Race to the Top - District
Application for Funding

CFDA Number: 84.416

U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1894-0014
Expiration Date: February 28, 2013

APPLICATION ASSURANCES

FOR

HARMONY SCIENCE ACADEMY (HARMONY PUBLIC SCHOOLS)

RACE to the TOP-DISTRICT APPLICATION

Participating LEAs		**NCES District ID**	**DUNS Number**	**EIN**
Harmony Science Academy	Lead LEA	4800210	085187438	76-0615245
Harmony School of Excellence	Member LEA	4800274	085187438	76-0615245
Harmony School of Science-Houston	Member LEA	4801405	085187438	76-0615245
Harmony Science Academy-Austin	Member LEA	4800241	085187438	76-0615245
Harmony Science Academy-Brownsville	Member LEA	4801397	085187438	76-0615245
Harmony Science Academy-El Paso	Member LEA	4800272	085187438	76-0615245
Harmony Science Academy-Fort Worth	Member LEA	4800280	085187438	76-0615245
Harmony Science Academy-Lubbock	Member LEA	4800293	085187438	76-0615245
Harmony Science Academy-San Antonio	Member LEA	4800266	085187438	76-0615245
Harmony Science Academy-Waco	Member LEA	4800292	085187438	76-0615245

IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: Harmony Science Academy (Harmony Public Schools)	Applicant's NCES District ID[2]: 4800210
Applicant's Mailing Address: 9321 W. Sam Houston Pkwy S. Houston, TX 77099	
Employer Identification Number: 76-0615245	Organizational DUNS Number: 085187438
Race to the Top – District Contact Name: (Single point of contact for communication) Mark K. Namver	Contact Position and Office: Director of Development Office of Development
Contact Telephone: (713) 343-3333 Ext. 2281	Contact E-mail Address: mnamver@harmonytx.org

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): SONER TARIM	Telephone: (713) 343-3333
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date: 10/26/12
Local School Board President (Printed Name): Oner U. Celepcikay	Telephone: (713) 343-3333
Signature of Local School Board President:	Date: 10/26/12
President of the Local Teacher's Union or Association, if applicable (Printed Name): N/A. No Local Teacher's Union or Association	Telephone:
Signature of the President of the Local Teacher's Union or Association:	Date:

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

VI. PROGRAM-SPECIFIC ASSURANCES FOR CONSORTIA APPLICANTS

The Lead LEA or legal representative of the eligible legal entity must complete the forms in this part and sign on behalf of all members of the consortium. Individual LEA applicants must complete the forms in Part V.

ABSOLUTE PRIORITIES – CONSORTIUM APPLICANT

Absolute Priority 1

The applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

_____ **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

✓ **Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – CONSORTIUM APPLICANTS

In completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the Race to the Top - District competition.

The number of participating LEAs is 10, and the number of participating students is 12,240. The total Race to the Top – District grant funds requested is $29,866,938, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

_____ $5-10 million - 2 ,000-5,000 participating students (as defined in this notice) or fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)

_____ $10-20 million - 5,001-10,000 participating students

✓ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – CONSORTIUM APPLICANTS

By checking the applicable statement(s) below, the applicant assures that:

✓ Each member (including the Lead LEA) of the consortium meets the definition of local educational agency.

✓ Each member (including the Lead LEA) of the consortium is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

✓ This application is the only Race to the Top – District application to which the Lead LEA and any member of the consortium has signed on.

✓ This application serves a minimum of 2,000 participating students (as defined in this notice) or serves fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice).

✓ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

✓ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and the superintendent or CEO for each LEA has assured that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—

(A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

✓ The application is signed by the Lead LEA's superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – CONSORTIUM APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

✓ State comment period was met. Each LEA included in the consortium has provided its State at least 10 business days to comment on the LEA's application and has submitted as part of the application package—

- The State's comments *OR* evidence that the State declined to comment; and
- The LEA's response (optional) to the State comment.

(The submitted comments, evidence, and responses for each LEA are located in Part_____, from pages_____ to_____ of the proposal.)

✓ Mayor (or city or town administrator) comment period was met. Each LEA included in the consortium has provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and submitted as part of the application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses for each LEA are located in Part_____, from pages_____to_____ of the proposal.)

✓ The application is consistent with 34 CFR 75.128 in that: (check one that applies)

✓ One member of the consortium is applying for a grant on behalf of the consortium; or

_____The consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf.

✓ The application is signed by: (check one that applies)

✓ The superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable) of that LEA, if one member of the consortium is applying for a grant on behalf of the consortium; or

_____A legal representative of the consortium, if the consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf.

✓ The Application includes, consistent with 34 CFR 75.128, for each LEA in the consortium, copies of all Memoranda of Understanding or other binding agreements. These binding agreements must:

(i) Describe the consortium governance structure (as defined in this notice) and the individual LEA's role in the structure;

(ii) Bind each member of the consortium to every statement and assurance made in the application; and

(iii) Include an assurance signed by the LEA's superintendent or CEO that—

(A) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(1) A teacher evaluation system (as defined in this notice);

(2) A principal evaluation system (as defined in this notice); and

(3) A superintendent evaluation (as defined in this notice);

(B) The LEA is committed to preparing students for college or career, as demonstrated by—

(1) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(2) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(C) The LEA has a robust data system that has, at a minimum—

(1) An individual teacher identifier with a teacher-student match; and

(2) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(D) The LEA has the capability to receive or match student-level preschool through 12th grade and higher education data; and

(E) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA); and

(iv) Be signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION VI

Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity (Printed Name): SONER TARIM	
Signature Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity:	Date: 10/26/2012

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): SONER TARIM	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date: 10/26/2012

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IX. SELECTION CRITERIA

A. Vision (40 total points)

(A)(1) Articulating a comprehensive and coherent reform vision *(10 points)*

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

(A)(2) Applicant's approach to implementation *(10 points)*

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

(A)(3) LEA-wide reform & change *(10 points)*

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

(A)(4) LEA-wide goals for improved student outcomes *(10 points)*

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth).
(b) Decreasing achievement gaps (as defined in this notice).
(c) Graduation rates (as defined in this notice).
(d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student

learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

(e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

(A)(1) Harmony's comprehensive and coherent reform vision

Introduction

Harmony Public Schools, a network of high-performing K-12 public charter schools across Texas, including in five metropolitan areas, focuses on providing science, computer technologies, engineering, and math education (STEM) to traditionally underserved students. Our 24,000 students are diverse: 56% receive free or reduced price lunch and 80%+ are non-white (45% Hispanic, 19% African American, and 16% Asian). Harmony schools demonstrate that with a rigorous, high-quality program and the right social and emotional supports in place, all students, regardless of racial or economic background, can achieve outstanding results. Our

schools consistently outperform regional and state averages in all four core subject areas and are making great progress in closing the achievement gap for minority and low-income students. Harmony has the foundation and the momentum to successfully carry out a major improvement initiative. **Harmony will use Race to the Top-District to further personalize the way each student uses time, receives support to master essential skills, and deepens understanding of content.** We will achieve this by redesigning our school day, expanding our approach to inquiry-based teaching and learning, and upgrading our data infrastructure, resulting in a model for personalized education that can be replicated in the Nation's schools.

Harmony's leadership in STEM education has been recognized and supported by the State and private foundations working to expand and improve STEM education nationally. Honors our schools have received include:

- Title I National Distinguished School for closing the achievement gap – US Department of Education
- *US News & World Report*'s "Best High Schools in the Nation" (2007-2012)
- Seven schools in *Newsweek*'s "America's Best High Schools" (2012), four of which were also in the "Top 25 Transformative High Schools" and "Top Ten Miracle High Schools"
- Four schools in this year's *The Washington Post*'s Challenge Index (based on student achievement on IB, AP, ACT, and SAT exams and graduation rates)

With a nationally-recognized program that we have successfully scaled, an energized staff committed to our vision for equitable student outcomes, students excited to be challenged and grow, and university partners providing our program with a bridge to college, Harmony is poised to build on our strong foundation of academic success.

Progress against the four core educational assurance areas

As we have grown from one school to a network of 38, Harmony has demonstrated a track record of steady progress against the four core educational assurance areas.

(1) Rigorous standards and assessments

Harmony's instructional approach strives for equity by providing a rigorous, challenging STEM curriculum to serve all students, a focus on formative assessment, and a culture of high expectations and support. While Texas has not yet adopted the Common Core State Standards

(CCSS), Harmony is committed to ensuring all of our programs are aligned to CCSS as well as the State standards. Our curriculum is inquiry-based and student-centered and matches the focus of the CCSS on rigor, depth, and higher-order skills such as conceptual understanding and application. In addition, we emphasize mastery of 21st century skills that all students will need to be successful in college and career. Because our goal is college preparedness, we have a strong Advanced Placement (AP) program at each of our high schools that provides students the opportunity for advanced study in areas of personal interest and helps prepare them with the skills and intellectual habits they will need to be successful in college. We encourage our students to begin taking AP courses as early as 10th grade.

Implementation of our core curriculum is supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. Our comprehensive approach to assessment gives teachers the information they need to understand the specific skills and abilities of each student, set accelerated goals, differentiate instruction, and provide timely corrective instruction where necessary to ensure student mastery.

(2) High-quality data systems

Over the last ten years, Harmony's in-house information technology team has developed and continuously improved a robust assessment and reporting platform called the *Harmony Performance Management Database* (HPMD). This SQL-based school database features individual and aggregate student information on logistics, culture and discipline, and academics. Teachers use the database to view assessment results at the individual and aggregate levels for purposes of tracking progress and adjusting plans to meet goals. A particularly powerful aspect of the HPMD is its integrated assessment bank and associated data analysis and remediation feedback. Harmony students take locally-developed benchmark assessments every six weeks. The HPMD allows teachers to view individual student or aggregated group results, and administrators to benchmark student achievement and growth across classes, schools, and the entire Harmony system, by subgroup. Our leadership uses this information in system-wide continuous improvement cycles to guide decision making around resources and supports.

(3) Effective teachers and principals

The effectiveness of our approach rests on the quality of teachers and principals at our schools. Because we are STEM schools, offering subjects that are traditionally hard-to-staff, we

have developed innovative human capital strategies that will support getting and keeping the highest quality teachers for our schools. To keep pace with our rapid growth, we have developed a set of strategies to grow talent from within by cultivating personalized career paths for teachers and principals. Our approach leverages the following strategies (described in greater detail in Appendix A):

- Providing incentives for hard-to-staff subjects (math, science, computer/technology applications, bilingual/ESL, and special education)
- Providing tuition assistance to Harmony alumni to attain a teaching certificate and return to a Harmony school
- Providing financial assistance to Harmony teachers to obtain a Master's of Education degree or principal's certificate and grooming them to become Harmony school leaders
- Supporting the pursuit of subject-based advanced degrees for Harmony school leaders
- Providing ongoing high-quality professional development to current staff

High-quality professional development is our key strategy for ensuring excellence in teaching and school leadership and retaining our staff. We provide extensive professional development for teachers and school leaders before and during the school year, including training all new teachers in our curriculum and data-driven approach and providing support structures for ongoing improvement through frequent collaboration meetings and a mentoring program. Periodic cluster-wide professional development around key Harmony initiatives supports district-wide alignment to our approach. These strategies have enabled us to sustain the quality of our program while scaling it across the state.

(4) Turning around lowest-achieving schools

Harmony schools provide critical proof points for what is attainable for all students. Harmony does not have any lowest-achieving or low-performing schools – all of the schools have significantly outperformed their respective districts and the state. To date, every Harmony school has fulfilled its obligations to the charter authorizer (Texas State Board of Education) and its local community. With a majority of our students coming from low-income households and 15% feeding in from the state's lowest-performing middle or high schools, we provide a high-quality option that puts our students on the path to college and career. Accountability of our

schools to our Superintendent, the state, and all stakeholders is key to our program's success. Our central office closely monitors schools' progress and provides immediate feedback to school staff. Our responsive system ensures that if a school is struggling to meet its goals, our central office provides immediate support. We are committed to helping other schools learn from our program and are actively exploring ways to support traditional public schools to implement our innovative model to give even more students access to high-impact instruction.

Building on our success: Harmony's plan for reform

Our track record of success and progress against the core assurance lays the foundation for our next steps. We see Race To The Top as an opportunity to deepen personalization of classroom instruction so that every student has choice and customized support, and to equip students, teachers and other stakeholders with real-time, actionable information on student learning to facilitate this individualized approach.

Our proposed approach builds on successes to date and will accelerate progress by strengthening and deepening current systems and practices. These initiatives will deepen our approach to personalized learning and enable us to achieve educational equity for all our students.

Specifically, Harmony will invest in three key strategies:

1. Expand on a successful pilot of a STEM **Project-Based Learning curriculum** to implement a cross-disciplinary, multi-sensory, technology-enabled project-based learning (PBL) curriculum that integrates STEM, social studies, and English language arts
2. Strengthen and integrate into the school day the personalized intervention and enrichment programs that are currently offered after school by instituting a **Custom Day** schedule whereby students receive 2 hours a day of targeted instruction on three flexible paths: receive remediation and extra support in math and English Language Arts (ELA); choose math or ELA advancement; or pursue electives in areas of interest
3. Improve our existing data systems by building out our **Data System and** developing customized **Data Dashboards** to provide real-time data to inform the first two

strategies (and our system more broadly), and to support students in setting goals and creating personal learning plans

Project-Based Learning: Already a model program for STEM education, Harmony is well-positioned to lead continued innovation by connecting STEM curriculum to the humanities through rich, meaningful, and rigorous cross-disciplinary and multi-sensory projects. Modeled on a pilot PBL initiative in STEM, the curriculum will lead to higher levels of student engagement as students will choose the focus of their intellectual exploration based on their own unique interests. The projects will align to Common Core and Texas state standards and require students to apply their knowledge using higher-order skills such as analysis and interpretation. Researchers have documented numerous benefits of project-based approaches beyond the development of content knowledge: students learning through a project-based curriculum develop the ability to transfer their learning to new situations, demonstrate an increased ability to define problems and support their reasoning, and are better able to tackle conceptual problems than those taught with a more traditional curriculum.[1] Through creative and innovative uses of technology such as video storytelling and web sites, Harmony students will publicly share their work both throughout the process and in a culminating capstone presentation, ensuring an authentic and meaningful context for deep student learning.[2]

Over the course of this grant, Harmony will engage internal and external expertise to design, pilot, and fully implement this curriculum in our middle and high schools. The major activities associated with this initiative will include:

1. Developing standards-aligned outcomes and assessment tools that specify the deeper learning and 21st century skill outcomes for students.

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[1] These and other findings that document the benefits of project-based learning approaches were identified in the following review of research: Barron, B. & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning in *Powerful learning: What we know about teaching for understanding*. San Francisco, CA: Jossey-Bass.

[2] Research has demonstrated multiple benefits of developing multimedia projects, as compared to traditional performance tasks, resulted in greater content mastery and coherence of design, as well as effectiveness at reaching intended audience: e.g., Penuel, W. R., Means, B., & Simkins, M. B. (2000). *The multimedia challenge*. Educational Leadership, 58, 34-38.

2. Designing an instructional framework that specifies the overarching learning objectives and scope and sequence of the projects across the three core subject areas.
3. Developing a bank of cross-disciplinary, multi-sensory, technology-enabled PBL projects that align to and expand on course content. for use throughout the year and as capstone projects.
4. Developing or procuring an interactive online platform that will host the project content, resources, tools, and student work products.
5. Re-designing professional development systems to provide teachers with the initial training and substantial ongoing support they will need to facilitate deeper learning.

Custom Day: Our Custom Day initiative provides the time and structure within the school day for students to receive individualized support to master skills at the pace and through the modality most suited to their specific learning needs, with a two-hour block of time reserved for flexible placement into intervention, enrichment, or elective courses. In intervention periods, teachers will utilize a variety of instructional approaches to support competency-based progress through individualized learning plans. Teachers will leverage technology-based learning and assessment systems to provide one-on-one personalized learning experiences for students, create smaller teacher-student ratios and support rapid feedback cycles with real-time assessment data. Students who are already on track to college and career readiness will use Custom Day time to choose math or ELA enrichment, or to pursue individual interests through elective classes. The major activities associated with this initiative will include:

1. Developing an instructional framework articulating the variety of high-leverage strategies used in Custom Day classes
2. Identifying and designing ways to increase classroom flexibility to allow multiple forms of instruction to happen simultaneously
3. Establishing methods and routines for assigning students to appropriate classes and regularly reevaluating and regrouping based on assessment data
4. Supporting mastery-based progression by procuring student learning technology based on the most current advances in personalized instruction
5. Re-designing professional development systems to provide teachers with the necessary training and support for implementing these instructional strategies

Data Systems and Dashboards: To support the project-based learning and Custom Day initiatives, by way of further deepening and accelerating student learning, we will invest in upgrading our data systems to integrate different types of data from multiple platforms onto dashboards customized to our different end users. These dashboards will provide all of our stakeholders with the critical information they need to effectively interpret and act on data in order to keep us on track to student, school, and LEA-wide goals. The major activities associated with this initiative will include:

1. Identifying end users (e.g., students, parents, teachers, principals, administrators) and the high-leverage dashboard components for each end-user profile
2. Identifying the components of a personalized education plan (the inputs for the data system)
3. Developing the framework that will link the outputs from PBL and Custom Day, as well as other existing systems (e.g., Eduphoria, Naviance) into the dashboard.
4. Developing the dashboards
5. Training all key stakeholders to use dashboards to support data-driven decision-making to effectively personalize learning and accelerate student progress toward college and career readiness

Key Elements for Success

Successful implementation of our reform strategies will rely on two key underpinnings: 1) high-quality professional development and 2) stronger teacher and principal evaluation systems. Our proposal includes a strategy for initial and ongoing professional development for teachers and leaders to support learning new skills and practices. At the same time, we will align our teacher and principal evaluation systems to the reform strategies and make them both more rigorous and more connected to the personalized learning approaches that we will expect to see in practice. With these support systems in place, Harmony will be poised to successfully carry out the personalized learning initiatives proposed here to realize our vision of ensuring all Harmony students graduate college- and career-ready.

(A)(2) Harmony's approach to implementation

(A)(2)(a) School selection process

To determine the highest-leverage approach to reform for our schools, Harmony's leadership followed a systematic process to identify our needs and gaps, as well as the most promising strategies for reform. Concluding that the most promising strategies for augmenting personalized learning and teaching were expanding our Project-Based Learning pilot, instituting a Custom Day program, and redesigning our data infrastructure to support these individualized approaches, the next question was which of our schools would benefit most from, and which would be most likely to implement successfully these changes. We decided that initiating these programs in all of our middle and high schools, and not our elementary schools, is the best course of action for the following four reasons:

1) We want to expand our Project-Based Learning (PBL) pilot from the STEM area to include more core subject areas. The STEM pilot is currently operating in our high schools, and so it is a natural fit to expand it in these schools.
2) We want to expand the PBL pilot to middle schools to address the critical developmental stage that middle schoolers are in.
3) The Custom Day initiative will be a natural fit for middle and high school schedules because these students switch classes regularly.
4) We want to provide these initiatives to students who are heading into the college- and career-readiness portions of their educational careers so we can lay the groundwork for the future in middle schools and build on that foundation in high school.

All Harmony schools serving grades 6 through 12 meet the Race To The Top – District competition's eligibility requirements. Specifically, the schools in aggregate serve 12,240 students from grades 6 through 12 with 60.1% qualifying for low-income status and 81.2% qualifying for minority status. Please refer to chart (A)(2) in the A Tables section at the end of this proposal (A Tables -1) for detail on each participating school, including number of participating students and educators.

(A)(2)(b) List of participating schools

Participating schools include all 36 of our middle schools and high schools. Please refer to chart (A)(2) in the A Tables section at the end of this proposal (A Tables -1) for the complete list of participating schools.

(A)(2)(c) Participating students

In total, 50% of Harmony students will participate in this initiative, representing all 12,240 students in grades 6-12. Fifty-seven percent of participating students are from low-income families, and all students are classified as high-needs as defined by federal standards since all of our schools are high-minority schools.[3] Overall, 572 educators will participate in this program.

(A)(3) LEA-wide reform & change

Scaling the reforms

Harmony will scale up and create meaningful reform to support district-wide change beyond the participating schools by 1) monitoring the results as we implement these initiatives in our middle and high schools and making continual improvements and 2) applying lessons learned to the program's eventual rollout in our elementary schools. Importantly, as our middle and high school students become more practiced at project-based, inquiry-driven activities, we will identify the building block skills our elementary students must develop to succeed at the more complex assignments expected of them in middle and high school.

Enhancing our data systems at the elementary school level will be more straightforward. With the infrastructure already in place and tested at our middle and high schools, the technical aspects of rolling out our new data systems for elementary school will be far less complex. In terms of using the more robust data that will then be available, we will take what we have learned from user experience with our new Data Dashboards and apply these insights to the building of and training around our elementary-level dashboards.

[3] We define high-minority schools as schools with >50% non-white students.

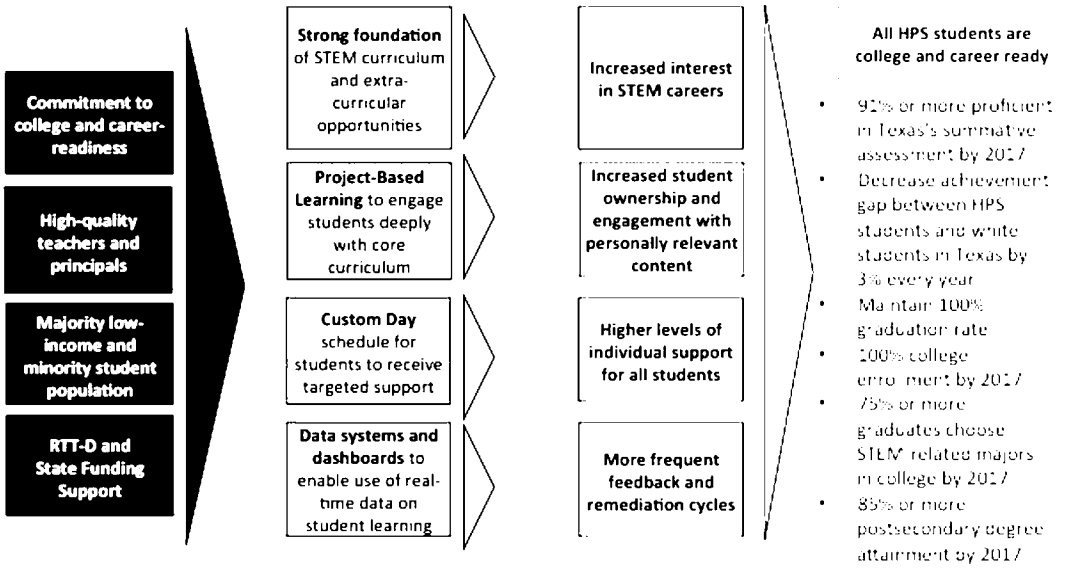
Theory of Change

The plan presented in this proposal is based on a theory of change that aims to increase the percentage of students graduating from Harmony schools college- and career-ready. To improve these student outcomes, we have developed a plan for a personalized learning program in which students engage deeply with core content, receive targeted support or enrichment to accelerate learning, and demonstrate ownership over their own life trajectory by actively participating in developing and monitoring their own learning plans. This personalized learning program will be realized through the implementation of our three key strategies: PBL, Custom Day, and enhanced Data Systems and Dashboards. These strategies were developed through a rigorous feedback process involving students, educators, and parents, and analysis of available student data around Harmony's current instructional model.

The PBL initiative will improve student engagement by increasing the relevance of the learning as students choose topics based on their interests. Students will engage in complex, authentic learning activities that will deepen content knowledge and develop skills key to success in the 21st century. The Custom Day strategy will offer educators flexibility during the school day to provide targeted, differentiated support to create an effective learning environment for each student. Lastly, the Data Systems and Dashboards efforts will allow educators to draw more useful, frequent insights about student learning and provide the most responsive learning environment possible for each student. The more robust data system will also enable school and system leaders to identify and share promising practices early on in the program and to respond quickly to problems in order to refine, sustain and scale this work.

In this proposal, we outline the details of this theory of action; the expected outcomes from implementing these initiatives; and detail behind our implementation plan, including how we will equip educators, students, parents, and other stakeholders with the knowledge and skills necessary to execute on these goals successfully, and our plan for continuous improvement.

Theory of Change



(A)(4) LEA-wide goals for improved student outcomes

Executing the strategies described in this proposal to deepen and personalize student learning will accelerate achievement and allow us to reach the ambitious college- and career-readiness goals we have set for our schools.

(A)(4)(a) Performance on summative assessments

Goal: At least 91% of Harmony students will be proficient in Math and Reading on Texas's summative assessment by 2017

Harmony believes our personalized learning initiatives will directly improve student learning outcomes because each initiative focuses on ensuring that students develop college- and career-ready knowledge and skills. The PBL curriculum will align to Common Core State

Standards (CCSS) as well as Texas state standards, requiring students to go deep into the content and apply their knowledge using higher-order skills. The Custom Day initiative will provide each student with individualized support to accelerate learning and ensure mastery of math and ELA standards. Our Data Systems and Dashboards will ensure we have real-time, actionable data to keep students on track to our ambitious goals.

Our baseline data and goals for summative assessments are included in section (A)(4)(a) of the A Tables section at the end of this proposal (A Tables-3). Harmony's results from SY 2010-11 for each grade-level and subject-level test are included, comparing the performance of students by individual Harmony LEA by subgroup (minority group, low-income status or other special needs categorization). For SY 2011-12, STAAR End Of Course (EOC) tests were introduced for 9th grade students with the tables reflecting this addition.

(A)(4)(b) Decreasing achievement gaps

Goal: Achievement gap between Harmony subgroups and white students in Texas on average will decrease by 3% every year

Harmony has already made great strides in decreasing the achievement gap, but we will not be satisfied until the gap is completely closed and our minority and low income students are performing at least as well as their white peers in each school and across the state. By engaging all students deeply through highly personalized, student-driven inquiry projects, providing individualized support to achieve mastery of skills, and ensuring that all our students have access to the tools and resources they need to excel in our rigorous program, Harmony will accelerate our movement along the trajectory toward closing this gap.

To evaluate progress in decreasing achievement gaps between white students and Harmony's minority and low-income students, Harmony will use measures of summative assessment as outlined in (A)(4)(a) and compare achievement of each subgroup of Harmony students to that of white students across the state of Texas (a state-wide average of white student performance). Our baseline performance and targets are included in table (A)(4)(b), (A Tables-123) in the A Tables section at the end of this proposal.

(A)(4)(c) Graduation rates

Goal: Maintain 100% graduation rate

As we expand, we will maintain our college-preparatory culture and continue our work focusing on students who are struggling to ensure that we maintain the graduation rate that we have worked so hard to achieve. Graduation rate tables (A)(4)(c) are in the A Tables section (A Tables-213).

(A)(4)(d) College enrollment rates

Goals: 100% of Harmony student enroll in college by 2017

75% or more graduates choose STEM-related majors in college by 2017

85% or more students attain postsecondary degrees by 2017

A critical outcome of these initiatives is to ensure our students are college- and career-ready. Currently, our schools have a college enrollment rate of 74%. (Baseline data and targets are included in Table (A)(4)(d) in the A Tables section at the end of the narrative, A Tables-215.) Going forward, Harmony will collect college matriculation data by subgroup to understand trends among various student groups and use this data for continuous improvement of current initiatives. We will also track our students through college to monitor our progress on students choosing STEM-related majors, and to monitor degree attainment.

Note to reader: We understand that the data tables were meant to be included here; because we have 10 LEAs and thus our tables are so lengthy (216 pages), we put them at the end of our application rather than in the middle of the narrative. Please see **A Tables** section following section X.

(A)(2) Approach to implementation: Participating schools .....A Tables-1
(A)(4)(a) Performance on summative assessments .....A Tables-3
(A)(4)(b) Decreasing achievement gaps .....A Tables-123
(A)(4)(c) Graduation rates .....A Tables-213
(A)(4)(d) College enrollment .....A Tables-215

(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1) Demonstrating a clear track record of success *(15 points)*

The extent to which each LEA has demonstrated evidence of—

A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

(B)(1) Demonstrating a clear track record of success

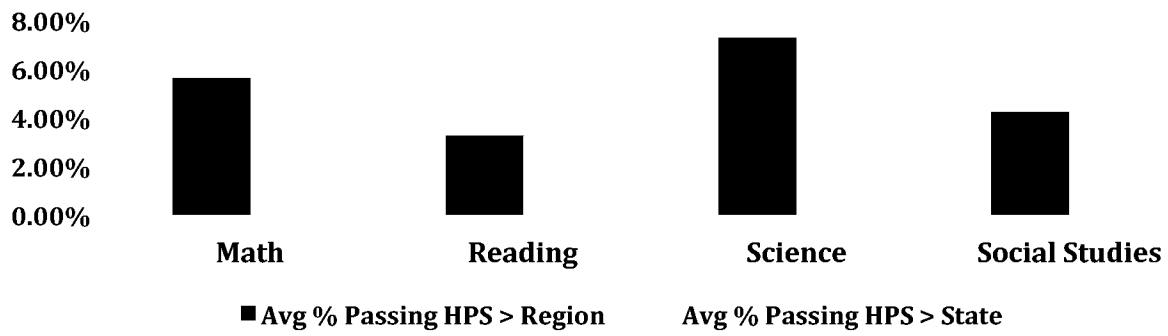
(B)(1)(a) Improve student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment rates

Since the opening of our first school in 2000, Harmony Public Schools has been successfully advancing student learning and achievement across the state of Texas, providing exceptionally high-quality educational experiences for traditionally underserved students. In just 12 years, Harmony has grown from one school serving 200 students to 38 schools serving over 24,000 students across the state, with their low-income and minority students consistently and significantly outperforming their peers within their respective regions and statewide.

Recognition of success: In its first six years of operation, Harmony focused on quality and refining its model, then started expanding and robustly replicating the model. In 2006, Harmony Science Academy Houston, our original school, received the Title I Distinguished School Award from the US Department of Education for outstanding performance in the categories of exceptional student performance for two or more consecutive years and closing the achievement gap. Harmony Science Academy was one of two schools in Texas and 52 across the nation to receive this award and was the *only* school that qualified to receive this award in both categories. In this same year, due to its success as a STEM school, Harmony Science Academy Houston was selected to serve as an incubator school in the T-STEM (Texas Science Technology Engineering and Mathematics) initiative, which was funded by a combination of public and private agencies including Texas Education Agency, Dell, and the Gates Foundation. Today, because of the high performance of the students and the focus on science, math, and computer technologies, 17 Harmony campuses have been designated as T-STEM Academies as part of the Texas High School Project.

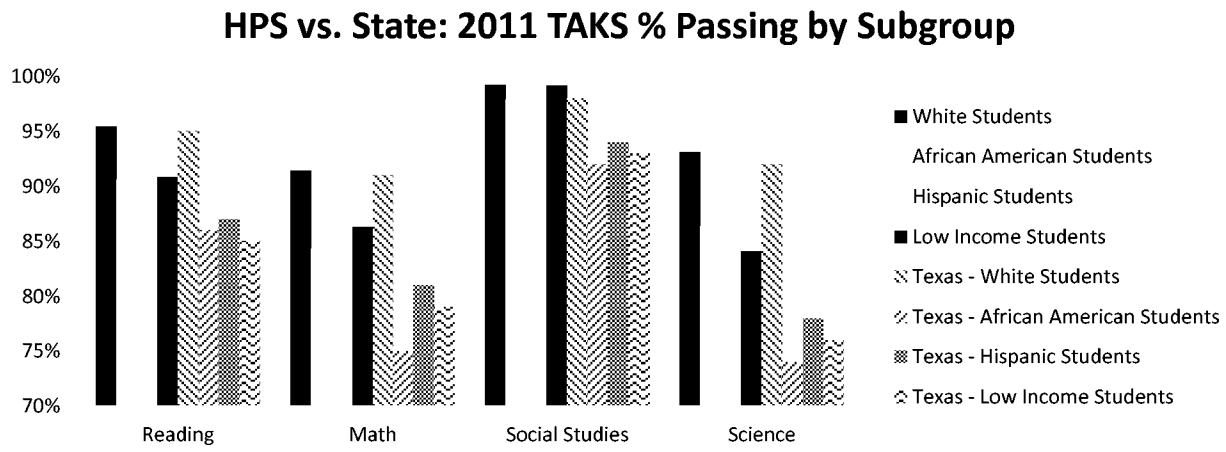
Harmony's impressive program and student results have been recognized by numerous national publications. Harmony schools have been ranked in *U.S. News & World Report's* "Best High Schools in the Nation" every year from 2007-2012. Seven Harmony schools were included in Newsweek's "America's Best High Schools 2012" list with four making Newsweek's "Top 25 Transformative High Schools" in 2012 and two gracing their list of "Top Ten Miracle High Schools." This year, four Harmony schools made *The Washington Post's* Challenge Index, which ranks high schools based on student achievement on IB, AP, and college level tests such as the SAT and ACT, and graduation rates. Three of the four were in the top 100 of the 1900 schools on the list.

Outperforming the state: Harmony schools have consistently outperformed regional and state averages in all four core subject areas. From 2007-08 to 2010-11, Harmony system-wide has outperformed the state in every year. The data below show results from Texas's statewide TAKS assessment for 2007-08 through 2010-11(last year Texas shifted to the STAAR assessment and results from that assessment are not yet available). The graph below illustrates how Harmony students have outperformed regional and state averages in terms of the percent of students passing the TAKS assessment from 2007-08 to 2010-11.



- **Math Achievement:** On average, from 2007-08 to 2010-11, the percent of Harmony students grades 3-12 passing Mathematics TAKS was 89.8%, approximately 5.6% higher than each school's given region and 6.2% higher than the passing rate of the entire state.
- **Science Achievement:** On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Science TAKS was 88.9%, which was 7.3% higher than each school's given region and 7.6% higher than the passing rate of the entire state.
- **Reading/ELA Achievement**: On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Reading TAKS was 93.8%, which was 3.2% higher than each school's given region and 3.2% higher than the passing rate of the entire state.
- **Social Studies Achievement**: On average, from 2007-08 to 2010-11, the percent of HPS students grades 3-12 passing Social Studies TAKS was 98.6%, which was 4.2% higher than each school's given region and 4.7% higher than the passing rate of the entire state.

The achievement gap: Harmony students across every subject and subgroup are outperforming their peers across the state. The graph below illustrates the performance of Harmony subgroups compared to their counterparts across the state on the 2010-11 TAKS in each of the core subjects.

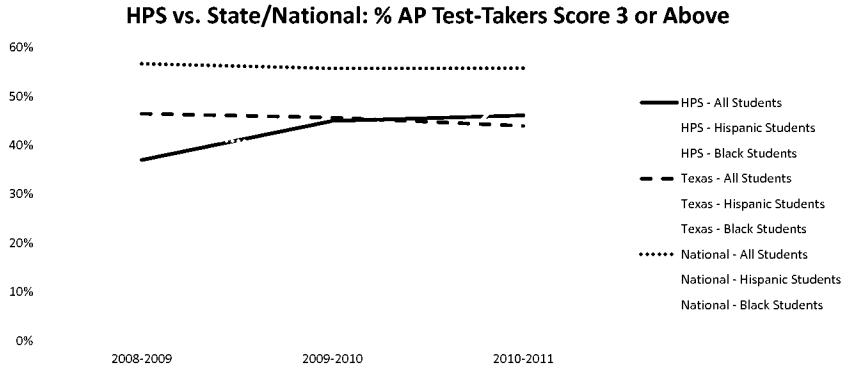


Our Special Education and Limited English Proficient (LEP) students are also outperforming their peers across the state. (Special Education students make up 4% of our population and are significant subgroups in 10 of our schools. LEP students make up 14% of our population and are significant subgroups in 29 of our schools.) On average, across all grades and subjects on the 2010-11 TAKS, 55% of our LEP students passed, compared to 29% statewide, and 54% of our Special Education students passed, compared to 44% across the state.

College-ready results: Harmony's individualized approach and unique combination of programs yield a model that ensures students graduate prepared for college. Students' participation rates and scores in Harmony's Advanced Placement (AP) program and on the SATs, and Harmony's graduation rate and college acceptance rate demonstrate the success of the HPS model.

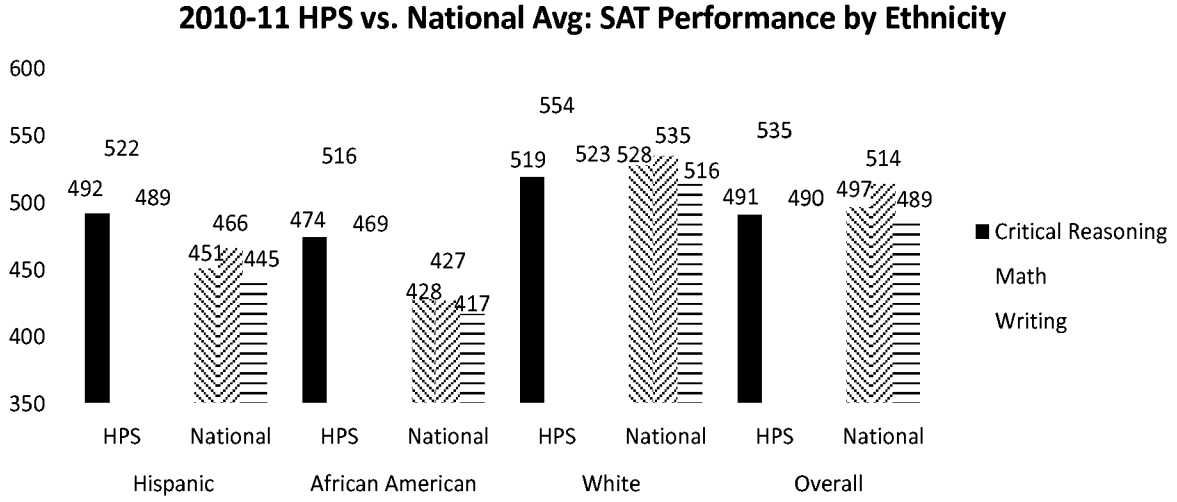
- **AP participation rates and scores:** From 2007-08 to 2010-11 (scores not available yet for 2011-12), the percentage of students taking AP courses steadily increased from 46% to 57%, with 46% of test takers scoring 3 or higher, compared to 44% statewide. Our pass rate rose strongly over time, such that it is now higher than that of the state (see chart below). We are focused on closing the gap with national pass rate results, which reflect an overall student demographic that is significantly more affluent than our student demographic. Within these results, Harmony's minority subgroups are showing particularly strong results. Specifically, in 2010-11, of Harmony's African American test-takers, 54% scored 3 or higher, as compared to

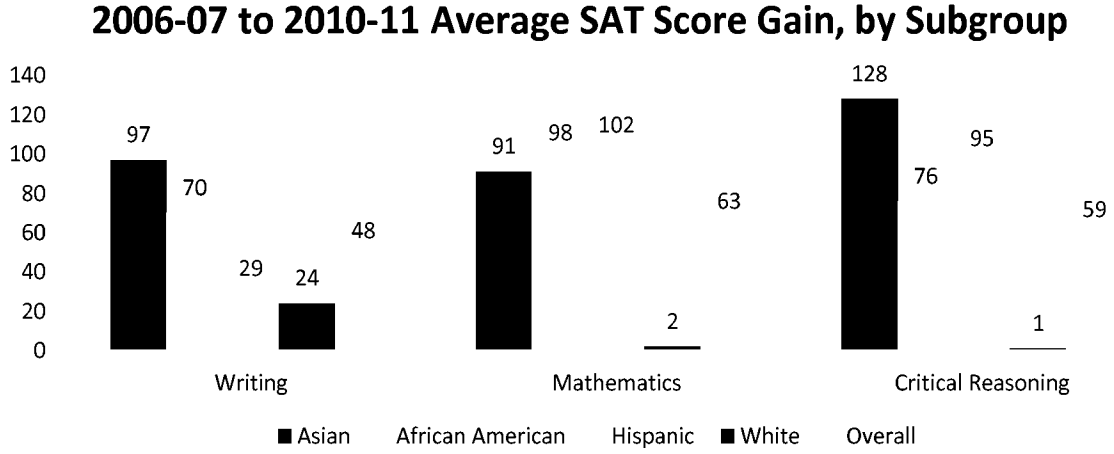
22% statewide, and 26% nationally. And of Harmony's Hispanic test-takers, 37% scored 3 or higher, as compared to 29% statewide and 39% nationally[4].



- **SAT participation rates and scores:** From 2007-08 to 2010-11, the percent of students taking the SAT increased from 80% to 100% across all Harmony students.
- Over 2006-07 to 2010-11, the achievement gap between White students and Hispanic and African American students has decreased as demonstrated by the mean score trends for each subject (in the second graph below). In 2010-11, Harmony Hispanic and African American students significantly outperformed comparable groups nationally across all subjects (as illustrated in the graph below). Each year, Harmony scores have been steadily rising for all groups in each component of the test.

[4] The decrease in African American scores in 2009-10 is something we focused on and scores improved dramatically the following year. It can be explained, in part, by the low number of test-takers that year (only 32 African American students took AP exams that year, as compared to 59 the following year), and thus, the number was highly sensitive.





- **Graduation rates**: Harmony works closely with students and families to ensure all students receive the support they need to stay on track and graduate. We are proud of our four-year adjusted cohort graduation rate of 100%, calculated in accordance with State and Federal guidelines.
- **College acceptance and enrollment rates:** With college admission a requirement for graduating, 100% of Harmony Public Schools' graduating seniors have been accepted

to college since 2005. NCS data shows 74% of Harmony students matriculating[5] in comparison to a statewide matriculation rate of 55%.[6].

- **STEM in college:** Harmony's focus on STEM preparation is having an impact – a university study[7] found Harmony students outperformed the national average in admission to two-year and four-year colleges and in selection of STEM majors, with 65% of matriculating Harmony students choosing STEM majors, compared to a national average of 33% (see Appendix B for slides from this study). These results are even more striking for women and minorities: for matriculating students, 51% of female Harmony students selected a STEM major, compared to a national average of 15%, as did 94% of African American Harmony students (vs. 18% national average) and 57% of Hispanic Harmony students (vs. 22% national average).

College- and Career-focused: From its inception, Harmony has been committed to ensuring all of its students have access to rigorous, engaging, high-quality STEM and college preparatory curricula and graduate college- and career-ready. This focus has resulted in the strong performance of our students on state tests and in our high graduation rates and college acceptance and enrollment rates.

(B)(1)(b) Achieve ambitious and significant reforms in its lowest-achieving schools

With a majority of our students coming from low-income households and 15% feeding in from the state's lowest-performing middle or high schools, we provide a high-quality option that puts our students on the path to college and career. Harmony holds all our schools accountable to high standards of success. We closely monitor schools' progress and provide immediate feedback to school staff. Since the establishment of the first Harmony school in 2000, no Harmony school has failed to fulfill its obligations to the charter authorizer (Texas State Board

[5] We believe the percent might be a little higher, as NCS data does not capture students at colleges that are not part of NCS or that do not report data, or students who have FERPA blocks on their records.
[6] http://www.txhighereddata.org/Interactive/HSCollLink.cfm
[7] Sahin, A., Capraro, M. M., & Capraro, R. M. (2012, February). *The impact of participation in STEM after school clubs and science fair competitions on postsecondary matriculation.* Paper presented at the annual conference of Southwest Educational Research Association (SERA), New Orleans, LA. (Peer-reviewed journal publication in press, expected Jan 2013).

of Education) or the local community of its parents and students. While we do not have any lowest-achieving or low-performing schools – all of the schools have significantly outperformed their respective districts and the state – Harmony has had one to two new campuses that needed extra help to meet our high standards. Harmony's central office provided those schools support in the form of intense professional development, mentorship and buddying with high-performing principals, and specialists and interventionists in the subject areas in which they were struggling.

(B)(1)(c) Make student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services

To meet our goal of college- and career-readiness for all students, our teachers and principals need high-quality, actionable data to inform instructional decisions and continuous improvement. Over the last 10 years, Harmony's in-house information technology team has developed and continuously improved a robust assessment and reporting platform called the *Harmony Performance Management Database* (HPMD). This SQL-based school database features individual student information on logistics (e.g., registry, lunch records, library records, extracurricular activities), culture and discipline (e.g., attendance, home visits), and academics (e.g., grade book and transcripts and assessment data including six-week benchmark assessments and standardized test performance). Data is interoperable, enabling it to be exported for use in other commonly used student data tracking systems. Screen shots of our database are included in Appendix C (along with screenshots from Eduphoria, another database we also use for analysis of assessment data).

A particularly powerful aspect of the HPMD is its integrated assessment bank and associated data analysis and remediation feedback. Every six weeks, students in all subjects use the HPMD to take a benchmark assessment. Teachers view information student-by-student, as well as in aggregated levels; they meet in teams every six weeks to analyze this data and make informed decisions about immediate lesson planning as well as longer-term plans to ensure individual students reach their annual goals. The results are also used to form tutorial study sections of similarly performing students who spend the next week with a teacher/tutor on customized remediation. Harmony's central office uses the HPMD to fuse and analyze aggregate and disaggregated student achievement and student growth data from all of the Harmony schools to guide decision-making around allocating resources and supports and to support continuous improvement.

Students have access to their own information and their parents/guardians have access to their child's information by logging on through their school's website using their own home computers or smartphones or school-based computers. The schools draw on internal or local resources to provide basic training for parents who have never used a computer or the Internet. We send home an informational flier about how to use the website to monitor student progress and communicate concerns or suggestions. Harmony also reaches out to parents through six-week report cards, three-week progress reports, and regular teacher-parent checkpoints and conferences, all geared toward keeping parents informed about and engaged in their child's progress.

In addition to the HPMD, Harmony has personalized learning programs with real-time data capture for specific subject areas, including reading and math for grades 6-12, STEM for grades K-8 and social studies for K-5. While these do not currently feed into the HPMD, integrating this data into the central database is one of the goals of this grant.

(B)(2) Increasing transparency in LEA processes, practices, and investments *(5 points)*

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

(B)(2) Increasing transparency in LEA processes, practices, and investments
(B)(2)(a) Actual personnel salaries at the school level for all school-level instructional and support staff
(B)(2)(b) Actual personnel salaries at the school level for instructional staff only
(B)(2)(c) Actual personnel salaries at the school level for teachers only
(B)(2)(d) Actual non-personnel expenditures at the school level (if available).

As a publically-funded institution, Harmony Public Schools' records are open to public inspection as permitted by law. Harmony Public Schools complies with all local, state, and

federal rules and regulations set by the U.S. Department of Education regarding transparency, accountability, reporting, and other obligations. Harmony has the technical capabilities to report all required expenditure data. Last spring, following the Civil Rights Data Collection (CRDC) guidelines, HPS registered with the Office for Civil Rights and is prepared to submit all required data as soon as the CRDC survey opens this fall. An email from June 2012 confirming our CRDC registration is included as Appendix D as evidence of our timely participation in this process.

Additionally, it has always been and will continue to be Harmony's policy to provide information about policies, practices, investments, salaries, and other expenditures upon request. This includes making available actual personnel salaries at the school level for all school-level instructional and support staff including teachers, as well as non-personnel expenditures at the school level. Information requests are directed to and managed by the Director of Communications, who will provide requested information within 10 business days. To further facilitate transparency, Harmony publishes the following information on its public website:

- Organizational chart
- Policies and procedures
- School handbooks
- 990s
- Organization-wide budget
- Site-based budget (curriculum and instruction, library, school leadership, health services, transportation, food services, extracurricular activities, administration, maintenance, security, data processing, debt service)
- Link to Director of Communications for further information
- Link to HPS data on CDRC's Web site

(B)(3) State context for implementation (*10 points*)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(3) State context for implementation

The state of Texas has in recent years made a strong push towards more accountability and autonomy for innovative school models along with stronger data systems to encourage developments in personalized learning. Primarily, in relation to encouraging personalized learning environments, Texas has:

- Adopted **rigorous college-ready academic standards**, in order to provide reliable, high academic standards required to define an individual students' progress and learning needs
- Made strides in using **student achievement metrics** with more useful data systems to evaluate the quality of instruction in order to reliably measure individual student learning and inform continuous improvement of instruction and content
- Created policies to provide a high level of **autonomy for charter schools**, to provide schools with appropriate flexibility and authority to experiment with different approaches to teaching and learning

Rigorous Standards

Despite not participating in the adoption of Common Core Standards, Texas has a history of supporting the adoption of rigorous college-ready standards. Since 1998, Texas has followed the Texas Essential Knowledge and Skills (TEKS) as the established curriculum standards for K-

12. The state continuously revises these standards for rigor, with the most recent revision adopted in 2012. In 2008, the Texas Higher Education Coordinating Board (including representatives from Texas universities) adopted and the Commissioner of Education approved the Texas College and Career Readiness Standards (CCRS) to be integrated into TEKS in order to create stronger alignment between public school and higher education curriculum and ensure a more seamless transition between high school and college. Establishing rigorous content standards is the first step towards supporting personalized learning as the standards can be used to set individualized goals and provide a road map for making progress toward those college and career-ready goals.

Texas legislation from 2006 onwards has laid the groundwork to ensure high standards, increased funding for dropout prevention and career-readiness, and ensured the development of more meaningful assessments tied to the standards. Legislation has included requiring vertical teams of high school and college faculty to develop college-readiness standards for core subjects, and directly linking cut scores on End-Of-Course exams with preparation to succeed in college without remediation (please see Appendix E for a more detailed description of Texas' college-readiness legislation).

To support educators in the adoption of CCRS statewide, the Texas Education Agency piloted online professional development courses in 2011 on how to teach content to students. In addition, statewide teacher professional development academies focus on state standards, adolescent literacy, algebra readiness, science and End-Of-Course success, in addition to offering online follow-up modules, resources, and learning communities for continued support.[8] These resources enable more learner-centered approaches to education by providing teachers with tools necessary to understand competency-based learning.

Student learning as a metric for quality

Texas continues to invest resources in building tools for measuring and tracking data around student learning to have more objective information with which to measure individual progress toward college- and career-ready standards as well as make evaluations of quality of content, courses, schools and instruction.

[8] http://www.sreb.org/page/1516/college_and_career_readiness_in_texas.html

As evidence of the state's focus on data-driven instruction and accountability, effective in 2013, Texas will require 35% of a teacher's evaluation to be based on student outcomes as measured by standardized assessments. This has already resulted in significant investment by the State into the development of meaningful assessments and robust data systems.

In 2012, the State Board changed summative assessment systems from the Texas Assessment of Key Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR). The development of the new system was driven by the legislative push towards more rigorous standards and will focus on increasing postsecondary readiness of graduating high school students and helping to ensure that Texas students are competitive with other students both nationally and internationally.

To ensure effective use of this student learning data, Texas has invested in ensuring data systems are aligned, updated and robust to inform longitudinal management decisions, accountability and instruction. Texas has made significant progress in this regard, as evidenced by performance on criteria established by the Data Quality Campaign (DQC) initiative, which encourages "state policy towards a culture of effective data use in which quality data are not only collected but used to increase student achievement." The DQC evaluates each state on 10 actions to take towards high quality data systems and 10 elements that a high quality data system should have. Texas measures 8 out of 10 on the number of actions met and 10 out of 10 on the number of elements met which is significantly ahead of most other states[9] (see Appendix F for a chart that details the actions and elements met).

Autonomy provided by State

Harmony Public Schools believes that personalized learning is best supported through operational autonomy, where schools have flexibility to determine how to appropriately allocate their budget while also making the best instructional decisions for their individual students. Charter school autonomy in Texas provides Harmony with the ability to operate with such flexibility. The state of Texas was among the first in 1995 to support open-enrollment charter schools[10]**.** To encourage the operation of high-quality, innovative charter schools, Texas law provides for fiscally and legally autonomous schools with independent charter school boards for

[9]Data Quality Campaign. http://www.dataqualitycampaign.org/stateanalysis/states/TX/

[10] http://www.txcharterschools.org/about/fact-sheets.php

state-authorized open-enrollment charter schools. Thus Texas provides charter schools complete autonomy over budget, staffing and curriculum as long as the charter meets the rigorous academic and financial standards dictated by the state of Texas for all public schools[11].

In addition to the conditions described here – support for rigorous standards, high-quality data systems, robust student achievement metrics, and charter school autonomy – Texas has just launched an online personalized tutoring and remediation program (Texas SUCCESS) and policy analysts expect to see more investment in digital, personalized learning from the Lone Star state.[12] These conditions combine to create a state context that is supportive of personalized learning environments and charter school innovation.

[11] http://www.txcharterschools.org/about/fact-sheets.php
[12] http://www.whiteboardadvisors.com/news/texas-update-new-education-chief-esea-waivers-and-opportunities-digital-learning

(B)(4) Stakeholder engagement and support *(10 points)*

The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(4) Stakeholder engagement and support

(B)(4)(a) Stakeholder engagement

The strength of this proposal is drawn in part from the collective input of many stakeholders. Students, families, teachers, and principals in participating schools were all engaged in the development of this plan, as described below, and overwhelmingly support this proposal. The design team (composed of the Superintendent, Chief Academic Officer, Chief Operating Officer, Director of Secondary Curriculum, Director of Elementary Curriculum, Heads of the STEM, ELA, and Social Studies programs, and the Director of Information

Technology) first informed all Harmony stakeholders about the grant and our intent to apply. Then we solicited input and feedback from teachers, students, families, and principals through a variety of formal and informal channels including an online survey, educator and administrator meetings, and focus groups.

Collecting stakeholder feedback

Teachers and principals received an online survey on September 11, 2012 that described the initiative and asked for feedback on the details of the plan (please see Appendix G for the description of the initiative and the accompanying survey). Harmony emailed the survey to all 1,637 teachers, and 38 principals of both participating and non-participating schools. Principals encouraged teacher participation in the survey in weekly faculty meetings. We had 606 responses (37%) from teachers and 30 responses from principals (79%). Additionally, the design team sought in-person input and feedback from teachers and principals at cluster-level professional development days, conducted across the Harmony system over a two-week period in September.

The design team also used Cluster Superintendents meetings and Outreach Coordinators meetings to engage **cluster-level leadership** in discussions about the plans for this grant.

We sought **parent input and feedback** through multiple channels. Principals in participating schools mobilized their Parent Teacher Organizations (PTOs) to solicit feedback from parents directly and via the online survey. Schools placed announcements about the online survey in Wednesday folders that go out to families every week. Some parents filled in the survey online and some dropped off feedback at school offices and administrators at those schools entered the feedback into the online survey. Teachers also sought feedback from families in parent-teacher conferences. In addition, principals shared information about the proposed program at school events and open houses and solicited feedback from parents at those events.

Homeroom teachers provided information to **students** in participating schools and solicited feedback via class discussion. Homeroom teachers also asked students to write essays on the topic. Teachers shared their students' feedback through the online survey.

The design team analyzed all of the feedback collected from the stakeholders. The team identified common themes in the feedback and came up with a short list of the most common

comments. Upon collective agreement, identified feedback was incorporated into the design of project.

Content of stakeholder feedback

The three initiatives proposed – PBL, Custom Day, and Data Systems and Dashboards – address the needs expressed by each of our stakeholder groups in the survey, summarized below.

Teachers wanted to use technology to scaffold support for each student and differentiate to meet unique learner needs. They wanted more technology in the classroom, especially hand-held devices, and training on how to use any new technology. They also expressed the desire for course offerings at the middle school aligned with the high school courses to better prepare students at an earlier age.

Parents wanted easy access to lessons and classroom activities, as well as improved online resources to track their child's goals and performance. Parents also want rapid notification if their child is struggling.

Students wanted access to technology in the classroom and beyond school hours and wanted technology as an enabler to make the topics they are learning in the classroom relevant to them (helping identify real-world applications).

Principals wanted data dashboards to see their schools' performance all at once, and then to be able to drill down in specific areas of concern. They wanted tools to support deep dives into teachers' performance in specific areas of content mastery and tools to help identify why students are not mastering specific concepts. Principals also wanted more technology in the classrooms to support differentiation and address unique needs of individual children, and they want a specific person on campus to coordinate instructional technology.

Harmony teachers are overwhelmingly committed to the success of the program. In addition to investing in the project by providing design feedback, 94% of teachers from participating schools have expressed support for the proposal (detailed on the following chart). Please see Appendix H for evidence of teacher support.

LEA	Total Number of Teachers	Number of Teachers Supporting Proposal	%
Harmony School of Excellence	249	242	97%
Harmony School of Science-Houston	86	82	95%

Harmony Science Academy	265	252	95%
Harmony Science Academy-Austin	226	207	92%
Harmony Science Academy-Brownsville	33	32	97%
Harmony Science Academy-El Paso	143	134	94%
Harmony Science Academy-Fort Worth	253	233	92%
Harmony Science Academy-Lubbock	68	67	99%
Harmony Science Academy-San Antonio	140	138	99%
Harmony Science Academy-Waco	237	218	92%
TOTAL	**1700**	**1605**	**94%**

(B)(4)(b) Letters of support

Harmony Public Schools believes in the importance of the ties between the community and the students within the community. Since opening our first school in 2000, Harmony has pursued opportunities for community participation to foster students' feelings of belonging to their community and the community's feeling of responsibility toward the students.

Our schools' mission and programs have garnered considerable support from science and engineering professionals from universities and other research institutions. Harmony purposefully establishes schools in communities that have colleges or universities nearby so that we can bridge the K-12 – college gap by bringing college resources into Harmony and bringing our students out to college campuses regularly. Many Harmony campuses have dual enrollment with universities.

Harmony has a program in which doctoral students from major universities are volunteers for our after-school tutoring program and help students with their projects. These graduate students are asked to give presentations about their research to promote science and math in a school setting and to give students a chance to learn about career opportunities and the latest advancements in science, engineering, and technology.

Harmony uses T-STEM funding to establish relationships with STEM-related businesses, corporations, and community organizations to provide internships and trainings for our students. In addition to our STEM-focused partnerships with colleges/universities and professional organizations, we also work closely with other local businesses to provide internship and externship opportunities and partner with numerous local health and youth development

organizations to provide wrap-around services to effectively support the social and emotional needs of our student population.

We are pleased to submit 107 letters of support for our proposal, representing a wide variety of key stakeholders who have invested in the success of Harmony's programs and students. Please see Appendix I for letters of support from the following organizations:

- Community and civic organizations
- Mayors
- Higher education institutions
- Our school PTOs and parents
- Student organizations in our schools and our students
- Elected officials in our communities
- Businesses, corporations, and community business organizations (Chambers of Commerce)

(B)(5) Analysis of needs and gaps (*5 points)*

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

(B)(5) Analysis of needs and gaps

For six years, Harmony has been striving to improve learning outcomes for students through project-based learning, leveraging online resources, and providing personalized support. To evaluate these efforts, Harmony has used a mix of data (TAKS results, AP and SAT results, college acceptance and matriculation, extracurricular STEM participation) to look at trends within student groups. Here is what we found (a more detailed account of the student achievement findings is in (B)(1)):

- Harmony students are outperforming state averages and closing the achievement gap on TAKS summative tests
- AP participation rates and scores are rising
- Passing rate for all students is higher than state averages and passing rate for minorities is outperforming national averages

- SAT participation rates and scores have been rising over the years
- SAT achievement gap has been closing and SAT scores for minorities are outperforming national averages

(b)(4)

Our focus is on addressing these two areas as we believe that college-readiness and equity are critical to ensuring that each student is able to achieve his or her full potential.

Once we knew how our students were doing, we gathered input from our established analysis processes that inform continuous improvement, and conducted a deeper scan of these efforts. Established processes include a system-wide structure of weekly and monthly leadership team meetings[14] and a major stakeholder annual meeting called the Site-Based Decision Making Committee (SBDMC). The deeper scan was conducted by a system-wide committee of Harmony leaders.[15] This committee examined student data and discussed the strengths of each initiative and whether or not each one is currently helping students meet goals and helping teachers identify gaps in personalized learning initiatives.

Current initiatives examined by the committee included:

- STEM-related initiatives, including afterschool STEM projects, science fair projects, science Olympiad teams, STEM-internships and university partnerships, a robotics program and engineering programs, two STEM career pathway programs
- AP courses and state dual-credit program
- Approaches to personalization in classroom instruction, including project-based learning and inquiry-based learning

(b)(4)

[14] These meetings are detailed in section (E)(1).

[15] This group of leaders included the Superintendent, the Chief Academic Officer, the Chief Operating Officer, the Director of Secondary Curriculum, the Director of Elementary Curriculum, heads of STEM, ELA, and Social Studies programs, and the Director of Information Technology.

- Technology-enabled learning initiatives such as the use of Accelerated Reader, Accelerated Math, and Study Island
- Supports for populations such as students with disabilities, English learners, and at-risk students
- Enrichment and intervention supports, including after-school and Saturday programs
- Harmony's data system: HPMD
- Harmony's character education program

This committee identified four primary areas of need related to college readiness across all subgroups from this discussion:

- **Engaging students in deeper learning:** Many teachers, driven by a focus on End-Of-Course Exams, are still focusing on coverage of material with a one-size-fits-all pedagogy and pacing. Efforts to expose students to college and professions, and implementation of inquiry-based approaches are not facilitating a deep enough level of engagement or engaging all students in deep learning.
- **Differentiating instruction for individual student needs**: Data on college readiness and the achievement gap and success of our other intervention supports suggest we could better support all students by offering more intervention, enrichment or elective courses tailored to students' individual needs.
- **Integrate data systems and improve usability:** By integrating our multiple databases we could see student trends more easily around individual and subgroup performance. In addition, more meaningful dashboard displays of this integrated data would better support remediation and advancement and system-level improvement.
- **More frequent targeted assessment:** Our current assessment cycle is on a six-week schedule. For continuous improvement to move our students towards our college readiness goals, Harmony needs more frequent assessment to provide actionable information to educators. In addition, Harmony's assessments need to more closely target college- and career-ready skills to drive tailored, rigorous instruction.

The committee then brainstormed how current initiatives could be improved and scaled and what new initiatives looked promising to address these needs. This conversation was

informed not only by the formal feedback mechanisms described above, but also by feedback routinely collected from parents, students and teachers. The committee evaluated the initiatives by considering which built on Harmony's existing strengths and which would have the greatest impact, based on our previous experience and on research. We concluded that addressing personalized learning through expanding our PBL curriculum, expanding on and integrating our intervention and enrichment program into the school day, and significantly upgrading our data systems and developing dashboards were the most high-leverage strategies we could reasonably undertake to address the needs and gaps we identified.

C. Preparing Students for College and Careers (40 total points)

(C)(1) Learning *(20 points)*

The extent to which the applicant has a high-quality **plan for improving learning and teaching** by **personalizing the learning environment** in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

(i) Understand that what they are learning is key to their success in accomplishing their goals;

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards

(as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

Overview

Vision: Harmony Public Schools will ensure each student is prepared to succeed in college by providing a personalized learning program in which students engage deeply with core content; receive targeted support or enrichment to accelerate learning; and demonstrate ownership over their own life trajectory by actively engaging in the process of developing and monitoring their own learning.

Harmony will build on the powerful programs and college-preparatory focus already in place to create even more personalized learning environments for students that will facilitate

intense student engagement, deep learning, and responsive, targeted instruction to ensure all of our students graduate college and career ready. To accomplish this, Harmony will implement three primary strategies across all of our middle and high schools:

1. Implement a cross-disciplinary, multi-sensory, technology-enabled **project-based learning (PBL) curriculum** that integrates STEM, social studies, and English Language Arts (ELA)
2. Institute a **Custom Day** schedule whereby students receive 2 hours a day of targeted instruction on three flexible paths: receive remediation and extra support in math and ELA; choose math or ELA enrichment; or pursue electives in areas of interest
3. Develop and build out our **Data System and Dashboards** to provide **educators and administrators** real-time access to meaningful data to inform the first two strategies (and our system more broadly), and to support **parents and students** in setting goals and creating personal learning plans (this initiative described in (C)(2))

Because these initiatives represent changes in curriculum, instruction, and assessment practices, we have developed a strategic approach to initial and ongoing professional development, described in (C)(2), that will build the capacity of our staff to implement this plan.

The three strategies proposed here, together with existing key practices, offer an approach to learning that will engage and empower all learners, and in particular our high-need students, in a way that satisfies all of the criteria set forth in this grant. In this section, (C)(1) Learning, we present the key activities related to our Project-Based Learning and Custom Day initiatives as they relate to the specific criteria in this section, with summary timelines and responsible parties for both initiatives at the end of this section. While we briefly explain some of the activities associated with the Data Systems and Dashboards initiative here as they relate to learning, we explain that initiative more fully in (C)(2), Teaching and Leading.

Goals (a)(i) (a)(ii) **All students understand that what they are learning is key to their success in accomplishing their goals, identify and pursue learning and development goals linked to college- and career-ready standards, understand how to structure their learning to achieve their goals, and measure progress toward those goals.**

Where we are

A focus on college and career success is central to Harmony's mission. This takes three forms: 1) creating a college culture, where every student has the mindset that s/he can and will go to college; 2) making an explicit link between a strong STEM foundation and success in career;[16] and 3) engaging students in setting tangible goals and tracking progress towards those goals. We have a strong track record on the first two. From middle school, we take our students to college campuses and invite college professors to come and talk with students. Our college nights start in 8th grade and continue through high school. We offer dual credit options at local partner universities, trips to colleges and college nights, and college student tutors, all with the explicit intent of surrounding students with models of possible futures. We also design a variety of opportunities for students to take learning "beyond the classroom" and see how today's instruction connects to career and lifelong learning. Examples include STEM festivals, science fairs, internships and career shadowing opportunities in STEM and non-STEM areas.

Our students have long- and short-term goals developed to accelerate their progress in mastering college and career-ready standards in all subjects. They are able to track their progress using the HPMD, however the current display is not user-friendly and thus, use of this tool is not widespread.

Where we are headed

While we are proud of our 100% college acceptance rate and we exceed state levels of achievement on summative assessments and other measures of college-readiness, we are not satisfied with the level of preparedness of all of our students for college. Based on the State's

[16] Two students who were participants in the STEM PBL pilot express how that has helped them make connections between school and college: "… when I found out that I will be doing projects like these in college, I was eager to start college." – Sergio M., Class of 2012. And Nancy O shared, "By presenting science projects to many different visitors such as college officials, parents, teachers and even my own family members, I was able to learn how to become a better public speaker, how to become confident when addressing others and how to effectively explain myself, which are great skills that will help me in college and beyond."

indicator for College-Ready Graduates,[17] only 61% of our students are prepared to succeed in college. Moving forward, we will help students make an explicit connection between their visions of possible futures and the rigorous work they are doing in school. Engaging students in the process of setting their own goals, developing a plan to achieve those goals, and monitoring progress along the way will help students achieve the specific goals they have identified, and will empower students to act on their own behalf and take ownership over their own learning.

Key activity: Develop Student Investment approach

Investing students in their own learning is a pre-condition for the success of all three of our initiatives – Project-Based Learning, Custom Day, and Data Dashboards. We will develop a process for engaging students in visioning and goal setting and our educators will implement this approach with all students. This activity has three objectives: to support students in 1) visioning their long-term goals for college and career; 2) mapping their school-year class and activity schedules to those goals; and 3) developing shorter-term goals and learning plans that will lead to accomplishing the student's long-term vision.

At the beginning of the year, students will meet with their counselor or academic advisor and take a "guided tour" of their personalized learning profiles to understand their unique strengths and areas for growth coming into the school year, set overall goals for the end of the year, and discuss their plan for the courses they will take and how those courses will help them reach their goals. This process is an important step in setting the stage for high levels of engagement in all courses, and particularly in PBL projects and Custom Day. As students embark on their specific PBL projects, they will work with their respective project teachers to get support in determining the focus of the project, understanding the rubric and milestones, developing a solid long-term plan for the project, and self-assessing along the way using the project rubric and other assessment tools. The customized data dashboard, described next, will be an essential tool in facilitating student investment – students will use the dashboard to track their progress daily and as a reference point in conversations with teachers and parents about their progress.

[17] The State indicator for college-readiness is based on the number of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT in ELA and Math.

Key activity: Develop Data Dashboards (fully explained in C2).

We plan to enhance existing tools to help students in the goal-setting and analyzing process. One key component will be a user-friendly dashboard, linked to our data system and customized to end users, including students. The dashboard will draw from all of our databases and show all student assessment metrics, in addition to other student data such as attendance. Using the dashboard, students will be able to monitor their progress toward college- and career-readiness in real-time, and engage in data-informed conversations about their progress with teachers and parents. Seeing their own progress on a regular basis will foster students' sense of efficacy and self-confidence, as they will literally see how their efforts result in progress toward their goals.

Goals (a)(iii) (a)(iv)	**All students are able to be involved in deep learning experiences in areas of academic interest and have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning**
(a)(v)	**All students master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving**

Where we are

Harmony students are involved in deep learning in personally relevant areas of academic interest through a curriculum that is rigorous, inquiry-based, and student centered.[18] We designed our curriculum to align to the State standards and enable a learner-centered environment with teacher flexibility. Teachers focus their lessons on the five Es: engagement, exploration, explanation, elaboration, and evaluation. For example, students will learn about measuring mass and volume by first getting deeply engaged in the phenomenon, in this case by observing and discussing the behavior of drops of water on paper and then working in groups to design an experiment to investigate and find a method to determine mass and volume, with the teacher asking questions that prompt high level thinking as they work. As the two- to three-week lesson progresses, students will learn concepts of measurement, how to take precise measurements, and

[18] Grounded in the constructivist and learner-centered theories of Piegat, Vygotsky, and Gardner, our curriculum focuses on students actively constructing knowledge.

engage in activities that call for explanation, elaboration and evaluation. A model lesson based on the five Es is included as Appendix J.[19]

Over the past six years, we have been working on deepening and personalizing student learning further by putting the five Es into action in a project-based learning pilot in the STEM classes in one of our high schools. Students design an experiment or demonstration about a STEM topic of their choice with the help of technology. Throughout the course of the project students learn to use the scientific method, work with peers and experts, teach their classmates about their topics, and ultimately communicate their process and findings on a website, including explanations of their scientific process, a brochure, and a movie of their project. Students' share their high-quality projects in on-site exhibits, on web-based platforms, and at local, state, and national science or STEM fairs. These projects lead to mastery of critical content through a deeply engaging process that also develops students' higher order thinking skills, as well as critical skills such as teamwork, communication, perseverance, creativity, and problem solving. Appendix K shows two students' PBL project brochures.

Harmony's student body is diverse with 45% Hispanic, 19% African American, and 16% Asian American students. Our Social Studies program ensures that our students are exposed to a very diverse cultural curriculum starting with a World Cultures Course in 6th grade, then a World Geography course in 9th grade and a World History course in 10th grade. We also offer electives in Chicano History and Holocaust Studies. Harmony organizes several affordable opportunities for students to travel, including an annual international trip.

As college-preparatory schools, students are expected to **master critical content** in regular and advanced courses, including AP classes as early as sophomore year. Much of our instruction relies on mastery of basic skills in order to progress to higher-level skills such as critical thinking and problem-solving and many of our courses involve group projects that require teamwork and collaboration. We provide additional support for skill-building in our middle schools with a research-based character education program with an explicit skill-building component that focused on developing skills such as empathy, communication, problem-solving, decision-making, and goal-setting. For students who need additional help mastering content, we

[19] This lesson is one we have used in professional development focused on teaching teachers how to structure lessons using the five Es. We take them through this experience as learners so they themselves experience the kind of engagement we want them to facilitate in their classrooms.

have an intervention program offered after school and on Saturdays in which we provide targeted, personalized instruction to support those students to mastery.

Where we are headed

Building on the work described above, and most specifically the successful pilot of a PBL curriculum in the STEM classes at Harmony Science Academy Houston, we will fully meet the goals of this criteria by expanding the current PBL pilot in scope and reach. We will add a cross-disciplinary focus to integrate STEM, social studies, and ELA, and implement this project-based curriculum that focuses on mastering critical content and developing 21st century skills across our middle and high schools.

Several characteristics of a PBL curriculum make it an ideal approach for achieving our vision of personalizing learning to increase college and career readiness. First, the fact that the projects are largely **student-driven** with respect to both the topics and products, will increase levels of motivation; students will see the value in what they are learning because they are pursuing things based on their own interests and learning styles. This will also lead to greater academic perseverance. Also contributing to deeper learning will be that the projects will engage students in **authentic activities** – projects will focus on genuine problems, the process of inquiry will involve engaging with a wide variety of people and resources both within and beyond the classroom, and through creative and innovative uses of technology, students will engage a broad audience in their work both throughout the process and in a culminating capstone presentation, to ensure an authentic and meaningful context for deep student learning.

Implementing a PBL curriculum starting at the middle school grades will help us meet the critical developmental needs of our adolescents, as they become ready to exert more autonomy over and responsibility for their own learning as well as engage in more complex, higher-order tasks.[20] This curriculum will support our teachers in creating developmentally appropriate learning environments for all of our middle school students.

[20] Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research.

Key activity: Develop bank of cross-disciplinary, technology-enabled PBL projects

We will establish a PBL design team to develop a bank of PBL projects that align to CCSS and engage students in rigorous, complex, and authentic tasks throughout the year. Students will develop projects that are based in the content of each of the involved classes and focused on their own areas of academic interest. Engaging in these self-selected projects will deepen learning of core content as students identify questions, design an inquiry, conduct research and experiments, analyze texts and draw connections, share their work to a broader audience throughout the process for critique and finally create and share a capstone project as an exhibition of what they have learned.

We will identify and develop PBL projects across STEM, English and Social Studies and across all four high school grade levels. A student will be able to identify a starting-point project from any of the three content areas and then determine appropriate corollary components in the other two subject areas. The Social Studies component of the PBL project will expand and deepen students' learning about current and historical diverse cultures, contexts, and perspectives.[21]

Development of these projects will be led by PBL consultants who will report to the Personalized Learning Project Director in the central office. These consultants will establish PBL design teams comprised of one or two lead teachers per cluster. The PBL design teams will also draw on the leadership and input of central office staff including: the Chief Academic Officer, Curriculum Director, and heads of the Science, Social Studies, and English Language Arts departments. These teams will design an initial set of projects to be implemented the first year of the program. After the first year of implementation, we will determine lessons learned and improve the existing set of projects and continue to develop more. The design teams will determine driving questions or key topics, determine the standards and skills that students will learn related to that project (described below), develop a series of assessments (products) for the course of the project, and identify or create high-quality resources to draw on for each topic.

[21] For example, a student researching how vaccines are produced might investigate how small pox and yellow fever affected our society and the impacts of mass vaccinations on childhood diseases such as Polio. The student can use her knowledge of social students to establish "the problem" and use her knowledge of science to explain the "fix" and then draw on social studies approaches to help analyze the impact of that fix on our culture.

Key activity: Develop outcomes and assessment tools for PBL projects

The first step in developing the PBL curriculum will be to identify and specify rigorous performance outcomes for the projects and design assessments aligned to those outcomes. These outcomes and accompanying assessments will guide the design of projects geared toward mastery of critical content and skill development. The outcomes and assessments will cover subject-specific content and skills aligned to CCSS, as well as 21st century skills that cut across disciplinary boundaries, including creativity and innovation, critical thinking and problem solving, and communication and collaboration. Outcomes will also include information, media, and technology skills that are essential for college and career readiness today. Identifying these outcomes and then designing aligned performance assessments, including websites and storytelling videos, will ensure the design of rigorous projects that scaffold students' learning in ways that intentionally and systematically build their knowledge and skills to mastery.

We will also develop online interim assessments that are specific to the subject areas within the PBL curriculum. These project-specific assessments, which will be at the pre-AP/AP level of rigor, will be given at six-week intervals aligned to the grade level benchmark assessments. Interim progress will also be assessed on the rubric.

Key activity: Develop PBL skills scope and sequence

Harmony will develop a scope and sequence for the PBL curriculum that maps out the instructional plan for teaching these skills that are required for carrying out successful projects. This scope and sequence will map out:

- Analytic skills required to conduct high-quality inquiries, such as developing a research question, analyzing data from multiple sources, and critical thinking required to make an argument and support it;
- Information, media, and technology skills to effectively navigate the content and resources available to them, and to use the variety of tools, including various technologies, to produce high-quality products such as websites and video storytelling videos;
- 21st century learning skills to collaborate effectively with peers and adults and effectively communicate to a variety of audiences at every stage of their project for a variety of reasons, including getting input and critique, teaching project-specific content to their classmates, and sharing final results with a broader audience; and

- Career and life skills including goal-setting, and developing a long-term plan with interim milestones.

Goals (b)(i)	**Each student has access to a personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready**
(b)(ii)	**Each student has access to a variety of high-quality instructional approaches and environments**

Where we are

Harmony currently utilizes of some of the latest technologies that support personalized learning to advance individual students' progression in math and reading. Accelerated Math Program software, used in grades 6-12, helps teachers personalize math practice by creating math assignments that are tailored to each student's current level and providing ongoing feedback on students' daily practice. Similarly, the Accelerated Reading program creates personalized independent reading recommendations and quizzes to target the reading skills at a student's individual level. In some cases, we advance students to another grade or award credit based on mastery using the Credit by Examination test developed by University of Texas Austin.

We currently offer targeted intervention support as well as enrichment opportunities after school and on Saturdays. In intervention sessions, students receive guided tutoring in small groups focused on objectives they have not mastered. Enrichment activities include a wide variety of clubs.[22] We also have a gifted and talented program to meet the unique needs of our gifted students. This program uses frequent assessment to determine appropriate placement. Teachers across all subjects use frequent assessment and evaluation to set goals and guide instructional decisions for each student.

Where we are headed

Expanding on our uses of technology and the personalized opportunities we provide in afterschool and Saturday school, we will implement a **Custom Day** schedule to dramatically

[22] Examples of our afterschool enrichment clubs include competitive sports, drama, math, science, chess, photo/film/art, dance, school newspaper and magazine, yearbook, and debate team.

improve our ability to personalize skill development by matching instructional focus, approach, and pacing to the needs of each individual student. This initiative will strengthen the approaches we are currently using after school and expand access to all students by integrating these programs into the school day.

In addition, implementing the **student-driven PBL curriculum** (described under the previous set of goals) will allow students to choose what content they want to pursue more deeply based on their interests. Both Custom Day and PBL curriculum will align to students' end-of-year goals for being college and career ready.

Key activity: implement the Custom Day schedule

Custom Day addresses the need for more differentiation to accelerate the learning of all students in math and English language arts. Depending on an individual student's needs, two hours a day will be devoted to intervention, enrichment, or elective courses. Our enhanced data systems will support student placement into the appropriate class and will support the frequent re-grouping of students as their needs change. Initially we will use our six-week data analysis meetings to regroup students as appropriate based on data.[23] As we become more proficient at regrouping based on the data, we will move toward three-week intervals. Classes will be organized to accommodate students entering and leaving at regrouping periods. Custom Day classes will utilize a variety of instructional approaches to support competency-based progress through an individualized learning plan at a pace specific to each student's needs and abilities. In these classes, teachers will leverage technology-based learning and assessment systems to provide one-on-one personalized learning experiences for students, create smaller teacher-student ratios, and support rapid feedback cycles with real-time assessment data. Implementing Custom Day will require:

- Developing an instructional approach framework that articulates the high-leverage instructional strategies, management techniques, and ways to organize the classroom to allow for the coexistence of multiple forms of instruction happening simultaneously.[24] This

[23] We already use our six-week intervals to regroup within our Gifted and Talented program; we will build on this process to do this for all students for custom day.

[24] Classroom structures will include one-to-one technology-enabled learning, small group instruction, whole class instruction, and small and medium group independent work with an instructor or tutor circulating and providing support or feedback.

framework will specify best practices for instructional delivery and for giving targeted feedback to accelerate learning.

- Identifying and purchasing technology products including intervention programs and online AP courses and other challenging curriculum for advanced students
- Adjusting student and teacher schedules
- Ensuring data analytics will support frequent feedback and grouping and regrouping of students
- Training of teachers (described in (C)(2)

Key strategy: Instructional approach framework for PBL

The introduction of cross-disciplinary, multi-sensory PBL projects across three core subjects will also require a shift in instructional approaches. While not marked by entirely new classes, teachers of existing classes will need to incorporate new instructional approaches to guide students through the process of these in-depth inquiry projects that will require new ways of demonstrating mastery. Examples of practices that will support personalized, project based learning include differentiating with small groups based on common needs or skills gaps, building in time for individual reflection and goal setting, offering targeted mini-lessons that may be optional for some students and required for others, and structuring the class to allow time for students to be working in various configurations, including online. Both frameworks will be developed by consultants to be hired and central office department heads.

Related activity: Upgrade data system and develop dashboards (described in greater detail in Section (C)(2)

Our ability to effectively implement Custom Day and personalize content and skill development will be supported by upgrading our data system and developing customized dashboards. Custom Day teachers will use the data system to customize a student's individual learning plan and make adjustments on a daily basis.

Goal (b)(iii) **Each student has access to high-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or college- and career-ready graduation requirements**

Where we are

Our college-preparatory approach emphasizes high-quality content aligned to college and career readiness. Our extensive STEM curriculum, mirroring the professions, is infused with digital learning content, including STEMSCOPES, a comprehensive online STEM curriculum program developed by Rice University. The Advanced Placement Program, the State Dual Credit Program, Robotics, Engineering, Project Lead the Way, and other programs have been integrated into the campus programs to provide access for all students to distinct graduation pathways and career opportunities.

Where we are headed

Harmony will expand access to high-quality content through the Custom Day classes and the PBL curriculum. For these initiatives to be effective we will need to significantly increase our content resources for students.

Key activity: Establish and populate PBL online platform (e.g., Blackboard)

To successfully carry out their PBL projects, students will need access to project-related content anytime from anywhere. Harmony will establish a searchable online platform that will house content, resources, and tools to support student's inquiries. Initially, this platform will be populated with high-quality content identified or developed the project design team, including free online resources. The platform will also be structured so that teachers and students can easily search, and add resources. We will establish a cycle for evaluating new content resources; once they are "approved" as high-quality, they will cycle up from "shared" to "endorsed" resources. A sub group of PBL teachers in each subject will conduct these ongoing evaluation cycles. The interactive platform will also hold all project resources, including tutorials, project assessment rubrics, timelines, and calendar.

Key activity: Procure student learning technology for Custom Day

To support individualized competency-based progression in Custom Day, we will invest in the latest technology software to provide learning opportunities specific to the interests and

abilities of each student. This will include intervention software for ELA and math skill development, as well as specialized curriculum for electives and enrichment courses, for example foreign language programs or games such as a stock market simulation. The use of technology in Custom Day classes will provide one source of individualized instruction in and of itself, and it will also free up teachers to work with individuals or smaller groups to provide more individualized content and instruction where that is most appropriate. In identifying vendor programs for our schools, we will look for rigor and the degree to which the programs engage students. All online content will be aligned to learning standards so data can be analyzed by standard.

Key activity: Provide one-to-one access to technology devices

To support anytime access to online resources for learning, we will provide portable devices for each student in middle and high school that students will be able to take home.[25] The distribution and upkeep of these devices will be managed by existing cluster and campus IT coordinators under the supervision of the Instructional Technology Director at the central office.

