# Myths and Realities 

## Public Charter School Impact on Tarrant County ISD Enrollment and Achievement



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# Foreword 

Over the course of our ten-year history, The Miles Foundation has remained committed to honoring the legacy of our founder, Ellison Miles, through investments in education that promote the next generation's success. With his spirit in mind, we have defined success to mean that every child is given the foundation they need to lead a healthy, hopeful, and productive life.

How we as a nation and community support the success of our next generation has become a source of deep division, particularly regarding the role of public charter schools and their impact on our traditional public education system. We have all heard the most common criticisms of the charter sector - that charter schools only attract high performing students, that they deplete already under-funded traditional public schools of much needed resources, and they create a parallel education system without leading to better outcomes for students. At The Miles Foundation, we do not believe that charter schools alone are the answer to the complex educational challenges facing 21st century America, or that all charter schools are unilaterally supporting exceptional outcomes for students. After all, no system is perfect. But our experience in recent years has led us to believe that much of the criticism aimed at charter schools is anecdotal at best, and untrue at worst. And while never appropriate, this moment in history has not granted us the luxury to limit or eliminate school options or models that are yielding meaningful results for the students they serve - particularly when many charter school students demonstrate the greatest comparative need for academic support.

Once considered an "educational green-space" regarding public charter schools, Tarrant County has experienced a growing charter sector in recent years. In many ways it has been the perfect time to address common charter school myths and realities as we seek to intentionally support a local educational landscape that better serves all children and families. As Phase I of an ongoing and robust evaluation series, we asked two of the largest Charter Management Organizations (CMOs) expanding within Tarrant County to allow us to partner with Southern Methodist University's Center on Research and Evaluation (CORE) to explore three key questions:

1. Are charter schools in Tarrant County disproportionately enrolling the top performers of traditional public schools?
2. Do charter schools in Tarrant County impact enrollment in traditional public schools?
3. Do charter schools in Tarrant County impact academic achievement in traditional public schools?

We were thrilled that they agreed. You will find the highlights of the CORE evaluations conducted with IDEA Public Schools and Uplift Education in the following pages of this report. We want to publicly thank IDEA and Uplift for their willingness to vulnerably share data in effort to support ongoing discussion about educational opportunity and best practice sharing.

As we honor Mr. Miles and strive to support the next generation's success, we hope that this report will facilitate transparent dialogue about the reality of our educational ecosystem, and productive conversation regarding the best path forward.


As part of an ongoing evaluation series on the academic, enrollment, and fiscal impact of a growing charter school sector in Tarrant County, The Miles Foundation (TMF) collaborated with The SMU Center on Research and Evaluation (CORE), IDEA Public Schools (IDEA), and Uplift Education schools (Uplift) to conduct in-depth analyses of the enrollment trends and Texas STAAR performance data for students attending IDEA Public Schools, Uplift Education schools, and select traditional neighborhood schools in close proximity to newly-opened charter school campuses. These analyses were explored in two distinct evaluations; the methods and findings of which are included within this report.

## KEY QUESTIONS

1. Are charter schools in Tarrant County disproportionately enrolling the top performers of traditional public schools?
2. Do charter schools in Tarrant County impact enrollment in traditional public schools?
3. Do charter schools in Tarrant County impact academic achievement in traditional public schools?

## Key Findings

MYTH \#1: PUBLIC CHARTER SCHOOLS ARE CHERRY-PICKING HIGH PERFORMING STUDENTS.

## 13/15

DISTRICTS


REALITY: The average IDEA students from 13 of 15 districts were underperforming on the day they arrived at IDEA as compared to their prior schools and districts.

MYTH \#2: PUBLIC CHARTER SCHOOLS ARE DRAINING RESOURCES FROM TRADITIONAL ISDs.


15 DISTRICTS


92 SCHOOLS

REALITY: In 2019, IDEA opened its first three schools in Tarrant County, enrolling students from 15 different school districts and 94 different schools. Comparisons of 2018-2019 previous district enrollment and 2019-2020 IDEA enrollment rates suggest little to no impact on previous district enrollment.*

## Key Findings

## MYTH \#3: PUBLIC CHARTER SCHOOLS NEGATIVELY IMPACT ACADEMIC

 PERFORMANCE AND ENROLLMENT IN TRADITIONAL ISDs.

REALITY: Overall, achievement at all comparison schools near Uplift campuses has improved since Uplift schools have opened. Uplift student achievement declined from the time period between 2016-2018, but has recently improved.

AVERAGE \# TEST TAKERS ACROSS GRADES AT COMPARISON CAMPUSES \& UPLIFT CAMPUSES
(TOTAL OF GRADE LEVEL AVERAGES)


REALITY: Enrollment at all public comparisons schools near Uplift campuses has varied over the period evaluated but has increased at the aggregate level over time.


## Conclusion

"Tarrant County charter schools are serving students with high academic need without disrupting enrollment and achievement in local ISDs."

While these evaluations are not exhaustive in scope, they do give us a baseline from which to address concerns about charter school growth throughout Tarrant County. Overall, findings suggest that our area charter schools are serving students with high academic need without clear disruption to traditional ISD enrollment or achievement. It is important to note that these evaluations began prior to March 2020. As such, it will be essential in ongoing research and evaluation to understand covid-accelerated learning and enrollment loss as a new and significant variable to this work. We will continue to explore which school models and programs within our public education system are observing the greatest level of student success with the hope of sharing best practices and supporting all students and school models, now and in the future.

# Findings 

IDEA PUBLIC SCHOOLS EVALUATION IN PARTNERSHIP WITH SMU CORE

## Findings

## Q1. What schools were students enrolled in prior to attending IDEA?

## IDEA STUDENTS' PREVIOUS SCHOOL DISTRICTS

During the 2019-2020 school year, IDEA schools enrolled students from 15 surrounding Texas public school districts (see Figure 2.). The majority of enrolled $5^{\text {th }}$ and 6 th graders transferred from Fort Worth ISD ( $\mathrm{n}=160,67 \%$ ). However, students from Birdville ISD ( $\mathrm{n}=29, \% 12$ ), Crowley ISD ( $\mathrm{n}=11,5 \%$ ), and White Settlement ISD ( $n=9,4 \%$ ) were also well represented in IDEA enrollment. Complete IDEA enrollment numbers for each IDEA campus, aggregated by previous school district, is included in Table One. Appendix A details numbers from prior campuses.

Figure Two. Enrollment in IDEA Schools by Previous


■ Fort Worth ISD (67\%)
■ Birdville ISD (12\%)
■ Crowley ISD (5\%)
■ White Settlement ISD (4\%)
$\square$ Hurst-Euless-Bedford ISD (2\%)
■ Lake Worth ISD (2\%)
■ Castleberry ISD (2\%)

- Keller ISD (2\%)

■ Eagle Mt-Saginaw ISD (1\%)

- Arlington ISD (1\%)

Burleson ISD (1\%)

- Everman ISD (1\%)
- Austin ISD (<1\%)
$\square$ Grapevine-Colleyville ISD (<1\%)
■ Joshua ISD (<1\%)

Table One. Enrollment in IDEA Schools and District by Previous District

|  | \# Enrolled IDEA Achieve Academy | \% of IDEA <br> Enrollment | \# Enrolled IDEA Achieve College Prep | \% of IDEA <br> Enrollment | \# Enrolled IDEA Rise College Prep | \% of IDEA <br> Enrollment | $\begin{gathered} \text { IDEA } \\ \# \\ \text { Enrolled } \end{gathered}$ | OTAL: <br> \% Enrolled |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fort Worth ISD | 19 | 8 | 45 | 19 | 96 | 40 | 160 | 67 |
| Birdville ISD | 16 | 7 | 13 | 5 | 0 | 0 | 29 | 12 |
| Crowley ISD | 2 | 1 | 4 | 2 | 5 | 2 | 11 | 5 |
| White Settlement ISD | 3 | 1 | 0 | 0 | 6 | 3 | 9 | 4 |
| Hurst-Euless-Bedford ISD | 2 | 1 | 2 | 1 | 2 | 1 | 6 | 3 |
| Castleberry ISD | 0 | 0 | 0 | 0 | 4 | 2 | 4 | 2 |
| Eagle Mt-Saginaw ISD | 0 | 0 | 3 | 1 | 1 | 0 | 3 | 1 |
| Keller ISD | 2 | 1 | 2 | 1 | 0 | 0 | 4 | 2 |
| Lake Worth ISD | 4 | 2 | 0 | 0 | 0 | 0 | 5 | 2 |
| Arlington ISD | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 1 |
| Austin ISD | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Burleson ISD | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 1 |
| Everman ISD | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 1 |
| Grapevine-Colleyville ISD | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Joshua ISD | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Total: | 51 | 21 | 72 | 30 | 117 | 49 | 240 | 100 |

## IDEA STUDENTS' PREVIOUS SCHOOLS

During the 2019-2020 school year, IDEA schools enrolled students from 92 public schools (see Appendix A). Of the 92 schools, 6 contributed more than 5 (3\%) IDEA students, representing at least $3 \%$ of the IDEA enrollment (see Table One). Among those 6 schools, two are particularly noteworthy, representing a disproportionate percentage of students in IDEA Rise College Prep and the IDEA district: Western Hills Elementary and Waverly Park Elementary (both of Fort Worth ISD). This finding may not be surprising given Western Hills Elementary and Waverly Park Elementary are in close geographic proximity to IDEA Rise College Prep. However, the finding also raises important questions about why similarly proximal schools are not represented in enrollment data at IDEA Achieve Academy and IDEA Achieve College Preparatory.

Table Two. Schools Contributing Most to IDEA 5th and $6^{\text {th }}$ Grade Enrollment in 2019-20

| School | \# IDEA Achieve <br> Academy (\%) | \# IDEA Achieve <br> College Prep (\%) | \# IDEA Rise College <br> Prep (\%) | \# IDEA Tofal (\%) |
| :--- | :---: | :---: | :---: | :---: |
| 1. Western Hills (Ft. Worth ISD) | $3(6)$ | $0(0)$ | $47(40)$ | $50(21)$ |
| 2. Waverly Park (Ft. Worth ISD) | $1(2)$ | $1(0)$ | $18(15)$ | $20(8)$ |
| 3. Birdville (Birdville ISD) | $3(6)$ | $7(10)$ | $0(0)$ | $10(4)$ |
| 4. Natha Howell (Ft. Worth ISD) | $3(6)$ | $6(1)$ | $0(0)$ | $9(4)$ |
| 5. Como (Ft. Worth ISD) | $1(2)$ | $1(0)$ | $5(4)$ | $7(3)$ |
| 6. Ridglea Hills (Ft. Worth ISD) | $2(4)$ | $0(0)$ | $4(3)$ | $6(3)$ |

## Q2: On what academic level are incoming IDEA 5th \& 6th grade students?

 Q2A. HOW WERE INCOMING STUDENTS ACHIEVING ON STAAR TESTING AT THEIR PREVIOUS DISTRICT AND CAMPUS?At an IDEA district level, students experienced the highest percentage of achievement (\% meet or exceed grade level standard) in Reading, followed by Math, Science, and Writing (see Table 3.). Complete STAAR achievement analyses by district, school, and grade level are provided in supplements to this report.

Table Three. Percent of Students that Meet or Exceed Grade Level Standards by STAAR Subject in Prior Year

|  | \% Meeting or Exceed Grade Level Standard |
| :--- | :---: |
| Reading | 35 |
| Math | 31 |
| Writing | 14 |
| Science | 26 |

Q2B. ARE INCOMING STUDENTS REFLECTIVE OF THE ‘AVERAGE’ STUDENT AT THEIR PREVIOUS DISTRICT AND CAMPUS, OR ARE THEY UNDER/OVER PERFORMING?

A limited sample size of IDEA students ( $n=240$ ) and missing data preclude tests of significance between IDEA student performance and "average student" performance at previous campuses. However, descriptive analyses suggest IDEA students may be broadly underperforming, compared to "typical" performance at prior districts, in all STAAR subjects. Table 4 compares district population student STAAR scores with IDEA student STAAR scores. With the exception of students from Castleberry ISD and Grapevine-Colleyville ISD, students from all represented school districts had lower average achievement than what was typical at their previous districts in one or more STAAR subjects. These comparisons varied widely at a campus and grade level, with IDEA students from several schools out-performing peers from prior campuses. Complete STAAR achievement analyses by district, school, and grade level are provided in supplements to this report.

Table Four. Percent of Population and IDEA Students that Meet or Exceed Grade Level Standards by STAAR Subject by School District; 2018-19 school year

| School Districł | District Population $4^{\text {th }}$ Grade 2018-2019 | District Population $5^{\text {th }}$ Grade 2018-2019 | IDEA Students Combined Grades (Including Missing Data*) 2018-2019 | Over-performing |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Average Performing |
|  |  |  |  | Under-performing |
| Fort Worth ISD | $n=6573$ | $n=6416$ | $\mathrm{n}=160$ |  |
| Reading | 32 | 41 | 39 |  |
| Math | 32 | 41 | 24 |  |
| Writing | 25 | N/A | 16 |  |
| Science | N/A | 33 | 26 |  |
| Birdville ISD | $\mathrm{n}=1762$ | $\mathrm{n}=1750$ | $n=29$ |  |
| Reading | 46 | 58 | 31 |  |
| Math | 46 | 62 | 41 |  |
| Writing | 38 | N/A | 13 |  |
| Science | N/A | 57 | 31 |  |
| Crowley ISD | $\mathrm{n}=1163$ | $\mathrm{n}=1179$ | $n=11$ |  |
| Reading | 36 | 40 | 27 |  |
| Math | 40 | 41 | 27 |  |


| Writing | 27 | N/A | Missing |
| :---: | :---: | :---: | :---: |
| Science | N/A | 34 | 44 |
| White Settlement ISD | $n=502$ | $\mathrm{n}=542$ | $\mathrm{n}=9$ |
| Reading | 44 | 56 | 22 |
| Math | 44 | 54 | 11 |
| Writing | 36 | N/A | 33 |
| Science | N/A | 52 | 33 |
| Hurst-Euless-Bedford ISD | $n=1828$ | $n=1798$ | $\mathrm{n}=6$ |
| Reading | 45 | 59 | 0 |
| Math | 48 | 63 | 33 |
| Writing | 33 | N/A | 0 |
| Science | N/A | 58 | 0 |
| Castleberry ISD | $n=303$ | $n=307$ | $n=4$ |
| Reading | 33 | 41 | 50 |
| Math | 34 | 42 | 50 |
| Writing | N/A | N/A | N/A |
| Science | N/A | 38 | 50 |
| Eagle Mt. Saginaw ISD | $n=1497$ | $\mathrm{n}=1642$ | $\mathrm{n}=4$ |
| Reading | 37 | 56 | 25 |
| Math | 41 | 59 | 25 |
| Writing | 30 | N/A | N/A |
| Science | N/A | 53 | 0 |
| Keller ISD | $n=2578$ | $\mathrm{n}=2742$ | $\mathrm{n}=4$ |
| Reading | 55 | 64 | 50 |
| Math | 61 | 66 | 25 |
| Writing | 43 | N/A | 50 |
| Science | N/A | 59 | 50 |
| Lake Worth ISD | $\mathrm{n}=290$ | $n=256$ | $\mathrm{n}=4$ |
| Reading | 16 | 25 | 0 |
| Math | 24 | 28 | 50 |
| Writing | 13 | N/A | 0 |
| Science | N/A | 17 | N/A |
| Arlington ISD | $n=4336$ | $n=4622$ | $\mathrm{n}=2$ |
| Reading | 35 | 45 | 0 |
| Math | 39 | 46 | 0 |
| Writing | 29 | N/A | N/A |
| Science | N/A | 37 | 0 |
| Austin ISD | $\mathrm{n}=6213$ | $n=6011$ | $\mathrm{n}=1$ |
| Reading | 47 | 55 | 0 |
| Math | 48 | 57 | 0 |
| Writing | 40 | N/A | Missing |
| Science | N/A | 47 | N/A |
| Burleson ISD | $\mathrm{n}=966$ | $\mathrm{n}=995$ | $\mathrm{n}=2$ |
| Reading | 42 | 60 | 0 |
| Math | 46 | 56 | 0 |
| Writing | 30 | N/A | Missing |
| Science | N/A | 52 | 0 |
| Everman ISD | $n=452$ | $\mathrm{n}=439$ | $\mathrm{n}=2$ |
| Reading | 38 | 32 | 0 |
| Math | 38 | 34 | 0 |
| Writing | 30 | N/A | 0 |
| Science | N/A | 25 | Missing |
| Grapevine-Colleyville ISD | $\mathrm{n}=922$ | $n=1004$ | $\mathrm{n}=1$ |
| Reading | 55 | 73 | 100 |
| Math | 57 | 74 | 100 |
| Writing | 45 | N/A | N/A |
| Science | N/A | 67 | 100 |
| Joshua ISD | $n=427$ | $n=413$ | $n=1$ |
| Reading | 45 | 55 | 0 |
| Math | 47 | 65 | Missing |
| Writing | 39 | N/A | N/A |
| Science | N/A | 65 | Missing |

Notes: $\quad$ * $=$ Percentages are calculated using all IDEA students, including students with missing data.
N/A = Grade level does not participate in STAAR subject testing or no students from IDEA schools participated in STAAR subject testing due to grade level not participating in STARR subject testing.
Missing = Data is missing from IDEA or STAAR testing datasets.

