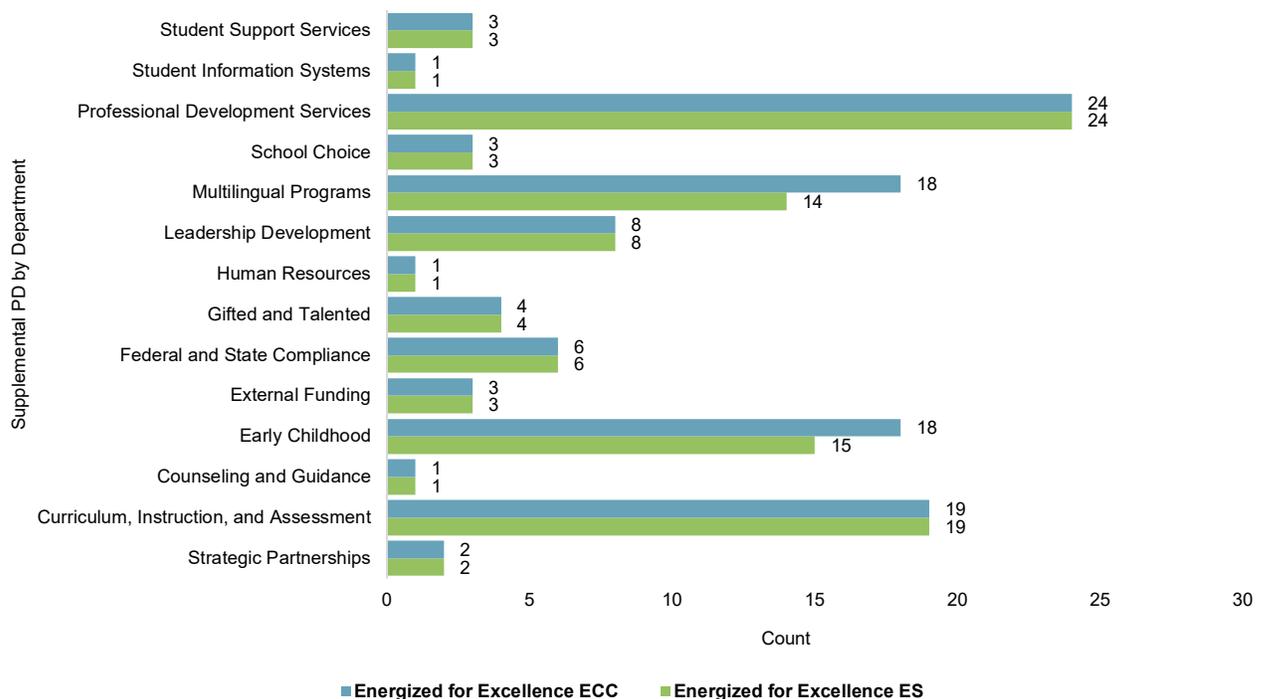


Figure 12a: Number of supplemental professional development OneSource courses attended by Energized for Excellence ECC and Energized for Excellence ES staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

- The highest number of supplemental PDs attended by Energized for Excellence MS staff was offered by Leadership Development and Multilingual Programs (**Figure 12b**, p. 32). Comparatively, the highest number of PDs attended by Energized for STEM Southeast HS staff was also offered by Leadership Development and Multilingual Programs (**Figure 12c**, p. 33).
- The highest number of supplemental PDs attended by Energized for STEM Southeast MS staff was limited to the Gifted and Talented department (**Figure 12d**, p. 33).
- Comparatively, the highest number of supplemental PDs attended by Energized for STEM Southwest HS staff members was equally offered by Curriculum, Instruction, and Assessment; Gifted and Talented, Human Resources, and Leadership Development (Figure 12d, p. 33).

- The highest number of supplemental PDs attended by Energized for STEM Southwest MS staff members was led by Multilingual Programs and Leadership Development. Areas of focus are in (Figure 12e, p. 34).
- Inspired for Excellence Academy staff attended most supplemental PDs offered by Leadership Development and Federal and State Compliance (Figure 12f, p. 34).
- The highest number of supplemental PDs attended by Mount Carmel Academy staff was led by Curriculum, Instruction, and Assessment, followed by Student Assessment (Figure 12g, p. 35).
- Texas Connections Academy staff attended most supplemental PDs offered by Curriculum, Instruction, and Assessment and P-16 College/Career Readiness (Figure 12h, p. 35).
- The highest number of supplemental PDs attended by TSU Charter Lab School staff was conducted by Leadership Development and Curriculum, Instruction, and Assessment (Figure 12i, p. 36).
- Young Learners School staff attended most supplemental PDs offered by Early Childhood and Leadership Development (Figure 12j, p. 36).
- The highest number of PDs attended by Young Scholars Academy staff was delivered by Leadership Development and Student Assessment. (Figure 12k, p. 37).

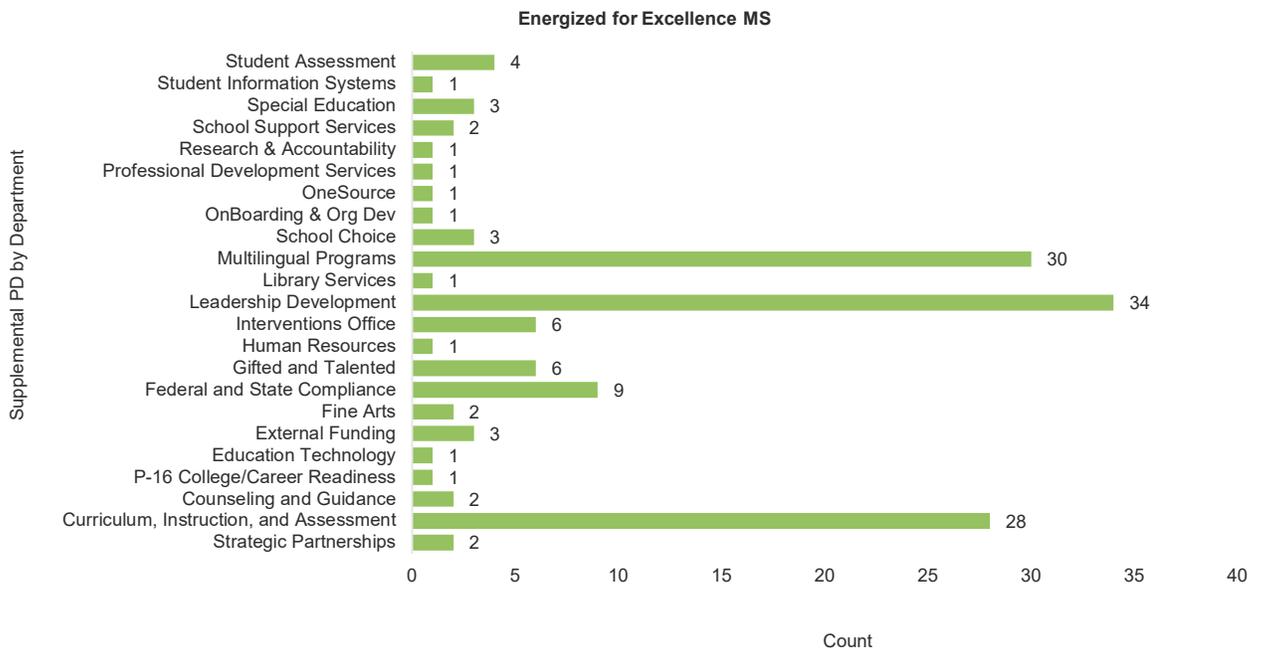


Figure 12b: Number of supplemental professional development OneSource courses attended by Energized for Excellence MS staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

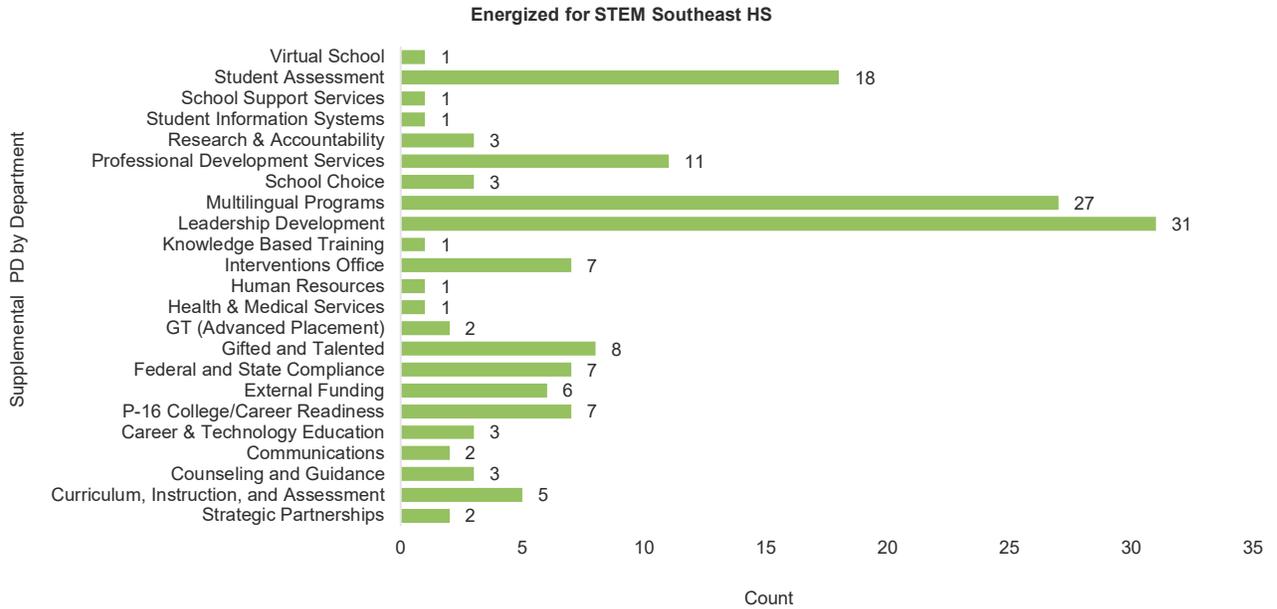


Figure 12c: Number of supplemental professional development OneSource courses attended by Energized for STEM Southeast HS staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

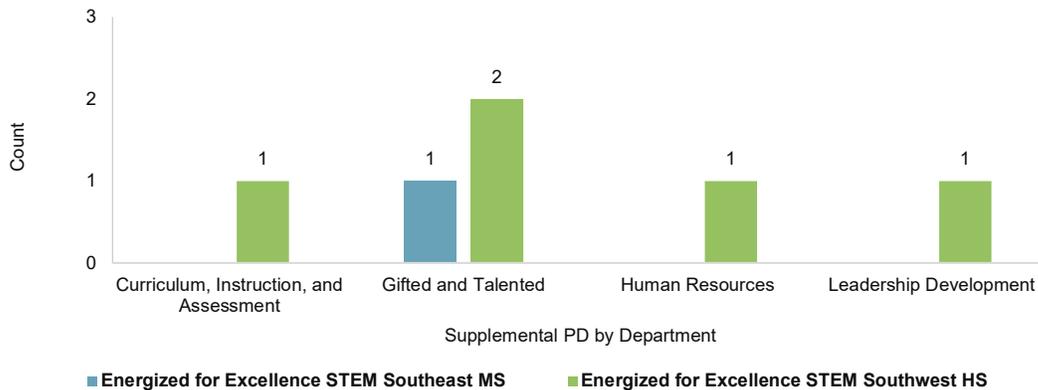


Figure 12d: Number of supplemental professional development OneSource courses attended by Energized for STEM Southeast MS and Energized for Excellence STEM Southwest HS staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

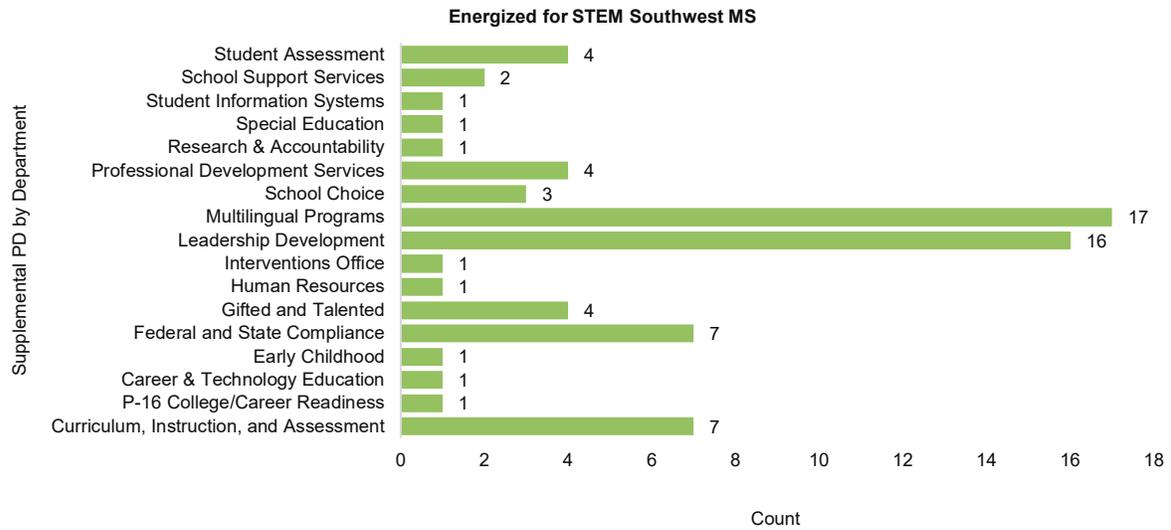


Figure 12e: Number of supplemental professional development OneSource courses attended by Energized for STEM Southwest MS staff according to HSD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

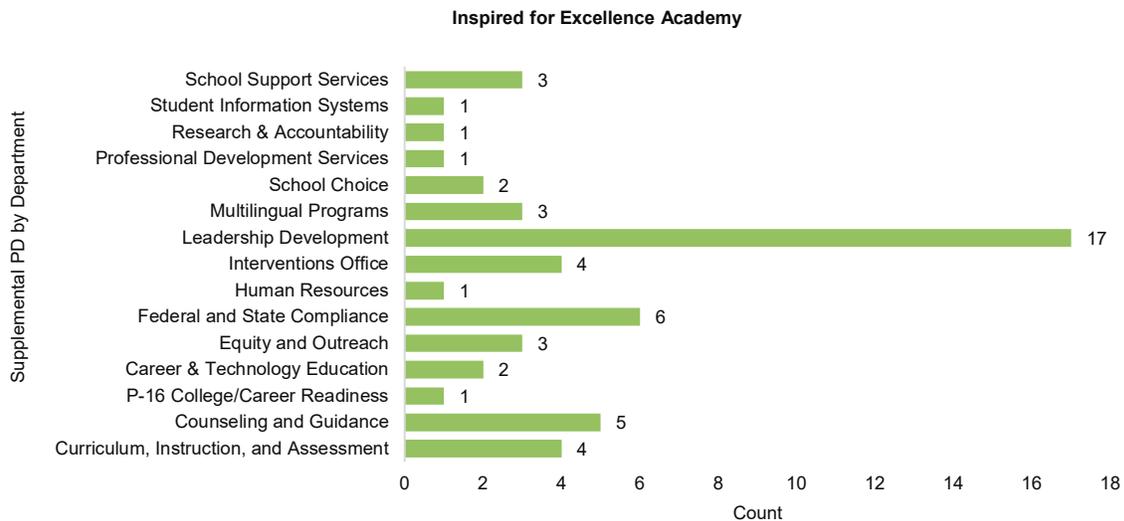


Figure 12f: Number of supplemental professional development OneSource courses attended by Inspired for Excellence staff according to HSD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

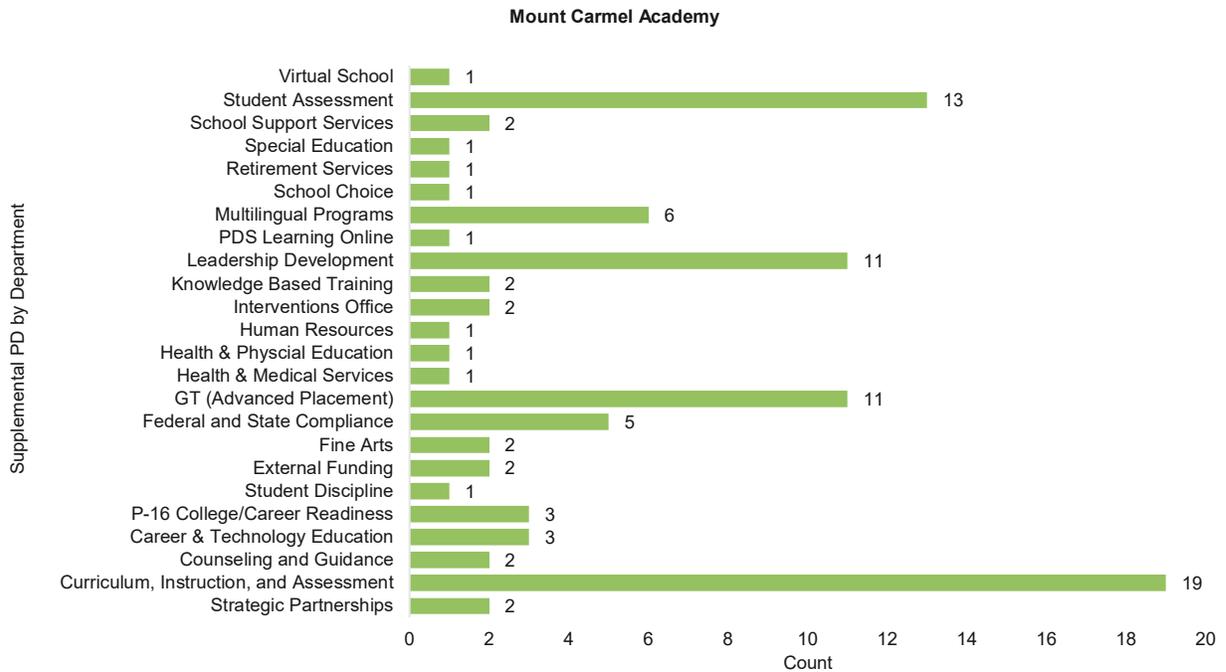


Figure 12g: Number of supplemental professional development OneSource courses attended by Mount Carmel Academy staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