Goals	**Each student has access to ongoing and regular feedback, including, at a minimum—**
	(A) Frequently updated individual student data; and
(b)(iv)	**(B) Personalized learning recommendations based on current knowledge and skills, standards, and available content, instructional approaches, and supports**
(b)(v)	**Each student has access to accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements**

Where we are

Harmony conducts cycles of evaluation and assessment on an annual, quarterly, weekly, and daily basis in all curriculum areas. Teachers use a variety of assessments to identify each student's individual strengths and weaknesses and specific skills gaps and use this information to guide planning and instructional decisions that are geared toward ensuring each student is on

[25] Harmony will take all necessary precautions to protect the students and the devices.

track to college and career readiness. Our teachers use a variety of formative assessment strategies – collaborative activities, response logs, practice presentations, and graphic organizers, as well as technology-based assessments – on a daily and weekly basis in addition to locally-developed benchmark assessments given every six weeks. Students receive immediate feedback on formative assessments, progress reports every three weeks, and report cards every six weeks. Students have access to their data in the HPMD, although because the interface is not user friendly and the database does not include real-time information, it is not used frequently.

Harmony was developed with the mission of providing an outstanding education to traditionally underserved students, many of whom are high-need students; thus, our entire approach is organized around meeting the needs of this student population.

In addition, we use the Student Support and Guidance Program (SSGP), an in-school academic and social support program that continually assesses students' engagement through close monitoring of progress indicators including attendance, behavioral incidents, course grades, state and standardized test results, and earned credits. The program focuses on drop-out prevention and provides academic assistance, guidance, counseling, and community outreach services to at-risk children. More detail on this program can be found in Appendix L.

Resource teachers work directly with students and also provide critical support to teachers by working with them to help identify effective instructional approaches for hard-to-reach students.

Where we are headed

We will dramatically shift the culture of data at Harmony by developing a system that will provide real-time information to users, including students, through customized user-friendly dashboards. The wealth of information in the new data system and the synthesis of that information on the customized dashboard will significantly strengthen teachers' ability to determine the most appropriate learning recommendations for every student.

Our approach to Custom Day and smart use of adaptive technology supports high-need students by meeting them where they are. The Custom Day initiative will provide up to 10 hours per week of highly personalized instruction that will focus on getting and keeping every student on track for college and career. Enabled by the data systems teachers will monitor student progress and place students in the Custom Day class most suited to their specific needs, and

within that class, have the information they need to determine the most appropriate strategies for individual students. The instructional frameworks we will develop for these initiatives will include specific strategies for meeting the needs of high-needs students. Additionally, PBL as an approach to learning has been found to be an effective strategy for engaging students who have struggled in more traditional settings.[26]

In addition, we are forming a partnership with four organizations that will significantly strengthen our capacity to provide the social and emotional supports our students need to be able to succeed. Details of this partnership are in the Competitive Preference Priority section.

Related activity: Development of Data Dashboards (described in (C)(2)).

Students will have anytime access to their learning profiles which will be instantly updated whenever they have taken a quiz, completed a problem set, submitted an assignment and received a grade or comments. Teachers will use this information to determine personalized learning recommendations.

Goal (c) **Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning**

Where we are

Currently training and supporting students around tools and resources happens on a class-by-class basis. Generally, teachers help students understand the learning goals they need to achieve for the year and their progress toward those goals based on the various indicators. Students have access to the data system to track their progress, but do not use it frequently today.

[26] The following review of research identifies three studies that have documented this. See Barron, B. & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning in *Powerful learning: What we know about teaching for understanding*. San Francisco, CA: Jossey-Bass.

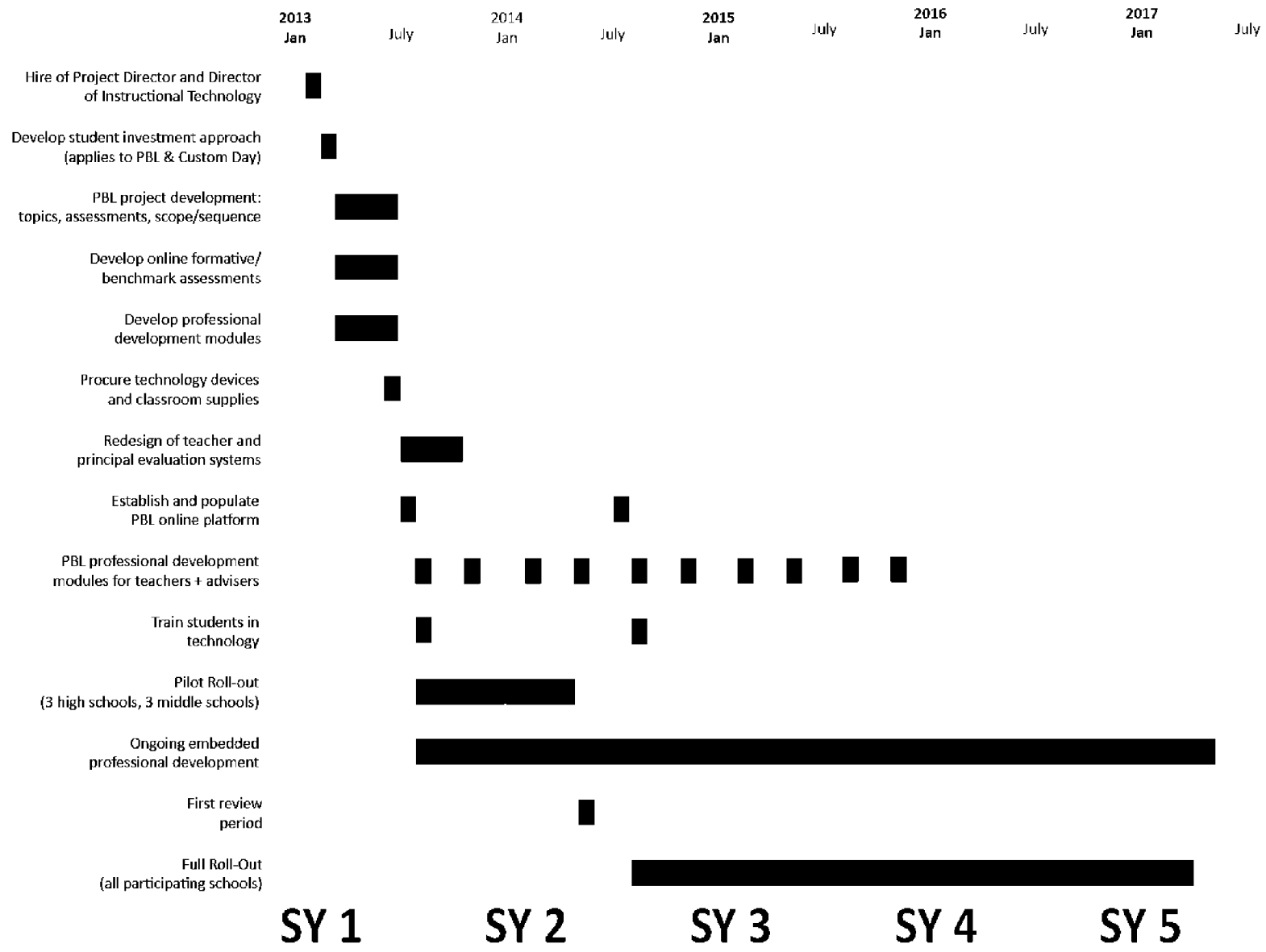
Where we are headed

With the introduction of more formative assessments and the upgrade of the data system to integrate real-time data into one, user-friendly dashboard, students will come to rely on instantaneous access to up-to-the-minute accounts of their progress toward their goals. To carry out the PBL project, students will need to be able to navigate the online interactive platform and will also be required to produce multi-sensory products as ways of demonstrating mastery of content. In Custom Day classes, students will use new learning software and online programs targeted at their specific learning plans. Students will receive training and support to become fluent in all of these technologies, as described below.

Key activity: Training to use Blackboard, video production, web site production, learning programs, and Data Dashboards

Built in to the scope and sequence (described in (a)(v)) will be training and support in the technologies and skills we will use to personalize learning. In addition to formal training, students will have frequent check-ins with their teachers and counselors (as described in (a)(i)) to review progress on their learning plans, making the use of Data Dashboards and the Blackboard platform part of the daily routine. We will identify staff (including the school's IT coordinator, computer teachers, and teachers of record, who will be trained in the technology) and in some cases student "experts" who can answer questions and provide additional support, particularly around technologies students will use to develop their PBL products. We will also develop resources such as video demonstrations, that students can access anytime from anywhere, to provide additional support as students learn new technologies and skills.

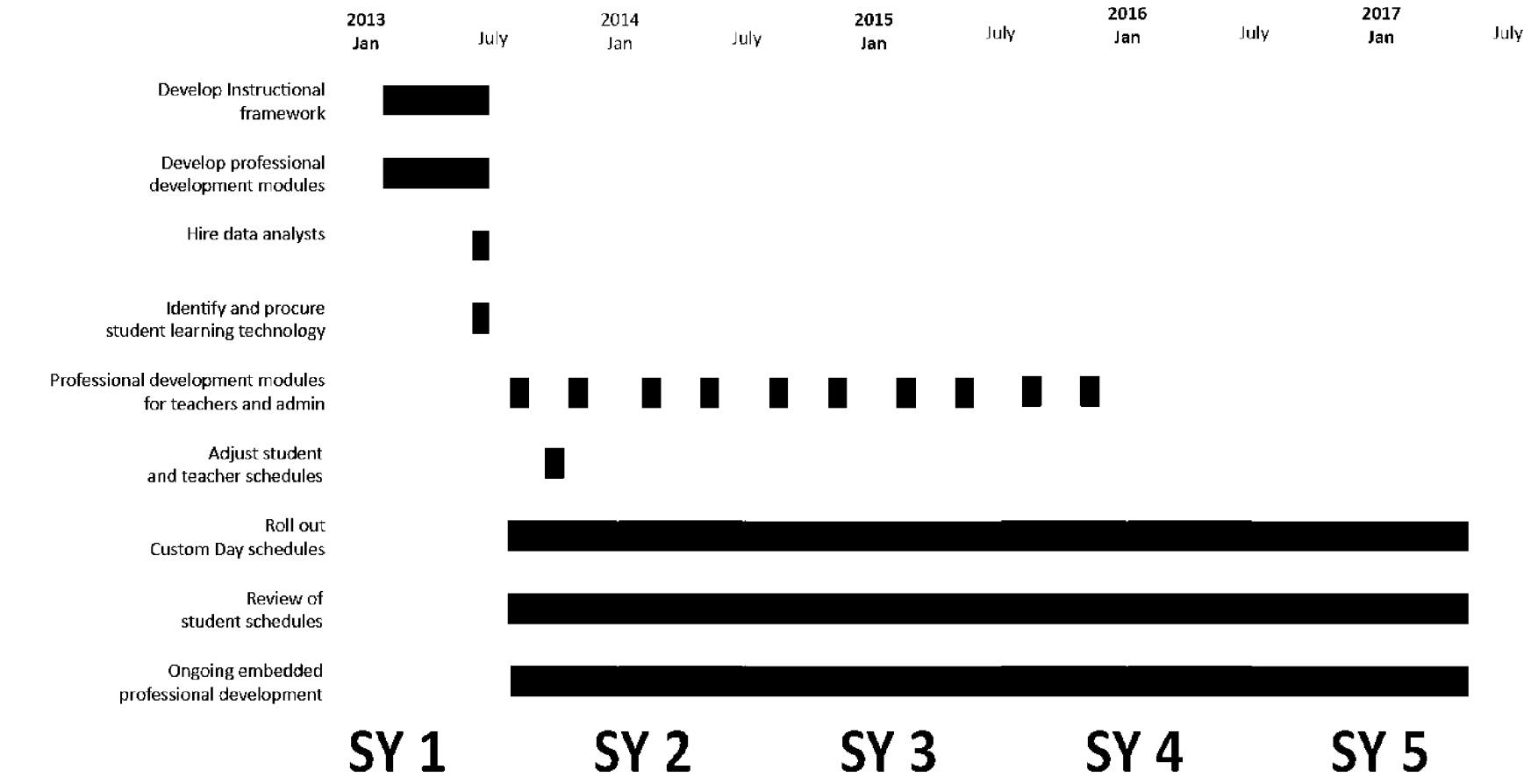
Summary Timeline for Project-Based Learning



PROJECT-BASED LEARNING

Activities	Responsible Parties
Hire of Project Director and Director of Instructional Technology	Chief Academic Officer
Develop student investment approach (applies to PBL & Custom Day)	Project Director, Chief Academic Officer, Director of Secondary Curriculum, PBL Consultants
Identify bank of PBL projects	Project Director, Chief Academic Officer, Director of Secondary Curriculum, PBL Consultants, Lead Teachers, Curriculum Specialists
Develop PBL Projects: topics, outcomes, assessments, scope and sequence	Project Director, Chief Academic Officer, Director of Secondary Curriculum, PBL Consultants, Director of Assessment, High School Programs and College Counseling, Curriculum Specialists
Develop professional development modules	Project Director, Chief Academic Officer, Director of Secondary Curriculum, PBL Consultants, Director of Assessment, High School Programs and College Counseling, Curriculum Specialists, Director of Instructional Technology
Redesign of teacher and principal evaluation systems	Chief Academic Officer
Establish and populate PBL online platform	Project Director, Chief Academic Officer, Director of Secondary Curriculum, Director of Instructional Technology
Procure technology devices and classroom supplies	Director of Instructional Technology, Business Manager
PD modules	Project Director, Chief Academic Officer, Cluster Superintendents, Principals, Cluster IT Coordinators, Campus IT Coordinators
Train students in technology	Director of Instructional Technology, Cluster Superintendents, Principals, Cluster IT Coordinators, Campus IT Coordinators
Pilot Roll-out (3 high schools, 3 middle schools)	Project Director, Cluster Superintendents, Principals
Ongoing professional development	Project Director, Chief Academic Officer, Cluster Superintendents, Instructional Coaches, Principals
First review period	Project Director, Superintendent
Full Roll-out (all participating middle and high schools)	Project Director, Cluster Superintendents, Principals

Project Timetable: Custom Day



Summary of Parties Responsible: Custom Day

Activities	Responsible Parties
Develop instructional framework	Project Director, Chief Academic Officer, Director of Secondary Curriculum, Custom Day Consultants, Curriculum Specialists
Develop professional development modules	Project Director, Chief Academic Officer, Director of Secondary Curriculum, Custom Day Consultants, Director of Assessment, High School Programs and College Counseling, Curriculum Specialists, Director of Instructional Technology
Hire of Data Analysts and Data Analysts	Chief Academic Officer, Cluster Superintendents
Identify and procure student learning technology	Director of Instructional Technology, Director of Secondary Curriculum, Business Manager
PD modules for teachers and principals	Project Director, Chief Academic Officer, Cluster Superintendents, Principals, Cluster IT Coordinators, Campus IT Coordinators
Roll out custom day schedule	Project Director, Cluster Superintendents, Principals, Data Analysts
Adjust student and teacher schedules	Principals, Assistant Principals, Data Analysts
Review of student schedules	Principals, Assistant Principals, Data Analysts
Ongoing teacher professional development	Project Director, Chief Academic Officer, Cluster Superintendents, Principals

(C)(2) Teaching and Leading (*20 points*)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

(a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

(iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

(b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

(i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that respond to individual student academic needs

and interests;

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also

include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

Introduction

Harmony has a strong track record of providing educators and administrators with high-quality tools and training needed to equip each school with the expertise necessary to provide all students with an exceptional education. The two instructional initiatives proposed here, Custom Day and PBL, will require shifts in curriculum, instruction, and assessment; critical to the success of these initiatives is high-quality initial and ongoing professional development and tools to support personalized learning environments for all educators involved.

To support the Project-Based Learning and Custom Day initiatives across our middle and high schools, we will invest in upgrading our data systems to integrate different types of data from multiple platforms onto dashboards customized to our different end users. These dashboards will provide all of our stakeholders with the critical information they need to effectively interpret and act on data in order to keep us on track to student, school, and LEA-wide goals.

We describe our plan for professional development and for our data systems and dashboard initiative below.

High-Quality Plan

Goals (a)(i)	**All participating educators engage in training, and in professional teams or communities, that supports their capacity to implement personalized learning environments and strategies that meet each student's academic needs**
(a)(ii)	**adapt content and instruction, in response to their academic needs, academic interests, and optimal learning approaches;**
(a)(iii)	**and frequently measure student progress toward meeting college- and career-ready standards and use data to inform both the acceleration of student progress and the improvement of practice of educators**

Where we are

Harmony provides extensive professional development to our teachers in key areas of personalized learning and using data. Our approach to professional development has several

levels of support, including professional development (PD) days before and during the school year, regular meetings of teachers in professional learning communities (PLCs), and additional support to teams and individuals from our cluster-level instructional coaches. We bring teachers together for cluster-wide PD days before school starts as well as four times during the school year. We use these days to train Harmony teachers in key instructional approaches such as designing and teaching lessons around the 5 Es: engagement, exploration, explanation, elaboration, and evaluation (explained in greater detail in (C)(1)(a)(i-v)). Teachers are in subject-area groups and trainers are Harmony or external content and pedagogy specialists.

Our approach to professional development models the strategies we want our teachers using in their classrooms. A session on the 5 E model will involve the trainer playing the role of the teacher and the teachers experiencing a lesson as students, with opportunities for teachers to step out of that role to reflect on and discuss the experience and plan for how they will apply what they are learning in their classrooms. We use similar experiential approaches when we train our teachers in other key areas of instructional practice such as how to effectively use collaborative learning structures and how to organize and manage a lab.[27]

To support our strong culture of data-driven inquiry, we also focus on ensuring our teachers are trained and practiced in data analysis and how to use data to drive instructional planning to meet yearly goals. All teachers receive initial professional development from a combination of our curriculum specialists and consultants focused on how to understand student achievement data from summative and formative assessment measures and indicators of student engagement. Teachers learn how to determine student progress on standards and how to adapt instructional methods to meet students' different needs. During the year, teachers meet bi-weekly in teams to discuss and modify instruction based on the sharing of ideas and analyses. Teachers have data analysis meetings every six weeks to analyze benchmark data and adjust instructional plans to meet end-of-year goals. In October, we hold the first data meeting as a cluster-wide professional development day. Teachers meet in grade and subject groups to examine the data, draw inferences about practice, and determine next steps. For example, if students did not do well on higher-level questions, we might determine that the teacher(s) might be doing the 5 Es,

[27] Labs are critical to our STEM program and our philosophy of inquiry-based learning. All new teachers participate in several mock lab activities before the school year begins to learn the specifics of running a lab, including techniques to engage students, safety procedures, and assigning roles to students in each group to manage the lab.

but need additional support on the analysis and synthesis areas. We follow this up with support from our curriculum coaches.

Based on classroom observations and benchmark data, cluster level curriculum coaches will work with teachers to identify the key areas of need (e.g., classroom management, higher level thinking skills). Coaches will then draw on a variety of strategies to support teachers, such as teaching model lessons, co-planning, or observation and feedback.

Where we are headed

Harmony will meet these goals (a-i,ii,iii) by improving the efficacy of our current support structures and adding additional structures. Our strategic approach to building teacher capacity in the new practices proposed here is multi-layered. It includes:

1. Structured training modules designed to introduce teachers to new approaches and technologies over time
2. Ongoing, job-embedded structures that provide the time, place, and process for teachers to collaborate in professional learning communities
3. Virtual communities of practice that will enable teachers to expand their professional networks and draw upon a larger community of colleagues as resources for learning

Key activity: Design and implement professional development training modules

Harmony's lead teachers and cluster and central office instructional leaders will design professional development modules to scaffold teachers' learning of the skills and content needed to successfully implement the new personalized learning initiatives. 1this and rely more on the embedded structures described below.

The modules will introduce teachers and principals to the following new practices and technologies and build their capacity to implement the following:

1) Data Dashboards and data analysis - using data to inform instructional decisions and adapt instruction in short feedback loops
2) Student assessment and other inputs to student learning profiles, including observational data
3) PBL environments, instructional strategies, and assessment techniques (these will be content-specific sessions and will have course-specific break-outs)

4) Custom Day environments, instructional strategies, and assessment techniques
5) Instructional technology and media skills such as website design (for PBL)
6) Use of PBL online platform

These modules will not be one-shot professional development sessions, but will take a developmental approach to building capacity over time and will tie into the embedded professional development structures described below. We will use the following design principles in the creation of the professional development modules:

- Clearly articulate our vision for personalized learning and how these new practices build on where we have been but also require a foundational shift in practice
- Articulate our theory of action for how these new practices will lead to achieving our goals of college- and career-readiness for all of our students.
- Engage teachers in the kinds of activities and experiences we are expecting them to create for the students
- Provide opportunities for hands-on practice with new technologies
- Ensure there is sufficient time for planning and reflection
- Build in time to practice or rehearse new strategies and skills
- Scaffold learning over time (scope and sequence will plan for teachers to try things in between sessions and then build on their experiences in subsequent sessions)

Key activity: Refocus professional learning communities (PLCs) on instruction and continuous improvement

While the PD modules will train teachers on the basics of the new PBL curriculum and assessment rubrics and begin the process of norming around these new assessments, a shift in practice as deep as this will require ongoing support and collaboration to deepen teachers' individual and shared understanding and improve instruction and student learning outcomes. The research community has converged around professional learning communities (PLCs) as a crucial mechanism for driving instructional improvement.[28] Effective PLCs are collaborative and

[28] Mike Schmoker draws on much of the research that supports this when he states, "Professional learning communities have emerged as arguably the best, most agreed-upon means by which to continuously improve instruction and student performance." In Schmoker, M. (2006). *Results now: How we can*

results-oriented; teachers work together to agree on lesson objectives, how they will assess student learning, and what they will do if their students are not learning the objectives. They look at student data together, set goals, and meet regularly to assess progress toward those goals and adjust practice accordingly.[29]

We will use biweekly grade-level meetings for teachers to review student data, examine student work, have conversations about what constitutes evidence of deeper learning, norm around rubrics and standards, and talk about ways to respond to student work to push students to the next level of depth or rigor in their projects.

In alternate meetings, teachers will do consultancies on particular students to get input from other teachers who know that student in other contexts. Teachers will pick a student who is not progressing as expected in Custom Day or PBL and present that student as a mini-case. The team can then draw on everyone's knowledge of that student from different classes and contexts to come up with new approaches or suggestions to try with that student, basing the conversation around the PBL rubric and Custom Day standards. This process will serve as an extra "catch" mechanism to address the needs of students who are not meeting goals. It will also serve to improve instructional practices in Custom Day and PBL, as teachers think about what might work to achieve student outcomes, try new approaches, evaluate the results, and continuously learn from this cycle of inquiry. The guiding principle behind this activity is to shift the focus of conversation to student learning and instruction in response to evidence, using inquiry techniques to develop the best approach to instructional improvement. Grade level or department chairs will facilitate these meetings.

Six-week data analysis meetings are already in place, but we will improve these meetings with the availability of more frequent data on student achievement. Specifically, we will use data to identify best-practices and share specific learnings in the case study style described above; this will help spread effective practices across teams of educators. Each of these meetings will re-focus the team on progress towards overall goals of student achievement and what each teacher can do to improve his or her practice and accelerate learning.

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achieve unprecedented improvements in teaching and learning. Alexandria, VA: Association for Supervision and Curriculum Development.

[29] DuFour, R. (2004). What is a professional learning community? *Educational Leadership*, 61(8), 6-11.

Institute monthly PBL team meetings

We will add monthly PBL team meetings to our current practices. PBL teachers will meet after school in cluster-wide teams to discuss successes and challenges with PBL implementation and work together to make adjustments to practice. These meetings will be organized by cluster-level department heads and supported by cluster superintendents.

Re-launch the online teacher community platform that is part of our HPMD

Our current data system (HPMD) has an online platform for teachers to collaborate and share resources. As we roll out the PBL and Custom Day initiatives, we will make a push through professional development and communications to (re)introduce teachers to this platform, helping to increase the understanding of how it will support their professional growth. Teachers who are doing similar projects can use it to share resources or instructional strategies as well as discuss dilemmas of practice with a broader professional community. The distance of our teachers, spread across the extended geography of the great state of Texas, will be bridged as teachers come together in virtual communities to support each other in implementing new curricula and new ways of teaching.

Goal (a)(iv)	**All participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems, including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.**

Where we are

Harmony's teacher and principal evaluation systems were developed by our academics department based on the Texas Professional Development and Appraisal System. Our evaluations include walk-through protocols, six week report cards, and a formal evaluation rubric. Teachers receive individual feedback at the time of evaluation on areas for improvement around professional skill.

Where we are headed

Harmony will redesign our evaluation systems to align with personalized learning approaches and include frequent feedback intervals, thus providing us with a formative tool for professional growth, as well as evaluation. We will use the new tools to strategically align resources to meet the professional growth needs of our teachers.

Key activity: Redesign current teacher and principal evaluation systems

To effectively implement personalized learning, we will develop a system that serves as both a tool for instructional improvement as well as a means of accountability. We are committed to developing a teacher evaluation system that meets all of the specifications set forth in the notice because we recognize the integral role such a system would play in accomplishing our broader reform proposal. Key areas of our redesign will include:

- Incorporation of specific practices described in the instructional framework (see (C)(1))
- Formative feedback cycles that support growth toward long-term goals
- The use of multiple measures of student achievement, including standardized assessments and PBL measures of deeper learning, as both a feedback and accountability mechanism

Redesigning the tool itself will mean redesigning the entire evaluation system; this is a complex task with implications across the organization. As we proceed, we will draw from learnings in the field and determine a development approach that includes teachers and principals in the process and once the system is in place, we will prioritize professional development for teachers and principals on this new system (including establishing acceptable levels of inter-rater reliability) and will align induction support of new teachers and principals to this new system

Key activity: Provide differentiated professional development and support based on evaluations

We will develop rigorous system of support for teachers and principals aligned to the new evaluation system. With resources aligned to each articulated competency, and teacher evaluation data feeding into principals' dashboards, a principal will be able to identify needs and access or deploy strategic supports to address specific areas of improvement. Our central office team will be responsible for populating web-based resources aligned to different competencies in the system. We will use our current mentoring system (which pairs teachers with a mentor who

provides one-on-one support for growth in a specific area) more strategically to address areas of growth identified through the evaluation system.

Goals	**All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Including actionable information that**
(b)(i)	**helps educators identify optimal learning approaches that respond to individual student academic needs and interests**
(b)(ii)	**All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Including high-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards or college- and career-ready graduation requirements, and the tools to create and share new resources; and**
(b)(iii)	**All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Including processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs**

Where we are

Currently, our HPMD system provides educators with feedback on each student's progress on locally-developed benchmarks. HPMD has an integrated assessment bank with associated data analysis and remediation feedback. Harmony students take these benchmark assessments every six weeks. The HPMD allows teachers to view individual or aggregated group results, and administrators to benchmark student achievement and growth across classes, schools, and the entire Harmony system. All new teachers and school leaders are trained on how to use the data from this system to inform instruction and understand individual and group level results and trends. Our leadership uses this information in system-wide continuous improvement cycles to guide decision-making around resources and supports. Teachers analyze data together in regular teacher collaboration meetings with the support of grade-level or subject-area chairs, reinforcing and deepening our data-driven culture.

Where we are headed

Moving forward, teachers will have access to a variety of new tools and resources to accelerate student progress toward college and career. Through the new data system and dashboards, they will have real-time assessment data they can use to make on the spot decisions, benchmark and summative data, as well as other kinds of student data (PBL, attendance, learning styles or preferences, interests, etc).

To support our plan for deepening and accelerating student learning, Harmony will develop dashboards for our data system that will be customized for each end-user group. The dashboards will display real-time information about mastery and progress toward college- and career-ready goals in understandable displays. Data dashboards will become a common reference point for conversations about student progress.

Key activity: Redesign data system and design dashboards

Teachers will need timely access to a variety of information on student learning to implement our approaches to personalized learning. Our software development team, with four new hires supported by funds from this grant, will improve our current HPMD data system to incorporate new forms of assessment, integrate all existing data systems, and provide real-time data in user-friendly displays through customized dashboards.

The system will integrate all student assessment data as well as additional inputs related to student learning such as student interests, learning styles and preferences. Behavior and health data will also be integrated into the dashboard.

Teachers and students will use the data system to customize a student's individual learning plan. Every student will have accelerated goals for the year, with interim benchmarks. Teachers will use the data system to track student progress toward their goals and adjust instruction as necessary to ensure that a student is on track. The data system will provide teachers with the information they need to make appropriate instructional decisions for each student; they will then be able to leverage technology-based learning and assessment systems to provide one-on-one personalized learning experiences for students, create smaller teacher-student ratios and support rapid feedback cycles with real-time assessment data.

The continuous monitoring enabled by the data system will also serve as an early warning system, allowing teachers and administrators to quickly identify any student who is significantly

off-track and may need additional interventions or supports. The system will allow teachers to personalize instruction in response to immediate needs. This redesign will be managed by an Instructional Technology Director to be based at the central office, with the support of a Dashboard Project Manager who will work closely with the end users to develop the dashboard displays.

Goals	**All participating school leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards or college- and career-ready graduation requirements. Including --information, from such sources as the district's teacher evaluation system, that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement and**
(c)(i)	
(c)(ii)	**training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps**

Where we are

Currently, Harmony's school leadership teams (SLTs) meet weekly to review data and discuss improvements related to maintaining a strong culture of learning and a focus on equity. Harmony policy ensures that a variety of meetings take place frequently among various levels of staff for purposes of information sharing and coordination across many different layers. Leadership team members are trained on best practices of data analysis so that the leadership team meetings can focus discussions based on data.

Where we are headed

With a new teacher evaluation system aligned to personalized learning practices, school leaders will be able to strategically distribute resources based on teacher need. The principal and key members of the leadership team will regularly analyze student data by class and review teacher evaluation information to determine strategic use of resources such as mentoring. Harmony will meet this goal through the professional development activities described above – principal trainings on how to use the dashboard and principal PLCs that meet regularly – and an

improved system to measure and support educator effectiveness. PD will be revised to help educators and administrators understand continuous improvement goals as they relate to building an environment that supports personalized learning and continuing to maintain a strong focus on closing the achievement gap.

Principal and educator trainings will include a deeper understanding of metrics included in the dashboard around suspension and expulsion data, which will sort occurrences by reason code to gain a better understanding of issues related to school climate and culture. These metrics will indicate trends among groups of students, which will provide better data for analyzing the impact of efforts to close the achievement gap.

Key activity: Establish Principal PLCs

We will initiate cluster-level meetings for principals to support each other in improving school-level outcomes. Similar to the teacher PLCs, we will have each participating principal bring a data-based problem of practice to each meeting and then use a consultancy protocol to analyze the problem and develop a solution. Using data from student achievement, school climate and culture, and other indicators, principals will develop their capacity to effectively use data for continuous improvement.

Goal (d)	Increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education)

Where we are

Harmony strives to attract highly-effective teachers and principals to our schools in several ways (described here and further detailed in Appendix A):

- Providing incentives for hard-to-staff subjects (math, science, computer/technology applications, bilingual/ESL, and special education)
- Providing tuition assistance to Harmony alumni to attain a teaching certificate and return to a Harmony school
- Providing financial assistance to Harmony teachers to obtain a Master's of Education degree or principal's certificate and grooming them to become Harmony school leaders

- Supporting the pursuit of subject-based advanced degrees for Harmony school leaders
- Providing ongoing high-quality professional development to current staff

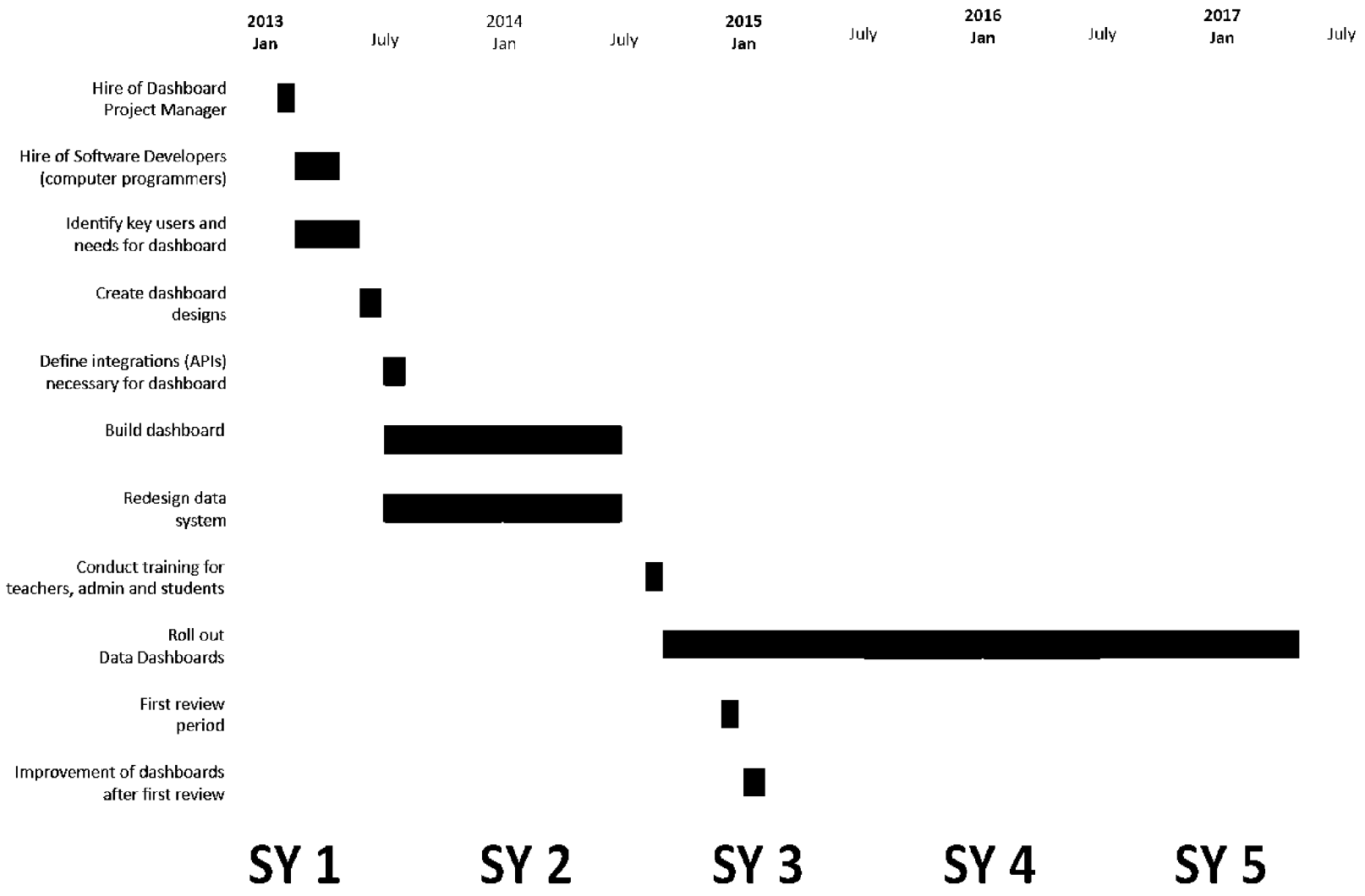
Where we are headed

To increase the number of students taught and led by highly-effective teachers and principals, we will pinpoint specific areas of growth for each teacher and principal currently in the system. This will allow us to provide targeted professional development to each staff member to support the implementation of new practices. This professional development approach will enable continuous improvement of our team's talent in serving each of our students on their path to success.

Summary of Parties Responsible for Data Systems and Dashboards

Activities	**Responsible Parties**
Hire of Dashboard Project Manager	Project Director, Chief Operating Officer
Hire of Software Developers (computer programmers)	Dashboard Project Manager
Identify key users and needs for dashboard	Project Director, Dashboard Project Manager, Superintendent, Chief Academic Officer, Director of Assessment, High School Programs and College Counseling, Cluster Superintendents, Principals, Cluster Instructional Coaches
Create dashboard designs	Dashboard Project Manager, Software Developers (computer programmers)
Define integrations (APIs) necessary for dashboard	Dashboard Project Manager, Software Developers (computer programmers)
Build dashboard	Dashboard Project Manager, Software Developers (computer programmers)
Redesign data system	Dashboard Project Manager, Software Developers (computer programmers)
Conduct training for teachers and administrators and students	Project Director, Chief Academic Officer, Cluster Superintendents, Principals, Cluster IT Coordinators, Campus IT Coordinators
Roll out	Project Director, Cluster Superintendents, Principals
First review period	Project Director, Dashboard Project Manager, Superintendent
Improvement of dashboards after first review	Dashboard Project Manager, Software Developers (computer programmers)

Summary Timeline for Data Systems and Dashboards



D. LEA Policy and Infrastructure (25 total points)

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

(D)(1) LEA practices, policies, rules *(15 points)*

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

(D)(2) LEA and school infrastructure *(10 points)*

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

(D)(1) LEA practices, policies, rules

The applicant has practices, policies, and rules that facilitate personalized learning by—

As a consortium of 10 Harmony Public Schools LEAs that are all governed by one non-profit board, Harmony is well structured to provide support for all of its schools to implement its personalized, STEM-focused, college-preparatory approach. Our structure will also enable our schools to innovate and feed back best practices and key learnings to the larger organization in support of a robust continuous improvement cycle across all levels of the CMO. Harmony's practices and policies, described below, will provide significant support and services to member schools to enable each school to effectively implement this plan. (Consortium MOU is included as Appendix U.)

(D)(1)(a) Organizing the LEA central office, or the consortium governance structure, to provide support and services to all participating schools

- **Organizational structure of the consortium and the differentiated roles that a member LEA may hold (e.g., lead LEA, member LEA)**

While HPS is applying as a consortium, Harmony's governance structure more closely resembles that of a traditional school district. Harmony Public Schools is a 501c3 non-profit organization. Harmony's 38 schools are organized into ten regional clusters (LEAs for the purposes of this grant), that are each led by a regional superintendent. The charter for each of the LEAs is held by Harmony Public Schools. Because the governance and management structure

across the ten LEAs (9 clusters) is the same (same governing board, same executive leadership team), Harmony's ten LEAs function as one cohesive organization. Harmony's LEAs are supported by a lean central office, led by the HPS Superintendent of Schools who is accountable to HPS's board, who reports to the Texas Education Agency.

The central office management team consists of a Chief Academic Officer, Associate Superintendent of Human Resources, Chief Operating Officer, and Chief Financial Officer. The central office sets strategy (mission, vision, intended impact), sets growth goals, codifies and shares Harmony's school model, and supports clusters with training and recruitment.

Cluster superintendents provide the day-to-day management of cluster of schools, support the sharing of best practices within clusters, coordinate and execute PD, and develop leaders. School principals ensure a high-quality education is delivered within their own schools and across the organization through implementing the school model, sharing best practices, and identifying and supporting innovative teaching methodologies. While principals are responsible for delivering the Harmony model, they have the autonomy to tailor their approach to the unique needs of their students and communities.

To support implementation of the proposed reforms we will add key personnel to build infrastructure and capacity for the duration of the grant. Some of these new hires will be temporary, such as the Dashboard Project Manager who will build new technology infrastructure, and other position s will be absorbed by the increase in Harmony's per pupil budget as we expand over the next four years:

- **Project Director** will manage and supervise grant program (reports to Chief Academic Officer)
- **Director of Instructional Technology** will oversee and support technology integration in key initiatives (PBL and Custom Day) (reports to Chief Academic Officer)
- **Dashboard Project Manager** will oversee design and development and management of data dashboards (reports to Chief Operating Officer)
- **Software Developers** (computer programmers) will develop data dashboards (reports to Dashboard Project Manager)
- **Statistician** will develop and advance role of data in dashboards, execute data mining for continuous improvement purposes (reports to Project Director)

- **Data analysts** will analyze data at the school and cluster levels and share with school and cluster leaders (report to cluster superintendent)
- **PBL consultants** will lead the PBL design team to develop the PBL curriculum and associated professional development (reports to Project Director)

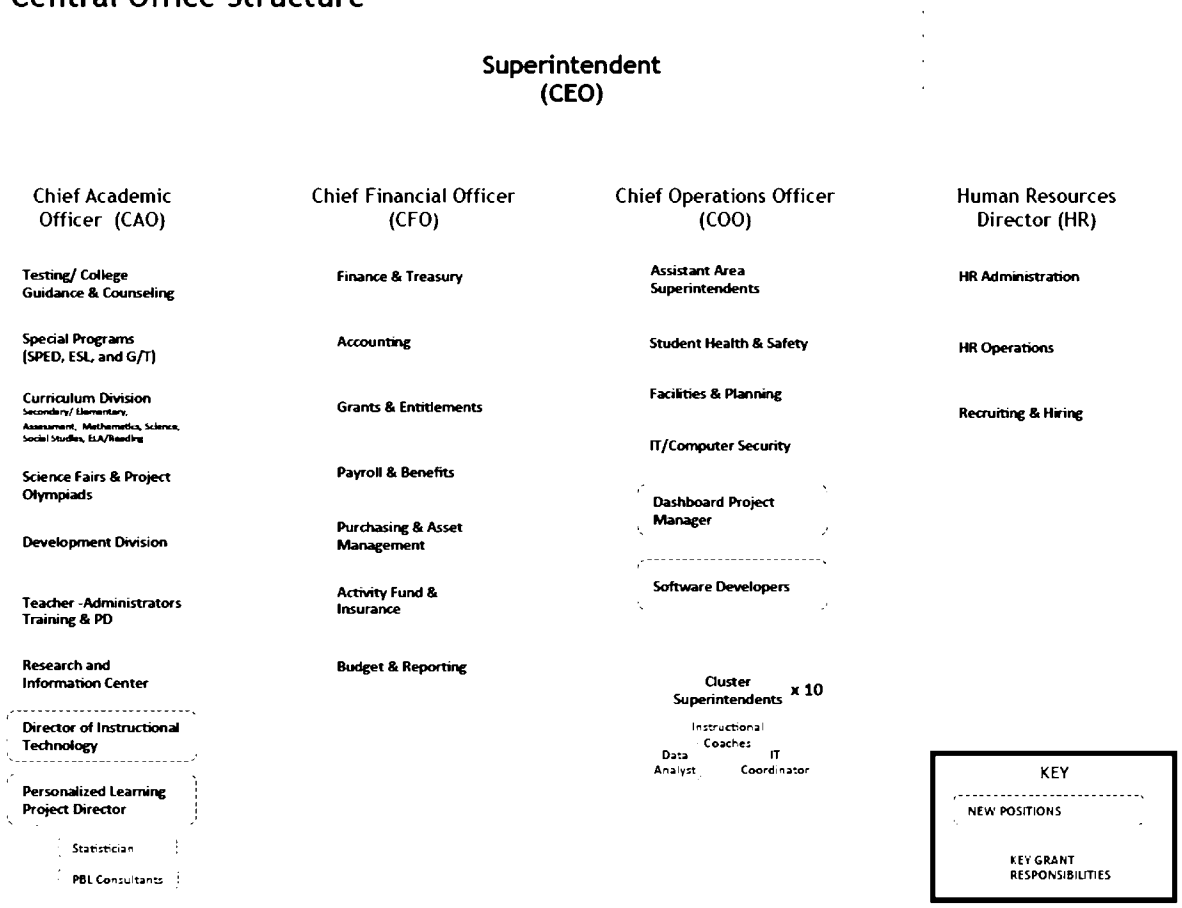
Roles and responsibilities of a number of **existing personnel** will be shifted to support this work:

- **Chief Academic Officer** currently oversees development and implementation of academic programs. Will oversee implementation of all three initiatives: PBL, Custom Day, data system and dashboards (reports to Superintendent)
- **Director of Secondary Curriculum** currently oversees development and implementation of curriculum system-wide. Will oversee the integration of key initiatives in curriculum at the school and system level (reports to Chief Academic Officer)
- **Director of Assessment**, High School Programs and College Counseling currently oversees assessment programs, high school programs and college counseling. Will oversee the integration of new key initiatives into assessment, high school and college counseling programs (reports to Chief Academic Officer)
- **Director of Information Technology** currently oversees Information and Technology Services Department. Will oversee integration of key initiatives into existing IT programs and structure (reports to Chief Operating Officer)
- **Director of Student Health and Safety** currently develops and oversees programs to support student health, safety, and welfare. Will lead the partnership we are forming with external support organizations and oversee implementation of associated student social, emotional, and behavioral programs (reports to Chief Operating Officer)
- **Curriculum Specialists** (STEM, Social Studies, ELA) currently develops and improves curriculum. Will support design and implementation for PBL and Custom Day initiatives (report to Director of Secondary Curriculum)
- **Cluster Superintendents** currently are in charge of day-to-day management of clusters. Will support CAO with implementation of initiatives (reports to Chief Operating Officer)
- **Cluster Instructional Coaches** currently supports teachers both in content and pedagogy, design cluster-level teacher training, contribute to curriculum development, data analysis, and interventions. Will support professional develop associated with

initiatives, including training modules, one-on-one coaching and PLC team support (reports to Cluster Superintendents)

- **Cluster IT coordinators** currently coordinates IT work at campuses and supports the campus IT coordinators. Will manage upkeep of technology devices (reports to Cluster Superintendents)
- **Campus IT coordinators** (one at every campus) currently manages all IT work at campuses. Will perform upkeep of technology devices (report to Cluster IT coordinator)

HPS Central Office Structure



- **For each differentiated role, the associated rights and responsibilities, including rights and responsibilities for adopting and implementing the consortium's proposal for a grant**

As noted above, there are no differentiated roles for LEAs. Harmony teachers along with school and cluster leaders were all engaged in the grant planning process that included opportunities to provide input into and feedback on this proposal plan. As with all system-wide grants, all clusters will be responsible for adopting and implementing all aspects of the program.

- **The consortium's method and process (e.g., consensus, majority) for making different types of decisions (e.g., policy, operational)**

The Harmony consortium is governed as a 501c3 non-profit, and as such the leadership team and board of directors have decision authority over all material aspects of operation, including all decision-making related to this program. Harmony has a clearly defined decision-making process that assigns roles or activities to every party involved in a particular decision.[30]

- **The protocols by which the consortium will operate, including the protocols for member LEAs to change roles or leave the consortium**

This question does not apply to HPS due to the organizational and governmental structure explained above.

- **The consortium's procedures for managing funds received under this grant**

Because HPS is not organized like a traditional consortium, but rather like a large district with the central office functioning much like a district's, all grant funds will go directly to the lead LEA, Harmony Science Academy, where they will be managed by Harmony's finance department and disbursed through HSA's account. Harmony Public Schools fully complies with all applicable state and federal laws, regulations, and standards for financial management systems. Harmony has developed a lean financial engine with tight fiscal management, resulting in financially sustainable schools.

[30] We utilize the RAPID model, assigning everyone involved one of the following roles: R = recommend, A = agree, P = perform, I = input, and D = decide. Appendix M is an example illustrating how Harmony uses this model; it shows the decision making roles for 13 critical decisions related to growth across our organization. We will use this same approach to clarify decision-making responsibilities around RTT-D grant implementation.

- **The terms and conditions of the memorandum of understanding or other binding agreement executed by each member LEA**

Our charter lays out the governance and decision-making structure of our organization and vests the authority to make all material decisions to Harmony Public Schools, a 501c3.

- **The consortium's procurement process, and evidence of each member LEA's commitment to that process.**

HPS has a standardized procurement process; all clusters abide by the process described here. The primary objective of HPS's purchasing system is providing quality materials, supplies, and equipment in the right quantity in a timely, cost-effective, and consistent manner in accordance with all applicable local, state, and federal laws and regulations. Once goods or services are identified, the procurement of these goods or services is monitored in the finance department at the central office. The campus principal/department director is responsible for all expenditures made from their budgets. For large contracts, we will put an RFP out or otherwise open competition.(For more details, see our governance policies in Appendix N).

(D)(1)(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets

HPS's school-level leadership has both the necessary support and flexibility within the Harmony system to successfully facilitate personalized learning. While every school is responsible for implementing the Harmony model, our model recognizes that many decisions are best made at the school level in order to most appropriately serve the particular students of a school community. School Leadership Teams (SLTs) have the autonomy and flexibility to set school schedules and calendars and Harmony encourages innovation, allowing schools to experiment with various instructional and structural ideas as they work to identify the best approaches for their students (please see Appendix O for more details about our governing policies and infrastructure).

School personnel decisions are made at the school level, with principals having the autonomy to hire, retain, and fire teachers and assistant principals. The central office supports schools in finding the best-qualified personnel by providing job descriptions that articulate roles and responsibilities, as well as interview guides, to which schools can add local criteria. Hiring

decisions are forwarded to the central office for final approval to ensure that proper policies have been followed. Schools have complete autonomy in structuring their department or grade-level staffing, including adding and changing roles.

School-level budgets are prepared by principals annually based on the revenue estimates from the Texas Education Agency. The budgets are approved by the central office and then become final and adopted by the Board of Directors. Principals may request budget amendments throughout the year, approved by the central office finance department to ensure compliance with the adopted fiscal policies and then adopted by the Board.

(D)(1)(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic

As a network of college preparatory schools, one of Harmony's primary goals is graduating students who enter college without the need for remediation. Toward this end, our overall approach embraces personalized learning that focused on mastery of content and skills, including critical thinking and inquiry.

Harmony considers a course completed and credit is awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. We have a system in place to move students up a grade or award credit using the Credit by Examination test developed by the University of Texas at Austin. Harmony students also participate in dual-credit courses offered by community colleges.

(D)(1)(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

Teachers at Harmony already use a variety of types of assessment, drawing on different modalities, to gauge student mastery of standards. Formal assessments are given on an annual, quarterly, and weekly basis and informal assessments are given on a weekly and daily basis in all curriculum areas. This grant will enable Harmony to develop standards-aligned rubrics for cross-disciplinary, multi-sensory projects that will integrate three core subject areas: a STEM subject of choice, social studies, and English language arts. Additionally, the implementation of a

Custom Day will provide structures for students to advance at varying paces both in small groups focused on skills mastery, as well as with the support of technology tools that will facilitate mastery-based advancement targeted to individual skills gaps and at each individual's pace.

These new initiatives will build on the strong foundation of mastery-based instruction at Harmony, which to date, includes the following opportunities to demonstrate mastery:

- Locally-prepared benchmark assessments are given at the end of every six-week grading period in reading, writing, math, science and social studies. These take the form of short quizzes that mirror standardized criterion-referenced and norm-referenced tests. STAR Reading and STAR Math tests, which include skills-based test items, are taken in computer classes every six weeks. They deliver reliable, automatically-scored and actionable intervention data with in-depth reports that support progress monitoring and standards benchmarking.
- Accelerated Reader and Accelerated Math multiple choice assessments are given daily and provide immediate feedback on understanding directly to the student and teacher. Accelerated Math creates a 'buddy system' using objective mastery charts in the classroom, helping students to "own" their own progress.
- Teachers also engage students in authentic activities specific to the subject matter – persuasive essays, science fair project which require oral and written demonstrations of mastery, experiments, and building or designing. These assignments require students to demonstrate what they know and can do in authentic ways.
- During instruction, teachers are continuously checking for understanding in multiple ways, including with the use of hand-held clickers. Every student has a device that provides real-time data to a reporting dashboard.

While Harmony has a strong mastery-based culture, the three initiatives proposed in this grant all respond to the need for more frequent and varied opportunities for students to demonstrate mastery, and the need for this to happen at varying times, as appropriate to each student's particular learning plan.

(D)(1)(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners

Harmony is committed to ensuring all students, including those with disabilities and

English learners, have access to the resources and practices of the school.

Meeting the needs of students with disabilities:

Harmony hires its own staff to provide an array of special education services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. These services, which comply with the Individuals with Disabilities Education Act (as amended in 2004) include the following:

1. General Education Classroom Placement, in which the needs of the students with learning disabilities are met in a general education classroom with no additional outside help. The special education teacher monitors the performance of the student periodically and supports the general education teacher outside the classroom.
2. Resource Room Placement, in which students spend most of their day in general education classrooms but then participate in resource room programs for the other part of the day. The Resource Room includes a small number of students working with a special education teacher on reading, language, and math.
3. Special Education Placement with Part Time Inclusion, in which special education students are taught by a special education teacher for most of the day but join their peers for subjects such as physical education, art, and music. (Appendix P, an excerpt from our Education Model, describes our special education policies in more detail.)

Meeting the needs of English learners

Harmony Public Schools is committed to meeting the needs of students who are identified as limited English proficient (LEP) and to providing an equal educational opportunity by providing bilingual education (BE) and English as a Second Language (ESL) programs. These programs emphasize the mastery of basic English language skills that enable students to participate effectively in the regular program and to master the essential knowledge and skills of the state curriculum. Educational programs for English language learners (ELLs) are based on sound theory, ensure that ELLs learn English in a timely manner, learn the same content as their English-speaking peers, and have equal access to the full range of the school's academic programs and content (Appendix Q, an excerpt from our Education Model, describes our ELL program in more detail).

The three initiatives proposed here are each designed to help teachers adapt their

instruction to meet the specific individual needs of every student. This emphasis on personalization will be particularly beneficial for our English learners and students with disabilities, as teachers will improve their ability to assess and address the specific needs of every student.

(D)(2) LEA and school infrastructure *(10 points) (about 3 pages)*
The LEA and school infrastructure supports personalized learning by—
(D)(2)(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal

Students: Key to Harmony's record of success is its history of ensuring all Harmony students have full access to content, tools, and other learning resources. With a majority of Harmony students receiving free or reduced lunch, and in line with the democratic principle of providing a free public education to all citizens, we have always assumed this responsibility falls squarely on the school. Harmony believes that all students can achieve at high levels if provided with the combination of high-quality tools and resources and strong instruction. Our decade-long record of closing the achievement gap is evidence of this commitment.

The plan we are proposing brings with it the introduction of new content, tools, and learning resources, described in detail in section (C). As new initiatives are rolled out to students, the introduction of new content, tools, and resources will be carefully scaffolded by classroom teachers and others (see next section for technical support).

The design of the technology-enabled cross-disciplinary project assumes students will work on this project both in and outside of school. Students will need access to both the devices and the connectivity to enable this. Because a majority of our students come from low-income families, our plan includes providing one-to-one devices for all of our middle and high school students. An online platform such as Blackboard will provide an interactive interface for students where they can access tools and resources, post their current work, track their progress, and interact with teachers and other students around their projects. Housing project tools and resources on such a platform will ensure that students can access what they need from wherever they are – school, home, anywhere with an internet connection.

Harmony will enrich our existing database to provide more comprehensive information, including real-time data, and more seamless customized reporting anytime and anywhere.

Parents: Harmony recognizes that parent involvement is a crucial factor in school success and considers parents essential partners in the schooling endeavor. Harmony's vision is that all parents know exactly how their child is progressing toward his or her goals and understands what specifically they can do to support their child in reaching his or her goals. Currently, there is extensive outreach to parents through a variety of avenues: every parent is provided with a school handbook, has access to his/her child's records in the school's database accessible through the school's website, receives report cards every six weeks, has at least two parent-teacher conferences a year, receives at least one home visit a year, can participate in their school's active PTO, is encouraged to attend family literacy nights, is surveyed for satisfaction with the school, and can participate in computer classes and other parent education classes that are designed to enhance their engagement with their children's learning.

Building on this strong infrastructure, Harmony will ensure parents have access to data dashboard specifically designed for parent users, as well as the online platform that will host the students' PBL projects. The new data dashboard will provide parents access to a broader set of inputs than is currently available, including real-time assessment data, actual work products and assignments, and non-academic information such as attendance. This new dashboard will help keep parents informed and empowered to interact with and support their child in substantive ways on a daily basis.

Educators: All teachers are currently supplied with a laptop computer, which will ensure they have anytime access to the content, tools, and other learning resources associated with this reform, such as the data dashboards and the PBL platform. To ensure every teacher knows how to use these resources, we will provides extensive professional development for teachers around content, assessment tools, data analysis, as described in (C)(2).

(D)(2)(b) Ensuring that students, parents, educators, and other stakeholders have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support)

Participating students: The scope and sequence of the PBL projects will map out a scaffolded instructional plan for teaching students the various tools and skills they will use throughout the year for their PBL projects, including: use of the interactive web platform that

will host the PBL projects, video production, and web site production. Students will also receive training in how to use their personalized data dashboard. Because the data dashboard and online PBL platform will be used daily, including during class, teachers or expert students will be able to provide one-on-one support to any student who is struggling early on in learning the new systems. To ensure students can access support anytime from anywhere, Harmony will also prepare online tutorials that provide guidance on all of the new technology (software, website navigation, dashboards, etc.) and will provide links from those sites to the tutorials, which will be hosted on the Harmony website.

Parents: Harmony currently provides written instructions as well as in-person trainings to ensure all parents know how to use the school's database and how to interpret the data available there. The new dashboards will not only provide more data, but all data will be more accessible because the dashboards will present it in formats tailored to the parents. We will expand our current technical support for parents to include training on how to use the new data dashboards. The trainings will be available in multiple formats, including online video demonstrations that parents can watch anytime, as well as in-person workshops offered several times a year.

Educators: Harmony currently provides extensive professional development for teachers in data collection, analysis, and using data to inform instructional planning. A host of new tools and resources will be developed that teachers will need to use for their own instructional purposes and teach students to use. These include assessments and assessment tools, various web-based technologies that will be incorporated into the PBL projects, the new database… a scope and sequence for teacher professional development around all of these tools will be developed, described in (C)(2), and will include initial and follow-up training modules. Additional support will include Campus-based IT support staff will also provide support to teachers.

(D)(2)(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records)

As described in (B)(1)(c), Harmony uses a performance management database, HPMD, developed in-house, which allows parents and students to export their information in an open format and use it in other systems. As one of the three focus areas of this proposal, Harmony

plans to enhance this database to make it even more comprehensive and robust, and to include a dashboard that will integrate student data from all existing systems, including our college and career preparation system. All of this data is and will continue to be downloadable in open format.

(D)(2)(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data)

All of Harmony's data systems are and will continue to be interoperable; data can flow from one system to another and is produced in a non-proprietary, open format.

Student information databases include the Harmony Performance Management Database (HPMD), which is used for student records and some of Harmony's academic progress assessments (HPMD is described in detail in section (B)(1)(c); Eduphoria, for state summative tests and benchmark assessments; and Naviance, a tool for college and career planning. With funds from this grant, we will integrate the data from these three systems into one dashboard, and will also add the additional assessments described in this proposal. Harmony uses the JR3 finance database for all financial data, including personnel salaries and budget. And Harmony HR Database is used for personnel data. Both of these platforms will feed into the proposed upgraded data system and dashboards, which will enable administrators to link teacher evaluations with student outcomes.

We are already using the interoperability of our data systems to regularly report to Texas Education Agency and other local, state, and federal agencies. As a Texas public school, we perform three PEIMS submissions to Texas Education Agency in a year. The Public Education Information Management System (PEIMS) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

E. Continuous Improvement (30 total points)

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

(E)(1) Continuous improvement process *(15 points)*

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Ongoing communication and engagement *(5 points)*

Strategies for ongoing communication and engagement with internal and external stakeholders; and

(E)(3) Performance measures *(5 points)*

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

(a) Its rationale for selecting that measure;

(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and

(c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant's narrative.)

Applicable Population	Performance Measure
All	a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and b) The number and percentage of participating students, by

	subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).
PreK-3	a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

(E)(4) Evaluating effectiveness of investments *(5 points)*

Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant has "ambitious yet achievable" performance measures and annual targets, peer reviewers will examine the applicant's performance measures and annual targets in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicants for developing "ambitious yet achievable" performance measures and annual targets that – in light of the applicant's proposal – are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Recommended maximum response length: Eight pages (excluding tables)

(E)(1) Continuous improvement process

Our process to improve the effectiveness of the activities supported by this grant will build off of several existing continuous improvement processes embedded in our culture.

This work starts in every classroom and every school across the Harmony network. To achieve Harmony Public Schools' goals of implementing high quality personalized learning initiatives that improve student outcomes and close the achievement gap, it is critical for educators and administrators to receive timely, relevant feedback on program and student outcomes to enable us to make adjustments and improve our programs on a continuous basis. Harmony has already established a system for capturing, tracking, monitoring, and analyzing individual, aggregate, and disaggregated student outcome data and examining these data to improve our programming on a periodic basis. However, our current database platform does not

provide user-friendly or frequent feedback. With funding from Race to the Top, we will take the following steps to increase accessibility, usability, and timeliness of our data:

- **Integrated data and assessment system:** Create a more robust data and assessment system with more relevant statistical analysis that will shorten 6-week assessment cycles to a continuous cycle of learning, assessment, and remediation at the classroom level, and support rigorous school- and system-wide continuous improvement efforts.
- **User-friendly, custom dashboards:** Identify end users of outcome data and engage end-users in process design to ensure development of relevant, user-friendly data dashboards.
- **Support for deeper analyses:** Build dedicated capacity (statistician and cluster level data analysis) to assist all educators with classroom, school and system-level data analysis of leading indicators, outcomes data, social and emotional indicators, and quality of implementation measures. At the same time provide substantial training for all end users on how to use dashboards to track and support improved student achievement.

With a strong data system in place, we will improve the functionality of our existing structures to enact a highly-responsive, multi-layered system for continuous improvement that functions at and across every key level, from the classroom to school to cluster to central office. We will leverage our existing system of regular, layered instructional decision-making meetings which ensure accountability from the classroom to the Superintendent's office. In these weekly or monthly meetings, participants will discuss custom reports generated by the dashboards and data analysts. We will be able to measure and monitor progress towards our goals and identify key factors in successes and challenges. Armed with timely, robust data, we will spot these areas of success or concern early on in the process and quickly adjust our approach when warranted.

System-wide: Our Superintendent and central office leadership will communicate our goals and the overall direction for this work and ensure programmatic coherence across all levels of the organization. Central office leadership and cluster superintendents will meet monthly to monitor progress; they will analyze data on student achievement at the school and cluster level (with support of the statistician) and assess progress against goals. Through this process they will identify best practices and ensure those are captured and shared across the organization and will also make mid-course adjustments as necessary. The central office will convene a stakeholder

meeting twice a year so stakeholders can review progress and provide input into the approach (described below in (E)(2)).

Cluster level: Cluster superintendents will hold monthly continuous improvement meetings with cluster level leadership and principals. Data analysts will support this team in analyzing data on the improvement efforts, including data on student achievement, behavior, and teacher practice to identify successes and schools, grades, or classrooms in need of support or intervention. This group will ensure that schools are getting the support they need from instructional leaders and are effectively integrating the social emotional and behavioral resources from the new partnership (described in section (X)).

School level: Schools will engage their School Leadership Teams (SLTs)[31] as a primary engine for driving and supporting continuous improvement. This team will hold the responsibility, under the leadership of the principal, to set school goals and make specific school-level plans for carrying out the vision and reforms proposed here. SLTs will track all relevant data to monitor implementation and success of the reform (e.g., leading indicators, outcomes data, benchmark data, and social emotional indicators), and make mid-course adjustments as necessary to ensure the school is on track to meeting goals. Grade level and department chairs will be responsible for ensuring that specific plans get carried out through grade level or department teams.

Harmony's SLTs already and will continue to meet weekly to review data and discuss improvements related to maintaining a strong culture of learning and a focus on equity. With the new data system and support of data analysts at the cluster level, SLTs will have the ability to monitor more relevant and timely data and to disaggregate it by various subgroups to ensure all groups' needs are being met and identify gaps in implementation. SLTs will also drive organizational learning by identifying best practices and ensuring those are shared within the school through staff meetings and grade level/department meetings and throughout the network via the layered cluster and central office meetings.

Classroom level: At the classroom level, teachers will use real-time data to drive instructional decisions and improvements in delivery on a daily basis. To support them in this work, they will meet biweekly in PLCs to collaboratively examine data, identify what is working

[31] The school leadership team is composed of the principal, APs, grade level or department chairs, and at high schools, the high school counselor.

and what is not, and adjust their strategies and plans to improve outcomes (biweekly PLCs described further in section (C)(2)(a)(i, ii, iii). Teams will receive support to improve their capacity to do this work effectively from their chairs, who will lead the meetings using agendas and protocols we will develop to support this process. Teams will also receive support from school leaders and cluster-level instructional coaches, who will work with teams and coach chairs as necessary to provide additional support; data analysts will also support teams by preparing data reports.

Instructional Decision-Making and Continuous Improvement Meetings related to RTT-D

Meeting	Participants	Reports to be Discussed	Focus of meeting
Grade Level/ Subject Area Meetings (Biweekly)	Teachers in the same grade level or subject area and Grade or Subject Area Chairs	- Subject area and grade level performance reports broken down by students, classrooms, subgroups	- Monitor progress toward goals - Plan for re-teaching/remediation based on item analysis - Identify and share best practices
Faculty Meetings (Biweekly)	Teachers, principals, APs	- School reports broken down by grades and subject areas and subgroups - Professional development feedback - Feedback on efficiency of investments	- Classroom learning - To determine the appropriateness of professional development content
School Leadership Team (Weekly)	Principal, APs, grade/dept chairs, (high school counselor)	- School reports broken down by grades, subject areas, class, subgroup - Professional development feedback	- monitor implementation of RTT-D grant initiatives - monitor school progress toward goals - identify best practices and areas of need
School Level Data Analysis Meetings (Weekly)	Principals, cluster level curriculum coaches, cluster data analysts	- Subject area reports broken by classrooms and benchmarks	- Item analysis to determine the objectives students are not mastering and appropriateness of benchmarks questions
Cluster Level Data Analysis Meetings (Monthly)	Principals, cluster level curriculum coaches, cluster data analysts, cluster superintendents	- Subject area reports broken by classrooms and benchmarks	- Item analysis to determine the objectives students are not mastering and appropriateness of benchmarks questions
Cluster Meetings (Weekly)	Principals, cluster superintendents	- School level achievement and behavior reports - Professional development feedback - Feedback on efficiency of	- Principal PLCs to improve progress toward RTT-D goals - To determine the efficiency of investments - To determine the appropriateness

		investments	of professional development content - Evaluation of principals
Central Office Meetings (Monthly)	Superintendent, cluster superintendents, heads of central office departments	- School and cluster reports - Subject area reports broken by clusters and schools - Professional development feedback - Feedback on efficiency of investments	- To monitor progress toward RTT-D goals - To oversee student learning - To determine the efficiency of investments - To determine the appropriateness of professional development content

(E)(2) Ongoing communication and engagement

To communicate with and engage internal stakeholders, Harmony will take advantage of our existing structure of regular internal meetings, as outlined in the table above. With the added support of the data analyst function, these meetings will ensure that information is shared throughout our system frequently and thoroughly. Participants from all layers of the organization will be able to continuously assess needs, share best practices, provide feedback, participate in decision-making, and make necessary adjustments to initiatives specifically related to personalized learning. Our meeting structure is designed to guarantee a constant and timely flow of information between the classroom and the central office and to ensure vertical and horizontal alignment, support, guidance, and coordination.

We will share evidence of success or progress of the reform initiatives with parents and students to keep them informed and engaged in the process. We will communicate with parents through PTOs, school-wide events such as Back to School Night, and other school-level communication vehicles such as newsletters and information nights. We also have parent representatives on the Site Based Decision Making Committees. We will share this evidence with students twice a year through homeroom teachers and seek student input at these intervals.

Externally, Harmony will share aggregated student performance data publicly on our website, in annual reports, and all system-level reporting documents. We will also convene external stakeholders (e.g., universities, community organizations, and alumni organizations) twice annually to share evidence of progress and seek input. We hold two events that are attended by external stakeholders, so we will leverage these forums to engage them specifically in this work. At our annual STEM conference, we will organize a panel specifically on our Race

to the Top – District work and invite external stakeholder representatives to participate. We will also convene external stakeholders at our annual school science fairs.

(E)(3) Performance measures

Harmony is committed to developing high-quality measures of performance to use in the process of continuous improvement, building off of current measures in place today. The following describes our proposed measures for all required areas, as well as our plan for capturing better performance metrics moving forward by leveraging the data system proposed in this grant as well as additional performance measures.

On Track Indicators

To determine our on track indicators, we first determined our ultimate indicator of college and career readiness and then selected and aligned on track indicators to this ultimate goal. We decided to base our own indicator on the College Board's SAT College and Career Readiness Benchmark[32] of 1550 (critical reading, mathematics and writing sections combined) on the SAT as it is based on extensive research and indicates a 65% likelihood of achieving a B-average or higher during the first year of college. We will use the following measures to assess whether our students are on track to this outcome.

Grades 6-8: TAKS / STAAR

(a) and (b) Rationale and how will provide rigorous, timely, and formative leading information: We will use performance on the State summative assessments as one of our on track indicators. Texas is in the process of switching state assessments from TAKS to STAAR; students took the STAAR exams in Spring 2012, but the data has not been released at the time of this submission. Because of this, we have included Spring 2011 TAKS results, our most recent accessible results, as baseline data. While we would like to set a higher benchmark indicator, we are using proficiency as the benchmark due to limited access to more nuanced data.[33] We set

[32] http://media.collegeboard.com/digitalServices/pdf/sat/12b_6661_SAT_Benchmarks_PR_120914.pdf

[33] We do not have access in our central database to the number of students who scored above proficient because the State report, AEIS, shares only whether an individual student achieved proficiency or not, but does not include students' raw scores.

goals for TAKS, however, students will not take TAKS again. As soon we know our baseline data on STAAR (expected late Fall 2012), we will resubmit our targets.

STAAR assessment measures will include the following:

6th grade	Reading, Math
7th grade	Reading, Math
8th grade	Reading, Math, Science, Social Studies

(c) Improving the measure over time: With funds from this grant, we will purchase the College Board's ReadiStep assessment as an additional indicator for our 8th grade students because it is aligned, by design, to our ultimate indicator, the SAT. ReadiStep was developed by the College Board as the first assessment in the assessment system that includes the PSAT and SAT. It is aligned to CCSS and Texas state standards, as well as the College Board Standards for College Success (CBSCS) and uses standard scores normed against a national benchmark. We will use ReadiStep's College Benchmark Indicator score as our benchmark for on track for 8th grade. As we accumulate enough data, and with our new data system's capabilities, we will conduct a statistical analysis of longitudinal student data to map SAT scores back to ReadiStep to ensure that the College Board's benchmark indicator is valid for our students and we will adjust our ReadiStep on-track indicator benchmark accordingly, to ensure predictability to our ultimate SAT outcome.

As soon as we have STAAR results, we will determine a STAAR benchmark for 8th grade that aligns to our ReadiStep readiness indicator. Once enough years of data have accumulated, we will conduct an empirical analysis of longitudinal data mapping back from SAT scores to STAAR scores to confirm our adjust our STAAR on-track benchmark based on it's strength at predicting our ultimate indicator of college and career readiness: 1550 on the SAT. We will map that back to 6th and 7th grade STAAR results to determine predictive measures for being on track and those will become our goals for 6th and 7th grade.

Grade 9: EOCs

(a) and (b) Rationale and how will provide rigorous, timely, and formative leading information:: 9th graders took STAAR EOC exams for the first time in Spring 2012. The switch from TAKS to STAAR EOCs will provide us with an even more rigorous indicator, as the EOCs

are a more rigorous exam, designed to embed the State's college-readiness content standards, and the cut scores have been set specifically to indicate college-readiness.

In the absence of any predictive data, we will use the state's benchmark for satisfactory as our goal and identify anyone who is not satisfactory as not on track. Specific exams for 9th grade include: English 1, Algebra 1, Biology, World Geography.

(c) Improving the measure over time:: Once we have 4 years of data, we will be able to determine a predictive relationship between the EOC's and our college-ready indicator of 1550 on the SAT and we will adjust our EOC on-track indicator benchmarks accordingly.

Grades 10, 11: PSAT, AP

(a) and (b) Rationale and how will provide rigorous, timely, and formative leading information: The PSAT will serve as a strong on-track indicator because it was designed specifically to align to our ultimate indicator of college and career readiness, the SAT. All Harmony students take the PSAT in either 10th or 11th grade, thus we are using it as an indicator for both grades. Currently we are only able to track Hispanic and African American subgroups, as we only have access in our central database to the summary data sent to us by the College Board, which includes these subgroups only (we will be able to track all of our subgroups with our new database, which will store all individual level scores). An additional limitation is that we can only access aggregate scores. Because of this, we will use participation (still an important indicator) as our on track indicator until we upgrade our data system and are able to use scores as our indicator.

We will also look at AP participation as an on track indicator because researchers have identified that completing rigorous curriculum is strongly correlated with completing college.[34]

(c) Improving the measure over time: To improve our **PSAT** on-track benchmark, we will use scores as opposed to participation as soon as we upgrade our data system. To set a benchmark score for 11th graders, we will use the College Board's Score Change chart to identify

[34] See p. 12 in: Johnson, J., Kendziora, K., Osher, D. (2012). *RTT-D Guidance: Implementing performance metrics for continuous improvement that support the foundational conditions for personalized learning.* Washington, DC: American Institutes for Research.

a reasonable predictive measure for the PSAT based on our indicator of college and career-readiness of 1550 on the SAT. For sophomores, the College Board suggests a score conversion for PSAT to predict SAT performance and we will determine the appropriate 10th grade PSAT on-track benchmark based on this conversion. While the predictive validity may be slightly different for Harmony students than for the norming group used by the College Board, we would not expect a significant difference.

We will also look at **AP** scores as an on track indicator, using a benchmark score of 3 to indicate on track, as this score indicates that the student is qualified to receive college credit for the course.

Once the **STAAR** test is rolled out to all students, we will also use STAAR data as an additional predictor for 10th and 11th graders and will use the same methodology described above for 6-8th grade for determining benchmarks for on-track.

We will monitor the validity of our predictive benchmarks and make any necessary updates accordingly.

Grade 12: SAT

As explained above, we set the outcome of 1550 on the SAT as our indicator of college and career readiness based on the College Board's extensive research linking SAT scores to college success.

Academic Leading Indicators of Successful Implementation

To measure successful implementation of our plan in early stages, we will use the on track indicator measures described above (ReadiStep, PSAT, AP, and SAT) as well as additional indicators that we have identified based on their proximity to the subject area focus of the initiatives:

- **Grades 6-8:** TAKS/STAAR as described above in on-track indicators. In addition to setting goals based on absolute proficiency bands, to help us monitor successful implementation of our plan, we will also set growth goals and monitor the percent of students who move up from one proficiency band to the next each year.

- **Grade 9:** STAAR EOC's as described above in on-track indicators.

- **Grades 10 and 11:** PSAT and AP as described above and TAKS/STAAR. We are submitting baseline TAKS proficiency scores from Spring 2012, however, our 10th grade students will switch to the STAAR EOCs this year and our 11th graders will take the TAKS this year, and then switch to the STAAR EOC's in 2014.

- **Grade 12:** SAT as described above.

Improving the measure over time: With funds from this grant, the following additional leading indicators of success for grades 6-12 will be added:

- Participating in and obtaining awards in a science fair
- Producing a high-quality digital storytelling project for PBL project (as measured by a rubric)
- High overall score on the PBL project (as measured by the rubric)
- Mastery on PBL benchmark assessments

Measures of Career Readiness (Grades 9-12)

Our measures of career readiness for grades 9-12 are the same as our on-track indicators given that we are focused on outcomes of college and career readiness for all of our initiatives. These include PSAT, SAT, and AP results as well as STAAR EOCs.

Social Emotional Measures

Harmony tracks a set of social emotional measures of success that we hope to improve on through these initiatives. Currently measures include **attendance** and **disciplinary incidents.** Both are tracked by student and by subgroup.

Improving the measure over time: With funds from Race to the Top – District, we will develop a survey of student wellbeing and track participation in activities that promote social, emotional, and behavioral wellbeing (these measures are described further in the Competitive Preference Priority section).

(E)(4) Evaluating effectiveness of investments

Harmony will measure the quality of our investments funded by Race To The Top by determining each year the increase in student performance (as described in (E)(3)) resulting

from these investments (with the support of the data analysts and administrative discussions). Then, taking the dollars spent on these investments, we will calculate an increase in student performance per dollar spent metric or, in other words, our Return on Investment. We will then share this information internally and use the information in administrative-level meetings to continue to inform the allocation of resources to continue or scale up investments with a strong return.

Note to reader: We understand that the data tables were meant to be included here; because we have 10 LEAs and thus our tables are so lengthy, we put them at the end of our application rather than in the middle of the narrative. Please see **E Tables** following the A Tables after section X.

(E)(3) All applicants – a ..... E Tables-1
(E)(3) All applicants – b ..... E Tables-2
(E)(3) All applicants – c ..... E Tables-3
(E)(3) Performance measure: Grades 4-8 – a: on track ..... E Tables-100
(E)(3) Performance measure: Grades 4-8 – b: leading indicator ..... E Tables-3 & E Tables103
(E)(3) Performance measure: Grades 4-8 – c: social-emotional..... E Tables-105
(E)(3) Performance measure: Grades 9-12 – a: FAFSA..... E Tables-106
(E)(3) Performance measure: Grades 9-12 – b: on-track..... E Tables-107
(E)(3) Performance measure: Grades 9-12 – c: career-ready ..... E Tables-107
(E)(3) Performance measure: Grades 9-12 – d: leading indicators..... E Tables-3 & E Tables103
(E)(3) Performance measure: Grades 9-12 – e: social-emotional..... E Tables-115

F. Budget and Sustainability (20 total points)

The extent to which—

(F)(1) Budget for the project *(10 points)*

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals *(10 points)*

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

(F)(1) Budget for the project
The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds)

Harmony Public Schools is committed to the success of this program. The total budget for Harmony's Race to the Top-District program as described in this proposal is **$38,699,744**. Of this amount, **$29,866,938** is requested from **Race To The Top;** the remaining **$8,832,806** will come from the **Texas State** sources that currently fund Harmony LEAs on a per-pupil basis. Our budget captures the investments in educator capacity and technology essential to execute our program in a fiscally efficient manner. With this funding, Harmony proposes to create an effective personalized education model that can be replicated in all public schools in the nation.

Harmony Public Schools' **robust financial standing** and **current investments in instructional technology and personalized learning efforts** establish an ideal incubation environment for this program.

Harmony LEAs are open enrollment public Texas charter districts and, as such, derive the majority of their funding from the Texas Education Agency on a per-pupil basis. According to Standard & Poor's March 16, 2012 financial rating report (Appendix R) **Harmony's financial status is strong**. Over the years, Harmony has developed a lean financial system, which, coupled with strict fiscal management, has resulted in financially sustainable schools. Furthermore, we have excellent reason to believe that per-pupil state funding will remain strong based on our past growth and the current high demand for our schools. Harmony started with one school and 200 students in 2000. Now in 2012, Harmony operates 38 schools with an enrollment of more than 24,000 students, and we have over 40,000 students on our waiting list.

To date, Harmony has built a strong foundation to successfully implement technology and personalized learning in instruction. As described in section (C)(1), Harmony's instructional philosophy is based on principles of providing an education tailored to each student's needs. The following initiatives will accelerate our progress:

Technology: We will spend **$16,742,448** of our budget on acquiring technology and supplies, which will propel our personalized learning initiatives and establish the foundation for a seamless program that supports individualized instruction in our classrooms. Technology costs include devices for each student and teacher, IT infrastructure upgrades in participating schools,

educational software licenses, and technology supplies to construct dashboards. Of the total technology costs, we request $14,089,093 from RTT-D funds. $2,653,355 will come from the State funds.

Professional Development and Development of Program Materials: Our budget includes **$8,312,108** for **teacher/principal professional development** (PD) to provide requisite training on how to implement new initiatives in classrooms. A significant portion of the professional development required for successful implementation will come from re-aligning existing professional development to the new initiatives. We also allocated funds to develop **curriculum and assessment materials** for PBL and custom day initiatives and for **updating our teacher and principal evaluation system** to align with the new initiatives and regulations of RTT-D program. Of the total PD and program development costs, $6,116,498 is requested from the RTT-D funds. $2,195,610 will come from the State funds. The funds spent for PD and program development will help us build capacity in our system to sustain the program after grant period.

PBL Classroom Supplies: We will procure classroom supplies (**$6,650,042)** to be used by participating students in PBL projects. These materials include high quality classroom supplies that our students would not have access to without assistance from the RTT-D grant (detailed information is below, F(1)(b)). Nearly half the classroom supplies are one-time purchase materials that will help sustain the program after the grant period. Of the total classroom supplies, $3,363,969 is requested from RTT-D funds. $3,286,073 will come from State funds.

Critical Personnel: Our budget includes **$4,303,200** for personnel investments to make sure that we can hire the brightest talent to establish the foundation necessary to successfully implement the program. Personnel investments have been kept lean but adequate and are ultimately sustainable: talent required for building initial infrastructure are temporary hires, and permanent positions will be absorbed by the increased per-pupil funds we will receive from the State as our network grows over the next four years.

In sum, Harmony has the expertise and the financial background to run the proposed program in a fiscally responsible manner. Our budget not only captures all necessary investments to bring this program to life but also makes sure that investments are made in the most fiscally

efficient manner. By aligning the RTT–D funds we are requesting with our current personalized learning programs, we aim to utilize funding as efficiently as possible to best serve our students.

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal

The grant budget is reasonable and sufficient to support the development and implementation of grant activities.

Technology lies at the core of all three initiatives in our proposal (PBL, custom day, and dashboards). We have budgeted a significant **technology** investment (**$16,742,448**), including:

- Technology devices (tablet computers or notebook computers) per each student and teacher in our middle and high schools,
- Online platform (Blackboard) user licensing fees for our PBL initiative,
- Software licensing fees for educational software that will be used in custom day classes to support remediation, advancement, and electives,
- IT infrastructure upgrades in participating schools to support increased technology usage,
- Data storage and servers to support dashboards,
- Software licensing fees for software developers to create and sustain dashboards, and
- Data linkage (API) fees to bring content from various databases and content providers to dashboards.

PBL, one of the main components of our program, provides the backbone for our personalized learning initiative. We budgeted **$6,650,042** for **PBL classroom supplies**. Students will need supplies, which some students cannot afford, to carry out rigorous, AP or pre-AP level PBL projects. The budget covers classroom supplies for STEM, ELA, and Social Studies courses in high school and middle school. For example a student who is working on a physics project on atmospheric pressure would need a vacuum bell jar, electric air vacuum pump, extension cable, beaker, kettle, and consumables such as balloons and marshmallows. Most of these materials are not easily accessible to students so they must be provided by the school. Cost of supplies for the PBL initiative has been determined based on our historical costs for project-based learning classes that are currently in place and are sufficient to support the project. Classroom supplies are reasonable and include quality supplies that can be used for many years.

Contractual services, teacher stipends, and travel have been budgeted (**$10,107,414**) to make sure that teachers receive the significant **professional development** and training required to be able to shift current practices and implement these approaches to more personalized learning. In addition to PD, the contractual services include the following:

- **Development of curriculum and assessment rubrics**,
- **Updating teacher and principal evaluations** to align to new initiatives and incorporate student outcome measures (budget includes training for all stakeholders in the new expectations and training for evaluators to achieve inter-rater reliability)
- Maintenance of technology devices
- Services for social and emotional learning of our students (trainings and counseling fees)

These contractual services are necessary to support our investments and have been designed to build capacity within the Harmony network to sustain the program after grant funds expire. These funds are also integral to continuously improving our programs.

Our budget includes reasonable and sufficient personnel funds (**$4,303,200**) to make sure that grant activities are supported and implemented with fidelity. New hires include temporary positions that will be phased out after building necessary infrastructure and positions that will be sustained by the increased per-pupil funding we will receive as we expand over the next four years. The key personnel budgeted includes:

- Project director to oversee the development and implementation of grant projects,
- Instructional technology director to oversee the technology investments,
- Dashboard project manager to oversee the development and improvement of dashboards,
- Statistician to develop algorithms in dashboards for data mining purposes,
- Software developers (3 in year 1-2, then 1) to develop computer programming for dashboards, and
- Cluster data analysts (9) to perform data analysis for individual classrooms in schools.

