

## MEMORANDUM

April 3, 2023

TO: Board Members

FROM: Millard L. House II  
Superintendent of Schools

SUBJECT: **EXTERNAL PERFORMANCE CONTRACT CAMPUS EVALUATION, 2021–2022**

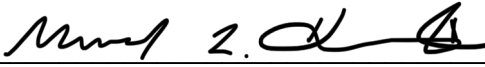
CONTACT: Allison Matney, Ed.D., 713-556-6700

Houston ISD has implemented a comprehensive performance accountability and compliance monitoring system that provides the board with the information necessary to make rigorous, evidence-based decisions regarding performance contract renewal, termination, and probation or other interventions, as is required by Board Policy EL(LOCAL). The attached report provides the evaluation of contract campuses through a review of academic, financial, and operational performance.

Key findings include:

- Academic Framework indicators 1–3 measure performance on the Renaissance 360 Early Literacy/Reading and Mathematics assessments and the combined performance on all STAAR/EOC exams. Contract campuses met between 25 and 83 percent of these indicators.
- Academic Framework indicators 4–6 measure progress toward HB 3 early literacy, early math, and CCMR targets. Texas Connections Academy Houston met all early literacy and early math targets and did not meet any of the CCMR targets. The other three elementary and high school contract campuses did not meet any of the HB 3 targets.
- Campuses met expectations for Academic Framework indicator seven if they earned a TEA overall accountability rating of “A” or “B.” Six of the seven contract campuses received a passing result.
- Attendance rate, disciplinary actions, and dropout rate were also reported. Contract campuses had higher rates of attendance and lower rates of disciplinary actions and dropouts than district rates.
- The Financial Framework indicators assess financial health and viability of the operators of contract campuses. All four operators received a passing result.
- The Operational Framework indicators evaluate each campus’ compliance with educational, operational, governance, and reporting requirements. All seven contract campuses received a passing result.

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

 MLH

Attachment

cc: Superintendent's Direct Reports  
Mike Love, Ed.D.  
Geovanny Ponce, Ed.D.

Claude Cox II  
Willie Spencer  
Contract Campus Principals



# RESEARCH

Educational Program Report

**EXTERNAL PERFORMANCE CONTRACT  
CAMPUS EVALUATION, 2021-2022**



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# External Performance Contract Campus Evaluation, 2021–2022

## Executive Summary

### Description

As an independent school district, Houston Independent School District (HISD) contracted with four operators of seven External Performance Contract Campuses, or contract campuses. Houston ISD contract campuses receive funding through the district. Houston ISD has implemented a comprehensive performance accountability and compliance monitoring system that provides the board with the information necessary to make rigorous, evidence-based decisions regarding performance contract renewal, termination, and probation or other interventions, as is required by Board Policy EL(LOCAL). This report provides the evaluation of contract campuses through a review of academic, financial, and operational performance.

### Highlights

- Academic Framework indicators 1–3 measure performance on the Renaissance 360 Early Literacy/Reading and Mathematics assessments and the combined performance on all STAAR/EOC exams.
  - Energized for Excellence ES (Energized ES) met 25 percent of these indicators.
  - Energized for Excellence MS (Energized MS) met 47 percent of these indicators.
  - Energized for STEM Academy MS (E-STEM MS) met 30 percent of these indicators.
  - Energized for STEM Academy HS (E-STEM HS) met 67 percent of these indicators.
  - Mount Carmel Academy met 67 percent of these indicators.
  - Texas Connections Academy Houston (TCAH) met 83 percent of these indicators.
- Academic Framework indicators 4–6 measure progress toward HB 3 early literacy, early math, and CCMR targets. Middle schools and early childhood centers were excluded, as HB 3 progress only measures students in grades 3 or grades 9–12.
  - Energized ES, E-STEM HS, and Mount Carmel Academy did not meet any of the HB 3 targets.
  - TCAH met all five of the early literacy and all five of the early math targets and did not meet any of the seven CCMR targets.
- Campuses meet expectations for Academic Framework indicator seven if they earned a TEA overall accountability rating of “A” or “B.” TCAH earned an overall rating of “C,” failing to meet the expectation for indicator seven. The other six contract campuses met the expectation for indicator seven.
- Attendance rate, disciplinary actions, and dropout rate were also reported. Contract campuses had higher rates of attendance and lower rates of disciplinary actions and dropouts than district rates.
- The Financial Framework indicators assess financial health and viability of the operators of contract campuses. All four operators received a passing result for the financial framework for the 2021–2022 school year.
- The Operational Framework indicators evaluate each campus’ compliance with educational, operational, governance, and reporting requirements. All seven contract campuses received a passing result.

## Background

In 1995, Texas charter schools were authorized to improve student learning, increase choice of learning opportunities, create professional opportunities that attract new teachers, establish a new form of accountability, and encourage different and innovative learning methods within the public-school system (Texas Education Code, §12.118). Generally, Texas charter schools operate with more flexibility relative to instructional practices and decision making than traditional schools. The TEA established the Charter School Performance Framework report, which is divided into three guiding areas or standards: Academic, Financial, and Operational. The purpose of the standards is to determine whether charter schools are academically successful and effective, financially healthy and viable, and operationally effective, well-run, and compliant.

As an independent school district, Houston Independent School District (HISD) contracted with four operators of seven External Performance Contract Campuses, or contract campuses. Houston ISD contract campuses receive funding through the district. These campuses can control their budgets, staffing, curricula, and other operations. Houston ISD has implemented a comprehensive performance accountability and compliance monitoring system that is aligned with the Board’s performance standards and provides the board with the information necessary to make rigorous, evidence-based decisions regarding performance contract renewal, termination, and probation or other interventions, as is required by Board Policy EL(LOCAL) (see **Appendix A**, pp. A1–A17).

Per Board Policy EL(LOCAL), the Superintendent developed a campus performance framework aligned to the state accountability system by which contract campuses are evaluated annually. This report provides the evaluation of contract campuses through a review of academic, financial, and operational performance, as provided in the performance framework laid out in Board Policy EL(LOCAL) and in the contracts signed by each contract campus. These evaluation results will also be available on the Houston ISD website and provided to the campus’s governing body and leadership and parents/guardians of students at the campus.

### *Academic Framework Indicators*

The Academic Framework indicators facilitate evaluation of contract campus compliance with the academic expectations defined within the external performance contracts. The expectation is that students enrolled at contract campuses should perform on a level equal to or better than similar students in the district on the applicable student assessments mentioned below. The HISD Board of Education considers these results holistically upon deciding renewal of contracts.

**Table 1** displays the seven Academic Framework indicators and the possible ratings for each. The source for all Academic Framework indicators is the HISD Research and Accountability Department.

Table 1. Academic Framework Indicators		
Item	Indicator	Status
1	Performance on the Renaissance 360 Early Literacy/Reading Assessment	* Met Expectation * Did Not Meet Expectation
2	Performance on the Renaissance 360 Math Assessment	* Met Expectation * Did Not Meet Expectation
3	Combined performance on all STAAR and STAAR EOC exams	* Met Expectation * Did Not Meet Expectation

Table 1. Academic Framework Indicators, Continued		
Item	Indicator	Status
4	The annual House Bill 3 (HB 3) early literacy target as measured by the percentage of students in Grade 3 performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR	* Met Expectation * Did Not Meet Expectation * Not Applicable
5	The annual House Bill 3 (HB 3) early math target as measured by the percentage of students in Grade 3 performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR	* Met Expectation * Did Not Meet Expectation * Not Applicable
6	The annual House Bill 3 (HB 3) College, Career, and Military Readiness (CCMR) target as measured in Domain 1 of the state accountability system	* Met Expectation * Did Not Meet Expectation * Not Applicable
7	The campus earned a TEA Overall Accountability rating of "A" or "B"	* Met Expectation * Did Not Meet Expectation

Source: HISD Board Policy EL(LOCAL)

**Table 2** (p. 4) contains a summary of the performance on the Renaissance 360 Early Literacy/Reading and Math end-of-year (EOY) assessments and the combined performance on all STAAR/EOC exams (indicators one through three) for each campus for which data are available. Each campus has a different total number of indicators to be met for each assessment based on demographic details of the campus population. Detailed campus-level performance data on these assessments are available in **Appendix B** (pp. B1–B30).

- Energized for Excellence Elementary School (Energized ES) met 25 percent of the assessment indicators –two of the eight indicators for Renaissance 360 Early Literacy/Reading, three of the eight indicators for Renaissance 360 Math, and one of the eight indicators for all STAAR/EOC exams combined.
- Energized for Excellence Middle School (Energized MS) met 47 percent of the assessment indicators – one of the five indicators for Renaissance 360 Early Literacy/Reading, three of the five indicators for Renaissance 360 Math, and four of the seven indicators for all STAAR/EOC exams combined.
- Energized for STEM Academy Middle School (E-STEM MS) met 30 percent of the assessment indicators – two of the seven indicators for Renaissance 360 Early Literacy/Reading, one of the seven indicators for Renaissance 360 Math, and four of the nine indicators for all STAAR/EOC exams combined.
- Energized for STEM Academy High School (E-STEM HS) met 67 percent of the assessment indicators – zero of the five indicators for Renaissance 360 Early Literacy/Reading, five of the five indicators for Renaissance 360 Mathematics, and seven of the eight indicators for all STAAR/EOC exams combined.

Table 2. Assessment Performance Summary, 2022												
2022 Ren360 EOY Early Literacy/Reading	Energized ES (364)		Energized MS (342)		E-STEM MS (390)		E-STEM HS (321)		Mt Carmel (311)		TCAH (100)	
	At or Above District		At or Above District		At or Above District		At or Above District		At or Above District		At or Above District	
	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus
All Students	46%	36%	28%	20%	28%	18%	27%	17%	26%	14%	34%	72%
Male	44%	34%	27%	21%	27%	18%	26%	19%	25%	25%	33%	72%
Female	48%	39%	29%	20%	29%	17%	28%	15%	30%	4%	35%	72%
Economically Disadvantaged	39%	36%	19%	20%	19%	17%	19%	17%	19%	10%	27%	64%
Race/Ethnicity: Black	34%	51%	N/A		19%	28%	N/A		N/A		24%	60%
Race/Ethnicity: Hispanic	43%	34%	N/A		19%	28%	N/A		20%	12%	24%	60%
Race/Ethnicity: Asian	N/A		N/A		N/A		N/A		N/A		72%	86%
Race/Ethnicity: White	N/A		N/A		N/A		N/A		N/A		74%	76%
English Learners (EL)	44%	34%	20%	19%	20%	18%	18%	16%	17%	11%	28%	61%
Special Education	20%	20%	N/A		N/A		N/A		N/A		14%	47%
<b>Total At or Above District</b>	<b>2 of 8</b>		<b>1 of 5</b>		<b>2 of 7</b>		<b>0 of 5</b>		<b>1 of 6</b>		<b>10 of 10</b>	
2022 Ren360 EOY Math	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus
All Students	59%	57%	47%	45%	47%	42%	35%	66%	35%	48%	52%	82%
Male	61%	61%	47%	48%	47%	43%	33%	63%	N/A		52%	82%
Female	57%	54%	47%	42%	47%	42%	38%	68%	38%	47%	52%	81%
Economically Disadvantaged	53%	57%	41%	45%	41%	41%	33%	65%	33%	52%	46%	74%
Race/Ethnicity: Black	43%	59%	N/A		35%	33%	N/A		N/A		39%	72%
Race/Ethnicity: Hispanic	58%	57%	N/A		35%	33%	N/A		35%	50%	39%	72%
Race/Ethnicity: Asian	N/A		N/A		N/A		N/A		N/A		83%	93%
Race/Ethnicity: White	N/A		N/A		N/A		N/A		N/A		82%	84%
English Learners (EL)	60%	59%	44%	45%	44%	43%	32%	66%	33%	46%	50%	76%
Special Education	30%	26%	N/A		N/A		N/A		N/A		23%	63%
<b>Total At or Above District</b>	<b>3 of 8</b>		<b>3 of 5</b>		<b>1 of 7</b>		<b>5 of 5</b>		<b>5 of 5</b>		<b>10 of 10</b>	
2022 All STAAR/EOC Exams, Combined	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus
All Students	43%	32%	39%	36%	39%	38%	43%	58%	43%	51%	42%	44%
Male	43%	30%	38%	36%	38%	36%	40%	59%	40%	49%	40%	42%
Female	43%	34%	40%	36%	40%	39%	47%	56%	49%	52%	43%	46%
Economically Disadvantaged	36%	32%	32%	35%	32%	37%	38%	57%	38%	51%	36%	35%
Race/Ethnicity: Black	33%	45%	30%	43%	30%	39%	40%	74%	40%	24%	33%	31%
Race/Ethnicity: Hispanic	39%	31%	30%	35%	30%	37%	40%	57%	40%	51%	33%	40%
Race/Ethnicity: Asian	N/A		N/A		N/A		N/A		N/A		75%	70%
Race/Ethnicity: White	N/A		N/A		70%	39%	N/A		N/A		73%	49%
English Learners (EL)	38%	32%	31%	36%	31%	38%	26%	56%	26%	47%	32%	64%
Special Education	29%	4%	N/A		26%	0%	29%	10%	N/A		28%	23%
<b>Total At or Above District</b>	<b>1 of 8</b>		<b>4 of 7</b>		<b>4 of 9</b>		<b>7 of 8</b>		<b>6 of 7</b>		<b>5 of 10</b>	

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district. Results for Energized for Excellence Early Childhood Center (Energized ECC) are not displayed, as students at that campus are not assessed.



- Mount Carmel Academy met 67 percent of the assessment indicators – one of the six indicators for Renaissance 360 Early Literacy/Reading, five of the five indicators for Renaissance 360 Math, and six of the seven indicators for all STAAR/EOC exams combined.
- Texas Connections Academy, Houston (TCAH) met 83 percent of the assessment indicators – ten of the ten indicators for Renaissance 360 Early Literacy/Reading, ten of the ten indicators for Renaissance 360 Math, and five of the ten indicators for all STAAR/EOC exams combined.

**Table 3** contains a summary of the progress toward HB 3 early literacy and early mathematics targets (indicators four and five) and the College, Career, and Military Readiness (CCMR) target (indicator six) for each campus for which data are available. Each campus has a different total number of indicators to be met for each assessment based on demographic details of the campus population. As HB 3 progress only measures students in grade 3 or in grades 9–12, data are only shown for four of the seven campuses (middle schools and early childhood centers were excluded).

- Energized ES did not meet any of the five HB 3 targets for third grade reading or any of the five HB 3 targets for third grade math.
- E-STEM HS did not meet any of the five HB 3 targets for CCMR.
- Mount Carmel Academy did not meet any of the four HB 3 targets for CCMR.
- TCAH met five of the five HB 3 targets for third grade reading, five of the five HB3 targets for third grade math, and did not meet any of the seven HB 3 targets for CCMR.

