

Grantee Name: Harmony Science Academy (Harmony Public Schools)

Participating Students

Table (A)(2): Approach to Implementation

			School Demographics								
			Raw Data						Percentages		
			Actual numbers or estimates								
A	B	C	D	E	F	G	H	I			
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Base 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/D)*100	% of Participating students from low income families (D/D)*100	% of Total LEA or consortium low-income population (D/D)*100
Harmony School of Excellence	Harmony School of Excellence	6-8	22	327	87	76	1787	899	36.4	23.2	4.3
Harmony School of Excellence	Harmony School of Excellence - Endeavor	6-8	10	175	136	135	1787	531	33.0	77.1	7.6
Harmony School of Excellence	Harmony Science Academy - Bryan/College Station	6-12	14	172	134	126	1787	370	46.5	73.3	7.1
Harmony School of Excellence	Harmony School of Advancement - High	9-12	26	511	250	236	1787	511	100	46.2	13.2
Harmony School of Excellence	Harmony School of Discovery - Houston	6-10	15	258	118	109	1787	751	34.4	42.2	6.1
Harmony School of Excellence	Harmony Science Academy - Houston NW	6-8	13	238	122	106	1787	678	35.1	44.5	5.9
Harmony School of Science - Houston	Harmony School of Science - Houston	6	8	140	89	63	741	702	19.9	45.0	8.5
Harmony School of Science - Houston	Harmony School of Science - Houston High	7-11	26	620	397	369	741	620	100	59.5	49.8
Harmony Science Acad (El Paso)	Harmony Science Acad - El Paso	6-12	35	518	379	368	1374	876	59.1	71.0	26.8
Harmony Science Acad (El Paso)	Harmony School of Innovation - El Paso	6-11	19	301	217	210	1374	592	50.8	69.8	15.3
Harmony Science Acad (El Paso)	Harmony Science Academy - West Houston	6-9	12	202	98	93	1374	701	28.8	46.0	6.8
Harmony Science Acad (Fort Worth)	Harmony Science Acad - Fort Worth	N/A	0	0	0	0	1680	620	N/A	N/A	N/A
Harmony Science Acad (Fort Worth)	Harmony Science Academy Grand Prairie	6-12	16	246	163	153	1680	518	47.5	62.2	9.1
Harmony Science Acad (Fort Worth)	Harmony Science Academy - Euless	6-11	20	427	241	229	1680	1035	41.3	53.6	13.6
Harmony Science Acad (Fort Worth)	Harmony School of Nature and Athletics	6-10	17	388	191	179	1680	727	53.4	46.1	10.7
Harmony Science Acad (Fort Worth)	Harmony School of Innovation - Fort Worth	6-12	22	411	178	164	1680	411	100	39.9	9.8
Harmony Science Acad (Lubbock)	Harmony Science Acad - Lubbock	6-12	13	195	157	149	573	448	43.5	76.4	26.0
Harmony Science Acad (Lubbock)	Harmony Science Academy - Odessa	6-9	8	99	62	53	573	354	28.0	53.5	9.2
Harmony Science Acad (San Antonio)	Harmony Science Acad - San Antonio	6-12	29	493	309	282	1288	850	58	57.2	21.9
Harmony Science Acad (San Antonio)	Harmony School of Innovation - San Antonio	6-8	15	166	124	123	1288	508	32.7	74.1	9.5
Harmony Science Acad (San Antonio)	Harmony Science Academy - Laredo	6-12	22	482	332	314	1288	724	66.6	65.1	24.4
Harmony Science Acad (Waco)	Harmony Science Acad - Waco	6-12	23	351	267	257	2258	688	51.0	73.2	11.4
Harmony Science Acad (Waco)	Harmony Science Academy - Garland	6-10	21	349	202	186	2258	654	53.4	53.3	8.2
Harmony Science Acad (Waco)	Harmony Science Academy - Dallas	6-12	36	750	625	612	2258	1168	64.2	81.6	27.1
Harmony Science Acad (Waco)	Harmony School of Innovation - Dallas	6-11	17	329	181	158	2258	655	50.2	48.0	7.0
Harmony Science Acad (Waco)	Harmony School of Business - Dallas	6-8	10	89	44	39	2258	423	21.0	43.8	1.7
Harmony Science Academy	Harmony Science Academy Houston High	8-12	34	610	424	404	2245	610	100	66.2	18.0
Harmony Science Academy	Harmony School of Innovation - Houston	6-7	12	212	160	153	2245	589	36.0	72.2	6.8
Harmony Science Academy	Harmony School of Ingenuity	6-11	21	301	238	228	2245	624	48.2	75.7	10.2
Harmony Science Academy	Harmony Science Academy - Beaumont	6-12	17	239	137	113	2245	492	48.6	47.3	5.0
Harmony Science Academy	Harmony Science Academy - Houston	6-8	13	148	135	131	2245	352	42.0	88.5	5.8
Harmony Science Academy	Harmony School of Fine Arts and Technology	6-9	19	255	153	147	2245	699	36.5	57.6	6.5
Harmony Science Academy - Brownsville	Harmony Science Academy - Brownsville	6-12	14	253	209	205	344	434	58.3	81.0	59.6
Harmony Science Academy (Austin)	Harmony Science Academy - Austin	6-8	8	143	128	128	1441	380	37.6	89.5	8.9
Harmony Science Academy (Austin)	Harmony Science Academy North Austin	7-12	32	577	313	279	1441	577	100	48.4	19.4
Harmony Science Academy (Austin)	Harmony School of Science - Austin	6-8	14	190	119	107	1441	530	35.8	56.3	7.4
Harmony Science Academy (Austin)	Harmony School of Political Science and Communication	6-9	18	186	71	49	1441	687	27.1	26.3	3.4
Harmony Science Academy (Austin)	Harmony School of Excellence	6-11	23	348	277	254	1441	694	50.1	73.0	17.6
	[Add or delete rows as needed]										
TOTAL		6-12	694	11699	7378	6924	13731	23822	49.1	59.2	50.4%

Grantee Name: Harmony Public Schools

Student Outcome Performance Measures

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

LEA:		HARMONY SCIENCE ACADEMY - SAN ANTONIO						015-828
(A)(4)(a) Performance on summative assessments (proficiency status and growth)								
Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)								
Methodology for determining status: Percent proficient (satisfactory) and above								
Methodology for determining growth: Change in achievement levels								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL		73%	75%	79%	83%	87%	91%
	African American		73%	75%	79%	83%	87%	91%
	Hispanic		65%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		40%	75%	79%	83%	87%	91%
	Econ. Dis.		71%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		33%	75%	79%	83%	87%	91%
	African American		18%	75%	79%	83%	87%	91%
	Hispanic		25%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		55%	75%	79%	83%	87%	91%
	LEP		20%	75%	79%	83%	87%	91%
	Econ. Dis.		31%	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		69%	75%	79%	83%	87%	91%
	African American		71%	75%	79%	83%	87%	91%
	Hispanic		65%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		60%	75%	79%	83%	87%	91%
	Econ. Dis.		74%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		40%	75%	79%	83%	87%	91%
	African American		14%	75%	79%	83%	87%	91%
	Hispanic		42%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		65%	75%	79%	83%	87%	91%
	LEP		60%	75%	79%	83%	87%	91%
	Econ. Dis.		45%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		52%	75%	79%	83%	87%	91%
	African American		36%	75%	79%	83%	87%	91%
	Hispanic		55%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		59%	75%	79%	83%	87%	91%
	LEP		36%	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%
Grade 5 Reading	OVERALL		73%	75%	79%	83%	87%	91%
	African American		73%	75%	79%	83%	87%	91%
	Hispanic		70%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%

Grade 5 Reading	Asian		N/A	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		72%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
Grade 5 Math	OVERALL		50%	75%	79%	83%	87%	91%
	African American		33%	75%	79%	83%	87%	91%
	Hispanic		52%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		60%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		46%	75%	79%	83%	87%	91%
Grade 5 Science	Special Ed.		43%	75%	79%	83%	87%	91%
	OVERALL		60%	75%	79%	83%	87%	91%
	African American		44%	75%	79%	83%	87%	91%
	Hispanic		58%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		83%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
Grade 6 Reading	Econ. Dis.		58%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
	OVERALL		67%	75%	79%	83%	87%	91%
	African American		52%	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		80%	75%	79%	83%	87%	91%
	White		76%	75%	79%	83%	87%	91%
Grade 6 Math	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%
	Special Ed.		11%	75%	79%	83%	87%	91%
	OVERALL		52%	75%	79%	83%	87%	91%
	African American		59%	75%	79%	83%	87%	91%
	Hispanic		43%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
Grade 7 Reading	White		62%	75%	79%	83%	87%	91%
	LEP		20%	75%	79%	83%	87%	91%
	Econ. Dis.		45%	75%	79%	83%	87%	91%
	Special Ed.		11%	75%	79%	83%	87%	91%
	OVERALL		81%	75%	79%	83%	87%	91%
	African American		77%	75%	79%	83%	87%	91%
	Hispanic		83%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
Grade 7 Math	Asian		100%	75%	79%	83%	87%	91%
	White		73%	75%	79%	83%	87%	91%
	LEP		40%	75%	79%	83%	87%	91%
	Econ. Dis.		85%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		71%	75%	79%	83%	87%	91%
	African American		50%	75%	79%	83%	87%	91%
	Hispanic		75%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		68%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		71%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		73%	75%	79%	83%	87%	91%
	African American		54%	75%	79%	83%	87%	91%
	Hispanic		71%	75%	79%	83%	87%	91%

Grade 7 Writing	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		80%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		60%	75%	79%	83%	87%	91%
	Econ. Dis.		71%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		86%	75%	79%	83%	87%	91%
	African American		78%	75%	79%	83%	87%	91%
	Hispanic		84%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		93%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		79%	75%	79%	83%	87%	91%
	African American		73%	75%	79%	83%	87%	91%
	Hispanic		76%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		76%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		63%	75%	79%	83%	87%	91%
	African American		56%	75%	79%	83%	87%	91%
	Hispanic		62%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		64%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		54%	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		67%	75%	79%	83%	87%	91%
	African American		78%	75%	79%	83%	87%	91%
	Hispanic		62%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		71%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		80%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		79%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		75%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		79%	75%	79%	83%	87%	91%
	OVERALL		87%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%

EOC Biology	Hispanic		91%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		71%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		87%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	97%	100%	N/A	N/A	N/A	N/A
	African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	100%	89%	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	100%	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	94%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

LEA: HARMONY SCIENCE ACADEMY - BROWNSVILLE 031-803

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

Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)

Methodology for determining status: Percent proficient (satisfactory) and above

Methodology for determining growth: Change in achievement levels

Goal area	Subgroup	Baseline(s)		Goals				SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		64%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		62%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		17%	75%	79%	83%	87%	91%
	Econ. Dis.		53%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		74%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		68%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		62%	75%	79%	83%	87%	91%
Special Ed.		N/A	75%	79%	83%	87%	91%	

Grade 4 Reading	OVERALL		88%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		85%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		92%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		63%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		53%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		58%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		80%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		75%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		85%	75%	79%	83%	87%	91%
Grade 5 Reading	OVERALL		61%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		60%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		80%	75%	79%	83%	87%	91%
	LEP		33%	75%	79%	83%	87%	91%
	Econ. Dis.		60%	75%	79%	83%	87%	91%
Grade 5 Math	OVERALL		60%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		61%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		40%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%
Grade 5 Science	OVERALL		35%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		33%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		40%	75%	79%	83%	87%	91%
	LEP		17%	75%	79%	83%	87%	91%
	Econ. Dis.		31%	75%	79%	83%	87%	91%
Grade 6 Reading	OVERALL		69%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		67%	75%	79%	83%	87%	91%

	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 6 Math	OVERALL		90%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		91%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		90%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Reading	OVERALL		86%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Math	OVERALL		68%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		80%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		63%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Writing	OVERALL		76%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		73%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		68%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		90%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		89%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		84%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		83%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		78%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		69%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		67%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		N/A	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%

	LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Econ. Dis.	N/A	100%	100%	N/A	N/A	N/A	N/A
	Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

LEA: HARMONY SCIENCE ACADEMY - EL PASO 071-806

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

Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)

Methodology for determining status: Percent proficient (satisfactory) and above

Methodology for determining growth: Change in achievement levels

Goal area	Subgroup	Baseline(s)		Goals				SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		83%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		80%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		90%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		66%	75%	79%	83%	87%	91%
	Econ. Dis.		79%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		75%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		70%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		82%	75%	79%	83%	87%	91%
	LEP		79%	75%	79%	83%	87%	91%
	Econ. Dis.		74%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		74%	75%	79%	83%	87%	91%
	African American		83%	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		42%	75%	79%	83%	87%	91%
	Econ. Dis.		67%	75%	79%	83%	87%	91%
	Special Ed.		80%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		63%	75%	79%	83%	87%	91%
	African American		83%	75%	79%	83%	87%	91%
	Hispanic		53%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		82%	75%	79%	83%	87%	91%
	LEP		42%	75%	79%	83%	87%	91%
	Econ. Dis.		55%	75%	79%	83%	87%	91%
	Special Ed.		80%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		66%	75%	79%	83%	87%	91%
	African American		67%	75%	79%	83%	87%	91%
	Hispanic		58%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		83%	75%	79%	83%	87%	91%
	LEP		29%	75%	79%	83%	87%	91%
	Econ. Dis.		58%	75%	79%	83%	87%	91%
	Special Ed.		20%	75%	79%	83%	87%	91%
	OVERALL		82%	75%	79%	83%	87%	91%
	African American		93%	75%	79%	83%	87%	91%
	Hispanic		75%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%

Grade 5 Reading	Asian		93%	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		76%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 5 Math	OVERALL		67%	75%	79%	83%	87%	91%
	African American		86%	75%	79%	83%	87%	91%
	Hispanic		58%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		93%	75%	79%	83%	87%	91%
	White		77%	75%	79%	83%	87%	91%
	LEP		43%	75%	79%	83%	87%	91%
	Econ. Dis.		56%	75%	79%	83%	87%	91%
Grade 5 Science	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		72%	75%	79%	83%	87%	91%
	African American		86%	75%	79%	83%	87%	91%
	Hispanic		64%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		84%	75%	79%	83%	87%	91%
	LEP		40%	75%	79%	83%	87%	91%
Grade 6 Reading	Econ. Dis.		62%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		84%	75%	79%	83%	87%	91%
	African American		95%	75%	79%	83%	87%	91%
	Hispanic		80%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
Grade 6 Math	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		81%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
	OVERALL		59%	75%	79%	83%	87%	91%
	African American		50%	75%	79%	83%	87%	91%
	Hispanic		59%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		83%	75%	79%	83%	87%	91%
Grade 7 Reading	White		60%	75%	79%	83%	87%	91%
	LEP		44%	75%	79%	83%	87%	91%
	Econ. Dis.		61%	75%	79%	83%	87%	91%
	Special Ed.		11%	75%	79%	83%	87%	91%
	OVERALL		80%	75%	79%	83%	87%	91%
	African American		89%	75%	79%	83%	87%	91%
	Hispanic		76%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
Grade 7 Math	Asian		90%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		52%	75%	79%	83%	87%	91%
	Econ. Dis.		74%	75%	79%	83%	87%	91%
	Special Ed.		33%	75%	79%	83%	87%	91%
	OVERALL		68%	75%	79%	83%	87%	91%
	African American		71%	75%	79%	83%	87%	91%
	Hispanic		62%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		91%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		38%	75%	79%	83%	87%	91%
	Econ. Dis.		60%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		77%	75%	79%	83%	87%	91%
	African American		89%	75%	79%	83%	87%	91%
	Hispanic		71%	75%	79%	83%	87%	91%

Grade 7 Writing	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		33%	75%	79%	83%	87%	91%
	Econ. Dis.		70%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		89%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		87%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		94%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		85%	75%	79%	83%	87%	91%
Grade 8 Math	Special Ed.		60%	75%	79%	83%	87%	91%
	OVERALL		76%	75%	79%	83%	87%	91%
	African American		58%	75%	79%	83%	87%	91%
	Hispanic		73%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		93%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		64%	75%	79%	83%	87%	91%
	Econ. Dis.		69%	75%	79%	83%	87%	91%
Grade 8 Social Studies	Special Ed.		40%	75%	79%	83%	87%	91%
	OVERALL		71%	75%	79%	83%	87%	91%
	African American		75%	75%	79%	83%	87%	91%
	Hispanic		71%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		56%	75%	79%	83%	87%	91%
	White		71%	75%	79%	83%	87%	91%
	LEP		38%	75%	79%	83%	87%	91%
	Econ. Dis.		65%	75%	79%	83%	87%	91%
Grade 8 Science	Special Ed.		17%	75%	79%	83%	87%	91%
	OVERALL		71%	75%	79%	83%	87%	91%
	African American		75%	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		38%	75%	79%	83%	87%	91%
	Econ. Dis.		67%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	Special Ed.		17%	75%	79%	83%	87%	91%
	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Special Ed.		N/A	N/A	79%	83%	87%	91%
	OVERALL		85%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		83%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		79%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		83%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%

EOC Biology	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		50%	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
	Special Ed.		20%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	100%	100%	N/A	N/A	N/A	N/A
	African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	100%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

LEA: HARMONY SCIENCE ACADEMY 101-846

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

Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)

Methodology for determining status: Percent proficient (satisfactory) and above

Methodology for determining growth: Change in achievement levels

Goal area	Subgroup	Baseline(s)		Goals				SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		81%	75%	79%	83%	87%	91%
	African American		83%	75%	79%	83%	87%	91%
	Hispanic		70%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		83%	75%	79%	83%	87%	91%
	LEP		64%	75%	79%	83%	87%	91%
	Econ. Dis.		78%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		66%	75%	79%	83%	87%	91%
	African American		58%	75%	79%	83%	87%	91%
	Hispanic		59%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		68%	75%	79%	83%	87%	91%
	LEP		69%	75%	79%	83%	87%	91%
	Econ. Dis.		61%	75%	79%	83%	87%	91%
Special Ed.		20%	75%	79%	83%	87%	91%	

Grade 4 Reading	OVERALL		73%	75%	79%	83%	87%	91%
	African American		70%	75%	79%	83%	87%	91%
	Hispanic		67%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		91%	75%	79%	83%	87%	91%
	White		78%	75%	79%	83%	87%	91%
	LEP		55%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		66% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 4 Math	OVERALL		54%	75%	79%	83%	87%	91%
	African American		52%	75%	79%	83%	87%	91%
	Hispanic		47%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		83%	75%	79%	83%	87%	91%
	White		51%	75%	79%	83%	87%	91%
	LEP		38%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		49% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 4 Writing	OVERALL		54%	75%	79%	83%	87%	91%
	African American		60%	75%	79%	83%	87%	91%
	Hispanic		34%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		77%	75%	79%	83%	87%	91%
	White		66%	75%	79%	83%	87%	91%
	LEP		29%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		46% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 5 Reading	OVERALL		78%	75%	79%	83%	87%	91%
	African American		79%	75%	79%	83%	87%	91%
	Hispanic		70%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		35%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		72% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 5 Math	OVERALL		73%	75%	79%	83%	87%	91%
	African American		65%	75%	79%	83%	87%	91%
	Hispanic		69%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		81%	75%	79%	83%	87%	91%
	LEP		43%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		70% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 5 Science	OVERALL		68%	75%	79%	83%	87%	91%
	African American		68%	75%	79%	83%	87%	91%
	Hispanic		55%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		79%	75%	79%	83%	87%	91%
	LEP		18%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		63% 43%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 6 Reading	OVERALL		81%	75%	79%	83%	87%	91%
	African American		85%	75%	79%	83%	87%	91%
	Hispanic		72%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		98%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		41%	75%	79%	83%	87%	91%
	Econ. Dis.		78%	75%	79%	83%	87%	91%

	Special Ed.		40%	75%	79%	83%	87%	91%
Grade 6 Math	OVERALL		64%	75%	79%	83%	87%	91%
	African American		66%	75%	79%	83%	87%	91%
	Hispanic		61%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		78%	75%	79%	83%	87%	91%
	White		64%	75%	79%	83%	87%	91%
	LEP		33%	75%	79%	83%	87%	91%
	Econ. Dis.		61%	75%	79%	83%	87%	91%
	Special Ed.		60%	75%	79%	83%	87%	91%
Grade 7 Reading	OVERALL		83%	75%	79%	83%	87%	91%
	African American		86%	75%	79%	83%	87%	91%
	Hispanic		78%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		95%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		43%	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
	Special Ed.		63%	75%	79%	83%	87%	91%
Grade 7 Math	OVERALL		68%	75%	79%	83%	87%	91%
	African American		68%	75%	79%	83%	87%	91%
	Hispanic		59%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		72%	75%	79%	83%	87%	91%
	LEP		37%	75%	79%	83%	87%	91%
	Econ. Dis.		64%	75%	79%	83%	87%	91%
	Special Ed.		40%	75%	79%	83%	87%	91%
Grade 7 Writing	OVERALL		82%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		78%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		95%	75%	79%	83%	87%	91%
	White		80%	75%	79%	83%	87%	91%
	LEP		30%	75%	79%	83%	87%	91%
	Econ. Dis.		81%	75%	79%	83%	87%	91%
	Special Ed.		75%	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		88%	75%	79%	83%	87%	91%
	African American		94%	75%	79%	83%	87%	91%
	Hispanic		87%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		84%	75%	79%	83%	87%	91%
	White		83%	75%	79%	83%	87%	91%
	LEP		36%	75%	79%	83%	87%	91%
	Econ. Dis.		86%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		83%	75%	79%	83%	87%	91%
	African American		80%	75%	79%	83%	87%	91%
	Hispanic		81%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		91%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		60%	75%	79%	83%	87%	91%
	Econ. Dis.		79%	75%	79%	83%	87%	91%
	Special Ed.		100%	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		57%	75%	79%	83%	87%	91%
	African American		67%	75%	79%	83%	87%	91%
	Hispanic		47%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		74%	75%	79%	83%	87%	91%
	White		50%	75%	79%	83%	87%	91%
	LEP		22%	75%	79%	83%	87%	91%

	Econ. Dis.		52%	75%	79%	83%	87%	91%
	Special Ed.		29%	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		61%	75%	79%	83%	87%	91%
	African American		65%	75%	79%	83%	87%	91%
	Hispanic		52%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		84%	75%	79%	83%	87%	91%
	White		63%	75%	79%	83%	87%	91%
	LEP		44%	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%
	Special Ed.		14%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		88%	75%	79%	83%	87%	91%
	African American		90%	75%	79%	83%	87%	91%
	Hispanic		84%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		100%	75%	79%	83%	87%	91%
	Econ. Dis.		85%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC Biology	OVERALL		91%	75%	79%	83%	87%	91%
	African American		89%	75%	79%	83%	87%	91%
	Hispanic		92%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		100%	75%	79%	83%	87%	91%
	Econ. Dis.		90%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	99%	99%	100%	N/A	N/A	N/A	N/A
	African American	100%	100%	100%	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	94%	95%	100%	N/A	N/A	N/A	N/A
	White	100%	100%	100%	N/A	N/A	N/A	N/A

LEP	80%	80%	100%	N/A	N/A	N/A	N/A
Econ. Dis.	98%	98%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

LEA: HARMONY SCHOOL OF EXCELLENCE 101-858

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

Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)

Methodology for determining status: Percent proficient (satisfactory) and above

Methodology for determining growth: Change in achievement levels

Goal area	Subgroup	Baseline(s)		Goals				SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		77%	75%	79%	83%	87%	91%
	African American		74%	75%	79%	83%	87%	91%
	Hispanic		67%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		91%	75%	79%	83%	87%	91%
	White		80%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis.		68%	75%	79%	83%	87%	91%
	Special Ed.		38%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		72%	75%	79%	83%	87%	91%
	African American		63%	75%	79%	83%	87%	91%
	Hispanic		63%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		90%	75%	79%	83%	87%	91%
	White		76%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis.		62%	75%	79%	83%	87%	91%
	Special Ed.		14%	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		76%	75%	79%	83%	87%	91%
	African American		64%	75%	79%	83%	87%	91%
	Hispanic		65%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		32%	75%	79%	83%	87%	91%
	Econ. Dis.		68%	75%	79%	83%	87%	91%
	Special Ed.		38%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		72%	75%	79%	83%	87%	91%
	African American		53%	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		79%	75%	79%	83%	87%	91%
	LEP		52%	75%	79%	83%	87%	91%
	Econ. Dis.		65%	75%	79%	83%	87%	91%
	Special Ed.		38%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		73%	75%	79%	83%	87%	91%
	African American		53%	75%	79%	83%	87%	91%
	Hispanic		64%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		84%	75%	79%	83%	87%	91%
	LEP		36%	75%	79%	83%	87%	91%
	Econ. Dis.		62%	75%	79%	83%	87%	91%
	Special Ed.		40%	75%	79%	83%	87%	91%
	OVERALL		85%	75%	79%	83%	87%	91%
	African American		78%	75%	79%	83%	87%	91%
	Hispanic		79%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%

Grade 5 Reading	Asian		94%	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
	LEP		58%	75%	79%	83%	87%	91%
	Econ. Dis.		79%	75%	79%	83%	87%	91%
	Special Ed.		64%	75%	79%	83%	87%	91%
Grade 5 Math	OVERALL		83%	75%	79%	83%	87%	91%
	African American		65%	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		94%	75%	79%	83%	87%	91%
	LEP		67%	75%	79%	83%	87%	91%
	Econ. Dis.		76%	75%	79%	83%	87%	91%
Grade 5 Science	Special Ed.		45%	75%	79%	83%	87%	91%
	OVERALL		82%	75%	79%	83%	87%	91%
	African American		67%	75%	79%	83%	87%	91%
	Hispanic		74%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		96%	75%	79%	83%	87%	91%
	LEP		68%	75%	79%	83%	87%	91%
Grade 6 Reading	Econ. Dis.		71%	75%	79%	83%	87%	91%
	Special Ed.		40%	75%	79%	83%	87%	91%
	OVERALL		91%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		87%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		99%	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
Grade 6 Math	LEP		65%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		40%	75%	79%	83%	87%	91%
	OVERALL		84%	75%	79%	83%	87%	91%
	African American		69%	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		93%	75%	79%	83%	87%	91%
Grade 7 Reading	White		91%	75%	79%	83%	87%	91%
	LEP		65%	75%	79%	83%	87%	91%
	Econ. Dis.		81%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
	OVERALL		91%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		88%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
Grade 7 Math	Asian		97%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		25%	75%	79%	83%	87%	91%
	Econ. Dis.		87%	75%	79%	83%	87%	91%
	Special Ed.		83%	75%	79%	83%	87%	91%
	OVERALL		79%	75%	79%	83%	87%	91%
	African American		79%	75%	79%	83%	87%	91%
	Hispanic		70%	75%	79%	83%	87%	91%
Grade 7 Math	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		80%	75%	79%	83%	87%	91%
	LEP		57%	75%	79%	83%	87%	91%
	Econ. Dis.		71%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
	OVERALL		85%	75%	79%	83%	87%	91%
	African American		91%	75%	79%	83%	87%	91%
Grade 7 Math	Hispanic		78%	75%	79%	83%	87%	91%
	OVERALL		85%	75%	79%	83%	87%	91%

Grade 7 Writing	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis.		76%	75%	79%	83%	87%	91%
	Special Ed.		71%	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		95%	75%	79%	83%	87%	91%
	African American		94%	75%	79%	83%	87%	91%
	Hispanic		93%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		99%	75%	79%	83%	87%	91%
	White		93%	75%	79%	83%	87%	91%
	LEP		40%	75%	79%	83%	87%	91%
	Econ. Dis.		92%	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		89%	75%	79%	83%	87%	91%
	African American		81%	75%	79%	83%	87%	91%
	Hispanic		85%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		95%	75%	79%	83%	87%	91%
	White		90%	75%	79%	83%	87%	91%
	LEP		57%	75%	79%	83%	87%	91%
	Econ. Dis.		82%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		74%	75%	79%	83%	87%	91%
	African American		77%	75%	79%	83%	87%	91%
	Hispanic		54%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		90%	75%	79%	83%	87%	91%
	White		82%	75%	79%	83%	87%	91%
	LEP		20%	75%	79%	83%	87%	91%
	Econ. Dis.		66%	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		78%	75%	79%	83%	87%	91%
	African American		74%	75%	79%	83%	87%	91%
	Hispanic		63%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		92%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		0%	75%	79%	83%	87%	91%
	Econ. Dis.		66%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		89%	75%	79%	83%	87%	91%
	African American		83%	75%	79%	83%	87%	91%
	Hispanic		78%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		96%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		78%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
	OVERALL		95%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%

EOC Biology	Hispanic		89%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		98%	75%	79%	83%	87%	91%
	White		95%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		90%	75%	79%	83%	87%	91%
	Special Ed.		86%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	99%	100%	N/A	N/A	N/A	N/A
	African American	100%	100%	100%	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	100%	100%	100%	N/A	N/A	N/A	N/A
	White	100%	95%	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	100%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

LEA: HARMONY SCHOOL OF SCIENCE - HOUSTON 101-862

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

Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)

Methodology for determining status: Percent proficient (satisfactory) and above

Methodology for determining growth: Change in achievement levels

Goal area	Subgroup	Baseline(s)		Goals				SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		89%	75%	79%	83%	87%	91%
	African American		95%	75%	79%	83%	87%	91%
	Hispanic		75%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		81%	75%	79%	83%	87%	91%
	LEP		84%	75%	79%	83%	87%	91%
	Econ. Dis.		89%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		75%	75%	79%	83%	87%	91%
	African American		58%	75%	79%	83%	87%	91%
	Hispanic		60%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		86%	75%	79%	83%	87%	91%
	White		80%	75%	79%	83%	87%	91%
	LEP		71%	75%	79%	83%	87%	91%
	Econ. Dis.		73%	75%	79%	83%	87%	91%
Special Ed.		N/A	75%	79%	83%	87%	91%	

Grade 4 Reading	OVERALL		91%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		81%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		75%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		80%	75%	79%	83%	87%	91%
	African American		68%	75%	79%	83%	87%	91%
	Hispanic		56%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		88%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		87%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		69%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		92%	75%	79%	83%	87%	91%
	White		89%	75%	79%	83%	87%	91%
	LEP		75%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
Grade 5 Reading	OVERALL		92%	75%	79%	83%	87%	91%
	African American		73%	75%	79%	83%	87%	91%
	Hispanic		88%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
	LEP		75%	75%	79%	83%	87%	91%
	Econ. Dis.		92%	75%	79%	83%	87%	91%
Grade 5 Math	OVERALL		94%	75%	79%	83%	87%	91%
	African American		93%	75%	79%	83%	87%	91%
	Hispanic		94%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis.		92%	75%	79%	83%	87%	91%
Grade 5 Science	OVERALL		72%	75%	79%	83%	87%	91%
	African American		60%	75%	79%	83%	87%	91%
	Hispanic		75%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		73%	75%	79%	83%	87%	91%
	White		77%	75%	79%	83%	87%	91%
	LEP		38%	75%	79%	83%	87%	91%
	Econ. Dis.		71%	75%	79%	83%	87%	91%
Grade 6 Reading	OVERALL		92%	75%	79%	83%	87%	91%
	African American		92%	75%	79%	83%	87%	91%
	Hispanic		95%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		92%	75%	79%	83%	87%	91%
	White		79%	75%	79%	83%	87%	91%
	LEP		67%	75%	79%	83%	87%	91%
	Econ. Dis.		90%	75%	79%	83%	87%	91%

	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 6 Math	OVERALL		90%	75%	79%	83%	87%	91%
	African American		88%	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		98%	75%	79%	83%	87%	91%
	White		56%	75%	79%	83%	87%	91%
	LEP		83%	75%	79%	83%	87%	91%
	Econ. Dis.		90%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Reading	OVERALL		97%	75%	79%	83%	87%	91%
	African American		90%	75%	79%	83%	87%	91%
	Hispanic		100%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		95%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Math	OVERALL		92%	75%	79%	83%	87%	91%
	African American		76%	75%	79%	83%	87%	91%
	Hispanic		89%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		100%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Writing	OVERALL		94%	75%	79%	83%	87%	91%
	African American		95%	75%	79%	83%	87%	91%
	Hispanic		95%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		93%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		95%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		99%	75%	79%	83%	87%	91%
	African American		96%	75%	79%	83%	87%	91%
	Hispanic		100%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		100%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		100%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		100%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		100%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		78%	75%	79%	83%	87%	91%
	African American		83%	75%	79%	83%	87%	91%
	Hispanic		71%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		80%	75%	79%	83%	87%	91%
	White		64%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%

	Econ. Dis.		79%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		97%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		100%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		93%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		98%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		100%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		100%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		100%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC Biology	OVERALL		99%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		96%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		100%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%

LEA:	HARMONY SCIENCE ACADEMY - LUBBOCK	152-805
(A)(4)(a) Performance on summative assessments (proficiency status and growth)		
Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)		
Methodology for determining status: Percent proficient (satisfactory) and above		
Methodology for determining growth: Change in achievement levels		

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	OVERALL		50%	75%	79%	83%	87%	91%
	African American		54%	75%	79%	83%	87%	91%
	Hispanic		50%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		47%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		50%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		37%	75%	79%	83%	87%	91%
	African American		31%	75%	79%	83%	87%	91%
	Hispanic		35%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		47%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		30%	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		65%	75%	79%	83%	87%	91%
	African American		29%	75%	79%	83%	87%	91%
	Hispanic		69%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		70%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		55%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		37%	75%	79%	83%	87%	91%
	African American		0%	75%	79%	83%	87%	91%
	Hispanic		46%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		35%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		29%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		35%	75%	79%	83%	87%	91%
	African American		29%	75%	79%	83%	87%	91%
	Hispanic		46%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		20%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		37%	75%	79%	83%	87%	91%
Grade 5 Reading	OVERALL		48%	75%	79%	83%	87%	91%
	African American		43%	75%	79%	83%	87%	91%
	Hispanic		39%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		77%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		28%	75%	79%	83%	87%	91%
	OVERALL		29%	75%	79%	83%	87%	91%
	African American		33%	75%	79%	83%	87%	91%
	Hispanic		23%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%

Grade 5 Math	Asian		N/A	75%	79%	83%	87%	91%
	White		43%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		16%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 5 Science	OVERALL		37%	75%	79%	83%	87%	91%
	African American		29%	75%	79%	83%	87%	91%
	Hispanic		22%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		79%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		23%	75%	79%	83%	87%	91%
Grade 6 Reading	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		55%	75%	79%	83%	87%	91%
	African American		33%	75%	79%	83%	87%	91%
	Hispanic		43%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		50%	75%	79%	83%	87%	91%
Grade 6 Math	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		54%	75%	79%	83%	87%	91%
	African American		44%	75%	79%	83%	87%	91%
	Hispanic		31%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		95%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		39%	75%	79%	83%	87%	91%
Grade 7 Reading	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		65%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		62%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		67%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
Grade 7 Math	Econ. Dis.		61%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		42%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		27%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		62%	75%	79%	83%	87%	91%
Grade 7 Writing	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		37%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		63%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		61%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		67%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		67%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		79%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		73%	75%	79%	83%	87%	91%

Grade 8 Reading	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		63%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		57%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		55%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		64%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		50%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		49%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		48%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		50%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		35%	75%	79%	83%	87%	91%
		Special Ed.		N/A	75%	79%	83%	87%
Grade 8 Science	OVERALL		38%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		30%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		58%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		27%	75%	79%	83%	87%	91%
		Special Ed.		N/A	75%	79%	83%	87%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
		Special Ed.		N/A	N/A	79%	83%	87%
EOC Algebra I	OVERALL		46%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		38%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		60%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		40%	75%	79%	83%	87%	91%
		Special Ed.		N/A	75%	79%	83%	87%
EOC Biology	OVERALL		82%	75%	79%	83%	87%	91%
	African American		N/A	75%	79%	83%	87%	91%
	Hispanic		76%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		93%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		76%	75%	79%	83%	87%	91%
		Special Ed.		N/A	75%	79%	83%	87%
	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%

EOC English II (Reading&Writing)	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	93%	100%	N/A	N/A	N/A	N/A
	African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	100%	90%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	N/A	N/A	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	93%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

LEA:		HARMONY SCIENCE ACADEMY - WACO						161-807
(A)(4)(a) Performance on summative assessments (proficiency status and growth)								
Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)								
Methodology for determining status: Percent proficient (satisfactory) and above								
Methodology for determining growth: Change in achievement levels								
Goal area	Subgroup	Baseline(s)		Goals				SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		78%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		64%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis.		69%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		44%	75%	79%	83%	87%	91%
	African American		66%	75%	79%	83%	87%	91%
	Hispanic		61%	75%	79%	83%	87%	91%
	American Indian		55%	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
	LEP		71%	75%	79%	83%	87%	91%
	Econ. Dis.		62%	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		29%	75%	79%	83%	87%	91%
	African American		71%	75%	79%	83%	87%	91%
	Hispanic		93%	75%	79%	83%	87%	91%
	American Indian		63%	75%	79%	83%	87%	91%
	Asian		N/A	75%	79%	83%	87%	91%
	White		82%	75%	79%	83%	87%	91%
	LEP		77%	75%	79%	83%	87%	91%
	Econ. Dis.		48%	75%	79%	83%	87%	91%
Special Ed.		67%	75%	79%	83%	87%	91%	
			43%	75%	79%	83%	87%	91%

Grade 4 Math	OVERALL		52%	75%	79%	83%	87%	91%
	African American		63%	75%	79%	83%	87%	91%
	Hispanic		38%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		79%	75%	79%	83%	87%	91%
	White		70%	75%	79%	83%	87%	91%
	LEP		38%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		45% 29%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 4 Writing	OVERALL		58%	75%	79%	83%	87%	91%
	African American		80%	75%	79%	83%	87%	91%
	Hispanic		47%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		82%	75%	79%	83%	87%	91%
	White		60%	75%	79%	83%	87%	91%
	LEP		36%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		52% 29%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 5 Reading	OVERALL		85%	75%	79%	83%	87%	91%
	African American		91%	75%	79%	83%	87%	91%
	Hispanic		80%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		92%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		63%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		81% 60%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 5 Math	OVERALL		77%	75%	79%	83%	87%	91%
	African American		78%	75%	79%	83%	87%	91%
	Hispanic		74%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		71%	75%	79%	83%	87%	91%
	LEP		68%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		76% 40%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 5 Science	OVERALL		66%	75%	79%	83%	87%	91%
	African American		70%	75%	79%	83%	87%	91%
	Hispanic		54%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		91%	75%	79%	83%	87%	91%
	White		77%	75%	79%	83%	87%	91%
	LEP		33%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		61% 50%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 6 Reading	OVERALL		81%	75%	79%	83%	87%	91%
	African American		79%	75%	79%	83%	87%	91%
	Hispanic		78%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		84%	75%	79%	83%	87%	91%
	LEP		60%	75%	79%	83%	87%	91%
	Econ. Dis. Special Ed.		76% 55%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
Grade 6 Math	OVERALL		63%	75%	79%	83%	87%	91%
	African American		62%	75%	79%	83%	87%	91%
	Hispanic		59%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		70%	75%	79%	83%	87%	91%
	LEP		51%	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%