In addition to the personnel above, our budget also includes partial time and effort of our current leadership team in developing the curriculum and assessment for the new initiatives, which is funded in-kind from State funds. The cost for the personnel structure of the grant program has been designed in a way that personnel expenses were kept to a minimum to dedicate more funding for technology and classroom resources. At the same time, personnel expenses budgeted are sufficient for developing and implementing a successful program. The personnel

expenses decrease during the course of the program, for example after dashboards have been created and implemented, the number of software developers is reduced to one. $860,640 was budgeted to cover benefits for necessary personnel.

The budget items include all expenses needed to implement all grant activities and are adequate to support project development, implementation, and improvement. The cost per student participating in the grant program is reasonable in relation to other comparable initiatives. RTT-D funds requested per participating student are $754 in the first year; this cost goes down to $301 in Year 4 because of responsible investments in the initial phase of the grant and more students participating due to Harmony expansion.

(c) Clearly provides a thoughtful rationale for investments and priorities, including-
(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources

The description of the funds to sustain grant efforts is explained in the tables below. RTT-D grant funds are requested from the U.S. Department of Education. Other sources will come from State funds that Harmony LEAs receive on per pupil basis. The total revenue from **RTT-D grant funds is $29,866,938** and total revenue **from other sources is $8,832,806**.

	Total Funding		
	RTT-D Grant	**Other Sources**	**Subtotal**
Personnel	$4,170,000	$133,200	$4,303,200
Benefits	$834,000	$26,640	$860,640
Travel	$84,000	$1,062,392	$1,146,392
Equipment	$0	$0	$0
Supplies	$17,411,166	$6,017,324	$23,428,490
Contractual	$6,305,380	$1,593,249	$7,898,630
Training Stipends	$1,062,392	$0	$1,062,392
Indirect Costs	$0	$0	$0
TOTAL	**$29,866,938**	**$8,832,806**	**$38,699,744**

There are three initiatives to be funded as well as an additional project to address students' social, emotional, and behavioral needs. Each initiative's funding streams are reported in the table below.

Initiative	Revenue Stream		
	RTT-D Grant	Other Sources	Subtotal
PBL	$12,062,052	$4,854,729	$16,916,781
Custom Day	$9,453,452	$3,312,187	$12,765,639
Dashboards	$7,394,034	$484,810	$7,878,844
Social Emotional Learning	$957,400	$181,079	$1,138,479
TOTAL	**$29,866,938**	**$8,832,806**	**$38,699,744**

The budget breakdown by years for each initiative is provided in Table Budget Subpart 3. The investments for each initiative have been carefully designed to sustain the development and implementation of the project over the long term. Investments in technology and classroom supplies provide the required technology infrastructure upgrades, devices, and software to implement the three key initiatives. Investments under contractual services and travel provide necessary professional development and training to teachers and principals, development of curriculum and assessment materials, and training to our students and teachers for social and emotional learning. Personnel investments provide the human capital to successfully execute the initiatives.

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environment

Harmony RTT-D program carefully selected the one-time investments with the idea that they will sustain the project long after the grant funds expire. One-time investments are as follows:

- Tech devices for students and teachers (one-time investment every 4 years as devices will be refreshed every 4 years) — $9,134,480
- Dashboard development expenses — $7,878,844
- IT infrastructure upgrade — $1,003,352

- Development of curriculum and assessment rubrics, PBL project development, and redesign of teacher/principal evaluation to include metrics from new initiatives — $1,042,000

One-time investments account for 49% of total project budget. These one-time expenditures will kick off the grant program activities and are critical to laying a strong foundation for the program. After the grant period, the improvements provided by these one-time investments will ensure ongoing program sustainability. For greater detail about long-term sustainability of the personalized learning environments, please see section (F)(2) below.

(F)(2) Sustainability of project goals
The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

Harmony Public Schools has designed the project budget to ensure ongoing sustainability of our program goals. After the grant term, sustainability of our project's goals will be ensured by a combination of careful investments during the grant term and State funding combined with other fundraising efforts as needed. The following outlines our plan for sustainability.

Technology Investments: Harmony's one-time investments (explained in (F)(1)) will lay the groundwork for a sustainable program. The dashboards developed will continue to provide key information for maintaining our goals after the grant period. Our existing budget, both during and after the grant term, accounts for funds needed to fine-tune our IT infrastructure annually.

Expansion of Harmony System: Harmony grew from 7,750 to 24,000 students in the last four years and is expected to grow to 28,500 students during the four-year grant period. Three years beyond the grant period, Harmony's enrollment is estimated to grow by another 3,500 students to 32,000. The additional revenue from the State of Texas generated by enrollment expansion will enable Harmony to continue the initiatives adopted under this program. The number of new personnel hired with grant funds will decrease during the course of the grant and the remaining personnel will be captured in the central administration budget. Expansion will bring Harmony

central office approximately $2.5 million per year additional revenue. 80% of this additional revenue ($2 million per year) will be utilized to sustain the program after grant period.

Establishment of a IT and Technology Device Fund: Harmony's biggest investments under this grant are for technology, such as tech devices for students and teachers, educational software licenses, classroom tech supplies, and IT infrastructure upgrades. Harmony already allocates significant funding for technology. During the four-year grant period, we will establish a fund for maintaining and updating our hardware, software, and classroom technology supplies using the funds we would have spent on technology without this grant ($30 per student per year for ever year of the grant period). At the end of 4 years, this fund will have accumulated $2.1 million, which will be utilized to upgrade the technology after the grants funds expire.

Fundraising Efforts: Harmony has a proven record of success in securing additional financial resources for key initiatives. Harmony's T-STEM initiative has been funded by public and private entities since 2006 and has added over $14M of funding to the system. A systematic fundraising effort will be made specifically for the continuation of this program. That said, the majority of funds for supporting the program continuation will come from state per-pupil funding as Harmony expands.

X. COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority *(*10 total points)

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

Harmony Public Schools knows that for our personalized learning initiatives to succeed, we must provide a safe, supportive, responsive, and motivating learning environment. Creating and maintaining this kind of environment requires that we address the whole child, including social, emotional, and behavioral needs. The majority of our students live in poverty and many bring associated stresses to the classroom. Other students live with disabilities or other issues that place them at high risk of not succeeding personally. Below, we describe the partnerships we

are forming to provide individualized student support services targeted to our students with more significant needs.

(1) Description of Partnership Plan

In order to effectively personalize learning for all of our students, we must ensure that the social, emotional, and behavioral needs of all of our students are met. To identify and prioritize needs for student and family supports, our Director of Student Health and Safety sought input from each school's Dean of Students, parents and school administrators, and our Site Based Decision Making Committees (SBDMs). The Director and Deans of Students prioritized student needs based on this feedback and determined key supports we should provide to meet these needs, which are: 1) character education, 2) counseling and crisis support, 3) support for students with disabilities, 4) cyber-bullying and bullying prevention, and 5) leadership training.

We then identified experienced, highly-regarded local organizations that provide high-quality supports in the areas we identified and reached out to determine interest and discuss a scope of services. The result of this process is an established partnership with five external support organizations to integrate needed services and supports for our students and their families into all of our middle and high schools and to increase our staff's capacity to personalize support to meet all students' needs. The five partnerships are described in detail below:

- **Committee for Children -- Second Step Prevention Curriculum:** The Committee for Children is a global nonprofit that promotes children's social and educational success by building social skills, such as empathy and communication, while helping children make good choices, set goals, and avoid negative influences and behaviors such as bullying, sexting, and substance use. Committee for Children currently provides our character education program in elementary schools, and we will partner with them to provide the Second Step curriculum for our middle schools. Key areas of focus include peer pressure, substance use, sexting, bullying, and cyber-bullying. The curriculum also focuses on building skills such as goal setting, empathy, and communication. They will continue to provide our staff with comprehensive staff development to effectively implement the curriculum.
- **DePelchin Children's Center:** DePelchin's Children's Center is a non-profit provider of children's mental health, prevention and early intervention, and child welfare services. They provide groups, classes, and other services to address a range of crises and have been

recognized at the state and federal level for their cutting-edge programs. We will partner with DePelchin to provide our students and families counseling and crisis intervention, substance abuse prevention, pregnancy prevention, crisis prevention and sheltering for at risk youth, trauma counseling, and support for families with drug abusing mothers.

- **Partners Resource Network** (PRN): Partners Resource Network is a non-profit agency that supports families of children with all types of disabilities throughout Texas, empowering these children and families to be effective advocates and decision makers. PRN operates Texas's statewide network of Parent Training and Information Centers (PTTs), which are funded by the US Department of Education, Office of Special Education Programs. PRN will provide our families parent training and information to understand their child's disability, know their rights and responsibilities, and evaluate and obtain resources and services.
- **Anti-Defamation League** (ADL): The ADL builds bridges of communication, understanding and respect among diverse groups of people to secure justice and fair treatment for all. The ADL carries out its mission through a network of 30 Regional and Satellite Offices in the United States and abroad, including the Southwest Anti-Defamation League, which serves Southern Texas. We will partner with ADL to educate our students and families about cyberbullying. Students will learn skills to protect themselves from and respond to cyberbullying and parents will learn to effectively support their children.
- **INROADS:** INROADS is a nonprofit organization that provides leadership training for underserved youth by placing them in mentorships and internships with local corporations. Currently, one of our high schools partners with INROADS; we will expand this partnership to all of our high schools. Students will apply and be selected to receive a paid internship and year-round professional and personal coaching and guidance from INROADS staff.

Currently, our Student Health and Safety Department works closely with our schools' Deans of Discipline to provide student support services. This new partnership team will build on that existing structure and add cluster superintendents, principals, and Deans of Students to the partnership team, which will be led by the Director of Student Health and Safety and include at least one member from our partner organizations. A mental health professional from DePelchin will participate in our cluster-level Deans meetings.

(2) Population-Level Desired Goals

Harmony has identified nine population-level goals for these partnerships. These goals align with and support our broader proposal for individualized learning in that they will drive our efforts to mitigate the variety of external factors that are preventing some of our students from succeeding in school. Specifically, they ensure that each student will be encouraged to take care of themselves and also foster a sense of care for those around them while working towards academic achievement.

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
6-12 students	Educational	All students will attend school regularly
6-12 students	Educational	Decreased disciplinary actions as demonstrated by decreased suspension rates and increased positive social behavior
6-12 students	Educational	Increased knowledge about substance abuse and prevention, bullying, and challenges of young parenthood
6-12 students	Educational	Increased academic achievement
6-12 students	Educational	Foster school bonding
6-12 students	Educational	Increased leadership skills
6-12 students	Educational	Students' increased awareness about own health and welfare
6-12 students	Family and community	Increased awareness in parents about substance abuse and prevention, bullying, and parenting skills
6-12 students	Family and community	Increased emotional support, and individual assistance to parents with children with disabilities

(3)(a) Tracking selected indicators that measure each result at the aggregate level

As part of our enhanced Data Systems and Dashboards initiative, we will create custom dashboards to track key measures at the individual, school, and system levels by subgroup and other relevant aggregate groupings. These dashboards will report vital information such as attendance rates; suspension rates; participation in mentorship and internship programs; participation in non-academic school activities such as college night and science festivals; physical and mental health screening measures; data from surveys measuring student knowledge and awareness levels around critical topics such as bullying, cyber-bullying, substance use and prevention, health and welfare, the challenges of young parenthood, and available school and community supports, and data from surveys measuring parent/guardian knowledge and awareness in many of the same as well as understanding of positive parenting skills; and referrals

to partner programs. We will work with our partner organizations to identify the best surveys for our purposes and we will implement them system wide. These indicators will be tracked at both the individual student and aggregate levels in the following manner:

Result	**Indicator**	**Tracking Methodology**
All students will attend school regularly.	Attendance measured through Harmony Performance Management Database (HPMD) and reported to TEA periodically (every 6 weeks)	Tracked by 6 week Foundation School Payment (FSP) reports sent to TEA. Assistant Principals-Operations at schools track this.
Decreased disciplinary actions as demonstrated by decreased suspension rates and increased positive social behavior.	Discipline incidents measured through Harmony Performance Management Database (HPMD) and reported to TEA periodically (annually through Summer PEIMS submission); PEIMS-Public Education Information Management System	Tracked by annual summer PEIMS reports sent to TEA. Dean of Students at schools track this at the individual level on a biweekly basis.
Increased knowledge about substance abuse and prevention, bullying, and challenges of young parenthood.	Survey questionnaire	Tracked by annual surveys.
Increased academic achievement.	State achievement test scores	Tracked by annual AEIS reports by TEA.
Foster school bonding.	Participation in school activities that occur beyond school hours (science festivals, college nights, etc.)	Tracked by participation logs.
Increased leadership skills.	Participation in mentorship and internships at businesses and community service	Tracked by participation logs.
Children's increased awareness about own health and welfare.	Survey questionnaire	Tracked by annual surveys.
Increased awareness in parents about substance abuse and prevention, bullying, and parenting skills.	Survey questionnaire	Tracked by annual surveys.
Increased emotional support, and individual assistance to parents with children with disabilities.	Survey questionnaire	Tracked by annual surveys.

(3)(b) Use these data to target resources to improve results for participating students, with special emphasis on students facing significant challenges

Our partnership team will monitor some results on a biweekly basis (attendance and behavior) and others as frequently as the measure is updated. School and cluster level team members will be responsible for sharing this data with their respective school and cluster leadership teams and ensuring appropriate action is taken. They will report to the Director of Student Health and Safety biweekly and meet as a team monthly to ensure implementation is meeting the needs of our students and identify where we are having the most impact and where we need to add resources and/or make changes. Students identified on the dashboard as off track will be flagged to receive support from the appropriate instructional team member at their specific school on a regular basis, with the partnerships team keeping an overall view of what support students are receiving and timeliness of delivery. Cluster superintendents will ensure programmatic and strategic coherence between schools, clusters, and the central office.

(3)(c) Develop a strategy to scale the model beyond the participating students

Our strategy for scaling our partnership model beyond the participating students is to study our results, make necessary adjustments, and assess what additional and/or different needs exist at the elementary school level. Many of the organizations in this partnership support the social-emotional and behavioral needs of younger children and their families. This continuity will provide a strong foundation for rolling out this partnership in our elementary schools. For elementary school level needs not addressed by our current partner organizations, we will identify and vet organizations that provide these supports. In particular, we will assess these potential partners' records of success at working with elementary schools and their willingness to train our educators. We will archive trainings and share lessons learned on our website.

(3)(d) Improve results over time

The partnership team will monitor indicators on the dashboard and the Deans will conduct regular case studies aimed at distilling promising practices as a part of Harmony's approach to continuous improvement. Cluster teams will monitor progress of each school on a biweekly basis and make mid-course corrections as needed. Specifically, the cluster level teams

will track operation and efficacy of the system by measuring the percent of students who are actively receiving services and assessing improvement in student academic and behavioral outcomes. The Director of Student Health and Safety will conduct an annual assessment of progress toward goals and work with the partnership team to determine adjustments to the system. As one measure of overall progress, we will conduct an annual survey on school climate such as the National School Climate Center Comprehensive School Climate Inventory. School principals will be responsible for administering the survey and, along with the Director of Student Health and Safety and the partnership team, evaluating the results and determining adjustments based on results.

(4) How the partnership will integrate education and other services

Harmony's Director of Student Health and Safety in cooperation with the principals, Deans of Students, and Deans of Discipline at our schools, will oversee the partnership and ensure that services are integrated into the schools and that we are building staff capacity to provide social-emotional support to all students. The partnership team (Director of Student Health and Safety with cluster superintendents, Deans of Students, and Deans of Discipline) has layers of support at the school, cluster, and central office. School level members will be responsible for working with their School Leadership Teams to ensure that partnership resources are integrated effectively into the school and serving the broader personalized learning initiatives. SLTs will monitor implementation and ensure appropriate policies and practices are in place to enable teachers to support a positive culture for all students, including providing educators with training and web-based resources that help them understand how the social-emotional supports are useful for specific student needs.

(5) How the partnership and Harmony Public Schools will build staff capacity by providing them with tools to --

(5)(a) Assess the needs and assets of participating students

Drawing on the expertise of our partners, we will conduct an annual survey of middle and high school students to determine the scope of social, emotional, and behavioral services to be provided. The survey will measure wellbeing and safety of students at home and at school. The results of the survey along with indicators such as tardiness, attendance, and suspensions will be used to determine a composite score of student wellbeing. Students whose scores are below

desired levels will be flagged and the partnership team will follow up appropriately with supports or referrals. We are currently in discussion with our partners to determine the best possible survey tools for our purposes.

(5)(b) Identify and inventory the needs and assets of the school and community

Currently our teachers and administrators are trained in identifying early warning signs in high-risk student behavior. We have a discipline points program that supports teachers in identifying problems at home or at school. Every school has a lockbox at the front office where students can submit information anonymously about themselves or another student. Deans of Students meet regularly in cluster-level teams, organized as professional learning communities, to discuss best practices around various incidents that arise, what works, and what doesn't. Each time they meet, they take a specific incident and use it as a case study.

We are currently in the process of researching surveys to use as needs assessment on school climate. We will survey students, staff, and parents. We are currently exploring a number of surveys that have already been vetted by American Institutes for Research, such as Perceived School Experiences Scale (for students), Pride Teaching Environment Survey (for teachers), and National School Climate Center Comprehensive School Climate Inventory (students, staff, parents, community members). We will draw on our partners' expertise to help us identify a survey that is most appropriate for our needs.

(5)(c) Create decision-making process and infrastructure

Our partnership team will assess the efficacy of our current decision-making process and infrastructure for providing high-quality interventions for our students related to social-emotional support. While our current structure and processes follow the model we have used successfully at Harmony, these new partnerships may require the configuration of teams to be adjusted to ensure a rigorous delivery system and integration into school programs. The team will conduct a preliminary review at the three-month mark to assess efficacy and make mid-course adjustments to processes and infrastructure.

(5)(d) Engage parents and families (decision-making about solutions and in addressing student, family, school needs)

We will engage parents and families at several levels. On a case level, parents will participate in the process of determining the best course of action for support for their child and/or family and will participate in regular meetings assessing progress and making adjustments to the plan (frequency may vary depending on the severity of student needs). We will also assess progress and seek input from parents and families in an annual survey. Site Based Decision Making Committees, which include parent membership, will participate in the annual review of the partnership. We will promote extensive outreach about programs at all family engagement opportunities, as well as by sending notices home and discussing relevant resources at parent-teacher conferences. Special education teachers and cluster coordinators will reach out to parents of students with disabilities through all existing channels about the resources provided through PRN.

(5)(e) Routinely assess progress

The partnership team will draw on the expertise of partner organizations to support SLTs and cluster superintendents in using the data available via the new dashboards to regularly assess progress towards the nine goals established as targets for our partnership efforts. We will monitor the academic and behavioral data of all students who are referred for specific services through these partnerships to gauge impact of the programs on student learning and engagement on a monthly basis. We will disseminate annual evidence about the progress of our partnership to the stakeholder community via our website and regular reporting that has been discussed in section (E) of our proposal.

(6) Annual performance measures for proposed population-level and desired results for students

Based on the desired goals outlined above as the outcomes of these partnerships, the table below illustrates the annual performance measures that Harmony will track to understand our progress towards our articulated goals around providing social-emotional support to all students.

Competitive Preference Priority: Performance Measures: Tables with our baseline data and targets for attendance and discipline, the two measures we are currently tracking, are included in the E Tables section as the social-emotional measures we are tracking for for continuous improvement.

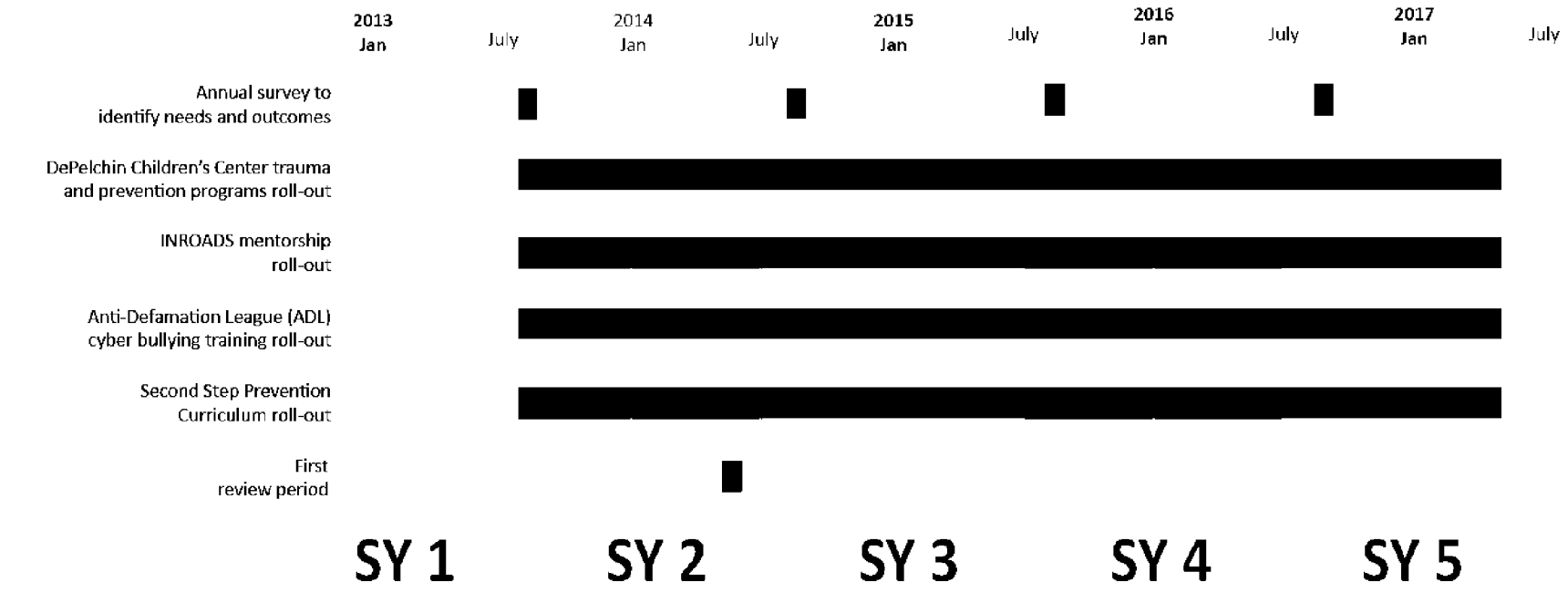
Result	Annual performance goals
All students will attend school regularly.	Daily attendance rate >97% across all campuses as measured by HPMD. No student will have attendance <93% as measured by HPMD.
Decreased disciplinary actions as demonstrated by decreased suspension rates and increased positive social behavior.	Suspension rates will decrease 5% in each year of the grant period.
Increased knowledge about substance abuse and prevention, bullying, and challenges of young parenthood.	Every middle and high school student will attend at least one event or program every year that addresses the social, emotional, and behavioral wellbeing of children. Every middle school student will have access to Second Step Prevention Curriculum from grades 6 to 8 in character education classes for one class period a week. The percentage of students who increased their knowledge about substance abuse and prevention, bullying, and challenges of young parenthood will increase 30% in each of the grant year.
Increased academic achievement.	State achievement scores of student will increase 3% each year.
Foster school bonding.	Percentage of students who participate in beyond school hours school activities will increase 10% in each of the grant year.
Increased leadership skills.	Juniors and seniors from traditionally underrepresented groups will place an application at INROADS for mentorship and internship at the following percentages: • 20% of juniors and seniors combined will apply by the end Year 1 • 40% of juniors and seniors combined will apply by the end Year 2 • 50% of juniors and seniors combined will apply by the end Year 3 • 60% of juniors and seniors combined will apply by the end Year 4 Percentage of high school students who commit 25 or more hours annually to community service will increase 30% in each of the grant year.
Children's increased awareness about own health and welfare.	The percentage of students who increased their knowledge about own health and welfare will increase 30% in each of the grant year.
Increased awareness in parents about substance abuse and prevention, bullying, and parenting	The percentage of parents who attend trainings about awareness in parents about substance abuse and prevention, bullying, and parenting skills will increase 15% in each of the grant year.

skills.	
Increased emotional support, and individual assistance to parents with children with disabilities.	Schools will reach out to families of children with disabilities who need support in emotional and behavioral issues and provide information to families about Partners Resource Network. Schools will reach out to 100% of families of children with disabilities in each year of the grant to create awareness about Partners Resource Network.

Summary Parties Responsible: Social-Emotional Learning

Activities	**Responsible Parties**
Annual survey to identify needs and mesure outcomes	Director of Student Health and Safety, Principals
DePelchin Children's Center trauma and prevention programs roll-out	Director of Student Health and Safety, Principals
INROADS mentorship roll-out	Principals, High School Counselors
Partners Resource Network special ed training roll-out	Special Programs Director, Cluster Special Ed Coordinators, Campus Special Ed coordinators
Anti-Defamation League (ADL) cyberbullying training roll-out	Director of Student Health and Safety, Principals
Second Step Prevention Curriculum roll-out	Principals
First review period	Project Director, Superintendent

Summary Timeline: Social-Emotional Learning



(A)(2) Applicant's Approach to Implementation

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for consortium applicants)*	**Participating School**	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Harmony Science Academy-Austin	Harmony Science Academy-Austin	6-8	7	144	144	129	1,500	377	38%	90%	10%
Harmony Science Academy-Austin	Harmony School of Excellence-Austin	6-11	18	352	352	255	1,500	384	92%	72%	23%
Harmony Science Academy-Austin	Harmony School of Political Science and Communication	6-9	15	208	208	59	1,500	1,203	17%	28%	14%
Harmony Science Academy-Austin	Harmony School of Science-Austin	6-8	8	198	198	106	1,500	589	34%	54%	13%
Harmony Science Academy-Austin	Harmony Science Academy-North Austin	7-12	30	598	598	311	1,500	923	65%	52%	40%
Harmony Science Academy-Waco	Harmony School of Innovation-Dallas	6-11	16	342	342	150	1,951	922	37%	44%	18%
Harmony Science Academy-Waco	Harmony Science Academy-Dallas	6-12	35	775	775	652	1,951	881	88%	84%	40%
Harmony Science Academy-Waco	Harmony School of Business-Dallas	6-8	6	92	92	43	1,951	650	14%	47%	5%
Harmony Science Academy-Waco	Harmony Science Academy-Garland	6-10	16	366	366	216	1,951	542	68%	59%	19%
Harmony Science Academy-Waco	Harmony Science Academy-Waco	6-12	18	376	376	253	1,951	713	53%	67%	19%
Harmony Science Academy-El Paso	Harmony Science Academy-El Paso	6-12	25	556	556	389	891	554	100%	70%	62%
Harmony Science Academy-El Paso	Harmony School of Innovation-El Paso	6-11	16	335	335	214	891	399	84%	64%	38%
Harmony Science Academy-Fort Worth	Harmony Science Academy-Euless	6-11	19	441	441	220	1,535	513	86%	50%	29%
Harmony Science Academy-Fort Worth	Harmony School of Innovation-Fort Worth	6-12	21	424	424	170	1,535	734	58%	40%	28%
Harmony Science Academy-Fort Worth	Harmony Science Academy-Grand Prairie	6-12	14	255	255	151	1,535	530	48%	59%	17%
Harmony Science Academy-Fort Worth	Harmony School of Nature and Athletics	6-10	18	415	415	195	1,535	604	69%	47%	27%
Harmony School of Excellence	Harmony Science Academy-Bryan/College Station	6-12	11	188	188	132	1,743	395	48%	70%	11%
Harmony School of Excellence	Harmony School of Advancement-High	9-12	25	535	535	261	1,743	535	100%	49%	31%
Harmony School of Excellence	Harmony School of Discovery	6-10	14	250	250	110	1,743	735	34%	44%	14%

			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for consortium applicants)*	**Participating School**	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Harmony School of Excellence	Harmony School of Excellence-Endeavor	6-8	7	182	182	148	1,743	681	27%	81%	10%
Harmony School of Excellence	Harmony School of Excellence-Houston	6-8	11	337	337	73	1,743	1,068	32%	22%	19%
Harmony School of Excellence	Harmony Science Academy-Houston NW	6-8	8	251	251	122	1,743	667	38%	49%	14%
Harmony Science Academy	Harmony Science Academy-Beaumont	6-12	13	248	248	116	995	542	46%	47%	25%
Harmony Science Academy	Harmony School of Fine Arts and Technology	6-9	10	267	267	149	995	647	41%	56%	27%
Harmony Science Academy	Harmony Science Academy-Houston	6-8	8	157	157	135	995	689	23%	86%	16%
Harmony Science Academy	Harmony School of Ingenuity	6-11	18	323	323	226	995	352	92%	70%	32%
Harmony Science Academy	Harmony Science Academy-Houston High	8-12	33	638	638	436	1,847	679	94%	68%	35%
Harmony Science Academy	Harmony School of Innovation-Houston	6-7	8	211	211	152	1,847	537	39%	72%	11%
Harmony School of Science-Houston	Harmony School of Science-Houston High	6-10	32	787	787	400	1,847	785	100%	51%	43%
Harmony Science Academy-El Paso	Harmony Science Academy-West Houston	6-9	10	211	211	89	1,847	762	28%	42%	11%
Harmony Science Academy-Lubbock	Harmony Science Academy-Lubbock	6-12	11	216	216	171	316	642	34%	79%	68%
Harmony Science Academy-Lubbock	Harmony Science Academy-Odessa	6-9	7	100	100	53	316	533	19%	53%	32%
Harmony Science Academy-Brownsville	Harmony Science Academy-Brownsville	6-12	12	258	258	210	1,442	775	33%	81%	18%
Harmony Science Academy-San Antonio	Harmony Science Academy-Laredo	6-12	20	487	487	339	1,442	724	67%	70%	34%
Harmony Science Academy-San Antonio	Harmony Science Academy-San Antonio	6-12	24	518	518	294	1,442	791	65%	57%	36%
Harmony Science Academy-San Antonio	Harmony School of Innovation-San Antonio	6-8	8	179	179	119	1,442	710	25%	66%	12%
TOTAL			**572**	**12,220**	**12,220**	**7,248**	**53,403**	**23,767**	**51%**	**59%**	**23%**

(A)(4) LEA-wide goals for improved student outcomes

LEA:	HARMONY SCIENCE ACADEMY - SAN ANTONIO	15828

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:
3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)
Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels
*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	83%	84%	85%	87%	89%	91%	92%
	African American	75%	77%	79%	83%	87%	91%	92%
	Hispanic	83%	84%	86%	89%	92%	93%	94%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	87%	89%	91%	93%	95%	96%
	White	89%	90%	91%	93%	95%	96%	97%
	LEP	100%	100%	100%	100%	100%	100%	100%
	Econ. Dis.	80%	81%	83%	86%	89%	92%	93%
	Special Ed.	N/A	77%	80%	84%	88%	92%	93%
Grade 3 Math	OVERALL	64%	68%	73%	82%	89%	91%	93%
	African American	50%	59%	65%	80%	90%	92%	93%
	Hispanic	67%	70%	73%	79%	85%	91%	92%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	78%	80%	84%	88%	92%	93%
	White	78%	79%	81%	84%	87%	90%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	80%	81%	83%	86%	89%	91%	92%
	Econ. Dis.	60%	66%	70%	79%	88%	92%	93%
	Special Ed.	N/A	76%	80%	84%	88%	92%	93%
Grade 4 Reading	OVERALL	78%	80%	83%	87%	90%	92%	93%
	African American	62%	67%	71%	79%	86%	92%	93%
	Hispanic	80%	82%	83%	86%	89%	91%	92%
	American Indian	N/A	77%	80%	84%	88%	92%	93%
	Asian	N/A	77%	80%	84%	88%	92%	93%
	White	82%	83%	85%	89%	90%	92%	93%
	LEP	N/A	77%	80%	84%	88%	92%	93%
	Econ. Dis.	80%	82%	83%	86%	89%	92%	93%
	Special Ed.	N/A	78%	80%	84%	88%	92%	93%
Grade 4 Math	OVERALL	76%	80%	83%	85%	88%	91%	92%
	African American	69%	72%	77%	84%	88%	91%	92%
	Hispanic	78%	80%	82%	86%	89%	91%	92%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	78%	80%	84%	88%	92%	93%
	White	82%	83%	85%	87%	90%	92%	94%
	LEP	N/A	78%	80%	84%	88%	92%	93%
	Econ. Dis.	76%	80%	84%	87%	89%	91%	92%
	Special Ed.	N/A	78%	80%	84%	88%	92%	93%
Grade 4 Writing	OVERALL	79%	82%	84%	87%	89%	92%	93%
	African American	79%	82%	84%	87%	89%	91%	92%
	Hispanic	78%	81%	84%	87%	89%	91%	92%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	78%	80%	84%	88%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	82%	83%	85%	88%	90%	92%	94%
	LEP	N/A	77%	80%	84%	88%	92%	93%
	Econ. Dis.	83%	84%	85%	88%	90%	92%	94%
	Special Ed.	N/A	78%	80%	84%	88%	92%	93%
Grade 5 Reading	OVERALL	89%	89%	89%	90%	91%	92%	93%
	African American	67%	71%	76%	84%	88%	91%	92%
	Hispanic	88%	89%	89%	90%	91%	92%	93%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	78%	80%	84%	88%	92%	93%
	White	94%	94%	94%	94%	95%	95%	96%
	LEP	N/A	78%	80%	84%	88%	92%	93%
	Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
	Special Ed.	N/A	78%	80%	84%	88%	92%	93%
Grade 5 Math	OVERALL	77%	79%	81%	84%	87%	90%	92%
	African American	50%	60%	69%	75%	84%	90%	91%
	Hispanic	75%	78%	81%	84%	87%	90%	92%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	78%	80%	84%	88%	92%	93%
	White	89%	90%	90%	91%	92%	93%	94%
	LEP	N/A	78%	80%	84%	88%	92%	93%
	Econ. Dis.	74%	78%	81%	84%	87%	90%	92%
	Special Ed.	N/A	77%	80%	84%	88%	92%	93%
	OVERALL	67%	70%	74%	81%	86%	90%	92%
	African American	50%	60%	69%	76%	84%	90%	91%
	Hispanic	65%	69%	73%	81%	85%	88%	91%
	American Indian	N/A	78%	80%	84%	88%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	N/A	78%	80%	84%	88%	92%	93%
	White	76%	78%	80%	84%	87%	90%	92%
	LEP	N/A	78%	80%	84%	88%	92%	93%
	Econ. Dis.	64%	68%	72%	81%	85%	88%	91%
	Special Ed.	N/A	78%	80%	84%	88%	92%	93%
Grade 6 Reading	OVERALL	93%	93%	93%	94%	95%	96%	96%
	African American	90%	91%	91%	92%	93%	94%	95%
	Hispanic	93%	93%	93%	94%	94%	95%	96%
	American Indian	N/A	88%	90%	92%	94%	96%	98%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	94%	94%	94%	94%	95%	96%	97%
	LEP	N/A	89%	90%	92%	94%	96%	98%
	Econ. Dis.	93%	93%	93%	94%	95%	96%	96%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 6 Math	OVERALL	69%	73%	76%	82%	86%	90%	91%
	African American	70%	68%	79%	84%	87%	90%	92%
	Hispanic	63%	67%	71%	81%	86%	90%	91%
	American Indian	N/A	77%	80%	84%	88%	92%	93%
	Asian	86%	87%	88%	90%	92%	93%	94%
	White	88%	89%	90%	91%	92%	93%	94%
	LEP	N/A	79%	80%	84%	88%	92%	93%
	Econ. Dis.	66%	69%	72%	82%	87%	90%	91%
	Special Ed.	80%	82%	84%	86%	88%	90%	91%
	OVERALL	95%	95%	95%	95%	96%	96%	97%
	African American	90%	90%	90%	91%	92%	93%	94%
	Hispanic	95%	95%	95%	95%	96%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	89%	90%	92%	94%	96%	97%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	90%	90%	92%	94%	96%	97%
	Econ. Dis.	94%	94%	94%	94%	95%	95%	96%
	Special Ed.	N/A	89%	90%	92%	94%	96%	97%
Grade 7 Math	OVERALL	92%	92%	92%	93%	93%	94%	95%
	African American	80%	84%	86%	88%	90%	92%	93%
	Hispanic	93%	93%	93%	94%	94%	95%	96%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	92%	92%	92%	93%	93%	94%	95%
	LEP	N/A	79%	80%	84%	88%	92%	93%
	Econ. Dis.	92%	92%	92%	93%	93%	94%	95%
	Special Ed.	N/A	77%	80%	84%	88%	92%	93%
Grade 7 Writing	OVERALL	99%	99%	99%	99%	100%	100%	100%
	African American	91%	91%	91%	92%	93%	94%	95%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	95%	96%	97%	97%	98%	99%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	95%	96%	97%	97%	98%	99%
	Econ. Dis.	98%	98%	98%	98%	99%	99%	100%
	Special Ed.	N/A	95%	96%	97%	97%	98%	99%
	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	92%	93%	96%	98%	99%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	91%	93%	96%	98%	99%	100%
	Asian	N/A	91%	93%	96%	98%	99%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	90%	93%	96%	98%	99%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 8 Math	OVERALL	91%	91%	91%	92%	92%	93%	94%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	89%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	89%	89%	90%	91%	92%	93%
	Asian	N/A	89%	89%	90%	91%	92%	93%
	White	94%	94%	94%	95%	95%	96%	97%
	LEP	N/A	89%	89%	90%	91%	92%	93%
	Econ. Dis.	87%	87%	88%	89%	90%	91%	92%
	Special Ed.	80%	83%	86%	88%	90%	91%	92%
Grade 8 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	90%	92%	94%	96%	98%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	90%	92%	94%	96%	98%	100%
	Asian	N/A	90%	92%	94%	96%	98%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	90%	92%	94%	96%	98%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
	OVERALL	95%	95%	95%	96%	96%	97%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	N/A	92%	93%	94%	95%	96%	97%
	Hispanic	94%	94%	94%	95%	95%	97%	97%
	American Indian	N/A	92%	93%	94%	95%	96%	97%
	Asian	N/A	95%	93%	94%	95%	96%	97%
	White	94%	94%	94%	95%	95%	97%	98%
	LEP	N/A	92%	93%	94%	95%	96%	97%
	Econ. Dis.	90%	91%	92%	94%	95%	96%	97%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 9 Reading	OVERALL	98%	98%	98%	99%	99%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	97%	97%	97%	98%	98%	99%	100%
	American Indian	N/A	94%	95%	96%	96%	97%	98%
	Asian	N/A	94%	95%	96%	96%	97%	98%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	94%	95%	96%	96%	97%	98%
	Econ. Dis.	96%	96%	96%	97%	97%	98%	99%
	Special Ed.	N/A	94%	95%	96%	96%	97%	98%
Grade 9 Math	OVERALL	79%	82%	85%	87%	89%	91%	92%
	African American	N/A	78%	80%	84%	88%	92%	93%
	Hispanic	74%	77%	79%	83%	87%	90%	92%
	American Indian	N/A	78%	80%	84%	88%	92%	93%
	Asian	N/A	78%	80%	84%	88%	92%	93%
	White	90%	90%	90%	91%	91%	92%	93%
	LEP	N/A	78%	80%	84%	88%	92%	93%
	Econ. Dis.	69%	73%	78%	84%	89%	90%	92%
	Special Ed.	N/A	78%	80%	84%	88%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	93%	93%	94%	94%	95%	96%
	African American	N/A	N/A	90%	92%	94%	95%	96%
	Hispanic	N/A	93%	93%	94%	94%	95%	96%
	American Indian	N/A	N/A	90%	92%	94%	95%	96%
	Asian	N/A	N/A	90%	92%	94%	95%	96%
	White	N/A	92%	93%	94%	94%	95%	96%
	LEP	N/A	N/A	90%	92%	94%	95%	96%
	Econ. Dis.	N/A	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	N/A	90%	92%	94%	95%	96%
EOC Engligh I Writing	OVERALL	N/A	84%	87%	89%	90%	91%	92%
	African American	N/A	N/A	80%	84%	87%	90%	92%
	Hispanic	N/A	79%	83%	86%	88%	90%	91%
	American Indian	N/A	N/A	80%	84%	87%	90%	92%
	Asian	N/A	N/A	80%	84%	87%	90%	92%
	White	N/A	92%	92%	93%	93%	94%	95%
	LEP	N/A	N/A	80%	84%	87%	90%	92%
	Econ. Dis.	N/A	74%	80%	84%	87%	90%	92%
	Special Ed.	N/A	N/A	80%	84%	87%	90%	92%
EOC Algebra I	OVERALL	N/A	80%	83%	87%	89%	90%	91%
	African American	N/A	N/A	85%	87%	89%	90%	91%
	Hispanic	N/A	79%	84%	87%	89%	90%	91%
	American Indian	N/A	N/A	85%	87%	89%	90%	91%
	Asian	N/A	N/A	85%	87%	89%	90%	91%
	White	N/A	75%	80%	84%	88%	90%	91%
	LEP	N/A	N/A	85%	87%	89%	90%	91%
	Econ. Dis.	N/A	79%	84%	87%	89%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	85%	87%	89%	90%	91%
EOC Biology	OVERALL	N/A	87%	88%	89%	90%	92%	93%
	African American	N/A	N/A	87%	88%	89%	90%	91%
	Hispanic	N/A	91%	91%	92%	93%	94%	95%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	N/A	N/A	87%	88%	89%	90%	91%
	White	N/A	71%	78%	83%	87%	90%	92%
	LEP	N/A	N/A	87%	88%	89%	90%	91%
	Econ. Dis.	N/A	87%	89%	91%	92%	93%	94%
	Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
EOC World Geography	OVERALL	N/A	95%	95%	96%	96%	97%	98%
	African American	N/A	N/A	92%	93%	94%	95%	96%
	Hispanic	N/A	93%	94%	95%	96%	97%	98%
	American Indian	N/A	N/A	92%	93%	94%	95%	96%
	Asian	N/A	N/A	92%	93%	94%	95%	96%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	92%	93%	94%	95%	96%
	Econ. Dis.	N/A	91%	92%	93%	94%	96%	97%
	Special Ed.	N/A	N/A	92%	93%	94%	95%	96%
Grade 10 ELA	OVERALL	98%	91%	92%	92%	93%	94%	95%
	African American	N/A	N/A	90%	91%	92%	93%	94%
	Hispanic	100%	90%	91%	92%	93%	94%	95%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	N/A	90%	91%	92%	93%	94%
	White	92%	86%	89%	91%	92%	93%	94%
	LEP	N/A	N/A	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	100%	89%	90%	92%	93%	94%	95%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 10 Math	OVERALL	84%	82%	85%	87%	89%	90%	91%
	African American	N/A	N/A	83%	86%	88%	90%	91%
	Hispanic	80%	86%	87%	88%	89%	90%	91%
	American Indian	N/A	N/A	83%	86%	88%	90%	91%
	Asian	N/A	N/A	83%	86%	88%	90%	91%
	White	92%	71%	77%	83%	87%	90%	91%
	LEP	N/A	N/A	83%	86%	88%	90%	91%
	Econ. Dis.	77%	84%	86%	88%	89%	90%	90%
	Special Ed.	N/A	N/A	83%	86%	88%	90%	91%
Grade 10 Science	OVERALL	86%	79%	83%	87%	89%	90%	91%
	African American	N/A	N/A	80%	84%	87%	90%	91%
	Hispanic	76%	81%	84%	87%	89%	91%	92%
	American Indian	N/A	N/A	80%	84%	87%	90%	91%
	Asian	N/A	N/A	80%	84%	87%	90%	91%
	White	100%	71%	79%	84%	87%	90%	92%
	LEP	N/A	N/A	80%	84%	87%	90%	91%
	Econ. Dis.	82%	79%	83%	87%	90%	92%	93%
	Special Ed.	N/A	N/A	80%	84%	87%	90%	91%
Grade 10 Social Studies	OVERALL	100%	94%	95%	96%	97%	99%	100%
	African American	N/A	N/A	90%	92%	95%	97%	100%
	Hispanic	100%	90%	92%	94%	96%	98%	100%
	American Indian	N/A	N/A	90%	92%	95%	97%	100%
	Asian	N/A	N/A	90%	92%	95%	97%	100%
	White	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	93%	95%	96%	98%	99%
	Econ. Dis.	100%	89%	91%	93%	95%	97%	100%
	Special Ed.	N/A	N/A	90%	92%	95%	97%	100%
Grade 11 ELA	OVERALL	100%	97%	98%	99%	99%	100%	100%
	African American	N/A	N/A	91%	93%	95%	97%	99%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	91%	93%	95%	97%	99%
	Asian	N/A	N/A	91%	93%	95%	97%	99%
	White	100%	89%	91%	93%	95%	97%	99%
	LEP	N/A	N/A	91%	93%	95%	97%	99%
	Econ. Dis.	100%	95%	96%	97%	98%	99%	100%
	Special Ed.	N/A	N/A	91%	93%	95%	97%	99%
Grade 11 Math	OVERALL	86%	93%	93%	94%	95%	96%	97%
	African American	N/A	N/A	90%	92%	94%	95%	96%
	Hispanic	79%	95%	96%	97%	98%	99%	100%
	American Indian	N/A	N/A	90%	92%	94%	95%	96%
	Asian	N/A	N/A	90%	92%	94%	95%	96%
	White	100%	89%	92%	94%	95%	96%	97%
	LEP	N/A	N/A	90%	92%	94%	95%	96%
	Econ. Dis.	80%	89%	92%	93%	94%	95%	96%
	Special Ed.	N/A	N/A	90%	92%	94%	95%	96%
Grade 11 Science	OVERALL	95%	97%	97%	98%	99%	100%	100%
	African American	N/A	N/A	90%	93%	96%	98%	99%
	Hispanic	93%	95%	95%	96%	97%	98%	99%
	American Indian	N/A	N/A	90%	93%	96%	98%	99%
	Asian	N/A	N/A	90%	93%	96%	98%	99%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	100%	89%	91%	93%	96%	99%	100%
	LEP	N/A	N/A	90%	93%	96%	98%	99%
	Econ. Dis.	90%	89%	91%	93%	96%	99%	100%
	Special Ed.	N/A	N/A	90%	93%	96%	98%	99%
Grade 11 Social Studies	OVERALL	100%	97%	98%	99%	100%	100%	100%
	African American	N/A	N/A	92%	94%	96%	98%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	92%	94%	96%	98%	100%
	Asian	N/A	N/A	92%	94%	96%	98%	100%
	White	100%	89%	92%	94%	96%	99%	100%
	LEP	N/A	N/A	92%	94%	96%	98%	100%
	Econ. Dis.	100%	94%	95%	96%	97%	99%	100%
	Special Ed.	N/A	N/A	92%	94%	96%	98%	100%

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(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:

3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)

Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	84%	86%	88%	89%	90%	91%	92%
	African American	N/A	80%	83%	85%	88%	91%	92%
	Hispanic	81%	83%	85%	87%	89%	91%	92%
	American Indian	N/A	80%	83%	85%	88%	91%	92%
	Asian	N/A	80%	83%	85%	88%	91%	92%
	White	N/A	80%	83%	85%	88%	91%	92%
	LEP	N/A	80%	83%	85%	88%	91%	92%
	Econ. Dis.	78%	81%	84%	87%	88%	90%	91%
	Special Ed.	N/A	80%	83%	85%	88%	91%	92%
Grade 3 Math	OVERALL	76%	79%	82%	85%	88%	90%	91%
	African American	N/A	80%	82%	85%	88%	90%	91%
	Hispanic	71%	78%	82%	86%	88%	90%	91%
	American Indian	N/A	80%	82%	85%	88%	90%	91%
	Asian	N/A	80%	82%	85%	88%	90%	91%
	White	N/A	80%	82%	85%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	80%	82%	85%	88%	90%	91%
	Econ. Dis.	72%	78%	82%	86%	88%	90%	91%
	Special Ed.	N/A	80%	82%	85%	88%	90%	91%
Grade 4 Reading	OVERALL	78%	81%	84%	87%	89%	90%	91%
	African American	N/A	79%	82%	85%	88%	90%	91%
	Hispanic	75%	79%	83%	87%	89%	90%	91%
	American Indian	N/A	79%	82%	85%	88%	90%	91%
	Asian	N/A	79%	82%	85%	88%	90%	91%
	White	N/A	79%	82%	85%	88%	90%	91%
	LEP	N/A	79%	82%	85%	88%	90%	91%
	Econ. Dis.	72%	77%	82%	86%	88%	90%	91%
	Special Ed.	N/A	79%	82%	85%	88%	90%	91%
Grade 4 Math	OVERALL	76%	79%	82%	85%	88%	90%	91%
	African American	N/A	79%	82%	85%	88%	90%	91%
	Hispanic	73%	77%	81%	84%	87%	90%	91%
	American Indian	N/A	79%	82%	85%	88%	90%	91%
	Asian	N/A	79%	82%	85%	88%	90%	91%
	White	N/A	79%	82%	85%	88%	90%	91%
	LEP	N/A	79%	82%	85%	88%	90%	91%
	Econ. Dis.	72%	76%	81%	84%	87%	90%	91%
	Special Ed.	N/A	79%	82%	85%	88%	90%	91%
Grade 4 Writing	OVERALL	80%	82%	84%	86%	88%	90%	92%
	African American	N/A	82%	84%	86%	88%	90%	92%
	Hispanic	80%	82%	84%	86%	88%	90%	92%
	American Indian	N/A	82%	84%	86%	88%	90%	92%
	Asian	N/A	82%	84%	86%	88%	90%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	82%	84%	86%	88%	90%	92%
	LEP	N/A	82%	84%	86%	88%	90%	92%
	Econ. Dis.	81%	82%	84%	86%	88%	90%	92%
	Special Ed.	N/A	82%	84%	86%	88%	90%	92%
Grade 5 Reading	OVERALL	82%	84%	86%	88%	90%	91%	92%
	African American	N/A	82%	84%	86%	88%	90%	92%
	Hispanic	80%	83%	86%	88%	90%	91%	92%
	American Indian	N/A	82%	84%	86%	88%	90%	92%
	Asian	N/A	82%	84%	86%	88%	90%	92%
	White	N/A	82%	84%	86%	88%	90%	92%
	LEP	N/A	82%	84%	86%	88%	90%	92%
	Econ. Dis.	83%	84%	86%	88%	90%	91%	92%
	Special Ed.	N/A	82%	84%	86%	88%	90%	92%
Grade 5 Math	OVERALL	82%	84%	86%	88%	90%	91%	92%
	African American	N/A	83%	85%	87%	89%	91%	92%
	Hispanic	80%	83%	85%	87%	89%	91%	92%
	American Indian	N/A	83%	85%	87%	89%	91%	92%
	Asian	N/A	83%	85%	87%	89%	91%	92%
	White	N/A	83%	85%	87%	89%	91%	92%
	LEP	N/A	83%	85%	87%	89%	91%	92%
	Econ. Dis.	80%	83%	85%	87%	89%	91%	92%
	Special Ed.	N/A	83%	85%	87%	89%	91%	92%
	OVERALL	78%	81%	84%	87%	89%	90%	91%
	African American	N/A	80%	83%	87%	89%	90%	91%
	Hispanic	76%	80%	83%	86%	88%	90%	91%
	American Indian	N/A	80%	83%	87%	89%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	N/A	80%	83%	87%	89%	90%	91%
	White	N/A	80%	83%	87%	89%	90%	91%
	LEP	N/A	80%	83%	87%	89%	90%	91%
	Econ. Dis.	75%	79%	83%	86%	88%	90%	91%
	Special Ed.	N/A	80%	83%	87%	89%	90%	91%
Grade 6 Reading	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	N/A	90%	91%	92%	93%	94%	95%
	Hispanic	90%	91%	92%	93%	94%	95%	95%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	N/A	90%	91%	92%	93%	94%	95%
	White	86%	87%	88%	89%	90%	91%	92%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	91%	92%	92%	93%	93%	94%	95%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 6 Math	OVERALL	77%	80%	83%	86%	88%	90%	91%
	African American	N/A	79%	82%	85%	88%	90%	91%
	Hispanic	74%	78%	82%	85%	88%	90%	91%
	American Indian	N/A	79%	82%	85%	88%	90%	91%
	Asian	N/A	79%	82%	85%	88%	90%	91%
	White	86%	87%	88%	89%	90%	91%	92%
	LEP	N/A	79%	82%	85%	88%	90%	91%
	Econ. Dis.	72%	76%	81%	84%	87%	90%	91%
	Special Ed.	N/A	79%	82%	85%	88%	90%	91%
	OVERALL	93%	93%	94%	94%	95%	95%	96%
	African American	N/A	92%	93%	93%	94%	95%	96%
	Hispanic	94%	94%	94%	95%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	92%	93%	93%	94%	95%	96%
	Asian	N/A	92%	93%	93%	94%	95%	96%
	White	N/A	92%	93%	93%	94%	95%	96%
	LEP	N/A	92%	93%	93%	94%	95%	96%
	Econ. Dis.	93%	93%	94%	94%	95%	95%	96%
	Special Ed.	N/A	92%	93%	93%	94%	95%	96%
Grade 7 Math	OVERALL	92%	93%	93%	94%	94%	95%	96%
	African American	N/A	90%	91%	92%	93%	94%	95%
	Hispanic	92%	93%	93%	94%	94%	95%	96%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	N/A	90%	91%	92%	93%	94%	95%
	White	N/A	90%	91%	92%	93%	94%	95%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	91%	92%	93%	94%	94%	95%	96%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 7 Writing	OVERALL	97%	97%	97%	98%	98%	99%	100%
	African American	N/A	96%	97%	98%	99%	99%	100%
	Hispanic	96%	97%	97%	98%	98%	99%	100%
	American Indian	N/A	96%	97%	98%	99%	99%	100%
	Asian	N/A	96%	97%	98%	99%	99%	100%
	White	N/A	96%	97%	98%	99%	99%	100%
	LEP	N/A	96%	97%	98%	99%	99%	100%
	Econ. Dis.	98%	98%	98%	98%	98%	99%	100%
	Special Ed.	N/A	96%	97%	98%	99%	99%	100%
	OVERALL	98%	98%	98%	99%	99%	100%	100%
	African American	N/A	96%	97%	98%	99%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	98%	98%	98%	99%	99%	100%	100%
	American Indian	N/A	96%	97%	98%	99%	100%	100%
	Asian	N/A	96%	97%	98%	99%	100%	100%
	White	N/A	96%	97%	98%	99%	100%	100%
	LEP	N/A	96%	97%	98%	99%	100%	100%
	Econ. Dis.	96%	97%	98%	99%	99%	100%	100%
	Special Ed.	N/A	96%	97%	98%	99%	100%	100%
Grade 8 Math	OVERALL	94%	94%	94%	95%	95%	96%	97%
	African American	N/A	93%	94%	95%	95%	96%	97%
	Hispanic	93%	94%	94%	95%	95%	96%	97%
	American Indian	N/A	93%	94%	95%	95%	96%	97%
	Asian	N/A	93%	94%	95%	95%	96%	97%
	White	N/A	93%	94%	95%	95%	96%	97%
	LEP	N/A	93%	94%	95%	95%	96%	97%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	N/A	93%	94%	95%	95%	96%	97%
Grade 8 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	99%	99%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	99%	99%	100%	100%	100%	100%
	Asian	N/A	99%	99%	100%	100%	100%	100%
	White	N/A	99%	99%	100%	100%	100%	100%
	LEP	N/A	99%	99%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	99%	99%	100%	100%	100%	100%
	OVERALL	72%	76%	80%	84%	87%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	N/A	70%	77%	82%	86%	90%	91%
	Hispanic	68%	74%	78%	83%	87%	90%	91%
	American Indian	N/A	70%	77%	82%	86%	90%	91%
	Asian	N/A	70%	77%	82%	86%	90%	91%
	White	N/A	70%	77%	82%	86%	90%	91%
	LEP	N/A	70%	77%	82%	86%	90%	91%
	Econ. Dis.	64%	72%	76%	82%	87%	90%	91%
	Special Ed.	N/A	70%	77%	82%	86%	90%	91%
Grade 9 Reading	OVERALL	92%	92%	93%	93%	94%	95%	96%
	African American	N/A	91%	92%	93%	94%	95%	96%
	Hispanic	92%	92%	93%	93%	94%	95%	96%
	American Indian	N/A	91%	92%	93%	94%	95%	96%
	Asian	N/A	91%	92%	93%	94%	95%	96%
	White	N/A	91%	92%	93%	94%	95%	96%
	LEP	N/A	91%	92%	93%	94%	95%	96%
	Econ. Dis.	91%	92%	93%	93%	94%	95%	96%
	Special Ed.	N/A	91%	92%	93%	94%	95%	96%
Grade 9 Math	OVERALL	85%	87%	88%	89%	90%	91%	92%
	African American	N/A	86%	87%	89%	90%	91%	92%
	Hispanic	83%	85%	87%	89%	90%	91%	92%
	American Indian	N/A	86%	87%	89%	90%	91%	92%
	Asian	N/A	86%	87%	89%	90%	91%	92%
	White	N/A	86%	87%	89%	90%	91%	92%
	LEP	N/A	86%	87%	89%	90%	91%	92%
	Econ. Dis.	91%	91%	91%	92%	92%	93%	94%
	Special Ed.	N/A	86%	87%	89%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	64%	74%	82%	87%	90%	91%
	African American	N/A	N/A	76%	83%	88%	90%	91%
	Hispanic	N/A	61%	72%	81%	87%	90%	91%
	American Indian	N/A	N/A	76%	83%	88%	90%	91%
	Asian	N/A	N/A	76%	83%	88%	90%	91%
	White	N/A	N/A	76%	83%	88%	90%	91%
	LEP	N/A	N/A	76%	83%	88%	90%	91%
	Econ. Dis.	N/A	57%	67%	77%	85%	90%	91%
	Special Ed.	N/A	N/A	76%	83%	88%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	52%	62%	72%	82%	90%	91%
	African American	N/A	N/A	60%	72%	82%	90%	91%
	Hispanic	N/A	46%	60%	74%	84%	90%	91%
	American Indian	N/A	N/A	60%	72%	82%	90%	91%
	Asian	N/A	N/A	60%	72%	82%	90%	91%
	White	N/A	N/A	60%	72%	82%	90%	91%
	LEP	N/A	N/A	60%	72%	82%	90%	91%
	Econ. Dis.	N/A	39%	54%	69%	83%	90%	91%
	Special Ed.	N/A	N/A	60%	72%	82%	90%	91%
EOC Algebra I	OVERALL	N/A	88%	88%	89%	90%	91%	92%
	African American	N/A	N/A	88%	89%	90%	91%	92%
	Hispanic	N/A	89%	89%	89%	90%	91%	92%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	N/A	N/A	88%	89%	90%	91%	92%
	White	N/A	N/A	88%	89%	90%	91%	92%
	LEP	N/A	N/A	88%	89%	90%	91%	92%
	Econ. Dis.	N/A	85%	87%	88%	89%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
EOC Biology	OVERALL	N/A	84%	86%	87%	89%	90%	91%
	African American	N/A	N/A	85%	86%	88%	90%	91%
	Hispanic	N/A	81%	84%	86%	89%	90%	91%
	American Indian	N/A	N/A	85%	86%	88%	90%	91%
	Asian	N/A	N/A	85%	86%	88%	90%	91%
	White	N/A	N/A	85%	86%	88%	90%	91%
	LEP	N/A	N/A	85%	86%	88%	90%	91%
	Econ. Dis.	N/A	82%	83%	85%	88%	90%	91%
	Special Ed.	N/A	N/A	85%	86%	88%	90%	91%
EOC World Geography	OVERALL	N/A	78%	81%	84%	87%	90%	91%
	African American	N/A	N/A	80%	83%	87%	90%	91%
	Hispanic	N/A	74%	79%	83%	87%	90%	91%
	American Indian	N/A	N/A	80%	83%	87%	90%	91%
	Asian	N/A	N/A	80%	83%	87%	90%	91%
	White	N/A	N/A	80%	83%	87%	90%	91%
	LEP	N/A	N/A	80%	83%	87%	90%	91%
	Econ. Dis.	N/A	77%	81%	84%	87%	90%	91%
	Special Ed.	N/A	N/A	80%	83%	87%	90%	91%
Grade 10 ELA	OVERALL	100%	85%	87%	89%	91%	93%	95%
	African American	N/A	N/A	86%	88%	90%	92%	94%
	Hispanic	100%	83%	85%	87%	89%	91%	93%
	American Indian	N/A	N/A	86%	88%	90%	92%	94%
	Asian	N/A	N/A	86%	88%	90%	92%	94%
	White	N/A	N/A	86%	88%	90%	92%	94%
	LEP	N/A	N/A	86%	88%	90%	92%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	100%	83%	85%	87%	89%	91%	93%
	Special Ed.	N/A	N/A	86%	88%	90%	92%	94%
Grade 10 Math	OVERALL	100%	92%	93%	93%	94%	95%	96%
	African American	N/A	N/A	93%	93%	94%	95%	96%
	Hispanic	100%	92%	93%	93%	94%	95%	96%
	American Indian	N/A	N/A	93%	93%	94%	95%	96%
	Asian	N/A	N/A	93%	93%	94%	95%	96%
	White	N/A	N/A	93%	93%	94%	95%	96%
	LEP	N/A	N/A	93%	93%	94%	95%	96%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	93%	93%	94%	95%	96%
Grade 10 Science	OVERALL	92%	92%	92%	93%	93%	94%	95%
	African American	N/A	N/A	92%	93%	94%	94%	95%
	Hispanic	90%	100%	96%	97%	98%	99%	100%
	American Indian	N/A	N/A	92%	93%	94%	94%	95%
	Asian	N/A	N/A	92%	93%	94%	94%	95%
	White	N/A	N/A	92%	93%	94%	94%	95%
	LEP	N/A	N/A	92%	93%	94%	94%	95%
	Econ. Dis.	100%	92%	92%	92%	93%	94%	95%
	Special Ed.	N/A	N/A	92%	93%	94%	94%	95%
Grade 10 Social Studies	OVERALL	100%	92%	94%	95%	96%	98%	99%
	African American	N/A	N/A	93%	95%	96%	98%	99%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	93%	95%	96%	98%	99%
	Asian	N/A	N/A	93%	95%	96%	98%	99%
	White	N/A	N/A	93%	95%	96%	98%	99%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	93%	95%	96%	98%	99%
	Econ. Dis.	100%	92%	94%	95%	96%	98%	99%
	Special Ed.	N/A	N/A	93%	95%	96%	98%	99%
Grade 11 ELA	OVERALL	N/A	100%	100%	100%	100%	100%	100%
	African American	N/A	N/A	97%	98%	99%	100%	100%
	Hispanic	N/A	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	N/A	97%	98%	99%	100%	100%
	White	N/A	N/A	97%	98%	99%	100%	100%
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
Grade 11 Math	OVERALL	N/A	100%	100%	100%	100%	100%	100%
	African American	N/A	N/A	97%	98%	99%	100%	100%
	Hispanic	N/A	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	N/A	97%	98%	99%	100%	100%
	White	N/A	N/A	97%	98%	99%	100%	100%
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
Grade 11 Science	OVERALL	N/A	100%	100%	100%	100%	100%	100%
	African American	N/A	N/A	97%	98%	99%	100%	100%
	Hispanic	N/A	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	N/A	97%	98%	99%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	N/A	97%	98%	99%	100%	100%
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
Grade 11 Social Studies	OVERALL	N/A	100%	100%	100%	100%	100%	100%
	African American	N/A	N/A	97%	98%	99%	100%	100%
	Hispanic	N/A	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	N/A	97%	98%	99%	100%	100%
	White	N/A	N/A	97%	98%	99%	100%	100%
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - EL PASO 71806

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:

3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)

Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	82%	84%	86%	88%	90%	91%	92%
	African American	N/A	82%	85%	87%	89%	90%	91%
	Hispanic	81%	83%	85%	87%	89%	90%	91%
	American Indian	N/A	82%	85%	87%	89%	90%	91%
	Asian	N/A	82%	85%	87%	89%	90%	91%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	69%	76%	81%	85%	88%	90%	91%
	Econ. Dis.	82%	84%	86%	88%	90%	91%	92%
	Special Ed.	N/A	82%	85%	87%	89%	90%	91%
Grade 3 Math	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	85%	86%	87%	88%	89%	90%	91%
	Econ. Dis.	85%	86%	87%	88%	89%	90%	91%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%
Grade 4 Reading	OVERALL	85%	86%	88%	89%	90%	91%	92%
	African American	67%	77%	86%	89%	90%	91%	92%
	Hispanic	83%	85%	87%	88%	89%	90%	91%
	American Indian	N/A	86%	88%	89%	90%	91%	92%
	Asian	N/A	86%	88%	89%	90%	91%	92%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	79%	83%	85%	86%	88%	90%	91%
	Econ. Dis.	82%	85%	87%	88%	89%	90%	91%
	Special Ed.	N/A	86%	88%	89%	90%	91%	92%
Grade 4 Math	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	85%	86%	87%	88%	89%	91%	92%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	86%	87%	89%	90%	91%	92%	93%
	Econ. Dis.	85%	87%	89%	90%	91%	92%	93%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%
Grade 4 Writing	OVERALL	73%	79%	84%	87%	89%	90%	91%
	African American	67%	75%	82%	86%	88%	90%	91%
	Hispanic	73%	79%	84%	87%	89%	90%	91%
	American Indian	N/A	78%	83%	86%	88%	90%	91%
	Asian	N/A	78%	83%	86%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	71%	78%	83%	87%	89%	90%	91%
	LEP	46%	56%	66%	76%	85%	90%	91%
	Econ. Dis.	68%	75%	80%	84%	88%	90%	91%
	Special Ed.	N/A	78%	83%	86%	88%	90%	91%
Grade 5 Reading	OVERALL	78%	81%	84%	87%	89%	90%	91%
	African American	N/A	81%	84%	87%	89%	90%	91%
	Hispanic	76%	79%	82%	86%	88%	90%	91%
	American Indian	N/A	81%	84%	87%	89%	90%	91%
	Asian	N/A	81%	84%	87%	89%	90%	91%
	White	93%	93%	94%	94%	95%	96%	97%
	LEP	57%	67%	75%	82%	87%	90%	91%
	Econ. Dis.	76%	80%	84%	87%	89%	90%	91%
	Special Ed.	N/A	81%	84%	87%	89%	90%	91%
Grade 5 Math	OVERALL	79%	81%	83%	85%	87%	90%	91%
	African American	N/A	80%	83%	85%	887%	90%	91%
	Hispanic	77%	80%	82%	84%	87%	90%	91%
	American Indian	N/A	80%	83%	85%	887%	90%	91%
	Asian	N/A	80%	83%	85%	887%	90%	91%
	White	87%	88%	88%	89%	90%	91%	92%
	LEP	71%	76%	80%	84%	87%	90%	91%
	Econ. Dis.	75%	77%	81%	85%	88%	90%	91%
	Special Ed.	N/A	80%	83%	85%	887%	90%	91%
	OVERALL	70%	78%	83%	86%	88%	90%	91%
	African American	N/A	78%	83%	86%	88%	90%	91%
	Hispanic	70%	78%	83%	86%	88%	90%	91%
	American Indian	N/A	78%	83%	86%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	N/A	78%	83%	86%	88%	90%	91%
	White	80%	82%	84%	86%	88%	90%	91%
	LEP	44%	54%	64%	74%	84%	90%	91%
	Econ. Dis.	66%	74%	81%	85%	88%	90%	91%
	Special Ed.	N/A	78%	83%	86%	88%	90%	91%
Grade 6 Reading	OVERALL	85%	86%	88%	89%	90%	91%	92%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	84%	85%	86%	87%	88%	89%	90%
	American Indian	N/A	85%	87%	88%	89%	90%	91%
	Asian	N/A	85%	87%	88%	89%	90%	91%
	White	86%	87%	88%	89%	90%	91%	92%
	LEP	64%	73%	80%	83%	87%	90%	91%
	Econ. Dis.	80%	82%	84%	86%	88%	90%	92%
	Special Ed.	80%	82%	84%	86%	88%	90%	92%
Grade 6 Math	OVERALL	75%	79%	83%	85%	88%	90%	91%
	African American	67%	75%	81%	85%	88%	90%	91%
	Hispanic	75%	79%	83%	85%	88%	90%	91%
	American Indian	N/A	77%	80%	83%	86%	90%	91%
	Asian	N/A	77%	80%	83%	86%	90%	91%
	White	81%	83%	85%	87%	89%	90%	91%
	LEP	36%	47%	58%	79%	79%	90%	91%
	Econ. Dis.	69%	74%	80%	84%	88%	90%	91%
	Special Ed.	40%	55%	70%	80%	87%	90%	91%
	OVERALL	84%	86%	87%	88%	90%	91%	92%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	82%	84%	86%	88%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	80%	82%	85%	88%	90%	91%
	Asian	N/A	80%	82%	85%	88%	90%	91%
	White	90%	91%	92%	93%	94%	95%	96%
	LEP	50%	60%	70%	80%	87%	90%	91%
	Econ. Dis.	81%	83%	85%	87%	89%	91%	93%
	Special Ed.	88%	89%	90%	91%	92%	93%	94%
Grade 7 Math	OVERALL	84%	86%	88%	90%	92%	93%	94%
	African American	50%	60%	70%	80%	86%	91%	92%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	85%	87%	89%	91%	93%	94%
	Asian	N/A	85%	87%	89%	91%	93%	94%
	White	70%	75%	80%	85%	89%	91%	93%
	LEP	58%	68%	78%	84%	89%	91%	93%
	Econ. Dis.	82%	84%	86%	88%	90%	92%	94%
	Special Ed.	75%	80%	83%	86%	89%	91%	92%
Grade 7 Writing	OVERALL	95%	96%	97%	98%	98%	99%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	95%	96%	97%	98%	98%	99%	100%
	American Indian	N/A	90%	92%	94%	96%	98%	100%
	Asian	N/A	90%	92%	94%	96%	98%	100%
	White	91%	92%	93%	94%	95%	96%	97%
	LEP	89%	90%	91%	92%	93%	94%	95%
	Econ. Dis.	94%	96%	97%	98%	98%	99%	100%
	Special Ed.	75%	79%	84%	89%	92%	94%	96%
	OVERALL	92%	93%	94%	95%	96%	97%	98%
	African American	80%	83%	86%	89%	92%	95%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	92%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	91%	92%	93%	94%	95%	96%
	Asian	N/A	91%	92%	93%	94%	95%	96%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	86%	87%	88%	89%	90%	92%	94%
	Econ. Dis.	91%	93%	94%	95%	96%	97%	98%
	Special Ed.	N/A	91%	92%	93%	94%	95%	96%
Grade 8 Math	OVERALL	84%	86%	88%	90%	91%	92%	93%
	African American	40%	50%	60%	70%	80%	90%	93%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	84%	86%	88%	90%	92%	93%
	Asian	N/A	84%	86%	88%	90%	92%	93%
	White	80%	84%	86%	88%	90%	92%	93%
	LEP	86%	88%	90%	91%	92%	93%	94%
	Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
	Special Ed.	N/A	84%	86%	88%	90%	92%	93%
Grade 8 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	100%	100%	100%	100%	100%	100%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	100%	100%	100%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	100%	100%	100%	100%	100%	100%
	OVERALL	82%	84%	86%	88%	90%	92%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	60%	70%	79%	86%	88%	90%	91%
	Hispanic	82%	84%	86%	88%	90%	92%	94%
	American Indian	N/A	81%	83%	85%	88%	90%	91%
	Asian	N/A	81%	83%	85%	88%	90%	91%
	White	90%	91%	92%	93%	94%	95%	96%
	LEP	63%	72%	80%	84%	87%	90%	92%
	Econ. Dis.	81%	84%	86%	88%	90%	92%	94%
	Special Ed.	N/A	81%	83%	85%	88%	90%	91%
Grade 9 Reading	OVERALL	99%	100%	100%	100%	100%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	99%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	100%	100%	100%	100%	100%	100%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	100%	100%	100%	100%	100%	100%	100%
	Econ. Dis.	99%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	100%	100%	100%	100%	100%	100%
Grade 9 Math	OVERALL	82%	84%	86%	88%	90%	92%	93%
	African American	N/A	83%	85%	87%	89%	90%	91%
	Hispanic	81%	84%	86%	88%	90%	92%	93%
	American Indian	N/A	83%	85%	87%	89%	90%	91%
	Asian	N/A	83%	85%	87%	89%	90%	91%
	White	91%	92%	92%	93%	93%	94%	94%
	LEP	50%	60%	70%	80%	86%	90%	91%
	Econ. Dis.	81%	84%	86%	88%	90%	92%	93%
	Special Ed.	N/A	83%	85%	87%	89%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	78%	81%	84%	87%	90%	92%
	African American	N/A	N/A	81%	84%	87%	90%	92%
	Hispanic	N/A	78%	81%	84%	87%	90%	92%
	American Indian	N/A	N/A	81%	84%	87%	90%	92%
	Asian	N/A	N/A	81%	84%	87%	90%	92%
	White	N/A	67%	75%	82%	87%	90%	91%
	LEP	N/A	33%	52%	71%	80%	90%	91%
	Econ. Dis.	N/A	74%	79%	83%	87%	90%	92%
	Special Ed.	N/A	N/A	81%	84%	87%	90%	92%
EOC Engligh I Writing	OVERALL	N/A	62%	72%	81%	86%	90%	91%
	African American	N/A	N/A	70%	77%	85%	90%	91%
	Hispanic	N/A	63%	72%	81%	86%	90%	91%
	American Indian	N/A	N/A	70%	77%	85%	90%	91%
	Asian	N/A	N/A	70%	77%	85%	90%	91%
	White	N/A	33%	50%	69%	81%	90%	91%
	LEP	N/A	33%	50%	69%	81%	90%	91%
	Econ. Dis.	N/A	59%	72%	81%	86%	90%	91%
	Special Ed.	N/A	N/A	70%	77%	85%	90%	91%
EOC Algebra I	OVERALL	N/A	85%	87%	89%	91%	93%	94%
	African American	N/A	N/A	86%	88%	90%	92%	94%
	Hispanic	N/A	83%	85%	87%	89%	91%	93%
	American Indian	N/A	N/A	86%	88%	90%	92%	94%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	86%	88%	90%	92%	94%	95%
	LEP	N/A	N/A	86%	88%	90%	92%	94%
	Econ. Dis.	N/A	79%	82%	85%	88%	91%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	86%	88%	90%	92%	94%
EOC Biology	OVERALL	N/A	83%	85%	87%	89%	91%	93%
	African American	N/A	N/A	80%	84%	88%	91%	92%
	Hispanic	N/A	82%	84%	86%	88%	90%	92%
	American Indian	N/A	N/A	80%	84%	88%	91%	92%
	Asian	N/A	N/A	80%	84%	88%	91%	92%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	50%	80%	84%	88%	91%	92%
	Econ. Dis.	N/A	80%	83%	86%	89%	92%	94%
	Special Ed.	N/A	20%	40%	60%	80%	90%	92%
EOC World Geography	OVERALL	N/A	88%	90%	91%	92%	93%	94%
	African American	N/A	N/A	86%	88%	90%	92%	93%
	Hispanic	N/A	88%	90%	91%	92%	93%	94%
	American Indian	N/A	N/A	86%	88%	90%	92%	93%
	Asian	N/A	N/A	86%	88%	90%	92%	93%
	White	N/A	83%	90%	91%	92%	93%	94%
	LEP	N/A	83%	90%	91%	92%	93%	94%
	Econ. Dis.	N/A	85%	90%	91%	92%	93%	94%
	Special Ed.	N/A	20%	40%	60%	80%	90%	92%
Grade 10 ELA	OVERALL	93%	91%	92%	93%	94%	95%	96%
	African American	N/A	N/A	90%	91%	92%	93%	94%
	Hispanic	93%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	N/A	90%	91%	92%	93%	94%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	40%	60%	70%	80%	90%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	91%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 10 Math	OVERALL	75%	76%	79%	82%	85%	90%	91%
	African American	N/A	N/A	80%	83%	87%	90%	91%
	Hispanic	74%	75%	79%	82%	85%	90%	91%
	American Indian	N/A	N/A	80%	83%	87%	90%	91%
	Asian	N/A	N/A	80%	83%	87%	90%	91%
	White	N/A	83%	85%	87%	89%	91%	92%
	LEP	N/A	40%	60%	72%	82%	90%	92%
	Econ. Dis.	75%	69%	78%	84%	87%	90%	91%
	Special Ed.	N/A	N/A	80%	83%	87%	90%	91%
Grade 10 Science	OVERALL	80%	79%	82%	85%	88%	90%	92%
	African American	N/A	N/A	80%	83%	87%	90%	91%
	Hispanic	79%	81%	83%	85%	89%	90%	92%
	American Indian	N/A	N/A	80%	83%	87%	90%	92%
	Asian	N/A	N/A	80%	83%	87%	90%	92%
	White	N/A	67%	76%	83%	86%	90%	91%
	LEP	N/A	N/A	80%	83%	87%	90%	
	Econ. Dis.	77%	76%	80%	84%	88%	91%	92%
	Special Ed.	N/A	N/A	80%	83%	87%	90%	92%
Grade 10 Social Studies	OVERALL	96%	96%	97%	98%	99%	100%	100%
	African American	N/A	N/A	95%	96%	97%	98%	99%
	Hispanic	96%	96%	97%	98%	99%	100%	100%
	American Indian	N/A	N/A	95%	96%	97%	98%	99%
	Asian	N/A	N/A	95%	96%	97%	98%	99%
	White	N/A	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	95%	96%	97%	98%	99%
	Econ. Dis.	95%	95%	97%	98%	99%	100%	100%
	Special Ed.	N/A	N/A	95%	96%	97%	98%	99%
Grade 11 ELA	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	N/A	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	100%	100%	100%	100%	100%
	Asian	N/A	N/A	100%	100%	100%	100%	100%
	White	N/A	N/A	100%	100%	100%	100%	100%
	LEP	N/A	N/A	100%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	100%	100%	100%	100%	100%
Grade 11 Math	OVERALL	100%	89%	90%	92%	94%	96%	98%
	African American	N/A	N/A	90%	92%	94%	96%	98%
	Hispanic	100%	89%	90%	92%	94%	96%	98%
	American Indian	N/A	N/A	90%	92%	94%	96%	98%
	Asian	N/A	N/A	90%	92%	94%	96%	98%
	White	N/A	N/A	90%	92%	94%	96%	98%
	LEP	N/A	N/A	90%	92%	94%	96%	98%
	Econ. Dis.	100%	86%	89%	91%	94%	96%	98%
	Special Ed.	N/A	N/A	90%	92%	94%	96%	98%
Grade 11 Science	OVERALL	100%	96%	97%	98%	99%	100%	100%
	African American	N/A	N/A	95%	96%	97%	98%	99%
	Hispanic	100%	95%	96%	97%	98%	99%	100%
	American Indian	N/A	N/A	95%	96%	97%	98%	99%
	Asian	N/A	N/A	95%	96%	97%	98%	99%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	N/A	95%	96%	97%	98%	99%
	LEP	N/A	N/A	95%	96%	97%	98%	99%
	Econ. Dis.	100%	94%	95%	96%	97%	98%	99%
	Special Ed.	N/A	N/A	95%	96%	97%	98%	99%
Grade 11 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	N/A	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	100%	100%	100%	100%	100%
	Asian	N/A	N/A	100%	100%	100%	100%	100%
	White	N/A	N/A	100%	100%	100%	100%	100%
	LEP	N/A	N/A	100%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	100%	100%	100%	100%	100%

LEA: HARMONY SCIENCE ACADEMY 101846

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:

3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)

Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	85%	87%	89%	91%	92%	93%	94%
	African American	81%	83%	85%	87%	89%	91%	92%
	Hispanic	80%	82%	84%	86%	88%	90%	91%
	American Indian	N/A	84%	86%	88%	90%	91%	92%
	Asian	87%	88%	89%	90%	91%	92%	93%
	White	95%	96%	96%	97%	98%	99%	99%
	LEP	61%	70%	79%	85%	88%	90%	92%
	Econ. Dis.	80%	83%	86%	88%	90%	91%	92%
	Special Ed.	100%	90%	92%	94%	96%	98%	100%
Grade 3 Math	OVERALL	83%	85%	87%	89%	90%	91%	92%
	African American	77%	81%	83%	86%	88%	90%	91%
	Hispanic	77%	81%	83%	86%	88%	90%	91%
	American Indian	N/A	85%	87%	89%	90%	91%	92%
	Asian	95%	96%	96%	97%	97%	98%	99%
	White	90%	91%	92%	93%	94%	95%	96%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	68%	74%	79%	83%	87%	90%	91%
	Econ. Dis.	82%	85%	87%	89%	90%	91%	92%
	Special Ed.	83%	85%	87%	89%	90%	91%	92%
Grade 4 Reading	OVERALL	81%	83%	85%	87%	89%	91%	92%
	African American	86%	87%	88%	89%	90%	91%	92%
	Hispanic	71%	78%	82%	85%	88%	90%	91%
	American Indian	N/A	80%	82%	85%	88%	90%	91%
	Asian	88%	89%	90%	91%	92%	93%	94%
	White	84%	86%	88%	90%	91%	92%	93%
	LEP	63%	73%	80%	84%	87%	90%	91%
	Econ. Dis.	76%	80%	83%	86%	89%	91%	92%
	Special Ed.	50%	65%	76%	83%	87%	90%	91%
Grade 4 Math	OVERALL	77%	80%	83%	86%	89%	91%	92%
	African American	81%	83%	85%	87%	89%	90%	92%
	Hispanic	70%	75%	80%	84%	88%	90%	91%
	American Indian	N/A	76%	81%	84%	88%	90%	91%
	Asian	84%	86%	88%	90%	91%	92%	93%
	White	84%	86%	88%	90%	91%	92%	93%
	LEP	63%	71%	77%	84%	87%	90%	91%
	Econ. Dis.	72%	76%	81%	84%	88%	90%	91%
	Special Ed.	67%	73%	79%	85%	88%	90%	91%
Grade 4 Writing	OVERALL	86%	88%	90%	91%	92%	93%	94%
	African American	87%	88%	90%	91%	92%	93%	94%
	Hispanic	84%	86%	88%	90%	92%	93%	94%
	American Indian	N/A	84%	87%	90%	92%	93%	94%
	Asian	91%	92%	93%	94%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	88%	90%	91%	92%	93%	94%	95%
	LEP	81%	84%	87%	90%	92%	93%	94%
	Econ. Dis.	82%	84%	87%	90%	92%	93%	94%
	Special Ed.	60%	70%	79%	87%	90%	92%	93%
Grade 5 Reading	OVERALL	91%	92%	93%	94%	95%	96%	97%
	African American	96%	97%	97%	98%	98%	99%	99%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	89%	90%	91%	92%	93%	94%	95%
	White	94%	95%	95%	96%	96%	97%	98%
	LEP	52%	62%	72%	82%	88%	92%	93%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 5 Math	OVERALL	77%	79%	81%	84%	87%	90%	91%
	African American	77%	79%	81%	84%	87%	90%	91%
	Hispanic	73%	77%	80%	83%	87%	90%	91%
	American Indian	N/A	80%	82%	85%	88%	90%	91%
	Asian	89%	90%	91%	92%	92%	93%	94%
	White	74%	77%	80%	83%	87%	90%	91%
	LEP	52%	63%	72%	81%	86%	90%	91%
	Econ. Dis.	74%	77%	80%	83%	87%	90%	91%
	Special Ed.	N/A	80%	82%	85%	88%	90%	91%
	OVERALL	80%	83%	86%	88%	90%	91%	92%
	African American	90%	91%	92%	93%	94%	95%	95%
	Hispanic	66%	76%	82%	85%	88%	90%	91%
	American Indian	N/A	79%	82%	85%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	87%	88%	89%	90%	91%	92%	93%
	White	80%	83%	85%	88%	89%	90%	91%
	LEP	29%	50%	70%	80%	85%	90%	91%
	Econ. Dis.	77%	80%	83%	86%	88%	90%	91%
	Special Ed.	N/A	79%	82%	85%	88%	90%	91%
Grade 6 Reading	OVERALL	92%	92%	93%	94%	95%	96%	96%
	African American	91%	92%	93%	94%	94%	96%	96%
	Hispanic	91%	92%	93%	94%	94%	96%	96%
	American Indian	N/A	88%	90%	92%	93%	94%	95%
	Asian	98%	99%	99%	99%	100%	100%	100%
	White	92%	92%	93%	94%	94%	96%	96%
	LEP	83%	85%	87%	89%	91%	93%	95%
	Econ. Dis.	92%	92%	93%	94%	94%	96%	96%
	Special Ed.	89%	91%	93%	94%	94%	96%	96%
Grade 6 Math	OVERALL	85%	87%	88%	89%	90%	91%	92%
	African American	81%	83%	86%	88%	90%	91%	92%
	Hispanic	82%	83%	86%	88%	90%	91%	92%
	American Indian	N/A	86%	88%	90%	91%	92%	92%
	Asian	96%	97%	98%	99%	100%	100%	100%
	White	89%	90%	91%	92%	92%	93%	94%
	LEP	83%	83%	86%	88%	90%	91%	92%
	Econ. Dis.	83%	83%	86%	88%	90%	91%	92%
	Special Ed.	89%	90%	90%	91%	91%	92%	92%
	OVERALL	95%	95%	96%	96%	97%	97%	98%
	African American	99%	99%	99%	100%	100%	100%	100%
	Hispanic	94%	94%	94%	95%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	95%	96%	96%	97%	97%	98%
	Asian	91%	92%	93%	94%	95%	96%	97%
	White	95%	96%	97%	97%	98%	99%	99%
	LEP	69%	79%	83%	87%	90%	91%	92%
	Econ. Dis.	95%	95%	96%	96%	97%	97%	98%
	Special Ed.	88%	89%	90%	91%	92%	93%	94%
Grade 7 Math	OVERALL	91%	92%	92%	93%	93%	94%	95%
	African American	92%	93%	93%	94%	94%	95%	95%
	Hispanic	92%	93%	93%	94%	94%	95%	95%
	American Indian	N/A	90%	91%	92%	93%	94%	94%
	Asian	94%	95%	95%	96%	96%	97%	97%
	White	85%	86%	87%	88%	89%	90%	92%
	LEP	69%	74%	79%	84%	89%	90%	92%
	Econ. Dis.	91%	93%	93%	94%	94%	95%	95%
	Special Ed.	88%	89%	90%	91%	92%	93%	94%
Grade 7 Writing	OVERALL	97%	97%	98%	98%	98%	99%	99%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	97%	97%	98%	98%	98%	99%	99%
	American Indian	N/A	95%	96%	96%	97%	97%	98%
	Asian	97%	97%	98%	98%	98%	99%	99%
	White	92%	93%	94%	95%	96%	97%	98%
	LEP	92%	93%	94%	95%	96%	97%	98%
	Econ. Dis.	97%	97%	98%	98%	98%	99%	99%
	Special Ed.	88%	89%	90%	91%	92%	93%	94%
	OVERALL	93%	94%	94%	95%	95%	96%	97%
	African American	93%	94%	94%	95%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	95%	95%	95%	96%	96%	97%	97%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	89%	90%	91%	92%	93%	94%	95%
	White	94%	95%	96%	97%	97%	98%	98%
	LEP	14%	44%	64%	78%	83%	90%	92%
	Econ. Dis.	94%	95%	95%	96%	96%	96%	97%
	Special Ed.	75%	80%	84%	87%	90%	92%	93%
Grade 8 Math	OVERALL	86%	87%	88%	89%	90%	91%	92%
	African American	79%	81%	83%	86%	87%	90%	91%
	Hispanic	85%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	88%	89%	89%	90%	90%	91%
	Asian	92%	93%	93%	94%	94%	95%	95%
	White	94%	95%	95%	96%	96%	97%	97%
	LEP	71%	80%	85%	87%	89%	91%	92%
	Econ. Dis.	83%	85%	87%	89%	90%	91%	92%
	Special Ed.	50%	65%	75%	82%	86%	90%	91%
Grade 8 Social Studies	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	96%	97%	97%	98%	99%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	90%	92%	94%	96%	98%	99%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	100%	100%	100%	100%	100%	100%	100%
	Econ. Dis.	99%	100%	100%	100%	100%	100%	100%
	Special Ed.	88%	90%	92%	94%	96%	98%	99%
	OVERALL	83%	85%	87%	89%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	81%	83%	85%	87%	89%	90%	91%
	Hispanic	81%	83%	85%	87%	89%	90%	91%
	American Indian	N/A	83%	85%	87%	89%	90%	91%
	Asian	84%	85%	87%	89%	90%	91%	92%
	White	94%	95%	95%	96%	96%	97%	97%
	LEP	29%	49%	69%	79%	85%	90%	91%
	Econ. Dis.	81%	83%	85%	87%	89%	91%	92%
	Special Ed.	50%	64%	76%	82%	86%	90%	91%
Grade 9 Reading	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	97%	98%	99%	100%	100%	100%	100%
	American Indian	N/A	92%	94%	96%	98%	99%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	92%	94%	96%	98%	99%	100%
	Econ. Dis.	98%	99%	99%	100%	100%	100%	100%
	Special Ed.	N/A	92%	94%	96%	98%	99%	100%
Grade 9 Math	OVERALL	81%	83%	85%	87%	89%	91%	92%
	African American	74%	78%	82%	86%	89%	90%	91%
	Hispanic	84%	86%	87%	88%	89%	90%	91%
	American Indian	N/A	80%	83%	86%	88%	90%	91%
	Asian	93%	94%	95%	95%	96%	96%	97%
	White	76%	79%	82%	85%	88%	90%	91%
	LEP	N/A	80%	83%	86%	88%	90%	91%
	Econ. Dis.	79%	82%	85%	88%	89%	90%	91%
	Special Ed.	N/A	80%	83%	86%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	78%	82%	85%	88%	90%	91%
	African American	N/A	73%	78%	82%	86%	90%	91%
	Hispanic	N/A	81%	83%	85%	88%	90%	91%
	American Indian	N/A	N/A	80%	83%	86%	90%	91%
	Asian	N/A	71%	78%	85%	87%	90%	91%
	White	N/A	82%	84%	86%	88%	90%	91%
	LEP	N/A	44%	63%	72%	81%	90%	92%
	Econ. Dis.	N/A	79%	82%	85%	88%	90%	91%
	Special Ed.	N/A	N/A	80%	83%	86%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	66%	74%	82%	87%	90%	91%
	African American	N/A	78%	80%	83%	87%	90%	91%
	Hispanic	N/A	60%	70%	79%	85%	90%	91%
	American Indian	N/A	N/A	74%	82%	87%	90%	91%
	Asian	N/A	63%	72%	81%	86%	90%	91%
	White	N/A	67%	75%	80%	85%	90%	91%
	LEP	N/A	11%	40%	65%	80%	90%	91%
	Econ. Dis.	N/A	64%	71%	78%	84%	90%	91%
	Special Ed.	N/A	N/A	74%	82%	87%	90%	91%
EOC Algebra I	OVERALL	N/A	88%	89%	90%	91%	92%	93%
	African American	N/A	90%	91%	91%	92%	92%	93%
	Hispanic	N/A	84%	86%	88%	90%	91%	92%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	N/A	97%	97%	98%	98%	99%	99%
	White	N/A	86%	87%	88%	89%	90%	91%
	LEP	N/A	100%	100%	100%	100%	100%	100%
	Econ. Dis.	N/A	85%	87%	89%	91%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
EOC Biology	OVERALL	N/A	91%	92%	92%	93%	93%	94%
	African American	N/A	89%	90%	91%	91%	92%	93%
	Hispanic	N/A	92%	92%	92%	93%	93%	94%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	86%	87%	88%	89%	90%	91%
	LEP	N/A	100%	100%	100%	100%	100%	100%
	Econ. Dis.	N/A	90%	91%	91%	92%	92%	93%
	Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
EOC World Geography	OVERALL	N/A	90%	91%	92%	93%	94%	95%
	African American	N/A	91%	91%	92%	93%	94%	95%
	Hispanic	N/A	90%	91%	92%	93%	94%	95%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	N/A	96%	97%	97%	98%	98%	99%
	White	N/A	89%	91%	92%	93%	94%	95%
	LEP	N/A	86%	87%	88%	89%	90%	91%
	Econ. Dis.	N/A	88%	90%	92%	93%	94%	95%
	Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
Grade 10 ELA	OVERALL	94%	96%	96%	96%	97%	97%	98%
	African American	100%	93%	94%	94%	95%	95%	96%
	Hispanic	90%	95%	95%	95%	96%	96%	97%
	American Indian	N/A	N/A	94%	95%	95%	96%	97%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	87%	98%	99%	99%	100%	100%	100%
	LEP	N/A	N/A	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	91%	96%	96%	97%	97%	98%	99%
	Special Ed.	100%	N/A	94%	95%	95%	96%	97%
Grade 10 Math	OVERALL	84%	80%	83%	86%	89%	91%	92%
	African American	89%	71%	78%	84%	87%	90%	91%
	Hispanic	80%	73%	79%	85%	87%	90%	91%
	American Indian	N/A	N/A	81%	84%	87%	90%	91%
	Asian	92%	97%	98%	98%	99%	99%	100%
	White	77%	81%	83%	86%	89%	91%	92%
	LEP	N/A	N/A	81%	84%	87%	90%	91%
	Econ. Dis.	81%	76%	79%	82%	86%	90%	91%
	Special Ed.	100%	N/A	81%	84%	87%	90%	91%
Grade 10 Science	OVERALL	83%	91%	91%	92%	92%	93%	94%
	African American	82%	88%	89%	90%	91%	92%	93%
	Hispanic	75%	91%	92%	93%	93%	94%	95%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	96%	97%	97%	98%	98%	99%	100%
	White	83%	90%	92%	93%	94%	95%	96%
	LEP	N/A	N/A	88%	89%	90%	91%	92%
	Econ. Dis.	79%	90%	92%	93%	94%	95%	96%
	Special Ed.	40%	N/A	88%	89%	90%	91%	92%
Grade 10 Social Studies	OVERALL	98%	99%	99%	100%	100%	100%	100%
	African American	96%	98%	99%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	93%	95%	97%	99%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	97%	98%	99%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	93%	95%	97%	99%	100%
	Econ. Dis.	99%	99%	99%	100%	100%	100%	100%
	Special Ed.	100%	N/A	93%	95%	97%	99%	100%
Grade 11 ELA	OVERALL	96%	94%	94%	95%	95%	96%	97%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	97%	94%	95%	95%	96%	96%	97%
	American Indian	N/A	N/A	90%	92%	94%	96%	98%
	Asian	94%	94%	95%	95%	96%	96%	97%
	White	94%	89%	90%	91%	92%	93%	94%
	LEP	N/A	60%	70%	80%	90%	95%	96%
	Econ. Dis.	96%	92%	93%	93%	94%	94%	95%
	Special Ed.	N/A	N/A	90%	92%	94%	96%	98%
Grade 11 Math	OVERALL	91%	92%	92%	93%	93%	94%	95%
	African American	93%	91%	92%	93%	93%	94%	95%
	Hispanic	97%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	81%	95%	95%	96%	96%	97%	97%
	White	89%	96%	96%	97%	97%	98%	98%
	LEP	80%	60%	70%	80%	88%	91%	92%
	Econ. Dis.	93%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
Grade 11 Science	OVERALL	96%	96%	96%	97%	97%	98%	99%
	African American	100%	96%	97%	97%	98%	98%	99%
	Hispanic	97%	97%	97%	97%	98%	98%	99%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	94%	95%	96%	96%	97%	97%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	94%	96%	97%	97%	98%	98%	99%
	LEP	80%	60%	71%	81%	89%	91%	93%
	Econ. Dis.	95%	94%	95%	95%	96%	96%	97%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 11 Social Studies	OVERALL	99%	99%	99%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	90%	92%	94%	96%	98%
	Asian	94%	95%	96%	97%	98%	99%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	80%	80%	85%	90%	94%	96%	98%
	Econ. Dis.	98%	98%	99%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	90%	92%	94%	96%	98%

LEA: HARMONY SCHOOL OF EXCELLENCE 101858

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:
3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)
Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory
Methodology for determining growth: Change in achievement levels
*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	82%	84%	86%	88%	90%	91%	92%
	Hispanic	84%	86%	88%	90%	91%	92%	93%
	American Indian	N/A	84%	86%	88%	90%	91%	92%
	Asian	96%	96%	97%	97%	98%	98%	99%
	White	95%	96%	96%	97%	97%	98%	99%
	LEP	71%	77%	82%	86%	89%	91%	92%
	Econ. Dis.	84%	86%	88%	89%	90%	91%	92%
	Special Ed.	75%	79%	83%	87%	89%	91%	92%
Grade 3 Math	OVERALL	91%	92%	93%	94%	95%	96%	96%
	African American	86%	87%	88%	89%	90%	91%	92%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	89%	90%	91%	92%	93%	93%
	Asian	99%	99%	100%	100%	100%	100%	100%
	White	95%	95%	96%	96%	97%	97%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	86%	87%	88%	89%	90%	91%	92%
	Econ. Dis.	84%	86%	87%	88%	89%	90%	91%
	Special Ed.	75%	79%	83%	87%	90%	91%	92%
Grade 4 Reading	OVERALL	92%	93%	93%	94%	94%	95%	96%
	African American	89%	90%	91%	92%	93%	94%	95%
	Hispanic	85%	87%	89%	91%	93%	94%	95%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	97%	97%	98%	98%	99%	99%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	67%	73%	79%	84%	88%	90%	92%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	71%	76%	80%	85%	89%	92%	93%
Grade 4 Math	OVERALL	95%	95%	96%	96%	97%	97%	98%
	African American	93%	94%	94%	95%	95%	96%	96%
	Hispanic	90%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	89%	90%	91%	92%	92%	93%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	86%	87%	88%	89%	90%	91%	92%
	Econ. Dis.	95%	96%	96%	97%	97%	98%	98%
	Special Ed.	86%	87%	88%	89%	90%	91%	92%
Grade 4 Writing	OVERALL	95%	95%	96%	96%	97%	97%	98%
	African American	93%	93%	94%	94%	95%	95%	96%
	Hispanic	94%	94%	95%	95%	96%	96%	97%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	99%	99%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	95%	95%	96%	96%	97%	97%	98%
	LEP	81%	83%	85%	87%	89%	91%	93%
	Econ. Dis.	96%	96%	97%	97%	98%	98%	99%
	Special Ed.	86%	87%	88%	89%	90%	91%	92%
Grade 5 Reading	OVERALL	91%	92%	92%	93%	94%	95%	96%
	African American	85%	87%	89%	90%	91%	92%	93%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	99%	99%	100%	100%	100%	100%	100%
	White	90%	91%	92%	93%	94%	95%	96%
	LEP	53%	63%	73%	83%	89%	91%	92%
	Econ. Dis.	85%	87%	88%	89%	90%	91%	92%
	Special Ed.	75%	79%	83%	87%	89%	91%	92%
Grade 5 Math	OVERALL	91%	92%	93%	93%	94%	95%	96%
	African American	90%	91%	91%	92%	93%	94%	95%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	97%	97%	98%	98%	99%	99%	100%
	White	90%	91%	92%	93%	94%	95%	96%
	LEP	60%	70%	80%	88%	91%	93%	94%
	Econ. Dis.	85%	87%	89%	91%	92%	93%	94%
	Special Ed.	92%	93%	93%	94%	94%	95%	95%
	OVERALL	93%	94%	94%	95%	95%	96%	97%
	African American	90%	91%	92%	93%	94%	95%	96%
	Hispanic	90%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	89%	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	97%	97%	98%	98%	99%	99%	100%
	White	94%	95%	95%	96%	96%	97%	98%
	LEP	80%	83%	86%	89%	92%	93%	94%
	Econ. Dis.	86%	88%	90%	92%	93%	94%	95%
	Special Ed.	83%	85%	87%	89%	91%	92%	93%
Grade 6 Reading	OVERALL	96%	97%	97%	98%	98%	99%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	93%	94%	94%	95%	95%	96%	97%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	99%	99%	100%	100%	100%	100%	100%
	White	95%	96%	96%	97%	97%	98%	99%
	LEP	85%	87%	89%	91%	92%	93%	94%
	Econ. Dis.	92%	93%	94%	95%	96%	97%	97%
	Special Ed.	100%	90%	92%	94%	96%	98%	100%
Grade 6 Math	OVERALL	96%	96%	97%	97%	98%	98%	99%
	African American	97%	97%	97%	98%	98%	99%	99%
	Hispanic	96%	96%	97%	97%	98%	98%	99%
	American Indian	N/A	92%	93%	94%	95%	96%	97%
	Asian	99%	99%	99%	100%	100%	100%	100%
	White	93%	94%	95%	95%	96%	96%	97%
	LEP	85%	87%	89%	90%	91%	92%	93%
	Econ. Dis.	94%	94%	95%	95%	96%	96%	97%
	Special Ed.	91%	92%	92%	93%	93%	94%	95%
	OVERALL	96%	96%	96%	97%	97%	98%	99%
	African American	100%	95%	96%	97%	98%	99%	100%
	Hispanic	91%	92%	93%	93%	94%	94%	95%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	100%	96%	97%	98%	99%	100%	100%
	White	97%	97%	98%	98%	99%	99%	100%
	LEP	81%	84%	87%	90%	92%	93%	94%
	Econ. Dis.	96%	96%	97%	97%	98%	98%	99%
	Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Math	OVERALL	95%	95%	96%	96%	97%	97%	98%
	African American	87%	88%	89%	90%	91%	92%	93%
	Hispanic	92%	92%	93%	93%	94%	94%	95%
	American Indian	N/A	89%	90%	91%	92%	92%	93%
	Asian	100%	96%	97%	98%	99%	100%	100%
	White	97%	97%	98%	98%	99%	99%	100%
	LEP	75%	79%	83%	87%	89%	91%	93%
	Econ. Dis.	93%	94%	95%	95%	96%	96%	97%
	Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Writing	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	95%	96%	96%	97%	97%	98%	99%
	Hispanic	98%	98%	99%	99%	100%	100%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	100%	96%	97%	98%	99%	100%	100%
	White	98%	98%	98%	99%	99%	100%	100%
	LEP	94%	95%	95%	96%	96%	97%	98%
	Econ. Dis.	96%	96%	96%	97%	97%	98%	99%
	Special Ed.	83%	85%	87%	89%	91%	93%	94%
	OVERALL	97%	98%	98%	99%	99%	100%	100%
	African American	97%	98%	98%	99%	99%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	95%	95%	95%	96%	96%	97%	98%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	98%	98%	98%	99%	99%	100%	100%
	White	96%	96%	97%	97%	98%	98%	99%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	93%	94%	94%	95%	95%	96%	97%
	Special Ed.	83%	85%	87%	89%	91%	93%	94%
Grade 8 Math	OVERALL	93%	94%	94%	95%	95%	96%	97%
	African American	85%	87%	89%	91%	93%	94%	95%
	Hispanic	92%	93%	93%	94%	94%	95%	96%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	98%	98%	99%	99%	100%	100%	100%
	White	94%	94%	95%	95%	96%	96%	97%
	LEP	N/A	89%	90%	91%	92%	93%	94%
	Econ. Dis.	87%	88%	89%	90%	91%	92%	93%
	Special Ed.	50%	69%	79%	86%	90%	92%	93%
Grade 8 Social Studies	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	97%	98%	99%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	95%	97%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	98%	99%	100%	100%	100%	100%	100%
	LEP	N/A	95%	97%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
	OVERALL	92%	93%	93%	94%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	88%	89%	90%	91%	92%	93%	94%
	Hispanic	90%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	96%	97%	97%	98%	98%	99%
	Asian	96%	97%	97%	98%	98%	99%	100%
	White	94%	95%	96%	96%	97%	98%	99%
	LEP	N/A	89%	90%	91%	92%	93%	94%
	Econ. Dis.	87%	89%	90%	91%	92%	93%	94%
	Special Ed.	50%	69%	79%	86%	90%	92%	93%
Grade 9 Reading	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	92%	93%	94%	95%	96%	97%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	96%	96%	97%	97%	98%	99%	100%
	LEP	N/A	92%	93%	94%	95%	96%	97%
	Econ. Dis.	98%	98%	99%	99%	100%	100%	100%
	Special Ed.	N/A	92%	93%	94%	95%	96%	97%
Grade 9 Math	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	73%	77%	81%	85%	89%	90%	91%
	Hispanic	81%	83%	85%	87%	89%	90%	91%
	American Indian	N/A	85%	87%	89%	90%	91%	92%
	Asian	98%	99%	99%	100%	100%	100%	100%
	White	92%	93%	93%	94%	94%	95%	96%
	LEP	N/A	85%	87%	89%	90%	91%	92%
	Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
	Special Ed.	N/A	85%	87%	89%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	86%	87%	88%	89%	90%	91%
	African American	N/A	89%	90%	91%	92%	93%	93%
	Hispanic	N/A	77%	81%	85%	89%	90%	91%
	American Indian	N/A	N/A	85%	87%	89%	91%	91%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	N/A	93%	93%	94%	94%	95%	96%
	LEP	N/A	N/A	85%	87%	89%	91%	91%
	Econ. Dis.	N/A	80%	83%	86%	89%	90%	91%
	Special Ed.	N/A	17%	47%	67%	82%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	82%	84%	86%	88%	90%	91%
	African American	N/A	78%	81%	84%	87%	90%	91%
	Hispanic	N/A	70%	75%	80%	85%	90%	92%
	American Indian	N/A	N/A	80%	83%	86%	90%	91%
	Asian	N/A	90%	91%	91%	92%	92%	93%
	White	N/A	90%	91%	91%	92%	92%	93%
	LEP	N/A	N/A	80%	83%	86%	90%	91%
	Econ. Dis.	N/A	71%	76%	81%	86%	90%	91%
	Special Ed.	N/A	33%	52%	70%	81%	90%	91%
EOC Algebra I	OVERALL	N/A	89%	90%	91%	92%	93%	94%
	African American	N/A	83%	85%	87%	89%	91%	93%
	Hispanic	N/A	78%	82%	86%	90%	92%	93%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	N/A	96%	96%	97%	97%	98%	99%
	White	N/A	96%	96%	97%	97%	98%	99%
	LEP	N/A	N/A	87%	88%	89%	90%	91%
	Econ. Dis.	N/A	78%	82%	86%	89%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	50%	66%	79%	85%	90%	91%
EOC Biology	OVERALL	N/A	95%	96%	96%	97%	97%	98%
	African American	N/A	100%	96%	97%	98%	99%	100%
	Hispanic	N/A	89%	90%	91%	92%	93%	94%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	98%	98%	99%	99%	100%	100%
	White	N/A	95%	96%	97%	98%	99%	100%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	N/A	90%	92%	93%	94%	95%	96%
	Special Ed.	N/A	86%	88%	90%	92%	93%	94%
EOC World Geography	OVERALL	N/A	93%	94%	95%	96%	97%	98%
	African American	N/A	89%	90%	91%	92%	93%	94%
	Hispanic	N/A	89%	90%	91%	92%	93%	94%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	97%	98%	98%	99%	99%	100%
	White	N/A	98%	99%	99%	100%	100%	100%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	N/A	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	50%	69%	77%	86%	90%	92%
Grade 10 ELA	OVERALL	100%	97%	98%	98%	99%	100%	100%
	African American	100%	92%	93%	94%	95%	96%	97%
	Hispanic	100%	94%	95%	96%	97%	98%	99%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	100%	95%	96%	96%	97%	98%	99%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 10 Math	OVERALL	94%	89%	90%	92%	94%	96%	98%
	African American	100%	86%	88%	90%	92%	94%	96%
	Hispanic	90%	77%	81%	85%	89%	92%	93%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	100%	100%	88%	89%	90%	91%	92%
	White	87%	92%	93%	94%	95%	96%	97%
	LEP	N/A	N/A	88%	89%	90%	91%	92%
	Econ. Dis.	85%	80%	83%	86%	89%	92%	95%
	Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
Grade 10 Science	OVERALL	96%	89%	91%	93%	95%	97%	99%
	African American	93%	86%	89%	92%	94%	96%	98%
	Hispanic	90%	81%	85%	89%	92%	94%	95%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	100%	94%	95%	96%	96%	97%	98%
	White	100%	92%	93%	94%	95%	96%	97%
	LEP	N/A	N/A	88%	89%	90%	91%	92%
	Econ. Dis.	88%	86%	88%	90%	92%	94%	96%
	Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
Grade 10 Social Studies	OVERALL	100%	97%	98%	99%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	90%	92%	94%	96%	98%	100%
	American Indian	N/A	N/A	92%	94%	96%	98%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	92%	94%	96%	98%	100%
	Econ. Dis.	100%	93%	94%	96%	98%	99%	100%
	Special Ed.	N/A	N/A	92%	94%	96%	98%	100%
Grade 11 ELA	OVERALL	98%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	100%	100%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	92%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	100%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	100%	100%	100%	100%	100%
Grade 11 Math	OVERALL	98%	94%	95%	96%	97%	98%	99%
	African American	100%	93%	94%	95%	96%	97%	98%
	Hispanic	100%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	N/A	90%	92%	94%	96%	98%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	92%	89%	91%	93%	95%	97%	98%
	LEP	N/A	N/A	90%	92%	94%	96%	98%
	Econ. Dis.	100%	93%	95%	97%	99%	100%	100%
	Special Ed.	N/A	N/A	90%	92%	94%	96%	98%
Grade 11 Science	OVERALL	95%	98%	99%	99%	100%	100%	100%
	African American	100%	93%	95%	97%	99%	99%	100%
	Hispanic	88%	100%	95%	97%	99%	100%	100%
	American Indian	N/A	N/A	93%	94%	95%	96%	97%
	Asian	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	92%	95%	95%	96%	96%	97%	98%
	LEP	N/A	N/A	93%	94%	95%	96%	97%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	93%	94%	95%	96%	97%
Grade 11 Social Studies	OVERALL	100%	99%	99%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	96%	98%	99%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	95%	97%	99%	100%	100%	100%
	LEP	N/A	N/A	96%	98%	99%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	96%	98%	99%	100%	100%

LEA: HARMONY SCHOOL OF SCIENCE - HOUSTON 101862

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:
3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)
Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory
Methodology for determining growth: Change in achievement levels
*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	N/A	97%	98%	99%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	N/A	97%	98%	99%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 3 Math	OVERALL	98%	99%	99%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	N/A	97%	98%	99%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	97%	98%	99%	100%	100%	100%	100%
	White	N/A	97%	98%	99%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 4 Reading	OVERALL	85%	87%	89%	91%	92%	93%	94%
	African American	N/A	86%	88%	90%	91%	92%	93%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	86%	88%	90%	91%	92%	93%
	Asian	83%	85%	87%	89%	91%	93%	94%
	White	100%	86%	88%	90%	91%	92%	93%
	LEP	N/A	86%	88%	90%	91%	92%	93%
	Econ. Dis.	86%	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	86%	88%	90%	91%	92%	93%
Grade 4 Math	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	97%	98%	99%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 4 Writing	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	N/A	96%	97%	97%	98%	98%	99%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	96%	97%	97%	98%	98%	99%
	Asian	97%	98%	98%	99%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	96%	97%	97%	98%	98%	99%
	Econ. Dis.	97%	98%	98%	99%	100%	100%	100%
	Special Ed.	N/A	96%	97%	97%	98%	98%	99%
Grade 5 Reading	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 5 Math	OVERALL	98%	99%	99%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	97%	98%	99%	99%	100%	10%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	83%	87%	90%	92%	94%	96%	98%
	American Indian	N/A	90%	92%	94%	96%	98%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	90%	92%	94%	96%	98%	100%
	Econ. Dis.	96%	97%	98%	99%	99%	100%	100%
	Special Ed.	N/A	90%	92%	94%	96%	98%	100%
Grade 6 Reading	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	93%	94%	95%	96%	97%	98%	99%
	Hispanic	96%	97%	98%	98%	99%	99%	100%
	American Indian	N/A	95%	96%	97%	98%	99%	99%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	95%	96%	97%	98%	99%	99%
	Econ. Dis.	95%	96%	96%	97%	98%	99%	100%
	Special Ed.	N/A	95%	96%	97%	98%	99%	99%
Grade 6 Math	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	93%	94%	94%	95%	95%	96%	97%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	95%	96%	97%	98%	99%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	95%	96%	97%	98%	99%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	95%	96%	97%	98%	99%	100%
	OVERALL	98%	99%	99%	100%	100%	100%	100%
	African American	94%	95%	96%	97%	98%	99%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	92%	93%	94%	95%	96%	97%
	Asian	98%	99%	99%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	92%	93%	94%	95%	96%	97%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	92%	93%	94%	95%	96%	97%
Grade 7 Math	OVERALL	100%	98%	99%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	101%	102%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	101%	102%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	101%	102%
Grade 7 Writing	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 8 Math	OVERALL	94%	95%	95%	96%	97%	98%	99%
	African American	93%	94%	94%	95%	96%	97%	98%
	Hispanic	95%	96%	97%	98%	99%	100%	100%
	American Indian	N/A	91%	92%	93%	94%	95%	96%
	Asian	96%	96%	97%	98%	99%	100%	100%
	White	88%	90%	92%	93%	94%	95%	96%
	LEP	N/A	91%	92%	93%	94%	95%	96%
	Econ. Dis.	90%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	91%	92%	93%	94%	95%	96%
Grade 8 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
	OVERALL	98%	98%	99%	99%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	95%	96%	97%	98%	99%	100%	100%
	American Indian	N/A	95%	96%	97%	98%	99%	100%
	Asian	98%	95%	96%	97%	98%	99%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	95%	96%	97%	98%	99%	100%
	Econ. Dis.	98%	99%	99%	100%	100%	100%	100%
	Special Ed.	N/A	95%	96%	97%	98%	99%	100%
Grade 9 Reading	OVERALL	N/A	95%	96%	97%	98%	99%	100%
	African American	N/A	95%	96%	97%	98%	99%	100%
	Hispanic	N/A	95%	96%	97%	98%	99%	100%
	American Indian	N/A	95%	96%	97%	98%	99%	100%
	Asian	N/A	95%	96%	97%	98%	99%	100%
	White	N/A	95%	96%	97%	98%	99%	100%
	LEP	N/A	95%	96%	97%	98%	99%	100%
	Econ. Dis.	N/A	95%	96%	97%	98%	99%	100%
	Special Ed.	N/A	95%	96%	97%	98%	99%	100%
Grade 9 Math	OVERALL	N/A	92%	93%	94%	95%	96%	97%
	African American	N/A	92%	93%	94%	95%	96%	97%
	Hispanic	N/A	92%	93%	94%	95%	96%	97%
	American Indian	N/A	92%	93%	94%	95%	96%	97%
	Asian	N/A	92%	93%	94%	95%	96%	97%
	White	N/A	92%	93%	94%	95%	96%	97%
	LEP	N/A	92%	93%	94%	95%	96%	97%
	Econ. Dis.	N/A	92%	93%	94%	95%	96%	97%
	Special Ed.	N/A	92%	93%	94%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	91%	92%	92%	93%	94%	95%
	African American	N/A	93%	94%	95%	96%	97%	98%
	Hispanic	N/A	82%	87%	90%	93%	94%	95%
	American Indian	N/A	N/A	88%	90%	90%	93%	94%
	Asian	N/A	93%	88%	90%	90%	93%	94%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	88%	90%	90%	93%	94%
	Econ. Dis.	N/A	92%	94%	95%	96%	97%	98%
	Special Ed.	N/A	N/A	88%	90%	90%	93%	94%
EOC Engligh I Writing	OVERALL	N/A	87%	88%	89%	90%	91%	92%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	N/A	71%	77%	83%	87%	90%	91%
	American Indian	N/A	N/A	86%	88%	89%	90%	91%
	Asian	N/A	93%	93%	94%	94%	95%	96%
	White	N/A	83%	85%	87%	89%	91%	92%
	LEP	N/A	N/A	86%	88%	89%	90%	91%
	Econ. Dis.	N/A	86%	87%	88%	89%	90%	91%
	Special Ed.	N/A	N/A	86%	88%	89%	90%	91%
EOC Algebra I	OVERALL	N/A	100%	98%	99%	100%	100%	100%
	African American	N/A	100%	98%	99%	100%	100%	100%
	Hispanic	N/A	100%	98%	99%	100%	100%	100%
	American Indian	N/A	N/A	95%	96%	97%	98%	99%
	Asian	N/A	100%	98%	99%	100%	100%	100%
	White	N/A	100%	98%	99%	100%	100%	100%
	LEP	N/A	N/A	95%	96%	97%	98%	99%
	Econ. Dis.	N/A	100%	98%	99%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	95%	96%	97%	98%	99%
EOC Biology	OVERALL	N/A	99%	99%	100%	100%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	N/A	96%	97%	97%	98%	99%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
EOC World Geography	OVERALL	N/A	99%	99%	100%	100%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	N/A	96%	97%	98%	99%	100%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
Grade 10 ELA	OVERALL	N/A	No Test	97%	98%	99%	100%	100%
	African American	N/A	No Test	97%	98%	99%	100%	100%
	Hispanic	N/A	No Test	97%	98%	99%	100%	100%
	American Indian	N/A	No Test	97%	98%	99%	100%	100%
	Asian	N/A	No Test	97%	98%	99%	100%	100%
	White	N/A	No Test	97%	98%	99%	100%	100%
	LEP	N/A	No Test	97%	98%	99%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	N/A	No Test	97%	98%	99%	100%	100%
	Special Ed.	N/A	No Test	97%	98%	99%	100%	100%
Grade 10 Math	OVERALL	N/A	No Test	92%	93%	94%	95%	96%
	African American	N/A	No Test	92%	93%	94%	95%	96%
	Hispanic	N/A	No Test	92%	93%	94%	95%	96%
	American Indian	N/A	No Test	92%	93%	94%	95%	96%
	Asian	N/A	No Test	92%	93%	94%	95%	96%
	White	N/A	No Test	92%	93%	94%	95%	96%
	LEP	N/A	No Test	92%	93%	94%	95%	96%
	Econ. Dis.	N/A	No Test	92%	93%	94%	95%	96%
	Special Ed.	N/A	No Test	92%	93%	94%	95%	96%
Grade 10 Science	OVERALL	N/A	No Test	93%	94%	95%	96%	97%
	African American	N/A	No Test	93%	94%	95%	96%	97%
	Hispanic	N/A	No Test	93%	94%	95%	96%	97%
	American Indian	N/A	No Test	93%	94%	95%	96%	97%
	Asian	N/A	No Test	93%	94%	95%	96%	97%
	White	N/A	No Test	93%	94%	95%	96%	97%
	LEP	N/A	No Test	93%	94%	95%	96%	97%
	Econ. Dis.	N/A	No Test	93%	94%	95%	96%	97%
	Special Ed.	N/A	No Test	93%	94%	95%	96%	97%
Grade 10 Social Studies	OVERALL	N/A	No Test	99%	100%	100%	100%	100%
	African American	N/A	No Test	99%	100%	100%	100%	100%
	Hispanic	N/A	No Test	99%	100%	100%	100%	100%
	American Indian	N/A	No Test	99%	100%	100%	100%	100%
	Asian	N/A	No Test	99%	100%	100%	100%	100%
	White	N/A	No Test	99%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	No Test	99%	100%	100%	100%	100%
	Econ. Dis.	N/A	No Test	99%	100%	100%	100%	100%
	Special Ed.	N/A	No Test	99%	100%	100%	100%	100%
Grade 11 ELA	OVERALL	N/A	No Test	99%	100%	100%	100%	100%
	African American	N/A	No Test	99%	100%	100%	100%	100%
	Hispanic	N/A	No Test	99%	100%	100%	100%	100%
	American Indian	N/A	No Test	99%	100%	100%	100%	100%
	Asian	N/A	No Test	99%	100%	100%	100%	100%
	White	N/A	No Test	99%	100%	100%	100%	100%
	LEP	N/A	No Test	99%	100%	100%	100%	100%
	Econ. Dis.	N/A	No Test	99%	100%	100%	100%	100%
	Special Ed.	N/A	No Test	99%	100%	100%	100%	100%
Grade 11 Math	OVERALL	N/A	No Test	92%	93%	94%	95%	96%
	African American	N/A	No Test	92%	93%	94%	95%	96%
	Hispanic	N/A	No Test	92%	93%	94%	95%	96%
	American Indian	N/A	No Test	92%	93%	94%	95%	96%
	Asian	N/A	No Test	92%	93%	94%	95%	96%
	White	N/A	No Test	92%	93%	94%	95%	96%
	LEP	N/A	No Test	92%	93%	94%	95%	96%
	Econ. Dis.	N/A	No Test	92%	93%	94%	95%	96%
	Special Ed.	N/A	No Test	92%	93%	94%	95%	96%
Grade 11 Science	OVERALL	N/A	No Test	95%	96%	97%	98%	99%
	African American	N/A	No Test	95%	96%	97%	98%	99%
	Hispanic	N/A	No Test	95%	96%	97%	98%	99%
	American Indian	N/A	No Test	95%	96%	97%	98%	99%
	Asian	N/A	No Test	95%	96%	97%	98%	99%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	No Test	95%	96%	97%	98%	99%
	LEP	N/A	No Test	95%	96%	97%	98%	99%
	Econ. Dis.	N/A	No Test	95%	96%	97%	98%	99%
	Special Ed.	N/A	No Test	95%	96%	97%	98%	99%
Grade 11 Social Studies	OVERALL	N/A	No Test	99%	100%	100%	100%	100%
	African American	N/A	No Test	99%	100%	100%	100%	100%
	Hispanic	N/A	No Test	99%	100%	100%	100%	100%
	American Indian	N/A	No Test	99%	100%	100%	100%	100%
	Asian	N/A	No Test	99%	100%	100%	100%	100%
	White	N/A	No Test	99%	100%	100%	100%	100%
	LEP	N/A	No Test	99%	100%	100%	100%	100%
	Econ. Dis.	N/A	No Test	99%	100%	100%	100%	100%
	Special Ed.	N/A	No Test	99%	100%	100%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - LUBBOCK 152805

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:

3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)

Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	83%	85%	87%	89%	90%	91%	92%
	African American	92%	92%	93%	93%	94%	95%	96%
	Hispanic	82%	84%	86%	88%	90%	91%	92%
	American Indian	N/A	84%	86%	88%	90%	91%	92%
	Asian	N/A	84%	86%	88%	90%	91%	92%
	White	79%	82%	85%	88%	90%	91%	92%
	LEP	N/A	84%	86%	88%	90%	91%	92%
	Econ. Dis.	82%	84%	86%	88%	90%	91%	92%
	Special Ed.	N/A	84%	86%	88%	90%	91%	92%
Grade 3 Math	OVERALL	86%	87%	88%	89%	90%	91%	92%
	African American	83%	85%	87%	89%	90%	91%	92%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	85%	87%	89%	90%	91%	92%
	Asian	N/A	85%	87%	89%	90%	91%	92%
	White	86%	87%	88%	89%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	85%	87%	89%	90%	91%	92%
	Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
	Special Ed.	N/A	85%	87%	89%	90%	91%	92%
Grade 4 Reading	OVERALL	78%	81%	84%	87%	90%	91%	92%
	African American	87%	88%	89%	90%	91%	92%	93%
	Hispanic	73%	77%	81%	85%	89%	90%	91%
	American Indian	N/A	78%	81%	84%	87%	90%	91%
	Asian	N/A	78%	81%	84%	87%	90%	91%
	White	75%	76%	80%	84%	88%	90%	91%
	LEP	N/A	78%	81%	84%	87%	90%	91%
	Econ. Dis.	74%	76%	80%	84%	88%	90%	91%
	Special Ed.	N/A	78%	81%	84%	87%	90%	91%
Grade 4 Math	OVERALL	80%	82%	84%	86%	88%	90%	92%
	African American	67%	75%	81%	86%	89%	90%	91%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	82%	84%	86%	88%	90%	92%
	Asian	N/A	82%	84%	86%	88%	90%	92%
	White	75%	80%	84%	87%	89%	90%	91%
	LEP	N/A	82%	84%	86%	88%	90%	92%
	Econ. Dis.	74%	79%	83%	87%	89%	90%	91%
	Special Ed.	N/A	82%	84%	86%	88%	90%	92%
Grade 4 Writing	OVERALL	73%	78%	83%	88%	90%	91%	92%
	African American	73%	78%	83%	88%	90%	91%	92%
	Hispanic	76%	80%	84%	89%	91%	92%	93%
	American Indian	N/A	76%	82%	85%	88%	90%	91%
	Asian	N/A	76%	82%	85%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	63%	73%	79%	84%	88%	90%	91%
	LEP	N/A	76%	82%	85%	88%	90%	91%
	Econ. Dis.	71%	77%	83%	88%	90%	91%	92%
	Special Ed.	N/A	76%	82%	85%	88%	90%	91%
Grade 5 Reading	OVERALL	68%	76%	82%	86%	88%	90%	91%
	African American	N/A	78%	81%	84%	87%	90%	91%
	Hispanic	63%	74%	81%	85%	88%	90%	91%
	American Indian	N/A	78%	81%	84%	87%	90%	91%
	Asian	N/A	78%	81%	84%	87%	90%	91%
	White	79%	82%	85%	87%	89%	90%	91%
	LEP	N/A	78%	81%	84%	87%	90%	91%
	Econ. Dis.	61%	72%	80%	85%	88%	90%	91%
	Special Ed.	17%	39%	60%	79%	85%	90%	91%
Grade 5 Math	OVERALL	51%	68%	77%	84%	87%	90%	91%
	African American	N/A	68%	77%	84%	87%	90%	91%
	Hispanic	40%	63%	74%	83%	87%	90%	91%
	American Indian	N/A	68%	77%	84%	87%	90%	91%
	Asian	N/A	68%	77%	84%	87%	90%	91%
	White	79%	82%	85%	87%	89%	90%	91%
	LEP	N/A	68%	77%	84%	87%	90%	91%
	Econ. Dis.	50%	69%	76%	84%	87%	90%	91%
	Special Ed.	50%	69%	76%	84%	87%	90%	91%
	OVERALL	80%	83%	86%	88%	90%	91%	92%
	African American	N/A	80%	83%	86%	89%	90%	91%
	Hispanic	75%	79%	83%	86%	89%	90%	91%
	American Indian	N/A	80%	83%	86%	89%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	N/A	80%	83%	86%	89%	90%	91%
	White	86%	88%	90%	91%	92%	93%	94%
	LEP	N/A	80%	83%	86%	89%	90%	91%
	Econ. Dis.	83%	86%	89%	91%	91%	92%	93%
	Special Ed.	80%	83%	86%	88%	90%	91%	92%
Grade 6 Reading	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	83%	85%	87%	89%	91%	93%	94%
	Hispanic	89%	90%	91%	92%	93%	94%	95%
	American Indian	N/A	85%	87%	89%	91%	92%	93%
	Asian	N/A	85%	87%	89%	91%	92%	93%
	White	88%	89%	90%	91%	92%	93%	94%
	LEP	N/A	85%	87%	89%	91%	92%	93%
	Econ. Dis.	91%	92%	93%	93%	94%	95%	96%
	Special Ed.	N/A	85%	87%	89%	91%	92%	93%
Grade 6 Math	OVERALL	79%	82%	85%	88%	90%	91%	92%
	African American	83%	85%	87%	89%	90%	91%	92%
	Hispanic	75%	79%	83%	86%	89%	91%	92%
	American Indian	N/A	80%	83%	86%	89%	90%	91%
	Asian	N/A	80%	83%	86%	89%	90%	91%
	White	81%	83%	85%	87%	89%	90%	92%
	LEP	N/A	80%	83%	86%	89%	90%	91%
	Econ. Dis.	79%	82%	85%	88%	90%	91%	92%
	Special Ed.	N/A	80%	83%	86%	89%	90%	91%
	OVERALL	95%	96%	97%	98%	99%	100%	100%
	African American	88%	90%	92%	94%	96%	98%	100%
	Hispanic	94%	95%	96%	97%	98%	99%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	89%	91%	93%	94%	95%	96%
	Asian	N/A	89%	91%	93%	94%	95%	96%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	89%	91%	93%	94%	95%	96%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	83%	86%	89%	92%	95%	96%	97%
Grade 7 Math	OVERALL	84%	86%	88%	90%	91%	92%	93%
	African American	75%	79%	82%	85%	88%	90%	91%
	Hispanic	89%	90%	91%	92%	92%	93%	94%
	American Indian	N/A	80%	83%	86%	89%	90%	91%
	Asian	N/A	80%	83%	86%	89%	90%	91%
	White	79%	82%	85%	88%	90%	91%	92%
	LEP	N/A	80%	83%	86%	89%	90%	91%
	Econ. Dis.	85%	87%	89%	90%	91%	92%	93%
	Special Ed.	33%	52%	71%	80%	86%	90%	91%
Grade 7 Writing	OVERALL	91%	92%	93%	94%	95%	96%	97%
	African American	88%	89%	90%	91%	92%	93%	94%
	Hispanic	91%	92%	93%	94%	95%	96%	97%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	93%	94%	95%	96%	97%	98%	99%
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
	Special Ed.	50%	64%	76%	84%	88%	90%	91%
	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	N/A	87%	89%	90%	91%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	87%	89%	90%	91%	92%	93%
	Asian	N/A	87%	89%	90%	91%	92%	93%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	87%	89%	90%	91%	92%	93%
	Econ. Dis.	81%	83%	85%	87%	89%	91%	92%
	Special Ed.	N/A	87%	89%	90%	91%	92%	93%
Grade 8 Math	OVERALL	74%	79%	83%	87%	90%	91%	92%
	African American	N/A	78%	82%	86%	89%	90%	91%
	Hispanic	75%	79%	83%	87%	90%	91%	92%
	American Indian	N/A	78%	82%	86%	89%	90%	91%
	Asian	N/A	78%	82%	86%	89%	90%	91%
	White	80%	83%	86%	89%	81%	92%	93%
	LEP	N/A	78%	82%	86%	89%	90%	91%
	Econ. Dis.	69%	75%	80%	84%	88%	90%	91%
	Special Ed.	N/A	78%	82%	86%	89%	90%	91%
Grade 8 Social Studies	OVERALL	98%	99%	100%	100%	100%	100%	100%
	African American	N/A	97%	98%	99%	100%	100%	100%
	Hispanic	96%	97%	98%	99%	100%	100%	100%
	American Indian	N/A	97%	98%	99%	100%	100%	100%
	Asian	N/A	97%	98%	99%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	97%	98%	99%	100%	100%	100%
	Econ. Dis.	96%	97%	98%	99%	100%	100%	100%
	Special Ed.	N/A	97%	98%	99%	100%	100%	100%
	OVERALL	86%	87%	88%	89%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	N/A	86%	88%	89%	90%	91%	92%
	Hispanic	81%	83%	85%	87%	89%	90%	91%
	American Indian	N/A	86%	88%	89%	90%	91%	92%
	Asian	N/A	86%	88%	89%	90%	91%	92%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	86%	88%	89%	90%	91%	92%
	Econ. Dis.	81%	83%	85%	87%	89%	90%	91%
	Special Ed.	N/A	86%	88%	89%	90%	91%	92%
Grade 9 Reading	OVERALL	91%	92%	93%	94%	95%	96%	97%
	African American	N/A	89%	90%	90%	91%	92%	93%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	89%	90%	90%	91%	92%	93%
	Asian	N/A	89%	90%	90%	91%	92%	93%
	White	N/A	89%	90%	90%	91%	92%	93%
	LEP	N/A	89%	90%	90%	91%	92%	93%
	Econ. Dis.	88%	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	89%	90%	90%	91%	92%	93%
Grade 9 Math	OVERALL	91%	92%	92%	93%	93%	94%	95%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	N/A	88%	89%	90%	91%	92%	93%
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	88%	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	63%	73%	82%	87%	90%	92%
	African American	N/A	N/A	74%	80%	86%	90%	91%
	Hispanic	N/A	65%	74%	82%	87%	90%	92%
	American Indian	N/A	N/A	74%	80%	86%	90%	91%
	Asian	N/A	N/A	74%	80%	86%	90%	91%
	White	N/A	67%	76%	82%	87%	90%	92%
	LEP	N/A	N/A	74%	80%	86%	90%	91%
	Econ. Dis.	N/A	63%	73%	82%	87%	90%	92%
	Special Ed.	N/A	N/A	74%	80%	86%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	40%	62%	73%	84%	90%	91%
	African American	N/A	N/A	60%	70%	80%	90%	91%
	Hispanic	N/A	35%	59%	71%	83%	90%	91%
	American Indian	N/A	N/A	60%	70%	80%	90%	91%
	Asian	N/A	N/A	60%	70%	80%	90%	91%
	White	N/A	40%	62%	73%	84%	90%	91%
	LEP	N/A	N/A	60%	70%	80%	90%	91%
	Econ. Dis.	N/A	44%	64%	74%	84%	90%	91%
	Special Ed.	N/A	N/A	60%	70%	80%	90%	91%
EOC Algebra I	OVERALL	N/A	46%	62%	77%	85%	90%	91%
	African American	N/A	N/A	60%	70%	80%	90%	91%
	Hispanic	N/A	38%	58%	74%	84%	90%	91%
	American Indian	N/A	N/A	60%	70%	80%	90%	91%
	Asian	N/A	N/A	60%	70%	80%	90%	91%
	White	N/A	60%	60%	70%	80%	90%	91%
	LEP	N/A	N/A	60%	70%	80%	90%	91%
	Econ. Dis.	N/A	40%	60%	75%	85%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	60%	70%	80%	90%	91%
EOC Biology	OVERALL	N/A	82%	84%	86%	88%	90%	92%
	African American	N/A	N/A	82%	85%	88%	90%	91%
	Hispanic	N/A	76%	80%	83%	87%	90%	91%
	American Indian	N/A	N/A	82%	85%	88%	90%	91%
	Asian	N/A	N/A	82%	85%	88%	90%	91%
	White	N/A	93%	94%	95%	96%	97%	98%
	LEP	N/A	N/A	82%	85%	88%	90%	91%
	Econ. Dis.	N/A	76%	80%	83%	86%	90%	91%
	Special Ed.	N/A	N/A	82%	85%	88%	90%	91%
EOC World Geography	OVERALL	N/A	69%	78%	82%	86%	90%	91%
	African American	N/A	N/A	77%	82%	87%	90%	91%
	Hispanic	N/A	72%	80%	84%	88%	90%	91%
	American Indian	N/A	N/A	77%	82%	87%	90%	91%
	Asian	N/A	N/A	77%	82%	87%	90%	91%
	White	N/A	71%	77%	82%	86%	90%	91%
	LEP	N/A	N/A	77%	82%	87%	90%	91%
	Econ. Dis.	N/A	67%	76%	82%	86%	90%	91%
	Special Ed.	N/A	N/A	77%	82%	87%	90%	91%
Grade 10 ELA	OVERALL	100%	92%	94%	96%	98%	100%	100%
	African American	N/A	N/A	92%	93%	94%	95%	96%
	Hispanic	100%	86%	90%	94%	98%	100%	100%
	American Indian	N/A	N/A	92%	93%	94%	95%	96%
	Asian	N/A	N/A	92%	93%	94%	95%	96%
	White	100%	N/A	96%	98%	100%	100%	100%
	LEP	N/A	N/A	92%	93%	94%	95%	96%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	100%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	N/A	92%	93%	94%	95%	96%
Grade 10 Math	OVERALL	67%	50%	67%	78%	85%	90%	92%
	African American	N/A	N/A	70%	80%	85%	90%	91%
	Hispanic	70%	38%	58%	78%	85%	90%	91%
	American Indian	N/A	N/A	70%	80%	85%	90%	91%
	Asian	N/A	N/A	70%	80%	85%	90%	91%
	White	67%	N/A	70%	80%	85%	90%	91%
	LEP	N/A	N/A	70%	80%	85%	90%	91%
	Econ. Dis.	73%	42%	58%	78%	85%	90%	91%
	Special Ed.	N/A	N/A	70%	80%	85%	90%	91%
Grade 10 Science	OVERALL	94%	64%	74%	84%	88%	90%	91%
	African American	N/A	N/A	74%	84%	88%	90%	91%
	Hispanic	90%	50%	69%	79%	85%	90%	91%
	American Indian	N/A	N/A	74%	84%	88%	90%	91%
	Asian	N/A	N/A	74%	84%	88%	90%	91%
	White	100%	N/A	74%	84%	88%	90%	91%
	LEP	N/A	N/A	74%	84%	88%	90%	91%
	Econ. Dis.	93%	58%	67%	77%	85%	90%	91%
	Special Ed.	N/A	N/A	74%	84%	88%	90%	91%
Grade 10 Social Studies	OVERALL	100%	79%	82%	85%	88%	90%	91%
	African American	N/A	N/A	78%	84%	88%	90%	91%
	Hispanic	100%	63%	72%	80%	88%	90%	91%
	American Indian	N/A	N/A	78%	84%	88%	90%	91%
	Asian	N/A	N/A	78%	84%	88%	90%	91%
	White	100%	N/A	78%	84%	88%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	78%	84%	88%	90%	91%
	Econ. Dis.	100%	75%	80%	84%	88%	90%	91%
	Special Ed.	N/A	N/A	78%	84%	88%	90%	91%
Grade 11 ELA	OVERALL	91%	86%	88%	90%	92%	94%	95%
	African American	N/A	N/A	86%	88%	90%	92%	93%
	Hispanic	89%	80%	84%	88%	90%	92%	94%
	American Indian	N/A	N/A	86%	88%	90%	92%	93%
	Asian	N/A	N/A	86%	88%	90%	92%	93%
	White	N/A	N/A	86%	88%	90%	92%	93%
	LEP	N/A	N/A	86%	88%	90%	92%	93%
	Econ. Dis.	88%	85%	87%	89%	91%	93%	95%
	Special Ed.	N/A	N/A	86%	88%	90%	92%	93%
Grade 11 Math	OVERALL	90%	60%	70%	80%	90%	92%	94%
	African American	N/A	N/A	72%	80%	84%	90%	92%
	Hispanic	100%	60%	70%	80%	90%	92%	94%
	American Indian	N/A	N/A	72%	80%	84%	90%	92%
	Asian	N/A	N/A	72%	80%	84%	90%	92%
	White	N/A	N/A	72%	80%	84%	90%	92%
	LEP	N/A	N/A	72%	80%	84%	90%	92%
	Econ. Dis.	86%	57%	69%	79%	94%	90%	91%
	Special Ed.	N/A	N/A	72%	80%	84%	90%	92%
Grade 11 Science	OVERALL	89%	73%	78%	84%	88%	91%	93%
	African American	N/A	N/A	80%	83%	86%	90%	92%
	Hispanic	100%	60%	70%	80%	90%	95%	100%
	American Indian	N/A	N/A	80%	83%	86%	90%	92%
	Asian	N/A	N/A	80%	83%	86%	90%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	N/A	80%	83%	86%	90%	92%
	LEP	N/A	N/A	80%	83%	86%	90%	92%
	Econ. Dis.	86%	71%	77%	84%	88%	91%	93%
	Special Ed.	N/A	N/A	80%	83%	86%	90%	92%
Grade 11 Social Studies	OVERALL	100%	93%	95%	97%	99%	100%	100%
	African American	N/A	N/A	95%	97%	99%	100%	100%
	Hispanic	100%	90%	93%	96%	99%	100%	100%
	American Indian	N/A	N/A	95%	97%	99%	100%	100%
	Asian	N/A	N/A	95%	97%	99%	100%	100%
	White	N/A	N/A	95%	97%	99%	100%	100%
	LEP	N/A	N/A	95%	97%	99%	100%	100%
	Econ. Dis.	100%	93%	95%	97%	99%	100%	100%
	Special Ed.	N/A	N/A	95%	97%	99%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - WACO 161807

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:

3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)

Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	94%	95%	96%	97%	98%	99%	100%
	African American	94%	95%	96%	97%	98%	99%	100%
	Hispanic	92%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	94%	95%	96%	97%	98%	99%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	94%	95%	96%	97%	98%	99%	100%
	Econ. Dis.	93%	94%	95%	96%	97%	98%	99%
	Special Ed.	50%	60%	70%	80%	90%	95%	97%
Grade 3 Math	OVERALL	86%	87%	88%	89%	90%	91%	92%
	African American	81%	83%	85%	87%	89%	91%	92%
	Hispanic	83%	85%	87%	89%	91%	92%	93%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	91%	92%	93%	94%	95%	96%	97%
	White	92%	93%	94%	95%	96%	97%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	74%	78%	82%	86%	90%	91%	92%
	Econ. Dis.	81%	84%	87%	89%	90%	91%	92%
	Special Ed.	33%	53%	72%	81%	87%	90%	91%
Grade 4 Reading	OVERALL	91%	92%	93%	94%	95%	96%	97%
	African American	93%	94%	95%	96%	97%	98%	99%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	82%	84%	86%	88%	90%	92%
	Asian	97%	98%	99%	100%	100%	100%	100%
	White	95%	96%	97%	98%	99%	100%	100%
	LEP	84%	86%	87%	88%	89%	90%	91%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	80%	82%	84%	86%	88%	90%	92%
Grade 4 Math	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	86%	87%	88%	89%	90%	91%	92%
	Hispanic	89%	90%	91%	92%	93%	94%	95%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	97%	98%	99%	100%	100%	100%	100%
	White	93%	94%	95%	96%	97%	98%	99%
	LEP	94%	9500%	95%	96%	96%	97%	98%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	60%	69%	79%	83%	87%	90%	91%
Grade 4 Writing	OVERALL	91%	92%	92%	93%	93%	94%	95%
	African American	98%	99%	99%	100%	100%	100%	100%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	82%	84%	86%	88%	90%	92%
	Asian	97%	98%	98%	99%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	93%	94%	94%	95%	95%	96%	97%
	LEP	85%	87%	89%	90%	91%	92%	93%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	80%	82%	84%	86%	88%	90%	92%
Grade 5 Reading	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	88%	89%	90%	91%	92%	93%	94%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	92%	93%	94%	95%	96%	97%	98%
	LEP	65%	76%	85%	89%	90%	91%	92%
	Econ. Dis.	87%	88%	89%	90%	91%	92%	93%
	Special Ed.	71%	79%	84%	87%	90%	91%	92%
Grade 5 Math	OVERALL	86%	87%	88%	89%	90%	91%	92%
	African American	78%	83%	86%	89%	90%	91%	92%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	88%	89%	90%	91%	91%	92%
	Asian	97%	98%	99%	99%	100%	100%	100%
	White	85%	86%	87%	88%	89%	90%	91%
	LEP	87%	88%	89%	90%	91%	92%	93%
	Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
	Special Ed.	71%	76%	80%	84%	88%	90%	91%
	OVERALL	87%	88%	89%	90%	91%	92%	93%
	African American	83%	85%	87%	89%	91%	92%	93%
	Hispanic	82%	84%	87%	89%	91%	92%	93%
	American Indian	N/A	86%	88%	90%	91%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	97%	98%	99%	99%	100%	100%	100%
	White	98%	98%	99%	99%	100%	100%	100%
	LEP	63%	71%	80%	84%	88%	90%	91%
	Econ. Dis.	85%	87%	89%	90%	91%	92%	93%
	Special Ed.	57%	70%	79%	84%	88%	90%	91%
Grade 6 Reading	OVERALL	93%	94%	95%	96%	97%	98%	99%
	African American	92%	93%	94%	95%	96%	97%	98%
	Hispanic	92%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	90%	91%	92%	93%	94%	95%	96%
	White	95%	96%	97%	98%	99%	99%	100%
	LEP	86%	87%	88%	89%	90%	91%	92%
	Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
	Special Ed.	83%	85%	87%	89%	90%	91%	92%
Grade 6 Math	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	89%	90%	91%	92%	93%	94%	95%
	Hispanic	85%	86%	87%	88%	89%	90%	91%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	97%	98%	99%	100%	100%	100%	100%
	White	91%	92%	93%	94%	95%	96%	97%
	LEP	79%	82%	85%	88%	90%	91%	92%
	Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
	Special Ed.	42%	61%	72%	81%	85%	90%	91%
	OVERALL	95%	96%	96%	97%	97%	98%	99%
	African American	90%	91%	92%	93%	94%	95%	96%
	Hispanic	95%	96%	96%	97%	97%	98%	99%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	95%	96%	96%	97%	97%	98%	99%
	White	97%	98%	99%	99%	100%	100%	100%
	LEP	40%	60%	70%	80%	90%	93%	95%
	Econ. Dis.	94%	96%	96%	97%	97%	98%	99%
	Special Ed.	83%	85%	87%	89%	91%	93%	95%
Grade 7 Math	OVERALL	92%	93%	94%	95%	96%	97%	98%
	African American	90%	91%	92%	93%	94%	95%	96%
	Hispanic	92%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	87%	88%	89%	90%	91%	92%	93%
	LEP	100%	100%	100%	100%	100%	100%	100%
	Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
	Special Ed.	67%	74%	81%	88%	92%	93%	94%
Grade 7 Writing	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	97%	98%	99%	99%	100%	100%	100%
	American Indian	N/A	91%	92%	93%	94%	95%	96%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	100%	100%	100%	100%	100%	100%	100%
	Econ. Dis.	98%	98%	99%	99%	100%	100%	100%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	92%	93%	94%	95%	96%	97%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	98%	98%	99%	99%	100%	100%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	97%	98%	99%	100%	100%	100%	100%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	96%	97%	98%	99%	100%	100%	100%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 8 Math	OVERALL	91%	92%	92%	93%	94%	95%	96%
	African American	85%	87%	89%	91%	92%	93%	94%
	Hispanic	91%	92%	92%	93%	93%	94%	95%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	92%	92%	92%	93%	93%	94%	95%
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	91%	92%	92%	93%	93%	94%	95%
	Special Ed.	78%	82%	86%	90%	91%	92%	93%
Grade 8 Social Studies	OVERALL	97%	98%	99%	100%	100%	100%	100%
	African American	96%	97%	98%	99%	100%	100%	100%
	Hispanic	98%	99%	100%	100%	100%	100%	100%
	American Indian	N/A	90%	93%	96%	99%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	94%	95%	96%	97%	98%	99%	100%
	LEP	N/A	90%	93%	96%	99%	100%	100%
	Econ. Dis.	97%	98%	99%	100%	100%	100%	100%
	Special Ed.	78%	82%	86%	90%	94%	98%	100%
	OVERALL	89%	90%	91%	92%	93%	94%	95%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	81%	83%	85%	87%	89%	91%	92%
	Hispanic	90%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	86%	87%	88%	89%	90%	91%	92%
	LEP	N/A	87%	88%	89%	90%	91%	92%
	Econ. Dis.	85%	86%	87%	88%	89%	90%	91%
	Special Ed.	78%	81%	84%	87%	89%	90%	91%
Grade 9 Reading	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	99%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	95%	97%	99%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	95%	97%	99%	100%	100%	100%
	Econ. Dis.	99%	99%	100%	100%	100%	100%	100%
	Special Ed.	N/A	95%	97%	99%	100%	100%	100%
Grade 9 Math	OVERALL	94%	95%	96%	97%	98%	99%	100%
	African American	79%	82%	85%	88%	91%	94%	97%
	Hispanic	99%	99%	100%	100%	100%	100%	100%
	American Indian	N/A	89%	92%	95%	98%	99%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	91%	93%	95%	97%	99%	100%	100%
	LEP	N/A	89%	92%	95%	98%	99%	100%
	Econ. Dis.	97%	98%	99%	100%	100%	100%	100%
	Special Ed.	N/A	89%	92%	95%	98%	99%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	77%	81%	85%	89%	91%	92%
	African American	N/A	59%	68%	79%	85%	90%	91%
	Hispanic	N/A	79%	81%	85%	89%	91%	92%
	American Indian	N/A	N/A	78%	83%	86%	90%	91%
	Asian	N/A	81%	83%	87%	89%	91%	92%
	White	N/A	79%	82%	85%	89%	91%	92%
	LEP	N/A	N/A	78%	83%	86%	90%	91%
	Econ. Dis.	N/A	76%	80%	85%	89%	91%	92%
	Special Ed.	N/A	N/A	78%	83%	86%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	65%	74%	83%	89%	90%	91%
	African American	N/A	50%	60%	69%	80%	90%	91%
	Hispanic	N/A	67%	76%	84%	88%	90%	91%
	American Indian	N/A	N/A	74%	83%	89%	90%	91%
	Asian	N/A	76%	80%	83%	86%	90%	91%
	White	N/A	64%	73%	83%	89%	90%	91%
	LEP	N/A	N/A	74%	83%	89%	90%	91%
	Econ. Dis.	N/A	63%	72%	82%	89%	90%	91%
	Special Ed.	N/A	N/A	74%	83%	89%	90%	91%
EOC Algebra I	OVERALL	N/A	90%	91%	92%	93%	94%	95%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	N/A	89%	90%	91%	92%	93%	94%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	N/A	95%	96%	97%	98%	99%	100%
	White	N/A	94%	95%	96%	97%	98%	99%
	LEP	N/A	N/A	88%	89%	90%	91%	92%
	Econ. Dis.	N/A	91%	92%	93%	94%	95%	96%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	100%	97%	98%	99%	100%	100%
EOC Biology	OVERALL	N/A	93%	94%	95%	96%	97%	98%
	African American	N/A	91%	92%	93%	94%	95%	96%
	Hispanic	N/A	91%	92%	93%	94%	95%	96%
	American Indian	N/A	N/A	89%	90%	91%	92%	93%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	97%	98%	99%	100%	100%	100%
	LEP	N/A	N/A	89%	90%	91%	92%	93%
	Econ. Dis.	N/A	92%	93%	94%	95%	96%	97%
	Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
EOC World Geography	OVERALL	N/A	93%	94%	95%	96%	97%	98%
	African American	N/A	91%	92%	93%	94%	95%	96%
	Hispanic	N/A	91%	92%	93%	94%	95%	96%
	American Indian	N/A	N/A	89%	90%	91%	92%	93%
	Asian	N/A	94%	95%	96%	97%	98%	99%
	White	N/A	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	89%	90%	91%	92%	93%
	Econ. Dis.	N/A	93%	94%	95%	96%	97%	98%
	Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
Grade 10 ELA	OVERALL	96%	99%	99%	100%	100%	100%	100%
	African American	83%	100%	99%	100%	100%	100%	100%
	Hispanic	100%	99%	99%	100%	100%	100%	100%
	American Indian	N/A	N/A	91%	92%	93%	94%	95%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	91%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	91%	92%	93%	94%	95%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	96%	99%	99%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	91%	92%	93%	94%	95%
Grade 10 Math	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	100%	94%	96%	98%	99%	100%	100%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	N/A	89%	90%	91%	92%	93%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	100%	88%	89%	90%	91%	92%	93%
	LEP	N/A	N/A	89%	90%	91%	92%	93%
	Econ. Dis.	88%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
Grade 10 Science	OVERALL	93%	86%	88%	90%	92%	94%	95%
	African American	100%	81%	89%	94%	97%	100%	100%
	Hispanic	92%	85%	88%	91%	93%	94%	95%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	100%	91%	93%	96%	98%	100%	100%
	LEP	N/A	N/A	87%	88%	89%	90%	91%
	Econ. Dis.	89%	87%	88%	89%	90%	91%	92%
	Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
Grade 10 Social Studies	OVERALL	99%	99%	99%	100%	100%	100%	100%
	African American	83%	100%	100%	100%	100%	100%	100%
	Hispanic	100%	99%	99%	100%	100%	100%	100%
	American Indian	N/A	N/A	97%	98%	99%	100%	100%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	97%	98%	99%	100%	100%
	Econ. Dis.	98%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
Grade 11 ELA	OVERALL	98%	95%	96%	97%	98%	99%	100%
	African American	N/A	86%	88%	90%	92%	94%	96%
	Hispanic	97%	98%	98%	99%	99%	100%	100%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	80%	83%	86%	89%	92%	95%
	White	100%	89%	91%	93%	95%	97%	99%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	100%	95%	96%	97%	98%	99%	100%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 11 Math	OVERALL	100%	95%	97%	98%	99%	100%	100%
	African American	N/A	86%	88%	90%	92%	93%	94%
	Hispanic	100%	97%	98%	99%	100%	100%	100%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	80%	84%	88%	91%	93%	95%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	100%	93%	95%	97%	99%	100%	100%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 11 Science	OVERALL	100%	96%	97%	98%	99%	100%	100%
	African American	N/A	86%	88%	90%	92%	94%	96%
	Hispanic	100%	97%	98%	99%	100%	100%	100%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	100%	95%	96%	97%	98%	99%	100%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 11 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	100%	100%	100%	100%	100%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	100%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	100%	100%	100%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - AUSTIN 227816

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:
3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)
Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory
Methodology for determining growth: Change in achievement levels
*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	92%	92%	93%	94%	95%	96%	97%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	89%	90%	91%	92%	93%	94%	95%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	94%	94%	95%	95%	96%	97%	98%
	White	95%	96%	96%	97%	98%	99%	100%
	LEP	83%	85%	87%	89%	91%	92%	93%
	Econ. Dis.	88%	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%
Grade 3 Math	OVERALL	90%	91%	92%	93%	94%	95%	96%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	95%	95%	96%	96%	97%	98%	99%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	89%	90%	91%	92%	93%	94%	95%
	Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%
Grade 4 Reading	OVERALL	91%	92%	93%	94%	95%	96%	97%
	African American	92%	92%	93%	94%	95%	96%	97%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	92%	92%	93%	94%	95%	96%	97%
	LEP	82%	84%	86%	88%	90%	91%	92%
	Econ. Dis.	86%	88%	89%	90%	91%	92%	93%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%
Grade 4 Math	OVERALL	93%	94%	94%	95%	96%	97%	98%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	96%	97%	98%	99%	100%	100%	100%
	LEP	94%	94%	95%	95%	96%	97%	98%
	Econ. Dis.	88%	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 4 Writing	OVERALL	91%	92%	92%	93%	94%	95%	96%
	African American	91%	92%	92%	93%	94%	95%	96%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	88%	89%	90%	91%	92%	93%	94%
	LEP	88%	89%	90%	91%	92%	93%	94%
	Econ. Dis.	86%	88%	90%	91%	92%	93%	94%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%
Grade 5 Reading	OVERALL	90%	91%	92%	93%	94%	95%	96%
	African American	90%	91%	92%	93%	94%	95%	96%
	Hispanic	82%	84%	86%	88%	90%	91%	92%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	96%	96%	97%	98%	99%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	53%	63%	72%	81%	86%	90%	91%
	Econ. Dis.	83%	85%	87%	89%	90%	91%	92%
	Special Ed.	80%	83%	86%	89%	90%	91%	92%
Grade 5 Math	OVERALL	90%	90%	91%	92%	93%	94%	95%
	African American	90%	90%	91%	92%	93%	94%	95%
	Hispanic	80%	83%	86%	89%	90%	91%	92%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	59%	69%	78%	82%	87%	90%	91%
	Econ. Dis.	84%	86%	88%	89%	90%	91%	92%
	Special Ed.	80%	83%	86%	89%	90%	91%	92%
	OVERALL	87%	88%	89%	90%	91%	92%	93%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	75%	79%	83%	88%	90%	91%	92%
	American Indian	N/A	86%	87%	88%	89%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	96%	96%	97%	98%	99%	100%	100%
	White	96%	96%	97%	98%	99%	100%	100%
	LEP	35%	55%	68%	79%	85%	90%	91%
	Econ. Dis.	76%	81%	85%	88%	90%	91%	92%
	Special Ed.	N/A	86%	87%	88%	89%	90%	91%
Grade 6 Reading	OVERALL	91%	92%	93%	94%	95%	96%	97%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	86%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	95%	96%	97%	98%	99%	100%	100%
	LEP	68%	75%	81%	84%	88%	90%	91%
	Econ. Dis.	90%	91%	92%	93%	94%	95%	96%
	Special Ed.	78%	82%	86%	88%	90%	91%	92%
Grade 6 Math	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	95%	95%	96%	97%	98%	99%	100%
	Hispanic	85%	87%	88%	89%	90%	91%	92%
	American Indian	N/A	86%	87%	88%	89%	90%	91%
	Asian	98%	98%	99%	99%	100%	100%	100%
	White	91%	92%	93%	94%	95%	96%	97%
	LEP	78%	82%	85%	88%	89%	90%	91%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	44%	63%	72%	81%	86%	90%	91%
	OVERALL	94%	95%	96%	97%	98%	99%	100%
	African American	90%	91%	92%	93%	94%	95%	96%
	Hispanic	92%	93%	94%	95%	96%	97%	98%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	83%	96%	97%	98%	99%	100%	100%
	Econ. Dis.	92%	93%	94%	95%	96%	97%	98%
	Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Math	OVERALL	93%	94%	95%	96%	97%	98%	99%
	African American	97%	98%	99%	100%	100%	100%	100%
	Hispanic	90%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	93%	93%	94%	95%	96%	97%	98%
	LEP	83%	85%	87%	89%	90%	91%	92%
	Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
	Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Writing	OVERALL	97%	97%	98%	99%	100%	100%	100%
	African American	100%	96%	97%	98%	99%	100%	100%
	Hispanic	95%	96%	97%	98%	99%	100%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	89%	90%	91%	92%	93%	94%	95%
	Econ. Dis.	95%	95%	96%	97%	98%	99%	100%
	Special Ed.	100%	96%	97%	98%	99%	100%	100%
	OVERALL	96%	96%	97%	98%	99%	100%	100%
	African American	95%	96%	97%	98%	99%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	96%	97%	98%	99%	100%	100%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	93%	94%	95%	96%	97%	98%	99%
	White	98%	98%	99%	100%	100%	100%	100%
	LEP	50%	70%	80%	85%	89%	91%	92%
	Econ. Dis.	96%	96%	97%	98%	99%	100%	100%
	Special Ed.	78%	83%	86%	88%	90%	91%	92%
Grade 8 Math	OVERALL	88%	89%	90%	91%	92%	93%	94%
	African American	80%	82%	84%	86%	88%	90%	91%
	Hispanic	87%	88%	89%	90%	91%	92%	93%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	90%	91%	92%	93%	94%	95%	96%
	LEP	75%	79%	83%	87%	90%	91%	92%
	Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
	Special Ed.	56%	74%	80%	84%	88%	90%	91%
Grade 8 Social Studies	OVERALL	98%	98%	99%	99%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	97%	98%	99%	100%	100%	100%	100%
	American Indian	N/A	96%	97%	98%	99%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	88%	90%	92%	94%	96%	98%	100%
	Econ. Dis.	99%	99%	100%	100%	100%	100%	100%
	Special Ed.	100%	100%	100%	100%	100%	100%	100%
	OVERALL	89%	90%	91%	92%	93%	94%	95%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	85%	87%	89%	90%	91%	92%	93%
	Hispanic	84%	86%	88%	90%	91%	92%	93%
	American Indian	N/A	86%	87%	88%	89%	90%	91%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	75%	81%	85%	88%	90%	91%	92%
	Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
	Special Ed.	78%	82%	85%	88%	90%	91%	92%
Grade 9 Reading	OVERALL	96%	96%	97%	98%	99%	100%	100%
	African American	83%	85%	87%	89%	90%	91%	92%
	Hispanic	98%	98%	99%	99%	100%	100%	100%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	93%	94%	95%	96%	97%	98%	99%
	White	96%	97%	98%	99%	100%	100%	100%
	LEP	N/A	87%	88%	89%	90%	91%	92%
	Econ. Dis.	96%	96%	97%	98%	99%	100%	100%
	Special Ed.	75%	79%	83%	87%	89%	90%	91%
Grade 9 Math	OVERALL	87%	88%	89%	90%	91%	92%	93%
	African American	83%	85%	87%	88%	89%	90%	91%
	Hispanic	81%	83%	85%	87%	89%	90%	91%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	88%	89%	90%	91%	92%	93%	94%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	82%	84%	86%	88%	89%	90%	91%
	Special Ed.	44%	63%	72%	81%	86%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	82%	84%	86%	88%	90%	91%
	African American	N/A	93%	93%	94%	95%	96%	97%
	Hispanic	N/A	76%	80%	84%	88%	90%	91%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	N/A	92%	92%	93%	94%	95%	96%
	White	N/A	88%	89%	90%	91%	92%	93%
	LEP	N/A	N/A	87%	88%	89%	90%	91%
	Econ. Dis.	N/A	75%	79%	83%	87%	90%	91%
	Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	61%	71%	80%	86%	90%	91%
	African American	N/A	71%	79%	84%	87%	90%	91%
	Hispanic	N/A	57%	75%	81%	87%	90%	91%
	American Indian	N/A	N/A	73%	81%	86%	90%	91%
	Asian	N/A	85%	87%	88%	89%	90%	91%
	White	N/A	58%	74%	81%	86%	90%	91%
	LEP	N/A	N/A	80%	84%	87%	90%	91%
	Econ. Dis.	N/A	55%	73%	80%	86%	90%	91%
	Special Ed.	N/A	N/A	73%	81%	86%	90%	91%
EOC Algebra I	OVERALL	N/A	90%	90%	91%	92%	93%	94%
	African American	N/A	95%	95%	96%	97%	98%	99%
	Hispanic	N/A	84%	86%	88%	90%	91%	92%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	N/A	97%	98%	99%	100%	100%	100%
	White	N/A	98%	98%	99%	100%	100%	100%
	LEP	N/A	N/A	73%	81%	86%	90%	91%
	Econ. Dis.	N/A	87%	88%	89%	90%	91%	92%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	100%	97%	98%	99%	100%	100%
EOC Biology	OVERALL	N/A	91%	92%	93%	94%	95%	96%
	African American	N/A	100%	97%	98%	99%	100%	100%
	Hispanic	N/A	86%	87%	88%	89%	90%	91%
	American Indian	N/A	N/A	88%	89%	90%	91%	92%
	Asian	N/A	100%	97%	98%	99%	100%	100%
	White	N/A	96%	96%	97%	98%	99%	100%
	LEP	N/A	N/A	88%	89%	90%	91%	92%
	Econ. Dis.	N/A	88%	89%	90%	91%	92%	93%
	Special Ed.	N/A	100%	97%	98%	99%	100%	100%
EOC World Geography	OVERALL	N/A	92%	93%	94%	95%	96%	97%
	African American	N/A	93%	94%	95%	96%	97%	98%
	Hispanic	N/A	90%	91%	92%	93%	94%	95%
	American Indian	N/A	N/A	89%	90%	91%	92%	93%
	Asian	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	94%	95%	96%	97%	98%	99%
	LEP	N/A	N/A	96%	97%	98%	99%	100%
	Econ. Dis.	N/A	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	60%	74%	82%	86%	90%	92%
Grade 10 ELA	OVERALL	94%	95%	96%	97%	98%	99%	100%
	African American	100%	89%	91%	94%	97%	100%	100%
	Hispanic	96%	98%	98%	99%	100%	100%	100%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	89%	94%	95%	96%	97%	98%	99%
	White	83%	92%	93%	94%	95%	96%	97%
	LEP	N/A	N/A	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	95%	98%	98%	99%	99%	100%	100%
	Special Ed.	N/A	80%	83%	86%	89%	91%	92%
Grade 10 Math	OVERALL	92%	84%	87%	90%	93%	94%	95%
	African American	100%	78%	84%	91%	95%	100%	100%
	Hispanic	96%	81%	87%	91%	94%	98%	99%
	American Indian	N/A	N/A	87%	88%	89%	90%	91%
	Asian	78%	88%	89%	90%	91%	92%	93%
	White	83%	88%	89%	90%	91%	92%	93%
	LEP	N/A	N/A	87%	88%	89%	90%	91%
	Econ. Dis.	95%	87%	88%	89%	90%	91%	92%
	Special Ed.	N/A	50%	70%	80%	90%	91%	92%
Grade 10 Science	OVERALL	91%	78%	83%	86%	90%	93%	94%
	African American	88%	67%	78%	83%	88%	90%	91%
	Hispanic	94%	75%	85%	90%	93%	95%	96%
	American Indian	N/A	N/A	85%	87%	89%	90%	91%
	Asian	78%	81%	84%	88%	90%	91%	92%
	White	92%	88%	90%	91%	92%	93%	94%
	LEP	N/A	N/A	85%	87%	89%	90%	91%
	Econ. Dis.	93%	73%	83%	89%	92%	94%	95%
	Special Ed.	N/A	33%	54%	69%	80%	90%	91%
Grade 10 Social Studies	OVERALL	97%	99%	99%	100%	100%	100%	100%
	African American	100%	100%	100%	100%	100%	100%	100%
	Hispanic	98%	98%	99%	100%	100%	100%	100%
	American Indian	N/A	N/A	90%	92%	94%	96%	98%
	Asian	89%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	90%	92%	94%	96%	98%
	Econ. Dis.	98%	98%	99%	100%	100%	100%	100%
	Special Ed.	N/A	83%	87%	91%	95%	98%	99%
Grade 11 ELA	OVERALL	100%	96%	97%	98%	99%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	100%	97%	98%	99%	100%	100%	100%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	83%	85%	87%	89%	91%	93%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	100%	97%	98%	99%	100%	100%	100%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 11 Math	OVERALL	97%	98%	99%	100%	100%	100%	100%
	African American	N/A	89%	91%	93%	95%	97%	99%
	Hispanic	95%	100%	95%	96%	98%	100%	100%
	American Indian	N/A	N/A	92%	93%	94%	95%	96%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	92%	93%	94%	95%	96%
	Econ. Dis.	95%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	92%	93%	94%	95%	96%
Grade 11 Science	OVERALL	94%	98%	98%	99%	100%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	89%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	93%	94%	95%	96%	97%
	Asian	100%	100%	100%	100%	100%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	100%	91%	93%	96%	98%	100%	100%
	LEP	N/A	N/A	93%	94%	95%	96%	97%
	Econ. Dis.	89%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	93%	94%	95%	96%	97%
Grade 11 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	95%	97%	100%	100%	100%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	N/A	95%	97%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	95%	97%	100%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - LAREDO 240804

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used:

3rd-8th grade TAKS (Texas state assessment), 9th-12th grade STAAR EOCs and TAKS (Texas state assessments)

Methodology for determining status: for TAKS = Met Standard; for EOCs = Satisfactory