Table 3. HB 3 Progress Summary, 2022												
HB 3 Early Literacy: 3rd Grade Reading Meets Grade Level			HISD		Energized ES (364)		E-STEM HS (321)		Mt Carmel (311)		TCAH (100)	
	District	Target	Campus	Target	Campus	Target	Campus	Target	Campus	Target	Campus	Target
All	46%	44%	28%	40%	N/A		N/A		N/A		59%	46%
African American	37%	33%	N/A		N/A		N/A		N/A		N/A	
Hispanic	41%	42%	25%	39%	N/A		N/A		N/A		54%	36%
White	80%	70%	N/A		N/A		N/A		N/A		64%	54%
American Indian	N/A		N/A		N/A		N/A		N/A		N/A	
Asian	79%	81%	N/A		N/A		N/A		N/A		N/A	
Pacific Islander	N/A		N/A		N/A		N/A		N/A		N/A	
Two or More Races	79%	71%	N/A		N/A		N/A		N/A		N/A	
Special Ed	30%	30%	N/A		N/A		N/A		N/A		N/A	
Eco. Disadv.	38%	38%	27%	37%	N/A		N/A		N/A		47%	36%
Special Ed (Former)	51%	42%	N/A		N/A		N/A		N/A		N/A	
EL (Curr + Mon)	38%	43%	28%	40%	N/A		N/A		N/A		N/A	
Cont. Enrolled	47%	45%	29%	42%	N/A		N/A		N/A		N/A	
Non-Cont. Enrolled	44%	39%	N/A		N/A		N/A		N/A		59%	44%
<b>Total Met Target</b>	<b>9 of 12</b>	<b>75%</b>	<b>0 of 5</b>	<b>0%</b>							<b>5 of 5</b>	<b>100%</b>
HB 3 Early Mathematics: 3rd Grade Math Meets Grade Level			HISD		Energized ES (364)		E-STEM HS (321)		Mt Carmel (311)		TCAH (100)	
	District	Target	Campus	Target	Campus	Target	Campus	Target	Campus	Target	Campus	Target
All	40%	48%	30%	53%	N/A		N/A		N/A		38%	33%
African American	26%	35%	N/A		N/A		N/A		N/A		N/A	
Hispanic	36%	47%	28%	52%	N/A		N/A		N/A		32%	31%
White	71%	73%	N/A		N/A		N/A		N/A		43%	40%
American Indian	N/A		N/A		N/A		N/A		N/A		N/A	
Asian	79%	86%	N/A		N/A		N/A		N/A		N/A	
Pacific Islander	N/A		N/A		N/A		N/A		N/A		N/A	
Two or More Races	72%	72%	N/A		N/A		N/A		N/A		N/A	
Special Ed	28%	32%	N/A		N/A		N/A		N/A		N/A	
Eco. Disadv.	32%	43%	29%	52%	N/A		N/A		N/A		23%	20%
Special Ed (Former)	48%	48%	N/A		N/A		N/A		N/A		N/A	
EL (Curr + Mon)	37%	48%	29%	53%	N/A		N/A		N/A		N/A	
Cont. Enrolled	41%	50%	30%	53%	N/A		N/A		N/A		N/A	
Non-Cont. Enrolled	34%	41%	N/A		N/A		N/A		N/A		38%	33%
<b>Total Met Target</b>	<b>2 of 12</b>	<b>17%</b>	<b>0 of 5</b>	<b>0%</b>							<b>5 of 5</b>	<b>100%</b>

**Table 3. HB 3 Progress Summary, 2022, Continued**

College Readiness: CCMR	HISD		Energized ES (364)		E-STEM HS (321)		Mt Carmel (311)		TCAH (100)	
	District	Target	Campus	Target	Campus	Target	Campus	Target	Campus	Target
All	60%	68%	N/A		49%	76%	55%	70%	30%	48%
African American	50%	60%	N/A		N/A		N/A		15%	40%
Hispanic	61%	68%	N/A		51%	79%	53%	71%	26%	48%
White	64%	75%	N/A		N/A		N/A		32%	51%
American Indian	52%	58%	N/A		N/A		N/A		N/A	
Asian	87%	92%	N/A		N/A		N/A		N/A	
Pacific Islander	N/A		N/A		N/A		N/A		N/A	
Two or More Races	61%	69%	N/A		N/A		N/A		N/A	
Special Ed	72%	69%	N/A		N/A		N/A		N/A	
Eco. Disadv.	58%	66%	N/A		50%	76%	55%	67%	23%	39%
Special Ed (Former)	25%	53%	N/A		N/A		N/A		N/A	
EL (Curr + Mon)	46%	55%	N/A		48%	70%	N/A		N/A	
Cont. Enrolled	63%	69%	N/A		49%	75%	53%	74%	29%	52%
Non-Cont. Enrolled	36%	54%	N/A		N/A		N/A		30%	43%
<b>Total Met Target</b>	<b>1 of 13</b>	<b>8%</b>			<b>0 of 5</b>	<b>0%</b>	<b>0 of 4</b>	<b>0%</b>	<b>0 of 7</b>	<b>0%</b>

Source: 2021-2022 TAPR

**Table 4** displays the seven contract campuses and the 2022 TEA Overall Accountability rating. TCAH earned an overall rating of “C,” and failed to meet the expectation for indicator seven. The other six contract campuses successfully met the expectation for indicator seven.

**Table 4. TEA Overall 2022 Accountability Rating**

School Name	Rating	Status
Energized ECC (350)	B	Met Expectation
Energized ES (364)	B	Met Expectation
Energized MS (342)	A	Met Expectation
E-STEM HS (321)	B	Met Expectation
E-STEM MS (390)	B	Met Expectation
Mt. Carmel (311)	B	Met Expectation
TCAH (100)	C	Did Not Meet Expectation

Source: HISD Research and Accountability Preliminary Accountability Report, 2022

In addition to the Academic Framework indicators, other student performance and achievement benchmarks were specified in the executed External Performance Contract Campuses contracts:

- **Attendance:** Contract campuses are required to maintain an attendance rate of at least 94 percent. The 2020–2021 attendance rate as reported in the 2021–2022 Texas Academic Performance Reports (TAPR) report are displayed in **Table 5** (p. 7) for the district and for each contract campus for which data are available. Attendance data was not available for Energized ECC; for all other contract campuses, attendance rates exceeded the minimum requirement and that of the district.
- **Disciplinary Actions:** The rate of disciplinary actions of students at contract campuses were compared to students within HISD. The 2021–2022 disciplinary actions rate as reported in the Student Disciplinary Action Report, 2021–2022 are displayed in Table 5 for the district and for each contract campus. The rate of disciplinary actions at all contract campuses was lower than the district-wide rate.
- **Dropout Rate:** The dropout rate at contract campuses may not exceed three percent; if this is exceeded, the campus must reduce the dropout rate for the next academic year to no more than three percent. The 2020–2021 annual dropout rate for all students in grades 7–12 as reported in the Texas Education Agency (TEA) 2020–2021 Annual Dropout Summary Report are displayed in Table 5 for the district

and for each contract campus for which data are available. The dropout rate at all contract campuses with students in grades 7–12 was lower than the district-wide dropout rate.

School Name	Attendance Rate 2020-2021	Disciplinary Actions 2021-2022	Dropout Rate 2020-2021
<b>Houston ISD</b>	<b>93.7</b>	<b>16.81</b>	<b>3.8</b>
Energized ECC (350)	--	0.00	--
Energized ES (364)	98.6	0.37	--
Energized MS (342)	99.7	11.41	1.7
E-STEMHS (321)	98.1	0.92	2.0
E-STEMMS (390)	98.6	2.26	1.0
Mt. Carmel (311)	98.4	0.37	1.0
TCAH (100)	*	0.00	3.0

Sources: 2021–2022 TAPR Report; 2021–2022 Student Disciplinary Action Report; 2020–2021 Annual Dropout Summary Report

Note: \*TCAH does not mark “daily attendance” in the same manner as traditional in-person campuses. Instead, attendance records are based on one or more of the following: attendance as reported by Learning Coaches and as supposed by the record of completion of assignments recorded by the learning coach; student and teacher communication logs; and/or other evaluations of student work.

**Financial Framework Indicators**

The Financial Framework indicators detailed in **Table 6A** provide key data to assess the financial health and viability of contract campuses. The purpose of this evaluation is to ensure that contract campuses are held accountable for the quality of their management practices.

Item	Indicator	Response/Points
1^	Was the complete annual financial report (AFR) submitted to HISD according to the contract terms?	* Met Expectation * Did Not Meet Expectation
2^	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	* Met Expectation * Did Not Meet Expectation
3^	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	* Met Expectation * Did Not Meet Expectation

Table 6A. Financial Framework Indicators, Continued		
Item	Indicator	Response/Points
4 <sup>^</sup>	Was the contract campus in compliance with the payment terms of all debt agreements during or at fiscal year end? (If the contract campus was in default in a prior fiscal year, an exemption applies in following years if the contract campus is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	* Met Expectation * Did Not Meet Expectation
5 <sup>^</sup>	Did the contract campus make timely payments to the Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	* Met Expectation * Did Not Meet Expectation
6 <sup>^</sup> <sup>^</sup>	Was the total net asset balance in the Statement of Financial Position for the contract campus greater than zero? (If the contract campus's change of students in membership over 5 years was 7 percent or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	Not Rated for the 2021-2022 school year
7	Did the external independent auditor report any deficiencies that were repeated from the prior 3 years (Corrective action plan must be included in the AFR.)	Points: 0-10
8	Was the number of days of cash on hand and current investments for the contract campus sufficient to cover operating expenses? The calculation will use expenses, excluding depreciations. For government contract campuses, pension expense will be excluded.	Points: 0-10
9	Was the measure of current assets to current liabilities ratio for the contract campus sufficient to cover short-term debt?	Points: 0-10
10	Was the ratio of long-term liabilities to total assets for the contract campus sufficient to support long-term solvency? (If the ccontract campus's change of students in membership over 5 years was 7 percent growth or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	Points: 0-10

<b>Item</b>	<b>Indicator</b>	<b>Response/Points</b>
11	Did the contract campus's revenues equal or exceed expenses, excluding non-cash expenses such as depreciation, amortization, and unrealized gains or losses? If not, was the contract campus's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation.	Points: 0-10
12	Was the debt service coverage ratio sufficient to meet the required debt service?	Points: 0-10
13	Was the contract campus's administrative cost ratio equal to or less than the threshold ratio?	Points: 0-10
14	Did the contract campus not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the contract campus will automatically pass this indicator.)	Points: 0-10
15	Were related party transactions disclosed in the AFR per board policy EL(Local) ?	Points: 0-10
16	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	Points: 0-10

Source: HISD Board Policy EL(LOCAL)

Notes: ^ indicates a "Critical Indicator." If the External Performance Contract Campus fails any of the critical indicators (1–6), the Performance Contract Rating is "Fail" for substandard achievement, regardless of points earned.

‡Indicator 6 as written in the contract. A re-wording of this indicator is in process.

**Table 6B** displays the overall financial rating, with a final rating of A, B, or C indicating that the campus has met the requirements for the financial component. Indicators 1–6 are "critical indicators;" if a contract campus fails any of the critical indicators, the performance contract rating is "Fail" for substandard achievement, regardless of points earned.

<b>Rating</b>	<b>Points</b>	
	<b>Min</b>	<b>Max</b>
A - Superior	<b>Pass</b>	90
B - Above Standard		80
C - Meets Standard		60
F - Substandard Achievement	<b>Fail</b>	0
		100
		89
		79
		59

Source: HISD Board Policy EL(LOCAL)

Indicator six as written in the contract was not clear. A simpler re-wording of this indicator is: “Was the total net asset balance greater than zero? If yes, contract campus met expectation. If no, was the percent change in membership from base year to current year greater than or equal to seven percent? If yes, contract campus met expectation; if no, contract campus did not meet expectation.” The contract has been amended to remove ambiguity.

Because of the ambiguity with the wording of indicator six, all contract campuses received an “NR,” or “not rated,” for indicator six for the 2021–2022 school year. **Table 7** contains a summary of the financial overall rating for each of the four operators of charter campuses. Detailed operator-level financial data are available in **Appendix C** (pp. C1–C8).

<b>Table 7. Financial Framework Overall Rating by Operator</b>			
<b>School Name</b>	<b>Score</b>	<b>Rating</b>	<b>Status</b>
Energized for Excellence Academy, Inc. <i>Energized ECC, Energized ES, Energized MS</i>	60	C	Pass
Energized for STEM Academy, Inc. <i>E-STEMMS, E-STEMHS</i>	70	C	Pass
Mount Carmel Academy	100	A	Pass
Connections Academy of Texas, LLC	90	A	Pass

Source: HISD Office of Budgeting and Financial Planning

### **Operational Framework Indicators**

The Operational Framework indicators detailed in **Table 8** (p. 11–12) facilitate evaluation of each contract campus’ compliance with federal law, state law, state rules or regulations, and/or the contract for external performance contract campuses. These indicators evaluate each contract campus’ compliance with educational, operational, governance, and reporting requirements. The operational framework calculation and the overall operational rating are also included at the bottom of Table 8. A minimum score of 80 indicates that the campus has met expectations for the operational component.

Table 8. Operational Framework Indicators			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>
3	<p>Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor</p>	HISD Internal Auditor	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>
4	<p>Timely and complete submission of the Annual External Performance Contract Campus disclosure template</p>	Chief Financial Officer's Office	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>
5	<p>Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.</p>	Chief Operating Officer's Office	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>
7	<p>Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.</p>	Area Schools' Office / School Support Officer	<ul style="list-style-type: none"> <li>* Met Expectation: <b>1 point</b></li> <li>* Did Not Meet Expectation: <b>0 points</b></li> </ul>

Table 8. Operational Framework Indicators, Continued			
Item	Indicator	HISD Contact	Points
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	* Met Expectation: <b>1 point</b> * Did Not Meet Expectation: <b>0 points</b>
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	* Met Expectation: <b>1 point</b> * Did Not Meet Expectation: <b>0 points</b>
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	* Met Expectation: <b>1 point</b> * Did Not Meet Expectation: <b>0 points</b>
Operational Framework Calculation			
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			
Operational Framework Overall Rating		Points	
		Min	Max
	Pass - Met Expectations	80	100
	Fail - Did Not Meet Expectations	0	79

Source: HISD Board Policy EL(LOCAL)

**Table 9** contains a summary of the operational overall rating for each of the seven contract campuses. Detailed campus-level operational data are available in **Appendix D** (pp. D1–D14). All seven contract campuses received a final result of “Pass” for the Operational framework overall rating.

Table 9. Operational Framework Overall Rating by Campus			
School Name	Total Points	Final Rating	Final Result
Energized ECC (350)	90	Met Expectation	Pass
Energized ES (364)	90	Met Expectation	Pass
Energized MS (342)	90	Met Expectation	Pass
E-STEM MS (390)	90	Met Expectation	Pass
E-STEM HS (321)	90	Met Expectation	Pass
Mount Carmel Academy (311)	100	Met Expectation	Pass
TCAH (100)	100	Met Expectation	Pass



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The Board recognizes four types of “Charters” pursuant to Chapter 12 of the Texas Education Code.

The four types will be referred to as:

1. District Campus or Program Charter: Parent/guardian/teacher initiated program or campus charter on district campuses;
2. External Campus Charter: District initiated program or campus charter for a new district campus, or a program that is operated by an external entity that enters into a contract with the District;
3. District Achievement Charter: District initiated charter for campuses serving not more than 15 percent of the District’s total student enrollment or for any campus receiving the lowest performance rating; and
4. District Cooperative Charter: Parent/guardian/teacher initiated program charter at two or more campuses for a cooperative charter program.

In addition to these statutory charters, the Board recognizes external partnerships for educational services as External Performance Contract Campuses. These campuses provide educational services to students and are operated by an external Chief Executive Officer (CEO) or principal under an External Performance Contract (performance contract) with the District.

The Board shall consider an application for a campus, program, or cooperative charter, or a response to a Request for Qualifications (RFQ) for an External Performance Contract Campus, if the applicant:

1. Follows the application/RFQ process established by the District.
2. Supplies evidence to the Board that the applicant will comply with the statutory and District requirements for a charter or External Performance Contract Campus.
3. For campus, program, or cooperative charters, supplies the Board with a petition signed by the parents/guardians of more than 50 percent of the students and by more than 50 percent of the teachers at a campus.

Once a charter or performance contract is granted, a campus or program for which a charter or performance contract is granted is exempt from the instructional and academic rules and Board policies as specified in the charter agreement or performance contract and retains the authority to operate under the terms of the charter

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agreement or performance contract, if the students at the campus or in the program perform satisfactorily as provided by the charter agreement or performance contract.

**Compliance with Law**

Charters and External Performance Contract Campuses shall comply with all federal law and with state law governing such charters/campuses and shall be secular. [See EL(LEGAL)]

**Application Process**

When an RFQ is issued, the Superintendent or designee shall schedule an informational meeting for anyone expressing interest in establishing a charter or External Performance Contract Campus, including parent/guardian/teacher initiated charters, and external entities applying to partner with the District as an External Performance Contract Campus.

Applicants shall respond to the RFQ in accordance with procurement guidelines and procedures established by the Purchasing Services department.

Final applications and petitions for charters and External Performance Contract Campuses shall be submitted to the District prior to the deadline established in the RFQ in order to be considered by the Board to begin the following school year.

**Content of Final Application**

A final application for a charter or External Performance Contract Campus shall include the following:

1. The purpose and need for the charter/External Performance Contract Campus;
2. With respect to charter programs, the unique distinction between the proposed program and the District's current program;
3. A mission and goals statement and, with respect to External Performance Contract Campuses, the vision and operational structure of the campus or program;
4. The curriculum to be offered;
5. A plan for measuring student achievement;
6. A financial plan, which includes a projected budget for operating the campus or program;
7. A governance and decision-making plan, including a list of local Board policies which shall apply, as well as a list of local policies the applicant is requesting the Board to waive;
8. An enrollment and withdrawal process that utilizes District enrollment forms and application dates;

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9. A plan for maintaining and reporting PEIMS data in accordance with state requirements;
10. Discipline procedures;
11. A safety and security plan;
12. A plan for providing facilities, food, and student transportation;
13. A facility and maintenance plan that includes routine maintenance as well as emergency procedures for managing potential danger to the health and safety of students and employees;
14. An employment plan consistent with federal and applicable state guidelines, due process requirements, and contract non-renewal and termination procedures;
15. The role of the CEO of the campus or program who is responsible for personnel, the budget, purchasing, program funds, and other areas of management; and
16. The governance and decision-making plan, including governing board structure, campus leadership and management structure, and organization chart.