	Special Ed.		43%	75%	79%	83%	87%	91%
Grade 7 Reading	OVERALL		88%	75%	79%	83%	87%	91%
	African American		91%	75%	79%	83%	87%	91%
	Hispanic		85%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
	LEP		45%	75%	79%	83%	87%	91%
	Econ. Dis.		86%	75%	79%	83%	87%	91%
	Special Ed.		56%	75%	79%	83%	87%	91%
Grade 7 Math	OVERALL		67%	75%	79%	83%	87%	91%
	African American		68%	75%	79%	83%	87%	91%
	Hispanic		60%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		86%	75%	79%	83%	87%	91%
	White		73%	75%	79%	83%	87%	91%
	LEP		55%	75%	79%	83%	87%	91%
	Econ. Dis.		61%	75%	79%	83%	87%	91%
	Special Ed.		38%	75%	79%	83%	87%	91%
Grade 7 Writing	OVERALL		83%	75%	79%	83%	87%	91%
	African American		93%	75%	79%	83%	87%	91%
	Hispanic		78%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		53%	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		89%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		90%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		95%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		54%	75%	79%	83%	87%	91%
	Econ. Dis.		87%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		85%	75%	79%	83%	87%	91%
	African American		85%	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		92%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		64%	75%	79%	83%	87%	91%
	Econ. Dis.		80%	75%	79%	83%	87%	91%
	Special Ed.		75%	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		69%	75%	79%	83%	87%	91%
	African American		76%	75%	79%	83%	87%	91%
	Hispanic		63%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		86%	75%	79%	83%	87%	91%
	White		70%	75%	79%	83%	87%	91%
	LEP		18%	75%	79%	83%	87%	91%
	Econ. Dis.		63%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		71%	75%	79%	83%	87%	91%
	African American		74%	75%	79%	83%	87%	91%
	Hispanic		67%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		90%	75%	79%	83%	87%	91%
	White		74%	75%	79%	83%	87%	91%
	LEP		55%	75%	79%	83%	87%	91%

	Econ. Dis.		67%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		90%	75%	79%	83%	87%	91%
	African American		88%	75%	79%	83%	87%	91%
	Hispanic		89%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		95%	75%	79%	83%	87%	91%
	White		94%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		91%	75%	79%	83%	87%	91%
	Special Ed.		100%	75%	79%	83%	87%	91%
EOC Biology	OVERALL		93%	75%	79%	83%	87%	91%
	African American		91%	75%	79%	83%	87%	91%
	Hispanic		91%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		97%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		92%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	100%	100%	N/A	N/A	N/A	N/A
	African American	N/A	100%	100%	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	100%	N/A	N/A	N/A	N/A	N/A
	White	100%	100%	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	100%	100%	N/A	N/A	N/A	N/A
	Special Ed.	N/A	N/A	100%	N/A	N/A	N/A	N/A

LEA: HARMONY SCIENCE ACADEMY - AUSTIN 227-816

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

Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)

Methodology for determining status: Percent proficient (satisfactory) and above

Methodology for determining growth: Change in achievement levels

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	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%	75%	79%	83%	87%	91%
	African American		80%	75%	79%	83%	87%	91%
	Hispanic		70%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		58%	75%	79%	83%	87%	91%
	Econ. Dis.		70%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		77%	75%	79%	83%	87%	91%
	African American		60%	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		98%	75%	79%	83%	87%	91%
	White		89%	75%	79%	83%	87%	91%
	LEP		65%	75%	79%	83%	87%	91%
	Econ. Dis.		65%	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		81%	75%	79%	83%	87%	91%
	African American		75%	75%	79%	83%	87%	91%
	Hispanic		74%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		88%	75%	79%	83%	87%	91%
	White		95%	75%	79%	83%	87%	91%
	LEP		58%	75%	79%	83%	87%	91%
	Econ. Dis.		78%	75%	79%	83%	87%	91%
Grade 4 Math	OVERALL		66%	75%	79%	83%	87%	91%
	African American		63%	75%	79%	83%	87%	91%
	Hispanic		53%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		84%	75%	79%	83%	87%	91%
	White		75%	75%	79%	83%	87%	91%
	LEP		57%	75%	79%	83%	87%	91%
	Econ. Dis.		64%	75%	79%	83%	87%	91%
Grade 4 Writing	OVERALL		71%	75%	79%	83%	87%	91%
	African American		72%	75%	79%	83%	87%	91%
	Hispanic		60%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		80%	75%	79%	83%	87%	91%
	White		84%	75%	79%	83%	87%	91%
	LEP		55%	75%	79%	83%	87%	91%
	Econ. Dis.		66%	75%	79%	83%	87%	91%
Grade 5 Reading	OVERALL		90%	75%	79%	83%	87%	91%
	African American		93%	75%	79%	83%	87%	91%
	Hispanic		82%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		95%	75%	79%	83%	87%	91%
	LEP		56%	75%	79%	83%	87%	91%
	Econ. Dis.		86%	75%	79%	83%	87%	91%
	OVERALL		86%	75%	79%	83%	87%	91%
	African American		79%	75%	79%	83%	87%	91%
	Hispanic		80%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%

Grade 5 Math	Asian		94%	75%	79%	83%	87%	91%
	White		88%	75%	79%	83%	87%	91%
	LEP		74%	75%	79%	83%	87%	91%
	Econ. Dis.		81%	75%	79%	83%	87%	91%
	Special Ed.		83%	75%	79%	83%	87%	91%
Grade 5 Science	OVERALL		81%	75%	79%	83%	87%	91%
	African American		70%	75%	79%	83%	87%	91%
	Hispanic		73%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		95%	75%	79%	83%	87%	91%
	LEP		42%	75%	79%	83%	87%	91%
	Econ. Dis.		69%	75%	79%	83%	87%	91%
Grade 6 Reading	Special Ed.		57%	75%	79%	83%	87%	91%
	OVERALL		83%	75%	79%	83%	87%	91%
	African American		88%	75%	79%	83%	87%	91%
	Hispanic		76%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		90%	75%	79%	83%	87%	91%
	White		94%	75%	79%	83%	87%	91%
	LEP		56%	75%	79%	83%	87%	91%
Grade 6 Math	Econ. Dis.		79%	75%	79%	83%	87%	91%
	Special Ed.		44%	75%	79%	83%	87%	91%
	OVERALL		71%	75%	79%	83%	87%	91%
	African American		65%	75%	79%	83%	87%	91%
	Hispanic		66%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
Grade 7 Reading	LEP		54%	75%	79%	83%	87%	91%
	Econ. Dis.		69%	75%	79%	83%	87%	91%
	Special Ed.		20%	75%	79%	83%	87%	91%
	OVERALL		86%	75%	79%	83%	87%	91%
	African American		88%	75%	79%	83%	87%	91%
	Hispanic		79%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
Grade 7 Math	White		98%	75%	79%	83%	87%	91%
	LEP		52%	75%	79%	83%	87%	91%
	Econ. Dis.		82%	75%	79%	83%	87%	91%
	Special Ed.		25%	75%	79%	83%	87%	91%
	OVERALL		80%	75%	79%	83%	87%	91%
	African American		70%	75%	79%	83%	87%	91%
	Hispanic		72%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
Grade 7 Writing	Asian		97%	75%	79%	83%	87%	91%
	White		95%	75%	79%	83%	87%	91%
	LEP		59%	75%	79%	83%	87%	91%
	Econ. Dis.		74%	75%	79%	83%	87%	91%
	Special Ed.		60%	75%	79%	83%	87%	91%
	OVERALL		84%	75%	79%	83%	87%	91%
	African American		88%	75%	79%	83%	87%	91%
	Hispanic		79%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		57%	75%	79%	83%	87%	91%
	Econ. Dis.		82%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
	OVERALL		90%	75%	79%	83%	87%	91%
	African American		90%	75%	79%	83%	87%	91%
	Hispanic		88%	75%	79%	83%	87%	91%

Grade 8 Reading	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		95%	75%	79%	83%	87%	91%
	White		96%	75%	79%	83%	87%	91%
	LEP		44%	75%	79%	83%	87%	91%
	Econ. Dis.		85%	75%	79%	83%	87%	91%
	Special Ed.		86%	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		87%	75%	79%	83%	87%	91%
	African American		95%	75%	79%	83%	87%	91%
	Hispanic		79%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		92%	75%	79%	83%	87%	91%
	LEP		43%	75%	79%	83%	87%	91%
	Econ. Dis.		81%	75%	79%	83%	87%	91%
	Special Ed.		71%	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		74%	75%	79%	83%	87%	91%
	African American		84%	75%	79%	83%	87%	91%
	Hispanic		64%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		89%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		23%	75%	79%	83%	87%	91%
	Econ. Dis.		70%	75%	79%	83%	87%	91%
	Special Ed.		57%	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		79%	75%	79%	83%	87%	91%
	African American		91%	75%	79%	83%	87%	91%
	Hispanic		71%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		31%	75%	79%	83%	87%	91%
	Econ. Dis.		68%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		90%	75%	79%	83%	87%	91%
	African American		95%	75%	79%	83%	87%	91%
	Hispanic		84%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		98%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		87%	75%	79%	83%	87%	91%
	Special Ed.		100%	75%	79%	83%	87%	91%
EOC Biology	OVERALL		91%	75%	79%	83%	87%	91%
	African American		100%	75%	79%	83%	87%	91%
	Hispanic		86%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		96%	75%	79%	83%	87%	91%
	LEP		N/A	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		100%	75%	79%	83%	87%	91%
	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%

EOC English II (Reading&Writing)	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	100%	98%	N/A	N/A	N/A	N/A
	African American	N/A	100%	100%	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	95%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	100%	100%	100%	N/A	N/A	N/A	N/A
	White	100%	100%	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	80%	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	100%	95%	N/A	N/A	N/A	N/A
	Special Ed.	N/A	N/A	75%	N/A	N/A	N/A	N/A

LEA:		HARMONY SCIENCE ACADEMY - FORT WORTH						220-813
(A)(4)(a) Performance on summative assessments (proficiency status and growth)								
Summative assessments being used : 3rd-8th grade STAAR, 9th-12th grade STAAR EOCs (Texas state assessments)								
Methodology for determining status: Percent proficient (satisfactory) and above								
Methodology for determining growth: Change in achievement levels								
Goal area	Subgroup	Baseline(s)			Goals			SY 2016-17 (Post-Grant)
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
Grade 3 Reading	OVERALL		83%	75%	79%	83%	87%	91%
	African American		78%	75%	79%	83%	87%	91%
	Hispanic		77%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
	LEP		67%	75%	79%	83%	87%	91%
	Econ. Dis.		82%	75%	79%	83%	87%	91%
	Special Ed.		50%	75%	79%	83%	87%	91%
Grade 3 Math	OVERALL		73%	75%	79%	83%	87%	91%
	African American		57%	75%	79%	83%	87%	91%
	Hispanic		68%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		86%	75%	79%	83%	87%	91%
	White		84%	75%	79%	83%	87%	91%
	LEP		71%	75%	79%	83%	87%	91%
	Econ. Dis.		69%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
Grade 4 Reading	OVERALL		85%	75%	79%	83%	87%	91%
	African American		85%	75%	79%	83%	87%	91%
	Hispanic		79%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		88%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		56%	75%	79%	83%	87%	91%
	Econ. Dis.		87%	75%	79%	83%	87%	91%
	Special Ed.		57%	75%	79%	83%	87%	91%

Grade 4 Math	OVERALL		60%	75%	79%	83%	87%	91%
	African American		58%	75%	79%	83%	87%	91%
	Hispanic		51%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		83%	75%	79%	83%	87%	91%
	White		61%	75%	79%	83%	87%	91%
	LEP		45%	75%	79%	83%	87%	91%
	Econ. Dis.		60%	75%	79%	83%	87%	91%
Grade 4 Writing	Special Ed.		33%	75%	79%	83%	87%	91%
	OVERALL		72%	75%	79%	83%	87%	91%
	African American		76%	75%	79%	83%	87%	91%
	Hispanic		74%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		78%	75%	79%	83%	87%	91%
	White		60%	75%	79%	83%	87%	91%
	LEP		32%	75%	79%	83%	87%	91%
Grade 5 Reading	Econ. Dis.		70%	75%	79%	83%	87%	91%
	Special Ed.		29%	75%	79%	83%	87%	91%
	OVERALL		91%	75%	79%	83%	87%	91%
	African American		95%	75%	79%	83%	87%	91%
	Hispanic		90%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		87%	75%	79%	83%	87%	91%
Grade 5 Math	LEP		86%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		83%	75%	79%	83%	87%	91%
	OVERALL		91%	75%	79%	83%	87%	91%
	African American		85%	75%	79%	83%	87%	91%
	Hispanic		88%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
Grade 5 Science	White		96%	75%	79%	83%	87%	91%
	LEP		81%	75%	79%	83%	87%	91%
	Econ. Dis.		86%	75%	79%	83%	87%	91%
	Special Ed.		43%	75%	79%	83%	87%	91%
	OVERALL		85%	75%	79%	83%	87%	91%
	African American		82%	75%	79%	83%	87%	91%
	Hispanic		84%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
Grade 6 Reading	Asian		89%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		76%	75%	79%	83%	87%	91%
	Econ. Dis.		78%	75%	79%	83%	87%	91%
	Special Ed.		38%	75%	79%	83%	87%	91%
	OVERALL		90%	75%	79%	83%	87%	91%
	African American		94%	75%	79%	83%	87%	91%
	Hispanic		88%	75%	79%	83%	87%	91%
Grade 6 Math	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		93%	75%	79%	83%	87%	91%
	White		91%	75%	79%	83%	87%	91%
	LEP		100%	75%	79%	83%	87%	91%
	Econ. Dis.		89%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
	OVERALL		76%	75%	79%	83%	87%	91%
	African American		70%	75%	79%	83%	87%	91%
Hispanic		72%	75%	79%	83%	87%	91%	
American Indian		N/A	75%	79%	83%	87%	91%	
Asian		86%	75%	79%	83%	87%	91%	
White		77%	75%	79%	83%	87%	91%	
LEP		100%	75%	79%	83%	87%	91%	
Econ. Dis.		75%	75%	79%	83%	87%	91%	

	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Reading	OVERALL		90%	75%	79%	83%	87%	91%
	African American		92%	75%	79%	83%	87%	91%
	Hispanic		88%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		90%	75%	79%	83%	87%	91%
	LEP		82%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		80%	75%	79%	83%	87%	91%
Grade 7 Math	OVERALL		80%	75%	79%	83%	87%	91%
	African American		79%	75%	79%	83%	87%	91%
	Hispanic		72%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		100%	75%	79%	83%	87%	91%
	White		85%	75%	79%	83%	87%	91%
	LEP		75%	75%	79%	83%	87%	91%
	Econ. Dis.		75%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 7 Writing	OVERALL		89%	75%	79%	83%	87%	91%
	African American		94%	75%	79%	83%	87%	91%
	Hispanic		83%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		98%	75%	79%	83%	87%	91%
	White		89%	75%	79%	83%	87%	91%
	LEP		73%	75%	79%	83%	87%	91%
	Econ. Dis.		88%	75%	79%	83%	87%	91%
	Special Ed.		80%	75%	79%	83%	87%	91%
Grade 8 Reading	OVERALL		95%	75%	79%	83%	87%	91%
	African American		97%	75%	79%	83%	87%	91%
	Hispanic		92%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		94%	75%	79%	83%	87%	91%
	White		97%	75%	79%	83%	87%	91%
	LEP		78%	75%	79%	83%	87%	91%
	Econ. Dis.		95%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Math	OVERALL		87%	75%	79%	83%	87%	91%
	African American		87%	75%	79%	83%	87%	91%
	Hispanic		84%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		83%	75%	79%	83%	87%	91%
	LEP		82%	75%	79%	83%	87%	91%
	Econ. Dis.		83%	75%	79%	83%	87%	91%
	Special Ed.		67%	75%	79%	83%	87%	91%
Grade 8 Social Studies	OVERALL		70%	75%	79%	83%	87%	91%
	African American		75%	75%	79%	83%	87%	91%
	Hispanic		56%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		87%	75%	79%	83%	87%	91%
	White		79%	75%	79%	83%	87%	91%
	LEP		43%	75%	79%	83%	87%	91%
	Econ. Dis.		57%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
Grade 8 Science	OVERALL		80%	75%	79%	83%	87%	91%
	African American		75%	75%	79%	83%	87%	91%
	Hispanic		72%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		87%	75%	79%	83%	87%	91%
	White		90%	75%	79%	83%	87%	91%
	LEP		43%	75%	79%	83%	87%	91%

	Econ. Dis.		73%	75%	79%	83%	87%	91%
	Special Ed.		N/A	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC Algebra I	OVERALL		88%	75%	79%	83%	87%	91%
	African American		80%	75%	79%	83%	87%	91%
	Hispanic		89%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		97%	75%	79%	83%	87%	91%
	White		86%	75%	79%	83%	87%	91%
	LEP		88%	75%	79%	83%	87%	91%
	Econ. Dis.		87%	75%	79%	83%	87%	91%
	Special Ed.		60%	75%	79%	83%	87%	91%
EOC Biology	OVERALL		97%	75%	79%	83%	87%	91%
	African American		94%	75%	79%	83%	87%	91%
	Hispanic		98%	75%	79%	83%	87%	91%
	American Indian		N/A	75%	79%	83%	87%	91%
	Asian		96%	75%	79%	83%	87%	91%
	White		100%	75%	79%	83%	87%	91%
	LEP		100%	75%	79%	83%	87%	91%
	Econ. Dis.		91%	75%	79%	83%	87%	91%
	Special Ed.		100%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
EOC U.S. History	OVERALL		N/A	N/A	79%	83%	87%	91%
	African American		N/A	N/A	79%	83%	87%	91%
	Hispanic		N/A	N/A	79%	83%	87%	91%
	American Indian		N/A	N/A	79%	83%	87%	91%
	Asian		N/A	N/A	79%	83%	87%	91%
	White		N/A	N/A	79%	83%	87%	91%
	LEP		N/A	N/A	79%	83%	87%	91%
	Econ. Dis.		N/A	N/A	79%	83%	87%	91%
	Special Ed.		N/A	N/A	79%	83%	87%	91%
TAKS Grade 11 Social Studies	OVERALL	100%	100%	99%	N/A	N/A	N/A	N/A
	African American	100%	N/A	90%	N/A	N/A	N/A	N/A
	Hispanic	100%	100%	100%	N/A	N/A	N/A	N/A
	American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	100%	100%	100%	N/A	N/A	N/A	N/A
	White	100%	100%	100%	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Econ. Dis.	100%	100%	97%	N/A	N/A	N/A	N/A
	Special Ed.	100%	N/A	N/A	N/A	N/A	N/A	N/A

LEA: HARMONY SCIENCE ACADEMY - SAN ANTONIO 015-828

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		13%	10%	7%	4%	1%	0%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		0%	0%	0%	0%	0%	0%
	LEP		46%	43%	40%	37%	34%	31%
	Econ. Dis.		15%	12%	9%	6%	3%	0%
	Special Ed.		N/A	NA / TBD				
Grade 3 Math	African American		61%	58%	55%	52%	49%	46%
	Hispanic		54%	51%	48%	45%	42%	39%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		24%	21%	18%	15%	12%	9%
	LEP		59%	56%	53%	50%	47%	44%
	Econ. Dis.		48%	45%	42%	39%	36%	33%
	Special Ed.		N/A	NA / TBD				
Grade 4 Reading	African American		17%	14%	11%	8%	5%	2%
	Hispanic		23%	20%	17%	14%	11%	8%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		0%	0%	0%	0%	0%	0%
	LEP		28%	25%	22%	19%	16%	13%
	Econ. Dis.		14%	11%	8%	5%	2%	0%
	Special Ed.		N/A	NA / TBD				
Grade 4 Math	African American		64%	61%	58%	55%	52%	49%
	Hispanic		36%	33%	30%	27%	24%	21%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		13%	10%	7%	4%	1%	0%
	LEP		18%	15%	12%	9%	6%	3%
	Econ. Dis.		33%	30%	27%	24%	21%	18%
	Special Ed.		N/A	NA / TBD				
Grade 4 Writing	African American		45%	42%	39%	36%	33%	30%
	Hispanic		26%	23%	20%	17%	14%	11%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		22%	19%	16%	13%	10%	7%
	LEP		45%	42%	39%	36%	33%	30%
	Econ. Dis.		24%	21%	18%	15%	12%	9%
	Special Ed.		N/A	NA / TBD				
Grade 5 Reading	African American		14%	11%	8%	5%	2%	0%
	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		2%	0%	0%	0%	0%	0%
	LEP		37%	34%	31%	28%	25%	22%
	Econ. Dis.		15%	12%	9%	6%	3%	0%
	Special Ed.		44%	41%	38%	35%	32%	29%
Grade 5 Math	African American		53%	50%	47%	44%	41%	38%
	Hispanic		34%	31%	28%	25%	22%	19%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		26%	23%	20%	17%	14%	11%
	LEP		36%	33%	30%	27%	24%	21%
	Econ. Dis.		40%	37%	34%	31%	28%	25%
	Special Ed.		43%	40%	37%	34%	31%	28%
	African American		41%	38%	35%	32%	29%	26%
	Hispanic		27%	24%	21%	18%	15%	12%

Grade 5 Science	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		2%	0%	0%	0%	0%	0%
	LEP		35%	32%	29%	26%	23%	20%
	Econ. Dis.		27%	24%	21%	18%	15%	12%
	Special Ed.		42%	39%	36%	33%	30%	27%
Grade 6 Reading	African American		34%	31%	28%	25%	22%	19%
	Hispanic		20%	17%	14%	11%	8%	5%
	American Indian		N/A	NA / TBD				
	Asian		6%	3%	0%	0%	0%	0%
	White		10%	7%	4%	1%	0%	0%
	LEP		36%	33%	30%	27%	24%	21%
	Econ. Dis.		29%	26%	23%	20%	17%	14%
Grade 6 Math	Special Ed.		75%	72%	69%	66%	63%	60%
	African American		28%	25%	22%	19%	16%	13%
	Hispanic		44%	41%	38%	35%	32%	29%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		25%	22%	19%	16%	13%	10%
	LEP		67%	64%	61%	58%	55%	52%
Grade 7 Reading	Econ. Dis.		42%	39%	36%	33%	30%	27%
	Special Ed.		76%	73%	70%	67%	64%	61%
	African American		9%	6%	3%	0%	0%	0%
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		13%	10%	7%	4%	1%	0%
Grade 7 Math	LEP		46%	43%	40%	37%	34%	31%
	Econ. Dis.		1%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		33%	30%	27%	24%	21%	18%
	Hispanic		8%	5%	2%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
Grade 7 Writing	White		15%	12%	9%	6%	3%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		12%	9%	6%	3%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		28%	25%	22%	19%	16%	13%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
Grade 8 Reading	Asian		2%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		22%	19%	16%	13%	10%	7%
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		12%	9%	6%	3%	0%	0%
	Hispanic		6%	3%	0%	0%	0%	0%
Grade 8 Math	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		14%	11%	8%	5%	2%	0%

Grade 8 Social Studies	African American		18%	15%	12%	9%	6%	3%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		10%	7%	4%	1%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		20%	17%	14%	11%	8%	5%
	Special Ed.		N/A	NA / TBD				
Grade 8 Science	African American		6%	3%	0%	0%	0%	0%
	Hispanic		22%	19%	16%	13%	10%	7%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		13%	10%	7%	4%	1%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		27%	24%	21%	18%	15%	12%
	Special Ed.		N/A	NA / TBD				
EOC English I (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	African American		N/A	NA / TBD				
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		15%	12%	9%	6%	3%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		N/A	NA / TBD				
EOC Biology	African American		N/A	NA / TBD				
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		23%	20%	17%	14%	11%	8%
	LEP		N/A	NA / TBD				
	Econ. Dis.		7%	4%	1%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
EOC English II (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY - BROWNSVILLE	031-803
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		N/A	NA / TBD				
	Hispanic		24%	21%	18%	15%	12%	9%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		69%	66%	63%	60%	57%	54%
	Econ. Dis.		33%	30%	27%	24%	21%	18%
	Special Ed.		N/A	NA / TBD				
Grade 3 Math	African American		N/A	NA / TBD				
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		17%	14%	11%	8%	5%	2%
	Special Ed.		N/A	NA / TBD				
Grade 4 Reading	African American		N/A	NA / TBD				
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 4 Math	African American		N/A	NA / TBD				
	Hispanic		25%	22%	19%	16%	13%	10%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		20%	17%	14%	11%	8%	5%
	Special Ed.		N/A	NA / TBD				
Grade 4 Writing	African American		N/A	NA / TBD				
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 5 Reading	African American		N/A	NA / TBD				
	Hispanic		27%	24%	21%	18%	15%	12%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		7%	4%	1%	0%	0%	0%
	LEP		54%	51%	48%	45%	42%	39%
	Econ. Dis.		27%	24%	21%	18%	15%	12%
	Special Ed.		N/A	NA / TBD				
Grade 5 Math	African American		N/A	NA / TBD				
	Hispanic		25%	22%	19%	16%	13%	10%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		46%	43%	40%	37%	34%	31%
	LEP		36%	33%	30%	27%	24%	21%
	Econ. Dis.		29%	26%	23%	20%	17%	14%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		52%	49%	46%	43%	40%	37%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		N/A	NA / TBD				
	White		45%	42%	39%	36%	33%	30%
	LEP		68%	65%	62%	59%	56%	53%
	Econ. Dis.		54%	51%	48%	45%	42%	39%
	Special Ed.		N/A	NA / TBD				
Grade 6 Reading	African American		N/A	NA / TBD				
	Hispanic		20%	17%	14%	11%	8%	5%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		19%	16%	13%	10%	7%	4%
Grade 6 Math	African American		N/A	NA / TBD				
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 7 Reading	African American		N/A	NA / TBD				
	Hispanic		4%	1%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		-14%	-17%	-20%	-23%	-26%	-29%
	LEP		N/A	NA / TBD				
	Econ. Dis.		6%	3%	0%	0%	0%	0%
Grade 7 Math	African American		N/A	NA / TBD				
	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		3%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		20%	17%	14%	11%	8%	5%
Grade 7 Writing	African American		N/A	NA / TBD				
	Hispanic		9%	6%	3%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		14%	11%	8%	5%	2%	0%
Grade 8 Reading	African American		N/A	NA / TBD				
	Hispanic		1%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		2%	0%	0%	0%	0%	0%
Grade 8 Math	African American		N/A	NA / TBD				
	Hispanic		5%	2%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		4%	1%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		9%	6%	3%	0%	0%	0%
	African American		N/A	NA / TBD				

Grade 8 Social Studies	Hispanic		7%	4%	1%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		12%	9%	6%	3%	0%	0%
Grade 8 Science	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		27%	24%	21%	18%	15%	12%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
EOC English I (Reading&Writing)	Econ. Dis.		32%	29%	26%	23%	20%	17%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	NA / TBD				
	Hispanic		1%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
EOC Biology	White		N/A	NA / TBD				
	LEP		N/A	NA / TBD				
	Econ. Dis.		12%	9%	6%	3%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		13%	10%	7%	4%	1%	0%
	American Indian		N/A	NA / TBD				
EOC English II (Reading&Writing)	Asian		N/A	NA / TBD				
	White		N/A	NA / TBD				
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY - EL PASO	071-806
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		N/A	NA / TBD				
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		20%	17%	14%	11%	8%	5%
	Econ. Dis.		7%	4%	1%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 3 Math	African American		N/A	NA / TBD				
	Hispanic		9%	6%	3%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		0%	0%	0%	0%	0%	0%
	Econ. Dis.		5%	2%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 4 Reading	African American		5%	2%	0%	0%	0%	0%
	Hispanic		22%	19%	16%	13%	10%	7%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		46%	43%	40%	37%	34%	31%
	Econ. Dis.		21%	18%	15%	12%	9%	6%
	Special Ed.		8%	5%	2%	0%	0%	0%
Grade 4 Math	African American		0%	0%	0%	0%	0%	0%
	Hispanic		25%	22%	19%	16%	13%	10%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		36%	33%	30%	27%	24%	21%
	Econ. Dis.		23%	20%	17%	14%	11%	8%
	Special Ed.		0%	0%	0%	0%	0%	0%
Grade 4 Writing	African American		14%	11%	8%	5%	2%	0%
	Hispanic		23%	20%	17%	14%	11%	8%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		52%	49%	46%	43%	40%	37%
	Econ. Dis.		23%	20%	17%	14%	11%	8%
	Special Ed.		61%	58%	55%	52%	49%	46%
Grade 5 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		37%	34%	31%	28%	25%	22%
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 5 Math	African American		0%	0%	0%	0%	0%	0%
	Hispanic		28%	25%	22%	19%	16%	13%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		9%	6%	3%	0%	0%	0%
	LEP		43%	40%	37%	34%	31%	28%
	Econ. Dis.		30%	27%	24%	21%	18%	15%
	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		0%	0%	0%	0%	0%	0%
	White		1%	0%	0%	0%	0%	0%
	LEP		45%	42%	39%	36%	33%	30%
	Econ. Dis.		23%	20%	17%	14%	11%	8%
	Special Ed.		N/A	NA / TBD				
Grade 6 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		36%	33%	30%	27%	24%	21%
	Econ. Dis.		5%	2%	0%	0%	0%	0%
Grade 6 Math	Special Ed.		36%	33%	30%	27%	24%	21%
	African American		37%	34%	31%	28%	25%	22%
	Hispanic		28%	25%	22%	19%	16%	13%
	American Indian		N/A	NA / TBD				
	Asian		4%	1%	0%	0%	0%	0%
	White		27%	24%	21%	18%	15%	12%
	LEP		43%	40%	37%	34%	31%	28%
Grade 7 Reading	Econ. Dis.		26%	23%	20%	17%	14%	11%
	Special Ed.		76%	73%	70%	67%	64%	61%
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		10%	7%	4%	1%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
Grade 7 Math	LEP		34%	31%	28%	25%	22%	19%
	Econ. Dis.		12%	9%	6%	3%	0%	0%
	Special Ed.		53%	50%	47%	44%	41%	38%
	African American		12%	9%	6%	3%	0%	0%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
Grade 7 Writing	White		0%	0%	0%	0%	0%	0%
	LEP		45%	42%	39%	36%	33%	30%
	Econ. Dis.		23%	20%	17%	14%	11%	8%
	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
Grade 8 Reading	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		40%	37%	34%	31%	28%	25%
	Econ. Dis.		5%	2%	0%	0%	0%	0%
	Special Ed.		30%	27%	24%	21%	18%	15%
	African American		29%	26%	23%	20%	17%	14%
	Hispanic		14%	11%	8%	5%	2%	0%
Grade 8 Math	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		23%	20%	17%	14%	11%	8%
	Econ. Dis.		18%	15%	12%	9%	6%	3%
	Special Ed.		47%	44%	41%	38%	35%	32%
	African American		0%	0%	0%	0%	0%	0%

Grade 8 Social Studies	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		18%	15%	12%	9%	6%	3%
	White		3%	0%	0%	0%	0%	0%
	LEP		36%	33%	30%	27%	24%	21%
	Econ. Dis.		9%	6%	3%	0%	0%	0%
	Special Ed.		57%	54%	51%	48%	45%	42%
Grade 8 Science	African American		9%	6%	3%	0%	0%	0%
	Hispanic		18%	15%	12%	9%	6%	3%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		46%	43%	40%	37%	34%	31%
	Econ. Dis.		17%	14%	11%	8%	5%	2%
EOC English I (Reading&Writing)	Special Ed.		67%	64%	61%	58%	55%	52%
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	NA / TBD				
	Hispanic		7%	4%	1%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		4%	1%	0%	0%	0%	0%
EOC Biology	LEP		N/A	NA / TBD				
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
EOC English II (Reading&Writing)	White		0%	0%	0%	0%	0%	0%
	LEP		44%	41%	38%	35%	32%	29%
	Econ. Dis.		14%	11%	8%	5%	2%	0%
	Special Ed.		74%	71%	68%	65%	62%	59%
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY	101-846
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		3%	0%	0%	0%	0%	0%
	Hispanic		16%	13%	10%	7%	4%	1%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		3%	0%	0%	0%	0%	0%
	LEP		22%	19%	16%	13%	10%	7%
	Econ. Dis.		8%	5%	2%	0%	0%	0%
	Special Ed.		36%	33%	30%	27%	24%	21%
Grade 3 Math	African American		21%	18%	15%	12%	9%	6%
	Hispanic		20%	17%	14%	11%	8%	5%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		11%	8%	5%	2%	0%	0%
	LEP		10%	7%	4%	1%	0%	0%
	Econ. Dis.		18%	15%	12%	9%	6%	3%
	Special Ed.		59%	56%	53%	50%	47%	44%
Grade 4 Reading	African American		18%	15%	12%	9%	6%	3%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		10%	7%	4%	1%	0%	0%
	LEP		33%	30%	27%	24%	21%	18%
	Econ. Dis.		22%	19%	16%	13%	10%	7%
	Special Ed.		N/A	NA / TBD				
Grade 4 Math	African American		26%	23%	20%	17%	14%	11%
	Hispanic		31%	28%	25%	22%	19%	16%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		27%	24%	21%	18%	15%	12%
	LEP		40%	37%	34%	31%	28%	25%
	Econ. Dis.		29%	26%	23%	20%	17%	14%
	Special Ed.		N/A	NA / TBD				
Grade 4 Writing	African American		21%	18%	15%	12%	9%	6%
	Hispanic		47%	44%	41%	38%	35%	32%
	American Indian		N/A	NA / TBD				
	Asian		4%	1%	0%	0%	0%	0%
	White		15%	12%	9%	6%	3%	0%
	LEP		52%	49%	46%	43%	40%	37%
	Econ. Dis.		35%	32%	29%	26%	23%	20%
	Special Ed.		N/A	NA / TBD				
Grade 5 Reading	African American		8%	5%	2%	0%	0%	0%
	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		2%	0%	0%	0%	0%	0%
	LEP		52%	49%	46%	43%	40%	37%
	Econ. Dis.		15%	12%	9%	6%	3%	0%
	Special Ed.		N/A	NA / TBD				
Grade 5 Math	African American		21%	18%	15%	12%	9%	6%
	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		5%	2%	0%	0%	0%	0%
	LEP		43%	40%	37%	34%	31%	28%
	Econ. Dis.		16%	13%	10%	7%	4%	1%
	Special Ed.		N/A	NA / TBD				
	African American		17%	14%	11%	8%	5%	2%
	Hispanic		30%	27%	24%	21%	18%	15%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		0%	0%	0%	0%	0%	0%
	White		6%	3%	0%	0%	0%	0%
	LEP		67%	64%	61%	58%	55%	52%
	Econ. Dis.		22%	19%	16%	13%	10%	7%
	Special Ed.		42%	39%	36%	33%	30%	27%
Grade 6 Reading	African American		1%	0%	0%	0%	0%	0%
	Hispanic		14%	11%	8%	5%	2%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		1%	0%	0%	0%	0%	0%
	LEP		45%	42%	39%	36%	33%	30%
	Special Ed.		46%	43%	40%	37%	34%	31%
Grade 6 Math	African American		21%	18%	15%	12%	9%	6%
	Hispanic		26%	23%	20%	17%	14%	11%
	American Indian		N/A	NA / TBD				
	Asian		9%	6%	3%	0%	0%	0%
	White		23%	20%	17%	14%	11%	8%
	LEP		54%	51%	48%	45%	42%	39%
	Special Ed.		27%	24%	21%	18%	15%	12%
Grade 7 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		8%	5%	2%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		1%	0%	0%	0%	0%	0%
	LEP		43%	40%	37%	34%	31%	28%
	Special Ed.		23%	20%	17%	14%	11%	8%
Grade 7 Math	African American		15%	12%	9%	6%	3%	0%
	Hispanic		24%	21%	18%	15%	12%	9%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		11%	8%	5%	2%	0%	0%
	LEP		46%	43%	40%	37%	34%	31%
	Special Ed.		43%	40%	37%	34%	31%	28%
Grade 7 Writing	African American		0%	0%	0%	0%	0%	0%
	Hispanic		4%	1%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		2%	0%	0%	0%	0%	0%
	LEP		52%	49%	46%	43%	40%	37%
	Special Ed.		7%	4%	1%	0%	0%	0%
Grade 8 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		6%	3%	0%	0%	0%	0%
	White		7%	4%	1%	0%	0%	0%
	LEP		54%	51%	48%	45%	42%	39%
	Special Ed.		N/A	NA / TBD				
Grade 8 Math	African American		7%	4%	1%	0%	0%	0%
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		27%	24%	21%	18%	15%	12%
	Special Ed.		0%	0%	0%	0%	0%	0%
	African American		7%	4%	1%	0%	0%	0%