Methodology for determining growth: Change in achievement levels

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL	84%	86%	88%	89%	90%	91%	92%
	African American	N/A	85%	87%	89%	90%	91%	92%
	Hispanic	85%	86%	88%	89%	90%	91%	92%
	American Indian	N/A	85%	87%	89%	90%	91%	92%
	Asian	N/A	85%	87%	89%	90%	91%	92%
	White	N/A	85%	87%	89%	90%	91%	92%
	LEP	N/A	85%	87%	89%	90%	91%	92%
	Econ. Dis.	80%	82%	84%	86%	88%	90%	91%
	Special Ed.	N/A	85%	87%	89%	90%	91%	92%
Grade 3 Math	OVERALL	93%	93%	94%	95%	96%	97%	98%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	92%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	N/A	88%	89%	90%	91%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	90%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%
Grade 4 Reading	OVERALL	82%	84%	86%	88%	90%	91%	92%
	African American	N/A	86%	87%	88%	89%	90%	91%
	Hispanic	82%	84%	86%	88%	90%	91%	92%
	American Indian	N/A	86%	87%	88%	89%	90%	91%
	Asian	N/A	86%	87%	88%	89%	90%	91%
	White	N/A	86%	87%	88%	89%	90%	91%
	LEP	N/A	86%	87%	88%	89%	90%	91%
	Econ. Dis.	81%	83%	86%	88%	90%	91%	92%
	Special Ed.	N/A	86%	87%	88%	89%	90%	91%
Grade 4 Math	OVERALL	84%	86%	88%	89%	90%	91%	92%
	African American	N/A	84%	86%	88%	90%	91%	92%
	Hispanic	82%	84%	86%	88%	90%	91%	92%
	American Indian	N/A	84%	86%	88%	90%	91%	92%
	Asian	N/A	84%	86%	88%	90%	91%	92%
	White	N/A	84%	86%	88%	90%	91%	92%
	LEP	N/A	84%	86%	88%	90%	91%	92%
	Econ. Dis.	84%	86%	88%	89%	90%	91%	92%
	Special Ed.	N/A	84%	86%	88%	90%	91%	92%
Grade 4 Writing	OVERALL	96%	96%	97%	98%	99%	100%	100%
	African American	N/A	89%	90%	91%	92%	93%	94%
	Hispanic	95%	95%	96%	97%	98%	99%	100%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	N/A	89%	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	89%	90%	91%	92%	93%	94%
	LEP	N/A	89%	90%	91%	92%	93%	94%
	Econ. Dis.	94%	95%	96%	97%	98%	99%	100%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%
Grade 5 Reading	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	N/A	88%	89%	90%	91%	92%	93%
	LEP	67%	72%	81%	86%	90%	91%	92%
	Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%
Grade 5 Math	OVERALL	96%	96%	97%	98%	99%	100%	100%
	African American	N/A	90%	91%	92%	93%	94%	95%
	Hispanic	96%	96%	97%	98%	99%	100%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	N/A	90%	91%	92%	93%	94%	95%
	White	N/A	90%	91%	92%	93%	94%	95%
	LEP	100%	96%	97%	98%	99%	100%	100%
	Econ. Dis.	96%	96%	97%	98%	99%	100%	100%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
	OVERALL	90%	91%	92%	93%	94%	95%	96%
	African American	N/A	89%	90%	91%	92%	93%	94%
	Hispanic	90%	91%	92%	93%	94%	95%	96%
	American Indian	N/A	89%	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5 Science	Asian	N/A	89%	90%	91%	92%	93%	94%
	White	N/A	89%	90%	91%	92%	93%	94%
	LEP	83%	85%	87%	89%	91%	92%	93%
	Econ. Dis.	91%	91%	92%	93%	94%	95%	96%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%
Grade 6 Reading	OVERALL	95%	95%	96%	97%	98%	99%	100%
	African American	N/A	90%	91%	92%	93%	94%	95%
	Hispanic	95%	95%	96%	97%	98%	99%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	83%	85%	87%	89%	91%	92%	93%
	White	100%	100%	100%	100%	100%	100%	100%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	94%	95%	96%	97%	98%	99%	100%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 6 Math	OVERALL	85%	87%	89%	90%	91%	92%	93%
	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	84%	86%	88%	90%	91%	92%	93%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	100%	100%	100%	100%	100%	100%	100%
	White	80%	82%	84%	86%	88%	90%	91%
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%
	OVERALL	98%	98%	99%	100%	100%	100%	100%
	African American	N/A	91%	92%	93%	94%	95%	96%
	Hispanic	98%	98%	99%	100%	101%	102%	103%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	American Indian	N/A	91%	92%	93%	94%	95%	96%
	Asian	N/A	91%	92%	93%	94%	95%	96%
	White	N/A	91%	92%	93%	94%	95%	96%
	LEP	N/A	91%	92%	93%	94%	95%	96%
	Econ. Dis.	97%	98%	99%	100%	100%	100%	100%
	Special Ed.	N/A	91%	92%	93%	94%	95%	96%
Grade 7 Math	OVERALL	89%	90%	91%	92%	93%	94%	95%
	African American	N/A	87%	88%	89%	90%	91%	92%
	Hispanic	88%	89%	90%	91%	92%	93%	94%
	American Indian	N/A	87%	88%	89%	90%	91%	92%
	Asian	N/A	87%	88%	89%	90%	91%	92%
	White	N/A	87%	88%	89%	90%	91%	92%
	LEP	N/A	87%	88%	89%	90%	91%	92%
	Econ. Dis.	83%	85%	87%	89%	90%	91%	92%
	Special Ed.	N/A	87%	88%	89%	90%	91%	92%
Grade 7 Writing	OVERALL	99%	99%	100%	100%	100%	100%	100%
	African American	N/A	95%	96%	97%	98%	99%	100%
	Hispanic	99%	99%	100%	100%	100%	100%	100%
	American Indian	N/A	95%	96%	97%	98%	99%	100%
	Asian	N/A	95%	96%	97%	98%	99%	100%
	White	N/A	95%	96%	97%	98%	99%	100%
	LEP	N/A	95%	96%	97%	98%	99%	100%
	Econ. Dis.	98%	99%	100%	100%	100%	100%	100%
	Special Ed.	N/A	95%	96%	97%	98%	99%	100%
	OVERALL	98%	98%	99%	100%	100%	100%	100%
	African American	N/A	92%	93%	94%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Hispanic	98%	98%	99%	100%	100%	100%	100%
	American Indian	N/A	92%	93%	94%	95%	96%	97%
	Asian	N/A	92%	93%	94%	95%	96%	97%
	White	N/A	92%	93%	94%	95%	96%	97%
	LEP	N/A	92%	93%	94%	95%	96%	97%
	Econ. Dis.	100%	98%	99%	100%	100%	100%	100%
	Special Ed.	N/A	92%	93%	94%	95%	96%	97%
Grade 8 Math	OVERALL	95%	95%	96%	97%	98%	99%	100%
	African American	N/A	90%	91%	92%	93%	94%	95%
	Hispanic	95%	95%	96%	97%	98%	99%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	N/A	90%	91%	92%	93%	94%	95%
	White	N/A	90%	91%	92%	93%	94%	95%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	100%	96%	97%	98%	99%	100%	101%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 8 Social Studies	OVERALL	100%	100%	100%	100%	100%	100%	100%
	African American	N/A	96%	98%	100%	100%	100%	100%
	Hispanic	100%	100%	100%	100%	100%	100%	100%
	American Indian	N/A	96%	98%	100%	100%	100%	100%
	Asian	N/A	96%	98%	100%	100%	100%	100%
	White	N/A	96%	98%	100%	100%	100%	100%
	LEP	N/A	96%	98%	100%	100%	100%	100%
	Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
	Special Ed.	N/A	96%	98%	100%	100%	100%	100%
	OVERALL	92%	92%	93%	94%	95%	96%	97%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	African American	N/A	88%	89%	90%	91%	92%	93%
	Hispanic	93%	93%	94%	95%	96%	97%	98%
	American Indian	N/A	88%	89%	90%	91%	92%	93%
	Asian	N/A	88%	89%	90%	91%	92%	93%
	White	N/A	88%	89%	90%	91%	92%	93%
	LEP	N/A	88%	89%	90%	91%	92%	93%
	Econ. Dis.	94%	94%	95%	96%	97%	98%	99%
	Special Ed.	N/A	88%	89%	90%	91%	92%	93%
Grade 9 Reading	OVERALL	95%	95%	96%	97%	98%	99%	100%
	African American	N/A	90%	91%	92%	93%	94%	95%
	Hispanic	95%	95%	96%	97%	98%	99%	100%
	American Indian	N/A	90%	91%	92%	93%	94%	95%
	Asian	N/A	90%	91%	92%	93%	94%	95%
	White	N/A	90%	91%	92%	93%	94%	95%
	LEP	N/A	90%	91%	92%	93%	94%	95%
	Econ. Dis.	97%	97%	98%	98%	99%	99%	100%
	Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 9 Math	OVERALL	92%	92%	93%	94%	95%	96%	97%
	African American	N/A	89%	90%	91%	92%	93%	94%
	Hispanic	92%	92%	93%	94%	95%	96%	97%
	American Indian	N/A	89%	90%	91%	92%	93%	94%
	Asian	N/A	89%	90%	91%	92%	93%	94%
	White	N/A	89%	90%	91%	92%	93%	94%
	LEP	N/A	89%	90%	91%	92%	93%	94%
	Econ. Dis.	94%	94%	95%	96%	97%	98%	99%
	Special Ed.	N/A	89%	90%	91%	92%	93%	94%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
EOC Engligh I Reading	OVERALL	N/A	82%	84%	86%	88%	90%	92%
	African American	N/A	N/A	85%	87%	89%	90%	91%
	Hispanic	N/A	80%	83%	86%	89%	90%	91%
	American Indian	N/A	N/A	85%	87%	89%	90%	91%
	Asian	N/A	N/A	85%	87%	89%	90%	91%
	White	N/A	N/A	85%	87%	89%	90%	91%
	LEP	N/A	N/A	85%	87%	89%	90%	91%
	Econ. Dis.	N/A	75%	81%	85%	88%	90%	91%
	Special Ed.	N/A	N/A	85%	87%	89%	90%	91%
EOC Engligh I Writing	OVERALL	N/A	69%	78%	83%	88%	90%	91%
	African American	N/A	N/A	80%	84%	87%	90%	91%
	Hispanic	N/A	67%	77%	82%	88%	90%	91%
	American Indian	N/A	N/A	80%	84%	87%	90%	91%
	Asian	N/A	N/A	80%	84%	87%	90%	91%
	White	N/A	N/A	80%	84%	87%	90%	91%
	LEP	N/A	N/A	80%	84%	87%	90%	91%
	Econ. Dis.	N/A	64%	73%	80%	87%	90%	91%
	Special Ed.	N/A	N/A	80%	84%	87%	90%	91%
EOC Algebra I	OVERALL	N/A	78%	82%	86%	88%	90%	91%
	African American	N/A	N/A	80%	84%	87%	90%	91%
	Hispanic	N/A	75%	80%	83%	87%	90%	91%
	American Indian	N/A	N/A	80%	84%	87%	90%	91%
	Asian	N/A	100%	94%	96%	98%	100%	100%
	White	N/A	100%	94%	96%	98%	100%	100%
	LEP	N/A	60%	73%	81%	86%	90%	91%
	Econ. Dis.	N/A	67%	71%	80%	85%	90%	91%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Special Ed.	N/A	N/A	80%	84%	87%	90%	91%
EOC Biology	OVERALL	N/A	94%	94%	95%	96%	97%	98%
	African American	N/A	N/A	89%	90%	91%	92%	93%
	Hispanic	N/A	93%	93%	94%	95%	96%	97%
	American Indian	N/A	N/A	89%	90%	91%	92%	93%
	Asian	N/A	N/A	89%	90%	91%	92%	93%
	White	N/A	N/A	89%	90%	91%	92%	93%
	LEP	N/A	N/A	89%	90%	91%	92%	93%
	Econ. Dis.	N/A	89%	90%	91%	92%	93%	94%
	Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
EOC World Geography	OVERALL	N/A	100%	96%	98%	100%	100%	100%
	African American	N/A	N/A	96%	97%	98%	99%	100%
	Hispanic	N/A	100%	96%	98%	100%	100%	100%
	American Indian	N/A	N/A	96%	97%	98%	99%	100%
	Asian	N/A	N/A	96%	97%	98%	99%	100%
	White	N/A	N/A	96%	97%	98%	99%	100%
	LEP	N/A	N/A	96%	97%	98%	99%	100%
	Econ. Dis.	N/A	100%	96%	98%	100%	100%	100%
	Special Ed.	N/A	N/A	96%	97%	98%	99%	100%
Grade 10 ELA	OVERALL	92%	84%	87%	90%	92%	93%	94%
	African American	N/A	N/A	88%	90%	91%	92%	93%
	Hispanic	92%	83%	87%	90%	92%	93%	94%
	American Indian	N/A	N/A	88%	90%	91%	92%	93%
	Asian	N/A	N/A	88%	90%	91%	92%	93%
	White	N/A	N/A	88%	90%	91%	92%	93%
	LEP	N/A	N/A	88%	90%	91%	92%	93%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Econ. Dis.	89%	81%	83%	87%	89%	90%	91%
	Special Ed.	N/A	N/A	88%	90%	91%	92%	93%
Grade 10 Math	OVERALL	96%	90%	92%	94%	96%	97%	98%
	African American	N/A	N/A	90%	91%	92%	93%	94%
	Hispanic	96%	90%	92%	94%	96%	97%	98%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	N/A	90%	91%	92%	93%	94%
	White	N/A	N/A	90%	91%	92%	93%	94%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	94%	88%	90%	92%	94%	95%	96%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 10 Science	OVERALL	96%	100%	97%	98%	99%	100%	101%
	African American	N/A	N/A	91%	92%	93%	94%	95%
	Hispanic	96%	100%	97%	98%	99%	100%	101%
	American Indian	N/A	N/A	91%	92%	93%	94%	95%
	Asian	N/A	N/A	91%	92%	93%	94%	95%
	White	N/A	N/A	91%	92%	93%	94%	95%
	LEP	N/A	N/A	91%	92%	93%	94%	95%
	Econ. Dis.	94%	100%	97%	98%	99%	100%	101%
	Special Ed.	N/A	N/A	91%	92%	93%	94%	95%
Grade 10 Social Studies	OVERALL	100%	84%	88%	92%	97%	100%	100%
	African American	N/A	N/A	90%	94%	97%	100%	100%
	Hispanic	100%	83%	88%	92%	97%	100%	100%
	American Indian	N/A	N/A	90%	94%	97%	100%	100%
	Asian	N/A	N/A	90%	94%	97%	100%	100%
	White	N/A	N/A	90%	94%	97%	100%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	LEP	N/A	N/A	90%	94%	97%	100%	100%
	Econ. Dis.	100%	89%	92%	95%	98%	100%	100%
	Special Ed.	N/A	N/A	90%	94%	97%	100%	100%
Grade 11 ELA	OVERALL	N/A	89%	91%	92%	93%	94%	95%
	African American	N/A	N/A	90%	91%	92%	93%	94%
	Hispanic	N/A	88%	91%	92%	93%	94%	95%
	American Indian	N/A	N/A	90%	91%	92%	93%	94%
	Asian	N/A	N/A	90%	91%	92%	93%	94%
	White	N/A	N/A	90%	91%	92%	93%	94%
	LEP	N/A	N/A	90%	91%	92%	93%	94%
	Econ. Dis.	N/A	82%	85%	88%	91%	93%	95%
	Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
Grade 11 Math	OVERALL	N/A	100%	96%	98%	100%	100%	100%
	African American	N/A	N/A	92%	94%	96%	98%	100%
	Hispanic	N/A	100%	96%	98%	100%	100%	100%
	American Indian	N/A	N/A	92%	94%	96%	98%	100%
	Asian	N/A	N/A	92%	94%	96%	98%	100%
	White	N/A	N/A	92%	94%	96%	98%	100%
	LEP	N/A	N/A	92%	94%	96%	98%	100%
	Econ. Dis.	N/A	100%	96%	98%	100%	100%	100%
	Special Ed.	N/A	N/A	92%	94%	96%	98%	100%
Grade 11 Science	OVERALL	N/A	100%	96%	98%	100%	100%	100%
	African American	N/A	N/A	92%	94%	96%	98%	100%
	Hispanic	N/A	100%	96%	98%	100%	100%	100%
	American Indian	N/A	N/A	92%	94%	96%	98%	100%
	Asian	N/A	N/A	92%	94%	96%	98%	100%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	N/A	N/A	92%	94%	96%	98%	100%
	LEP	N/A	N/A	92%	94%	96%	98%	100%
	Econ. Dis.	N/A	100%	96%	98%	100%	100%	100%
	Special Ed.	N/A	N/A	92%	94%	96%	98%	100%
Grade 11 Social Studies	OVERALL	N/A	100%	98%	100%	100%	100%	100%
	African American	N/A	N/A	94%	96%	98%	100%	100%
	Hispanic	N/A	100%	98%	100%	100%	100%	100%
	American Indian	N/A	N/A	94%	96%	98%	100%	100%
	Asian	N/A	N/A	94%	96%	98%	100%	100%
	White	N/A	N/A	94%	96%	98%	100%	100%
	LEP	N/A	N/A	94%	96%	98%	100%	100%
	Econ. Dis.	N/A	100%	98%	100%	100%	100%	100%
	Special Ed.	N/A	N/A	94%	96%	98%	100%	100%

(A)(4)(b) Decreasing achievement gaps

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

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Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	12%	10%	8%	5%	3%	0%	-1%
	African American	20%	12%	8%	5%	3%	0%	-1%
	Hispanic	12%	10%	8%	5%	3%	0%	-1%
	American Indian	N/A	10%	8%	5%	3%	0%	-1%
	Asian	N/A	10%	8%	5%	3%	0%	-1%
	White	6%	5%	4%	3%	1%	0%	-1%
	LEP	-5%	-5%	-5%	-5%	-5%	-5%	-5%
	Econ. Dis.	15%	9%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	10%	8%	5%	3%	0%	-1%
Grade 3 Math	OVERALL	29%	20%	12%	6%	3%	0%	-1%
	African American	43%	28%	11%	7%	3%	0%	-1%
	Hispanic	26%	18%	11%	6%	3%	0%	-1%
	American Indian	N/A	20%	12%	6%	3%	0%	-1%
	Asian	N/A	20%	12%	6%	3%	0%	-1%
	White	15%	9%	6%	3%	1%	0%	-1%
	LEP	13%	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	33%	20%	11%	7%	3%	0%	-1%
	Special Ed.	N/A	20%	12%	6%	3%	0%	-1%
	OVERALL	15%	10%	6%	3%	1%	0%	-1%
	African American	31%	21%	12%	8%	4%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	13%	9%	7%	5%	2%	0%	-1%
	American Indian	N/A	10%	6%	3%	1%	0%	-1%
	Asian	N/A	10%	6%	3%	1%	0%	-1%
	White	11%	8%	5%	3%	1%	0%	-1%
	LEP	N/A	10%	6%	3%	1%	0%	-1%
	Econ. Dis.	13%	9%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	10%	6%	3%	1%	0%	-1%
Grade 4 Math	OVERALL	17%	13%	9%	5%	2%	0%	-1%
	African American	24%	18%	12%	6%	3%	0%	-1%
	Hispanic	15%	12%	9%	6%	3%	0%	-1%
	American Indian	N/A	13%	9%	5%	2%	0%	-1%
	Asian	N/A	13%	9%	5%	2%	0%	-1%
	White	11%	9%	6%	4%	2%	0%	-1%
	LEP	N/A	13%	9%	5%	2%	0%	-1%
	Econ. Dis.	17%	13%	9%	5%	2%	0%	-1%
	Special Ed.	N/A	13%	9%	5%	2%	0%	-1%
Grade 4 Writing	OVERALL	14%	11%	8%	5%	2%	0%	-1%
	African American	14%	11%	8%	5%	2%	0%	-1%
	Hispanic	15%	11%	7%	4%	1%	0%	-1%
	American Indian	N/A	11%	8%	5%	2%	0%	-1%
	Asian	N/A	11%	8%	5%	2%	0%	-1%
	White	11%	8%	6%	4%	2%	0%	-1%
	LEP	N/A	11%	8%	5%	2%	0%	-1%
	Econ. Dis.	10%	8%	6%	4%	2%	0%	-1%
	Special Ed.	N/A	11%	8%	5%	2%	0%	-1%
	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	27%	16%	10%	6%	3%	0%	-1%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	0%	0%	0%	-1%	-1%	-1%	-2%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	8%	6%	4%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 5 Math	OVERALL	16%	12%	8%	4%	2%	0%	-1%
	African American	43%	26%	14%	7%	3%	0%	-1%
	Hispanic	18%	14%	10%	6%	3%	0%	-1%
	American Indian	N/A	12%	8%	4%	2%	0%	-1%
	Asian	N/A	12%	8%	4%	2%	0%	-1%
	White	4%	3%	2%	1%	0%	0%	-1%
	LEP	N/A	12%	8%	4%	2%	0%	-1%
	Econ. Dis.	19%	15%	11%	7%	3%	0%	-1%
	Special Ed.	N/A	12%	8%	4%	2%	0%	-1%
Grade 5 Science	OVERALL	27%	18%	12%	6%	3%	0%	-1%
	African American	44%	30%	19%	10%	5%	0%	-1%
	Hispanic	29%	20%	12%	6%	3%	0%	-1%
	American Indian	N/A	18%	12%	6%	3%	0%	-1%
	Asian	N/A	18%	12%	6%	3%	0%	-1%
	White	18%	13%	8%	4%	2%	0%	-1%
	LEP	N/A	18%	12%	6%	3%	0%	-1%
	Econ. Dis.	30%	20%	12%	7%	3%	0%	-1%
	Special Ed.	N/A	18%	12%	6%	3%	0%	-1%
Grade 6 Reading	OVERALL	-2%	-2%	-2%	-2%	-3%	-3%	-3%
	African American	1%	1%	0%	0%	0%	0%	-1%
	Hispanic	-2%	-2%	-2%	-2%	-2%	-2%	-2%
	American Indian	N/A	0%	0%	0%	-1%	-1%	-1%
	Asian	-9%	-6%	-7%	-8%	-9%	-9%	-9%
	White	-3%	-1%	-2%	-3%	-3%	-3%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	N/A	0%	0%	0%	-1%	-1%	-1%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-2%	-2%
	Special Ed.	-9%	-6%	-7%	-8%	-9%	-9%	-9%
Grade 6 Math	OVERALL	21%	13%	8%	4%	2%	0%	-1%
	African American	20%	13%	8%	4%	2%	0%	-1%
	Hispanic	27%	16%	10%	5%	2%	0%	-1%
	American Indian	N/A	13%	8%	4%	2%	0%	-1%
	Asian	4%	3%	2%	1%	0%	0%	-1%
	White	2%	2%	2%	1%	0%	0%	-1%
	LEP	N/A	13%	8%	4%	2%	0%	-1%
	Econ. Dis.	24%	17%	10%	5%	2%	0%	-1%
	Special Ed.	10%	8%	6%	4%	2%	0%	-1%
Grade 7 Reading	OVERALL	-2%	-2%	-2%	-2%	-2%	-2%	-2%
	African American	3%	3%	2%	1%	1%	0%	-1%
	Hispanic	-2%	-1%	-1%	-1%	-2%	-2%	-2%
	American Indian	N/A	0%	0%	0%	0%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-7%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-7%
	LEP	N/A	0%	0%	0%	0%	0%	-1%
	Econ. Dis.	-1%	-1%	-1%	-1%	-1%	-1%	-1%
	Special Ed.	N/A	0%	0%	0%	0%	0%	-1%
Grade 7 Math	OVERALL	-3%	-2%	-2%	-3%	-3%	-3%	-3%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-4%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	-11%	-2%	-4%	-6%	-8%	-11%	-11%
	White	-3%	0%	-1%	-1%	-2%	-3%	-3%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-3%	0%	-1%	-1%	-2%	-3%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 7 Writing	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-3%
	African American	5%	4%	3%	2%	1%	0%	-1%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-4%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-4%
	White	-4%	0%	-1%	-2%	-3%	-4%	-4%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-2%	0%	-1%	-1%	-2%	-2%	-2%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 8 Reading	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-5%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-5%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-5%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-5%
	Special Ed.	-5%	-1%	-2%	-3%	-4%	-5%	-5%
Grade 8 Math	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-3%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-1%	-1%	-1%	-2%	-2%	-2%	-2%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-6%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	1%	1%	0%	0%	0%	0%	-1%
	Special Ed.	8%	6%	4%	2%	1%	0%	-1%
	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-3%	0%	-1%	-1%	-2%	-3%	-3%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-3%	0%	-1%	-1%	-2%	-3%	-3%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-3%	0%	-1%	-1%	-2%	-3%	-3%
	Special Ed.	-3%	0%	-1%	-1%	-2%	-3%	-3%
Grade 8 Science	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-4%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-4%					0%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	0%	0%	0%	0%	0%	0%	-1%
	Special Ed.	-10%	-2%	-4%	-6%	-8%	-10%	-10%
Grade 9 Reading	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-3%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-5%
	Hispanic	-2%	-1%	-1%	-2%	-2%	-2%	-2%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-5%					0%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-1%	-1%	-1%	-1%	-1%	-1%	-1%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	OVERALL	4%	3%	2%	1%	0%	0%	-1%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	9%	7%	5%	3%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-7%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	14%	11%	8%	5%	2%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 10 ELA	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-4%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	2%	1%	1%	0%	0%	0%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 10 Math	OVERALL	0%	0%	0%	0%	0%	-1%	-2%
	African American	N/A	1%	1%	0%	0%	0%	-1%
	Hispanic	4%	3%	2%	1%	0%	0%	-1%
	American Indian	N/A	1%	1%	0%	0%	0%	-1%
	Asian	N/A	1%	1%	0%	0%	0%	-1%
	White	-8%	-1%	-2%	-4%	-6%	-8%	-9%
	LEP	N/A	1%	1%	0%	0%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	1%	1%	0%	0%	0%	-1%
Grade 10 Science	OVERALL	2%	2%	1%	1%	0%	0%	-1%
	African American	N/A	2%	1%	1%	0%	0%	-1%
	Hispanic	12%	9%	6%	3%	1%	0%	-1%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	-12%	-4%	-6%	-8%	-10%	-12%	-12%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	6%	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 10 Social Studies	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 11 ELA	OVERALL	-3%	-1%	-1%	-2%	-2%	-3%	-4%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-3%	-1%	-1%	-2%	-2%	-3%	-4%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	-3%	-1%	-1%	-2%	-2%	-3%	-4%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-3%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 11 Math	OVERALL	8%	6%	4%	2%	1%	0%	-1%
	African American	N/A	6%	4%	2%	1%	0%	-1%
	Hispanic	15%	10%	6%	3%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	N/A	6%	4%	2%	1%	0%	-1%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	6%	4%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	14%	10%	6%	3%	1%	0%	-1%
	Special Ed.	N/A	6%	4%	2%	1%	0%	-1%
Grade 11 Science	OVERALL	1%	1%	0%	0%	-1%	-1%	-2%
	African American	N/A	1%	0%	0%	-1%	-1%	-2%
	Hispanic	3%	2%	1%	0%	0%	-1%	-2%
	American Indian	N/A	1%	0%	0%	-1%	-1%	-2%
	Asian	N/A	1%	0%	0%	-1%	-1%	-2%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	1%	0%	0%	-1%	-1%	-2%
	Econ. Dis.	6%	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	1%	0%	0%	-1%	-1%	-2%
Grade 11 Social Studies	OVERALL	-1%	-1%	-1%	-2%	-2%	-2%	-3%
	African American	N/A	0%	0%	0%	-1%	-1%	-1%
	Hispanic	-1%	0%	0%	-1%	-1%	-1%	-2%
	American Indian	N/A	0%	0%	0%	-1%	-1%	-1%
	Asian	N/A	0%	0%	0%	-1%	-1%	-1%
	White	-1%	0%	0%	-1%	-1%	-1%	-2%
	LEP	N/A	0%	0%	0%	-1%	-1%	-1%
	Econ. Dis.	-1%	0%	0%	-1%	-1%	-1%	-2%
	Special Ed.	N/A	0%	0%	0%	-1%	-1%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

LEA: HARMONY SCIENCE ACADEMY - BROWNSVILLE 31803

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	11%	8%	5%	3%	1%	0%	-1%
	African American	N/A	8%	5%	3%	1%	0%	-1%
	Hispanic	14%	9%	5%	3%	1%	0%	-1%
	American Indian	N/A	8%	5%	3%	1%	0%	-1%
	Asian	N/A	8%	5%	3%	1%	0%	-1%
	White	N/A	8%	5%	3%	1%	0%	-1%
	LEP	N/A	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	17%	12%	7%	4%	2%	0%	-1%
	Special Ed.	N/A	8%	5%	3%	1%	0%	-1%
Grade 3 Math	OVERALL	17%	13%	9%	5%	2%	0%	-1%
	African American	N/A	13%	9%	5%	2%	0%	-1%
	Hispanic	22%	16%	11%	6%	3%	0%	-1%
	American Indian	N/A	13%	9%	5%	2%	0%	-1%
	Asian	N/A	13%	9%	5%	2%	0%	-1%
	White	N/A	13%	9%	5%	2%	0%	-1%
	LEP	N/A	13%	9%	5%	2%	0%	-1%
	Econ. Dis.	21%	16%	11%	6%	3%	0%	-1%
	Special Ed.	N/A	13%	9%	5%	2%	0%	-1%
	OVERALL	15%	11%	7%	4%	2%	0%	-1%
	African American	N/A	11%	7%	4%	2%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	18%	14%	10%	6%	2%	0%	-1%
	American Indian	N/A	11%	7%	4%	2%	0%	-1%
	Asian	N/A	11%	7%	4%	2%	0%	-1%
	White	N/A	11%	7%	4%	2%	0%	-1%
	LEP	N/A	11%	7%	4%	2%	0%	-1%
	Econ. Dis.	21%	15%	9%	4%	1%	0%	-1%
	Special Ed.	N/A	11%	7%	4%	2%	0%	-1%
Grade 4 Math	OVERALL	17%	13%	9%	4%	2%	0%	-1%
	African American	N/A	10%	7%	4%	2%	0%	-1%
	Hispanic	20%	15%	11%	7%	3%	0%	-1%
	American Indian	N/A	10%	7%	4%	2%	0%	-1%
	Asian	N/A	10%	7%	4%	2%	0%	-1%
	White	N/A	10%	7%	4%	2%	0%	-1%
	LEP	N/A	10%	7%	4%	2%	0%	-1%
	Econ. Dis.	21%	15%	11%	7%	3%	0%	-1%
	Special Ed.	N/A	10%	7%	4%	2%	0%	-1%
Grade 4 Writing	OVERALL	13%	10%	7%	4%	2%	0%	-1%
	African American	N/A	10%	7%	4%	2%	0%	-1%
	Hispanic	13%	10%	7%	4%	2%	0%	-1%
	American Indian	N/A	10%	7%	4%	2%	0%	-1%
	Asian	N/A	10%	7%	4%	2%	0%	-1%
	White	N/A	10%	7%	4%	2%	0%	-1%
	LEP	N/A	10%	7%	4%	2%	0%	-1%
	Econ. Dis.	12%	9%	6%	4%	2%	0%	-1%
	Special Ed.	N/A	10%	7%	4%	2%	0%	-1%
	OVERALL	12%	10%	7%	4%	2%	0%	-1%
	African American	N/A	10%	7%	4%	2%	0%	-1%
	Hispanic	14%	10%	7%	4%	2%	0%	-1%
	American Indian	N/A	10%	7%	4%	2%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	N/A	10%	7%	4%	2%	0%	-1%
	White	N/A	10%	7%	4%	2%	0%	-1%
	LEP	N/A	10%	7%	4%	2%	0%	-1%
	Econ. Dis.	11%	9%	7%	4%	2%	0%	-1%
	Special Ed.	N/A	10%	7%	4%	2%	0%	-1%
Grade 5 Math	OVERALL	11%	9%	7%	5%	2%	0%	-1%
	African American	N/A	9%	7%	5%	2%	0%	-1%
	Hispanic	13%	10%	7%	5%	2%	0%	-1%
	American Indian	N/A	9%	7%	5%	2%	0%	-1%
	Asian	N/A	9%	7%	5%	2%	0%	-1%
	White	N/A	9%	7%	5%	2%	0%	-1%
	LEP	N/A	9%	7%	5%	2%	0%	-1%
	Econ. Dis.	13%	10%	7%	5%	2%	0%	-1%
	Special Ed.	N/A	9%	7%	5%	2%	0%	-1%
Grade 5 Science	OVERALL	16%	12%	9%	6%	3%	0%	-1%
	African American	N/A	11%	8%	5%	2%	0%	-1%
	Hispanic	18%	14%	10%	6%	3%	0%	-1%
	American Indian	N/A	11%	8%	5%	2%	0%	-1%
	Asian	N/A	11%	8%	5%	2%	0%	-1%
	White	N/A	11%	8%	5%	2%	0%	-1%
	LEP	N/A	11%	8%	5%	2%	0%	-1%
	Econ. Dis.	19%	14%	10%	6%	3%	0%	-1%
	Special Ed.	N/A	11%	8%	5%	2%	0%	-1%
Grade 6 Reading	OVERALL	2%	2%	1%	1%	0%	0%	-1%
	African American	N/A	2%	1%	1%	0%	0%	-1%
	Hispanic	1%	1%	0%	0%	-1%	-1%	-2%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	5%	4%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	0%	0%	0%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 6 Math	OVERALL	13%	10%	7%	4%	2%	0%	-1%
	African American	N/A	10%	7%	4%	2%	0%	-1%
	Hispanic	16%	12%	8%	5%	2%	0%	-1%
	American Indian	N/A	10%	7%	4%	2%	0%	-1%
	Asian	N/A	10%	7%	4%	2%	0%	-1%
	White	4%	4%	3%	2%	1%	0%	-1%
	LEP	N/A	10%	7%	4%	2%	0%	-1%
	Econ. Dis.	18%	14%	10%	6%	3%	0%	-1%
	Special Ed.	N/A	10%	7%	4%	2%	0%	-1%
Grade 7 Reading	OVERALL	0%	0%	0%	-1%	-1%	-2%	-3%
	African American	N/A	0%	0%	-1%	-1%	-2%	-3%
	Hispanic	-1%	-1%	-1%	-2%	-2%	-2%	-3%
	American Indian	N/A	0%	0%	-1%	-1%	-2%	-3%
	Asian	N/A	0%	0%	-1%	-1%	-2%	-3%
	White	N/A	0%	0%	-1%	-1%	-2%	-3%
	LEP	N/A	0%	0%	-1%	-1%	-2%	-3%
	Econ. Dis.	0%	0%	0%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	0%	0%	-1%	-1%	-2%	-3%
Grade 7 Math	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-4%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-3%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	0%	-1%	-1%	-2%	-3%	-4%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-2%	0%	-1%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 7 Writing	OVERALL	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	African American	N/A	0%	0%	-1%	-1%	-1%	-2%
	Hispanic	0%	0%	0%	-1%	-1%	-2%	-3%
	American Indian	N/A	0%	0%	-1%	-1%	-1%	-2%
	Asian	N/A	0%	0%	-1%	-1%	-1%	-2%
	White	N/A	0%	0%	-1%	-1%	-1%	-2%
	LEP	N/A	0%	0%	-1%	-1%	-1%	-2%
	Econ. Dis.	-2%	-2%	-2%	-3%	-3%	-3%	-4%
	Special Ed.	N/A	0%	0%	-1%	-1%	-1%	-2%
Grade 8 Reading	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-4%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-3%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-1%	-1%	-1%	-1%	-1%	-2%	-2%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 8 Math	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	N/A	-1%	-1%	-1%	-2%	-2%	-3%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-1%	-1%	-2%	-2%	-3%
	Asian	N/A	-1%	-1%	-1%	-2%	-2%	-3%
	White	N/A	-1%	-1%	-1%	-2%	-2%	-3%
	LEP	N/A	-1%	-1%	-1%	-2%	-2%	-3%
	Econ. Dis.	-1%	-1%	-1%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	-1%	-1%	-1%	-2%	-2%	-3%
	OVERALL	-3%	0%	-1%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-3%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-3%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 8 Science	OVERALL	18%	14%	10%	6%	2%	0%	-1%
	African American	N/A	14%	10%	6%	2%	0%	-1%
	Hispanic	22%	16%	10%	5%	3%	0%	-1%
	American Indian	N/A	14%	10%	6%	2%	0%	-1%
	Asian	N/A	14%	10%	6%	2%	0%	-1%
	White	N/A	14%	10%	6%	2%	0%	-1%
	LEP	N/A	14%	10%	6%	2%	0%	-1%
	Econ. Dis.	26%	18%	12%	6%	3%	0%	-1%
	Special Ed.	N/A	14%	10%	6%	2%	0%	-1%
Grade 9 Reading	OVERALL	3%	3%	2%	1%	0%	0%	-1%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	3%	3%	2%	1%	0%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
	OVERALL	-2%	0%	-1%	-1%	-1%	-2%	-3%
	African American	N/A	0%	-1%	-1%	-1%	-2%	-3%
	Hispanic	0%	0%	0%	-1%	-1%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	0%	-1%	-1%	-1%	-2%	-3%
	Asian	N/A	0%	-1%	-1%	-1%	-2%	-3%
	White	N/A	0%	-1%	-1%	-1%	-2%	-3%
	LEP	N/A	0%	-1%	-1%	-1%	-2%	-3%
	Econ. Dis.	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	Special Ed.	N/A	0%	-1%	-1%	-1%	-2%	-3%
Grade 10 ELA	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Asian	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	White	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	LEP	N/A	-1%	-1%	-1%	-1%	-1%	-1%
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	-1%	-1%	-1%	-1%	-1%	-1%
Grade 10 Math	OVERALL	-16%	-8%	-10%	-12%	-14%	-16%	-16%
	African American	N/A	-2%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-16%	-8%	-10%	-12%	-14%	-16%	-16%
	American Indian	N/A	-2%	-2%	-3%	-4%	-5%	-6%
	Asian	N/A	-2%	-2%	-3%	-4%	-5%	-6%
	White	N/A	-2%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	-2%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	-16%	-8%	-10%	-12%	-14%	-16%	-16%
	Special Ed.	N/A	-2%	-2%	-3%	-4%	-5%	-6%
Grade 10 Science	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	0%	-1%	-1%	-1%	-1%
	Hispanic	-2%	-2%	-2%	-3%	-3%	-3%	-4%
	American Indian	N/A	0%	0%	-1%	-1%	-1%	-1%
	Asian	N/A	0%	0%	-1%	-1%	-1%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	N/A	0%	0%	-1%	-1%	-1%	-1%
	LEP	N/A	0%	0%	-1%	-1%	-1%	-1%
	Econ. Dis.	-12%	-4%	-6%	-8%	-10%	-12%	-13%
	Special Ed.	N/A	0%	0%	-1%	-1%	-1%	-1%
Grade 10 Social Studies	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	0%	-1%	-1%	-2%	-3%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	0%	-1%	-1%	-2%	-3%
	Asian	N/A	0%	0%	-1%	-1%	-2%	-3%
	White	N/A	0%	0%	-1%	-1%	-2%	-3%
	LEP	N/A	0%	0%	-1%	-1%	-2%	-3%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	0%	-1%	-1%	-2%	-3%
Grade 11 ELA	OVERALL	N/A	4%	3%	2%	1%	0%	-1%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	N/A	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	N/A	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	N/A	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 11 Math	OVERALL	N/A	4%	3%	2%	1%	0%	-1%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	N/A	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	N/A	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	N/A	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 11 Science	OVERALL	N/A	4%	3%	2%	1%	0%	-1%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	N/A	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	N/A	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	N/A	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 11 Social Studies	OVERALL	N/A	4%	3%	2%	1%	0%	-1%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	N/A	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	N/A	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	N/A	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

LEA: HARMONY SCIENCE ACADEMY - EL PASO 71806

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	13%	10%	7%	4%	1%	0%	-1%
	African American	N/A	10%	7%	4%	1%	0%	-1%
	Hispanic	14%	10%	7%	4%	1%	0%	-1%
	American Indian	N/A	10%	7%	4%	1%	0%	-1%
	Asian	N/A	10%	7%	4%	1%	0%	-1%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	26%	16%	10%	5%	3%	0%	-1%
	Econ. Dis.	13%	10%	7%	4%	1%	0%	-1%
	Special Ed.	N/A	10%	7%	4%	1%	0%	-1%
Grade 3 Math	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	6%	5%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	8%	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	8%	6%	4%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
	OVERALL	8%	6%	4%	2%	1%	0%	-1%
	African American	26%	18%	11%	7%	3%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	10%	8%	6%	4%	2%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	N/A	6%	4%	2%	1%	0%	-1%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	14%	10%	7%	4%	2%	0%	-1%
	Econ. Dis.	11%	8%	6%	3%	1%	0%	-1%
	Special Ed.	N/A	6%	4%	2%	1%	0%	-1%
Grade 4 Math	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	8%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	7%	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	8%	6%	4%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 4 Writing	OVERALL	20%	14%	9%	5%	2%	0%	-1%
	African American	26%	20%	13%	8%	3%	0%	-1%
	Hispanic	20%	14%	9%	5%	2%	0%	-1%
	American Indian	N/A	15%	9%	5%	3%	0%	-1%
	Asian	N/A	15%	9%	5%	3%	0%	-1%
	White	22%	15%	9%	5%	3%	0%	-1%
	LEP	47%	29%	14%	9%	3%	0%	-1%
	Econ. Dis.	25%	17%	10%	5%	2%	0%	-1%
	Special Ed.	N/A	15%	9%	5%	3%	0%	-1%
	OVERALL	16%	12%	8%	4%	2%	0%	-1%
	African American	N/A	12%	8%	4%	2%	0%	-1%
	Hispanic	18%	14%	9%	4%	2%	0%	-1%
	American Indian	N/A	12%	8%	4%	2%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	N/A	12%	8%	4%	2%	0%	-1%
	White	1%	1%	0%	0%	-1%	-2%	-3%
	LEP	37%	24%	12%	7%	3%	0%	-1%
	Econ. Dis.	18%	11%	7%	4%	2%	0%	-1%
	Special Ed.	N/A	12%	8%	4%	2%	0%	-1%
Grade 5 Math	OVERALL	14%	11%	8%	5%	2%	0%	-1%
	African American	N/A	11%	8%	5%	2%	0%	-1%
	Hispanic	16%	13%	10%	7%	3%	0%	-1%
	American Indian	N/A	11%	8%	5%	2%	0%	-1%
	Asian	N/A	11%	8%	5%	2%	0%	-1%
	White	6%	5%	4%	2%	1%	0%	-1%
	LEP	22%	15%	10%	5%	3%	0%	-1%
	Econ. Dis.	18%	12%	9%	5%	3%	0%	-1%
	Special Ed.	N/A	11%	8%	5%	2%	0%	-1%
Grade 5 Science	OVERALL	24%	18%	12%	6%	3%	0%	-1%
	African American	N/A	18%	12%	6%	3%	0%	-1%
	Hispanic	24%	18%	12%	6%	3%	0%	-1%
	American Indian	N/A	18%	12%	6%	3%	0%	-1%
	Asian	N/A	18%	12%	6%	3%	0%	-1%
	White	14%	11%	8%	5%	2%	0%	-1%
	LEP	50%	31%	20%	10%	4%	0%	-1%
	Econ. Dis.	28%	20%	13%	6%	3%	0%	-1%
	Special Ed.	N/A	18%	12%	6%	3%	0%	-1%
Grade 6 Reading	OVERALL	6%	4%	3%	2%	1%	0%	-1%
	African American	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	Hispanic	7%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	5%	4%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	27%	19%	12%	6%	3%	0%	-1%
	Econ. Dis.	11%	8%	6%	3%	1%	0%	-1%
	Special Ed.	11%	8%	6%	3%	1%	0%	-1%
Grade 6 Math	OVERALL	15%	12%	9%	6%	3%	0%	-1%
	African American	23%	15%	9%	5%	2%	0%	-1%
	Hispanic	15%	12%	9%	6%	3%	0%	-1%
	American Indian	N/A	12%	9%	6%	3%	0%	-1%
	Asian	N/A	12%	9%	6%	3%	0%	-1%
	White	9%	7%	5%	3%	1%	0%	-1%
	LEP	54%	33%	21%	10%	4%	0%	-1%
	Econ. Dis.	21%	16%	9%	5%	2%	0%	-1%
	Special Ed.	50%	31%	20%	10%	4%	0%	-1%
Grade 7 Reading	OVERALL	9%	7%	5%	3%	1%	0%	-1%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	11%	8%	5%	3%	1%	0%	-1%
	American Indian	N/A	7%	5%	3%	1%	0%	-1%
	Asian	N/A	7%	5%	3%	1%	0%	-1%
	White	3%	3%	2%	1%	0%	0%	-1%
	LEP	43%	29%	17%	10%	5%	0%	-1%
	Econ. Dis.	12%	9%	6%	3%	1%	0%	-1%
	Special Ed.	5%	4%	3%	2%	1%	0%	-1%
Grade 7 Math	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	39%	28%	17%	10%	5%	0%	-1%
	Hispanic	3%	2%	1%	0%	-1%	-2%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	19%	14%	9%	4%	2%	0%	-1%
	LEP	31%	20%	13%	8%	4%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	14%	11%	8%	5%	2%	0%	-1%
Grade 7 Writing	OVERALL	1%	1%	0%	0%	-1%	-2%	-3%
	African American	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	1%	1%	1%	0%	0%	-1%	-2%
	American Indian	N/A	0%	0%	0%	-1%	0%	-1%
	Asian	N/A	0%	0%	0%	-1%	0%	-1%
	White	5%	4%	3%	2%	1%	0%	-1%
	LEP	7%	5%	3%	2%	2%	0%	-1%
	Econ. Dis.	2%	2%	1%	0%	-1%	-2%	-3%
	Special Ed.	21%	13%	9%	5%	2%	0%	-1%
Grade 8 Reading	OVERALL	3%	2%	2%	1%	0%	0%	-1%
	African American	15%	11%	7%	3%	1%	0%	-1%
	Hispanic	3%	2%	1%	0%	-1%	-1%	-2%
	American Indian	N/A	2%	2%	1%	0%	0%	-1%
	Asian	N/A	2%	2%	1%	0%	0%	-1%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	9%	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	-1%	-2%
	Special Ed.	N/A	2%	2%	1%	0%	0%	-1%
Grade 8 Math	OVERALL	4%	3%	2%	1%	0%	-1%	-2%
	African American	48%	28%	13%	8%	4%	0%	-1%
	Hispanic	1%	1%	0%	0%	-1%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	8%	6%	4%	2%	1%	0%	-1%
	LEP	2%	1%	0%	0%	-1%	-2%	-3%
	Econ. Dis.	4%	3%	2%	1%	0%	-1%	-2%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
	OVERALL	-3%	0%	0%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	-3%	0%	0%	-1%	-2%	0%	-1%
	Hispanic	-3%	0%	0%	-1%	-2%	0%	-1%
	American Indian	N/A	0%	0%	-1%	-2%	0%	-1%
	Asian	N/A	0%	0%	-1%	-2%	0%	-1%
	White	-3%	0%	0%	-1%	-2%	0%	-1%
	LEP	-3%	0%	0%	-1%	-2%	0%	-1%
	Econ. Dis.	-3%	0%	0%	-1%	-2%	0%	-1%
	Special Ed.	N/A	0%	0%	-1%	-2%	0%	-1%
Grade 8 Science	OVERALL	8%	6%	4%	2%	1%	0%	-1%
	African American	30%	20%	11%	7%	3%	0%	-1%
	Hispanic	8%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	N/A	6%	4%	2%	1%	0%	-1%
	White	0%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	27%	20%	13%	6%	3%	0%	-1%
	Econ. Dis.	9%	6%	4%	2%	1%	0%	-1%
	Special Ed.	N/A	6%	4%	2%	1%	0%	-1%
Grade 9 Reading	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	-5%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	-5%	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
	OVERALL	1%	1%	0%	0%	-1%	-2%	-3%
	African American	N/A	1%	0%	0%	-1%	0%	-1%
	Hispanic	2%	2%	1%	1%	0%	-1%	-2%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	1%	0%	0%	-1%	0%	-1%
	Asian	N/A	1%	0%	0%	-1%	0%	-1%
	White	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	LEP	33%	21%	12%	7%	3%	0%	-1%
	Econ. Dis.	2%	2%	1%	1%	0%	-1%	-2%
	Special Ed.	N/A	1%	0%	0%	-1%	0%	-1%
Grade 10 ELA	OVERALL	1%	1%	0%	0%	-1%	-2%	-3%
	African American	N/A	1%	0%	0%	-1%	-2%	-3%
	Hispanic	1%	1%	0%	0%	-1%	-2%	-3%
	American Indian	N/A	1%	0%	0%	-1%	-2%	-3%
	Asian	N/A	1%	0%	0%	-1%	-2%	-3%
	White	N/A	1%	0%	0%	-1%	-2%	-3%
	LEP	N/A	1%	0%	0%	-1%	-2%	-3%
	Econ. Dis.	3%	2%	1%	0%	-1%	-2%	-3%
	Special Ed.	N/A	1%	0%	0%	-1%	-2%	-3%
Grade 10 Math	OVERALL	9%	7%	5%	3%	1%	0%	-1%
	African American	N/A	7%	5%	3%	1%	0%	-1%
	Hispanic	10%	8%	6%	4%	2%	0%	-1%
	American Indian	N/A	7%	5%	3%	1%	0%	-1%
	Asian	N/A	7%	5%	3%	1%	0%	-1%
	White	N/A	7%	5%	3%	1%	0%	-1%
	LEP	N/A	7%	5%	3%	1%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	7%	5%	3%	1%	0%	-1%
Grade 10 Science	OVERALL	8%	6%	4%	2%	1%	0%	-1%
	African American	N/A	6%	4%	2%	1%	0%	-1%
	Hispanic	9%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	N/A	6%	4%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	N/A	6%	4%	2%	1%	0%	-1%
	LEP	N/A	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	11%	9%	7%	5%	3%	0%	-1%
	Special Ed.	N/A	6%	4%	2%	1%	0%	-1%
Grade 10 Social Studies	OVERALL	0%	0%	0%	-1%	-1%	-2%	-3%
	African American	N/A	0%	0%	-1%	-1%	-2%	-3%
	Hispanic	0%	0%	0%	-1%	-1%	-2%	-3%
	American Indian	N/A	0%	0%	-1%	-1%	-2%	-3%
	Asian	N/A	0%	0%	-1%	-1%	-2%	-3%
	White	N/A	0%	0%	-1%	-1%	-2%	-3%
	LEP	N/A	0%	0%	-1%	-1%	-2%	-3%
	Econ. Dis.	1%	0%	0%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	0%	0%	-1%	-1%	-2%	-3%
Grade 11 ELA	OVERALL	-3%	0%	0%	-1%	-2%	-3%	-4%
	African American	N/A	0%	0%	-1%	-2%	-3%	-4%
	Hispanic	-3%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	0%	0%	-1%	-2%	-3%	-4%
	Asian	N/A	0%	0%	-1%	-2%	-3%	-4%
	White	N/A	0%	0%	-1%	-2%	-3%	-4%
	LEP	N/A	0%	0%	-1%	-2%	-3%	-4%
	Econ. Dis.	-3%	0%	0%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	0%	0%	-1%	-2%	-3%	-4%
Grade 11 Math	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	N/A	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	-2%	-3%	-4%	-5%	-6%	-7%
	Asian	N/A	-2%	-3%	-4%	-5%	-6%	-7%
	White	N/A	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	-2%	-3%	-4%	-5%	-6%	-7%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	-2%	-3%	-4%	-5%	-6%	-7%
Grade 11 Science	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 11 Social Studies	OVERALL	-1%	0%	0%	-1%	-1%	-2%	-3%
	African American	N/A	0%	0%	-1%	-1%	-2%	-3%
	Hispanic	-1%	0%	0%	-1%	-1%	-2%	-3%
	American Indian	N/A	0%	0%	-1%	-1%	-2%	-3%
	Asian	N/A	0%	0%	-1%	-1%	-2%	-3%
	White	N/A	0%	0%	-1%	-1%	-2%	-3%
	LEP	N/A	0%	0%	-1%	-1%	-2%	-3%
	Econ. Dis.	-1%	0%	0%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	0%	0%	-1%	-1%	-2%	-3%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

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Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	10%	8%	6%	4%	2%	0%	-1%
	African American	14%	11%	8%	5%	2%	0%	-1%
	Hispanic	15%	12%	8%	5%	2%	0%	-1%
	American Indian	N/A	8%	6%	4%	2%	0%	-1%
	Asian	8%	6%	4%	2%	1%	0%	-1%
	White	0%	0%	0%	-1%	-1%	-2%	-3%
	LEP	34%	21%	12%	7%	3%	0%	-1%
	Econ. Dis.	15%	10%	6%	3%	1%	0%	-1%
	Special Ed.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
Grade 3 Math	OVERALL	10%	8%	6%	4%	2%	0%	-1%
	African American	16%	13%	10%	7%	3%	0%	-1%
	Hispanic	16%	13%	10%	7%	3%	0%	-1%
	American Indian	N/A	8%	6%	4%	2%	0%	-1%
	Asian	-2%	0%	-1%	-1%	-2%	-2%	-3%
	White	3%	3%	2%	1%	0%	-1%	-2%
	LEP	25%	14%	9%	6%	3%	0%	-1%
	Econ. Dis.	11%	8%	5%	3%	1%	0%	-1%
	Special Ed.	10%	8%	6%	4%	2%	0%	-1%
	OVERALL	12%	9%	6%	3%	1%	0%	-1%
	African American	7%	5%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	22%	15%	9%	5%	2%	0%	-1%
	American Indian	N/A	9%	6%	3%	1%	0%	-1%
	Asian	5%	4%	3%	2%	1%	0%	-1%
	White	9%	7%	5%	3%	1%	0%	-1%
	LEP	30%	20%	11%	7%	3%	0%	-1%
	Econ. Dis.	17%	13%	9%	5%	2%	0%	-1%
	Special Ed.	43%	30%	18%	9%	4%	0%	-1%
Grade 4 Math	OVERALL	16%	13%	10%	7%	3%	0%	-1%
	African American	12%	9%	6%	3%	1%	0%	-1%
	Hispanic	23%	14%	9%	5%	2%	0%	-1%
	American Indian	N/A	13%	10%	7%	3%	0%	-1%
	Asian	9%	7%	5%	3%	1%	0%	-1%
	White	9%	7%	5%	3%	1%	0%	-1%
	LEP	30%	20%	11%	7%	3%	0%	-1%
	Econ. Dis.	21%	15%	10%	5%	3%	0%	-1%
	Special Ed.	26%	18%	11%	6%	3%	0%	-1%
Grade 4 Writing	OVERALL	7%	6%	4%	2%	1%	0%	-1%
	African American	6%	5%	4%	2%	1%	0%	-1%
	Hispanic	9%	7%	5%	3%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	2%	1%	0%	0%	-1%	-2%	-3%
	White	5%	4%	3%	2%	1%	0%	-1%
	LEP	12%	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	11%	9%	6%	3%	1%	0%	-1%
	Special Ed.	33%	20%	11%	6%	2%	0%	-1%
	OVERALL	3%	2%	1%	0%	0%	-1%	-2%
	African American	-2%	0%	0%	-1%	-1%	-2%	-3%
	Hispanic	8%	-4%	-5%	-6%	-7%	-8%	-9%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	5%	4%	3%	2%	1%	0%	-1%
	White	0%	0%	-1%	-1%	-2%	-3%	-4%
	LEP	42%	22%	11%	6%	3%	0%	-1%
	Econ. Dis.	5%	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 5 Math	OVERALL	16%	13%	10%	7%	3%	0%	-1%
	African American	16%	13%	10%	7%	3%	0%	-1%
	Hispanic	20%	16%	12%	8%	4%	0%	-1%
	American Indian	N/A	13%	10%	7%	3%	0%	-1%
	Asian	4%	3%	2%	1%	0%	0%	-1%
	White	19%	14%	9%	5%	2%	0%	-1%
	LEP	41%	26%	15%	7%	3%	0%	-1%
	Econ. Dis.	19%	14%	9%	5%	2%	0%	-1%
	Special Ed.	N/A	13%	10%	7%	3%	0%	-1%
Grade 5 Science	OVERALL	14%	11%	8%	5%	2%	0%	-1%
	African American	4%	3%	2%	1%	1%	0%	-1%
	Hispanic	28%	19%	11%	6%	2%	0%	-1%
	American Indian	N/A	11%	8%	5%	2%	0%	-1%
	Asian	7%	6%	4%	2%	1%	0%	-1%
	White	14%	11%	8%	5%	2%	0%	-1%
	LEP	65%	40%	20%	9%	3%	0%	-1%
	Econ. Dis.	17%	12%	7%	4%	2%	0%	-1%
	Special Ed.	N/A	11%	8%	5%	2%	0%	-1%
Grade 6 Reading	OVERALL	-1%	0%	0%	-1%	-1%	-2%	-3%
	African American	0%	0%	0%	-1%	-1%	-2%	-3%
	Hispanic	0%	0%	0%	-1%	-1%	-2%	-3%
	American Indian	N/A	0%	0%	-1%	-1%	-2%	-3%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-1%	0%	0%	-1%	-1%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	8%	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	-1%	0%	0%	-1%	-1%	-2%	-3%
	Special Ed.	2%	1%	0%	0%	-1%	-2%	-3%
Grade 6 Math	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	8%	7%	5%	3%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	1%	1%	0%	0%	-1%	-2%	-3%
	LEP	7%	5%	3%	2%	1%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	1%	1%	0%	0%	-1%	-2%	-3%
Grade 7 Reading	OVERALL	-2%	0%	-1%	-2%	-2%	-3%	-4%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	-1%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	2%	1%	0%	0%	-1%	-2%	-3%
	White	-2%	0%	-1%	-2%	-2%	-3%	-4%
	LEP	24%	14%	9%	5%	2%	0%	-1%
	Econ. Dis.	-2%	0%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	5%	4%	3%	2%	1%	0%	-1%
Grade 7 Math	OVERALL	-2%	1%	0%	-1%	-2%	-3%	-4%
	African American	-3%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	1%	0%	-1%	-2%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	4%	3%	2%	1%	0%	0%	-1%
	LEP	20%	13%	9%	5%	2%	0%	-1%
	Econ. Dis.	-2%	0%	0%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	1%	1%	0%	0%	-1%	-1%	-2%
Grade 7 Writing	OVERALL	-1%	-1%	-1%	-2%	-2%	-2%	-3%
	African American	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-1%	-1%	-1%	-2%	-2%	-2%	-3%
	American Indian	N/A	0%	0%	-1%	-1%	0%	-1%
	Asian	-1%	-1%	-1%	-2%	-2%	-2%	-3%
	White	4%	3%	2%	1%	0%	0%	-1%
	LEP	4%	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-1%	-1%	-1%	-2%	-2%	-2%	-3%
	Special Ed.	8%	6%	4%	2%	1%	0%	-1%
Grade 8 Reading	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	2%	1%	0%	0%	-1%	0%	-1%
	Hispanic	0%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	1%	0%	0%	-1%	0%	-1%
	Asian	6%	4%	3%	2%	1%	0%	-1%
	White	1%	1%	0%	0%	-1%	-2%	-3%
	LEP	81%	40%	20%	10%	5%	0%	-1%
	Econ. Dis.	1%	1%	0%	0%	-1%	-2%	-3%
	Special Ed.	20%	13%	8%	5%	2%	0%	-1%
Grade 8 Math	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	3%	2%	1%	0%	-1%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	17%	13%	9%	5%	2%	0%	-1%
	Econ. Dis.	5%	4%	3%	2%	1%	0%	-1%
	Special Ed.	38%	20%	11%	8%	3%	0%	-1%
	OVERALL	-2%	0%	-1%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	1%	1%	0%	0%	-1%	-2%	-3%
	Hispanic	-3%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-3%	0%	0%	-1%	-2%	-3%	-4%
	White	-3%	0%	0%	-1%	-2%	-3%	-4%
	LEP	-3%	0%	0%	-1%	-2%	-3%	-4%
	Econ. Dis.	-2%	0%	0%	-1%	-2%	-3%	-4%
	Special Ed.	9%	7%	5%	3%	1%	0%	-1%
Grade 8 Science	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	9%	7%	5%	3%	1%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	6%	4%	3%	2%	1%	0%	-1%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	61%	35%	20%	10%	5%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	40%	20%	10%	5%	3%	0%	-1%
Grade 9 Reading	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-2%	1%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-3%	1%	0%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	-1%	0%	0%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-10%	-2%	-4%	-6%	-8%	-10%	-11%
	White	7%	5%	3%	2%	1%	0%	-1%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 10 ELA	OVERALL	0%	0%	-1%	-1%	-2%	-3%	-4%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	4%	3%	2%	1%	0%	-1%	-2%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	3%	2%	1%	0%	-1%	-2%	-3%
	Special Ed.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
Grade 10 Math	OVERALL	0%	0%	-1%	-1%	-2%	-3%	-4%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	4%	3%	2%	1%	0%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	White	7%	5%	3%	2%	1%	0%	-1%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	3%	2%	1%	0%	-1%	-2%	-3%
	Special Ed.	-16%	-3%	-5%	-7%	-11%	-16%	-17%
Grade 10 Science	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	6%	5%	3%	2%	1%	0%	-1%
	Hispanic	13%	10%	7%	4%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	-8%	-4%	-5%	-6%	-7%	-8%	-9%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	5%	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	48%	28%	13%	7%	3%	0%	-1%
Grade 10 Social Studies	OVERALL	-2%	1%	0%	-1%	-2%	-3%	-4%
	African American	0%	0%	-1%	-1%	-2%	-3%	-4%
	Hispanic	-4%	-5%	-5%	-5%	-5%	-5%	-5%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	-5%	-5%	-5%	-5%	-5%	-5%
	White	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-3%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	-4%	-5%	-5%	-5%	-5%	-5%	-5%
Grade 11 ELA	OVERALL	1%	1%	0%	0%	-1%	-2%	-3%
	African American	-3%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	0%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	3%	2%	1%	0%	-1%	-2%	-3%
	White	3%	2%	1%	0%	-1%	-2%	-3%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	1%	1%	0%	0%	-1%	-2%	-3%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 11 Math	OVERALL	3%	2%	1%	0%	-1%	-1%	-2%
	African American	1%	1%	0%	0%	-1%	-2%	-3%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	13%	10%	7%	4%	1%	0%	-1%
	White	5%	4%	3%	2%	1%	0%	-1%
	LEP	14%	2%	1%	0%	-1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	1%	1%	0%	0%	-1%	-2%	-3%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 11 Science	OVERALL	0%	0%	-1%	-1%	-2%	-3%	-4%
	African American	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	2%	2%	1%	0%	-1%	-1%	-2%
	White	2%	2%	1%	0%	-1%	-1%	-2%
	LEP	16%	12%	8%	4%	1%	0%	-1%
	Econ. Dis.	1%	1%	0%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 11 Social Studies	OVERALL	0%	0%	-1%	-1%	-2%	-3%	-4%
	African American	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	Hispanic	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	5%	4%	3%	2%	1%	0%	-1%
	White	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	19%	14%	9%	4%	1%	0%	-1%
	Econ. Dis.	1%	1%	0%	0%	-1%	-2%	-3%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

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Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	13%	9%	6%	3%	1%	0%	-1%
	Hispanic	11%	8%	5%	3%	1%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	-1%	0%	-1%	-1%	-2%	-2%	-3%
	White	0%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	24%	13%	8%	4%	2%	0%	-1%
	Econ. Dis.	11%	8%	5%	2%	1%	0%	-1%
	Special Ed.	20%	12%	8%	4%	1%	0%	-1%
Grade 3 Math	OVERALL	2%	1%	0%	-1%	-2%	-3%	-4%
	African American	7%	5%	3%	2%	1%	0%	-1%
	Hispanic	7%	5%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-2%	0%	0%	-1%	-2%	-3%	-4%
	LEP	7%	5%	3%	2%	1%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	18%	13%	9%	6%	3%	0%	-1%
	OVERALL	1%	1%	0%	0%	-1%	-2%	-3%
	African American	4%	3%	2%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	8%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	26%	16%	10%	6%	2%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%
	Special Ed.	22%	13%	8%	4%	2%	0%	-1%
Grade 4 Math	OVERALL	-2%	0%	0%	-1%	-2%	-3%	-4%
	African American	0%	0%	-1%	-1%	-2%	-3%	-4%
	Hispanic	3%	2%	1%	0%	-1%	-2%	-3%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	7%	-3%	-4%	-5%	-6%	-7%	-8%
	Econ. Dis.	-2%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	7%	5%	3%	2%	1%	0%	-1%
Grade 4 Writing	OVERALL	-2%	0%	0%	-1%	-2%	-3%	-4%
	African American	0%	0%	-1%	-1%	-2%	-3%	-4%
	Hispanic	-1%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-2%	0%	0%	-1%	-2%	-3%	-4%
	LEP	12%	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	-3%	1%	0%	-1%	-2%	-3%	-4%
	Special Ed.	7%	5%	3%	2%	1%	0%	-1%
	OVERALL	3%	2%	1%	0%	-1%	-2%	-3%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	7%	5%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	4%	3%	2%	1%	0%	0%	-1%
	LEP	41%	23%	12%	6%	3%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	19%	12%	8%	4%	2%	0%	-1%
Grade 5 Math	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	3%	2%	1%	0%	-1%	-2%	-3%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	3%	2%	1%	0%	-1%	-2%	-3%
	LEP	33%	24%	15%	8%	3%	0%	-1%
	Econ. Dis.	8%	6%	4%	2%	1%	0%	-1%
	Special Ed.	1%	1%	0%	0%	-1%	-2%	-3%
Grade 5 Science	OVERALL	1%	1%	0%	0%	-1%	-2%	-3%
	African American	4%	3%	2%	1%	0%	0%	-1%
	Hispanic	4%	3%	2%	1%	0%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-3%	0%	0%	-1%	-2%	-3%	-4%
	White	0%	0%	-1%	-1%	-2%	-3%	-4%
	LEP	14%	10%	7%	4%	2%	0%	-1%
	Econ. Dis.	8%	6%	4%	2%	1%	0%	-1%
	Special Ed.	11%	8%	5%	3%	1%	0%	-1%
Grade 6 Reading	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	Hispanic	-2%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	6%	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	Special Ed.	-9%	-5%	-6%	-7%	-8%	-9%	-10%
Grade 6 Math	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	White	-3%	0%	0%	-1%	-2%	-3%	-4%
	LEP	5%	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	-1%	-1%	-2%	-2%	-3%	-4%	-5%
Grade 7 Reading	OVERALL	-3%	0%	0%	-1%	-2%	-3%	-4%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	2%	1%	0%	0%	-1%	-2%	-3%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	12%	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	-3%	0%	0%	-1%	-2%	-3%	-4%
	Special Ed.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
Grade 7 Math	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	2%	1%	0%	0%	-1%	-2%	-3%
	Hispanic	-3%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	White	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	LEP	14%	10%	6%	3%	1%	0%	-1%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	-11%	-7%	-8%	-9%	-10%	-11%	-12%
Grade 7 Writing	OVERALL	-2%	0%	0%	-1%	-2%	-3%	-4%
	African American	1%	1%	0%	0%	-1%	-2%	-3%
	Hispanic	-2%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	-2%	0%	0%	-1%	-2%	-3%	-4%
	LEP	2%	1%	0%	0%	-1%	-2%	-3%
	Econ. Dis.	0%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	13%	10%	7%	4%	1%	0%	-1%
Grade 8 Reading	OVERALL	-2%	0%	0%	-1%	-2%	-3%	-4%
	African American	-2%	0%	0%	-1%	-2%	-3%	-4%
	Hispanic	0%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-3%	0%	0%	-1%	-2%	-3%	-4%
	White	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	2%	1%	0%	0%	-1%	-2%	-3%
	Special Ed.	12%	9%	6%	3%	1%	0%	-1%
Grade 8 Math	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	3%	2%	1%	0%	-1%	-1%	-2%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-10%	-2%	-4%	-6%	-8%	-10%	-10%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	1%	1%	0%	0%	-1%	-1%	-2%
	Special Ed.	38%	23%	14%	8%	3%	0%	-1%
	OVERALL	-2%	0%	0%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	0%	0%	-1%	-1%	-2%	-3%	-4%
	Hispanic	-3%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-3%	0%	0%	-1%	-2%	-3%	-4%
	White	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-3%	0%	0%	-1%	-2%	-3%	-4%
	Special Ed.	-3%	0%	0%	-1%	-2%	-3%	-4%
Grade 8 Science	OVERALL	-2%	0%	0%	-1%	-2%	-3%	-4%
	African American	2%	1%	0%	0%	-1%	-2%	-3%
	Hispanic	0%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	3%	2%	1%	0%	-1%	-1%	-2%
	Special Ed.	40%	28%	17%	9%	5%	0%	-1%
Grade 9 Reading	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-3%	0%	0%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	10%	8%	6%	4%	2%	0%	-1%
	Hispanic	2%	1%	0%	0%	-1%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-15%	-3%	-6%	-9%	-12%	-15%	-15%
	White	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 10 ELA	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 10 Math	OVERALL	-10%	-2%	-4%	-6%	-8%	-10%	-10%
	African American	-16%	-4%	-7%	-10%	-13%	-16%	-16%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	0%	-1%	-2%	-3%	0%	-1%
	Asian	-16%	-4%	-7%	-10%	-13%	-16%	-16%
	White	-3%	0%	0%	-1%	-2%	-3%	-4%
	LEP	N/A	0%	-1%	-2%	-3%	0%	-1%
	Econ. Dis.	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	0%	-1%
Grade 10 Science	OVERALL	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-2%	-2%	-3%	-3%	-4%	-5%	-6%
	American Indian	N/A	0%	-1%	-2%	-3%	0%	-1%
	Asian	-12%	-4%	-6%	-8%	-10%	-12%	-12%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	-12%	-4%	-6%	-8%	-10%	-12%	-12%
	LEP	N/A	0%	-1%	-2%	-3%	0%	-1%
	Econ. Dis.	0%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	0%	-1%	-2%	-3%	0%	-1%
Grade 10 Social Studies	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-4%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	0%	-1%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	0%	-1%
Grade 11 ELA	OVERALL	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	African American	-3%	0%	0%	-1%	-2%	-3%	-4%
	Hispanic	-3%	0%	0%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-3%	0%	0%	-1%	-2%	-3%	-4%
	White	5%	4%	3%	2%	1%	0%	-1%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-3%	0%	0%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 11 Math	OVERALL	-4%	0%	-1%	-2%	-3%	-4%	-5%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	0%	-1%	-2%	-3%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	2%	1%	0%	-1%	-2%	-3%	-4%
	LEP	N/A	0%	-1%	-2%	-3%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	0%	-1%	-2%	-3%	0%	-1%
Grade 11 Science	OVERALL	1%	0%	0%	-1%	-2%	-3%	-4%
	African American	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	8%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-4%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 11 Social Studies	OVERALL	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	African American	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	Hispanic	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	White	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-1%	-1%	-2%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

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Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	N/A	2%	1%	0%	-1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	2%	1%	0%	-1%	0%	-1%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 3 Math	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	N/A	2%	1%	0%	-1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	2%	1%	0%	-1%	0%	-1%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
	OVERALL	8%	6%	4%	2%	1%	0%	-1%
	African American	N/A	2%	1%	0%	-1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	10%	7%	4%	2%	1%	0%	-1%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 4 Math	OVERALL	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	African American	N/A	2%	1%	0%	-1%	0%	-1%
	Hispanic	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 4 Writing	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	2%	1%	0%	-1%	0%	-1%
	Hispanic	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 5 Math	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 5 Science	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	11%	8%	5%	3%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-2%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 6 Reading	OVERALL	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	African American	-2%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	White	-9%	-5%	-6%	-7%	-8%	-9%	-10%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 6 Math	OVERALL	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	African American	-3%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	American Indian	N/A	-1%	-2%	-2%	-3%	-4%	-5%
	Asian	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	White	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	LEP	N/A					0%	-1%
	Econ. Dis.	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	Special Ed.	N/A	-1%	-2%	-2%	-3%	-4%	-5%
Grade 7 Reading	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-1%	0%	0%	-1%	-2%	-3%	-4%
	Hispanic	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 7 Math	OVERALL	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	African American	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	Hispanic	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-5%
	Asian	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	White	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-5%
	Econ. Dis.	-11%	-7%	-8%	-9%	-10%	-11%	-12%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-5%
Grade 7 Writing	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 8 Reading	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 8 Math	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-8%	-3%	-4%	-5%	-6%	-7%	-8%
	White	0%	0%	-1%	-2%	-2%	-2%	-3%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-2%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
	OVERALL	-3%	-1%	-2%	-3%	-4%	-5%	-6%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	-3%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-3%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-3%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-3%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-3%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 8 Science	OVERALL	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	African American	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Asian	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	White	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
Grade 9 Reading	OVERALL	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Asian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	OVERALL	N/A	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	N/A	0%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 10 ELA	OVERALL	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Asian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
Grade 10 Math	OVERALL	N/A	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	N/A	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 10 Science	OVERALL	N/A	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	N/A	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 10 Social Studies	OVERALL	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Asian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
Grade 11 ELA	OVERALL	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Asian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
Grade 11 Math	OVERALL	N/A	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	N/A	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 11 Science	OVERALL	N/A	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	N/A	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 11 Social Studies	OVERALL	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Asian	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	White	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Econ. Dis.	N/A	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	-1%	-2%	-3%	-4%	-5%	-6%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

LEA: HARMONY SCIENCE ACADEMY - LUBBOCK 152805

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	12%	9%	6%	3%	1%	0%	-1%
	African American	3%	2%	1%	0%	0%	-1%	-2%
	Hispanic	13%	9%	6%	3%	1%	0%	-1%
	American Indian	N/A	9%	6%	3%	1%	0%	-1%
	Asian	N/A	9%	6%	3%	1%	0%	-1%
	White	16%	10%	7%	3%	1%	0%	-1%
	LEP	N/A	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	13%	9%	6%	3%	1%	0%	-1%
	Special Ed.	N/A	9%	6%	3%	1%	0%	-1%
Grade 3 Math	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	10%	8%	6%	4%	2%	0%	-1%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	N/A	5%	3%	2%	1%	0%	-1%
	White	7%	5%	3%	2%	1%	0%	-1%
	LEP	N/A	5%	3%	2%	1%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	5%	3%	2%	1%	0%	-1%
	OVERALL	15%	11%	6%	3%	1%	0%	-1%
	African American	6%	4%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	20%	15%	10%	6%	2%	0%	-1%
	American Indian	N/A	6%	3%	1%	1%	0%	-1%
	Asian	N/A	6%	3%	1%	1%	0%	-1%
	White	18%	14%	10%	6%	2%	0%	-1%
	LEP	N/A	6%	3%	1%	1%	0%	-1%
	Econ. Dis.	19%	15%	10%	6%	2%	0%	-1%
	Special Ed.	N/A	6%	3%	1%	1%	0%	-1%
Grade 4 Math	OVERALL	13%	9%	6%	3%	1%	0%	-1%
	African American	26%	16%	10%	5%	2%	0%	-1%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	9%	6%	3%	1%	0%	-1%
	Asian	N/A	9%	6%	3%	1%	0%	-1%
	White	18%	14%	10%	6%	2%	0%	-1%
	LEP	N/A	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	19%	14%	10%	6%	2%	0%	-1%
	Special Ed.	N/A	9%	6%	3%	1%	0%	-1%
Grade 4 Writing	OVERALL	20%	15%	10%	6%	2%	0%	-1%
	African American	20%	15%	10%	6%	2%	0%	-1%
	Hispanic	17%	12%	7%	4%	2%	0%	-1%
	American Indian	N/A	15%	10%	6%	2%	0%	-1%
	Asian	N/A	15%	10%	6%	2%	0%	-1%
	White	30%	20%	11%	7%	3%	0%	-1%
	LEP	N/A	15%	10%	6%	2%	0%	-1%
	Econ. Dis.	22%	17%	11%	6%	2%	0%	-1%
	Special Ed.	N/A	15%	10%	6%	2%	0%	-1%
	OVERALL	26%	16%	10%	6%	3%	0%	-1%
	African American	N/A	16%	10%	6%	3%	0%	-1%
	Hispanic	31%	21%	12%	7%	3%	0%	-1%
	American Indian	N/A	16%	10%	6%	3%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	N/A	16%	10%	6%	3%	0%	-1%
	White	15%	11%	6%	3%	1%	0%	-1%
	LEP	N/A	16%	10%	6%	3%	0%	-1%
	Econ. Dis.	33%	23%	13%	6%	2%	0%	-1%
	Special Ed.	77%	37%	17%	7%	2%	0%	-1%
Grade 5 Math	OVERALL	42%	22%	12%	7%	2%	0%	-1%
	African American	N/A	22%	12%	7%	2%	0%	-1%
	Hispanic	53%	33%	20%	10%	5%	0%	-1%
	American Indian	N/A	22%	12%	7%	2%	0%	-1%
	Asian	N/A	22%	12%	7%	2%	0%	-1%
	White	14%	11%	6%	3%	1%	0%	-1%
	LEP	N/A	22%	12%	7%	2%	0%	-1%
	Econ. Dis.	43%	23%	13%	7%	2%	0%	-1%
	Special Ed.	43%	23%	13%	7%	2%	0%	-1%
Grade 5 Science	OVERALL	14%	11%	6%	3%	1%	0%	-1%
	African American	N/A	11%	6%	3%	1%	0%	-1%
	Hispanic	19%	12%	8%	4%	2%	0%	-1%
	American Indian	N/A	11%	6%	3%	1%	0%	-1%
	Asian	N/A	11%	6%	3%	1%	0%	-1%
	White	8%	6%	4%	2%	1%	0%	-1%
	LEP	N/A	11%	6%	3%	1%	0%	-1%
	Econ. Dis.	11%	8%	5%	3%	1%	0%	-1%
	Special Ed.	14%	11%	6%	3%	1%	0%	-1%
Grade 6 Reading	OVERALL	3%	3%	2%	1%	0%	-1%	-2%
	African American	8%	6%	4%	2%	1%	0%	-1%
	Hispanic	2%	2%	1%	0%	-1%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	3%	3%	2%	1%	0%	-1%	-2%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	0%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 6 Math	OVERALL	11%	8%	5%	3%	1%	0%	-1%
	African American	7%	5%	3%	2%		0%	-1%
	Hispanic	15%	11%	7%	4%	1%	0%	-1%
	American Indian	N/A	8%	5%	3%	1%	0%	-1%
	Asian	N/A	8%	5%	3%	1%	0%	-1%
	White	9%	7%	5%	3%	1%	0%	-1%
	LEP	N/A	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	11%	8%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	8%	5%	3%	1%	0%	-1%
Grade 7 Reading	OVERALL	-2%	-2%	-2%	-3%	-4%	-5%	-6%
	African American	5%	4%	3%	2%	1%	0%	-1%
	Hispanic	-1%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	1%	0%	-1%	-2%	0%	-1%
	Asian	N/A	1%	0%	-1%	-2%	0%	-1%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	N/A	1%	0%	-1%	-2%	0%	-1%
	Econ. Dis.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Special Ed.	10%	8%	6%	4%	2%	0%	-1%
Grade 7 Math	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	14%	11%	8%	5%	2%	0%	-1%
	Hispanic	0%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	10%	8%	6%	4%	2%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	56%	32%	15%	8%	3%	0%	-1%
Grade 7 Writing	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	8%	6%	4%	2%	1%	0%	-1%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	3%	3%	2%	1%	0%	-1%	-2%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	5%	4%	3%	2%	1%	0%	-1%
	Special Ed.	46%	26%	12%	6%	2%	0%	-1%
Grade 8 Reading	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	N/A	5%	3%	2%	1%	0%	-1%
	Hispanic	9%	7%	5%	3%	1%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	N/A	5%	3%	2%	1%	0%	-1%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	5%	3%	2%	1%	0%	-1%
	Econ. Dis.	14%	11%	8%	5%	2%	0%	-1%
	Special Ed.	N/A	5%	3%	2%	1%	0%	-1%
Grade 8 Math	OVERALL	14%	11%	8%	5%	2%	0%	-1%
	African American	N/A	11%	8%	5%	2%	0%	-1%
	Hispanic	13%	11%	8%	5%	2%	0%	-1%
	American Indian	N/A	11%	8%	5%	2%	0%	-1%
	Asian	N/A	11%	8%	5%	2%	0%	-1%
	White	8%	6%	4%	2%	1%	0%	-1%
	LEP	N/A	11%	8%	5%	2%	0%	-1%
	Econ. Dis.	19%	14%	9%	4%	2%	0%	-1%
	Special Ed.	N/A	11%	8%	5%	2%	0%	-1%
	OVERALL	-1%	0%	-1%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	N/A	2%	1%	0%	-1%	0%	-1%
	Hispanic	1%	1%	0%	-1%	-1%	-2%	-3%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	N/A	2%	1%	0%	-1%	0%	-1%
	White	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	1%	1%	0%	-1%	-1%	-2%	-3%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 8 Science	OVERALL	4%	3%	2%	1%	0%	-1%	-2%
	African American	N/A	2%	1%	0%	-1%	0%	-1%
	Hispanic	9%	7%	5%	3%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	N/A	2%	1%	0%	-1%	0%	-1%
	White	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 9 Reading	OVERALL	4%	3%	2%	1%	0%	-1%	-2%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	9%	7%	5%	3%	1%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
	OVERALL	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-17%	-4%	-7%	-10%	-13%	-17%	-18%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	N/A	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 10 ELA	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 10 Math	OVERALL	17%	13%	9%	5%	2%	0%	-1%
	African American	N/A	13%	9%	5%	2%	0%	-1%
	Hispanic	14%	11%	8%	5%	2%	0%	-1%
	American Indian	N/A	13%	9%	5%	2%	0%	-1%
	Asian	N/A	13%	9%	5%	2%	0%	-1%
	White	17%	13%	9%	5%	2%	0%	-1%
	LEP	N/A	13%	9%	5%	2%	0%	-1%
	Econ. Dis.	11%	8%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	13%	9%	5%	2%	0%	-1%
Grade 10 Science	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-2%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	-12%					0%	-1%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 10 Social Studies	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	0%	-1%	-2%	-3%	-4%	-5%
Grade 11 ELA	OVERALL	6%	4%	3%	2%	1%	0%	-1%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	8%	6%	4%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	N/A	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 11 Math	OVERALL	4%	3%	2%	1%	0%	-1%	-2%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	8%	6%	4%	2%	1%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 11 Science	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	N/A	5%	3%	2%	1%	0%	-1%
	Hispanic	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	N/A	5%	3%	2%	1%	0%	-1%
	White	N/A	5%	3%	2%	1%	0%	-1%
	LEP	N/A	5%	3%	2%	1%	0%	-1%
	Econ. Dis.	10%	8%	6%	4%	2%	0%	-1%
	Special Ed.	N/A	5%	3%	2%	1%	0%	-1%
Grade 11 Social Studies	OVERALL	-1%	0%	-1%	-1%	-2%	-3%	-4%
	African American	N/A	2%	1%	0%	-1%	-2%	-3%
	Hispanic	-1%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	N/A	2%	1%	0%	-1%	0%	-1%
	White	N/A	2%	1%	0%	-1%	0%	-1%
	LEP	N/A	2%	1%	0%	-1%	0%	-1%
	Econ. Dis.	-1%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

