

MEMORANDUM

February 23, 2022

TO: Pamela Evans
Director, External Funding

FROM: Allison E. Matney, Ed.D.
Executive Officer, Research and Accountability

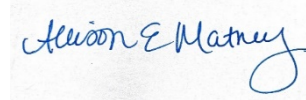
SUBJECT: **TITLE I, PART A STUDENT ACHIEVEMENT, 2020–2021**

The Title I, Part A Student Achievement Report for 2020–2021 describes the academic performance of students enrolled in Title I schools within the Houston Independent School District (HISD). Student performance was measured on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 (English and Spanish combined) and End-of-Course (EOC) assessments. Results presented were aggregated by school year, school office, grade, and campus level.

Key findings include:

- Based on Title I participation status and Average Daily Attendance (ADA) membership status (greater than 0), data obtained from the 2020 Fall PEIMS revealed 178,962 students enrolled in the 249 HISD Title I-funded schools as of October 30, 2020.
- The participation rates in HISD Title I campuses for STAAR 3–8 Reading, Mathematics, Writing, Science, and Social Studies in Spring 2021 administration were 72%, 70%, 72%, 66%, and 58%, respectively (English and Spanish combined).
- Districtwide, Title I students who took the STAAR 3–8 subject assessments experienced decreases in the percentage of students who performed at or above the Approaches Grade Level standard on all subjects. Due to global pandemic COVID-19 and its effects on STAAR Test on school Year 2019–2020 and 2020–2021. Comparisons between all Title I students tested should not be made.
- The results of the Title I students were lower than non Title I students across all STAAR 3–8 subjects in 2020–2021. The differences ranged from 35 percentage points in Reading to 52 percentage points in Social Studies. Same pattern was observed in 2018–2019. The downward trends were observed for both Title I and non Title I students across all subjects.
- The results of the Title I students were lower than non Title I students across all STAAR EOC subjects in 2020–2021. The differences ranged from 18 percentage points in U.S. History to 42 percentage points in English I.
- Grouped by HISD school office in 2020–2021, the Northwest School Office had the highest percentages of students who met at or above the Approach Grade Level Standard in all STAAR 3–8 and EOC subjects. In contrast, the Achieve 180 School Office had the lowest percentage of passing rate on all STAAR 3–8 and EOC assessments.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at (713) 556-6700.



AEM

Attachment

cc: Millard L. House II
Dr. Shawn Bird
Tiffany Green
Glenn Reed

Assistant Superintendants
School Support Officers



RESEARCH

Educational Program Report

**TITLE I, PART A STUDENT ACHIEVEMENT
2020-2021**



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Title I, Part A Student Achievement Report, 2020–2021

Executive Summary

Program Description

The Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), is designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on state academic achievement standards and assessments. The program's goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools to address equitable access to a high-quality education.

The Houston Independent School District (HISD) Title I, Part A school programs are implemented on either a schoolwide or targeted assistance basis. According to the United State Department of Education (2015), a schoolwide program permits a school with at least 40 percent or more of its students at the poverty level to use funds from Title I, Part A and other federal education program funds and resources to both supplement and improve the educational program of the entire school in order to help students meet their state's academic achievement standards. While schoolwide programs have autonomy in how they use their Title I funds, operated programs or interventions are still required to include reform strategies that increase the amount and quality of student learning and provide a high-quality curriculum for all children.

In contrast, "targeted assistance programs" are offered to students that are identified as most at risk of failing to meet their state's academic achievement standards at Title I schools with a less than 40 percent of its students at the poverty threshold, or that choose not to implement a schoolwide program (USDE, 2015). In the 2020–2021 school year, the majority of HISD Title I school programs (248 of 249) were implemented as schoolwide programs. Condit Elementary school was the only HISD Title I campus that implemented the program on a targeted assistance basis.

Purpose of the Evaluation Report

The purpose of this report is to describe the academic achievement of students enrolled in Title I HISD schools during 2020–2021, as measured by the state's standardized assessments. This report describes student performance on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 (English and Spanish combined) and End-of-Course (EOC) exams. Results presented were aggregated by school year, district, school office, grade level, and campus.

Highlights

- Unduplicated HISD student enrollment on Title I-funded campuses decreased from 191,083 students enrolled in 254 campuses in 2019–2020 to 178,962 HISD students enrolled in 249 Title-I funded campuses in 2020–2021. Enrollment counts presented included only students coded as either '6' or '7' for Title I status, and students with an Average Daily Attendance membership status greater than zero.
- The participation rates in HISD Title I campuses for STAAR 3–8 Reading, Mathematics, Writing, Science, and Social Studies in the Spring 2021 administration were 72%, 70%, 72%, 66%, and 58%, respectively (English and Spanish combined).

- Districtwide, Title I students who took the STAAR 3–8 subject assessments experienced decreases in the percentage of students who performed at or above the Approaches Grade Level standard on all subjects. Due to the global pandemic COVID–19 and its effects on the STAAR tests in 2019–2020 and 2020–2021, comparisons between all Title I students tested should not be made.
- Compared to non-Title I students, a lower percentage of Title I students was at or above the Approaches Grade Level standard across all STAAR 3–8 subjects in 2020–2021. The differences ranged from 35 percentage points in Reading to 52 percentage points in Social Studies. The same pattern was seen in 2018–2019. Additionally, the downward trends were observed for both Title I and non-Title I students across all subjects in 2020–2021.
- The percentage of Title I students approaching grade level went down from 2018–2019 to 2020–2021 across all STAAR EOC subjects - English I and English II were the exceptions. Compared to non-Title I students, a lower percentage of Title I students was at or above the Approaches Grade Level standard across all STAAR EOC subjects in 2020–2021. The achievement gaps between Title I and non-Title I students ranged from 18 percentage points in U.S. History to 42 percentage points in English I in 2020–2021. However, the smaller gap between Title I and non-Title I students in English I and English II was observed in 2020–2021.
- When Title I students were grouped by HISD school office in 2020–2021, the Northwest School Office had the highest percentages of students who met at or above Approach Grade Level standard in all STAAR 3–8 and EOC subjects. In contrast, the Achieve 180 School Office had the lowest passing rate on all STAAR 3–8 and EOC assessments.

Recommendations

1. Continued efforts should be taken to ensure Title I HISD students enrolled in either schoolwide or targeted assistance programs are coded correctly as eligible participants for PEIMS in the Student Information System.
2. To improve academic progress in grade levels and subject areas where Title I students experienced regression in academic performance in 2020–2021, curriculum specialists and campus-level staff are encouraged to identify and address barriers to knowledge acquisition and application among diverse learners in classrooms, as well as assess any changes in instructional strategies, resources, and staff that may have been impacted by the pandemic in 2020–2021. The HISD Elementary Curriculum and Development Department has already committed to addressing the needs of these students by (a) using Universal Design for Learning (UDL) to provide intense focus on special populations, and (b) using House Bill 3 Reading and Literacy Plan as well as Math Literacy Plan to increase teachers' knowledge and skills and implement evidence-based practices to increase student engagement and performance to narrow achievement gaps.

Administrative Response

The purpose of the Title I, Part A Program is to ensure that all children, particularly low achieving children in the highest-poverty schools, have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

To ensure alignment with the core initiatives of the district’s strategic direction, the Department of External Funding will continue to work with campuses and departments on the following practices to ensure academic achievement of all students attending Title I, schoolwide campuses:

- Provide campuses technical assistance in utilizing additional funds that have been provided by USDE to address low academic performance due to global pandemic COVID–19 and its effects on student achievement. Campuses have received the following funding sources for the 2021-2022 academic school year to provide additional resources, programs, interventions, positions, etc. to close educational achievement gaps: Campus Innovation Allotment, SAT/ACT/TSI Preparation, RTI Reading and Math Interventions, and Campus-based Tutoring – HB4545 Academic Tutoring.
- Collaborate with the Family and Community Engagement Department to implement early literacy parent and family engagement activities and events on campuses.
- Provide campuses with adequate budget information that aligns with the guidelines and policies of the Title I Part A, Program as well as maximize the use of Title I, Part A, funds to upgrade the entire educational program.
- Monitor closely the use of Title I funds on campuses; guide Title I schoolwide campuses in providing additional tutorials and intervention programs that will address the academic weaknesses indicated in the 2020–2021 Title I, Part A Student Achievement Report.
- Continue funding Teacher Development Specialist positions to work with teachers and principals to review performance data and intervention plans, and to identify teachers’ strengths and prioritize most pressing development needs to increase student achievement.