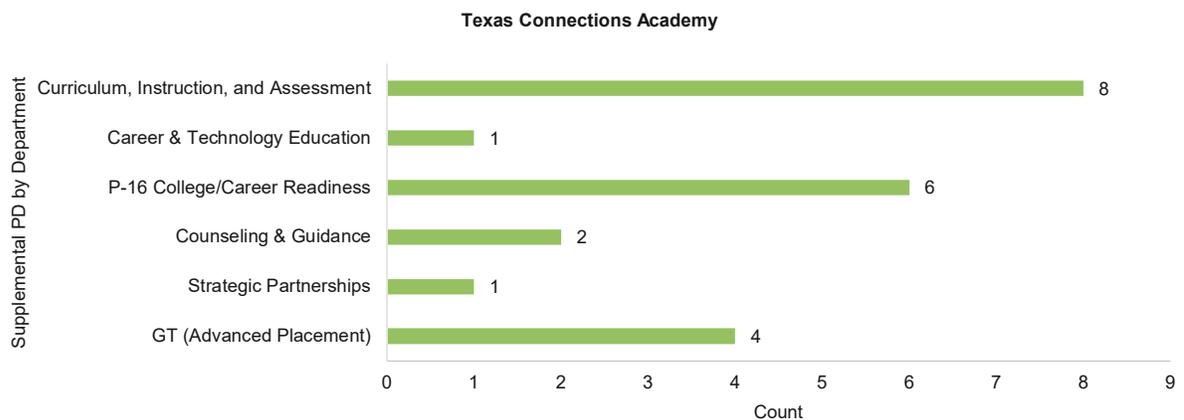


Figure 12h: Number of supplemental professional development OneSource courses attended by Texas Connections Academy staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

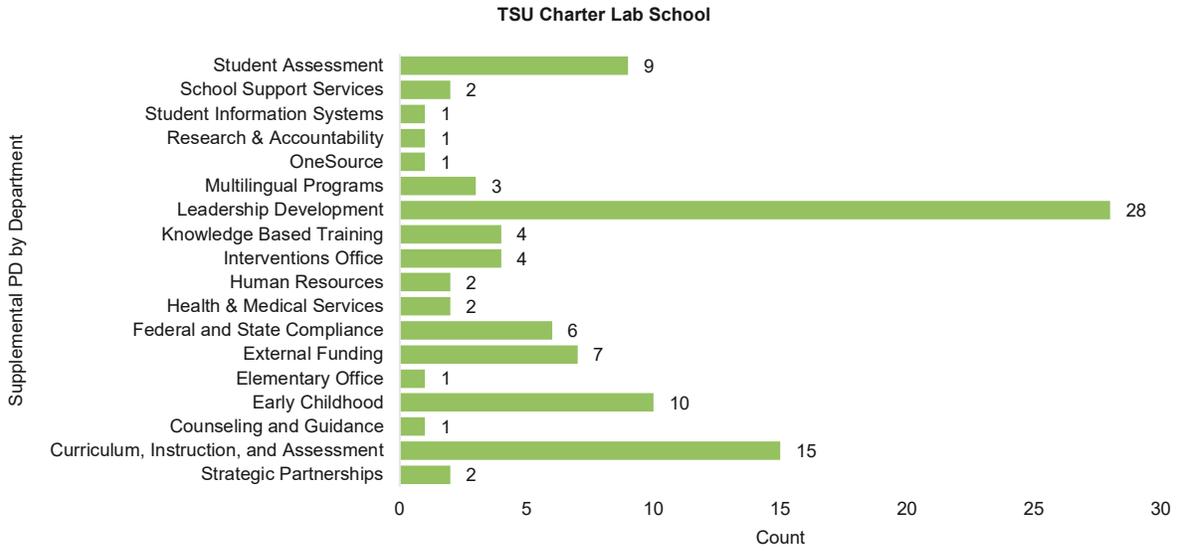


Figure 12i: Number of supplemental professional development OneSource courses attended by TSU Charter Lab School staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

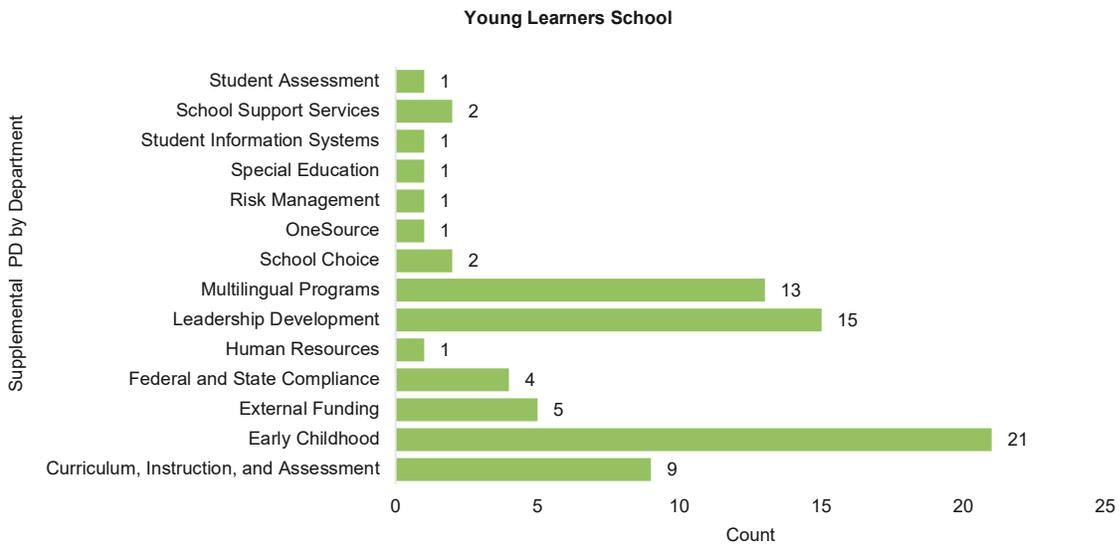


Figure 12j: Number of supplemental professional development OneSource courses attended by Young Learners School staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

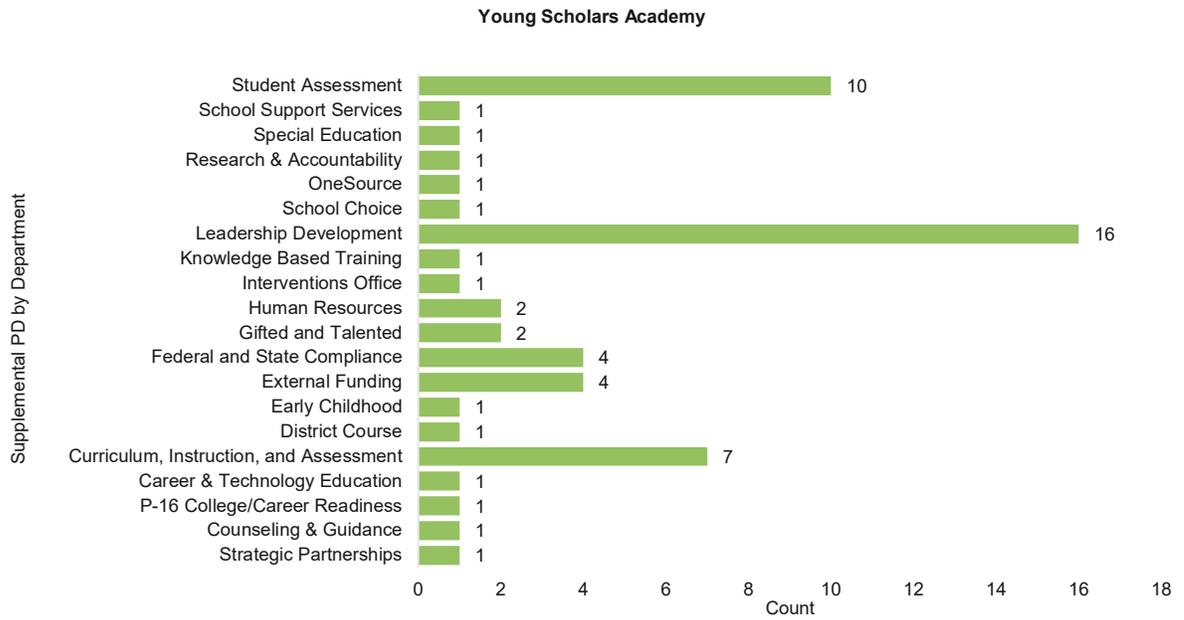


Figure 12k: Number of supplemental professional development OneSource courses attended by Young Scholars Academy staff according to HISD department, 2018–2019 and 2019–2020 (Source: OneSource, 8/2018 through 11/2019)

IV: Fiscal Responsibility

What were the contracted amounts between HISD and the charter schools?

The contracted amounts to HISD contract charter schools were based on average daily attendance (ADA) and the number of students served in bilingual education, special education, gifted/talented, and Career and Technical Education (CTE) programs.



Figure 13: Total HISD contract charter schools' contracted amounts, 2018–2019 (final) and 2019–2020 (projected) (Source: HISD Office and Budgeting and Financial Planning, 3/2020)

- **Figure 13** shows the final contracted amounts for all HISD contract charter schools from the 2016–2017 to the 2018–2019 academic years. The projected amount is shown for the 2019–2020 academic year.
- Over the four-year period, there was a decrease in the total contracted amounts by \$3,236,085 (about 5%).

Tables 4a, 4b, and 4c provide the contracted amounts for each HISD charter school over the past four years.

| Table 4a: HISD Contract Charter Schools' Contracted Amounts, 2016–2017 through 2019–2020 | | | | |
|--|------------------------------|-----------------------------|-----------------------------|---------------------------------|
| | Energized for Excellence ECC | Energized for Excellence ES | Energized for Excellence MS | Energized for STEM Southeast HS |
| 2016–2017 | \$ 2,397,519 | \$11,673,061 | \$2,776,135 | \$983,949 |
| 2017–2018 | \$2,562,947 | \$11,379,056 | \$2,711,935 | \$1,183,795 |
| 2018–2019 | \$2,621,575 | \$10,455,865 | \$3,458,882 | \$1,945,252 |
| 2019–2020 Projected | \$1,815,847 | \$9,926,399 | \$3,666,277 | \$1,948,295 |
| Difference | \$(581,672) | \$(1,746,662) | \$890,142 | \$964,346 |

Source: HISD Office and Budgeting and Financial Planning, 3/2020

| Table 4b: HISD Contract Charter Schools' Contracted Amounts, 2016–2017 through 2019–2020 | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | Energized for STEM Southeast MS | Energized for STEM Southwest HS | Energized for STEM Southwest MS | Inspired for Excellence Academy |
| 2016–2017 | \$1,557,367 | \$1,981,009 | \$2,012,275 | \$788,138 |
| 2017–2018 | \$2,267,197 | \$2,127,479 | \$1,732,048 | \$1,688,908 |
| 2018–2019 | \$1,939,544 | \$1,521,021 | \$1,755,899 | \$1,453,571 |
| 2019–2020 Projected | \$1,795,159 | \$1,514,386 | \$965,342 | \$1,043,034 |
| Difference | \$237,792 | \$(466,623) | \$(1,046,933) | \$254,896 |

Source: HISD Office and Budgeting and Financial Planning, 3/2020

| Table 4c: HISD Contract Charter Schools' Contracted Amounts, 2016–2017 through 2019–2020 | | | | | |
|--|----------------------|------------------------|------------------------|-----------------------|---------------------------|
| | Mount Carmel Academy | TSU Charter Lab School | Young Scholars Academy | Young Learners School | Texas Connections Academy |
| 2016–2017 | \$2,126,799 | \$397,692 | \$1,031,710 | \$3,171,719 | \$33,729,084 |
| 2017–2018 | \$2,100,384 | \$458,102 | \$946,780 | \$4,117,845 | \$26,671,519 |
| 2018–2019 | \$2,111,392 | \$395,440 | \$723,347 | \$4,241,186 | \$28,806,136 |
| 2019–2020 Projected | \$1,943,853 | \$281,818 | \$706,432 | \$3,547,543 | \$32,235,987 |
| Difference | \$(182,946) | \$(115,874) | \$(325,278) | \$375,824 | \$(1,493,097) |

Source: HISD Office and Budgeting and Financial Planning, 3/2020

How did HISD contract charter schools perform on the district’s Annual Financial Report (AFR) survey?

Table 5 shows results from the Annual Financial Report survey completed by the HISD Finance Department.

- All HISD contract charter schools submitted audit reports to the Chief Financial Officer (CFO) as required, within 150 days of their fiscal year end date.
- Audit reports were conducted by a Certified Public Accountant (CPA), and received an unmodified opinion⁴.

| Table 5: HISD Annual Financial Report results, 2019–2020 | | | | | |
|--|----------------------|----------------------------------|---|--|--|
| Charter School Contracts | Fiscal Year End Date | Date audited AFR received by CFO | The audited AFR was received by HISD within 150 days of the end of the Charter School’s fiscal year end date. | The audit of the AFR was conducted by a Certified Public Accountant (CPA) holding a permit from the Texas State Board of Public Accountancy. | There was an unmodified opinion issued on the AFR. |
| Energized for Excellence Academy, Inc. | 8/31/2019 | 01/25/20 | Yes | Yes | Yes |
| Energized for STEM Academy, Inc. | 7/31/2019 | 12/27/19 | Yes | Yes | Yes |
| Inspired for Excellence Academy, Inc. | 7/31/2019 | 12/27/19 | Yes | Yes | Yes |
| Mount Carmel Academy | 6/30/2019 | 11/11/19 | Yes | Yes | Yes |
| TSU Charter | 8/31/2019 | 01/07/20 | Yes | Yes | Yes |
| Texas Connections Academy of Houston | 6/30/2019 | 11/22/19 | Yes | Yes | Yes |
| Young Scholars | Not due | | | | |
| Young Learners | 8/31/2019 | 01/13/20 | Yes | Yes | Yes |

Source: HISD Finance and Business Service, 3/2020

⁴ An unmodified opinion is when the auditor concludes that the financial statements are presented fairly, in all material respects, in accordance with an applicable financial reporting framework (The American Institute of Certified Public Accountants, 2018).

Discussion

This descriptive study presented student demographic characteristics, student performance, teacher quality, and fiscal responsibility outcomes for the 13 HISD contract charter schools. Trends were explored to detect patterns in the data, to compare charter school performance with districtwide performance in these key areas, and to assess the extent that HISD contract charter schools met state accountability standards. An evaluation of charter school performance was timely considering the preponderance of the research that highlights the potential of charter schools to improve student outcomes in communities (Nelson, Muir, & Drown, 2000; DiMartino & Jessen, 2018).

Student enrollment was tracked across charter schools and districtwide over a five-year period. The findings revealed a steady decline in HISD enrollment from 215,627 students in 2015–2016 to 209,772 students in 2018–2019. An increase in districtwide enrollment from the previous year was observed in 2019–2020 by 289 students. Comparatively, the total enrollment for HISD contract charter schools increased from 11,140 students in 2015–2016 to 11,875 students in 2019–2020; however, an increase was not evident at all schools. Specifically, enrollment increased at Energized for Excellence MS, Energized for STEM Southeast HS, Energized for STEM Southeast MS, Inspired for Excellence Academy West, and Texas Connections Academy when comparing 2015–2016 to 2019–2020 data. At the same time, enrollment decreased at Energized for Excellence ECC, Energized for Excellence ES, Energized for STEM Southwest HS, Energized for STEM Southwest MS, Mount Carmel Academy, TSU Charter Lab School, Young Learners School, and Young Scholars Academy.

Demographic analyses of the HISD contract charter school student population revealed that, from 2015–2016 to 2018–2019, students were predominately Hispanic (approximately 52% to 53%). African American students represented from 17% to 18% of the HISD contract charter school population. The percentage of economically-disadvantaged students increased from 65% in 2015–2016 to 69% in 2018–2019. Student participation in special education services also increased from 2% in 2015–2016 to 4% in 2018–2019. The percentage of limited English proficient (LEP) students ranged from 27% to 29% over the same time period.

Findings related to state accountability revealed that the majority of HISD contract charter schools consistently met the standards in 2015–2016 through 2017–2018. Specifically, Energized for STEM Southwest MS and Young Learners School were rated met standard in 2015–2016 through 2017–2018 and received an A rating in 2018–2019. Young Learners School was paired with Burbank ES for accountability ratings. Energized for Excellence ECC, ES, MS, Energized for STEM Southeast HS, Energized for STEM Southwest HS, and Mount Carmel Academy were rated met standard in 2015–2016 through 2017–2018 and received a B rating in 2018–2019. Energized for Excellence ECC was paired with Energized for Excellence ES for accountability ratings. Some charter schools struggled to meet standards over the past four years. Notably, Texas Connections Academy was rated IR in 2015–2016 and 2016–2017 and received a C rating in 2018–2019. Energized for STEM Southeast MS was rated IR in 2015–2016 and received an F in 2018–2019. It should be noted that if not for the provision introduced into TEA's 2018 Accountability Manual, Energized for STEM Southeast MS would not have received this rating in 2018–2019.

An analyses of 2015–2016 and 2018–2019 attendance data revealed a decline in attendance rates at Energized for Excellence ECC, Energized for Excellence ES, and Energized for STEM Southeast HS. Over the same time period, there was an increase in attendance rates at Energized for Excellence MS, Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS, Inspired for Excellence Academy, Texas Connections Academy, and Young Learners School.

There was much variation in disciplinary actions across HISD contract charters schools. For example, there were no disciplinary actions at Energized for Excellence ECC, TSU Charter Lab School, and Young Learners School from 2015–2016 through 2018–2019. There was an increase in the number of disciplinary actions at Energized for STEM Southeast MS, Energized for STEM Southwest HS, Energized for STEM Southwest MS, and Young Scholars Academy over the same period. Moreover, disciplinary actions at Young Scholars Academy increased in 2017–2018 from previous years but decreased in 2018–2019. When

comparing 2015–2016 and 2018–2019 data, there was a decline in the number of disciplinary actions at Energized for Excellence ES, Energized for Excellence MS, Energized for STEM Southeast HS, Inspired for Excellence Academy, Mount Carmel Academy, and Texas Connections Academy. Texas Connections Academy maintained low rates of disciplinary actions, fluctuating between zero and one over the four-year period.