Grade 8 Social Studies	Hispanic		27%	24%	21%	18%	15%	12%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		24%	21%	18%	15%	12%	9%
	LEP		52%	49%	46%	43%	40%	37%
	Econ. Dis.		22%	19%	16%	13%	10%	7%
	Special Ed.		45%	42%	39%	36%	33%	30%
Grade 8 Science	African American		19%	16%	13%	10%	7%	4%
	Hispanic		32%	29%	26%	23%	20%	17%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		21%	18%	15%	12%	9%	6%
	LEP		40%	37%	34%	31%	28%	25%
	Econ. Dis.		27%	24%	21%	18%	15%	12%
EOC English I (Reading&Writing)	Special Ed.		70%	67%	64%	61%	58%	55%
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		4%	1%	0%	0%	0%	0%
EOC Biology	LEP		0%	0%	0%	0%	0%	0%
	Econ. Dis.		5%	2%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		5%	2%	0%	0%	0%	0%
	Hispanic		2%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
EOC English II (Reading&Writing)	White		8%	5%	2%	0%	0%	0%
	LEP		0%	0%	0%	0%	0%	0%
	Econ. Dis.		4%	1%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCHOOL OF EXCELLENCE	101-858
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		12%	9%	6%	3%	0%	0%
	Hispanic		19%	16%	13%	10%	7%	4%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		6%	3%	0%	0%	0%	0%
	LEP		23%	20%	17%	14%	11%	8%
	Econ. Dis.		18%	15%	12%	9%	6%	3%
	Special Ed.		48%	45%	42%	39%	36%	33%
Grade 3 Math	African American		16%	13%	10%	7%	4%	1%
	Hispanic		16%	13%	10%	7%	4%	1%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		3%	0%	0%	0%	0%	0%
	LEP		16%	13%	10%	7%	4%	1%
	Econ. Dis.		17%	14%	11%	8%	5%	2%
	Special Ed.		65%	62%	59%	56%	53%	50%
Grade 4 Reading	African American		24%	21%	18%	15%	12%	9%
	Hispanic		23%	20%	17%	14%	11%	8%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		2%	0%	0%	0%	0%	0%
	LEP		56%	53%	50%	47%	44%	41%
	Econ. Dis.		20%	17%	14%	11%	8%	5%
	Special Ed.		50%	47%	44%	41%	38%	35%
Grade 4 Math	African American		25%	22%	19%	16%	13%	10%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		26%	23%	20%	17%	14%	11%
	Econ. Dis.		13%	10%	7%	4%	1%	0%
	Special Ed.		40%	37%	34%	31%	28%	25%
Grade 4 Writing	African American		28%	25%	22%	19%	16%	13%
	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		45%	42%	39%	36%	33%	30%
	Econ. Dis.		19%	16%	13%	10%	7%	4%
	Special Ed.		41%	38%	35%	32%	29%	26%
Grade 5 Reading	African American		9%	6%	3%	0%	0%	0%
	Hispanic		8%	5%	2%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		29%	26%	23%	20%	17%	14%
	Econ. Dis.		8%	5%	2%	0%	0%	0%
	Special Ed.		23%	20%	17%	14%	11%	8%
Grade 5 Math	African American		21%	18%	15%	12%	9%	6%
	Hispanic		4%	1%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		19%	16%	13%	10%	7%	4%
	Econ. Dis.		10%	7%	4%	1%	0%	0%
	Special Ed.		41%	38%	35%	32%	29%	26%
	African American		18%	15%	12%	9%	6%	3%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		17%	14%	11%	8%	5%	2%
	Econ. Dis.		14%	11%	8%	5%	2%	0%
	Special Ed.		45%	42%	39%	36%	33%	30%
Grade 6 Reading	African American		2%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		21%	18%	15%	12%	9%	6%
	Special Ed.		46%	43%	40%	37%	34%	31%
Grade 6 Math	African American		18%	15%	12%	9%	6%	3%
	Hispanic		5%	2%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		22%	19%	16%	13%	10%	7%
	Special Ed.		37%	34%	31%	28%	25%	22%
Grade 7 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		61%	58%	55%	52%	49%	46%
	Special Ed.		3%	0%	0%	0%	0%	0%
Grade 7 Math	African American		4%	1%	0%	0%	0%	0%
	Hispanic		13%	10%	7%	4%	1%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		3%	0%	0%	0%	0%	0%
	LEP		26%	23%	20%	17%	14%	11%
	Special Ed.		40%	37%	34%	31%	28%	25%
Grade 7 Writing	African American		0%	0%	0%	0%	0%	0%
	Hispanic		4%	1%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		19%	16%	13%	10%	7%	4%
	Special Ed.		11%	8%	5%	2%	0%	0%
Grade 8 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		50%	47%	44%	41%	38%	35%
	Special Ed.		33%	30%	27%	24%	21%	18%
Grade 8 Math	African American		6%	3%	0%	0%	0%	0%
	Hispanic		2%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		30%	27%	24%	21%	18%	15%
	Special Ed.		37%	34%	31%	28%	25%	22%
	African American		0%	0%	0%	0%	0%	

Grade 8 Social Studies	Hispanic		20%	17%	14%	11%	8%	5%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		54%	51%	48%	45%	42%	39%
	Econ. Dis.		8%	5%	2%	0%	0%	0%
	Special Ed.		41%	38%	35%	32%	29%	26%
Grade 8 Science	African American		10%	7%	4%	1%	0%	0%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		84%	81%	78%	75%	72%	69%
	Econ. Dis.		18%	15%	12%	9%	6%	3%
EOC English I (Reading&Writing)	Special Ed.		34%	31%	28%	25%	22%	19%
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		7%	4%	1%	0%	0%	0%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
EOC Biology	LEP		N/A	NA / TBD				
	Econ. Dis.		12%	9%	6%	3%	0%	0%
	Special Ed.		40%	37%	34%	31%	28%	25%
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		5%	2%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
EOC English II (Reading&Writing)	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		4%	1%	0%	0%	0%	0%
	Special Ed.		8%	5%	2%	0%	0%	0%
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCHOOL OF SCIENCE - HOUSTON	101-862
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		5%	2%	0%	0%	0%	0%
	LEP		2%	0%	0%	0%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 3 Math	African American		21%	18%	15%	12%	9%	6%
	Hispanic		19%	16%	13%	10%	7%	4%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		8%	5%	2%	0%	0%	0%
	Econ. Dis.		6%	3%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 4 Reading	African American		4%	1%	0%	0%	0%	0%
	Hispanic		7%	4%	1%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		13%	10%	7%	4%	1%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 4 Math	African American		10%	7%	4%	1%	0%	0%
	Hispanic		22%	19%	16%	13%	10%	7%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		15%	12%	9%	6%	3%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 4 Writing	African American		0%	0%	0%	0%	0%	0%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		6%	3%	0%	0%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 5 Reading	African American		14%	11%	8%	5%	2%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		12%	9%	6%	3%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 5 Math	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		23%	20%	17%	14%	11%	8%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		25%	22%	19%	16%	13%	10%
	Hispanic		10%	7%	4%	1%	0%	0%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		12%	9%	6%	3%	0%	0%
	White		8%	5%	2%	0%	0%	0%
	LEP		47%	44%	41%	38%	35%	32%
	Econ. Dis.		14%	11%	8%	5%	2%	0%
	Special Ed.		N/A	NA / TBD				
Grade 6 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		7%	4%	1%	0%	0%	0%
	LEP		19%	16%	13%	10%	7%	4%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 6 Math	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		5%	2%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		31%	28%	25%	22%	19%	16%
	LEP		4%	1%	0%	0%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 7 Reading	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 7 Math	Special Ed.		N/A	NA / TBD				
	African American		7%	4%	1%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		0%	0%	0%	0%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 7 Writing	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 8 Reading	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
Grade 8 Math	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
	African American		0%	0%	0%	0%	0%	0%

Grade 8 Social Studies	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		10%	7%	4%	1%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 8 Science	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
EOC English I (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
EOC Biology	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
EOC English II (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY - LUBBOCK	152-805
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		32%	29%	26%	23%	20%	17%
	Hispanic		36%	33%	30%	27%	24%	21%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		39%	36%	33%	30%	27%	24%
	LEP		N/A	NA / TBD				
	Econ. Dis.		36%	33%	30%	27%	24%	21%
	Special Ed.		N/A	NA / TBD				
Grade 3 Math	African American		48%	45%	42%	39%	36%	33%
	Hispanic		44%	41%	38%	35%	32%	29%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		32%	29%	26%	23%	20%	17%
	LEP		N/A	NA / TBD				
	Econ. Dis.		49%	46%	43%	40%	37%	34%
	Special Ed.		N/A	NA / TBD				
Grade 4 Reading	African American		59%	56%	53%	50%	47%	44%
	Hispanic		19%	16%	13%	10%	7%	4%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		18%	15%	12%	9%	6%	3%
	LEP		N/A	NA / TBD				
	Econ. Dis.		33%	30%	27%	24%	21%	18%
	Special Ed.		28%	25%	22%	19%	16%	13%
Grade 4 Math	African American		78%	75%	72%	69%	66%	63%
	Hispanic		32%	29%	26%	23%	20%	17%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		43%	40%	37%	34%	31%	28%
	LEP		N/A	NA / TBD				
	Econ. Dis.		49%	46%	43%	40%	37%	34%
	Special Ed.		58%	55%	52%	49%	46%	43%
Grade 4 Writing	African American		52%	49%	46%	43%	40%	37%
	Hispanic		35%	32%	29%	26%	23%	20%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		61%	58%	55%	52%	49%	46%
	LEP		N/A	NA / TBD				
	Econ. Dis.		44%	41%	38%	35%	32%	29%
	Special Ed.		61%	58%	55%	52%	49%	46%
Grade 5 Reading	African American		44%	41%	38%	35%	32%	29%
	Hispanic		48%	45%	42%	39%	36%	33%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		10%	7%	4%	1%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		59%	56%	53%	50%	47%	44%
	Special Ed.		N/A	NA / TBD				
Grade 5 Math	African American		53%	50%	47%	44%	41%	38%
	Hispanic		63%	60%	57%	54%	51%	48%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		43%	40%	37%	34%	31%	28%
	LEP		N/A	NA / TBD				
	Econ. Dis.		70%	67%	64%	61%	58%	55%
	Special Ed.		N/A	NA / TBD				
	African American		56%	53%	50%	47%	44%	41%
	Hispanic		63%	60%	57%	54%	51%	48%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		N/A	NA / TBD				
	White		6%	3%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		62%	59%	56%	53%	50%	47%
Grade 6 Reading	Special Ed.		N/A	NA / TBD				
	African American		53%	50%	47%	44%	41%	38%
	Hispanic		43%	40%	37%	34%	31%	28%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		1%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
Grade 6 Math	Econ. Dis.		36%	33%	30%	27%	24%	21%
	Special Ed.		N/A	NA / TBD				
	African American		43%	40%	37%	34%	31%	28%
	Hispanic		56%	53%	50%	47%	44%	41%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		0%	0%	0%	0%	0%	0%
Grade 7 Reading	LEP		N/A	NA / TBD				
	Econ. Dis.		48%	45%	42%	39%	36%	33%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		24%	21%	18%	15%	12%	9%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
Grade 7 Math	White		19%	16%	13%	10%	7%	4%
	LEP		N/A	NA / TBD				
	Econ. Dis.		25%	22%	19%	16%	13%	10%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		56%	53%	50%	47%	44%	41%
	American Indian		N/A	NA / TBD				
Grade 7 Writing	Asian		N/A	NA / TBD				
	White		21%	18%	15%	12%	9%	6%
	LEP		N/A	NA / TBD				
	Econ. Dis.		46%	43%	40%	37%	34%	31%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
	Hispanic		21%	18%	15%	12%	9%	6%
Grade 8 Reading	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		15%	12%	9%	6%	3%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		15%	12%	9%	6%	3%	0%
	Special Ed.		N/A	NA / TBD				
	African American		N/A	NA / TBD				
Grade 8 Math	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		27%	24%	21%	18%	15%	12%
	Special Ed.		N/A	NA / TBD				
Grade 8 Math	African American		N/A	NA / TBD				
	Hispanic		32%	29%	26%	23%	20%	17%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		23%	20%	17%	14%	11%	8%
	LEP		N/A	NA / TBD				
	Econ. Dis.		37%	34%	31%	28%	25%	22%
Grade 8 Math	Special Ed.		N/A	NA / TBD				
Grade 8 Math	African American		N/A	NA / TBD				

Grade 8 Social Studies	Hispanic		26%	23%	20%	17%	14%	11%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		24%	21%	18%	15%	12%	9%
	LEP		N/A	NA / TBD				
	Econ. Dis.		39%	36%	33%	30%	27%	24%
	Special Ed.		N/A	NA / TBD				
Grade 8 Science	African American		N/A	NA / TBD				
	Hispanic		54%	51%	48%	45%	42%	39%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		26%	23%	20%	17%	14%	11%
	LEP		N/A	NA / TBD				
	Econ. Dis.		57%	54%	51%	48%	45%	42%
EOC English I (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	African American		N/A	NA / TBD				
	Hispanic		52%	49%	46%	43%	40%	37%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		30%	27%	24%	21%	18%	15%
	LEP		N/A	NA / TBD				
	Econ. Dis.		50%	47%	44%	41%	38%	35%
EOC Biology	African American		N/A	NA / TBD				
	Hispanic		18%	15%	12%	9%	6%	3%
	American Indian		N/A	NA / TBD				
	Asian		N/A	NA / TBD				
	White		1%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		18%	15%	12%	9%	6%	3%
EOC English II (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY - WACO	161-807
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		2%	0%	0%	0%	0%	0%
	Hispanic		22%	19%	16%	13%	10%	7%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		23%	20%	17%	14%	11%	8%
	Econ. Dis.		17%	14%	11%	8%	5%	2%
	Special Ed.		42%	39%	36%	33%	30%	27%
Grade 3 Math	African American		18%	15%	12%	9%	6%	3%
	Hispanic		24%	21%	18%	15%	12%	9%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		8%	5%	2%	0%	0%	0%
	LEP		17%	14%	11%	8%	5%	2%
	Econ. Dis.		22%	19%	16%	13%	10%	7%
	Special Ed.		50%	47%	44%	41%	38%	35%
Grade 4 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		25%	22%	19%	16%	13%	10%
	American Indian		N/A	NA / TBD				
	Asian		6%	3%	0%	0%	0%	0%
	White		11%	8%	5%	2%	0%	0%
	LEP		40%	37%	34%	31%	28%	25%
	Econ. Dis.		21%	18%	15%	12%	9%	6%
	Special Ed.		45%	42%	39%	36%	33%	30%
Grade 4 Math	African American		15%	12%	9%	6%	3%	0%
	Hispanic		40%	37%	34%	31%	28%	25%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		8%	5%	2%	0%	0%	0%
	LEP		40%	37%	34%	31%	28%	25%
	Econ. Dis.		33%	30%	27%	24%	21%	18%
	Special Ed.		49%	46%	43%	40%	37%	34%
Grade 4 Writing	African American		1%	0%	0%	0%	0%	0%
	Hispanic		34%	31%	28%	25%	22%	19%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		21%	18%	15%	12%	9%	6%
	LEP		45%	42%	39%	36%	33%	30%
	Econ. Dis.		29%	26%	23%	20%	17%	14%
	Special Ed.		52%	49%	46%	43%	40%	37%
Grade 5 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		7%	4%	1%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		2%	0%	0%	0%	0%	0%
	LEP		24%	21%	18%	15%	12%	9%
	Econ. Dis.		6%	3%	0%	0%	0%	0%
	Special Ed.		27%	24%	21%	18%	15%	12%
Grade 5 Math	African American		8%	5%	2%	0%	0%	0%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		15%	12%	9%	6%	3%	0%
	LEP		18%	15%	12%	9%	6%	3%
	Econ. Dis.		10%	7%	4%	1%	0%	0%
	Special Ed.		46%	43%	40%	37%	34%	31%
	African American		15%	12%	9%	6%	3%	0%
	Hispanic		31%	28%	25%	22%	19%	16%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		0%	0%	0%	0%	0%	0%
	White		8%	5%	2%	0%	0%	0%
	LEP		52%	49%	46%	43%	40%	37%
	Econ. Dis.		24%	21%	18%	15%	12%	9%
	Special Ed.		35%	32%	29%	26%	23%	20%
Grade 6 Reading	African American		7%	4%	1%	0%	0%	0%
	Hispanic		8%	5%	2%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		2%	0%	0%	0%	0%	0%
	LEP		26%	23%	20%	17%	14%	11%
	Special Ed.		31%	28%	25%	22%	19%	16%
Grade 6 Math	African American		25%	22%	19%	16%	13%	10%
	Hispanic		28%	25%	22%	19%	16%	13%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		17%	14%	11%	8%	5%	2%
	LEP		36%	33%	30%	27%	24%	21%
	Special Ed.		44%	41%	38%	35%	32%	29%
Grade 7 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		1%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		41%	38%	35%	32%	29%	26%
	Special Ed.		30%	27%	24%	21%	18%	15%
Grade 7 Math	African American		15%	12%	9%	6%	3%	0%
	Hispanic		23%	20%	17%	14%	11%	8%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		10%	7%	4%	1%	0%	0%
	LEP		28%	25%	22%	19%	16%	13%
	Special Ed.		45%	42%	39%	36%	33%	30%
Grade 7 Writing	African American		0%	0%	0%	0%	0%	0%
	Hispanic		4%	1%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		29%	26%	23%	20%	17%	14%
	Special Ed.		32%	29%	26%	23%	20%	17%
Grade 8 Reading	African American		6%	3%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		2%	0%	0%	0%	0%	0%
	LEP		36%	33%	30%	27%	24%	21%
	Special Ed.		47%	44%	41%	38%	35%	32%
Grade 8 Math	African American		2%	0%	0%	0%	0%	0%
	Hispanic		5%	2%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		23%	20%	17%	14%	11%	8%
	Special Ed.		12%	9%	6%	3%	0%	0%
	African American		0%	0%	0%	0%	0%	0%

Grade 8 Social Studies	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		4%	1%	0%	0%	0%	0%
	LEP		56%	53%	50%	47%	44%	41%
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		31%	28%	25%	22%	19%	16%
Grade 8 Science	African American		10%	7%	4%	1%	0%	0%
	Hispanic		17%	14%	11%	8%	5%	2%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		10%	7%	4%	1%	0%	0%
	LEP		29%	26%	23%	20%	17%	14%
	Econ. Dis.		17%	14%	11%	8%	5%	2%
EOC English I (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	African American		2%	0%	0%	0%	0%	0%
	Hispanic		1%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		0%	0%	0%	0%	0%	0%
EOC Biology	African American		3%	0%	0%	0%	0%	0%
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		2%	0%	0%	0%	0%	0%
EOC English II (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY - AUSTIN	227-816
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		6%	3%	0%	0%	0%	0%
	Hispanic		16%	13%	10%	7%	4%	1%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		28%	25%	22%	19%	16%	13%
	Econ. Dis.		16%	13%	10%	7%	4%	1%
	Special Ed.		N/A	NA / TBD				
Grade 3 Math	African American		19%	16%	13%	10%	7%	4%
	Hispanic		13%	10%	7%	4%	1%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		14%	11%	8%	5%	2%	0%
	Econ. Dis.		14%	11%	8%	5%	2%	0%
	Special Ed.		46%	43%	40%	37%	34%	31%
Grade 4 Reading	African American		13%	10%	7%	4%	1%	0%
	Hispanic		14%	11%	8%	5%	2%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		30%	27%	24%	21%	18%	15%
	Econ. Dis.		10%	7%	4%	1%	0%	0%
	Special Ed.		28%	25%	22%	19%	16%	13%
Grade 4 Math	African American		15%	12%	9%	6%	3%	0%
	Hispanic		25%	22%	19%	16%	13%	10%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		3%	0%	0%	0%	0%	0%
	LEP		21%	18%	15%	12%	9%	6%
	Econ. Dis.		14%	11%	8%	5%	2%	0%
	Special Ed.		38%	35%	32%	29%	26%	23%
Grade 4 Writing	African American		9%	6%	3%	0%	0%	0%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				
	Asian		1%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		26%	23%	20%	17%	14%	11%
	Econ. Dis.		15%	12%	9%	6%	3%	0%
	Special Ed.		21%	18%	15%	12%	9%	6%
Grade 5 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		5%	2%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		31%	28%	25%	22%	19%	16%
	Econ. Dis.		1%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 5 Math	African American		7%	4%	1%	0%	0%	0%
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		12%	9%	6%	3%	0%	0%
	Econ. Dis.		5%	2%	0%	0%	0%	0%
	Special Ed.		3%	0%	0%	0%	0%	0%
	African American		15%	12%	9%	6%	3%	0%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		43%	40%	37%	34%	31%	28%
	Econ. Dis.		16%	13%	10%	7%	4%	1%
	Special Ed.		28%	25%	22%	19%	16%	13%
Grade 6 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		10%	7%	4%	1%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		30%	27%	24%	21%	18%	15%
	Special Ed.		42%	39%	36%	33%	30%	27%
Grade 6 Math	African American		22%	19%	16%	13%	10%	7%
	Hispanic		21%	18%	15%	12%	9%	6%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		33%	30%	27%	24%	21%	18%
	Special Ed.		67%	64%	61%	58%	55%	52%
Grade 7 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		7%	4%	1%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		34%	31%	28%	25%	22%	19%
	Special Ed.		61%	58%	55%	52%	49%	46%
Grade 7 Math	African American		13%	10%	7%	4%	1%	0%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		24%	21%	18%	15%	12%	9%
	Special Ed.		23%	20%	17%	14%	11%	8%
Grade 7 Writing	African American		0%	0%	0%	0%	0%	0%
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		25%	22%	19%	16%	13%	10%
	Special Ed.		39%	36%	33%	30%	27%	24%
Grade 8 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		2%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		46%	43%	40%	37%	34%	31%
	Special Ed.		4%	1%	0%	0%	0%	0%
Grade 8 Math	African American		0%	0%	0%	0%	0%	0%
	Hispanic		8%	5%	2%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		44%	41%	38%	35%	32%	29%
	Special Ed.		16%	13%	10%	7%	4%	1%
	African American		0%	0%	0%	0%	0%	0%

Grade 8 Social Studies	Hispanic		10%	7%	4%	1%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		51%	48%	45%	42%	39%	36%
	Econ. Dis.		4%	1%	0%	0%	0%	0%
	Special Ed.		17%	14%	11%	8%	5%	2%
Grade 8 Science	African American		0%	0%	0%	0%	0%	0%
	Hispanic		13%	10%	7%	4%	1%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		53%	50%	47%	44%	41%	38%
	Econ. Dis.		16%	13%	10%	7%	4%	1%
EOC English I (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	African American		0%	0%	0%	0%	0%	0%
	Hispanic		6%	3%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		3%	0%	0%	0%	0%	0%
EOC Biology	African American		0%	0%	0%	0%	0%	0%
	Hispanic		8%	5%	2%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		N/A	NA / TBD				
	Econ. Dis.		6%	3%	0%	0%	0%	0%
EOC English II (Reading&Writing)	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD

LEA:	HARMONY SCIENCE ACADEMY - FORT WORTH	220-813
(A)(4)(b) Decreasing achievement gaps (as defined in this notice)		
Specific methodology for determining achievement gap (as defined in this notice): Gap on STAAR performance between subgroup of White Students overall in Texas compared to each subgroup at Harmony (Texas White Students - Harmony Subgroup performance).		
	Baseline(s)	Goals

Goal area	Identify subgroup and comparison group	SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 Reading	African American		8%	5%	2%	0%	0%	0%
	Hispanic		9%	6%	3%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		19%	16%	13%	10%	7%	4%
	Econ. Dis.		4%	1%	0%	0%	0%	0%
	Special Ed.		36%	33%	30%	27%	24%	21%
Grade 3 Math	African American		22%	19%	16%	13%	10%	7%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		8%	5%	2%	0%	0%	0%
	Econ. Dis.		10%	7%	4%	1%	0%	0%
	Special Ed.		36%	33%	30%	27%	24%	21%
Grade 4 Reading	African American		3%	0%	0%	0%	0%	0%
	Hispanic		9%	6%	3%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		32%	29%	26%	23%	20%	17%
	Econ. Dis.		1%	0%	0%	0%	0%	0%
	Special Ed.		31%	28%	25%	22%	19%	16%
Grade 4 Math	African American		20%	17%	14%	11%	8%	5%
	Hispanic		27%	24%	21%	18%	15%	12%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		17%	14%	11%	8%	5%	2%
	LEP		33%	30%	27%	24%	21%	18%
	Econ. Dis.		18%	15%	12%	9%	6%	3%
	Special Ed.		45%	42%	39%	36%	33%	30%
Grade 4 Writing	African American		5%	2%	0%	0%	0%	0%
	Hispanic		7%	4%	1%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		3%	0%	0%	0%	0%	0%
	White		21%	18%	15%	12%	9%	6%
	LEP		49%	46%	43%	40%	37%	34%
	Econ. Dis.		11%	8%	5%	2%	0%	0%
	Special Ed.		52%	49%	46%	43%	40%	37%
Grade 5 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		1%	0%	0%	0%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		4%	1%	0%	0%	0%	0%
Grade 5 Math	African American		1%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		5%	2%	0%	0%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		43%	40%	37%	34%	31%	28%
	African American		3%	0%	0%	0%	0%	0%
	Hispanic		1%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				

Grade 5 Science	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		9%	6%	3%	0%	0%	0%
	Econ. Dis.		7%	4%	1%	0%	0%	0%
	Special Ed.		47%	44%	41%	38%	35%	32%
Grade 6 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 6 Math	African American		17%	14%	11%	8%	5%	2%
	Hispanic		15%	12%	9%	6%	3%	0%
	American Indian		N/A	NA / TBD				
	Asian		1%	0%	0%	0%	0%	0%
	White		10%	7%	4%	1%	0%	0%
	LEP		0%	0%	0%	0%	0%	0%
	Econ. Dis.		12%	9%	6%	3%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 7 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		4%	1%	0%	0%	0%	0%
	Special Ed.		6%	3%	0%	0%	0%	0%
Grade 7 Math	African American		4%	1%	0%	0%	0%	0%
	Hispanic		11%	8%	5%	2%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		8%	5%	2%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 7 Writing	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		9%	6%	3%	0%	0%	0%
	Special Ed.		2%	0%	0%	0%	0%	0%
Grade 8 Reading	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		12%	9%	6%	3%	0%	0%
	Econ. Dis.		0%	0%	0%	0%	0%	0%
	Special Ed.		N/A	NA / TBD				
Grade 8 Math	African American		0%	0%	0%	0%	0%	0%
	Hispanic		3%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		4%	1%	0%	0%	0%	0%
	LEP		5%	2%	0%	0%	0%	0%
	Special Ed.		20%	17%	14%	11%	8%	5%
	African American		0%	0%	0%	0%	0%	0%

Grade 8 Social Studies	Hispanic		18%	15%	12%	9%	6%	3%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		31%	28%	25%	22%	19%	16%
	Econ. Dis.		17%	14%	11%	8%	5%	2%
	Special Ed.		N/A	NA / TBD				
Grade 8 Science	African American		9%	6%	3%	0%	0%	0%
	Hispanic		12%	9%	6%	3%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		0%	0%	0%	0%	0%	0%
	LEP		41%	38%	35%	32%	29%	26%
	Econ. Dis.		11%	8%	5%	2%	0%	0%
EOC English I (Reading&Writing)	Special Ed.		N/A	NA / TBD				
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
EOC Algebra I	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		10%	7%	4%	1%	0%	0%
	Hispanic		1%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
	White		4%	1%	0%	0%	0%	0%
EOC Biology	LEP		2%	0%	0%	0%	0%	0%
	Econ. Dis.		3%	0%	0%	0%	0%	0%
	Special Ed.		30%	27%	24%	21%	18%	15%
	African American		0%	0%	0%	0%	0%	0%
	Hispanic		0%	0%	0%	0%	0%	0%
	American Indian		N/A	NA / TBD				
	Asian		0%	0%	0%	0%	0%	0%
EOC English II (Reading&Writing)	White		0%	0%	0%	0%	0%	0%
	LEP		0%	0%	0%	0%	0%	0%
	Econ. Dis.		3%	0%	0%	0%	0%	0%
	Special Ed.		0%	0%	0%	0%	0%	0%
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD
	American Indian		N/A	N/A	TBD	TBD	TBD	TBD
EOC U.S. History	Asian		N/A	N/A	TBD	TBD	TBD	TBD
	White		N/A	N/A	TBD	TBD	TBD	TBD
	LEP		N/A	N/A	TBD	TBD	TBD	TBD
	Econ. Dis.		N/A	N/A	TBD	TBD	TBD	TBD
	Special Ed.		N/A	N/A	TBD	TBD	TBD	TBD
	African American		N/A	N/A	TBD	TBD	TBD	TBD
	Hispanic		N/A	N/A	TBD	TBD	TBD	TBD

(A)(4)(c) Graduation rates (as defined in this notice)							
LEA:		HARMONY SCIENCE ACADEMY - HOUSTON					
Goal area	Subgroup	Baseline(s)		Goals			
		2009-10					SY 2016-17

Grantee Name: Harmony Public Schools

Project #1: Project-Based Learning

Project Goals/Desired Outcomes: All students are able to be involved in deep learning experience in areas of academic interest and have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual students learning; Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creative and problem solving skills. 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.

Narrative: Develop PBL units from each core subject and integrate into standards-based curriculum with learning outcomes and assessments to allow students to develop the ability to transfer their knowledge to new situations as well as increase their ability to identify and resolve problems.

Key Performance Measures: Metrics from performance based rubrics, student achievement in district assessments, State STAAR / EOC Tests, College Board Readiness, National Norm Tests

Cross-reference to other projects: In combination with all other Custom Day projects and student-driven project-based learning curriculum, this project will dramatically improve our ability to personalize skill development by matching instructional focus, approach, and pacing to the needs of each individual student.

Activities for Project #1: Project-Based Learning

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/vv	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
1	Project 1								
1.0	Activity 1.0: Recruit key personnel for implementation and support of RTT-D projects	Dr. Ozgur Ozer: Chief Academic Officer	1/7/13	4/29/13					Personnel, Fringe Benefits, Budget 5
1.0.1	Task 1.0.1: Hire RTT-D Project Director	Dr. Ozgur Ozer: Chief Academic Officer	1/7/13	2/18/13					Personnel, Fringe Benefits, Budget 5
1.0.2	Milestone: Recruitment of RTT-D Project Director	Dr. Ozgur Ozer: Chief Academic Officer	2/18/13	2/18/13					Personnel, Fringe Benefits, Budget 5
1.0.3	Task 1.0.3: Hire Instructional Technology Coordinator	Dr. Ozgur Ozer: Chief Academic Officer	3/1/13	4/29/13					Personnel, Fringe Benefits, Budget 5
1.0.4	Milestone: Recruitment of Instructional Technology Coordinator	Dr. Ozgur Ozer: Chief Academic Officer	4/29/13	4/29/13					Personnel, Fringe Benefits, Budget 5
1.1	Activity 1.1: Define high level instructional approach for PBL implementation	Dr. Ozgur Ozer: Chief Academic Officer	1/15/13	4/5/13			District level		
1.1.1	Task 1.1.1: Decide on the number of PBL activities/investigations for each of the 26 subject modules	Ishmael Ayyildiz: Director of Secondary Curriculum	1/15/13	2/15/13			District level		
1.1.2	Task 1.1.2: Outline the general structure of PBL activities/investigations for each of the five types	Dr. Ozgur Ozer: Chief Academic Officer	2/1/13	3/29/13			District level: decisions will be finalized, documents will be available. This task defines our PBL philosophy and approach to implementation in general		
1.1.3	Deliverable: A document that outlines the # of PBL activities for each of the 26 subject areas and their general structure (by the five types)	Dr. Ozgur Ozer: Chief Academic Officer	3/29/13	3/29/13			District level		
1.1.4	Task 1.1.4: Develop activity timeline for each of the five PBL types based on the district calendar	Ishmael Ayyildiz: Director of Secondary Curriculum	2/15/13	3/29/13			District level: Overall timeline indicating where in the calendar PBL projects will be occurring approximately	1.1.1 (No timeline dependency with 1.1.2)	
1.1.5	Deliverable: A document that includes the PBL Activity Timeline for each of the five PBL types	Ishmael Ayyildiz: Director of Secondary Curriculum	3/29/13	3/29/13			District level		
1.1.6	Milestone: Presentation of PBL instructional approach (# of PBL activities, general structure and timeline) to Steering Co.	Dr. Ozgur Ozer: Chief Academic Officer	3/29/13	3/29/13			District level		
1.1.7	Milestone: Approval of PBL instructional approach (# of PBL activities, general structure and timeline)	Dr. Ozgur Ozer: Chief Academic Officer	4/5/13	4/5/13					
1.2	Activity 1.2: Design general instruction and assessment guidelines for PBL	Dr. Ozgur Ozer: Chief Academic Officer, Ishmael Ayyildiz: Director of Secondary Curriculum	2/1/13	6/8/13				Activity 1.1	

1.2.1	Task 1.2.1: Develop criteria for hiring consultants and creating 10 PBL design teams.	Dr. Ozgur Ozer: Chief Academic Officer	2/1/13	3/29/13		District level: criteria developed for central office curriculum team and cluster leaders	No timeline dependency with 1.1	
1.2.2	<i>Deliverable: Rubric that includes criteria guidelines</i>	Dr. Ozgur Ozer: Chief Academic Officer	3/29/13	3/29/13		Information provided to end users via online communicate and face to face meetings		
1.2.3	Task 1.2.3: Hire PBL consultants to work with the 10 PBL design teams to develop PBL modules for each of the 26 subject areas	Dr. Ozgur Ozer: Chief Academic Officer	4/1/13	5/31/13		District level: consultants will design and write PBL curriculum with PBL design teams and offer initial PD. Total of 5 contracts: one contract for ELA, Social Studies, and Math each; 2	1.2.1	Contractual, Budget 1
1.2.4	<i>Deliverable: Consulting agreement for each consultant selected</i>	Dr. Ozgur Ozer: Chief Academic Officer	5/31/13	5/31/13		District level: multiple consultants will likely be selected		Contractual, Budget 1
1.2.5	Task 1.2.5: Form 10 PBL design teams consisting of our lead teachers	Ishmael Ayyildiz: Director of Secondary Curriculum	4/1/13	4/30/13		District level: lead teachers pulled from each cluster will form PBL design teams to work with consultants on designing initial set of PBL projects. Design teams will also be involved with the rollout and revision process. Total of 22 teachers are selected. 12 are covered from RTT-D budget, 10 are covered with other funds.	1.2.1	Personnel, Fringe Benefits, Budget 5
1.2.6	<i>Deliverable: Document that lists the 10 PBL design teams (4PBL Middle School teams (Math, Science, ELA, Social Studies) and 6 PBL High School teams (Math, ELA, Social Studies, Physics, Chemistry, Biology))</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	4/30/13	4/30/13		District & Cluster level: List of names of the members of each team.		Personnel, Fringe Benefits, Budget 5
1.2.7	Task 1.2.7: Each of the 10 PBL design teams will outline the investigation structure for each of the 26 subject areas. (Investigation structure is a plan designed to help students follow sequential steps in order to successfully initiate, conduct, and complete their projects.)	Ishmael Ayyildiz: Director of Secondary Curriculum	4/30/13	6/3/13		District level: PBL investigation structures are 10 individual detailed plans that apply to each content building on to the overarching theory described in 1.1.1.-1.1.3. Each PBL design team in 1.2.5 will perform this task for their subject areas.	1.1.1 & 1.1.3	
1.2.8	<i>Deliverable: A document that includes the Project investigation structures and timeline for PBL Level 1 for each of the 10 design teams</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/3/13	6/3/13		10 deliverable components (1 from each PBL team in 1.2.6)	1.2.6	
1.2.9	<i>Deliverable: A document that includes the Project investigation structures and timeline for PBL Level 2 (middle and high) & 3 (high) for each of the 10 design teams</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/3/13	6/3/13		10 deliverable components (1 from each PBL team in 1.2.6). Level 2 and 3 are structurally the same. Level 3 is completely student driven and Level 2 is more teacher aided.	1.2.6	

1.2.10	Task 1.2.10: Outline an intervention plan, enrichment, or make-up work plan for each of the five PBL types.	Ishmael Ayyildiz: Director of Secondary Curriculum	4/30/13	6/3/13		District level: this outline will be created for campuses, intended for students who fall behind in their assigned projects. Teachers will use these plans.		
1.2.11	<i>Deliverable: Written guides for intervention, enrichment, and make-up work for each of the five PBL types</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/3/13	6/3/13			1.2.6	
1.2.12	Task 1.2.12: Define digital presentation structure for final PBL product for each of the five PBL types	Ali Kaba: Technology Applications Director	5/15/13	6/3/13		District level: structure for students to create, submit, and present their final work using digital technology (such as photo gallery, digital story telling, web design, video production, etc.)		
1.2.13	<i>Deliverable: Four PBL digital presentation guides (MS Level 1, MS Level 2, HS Level 1, HS Level 2&3)</i>	Ali Kaba: Technology Applications Director	6/3/13	6/3/13		4 different deliverables for Middle School Level 1, MS Level 2, High School Level 1, HS Level 2&3		
1.2.14	Task 1.2.14: Create a PBL information booklet that includes all documents created in Activities 1.1 and 1.2 as well as all key decisions made	Ishmael Ayyildiz: Director of Secondary Curriculum	5/15/13	6/3/13		District level: All the decisions made and documents created in Activity 1.1 and 1.2 so far are used to produce a PBL information booklet with overall PBL guidelines.	1.1.2, 1.1.4, 1.2.7, 1.2.10, 1.2.12	
1.2.15	<i>Deliverable: PBL Information booklet</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/3/13	6/3/13		All materials developed by each PBL team will be combined into one single PBL info booklet, intended for parents, visitors, external stakeholders. 1 deliverable.	1.1.3, 1.1.5, 1.2.8, 1.2.9, 1.2.11, 1.2.13	
1.2.16	Task 1.2.16: Develop PBL Initiative Presentation outlining key points in PBL Information booklet in 1.2.14	Ishmael Ayyildiz: Director of Secondary Curriculum	5/28/13	6/3/13		District level: intended for key stakeholders at cluster and district level. 1 deliverable.	1.2.14	
1.2.17	<i>Deliverable: Presentation document</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/7/13	6/7/13		District & Cluster level	1.2.16, 1.2.17	
1.2.18	Milestone: Deliver the presentation created in task 1.2.16 to key campus and cluster leaders	Ishmael Ayyildiz: Director of Secondary Curriculum	6/3/13	6/7/13		District level: Presentation will be used for administrators and cluster instructional coaches during June 3-7 trainings	1.2.16	
1.2.19	<i>Milestone: Present design of PBL Initiative instruction and assessment guidelines to Steering Co. for approval</i>	Dr. Ozgur Ozer: Chief Academic Officer, Ishmael Ayyildiz: Director of Secondary Curriculum	6/7/13	6/7/13		District level		
1.2.20	<i>Milestone: Approval of design of PBL Initiative instruction and assessment guidelines</i>	Dr. Ozgur Ozer: Chief Academic Officer, Ishmael Ayyildiz: Director of Secondary Curriculum	6/8/13	6/8/13				
1.3	Activity 1.3: Develop PBL curriculum materials, resources, and training modules	Ishmael Ayyildiz: Director of Secondary Curriculum	4/15/13	8/1/13			Activities 1.1 & 1.2	
1.3.1	Task 1.3.1: Each of the 10 design teams and consultants select key topics, identify big ideas, and develop driving questions for creating PBL investigations for each of the 26 subject areas. (Topic, ideas, and driving questions are selected from the curriculum to develop a bank of PBL investigations.)	Ishmael Ayyildiz: Director of Secondary Curriculum	4/15/13	5/30/13		District & Cluster level: Consultants, curriculum specialists, and PBL design teams (each of the 10 teams created in 1.2.6)		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5