In conclusion, the Department of External Funding will continuously provide support, guidance and resources to all Title I, Part A School-wide campuses to ensure Title I schools are in compliance with state and federal mandates as well as assist campuses in maximizing the uses of their Title I funds to increase student academic achievement.

Introduction

The Title I, Part A program developed out of the Elementary and Secondary Education Act of 1965 (ESEA) and its reauthorizations, the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA), was designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on challenging state academic achievement standards and assessments. In order to address equitable access to a high-quality education, the program's goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools.

This report displays results of academic achievement among Title I students in grades 3 through 8 on the State of Texas Assessments of Academic Readiness (STAAR) assessments in reading, mathematics, writing, science, and social studies between HISD students enrolled in the 2020–2021 school year. This report also shows results in secondary students' performance on the STAAR End-of-Course (EOC) assessments in Algebra I, Biology, English I, English II, and U.S. History in 2020–2021.

Methods

Data Collection and Analysis

- The 2020–2021 HISD Title I, Part A Campus List was provided by the HISD Department of External Funding. The number of Title I campuses was reduced from 254 in the 2019–2020 school year to 249 campuses in the 2020–2021 school year. Four campuses (Inspired Acad, E-STEM West HS, E-STEM Central MS, and TSU Charter) were closed at the end of the 2019–2020 school year and one campus (Lovett ES) was removed from the Title I campus list. Most Title I schools (248 of 249) were implemented as schoolwide programs in 2020–2021. Condit Elementary School was the only HISD Title I campus that implemented the program on a targeted assistance basis.
- Active student enrollment obtained from the Public Education Information Management System (PEIMS) revealed that 196,943 students were enrolled in HISD as of the 2020–2021 Fall PEIMS snapshot date. PEIMS is a statewide data collection and reporting system operated by the Texas Education Agency (TEA) which includes information on students enrolled in public schools on the last Friday of October each academic year. This report examines the outcomes of students who are serviced by Title I schoolwide (Title I code '6') and targeted assistance programs (Title I code '7') and whose average daily attendance (ADA) membership status as coded in PEIMS was greater than zero (resulting in 178,962 students included in this report).
- Frequency analyses were conducted to determine student enrollment based on race and ethnicity demographic characteristics of the Title I student population enrolled in HISD the past two years.
- State of Texas Assessments of Academic Readiness (STAAR) is the state testing program designed to measure the extent to which a student has learned and is able to apply the knowledge and skills at each tested grade or course identified in the Texas Essential Knowledge and Skills (TEKS). At grades 3–8, all students are tested in mathematics and reading, writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. High school students must pass five STAAR End-of-Course (EOC) assessments (Algebra I, Biology, English I, English II, and U.S. History) to earn a high school diploma. Academic achievement data for all students tested in STAAR 3–8 and EOC in Spring 2021 were extracted from Cognos. For STAAR 3–8, results for English and Spanish versions were combined.

For STAAR EOC, both first-time testers and re-testers were included. STAAR Alternate 2 data for students with disabilities was not included. Summary statistics for Title I campuses by school office are presented in **Appendix A** (pp. 15–22) for STAAR 3–8, and **Appendix B** (pp. 23–26) for STAAR EOC.

- Due to the global COVID–19 pandemic, all 2019–2020 STAAR assessments were canceled. The subject specific EOC graduation requirement was waived for any student that successfully completed its corresponding course during the 2019–2020 school year. This resulted in fewer students needing to retake an EOC assessment in subsequent test administrations (HISD, 2021a). For Spring 2021, TEA allowed students engaged in remote learning to opt-out of STAAR testing without penalty as all testing during the Spring 2021 administration was required to be done in person. **Due to these decisions, comparisons between Spring 2019 and Spring 2021 STAAR 3–8 and EOC results should not be made.** Thus, we present only the Spring 2021 results in this report. The participation rates in HISD for STAAR 3–8 Reading, Mathematics, Writing, Science, and Social Studies in Spring 2021 administration were 72%, 71%, 72%, 67%, and 57%, respectively (English and Spanish combined) (HISD, 2021b). In Title I campuses, the participation rates for STAAR 3–8 Reading, Mathematics, Writing, Science, and Social Studies in the Spring 2021 administration were similar, 72%, 70%, 72%, 66%, and 58%, respectively (English and Spanish combined). The 2018–2019 Title I student achievement report is available on the Research and Accountability website (HISD, 2019).

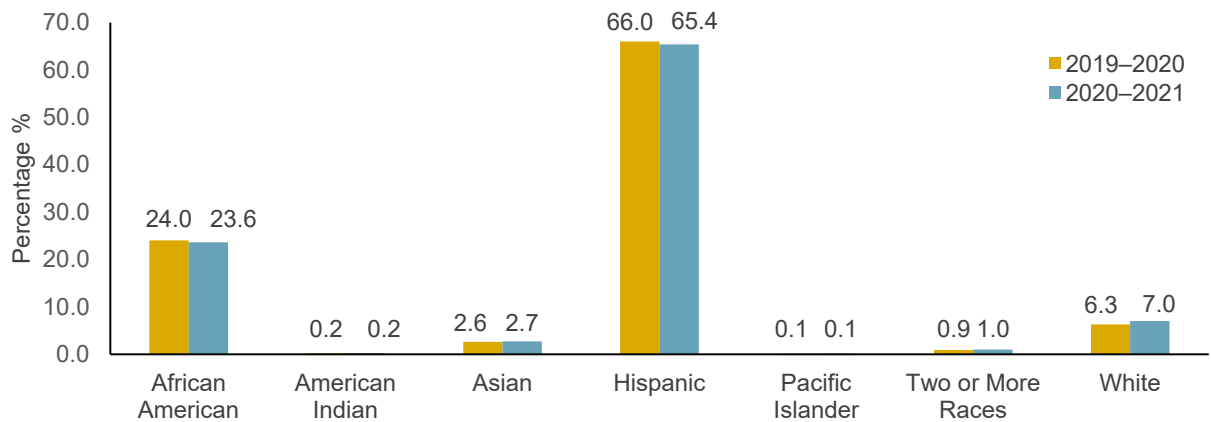
Data Limitations

- PEIMS snapshot data were used to identify students on campuses that were provided Title I services. Only students who were served under Title I, Part A were included in the analysis of this report.
- Coding errors were noted in Power School. For example, there were instances where students enrolled at a campus that implemented a schoolwide Title I program were flagged as '0' in PEIMS. For data to align with information reported to the Texas Education Agency, the researcher used statistics as coded at the student level by HISD Title I campus staff for submission to the state agency. Therefore, not all students enrolled at schoolwide Title I campuses throughout the school year may have been included in this report.

Results

- Due to the pandemic, the unduplicated HISD student enrollment counts on Title I-funded campuses decreased from 191,083 Title I-funded students enrolled in 254 campuses in 2019–2020 to 178,962 students in 249 campuses in 2020–2021, a 6.3% decrease. Counts are based on active enrollment as of PEIMS fall snapshot dates for each school year.

Figure 1. Race/Ethnic Demographic Characteristics of HISD Students Enrolled in Title I-funded Schools, 2019–2020 and 2020–2021



Source: HISD PEIMS Student Data Files, 2019–2020 and 2020–2021.

Note: Enrollment counts include students with an ADA membership status greater than '0', and a Title I status of either '6' or '7', and if they attended one of the 254 and 249 Title I HISD campuses during the 2019–2020 and 2020–2021, respectively.