Applicants shall submit with the application the required parent/guardian/teacher petitions, if applicable, indicating evidence of support for the approval of a charter.

**Content of Charter**

Charter schools or programs shall be governed by a formal, written Charter (governing charter) that is approved by the Board.

A governing charter shall be established as a written agreement between the District and the charter signed by the HISD Board President, the Superintendent, and the CEO of the charter. The governing charter shall have a term of ten years, and shall have all content required by state law. The governing charter may, from time to time be amended by approval of the parties and in compliance with the requirements of state law.

In addition to the governing charter, the parties shall execute a charter contract. Each charter contract shall:

1. Comply with all applicable federal and state laws and regulations.
2. Include the items listed in the application, with any modifications required by the Board.
3. Stipulate a term length of not less than five years for the charter contract.

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4. Establish a date for review or renewal of the charter contract.
5. Establish performance standards aligned to the state accountability system and HISD Board goals.

**Charter Monitoring** Charters shall provide information and data to the District as required. Annually, the Superintendent shall provide an evaluation to the Board of each Charter against the performance standards established by the charter contract.

**Charter Contract Renewal** The District shall publish the renewal application process, including the renewal criteria and timelines.

As part of the renewal application process, the District may provide each charter, in advance of the renewal decision, a cumulative report that summarizes the charter’s performance record over the contract term and states the District’s summative findings concerning the charter’s performance and its prospects for renewal.

**External Performance Contract Campuses** External Performance Contract Campuses shall be governed by a contract that is approved by the Board. If an External Performance Contract Campus operator has multiple campuses, separate performances contracts shall govern each campus.

Once an external entity is approved by the Board, the Board shall execute a written performance contract for each campus, which includes provisions as required by law, and which establishes the legally binding terms under which the campus will operate and be evaluated during the contract term and for renewal.

**Content of Performance Contract** Each External Performance Contract shall address the material terms of the campus’s operation as required by law. Each External Performance Contract shall be granted for an initial period of five years with a comprehensive and rigorous review during the third year of the contract term.

Furthermore, each External Performance Contract shall:

1. Include, but not be limited to, the following metrics:
  - a. Annual academic performance expectations and goals, including specific annual student achievement targets aligned to the state accountability system, and Board goals;
  - b. Core academic model-specific milestones;
  - c. Specific consequences in the event the campus does not meet the annual academic performance expectations and goals identified in the performance contract;

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- d. Expectations for appropriate access, education, support services, and outcomes for students with disabilities;
  - e. Operational performance milestones;
  - f. Annual financial performance expectations and goals, including an annual financial audit that is in compliance with generally accepted accounting principles (GAAP); and
  - g. Specific consequences in the event the campus does not meet operational performance milestones or the annual financial performance goals and expectations identified in the performance contract.
2. Establish an annual process for reporting and reviewing the performance contract, and a renewal, probation, and termination process for the performance contract by the Board;
  3. Comply with all applicable federal and state laws and regulations and the requirements of this policy;
  4. Include performance requirements identified in the application and this policy, with any modifications required by the Board;
  5. Include an annual review of academic, financial, and operational performance; and
  6. Include a program description.

Contract Renewal

Upon the expiration of a performance contract, and contingent on Board approval, subsequent contract terms may be five years or longer. Subsequent contract terms of five years shall have a comprehensive and rigorous review during the third year of the contract term. Contract terms longer than five years shall have the review conducted a minimum of every five years.

*Performance*

The Board shall renew a performance contract only if the Board finds that the contracting entity has substantially fulfilled its obligations and met the performance standards in the contract, or has showed progress and provided to the Chief Academic Officer a plan to meet the performance standards and applicable law.

The Board shall consider the following, in addition to other factors specified in the performance contract:

1. Multiple years and measures of performance against the performance standards and expectations established in the performance contract and applicable law;
2. Financial audits;

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3. Performance and compliance reports, including site visit reports, if applicable; and
4. The campus's performance on corrective action plans or other required interventions, if necessary.

Nonrenewal of  
Performance  
Contract

The Board may choose not to renew an External Performance Contract for any of the following reasons:

1. Failure to meet student performance standards or other obligations in the performance contract;
2. Failure to meet GAAP as evidenced by a qualified opinion on the audit;
3. Material weaknesses or significant deficiencies deemed high risk by the District's Chief Financial Officer;
4. Failure to submit audit report by the due date;
5. Any reason provided in the performance contract;
6. Violation of any provision of the performance contract or applicable state or federal law; or
7. Other reason[s] as determined by the Board.

*Notification*

If the Board decides not to renew an External Performance Contract, the Board shall authorize the Superintendent to notify the campus of the action in writing no later than October 31, in the final year of the campus performance contract. The notice shall include the reasons for the action and the effective date of the nonrenewal, which shall be no later than the end of the current school year.

Standards

The performance contract shall include additional performance standards identified in this policy, including expectations for academic performance, short-term financial performance, long-term financial stability, and operational and governance performance. The standards shall also address expectations for appropriate access, education, support services, and outcomes for students with disabilities.

The performance contract shall generally identify state and federal laws applicable to public schools with which the campus must comply. The contract shall also include a list of District policies with which the campus must comply. The list of policies shall include:

- FFH(LOCAL): Student Welfare, Freedom from Discrimination, Harassment, and Retaliation;
- DAA(LOCAL): Employment Objectives, Equal Employment Opportunity and accompanying regulations;

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- DBAA(LOCAL): Employment Requirements and Restrictions, Criminal History and Credit Reports;
- DI(LOCAL): Employee Welfare;
- DIA(LEGAL) and DIA(LOCAL): Employee Welfare, Freedom from Discrimination, Harassment, and Retaliation and accompanying related regulations;
- DG(LEGAL): Employee Rights and Privileges;
- DGA(LEGAL) and DGA(LOCAL): Employee Rights and Privileges, Freedom of Association;
- FFI(LEGAL) and FFI(LOCAL): Student Welfare, Freedom from Bullying;
- CQ(LEGAL) and CQ(LOCAL): Technology Resources;
- FFH(LOCAL): Student Welfare, Freedom from Discrimination, Harassment, and Retaliation; and
- AE(LOCAL): Educational Philosophy, but limited to only the sections *Goals and Progress Measures* and *Constraints and Constraint Progress Measures*.

All prekindergarten through fifth-grade teachers at External Performance Contract Campuses shall be certified. All core subject teachers at middle schools and high schools at External Performance Contract Campuses shall also be certified. Core subjects shall include:

- Bi-Lingual Education
- English as a Second Language
- English
- English Language Arts
- Mathematics
- Reading
- Social Sciences
- Social Studies
- Science
- Special Education

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To comply with the certification requirements, qualified candidates may participate in alternative certification programs (ACP) approved by the Texas Education Agency (TEA), including ACP programs sponsored by the District. An individual seeking to participate in an ACP program may serve as a teacher for one year while on an emergency permit. An individual participating in an ACP program, may be hired as a teacher on a probationary certificate in the appropriate field for not more than two years.

*Equity*

The Board is committed to providing access and resources so that there is equity for all students across the District. It is the Board's expectation that all External Performance Contract Campuses shall embrace this philosophy as well. The performance contract shall include a statement that the campus agrees to promote equity for all students.

Oversight and  
Evaluation

*Monitoring  
System*

The Board shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board's performance standards and provides the Board with the information necessary to make rigorous, evidence-based decisions regarding performance contract renewal, termination, and probation or other interventions. This monitoring system shall be based on and aligned with academic, financial, operational, and governance standards set forth in the performance contract.

The District shall require each External Performance Contract Campus to report its performance separately and shall hold each campus accountable for its performance. External Performance Contract Campuses shall provide information and data to the District as required by the District.

To the extent possible, the Board shall minimize administrative and compliance burdens on External Performance Contract Campuses and focus on holding campuses accountable for outcomes rather than processes.

The Board recognizes each External Performance Contract Campus as an independent entity working with the District to best serve the academic and social/emotional needs of students. Responsible use of public resources, including funding to campuses is an important part of operating with maximum effectiveness and efficiency. With this in mind, the Board expects reasonable transparency from External Performance Contract Campuses in academic, financial, and operational activities.

*Financial  
Accountability*

External Performance Contract Campuses are expected to utilize accepted accounting standards and maintain sound financial status. In developing financial metrics and requirements for External Performance Contract Campuses, the District shall be guided by



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the TEA *Financial Accountability System Resource Guide* or similar TEA guidance.

No later than twenty (20) business days after receipt of the first payment from the District during a school year, and no later than ten (10) business days after receipt of the second and third payments, as set forth in the payment schedule incorporated in the compensation section of the performance contract, the contracting entity will provide to HISD an affidavit signed by the President or CEO of the External Performance Contract Campus attesting that there are sufficient funds in the campus's accounts to pay for ongoing expenses, including teacher and staff payroll, administrative overhead, utilities, rental or mortgage costs, and all other costs associated with the operation of the campus, until receipt of the next scheduled payment from the District. The affidavit shall be submitted to the HISD Chief Financial Officer for review.

As part of the District's oversight in financial and operational matters, the District reserves the right to engage its Internal Auditor, or an external audit firm, to perform audits of External Performance Contract Campuses as may be deemed necessary by the administration or the Board. Such audits may be informal in nature and directed at specific areas of concern. These audits may occur without advanced notice to the campus. The audits may result from financial or operational complaints presented to the administration or to the Board by staff or parents/guardians of students at the campus. External Performance Contract Campuses will be afforded a reasonable opportunity to assemble requested information and confer with their own auditors or other advisors.

Annually an External Performance Contract Campus shall have, at its own expense, its fiscal accounts audited by a certified public accountant (CPA) in good standing with the Texas State Board of Public Accountancy.

The name and professional qualifications of the CPA(s) must be submitted to the administration not later than November 1 of each academic year. The External Performance Contract Campus must also provide a statement disclosing whether the auditor is related to the CEO of the campus or a member of the campus's board of directors within the third degree of consanguinity. External Performance Contract Campuses may submit more than one potential auditor for review. The District's Internal Auditor shall review the qualifications of the campus's auditor or auditing firm, as well as the disclosure statement of relationship, and report to the District Chief Financial Officer whether the campus's auditor or auditing firm is satisfactory. If the auditor or auditing firm is deemed unsatisfactory by the District's Internal Auditor, the External Performance

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Contract Campus shall have an additional 15 calendar days after being notified to submit another auditor or auditing firm for review. If no auditor or auditing firm is approved by December 15, it will be noted in the External Performance Contract Campus's performance review, and the campus must then choose another auditor from a list of HISD approved auditors. Any change in an approved auditor or auditing firm after the November 1 submission date must be due to unforeseen or emergency circumstances. The substitution must be approved by the District Internal Auditor.

No later than 150 days after the close of each campus's fiscal year, the External Performance Contract Campus shall deliver the audit report to the Board HISD Chief Financial Officer. If the report identifies any material weaknesses or significant deficiencies, the campus must also deliver to HISD's Chief Financial Officer a plan and timeline for resolving the material weakness or significant deficiencies. The plan must be approved by HISD's Chief Financial Officer and included in the District's annual evaluation of the campus.

Additional financial information may be requested by the District if the District deems it is in the best interest of the parents/guardians and students to review such information. Financial information must be submitted timely as a part of the contract renewal process.

External Performance Contract Campuses are required to notify the HISD Office of the Superintendent and HISD Chief Financial Officer immediately upon becoming aware of a financial exigency or unexpected financial circumstances that may impact the operation of the campus.

*External  
Performance  
Contract  
Evaluation and  
Reports*

The Superintendent or designee shall develop a campus performance framework aligned to the state accountability system by which External Performance Contract Campuses shall be evaluated annually. Performance objectives shall include, at minimum, but not be limited to, student proficiency, academic growth, and college-readiness metrics.

The campus performance framework shall inform the development of performance contract metrics approved by the Board for all External Performance Contract Campuses. Board decisions related to performance contract renewal, probation, or termination shall be based on the campus performance framework.

Annually, the Superintendent shall provide to the Board an evaluation of each External Performance Contract Campus against the performance standards established by the performance contract or law. The evaluation shall include a review of academic, operational, and financial performance. The administration shall provide a copy

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of the evaluation report to parents/guardians of students at the campus.

At least biannually, District staff shall conduct a walkthrough to determine whether campus facilities are adequate for student needs. This information shall be included in the annual evaluation.

Evaluation results shall be provided to the campus’s governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the public and available on the District website.

*Disclosures and Annual Reviews*

Each External Performance Contract Campus shall provide to the district an annual disclosure due on October 1. The disclosure shall include:

1. Contact information of the CEO, including email address;
2. Disclosure of the names of board members/officers and their contact information;
3. Disclosure of relatives of the CEO within the third degree of consanguinity or affinity receiving compensation and/or serving as board members, including relatives of any CEO or board members who have served within the last three years.
4. Disclosure of ownership and/or lease of the campus facility, which shall include: (a) the amount paid annually for use of the premises, (b) the term of the lease, (c) the fair market value of any lease payments, (d) any familial or business relationship of the CEO and campus board member[s] to the owner or lessor of the facility, and (e) other information deemed relevant by the administration;
5. A statement that the External Performance Contract Campus has maintained its status as an organization that is an “eligible entity” pursuant to Texas Education Code Section 12.101(a)(3), specifically that it is one of the following:
  - a. an institution of higher education as defined under Texas Education Code Section 61.003;
  - b. a private or independent institution of higher education as defined under Texas Education Code Section 61.003;
  - c. an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 [26 U.S.C. Section 501(c)(3)]; or
  - d. a governmental entity.

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Additionally, a campus may be an entity eligible to provide electronic courses through the Texas Virtual School Network pursuant to Chapter 30A of the Texas Education Code.

6. Disclosure of any related party transactions, which shall be defined as a contract or arrangement between two parties who are joined by a preexisting business relationship or common interest;
7. Administrative staffing model for the previous year and the current year;
8. Salary schedule of all employees for the current school year;
9. Budget for the current school year;
10. Model for serving special needs students;
11. Disclosure of vendor contracts and disclosure of whether the vendor is related within the third degree of consanguinity or affinity to the CEO or board members;
12. Summary of academic results in a format provided by district administration;
13. Goals for the current school year developed in conjunction with the district based on academic results from the prior year;
14. Staff development training provided to teaching staff for the previous school year; and
15. The governance and decision-making plan, including governing board structure, campus leadership and management structure, and organization chart.

The administration shall provide to the campuses the format and process for submission of the annual disclosure not later than August 1 of each year.

*Campus  
Autonomy*

In accordance with the External Performance Contract, the Board shall support the campus's authority over its campus(es) day-to-day operations.

The performance contract shall define the scope of operational and decision-making autonomies, at minimum, in the areas of, but not be limited to:

8. Curriculum and instruction;
9. Staff selection and professional development; and
10. Administrative procedures.

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*Intervention*

The District shall give timely notice to the campus of any violations of the performance contract or performance deficiencies justifying formal intervention. The notice shall identify in writing the concerns, and, if applicable, the time frame for remediation. The notice may include additional consequences if any of the concerns are not remedied within the stated timeline.

Depending on the severity of the concern or deficiency, the Board or Superintendent may place an External Performance Contract Campus on probation or terminate the campus’s performance contract, in accordance with the terms of the contract and applicable law.

Probation

An External Performance Contract Campus may be placed on probation for the following four reasons:

1. Academic deficiencies;
2. Financial or operational deficiencies;
3. Persistent violation(s) of contractual obligations; or
4. Allegations of violation(s) of law or other serious misconduct/mismanagement.

*Procedure*

In the event of any indication or allegation that an External Performance Contract Campus has committed a violation of law or serious misconduct/mismanagement that may warrant probation, the District shall take the following steps:

1. The administration shall investigate the allegations and hold a conference with the CEO and governing body of the campus to discuss the allegations.
2. If the administration determines that a violation of law or serious misconduct/mismanagement has occurred, the CEO of the campus shall respond to the allegation at a public hearing at the next regularly scheduled Board meeting, or at a time to be determined by the Board President.
3. The Board shall hear the presentation and take action, if necessary, to place the External Performance Contract Campus on probation.
4. Once the Board places a campus on probation for a violation of law, or serious misconduct/mismanagement, the administration shall develop a corrective action plan as appropriate, provide training, and take other measures to remedy the deficiencies. Parents/guardians of students at the impacted campus shall be notified that the campus has been placed on probation.

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5. If the administration determines that a campus placed on probation because of violations of law or serious misconduct/mismanagement has taken sufficient corrective measures to be removed from probation, a written notification shall be sent to the Board, and an agenda item prepared for consideration by the Board to remove the probationary status of the campus. The CEO and parents/guardians of students at the impacted campus shall be notified of the date and time of the Board meeting at which the probationary status of the campus will be considered, as well as the outcome of the meeting.

