MEMORANDUM May 29, 2023

TO: Board Members

FROM: Millard L. House II
Superintendent of Schools

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, 2021–2022**

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

Attached is a copy of the Achieve 180 Program Evaluation, 2021–2022 report. This report presents changes in educator and student outcomes for HISD, Achieve 180 Program schools, and non-Achieve 180 comparison schools which were Title I, Part A campuses for the fifth year of the program. Previous reports have delineated the multifaceted program components aligned with its six pillars of best practice for school improvement.

Key outcomes included:

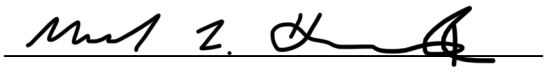
- In 2021–2022 (Year 5), 64 Achieve 180 Program schools included five of nine NR-SB1365 campuses in the district (which were assigned a rating of D or F by Texas Education Agency accountability rating in 2021–2022).
- Forty two (65.6%) of the program's schools had participated for all five years of the program, ten schools (15.6%) had participated for four years, one school (1.6%) had participated for three years, and eleven schools (17.2%) had participated for two years of the program.
- A total of 41,647 students attended Achieve 180 Program schools with 42% of them attending schools with the greatest levels of need (Tier 1, Tier 2, and Tier 3 Support).
- All tier groups showed the mean school leader ratings which met at least the "Effective" level in 2021–2022.
- Only Light Support schools achieved "Highly Effective" level of the school leader rating, which was higher than the mean ratings for HISD schools and non-Achieve 180 schools, in 2021–2022.
- Both Achieve 180 Program schools and non-Achieve 180 Program schools, as well as HISD schools in general, decreased their mean school leader rating from 2020–2021 to 2021–2022, however the gap in the rating between Achieve 180 Program schools and non-Achieve 180 Program schools was reduced.
- From 2020–2021 to 2021–2022, Tier 2 and Tier 1 schools showed an increase in their mean school leader ratings while Tier 1, Area Support, and Light Support schools declined their ratings.
- The mean Teacher Appraisal and Development System (TADS) appraisal rating fell within the "Effective" level across all tier groups.
- The districtwide mean TADS rating, as well as the mean TADS rating of non-Achieve 180 Program schools, did not change between 2020–2021 and 2021–2022 whereas Achieve 180 Program schools increased their mean TADS rating, resulting in reducing the gap in the rating between Achieve 180 Program schools and non-Achieve 180 Program schools.
- Tier 3, Tier 2, Tier 1, and Area Support schools showed an increase in their mean TADS ratings while Light Support schools decreased their mean TADS rating.
- Non-Achieve 180 Program schools showed larger proportions of their students meeting or exceeding the Approaches level in all STAAR subject assessments (including Reading,

Mathematics, Science, Social Studies, Algebra I, Biology, English I and II, and U.S. History) than Achieve 180 Program schools in Spring 2021 and Spring 2022.

- The gaps in the proportions of students meeting the Approaches level between Achieve 180 Program schools and non-Achieve 180 Program schools decreased across all STAAR subject assessments from Spring 2021 to Spring 2022.
- Not-at-risk students were more likely to achieve the Approaches level in all STAAR subject assessments than at-risk students, regardless of whether they attended Achieve 180 Program schools or not.
- The percentage of Achieve 180 Program schools that met the accountability standard had increased from 40 percent (18 of 45 schools) in 2017 (pre-intervention) to 75 percent (33 of 44 schools) in 2018 (end of Year 1) and 81 percent (43 of 53 schools) in 2019 (end of Year 2). In 2022 (end of Year 5), 92 percent (59 of 64 schools) was indeed assigned a rating of A, B, or C.

Positive effects of the Achieve 180 Program were observed although there were still few challenges which Achieve 180 Program schools needed to overcome. For example, despite reductions in some performance gaps between Achieve 180 Program schools and non-Achieve 180 Program schools, persistent outperformance of non-Achieve 180 Program schools was still present. Previous reports showed similar results. Heightened district efforts should be warranted to secure and nurture highly effective school leadership and instructional excellence in order to develop successful schools and students, including those who are at risk, equitably.

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


MLH

Attachment

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

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

ACHIEVE 180 PROGRAM EVALUATION
2021–2022

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

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Achieve 180 Program Evaluation: 2021–2022

Executive Summary

Program Description

The Houston Independent School District (HISD) initially created a three-year Achieve 180 Program in 2017–2018 to support, strengthen, and empower the district's most underserved and underperforming schools using best practices for strong principal leadership, effective teachers, and school environments with heightened expectations for students and staff. Through districtwide collaboration, a comprehensive action plan developed to increase student achievement was undergirded by the Achieve 180 Program's six guiding pillars of school improvement: leadership excellence, teaching excellence, instructional excellence, school design, social and emotional learning support, and family and community empowerment (HISD Research and Accountability, 2022a; also see **Appendix A**, **Table A-1**, p. 31). The plan provided a framework to strategically transform educational processes at Achieve 180 Program schools. In its fourth (2020–2021) and fifth (2021–2022) years, the program continuously served active HISD schools that received a Texas Education Agency (TEA) campus accountability rating of "Improvement Required (IR)" or *F* in spring 2017 (the year prior to the program's onset), spring 2018, or spring 2019 or the schools in danger of receiving an IR or *F* rating (Note that a rating of IR or *F* was not given to any HISD school in spring 2020, spring 2021, and spring 2022 because of the COVID-19 pandemic).

In the school year of 2017–2018 (Year 1), 45 schools participated in the Achieve 180 Program. Two of them closed during (Victory Preparatory K-8) or after (Victory Preparatory South HS) Year 1. In 2018–2019 (Year 2), 10 *F*-rated HISD schools were added to the remaining 43 participants. In 2019–2020 (Year 3), one school was added. In 2020–2021 (Year 4), Texas Connections Academy Houston (TCAH), the district's only virtual online school, discontinued its three-year participation while other 11 schools newly joined the Achieve 180 Program. At this point, 64 schools participated in the Achieve 180 Program. In the school year of 2021–2022 (Year 5), the Achieve 180 Program continued to support these 64 schools.

According to the 2021–2022 TEA Final Accountability Ratings report (HISD Research and Accountability, 2022b), nine HISD schools were assigned a rating of *D* or *F* in 2022 and were altogether labeled "*Not Rated: Senate Bill 1365* (NR-SB1365)" due to COVID-19 (see **Table 1**). Among these NR-SB1365 schools, five schools (55.6%) were involved in the Achieve 180 Program.

Table 1. NR-SB1365 Campuses in 2021–2022

Elmore ES	Highland Heights ES (T3)	Revere MS
*Forest Brook MS (Area)	Kashmere HS (T2)	Woodson (Area)
Harris RP ES	McReynolds MS	Yates HS (T2)

Source: *TEA Final Accountability Ratings 2021–2022*

Notes: *The school would be rated *F* if the traditional "3 out of 4 rule" (see HISD Research and Accountability, 2022b, for detail) was applied. The information in parentheses shows the tier group of the Achieve 180 Program in 2021–2022 (see Figure 1, p. 2).

Within the Achieve 180 Program, five treatment groups (tiers) were formed according to their TEA accountability ratings, the number of years with their ratings, their level of support needed, and the specific school office assigned to address their needs. For example, a school was assigned to Tier 3 Support if it had the highest level of need for support. The level of need for support decreases as the tier level moves

from Tier 3 Support, Tier 2 Support, Tier 1 Support, and Area Support to Light Support. In Year 5, most Achieve 180 Program schools had remained in the same tier group since Year 4. Two exceptions were that (1) Wisdom HS switched its tier level from Tier 1 Support to Area Support and (2) the tier level of Madison HS changed from Area Support to Tier 1 Support. The following sections of the Summary Results provide the detailed membership of the Achieve 180 Program, as well as the backgrounds, budgets, and school leader/teacher/student performance in the Achieve 180 Program schools, as compared to non-Achieve 180 Program comparison schools.

Achieve 180 Program Schools by Tier

The 2021–2022 (Year 5) program included five treatment groups of the 64 underserved, underperforming Achieve 180 Program schools, based on their level of need and TEA accountability ratings (see **Figure 1**).

Figure 1. List of Achieve 180 Program Schools in 2021–2022

Tier 3 Support (10)
School
Highland Heights ES
Wesley ES
Deady MS
Fleming MS
Henry MS
High School Ahead MS
Sugar Grove MS
Williams MS
Thomas MS
Wheatley HS

Tier 2 Support (7)
School
Bruce ES
C Martinez ES
Young ES
Key MS
Kashmere HS
North Forest HS
Yates HS

Tier 1 Support (12)
School
Ashford ES
Dogan ES
Hilliard ES
Marshall ES
Seguin ES
Whidby ES
Gregory-Lincoln K-8
Attucks MS
Cullen MS
Madison HS
Washington HS
Worthing HS

Area Support (20)
School
Blackshear ES
Bonham ES
Codwell ES
Foerster ES
Franklin ES
Isaacs ES
Mading ES
Northline ES
Osborne ES
Robinson ES
Rucker ES
Sherman ES
Smith ES
Stevens ES
Woodson ES
Reagan K-8
Edison MS
Forest Brook MS
Holland MS
Wisdom HS

Light Support (15)
School
Belfort ECC
Cook ES
Fondren ES
Gallegos ES
Kashmere Gardens ES
Lewis ES
Looscan ES
Montgomery ES
Pugh ES
Shearn ES
Lawson MS
Liberty HS
Milby HS
Sharpstown HS
Westbury HS

Sixty-Four Campuses	
Elementary Schools	35 (55%)
Middle Schools	14 (22%)
High Schools	12 (19%)
Multi-Grade/Other	3 (5%)
NR-SB1365 Campuses	5 (8%)

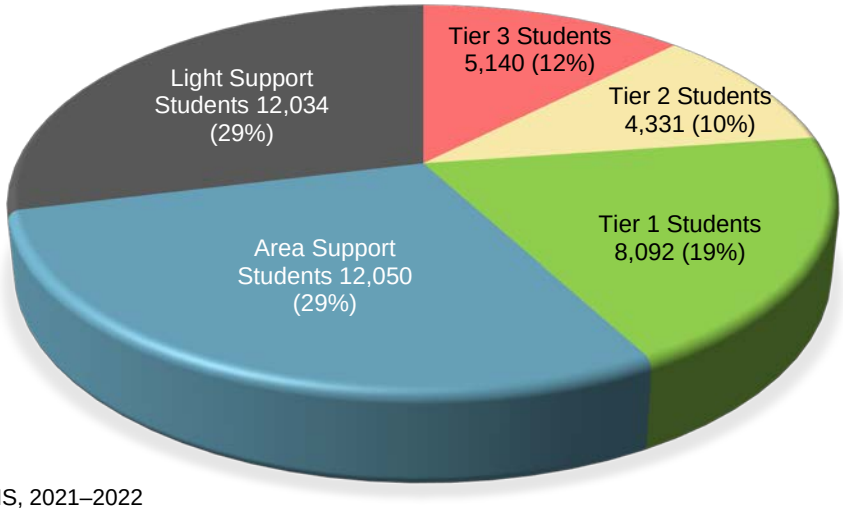
Source: Achieve 180 Program Administrators, 2021–2022
Note: *New to the tier. All were Title I, Part A schools in 2021–2022.

Summary Results

Characteristics of Achieve 180 Program student.

In 2021–2022, 41,647 students attended the 64 Achieve 180 Program schools. Among these students, 42 percent attended schools with the greater levels of need (i.e., Tier 3, Tier 2, and Tier 1). These schools were served by the Achieve 180 Schools office. In comparison, 58 percent attended schools with lower levels of need (i.e., Area Support and Light Support), and these schools were served by elementary, middle, and high school offices. **Figure 2** shows the detailed proportion of students by tier group.

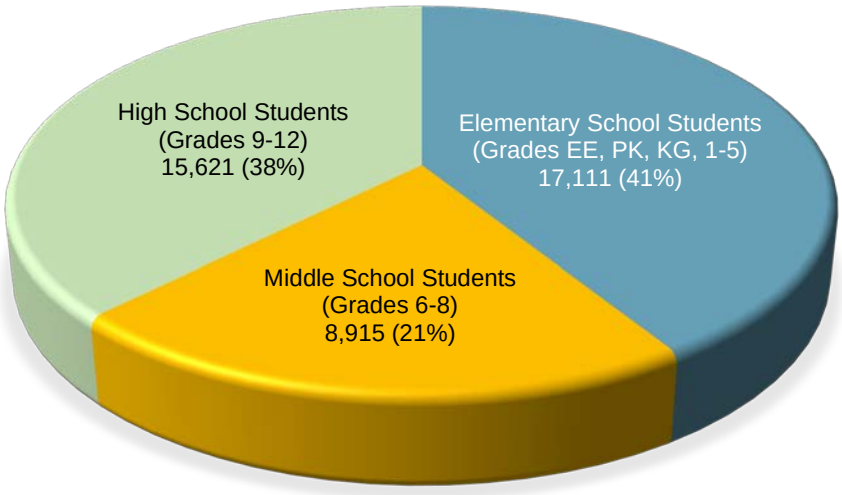
Figure 2. Proportion of Students by Tier Group in 2021–2022



Source: Fall PEIMS, 2021–2022
Notes: Enrolled students who were neither in membership nor in virtual learning were excluded. Percentages may not sum to 100 due to rounding.

As **Figure 3** shows, of 41,647 Achieve 180 Program students, the largest proportion was elementary school students (41.1%), followed by high school students (37.5%). Middle school students comprised the smallest proportion (21.4%). **Tables B-1** and **B-2** of **Appendix B** (pp. 32–33) provide more detailed student demographics.

Figure 3. Proportion of Students by Grade Level in 2021–2022

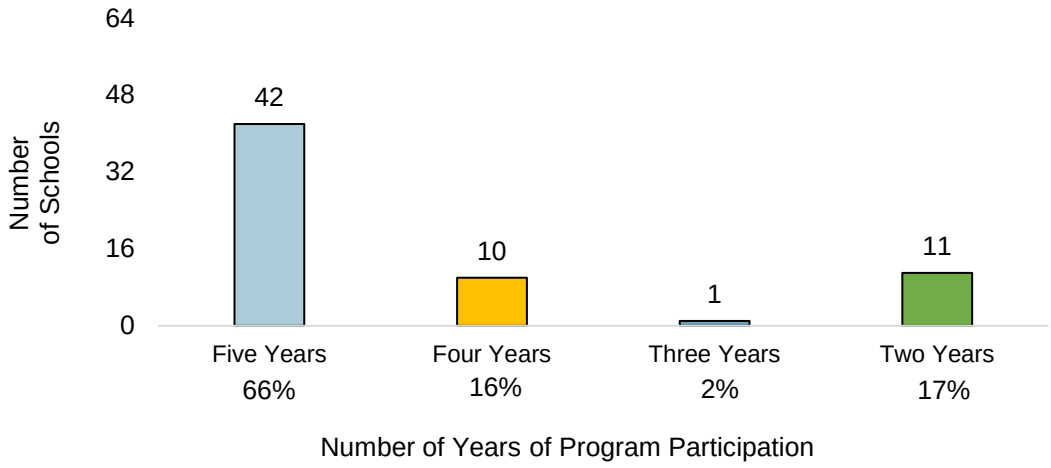


Source: Fall PEIMS, 2021–2022
Note: Enrolled students who were neither in membership nor in virtual learning were excluded.

Years of Achieve 180 Program participation.

Forty two of the 64 schools had participated for all five years of the program since the school year of 2017–2018; 10 schools participated for four years of the program (they joined in the school year of 2018–2019); one school participated for three years of the program (they started to participate in the school year of 2019–2020); 11 schools joined the program in the school year of 2020–2021 and participated for two years (see **Figure 4**).

Figure 4. Proportion of Schools by Years of Achieve 180 Program Participation

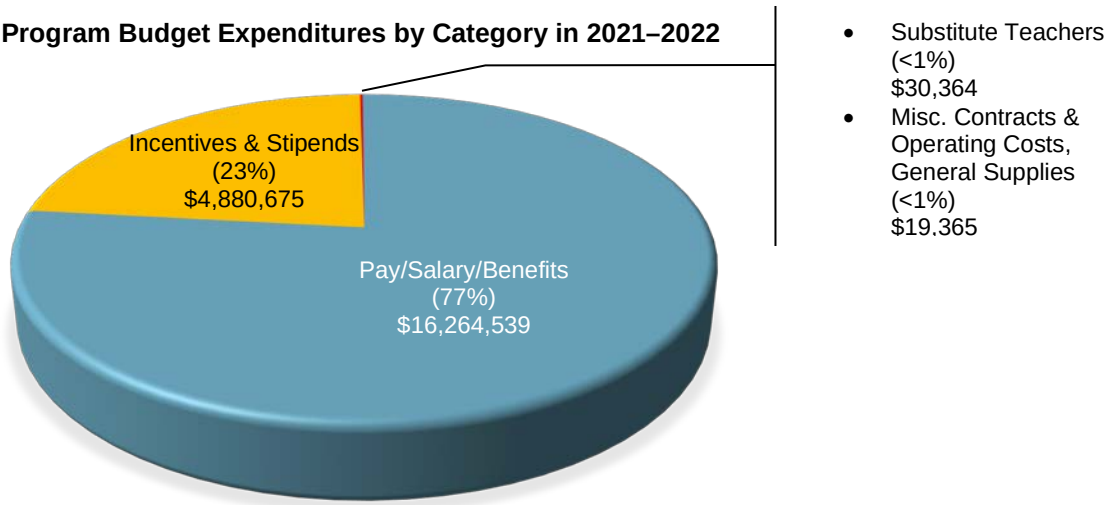


Source: Achieve 180 Program Administrators, 2021–2022 and *Achieve 180 Program Evaluation 2020–2021*
Note: Texas Connections Academy Houston (TCAH) was not included. TCAH was one of the initial members of the Achieve 180 Program, but TCAH left the program in 2020–2021. Percentages may not sum to 100 due to rounding.

Achieve 180 Program total budget expenditures.

In 2021–2022, the total budget for the Achieve 180 Program was $28,938,299, and the total expenditures, including encumbrances, were $21,194,942. That is, 73 percent of the total budget was actually used for the program. The expenditures were utilized primarily to compensate instructional and administrative staff (see **Figure 5**). In contrast, there were no expenditures for reading materials or technology.

Figure 5. Program Budget Expenditures by Category in 2021–2022

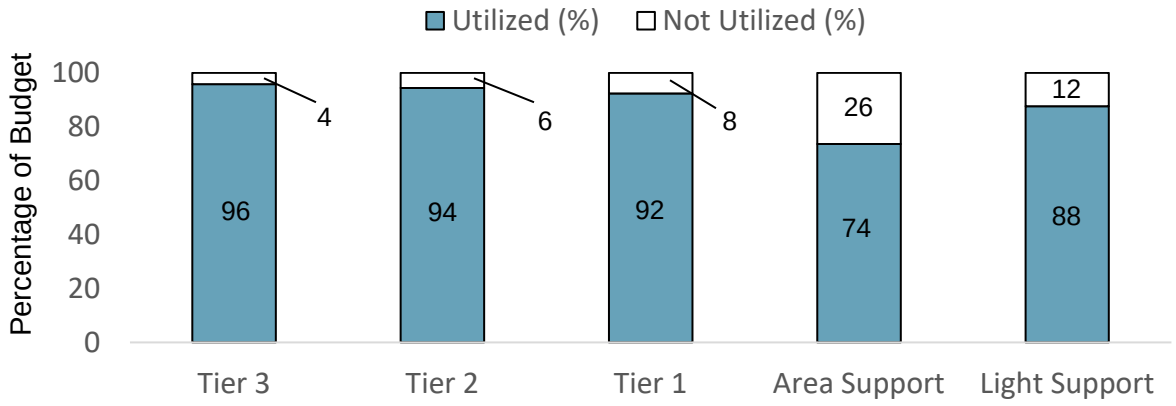


Source: Achieve 180 Program Budget and Expenditure report, 9–9–2022, provided by HISD Budgeting and Financial Planning Department
Notes: Data included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1). Fondren ES and Lawson MS (which were in the Light Support tier) did not receive funding in 2021–2022, thus they were not included in this analysis. Percentages may not sum to 100 due to rounding.

Achieve 180 Program funds in 2021–2022 were allocated to the Achieve 180 Schools Office ($15,267,222) and each participating school within the five tiers ($13,671,077). The Achieve 180 School Office spent 61 percent of their annual budget whereas all Achieve 180 Program schools spent 87 percent of their annual budget.

In Achieve 180 Program schools, the utilization rates ranged from 74 percent to 96 percent (see **Figure 6**). The utilization rate increased from tier to tier as the level of need increased, except for the Light Support tier. Light Support schools showed a higher utilization rate than the Area Support schools but a lower utilization rate than Tiers 1, 2, and 3 schools.