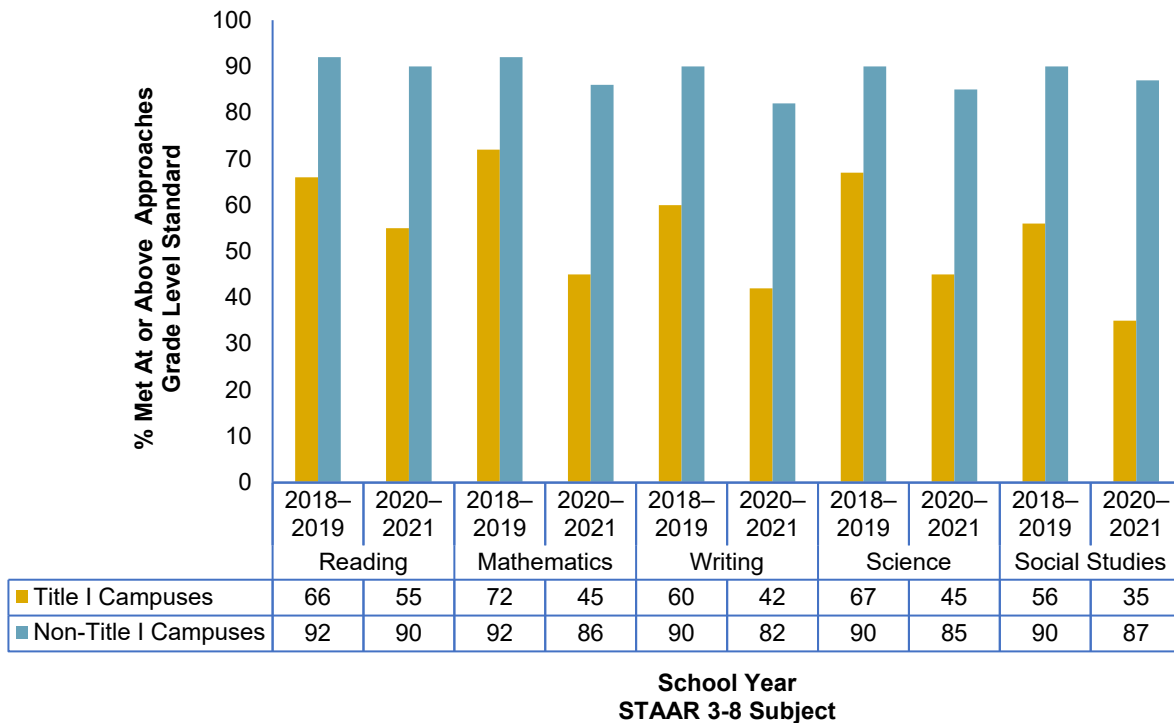
- Consistent with race/ethnic demographic distributions of HISD Title I students reported in 2019–2020, approximately 89 percent of 2020–2021 Title I participants were identified as Hispanic (65.4%) and African American (23.6%), making up the largest student population enrolled in HISD Title I schools (see **Figure 1**).

STAAR 3–8 Results

- **Figure 2** through **Figure 4** (pp. 7–9) show the mean results regarding the percentage of HISD Title I-funded students versus non-Title I-funded students who performed at or above the Approaches Grade Level standard on the STAAR 3–8 subject assessments in 2020–2021. Figure 2 shows aggregate results for grades 3 through 8 by STAAR 3–8 assessment subject for Title I students in Title I campuses and non-Title I students in non-Title I campuses in 2018–2019 and 2020–2021. Figure 3 and Figure 4 show performance results disaggregated by STAAR 3–8 assessment subject and grade levels. **Appendix A, Table A** (pp. 15–22) show results of the Title I campuses STAAR 3–8 assessments by school office.
- The downward trends were observed for both Title I and non-Title I students across all STAAR 3–8 subjects in 2020–2021.
- Compared to non-Title I students, a lower percentage of Title I students was at or above the Approaches Grade Level standard across all STAAR 3–8 subjects in 2020–2021. The same pattern was observed in 2018–2019 across all subjects.
- The largest difference in academic performance occurred on the STAAR Social Studies assessments, where the mean difference was 52 percentage points (35% for Title I students compared to 87% for non-Title I students, Figure 2).

- The smallest difference in student performance occurred among students who took the STAAR Reading assessments. The mean difference was 35 percentage points (55% for Title I students compared to 90% for non-Title I students, Figure 2).

Figure 2. Percentage of HISD Title I Students Enrolled in Title I Schools and Non-Title I students enrolled in Non-Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments by Subject, 2018–2019 and 2020–2021



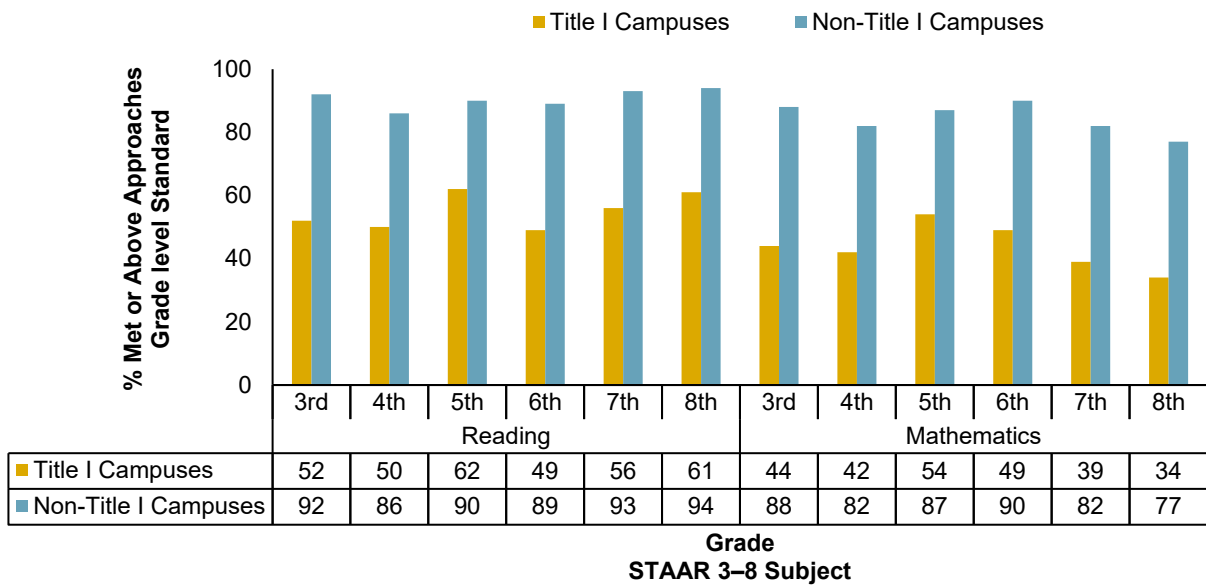
Source: HISD STAAR 3–8 Results were retrieved from Cognos on September 21, 2021; English and Spanish Combined; Spring Administration Only.
 Note: All results reflect the most recent district summary data available on Cognos as of September 21, 2021 for school year 2020–2021.

- Results shown in Figure 3 (p. 8) indicate the passing rates among Title I-funded students ranged between 49 percent (grade 6) to 62 percent (grade 5), and the passing rates among non-Title I-funded students ranged between 86 percent (grade 4) to 94 percent (grade 8) on the STAAR 3–8 Reading assessments in 2020–2021.
- The passing rates in Reading among Title I students was lower than non-Title I students across all grades in 2020–2021. The differences ranged from 28 percentage points in grade 5 to 40 percentage points in grades 3 and 6 (Figure 3).
- The difference in passing rates in Reading between Title I students and non-Title I students was the lowest at 28 percentage points for grade 5 followed by grade 8 at 33 percentage points (Figure 3).
- Figure 3 also shows the passing rates among Title I-funded students ranged between 34 percent (grade 8) to 54 percent (grade 5), and the passing rates among non-Title I-funded students ranged between

77 percent (grade 8) to 90 percent (grade 6) on the STAAR 3–8 Mathematics assessments in 2020–2021.

- The passing rates in Mathematics among Title I students were lower when compared to non-Title I students across all grades in 2020–2021. The differences ranged from 33 percentage points in grade 5 to 44 percentage points in grade 3 (Figure 3).
- The difference in passing rates in Mathematics was the lowest at 33 percentage points for grade 5 followed by grade 4 at 40 percentage points (Figure 3).
- The gaps between Title I and non-Title I students were larger in Mathematics than in Reading assessments.