## Q3: What was the impact to surrounding school enrollment?

Comparisons of 2018-2019 previous district enrollment and 2019-2020 IDEA enrollment suggest little to no impact on previous district enrollment based on IDEA opening (see Table Five). However, analyses suggest IDEA opening may have had a meaningful impact on a few specific schools or feeder middle schools. Specifically, 9 schools had levels of 2019-2020 IDEA enrollment greater than or equal to $5 \%$ of 2018-2019 enrollment: Western Hills Elementary, Waverly Park Elementary, Birdville Elementary, Como Elementary, Natha Howell Elementary, Richland Elementary, Joy James Elementary, Meadowbrook Elementary, and Versia Williams Elementary (see Table Six). It is important to point out that the majority of students transferring into IDEA from these campuses were transitioning from $5^{\text {th }}$ to $6^{\text {th }}$ grade, and therefore are more likely affecting the middle schools they would typically "feed" into. For complete analyses on enrollment by district and school, see Appendix A.

Table 5. 2018-2019 Enrollment Changes by District

| District Total | Grade Level | Average Enrollment 2018-2019 | \#Enrolled in IDEA Schools 2019-2020 |
| :---: | :---: | :---: | :---: |
| Fort Worth ISD Total | 4th | 6573 | 141 |
| Fort Worth ISD Total | 5th | 6416 | 19 |
| Birdville ISD Total | 4th | 1762 | 16 |
| Birdville ISD Total | 5th | 1750 | 13 |
| Crowley ISD Total | 4th | 1163 | 2 |
| Crowley ISD Total | 5th | 1179 | 9 |
| White Settlement ISD Total | 4th | 502 | 3 |
| White Settlement ISD Total | 5th | 542 | 6 |
| Hurst-Euless-Bedford ISD Total | 4th | 1828 | 2 |
| Hurst-Euless-Bedford ISD Total | 5th | 1798 | 4 |
| Castleberry ISD Total | 4th | 303 | 0 |
| Castleberry ISD Total | 5th | 307 | 4 |
| Eagle Mt-Saginaw ISD Total | 4th | 1497 | 0 |
| Eagle Mt-Saginaw ISD Total | 5th | 1642 | 4 |
| Keller ISD Total | 4th | 2578 | 2 |
| Keller ISD Total | 5th | 2742 | 2 |
| Lake Worth ISD Total | 4th | 290 | 4 |
| Lake Worth ISD Total | 5th | 256 | 0 |
| Arlington ISD Total | 4th | 4336 | 0 |
| Arlington ISD Total | 5th | 4622 | 2 |
| Austin ISD Total | 4th | 6213 | 1 |
| Austin ISD Total | 5th | 6011 | 0 |
| Burleson ISD Total | 4th | 966 | 1 |
| Burleson ISD Total | 5th | 995 | 1 |
| Everman ISD Total | 4th | 452 | 1 |
| Everman ISD Total | 5th | 439 | 1 |
| Grapevine-Colleyville ISD Total | 4th | 922 | 0 |
| Grapevine-Colleyville ISD Total | 5th | 1004 | 1 |
| Joshua ISD Total | 4th | 427 | 0 |
| Joshua ISD Total | 5th | 413 | 1 |

Table Six. Schools with IDEA $5^{\text {th }}$ or $6^{\text {th }}$ Grade Enrollment Greater than or Equal to $5 \%$ of 2018-19 $4^{\text {th }}$ or $5^{\text {th }}$ Grade Enrollment

| School | \#Enrolled 2018-2019 | \# Enrolled in IDEA <br> 2019-2020 (\% 2018-2019) |
| :--- | :---: | :---: |
| 1. Western Hills Elementary (Ft. Worth ISD) | 404 | $\mathbf{5 0}$ (12) |
| $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade | 206 | 3 (1) |
| $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | 198 | $\mathbf{4 7}$ (24) |


| 2. Waverly Park Elementary (Ft. Worth ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{aligned} & \hline 240 \\ & 127 \\ & 113 \\ & \hline \end{aligned}$ | $\begin{gathered} 20(8) \\ 1(1) \\ 19(17) \\ \hline \end{gathered}$ |
| :---: | :---: | :---: |
| 3. Birdville Elementary (Birdville ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{aligned} & 137 \\ & 82 \\ & 55 \\ & \hline \end{aligned}$ | $\begin{gathered} 10(7) \\ 3(4) \\ 7(13) \\ \hline \end{gathered}$ |
| 4. Como Elementary (Ft. Worth ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{gathered} 129 \\ 61 \\ 68 \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 7(5) \\ & 1(2) \\ & 6(9) \\ & \hline \end{aligned}$ |
| 5. Natha Howell (Ft. Worth ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{aligned} & 146 \\ & 73 \\ & 73 \\ & \hline \end{aligned}$ | $\begin{aligned} & 9(6) \\ & 3(4) \\ & 6(8) \end{aligned}$ |
| 6. Richland Elementary (Birdville ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{aligned} & 80 \\ & 37 \\ & 43 \end{aligned}$ | $\begin{aligned} & 4 \text { (5) } \\ & 1(3) \\ & 3(7) \end{aligned}$ |
| 7. Joy James Elementary (Castleberry ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{gathered} 147 \\ 75 \\ 72 \end{gathered}$ | $\begin{aligned} & 4(3) \\ & 0(0) \\ & 4(6) \\ & \hline \end{aligned}$ |
| 8. Meadowbrook Elementary (Ft. Worth ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{aligned} & 184 \\ & 101 \\ & 83 \end{aligned}$ | $\begin{aligned} & 5(3) \\ & 0(0) \\ & 5(6) \\ & \hline \end{aligned}$ |
| 9. Versia Williams Elementary (Ft. Worth ISD) <br> $4^{\text {th }}$ Grade $-5^{\text {th }}$ Grade <br> $5^{\text {th }}$ Grade $-6^{\text {th }}$ Grade | $\begin{gathered} 110 \\ 55 \\ 55 \\ \hline \end{gathered}$ | $\begin{aligned} & 3(3) \\ & 0(0) \\ & 3(5) \\ & \hline \end{aligned}$ |

## Spotlight: Western Hills Elementary and Waverly Park Elementary of Fort Worth ISD

Western Hills Elementary and Waverly Park Elementary represent a disproportionate portion of IDEA Rise College Preparatory ( $40 \%$ and $15 \%$ ) and IDEA district ( $21 \%$ and $8 \%$ ) enrollment (see Table Seven). As such, they may merit special consideration when evaluating IDEA student enrollment and STAAR testing performance.

Table 7. Enrollment in IDEA Schools and District - Western Hills and Waverly Park

|  | \# IDEA <br> Achieve <br> Academy <br> (\%) | \# IDEA <br> Achieve <br> College Prep <br> (\%) | \# IDEA Rise <br> College Prep <br> (\%) | \# District Total <br> (\%) |
| :--- | :---: | :---: | :---: | :---: |
| Western Hills (Ft. Worth ISD) | $3(6)$ | $0(0)$ | $47(40)$ | $50(21)$ |
| Waverly Park (Ft. Worth ISD) | $1(2)$ | $1(0)$ | $18(15)$ | $20(8)$ |

Fort Worth ISD lost a notable number of students from both Western Hills Elementary and Waverly Park Elementary to IDEA schools, particularly for 2018-2019 $5^{\text {th }}$ graders enrolling in IDEA Rise College Prep for $6^{\text {th }}$ grade in the 2019-2020 school year. Western Hills lost $24 \%$ of $5^{\text {th }}$ graders, while Waverly Park lost $17 \%$ (See Table Eight).

Table Eight. 2018-2019 Enrollment at Western Hills and Waverly Park Compared to IDEA Transfers

| School | Grade Level | Average Enrollment <br> $2018-2019$ | \#Enrolled in IDEA <br> Schools 2019-2020 <br> $(\%$ 2018-2019) |
| :--- | :---: | :---: | :---: |
| Western Hills (Ft. Worth ISD) | 4th | 206 | $3(1)$ |
| Western Hills (Ft. Worth ISD) | 5 th | 198 | $47(24)$ |
| Waverly Park (Ft. Worth ISD) | 4th | 127 | $1(1)$ |
| Waverly Park (Ft. Worth ISD) | 5 th | 113 | $19(17)$ |

While Fort Worth ISD likely experienced notable loses in enrollment with IDEA opening, particularly from Western Hills Elementary and Waverly Park Elementary, each school's losses represented different implications on how these transfers may have impacted student achievement at their prior campuses and district. Specifically, Western Hills Elementary students enrolling in IDEA schools largely over-performed compared to their peers in all STAAR test subjects, while Waverly Park students largely under-performed (see Table Nine). This finding raises important questions about student messaging and motivation for enrolling in IDEA schools that may merit further exploration.

Table Nine. Percent of Population and IDEA Students That Meet or Exceed Grade Level Standards by 2018-2019 STAAR Subject - Western Hills and Waverly Park

| School | Population $4^{\text {th }}$ Grade 2018-2019 | IDEA Students $5^{\text {th }}$ Grade (Including Missing Dała*) 2018-2019 | Population 5 ${ }^{\text {th }}$ Grade 2018-2019 | IDEA Students $6^{\text {th }}$ Grade (Including Missing Data*) 2018-2019 | Overperforming <br> Average Performing Underperforming |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Western Hills Elementary | n=206 | n=3 | $\mathrm{n}=198$ | $n=47$ |  |
| Reading | 17 | 33 | 38 | 49 |  |
| Math | 12 | 33 | 22 | 23 |  |
| Writing | 15 | 33 | N/A | N/A |  |
| Science | N/A | N/A | 12 | 26 |  |
| Waverly Park Elementary | $n=127$ | $\mathrm{n}=1$ | $n=113$ | $\mathrm{n}=19$ |  |
| Reading | 34 | 0 | 51 | 37 |  |
| Math | 38 | 0 | 45 | 42 |  |
| Writing | 33 | 0 | N/A | N/A |  |
| Science | N/A | N/A | 55 | 32 |  |

Notes: $\quad$ * $=$ Percentages are calculated using all IDEA students, including students with missing data. $\mathbf{N} / \mathbf{A}=$ Grade level does not participate in STAAR subject testing.

## Findings

UPLIFT EDUCATION EVALUATION IN PARTNERSHIP WITH SMU CORE

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## Findings

## Uplift Ascend

School facts
Location: In south Fort Worth, TX; southeast of I-35 and I-20 intersection
Grade levels: PreK - $8^{\text {th }}$
Opening Year: 2018-19 school year (High School opened 2021-22 school year)
Comparison Campuses:

- Clifford Davis Elementary ( 4.3 miles)
- David K Sellers Elementary ( 2.8 miles)
- Glen Park Elementary (4.3 miles)
- Harlean Beal Elementary ( 3.2 miles)
- W.M. Green Elementary ( 4.8 miles)
- Glencrest $6^{\text {th }}$ Grade School ( 5.2 miles)


## Average Enrollment and Performance Trends for Ascend \& All Comparison Campuses ${ }^{1}$ ENROLLMENT

Table 1. Average \# of Yearly Test-Takers by Grade Level Across All Schools and All Subjects

|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 rd | 94 | 101 | 104 | 94 | 99 | 101 | 80 |
| 4th | 85 | 86 | 96 | 98 | 95 | 93 | 92 |
| 5th | 85 | 83 | 84 | 92 | 98 | 95 | 92 |
| 6th | 378 | 434 | 392 | 394 | 346 | 458 | 417 |
| Total of Comp Grade Level Averages | 642 | 703 | 675 | 678 | 638 | 747 | 680 |
| Total of Uplift Ascend Grade Level Averages |  |  |  |  |  |  | 137 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.

FIGURE 1: TOTAL \# TEST-TAKERS AT COMPARISON CAMPUSES (TOTAL OF GRADE LEVEL AVERAGES)


Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Note 2: Uplift Ascend is not reflected in the chart because enrollment was only available for $6^{\text {th }}$ grade while the comparison is a sum of all grade levels $3^{\text {ra }}-6^{\text {th }}$ (i.e., the comparison is not practical).

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Overall enrollment in STAAR-tested grades at schools near Uplift Ascend was generally steady from 2013 to 2017; there were modest increases between some years and modest decreases between others. Between the 2017-18 and 2018-19 school year, the number of test takers decreased notably indicating an overall downturn in enrollment at comparison schools between 2017-18 and 2018-19. This decrease is only notable for $3^{\text {rd }}$ and $6^{\text {th }}$ grade. Ascend was enrolling $6^{\text {th }}$ graders in 18/19, but was not enrolling $3^{\text {rd }}$ graders. The 3 rd grade decrease is not associated with Ascend opening, but 6th grade hypothetically could be.

## ACHIEVEMENT

Table Two. Average \% of Students Meeting Grade Level Standards by Subject Across All Schools

|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Comp Math | 24\% | $21 \%$ | 23\% | 27\% | 27\% | 33\% | 32\% |
| Uplift Ascend Math |  |  |  |  |  |  | 49\% |
| Comp Reading | 26\% | 23\% | 23\% | 26\% | 26\% | 34\% | 32\% |
| Uplift Ascend Reading |  |  |  |  |  |  | 42\% |
| Comp Science | 25\% | 21\% | 14\% | 21\% | 18\% | 22\% | 29\% |
| Comp Writing | 22\% | 14\% | 15\% | 28\% | 17\% | 22\% | 19\% |
| Overall Average of Comp Passing Rates | 25\% | 21\% | 21\% | 26\% | 25\% | 31\% | 30\% |
| Overall Average of Ascend Passing Rates |  |  |  |  |  |  | 46\% |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
FIGURE 2: AVERAGE PASSING RATES AT UPLIFT ASCEND \& COMPARISON CAMPUSES BY SUBJECT


Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Performance fluctuated year-to-year at these schools prior to the Ascend opening in fall 2018. Overall achievement on STAAR tested subjects declined at comparison campuses for math, reading \& writing, while achievement at comparison campuses improved for science between the years before and after the school opened. In 2018-19, achievement at Ascend was greater than that of the comparison schools for math and reading.

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## Trends at Specific Ascend Comparison Schools

Appendix A provides tables showing enrollment and achievement data from 2013-2019 for each specific Ascend comparison campus. The table below summarizes the enrollment and performance trends for each comparison campus pre- and post-Ascend opening in the 2018-2019 school year. Again, it is worth noting that the only levels affected by these enrollment numbers are $3^{\text {rd }}-12^{\text {th }}$ grade, and Ascend only enrolled $6^{\text {th }}$ graders in this grade range in 2018-19.