LEA: HARMONY SCIENCE ACADEMY - WACO 161807

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	1%	0%	-1%	-1%	-2%	-2%	-3%
	African American	1%	0%	-1%	-1%	-2%	-2%	-3%
	Hispanic	3%	2%	1%	0%	-1%	-1%	-2%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	1%	0%	-1%	-1%	-2%	-2%	-3%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	1%	0%	-1%	-1%	-2%	-2%	-3%
	Econ. Dis.	2%	2%	1%	0%	0%	-1%	-2%
	Special Ed.	45%	25%	12%	5%	2%	0%	-1%
Grade 3 Math	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	12%	9%	6%	3%	1%	0%	-1%
	Hispanic	10%	7%	4%	2%	1%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	2%	2%	1%	0%	0%	-1%	-2%
	White	1%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	19%	14%	9%	5%	2%	0%	-1%
	Econ. Dis.	12%	8%	5%	3%	1%	0%	-1%
	Special Ed.	60%	37%	20%	9%	3%	0%	-1%
	OVERALL	2%	2%	1%	0%	0%	-1%	-2%
	African American	0%	0%	-1%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	9%	7%	5%	3%	1%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%
	Special Ed.	13%	10%	7%	4%	1%	0%	-1%
Grade 4 Math	OVERALL	4%	4%	3%	2%	1%	0%	-1%
	African American	7%	5%	3%	2%	1%	0%	-1%
	Hispanic	4%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	0%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	-1%	0%	-1%	-1%	-2%	-3%	-4%
	Econ. Dis.	4%	4%	3%	2%	1%	0%	-1%
	Special Ed.	33%	23%	12%	7%	3%	0%	-1%
Grade 4 Writing	OVERALL	2%	2%	1%	0%	0%	-1%	-2%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	0%	0%	-1%
	Asian	-4%	0%	-1%	-2%	-3%	-4%	-5%
	White	0%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	8%	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	4%	4%	3%	2%	1%	0%	-1%
	Special Ed.	13%	9%	6%	3%	1%	0%	-1%
	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	6%	4%	3%	2%	1%	0%	-1%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	2%	2%	1%	0%	0%	-1%	-2%
	LEP	29%	20%	12%	6%	3%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	23%	17%	10%	5%	2%	0%	-1%
Grade 5 Math	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	15%	10%	6%	3%	1%	0%	-1%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	White	8%	6%	4%	2%	1%	0%	-1%
	LEP	6%	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	7%	6%	4%	2%	1%	0%	-1%
	Special Ed.	22%	13%	9%	5%	2%	0%	-1%
Grade 5 Science	OVERALL	7%	6%	4%	2%	1%	0%	-1%
	African American	11%	8%	5%	3%	1%	0%	-1%
	Hispanic	12%	9%	6%	3%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	White	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	LEP	31%	21%	13%	8%	3%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	37%	23%	12%	7%	3%	0%	-1%
Grade 6 Reading	OVERALL	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	African American	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	Hispanic	-1%	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	-1%	-2%
	Asian	1%	0%	-1%	-1%	-2%	-2%	-3%
	White	-4%	-1%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	5%	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	0%	0%	-1%	-1%	-2%	-2%	-3%
	Special Ed.	8%	6%	4%	2%	1%	0%	-1%
Grade 6 Math	OVERALL	2%	0%	-1%	-1%	-2%	-2%	-2%
	African American	1%	0%	-1%	-1%	-2%	-2%	-3%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	-1%	-2%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	LEP	11%	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%
	Special Ed.	48%	28%	14%	8%	3%	0%	-1%
Grade 7 Reading	OVERALL	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	African American	3%	3%	2%	1%	0%	-1%	-2%
	Hispanic	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	-1%	-2%
	Asian	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	White	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	LEP	53%	33%	19%	9%	4%	0%	-1%
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	10%	8%	6%	4%	2%	0%	-1%
Grade 7 Math	OVERALL	-3%	0%	-1%	-2%	-3%	-4%	-5%
	African American	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	1%	0%	-1%	-2%	-2%	-3%
	Asian	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	White	2%	2%	1%	0%	-1%	-2%	-3%
	LEP	-11%	-7%	-8%	-9%	-10%	-11%	-12%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	22%	13%	8%	4%	2%	0%	-1%
Grade 7 Writing	OVERALL	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	African American	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	Hispanic	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	-2%	-3%
	Asian	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	White	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	LEP	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	-4%	-1%	-1%	-2%	-3%	-4%	-5%
Grade 8 Reading	OVERALL	-3%	0%	-1%	-2%	-3%	-4%	-5%
	African American	3%	2%	1%	0%	-1%	-1%	-2%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	LEP	N/A	0%	-1%	-2%	-3%	-4%	-5%
	Econ. Dis.	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
Grade 8 Math	OVERALL	-3%	0%	-1%	-2%	-3%	-4%	-5%
	African American	3%	2%	1%	0%	-1%	-1%	-2%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	1%	0%	-1%	-1%	-2%	-2%
	Asian	-12%	-8%	-9%	-10%	-11%	-12%	-13%
	White	-4%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	1%	0%	-1%	-1%	-2%	-2%
	Econ. Dis.	-3%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	10%	8%	6%	4%	2%	0%	-1%
	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	1%	0%	-1%	-1%	-2%	-2%	-3%
	Hispanic	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	-3%	0%	-1%	-2%	-3%	-4%	-5%
	White	3%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	0%	0%	-1%	-1%	-2%	-3%	-4%
	Special Ed.	19%	15%	10%	6%	2%	0%	-1%
Grade 8 Science	OVERALL	1%	0%	-1%	-1%	-2%	-2%	-3%
	African American	9%	7%	5%	3%	1%	0%	-1%
	Hispanic	0%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	White	4%	3%	2%	1%	0%	-1%	-2%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	5%	4%	3%	2%	1%	0%	-1%
	Special Ed.	12%	9%	6%	3%	1%	0%	-1%
Grade 9 Reading	OVERALL	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
	OVERALL	-11%	-3%	-5%	-7%	-9%	-11%	-12%
	African American	4%	3%	2%	1%	1%	0%	-1%
	Hispanic	-16%	-8%	-10%	-12%	-14%	-16%	-17%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	-17%	-9%	-11%	-13%	-15%	-17%	-18%
	White	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-14%	-5%	-6%	-8%	-12%	-14%	-15%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 10 ELA	OVERALL	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	African American	11%	8%	5%	3%	1%	0%	-1%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	3%	2%	1%	0%	-1%	-1%	-2%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 10 Math	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-16%	-8%	-10%	-12%	-14%	-16%	-17%
	Hispanic	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	-16%	-8%	-10%	-12%	-14%	-16%	-17%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 10 Science	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-12%	-5%	-6%	-8%	-10%	-12%	-13%
	Hispanic	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	-12%	-5%	-6%	-8%	-10%	-12%	-13%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 10 Social Studies	OVERALL	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	13%	9%	5%	3%	1%	0%	-1%
	Hispanic	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 11 ELA	OVERALL	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	African American	N/A	2%	1%	1%	0%	0%	-1%
	Hispanic	0%	0%	-1%	-1%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	-3%	2%	1%	1%	0%	0%	-1%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-3%	2%	1%	1%	0%	0%	-1%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 11 Math	OVERALL	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	African American	N/A	1%	0%	-1%	-2%	-2%	-3%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	1%	0%	-1%	-2%	-2%	-3%
	Asian	N/A	1%	0%	-1%	-2%	-2%	-3%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	1%	0%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	1%	0%	-1%	-2%	-2%	-3%
Grade 11 Science	OVERALL	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	2%	1%	1%	0%	0%	-1%
	Hispanic	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-4%	-1%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%
Grade 11 Social Studies	OVERALL	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	African American	N/A	2%	1%	1%	0%	0%	-1%
	Hispanic	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	N/A	2%	1%	1%	0%	0%	-1%
	White	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	LEP	N/A	2%	1%	1%	0%	0%	-1%
	Econ. Dis.	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	1%	0%	0%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

LEA: HARMONY SCIENCE ACADEMY - AUSTIN 227816

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	3%	2%	1%	0%	-1%	-1%	-2%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	1%	0%	-1%	-1%	-2%	-2%	-3%
	White	0%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	12%	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
Grade 3 Math	OVERALL	3%	2%	1%	0%	-1%	-1%	-2%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	7%	5%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	4%	3%	2%	1%	0%	-1%	-2%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	-1%	0%	-1%
	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	1%	0%	-1%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	7%	5%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	0%	-1%	-2%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	1%	1%	0%	-1%	-1%	-2%	-3%
	LEP	11%	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	0%	-1%	-2%
Grade 4 Math	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	0%	-1%	-2%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-3%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	-1%	-1%	-1%	-2%	-2%	-3%	-4%
	Econ. Dis.	5%	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	2%	1%	0%	0%	-1%	-2%
Grade 4 Writing	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	2%	1%	0%	0%	-1%	-2%	-3%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	5%	4%	3%	2%	1%	0%	-1%
	LEP	5%	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
	OVERALL	4%	3%	2%	1%	0%	-1%	-2%
	African American	4%	3%	2%	1%	0%	-1%	-2%
	Hispanic	12%	9%	6%	3%	1%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	41%	21%	10%	6%	2%	0%	-1%
	Econ. Dis.	11%	8%	5%	3%	1%	0%	-1%
	Special Ed.	14%	10%	7%	4%	2%	0%	-1%
Grade 5 Math	OVERALL	3%	2%	1%	0%	-1%	-1%	-2%
	African American	3%	2%	1%	0%	-1%	-1%	-2%
	Hispanic	13%	9%	7%	3%	1%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	34%	23%	12%	6%	2%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	13%	9%	5%	3%	1%	0%	-1%
Grade 5 Science	OVERALL	7%	5%	3%	2%	1%	0%	-1%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	19%	14%	9%	5%	2%	0%	-1%
	American Indian	N/A	5%	3%	2%	1%	0%	-1%
	Asian	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	White	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	59%	39%	20%	10%	4%	0%	-1%
	Econ. Dis.	18%	11%	8%	5%	2%	0%	-1%
	Special Ed.	N/A	5%	3%	2%	1%	0%	-1%
Grade 6 Reading	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	1%	0%	0%	-1%
	Asian	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	23%	14%	9%	5%	2%	0%	-1%
	Econ. Dis.	1%	0%	-1%	-1%	-2%	-2%	-3%
	Special Ed.	13%	9%	6%	3%	1%	0%	-1%
Grade 6 Math	OVERALL	1%	0%	-1%	-1%	-2%	-2%	-3%
	African American	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	5%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	2%	1%	0%	-1%	-1%	-2%
	Asian	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	White	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	LEP	12%	9%	6%	3%	1%	0%	-1%
	Econ. Dis.	1%	0%	-1%	-1%	-2%	-2%	-3%
	Special Ed.	46%	26%	12%	7%	2%	0%	-1%
Grade 7 Reading	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	African American	3%	2%	1%	0%	-1%	-1%	-2%
	Hispanic	1%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	White	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	LEP	10%	8%	6%	4%	2%	0%	-1%
	Econ. Dis.	1%	0%	-1%	-1%	-2%	-2%	-3%
	Special Ed.	-7%	-3%	-4%	-5%	-6%	-7%	-8%
Grade 7 Math	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	Hispanic	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-11%	-6%	-7%	-8%	-9%	-11%	-12%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	6%	-2%	-3%	-4%	-5%	-6%	-7%
	Econ. Dis.	0%	0%	-1%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	-11%	-6%	-7%	-8%	-9%	-11%	-12%
Grade 7 Writing	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	African American	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	1%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	7%					0%	-1%
	Econ. Dis.	1%	0%	-1%	-1%	-2%	-2%	-3%
	Special Ed.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
Grade 8 Reading	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	African American	0%	0%	-1%	-1%	-2%	-2%	-3%
	Hispanic	-1%					0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	2%	2%	1%	0%	-1%	-2%	-3%
	White	-3%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	45%	25%	14%	9%	4%	0%	-1%
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	17%	11%	8%	5%	2%	0%	-1%
Grade 8 Math	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	8%	6%	4%	2%	1%	0%	-1%
	Hispanic	1%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-12%	-6%	-7%	-8%	-10%	-12%	-13%
	White	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	13%	10%	7%	4%	1%	0%	-1%
	Econ. Dis.	2%	2%	1%	0%	-1%	-2%	-3%
	Special Ed.	32%	21%	10%	5%	1%	0%	-1%
	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	-3%	0%	-1%	-2%	-3%	-4%	-5%
	Hispanic	0%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-3%	0%	-1%	-2%	-3%	-4%	-5%
	White	-3%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	9%					0%	-1%
	Econ. Dis.	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	Special Ed.	-3%	0%	-1%	-2%	-3%	-4%	-5%
Grade 8 Science	OVERALL	1%	0%	-1%	-1%	-2%	-2%	-3%
	African American	5%	4%	3%	2%	1%	0%	-1%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-10%	-5%	-6%	-7%	-8%	-10%	-11%
	White	-10%	-5%	-6%	-7%	-8%	-10%	-11%
	LEP	15%	12%	9%	6%	3%	0%	-1%
	Econ. Dis.	4%	3%	2%	1%	0%	0%	-1%
	Special Ed.	12%	9%	6%	3%	1%	0%	-1%
Grade 9 Reading	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	African American	12%	9%	6%	3%	1%	0%	-1%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	2%	-1%	-2%	-2%	-3%	-3%	-4%
	White	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	20%	13%	8%	4%	2%	0%	-1%
	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	0%	0%	-1%	-1%	-2%	-2%	-3%
	Hispanic	2%	1%	0%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-17%	-9%	-11%	-13%	-15%	-17%	-18%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	1%	0%	-1%	-1%	-2%	-2%	-3%
	Special Ed.	39%	21%	12%	7%	3%	0%	-1%
Grade 10 ELA	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Hispanic	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	5%	4%	3%	2%	1%	0%	-1%
	White	11%	8%	5%	3%	1%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 10 Math	OVERALL	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	African American	-16%	-8%	-10%	-12%	-14%	-16%	-17%
	Hispanic	-12%	-7%	-8%	-10%	-12%	-12%	-13%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	6%	4%	3%	2%	1%	0%	-1%
	White	1%	0%	-1%	-1%	-2%	-2%	-3%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-11%	-5%	-6%	-7%	-9%	-11%	-12%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 10 Science	OVERALL	-3%	0%	-1%	-2%	-3%	-4%	-5%
	African American	0%	0%	-1%	-1%	-2%	-2%	-3%
	Hispanic	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	10%	8%	6%	4%	2%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 10 Social Studies	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	African American	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Hispanic	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	7%					0%	-1%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A					0%	-1%
	Econ. Dis.	-2%	-1%	-2%	-2%	-3%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 11 ELA	OVERALL	-3%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-3%	0%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-3%	0%	-1%	-2%	-3%	-4%	-5%
	White	-3%	0%	-1%	-2%	-3%	-4%	-5%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-3%	0%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 11 Math	OVERALL	-3%	0%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	White	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	LEP	N/A	3%	2%	1%	0%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 11 Science	OVERALL	2%	1%	0%	-1%	-2%	-3%	-4%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	7%	5%	3%	2%	1%	0%	-1%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	White	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	7%	5%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 11 Social Studies	OVERALL	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	White	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%

Specific methodology for determining achievement gap (as defined in this notice): Gap on TAKS performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance). **Negative number denotes higher HPS achievement than Texas White Students Overall**.

*** Pleaase note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

LEA: HARMONY SCIENCE ACADEMY - LAREDO 240804

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 3 Reading	OVERALL	11%	8%	5%	3%	1%	0%	-1%
	African American	N/A	8%	5%	3%	1%	0%	-1%
	Hispanic	10%	8%	5%	3%	1%	0%	-1%
	American Indian	N/A	8%	5%	3%	1%	0%	-1%
	Asian	N/A	8%	5%	3%	1%	0%	-1%
	White	N/A	8%	5%	3%	1%	0%	-1%
	LEP	N/A	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	15%	11%	7%	4%	2%	0%	-1%
	Special Ed.	N/A	8%	5%	3%	1%	0%	-1%
Grade 3 Math	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	N/A	3%	2%	1%	0%	-1%	-2%
	Hispanic	1%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	-1%	-2%
	Asian	N/A	3%	2%	1%	0%	-1%	-2%
	White	N/A	3%	2%	1%	0%	-1%	-2%
	LEP	N/A	3%	2%	1%	0%	-1%	-2%
	Econ. Dis.	3%	2%	1%	0%	-1%	-1%	-2%
	Special Ed.	N/A	3%	2%	1%	0%	-1%	-2%
	OVERALL	11%	8%	5%	3%	1%	0%	-1%
	African American	N/A	8%	5%	3%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 4 Reading	Hispanic	11%	8%	5%	3%	1%	0%	-1%
	American Indian	N/A	8%	5%	3%	1%	0%	-1%
	Asian	N/A	8%	5%	3%	1%	0%	-1%
	White	N/A	8%	5%	3%	1%	0%	-1%
	LEP	N/A	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	12%	8%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	8%	5%	3%	1%	0%	-1%
Grade 4 Math	OVERALL	9%	7%	5%	3%	1%	0%	-1%
	African American	N/A	7%	5%	3%	1%	0%	-1%
	Hispanic	11%	8%	5%	3%	1%	0%	-1%
	American Indian	N/A	7%	5%	3%	1%	0%	-1%
	Asian	N/A	7%	5%	3%	1%	0%	-1%
	White	N/A	7%	5%	3%	1%	0%	-1%
	LEP	N/A	7%	5%	3%	1%	0%	-1%
	Econ. Dis.	9%	7%	5%	3%	1%	0%	-1%
	Special Ed.	N/A	7%	5%	3%	1%	0%	-1%
Grade 4 Writing	OVERALL	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	2%	1%	0%	-1%	-2%	-3%
	Hispanic	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	American Indian	N/A	2%	1%	0%	-1%	-2%	-3%
	Asian	N/A	2%	1%	0%	-1%	-2%	-3%
	White	N/A	2%	1%	0%	-1%	-2%	-3%
	LEP	N/A	2%	1%	0%	-1%	-2%	-3%
	Econ. Dis.	-1%	-2%	-2%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	2%	1%	0%	-1%	-2%	-3%
	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	N/A	6%	4%	2%	1%	0%	-1%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 5 Reading	Asian	N/A	6%	4%	2%	1%	0%	-1%
	White	N/A	6%	4%	2%	1%	0%	-1%
	LEP	27%	10%	14%	8%	4%	0%	-1%
	Econ. Dis.	3%	2%	1%	0%	-1%	-1%	-2%
	Special Ed.	N/A	6%	4%	2%	1%	0%	-1%
Grade 5 Math	OVERALL	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	2%	1%	0%	-1%	-1%	-2%
	Hispanic	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	2%	1%	0%	-1%	-1%	-2%
	Asian	N/A	2%	1%	0%	-1%	-1%	-2%
	White	N/A	2%	1%	0%	-1%	-1%	-2%
	LEP	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	Econ. Dis.	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	-1%	-2%
Grade 5 Science	OVERALL	4%	3%	2%	1%	0%	-1%	-2%
	African American	N/A	5%	4%	2%	1%	0%	-1%
	Hispanic	4%	3%	2%	1%	0%	-1%	-2%
	American Indian	N/A	5%	4%	2%	1%	0%	-1%
	Asian	N/A	5%	4%	2%	1%	0%	-1%
	White	N/A	5%	4%	2%	1%	0%	-1%
	LEP	11%	8%	5%	3%	1%	0%	-1%
	Econ. Dis.	3%	2%	1%	0%	-1%	-2%	-3%
	Special Ed.	N/A	5%	4%	2%	1%	0%	-1%
Grade 6 Reading	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	2%	1%	0%	-1%	-2%	-2%
	Hispanic	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	-2%	-2%
	Asian	8%	6%	4%	2%	1%	0%	-1%
	White	-9%	-5%	-6%	-7%	-8%	-9%	-10%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	LEP	N/A	2%	1%	0%	-1%	-2%	-2%
	Econ. Dis.	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	2%	1%	0%	-1%	-2%	-2%
Grade 6 Math	OVERALL	5%	4%	3%	2%	1%	0%	-1%
	African American	N/A	6%	4%	2%	1%	0%	-1%
	Hispanic	6%	4%	3%	2%	1%	0%	-1%
	American Indian	N/A	6%	4%	2%	1%	0%	-1%
	Asian	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	White	10%	8%	6%	4%	2%	0%	-1%
	LEP	N/A	6%	4%	2%	1%	0%	-1%
	Econ. Dis.	6%	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	6%	4%	2%	1%	0%	-1%
Grade 7 Reading	OVERALL	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	2%	1%	0%	-1%	-2%	-3%
	Hispanic	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	2%	1%	0%	-1%	-2%	-3%
	Asian	N/A	2%	1%	0%	-1%	-2%	-3%
	White	N/A	2%	1%	0%	-1%	-2%	-3%
	LEP	N/A	2%	1%	0%	-1%	-2%	-3%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	2%	1%	0%	-1%	-2%	-3%
Grade 7 Math	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	1%	1%	0%	0%	-1%	-1%	-2%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	6%	4%	33%	2%	1%	0%	-1%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 7 Writing	OVERALL	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 8 Reading	OVERALL	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-5%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 8 Math	OVERALL	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	African American	N/A	2%	1%	0%	-1%	-2%	-3%
	Hispanic	-7%	-3%	-4%	-5%	-6%	-7%	-8%
	American Indian	N/A	2%	1%	0%	-1%	-2%	-3%
	Asian	N/A	2%	1%	0%	-1%	-2%	-3%
	White	N/A	2%	1%	0%	-1%	-2%	-3%
	LEP	N/A	2%	1%	0%	-1%	-2%	-3%
	Econ. Dis.	-12%	-5%	-6%	-8%	-10%	-12%	-12%
	Special Ed.	N/A	2%	1%	0%	-1%	-2%	-3%
	OVERALL	-3%	-1%	-1%	-2%	-3%	-4%	-5%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 8 Social Studies	African American	N/A	3%	2%	1%	0%	-1%	-2%
	Hispanic	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	3%	2%	1%	0%	-1%	-2%
	Asian	N/A	3%	2%	1%	0%	-1%	-2%
	White	N/A	3%	2%	1%	0%	-1%	-2%
	LEP	N/A	3%	2%	1%	0%	-1%	-2%
	Econ. Dis.	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	Special Ed.	N/A	3%	2%	1%	0%	-1%	-2%
Grade 8 Science	OVERALL	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	African American	N/A	3%	2%	1%	0%	-1%	-2%
	Hispanic	-3%	-1%	-1%	-2%	-3%	-4%	-5%
	American Indian	N/A	3%	2%	1%	0%	-1%	-2%
	Asian	N/A	3%	2%	1%	0%	-1%	-2%
	White	N/A	3%	2%	1%	0%	-1%	-2%
	LEP	N/A	3%	2%	1%	0%	-1%	-2%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	3%	2%	1%	0%	-1%	-2%
Grade 9 Reading	OVERALL	0%	0%	-1%	-1%	-2%	-2%	-3%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	0%	0%	-1%	-1%	-2%	-2%	-3%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-2%	-1%	-1%	-2%	-2%	-3%	-4%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
	OVERALL	-9%	-5%	-6%	-7%	-8%	-9%	-10%
	African American	N/A	1%	0%	-1%	-2%	-3%	-4%
	Hispanic	-9%	-5%	-6%	-7%	-8%	-9%	-10%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 9 Math	American Indian	N/A	1%	0%	-1%	-2%	-3%	-4%
	Asian	N/A	1%	0%	-1%	-2%	-3%	-4%
	White	N/A	1%	0%	-1%	-2%	-3%	-4%
	LEP	N/A	1%	0%	-1%	-2%	-3%	-4%
	Econ. Dis.	-11%	-5%	-6%	-7%	-9%	-11%	-12%
	Special Ed.	N/A	1%	0%	-1%	-2%	-3%	-4%
Grade 10 ELA	OVERALL	2%	1%	0%	0%	-1%	-2%	-3%
	African American	N/A	4%	3%	2%	1%	0%	-1%
	Hispanic	2%	1%	0%	0%	-1%	-2%	-3%
	American Indian	N/A	4%	3%	2%	1%	0%	-1%
	Asian	N/A	4%	3%	2%	1%	0%	-1%
	White	N/A	4%	3%	2%	1%	0%	-1%
	LEP	N/A	4%	3%	2%	1%	0%	-1%
	Econ. Dis.	5%	4%	3%	2%	1%	0%	-1%
	Special Ed.	N/A	4%	3%	2%	1%	0%	-1%
Grade 10 Math	OVERALL	-12%	-6%	-7%	-8%	-10%	-12%	-13%
	African American	N/A	1%	0%	-1%	-2%	-3%	-4%
	Hispanic	-12%	-6%	-7%	-8%	-10%	-12%	-13%
	American Indian	N/A	1%	0%	-1%	-2%	-3%	-4%
	Asian	N/A	1%	0%	-1%	-2%	-3%	-4%
	White	N/A	1%	0%	-1%	-2%	-3%	-4%
	LEP	N/A	1%	0%	-1%	-2%	-3%	-4%
	Econ. Dis.	-10%	-6%	-7%	-8%	-9%	-10%	-11%
	Special Ed.	N/A	1%	0%	-1%	-2%	-3%	-4%
Grade 10 Science	OVERALL	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	African American	N/A	1%	0%	-1%	-2%	-3%	-4%
	Hispanic	-8%	-4%	-5%	-6%	-7%	-8%	-9%
	American Indian	N/A	1%	0%	-1%	-2%	-3%	-4%
	Asian	N/A	1%	0%	-1%	-2%	-3%	-4%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	White	N/A	1%	0%	-1%	-2%	-3%	-4%
	LEP	N/A	1%	0%	-1%	-2%	-3%	-4%
	Econ. Dis.	-6%	-2%	-3%	-4%	-5%	-6%	-7%
	Special Ed.	N/A	1%	0%	-1%	-2%	-3%	-4%
Grade 10 Social Studies	OVERALL	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	African American	N/A	3%	2%	1%	0%	0%	-1%
	Hispanic	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	American Indian	N/A	3%	2%	1%	0%	0%	-1%
	Asian	N/A	3%	2%	1%	0%	0%	-1%
	White	N/A	3%	2%	1%	0%	0%	-1%
	LEP	N/A	3%	2%	1%	0%	0%	-1%
	Econ. Dis.	-4%	-1%	-2%	-3%	-4%	-5%	-6%
	Special Ed.	N/A	3%	2%	1%	0%	0%	-1%
Grade 11 ELA	OVERALL	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	African American	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Hispanic	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Asian	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	White	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Econ. Dis.	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Special Ed.	N/A	-1%	-2%	-2%	-3%	-3%	-4%
Grade 11 Math	OVERALL	N/A	1%	0%	-1%	-2%	-2%	-3%
	African American	N/A	1%	0%	-1%	-2%	-2%	-3%
	Hispanic	N/A	1%	0%	-1%	-2%	-2%	-3%
	American Indian	N/A	1%	0%	-1%	-2%	-2%	-3%
	Asian	N/A	1%	0%	-1%	-2%	-2%	-3%
	White	N/A	1%	0%	-1%	-2%	-2%	-3%
	LEP	N/A	1%	0%	-1%	-2%	-2%	-3%

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Econ. Dis.	N/A	1%	0%	-1%	-2%	-2%	-3%
	Special Ed.	N/A	1%	0%	-1%	-2%	-2%	-3%
Grade 11 Science	OVERALL	N/A	1%	0%	-1%	-2%	-2%	-3%
	African American	N/A	1%	0%	-1%	-2%	-2%	-3%
	Hispanic	N/A	1%	0%	-1%	-2%	-2%	-3%
	American Indian	N/A	1%	0%	-1%	-2%	-2%	-3%
	Asian	N/A	1%	0%	-1%	-2%	-2%	-3%
	White	N/A	1%	0%	-1%	-2%	-2%	-3%
	LEP	N/A	1%	0%	-1%	-2%	-2%	-3%
	Econ. Dis.	N/A	1%	0%	-1%	-2%	-2%	-3%
	Special Ed.	N/A	1%	0%	-1%	-2%	-2%	-3%
Grade 11 Social Studies	OVERALL	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	African American	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Hispanic	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	American Indian	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Asian	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	White	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	LEP	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Econ. Dis.	N/A	-1%	-2%	-2%	-3%	-3%	-4%
	Special Ed.	N/A	-1%	-2%	-2%	-3%	-3%	-4%

(A)(4)(c) Graduation rates (as defined in this notice)

LEA: HARMONY SCIENCE ACADEMY - HOUSTON

Goal area	Subgroup	Baseline(s)		Goals				
		2009-10	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate (2011-2012 graduation rate data not yet available)	OVERALL	100%	NA	100%	100%	100%	100%	100%
	African American	100%	NA	100%	100%	100%	100%	100%
	Hispanic	100%	NA	100%	100%	100%	100%	100%
	American Indian	N/A	NA	100%	100%	100%	100%	100%
	Asian	N/A	NA	100%	100%	100%	100%	100%
	White	100%	NA	100%	100%	100%	100%	100%
	LEP	N/A	NA	100%	100%	100%	100%	100%
	Econ. Dis.	100%	NA	100%	100%	100%	100%	100%
	Special Ed.	N/A	NA	100%	100%	100%	100%	100%

Harmony schools are designed to grow gradually; K-8 in Year 1, reaching to K-12 in Year 5 after opening. Thus, the latest graduation rate reported by the Texas Education Agency included 2 Harmony LEAs. Our goal is that all Harmony LEAs in the consortium to maintain 100% graduation rate as their graduation rates become available.

LEA: HARMONY SCIENCE ACADEMY-AUSTIN

Goal area	Subgroup	Baseline(s)		Goals				
		2009-10	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate (2011-2012 graduation rate data not yet available)	OVERALL	100%	N/A	100%	100%	100%	100%	100%
	African American	100%	N/A	100%	100%	100%	100%	100%
	Hispanic	100%	N/A	100%	100%	100%	100%	100%
	American Indian	N/A	N/A	100%	100%	100%	100%	100%
	Asian	N/A	N/A	100%	100%	100%	100%	100%
	White	100%	N/A	100%	100%	100%	100%	100%
	LEP	N/A	N/A	100%	100%	100%	100%	100%
	Econ. Dis.	100%	N/A	100%	100%	100%	100%	100%
	Special Ed.	100%	N/A	100%	100%	100%	100%	100%

Harmony schools are designed to grow gradually; K-8 in Year 1, reaching to K-12 in Year 5 after opening. Thus, the latest graduation rate reported by the Texas Education Agency included 2 Harmony LEAs. Our goal is that all Harmony LEAs in the consortium to maintain 100% graduation rate as their graduation rates become available.

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- **(College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation**
- **(College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100**

LEA: HARMONY SCIENCE ACADEMY

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate	OVERALL	76%	84%	88%	91%	94%	97%	100%
		Not possible to show by subgroup because National Student Clearinghouse does not provide data at the subgroup level						

Harmony schools grow gradually, K-8 in Year 1, reaching to K-12 in Year 5 after opening. Thus, the latest college enrollment rate reported by the National Student Clearinghouse included 2 Harmony LEAs. Our goal is that all Harmony LEAs in the consortium to have 100% college enrollment rate by SY 2016-17 as their college enrollment rates become available.

LEA: HARMONY SCIENCE ACADEMY - WACO

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate	OVERALL	77%	64%	88%	91%	94%	97%	100%
		Not possible to show by subgroup because National Student Clearinghouse does not provide data at the subgroup level						

Harmony schools grow gradually, K-8 in Year 1, reaching to K-12 in Year 5 after opening. Thus, the latest college enrollment rate reported by the National Student Clearinghouse included 2 Harmony LEAs. Our goal is that all Harmony LEAs in the consortium to have 100% college enrollment rate by SY 2016-17 as their college enrollment rates become available.

(E)(3) Performance Measures – Required for all applicants

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).	**Applicable Population**: All participating students

		Baseline SY 2011-2012			**Target**													
					SY 2012-13				**SY 2013-14**		**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	2,021	9,542	21%	5,018	12,240	41%	8,905	14,598	61%	13,618	16,812	81%	18,469	18,469	100%	20,231	20,231	100%
	Principal	6,825	9,542	72%	9,670	12,240	79%	12,554	14,598	86%	15,635	16,812	93%	18,469	18,469	100%	20,231	20,231	100%
African American	Teacher	317	1,426	22%	992	2,362	42%	1,719	2,817	61%	2,628	3,245	81%	3,565	3,565	100%	3,905	3,905	100%
	Principal	1,057	1,426	74%	1,843	2,362	78%	2,395	2,817	85%	2,985	3,245	92%	3,565	3,565	100%	3,905	3,905	100%
Hispanic	Teacher	952	4,830	20%	2,198	5,496	40%	3,933	6,555	60%	6,039	7,549	80%	8,293	8,293	100%	9,084	9,084	100%
	Principal	3,258	4,830	67%	4,177	5,496	76%	5,571	6,555	85%	7,020	7,549	93%	8,293	8,293	100%	9,084	9,084	100%
Native American	Teacher	13	39	33%	24	49	50%	39	58	67%	56	67	84%	74	74	100%	81	81	100%
	Principal	27	39	69%	38	49	77%	50	58	85%	63	67	93%	74	74	100%	81	81	100%
Asian	Teacher	311	1,428	22%	833	1,983	42%	1,443	2,365	61%	2,206	2,724	81%	2,992	2,992	100%	3,277	3,277	100%
	Principal	1,194	1,428	84%	1,745	1,983	88%	2,176	2,365	92%	2,615	2,724	96%	2,992	2,992	100%	3,277	3,277	100%
White	Teacher	416	1,819	23%	1,011	2,350	43%	1,738	2,803	62%	2,615	3,228	81%	3,546	3,546	100%	3,884	3,884	100%
	Principal	1,289	1,819	71%	1,857	2,350	79%	2,438	2,803	87%	3,034	3,228	94%	3,546	3,546	100%	3,884	3,884	100%
LEP	Teacher	211	811	26%	760	1,689	45%	1,289	2,015	64%	1,926	2,320	83%	2,549	2,549	100%	2,792	2,792	100%
	Principal	566	811	70%	1,318	1,689	78%	1,732	2,015	86%	2,158	2,320	93%	2,549	2,549	100%	2,792	2,792	100%
Economically Disadvantaged	Teacher	1,330	5,678	23%	3,000	6,977	43%	5,159	8,321	62%	7,762	9,583	81%	10,527	10,527	100%	11,532	11,532	100%
	Principal	4,028	5,678	71%	5,512	6,977	79%	7,239	8,321	87%	9,008	9,583	94%	10,527	10,527	100%	11,532	11,532	100%
Special Ed	Teacher	92	387	24%	163	379	43%	281	453	62%	422	521	81%	573	573	100%	627	627	100%
	Principal	244	387	63%	277	379	73%	371	453	82%	474	521	91%	573	573	100%	627	627	100%

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).	**Applicable Population**: All participating students

		Baseline SY 2011-2012			**Target**														
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**				**SY 2016-17 (Post-Grant)**	
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	7,284	9,542	98%	12,240	12,240	100%	14,598	14,598	100%	16,812	16,812	100%	18,469	18,469	100%	20,231	20,231	100%
	Principal	2,717	9,542	100%	12,240	12,240	100%	14,598	14,598	100%	16,812	16,812	100%	18,469	18,469	100%	20,231	20,231	100%
African American	Teacher	1,083	1,426	98%	2,362	2,362	100%	2,817	2,817	100%	3,245	3,245	100%	3,565	3,565	100%	3,905	3,905	100%
	Principal	369	1,426	100%	2,362	2,362	100%	2,817	2,817	100%	3,245	3,245	100%	3,565	3,565	100%	3,905	3,905	100%
Hispanic	Teacher	3,652	4,830	95%	5,496	5,496	100%	6,555	6,555	100%	7,549	7,549	100%	8,293	8,293	100%	9,084	9,084	100%
	Principal	1,572	4,830	100%	5,496	5,496	100%	6,555	6,555	100%	7,549	7,549	100%	8,293	8,293	100%	9,084	9,084	100%
Native American	Teacher	26	39	100%	49	49	100%	58	58	100%	67	67	100%	74	74	100%	81	81	100%
	Principal	12	39	100%	49	49	100%	58	58	100%	67	67	100%	74	74	100%	81	81	100%
Asian	Teacher	1,091	1,428	98%	1,983	1,983	100%	2,365	2,365	100%	2,724	2,724	100%	2,992	2,992	100%	3,277	3,277	100%
	Principal	234	1,428	100%	1,983	1,983	100%	2,365	2,365	100%	2,724	2,724	100%	2,992	2,992	100%	3,277	3,277	100%
White	Teacher	1,352	1,819	97%	2,350	2,350	100%	2,803	2,803	100%	3,228	3,228	100%	3,546	3,546	100%	3,884	3,884	100%
	Principal	530	1,819	100%	2,350	2,350	100%	2,803	2,803	100%	3,228	3,228	100%	3,546	3,546	100%	3,884	3,884	100%
LEP	Teacher	588	811	99%	1,689	1,689	100%	2,015	2,015	100%	2,320	2,320	100%	2,549	2,549	100%	2,792	2,792	100%
	Principal	245	811	100%	1,689	1,689	100%	2,015	2,015	100%	2,320	2,320	100%	2,549	2,549	100%	2,792	2,792	100%
Econically Disadvantaged	Teacher	4,126	5,678	96%	6,977	6,977	100%	8,321	8,321	100%	9,583	9,583	100%	10,527	10,527	100%	11,532	11,532	100%
	Principal	1,650	5,678	100%	6,977	6,977	100%	8,321	8,321	100%	9,583	9,583	100%	10,527	10,527	100%	11,532	11,532	100%
Special Ed	Teacher	293	387	99%	379	379	100%	453	453	100%	521	521	100%	573	573	100%	627	627	100%
	Principal	143	387	100%	379	379	100%	453	453	100%	521	521	100%	573	573	100%	627	627	100%

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*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) **TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).**	**Applicable Population**	**Subgroup**	**Baseline(s)**		**Target**				
			SY 2010-11	**SY 2011-12***	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 6 Reading	Grade 6	OVERALL	93%	93%	93%	94%	95%	96%	96%
		African American	90%	91%	91%	92%	93%	94%	95%
		Hispanic	93%	93%	93%	94%	94%	95%	96%
		American Indian	N/A	88%	90%	92%	94%	96%	98%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	94%	94%	94%	94%	95%	96%	97%
		LEP	N/A	89%	90%	92%	94%	96%	98%
		Econ. Dis.	93%	93%	93%	94%	95%	96%	96%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 6 Math	Grade 6	OVERALL	69%	73%	76%	82%	86%	90%	91%
		African American	70%	68%	79%	84%	87%	90%	92%
		Hispanic	63%	67%	71%	81%	86%	90%	91%
		American Indian	N/A	77%	80%	84%	88%	92%	93%
		Asian	86%	87%	88%	90%	92%	93%	94%
		White	88%	89%	90%	91%	92%	93%	94%
		LEP	N/A	79%	80%	84%	88%	92%	93%
		Econ. Dis.	66%	69%	72%	82%	87%	90%	91%
		Special Ed.	80%	82%	84%	86%	88%	90%	91%
Grade 7 Reading	Grade 7	OVERALL	95%	95%	95%	95%	96%	96%	97%
		African American	90%	90%	90%	91%	92%	93%	94%
		Hispanic	95%	95%	95%	95%	96%	96%	97%
		American Indian	N/A	89%	90%	92%	94%	96%	97%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	90%	90%	92%	94%	96%	97%
		Econ. Dis.	94%	94%	94%	94%	95%	95%	96%
		Special Ed.	N/A	89%	90%	92%	94%	96%	97%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Math	Grade 7	OVERALL	92%	92%	92%	93%	93%	94%	95%
		African American	80%	84%	86%	88%	90%	92%	93%
		Hispanic	93%	93%	93%	94%	94%	95%	96%
		American Indian	N/A	78%	80%	84%	88%	92%	93%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	92%	92%	92%	93%	93%	94%	95%
		LEP	N/A	79%	80%	84%	88%	92%	93%
		Econ. Dis.	92%	92%	92%	93%	93%	94%	95%
		Special Ed.	N/A	77%	80%	84%	88%	92%	93%
Grade 7 Writing	Grade 7	OVERALL	99%	99%	99%	99%	100%	100%	100%
		African American	91%	91%	91%	92%	93%	94%	95%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	95%	96%	97%	97%	98%	99%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	95%	96%	97%	97%	98%	99%
		Econ. Dis.	98%	98%	98%	98%	99%	99%	100%
		Special Ed.	N/A	95%	96%	97%	97%	98%	99%
Grade 8 Reading	Grade 8	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	92%	93%	96%	98%	99%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	91%	93%	96%	98%	99%	100%
		Asian	N/A	91%	93%	96%	98%	99%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	90%	93%	96%	98%	99%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
		OVERALL	91%	91%	91%	92%	92%	93%	94%
		African American	N/A	88%	89%	90%	91%	92%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Math	Grade 8	Hispanic	89%	89%	90%	91%	92%	93%	94%
		American Indian	N/A	89%	89%	90%	91%	92%	93%
		Asian	N/A	89%	89%	90%	91%	92%	93%
		White	94%	94%	94%	95%	95%	96%	97%
		LEP	N/A	89%	89%	90%	91%	92%	93%
		Econ. Dis.	87%	87%	88%	89%	90%	91%	92%
		Special Ed.	80%	83%	86%	88%	90%	91%	92%
Grade 8 Social Studies	Grade 8	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	90%	92%	94%	96%	98%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	90%	92%	94%	96%	98%	100%
		Asian	N/A	90%	92%	94%	96%	98%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	90%	92%	94%	96%	98%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 8 Science	Grade 8	OVERALL	95%	95%	95%	96%	96%	97%	98%
		African American	N/A	92%	93%	94%	95%	96%	97%
		Hispanic	94%	94%	94%	95%	95%	97%	97%
		American Indian	N/A	92%	93%	94%	95%	96%	97%
		Asian	N/A	95%	93%	94%	95%	96%	97%
		White	94%	94%	94%	95%	95%	97%	98%
		LEP	N/A	92%	93%	94%	95%	96%	97%
		Econ. Dis.	90%	91%	92%	94%	95%	96%	97%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
		OVERALL	98%	98%	98%	99%	99%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	97%	97%	97%	98%	98%	99%	100%
		American Indian	N/A	94%	95%	96%	96%	97%	98%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Reading	Grade 9	Asian	N/A	94%	95%	96%	96%	97%	98%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	94%	95%	96%	96%	97%	98%
		Econ. Dis.	96%	96%	96%	97%	97%	98%	99%
		Special Ed.	N/A	94%	95%	96%	96%	97%	98%
TAKS Math	Grade 9	OVERALL	79%	82%	85%	87%	89%	91%	92%
		African American	N/A	78%	80%	84%	88%	92%	93%
		Hispanic	74%	77%	79%	83%	87%	90%	92%
		American Indian	N/A	78%	80%	84%	88%	92%	93%
		Asian	N/A	78%	80%	84%	88%	92%	93%
		White	90%	90%	90%	91%	91%	92%	93%
		LEP	N/A	78%	80%	84%	88%	92%	93%
		Econ. Dis.	69%	73%	78%	84%	89%	90%	92%
		Special Ed.	N/A	78%	80%	84%	88%	92%	93%
STAAR EOC Englih I Reading	Grade 9	OVERALL	N/A	93%	93%	94%	94%	95%	96%
		African American	N/A	N/A	90%	92%	94%	95%	96%
		Hispanic	N/A	93%	93%	94%	94%	95%	96%
		American Indian	N/A	N/A	90%	92%	94%	95%	96%
		Asian	N/A	N/A	90%	92%	94%	95%	96%
		White	N/A	92%	93%	94%	94%	95%	96%
		LEP	N/A	N/A	90%	92%	94%	95%	96%
		Econ. Dis.	N/A	89%	90%	91%	92%	93%	94%
		Special Ed.	N/A	N/A	90%	92%	94%	95%	96%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	84%	87%	89%	90%	91%	92%
		African American	N/A	N/A	80%	84%	87%	90%	92%
		Hispanic	N/A	79%	83%	86%	88%	90%	91%
		American Indian	N/A	N/A	80%	84%	87%	90%	92%
		Asian	N/A	N/A	80%	84%	87%	90%	92%
		White	N/A	92%	92%	93%	93%	94%	95%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	N/A	80%	84%	87%	90%	92%
		Econ. Dis.	N/A	74%	80%	84%	87%	90%	92%
		Special Ed.	N/A	N/A	80%	84%	87%	90%	92%
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	80%	83%	87%	89%	90%	91%
		African American	N/A	N/A	85%	87%	89%	90%	91%
		Hispanic	N/A	79%	84%	87%	89%	90%	91%
		American Indian	N/A	N/A	85%	87%	89%	90%	91%
		Asian	N/A	N/A	85%	87%	89%	90%	91%
		White	N/A	75%	80%	84%	88%	90%	91%
		LEP	N/A	N/A	85%	87%	89%	90%	91%
		Econ. Dis.	N/A	79%	84%	87%	89%	90%	91%
		Special Ed.	N/A	N/A	85%	87%	89%	90%	91%
STAAR EOC Biology	Grade 9	OVERALL	N/A	87%	88%	89%	90%	92%	93%
		African American	N/A	N/A	87%	88%	89%	90%	91%
		Hispanic	N/A	91%	91%	92%	93%	94%	95%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	N/A	N/A	87%	88%	89%	90%	91%
		White	N/A	71%	78%	83%	87%	90%	92%
		LEP	N/A	N/A	87%	88%	89%	90%	91%
		Econ. Dis.	N/A	87%	89%	91%	92%	93%	94%
		Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	95%	95%	96%	96%	97%	98%
		African American	N/A	N/A	92%	93%	94%	95%	96%
		Hispanic	N/A	93%	94%	95%	96%	97%	98%
		American Indian	N/A	N/A	92%	93%	94%	95%	96%
		Asian	N/A	N/A	92%	93%	94%	95%	96%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	92%	93%	94%	95%	96%
		Econ. Dis.	N/A	91%	92%	93%	94%	96%	97%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Special Ed.	N/A	N/A	92%	93%	94%	95%	96%
TAKS ELA	Grade 10	OVERALL	98%	91%	92%	92%	93%	94%	95%
		African American	N/A	N/A	90%	91%	92%	93%	94%
		Hispanic	100%	90%	91%	92%	93%	94%	95%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	N/A	90%	91%	92%	93%	94%
		White	92%	86%	89%	91%	92%	93%	94%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	100%	89%	90%	92%	93%	94%	95%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Math	Grade 10	OVERALL	84%	82%	85%	87%	89%	90%	91%
		African American	N/A	N/A	83%	86%	88%	90%	91%
		Hispanic	80%	86%	87%	88%	89%	90%	91%
		American Indian	N/A	N/A	83%	86%	88%	90%	91%
		Asian	N/A	N/A	83%	86%	88%	90%	91%
		White	92%	71%	77%	83%	87%	90%	91%
		LEP	N/A	N/A	83%	86%	88%	90%	91%
		Econ. Dis.	77%	84%	86%	88%	89%	90%	90%
		Special Ed.	N/A	N/A	83%	86%	88%	90%	91%
TAKS Science	Grade 10	OVERALL	86%	79%	83%	87%	89%	90%	91%
		African American	N/A	N/A	80%	84%	87%	90%	91%
		Hispanic	76%	81%	84%	87%	89%	91%	92%
		American Indian	N/A	N/A	80%	84%	87%	90%	91%
		Asian	N/A	N/A	80%	84%	87%	90%	91%
		White	100%	71%	79%	84%	87%	90%	92%
		LEP	N/A	N/A	80%	84%	87%	90%	91%
		Econ. Dis.	82%	79%	83%	87%	90%	92%	93%
		Special Ed.	N/A	N/A	80%	84%	87%	90%	91%
		OVERALL	100%	94%	95%	96%	97%	99%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Social Studies	Grade 10	African American	N/A	N/A	90%	92%	95%	97%	100%
		Hispanic	100%	90%	92%	94%	96%	98%	100%
		American Indian	N/A	N/A	90%	92%	95%	97%	100%
		Asian	N/A	N/A	90%	92%	95%	97%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Econ. Dis.	100%	89%	91%	93%	95%	97%	100%
		Special Ed.	N/A	N/A	90%	92%	95%	97%	100%
TAKS ELA	Grade 11	OVERALL	100%	97%	98%	99%	99%	100%	100%
		African American	N/A	N/A	91%	93%	95%	97%	99%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	91%	93%	95%	97%	99%
		Asian	N/A	N/A	91%	93%	95%	97%	99%
		White	100%	89%	91%	93%	95%	97%	99%
		LEP	N/A	N/A	91%	93%	95%	97%	99%
		Econ. Dis.	100%	95%	96%	97%	98%	99%	100%
		Special Ed.	N/A	N/A	91%	93%	95%	97%	99%
TAKS Math	Grade 11	OVERALL	86%	93%	93%	94%	95%	96%	97%
		African American	N/A	N/A	90%	92%	94%	95%	96%
		Hispanic	79%	95%	96%	97%	98%	99%	100%
		American Indian	N/A	N/A	90%	92%	94%	95%	96%
		Asian	N/A	N/A	90%	92%	94%	95%	96%
		White	100%	89%	92%	94%	95%	96%	97%
		LEP	N/A	N/A	90%	92%	94%	95%	96%
		Econ. Dis.	80%	89%	92%	93%	94%	95%	96%
		Special Ed.	N/A	N/A	90%	92%	94%	95%	96%
		OVERALL	95%	97%	97%	98%	99%	100%	100%
		African American	N/A	N/A	90%	93%	96%	98%	99%
		Hispanic	93%	95%	95%	96%	97%	98%	99%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Science	Grade 11	American Indian	N/A	N/A	90%	93%	96%	98%	99%
		Asian	N/A	N/A	90%	93%	96%	98%	99%
		White	100%	89%	91%	93%	96%	99%	100%
		LEP	N/A	N/A	90%	93%	96%	98%	99%
		Econ. Dis.	90%	89%	91%	93%	96%	99%	100%
		Special Ed.	N/A	N/A	90%	93%	96%	98%	99%
TAKS Social Studies	Grade 11	OVERALL	100%	97%	98%	99%	100%	100%	100%
		African American	N/A	N/A	92%	94%	96%	98%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	92%	94%	96%	98%	100%
		Asian	N/A	N/A	92%	94%	96%	98%	100%
		White	100%	89%	92%	94%	96%	99%	100%
		LEP	N/A	N/A	92%	94%	96%	98%	100%
		Econ. Dis.	100%	94%	95%	96%	97%	99%	100%
		Special Ed.	N/A	N/A	92%	94%	96%	98%	100%

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*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 6 Reading	Grade 6	OVERALL	89%	90%	91%	92%	93%	94%	95%
		African American	N/A	90%	91%	92%	93%	94%	95%
		Hispanic	90%	91%	92%	93%	94%	95%	95%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	N/A	90%	91%	92%	93%	94%	95%
		White	86%	87%	88%	89%	90%	91%	92%
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	91%	92%	92%	93%	93%	94%	95%
		Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 6 Math	Grade 6	OVERALL	77%	80%	83%	86%	88%	90%	91%
		African American	N/A	79%	82%	85%	88%	90%	91%
		Hispanic	74%	78%	82%	85%	88%	90%	91%
		American Indian	N/A	79%	82%	85%	88%	90%	91%
		Asian	N/A	79%	82%	85%	88%	90%	91%
		White	86%	87%	88%	89%	90%	91%	92%
		LEP	N/A	79%	82%	85%	88%	90%	91%
		Econ. Dis.	72%	76%	81%	84%	87%	90%	91%
		Special Ed.	N/A	79%	82%	85%	88%	90%	91%
Grade 7 Reading	Grade 7	OVERALL	93%	93%	94%	94%	95%	95%	96%
		African American	N/A	92%	93%	93%	94%	95%	96%
		Hispanic	94%	94%	94%	95%	95%	96%	97%
		American Indian	N/A	92%	93%	93%	94%	95%	96%
		Asian	N/A	92%	93%	93%	94%	95%	96%
		White	N/A	92%	93%	93%	94%	95%	96%
		LEP	N/A	92%	93%	93%	94%	95%	96%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	93%	93%	94%	94%	95%	95%	96%
		Special Ed.	N/A	92%	93%	93%	94%	95%	96%
Grade 7 Math	Grade 7	OVERALL	92%	93%	93%	94%	94%	95%	96%
		African American	N/A	90%	91%	92%	93%	94%	95%
		Hispanic	92%	93%	93%	94%	94%	95%	96%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	N/A	90%	91%	92%	93%	94%	95%
		White	N/A	90%	91%	92%	93%	94%	95%
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	91%	92%	93%	94%	94%	95%	96%
		Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 7 Writing	Grade 7	OVERALL	97%	97%	97%	98%	98%	99%	100%
		African American	N/A	96%	97%	98%	99%	99%	100%
		Hispanic	96%	97%	97%	98%	98%	99%	100%
		American Indian	N/A	96%	97%	98%	99%	99%	100%
		Asian	N/A	96%	97%	98%	99%	99%	100%
		White	N/A	96%	97%	98%	99%	99%	100%
		LEP	N/A	96%	97%	98%	99%	99%	100%
		Econ. Dis.	98%	98%	98%	98%	98%	99%	100%
		Special Ed.	N/A	96%	97%	98%	99%	99%	100%
Grade 8 Reading	Grade 8	OVERALL	98%	98%	98%	99%	99%	100%	100%
		African American	N/A	96%	97%	98%	99%	100%	100%
		Hispanic	98%	98%	98%	99%	99%	100%	100%
		American Indian	N/A	96%	97%	98%	99%	100%	100%
		Asian	N/A	96%	97%	98%	99%	100%	100%
		White	N/A	96%	97%	98%	99%	100%	100%
		LEP	N/A	96%	97%	98%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	96%	97%	98%	99%	99%	100%	100%
		Special Ed.	N/A	96%	97%	98%	99%	100%	100%
Grade 8 Math	Grade 8	OVERALL	94%	94%	94%	95%	95%	96%	97%
		African American	N/A	93%	94%	95%	95%	96%	97%
		Hispanic	93%	94%	94%	95%	95%	96%	97%
		American Indian	N/A	93%	94%	95%	95%	96%	97%
		Asian	N/A	93%	94%	95%	95%	96%	97%
		White	N/A	93%	94%	95%	95%	96%	97%
		LEP	N/A	93%	94%	95%	95%	96%	97%
		Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
		Special Ed.	N/A	93%	94%	95%	95%	96%	97%
Grade 8 Social Studies	Grade 8	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	99%	99%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	99%	99%	100%	100%	100%	100%
		Asian	N/A	99%	99%	100%	100%	100%	100%
		White	N/A	99%	99%	100%	100%	100%	100%
		LEP	N/A	99%	99%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	99%	99%	100%	100%	100%	100%
Grade 8 Science	Grade 8	OVERALL	72%	76%	80%	84%	87%	90%	91%
		African American	N/A	70%	77%	82%	86%	90%	91%
		Hispanic	68%	74%	78%	83%	87%	90%	91%
		American Indian	N/A	70%	77%	82%	86%	90%	91%
		Asian	N/A	70%	77%	82%	86%	90%	91%
		White	N/A	70%	77%	82%	86%	90%	91%
		LEP	N/A	70%	77%	82%	86%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	64%	72%	76%	82%	87%	90%	91%
		Special Ed.	N/A	70%	77%	82%	86%	90%	91%
TAKS Reading	Grade 9	OVERALL	92%	92%	93%	93%	94%	95%	96%
		African American	N/A	91%	92%	93%	94%	95%	96%
		Hispanic	92%	92%	93%	93%	94%	95%	96%
		American Indian	N/A	91%	92%	93%	94%	95%	96%
		Asian	N/A	91%	92%	93%	94%	95%	96%
		White	N/A	91%	92%	93%	94%	95%	96%
		LEP	N/A	91%	92%	93%	94%	95%	96%
		Econ. Dis.	91%	92%	93%	93%	94%	95%	96%
		Special Ed.	N/A	91%	92%	93%	94%	95%	96%
TAKS Math	Grade 9	OVERALL	85%	87%	88%	89%	90%	91%	92%
		African American	N/A	86%	87%	89%	90%	91%	92%
		Hispanic	83%	85%	87%	89%	90%	91%	92%
		American Indian	N/A	86%	87%	89%	90%	91%	92%
		Asian	N/A	86%	87%	89%	90%	91%	92%
		White	N/A	86%	87%	89%	90%	91%	92%
		LEP	N/A	86%	87%	89%	90%	91%	92%
		Econ. Dis.	91%	91%	91%	92%	92%	93%	94%
		Special Ed.	N/A	86%	87%	89%	90%	91%	92%
STAAR EOC Englig I Reading	Grade 9	OVERALL	N/A	64%	74%	82%	87%	90%	91%
		African American	N/A	N/A	76%	83%	88%	90%	91%
		Hispanic	N/A	61%	72%	81%	87%	90%	91%
		American Indian	N/A	N/A	76%	83%	88%	90%	91%
		Asian	N/A	N/A	76%	83%	88%	90%	91%
		White	N/A	N/A	76%	83%	88%	90%	91%
		LEP	N/A	N/A	76%	83%	88%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	57%	67%	77%	85%	90%	91%
		Special Ed.	N/A	N/A	76%	83%	88%	90%	91%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	52%	62%	72%	82%	90%	91%
		African American	N/A	N/A	60%	72%	82%	90%	91%
		Hispanic	N/A	46%	60%	74%	84%	90%	91%
		American Indian	N/A	N/A	60%	72%	82%	90%	91%
		Asian	N/A	N/A	60%	72%	82%	90%	91%
		White	N/A	N/A	60%	72%	82%	90%	91%
		LEP	N/A	N/A	60%	72%	82%	90%	91%
		Econ. Dis.	N/A	39%	54%	69%	83%	90%	91%
		Special Ed.	N/A	N/A	60%	72%	82%	90%	91%
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	88%	88%	89%	90%	91%	92%
		African American	N/A	N/A	88%	89%	90%	91%	92%
		Hispanic	N/A	89%	89%	89%	90%	91%	92%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	N/A	N/A	88%	89%	90%	91%	92%
		White	N/A	N/A	88%	89%	90%	91%	92%
		LEP	N/A	N/A	88%	89%	90%	91%	92%
		Econ. Dis.	N/A	85%	87%	88%	89%	90%	91%
		Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
STAAR EOC Biology	Grade 9	OVERALL	N/A	84%	86%	87%	89%	90%	91%
		African American	N/A	N/A	85%	86%	88%	90%	91%
		Hispanic	N/A	81%	84%	86%	89%	90%	91%
		American Indian	N/A	N/A	85%	86%	88%	90%	91%
		Asian	N/A	N/A	85%	86%	88%	90%	91%
		White	N/A	N/A	85%	86%	88%	90%	91%
		LEP	N/A	N/A	85%	86%	88%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	82%	83%	85%	88%	90%	91%
		Special Ed.	N/A	N/A	85%	86%	88%	90%	91%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	78%	81%	84%	87%	90%	91%
		African American	N/A	N/A	80%	83%	87%	90%	91%
		Hispanic	N/A	74%	79%	83%	87%	90%	91%
		American Indian	N/A	N/A	80%	83%	87%	90%	91%
		Asian	N/A	N/A	80%	83%	87%	90%	91%
		White	N/A	N/A	80%	83%	87%	90%	91%
		LEP	N/A	N/A	80%	83%	87%	90%	91%
		Econ. Dis.	N/A	77%	81%	84%	87%	90%	91%
		Special Ed.	N/A	N/A	80%	83%	87%	90%	91%
TAKS ELA	Grade 10	OVERALL	100%	85%	87%	89%	91%	93%	95%
		African American	N/A	N/A	86%	88%	90%	92%	94%
		Hispanic	100%	83%	85%	87%	89%	91%	93%
		American Indian	N/A	N/A	86%	88%	90%	92%	94%
		Asian	N/A	N/A	86%	88%	90%	92%	94%
		White	N/A	N/A	86%	88%	90%	92%	94%
		LEP	N/A	N/A	86%	88%	90%	92%	94%
		Econ. Dis.	100%	83%	85%	87%	89%	91%	93%
		Special Ed.	N/A	N/A	86%	88%	90%	92%	94%
TAKS Math	Grade 10	OVERALL	100%	92%	93%	93%	94%	95%	96%
		African American	N/A	N/A	93%	93%	94%	95%	96%
		Hispanic	100%	92%	93%	93%	94%	95%	96%
		American Indian	N/A	N/A	93%	93%	94%	95%	96%
		Asian	N/A	N/A	93%	93%	94%	95%	96%
		White	N/A	N/A	93%	93%	94%	95%	96%
		LEP	N/A	N/A	93%	93%	94%	95%	96%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	93%	93%	94%	95%	96%
TAKS Science	Grade 10	OVERALL	92%	92%	92%	93%	93%	94%	95%
		African American	N/A	N/A	92%	93%	94%	94%	95%
		Hispanic	90%	100%	96%	97%	98%	99%	100%
		American Indian	N/A	N/A	92%	93%	94%	94%	95%
		Asian	N/A	N/A	92%	93%	94%	94%	95%
		White	N/A	N/A	92%	93%	94%	94%	95%
		LEP	N/A	N/A	92%	93%	94%	94%	95%
		Econ. Dis.	100%	92%	92%	92%	93%	94%	95%
		Special Ed.	N/A	N/A	92%	93%	94%	94%	95%
TAKS Social Studies	Grade 10	OVERALL	100%	92%	94%	95%	96%	98%	99%
		African American	N/A	N/A	93%	95%	96%	98%	99%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	93%	95%	96%	98%	99%
		Asian	N/A	N/A	93%	95%	96%	98%	99%
		White	N/A	N/A	93%	95%	96%	98%	99%
		LEP	N/A	N/A	93%	95%	96%	98%	99%
		Econ. Dis.	100%	92%	94%	95%	96%	98%	99%
		Special Ed.	N/A	N/A	93%	95%	96%	98%	99%
TAKS ELA	Grade 11	OVERALL	N/A	100%	100%	100%	100%	100%	100%
		African American	N/A	N/A	97%	98%	99%	100%	100%
		Hispanic	N/A	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	N/A	97%	98%	99%	100%	100%
		White	N/A	N/A	97%	98%	99%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
TAKS Math	Grade 11	OVERALL	N/A	100%	100%	100%	100%	100%	100%
		African American	N/A	N/A	97%	98%	99%	100%	100%
		Hispanic	N/A	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	N/A	97%	98%	99%	100%	100%
		White	N/A	N/A	97%	98%	99%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%
		Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
TAKS Science	Grade 11	OVERALL	N/A	100%	100%	100%	100%	100%	100%
		African American	N/A	N/A	97%	98%	99%	100%	100%
		Hispanic	N/A	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	N/A	97%	98%	99%	100%	100%
		White	N/A	N/A	97%	98%	99%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%
		Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
TAKS Social Studies	Grade 11	OVERALL	N/A	100%	100%	100%	100%	100%	100%
		African American	N/A	N/A	97%	98%	99%	100%	100%
		Hispanic	N/A	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	N/A	97%	98%	99%	100%	100%
		White	N/A	N/A	97%	98%	99%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%

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*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) **TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).**	**Applicable Population**	**Subgroup**	**Baseline(s)**		**Target**				
			SY 2010-11	**SY 2011-12***	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 6 Reading	Grade 6	OVERALL	85%	86%	88%	89%	90%	91%	92%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	84%	85%	86%	87%	88%	89%	90%
		American Indian	N/A	85%	87%	88%	89%	90%	91%
		Asian	N/A	85%	87%	88%	89%	90%	91%
		White	86%	87%	88%	89%	90%	91%	92%
		LEP	64%	73%	80%	83%	87%	90%	91%
		Econ. Dis.	80%	82%	84%	86%	88%	90%	92%
		Special Ed.	80%	82%	84%	86%	88%	90%	92%
Grade 6 Math	Grade 6	OVERALL	75%	79%	83%	85%	88%	90%	91%
		African American	67%	75%	81%	85%	88%	90%	91%
		Hispanic	75%	79%	83%	85%	88%	90%	91%
		American Indian	N/A	77%	80%	83%	86%	90%	91%
		Asian	N/A	77%	80%	83%	86%	90%	91%
		White	81%	83%	85%	87%	89%	90%	91%
		LEP	36%	47%	58%	79%	79%	90%	91%
		Econ. Dis.	69%	74%	80%	84%	88%	90%	91%
		Special Ed.	40%	55%	70%	80%	87%	90%	91%
Grade 7 Reading	Grade 7	OVERALL	84%	86%	87%	88%	90%	91%	92%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	82%	84%	86%	88%	90%	91%	92%
		American Indian	N/A	80%	82%	85%	88%	90%	91%
		Asian	N/A	80%	82%	85%	88%	90%	91%
		White	90%	91%	92%	93%	94%	95%	96%
		LEP	50%	60%	70%	80%	87%	90%	91%
		Econ. Dis.	81%	83%	85%	87%	89%	91%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Special Ed.	88%	89%	90%	91%	92%	93%	94%
Grade 7 Math	Grade 7	OVERALL	84%	86%	88%	90%	92%	93%	94%
		African American	50%	60%	70%	80%	86%	91%	92%
		Hispanic	86%	87%	88%	89%	90%	91%	92%
		American Indian	N/A	85%	87%	89%	91%	93%	94%
		Asian	N/A	85%	87%	89%	91%	93%	94%
		White	70%	75%	80%	85%	89%	91%	93%
		LEP	58%	68%	78%	84%	89%	91%	93%
		Econ. Dis.	82%	84%	86%	88%	90%	92%	94%
		Special Ed.	75%	80%	83%	86%	89%	91%	92%
Grade 7 Writing	Grade 7	OVERALL	95%	96%	97%	98%	98%	99%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	95%	96%	97%	98%	98%	99%	100%
		American Indian	N/A	90%	92%	94%	96%	98%	100%
		Asian	N/A	90%	92%	94%	96%	98%	100%
		White	91%	92%	93%	94%	95%	96%	97%
		LEP	89%	90%	91%	92%	93%	94%	95%
		Econ. Dis.	94%	96%	97%	98%	98%	99%	100%
		Special Ed.	75%	79%	84%	89%	92%	94%	96%
Grade 8 Reading	Grade 8	OVERALL	92%	93%	94%	95%	96%	97%	98%
		African American	80%	83%	86%	89%	92%	95%	98%
		Hispanic	92%	93%	94%	95%	96%	97%	98%
		American Indian	N/A	91%	92%	93%	94%	95%	96%
		Asian	N/A	91%	92%	93%	94%	95%	96%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	86%	87%	88%	89%	90%	92%	94%
		Econ. Dis.	91%	93%	94%	95%	96%	97%	98%
		Special Ed.	N/A	91%	92%	93%	94%	95%	96%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Math	Grade 8	OVERALL	84%	86%	88%	90%	91%	92%	93%
		African American	40%	50%	60%	70%	80%	90%	93%
		Hispanic	87%	88%	89%	90%	91%	92%	93%
		American Indian	N/A	84%	86%	88%	90%	92%	93%
		Asian	N/A	84%	86%	88%	90%	92%	93%
		White	80%	84%	86%	88%	90%	92%	93%
		LEP	86%	88%	90%	91%	92%	93%	94%
		Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
		Special Ed.	N/A	84%	86%	88%	90%	92%	93%
Grade 8 Social Studies	Grade 8	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	100%	100%	100%	100%	100%	100%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	100%	100%	100%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	100%	100%	100%	100%	100%	100%
Grade 8 Science	Grade 8	OVERALL	82%	84%	86%	88%	90%	92%	94%
		African American	60%	70%	79%	86%	88%	90%	91%
		Hispanic	82%	84%	86%	88%	90%	92%	94%
		American Indian	N/A	81%	83%	85%	88%	90%	91%
		Asian	N/A	81%	83%	85%	88%	90%	91%
		White	90%	91%	92%	93%	94%	95%	96%
		LEP	63%	72%	80%	84%	87%	90%	92%
		Econ. Dis.	81%	84%	86%	88%	90%	92%	94%
		Special Ed.	N/A	81%	83%	85%	88%	90%	91%
		OVERALL	99%	100%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Reading	Grade 9	African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	99%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	100%	100%	100%	100%	100%	100%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	100%	100%	100%	100%	100%	100%	100%
		Econ. Dis.	99%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	100%	100%	100%	100%	100%	100%
TAKS Math	Grade 9	OVERALL	82%	84%	86%	88%	90%	92%	93%
		African American	N/A	83%	85%	87%	89%	90%	91%
		Hispanic	81%	84%	86%	88%	90%	92%	93%
		American Indian	N/A	83%	85%	87%	89%	90%	91%
		Asian	N/A	83%	85%	87%	89%	90%	91%
		White	91%	92%	92%	93%	93%	94%	94%
		LEP	50%	60%	70%	80%	86%	90%	91%
		Econ. Dis.	81%	84%	86%	88%	90%	92%	93%
		Special Ed.	N/A	83%	85%	87%	89%	90%	91%
STAAR EOC Englih I Reading	Grade 9	OVERALL	N/A	78%	81%	84%	87%	90%	92%
		African American	N/A	N/A	81%	84%	87%	90%	92%
		Hispanic	N/A	78%	81%	84%	87%	90%	92%
		American Indian	N/A	N/A	81%	84%	87%	90%	92%
		Asian	N/A	N/A	81%	84%	87%	90%	92%
		White	N/A	67%	75%	82%	87%	90%	91%
		LEP	N/A	33%	52%	71%	80%	90%	91%
		Econ. Dis.	N/A	74%	79%	83%	87%	90%	92%
		Special Ed.	N/A	N/A	81%	84%	87%	90%	92%
		OVERALL	N/A	62%	72%	81%	86%	90%	91%
		African American	N/A	N/A	70%	77%	85%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC Englih I Writing	Grade 9	Hispanic	N/A	63%	72%	81%	86%	90%	91%
		American Indian	N/A	N/A	70%	77%	85%	90%	91%
		Asian	N/A	N/A	70%	77%	85%	90%	91%
		White	N/A	33%	50%	69%	81%	90%	91%
		LEP	N/A	33%	50%	69%	81%	90%	91%
		Econ. Dis.	N/A	59%	72%	81%	86%	90%	91%
		Special Ed.	N/A	N/A	70%	77%	85%	90%	91%
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	85%	87%	89%	91%	93%	94%
		African American	N/A	N/A	86%	88%	90%	92%	94%
		Hispanic	N/A	83%	85%	87%	89%	91%	93%
		American Indian	N/A	N/A	86%	88%	90%	92%	94%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	N/A	86%	88%	90%	92%	94%	95%
		LEP	N/A	N/A	86%	88%	90%	92%	94%
		Econ. Dis.	N/A	79%	82%	85%	88%	91%	93%
		Special Ed.	N/A	N/A	86%	88%	90%	92%	94%
STAAR EOC Biology	Grade 9	OVERALL	N/A	83%	85%	87%	89%	91%	93%
		African American	N/A	N/A	80%	84%	88%	91%	92%
		Hispanic	N/A	82%	84%	86%	88%	90%	92%
		American Indian	N/A	N/A	80%	84%	88%	91%	92%
		Asian	N/A	N/A	80%	84%	88%	91%	92%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	50%	80%	84%	88%	91%	92%
		Econ. Dis.	N/A	80%	83%	86%	89%	92%	94%
		Special Ed.	N/A	20%	40%	60%	80%	90%	92%
		OVERALL	N/A	88%	90%	91%	92%	93%	94%
		African American	N/A	N/A	86%	88%	90%	92%	93%
		Hispanic	N/A	88%	90%	91%	92%	93%	94%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC World Geography	Grade 9	American Indian	N/A	N/A	86%	88%	90%	92%	93%
		Asian	N/A	N/A	86%	88%	90%	92%	93%
		White	N/A	83%	90%	91%	92%	93%	94%
		LEP	N/A	83%	90%	91%	92%	93%	94%
		Econ. Dis.	N/A	85%	90%	91%	92%	93%	94%
		Special Ed.	N/A	20%	40%	60%	80%	90%	92%
TAKS ELA	Grade 10	OVERALL	93%	91%	92%	93%	94%	95%	96%
		African American	N/A	N/A	90%	91%	92%	93%	94%
		Hispanic	93%	91%	92%	93%	94%	95%	96%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	N/A	90%	91%	92%	93%	94%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	40%	60%	70%	80%	90%	93%
		Econ. Dis.	91%	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Math	Grade 10	OVERALL	75%	76%	79%	82%	85%	90%	91%
		African American	N/A	N/A	80%	83%	87%	90%	91%
		Hispanic	74%	75%	79%	82%	85%	90%	91%
		American Indian	N/A	N/A	80%	83%	87%	90%	91%
		Asian	N/A	N/A	80%	83%	87%	90%	91%
		White	N/A	83%	85%	87%	89%	91%	92%
		LEP	N/A	40%	60%	72%	82%	90%	92%
		Econ. Dis.	75%	69%	78%	84%	87%	90%	91%
		Special Ed.	N/A	N/A	80%	83%	87%	90%	91%
		OVERALL	80%	79%	82%	85%	88%	90%	92%
		African American	N/A	N/A	80%	83%	87%	90%	91%
		Hispanic	79%	81%	83%	85%	89%	90%	92%
		American Indian	N/A	N/A	80%	83%	87%	90%	92%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Science	Grade 10	Asian	N/A	N/A	80%	83%	87%	90%	92%
		White	N/A	67%	76%	83%	86%	90%	91%
		LEP	N/A	N/A	80%	83%	87%	90%	
		Econ. Dis.	77%	76%	80%	84%	88%	91%	92%
		Special Ed.	N/A	N/A	80%	83%	87%	90%	92%
TAKS Social Studies	Grade 10	OVERALL	96%	96%	97%	98%	99%	100%	100%
		African American	N/A	N/A	95%	96%	97%	98%	99%
		Hispanic	96%	96%	97%	98%	99%	100%	100%
		American Indian	N/A	N/A	95%	96%	97%	98%	99%
		Asian	N/A	N/A	95%	96%	97%	98%	99%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	95%	96%	97%	98%	99%
		Econ. Dis.	95%	95%	97%	98%	99%	100%	100%
		Special Ed.	N/A	N/A	95%	96%	97%	98%	99%
TAKS ELA	Grade 11	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	N/A	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	100%	100%	100%	100%	100%
		Asian	N/A	N/A	100%	100%	100%	100%	100%
		White	N/A	N/A	100%	100%	100%	100%	100%
		LEP	N/A	N/A	100%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	100%	100%	100%	100%	100%
TAKS Math	Grade 11	OVERALL	100%	89%	90%	92%	94%	96%	98%
		African American	N/A	N/A	90%	92%	94%	96%	98%
		Hispanic	100%	89%	90%	92%	94%	96%	98%
		American Indian	N/A	N/A	90%	92%	94%	96%	98%
		Asian	N/A	N/A	90%	92%	94%	96%	98%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		White	N/A	N/A	90%	92%	94%	96%	98%
		LEP	N/A	N/A	90%	92%	94%	96%	98%
		Econ. Dis.	100%	86%	89%	91%	94%	96%	98%
		Special Ed.	N/A	N/A	90%	92%	94%	96%	98%
TAKS Science	Grade 11	OVERALL	100%	96%	97%	98%	99%	100%	100%
		African American	N/A	N/A	95%	96%	97%	98%	99%
		Hispanic	100%	95%	96%	97%	98%	99%	100%
		American Indian	N/A	N/A	95%	96%	97%	98%	99%
		Asian	N/A	N/A	95%	96%	97%	98%	99%
		White	N/A	N/A	95%	96%	97%	98%	99%
		LEP	N/A	N/A	95%	96%	97%	98%	99%
		Econ. Dis.	100%	94%	95%	96%	97%	98%	99%
		Special Ed.	N/A	N/A	95%	96%	97%	98%	99%
TAKS Social Studies	Grade 11	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	N/A	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	100%	100%	100%	100%	100%
		Asian	N/A	N/A	100%	100%	100%	100%	100%
		White	N/A	N/A	100%	100%	100%	100%	100%
		LEP	N/A	N/A	100%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	100%	100%	100%	100%	100%

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*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) **TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).**	**Applicable Population**	**Subgroup**	**Baseline(s)**		**Target**				
			SY 2010-11	**SY 2011-12***	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 6 Reading	Grade 6	OVERALL	92%	92%	93%	94%	95%	96%	96%
		African American	91%	92%	93%	94%	94%	96%	96%
		Hispanic	91%	92%	93%	94%	94%	96%	96%
		American Indian	N/A	88%	90%	92%	93%	94%	95%
		Asian	98%	99%	99%	99%	100%	100%	100%
		White	92%	92%	93%	94%	94%	96%	96%
		LEP	83%	85%	87%	89%	91%	93%	95%
		Econ. Dis.	92%	92%	93%	94%	94%	96%	96%
		Special Ed.	89%	91%	93%	94%	94%	96%	96%
Grade 6 Math	Grade 6	OVERALL	85%	87%	88%	89%	90%	91%	92%
		African American	81%	83%	86%	88%	90%	91%	92%
		Hispanic	82%	83%	86%	88%	90%	91%	92%
		American Indian	N/A	86%	88%	90%	91%	92%	92%
		Asian	96%	97%	98%	99%	100%	100%	100%
		White	89%	90%	91%	92%	92%	93%	94%
		LEP	83%	83%	86%	88%	90%	91%	92%
		Econ. Dis.	83%	83%	86%	88%	90%	91%	92%
		Special Ed.	89%	90%	90%	91%	91%	92%	92%
Grade 7 Reading	Grade 7	OVERALL	95%	95%	96%	96%	97%	97%	98%
		African American	99%	99%	99%	100%	100%	100%	100%
		Hispanic	94%	94%	94%	95%	95%	96%	97%
		American Indian	N/A	95%	96%	96%	97%	97%	98%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
[illegible]	[illegible]	Asian	91%	92%	93%	94%	95%	96%	97%
		White	95%	96%	97%	97%	98%	99%	99%
		LEP	69%	79%	83%	87%	90%	91%	92%
		Econ. Dis.	95%	95%	96%	96%	97%	97%	98%
		Special Ed.	88%	89%	90%	91%	92%	93%	94%
Grade 7 Math	Grade 7	OVERALL	91%	92%	92%	93%	93%	94%	95%
		African American	92%	93%	93%	94%	94%	95%	95%
		Hispanic	92%	93%	93%	94%	94%	95%	95%
		American Indian	N/A	90%	91%	92%	93%	94%	94%
		Asian	94%	95%	95%	96%	96%	97%	97%
		White	85%	86%	87%	88%	89%	90%	92%
		LEP	69%	74%	79%	84%	89%	90%	92%
		Econ. Dis.	91%	93%	93%	94%	94%	95%	95%
		Special Ed.	88%	89%	90%	91%	92%	93%	94%
Grade 7 Writing	Grade 7	OVERALL	97%	97%	98%	98%	98%	99%	99%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	97%	97%	98%	98%	98%	99%	99%
		American Indian	N/A	95%	96%	96%	97%	97%	98%
		Asian	97%	97%	98%	98%	98%	99%	99%
		White	92%	93%	94%	95%	96%	97%	98%
		LEP	92%	93%	94%	95%	96%	97%	98%
		Econ. Dis.	97%	97%	98%	98%	98%	99%	99%
		Special Ed.	88%	89%	90%	91%	92%	93%	94%
		OVERALL	93%	94%	94%	95%	95%	96%	97%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Grade 8	African American	93%	94%	94%	95%	95%	96%	97%
		Hispanic	95%	95%	95%	96%	96%	97%	97%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	89%	90%	91%	92%	93%	94%	95%
		White	94%	95%	96%	97%	97%	98%	98%
		LEP	14%	44%	64%	78%	83%	90%	92%
		Econ. Dis.	94%	95%	95%	96%	96%	96%	97%
		Special Ed.	75%	80%	84%	87%	90%	92%	93%
Grade 8 Math	Grade 8	OVERALL	86%	87%	88%	89%	90%	91%	92%
		African American	79%	81%	83%	86%	87%	90%	91%
		Hispanic	85%	87%	88%	89%	90%	91%	92%
		American Indian	N/A	88%	89%	89%	90%	90%	91%
		Asian	92%	93%	93%	94%	94%	95%	95%
		White	94%	95%	95%	96%	96%	97%	97%
		LEP	71%	80%	85%	87%	89%	91%	92%
		Econ. Dis.	83%	85%	87%	89%	90%	91%	92%
		Special Ed.	50%	65%	75%	82%	86%	90%	91%
Grade 8 Social Studies	Grade 8	OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	96%	97%	97%	98%	99%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	90%	92%	94%	96%	98%	99%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	100%	100%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	99%	100%	100%	100%	100%	100%	100%
		Special Ed.	88%	90%	92%	94%	96%	98%	99%
8th Grade Science	Grade 8	OVERALL	83%	85%	87%	89%	90%	91%	92%
		African American	81%	83%	85%	87%	89%	90%	91%
		Hispanic	81%	83%	85%	87%	89%	90%	91%
		American Indian	N/A	83%	85%	87%	89%	90%	91%
		Asian	84%	85%	87%	89%	90%	91%	92%
		White	94%	95%	95%	96%	96%	97%	97%
		LEP	29%	49%	69%	79%	85%	90%	91%
		Econ. Dis.	81%	83%	85%	87%	89%	91%	92%
		Special Ed.	50%	64%	76%	82%	86%	90%	91%
TAKS Reading	Grade 9	OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	97%	98%	99%	100%	100%	100%	100%
		American Indian	N/A	92%	94%	96%	98%	99%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	92%	94%	96%	98%	99%	100%
		Econ. Dis.	98%	99%	99%	100%	100%	100%	100%
		Special Ed.	N/A	92%	94%	96%	98%	99%	100%
TAKS Math	Grade 9	OVERALL	81%	83%	85%	87%	89%	91%	92%
		African American	74%	78%	82%	86%	89%	90%	91%
		Hispanic	84%	86%	87%	88%	89%	90%	91%
		American Indian	N/A	80%	83%	86%	88%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 9	Asian	93%	94%	95%	95%	96%	96%	97%
		White	76%	79%	82%	85%	88%	90%	91%
		LEP	N/A	80%	83%	86%	88%	90%	91%
		Econ. Dis.	79%	82%	85%	88%	89%	90%	91%
		Special Ed.	N/A	80%	83%	86%	88%	90%	91%
STAAR EOC Englih I Reading	Grade 9	OVERALL	N/A	78%	82%	85%	88%	90%	91%
		African American	N/A	73%	78%	82%	86%	90%	91%
		Hispanic	N/A	81%	83%	85%	88%	90%	91%
		American Indian	N/A	N/A	80%	83%	86%	90%	91%
		Asian	N/A	71%	78%	85%	87%	90%	91%
		White	N/A	82%	84%	86%	88%	90%	91%
		LEP	N/A	44%	63%	72%	81%	90%	92%
		Econ. Dis.	N/A	79%	82%	85%	88%	90%	91%
		Special Ed.	N/A	N/A	80%	83%	86%	90%	91%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	66%	74%	82%	87%	90%	91%
		African American	N/A	78%	80%	83%	87%	90%	91%
		Hispanic	N/A	60%	70%	79%	85%	90%	91%
		American Indian	N/A	N/A	74%	82%	87%	90%	91%
		Asian	N/A	63%	72%	81%	86%	90%	91%
		White	N/A	67%	75%	80%	85%	90%	91%
		LEP	N/A	11%	40%	65%	80%	90%	91%
		Econ. Dis.	N/A	64%	71%	78%	84%	90%	91%
		Special Ed.	N/A	N/A	74%	82%	87%	90%	91%
		OVERALL	N/A	88%	89%	90%	91%	92%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC Algebra I	Grade 9	African American	N/A	90%	91%	91%	92%	92%	93%
		Hispanic	N/A	84%	86%	88%	90%	91%	92%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	N/A	97%	97%	98%	98%	99%	99%
		White	N/A	86%	87%	88%	89%	90%	91%
		LEP	N/A	100%	100%	100%	100%	100%	100%
		Econ. Dis.	N/A	85%	87%	89%	91%	92%	93%
		Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
STAAR EOC Biology	Grade 9	OVERALL	N/A	91%	92%	92%	93%	93%	94%
		African American	N/A	89%	90%	91%	91%	92%	93%
		Hispanic	N/A	92%	92%	92%	93%	93%	94%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	N/A	86%	87%	88%	89%	90%	91%
		LEP	N/A	100%	100%	100%	100%	100%	100%
		Econ. Dis.	N/A	90%	91%	91%	92%	92%	93%
		Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	90%	91%	92%	93%	94%	95%
		African American	N/A	91%	91%	92%	93%	94%	95%
		Hispanic	N/A	90%	91%	92%	93%	94%	95%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	N/A	96%	97%	97%	98%	98%	99%
		White	N/A	89%	91%	92%	93%	94%	95%
		LEP	N/A	86%	87%	88%	89%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	88%	90%	92%	93%	94%	95%
		Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
TAKS ELA	Grade 10	OVERALL	94%	96%	96%	96%	97%	97%	98%
		African American	100%	93%	94%	94%	95%	95%	96%
		Hispanic	90%	95%	95%	95%	96%	96%	97%
		American Indian	N/A	N/A	94%	95%	95%	96%	97%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	87%	98%	99%	99%	100%	100%	100%
		LEP	N/A	N/A	94%	95%	95%	96%	97%
		Econ. Dis.	91%	96%	96%	97%	97%	98%	99%
		Special Ed.	100%	N/A	94%	95%	95%	96%	97%
TAKS Math	Grade 10	OVERALL	84%	80%	83%	86%	89%	91%	92%
		African American	89%	71%	78%	84%	87%	90%	91%
		Hispanic	80%	73%	79%	85%	87%	90%	91%
		American Indian	N/A	N/A	81%	84%	87%	90%	91%
		Asian	92%	97%	98%	98%	99%	99%	100%
		White	77%	81%	83%	86%	89%	91%	92%
		LEP	N/A	N/A	81%	84%	87%	90%	91%
		Econ. Dis.	81%	76%	79%	82%	86%	90%	91%
		Special Ed.	100%	N/A	81%	84%	87%	90%	91%
TAKS Science	Grade 10	OVERALL	83%	91%	91%	92%	92%	93%	94%
		African American	82%	88%	89%	90%	91%	92%	93%
		Hispanic	75%	91%	92%	93%	93%	94%	95%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Science	Grade 10	Asian	96%	97%	97%	98%	98%	99%	100%
		White	83%	90%	92%	93%	94%	95%	96%
		LEP	N/A	N/A	88%	89%	90%	91%	92%
		Econ. Dis.	79%	90%	92%	93%	94%	95%	96%
		Special Ed.	40%	N/A	88%	89%	90%	91%	92%
TAKS Social Studies	Grade 10	OVERALL	98%	99%	99%	100%	100%	100%	100%
		African American	96%	98%	99%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	93%	95%	97%	99%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	97%	98%	99%	100%	100%	100%	100%
		LEP	N/A	N/A	93%	95%	97%	99%	100%
		Econ. Dis.	99%	99%	99%	100%	100%	100%	100%
		Special Ed.	100%	N/A	93%	95%	97%	99%	100%
TAKS ELA	Grade 11	OVERALL	96%	94%	94%	95%	95%	96%	97%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	97%	94%	95%	95%	96%	96%	97%
		American Indian	N/A	N/A	90%	92%	94%	96%	98%
		Asian	94%	94%	95%	95%	96%	96%	97%
		White	94%	89%	90%	91%	92%	93%	94%
		LEP	N/A	60%	70%	80%	90%	95%	96%
		Econ. Dis.	96%	92%	93%	93%	94%	94%	95%
		Special Ed.	N/A	N/A	90%	92%	94%	96%	98%
		OVERALL	91%	92%	92%	93%	93%	94%	95%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 11	African American	93%	91%	92%	93%	93%	94%	95%
		Hispanic	97%	88%	89%	90%	91%	92%	93%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	81%	95%	95%	96%	96%	97%	97%
		White	89%	96%	96%	97%	97%	98%	98%
		LEP	80%	60%	70%	80%	88%	91%	92%
		Econ. Dis.	93%	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
TAKS Science	Grade 11	OVERALL	96%	96%	96%	97%	97%	98%	99%
		African American	100%	96%	97%	97%	98%	98%	99%
		Hispanic	97%	97%	97%	97%	98%	98%	99%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	94%	95%	96%	96%	97%	97%	98%
		White	94%	96%	97%	97%	98%	98%	99%
		LEP	80%	60%	71%	81%	89%	91%	93%
		Econ. Dis.	95%	94%	95%	95%	96%	96%	97%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Social Studies	Grade 11	OVERALL	99%	99%	99%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	90%	92%	94%	96%	98%
		Asian	94%	95%	96%	97%	98%	99%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	80%	80%	85%	90%	94%	96%	98%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	98%	98%	99%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	90%	92%	94%	96%	98%