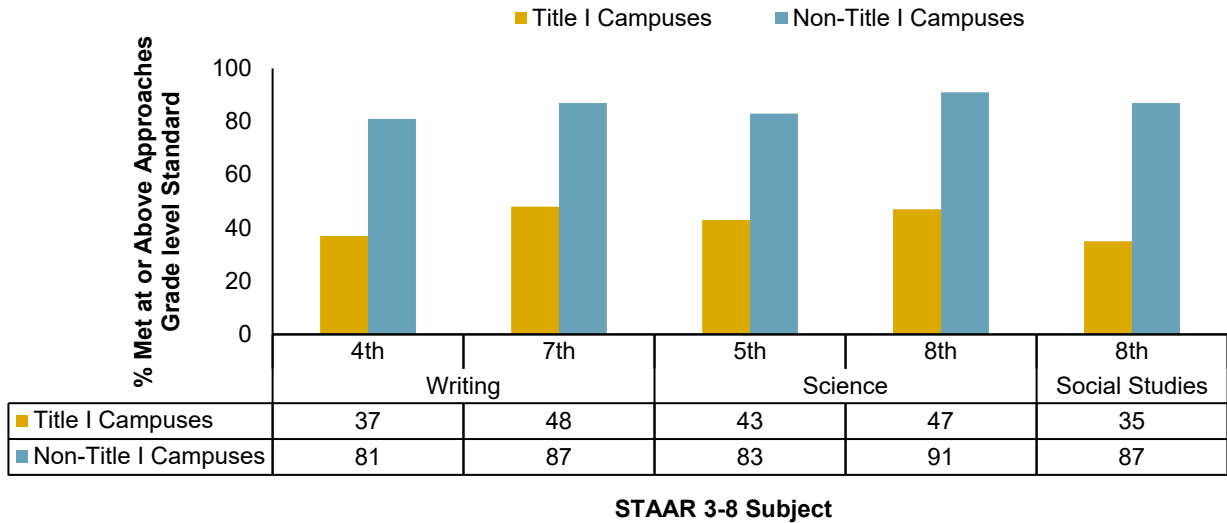
Figure 3. Percentage of HISD Title I Students Enrolled in Title I Schools and Non-Title I students enrolled in Non-Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments in Reading and Mathematics by Grade Level, 2020–2021



Source: HISD STAAR 3–8 Results were retrieved from Cognos on September 21, 2021; English and Spanish Combined; Spring Administration Only.
 Note: All results reflect the most recent district summary data available on Cognos as of September 21, 2021 for school year 2020–2021.

- Results shown in Figure 4 (p. 9) indicate that the gaps in Reading and Mathematics were also observed in Writing, Science, and Social Studies assessments in 2020–2021.
- The gap between Title I students and non-Title I students was largest in Social Studies at 52 percentage points.

Figure 4. Percentage of HISD Title I Students Enrolled in Title I Schools and Non-Title I students enrolled in Non-Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR 3–8 Assessments in Writing, Science, and Social Studies by Grade Level, 2020–2021

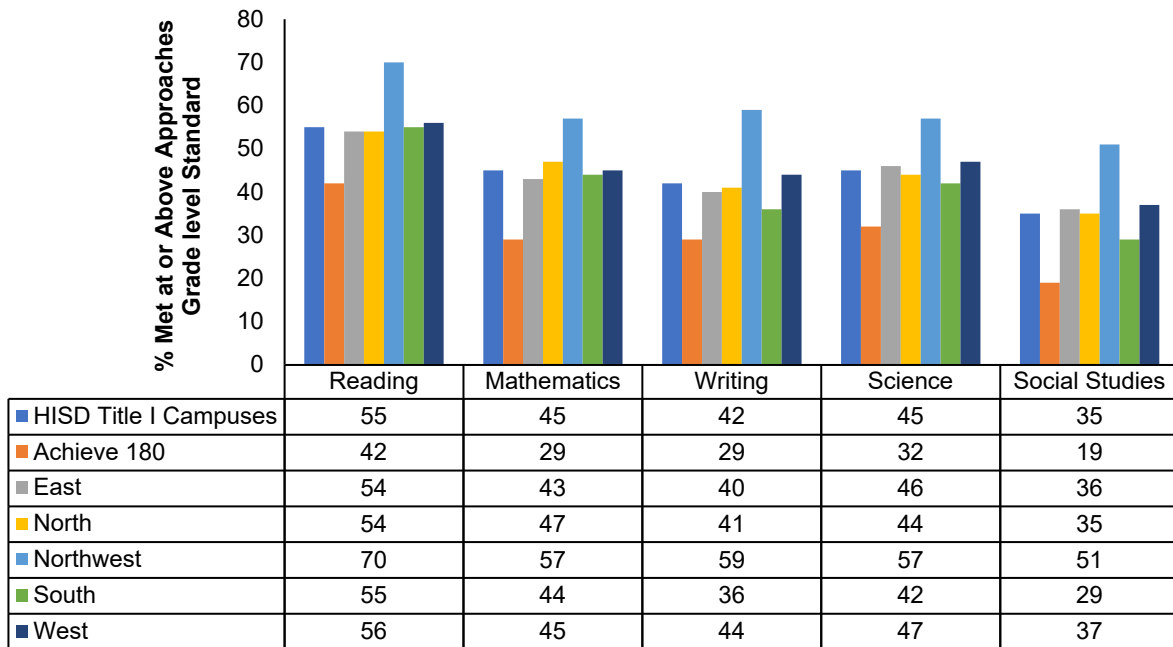


Source: HISD STAAR 3–8 Results were retrieved from Cognos on September 21, 2021; English and Spanish Combined; Spring Administration Only.

Note: All results reflect the most recent district summary data available on Cognos as of September 21, 2021 for school year 2020–2021.

- **Figure 5** (p. 10) shows the mean performance results regarding the percentage of HISD students enrolled in Title I-funded schools who performed at or above the STAAR Approaches Grade Level standard by assessment subject and school office affiliation during 2020–2021.
- The Northwest School Office had the highest percentages of Title I students who passed each STAAR 3–8 subject assessment in 2020–2021 (Figure 5). In contrast, the Achieve 180 School Office had the lowest proportions of students who performed at or above the Approaches Grade Level standard on all STAAR Grades 3–8 assessments.
- The achievement gap comparisons between the highest and lowest performing school offices for the 2020–2021 school year on the STAAR 3–8 assessments ranged from 25 percentage points in Science to 32 percentage points in Social Studies.

Figure 5. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR Grades 3–8 Assessments by Subject and School Office, 2020–2021



STAAR 3–8 Subject

Source: HISD STAAR 3–8 Results were retrieved from Cognos on September 21, 2021; English and Spanish Combined; Spring Administration Only.

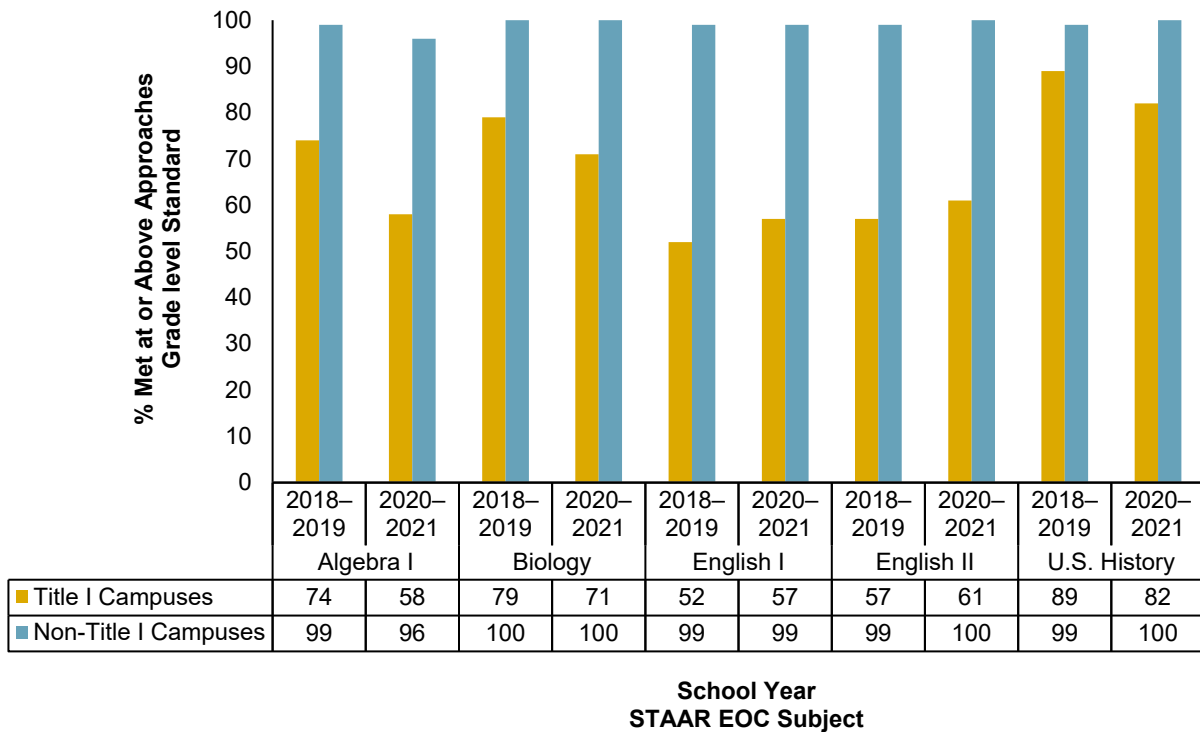
Note: All results reflect the most recent district summary data available on Cognos as of September 21, 2021 for school year 2020–2021.