Figure 6. Budget Utilization Rate by Tier Group in 2021–2022



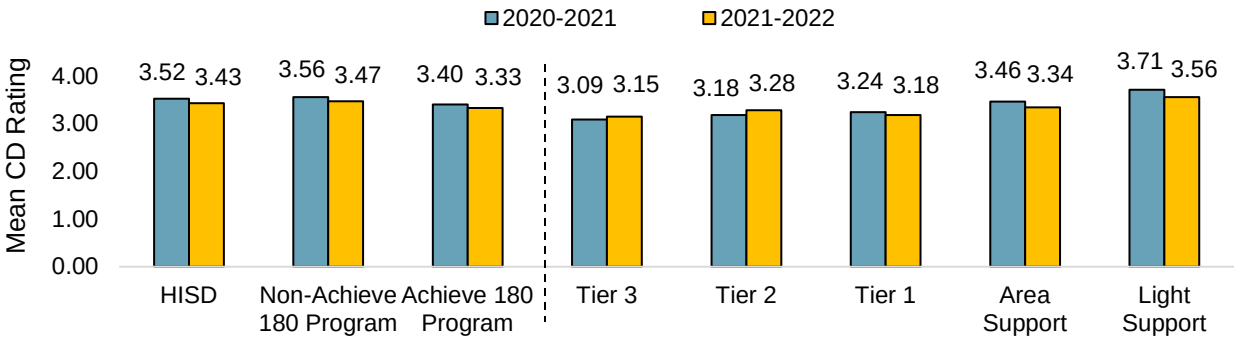
Source: Achieve 180 Program Budget and Expenditure report, 9–9–2022, provided by HISD Budgeting and Financial Planning Department

Notes: Data included General Funds (Achieve 180 Program and Targeted Assistance) and Federal Grants (Title 1). Fondren ES and Lawson MS (which were in the Light Support tier) did not receive funding in 2021-2022, thus they were not included in this analysis.

School Leader Appraisal System (SLAS) ratings.

The SLAS consists of the Coaching and Development (CD) appraisal rating and the School Scorecard Performance level. This report focused on CD ratings because only these ratings were available in the two comparable years. **Figure 7** summarizes the mean CD ratings across school groups in 2020–2021 and 2021–2022.

Figure 7. Mean Coaching and Development Ratings by School Group



Sources: School Leader Appraisal System ratings, 8–10–2021 (for 2020–2021) and 1–26–2023 (for 2021–2022)

Notes: The cut-off scores are as follows: Ineffective (1.0 ≤ score < 1.5), Needs Improvement (1.5 ≤ score < 2.5), Effective (2.5 ≤ score < 3.5), and Highly Effective (3.5 ≤ score ≤ 4.0). Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Any school leader who was not affiliated with a specific campus was not included.

In 2021–2022, the mean CD ratings were at least at the *Effective* level (2.5 ≤ score < 3.5) across all groups of schools (see **Figure 7**, p. 5). Notably, only Light Support schools achieved the *Highly Effective* level (3.5 ≤ score ≤ 4.0), which was a higher rating than non-Achieve 180 Program schools. But, overall, Achieve 180 Program schools showed a lower mean CD rating than non-Achieve 180 Program schools within the past two years, and Tier 3 schools showed the lowest mean CD rating. But, the difference in the rating between Achieve 180 Program schools and non-Achieve 180 Program schools decreased from 0.16 to 0.14.

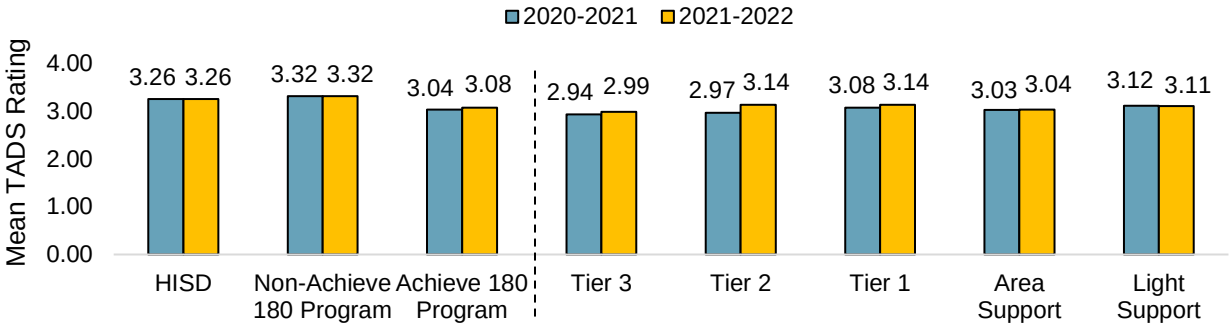
As compared to 2020–2021, both Achieve 180 Program schools and non-Achieve 180 Program schools decreased their mean CD ratings (-0.07 and -0.09 respectively) in 2021–2022, thus the districtwide mean CD rating also decreased (-0.09) (see Figure 7, p. 5). Within Achieve 180 Program schools, Light Support schools had the greatest drop rate (-0.15), followed by Area Support schools (-0.12) and Tier 1 schools (-0.06). However, Tier 2 schools increased their mean CD rating (+0.10), followed by Tier 3 schools (+0.06).

When individual Achieve 180 Program schools were focused, 15 schools (23.4%) increased their mean CD rating (ranging from +0.06 to +1.00); 23 schools (35.9%) decreased their mean CD rating (ranging from -0.03 to -2.00); 22 schools (34.4%) did not change their mean CD rating. The remaining four schools (6.3%) did not receive their mean CD rating in either 2020–2021 or 2021–2022 school year (see **Appendix C**, **Table C-1**, pp. 34–35). Specifically, increased mean CD ratings were found in two of Tier 3 schools (20.0%), two of Tier 2 schools (28.6%), four of Tier 1 schools (33.3%), four of Area Support schools (20.0%), and three of Light Support schools (20.0%). In contrast, decreased mean CD ratings were found in two of Tier 3 schools (20.0%), three of Tier 2 schools (42.9%), three of Tier 1 schools (25.0%), six of Area Support schools (30.0%), and nine of Light Support schools (60.0%). The following schools did not change their mean CD rating: six of Tier 3 schools (60.0%), two of Tier 2 schools (28.6%), five of Tier 1 schools (41.7%), seven of Area Support schools (35.0%), and two of Light Support schools (13.3%).

Teacher Appraisal and Development System (TADS) ratings.

In 2021–2022, 9,498 out of 11,514 cumulative full-time teachers (82.5%), who taught in HISD at any time during the school year, received the TADS rating. This proportion of rated teachers was lower than that in 2020–2021 (10,393 out of 11,996, which was 86.6%; see HISD Research and Accountability, 2022a). Some teachers did not receive the TADS rating because they (1) were reassigned recently, (2) were on family medical leave or other approved leave, (3) were hired late, (4) were retired, (5) left the district earlier, or (6) had any other reasons. For the other teachers who were rated, **Figure 8** summarizes the mean TADS ratings across school groups in 2020–2021 and 2021–2022.

Figure 8. Mean Teacher Appraisal and Development System Ratings by School Group



Sources: TADS Tool, 2020–2021 SummativeRatings, 2–11–2022 and 2021–2022 SummativeRatings, 1–25–2023
Notes: The cut-off scores are as follows: Ineffective (1.0 ≤ score < 1.5), Needs Improvement (1.5 ≤ score < 2.5), Effective (2.5 ≤ score < 3.5), and Highly Effective (3.5 ≤ score ≤ 4.0). Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Some teachers carried over summative ratings from previous school years.

In 2021–2022, the mean TADS ratings fell within the *Effective* level (2.5 ≤ score < 3.5) across all groups of teachers (see **Figure 8**, p. 6). Achieve 180 Program schools, as well as each program tier, showed lower mean TADS rating than non-Achieve 180 Program schools. However, the gap in the rating between Achieve 180 Program schools and non-Achieve 180 Program schools decreased from 0.28 to 0.24 across the past two years. Within Achieve 180 Program schools, Tier 1 and Tier 2 schools scored the highest mean TADS rating while Tier 3 schools showed the lowest mean TADS rating.

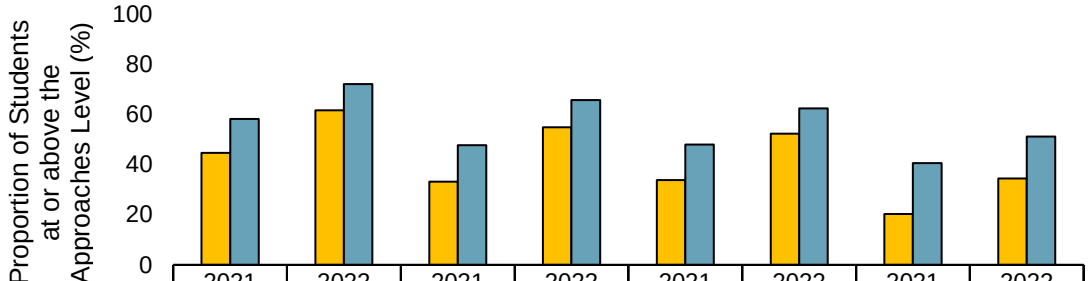
From 2020–2021 to 2021–2022, Achieve 180 Program schools increased their mean TADS rating (+0.04) whereas the mean rating in non-Achieve 180 Program schools did not change (see Figure 8, p. 6). Similar to non-Achieve 180 Program schools, the districtwide rating was also constant. Teachers in Tier 2 schools had the highest increase rate (+0.17), followed by Tier 1 (+0.06), Tier 3 (+0.05), and then Area Support (+0.01). In contrast, Teachers in Light Support schools decreased their rating (-0.01).

Among individual Achieve 180 Program schools, 34 schools (53.1%) increased their mean TADS rating (ranging from +0.01 to +0.52); 27 schools (42.2%) decreased their mean TADS rating (ranging -0.02 from to -0.25); three schools (4.7%) did not change their mean TADS rating (see **Appendix D**, **Table D-1**, pp. 36–37). Specifically, increased mean TADS ratings were found in six Tier 3 schools (60.0%), five Tier 2 schools (71.4%), seven Tier 1 schools (58.3%), nine Area Support schools (45.0%), and seven Light Support schools (46.7%). In comparison, decreased mean TADS ratings were found in three Tier 3 schools (30.0%), one Tier 2 school (14.3%), five Tier 1 schools (41.7%), 11 Area Support schools (55.0%), and seven Light Support schools (46.7%). Constant ratings were found in one Tier 3 school (10.0%), one Tier 2 school (14.3%), and one Light Support schools (6.7%).

The State of Texas Assessment of Academic Readiness (STAAR) grades 3–8 performance.

Until 2020–2021, the STAAR Writing assessment was required for students in grades 3–8. However, the Writing test was no longer administered beginning in 2021–2022. Thus, the subsequent analyses focused on only student performance on the Reading, Mathematics, Science, and Social Studies assessments administered in Spring 2021 and Spring 2022. **Figure 9** shows the proportion of students achieving the Approaches Grade Level standard across the four subjects within Achieve 180 Program (A180) schools and non-Achieve 180 Program (non-A180) schools.

Figure 9. Proportion of 3rd–8th Graders Meeting the Approaches Level by Program School



	2021 Reading	2022 Reading	2021 Mathematics	2022 Mathematics	2021 Science	2022 Science	2021 Social Studies	2022 Social Studies
Achieve 180 Program	45	62	33	55	34	52	20	34
Non-Achieve 180 Program	58	72	48	66	48	62	41	51

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

In Spring 2022, both A180 schools and non-A180 schools showed that the largest proportion of their students performed at or above the Approaches level in Reading. In contrast, the smallest proportion of their students achieved or exceeded the Approaches level in Social Studies (see **Figure 9**, p. 7).

From Spring 2021 to Spring 2022, both A180 schools and non-A180 schools increased the proportions of their students meeting the Approaches level across all subjects (see **Table 2**). Strikingly, in each subject, A180 schools exhibited higher rate increase than non-A180 schools.

Table 2. 2021–2022 Change in the Proportion of 3rd–8th Graders Meeting the Approaches Level by Program School

	Reading	Mathematics	Science	Social Studies
Achieve 180 Program	**+17 pp**	**+22 pp**	**+18 pp**	**+14 pp**
Non-Achieve 180 Program	**+14 pp**	**+18 pp**	**+14 pp**	**+10 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 9 data, p. 7
Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022.

Overall, students in A180 schools were less likely to meet the Approaches level than those in non-A180 schools in all subjects in Spring 2021 and Spring 2022 (see Figure 9, p. 7). Nevertheless, this gap decreased in all subjects within the past two years (see **Table 3**).

Table 3. Gap in the Proportion of 3rd–8th Graders Meeting the Approaches Level between Non-A180 Schools and A180 Schools

	Reading		Mathematics		Science		Social Studies	
	2021	2022	2021	2022	2021	2022	2021	2022
Non-A180 relative to A180*	**13 pp**	**10 pp**	**15 pp**	**11 pp**	**14 pp**	**10 pp**	**21 pp**	**17 pp**

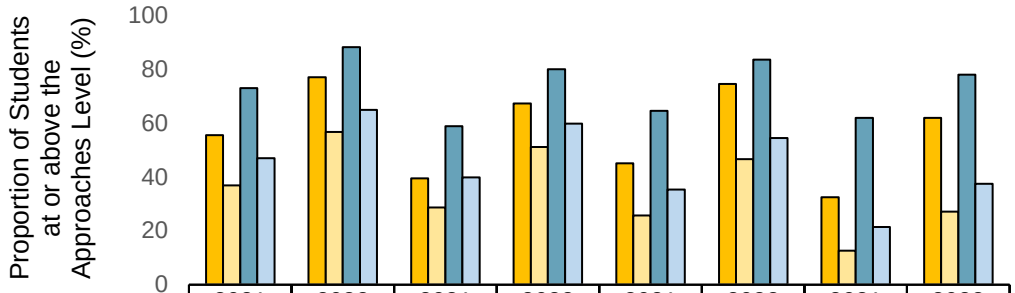
Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 9 data, p. 7
Notes: pp = percentage point. *All values were calculated by subtracting the proportion of A180 students meeting the Approaches level from the proportion of non-A180 students achieving the Approaches level in each subject in each year. An orange shade indicates a decreased gap between Spring 2021 and Spring 2022.

The State of Texas Assessment of Academic Readiness (STAAR) grades 3–8 performance by at-risk status.

As reported in the previous section (see Figure 9, p. 7), in Spring 2022, both A180 schools and non-A180 schools had the largest proportion of their students performed at or above the Approaches Grade Level standard in Reading while the smallest proportion of their students achieved the Approaches level in Social Studies. These tendencies were seen regardless of whether A180/non-A180 students were at risk (see **Figure 10**, p. 9). That is, both at-risk and not-at-risk students in grades 3–8 performed best on the Reading assessment whereas Social Studies was challenging them in A180 and non-A180 schools.

However, there were some differences in STAAR performance between at-risk students and not-at-risk students. Overall, at-risk students were less likely to achieve the Approaches level than not-at-risk students in all subjects in both Spring 2021 and Spring 2022 (see Figure 10, p. 9). In particular, at-risk students in A180 schools were the least likely to meet the Approaches level across all subjects. In contrast, not-at-risk students in non-A180 schools were the most likely to reach the Approaches level across all subjects.

Figure 10. Proportion of 3rd–8th Graders Meeting the Approaches Level by Program School and At-Risk Status



	2021 Reading	2022 Reading	2021 Mathematics	2022 Mathematics	2021 Science	2022 Science	2021 Social Studies	2022 Social Studies
Achieve 180 Program Not At Risk	56	77	40	67	45	75	32	62
Achieve 180 Program At Risk	37	57	29	51	26	47	13	27
Non-Achieve 180 Program Not At Risk	73	88	59	80	64	84	62	78
Non-Achieve 180 Program At Risk	47	65	40	60	35	54	21	37

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

Between Spring 2021 and Spring 2022, both A180 schools and non-A180 schools increased the proportions of their at-risk students, as well as their not-at-risk students, who reached the Approaches level across all subjects (see **Table 4**). Among at-risk students, A180 schools showed higher rate increases than non-A180 schools in Reading, Mathematics, and Science. In Social Studies, in contrast, at-risk students in non-A180 schools showed a greater rate increase than those in A180 schools. Among not-at-risk students, A180 schools showed higher rate increases than non-A180 schools across all subjects.

Table 4. 2021–2022 Change in the Proportion of 3rd–8th Graders Meeting the Approaches Level by Program School and At-Risk Status

	Reading	Mathematics	Science	Social Studies
Achieve 180 Program Not-at-Risk	**+21 pp**	**+27 pp**	**+30 pp**	**+30 pp**
Achieve 180 Program At-Risk	**+20 pp**	**+22 pp**	**+21 pp**	**+14 pp**
Non-Achieve 180 Program Not-at-Risk	**+15 pp**	**+21 pp**	**+20 pp**	**+16 pp**
Non-Achieve 180 Program At-Risk	**+18 pp**	**+20 pp**	**+19 pp**	**+16 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 10 data

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022.

As Table 4 illustrates, within A180 schools, not-at-risk students showed higher rate increases than at-risk students in all subjects. Within non-A180 schools, at-risk students exhibited a higher rate increase than not-at-risk students in Reading. In Mathematics and Science, not-at-risk students rather had higher rate increases than at-risk students. In Social Studies, at-risk students and not-at-risk students showed a similar increase rate.

The lowest rate increases were found in non-A180 schools across Reading (not-at-risk students), Mathematics (at-risk students), and Science (at-risk students) while, in Social Studies, at-risk students in A180 schools had the lowest rate increase (see **Table 4**, p. 9). In contrast, not-at-risk students in A180 schools displayed the highest rate increase in all subjects.

It is noteworthy to address that the gaps between the proportions of at-risk students and of not-at-risk students meeting the Approaches level were smaller in A180 schools than non-A180 schools across all subjects in Spring 2021 and Spring 2022 (see **Table 5**). On the other hand, within A180 schools, these gaps increased across all subjects within the past two years. Within non-A180 schools, the gap decreased in Reading whereas the gaps increased in Mathematics and Science. In Social Studies, there was no change in the gap between the proportions of at-risk students and of not-at-risk students achieving the Approaches level.

Table 5. Gap in the Proportion of 3rd–8th Graders Meeting the Approaches Level between Not-at-Risk Students and At-Risk Students

	Reading		Mathematics		Science		Social Studies	
	2021	2022	2021	2022	2021	2022	2021	2022
A180: Not-at-Risk relative to At-Risk*	**19 pp**	**20 pp**	**11 pp**	**16 pp**	**19 pp**	**28 pp**	**19 pp**	**35 pp**
Non-A180: Not-at-Risk relative to At-Risk*	**26 pp**	**23 pp**	**19 pp**	**20 pp**	**29 pp**	**30 pp**	**41 pp**	**41 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 10 data, p. 9

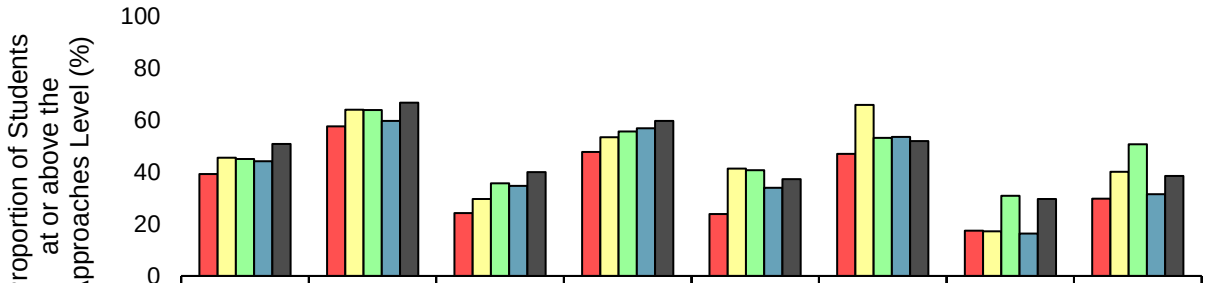
Notes: pp = percentage point. *All values were calculated by subtracting the proportion of at-risk students meeting the Approaches level from the proportion of not-at-risk students achieving the Approaches level in each subject in each year. A green shade indicates an increased gap between Spring 2021 and Spring 2022, and an orange shade indicates a decreased gap between Spring 2021 and Spring 2022.

The State of Texas Assessment of Academic Readiness (STAAR) grades 3–8 performance by tier group.

In the previous section (see **Figure 9**, p. 7), it was found that A180 schools had the largest proportion of their students performing at or above the Approaches Grade Level standard in Reading and the smallest proportion of their students meeting the Approaches level in Social Studies in Spring 2022. These tendencies were seen within Tier 3, Tier 1, Area Support, and Light Support schools (see **Figure 11**, p. 11). Tier 2 schools also showed the smallest proportion of their students meeting the Approaches level in Social Studies. Nevertheless, the largest proportion of Tier 2 students achieved the Approaches level in Science rather than Reading.

Interestingly, in Spring 2022, students in Tier 3 schools were the least likely to meet the Approaches level across all subjects (see Figure 11, p. 11). In contrast, a different tier group showed the highest proportion of students meeting the Approaches level, depending on subject. Specifically, students in Light Support schools were the most likely to obtain the Approaches level in Reading and Mathematics. Tier 2 students were the most likely to reach the Approaches level in Science. Tier 1 students were the most likely to meet the Approaches level in Social Studies.

Figure 11. Proportion of 3rd–8th Graders Meeting the Approaches Level by Tier Group



	Reading 2021	Reading 2022	Mathematics 2021	Mathematics 2022	Science 2021	Science 2022	Social Studies 2021	Social Studies 2022
Tier 3	39	58	24	48	24	47	17	30
Tier 2	46	64	30	53	41	66	17	40
Tier 1	45	64	36	56	41	53	31	51
Area Support	44	60	35	57	34	54	16	31
Light Support	51	67	40	60	37	52	30	39

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021-2022 tier level. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

Between Spring 2021 and Spring 2022, all tier groups increased the proportions of their students achieving the Approaches level in all subjects (see **Table 6**). In Reading, both Tier 3 and Tier 1 schools showed the highest rate increase while Area Support and Light Support schools exhibited the lowest rate increase. In Mathematics, Tier 3 schools had the highest rate increase whereas Tier 1 and Light Support schools displayed the lowest rate increase. In Science, Tier 2 schools showed the highest increase rate, but Tier 1 schools showed the lowest increase rate. Finally, in Social Studies, Tier 2 schools had the highest rate increase, and Light Support schools displayed the lowest rate increase.