Table Three. Trends at Ascend Comparison Campuses pre- and post-Ascend opening 2018-19 school year

|  | Enrollment |  | Achievement |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Trend Before Ascend Opening | After Opening | Trend Before Ascend Opening | After Opening |
| Clifford Davis Elementary (4.3 miles) | Increasing | Declined | Fluctuating | No change |
| David K Sellers Elementary ( 2.8 miles) | Fluctuating | Declined | Improving | Declined |
| Glen Park Elementary (4.3 miles) | Fluctuating | Declined | Improving | Improved |
| Harlean Beal Elementary ( 3.2 miles) | Fluctuating | Declined | Improving | Declined |
| W.M. Green Elementary ( 4.8 miles) | Increasing | Consistent | Fluctuating | Declined |
| Glencrest 6th Grade School (5.2 miles) | Fluctuating | Declined | Fluctuating | No change |
| note: fluctuating = notable changes b | notable chang | ges year-to-y |  |  |

## Uplift Meridian

## School facts

Location: In southeast Fort Worth, TX; near HW-287 and Rosedale St.
Grade levels: PreK - $5^{\text {th }}$
Opening Year: 2012-2013 school year

## Comparison Campuses:

- AM Pate Elementary (3.4 miles)
- Carroll Peak Elementary ( 1.6 miles)
- Christene C. Moss Elementary (3.4 miles)
- Clifford Davis Elementary (4.3 miles)
- D. McRae Elementary (1 mile)
- Dagget Montessori (3.2 miles)
- De Zavala Elementary (3 miles)
- Edward Briscoe Elementary ( 2.3 miles)
- EM Dagget Elementary ( 3.5 miles)
- George C Clarke (4.7 miles)
- Glen Park Elementary (3.6 miles)
- Harlean Beal Elementary (4.3 miles)
- Maude Logan Elementary ( 4.2 miles)
- Meadowbrook Elementary (3.6 miles)
- Mitchell Boulevard Elementary ( 1.6 miles)
- Oaklawn Elementary ( 2.4 miles)
- S.S. Dillow Elementary ( 1.9 miles)
- Sagamore Hill Elementary (3 miles)
- Sunrise McMillan Elementary (4.4 miles)
- TA Sims Elementary ( 1.6 miles)
- Trinity Basin Preparatory Charter School (2.8 miles)
- Van Zandt - Guinn Elementary ( 2.5 miles)
- Worth Heights Elementary (4.2 miles)

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Average Enrollment and Performance Trends for Meridian \& All Comparison Campuses ${ }^{2}$ ENROLLMENT
Table 4. Average \# of Yearly Test-Takers by Grade Level Across All Schools and All Subjects

| 3rd | $2012-13$ | $2013-14$ | $2014-15$ | $2015-16$ | $2016-17$ | $2017-18$ | $2018-19$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 4 (h | 79 | 84 | 80 | 85 | 92 | 94 | 88 |
| $5 t h$ | 78 | 80 | 82 | 83 | 90 | 89 | 92 |
| Total of Comp Grade Level |  |  |  |  |  |  |  |
| Averages | 232 | 75 | 76 | 80 | 89 | 90 | 88 |
| Total of Uplift Meridian Grade Level |  |  |  |  |  |  |  |
| Averages |  |  |  |  |  |  |  |

Note: gold line indicates break between pre- Meridian opening and post-Meridian opening.

FIGURE 3: TOTAL \# TEST-TAKERS AT MERIDIAN \& COMPARISON CAMPUSES (TOTAL OF GRADE LEVEL AVERAGES)


Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Because Meridian opened in 2013-14, the same year that the data available for this analysis begins, there is no pre-opening data for Meridian comparison campuses. However, post-opening, enrollment increased slightly, on average, for Meridian comparison campuses. There are no notable differences between grade levels. Enrollment at Meridian has increased year-over-year.

ACHIEVEMENT
Table 5. Average \% of Students Meeting Grade Level Standards by Subject Across All Schools

|  | $\mathbf{2 0 1 2 - 1 3}$ | $\mathbf{2 0 1 3 - 1 4}$ | $\mathbf{2 0 1 4 - 1 5}$ | $\mathbf{2 0 1 5 - 1 6}$ | $\mathbf{2 0 1 6 - 1 7}$ | $\mathbf{2 0 1 7 - 1 8}$ | $\mathbf{2 0 1 8 - 1 9}$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Comp Math | $21 \%$ | $21 \%$ | $27 \%$ | $25 \%$ | $31 \%$ | $33 \%$ | $31 \%$ |
| Uplift Meridian Math |  |  |  | $29 \%$ | $35 \%$ | $37 \%$ | $38 \%$ |
| Comp Reading | $23 \%$ | $23 \%$ | $24 \%$ | $25 \%$ | $28 \%$ | $30 \%$ | $30 \%$ |
| Uplift Meridian Reading |  |  |  | $32 \%$ | $31 \%$ | $29 \%$ | $34 \%$ |
| Comp Science | $18 \%$ | $19 \%$ | $18 \%$ | $19 \%$ | $24 \%$ | $21 \%$ | $28 \%$ |
| Uplift Meridian Science |  |  |  |  | $27 \%$ | $16 \%$ | $16 \%$ |
| Comp Writing | $19 \%$ | $19 \%$ | $19 \%$ | $30 \%$ | $23 \%$ | $19 \%$ | $23 \%$ |

[^1]| Uplift Meridian Writing |  |  |  | 23\% | 16\% | 20\% | 19\% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Overall Average of Comp Passing Rates | 21\% | 21\% | 24\% | 25\% | 28\% | 29\% | 29\% |
| Overall Average of Uplift Meridian Passing Rates |  |  |  | 29\% | 30\% | 30\% | 31\% |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

FIGURE 4: AVERAGE PASSING RATES AT UPLIFT MERIDIAN \& COMPARISON CAMPUSES BY SUBJECT


Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Because Meridian opened in 2012-13, the same year that the data available for this analysis begins, there is no pre-opening data for Meridian comparison campuses. Post-opening, overall performance for Meridian comparison campuses improved gradually and consistently year-over-year. These improvement trends are most notable for math and reading and fluctuate for science and writing. At Uplift Meridian, performance consistently improved for reading, declined for science, and fluctuated for math and writing.

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## Trends at Specific Meridian Comparison Schools

Appendix B provides tables showing enrollment and achievement data from 2013-2019 for each specific Meridian comparison campus. The table below summarizes the enrollment and performance trends for each comparison campus pre- and post-Meridian opening.

Table Six. Trends at Meridian Comparison Campuses pre- and post-Meridian opening

|  | Enrollm | ment | Achiev | ement |
| :---: | :---: | :---: | :---: | :---: |
|  | Trend Before Meridian Opening | After Opening | Trend Before Meridian Opening | After Opening |
| AM Pate Elementary ( 3.4 miles) | n/a | Increased | n/a | Fluctuated |
| Carroll Peak Elementary ( 1.6 miles) | $\mathrm{n} / \mathrm{a}$ | Increased | $n / a$ | Consistent |
| Christene C. Moss Elementary ( 3.4 miles) | $\mathrm{n} / \mathrm{a}$ | Fluctuated | $\mathrm{n} / \mathrm{a}$ | Improved |
| Clifford Davis Elementary (4.3 miles) | $\mathrm{n} / \mathrm{a}$ | Fluctuated | $n / a$ | Consistent |
| D. McRae Elementary (1 mile) | n/a | Declined | n/a | Fluctuated |
| Dagget Montessori (3.2 miles) | n/a | Fluctuated | $n / a$ | Consistent |
| De Zavala Elementary (3 miles) | n/a | Fluctuated | n/a | Fluctuated |
| Edward Briscoe Elementary ( 2.3 miles) | n/a | Increased | $n / a$ | Consistent |
| EM Dagget Elementary ( 3.5 miles) | n/a | Consistent | n/a | Improved |
| George C Clarke ( 4.7 miles) | $\mathrm{n} / \mathrm{a}$ | Fluctuated | $n / a$ | Fluctuated |
| Glen Park Elementary (3.6 miles) | n/a | Declined | n/a | Improved |
| Harlean Beal Elementary ( 4.3 miles) | $\mathrm{n} / \mathrm{a}$ | Declined | $n / a$ | Fluctuated |
| Maude Logan Elementary ( 4.2 miles) | n/a | Consistent | $n / a$ | Improved |
| Meadowbrook Elementary ( 3.6 miles) | n/a | Fluctuated | $n / a$ | Improved |
| Mitchell Boulevard Elementary (1.6 miles) | n/a | Declined | $n / a$ | Improved |
| Oaklawn Elementary ( 2.4 miles) | $\mathrm{n} / \mathrm{a}$ | Fluctuated | $n / a$ | Fluctuated |
| S.S. Dillow Elementary ( 1.9 miles) | n/a | Increased | n/a | Improved |
| Sagamore Hill Elementary (3 miles) | $\mathrm{n} / \mathrm{a}$ | Increased | $n / a$ | Improved |
| Sunrise McMillan Elementary (4.4 miles) | n/a | Fluctuated | $n / a$ | Fluctuated |
| TA Sims Elementary (1.6 miles) | n/a | Increased | $n / a$ | Fluctuated |
| Trinity Basin Preparatory Charter School (2.8 miles) | n/a | Increased | n/a | Improved |
| Van Zandt - Guinn Elementary ( 2.5 miles) | n/a | Increased | n/a | Fluctuated |
| Worth Heights Elementary (4.2 miles) | $\mathrm{n} / \mathrm{a}$ | Consistent | n/a | Improved |
| note: fluctuating = notable changes both up and down; Consistent = no notable changes year-to-year |  |  |  |  |

## Uplift Mighty

## School facts

Location: In southeast Fort Worth, TX; southwest of HW287 and Mitchell Boulevard intersection
Grade levels: PreK - $12^{\text {th }}$
Opening Year: 2012-13 school year

## Comparison Campuses:

- AM Pate Elementary (2.8 miles)
- Carroll Peak Elementary ( 3.5 miles)
- Carter Park Elementary (4 miles)
- Christene C. Moss Elementary ( 2.7 miles)
- Clifford Davis Elementary (3.2 miles)
- D. McRae Elementary ( 1.9 miles)
- Dagget Montessori (4.6 miles)
- David K Sellars Elementary ( 4.7 miles)
- De Zavala Elementary (4.9 miles)
- Dunbar High School (4.3 miles)
- Edward Briscoe Elementary (2.4 miles)
- EM Dagget Elementary (4.5 miles)
- Fort Worth Can Academy Lancaster Ave (4.2 miles)
- George C Clarke ( 4.3 miles)
- Glen Park Elementary ( 2.3 miles)
- Glencrest $6^{\text {th }}$ Grade School (2.2 miles)
- Harlean Beal Elementary (3 miles)
- J Martin Jacquet Elementary (4.2 miles)
- Maude Logan Elementary (3.9 miles)
- Meadowbrook Elementary (4.5 miles)
- Meadowbrook Middle School (4.5 miles)
- Mitchell Boulevard Elementary (1.1 miles)
- Morningside Middle School (3 miles)
- O.D. Wyatt High School (3.1 miles)
- Oaklawn Elementary (0.9 miles)
- Polytechnic Senior High School (2.9 miles)
- RL Paschal High School (4.8 miles)
- Richard J Wilson Elementary (4.7 miles)
- S.S. Dillow Elementary (2.4 miles)
- Sagamore Hill Elementary ( 4.3 miles)
- Sunrise McMillan Elementary (4.4 miles)
- TA Sims Elementary ( 1.6 miles)
- TCC South Campus - FWISD Early Collegiate High School (3.4 miles)
- Trinity Basin Preparatory Charter School - Pafford(4.3 miles)
- Van Zandt - Guinn Elementary (4 miles)
- WM Green Elementary (5 miles)
- Worth Heights Elementary ( 3.7 miles)
- Young Mens Leadership Academy (4.3 miles)


## Average Enrollment and Performance Trends for Mighty \& All Comparison Campuses ${ }^{3}$ ENROLLMENT

Table Seven. Average \# of Yearly Test-Takers by Grade Level Across All Schools

|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 81 | 86 | 83 | 86 | 94 | 95 | 88 |
| 4th | 78 | 80 | 83 | 86 | 91 | 91 | 92 |
| 5th | 77 | 76 | 77 | 81 | 90 | 91 | 90 |
| 6th | 185 | 189 | 179 | 201 | 209 | 228 | 221 |
| 7th | 142 | 134 | 136 | 144 | 166 | 177 | 176 |
| 8th | 159 | 147 | 144 | 148 | 158 | 177 | 190 |
| 9th - 12th | 282 | 278 | 285 | 265 | 332 | 316 | 276 |
| Total of Comp Grade Level Averages | 1004 | 990 | 988 | 1011 | 1139 | 1174 | 1132 |
| Total of Uplift Mighty Grade Level Averages |  |  |  | 655 | 700 | 783 | 789 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

[^2]FIGURE 5: TOTAL \# TEST-TAKERS AT MIGHTY \& COMPARISON CAMPUSES
(TOTAL OF GRADE LEVEL AVERAGES)



#### Abstract

2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19


Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Because Mighty opened in 2012-13, the same year that the data available for this analysis begins, there is no pre-opening data for Mighty comparison campuses. However, post-opening, enrollment was initially on a slight decline followed by a steady increase, on average, for all comparison campuses. There are no notable differences between grade levels. Enrollment at Mighty has increased year-over-year.

## ACHIEVEMENT

Table Eight. Average \% of Students Meeting Grade Level Standards by Subject Across All Schools

|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Algebra 1 | 34\% | 62\% | 47\% | 43\% | 49\% | 59\% | 60\% |
| Mighty Algebra 1 |  |  |  | 72\% | 52\% | 32\% | 68\% |
| Biology | 24\% | 31\% | 39\% | 41\% | 34\% | 36\% | 40\% |
| Mighty Biology |  |  |  | 100\% | 28\% | 25\% | 20\% |
| US History | 14\% | 15\% | 11\% | 20\% | 19\% | 24\% | 24\% |
| Mighty US History |  |  |  |  | 44\% | 51\% | 40\% |
| Math | 21\% | 22\% | 26\% | 26\% | 32\% | 33\% | 31\% |
| Mighty Math |  |  |  | 31\% | 29\% | 30\% | 44\% |
| Reading | 24\% | 24\% | 26\% | 27\% | 29\% | 31\% | 31\% |
| Mighty Reading |  |  |  | 35\% | 35\% | 33\% | 42\% |
| Science | 20\% | 21\% | 19\% | 24\% | 28\% | 25\% | 31\% |
| Mighty Science |  |  |  | 31\% | 30\% | 22\% | 43\% |
| Writing | 20\% | 19\% | 21\% | 31\% | 24\% | 22\% | 24\% |
| Mighty Writing |  |  |  | 29\% | 26\% | 23\% | 30\% |
| Overall Average of Passing Rates | 22\% | 23\% | 25\% | 27\% | 29\% | 31\% | 31\% |
| Overall Average of Uplift Mighty Passing Rates |  |  |  | 42\% | 32\% | 30\% | 43\% |

[^3]

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
FIGURE 7: AVERAGE PASSING RATES AT UPLIFT MIGHTY \& COMPARISON CAMPUSES BY SUBJECT (HIGH SCHOOL EOC)


Because Mighty opened in 2012-13, the same year that the data available for this analysis begins, there is no pre-opening data for Mighty comparison campuses. Post-opening, overall performance for Mighty comparison campuses improved gradually and consistently year-over-year. These improvement trends are most notable for math and science subjects. Improvements for reading, biology and U.S. History are consistent and gradual, and writing and Algebra 1 improvement is inconsistent.

Uplift Mighty students improved overall in all elementary and middle school subjects over time, although the improvement is inconsistent year-over-year. Uplift Mighty has not improved in high school end-ofcourse exam achievement.

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## Trends at Specific Mighty Comparison Schools

Appendix C provides tables showing enrollment and achievement data from 2013-2019 for each specific Mighty comparison campus. The table below summarizes the enrollment and performance trends for each comparison campus pre- and post-Mighty opening.

Table Nine. Trends at Mighty Comparison Campuses pre- and post-Mighty opening

|  | Enrollment |  | Achievement |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Trend Before Mighty Opening | After Opening | Trend Before Mighty Opening | After Opening |
| AM Pate Elementary ( 3.4 miles) | n/a | Increased | $\mathrm{n} / \mathrm{a}$ | Fluctuated |
| Carroll Peak Elementary ( 1.6 miles) | n/a | Increased | n/a | Consistent |
| Carter Park Elementary ( 4 miles) | n/a | Increased | $\mathrm{n} / \mathrm{a}$ | Fluctuated |
| Christene C. Moss Elementary ( 3.4 miles) | n/a | Fluctuated | n/a | Improved |
| Clifford Davis Elementary ( 4.3 miles) | n/a | Fluctuated | n/a | Consistent |
| D. McRae Elementary (1 mile) | n/a | Declined | n/a | Fluctuated |
| Dagget Montessori ( 3.2 miles) | n/a | Fluctuated | n/a | Consistent |
| David K Sellars Elementary ( 4.7 miles) | n/a | Fluctuated | n/a | Improved |
| De Zavala Elementary (3 miles) | n/a | Fluctuated | $n / a$ | Fluctuated |
| Dunbar High School (4.3 miles) | n/a | Increased | n/a | Improved |
| Edward Briscoe Elementary (2.3 miles) | n/a | Increased | n/a | Consistent |
| EM Dagget Elementary ( 3.5 miles) | n/a | Consistent | n/a | Improved |
| Fort Worth Can Academy Lancaster Ave (4.2 miles) | n/a | Increased | $\mathrm{n} / \mathrm{a}$ | Improved |
| George C Clarke (4.7 miles) | n/a | Fluctuated | n/a | Fluctuated |
| Glencrest 6th Grade School (2.2 miles) | n/a | Increased | n/a | Fluctuated |
| Harlean Beal Elementary (4.3 miles) | n/a | Declined | n/a | Fluctuated |
| J Martin Jacquet Elementary (4.2 miles) | n/a | Consistent | n/a | Consistent |
| Maude Logan Elementary ( 4.2 miles) | n/a | Consistent | $n / a$ | Improved |
| Meadowbrook Elementary ( 3.6 miles) | n/a | Fluctuated | $n / a$ | Improved |
| Meadowbrook Middle School (4.5 miles) | n/a | Increased | n/a | Improved |
| Mitchell Boulevard Elementary ( 1.6 miles) | n/a | Declined | n/a | Improved |
| Morningside Middle School (3 miles) | n/a | Consistent | n/a | Improved |
| OD Wyatt High School (3.1 miles) | n/a | Increased | n/a | Improved |
| Oaklawn Elementary ( 2.4 miles) | n/a | Fluctuated | n/a | Fluctuated |
| Polytechnic Senior High School (2.9 miles) | n/a | Increased | n/a | Improved |
| RL Paschal High School ( 4.8 miles) | n/a | Fluctuated | n/a | Fluctuated |
| Richard J Wilson Elementary ( 4.7 miles) | n/a | Increased | n/a | Fluctuated |
| S.S. Dillow Elementary (1.9 miles) | n/a | Increased | n/a | Improved |
| Sagamore Hill Elementary (3 miles) | n/a | Increased | n/a | Improved |
| Sunrise McMillan Elementary (4.4 miles) | n/a | Fluctuated | n/a | Fluctuated |
| TA Sims Elementary ( 1.6 miles) | n/a | Increased | n/a | Fluctuated |
| TCC South Campus - FWISD Early Collegiate High School (3.4 miles) | n/a | n/a | n/a | n/a |
| Trinity Basin Preparatory Charter School (2.8 miles) | n/a | Increased | n/a | Improved |
| Van Zandt - Guinn Elementary ( 2.5 miles) | n/a | Increased | n/a | Fluctuated |
| WM Green Elementary (5 miles) | n/a | Increased | n/a | Fluctuated |
| Young Mens Leadership Academy (4.3 miles) | n/a | Increased | n/a | Improved |
| Worth Heights Elementary (4.2 miles) | n/a | Consistent | n/a | Improved |

note: fluctuating = notable changes both up and down; Consistent = no notable changes year-to-year

## Uplift Crescendo school facts

Location: In Arlington, TX near I-30 and Cooks Lane
Grade levels: PreK - $5^{\text {th }}$
Opening Year: 2021-22 school year
Analyses for Uplift Crescendo are not included in this report, as the school will not open until the 2021-2022 school year and no comparison data post-opening is applicable to Crescendo at the time of reporting.

