

# MEMORANDUM

August 8, 2013

TO: School Board Members

FROM: Terry B. Grier, Ed.D.  
Superintendent of Schools

SUBJECT: **2013 TEA ACCOUNTABILITY SYSTEM RATINGS**

CONTACT: Carla Stevens, (713) 556-6700

In accordance with educational requirements set forth by the 80th and 81st sessions of the Texas Legislature, the Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, has developed a new and more rigorous assessment system that will provide the foundation for a new accountability system for Texas public education. One of the most significant changes is in the area of assessment with the phasing out of the Texas Assessment of Knowledge and Skills (TAKS) and the phasing in of the State of Texas Assessments of Academic Readiness (STAAR™). The changes can be best understood by examining how new assessment and accountability systems will focus on increasing college and career readiness of the state's graduating high school students and making Texas students more competitive with other students both nationally and internationally.

The attached report provides a summary of the 2012-2013 district and campus accountability ratings under the new accountability system approved by the Texas Education Commissioner in April of this year.

In order to receive a "Met Standard" rating under the new system, all campuses and districts must meet accountability targets for each of four indexes for which they have performance data. These indexes (or measures) include: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

For the 2012-2013 school year, 58 campuses out of 268, or 22 percent, were identified in the "Improvement Required" category (see **Table 1**). For index level performance, refer to **Table 1a**. Campuses have until September 9<sup>th</sup>, 2013 to submit an appeal to TEA if a rating has been calculated in error.

**Table 1. HISD 2012-2013 Accountability Snapshot**

School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Met Standard N	Met Standard %
2012-2013 (New Model)	268*	58*	22*	210*	78*

\*Includes Paired Campuses

**Table 1a. HISD 2012-2013 Accountability Snapshot By Index**

Index	Total Campuses Rated	Improvement Required N	Improvement Required %	Met Standard N	Met Standard %
Index 1: Student Achievement	268*	17*	6*	251*	94*
Index 2: Student Progress	263*	28*	11*	235*	89*
Index 3: Closing Performance Gaps	265*	33*	12*	232*	88*
Index 4: Postsecondary Readiness	46	4	9	42	91

\*Includes Paired Campuses

In addition, campuses that receive an accountability rating of “Met Standard” are eligible for the following distinction designations in 2013. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations. **Of the 206 campuses eligible for a distinction designation, 154, or 75 percent were awarded one or more distinctions and a total of 307 individual distinctions were awarded.** The distinction designations and the number of campuses meeting these criteria are listed in **Table 2.**

**Table 2. HISD Distinction Designations**

Distinction Designation	Campuses Eligible	Awarded Distinction Designation N	Awarded Distinction Designation %
Top 25% Student Progress	206	94	47
Academic Achievement in Reading/ELA		125	62
Academic Achievement in Mathematics		88	44

Attached is the complete report. Should you have further questions, please contact my office or Carla Stevens in the Department of Research and Accountability at (713) 556-6700.



TBG

Attachments

cc: Superintendent’s Direct Reports  
 Chief School Officers  
 School Support Officers  
 Principal



# RESEARCH

Educational Program Report

## TEXAS EDUCATION AGENCY ACCOUNTABILITY SYSTEM RATINGS REPORT 2012-2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



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## Texas Education Agency Accountability Ratings Report 2012-2013

In accordance with educational requirements set forth by the 80th and 81st sessions of the Texas Legislature, the Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, has developed a new and more rigorous assessment system that will provide the foundation for a new accountability system for Texas public education. One of the most significant changes is in the area of assessment with the phasing out of the Texas Assessment of Knowledge and Skills (TAKS) and the phasing in of the State of Texas Assessments of Academic Readiness (STAAR™). The changes can be best understood by examining how new assessment and accountability systems will focus on increasing college and career readiness of the state's graduating high school students and making Texas students more competitive with other students both nationally and internationally.

The changes, primarily in response to the passage of Senate Bill 1031 (80th Texas Legislature, 2007) and House Bill 3 (HB 3, 81st Texas Legislature, 2009), include:

- Increasing the rigor and relevance of both standards and assessments;
- Creating and assessing postsecondary readiness standards;
- Establishing campus and district accountability based on higher college- and career-readiness performance standards on STAAR, and on distinctions earned by campuses demonstrating achievement in areas not measured by the STAAR program as well as on academic performance; and
- Establishing new time lines for interventions and sanctions while also expanding school closure and alternative management options.

On April 23, 2013, Commissioner of Education Michael L. Williams announced the four components that will be part of the new 2013 state accountability system for school districts, campuses and charters in Texas. The first ratings under this system were issued by the Texas Education Agency on August 8, 2013. The revised system will still use student assessments, but also makes use of additional indicators to provide parents and taxpayers greater detail on the performance of a district or charter and each individual campus throughout the state.

The 2013 accountability system uses a performance index framework that considers four indexes. Detailed information on each of the four indexes, including construction of the index, scoring tables, minimum size requirements and exclusions can be found in the [Accountability Technical Document](#) date April 23, 2013 which can be downloaded from the [Research and Accountability website](#). A one page overview is provided in **Appendix A**. The four indexes are:

### **Index 1 - Student Achievement**

Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard.

- All Students Only, combined over All Subject Areas
- Credit given for meeting phase-in Level II performance standard on:
  - STAAR Grades 3-8 English and Spanish for assessments administered in the spring;
  - EOC for assessments administered in the spring and the previous fall and summer;
  - STAAR Grades 3-8 and EOC Modified and Alternate;
  - STAAR L (linguistically accommodated); and,

- TAKS Grade 11 results at Met Standard performance

### **Index 2 - Student Progress**

Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels.

- Ten Student Groups Evaluated:
  - All Students
  - Each Race/Ethnicity: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
  - Students with Disabilities and English Language Learners (ELLs)
- By Subject Area (Reading, Math, and Writing for available grades)
- Same assessments used in Index 1 where student progress measures are available
- Credit based on weighted performance:
- One point credit given for each percentage of students at the Met growth expectations level and two point credit given for each percentage of students at the Exceeded growth expectations level

### **Index 3 - Closing Performance Gaps**

Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.

- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year
- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)
- Same Assessments Used in Index 1
- One point credit given for each percentage of students meeting the phase-in Level II performance standard

### **Index 4 - Postsecondary Readiness**

Includes measures of high school completion, and beginning in 2014, State of Texas Assessments of Academic Readiness (STAAR) performance at the postsecondary readiness standard. This measure emphasizes the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training programs or the military.

- High School Graduation
  - Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)
  - Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs
- Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates
  - Eight Student Groups Evaluated: All Students and each Race/Ethnicity

The purpose of this report is to summarize the 2012-2013 district and campus accountability ratings based on the accountability targets established for 2012-2013 in **Table 1**. District and campuses with students in Grade 9 or above must meet targets on all four indexes. Districts and campuses with students in Grade 8 or lower must meet targets on the first three indexes. To receive a “Met Standard” rating all campuses and districts must meet the accountability targets for each index for which they have performance data.

**Table 1. Accountability Targets**

Index	Level	Non-AEA* Target	AEA** Target
Index 1: Student Achievement	All	50	25
Index 2: Student Progress	High Schools/Multi	17	9
	Middle Schools	29	9
	Elementary Schools	30	N/A
	Districts	21	9
Index 3: Closing Performance Gaps	All	55	30
Index 4: Postsecondary Readiness	All	75	45

*\*Non-AEA Non Alternative Education Accountability \*\*AEA Alternative Education Accountability*

For the 2012-2013 school-year, 58 campuses out of 268, or 22 percent, were identified in the “Improvement Required” category (see **Table 2**). For index level performance, refer to **Table 2a**.

**Table 2. HISD 2012-2013 Accountability Snapshot**

School Year	Total Campuses Rated	Improvement Required N	Improvement Required %	Met Standard N	Met Standard %
2012-2013 (New Model)	268*	58*	22*	210*	78*

*\*Includes Paired Campuses*

**Table 2a. HISD 2012-2013 Accountability Snapshot By Index**

Index	Total Campuses Rated	Improvement Required N	Improvement Required %	Met Standard N	Met Standard %
Index 1: Student Achievement	268*	17*	6*	251*	94*
Index 2: Student Progress	263*	28*	11*	235*	89*
Index 3: Closing Performance Gaps	265*	33*	12*	232*	88*
Index 4: Postsecondary Readiness	46	4	9	42	91

*\*Includes Paired Campuses*

Campuses that receive an accountability rating of “Met Standard” are eligible for the following distinction designations in 2013. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations.

- Top 25% Student Progress
- Academic Achievement in Reading/English language arts (ELA)
- Academic Achievement in Mathematics

Campus distinction designations are based on campus performance in relation to a comparison group of campuses. Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on the following characteristics: campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency.

In addition, only campuses that receive an accountability rating of “Met Standard” are eligible for the distinction designations in 2013. Campuses evaluated under alternative education accountability (AEA) provisions are not eligible for distinction designations. Of the 206

campuses eligible for a distinction designation, **154, or 75 percent were awarded one or more distinctions and a total of 307 individual distinctions were awarded.** The distinction designations and the number of campuses meeting these criteria are listed in **Table 3.**

<b>Table 3. HISD Distinction Designations</b>			
<b>Distinction Designation</b>	<b>Campuses Eligible</b>	<b>Earned Designation N</b>	<b>Earned Designation %</b>
Top 25% Student Progress	206	94	47
Academic Achievement in Reading/ELA		125	62
Academic Achievement in Mathematics		88	44

*Top Twenty-Five Percent Distinction Designations*

- Campus top twenty-five percent distinction designations will be based on performance on Index 2: Student Progress. Campuses that are in the top quartile of their campus comparison group in performance on Index 2 are awarded a distinction.

*Academic Achievement Distinction Designations (AADD) for Reading/ELA and Mathematics*

The Academic Achievement Distinction Designations recognize outstanding academic achievement on a variety of indicators based on comparison groups of similar campuses (see **Figure 1**, page 5). Campuses in the top 25% (top quartile) of their campus comparison group are eligible for a distinction designation for either the reading/ELA or mathematics:

- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures receive a distinction designation for that subject area.
- High schools in the top quartile on at least 33% of their eligible measures receive a distinction designation for that subject area.

<b>Figure 1. AADD Indicators by Campus Type and Subject</b>							
<b>AADD Indicator</b>	<b>High School</b>	<b>Middle School</b>	<b>Junior High</b>	<b>Elementary</b>	<b>K-8</b>	<b>K-12</b>	
Attendance Rate	<i>Not Subject Specific/Applies to both subjects and all levels</i>						
Greater than Expected Student Growth	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	
Grade 3 Reading Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 4 Writing Performance (Level III)				R/ELA	R/ELA	R/ELA	
Grade 5 Math Performance (Level III)		Math	Math	Math	Math	Math	
Grade 7 Writing Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Grade 8 Reading Performance (Level III)		R/ELA	R/ELA		R/ELA	R/ELA	
Algebra I by Grade 8 – Participation		Math	Math		Math	Math	
Algebra I by Grade 8 – Participation (Level III)		Math	Math		Math	Math	
AP/IB and Advanced/Dual Enrollment Course Completion Participation	ELA & Math					ELA & Math	
AP/IB Examination Performance: ELA	R/ELA					R/ELA	
AP/IP Examination Performance: Math	Math					Math	
SAT/ACT Participation	ELA & Math					ELA & Math	
SAT Performance: ELA	R/ELA					R/ELA	
SAT Performance: Math	Math					Math	
ACT Performance: ELA	R/ELA					R/ELA	
ACT Performance: Math	Math					Math	
<b>Total Indicators</b>	<b>Reading/ELA</b>	7	4	4	4	6	11
	<b>Mathematics</b>	7	5	5	3	5	10

Complete scoring information on all campuses can be found in **Table 4**, beginning on page 8. **Table 4** also lists Distinction Designations that were earned.