STAAR End-of-Course Results

- **Figures 6 and 7** (pp. 11–12) show the percentage of Title-I funded students who performed at or above the STAAR Approaches Grade Level standard by EOC assessment subject in 2020–2021. Figure 6 shows aggregate passing rates on the STAAR EOC subjects tests for Title I students in Title I campuses and non-Title I students in non-Title I campuses in 2018–2019 and 2020–2021. Figure 7 shows performance results disaggregated by STAAR assessment subject and school office. **Appendix B, Table B** (pp. 23–26) shows results on the STAAR EOC assessments by Title I campus, school office, and district.
- Compared to non-Title I students, a lower percentage of Title I students was at or above the Approaches Grade Level standard across all STAAR EOC subjects in 2020–2021 (Figure 6).
- The performance was consistent for non-Title I students in 2018–2019 and 2020–2021. A downward trend was observed for Title I students on Algebra I, Biology, and U.S. History in 2018–2019 and 2020–2021 and an upward trend was observed on English I and English II.
- The largest difference in academic performance occurred on the STAAR English I assessments, where the mean difference was 42 percentage points (57% for Title I students compared to 99% for non-Title I students, Figure 6).

- The smallest difference in student performance occurred among students who took the STAAR U.S. History assessments. The mean difference was 18 percentage points (82% for Title I students compared to 100 % for non-Title I students, Figure 6).

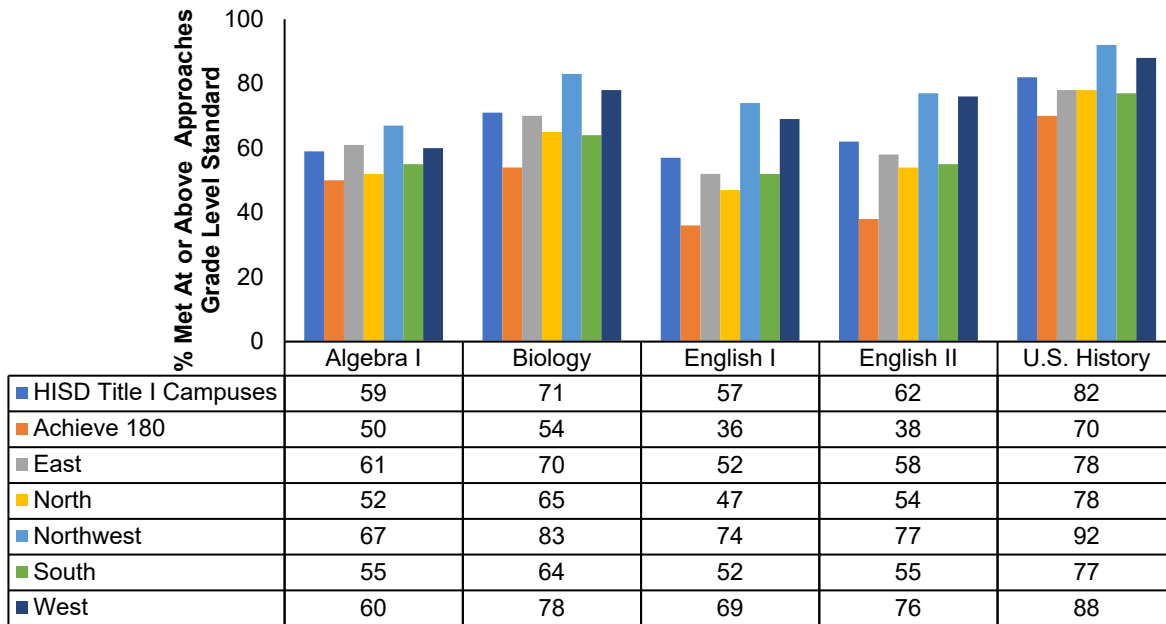
Figure 6. Percentage of HISD Title I Students Enrolled in Title I Schools and Non-Title I students enrolled in Non-Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR EOC Assessments by Subject, 2018–2019 and 2020–2021



Source: HISD STAAR EOC Results were retrieved from Cognos on September 21, 2021; both first-time testers and re-testers were included; Spring Administration Only.
 Note: All results reflect the most recent district summary data available on Cognos as of September 21, 2021 for school year 2020–2021. Algebra I results reflect advanced middle school students taking high school level course.

- **Figure 7** (p. 12) shows the percentage of students enrolled in Title I-funded schools who performed at or above the STAAR Approaches Grade Level standard by assessment subject and school office affiliation during 2020–2021.
- Figure 7 shows that higher percentages of students enrolled in the Northwest School Office passed each respective STAAR EOC subject assessment, compared to their peers enrolled at campuses of other HISD school offices. In contrast, the Achieve 180 School Office had the lowest proportions of students who performed at or above the Approaches Grade Level standard on all STAAR EOC assessments.
- The achievement gap between the highest and lowest performing school offices for the 2020–2021 school year on the STAAR EOC assessments ranged from 17 percentage points in Algebra I (67% vs. 50%) to 39 percentage points in English II (77% vs. 38%).

Figure 7. Percentage of HISD Title I Students Enrolled in Title I Schools and Non Title I students enrolled in Non Title I Schools who Performed At or Above the Approaches Grade Level Standard on the STAAR EOC Assessments by Subject and School Office, 2020–2021



STAAR EOC Subject

Source: HISD STAAR EOC Results were retrieved from Cognos on September 21, 2021; both first-time testers and re-testers were included; Spring Administration Only.

Note: All results reflect the most recent district summary data available on Cognos as of September 21, 2021 for school year 2020–2021. Algebra I results reflect advanced middle school students taking high school level course.

Discussion

Due to the global COVID–19 pandemic, the district faced significant challenges in keeping students engaged in learning as 50% of HISD students were learning remotely at the end of 2020–2021 school year (HISD, 2021c). The statewide and districtwide STAAR results showed student performance was negatively impacted by the pandemic (HISD, 2021a and 2021b). However, interpretations of these comparisons with the 2018–2019 results should be made with caution. Comparisons between all students tested should not be made.

Although Title I funds are intended to mitigate the effects of low socioeconomic status on academic achievement, Title I funds, alone, cannot improve student achievement. Funding needs to support academic interventions and initiatives proven to be effective using empirically-based data. Since the goal of the Title I program is to provide equitable academic opportunities for schools serving high percentages of students living in poverty, this report must be used in conjunction with other reports that detail the interventions being used. The purpose of the report is to examine student performance at schools receiving Title I funds and highlight areas needing additional support.

Houston ISD received two funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund to address learning loss that students experience as a result of the impact that the pandemic has had, and continues to have, on elementary and secondary schools. The funding will be distributed through the

2023–2024 school year. The district will use the funds to recruit and retain high-quality teachers and staff, to initiate plans to improve Reading, Math, and College, Career, and Military Readiness, to provide after-school tutorials and interventions for struggling students, and language supports for English Learners. In addition to these academic initiatives, social and emotional learning initiatives, counseling, wraparound services, family and community engagement, technology and digital resources will be incorporated together to address the impact of COVID–19.