## Uplift Elevate

## SCHOOL FACTS

Location: In western Fort Worth, TX near I-30 and Chapel Creek Blvd
Grade levels: PreK - 8th
Opening Year: 2019-2020 school year
Analyses for Uplift Elevate are not included in this report, as the school did not open until the 2019-2020 school year and no comparison data post-opening is applicable to Elevate at the time of reporting (STAAR was not administered in the 2019-2020 school year).

## Data Sources and Methods

## IDEA PUBLIC SCHOOLS

## DATA SOURCE 1:

TARRANT COUNTY IDEA PUBLIC SCHOOL DATA 2019-2020

- 2019-20 IDEA 5th and 6th grade enrollment ( $n=240$ )
- Previous district and school enrollment (2018-19) for 5th and 6th graders enrolled in IDEA in 2019-20.
- De-identified 2018-2019 4th and 5th grade STAAR performance for 5th and 6th graders enrolled in IDEA
- Approaches Grade Level (passed, likely to succeed at next grade level with targeted intervention)
- Meets Grade Level (passed, likely to succeed at next grade level, may need some intervention)
- Masters Grade Level (passed, expected to succeed at next grade level with little or no intervention)
- No Standard (failed, expected to fail at next grade level without significant intervention)
- Missing (child did not participate in STAAR, or data is unavailable)


## DATA SOURCE 2:

## COMMIT PARTNERSHIP STAAR DATA DASHBOARD 2015-2019

- Number of 4th and 5th grade STAAR test-takers for Texas public school districts and campuses
- 2015-2019 4th and 5th grade STAAR performance for Texas public school districts and campuses
- \% Grade Level Meets or Exceeds Grade (passed, expected to succeed at next grade level with minimal intervention)


## METHODS

Q1. Descriptive statistics: Previous district and school enrollment for 5th and 6th graders enrolled in IDEA

Q2. Descriptive statistics and comparison:
a. Descriptive statistics: 2018-2019 4th and 5th grade STAAR performance for 5th and 6th graders enrolled IDEA
b. Descriptive statistics comparison: 2018-2019 4th and 5th grade STAAR performance for 5th and 6th graders enrolled IDEA vs. 2014-2019 4th and 5th grade STAAR performance for Texas public school districts and campuses

Q3. Descriptive statistics comparison: IDEA 5th and 6th grade enrollment vs. average number of 4th and 5th grade Math and Reading STAAR test-takers for Texas public school districts and campuses (grade-level enrollment proxy)

## Data Sources and Methods

## DATA SOURCE 1:

## UPLIFT EDUCATION SCHOOL INFORMATION

- Uplift Education network of schools in Tarrant County (source: uplifteducation.org)
- Nearby public schools within a 5-mile radius of each Tarrant County Uplift campus (source: Google Maps)
- Aggregate grade-level and subject specific enrollment and achievement at Uplift schools (source: Uplift Education)


## DATA SOURCE 2:

COMMIT PARTNERSHIP STAAR DATA DASHBOARD 2015-2019

- Number 3rd-12th grade STAAR test-takers for Texas public school districts and campuses
- 2015-2019 3rd - 12th grade STAAR performance for nearby public school campuses
- \% Grade Level Meets or Exceeds Grade (passed, expected to succeed at next grade level with minimal intervention)


## METHODS

Quantitative descriptive analyses were used to answer the evaluation questions. This includes describing general trends, frequencies, and measures of central tendency such as averages.

Analyses began with collecting publicly available data focused on five Uplift Education schools in Tarrant County: Uplift Mighty, Uplift Meridian, Uplift Ascend, Uplift Elevate, and Uplift Crescendo.

Using mapping methods, CORE then identified each public school within a five mile radius from each Uplift school, being sure to "count" schools as comparison based on grade levels served (e.g., if an Uplift campus has all grades PK-12), any elementary, middle or high school within the radius was counted as a comparison school.

Likewise, if an Uplift school only served grades PK-5, only elementary schools nearby were chosen to be comparisons. Enrollment and performance data (STAAR performance) was then collected for each comparison campus.

Analyses explored overall average performance of all nearby schools for each of the five Uplift campuses independently, as the opening date for each school is different, and thus the "pre-opening" years and "postopening" years for each school is different. The Appendix provides a more detailed analysis of each 4 comparison campus, organized by the five Uplift campuses. Some comparison schools were applicable to two or more Uplift Campuses (i.e., within five miles of two Uplift campuses).

## Appendices

## APPENDIX A. IDEA Enrollment During Previous School

 Year by District \& Campus| IDEA Achieve Academy | \# Enrolled Students | \% Enrolled Students |
| :---: | :---: | :---: |
| Fort Worth ISD | 19 | 37 |
| Como Elementary | 1 | 2 |
| David K. Sellars Elementary | 1 | 2 |
| Edward Briscoe Elementary | 1 | 2 |
| Hazel Harvey Peace Elementary | 1 | 2 |
| John T. White Elementary | 1 | 2 |
| Mitchell Boulevard Elementary | 1 | 2 |
| Natha Howell Elementary | 3 | 6 |
| Oakhurst Elementary | 2 | 4 |
| Ridglea Hills Elementary | 2 | 4 |
| S.S. Dillow Elementary | 1 | 2 |
| W.M. Green Elementary | 1 | 2 |
| Waverly Park Elementary | 1 | 2 |
| Western Hills Elementary | 3 | 6 |
| Birdville ISD | 16 | 31 |
| Birdville Elementary | 3 | 6 |
| Foster Village Elementary | 2 | 4 |
| Grace E. Hardeman Elementary | 2 | 4 |
| John D. Spicer Elementary | 2 | 4 |
| North Ride Elementary | 1 | 2 |
| Richland Elementary | 1 | 2 |
| Snow Heights Elementary | 1 | 2 |
| W.T. Francisco Elementary | 1 | 2 |
| Watauga Elementary | 1 | 2 |
| West Birdville Elementary | 1 | 2 |
| None/ N.A. | 1 | 2 |
| Lake Worth ISD | 4 | 8 |
| Effie Morris Elementary | 1 | 2 |
| Marine Creek Elementary | 3 | 6 |
| White Settlement ISD | 3 | 6 |
| Liberty Elementary | 2 | 4 |
| West Elementary | 1 | 2 |
| Crowley ISD | 2 | 4 |
| Jackie Carden Elementary | 1 | 2 |
| Oakmont Elementary | 1 | 2 |
| Hurst-Euless-Bedford ISD | 2 | 4 |
| North Euless Elementary | 1 | 2 |
| River Trails Elementary | 1 | 2 |
| Keller ISD | 2 | 4 |
| Independence Elementary | 1 | 2 |
| Whitley Road Elementary | 1 | 2 |
| Austin ISD | 1 | 2 |
| Lee Elementary | 1 | 2 |
| Burleson ISD | 1 | 2 |
| Irene Clinkscale Elementary | 1 | 2 |
| Everman ISD | 1 | 2 |
| John And Polly Townley Elementary | 1 | 2 |
| Total: | 51 | 100 |


| IDEA Achieve College Preparatory | \# Enrolled Students | \% Enrolled Students |
| :---: | :---: | :---: |
| Fort Worth ISD | 45 | 63 |
| Bill J. Elliott Elementary | 1 | 0 |
| Carter Park Elementary | 1 | 0 |
| Charles Nash Elementary | 1 | 0 |
| Como Elementary | 1 | 0 |
| Diamond Hill Elementary | 1 | 0 |
| Eastern Hills Elementary | 3 | 0 |
| Edward Briscoe Elementary | 1 | 0 |
| Helbing Elementary | 1 | 0 |
| Manuel Jara Elementary | 1 | 0 |
| Meadowbrook Elementary | 5 | 1 |
| Moore M.H. Elementary | 3 | 0 |
| Natha Howell Elementary | 6 | 1 |
| Oakhurst Elementary | 3 | 0 |
| Rufino Mendoza Sr. Elementary | 2 | 0 |
| S.S. Dillow Elementary | 1 | 0 |
| Sagamore Hill Elementary | 2 | 0 |
| Sunrise-McMillan Elementary | 1 | 0 |
| Van Zandt-Guinn Elementary | 1 | 0 |
| Versia Williams Elementary | 3 | 0 |
| W.J. Turner Elementary | 1 | 0 |
| W.M. Green Elementary | 1 | 0 |
| Washington Heights Elementary | 2 | 0 |
| Waverly Park Elementary | 1 | 0 |
| Worth Heights Elementary | 1 | 0 |
| None/ N.A. | 1 | 0 |
| Birdville ISD | 13 | 18 |
| Birdville Elementary | 7 | 10 |
| David E. Smith Elementary | 1 | 1 |
| Jack C. Binion Elementary | 1 | 1 |
| Richland Elementary | 3 | 4 |
| None/ N.A. | 1 | 1 |
| Crowley ISD | 4 | 6 |
| Bess Race Elementary | 1 | 1 |
| Meadowcreek Elementary | 1 | 1 |
| Oakmont Elementary | 1 | 1 |
| None/ N.A. | 1 | 1 |
| Eagle Mt-Saginaw ISD | 3 | 4 |
| High Country Elementary | 1 | 1 |
| L.A. Gililland Elementary | 1 | 1 |
| Northbrook Elementary | 1 | 1 |
| Hurst-Euless-Bedford ISD | 2 | 3 |
| River Trails Elementary | 1 | 1 |
| None/ N.A. | 1 | 1 |
| Keller ISD | 2 | 3 |
| Park Glen Elementary | 1 | 1 |
| Parkview Elementary | 1 | 1 |
| Arlington ISD | 1 | 1 |
| Short Elementary | 1 | 1 |
| Grapevine-Colleyville ISD | 1 | 1 |
| Dove Elementary | 1 | 1 |
| Everman ISD | 1 | 1 |
| John And Polly Townley Elementary | 1 | 1 |
| Total: | 72 | 100 |


| IDEA RISE College Preparatory | \# Enrolled Students | \% Enrolled Students |
| :---: | :---: | :---: |
| Fort Worth ISD | 96 | 82 |
| Benbrook Elementary | 1 | 1 |
| Bruce Shulkey Elementary | 1 | 1 |
| Como Elementary | 5 | 4 |
| Dolores Huerta Elementary | 1 | 1 |
| George Clarke Elementary | 1 | 1 |
| Greenbriar Elementary | 1 | 1 |
| Hazel Harvey Peace Elementary | 1 | 1 |
| Kirkpatrick Elementary | 1 | 1 |
| Luella Merrett Elementary | 4 | 3 |
| M.L. Phillips Elementary | 1 | 1 |
| Richard J. Wilson Elementary | 1 | 1 |
| Ridglea Hills Elementary | 4 | 3 |
| Rosemont Park Elementary | 1 | 1 |
| Sam Rosen Elementary | 2 | 2 |
| South Hi Mountl Elementary | 2 | 2 |
| W.J. Turner Elementary | 1 | 1 |
| Waverly Park Elementary | 18 | 15 |
| Westcreek Elementary | 1 | 1 |
| Western Hills Elementary | 47 | 40 |
| Westpark Elementary | 1 | 1 |
| Woodway Elementary | 1 | 1 |
| White Settlement ISD | 6 | 5 |
| Blue Haze Elementary | 1 | 1 |
| Liberty Elementary | 3 | 3 |
| North Elementary | 2 | 2 |
| Crowley ISD | 5 | 4 |
| Bess Race Elementary | 1 | 1 |
| Dallas Park Elementary | 1 | 1 |
| Meadowcreek Elementary | 1 | 1 |
| Parkway Elementary | 1 | 1 |
| Sycamore Elementary | 1 | 1 |
| Castleberry ISD | 4 | 3 |
| A.V. Cato Elementary | 2 | 2 |
| Castleberry Elementary | 1 | 1 |
| Joy James Elementary | 1 | 1 |
| Hurst-Euless-Bedford ISD | 2 | 2 |
| Meadow Creek Elementary | 1 | 1 |
| Shady Brook Elementary | 1 | 1 |
| Joshua ISD | 1 | 1 |
| North Joshua Elementary | 1 | 1 |
| Arlington ISD | 1 | 1 |
| Speer Elementary | 1 | 1 |
| Burleson ISD | 1 | 1 |
| None/ N.A. | 1 | 1 |
| Eagle Mt-Saginaw ISD | 1 | 1 |
| Willow Creek Elementary | 1 | 1 |
| Total: | 117 | 100 |

## APPENDIX A

Uplift Ascend
SCHOOL FACTS
Location: In south Fort Worth, TX; southeast of I-35 and I-20 intersection
Grade levels: PreK - 8th
Opening Year: 2018-19 school year (high school opened 2021-22 school year)
Comparison Campuses:

- Clifford Davis Elementary
- David K Sellers Elementary
- Glen Park Elementary
- Glencrest 6 ${ }^{\text {th }}$ Grade School
- Hearlean Beal Elementary
- W.M. Green Elementary


## Clifford Davis Elementary

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Clifford Davis

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013-14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 98 | 93 | 116 | 103 | 107 | 113 | 87 |
| 4th | 76 | 95 | 103 | 110 | 121 | 98 | 117 |
| 5th | 74 | 69 | 97 | 91 | 113 | 120 | 98 |
| Total of Grade Level Averages | 248 | 257 | 315 | 304 | 341 | 330 | 303 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Overall enrollment in STAAR-tested grades was increasing from 2013 to 2017. Beginning in the 2018 school year, the number of test takers decreased.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Clifford Davis

|  | $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Reading | $29 \%$ | $27 \%$ | $23 \%$ | $26 \%$ | $20 \%$ | $27 \%$ | $27 \%$ |
| Science | $36 \%$ | $20 \%$ | $20 \%$ | $24 \%$ | $22 \%$ | $23 \%$ | $23 \%$ |
| Writing | $16 \%$ | $11 \%$ | $16 \%$ | $20 \%$ | $11 \%$ | $17 \%$ | $24 \%$ |
| Overall Average of Passing Rates | $25 \%$ | $22 \%$ | $19 \%$ | $24 \%$ | $12 \%$ | $10 \%$ | $14 \%$ |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Performance was consistent before and after Ascend opening.