Table 6. 2021–2022 Change in the Proportion of 3rd–8th Graders Meeting the Approaches Level by Tier Group

	Reading	Mathematics	Science	Social Studies
Tier 3	**+19 pp**	**+24 pp**	**+23 pp**	**+13 pp**
Tier 2	**+18 pp**	**+23 pp**	**+25 pp**	**+23 pp**
Tier 1	**+19 pp**	**+20 pp**	**+12 pp**	**+20 pp**
Area Support	**+16 pp**	**+22 pp**	**+20 pp**	**+15 pp**
Light Support	**+16 pp**	**+20 pp**	**+15 pp**	**+9 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 11 data

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022.

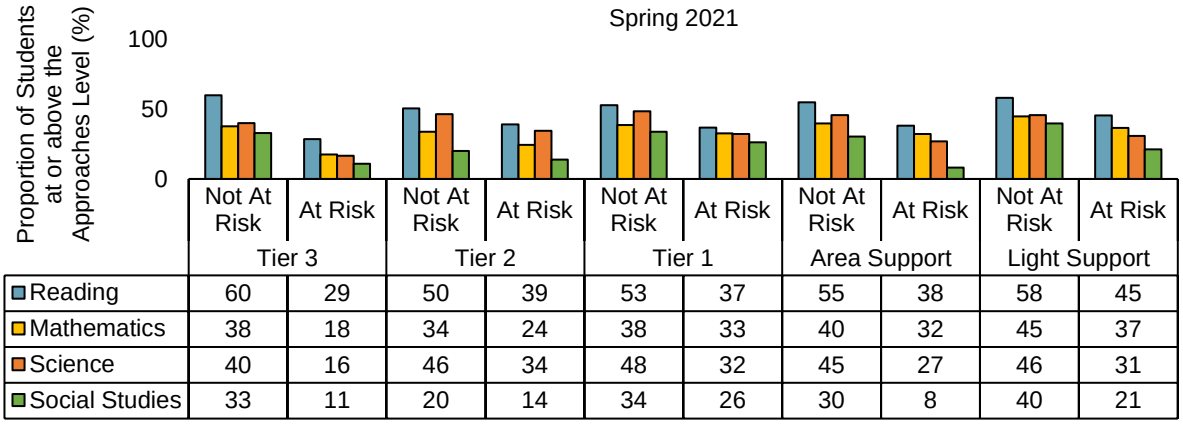
Furthermore, the standard deviation was calculated from the proportions of students obtaining the Approaches level in all tier groups through the past two years. The purpose of calculating the standard deviation was to quantitatively assess the gap in student performance among the tiers; a small standard deviation would indicate that the proportions of students meeting the Approaches level were similar to each other (around the grand mean proportion) among the tier groups (i.e., less gap). From Spring 2021 to Spring

2022, the standard deviation was reduced from 4.1 to 3.6 in Reading, from 6.1 to 4.5 in Mathematics, and from 7.1 to 7.0 in Science. Hence, in these subjects, the gap in student performance among the tier groups decreased across the past two years. In contrast, in Social Studies, the standard deviation increased from 7.3 to 8.3. That is, the tier groups increased the gap in student performance in Social Studies from Spring 2021 to Spring 2022.

The State of Texas Assessment of Academic Readiness (STAAR) grades 3–8 performance by program tier and at-risk status.

Figure 12 compares at-risk students with not-at-risk students within each tier group in terms of the proportion of them meeting the Approaches Grade Level standard in Spring 2021 and Spring 2022.

Figure 12. Proportion of 3rd–8th Graders Meeting the Approaches Level by Tier Group and At-Risk Status



Spring 2021

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

Spring 2022

	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Reading	79	52	77	59	76	59	74	56	81	62
Mathematics	69	43	66	48	65	51	66	54	71	56
Science	79	41	85	61	73	46	70	50	75	46
Social Studies	65	24	62	34	66	44	48	26	74	27

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

The previous section (see **Figure 11**, p. 11) demonstrated that Tier 3, Tier 1, Area Support, and Light Support schools had the largest proportion of their students performing at the Approaches level in Reading in Spring 2022. Figure 12 reveals that this tendency was observed regardless of whether students were at risk. Not-at-risk students in Tier 3 schools were also the most likely to meet the Approaches level in Science in addition to Reading. As compared to the other tier groups, Tier 2 schools had the largest proportion of

their students meeting the Approaches level in Science in Spring 2022 (see **Figure 11**, p. 11). This tendency was observed among both at-risk students and not-at-risk students within Tier 2 schools. Furthermore, it was previously found that all tier groups had the smallest proportion of their students meeting the Approaches level in Social Studies in Spring 2022 (see Figure 11, p. 11). This tendency was seen among (1) both at-risk and not-at-risk students in Tier 3, Tier 2, and Area Support schools and (2) only at-risk students in Tier 1 and Light Support schools (see **Figure 12**, p. 12). In contrast, not-at-risk students in Tier 1 and Light Support schools were the least likely to meet the Approaches level in Mathematics rather than Social Studies.

Among all student groups, at-risk students in Tier 3 schools were the least likely to meet the Approaches level across all subjects in Spring 2022 (see Figure 12, p. 12). On the contrary, not-at-risk students in Light Support schools were the most likely to achieve the Approaches level in Reading, Mathematics, and Social Studies. In Science, not-at-risk students in Tier 2 schools were the most likely to obtain the Approaches level.

Table 7 shows that all tier groups increased the proportions of their at-risk students, as well as their not-at-risk students, who achieved the Approaches level across all subjects between Spring 2021 and Spring 2022. Among at-risk students, the highest rate increases were seen in Tier 3 (in Reading and Mathematics) and Tier 2 schools (in Science and Social Studies); the lowest rate increases were seen in Tier 1 (in Mathematics and Science) and Light schools (in Reading and Social Studies). In contrast, among not-at-risk students, the highest rate increases were seen in Tier 2 (in all subjects) and Tier 3 schools (in Science); the lowest rate increases were seen in Tier 3 (in Reading), Tier 1 (in Science), Area Support (in Mathematics, Science, and Social Studies), and Light Support schools (in Mathematics).

Within Tier 3 schools, at-risk students had lower rate increases than not-at-risk students in Mathematics, Science, and Social Studies (see Table 7). In Reading, not-at-risk students showed lower rate increase than at-risk students. Within Tier 2, Tier 1, and Light Support schools, at-risk students exhibited lower rate increases than not-at-risk students across all subjects. Within Area Support schools, at-risk students displayed lower rate increases than not-at-risk students in Reading, Mathematics, and Science. In Social Studies, at-risk and not-at-risk students showed a similar rate increase.

Table 7. 2021–2022 Change in the Proportion of 3rd–8th Graders Meeting the Approaches Level by Tier Group and At-Risk Status

	Reading	Mathematics	Science	Social Studies
Tier 3 Not-at-Risk	**+19 pp**	**+31 pp**	**+39 pp**	**+32 pp**
Tier 3 At-Risk	**+23 pp**	**+25 pp**	**+25 pp**	**+13 pp**
Tier 2 Not-at-Risk	**+27 pp**	**+32 pp**	**+39 pp**	**+42 pp**
Tier 2 At-Risk	**+20 pp**	**+24 pp**	**+27 pp**	**+20 pp**
Tier 1 Not-at-Risk	**+23 pp**	**+27 pp**	**+25 pp**	**+32 pp**
Tier 1 At-Risk	**+22 pp**	**+18 pp**	**+14 pp**	**+18 pp**
Area Support Not-at-Risk	**+19 pp**	**+26 pp**	**+25 pp**	**+18 pp**
Area Support At-Risk	**+18 pp**	**+22 pp**	**+23 pp**	**+18 pp**
Light Support Not-at-Risk	**+23 pp**	**+26 pp**	**+29 pp**	**+34 pp**
Light Support At-Risk	**+17 pp**	**+19 pp**	**+15 pp**	**+6 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 12 data, p. 12

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022.

Across all student groups, the highest rate increases were found in not-at-risk students in Tier 2 in each subject, as well as not-at-risk students in Tier 3 schools in only Science (see **Table 7**, on p. 13). In contrast, the lowest rate increases were found in at-risk students in Light Support schools (in Reading and Social Studies) and at-risk students in Tier 1 schools (in Mathematics and Science).

Regardless of the tier groups which they attended, at-risk students were less likely to achieve the Approaches level than not-at-risk students in all subjects within the past two years (see **Figure 12**, p. 12). The gaps between the proportions of at-risk students and of not-at-risk students meeting the Approaches level decreased or increased between Spring 2021 and Spring 2022, depending on tier group and subject (see **Table 8**). Specifically, within Tier 3 schools, the gap decreased in Reading but increased in the other subjects. Within Tier 2, Tier 1, and Light Support schools, the gaps increased in all subjects. Within Area Support schools, the gap did not change in Social Studies and increased in the other subjects.

Table 8. Gap in the Proportion of 3rd–8th Graders Meeting the Approaches Level between Not-at-Risk Students and At-Risk Students

	Reading		Mathematics		Science		Social Studies	
	2021	2022	2021	2022	2021	2022	2021	2022
Tier 3: Not-at-Risk relative to At-Risk*	31 pp	27 pp	20 pp	26 pp	24 pp	38 pp	22 pp	41 pp
Tier 2: Not-at-Risk relative to At-Risk*	11 pp	18 pp	10 pp	18 pp	12 pp	24 pp	6 pp	28 pp
Tier 1: Not-at-Risk relative to At-Risk*	16 pp	17 pp	5 pp	14 pp	16 pp	27 pp	8 pp	22 pp
Area Support: Not-at-Risk relative to At-Risk*	17 pp	18 pp	8 pp	12 pp	18 pp	20 pp	22 pp	22 pp
Light Support: Not-at-Risk relative to At-Risk*	13 pp	19 pp	8 pp	15 pp	15 pp	29 pp	19 pp	47 pp

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 12 data, p. 12

Notes: pp = percentage point. *All values were calculated by subtracting the proportion of at-risk students meeting the Approaches level from the proportion of not-at-risk students achieving the Approaches level in each subject in each year. A green shade indicates an increased gap between Spring 2021 and Spring 2022, and an orange shade indicates a decreased gap between Spring 2021 and Spring 2022.

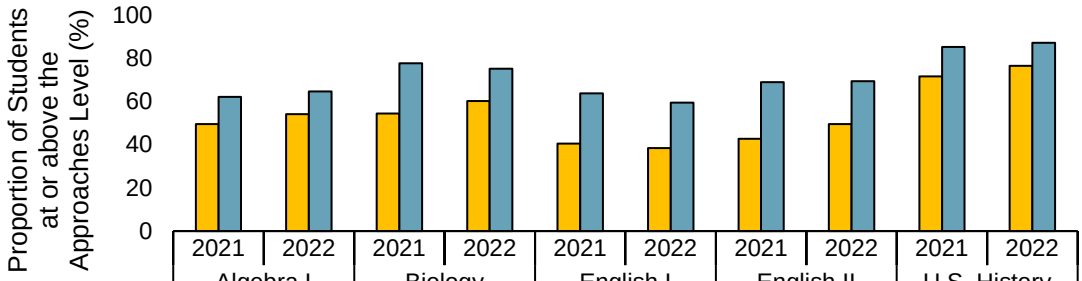
In Spring 2022, all tier groups showed the smallest gap between the proportions of at-risk students and of not-at-risk students meeting the Approaches level in Mathematics (see Table 8). Tier 2 schools also showed the similarly smallest gap in Reading in addition to Mathematics. The largest gap was seen in Social Studies (in Tier 3, Tier 2, Area Support, and Light Support schools) or Science (in Tier 1 schools).

Finally, to assess the gap in student performance among the tiers, the standard deviation was computed from the proportions of at-risk or not-at-risk students obtaining the Approaches level in the tier groups. As explained previously, a small standard deviation would indicate that the proportions of students meeting the Approaches level were similar to each other (around the grand mean proportion) across the tier groups (i.e., less gap). Regardless of at-risk status, the standard deviations decreased in Reading (from 6.0 to 3.6 for at-risk students; from 3.8 to 2.6 for not-at-risk students) and Mathematics (from 7.6 to 5.3 for at-risk students; from 3.9 to 2.4 for not-at-risk students) between Spring 2021 and Spring 2022. Thus, the gaps in STAAR performance of at-risk/not-at-risk students among the tier groups reduced in Reading and Mathematics through the past two years. In contrast, the standard deviations increased in Science (7.0 to 7.5 for at-risk students; from 3.1 to 5.6 for not-at-risk students) and Social Studies (from 7.5 to 8.1 for at-risk students; from 7.2 to 9.3 for not-at-risk students). That is, the tier groups increased the gaps in the performance of their at-risk/not-at-risk students in Science and Social Studies within the past two years.

The State of Texas Assessment of Academic Readiness (STAAR) end of course (EOC) performance. The subsequent analyses examined the performance of high school students who took the Algebra I, Biology, English I and II, and U.S. History assessments administered in Spring 2021 and Spring 2022. Note that some advanced middle school students who were enrolled in the high school level course also took the Algebra I and Biology assessments, and these students were included in the following analyses.

In Spring 2022, both A180 schools and non-A180 schools had the largest proportion of their students who performed at or above the Approaches level in U.S. History. On the other hand, the smallest proportion of their students met the Approaches level in English I (see **Figure 13**).

Figure 13. Proportion of EOC Students Meeting the Approaches Level by Program School



	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
	Algebra I		Biology		English I		English II		U.S. History	
Achieve 180 Program	50	54	54	60	41	39	43	50	72	77
Non-Achieve 180 Program	62	65	78	75	64	60	69	70	85	87

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

As **Table 9** shows, between Spring 2021 and Spring 2022, both A180 schools and non-A180 schools (1) increased the proportions of their students meeting the Approaches level in Algebra I, English II, and U.S. History and (2) decreased the proportion in English I. In Biology, A180 schools increased the proportion whereas non-A180 schools decreased the proportion. The other noteworthy observation was that A180 schools had a greater increase/smaller decrease in rate than non-A180 schools in all subjects.

Table 9. 2021–2022 Change in the Proportion of EOC Students Meeting the Approaches Level by Program School

	Algebra I	Biology	English I	English II	U.S. History
Achieve 180 Program	**+4 pp**	**+6 pp**	**-2 pp**	**+7 pp**	**+5 pp**
Non-Achieve 180 Program	**+3 pp**	**-3 pp**	**-4 pp**	**+1 pp**	**+2 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 13 data

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022, and an orange shade indicates a decreased proportion between Spring 2021 and Spring 2022.

Moreover, A180 students were less likely to achieve the Approaches level than non-A180 students in all subjects in Spring 2021 and Spring 2022 (see Figure 13), but these gaps decreased in all subjects through the past two years (see **Table 10**, p. 16).

Table 10. Gap in the Proportion of EOC Students Meeting the Approaches Level between Non-A180 Schools and A180 Schools

	Algebra I		Biology		English I		English II		U.S. History	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Non-A180 relative to A180*	**12 pp**	**11 pp**	**24 pp**	**15 pp**	**23 pp**	**21 pp**	**26 pp**	**20 pp**	**13 pp**	**10 pp**

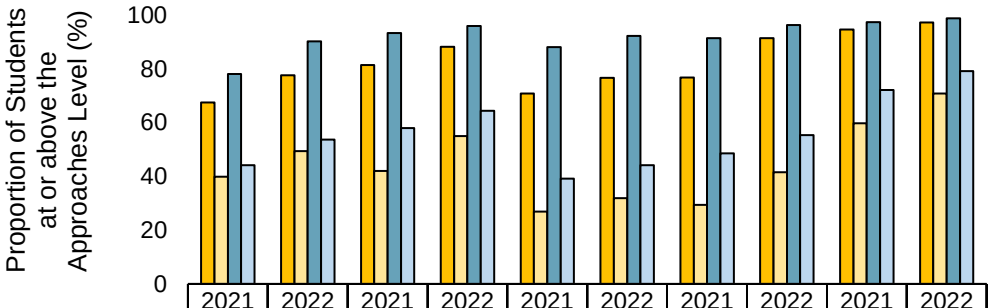
Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 13 data, p. 15

Notes: pp = percentage point. *All values were calculated by subtracting the proportion of A180 students meeting the Approaches level from the proportion of non-A180 students achieving the Approaches level in each subject in each year. An orange shade indicates a decreased gap between Spring 2021 and Spring 2022.

The State of Texas Assessment of Academic Readiness (STAAR) end of course (EOC) performance by at-risk status.

As discussed above, both A180 schools and non-A180 schools had the largest proportion of their students performed at the Approaches level in U.S. History whereas the smallest proportion of their students achieved the Approaches level in English I (see **Figure 13**, p. 15). These tendencies were observed among (1) at-risk students, as well as not-at-risk students, within A180 schools and (2) at-risk students in non-Achieve 180 schools (see **Figure 14**). For not-at-risk students in non-A180 schools, although the largest proportion of them achieved the Approaches level in U.S. History as well, the smallest proportion of them obtained the Approaches level in Algebra I rather than English I.

Figure 14. Proportion of EOC Students Meeting the Approaches Level by Program School and At-Risk Status



	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
	Algebra I		Biology		English I		English II		U.S. History	
Achieve 180 Program Not At Risk	68	78	81	88	71	77	77	91	95	97
Achieve 180 Program At Risk	40	49	42	55	27	32	29	42	60	71
Non-Achieve 180 Program Not At Risk	78	90	93	96	88	92	92	96	97	99
Non-Achieve 180 Program At Risk	44	54	58	64	39	44	49	55	72	79

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

Among all the four student groups, at-risk students in A180 schools were the least likely to meet the Approaches level in all subjects (see **Figure 14**, p. 16). In contrast, not-at-risk students in non-A180 schools were the most likely to reach the Approaches level across all subjects.

From Spring 2021 to Spring 2022, both A180 schools and non-A180 schools increased the proportions of their at-risk students, as well as not-at-risk students, who achieved the Approaches level across all subjects (see **Table 11**). Among at-risk students, A180 schools showed higher rate increases than non-A180 schools in Biology, English II, and U.S. History. In Algebra I, at-risk students in A180 schools had the lowest rate increase among students. In English I, at-risk students in both A180 and non-A180 schools showed a similar increase rate. In comparison, among not-at-risk students, non-A180 schools had the lowest rate increases among students in Biology and English I and II. In Algebra I, not-at-risk students in non-A180 schools had the highest increase rate among students. In U.S. History, not-at-risk students in both A180 and non-A180 schools similarly exhibited the lowest increase rate among students.

Table 11. 2021–2022 Change in the Proportion of EOC Students Meeting the Approaches Level by Program School and At-Risk Status

	Algebra I	Biology	English I	English II	U.S. History
Achieve 180 Program Not-at-Risk	**+10 pp**	**+7 pp**	**+6 pp**	**+14 pp**	**+2 pp**
Achieve 180 Program At-Risk	**+9 pp**	**+13 pp**	**+5 pp**	**+13 pp**	**+11 pp**
Non-Achieve 180 Program Not-at-Risk	**+12 pp**	**+3 pp**	**+4 pp**	**+4 pp**	**+2 pp**
Non-Achieve 180 Program At-Risk	**+10 pp**	**+6 pp**	**+5 pp**	**+6 pp**	**+7 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 14 data, p. 16

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022.

Within A180 schools, at-risk students showed the highest rate increases among students in Biology and U.S. History (see Table 11). In Algebra I and English I and II, not-at-risk students displayed higher rate increases than at-risk students and actually had the highest increases in English I and II. Within non-A180 schools, at-risk students showed higher rate increases in Biology, English I and II, and U.S. History than not-at-risk students. In Algebra I, not-at-risk students showed a higher rate increase than at-risk students.

Figure 14 (p. 16) shows that, in both A180 schools and non-A180 schools, at-risk students were less likely to meet the Approaches level than not-at-risk students in all subjects across the past two years. The gaps between the proportions of not-at-risk students and of at-risk students achieving the Approaches level decreased or increased from Spring 2021 to Spring 2022, depending on program school and subject (see **Table 12**, p. 18). Within A180 schools, the gaps increased in Algebra I and English I and II while the gaps decreased in Biology and U.S. History. Within non-A180 schools, the gap increased in Algebra I while the gaps decreased in the other subjects. The gaps were smaller in A180 schools than non-A180 schools in Algebra I and English I within the past two years. In contrast, in Biology, English II, and U.S. History, non-A180 schools showed smaller gaps than A180 schools through the past two years.