The Superintendent may place an External Performance Contract Campus on probation, as permitted by the performance contract, for failure to meet academic performance standards including, but not limited to, the following:

1. Failure to meet or make sufficient progress on Board goals and constraints;
2. Failure to meet or make sufficient progress on academic metrics included in the performance contract;
3. Significant decrease in multiple state accountability measures; and
4. Any other academic performance deficiencies as determined by the administration.

The administration shall annually review performance standards included in the contract, and the overall academic performance of the campus, in making a determination about probationary status.

At any point during the school year, if the administration determines that an External Performance Contract Campus is not making sufficient progress after receiving District support, including professional development, coaching sessions, and other remedial action, the Superintendent may place the campus on probation and shall notify the Board of such action in writing.

*Notification*

If a decision is made to place a campus on probation for academic reasons, the External Performance Contract Campus's CEO shall be notified in writing of such status. Parents/guardians of students attending the campus shall be notified in writing no later than ten days after the CEO is notified. Notifications to the CEO and parents/guardians shall include the reasons for probationary status. The notifications shall also include information about goals, actions to be taken, and progress that must be achieved in order to be removed from probation. A reasonable timeline to achieve these measures should also be included in the notification letters. The

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administration shall schedule a parent meeting at the campus if it is placed on probation.

Once notified of placement on probation, the campus must take action to remedy the identified violations or underperformance and report on the status of its corrective actions in accordance with the timeline for remediation established by the District.

Once a campus is placed on probation, the District shall establish a timeline for monitoring the campus’s corrective actions and reevaluating the campus’s status to determine when the campus may be removed from probation or whether to consider revocation.

If the Superintendent determines that a campus placed on probation because of academic deficiencies has taken sufficient corrective measures, and has made sufficient academic progress, to be removed from probation, a written notification shall be sent to the Board. Notice shall also be sent to the campus’s CEO and to parents/guardians of students at the campus.

**Revocation/  
Termination Of  
Charter, Charter  
Contract, Or External  
Performance  
Contract**

Criteria

The Board may revoke a campus or program charter or terminate a charter contract or an external performance contract as permitted by law or the charter, charter contract, or external performance contract for failure to meet performance standards.

The Board shall revoke a charter or terminate a charter contract or external performance contract if the District finds clear evidence of a campus’s/charter’s persistent or serious nonperformance or violation of law, the charter, charter contract or external performance contract, or the public trust in a way that imperils students or public funds, including any of the following:

1. Persistent or serious misconduct, or violation of applicable state or federal law.
2. Persistent or serious violation of a provision of the charter, charter contract, or external performance contract.
3. Persistent or serious failure to meet GAAP, as evidenced by a qualified opinion on the charter’s or performance contract campus’s audited financial statements;
4. Persistent or serious failure to improve student academic achievement for all any student groups;
5. Persistent or serious failure to improve operational or management deficiencies;
6. Failure for three consecutive years to meet the academic or financial accountability standards outlined in law;

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7. Failure for three consecutive years to meet the academic or financial performance standards established in the charter, charter contract, or external performance contract; or
8. Multiple placements on probation as specified in the charter, charter contract, or external performance contract.

Procedure for  
Revocation of  
Charter or  
Termination of  
Charter Contract or  
External  
Performance  
Contract

In the event of an indication or allegation that may warrant charter revocation, charter contract termination, or external performance contract termination, the District shall take the following steps:

1. The Superintendent shall investigate the allegations and hold a conference with the CEO and governing body of the charter/External Performance Contract Campus to discuss the allegations.
2. If the Superintendent determines that a violation or mismanagement has occurred, the CEO of the charter or External Performance Contract Campus shall respond to the allegation at the next regularly scheduled Board meeting, or at a time determined by the Board President.
3. The Board shall hear the presentation and take action, if necessary, to revoke the charter or terminate the charter contract or external performance contract. If the Board decides to revoke the charter or terminate the charter contract, it must provide an opportunity for a public hearing as required by law or this policy.

In the event of a health or safety concern, the Board may immediately suspend charter operations before revocation or termination takes effect.

*Notification*

In the event the Board decides to revoke a charter or terminate a charter contract or external performance contract, prior to the final year of a multi-year contract, the Board shall notify the CEO of the action in writing not later than October 31 of the school year that the revocation or termination becomes effective, which is at the end of the school year. However, in the event of an emergency closure due to health, safety, or other exigent circumstance, a school may be notified of closure at any time. The notice shall include the reasons for the termination and the effective date of the termination, which shall be no later than the end of the current school year or may be effective immediately in the event of a health or safety concern.



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Nonrenewal/  
Revocation/  
Termination  
Protocol

*Notification*

In order to facilitate the transition of students attending schools whose charters or contracts have been nonrenewed, revoked, or terminated, the District will independently notify parents/guardians affected by the nonrenewal/revocation/termination within 10 calendar days after notification to the CEO of the charter/External Performance Contract Campus. The Administration shall assist students and their families by providing information about their home campuses, as well as by providing assistance navigating the School Choice options and processes.

Each charter campus or program or External Performance Contract Campus shall include a detailed protocol to apply if the Board decides to revoke a charter, not to renew, or to terminate a charter contract or external performance contract. The District shall facilitate timely notification to parents including assistance in finding new educational placements; orderly transition of student records to the District; and disposition of funds, property, and assets in accordance with law. In the event of revoking a charter or nonrenewing or terminating a charter contract or external performance contract, the District shall oversee and work with the governing board and leadership to carry out the protocol.

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance

Energized ES							Renaissance Reading						Renaissance Math					
Grade	STAAR/EOC All Students						Renaissance Reading All Students						Renaissance Math All Students					
	District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder							5,065	2,868	57%	212	147	69%						
Grade 1							13,638	6,707	49%	219	111	51%	13,204	7,947	60%	220	138	63%
Grade 2							12,863	6,577	51%	213	57	27%	12,908	7,154	55%	213	115	54%
Grade 3	28,164	11,748	42%	420	111	26%	13,038	6,305	48%	205	46	22%	13,009	8,001	62%	205	96	47%
Grade 4	28,109	12,320	44%	426	132	31%	12,977	5,594	43%	212	64	30%	12,925	7,898	61%	212	134	63%
Grade 5	42,082	18,282	43%	720	260	36%	12,544	4,446	35%	236	45	19%	12,526	7,118	57%	234	139	59%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>98,355</b>	<b>42,350</b>	<b>43%</b>	<b>1,566</b>	<b>503</b>	<b>32%</b>	<b>70,125</b>	<b>32,497</b>	<b>46%</b>	<b>1,297</b>	<b>470</b>	<b>36%</b>	<b>64,572</b>	<b>38,118</b>	<b>59%</b>	<b>1,084</b>	<b>622</b>	<b>57%</b>
<b>Male</b>							<b>Male</b>						<b>Male</b>					
Kinder							2,566	1,369	53%	98	72	73%						
Grade 1							6,857	3,263	48%	103	49	48%	6,622	4,102	62%	104	68	65%
Grade 2							6,495	3,160	49%	113	27	24%	6,561	3,768	57%	113	70	62%
Grade 3	14,139	5,904	42%	206	52	25%	6,457	2,987	46%	100	21	21%	6,451	4,036	63%	100	49	49%
Grade 4	14,362	6,246	43%	200	45	23%	6,567	2,688	41%	99	20	20%	6,549	4,099	63%	99	64	65%
Grade 5	21,464	9,260	43%	354	134	38%	6,349	2,203	35%	117	23	20%	6,329	3,703	59%	116	75	65%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>49,965</b>	<b>21,410</b>	<b>43%</b>	<b>760</b>	<b>231</b>	<b>30%</b>	<b>35,291</b>	<b>15,670</b>	<b>44%</b>	<b>630</b>	<b>212</b>	<b>34%</b>	<b>32,512</b>	<b>19,708</b>	<b>61%</b>	<b>532</b>	<b>326</b>	<b>61%</b>

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

Energized ES, Continued																		
Grade	STAAR/EOC Female						Renaissance Reading Female						Renaissance Math Female					
	District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)		
	Total N	Meets		Total N	Meets		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level	
		N	%		N	%		N	%		N	%		N	%		N	%
Kinder							2,476	1,490	60%	114	75	66%						
Grade 1							6,734	3,431	51%	115	61	53%	6,543	3,830	59%	115	70	61%
Grade 2							6,335	3,401	54%	100	30	30%	6,311	3,367	53%	100	45	45%
Grade 3	14,011	5,841	42%	212	59	28%	6,552	3,308	50%	105	25	24%	6,528	3,955	61%	105	47	45%
Grade 4	13,725	6,074	44%	226	87	38%	6,386	2,896	45%	113	44	39%	6,354	3,788	60%	113	70	62%
Grade 5	20,599	9,015	44%	366	126	34%	6,170	2,238	36%	119	22	18%	6,173	3,404	55%	118	64	54%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>48,335</b>	<b>20,930</b>	<b>43%</b>	<b>804</b>	<b>272</b>	<b>34%</b>	<b>34,653</b>	<b>16,764</b>	<b>48%</b>	<b>666</b>	<b>257</b>	<b>39%</b>	<b>31,909</b>	<b>18,344</b>	<b>57%</b>	<b>551</b>	<b>296</b>	<b>54%</b>
<b>Economically Disadvantaged</b>																		
Kinder							4,405	2,409	55%	201	139	69%						
Grade 1							10,532	4,466	42%	213	107	50%	10,176	5,520	54%	214	136	64%
Grade 2							9,881	4,367	44%	206	54	26%	9,909	4,854	49%	206	110	53%
Grade 3	22,470	7,740	34%	400	107	27%	10,228	4,236	41%	198	45	23%	10,192	5,728	56%	198	93	47%
Grade 4	22,669	8,424	37%	410	126	31%	10,299	3,659	36%	204	61	30%	10,300	5,774	56%	204	128	63%
Grade 5	33,914	12,629	37%	687	253	37%	9,996	2,677	27%	227	44	19%	10,022	5,128	51%	225	134	60%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>79,053</b>	<b>28,793</b>	<b>36%</b>	<b>1,497</b>	<b>486</b>	<b>32%</b>	<b>55,341</b>	<b>21,814</b>	<b>39%</b>	<b>1,249</b>	<b>450</b>	<b>36%</b>	<b>50,599</b>	<b>27,004</b>	<b>53%</b>	<b>1,047</b>	<b>601</b>	<b>57%</b>

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

Energized ES, Continued																		
Grade	STAAR/EOC Ethnicity: Black						Renaissance Reading Ethnicity: Black						Renaissance Math Ethnicity: Black					
	District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)		
	Total N	Meets		Total N	Meets		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level	
		N	%		N	%		N	%		N	%		N	%		N	%
Kinder							1,179	590	50%	37	30	81%						
Grade 1							2,935	1,058	36%	48	20	42%	2,807	1,317	47%	49	29	59%
Grade 2							2,696	957	35%	25	8	32%	2,715	1,035	38%	25	10	40%
Grade 3	5,987	1,866	31%	20	10	50%	2,685	854	32%	10	6	60%	2,686	1,187	44%	10	6	60%
Grade 4	6,100	1,957	32%	44	23	52%	2,673	820	31%	22	11	50%	2,678	1,147	43%	22	18	82%
Grade 5	8,988	3,060	34%	54	20	37%	2,544	680	27%	18	7	39%	2,547	1,082	42%	17	10	59%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>21,075</b>	<b>6,883</b>	<b>33%</b>	<b>118</b>	<b>53</b>	<b>45%</b>	<b>14,712</b>	<b>4,959</b>	<b>34%</b>	<b>160</b>	<b>82</b>	<b>51%</b>	<b>13,433</b>	<b>5,768</b>	<b>43%</b>	<b>123</b>	<b>73</b>	<b>59%</b>
<b>Ethnicity: Hispanic</b>																		
Kinder							3,430	1,954	57%	168	112	67%						
Grade 1							8,423	3,887	46%	168	89	53%	8,159	4,730	58%	168	108	64%
Grade 2							7,940	3,872	49%	184	47	26%	7,971	4,277	54%	184	101	55%
Grade 3	17,663	6,600	37%	380	92	24%	8,310	3,855	46%	186	37	20%	8,260	5,069	61%	186	86	46%
Grade 4	17,785	7,180	40%	380	107	28%	8,387	3,258	39%	189	52	28%	8,384	5,138	61%	189	115	61%
Grade 5	26,899	10,789	40%	655	237	36%	8,212	2,436	30%	215	37	17%	8,229	4,559	55%	214	127	59%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>62,347</b>	<b>24,569</b>	<b>39%</b>	<b>1,415</b>	<b>436</b>	<b>31%</b>	<b>44,702</b>	<b>19,262</b>	<b>43%</b>	<b>1,110</b>	<b>374</b>	<b>34%</b>	<b>41,003</b>	<b>23,773</b>	<b>58%</b>	<b>941</b>	<b>537</b>	<b>57%</b>

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Energized ES, Continued																		
Grade	STAAR/EOC Ethnicity: Asian						Renaissance Reading Ethnicity: Asian						Renaissance Math Ethnicity: Asian					
	District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)		
	Total N	Meets		Total N	Meets		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level	
		N	%		N	%		N	%		N	%		N	%		N	%
Kinder																		
Grade 1																		
Grade 2							648	506	78%	2	1	50%	643	539	84%	2	2	100%
Grade 3	1,395	1,016	73%	4	4	100%	637	477	75%	4	1	25%	646	550	85%	4	2	50%
Grade 4	1,316	999	76%	2	2	100%	580	430	74%	1	1	100%	559	486	87%	1	1	100%
Grade 5	1,835	1,406	77%	3	3	100%	534	395	74%	1	1	100%	525	458	87%	1	1	100%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		
Ethnicity: White																		
Kinder							279	216	77%	6	4	67%						
Grade 1							1,296	1,020	79%	2	1	50%	1,279	1,113	87%	2	1	50%
Grade 2							1,295	1,034	80%	1	0	0%	1,291	1,094	85%	1	1	100%
Grade 3	2,575	1,921	75%	6	2	33%	1,165	956	82%	3	0	0%	1,174	1,015	86%	3	1	33%
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

Energized ES, Continued																		
Grade	STAAR/EOC English Learners (EL)						Renaissance Reading English Learners (EL)						Renaissance Math English Learners (EL)					
	District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)			District-wide (no Charter)			Energized ES (364)		
	Total N	Meets		Total N	Meets		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level		Total N	At/Above Grade Level	
		N	%		N	%		N	%		N	%		N	%		N	%
Kinder							2,260	1,351	60%	151	101	67%						
Grade 1							5,432	2,738	50%	161	81	50%	5,306	3,218	61%	161	112	70%
Grade 2							5,371	2,802	52%	162	44	27%	5,371	3,090	58%	162	88	54%
Grade 3	12,903	4,653	36%	368	98	27%	5,857	2,831	48%	172	39	23%	5,797	3,681	63%	172	85	49%
Grade 4	13,129	5,142	39%	364	112	31%	6,033	2,311	38%	175	51	29%	6,017	3,750	62%	175	109	62%
Grade 5	19,964	7,694	39%	619	227	37%	5,926	1,642	28%	205	37	18%	5,936	3,343	56%	204	123	60%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>45,996</b>	<b>17,489</b>	<b>38%</b>	<b>1,351</b>	<b>437</b>	<b>32%</b>	<b>30,879</b>	<b>13,675</b>	<b>44%</b>	<b>1,026</b>	<b>353</b>	<b>34%</b>	<b>28,427</b>	<b>17,082</b>	<b>60%</b>	<b>874</b>	<b>517</b>	<b>59%</b>
<b>Special Education</b>																		
Kinder							172	68	40%	3	3	100%						
Grade 1							681	182	27%	11	4	36%	639	286	45%	12	5	42%
Grade 2							779	204	26%	8	1	13%	771	260	34%	8	2	25%
Grade 3	2,980	852	29%	8	1	13%	1,032	192	19%	4	0	0%	1,029	319	31%	4	1	25%
Grade 4	2,866	857	30%	8	0	0%	962	155	16%	4	0	0%	968	262	27%	4	1	25%
Grade 5	4,441	1,278	29%	33	1	3%	1,032	109	11%	11	0	0%	1,025	224	22%	10	1	10%
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>10,287</b>	<b>2,987</b>	<b>29%</b>	<b>49</b>	<b>2</b>	<b>4%</b>	<b>4,658</b>	<b>910</b>	<b>20%</b>	<b>41</b>	<b>8</b>	<b>20%</b>	<b>4,432</b>	<b>1,351</b>	<b>30%</b>	<b>38</b>	<b>10</b>	<b>26%</b>

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district.