## David K Sellers Elementary <br> ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at David K. Sellers

| $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |


| 3rd | 111 | 116 | 109 | 114 | 94 | 93 | 83 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 4th | 97 | 77 | 96 | 91 | 118 | 90 | 93 |
| 5th | 84 | 89 | 82 | 110 | 89 | 111 | 87 |
| Total of Grade Level Averages | 292 | 282 | 287 | 316 | 301 | 294 | 263 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Overall enrollment in STAAR-tested grades was steady from 2013 to 2017. Beginning in the 2018 school year, the number of test takers declined.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at David K Sellers

|  | $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Reading | $38 \%$ | $32 \%$ | $33 \%$ | $39 \%$ | $45 \%$ | $49 \%$ | $44 \%$ |
| Science | $38 \%$ | $26 \%$ | $28 \%$ | $33 \%$ | $34 \%$ | $45 \%$ | $42 \%$ |
| Writing | $42 \%$ | $19 \%$ | $9 \%$ | $32 \%$ | $30 \%$ | $41 \%$ | $38 \%$ |
| Overall Average of Passing Rates | $33 \%$ | $26 \%$ | $26 \%$ | $36 \%$ | $36 \%$ | $45 \%$ | $41 \%$ |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Performance was consistent before Ascend opening. After Ascend opening, performance improved for all subjects.

## Glen Park Elementary

## enrollment

Average \# of Yearly Test-Takers by Grade Level at Glen Park

|  | $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 3rd | 13 | 102 | 14 | 15 | 16 | 16 | 17 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Overall enrollment in STAAR-tested grades was steady from 2013 to 2017. Beginning in the 2018 school year, the number of test takers declined.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Glen Park

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 18\% | 19\% | 19\% | 25\% | 25\% | 34\% | 37\% |
| Reading | 25\% | 22\% | 23\% | 28\% | 32\% | 39\% | 41\% |
| Science | 27\% | 15\% | 15\% | 20\% | 20\% | 15\% | 25\% |
| Writing | 11\% | 10\% | 14\% | 45\% | 23\% | $31 \%$ | 34\% |


| Overall Average of Passing Rates | $21 \%$ | $18 \%$ | $19 \%$ | $28 \%$ | $27 \%$ | $33 \%$ | $37 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Performance was improving before and after Ascend opening. Performance continued to improve postAscend opening for all subjects except science.

## Hearlean Beal Elementary

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Harlean Beal

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 85 | 79 | 70 | 52 | 69 | 78 | 57 |
| 4th | 61 | 76 | 80 | 61 | 53 | 58 | 64 |
| 5th | 75 | 68 | 71 | 63 | 59 | 58 | 56 |
| Total of Grade Level Averages | 221 | 222 | 221 | 175 | 181 | 194 | 177 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Overall enrollment in STAAR-tested grades was decreasing from 2013 to 2017. Enrollment continued to decrease post-Ascend opening

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Harlean Beal

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 18\% | 11\% | 22\% | 23\% | 25\% | 26\% | 24\% |
| Reading | 20\% | 20\% | 22\% | 22\% | 20\% | 32\% | 24\% |
| Science | 15\% | 9\% | 10\% | 13\% | 8\% | 16\% | 21\% |
| Writing | 13\% | 8\% | 14\% | 12\% | 9\% | 3\% | 8\% |
| Overall Average of Passing Rates | 18\% | 14\% | 20\% | 20\% | 19\% | 24\% | 22\% |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Performance was consistent before and after Ascend opening. There were notable achievement improvements post-Ascend opening in Reading and Science.

## W.M. Green Elementary

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at W.M.Green

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 74 | 101 | 116 | 96 | 122 | 128 | 99 |
| 4th | 85 | 83 | 91 | 126 | 85 | 122 | 104 |
| 5th | 91 | 81 | 86 | 89 | 122 | 88 | 124 |
| Total of Grade Level Averages | 250 | 265 | 292 | 312 | 329 | 337 | 327 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.

Overall enrollment in STAAR-tested grades was increasing from 2013 to 2017 and continued to increase post-Ascend opening.

## ACHEIVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at W.M.Green

|  | $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Reading | $35 \%$ | $19 \%$ | $19 \%$ | $21 \%$ | $25 \%$ | $30 \%$ | $30 \%$ |
| Science | $11 \%$ | $36 \%$ | $25 \%$ | $24 \%$ | $29 \%$ | $37 \%$ | $33 \%$ |
| Writing | $27 \%$ | $21 \%$ | $20 \%$ | $21 \%$ | $19 \%$ | $21 \%$ | $38 \%$ |
| Overall Average of Passing Rates | $28 \%$ | $25 \%$ | $21 \%$ | $22 \%$ | $25 \%$ | $32 \%$ | $30 \%$ |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Performance was consistent before Ascend opening and improved slightly overall post-Ascend opening.

## Glencrest 6th Grade School

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Glencrest 6th Grade

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6th | 378 | 434 | 392 | 394 | 346 | 458 | 417 |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.
Overall enrollment in STAAR-tested grades fluctuated up and down from 2013 to 2017. Beginning in the 2018 school year, the number of test takers increased notably.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Glencrest 6th Grade

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $19 \%$ | $18 \%$ | $14 \%$ | $24 \%$ | $17 \%$ | $23 \%$ | $21 \%$ |
| Overall Average of Passing Rates | $20 \%$ | $19 \%$ | $20 \%$ | $23 \%$ | $11 \%$ | $18 \%$ | $19 \%$ |
|  | $17 \%$ | $17 \%$ | $24 \%$ | $14 \%$ | $21 \%$ | $20 \%$ |  |

Note: gold line indicates break between pre-Ascend opening and post-Ascend opening.

Performance fluctuated before and after Ascend opening.

## APPENDIX B

Uplift Meridian
SCHOOL FACTS
Location: In southeast Fort Worth, TX; near HW-287 and Rosedale St.
Grade levels: PreK - $5^{\text {th }}$
Opening Year: 2012-2013 school year
Comparison Campuses:
AM Pate Elementary ( 3.4 miles)
ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at AM Pate

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} \text { 2018- } \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 58 | 54 | 57 | 70 | 78 | 84 | 66 |
| 4th | 64 | 48 | 58 | 60 | 71 | 72 | 77 |
| 5th | 59 | 59 | 52 | 56 | 60 | 74 | 74 |
| Total of Grade Level Averages | 181 | 161 | 167 | 186 | 209 | 230 | 218 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades generally increased after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at AM Pate

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} \text { 2018- } \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 12\% | 15\% | 15\% | 19\% | 18\% | 22\% | 17\% |
| Reading | 14\% | 14\% | 21\% | 24\% | 24\% | 21\% | 19\% |
| Science | 4\% | 10\% | 6\% | 9\% | 14\% | 14\% | 11\% |
| Writing | 11\% | 8\% | 26\% | 23\% | 20\% | 10\% | 11\% |
| Overall Average of Passing Rates | 12\% | 13\% | 18\% | 20\% | 20\% | 19\% | 16\% |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance fluctuated after Meridian opening.

## Carroll Peak Elementary ( 1.6 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Carroll Peak

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 61 | 52 | 96 | 81 | 78 | 92 | 80 |
| 4th | 63 | 72 | 48 | 109 | 79 | 76 | 89 |
| 5th | 67 | 59 | 73 | 55 | 101 | 82 | 73 |
| Total of Grade Level Averages | 191 | 183 | 217 | 245 | 258 | 250 | 242 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades generally increased after Meridian opening.

ACHIEVEMENT
Average \% of Students Meeting Grade Level Standards by Subject at Carroll Peak

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $27 \%$ | $39 \%$ | $30 \%$ | $28 \%$ | $24 \%$ | $29 \%$ | $27 \%$ |
|  | $21 \%$ | $26 \%$ | $28 \%$ | $27 \%$ | $25 \%$ | $32 \%$ | $30 \%$ |
| Science | $20 \%$ | $22 \%$ | $22 \%$ | $18 \%$ | $12 \%$ | $11 \%$ | $18 \%$ |
| Writing | $41 \%$ | $40 \%$ | $42 \%$ | $42 \%$ | $26 \%$ | $26 \%$ | $26 \%$ |
| Overall Average of Passing Rates | $26 \%$ | $32 \%$ | $30 \%$ | $28 \%$ | $23 \%$ | $28 \%$ | $27 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance was consistent after Meridian opening.

## Christene C. Moss Elementary (3.4 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Christene C. Moss

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} \text { 2016- } \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 55 | 51 | 43 | 40 | 58 | 61 | 54 |
| 4th | 52 | 58 | 43 | 47 | 52 | 57 | 60 |
| 5th | 54 | 45 | 58 | 37 | 51 | 51 | 64 |
| Total of Grade Level Averages | 161 | 154 | 144 | 124 | 160 | 169 | 178 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Christene C. Moss

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $5 \%$ | $6 \%$ | $9 \%$ | $26 \%$ | $27 \%$ | $36 \%$ | $25 \%$ |
| Reading | $16 \%$ | $7 \%$ | $23 \%$ | $19 \%$ | $23 \%$ | $33 \%$ | $28 \%$ |
| Science | $9 \%$ | $9 \%$ | $3 \%$ | $13 \%$ | $29 \%$ | $21 \%$ | $24 \%$ |
| Writing | $25 \%$ | $8 \%$ | $18 \%$ | $43 \%$ | $27 \%$ | $17 \%$ | $20 \%$ |
| Overall Average of Passing Rates | $12 \%$ | $7 \%$ | $15 \%$ | $24 \%$ | $26 \%$ | $31 \%$ | $26 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance improved after Meridian opening.

Clifford Davis Elementary (4.3 miles) ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Clifford Davis

| $2012-$ | $2013-$ | $2014-15$ | $2015-$ | $2016-$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 14 |  | 16 | 17 |  |  |


| 3rd | 98 | 93 | 115.5 | 102.5 | 107 | 112.5 | 87 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 4th | 76 | 95 | 103 | 110 | 121 | 98 | 117 |
| 5th | 74 | 69 | 97 | 91 | 113 | 120 | 98 |
| Total of Grade Level | 248 | 257 | 315 | 304 | 341 | 330 | 303 |
| Averages |  |  |  |  |  |  |  |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Clifford Davis

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 4}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ |
| $\mathbf{1 9}$ |  |  |  |  |  |  |  |
| Reading | $21 \%$ | $20 \%$ | $23 \%$ | $26 \%$ | $20 \%$ | $27 \%$ | $27 \%$ |
| Science | $36 \%$ | $27 \%$ | $16 \%$ | $24 \%$ | $22 \%$ | $23 \%$ | $23 \%$ |
| Writing | $16 \%$ | $11 \%$ | $10 \%$ | $20 \%$ | $11 \%$ | $17 \%$ | $24 \%$ |
| Overall Average of Passing Rates | $25 \%$ | $22 \%$ | $19 \%$ | $24 \%$ | $12 \%$ | $10 \%$ | $14 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance was consistent after Meridian opening.

## D. McRae Elementary (1 mile)

## EnRollment

Average \# of Yearly Test-Takers by Grade Level at D. McRae

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 111 | 99 | 86 | 91 | 89 | 77 | 103 |
| 4th | 96 | 89 | 92 | 89 | 92 | 85 | 76 |
| 5th | 79 | 90 | 91 | 86 | 92 | 85 | 86 |
| Total of Grade Level Averages | 286 | 278 | 269 | 266 | 273 | 247 | 265 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades declined after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at D. McRae

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $21 \%$ | $29 \%$ | $28 \%$ | $30 \%$ | $36 \%$ | $44 \%$ | $31 \%$ |
| Reading | $32 \%$ | $34 \%$ | $34 \%$ | $33 \%$ | $33 \%$ | $35 \%$ | $28 \%$ |
| Science | $14 \%$ | $33 \%$ | $25 \%$ | $26 \%$ | $32 \%$ | $16 \%$ | $29 \%$ |
| Writing | $21 \%$ | $38 \%$ | $10 \%$ | $50 \%$ | $28 \%$ | $36 \%$ | $39 \%$ |
| Overall Average of Passing Rates | $24 \%$ | $33 \%$ | $28 \%$ | $33 \%$ | $33 \%$ | $36 \%$ | $31 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance fluctuated after Meridian opening.

## Dagget Montessori (3.2 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Dagget Montessori

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 51 | 51 | 48 | 52 | 53 | 53 | 56 |
| 4th | 55 | 48 | 48 | 54 | 53 | 54 | 53 |
| 5th | 51 | 52 | 42 | 50 | 52 | 54 | 56 |
| Total of Grade Level Averages | 156 | 150 | 138 | 156 | 158 | 161 | 165 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Dagget Montessori

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $37 \%$ | $35 \%$ | $47 \%$ | $42 \%$ | $47 \%$ | $44 \%$ | $39 \%$ |
| Reading | $54 \%$ | $57 \%$ | $61 \%$ | $50 \%$ | $50 \%$ | $53 \%$ | $52 \%$ |
| Science | $39 \%$ | $46 \%$ | $45 \%$ | $40 \%$ | $44 \%$ | $39 \%$ | $39 \%$ |
| Writing | $35 \%$ | $40 \%$ | $36 \%$ | $44 \%$ | $44 \%$ | $35 \%$ | $23 \%$ |
| Overall Average of Passing Rates | $44 \%$ | $45 \%$ | $50 \%$ | $45 \%$ | $47 \%$ | $46 \%$ | $42 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance was consistent after Meridian opening.

## De Zavala Elementary (3 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at De Zavala

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 84 | 78 | 51 | 51 | 112 | 107 | 103 |
| 4th | 95 | 76 | 39 | 52 | 103 | 107 | 103 |
| 5th | 86 | 93 | 51 | 42 | 113 | 96 | 102 |
| Total of Grade Level Averages | 265 | 247 | 141 | 145 | 328 | 310 | 308 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at De Zavala

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $32 \%$ | $30 \%$ | $24 \%$ | $24 \%$ | $28 \%$ | $31 \%$ | $34 \%$ |
|  | $30 \%$ | $30 \%$ | $25 \%$ | $21 \%$ | $25 \%$ | $29 \%$ | $30 \%$ |
| Science | $23 \%$ | $24 \%$ | $16 \%$ | $12 \%$ | $21 \%$ | $34 \%$ | $32 \%$ |
| Writing | $23 \%$ | $32 \%$ | $10 \%$ | $15 \%$ | $16 \%$ | $18 \%$ | $15 \%$ |
| Overall Average of Passing Rates | $29 \%$ | $30 \%$ | $22 \%$ | $20 \%$ | $25 \%$ | $29 \%$ | $30 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance fluctuated after Meridian opening.

## Edward Briscoe Elementary (2.3 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Edward Briscoe

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 3rd | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ |  | $\mathbf{1 9}$ |
| 4th | 38 | 49 | 65 | 57 | 63 | 69 | 62 |
| 5th | 47 | 45 | 70 | 65 | 53 | 60 | 58 |
| Total of Grade Level Averages | 127 | 36 | 38 | 59 | 63 | 51 | 58 |
|  | 129 | 173 | 181 | 180 | 180 | 178 |  |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades increased after Meridian opening.

## ACHIEVEMENT

## Average \% of Students Meeting Grade Level Standards by Subject at Edward Briscoe

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $42 \%$ | $39 \%$ | $32 \%$ | $34 \%$ | $42 \%$ | $44 \%$ | $39 \%$ |
| Reading | $28 \%$ | $27 \%$ | $27 \%$ | $26 \%$ | $26 \%$ | $31 \%$ | $23 \%$ |
| Science | $17 \%$ | $18 \%$ | $29 \%$ | $25 \%$ | $26 \%$ | $15 \%$ | $30 \%$ |
| Writing | $31 \%$ | $22 \%$ | $13 \%$ | $34 \%$ | $13 \%$ | $22 \%$ | $19 \%$ |
| Overall Average of Passing Rates | $32 \%$ | $30 \%$ | $27 \%$ | $30 \%$ | $30 \%$ | $33 \%$ | $30 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Performance was consistent after Meridian opening.

EM Dagget Elementary ( 3.5 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at EM Dagget

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 121 | 120 | 101 | 117 | 113 | 89 | 99 |
| 4th | 93 | 105 | 115 | 102 | 117 | 113 | 96 |
| 5th | 115 | 92 | 102 | 111 | 97 | 106 | 109 |


| Total of Grade Level Averages | 329 | 316 | 319 | 329 | 327 | 308 | 304 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades was consistent after Meridian opening.