All campuses serving grades PK-12 must receive an accountability rating. However, campuses with no state assessment results due to grade span served are incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. These campuses, though not rated in the past, receive a rating based solely on the paired campus' performance. These campuses, along with their pairs, are identified in **Table 5**, on page 14. Campuses not rated include Beechnut Academy, Community Services, Elementary DAEP, HCC Life Skills, JJAEP, and Liberty.

The campuses listed in **Table 6**, beginning on page 15, are projected to be rated as "Improvement Required" for the index score highlighted in red.

On July 1st, 2013, the Houston Independent School District annexed North Forest Independent School District (NFISD) under the direction of Commissioner Michael Williams. Though NFISD campuses are not included in HISD's accountability ratings for the 2012-2013 school year, they were evaluated by the State. NFISD's accountability ratings for the 2012-2013 school year are also provided in this report in **Table 7**.

Lastly, **Figure 2** provides an accountability snapshot of HISD campuses for the 2012-2013 school year by placing rated campuses into one of two categories (Met Standard or Improvement Required).

Table 4. Campus TEA Ratings and Distinction Designations for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
+ADVANCED VIRTUAL ACADEMY	69	N/A	N/A	33		
ALCOTT	41	30	36	N/A		
ALMEDA	60	40	71	N/A		
ANDERSON	67	29	72	N/A		
ASKEW	72	41	63	N/A	Reading/ELA	
ATHERTON	83	53	85	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
*ATTUCKS MS	54	40	53	N/A		
AUSTIN HS	62	24	68	84	Top 25% Student Progress	
BARRICK	77	43	82	N/A	Reading/ELA, Mathematics	
BASTIAN	56	30	54	N/A		
BELL	75	40	80	N/A	Reading/ELA, Mathematics	
BELLAIRE HS	86	37	82	84	Top 25% Student Progress, Reading/ELA, Mathematics	
BENAVIDEZ	64	59	63	N/A	Top 25% Student Progress, Reading/ELA	
BENBROOK	73	47	76	N/A	Top 25% Student Progress, Reading/ELA	
BERRY	61	36	68	N/A		
BLACK MS	57	30	55	N/A		
*BLACKSHEAR	48	32	47	N/A		
BONHAM	71	51	74	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
BONNER	76	42	80	N/A	Reading/ELA, Mathematics	
BRAEBURN	64	48	81	N/A	Mathematics	
BRIARGROVE	82	39	71	N/A		
BRIARMEADOW CHARTER	90	47	89	N/A	Top 25% Student Progress, Reading/ELA	
BRISCOE	69	35	65	N/A		
BROOKLINE	61	39	69	N/A		
BROWNING	73	34	76	N/A		
BRUCE	60	41	56	N/A		
BURBANK ES	79	47	74	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
BURBANK MS	82	43	83	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
BURNET	68	29	73	N/A		
BURRUS	59	48	64	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
BUSH	94	55	85	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
CAGE	78	35	78	N/A	Reading/ELA	
CARNEGIE HS	100	44	100	100	Top 25% Student Progress, Reading/ELA, Mathematics	
CARRILLO	77	39	91	N/A	Reading/ELA	
CHALLENGE HS	98	41	97	98	Reading/ELA, Mathematics	
CHAVEZ HS	66	21	68	82		
CLIFTON MS	77	41	79	N/A	Top 25% Student Progress, Mathematics	

\*Apollo Campus +Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 4 continued. Campus TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
CODWELL	59	36	56	N/A		
CONDIT	91	45	86	N/A	Reading/ELA	
COOK	54	34	59	N/A		
COOP	54	40	55	N/A	Reading/ELA	
CORNELIUS	88	49	94	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
CRESPO	68	24	79	N/A		
CROCKETT	75	51	72	N/A	Top 25% Student Progress, Reading/ELA	
CULLEN MS	65	34	65	N/A		
CUNNINGHAM	66	42	71	N/A		
DAILY	82	53	79	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
*DAVILA	69	60	79	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
DAVIS HS	66	23	68	87		
DE CHAUMES	83	42	88	N/A	Reading/ELA, Mathematics	
DE ZAVALA	85	46	89	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
DEADY MS	55	31	59	N/A	Reading/ELA	
DE ANDA	56	30	61	N/A		
DEBAKEY HS	100	50	99	100	Top 25% Student Progress, Reading/ELA, Mathematics	
DODSON	63	51	59	N/A	Top 25% Student Progress	
DOGAN	45	32	43	N/A		
*DOWLING MS	66	41	61	N/A	Top 25% Student Progress	
DURHAM	61	41	59	N/A		
DURKEE	55	35	42	N/A		
EAST EARLY COLLEGE HS	97	35	96	95	Top 25% Student Progress, Reading/ELA, Mathematics	
EASTWOOD ACADEMY	93	35	94	100	Top 25% Student Progress, Reading/ELA, Mathematics	
EDISON MS	59	29	66	N/A		
ELIOT	70	45	70	N/A		
ELROD	71	41	77	N/A	Mathematics	
EMERSON	70	50	79	N/A	Top 25% Student Progress, Reading/ELA	
EMPOWERMENT COLLEGE PREP HS	80	34	79	100	Top 25% Student Progress/Mathematics	
ENERGIZED ES	69	44	75	N/A	Reading/ELA, Mathematics	
ENERGIZED HS SE	64	28	62	95		
ENERGIZED HS SW	78	28	78	100	Mathematics	
ENERGIZED MS	80	53	77	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
ENERGIZED MS SE	60	30	58	N/A		
ENERGIZED MS SW	79	50	88	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
FIELD	86	53	90	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
FLEMING MS	57	36	56	N/A	Top 25% Student Progress	
FOERSTER	51	35	47	N/A		
FONDREN	78	36	74	N/A	Mathematics	
*FONDREN MS	61	33	62	N/A		
FONVILLE MS	61	35	67	N/A		