The number of full-time teachers was used to determine teacher-to-student ratios. Full-time teacher counts were obtained from charter school administrators, while student counts were obtained from PEIMS. Among all HISD contract charter schools, Energized for STEM Southwest HS had the lowest teacher-to-student ratio in 2018–2019 (1:15), while Texas Connections Academy had the highest teacher-to-student ratio (1:44). In 2019–2020, Energized for STEM Southwest MS had the lowest (1:8) and Texas Connections had the highest teacher-to-student ratios (1:48). The high ratios at Texas Connections may have been related to the fact that it is a virtual campus. Finally, there was a moderate decline in the average teacher-to-student ratio among HISD contract charter schools over the past two years, from 1:24 to 1:21.

Charter school administrators provided a copy of all full-time teachers at their school who had a valid Texas teacher certification. This evaluation did not determine whether teachers at the schools provided instruction in their certification areas. Notable findings were that all 130 full-time teachers at Texas Connections (100%) had a valid Texas teacher certification. Comparatively, 83.3% of the 18 full-time teachers at Mount Carmel Academy had a valid Texas teacher certification. None of the 7 teachers at Young Scholars had a valid Texas teacher certification. The percentage of full-time teachers at all other contract charter schools with a valid Texas teacher certification ranged from 14.3% at Energized for Excellence ECC to 65.0% at Energized for Excellence MS.

Data extracted from OneSource revealed that 100% of staff at the 13 HISD contract charter schools completed 9 of the 10 “full” or “refresher” professional development courses required of all HISD staff during the 2019–2020 academic year. The courses completed included Food Allergies, Bloodborne Pathogens, Child Abuse Prevention, Suicide Prevention, Digital Data Safety, Appropriate Workplace Behavior, Social Media, Student Bullying Awareness, and Copyright Law. All charter school employees who were required to complete the Ethics course completed the course by the November 2019 deadline. Charter school staff also participated in various non-compliance related courses in 2018–2019 and 2019–2020. Areas of focus included differentiated instruction, student progress and projections, instructional goals for teachers, classroom procedures, and introduction to English Learner strategies.

Over the past four years, there was a decrease in the total contracted amounts for the 13 HISD charter schools from \$64,626,457 in 2016–2017 to a projected amount of \$61,390,372 in 2019–2020 (-\$3,236,085 or down by 5%). All HISD contract charter schools submitted audit reports to the Chief Financial Officer (CFO) as required, within 150 days of their fiscal year end date. Audit reports were conducted by a Certified Public Accountant (CPA), and received unmodified opinions. Specifically, the auditor concluded that the financial statements were presented fairly, in all material respects, in accordance with an applicable financial reporting framework.

In summary, this evaluation provided data on HISD contract charter schools by focusing on several key factors, including enrollment, student demographic characteristics, teacher-student ratios, teacher certifications, and budget. An in-depth understanding of these factors have the potential to greatly influence student performance over time and impact student achievement. The information gathered in this evaluation can be used to help HISD administrative staff monitor charter school performance and make critical decisions about charter school operations. It was evident that some charters may be more attractive to students of varying demographic characteristics. Teacher background characteristics and teacher skill levels may have contributed to student preferences. More research is needed to assess the relationship between these factors and how they influence student outcomes.

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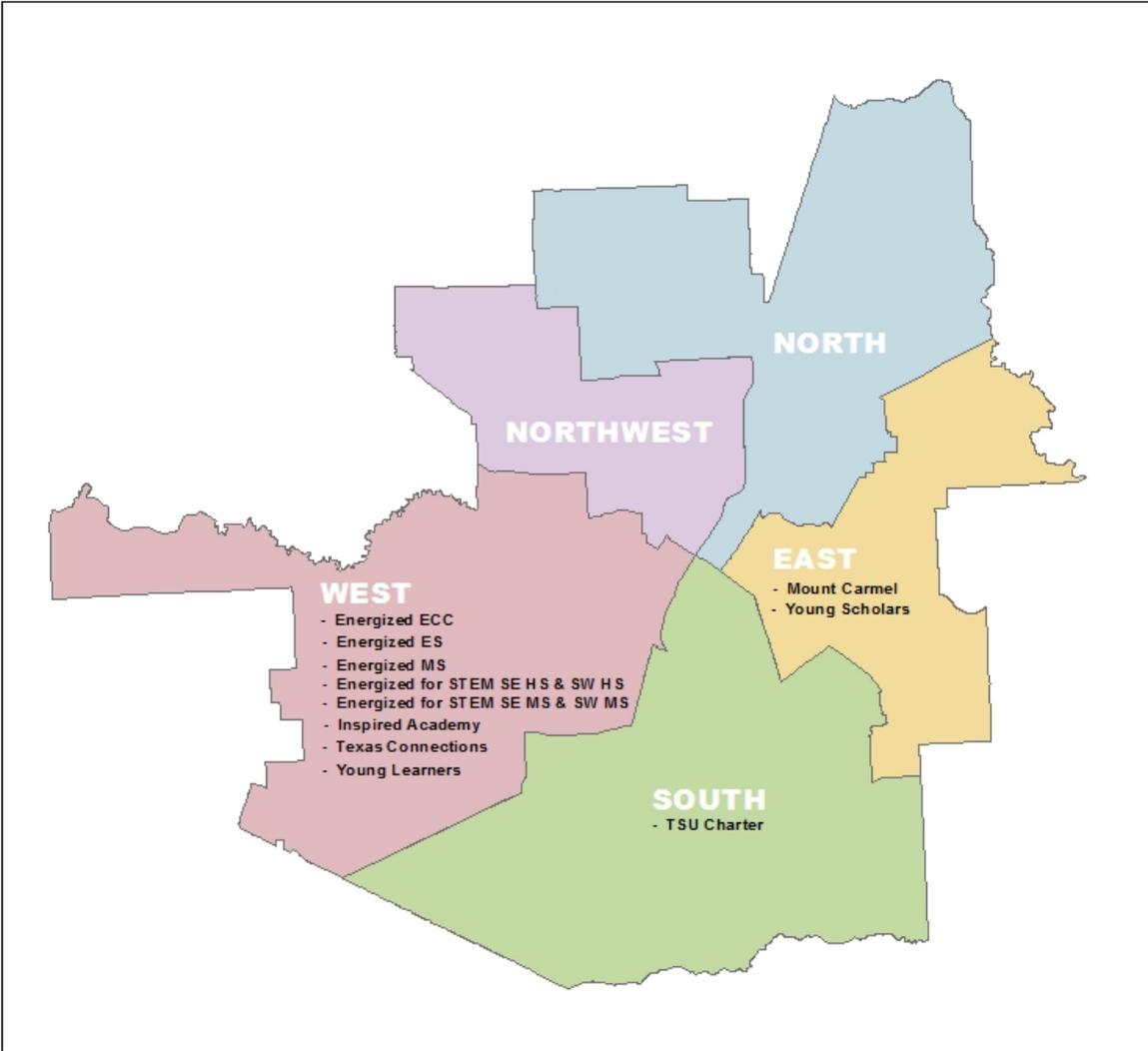
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Appendix A
Map of HISD Contract Charter Schools
2019–2020



Appendix B
HISD Contract Charter School Enrollment by Demographic Characteristics, 2015–2016 to 2017–2018

| Total Enrollment by Subgroup | | | | | | | | | | | | | | | | | | |
|---------------------------------|---------------|-----------|-----------|-----------|----------|-----------|---------------|-----------|-----------|-----------|----------|-----------|---------------|-----------|-----------|-----------|----------|-----------|
| Charter Schools | 2015–2016 | | | | | | 2016–2017 | | | | | | 2017–2018 | | | | | |
| | Total Enroll | % H | % AA | % Eco Dis | % SPED | % LEP | Total Enroll | % H | % AA | % Eco Dis | % SPED | % LEP | Total Enroll | % H | % AA | % Eco Dis | % SPED | % LEP |
| Energized for Excellence ECC | 713 | 62 | 33 | 94 | 0 | 59 | 580 | 56 | 39 | 93 | 0 | 46 | 576 | 47 | 44 | 85 | 0 | 55 |
| Energized for Excellence ES | 1,844 | 90 | 8 | 86 | 1 | 81 | 1,880 | 89 | 10 | 93 | 1 | 88 | 1,802 | 88 | 11 | 76 | 1 | 84 |
| Energized for Excellence MS | 462 | 95 | 4 | 93 | 1 | 55 | 446 | 94 | 4 | 94 | 2 | 64 | 415 | 92 | 5 | 64 | 3 | 56 |
| Energized for STEM Southeast HS | 110 | 61 | 37 | 88 | 2 | 25 | 138 | 67 | 32 | 93 | 3 | 33 | 173 | 75 | 25 | 87 | 2 | 43 |
| Energized for STEM Southeast MS | 175 | 94 | 3 | 59 | 2 | 74 | 255 | 93 | 6 | 63 | 3 | 77 | 368 | 94 | 5 | 60 | 5 | 79 |
| Energized for STEM Southwest HS | 316 | 92 | 6 | 94 | 1 | 22 | 303 | 93 | 6 | 94 | 1 | 32 | 317 | 95 | 5 | 89 | 1 | 49 |
| Energized for STEM Southwest MS | 303 | 86 | 11 | 61 | 1 | 48 | 230 | 89 | 10 | 66 | <1 | 54 | 202 | 94 | 6 | 71 | 0 | 60 |
| Inspired for Excellence Academy | 99 | 43 | 55 | 69 | 0 | 27 | 139 | 29 | 69 | 71 | 6 | 16 | 303 | 69 | 30 | 64 | 6 | 61 |
| Mount Carmel Academy | 349 | 81 | 12 | 70 | 0 | 5 | 359 | 85 | 10 | 72 | 2 | 6 | 346 | 86 | 10 | 76 | 2 | 7 |
| Texas Connections Academy | 5,106 | 27 | 10 | 39 | 3 | 1 | 5,931 | 30 | 10 | 40 | 3 | 1 | 5,675 | 31 | 11 | 38 | 4 | 2 |
| TSU Charter Lab Schools | 100 | 2 | 98 | 92 | 0 | 0 | 100 | 1 | 97 | 89 | 0 | 0 | 122 | 1 | 98 | 94 | 0 | 0 |
| Young Learners School | 1,374 | 63 | 35 | 99 | 0 | 39 | 1,416 | 61 | 36 | 100 | 2 | 36 | 1,267 | 59 | 39 | 99 | 3 | 30 |
| Young Scholars Academy | 189 | 10 | 89 | 81 | 5 | 0 | 175 | 8 | 90 | 75 | 5 | 0 | 173 | 9 | 89 | 86 | 6 | 0 |
| Total | 11,140 | 53 | 17 | 65 | 2 | 28 | 11,952 | 52 | 17 | 65 | 2 | 27 | 11,739 | 53 | 18 | 60 | 3 | 29 |

Source: PEIMS, Fall Resubmission

Note: H – Hispanic; AA – African American; Eco Dis – Economically Disadvantaged; SPED – Special Education

Appendix B (cont'd)
HISD Contract Charter School Enrollment by Demographic Characteristics, 2018–2019 to 2019–2020

| Academic Year by Subgroup | | | | | | | |
|---------------------------------|---------------|-----------|-----------|-----------|----------|-----------|------------------|
| | 2018–2019 | | | | | | 2019–2020 |
| Charter Schools | Total Enroll | % H | % AA | % Eco Dis | % SPED | % LEP | Total Enrollment |
| Energized for Excellence ECC | 667 | 47 | 42 | 94 | 1 | 43 | 554 |
| Energized for Excellence ES | 1,682 | 89 | 10 | 98 | 1 | 82 | 1,622 |
| Energized for Excellence MS | 522 | 92 | 6 | 98 | 2 | 65 | 589 |
| Energized for STEM Southeast HS | 315 | 86 | 13 | 97 | 3 | 50 | 307 |
| Energized for STEM Southeast MS | 333 | 89 | 5 | 100 | 5 | 79 | 279 |
| Energized for STEM Southwest HS | 200 | 98 | 3 | 100 | 2 | 60 | 227 |
| Energized for STEM Southwest MS | 218 | 85 | 13 | 100 | 0 | 53 | 163 |
| Inspired for Excellence West | 227 | 60 | 38 | 98 | 3 | 54 | 171 |
| Mount Carmel Academy | 340 | 89 | 8 | 72 | 2 | 8 | 325 |
| Texas Connections Academy | 5,680 | 31 | 12 | 40 | 5 | 1 | 6,295 |
| TSU Charter Lab School | 100 | 2 | 91 | 96 | 0 | 0 | 76 |
| Young Learners School | 1,344 | 63 | 35 | 99 | 3 | 32 | 1,131 |
| Young Scholars Academy | 129 | 6 | 92 | 86 | 5 | 0 | 136 |
| Total | 11,757 | 53 | 17 | 69 | 4 | 28 | 11,875 |

Source: PEIMS, Fall Resubmission

Note: H – Hispanic; AA – African American; Eco Dis – Economically Disadvantaged; SPED – Special Education

Appendix C
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for Excellence ECC (350)
 Grades Served: PK

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 713 | 580 | 576 | 667 |
| % African American | 33 | 39 | 44 | 42 |
| % American Indian | <1 | <1 | 1 | <1 |
| % Asian/Pacific Islander | 5 | 4 | 6 | 8 |
| % Hispanic | 62 | 56 | 47 | 47 |
| % White | 1 | 1 | 2 | 1 |
| % Two or More Races | 0 | <1 | 1 | 1 |
| % Bilingual | 51 | 44 | 54 | <1 |
| % ESL | 7 | 2 | <1 | 43 |
| % Gifted/Talented | 0 | 0 | 0 | 0 |
| % Special Education | 0 | 0 | 0 | 1 |
| % Title I | 100 | 99 | 100 | 100 |
| % Eco Dis | 94 | 93 | 85 | 94 |
| % ELL | 59 | 46 | 55 | 43 |
| % At-Risk | 74 | 57 | 80 | 83 |
| Attendance Rate | 95.9 | 96.3 | 96.9 | 93.8 |
| Total Number of Schools Transferred From | 42 | 43 | 49 | 47 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Energized for Excellence ECC Students, 2019–2020 | | |
|---|-----|-------|
| Home Campus | N | % |
| Out of Dist | 119 | 21.5 |
| Gross | 41 | 7.4 |
| Foerster | 37 | 6.7 |
| Cunningham | 32 | 5.8 |
| Braeburn | 31 | 5.6 |
| Bonham | 27 | 4.9 |
| Rodriguez | 26 | 4.7 |
| Piney Point | 25 | 4.5 |
| Briargrove | 23 | 4.2 |
| Anderson | 16 | 2.9 |
| Milne | 16 | 2.9 |
| McNamara | 15 | 2.7 |
| Valley West | 14 | 2.5 |
| Neff | 13 | 2.3 |
| Benavidez | 11 | 2.0 |
| Emerson | 11 | 2.0 |
| Hines-Caldwell | 11 | 2.0 |
| Pilgrim | 10 | 1.8 |
| All Other Schools | 76 | 13.7 |
| Total (as of 10/25/2019) | 554 | 100.0 |

Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot)

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for Excellence ES (364)
 Grades Served: KG-05

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 1,844 | 1,880 | 1,802 | 1682 |
| % African American | 8 | 10 | 11 | 10 |
| % American Indian | <1 | <1 | <1 | <1 |
| % Asian/Pacific Islander | 1 | 1 | 1 | 1 |
| % Hispanic | 90 | 89 | 88 | 89 |
| % White | <1 | <1 | <1 | 1 |
| % Two or More Races | <1 | 0 | 0 | <1 |
| % Bilingual | 64 | 52 | 9 | <1 |
| % ESL | 13 | 34 | 75 | 81 |
| % Gifted/Talented | 1 | 1 | 2 | 1 |
| % Special Education | 1 | 1 | 1 | 1 |
| % Title I | 100 | 100 | 100 | 100 |
| % Econ Dis | 86 | 93 | 76 | 98 |
| % ELL | 81 | 88 | 84 | 82 |
| % At-Risk | 84 | 95 | 91 | 90 |
| Attendance Rate | 97.9 | 97.5 | 97.7 | 97.5 |
| Total Number of Schools Transferred From | 56 | 55 | 56 | 56 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Econ Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Energized for Excellence ES Students, 2019–2020 | | |
|---|-------|-------|
| Home Campus | N | % |
| Braeburn | 323 | 19.9 |
| McNamara | 179 | 11.0 |
| Out of Dist | 145 | 8.9 |
| Bonham | 134 | 8.3 |
| Rodriguez | 103 | 6.3 |
| Cunningham | 99 | 6.1 |
| Benavidez | 84 | 5.2 |
| Sutton | 77 | 4.7 |
| Foerster | 53 | 3.3 |
| Piney Point | 42 | 2.6 |
| Milne | 37 | 2.3 |
| Condit | 37 | 2.3 |
| Gross | 31 | 1.9 |
| Elrod | 27 | 1.7 |
| Neff | 27 | 1.7 |
| Hines-Caldwell | 24 | 1.5 |
| Tinsley | 20 | 1.2 |
| Valley West | 20 | 1.2 |
| All Other Schools | 161 | 9.9 |
| Total (as of 10/25/2019) | 1,623 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for Excellence MS (342)
 Grades Served: 06-08

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 462 | 446 | 415 | 522 |
| % African American | 4 | 4 | 5 | 6 |
| % American Indian | 0 | 0 | 0 | <1 |
| % Asian/Pacific Islander | 1 | 1 | 2 | 1 |
| % Hispanic | 95 | 94 | 92 | 92 |
| % White | <1 | <1 | 1 | 1 |
| % Two or More Races | 0 | 0 | 0 | <1 |
| % Bilingual | 4 | 2 | 1 | 0 |
| % ESL | 47 | 56 | 51 | 62 |
| % Gifted/Talented | <1 | 2 | 6 | 7 |
| % Special Education | 1 | 2 | 3 | 2 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 93 | 94 | 64 | 98 |
| % ELL | 55 | 64 | 56 | 65 |
| % At-Risk | 73 | 83 | 80 | 72 |
| Attendance Rate | 98.4 | 98.5 | 98.5 | 98.8 |
| Total Number of Schools Transferred From | 11 | 14 | 15 | 14 |

| Home Campus of Energized for Excellence MS Students, 2019–2020 | | |
|---|-----|-------|
| Home Campus | N | % |
| Long | 294 | 49.9 |
| Sugar Grove | 104 | 17.7 |
| Fondren | 45 | 7.6 |
| Lawson | 35 | 5.9 |
| Welch | 33 | 5.6 |
| Out of Dist | 33 | 5.6 |
| Revere | 15 | 2.5 |
| Pershing | 15 | 2.5 |
| Attucks | 3 | 0.5 |
| Thomas | 3 | 0.5 |
| Tanglewood | 2 | 0.3 |
| Meyerland | 2 | 0.3 |
| Reagan | 1 | 0.2 |
| West Briar | 1 | 0.2 |
| Key | 1 | 0.2 |
| Navarro | 1 | 0.2 |
| Ortiz | 1 | 0.2 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 589 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Source: PEIMS, Fall Resubmission
 Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for STEM Southeast HS (321)
 Grades Served: 09-12