1.3.2	Task 1.3.2: Each of the 10 design teams and consultants determine the standards and skills that students will practice within the scope of PBL investigations for each of the 26 subject areas. ("Standards and skills" meaning state standards, college and career readiness standards, 21st century skills, industry skills, etc.)	Ishmael Ayyildiz: Director of Secondary Curriculum	5/1/13	6/30/13			District level: this task will ensure that all PBL projects and units are standards aligned and integrate 21st century and industry skills. Each of the 10 PBL teams created in 1.2.6 will perform the task subsequently.		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.3	<i>Deliverables: Five deliverables, one for each PBL type, that list the PBL Investigation ideas, driving questions, and set of standards and skills to be covered in PBL projects for each of the 26 subject areas</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/30/13	6/30/13			Deliverables will be available for each of the 5 types of PBL levels in each core content by the 10 PBL teams created in 1.2.6.	1.3.1, 1.3.2	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.4	Task 1.3.4: Each of the 10 design teams and consultants develop Level 1 PBL projects (in the form of written packets) aligned with state standards and common core standards	Ishmael Ayyildiz: Director of Secondary Curriculum	5/1/13	7/15/13			District level: applies to all core content areas in middle and high school Level 1	1.3.1, 1.3.2	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.5	Task 1.3.5: Align Level 1 PBL projects (from 1.3.4) cross-curricularly with standards and scope & sequence	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/13	7/15/13			District level: applies to PBL Level 1 in Middle and High School. Happens concurrently with 1.3.4, as each project is developed, standards alignment is done right away.	1.3.3, 1.3.4	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.6	<i>Deliverable: The complete set of standards aligned PBL Level 1 project packet. (Middle school: 2 projects per grade level, per content. High School: 4 projects per grade level, per content.)</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/15/13	7/15/13			Deliverables will be available for Level 1 in each grade level and core content area.	1.3.4, 1.3.5	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.7	<i>Task 1.3.7: The math and science design teams (four teams: math, biology, chemistry, physics) and consultants develop High School PBL Level 2 Projects</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	5/1/13	7/15/13			District level: All science and math high school PBL teams	1.3.1, 1.3.2	
1.3.8	Task 1.3.8: The HS ELA and Social Studies design teams (two teams) develop guidelines to integrate Social Studies and Language Arts into HS Level 2 PBL projects	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/13	7/15/13			District level: high school social studies and ELA PBL teams	1.3.3	
1.3.9	<i>Deliverable: The complete set of Interdisciplinary PBL Level 2 projects for HS (around 20-25 projects)</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/15/13	7/15/13			Deliverables will be available in all high school science and math courses	1.3.7, 1.3.8	
1.3.10	Task 1.3.10 : Develop paper based/online training modules for PBL digital presentation for each of the five types	Ishmael Ayyildiz: Director of Secondary Curriculum	5/31/13	7/15/13			District level, for PBL teachers	1.2.12 (No relation to 1.2.16-1.2.18. Notice 1.3.10 is for teachers, whereas 1.2.16-1.2.18 are for cluster&district admins.)	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.11	<i>Deliverable: PBL technology training manual for each of the five PBL types</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/15/13	7/15/13			Separate manuals for each PBL types		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.12	Task 1.3.12: Procure online platform for digital submission and hosting of projects	Dr. Ozgur Ozer: Chief Academic Officer	4/30/13	6/15/13			District level: applies to all PBL types	establishing and populating a PBL online platform (p. C1-59)	Contractual, Supplies, Budget 1
1.3.13	<i>Deliverable: Online technology platform for project submission and hosting</i>	Dr. Ozgur Ozer: Chief Academic Officer	6/15/13	6/15/13					Supplies, Budget 1

1.3.14	Task 1.3.14: Create supply lists for PBL projects	Ishmael Ayyildiz: Director of Secondary Curriculum	7/1/13	7/19/13			District level: created for campuses to purchase necessary lab/classroom supplies	1.3.4	Supplies, Budget 1
1.3.15	<i>Deliverable: PBL Supply lists</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/19/13	7/19/13			Lists will come from each of the 10 PBL design teams	1.3.6	Supplies, Budget 1
1.3.16	Task 1.3.16: Outline technology needs and equipments for individual or group projects	Ishmael Ayyildiz: Director of Secondary Curriculum	7/1/13	7/19/13			District level: this task will determine the technological tools and equipment (calculator, camera, data collection props, etc.) needed to complete PBL projects	1.3.4, 1.3.5, 1.3.7	Supplies, Budget 1
1.3.17	<i>Deliverable: PBL Technology supply & equipment list</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/19/13	7/19/13			Lists will come from each of the 10 PBL design teams	1.3.6, 1.3.7	Supplies, Budget 1
1.3.18	Task 1.3.18: Develop project evaluation rubrics to assess content and technology integration of student work. (Content and technology integration can be assessed using the same criteria -hence same rubric-across different PBL levels.)	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/13	7/22/13			District level: 10 content rubrics from each team, 4 technology rubrics (MS L1, L2, HS L1, L2/3) (Design teams creates these and they are led by district curriculum specialists.)	1.2.6, 1.2.13, 1.3.6, 1.3.7	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.19	<i>Deliverable: Assessment rubrics for evaluating student work (understanding/application of content and technology integration)</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/22/13	7/22/13			separate content (10) and technology rubrics (4)		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.20	Task 1.3.20: Outline grading policy and expectations/standards checklists (grade weight or points and specific student assignments per grading period)	Ishmael Ayyildiz: Director of Secondary Curriculum	7/1/13	7/30/13			District level: Design teams (led by district curriculum specialists) will develop grading policy for each of the 26 subject area.	1.3.18	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.21	<i>Deliverable: PBL Project grading policy and checklist</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/30/13	7/30/13			10 deliverables		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.22	Task 1.3.22: Develop PBL Professional development modules for summer trainings.	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/13	7/15/13			District level, for teachers and administrators		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.23	<i>Deliverable: PBL Training Modules</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/15/13	7/15/13			applies to all 5 PBL types		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.24	Task 1.3.24: Create parent commitment letter & student contract	Ishmael Ayyildiz: Director of Secondary Curriculum	7/1/13	7/30/13			District level: to be used by campuses		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.3.25	<i>Deliverable: Parent commitment letter & student contract</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/30/13	7/30/13			generic for all students and parents		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5

1.3.26	Task 1.3.26: Create a comprehensive PBL student handbook	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/13	8/1/13		District level: This handbook will define each component of a PBL project (hypothesis, research, methodology, data collection, discussion, results, conclusion, etc.), include all informative guidelines and policies developed throughout Activities 1.1, 1.2, and 1.3 and serve as a guide for students throughout the process.	Activities 1.1, 1.2, 1.3	Contractual, Supplies, Budget 1
1.3.27	<i>Deliverable: Comprehensive PBL student handbooks for MS and HS</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	8/1/13	8/1/13		1 handbook for MS, 1 for HS. Each handbook covers each of the 3 PBL levels		Contractual, Supplies, Budget 1
1.3.28	Task 1.3.28: Create a comprehensive PBL teacher handbook by each of the 10 PBL design teams	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/13	8/1/13		District level: This handbook will have all information guidelines and documents decided/created in Activity 1.3 for teachers	Activity 1.3	Contractual, Supplies, Budget 1
1.3.29	<i>Deliverable: Comprehensive PBL Teacher Handbooks</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	8/1/13	8/1/13		10 deliverables: separate handbooks will be developed by each PBL design team (10)		Contractual, Supplies, Budget 1
1.3.30	<i>Milestone: Creation of materials, resources, and training modules for PBL curriculum and instruction.</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	8/1/13	8/1/13				
1.4	Activity 1.4: Roll out of PBL in campuses	Ishmael Ayyildiz: Director of Secondary Curriculum	7/25/13	12/26/16				
1.4.1	Task 1.4.1: Train teachers and administrators on PBL during summer PD days	Ishmael Ayyildiz: Director of Secondary Curriculum	7/25/13	8/15/16		District/Cluster level: Happens annually in July & August. Training done by design teams and PBL consultants.	1.3.9, 1.3.21, 1.3.27	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.4.2	<i>Milestone: All teachers and administrators have completed PBL professional development</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	8/15/13	8/15/16		milestone will be achieved annually by the beginning of each school year		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.4.3	Task 1.4.3: Develop communication plans to introduce PBL initiative to students and parents at each campus	Ishmael Ayyildiz: Director of Secondary Curriculum	7/25/13	8/10/13		Campus level: Principals and counselors are responsible.		
1.4.4	Deliverable: Communication plans for student & parent engagement	Ishmael Ayyildiz: Director of Secondary Curriculum	8/10/13	8/10/13		Campus level: custom deliverable by each participating campus		
1.4.5	Task 1.4.5: Develop communication materials	Ishmael Ayyildiz: Director of Secondary Curriculum	8/11/13	8/21/13		Campus level: Principals and counselors are responsible.	1.4.3	
1.4.6	Deliverable: Web postings, Emails, Newsletters, Schoolreach, presentation document	Ishmael Ayyildiz: Director of Secondary Curriculum	8/21/13	8/21/13		Campus level: custom deliverable by each participating campus		
1.4.7	Task 1.4.7: Send communications and hold PBL orientations at each campus	Ishmael Ayyildiz: Director of Secondary Curriculum	8/21/13	10/30/16		Campus level: happens annually around the beginning of the school year. Principals and counselors are responsible.	1.4.3, 1.4.5	
1.4.8	Task 1.4.8: Send and collect parent commitment letters & student contracts	Ishmael Ayyildiz: Director of Secondary Curriculum	8/21/13	9/30/16		Campus level: repeated every year in the first weeks of the school year. Registrar is responsible	1.3.24	
1.4.9	Deliverable: Signed parent commitment letters and student contracts	Ishmael Ayyildiz: Director of Secondary Curriculum	9/30/13	9/30/16		Deliverables available at each participating campus		

1.4.10	Task 1.4.10: Implement PBL Level 1 Projects in all middle and high schools	Ishmael Ayyildiz: Director of Secondary Curriculum	9/1/13	12/26/16			Campus level: annual task		
1.4.11	Task 1.4.11: Implement PBL Level 2 Projects in pilot middle and high schools, and Level 3 in Pilot High Schools	Ishmael Ayyildiz: Director of Secondary Curriculum	9/1/13	5/15/14			Campus level: 3 middle schools and 3 high schools are selected as pilots for PBL Level 2		
1.4.12	Task 1.4.12: Conduct 6 hours of PBL Training each semester	Ishmael Ayyildiz: Director of Secondary Curriculum	9/15/13	12/26/16			Cluster level: happens annually in early fall and spring for teachers	follow up on 1.4.1	Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.4.13	<i>Deliverable: Participation logs</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	12/26/13	12/26/16			deliverables will be provided annually around mid fall/spring by each cluster		Contractual, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.4.14	Task 1.4.14: Conduct class/campus visits to collect data/feedback and provide support to teachers and campus leaders	Ishmael Ayyildiz: Director of Secondary Curriculum	10/1/13	12/26/16			Cluster level: repeated every year at least twice a semester October through May. An instructional coach and/or STEM Leader at each cluster visits campuses to track implementation, collect data, draw feedback, and provide guidance and support for teachers and administrators by visiting classrooms and meeting with key campus personnel.		Travel, Budget 1
1.4.15	<i>Deliverable: PBL class/campus visit calendar</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	10/15/13	10/15/16			deliverable will be provided by each cluster semesterly around the beginning of each semester		Travel, Budget 1
1.4.16	<i>Deliverable: Visit reflections</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	5/20/14	5/20/16			deliverable will be provided by each cluster semesterly by the end of each semester		
1.4.17	Task 1.4.17: Hold montly meetings with STEM Leaders at cluster level to ensure successful implementation	Ishmael Ayyildiz: Director of Secondary Curriculum	10/1/13	12/26/16			Cluster level: repeated every year each month October through May. STEM leaders, instructional coaches, principals and cluster superintendent will meet to determine goals, review implementation roadmaps, share ideas/experiences and discuss strategies to improve PBL implementation.		Travel, Budget 1
1.4.18	<i>Deliverable: Monthly PBL meeting minutes</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	12/26/13	12/26/16			deliverables will be provided by each cluster semesterly by the end of each semester		Travel, Budget 1
1.4.19	Task 1.4.19: Conduct campus based department meetings with teachers every 2 weeks to ensure successful implementation.	Ishmael Ayyildiz: Director of Secondary Curriculum	9/1/13	12/26/16			Campus level: happens biweekly September through May. Department chairs at each campus are responsible.		
1.4.20	<i>Deliverable: Department meeting minutes</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	12/26/13	12/26/16			deliverables will be provided by each participating campus by the end of each semester		

1.4.21	Task 1.4.21: Arrange guided site visits to pilot schools for other school teachers and administrators	Ishmael Ayyildiz: Director of Secondary Curriculum	1/15/14	5/15/14		District & Campus level: happens two or three times in the spring only during the pilot year. Pilot schools orchestrate the event, district ensures participation of nonpilot schools.	1.4.11	Travel, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.4.22	<i>Deliverables: Site visit agenda , attendees, and reflections</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	5/15/14	5/15/14		deliverables provided by each pilot school		Travel, Budget 1 & Personnel, Fringe Benefits, Budget 5
1.4.23	<i>Milestone: Completion of PBL Trainings</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	3/1/14	3/1/16		milestone will be achieved annually upon completion of 1.4.1 and 1.4.12.	1.4.1, 1.4.12	
1.4.24	<i>Milestone: Implementation of PBL Level 1 in all schools</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	5/31/14	12/26/16		milestone will be achieved annually		
1.4.25	<i>Milestone: Implementation of PBL Level 2 and 3 in pilot schools</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	5/31/14	5/31/14				
1.5	Activity 1.5: Evaluation of PBL roll-out and continuous improvement	Ishmael Ayyildiz: Director of Secondary Curriculum	1/5/14	5/31/16			Activity 1.4	
1.5.1	Task 1.5.1: Develop online surveys for students and teachers that will include key performance measures from each of the 3 PBL levels	Ishmael Ayyildiz: Director of Secondary Curriculum	3/1/14	3/30/14		District level: PBL Design teams will collaborate to develop these surveys. All content areas will have the same surveys. Some open-response questions will allow teachers and students to give content specific performance feedback.		
1.5.2	Task 1.5.2: Develop a survey (online, mobile app, or paper based) for parents that will include key performance measures from each of the 3 PBL levels	Ishmael Ayyildiz: Director of Secondary Curriculum	3/1/14	3/30/14		District level		
1.5.3	<i>Deliverables: Parent, student, and teacher surveys</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	3/30/14	3/30/14		3 deliverables: 1 generic survey for each of the 3 targeted stakeholders. No separate surveys for different PBL levels, performance measures for each of the PBL levels will be presented within the same survey for each targeted stakeholder.	1.5.1, 1.5.2	
1.5.4	Task 1.5.4: Collect feedback from teachers, students and parents via survey	Ishmael Ayyildiz: Director of Secondary Curriculum	5/1/14	5/31/16		Campus level: happens annually in May	1.5.1, 1.5.2	
1.5.5	<i>Deliverables: Collected surveys from parents, students, and teachers</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	5/31/14	5/31/16		Deliverables will be provided by each cluster annually in May		
1.5.6	Task 1.5.6: Evaluate feedback collected from teacher, student & parent surveys	Ishmael Ayyildiz: Director of Secondary Curriculum	6/1/14	6/30/16		Cluster level: happens annually in June. Custer instructional coaches and STEM leaders will evaluate surveys to identify trends, road blocks, student/parent engagement, teacher buy-in, etc. and make refinements for improvement	1.5.4	

1.5.7	<i>Deliverable: Survey evaluation summary reports (actual report that is created)</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/30/14	6/30/16			Custom deliverables will be provided by each cluster annually in June. Reports reflect parent, student, and teacher feedback (different than 1.5.11).		
1.5.8	Task 1.5.8: Arrange and conduct a brainstorming/feedback meeting with administrators and key personnel	Dr. Ozgur Ozer: Chief Academic Officer	4/1/14	4/30/16			District level: happens annually in April. Feedback drawn from admins (different from 1.5.3)		Travel, Budget 1, Budget 5
1.5.9	Task 1.5.9: Evaluate district benchmark data, state assessment data to identify areas in need of improvement.	Irfan Polat: Director of Assessment and Accountability	5/15/14	6/15/16			District level: happens annually in May&June. (This is quantitative assessment data vs. qualitative data in 1.5.3)		
1.5.10	Task 1.5.10: Evaluate end of year feedback from administrators and key campus/cluster leaders	Ishmael Ayyildiz: Director of Secondary Curriculum	5/1/14	5/31/16			District level: happens annually in May (feedback drawn from different stakeholders than in 1.5.3, but will be used for the same purpose, see 1.5.17)	1.5.8	
1.5.11	<i>Deliverables: Administrator Feedback & data analysis reports</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	6/15/14	6/15/16			Deliverables will be provided annually in June for each cluster. Reports reflect administrator feedback and assessment data (different than 1.5.7).	1.5.8, 1.5.9, 1.5.10	
1.5.12	Task 1.5.12: Identify and Procure/Develop an interactive online PBL portfolio management system (such as blackboard, moodle, or a customized system) to be used for full PBL implementation	Ali Kaba: Technology Applications Director	1/5/14	7/15/14			District level: an existing technology/software will either be procured or a brand new system will be developed customized to our needs. 1.3.12 is only for submission and online hosting of PBL projects. This portfolio management system will be a lot more comprehensive with more student and teacher capabilities such as interaction among all users like Blackboard does.	1.3.12 (During pilot year, online platform in 1.3.12 will be further developed to provide this interactive PBL portfolio management system to be used in all schools with full PBL rollout in SY 2014-2015	Supplies/Contractual, Budget 1
1.5.13	<i>Deliverable: Interactive Online PBL Portfolio Management System</i>	Ali Kaba: Technology Applications Director	7/15/14	7/15/14				1.3.13	Supplies/Contractual, Budget 1
1.5.14	Task 1.5.14: Integrate PBL/Technology training modules to district-wide and regional training days	Ishmael Ayyildiz: Director of Secondary Curriculum	7/15/14	9/1/16			District & Cluster level: happens annually in accordance with district/cluster academic calendar	1.5.12	Contractual, Travel, Budget 1 & Personnel, Fringe Benefits, Travel, Budget 5
1.5.15	<i>Deliverables: PBL/technology training modules for students and educators</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	9/1/14	9/1/16			District level		
1.5.16	<i>Deliverables: Updated district/regional training calendar</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	9/1/14	9/1/16			Cluster level: deliverables will be provided by each cluster in the beginning of each school year		
1.5.17	Task 1.5.17: Revisit the design decisions of PBL rollout based on lessons learned from initial implementation	Ishmael Ayyildiz: Director of Secondary Curriculum	5/15/14	6/15/16			District & Cluster level: happens annually in May thru July.	Activities 1.2, 1.3, Tasks 1.4.10, 1.4.11	

1.5.18	Task 1.5.18: Develop plans for revised implementation of PBL Level 1 with necessary modifications, and full implementation of PBL Level 2 and 3.	Ishmael Ayyildiz: Director of Secondary Curriculum	6/15/14	7/30/16			District level: happens annually in June & July	1.5.7, 1.5.11, 1.5.16	
1.5.19	<i>Deliverable: Plans for next year implementation of PBL Level 1, and full implementation of PBL Level 2 and 3</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/30/14	7/30/16			Deliverables will be provided annually in July		
1.5.20	<i>Milestone: Refined PBL Implementation Plans for next year</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	8/1/14	8/1/16			milestone will be achieved annually in July		

Grantee Name: Harmony Public Schools

Project 2: Custom Day

Project Goals/Desired Outcomes: Each student has access to high-quality content, including digital learning content; Each student has access to ongoing and regular feedback, including, updated individual student data; and personalized learning recommendations based on current knowledge and skills, standards, and available content, instructional approaches, and supports; 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; 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; Continued feedback through multiple modes of communication from stakeholders will be analyzed quarterly in order to update or modify any protocols of the implementation of the middle school math program.

Narrative: *The Custom Day project identifies our instructional approach and implementation of the Math and Language Arts curriculum, assessments, and learning technology which will support the overall Custom Day schedule initiative. In this initiative 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. 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.*

Key Performance Measures: *Student achievement levels (proficiency status and growth) on STAAR and EOC assessments.*

Cross-reference to other projects: *In combination with student-driven project-based learning curriculum, this project will dramatically improve our ability to personalize skill development by matching instructional focus, approach, and pacing to the needs of each individual student.*

Activities for Project #2: Custom Day

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
2	Project 2								
2.0	Activity 2.0: Recruit key personnel for implementation and support of Custom Day projects	Dr. Ozgur Ozer: Chief Academic Officer	5/1/13	9/30/13					Personnel, Fringe Benefits, Budget 2
2.0.1	Task 2.0.1: Hire Data Analysts at each cluster	Dr. Ozgur Ozer: Chief Academic Officer	5/1/13	9/30/13			Cluster level: Area Superintendents will hire a data analyst for their cluster. There will be a total of 9 data analysts in the system. See page D-81 from proposal.		Personnel, Fringe Benefits, Budget 2
2.0.2	<i>Milestone: Recruitment of a Data Analyst at each cluster</i>	Dr. Ozgur Ozer: Chief Academic Officer	9/30/13	9/30/13			Cluster level	2.0.1	Personnel, Fringe Benefits, Budget 2
2.1	Activity 2.1: Articulate an instructional approach framework for custom day teachers to design lesson plans to personalize education	Irfan Polat: Director of Accountability	3/1/13	6/30/13			The instructional approach framework will define the high-level instructional strategies, management techniques, and ways to organize the classroom to allow for the coexistence of multiple forms of instruction happening simultaneously. The framework will specify best practices for instructional delivery and for giving targeted feedback to accelerate and personalize learning.		
2.1.1	Task 2.1.1: Survey administrators and instructional leaders to determine the components that should be included in the Instructional Approach Framework template	Irfan Polat: Director of Accountability	3/1/13	5/1/13			District level: this task will ensure that instructional approach framework is created with the input from campus and cluster leaders.		
2.1.2	<i>Deliverable: Summary of survey responses</i>	Irfan Polat: Director of Accountability	5/1/13	5/1/13			District level	2.1.1	
2.1.3	<i>Milestone: Present summary of results to Custom Day sub-project teams</i>	Irfan Polat: Director of Accountability	5/1/13	5/1/13			District level: There are 3 Custom Day sub-project teams; Math, ELA, and Electives.	2.1.1	
2.1.4	Task 2.1.4: Create an Instructional Approach Framework template to include the components deemed necessary by the Custom Day sub-project teams.	Irfan Polat: Director of Accountability	5/1/13	6/14/13			District level	2.1.3	
2.1.5	<i>Deliverable: A generic Instructional Approach Framework template</i>	Irfan Polat: Director of Accountability	6/14/13	6/14/13			This one framework will be created at the district level to be later customized by each of the 6 custom day sub-project teams.		
2.1.6	<i>Milestone: Present high-level Instructional Framework to Custom Day committee</i>	Irfan Polat: Director of Accountability	6/15/13	6/15/13			District level: Custom Day committee consists of curriculum directors and intervention specialists in the central office		
2.1.7	Task 2.1.7 Tailor instructional approach frameworks to sub-project type (e.g. MS Math, MS ELA-R)	Irfan Polat: Director of Accountability	6/15/13	6/30/13			District level: Each of the 6 CD sub-project teams will customize the template in 2.1.5 for their specific content/level.	2.1.5	
2.1.8	<i>Deliverable: Instructional Approach framework document for each Custom Day sub-project</i>	Irfan Polat: Director of Accountability	6/30/13	6/30/13			Each team delivers 2 documents, 1 for Ms and 1 for HS: 6 deliverables (MS Math, MS ELA, MS Electives, HS Math, HS ELA, HS Electives)		
2.1.9	Task 2.1.9: Develop Custom Day professional development modules for teachers and administrators	Irfan Polat: Director of Accountability	3/1/13	6/30/13			District & Cluster level: Lead teachers, cluster and district instructional leaders will design these PD modules for effective Custom Day environments, instructional strategies, and assessment techniques. (p. C1-61, C2-67, C2-68)		

2.1.10	Milestone: Present tailored Instructional Approach Frameworks and PD modules to Custom Day committee for approval	Irfan Polat: Director of Accountability	6/30/13	6/30/13			District level		
2.1.11	Milestone: Approval of Instructional Approach Frameworks and PD modules	Irfan Polat: Director of Accountability	6/30/13	6/30/13					
2.2	Activity 2.2: Identify and procure student learning and assessment software that can be used to provide one-on-one personalized learning for students	Irfan Polat: Director of Accountability, Burak Yilmaz: Project Director	4/15/13	6/15/13			Activity 2.2 will begin concurrently with Activity 2.1. A foundation of the Custom Day approach is individualized instruction through use of learning software. While the Instructional Approach Frameworks will outline how a teacher manages multiple methods of teaching and learning simultaneously, it will not outline the specific requirements of the learning software used. That level of detail is included in this Activity.	Activity 2.1	Supplies, Budget 2
2.2.1	Task 2.2.1: Develop evaluation rubric that defines minimal requirements for student learning software	Irfan Polat: Director of Accountability	4/15/13	4/22/13			All online content will be aligned to learning standards so that data can be analyzed by standard.		
2.2.2	Deliverable: Evaluation Rubric for student learning software	Irfan Polat: Director of Accountability	4/22/13	4/22/13					
2.2.3	Task 2.2.3: Scope market offerings and identify a set of solutions that meet minimum requirements identified in 2.2.1	Irfan Polat: Director of Accountability	4/22/13	5/15/13			District level: Through this task curriculum specialists will shortlist appropriate learning softwares and test them.	2.2.1	
2.2.4	Task 2.2.4: Utilize evaluation rubric to score and rank solutions identified; recommend optimal solutions	Irfan Polat: Director of Accountability	5/15/13	5/24/13			District level: evaluation rubrics filled out by curriculum specialists	2.2.1	
2.2.5	Deliverables: Software vendor/products scored (using rubric)	Irfan Polat: Director of Accountability	5/24/13	5/24/13					
2.2.6	Task 2.2.6: Approve and align on final selection of software provider(s)	Dr. Ozgur Ozer: Chief Academic Officer	5/27/13	5/31/13			District level	2.2.4	
2.2.7	Task 2.2.7: Negotiate software contracts and purchase licenses	Burak Yilmaz: Project Director	6/1/13	6/15/13			District level	2.2.6	Supplies, Contractual, Budget 2
2.2.8	Deliverables: Final Vendor contract(s)	Burak Yilmaz: Project Director	6/15/13	6/15/13			Contracts/agreements to be signed		
2.2.9	Milestone: Procurement of student learning softwares	Burak Yilmaz: Project Director	6/15/13	6/15/13			Purchase orders generated upon signing the contract		
2.3	Activity 2.3: Identify and procure hand held devices for students	Burak Yilmaz: Project Coordinator, Edward Caglar: Chief Operations Officer, Ali Kaba: Technology Applications Director	3/1/13	6/3/13			Activity 2.3. must be done concurrently with Activity 2.2 to ensure that the software and hardware are compatible.	Project 1, Activity 2.2	Supplies, Budget 5
2.3.1	Task 2.3.1: Scope market offerings and identify a set of solutions that meet our 1:1 technology initiative goals outlined in the grant	Burak Yilmaz: Project Director, Ali Kaba: Technology Applications Director	3/1/13	4/15/13			District level: our technology team will shortlist available hand held devices for 1:1 implementation		
2.3.2	Task 2.3.2: Work with consultants to develop evaluation rubric that defines minimal requirements for student hand held devices	Burak Yilmaz: Project Director, Ali Kaba: Technology Applications Director	4/15/13	5/1/13			District level: the rubric developed will be used to evaluate and rank possible solutions identified in 2.3.1	2.3.1	Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.3.3	Deliverable: Evaluation Rubric for student hand held devices	Ali Kaba: Technology Applications Director	5/1/13	5/1/13					Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.3.4	Task 2.3.4: Utilize evaluation rubric to score and rank solutions identified; recommend optimal solutions	Ali Kaba: Technology Applications Director	5/1/13	5/15/13			District level	2.3.2	
2.3.5	Deliverable: Hardware vendor/products scored (using rubric)	Ali Kaba: Technology Applications Director	5/15/13	5/15/13					
2.3.6	Milestone: Present hardware recommendation to Steering Co. for approval	Burak Yilmaz, Project Director	5/17/13	5/17/13			Steering Committee consists of key executives in each department and oversees grant operations and approved key decisions in close communication with the Project Director	2.3.5	
2.3.7	Task 2.3.7: Approve and align on final selection of student hand held device	Burak Yilmaz: Project Director, Edward Caglar: Chief Operations Officer	5/17/13	5/27/13			District level	2.3.6	
2.3.8	Task 2.3.8: Negotiate hand held device contracts and purchase	Burak Yilmaz: Project Coordinator	5/28/13	6/3/13			District level	2.3.7	Supplies, Personnel, Fringe Benefits, Budget 5
2.3.9	Deliverable: Vendor contract(s)	Edward Caglar: Chief Operations Officer	6/3/13	6/3/13			Contracts/agreements to be signed		
2.3.10	Milestone: Procurement of Student hand held devices	Edward Caglar: Chief Operations Officer	6/3/13	6/3/13			District level: Purchase orders generated upon signing the contract.		
2.4	Activity 2.4: Upgrade school network infrastructure	Yasar Ozkan: IT Manager, Edward Caglar: Chief Operations Officer	4/15/13	8/21/13				Activity 2.3	
2.4.1	Task 2.4.1: Survey all schools to evaluate the current network infrastructure at each site.	Yasar Ozkan: IT Manager	4/15/13	5/15/13			District level: This task will help us figure out what each campus is equipped with in terms of wireless infrastructure and what is needed to make necessary upgrades.		
2.4.2	Task 2.4.2: Scope the market and determine the companies to upgrade the school network infrastructure	Yasar Ozkan: IT Manager	5/15/13	5/30/13			District level: through this task we will reach out to various technology solution providers to explore our options for wireless connectivity solutions in schools.		

2.4.3	Task 2.4.3: Identify the optimum school network infrastructure. (Decide which one of the solutions in 2.4.2 fits best to our needs)	Yasar Ozkan: IT Manager	5/31/13	6/15/13			District level	2.4.2	
2.4.4	<i>Deliverable: Document that articulates the required school network infrastructure (what all schools should have)</i>	Yasar Ozkan: IT Manager	6/15/13	6/15/13				2.4.2, 2.4.3	
2.4.5	Task 2.4.5: Negotiate with companies and sign contract.	Yasar Ozkan: IT Manager, Edward Caglar: Chief Operations Officer	6/15/13	6/30/13			District level	2.4.1, 2.4.2	Contractual, Budget 3
2.4.6	<i>Deliverable: Signed contracts</i>	Edward Caglar: Chief Operations Officer	6/30/13	6/30/13					
2.4.7	Task 2.4.7: Upgrade school network infrastructure	Yasar Ozkan: IT Manager	7/1/13	8/20/13			Will be completed at each of the 37 campuses	2.4.5	Contractual, Supplies, Personnel, Fringe Benefits, Budget 5
2.4.8	Task 2.4.8: Test & troubleshoot upgraded networks	Yasar Ozkan: IT Manager	8/1/13	8/20/13					
2.4.9	<i>Milestone: All school network infrastructure upgraded.</i>	Yasar Ozkan: IT Manager	8/21/13	8/21/13					
2.4.10	Task 2.4.10: Receive ongoing maintenance and support on wireless networks as needed	Yasar Ozkan: IT Manager	8/21/13	12/26/16				2.4.7, 2.4.8	
2.5	Activity 2.5: Work with Custom Day consultants to develop curriculum guideline, assessment rubrics and grading guidelines for teachers.	Ishmael Ayyildiz: Director of Secondary Curriculum	4/15/13	8/20/13			Various consultants will be hired for developing curriculum materials, Campus level implementation, and master scheduling.	Activities 2.1 and 2.2 (Core tasks in this activity e.g. 2.5.7-2.5.11 start after the instructional framework in 2.1 is finalized)	Contractual, Budget 2
2.5.1	Task 2.5.1: Define criteria for selecting consultants	Ishmael Ayyildiz: Director of Secondary Curriculum	4/15/13	4/22/13					
2.5.2	<i>Deliverable: A document listing the criteria</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	4/22/13	4/22/13					
2.5.3	Task 2.5.3: Identify potential consultants and interview	Dr. Ozgur Ozer: Chief Academic Officer	4/22/13	5/30/13			District level: There will be multiple consultants working on different initiatives in Activity 2.5. Some will be hired around end of April, while others may be hired in May.	2.5.1	Contractual, Budget 2
2.5.4	Task 2.5.4: Negotiate contracts with selected consultants	Dr. Ozgur Ozer: Chief Academic Officer	4/29/13	5/30/13			Districtlevel: see note in 2.5.3 to make sense of the timeline. Consultants will help develop curriculum guidelines, assessment rubrics, and grading guidelines with curriculum writing teams (2.5.6). Consultants will also prepare an administrative manual for Custom Day scheduling and student placement. Sub-project teams -not consultants- will work on instructional framework (2.1). Data Analysts will not do anything here, their main role begins once the projects roll-out in schools.	2.5.3	
2.5.5	<i>Deliverable: Signed contracts</i>	Dr. Ozgur Ozer: Chief Academic Officer	5/30/13	5/30/13			Districtlevel: see note in 2.5.3 to make sense of the timeline		
2.5.6	Task 2.5.6: Build curriculum writing teams with lead teachers.	Ishmael Ayyildiz: Director of Secondary Curriculum	5/15/13	6/15/13			District level: a group of lead teachers will be pulled from various clusters to work in collaboration with consultants hired	2.5.4	Personnel, Fringe Benefits, Budget 5
2.5.7	Task 2.5.7: Create curriculum guidelines for each Custom Day sub-project that aligns with State standards and Common Core.	Ishmael Ayyildiz: Director of Secondary Curriculum	7/1/13	7/25/13			District level: curriculum consultants and lead teachers (curriculum writing teams) will perform this task for each of the 6 Custom Day sub-projects.	2.5.4, 2.5.6, 2.2.9, 2.1.10	Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.5.8	<i>Deliverable: Curriculum guideline document for each Custom Day sub-project</i>	Ishmael Ayyildiz: Director of Secondary Curriculum	7/25/13	7/25/13			6 deliverables (MS Math, MS ELA, MS Electives, HS Math, HS ELA, HS Electives)		Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.5.9	Task 2.5.9: Develop assessment rubrics for each Custom Day sub-project	Ishmael Ayyildiz: Director of Secondary Curriculum, Kristy Vincent: Instructional Technology Coordinator	7/25/13	8/10/13			District level	2.5.4, 2.5.6, 2.2.9, 2.1.10	Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.5.10	<i>Deliverable: Assessment rubrics foreach Custom Day sub-project</i>	Ishmael Ayyildiz: Director of Secondary Curriculum, Kristy Vincent: Instructional Technology Coordinator	8/10/13	8/10/13			6 deliverables (MS Math, MS ELA, MS Electives, HS Math, HS ELA, HS Electives)		Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.5.11	Task 2.5.11: Develop student grading guidelines for each Custom Day sub-project	Irfan Polat: Director of Accountability	8/10/13	8/20/13			District level	2.5.4, 2.5.6, 2.2.9, 2.1.10	Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.5.12	<i>Deliverable: Grading guideline document for each Custom Day sub-project</i>	Irfan Polat: Director of Accountability	8/20/13	8/20/13					Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.5.13	<i>Deliverable: Custom Day implementation guideline document for Custom Day teachers</i>	Irfan Polat: Director of Accountability	8/20/13	8/20/13				2.5.8, 2.5.10, 2.5.12	Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5

2.5.14	Milestone: Curriculum documents for Custom Day Middle & High School	Ishmael Ayyildiz: Director of Secondary Curriculum	8/20/13	8/20/13					Contractual, Budget 2 & Personnel, Fringe Benefits, Budget 5
2.6	Activity 2.6: Select resources and instructional materials (other than software in Activity 2.3)	Irfan Polat: Director of Accountability	7/15/13	9/15/13			These are considered to be low-cost, smaller resources and supplies. Therefore a formal procurement procedure is redundant.	Activities 2.1 and 2.5	Supplies, Budget 2
2.6.1	Task 2.6.1: Identify resources and instructional material (beyond software) for each Custom Day sub-projects	Irfan Polat: Director of Accountability	7/15/13	8/15/13			District level: this happens concurrently with Activities 2.1 and 2.5.		
2.6.2	Deliverable: A list of instructional materials for each Custom Day sub-project	Irfan Polat: Director of Accountability	8/15/13	8/15/13			6 deliverables (MS Math, MS ELA, MS Electives, HS Math, HS ELA, HS Electives)		
2.6.3	Task 2.6.3: Procure resources and instructional materials for Custom Day	Irfan Polat: Director of Accountability	8/15/13	9/15/13			Campus level	2.6.1	
2.6.4	Milestone: Procurement of resources and instructional materials	Irfan Polat: Director of Accountability	9/15/13	9/15/13					
2.7	Activity 2.7: Define protocols for initial evaluation and grouping students based on assessment data	Irfan Polat: Director of Accountability	8/20/13	9/15/13				2.5	Contractual, Budget 2
2.7.1	Task 2.7.1: Develop criteria for placing students in intervention & enrichment Math/ELA groups, and electives.	Irfan Polat: Director of Accountability	8/20/13	8/30/13			District level	2.9.2	
2.7.2	Task 2.7.2: Establish procedures for collecting and analyzing data for initial placement.	Irfan Polat: Director of Accountability	9/1/13	9/15/13			District level		
2.7.3	Deliverable: Document describing protocols and procedures for initial placement	Irfan Polat: Director of Accountability	9/15/13	9/15/13				2.7.1, 2.7.2	
2.8	Activity 2.8: Define protocols for student re-evaluation and re-grouping based on assessment data	Irfan Polat: Director of Accountability	10/1/13	11/1/13				Activity 2.7	Contractual, Budget 2
2.8.1	Task 2.8.1: Develop criteria for how students will be reassessed for ongoing placement in intervention, enrichment, or elective groups (e.g. what assessment data will be used, when and how they will be assessed).	Irfan Polat: Director of Accountability	10/1/13	10/15/13			District level		
2.8.2	Task 2.8.2: Establish procedures for assessing students, collecting and analyzing data for ongoing regrouping	Irfan Polat: Director of Accountability	10/15/13	10/30/13			District level		
2.8.3	Deliverable: Document describing protocols and procedures for regrouping	Irfan Polat: Director of Accountability	11/1/13	11/1/13				2.8.1, 2.8.2	
2.9	Activity 2.9: Roll-out and Implement Custom Day project	Irfan Polat: Director of Accountability	8/1/13	12/26/16			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.	Activities 2.1 - 2.7	
2.9.1	Task 2.9.1: Provide Custom Day training for administrators, teachers, and students (including sessions for each of the selected software and technology)	Irfan Polat: Director of Accountability	8/1/13	12/26/16			District level: Trainings provided each year prior to start of schools for admins and teachers. Cluster level: Instructional Coaches and Data Analysts provide ongoing PD for teachers throughout the year on a quarterly basis. Campus level: Teachers provide formal training in the beginning of each school year and ongoing support for students to be fluent in learning programs.	2.1.9	Contractual, Travel, Budget 2, Budget 5
2.9.2	Deliverable: Educator Training calendars	Irfan Polat: Director of Accountability	8/15/13	8/15/16			District level: 4 deliverables, one calendar for technology training, and one for each of the 3 selected softwares. Each calendar will have 1-3 on-site sessions and 0-3 webinars. Cluster level: Calenders for each school reflecting quarterly sessions for ongoing PD and support.		
2.9.3	Task 2.9.3: Develop resources such as video demonstrations for students to provide additional support for technology use.	Ali Kaba: Technology Applications Director	8/1/13	9/30/13			p. C1-58		
2.9.4	Deliverable: Online student resources for technology use.	Ali Kaba: Technology Applications Director	9/30/13	9/30/13			p. C1-58		
2.9.5	Taks 2.9.5: Work with consultants to develop custom day policy, procedure, and implementation guide for campus administrators	Irfan Polat: Director of Accountability	8/1/13	9/1/13					
2.9.6	Deliverable: Custom Day implementation and scheduling handbook for campus administrators	Irfan Polat: Director of Accountability	9/1/13	9/1/13			one deliverable that encompasses all subprojects.		