As the pandemic negatively impacted Achieve 180 schools more than other Title I schools, ongoing collaboration and support from the HISD External Funding, Wraparound Services, Curriculum, and Family and Community Engagement departments should be strengthened as the district continues to work hard to close the achievement gap between lower and higher performing campuses.

Foundational skills start at the elementary level. Both campus and district staff are thus encouraged to address any barriers to knowledge acquisition among diverse learners in elementary classrooms. Furthermore, curriculum specialists and campus-level staff are encouraged to assess any changes in instructional strategies, resources, and staff that may have impacted the fidelity of program implementation in 2020–2021. The HISD Elementary Curriculum and Development Department has already committed to addressing the needs of these students by (a) using Universal Design for Learning (UDL) to provide intense focus on special populations, and (b) using House Bill 3 Reading and Literacy Plan as well as Math Literacy Plan to increase teachers' knowledge and skills and implement evidence-based practices to increase student engagement and performance to narrow achievement gaps (HISD, 2021b).

District and school personnel should also continue engaging in collaborative efforts to identify and address the instructional needs and supports of their students both in classroom and at home, as well as professional development needs of teachers and administrators to facilitate gains in instructional areas, as well as assist with other instructional priorities. Both elementary and secondary curriculum specialists, campus-level administrators and staff are encouraged to continue assessing their instructional priorities, resources, and supports for their respective grade levels in order to improve Title I students' readiness for the demands they will experience as they prepare for high school and post-secondary opportunities.

References

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Key	
90% – 100%	
70% – 89%	
60% – 69%	
< 60%	

Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Achieve 180 School Office										
Ashford ES	165	61	167	45	59	41	43	51	0	---
Attucks MS	237	41	200	30	64	28	62	32	67	33
Bruce ES	164	48	164	34	50	30	51	37	0	---
Cullen MS	264	28	248	24	83	34	79	34	79	18
Deady MS	520	48	510	29	186	39	161	29	164	16
Dogan ES	208	43	206	35	67	15	71	25	0	---
Fleming MS	312	39	287	22	102	25	92	23	87	9
Gregory-Lincoln PK-8	208	62	193	42	78	51	70	64	32	59
Henry MS	362	32	368	20	150	23	117	23	117	18
High School Ahead Acad MS	130	28	116	18	10	20	81	22	80	11
Highland Heights ES	131	44	133	32	34	32	49	20	0	---
Hilliard ES	157	37	157	32	39	5	54	37	0	---
Key MS	426	42	400	25	112	28	141	49	140	17
Marshall ES	321	40	322	30	114	18	113	42	0	---
Martinez C ES	124	53	126	38	38	29	47	21	0	---
Seguin ES	179	53	180	53	64	42	65	46	0	---
Sugar Grove MS	593	38	574	23	195	30	204	19	204	20
Thomas MS	413	36	399	21	131	24	126	25	128	21
Wesley ES	93	51	91	53	32	25	28	50	0	---
Whidby ES	128	52	128	41	48	31	40	35	0	---
Williams MS	273	39	256	20	87	25	98	23	94	21
Young ES	82	46	83	34	26	38	21	43	0	---
A180 Office Total	5,490	42	5,308	29	1,769	29	1,813	32	1,192	19
East School Office										
BCM Biotech Acad at Rusk	236	74	201	63	73	55	83	70	81	47
Blackshear ES	104	56	104	36	33	18	41	61	0	---
Bonner ES	275	39	275	33	110	23	84	45	0	---
Briscoe ES	85	49	85	44	32	31	26	23	0	---
Burnet ES	168	62	170	38	59	20	55	36	0	---

Key	
90% – 100%	
70% – 89%	
60% – 69%	
< 60%	

Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Cage ES	145	62	144	37	42	38	53	38	0	---
Carrillo ES	195	61	195	50	64	50	73	34	0	---
Chrysalis MS	152	94	126	86	47	94	55	91	54	80
Crespo ES	244	66	243	58	104	57	80	43	0	---
Davila ES	140	74	140	65	48	48	45	58	0	---
DeZavala ES	210	50	208	46	71	42	63	16	0	---
Edison MS	457	38	439	27	154	25	164	25	162	13
Foster ES	115	43	114	41	36	50	35	66	0	---
Franklin ES	84	46	84	30	27	22	34	26	0	---
Gallegos ES	127	46	127	35	35	34	49	39	0	---
Harris JR ES	155	51	155	39	42	26	62	48	0	---
Harris RP ES	238	31	238	21	78	15	71	27	0	---
Hartsfield ES	60	38	60	40	16	31	14	50	0	---
Henderson JP ES	212	68	211	65	75	63	70	47	0	---
Holland MS	516	39	503	28	175	29	187	35	182	23
Lantrip ES	218	55	224	49	70	31	86	53	0	---
Lewis ES	385	49	386	35	135	31	130	27	0	---
Lockhart ES	127	48	130	35	27	30	42	40	0	---
Navarro MS	385	41	369	29	126	28	121	37	113	25
Oates ES	115	36	116	37	39	21	32	44	0	---
Ortiz MS	911	53	860	36	299	40	306	59	306	31
Park Place ES	272	65	272	63	96	48	97	66	0	---
Patterson ES	348	62	350	54	111	44	123	58	0	---
Peck ES	125	57	126	56	39	31	44	64	0	---
Pleasantville ES	89	57	89	31	27	37	44	20	0	---
Port Houston ES	106	45	106	44	34	29	38	63	0	---
Robinson ES	171	47	167	44	70	30	52	35	0	---
Rucker ES	155	43	155	32	44	43	63	32	0	---
Sanchez ES	167	60	167	50	46	37	63	48	0	---
Southmayd ES	129	50	129	47	47	23	53	43	0	---

Key	
90% – 100%	
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< 60%	

Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Stevenson MS	1,187	64	1,062	50	407	59	286	58	380	51
Thompson ES	102	59	103	50	31	52	39	38	0	---
Tijerina ES	116	72	117	72	38	42	39	54	0	---
Whittier ES	86	37	86	26	34	18	20	35	0	---
East Office Total	9,112	54	8,836	43	3,041	40	3,022	46	1,278	36
North School Office										
Atherton ES	153	45	154	20	51	43	53	6	0	---
Barrick ES	261	51	262	39	78	40	89	49	0	---
Berry ES	231	63	233	67	75	60	75	31	0	---
Burbank ES	370	67	368	71	108	45	128	70	0	---
Burbank MS	1,350	71	1,186	63	489	64	435	70	429	53
Burrus ES	105	74	105	68	34	35	39	56	0	---
Cook ES	104	54	104	57	32	53	33	33	0	---
Coop ES	228	49	226	43	65	37	96	39	0	---
De Chaumes ES	303	60	303	52	109	48	100	37	0	---
Durkee ES	199	47	200	44	59	29	77	42	0	---
Eliot ES	223	60	223	53	63	32	83	45	0	---
Elmore ES	188	30	188	31	81	25	56	27	0	---
Fonville MS	644	42	568	27	209	33	222	40	220	20
Forest Brook MS	346	36	335	26	97	25	145	34	145	9
Garcia ES	149	58	151	46	48	46	61	62	0	---
Henderson NQ ES	101	28	101	39	34	18	32	16	0	---
Herrera ES	337	61	339	64	116	56	99	51	0	---
Isaacs ES	76	41	76	29	24	8	25	44	0	---
Janowski ES	201	54	201	34	58	50	81	40	0	---
Jefferson ES	116	47	116	35	38	37	43	35	0	---
Kashmere Gardens ES	134	30	130	20	49	12	38	8	0	---
Kennedy ES	233	50	230	38	88	32	83	33	0	---
Ketelsen ES	202	59	202	45	76	47	66	36	0	---
Looscan ES	130	52	131	50	40	20	44	52	0	---