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 110 | 138 | 173 | 315 |
| % African American | 37 | 32 | 25 | 13 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 2 | 1 | 0 | <1 |
| % Hispanic | 61 | 67 | 75 | 86 |
| % White | 0 | 0 | 0 | <1 |
| % Two or More Races | 0 | 0 | 0 | 0 |
| % Bilingual | 0 | 0 | 0 | 0 |
| % ESL | 22 | 28 | 39 | 49 |
| % Gifted/Talented | 5 | 2 | 1 | 1 |
| % Special Education | 2 | 3 | 2 | 3 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 88 | 93 | 87 | 97 |
| % ELL | 25 | 33 | 43 | 50 |
| % At-Risk | 76 | 82 | 82 | 70 |
| Attendance Rate | 97.0 | 97.2 | 97.2 | 96.2 |
| Total Number of Schools Transferred From | 11 | 9 | 8 | 10 |

Source: PEIMS, Fall Resubmission
 Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Energized for STEM Southeast HS Students, 2019–2020 | | |
|---|-----|-------|
| Home Campus | N | % |
| Wisdom | 87 | 28.3 |
| Sharpstown | 83 | 27.0 |
| Bellaire | 40 | 13.0 |
| Madison | 30 | 9.8 |
| Westbury | 27 | 8.8 |
| Worthing | 15 | 4.9 |
| Out of Dist | 8 | 2.6 |
| Sterling | 8 | 2.6 |
| Yates | 5 | 1.6 |
| Kashmere | 2 | 0.7 |
| Wheatley | 1 | 0.3 |
| Furr | 1 | 0.3 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 307 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for STEM Southeast MS (459)
 Grades Served: 06-08

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 175 | 255 | 368 | 333 |
| % African American | 3 | 6 | 5 | 5 |
| % American Indian | 0 | <1 | <1 | 1 |
| % Asian/Pacific Islander | 2 | 0 | 1 | 3 |
| % Hispanic | 94 | 93 | 94 | 89 |
| % White | 0 | <1 | <1 | 2 |
| % Two or More Races | 0 | 0 | 0 | 0 |
| % Bilingual | 2 | <1 | 1 | 0 |
| % ESL | 67 | 72 | 77 | 77 |
| % Gifted/Talented | 1 | 1 | 3 | 3 |
| % Special Education | 2 | 3 | 5 | 5 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 59 | 63 | 60 | 100 |
| % ELL | 74 | 77 | 79 | 79 |
| % At-Risk | 89 | 88 | 93 | 89 |
| Attendance Rate | 97.6 | 98.7 | 98.6 | 99 |
| Total Number of Schools Transferred From | 9 | 13 | 15 | 13 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Energized for STEM Southeast MS Students, 2019–2020 | | |
|---|-----|-------|
| Home Campus | N | % |
| Sugar Grove | 124 | 44.4 |
| Long | 79 | 28.3 |
| Welch | 24 | 8.6 |
| Fondren | 20 | 7.2 |
| Revere | 14 | 5.0 |
| Lawson | 6 | 2.2 |
| Out of Dist | 4 | 1.4 |
| Pershing | 3 | 1.1 |
| Fonville | 2 | 0.7 |
| Meyerland | 1 | 0.4 |
| Tanglewood | 1 | 0.4 |
| Gregory-Lincoln | 1 | 0.4 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 279 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for STEM Southwest HS (455)
Grades Served: 09-12

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 316 | 303 | 317 | 200 |
| % African American | 6 | 6 | 5 | 3 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 1 | <1 | 1 | 0 |
| % Hispanic | 92 | 93 | 95 | 98 |
| % White | 1 | <1 | 0 | 0 |
| % Two or More Races | 0 | 0 | 0 | 0 |
| % Bilingual | 0 | 0 | 0 | 0 |
| % ESL | 21 | 30 | 48 | 60 |
| % Gifted/Talented | 1 | 1 | 1 | 2 |
| % Special Education | 1 | 1 | 1 | 2 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 94 | 94 | 89 | 100 |
| % ELL | 22 | 32 | 49 | 60 |
| % At-Risk | 62 | 73 | 80 | 68 |
| Attendance Rate | 97.1 | 97.2 | 98 | 98.5 |
| Total Number of Schools Transferred From | 10 | 10 | 11 | 8 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Energized for STEM Southwest HS Students, 2019–2020 | | |
|--|-----|-------|
| Home Campus | N | % |
| Sharpstown | 77 | 33.9 |
| Wisdom | 60 | 26.4 |
| Bellaire | 38 | 16.7 |
| Westbury | 26 | 11.5 |
| Out of Dist | 14 | 6.2 |
| Madison | 8 | 3.5 |
| Sterling | 2 | 0.9 |
| Worthing | 1 | 0.4 |
| Yates | 1 | 0.4 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 227 | 100.0 |

Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot)

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Energized for STEM Southwest MS (390)
 Grades Served: 06-08

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 303 | 230 | 202 | 218 |
| % African American | 11 | 10 | 6 | 13 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 1 | 0 | 0 | <1 |
| % Hispanic | 86 | 89 | 94 | 85 |
| % White | 2 | 1 | <1 | 1 |
| % Two or More Races | 0 | 0 | 0 | 0 |
| % Bilingual | 2 | <1 | 1 | 0 |
| % ESL | 38 | 45 | 58 | 52 |
| % Gifted/Talented | 1 | 3 | 13 | 17 |
| % Special Education | 1 | <1 | 0 | 0 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 61 | 66 | 71 | 100 |
| % ELL | 48 | 54 | 60 | 53 |
| % At-Risk | 66 | 73 | 77 | 60 |
| Attendance Rate | 99.0 | 99.3 | 99.5 | 99.4 |
| Total Number of Schools Transferred From | 14 | 10 | 9 | 11 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Energized for STEM Southwest MS Students, 2019–2020 | | |
|---|-----|-------|
| Home Campus | N | % |
| Sugar Grove | 58 | 35.6 |
| Long | 42 | 25.8 |
| Out of Dist | 21 | 12.9 |
| Welch | 15 | 9.2 |
| Revere | 9 | 5.5 |
| Lawson | 8 | 4.9 |
| Fondren | 4 | 2.5 |
| Pershing | 2 | 1.2 |
| Tanglewood | 2 | 1.2 |
| Lanier | 1 | 0.6 |
| Forest Brook | 1 | 0.6 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 163 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: **Inspired for Excellence Academy (300)**
 Grades Served: **05-08**

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 99 | 139 | 303 | 227 |
| % African American | 55 | 69 | 30 | 38 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 0 | 0 | 1 | 1 |
| % Hispanic | 43 | 29 | 69 | 60 |
| % White | 2 | 2 | <1 | 0 |
| % Two or More Races | 0 | 0 | <1 | <1 |
| % Bilingual | 1 | 1 | 2 | 0 |
| % ESL | 20 | 12 | 53 | 49 |
| % Gifted/Talented | 0 | 3 | 1 | 2 |
| % Special Education | 0 | 6 | 6 | 3 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 69 | 71 | 64 | 98 |
| % ELL | 27 | 16 | 61 | 54 |
| % At-Risk | 92 | 81 | 92 | 84 |
| Attendance Rate | 89.8 | 92.6 | 94.8 | 93.5 |
| Total Number of Schools Transferred From | 14 | 22 | 35 | 28 |

Source: PEIMS, Fall Resubmission
 Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Inspired for Excellence Academy Students, 2019–2020 | | |
|--|-----|-------|
| Home Campus | N | % |
| Fondren | 47 | 27.5 |
| Long | 34 | 19.9 |
| Welch | 30 | 17.5 |
| Sugar Grove | 21 | 12.3 |
| Lawson | 21 | 12.3 |
| Out of Dist | 3 | 1.8 |
| Thomas | 3 | 1.8 |
| Attucks | 2 | 1.2 |
| Reagan | 2 | 1.2 |
| Cullen | 2 | 1.2 |
| Alameda | 1 | 0.6 |
| Pershing | 1 | 0.6 |
| Neff | 1 | 0.6 |
| Fleming | 1 | 0.6 |
| Ortiz | 1 | 0.6 |
| Foerster | 1 | 0.6 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 171 | 100.0 |

Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot)

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Mount Carmel Academy (311)

Grades Served: 09-12

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 349 | 359 | 346 | 340 |
| % African American | 12 | 10 | 10 | 8 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 1 | 1 | 1 | 1 |
| % Hispanic | 81 | 85 | 86 | 89 |
| % White | 5 | 4 | 2 | 2 |
| % Two or More Races | 1 | <1 | <1 | <1 |
| % Bilingual | 0 | <1 | 0 | 0 |
| % ESL | 0 | 0 | <1 | 0 |
| % Gifted/Talented | 0 | 0 | 0 | 0 |
| % Special Education | 0 | 2 | 2 | 2 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 70 | 72 | 76 | 72 |
| % ELL | 5 | 6 | 7 | 8 |
| % At-Risk | 39 | 45 | 54 | 31 |
| Attendance Rate | 97.1 | 96.7 | 96.2 | 96.8 |
| Total Number of Schools Transferred From | 14 | 15 | 15 | 15 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Mount Carmel Academy Students, 2019–2020 | | |
|---|-----|-------|
| Home Campus | N | % |
| Sterling | 199 | 61.2 |
| Out of Dist | 40 | 12.3 |
| Chavez | 29 | 8.9 |
| Worthing | 13 | 4.0 |
| Austin | 11 | 3.4 |
| Yates | 8 | 2.5 |
| Madison | 5 | 1.5 |
| Milby | 5 | 1.5 |
| Sharpstown | 4 | 1.2 |
| Westbury | 3 | 0.9 |
| Furr | 2 | 0.6 |
| Wheatley | 2 | 0.6 |
| Bellaire | 1 | 0.3 |
| North Forest | 1 | 0.3 |
| Wisdom | 1 | 0.3 |
| Houston | 1 | 0.3 |
| All Other Schools | 0 | 0.0 |
| Total (as of 10/25/2019) | 325 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Texas Connections Academy (100)
 Grades Served: 03-12

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 5,106 | 5,931 | 5,675 | 5,680 |
| % African American | 10 | 10 | 11 | 12 |
| % American Indian | 1 | 1 | <1 | <1 |
| % Asian/Pacific Islander | 4 | 4 | 4 | 4 |
| % Hispanic | 27 | 30 | 31 | 31 |
| % White | 54 | 52 | 49 | 47 |
| % Two or More Races | 4 | 4 | 5 | 5 |
| % Bilingual | <1 | <1 | <1 | <1 |
| % ESL | 1 | 1 | 2 | 1 |
| % Gifted/Talented | 1 | 1 | 1 | 1 |
| % Special Education | 3 | 3 | 4 | 5 |
| % Title I | 100 | 100 | 100 | 98 |
| % Eco Dis | 39 | 40 | 38 | 40 |
| % ELL | 1 | 1 | 2 | 1 |
| % At-Risk | 19 | 32 | 39 | 40 |
| Attendance Rate | 99.7 | 100 | 99.8 | 100 |
| Total Number of Schools Transferred From | 100 | 100 | 98 | 90 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Texas Connections Students, 2019–2020 | | |
|---|-------|-------|
| Home Campus | N | % |
| Out of Dist | 5,895 | 93.6 |
| Wisdom | 23 | 0.4 |
| Westside | 22 | 0.3 |
| Lamar | 18 | 0.3 |
| Houston | 17 | 0.3 |
| Sterling | 16 | 0.3 |
| Madison | 16 | 0.3 |
| Chavez | 13 | 0.2 |
| Worthing | 13 | 0.2 |
| Revere | 12 | 0.2 |
| Northside | 11 | 0.2 |
| Welch | 10 | 0.2 |
| Westbury | 9 | 0.1 |
| Austin | 9 | 0.1 |
| Sharpstown | 9 | 0.1 |
| Hogg | 9 | 0.1 |
| Waltrip | 8 | 0.1 |
| North Forest | 8 | 0.1 |
| All Other Schools | 183 | 2.9 |
| Total (as of 10/25/2019) | 6,301 | 100.0 |

Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot)

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: TSU Charter Lab School (328)
 Grades Served: PK-02

| Total Enrollment by Subgroup | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| % African American | 98 | 97 | 98 | 91 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 0 | 0 | 0 | 0 |
| % Hispanic | 2 | 1 | 1 | 2 |
| % White | 0 | 1 | 0 | 2 |
| % Two or More Races | 0 | 1 | 2 | 5 |
| % Bilingual | 0 | 0 | 2 | 0 |
| % ESL | 0 | 0 | 0 | 0 |
| % Gifted/Talented | 0 | 0 | 1 | 0 |
| % Special Education | 0 | 0 | 0 | 0 |
| % Title I | 100 | 98 | 100 | 100 |
| % Eco Dis | 92 | 89 | 94 | 96 |
| % ELL | 0 | 0 | 0 | 0 |
| % At-Risk | 4 | 28 | 27 | 43 |
| Attendance Rate | 91.6 | 90.7 | 90.7 | 89.3 |
| Total Number of Schools Transferred From | 26 | 29 | 31 | 32 |

Source: PEIMS, Fall Resubmission
 Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of TSU Charter Students, 2019–2020 | | |
|--|----|-------|
| Home Campus | N | % |
| Lockhart | 19 | 25.0 |
| Blackshear | 16 | 21.1 |
| Out of Dist | 4 | 5.3 |
| Law | 4 | 5.3 |
| Alcott | 3 | 3.9 |
| Longfellow | 3 | 3.9 |
| Frost | 3 | 3.9 |
| Bruce | 3 | 3.9 |
| Foster | 3 | 3.9 |
| Gross | 2 | 2.6 |
| McGowen | 2 | 2.6 |
| Bastian | 2 | 2.6 |
| Woodson | 2 | 2.6 |
| Hobby | 2 | 2.6 |
| Hartsfield | 1 | 1.3 |
| Browning | 1 | 1.3 |
| Whidby | 1 | 1.3 |
| Poe | 1 | 1.3 |
| All Other Schools | 4 | 5.3 |
| Total (as of 10/25/2019) | 76 | 100.0 |

Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot)

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Young Learners School (392)
 Grades Served: PK

| | Academic Year | | | |
|---|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 1,374 | 1,416 | 1,267 | 1,344 |
| % African American | 35 | 36 | 39 | 35 |
| % American Indian | <1 | <1 | <1 | <1 |
| % Asian/Pacific Islander | <1 | <1 | <1 | <1 |
| % Hispanic | 63 | 61 | 59 | 63 |
| % White | 1 | 1 | 1 | 2 |
| % Two or More Races | <1 | 1 | <1 | <1 |
| % Bilingual | 36 | 35 | 29 | 30 |
| % ESL | <1 | <1 | 1 | 1 |
| % Gifted/Talented | 0 | 0 | 0 | 0 |
| % Special Education | 0 | 2 | 3 | 3 |
| % Title I | 100 | 100 | 100 | 100 |
| % Eco Dis | 99 | 100 | 99 | 99 |
| % ELL | 39 | 36 | 30 | 32 |
| % At-Risk | 74 | 72 | 46 | 81 |
| Attendance Rate | 88.6 | 88.9 | 89.1 | 88.7 |
| Total Number of Schools Transferred From | 127 | 133 | 125 | 121 |

Source: PEIMS, Fall Resubmission

Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Young Learners School Students, 2019–2020 | | |
|--|-------|-------|
| Home Campus | N | % |
| Out of Dist | 278 | 24.6 |
| Bellfort | 64 | 5.7 |
| Smith | 40 | 3.5 |
| Garcia | 36 | 3.2 |
| Bonham | 36 | 3.2 |
| Young | 28 | 2.5 |
| Burbank | 28 | 2.5 |
| Stevens | 24 | 2.1 |
| Paige | 23 | 2.0 |
| Harris, R. P. | 21 | 1.9 |
| Kashmere Gardens | 21 | 1.9 |
| Atherton | 18 | 1.6 |
| Coop | 17 | 1.5 |
| Scarborough | 16 | 1.4 |
| Wainwright | 16 | 1.4 |
| Valley West | 16 | 1.4 |
| Dogan | 16 | 1.4 |
| Bruce | 15 | 1.3 |
| All Other Schools | 417 | 36.9 |
| Total (as of 10/25/2019) | 1,130 | 100.0 |

Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot)

Appendix C (cont'd)
Other Demographic Characteristics by Enrollment, Transfers, and 2019–2020 Home Campus

Campus: Young Scholars Academy (371)
 Grades Served: PK-08

| | Academic Year | | | |
|-------------------------------------|---------------|-----------|-----------|-----------|
| | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
| Total Enrollment by Subgroup | 189 | 175 | 173 | 129 |
| % African American | 89 | 90 | 89 | 92 |
| % American Indian | 0 | 0 | 0 | 0 |
| % Asian/Pacific Islander | 0 | 1 | 0 | 0 |
| % Hispanic | 10 | 8 | 9 | 6 |
| % White | 1 | 1 | 1 | 0 |
| % Two or More Races | 1 | 1 | 1 | 2 |
| % Bilingual | 1 | 1 | 1 | 0 |
| % ESL | 0 | 0 | 0 | 0 |
| % Gifted/Talented | 2 | 0 | 2 | 1 |
| % Special Education | 5 | 5 | 6 | 5 |
| % Title I | 100 | 100 | 82 | 100 |
| % Eco Dis | 81 | 75 | 86 | 86 |
| % ELL | 0 | 0 | 0 | 0 |
| % At-Risk | 55 | 55 | 53 | 67 |
| Attendance Rate | 96.0 | 96.2 | 94.9 | 94.8 |