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 4 continued. Campus TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
FOSTER	50	47	48	N/A		
FRANKLIN	57	37	52	N/A		
*FROST	81	52	82	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
FURR HS	63	24	65	85	Top 25% Student Progress	
GALLEGOS	77	42	82	N/A	Reading/ELA, Mathematics	
GARCIA	58	28	56	N/A		
GARDEN OAKS	68	44	67	N/A	Reading/ELA	
GARDEN VILLAS	67	29	71	N/A		
GOLFCREST	68	43	75	N/A	Top 25% Student Progress	
GRADY MS	80	36	73	N/A		
GREGG	77	49	74	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
GREGORY-LINCOLN	59	35	56	N/A		
GRISSOM	55	31	46	N/A		
GROSS	60	50	64	N/A	Top 25% Student Progress, Reading/ELA	
HAMILTON MS	79	38	79	N/A	Top 25% Student Progress, Reading/ELA	
+HARPER	42	N/A	44	53		
HARRIS, J.R.	74	31	87	N/A		
HARRIS, R.P.	69	51	72	N/A	Top 25% Student Progress, Reading/ELA	
HARTMAN MS	77	38	82	N/A	Top 25% Student Progress, Mathematics	
HARTSFIELD	39	18	39	N/A		
HARVARD	87	47	84	N/A	Reading/ELA	
HELMS	59	28	62	N/A		
HENDERSON, J.P.	79	35	82	N/A	Reading/ELA, Mathematics	
HENDERSON, N.Q.	70	41	69	N/A	Reading/ELA	
HENRY MS	58	34	57	N/A		
HEROD	83	53	78	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
HERRERA	68	37	75	N/A		
*HIGHLAND HEIGHTS	57	37	54	N/A		
+HIGH SCHOOL AHEAD	25	29	19	N/A		
HINES-CALDWELL	76	37	84	N/A	Reading/ELA, Mathematics	
HOBBY	61	37	52	N/A		
HOGG MS	59	28	60	N/A		
HOLLAND MS	64	37	59	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
+HOPE ACADEMY	41	N/A	35	76		
HORN	97	64	96	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
HOUSTON INTERNATIONAL HS	91	37	90	96	Top 25% Student Progress, Reading/ELA, Mathematics	
HOUSTON MST	60	18	56	73		
HSLECJ	90	24	89	98	Mathematics	
HSPVA	97	36	94	99	Top 25% Student Progress, Reading/ELA, Mathematics	
+INSPIRED WEST	12	30	8	N/A		

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 4 continued. Campus TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
*ISAACS	49	36	54	N/A		
JACKSON MS	58	32	49	N/A		
JANOWSKI	69	45	63	N/A	Top 25% Student Progress, Reading/ELA	
JEFFERSON	87	63	88	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
JOHNSTON MS	82	42	77	N/A	Top 25% Student Progress, Reading/ELA	
*JONES HS	51	24	53	69		
JORDAN HS	82	24	82	96		
KANDY STRIPE	49	30	49	N/A		
KASHMERE GARDENS	49	40	46	N/A		
*KASHMERE HS	44	14	42	85		
*KELSO	54	14	55	N/A		
KENNEDY	76	41	77	N/A	Reading/ELA	
KETELSEN	76	41	85	N/A	Reading/ELA	
*KEY MS	68	37	67	N/A	Top 25% Student Progress	
KOLTER	92	54	83	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
LAMAR HS	87	27	86	93	Reading/ELA, Mathematics	
LANIER MS	93	49	90	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
LANTRIP	78	45	82	N/A	Top 25% Student Progress, Reading/ELA	
+LAS AMERICAS MS	5	N/A	N/A	N/A		
LAW	64	33	61	N/A	Reading/ELA	
*LEE HS	65	29	71	80	Top 25% Student Progress, Mathematics	
LEWIS	55	36	60	N/A		
LOCKHART	77	43	75	N/A	Reading/ELA, Mathematics	
LONG ACADEMY	55	28	64	N/A		
LONGFELLOW	68	39	67	N/A		
LOOSCAN	62	36	70	N/A	Reading/ELA	
LOVE	69	31	76	N/A	Reading/ELA	
LOVETT	90	42	89	N/A	Reading/ELA	
LYONS	88	49	88	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
MACGREGOR	80	29	84	N/A		
MADING	59	31	58	N/A		
MADISON HS	60	17	59	84		
MANDARIN CHINESE SCHOOL	76	60	81	N/A	Top 25% Student Progress, Mathematics	
MARSHALL MS	66	36	64	N/A		
MARTINEZ, C.	64	25	60	N/A		
MARTINEZ, R.	55	47	60	N/A	Top 25% Student Progress	
MCGOWEN	39	32	38	N/A		
MCNAMARA	60	44	81	N/A	Top 25% Student Progress	
MCREYNOLDS MS	62	32	61	N/A		
MEMORIAL	71	37	79	N/A	Reading/ELA	