2.9.7	Task 2.9.7: Use data to group all students in intervention, or advancement, or elective groups and set personalized learning plans for each student.	Irfan Polat: Director of Accountability	9/15/13	9/30/16			Campus & Cluster level: Data Analysts, Principals, and Counselors. Task repeated every year. Teachers will utilize data and make data-driven decisions to set goals and measure student growth in Custom Day. All of this will be possible and much more convenient and accessible to educators and students through the new dashboard when Project 3 is completed by SY 2014-2015. Data Analysts and Instructional Coaches will support teachers in using data from dashboards and making personalized learning plans for students, who will also be able to access these real-time data as they progress in their Custom Day classes using online learning softwares on their chromebooks.	2.7.2, Project 3	Personnel, Fringe Benefits, Budget 2
2.9.8	Milestone: Placement of all students in intervention, or advancement, or elective classes	Irfan Polat: Director of Accountability	9/30/13	9/30/16			Campus & Cluster level: Data Analysts, Principals, and Counselors. Milestone repeated every year.		Personnel, Fringe Benefits, Budget 2
2.9.9	Task 2.9.9: Deploy hand held devices to all students (deploy: hand-off the devices to students)	Kristy Vincent: Instructional Technology Coordinator	9/10/13	9/30/16			Campus level: All administrators and technology personnel will be involved. Deployment will take several weeks to make sure all policies and procedures are communicated and emphasized to promote a healthy digital citizenship for our students. Task repeated every year in the first weeks of school. Students will utilize chromebooks in Custom Day to work on online learning softwares and track their progress on their personal learning plans that will be accessible by students and parents through the dashboard (Project 3).	Activities 2.3 and 2.4, Project 3	Contractual, Supplies, Personnel, Fringe Benefits, Budget 2, Budget 5
2.9.10	Task 2.9.10: Regroup students for placement in intervention, advancement and elective groups based on data and update personalized learning plans for each student	Irfan Polat: Director of Accountability	11/1/13	12/26/16			Campus & Cluster level: Data Analysts, Principals, and Counselors. Task repeated every year quarterly based on data from dashboards. Teachers will be able to utilize the dashboard to measure student progress on their personalized learning plans, which will also be accessible to students and parents with real-time data.	2.8.2, Project 3	Personnel, Fringe Benefits, Budget 2
2.9.11	Milestone: Regrouping of students in intervention, advancement, and elective classes	Irfan Polat: Director of Accountability	12/26/13	12/26/16			Campus & Cluster level: Data Analysts, Principals, and Counselors	Project 3	Personnel, Fringe Benefits, Budget 2
2.9.12	Milestone: Implementation of custom day program in schools	Irfan Polat: Director of Accountability	5/31/14	12/26/16			Campus level: All schools will kick off the school year with Custom Day project embedded in student schedules allowing them to be in an additional hour a day of Math/ELA class for intervention or enrichment, or pursue electives of interest. Data on dashboards will mainly come from learning softwares in Custom Day and as students utilize these softwares every day, real-time data on their progress and personalized learning plans will be available to both educators and students through the dashboard. Data usage and dashboard systems will be an indispensable piece of Custom Day initiative once Project 3 is complete.	Project 3	
2.10	Activity 2.10: Review implementation progress and readjust as necessary	Irfan Polat: Director of Accountability	3/1/14	8/1/16				Activity 2.8 and 2.9	
2.10.1	Task 2.10.1: Work with other grant teams to create surveys to collect feedback on implementation of the RTT-D grant	Irfan Polat: Director of Accountability	3/1/14	3/15/14			District level		
2.10.2	Deliverable: Survey templates	Irfan Polat: Director of Accountability	3/15/14	3/15/14					
2.10.3	Task 2.10.3: Survey stakeholders (e.g. teachers, students, administrators)	Irfan Polat: Director of Accountability	3/15/14	4/15/16			Cluster & Campus levels: Data Analysts will perform this task. Happens annually around March/April.	2.10.1	
2.10.4	Task 2.10.4: Review survey data to determine what changes are necessary.	Irfan Polat: Director of Accountability	4/30/14	5/30/16			District & Cluster levels: Data Analysts, Area Superintendents, Central office heads. Happens annually in May.	2.10.3	
2.10.5	Deliverable: Document outlining recommended changes	Irfan Polat: Director of Accountability	5/30/14	5/30/16			Deliverable will be available annually by the end of May.		
2.10.6	Milestone: Present recommendations to Steering Co.	Irfan Polat: Director of Accountability	6/1/14	6/1/16			District level: Milestone will be achieved annually by the beginning of June.		

2.10.7	Task 2.10.7: Adjust custom day program if necessary	Irfan Polat: Director of Accountability	6/1/14	6/30/16		District level: Happens annually in June.	2.10.6	
2.10.8	Task 2.10.8: Create an ongoing professional development schedule for administrators to support campuses with the custom day schedule changes	Irfan Polat: Director of Accountability	7/1/14	7/20/16		District level: Happens annually in July.		Contractual, Travel, Budget 5
2.10.9	<i>Deliverable: Ongoing Professional Development Schedule</i>	Irfan Polat: Director of Accountability	7/20/16	7/20/16		Deliverable will be available annually around third week of July. PD is provided by district leaders, curriculum specialists.		
2.10.10	<i>Milestone: Refined Implementation Plans for next school year</i>	Irfan Polat: Director of Accountability	8/1/14	8/1/16		Milestone will be achieved annually by the beginning of August.	2.10.7, 2.10.8, Project 3	

Grantee Name: *Harmony Public Schools*

Project #3: Dashboard

Project Goals/Desired Outcomes: *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 helps educators identify optimal learning approaches that respond to individual student academic needs and interests.*

Narrative: *All stakeholders (e.g. parents, administrators, students, teachers) will need timely access to a variety of information on student 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. See grant application document (C)(2)(b)(i, ii, iii), page 72-74*

Key Performance Measures: *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. See grant application document (E)(3) pages E99-103*

Cross-reference to other projects: *This project will provide real time data to inform the other (Custom Day and PBL) projects and to support students in setting goals and creating personal learning plans. See grant application document pages: (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*

Activities for Project #3: Dashboard: Identifying Requirements

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
3.1	Activity 3.1: Hire dashboard project manager (DPM)	Edward Caglar: Chief Operations Officer	2/1/13	3/31/13					Personnel & Fringe Benefits, Budget 3
3.1.1	Task 3.1.1: Draft job description & post ad	Edward Caglar: Chief Operations Officer	2/1/13	2/28/13			District level		Personnel & Fringe Benefits, Budget 3
3.1.2	Task 3.1.2: Conduct interviews & hire DPM	Edward Caglar: Chief Operations Officer	3/1/13	3/31/13			District level	3.1.1	Personnel & Fringe Benefits, Budget 3
3.1.3	Deliverable: Employment contract	Edward Caglar: Chief Operations Officer	3/31/13	3/31/13			District level		Personnel & Fringe Benefits, Budget 3
3.1.4	Milestone: DPM is hired	Edward Caglar: Chief Operations Officer	3/31/13	3/31/13			District level		Personnel & Fringe Benefits, Budget 3
3.2	Activity 3.2: Hire software developer	Edward Caglar: Chief Operations Officer	4/1/13	6/30/13				3.1	Personnel & Fringe Benefits, Budget 3
3.2.1	Task 3.2.1: Draft job descriptions and post ad	Murat Kaya: Dashboard Project Manager	4/1/13	4/30/13			District level		Personnel & Fringe Benefits, Budget 3
3.2.2	Task 3.2.2: Conduct interviews & make new hire	Murat Kaya: Dashboard Project Manager	5/1/13	6/30/13			District level: Main developer is hired. Other Developers will be hired later if & when needed	3.2.1	Personnel & Fringe Benefits, Budget 3
3.2.3	Deliverable: Employment contract	Edward Caglar: Chief Operations Officer	6/30/13	6/30/13			District level		Personnel & Fringe Benefits, Budget 3
3.2.4	Milestone: Software developer is hired	Edward Caglar: Chief Operations Officer	6/30/13	6/30/13			District level		Personnel & Fringe Benefits, Budget 3
3.3	Activity 3.3: Identify end users & dashboard features	Murat Kaya: Dashboard Project Manager	4/1/13	8/15/13				3.1	
3.3.1	Task 3.3.1: Identify end users	Murat Kaya: Dashboard Project Manager	4/1/13	4/15/13			District level		
3.3.2	Task 3.3.2: Send out online surveys to all stakeholders to determine requested features/data elements	Murat Kaya: Dashboard Project Manager	5/1/13	5/31/13			District level: Must be completed before summer break to be able to receive feedback from school staff. This task will be performed mainly by DPM so it is dependent on 3.1	3.1.1	
3.3.3	Task 3.3.3: Meet with central office academic team to collect academic team's feature requests	Murat Kaya: Dashboard Project Manager	7/1/13	7/31/13			District level		
3.3.4	Task 3.3.4: List and prioritize features for each user type	Murat Kaya: Dashboard Project Manager	8/1/13	8/15/13			District level	3.3.3	
3.3.5	Deliverable: Document listing dashboard features prioritized	Murat Kaya: Dashboard Project Manager	8/15/13	8/15/13			District level		
3.4	Activity 3.4: Set up development environment	Murat Kaya: Dashboard Project Manager	4/1/13	8/15/13			This task is not dependent on 3.3 so it can run concurrently		
3.4.1	Task 3.4.1: Determine development platform	Murat Kaya: Dashboard Project Manager	4/1/13	4/30/13			District level		
3.4.2	Task 3.4.2: Purchase development software licenses and computer equipment for developers	Murat Kaya: Dashboard Project Manager	5/1/13	7/15/13			District level	3.4.1	Supplies, Budget 3

3.4.3	Task 3.4.3: Developer training/self-study (development software, statistics, data presentation techniques).	Murat Kaya: Dashboard Project Manager	7/15/13	8/15/13			District level	3.4.2, 3.2	
3.4.4	Task 3.4.4: Purchase and install development server hardware and other related supply	Murat Kaya: Dashboard Project Manager	7/15/13	8/15/13			District level		Supplies, Budget 3
3.4.5	Milestone: Software development environment is setup	Murat Kaya: Dashboard Project Manager	8/15/13	8/15/13			District level		
3.5	Activity 3.5: Determine changes needed on HPMD	Murat Kaya: Dashboard Project Manager	8/15/13	9/15/13			District level		
3.5.1	Task 3.5.1: Train software developers on current HPMD software and data structure	Murat Kaya: Dashboard Project Manager	8/15/13	8/31/13			District level	3.2	
3.5.2	Task 3.5.2: Meet with HPMD Team to determine code changes needed to support Custom Day and PBL projects. Draft required changes and determine which team is responsible	Murat Kaya: Dashboard Project Manager	9/1/13	9/15/13			District level	3.5.1	
3.5.3	Deliverable: Document listing necessary HPMD modifications	Murat Kaya: Dashboard Project Manager	9/15/13	9/15/13			District level		
3.6	Activity 3.6: Determine how to integrate data from outside data resources	Murat Kaya: Dashboard Project Manager	9/1/13	11/15/13			District level		
3.6.1	Task 3.6.1: Identify dashboard component coming from online content providers	Murat Kaya: Dashboard Project Manager	9/1/13	9/15/13			District level		
3.6.2	Task 3.6.2: Determine integration method with vendor input	Murat Kaya: Dashboard Project Manager	9/15/13	9/30/13			District level	3.6.1	
3.6.3	Task 3.6.3: Proof-of-concept testing of integration method selected	Murat Kaya: Dashboard Project Manager	10/1/13	10/31/13			District level	3.6.2	
3.6.4	Task 3.6.4: Make necessary contractual agreements with vendors if required by vendor	Murat Kaya: Dashboard Project Manager	11/1/13	11/15/13			District level	3.6.3	Contractual, Budget 3
3.6.5	Milestone: Integration method for content providers determined	Murat Kaya: Dashboard Project Manager	10/31/13	10/31/13			District level		
3.7	Activity 3.7: Determine initial requirements for client systems	Murat Kaya: Dashboard Project Manager	4/1/13	10/15/13					
3.7.1	Task 3.7.1: Survey schools and learn their current computer inventory	Murat Kaya: Dashboard Project Manager	4/1/13	5/31/13			District level		
3.7.2	Task 3.7.2: Draft initial minimum client requirements (software, hardware, network connectivity) based on current inventory and dashboard features	Murat Kaya: Dashboard Project Manager	8/15/13	8/30/13			District level	2.2, 2.3, 3.3 (Dependent on educational software & handheld device selected and its intended usage)	
3.7.3	Task 3.7.3: Preliminary testing of client requirements at campuses with their computer inventory & network	Murat Kaya: Dashboard Project Manager	9/1/13	9/30/13			Campus level: Cluster IT coordinators	3.7.2	
3.7.4	Task 3.7.4: Draft initial client specs for dashboard based on campus inventory tests	Murat Kaya: Dashboard Project Manager	10/1/13	10/15/13			This draft is intended to guide software development only. It is not intended to guide schools for infrastructure upgrade. See 3.14.3	3.7.3	
3.7.5	Deliverable: Document detailing initial client specs for dashboard use	Murat Kaya: Dashboard Project Manager	10/15/13	10/15/13					
3.8	Activity 3.8: Create initial dashboard user interface designs	Murat Kaya: Dashboard Project Manager	8/15/13	10/15/13					
3.8.1	Task 3.8.1: Create draft dashboard user interface designs	Murat Kaya: Dashboard Project Manager	8/15/13	9/15/13			District level		
3.8.2	Task 3.8.2: Share user interface design with select campus stakeholders who indicated interest in previous surveys and receive feedback from them	Murat Kaya: Dashboard Project Manager	9/15/13	9/30/13			District level	3.8.1	
3.8.3	Task 3.8.3: Review feedback received with academic teams and make modifications on user interface designs	Murat Kaya: Dashboard Project Manager	10/1/13	10/15/13			District level	3.8.2	
3.8.4	Deliverable: Initial user interface design document	Murat Kaya: Dashboard Project Manager	10/15/13	10/15/13			District level		
3.9	Activity 3.9: Design initial database architecture	Murat Kaya: Dashboard Project Manager	8/15/13	9/15/13					
3.9.1	Task 3.9.1: Draft database architecture diagrams	Murat Kaya: Dashboard Project Manager	8/15/13	8/31/13			District level		
3.9.2	Task 3.9.2: Set up database tables on development servers	Murat Kaya: Dashboard Project Manager	9/1/13	9/15/13			District level	3.9.1	
3.9.3	Deliverable: Document detailing initial database architecture	Murat Kaya: Dashboard Project Manager	9/15/13	9/15/13			District level		

3.10.	Activity 3.10: Develop dashboard & update HPMD	Murat Kaya: Dashboard Project Manager	9/15/13	6/30/14					
3.10.1	Task 3.10.1: Determine dashboard software modules/tasks based on dashboard features	Murat Kaya: Dashboard Project Manager	9/15/13	9/22/13			Dependent on 3.3, 3.5, 3.8, 3.9		
3.10.2	Task 3.10.2: Estimate completion timeline for each module/task and assign modules/tasks to programmers	Murat Kaya: Dashboard Project Manager	9/22/13	9/30/13			Include changes to be performed on HPMD by HPMD Team (3.5.2)	3.10.1	
3.10.3	Task 3.10.3: Code development of modules/tasks	Murat Kaya: Dashboard Project Manager	10/1/13	6/30/14			Dependent on 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9	3.10.2	
3.10.4	Task 3.10.4: Determine and set up test users	Murat Kaya: Dashboard Project Manager	1/15/14	2/15/14			District/Campus Level	3.10.3	
3.10.5	Task 3.10.5: Run beta-test program with test users	Murat Kaya: Dashboard Project Manager	2/15/14	6/30/14			District level: Beta-test can start before completion of code development (3.10.3)	3.10.4	
3.10.6	Task 3.10.6: Time reserved for possible change requests (i.e. new requirements) from PBL and Custom Day teams based on their first year implementation. Consider and implement only critical change requests as time permits.	Murat Kaya: Dashboard Project Manager, Dr. Ozgur Ozer: Chief Academic Officer	5/1/14	5/31/14			District level: Optional. Feedback received after this time frame will be handled during regular ongoing development and support phase. See 3.15.4	Projects 1-2 (Dependent on successful implementation of PBL and CD)	
3.10.7	Task 3.10.7: Fine-tuning and bug fixing period	Murat Kaya: Dashboard Project Manager	6/1/14	6/30/14			District level: Reserved for final touch-ups and bug fixes before first public deployment. See 3.15 for ongoing maintenance		
3.10.8	Deliverable: Release version of the dashboard software	Murat Kaya: Dashboard Project Manager	6/30/14	6/30/14			District level		
3.10.9	Milestone: Dashboard coding for first public release is completed	Murat Kaya: Dashboard Project Manager	6/30/14	6/30/14			District level		
3.11	Activity 3.11: Develop training material	Murat Kaya: Dashboard Project Manager	3/15/14	9/30/14					
3.11.1	Task 3.11.1: Decide on training medium for different end users	Murat Kaya: Dashboard Project Manager, Dr. Ozgur Ozer: Chief Academic Officer, Edward Caglar: Chief Operations Officer	3/15/14	3/31/14			District/Campus level: Task can start before completion of 3.10.3		Travel, Budget 3
3.11.2	Task 3.11.2: Develop training materials for educators, students, and parents	Murat Kaya: Dashboard Project Manager	4/1/14	6/30/14			District level: Task can start before completion of 3.10.3. Meets commitment for training on data dashboards (p. C2-67)		Supplies, Budget 3
3.11.3	Task 3.11.3: Produce user training materials for educators, students, and parents	Murat Kaya: Dashboard Project Manager	7/1/14	7/15/14			District/Campus level	3.11.2	Supplies, Budget 3
3.11.4	Task 3.11.4: Campus principals choose a Campus Dashboard Coordinator person and determine training schedule for their campuses	Murat Kaya: Dashboard Project Manager, Dr. Ozgur Ozer: Chief Academic Officer, Edward Caglar: Chief Operations Officer	5/1/14	5/31/14			District/Campus level: Must be determined in cooperation with schools and central office before end of school year.		
3.11.5	Task 3.11.5: Academic team & dashboard team hosts trainings for Campus Dashboard Coordinators (train the trainer)	Murat Kaya: Dashboard Project Manager	7/15/14	7/31/14			District.Campus Level	3.11.3, 3.11.4	Travel, Budget 3
3.11.6	Task 3.11.6: Campus Dashboard Coordinators host user trainings at their campuses	Murat Kaya: Dashboard Project Manager	8/1/14	9/30/14			Campus level: Training dates will be specific to each campus. See 3.11.4	3.11.4, 3.11.5	Supplies, Budget 3
3.11.7	Deliverable: Dashboard software user training materials	Murat Kaya: Dashboard Project Manager	7/15/14	7/15/14			Campus level		
3.11.8	Milestone: Dashboard software user training is completed	Murat Kaya: Dashboard Project Manager	9/30/14	9/30/14			Campus level		
3.12	Activity 3.12: Set up campus production servers & hosting	Murat Kaya: Dashboard Project Manager	4/1/14	6/30/14			Activity can start before completion of 3.10.3		
3.12.1	Task 3.12.1: Purchase campus production server hardware and equipment	Murat Kaya: Dashboard Project Manager	4/1/14	4/30/14			Campus Level		Supplies, Budget 3
3.12.2	Task 3.12.2: Receive server hardware & equipment at campuses	Murat Kaya: Dashboard Project Manager	5/1/14	5/30/14			Campus level: This time frame is reserved to allow delays in shipments. Time between order date and shipment date may vary due to stock availability of products ordered		
3.12.3	Task 3.12.3: Acquire server software licenses for production servers	Murat Kaya: Dashboard Project Manager	5/1/14	5/30/14			Campus Level		Supplies, Budget 3
3.12.4	Task 3.12.4: Setup and configure production servers at campuses	Murat Kaya: Dashboard Project Manager	6/1/14	6/30/14			Campus level: Campus IT Coordinators are responsible. Dashboard team will provide support remotely. On-site support may be provided depending on specific problem.		Travel, Budget 3

3.12.5	Milestone: Production servers at campuses are setup	Murat Kaya: Dashboard Project Manager	6/30/14	6/30/14			Campus Level		
3.13	Activity 3.13: Deploy dashboard software	Murat Kaya: Dashboard Project Manager	5/1/14	7/31/14					
3.13.1	Task 3.13.1: Collect campus specific configuration information (IP address, user names, etc.) for dashboard software	Murat Kaya: Dashboard Project Manager	5/1/14	5/31/14			Campus Level		
3.13.2	Task 3.13.2: Install dashboard software at campuses based on the configuration given by campuses	Murat Kaya: Dashboard Project Manager	7/1/14	7/15/14			Campus level:	3.12.4	
3.13.3	Task 3.13.3: Set up user/admin accounts for each campus	Murat Kaya: Dashboard Project Manager	7/15/14	7/31/14			Campus Level		
3.13.4	Milestone: Dashboard software is deployed at campus production servers	Murat Kaya: Dashboard Project Manager	7/31/14	7/31/14			Campus level: Dashboard software is ready to be used by public users at all campuses		
3.14	Activity 3.14: Ensure client computer hardware and software compatibility	Murat Kaya: Dashboard Project Manager	5/1/14	7/31/14					
3.14.1	Task 3.14.1: Update client computer specs based on needs of current version of dashboard software	Murat Kaya: Dashboard Project Manager	5/1/14	5/7/14			District level: Initial spec developed at 3.7 is getting finalized	3.7	
3.14.2	Deliverable: Final client computer spec	Murat Kaya: Dashboard Project Manager	5/7/14	5/7/14			District level		
3.14.3	Task 3.14.3: Campuses upgrade their computer inventory based on final specs	Murat Kaya: Dashboard Project Manager	5/7/14	6/30/14			Campus level		Supplies, Budget 3
3.14.4	Task 3.14.4: Test client computers, campus network bandwidth and client connectivity	Murat Kaya: Dashboard Project Manager	7/1/14	7/15/14			Campus level		
3.14.5	Task 3.14.5: Apply missing/unforeseen updates/upgrades on clients and campus network	Murat Kaya: Dashboard Project Manager	7/15/14	7/31/14			Campus level		Supplies, Budget 3
3.14.6	Milestone: Campus client computers are ready for dashboard use	Murat Kaya: Dashboard Project Manager	7/31/14	7/31/14			Campus level		
3.15	Activity 3.15: Ongoing development & support	Murat Kaya: Dashboard Project Manager	8/1/14	6/30/17					
3.15.1	Task 3.15.1: Provide technical support to Campus Dashboard Coordinators and central office staff based on problems	Dashboard Project Manager, Software Developers, Campus Dashboard Coordinators	8/1/14	6/30/17			Frequency: as needed		Travel, Budget 3
3.15.2	Task 3.15.2: Review bug reports from users and make code changes as needed	Murat Kaya: Dashboard Project Manager	8/1/14	6/30/17			District level - Frequency: Critical bug fixes (daily), Important bug fixes (weekly), Other bug fixes (monthly)		
3.15.3	Task 3.15.3: Review new feature requests from users and make code changes as needed	Murat Kaya: Dashboard Project Manager	10/1/14	6/30/17			District level - Frequency: New feature release (monthly)		
3.15.4	Task 3.15.4: Meet with academic team regularly to determine areas of improvement and make code changes as needed	Murat Kaya: Dashboard Project Manager, Dr. Ozgur Ozer: Chief Academic Officer	10/1/14	6/30/17			District level - Frequency: Monthly meeting with Academic Team. New feature release (monthly)		
3.15.5	Task 3.15.5: Meet with Campus Dashboard Coordinators regularly to determine areas of improvement and make code changes as needed	Murat Kaya: Dashboard Project Manager, Dr. Ozgur Ozer: Chief Academic Officer	1/1/15	6/30/17			District/Campus level - Frequency: Meet every semester with Campus Dashboard Coordinators. New feature release (monthly) Meeting could be done online or on-site		Travel, Budget 3
3.15.6	Task 3.15.6: Campus visits to meet with campus users regularly to determine areas of improvement and make code changes as needed	Murat Kaya: Dashboard Project Manager	1/1/15	6/30/17			District/Campus level - Frequency: One visit per semester. New feature release (monthly) Meeting could be done online or on-site		Travel, Budget 3
3.15.7	Deliverable: Improved version of dashboard software	Murat Kaya: Dashboard Project Manager	6/30/17	6/30/17			District/Campus level		
3.15.8	Milestone: Dashboard software development phase using RTT-D grant is completed	Murat Kaya: Dashboard Project Manager	6/30/17	6/30/17			District/Campus level		

Grantee Name: Harmony Public Schools

Project #4: Social-Emotional Learning: Partnership with Committee for Children - Second Step Prevention Curriculum

Project Goals/Desired Outcomes: 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 a character education program for the middle grades.

Narrative: The Second Step Prevention curriculum offers each grade level features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving.

Key Performance Measures: School attendance, student discipline, positive social behavior, awareness of substance abuse and prevention, bullying, and challenges of young parenthood, academic achievement, student leadership, awareness about own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills.

Cross-reference to other projects: The Second Step Prevention Curriculum, Anti-Defamation League's No Place For Hate, Partner's Resource Network Outreach, INROADS internship program, and DePelchin's Counseling Program are tied together in an effort to promote student autonomy, agency, self-respect, and social imagination.

Activities for Project #4: Social-Emotional Learning: Partnership with Committee for Children - Second Step Prevention Curriculum

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
4	Project #4	Charles Lambert: Director of Student Health and Safety							
4.1	Activity 4.1: Implementation plans for Second Step Prevention curriculum in middle school Character Education classrooms	Charles Lambert: Director of Student Health and Safety	6/1/13	9/1/16					
4.1.1	Task 4.1.1: Determine the campuses at which the Second Step Prevention curriculum will be implemented	Charles Lambert: Director of Student Health and Safety	06/01/13	06/30/13			District Level		
4.1.2	Deliverable: List of campuses where Character Education classes will be offered	Charles Lambert: Director of Student Health and Safety	07/01/13	07/01/13			District Level		
4.1.3	Task 4.1.3: Analyze school culture and student needs at participating campuses to tailor the Second Step curriculum for Character Education classes	Charles Lambert: Director of Student Health and Safety	07/15/13	08/15/16			Campus Level: Second Step is a year long curriculum, but Harmony will be offering Character Ed classes quarterly or semesterly for middle school. Therefore, a customization of the curriculum kit is necessary tailored to the needs and culture of each campus. Ongoing task repeated each year before school starts.	4.1.1	
4.1.4	Deliverable: Second Step curriculum kit customized to each campus	Charles Lambert: Director of Student Health and Safety	08/15/13	08/15/16			Campus level: Dean of Discipline, Counselor, Principal		
4.1.5	Task 4.1.5: Create timelines for training and implementation on Second Step Prevention curriculum	Charles Lambert: Director of Student Health and Safety	08/15/13	08/31/16			Campus Level: Principals will determine which quarter/semester Character Ed classes will be offered for each grade level and set training dates for teachers accordingly. Ongoing task repeated each year before school starts.		
4.1.6	Deliverable: Calendar of Character Education classes, Second Step training timelines	Charles Lambert: Director of Student Health and Safety	08/31/13	08/31/16				4.1.5	

4.1.7	Milestone: Approval of Second Step implementation plans	Charles Lambert: Director of Student Health and Safety	09/01/13	09/01/16				4.1.5	
4.2	Activity 4.2: Ordering of Materials	BurakYilmaz: RTT-D Project Director	7/1/13	8/15/13					Contractual, Budget 4
4.2.1	Task 4.2.1: Decide how many curriculum kits are necessary to order for each participating campus	BurakYilmaz: RTT-D Project Director	07/01/13	07/15/13				4.1.1	
4.2.2	Task 4.2.2: Place order for Second Step Prevention curriculum at each participating campus	BurakYilmaz: RTT-D Project Director	07/15/13	08/15/13				4.1.2	Contractual, Budget 4
4.2.3	Milestone: Procurement of Second Step Prevention curriculum at each participating campus	BurakYilmaz: RTT-D Project Director	08/15/13	08/15/13					Contractual, Budget 4
4.3	Activity 4.3: Rollout of Second Step Prevention program in all Middle Schools as planned in 4.1	Charles Lambert: Director of Student Health and Safety	8/15/13	12/20/16			Program implemented annually	4.1	
4.3.1	Task 4.3.1: Designate a training facilitator at each campus	Charles Lambert: Director of Student Health and Safety	8/15/13	8/31/16			Campus Level: Principals will designate a facilitator to deliver Second Step training to teachers. Repeated each year as needed.		
4.3.2	Task 4.3.2: Train Character Education teachers on Second Step program	Charles Lambert: Director of Student Health and Safety	9/1/13	1/7/16			Campus Level: Designated facilitator will train Character Education teachers with materials provided by Committee for Children. Repeated once a year, before Character Ed classes start.	4.1.5, 4.3.1	
4.3.3	Deliverable: Training materials, participation logs	Charles Lambert: Director of Student Health and Safety	1/7/14	1/7/16					
4.3.4	Task 4.3.4: Start Character Education classes in all Middle School classrooms according to planned calendar in 4.1.6.	Charles Lambert: Director of Student Health and Safety	9/1/13	12/20/16			Campus Level: repeated each year quarterly or semesterly	4.1.5, 4.1.6, 4.3.2	
4.3.5	Milestone: Implementation of Second Step Prevention curriculum in all middle schools	Charles Lambert: Director of Student Health and Safety	12/20/13	12/20/16					

Grantee Name: Harmony Public Schools

Project #5: Social-Emotional Learning: Partnership with DePelchin Children's Center

Project Goals/Desired Outcomes: 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.

Narrative: Harmony Public Schools' partnership with DePelchin focuses on providing 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.

Key Performance Measures: School attendance, student discipline, positive social behavior, awareness of substance abuse and prevention, bullying, and challenges of young parenthood, academic achievement, student leadership, awareness about own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills.

Cross-reference to other projects: The Second Step Prevention Curriculum, Anti-Defamation League's No Place For Hate, Partner's Resource Network Outreach, INROADS internship program, and DePelchin's Counseling Program are tied together in an effort to promote student autonomy, agency, self-respect, and social imagination.

Activities for Project #5: Social-Emotional Learning: Partnership with DePelchin Children's Center

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
5	Project #5	Charles Lambert: Director of Student Health and Safety							
5.1	Activity 5.1.1: Implementation plans for DePelchin's services in all middle and high schools	Charles Lambert: Director of Student Health and Safety	05/01/13	08/01/13					
5.1.1	Task 5.1.1.1: Arrange a meeting with DePelchin to discuss partnership and scope of services to be provided to schools	Charles Lambert: Director of Student Health and Safety	05/01/13	05/15/13			District level: meeting between DePelchin and central office directors		
5.1.2	Task 5.1.1.2: Request a service proposal from DePelchin following the meeting in 5.1.1	Charles Lambert: Director of Student Health and Safety	05/16/13	06/01/13			District level	5.1.1	
5.1.3	Deliverable: Proposal draft from DePelchin's Children Center	Charles Lambert: Director of Student Health and Safety	06/01/13	06/01/13					
5.1.4	Task 5.1.4: Discuss with DePelchin how proposed services can be delivered to Harmony campuses with wide range of geographical locations in the state.	Charles Lambert: Director of Student Health and Safety	06/10/13	06/30/13			District level: discussions between DePelchin and central office directors	5.1.2	
5.1.5	Task 5.1.5: Finalize scope of services and request final proposal from DePelchin	Charles Lambert: Director of Student Health and Safety	07/01/13	07/15/13			District level	5.1.3, 5.1.4	
5.1.6	Deliverable: Final proposal from DePelchin	Charles Lambert: Director of Student Health and Safety	07/15/13	07/15/13					
5.1.7	Task 5.1.7: Create timelines for training and implementation of DePelchin's services.	Charles Lambert: Director of Student Health and Safety	07/16/13	07/31/13			District level	5.1.6	
5.1.8	Deliverable: Training calendar and project timelines	Charles Lambert: Director of Student Health and Safety	07/31/13	07/31/13					
5.1.9	Milestone: Approval of DePelchin implementation plans	Charles Lambert: Director of Student Health and Safety	08/01/13	08/01/13					

5.2	Activity 5.2: Contract with DePelchin Children's Center	Edward Caglar: Chief Operations Officer	08/01/13	08/15/16				5.1	Contractual, Budget 4
5.2.1	Task 5.2.1: Enter into a contractual agreement with DePelchin Children's Center	Edward Caglar: Chief Operations Officer	08/01/13	08/15/16			District level: Contract will be renewed annually based on program evaluation and emerging needs	5.1.9	Contractual, Budget 4
5.2.2	Milestone: Service contract signed between Harmony and DePelchin Children's Center	Edward Caglar: Chief Operations Officer	08/15/13	08/15/16					Contractual, Budget 4
5.3	Activity 5.3: Rollout DePelchin program in all middle and high schools	Charles Lambert: Director of Student Health and Safety	10/01/13	12/20/16			Ongoing activity every year	5.1 & 5.2	Contractual, Budget 4
5.3.1	Task 5.3.1: Provide group training on Mental Health or Psychological First Aid to teachers in all Houston Harmony campuses	Charles Lambert: Director of Student Health and Safety	10/01/13	12/20/16			Campus level: DePelchin will prepare and deliver the trainings in Houston. This task is repeated every year once in the fall semester.	5.1.7	Contractual, Budget 4
5.3.2	Deliverable: Teacher participation logs and training materials	Charles Lambert: Director of Student Health and Safety	12/20/13	12/20/16			Campus level		Contractual, Budget 4
5.3.3	Task 5.3.3: Provide webinar trainings on select topics on Mental Health or Psychological First Aid to teachers in all other cities besides Houston.	Charles Lambert: Director of Student Health and Safety	10/01/13	12/20/16			Cluster level: DePelchin will develop and deliver the webinar to each cluster outside of Houston. This task is repeated every year once in the fall semester.	5.1.7	Contractual, Budget 4
5.3.4	Deliverable: Teacher participation logs and webinar records	Charles Lambert: Director of Student Health and Safety	12/20/13	12/20/16			Cluster level		Contractual, Budget 4
5.3.5	Task 5.3.5: Execute a communication campaign to inform parents about various counseling opportunities and healthy solutions program available to them.	Charles Lambert: Director of Student Health and Safety	10/01/13	12/01/16			Campus level: Principals and counselors will lead this effort on each campus. This task is repeated every year during early/mid-fall semester.		
5.3.6	Deliverable: Letters, e-mails, web postings, newsletters, flyers, etc.	Charles Lambert: Director of Student Health and Safety	12/01/13	12/01/16			Campus level		
5.3.7	Task 5.3.7: Conduct trauma informed counseling and crisis intervention sessions based on the needs of students and families in select Houston schools.	Charles Lambert: Director of Student Health and Safety	10/01/13	12/20/16			Campus level: DePelchin will provide counseling in selected Houston schools. This task is repeated every year on an as-needed frequency basis.		Contractual, Budget 4

5.3.8	Deliverable: Counseling session logs and documentation	Charles Lambert: Director of Student Health and Safety	05/31/14	12/20/16			Campus level: Houston campuses only		Contractual, Budget 4
5.3.9	Task 5.3.9: Refer students and families to a DePelchin center for trauma counseling and crisis intervention from other Houston schools.	Charles Lambert: Director of Student Health and Safety	10/01/13	12/20/16			Campus level: Principals and counselors will refer students from other Houston schools to the nearest DePelchin center for counseling. This task is repeated every year on an as-needed frequency basis.		Contractual, Budget 4
5.3.10	Deliverable: Student referral sheets	Charles Lambert: Director of Student Health and Safety	05/31/14	12/20/16			Campus level: all other campuses outside of Houston.		Contractual, Budget 4
5.3.11	Task 5.3.11: Conduct seminars and meetings for parents under Healthy Solutions for Parents program	Charles Lambert: Director of Student Health and Safety	11/01/13	12/20/16			Campus level: Principals and counselors will arrange these sessions and DePelchin will do the seminar. Ongoing activity every year, happens at least once throughout the year.	5.1.7	Contractual, Budget 4
5.3.12	Deliverable: Parent participation logs, agenda/minutes	Charles Lambert: Director of Student Health and Safety	05/31/14	12/20/16			Campus level		Contractual, Budget 4
5.3.13	Milestone: Implementation of DePelchin Children's Center services in mental health training, trauma counseling, crisis prevention/intervention, and healthy solutions for parents.	Charles Lambert: Director of Student Health and Safety	05/31/14	12/20/16					Contractual, Budget 4

Grantee Name: Harmony Public Schools

Project #6: Social-Emotional Learning: Partnership with Partners Resource Network

Project Goals/Desired Outcomes: 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.

Narrative: The Partners Resource Network helps parents to understand their child's disability, understand their rights and responsibilities under IDEA, obtain and evaluate resources and services, and participate as team members with professionals in planning services for their children.

Key Performance Measures: School attendance, student discipline, positive social behavior, awareness of substance abuse and prevention, bullying, and challenges of young parenthood, academic achievement, student leadership, awareness about own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills.

Cross-reference to other projects: The Second Step Prevention Curriculum, Anti-Defamation League's No Place For Hate, Partner's Resource Network Outreach, INROADS internship program, and DePelchin's Counseling Program are tied together in an effort to promote student autonomy, agency, self-respect, and social imagination.