Source: PEIMS, Fall Resubmission
 Note: ESL – English as a Second Language; Eco Dis – Economically Disadvantaged; ELL – English Language Learners

| Home Campus of Young Scholars Academy Students, 2019–2020 | | |
|--|-----|-------|
| Home Campus | N | % |
| Out of Dist | 28 | 20.6 |
| Blackshear | 16 | 11.8 |
| Gregory-Lincoln | 13 | 9.6 |
| Cullen | 7 | 5.1 |
| Reynolds | 5 | 3.7 |
| Thomas | 5 | 3.7 |
| Young | 4 | 2.9 |
| Law | 4 | 2.9 |
| Harris, R. P. | 3 | 2.2 |
| Woodson | 3 | 2.2 |
| Hartsfield | 3 | 2.2 |
| Welch | 2 | 1.5 |
| Elmore | 2 | 1.5 |
| Ashford | 2 | 1.5 |
| Bruce | 2 | 1.5 |
| Kelso | 2 | 1.5 |
| Dogan | 2 | 1.5 |
| Patterson | 2 | 1.5 |
| All Other Schools | 31 | 22.8 |
| Total (as of 10/25/2019) | 136 | 100.0 |
| Source: HISD Campus Demographic Report, 2019-2020 (Fall PEIMS Snapshot) | | |

Appendix D
STAAR Performance and TEA Accountability
 (Source: STAAR 3-8, 2016 to 2019)

Campus: Energized for Excellence ECC (350)

Grades Served: PK

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | N/A | | | N/A | | | N/A | | | N/A | | |
| Math | N/A | | | N/A | | | N/A | | | N/A | | |
| Overall Accountability Rating** | Meets Standard | | | Meets Standard | | | Meets Standard | | | 88 - B | | |

**Note: Paired with Energized for Excellence ES for accountability ratings.

Campus: Energized for Excellence ES (364)

Grades Served: KG-05

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | 55 | 27 | 13 | 50 | 24 | 12 | 54 | 28 | 14 | 62 | 33 | 19 |
| Math | 55 | 25 | 11 | 58 | 27 | 14 | 72 | 44 | 26 | 80 | 52 | 30 |
| Writing | 58 | 27 | 12 | 53 | 25 | 6 | 43 | 22 | 9 | 53 | 26 | 8 |
| Science | 59 | 24 | 3 | 48 | 22 | 8 | 70 | 30 | 9 | 63 | 34 | 14 |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 88 - B | | |

Appendix D (cont'd)
STAAR Performance and TEA Accountability
(Sources: STAAR 3-8, 2016 to 2019; STAAR End-of-Course, Spring 2016 to 2019)

Campus: Energized for Excellence MS (342)
Grades Served: 06-08

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | 66 | 33 | 14 | 68 | 34 | 12 | 81 | 48 | 22 | 72 | 39 | 20 |
| Math | 72 | 41 | 14 | 76 | 46 | 16 | 91 | 71 | 38 | 90 | 63 | 32 |
| Writing | 74 | 43 | 9 | 75 | 38 | 6 | 69 | 35 | 8 | 82 | 47 | 12 |
| Science | 65 | 16 | 2 | 66 | 31 | 8 | 68 | 29 | 8 | 72 | 32 | 5 |
| Social Studies | 58 | 19 | 14 | 57 | 21 | 10 | 67 | 17 | 9 | 70 | 29 | 13 |
| Algebra EOC | 100 | 92 | 57 | 100 | 98 | 73 | 96 | 91 | 70 | 100 | 81 | 61 |
| Biology EOC | 100 | 100 | 64 | 100 | 100 | 54 | -- | -- | -- | -- | -- | -- |
| English I EOC | 100 | 84 | 4 | 100 | 92 | 15 | -- | -- | -- | -- | -- | -- |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 89 - B | | |

Campus: Energized for Excellence STEM Southeast HS (321)
Grades Served: 09-12

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Algebra | 83 | 33 | 11 | 85 | 31 | 6 | 95 | 51 | 12 | 98 | 81 | 40 |
| Biology | 88 | 52 | 12 | 86 | 58 | 15 | 91 | 52 | 6 | 80 | 40 | 0 |
| English I | 63 | 47 | 4 | 56 | 38 | 1 | 68 | 50 | 3 | 70 | 52 | 5 |
| English II | 65 | 15 | 0 | 67 | 37 | 2 | 76 | 56 | 3 | 77 | 59 | 4 |
| US History | 100 | 60 | 30 | 100 | 71 | 29 | 100 | 83 | 23 | 98 | 86 | 50 |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 89 - B | | |

Appendix D (cont'd)
STAAR Performance and TEA Accountability
(Sources: STAAR 3-8, 2016 to 2019; STAAR End-of-Course, Spring 2016 to 2019)

Campus: Energized for Excellence STEM Southeast MS (459)

Grades Served: 06-08

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | 35 | 5 | 2 | 39 | 14 | 5 | 40 | 15 | 6 | 39 | 12 | 4 |
| Math | 36 | 11 | 2 | 59 | 28 | 6 | 65 | 28 | 8 | 58 | 22 | 4 |
| Writing | 17 | 8 | 0 | 63 | 21 | 6 | 39 | 17 | 3 | 29 | 4 | 0 |
| Science | 46 | 6 | 0 | 57 | 15 | 2 | 54 | 29 | 6 | 45 | 16 | 3 |
| Social Studies | 21 | 3 | 0 | 33 | 7 | 3 | 39 | 11 | 3 | 36 | 6 | 3 |
| Overall Accountability Rating | Improvement Required | | | Meets Standard | | | Meets Standard | | | 59 - F | | |

Campus: Energized for Excellence STEM Southwest

HS (455)

Grades Served: 09-12

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Algebra | 96 | 66 | 21 | 97 | 51 | 3 | 72 | 30 | 8 | 76 | 56 | 38 |
| Biology | 96 | 59 | 6 | 92 | 54 | 7 | 73 | 20 | 4 | 70 | 48 | 3 |
| English I | 71 | 50 | 5 | 57 | 34 | 5 | 50 | 34 | 0 | 56 | 44 | 7 |
| English II | 69 | 46 | 1 | 81 | 60 | 1 | 85 | 75 | 8 | 55 | 46 | 0 |
| US History | 100 | 89 | 44 | 99 | 74 | 38 | 100 | 90 | 34 | -- | -- | -- |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 89 - B | | |

Appendix D (cont'd)
STAAR Performance and TEA Accountability
(Sources: STAAR 3-8, 2016 to 2019; STAAR End-of-Course, Spring 2016 to 2019)

Energized for Excellence STEM Southwest MS
Campus: (390)
Grades Served: 06-08

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | 91 | 59 | 25 | 91 | 61 | 26 | 91 | 62 | 36 | 97 | 67 | 45 |
| Math | 88 | 59 | 23 | 97 | 79 | 39 | 95 | 64 | 34 | 94 | 71 | 30 |
| Writing | 81 | 53 | 16 | 97 | 68 | 24 | 98 | 62 | 19 | 90 | 69 | 35 |
| Science | 86 | 30 | 4 | 97 | 78 | 30 | 81 | 54 | 17 | 98 | 69 | 36 |
| Social Studies | 59 | 12 | 7 | 88 | 34 | 19 | 81 | 47 | 31 | 93 | 75 | 53 |
| Algebra EOC | 98 | 91 | 61 | 100 | 100 | 72 | 100 | 100 | 68 | 100 | 98 | 90 |
| Biology EOC | 100 | 94 | 65 | 100 | 100 | 69 | 100 | 96 | 51 | 100 | 96 | 74 |
| English I EOC | -- | -- | -- | 100 | 92 | 35 | 100 | 95 | 32 | 92 | 92 | 17 |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 90 - A | | |

Campus: Inspired for Excellence West (300)
Grades Served: 05-08

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|--------------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Reading | 52 | 12 | 1 | 74 | 33 | 4 | 51 | 19 | 2 | 38 | 13 | 6 |
| Math | 44 | 8 | 1 | 64 | 23 | 1 | 56 | 43 | 9 | 28 | 6 | 1 |
| Writing | 31 | 3 | 0 | 35 | 0 | 0 | 22 | 5 | 0 | 24 | 8 | 1 |
| Science | 70 | 4 | 0 | 72 | 57 | 3 | 53 | 21 | 1 | 34 | 9 | 1 |
| Social Studies | 94 | 60 | 47 | 96 | 96 | 91 | 77 | 68 | 63 | 57 | 18 | 1 |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 65 - D (AEA Standards Applied) | | |

Appendix D (cont'd)
STAAR Performance and TEA Accountability
(Sources: STAAR 3-8, 2016 to 2019; STAAR End-of-Course, Spring 2016 to 2019)

Campus: Mount Carmel Academy (311)

Grades Served: 09-12

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Algebra I | 93 | 33 | 10 | 93 | 32 | 9 | 99 | 55 | 16 | 84 | 37 | 13 |
| Biology | 97 | 58 | 9 | 97 | 66 | 16 | 100 | 67 | 15 | 95 | 69 | 15 |
| English I | 84 | 58 | 6 | 75 | 50 | 6 | 80 | 54 | 5 | 76 | 56 | 10 |
| English II | 81 | 63 | 8 | 84 | 55 | 6 | 77 | 59 | 5 | 91 | 75 | 11 |
| US History | 98 | 70 | 22 | 99 | 75 | 29 | 98 | 74 | 36 | 99 | 87 | 35 |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 88 - B | | |

Campus: Texas Connections Academy (100)

Grades Served: 03-12

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | 86 | 58 | 29 | 83 | 56 | 30 | 83 | 56 | 34 | 83 | 57 | 34 |
| Math | 67 | 32 | 9 | 69 | 32 | 11 | 68 | 33 | 9 | 70 | 36 | 13 |
| Writing | 75 | 43 | 13 | 71 | 38 | 8 | 70 | 42 | 13 | 76 | 45 | 16 |
| Science | 72 | 32 | 9 | 72 | 40 | 14 | 71 | 34 | 13 | 75 | 35 | 12 |
| Social Studies | 51 | 16 | 5 | 53 | 20 | 10 | 52 | 18 | 8 | 65 | 27 | 13 |
| Algebra EOC | 64 | 20 | 8 | 63 | 22 | 8 | 68 | 29 | 12 | 64 | 31 | 16 |
| Biology EOC | 88 | 47 | 12 | 84 | 52 | 14 | 91 | 57 | 17 | 91 | 61 | 19 |
| English I EOC | 67 | 46 | 6 | 66 | 49 | 7 | 75 | 61 | 8 | 77 | 64 | 14 |
| English II EOC | 76 | 56 | 6 | 72 | 53 | 6 | 77 | 61 | 8 | 77 | 62 | 8 |
| US History EOC | 95 | 58 | 21 | 94 | 67 | 34 | 95 | 71 | 38 | 96 | 79 | 50 |
| Overall Accountability Rating | Improvement Required | | | Improvement Required | | | Meets Standard | | | 70 - C | | |

Appendix D (cont'd)
STAAR Performance and TEA Accountability

Campus: TSU Charter Lab School (328)
 Grades Served: PK-02

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|----------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Reading | N/A | | | N/A | | | N/A | | | N/A | | |
| Math | N/A | | | N/A | | | N/A | | | N/A | | |
| Overall Accountability Rating** | Meets Standard | | | Meets Standard | | | Not Rated–Harvey Provision | | | 88 - B | | |

** Paired with Lockhart ES for 2016 and 2017 accountability ratings; paired with district for 2018 and 2019 accountability ratings.

Campus: Young Learners School (392)
 Grades Served: PK

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | N/A | | | N/A | | | N/A | | | N/A | | |
| Math | N/A | | | N/A | | | N/A | | | N/A | | |
| Overall Accountability Rating** | Meets Standard | | | Meets Standard | | | Meets Standard | | | 93 - A | | |

**Paired with Burbank ES for accountability ratings.

Appendix D (cont'd)
STAAR Performance and TEA Accountability
(Sources: STAAR 3-8, 2016 to 2019)

Campus: Young Scholars Academy (371)

Grades Served: PK-08

| STAAR Performance and TEA Accountability | | | | | | | | | | | | |
|--|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|-------------------------|-------|---------|
| Subtests | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | | Percent of Students at: | | |
| | Approaches | Meets | Masters |
| Reading | 54 | 22 | 8 | 68 | 25 | 9 | 61 | 30 | 14 | 61 | 30 | 15 |
| Math | 61 | 28 | 8 | 78 | 32 | 10 | 68 | 26 | 11 | 62 | 35 | 9 |
| Writing | 56 | 13 | 3 | 63 | 25 | 4 | 64 | 33 | 9 | 46 | 25 | 7 |
| Science | 52 | 14 | 3 | 70 | 22 | 7 | 55 | 18 | 0 | 36 | 14 | 0 |
| Social Studies | 22 | 11 | 11 | 50 | 0 | 0 | 50 | 8 | 0 | 33 | 0 | 0 |
| Overall Accountability Rating | Meets Standard | | | Meets Standard | | | Meets Standard | | | 67 - D | | |

Appendix E
Attendance Rates, Disciplinary Actions (Combined) by TEA Accountability Ratings

| Campus Attendance Rate, Disciplinary Actions (Combined) by TEA Accountability Rating | | | | | | | | | | | | |
|--|-----------------|----------------------|----------------|-----------------|----------------------|----------------|-----------------|----------------------|----------------|-----------------|----------------------|----------------|
| Schools | 2015–2016 | | | 2016–2017 | | | 2017–2018 | | | 2018–2019 | | |
| | Attendance Rate | Disciplinary Actions | Accountability |
| Energized for Excellence ECC | 95.9 | 0 | Met Standard | 96.3 | 0 | Met Standard | 96.9 | 0 | Met Standard | 93.8 | 0 | 88 - B |
| Energized for Excellence ES | 97.9 | 6 | Met Standard | 97.5 | 2 | Met Standard | 97.7 | 4 | Met Standard | 97.5 | 4 | 88 - B |
| Energized for Excellence MS | 98.4 | 84 | Met Standard | 98.5 | 17 | Met Standard | 98.5 | 48 | Met Standard | 98.8 | 44 | 89 - B |
| Energized for Excellence STEM Southeast HS | 97 | 12 | Met Standard | 97.2 | 10 | Met Standard | 97.2 | 6 | Met Standard | 96.2 | 1 | 89 - B |
| Energized for Excellence STEM Southeast MS | 97.6 | 23 | IR | 98.7 | 31 | Met Standard | 98.6 | 101 | Met Standard | 99 | 51 | 59 - F |
| Energized for Excellence STEM Southwest HS | 97.1 | 2 | Met Standard | 97.2 | 7 | Met Standard | 98 | 20 | Met Standard | 98.5 | 30 | 89 - B |
| Energized for Excellence STEM Southwest MS | 99 | 8 | Met Standard | 99.3 | 11 | Met Standard | 99.5 | 6 | Met Standard | 99.4 | 22 | 90 - A |
| Inspired for Excellence Academy | 89.8 | 187 | Met Standard | 92.6 | 104 | Met Standard | 94.8 | 120 | Met Standard | 93.5 | 98 | 65 - D (AEA) |
| Mount Carmel Academy | 97.1 | 13 | Met Standard | 96.7 | 0 | Met Standard | 96.2 | 26 | Met Standard | 96.8 | 10 | 88 - B |
| Texas Connections Academy | 99.7 | 1 | IR | 100 | 0 | IR | 99.8 | 1 | Met Standard | 100 | 0 | 70 - C |
| TSU Charter Lab School | 91.6 | 0 | Met Standard | 90.7 | 0 | Met Standard | 90.7 | 0 | NR-Harvey | 89.3 | 0 | 88 - B |
| Young Learners School | 88.6 | 0 | Met Standard | 88.9 | 0 | Met Standard | 89.1 | 0 | Met Standard | 88.7 | 0 | 93 - A |
| Young Scholars Academy | 96 | 0 | Met Standard | 96.2 | 0 | Met Standard | 94.9 | 5 | Met Standard | 94.8 | 2 | 67 - D |

Note: Schools without data for accountability ratings are paired with other campuses or the district. The paired campus/district is shown in parentheses.

(Source: Texas Education Agency Preliminary Accountability Ratings, 2015-2016 to 2018–2019)

(Source: Attendance - PEIMS)

(Source: Disciplinary Actions- Student Disciplinary Action Report, 2015-2016 to 2018–2019)

Appendix F OneSource Learning Item Prefixes

| OneSource Learning Item Prefixes | | | | | | | | | | | |
|----------------------------------|--------------------------------|--------|-------------------------------|--------|-------------------------------|--------|------------------------------|--------|---------------------------------|--------|--------------------------------|
| Prefix | Description | Prefix | Description | Prefix | Description | Prefix | Description | Prefix | Description | Prefix | Description |
| AA | Associate Teachers | CR | Community Relations | FE | Family & Community Engagement | JR | JROTC | PG | Project Grad | SM | Strategic Management & Consult |
| AB | ACP Intern Courses | CS | Child Study | FM | CFS Academy | KB | Knowledge Based Training | PL | HISD Police | SN | Schools for a New Society |
| AC | Alternative Certification Prog | CT | Career & Technology Education | FN | Finance and Business Svcs | LD | Leadership Development | PM | Property Management | SO | Office of School Support |
| AG | Accounting - Controller's Ofc | CU | Curriculum, Instn, and Assmt | FS | Food Services | LL | Linked Learning | PR | Procurement (Material Mgmt) | SP | SIS - Student Information Sys |
| AL | Athletics | CY | Community Services | GL | ASPIRE | LO | PDS Learning Online | PS | Psychology Services | SR | School Reform |
| AP | GT (Advanced Placement) | DC | District Course | GR | Grant Development | LS | Library Services | PT | Professional Standards | SS | School Support Services |
| AS | Attendance & Boundaries | DI | Student Discipline | GT | Gifted and Talented | MC | Media Center | RA | Research & Accountability | TA | Technical Applications |
| AT | Administrative Tech Training | EA | Human Capital Acctb & Rewds | HC | HISD Connect | MF | Medicaid Finance | RD | Records and Document Management | TB | Textbook Operations |
| BG | Budgeting | EC | Early Childhood | HE | Homeless Education Department | MG | ASPIRE | RM | Risk Management | TC | Technology Courses |
| BN | Benefits | EL | PDS e-Learning | HM | Health & Medical Services | ML | Multilingual Programs | RP | SAP ERP | TD | PSD Tch Development Specs |
| BO | Business Operations | EM | EMERGE | HR | Human Resources | MM | Multimedia | RS | Retirement Services | TE | Student Assessment |
| CA | Co-Curricular Activities | EO | Equity and Outreach | HS | High Schools Office | MP | School Choice | SA | School Administration | TN | PAD Training Prefix |
| CB | Campus-based Professional Lrg | EP | PeopleSoft | HT | ASPIRE Highly Effective Tchrs | MS | Middle Schools Office | SB | School Business Managers | TR | Transportation |
| CE | Strategic Partnerships | ER | E-Rate Compliance Office | IA | Internal Audit | NI | PDS Non-Instructional | SD | JJAEP - Charter/Safe Schools | TS | Technical Support |
| CG | Counseling & Guidance | ES | Elementary Schools Office | IB | International Baccalaureate | OB | OnBoarding & Org Dev | SE | Special Education | TT | PDS Teacher Training |
| CL | P-16 College/Career Readiness | ET | Education Technology | IC | Information Ctr (Policy Adm) | OS | OneSource | SG | Student Engagement & Charter | VA | ASPIRE Value-Added |
| CM | Communications | EX | External Funding | IN | Innovative Curriculum | PC | PDS Contracted Services | SI | Student Discipline | VS | Virtual School |
| CN | Character Education | FA | Fine Arts | IO | Interventions Office | PD | PDS - Professional Devt Svcs | SK | Special Populations | WH | Warehouse Operations |
| CO | State Compensatory Education | FC | Federal & State Compliance | IT | PDS Instructional Technology | PE | Parental Engagement | SL | School Leadership Support | WS | Wraparound Services |
| | | | | | | | | | | ZZ | All Courses |