Key	
90% – 100%	
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Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Lyons ES	328	63	327	54	102	52	101	41	0	---
Marshall MS	318	44	293	27	144	35	115	37	119	41
Martinez R ES	180	64	178	64	65	35	61	39	0	---
McGowen ES	123	43	116	28	39	31	41	24	0	---
McReynolds MS	226	35	224	25	97	37	61	20	50	10
Moreno ES	237	68	237	67	90	44	61	79	0	---
Northline ES	181	45	178	35	65	34	47	60	0	---
Osborne ES	65	40	64	36	20	45	15	20	0	---
Paige ES	164	35	161	33	45	24	56	25	0	---
Pugh ES	135	68	125	62	36	36	49	55	0	---
Roosevelt ES	161	59	160	56	59	29	58	55	0	---
Ross ES	140	56	140	49	41	32	53	40	0	---
Scarborough ES	251	51	254	34	72	36	93	25	0	---
Scroggins ES	171	56	171	50	56	39	65	42	0	---
Shadydale ES	234	51	228	38	89	27	80	33	0	---
Sherman ES	139	45	140	55	42	24	43	26	0	---
North Office Total	9,437	54	9,128	47	3,183	41	3,202	44	963	35
Northwest School Office										
Arabic Immersion	127	82	127	79	45	62	36	72	0	---
Benbrook ES	189	74	189	69	74	51	65	37	0	---
Black MS	882	71	794	59	312	66	168	55	224	54
Browning ES	133	64	134	58	49	53	48	65	0	---
Clifton MS	412	49	378	31	135	39	147	29	144	23
Crockett ES	198	70	199	61	74	51	50	66	0	---
Durham ES	193	62	192	51	77	47	51	43	0	---
Field ES	152	86	152	78	34	71	52	71	0	---
Garden Oaks	225	66	219	53	69	48	59	51	13	54
Hamilton MS	624	75	557	56	232	72	203	62	196	52
Helms ES	125	68	125	56	32	38	48	69	0	---
Hogg MS	362	72	329	68	133	71	85	74	87	53

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Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Leland YMCPA	77	61	62	50	28	61	22	41	42	48
Love ES	110	71	110	60	43	60	32	50	0	---
MacGregor ES	154	68	155	52	58	38	56	59	0	---
Memorial ES	101	87	101	83	35	83	35	63	0	---
Pershing MS	1,324	74	1,214	56	471	71	363	66	406	59
Rice S	202	71	199	52	69	67	50	74	19	42
Sinclair	202	78	202	68	67	61	68	75	0	---
Smith ES	313	49	312	36	112	24	103	28	0	---
Stevens ES	146	49	146	47	61	28	36	39	0	---
Wainwright ES	127	53	127	27	42	24	48	44	0	---
Wharton K-8	218	79	199	79	69	62	67	69	19	74
YWCPA	118	89	110	66	47	77	26	58	29	48
Northwest Office Total	6,714	70	6,332	56	2,368	59	1,918	57	1,179	51
South School Office										
Alcott ES	76	45	76	51	16	31	30	37	0	---
Almeda ES	219	57	218	55	89	29	61	38	0	---
Anderson ES	247	46	247	35	41	10	86	30	0	---
Bastian ES	105	55	103	48	23	61	22	55	0	---
Baylor College MS	312	80	260	57	135	73	65	63	63	52
Bell ES	188	55	191	37	63	32	70	30	0	---
Brookline ES	191	73	194	70	56	50	78	63	0	---
Codwell ES	126	44	125	32	40	23	34	44	0	---
Cornelius ES	320	69	323	72	113	50	104	49	0	---
DeAnda ES	236	76	236	72	77	61	85	68	0	---
Foerster ES	196	49	199	32	60	20	46	20	0	---
Fondren MS	545	44	521	31	223	24	139	32	114	18
Frost ES	147	31	146	21	42	17	45	20	0	---
Garden Villas ES	147	56	150	48	51	39	56	59	0	---
Golfcrest ES	166	54	165	50	70	17	47	43	0	---
Gregg ES	104	62	103	57	27	37	31	39	0	---

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90% – 100%	
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Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Grissom ES	192	47	191	32	66	33	56	29	0	---
Gross ES	102	63	100	53	48	48	31	55	0	---
Hartman MS	588	48	548	33	181	36	128	37	143	25
Hines-Caldwell ES	212	64	212	44	79	29	68	46	0	---
Hobby ES	233	39	235	26	75	13	82	29	0	---
Kelso ES	148	48	142	38	32	13	56	36	0	---
Law ES	170	56	169	44	68	24	58	41	0	---
Lawson MS	993	55	919	43	294	48	346	45	348	30
Mading ES	120	48	118	44	39	18	47	47	0	---
Mitchell ES	120	43	120	41	45	27	32	44	0	---
Montgomery ES	136	47	138	49	42	21	51	20	0	---
Parker ES	329	79	330	71	98	66	111	72	0	---
Petersen ES	155	54	153	49	40	25	56	45	0	---
Reagan Ed Ctr PK-8	236	49	237	36	89	27	82	35	42	26
Red ES	208	74	204	61	59	51	70	61	0	---
Reynolds ES	101	29	101	21	32	13	39	15	0	---
Shearn ES	184	47	185	21	52	13	63	37	0	---
Tinsley ES	328	48	327	50	117	31	100	37	0	---
Welch MS	390	44	357	22	117	29	162	21	158	28
Windsor Village ES	193	75	193	70	75	49	42	69	0	---
Woodson	135	44	135	33	46	41	39	15	0	---
South Office Total	8,598	55	8,371	44	2,820	36	2,718	42	868	29
West School Office										
Askew ES	264	66	262	60	79	53	95	46	0	---
Benavidez ES	348	39	347	28	115	19	105	30	0	---
Bonham ES	342	51	341	48	107	48	118	38	0	---
Braeburn ES	287	43	287	40	107	27	83	41	0	---
Briar Meadow	274	83	242	70	98	79	87	68	34	68
Condit ES	85	51	85	34	29	28	30	17	0	---
Cunningham ES	223	58	224	45	82	48	62	35	0	---

Key	
90% – 100%	
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Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Daily ES	234	67	234	59	69	52	73	56	0	---
Elrod ES	296	67	296	48	100	52	97	59	0	---
Emerson ES	331	53	331	46	113	35	97	48	0	---
Energized ES	699	47	697	45	259	28	220	40	0	---
Energized MS	612	64	584	48	209	52	183	43	183	21
E-STEM West MS	421	62	418	42	126	62	174	43	174	26
Fondren ES	107	36	103	33	38	29	32	13	0	---
Herod ES	230	63	229	59	68	51	74	65	0	---
Las Americas MS	151	1	149	1	56	0	75	0	47	0
Long Acad	585	31	564	25	174	25	201	23	210	12
Longfellow ES	146	51	142	36	55	47	46	28	0	---
McNamara ES	156	35	158	22	64	30	56	21	0	---
Meyerland MS	664	65	609	41	156	61	178	56	182	41
Milne ES	146	42	148	28	62	16	41	37	0	---
Neff ES	524	44	524	36	174	26	151	37	0	---
Pilgrim Acad	647	53	628	50	229	38	195	62	90	42
Piney Point ES	440	55	434	45	143	33	147	35	0	---
Revere MS	335	41	325	27	120	27	93	52	75	43
Rodriguez ES	401	39	401	47	132	24	129	48	0	---
School at St. George ES	210	75	212	69	89	63	50	74	0	---
Shadowbriar ES	134	51	137	37	41	44	35	57	0	---
Sharpstown Intl	221	73	172	60	66	64	67	87	69	61
Sutton ES	451	55	453	47	170	38	133	36	0	---
Tanglewood MS	317	69	301	54	79	65	86	56	76	45
TCAH	486	87	461	70	180	79	182	71	95	65
Valley West ES	142	58	143	51	53	53	30	50	0	---
Walnut Bend ES	243	54	236	39	71	41	78	28	0	---
West Briar MS	590	70	481	55	216	69	196	76	198	60
White E ES	293	62	296	53	109	50	85	36	0	---
White M ES	206	58	205	46	71	35	56	52	0	---

Key	
90% – 100%	
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Table A. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR 3-8 All Subjects by School Office and Campus, 2020–2021

	Reading		Math		Writing		Science		Social Studies	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
West Office Total	12,241	56	11,859	45	4,109	44	3,840	47	1,433	37
District Total										
District Total	51,592	55	49,834	45	17,290	42	16,513	45	6,913	35

Source: HISD STAAR 3–8 Results were retrieved from Cognos on September 21, 2021; Spring Administration Only.