## ACHIEVEMENT

## Average \% of Students Meeting Grade Level Standards by Subject at EM Dagget

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $20 \%$ | $22 \%$ | $24 \%$ | $23 \%$ | $29 \%$ | $33 \%$ | $30 \%$ |
| Reading | $21 \%$ | $20 \%$ | $19 \%$ | $22 \%$ | $24 \%$ | $25 \%$ | $27 \%$ |
| Science | $19 \%$ | $22 \%$ | $3 \%$ | $11 \%$ | $15 \%$ | $17 \%$ | $25 \%$ |
| Writing | $23 \%$ | $13 \%$ | $16 \%$ | $12 \%$ | $20 \%$ | $14 \%$ | $13 \%$ |
| Overall Average of Passing Rates | $21 \%$ | $20 \%$ | $19 \%$ | $20 \%$ | $24 \%$ | $26 \%$ | $26 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## George C Clarke (4.7 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at George C Clarke

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 52 | 60 | 63 | 68 | 69 | 70 | 60 |
| 4th | 69 | 63 | 68 | 62 | 81 | 66 | 66 |
| 5th | 58 | 66 | 66 | 59 | 82 | 81 | 57 |
| Total of Grade Level Averages | 178 | 188 | 197 | 189 | 232 | 218 | 183 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at George C Clarke

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $30 \%$ | $13 \%$ | $26 \%$ | $33 \%$ | $19 \%$ | $21 \%$ | $29 \%$ |
| Reading | $26 \%$ | $24 \%$ | $16 \%$ | $23 \%$ | $21 \%$ | $25 \%$ | $31 \%$ |
| Science | $25 \%$ | $24 \%$ | $13 \%$ | $29 \%$ | $7 \%$ | $26 \%$ | $18 \%$ |
| Writing | $22 \%$ | $17 \%$ | $13 \%$ | $28 \%$ | $11 \%$ | $13 \%$ | $17 \%$ |
| Overall Average of Passing Rates | $27 \%$ | $19 \%$ | $19 \%$ | $28 \%$ | $17 \%$ | $22 \%$ | $27 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance fluctuated after Meridian opening.

## Glen Park Elementary (3.6 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Glen Park

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 102 | 116 | 109 | 104 | 104 | 94 | 74 |
| 4th | 108 | 97 | 110 | 101 | 98 | 98 | 82 |
| 5th | 100 | 111 | 85 | 108 | 107 | 100 | 94 |
| Total of Grade Level Averages | 310 | 323 | 304 | 313 | 309 | 291 | 250 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades declined after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Glen Park

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $18 \%$ | $19 \%$ | $19 \%$ | $25 \%$ | $25 \%$ | $34 \%$ | $37 \%$ |
| Reading | $25 \%$ | $22 \%$ | $23 \%$ | $28 \%$ | $32 \%$ | $39 \%$ | $41 \%$ |
| Science | $27 \%$ | $15 \%$ | $15 \%$ | $20 \%$ | $20 \%$ | $15 \%$ | $25 \%$ |
| Writing | $11 \%$ | $10 \%$ | $14 \%$ | $45 \%$ | $23 \%$ | $31 \%$ | $34 \%$ |
| Overall Average of Passing Rates | $21 \%$ | $18 \%$ | $19 \%$ | $28 \%$ | $27 \%$ | $33 \%$ | $37 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Harlean Beal Elementary (4.3 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Harlean Beal

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 85 | 79 | 70 | 52 | 69 | 78 | 57 |
| 4th | 61 | 76 | 80 | 61 | 53 | 58 | 64 |
| 5th | 75 | 68 | 71 | 63 | 59 | 58 | 56 |
| Total of Grade Level Averages | 221 | 222 | 221 | 175 | 181 | 194 | 177 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades declined after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Harlean Beal

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 18\% | 11\% | 22\% | 23\% | 25\% | 26\% | 24\% |


| Reading | $20 \%$ | $20 \%$ | $22 \%$ | $22 \%$ | $20 \%$ | $32 \%$ | $24 \%$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Science | $15 \%$ | $9 \%$ | $10 \%$ | $13 \%$ | $8 \%$ | $16 \%$ | $21 \%$ |
| Writing | $13 \%$ | $8 \%$ | $14 \%$ | $12 \%$ | $9 \%$ | $3 \%$ | $8 \%$ |
| Overall Average of Passing Rates | $18 \%$ | $14 \%$ | $20 \%$ | $20 \%$ | $19 \%$ | $24 \%$ | $22 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance fluctuated after Meridian opening.

## Maude Logan Elementary (4.2 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Maude Logan

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 59 | 66 | 73 | 68 | 60 | 77 | 68 |
| 4th | 73 | 57 | 63 | 76 | 71 | 66 | 63 |
| 5th | 51 | 66 | 45 | 64 | 65 | 50 | 56 |
| Total of Grade Level Averages | 183 | 189 | 181 | 208 | 196 | 192 | 186 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades was consistent after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Maude Logan

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | $12 \%$ | $13 \%$ | $12 \%$ | $15 \%$ | $19 \%$ | $26 \%$ | $18 \%$ |
| Reading | $15 \%$ | $15 \%$ | $13 \%$ | $17 \%$ | $15 \%$ | $21 \%$ | $21 \%$ |
|  | Science | $6 \%$ | $8 \%$ | $11 \%$ | $6 \%$ | $19 \%$ | $22 \%$ |
| Writing | $24 \%$ | $9 \%$ | $6 \%$ | $17 \%$ | $3 \%$ | $9 \%$ | $11 \%$ |
| Overall Average of Passing Rates | $14 \%$ | $13 \%$ | $12 \%$ | $15 \%$ | $16 \%$ | $22 \%$ | $19 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Meadowbrook Elementary (3.6 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Meadowbrook Elem

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 3rd | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| 4th | 100 | 104 | 96 | 112 | 101 | 100 | 83 |
| 5th | 91 | 102 | 102 | 95 | 112 | 88 | 101 |
| Total of Grade Level Averages | 285 | 320 | 320 | 319 | 110 | 115 | 82 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Meadowbrook Elem

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $33 \%$ | $38 \%$ | $41 \%$ | $39 \%$ | $38 \%$ | $44 \%$ |  |
| Science | $24 \%$ | $26 \%$ | $28 \%$ | $28 \%$ | $25 \%$ | $37 \%$ |  |
| Writing | $20 \%$ | $18 \%$ | $22 \%$ | $26 \%$ | $14 \%$ | $22 \%$ |  |
| Overall Average of Passing Rates | $18 \%$ | $19 \%$ | $28 \%$ | $26 \%$ | $25 \%$ | $20 \%$ |  |
|  | $26 \%$ | $29 \%$ | $32 \%$ | $32 \%$ | $28 \%$ | $36 \%$ |  |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Mitchell Boulevard Elementary (1.6 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Mitchell Boulevard

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | 2013- | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 76 | 71 | 63 | 65 | 60 | 63 | 45 |
| 4th | 60 | 73 | 63 | 66 | 58 | 50 | 78 |
| 5th | 67 | 60 | 69 | 63 | 77 | 51 | 55 |
| Total of Grade Level Averages | 203 | 204 | 194 | 194 | 195 | 164 | 179 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades declined after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Mitchell Boulevard

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $12 \%$ | $13 \%$ | $13 \%$ | $13 \%$ |  | $29 \%$ | $28 \%$ |
| Reading | $15 \%$ | $16 \%$ | $18 \%$ | $18 \%$ |  | $23 \%$ | $18 \%$ |
| Science | $12 \%$ | $13 \%$ | $10 \%$ | $11 \%$ |  | $28 \%$ | $30 \%$ |
| Writing | $13 \%$ | $15 \%$ | $15 \%$ | $20 \%$ |  | $18 \%$ | $15 \%$ |
| Overall Average of Passing Rates | $13 \%$ | $14 \%$ | $15 \%$ | $16 \%$ |  | $25 \%$ | $23 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Oaklawn Elementary (2.4 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Oaklawn

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 94 | 75 | 77 | 183 | 91 | 85 |  |
| 4th | 75 | 99 | 84 | 196 | 99 | 86 |  |
| 5th | 93 | 76 | 100 | 172 | 82 | 97 |  |
| Total of Grade Level Averages | 262 | 249 | 261 | 551 | 272 | 267 |  |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Oaklawn

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $21 \%$ | $23 \%$ | $58 \%$ | $62 \%$ | $36 \%$ | $34 \%$ | $26 \%$ |
| Reading | $32 \%$ | $36 \%$ | $63 \%$ | $58 \%$ | $29 \%$ | $28 \%$ | $30 \%$ |
| Science | $13 \%$ | $32 \%$ | $34 \%$ | $45 \%$ | $27 \%$ | $18 \%$ | $20 \%$ |
| Writing | $25 \%$ | $28 \%$ | $48 \%$ | $54 \%$ | $18 \%$ | $12 \%$ | $26 \%$ |
| Overall Average of Passing Rates | $25 \%$ | $30 \%$ | $56 \%$ | $58 \%$ | $30 \%$ | $27 \%$ | $27 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance fluctuated after Meridian opening.

## S.S. Dillow Elementary (1.9 miles) ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at S.S. Dillow

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 58 | 54 | 57 | 70 | 78 | 84 | 66 |
| 4th | 64 | 48 | 58 | 60 | 71 | 72 | 77 |
| 5th | 59 | 59 | 52 | 56 | 60 | 74 | 74 |
| Total of Grade Level Averages | 181 | 161 | 167 | 186 | 209 | 230 | 218 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades increased after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at S.S. Dillow

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $14 \%$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $16 \%$ | $15 \%$ | $15 \%$ | $22 \%$ | $39 \%$ | $33 \%$ | $30 \%$ |
| Science | $14 \%$ | $16 \%$ | $21 \%$ | $22 \%$ | $23 \%$ | $23 \%$ | $26 \%$ |
| Writing | $5 \%$ | $21 \%$ | $22 \%$ | $35 \%$ | $24 \%$ | $23 \%$ | $30 \%$ |
| Overall Average of Passing Rates | $14 \%$ | $15 \%$ | $18 \%$ | $23 \%$ | $29 \%$ | $12 \%$ | $22 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Sagamore Hill Elementary (3 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Sagamore Hill

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015-16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 91 | 113 | 95 | 104 | 109 | 108 | 97 |
| 4th | 96 | 104 | 121 | 107 | 100 | 104 | 106 |
| 5th | 92 | 90 | 113 | 127 | 96 | 98 | 102 |
| Total of Grade Level Averages | 279 | 307 | 329 | 338 | 305 | 310 | 305 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades increased after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Sagamore Hill

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 21\% | 26\% | 25\% | 20\% | 24\% | 36\% | 30\% |
| Reading | 28\% | 25\% | 21\% | 24\% | 28\% | 31\% | 30\% |
| Science | 12\% | 13\% | 23\% | 11\% | 16\% | 18\% | 34\% |
| Writing | 16\% | 21\% | 20\% | 33\% | 29\% | 29\% | 30\% |
| Overall Average of Passing Rates | 22\% | 24\% | 23\% | 22\% | 25\% | 31\% | 30\% |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Sunrise McMillan Elementary (4.4 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Sunrise McMillan

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 63 | 74 | 55 | 68 | 71 | 54 | 60 |
| 4th | 52 | 73 | 56 | 62 | 71 | 49 | 53 |
| 5th | 55 | 49 | 65 | 55 | 65 | 57 | 56 |
| Total of Grade Level Averages | 170 | 196 | 176 | 184 | 207 | 160 | 169 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades fluctuated after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Sunrise McMillan

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 9\% | 4\% | 17\% | 14\% | 22\% | 18\% | 14\% |
| Reading | 16\% | 14\% | 15\% | 19\% | 22\% | 31\% | 24\% |
| Science | 9\% | 10\% | 22\% | 20\% | 12\% | 18\% | 13\% |
| Writing | 12\% | 10\% | 12\% | 27\% | 7\% | 20\% | 9\% |
| Overall Average of Passing Rates | 12\% | 9\% | 16\% | 18\% | 19\% | 23\% | 17\% |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance fluctuated after Meridian opening.

## TA Sims Elementary (1.6 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at TA Sims

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 95 | 116 | 117 | 129 | 113 | 112 | 118 |
| 4th | 100 | 102 | 113 | 110 | 136 | 108 | 103 |
| 5th | 102 | 91 | 91 | 110 | 106 | 135 | 109 |
| Total of Grade Level Averages | 297 | 309 | 321 | 348 | 355 | 354 | 330 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades increased after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at TA Sims

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $28 \%$ | $29 \%$ | $15 \%$ | $17 \%$ | $20 \%$ | $31 \%$ | $31 \%$ |
| Reading | $23 \%$ | $24 \%$ | $17 \%$ | $17 \%$ | $19 \%$ | $22 \%$ | $22 \%$ |
| Science | $22 \%$ | $33 \%$ | $8 \%$ | $13 \%$ | $20 \%$ | $11 \%$ | $27 \%$ |
| Writing | $15 \%$ | $27 \%$ | $16 \%$ | $22 \%$ | $17 \%$ | $18 \%$ | $11 \%$ |
| Overall Average of Passing Rates | $24 \%$ | $28 \%$ | $15 \%$ | $17 \%$ | $20 \%$ | $24 \%$ | $25 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance fluctuated after Meridian opening.

## Trinity Basin Preparatory Charter School (2.8 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Trinity Basin Preparatory

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | 2013- | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} \text { 2018- } \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 126 | 170 | 161 | 188 | 293 | 289 | 327 |
| 4th | 121 | 124 | 157 | 178 | 240 | 307 | 312 |
| 5th | 124 | 124 | 122 | 170 | 223 | 258 | 317 |


Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades increased after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Trinity Basin Preparatory

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $\mathbf{7 \%}$ | $6 \%$ | $14 \%$ | $25 \%$ | $32 \%$ | $40 \%$ | $41 \%$ |
| Reading | $17 \%$ | $17 \%$ | $21 \%$ | $25 \%$ | $30 \%$ | $34 \%$ | $35 \%$ |
| Science | $24 \%$ | $15 \%$ | $19 \%$ | $27 \%$ | $28 \%$ | $27 \%$ | $34 \%$ |
| Writing | $12 \%$ | $15 \%$ | $9 \%$ | $24 \%$ | $20 \%$ | $27 \%$ | $29 \%$ |
| Overall Average of Passing Rates | $14 \%$ | $12 \%$ | $17 \%$ | $25 \%$ | $29 \%$ | $34 \%$ | $36 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance improved after Meridian opening.

## Van Zandt - Guinn Elementary (2.5 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Van Zandt - Guinn

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 35 | 51 | 50 | 46 | 56 | 80 | 69 |
| 4th | 49 | 36 | 58 | 54 | 40 | 74 | 75 |
| 5th | 34 | 43 | 47 | 60 | 51 | 66 | 68 |
| Total of Grade Level Averages | 118 | 130 | 155 | 160 | 146 | 220 | 212 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Overall enrollment in STAAR-tested grades increased after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Van Zandt - Guinn

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $9 \%$ | $13 \%$ | $20 \%$ | $28 \%$ | $42 \%$ | $19 \%$ | $16 \%$ |
| Reading | $14 \%$ | $15 \%$ | $36 \%$ | $28 \%$ | $32 \%$ | $19 \%$ | $16 \%$ |
| Science | $18 \%$ | $10 \%$ | $28 \%$ | $13 \%$ | $32 \%$ | $12 \%$ | $12 \%$ |
| Writing | $8 \%$ | $14 \%$ | $29 \%$ | $41 \%$ | $33 \%$ | $4 \%$ | $9 \%$ |
| Overall Average of Passing Rates | $12 \%$ | $14 \%$ | $36 \%$ | $28 \%$ | $36 \%$ | $16 \%$ | $15 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.

Average performance fluctuated after Meridian opening.

## Worth Heights Elementary (4.2 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Worth Heights

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 98 | 75 | 86 | 119 | 92 | 103 | 91 |
| 4th | 97 | 116 | 93 | 102 | 111 | 93 | 99 |
| 5th | 95 | 92 | 113 | 98 | 95 | 112 | 93 |
| Total of Grade Level Averages | 290 | 284 | 291 | 319 | 298 | 308 | 283 |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Overall enrollment in STAAR-tested grades was consistent after Meridian opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Worth Heights

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $33 \%$ | $30 \%$ | $28 \%$ | $31 \%$ | $45 \%$ | $50 \%$ | $49 \%$ |
| Science | $17 \%$ | $32 \%$ | $30 \%$ | $38 \%$ | $39 \%$ | $49 \%$ | $44 \%$ |
| Writing | $22 \%$ | $23 \%$ | $28 \%$ | $36 \%$ | $39 \%$ | $36 \%$ | $42 \%$ |
| Overall Average of Passing Rates | $28 \%$ | $29 \%$ | $29 \%$ | $40 \%$ | $41 \%$ | $34 \%$ | $32 \%$ |

Note: gold line indicates break between pre-Meridian opening and post-Meridian opening.
Average performance improved after Meridian opening.