Appendix F (cont'd)
OneSource Learning by Charter School

| | | |
|---|---|--|
| Energized for Excellence ECC | | |
| CE_Volunteer Coordinators VIPS/RAPTOR Training | EC Written Expression in Pre-K | |
| CE_RAPTOR Volunteer Management System Training | Employee Self Service | ML_TBP-ESL-2.7c Sheltered Instruction in the ELAR Classroom - Grades 6-12 |
| CG School Guidelines Overview 2018-2019 | EX_Job Alike 2019: Title I | ML_TeXES ESL Supplemental Examination Preparation - Grades: PK-12 |
| CU_Curriculum Conference Houghton Mifflin Harcourt for Teachers | EX_Parent and Family Engagement Training | ML_What's Next? Proving Layers of Support for Struggling English Learners |
| CU_Developing Reader and Writers in Pre-K | EX_Title I Three Elements Training | ML_EL Data Entry & Documentation |
| CU_Developmental Stages of Writing in Prekindergarten | FC Attendance Overview | MP_Office of School Choice – Student Transfer On-line Application Training |
| CU_Imagine Language & Literacy | FC Fall PEIMS Training | MP_Program Choice Make-Up Training on the New FireFly System |
| CU_Independent Reading 3-5 | FC Opening of Schools | MP Office of School Choice - Student Transfer On-line Application Training |
| CU_Independent Reading K-2 | FC_PEIMS Discipline Reporting | OneSource ME |
| CU_LITERACY BY 3 2.0 - DAY 3 | FC_PK-12 Summer PEIMS | PD_CIC Portfolio |
| CU_New TEKS Reboot | FC_TSDS Enrollment Tracking | PD_Data Dig 2: Differentiated Instruction |
| CU_Pre-K - 12 Annual Mathematics Conference | GT_Creative Classroom K-12 Online | PD_Data Dig 3: Student Progress and Projections |
| CU_Sheltered Instruction In Workstations | GT_30 Hour Foundational Training PK-12 | PD_Discover Kagan - West Area Schools Only |
| CU_SHELTERED INST. IN GUIDED READING | GT_DI: Multiple Ways of Engagement K-12 Online | PD_Forum 1: Setting IPDP Goals |
| CU_SHELTERED INSTRUCTION IN WRITING | GT_Social Emotional Needs of GT Children | PD_Forum 2: Unpacking the Standards - CICs |
| CU_Writing Throughout the Pre-K Day | HISD Connect Change Agent | PD_Forum 2: Unpacking the Standards - Mentors |
| CU Elementary Summer School - 2019 | HR_90 Day Survey | PD_Forum 3: Intro to EL Strategies |
| CU_LITERACY BY 3 2.0 - DAY 2 | LD_Fluid Literacy Block Components | PD_Forum 4: Mid-Year Reflections for CBMs |
| CU_LITERACY BY 3 2.0 DAY 1 | LD_Leveling Up in Elementary Math | PD_I'm a Mentor, Now What? |
| CU_PK Training Hours | LD_Principal Meeting 2018-2019 | PD_Instructional Goals for New Teachers |
| CU Reading Strategies at Work: K-2 | LD_Sheltered Instruction Literacy Routines | PD_New Teacher Campus Orientation |
| CU Recruitment and Registration 2019-2020 | LD_Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities | PD_Task 2 - YOUiversity Pathways: IPDP |
| EC_Developing Scientists and Mathematicians in Pre-K | LD_Student Designated Supports: To Accommodate or Not to Accommodate | PD_Best Practice: New Teacher Support |
| EC_Pre-K Curriculum Camp | LD_TELPAS 101: The Assessment | PD_Classroom Procedures |
| EC_PRE-K MATHEMATICS | LD_Tier II Leader Meeting | PD_Engage and Connect |
| EC_Pre-K Science | ML_ESL-2.7b Sheltered Instruction in the Math Classroom - Grades 2-5 | PD_Experienced CIC Orientation |
| EC_Social & Emotional Learning | ML_Focused Reading Intervention for Grades 3-5 | PD_Forum 1 for CICs: Setting IPDP Goals |
| EC Building Vocabulary | ML_Imagine Language and Literacy for EL Students - PreK-12 | PD_New Teacher Class Profile |
| EC Developing ELLS in Pre-K | ML_Imagine Math for EL Students - PreK-12 | PD_Pathways to YOUiversity |
| EC_ESL Do I Really Get It in Prekindergarten | ML_Literacy Routines as a Sheltered Instruction Model Day 2 - Grades PreK-5 | PD_TADS Update Training 2018-2019 |
| EC_ESL Get to Know Me in Prekindergarten | ML_Literacy Routines: Turn the Light On Strategies PK-12 | PD_Task 4 EL Strategies |
| EC_ESL Pump Up the Vocab in Prekindergarten | ML_preLAS Oral Proficiency Tests – PreK-K | PD_TOT Forum 3 Intro to EL Strategies - CICs |
| EC_LETTER KNOWLEDGE | ML_RAZ Plus Features and Overview - Resources for Foundational Skills | PD_TOT Forum 4 Mid-Year Reflections |
| EC_PHONOLOGICAL AWARENESS | ML_Sheltered Instruction from Beginning to End PK-12 | SP_SIS Chancery Summer School Overview / Open Lab Gr 9-12 |
| EC_PK Resources | ML_TBP-ESL-1.4 Infusing Language into Instruction - PreK-12 | SS_CHAMPS Training: Proactive Approach to Classroom Management |
| EC Pre-K Classroom Management | ML_TBP-ESL-2.2 Literacy Routines: Let's Talk Strategies - Grades PreK-12 | SS_Creating Culturally Responsive Classrooms TOT |
| EC Pre-K Lead Teacher Meeting #1 | ML_TBP-ESL-2.7a Sheltered Instruction in the Primary Classroom - Grades PreK-1 | SS_Sandy Hook Promise |
| EC Pre-K Lead Teacher Meeting #2 | ML_TBP-ESL-2.7b Sheltered Instruction in the ELAR Classroom - Grades 2-5 | |
| EC_READ-ALOUD IN PRE-K | ML_TBP-ESL-2.7b Sheltered Instruction in the Social Studies Classroom - Grades 2-5 | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Energized for Excellence ES | | |
|---|---|--|
| CE Volunteer Coordinators VIPS/RAPTOR Training | Employee Self Service | ML What's Next? Proving Layers of Support for Struggling English Learners |
| CE RAPTOR Volunteer Management System Training | EX Job Alike 2019: Title I | ML EL Data Entry & Documentation |
| CG School Guidelines Overview 2018-2019 | EX Parent and Family Engagement Training | MP Office of School Choice – Student Transfer On-line Application Training |
| CU Curriculum Conference Houghton Mifflin Harcourt for Teachers | EX Title I Three Elements Training | MP Program Choice Make-Up Training on the New FireFly System |
| CU Developing Reader and Writers in Pre-K | FC Attendance Overview | MP Office of School Choice - Student Transfer On-line Application Training |
| CU Developmental Stages of Writing in Prekindergarten | FC Fall PEIMS Training | OneSource ME |
| CU Imagine Language & Literacy | FC Opening of Schools | PD CIC Portfolio |
| CU Independent Reading 3-5 | FC PEIMS Discipline Reporting | PD Data Dig 2: Differentiated Instruction |
| CU Independent Reading K-2 | FC PK-12 Summer PEIMS | PD Data Dig 3: Student Progress and Projections |
| CU LITERACY BY 3 2.0 - DAY 3 | FC TSDS Enrollment Tracking | PD Discover Kagan - West Area Schools Only |
| CU New TEKS Reboot | GT Creative Classroom K-12 Online | PD Forum 1: Setting IPDP Goals |
| CU Pre-K - 12 Annual Mathematics Conference | GT 30 Hour Foundational Training PK-12 | PD Forum 2: Unpacking the Standards - CICs |
| CU Sheltered Instruction In Workstations | GT DI: Multiple Ways of Engagement K-12 Online | PD Forum 2: Unpacking the Standards - Mentors |
| CU SHELTERED INST. IN GUIDED READING | GT Social Emotional Needs of GT Children | PD Forum 3: Intro to EL Strategies |
| CU SHELTERED INSTRUCTION IN WRITING | HISD Connect Change Agent | PD Forum 4: Mid-Year Reflections for CBMs |
| CU Writing Throughout the Pre-K Day | HR 90 Day Survey | PD I'm a Mentor, Now What? |
| CU Elementary Summer School - 2019 | LD Fluid Literacy Block Components | PD Instructional Goals for New Teachers |
| CU LITERACY BY 3 2.0 - DAY 2 | LD Leveling Up in Elementary Math | PD New Teacher Campus Orientation |
| CU LITERACY BY 3 2.0 DAY 1 | LD Principal Meeting 2018-2019 | PD Task 2 - YOUiversity Pathways: IPDP |
| CU PK Training Hours | LD Sheltered Instruction Literacy Routines | PD Best Practice: New Teacher Support |
| CU Reading Strategies at Work: K-2 | LD Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities | PD Classroom Procedures |
| CU Recruitment and Registration 2019-2020 | LD Student Designated Supports: To Accommodate or Not to Accommodate | PD Engage and Connect |
| EC Developing Scientists and Mathematicians in Pre-K | LD TELPAS 101: The Assessment | PD Experienced CIC Orientation |
| EC Pre-K Curriculum Camp | LD Tier II Leader Meeting | PD Forum 1 for CICs: Setting IPDP Goals |
| EC PRE-K MATHEMATICS | ML ESL-2.7b Sheltered Instruction in the Math Classroom - Grades 2-5 | PD New Teacher Class Profile |
| EC Pre-K Science | ML Focused Reading Intervention for Grades 3-5 | PD Pathways to YOUiversity |
| EC Social & Emotional Learning | ML Imagine Language and Literacy for EL Students - PreK-12 | PD TADS Update Training 2018-2019 |
| EC Building Vocabulary | ML Imagine Math for EL Students - PreK-12 | PD Task 4 EL Strategies |
| EC Developing ELLS in Pre-K | ML Literacy Routines as a Sheltered Instruction Model Day 2 - Grades PreK-5 | PD TOT Forum 3 Intro to EL Strategies - CICs |
| EC ESL Do I Really Get It in Prekindergarten | ML Literacy Routines: Turn the Light On Strategies PK-12 | PD TOT Forum 4 Mid-Year Reflections |
| EC ESL Get to Know Me in Prekindergarten | ML preLAS Oral Proficiency Tests – PreK-K | SP SIS Chancery Summer School Overview / Open Lab Gr 9-12 |
| EC ESL Pump Up the Vocab in Prekindergarten | ML RAZ Plus Features and Overview - Resources for Foundational Skills | SS CHAMPS Training: Proactive Approach to Classroom Management |
| EC LETTER KNOWLEDGE | ML Sheltered Instruction from Beginning to End PK-12 | SS Creating Culturally Responsive Classrooms TOT |
| EC PHONOLOGICAL AWARENESS | ML TBP-ESL-1.4 Infusing Language into Instruction - PreK-12 | SS Sandy Hook Promise |
| EC PK Resources | ML TBP-ESL-2.2 Literacy Routines: Let's Talk Strategies - Grades PreK-12 | |
| EC Pre-K Classroom Management | ML TBP-ESL-2.7a Sheltered Instruction in the Primary Classroom - Grades PreK-1 | |
| EC Pre-K Lead Teacher Meeting #1 | ML TBP-ESL-2.7b Sheltered Instruction in the ELAR Classroom - Grades 2-5 | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd) OneSource Learning by Charter School