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 4 continued. Campus TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
MILBY HS	61	24	62	82	Top 25% Student Progress, Reading/ELA, Mathematics	
MILNE	56	32	59	N/A		
MITCHELL	65	50	62	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
MONTGOMERY	66	23	68	N/A		
MORENO	79	41	78	N/A	Reading/ELA	
MOUNT CARMEL ACADEMY	80	23	81	94	Reading/ELA, Mathematics	
NEFF ES	78	44	85	N/A	Top 25% Student Progress, Mathematics	
NORTH HOUSTON EARLY COLLEGE HS	91	29	90	94	Reading/ELA, Mathematics	
NORTHLINE	58	29	63	N/A		
OAK FOREST	93	55	88	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
OATES	74	52	77	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
ORTIZ MS	68	40	69	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
OSBORNE	78	48	81	N/A	Top 25% Student Progress, Reading/ELA	
PAIGE	66	62	66	N/A	Top 25% Student Progress, Mathematics	
PARK PLACE	84	51	81	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
PARKER	87	49	87	N/A	Reading/ELA, Mathematics	
PATTERSON	73	51	75	N/A	Top 25% Student Progress, Reading/ELA	
PECK	62	34	62	N/A	Reading/ELA	
PERSHING MS	81	42	78	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
PETERSEN	63	20	48	N/A		
PILGRIM ACADEMY	76	40	87	N/A	Reading/ELA	
PIN OAK MS	94	52	91	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
PINEY POINT	71	43	78	N/A		
PLEASANTVILLE	75	40	78	N/A	Reading/ELA	
POE	82	46	76	N/A	Reading/ELA	
PORT HOUSTON	73	42	78	N/A	Reading/ELA, Mathematics	
PROJECT CHRYSALIS	94	43	94	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
+PROVISION	38	33	37	N/A		
PUGH	60	23	68	N/A		
+REACH HS	32	N/A	N/A	58		
REAGAN EDUCATION CENTER	57	30	62	N/A		
REAGAN HS	77	24	75	87	Mathematics	
RED	80	49	77	N/A	Top 25% Student Progress, Reading/ELA	
REVERE MS	73	40	74	N/A	Top 25% Student Progress, Reading/ELA	
REYNOLDS	56	34	57	N/A		
RICE SCHOOL	84	39	83	N/A	Reading/ELA	
RIVER OAKS	97	65	87	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
ROBERTS	94	61	84	N/A	Top 25% Student Progress, Reading	
*ROBINSON	69	43	67	N/A		

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 4 continued. Campus TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
RODRIGUEZ	79	49	88	N/A	Top 25% Student Progress, Reading/ELA	
ROGERS, T.H.	91	66	77	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
ROOSEVELT	78	51	79	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
ROSS	49	32	52	N/A		
RUCKER	69	45	63	N/A	Reading/ELA	
RUSK	70	41	75	N/A	Reading/ELA	
*RYAN MS	55	32	53	N/A		
SANCHEZ	76	35	82	N/A	Reading/ELA, Mathematics	
*SCARBOROUGH	85	37	82	N/A	Reading/ELA, Mathematics	
SCARBOROUGH HS	61	16	59	78		
SCHOOL AT ST. GEORGE PLACE	82	52	80	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
SCROGGINS	76	33	74	N/A	Reading/ELA	
SEGUIN	79	38	85	N/A		
SHADOWBRIAR	67	47	63	N/A	Top 25% Student Progress	
*SHARPSTOWN HS	59	26	65	79	Top 25% Student Progress, Mathematics	
SHARPSTOWN INTERNATIONAL	82	39	84	99	Top 25% Student Progress, Reading/ELA	
SHEARN	72	41	83	N/A	Mathematics	
SHERMAN	68	34	65	N/A		
SINCLAIR	77	55	76	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
SMITH, K.	78	51	77	N/A	Top 25% Student Progress, Mathematics	
SOUTHMAYD	76	52	76	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
STERLING HS	53	16	53	81		
STEVENS	76	49	83	N/A	Top 25% Student Progress, Reading/ELA	
STEVENSON MS	76	45	80	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
SUGAR GROVE ACADEMY	47	27	49	N/A		
SUTTON	77	31	91	N/A	Reading/ELA, Mathematics	
TEXAS CONNECTIONS ACAD	75	31	63	86	Reading/ELA	
THOMAS MS	63	42	61	N/A	Top 25% Student Progress	
THOMPSON	49	31	45	N/A		
TIJERINA	66	46	61	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
*TINSLEY	65	28	67	N/A		
TRAVIS	85	54	80	N/A	Top 25% Student Progress, Reading/ELA, Mathematics	
TWAIN	92	59	83	N/A	Top 25% Student Progress, Reading/ELA	
VALLEY WEST	77	38	77	N/A	Reading/ELA	
+VISION ACADEMY	30	8	32	94		
WAINWRIGHT	63	26	61	N/A		
*WALNUT BEND	77	44	76	N/A	Top 25% Student Progress, Reading/ELA	
WALTRIP HS	72	23	71	81	Reading/ELA, Mathematics	

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 4 continued. Campus TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
WASHINGTON HS	62	16	64	77		
WELCH MS	65	32	68	N/A		Reading/ELA
WESLEY	79	53	80	N/A		Top 25% Student Progress, Reading/ELA, Mathematics
WEST BRIAR MS	79	39	69	N/A		Reading/ELA
WEST UNIVERSITY	97	58	96	N/A		Reading/ELA, Mathematics
WESTBURY HS	64	21	69	78		
WESTSIDE HS	84	29	81	87		Top 25% Student Progress, Reading/ELA, Mathematics
WHARTON	85	43	86	N/A		Reading/ELA
WHEATLEY HS	48	16	53	71		
WHIDBY	59	59	57	N/A		Top 25% Student Progress, Reading/ELA
WHITE	86	45	88	N/A		Top 25% Student Progress, Reading/ELA, Mathematics
WHITTIER	69	47	73	N/A		Top 25% Student Progress, Reading/ELA
WILLIAMS MS	58	31	57	N/A		
WILSON	69	39	69	N/A		
WINDSOR VILLAGE	82	35	86	N/A		Reading/ELA
WOODSON	52	37	46	N/A		
WORTHING HS	46	14	45	78		
YATES HS	63	20	67	87		Mathematics
*YOUNG	52	45	51	N/A		
YOUNG MEN'S COLLEGE PREP.	85	34	85	100		Mathematics
YOUNG SCHOLARS	51	41	42	N/A		
YOUNG WOMEN'S COLLEGE PREP.	90	32	91	89		Reading/ELA
<b>HISD</b>	<b>71</b>	<b>37</b>	<b>70</b>	<b>85</b>		