Activities for Project #6: Social-Emotional Learning: Partnership with Partners Resource Network

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
6	Project #6								
6.1	Activity 6.1: Utilize Partners Resource Network (PRN) resources at applicable campuses	Ihsan Kara: Director of Special Programs, Cluster Superintendents, Principals, Special Program Coordinators	08/01/13	12/20/16			Ongoing activity year after year		This is a cost-free partnership
6.1.1	Task 6.1.1: Set up and hold a meeting with PRN representative to finalize scope of services PRN will provide to Harmony.	Ihsan Kara: Director of Special Programs	08/01/13	08/30/13			District Level		
6.1.2	Task 6.1.2: Establish a formal partnership with PRN	Ihsan Kara: Director of Special Programs	09/01/13	09/30/13			District Level	6.1.1	
6.1.3	Deliverable: Signed Memorandum of Understanding (MOU) between Harmony and PRN	Ihsan Kara: Director of Special Programs	10/01/13	10/01/13			MOU can span multiple years or be renewed each year.		
6.1.4	Task 6.1.4: Determine ways to provide parents with access to PRN	Ihsan Kara: Director of Special Programs	09/15/13	10/30/13			Campus Level: Principals, Assistant Principals, Counselors.		
6.1.5	Task 6.1.5: Communicate with parents to increase awareness of cost-free services by PRN	Ihsan Kara: Director of Special Programs	10/01/13	12/01/16			Campus level: Principals. This task is repeated every year.		
6.1.6	Deliverables: Informative Letters	Ihsan Kara: Director of Special Programs	12/01/13	12/01/16				6.1.5	
6.1.7	Deliverables: Web postings	Ihsan Kara: Director of Special Programs	12/01/13	12/01/16				6.1.5	
6.1.8	Deliverables: Newsletters	Ihsan Kara: Director of Special Programs	12/01/13	12/01/16				6.1.5	

6.1.9	Task 6.1.9: Arrange information meetings to bring families and PRN together	Ihsan Kara: Director of Special Programs	10/30/13	12/20/16			Campus level: Principals. At least once a year at high need campuses.		
6.1.10	Deliverables: Participation Logs	Ihsan Kara: Director of Special Programs	12/20/13	12/20/16			Campus Level: Deliverable is provided annually		
6.1.11	Milestone: Parent trainings and information sessions conducted at Harmony schools	Ihsan Kara: Director of Special Programs	05/30/14	05/30/16			Campus Level: Milestone achieved annually		

Grantee Name: Harmony Public Schools

Project #7: Social-Emotional Learning: Partnership with Anti-Defamation League

Project Goals/Desired Outcomes: 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
Narrative: The Anti-Defamation League's No Place for Hate program provides educators and students with the resources to ensure that anti-bias and diversity education are an integral part of the school curriculum. No Place for Hate also helps to create and sustain inclusive school environments where all students feel valued and have the opportunity to succeed by promoting respect for individual difference while challenging bigotry and prejudice.

Key Performance Measures: School attendance, student discipline, positive social behavior, awareness of substance abuse and prevention, bullying, and challenges of young parenthood, academic achievement, student leadership, awareness about own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills.

Cross-reference to other projects: The Second Step Prevention Curriculum, Anti-Defamation League's No Place For Hate, Partner's Resource Network Outreach, INROADS internship program, and DePelchin's Counseling Program are tied together in an effort to promote student autonomy, agency, self-respect, and social imagination.

Activities for Project #7: Social-Emotional Learning: Partnership with Anti-Defamation League

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
7	Project #7	Charles Lambert: Director of Student Health and Safety							
7.1	Activity 7.1: Implementation plans for ADL services in all high schools	Charles Lambert: Director of Student Health and Safety	05/01/13	08/01/13					
7.1.1	Task 7.1.1: Arrange a meeting with ADL to discuss partnership and scope of services to be provided to schools	Charles Lambert: Director of Student Health and Safety	05/01/13	05/15/13			District level: meeting between DePelchin and central office directors		
7.1.2	Task 7.1.2: Request a service proposal from ADL following the meeting in 7.1.1	Charles Lambert: Director of Student Health and Safety	05/16/13	06/01/13			District level	7.1.1	
7.1.3	Deliverable: Proposal draft from Anti-Defamation League	Charles Lambert: Director of Student Health and Safety	06/01/13	06/01/13					
7.1.4	Task 7.1.4: Discuss with ADL how proposed services can be delivered to Harmony campuses with wide range of geographical locations in the state.	Charles Lambert: Director of Student Health and Safety	06/10/13	06/30/13			District level: discussions between DePelchin and central office directors	7.1.2	
7.1.5	Task 7.1.5: Finalize scope of services and request final proposal from ADL	Charles Lambert: Director of Student Health and Safety	07/01/13	07/15/13			District level	7.1.3, 7.1.4	
7.1.6	Deliverable: Final proposal from ADL	Charles Lambert: Director of Student Health and Safety	07/15/13	07/15/13					
7.1.7	Task 7.1.7: Create timelines for training and implementation of ADL's services.	Charles Lambert: Director of Student Health and Safety	07/16/13	07/31/13			District level	7.1.6	
7.1.8	Deliverable: Training calendar and project timelines	Charles Lambert: Director of Student Health and Safety	07/31/13	07/31/13					
7.1.9	Milestone: Approval of ADL implementation plans	Charles Lambert: Director of Student Health and Safety	08/01/13	08/01/13					
7.2	Activity 7.2: Contract with Anti-Defamation League	Edward Caglar: Chief Operations Officer	08/01/13	08/15/16				7.1	Contractual, Budget 4

7.2.1	Task 7.2.1: Enter into a contractual agreement with Anti-Defamation League	Edward Caglar: Chief Operations Officer	08/01/13	08/15/16			District level: Contract will be renewed annually based on program evaluation and emerging needs	7.1.9	Contractual, Budget 4
7.2.2	Milestone: Service contract signed between Harmony and Anti-Defamation League	Edward Caglar: Chief Operations Officer	08/15/13	08/15/16					Contractual, Budget 4
7.3	Activity 7.3: Rollout ADL's <i>Making Diversity Count</i> program for teachers	Charles Lambert: Director of Student Health and Safety	07/15/13	05/31/14			Making Diversity Count is a ten-session online anti-bias course. This is a one time activity implemented during year 1.		Contractual, Budget 4
7.3.1	Task 7.3.1: Arrange ADL to deliver a presentation to campus administrators to introduce the program and its requirements	Charles Lambert: Director of Student Health and Safety	07/15/13	07/31/13			District level: ADL presents to campus leaders during summer training sessions.	7.1.5	
7.3.2	Task 7.3.2: Select 15 teachers from each participating site to attend <i>Making Diversity Count</i> program	Charles Lambert: Director of Student Health and Safety	08/15/13	09/15/13			Campus level: Principals will select teachers and send their list to ADL		
7.3.3	Deliverable: List of participating teachers in <i>Making Diversity Count</i> at each school	Charles Lambert: Director of Student Health and Safety	09/15/13	09/15/13			Campus level		
7.3.4	Task 7.3.4: Provide the <i>Anti-Bias Curriculum Guides</i> to participating teachers	Charles Lambert: Director of Student Health and Safety	09/16/13	10/01/13			Campus level: ADL will deliver these guides to each school and campus leaders will hand them over to participating teachers.	7.3.2	Contractual, Budget 4
7.3.5	Task 7.3.5: Deliver online anti-bias course sessions to selected teachers.	Charles Lambert: Director of Student Health and Safety	10/01/13	01/31/14			Campus level: ADL works with campus leaders to provide online access to training materials and sessions for participating teachers.	7.3.2, 7.3.4	Contractual, Budget 4
7.3.6	Milestone: Completion of anti-bias course sessions by all participating teachers.	Charles Lambert: Director of Student Health and Safety	01/31/14	01/31/14			Campus level		Contractual, Budget 4
7.3.7	Task 7.3.7: Convene a webinar with all teachers who have completed the <i>Making Diversity Count</i> for discussion and action planning.	Charles Lambert: Director of Student Health and Safety	02/01/14	03/01/14			District level: Central office will facilitate the process of scheduling the webinar. ADL will conduct the webinar.	7.3.6	Contractual, Budget 4
7.3.8	Deliverable: Participation list and webinar records	Charles Lambert: Director of Student Health and Safety	03/01/14	03/01/14			District level		Contractual, Budget 4
7.3.9	Milestone: Implementation of ADL's <i>Making Diversity Count</i> program for teachers	Charles Lambert: Director of Student Health and Safety	05/31/14	05/31/14					Contractual, Budget 4
7.4	Activity 7.4: Roll-out ADL's No Place for Hate program in pilot high schools	Charles Lambert: Director of Student Health and Safety	08/15/13	05/31/14					Contractual, Budget 4

7.4.1	Task 7.4.1: Select three campuses to pilot ADL's <i>No Place for Hate</i> program during the 2013-2014 school year.	Charles Lambert: Director of Student Health and Safety	08/15/13	08/30/13			District level: Central office will select campuses and send the list to ADL		
7.4.2	Deliverable: List of pilot schools for <i>No Place for Hate</i> program	Charles Lambert: Director of Student Health and Safety	08/30/13	08/30/13					
7.4.3	Task 7.4.3: Conduct a needs assessment in each of the selected schools	Charles Lambert: Director of Student Health and Safety	09/01/13	09/30/13			Campus level: ADL will conduct the assessment	7.4.1	Contractual, Budget 4
7.4.4	Deliverable: Written needs-assessment report	Charles Lambert: Director of Student Health and Safety	09/30/13	09/30/13			Campus level		Contractual, Budget 4
7.4.5	Task 7.4.5: Form a student committee to lead conflict resolution and anti-bullying measures	Charles Lambert: Director of Student Health and Safety	09/01/13	09/30/13			Campus level: Principals and Deans of Discipline	7.4.1	
7.4.6	Deliverable: List of student committee members	Charles Lambert: Director of Student Health and Safety	09/30/13	09/30/13			Campus level		
7.4.7	Task 7.4.7: Deliver a presentation in faculty/staff meetings to explain to introduce the program to all school staff	Charles Lambert: Director of Student Health and Safety	10/01/13	10/30/13			Campus level: ADL will present at each selected school once.	7.4.4	Contractual, Budget 4
7.4.8	Deliverable: Staff participation logs and presentation documents	Charles Lambert: Director of Student Health and Safety	10/30/13	10/30/13			Campus level		Contractual, Budget 4
7.4.9	Task 7.4.9: Conduct a bullying/cyberbullying workshop for educators	Charles Lambert: Director of Student Health and Safety	11/01/13	02/01/14			Campus level: ADL will deliver training in each selected school once during the year for teachers and student support personnel.	7.4.4, 7.4.7	Contractual, Budget 4
7.4.10	Deliverable: Attendance sheets and training materials	Charles Lambert: Director of Student Health and Safety	02/01/14	02/01/14			Campus level		Contractual, Budget 4
7.4.11	Task 7.4.11: Conduct a bullying/cyberbullying workshop for students	Charles Lambert: Director of Student Health and Safety	11/01/13	02/01/14			Campus level: ADL will deliver training in each selected school once during the year for student committee members.	7.4.5	Contractual, Budget 4
7.4.12	Deliverable: Attendance sheets and training materials	Charles Lambert: Director of Student Health and Safety	02/01/14	02/01/14			Campus level		Contractual, Budget 4
7.4.13	Task 7.4.13: Organize a family program about cyberbullying.	Charles Lambert: Director of Student Health and Safety	12/01/13	03/01/14			Campus level: ADL facilitates the program in each selected school once during the year for parents.		Contractual, Budget 4
7.4.14	Deliverable: Attendance sheets and session materials	Charles Lambert: Director of Student Health and Safety	03/01/14	03/01/14			Campus level		Contractual, Budget 4

7.4.15	Task 7.4.15: Conduct a training for school leaders.	Charles Lambert: Director of Student Health and Safety	03/15/14	05/15/14			District level: ADL facilitates the training with administrators from all three pilot schools to examine and discuss existing school policies and procedures relating to bullying and cyberbullying.	7.4.9, 7.4.11, 7.4.13	Contractual, Budget 4
7.4.16	Deliverable: Attendance sheets and agenda/minutes	Charles Lambert: Director of Student Health and Safety	05/15/14	05/15/14			District level		Contractual, Budget 4
7.4.17	Milestone: <i>No Place for Hate</i> designation awarded to each pilot school by ADL.	Charles Lambert: Director of Student Health and Safety	05/31/14	05/31/14			Campus level		Contractual, Budget 4
7.5	Activity 7.5: Roll-out ADL's No Place for Hate program in all high schools	Charles Lambert: Director of Student Health and Safety	08/15/14	12/26/16				7.4	Contractual, Budget 4
7.5.1	Task 7.5.1: Select additional high school campuses to start ADL's <i>No Place for Hate</i> program.	Charles Lambert: Director of Student Health and Safety	08/15/14	08/30/16			District level: Central office will select campuses and send the list to ADL. After piloting the program in 7.4, <i>No Place for Hate</i> will be rolled out in all remaining high schools gradually, adding 8-9 schools in each out year.		
7.5.2	Deliverable: List of new schools for <i>No Place for Hate</i> program	Charles Lambert: Director of Student Health and Safety	08/30/14	08/30/16					
7.5.3	Task 7.5.3: Conduct a needs assessment in each of the selected schools	Charles Lambert: Director of Student Health and Safety	09/01/14	09/30/16			Campus level: ADL will conduct the assessment. Task is repeated every year for each newly added schools.	7.5.1	Contractual, Budget 4
7.5.4	Deliverable: Written needs-assessment report	Charles Lambert: Director of Student Health and Safety	09/30/14	09/30/16			Campus level		Contractual, Budget 4
7.5.5	Task 7.5.5: Form a student committee to lead conflict resolution and anti-bullying measures	Charles Lambert: Director of Student Health and Safety	09/01/14	09/30/16			Campus level: Principals and Deans of Discipline. Task is repeated every year at each newly added school.	7.5.1	
7.5.6	Deliverable: List of student committee members	Charles Lambert: Director of Student Health and Safety	09/30/14	09/30/16			Campus level		
7.5.7	Task 7.5.7: Deliver a presentation in faculty/staff meetings to explain to introduce the program to all school staff	Charles Lambert: Director of Student Health and Safety	10/01/14	10/30/16			Campus level: ADL will present at each selected school once. Task is repeated every year at each newly added school.	7.5.4	Contractual, Budget 4
7.5.8	Deliverable: Staff participation logs and presentation documents	Charles Lambert: Director of Student Health and Safety	10/30/14	10/30/16			Campus level		Contractual, Budget 4

7.5.9	Task 7.5.9: Conduct a bullying/cyberbullying workshop for educators	Charles Lambert: Director of Student Health and Safety	11/01/14	12/26/16			Campus level: ADL will deliver training in each selected school once during the year for teachers and student support personnel. Task is repeated every year at each newly added school.	7.5.4, 7.5.7	Contractual, Budget 4
7.5.10	Deliverable: Attendance sheets and training materials	Charles Lambert: Director of Student Health and Safety	12/26/14	12/26/16			Campus level		Contractual, Budget 4
7.5.11	Task 7.5.11: Conduct a bullying/cyberbullying workshop for students	Charles Lambert: Director of Student Health and Safety	11/01/14	12/26/16			Campus level: ADL will deliver training in each selected school once during the year for student committee members. Task is repeated every year at each newly added school.	7.5.5	Contractual, Budget 4
7.5.12	Deliverable: Attendance sheets and training materials	Charles Lambert: Director of Student Health and Safety	12/26/14	12/26/16			Campus level		Contractual, Budget 4
7.5.13	Task 7.5.13: Organize a family program about cyberbullying.	Charles Lambert: Director of Student Health and Safety	12/01/14	12/26/16			Campus level: ADL facilitates the program in each selected school once during the year for parents. Task is repeated every year at each newly added school.		Contractual, Budget 4
7.5.14	Deliverable: Attendance sheets and session materials	Charles Lambert: Director of Student Health and Safety	12/26/14	12/26/16			Campus level		Contractual, Budget 4
7.5.15	Task 7.5.15: Conduct a training for school leaders.	Charles Lambert: Director of Student Health and Safety	03/15/15	12/26/16			District level: ADL facilitates the training with administrators from all newly added schools to examine and discuss existing school policies and procedures relating to bullying and cyberbullying.	7.5.9, 7.5.11, 7.5.13	Contractual, Budget 4
7.5.16	Deliverable: Attendance sheets and agenda/minutes	Charles Lambert: Director of Student Health and Safety	12/26/15	12/26/16			District level		Contractual, Budget 4

7.5.17	Task 7.5.17: Establish a Train the Trainer program with ADL to sustain the program in future years.	Charles Lambert: Director of Student Health and Safety	06/01/15	08/01/16			District level: 3 campus/cluster leaders from each cluster will be selected to participate in the TTT program. ADL will deliver trainings during summers in out years.		Contractual, Budget 4
7.5.18	Milestone: Train the Trainer PD model implemented for ADL programs	Charles Lambert: Director of Student Health and Safety	08/01/15	08/01/16			District level		Contractual, Budget 4
7.5.19	Milestone: <i>No Place for Hate</i> designation awarded to all high schools by ADL.	Charles Lambert: Director of Student Health and Safety	05/31/15	05/31/16			Campus level		Contractual, Budget 4

Grantee Name: Harmony Public Schools

Project #8: Social-Emotional Learning: Partnership with InRoads

Project Goals/Desired Outcomes: 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.

Narrative: The Mission of INROADS is to develop and place talented underserved youth in business and industry, and prepare them for corporate and community leadership.

Key Performance Measures: School attendance, student discipline, positive social behavior, awareness of substance abuse and prevention, bullying, and challenges of young parenthood, academic achievement, student leadership, awareness about own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills.

Cross-reference to other projects: The Second Step Prevention Curriculum, Anti-Defamation League's No Place For Hate, Partner's Resource Network Outreach, INROADS internship program, and DePelchin's Counseling Program are tied together in an effort to promote student autonomy, agency, self-respect, and social imagination.

Activities for Project #8: Social-Emotional Learning: Partnership with InRoads

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
8	Project #8	Mark Namver: Director of Development							
8.1	Activity 8.1: Partner with InRoads and utilize their resources at all high school campuses	Mark Namver: Director of Development	07/15/13	12/26/16			Ongoing activity every year		This is a cost-free partnership
8.1.1	Task 8.1.1: Set up and hold a meeting with InRoads to finalize scope of services InRoads will provide to high schools.	Mark Namver: Director of Development	07/15/13	08/15/13			District level		
8.1.2	Deliverable: agenda/minutes	Mark Namver: Director of Development	08/15/13	08/15/13					
8.1.3	Task 8.1.3: Establish a formal partnership with InRoads	Mark Namver: Director of Development	08/15/13	09/15/13			District level	8.1.1	
8.1.4	Deliverable: Signed Memorandum of Understanding (MOU) between Harmony and InRoads	Mark Namver: Director of Development	09/15/13	09/15/13			MOU can span multiple years or be renewed each year.		
8.1.5	Task 8.1.5: Communicate with parents to increase awareness of cost-free services by InRoads	Mark Namver: Director of Development	09/16/13	12/01/16			Campus level: This task is repeated every year by principals/counselors.	8.1.4	
8.1.6	Deliverables: Parent Letters and web postings	Mark Namver: Director of Development	12/01/13	12/01/16			Campus level		
8.1.7	Task 8.1.7: Arrange and host student workshops with InRoads (resume writing, interview skills, etc.)	Mark Namver: Director of Development	10/30/13	12/26/16			Cluster/District level: This task is completed at select campuses at least once a year		
8.1.8	Deliverable: Workshop presentation	Mark Namver: Director of Development	12/26/13	12/26/16					

8.1.9	Deliverable: Student attendance records	Mark Namver: Director of Development	12/26/13	12/26/16					
8.1.10	Task 8.1.10: Work with InRoads to network with businesses and companies for internship and job shadowing opportunities for Harmony students.	Mark Namver: Director of Development	10/01/13	12/26/16			District level: Ongoing task every year		
8.1.11	Task 8.1.11: Announce available internship opportunities to students/families and support their applications	Mark Namver: Director of Development	10/01/13	12/26/16			Campus/cluster level: Ongoing task every year. Principals and Cluster superintendents will work with InRoads.		
8.1.12	Deliverable: Student applications	Mark Namver: Director of Development	12/26/13	12/26/16			Campus level		
8.1.13	Milestone: Harmony students placed in business and industry internships	Mark Namver: Director of Development	12/26/13	12/26/16					
8.1.14	Milestone: Harmony students attended workshops for corporate and community leadership	Mark Namver: Director of Development	12/26/13	12/26/16					

Grantee Name: Harmony Public Schools

Project #9: Social-Emotional Learning: Progress Monitoring

Project Goals/Desired Outcomes: 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.

Narrative: This project is created to outline the progress monitoring and evaluation of each partnership in Social-Emotional Learning.

Key Performance Measures: School attendance, student discipline, positive social behavior, awareness of substance abuse and prevention, bullying, and challenges of young parenthood, academic achievement, student leadership, awareness about own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills.

Cross-reference to other projects: The Second Step Prevention Curriculum, Anti-Defamation League's No Place For Hate, Partner's Resource Network Outreach, INROADS internship program, and DePelchin's Counseling Program are tied together in an effort to promote student autonomy, agency, self-respect, and social imagination.

Activities for Project #9: Social-Emotional Learning: Progress Monitoring

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
9	Project #9								
9.1	Activity 9.1: Monitor progress of each Social-Emotional Learning partnership	Charles Lambert: Director of Student Health and Safety	10/01/13	12/26/16			Ongoing activity every year	Projects 4-8	
9.1.1	Task 9.1.1: Create student and teacher surveys regarding the effectiveness and impact of each partnership	Charles Lambert: Director of Student Health and Safety	02/01/14	04/01/14			District level: One survey for each partnership created around early/mid Spring semester.	Projects 4-8	
9.1.2	Deliverable: Survey templates	Charles Lambert: Director of Student Health and Safety	04/01/14	04/01/14			District level		
9.1.3	Task 9.1.3: Administer student and teacher surveys at each participating campus	Charles Lambert: Director of Student Health and Safety	04/01/14	05/30/16			Campus level: This task is repeated every year around the end of Spring semester.	Projects 4-8, Task 9.1.1	
9.1.4	Deliverable: Survey samples	Charles Lambert: Director of Student Health and Safety	05/30/14	05/30/16			Campus level		
9.1.5	Task 9.1.5: Measure student attendance through Harmony Performance Management Database (HPMD) for students who participate in projects 4, 5, and 7.	Charles Lambert: Director of Student Health and Safety	12/26/13	12/26/16			Campus level: This task is repeated every year at the end of each semester.	Projects 4, 5, 7	
9.1.6	Deliverable: Attendance reports	Charles Lambert: Director of Student Health and Safety	12/26/13	12/26/16			Campus level		
9.1.7	Task 9.1.7: Measure discipline referrals through Harmony Performance Management Database (HPMD) for students who participate in projects 4, 5, and 7.	Charles Lambert: Director of Student Health and Safety	12/26/13	12/26/16			Campus level: This task is repeated every year at the end of each semester.	Projects 4, 5, 7	

9.1.8	Deliverable: Discipline reports	Charles Lambert: Director of Student Health and Safety	12/26/13	12/26/16			Campus level		
9.1.9	Task 9.1.9: Set up Cluster Teams and monitor progress on a bi-weekly basis.	Charles Lambert: Director of Student Health and Safety	10/01/13	12/26/16			Cluster level: Cluster superintendents will form these teams. Cluster teams will work with Deans to monitor progress bi-weekly.		
9.1.10	Task 9.1.10: Conduct monthly meetings with Deans to track progress and share case studies.	Charles Lambert: Director of Student Health and Safety	11/01/13	12/26/16			District level: Director of Student Health and Safety will arrange meetings to discuss progress, data, and case studies.	9.1.9, 9.1.10	
9.1.11	Deliverable: Monthly meeting minutes/reflections	Charles Lambert: Director of Student Health and Safety	12/26/13	12/26/16			District level		
9.1.12	Task 9.1.12: Analyze survey responses annually and report findings on school bonding, leadership skills, student awareness of own health and welfare, awareness in parents about substance abuse and prevention, bullying, and parenting skills, emotional support, and individual assistance to parents with children with disabilities.	Charles Lambert: Director of Student Health and Safety	06/01/14	06/30/16			Campus level: This task is repeated every year after the school year ends.	9.1.3	
9.1.13	Deliverable: Survey analysis reports	Charles Lambert: Director of Student Health and Safety	06/30/14	06/30/16					
9.1.14	Task 9.1.14: Measure academic achievement of students who participated at each partnership.	Irfan Polat: Director of Accountability	06/01/14	06/30/16			Campus level: This task is repeated every year during the summer.		
9.1.15	Deliverable: GPA rosters and STAAR/EOC test results	Irfan Polat: Director of Accountability	06/30/14	06/30/16					
9.1.16	Task 9.1.16: Prepare a report evaluating the effectiveness and impact of each partnership. Include goals for next year and recommend changes to the program as necessary.	Charles Lambert: Director of Student Health and Safety	07/01/14	07/31/16			Cluster level: This task is repeated every year during the summer based on analyses listed in Tasks 9.1.5-9.1.12	9.1.5 - 9.1.12	
9.1.17	Deliverables: Evaluation report, revised goals, and program revisions	Charles Lambert: Director of Student Health and Safety	07/31/14	07/31/16			Cluster level		
9.1.18	Task 9.1.18: Meet with representatives from each partnership as necessary to refine plans and set new program goals.	Charles Lambert: Director of Student Health and Safety	08/01/14	08/30/16			District level: This task is repeated every year as needed prior to start of new school year.	9.1.13	
9.1.19	Deliverable: Refined implementation plan for next school year.	Charles Lambert: Director of Student Health and Safety	08/30/14	08/30/16					
9.1.20	Milestone: Evaluations of each partnership completed	Charles Lambert: Director of Student Health and Safety	08/30/14	08/30/16					

Grantee Name: Harmony Public Schools

Project #10: Teacher & Principal Evaluation Systems

Project Goals/Desired Outcomes: 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; adapt content and instruction, in response to their academic needs, academic interests, and optimal learning approaches; 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. 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. 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. 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. 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).

Narrative: The Professional Development Project describes our plan for PD to increase educator effectiveness. The two instructional initiatives proposed in this grant, 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.

Key Performance Measures: Staff understanding and satisfaction with new evaluation system, principals' feedback, evaluation data.

Cross-reference to other projects: Data Dashboards will provide tools and resources for educators to make informed decisions on personalizing student learning and achievement. PBL and Custom Day projects are also complemented by the PD project to address the need for ongoing training and support for teachers and administrators to enable their growth and increase their effectiveness to serve our students better.

Activities for Project #10: Teacher & Principal Evaluation Systems

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in this or other projects)	Budget Reference
10	Project #10								
10.1	Activity 10.1: ReDesign current teacher & principal evaluation systems	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	2/15/13	11/30/13			35% of the revised teacher evaluation system is based on student outcomes measured on standardized assessments (p. B3-30)		Contractual, Budegt 5
10.1.1	Task 10.1.1: Recruit consultants to work with in redesigning current system	Dr. Ozgur Ozer: Chief Academic Officer	2/15/13	3/15/13			District level		Contractual, Budegt 5
10.1.2	Deliverable: Contract with consulting firm	Dr. Ozgur Ozer: Chief Academic Officer	3/15/13	3/15/13			District level		Contractual, Budegt 5
10.1.3	Task 10.1.3: Hold a kick-off meeting to start the groundwork for redesigning system	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	3/15/13	3/30/13			District level: Steering committee and consultants	10.1.1	Contractual, Budegt 5
10.1.4	Deliverable: Workplan in place	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	3/30/13	3/30/13			District level		Contractual, Budegt 5

10.1.5	Task 10.1.5: Baseline analysis of the current system	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	4/1/13	4/15/13			District level: Consultants will perform this task.	10.1.4	Contractual, Budegt 5
10.1.6	Task 10.1.6: Solicit feedback through stakeholder engagement	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	4/15/13	4/30/13			District level: Consultants will perform this task.	10.1.4	Contractual, Budegt 5
10.1.7	Deliverables: Focus group interviews and surveys	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	4/30/13	4/30/13			District level		Contractual, Budegt 5
10.1.8	Task 10.1.8: Look into research and best practices for existing evaluation models	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	5/1/13	5/15/13			District level: Consultants will perform this task.	10.1.5, 10.1.6	Contractual, Budegt 5
10.1.9	Task 10.1.9: Identify elements that will be included in the new evaluation system	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	5/15/13	5/30/13			District level: Consultants will perform this task.	10.1.5, 10.1.6, 10.1.8	Contractual, Budegt 5
10.1.10	Task 10.1.10: Develop a roadmap for implementation of the new evaluation system.	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	5/31/13	6/30/13			District level: Consultants will perform this task.	10.1.5, 10.1.6, 10.1.8, 10.1.9	Contractual, Budegt 5
10.1.11	Deliverable: Implementation roadmap	Mehmet Dogan: Director of Evaluations, Ihsan Kara: Director of Special Programs	6/30/13	6/30/13			District level		Contractual, Budegt 5
10.1.12	Task 10.1.12: Develop first drafts of the new teacher & principal evaluation systems	Mehmet Dogan: Director of Evaluations	7/1/13	10/30/13			District level	10.1.11	
10.1.13	Deliverable: First drafts of the new teacher & principal evaluation systems	Mehmet Dogan: Director of Evaluations	10/30/13	10/30/13			District level		
10.1.14	Task 10.1.14: Alignment of first draft with Steering Committee to finalize the system redesign.	Mehmet Dogan: Director of Evaluations	11/1/13	11/30/13			District level	10.1.13	
10.1.15	Deliverable: Approval of final drafts of the teacher & principal evaluation systems	Mehmet Dogan: Director of Evaluations	11/30/13	11/30/13			District level		
10.1.16	Task 10.1.16: Develop a rigorous system of support for teachers and principals aligned to the new evaluation system	Mehmet Dogan: Director of Evaluations	11/1/13	5/31/14			District level: This task starts after first drafts of redesign work are complete.	10.1.13	
10.1.17	Milestone: Adoption or creation of new teacher & principal evaluation systems	Mehmet Dogan: Director of Evaluations	11/30/13	11/30/13			District level	10.1.15	
10.2	Activity 10.2: Implement new teacher evaluation system in schools	Mehmet Dogan: Director of Evaluations	1/7/14	12/21/16			Ongoing implementation throughout the year and is repeated every year		

10.2.1	Task 10.2.1: Roll-out new teacher evaluation system in Houston schools as pilot program	Mehmet Dogan: Director of Evaluations	1/7/14	5/31/14					
10.2.2	Task 10.2.2: Provide training for the principals to implement the new evaluation system.	Mehmet Dogan: Director of Evaluations	1/7/14	8/15/16			District level: Training will be provided to principals of pilot schools in early January 2014, and all principals in late July every year.		Contractual, Budget 5
10.2.3	Deliverable: Participation logs & training materials	Mehmet Dogan: Director of Evaluations	1/10/14	8/15/16			District level		Contractual, Budget 5
10.2.4	Task 10.2.4: Articulate competencies within the new evaluation system and align resources to each competency	Mehmet Dogan: Director of Evaluations	1/7/14	1/31/14			District level		
10.2.5	Task 10.2.5: Populate web-based resources in the system	Mehmet Dogan: Director of Evaluations	2/1/14	2/15/14			District level	10.2.4	
10.2.6	Deliverable: Resources on dashboard	Mehmet Dogan: Director of Evaluations	2/15/14	2/15/14			District level		
10.2.7	Task 10.2.7: Provide differentiated professional development and support to teachers based on evaluation reports	Mehmet Dogan: Director of Evaluations	2/15/14	12/21/16			Campus level: Principals will determine needs and facilitate the process. Ongoing task throughout the grant period.	10.1.16	
10.2.8	Deliverable: Individual growth plans for educators	Mehmet Dogan: Director of Evaluations	5/31/14	12/21/16			Campus level: Principals		
10.2.9	Task 10.2.9: Relaunch the online teacher community platform in HPMD to establish virtual communities of practice for educators.	Mehmet Dogan: Director of Evaluations	2/15/14	12/21/16			District level		
10.2.10	Task 10.2.10: Provide strategic mentorship to developing teachers at each campus.	Mehmet Dogan: Director of Evaluations	1/7/14	12/21/16			Campus level: Developing teachers will be assigned a master teacher as a mentor. Ongoing task throughout the grant period.		
10.2.11	Milestone: Growth areas identified for each mentee (developing teachers) & mentorship goals established	Mehmet Dogan: Director of Evaluations	5/31/14	12/21/16					
10.2.12	Task 10.2.12: Collect feedback on the new evaluation system from teachers and principals of pilot schools.	Mehmet Dogan: Director of Evaluations	5/1/14	5/31/14			District level	10.2.1	
10.2.13	Deliverable: Online surveys	Mehmet Dogan: Director of Evaluations	5/31/14	5/31/14			District level		
10.2.14	Task 10.2.14: Refine plans for full implementation next year.	Mehmet Dogan: Director of Evaluations	6/1/14	7/15/14			District level	10.2.11	
10.2.15	Task 10.2.15: Roll-out new teacher evaluation system in all Harmony schools.	Mehmet Dogan: Director of Evaluations	7/25/14	12/21/16				10.2.13	

10.2.16	Milestone: Implementation of new teacher evaluation system in all schools	Mehmet Dogan: Director of Evaluations	5/31/15	12/21/16					
10.3	Activity 10.3: Implement principal evaluation system in schools	Mehmet Dogan: Director of Evaluations	1/7/14	12/21/16			Ongoing implementation throughout the year and is repeated every year		
10.3.1	Task 10.3.1: Roll-out new principal evaluation system in Houston schools as pilot program	Mehmet Dogan: Director of Evaluations	1/7/14	5/31/14					
10.3.2	Task 10.3.2: Provide training for principals and cluster superintendents to introduce and implement the new evaluation system.	Mehmet Dogan: Director of Evaluations	1/7/14	8/15/16			District level: Training will be provided to principals and cluster superintendents of pilot schools in early January 2014, and all principals and cluster superintendents in late July every year.		Contractual, Budget 5
10.3.3	Deliverable: Participation logs & training materials	Mehmet Dogan: Director of Evaluations	1/10/14	8/15/16			District level		Contractual, Budget 5
10.3.4	Task 10.3.4: Articulate principal competencies in the evaluation system	Mehmet Dogan: Director of Evaluations	1/7/14	2/15/14			District level		
10.3.5	Task 10.3.5: Provide differentiated professional development and support based on evaluations	Mehmet Dogan: Director of Evaluations	2/15/14	12/21/16			Cluster level: Cluster superintendents will determine needs and facilitate the process. Ongoing task throughout the grant period.	10.1.16	
10.3.6	Deliverable: Individual growth plans for principals	Mehmet Dogan: Director of Evaluations	5/31/14	12/21/16			Cluster level: Cluster Superintendents		
10.3.7	Task 10.3.7: Provide mentorship to principals on key issues	Mehmet Dogan: Director of Evaluations	1/7/14	12/21/16			Cluster/District level: Cluster /District leaders. Ongoing task throughout the grant period.		
10.3.8	Task 10.3.8: Establish principal PLCs	Mehmet Dogan: Director of Evaluations	1/15/14	10/1/16			Cluster level: Cluster superintendents will perform this task every semester within the first six weeks.		
10.3.9	Task 10.3.9: Initiate and hold monthly cluster level meetings for principals to support each other in school-level outcomes	Mehmet Dogan: Director of Evaluations	1/15/14	10/1/16			Cluster level: Cluster superintendents will perform this task every semester within the first six weeks and meet with principals monthly.	10.3.8	
10.3.10	Deliverables: List of principals at each cluster, meeting cadence	Mehmet Dogan: Director of Evaluations	2/15/14	10/1/16			Cluster level		

10.3.11	Task 10.3.11: Use a consultancy protocol to analyze data-based problems and develop solutions.	Mehmet Dogan: Director of Evaluations	3/1/14	12/21/16			Cluster level: Cluster superintendents will lead this effort through PLCs and cluster level meetings. Ongoing task throughout the grant period.	10.3.9	
10.3.12	Deliverable: Documentation of problems discussed and solutions developed	Mehmet Dogan: Director of Evaluations	5/31/14	12/21/16			Cluster level		
10.3.13	Task 10.3.13: Collect feedback on the new evaluation system from principals and cluster superintendents of pilot schools.	Mehmet Dogan: Director of Evaluations	5/1/14	5/31/14			District level	10.3.1	
10.3.14	Deliverable: Site visits, feedback meetings	Mehmet Dogan: Director of Evaluations	5/31/14	5/31/14			District level		
10.3.15	Task 10.3.15: Refine plans for full implementation next year.	Mehmet Dogan: Director of Evaluations	6/1/14	7/15/14			District level	10.3.13	
10.3.16	Task 10.3.16: Roll-out new principal evaluation system in all Harmony schools.	Mehmet Dogan: Director of Evaluations	7/25/14	12/21/16				10.3.15	
10.3.17	Milestone: Implementation of new principal evaluation system in all schools	Mehmet Dogan: Director of Evaluations	5/31/15	12/21/16					