## APPENDIX C

## Uplift Mighty

## SCHOOL FACTS

Location: In southeast Fort Worth, TX; southwest of HW287 and Mitchell Boulevard intersection Grade levels: PreK - 12 th
Opening Year: 2012-13 school year
Comparison Campuses:

## AM Pate Elementary (2.8 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at AM Pate

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013-14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 58 | 54 | 57 | 70 | 78 | 84 | 66 |
| 4th | 64 | 48 | 58 | 60 | 71 | 72 | 77 |
| 5th | 59 | 59 | 52 | 56 | 60 | 74 | 74 |
| Total of Grade Level Averages | 181 | 161 | 167 | 186 | 209 | 230 | 218 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades generally increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at AM Pate

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 12\% | 15\% | 15\% | 19\% | 18\% | 22\% | 17\% |
| Reading | 14\% | 14\% | 21\% | 24\% | 24\% | 21\% | 19\% |
| Science | 4\% | 10\% | 6\% | 9\% | 14\% | 14\% | 11\% |
| Writing | 11\% | 8\% | 26\% | 23\% | 20\% | 10\% | 11\% |
| Overall Average of Passing Rates | 12\% | 13\% | 18\% | 20\% | 20\% | 19\% | 16\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance fluctuated after Mighty opening.

## Carroll Peak Elementary (3.5 miles) ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Carroll Peak

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 61 | 52 | 96 | 81 | 78 | 92 | 80 |
| 4th | 63 | 72 | 48 | 109 | 79 | 76 | 89 |
| 5th | 67 | 59 | 73 | 55 | 101 | 82 | 73 |
| Total of Grade Level Averages | 191 | 183 | 217 | 245 | 258 | 250 | 242 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades generally increased after Mighty opening.

ACHIEVEMENT
Average \% of Students Meeting Grade Level Standards by Subject at Carroll Peak

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $27 \%$ | $39 \%$ | $30 \%$ | $28 \%$ | $24 \%$ | $29 \%$ | $27 \%$ |
| Reading | $21 \%$ | $26 \%$ | $28 \%$ | $27 \%$ | $25 \%$ | $32 \%$ | $30 \%$ |
| Science | $20 \%$ | $22 \%$ | $22 \%$ | $18 \%$ | $12 \%$ | $11 \%$ | $18 \%$ |
| Writing | $41 \%$ | $40 \%$ | $42 \%$ | $42 \%$ | $26 \%$ | $26 \%$ | $26 \%$ |
| Overall Average of Passing Rates | $26 \%$ | $32 \%$ | $30 \%$ | $28 \%$ | $23 \%$ | $28 \%$ | $27 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance was consistent after Mighty opening.

## Carter Park Elementary (4 miles)

## ENROLLMENT

## Average \# of Yearly Test-Takers by Grade Level at Carter Park

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 78 | 92 | 87 | 85 | 88 | 97 | 91 |
| 4th | 82 | 88 | 83 | 86 | 90 | 93 | 91 |
| 5th | 84 | 85 | 78 | 74 | 94 | 95 | 84 |
| Total of Grade Level Averages | 244 | 265 | 248 | 245 | 272 | 285 | 266 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades generally increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Carter Park

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | $21 \%$ | $18 \%$ | $22 \%$ | $29 \%$ | $27 \%$ | $21 \%$ | $22 \%$ |
| Reading | $17 \%$ | $23 \%$ | $24 \%$ | $25 \%$ | $30 \%$ | $28 \%$ | $27 \%$ |
| Science | $16 \%$ | $14 \%$ | $19 \%$ | $27 \%$ | $29 \%$ | $18 \%$ | $25 \%$ |
| Writing | $8 \%$ | $14 \%$ | $20 \%$ | $22 \%$ | $20 \%$ | $10 \%$ | $13 \%$ |
| Overall Average of Passing Rates | $17 \%$ | $19 \%$ | $22 \%$ | $26 \%$ | $28 \%$ | $22 \%$ | $23 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mlghty opening.

## Christene C. Moss Elementary (2.7 miles) ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Christene C. Moss

| $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |


| 3rd | 55 | 51 | 43 | 40 | 58 | 61 | 54 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 4th | 52 | 58 | 43 | 47 | 52 | 57 | 60 |
| 5th | 54 | 45 | 58 | 37 | 51 | 51 | 64 |
| Total of Grade Level Averages | 161 | 154 | 144 | 124 | 160 | 169 | 178 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Christene C. Moss

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $5 \%$ | $6 \%$ | $9 \%$ | $26 \%$ | $27 \%$ | $36 \%$ | $25 \%$ |
| Reading | $16 \%$ | $7 \%$ | $23 \%$ | $19 \%$ | $23 \%$ | $33 \%$ | $28 \%$ |
| Science | $9 \%$ | $9 \%$ | $3 \%$ | $13 \%$ | $29 \%$ | $21 \%$ | $24 \%$ |
| Writing | $25 \%$ | $8 \%$ | $18 \%$ | $43 \%$ | $27 \%$ | $17 \%$ | $20 \%$ |
| Overall Average of Passing Rates | $12 \%$ | $7 \%$ | $15 \%$ | $24 \%$ | $26 \%$ | $31 \%$ | $26 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance improved after Mighty opening.

## Clifford Davis Elementary (3.2 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Clifford Davis

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | 2014-15 | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | 2017-18 | 2018-19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 98 | 93 | 115.5 | 102.5 | 107 | 112.5 | 87 |
| 4th | 76 | 95 | 103 | 110 | 121 | 98 | 117 |
| 5th | 74 | 69 | 97 | 91 | 113 | 120 | 98 |
| Total of Grade Level Averages | 248 | 257 | 315 | 304 | 341 | 330 | 303 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Clifford Davis

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $21 \%$ | $27 \%$ | $23 \%$ | $26 \%$ | $20 \%$ | $27 \%$ | $27 \%$ |
| Science | $36 \%$ | $20 \%$ | $20 \%$ | $24 \%$ | $22 \%$ | $23 \%$ | $23 \%$ |
| Writing | $16 \%$ | $11 \%$ | $16 \%$ | $20 \%$ | $11 \%$ | $17 \%$ | $24 \%$ |
| Overall Average of Passing Rates | $25 \%$ | $22 \%$ | $19 \%$ | $24 \%$ | $12 \%$ | $10 \%$ | $14 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance was consistent after Mighty opening.

## D. McRae Elementary (1.9 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at D. McRae

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 111 | 99 | 86 | 91 | 89 | 77 | 103 |
| 4th | 96 | 89 | 92 | 89 | 92 | 85 | 76 |
| 5th | 79 | 90 | 91 | 86 | 92 | 85 | 86 |
| Total of Grade Level Averages | 286 | 278 | 269 | 266 | 273 | 247 | 265 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades declined after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at D. McRae

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | $21 \%$ | $29 \%$ | $28 \%$ | $30 \%$ | $36 \%$ | $44 \%$ | $31 \%$ |
| Reading | $32 \%$ | $34 \%$ | $34 \%$ | $33 \%$ | $33 \%$ | $35 \%$ | $28 \%$ |
| Science | $14 \%$ | $33 \%$ | $25 \%$ | $26 \%$ | $32 \%$ | $16 \%$ | $29 \%$ |
| Writing | $21 \%$ | $38 \%$ | $10 \%$ | $50 \%$ | $28 \%$ | $36 \%$ | $39 \%$ |
| Overall Average of Passing Rates | $24 \%$ | $33 \%$ | $28 \%$ | $33 \%$ | $33 \%$ | $36 \%$ | $31 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## Dagget Montessori (4.6 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Dagget Montessori

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 51 | 51 | 48 | 52 | 53 | 53 | 56 |
| 4th | 55 | 48 | 48 | 54 | 53 | 54 | 53 |
| 5th | 51 | 52 | 42 | 50 | 52 | 54 | 56 |
| Total of Grade Level Averages | 156 | 150 | 138 | 156 | 158 | 161 | 165 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Dagget Montessori

|  | 2012- | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $57 \%$ | $35 \%$ | $47 \%$ | $42 \%$ | $47 \%$ | $44 \%$ | $39 \%$ |
| Science | $34 \%$ | $57 \%$ | $61 \%$ | $50 \%$ | $50 \%$ | $53 \%$ | $52 \%$ |
| Writing | $39 \%$ | $46 \%$ | $45 \%$ | $40 \%$ | $44 \%$ | $39 \%$ | $39 \%$ |
| Overall Average of Passing Rates | $44 \%$ | $40 \%$ | $36 \%$ | $44 \%$ | $44 \%$ | $35 \%$ | $23 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance was consistent after Mighty opening.

## David K Sellars Elementary ( 4.7 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at David K. Sellers

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015 \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 111 | 116 | 109 | 114 | 94 | 93 | 83 |
| 4th | 97 | 77 | 96 | 91 | 118 | 90 | 93 |
| 5th | 84 | 89 | 82 | 110 | 89 | 111 | 87 |
| Total of Grade Level Averages | 292 | 282 | 287 | 316 | 301 | 294 | 263 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at David K Sellers

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $28 \%$ | $32 \%$ | $33 \%$ | $39 \%$ | $45 \%$ | $49 \%$ | $44 \%$ |
| Reading | $32 \%$ | $26 \%$ | $28 \%$ | $33 \%$ | $34 \%$ | $45 \%$ | $42 \%$ |
| Science | $38 \%$ | $17 \%$ | $9 \%$ | $32 \%$ | $30 \%$ | $41 \%$ | $38 \%$ |
| Writing | $42 \%$ | $19 \%$ | $18 \%$ | $42 \%$ | $21 \%$ | $33 \%$ | $29 \%$ |
| Overall Average of Passing Rates | $33 \%$ | $26 \%$ | $26 \%$ | $36 \%$ | $36 \%$ | $45 \%$ | $41 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

De Zavala Elementary (4.9 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at De Zavala

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 84 | 78 | 51 | 51 | 112 | 107 | 103 |
| 4th | 95 | 76 | 39 | 52 | 103 | 107 | 103 |
| 5th | 86 | 93 | 51 | 42 | 113 | 96 | 102 |


| Total of Grade Level Averages | 265 | 247 | 141 | 145 | 328 | 310 | 308 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at De Zavala

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $32 \%$ | $30 \%$ | $24 \%$ | $24 \%$ | $28 \%$ | $31 \%$ | $34 \%$ |
| Reading | $30 \%$ | $30 \%$ | $25 \%$ | $21 \%$ | $25 \%$ | $29 \%$ | $30 \%$ |
| Science | $23 \%$ | $24 \%$ | $16 \%$ | $12 \%$ | $21 \%$ | $34 \%$ | $32 \%$ |
| Writing | $23 \%$ | $32 \%$ | $10 \%$ | $15 \%$ | $16 \%$ | $18 \%$ | $15 \%$ |
| Overall Average of Passing Rates | $29 \%$ | $30 \%$ | $22 \%$ | $20 \%$ | $25 \%$ | $29 \%$ | $30 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## Dunbar High School (4.3 miles) ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Dunbar High School

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $9^{\text {th }}$ - $12^{\text {th }}$ | 165 | 93 | 263 | 244 | 260 | 297 | 30 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Dunbar High School

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}-$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Algebra 19 | $3 \%$ | $11 \%$ | $14 \%$ | $17 \%$ | $19 \%$ | $30 \%$ | $35 \%$ |
| Biology | $11 \%$ | $26 \%$ | $28 \%$ | $30 \%$ | $26 \%$ | $33 \%$ | $29 \%$ |
| English 1 |  | $9 \%$ | $18 \%$ | $17 \%$ | $15 \%$ | $17 \%$ | $22 \%$ |
| English 2 |  | $15 \%$ | $14 \%$ | $21 \%$ | $22 \%$ | $23 \%$ | $26 \%$ |
| US History |  | $29 \%$ | $41 \%$ | $48 \%$ | $42 \%$ | $52 \%$ | $56 \%$ |
| Overall Average of Passing Rates | $7 \%$ | $18 \%$ | $23 \%$ | $27 \%$ | $25 \%$ | $31 \%$ | $34 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

Edward Briscoe Elementary (2.4 miles)
ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Edward Briscoe

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 43 | 49 | 65 | 57 | 63 | 69 | 62 |
| 4th | 38 | 45 | 70 | 65 | 53 | 60 | 58 |
| 5th | 47 | 36 | 38 | 59 | 63 | 51 | 58 |
| Total of Grade Level Averages | 127 | 129 | 173 | 181 | 180 | 180 | 178 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

## Average \% of Students Meeting Grade Level Standards by Subject at Edward Briscoe

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $42 \%$ | $39 \%$ | $32 \%$ | $34 \%$ | $42 \%$ | $44 \%$ | $39 \%$ |
| Reading | $28 \%$ | $27 \%$ | $27 \%$ | $26 \%$ | $26 \%$ | $31 \%$ | $23 \%$ |
| Science | $17 \%$ | $18 \%$ | $29 \%$ | $25 \%$ | $26 \%$ | $15 \%$ | $30 \%$ |
| Writing | $31 \%$ | $22 \%$ | $13 \%$ | $34 \%$ | $13 \%$ | $22 \%$ | $19 \%$ |
| Overall Average of Passing Rates | $32 \%$ | $30 \%$ | $27 \%$ | $30 \%$ | $30 \%$ | $33 \%$ | $30 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Performance was consistent after Mighty opening.

## EM Dagget Elementary (4.5 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at EM Dagget

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 121 | 120 | 101 | 117 | 113 | 89 | 99 |
| 4th | 93 | 105 | 115 | 102 | 117 | 113 | 96 |
| 5th | 115 | 92 | 102 | 111 | 97 | 106 | 109 |
| Total of Grade Level Averages | 329 | 316 | 319 | 329 | 327 | 308 | 304 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

## Overall enrollment in STAAR-tested grades was consistent after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at EM Dagget

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | $20 \%$ | $22 \%$ | $24 \%$ | $23 \%$ | $29 \%$ | $33 \%$ | $30 \%$ |
| Reading | $21 \%$ | $20 \%$ | $19 \%$ | $22 \%$ | $24 \%$ | $25 \%$ | $27 \%$ |
| Science | $19 \%$ | $22 \%$ | $3 \%$ | $11 \%$ | $15 \%$ | $17 \%$ | $25 \%$ |
| Writing | $23 \%$ | $13 \%$ | $16 \%$ | $12 \%$ | $20 \%$ | $14 \%$ | $13 \%$ |
| Overall Average of Passing Rates | $21 \%$ | $20 \%$ | $19 \%$ | $20 \%$ | $24 \%$ | $26 \%$ | $26 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance improved after Mighty opening.

## Fort Worth Can Academy Lancaster Ave (4.2 miles)

 ENROLLMENTAverage \# of Yearly Test-Takers by Grade Level at FW Can Academy

9th-12th

| $2012-$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1 3}$ | $\mathbf{1 4}$ | 15 | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | 19 |
|  | 71 | 68 | 73 | 139 | 112 | 125 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at FW Can Academy

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}-$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Algebra 1 | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Biology |  | $6 \%$ | $3 \%$ | $\mathbf{1 \%}$ | $4 \%$ | $20 \%$ | $22 \%$ |
| English 1 |  | $7 \%$ | $6 \%$ | $12 \%$ | $9 \%$ | $18 \%$ | $19 \%$ |
| English 2 |  | $9 \%$ | $2 \%$ | $8 \%$ | $2 \%$ | $1 \%$ | $9 \%$ |
| US History |  | $6 \%$ | $3 \%$ | $4 \%$ | $4 \%$ | $15 \%$ | $18 \%$ |
| Overall Average of Passing Rates |  | $7 \%$ | $5 \%$ | $7 \%$ | $10 \%$ | $9 \%$ | $31 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

## George C Clarke (4.3 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at George C Clarke

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 52 | 60 | 63 | 68 | 69 | 70 | 60 |
| 4th | 69 | 63 | 68 | 62 | 81 | 66 | 66 |
| 5th | 58 | 66 | 66 | 59 | 82 | 81 | 57 |
| Total of Grade Level Averages | 178 | 188 | 197 | 189 | 232 | 218 | 183 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at George C Clarke

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $26 \%$ | $13 \%$ | $26 \%$ | $33 \%$ | $19 \%$ | $21 \%$ | $29 \%$ |
|  | $24 \%$ | $16 \%$ | $23 \%$ | $21 \%$ | $25 \%$ | $31 \%$ |  |


| Science | $25 \%$ | $24 \%$ | $13 \%$ | $29 \%$ | $7 \%$ | $26 \%$ | $18 \%$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Writing | $22 \%$ | $17 \%$ | $13 \%$ | $28 \%$ | $11 \%$ | $13 \%$ | $17 \%$ |
| Overall Average of Passing Rates | $27 \%$ | $19 \%$ | $19 \%$ | $28 \%$ | $17 \%$ | $22 \%$ | $27 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance fluctuated after Mighty opening.