LEA: HARMONY SCHOOL OF EXCELLENCE 101858

*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 6 Reading	Grade 6	OVERALL	96%	97%	97%	98%	98%	99%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	93%	94%	94%	95%	95%	96%	97%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	99%	99%	100%	100%	100%	100%	100%
		White	95%	96%	96%	97%	97%	98%	99%
		LEP	85%	87%	89%	91%	92%	93%	94%
		Econ. Dis.	92%	93%	94%	95%	96%	97%	97%
		Special Ed.	100%	90%	92%	94%	96%	98%	100%
Grade 6 Math	Grade 6	OVERALL	96%	96%	97%	97%	98%	98%	99%
		African American	97%	97%	97%	98%	98%	99%	99%
		Hispanic	96%	96%	97%	97%	98%	98%	99%
		American Indian	N/A	92%	93%	94%	95%	96%	97%
		Asian	99%	99%	99%	100%	100%	100%	100%
		White	93%	94%	95%	95%	96%	96%	97%
		LEP	85%	87%	89%	90%	91%	92%	93%
		Econ. Dis.	94%	94%	95%	95%	96%	96%	97%
		Special Ed.	91%	92%	92%	93%	93%	94%	95%
Grade 7 Reading	Grade 7	OVERALL	96%	96%	96%	97%	97%	98%	99%
		African American	100%	95%	96%	97%	98%	99%	100%
		Hispanic	91%	92%	93%	93%	94%	94%	95%
		American Indian	N/A	90%	91%	92%	93%	94%	95%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
[illegible]	[illegible]	Asian	100%	96%	97%	98%	99%	100%	100%
		White	97%	97%	98%	98%	99%	99%	100%
		LEP	81%	84%	87%	90%	92%	93%	94%
		Econ. Dis.	96%	96%	97%	97%	98%	98%	99%
		Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Math	Grade 7	OVERALL	95%	95%	96%	96%	97%	97%	98%
		African American	87%	88%	89%	90%	91%	92%	93%
		Hispanic	92%	92%	93%	93%	94%	94%	95%
		American Indian	N/A	89%	90%	91%	92%	92%	93%
		Asian	100%	96%	97%	98%	99%	100%	100%
		White	97%	97%	98%	98%	99%	99%	100%
		LEP	75%	79%	83%	87%	89%	91%	93%
		Econ. Dis.	93%	94%	95%	95%	96%	96%	97%
		Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Writing	Grade 7	OVERALL	98%	98%	99%	99%	100%	100%	100%
		African American	95%	96%	96%	97%	97%	98%	99%
		Hispanic	98%	98%	99%	99%	100%	100%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	100%	96%	97%	98%	99%	100%	100%
		White	98%	98%	98%	99%	99%	100%	100%
		LEP	94%	95%	95%	96%	96%	97%	98%
		Econ. Dis.	96%	96%	96%	97%	97%	98%	99%
		Special Ed.	83%	85%	87%	89%	91%	93%	94%
[illegible]	[illegible]	OVERALL	97%	98%	98%	99%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Grade 8	African American	97%	98%	98%	99%	99%	100%	100%
		Hispanic	95%	95%	95%	96%	96%	97%	98%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	98%	98%	98%	99%	99%	100%	100%
		White	96%	96%	97%	97%	98%	98%	99%
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	93%	94%	94%	95%	95%	96%	97%
		Special Ed.	83%	85%	87%	89%	91%	93%	94%
Grade 8 Math	Grade 8	OVERALL	93%	94%	94%	95%	95%	96%	97%
		African American	85%	87%	89%	91%	93%	94%	95%
		Hispanic	92%	93%	93%	94%	94%	95%	96%
		American Indian	N/A	89%	90%	91%	92%	93%	94%
		Asian	98%	98%	99%	99%	100%	100%	100%
		White	94%	94%	95%	95%	96%	96%	97%
		LEP	N/A	89%	90%	91%	92%	93%	94%
		Econ. Dis.	87%	88%	89%	90%	91%	92%	93%
		Special Ed.	50%	69%	79%	86%	90%	92%	93%
Grade 8 Social Studies	Grade 8	OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	97%	98%	99%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	95%	97%	99%	100%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	98%	99%	100%	100%	100%	100%	100%
		LEP	N/A	95%	97%	99%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 8 Science	Grade 8	OVERALL	92%	93%	93%	94%	95%	96%	97%
		African American	88%	89%	90%	91%	92%	93%	94%
		Hispanic	90%	91%	92%	93%	94%	95%	96%
		American Indian	N/A	96%	97%	97%	98%	98%	99%
		Asian	96%	97%	97%	98%	98%	99%	100%
		White	94%	95%	96%	96%	97%	98%	99%
		LEP	N/A	89%	90%	91%	92%	93%	94%
		Econ. Dis.	87%	89%	90%	91%	92%	93%	94%
		Special Ed.	50%	69%	79%	86%	90%	92%	93%
TAKS Reading	Grade 9	OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	92%	93%	94%	95%	96%	97%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	96%	96%	97%	97%	98%	99%	100%
		LEP	N/A	92%	93%	94%	95%	96%	97%
		Econ. Dis.	98%	98%	99%	99%	100%	100%	100%
		Special Ed.	N/A	92%	93%	94%	95%	96%	97%
TAKS Math	Grade 9	OVERALL	88%	89%	90%	91%	92%	93%	94%
		African American	73%	77%	81%	85%	89%	90%	91%
		Hispanic	81%	83%	85%	87%	89%	90%	91%
		American Indian	N/A	85%	87%	89%	90%	91%	92%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 9	Asian	98%	99%	99%	100%	100%	100%	100%
		White	92%	93%	93%	94%	94%	95%	96%
		LEP	N/A	85%	87%	89%	90%	91%	92%
		Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
		Special Ed.	N/A	85%	87%	89%	90%	91%	92%
STAAR EOC Englih I Reading	Grade 9	OVERALL	N/A	86%	87%	88%	89%	90%	91%
		African American	N/A	89%	90%	91%	92%	93%	93%
		Hispanic	N/A	77%	81%	85%	89%	90%	91%
		American Indian	N/A	N/A	85%	87%	89%	91%	91%
		Asian	N/A	88%	89%	90%	91%	92%	93%
		White	N/A	93%	93%	94%	94%	95%	96%
		LEP	N/A	N/A	85%	87%	89%	91%	91%
		Econ. Dis.	N/A	80%	83%	86%	89%	90%	91%
		Special Ed.	N/A	17%	47%	67%	82%	90%	91%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	82%	84%	86%	88%	90%	91%
		African American	N/A	78%	81%	84%	87%	90%	91%
		Hispanic	N/A	70%	75%	80%	85%	90%	92%
		American Indian	N/A	N/A	80%	83%	86%	90%	91%
		Asian	N/A	90%	91%	91%	92%	92%	93%
		White	N/A	90%	91%	91%	92%	92%	93%
		LEP	N/A	N/A	80%	83%	86%	90%	91%
		Econ. Dis.	N/A	71%	76%	81%	86%	90%	91%
		Special Ed.	N/A	33%	52%	70%	81%	90%	91%
		OVERALL	N/A	89%	90%	91%	92%	93%	94%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC Algebra I	Grade 9	African American	N/A	83%	85%	87%	89%	91%	93%
		Hispanic	N/A	78%	82%	86%	90%	92%	93%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	N/A	96%	96%	97%	97%	98%	99%
		White	N/A	96%	96%	97%	97%	98%	99%
		LEP	N/A	N/A	87%	88%	89%	90%	91%
		Econ. Dis.	N/A	78%	82%	86%	89%	91%	92%
		Special Ed.	N/A	50%	66%	79%	85%	90%	91%
STAAR EOC Biology	Grade 9	OVERALL	N/A	95%	96%	96%	97%	97%	98%
		African American	N/A	100%	96%	97%	98%	99%	100%
		Hispanic	N/A	89%	90%	91%	92%	93%	94%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	98%	98%	99%	99%	100%	100%
		White	N/A	95%	96%	97%	98%	99%	100%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	N/A	90%	92%	93%	94%	95%	96%
		Special Ed.	N/A	86%	88%	90%	92%	93%	94%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	93%	94%	95%	96%	97%	98%
		African American	N/A	89%	90%	91%	92%	93%	94%
		Hispanic	N/A	89%	90%	91%	92%	93%	94%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	97%	98%	98%	99%	99%	100%
		White	N/A	98%	99%	99%	100%	100%	100%
		LEP	N/A	N/A	90%	91%	92%	93%	94%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	89%	90%	91%	92%	93%	94%
		Special Ed.	N/A	50%	69%	77%	86%	90%	92%
TAKS ELA	Grade 10	OVERALL	100%	97%	98%	98%	99%	100%	100%
		African American	100%	92%	93%	94%	95%	96%	97%
		Hispanic	100%	94%	95%	96%	97%	98%	99%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	100%	95%	96%	96%	97%	98%	99%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Math	Grade 10	OVERALL	94%	89%	90%	92%	94%	96%	98%
		African American	100%	86%	88%	90%	92%	94%	96%
		Hispanic	90%	77%	81%	85%	89%	92%	93%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	100%	100%	88%	89%	90%	91%	92%
		White	87%	92%	93%	94%	95%	96%	97%
		LEP	N/A	N/A	88%	89%	90%	91%	92%
		Econ. Dis.	85%	80%	83%	86%	89%	92%	95%
		Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
TAKS Science	Grade 10	OVERALL	96%	89%	91%	93%	95%	97%	99%
		African American	93%	86%	89%	92%	94%	96%	98%
		Hispanic	90%	81%	85%	89%	92%	94%	95%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Science	Grade 10	Asian	100%	94%	95%	96%	96%	97%	98%
		White	100%	92%	93%	94%	95%	96%	97%
		LEP	N/A	N/A	88%	89%	90%	91%	92%
		Econ. Dis.	88%	86%	88%	90%	92%	94%	96%
		Special Ed.	N/A	N/A	88%	89%	90%	91%	92%
TAKS Social Studies	Grade 10	OVERALL	100%	97%	98%	99%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	90%	92%	94%	96%	98%	100%
		American Indian	N/A	N/A	92%	94%	96%	98%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	92%	94%	96%	98%	100%
		Econ. Dis.	100%	93%	94%	96%	98%	99%	100%
		Special Ed.	N/A	N/A	92%	94%	96%	98%	100%
TAKS ELA	Grade 11	OVERALL	98%	100%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	100%	100%	100%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	92%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	100%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	100%	100%	100%	100%	100%
		OVERALL	98%	94%	95%	96%	97%	98%	99%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 11	African American	100%	93%	94%	95%	96%	97%	98%
		Hispanic	100%	93%	94%	95%	96%	97%	98%
		American Indian	N/A	N/A	90%	92%	94%	96%	98%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	92%	89%	91%	93%	95%	97%	98%
		LEP	N/A	N/A	90%	92%	94%	96%	98%
		Econ. Dis.	100%	93%	95%	97%	99%	100%	100%
		Special Ed.	N/A	N/A	90%	92%	94%	96%	98%
TAKS Science	Grade 11	OVERALL	95%	98%	99%	99%	100%	100%	100%
		African American	100%	93%	95%	97%	99%	99%	100%
		Hispanic	88%	100%	95%	97%	99%	100%	100%
		American Indian	N/A	N/A	93%	94%	95%	96%	97%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	92%	95%	95%	96%	96%	97%	98%
		LEP	N/A	N/A	93%	94%	95%	96%	97%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	93%	94%	95%	96%	97%
TAKS Social Studies	Grade 11	OVERALL	100%	99%	99%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	96%	98%	99%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	95%	97%	99%	100%	100%	100%
		LEP	N/A	N/A	96%	98%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	96%	98%	99%	100%	100%

LEA: HARMONY SCHOOL OF SCIENCE - HOUSTON 101862

*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 6 Reading	Grade 6	OVERALL	98%	98%	99%	99%	100%	100%	100%
		African American	93%	94%	95%	96%	97%	98%	99%
		Hispanic	96%	97%	98%	98%	99%	99%	100%
		American Indian	N/A	95%	96%	97%	98%	99%	99%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	95%	96%	97%	98%	99%	99%
		Econ. Dis.	95%	96%	96%	97%	98%	99%	100%
		Special Ed.	N/A	95%	96%	97%	98%	99%	99%
Grade 6 Math	Grade 6	OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	93%	94%	94%	95%	95%	96%	97%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	95%	96%	97%	98%	99%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	95%	96%	97%	98%	99%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	95%	96%	97%	98%	99%	100%
Grade 7 Reading	Grade 7	OVERALL	98%	99%	99%	100%	100%	100%	100%
		African American	94%	95%	96%	97%	98%	99%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	92%	93%	94%	95%	96%	97%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
[illegible]	[illegible]	Asian	98%	99%	99%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	92%	93%	94%	95%	96%	97%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	92%	93%	94%	95%	96%	97%
Grade 7 Math	Grade 7	OVERALL	100%	98%	99%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	97%	98%	99%	100%	101%	102%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	97%	98%	99%	100%	101%	102%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	97%	98%	99%	100%	101%	102%
Grade 7 Writing	Grade 7	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	97%	98%	99%	100%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	97%	98%	99%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	97%	98%	99%	100%	100%	100%
		OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Grade 8	Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	97%	98%	99%	100%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	97%	98%	99%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 8 Math	Grade 8	OVERALL	94%	95%	95%	96%	97%	98%	99%
		African American	93%	94%	94%	95%	96%	97%	98%
		Hispanic	95%	96%	97%	98%	99%	100%	100%
		American Indian	N/A	91%	92%	93%	94%	95%	96%
		Asian	96%	96%	97%	98%	99%	100%	100%
		White	88%	90%	92%	93%	94%	95%	96%
		LEP	N/A	91%	92%	93%	94%	95%	96%
		Econ. Dis.	90%	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	91%	92%	93%	94%	95%	96%
Grade 8 Social Studies	Grade 8	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	97%	98%	99%	100%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	97%	98%	99%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	97%	98%	99%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	Grade 8	OVERALL	98%	98%	99%	99%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	95%	96%	97%	98%	99%	100%	100%
		American Indian	N/A	95%	96%	97%	98%	99%	100%
		Asian	98%	95%	96%	97%	98%	99%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	95%	96%	97%	98%	99%	100%
		Econ. Dis.	98%	99%	99%	100%	100%	100%	100%
		Special Ed.	N/A	95%	96%	97%	98%	99%	100%
TAKS Reading	Grade 9	OVERALL	N/A	95%	96%	97%	98%	99%	100%
		African American	N/A	95%	96%	97%	98%	99%	100%
		Hispanic	N/A	95%	96%	97%	98%	99%	100%
		American Indian	N/A	95%	96%	97%	98%	99%	100%
		Asian	N/A	95%	96%	97%	98%	99%	100%
		White	N/A	95%	96%	97%	98%	99%	100%
		LEP	N/A	95%	96%	97%	98%	99%	100%
		Econ. Dis.	N/A	95%	96%	97%	98%	99%	100%
		Special Ed.	N/A	95%	96%	97%	98%	99%	100%
TAKS Math	Grade 9	OVERALL	N/A	92%	93%	94%	95%	96%	97%
		African American	N/A	92%	93%	94%	95%	96%	97%
		Hispanic	N/A	92%	93%	94%	95%	96%	97%
		American Indian	N/A	92%	93%	94%	95%	96%	97%
		Asian	N/A	92%	93%	94%	95%	96%	97%
		White	N/A	92%	93%	94%	95%	96%	97%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	92%	93%	94%	95%	96%	97%
		Econ. Dis.	N/A	92%	93%	94%	95%	96%	97%
		Special Ed.	N/A	92%	93%	94%	95%	96%	97%
STAAR EOC Englih I Reading	Grade 9	OVERALL	N/A	91%	92%	92%	93%	94%	95%
		African American	N/A	93%	94%	95%	96%	97%	98%
		Hispanic	N/A	82%	87%	90%	93%	94%	95%
		American Indian	N/A	N/A	88%	90%	90%	93%	94%
		Asian	N/A	93%	88%	90%	90%	93%	94%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	88%	90%	90%	93%	94%
		Econ. Dis.	N/A	92%	94%	95%	96%	97%	98%
		Special Ed.	N/A	N/A	88%	90%	90%	93%	94%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	87%	88%	89%	90%	91%	92%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	N/A	71%	77%	83%	87%	90%	91%
		American Indian	N/A	N/A	86%	88%	89%	90%	91%
		Asian	N/A	93%	93%	94%	94%	95%	96%
		White	N/A	83%	85%	87%	89%	91%	92%
		LEP	N/A	N/A	86%	88%	89%	90%	91%
		Econ. Dis.	N/A	86%	87%	88%	89%	90%	91%
		Special Ed.	N/A	N/A	86%	88%	89%	90%	91%
		OVERALL	N/A	100%	98%	99%	100%	100%	100%
		African American	N/A	100%	98%	99%	100%	100%	100%
		Hispanic	N/A	100%	98%	99%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC Algebra I	Grade 9	American Indian	N/A	N/A	95%	96%	97%	98%	99%
		Asian	N/A	100%	98%	99%	100%	100%	100%
		White	N/A	100%	98%	99%	100%	100%	100%
		LEP	N/A	N/A	95%	96%	97%	98%	99%
		Econ. Dis.	N/A	100%	98%	99%	100%	100%	100%
		Special Ed.	N/A	N/A	95%	96%	97%	98%	99%
STAAR EOC Biology	Grade 9	OVERALL	N/A	99%	99%	100%	100%	100%	100%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	N/A	96%	97%	97%	98%	99%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%
		Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	99%	99%	100%	100%	100%	100%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	N/A	96%	97%	98%	99%	100%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%
		Econ. Dis.	N/A	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
		OVERALL	N/A	No Test	97%	98%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS ELA	Grade 10	African American	N/A	No Test	97%	98%	99%	100%	100%
		Hispanic	N/A	No Test	97%	98%	99%	100%	100%
		American Indian	N/A	No Test	97%	98%	99%	100%	100%
		Asian	N/A	No Test	97%	98%	99%	100%	100%
		White	N/A	No Test	97%	98%	99%	100%	100%
		LEP	N/A	No Test	97%	98%	99%	100%	100%
		Econ. Dis.	N/A	No Test	97%	98%	99%	100%	100%
		Special Ed.	N/A	No Test	97%	98%	99%	100%	100%
TAKS Math	Grade 10	OVERALL	N/A	No Test	92%	93%	94%	95%	96%
		African American	N/A	No Test	92%	93%	94%	95%	96%
		Hispanic	N/A	No Test	92%	93%	94%	95%	96%
		American Indian	N/A	No Test	92%	93%	94%	95%	96%
		Asian	N/A	No Test	92%	93%	94%	95%	96%
		White	N/A	No Test	92%	93%	94%	95%	96%
		LEP	N/A	No Test	92%	93%	94%	95%	96%
		Econ. Dis.	N/A	No Test	92%	93%	94%	95%	96%
		Special Ed.	N/A	No Test	92%	93%	94%	95%	96%
TAKS Science	Grade 10	OVERALL	N/A	No Test	93%	94%	95%	96%	97%
		African American	N/A	No Test	93%	94%	95%	96%	97%
		Hispanic	N/A	No Test	93%	94%	95%	96%	97%
		American Indian	N/A	No Test	93%	94%	95%	96%	97%
		Asian	N/A	No Test	93%	94%	95%	96%	97%
		White	N/A	No Test	93%	94%	95%	96%	97%
		LEP	N/A	No Test	93%	94%	95%	96%	97%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	N/A	No Test	93%	94%	95%	96%	97%
		Special Ed.	N/A	No Test	93%	94%	95%	96%	97%
TAKS Social Studies	Grade 10	OVERALL	N/A	No Test	99%	100%	100%	100%	100%
		African American	N/A	No Test	99%	100%	100%	100%	100%
		Hispanic	N/A	No Test	99%	100%	100%	100%	100%
		American Indian	N/A	No Test	99%	100%	100%	100%	100%
		Asian	N/A	No Test	99%	100%	100%	100%	100%
		White	N/A	No Test	99%	100%	100%	100%	100%
		LEP	N/A	No Test	99%	100%	100%	100%	100%
		Econ. Dis.	N/A	No Test	99%	100%	100%	100%	100%
		Special Ed.	N/A	No Test	99%	100%	100%	100%	100%
TAKS ELA	Grade 11	OVERALL	N/A	No Test	99%	100%	100%	100%	100%
		African American	N/A	No Test	99%	100%	100%	100%	100%
		Hispanic	N/A	No Test	99%	100%	100%	100%	100%
		American Indian	N/A	No Test	99%	100%	100%	100%	100%
		Asian	N/A	No Test	99%	100%	100%	100%	100%
		White	N/A	No Test	99%	100%	100%	100%	100%
		LEP	N/A	No Test	99%	100%	100%	100%	100%
		Econ. Dis.	N/A	No Test	99%	100%	100%	100%	100%
		Special Ed.	N/A	No Test	99%	100%	100%	100%	100%
TAKS Math	Grade 11	OVERALL	N/A	No Test	92%	93%	94%	95%	96%
		African American	N/A	No Test	92%	93%	94%	95%	96%
		Hispanic	N/A	No Test	92%	93%	94%	95%	96%
		American Indian	N/A	No Test	92%	93%	94%	95%	96%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 11	Asian	N/A	No Test	92%	93%	94%	95%	96%
		White	N/A	No Test	92%	93%	94%	95%	96%
		LEP	N/A	No Test	92%	93%	94%	95%	96%
		Econ. Dis.	N/A	No Test	92%	93%	94%	95%	96%
		Special Ed.	N/A	No Test	92%	93%	94%	95%	96%
TAKS Science	Grade 11	OVERALL	N/A	No Test	95%	96%	97%	98%	99%
		African American	N/A	No Test	95%	96%	97%	98%	99%
		Hispanic	N/A	No Test	95%	96%	97%	98%	99%
		American Indian	N/A	No Test	95%	96%	97%	98%	99%
		Asian	N/A	No Test	95%	96%	97%	98%	99%
		White	N/A	No Test	95%	96%	97%	98%	99%
		LEP	N/A	No Test	95%	96%	97%	98%	99%
		Econ. Dis.	N/A	No Test	95%	96%	97%	98%	99%
		Special Ed.	N/A	No Test	95%	96%	97%	98%	99%
TAKS Social Studies	Grade 11	OVERALL	N/A	No Test	99%	100%	100%	100%	100%
		African American	N/A	No Test	99%	100%	100%	100%	100%
		Hispanic	N/A	No Test	99%	100%	100%	100%	100%
		American Indian	N/A	No Test	99%	100%	100%	100%	100%
		Asian	N/A	No Test	99%	100%	100%	100%	100%
		White	N/A	No Test	99%	100%	100%	100%	100%
		LEP	N/A	No Test	99%	100%	100%	100%	100%
		Econ. Dis.	N/A	No Test	99%	100%	100%	100%	100%
		Special Ed.	N/A	No Test	99%	100%	100%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - LUBBOCK 152805

*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 6 Reading	Grade 6	OVERALL	88%	89%	90%	91%	92%	93%	94%
		African American	83%	85%	87%	89%	91%	93%	94%
		Hispanic	89%	90%	91%	92%	93%	94%	95%
		American Indian	N/A	85%	87%	89%	91%	92%	93%
		Asian	N/A	85%	87%	89%	91%	92%	93%
		White	88%	89%	90%	91%	92%	93%	94%
		LEP	N/A	85%	87%	89%	91%	92%	93%
		Econ. Dis.	91%	92%	93%	93%	94%	95%	96%
		Special Ed.	N/A	85%	87%	89%	91%	92%	93%
Grade 6 Math	Grade 6	OVERALL	79%	82%	85%	88%	90%	91%	92%
		African American	83%	85%	87%	89%	90%	91%	92%
		Hispanic	75%	79%	83%	86%	89%	91%	92%
		American Indian	N/A	80%	83%	86%	89%	90%	91%
		Asian	N/A	80%	83%	86%	89%	90%	91%
		White	81%	83%	85%	87%	89%	90%	92%
		LEP	N/A	80%	83%	86%	89%	90%	91%
		Econ. Dis.	79%	82%	85%	88%	90%	91%	92%
		Special Ed.	N/A	80%	83%	86%	89%	90%	91%
Grade 7 Reading	Grade 7	OVERALL	95%	96%	97%	98%	99%	100%	100%
		African American	88%	90%	92%	94%	96%	98%	100%
		Hispanic	94%	95%	96%	97%	98%	99%	100%
		American Indian	N/A	89%	91%	93%	94%	95%	96%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
[illegible]	[illegible]	Asian	N/A	89%	91%	93%	94%	95%	96%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	89%	91%	93%	94%	95%	96%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	83%	86%	89%	92%	95%	96%	97%
Grade 7 Math	Grade 7	OVERALL	84%	86%	88%	90%	91%	92%	93%
		African American	75%	79%	82%	85%	88%	90%	91%
		Hispanic	89%	90%	91%	92%	92%	93%	94%
		American Indian	N/A	80%	83%	86%	89%	90%	91%
		Asian	N/A	80%	83%	86%	89%	90%	91%
		White	79%	82%	85%	88%	90%	91%	92%
		LEP	N/A	80%	83%	86%	89%	90%	91%
		Econ. Dis.	85%	87%	89%	90%	91%	92%	93%
		Special Ed.	33%	52%	71%	80%	86%	90%	91%
Grade 7 Writing	Grade 7	OVERALL	91%	92%	93%	94%	95%	96%	97%
		African American	88%	89%	90%	91%	92%	93%	94%
		Hispanic	91%	92%	93%	94%	95%	96%	97%
		American Indian	N/A	88%	89%	90%	91%	92%	93%
		Asian	N/A	88%	89%	90%	91%	92%	93%
		White	93%	94%	95%	96%	97%	98%	99%
		LEP	N/A	88%	89%	90%	91%	92%	93%
		Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
		Special Ed.	50%	64%	76%	84%	88%	90%	91%
		OVERALL	88%	89%	90%	91%	92%	93%	94%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Reading	Grade 8	African American	N/A	87%	89%	90%	91%	92%	93%
		Hispanic	86%	87%	88%	89%	90%	91%	92%
		American Indian	N/A	87%	89%	90%	91%	92%	93%
		Asian	N/A	87%	89%	90%	91%	92%	93%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	87%	89%	90%	91%	92%	93%
		Econ. Dis.	81%	83%	85%	87%	89%	91%	92%
		Special Ed.	N/A	87%	89%	90%	91%	92%	93%
Grade 8 Math	Grade 8	OVERALL	74%	79%	83%	87%	90%	91%	92%
		African American	N/A	78%	82%	86%	89%	90%	91%
		Hispanic	75%	79%	83%	87%	90%	91%	92%
		American Indian	N/A	78%	82%	86%	89%	90%	91%
		Asian	N/A	78%	82%	86%	89%	90%	91%
		White	80%	83%	86%	89%	81%	92%	93%
		LEP	N/A	78%	82%	86%	89%	90%	91%
		Econ. Dis.	69%	75%	80%	84%	88%	90%	91%
		Special Ed.	N/A	78%	82%	86%	89%	90%	91%
Grade 8 Social Studies	Grade 8	OVERALL	98%	99%	100%	100%	100%	100%	100%
		African American	N/A	97%	98%	99%	100%	100%	100%
		Hispanic	96%	97%	98%	99%	100%	100%	100%
		American Indian	N/A	97%	98%	99%	100%	100%	100%
		Asian	N/A	97%	98%	99%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	97%	98%	99%	100%	100%	100%
		Econ. Dis.	96%	97%	98%	99%	100%	100%	100%
		Special Ed.	N/A	97%	98%	99%	100%	100%	100%
Grade 8 Science	Grade 8	OVERALL	86%	87%	88%	89%	90%	91%	92%
		African American	N/A	86%	88%	89%	90%	91%	92%
		Hispanic	81%	83%	85%	87%	89%	90%	91%
		American Indian	N/A	86%	88%	89%	90%	91%	92%
		Asian	N/A	86%	88%	89%	90%	91%	92%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	86%	88%	89%	90%	91%	92%
		Econ. Dis.	81%	83%	85%	87%	89%	90%	91%
		Special Ed.	N/A	86%	88%	89%	90%	91%	92%
TAKS Reading	Grade 9	OVERALL	91%	92%	93%	94%	95%	96%	97%
		African American	N/A	89%	90%	90%	91%	92%	93%
		Hispanic	86%	87%	88%	89%	90%	91%	92%
		American Indian	N/A	89%	90%	90%	91%	92%	93%
		Asian	N/A	89%	90%	90%	91%	92%	93%
		White	N/A	89%	90%	90%	91%	92%	93%
		LEP	N/A	89%	90%	90%	91%	92%	93%
		Econ. Dis.	88%	89%	90%	91%	92%	93%	94%
		Special Ed.	N/A	89%	90%	90%	91%	92%	93%
		OVERALL	91%	92%	92%	93%	93%	94%	95%
		African American	N/A	88%	89%	90%	91%	92%	93%
		Hispanic	100%	100%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 9	American Indian	N/A	88%	89%	90%	91%	92%	93%
		Asian	N/A	88%	89%	90%	91%	92%	93%
		White	N/A	88%	89%	90%	91%	92%	93%
		LEP	N/A	88%	89%	90%	91%	92%	93%
		Econ. Dis.	88%	89%	90%	91%	92%	93%	94%
		Special Ed.	N/A	88%	89%	90%	91%	92%	93%
STAAR EOC Englih I Reading	Grade 9	OVERALL	N/A	63%	73%	82%	87%	90%	92%
		African American	N/A	N/A	74%	80%	86%	90%	91%
		Hispanic	N/A	65%	74%	82%	87%	90%	92%
		American Indian	N/A	N/A	74%	80%	86%	90%	91%
		Asian	N/A	N/A	74%	80%	86%	90%	91%
		White	N/A	67%	76%	82%	87%	90%	92%
		LEP	N/A	N/A	74%	80%	86%	90%	91%
		Econ. Dis.	N/A	63%	73%	82%	87%	90%	92%
		Special Ed.	N/A	N/A	74%	80%	86%	90%	91%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	40%	62%	73%	84%	90%	91%
		African American	N/A	N/A	60%	70%	80%	90%	91%
		Hispanic	N/A	35%	59%	71%	83%	90%	91%
		American Indian	N/A	N/A	60%	70%	80%	90%	91%
		Asian	N/A	N/A	60%	70%	80%	90%	91%
		White	N/A	40%	62%	73%	84%	90%	91%
		LEP	N/A	N/A	60%	70%	80%	90%	91%
		Econ. Dis.	N/A	44%	64%	74%	84%	90%	91%
		Special Ed.	N/A	N/A	60%	70%	80%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	46%	62%	77%	85%	90%	91%
		African American	N/A	N/A	60%	70%	80%	90%	91%
		Hispanic	N/A	38%	58%	74%	84%	90%	91%
		American Indian	N/A	N/A	60%	70%	80%	90%	91%
		Asian	N/A	N/A	60%	70%	80%	90%	91%
		White	N/A	60%	60%	70%	80%	90%	91%
		LEP	N/A	N/A	60%	70%	80%	90%	91%
		Econ. Dis.	N/A	40%	60%	75%	85%	90%	91%
		Special Ed.	N/A	N/A	60%	70%	80%	90%	91%
STAAR EOC Biology	Grade 9	OVERALL	N/A	82%	84%	86%	88%	90%	92%
		African American	N/A	N/A	82%	85%	88%	90%	91%
		Hispanic	N/A	76%	80%	83%	87%	90%	91%
		American Indian	N/A	N/A	82%	85%	88%	90%	91%
		Asian	N/A	N/A	82%	85%	88%	90%	91%
		White	N/A	93%	94%	95%	96%	97%	98%
		LEP	N/A	N/A	82%	85%	88%	90%	91%
		Econ. Dis.	N/A	76%	80%	83%	86%	90%	91%
		Special Ed.	N/A	N/A	82%	85%	88%	90%	91%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	69%	78%	82%	86%	90%	91%
		African American	N/A	N/A	77%	82%	87%	90%	91%
		Hispanic	N/A	72%	80%	84%	88%	90%	91%
		American Indian	N/A	N/A	77%	82%	87%	90%	91%
		Asian	N/A	N/A	77%	82%	87%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		White	N/A	71%	77%	82%	86%	90%	91%
		LEP	N/A	N/A	77%	82%	87%	90%	91%
		Econ. Dis.	N/A	67%	76%	82%	86%	90%	91%
		Special Ed.	N/A	N/A	77%	82%	87%	90%	91%
TAKS ELA	Grade 10	OVERALL	100%	92%	94%	96%	98%	100%	100%
		African American	N/A	N/A	92%	93%	94%	95%	96%
		Hispanic	100%	86%	90%	94%	98%	100%	100%
		American Indian	N/A	N/A	92%	93%	94%	95%	96%
		Asian	N/A	N/A	92%	93%	94%	95%	96%
		White	100%	N/A	96%	98%	100%	100%	100%
		LEP	N/A	N/A	92%	93%	94%	95%	96%
		Econ. Dis.	100%	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	N/A	92%	93%	94%	95%	96%
TAKS Math	Grade 10	OVERALL	67%	50%	67%	78%	85%	90%	92%
		African American	N/A	N/A	70%	80%	85%	90%	91%
		Hispanic	70%	38%	58%	78%	85%	90%	91%
		American Indian	N/A	N/A	70%	80%	85%	90%	91%
		Asian	N/A	N/A	70%	80%	85%	90%	91%
		White	67%	N/A	70%	80%	85%	90%	91%
		LEP	N/A	N/A	70%	80%	85%	90%	91%
		Econ. Dis.	73%	42%	58%	78%	85%	90%	91%
		Special Ed.	N/A	N/A	70%	80%	85%	90%	91%
		OVERALL	94%	64%	74%	84%	88%	90%	91%
		African American	N/A	N/A	74%	84%	88%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Science	Grade 10	Hispanic	90%	50%	69%	79%	85%	90%	91%
		American Indian	N/A	N/A	74%	84%	88%	90%	91%
		Asian	N/A	N/A	74%	84%	88%	90%	91%
		White	100%	N/A	74%	84%	88%	90%	91%
		LEP	N/A	N/A	74%	84%	88%	90%	91%
		Econ. Dis.	93%	58%	67%	77%	85%	90%	91%
		Special Ed.	N/A	N/A	74%	84%	88%	90%	91%
TAKS Social Studies	Grade 10	OVERALL	100%	79%	82%	85%	88%	90%	91%
		African American	N/A	N/A	78%	84%	88%	90%	91%
		Hispanic	100%	63%	72%	80%	88%	90%	91%
		American Indian	N/A	N/A	78%	84%	88%	90%	91%
		Asian	N/A	N/A	78%	84%	88%	90%	91%
		White	100%	N/A	78%	84%	88%	90%	91%
		LEP	N/A	N/A	78%	84%	88%	90%	91%
		Econ. Dis.	100%	75%	80%	84%	88%	90%	91%
		Special Ed.	N/A	N/A	78%	84%	88%	90%	91%
TAKS ELA	Grade 11	OVERALL	91%	86%	88%	90%	92%	94%	95%
		African American	N/A	N/A	86%	88%	90%	92%	93%
		Hispanic	89%	80%	84%	88%	90%	92%	94%
		American Indian	N/A	N/A	86%	88%	90%	92%	93%
		Asian	N/A	N/A	86%	88%	90%	92%	93%
		White	N/A	N/A	86%	88%	90%	92%	93%
		LEP	N/A	N/A	86%	88%	90%	92%	93%
		Econ. Dis.	88%	85%	87%	89%	91%	93%	95%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Special Ed.	N/A	N/A	86%	88%	90%	92%	93%
TAKS Math	Grade 11	OVERALL	90%	60%	70%	80%	90%	92%	94%
		African American	N/A	N/A	72%	80%	84%	90%	92%
		Hispanic	100%	60%	70%	80%	90%	92%	94%
		American Indian	N/A	N/A	72%	80%	84%	90%	92%
		Asian	N/A	N/A	72%	80%	84%	90%	92%
		White	N/A	N/A	72%	80%	84%	90%	92%
		LEP	N/A	N/A	72%	80%	84%	90%	92%
		Econ. Dis.	86%	57%	69%	79%	94%	90%	91%
		Special Ed.	N/A	N/A	72%	80%	84%	90%	92%
TAKS Science	Grade 11	OVERALL	89%	73%	78%	84%	88%	91%	93%
		African American	N/A	N/A	80%	83%	86%	90%	92%
		Hispanic	100%	60%	70%	80%	90%	95%	100%
		American Indian	N/A	N/A	80%	83%	86%	90%	92%
		Asian	N/A	N/A	80%	83%	86%	90%	92%
		White	N/A	N/A	80%	83%	86%	90%	92%
		LEP	N/A	N/A	80%	83%	86%	90%	92%
		Econ. Dis.	86%	71%	77%	84%	88%	91%	93%
		Special Ed.	N/A	N/A	80%	83%	86%	90%	92%
TAKS Social Studies	Grade 11	OVERALL	100%	93%	95%	97%	99%	100%	100%
		African American	N/A	N/A	95%	97%	99%	100%	100%
		Hispanic	100%	90%	93%	96%	99%	100%	100%
		American Indian	N/A	N/A	95%	97%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Social Studies	Grade 11	Asian	N/A	N/A	95%	97%	99%	100%	100%
		White	N/A	N/A	95%	97%	99%	100%	100%
		LEP	N/A	N/A	95%	97%	99%	100%	100%
		Econ. Dis.	100%	93%	95%	97%	99%	100%	100%
		Special Ed.	N/A	N/A	95%	97%	99%	100%	100%

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*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 6 Reading	Grade 6	OVERALL	93%	94%	95%	96%	97%	98%	99%
		African American	92%	93%	94%	95%	96%	97%	98%
		Hispanic	92%	93%	94%	95%	96%	97%	98%
		American Indian	N/A	89%	90%	91%	92%	93%	94%
		Asian	90%	91%	92%	93%	94%	95%	96%
		White	95%	96%	97%	98%	99%	99%	100%
		LEP	86%	87%	88%	89%	90%	91%	92%
		Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
		Special Ed.	83%	85%	87%	89%	90%	91%	92%
Grade 6 Math	Grade 6	OVERALL	88%	89%	90%	91%	92%	93%	94%
		African American	89%	90%	91%	92%	93%	94%	95%
		Hispanic	85%	86%	87%	88%	89%	90%	91%
		American Indian	N/A	87%	88%	89%	90%	91%	92%
		Asian	97%	98%	99%	100%	100%	100%	100%
		White	91%	92%	93%	94%	95%	96%	97%
		LEP	79%	82%	85%	88%	90%	91%	92%
		Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
		Special Ed.	42%	61%	72%	81%	85%	90%	91%
		OVERALL	95%	96%	96%	97%	97%	98%	99%
		African American	90%	91%	92%	93%	94%	95%	96%
		Hispanic	95%	96%	96%	97%	97%	98%	99%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	Grade 7	American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	95%	96%	96%	97%	97%	98%	99%
		White	97%	98%	99%	99%	100%	100%	100%
		LEP	40%	60%	70%	80%	90%	93%	95%
		Econ. Dis.	94%	96%	96%	97%	97%	98%	99%
		Special Ed.	83%	85%	87%	89%	91%	93%	95%
Grade 7 Math	Grade 7	OVERALL	92%	93%	94%	95%	96%	97%	98%
		African American	90%	91%	92%	93%	94%	95%	96%
		Hispanic	92%	93%	94%	95%	96%	97%	98%
		American Indian	N/A	89%	90%	91%	92%	93%	94%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	87%	88%	89%	90%	91%	92%	93%
		LEP	100%	100%	100%	100%	100%	100%	100%
		Econ. Dis.	91%	92%	93%	94%	95%	96%	97%
		Special Ed.	67%	74%	81%	88%	92%	93%	94%
Grade 7 Writing	Grade 7	OVERALL	98%	98%	99%	99%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	97%	98%	99%	99%	100%	100%	100%
		American Indian	N/A	91%	92%	93%	94%	95%	96%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	100%	100%	100%	100%	100%	100%	100%
		Econ. Dis.	98%	98%	99%	99%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 8 Reading	Grade 8	OVERALL	98%	98%	99%	99%	100%	100%	100%
		African American	92%	93%	94%	95%	96%	97%	98%
		Hispanic	98%	98%	99%	99%	100%	100%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	97%	98%	99%	100%	100%	100%	100%
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	96%	97%	98%	99%	100%	100%	100%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
Grade 8 Math	Grade 8	OVERALL	91%	92%	92%	93%	94%	95%	96%
		African American	85%	87%	89%	91%	92%	93%	94%
		Hispanic	91%	92%	92%	93%	93%	94%	95%
		American Indian	N/A	88%	89%	90%	91%	92%	93%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	92%	92%	92%	93%	93%	94%	95%
		LEP	N/A	88%	89%	90%	91%	92%	93%
		Econ. Dis.	91%	92%	92%	93%	93%	94%	95%
		Special Ed.	78%	82%	86%	90%	91%	92%	93%
Grade 8 Social Studies	Grade 8	OVERALL	97%	98%	99%	100%	100%	100%	100%
		African American	96%	97%	98%	99%	100%	100%	100%
		Hispanic	98%	99%	100%	100%	100%	100%	100%
		American Indian	N/A	90%	93%	96%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
~~Grade 8 Social Studies~~	~~Grade 8~~	Asian	100%	100%	100%	100%	100%	100%	100%
		White	94%	95%	96%	97%	98%	99%	100%
		LEP	N/A	90%	93%	96%	99%	100%	100%
		Econ. Dis.	97%	98%	99%	100%	100%	100%	100%
		Special Ed.	78%	82%	86%	90%	94%	98%	100%
Grade 8 Science	Grade 8	OVERALL	89%	90%	91%	92%	93%	94%	95%
		African American	81%	83%	85%	87%	89%	91%	92%
		Hispanic	90%	91%	92%	93%	94%	95%	96%
		American Indian	N/A	87%	88%	89%	90%	91%	92%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	86%	87%	88%	89%	90%	91%	92%
		LEP	N/A	87%	88%	89%	90%	91%	92%
		Econ. Dis.	85%	86%	87%	88%	89%	90%	91%
		Special Ed.	78%	81%	84%	87%	89%	90%	91%
TAKS Reading	Grade 9	OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	99%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	95%	97%	99%	100%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	95%	97%	99%	100%	100%	100%
		Econ. Dis.	99%	99%	100%	100%	100%	100%	100%
		Special Ed.	N/A	95%	97%	99%	100%	100%	100%
		OVERALL	94%	95%	96%	97%	98%	99%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 9	African American	79%	82%	85%	88%	91%	94%	97%
		Hispanic	99%	99%	100%	100%	100%	100%	100%
		American Indian	N/A	89%	92%	95%	98%	99%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	91%	93%	95%	97%	99%	100%	100%
		LEP	N/A	89%	92%	95%	98%	99%	100%
		Econ. Dis.	97%	98%	99%	100%	100%	100%	100%
		Special Ed.	N/A	89%	92%	95%	98%	99%	100%
STAAR EOC Engligh I Reading	Grade 9	OVERALL	N/A	77%	81%	85%	89%	91%	92%
		African American	N/A	59%	68%	79%	85%	90%	91%
		Hispanic	N/A	79%	81%	85%	89%	91%	92%
		American Indian	N/A	N/A	78%	83%	86%	90%	91%
		Asian	N/A	81%	83%	87%	89%	91%	92%
		White	N/A	79%	82%	85%	89%	91%	92%
		LEP	N/A	N/A	78%	83%	86%	90%	91%
		Econ. Dis.	N/A	76%	80%	85%	89%	91%	92%
		Special Ed.	N/A	N/A	78%	83%	86%	90%	91%
STAAR EOC Engligh I Writing	Grade 9	OVERALL	N/A	65%	74%	83%	89%	90%	91%
		African American	N/A	50%	60%	69%	80%	90%	91%
		Hispanic	N/A	67%	76%	84%	88%	90%	91%
		American Indian	N/A	N/A	74%	83%	89%	90%	91%
		Asian	N/A	76%	80%	83%	86%	90%	91%
		White	N/A	64%	73%	83%	89%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	N/A	74%	83%	89%	90%	91%
		Econ. Dis.	N/A	63%	72%	82%	89%	90%	91%
		Special Ed.	N/A	N/A	74%	83%	89%	90%	91%
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	90%	91%	92%	93%	94%	95%
		African American	N/A	88%	89%	90%	91%	92%	93%
		Hispanic	N/A	89%	90%	91%	92%	93%	94%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	N/A	95%	96%	97%	98%	99%	100%
		White	N/A	94%	95%	96%	97%	98%	99%
		LEP	N/A	N/A	88%	89%	90%	91%	92%
		Econ. Dis.	N/A	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	100%	97%	98%	99%	100%	100%
STAAR EOC Biology	Grade 9	OVERALL	N/A	93%	94%	95%	96%	97%	98%
		African American	N/A	91%	92%	93%	94%	95%	96%
		Hispanic	N/A	91%	92%	93%	94%	95%	96%
		American Indian	N/A	N/A	89%	90%	91%	92%	93%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	N/A	97%	98%	99%	100%	100%	100%
		LEP	N/A	N/A	89%	90%	91%	92%	93%
		Econ. Dis.	N/A	92%	93%	94%	95%	96%	97%
		Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
		OVERALL	N/A	93%	94%	95%	96%	97%	98%
		African American	N/A	91%	92%	93%	94%	95%	96%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC World Geography	Grade 9	Hispanic	N/A	91%	92%	93%	94%	95%	96%
		American Indian	N/A	N/A	89%	90%	91%	92%	93%
		Asian	N/A	94%	95%	96%	97%	98%	99%
		White	N/A	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	89%	90%	91%	92%	93%
		Econ. Dis.	N/A	93%	94%	95%	96%	97%	98%
		Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
TAKS ELA	Grade 10	OVERALL	96%	99%	99%	100%	100%	100%	100%
		African American	83%	100%	99%	100%	100%	100%	100%
		Hispanic	100%	99%	99%	100%	100%	100%	100%
		American Indian	N/A	N/A	91%	92%	93%	94%	95%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	91%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	91%	92%	93%	94%	95%
		Econ. Dis.	96%	99%	99%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	91%	92%	93%	94%	95%
TAKS Math	Grade 10	OVERALL	89%	90%	91%	92%	93%	94%	95%
		African American	100%	94%	96%	98%	99%	100%	100%
		Hispanic	88%	89%	90%	91%	92%	93%	94%
		American Indian	N/A	N/A	89%	90%	91%	92%	93%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	88%	89%	90%	91%	92%	93%
		LEP	N/A	N/A	89%	90%	91%	92%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Econ. Dis.	88%	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
TAKS Science	Grade 10	OVERALL	93%	86%	88%	90%	92%	94%	95%
		African American	100%	81%	89%	94%	97%	100%	100%
		Hispanic	92%	85%	88%	91%	93%	94%	95%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	91%	93%	96%	98%	100%	100%
		LEP	N/A	N/A	87%	88%	89%	90%	91%
		Econ. Dis.	89%	87%	88%	89%	90%	91%	92%
		Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
TAKS Social Studies	Grade 10	OVERALL	99%	99%	99%	100%	100%	100%	100%
		African American	83%	100%	100%	100%	100%	100%	100%
		Hispanic	100%	99%	99%	100%	100%	100%	100%
		American Indian	N/A	N/A	97%	98%	99%	100%	100%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	97%	98%	99%	100%	100%
		Econ. Dis.	98%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	97%	98%	99%	100%	100%
		OVERALL	98%	95%	96%	97%	98%	99%	100%
		African American	N/A	86%	88%	90%	92%	94%	96%
		Hispanic	97%	98%	98%	99%	99%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS ELA	Grade 11	American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	80%	83%	86%	89%	92%	95%
		White	100%	89%	91%	93%	95%	97%	99%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	100%	95%	96%	97%	98%	99%	100%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Math	Grade 11	OVERALL	100%	95%	97%	98%	99%	100%	100%
		African American	N/A	86%	88%	90%	92%	93%	94%
		Hispanic	100%	97%	98%	99%	100%	100%	100%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	80%	84%	88%	91%	93%	95%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	100%	93%	95%	97%	99%	100%	100%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Science	Grade 11	OVERALL	100%	96%	97%	98%	99%	100%	100%
		African American	N/A	86%	88%	90%	92%	94%	96%
		Hispanic	100%	97%	98%	99%	100%	100%	100%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	100%	95%	96%	97%	98%	99%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Social Studies	Grade 11	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	100%	100%	100%	100%	100%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	100%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	100%	100%	100%	100%	100%

LEA: HARMONY SCIENCE ACADEMY - AUSTIN 227816

*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) **TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).**	**Applicable Population**	**Subgroup**	**Baseline(s)**		**Target**				
			SY 2010-11	**SY 2011-12***	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 6 Reading	Grade 6	OVERALL	91%	92%	93%	94%	95%	96%	97%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	86%	87%	88%	89%	90%	91%	92%
		American Indian	N/A	87%	88%	89%	90%	91%	92%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	95%	96%	97%	98%	99%	100%	100%
		LEP	68%	75%	81%	84%	88%	90%	91%
		Econ. Dis.	90%	91%	92%	93%	94%	95%	96%
		Special Ed.	78%	82%	86%	88%	90%	91%	92%
Grade 6 Math	Grade 6	OVERALL	89%	90%	91%	92%	93%	94%	95%
		African American	95%	95%	96%	97%	98%	99%	100%
		Hispanic	85%	87%	88%	89%	90%	91%	92%
		American Indian	N/A	86%	87%	88%	89%	90%	91%
		Asian	98%	98%	99%	99%	100%	100%	100%
		White	91%	92%	93%	94%	95%	96%	97%
		LEP	78%	82%	85%	88%	89%	90%	91%
		Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
		Special Ed.	44%	63%	72%	81%	86%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	Grade 7	OVERALL	94%	95%	96%	97%	98%	99%	100%
		African American	90%	91%	92%	93%	94%	95%	96%
		Hispanic	92%	93%	94%	95%	96%	97%	98%
		American Indian	N/A	89%	90%	91%	92%	93%	94%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	83%						
		Econ. Dis.	92%	93%	94%	95%	96%	97%	98%
		Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 7 Math	Grade 7	OVERALL	93%	94%	95%	96%	97%	98%	99%
		African American	97%	98%	99%	100%	100%	100%	100%
		Hispanic	90%	91%	92%	93%	94%	95%	96%
		American Indian	N/A	89%	90%	91%	92%	93%	94%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	93%	93%	94%	95%	96%	97%	98%
		LEP	83%	85%	87%	89%	90%	91%	92%
		Econ. Dis.	89%	90%	91%	92%	93%	94%	95%
		Special Ed.	100%	96%	97%	98%	99%	100%	100%
		OVERALL	97%	97%	98%	99%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Writing	Grade 7	African American	100%	96%	97%	98%	99%	100%	100%
		Hispanic	95%	96%	97%	98%	99%	100%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	89%	90%	91%	92%	93%	94%	95%
		Econ. Dis.	95%	95%	96%	97%	98%	99%	100%
		Special Ed.	100%	96%	97%	98%	99%	100%	100%
Grade 8 Reading	Grade 8	OVERALL	96%	96%	97%	98%	99%	100%	100%
		African American	95%	96%	97%	98%	99%	100%	100%
		Hispanic	96%	97%	98%	99%	100%	100%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	93%	94%	95%	96%	97%	98%	99%
		White	98%	98%	99%	100%	100%	100%	100%
		LEP	50%	70%	80%	85%	89%	91%	92%
		Econ. Dis.	96%	96%	97%	98%	99%	100%	100%
		Special Ed.	78%	83%	86%	88%	90%	91%	92%
		OVERALL	88%	89%	90%	91%	92%	93%	94%
		African American	80%	82%	84%	86%	88%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Math	Grade 8	Hispanic	87%	88%	89%	90%	91%	92%	93%
		American Indian	N/A	87%	88%	89%	90%	91%	92%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	90%	91%	92%	93%	94%	95%	96%
		LEP	75%	79%	83%	87%	90%	91%	92%
		Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
		Special Ed.	56%	74%	80%	84%	88%	90%	91%
Grade 8 Social Studies	Grade 8	OVERALL	98%	98%	99%	99%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%
		Hispanic	97%	98%	99%	100%	100%	100%	100%
		American Indian	N/A	96%	97%	98%	99%	100%	100%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	88%	90%	92%	94%	96%	98%	100%
		Econ. Dis.	99%	99%	100%	100%	100%	100%	100%
		Special Ed.	100%	100%	100%	100%	100%	100%	100%
		OVERALL	89%	90%	91%	92%	93%	94%	95%
		African American	85%	87%	89%	90%	91%	92%	93%
		Hispanic	84%	86%	88%	90%	91%	92%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 8 Science	Grade 8	American Indian	N/A	86%	87%	88%	89%	90%	91%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	75%	81%	85%	88%	90%	91%	92%
		Econ. Dis.	86%	87%	88%	89%	90%	91%	92%
		Special Ed.	78%	82%	85%	88%	90%	91%	92%
TAKS Reading	Grade 9	OVERALL	96%	96%	97%	98%	99%	100%	100%
		African American	83%	85%	87%	89%	90%	91%	92%
		Hispanic	98%	98%	99%	99%	100%	100%	100%
		American Indian	N/A	87%	88%	89%	90%	91%	92%
		Asian	93%	94%	95%	96%	97%	98%	99%
		White	96%	97%	98%	99%	100%	100%	100%
		LEP	N/A	87%	88%	89%	90%	91%	92%
		Econ. Dis.	96%	96%	97%	98%	99%	100%	100%
		Special Ed.	75%	79%	83%	87%	89%	90%	91%
TAKS Math	Grade 9	OVERALL	87%	88%	89%	90%	91%	92%	93%
		African American	83%	85%	87%	88%	89%	90%	91%
		Hispanic	81%	83%	85%	87%	89%	90%	91%
		American Indian	N/A	88%	89%	90%	91%	92%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 9	Asian	88%	89%	90%	91%	92%	93%	94%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	88%	89%	90%	91%	92%	93%
		Econ. Dis.	82%	84%	86%	88%	89%	90%	91%
		Special Ed.	44%	63%	72%	81%	86%	90%	91%
STAAR EOC Engligh I Reading	Grade 9	OVERALL	N/A	82%	84%	86%	88%	90%	91%
		African American	N/A	93%	93%	94%	95%	96%	97%
		Hispanic	N/A	76%	80%	84%	88%	90%	91%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	N/A	92%	92%	93%	94%	95%	96%
		White	N/A	88%	89%	90%	91%	92%	93%
		LEP	N/A	N/A	87%	88%	89%	90%	91%
		Econ. Dis.	N/A	75%	79%	83%	87%	90%	91%
		Special Ed.	N/A	N/A	87%	88%	89%	90%	91%
STAAR EOC Engligh I Writing	Grade 9	OVERALL	N/A	61%	71%	80%	86%	90%	91%
		African American	N/A	71%	79%	84%	87%	90%	91%
		Hispanic	N/A	57%	75%	81%	87%	90%	91%
		American Indian	N/A	N/A	73%	81%	86%	90%	91%
		Asian	N/A	85%	87%	88%	89%	90%	91%
		White	N/A	58%	74%	81%	86%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	N/A	73%	81%	86%	90%	91%
		Econ. Dis.	N/A	55%	73%	80%	86%	90%	91%
		Special Ed.	N/A	N/A	73%	81%	86%	90%	91%
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	90%	90%	91%	92%	93%	94%
		African American	N/A	95%	95%	96%	97%	98%	99%
		Hispanic	N/A	84%	86%	88%	90%	91%	92%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	N/A	97%	98%	99%	100%	100%	100%
		White	N/A	98%	98%	99%	100%	100%	100%
		LEP	N/A	N/A	98%	99%	100%	100%	100%
		Econ. Dis.	N/A	87%	88%	89%	90%	91%	92%
		Special Ed.	N/A	100%	97%	98%	99%	100%	100%
STAAR EOC Biology	Grade 9	OVERALL	N/A	91%	92%	93%	94%	95%	96%
		African American	N/A	100%	97%	98%	99%	100%	100%
		Hispanic	N/A	86%	87%	88%	89%	90%	91%
		American Indian	N/A	N/A	88%	89%	90%	91%	92%
		Asian	N/A	100%	97%	98%	99%	100%	100%
		White	N/A	96%	96%	97%	98%	99%	100%
		LEP	N/A	N/A	88%	89%	90%	91%	92%
		Econ. Dis.	N/A	88%	89%	90%	91%	92%	93%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		Special Ed.	N/A	100%	97%	98%	99%	100%	100%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	92%	93%	94%	95%	96%	97%
		African American	N/A	93%	94%	95%	96%	97%	98%
		Hispanic	N/A	90%	91%	92%	93%	94%	95%
		American Indian	N/A	N/A	89%	90%	91%	92%	93%
		Asian	N/A	100%	100%	100%	100%	100%	100%
		White	N/A	94%	95%	96%	97%	98%	99%
		LEP	N/A	N/A	89%	90%	91%	92%	93%
		Econ. Dis.	N/A	91%	92%	93%	94%	95%	96%
		Special Ed.	N/A	60%	74%	82%	86%	90%	92%
TAKS ELA	Grade 10	OVERALL	94%	95%	96%	97%	98%	99%	100%
		African American	100%	89%	91%	94%	97%	100%	100%
		Hispanic	96%	98%	98%	99%	100%	100%	100%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	89%	94%	95%	96%	97%	98%	99%
		White	83%	92%	93%	94%	95%	96%	97%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	95%	98%	98%	99%	99%	100%	100%
		Special Ed.	N/A	80%	83%	86%	89%	91%	92%
		OVERALL	92%	84%	87%	90%	93%	94%	95%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 10	African American	100%	78%	84%	91%	95%	100%	100%
		Hispanic	96%	81%	87%	91%	94%	98%	99%
		American Indian	N/A	N/A	87%	88%	89%	90%	91%
		Asian	78%	88%	89%	90%	91%	92%	93%
		White	83%	88%	89%	90%	91%	92%	93%
		LEP	N/A	N/A	87%	88%	89%	90%	91%
		Econ. Dis.	95%	87%	88%	89%	90%	91%	92%
		Special Ed.	N/A	50%	70%	80%	90%	91%	92%
TAKS Science	Grade 10	OVERALL	91%	78%	83%	86%	90%	93%	94%
		African American	88%	67%	78%	83%	88%	90%	91%
		Hispanic	94%	75%	85%	90%	93%	95%	96%
		American Indian	N/A	N/A	85%	87%	89%	90%	91%
		Asian	78%	81%	84%	88%	90%	91%	92%
		White	92%	88%	90%	91%	92%	93%	94%
		LEP	N/A	N/A	85%	87%	89%	90%	91%
		Econ. Dis.	93%	73%	83%	89%	92%	94%	95%
		Special Ed.	N/A	33%	54%	69%	80%	90%	91%
		OVERALL	97%	99%	99%	100%	100%	100%	100%
		African American	100%	100%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Social Studies	Grade 10	Hispanic	98%	98%	99%	100%	100%	100%	100%
		American Indian	N/A	N/A	90%	92%	94%	96%	98%
		Asian	89%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	90%	92%	94%	96%	98%
		Econ. Dis.	98%	98%	99%	100%	100%	100%	100%
		Special Ed.	N/A	83%	87%	91%	95%	98%	99%
TAKS ELA	Grade 11	OVERALL	100%	96%	97%	98%	99%	100%	100%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	100%	97%	98%	99%	100%	100%	100%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	83%	85%	87%	89%	91%	93%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	100%	97%	98%	99%	100%	100%	100%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
		OVERALL	97%	98%	99%	100%	100%	100%	100%
		African American	N/A	89%	91%	93%	95%	97%	99%
		Hispanic	95%	100%	95%	96%	98%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Math	Grade 11	American Indian	N/A	N/A	92%	93%	94%	95%	96%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	92%	93%	94%	95%	96%
		Econ. Dis.	95%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	92%	93%	94%	95%	96%
TAKS Science	Grade 11	OVERALL	94%	98%	98%	99%	100%	100%	100%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	89%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	93%	94%	95%	96%	97%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	91%	93%	96%	98%	100%	100%
		LEP	N/A	N/A	93%	94%	95%	96%	97%
		Econ. Dis.	89%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	93%	94%	95%	96%	97%
TAKS Social Studies	Grade 11	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	100%	100%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	N/A	95%	97%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Social Studies	Grade 11	Asian	100%	100%	100%	100%	100%	100%	100%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	N/A	95%	97%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	95%	97%	100%	100%	100%

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*** Please note** that in the 2011-12 Baseline column, shaded cells represent **projected outcomes** based on previous annual growth.

Performance Measure (All applicants – c) **TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).**	**Applicable Population**	**Subgroup**	**Baseline(s)**		**Target**				
			SY 2010-11	**SY 2011-12***	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 6 Reading	Grade 6	OVERALL	95%	95%	96%	97%	98%	99%	100%
		African American	N/A	90%	91%	92%	93%	94%	95%
		Hispanic	95%	95%	96%	97%	98%	99%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	83%	85%	87%	89%	91%	92%	93%
		White	100%	100%	100%	100%	100%	100%	100%
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	94%	95%	96%	97%	98%	99%	100%
		Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 6 Math	Grade 6	OVERALL	85%	87%	89%	90%	91%	92%	93%
		African American	N/A	88%	89%	90%	91%	92%	93%
		Hispanic	84%	86%	88%	90%	91%	92%	93%
		American Indian	N/A	88%	89%	90%	91%	92%	93%
		Asian	100%	100%	100%	100%	100%	100%	100%
		White	80%	82%	84%	86%	88%	90%	91%
		LEP	N/A	88%	89%	90%	91%	92%	93%
		Econ. Dis.	84%	86%	88%	90%	91%	92%	93%
		Special Ed.	N/A	88%	89%	90%	91%	92%	93%
		OVERALL	98%	98%	99%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Reading	Grade 7	African American	N/A	91%	92%	93%	94%	95%	96%
		Hispanic	98%	98%	99%	100%	101%	102%	103%
		American Indian	N/A	91%	92%	93%	94%	95%	96%
		Asian	N/A	91%	92%	93%	94%	95%	96%
		White	N/A	91%	92%	93%	94%	95%	96%
		LEP	N/A	91%	92%	93%	94%	95%	96%
		Econ. Dis.	97%	98%	99%	100%	100%	100%	100%
		Special Ed.	N/A	91%	92%	93%	94%	95%	96%
Grade 7 Math	Grade 7	OVERALL	89%	90%	91%	92%	93%	94%	95%
		African American	N/A	87%	88%	89%	90%	91%	92%
		Hispanic	88%	89%	90%	91%	92%	93%	94%
		American Indian	N/A	87%	88%	89%	90%	91%	92%
		Asian	N/A	87%	88%	89%	90%	91%	92%
		White	N/A	87%	88%	89%	90%	91%	92%
		LEP	N/A	87%	88%	89%	90%	91%	92%
		Econ. Dis.	83%	85%	87%	89%	90%	91%	92%
		Special Ed.	N/A	87%	88%	89%	90%	91%	92%
		OVERALL	99%	99%	100%	100%	100%	100%	100%
		African American	N/A	95%	96%	97%	98%	99%	100%
		Hispanic	99%	99%	100%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 7 Writing	Grade 7	American Indian	N/A	95%	96%	97%	98%	99%	100%
		Asian	N/A	95%	96%	97%	98%	99%	100%
		White	N/A	95%	96%	97%	98%	99%	100%
		LEP	N/A	95%	96%	97%	98%	99%	100%
		Econ. Dis.	98%	99%	100%	100%	100%	100%	100%
		Special Ed.	N/A	95%	96%	97%	98%	99%	100%
Grade 8 Reading	Grade 8	OVERALL	98%	98%	99%	100%	100%	100%	100%
		African American	N/A	92%	93%	94%	95%	96%	97%
		Hispanic	98%	98%	99%	100%	100%	100%	100%
		American Indian	N/A	92%	93%	94%	95%	96%	97%
		Asian	N/A	92%	93%	94%	95%	96%	97%
		White	N/A	92%	93%	94%	95%	96%	97%
		LEP	N/A	92%	93%	94%	95%	96%	97%
		Econ. Dis.	100%	98%	99%	100%	100%	100%	100%
		Special Ed.	N/A	92%	93%	94%	95%	96%	97%
Grade 8 Math	Grade 8	OVERALL	95%	95%	96%	97%	98%	99%	100%
		African American	N/A	90%	91%	92%	93%	94%	95%
		Hispanic	95%	95%	96%	97%	98%	99%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	N/A	90%	91%	92%	93%	94%	95%
		White	N/A	90%	91%	92%	93%	94%	95%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	100%	96%	97%	98%	99%	100%	101%
		Special Ed.	N/A	90%	91%	92%	93%	94%	95%
Grade 8 Social Studies	Grade 8	OVERALL	100%	100%	100%	100%	100%	100%	100%
		African American	N/A	96%	98%	100%	100%	100%	100%
		Hispanic	100%	100%	100%	100%	100%	100%	100%
		American Indian	N/A	96%	98%	100%	100%	100%	100%
		Asian	N/A	96%	98%	100%	100%	100%	100%
		White	N/A	96%	98%	100%	100%	100%	100%
		LEP	N/A	96%	98%	100%	100%	100%	100%
		Econ. Dis.	100%	100%	100%	100%	100%	100%	100%
		Special Ed.	N/A	96%	98%	100%	100%	100%	100%
Grade 8 Science	Grade 8	OVERALL	92%	92%	93%	94%	95%	96%	97%
		African American	N/A	88%	89%	90%	91%	92%	93%
		Hispanic	93%	93%	94%	95%	96%	97%	98%
		American Indian	N/A	88%	89%	90%	91%	92%	93%
		Asian	N/A	88%	89%	90%	91%	92%	93%
		White	N/A	88%	89%	90%	91%	92%	93%
		LEP	N/A	88%	89%	90%	91%	92%	93%
		Econ. Dis.	94%	94%	95%	96%	97%	98%	99%
		Special Ed.	N/A	88%	89%	90%	91%	92%	93%
		OVERALL	95%	95%	96%	97%	98%	99%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Reading	Grade 9	African American	N/A	90%	91%	92%	93%	94%	95%
		Hispanic	95%	95%	96%	97%	98%	99%	100%
		American Indian	N/A	90%	91%	92%	93%	94%	95%
		Asian	N/A	90%	91%	92%	93%	94%	95%
		White	N/A	90%	91%	92%	93%	94%	95%
		LEP	N/A	90%	91%	92%	93%	94%	95%
		Econ. Dis.	97%	97%	98%	98%	99%	99%	100%
		Special Ed.	N/A	90%	91%	92%	93%	94%	95%
TAKS Math	Grade 9	OVERALL	92%	92%	93%	94%	95%	96%	97%
		African American	N/A	89%	90%	91%	92%	93%	94%
		Hispanic	92%	92%	93%	94%	95%	96%	97%
		American Indian	N/A	89%	90%	91%	92%	93%	94%
		Asian	N/A	89%	90%	91%	92%	93%	94%
		White	N/A	89%	90%	91%	92%	93%	94%
		LEP	N/A	89%	90%	91%	92%	93%	94%
		Econ. Dis.	94%	94%	95%	96%	97%	98%	99%
		Special Ed.	N/A	89%	90%	91%	92%	93%	94%
		OVERALL	N/A	82%	84%	86%	88%	90%	92%
		African American	N/A	N/A	85%	87%	89%	90%	91%
		Hispanic	N/A	80%	83%	86%	89%	90%	91%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR EOC Englih I Reading	Grade 9	American Indian	N/A	N/A	85%	87%	89%	90%	91%
		Asian	N/A	N/A	85%	87%	89%	90%	91%
		White	N/A	N/A	85%	87%	89%	90%	91%
		LEP	N/A	N/A	85%	87%	89%	90%	91%
		Econ. Dis.	N/A	75%	81%	85%	88%	90%	91%
		Special Ed.	N/A	N/A	85%	87%	89%	90%	91%
STAAR EOC Englih I Writing	Grade 9	OVERALL	N/A	69%	78%	83%	88%	90%	91%
		African American	N/A	N/A	80%	84%	87%	90%	91%
		Hispanic	N/A	67%	77%	82%	88%	90%	91%
		American Indian	N/A	N/A	80%	84%	87%	90%	91%
		Asian	N/A	N/A	80%	84%	87%	90%	91%
		White	N/A	N/A	80%	84%	87%	90%	91%
		LEP	N/A	N/A	80%	84%	87%	90%	91%
		Econ. Dis.	N/A	64%	73%	80%	87%	90%	91%
		Special Ed.	N/A	N/A	80%	84%	87%	90%	91%
STAAR EOC Algebra I	Grade 9	OVERALL	N/A	78%	82%	86%	88%	90%	91%
		African American	N/A	N/A	80%	84%	87%	90%	91%
		Hispanic	N/A	75%	80%	83%	87%	90%	91%
		American Indian	N/A	N/A	80%	84%	87%	90%	91%
		Asian	N/A	100%	94%	96%	98%	100%	100%
		White	N/A	100%	94%	96%	98%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	60%	73%	81%	86%	90%	91%
		Econ. Dis.	N/A	67%	71%	80%	85%	90%	91%
		Special Ed.	N/A	N/A	80%	84%	87%	90%	91%
STAAR EOC Biology	Grade 9	OVERALL	N/A	94%	94%	95%	96%	97%	98%
		African American	N/A	N/A	89%	90%	91%	92%	93%
		Hispanic	N/A	93%	93%	94%	95%	96%	97%
		American Indian	N/A	N/A	89%	90%	91%	92%	93%
		Asian	N/A	N/A	89%	90%	91%	92%	93%
		White	N/A	N/A	89%	90%	91%	92%	93%
		LEP	N/A	N/A	89%	90%	91%	92%	93%
		Econ. Dis.	N/A	89%	90%	91%	92%	93%	94%
		Special Ed.	N/A	N/A	89%	90%	91%	92%	93%
STAAR EOC World Geography	Grade 9	OVERALL	N/A	100%	96%	98%	100%	100%	100%
		African American	N/A	N/A	96%	97%	98%	99%	100%
		Hispanic	N/A	100%	96%	98%	100%	100%	100%
		American Indian	N/A	N/A	96%	97%	98%	99%	100%
		Asian	N/A	N/A	96%	97%	98%	99%	100%
		White	N/A	N/A	96%	97%	98%	99%	100%
		LEP	N/A	N/A	96%	97%	98%	99%	100%
		Econ. Dis.	N/A	100%	96%	98%	100%	100%	100%
		Special Ed.	N/A	N/A	96%	97%	98%	99%	100%
		OVERALL	92%	84%	87%	90%	92%	93%	94%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS ELA	Grade 10	African American	N/A	N/A	88%	90%	91%	92%	93%
		Hispanic	92%	83%	87%	90%	92%	93%	94%
		American Indian	N/A	N/A	88%	90%	91%	92%	93%
		Asian	N/A	N/A	88%	90%	91%	92%	93%
		White	N/A	N/A	88%	90%	91%	92%	93%
		LEP	N/A	N/A	88%	90%	91%	92%	93%
		Econ. Dis.	89%	81%	83%	87%	89%	90%	91%
		Special Ed.	N/A	N/A	88%	90%	91%	92%	93%
TAKS Math	Grade 10	OVERALL	96%	90%	92%	94%	96%	97%	98%
		African American	N/A	N/A	90%	91%	92%	93%	94%
		Hispanic	96%	90%	92%	94%	96%	97%	98%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	N/A	90%	91%	92%	93%	94%
		White	N/A	N/A	90%	91%	92%	93%	94%
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	94%	88%	90%	92%	94%	95%	96%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
		OVERALL	96%	100%	97%	98%	99%	100%	101%
		African American	N/A	N/A	91%	92%	93%	94%	95%
		Hispanic	96%	100%	97%	98%	99%	100%	101%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Science	Grade 10	American Indian	N/A	N/A	91%	92%	93%	94%	95%
		Asian	N/A	N/A	91%	92%	93%	94%	95%
		White	N/A	N/A	91%	92%	93%	94%	95%
		LEP	N/A	N/A	91%	92%	93%	94%	95%
		Econ. Dis.	94%	100%	97%	98%	99%	100%	101%
		Special Ed.	N/A	N/A	91%	92%	93%	94%	95%
TAKS Social Studies	Grade 10	OVERALL	100%	84%	88%	92%	97%	100%	100%
		African American	N/A	N/A	90%	94%	97%	100%	100%
		Hispanic	100%	83%	88%	92%	97%	100%	100%
		American Indian	N/A	N/A	90%	94%	97%	100%	100%
		Asian	N/A	N/A	90%	94%	97%	100%	100%
		White	N/A	N/A	90%	94%	97%	100%	100%
		LEP	N/A	N/A	90%	94%	97%	100%	100%
		Econ. Dis.	100%	89%	92%	95%	98%	100%	100%
		Special Ed.	N/A	N/A	90%	94%	97%	100%	100%
TAKS ELA	Grade 11	OVERALL	N/A	89%	91%	92%	93%	94%	95%
		African American	N/A	N/A	90%	91%	92%	93%	94%
		Hispanic	N/A	88%	91%	92%	93%	94%	95%
		American Indian	N/A	N/A	90%	91%	92%	93%	94%
		Asian	N/A	N/A	90%	91%	92%	93%	94%
		White	N/A	N/A	90%	91%	92%	93%	94%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
		LEP	N/A	N/A	90%	91%	92%	93%	94%
		Econ. Dis.	N/A	82%	85%	88%	91%	93%	95%
		Special Ed.	N/A	N/A	90%	91%	92%	93%	94%
TAKS Math	Grade 11	OVERALL	N/A	100%	96%	98%	100%	100%	100%
		African American	N/A	N/A	92%	94%	96%	98%	100%
		Hispanic	N/A	100%	96%	98%	100%	100%	100%
		American Indian	N/A	N/A	92%	94%	96%	98%	100%
		Asian	N/A	N/A	92%	94%	96%	98%	100%
		White	N/A	N/A	92%	94%	96%	98%	100%
		LEP	N/A	N/A	92%	94%	96%	98%	100%
		Econ. Dis.	N/A	100%	96%	98%	100%	100%	100%
		Special Ed.	N/A	N/A	92%	94%	96%	98%	100%
TAKS Science	Grade 11	OVERALL	N/A	100%	96%	98%	100%	100%	100%
		African American	N/A	N/A	92%	94%	96%	98%	100%
		Hispanic	N/A	100%	96%	98%	100%	100%	100%
		American Indian	N/A	N/A	92%	94%	96%	98%	100%
		Asian	N/A	N/A	92%	94%	96%	98%	100%
		White	N/A	N/A	92%	94%	96%	98%	100%
		LEP	N/A	N/A	92%	94%	96%	98%	100%
		Econ. Dis.	N/A	100%	96%	98%	100%	100%	100%
		Special Ed.	N/A	N/A	92%	94%	96%	98%	100%
		OVERALL	N/A	100%	98%	100%	100%	100%	100%

Performance Measure (All applicants – c) TAKS/EOC Summative testing results representing % passing (for TAKS) or % of students with satisfactory academic performance (for STAAR EOCs).	Applicable Population	Subgroup	Baseline(s)		Target				
			SY 2010-11	SY 2011-12*	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
TAKS Social Studies	Grade 11	African American	N/A	N/A	94%	96%	98%	100%	100%
		Hispanic	N/A	100%	98%	100%	100%	100%	100%
		American Indian	N/A	N/A	94%	96%	98%	100%	100%
		Asian	N/A	N/A	94%	96%	98%	100%	100%
		White	N/A	N/A	94%	96%	98%	100%	100%
		LEP	N/A	N/A	94%	96%	98%	100%	100%
		Econ. Dis.	N/A	100%	98%	100%	100%	100%	100%
		Special Ed.	N/A	N/A	94%	96%	98%	100%	100%

(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8

Performance Measure (Grades 4-8 – a)		Applicable Population: 6-8 (All participating students), subject-area specified below												
		Baseline SY 2010-2011 (data not yet available for SY 2011-12)			Target									
					SY 2012-13	SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	J	K	L	M	N	O	P	Q	R
On-track Indicator	Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
Grade 6 Reading	OVERALL	2,025	2,186	93%	2,568	2,940	3,000	98%	3,000	3,000	100%	3,550	3,550	100%
	African American	251	330	76%	2,240	2,820	3,000	94%	3,000	3,000	100%	3,550	3,550	100%
	Hispanic	1,036	1,146	90%	2,541	2,940	3,000	98%	3,000	3,000	100%	3,550	3,550	100%
	American Indian	6	8	75%	2,240	2,850	3,000	95%	3,000	3,000	100%	3,550	3,550	100%
	Asian	304	321	95%	2,623	2,970	3,000	99%	3,000	3,000	100%	3,550	3,550	100%
	White	360	381	94%	2,623	2,970	3,000	99%	3,000	3,000	100%	3,550	3,550	100%
	LEP	100	150	67%	2,049	2,760	3,000	92%	3,000	3,000	100%	3,550	3,550	100%
	Econ. Dis.	1,132	1,247	91%	2,541	2,940	3,000	98%	3,000	3,000	100%	3,550	3,550	100%
	Special Ed.	50	71	70%	2,131	2,760	3,000	92%	3,000	3,000	100%	3,550	3,550	100%
Grade 6 Math	OVERALL	1,871	2,186	86%	2,459	2,910	3,000	97%	3,000	3,000	100%	3,550	3,550	100%
	African American	232	330	70%	2,131	2,760	3,000	92%	3,000	3,000	100%	3,550	3,550	100%
	Hispanic	930	1,146	81%	2,322	2,850	3,000	95%	3,000	3,000	100%	3,550	3,550	100%
	American Indian	6	8	75%	2,240	2,850	3,000	95%	3,000	3,000	100%	3,550	3,550	100%
	Asian	310	321	97%	2,650	2,970	3,000	99%	3,000	3,000	100%	3,550	3,550	100%
	White	335	381	88%	2,486	2,910	3,000	97%	3,000	3,000	100%	3,550	3,550	100%
	LEP	99	150	66%	2,022	2,730	3,000	91%	3,000	3,000	100%	3,550	3,550	100%
	Econ. Dis.	1,035	1,247	83%	2,377	2,880	3,000	96%	3,000	3,000	100%	3,550	3,550	100%
	Special Ed.	36	71	51%	1,748	2,670	3,000	89%	3,000	3,000	100%	3,550	3,550	100%
Grade 7 Reading	OVERALL	1,801	1,905	95%	2,605	3,094	3,125	99%	3,150	3,150	100%	3,200	3,200	100%
	African American	247	302	82%	2,361	3,000	3,125	96%	3,150	3,150	100%	3,200	3,200	100%
	Hispanic	919	994	92%	2,551	3,063	3,125	98%	3,150	3,150	100%	3,200	3,200	100%
	American Indian	7	7	100%	1,330	2,656	3,125	85%	3,150	3,150	100%	3,200	3,200	100%
	Asian	224	262	86%	2,443	3,031	3,125	97%	3,150	3,150	100%	3,200	3,200	100%
	White	258	340	76%	2,225	2,938	3,125	94%	3,150	3,150	100%	3,200	3,200	100%
	LEP	67	116	58%	1,873	2,813	3,125	90%	3,150	3,150	100%	3,200	3,200	100%
	Econ. Dis.	1,051	1,123	94%	2,605	3,094	3,125	99%	3,150	3,150	100%	3,200	3,200	100%
	Special Ed.	45	61	73%	2,144	2,906	3,125	93%	3,150	3,150	100%	3,200	3,200	100%
	OVERALL	1,743	1,905	91%	2,524	3,063	3,125	98%	3,150	3,150	100%	3,200	3,200	100%
	African American	231	302	77%	2,225	2,938	3,125	94%	3,150	3,150	100%	3,200	3,200	100%
	Hispanic	900	994	91%	2,524	3,063	3,125	98%	3,150	3,150	100%	3,200	3,200	100%

Performance Measure (Grades 4-8 – a)		Applicable Population: 6-8 (All participating students), subject-area specified below												
		Baseline SY 2010-2011 (data not yet available for SY 2011-12)			Target									
					SY 2012-13	SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	J	K	L	M	N	O	P	Q	R
On-track Indicator	Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
Grade 7 Math	American Indian	7	7	100%	2,388	3,000	3,125	96%	3,150	3,150	100%	3,200	3,200	100%
	Asian	228	262	87%	2,443	3,031	3,125	97%	3,150	3,150	100%	3,200	3,200	100%
	White	239	340	70%	2,117	2,875	3,125	92%	3,150	3,150	100%	3,200	3,200	100%
	LEP	74	116	63%	1,981	2,844	3,125	91%	3,150	3,150	100%	3,200	3,200	100%
	Econ. Dis.	1,006	1,123	90%	2,524	3,063	3,125	98%	3,150	3,150	100%	3,200	3,200	100%
	Special Ed.	39	61	64%	1,981	2,844	3,125	91%	3,150	3,150	100%	3,200	3,200	100%
Grade 7 Writing	OVERALL	1,857	1,905	98%	2,687	3,125	3,125	100%	3,150	3,150	100%	3,200	3,200	100%
	African American	254	302	84%	2,388	3,000	3,125	96%	3,150	3,150	100%	3,200	3,200	100%
	Hispanic	963	994	97%	2,633	3,094	3,125	99%	3,150	3,150	100%	3,200	3,200	100%
	American Indian	6	7	86%	2,714	3,125	3,125	100%	3,150	3,150	100%	3,200	3,200	100%
	Asian	229	262	87%	2,443	3,031	3,125	97%	3,150	3,150	100%	3,200	3,200	100%
	White	258	340	76%	2,225	2,938	3,125	94%	3,150	3,150	100%	3,200	3,200	100%
	LEP	89	116	77%	2,225	2,938	3,125	94%	3,150	3,150	100%	3,200	3,200	100%
	Econ. Dis.	1,085	1,123	97%	2,633	3,094	3,125	99%	3,150	3,150	100%	3,200	3,200	100%
	Special Ed.	41	61	67%	2,036	2,875	3,125	92%	3,150	3,150	100%	3,200	3,200	100%
Grade 8 Reading	OVERALL	1,483	1,540	96%	2,402	2,945	2,975	99%	3,175	3,175	100%	3,200	3,200	100%
	African American	160	206	78%	2,080	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	Hispanic	801	832	96%	2,402	2,945	2,975	99%	3,175	3,175	100%	3,200	3,200	100%
	American Indian	6	6	100%	1,659	2,678	2,975	90%	3,175	3,175	100%	3,200	3,200	100%
	Asian	164	209	78%	2,080	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	White	222	287	77%	2,030	2,797	2,975	94%	3,175	3,175	100%	3,200	3,200	100%
	LEP	16	62	26%	1,114	2,469	2,975	83%	3,175	3,175	100%	3,200	3,200	100%
	Econ. Dis.	821	862	95%	2,377	2,945	2,975	99%	3,175	3,175	100%	3,200	3,200	100%
	Special Ed.	42	64	65%	1,832	2,707	2,975	91%	3,175	3,175	100%	3,200	3,200	100%
Grade 8 Math	OVERALL	1,382	1,540	90%	2,303	2,916	2,975	98%	3,175	3,175	100%	3,200	3,200	100%
	African American	138	206	67%	1,857	2,737	2,975	92%	3,175	3,175	100%	3,200	3,200	100%
	Hispanic	740	832	89%	2,253	2,886	2,975	97%	3,175	3,175	100%	3,200	3,200	100%
	American Indian	4	6	67%	2,030	2,797	2,975	94%	3,175	3,175	100%	3,200	3,200	100%
	Asian	164	209	78%	2,080	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	White	207	287	72%	1,956	2,767	2,975	93%	3,175	3,175	100%	3,200	3,200	100%
	LEP	28	62	45%	1,461	2,588	2,975	87%	3,175	3,175	100%	3,200	3,200	100%

Performance Measure (Grades 4-8 – a)					Applicable Population: 6-8 (All participating students), subject-area specified below								
		Baseline SY 2010-2011 (data not yet available for SY 2011-12)			Target								
					SY 2012-13	SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	J	K	L	M	N	O	P	Q	R
On-track Indicator	Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
	Econ. Dis.	751	862	87%	2,228	2,886	2,975	97%	3,175	3,175	100%	3,200	3,200	100%
	Special Ed.	31	64	48%	1,510	2,588	2,975	87%	3,175	3,175	100%	3,200	3,200	100%
Grade 8 Social Studies	OVERALL	1,524	1,540	99%	2,451	2,975	2,975	100%	3,175	3,175	100%	3,200	3,200	100%
	African American	165	206	80%	2,105	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	Hispanic	825	832	99%	2,451	2,975	2,975	100%	3,175	3,175	100%	3,200	3,200	100%
	American Indian	5	6	83%	2,030	2,797	2,975	94%	3,175	3,175	100%	3,200	3,200	100%
	Asian	170	209	81%	2,105	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	White	224	287	78%	2,080	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	LEP	36	62	57%	1,684	2,678	2,975	90%	3,175	3,175	100%	3,200	3,200	100%
	Econ. Dis.	853	862	99%	2,451	2,975	2,975	100%	3,175	3,175	100%	3,200	3,200	100%
	Special Ed.	44	64	69%	1,907	2,737	2,975	92%	3,175	3,175	100%	3,200	3,200	100%
Grade 8 Science	OVERALL	1,367	1,540	89%	2,253	2,886	2,975	97%	3,175	3,175	100%	3,200	3,200	100%
	African American	143	206	69%	1,907	2,737	2,975	92%	3,175	3,175	100%	3,200	3,200	100%
	Hispanic	720	832	87%	2,228	2,886	2,975	97%	3,175	3,175	100%	3,200	3,200	100%
	American Indian	5	6	83%	2,402	2,945	2,975	99%	3,175	3,175	100%	3,200	3,200	100%
	Asian	161	209	77%	2,030	2,797	2,975	94%	3,175	3,175	100%	3,200	3,200	100%
	White	214	287	75%	2,030	2,826	2,975	95%	3,175	3,175	100%	3,200	3,200	100%
	LEP	19	62	31%	1,213	2,529	2,975	85%	3,175	3,175	100%	3,200	3,200	100%
	Econ. Dis.	735	862	85%	2,179	2,856	2,975	96%	3,175	3,175	100%	3,200	3,200	100%
	Special Ed.	35	64	55%	1,659	2,678	2,975	90%	3,175	3,175	100%	3,200	3,200	100%

Leading indicators:

State Summative Assessments: See Table: All applicants - c (One set of leading indicators is our students' scores on the state summative assessments. Our baseline data and targets for these assessments are included in section (E)(3) Performance Measures - required for all applicants, Table: All applicants - c. Additional leading indicators are included below.)