Grantee Name: Harmony Public Schools

		Performance Measure (All Applicants – a)										Applicable Population: All participating students													
		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).																							
Subgroup	Highly Effective Teacher or Principal	Baseline SY 2011-2012			Target																				
		A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17								
					D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R						
		# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (I/J)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (K/L)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (O/P)*100	# of Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (Q/R)*100
All participating students	Teacher	2,021	9,542	21%	5,018	11,699	43%	8,905	14,598	61%	13,618	16,812	81%	18,469	18,469	100%	20,231	20,231	100%	20,231	20,231	100%	20,231	20,231	100%
	Principal	6,825	9,542	72%	9,670	11,699	83%	12,554	14,598	86%	15,635	16,812	93%	18,469	18,469	100%	20,231	20,231	100%	20,231	20,231	100%	20,231	20,231	100%
African American	Teacher	317	1,426	22%	992	2,001	50%	1,719	2,817	61%	2,628	3,245	81%	3,565	3,565	100%	3,905	3,905	100%	3,905	3,905	100%	3,905	3,905	100%
	Principal	1,057	1,426	74%	1,843	2,001	92%	2,395	2,817	85%	2,985	3,245	92%	3,565	3,565	100%	3,905	3,905	100%	3,905	3,905	100%	3,905	3,905	100%
Hispanic	Teacher	952	4,830	20%	2,198	5,428	40%	3,933	6,555	60%	6,039	7,549	80%	8,293	8,293	100%	9,084	9,084	100%	9,084	9,084	100%	9,084	9,084	100%
	Principal	3,258	4,830	67%	4,177	5,428	77%	5,571	6,555	85%	7,020	7,549	93%	8,293	8,293	100%	9,084	9,084	100%	9,084	9,084	100%	9,084	9,084	100%
Native American	Teacher	13	39	33%	24	47	52%	39	58	67%	56	67	84%	74	74	100%	81	81	100%	81	81	100%	81	81	100%
	Principal	27	39	69%	38	47	80%	50	58	85%	63	67	93%	74	74	100%	81	81	100%	81	81	100%	81	81	100%
Asian	Teacher	311	1,428	22%	833	1,954	43%	1,443	2,365	61%	2,206	2,724	81%	2,992	2,992	100%	3,277	3,277	100%	3,277	3,277	100%	3,277	3,277	100%
	Principal	1,194	1,428	84%	1,745	1,954	89%	2,176	2,365	92%	2,615	2,724	96%	2,992	2,992	100%	3,277	3,277	100%	3,277	3,277	100%	3,277	3,277	100%
White	Teacher	416	1,819	23%	1,011	2,269	45%	1,738	2,803	62%	2,615	3,228	81%	3,546	3,546	100%	3,884	3,884	100%	3,884	3,884	100%	3,884	3,884	100%
	Principal	1,289	1,819	71%	1,857	2,269	82%	2,438	2,803	87%	3,034	3,228	94%	3,546	3,546	100%	3,884	3,884	100%	3,884	3,884	100%	3,884	3,884	100%
LEP	Teacher	211	811	26%	760	1,672	45%	1,289	2,015	64%	1,926	2,320	83%	2,549	2,549	100%	2,792	2,792	100%	2,792	2,792	100%	2,792	2,792	100%
	Principal	566	811	70%	1,318	1,672	79%	1,732	2,015	86%	2,158	2,320	93%	2,549	2,549	100%	2,792	2,792	100%	2,792	2,792	100%	2,792	2,792	100%
Economically Disadvantaged	Teacher	1,330	5,678	23%	3,000	6,924	43%	5,159	8,321	62%	7,762	9,583	81%	10,527	10,527	100%	11,532	11,532	100%	11,532	11,532	100%	11,532	11,532	100%
	Principal	4,028	5,678	71%	5,512	6,924	80%	7,239	8,321	87%	9,008	9,583	94%	10,527	10,527	100%	11,532	11,532	100%	11,532	11,532	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%	627	627	100%	627	627	100%
	Principal	244	387	63%	277	379	73%	371	453	82%	474	521	91%	573	573	100%	627	627	100%	627	627	100%	627	627	100%

		Performance Measure (All Applicants – b)										Applicable Population: All participating students													
		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).																							
Subgroup	Effective Teacher or Principal	Baseline SY 2011-2012			Target																				
		A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17								
					D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R						
		# 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 (I/J)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (K/L)*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 (O/P)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (Q/R)*100
All participating students	Teacher	7,284	9,542	98%	11,699	11,699	100%	14,598	14,598	100%	16,812	16,812	100%	18,469	18,469	100%	20,231	20,231	100%	20,231	20,231	100%	20,231	20,231	100%
	Principal	2,717	9,542	100%	11,699	11,699	100%	14,598	14,598	100%	16,812	16,812	100%	18,469	18,469	100%	20,231	20,231	100%	20,231	20,231	100%	20,231	20,231	100%
African American	Teacher	1,083	1,426	98%	2,001	2,001	100%	2,817	2,817	100%	3,245	3,245	100%	3,565	3,565	100%	3,905	3,905	100%	3,905	3,905	100%	3,905	3,905	100%
	Principal	369	1,426	100%	2,001	2,001	100%	2,817	2,817	100%	3,245	3,245	100%	3,565	3,565	100%	3,905	3,905	100%	3,905	3,905	100%	3,905	3,905	100%
Hispanic	Teacher	3,652	4,830	95%	5,428	5,428	100%	6,555	6,555	100%	7,549	7,549	100%	8,293	8,293	100%	9,084	9,084	100%	9,084	9,084	100%	9,084	9,084	100%
	Principal	1,572	4,830	100%	5,428	5,428	100%	6,555	6,555	100%	7,549	7,549	100%	8,293	8,293	100%	9,084	9,084	100%	9,084	9,084	100%	9,084	9,084	100%
Native American	Teacher	26	39	100%	47	47	100%	58	58	100%	67	67	100%	74	74	100%	81	81	100%	81	81	100%	81	81	100%
	Principal	12	39	100%	47	47	100%	58	58	100%	67	67	100%	74	74	100%	81	81	100%	81	81	100%	81	81	100%
Asian	Teacher	1,091	1,428	98%	1,954	1,954	100%	2,365	2,365	100%	2,724	2,724	100%	2,992	2,992	100%	3,277	3,277	100%	3,277	3,277	100%	3,277	3,277	100%
	Principal	234	1,428	100%	1,954	1,954	100%	2,365	2,365	100%	2,724	2,724	100%	2,992	2,992	100%	3,277	3,277	100%	3,277	3,277	100%	3,277	3,277	100%

White	Teacher	1,352	1,819	97%	2,269	2,269	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%	2,269	2,269	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%	1,672	1,672	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%	1,672	1,672	100%	2,015	2,015	100%	2,320	2,320	100%	2,549	2,549	100%	2,792	2,792	100%
Economically Disadvantaged	Teacher	4,126	5,678	96%	6,924	6,924	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%	6,924	6,924	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%

LEA:		HARMONY SCIENCE ACADEMY - SAN ANTONIO						015-828
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				SY 2016-17 (Post-Grant)
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
STAAR Reading	Grade 6	OVERALL	67%	75%	79%	83%	87%	91%
		African American	52%	75%	79%	83%	87%	91%
		Hispanic	66%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	80%	75%	79%	83%	87%	91%
		White	76%	75%	79%	83%	87%	91%
		LEP	50%	75%	79%	83%	87%	91%
		Econ. Dis.	57%	75%	79%	83%	87%	91%
		Special Ed.	11%	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	52%	75%	79%	83%	87%	91%
		African American	59%	75%	79%	83%	87%	91%
		Hispanic	43%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	62%	75%	79%	83%	87%	91%
		LEP	20%	75%	79%	83%	87%	91%
		Econ. Dis.	45%	75%	79%	83%	87%	91%
		Special Ed.	11%	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	81%	75%	79%	83%	87%	91%
		African American	77%	75%	79%	83%	87%	91%
		Hispanic	83%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	73%	75%	79%	83%	87%	91%
		LEP	40%	75%	79%	83%	87%	91%
		Econ. Dis.	85%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	71%	75%	79%	83%	87%	91%
		African American	50%	75%	79%	83%	87%	91%
		Hispanic	75%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	68%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	71%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	73%	75%	79%	83%	87%	91%
		African American	54%	75%	79%	83%	87%	91%
		Hispanic	71%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	80%	75%	79%	83%	87%	91%
		White	87%	75%	79%	83%	87%	91%
		LEP	60%	75%	79%	83%	87%	91%
		Econ. Dis.	71%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	86%	75%	79%	83%	87%	91%
		African American	78%	75%	79%	83%	87%	91%
		Hispanic	84%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%

		White	93%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	80%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	79%	75%	79%	83%	87%	91%
		African American	73%	75%	79%	83%	87%	91%
		Hispanic	76%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	87%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	76%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	63%	75%	79%	83%	87%	91%
		African American	56%	75%	79%	83%	87%	91%
		Hispanic	62%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	64%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	54%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	67%	75%	79%	83%	87%	91%
		African American	78%	75%	79%	83%	87%	91%
		Hispanic	62%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	71%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	57%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Grade 9	OVERALL	80%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	79%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	75%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	79%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	87%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	91%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	71%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	87%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%

EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis. Special Ed.	N/A N/A	N/A N/A	79% 79%	83% 83%	87% 87%	91% 91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis. Special Ed.	N/A N/A	N/A N/A	79% 79%	83% 83%	87% 87%	91% 91%
TAKS Social Studies	Grade 11	OVERALL	97%	100%	N/A	N/A	N/A	N/A
		African American	N/A	N/A	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	N/A	N/A	N/A	N/A	N/A	N/A
		White	89%	100%	N/A	N/A	N/A	N/A
		LEP	N/A	100%	N/A	N/A	N/A	N/A
		Econ. Dis. Special Ed.	94% N/A	100% N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A

LEA:		HARMONY SCIENCE ACADEMY - BROWNSVILLE						031-803
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR Reading	Grade 6	OVERALL	69%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	66%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	67% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Math	Grade 6	OVERALL	90%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	91%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	90% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
		OVERALL	86%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	82%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%

STAAR Reading	Grade 7	Asian	N/A	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	80%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	68%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	66%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	80%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	63%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	76%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	73%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	68%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	90%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	89%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	88%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	84%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	82%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	83%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	78%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	69%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	67%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	62%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	58%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	57%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
Econ. Dis.	52%	75%	79%	83%	87%	91%		

		Special Ed.	N/A	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Grade 9	OVERALL	88%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	89%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	85%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	84%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	81%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	N/A	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	82%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	100%	100%	N/A	N/A	N/A	N/A
		African American	N/A	N/A	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	N/A	N/A	N/A	N/A	N/A	N/A
		White	N/A	N/A	N/A	N/A	N/A	N/A
		LEP	N/A	N/A	N/A	N/A	N/A	N/A
		Econ. Dis.	100%	100%	N/A	N/A	N/A	N/A
		Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A

Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR Reading	Grade 6	OVERALL	84%	75%	79%	83%	87%	91%
		African American	95%	75%	79%	83%	87%	91%
		Hispanic	80%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	50%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	81% 50%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Math	Grade 6	OVERALL	59%	75%	79%	83%	87%	91%
		African American	50%	75%	79%	83%	87%	91%
		Hispanic	59%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	83%	75%	79%	83%	87%	91%
		White	60%	75%	79%	83%	87%	91%
		LEP	44%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	61% 11%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Reading	Grade 7	OVERALL	80%	75%	79%	83%	87%	91%
		African American	89%	75%	79%	83%	87%	91%
		Hispanic	76%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	90%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	52%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	74% 33%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Math	Grade 7	OVERALL	68%	75%	79%	83%	87%	91%
		African American	71%	75%	79%	83%	87%	91%
		Hispanic	62%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	91%	75%	79%	83%	87%	91%
		White	85%	75%	79%	83%	87%	91%
		LEP	38%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	60% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Writing	Grade 7	OVERALL	77%	75%	79%	83%	87%	91%
		African American	89%	75%	79%	83%	87%	91%
		Hispanic	71%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	33%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	70% 50%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Reading	Grade 8	OVERALL	89%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	87%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White LEP	94% 50%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%

		Econ. Dis.	85%	75%	79%	83%	87%	91%
		Special Ed.	60%	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	76%	75%	79%	83%	87%	91%
		African American	58%	75%	79%	83%	87%	91%
		Hispanic	73%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	93%	75%	79%	83%	87%	91%
		White	91%	75%	79%	83%	87%	91%
		LEP	64%	75%	79%	83%	87%	91%
		Econ. Dis.	69%	75%	79%	83%	87%	91%
		Special Ed.	40%	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	71%	75%	79%	83%	87%	91%
		African American	75%	75%	79%	83%	87%	91%
		Hispanic	71%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	56%	75%	79%	83%	87%	91%
		White	71%	75%	79%	83%	87%	91%
		LEP	38%	75%	79%	83%	87%	91%
		Econ. Dis.	65%	75%	79%	83%	87%	91%
		Special Ed.	17%	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	71%	75%	79%	83%	87%	91%
		African American	75%	75%	79%	83%	87%	91%
		Hispanic	66%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	89%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	38%	75%	79%	83%	87%	91%
		Econ. Dis.	67%	75%	79%	83%	87%	91%
		Special Ed.	17%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Grade 9	OVERALL	85%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	83%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	86%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	79%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	83%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	82%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	50%	75%	79%	83%	87%	91%
		Econ. Dis.	80%	75%	79%	83%	87%	91%
		Special Ed.	20%	75%	79%	83%	87%	91%
		OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%

EOC English II (Reading&Writing)	Grade 10	Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	100%	100%	N/A	N/A	N/A	N/A
		African American	N/A	N/A	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	N/A	N/A	N/A	N/A	N/A	N/A
		White	N/A	100%	N/A	N/A	N/A	N/A
		LEP	N/A	N/A	N/A	N/A	N/A	N/A
		Econ. Dis.	100%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A		

LEA:		HARMONY SCIENCE ACADEMY						101-846
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR Reading	Grade 6	OVERALL	81%	75%	79%	83%	87%	91%
		African American	85%	75%	79%	83%	87%	91%
		Hispanic	72%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	98%	75%	79%	83%	87%	91%
		White	85%	75%	79%	83%	87%	91%
		LEP	41%	75%	79%	83%	87%	91%
		Econ. Dis.	78%	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	64%	75%	79%	83%	87%	91%
		African American	66%	75%	79%	83%	87%	91%
		Hispanic	61%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	78%	75%	79%	83%	87%	91%
		White	64%	75%	79%	83%	87%	91%
		LEP	33%	75%	79%	83%	87%	91%
		Econ. Dis.	61%	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	83%	75%	79%	83%	87%	91%
		African American	86%	75%	79%	83%	87%	91%
		Hispanic	78%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	95%	75%	79%	83%	87%	91%
White	85%	75%	79%	83%	87%	91%		

		LEP	43%	75%	79%	83%	87%	91%
		Econ. Dis.	80%	75%	79%	83%	87%	91%
		Special Ed.	63%	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	68%	75%	79%	83%	87%	91%
		African American	68%	75%	79%	83%	87%	91%
		Hispanic	59%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	72%	75%	79%	83%	87%	91%
		LEP	37%	75%	79%	83%	87%	91%
		Econ. Dis.	64%	75%	79%	83%	87%	91%
		Special Ed.	40%	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	82%	75%	79%	83%	87%	91%
		African American	84%	75%	79%	83%	87%	91%
		Hispanic	78%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	95%	75%	79%	83%	87%	91%
		White	80%	75%	79%	83%	87%	91%
		LEP	30%	75%	79%	83%	87%	91%
		Econ. Dis.	81%	75%	79%	83%	87%	91%
		Special Ed.	75%	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	88%	75%	79%	83%	87%	91%
		African American	94%	75%	79%	83%	87%	91%
		Hispanic	87%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	84%	75%	79%	83%	87%	91%
		White	83%	75%	79%	83%	87%	91%
		LEP	36%	75%	79%	83%	87%	91%
		Econ. Dis.	86%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	83%	75%	79%	83%	87%	91%
		African American	80%	75%	79%	83%	87%	91%
		Hispanic	81%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	91%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	60%	75%	79%	83%	87%	91%
		Econ. Dis.	79%	75%	79%	83%	87%	91%
		Special Ed.	100%	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	57%	75%	79%	83%	87%	91%
		African American	67%	75%	79%	83%	87%	91%
		Hispanic	47%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	74%	75%	79%	83%	87%	91%
		White	50%	75%	79%	83%	87%	91%
		LEP	22%	75%	79%	83%	87%	91%
		Econ. Dis.	52%	75%	79%	83%	87%	91%
		Special Ed.	29%	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	61%	75%	79%	83%	87%	91%
		African American	65%	75%	79%	83%	87%	91%
		Hispanic	52%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	84%	75%	79%	83%	87%	91%
		White	63%	75%	79%	83%	87%	91%
		LEP	44%	75%	79%	83%	87%	91%
		Econ. Dis.	57%	75%	79%	83%	87%	91%
		Special Ed.	14%	75%	79%	83%	87%	91%
		OVERALL	N/A	N/A	79%	83%	87%	91%

EOC English I (Reading&Writing)	Grade 9	African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Grade 9	OVERALL	88%	75%	79%	83%	87%	91%
		African American	90%	75%	79%	83%	87%	91%
		Hispanic	84%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	97%	75%	79%	83%	87%	91%
		White	86%	75%	79%	83%	87%	91%
		LEP	100%	75%	79%	83%	87%	91%
		Econ. Dis.	85%	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	91%	75%	79%	83%	87%	91%
		African American	89%	75%	79%	83%	87%	91%
		Hispanic	92%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	86%	75%	79%	83%	87%	91%
		LEP	100%	75%	79%	83%	87%	91%
		Econ. Dis.	90%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	99%	100%	N/A	N/A	N/A	N/A
		African American	100%	100%	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	95%	100%	N/A	N/A	N/A	N/A
		White	100%	100%	N/A	N/A	N/A	N/A
		LEP	80%	100%	N/A	N/A	N/A	N/A
		Econ. Dis.	98%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A		

LEA:	HARMONY SCHOOL OF EXCELLENCE						101-858
						Target	

Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR Reading	Grade 6	OVERALL	91%	75%	79%	83%	87%	91%
		African American	84%	75%	79%	83%	87%	91%
		Hispanic	87%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	99%	75%	79%	83%	87%	91%
		White	92%	75%	79%	83%	87%	91%
		LEP	65%	75%	79%	83%	87%	91%
		Econ. Dis.	88%	75%	79%	83%	87%	91%
		Special Ed.	40%	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	84%	75%	79%	83%	87%	91%
		African American	69%	75%	79%	83%	87%	91%
		Hispanic	82%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	93%	75%	79%	83%	87%	91%
		White	91%	75%	79%	83%	87%	91%
		LEP	65%	75%	79%	83%	87%	91%
		Econ. Dis.	81%	75%	79%	83%	87%	91%
		Special Ed.	50%	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	91%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	88%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	97%	75%	79%	83%	87%	91%
		White	87%	75%	79%	83%	87%	91%
		LEP	25%	75%	79%	83%	87%	91%
		Econ. Dis.	87%	75%	79%	83%	87%	91%
		Special Ed.	83%	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	79%	75%	79%	83%	87%	91%
		African American	79%	75%	79%	83%	87%	91%
		Hispanic	70%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	80%	75%	79%	83%	87%	91%
		LEP	57%	75%	79%	83%	87%	91%
		Econ. Dis.	71%	75%	79%	83%	87%	91%
		Special Ed.	43%	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	85%	75%	79%	83%	87%	91%
		African American	91%	75%	79%	83%	87%	91%
		Hispanic	78%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	85%	75%	79%	83%	87%	91%
		LEP	63%	75%	79%	83%	87%	91%
		Econ. Dis.	76%	75%	79%	83%	87%	91%
		Special Ed.	71%	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	95%	75%	79%	83%	87%	91%
		African American	94%	75%	79%	83%	87%	91%
		Hispanic	93%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	99%	75%	79%	83%	87%	91%
		White	93%	75%	79%	83%	87%	91%
LEP	40%	75%	79%	83%	87%	91%		

		Econ. Dis.	92%	75%	79%	83%	87%	91%
		Special Ed.	57%	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	89%	75%	79%	83%	87%	91%
		African American	81%	75%	79%	83%	87%	91%
		Hispanic	85%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	95%	75%	79%	83%	87%	91%
		White	90%	75%	79%	83%	87%	91%
		LEP	57%	75%	79%	83%	87%	91%
		Econ. Dis.	82%	75%	79%	83%	87%	91%
		Special Ed.	50%	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	74%	75%	79%	83%	87%	91%
		African American	77%	75%	79%	83%	87%	91%
		Hispanic	54%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	90%	75%	79%	83%	87%	91%
		White	82%	75%	79%	83%	87%	91%
		LEP	20%	75%	79%	83%	87%	91%
		Econ. Dis.	66%	75%	79%	83%	87%	91%
		Special Ed.	33%	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	78%	75%	79%	83%	87%	91%
		African American	74%	75%	79%	83%	87%	91%
		Hispanic	63%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	92%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	0%	75%	79%	83%	87%	91%
		Econ. Dis.	66%	75%	79%	83%	87%	91%
		Special Ed.	50%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Grade 9	OVERALL	89%	75%	79%	83%	87%	91%
		African American	83%	75%	79%	83%	87%	91%
		Hispanic	78%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	96%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	78%	75%	79%	83%	87%	91%
		Special Ed.	50%	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	95%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	89%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	98%	75%	79%	83%	87%	91%
		White	95%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	90%	75%	79%	83%	87%	91%
		Special Ed.	86%	75%	79%	83%	87%	91%
		OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%

EOC English II (Reading&Writing)	Grade 10	Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	99%	100%	N/A	N/A	N/A	N/A
		African American	100%	100%	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	100%	100%	N/A	N/A	N/A	N/A
		White	95%	100%	N/A	N/A	N/A	N/A
		LEP	N/A	N/A	N/A	N/A	N/A	N/A
		Econ. Dis.	100%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A		

LEA:		HARMONY SCHOOL OF SCIENCE - HOUSTON						101-862
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				SY 2016-17 (Post-Grant)
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
STAAR Reading	Grade 6	OVERALL	92%	75%	79%	83%	87%	91%
		African American	92%	75%	79%	83%	87%	91%
		Hispanic	95%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	92%	75%	79%	83%	87%	91%
		White	79%	75%	79%	83%	87%	91%
		LEP	67%	75%	79%	83%	87%	91%
		Econ. Dis.	90%	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	90%	75%	79%	83%	87%	91%
		African American	88%	75%	79%	83%	87%	91%
		Hispanic	82%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	98%	75%	79%	83%	87%	91%
		White	56%	75%	79%	83%	87%	91%
		LEP	83%	75%	79%	83%	87%	91%
		Econ. Dis.	90%	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	97%	75%	79%	83%	87%	91%
		African American	90%	75%	79%	83%	87%	91%
		Hispanic	100%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%

		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	95%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	92%	75%	79%	83%	87%	91%
		African American	76%	75%	79%	83%	87%	91%
		Hispanic	89%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	100%	75%	79%	83%	87%	91%
		Econ. Dis.	88%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	94%	75%	79%	83%	87%	91%
		African American	95%	75%	79%	83%	87%	91%
		Hispanic	95%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	93%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	95%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	99%	75%	79%	83%	87%	91%
		African American	96%	75%	79%	83%	87%	91%
		Hispanic	100%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	100%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	100%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	100%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	100%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	78%	75%	79%	83%	87%	91%
		African American	83%	75%	79%	83%	87%	91%
		Hispanic	71%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	80%	75%	79%	83%	87%	91%
		White	64%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	79%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	97%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	100%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	93%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	98%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
		OVERALL	N/A	N/A	79%	83%	87%	91%

EOC English I (Reading&Writing)	Grade 9	African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
EOC Algebra I	Grade 9	OVERALL	100%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	100%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	100%	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	99%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	96%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	100%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
Special Ed.	N/A	N/A	79%	83%	87%	91%		

LEA:		HARMONY SCIENCE ACADEMY - LUBBOCK						152-805
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				SY 2016-17 (Post-Grant)
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
STAAR Reading	Grade 6	OVERALL	55%	75%	79%	83%	87%	91%
		African American	33%	75%	79%	83%	87%	91%
		Hispanic	43%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%

		White	85%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	50%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	54%	75%	79%	83%	87%	91%
		African American	44%	75%	79%	83%	87%	91%
		Hispanic	31%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	95%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	39%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	65%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	62%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	67%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	61%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	42%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	27%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	62%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	37%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	63%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	61%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	67%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	67%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	79%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	73%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	91%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	63%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	57%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	55%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	64%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	50%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%

STAAR Social Studies	Grade 8	OVERALL	49%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	48%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	50%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	35% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Science	Grade 8	OVERALL	38%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	30%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	58%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	27% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis. Special Ed.	N/A N/A	N/A N/A	79% 79%	83% 83%	87% 87%	91% 91%
EOC Algebra I	Grade 9	OVERALL	46%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	38%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	60%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	40% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
EOC Biology	Grade 9	OVERALL	82%	75%	79%	83%	87%	91%
		African American	N/A	75%	79%	83%	87%	91%
		Hispanic	76%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	N/A	75%	79%	83%	87%	91%
		White	93%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	76% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis. Special Ed.	N/A N/A	N/A N/A	79% 79%	83% 83%	87% 87%	91% 91%
		OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%

EOC U.S. History	Grade 11	Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	93%	100%	N/A	N/A	N/A	N/A
		African American	N/A	N/A	N/A	N/A	N/A	N/A
		Hispanic	90%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	N/A	N/A	N/A	N/A	N/A	N/A
		White	N/A	100%	N/A	N/A	N/A	N/A
		LEP	N/A	N/A	N/A	N/A	N/A	N/A
		Econ. Dis.	93%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A		

LEA:		HARMONY SCIENCE ACADEMY - WACO						161-807
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				SY 2016-17 (Post-Grant)
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
STAAR Reading	Grade 6	OVERALL	81%	75%	79%	83%	87%	91%
		African American	79%	75%	79%	83%	87%	91%
		Hispanic	78%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	97%	75%	79%	83%	87%	91%
		White	84%	75%	79%	83%	87%	91%
		LEP	60%	75%	79%	83%	87%	91%
		Econ. Dis.	76%	75%	79%	83%	87%	91%
		Special Ed.	55%	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	63%	75%	79%	83%	87%	91%
		African American	62%	75%	79%	83%	87%	91%
		Hispanic	59%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	70%	75%	79%	83%	87%	91%
		LEP	51%	75%	79%	83%	87%	91%
		Econ. Dis.	57%	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	88%	75%	79%	83%	87%	91%
		African American	91%	75%	79%	83%	87%	91%
		Hispanic	85%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	89%	75%	79%	83%	87%	91%
		White	92%	75%	79%	83%	87%	91%
		LEP	45%	75%	79%	83%	87%	91%
		Econ. Dis.	86%	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	67%	75%	79%	83%	87%	91%
		African American	68%	75%	79%	83%	87%	91%
		Hispanic	60%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	86%	75%	79%	83%	87%	91%
		White	73%	75%	79%	83%	87%	91%
		LEP	55%	75%	79%	83%	87%	91%
Econ. Dis.	61%	75%	79%	83%	87%	91%		

		Special Ed.	38%	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	83%	75%	79%	83%	87%	91%
		African American	93%	75%	79%	83%	87%	91%
		Hispanic	78%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	89%	75%	79%	83%	87%	91%
		White	86%	75%	79%	83%	87%	91%
		LEP	53%	75%	79%	83%	87%	91%
		Econ. Dis.	80%	75%	79%	83%	87%	91%
		Special Ed.	50%	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	89%	75%	79%	83%	87%	91%
		African American	84%	75%	79%	83%	87%	91%
		Hispanic	90%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	95%	75%	79%	83%	87%	91%
		White	88%	75%	79%	83%	87%	91%
		LEP	54%	75%	79%	83%	87%	91%
		Econ. Dis.	87%	75%	79%	83%	87%	91%
		Special Ed.	43%	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	85%	75%	79%	83%	87%	91%
		African American	85%	75%	79%	83%	87%	91%
		Hispanic	82%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	92%	75%	79%	83%	87%	91%
		White	87%	75%	79%	83%	87%	91%
		LEP	64%	75%	79%	83%	87%	91%
		Econ. Dis.	80%	75%	79%	83%	87%	91%
		Special Ed.	75%	75%	79%	83%	87%	91%
STAAR Social Studies	Grade 8	OVERALL	69%	75%	79%	83%	87%	91%
		African American	76%	75%	79%	83%	87%	91%
		Hispanic	63%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	86%	75%	79%	83%	87%	91%
		White	70%	75%	79%	83%	87%	91%
		LEP	18%	75%	79%	83%	87%	91%
		Econ. Dis.	63%	75%	79%	83%	87%	91%
		Special Ed.	43%	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	71%	75%	79%	83%	87%	91%
		African American	74%	75%	79%	83%	87%	91%
		Hispanic	67%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	90%	75%	79%	83%	87%	91%
		White	74%	75%	79%	83%	87%	91%
		LEP	55%	75%	79%	83%	87%	91%
		Econ. Dis.	67%	75%	79%	83%	87%	91%
		Special Ed.	43%	75%	79%	83%	87%	91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
		OVERALL	90%	75%	79%	83%	87%	91%
		African American	88%	75%	79%	83%	87%	91%
		Hispanic	89%	75%	79%	83%	87%	91%

EOC Algebra I	Grade 9	American Indian	N/A	75%	79%	83%	87%	91%
		Asian	95%	75%	79%	83%	87%	91%
		White	94%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	91%	75%	79%	83%	87%	91%
		Special Ed.	100%	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	93%	75%	79%	83%	87%	91%
		African American	91%	75%	79%	83%	87%	91%
		Hispanic	91%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	97%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	92%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	100%	100%	N/A	N/A	N/A	N/A
		African American	100%	100%	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	100%	N/A	N/A	N/A	N/A	N/A
		White	100%	100%	N/A	N/A	N/A	N/A
		LEP	N/A	N/A	N/A	N/A	N/A	N/A
		Econ. Dis.	100%	100%	N/A	N/A	N/A	N/A
Special Ed.	N/A	100%	N/A	N/A	N/A	N/A		

LEA:		HARMONY SCIENCE ACADEMY - AUSTIN						227-816
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				SY 2016-17 (Post-Grant)
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	
STAAR Reading	Grade 6	OVERALL	83%	75%	79%	83%	87%	91%
		African American	88%	75%	79%	83%	87%	91%
		Hispanic	76%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	90%	75%	79%	83%	87%	91%
		White	94%	75%	79%	83%	87%	91%

		LEP	56%	75%	79%	83%	87%	91%
		Econ. Dis.	79%	75%	79%	83%	87%	91%
		Special Ed.	44%	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	71%	75%	79%	83%	87%	91%
		African American	65%	75%	79%	83%	87%	91%
		Hispanic	66%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	87%	75%	79%	83%	87%	91%
		LEP	54%	75%	79%	83%	87%	91%
		Econ. Dis.	69%	75%	79%	83%	87%	91%
		Special Ed.	20%	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	86%	75%	79%	83%	87%	91%
		African American	88%	75%	79%	83%	87%	91%
		Hispanic	79%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	94%	75%	79%	83%	87%	91%
		White	98%	75%	79%	83%	87%	91%
		LEP	52%	75%	79%	83%	87%	91%
		Econ. Dis.	82%	75%	79%	83%	87%	91%
		Special Ed.	25%	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	80%	75%	79%	83%	87%	91%
		African American	70%	75%	79%	83%	87%	91%
		Hispanic	72%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	97%	75%	79%	83%	87%	91%
		White	95%	75%	79%	83%	87%	91%
		LEP	59%	75%	79%	83%	87%	91%
		Econ. Dis.	74%	75%	79%	83%	87%	91%
		Special Ed.	60%	75%	79%	83%	87%	91%
STAAR Writing	Grade 7	OVERALL	84%	75%	79%	83%	87%	91%
		African American	88%	75%	79%	83%	87%	91%
		Hispanic	79%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	94%	75%	79%	83%	87%	91%
		White	91%	75%	79%	83%	87%	91%
		LEP	57%	75%	79%	83%	87%	91%
		Econ. Dis.	82%	75%	79%	83%	87%	91%
		Special Ed.	43%	75%	79%	83%	87%	91%
STAAR Reading	Grade 8	OVERALL	90%	75%	79%	83%	87%	91%
		African American	90%	75%	79%	83%	87%	91%
		Hispanic	88%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	95%	75%	79%	83%	87%	91%
		White	96%	75%	79%	83%	87%	91%
		LEP	44%	75%	79%	83%	87%	91%
		Econ. Dis.	85%	75%	79%	83%	87%	91%
		Special Ed.	86%	75%	79%	83%	87%	91%
STAAR Math	Grade 8	OVERALL	87%	75%	79%	83%	87%	91%
		African American	95%	75%	79%	83%	87%	91%
		Hispanic	79%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	92%	75%	79%	83%	87%	91%
		LEP	43%	75%	79%	83%	87%	91%
		Econ. Dis.	81%	75%	79%	83%	87%	91%
		Special Ed.	71%	75%	79%	83%	87%	91%
		OVERALL	74%	75%	79%	83%	87%	91%

STAAR Social Studies	Grade 8	African American	84%	75%	79%	83%	87%	91%
		Hispanic	64%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	89%	75%	79%	83%	87%	91%
		White	87%	75%	79%	83%	87%	91%
		LEP	23%	75%	79%	83%	87%	91%
		Econ. Dis.	70%	75%	79%	83%	87%	91%
		Special Ed.	57%	75%	79%	83%	87%	91%
STAAR Science	Grade 8	OVERALL	79%	75%	79%	83%	87%	91%
		African American	91%	75%	79%	83%	87%	91%
		Hispanic	71%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	94%	75%	79%	83%	87%	91%
		White	85%	75%	79%	83%	87%	91%
		LEP	31%	75%	79%	83%	87%	91%
		Econ. Dis.	68%	75%	79%	83%	87%	91%
Special Ed.	43%	75%	79%	83%	87%	91%		
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
Special Ed.	N/A	N/A	79%	83%	87%	91%		
EOC Algebra I	Grade 9	OVERALL	90%	75%	79%	83%	87%	91%
		African American	95%	75%	79%	83%	87%	91%
		Hispanic	84%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	97%	75%	79%	83%	87%	91%
		White	98%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	87%	75%	79%	83%	87%	91%
Special Ed.	100%	75%	79%	83%	87%	91%		
EOC Biology	Grade 9	OVERALL	91%	75%	79%	83%	87%	91%
		African American	100%	75%	79%	83%	87%	91%
		Hispanic	86%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	96%	75%	79%	83%	87%	91%
		LEP	N/A	75%	79%	83%	87%	91%
		Econ. Dis.	88%	75%	79%	83%	87%	91%
Special Ed.	100%	75%	79%	83%	87%	91%		
EOC English II (Reading&Writing)	Grade 10	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
Special Ed.	N/A	N/A	79%	83%	87%	91%		
EOC U.S. History	Grade 11	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%

		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	OVERALL	100%	98%	N/A	N/A	N/A	N/A
		African American	100%	100%	N/A	N/A	N/A	N/A
		Hispanic	100%	95%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	100%	100%	N/A	N/A	N/A	N/A
		White	100%	100%	N/A	N/A	N/A	N/A
		LEP	N/A	80%	N/A	N/A	N/A	N/A
		Econ. Dis.	100%	95%	N/A	N/A	N/A	N/A
		Special Ed.	N/A	75%	N/A	N/A	N/A	

LEA:		HARMONY SCIENCE ACADEMY - FORT WORTH						220-813
Performance Measure (All Applicants – c) STAAR / EOC Summative testing data representing % of students with satisfactory academic performance	Applicable Population	Subgroup	Baseline 2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
STAAR Reading	Grade 6	OVERALL	90%	75%	79%	83%	87%	91%
		African American	94%	75%	79%	83%	87%	91%
		Hispanic	88%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	93%	75%	79%	83%	87%	91%
		White	91%	75%	79%	83%	87%	91%
		LEP	100%	75%	79%	83%	87%	91%
		Econ. Dis.	89%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Math	Grade 6	OVERALL	76%	75%	79%	83%	87%	91%
		African American	70%	75%	79%	83%	87%	91%
		Hispanic	72%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	86%	75%	79%	83%	87%	91%
		White	77%	75%	79%	83%	87%	91%
		LEP	100%	75%	79%	83%	87%	91%
		Econ. Dis.	75%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%
STAAR Reading	Grade 7	OVERALL	90%	75%	79%	83%	87%	91%
		African American	92%	75%	79%	83%	87%	91%
		Hispanic	88%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	90%	75%	79%	83%	87%	91%
		LEP	82%	75%	79%	83%	87%	91%
		Econ. Dis.	88%	75%	79%	83%	87%	91%
		Special Ed.	80%	75%	79%	83%	87%	91%
STAAR Math	Grade 7	OVERALL	80%	75%	79%	83%	87%	91%
		African American	79%	75%	79%	83%	87%	91%
		Hispanic	72%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	100%	75%	79%	83%	87%	91%
		White	85%	75%	79%	83%	87%	91%
		LEP	75%	75%	79%	83%	87%	91%
		Econ. Dis.	75%	75%	79%	83%	87%	91%
		Special Ed.	N/A	75%	79%	83%	87%	91%

STAAR Writing	Grade 7	OVERALL	89%	75%	79%	83%	87%	91%
		African American	94%	75%	79%	83%	87%	91%
		Hispanic	83%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	98%	75%	79%	83%	87%	91%
		White	89%	75%	79%	83%	87%	91%
		LEP	73%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	88% 80%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Reading	Grade 8	OVERALL	95%	75%	79%	83%	87%	91%
		African American	97%	75%	79%	83%	87%	91%
		Hispanic	92%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	94%	75%	79%	83%	87%	91%
		White	97%	75%	79%	83%	87%	91%
		LEP	78%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	95% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Math	Grade 8	OVERALL	87%	75%	79%	83%	87%	91%
		African American	87%	75%	79%	83%	87%	91%
		Hispanic	84%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	97%	75%	79%	83%	87%	91%
		White	83%	75%	79%	83%	87%	91%
		LEP	82%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	83% 67%	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Social Studies	Grade 8	OVERALL	70%	75%	79%	83%	87%	91%
		African American	75%	75%	79%	83%	87%	91%
		Hispanic	56%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	87%	75%	79%	83%	87%	91%
		White	79%	75%	79%	83%	87%	91%
		LEP	43%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	57% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
STAAR Science	Grade 8	OVERALL	80%	75%	79%	83%	87%	91%
		African American	75%	75%	79%	83%	87%	91%
		Hispanic	72%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	87%	75%	79%	83%	87%	91%
		White	90%	75%	79%	83%	87%	91%
		LEP	43%	75%	79%	83%	87%	91%
		Econ. Dis. Special Ed.	73% N/A	75% 75%	79% 79%	83% 83%	87% 87%	91% 91%
EOC English I (Reading&Writing)	Grade 9	OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis. Special Ed.	N/A N/A	N/A N/A	79% 79%	83% 83%	87% 87%	91% 91%
		OVERALL	88%	75%	79%	83%	87%	91%
		African American	80%	75%	79%	83%	87%	91%
		Hispanic	89%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%

EOC Algebra I	Grade 9	Asian	97%	75%	79%	83%	87%	91%
		White	86%	75%	79%	83%	87%	91%
		LEP	88%	75%	79%	83%	87%	91%
		Econ. Dis.	87%	75%	79%	83%	87%	91%
		Special Ed.	60%	75%	79%	83%	87%	91%
EOC Biology	Grade 9	OVERALL	97%	75%	79%	83%	87%	91%
		African American	94%	75%	79%	83%	87%	91%
		Hispanic	98%	75%	79%	83%	87%	91%
		American Indian	N/A	75%	79%	83%	87%	91%
		Asian	96%	75%	79%	83%	87%	91%
		White	100%	75%	79%	83%	87%	91%
		LEP	100%	75%	79%	83%	87%	91%
		Econ. Dis.	91%	75%	79%	83%	87%	91%
EOC English II (Reading&Writing)	Grade 10	Special Ed.	100%	75%	79%	83%	87%	91%
		OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
		LEP	N/A	N/A	79%	83%	87%	91%
EOC U.S. History	Grade 11	Econ. Dis.	N/A	N/A	79%	83%	87%	91%
		Special Ed.	N/A	N/A	79%	83%	87%	91%
		OVERALL	N/A	N/A	79%	83%	87%	91%
		African American	N/A	N/A	79%	83%	87%	91%
		Hispanic	N/A	N/A	79%	83%	87%	91%
		American Indian	N/A	N/A	79%	83%	87%	91%
		Asian	N/A	N/A	79%	83%	87%	91%
		White	N/A	N/A	79%	83%	87%	91%
TAKS Social Studies	Grade 11	LEP	N/A	N/A	79%	83%	87%	91%
		Econ. Dis.	100%	97%	N/A	N/A	N/A	N/A
		Special Ed.	N/A	N/A	N/A	N/A	N/A	N/A
		OVERALL	100%	99%	N/A	N/A	N/A	N/A
		African American	N/A	90%	N/A	N/A	N/A	N/A
		Hispanic	100%	100%	N/A	N/A	N/A	N/A
		American Indian	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	100%	100%	N/A	N/A	N/A	N/A

Grantee Name: Harmony Public Schools

This data table is not applicable to the grantee.