| Energized for Excellence MS | | |
|---|---|--|
| CE_Volunteer Coordinators VIPS/RAPTOR Training | FA_Job Alike 2018 Dance | LD_Parent Connect: Parent Portal (Administrator's Overview) |
| CE_RAPTOR Volunteer Management System Training | FA_Movement Strategies for Classrooms | LD_Principal Meeting 2018-2019 |
| CG_2019-2020 School Guidelines | FC_Attendance Overview | LD_Principal Meeting 2019-2020 |
| CG_School Guidelines Overview 2018-2019 | FC_Fall PEIMS Training | LD_Professional Learning Series 2019 |
| CL_Texas OnCourse & PGP Training | FC_Opening of Schools | LD_Professional Learning Series 2019: Solution Room |
| CU_Elementary Math K-5 Curriculum Camp | FC_PEIMS Discipline Reporting | LD_Reimagining SPED in HISD: lead4ward IEP to Action |
| CU_Introduction to Strategic Reading and Writing (SRW) | FC_PEIMS Leaver 6-12 | LD_Setting Beginning Teachers Up For Success |
| CU_Job Alike 2018 Social Studies: The DBQ Project and the Writing Process for Middle School | FC_PID/PET (Online) | LD_Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities |
| CU_New TEKS Reboot | FC_PK-12 Summer PEIMS | LD_TELPAS 101: The Assessment |
| CU_Pre-K - 12 Annual Mathematics Conference | FC_TSDS Enrollment Tracking | LD_Tier II Leader Meeting |
| CU_R3 Secondary Conference Registration | FC_TSDS PEIMS Training for Principals | LD>Welcome Back 2019 |
| CU_Google Educator Certification Level 1 | GT_12 Hour K-12 Online | LD_Why Independent Reading Matters |
| CU_Job Alike 2018 ELA: Middle School Workshop | GT_30 Hour Foundational Training PK-12 | LD_From Teaching to the Evidence of Student Learning |
| CU_Job Alike 2018: Strategic Reading and Writing (SRW) | GT_Differentiation for Gifted Learners | LD_Lead4ward Power of Process Social Studies (4-EOC) |
| CU_Job Alike 2019: Secondary Science - Department Chairs | GT_Identification & Assessment for GT Students K-12 Online | LD_Lead4ward Problem Solving in the Math Classroom (K-12) |
| CU_LITERACY BY 3 2.0 - DAY 2 | GT_Job Alike 2019: GT Coordinators | LD_Leading the Learning in Secondary Science |
| CU_LITERACY BY 3 2.0 DAY 1 | GT_Social Emotional Needs of GT Children | LD_Non-Teacher Appraisal - Employee (Face-to-Face) |
| CU_Literacy Empowered Social Online | HR_90 Day Survey | LD_SLAS Update Training - Employee |
| CU_Literacy Empowered Social Studies Online | IO_Intervention Assistance Team Liaison June Training MS & HS | LD_Social Studies: What's in It for Schools |
| CU_PowerUp Super Saturdays | IO_Intervention Assistance Team Liaison Mid-Year PD | LD_The Rigor Trifecta: A Winning Ticket for All Students |
| CU_Reading Strategies at Work: K-2 | IO_Intervention Assistance Team Training - West Area | LS_Name That Book Technology Training |
| CU_Secondary Summer School - 2019 | IO_Read to Achieve | ML_BOY LPAC UPDATES |
| CUS_Grade 6-12 Math Conference | IO_Intervention Assistance Team Liaison Professional Development | ML_ELPS-TELPAS Foundational Training for New TELPAS Raters (Online) |
| CUS_Job Alike 2018: Imagine Math | IO_Year 2 Interventions Launch | ML_English Learner Strategies for SIFE - Part 1 (Online) |
| CUS_Job Alike 2018: PK-12 HPE | LD_Becoming the Leader Everyone Loves (including): Mindset and Mindfulness Practices That Bring You | ML_English Learner Strategies for SIFE - Part 2 (Online) |
| CUS_Job Alike 2019: Mathematics - Imagine Math | LD_Co-Teach: Literacy Routines | ML_English Learner Strategies for SIFE - Part 3 (Online) |
| CUS_Job Alike 2018 Math: Grade 7 Master Course Preview | LD_Distinctions: Everything You Need to Know | ML_ESL Programs: What Elementary and Secondary Principals Need to Know |
| CUS_Job Alike 2019: Secondary ELA - New Middle School TEKS and Adopted Resource Overview | LD_Exploring Alternatives to Discipline & Conflict Resolution | ML_ESL-2.7c Sheltered Instruction in the Math Classroom - Grades 6-12 |
| CUS_Job Alike 2019: Secondary Social Studies: Dept. Chairpersons: Formative Assessment for Learning | LD_February 2019 Principals Meeting Area Breakout | ML_Imagine Math for EL Students - PreK-12 |
| CUS_JOB-ALIKE 2019: PK-12 HPE | LD_Hiring My #1 Asset: Effective Teachers | ML_LAS Links Language Proficiency Tests - 1-12 |
| CUS_New Middle School TEKS Overview with Lead4ward | LD_Imagine Math for All Students | ML_Literacy Routines: Do I Really Get It Strategies PK-12 |
| CUS_Newly-Adopted Resources for Middle School ELA (Pearson) | LD_Interventions: A Year at a Glance | ML_Literacy Routines: Pencil to Paper Strategies PK-12 |
| CUS_NFL Play 60 FitnessGram and FUTP60 Training | LD_January 2019 Principals Meeting Area Breakout | ML_Literacy Routines: Turn the Light On Strategies PK-12 |
| Employee Self Service | LD_Joy Factor: Preventing Teacher Burnout | ML_LPAC BOY Updates for Returning LPAC Administrators |
| ET_EdPuzzle | LD_lead4ward 101 | ML_LPAC Documentation & Data Entry for EL Data Entry Personnel |
| EX_2019 Summer School Orientation Training for Campus Administrators | LD_lead4ward Reports: Prioritizing Instruction | ML_LPAC EOY Annual Review for LPAC Administrators - Elementary & Middle School |
| EX_Job Alike 2018: Title I | LD_Making Academic Impact Using SDI | ML_LPAC EOY Documentation & Data Entry for EL Data Entry Personnel |
| EX_Parent and Family Engagement Training | LD_Middle School Leader Session | ML_LPAC MOY Decision-Making Updates for Returning LPAC Administrators - Elementary & Middle School |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Energized for Excellence MS (cont'd) | | |
|---|--|---|
| ML_ Second Language Acquisition (Online) | ML_ TBP-ESL-2.7c Sheltered Instruction in the Science Classroom - Grades 6-12 | RA_ Accountability Training - Data & Compliance Elementary & Middle Schools |
| ML_ Sheltered Instruction Part 1 (Online) | ML_ TBP-ESL-2.7c Sheltered Instruction in the Social Studies Classroom - Grades 6-12 | SE_ CPI OVERVIEW |
| ML_ Sheltered Instruction Part 2 Module 1 (Online) | ML_ TExES ESL Supplemental Examination Preparation - Grades: PK-12 | SE_ Progress Monitoring |
| ML_ SI COACH INITIAL MEETING | ML_ EL Data Entry & Documentation | SE_ Sixth Annual Special Education Conference |
| ML_ TBP-ESL-2.3 Literacy Routines: Pump Up the Vocab Strategies - Grades PreK-12 | MP_ Office of School Choice – Student Transfer On-line Application Training | SP_ SIS Chancery Summer School Overview / Open Lab Gr 9-12 |
| ML_ TBP-ESL-2.6 Literacy Routines: Do I Really Get It Strategies - Grades PreK-12 | MP_ Program Choice Make-Up Training on the New FireFly System | SS_ CHAMPS Training: Proactive Approach to Classroom Management |
| ML_ TBP-ESL-2.7b Sheltered Instruction in the ELAR Classroom - Grades 2-5 | MP_ Office of School Choice - Student Transfer On-line Application Training | SS_ Sandy Hook Promise |
| ML_ TBP-ESL-2.7b Sheltered Instruction in the Science Classroom - Grades 2-5 | OB_ New Employee Orientation Online Form Completion | TE_ Job Alike 2019: New FAC Orientation |
| ML_ TBP-ESL-2.7c Sheltered Instruction in the ELAR Classroom - Grades 6-12 | OneSource ME | TE_ Creating Item Bank Assessments |
| | OS_ Non-Employee - Contractor Activate/Reactivate/Deactivate | TE_ Job Alike 2019: Formative Assessment Coordinator (FAC) |
| | PD_ HISD Online tools | TE_ OnTrack: DDI Report Basics |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Energized for Excellence STEM Southeast HS | | |
|--|---|---|
| AP_Advanced Placement Coordinators 6-12 | GT_G/T Coordinators Job Alike 2019 Make Up Day | LD_Professional Learning Series 2019: Solution Room |
| AP_Physics 1 PLC | GT_Gifted Education Plan Training | LD_Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities |
| CE_Volunteer Coordinators VIPS/RAPTOR Training | GT_JOB ALIKE 2018: K-12 G/T Coordinators | LD_TELPAS 101: The Assessment |
| CE_RAPTOR Volunteer Management System Training | GT_30 Hour Foundational Training PK-12 | LD_Tier II Leader Meeting |
| CG_Job Alike 2019: Counseling and Guidance | GT_Identification & Assessment for GT Students K-12 Online | LD_Using the HUB to Enhance Learning |
| CG_High School Counselors | GT_Nature & Needs Service Options Online | LD>Welcome Back 2019 |
| CG_School Guidelines Overview 2018-2019 | GT_New GT Coordinator Matrix Training | LD_Executive Leadership Dev. (ELDS) |
| CL_Dual Credit Rigor Institute | GT_Social Emotional Needs of GT Children | LD_From Teaching to the Evidence of Student Learning |
| CL_Dual Credit-Strategy for Success | HM_Job Alike 2019: Nursing Practice | LD_Leading the Learning in Secondary Science |
| CL_Dual Credit-Strategy for Success #2 | HR_90 Day Survey | LD_SLAS Update Training - Appraiser |
| CL_PSAT Test Coordinator Training HS | IO_Acadience Progress Monitoring Training | LD_SLAS Update Training - Employee |
| CL_PSAT Test Coordinator Training MS | IO_Intervention Assistance Team Liaison June Training ECC & ES | ML_BOY LPAC UPDATES |
| CL_SAT Test Coordinators Training | IO_Intervention Assistance Team Liaison June Training MS & HS | ML_ELLs in Texas: What Administrators Need to Know |
| CL_Job Alike 2018: College Readiness | IO_Intervention Assistance Team Liaison Mid-Year PD | ML_ELPS-TELPAS Foundational Training for New TELPAS Raters (Online) |
| CM_Blackboard (Schoolwires) SDMC and Title 1 Campus Website | IO_Intervention Assistance Team Training - West Area | ML_Imagine Language and Literacy for EL Students - PreK-12 |
| CM_Blackboard (Schoolwires)-Advanced Apps Training (Including Custom Minibase) | IO_Renaissance Data Decision Making | ML_LAS Links Language Proficiency Tests – 1-12 |
| CT_Job Alike 2018: Career and Technical Education (CTE) Teachers | IO_Intervention Assistance Team Liaison Professional Development | ML_Literacy Routines: Do I Really Get It Strategies PK-12 |
| CT_Personal Graduation Plan (PGP) Mandatory Training | KB_Raptor Virtual Volunteer Portal | ML_LPAC Basic Training PK-12 |
| CT_PGP Designee Training 2019 2020 | LD_Avoid Requiring CPR by Understanding CCMR | ML_LPAC BOY Updates for Returning LPAC Administrators |
| CU_R3 Secondary Conference Registration | LD_Becoming the Leader Everyone Loves (including): MIndset and Mindfulness Practices That Bring You | ML_LPAC Documentation & Data Entry for EL Data Entry Personnel |
| CU_Region 4 STEAM Conference | LD_Co-Teach: Literacy Routines | ML_LPAC EOY Annual Review for LPAC Administrators - High School |
| CU_Google Educator Certification Level 1 | LD_Connecting Social Emotional Learning & Literacy Instruction: Guided Practice for Campus Leaders | ML_LPAC MOY Decision-Making Updates for Returning LPAC Administrators - High School |
| CUE_Literacy Routines 2.0 Day 2 | LD_Distinctions: Everything You Need to Know | ML_RAZ Plus Features and Overview - Resources for Foundational Skills |
| CUS_Grade 6-12 Math Conference | LD_EL-Focused Instructional Rounds | ML_Sheltered Instruction from Beginning to End PK-12 |
| Employee Self Service | LD_February 2019 Principals Meeting Area Breakout | ML_Sheltered Instruction Part 1 (Online) |
| EX_2019 Summer School Orientation Training for Campus Administrators | LD_Fluid Literacy Block Components | ML_Sheltered Instruction Part 2 Module 1 (Online) |
| EX_Job Alike 2018: Title I | LD_High School Leader Session | ML_Sheltered Instruction Part 2 Module 2 (Online) |
| EX_Job Alike 2019: Title I | LD_Hiring My #1 Asset: Effective Teachers | ML_Sheltered Instruction Part 2 Module 3 (Online) |
| EX_Parent and Family Engagement Training | LD_January 2019 Principals Meeting Area Breakout | ML_SI Coach In-Service |
| EX_Title I Part A, Budget | LD_Joy Factor: Preventing Teacher Burnout | ML_SI COACH INITIAL MEETING |
| EX_Title I Three Elements Training | LD_Lead4ward Math Rockin' Review Volume II | ML_TBP-ESL-1.4 Infusing Language into Instruction - PreK-12 |
| FC_Attendance Overview | LD_Leading Learners for a Culturally Proficient School | ML_TBP-ESL-2.3 Literacy Routines: Pump Up the Vocab Strategies - Grades PreK-12 |
| FC_Fall PEIMS Training | LD_Leading Learning: lead4ward CSI (Connecting Standards to Instruction) | ML_TBP-ESL-2.7b Sheltered Instruction in the ELAR Classroom - Grades 2-5 |
| FC_Opening of Schools | LD_Mindful Self-Care: Strategies for Staff and Students | ML_TBP-ESL-2.7b Sheltered Instruction in the Social Studies Classroom - Grades 2-5 |
| FC_PEIMS Discipline Reporting | LD_Parent Connect: Parent Portal (Administrator's Overview) | ML_TBP-ESL-2.7c Sheltered Instruction in the ELAR Classroom - Grades 6-12 |
| FC_PEIMS Leaver 6-12 | LD_Principal Meeting 2018-2019 | ML_TELPAS 101: The Assessment |
| FC_PK-12 Summer PEIMS | LD_Principal Meeting 2019-2020 | ML_What's Next? Proving Layers of Support for Struggling English Learners |
| FC_TSDS Enrollment Tracking | LD_Professional Learning Series 2019 | ML_EL Data Entry & Documentation |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Energized for Excellence STEM Southeast HS (cont'd) | | |
|---|--|---|
| MP_ Office of School Choice – Student Transfer On-line Application Training | RA_ Fall 2019 Accountability Data Session | TE_STAAR ALT 2 TRAINING & WORKSHOP |
| MP_ Program Choice Make-Up Training on the New FireFly System | RA_ OECD C/ampus Survey Coordinator Training | TE_TELPAS & TELPAS ALT TEST ADMINISTRATION |
| MP_ Office of School Choice - Student Transfer On-line Application Training | SP_ SIS Chancery Summer School Overview / Open Lab Gr 9-12 | TE_TELPAS Administration Refresher |
| OneSource ME | SS_ Sandy Hook Promise | TE_TELPAS Workshop |
| PD_ CIC Portfolio | TE_2019 Campus Assessment Plan Team Reboot Camp | TE_Test Security & Test Program Management for CTCs |
| PD_ Discover Kagan - West Area Schools Only | TE_BEGINNING REN360 | TE_TestHound Pro Training |
| PD_ Forum 2: Unpacking the Standards - CICs | TE_CTC Best Practices/Test Security/TMC | VS_EOC STAAR PREP (APEX LEARNING) |
| PD_ I'm a Mentor, Now What? | TE_Fall STAAR EOC | |
| PD_ New Teacher Campus Orientation | TE_G/T ASSESSMENT TRAINING (ELEMENTARY) | |
| PD_Best Practice: New Teacher Support | TE_GT DATA MANAGER (ONLINE TESTING) | |
| PD_Forum 1 for CICs: Setting IPDP Goals | TE_Iowa/Logramos/CogAT K&5 | |
| PD_HISD Online tools | TE_Job Alike 2019: Formative Assessment Coordinator (FAC) | |
| PD_Pathways to YOUNiversity | TE_Online Principal Test Security | |
| PD_TOT Forum 3 Intro to EL Strategies - CICs | TE_Online Testing Logistics Workshop | |
| PD_TOT Forum 4 Mid-Year Reflections | TE_SECONDARY GT/COGAT/IOWA LOGRAMOS | |
| RA_Accountability Training - Data & Compliance High Schools | TE_Spring STAAR | |

Source: OneSource, 8/2018 through 11/2019

| Energized for Excellence STEM Southeast MS |
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| GT_30 Hour Foundational Training PK-12 |