Table 12. Gap in the Proportion of EOC Students Meeting the Approaches Level between Not-at-Risk Students and At-Risk Students

	Algebra I		Biology		English I		English II		U.S. History	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
A180: Not-at-Risk relative to At-Risk*	**28 pp**	**29 pp**	**39 pp**	**33 pp**	**44 pp**	**45 pp**	**48 pp**	**49 pp**	**35 pp**	**26 pp**
Non-A180: Not-at-Risk relative to At-Risk*	**34 pp**	**36 pp**	**35 pp**	**32 pp**	**49 pp**	**48 pp**	**43 pp**	**41 pp**	**25 pp**	**20 pp**

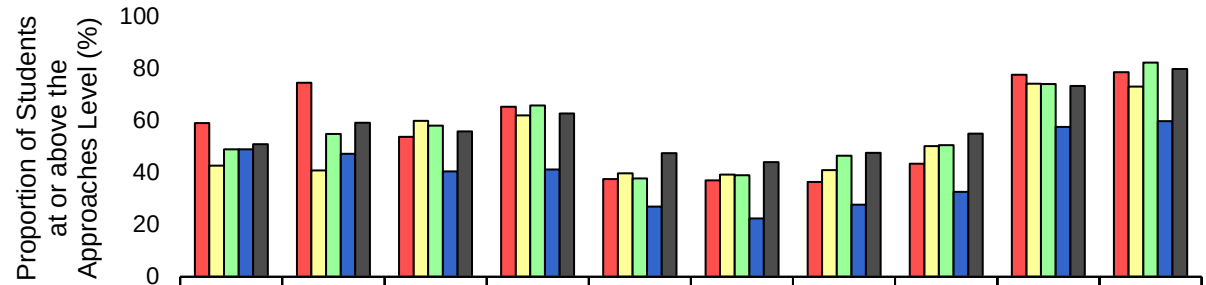
Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 14 data, p. 16

Note: pp = percentage point. *All values were calculated by subtracting the proportion of at-risk students meeting the Approaches level from the proportion of not-at-risk students achieving the Approaches level in each subject in each year. A green shade indicates an increased gap between Spring 2021 and Spring 2022, and an orange shade indicates a decreased gap between Spring 2021 and Spring 2022.

The State of Texas Assessment of Academic Readiness (STAAR) end of course (EOC) performance by tier group.

The previous section (see **Figure 13**, p. 15) yielded that A180 schools showed the largest proportion of their students who performed at or above the Approaches Grade Level standard in U.S. History and the smallest proportion of their students achieving the Approaches level in English I. These tendencies were seen in all tier groups (see **Figure 15**).

Figure 15. Proportion of EOC Students Meeting the Approaches Level by Tier Group



	2021 Algebra I	2022 Algebra I	2021 Biology	2022 Biology	2021 English I	2022 English I	2021 English II	2022 English II	2021 U.S. History	2022 U.S. History
Tier 3	59	74	54	65	38	37	36	43	78	79
Tier 2	43	41	60	62	40	39	41	50	74	73
Tier 1	49	55	58	66	38	39	46	51	74	82
Area Support	49	47	40	41	27	22	28	33	58	60
Light Support	51	59	56	63	47	44	48	55	73	80

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

Tier 2 students were the least likely to meet the Approaches level in Algebra I (see Figure 15). Area Support students were the least likely to meet the Approaches level in Biology, English I and II, and U.S. History. Tier 3 students were the most likely to achieve the Approaches level in Algebra I. Tier 1 students were the most likely to reach the Approaches level in Biology and U.S. History. Light Support students were the most likely to obtain the Approaches level in English I and II.

From Spring 2021 to Spring 2022, the tier groups increased or decreased the proportion of their students meeting the Approaches level, depending on subject (see **Table 13**). Specifically, in Algebra I, Tier 3, Tier 1, and Light Support schools had increased proportion, with Tier 3 showing the highest rate increase; Tier 2 and Area Support schools exhibited a similar decrease in proportion. In Biology and English II, all tier groups increased the proportions, with Tier 3 schools showing the highest increase in Biology and Tier 2 schools showing the highest increase in English II; the lowest increase rates were found in Area Support schools (in Biology and English II) and in Tier 1 schools (in English II). In English I, only Tier 1 schools increased the proportion. All other tiers decreased the proportion, with Area Support schools showing the greatest decrease. In U.S. History, only Tier 2 schools decreased the proportion. The other tier groups increased the proportion, with Tier 1 exhibiting the highest increase in rate.

Table 13. 2021–2022 Change in the Proportion of EOC Students Meeting the Approaches Level by Tier Group

	Algebra I	Biology	English I	English II	U.S. History
Tier 3	**+15 pp**	**+11 pp**	**-1 pp**	**+7 pp**	**+1 pp**
Tier 2	**-2 pp**	**+2 pp**	**-1 pp**	**+9 pp**	**-1 pp**
Tier 1	**+6 pp**	**+8 pp**	**+1 pp**	**+5 pp**	**+8 pp**
Area Support	**-2 pp**	**+1 pp**	**-5 pp**	**+5 pp**	**+2 pp**
Light Support	**+8 pp**	**+7 pp**	**-3 pp**	**+7 pp**	**+7 pp**

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 15 data, p. 18

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022, and an orange shade indicates a decreased proportion between Spring 2021 and Spring 2022.

Finally, the standard deviations were compared between Spring 2021 and Spring 2022 to assess the change in the gap in student performance among the tier groups; a small standard deviation would indicate that the proportions of students meeting the Approaches level were similar to each other across the tier groups (i.e., less gap). The standard deviations increased in Algebra I (from 5.9 to 12.8), Biology (from 7.7 to 10.3), English I (from 7.3 to 8.2), English II (from 8.2 to 8.7), and U.S. History (from 7.8 to 9.0). Thus, across all subjects, the gap in student performance among the tier groups increased within the past two years.

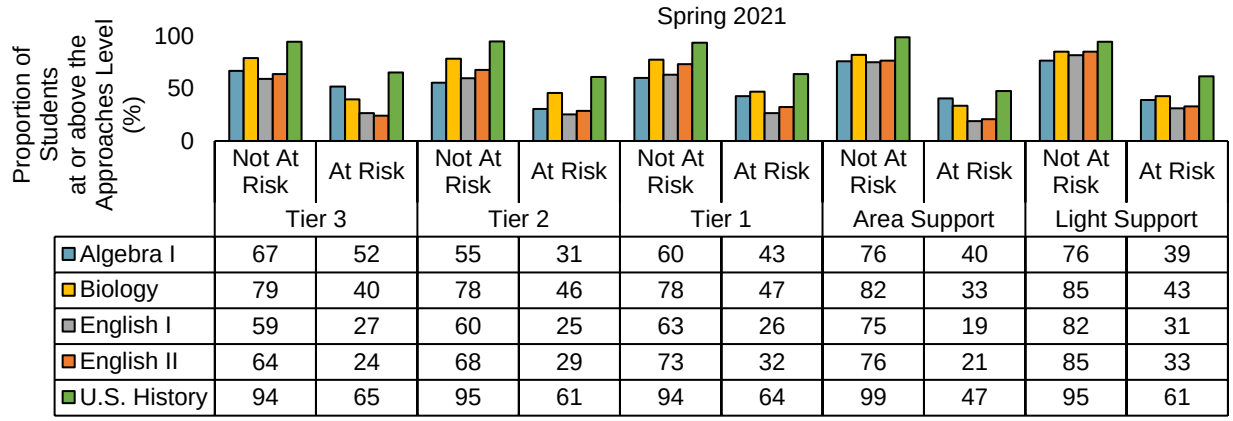
The State of Texas Assessment of Academic Readiness (STAAR) end of course (EOC) performance by tier group and at-risk status.

As reported in the previous section (see **Figure 15**, p. 18), all tier groups had the largest proportion of their students performing at the Approaches level in U.S. history and the smallest proportion of their students achieving the Approaches level in English I in Spring 2022. These tendencies were replicated among (1) at-risk students and not-at-risk students in Area Support and Light Support schools and (2) at-risk students in Tier 3, Tier 2, and Tier 1 schools (see **Figure 16**, p. 20). For not-at-risk students in Tier 3 schools, the largest proportion of them obtained the Approaches level in Algebra I rather than U.S. History although the smallest proportion of them met the Approaches level in English I, too. For not-at-risk students in Tier 2 and Tier 1, although the largest proportion of them achieved the Approaches level in U.S. History as well, the smallest proportion of them met the Approaches level in Algebra I rather than English I.

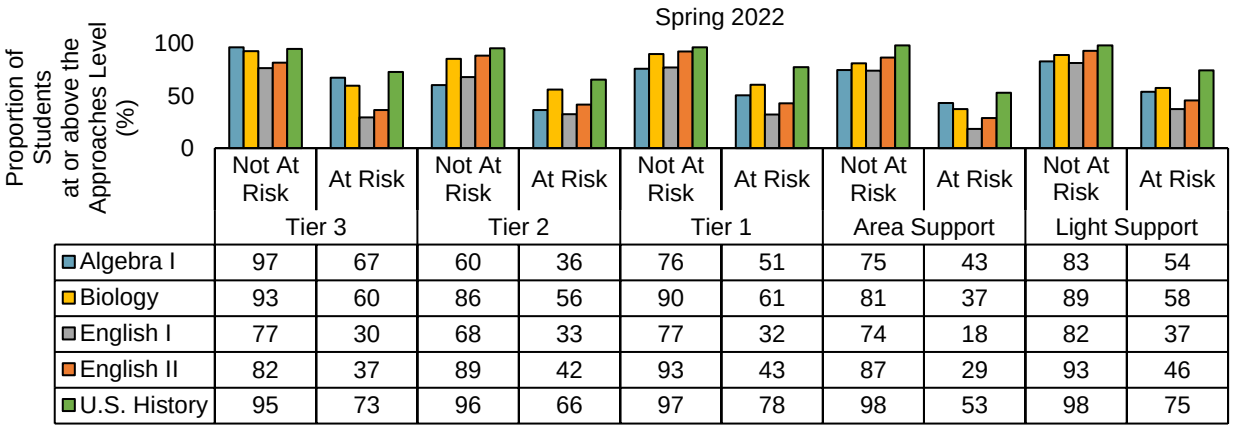
Among all student groups, at-risk students were the least likely to meet the Approaches level in Algebra I (in Tier 2), Biology (in Area Support), English I (in Area Support), English II (in Area Support), and U.S. History (in Area Support) in Spring 2022 (see Figure 16, p. 20). In contrast, not-at-risk students were the

most likely to meet the Approaches level in Algebra I (in Tier 3), Biology (in Tier 3), English I (in Light Support), English II (in Tier 1 and Light Support), and U.S. History (in Area Support and Light Support).

Figure 16. Proportion of EOC Students Meeting the Approaches Level by Tier Group and At-Risk Status



	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Algebra I	67	52	55	31	60	43	76	40	76	39
Biology	79	40	78	46	78	47	82	33	85	43
English I	59	27	60	25	63	26	75	19	82	31
English II	64	24	68	29	73	32	76	21	85	33
U.S. History	94	65	95	61	94	64	99	47	95	61



	Tier 3		Tier 2		Tier 1		Area Support		Light Support	
	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk	Not At Risk	At Risk
Algebra I	97	67	60	36	76	51	75	43	83	54
Biology	93	60	86	56	90	61	81	37	89	58
English I	77	30	68	33	77	32	74	18	82	37
English II	82	37	89	42	93	43	87	29	93	46
U.S. History	95	73	96	66	97	78	98	53	98	75

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022)

Notes: All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. The results included English and Spanish versions. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

Between Spring 2021 and Spring 2022, the tier groups increased or decreased the proportions of their at-risk or not-at-risk students meeting the Approaches level, depending on subject (see **Table 14**, p. 21). Among at-risk students, the highest rate increases were seen in Tier 3 (in Algebra I and Biology), Tier 2 (in English I and II), Tier 1 (in U.S. History), and Light Support schools (in Algebra I, English II, and U.S. History); Area Support schools showed the lowest increases in Algebra I, Biology, and English II and a decrease in English I, and Tier 2 schools had the lowest increase in U.S History. Among not-at-risk students, the highest rate increases were seen in Tier 3 (in Algebra I, Biology, and English I), Tier 2 (in English II), Tier 1 (in U.S. History), and Light Support schools (in U.S. History); Area Support schools showed decreases in Algebra I, Biology, English I, and U.S. History, and Light Support schools exhibited the lowest rate increase in English II.

Table 14. 2021–2022 Change in the Proportion of EOC Students Meeting the Approaches Level by Tier Group and At-Risk Status

	Algebra I	Biology	English I	English II	U.S. History
Tier 3 Not-at-Risk	+30 pp	+14 pp	+18 pp	+18 pp	+1 pp
Tier 3 At-Risk	+15 pp	+20 pp	+3 pp	+13 pp	+8 pp
Tier 2 Not-at-Risk	+5 pp	+8 pp	+8 pp	+21 pp	+1 pp
Tier 2 At-Risk	+5 pp	+10 pp	+8 pp	+13 pp	+5 pp
Tier 1 Not-at-Risk	+16 pp	+12 pp	+14 pp	+20 pp	+3 pp
Tier 1 At-Risk	+8 pp	+14 pp	+6 pp	+11 pp	+14 pp
Area Support Not-at-Risk	-1 pp	-1 pp	-1 pp	+11 pp	-1 pp
Area Support At-Risk	+3 pp	+4 pp	-1 pp	+8 pp	+6 pp
Light Support Not-at-Risk	+7 pp	+4 pp	0 pp	+8 pp	+3 pp
Light Support At-Risk	+15 pp	+15 pp	+6 pp	+13 pp	+14 pp

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 16 data, p. 20

Notes: pp = percentage point. A green shade indicates an increased proportion between Spring 2021 and Spring 2022, and an orange shade indicates a decreased proportion between Spring 2021 and Spring 2022.

Within Tier 3 and Tier 1 schools, at-risk students showed higher rate increases than not-at-risk students in Biology and U.S. History (see **Table 14**). In the other subjects, not-at-risk students had higher rate increases than at-risk students. Within Tier 2 and Area Support schools, at-risk students exhibited higher rate increases than not-at-risk students in Algebra I, Biology, and U.S. History. In contrast, as compared to at-risk students, not-at-risk students displayed higher rate increases (1) in English I and II within Tier 2 schools and (2) in English II within Area Support schools. Area Support schools had at-risk and not-at-risk students who showed a similar decrease in English I. Within Light Support schools, at-risk students displayed higher increase rates than not-at-risk students in all subjects.

Across all student groups, the highest increases were found in not-at-risk students (in Algebra I and English I) and at-risk students (in Biology) in Tier 3 schools, not-at-risk students (in English II) and at-risk students (in Biology) in Tier 2 schools, and at-risk students in Tier 1 schools (in U.S. History). In contrast, decreases in rate were found in only Area Support students, including at-risk students (in English I) and not-at-risk students (in Algebra I, Biology, English I, and U.S. History). In English II, the lowest increase rates were found in at-risk students in Area Support schools and not-at-risk students in Light Support schools.

In all tier groups, at-risk students were less likely to meet the Approaches level than not-at-risk students in all subjects across years (see **Figure 16**, p. 20). The gaps between the proportions of at-risk students and of not-at-risk students meeting the Approaches level decreased or increased from Spring 2021 to Spring 2022, depending on tier group and subject (see **Table 15**, p. 22). Specifically, within Tier 3 and Tier 1 schools, the gaps decreased in Biology and U.S. History but increased in the other subjects. Within Tier 2 schools, the gaps decreased in Algebra I, Biology, and U.S. History but increased in the other subjects. Within Area Support schools, the gaps decreased in Algebra I, Biology, and U.S. History but increased in English II. In English I, the gap did not change. Within Light Support schools, the gaps decreased in all subjects.

Table 15. Gap in the Proportion of EOC Students Meeting the Approaches Level between Not-at-Risk Students and At-Risk Students

	Algebra I		Biology		English I		English II		U.S. History	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Tier 3: Not-at-Risk relative to At-Risk*	15 pp	30 pp	39 pp	33 pp	32 pp	47 pp	40 pp	45 pp	29 pp	22 pp
Tier 2: Not-at-Risk relative to At-Risk*	24 pp	24 pp	32 pp	30 pp	35 pp	35 pp	39 pp	47 pp	34 pp	30 pp
Tier 1: Not-at-Risk relative to At-Risk*	17 pp	25 pp	31 pp	29 pp	37 pp	45 pp	41 pp	50 pp	30 pp	19 pp
Area Support: Not-at-Risk relative to At-Risk*	36 pp	32 pp	49 pp	44 pp	56 pp	56 pp	55 pp	58 pp	52 pp	45 pp
Light Support: Not-at-Risk relative to At-Risk*	37 pp	29 pp	42 pp	31 pp	51 pp	45 pp	52 pp	47 pp	34 pp	23 pp

Sources: Fall PEIMS, 2020–2021 and 2021–2022 and Cognos STAAR data, 9–21–2021 (for 2021) and 9–13–2022 (for 2022), and Figure 16 data, p. 20

Notes: pp = percentage point. *All values were calculated by subtracting the proportion of at-risk students meeting the Approaches level from the proportion of not-at-risk students achieving the Approaches level in each subject in each year. A green shade indicates an increased gap between Spring 2021 and Spring 2022, and an orange shade indicates a decreased gap between Spring 2021 and Spring 2022.

In Spring 2022, Tier 3, Tier 1, and Light Support schools had the smallest gap in U.S. History (see **Table 15**). Tier 2 and Area Support schools showed the smallest gap in Algebra I. Tier 2, Tier 1, Area Support, and Light Support schools exhibited the largest gap in English II. Tier 3 schools exhibited the largest gap in English I.

To assess the gap in student performance across the tier groups, the standard deviations were calculated from the proportions of at-risk students or not-at-risk students meeting the Approaches level in the tier groups. A small standard deviation would indicate that the proportions of students achieving the Approaches level were similar to each other (i.e., less gap). Among at-risk students, the standard deviations increased in Algebra I (from 7.7 to 11.7), Biology (from 5.4 to 9.6), English I (from 4.3 to 7.1), English II (from 5.3 to 6.7), and U.S. History (from 7.1 to 9.8) between Spring 2021 and Spring 2022. Hence, the gaps in the performance of at-risk students among the tier groups increased in these subjects through the past two years. Among not-at-risk students, the standard deviations increased in Algebra I (from 9.3 to 13.2) and Biology (from 3.2 to 4.5). However, the standard deviations decreased in English I (from 10.1 to 5.0) and II (from 8.2 to 4.7) and U.S. History (from 2.0 to 1.6). Thus, within not-at-risk students, the gaps in STAAR performance among the tier groups increased in Algebra I and Biology but decreased in English I and II and U.S. History within the past two years.

Texas Education Agency (TEA) accountability ratings.

Due to the COVID-19 pandemic, TEA labeled all *D*- or *F*-assigned campuses as “Not Rated: Senate Bill 1365” (*NR-SB1365*) in Spring 2022. HISD had nine campuses labeled as *NR-SB1365* (see **Table 1**, p. 1).

In the school year of 2021–2022, five of the nine *NR-SB1365*-labeled schools (55.6%) were included in the Achieve 180 Program (see Table 1, p. 1). These five Achieve 180 Program schools included Forest Brook MS, which would be rated *F* if the ‘3 out of 4 rule’ (where a rating of *F* is assigned to any campus scoring less than 60 in three of the four domains: Student Achievement, Academic Growth, Relative Performance, and Closing the Gaps) was applied. Note that none of the *NR-SB1365*-labeled schools received a rating of *F* in Spring 2019 (the last time when TEA accountability ratings were given). That is, there was no consecutively *F*-rated school among Achieve 180 Program participants in 2021–2022.

Notably, all Achieve 180 Program schools which were rated *F* last time (i.e., in Spring 2019) improved their TEA Accountability Rating in Spring 2022:

- Two campuses received a rating of *A*: Osborne ES and Seguin ES.
- Thirteen campuses received a rating of *B*: Ashford ES, Edison MS, Fleming MS, Isaacs ES, Key MS, Martinez C ES, Northline ES, Robinson ES, Rucker ES, Smith ES, Sugar Grove MS, Whidby ES, and Young ES.
- Five campuses received a rating of *C*: Deady MS, High School Ahead Academy MS, Thomas MS, Wheatley HS, and Williams MS.

The proportion of Achieve 180 Program schools that met the accountability standard increased each year (see **Table 16**), growing from 40 percent (18 of 45 schools) in the 2016–2017 school year (Pre-Intervention) to 81 percent (43 of 53 schools) in the 2018–2019 school year (Year 2). Following the COVID-19 pandemic, in the 2021–2022 school year (Year 5), the proportion of Achieve 180 Program schools that received an *A*, *B*, or *C* rating reached 92 percent (59 of 64 schools). If Senate Bill 1365 was not applied, 98 percent (63 of 64 schools) would be assigned a rating of *A*, *B*, *C*, or *D* in Spring 2022.

Table 16. TEA Accountability Ratings for Achieve 180 Program Schools in 2017–2022

School Year	Achieve 180 Program Participants	Improvement Required or *F* Rating		Not Rated*		Met Standard or *A*, *B*, *C*, or *D* Rating	
	N	***N***	%	***N***	%	***N***	%
2016-2017	(45)	27	60.0%	0	0.0%	18	40.0%
2017-2018 (Year 1)	44[A]	1	2.3%	10	22.7%	33	75.0%
2018-2019 (Year 2)	53[B]	10	18.9%	0	0.0%	43	81.1%
2019-2020 (Year 3)	54[B]	---	---	54	100.0%	---	---
2020-2021 (Year 4)	64[C]	---	---	64	100.0%	---	---
2021-2022 (Year 5)	64[C]	---	---	5	7.8%	59^	92.2%

Sources: *TEA Preliminary Accountability Ratings 2016–2017*, *TEA Final Accountability Ratings 2018–2019*, and *TEA Final Accountability Ratings 2021–2022*.

Notes: All ratings were based on TEA accountability ratings at the end of the school year. Campuses received a letter grade (i.e., *A*, *B*, *C*, *D*, or *F*), starting from the school year of 2018–2019. Prior to the year of 2018–2019, campuses were either labeled *Met Standard* or *Improvement Required*. *Some or all schools were not rated because of Harvey Provision (2017–2018), Declared State of Disaster (2019–2020, 2021–2022), or Senate Bill 1365 (2021–2022). [A]This number excluded Victory Preparatory K-8 because it was closed prior to the 2018 TEA accountability rating report. [B]This number excluded Victory Preparatory South HS because it was closed prior to the 2019 TEA accountability rating report. [C]This number excluded Texas Connections Academy Houston because it discontinued participating in the program in 2020–2021. ^This number included only *A*-, *B*-, or *C*-rated campuses whereas *D*-rated campuses were included with an *F*-rated campus in the category of *Not Rated* because of Senate Bill 1365. All data included Bellfort ECC, a paired campus.