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

<b>Table 5. Paired Campuses</b>		
<b>Campus</b>	<b>Paired Campus for Accountability Rating</b>	<b>Rating</b>
ASHFORD	SHADOWBRIAR	Met Standard
BELLFORT ACADMEY	LEWIS	Met Standard
ENERGIZED ECE	ENERGIZED ES	Met Standard
FARIAS ECEC	MORENO	Met Standard
HALPIN ECEC	TINSLEY	Improvement Required
KING, M. L. ECEC	WINDSOR VILLAGE	Met Standard
LAURENZO ECEC	BURNET	Improvement Required
MISTRAL ECEC	RODRIGUEZ	Met Standard
NEFF ECC	NEFF EL	Met Standard
TSU CHARTER LAB	LOCKHART	Met Standard
YOUNG LEARNERS	HARTSFIELD	Improvement Required

**Table 6. Campuses Identified as “Improvement Required” for 2012-2013** **Met Standard** **Improvement Required**

Campus	Accountability Index								
	Index 1: Student Achievement		Index 2: Student Progress		Index 3: Closing Performance Gaps			Index 4: Postsecondary Readiness	
	50 & 25	Reason (See codes on page 17)	HS/Multi –17 & 9 MS – 29 & 9 ES – 30 & N/A Districts – 21 & 9	Reason (See codes on page 17)	55 & 30	Reason (See codes on page 17)		75 & 45	Reason
ADVANCED VIRTUAL ACADEMY	69		N/A		N/A			33	RHSP/DAP
ALCOTT	41	R,M,W,Sc	30		36	Eco (R,M,W,Sc); AA (R,M,W,Sc);		N/A	
ANDERSON	67		29	R	72			N/A	
*ATTUCKS MS	54		40		53	Eco (W, Soc); AA (W,Soc)		N/A	
BASTIAN	56		30		54	Eco (M,Sc); AA (M,Sc)		N/A	
*BLACKSHEAR	48	R,M,W,Sc	32		47	Eco (R,M,W,Sc); AA (R,M,W,Sc)		N/A	
BURNET	68		29	M	73			N/A	
CRESPO	68		24	R,M	79			N/A	
DOGAN	45	R,M,W,Sc	32		43	Eco (M,W,Sc)		N/A	
DURKEE	55		35		42	Eco (M,W,Sc)		N/A	
FOERSTER	51		35		47	Eco (M,W,Sc); AA (M,Sc)		N/A	
FOSTER	50		47		48	Eco (M, Sc)		N/A	
FRANKLIN	57		37		52	Eco (W)		N/A	
GARCIA	58		28	R,M	56			N/A	
GARDEN VILLAS	67		29	M	71			N/A	
GRISSOM	55		31		46	Eco (R,M, W, Sc); AA (M,W,Sc)		N/A	
+HIGH SCHOOL AHEAD	25		29		19	Eco (R, M, Sc, Soc); AA, (R, M, Sc, W, Soc)		89	
HARTSFIELD	39	R,M,Sc	18	R,M	39	Eco (R,M,Sc)		N/A	
HELMS	59		28	R	62			N/A	
*HIGHLAND HEIGHTS	57		37		54	Eco (Sc); AA (M, Sc)		N/A	
HOBBY	61		37		52	Eco (M,Sc); AA (M,W,Sc)		N/A	
HOGG MS	59		28	M	60			N/A	
HOUSTON MST	60		18		56			73	GRAD
+INSPIRED WEST	12	R,M,W,Soc, Sc	30		8	Eco (R, M, W, Sc, Soc), AA (R, M, W, Sc, Soc)		N/A	
*ISAACS	49	R,M,W,Soc, Sc	36		54	Eco (R,M,W,Sc); H (R, M, W, Sc)		N/A	
JACKSON MS	58		32		49	Eco (Sc,Soc); AA (M,W,Sc Soc)		N/A	
*JONES HS	51		24		53	Eco (R,W) AA (R,W,Soc)		69	RHSP/DAP
KANDY STRIPE	49	M	30		49	Eco (M); AA (M)		N/A	

\*Apollo Campus +Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

Table 6 continued. Campuses Identified as “Needs Improvement” for 2012-2013						Met Standard	Improvement Required	
Campus	Accountability Index							
	Index 1: Student Achievement		Index 2: Student Progress		Index 3: Closing Performance Gaps		Index 4: Postsecondary Readiness	
	50 & 25	Reason (See codes on page 17)	HS/Multi –17 & 9 MS – 29 & 9 ES – 30 & N/A Districts – 21 & 9	Reason (See codes on page 17)	55 & 30	Reason (See codes on page 17)	75 & 45	Reason
KASHMERE GARDENS	49	M,W,Sc	40		46	Eco (M, W, Sc)	N/A	
*KASHMERE HS	44	R,W,Soc, Sc	14	R,M	42	Eco (R, W, Sc, Soc); H (R,W,Sc,Soc)	85	
*KELSO	54		14	R,M	55		N/A	
+LAS AMERICAS MS	5	R,M,W,Soc, Sc	N/A		N/A		N/A	
LONG ACADEMY	55		28		64		N/A	
MACGREGOR	80		29	M	84		N/A	
MARTINEZ, C.	64		25	M	60		N/A	
MCGOWEN	39	R,M,W,Sc	32		38	Eco (R,M,W,Sc); AA (R,M,W,Sc)	N/A	
MONTGOMERY	66		23	R,M	68		N/A	
NORTHLINE	58		29	R	63		N/A	
PETERSEN	63		20	R,M	48	Eco (M,W,Sc); AA (R,M)	N/A	
PUGH	60		23	R,M	68		N/A	
ROSS	49	R,M,W,Sc	32		52	Eco (M,Sc); AA (M,Sc)	N/A	
*RYAN MS	55		32		53	Eco (Soc)	N/A	
SCARBOROUGH HS	61		16	M	59		78	
STERLING HS	53		16	M	53	Eco (R, M, W, Sc, Soc) H (Soc,W)	81	
SUGAR GROVE ACADEMY	47	M,W,Soc,Sc	27		49	Eco (M,W,Sc,Soc); AA (M,W,Sc,Soc)	N/A	
THOMPSON	49	R,M,Sc	31		45	Eco (R,M Sc); AA (R,M,Sc,W)	N/A	
*TINSLEY	65		28	R	67		N/A	
+VISION ACADEMY	30		8	M	32		94	
WAINWRIGHT	63		26	R,M	61		N/A	
WASHINGTON HS	62		16	M	64		77	
WHEATLEY HS	48	R,W,Soc,Sc	16	M	53	Eco (R, W, Soc); H (W, Soc)	71	Grad
WOODSON	52		37		46	Eco (R, W, Sc, Soc)	N/A	
WORTHING HS	46	R,M,W,Soc,Sc	14	M	45	Eco (R, M, W, Sc, Soc) H (Soc,W)	78	
*YOUNG	52		45		51	Eco (M, Sc); AA (M, Sc)	N/A	
YOUNG SCHOLARS	51		41		42	Eco (R, M, Sc)	N/A	