Performance Measure (Grades 4-8 –b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline SY 2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of Students to Participate in Science Competitions (no baseline data because past participation not tracked)	Grades 6-8	All participating students	NA	70%	78%	86%	93%	100%
		African American	NA	70%	78%	86%	93%	100%
		Hispanic	NA	70%	78%	86%	93%	100%
		Asian	NA	70%	78%	86%	93%	100%
		White	NA	70%	78%	86%	93%	100%
		LEP	NA	60%	68%	76%	84%	90%
		Econ. Dis.	NA	70%	78%	86%	93%	100%
		Special Ed.	NA	50%	60%	70%	80%	90%
% of Students to win awards in Science Competition (no baseline data because past participation not tracked)	Grades 6-8	All participating students	NA	30%	36%	42%	48%	54%
		African American	NA	30%	36%	42%	48%	54%
		Hispanic	NA	30%	36%	42%	48%	54%
		Asian	NA	30%	36%	42%	48%	54%
		White	NA	30%	36%	42%	48%	54%

Performance Measure (Grades 4-8 –b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline SY 2011-2012**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
		LEP	NA	19%	27%	35%	43%	51%
		Econ. Dis.	NA	30%	36%	42%	48%	54%
		Special Ed.	NA	20%	30%	40%	48%	54%
% of Students who complete a Project-Based Learning Project (rolling out to three schools in SY 2012-2013; target based on students in those participating schools, not on total system-wide participating studetns; targets for following years based on system-wide rollout) (new iniative for SY 2012-2013)	Grades 6-8	All participating students	0%	0%	75%	82%	91%	100%
		African American	0%	0%	75%	82%	91%	100%
		Hispanic	0%	0%	75%	82%	91%	100%
		Asian	0%	0%	75%	82%	91%	100%
		White	0%	0%	75%	82%	91%	100%
		LEP	0%	0%	75%	82%	91%	100%
		Econ. Dis.	0%	0%	75%	82%	91%	100%
		Special Ed.	0%	0%	70%	78%	89%	100%

Social-Emotional Measures (Grades 4-8 - c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline SY 2011-2012**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Attendance Attendance rates are based on student attendance for the entire school year.. total number of days students were present / total number of days students were in membership	Grades 6-8	All participating students	96.73%	96.90%	97.20%	97.40%	97.60%	97.80%
		African American	95.91%	96.30%	96.70%	97.10%	97.50%	97.80%
		Hispanic	96.80%	96.90%	97.20%	97.40%	97.60%	97.80%
		Asian	97.96%	98.00%	98.10%	98.20%	98.30%	98.40%
		White	95.91%	96.30%	96.70%	97.10%	97.50%	97.60%
		LEP	97.24%	97.40%	97.50%	97.60%	97.70%	97.80%
		Econ. Dis.	96.60%	96.90%	97.10%	97.30%	97.50%	97.70%
		Special Ed.	95.34%	95.90%	96.40%	96.90%	97.50%	97.50%
# of Disciplinary Incidents Total Days of Out of School Suspensions	Grades 6-8	All participating students	1,323	1,123	923	823	723	623
		African American	377	277	230	200	180	170
		Hispanic	693	593	493	400	370	350
		Asian	59	50	43	37	33	30
		White	192	142	119	100	90	80
		LEP	155	121	102	95	85	75
		Econ. Dis.	989	769	690	590	500	450
		Special Ed.	97	80	70	60	50	40

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.	**Applicable Population**: Grade 12 only

	Baseline SY 2011-2012			**Target**												
				SY 2012-13			**SY 2013-14**	**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	B	C	D	E	F	I	J	K	L	M	N	O	P	Q	R
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All participating students (SENIORS ONLY)	284	299	95%	462	481	96%	97%	1,292	1,318	98%	1,745	1,763	99%	2,181	2,181	100%
African American	34	35	97%	91	93	98%	99%	254	254	100%	340	340	100%	421	421	100%
Hispanic	143	151	95%	207	216	96%	97%	580	592	98%	784	792	99%	979	979	100%
Native American	1	1	100%	2	2	100%	100%	5	5	100%	7	7	100%	9	9	100%
Asian	45	47	96%	76	78	97%	98%	211	214	99%	286	286	100%	353	353	100%
White	61	65	94%	89	92	96%	98%	251	253	99%	338	338	100%	419	419	100%
LEP	8	9	89%	61	66	92%	94%	175	182	96%	238	243	98%	301	301	100%
Econ Disadvantaged	189	199	95%	263	274	96%	97%	736	751	98%	995	1,005	99%	1,243	1,243	100%
Special Ed	8	9	89%	14	15	92%	94%	39	41	96%	54	55	98%	68	68	100%

Performance Measure (Grades 9-12 – b) and (Grades 9-12 – c)																				
Applicable Population: 9-12, subject areas specified below																				
			Baseline SY 2010-2011			Target														
						SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
Ontrack TAKS = passing			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
On-Track/Career Ready Indicator	Grade	Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
TAKS Reading	Grade 9	OVERALL	924	1045	88%	1,600	1,758	91%	2,050	2,181	94%	2,377	2,450	97%	2,750	2,750	100%	2,900	2,900	100%
		African American	96	125	77%	1,442	1,758	82%	1,919	2,181	88%	2,303	2,450	94%	2,750	2,750	100%	2,900	2,900	100%
		Hispanic	453	549	82%	1,529	1,758	87%	1,985	2,181	91%	2,352	2,450	96%	2,750	2,750	100%	2,900	2,900	100%
		American Indian	4	6	67%	1,336	1,758	76%	1,854	2,181	85%	2,254	2,450	92%	2,750	2,750	100%	2,900	2,900	100%
		Asian	109	137	79%	1,477	1,758	84%	1,963	2,181	90%	2,328	2,450	95%	2,750	2,750	100%	2,900	2,900	100%
		White	172	228	75%	1,424	1,758	81%	1,919	2,181	88%	2,303	2,450	94%	2,750	2,750	100%	2,900	2,900	100%
		LEP	9	44	20%	703	1,758	40%	1,309	2,181	60%	1,960	2,450	80%	2,750	2,750	100%	2,900	2,900	100%
		Econ. Dis.	554	641	86%	1,582	1,758	90%	2,050	2,181	94%	2,377	2,450	97%	2,750	2,750	100%	2,900	2,900	100%
		Special Ed.	7	41	16%	650	1,758	37%	1,265	2,181	58%	1,936	2,450	79%	2,750	2,750	100%	2,900	2,900	100%
TAKS Math	Grade 9	OVERALL	812	1045	78%	1,477	1,758	84%	1,963	2,181	90%	2,328	2,450	95%	2,750	2,750	100%	2,900	2,900	100%
		African American	68	125	55%	1,178	1,758	67%	1,723	2,181	79%	2,205	2,450	90%	2,750	2,750	100%	2,900	2,900	100%
		Hispanic	394	549	72%	1,389	1,758	79%	1,876	2,181	86%	2,279	2,450	93%	2,750	2,750	100%	2,900	2,900	100%
		American Indian	5	6	83%	1,529	1,758	87%	1,985	2,181	91%	2,352	2,450	96%	2,750	2,750	100%	2,900	2,900	100%
		Asian	104	137	76%	1,442	1,758	82%	1,919	2,181	88%	2,303	2,450	94%	2,750	2,750	100%	2,900	2,900	100%
		White	153	228	67%	1,336	1,758	76%	1,854	2,181	85%	2,254	2,450	92%	2,750	2,750	100%	2,900	2,900	100%
		LEP	5	44	10%	580	1,758	33%	1,221	2,181	56%	1,936	2,450	79%	2,750	2,750	100%	2,900	2,900	100%
		Econ. Dis.	478	641	75%	1,424	1,758	81%	1,919	2,181	88%	2,303	2,450	94%	2,750	2,750	100%	2,900	2,900	100%
		Special Ed.	4	41	10%	580	1,758	33%	1,221	2,181	56%	1,936	2,450	79%	2,750	2,750	100%	2,900	2,900	100%
		OVERALL	620	703	88%	1,199	1,318	91%	1,657	1,763	94%	2,116	2,181	97%	2,450	2,450	100%	2,750	2,750	100%
		African American	63	72	87%	1,186	1,318	90%	1,657	1,763	94%	2,116	2,181	97%	2,450	2,450	100%	2,750	2,750	100%

Performance Measure (Grades 9-12 – b) and (Grades 9-12 – c)																				
Applicable Population: 9-12, subject areas specified below																				
			Baseline SY 2010-2011			**Target**														
						SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
Ontrack TAKS = passing			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
On-Track/Career Ready Indicator	**Grade**	**Subgroup**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
TAKS ELA	Grade 10	Hispanic	332	398	83%	1,147	1,318	87%	1,604	1,763	91%	2,094	2,181	96%	2,450	2,450	100%	2,750	2,750	100%
		American Indian	3	4	75%	1,068	1,318	81%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		Asian	65	89	73%	1,041	1,318	79%	1,516	1,763	86%	2,028	2,181	93%	2,450	2,450	100%	2,750	2,750	100%
		White	104	140	75%	1,068	1,318	81%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		LEP	N/A	49	N/A	923	1,318	70%	1,410	1,763	80%	1,963	2,181	90%	2,450	2,450	100%	2,750	2,750	100%
		Econ. Dis.	363	428	85%	1,160	1,318	88%	1,622	1,763	92%	2,094	2,181	96%	2,450	2,450	100%	2,750	2,750	100%
		Special Ed.	5	24	21%	527	1,318	40%	1,058	1,763	60%	1,745	2,181	80%	2,450	2,450	100%	2,750	2,750	100%
TAKS Math	Grade 10	OVERALL	567	703	81%	1,120	1,318	85%	1,587	1,763	90%	2,072	2,181	95%	2,450	2,450	100%	2,750	2,750	100%
		African American	60	72	84%	1,160	1,318	88%	1,622	1,763	92%	2,094	2,181	96%	2,450	2,450	100%	2,750	2,750	100%
		Hispanic	293	398	74%	1,068	1,318	81%	1,534	1,763	87%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		American Indian	2	4	50%	830	1,318	63%	1,340	1,763	76%	1,919	2,181	88%	2,450	2,450	100%	2,750	2,750	100%
		Asian	62	89	70%	1,015	1,318	77%	1,534	1,763	87%	2,007	2,181	92%	2,450	2,450	100%	2,750	2,750	100%
		White	96	140	69%	1,015	1,318	77%	1,534	1,763	87%	2,007	2,181	92%	2,450	2,450	100%	2,750	2,750	100%
		LEP	N/A	49	N/A	923	1,318	70%	1,410	1,763	80%	1,963	2,181	90%	2,450	2,450	100%	2,750	2,750	100%
		Econ. Dis.	322	428	75%	1,068	1,318	81%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		Special Ed.	5	24	21%	527	1,318	40%	1,058	1,763	60%	1,745	2,181	80%	2,450	2,450	100%	2,750	2,750	100%
TAKS	Grade	OVERALL	580	703	82%	1,147	1,318	87%	1,604	1,763	91%	2,094	2,181	96%	2,450	2,450	100%	2,750	2,750	100%
		African American	56	72	78%	1,107	1,318	84%	1,587	1,763	90%	2,072	2,181	95%	2,450	2,450	100%	2,750	2,750	100%
		Hispanic	295	398	74%	1,068	1,318	81%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		American Indian	3	4	75%	1,068	1,318	81%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%

Performance Measure (Grades 9-12 – b) and (Grades 9-12 – c)																				
Applicable Population: 9-12, subject areas specified below																				
			Baseline SY 2010-2011			**Target**														
						SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
Ontrack TAKS = passing			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
On-Track/Career Ready Indicator	**Grade**	**Subgroup**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Science	10	Asian	63	89	71%	1,041	1,318	79%	1,516	1,763	86%	2,028	2,181	93%	2,450	2,450	100%	2,750	2,750	100%
		White	107	140	76%	1,081	1,318	82%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		LEP	N/A	49	N/A	923	1,318	70%	1,410	1,763	80%	1,963	2,181	90%	2,450	2,450	100%	2,750	2,750	100%
		Econ. Dis.	327	428	77%	1,081	1,318	82%	1,551	1,763	88%	2,050	2,181	94%	2,450	2,450	100%	2,750	2,750	100%
		Special Ed.	2	24	8%	409	1,318	31%	952	1,763	54%	1,679	2,181	77%	2,450	2,450	100%	2,750	2,750	100%
TAKS Social Studies	Grade 10	OVERALL	640	703	91%	1,239	1,318	94%	1,692	1,763	96%	2,137	2,181	98%	2,450	2,450	100%	2,750	2,750	100%
		African American	61	72	85%	1,160	1,318	88%	1,622	1,763	92%	2,094	2,181	96%	2,450	2,450	100%	2,750	2,750	100%
		Hispanic	341	398	86%	1,186	1,318	90%	1,657	1,763	94%	2,116	2,181	97%	2,450	2,450	100%	2,750	2,750	100%
		American Indian	2	4	50%	830	1,318	63%	1,340	1,763	76%	1,919	2,181	88%	2,450	2,450	100%	2,750	2,750	100%
		Asian	65	89	73%	1,041	1,318	79%	1,516	1,763	86%	2,028	2,181	93%	2,450	2,450	100%	2,750	2,750	100%
		White	113	140	81%	1,120	1,318	85%	1,587	1,763	90%	2,072	2,181	95%	2,450	2,450	100%	2,750	2,750	100%
		LEP	N/A	49	N/A	923	1,318	70%	1,410	1,763	80%	1,963	2,181	90%	2,450	2,450	100%	2,750	2,750	100%
		Econ. Dis.	378	428	88%	1,199	1,318	91%	1,657	1,763	94%	2,116	2,181	97%	2,450	2,450	100%	2,750	2,750	100%
		Special Ed.	5	24	21%	527	1,318	40%	1,058	1,763	60%	1,745	2,181	80%	2,450	2,450	100%	2,750	2,750	100%
TAKS ELA	Grade 11	OVERALL	297	362	82%	662	761	87%	1,199	1,318	91%	1,692	1,763	96%	2,181	2,181	100%	2,450	2,450	100%
		African American	26	42	62%	548	761	72%	1,068	1,318	81%	1,604	1,763	91%	2,181	2,181	100%	2,450	2,450	100%
		Hispanic	156	193	81%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		American Indian	0	1	0%	190	761	25%	659	1,318	50%	1,322	1,763	75%	2,181	2,181	100%	2,450	2,450	100%
		Asian	39	49	80%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		White	59	77	76%	624	761	82%	1,160	1,318	88%	1,657	1,763	94%	2,181	2,181	100%	2,450	2,450	100%
		LEP	0	12	0%	190	761	25%	659	1,318	50%	1,322	1,763	75%	2,181	2,181	100%	2,450	2,450	100%

Performance Measure (Grades 9-12 – b) and (Grades 9-12 – c)																				
Applicable Population: 9-12, subject areas specified below																				
			Baseline SY 2010-2011			**Target**														
						SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
Ontrack TAKS = passing			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
On-Track/Career Ready Indicator	**Grade**	**Subgroup**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
		Econ. Dis.	190	224	85%	670	761	88%	1,213	1,318	92%	1,692	1,763	96%	2,181	2,181	100%	2,450	2,450	100%
		Special Ed.	N/A	12	N/A	533	761	70%	1,054	1,318	80%	1,587	1,763	90%	2,181	2,181	100%	2,450	2,450	100%
TAKS Math	Grade 11	OVERALL	290	362	80%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		African American	25	42	59%	533	761	70%	1,068	1,318	81%	1,604	1,763	91%	2,181	2,181	100%	2,450	2,450	100%
		Hispanic	154	193	80%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		American Indian	1	1	100%	761	761	100%	1,318	1,318	100%	1,763	1,763	100%	2,181	2,181	100%	2,450	2,450	100%
		Asian	37	49	75%	616	761	81%	1,160	1,318	88%	1,657	1,763	94%	2,181	2,181	100%	2,450	2,450	100%
		White	58	77	75%	616	761	81%	1,160	1,318	88%	1,657	1,763	94%	2,181	2,181	100%	2,450	2,450	100%
		LEP	5	12	40%	419	761	55%	923	1,318	70%	1,499	1,763	85%	2,181	2,181	100%	2,450	2,450	100%
		Econ. Dis.	184	224	82%	662	761	87%	1,199	1,318	91%	1,692	1,763	96%	2,181	2,181	100%	2,450	2,450	100%
		Special Ed.	N/A	12	N/A	533	761	70%	1,054	1,318	80%	1,587	1,763	90%	2,181	2,181	100%	2,450	2,450	100%
TAKS Science	Grade 11	OVERALL	292	362	81%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		African American	26	42	62%	548	761	72%	1,068	1,318	81%	1,604	1,763	91%	2,181	2,181	100%	2,450	2,450	100%
		Hispanic	152	193	79%	639	761	84%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		American Indian	1	1	100%	761	761	100%	1,318	1,318	100%	1,763	1,763	100%	2,181	2,181	100%	2,450	2,450	100%
		Asian	39	49	80%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		White	59	77	76%	624	761	82%	1,160	1,318	88%	1,657	1,763	94%	2,181	2,181	100%	2,450	2,450	100%
		LEP	5	12	40%	419	761	55%	923	1,318	70%	1,499	1,763	85%	2,181	2,181	100%	2,450	2,450	100%
		Econ. Dis.	185	224	83%	662	761	87%	1,199	1,318	91%	1,692	1,763	96%	2,181	2,181	100%	2,450	2,450	100%
		Special Ed.	N/A	12	N/A	533	761	70%	1,054	1,318	80%	1,587	1,763	90%	2,181	2,181	100%	2,450	2,450	100%
		OVERALL	303	362	84%	670	761	88%	1,213	1,318	92%	1,692	1,763	96%	2,181	2,181	100%	2,450	2,450	100%

Performance Measure (Grades 9-12 – b) and (Grades 9-12 – c)																				
Applicable Population: 9-12, subject areas specified below																				
			Baseline SY 2010-2011			**Target**														
						SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
Ontrack TAKS = passing			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
On-Track/Career Ready Indicator	**Grade**	**Subgroup**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
TAKS Social Studies	Grade 11	African American	26	42	62%	548	761	72%	1,068	1,318	81%	1,604	1,763	91%	2,181	2,181	100%	2,450	2,450	100%
		Hispanic	159	193	82%	662	761	87%	1,199	1,318	91%	1,692	1,763	96%	2,181	2,181	100%	2,450	2,450	100%
		American Indian	1	1	100%	761	761	100%	1,318	1,318	100%	1,763	1,763	100%	2,181	2,181	100%	2,450	2,450	100%
		Asian	39	49	80%	647	761	85%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		White	61	77	79%	639	761	84%	1,186	1,318	90%	1,675	1,763	95%	2,181	2,181	100%	2,450	2,450	100%
		LEP	5	12	40%	419	761	55%	923	1,318	70%	1,499	1,763	85%	2,181	2,181	100%	2,450	2,450	100%
		Econ. Dis.	192	224	86%	685	761	90%	1,239	1,318	94%	1,710	1,763	97%	2,181	2,181	100%	2,450	2,450	100%
		Special Ed.	N/A	12	N/A	533	761	70%	1,054	1,318	80%	1,587	1,763	90%	2,181	2,181	100%	2,450	2,450	100%
# of Students who took PSAT	Grade 10	OVERALL	431	522	83%	1,160	1,318	88%	1,622	1,763	92%	2,094	2,181	96%	2,450	2,450	100%	2,750	2,750	100%
		African American	45	65	69%	193	254	76%	286	340	84%	387	421	92%	473	473	100%	531	531	100%
		Hispanic	217	265	82%	515	592	87%	728	792	92%	940	979	96%	1,100	1,100	100%	1,235	1,235	100%
# of Students who took AP Exams	Grades 9-12	OVERALL	1135	1998	57%	2,936	4,318	68%	4,758	6,023	79%	6,941	7,712	90%	9,325	9,325	100%	10,281	10,281	100%
		African American	95	234	41%	467	833	56%	825	1,162	71%	1,280	1,488	86%	1,800	1,800	100%	1,984	1,984	100%
		Hispanic	509	989	51%	1,241	1,939	64%	2,082	2,704	77%	3,082	3,463	89%	4,187	4,187	100%	4,616	4,616	100%
# of Students who took SAT	Grade 12	OVERALL	157	157	100%	481	481	100%	761	761	100%	1,318	1,318	100%	1,763	1,763	100%	2,181	2,181	100%
		African American	30	30	100%	93	93	100%	294	147	200%	254	254	100%	340	340	100%	421	421	100%
		Hispanic	70	70	100%	216	216	100%	1,025	342	300%	592	592	100%	792	792	100%	979	979	100%

Leading indicators:

State Summative Assessments: See Table: All applicants - c (One set of leading indicators is our students' scores on the state summative assessments. Our baseline data and targets for these assessments are included in section (E)(3) Performance Measures - required for all applicants, Table: All applicants - c. Additional leading indicators are included below.)

Performance Measure (Grades 9-12 – d,) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline SY 2010-2011	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
PSAT Composite Mean Score	Grade 10	All participating students	131	134	137	140	143	146
		African American	99	109	119	129	139	146
		Hispanic	126	130	134	138	142	146
SAT Composite Mean Score	Grades 11-12	All participating students	1,519	1,569	1,619	1,669	1,700	1,720
		African American	1,580	1,620	1,660	1,700	1,740	1,770
		Hispanic	1,362	1,462	1,562	1,662	1,700	1,720
% of AP Exams with Grades of 3,4,5	Grades 9-12	All participating students	46%	57%	68%	79%	90%	95%
		African American	54%	64%	74%	82%	92%	95%
		Hispanic	37%	51%	65%	78%	90%	95%
		All participating students	NA	70%	78%	86%	93%	100%

Performance Measure (Grades 9-12 – d,) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline SY 2010-2011	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of Students to Participate in Science Competitions (no baseline data because past participation not tracked)	Grades 9-12	African American	NA	70%	78%	86%	93%	100%
		Hispanic	NA	70%	78%	86%	93%	100%
		Asian	NA	70%	78%	86%	93%	100%
		White	NA	70%	78%	86%	93%	100%
		LEP	NA	60%	68%	76%	84%	90%
		Econ. Dis.	NA	70%	78%	86%	93%	100%
		Special Ed.	NA	50%	60%	70%	80%	90%
% of Students to win awards in Science Competition (no baseline data because past participation not tracked)	Grades 9-12	All participating students	NA	30%	36%	42%	48%	54%
		African American	NA	30%	36%	42%	48%	54%
		Hispanic	NA	30%	36%	42%	48%	54%
		Asian	NA	30%	36%	42%	48%	54%
		White	NA	30%	36%	42%	48%	54%
		LEP	NA	19%	27%	35%	43%	51%
		Econ. Dis.	NA	30%	36%	42%	48%	54%
		Special Ed.	NA	20%	30%	40%	48%	54%
% of Students who complete a Project-Based Learning Project (rolling out to three schools in SY 2012-2013; target based on students in those participating schools, not on total system wide participating studetns; targets for	Grades 9-12	All participating students	0%	0%	75%	82%	91%	100%
		African American	0%	0%	75%	82%	91%	100%
		Hispanic	0%	0%	75%	82%	91%	100%
		Asian	0%	0%	75%	82%	91%	100%

Performance Measure (Grades 9-12 – d,) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline SY 2010-2011	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
following years based on system-wide rollout) (new iniative for SY 2012-2013)		White	0%	0%	75%	82%	91%	100%
		LEP	0%	0%	75%	82%	91%	100%
		Econ. Dis.	0%	0%	75%	82%	91%	100%
		Special Ed.	0%	0%	70%	78%	89%	100%

Performance Measure (Grades 9-12 – e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure]	**Applicable Population**	**Subgroup**	**Baseline SY 2010-2011**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Attendance Attendance rates are based on student attendance for the entire school year.. total number of days students were present / total number of days students were in membership	Grades 9-12	All participating students	95.44%	95.80%	96.20%	96.60%	97.00%	97.40%
		African American	93.95%	94.90%	95.70%	96.50%	97.00%	97.40%
		Hispanic	95.52%	95.90%	96.30%	96.70%	97.10%	97.50%
		Asian	97.06%	97.10%	97.20%	97.30%	97.40%	97.50%
		White	94.68%	95.30%	95.90%	96.50%	97.00%	97.40%
		LEP	94.81%	95.30%	95.90%	96.50%	97.00%	97.40%
		Econ. Dis.	95.10%	95.60%	96.10%	96.60%	97.00%	97.40%
		Special Ed.	95.15%	95.60%	96.10%	96.60%	97.00%	97.40%
# of Disciplinary Incidents Total Days of Out of School Suspensions	Grades 9-12	All participating students	358	318	260	220	190	180
		African American	45	40	35	30	25	20
		Hispanic	225	200	175	150	125	100
		Asian	31	25	22	18	15	13
		White	53	43	36	30	27	24
		LEP	36	32	28	24	20	17
		Econ. Dis.	270	230	200	170	140	130
		Special Ed.	8	7	6	5	4	3

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."

Budget Table 1-1: Overall Budget Summary Table **Evidence for:** [(F)(1)]					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$1,159,000	$1,065,000	$959,000	$987,000	$4,170,000
2. Fringe Benefits	$231,800	$213,000	$191,800	$197,400	$834,000
3. Travel	$74,000	$10,000	$0	$0	$84,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$7,470,259	$4,277,151	$2,695,687	$2,968,068	$17,411,166
6. Contractual	$1,864,422	$1,338,352	$1,484,340	$1,618,267	$6,305,380
7. Training Stipends	$212,514	$252,393	$283,895	$313,589	$1,062,392
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$11,011,996	$7,155,896	$5,614,722	$6,084,324	$29,866,938
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$11,011,996	$7,155,896	$5,614,722	$6,084,324	$29,866,938
12. Funds from other sources used to support the project	$1,681,266	$2,178,515	$2,374,016	$2,599,009	$8,832,806
13. Total Budget (lines 11-12)	$12,693,262	$9,334,410	$7,988,738	$8,683,333	$38,699,744

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 2: Overall Budget Summary Narrative."

Harmony Public Schools is committed to the success of this program. The total budget for Harmony's Race to the Top-District program as described in this proposal is **$38,699,744**. Of this amount, **$29,866,938** is requested from **Race to the Top**; the remaining **$8,832,806** will come from the **Texas State** sources that currently fund Harmony LEAs on a per-pupil basis. Our budget captures the investments in educator capacity and technology essential to execute our program in a fiscally efficient manner. With this funding, Harmony proposes to create an effective personalized education model that can be replicated in all public schools in the nation.

Harmony Public Schools' robust financial standing and current investments in instructional technology and personalized learning efforts establish an ideal incubation environment for this program.

Harmony LEAs are open enrollment public Texas charter districts and, as such, derive the majority of their funding from the Texas Education Agency on a per-pupil basis. According to Standard & Poor's March 16, 2012 financial rating report (Appendix R) **Harmony's financial status is strong**. Over the years, Harmony has developed a lean financial system, which, coupled with strict fiscal management, has resulted in financially sustainable schools. Furthermore, we have excellent reason to believe that per-pupil state funding will remain strong based on our past growth and the current high demand for our schools. Harmony started with one school and 200 students in 2000. Now in 2012, Harmony operates 38 schools with an enrollment of more than 24,000 students, and we have over 40,000 students on our waiting list.

To date, Harmony has built a strong foundation to successfully implement technology and personalized learning in instruction. As described in section (C), Harmony's instructional philosophy is based on principles of providing an education tailored to each student's needs. The following initiatives will accelerate our progress:

Technology: We will spend $16,742,448 of our budget on acquiring technology and supplies, which will propel our personalized learning initiatives and establish the foundation for a seamless program that supports individualized instruction in our classrooms. Technology costs include devices for each student and teacher, IT infrastructure upgrades in participating schools, educational software licenses, and technology supplies to construct dashboards. Of the total technology costs, we request $14,089,093 from RTT-D funds. $2,653,355 will come from the State funds.

Professional Development and Development of Program Materials: Our budget includes $8,312,108 for teacher/principal professional development (PD) to provide requisite training on how to implement new initiatives in classrooms. A significant portion of the professional development required for successful implementation will come from re-aligning existing professional development to the new initiatives. We also allocated funds to develop curriculum and assessment materials for PBL and custom day initiatives and for updating our teacher and principal evaluation system to align with the new initiatives and regulations of RTT-D program. Of the total PD and program development costs, $6,116,498 is requested from the RTT-D funds. $2,195,610 will come from the State funds.

The funds spent for PD and program development will help us build capacity in our system to sustain the program after grant period.

PBL Classroom Supplies: We will procure classroom supplies ($6,650,042) to be used by participating students in PBL projects. These materials include high quality classroom supplies that our students would not have access to without assistance from the RTT-D grant (detailed information is below, F(1)(b)). Nearly half the classroom supplies are one-time purchase materials that will help sustain the program after the grant period. Of the total classroom supplies, $3,363,969 is requested from RTT-D funds. $3,286,073 will come from State funds.

Critical Personnel: Our budget includes $4,303,200 for personnel investments to make sure that we can hire the brightest talent to establish the foundation necessary to successfully implement the program. Personnel investments have been kept lean but adequate and are ultimately sustainable: talent required for building initial infrastructure are temporary hires, and permanent positions will be absorbed by the increased per-pupil funds we will receive from the State as our network grows over the next four years.

In sum, Harmony has the expertise and the financial background to run the proposed program in a fiscally responsible manner. Our budget not only captures all necessary investments to bring this program to life but also makes sure that investments are made in the most fiscally efficient manner. By aligning the RTT–D funds we are requesting with our current personalized learning programs, we aim to utilize funding as efficiently as possible to best serve our students.

Budget Table 2-1: Overall Budget Summary Project List
Evidence for: [(F)(1)]

Project Name	Primary Associated Criterion and location in application	Additional Associated Criteria and location in application	Total Grant Funds Requested	Total Budget
PBL (Project Based Learning)	(C)(1)(a)(iii, iv, v), page 46-51	(C)(1)(b)(i, ii, iii), page 53-54; (A)(1), page 8-9; (C)(2)(a)(i, ii, iii), page 65-70	$12,062,052	$16,916,781
Custom Day	(C)(1)(b)(i, ii, iii), page 52-55	(C)(2)(a)(i, ii, iii), page 65-70; (A)(1), page 9-10	$9,453,452	$12,765,639
Dashboards	(C)(2)(b)(i, ii, iii), page 72-74	(E)(1), page 94-97; (C)(1)(a)(i, ii), page 44-46; (C)(1)(b)(i, ii), page 53; (C)(1)(b)(iv, v),	$7,394,034	$7,878,844

		page 57; (A)(1), page 10		
Social and Emotional Learning	(X), page 115-126		$957,400	$1,138,479
TOTAL			$29,866,938	$38,699,744
			Total for Grant Funds	**Total Budget**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."

Table 3-1: Project-Level Budget Summary Table: Evidence for [(F)(1)]
Project Name: PROJECT BASED LEARNING (PBL)
Primary Associated Criterion and Location in Application: (C)(1)(a)(iii, iv, v), page 46-51
Additional Associated Criteria (if any) and Location in Application: (C)(1)(b)(i, ii, iii), page 53-54; (A)(1), page 8-9; (C)(2)(a)(i, ii, iii), page 65-70

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$320,100	$265,000	$272,900	$280,800	$1,138,800
2. Fringe Benefits	$64,020	$53,000	$54,580	$56,160	$227,760
3. Travel	$32,000	$0	$0	$0	$32,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$2,254,595	$2,119,801	$1,713,334	$1,887,185	$7,974,914
6. Contractual	$666,498	$459,279	$509,814	$557,204	$2,192,795
7. Training Stipends	$99,173	$117,783	$132,484	$146,342	$495,783
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$3,436,386	$3,014,863	$2,683,112	$2,927,691	$12,062,052
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$3,436,386	$3,014,863	$2,683,112	$2,927,691	$12,062,052
12. Funds from other sources used to support the project	$591,039	$1,287,164	$1,418,482	$1,558,045	$4,854,729
13. Total Budget (lines 11-12)	$4,027,425	$4,302,027	$4,101,594	$4,485,736	$16,916,781

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-2: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: CUSTOM DAY
Primary Associated Criterion and Location in Application: (C)(1)(b)(i, ii, iii), page 52-55
Additional Associated Criteria (if any) and Location in Application: (C)(2)(a)(i, ii, iii), page 65-70; (A)(1), page 9-10

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$320,100	$265,000	$272,900	$280,800	$1,138,800
2. Fringe Benefits	$64,020	$53,000	$54,580	$56,160	$227,760
3. Travel	$32,000	$0	$0	$0	$32,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$2,506,449	$1,299,198	$792,415	$870,753	$5,468,816
6. Contractual	$807,634	$428,992	$475,747	$519,573	$2,231,945
7. Training Stipends	$70,838	$84,131	$94,632	$104,530	$354,131
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$3,801,041	$2,130,321	$1,690,274	$1,831,816	$9,453,452
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$3,801,041	$2,130,321	$1,690,274	$1,831,816	$9,453,452
12. Funds from other sources used to support the project	$816,033	$761,643	$828,188	$906,324	$3,312,188
13. Total Budget (lines 11-12)	$4,617,074	$2,891,964	$2,518,462	$2,738,140	$12,765,639

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-3: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: DASHBOARDS
Primary Associated Criterion and Location in Application: (C)(2)(b)(i, ii, iii), page 72-74
Additional Associated Criteria (if any) and Location in Application: (E)(1), page 94-97; (C)(1)(a)(i, ii), page 44-46; (C)(1)(b)(i, ii), page 53; (C)(1)(b)(iv, v), page 57; (A)(1), page 10

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$518,800	$535,000	$413,200	$425,400	$1,892,400
2. Fringe Benefits	$103,760	$107,000	$82,640	$85,080	$378,480
3. Travel	$10,000	$10,000	$0	$0	$20,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$2,709,215	$858,152	$189,938	$210,130	$3,967,436
6. Contractual	$184,946	$219,401	$246,619	$272,275	$923,240
7. Training Stipends	$42,503	$50,479	$56,779	$62,718	$212,478
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$3,569,224	$1,780,032	$989,176	$1,055,602	$7,394,034
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$3,569,224	$1,780,032	$989,176	$1,055,602	$7,394,034
12. Funds from other sources used to support the project	$231,353	$83,869	$81,267	$88,321	$484,810
13. Total Budget (lines 11-12)	$3,800,577	$1,863,900	$1,070,444	$1,143,924	$7,878,844

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table 3-4: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]
Project Name: SOCIAL and EMOTIONAL LEARNING
Primary Associated Criterion and Location in Application: (X), page 115-126
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$205,345	$230,680	$252,160	$269,215	$957,400
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$205,345	$230,680	$252,160	$269,215	$957,400
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$205,345	$230,680	$252,160	$269,215	$957,400
12. Funds from other sources used to support the project	$42,842	$45,839	$46,079	$46,319	$181,079
13. Total Budget (lines 11-12)	$248,187	$276,519	$298,239	$315,534	$1,138,479

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

PBL (PROJECT BASED LEARNING)

Building off of a PBL curriculum we have been piloting for six years in one of our high schools, Harmony will design and implement a cross-disciplinary, multi-sensory, technology-enabled project-based learning (PBL) curriculum that integrates STEM, social studies, and English Language Arts (ELA). This curriculum will lead to higher levels of student engagement as students will choose the focus of their intellectual exploration based on their own unique interests. Projects will align to Common Core State Standards (CCSS) as well as Texas state standards and require students to apply their knowledge using higher-order skills such as analysis and interpretation. Through creative and innovative uses of technology such as video storytelling, Harmony students will publicly share their work both throughout the process and in a culminating capstone presentation, ensuring an authentic and meaningful context for deep student learning.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• Project Director to manage and supervise grant program. Necessary to implement the grant with fidelity.	• 1 person, full time, 40% of annual salary allotted for PBL. $87K, $89K, $91K, $93K (Year 1 to 4). Ongoing operational cost.	• $144,000
• Lead Teachers (Biology, Chemistry, Physics, Environmental Systems, Algebra I, Geometry, Algebra II, Pre-Calculus, English I, II, III, IV, World Geography, World History, US History, and Government) to develop the PBL content in the	• 12 lead teachers, 5 months of their part time effort (30%), at $1,050/mo. One-time investment.	• 63,000

first year. Necessary to develop the PBL content so teachers system-wide have access to quality PBL content.		
• Cluster Data Analysts to perform data analysis for participating schools in clusters. Necessary to do data/items analysis for ongoing improvement.	• 9 people, full time, 1/3 of annual salary allotted for PBL. $60K, $62K, $64K, $66K (Year 1 to 4). Ongoing operational cost.	• $680,400
• Instructional Technology Director to oversee and support technology integration in Custom Day initiative. Necessary to help teachers integrate technology in daily instruction.	• 1 person, full time, 45% of annual salary allotted for Custom Day. 87K, $89K, $91K, $93K (Year 1 to 4). Ongoing operational cost.	• $145,800
• Statistician to develop and advance role of data in dashboards, execute data mining for continuous improvement purposes. Necessary to develop and improve the algorithms in data dashboards.	• 1 person, full time, 40% of annual salary allotted for Custom Day. 63K, $65K, $67K, $69K (Year 1 to 4). Ongoing operational cost.	• $105,600
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• Project Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $28,800
• Lead Teachers	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. One-time investment.	• $12,600
• Cluster Data Analysts	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $136,080
• Instructional Technology Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS)	• $29,160

	contribution, and health insurance benefits. Ongoing operational cost.	
• Statistician	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $21,120
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• PBL consultants' travel in Houston to develop the PBL curriculum and assessment contents and framework	• $5,000 for each of the 4 consultants (science, math, ELA, social studies). 10 trips for each consultant. One-time investment.	• $20,000
• Lead teachers travel in Houston to develop PBL content	• $1,000 for each of the 12 lead teachers. 10 trips for each lead teacher. One-time investment.	• $12,000
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• None	• None	• $0
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• Tech devices (e.g. notebook or tablet computers) for each participating student and teacher to use in the classroom and beyond school hours. Necessary to facilitate key initiatives, PBL and personalized learning. Students will do research, produce video and websites by using tech devices. Teachers will monitor the PBL projects on Blackboard by using tech devices.	• $400 per device. 1/3 of price allocated for PBL. Each participating student and teachers receive one. We assume 20% of high school students will bring their own device. For Year 2-4, devices purchased for the extra number of students and teachers coming in the consortium. One-time investment for every four years. Devices are refreshed very four years.	• $2,876,235

<table>
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<td></td>
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<table>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr>
<tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr>
<tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr>
<tr><td>Teacher</td><td>708</td><td>841</td><td>946</td><td>1,045</td></tr>
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<tr>
<td>• Blackboard software. It is needed to create an online platform where students can upload their PBL to be shared with other students and teachers of record. Teachers monitor progress of PBL projects on Blackboard. Necessary to implement PBL.</td>
<td>• $25 annual fee per user. Purchased for every participating student and teacher. Ongoing operational cost.</td>
<td>• $1,533,656</td>
</tr>
<tr>
<td>• PBL classroom supplies. Needed to do high level PBL projects. Necessary because our students would not be able to purchase supplies on their own.</td>
<td>• $138 per participating 9-12 students, $92 per 6-8 students. Unit costs were calculated based on our historical experience and reported by class below. Ongoing operational cost.
<table>
<tr><td rowspan="6">9-12</td><td>Physics</td><td>$22,050</td></tr>
<tr><td>Biology</td><td>$19,200</td></tr>
<tr><td>Chemistry</td><td>$19,800</td></tr>
<tr><td>Math</td><td>$7,756</td></tr>
<tr><td>ELA</td><td>$5,000</td></tr>
<tr><td>Social Studies</td><td>$5,000</td></tr>
<tr><td rowspan="3">6-8</td><td>STEM</td><td>$17,500</td></tr>
<tr><td>ELA</td><td>$5,000</td></tr>
<tr><td>Social Studies</td><td>$5,000</td></tr>
</table>
</td>
<td>• $3,286,073</td>
</tr>
<tr>
<td>• IT Infrastructure upgrades at participating schools. Needed to accommodate the increasing technology use in classrooms. Necessary to implement key initiatives because technology is vital part of new initiatives.</td>
<td>• $24,472 per participating school. 1/3 allocated to PBL. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. One-time investment.</td>
<td>• $272,951</td>
</tr>
<tr>
<td>• Supplies for PBL consultants. Various office supplies. Needed to develop PBL curriculum and assessment materials. Necessary to for development of PBL content and framework.</td>
<td>• $1,500 for each of the 4 PBL consultants (science, math, ELA, social studies). One-time investment.</td>
<td>• $6,000</td>
</tr>
</table>

6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• PBL consultants to develop the PBL curriculum and assessment rubrics and professional development modules.	• $100,000 for each of the 4 PBL consultants (science, math, ELA, social studies). Year 1 only. One-time investment.	• $400,000
• Updating teacher and principal evaluation system to align with key initiatives including PBL.	• $80,000. 1/2 allotted to PBL initiative. Year 1 only. One-time investment.	• $40,000
• Training to principals and assistant principals to use the updated teacher and principal evaluation. Necessary for inter-reliability purposes.	• $4,500 for trainings in each of the 9 clusters every year. 1/2 allotted to PBL initiative. Ongoing operational cost.	• $81,000
• PBL professional development to participating teachers and principals. Necessary to train teachers and principals on how to implement PBL in the classroom, assessment rubrics.	• 3 days annually, $4,600 per day for 25 teachers. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $1,221,555
• Technology professional development to participating teachers and principals. Necessary to train teachers and principals on how to integrate technology in the classroom.	• 3 days annually, 1/5 allocated to PBL. $3,600 per day for 25 teachers. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $305,969
• Consultants to monitor progress of the implementation of key initiatives throughout the year. Necessary for ongoing improvement.	• 2 sessions annually, $2,000 per session. 1/3 allocated to PBL. Ongoing operational cost.	• $5,333
• Maintenance of tech devices. Necessary for upkeep of tech devices for continuous implementation of key initiatives including PBL.	• $2,700 per participating school. 1/2 allocated to PBL. 38 schools in Year 1, 41 schools in Year 2-4. Ongoing operational cost.	• $120,750
• Readistep test fees by College Board for participating 8th grade students to determine whether they are on-track to college.	• $3 per student. 1/2 allocated to PBL. 2775, 2975, 3175, and 3200 8th graders (Year 1-4). Ongoing operational cost.	• $18,188
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university		

coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• Training stipends to teachers to increase and encourage attendance in professional development related to key initiatives including PBL. 80% attendance will be required.	• $300 per participating teacher overall. $140 per teacher allotted to PBL training. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $495,783
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• None	• None	• $0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $12,062,052
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• None	• None	• $0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $12,062,052
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Personnel: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer to provide input in the development of the program. Necessary to align the new initiatives with current Harmony programs.	• Total 6 people, 6 months, 5% effort. 1/3 allotted for Dashboard initiative. $85K, $87K, $89K, $91K (Year 1 to 4). Source is State funds. One-time investment.	• $35,200
• Fringe Benefits: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer	• Total 20% of salaries budgeted for Curriculum Specialists. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Source is State funds. One-time investment.	• $7,040
• Travel: Teachers to attend the PBL professional	• Total $140 per teacher to cover travel and	• $495,783

<table>
<tr>
<td>development</td>
<td>subsistence related to PBL training for 708, 841, 946, and 1,045 teachers (Year 1 to 4). Source is State funds. Ongoing operational cost.</td>
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<tr>
<td>• Supplies: Tech devices (e.g. notebook or tablet computers) for each participating student and teacher to use in the classroom and beyond school hours. Necessary to facilitate key initiatives, PBL and personalized learning. Students will do research, produce video and websites by using tech devices. Teachers will monitor the PBL projects on Blackboard by using tech devices.</td>
<td>• Total $400 per device. 1/3 of price allocated for PBL. Each participating student and teachers receive one. We assume 20% of high school students will bring their own device. For Year 2-4, devices purchased for the extra number of students and teachers coming in the consortium. One-time investment for every four years. Devices are refreshed very four years. Harmony will spend $25 per participating student from State funds. Source is State funds.
<table>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr>
<tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr>
<tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr>
<tr><td>Teacher</td><td>708</td><td>841</td><td>946</td><td>1,045</td></tr>
</table>
</td>
<td>• $168,592</td>
</tr>
<tr>
<td>• Supplies: PBL classroom supplies. Needed to do high level PBL projects. Necessary because our students would not be able to purchase supplies on their own.</td>
<td>• Total $138 per participating 9-12 students, $92 per 6-8 students. Unit costs were calculated based on our historical experience and reported by class below. Harmony will spend $67 per participating 9-12 student and $49 per participating 6-8 student. Source is State funds. Ongoing operational cost.
<table>
<tr><td rowspan="5">9-12</td><td>Physics</td><td>$22,050</td></tr>
<tr><td>Biology</td><td>$19,200</td></tr>
<tr><td>Chemistry</td><td>$19,800</td></tr>
<tr><td>Math</td><td>$7,756</td></tr>
<tr><td>ELA</td><td>$5,000</td></tr>
</table>
</td>
<td>• $3,363,969</td>
</tr>
</table>

			Social Studies	$5,000	
		6-8	STEM	$17,500	
			ELA	$5,000	
			Social Studies	$5,000	
• Supplies: IT Infrastructure upgrades at participating schools. Needed to accommodate the increasing technology use in classrooms. Necessary to implement key initiatives because technology is vital part of new initiatives.	• $24,472 per participating school. 1/3 allocated to PBL. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. Harmony will spend $4,500 per school from State funds. One-time investment.				• $61,500
• Contractual: PBL professional development to participating teachers and principals. Necessary to train teachers and principals on how to implement PBL in the classroom, assessment rubrics.	• Total 3 days annually, $4,600 per day for 25 teachers. Harmony will spend $160 per teacher from State funds. 708, 841, 946, and 1,045 teachers (Year 1-4). Source is State funds. Ongoing operational cost.				• $566,609
• Contractual: Maintenance of tech devices. Necessary for upkeep of tech devices for continuous implementation of key initiatives including PBL.	• Total $2,700 per participating school. 1/2 allocated to PBL. 38 schools in Year 1, 41 schools in Year 2-4. Harmony will spend $1,200 per school. Source is State funds. Ongoing operational cost.				• $96,600
• Contractual: PSAT test fees for participating juniors. Necessary to determine whether students are on-track to college as an outcome measure.	• Total $13 per student. 1/2 allocated to PBL. 1763, 2181, 2450, and 2750 juniors (Year 1-4). Source is State funds. Ongoing operational cost.				• $59,436
13. Total Budget Sum lines 11-12.					
• n/a	• n/a				• $16,916,781

CUSTOM DAY

Harmony will strengthen and integrate into the school day the personalized intervention and enrichment programs that are currently offered after school by instituting a "Custom Day" schedule whereby students receive 2 hours a day of targeted instruction on three flexible paths: receive remediation and extra support in math and English Language Arts; choose math or ELA enrichment; or pursue electives in areas of interest. In intervention periods, teachers will utilize a variety of instructional approaches to support competency-based progress through individualized learning plans. Teachers will leverage technology-based learning and assessment systems to provide one-on-one personalized learning experiences for students, create smaller teacher-student ratios and support rapid feedback cycles with real-time assessment data. Students who are already on track to college and career readiness will use Custom Day time to choose math or ELA enrichment, or to pursue individual interests through elective classes.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• Project Director to manage and supervise grant program. Necessary to implement the grant with fidelity.	• 1 person, full time, 40% of annual salary allotted for Custom Day. $87K, $89K, $91K, $93K (Year 1 to 4). Ongoing operational cost.	• $144,000
• Lead Teachers (Biology, Chemistry, Physics, Environmental Systems, Algebra I, Geometry, Algebra II, Pre-Calculus, English I, II, III, IV, World Geography, World History, US History, and Government) to develop the Custom Day content in the first year. Necessary to develop the Custom Day content so teachers system-wide have access to quality materials.	• 12 lead teachers, 5 months of their part time effort (30%), at $1,050/mo. One-time investment.	• 63,000
• Cluster Data Analysts to perform data analysis for participating schools in clusters. Necessary to do data/items analysis for ongoing improvement.	• 9 people, full time, 1/3 of annual salary allotted for Custom Day. $60K, $62K, $64K, $66K (Year 1 to 4). Ongoing	• $680,400

	operational cost.	
• Instructional Technology Director to oversee and support technology integration in Custom Day initiative. Necessary to help teachers integrate technology in daily instruction.	• 1 person, full time, 45% of annual salary allotted for Custom Day. 87K, $89K, $91K, $93K (Year 1 to 4). Ongoing operational cost.	• $145,800
• Statistician to develop and advance role of data in dashboards, execute data mining for continuous improvement purposes. Necessary to develop and improve the algorithms in data dashboards.	• 1 person, full time, 40% of annual salary allotted for Custom Day. 63K, $65K, $67K, $69K (Year 1 to 4). Ongoing operational cost.	• $105,600
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• Project Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $28,800
• Lead Teachers	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. One-time investment.	• $12,600
• Cluster Data Analysts	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $136,080
• Instructional Technology Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $29,160
• Statistician	• 20% of salaries budgeted above in Personnel section. Fringe benefits include	• $21,120

<table>
<tr><td></td><td>FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.</td><td></td></tr>
<tr><td colspan="3">3. Travel:
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</td></tr>
<tr><td>• Custom Day consultants' travel in Houston to develop the Custom Day curriculum and assessment contents</td><td>• $5,000 for each of the 4 consultants (science, math, ELA, social studies). 10 trips for each consultant. One-time investment.</td><td>• $20,000</td></tr>
<tr><td>• Lead teachers travel in Houston to develop Custom Day content and framework</td><td>• $1,000 for each of the 12 lead teachers. 10 trips for each lead teacher. One-time investment.</td><td>• $12,000</td></tr>
<tr><td colspan="3">4. Equipment
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.</td></tr>
<tr><td>• None</td><td>• None</td><td>• $0</td></tr>
<tr><td colspan="3">5. Supplies
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</td></tr>
<tr><td>• Tech devices (e.g. notebook or tablet computers) for each participating student and teacher to use in the classroom and beyond school hours. Necessary to facilitate key initiatives, Custom Day and personalized learning. Students will take online courses and computer assisted remedial, advancement, and elective courses by using tech devices.</td><td>• $400 per device. 1/3 of price allocated for Custom Day. Each participating student and teachers receive one. We assume 20% of high school students will bring their own device. For Year 2-4, devices purchased for the extra number of students and teachers coming in the consortium. One-time investment for every four years. Devices are refreshed very four years.
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<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr>
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<tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr>
</table></td><td>• $2,876,235</td></tr>
</table>

<table>
<tr><td></td><td><table><tr><td>Teacher</td><td>708</td><td>841</td><td>946</td><td>1,045</td></tr></table></td><td></td></tr>
<tr><td>• IT Infrastructure upgrades at participating schools. Needed to accommodate the increasing technology use in classrooms. Necessary to implement key initiatives because technology is vital part of new initiatives.</td><td>• $24,472 per participating school. 1/3 allocated to Custom Day. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. One-time investment.</td><td>• $272,951</td></tr>
<tr><td>• Supplies for Custom Day consultants. Various office supplies. Needed to develop Custom Day curriculum and assessment materials. Necessary to for development of Custom Day content and framework.</td><td>• $1,500 for each of the 4 Custom Day consultants (science, math, ELA, social studies). One-time investment.</td><td>• $6,000</td></tr>
<tr><td>• Educational software licensing fees. Needed to have online remedial, advancement, and elective courses. Necessary to have personalized content for students.</td><td>• $61 annually per each participating student. Ongoing operational cost.<table><tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr><tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr><tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr></table></td><td>• $2,313,630</td></tr>
<tr><td colspan="3">6. Contractual
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.
NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</td></tr>
<tr><td>• Custom Day consultants to develop the Custom Day curriculum and assessment rubrics and professional development modules.</td><td>• $100,000 for each of the 4 Custom Day consultants (science, math, ELA, social studies). Year 1 only. One-time investment.</td><td>• $400,000</td></tr>
<tr><td>• Updating teacher and principal evaluation system to align with key initiatives including Custom Day.</td><td>• $80,000. 1/2 allotted to Custom Day initiative. Year 1 only. One-time investment.</td><td>• $40,000</td></tr>
<tr><td>• Training to principals and assistant principals to use the updated teacher and principal evaluation. Necessary for inter-reliability purposes.</td><td>• $4,500 for trainings in each of the 9 clusters every year. 1/2 allotted to Custom Day initiative. Ongoing operational cost.</td><td>• $81,000</td></tr>
<tr><td>• Custom Day professional development to participating teachers and principals. Necessary to train teachers and</td><td>• 3 days annually, $4,300 per day for 25 teachers. 708, 841, 946, and 1,045 teachers</td><td>• $1,260,705</td></tr>
</table>

principals on how to implement PBL in the classroom, assessment rubrics.	(Year 1-4). Ongoing operational cost.	
• Technology professional development to participating teachers and principals. Necessary to train teachers and principals on how to integrate technology in the classroom.	• 3 days annually, 1/5 allocated to Custom Day. $3,600 per day for 25 teachers. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $305,969
• Consultants to monitor progress of the implementation of key initiatives throughout the year. Necessary for ongoing improvement.	• 2 sessions annually, $2,000 per session. 1/3 allocated to Custom Day. Ongoing operational cost.	• $5,333
• Maintenance of tech devices. Necessary for upkeep of tech devices for continuous implementation of key initiatives including Custom Day.	• $2,700 per participating school. 1/2 allocated to Custom Day. 38 schools in Year 1, 41 schools in Year 2-4. Ongoing operational cost.	• $120,750
• Readistep test fees by College Board for participating 8th grade students to determine whether they are on-track to college.	• $3 per student. 1/2 allocated to Custom Day. 2775, 2975, 3175, and 3200 8th graders (Year 1-4). Ongoing operational cost.	• $18,188
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• Training stipends to teachers to increase and encourage attendance in professional development related to key initiatives including Custom Day. 80% attendance will be required.	• $300 per participating teacher overall. $100 per teacher allotted to Custom Day training. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $354,131
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• None	• None	• $0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $9,453,452
10. Total Indirect Costs		

Identify and apply the indirect cost rate.		
• None	• None	• $0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $9,453,452
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Personnel: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer to provide input in the development of the program. Necessary to align the new initiatives with current Harmony programs.	• Total 6 people, 6 months, 5% effort. 1/3 allotted for Dashboard initiative. $85K, $87K, $89K, $91K (Year 1 to 4). Source is State funds. One-time investment.	• $35,200
• Fringe Benefits: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer	• Total 20% of salaries budgeted for Curriculum Specialists. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Source is State funds. One-time investment.	• $7,040
• Travel: Teachers to attend the Custom Day professional development	• Total $100 per teacher to cover travel and subsistence related to Custom Day training for 708, 841, 946, and 1,045 teachers (Year 1 to 4). Source is State funds. Ongoing operational cost.	• $354,131
• Tech devices (e.g. notebook or tablet computers) for each participating student and teacher to use in the classroom and beyond school hours. Necessary to facilitate key initiatives, Custom Day and personalized learning. Students will take online courses and computer assisted remedial, advancement, and elective courses by using tech devices.	• Total 400 per device. 1/3 of price allocated for Custom Day. Each participating student and teachers receive one. We assume 20% of high school students will bring their own device. For Year 2-4, devices purchased for the extra number of students and teachers coming in the consortium. One-time investment for every four years. Devices are refreshed very four years. Harmony will	• $168,592

<table>
<tr><td></td><td>spend $25 per participating student from State funds. Source is State funds.<table><tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr><tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr><tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr><tr><td>Teacher</td><td>708</td><td>841</td><td>946</td><td>1,045</td></tr></table></td><td></td></tr>
<tr><td>• Supplies: IT infrastructure upgrades at participating schools. Needed to accommodate the increasing technology use in classrooms. Necessary to implement key initiatives because technology is vital part of new initiatives.</td><td>• $24,472 per participating school. 1/3 allocated to Custom Day. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. Harmony will spend $4,500 per school from State funds. One-time investment.</td><td>• $61,500</td></tr>
<tr><td>• Supplies: Educational software licensing fees. Needed to have online remedial, advancement, and elective courses. Necessary to have personalized content for students.</td><td>• Total $61 annually per each participating student. Ongoing operational cost. Harmony will spend $28 per participating student from State funds. Ongoing operational cost.<table><tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr><tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr><tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr></table></td><td>• $1,963,080</td></tr>
<tr><td>• Contractual: Custom Day professional development to participating teachers and principals. Necessary to train teachers and principals on how to implement PBL in the classroom, assessment rubrics.</td><td>• Total 3 days annually, $4,300 per day for 25 teachers. Harmony will spend $160 per Total teacher from State funds. 708, 841, 946, and 1,045 teachers (Year 1-4). Source is State funds. Ongoing operational cost.</td><td>• $566,609</td></tr>
<tr><td>• Contractual: Maintenance of tech devices. Necessary for upkeep of tech devices for continuous implementation of key initiatives including Custom Day.</td><td>• Total $2,700 per participating school. 1/2 allocated to Custom Day. 38 schools in Year 1, 41 schools in Year 2-4. Harmony will spend $1,200 per school. Source is State funds. Ongoing operational cost.</td><td>• $96,600</td></tr>
<tr><td>• Contractual: PSAT test fees for participating juniors.</td><td>• Total $13 per student. 1/2 allocated to</td><td>• $59,436</td></tr>
</table>

Necessary to determine whether students are on-track to college as an outcome measure.	Custom Day. 1763, 2181, 2450, and 2750 juniors (Year 1-4). Source is State funds. Ongoing operational cost.	
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $12,765,639

DASHBOARDS

To support the project-based learning and Custom Day initiatives, by way of further deepening and accelerating student learning, we will invest in upgrading our data systems to integrate different types of data from multiple platforms onto dashboards customized to our different end users. These dashboards will provide all of our stakeholders with the critical information they need to effectively interpret and act on data in order to keep us on track to student, school, and LEA-wide goals.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• Project Director to manage and supervise grant program. Necessary to implement the grant with fidelity.	• 1 person, full time, 20% of annual salary allotted for Dashboard initiative. $87K, $89K, $91K, $93K (Year 1 to 4). Ongoing operational cost.	• $72,000
• Cluster Data Analysts to perform data analysis for participating schools in clusters. Necessary to do data/items analysis for ongoing improvement.	• 9 people, full time, 40% of annual salary allotted for Dashboards initiative. $60K, $62K, $64K, $66K (Year 1 to 4). Ongoing operational cost.	• $907,200
• Instructional Technology Director to oversee and support technology integration in PBL. Necessary to help teachers integrate technology in daily instruction.	• 1 person, full time, 10% of annual salary allotted for Dashboards. 87K, $89K, $91K, $93K (Year 1 to 4). Ongoing operational cost.	• $32,400
• Software Developers to develop the data dashboards. Necessary to construct dashboards for different end users for continuous improvement.	• 3 people in Year 1-2 and 1 in Year 3-4. $65K, $67K, $69K, $71K (Year 1 to 4). Ongoing operational cost.	• $536,000
• Dashboards Project Manager to oversee design and development and management of data dashboards.	• 1 person. $70K, $72K, $74K, $76K (Year 1 to 4). Ongoing operational cost.	• $292,000

Necessary to provide input from Academics team to software developers and oversee Dashboards' improvement.		
• Statistician to develop and advance role of data in dashboards, execute data mining for continuous improvement purposes. Necessary to develop and improve the algorithms in data dashboards.	• 1 person, full time, 420% of annual salary allotted for Dashboards. 63K, $65K, $67K, $69K (Year 1 to 4). Ongoing operational cost.	• $52,800
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• Project Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $14,400
• Cluster Data Analysts	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $181,440
• Instructional Technology Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $6,480
• Software Developers	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $107,200
• Dashboards Project Manager	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $58,400

<table>
<tr><td>• Statistician</td><td>• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.</td><td>• $10,560</td></tr>
<tr><td colspan="3">3. Travel:
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</td></tr>
<tr><td>• Travel expenses of Dashboard Project Manager, Software Developers and Statistician to attend professional development. It will help build professional knowledge to move schools forward to more data-driven decision making capabilities.</td><td>• $10,000 annually for Year 1-2.</td><td>• $20,000</td></tr>
<tr><td colspan="3">4. Equipment
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.</td></tr>
<tr><td>• None</td><td>• None</td><td>• $0</td></tr>
<tr><td colspan="3">5. Supplies
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</td></tr>
<tr><td>• Tech devices (e.g. notebook or tablet computers) for each participating student and teacher to use in the classroom and beyond school hours. Necessary to facilitate key initiatives, Custom Day and personalized learning. Students will take online courses and computer assisted remedial, advancement, and elective courses by using tech devices.</td><td>• $400 per device. 1/3 of price allocated for Dashboards. Each participating student and teachers receive one. We assume 20% of high school students will bring their own device. For Year 2-4, devices purchased for the extra number of students and teachers coming in the consortium. One-time investment for every four years. Devices are refreshed very four years.
<table>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr>
<tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr>
<tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr>
</table></td><td>• $2,876,235</td></tr>
</table>

	Teacher | 708 | 841 | 946 | 1,045	
• IT Infrastructure upgrades at participating schools. Needed to accommodate the increasing technology use in classrooms. Necessary to implement key initiatives because technology is vital part of new initiatives.	• $24,472 per participating school. 1/3 allocated to Dashboards. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. One-time investment.	• $272,951
• Supplies for data storages and data servers at schools. Necessary to handle storage and processing of increasing loads of data at schools.	• $13,250 per participating school. Year 1: 38 schools, Year 2: 3 additional schools. One-time investment.	• $543,250
• Supplies for Dashboard Project Manager, Software Developers and Statistician. Necessary various office supplies to consume at developing and maintaining dashboards.	• $10,000 annually in Year 1-2, then $2,000 annually in year 3-4. Ongoing operational cost.	• $24,000
• Software fees for dashboard developers and statistician. Necessary to develop, maintain, and improve data dashboards.	• $26K, $24K, $5K, $5K (Year 1 to 4). Ongoing operational cost.	• $60,000
• Application Programming Interface (API) fees for data dashboards. Necessary to establish connection between various databases, content providers and data dashboards.	• $151K in Year 1, $40K in Year 2.	• $191,000
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• Technology and data dashboards professional development to participating teachers and principals. Necessary to train teachers and principals on how to use dashboards and integrate technology in the classroom.	• 3 days annually, 60% allocated to Dashboards and technology. $3,600 per day for 25 teachers. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $917,907
• Consultants to monitor progress of the implementation of key initiatives throughout the year. Necessary for ongoing improvement.	• 2 sessions annually, $2,000 per session. 1/3 allocated to Custom Day. Ongoing operational cost.	• $5,333
7. Training Stipends		

Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• Training stipends to teachers to increase and encourage attendance in professional development related to key initiatives including Dashboards. 80% attendance will be required.	• $300 per participating teacher overall. $60 per teacher allotted to Dashboards training. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.	• $212,478
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• None	• None	• $0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $7,394,034
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• None	• None	• $0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $7,394,034
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Personnel: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer to provide input in the development of the program. Necessary to align the new initiatives with current Harmony programs.	• Total 6 people, 6 months, 5% effort. 1/3 allotted for Dashboard initiative. $85K, $87K, $89K, $91K (Year 1 to 4). Source is State funds. One-time investment.	• $35,200
• Fringe Benefits: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer	• Total 20% of salaries budgeted for Curriculum Specialists. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Source is State funds. One-time	• $7,040

<table>
<tr><td></td><td>investment.</td><td></td></tr>
<tr><td>• Travel: Teachers to attend the Dashboards and technology use professional development</td><td>• Total $60 per teacher to cover travel and subsistence related to Dashboards and technology training for 708, 841, 946, and 1,045 teachers (Year 1 to 4). Source is State funds. Ongoing operational cost.</td><td>• $212,478</td></tr>
<tr><td>• Tech devices (e.g. notebook or tablet computers) for each participating student and teacher to use in the classroom and beyond school hours. Necessary to facilitate key initiatives, Custom Day and personalized learning. Students will take online courses and computer assisted remedial, advancement, and elective courses by using tech devices.</td><td>• Total 400 per device. 1/3 of price allocated for Dashboards. Each participating student and teachers receive one. We assume 20% of high school students will bring their own device. For Year 2-4, devices purchased for the extra number of students and teachers coming in the consortium. One-time investment for every four years. Devices are refreshed very four years. Harmony will spend $25 per participating student from State funds. Source is State funds.
<table>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td></tr>
<tr><td>St. 6-8</td><td>8,575</td><td>9,100</td><td>9,325</td><td>9,950</td></tr>
<tr><td>St. 9-12</td><td>6,023</td><td>7,712</td><td>9,144</td><td>10,281</td></tr>
<tr><td>Teacher</td><td>708</td><td>841</td><td>946</td><td>1,045</td></tr>
</table></td><td>• $168,592</td></tr>
<tr><td>• Supplies: IT infrastructure upgrades at participating schools. Needed to accommodate the increasing technology use in classrooms. Necessary to implement key initiatives because technology is vital part of new initiatives.</td><td>• $24,472 per participating school. 1/3 allocated for Dashboards. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. Harmony will spend $4,500 per school from State funds. One-time investment.</td><td>• $61,500</td></tr>
<tr><td colspan="3">13. Total Budget
Sum lines 11-12.</td></tr>
<tr><td>• n/a</td><td>• n/a</td><td>• $7,878,844</td></tr>
</table>

SOCIAL and EMOTIONAL LEARNING

In order to effectively personalize learning for all of our students, we have established a partnership with five support organizations to ensure that the social, emotional, and behavioral needs of all of our students are met. This partnership will integrate needed services and supports for our students and their families into our schools and increase our staff's capacity to personalize support to meet all students' needs. Partner organizations include: Committee for Children, DePelchin Children's Center, Partners Resource Network, Anti-Defamation League, and INROADS.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• None	• None	• $0
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• None	• None	• $0
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• None	• None	• $0
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• None	• None	• $0
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• None	• None	• $0

6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• Professional services fees to DePelchin Children's Center for social and emotional learning activities at schools. Necessary to build capacity at schools for social and emotional learning.	• $115,000 annually. $55,000 Trauma Oriented Counseling, $9,000 Skills for Success Program, $45,000 Safe for Kids Program, $6,000 Healthy Solutions. Ongoing operational cost.	• $460,000
• Professional services fees to ADL for cyberbullying training at schools. Necessary to build capacity at schools for social and emotional learning.	• $1,500 per session per 100 students. For high school students. 6023, 7712, 9144, 10,281 (Year 1-4).	• $497,400
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• None	• None	• $0
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• None	• None	• $0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $957,400
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• None	• None	• $0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $957,400

12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Personnel: Director of Student Health and Safety to supervise social and emotional learning activities. Necessary for wellbeing of students.	• 1 person, 10% effort, 66K, 68K, 70K, 72K (Year 1-4). Source is State funds. Ongoing operational cost.	• $27,600
• Fringe Benefits: Director of Student Health and Safety	• Total 20% of salaries budgeted for Director of Student Health and Safety. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Source is State funds. Ongoing operational cost.	• $5,520
• Second Step Prevention Curriculum to teach substance abuse and teen bullying prevention. Necessary to build capacity at schools (curriculum based prevention program).	• $919 per participating school annually, 38 schools in Year 1, 41 schools in year 2-4. Source is state funds. Ongoing operational cost.	• $147,959
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $1,138,479

OPTIONAL BUDGET SUPPLEMENT

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."

Budget Table 1-1: Overall Budget Summary Table
Evidence for: [Optional Budget Supplement]

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$85,500	$86,500	$0	$0	$172,000
2. Fringe Benefits	$17,100	$17,300	$0	$0	$34,400
3. Travel	$35,000	$35,000	$0	$0	$70,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$262,634	$122,634	$0	$0	$385,267
6. Contractual	$549,000	$534,000	$0	$0	$1,083,000
7. Training Stipends	$42,000	$42,000	$0	$0	$84,000
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$991,234	$837,434	$0	$0	$1,828,667
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$991,234	$837,434	$0	$0	$1,828,667
12. Funds from other sources	$0	$0	$0	$0	$0

used to support the project					
13. Total Budget (lines 11-12)	$991,234	$837,434	$0	$0	$1,828,667

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

OPTIONAL BUDGET SUPPLEMENT

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 2: Overall Budget Summary Narrative."

North Forest ISD has been identified as a low-performing school district located in metro area Houston, Texas. Student demographics of NFISD are 68% African American, 31% Hispanic, 1% White and 99.8% low-income. Harmony Public Schools (HPS) proposes to establish a partnership with North Forest ISD to assist NFISD to implement technology-enabled Project Based Learning (PBL) in science classes at North Forest High School (NFHS) and provide professional development and mentorship to science teachers at NFHS.

The total budget for the proposed program is $1,828,667. The proposed program is 2 years long, 2013-14 and 2014-15 academic years. As part of the program, North Forest High School science teachers will receive:

- 15 days/year of professional development on effective instructional strategies, content knowledge, implementing PBL in the classroom, and integrating technology in the classroom
- 100 days/year of mentorship from science consultants
- $3,000 annual stipend for attending trainings and mentorships (80% attendance required)
- 25 tech devices (e.g., notebook computers) in each teacher's classroom to engage students in Project Based Learning (PBL)
- Classroom supplies ($107 per student per year) to be used in PBL projects
- $2,500 travel and subsistence costs per teacher per year to attend summer AP Institutes or other professional development opportunities

The budget also includes 50% time and effort of one person in NFISD's team to implement and monitor collaboration activities and consultant fees to monitor progress on HPS's side.

Goals for NFHS:

		2010-2011, TAKS, % passing (Baseline)	**SY 2012-13**	**SY 2013-14**	**SY 2014-15 (Post Program)**
10th Grade Science	**All Students**	49%	60%	80%	90%
	African American	48%	60%	80%	90%
	Hispanic	53%	60%	80%	90%

		Special Ed	15%	50%	70%	90%	
		Economically Disadvantaged	49%	70%	80%	90%	
		LEP	31%	60%	80%	90%	
	11th Grade Science	**All Students**	79%	85%	90%	95%	
		African American	79%	85%	90%	100%	
		Hispanic	80%	85%	90%	100%	
		Special Ed	42%	65%	80%	95%	
		Economically Disadvantaged	79%	90%	95%	100%	
		LEP	63%	75%	85%	95%	

Budget Table 2-1: Overall Budget Summary Project List
Evidence for: [Optional Budget Supplement]

Project Name	Primary Associated Criterion and location in application	Additional Associated Criteria and location in application	Total Grant Funds Requested	Total Budget
Collaboration between Harmony Public Schools and North Forest ISD for Professional Development and Mentorship to North Forest High School science teachers	(C)(1)(a)(iii, iv, v), page 46-51		$1,828,667	$1,828,667
TOTAL			$1,828,667	$1,828,667
			Total for Grant Funds	**Total Budget**

OPTIONAL BUDGET SUPPLEMENT

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."

Table 3-1: Project-Level Budget Summary Table: Evidence for [Optional Budget Supplement]
Project Name: COLLABORATION BETWEEN HARMONY PUBLIC SCHOOLS AND NORTH FOREST ISD FOR PROFESSIONAL DEVELOPMENT AND MENTORSHIP TO NORTH FOREST HIGH SCHOOL SCIENCE TEACHERS
Primary Associated Criterion and Location in Application: (C)(1)(a)(iii, iv, v), page 46-51
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$85,500	$86,500	$0	$0	$172,000
2. Fringe Benefits	$17,100	$17,300	$0	$0	$34,400
3. Travel	$35,000	$35,000	$0	$0	$70,000
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$262,634	$122,634	$0	$0	$385,267
6. Contractual	$549,000	$534,000	$0	$0	$1,083,000
7. Training Stipends	$42,000	$42,000	$0	$0	$84,000
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$991,234	$837,434	$0	$0	$1,828,667
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$991,234	$837,434	$0	$0	$1,828,667
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0

13. Total Budget (lines 11-12)	$991,234	$837,434	$0	$0	$1,828,667

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

OPTIONAL BUDGET SUPPLEMENT

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

North Forest ISD has been identified as a low-performing school district located in metro area Houston, Texas. Student demographics of NFISD are 68% African American, 31% Hispanic, 1% White and 99.8% low-income. Harmony Public Schools (HPS) proposes to establish a partnership with North Forest ISD to assist NFISD to implement technology-enabled Project Based Learning (PBL) in science classes at North Forest High School (NFHS) and provide professional development and mentorship to science teachers at NFHS.

The total budget for the proposed program is $1,828,667. The proposed program is 2 years long, 2013-14 and 2014-15 academic years. As part of the program, North Forest High School science teachers will receive:

- 15 days/year of professional development on effective instructional strategies, content knowledge, implementing PBL in the classroom, and integrating technology in the classroom
- 100 days/year of mentorship from science consultants
- $3,000 annual stipend for attending trainings and mentorships (80% attendance required)
- 25 tech devices (e.g., notebook computers) in each teacher's classroom to engage students in Project Based Learning (PBL)
- Classroom supplies ($107 per student per year) to be used in PBL projects
- $2,500 travel and subsistence costs per teacher per year to attend summer AP Institutes or other professional development opportunities

The budget also includes 50% time and effort of one person in NFISD's team to implement and monitor collaboration activities and consultant fees to monitor progress on HPS's side.

Goals for NFHS:

		2010-2011, TAKS, % passing (Baseline)	**SY 2012-13**	**SY 2013-14**	**SY 2014-15 (Post Program)**
10th Grade Science	**All Students**	49%	60%	80%	90%
	African American	48%	60%	80%	90%
	Hispanic	53%	60%	80%	90%

		Special Ed	15%	50%	70%	90%	
		Economically Disadvantaged	49%	70%	80%	90%	
		LEP	31%	60%	80%	90%	
	11th Grade Science	**All Students**	79%	85%	90%	95%	
		African American	79%	85%	90%	100%	
		Hispanic	80%	85%	90%	100%	
		Special Ed	42%	65%	80%	95%	
		Economically Disadvantaged	79%	90%	95%	100%	
		LEP	63%	75%	85%	95%	

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• Project Director to manage and supervise grant program. Necessary to implement the grant with fidelity.	• 50% effort of science department head at NFISD. $87K, $89K (Year 1-2). Ongoing operational cost.	• $88,000
• Substitute Teachers to cover instruction while science teachers at training. Necessary to allow science teachers to receive quality training.	• $100/day, 14 science teachers, 30 days/year. Ongoing operational cost.	• $84,000
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• Project Director	• 20% of salaries budgeted above in Personnel section. Fringe benefits include	• $17,600

	FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	
• Substitute Teachers	• 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost.	• $16,800
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• Travel expenses for science teachers to attend out-of-district professional development	• $2,500 per teacher, 14 teachers. Ongoing operational cost.	• $70,000
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• None	• None	• $0
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• Tech devices (e.g. notebook or tablet computers) to be used in science labs and classrooms Necessary to facilitate personalized learning.	• $400 per device. 14 science teachers, 25 devices in each classroom. One-time investment for every four years. Devices are refreshed very four years.	• $140,000
• Classroom supplies to encourage students to engage in personalized learning opportunities. Necessary because our students would not be able to purchase supplies on their own.	• $107 per participating North Forest High School students, 1149 students. Ongoing operational cost.	• $245,267
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a		

grant is awarded.		
• Program Consultant to design professional development rubrics and monitor progress	• $15,000 for development of design professional development rubrics. $40,000 to monitor progress in Year 1-2. $15,000 one-time investment; $80,000 ongoing operational cost.	• $95,000
• Professional development to NFHS science teachers in content knowledge and implementing PBL in the classroom.	• $4,600 per session, 10 sessions a year. Ongoing operational cost.	• $92,000
• Professional development to NFHS science teachers about technology integration in instruction.	• $3,600 per session, 5 sessions a year. Ongoing operational cost.	• $36,000
• Mentorship to NFHS science teachers to increase effectiveness in delivery of instruction in the classroom and implementing PBL in the classroom.	• $4,300 per day (4 consultants), 100 times a year. Ongoing operational cost.	• $860,000
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• Training stipends to teachers to increase and encourage attendance in professional development related to key initiatives including PBL. 80% or more attendance in professional development and mentorship required.	• $3,000/year per participating science teacher, 14 teachers. Ongoing operational cost.	• $84,000
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• None	• None	• $0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $1,828,667
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• None	• None	• $0
11. Total Grant Funds Requested		

Sum lines 9-10.		
• n/a	• n/a	• $1,828,667
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• None	• None	• $0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $1,828,667

XII. OPTIONAL BUDGET SUPPLEMENT

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of $2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

(1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);

(2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and

(3) The proposed budget (up to $2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

Note, an optional budget supplement may include a proposal to utilize, across two or more districts, robust measures of student status and growth that assess hard to measure skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving across multiple academic domains and enable evaluation of group and individual learning experiences. The Department believes that utilizing these measures will contribute to the continuous improvement of personalized learning experiences and the tools and resources that support their implementation.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

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