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [Provide Year]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) [Applicant must propose at least one age-appropriate academic leading indicator of successful implementation of its plan]	[e.g., grade bands or subject areas]	All participating students						
		[Specific subgroup 1]						
		[Specific subgroup 2]						
		[Add or delete rows as needed]						
b) [Applicant must propose at least one age-appropriate health or social-emotional leading indicator of successful implementation of its plan]	[e.g., grade bands or subject areas]	All participating students						
		[Specific subgroup 1]						
		[Specific subgroup 2]						
		[Add or delete rows as needed]						
[Additional proposed performance measure (Optional, add more rows as needed)]	[e.g., grade bands or subject areas]	All participating students						
		[Specific subgroup 1]						
		[Specific subgroup 2]						
		[Add or delete rows as needed]						

Grantee Name: Harmony Public Schools

Performance Measure (Grades 4-8 – a)

Applicable Population: Grades 6-8 (All participating students)

On-track = STAAR passing		Baseline			Target														
		SY 2011-2012			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
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	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
STAAR Grade 6 Reading	All participating students	1980	2379	83.2%	1961	2615	75%	2291	2900	79%	2490	3000	83%	2610	3000	87%	3231	3550	91%
	African American	327	392	83.4%	335	447	75%	442	560	79%	481	579	83%	504	579	87%	623	685	91%
	Hispanic	908	1168	77.7%	910	1213	75%	1031	1305	79%	1121	1350	83%	1175	1350	87%	1454	1598	91%
	American Indian	6	8	75.0%	8	10	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	Asian	330	347	95.1%	328	437	75%	371	470	79%	403	486	83%	423	486	87%	523	575	91%
	White	364	414	87.9%	380	507	75%	440	557	79%	478	576	83%	501	576	87%	621	682	91%
	LEP	127	222	57.2%	255	340	75%	298	377	79%	324	390	83%	339	390	87%	420	462	91%
	Econ. Dis.	1066	1357	78.6%	1118	1491	75%	1306	1653	79%	1419	1710	83%	1488	1710	87%	1842	2024	91%
	Special Ed.	26	60	43.3%	98	131	75%	115	145	79%	125	150	83%	131	150	87%	162	178	91%
STAAR Grade 6 Mathematics	All participating students	1182	1670	70.8%	1813	2417	75%	2291	2900	79%	2490	3000	83%	2610	3000	87%	3231	3550	91%
	African American	188	284	66.2%	310	413	75%	442	560	79%	481	579	83%	504	579	87%	623	685	91%
	Hispanic	608	920	66.1%	841	1121	75%	1031	1305	79%	1121	1350	83%	1175	1350	87%	1454	1598	91%
	American Indian	4	6	66.7%	7	10	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	Asian	157	169	92.9%	303	404	75%	371	470	79%	403	486	83%	423	486	87%	523	575	91%
	White	198	258	76.7%	352	469	75%	440	557	79%	478	576	83%	501	576	87%	621	682	91%
	LEP	100	188	53.2%	236	314	75%	298	377	79%	324	390	83%	339	390	87%	420	462	91%
	Econ. Dis.	697	1046	66.6%	1033	1378	75%	1306	1653	79%	1419	1710	83%	1488	1710	87%	1842	2024	91%
	Special Ed.	19	49	38.8%	91	121	75%	115	145	79%	125	150	83%	131	150	87%	162	178	91%
STAAR Grade 7 Reading	All participating students	1959	2263	86.6%	1934	2578	75%	2291	2900	79%	2594	3125	83%	2741	3150	87%	2912	3200	91%
	African American	297	330	90.0%	331	441	75%	442	560	79%	500	603	83%	529	608	87%	562	618	91%
	Hispanic	951	1154	82.4%	897	1196	75%	1031	1305	79%	1168	1407	83%	1234	1418	87%	1310	1440	91%
	American Indian	7	11	63.6%	8	10	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	Asian	326	343	95.0%	323	431	75%	371	470	79%	420	506	83%	444	510	87%	471	518	91%
	White	354	399	88.7%	375	500	75%	440	557	79%	498	600	83%	526	605	87%	559	614	91%
	LEP	64	130	49.2%	251	335	75%	298	377	79%	337	406	83%	357	410	87%	379	416	91%
	Econ. Dis.	1091	1315	83.0%	1102	1469	75%	1306	1653	79%	1478	1781	83%	1563	1796	87%	1660	1824	91%
	Special Ed.	27	51	52.9%	97	129	75%	115	145	79%	129	156	83%	137	158	87%	146	160	91%
STAAR Grade 7 Mathematics	All participating students	1518	2063	73.6%	1690	2253	75%	2291	2900	79%	2594	3125	83%	2741	3150	87%	2912	3200	91%
	African American	217	303	71.6%	289	385	75%	442	560	79%	500	603	83%	529	608	87%	562	618	91%
	Hispanic	703	1070	65.7%	784	1045	75%	1031	1305	79%	1168	1407	83%	1234	1418	87%	1310	1440	91%
	American Indian	4	6	66.7%	7	9	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	Asian	282	295	95.6%	282	376	75%	371	470	79%	420	506	83%	444	510	87%	471	518	91%
	White	288	355	81.1%	328	437	75%	440	557	79%	498	600	83%	526	605	87%	559	614	91%
	LEP	60	112	53.6%	220	293	75%	298	377	79%	337	406	83%	357	410	87%	379	416	91%
	Econ. Dis.	821	1227	66.9%	963	1284	75%	1306	1653	79%	1478	1781	83%	1563	1796	87%	1660	1824	91%
	Special Ed.	23	48	47.9%	84	113	75%	115	145	79%	129	156	83%	137	158	87%	146	160	91%
STAAR Grade 7 Writing	All participating students	1877	2265	82.9%	1934	2579	75%	2291	2900	79%	2594	3125	83%	2741	3150	87%	2912	3200	91%
	African American	292	331	88.2%	331	441	75%	442	560	79%	500	603	83%	529	608	87%	562	618	91%
	Hispanic	885	1152	76.8%	897	1197	75%	1031	1305	79%	1168	1407	83%	1234	1418	87%	1310	1440	91%
	American Indian	8	11	72.7%	8	10	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	Asian	323	343	94.2%	323	431	75%	371	470	79%	420	506	83%	444	510	87%	471	518	91%
	White	344	401	85.8%	375	500	75%	440	557	79%	498	600	83%	526	605	87%	559	614	91%
	LEP	61	128	47.7%	251	335	75%	298	377	79%	337	406	83%	357	410	87%	379	416	91%

STAAR Grade 8 Reading	<i>Econ. Dis.</i>	1043	1315	79.3%	1103	1470	75%	1306	1653	79%	1478	1781	83%	1563	1796	87%	1660	1824	91%
	<i>Special Ed.</i>	28	49	57.1%	97	129	75%	115	145	79%	129	156	83%	137	158	87%	146	160	91%
	All participating students	1689	1859	90.9%	1787	2382	75%	2192	2775	79%	2469	2975	83%	2762	3175	87%	2912	3200	91%
	<i>African American</i>	265	285	93.0%	305	407	75%	423	536	79%	476	574	83%	533	613	87%	562	618	91%
	<i>Hispanic</i>	844	957	88.2%	829	1105	75%	987	1249	79%	1111	1339	83%	1243	1429	87%	1310	1440	91%
	<i>American Indian</i>	7	9	77.8%	7	10	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	<i>Asian</i>	258	269	95.9%	298	398	75%	356	450	79%	400	482	83%	447	514	87%	471	518	91%
	<i>White</i>	290	313	92.7%	347	462	75%	421	533	79%	474	571	83%	531	610	87%	559	614	91%
	<i>LEP</i>	40	78	51.3%	232	310	75%	285	361	79%	321	387	83%	359	413	87%	379	416	91%
	<i>Econ. Dis.</i>	945	1082	87.3%	1018	1358	75%	1250	1582	79%	1408	1696	83%	1575	1810	87%	1660	1824	91%
STAAR Grade 8 Mathematics	<i>Special Ed.</i>	32	45	71.1%	89	119	75%	110	139	79%	124	149	83%	138	159	87%	146	160	91%
	All participating students	2279	2704	84.3%	1634	2179	75%	2192	2775	79%	2469	2975	83%	2762	3175	87%	2912	3200	91%
	<i>African American</i>	353	420	84.0%	279	373	75%	423	536	79%	476	574	83%	533	613	87%	562	618	91%
	<i>Hispanic</i>	992	1265	78.4%	758	1011	75%	987	1249	79%	1111	1339	83%	1243	1429	87%	1310	1440	91%
	<i>American Indian</i>	11	16	68.8%	7	9	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	<i>Asian</i>	465	482	96.5%	273	364	75%	356	450	79%	400	482	83%	447	514	87%	471	518	91%
	<i>White</i>	427	486	87.9%	317	423	75%	421	533	79%	474	571	83%	531	610	87%	559	614	91%
	<i>LEP</i>	45	75	60.0%	212	283	75%	285	361	79%	321	387	83%	359	413	87%	379	416	91%
	<i>Econ. Dis.</i>	1139	1446	78.8%	932	1242	75%	1250	1582	79%	1408	1696	83%	1575	1810	87%	1660	1824	91%
	<i>Special Ed.</i>	34	51	66.7%	82	109	75%	110	139	79%	124	149	83%	138	159	87%	146	160	91%
STAAR Grade 8 Science	All participating students	1310	1818	72.1%	1738	2317	75%	2192	2775	79%	2469	2975	83%	2762	3175	87%	2912	3200	91%
	<i>African American</i>	211	283	74.6%	297	396	75%	423	536	79%	476	574	83%	533	613	87%	562	618	91%
	<i>Hispanic</i>	598	948	63.1%	806	1075	75%	987	1249	79%	1111	1339	83%	1243	1429	87%	1310	1440	91%
	<i>American Indian</i>	8	11	72.7%	7	9	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
	<i>Asian</i>	223	246	90.7%	290	387	75%	356	450	79%	400	482	83%	447	514	87%	471	518	91%
	<i>White</i>	249	307	81.1%	337	449	75%	421	533	79%	474	571	83%	531	610	87%	559	614	91%
	<i>LEP</i>	22	65	33.8%	226	301	75%	285	361	79%	321	387	83%	359	413	87%	379	416	91%
	<i>Econ. Dis.</i>	690	1072	64.4%	991	1321	75%	1250	1582	79%	1408	1696	83%	1575	1810	87%	1660	1824	91%
	<i>Special Ed.</i>	18	48	37.5%	87	116	75%	110	139	79%	124	149	83%	138	159	87%	146	160	91%
	STAAR Grade 8 Social Studies	All participating students	1258	1842	68.3%	1778	2370	75%	2192	2775	79%	2469	2975	83%	2762	3175	87%	2912	3200
<i>African American</i>		209	284	73.6%	304	405	75%	423	536	79%	476	574	83%	533	613	87%	562	618	91%
<i>Hispanic</i>		573	948	60.4%	825	1100	75%	987	1249	79%	1111	1339	83%	1243	1429	87%	1310	1440	91%
<i>American Indian</i>		7	11	63.6%	7	9	75%	6	8	79%	7	9	83%	8	9	87%	9	10	91%
<i>Asian</i>		221	264	83.7%	297	396	75%	356	450	79%	400	482	83%	447	514	87%	471	518	91%
<i>White</i>		228	311	73.3%	345	460	75%	421	533	79%	474	571	83%	531	610	87%	559	614	91%
<i>LEP</i>		17	65	26.2%	231	308	75%	285	361	79%	321	387	83%	359	413	87%	379	416	91%
<i>Econ. Dis.</i>		643	1071	60.0%	1013	1351	75%	1250	1582	79%	1408	1696	83%	1575	1810	87%	1660	1824	91%
<i>Special Ed.</i>		20	48	41.7%	89	119	75%	110	139	79%	124	149	83%	138	159	87%	146	160	91%

Performance Measure (Grades 4-8 –b)	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%
		<i>African American</i>	NA	70%	78%	86%	93%	100%
		<i>Hispanic</i>	NA	70%	78%	86%	93%	100%
		<i>Asian</i>	NA	70%	78%	86%	93%	100%
		<i>White</i>	NA	70%	78%	86%	93%	100%
		<i>LEP</i>	NA	60%	68%	76%	84%	90%
		<i>Econ. Dis.</i>	NA	70%	78%	86%	93%	100%
		<i>Special Ed.</i>	NA	50%	60%	70%	80%	90%
		All participating students	NA	30%	36%	42%	48%	54%

% of Students to win awards in Science Competition (no baseline data because past participation not tracked)	Grades 6-8	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 in schools participating in the initiative 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 students; targets for following years based on system-wide rollout) (new initiative for SY 2012-2013)	Grades 6-8	All participating students	0%	0%	75%	82%
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%
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

Grantee Name: Harmony Public Schools

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)

Performance Measure (Grades 9-12 – a)										Applicable Population: Grade 12 only											
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																					
Subgroup	Baseline			Target																	
	SY 2011-2012			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			
	# 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	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% 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 (I/J)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (K/L)*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%	738	761	97%	1,292	1,318	98%	1,745	1,763	99%	2,181	2,181	100%			
African American	34	35	97%	91	93	98%	145	147	99%	254	254	100%	340	340	100%	421	421	100%			
Hispanic	143	151	95%	207	216	96%	331	342	97%	580	592	98%	784	792	99%	979	979	100%			
Native American	1	1	100%	2	2	100%	3	3	100%	5	5	100%	7	7	100%	9	9	100%			
Asian	45	47	96%	76	78	97%	121	123	98%	211	214	99%	286	286	100%	353	353	100%			
White	61	65	94%	89	92	96%	143	146	98%	251	253	99%	338	338	100%	419	419	100%			
LEP	8	9	89%	61	66	92%	99	105	94%	175	182	96%	238	243	98%	301	301	100%			
Econ Disadvantaged	189	199	95%	263	274	96%	421	434	97%	736	751	98%	995	1,005	99%	1,243	1,243	100%			
Special Ed	8	9	89%	14	15	92%	22	24	94%	39	41	96%	54	55	98%	68	68	100%			

Performance Measure (Grades 9-12 – b)										Applicable Population: Grades 9-11											
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).																					
On-track Indicator	Subgroup	Baseline			Target																
		SY 2011-2012			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		
	# 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 (I/J)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (K/L)*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
On-track = STAAR passing	All participating students	1407	1597	88%	1322	1763	75%	1723	2181	79%	2034	2450	83%	2393	2750	87%	2639	2900	91%		
	African American	194	222	87%	227	302	75%	333	421	79%	393	473	83%	462	531	87%	510	560	91%		
	Hispanic	673	803	84%	614	818	75%	776	982	79%	915	1103	83%	1077	1238	87%	1188	1305	91%		
	American Indian	7	7	100%	5	7	75%	5	6	79%	6	7	83%	7	8	87%	7	8	91%		
	Asian	265	272	97%	221	294	75%	279	353	79%	330	397	83%	387	445	87%	428	470	91%		
	White	249	274	91%	257	342	75%	331	419	79%	390	470	83%	459	528	87%	507	557	91%		
	LEP	28	35	80%	173	230	75%	224	283	79%	264	318	83%	311	358	87%	343	377	91%		
	Econ. Dis.	739	876	84%	754	1005	75%	982	1243	79%	1160	1397	83%	1364	1568	87%	1504	1653	91%		
	Special Ed.	27	36	75%	66	88	75%	86	109	79%	102	123	83%	120	138	87%	132	145	91%		
STAAR EOC Algebra I	All participating students	1143	1243	92%	1322	1763	75%	1723	2181	79%	2034	2450	83%	2393	2750	87%	2639	2900	91%		
	African American	147	158	93%	227	302	75%	333	421	79%	393	473	83%	462	531	87%	510	560	91%		
	Hispanic	588	662	89%	614	818	75%	776	982	79%	915	1103	83%	1077	1238	87%	1188	1305	91%		

STAAR EOC Biology	American Indian	4	5	80%	5	7	75%	5	6	79%	6	7	83%	7	8	87%	7	8	91%
	Asian	189	191	99%	221	294	75%	279	353	79%	330	397	83%	387	445	87%	428	470	91%
	White	202	214	94%	257	342	75%	331	419	79%	390	470	83%	459	528	87%	507	557	91%
	LEP	25	34	74%	173	230	75%	224	283	79%	264	318	83%	311	358	87%	343	377	91%
	Econ. Dis.	647	729	89%	754	1005	75%	982	1243	79%	1160	1397	83%	1364	1568	87%	1504	1653	91%
	Special Ed.	25	36	69%	66	88	75%	86	109	79%	102	123	83%	120	138	87%	132	145	91%
STAAR EOC English I	All participating students	N/A	N/A	N/A	1322	1763	75%	1723	2181	79%	2034	2450	83%	2393	2750	87%	2639	2900	91%
	African American	N/A	N/A	N/A	227	302	75%	295	373	79%	349	420	83%	462	531	87%	510	560	91%
	Hispanic	N/A	N/A	N/A	614	818	75%	799	1012	79%	943	1136	83%	1077	1238	87%	1188	1305	91%
	American Indian	N/A	N/A	N/A	5	7	75%	7	9	79%	8	10	83%	7	8	87%	7	8	91%
	Asian	N/A	N/A	N/A	221	294	75%	288	364	79%	339	409	83%	387	445	87%	428	470	91%
	White	N/A	N/A	N/A	257	342	75%	334	423	79%	394	475	83%	459	528	87%	507	557	91%
	LEP	N/A	N/A	N/A	173	230	75%	224	283	79%	265	319	83%	311	358	87%	343	377	91%
	Econ. Dis.	N/A	N/A	N/A	754	1005	75%	982	1243	79%	1159	1396	83%	1364	1568	87%	1504	1653	91%
	Special Ed.	N/A	N/A	N/A	66	88	75%	86	109	79%	101	122	83%	120	138	87%	132	145	91%
	All participating students	N/A	N/A	N/A	1137	1516	75%	1393	1763	79%	1810	2181	83%	2132	2450	87%	2503	2750	91%
African American	N/A	N/A	N/A	194	258	75%	239	302	79%	310	373	83%	365	420	87%	483	531	91%	
Hispanic	N/A	N/A	N/A	528	704	75%	646	818	79%	840	1012	83%	988	1136	87%	1127	1238	91%	
American Indian	N/A	N/A	N/A	5	6	75%	6	7	79%	7	9	83%	9	10	87%	7	8	91%	
Asian	N/A	N/A	N/A	190	253	75%	232	294	79%	302	364	83%	356	409	87%	405	445	91%	
White	N/A	N/A	N/A	221	295	75%	270	342	79%	351	423	83%	413	475	87%	480	528	91%	
LEP	N/A	N/A	N/A	148	197	75%	182	230	79%	235	283	83%	278	319	87%	326	358	91%	
Econ. Dis.	N/A	N/A	N/A	648	864	75%	794	1005	79%	1032	1243	83%	1215	1396	87%	1427	1568	91%	
Special Ed.	N/A	N/A	N/A	57	76	75%	70	88	79%	90	109	83%	106	122	87%	126	138	91%	
STAAR EOC U.S. History	All participating students	N/A	N/A	N/A	989	1318	75%	1198	1516	79%	1463	1763	83%	1897	2181	87%	2230	2450	91%
	African American	N/A	N/A	N/A	169	225	75%	204	258	79%	251	302	83%	325	373	87%	382	420	91%
	Hispanic	N/A	N/A	N/A	459	612	75%	556	704	79%	679	818	83%	880	1012	87%	1034	1136	91%
	American Indian	N/A	N/A	N/A	4	5	75%	5	6	79%	6	7	83%	8	9	87%	9	10	91%
	Asian	N/A	N/A	N/A	165	220	75%	200	253	79%	244	294	83%	317	364	87%	372	409	91%
	White	N/A	N/A	N/A	192	256	75%	233	295	79%	284	342	83%	368	423	87%	432	475	91%
	LEP	N/A	N/A	N/A	128	171	75%	156	197	79%	191	230	83%	246	283	87%	290	319	91%
	Econ. Dis.	N/A	N/A	N/A	563	751	75%	683	864	79%	834	1005	83%	1081	1243	87%	1270	1396	91%
	Special Ed.	N/A	N/A	N/A	50	66	75%	60	76	79%	73	88	83%	95	109	87%	111	122	91%

Performance Measure (Grades 9-12 – c)			Applicable Population: Grades 9-12																	
			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. Performance Measures: PSAT, AP Exams, SAT																	
Subgroup	Baseline						Target													
	SY 2011-2012			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		
	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (D/E)*100	# Participating Students on track	Total # of Participating Students	% on track (G/H)*100	# Participating Students on track	Total # of Participating Students	% on track (J/K)*100	# Participating Students on track	Total # of Participating Students	% on track (M/N)*100	# Participating Students on track	Total # of Participating Students	% on track (P/Q)*100		
# of Students who took PSAT	Grade 10	All participating students	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	All participating students	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	All participating students	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%

Performance Measure (Grades 9-12 – d)	Applicable Population	Subgroup	Baseline	Target				
			SY 2011-12	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%
% of Students to Participate in Science Competitions (no baseline data because past participation not tracked)	Grades 9-12	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 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 in schools participating in the initiative 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 students)	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%
		White	0%	0%	75%	82%	91%	100%
		LEP	0%	0%	75%	82%	91%	100%

participating students targets for following years based on system-wide	Econ. Dis.	0%	0%	75%	82%	91%	100%
	Special Ed.	0%	0%	70%	78%	89%	100%

Performance Measure (Grades 9-12 – e)	Applicable Population	Subgroup	Baseline	Target				
			SY 2011-12	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
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

Grantee Name: Harmony Public Schools			
Project Name: Project Based Learning (PBL)			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
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.			
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 first year. Necessary to develop the PBL content so teachers system-wide have access to quality PBL content.	<ul style="list-style-type: none"> 12 lead teachers, 5 months of their part time effort (50%), at \$2,100/mo. 12 people @ \$2,100/mo for 5 months) = \$126,000. One-time investment. 	\$126,000	
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			
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.	\$25,200	
3. Travel:			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
None			
4. Equipment			
a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
None			
5. Supplies			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
PBL classroom supplies. Needed to do high level PBL projects. Necessary because our students would not be able to purchase supplies on their own.	<ul style="list-style-type: none"> \$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. PBL supplies often times are lab like materials. PBL, one of the main components of our program, provides the backbone for our personalized learning initiative. 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. Ongoing operational cost. 9-12: Physics \$22,050 Biology \$19,200 Chemistry \$19,800 Math \$7,756 ELA \$5,000 Social Studies \$5,000 6-8: STEM \$17,500 ELA \$5,000 Social Studies \$5,000	\$3,286,073	
6. Contractual			

a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost	
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	
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. Amended as of 9/4/2013	\$902,058	
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.	\$18,187	
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.	\$25 annual fee per user. Purchased for every participating student and teacher. Estimated 61,346.24 users over 4 years (fraction comes from teacher FTE). Please see breakdown of users by years below. Ongoing operational cost.	\$1,533,656	
Supplies for PBL consultants. Various office supplies. Needed to develop PBL curriculum and assessment materials. Necessary to for development of PBL content and framework.	\$1,500 for each of the 4 PBL consultants (science, math, ELA, social studies). One-time investment.	\$6,000	
7. Training Stipends			
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
None			
8. Other			
a. Other items by major type or category (e.g., communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost	
None			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	\$6,297,174	
10. Total Indirect Costs			
a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost	
None		0	
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	\$6,297,174	
12. Funds from other sources used to support the project			
a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	
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.	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.	\$3,363,969	
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: 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	\$10,287,188	

Grantee Name: Harmony Public Schools			
Project Name: Custom Day			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
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			
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			
None			
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
None			
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			
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.			
Educational software licensing fees. Needed to have online remedial, advancement, and elective courses. Necessary to have personalized content for students.	\$61 annually per each participating student. \$33 per student is requested from RTT-D. \$28 per student will come from State funds. Ongoing operational cost. Yr 1 Yr 2 Yr 3 Yr 4 St. 6-8: 8,575 9,100 9,325 9,950 St. 9-12: 6,023 7,712 9,144 10,281 Amended as of 9/4/2013	\$3,822,799	
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.			
Custom Day consultants to develop the Custom Day curriculum and assessment rubrics and professional development modules.	\$100,000 for each of the 4 Custom Day consultants (science, math, ELA, social studies). Year 1 only. One-time investment. Amended as of 9/4/2013	\$150,000	
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.	3 days annually, \$4,300 per day for 25 teachers. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost. Amended as of 9/4/2013	\$974,857	
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	
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.	\$1,500 for each of the 4 Custom Day consultants (science, math, ELA, social studies). One-time investment.	\$6,000	
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).			
None			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
None			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	\$4,971,844	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			
None			
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	\$4,971,844	
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)			

Supplies: Educational software licensing fees. Needed to have online remedial, advancement, and elective courses. Necessary to have personalized content for students.	Total \$61 annually per each participating student. Ongoing operational cost. Harmony will spend \$28 per participating student from State funds. Ongoing operational cost. Yr 1 Yr 2 Yr 3 Yr 4 St. 6-8: 8,575 9,100 9,325 9,950 St. 9-12: 6,023 7,712 9,144 10,281	\$1,963,080	
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.	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.	\$566,609	
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 Custom Day. 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	\$7,560,969	

Grantee Name: Harmony Public Schools			
Project Name: Dashboard			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
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.			
a. The title of the position to be compensated under this project b. The role/responsibility of that position c. Why the position is necessary to implement the project	a. The salary of the position b. The number of employees c. The amount of time (hours, percent full-time-employee, months, etc.) to be expended d. Any additional basis for cost estimates or computations	Cost	
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. Year 1: There are 18 months in Year 1 (long year). 3 people @ (\$65K/yr first 12 months; then \$67K/yr for 6 months) = \$295,500. Year 2: There are 12 months in Year 2. 3 people @ \$67K/yr first 6 months and; then 1 person @ \$69K/yr for second 6 months = \$135,000. Year 3: There are 12 months in Year 3. 1 person @ (\$69K/yr first 6 months and; then \$71K/yr for second 6 months) = \$70,000. Year 4: There are 6 months in Year 4 (short year). 1 person @ \$71K/yr for 6 months = \$35,500. Ongoing operational cost.	\$536,000	
Dashboards Project Manager to oversee design and development and management of data dashboards. Necessary to provide input from Academics team to software developers and oversee Dashboards' improvement.	1 person. Year 1: There are 18 months in Year 1 (long year). \$70K/yr first 12 months; then \$72K/yr for 6 months = \$106,000. Year 2: There are 12 months in Year 2. \$72K/yr first 6 months and; then \$74K/yr for second 6 months = \$73,000. Year 3: There are 12 months in Year 3. \$74K/yr first 6 months and; then \$76K/yr for second 6 months = \$75,000. Year 4: There are 6 months in Year 4 (short year). \$76K/yr for 6 months = \$38,000. Ongoing operational cost.	\$292,000	
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, Year 1: There are 18 months in Year 1 (long year). \$63K/yr first 12 months; then \$65K/yr for 6 months = \$95,500. Year 2: There are 12 months in Year 2. \$65K/yr first 6 months and; then \$67K/yr for second 6 months = \$66,000. Year 3: There are 12 months in Year 3. \$67K/yr first 6 months and; then \$69K/yr for second 6 months = \$68,000. Year 4: There are 6 months in Year 4 (short year). \$69K/yr for 6 months = \$34,500. Ongoing operational cost.	\$264,000	
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			
• The title of the position to be compensated with fringe benefits under this project	a. The fringe benefit percentages for all personnel in the project b. The basis for cost estimates or computations	Cost	
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	
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.	\$52,800	
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
a. A description of the travel b. The parties that will engage in the travel c. Purpose of travel	a. An estimate of the number of trips b. An estimate of transportation and/or subsistence costs for each trip c. Any additional basis for cost estimates or computations	Cost	
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.	\$10,000 annually for Year 1-2.	\$20,000	
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			

a. The type of equipment to be purchased b. Purpose of purchase	a. The estimated unit cost for each item to be purchased b. The number of units being purchased. c. The definition of equipment used by the applicant d. Any additional basis for cost estimates or computations	Cost	
<i>none</i>			
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.			
a. The supplies being purchased b. Purpose of purchase	a. An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies) b. The basis for cost estimates or computations	Cost	
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	
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.			
a. The products to be acquired and/or the professional services to be provided b. Purpose of acquisition	a. The estimated cost per expected procurement b. For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award c. For any meeting or logistics support, identify anticipated locations and approximate rates d. Any additional basis for cost estimates or computations	Cost	
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	
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).			
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
<i>none</i>			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
a. Other items by major type or category (e.g., communications, printing, postage, equipment rental) b. Purpose of expenditures	a. The cost per item (e.g., printing = \$500, postage = \$750) b. Any additional basis for cost estimates or computations	Cost	
<i>none</i>			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	\$2,148,650	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			
a. Identify and apply the indirect cost rate	a. Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	Cost	
<i>none</i>			
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	\$2,148,650	
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)			
a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	Cost	
<i>none</i>			
13. Total Budget			
Sum lines 11-12.			
n/a	n/a	\$2,148,650	

Grantee Name: Harmony Public Schools			
Project Name: Social-Emotional Learning			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
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			
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			
none			
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
none			
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			
none			
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			
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).			
a. The training to be acquired, consistent with the note above b. Purpose of purchase	a. The personnel who will participate in the training b. Cost per session/trainee (if available) c. The cost estimates and basis for these estimates	Cost	
none			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
none			
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			
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. Year 1: There are 18 months in Year 1 (long year). 10% effort @ \$66K/yr first 12 months; then \$68K/yr for 6 months = \$10,000. Year 2: There are 12 months in Year 2. 10% effort @ \$68K/yr first 6 months and; then \$70K/yr for second 6 months = \$6,900. Year 3: There are 12 months in Year 3. 10% effort @ \$70K/yr first 6 months and; then \$72K/yr for second 6 months = \$7,100. Year 4: There are 6 months in Year 4 (short year). 10% effort @ \$72K/yr for 6 months = \$3,600. Ongoing operational cost. 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	

Grantee Name: Harmony Public Schools			
Project Name: Implementation & Support for all projects			
Table 4-1: Project-Level Itemized Costs			
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
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.	<ul style="list-style-type: none"> • 1 person, full time. Year 1: There are 18 months in Year 1 (long year). \$87K/yr first 12 months; then \$89K/yr for 6 months = \$131,500. Year 2: There are 12 months in Year 2. \$89K/yr first 6 months and; then \$91K/yr for second 6 months = \$90,000. Year 3: There are 12 months in Year 3. \$91K/yr first 6 months and; then \$93K/yr for second 6 months = \$92,000. Year 4: There are 6 months in Year 4 (short year). \$93K/yr for 6 months = \$46,500. Ongoing operational cost. 	\$360,000	
Cluster Data Analysts to perform data analysis for participating schools in clusters. Necessary to do data/items analysis for ongoing improvement.	<ul style="list-style-type: none"> • 9 people, full time. Year 1: There are 18 months in Year 1 (long year). 9 people @ \$60K/yr first 12 months; then \$62K/yr for 6 months = \$819,000. Year 2: There are 12 months in Year 2. 9 people @ \$62K/yr first 6 months and; then \$64K/yr for second 6 months = \$567,000. Year 3: There are 12 months in Year 3. 9 people @ (\$64K/yr first 6 months and; then \$66K/yr for second 6 months) = \$585,000. Year 4: There are 6 months in Year 4 (short year). 9 people @ \$66K/yr for 6 months = \$297,000. Ongoing operational cost. 	\$2,268,000	
Instructional Technology Director to oversee and support technology integration in Custom Day & PBL initiatives. Necessary to help teachers integrate technology in daily instruction.	<ul style="list-style-type: none"> • 1 person, full time. Year 1: There are 18 months in Year 1 (long year). \$78K/yr first 12 months; then \$80K/yr for 6 months = \$118,000. Year 2: There are 12 months in Year 2. \$80K/yr first 6 months and; then \$82K/yr for second 6 months = \$81,000. Year 3: There are 12 months in Year 3. \$82K/yr first 6 months and; then \$84K/yr for second 6 months = \$83,000. Year 4: There are 6 months in Year 4 (short year). \$84K/yr for 6 months = \$42,000. Ongoing operational cost. 	\$324,000	
Training stipends to teachers to increase and encourage attendance in professional development related to key initiatives including PBL. 80% attendance will be required.	<ul style="list-style-type: none"> • \$300 per participating teacher overall. 708, 841, 946, and 1,045 teachers (total 3,541.308 FTE) (Year 1-4). Ongoing operational cost. 	\$1,062,392	
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			
Project Director	<ul style="list-style-type: none"> • 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost. 	\$72,000	
Cluster Data Analysts	<ul style="list-style-type: none"> • 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost. 	\$453,600	
Instructional Technology Director	<ul style="list-style-type: none"> • 20% of salaries budgeted above in Personnel section. Fringe benefits include FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits. Ongoing operational cost. 	\$64,800	
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 key leadership and grant personnel to attend U.S. Department of Education events.	<ul style="list-style-type: none"> • Expenses for 1 person for a 2-day trip: \$1,000 (\$600 airfare, \$300 hotel, \$100 meals). 4 people x 4 trips a year = \$1,000 x 4 x4 = \$16,000 4 years x \$16,000 = \$64,000 	\$64,000	
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			
<i>none</i>			
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.			

<p>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.</p>	<p>• \$429 per device. Each participating student and teachers receive one. 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. Number of tech devices by years is provided below.</p> <p style="text-align: center;">Yr 1 Yr 2 Yr 3 Yr 4</p> <p>St. 6-8: 8,575 9,100 9,325 9,950 St. 9-12: 6,023 7,712 9,144 10,281 Teacher: 708 841 946 1,045</p>	\$8,628,705	
<p>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.</p>	<p>• \$24,472 per participating school. Various technology supplies. 38 school in Year 1, 3 additional schools in Year 2. One-time investment. The breakdown of IT Infrastructure upgrades is provided below.</p> <p>Amended as of 9/4/2013</p>	\$904,719	
6. Contractual			
<p>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.</p>			
<p>Updating teacher and principal evaluation system to align with key initiatives including PBL.</p>	<p>\$80,000. Year 1 only. One-time investment.</p>	\$80,000	
<p>Training to principals and assistant principals to use the updated teacher and principal evaluation. Necessary for inter-reliability purposes.</p>	<p>\$4,500 for trainings in each of the 9 clusters every year. Ongoing operational cost.</p>	\$162,000	
<p>Technology professional development to participating teachers and principals. Necessary to train teachers and principals on how to integrate technology in the classroom.</p>	<p>3 days annually, \$3,600 per day for 25 teachers. 708, 841, 946, and 1,045 teachers (Year 1-4). Ongoing operational cost.</p> <p>Amended as of 9/4/2013</p>	\$790,154	
<p>Consultants to monitor progress of the implementation of key initiatives throughout the year. Necessary for ongoing improvement.</p>	<p>2 sessions annually, \$2,000 per session. Ongoing operational cost.</p>	\$16,000	
<p>Maintenance of tech devices. Necessary for upkeep of tech devices for continuous implementation of key initiatives including PBL.</p>	<p>\$2,700 per participating school. 38 schools in Year 1, 41 schools in Year 2-4. Ongoing operational cost.</p>	\$241,500	
7. Training Stipends			
<p>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).</p>			
<p><i>none</i></p>			
8. Other			
<p>Explain other expenditures that may exist and are not covered by other categories.</p>			
<p><i>none</i></p>			
9. Total Direct Costs:			
<p>Sum lines 1-8.</p>			
<p>n/a</p>	<p>n/a</p>	\$15,491,870	
10. Total Indirect Costs			
<p>Identify and apply the indirect cost rate.</p>			
<p><i>none</i></p>			
11. Total Grant Funds Requested			
<p>Sum lines 9-10.</p>			
<p>n/a</p>	<p>n/a</p>	\$15,491,870	
12. Funds from other sources used to support the project			
<p>Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)</p>			
<p>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.</p>	<p>• Total 6 people, 5% effort. Year 1: There are 18 months in Year 1 (long year). 6 people @ 5% effort @ \$85K/yr first 12 months; then \$87K/yr for 6 months = \$38,550. Year 2: There are 12 months in Year 2. 6 people @ 5% effort @ \$87K/yr first 6 months and; then \$89K/yr for second 6 months = \$26,400. Year 3: There are 12 months in Year 3. 6 people @ 5% effort @ (\$89K/yr first 6 months and; then \$91K/yr for second 6 months) = \$27,000. Year 4: There are 6 months in Year 4 (short year). 9 people @ 5% effort @ \$91K/yr for 6 months = \$13,650. Source is State funds. One-time investment.</p>	\$105,600	

<p>Fringe Benefits: Curriculum Specialists (Science, Math, ELA, Social Studies), Director of Secondary Curriculum, and Chief Academic Officer</p>	<p>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.</p>	<p>\$21,120</p>																					
<p>Travel: Teachers to attend professional development</p>	<p>\$300 per teacher to cover travel and subsistence to attend professional development for 708, 841, 946, and 1,045 teachers (Year 1 to 4). Source is State funds. Ongoing operational cost.</p>	<p>\$1,062,392</p>																					
<p>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.</p>	<p>Total \$400 per device. 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.</p> <table border="0" style="margin-left: 40px;"> <tr> <td></td> <td>Yr 1</td> <td>Yr 2</td> <td>Yr 3</td> <td>Yr 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>		Yr 1	Yr 2	Yr 3	Yr 4	St. 6-8:	8,575	9,100	9,325	9,950	St. 9-12:	6,023	7,712	9,144	10,281	Teacher:	708	841	946	1,045	<p>\$505,775</p>	
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<p>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.</p>	<p>\$24,472 per participating school. 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.</p>	<p>\$184,500</p>																					
<p>Contractual: Maintenance of tech devices. Necessary for upkeep of tech devices for continuous implementation of key initiatives including PBL.</p>	<p>Total \$2,700 per participating school. 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.</p>	<p>\$193,200</p>																					
<p>13. Total Budget</p>																							
<p>Sum lines 11-12.</p>																							
<p>n/a</p>	<p>n/a</p>	<p>\$17,564,457</p>																					