\*Apollo Campus + Alternative Education Accountability (AEA) Campus Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

<p><b>Index 1:</b></p> <ul style="list-style-type: none"> <li>• R = Students below target on reading exams</li> <li>• M = Students below target on mathematics exams</li> <li>• W = Students below target on writing exams</li> <li>• Soc = Students below target on social studies exams</li> <li>• Sc = Students below target on science exams</li> </ul>	<p><b>Index 2:</b></p> <ul style="list-style-type: none"> <li>• R = Below target on reading exams</li> <li>• M = Below target on mathematics exams</li> <li>• W = Below target on writing exams</li> </ul>	<p><b>Index 3:</b></p> <ul style="list-style-type: none"> <li>• AA = Low performing African American population</li> <li>• A = Low performing Asian Population</li> <li>• Eco = Low performing Economically Disadvantaged population</li> <li>• H = Low performing Hispanic population</li> <li>• For codes in parenthesis refer to Index 1</li> </ul>	<p><b>Index 4:</b></p> <ul style="list-style-type: none"> <li>• Drop = High percentage of students dropping out</li> <li>• Grad = Low percentage of students graduating</li> <li>• RHSP/DAP = Low percentage of students receiving "Recommended" and "Distinguished" diplomas</li> </ul>
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Table 7. North Forest ISD TEA Ratings for 2012-2013					Met Standard	Improvement Required
Campus	Accountability Index				Distinction Designations	
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness		
	50 and 25	See Table 1	55 and 30	75 and 45		
ELMORE MS	35	27	28	N/A		
FONWOOD	56	44	49	N/A		
FOREST BROOK MS	37	28	35	N/A		
HIGH POINT	N/A	N/A	N/A	N/A		
HILLIARD	40	38	40	N/A		
LAKEWOOD	57	42	53	N/A		
NORTH FORST HS	42	14	41	64		
SHADYDALE	46	25	42	N/A		
THURGOOD MARSHALL	N/A	N/A	N/A	N/A	Paired with Shadydale	
YES PREP NORTH FOREST CAMPUS	73	29	71	88		
NFISD	47	27	48	63		