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

Energized MS																		
Grade	STAAR/EOC All Students						Renaissance Reading All Students						Renaissance Math All Students					
	District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	22,407	7,887	35%	533	185	35%	9,829	2,916	30%	261	51	20%	9,925	4,440	45%	265	101	38%
Grade 7	23,123	9,575	41%	442	176	40%	9,896	2,871	29%	218	55	25%	9,961	4,652	47%	221	111	50%
Grade 8	47,134	18,876	40%	782	268	34%	9,709	2,520	26%	196	31	16%	9,744	4,868	50%	196	95	48%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>92,664</b>	<b>36,338</b>	<b>39%</b>	<b>1,757</b>	<b>629</b>	<b>36%</b>	<b>29,434</b>	<b>8,307</b>	<b>28%</b>	<b>675</b>	<b>137</b>	<b>20%</b>	<b>29,630</b>	<b>13,960</b>	<b>47%</b>	<b>682</b>	<b>307</b>	<b>45%</b>
<b>Male</b>						<b>Male</b>						<b>Male</b>						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	11,435	3,957	35%	266	94	35%	4,938	1,394	28%	131	27	21%	5,038	2,273	45%	130	54	42%
Grade 7	11,677	4,641	40%	200	81	41%	4,928	1,398	28%	103	28	27%	4,991	2,350	47%	104	53	51%
Grade 8	23,857	9,391	39%	418	140	33%	4,825	1,203	25%	103	16	16%	4,877	2,405	49%	103	54	52%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>46,969</b>	<b>17,989</b>	<b>38%</b>	<b>884</b>	<b>315</b>	<b>36%</b>	<b>14,691</b>	<b>3,995</b>	<b>27%</b>	<b>337</b>	<b>71</b>	<b>21%</b>	<b>14,906</b>	<b>7,028</b>	<b>47%</b>	<b>337</b>	<b>161</b>	<b>48%</b>

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Energized MS, Continued																		
Grade	STAAR/EOC Female						Renaissance Reading Female						Renaissance Math Female					
	District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	10,934	3,924	36%	267	91	34%	4,881	1,522	31%	129	24	19%	4,878	2,166	44%	134	47	35%
Grade 7	11,413	4,926	43%	242	95	39%	4,963	1,472	30%	115	27	23%	4,961	2,300	46%	117	58	50%
Grade 8	23,261	9,485	41%	364	128	35%	4,881	1,317	27%	93	15	16%	4,861	2,463	51%	93	41	44%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>45,608</b>	<b>18,335</b>	<b>40%</b>	<b>873</b>	<b>314</b>	<b>36%</b>	<b>14,725</b>	<b>4,311</b>	<b>29%</b>	<b>337</b>	<b>66</b>	<b>20%</b>	<b>14,700</b>	<b>6,929</b>	<b>47%</b>	<b>344</b>	<b>146</b>	<b>42%</b>
Economically Disadvantaged																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	17,721	4,877	28%	523	178	34%	7,587	1,507	20%	256	48	19%	7,653	2,808	37%	260	100	38%
Grade 7	18,021	6,232	35%	438	174	40%	7,519	1,491	20%	216	54	25%	7,640	3,015	39%	219	110	50%
Grade 8	37,376	12,609	34%	766	258	34%	7,546	1,364	18%	191	28	15%	7,721	3,515	46%	191	92	48%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>73,118</b>	<b>23,718</b>	<b>32%</b>	<b>1,727</b>	<b>610</b>	<b>35%</b>	<b>22,652</b>	<b>4,362</b>	<b>19%</b>	<b>663</b>	<b>130</b>	<b>20%</b>	<b>23,014</b>	<b>9,338</b>	<b>41%</b>	<b>670</b>	<b>302</b>	<b>45%</b>



### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

Energized MS, Continued																		
Grade	STAAR/EOC Ethnicity: Black						Renaissance Reading Ethnicity: Black						Renaissance Math Ethnicity: Black					
	District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	5,067	1,279	25%	30	12	40%	2,112	413	20%	14	6	43%	2,155	685	32%	14	7	50%
Grade 7	5,198	1,632	31%	14	8	57%	2,148	419	20%	7	3	43%	2,151	719	33%	7	5	71%
Grade 8	10,329	3,242	31%	12	4	33%	2,007	363	18%	3	1	33%	2,040	823	40%	3	1	33%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>20,594</b>	<b>6,153</b>	<b>30%</b>	<b>56</b>	<b>24</b>	<b>43%</b>	<b>N/A</b>			<b>N/A</b>			<b>N/A</b>			<b>N/A</b>		
<b>Ethnicity: Hispanic</b>																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	13,877	4,221	30%	497	171	34%	6,192	1,391	22%	243	44	18%	6,208	2,495	40%	247	92	37%
Grade 7	14,423	5,536	38%	426	168	39%	6,240	1,435	23%	210	52	25%	6,352	2,801	44%	213	106	50%
Grade 8	30,099	10,991	37%	754	256	34%	6,321	1,259	20%	189	28	15%	6,500	3,112	48%	189	92	49%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>58,399</b>	<b>20,748</b>	<b>36%</b>	<b>1,677</b>	<b>595</b>	<b>35%</b>	<b>18,753</b>	<b>4,085</b>	<b>22%</b>	<b>642</b>	<b>124</b>	<b>19%</b>	<b>19,060</b>	<b>8,408</b>	<b>44%</b>	<b>649</b>	<b>290</b>	<b>45%</b>

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Energized MS, Continued																		
Grade	STAAR/EOC Ethnicity: Asian						Renaissance Reading Ethnicity: Asian						Renaissance Math Ethnicity: Asian					
	District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	988	760	77%	2	0	0%	438	329	75%	1	0	0%	474	404	85%	1	1	100%
Grade 7																		
Grade 8	2,270	1,607	71%	12	8	67%	467	307	66%	3	2	67%	386	302	78%	3	2	67%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		
Ethnicity: White																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	1,986	1,371	69%	2	0	0%	920	672	73%	1	0	0%	922	736	80%	1	0	0%
Grade 7	1,932	1,347	70%	2	0	0%	874	608	70%	1	0	0%	855	661	77%	1	0	0%
Grade 8	3,656	2,579	71%	4	0	0%	768	509	66%	1	0	0%	684	540	79%	1	0	0%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Energized MS, Continued																		
Grade	STAAR/EOC English Learners (EL)						Renaissance Reading English Learners (EL)						Renaissance Math English Learners (EL)					
	District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)			District-wide (no Charter)			Energized MS (342)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	9,735	2,732	28%	495	177	36%	4,322	885	20%	244	46	19%	4,360	1,768	41%	246	95	39%
Grade 7	9,800	3,289	34%	424	164	39%	4,356	876	20%	210	51	24%	4,418	1,890	43%	213	104	49%
Grade 8	20,086	6,144	31%	731	251	34%	4,499	823	18%	185	27	15%	4,603	2,166	47%	185	91	49%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>39,621</b>	<b>12,165</b>	<b>31%</b>	<b>1,650</b>	<b>592</b>	<b>36%</b>	<b>13,177</b>	<b>2,584</b>	<b>20%</b>	<b>639</b>	<b>124</b>	<b>19%</b>	<b>13,381</b>	<b>5,824</b>	<b>44%</b>	<b>644</b>	<b>290</b>	<b>45%</b>
Special Education						Special Education						Special Education						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	2,536	614	24%	18	1	6%	806	58	7%	8	1	13%	835	112	13%	8	1	13%
Grade 7	2,473	647	26%	4	1	25%	794	64	8%	2	0	0%	854	127	15%	2	1	50%
Grade 8	4,593	1,198	26%	20	2	10%	682	36	5%	3	0	0%	725	113	16%	3	0	0%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district.

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

E-STEM MS																		
Grade	STAAR/EOC All Students						Renaissance Reading All Students						Renaissance Math All Students					
	District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	22,407	7,887	35%	256	91	36%	9,829	2,916	30%	126	21	17%	9,925	4,440	45%	128	59	46%
Grade 7	23,123	9,575	41%	234	78	33%	9,896	2,871	29%	115	13	11%	9,961	4,652	47%	116	48	41%
Grade 8	47,134	18,876	40%	508	207	41%	9,709	2,520	26%	131	32	24%	9,744	4,868	50%	105	41	39%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>92,664</b>	<b>36,338</b>	<b>39%</b>	<b>998</b>	<b>376</b>	<b>38%</b>	<b>29,434</b>	<b>8,307</b>	<b>28%</b>	<b>372</b>	<b>66</b>	<b>18%</b>	<b>29,630</b>	<b>13,960</b>	<b>47%</b>	<b>349</b>	<b>148</b>	<b>42%</b>
<b>Male</b>						<b>Male</b>						<b>Male</b>						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	11,435	3,957	35%	144	55	38%	4,938	1,394	28%	73	14	19%	5,038	2,273	45%	73	38	52%
Grade 7	11,677	4,641	40%	130	36	28%	4,928	1,398	28%	64	6	9%	4,991	2,350	47%	65	21	32%
Grade 8	23,857	9,391	39%	226	91	40%	4,825	1,203	25%	58	16	28%	4,877	2,405	49%	45	20	44%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>46,969</b>	<b>17,989</b>	<b>38%</b>	<b>500</b>	<b>182</b>	<b>36%</b>	<b>14,691</b>	<b>3,995</b>	<b>27%</b>	<b>195</b>	<b>36</b>	<b>18%</b>	<b>14,906</b>	<b>7,028</b>	<b>47%</b>	<b>183</b>	<b>79</b>	<b>43%</b>

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

E-STEM MS, Continued																		
Grade	STAAR/EOC Female						Renaissance Reading Female						Renaissance Math Female					
	District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	10,934	3,924	36%	110	36	33%	4,881	1,522	31%	53	7	13%	4,878	2,166	44%	55	21	38%
Grade 7	11,413	4,926	43%	102	42	41%	4,963	1,472	30%	51	7	14%	4,961	2,300	46%	51	27	53%
Grade 8	23,261	9,485	41%	282	116	41%	4,881	1,317	27%	73	16	22%	4,861	2,463	51%	60	21	35%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>45,608</b>	<b>18,335</b>	<b>40%</b>	<b>494</b>	<b>194</b>	<b>39%</b>	<b>14,725</b>	<b>4,311</b>	<b>29%</b>	<b>177</b>	<b>30</b>	<b>17%</b>	<b>14,700</b>	<b>6,929</b>	<b>47%</b>	<b>166</b>	<b>69</b>	<b>42%</b>
Economically Disadvantaged																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	17,721	4,877	28%	242	83	34%	7,587	1,507	20%	121	18	15%	7,653	2,808	37%	123	55	45%
Grade 7	18,021	6,232	35%	224	73	33%	7,519	1,491	20%	111	13	12%	7,640	3,015	39%	112	45	40%
Grade 8	37,376	12,609	34%	496	202	41%	7,546	1,364	18%	130	31	24%	7,721	3,515	46%	104	40	38%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>73,118</b>	<b>23,718</b>	<b>32%</b>	<b>962</b>	<b>358</b>	<b>37%</b>	<b>22,652</b>	<b>4,362</b>	<b>19%</b>	<b>362</b>	<b>62</b>	<b>17%</b>	<b>23,014</b>	<b>9,338</b>	<b>41%</b>	<b>339</b>	<b>140</b>	<b>41%</b>

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

E-STEM MS, Continued																		
Grade	STAAR/EOC Ethnicity: Black						Renaissance Reading Ethnicity: Black						Renaissance Math Ethnicity: Black					
	District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	5,067	1,279	25%	16	5	31%	2,112	413	20%	8	2	25%	2,155	685	32%	9	3	33%
Grade 7	5,198	1,632	31%	16	10	63%	2,148	419	20%	8	4	50%	2,151	719	33%	8	5	63%
Grade 8	10,329	3,242	31%	40	13	33%	2,007	363	18%	9	1	11%	2,040	823	40%	10	1	10%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>20,594</b>	<b>6,153</b>	<b>30%</b>	<b>72</b>	<b>28</b>	<b>39%</b>	<b>6,267</b>	<b>1,195</b>	<b>19%</b>	<b>25</b>	<b>7</b>	<b>28%</b>	<b>6,346</b>	<b>2,227</b>	<b>35%</b>	<b>27</b>	<b>9</b>	<b>33%</b>
<b>Ethnicity: Hispanic</b>																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	13,877	4,221	30%	220	77	35%	6,192	1,391	22%	108	16	15%	6,208	2,495	40%	109	50	46%
Grade 7	14,423	5,536	38%	210	64	30%	6,240	1,435	23%	104	8	8%	6,352	2,801	44%	105	43	41%
Grade 8	30,099	10,991	37%	444	183	41%	6,321	1,259	20%	117	31	26%	6,500	3,112	48%	90	38	42%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>58,399</b>	<b>20,748</b>	<b>36%</b>	<b>874</b>	<b>324</b>	<b>37%</b>	<b>18,753</b>	<b>4,085</b>	<b>22%</b>	<b>329</b>	<b>55</b>	<b>17%</b>	<b>19,060</b>	<b>8,408</b>	<b>44%</b>	<b>304</b>	<b>131</b>	<b>43%</b>

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

E-STEM MS, Continued																		
Grade	STAAR/EOC Ethnicity: Asian						Renaissance Reading Ethnicity: Asian						Renaissance Math Ethnicity: Asian					
	District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	988	760	77%	6	5	83%	438	329	75%	4	2	50%	474	404	85%	4	3	75%
Grade 7																		
Grade 8	2,270	1,607	71%	8	4	50%	467	307	66%	2	0	0%	386	302	78%	2	1	50%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		
Ethnicity: White																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	1,986	1,371	69%	12	4	33%	920	672	73%	6	1	17%	922	736	80%	6	3	50%
Grade 7	1,932	1,347	70%	4	2	50%	874	608	70%	2	0	0%	855	661	77%	2	--	0%
Grade 8	3,656	2,579	71%	12	5	42%	768	509	66%	3	0	0%	684	540	79%	3	1	33%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	7,574	5,297	70%	28	11	39%	N/A			N/A			N/A			N/A		

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

E-STEM MS, Continued																		
Grade	STAAR/EOC English Learners (EL)						Renaissance Reading English Learners (EL)						Renaissance Math English Learners (EL)					
	District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)			District-wide (no Charter)			E-STEM MS (390)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	9,735	2,732	28%	224	75	33%	4,322	885	20%	113	19	17%	4,360	1,768	41%	115	53	46%
Grade 7	9,800	3,289	34%	206	69	33%	4,356	876	20%	103	11	11%	4,418	1,890	43%	104	43	41%
Grade 8	20,086	6,144	31%	417	174	42%	4,499	823	18%	109	28	26%	4,603	2,166	47%	83	33	40%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>39,621</b>	<b>12,165</b>	<b>31%</b>	<b>847</b>	<b>318</b>	<b>38%</b>	<b>13,177</b>	<b>2,584</b>	<b>20%</b>	<b>325</b>	<b>58</b>	<b>18%</b>	<b>13,381</b>	<b>5,824</b>	<b>44%</b>	<b>302</b>	<b>129</b>	<b>43%</b>
Special Education																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6	2,536	614	24%	8	0	0%	806	58	7%	4	0	0%	835	112	13%	4	0	0%
Grade 7	2,473	647	26%	2	0	0%	794	64	8%	1	0	0%	854	127	15%	1	0	0%
Grade 8	4,593	1,198	26%	16	0	0%	682	36	5%	4	0	0%	725	113	16%	4	1	25%
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
<b>Total</b>	<b>9,602</b>	<b>2,459</b>	<b>26%</b>	<b>26</b>	<b>0</b>	<b>0%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district.