Discussion

The Achieve 180 Program launched in the school year of 2017–2018. Although it was initially planned to implement the program for only three years, the district continued the program through five years. Within these five years, HISD has been impacted by several challenges, such as Hurricane Harvey and COVID-19 pandemic. Consequently, some schools had difficulty functioning and performing optimally. In spite of these challenges, however, all results of this report indicated that, overall, the Achieve 180 Program effectively helped the participating schools make significant improvements in their performance although there are still gaps in school performance between Achieve 180 Program schools and non-Achieve 180 Program schools. The discussion below reviews the results in more detail.

Program Participation and Funding

The number of program participants increased from 45 schools in 2017-2018 (Year 1) to 64 schools in 2020–2021 (Year 4), indicating a 42 percent increase, and these 64 schools remained in 2021–2022 (Year 5). During the five-year program, only one school (Texas Connections Academy Houston) was dropped whereas all other schools continued to participate in the program.

Consequently, the budget in Year 5 was $28,938,299, which was 63 percent more than the first budget in Year 1 (i.e., $17,754,104; see HISD Research and Accountability, 2019a). Also, the total program expenditures were increased by 33 percent from Year 1 ($15,938,311; see HISD Research and Accountability, 2019a) to Year 5 ($21,194,942). However, the utilization rate was dropped to 73 percent in Year 5, as compared to the utilization rate in Year 1, which was 90 percent (HISD Research and Accountability, 2019a). When the budget data were compared between Year 4 and Year 5, the total budget was increased by 23 percent ($23,561,895 in the Year 4 budget; HISD Research and Accountability, 2022a). On the other hand, the expenditures were decreased by 8 percent ($23,131,436 in the Year 4 expenditures; HISD Research and Accountability, 2022a), leading that the percentage of the utilized budget decreased from 98 percent in Year 4 (HISD Research and Accountability, 2022a) to 73 percent in Year 5.

When the budget utilization rates by tier were examined, the rates generally increased as the level of need increased (i.e., Tier 3, with the highest level of the program support, showed the greatest utilization rate, followed by Tier 2, Tier 1, and Area Support), except for the Light Support tier. Light Support schools spent more budget than Area Support schools but less than the other tiers. Compared to Year 4 (HISD Research and Accountability, 2022a), Tier 3, Tier 2, and Light Support schools increased their utilization rates (from 91.2% to 95.9% in Tier 3; from 92.7% to 94.4% in Tier 2; from 84.9% to 87.6% in Light Support). In contrast, Tier 1 and Area Support schools showed lower utilization rates in Year 5, compared to Year 4 (from 93.0% to 92.4% in Tier 1; from 95.1% to 73.6% in Area Support). In addition, the Achieve 180 School Office utilized only 61 percent of their Year 5 budget, which was much lower than their Year 4 utilization rate (i.e., 105.8%, where the Achieve 180 School Office spent more than their Year 4 budget; HISD Research and Accountability, 2022a). Thus, the remarkable decrease in the total utilization rate for the Achieve 180 Program might result from the striking drops in the utilized budget for Area Support schools and the Achieve 180 School Office.

As a final note, the budget and expenditures in the current report were based on General Funds and federal grants (Title I) at the end of the fiscal year. Some departmental expenditures might be available for the program, but these pieces of information were not included in the current report. To determine the total cost of the Achieve 180 Program during Year 5, or to conduct a robust cost-benefit analysis, a comprehensive report of the budget and expenditures for the program may be needed.

School Leader Appraisal System (SLAS) Ratings

The current report focused on the Coaching and Development (CD) appraisal rating (which was one of the components for the overall SLAS) in order to evaluate the efficacy of the Achieve 180 Program. Because school leaders play an important role in school improvement, learning environments, teacher efficacy, and student achievement (Allensworth & Hart, 2018), it is crucial to recruit and retain highly effective principals and school leaders in Achieve 180 Program schools. Nevertheless, as compared to 2020–2021 (Year 4), Achieve 180 Program schools dropped their mean rating in the CD appraisal in 2021–2022 (Year 5) although this trend was also observed in non-Achieve 180 Program schools, as well as all HISD schools in general (see **Figure 7**, p. 5). In particular, Tier 1, Area Support, and Light Support schools dropped their mean CD ratings. However, notably, Tier 3 and Tier 2 schools increased their mean CD ratings, and 15 out of 64 Achieve 180 Program schools (23.4%) received better ratings in Year 5 than Year 4 (see **Appendix C**, **Table C-1**, p. 34-35). Thus, the CD appraisal was indeed improved in some Achieve 180 Program campuses.

Another noteworthy point was that the mean ratings of all tier groups met the *Effective* level, with Light Support schools achieving the *Highly Effective* level (see Figure 7, p. 5). Light Support schools indeed showed a better performance in the CD appraisal than non-Achieve 180 Program schools (which met the *Effective* level). This suggests that Light Support schools may be a good model to evolve strategies for coaching development.

Moreover, the difference in the mean CD rating between Achieve 180 Program schools and non-Achieve 180 Program schools was shrunken from Year 4 to Year 5 (see Figure 7, p. 5), suggesting that the quality of the coaching and development performance in Achieve 180 Program schools might become as effective as that in non-Achieve 180 Program schools.

Teacher Appraisal and Development System (TADS) Ratings

Undoubtedly, student performance, as well as school performance at large, would not be improved without great qualities of teaching (Chetty et al., 2011; Chetty, Friedman, & Rockoff, 2014). Hence, the current report examined and compared the results of TADS across HISD schools in order to evaluate the Achieve 180 Program. In 2021–2022 (Year 5), Achieve 180 Program schools showed a lower mean TADS rating than non-Achieve 180 Program schools (see **Figure 8**, p. 6). However, all tier groups of the Achieve 180 Program met the *Effective* level of the TADS rating.

Moreover, whereas non-Achieve 180 Program schools did not increase their mean TADS rating as compared to 2020–2021 (Year 4), Achieve 180 Program schools increased their mean TADS rating (see Figure 8, p. 6). In particular, Tier 3, Tier 2, Tier 1, and Area Support schools showed increases in their TADS rating. Furthermore, more than half of Achieve 180 Program schools (i.e., 34 schools, represented by 53.1%) improved their mean TADS ratings from Year 4 to Year 5 (see **Appendix D**, **Table D-1**, p. 36-37).

Consequently, the difference in the mean TADS rating between Achieve 180 Program schools and non-Achieve 180 Program schools decreased from Year 4 to Year 5 (see Figure 8, p. 6). All of the above results suggest that the Achieve 180 Program might help Achieve 180 Program schools improve their teaching performance as much as non-Achieve 180 Program schools, at least across the most recent two years.

State of Texas Assessment of Academic Readiness (STAAR) Performance

The proportion of students who met or exceeded the Approaches Grade Level standard on STAAR was used as the index of student performance in this report. In Spring 2022, the STAAR consisted of (1) Reading, Mathematics, Science, and Social Studies for students who were in the third to eighth grade and (2) Algebra I, Biology, English I, English II, and U.S. History for high school students and advanced middle school students. This report also presented student performance on the STAAR assessments in Spring 2021 as the comparison data. In both Spring 2021 and Spring 2022, it was required to administer the STAAR assessments in person. However, it should be noted that, due to the COVID-19 pandemic, Texas Education Agency (TEA) allowed students to engage in remote learning to opt-out of the STAAR assessments without penalty in Spring 2021. Thus, it should be cautious to compare student performance on STAAR between Spring 2021 and Spring 2022.

In Spring 2022 (end of Year 5), as well as Spring 2021 (end of Year 4), students in Achieve 180 Program schools were less likely to meet the Approaches level than those in non-Achieve 180 Program schools across all subjects (see **Figure 9**, p. 7 for grades 3–8 performance and **Figure 13**, p. 15 for end of course performance). Nevertheless, this relationship may depend on at-risk status of students. For example, not-at-risk students in Achieve 180 Program schools were actually more likely to achieve the Approaches level than at-risk students in both Achieve 180 Program schools and non-Achieve 180 Program schools in all subjects, except for Mathematics (see **Figure 10**, p. 9 for grades 3–8 performance and **Figure 14**, p. 16 for end of course performance). This suggests that not-at-risk students might be particularly benefited from the Achieve 180 Program and outperformed at-risk students in not only Achieve 180 Program schools but also non-Achieve 180 Program schools.

Furthermore, between Spring 2021 and Spring 2022, Achieve 180 Program schools showed higher increases in the proportion of their students achieving the Approaches level than non-Achieve 180 Program schools across all subjects, except for English I (see **Table 2**, p. 8 for grades 3–8 performance and **Table 9**, p. 15 for end of course performance). In English I, both Achieve 180 Program schools and non-Achieve 180 Program schools declined the proportion of their students meeting the Approaches level, but Achieve 180 Program schools showed a smaller decrease than non-Achieve 180 Program schools (see Table 9, p. 15). Thus, the Achieve 180 Program seemed to facilitate student performance or to prevent from a significant decline in student performance. However, this tendency was dependent upon the at-risk status of students and subject (see **Table 4**, p. 9 for grades 3–8 performance and **Table 11**, p. 17 for end of course performance). Specifically, in percentagewise, Achieve 180 Program students who were not at risk and achieved the Approaches level increased most in six out of nine subjects (i.e., Reading, Mathematics, Science, Social Studies, and English I and II) in the recent two years whereas other groups of students (i.e., at-risk students in Achieve 180 Program schools and not-at-risk students in non-Achieve 180 Program schools) increased most in only the remaining three subjects. This observation may account for the outperformance of not-at-risk students in Achieve 180 Program schools, which was described earlier.

Because Achieve 180 Program schools generally exhibited higher increases in the proportion of their students meeting the Approaches level than non-Achieve 180 Program schools, not surprisingly, the gaps in the proportion between Achieve 180 Program schools and non-Achieve 180 Program schools became smaller across all subjects from Spring 2021 to Spring 2022 (see **Table 3**, p. 8 for grades 3–8 performance and **Table 10**, p. 16 for end of course performance). Another plausible effect of the Achieve 180 Program was that the gaps between the proportions of at-risk students and of not-at-risk students who met the Approaches level were small in Achieve 180 Program schools, relative to non-Achieve 180 Program schools, in most subjects (i.e., Reading, Mathematics, Science, Social Studies, Algebra I, and English I) in

Spring 2021 and Spring 2022 (see **Table 5**, p. 10 for grades 3–8 performance and **Table 12**, p. 18 for end of course performance). Therefore, the Achieve 180 Program seemed to be effective in closing the academic gaps between Achieve 180 Program students and non-Achieve 180 Program students, as well as between at-risk students and not-at-risk students. However, one caution is that Achieve 180 Program schools tended to increase the gaps between the proportions of at-risk students and of not-at-risk students achieving the Approaches level through the past two years, although these gaps were still smaller than the gaps seen in non-Achieve 180 Program schools (see Table 5, p. 10 for grades 3–8 performance and Table 12, p. 18 for end of course performance). These increased gaps might result from the remarkably improved performance of not-at-risk students relative to at-risk students in Achieve 180 Program schools, as mentioned earlier, thus the future direction may be to develop an additional strategy to support at-risk students in a supplementary manner.

Therefore, overall, the Achieve 180 Program seemed to promote students' academic performance and eliminate academic gaps among students. But, each tier group of the program showed different outcomes of students (see **Figure 11**, p. 11 for grades 3–8 performance and **Figure 15**, p. 18 for end of course performance). For instance, Light Support schools consistently had larger proportions of their students meeting the Approaches level than any other tier groups in the most subjects (i.e., Reading, Mathematics, and English I and II). Tier 3 elementary/middle students were the least likely to obtain the Approaches level in grades 3-8 subjects (i.e., Reading, Mathematics, Science, and Social Studies), but Tier 3 schools overall increased the proportions of their students meeting the Approaches level the most across the most subjects (i.e., Reading, Mathematics, Algebra I, Biology, and English II) from Spring 2021 to Spring 2022 (see Figure 11, p. 11 for grades 3–8 performance and Figure 15, p. 18 for end of course performance). In contrast, Area Support high schools (and some middle schools) displayed smaller proportions of their students achieving the Approaches level than any other tier groups in EOC subjects (i.e., Biology, English I and II, and U.S. History), with having some notably decreased proportions in Algebra I and English I (see **Table 13**, p. 19). This might be related to the lowest budget utilization rate in Area Support schools (see **Figure 6**, p. 5), which was discussed earlier. The current report also examined the gaps between the proportions of at-risk students and of not-at-risk students achieving the Approaches level in each tier group, and the gaps were smaller or larger in one tier than another, depending on subject. Two noteworthy observations were (1) that all tier groups showed increased gaps in Mathematics and Science (see **Table 8**, p. 14) and decreased gaps in Biology and U.S. History (see **Table 15**, p. 22) from Spring 2021 to Spring 2022 and (2) that Light Support schools reduced the gaps in all EOC subjects (see Table 15 on p. 22) within the recent two years. To summarize, some tier groups seemed to be more benefited from the Achieve 180 Program than other tier groups, and the future research needs to assess under what conditions or for which group of students the Achieve 180 Program may optimally improve the academic performance of students or close the academic gaps among students.

Texas Education Agency (TEA) Accountability Ratings

TEA accountability rating has been traditionally calculated based on four components: Student Achievement, Academic Growth (School Progress Part A), Relative Performance (School Progress Part B), and Closing the Gaps. In Spring 2018, Spring 2020, and Spring 2021, some or all schools were not given TEA accountability rating because of the Hurricane Harvey and the COVID-19 pandemic. Also, in Spring 2022, *D*- or *F*-assigned schools were all categorized as *Not Rated: Senate Bill 1365*. Therefore, it is not easy to systematically and consistently assess how Achieve 180 Program schools changed their TEA accountability ratings across years. Nevertheless, when the proportions of Achieve 180 Program schools achieving the Met Standard (i.e., A, B, C, or D rating) were focused through years, it was apparent that Achieve 180 Program schools overall improved their performance (see **Table 16**, p. 23). Specifically, before

the Achieve 180 Program started, only 18 Achieve 180 Program schools (40.0%) reached the Met Standard. Then, the number of schools achieving the Met Standard kept increasing to 33 (75.0%, at the end of Year 1) and 43 (81.1%, at the end of Year 2). In Spring 2022 (at the end of Year 5), 59 Achieve 180 Program schools (92.2%) indeed achieved a rating of *A*, *B*, or *C* (If Senate Bill 1365 was not applied, 98 percent of Achieve 180 Program schools would receive *A*, *B*, *C*, or *D*). Furthermore, none of Achieve 180 Program schools was continuously given a rating of *F* since Spring 2019. In other words, all *F*-rated Achieve 180 Program schools in Spring 2019 improved their ratings in Spring 2022. These suggest that the Achieve 180 Program seemed to be effective in improving their overall school performance, including student achievement, school progress, and educational gaps among student groups (e.g., racial/ethnic groups, socioeconomic backgrounds). However, it was also observed that a few Achieve 180 Program schools improved and then declined their TEA accountability rating. Therefore, HISD should continuously and attentively support Achieve 180 Program schools.

Data Limitations

The global health crisis caused by the COVID-19 pandemic adversely impacted students, families, and district staff on varying levels. Such an adverse effect might unexpectedly influence some results, especially the comparison data collected in the previous school year of 2020–2021. Relating to the consequence of the pandemic, TEA allowed students to engage in remote learning to opt-out of STAAR 2020–2021 testing without penalty. Thus, it might be difficult to make year-to-year comparisons fairly. Furthermore, non-program supports that were in common with the Achieve 180 Program might be provided for principals, teachers, and educators in non-Achieve 180 Program schools. Alternatively, in some cases, the way to implement the program might be different among Achieve 180 Program schools. These possibilities might reduce the variability in outcomes between Achieve 180 Program schools and non-Achieve 180 Program schools or increase the variability in the quality of Achieve 180 Program school performance. Another potential limitation was that, although the current report used Fall PEIMS data to identify HISD and Achieve 180 Program students, some students who were enrolled after the Fall snapshot might not be included. As for the budget analysis, the Achieve 180 Program budget and expenditure data in this report did not include program costs that were paid through some departmental budgets. Finally, results may differ from previous reports due to different analytical strategy, different dates when data were retrieved, and changes in the schools included in the program or comparison group.

Conclusion

The number of schools participating in the Achieve 180 Program had increased across years. The HISD had financially supported the Achieve 180 schools with the increasing amount of the program budget. Consequently, Achieve 180 Program schools demonstrated great performance and service for students in some aspects. These aspects included that (1) all tier groups of Achieve 180 Program schools met at least the *Effective* level of coaching and teaching, (2) the overall mean ratings of CD and TADS for Achieve 180 Program schools became close to those for non-Achieve 180 Program schools within the past two years, (3) Achieve 180 Program students were sometimes more likely to meet the Approaches level than non-Achieve 180 Program students, depending on their at-risk status (e.g., Achieve 180 Program students who were not at risk generally outperformed non-Achieve 180 Program students who were at risk), (4) Achieve 180 Program schools generally showed higher increases in the proportion of their students (especially, not-at-risk students) meeting the Approaches level than non-Achieve 180 Program schools, (5) the proportions of Achieve 180 Program students meeting the Approaches level became close to those of non-Achieve 180 Program students through the past two years, (6) the gaps between the proportions of at-risk students and of not-at-risk students who performed at the Approaches level were smaller in Achieve 180 Program schools than non-Achieve 180 Program schools, and (7) there was an increasing number of Achieve 180 Program schools which met the TEA accountability standard across years. Previous Achieve 180 Program

Evaluation reports showed similar positive findings to the current findings. Therefore, it is reasonable to conclude that the Achieve 180 Program consistently had positive effects on school leader, teacher, and student performances. However, non-Achieve 180 Program schools still performed better in coaching appraisal, teacher appraisal, and students' performance on STAAR than Achieve 180 Program schools. Therefore, it is necessary for HISD to continue innovating an educational program to efficiently improve some schools underperforming/underserving students.

Recommendations

At least within the past two years, the Achieve 180 Program generally had several positive effects on school performance (i.e., the performances of school leaders, teachers, and students). In particular, the Achieve 180 Program seemed to help school leaders, teachers, and students improve their performance more, or recruit more effective school leaders and teachers to the schools, as compared to the other schools which never participated in the program. In addition, the Achieve 180 Program seemed to help reduce the gap in the rate to pass the Approaches Grade Level standard between at-risk students and not-at-risk students more, compared to non-Achieve 180 Program schools. Consequently, the number of Achieve 180 Program schools assigned the Met Standard level (or TEA Accountability Rating of *A*, *B*, *C*, or *D*) increased within the last five years. Therefore, if a school district is concerned with how to upregulate school performance and/or how to eliminate the gap in student performance, it is highly recommended to continue adopting Achieve 180 Program strategies.

On the other hand, some tier groups of Achieve 180 Program schools were more or less benefited by the program than other tier groups, depending on aspect of school performance. Further analysis is required to identify under what condition the Achieve 180 Program optimized its effectiveness. For example, it was possible that a certain group of students (who might be dominant in a particular tier group of schools) was benefited more from the curriculum provided by the Achieve 180 Program than other groups. Alternatively, a certain tier group might be able to access program resources more than other tier groups. As the diversity of student population increases within HISD in terms of race, ethnicity, sex, disability, religion, socioeconomic status, and so on, HISD should assess what kind of backgrounds students have in each school, what each school needs for those students, and focus on individualized program tailored to these school needs.