Cut Scores for Non AEA and AEA N/A = Not Applicable for ES & MS in 2013

## 2012-2013 TEA ACCOUNTABILITY RATINGS

### Houston Independent School District

<b>MET STANDARD 78% (210 out of 268)</b>	ALMEDA #ASHFORD ASKEW ATHERTON AUSTIN HS BARRICK BELL #BELLFORT ACADEMY BELLAIRE HS BENAVIDEZ BENBROOK BERRY BLACK MS BONHAM BONNER BRAEBURN BRIARGROVE BRIARMEADOW CHARTER BRISCOE BROOKLINE BROWNING BRUCE BURBANK ES BURBANK MS BURRUS BUSH CAGE CARNEGIE HS CARRILLO CHALLENGE HS CHAVEZ HS CLIFTON MS CODWELL CONDIT COOK COOP	CORNELIUS CROCKETT CULLEN MS CUNNINGHAM DAILY *DAVILA DAVIS HS DE CHAUMES DE ZAVALA DEADY MS DE ANDA DEBAKEY HS DODSON *DOWLING MS DURHAM EAST EARLY COLLEGE EASTWOOD ACADEMY EDISON MS ELIOT ELROD EMERSON EMPOWERMENT COLLEGE PREP HS #ENERGIZED ECE ENERGIZED ES ENERGIZED HS SE ENERGIZED HS SW ENERGIZED MS ENERGIZED MS SE ENERGIZED MS SW #FARIAS ECEC FIELD FLEMING FONDREN *FONDREN MS FONVILLE MS	*FROST FURR HS GALLEGOS GARDEN OAKS GOLFCREST GRADY MS GREGG GREGORY-LINCOLN GROSS HAMILTON MS +HARPER HARRIS, J.R. HARRIS, R.P. HARTMAN MS HARVARD HENDERSON, J.P. HENDERSON, N.Q. HENRY MS HEROD HERRERA HINES-CALDWELL HOLLAND MS +HOPE ACADEMY HORN HOUSTON 'INTL HS HSLEJ HSPVA JANOWSKI JEFFERSON JOHNSTON MS JORDAN HS KENNEDY KETELSEN *KEY MS #KING, M.L. ECEC KOLTER	LAMAR HS LANIER MS LANTRIP LAW *LEE HS LEWIS LOCKHART LONGFELLOW LOOSCAN LOVE LOVETT LYONS MADING MADISON HS MANDARIN CHINESE MARHSALL MS MARTINEZ, R. MCNAMARA MCREYNOLDS MS MEMORIAL MILBY HS MILNE #MISTRAL ECEC MITCHELL MORENO MT. CARMEL ACADEMY #NEFF ECC NEFF ES N.HOU. EARLY COLL OAK FOREST OATS ORTIZ MS OSBORNE PAIGE PARK PLACE PARKER	PATTERSON PECK PERSHING MS PILGRIM ACADEMY PIN OAK MS PINEY POINT PLEASANTVILLE POE PORT HOUSTON PROJECT CHRYSALIS +PROVISION +REACH HS REAGAN ED. CENTER REAGAN HS RED REVERE MS REYNOLDS RICE SCHOOL RIVER OAKS ROBERTS *ROBINSON RODRIGUEZ ROGERS, T.H. ROOSEVELT RUCKER RUSK SANCHEZ *SCARBOROUGH SCHOOL AT ST. GEORGE SCROGGINS SEGUIN SHADOWBRIAR *SHARPSTOWN HS SHARPSTOWN INTL.	SHEARN SHERMAN SINCLAIR SMITH, K. SOUTHMAYD STEVENS STEVENSON MS SUTTON TEXAS CONNECTIONS THOMAS MS TIJERINA TRAVIS #TSU CHARTER LAB TWAIN VALLEY WEST *WALNUT BEND WALTRIP HS WELCH MS WESLEY WEST BRIAR MS WEST UNIVERSITY WESTBURY HS WESTSIDE HS WHARTON WHIDBY WHITE WHITTIER WILLIAMS MS WILSON WINDSOR VILLAGE YATES HS YOUNG MEN'S YOUNG WOMEN'S
<b>IMPROVEMENT REQUIRED 22% (58 out of 268)</b>	ADVANCED VIRTUAL ACADEMY ALCOTT ANDERSON *ATTUCKS MS BASTIAN *BLACKSHEAR BURNET CRESPO DOGAN	DURKEE FOERSTER FOSTER FRANKLIN GARCIA GARDEN VILLAS GRISSOM #HALPIN ECEC HARTSFIELD HELMS	+HIGH SCHOOL AHEAD *HIGHLAND HEIGHTS HOBBY HOGG MS HOUSTON MST +INSPIRED WEST *ISAACS JACKSON MS *JONES HS	KANDY STRIPE KASHMERE GARDENS *KASHMERE HS *KELSO +LAS AMERICAS MS #LAURENZO ECEC LONG ACADEMY MACGREGOR MARTINEZ, C. MCGOWEN	MONTGOMERY NORTHLINE PETERSEN PUGH ROSS *RYAN MS SCARBOROUGH HS STERLING HS SUGAR GROVE ACADEMY THOMPSON	*TINSLEY +VISION ACADEMY WAINWRIGHT WASHINGTON HS WHEATLEY HS WOODSON WORTHING HS *YOUNG #YOUNG LEARNERS YOUNG SCHOLARS

\*Apollo Campus + AEA Campus #Paired Campus

# Overview of Performance Index Framework\*

Shaded areas are not evaluated in 2013

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Features of Index	<p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>All Students Only</li> <li>Combined over All Subject Areas</li> <li>Credit given for meeting phase-in Level II performance standard on:                             <ul style="list-style-type: none"> <li>STAAR Grades 3-8 English and Spanish for assessments administered in the spring;</li> <li>EOC for assessments administered in the spring and the previous fall and summer;</li> <li>STAAR Grades 3-8 and EOC Modified and Alternate;</li> <li>STAAR L (linguistically accommodated) based on the ATAC ELL Workgroup recommendations; and,</li> <li>TAKS Grade 11 results at Met Standard performance standard (2013 only).</li> </ul> </li> </ul>	<p><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>Ten Student Groups Evaluated:                             <ul style="list-style-type: none"> <li>All Students</li> <li>Each Race/Ethnicity:                                     <ul style="list-style-type: none"> <li>African American</li> <li>American Indian</li> <li>Asian</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>White</li> <li>Two or More Races</li> </ul> </li> <li>Students with Disabilities</li> <li>English Language Learners (ELLs)</li> </ul> </li> <li>By Subject Area (Reading, Math, and Writing for available grades)</li> <li>Same assessments used in Index 1 where student progress measures are available</li> <li>Credit based on weighted performance:                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of students at the Met growth expectations level</li> <li>Two point credit given for each percentage of students at the Exceeded growth expectations level</li> </ul> </li> </ul>	<p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year</li> <li>By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</li> <li>Same Assessments Used in Index 1</li> <li>Credit based on weighted performance:                             <ul style="list-style-type: none"> <li>One point credit given for each percentage of students meeting the phase-in Level II performance standard</li> <li>Two point credit given for each percentage of students meeting the final Level III Advanced performance standard</li> </ul> </li> </ul>	<p><b>Measures of Postsecondary Readiness</b> Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> <li>STAAR postsecondary readiness standard (final Level II) and</li> <li>high school graduation rates and diploma plans</li> </ol> <p><b>STAAR Postsecondary Readiness</b></p> <ul style="list-style-type: none"> <li>Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> <li>Combined over All Subject Areas</li> <li>Credit given for meeting postsecondary readiness standard (final Level II) on one or more tests</li> </ul> <p><b>High School Graduation</b></p> <ul style="list-style-type: none"> <li>Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)</li> <li>Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs</li> <li>Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates</li> <li>Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p style="border: 1px solid black; padding: 5px; text-align: center;">Career and Technical Education Indicators TBD (2015 and Beyond)</p>
	* Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.			
Additional Evaluations	<p><b>Apply Safeguards to Specific Performance Indexes, as needed:</b></p> <ul style="list-style-type: none"> <li>Report performance by student group, performance level, subject, and grade;</li> <li>Implement interventions focused on specific areas of weak performance;</li> <li>Implement interventions based on minimum participation rate targets; and,</li> <li>Implement interventions for excessive use of STAAR Modified and STAAR Alternate.</li> </ul>		<p><b>Academic Achievement Distinctions in Reading/ELA and Mathematics</b></p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, Advanced (Level III) Performance on STAAR, Advanced/Dual Enrollment Course Completion, and Attendance Rates.</p>	