**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

E-STEM HS																		
Grade	STAAR/EOC All Students						Renaissance Reading All Students						Renaissance Math All Students					
	District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	37,946	15,223	40%	619	396	64%	10,309	2,612	25%	185	35	19%	7,514	2,741	36%	105	80	76%
Grade 10	16,769	7,384	44%	241	97	40%	7,813	2,566	33%	159	25	16%	1,087	378	35%	16	1	6%
Grade 11	11,953	7,044	59%	140	87	62%	2,170	288	13%	59	10	17%	922	236	26%	2	0	0%
Grade 12	2,322	289	12%	11	3	27%												
<b>Total</b>	<b>68,990</b>	<b>29,940</b>	<b>43%</b>	<b>1,011</b>	<b>583</b>	<b>58%</b>	<b>20,292</b>	<b>5,466</b>	<b>27%</b>	<b>403</b>	<b>70</b>	<b>17%</b>	<b>9,523</b>	<b>3,355</b>	<b>35%</b>	<b>123</b>	<b>81</b>	<b>66%</b>
<b>Male</b>						<b>Male</b>						<b>Male</b>						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	19,941	7,175	36%	320	205	64%	5,245	1,252	24%	89	19	21%	3,839	1,286	33%	54	40	74%
Grade 10	8,916	3,546	40%	133	52	39%	3,796	1,229	32%	91	18	20%	618	203	33%	9	0	0%
Grade 11	5,881	3,431	58%	71	51	72%	1,079	141	13%	28	3	11%						
Grade 12	1,205	158	13%	2	1	50%												
<b>Total</b>	<b>35,943</b>	<b>14,310</b>	<b>40%</b>	<b>526</b>	<b>309</b>	<b>59%</b>	<b>10,120</b>	<b>2,622</b>	<b>26%</b>	<b>208</b>	<b>40</b>	<b>19%</b>	<b>4,457</b>	<b>1,489</b>	<b>33%</b>	<b>63</b>	<b>40</b>	<b>63%</b>

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

E-STEM HS, Continued																		
Grade	STAAR/EOC Female						Renaissance Reading Female						Renaissance Math Female					
	District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	18,000	8,048	45%	299	191	64%	5,046	1,358	27%	96	16	17%	3,655	1,451	40%	51	40	78%
Grade 10	7,852	3,838	49%	108	45	42%	4,011	1,336	33%	68	7	10%	469	175	37%	7	1	14%
Grade 11	6,072	3,613	60%	69	36	52%	1,089	146	13%	31	7	23%	428	113	26%	2	0	0%
Grade 12	1,116	131	12%	9	2	22%												
<b>Total</b>	<b>33,040</b>	<b>15,630</b>	<b>47%</b>	<b>485</b>	<b>274</b>	<b>56%</b>	<b>10,146</b>	<b>2,840</b>	<b>28%</b>	<b>195</b>	<b>30</b>	<b>15%</b>	<b>4,552</b>	<b>1,739</b>	<b>38%</b>	<b>60</b>	<b>41</b>	<b>68%</b>
Economically Disadvantaged																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	31,360	11,075	35%	613	390	64%	8,021	1,416	18%	183	34	19%	6,310	2,153	34%	103	78	76%
Grade 10	13,499	5,214	39%	240	96	40%	5,677	1,400	25%	158	25	16%	970	324	33%	16	1	6%
Grade 11	9,377	4,985	53%	136	85	63%	1,883	201	11%	57	10	18%	840	216	26%	2	0	0%
Grade 12	2,040	234	11%	9	1	11%												
<b>Total</b>	<b>56,276</b>	<b>21,508</b>	<b>38%</b>	<b>998</b>	<b>572</b>	<b>57%</b>	<b>15,581</b>	<b>3,017</b>	<b>19%</b>	<b>398</b>	<b>69</b>	<b>17%</b>	<b>8,120</b>	<b>2,693</b>	<b>33%</b>	<b>121</b>	<b>79</b>	<b>65%</b>

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

E-STEM HS, Continued																		
Grade	STAAR/EOC Ethnicity: Black						Renaissance Reading Ethnicity: Black						Renaissance Math Ethnicity: Black					
	District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	9,255	3,202	35%	27	22	81%	2,225	409	18%	9	2	22%	1,666	553	33%	6	4	67%
Grade 10	4,246	1,704	40%	5	4	80%	1,742	466	27%	5	2	40%						
Grade 11	2,915	1,585	54%	6	2	33%	546	64	12%	2	0	0%						
Grade 12																		
<b>Total</b>	<b>16,416</b>	<b>6,491</b>	<b>40%</b>	<b>38</b>	<b>28</b>	<b>74%</b>	<b>N/A</b>			<b>N/A</b>			<b>N/A</b>			<b>N/A</b>		
Ethnicity: Hispanic																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	24,920	9,299	37%	565	356	63%	6,719	1,298	19%	167	32	19%	5,325	1,887	35%	93	73	78%
Grade 10	10,721	4,332	40%	231	91	39%	4,810	1,241	26%	151	23	15%	769	263	34%	15	1	7%
Grade 11	7,532	4,143	55%	130	84	65%	1,484	179	12%	56	10	18%	723	175	24%	2	0	0%
Grade 12	1,634	196	12%	9	1	11%												
<b>Total</b>	<b>44,807</b>	<b>17,970</b>	<b>40%</b>	<b>935</b>	<b>532</b>	<b>57%</b>	<b>13,013</b>	<b>2,718</b>	<b>21%</b>	<b>374</b>	<b>65</b>	<b>17%</b>	<b>6,817</b>	<b>2,325</b>	<b>34%</b>	<b>110</b>	<b>74</b>	<b>67%</b>

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

E-STEM HS, Continued																		
STAAR/EOC Ethnicity: Asian							Renaissance Reading Ethnicity: Asian						Renaissance Math Ethnicity: Asian					
Grade	District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	1,119	854	76%	18	14	78%	458	327	71%	6	1	17%	126	71	56%	5	3	60%
Grade 10																		
Grade 11	476	411	86%	4	1	25%	41	10	24%	1	0	0%						
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		
Ethnicity: White							Ethnicity: White						Ethnicity: White					
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	2,154	1,573	73%	9	4	44%	745	491	66%	3	0	0%	313	199	64%	1	0	0%
Grade 10	1,029	773	75%	5	2	40%	712	470	66%	3	0	0%	28	12	43%	1	0	0%
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

E-STEM HS, Continued																		
Grade	STAAR/EOC English Learners (EL)						Renaissance Reading English Learners (EL)						Renaissance Math English Learners (EL)					
	District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)			District-wide (no Charter)			E-STEM HS (321)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	15,856	4,435	28%	555	348	63%	4,757	791	17%	168	28	17%	3,742	1,244	33%	93	72	77%
Grade 10	6,246	1,467	23%	209	77	37%	3,424	796	23%	145	22	15%	551	187	34%	15	1	7%
Grade 11	3,727	1,190	32%	107	68	64%	1,197	112	9%	55	10	18%	543	119	22%	2	0	0%
Grade 12	1,274	86	7%	8	0	0%												
<b>Total</b>	<b>27,103</b>	<b>7,178</b>	<b>26%</b>	<b>879</b>	<b>493</b>	<b>56%</b>	<b>9,378</b>	<b>1,699</b>	<b>18%</b>	<b>368</b>	<b>60</b>	<b>16%</b>	<b>4,836</b>	<b>1,550</b>	<b>32%</b>	<b>110</b>	<b>73</b>	<b>66%</b>
Special Education						Special Education						Special Education						
Kinder																		
Grade 1													639					
Grade 2													771					
Grade 3													1,029					
Grade 4													968					
Grade 5													1,025					
Grade 6													835					
Grade 7													854					
Grade 8													725					
Grade 9	3,880	1,015	26%	16	2	13%	688	48	7%	6	0	0%	585					
Grade 10	2,061	586	28%	27	2	7%	422	35	8%	7	0	0%	126	15	12%	5	0	0%
Grade 11	1,304	508	39%	5	1	20%	187	6	3%	2	1	50%	80					
Grade 12	369	66	18%	1	0	0%							39					
<b>Total</b>	<b>7,614</b>	<b>2,175</b>	<b>29%</b>	<b>49</b>	<b>5</b>	<b>10%</b>							<b>7,676</b>					

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district.

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Mount Carmel Academy																		
Grade	STAAR/EOC All Students						Renaissance Reading All Students						Renaissance Math All Students					
	District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	37,946	15,223	40%	184	99	54%	10,309	2,612	25%	60	5	8%	7,514	2,741	36%	50	23	46%
Grade 10	16,769	7,384	44%	68	34	50%	7,813	2,566	33%	40	10	25%	1,087	378	35%	1	1	100%
Grade 11	11,953	7,044	59%	67	28	42%	2,170	288	13%	4	0	0%	922	236	26%	1	1	100%
Grade 12	2,322	289	12%	1	1	100%	992	83	8%	1	0	0%						
<b>Total</b>	<b>68,990</b>	<b>29,940</b>	<b>43%</b>	<b>320</b>	<b>162</b>	<b>51%</b>	<b>21,284</b>	<b>5,549</b>	<b>26%</b>	<b>105</b>	<b>15</b>	<b>14%</b>	<b>9,523</b>	<b>3,355</b>	<b>35%</b>	<b>52</b>	<b>25</b>	<b>48%</b>
<b>Male</b>						<b>Male</b>						<b>Male</b>						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	19,941	7,175	36%	74	36	49%	5,245	1,252	24%	25	5	20%	3,839	1,286	33%	20	10	50%
Grade 10	8,916	3,546	40%	30	18	60%	3,796	1,229	32%	21	8	38%						
Grade 11	5,881	3,431	58%	37	14	38%	1,079	141	13%	4	0	0%						
Grade 12	1,205	158	13%	1	1	100%	501	52	10%	1	0	0%						
<b>Total</b>	<b>35,943</b>	<b>14,310</b>	<b>40%</b>	<b>142</b>	<b>69</b>	<b>49%</b>	<b>10,621</b>	<b>2,674</b>	<b>25%</b>	<b>51</b>	<b>13</b>	<b>25%</b>	<b>N/A</b>			<b>N/A</b>		

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

Mount Carmel Academy, Continued																		
STAAR/EOC Female							Renaissance Reading Female						Renaissance Math Female					
Grade	District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	18,000	8,048	45%	110	63	57%	5,046	1,358	27%	35	0	0%	3,655	1,451	40%	30	13	43%
Grade 10	7,852	3,838	49%	38	16	42%	4,011	1,336	33%	19	2	11%	469	175	37%	1	1	100%
Grade 11	6,072	3,613	60%	30	14	47%							428	113	26%	1	1	100%
Grade 12																		
<b>Total</b>	<b>31,924</b>	<b>15,499</b>	<b>49%</b>	<b>178</b>	<b>93</b>	<b>52%</b>	<b>9,057</b>	<b>2,694</b>	<b>30%</b>	<b>54</b>	<b>2</b>	<b>4%</b>	<b>4,552</b>	<b>1,739</b>	<b>38%</b>	<b>32</b>	<b>15</b>	<b>47%</b>
Economically Disadvantaged																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	31,360	11,075	35%	160	86	54%	8,021	1,416	18%	53	4	8%	6,310	2,153	34%	42	21	50%
Grade 10	13,499	5,214	39%	56	28	50%	5,677	1,400	25%	31	5	16%	970	324	33%	1	1	100%
Grade 11	9,377	4,985	53%	48	20	42%	1,883	201	11%	3	0	0%	840	216	26%	1	1	100%
Grade 12	2,040	234	11%	1	1	100%	883	66	7%	1	0	0%						
<b>Total</b>	<b>56,276</b>	<b>21,508</b>	<b>38%</b>	<b>265</b>	<b>135</b>	<b>51%</b>	<b>16,464</b>	<b>3,083</b>	<b>19%</b>	<b>88</b>	<b>9</b>	<b>10%</b>	<b>8,120</b>	<b>2,693</b>	<b>33%</b>	<b>44</b>	<b>23</b>	<b>52%</b>

**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Mount Carmel Academy, Continued																		
STAAR/EOC							Renaissance Reading						Renaissance Math					
Ethnicity: Black							Ethnicity: Black						Ethnicity: Black					
Grade	District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	9,255	3,202	35%	11	4	36%	2,225	409	18%	3	0	0%	1,666	553	33%	2	0	0%
Grade 10	4,246	1,704	40%	11	0	0%	1,742	466	27%	4	1	25%						
Grade 11	2,915	1,585	54%	3	2	67%							165	45	27%	1	1	100%
Grade 12																		
<b>Total</b>	<b>16,416</b>	<b>6,491</b>	<b>40%</b>	<b>25</b>	<b>6</b>	<b>24%</b>	<b>N/A</b>			<b>N/A</b>			<b>N/A</b>			<b>N/A</b>		
Ethnicity: Hispanic																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	24,920	9,299	37%	170	92	54%	6,719	1,298	19%	56	4	7%	5,325	1,887	35%	47	23	49%
Grade 10	10,721	4,332	40%	52	29	56%	4,810	1,241	26%	32	7	22%	769	263	34%	1	1	100%
Grade 11	7,532	4,143	55%	62	24	39%	1,484	179	12%	4	0	0%						
Grade 12	1,634	196	12%	1	1	100%	787	68	9%	1	0	0%						
<b>Total</b>	<b>44,807</b>	<b>17,970</b>	<b>40%</b>	<b>285</b>	<b>146</b>	<b>51%</b>	<b>13,800</b>	<b>2,786</b>	<b>20%</b>	<b>93</b>	<b>11</b>	<b>12%</b>	<b>6,094</b>	<b>2,150</b>	<b>35%</b>	<b>48</b>	<b>24</b>	<b>50%</b>



**Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued**

Mount Carmel Academy, Continued							Renaissance Reading						Renaissance Math					
STAAR/EOC							Ethnicity: Asian						Ethnicity: Asian					
Grade	District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10	531	417	79%	3	3	100%	417	309	74%	2	1	50%						
Grade 11																		
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		
Ethnicity: White							Ethnicity: White						Ethnicity: White					
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10	1,029	773	75%	1	1	100%	712	470	66%	1	0	0%						
Grade 11	869	769	88%	2	2	100%												
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

Mount Carmel Academy, Continued																		
STAAR/EOC English Learners (EL)							Renaissance Reading English Learners (EL)						Renaissance Math English Learners (EL)					
Grade	District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)			District-wide (no Charter)			Mt Carmel (311)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	15,856	4,435	28%	85	39	46%	4,757	791	17%	34	3	9%	3,742	1,244	33%	25	11	44%
Grade 10	6,246	1,467	23%	29	21	72%	3,424	796	23%	23	4	17%	551	187	34%	1	1	100%
Grade 11	3,727	1,190	32%	22	3	14%	1,197	112	9%	4	0	0%						
Grade 12	1,274	86	7%	1	1	100%	602	34	6%	1	0	0%						
<b>Total</b>	<b>27,103</b>	<b>7,178</b>	<b>26%</b>	<b>137</b>	<b>64</b>	<b>47%</b>	<b>9,980</b>	<b>1,733</b>	<b>17%</b>	<b>62</b>	<b>7</b>	<b>11%</b>	<b>4,293</b>	<b>1,431</b>	<b>33%</b>	<b>26</b>	<b>12</b>	<b>46%</b>
Special Education							Special Education						Special Education					
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9	3,880	1,015	26%	15	3	20%	688	48	7%	5	0	0%	585	64	11%	5	1	20%
Grade 10	2,061	586	28%	5	0	0%												
Grade 11	1,304	508	39%	3	3	100%												
Grade 12																		
<b>Total</b>	N/A			N/A			N/A			N/A			N/A			N/A		

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district.