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Appendices

Appendix A: Achieve 180 Program Objectives

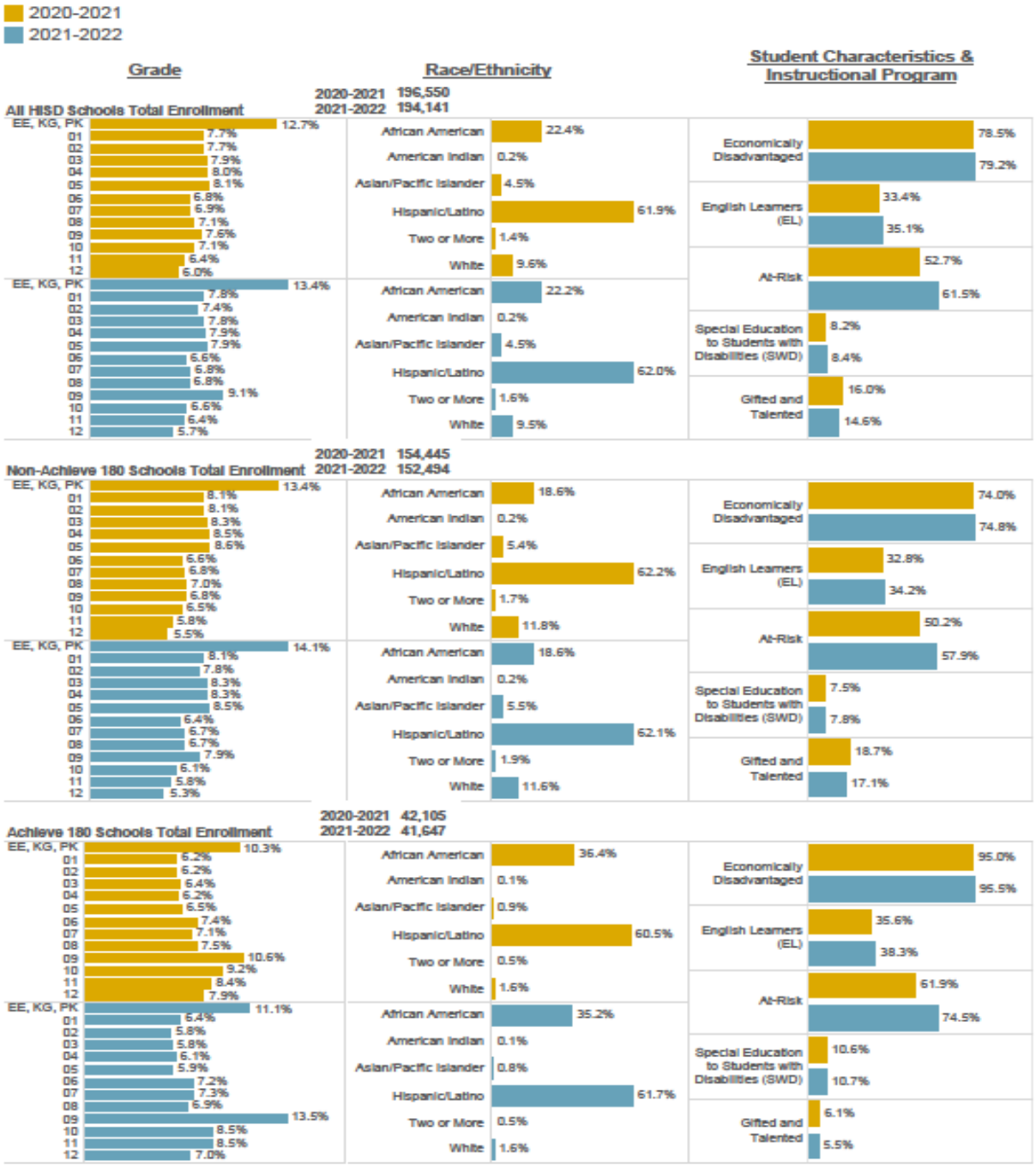
Table A-1. Achieve 180 Program Objectives by Pillar and Focus Areas, 2017–2018

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

Source: *Achieve 180 Program Evaluation 2020–2021*

Appendix B: Student Characteristics

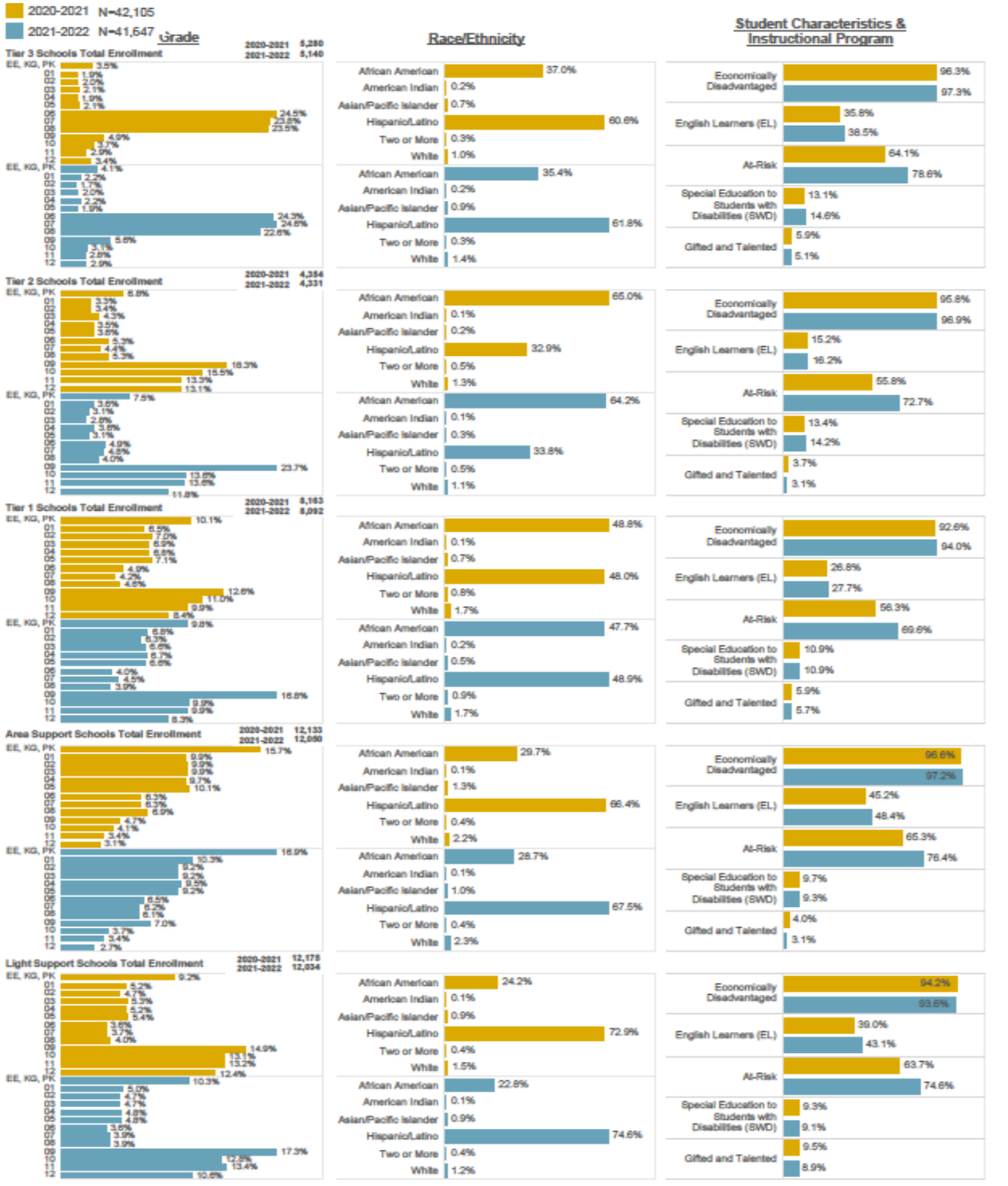
Figure B-1. Student Characteristics in HISD, Non-Achieve 180 Program Schools, and Achieve 180 Program Schools in 2020–2021 & 2021–2022



Sources: Fall PEIMS, 2020–2021 and 2021–2022

Notes: Enrolled students who were neither in membership nor in virtual learning were excluded. Two charter schools (Young Learners Charter School and Young Scholars Academy for Excellence) were no longer HISD schools in the year of 2021–2022, thus they were excluded from the 2021–2022 data.

Figure B-2. Student Characteristics in the Different Tiers of Achieve 180 Program Schools in 2020–2021 & 2021–2022



Sources: Fall PEIMS, 2020–2021 and 2021–2022
Notes: Enrolled students who were neither in membership nor in virtual learning were excluded. Achieve 180 Program schools were grouped based on their 2021–2022 tier level.

Appendix C: School Leader Appraisal System (SLAS)

Table C-1. Coaching and Development of SLAS Rating by School

School	Number of Rated School Leaders		Mean Coaching and Development Rating		Change in Rating
	2020–2021	2021–2022	2020–2021	2021–2022	
HISD	**594**	**533**	**3.52**	**3.43**	**-0.09**
Non-Achieve 180	**437**	**383**	**3.56**	**3.47**	**-0.09**
Achieve 180 Program	**157**	**150**	**3.40**	**3.33**	**-0.07**
Tier 3	**22**	**27**	**3.09**	**3.15**	**+0.06**
Deady MS	2	4	3.00	3.00	**0.00**
Fleming MS	4	4	3.00	3.75	**+0.75**
Henry MS	3	4	3.67	3.25	**-0.42**
High School Ahead Acad MS	1	2	3.00	3.00	**0.00**
Highland Heights ES	1	2	4.00	3.00	**-1.00**
Sugar Grove MS	3	3	3.00	3.00	**0.00**
Thomas MS	2	3	2.50	3.00	**+0.50**
Wesley ES	1	1	3.00	3.00	**0.00**
Wheatley HS	3	3	3.00	3.00	**0.00**
Williams MS	2	1	3.00	3.00	**0.00**
Tier 2	**17**	**18**	**3.18**	**3.28**	**+0.10**
Bruce ES	1	2	3.00	3.00	**0.00**
Kashmere HS	5	5	3.00	3.60	**+0.60**
Key MS	4	4	3.00	3.50	**+0.50**
Martinez C ES	2	1	3.50	3.00	**-0.50**
North Forest HS	1	2	3.00	2.50	**-0.50**
Yates HS	3	3	3.67	3.33	**-0.34**
Young ES	1	1	3.00	3.00	**0.00**
Tier 1	**34**	**33**	**3.24**	**3.18**	**-0.06**
Ashford ES	2	2	3.50	2.50	**-1.00**
Attucks MS	3	1	3.00	4.00	**+1.00**
Cullen MS	1	3	3.00	3.00	**0.00**
Dogan ES	2	2	3.50	3.00	**-0.50**
Gregory-Lincoln PK-8	2	3	3.00	3.33	**+0.33**
Hilliard ES	3	2	3.33	3.50	**+0.17**
Madison HS	8	6	3.50	3.67	**+0.17**
Marshall ES	2	2	3.00	3.00	**0.00**
Seguin ES	1	2	3.00	3.00	**0.00**
Washington HS	3	3	3.00	3.00	**0.00**
Whidby ES	1	1	3.00	3.00	**0.00**
Worthing HS	6	6	3.17	3.00	**-0.17**

(*continued*)

Table C-1. Coaching and Development of SLAS Rating by School (*continued*)					
School	Number of Rated School Leaders		Mean Coaching and Development Rating		Change in Rating
	2020–2021	2021–2022	2020–2021	2021–2022	
Area Support	**39**	**29**	**3.46**	**3.34**	**-0.12**
Blackshear ES	2	2	3.50	4.00	**+0.50**
Bonham ES	3	3	3.33	3.00	**-0.33**
Codwell ES	1	1	4.00	2.00	**-2.00**
Edison MS	3	3	4.00	4.00	**0.00**
Foerster ES	1	0	4.00	---	**---**
Forest Brook MS	3	0	3.67	---	**---**
Franklin ES	1	1	4.00	3.00	**-1.00**
Holland MS	3	4	4.00	3.00	**-1.00**
Isaacs ES	2	1	3.00	3.00	**0.00**
Mading ES	2	1	3.50	3.00	**-0.50**
Northline ES	1	1	3.00	3.00	**0.00**
Osborne ES	0	1	---	3.00	**---**
Reagan Ed Ctr PK-8	1	2	4.00	3.50	**-0.50**
Robinson ES	2	1	4.00	4.00	**0.00**
Rucker ES	2	1	3.50	4.00	**+0.50**
Sherman ES	1	1	3.00	4.00	**+1.00**
Smith ES	1	1	3.00	3.00	**0.00**
Stevens ES	2	2	3.00	3.00	**0.00**
Wisdom HS	7	2	3.00	4.00	**+1.00**
Woodson	1	1	3.00	3.00	**0.00**
Light Support	**45**	**43**	**3.71**	**3.56**	**-0.15**
Bellfort ECC	1	1	4.00	3.00	**-1.00**
Cook ES	2	2	3.50	3.00	**-0.50**
Fondren ES	1	1	3.00	3.00	**0.00**
Gallegos ES	1	1	4.00	3.00	**-1.00**
Kashmere Gardens ES	3	1	3.00	3.00	**0.00**
Lawson MS	2	2	4.00	2.50	**-1.50**
Lewis ES	2	3	3.50	3.67	**+0.17**
Liberty HS	2	1	4.00	3.00	**-1.00**
Looscan ES	1	2	4.00	3.50	**-0.50**
Milby HS	6	6	3.67	4.00	**+0.33**
Montgomery ES	1	1	4.00	3.00	**-1.00**
Pugh ES	2	1	3.50	3.00	**-0.50**
Sharpstown HS	12	9	3.92	3.89	**-0.03**
Shearn ES	0	1	---	3.00	**---**
Westbury HS	9	11	3.67	3.73	**+0.06**

Sources: School Leader Appraisal System ratings, 8–10–2021 (for 2020–2021) and 1–26–2023 (for 2021–2022)
Notes: Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Any school leader who was not affiliated with a specific campus was not included. A green shade indicates an increased rating between Spring 2021 and Spring 2022, and an orange shade indicates a decreased rating between Spring 2021 and Spring 2022.

Appendix D: Teacher Appraisal and Development System (TADS)

Table D-1. TADS Rating by School

School	Number of Rated Teachers		Mean TADS Rating		Change in Rating
	2020–2021	2021–2022	2020–2021	2021–2022	
HISD	**10,393**	**9,498**	**3.26**	**3.26**	**0.00**
Non-Achieve 180	**7,989**	**7,350**	**3.32**	**3.32**	**0.00**
Achieve 180 Program	**2,404**	**2,148**	**3.04**	**3.08**	**+0.04**
Tier 3 (10)	**316**	**280**	**2.94**	**2.99**	**+0.05**
Deady MS	35	32	2.76	2.87	**+0.11**
Fleming MS	28	26	3.13	3.13	**0.00**
Henry MS	48	45	3.18	3.30	**+0.12**
High School Ahead Acad MS	9	10	3.10	2.93	**-0.17**
Highland Heights ES	25	23	2.77	2.82	**+0.05**
Sugar Grove MS	40	31	3.06	2.83	**-0.23**
Thomas MS	30	27	2.56	2.69	**+0.13**
Wesley ES	15	14	3.34	3.41	**+0.07**
Wheatley HS	51	51	3.00	2.95	**-0.05**
Williams MS	35	21	2.65	2.98	**+0.33**
Tier 2 (7)	**256**	**242**	**2.97**	**3.14**	**+0.17**
Bruce ES	22	23	2.66	3.10	**+0.44**
Kashmere HS	47	50	3.20	3.33	**+0.13**
Key MS	38	31	2.95	2.95	**0.00**
Martinez C ES	23	18	3.23	3.45	**+0.22**
North Forest HS	54	52	2.75	3.01	**+0.26**
Yates HS	48	49	3.19	3.08	**-0.11**
Young ES	24	19	2.63	3.15	**+0.52**
Tier 1 (12)	**479**	**441**	**3.08**	**3.14**	**+0.06**
Ashford ES	33	32	3.06	3.21	**+0.15**
Attucks MS	31	31	2.90	3.10	**+0.20**
Cullen MS	32	20	2.88	2.82	**-0.06**
Dogan ES	32	28	2.97	2.92	**-0.05**
Gregory-Lincoln PK-8	35	38	3.05	3.29	**+0.24**
Hilliard ES	30	21	3.15	3.30	**+0.15**
Madison HS	85	88	3.05	3.19	**+0.14**
Marshall ES	42	42	2.95	2.96	**+0.01**
Seguin ES	27	27	3.30	3.19	**-0.11**
Washington HS	50	42	3.32	3.37	**+0.05**
Whidby ES	30	25	3.40	3.21	**-0.19**
Worthing HS	52	47	2.99	2.97	**-0.02**

(*continued*)

Table D-1. TADS Rating by School (*continued*)					
School	Number of Rated Teachers		Mean TADS Rating		Change in Rating
	2020–2021	2021–2022	2020–2021	2021–2022	
Area Support (20)	**718**	**617**	**3.03**	**3.04**	**+0.01**
Blackshear ES	24	18	3.07	3.28	**+0.21**
Bonham ES	53	48	3.21	3.02	**-0.19**
Codwell ES	26	23	3.00	3.03	**+0.03**
Edison MS	42	34	3.12	3.04	**-0.08**
Foerster ES	37	35	3.08	3.03	**-0.05**
Forest Brook MS	43	36	2.84	2.85	**+0.01**
Franklin ES	20	19	3.04	3.25	**+0.21**
Holland MS	34	35	3.12	3.09	**-0.03**
Isaacs ES	20	18	2.93	2.77	**-0.16**
Mading ES	24	21	2.99	2.85	**-0.14**
Northline ES	29	25	2.88	2.97	**+0.09**
Osborne ES	21	18	2.84	2.76	**-0.08**
Reagan Ed Ctr PK-8	50	33	3.06	3.22	**+0.16**
Robinson ES	31	30	3.35	3.10	**-0.25**
Rucker ES	24	25	2.92	2.72	**-0.20**
Sherman ES	29	27	2.94	3.15	**+0.21**
Smith ES	47	42	3.03	3.00	**-0.03**
Stevens ES	35	28	3.08	3.19	**+0.11**
Wisdom HS	96	75	3.08	3.30	**+0.22**
Woodson	33	27	2.68	2.55	**-0.13**
Light Support (15)	**635**	**568**	**3.12**	**3.11**	**-0.01**
Bellfort ECC	21	19	3.08	3.11	**+0.03**
Cook ES	35	29	2.85	3.03	**+0.18**
Fondren ES	19	17	3.33	3.16	**-0.17**
Gallegos ES	21	21	2.91	2.80	**-0.11**
Kashmere Gardens ES	24	22	3.20	3.20	**0.00**
Lawson MS	69	67	3.13	2.91	**-0.22**
Lewis ES	37	34	3.29	3.21	**-0.08**
Liberty HS	19	14	3.14	3.26	**+0.12**
Looscan ES	19	17	3.19	2.94	**-0.25**
Milby HS	94	68	3.08	3.02	**-0.06**
Montgomery ES	29	28	3.10	3.23	**+0.13**
Pugh ES	24	23	3.04	3.01	**-0.03**
Sharpstown HS	83	74	3.29	3.36	**+0.07**
Shearn ES	23	23	2.64	2.80	**+0.16**
Westbury HS	118	112	3.13	3.18	**+0.05**

Sources: TADS Tool, 2020–2021 SummativeRatings, 2–11–2022 and 2021–2022 SummativeRatings, 1–25–2023

Notes: Achieve 180 Program schools were grouped based on their 2021–2022 tier level. A green shade indicates an increased rating between Spring 2021 and Spring 2022, and an orange shade indicates a decreased rating between Spring 2021 and Spring 2022. Some teachers carried over summative ratings from previous school years.

Appendix E: State of Texas Assessment of Academic Readiness (STAAR)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021

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

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Sugar Grove MS	**593**	**38%**	**574**	**23%**	**204**	**19%**	**204**	**20%**
Not-At-Risk	122	73%	111	42%	41	44%	41	54%
At-Risk	471	30%	463	18%	163	12%	163	12%
Thomas MS	**413**	**36%**	**399**	**21%**	**126**	**25%**	**128**	**21%**
Not-At-Risk	252	43%	235	27%	77	32%	77	25%
At-Risk	161	25%	164	13%	49	12%	51	16%
Wesley ES	**93**	**51%**	**91**	**53%**	**28**	**50%**	**---**	**---**
Not-At-Risk	59	66%	60	62%	12	83%	---	---
At-Risk	34	24%	31	35%	16	25%	---	---
Williams MS	**274**	**39%**	**256**	**20%**	**98**	**23%**	**94**	**21%**
Not-At-Risk	128	54%	121	29%	44	25%	40	30%
At-Risk	146	26%	135	13%	54	22%	54	15%
Tier 2	**797**	**46%**	**774**	**30%**	**261**	**41%**	**140**	**17%**
Not-At-Risk	**463**	**50%**	**444**	**34%**	**156**	**46%**	**75**	**20%**
At-Risk	**334**	**39%**	**330**	**24%**	**105**	**34%**	**65**	**14%**
Bruce ES	**165**	**48%**	**165**	**33%**	**52**	**38%**	**---**	**---**
Not-At-Risk	118	53%	118	35%	37	41%	---	---
At-Risk	47	34%	47	30%	15	33%	---	---
Key MS	**426**	**42%**	**400**	**25%**	**141**	**49%**	**140**	**17%**
Not-At-Risk	232	46%	210	28%	77	53%	75	20%
At-Risk	194	38%	190	21%	64	44%	65	14%
Martinez C ES	**124**	**53%**	**126**	**38%**	**47**	**21%**	**---**	**---**
Not-At-Risk	67	55%	69	39%	27	33%	---	---
At-Risk	57	51%	57	37%	20	5%	---	---

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Young ES	**82**	**46%**	**83**	**34%**	**21**	**43%**	**---**	**---**
Not-At-Risk	46	57%	47	49%	15	47%	---	---
At-Risk	36	33%	36	14%	6	33%	---	---
Tier 1	**1,868**	**45%**	**1,802**	**36%**	**597**	**41%**	**178**	**31%**
Not-At-Risk	**984**	**53%**	**941**	**38%**	**319**	**48%**	**113**	**34%**
At-Risk	**884**	**37%**	**861**	**33%**	**278**	**32%**	**65**	**26%**
Ashford ES	**166**	**61%**	**168**	**45%**	**43**	**51%**	**---**	**---**
Not-At-Risk	98	64%	100	38%	21	43%	---	---
At-Risk	68	57%	68	56%	22	59%	---	---
Attucks MS	**237**	**41%**	**200**	**30%**	**62**	**32%**	**67**	**33%**
Not-At-Risk	127	50%	104	37%	28	36%	36	42%
At-Risk	110	30%	96	23%	34	29%	31	23%
Cullen MS	**264**	**28%**	**248**	**24%**	**79**	**34%**	**79**	**18%**
Not-At-Risk	158	39%	143	31%	53	42%	53	21%
At-Risk	106	13%	105	15%	26	19%	26	12%
Dogan ES	**208**	**43%**	**206**	**35%**	**71**	**25%**	**---**	**---**
Not-At-Risk	100	48%	100	34%	33	36%	---	---
At-Risk	108	39%	106	36%	38	16%	---	---
Gregory-Lincoln PK-8	**208**	**62%**	**193**	**42%**	**70**	**64%**	**32**	**59%**
Not-At-Risk	154	69%	146	45%	53	66%	24	50%
At-Risk	54	41%	47	34%	17	59%	8	88%
Hilliard ES	**157**	**37%**	**157**	**32%**	**54**	**37%**	**---**	**---**
Not-At-Risk	93	45%	93	37%	37	41%	---	---
At-Risk	64	25%	64	25%	17	29%	---	---