Source: OneSource, 11/2019 Source: OneSource, 8/2018 through 11/2019

| Energized for Excellence STEM Southwest HS |
|--|
| CUS_Job Alike 2019: Secondary ELA - New Middle School TEKS and Adopted Resource Overview |
| GT_30 Hour Foundational Training PK-12 |
| GT_Social Emotional Needs of GT Children |
| HR_90 Day Survey |
| LD_Lead4ward Comprehension Strategies in Action Reading (6-EOC) |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Energized for Excellence STEM Southwest MS | | |
|--|--|---|
| CL_ SAT Test Coordinators Training | LD_ Grade 7 STAAR Writing | ML_ LPAC Documentation & Data Entry for EL Data Entry Personnel |
| CT_PGP Designee Training 2019 2020 | LD_ High School Leader Session | ML_ LPAC MOY Decision-Making for New LPAC Administrators - Elementary & Middle School |
| CU_ Abydos Grammar Camp: Second Edition | LD_ January 2019 Principals Meeting Area Breakout | ML_ LPAC MOY Decision-Making Updates for Returning LPAC Administrators - Elementary & Middle School |
| CU_ Introduction to Strategic Reading and Writing (SRW) | LD_ Principal Meeting 2018-2019 | ML_ SI Coach In-Service |
| CU_ Nov Early Childhood Early Dismissal | LD_ Principal Meeting 2019-2020 | ML_ TEXES ESL Supplemental Examination Preparation - Grades: PK-12 |
| CU_ Oct Early Childhood Early Dismissal | LD_ Professional Learning Series 2019 | ML_ Job Alike 2018: Bi/ESL |
| CU_ R3 Secondary Conference Registration | LD_ Professional Learning Series 2019: Solution Room | ML_ Teaching Social Studies to ELLs |
| CU_ STAARing Write in Kindergarten Part 1 | LD_ Reimagining SPED in HISD: lead4ward IEP to Action | MP_ Office of School Choice – Student Transfer On-line Application Training |
| CUS_ Academic Day 2019: ELA Middle School | LD_ Small Group Instruction in the Secondary Classroom | MP_ Program Choice Make-Up Training on the New FireFly System |
| EC_ Intro to CIRCLE Assessment | LD_ Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities | MP_ Office of School Choice - Student Transfer On-line Application Training |
| Employee Self Service | LD_ TELPAS 101: The Assessment | OneSource ME |
| FC_ Attendance Overview | LD_ Tier II Leader Meeting | PD_ Discover Kagan - West Area Schools Only |
| FC_ Fall PEIMS Training | LD_ Using the HUB to Enhance Learning | PD_ Tchr Appraisal & Development System (TADS) Initial Training |
| FC_ Opening of Schools | LD_ Walk in My Shoes: Empathy the Vital Skill | PD_ HISD Online tools |
| FC_ PEIMS Discipline Reporting | LD_ SLAS Update Training - Employee | PD_ TADS Update Training 2018-2019 |
| FC_ PEIMS Leaver 6-12 | ML_ Academic Vocabulary for English Learners - Part 1 (Online) | RA_ Accountability Training - Data & Compliance High Schools |
| FC_ PK-12 Summer PEIMS | ML_ IOWA (NRT) Test Administration | SE_ Translating in Spanish for the ARD/IEP Meeting and FIE Process |
| FC_ TSDS Enrollment Tracking | ML_ IPT Oral Test Administration | SP_ SIS Chancery Summer School Overview / Open Lab Gr 9-12 |
| GT_ 30 Hour Foundational Training PK-12 | ML_ LAS Links Language Proficiency Tests – 1-12 | SS_ CHAMPS Training: Proactive Approach to Classroom Management |
| GT_ Differentiation for Gifted Learners | ML_ Literacy Routines as a Sheltered Instruction Model Day 1 - Grades 6-12 | SS_ Sandy Hook Promise |
| GT_ Identification & Assessment for GT Students K-12 Online | ML_ Literacy Routines as a Sheltered Instruction Model Day 1 - Grades PreK-5 | TE_ FALL 2019 DATA SYMPOSIUM: GAME ON! |
| GT_ Social Emotional Needs of GT Children | ML_ Literacy Routines as a Sheltered Instruction Model Day 2 - Grades 6-12 | TE_ ONTRACK ELEMENTARY ASSESSMENTS & REPORTS |
| HR_ 90 Day Survey | ML_ Literacy Routines as a Sheltered Instruction Model Day 2 - Grades PreK-5 | TE_ Creating Item Bank Assessments |
| IO_ Read To Achieve | ML_ LPAC Basic Training PK-12 | TE_ Online Principal Test Security |
| LD_ Fake News vs. Facts: Everything You Need to Know About Allowable Supplemental Aids | ML_ LPAC BOY Updates for Returning LPAC Administrators | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Inspired for Excellence West | | |
|--|---|--|
| CG_ 2019-2020 School Guidelines | FC_TSDS Enrollment Tracking | LD_ "How Can I Help?" Administrative Coaching for Practical Impact |
| CG_ Job Alike 2019: Counseling and Guidance | HR_90 Day Survey | LD_ Lead4ward Power of Process Social Studies (4-EOC) |
| CG_TREX-OPEN LAB | IO Intervention Assistance Team Liaison June Training ECC & ES | ML_IOWA (NRT) Test Administration |
| CG_Counselor Support for Special Pops | IO Intervention Assistance Team Liaison June Training MS & HS | ML_LPAC EOY Documentation & Data Entry for EL Data Entry Personnel |
| CG_School Guidelines Overview 2018-2019 | IO Intervention Assistance Team Liaison Mid-Year PD | ML_SI Coach In-Service |
| CL_Texas OnCourse & PGP Training | IO Interventions Collaborative | MP_Program Choice Make-Up Training on the New FireFly System |
| CT_Personal Graduation Plan (PGP) Mandatory Training | LD_Becoming the Leader Everyone Loves (including): MIndset and Mindfulness Practices That Bring You | MP_Office of School Choice - Student Transfer On-line Application Training |
| CT_PGP Designee Training 2019 2020 | LD_Hiring My #1 Asset: Effective Teachers | OneSource ME |
| CUS_Academic Day 2019: CTE High School | LD_January 2019 Principals Meeting Area Breakout | PD_Discover Kagan - West Area Schools Only |
| CUS_Academic Day 2019: Science Middle School | LD_Joy Factor: Preventing Teacher Burnout | RA_Accountability Training - Data & Compliance Elementary & Middle Schools |
| CUS_Academic Day 2019: Social Studies | LD_Middle School Leader Session | SP_SIS Chancery Summer School Overview / Open Lab Gr 9-12 |
| CUS_Staff Development: MS Science Planning - November | LD_Parent Connect: Parent Portal (Administrator's Overview) | SS_CHAMPS Training: Proactive Approach to Classroom Management |
| Employee Self Service | LD_Principal Meeting 2018-2019 | SS_Creating Culturally Responsive Classrooms TOT |
| EO_Texas Community Schools Summit: The Power of Connection - Day 1 | LD_Principal Meeting 2019-2020 | SS_Sandy Hook Promise |
| EO_Texas Community Schools Summit: The Power of Connection - Day 2 | LD_Professional Learning Series 2019 | |
| EO_Texas Community Schools Summit: The Power of Connection - Day 3 | LD_Professional Learning Series 2019: Solution Room | |
| FC_Attendance Overview | LD_Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities | |
| FC_Fall PEIMS Training | LD_Tier II Leader Meeting | |
| FC_Opening of Schools | LD_Welcome Back 2019 | |
| FC_PEIMS Discipline Reporting | LD_Whole Child Literacy | |
| FC_PEIMS Leaver 6-12 | LD_Writing Write in Classrooms (PK-5) | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Mount Carmel Academy | | |
|---|---|--|
| AP_Advanced Placement Coordinators 6-12 | CUS_NFL Play 60 FitnessGram and FUTP60 Training | ML_LAS Links Language Proficiency Tests – 1-12 |
| AP_Job Alike 2018: AP English | CUS_Parent and Paternity Awareness Training | ML_LPAC Basic Training PK-12 |
| AP_Job Alike 2018: AP Mathematics | CUS_Physical Education Instructional Training and Healthy School Index | ML_LPAC Documentation & Data Entry for EL Data Entry Personnel |
| AP_Job Alike 2018: AP Science | CUS_Writing Souped-Up SUPER 8: Eight Foundational Practices for Teaching the Writer | ML_LPAC EOY Annual Review for LPAC Administrators - High School |
| AP_Job Alike 2018: Heritage/AP World Language | DI_Student Discipline SEL | ML_TExES ESL Supplemental Examination Preparation - Grades: PK-12 |
| AP_Job Alike 2019: Grade 9 - 12 Training for AP Teachers | Employee Self Service | MP_Office of School Choice - Student Transfer On-line Application Training |
| AP_PLC Social Studies & Art | EX_Job Alike 2019: Title I | OneSource ME |
| AP_World History PLC | EX_Title I Three Elements Training | OS_Non-Employee - Contractor Activate/Reactivate/Deactivate |
| AP_2018 Pre-AP Laying the Foundation | FA_Academic Day 2019: Fine Arts K-12 | RS_Retirement Seminar |
| AP_Advanced Placement Basics | FA_Job Alike 2018 Vocal Music/General Music/Piano | SE_EASY IEP Administrators/Related Service Providers |
| AP_Human Geography PLC | FC_Attendance Overview | SS_De-escalation TOT |
| CE_Volunteer Coordinators VIPS/RAPTOR Training | FC_Fall PEIMS Training | SS_Sandy Hook Promise |
| CE_RAPTOR Volunteer Management System Training | FC_Opening of Schools | TE_Job Alike 2019: New FAC Orientation |
| CG_Job Alike 2019: Counseling and Guidance | FC_PEIMS Discipline Reporting | TE_2019 Campus Assessment Plan Team Reboot Camp |
| CG_Job Alike 2018: Counselors | FC_TSDS Enrollment Tracking | TE_CTC Best Practices/Test Security/TMC |
| CL_PSAT Test Coordinator Training HS | HISD Connect Change Agent | TE_Fall STAAR EOC |
| CL_SAT Test Coordinators Training | HM_Asthma Basics | TE_Interim Assessment Test Administration |
| CL_Job Alike 2018: College Readiness | HPE_Academic Day 2019: Health/Physical Education K-12 | TE_Online Credit By Exam 2019-2020 |
| CT_Jasperactive | HR_90 Day Survey | TE_Online Principal Test Security |
| CT_Personal Graduation Plan (PGP) Mandatory Training | IO_Section 504 Update Training | TE_Online Testing Logistics Workshop |
| CT_PGP Designee Training 2019 2020 | IO_Intervention Assistance Team Liaison Professional Development | TE_Spring STAAR |
| CU_Job Alike 2018: K-12 World Languages/LOTE | KB_SharePoint Member Training | TE_TELPAS & TELPAS ALT TEST ADMINISTRATION |
| CU_Differentiation Techniques and Activities in the World Languages Classroom | KB_SharePoint Site Owner 1 | TE_TELPAS Workshop |
| CU_Job Alike 2018: Strategic Reading and Writing (SRW) | LD_High School Leader Session | TE_Test Security & Test Program Management for CTCs |
| CU_Writing Intensives | LD_January 2019 Principals Meeting Area Breakout | TE_TestHound Pro Training |
| CUS_Academic Day 2019: CTE High School | LD_Joy Factor: Preventing Teacher Burnout | VS_Graduation Coach-Monthly Meeting |
| CUS_Academic Day 2019: ELA High School | LD_Principal Meeting 2018-2019 | |
| CUS_Academic Day 2019: Science High School | LD_Principal Meeting 2019-2020 | |
| CUS_Academic Day 2019: Social Studies High School | LD_TELPAS 101: The Assessment | |
| CUS_Job Alike 2018: Imagine Math | LD_Tier II Leader Meeting | |
| CUS_Job Alike 2018: PK-12 HPE | LD_Welcome Back 2019 | |
| CUS_Job Alike 2019: Secondary Math - MS Department Chairs | LD_Lead4ward CSI Special Education | |
| CUS_Health Smart Training | LD_SLAS Update Training - Appraiser | |
| CUS_Job Alike 2018 Math: Algebra 2 Master Course Preview | LD_SLAS Update Training - Employee | |
| CUS_JOB ALIKE 2019: PK-12 World Languages - Using Project-Based Language Learning | LO_Academic Day 2019: LOTE K-12 | |
| CUS_JOB-ALIKE 2019: PK-12 HPE | ML_BOY LPAC UPDATES | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Texas Connections Academy | |
|---|---|
| AP_ Advanced Placement Coordinators 6-12 | CL_Job Alike 2018: College Readiness |
| AP_ Capstone District PLC | CT_ Personal Graduation Plan (PGP) Mandatory Training |
| AP_ Using Khan Academy to Enrich AP Instruction | CU_ Instructional Technology Leadership Academy |
| AP_ Advanced Placement Basics | CU_Job Alike 2018: Campus Instructional Technologists & Customer Service Representative |
| CE_RAPTOR Volunteer Management System Training | CU_Literacy Empowered Math Online |
| CG_Job Alike 2019: Counseling and Guidance | CUS_Job Alike 2019: Mathematics - Imagine Math |
| CG_Youth Mental Health First Aid Training | CUS_Middle School/High School Social Studies Dept. Chairperson Meeting. |
| CL_College Readiness Institute | CUS_Job Alike 2019: Secondary ELA Department Chairpersons, HS |
| CL_Dual Credit-Strategy for Success #2 | CUS_Job Alike 2019: Secondary Social Studies: Dept. Chairpersons: Formative Assessment for Learning |
| CL_PSAT Test Coordinator Training HS | CUS_Secondary ELA Chairpersons Meeting |
| CL_SAT Test Coordinators Training | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| TSU Charter Lab School | | |
|---|--|--|
| CE_Volunteer Coordinators VIPS/RAPTOR Training | FC_Fall PEIMS Training | LD_Welcome Back 2019 |
| CE_RAPTOR Volunteer Management System Training | FC_Opening of Schools | LD_Writing Write in Classrooms (PK-5) |
| CG_School Guidelines Overview 2018-2019 | FC_PEIMS Discipline Reporting | LD_Lead4ward Comprehension Strategies in Action Reading (K-5) |
| CU_Developing Reader and Writers in Pre-K | FC_PK-12 Summer PEIMS | LD_RL360 BOY Reports |
| CU_Do The Math: Grade 2 | FC_TSDS PEIMS Training for Principals | LD_RL360 Progress Monitoring Reports |
| CU_Handwriting without Tears | HM_Bleeding Control Basics Course | LD_SLAS Update Training - Appraiser |
| CU_Houghton Mifflin Harcourt (HMH) for Teachers | HM_Chancery For Campus Based Nurses | LD_SLAS Update Training - Employee |
| CU_Moving Readers Forward: Pre-A and Emergent K-5 | HR_90 Day Survey | |
| CU_New TEKS Reboot | HR_Summer School Selector | |
| CU_Nov Early Childhood Early Dismissal | IO_Dyslexia Interventionist Training for Elementary | MP_Office of School Choice – Student Transfer On-line Application Training |
| CU_Do The Math: Kinder | IO_Intervention Assistance Team Liaison June Training ECC & ES | MP_Program Choice Training on new FireFly System |
| CU_Elementary Summer School - 2019 | IO_Intervention Assistance Team Liaison Professional Development | MP_Office of School Choice - Student Transfer On-line Application Training |
| CU_Igniting Inquiry in the 5E Model of Science Instruction | IO_Year 2 Interventions Launch | OneSource ME |
| CU_K-5 Reading Lead Teacher Meeting | KB_Raptor Virtual Volunteer Portal | OS_Non-Employee - Contractor Activate/Reactivate/Deactivate |
| CU_PK Training Hours | KB_SharePoint Member Training | RA_Fall 2019 Accountability Data Session |
| CU_Recruitment and Registration 2019-2020 | KB_SharePoint Site Owner 1 | SP_SIS Chancery Summer School Overview / Open Lab Gr PK-5 |
| CUE_September 2019 K-1 ELA/SLA Staff Development Day Instruct. Planning | KB_SharePoint Site Owner 2 | SS_De-escalation TOT |
| CUE_Staff Development Day - Pre-K 3 | LD_Authentic Instructional Rounds | SS_Sandy Hook Promise |
| EC_Developing Scientists and Mathematicians in Pre-K | LD_Co-Teach: Literacy Routines | TE_FALL 2019 DATA SYMPOSIUM: GAME ON! |
| EC_Pre-K Curriculum Camp | LD_Connecting Social Emotional Learning & Literacy Instruction: Guided Practice for Campus Leaders | TE_2019 Campus Assessment Plan Team Reboot Camp |
| EC_Staff Development Days | LD_Fluid Literacy Block Components | TE_CTC Best Practices/Test Security/TMC |
| EC_3 Year Old vs. 4 Year Old | LD_Guided Math and Workstations | TE_Data Manager Workshop |
| EC_ESL Do I Really Get It in Prekindergarten | LD_Imagine Math for All Students | TE_Formative Instructional Reports |
| EC_ESL Get to Know Me in Prekindergarten | LD_January 2019 Principals Meeting Area Breakout | TE_G/T ASSESSMENT TRAINING (ELEMENTARY) |
| EC_ESL Pump Up the Vocab in Prekindergarten | LD_Joy Factor: Preventing Teacher Burnout | TE_Job Alike 2019: Formative Assessment Coordinator (FAC) |
| EC_Intro to CIRCLE Assessment | LD_lead4ward 101 | TE_OnTrack: Navigation Basics |
| EC_PK Resources | LD_Leveling Up in Elementary Math | TE_Test Security & Test Program Management for CTCs |
| EC_Staff Development Days | LD_Leveraging the Elementary Math Toolkit | |
| Employee Self Service | LD_OSES Going Back to the Basics: Child Find, Informed Consent, and the FIE | |
| ES_STEAMING Through the PreK Day | LD_Principal Meeting 2018-2019 | |
| EX_2019 Summer School Orientation Training for Campus Administrators | LD_Principal Meeting 2019-2020 | |
| EX_Job Alike 2018: Title I | LD_Professional Learning Communities | |
| EX_Job Alike 2019: Title I | LD_Professional Learning Series 2019 | |
| EX_Parent and Family Engagement Training | LD_Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities | |
| EX_Title I Online Training Course | LD_Student Designated Supports: To Accommodate or Not to Accommodate | |
| EX_Title I Part A, Budget | LD_TELPAS 101: The Assessment | |
| EX_Title I Three Elements Training | LD_Tier II Leader Meeting | |
| FC_Attendance Overview | LD_Trauma Informed Practices | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Young Learners School | | |
|--|---|--|
| CU_Developing Reader and Writers in Pre-K | EC_PreK Workstations | ML_IPT Oral Test Administration |
| CU_Oct Early Childhood Early Dismissal | EC_Secrets to Increasing CIRCLE Scores | ML_Literacy Routines as a Sheltered Instruction Model Day 1 - Grades PreK-5 |
| CU_Pre-K - 12 Annual Mathematics Conference | Employee Self Service | ML_Literacy Routines: Do I Really Get It Strategies PK-12 |
| CU_Social Studies/Literacy Summit | EX_2019 Summer School Orientation Training for Campus Administrators | ML_Literacy Routines: Let's Talk Strategies PK-12 |
| CU_Writing Throughout the Pre-K Day | EX_Job Alike 2018: Title I | ML_Literacy Routines: Pencil to Paper Strategies PK-12 |
| CU_Degree in Early Childhood | EX_Parent and Family Engagement Training | ML_LPAC Basic Training PK-12 |
| CU_Getting To Know your ELs as Writers | EX_Title I Part A, Budget | ML_LPAC BOY Updates for Returning LPAC Administrators |
| CU_PK Training Hours | EX_Title I Three Elements Training | ML_LPAC EOY Annual Review for LPAC Administrators - Elementary & Middle School |
| CU_Recruitment and Registration 2019-2020 | FC_Attendance Overview | ML_Sheltered Instruction from Beginning to End PK-12 |
| EC_Developing Scientists and Mathematicians in Pre-K | FC_Fall PEIMS Training | ML_SI COACH INITIAL MEETING |
| EC_Pre-K Curriculum Camp | FC_Opening of Schools | ML_EL Data Entry & Documentation |
| EC_PRE-K MATHEMATICS | FC_PK-12 Summer PEIMS | ML_Job Alike 2018: Bil/ESL |
| EC_Pre-K Science | HR_90 Day Survey | MP_Program Choice Training on new FireFly System |
| EC_Week of the Young Child PD Event | LD_2018 TADS Appraiser Certification Final Assessment | MP_Office of School Choice - Student Transfer On-line Application Training |
| EC_3 Year Old vs. 4 Year Old | LD_Exploring Alternatives to Discipline & Conflict Resolution | OneSource ME |
| EC_BeeBots Coding for PK | LD_Implementation to Impact: Tools to Take SEL from Surviving to Thriving | OS_Non-Employee - Contractor Activate/Reactivate/Deactivate |
| EC_Building Vocabulary | LD_Leveraging the Elementary Math Toolkit | RM_Safety Recordkeeping SY 2018 - 2019 |
| EC_Dramatic Play in Pre-K | LD_OSES Going Back to the Basics: Child Find, Informed Consent, and the FIE | SE_Job Alike 2019: PALS and Explore Teachers |
| EC_ESL Do I Really Get It in Prekindergarten | LD_Principal Meeting 2018-2019 | SP_SIS Chancery Summer School Overview (Elementary) |
| EC_ESL Get to Know Me in Prekindergarten | LD_Principal Meeting 2019-2020 | SS_Creating Culturally Responsive Classrooms TOT |
| EC_ESL Pump Up the Vocab in Prekindergarten | LD_Professional Learning Series 2019 | SS_Sandy Hook Promise |
| EC_PK Resources | LD_Special Education: A Strategic Approach to Improving Outcomes for Students with Disabilities | TE_Lead4Ward Campus Support Fall |
| EC_Pre-A Guided Reading for PK | LD_Staff Documentation Training 2017-2018, 2018-2019 | |
| EC_Pre-K Lead Teacher Meeting #1 | LD_Tier II Leader Meeting | |
| EC_Pre-K Lead Teacher Meeting #2 | LD_Welcome Back 2019 | |
| EC_Pre-K Lead Teacher Meeting #3 | LD_SLAS Update Training - Appraiser | |
| EC_Pre-K Lead Teacher Meeting #4 | LD_TADS Certification Training | |
| EC_Pre-K Lead Teacher Meeting #5 | LD_TADS Recertification Training | |
| | ML_English Learner Summer School for PreK Teachers | |

Source: OneSource, 8/2018 through 11/2019

Appendix F (cont'd)
OneSource Learning by Charter School

| Young Scholars Academy | | |
|--|--|--|
| CE RAPTOR Volunteer Management System Training | FC PEIMS Discipline Reporting | LD Why Independent Reading Matters |
| CG Job Alike 2018: Counselors | GT Nature & Needs Service Options Online | LD From Teaching to the Evidence of Student Learning |
| CL PSAT Test Coordinator Training MS | GT New GT Coordinator Matrix Training | LD SLAS Update Training - Appraiser |
| CT Personal Graduation Plan (PGP) Mandatory Training | HR 90 Day Survey | LD SLAS Update Training - Employee |
| CU Developmental Stages of Writing in Prekindergarten | HR Summer School Selector | LD The Rigor Trifecta: A Winning Ticket for All Students |
| CU Social Studies/Literacy Summit | IO Intervention Assistance Team Liaison June Training ECC & ES | LD Welcome Back 2018-2019 |
| CU Elementary Curriculum Camps | KB SharePoint Site Owner 2 | MP Office of School Choice - Student Transfer On-line Application Training |
| CU HUB 360 Instruction | LD Interventions: A Year at a Glance | OneSource ME |
| CU_PK Training Hours | LD Leveraging the Elementary Math Toolkit | OS Non-Employee - Contractor Activate/Reactivate/Deactivate |
| CU PowerUp Super Saturdays | LD Literacy Routines to Support Literacy Across Content Areas | RA Fall 2019 Accountability Data Session |
| CUS Academic Day 2019: Math Middle School | LD PBL and Performance Measurement | SE Dive into Monitoring the ARD/IEP Process |
| DC Academic Instructional Pre-Service Planning 2018 - Elementary | LD Principal Meeting 2018-2019 | SS STOIC (Classroom Management) TOT |
| EC Pre-K Curriculum Camp | LD Principal Meeting 2019-2020 | TE 2019 Campus Assessment Plan Team Reboot Camp |
| Employee Self Service | LD Professional Learning Series 2019 | TE CTC Best Practices/Test Security/TMC |
| EX 2019 Summer School Orientation Training for Campus Administrators | LD RL360 Training BOY Reports and Targeted Interventions | TE GT DATA MANAGER (ONLINE TESTING) |
| EX Parent and Family Engagement Training | LD Tier II Leader Meeting | TE Iowa/Logramos/CogAT K&5 |
| EX Title I Part A, Budget | LD What Great Teachers Do Differently | TE Job Alike 2019: Formative Assessment Coordinator (FAC) |
| EX Title I Three Elements Training | | TE Online Gifted & Talented Kindergarten Training |
| FC Attendance Overview | | TE Snap 1 Data Dive |
| FC Fall PEIMS Training | | TE Spring STAAR |
| FC Opening of Schools | | TE Test Security & Test Program Management for CTCs |
| | | TE TestHound Pro Training |

Source: OneSource, 8/2018 through 11/2019