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

TCAH																		
Grade	STAAR/EOC All Students						Renaissance Reading All Students						Renaissance Math All Students					
	District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	28,164	11,748	42%	1,028	494	48%	13,038	6,305	48%	398	331	83%	13,009	8,001	62%	403	343	85%
Grade 4	28,109	12,320	44%	1,408	552	39%	12,977	5,594	43%	408	328	80%	12,925	7,898	61%	407	346	85%
Grade 5	42,082	18,282	43%	2,609	930	36%	12,544	4,446	35%	529	391	74%	12,526	7,118	57%	520	425	82%
Grade 6	22,407	7,887	35%	1,670	700	42%	9,829	2,916	30%	404	301	75%	9,925	4,440	45%	400	327	82%
Grade 7	23,123	9,575	41%	2,084	973	47%	9,896	2,871	29%	421	295	70%	9,961	4,652	47%	395	313	79%
Grade 8	47,134	18,876	40%	4,265	1,443	34%	9,709	2,520	26%	411	269	65%	9,744	4,868	50%	384	301	78%
Grade 9	37,946	15,223	40%	2,620	1,333	51%	10,309	2,612	25%	376	229	61%	7,514	2,741	36%	328	266	81%
Grade 10	16,769	7,384	44%	1,426	841	59%	7,813	2,566	33%	300	197	66%	1,087	378	35%	210	162	77%
Grade 11	11,953	7,044	59%	981	732	75%	2,170	288	13%	2	2	100%	922	236	26%	8	8	100%
Grade 12	2,322	289	12%	90	29	32%												
<b>Total</b>	<b>260,009</b>	<b>108,628</b>	<b>42%</b>	<b>18,181</b>	<b>8,027</b>	<b>44%</b>	<b>88,285</b>	<b>30,118</b>	<b>34%</b>	<b>3,249</b>	<b>2,343</b>	<b>72%</b>	<b>77,613</b>	<b>40,332</b>	<b>52%</b>	<b>3,055</b>	<b>2,491</b>	<b>82%</b>
<b>Male</b>																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	14,139	5,904	42%	520	256	49%	6,457	2,987	46%	200	167	84%	6,451	4,036	63%	208	180	87%
Grade 4	14,362	6,246	43%	701	267	38%	6,567	2,688	41%	200	151	76%	6,549	4,099	63%	198	166	84%
Grade 5	21,464	9,260	43%	1,270	449	35%	6,349	2,203	35%	251	185	74%	6,329	3,703	59%	252	209	83%
Grade 6	11,435	3,957	35%	824	328	40%	4,938	1,394	28%	202	138	68%	5,038	2,273	45%	203	165	81%
Grade 7	11,677	4,641	40%	1,002	460	46%	4,928	1,398	28%	202	144	71%	4,991	2,350	47%	199	166	83%
Grade 8	23,857	9,391	39%	2,026	637	31%	4,825	1,203	25%	195	125	64%	4,877	2,405	49%	182	135	74%
Grade 9	19,941	7,175	36%	1,152	531	46%	5,245	1,252	24%	154	103	67%	3,839	1,286	33%	134	108	81%
Grade 10	8,916	3,546	40%	628	343	55%	3,796	1,229	32%	120	81	68%	618	203	33%	81	61	75%
Grade 11	5,881	3,431	58%	369	285	77%	1,079	141	13%	1	1	100%	493	123	25%	6	6	100%
Grade 12	1,205	158	13%	38	14	37%												
<b>Total</b>	<b>132,877</b>	<b>53,709</b>	<b>40%</b>	<b>8,530</b>	<b>3,570</b>	<b>42%</b>	<b>44,184</b>	<b>14,495</b>	<b>33%</b>	<b>1,525</b>	<b>1,095</b>	<b>72%</b>	<b>39,185</b>	<b>20,478</b>	<b>52%</b>	<b>1,463</b>	<b>1,196</b>	<b>82%</b>

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

TCAH, Continued																		
Grade	STAAR/EOC Female						Renaissance Reading Female						Renaissance Math Female					
	District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	14,011	5,841	42%	508	238	47%	6,552	3,308	50%	198	164	83%	6,528	3,955	61%	195	163	84%
Grade 4	13,725	6,074	44%	707	285	40%	6,386	2,896	45%	207	177	86%	6,354	3,788	60%	208	179	86%
Grade 5	20,599	9,015	44%	1,339	481	36%	6,170	2,238	36%	276	204	74%	6,173	3,404	55%	266	214	80%
Grade 6	10,934	3,924	36%	846	372	44%	4,881	1,522	31%	201	162	81%	4,878	2,166	44%	195	161	83%
Grade 7	11,413	4,926	43%	1,082	513	47%	4,963	1,472	30%	219	151	69%	4,961	2,300	46%	196	147	75%
Grade 8	23,261	9,485	41%	2,235	804	36%	4,881	1,317	27%	216	144	67%	4,861	2,463	51%	202	166	82%
Grade 9	18,000	8,048	45%	1,465	800	55%	5,046	1,358	27%	222	126	57%	3,655	1,451	40%	194	158	81%
Grade 10	7,852	3,838	49%	793	497	63%	4,011	1,336	33%	180	116	64%	469	175	37%	129	101	78%
Grade 11	6,072	3,613	60%	610	447	73%	1,089	146	13%	1	1	100%	428	113	26%	2	2	100%
Grade 12	1,116	131	12%	52	15	29%												
<b>Total</b>	<b>126,983</b>	<b>54,895</b>	<b>43%</b>	<b>9,637</b>	<b>4,452</b>	<b>46%</b>	<b>43,979</b>	<b>15,593</b>	<b>35%</b>	<b>1,720</b>	<b>1,245</b>	<b>72%</b>	<b>38,307</b>	<b>19,815</b>	<b>52%</b>	<b>1,587</b>	<b>1,291</b>	<b>81%</b>
<b>Economic</b>						<b>Economically Disadvantaged</b>						<b>Economically Disadvantaged</b>						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	22,470	7,740	34%	473	162	34%	10,228	4,236	41%	162	121	75%	10,192	5,728	56%	161	128	80%
Grade 4	22,669	8,424	37%	637	198	31%	10,299	3,659	36%	150	117	78%	10,300	5,774	56%	150	121	81%
Grade 5	33,914	12,629	37%	1,219	288	24%	9,996	2,677	27%	202	127	63%	10,022	5,128	51%	192	135	70%
Grade 6	17,721	4,877	28%	788	247	31%	7,587	1,507	20%	149	97	65%	7,653	2,808	37%	146	106	73%
Grade 7	18,021	6,232	35%	994	383	39%	7,519	1,491	20%	160	93	58%	7,640	3,015	39%	146	105	72%
Grade 8	37,376	12,609	34%	1,840	487	26%	7,546	1,364	18%	134	80	60%	7,721	3,515	46%	126	90	71%
Grade 9	31,360	11,075	35%	1,218	495	41%	8,021	1,416	18%	149	72	48%	6,310	2,153	34%	137	103	75%
Grade 10	13,499	5,214	39%	675	349	52%	5,677	1,400	25%	108	66	61%	970	324	33%	80	56	70%
Grade 11	9,377	4,985	53%	384	259	67%							840	216	26%	4	4	100%
Grade 12	2,040	234	11%	48	11	23%												
<b>Total</b>	<b>208,447</b>	<b>74,019</b>	<b>36%</b>	<b>8,276</b>	<b>2,879</b>	<b>35%</b>	<b>66,873</b>	<b>17,750</b>	<b>27%</b>	<b>1,214</b>	<b>773</b>	<b>64%</b>	<b>61,648</b>	<b>28,661</b>	<b>46%</b>	<b>1,142</b>	<b>848</b>	<b>74%</b>

Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math;  
STAAR/EOC Combined Performance, Continued

TCAH, Continued																		
Grade	STAAR/EOC Ethnicity: Black						Renaissance Reading Ethnicity: Black						Renaissance Math Ethnicity: Black					
	District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	5,987	1,866	31%	184	56	30%	2,685	854	32%	60	45	75%	2,686	1,187	44%	61	47	77%
Grade 4	6,100	1,957	32%	256	77	30%	2,673	820	31%	69	47	68%	2,678	1,147	43%	66	53	80%
Grade 5	8,988	3,060	34%	437	95	22%	2,544	680	27%	69	43	62%	2,547	1,082	42%	64	44	69%
Grade 6	5,067	1,279	25%	280	81	29%	2,112	413	20%	65	40	62%	2,155	685	32%	64	45	70%
Grade 7	5,198	1,632	31%	351	116	33%	2,148	419	20%	56	31	55%	2,151	719	33%	52	34	65%
Grade 8	10,329	3,242	31%	735	162	22%	2,007	363	18%	56	28	50%	2,040	823	40%	54	34	63%
Grade 9	9,255	3,202	35%	453	153	34%	2,225	409	18%	59	24	41%	1,666	553	33%	54	39	72%
Grade 10	4,246	1,704	40%	269	134	50%	1,742	466	27%	44	27	61%	272	94	35%	35	26	74%
Grade 11	2,915	1,585	54%	127	84	66%							165	45	27%	3	3	100%
Grade 12	575	68	12%	16	2	13%												
<b>Total</b>	<b>58,660</b>	<b>19,595</b>	<b>33%</b>	<b>3,108</b>	<b>960</b>	<b>31%</b>	<b>18,136</b>	<b>4,424</b>	<b>24%</b>	<b>478</b>	<b>285</b>	<b>60%</b>	<b>16,360</b>	<b>6,335</b>	<b>39%</b>	<b>453</b>	<b>325</b>	<b>72%</b>
<b>Ethnicity:</b>						<b>Ethnicity: Hispanic</b>						<b>Ethnicity: Hispanic</b>						
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	17,663	6,600	37%	453	192	42%	8,310	3,855	46%	174	135	78%	8,260	5,069	61%	175	140	80%
Grade 4	17,785	7,180	40%	523	164	31%	8,387	3,258	39%	149	118	79%	8,384	5,138	61%	148	123	83%
Grade 5	26,899	10,789	40%	940	273	29%	8,212	2,436	30%	180	124	69%	8,229	4,559	55%	177	144	81%
Grade 6	13,877	4,221	30%	647	250	39%	6,192	1,391	22%	143	105	73%	6,208	2,495	40%	139	112	81%
Grade 7	14,423	5,536	38%	810	346	43%	6,240	1,435	23%	161	105	65%	6,352	2,801	44%	149	110	74%
Grade 8	30,099	10,991	37%	1,482	457	31%	6,321	1,259	20%	140	89	64%	6,500	3,112	48%	127	101	80%
Grade 9	24,920	9,299	37%	891	446	50%	6,719	1,298	19%	136	77	57%	5,325	1,887	35%	128	105	82%
Grade 10	10,721	4,332	40%	542	306	56%	4,810	1,241	26%	120	76	63%	769	263	34%	76	50	66%
Grade 11	7,532	4,143	55%	321	234	73%	1,484	179	12%	2	2	100%	723	175	24%	4	4	100%
Grade 12	1,634	196	12%	37	15	41%												
<b>Total</b>	<b>165,553</b>	<b>63,287</b>	<b>38%</b>	<b>6,646</b>	<b>2,683</b>	<b>40%</b>	<b>56,675</b>	<b>16,352</b>	<b>29%</b>	<b>1,205</b>	<b>831</b>	<b>69%</b>	<b>50,750</b>	<b>25,499</b>	<b>50%</b>	<b>1,123</b>	<b>889</b>	<b>79%</b>

### Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

TCAH, Continued																		
Grade	STAAR/EOC Ethnicity: Asian						Renaissance Reading Ethnicity: Asian						Renaissance Math Ethnicity: Asian					
	District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1													661	552	84%	0	0	0%
Grade 2													643	539	84%	0	0	0%
Grade 3	1,395	1,016	73%	140	111	79%	637	477	75%	59	56	95%	646	550	85%	61	58	95%
Grade 4	1,316	999	76%	159	109	69%	580	430	74%	45	41	91%	559	486	87%	45	40	89%
Grade 5	1,835	1,406	77%	249	156	63%	534	395	74%	64	58	91%	525	458	87%	63	59	94%
Grade 6	988	760	77%	146	102	70%	438	329	75%	52	39	75%	474	404	85%	47	43	91%
Grade 7	1,048	784	75%	114	82	72%	460	307	67%	30	28	93%	437	361	83%	28	28	100%
Grade 8	2,270	1,607	71%	278	174	63%	467	307	66%	42	31	74%	386	302	78%	40	36	90%
Grade 9	1,119	854	76%	174	126	72%	458	327	71%	32	26	81%	126	71	56%	16	16	100%
Grade 10	531	417	79%	54	44	81%	417	309	74%	14	10	71%	10	6	60%	9	8	89%
Grade 11	476	411	86%	42	41	98%												
Grade 12	41	11	27%	3	0	0%												
<b>Total</b>	<b>11,019</b>	<b>8,265</b>	<b>75%</b>	<b>1,359</b>	<b>945</b>	<b>70%</b>	<b>3,991</b>	<b>2,881</b>	<b>72%</b>	<b>338</b>	<b>289</b>	<b>86%</b>	<b>4,467</b>	<b>3,729</b>	<b>83%</b>	<b>309</b>	<b>288</b>	<b>93%</b>
<b>Ethnicity: White</b>																		
Kinder																		
Grade 1																		
Grade 2																		
Grade 3	2,575	1,921	75%	185	103	56%	1,165	956	82%	82	73	89%	1,174	1,015	86%	84	78	93%
Grade 4	2,367	1,834	77%	380	163	43%	1,099	906	82%	118	99	84%	1,076	948	88%	121	105	87%
Grade 5	3,521	2,515	71%	773	330	43%	1,032	796	77%	175	137	78%	1,008	851	84%	176	145	82%
Grade 6	1,986	1,371	69%	479	223	47%	920	672	73%	123	103	84%	922	736	80%	128	110	86%
Grade 7	1,932	1,347	70%	700	365	52%	874	608	70%	155	116	75%	855	661	77%	148	125	84%
Grade 8	3,656	2,579	71%	1,489	539	36%	768	509	66%	147	101	69%	684	540	79%	138	110	80%
Grade 9	2,154	1,573	73%	960	526	55%	745	491	66%	133	90	68%	313	199	64%	117	95	81%
Grade 10	1,029	773	75%	486	310	64%	712	470	66%	105	73	70%	28	12	43%	81	70	86%
Grade 11	869	769	88%	445	336	76%							23	8	35%	1	1	100%
Grade 12	60	12	20%	30	9	30%												
<b>Total</b>	<b>20,149</b>	<b>14,694</b>	<b>73%</b>	<b>5,927</b>	<b>2,904</b>	<b>49%</b>	<b>7,315</b>	<b>5,408</b>	<b>74%</b>	<b>1,038</b>	<b>792</b>	<b>76%</b>	<b>6,083</b>	<b>4,970</b>	<b>82%</b>	<b>994</b>	<b>839</b>	<b>84%</b>

## Appendix B: Campus-Level Performance: Renaissance 360 Early Literacy/Reading and Math; STAAR/EOC Combined Performance, Continued

TCAH, Continued																		
Grade	STAAR/EOC English Learners (EL)						Renaissance Reading English Learners (EL)						Renaissance Math English Learners (EL)					
	District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)			District-wide (no Charter)			TCAH (100)		
	Total	Meets		Total	Meets		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level		Total	At/Above Grade Level	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
Kinder																		
Grade 1																		
Grade 2																		
Grade 3							5,857	2,831	48%	31	23	74%	5,797	3,681	63%	32	24	75%
Grade 4							6,033	2,311	38%	16	14	88%	6,017	3,750	62%	19	15	79%
Grade 5	19,964	7,694	39%	3	0	0%	5,926	1,642	28%	37	25	68%	5,936	3,343	56%	38	30	79%
Grade 6							4,322	885	20%	12	10	83%	4,360	1,768	41%	14	12	86%
Grade 7	9,800	3,289	34%	2	2	100%	4,356	876	20%	19	9	47%	4,418	1,890	43%	18	12	67%
Grade 8							4,499	823	18%	16	8	50%	4,603	2,166	47%	16	13	81%
Grade 9	15,856	4,435	28%	2	2	100%	4,757	791	17%	20	7	35%	3,742	1,244	33%	20	13	65%
Grade 10	6,246	1,467	23%	24	16	67%	3,424	796	23%	12	4	33%	551	187	34%	9	7	78%
Grade 11	3,727	1,190	32%	1	0	0%							543	119	22%	1	1	100%
Grade 12	1,274	86	7%	1	1	100%												
<b>Total</b>	<b>56,867</b>	<b>18,161</b>	<b>32%</b>	<b>33</b>	<b>21</b>	<b>64%</b>	<b>39,174</b>	<b>10,955</b>	<b>28%</b>	<b>163</b>	<b>100</b>	<b>61%</b>	<b>35,967</b>	<b>18,148</b>	<b>50%</b>	<b>167</b>	<b>127</b>	<b>76%</b>
Special Education						Special Education						Special Education						
Kinder							172	68	40%	0	0	0%						
Grade 1							681	182	27%	0	0	0%	639	286	45%	0	0	0%
Grade 2							779	204	26%	0	0	0%	771	260	34%	0	0	0%
Grade 3	2,980	852	29%	58	18	31%	1,032	192	19%	16	10	63%	1,029	319	31%	15	13	87%
Grade 4	2,866	857	30%	142	39	27%	962	155	16%	31	22	71%	968	262	27%	31	21	68%
Grade 5	4,441	1,278	29%	179	49	27%	1,032	109	11%	25	12	48%	1,025	224	22%	24	19	79%
Grade 6	2,536	614	24%	112	20	18%	806	58	7%	18	7	39%	835	112	13%	17	11	65%
Grade 7	2,473	647	26%	181	30	17%	794	64	8%	29	11	38%	854	127	15%	31	15	48%
Grade 8	4,593	1,198	26%	345	50	14%	682	36	5%	25	9	36%	725	113	16%	23	12	52%
Grade 9	3,880	1,015	26%	223	63	28%	688	48	7%	18	6	33%	585	64	11%	17	10	59%
Grade 10	2,061	586	28%	160	38	24%	422	35	8%	18	7	39%	126	15	12%	17	9	53%
Grade 11	1,304	508	39%	93	39	42%							80	12	15%	1	1	100%
Grade 12	369	66	18%	9	2	22%												
<b>Total</b>	<b>27,503</b>	<b>7,621</b>	<b>28%</b>	<b>1,502</b>	<b>348</b>	<b>23%</b>	<b>8,050</b>	<b>1,151</b>	<b>14%</b>	<b>180</b>	<b>84</b>	<b>47%</b>	<b>7,637</b>	<b>1,794</b>	<b>23%</b>	<b>176</b>	<b>111</b>	<b>63%</b>

Sources: 2022 EOY Ren360 Early Literacy, Reading, & Math, English & Spanish; 2022 STAAR 3-8 & STAAR Alt2 3-8, English & Spanish; 2022 STAAR EOC, STAAR EOC Alt2

Notes: N/A indicates insufficient data for reporting. Campus results displayed in red indicate percentages lower than the district; campus results displayed in green indicate percentages equal to or higher than the district.