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Marshall ES	**321**	**40%**	**322**	**30%**	**113**	**42%**	**---**	**---**
Not-At-Risk	93	45%	93	33%	36	58%	---	---
At-Risk	228	38%	229	29%	77	34%	---	---
Seguin ES	**179**	**53%**	**180**	**53%**	**65**	**46%**	**---**	**---**
Not-At-Risk	68	59%	69	61%	30	63%	---	---
At-Risk	111	50%	111	48%	35	31%	---	---
Whidby ES	**128**	**52%**	**128**	**41%**	**40**	**35%**	**---**	**---**
Not-At-Risk	93	54%	93	39%	28	39%	---	---
At-Risk	35	49%	35	46%	12	25%	---	---
Area Support	**3,908**	**44%**	**3,858**	**35%**	**1,321**	**34%**	**531**	**16%**
Not-At-Risk	**1,444**	**55%**	**1,411**	**40%**	**510**	**45%**	**198**	**30%**
At-Risk	**2,464**	**38%**	**2,447**	**32%**	**811**	**27%**	**333**	**8%**
Blackshear ES	**104**	**56%**	**104**	**36%**	**41**	**61%**	**---**	**---**
Not-At-Risk	69	61%	69	39%	27	70%	---	---
At-Risk	35	46%	35	29%	14	43%	---	---
Bonham ES	**342**	**51%**	**341**	**48%**	**118**	**38%**	**---**	**---**
Not-At-Risk	82	51%	82	33%	27	56%	---	---
At-Risk	260	51%	259	52%	91	33%	---	---
Codwell ES	**126**	**44%**	**125**	**32%**	**34**	**44%**	**---**	**---**
Not-At-Risk	109	48%	109	34%	28	46%	---	---
At-Risk	17	18%	16	19%	6	33%	---	---
Edison MS	**457**	**38%**	**439**	**27%**	**164**	**25%**	**162**	**13%**
Not-At-Risk	146	57%	129	38%	54	44%	54	26%
At-Risk	311	29%	310	22%	110	15%	108	6%

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Foerster ES	**196**	**49%**	**199**	**32%**	**46**	**20%**	**---**	**---**
Not-At-Risk	80	48%	84	24%	20	20%	---	---
At-Risk	116	51%	115	37%	26	19%	---	---
Forest Brook MS	**346**	**36%**	**335**	**26%**	**145**	**34%**	**145**	**9%**
Not-At-Risk	173	44%	162	30%	76	41%	77	12%
At-Risk	173	28%	173	22%	69	26%	68	6%
Franklin ES	**84**	**46%**	**84**	**30%**	**34**	**26%**	**---**	**---**
Not-At-Risk	15	60%	15	53%	5	60%	---	---
At-Risk	69	43%	69	25%	29	21%	---	---
Holland MS	**516**	**39%**	**503**	**28%**	**187**	**35%**	**182**	**23%**
Not-At-Risk	117	76%	110	54%	43	74%	43	60%
At-Risk	399	28%	393	21%	144	23%	139	12%
Isaacs ES	**76**	**41%**	**76**	**29%**	**25**	**44%**	**---**	**---**
Not-At-Risk	24	50%	24	33%	10	60%	---	---
At-Risk	52	37%	52	27%	15	33%	---	---
Mading ES	**120**	**48%**	**118**	**44%**	**47**	**47%**	**---**	**---**
Not-At-Risk	70	47%	69	38%	25	40%	---	---
At-Risk	50	48%	49	53%	22	55%	---	---
Northline ES	**181**	**45%**	**178**	**35%**	**47**	**60%**	**---**	**---**
Not-At-Risk	32	56%	34	32%	12	58%	---	---
At-Risk	149	43%	144	36%	35	60%	---	---
Osborne ES	**65**	**40%**	**64**	**36%**	**15**	**20%**	**---**	**---**
Not-At-Risk	32	50%	32	47%	7	29%	---	---
At-Risk	33	30%	32	25%	8	13%	---	---

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Reagan Ed Ctr PK-8	**236**	**49%**	**237**	**36%**	**82**	**35%**	**42**	**26%**
Not-At-Risk	81	65%	77	49%	33	52%	24	46%
At-Risk	155	41%	160	29%	49	24%	18	0%
Robinson ES	**171**	**47%**	**167**	**44%**	**52**	**35%**	**---**	**---**
Not-At-Risk	49	59%	48	60%	15	47%	---	---
At-Risk	122	42%	119	37%	37	30%	---	---
Rucker ES	**155**	**43%**	**155**	**32%**	**63**	**32%**	**---**	**---**
Not-At-Risk	65	52%	65	35%	29	38%	---	---
At-Risk	90	37%	90	30%	34	26%	---	---
Sherman ES	**139**	**45%**	**140**	**55%**	**43**	**26%**	**---**	**---**
Not-At-Risk	39	59%	39	56%	16	38%	---	---
At-Risk	100	39%	101	54%	27	19%	---	---
Smith ES	**313**	**49%**	**312**	**36%**	**103**	**28%**	**---**	**---**
Not-At-Risk	120	50%	120	38%	44	25%	---	---
At-Risk	193	48%	192	35%	59	31%	---	---
Stevens ES	**146**	**49%**	**146**	**47%**	**36**	**39%**	**---**	**---**
Not-At-Risk	61	62%	63	57%	15	67%	---	---
At-Risk	85	40%	83	39%	21	19%	---	---
Woodson	**135**	**44%**	**135**	**33%**	**39**	**15%**	**---**	**---**
Not-At-Risk	80	53%	80	36%	24	17%	---	---
At-Risk	55	31%	55	27%	15	13%	---	---
Light Support	**2,435**	**51%**	**2,348**	**40%**	**835**	**37%**	**348**	**30%**
Not-At-Risk	**1,062**	**58%**	**1,012**	**45%**	**368**	**46%**	**159**	**40%**
At-Risk	**1,373**	**45%**	**1,336**	**37%**	**467**	**31%**	**189**	**21%**

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Cook ES	**104**	**54%**	**104**	**57%**	**33**	**33%**	**---**	**---**
Not-At-Risk	66	52%	66	56%	22	36%	---	---
At-Risk	38	58%	38	58%	11	27%	---	---
Fondren ES	**107**	**36%**	**103**	**33%**	**32**	**13%**	**---**	**---**
Not-At-Risk	41	51%	40	38%	11	18%	---	---
At-Risk	66	26%	63	30%	21	10%	---	---
Gallegos ES	**127**	**46%**	**127**	**35%**	**49**	**39%**	**---**	**---**
Not-At-Risk	51	51%	51	37%	20	40%	---	---
At-Risk	76	43%	76	34%	29	38%	---	---
Kashmere Gardens ES	**134**	**30%**	**130**	**20%**	**38**	**8%**	**---**	**---**
Not-At-Risk	86	35%	83	19%	23	9%	---	---
At-Risk	48	21%	47	21%	15	7%	---	---
Lawson MS	**993**	**55%**	**919**	**43%**	**346**	**45%**	**348**	**30%**
Not-At-Risk	479	67%	434	49%	160	56%	159	40%
At-Risk	514	44%	485	36%	186	37%	189	21%
Lewis ES	**385**	**49%**	**386**	**35%**	**130**	**27%**	**---**	**---**
Not-At-Risk	108	43%	108	31%	47	40%	---	---
At-Risk	277	51%	278	36%	83	19%	---	---
Looscan ES	**130**	**52%**	**131**	**50%**	**44**	**52%**	**---**	**---**
Not-At-Risk	64	55%	65	51%	20	50%	---	---
At-Risk	66	50%	66	50%	24	54%	---	---
Montgomery ES	**136**	**47%**	**138**	**49%**	**51**	**20%**	**---**	**---**
Not-At-Risk	53	60%	53	60%	18	28%	---	---
At-Risk	83	39%	85	42%	33	15%	---	---

(*continued*)

Table E-1. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Pugh ES	**135**	**68%**	**125**	**62%**	**49**	**55%**	**---**	**---**
Not-At-Risk	61	74%	60	63%	23	61%	---	---
At-Risk	74	64%	65	62%	26	50%	---	---
Shearn ES	**184**	**47%**	**185**	**21%**	**63**	**37%**	**---**	**---**
Not-At-Risk	53	47%	52	29%	24	46%	---	---
At-Risk	131	47%	133	18%	39	31%	---	---

Sources: Fall PEIMS, 2020–2021 and Cognos STAAR data, 9–21–2021 (for 2021)

Notes: All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions administered in spring. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and these were duplicated in counting the number of students.

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Achieve 180 Program	**14,985**	**62%**	**14,672**	**55%**	**5,035**	**52%**	**2,722**	**34%**
Not-At-Risk	**3,567**	**77%**	**3,377**	**67%**	**1,009**	**75%**	**575**	**62%**
At-Risk	**11,418**	**57%**	**11,295**	**51%**	**4,026**	**47%**	**2,147**	**27%**
Non-Achieve 180 Program	**50,597**	**72%**	**49,528**	**66%**	**16,902**	**62%**	**7,589**	**51%**
Not-At-Risk	**15,468**	**88%**	**14,538**	**80%**	**4,597**	**84%**	**2,582**	**78%**
At-Risk	**35,129**	**65%**	**34,990**	**60%**	**12,305**	**54%**	**5,007**	**37%**
Tier 3	**3,621**	**58%**	**3,474**	**48%**	**1,236**	**47%**	**1,147**	**30%**
Not-At-Risk	**711**	**79%**	**651**	**69%**	**198**	**79%**	**174**	**65%**
At-Risk	**2,910**	**52%**	**2,823**	**43%**	**1,038**	**41%**	**973**	**24%**
Deady MS	**588**	**65%**	**567**	**51%**	**207**	**45%**	**208**	**23%**
Not-At-Risk	108	87%	95	73%	33	85%	33	58%
At-Risk	480	60%	472	47%	174	38%	175	16%
Fleming MS	**361**	**61%**	**341**	**52%**	**114**	**65%**	**114**	**51%**
Not-At-Risk	67	81%	60	77%	15	93%	15	93%
At-Risk	294	57%	281	47%	99	61%	99	44%
Henry MS	**727**	**58%**	**700**	**47%**	**254**	**54%**	**253**	**37%**
Not-At-Risk	134	81%	122	75%	47	79%	47	72%
At-Risk	593	53%	578	41%	207	48%	206	29%
High School Ahead Acad MS	**121**	**52%**	**108**	**25%**	**92**	**35%**	**94**	**16%**
Not-At-Risk	16	56%	15	47%	11	55%	11	27%
At-Risk	105	51%	93	22%	81	32%	83	14%
Highland Heights ES	**189**	**54%**	**190**	**47%**	**60**	**35%**	**---**	**---**
Not-At-Risk	73	64%	73	58%	21	62%	---	---
At-Risk	116	48%	117	40%	39	21%	---	---

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Sugar Grove MS	**696**	**55%**	**668**	**53%**	**240**	**37%**	**238**	**18%**
Not-At-Risk	70	94%	56	86%	19	89%	19	79%
At-Risk	626	51%	612	50%	221	32%	219	12%
Thomas MS	**473**	**54%**	**463**	**43%**	**129**	**48%**	**126**	**49%**
Not-At-Risk	131	74%	128	62%	25	76%	25	76%
At-Risk	342	46%	335	36%	104	41%	101	43%
Wesley ES	**89**	**73%**	**89**	**66%**	**26**	**54%**	**---**	**---**
Not-At-Risk	28	75%	28	75%	3	**	---	---
At-Risk	61	72%	61	62%	23	48%	---	---
Williams MS	**377**	**51%**	**348**	**38%**	**114**	**52%**	**114**	**22%**
Not-At-Risk	84	77%	74	57%	24	83%	24	38%
At-Risk	293	44%	274	33%	90	43%	90	18%
Tier 2	**885**	**64%**	**875**	**53%**	**273**	**66%**	**152**	**40%**
Not-At-Risk	**258**	**77%**	**250**	**66%**	**59**	**85%**	**34**	**62%**
At-Risk	**627**	**59%**	**625**	**48%**	**214**	**61%**	**118**	**34%**
Bruce ES	**126**	**69%**	**127**	**53%**	**39**	**56%**	**---**	**---**
Not-At-Risk	48	85%	49	65%	10	80%	---	---
At-Risk	78	59%	78	45%	29	48%	---	---
Key MS	**531**	**60%**	**513**	**51%**	**151**	**74%**	**152**	**40%**
Not-At-Risk	144	74%	134	66%	34	88%	34	62%
At-Risk	387	55%	379	46%	117	69%	118	34%
Martinez C ES	**116**	**72%**	**119**	**62%**	**42**	**60%**	**---**	**---**
Not-At-Risk	29	86%	29	72%	7	71%	---	---
At-Risk	87	67%	90	59%	35	57%	---	---

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Young ES	**112**	**68%**	**116**	**55%**	**41**	**54%**	**---**	**---**
Not-At-Risk	37	70%	38	66%	8	88%	---	---
At-Risk	75	67%	78	50%	33	45%	---	---
Tier 1	**2,371**	**64%**	**2,309**	**56%**	**784**	**53%**	**290**	**51%**
Not-At-Risk	**749**	**76%**	**708**	**65%**	**202**	**73%**	**93**	**66%**
At-Risk	**1,622**	**59%**	**1,601**	**51%**	**582**	**46%**	**197**	**44%**
Ashford ES	**212**	**64%**	**217**	**52%**	**68**	**47%**	**---**	**---**
Not-At-Risk	76	62%	77	56%	20	70%	---	---
At-Risk	136	65%	140	49%	48	38%	---	---
Attucks MS	**347**	**65%**	**301**	**53%**	**98**	**49%**	**103**	**63%**
Not-At-Risk	88	80%	69	74%	24	79%	19	74%
At-Risk	259	60%	232	47%	74	39%	84	61%
Cullen MS	**275**	**60%**	**260**	**44%**	**92**	**46%**	**92**	**18%**
Not-At-Risk	89	82%	81	70%	31	58%	31	42%
At-Risk	186	49%	179	32%	61	39%	61	7%
Dogan ES	**199**	**60%**	**198**	**58%**	**69**	**33%**	**---**	**---**
Not-At-Risk	35	74%	35	63%	2	**	---	---
At-Risk	164	57%	163	57%	67	33%	---	---
Gregory-Lincoln PK-8	**406**	**70%**	**378**	**57%**	**149**	**68%**	**95**	**68%**
Not-At-Risk	209	79%	190	65%	68	81%	43	79%
At-Risk	197	61%	188	48%	81	57%	52	60%
Hilliard ES	**223**	**67%**	**225**	**64%**	**62**	**65%**	**---**	**---**
Not-At-Risk	61	74%	61	72%	11	91%	---	---
At-Risk	162	65%	164	60%	51	59%	---	---

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Marshall ES	**385**	**54%**	**395**	**51%**	**125**	**52%**	**---**	**---**
Not-At-Risk	92	65%	92	54%	17	59%	---	---
At-Risk	293	51%	303	50%	108	51%	---	---
Seguin ES	**169**	**70%**	**177**	**74%**	**69**	**61%**	**---**	**---**
Not-At-Risk	25	88%	27	78%	9	78%	---	---
At-Risk	144	67%	150	73%	60	58%	---	---
Whidby ES	**155**	**70%**	**158**	**59%**	**52**	**46%**	**---**	**---**
Not-At-Risk	74	80%	76	67%	20	70%	---	---
At-Risk	81	60%	82	51%	32	31%	---	---
Area Support	**5,183**	**60%**	**5,159**	**57%**	**1,737**	**54%**	**677**	**31%**
Not-At-Risk	**1,137**	**74%**	**1,106**	**66%**	**336**	**70%**	**160**	**48%**
At-Risk	**4,046**	**56%**	**4,053**	**54%**	**1,401**	**50%**	**517**	**26%**
Blackshear ES	**103**	**72%**	**105**	**64%**	**31**	**84%**	**---**	**---**
Not-At-Risk	39	79%	39	72%	5	100%	---	---
At-Risk	64	67%	66	59%	26	81%	---	---
Bonham ES	**404**	**54%**	**409**	**56%**	**133**	**41%**	**---**	**---**
Not-At-Risk	50	74%	50	52%	15	67%	---	---
At-Risk	354	51%	359	56%	118	38%	---	---
Codwell ES	**144**	**64%**	**149**	**60%**	**54**	**56%**	**---**	**---**
Not-At-Risk	55	75%	56	63%	15	87%	---	---
At-Risk	89	57%	93	59%	39	44%	---	---
Edison MS	**480**	**62%**	**459**	**56%**	**186**	**60%**	**187**	**38%**
Not-At-Risk	82	80%	72	79%	38	76%	38	61%
At-Risk	398	59%	387	52%	148	55%	149	32%

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Foerster ES	**253**	**56%**	**253**	**43%**	**71**	**32%**	**---**	**---**
Not-At-Risk	21	62%	21	67%	5	80%	---	---
At-Risk	232	55%	232	41%	66	29%	---	---
Forest Brook MS	**613**	**50%**	**596**	**41%**	**197**	**49%**	**192**	**19%**
Not-At-Risk	210	66%	195	53%	72	58%	70	36%
At-Risk	403	41%	401	35%	125	43%	122	9%
Franklin ES	**108**	**76%**	**108**	**83%**	**36**	**64%**	**---**	**---**
Not-At-Risk	20	75%	20	85%	6	83%	---	---
At-Risk	88	76%	88	83%	30	60%	---	---
Holland MS	**635**	**57%**	**609**	**58%**	**199**	**62%**	**199**	**39%**
Not-At-Risk	106	78%	97	68%	24	75%	24	63%
At-Risk	529	52%	512	56%	175	60%	175	35%
Isaacs ES	**103**	**50%**	**104**	**40%**	**29**	**38%**	**---**	**---**
Not-At-Risk	26	38%	27	41%	5	40%	---	---
At-Risk	77	55%	77	40%	24	38%	---	---
Mading ES	**157**	**65%**	**159**	**64%**	**51**	**43%**	**---**	**---**
Not-At-Risk	49	73%	49	63%	11	55%	---	---
At-Risk	108	61%	110	64%	40	40%	---	---
Northline ES	**198**	**61%**	**201**	**66%**	**69**	**57%**	**---**	**---**
Not-At-Risk	14	79%	14	50%	4	**	---	---
At-Risk	184	59%	187	67%	65	55%	---	---
Osborne ES	**103**	**83%**	**103**	**81%**	**30**	**93%**	**---**	**---**
Not-At-Risk	27	93%	27	89%	3	**	---	---
At-Risk	76	79%	76	78%	27	93%	---	---

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Reagan Ed Ctr PK-8	**578**	**61%**	**573**	**56%**	**207**	**67%**	**99**	**29%**
Not-At-Risk	150	70%	145	63%	52	65%	28	50%
At-Risk	428	58%	428	54%	155	67%	71	21%
Robinson ES	**228**	**64%**	**232**	**66%**	**78**	**42%**	**---**	**---**
Not-At-Risk	42	90%	43	77%	11	82%	---	---
At-Risk	186	59%	189	63%	67	36%	---	---
Rucker ES	**129**	**56%**	**133**	**61%**	**37**	**59%**	**---**	**---**
Not-At-Risk	22	86%	24	79%	3	**	---	---
At-Risk	107	50%	109	57%	34	56%	---	---
Sherman ES	**209**	**68%**	**211**	**76%**	**79**	**53%**	**---**	**---**
Not-At-Risk	32	88%	32	84%	23	74%	---	---
At-Risk	177	65%	179	75%	56	45%	---	---
Smith ES	**330**	**62%**	**341**	**59%**	**114**	**46%**	**---**	**---**
Not-At-Risk	62	69%	65	68%	14	86%	---	---
At-Risk	268	60%	276	57%	100	41%	---	---
Stevens ES	**230**	**55%**	**234**	**54%**	**75**	**48%**	**---**	**---**
Not-At-Risk	71	79%	71	69%	18	78%	---	---
At-Risk	159	45%	163	47%	57	39%	---	---
Woodson	**178**	**67%**	**180**	**54%**	**61**	**31%**	**---**	**---**
Not-At-Risk	59	83%	59	76%	12	58%	---	---
At-Risk	119	59%	121	44%	49	24%	---	---
Light Support	**2,925**	**67%**	**2,855**	**60%**	**1,005**	**52%**	**456**	**39%**
Not-At-Risk	**712**	**81%**	**662**	**71%**	**214**	**75%**	**114**	**74%**
At-Risk	**2,213**	**62%**	**2,193**	**56%**	**791**	**46%**	**342**	**27%**

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)								
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Cook ES	**221**	**70%**	**222**	**62%**	**72**	**42%**	**---**	**---**
Not-At-Risk	108	75%	109	59%	31	52%	---	---
At-Risk	113	65%	113	65%	41	34%	---	---
Fondren ES	**124**	**69%**	**124**	**61%**	**40**	**60%**	**---**	**---**
Not-At-Risk	25	84%	25	80%	13	77%	---	---
At-Risk	99	66%	99	57%	27	52%	---	---
Gallegos ES	**137**	**64%**	**137**	**70%**	**37**	**46%**	**---**	**---**
Not-At-Risk	30	87%	30	90%	5	100%	---	---
At-Risk	107	58%	107	64%	32	38%	---	---
Kashmere Gardens ES	**159**	**50%**	**162**	**51%**	**59**	**36%**	**---**	**---**
Not-At-Risk	49	57%	49	53%	9	56%	---	---
At-Risk	110	46%	113	50%	50	32%	---	---
Lawson MS	**1283**	**68%**	**1191**	**59%**	**454**	**57%**	**456**	**39%**
Not-At-Risk	318	88%	265	78%	113	86%	114	74%
At-Risk	965	62%	926	53%	341	47%	342	27%
Lewis ES	**367**	**65%**	**371**	**58%**	**133**	**46%**	**---**	**---**
Not-At-Risk	44	68%	44	64%	12	67%	---	---
At-Risk	323	65%	327	57%	121	44%	---	---
Looscan ES	**119**	**71%**	**122**	**64%**	**36**	**58%**	**---**	**---**
Not-At-Risk	22	86%	22	82%	3	**	---	---
At-Risk	97	67%	100	60%	33	55%	---	---
Montgomery ES	**193**	**70%**	**194**	**73%**	**74**	**36%**	**---**	**---**
Not-At-Risk	52	81%	52	77%	15	47%	---	---
At-Risk	141	67%	142	72%	59	34%	---	---

(*continued*)

Table E-2. Student Performance (Grades 3–8) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)

School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Reading		Mathematics		Science		Social Studies	
Pugh ES	**139**	**76%**	**146**	**82%**	**41**	**80%**	**---**	**---**
Not-At-Risk	36	94%	38	92%	10	90%	---	---
At-Risk	103	69%	108	78%	31	77%	---	---
Shearn ES	**183**	**57%**	**186**	**34%**	**59**	**51%**	**---**	**---**
Not-At-Risk	28	54%	28	18%	3	**	---	---
At-Risk	155	57%	158	37%	56	52%	---	---

Sources: Fall PEIMS, 2021–2022 and Cognos STAAR data, 9–13–2022 (for 2022)

Notes: **There were fewer than five test-takers, thus the percentage was not reported. All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions administered in spring. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and these were duplicated in counting the number of students.