Note: English and Spanish Combined; Excludes STAAR Alt. 2 test version.

All data reflect the most current data available and may differ slightly from data previously reported.

--- if no data available

Key	
■	90% – 100%
■	70% – 89%
■	60% – 69%
■	< 60%

Table B. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC All Subjects by School Office and Campus, 2020–2021

	Algebra I		Biology		English I		English II		U.S. History	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Achieve 180 School Office										
Attucks MS	39	74	23	87	0	---	0	---	0	---
Cullen MS	14	50	0	---	0	---	0	---	0	---
Deady MS	19	74	0	---	0	---	0	---	0	---
Fleming MS	23	83	0	---	0	---	0	---	0	---
Gregory-Lincoln PK-8	17	88	0	---	0	---	0	---	0	---
Henry MS	11	64	0	---	0	---	0	---	0	---
High School Ahead Acad MS	15	53	0	---	0	---	0	---	0	---
Kashmere HS	152	45	128	52	182	32	176	38	131	76
Key MS	30	73	0	---	0	---	0	---	0	---
North Forest HS	162	40	192	63	192	40	177	41	174	74
Sugar Grove MS	20	75	0	---	0	---	0	---	0	---
Thomas MS	21	38	0	---	0	---	0	---	0	---
Washington HS	134	67	163	63	172	40	206	48	131	81
Wheatley HS	142	54	167	53	176	36	138	34	124	77
Williams MS	46	59	0	---	0	---	0	---	0	---
Wisdom HS	464	41	533	39	503	26	525	26	377	56
Worthing HS	123	52	152	64	213	40	200	42	165	70
Yates HS	143	30	185	59	214	42	212	41	173	72
A180 Office Total	1,575	49	1,543	53	1,652	35	1,634	36	1,275	69
East School Office										
Austin HS	283	32	349	54	437	30	424	43	330	65
BCM Biotech Acad at Rusk	54	74	0	---	0	---	0	---	0	---
Chavez HS	412	54	476	58	631	40	619	50	513	75
Chrysalis MS	33	91	0	---	0	---	0	---	0	---
East EC HS	47	96	96	99	109	95	113	96	111	99
Eastwood Acad HS	52	83	99	99	104	92	111	98	97	99
Edison MS	14	100	0	---	0	---	0	---	0	---
Furr HS	227	42	266	56	319	42	315	49	210	61
Holland MS	18	89	0	---	0	---	0	---	0	---

Key	
90% – 100%	
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< 60%	

Table B. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC All Subjects by School Office and Campus, 2020–2021

	Algebra I		Biology		English I		English II		U.S. History	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
HSLJ	97	79	147	96	149	94	120	95	110	97
Middle College HS	15	87	30	87	27	56	37	89	38	87
Milby HS	412	68	534	67	586	56	562	56	486	82
Mount Carmel Acad HS	43	70	46	87	54	72	60	65	72	85
Navarro MS	17	65	0	---	0	---	0	---	0	---
Ortiz MS	50	82	0	---	0	---	0	---	0	---
Stevenson MS	134	81	178	100	0	---	0	---	0	---
East Office Total	1,908	61	2,221	70	2,416	51	2,361	58	1,967	78
North School Office										
Burbank MS	154	96	0	---	0	---	0	---	0	---
Fonville MS	81	84	0	---	0	---	0	---	0	---
Forest Brook MS	25	100	0	---	0	---	0	---	0	---
Houston MS	522	35	520	56	640	39	690	46	492	70
Marshall MS	26	85	0	---	0	---	0	---	0	---
McReynolds MS	29	72	0	---	0	---	0	---	0	---
North Houston EC HS	49	69	112	92	117	90	125	94	136	98
Northside HS	258	34	290	67	321	46	295	54	269	80
North Office Total	1,144	52	922	64	1,078	47	1,110	53	897	77
Northwest School Office										
Black MS	103	99	78	100	0	---	0	---	0	---
Challenge EC HS	75	73	109	99	108	93	125	98	104	100
Clifton MS	37	81	0	---	0	---	0	---	0	---
DeBakey HS	45	96	208	100	180	99	204	100	198	100
Garden Oaks	8	100	0	---	0	---	0	---	0	---
HAIS	74	72	116	98	125	98	127	97	110	100
Hamilton MS	109	89	0	---	0	---	0	---	0	---
Heights HS	403	59	611	86	674	76	540	77	508	93
Hogg MS	47	96	0	---	0	---	0	---	0	---
Lamar HS	525	65	706	87	754	79	647	83	590	93
Leland YMCPA	61	61	67	76	53	75	36	86	42	95

Key	
90% – 100%	
70% – 89%	
60% – 69%	
< 60%	

Table B. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC All Subjects by School Office and Campus, 2020–2021

	Algebra I		Biology		English I		English II		U.S. History	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Pershing MS	139	100	53	100	0	---	0	---	0	---
Rice S	37	100	0	---	0	---	0	---	0	---
Scarborough HS	167	49	197	44	196	35	165	49	132	73
Waltrip HS	318	34	389	67	439	54	508	56	415	83
Wharton K-8	25	72	0	---	0	---	0	---	0	---
YWCPA	58	83	59	97	60	100	47	100	60	100
Northwest Office Total	2,231	66	2,593	83	2,589	74	2,399	77	2,159	92
South School Office										
Baylor College MS	57	79	0	---	0	---	0	---	0	---
Energy Inst HS	96	88	177	98	195	91	186	85	168	95
Fondren MS	24	83	0	---	0	---	0	---	0	---
Hartman MS	68	97	43	98	0	---	0	---	0	---
Jones HS	65	71	91	81	97	70	77	71	74	78
Lawson MS	73	90	0	---	0	---	0	---	0	---
Madison HS	337	34	430	50	476	33	418	45	348	71
Reagan Ed Ctr PK-8	14	79	0	---	0	---	0	---	0	---
South EC HS	62	71	97	97	100	93	109	95	93	91
Sterling HS	362	45	391	57	455	41	388	46	315	74
Welch MS	50	80	0	---	0	---	0	---	0	---
Westbury HS	530	45	596	55	584	48	584	46	487	71
South Office Total	1,738	54	1,825	63	1,907	51	1,762	54	1,485	76
West School Office										
Bellaire HS	372	51	608	86	578	77	745	79	693	90
Briar Meadow	44	93	0	---	0	---	0	---	0	---
Energized MS	28	93	0	---	0	---	0	---	0	---
E-STEM Central HS	190	47	203	60	216	51	155	72	137	86
E-STEM West MS	39	97	0	---	0	---	0	---	0	---
Liberty HS	46	37	50	26	67	1	57	9	43	44
Long Acad	38	79	29	97	29	86	63	79	42	83
Meyerland MS	62	97	0	---	0	---	0	---	0	---

Key	
90% – 100%	
70% – 89%	
60% – 69%	
< 60%	

Table B. Percentage of HISD Students Enrolled in Title I Schools who Performed At or Above the Approaches Grade Level Standards on the STAAR EOC All Subjects by School Office and Campus, 2020–2021

	Algebra I		Biology		English I		English II		U.S. History	
	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.	# Tested	% App.
Middle College HS	24	46	26	73	23	39	26	54	32	69
Pilgrim Acad	17	100	0	---	0	---	0	---	0	---
Revere MS	57	74	0	---	0	---	0	---	0	---
Sharpstown HS	291	24	360	42	276	35	210	35	338	66
Sharpstown Intl	193	64	182	91	179	82	163	85	167	96
Tanglewood MS	45	98	0	---	0	---	0	---	0	---
TCAH	302	66	347	90	350	84	370	88	471	97
West Briar MS	160	91	0	---	0	---	0	---	0	---
Westside HS	429	59	640	90	629	79	593	82	602	93
West Office Total	2,337	60	2,445	78	2,347	69	2,382	75	2,525	88
District Total										
District Total	10,933	58	11,549	71	11,989	57	11,648	61	10,308	82

Source: HISD STAAR EOC Results were retrieved from Cognos on September 21, 2021; Spring Administration Only.

Note: Excludes STAAR Alt. 2 test version.

All data reflect the most current data available and may differ slightly from data previously reported.

--- if no data available