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Energized for Excellence Academy, Inc.		
Item	Indicator	Response/Points
1 <sup>^</sup>	Was the complete annual financial report (AFR) submitted to HISD according to the contract terms?	Met Expectation
2 <sup>^</sup>	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Met Expectation
3 <sup>^</sup>	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Met Expectation
4 <sup>^</sup>	Was the contract campus in compliance with the payment terms of all debt agreements during or at fiscal year end? (If the contract campus was in default in a prior fiscal year, an exemption applies in following years if the contract campus is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Met Expectation
5 <sup>^</sup>	Did the contract campus make timely payments to the Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Met Expectation
6 <sup>^v</sup>	Was the total net asset balance in the Statement of Financial Position for the contract campus greater than zero? (If the contract campus's change of students in membership over 5 years was 7 percent or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	NR
7	Did the external independent auditor report any deficiencies that were repeated from the prior 3 years (Corrective action plan must be included in the AFR.)	10
8	Was the number of days of cash on hand and current investments for the contract campus sufficient to cover operating expenses? The calculation will use expenses, excluding depreciations. For government contract campuses, pension expense will be excluded.	0



## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Energized for Excellence Academy, Inc., Continued		
Item	Indicator	Response/Points
9	Was the measure of current assets to current liabilities ratio for the contract campus sufficient to cover short-term debt?	0
10	Was the ratio of long-term liabilities to total assets for the contract campus sufficient to support long-term solvency? (If the contract campus's change of students in membership over 5 years was 7 percent growth or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	10
11	Did the contract campus's revenues equal or exceed expenses, excluding non-cash expenses such as depreciation, amortization, and unrealized gains or losses? If not, was the contract campus's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation.	10
12	Was the debt service coverage ratio sufficient to meet the required debt service?	10
13	Was the contract campus's administrative cost ratio equal to or less than the threshold ratio?	0
14	Did the contract campus not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the contract campus will automatically pass this indicator.)	0
15	Were related party transactions disclosed in the AFR per board policy EL(Local) ?	10
16	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
<b>Total Points</b>		<b>60</b>
<b>Final Rating</b>		<b>C</b>
<b>Final Result</b>		<b>Pass</b>

Source: HISD Office of Budgeting and Financial Planning

Notes: ^ indicates a "Critical Indicator." If the External Performance Contract Campus fails any of the critical indicators (1–6), the Performance Contract Rating is "Fail" for substandard achievement, regardless of points earned.

<sup>u</sup>Indicator 6 as written in the contract. A re-wording of this indicator is in process. This indicator was not rated for all contract campuses for the 2021–2022 school year.

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Energized for STEM Academy, Inc.		
Item	Indicator	Response/Points
1 <sup>^</sup>	Was the complete annual financial report (AFR) submitted to HISD according to the contract terms?	Met Expectation
2 <sup>^</sup>	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Met Expectation
3 <sup>^</sup>	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Met Expectation
4 <sup>^</sup>	Was the contract campus in compliance with the payment terms of all debt agreements during or at fiscal year end? (If the contract campus was in default in a prior fiscal year, an exemption applies in following years if the contract campus is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Met Expectation
5 <sup>^</sup>	Did the contract campus make timely payments to the Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Met Expectation
6 <sup>^w</sup>	Was the total net asset balance in the Statement of Financial Position for the contract campus greater than zero? (If the contract campus's change of students in membership over 5 years was 7 percent or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	NR
7	Did the external independent auditor report any deficiencies that were repeated from the prior 3 years (Corrective action plan must be included in the AFR.)	10
8	Was the number of days of cash on hand and current investments for the contract campus sufficient to cover operating expenses? The calculation will use expenses, excluding depreciations. For government contract campuses, pension expense will be excluded.	0

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Energized for STEM Academy, Inc., Continued		
Item	Indicator	Response/Points
9	Was the measure of current assets to current liabilities ratio for the contract campus sufficient to cover short-term debt?	0
10	Was the ratio of long-term liabilities to total assets for the contract campus sufficient to support long-term solvency? (If the contract campus's change of students in membership over 5 years was 7 percent growth or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	10
11	Did the contract campus's revenues equal or exceed expenses, excluding non-cash expenses such as depreciation, amortization, and unrealized gains or losses? If not, was the contract campus's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation.	10
12	Was the debt service coverage ratio sufficient to meet the required debt service?	10
13	Was the contract campus's administrative cost ratio equal to or less than the threshold ratio?	0
14	Did the contract campus not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the contract campus will automatically pass this indicator.)	10
15	Were related party transactions disclosed in the AFR per board policy EL(Local) ?	10
16	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
<b>Total Points</b>		<b>70</b>
<b>Final Rating</b>		<b>C</b>
<b>Final Result</b>		<b>Pass</b>

Source: HISD Office of Budgeting and Financial Planning

Notes: ^ indicates a "Critical Indicator." If the External Performance Contract Campus fails any of the critical indicators (1–6), the Performance Contract Rating is "Fail" for substandard achievement, regardless of points earned.

<sup>4</sup>Indicator 6 as written in the contract. A re-wording of this indicator is in process. This indicator was not rated for all contract campuses for the 2021–2022 school year.

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Mount Carmel Academy		
Item	Indicator	Response/Points
1 <sup>^</sup>	Was the complete annual financial report (AFR) submitted to HISD according to the contract terms?	Met Expectation
2 <sup>^</sup>	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Met Expectation
3 <sup>^</sup>	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Met Expectation
4 <sup>^</sup>	Was the contract campus in compliance with the payment terms of all debt agreements during or at fiscal year end? (If the contract campus was in default in a prior fiscal year, an exemption applies in following years if the contract campus is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Met Expectation
5 <sup>^</sup>	Did the contract campus make timely payments to the Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Met Expectation
6 <sup>^w</sup>	Was the total net asset balance in the Statement of Financial Position for the contract campus greater than zero? (If the contract campus's change of students in membership over 5 years was 7 percent or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	NR
7	Did the external independent auditor report any deficiencies that were repeated from the prior 3 years (Corrective action plan must be included in the AFR.)	10
8	Was the number of days of cash on hand and current investments for the contract campus sufficient to cover operating expenses? The calculation will use expenses, excluding depreciations. For government contract campuses, pension expense will be excluded.	10

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Mount Carmel Academy, Continued		
Item	Indicator	Response/Points
9	Was the measure of current assets to current liabilities ratio for the contract campus sufficient to cover short-term debt?	10
10	Was the ratio of long-term liabilities to total assets for the contract campus sufficient to support long-term solvency? (If the contract campus's change of students in membership over 5 years was 7 percent growth or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	10
11	Did the contract campus's revenues equal or exceed expenses, excluding non-cash expenses such as depreciation, amortization, and unrealized gains or losses? If not, was the contract campus's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation.	10
12	Was the debt service coverage ratio sufficient to meet the required debt service?	10
13	Was the contract campus's administrative cost ratio equal to or less than the threshold ratio?	10
14	Did the contract campus not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the contract campus will automatically pass this indicator.)	10
15	Were related party transactions disclosed in the AFR per board policy EL(Local) ?	10
16	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
<b>Total Points</b>		<b>100</b>
<b>Final Rating</b>		<b>A</b>
<b>Final Result</b>		<b>Pass</b>

Source: HISD Office of Budgeting and Financial Planning

Notes: ^ indicates a "Critical Indicator." If the External Performance Contract Campus fails any of the critical indicators (1–6), the Performance Contract Rating is "Fail" for substandard achievement, regardless of points earned.

<sup>4</sup>Indicator 6 as written in the contract. A re-wording of this indicator is in process. This indicator was not rated for all contract campuses for the 2021–2022 school year.

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Connections Academy of Texas, LLC		
Item	Indicator	Response/Points
1 <sup>^</sup>	Was the complete annual financial report (AFR) submitted to HISD according to the contract terms?	Met Expectation
2 <sup>^</sup>	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Met Expectation
3 <sup>^</sup>	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Met Expectation
4 <sup>^</sup>	Was the contract campus in compliance with the payment terms of all debt agreements during or at fiscal year end? (If the contract campus was in default in a prior fiscal year, an exemption applies in following years if the contract campus is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Met Expectation
5 <sup>^</sup>	Did the contract campus make timely payments to the Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Met Expectation
6 <sup>^w</sup>	Was the total net asset balance in the Statement of Financial Position for the contract campus greater than zero? (If the contract campus's change of students in membership over 5 years was 7 percent or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	NR
7	Did the external independent auditor report any deficiencies that were repeated from the prior 3 years (Corrective action plan must be included in the AFR.)	10
8	Was the number of days of cash on hand and current investments for the contract campus sufficient to cover operating expenses? The calculation will use expenses, excluding depreciations. For government contract campuses, pension expense will be excluded.	0

## Appendix C: Financial Framework Indicators by External Performance Contract Campus Operators

Connections Academy of Texas, LLC, Continued		
Item	Indicator	Response/Points
9	Was the measure of current assets to current liabilities ratio for the contract campus sufficient to cover short-term debt?	10
10	Was the ratio of long-term liabilities to total assets for the contract campus sufficient to support long-term solvency? (If the contract campus's change of students in membership over 5 years was 7 percent growth or more, then the contract campus passes this indicator.) (New contract campuses that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	10
11	Did the contract campus's revenues equal or exceed expenses, excluding non-cash expenses such as depreciation, amortization, and unrealized gains or losses? If not, was the contract campus's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation.	10
12	Was the debt service coverage ratio sufficient to meet the required debt service?	10
13	Was the contract campus's administrative cost ratio equal to or less than the threshold ratio?	10
14	Did the contract campus not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the contract campus will automatically pass this indicator.)	10
15	Were related party transactions disclosed in the AFR per board policy EL(Local) ?	10
16	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
<b>Total Points</b>		<b>90</b>
<b>Final Rating</b>		<b>A</b>
<b>Final Result</b>		<b>Pass</b>

Source: HISD Office of Budgeting and Financial Planning

Notes: ^ indicates a "Critical Indicator." If the External Performance Contract Campus fails any of the critical indicators (1–6), the Performance Contract Rating is "Fail" for substandard achievement, regardless of points earned.

<sup>4</sup>Indicator 6 as written in the contract. A re-wording of this indicator is in process. This indicator was not rated for all contract campuses for the 2021–2022 school year.

## Appendix D: Operational Framework Indicators by External Performance Contract Campus

Energized ECC			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	0
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor	HISD Internal Auditor	1
4	Timely and complete submission of the Annual External Performance Contract Campus disclosure template	Chief Financial Officer's Office	1
5	Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.	Chief Operating Officer's Office	1
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.	Area Schools' Office / School Support Officer	1



**Appendix D: Operational Framework Indicators by External Performance  
Contract Campus, Continued**

<b>Energized ECC, Continued</b>			
<b>Item</b>	<b>Indicator</b>	<b>HISD Contact</b>	<b>Points</b>
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			9
		<b>Total Points</b>	90
		<b>Final Rating</b>	Met Expectation
		<b>Final Result</b>	Pass

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

Energized ES			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	0
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor	HISD Internal Auditor	1
4	Timely and complete submission of the Annual External Performance Contract Campus disclosure template	Chief Financial Officer's Office	1
5	Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.	Chief Operating Officer's Office	1
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.	Area Schools' Office / School Support Officer	1

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

Energized ES, Continued			
Item	Indicator	HISD Contact	Points
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			9
<b>Total Points</b>			<b>90</b>
<b>Final Rating</b>			<b>Met Expectation</b>
<b>Final Result</b>			<b>Pass</b>

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

Energized MS			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	0
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor	HISD Internal Auditor	1
4	Timely and complete submission of the Annual External Performance Contract Campus disclosure template	Chief Financial Officer's Office	1
5	Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.	Chief Operating Officer's Office	1
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.	Area Schools' Office / School Support Officer	1

**Appendix D: Operational Framework Indicators by External Performance  
Contract Campus, Continued**

<b>Energized MS, Continued</b>			
<b>Item</b>	<b>Indicator</b>	<b>HISD Contact</b>	<b>Points</b>
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			9
<b>Total Points</b>			<b>90</b>
<b>Final Rating</b>			<b>Met Expectation</b>
<b>Final Result</b>			<b>Pass</b>

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

E-STEM HS			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	0
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	<p>Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor</p>	HISD Internal Auditor	1
4	<p>Timely and complete submission of the Annual External Performance Contract Campus disclosure template</p>	Chief Financial Officer's Office	1
5	<p>Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.</p>	Chief Operating Officer's Office	1
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	<p>Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.</p>	Area Schools' Office / School Support Officer	1

**Appendix D: Operational Framework Indicators by External Performance  
Contract Campus, Continued**

<b>E-STEM HS, Continued</b>			
<b>Item</b>	<b>Indicator</b>	<b>HISD Contact</b>	<b>Points</b>
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			9
<b>Total Points</b>			<b>90</b>
<b>Final Rating</b>			<b>Met Expectation</b>
<b>Final Result</b>			<b>Pass</b>

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

E-STEM MS			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	0
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor	HISD Internal Auditor	1
4	Timely and complete submission of the Annual External Performance Contract Campus disclosure template	Chief Financial Officer's Office	1
5	Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.	Chief Operating Officer's Office	1
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.	Area Schools' Office / School Support Officer	1



**Appendix D: Operational Framework Indicators by External Performance  
Contract Campus, Continued**

<b>E-STEM MS, Continued</b>			
<b>Item</b>	<b>Indicator</b>	<b>HISD Contact</b>	<b>Points</b>
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			9
<b>Total Points</b>			<b>90</b>
<b>Final Rating</b>			<b>Met Expectation</b>
<b>Final Result</b>			<b>Pass</b>

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

Mount Carmel Academy			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	1
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor	HISD Internal Auditor	1
4	Timely and complete submission of the Annual External Performance Contract Campus disclosure template	Chief Financial Officer's Office	1
5	Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.	Chief Operating Officer's Office	1
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.	Area Schools' Office / School Support Officer	1

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

Mount Carmel Academy, Continued			
Item	Indicator	HISD Contact	Points
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			10
<b>Total Points</b>			<b>100</b>
<b>Final Rating</b>			<b>Met Expectation</b>
<b>Final Result</b>			<b>Pass</b>

## Appendix D: Operational Framework Indicators by External Performance Contract Campus, Continued

TCAH			
Item	Indicator	HISD Contact	Points
1	<p>Teacher Certification Requirements</p> <ul style="list-style-type: none"> <li>* All Pre-K through fifth-grade teachers are certified.</li> <li>* All core subject teachers (as defined by EL (Local) at middle schools and high schools are certified.</li> <li>* All teachers without certification are either on an emergency permit or participating in an alternative certification program.</li> </ul>	Area Schools' Office / School Support Officer	1
2	<p>Timely submission of financial affidavits after receipt of ADA payments.</p> <ul style="list-style-type: none"> <li>* No later than 20 business days after receipt of the first payment from the district during a school year, and no later than 10 business days after receipt of the second and third payments</li> </ul>	Charter Schools Office	1
3	Timely approval of External Performance Contract Campus auditor name and qualifications by HISD's Internal Auditor	HISD Internal Auditor	1
4	Timely and complete submission of the Annual External Performance Contract Campus disclosure template	Chief Financial Officer's Office	1
5	Campus facilities are adequate for student needs as determined by the district's bi-annual campus walk-through.	Chief Operating Officer's Office	N/A
6	<p>All campus staff successfully completed HISD Mandatory Trainings, including but not limited to:</p> <ul style="list-style-type: none"> <li>* Pre-Service Trainings</li> <li>* Principal Meetings</li> <li>* Required Trainings for Special Populations (e.g., SPED, Bilingual / ESL, 504)</li> </ul>	Area Schools' Office / School Support Officer	1
7	Campus is in compliance with district policies and procedures related to HISD media policy, as well as campus website maintenance, templates, trainings, and written procedures.	Area Schools' Office / School Support Officer	1

**Appendix D: Operational Framework Indicators by External Performance  
Contract Campus, Continued**

TCAH, Continued			
Item	Indicator	HISD Contact	Points
8	Appropriate handling of secure assessment materials and proper execution of standardized testing protocols: * No serious testing irregularities on STAAR or PSAT/SAT as defined by TEA and/or College Board.	Area Schools' Office / School Support Officer	1
9	Campus satisfactorily meets all of the requirements of the HISD School Choice program related to student transfers and processing.	School Choice Office	1
10	Campus provides information, data, and records in accordance with HISD data quality record requirements in a timely fashion.	Federal and State Compliance Department	1
<b>Operational Framework Calculation</b>			<b># Points Earned:</b>
$\frac{(\# \text{ of Points Earned})}{(\# \text{ of Indicators Evaluated})} * 100$			9
<b>Total Points</b>			<b>100</b>
<b>Final Rating</b>			<b>Met Expectation</b>
<b>Final Result</b>			<b>Pass</b>