Table E-3. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2021										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Achieve 180 Program	**3,425**	**50%**	**3,594**	**54%**	**3,725**	**41%**	**3,543**	**43%**	**3,065**	**72%**
Not-At-Risk	**1,213**	**68%**	**1,137**	**81%**	**1,156**	**71%**	**995**	**77%**	**1,048**	**95%**
At-Risk	**2,212**	**40%**	**2,457**	**42%**	**2,569**	**27%**	**2,548**	**29%**	**2,017**	**60%**
Non-Achieve 180 Program	**7,403**	**62%**	**7,796**	**78%**	**8,110**	**64%**	**7,888**	**69%**	**6,938**	**85%**
Not-At-Risk	**3,928**	**78%**	**4,345**	**93%**	**4,089**	**88%**	**3,762**	**92%**	**3,638**	**97%**
At-Risk	**3,475**	**44%**	**3,451**	**58%**	**4,021**	**39%**	**4,126**	**49%**	**3,300**	**72%**
Tier 3	**303**	**59%**	**173**	**54%**	**181**	**38%**	**143**	**36%**	**129**	**78%**
Not-At-Risk	**147**	**67%**	**62**	**79%**	**61**	**59%**	**44**	**64%**	**54**	**94%**
At-Risk	**156**	**52%**	**111**	**40%**	**120**	**27%**	**99**	**24%**	**75**	**65%**
Deady MS	19	74%	---	---	---	---	---	---	---	---
Not-At-Risk	18	78%	---	---	---	---	---	---	---	---
At-Risk	1	**	---	---	---	---	---	---	---	---
Fleming MS	23	83%	---	---	---	---	---	---	---	---
Not-At-Risk	9	89%	---	---	---	---	---	---	---	---
At-Risk	14	79%	---	---	---	---	---	---	---	---
Henry MS	11	64%	---	---	---	---	---	---	---	---
Not-At-Risk	5	60%	---	---	---	---	---	---	---	---
At-Risk	6	67%	---	---	---	---	---	---	---	---
High School Ahead Acad MS	15	53%	---	---	---	---	---	---	---	---
Not-At-Risk	2	**	---	---	---	---	---	---	---	---
At-Risk	13	54%	---	---	---	---	---	---	---	---
Sugar Grove MS	20	75%	---	---	---	---	---	---	---	---
Not-At-Risk	12	83%	---	---	---	---	---	---	---	---
At-Risk	8	63%	---	---	---	---	---	---	---	---

(*continued*)

Table E-3. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Thomas MS	21	38%	---	---	---	---	---	---	---	---
Not-At-Risk	19	37%	---	---	---	---	---	---	---	---
At-Risk	2	**	---	---	---	---	---	---	---	---
Wheatley HS	148	55%	173	54%	181	38%	143	36%	129	78%
Not-At-Risk	54	70%	62	79%	61	59%	44	64%	54	94%
At-Risk	94	46%	111	40%	120	27%	99	24%	75	65%
Williams MS	46	59%	---	---	---	---	---	---	---	---
Not-At-Risk	28	61%	---	---	---	---	---	---	---	---
At-Risk	18	56%	---	---	---	---	---	---	---	---
Tier 2	**509**	**43%**	**524**	**60%**	**609**	**40%**	**578**	**41%**	**491**	**74%**
Not-At-Risk	**247**	**55%**	**229**	**78%**	**255**	**60%**	**183**	**68%**	**191**	**95%**
At-Risk	**262**	**31%**	**295**	**46%**	**354**	**25%**	**395**	**29%**	**300**	**61%**
Kashmere HS	161	47%	135	54%	190	34%	180	39%	134	76%
Not-At-Risk	70	63%	51	78%	75	51%	56	66%	64	91%
At-Risk	91	35%	84	39%	115	23%	124	27%	70	63%
Key MS	30	73%	---	---	---	---	---	---	---	---
Not-At-Risk	23	74%	---	---	---	---	---	---	---	---
At-Risk	7	71%	---	---	---	---	---	---	---	---
North Forest HS	168	42%	198	64%	198	41%	181	43%	176	74%
Not-At-Risk	64	58%	74	82%	69	67%	58	72%	61	97%
At-Risk	104	32%	124	52%	129	28%	123	28%	115	62%
Yates HS	150	33%	191	60%	221	43%	217	41%	181	73%
Not-At-Risk	90	43%	104	75%	111	61%	69	65%	66	97%
At-Risk	60	17%	87	43%	110	25%	148	30%	115	59%

(*continued*)

Table E-3. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Tier 1	**686**	**49%**	**788**	**58%**	**883**	**38%**	**850**	**46%**	**674**	**74%**
Not-At-Risk	**251**	**60%**	**285**	**78%**	**271**	**63%**	**295**	**73%**	**234**	**94%**
At-Risk	**435**	**43%**	**503**	**47%**	**612**	**26%**	**555**	**32%**	**440**	**64%**
Attucks MS	39	74%	23	87%	---	---	---	---	---	---
Not-At-Risk	26	65%	20	85%	---	---	---	---	---	---
At-Risk	13	92%	3	**	---	---	---	---	---	---
Cullen MS	14	50%	---	---	---	---	---	---	---	---
Not-At-Risk	14	50%	---	---	---	---	---	---	---	---
At-Risk	0	---	---	---	---	---	---	---	---	---
Gregory-Lincoln PK-8	17	88%	---	---	---	---	---	---	---	---
Not-At-Risk	14	93%	---	---	---	---	---	---	---	---
At-Risk	3	**	---	---	---	---	---	---	---	---
Madison HS	345	35%	436	51%	484	34%	431	47%	363	72%
Not-At-Risk	103	46%	142	72%	143	59%	161	71%	125	95%
At-Risk	242	31%	294	41%	341	23%	270	33%	238	61%
Washington HS	141	67%	170	65%	179	42%	211	49%	135	81%
Not-At-Risk	41	73%	54	76%	50	60%	68	78%	47	91%
At-Risk	100	64%	116	59%	129	36%	143	35%	88	76%
Worthing HS	130	54%	159	65%	220	42%	208	43%	176	72%
Not-At-Risk	53	70%	69	88%	78	72%	66	74%	62	92%
At-Risk	77	43%	90	48%	142	25%	142	29%	114	61%
Area Support	**547**	**49%**	**544**	**40%**	**513**	**27%**	**539**	**28%**	**389**	**58%**
Not-At-Risk	**132**	**76%**	**78**	**82%**	**72**	**75%**	**68**	**76%**	**77**	**99%**
At-Risk	**415**	**40%**	**466**	**33%**	**441**	**19%**	**471**	**21%**	**312**	**47%**

(*continued*)

Table E-3. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Edison MS	14	100%	---	---	---	---	---	---	---	---
Not-At-Risk	11	100%	---	---	---	---	---	---	---	---
At-Risk	3	**	---	---	---	---	---	---	---	---
Forest Brook MS	25	100%	---	---	---	---	---	---	---	---
Not-At-Risk	22	100%	---	---	---	---	---	---	---	---
At-Risk	3	**	---	---	---	---	---	---	---	---
Holland MS	18	89%	---	---	---	---	---	---	---	---
Not-At-Risk	12	92%	---	---	---	---	---	---	---	---
At-Risk	6	83%	---	---	---	---	---	---	---	---
Reagan Ed Ctr PK-8	14	79%	---	---	---	---	---	---	---	---
Not-At-Risk	13	77%	---	---	---	---	---	---	---	---
At-Risk	1	**	---	---	---	---	---	---	---	---
Wisdom HS	476	42%	544	40%	513	27%	539	28%	389	58%
Not-At-Risk	74	62%	78	82%	72	75%	68	76%	77	99%
At-Risk	402	39%	466	33%	441	19%	471	21%	312	47%
Light Support	**1,380**	**51%**	**1,565**	**56%**	**1,539**	**47%**	**1,433**	**48%**	**1,382**	**73%**
Not-At-Risk	**436**	**76%**	**483**	**85%**	**497**	**82%**	**405**	**85%**	**492**	**95%**
At-Risk	**944**	**39%**	**1,082**	**43%**	**1,042**	**31%**	**1,028**	**33%**	**890**	**61%**
Lawson MS	73	90%	---	---	---	---	---	---	---	---
Not-At-Risk	52	96%	---	---	---	---	---	---	---	---
At-Risk	21	76%	---	---	---	---	---	---	---	---
Liberty HS	46	37%	50	26%	67	1%	57	9%	43	44%
Not-At-Risk	0	---	0	---	0	---	0	---	0	---
At-Risk	46	37%	50	26%	67	1%	57	9%	43	44%

(*continued*)

Table E-3. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2021 (*continued*)										
	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
School	Algebra I		Biology		English I		English II		U.S. History	
Milby HS	423	69%	543	68%	595	56%	569	57%	497	82%
Not-At-Risk	132	88%	183	92%	206	89%	172	90%	194	98%
At-Risk	291	60%	360	55%	389	39%	397	43%	303	72%
Sharpstown HS	296	25%	364	43%	281	36%	211	35%	341	66%
Not-At-Risk	61	52%	86	73%	80	66%	43	72%	100	88%
At-Risk	235	18%	278	33%	201	24%	168	26%	241	56%
Westbury HS	542	47%	608	55%	596	49%	596	47%	501	72%
Not-At-Risk	191	71%	214	84%	211	81%	190	84%	198	94%
At-Risk	351	34%	394	40%	385	32%	406	30%	303	57%

Sources: Fall PEIMS, 2020–2021 and Cognos STAAR data, 9–21–2021 (for 2021)

Notes **There were fewer than five test-takers, thus the percentage was not reported. All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions. The proportions in Algebra I and Biology included not only high school students but also some advanced middle school students who took the high school level course. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.

Table E-4. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2022										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Achieve 180 Program	**5,052**	**54%**	**5,057**	**60%**	**5,657**	**39%**	**4,564**	**50%**	**3,525**	**77%**
Not-At-Risk	**862**	**78%**	**805**	**88%**	**833**	**77%**	**736**	**91%**	**773**	**97%**
At-Risk	**4,190**	**49%**	**4,252**	**55%**	**4,824**	**32%**	**3,828**	**42%**	**2,752**	**71%**
Non-Achieve 180 Program	**8,905**	**65%**	**8,687**	**75%**	**9,798**	**60%**	**8,849**	**70%**	**7,725**	**87%**
Not-At-Risk	**2,688**	**90%**	**2,987**	**96%**	**3,126**	**92%**	**3,060**	**96%**	**3,168**	**99%**
At-Risk	**6,217**	**54%**	**5,700**	**64%**	**6,672**	**44%**	**5,789**	**55%**	**4,557**	**79%**
Tier 3	**364**	**74%**	**259**	**65%**	**273**	**37%**	**219**	**43%**	**159**	**79%**
Not-At-Risk	**88**	**97%**	**42**	**93%**	**43**	**77%**	**33**	**82%**	**40**	**95%**
At-Risk	**276**	**67%**	**217**	**60%**	**230**	**30%**	**186**	**37%**	**119**	**73%**
Deady MS	**20**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	13	100%	---	---	---	---	---	---	---	---
At-Risk	7	100%	---	---	---	---	---	---	---	---
Fleming MS	**20**	**85%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	7	100%	---	---	---	---	---	---	---	---
At-Risk	13	77%	---	---	---	---	---	---	---	---
Henry MS	**26**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	12	100%	---	---	---	---	---	---	---	---
At-Risk	14	100%	---	---	---	---	---	---	---	---
High School Ahead Acad MS	**12**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	1	**	---	---	---	---	---	---	---	---
At-Risk	11	100%	---	---	---	---	---	---	---	---
Sugar Grove MS	**25**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	14	100%	---	---	---	---	---	---	---	---
At-Risk	11	100%	---	---	---	---	---	---	---	---

(*continued*)

Table E-4. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)										
	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
School	Algebra I		Biology		English I		English II		U.S. History	
Thomas MS	**10**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	4	**	---	---	---	---	---	---	---	---
At-Risk	6	100%	---	---	---	---	---	---	---	---
Wheatley HS	**218**	**59%**	**259**	**65%**	**273**	**37%**	**219**	**43%**	**159**	**79%**
Not-At-Risk	26	88%	42	93%	43	77%	33	82%	40	95%
At-Risk	192	55%	217	60%	230	30%	186	37%	119	73%
Williams MS	**33**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	11	100%	---	---	---	---	---	---	---	---
At-Risk	22	100%	---	---	---	---	---	---	---	---
Tier 2	**871**	**41%**	**802**	**62%**	**990**	**39%**	**800**	**50%**	**603**	**73%**
Not-At-Risk	**162**	**60%**	**161**	**86%**	**185**	**68%**	**143**	**89%**	**144**	**96%**
At-Risk	**709**	**36%**	**641**	**56%**	**805**	**33%**	**657**	**42%**	**459**	**66%**
Kashmere HS	**221**	**48%**	**181**	**61%**	**298**	**38%**	**224**	**46%**	**177**	**72%**
Not-At-Risk	32	72%	27	96%	42	74%	29	90%	35	97%
At-Risk	189	44%	154	55%	256	32%	195	39%	142	66%
Key MS	**19**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	10	100%	---	---	---	---	---	---	---	---
At-Risk	9	100%	---	---	---	---	---	---	---	---
North Forest HS	**341**	**33%**	**338**	**65%**	**376**	**40%**	**314**	**46%**	**249**	**70%**
Not-At-Risk	69	45%	74	82%	80	59%	58	83%	62	94%
At-Risk	272	29%	264	60%	296	35%	256	38%	187	62%
Yates HS	**290**	**41%**	**283**	**59%**	**316**	**40%**	**262**	**58%**	**177**	**78%**
Not-At-Risk	51	67%	60	85%	63	76%	56	95%	47	98%
At-Risk	239	36%	223	52%	253	31%	206	49%	130	71%

(*continued*)

Table E-4. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Tier 1	**1,245**	**55%**	**1,284**	**66%**	**1,446**	**39%**	**1,084**	**51%**	**836**	**82%**
Not-At-Risk	**206**	**76%**	**223**	**90%**	**220**	**69%**	**163**	**93%**	**203**	**97%**
At-Risk	**1,039**	**51%**	**1,061**	**61%**	**1,226**	**32%**	**921**	**43%**	**633**	**78%**
Attucks MS	**45**	**100%**	**25**	**96%**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	18	100%	9	100%	---	---	---	---	---	---
At-Risk	27	100%	16	94%	---	---	---	---	---	---
Cullen MS	**16**	**88%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	7	100%	---	---	---	---	---	---	---	---
At-Risk	9	78%	---	---	---	---	---	---	---	---
Gregory-Lincoln PK-8	**27**	**81%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	18	83%	---	---	---	---	---	---	---	---
At-Risk	9	78%	---	---	---	---	---	---	---	---
Madison HS	**689**	**44%**	**719**	**62%**	**809**	**38%**	**608**	**47%**	**457**	**78%**
Not-At-Risk	82	68%	115	90%	116	83%	85	91%	101	95%
At-Risk	607	41%	604	57%	693	30%	523	39%	356	73%
Washington HS	**231**	**68%**	**265**	**72%**	**315**	**41%**	**250**	**53%**	**203**	**93%**
Not-At-Risk	32	94%	45	96%	45	73%	34	94%	46	100%
At-Risk	199	64%	220	67%	270	36%	216	46%	157	91%
Worthing HS	**237**	**59%**	**275**	**66%**	**322**	**40%**	**226**	**59%**	**176**	**82%**
Not-At-Risk	49	63%	54	83%	59	69%	44	95%	56	96%
At-Risk	188	59%	221	62%	263	33%	182	50%	120	75%
Area Support	**750**	**47%**	**742**	**41%**	**806**	**22%**	**599**	**33%**	**437**	**60%**
Not-At-Risk	**95**	**75%**	**64**	**81%**	**58**	**74%**	**38**	**87%**	**63**	**98%**
At-Risk	**655**	**43%**	**678**	**37%**	**748**	**18%**	**561**	**29%**	**374**	**53%**

(*continued*)

Table E-4. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)										
School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Edison MS	**21**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	9	100%	---	---	---	---	---	---	---	---
At-Risk	12	100%	---	---	---	---	---	---	---	---
Forest Brook MS	**22**	**73%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	15	67%	---	---	---	---	---	---	---	---
At-Risk	7	86%	---	---	---	---	---	---	---	---
Holland MS	**21**	**95%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	8	100%	---	---	---	---	---	---	---	---
At-Risk	13	92%	---	---	---	---	---	---	---	---
Reagan Ed Ctr PK-8	**9**	**100%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	5	100%	---	---	---	---	---	---	---	---
At-Risk	4	**	---	---	---	---	---	---	---	---
Wisdom HS	**677**	**43%**	**742**	**41%**	**806**	**22%**	**599**	**33%**	**437**	**60%**
Not-At-Risk	58	67%	64	81%	58	74%	38	87%	63	98%
At-Risk	619	40%	678	37%	748	18%	561	29%	374	53%
Light Support	**1,822**	**59%**	**1,970**	**63%**	**2,142**	**44%**	**1,862**	**55%**	**1,490**	**80%**
Not-At-Risk	**311**	**83%**	**315**	**89%**	**327**	**82%**	**359**	**93%**	**323**	**98%**
At-Risk	**1,511**	**54%**	**1,655**	**58%**	**1,815**	**37%**	**1,503**	**46%**	**1,167**	**75%**
Lawson MS	**85**	**99%**	**---**	**---**	**---**	**---**	**---**	**---**	**---**	**---**
Not-At-Risk	52	100%	---	---	---	---	---	---	---	---
At-Risk	33	97%	---	---	---	---	---	---	---	---
Liberty HS	**46**	**46%**	**69**	**33%**	**47**	**9%**	**95**	**17%**	**46**	**70%**
Not-At-Risk	1	**	1	**	1	**	1	**	0	---
At-Risk	45	47%	68	32%	46	9%	94	16%	46	70%

(*continued*)

Table E-4. Student Performance (EOC) on STAAR by Subject, At-Risk Status, & School in Spring 2022 (*continued*)

School	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches	Number Tested	Percentage At/Above Approaches
	Algebra I		Biology		English I		English II		U.S. History	
Milby HS	**467**	**76%**	**580**	**69%**	**652**	**55%**	**638**	**69%**	**523**	**85%**
Not-At-Risk	68	96%	95	97%	113	94%	173	98%	131	100%
At-Risk	399	73%	485	64%	539	47%	465	58%	392	80%
Sharpstown HS	**557**	**40%**	**584**	**60%**	**633**	**37%**	**407**	**42%**	**375**	**73%**
Not-At-Risk	70	60%	81	74%	78	60%	59	81%	57	95%
At-Risk	487	37%	503	58%	555	34%	348	35%	318	69%
Westbury HS	**667**	**59%**	**737**	**63%**	**810**	**43%**	**722**	**55%**	**546**	**80%**
Not-At-Risk	120	83%	138	93%	135	84%	126	93%	135	99%
At-Risk	547	53%	599	56%	675	34%	596	47%	411	74%

Sources: Fall PEIMS, 2021–2022 and Cognos STAAR data, 9–13–2022 (for 2022)

Notes: **There were fewer than five test-takers, thus the percentage was not reported. All values were rounded to the whole number. Achieve 180 Program schools were grouped based on their 2021–2022 tier level. Non-A180 comparison schools included only Title I, Part A schools with a schoolwide program in each year. Texas Connections Academy Houston was excluded from non-A180 comparison schools in both school years because it was a former A180 program participant. The results included English and Spanish versions. The proportions in Algebra I and Biology included not only high school students but also some advanced middle school students who took the high school level course. Enrolled students who were neither in membership nor in virtual learning were excluded. In 2020–2021, a few students took the same subject assessment twice, and they were duplicated in counting the number of students.