## Glencrest 6th Grade School (2.2 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Glencrest 6th Grade

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |  |
|  | 378 | 434 | 392 | 394 | 346 | 458 | 417 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Glencrest 6th Grade

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | $21 \%$ | $18 \%$ | $14 \%$ | $24 \%$ | $17 \%$ | $23 \%$ | $21 \%$ |
| Reading | $19 \%$ | $19 \%$ | $20 \%$ | $23 \%$ | $11 \%$ | $18 \%$ | $19 \%$ |
| Overall Average of Passing Rates | $20 \%$ | $19 \%$ | $17 \%$ | $24 \%$ | $14 \%$ | $21 \%$ | $20 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## Harlean Beal Elementary (3 miles)

EnRollment
Average \# of Yearly Test-Takers by Grade Level at Harlean Beal

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 85 | 79 | 70 | 52 | 69 | 78 | 57 |
| 4th | 61 | 76 | 80 | 61 | 53 | 58 | 64 |
| 5th | 75 | 68 | 71 | 63 | 59 | 58 | 56 |
| Total of Grade Level Averages | 221 | 222 | 221 | 175 | 181 | 194 | 177 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades declined after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Harlean Beal

| $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |


| Math | $18 \%$ | $11 \%$ | $22 \%$ | $23 \%$ | $25 \%$ | $26 \%$ | $24 \%$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | Reading | $20 \%$ | $20 \%$ | $22 \%$ | $22 \%$ | $20 \%$ | $32 \%$ |
| Science | $15 \%$ | $9 \%$ | $10 \%$ | $13 \%$ | $8 \%$ | $16 \%$ | $21 \%$ |
| Writing | $13 \%$ | $8 \%$ | $14 \%$ | $12 \%$ | $9 \%$ | $3 \%$ | $8 \%$ |
| Overall Average of Passing Rates | $18 \%$ | $14 \%$ | $20 \%$ | $20 \%$ | $19 \%$ | $24 \%$ | $22 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## J Martin Jacquet Elementary (4.2 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at J Martin Jacquet Middle

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013-14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6th | 241 | 233 | 225 | 235 | 235 | 254 | 220 |
| 7th | 233 | 205 | 212 | 240 | 228 | 210 | 245 |
| 8th | 225 | 221 | 213 | 204 | 247 | 219 | 208 |
| Total of Grade Level Averages | 699 | 658 | 649 | 679 | 709 | 683 | 672 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades was consistent after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at J Martin Jacquet Middle

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | $12 \%$ | $9 \%$ | $12 \%$ | $13 \%$ | $14 \%$ | $11 \%$ | $11 \%$ |
| Reading | $18 \%$ | $14 \%$ | $16 \%$ | $19 \%$ | $17 \%$ | $15 \%$ | $15 \%$ |
| Science | $17 \%$ | $21 \%$ | $24 \%$ | $22 \%$ | $27 \%$ | $15 \%$ | $20 \%$ |
| Writing | $14 \%$ | $10 \%$ | $13 \%$ | $16 \%$ | $11 \%$ | $17 \%$ | $6 \%$ |
| Overall Average of Passing Rates | $15 \%$ | $13 \%$ | $15 \%$ | $17 \%$ | $16 \%$ | $14 \%$ | $13 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance was consistent after Mighty opening.

## Maude Logan Elementary (3.9 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Maude Logan

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 59 | 66 | 73 | 68 | 60 | 77 | 68 |
| 4th | 73 | 57 | 63 | 76 | 71 | 66 | 63 |
| 5th | 51 | 66 | 45 | 64 | 65 | 50 | 56 |
| Total of Grade Level Averages | 183 | 189 | 181 | 208 | 196 | 192 | 186 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades was consistent after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Maude Logan

|  | $\begin{gathered} \text { 2012 } \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} \text { 2018- } \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 12\% | 13\% | 12\% | 15\% | 19\% | 26\% | 18\% |
| Reading | 15\% | 15\% | 13\% | 17\% | 15\% | 21\% | 21\% |
| Science | 6\% | 8\% | 11\% | 6\% | 19\% | 22\% | 27\% |
| Writing | 24\% | 9\% | 6\% | 17\% | 3\% | 9\% | 11\% |
| Overall Average of Passing Rates | 14\% | 13\% | 12\% | 15\% | 16\% | 22\% | 19\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance improved after Mighty opening.

## Meadowbrook Elementary ( 4.5 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Meadowbrook Elem

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 94 | 115 | 96 | 112 | 101 | 100 | 83 |
| 4th | 100 | 104 | 122 | 95 | 112 | 88 | 101 |
| 5th | 91 | 102 | 102 | 112 | 110 | 115 | 82 |
| Total of Grade Level Averages | 285 | 320 | 320 | 319 | 323 | 303 | 266 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Meadowbrook Elem

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 33\% | 38\% | 41\% | 39\% | 38\% | 44\% |  |
| Reading | 24\% | 26\% | 28\% | 28\% | 25\% | 37\% |  |
| Science | 20\% | 18\% | 22\% | 26\% | 14\% | 22\% |  |
| Writing | 18\% | 19\% | 28\% | 26\% | 25\% | 20\% |  |
| Overall Average of Passing Rates | 26\% | 29\% | 32\% | 32\% | 28\% | 36\% |  |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

## Meadowbrook Middle School (4.5 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Meadowbrook MS

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{6 t h}$ | $\mathbf{1 8}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| 7th | 178 | 176 | 189 | 215 | 268 | 238 | 230 |
| 8th | 208 | 145 | 187 | 173 | 211 | 252 | 199 |
| Total of Grade Level Averages | 567 | 480 | 165 | 211 | 194 | 235 | 237 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Meadowbrook MS

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $14 \%$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ |
| $\mathbf{1 8}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |  |  |  |  |  |
| Reading | $18 \%$ | $21 \%$ | $20 \%$ | $24 \%$ | $21 \%$ | $18 \%$ | $18 \%$ |
| Science | $25 \%$ | $17 \%$ | $20 \%$ | $17 \%$ | $20 \%$ | $24 \%$ | $25 \%$ |
| Writing | $8 \%$ | $12 \%$ | $20 \%$ | $23 \%$ | $18 \%$ | $28 \%$ | $22 \%$ |
| Overall Average of Passing Rates | $16 \%$ | $17 \%$ | $18 \%$ | $18 \%$ | $22 \%$ | $23 \%$ | $21 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

Mitchell Boulevard Elementary (1.1 miles)
ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Mitchell Boulevard

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 76 | 71 | 63 | 65 | 60 | 63 | 45 |
| 4th | 60 | 73 | 63 | 66 | 58 | 50 | 78 |
| 5th | 67 | 60 | 69 | 63 | 77 | 51 | 55 |
| Total of Grade Level Averages | 203 | 204 | 194 | 194 | 195 | 164 | 179 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades declined after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Mitchell Boulevard

| Math | $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|  | $12 \%$ | $13 \%$ | $13 \%$ | $13 \%$ |  | $29 \%$ | $28 \%$ |


| Reading | $15 \%$ | $16 \%$ | $18 \%$ | $18 \%$ |  | $23 \%$ | $18 \%$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Science | $12 \%$ | $13 \%$ | $10 \%$ | $11 \%$ |  | $28 \%$ | $30 \%$ |
| Writing | $13 \%$ | $15 \%$ | $15 \%$ | $20 \%$ |  | $18 \%$ | $15 \%$ |
| Overall Average of Passing Rates | $13 \%$ | $14 \%$ | $15 \%$ | $16 \%$ |  | $25 \%$ | $23 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

## Morningside Middle School (3 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Morningside MS

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\boldsymbol{6 t h}$ | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| 7th | 195 | 240 | 233 | 209 | 219 | 240 | 217 |
| 8th | 223 | 224 | 218 | 216 | 196 | 220 | 246 |
| Total of Grade Level Averages | 648 | 662 | 195 | 214 | 219 | 186 | 228 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades was consistent after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Morningside MS

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 7\% | 12\% | 9\% | 14\% | 13\% | 18\% | 17\% |
| Reading | 15\% | 17\% | 16\% | 21\% | 24\% | 25\% | 22\% |
| Science | 16\% | 22\% | 12\% | 18\% | 21\% | 28\% | 18\% |
| Writing | 9\% | 5\% | 14\% | 18\% | 14\% | 21\% | 15\% |
| Overall Average of Passing Rates | 11\% | 14\% | 13\% | 18\% | 18\% | 22\% | 19\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

## O.D. Wyatt High School (3.1 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at O.D. Wyatt

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9th-12th | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
|  | 236 | 420 | 437 | 395 | 442 | 448 | 426 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at O.D. Wyatt

|  | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Algebra 1 | $5 \%$ | $14 \%$ | $9 \%$ | $15 \%$ | $18 \%$ | $32 \%$ | $49 \%$ |
|  | $15 \%$ | $18 \%$ | $24 \%$ | $30 \%$ | $23 \%$ | $27 \%$ | $42 \%$ |
| English 1 |  | $10 \%$ | $12 \%$ | $14 \%$ | $14 \%$ | $15 \%$ | $19 \%$ |
| English 2 |  | $10 \%$ | $15 \%$ | $16 \%$ | $17 \%$ | $20 \%$ | $22 \%$ |
|  | US History |  | $20 \%$ | $23 \%$ | $30 \%$ | $42 \%$ | $45 \%$ |
| $52 \%$ |  |  |  |  |  |  |  |
| Overall Average of Passing Rates | $10 \%$ | $14 \%$ | $17 \%$ | $21 \%$ | $23 \%$ | $28 \%$ | $37 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

## Oaklawn Elementary (0.9 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Oaklawn

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| 3rd | 94 | 75 | 77 | 183 | 91 | 85 |  |
| 4th | 75 | 99 | 84 | 196 | 99 | 86 |  |
| Total of Grade Level Averages | 93 | 76 | 100 | 172 | 82 | 97 |  |
|  | 262 | 249 | 261 | 551 | 272 | 267 |  |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Oaklawn

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $21 \%$ | $23 \%$ | $58 \%$ | $62 \%$ | $36 \%$ | $34 \%$ | $26 \%$ |
| Reading | $32 \%$ | $36 \%$ | $63 \%$ | $58 \%$ | $29 \%$ | $28 \%$ | $30 \%$ |
| Science | $13 \%$ | $32 \%$ | $34 \%$ | $45 \%$ | $27 \%$ | $18 \%$ | $20 \%$ |
| Writing | $25 \%$ | $28 \%$ | $48 \%$ | $54 \%$ | $18 \%$ | $12 \%$ | $26 \%$ |
| Overall Average of Passing Rates | $25 \%$ | $30 \%$ | $56 \%$ | $58 \%$ | $30 \%$ | $27 \%$ | $27 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance fluctuated after Mighty opening.

## Polytechnic Senior High School (2.9 miles) <br> enrollment

Average \# of Yearly Test-Takers by Grade Level at Polytechnic Senior High

| $2012-$ | $2013-$ | $2014-$ | $2015-$ | $2016-$ | $2017-$ | $2018-$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |


| 9th - 12th | 240 | 404 | 374 | 389 | 399 | 387 | 402 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Polytechnic Senior High

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Algebra 1 | 2013\% | 2014\% | 2015\% | 2016\% | 2017\% | 2018\% | 2019\% |
| Algebra 2 | 15\% | 16\% | 17\% | 12\% | 11\% | 33\% | 48\% |
| Biology | 87\% |  |  |  |  |  |  |
| US History | 17\% | 24\% | 32\% | 32\% | 30\% | 33\% | 38\% |
| Overall Average of Passing Rates |  | 41\% | 29\% | 51\% | 65\% | 77\% | 70\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance improved after Mighty opening.

## RL Paschal High School (4.8 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at RL Paschal HS

| 9th - 12th | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 536 | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | 19 |
|  | 605 | 546 | 525 | 654 | 580 | 576 |  |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at RL Paschal HS

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014 \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016 \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Algebra 1 | 14\% | 20\% | 30\% | 38\% | 36\% | 32\% | 29\% |
| Algebra 2 | 80\% |  |  |  |  |  |  |
| Biology | 53\% | 54\% | 73\% | 71\% | 58\% | 50\% | 49\% |
| US History |  | 58\% | 69\% | 76\% | 81\% | 78\% | 77\% |
| Overall Average of Passing Rates | 49\% | 44\% | 57\% | 62\% | 58\% | 53\% | 52\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## Richard J Wilson Elementary (4.7 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Richard J Wilson

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 107 | 78 | 84 | 77 | 102 | 84 | 91 |
| 4th | 63 | 90 | 75 | 92 | 87 | 93 | 88 |
| 5th | 79 | 62 | 80 | 74 | 88 | 81 | 88 |
| Total of Grade Level Averages | 249 | 231 | 239 | 243 | 277 | 258 | 267 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Richard J Wilson

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 24\% |  | 28\% | 30\% | 39\% | 37\% | 38\% |
| Reading | 26\% |  | 34\% | 33\% | 33\% | 34\% | 35\% |
| Science | 14\% |  | 22\% | 47\% | 51\% | 36\% | 40\% |
| Writing | 27\% |  | 25\% | 45\% | 40\% | 27\% | 21\% |
| Overall Average of Passing Rates | 24\% |  | 29\% | 35\% | 38\% | 34\% | 35\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance fluctuated after Mighty opening.

## S.S. Dillow Elementary (2.4 miles) ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at S.S. Dillow

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 58 | 54 | 57 | 70 | 78 | 84 | 66 |
| 4th | 64 | 48 | 58 | 60 | 71 | 72 | 77 |
| 5th | 59 | 59 | 52 | 56 | 60 | 74 | 74 |
| Total of Grade Level Averages | 181 | 161 | 167 | 186 | 209 | 230 | 218 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at S.S. Dillow

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | ---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $14 \%$ | $12 \%$ | $15 \%$ | $22 \%$ | $39 \%$ | $33 \%$ | $30 \%$ |
| Reading | $16 \%$ | $15 \%$ | $18 \%$ | $22 \%$ | $23 \%$ | $23 \%$ | $26 \%$ |
| Science | $14 \%$ | $16 \%$ | $21 \%$ | $19 \%$ | $24 \%$ | $23 \%$ | $30 \%$ |
| Writing | $5 \%$ | $21 \%$ | $22 \%$ | $35 \%$ | $22 \%$ | $12 \%$ | $22 \%$ |
| Overall Average of Passing Rates | $14 \%$ | $15 \%$ | $18 \%$ | $23 \%$ | $29 \%$ | $26 \%$ | $28 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.

## Sagamore Hill Elementary (4.3 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Sagamore Hill

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} \text { 2018- } \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 91 | 113 | 95 | 104 | 109 | 108 | 97 |
| 4th | 96 | 104 | 121 | 107 | 100 | 104 | 106 |
| 5th | 92 | 90 | 113 | 127 | 96 | 98 | 102 |
| Total of Grade Level Averages | 279 | 307 | 329 | 338 | 305 | 310 | 305 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Sagamore Hill

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $21 \%$ | $26 \%$ | $25 \%$ | $20 \%$ | $24 \%$ | $36 \%$ | $30 \%$ |
| Reading | $28 \%$ | $25 \%$ | $21 \%$ | $24 \%$ | $28 \%$ | $31 \%$ | $30 \%$ |
| Science | $12 \%$ | $13 \%$ | $23 \%$ | $11 \%$ | $16 \%$ | $18 \%$ | $34 \%$ |
| Writing | $16 \%$ | $21 \%$ | $20 \%$ | $33 \%$ | $29 \%$ | $29 \%$ | $30 \%$ |
| Overall Average of Passing Rates | $22 \%$ | $24 \%$ | $23 \%$ | $22 \%$ | $25 \%$ | $31 \%$ | $30 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance improved after Mighty opening.

## Sunrise McMillan Elementary (4.4 miles)

ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Sunrise McMillan

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 63 | 74 | 55 | 68 | 71 | 54 | 60 |
| 4th | 52 | 73 | 56 | 62 | 71 | 49 | 53 |
| 5th | 55 | 49 | 65 | 55 | 65 | 57 | 56 |
| Total of Grade Level Averages | 170 | 196 | 176 | 184 | 207 | 160 | 169 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades fluctuated after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Sunrise McMillan

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018-19 \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | 9\% | 4\% | 17\% | 14\% | 22\% | 18\% | 14\% |
| Reading | 16\% | 14\% | 15\% | 19\% | 22\% | 31\% | 24\% |
| Science | 9\% | 10\% | 22\% | 20\% | 12\% | 18\% | 13\% |
| Writing | 12\% | 10\% | 12\% | 27\% | 7\% | 20\% | 9\% |
| Overall Average of Passing Rates | 12\% | 9\% | 16\% | 18\% | 19\% | 23\% | 17\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## TA Sims Elementary (1.6 miles)

## enrollment

Average \# of Yearly Test-Takers by Grade Level at TA Sims

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 95 | 116 | 117 | 129 | 113 | 112 | 118 |
| 4th | 100 | 102 | 113 | 110 | 136 | 108 | 103 |
| 5th | 102 | 91 | 91 | 110 | 106 | 135 | 109 |
| Total of Grade Level Averages | 297 | 309 | 321 | 348 | 355 | 354 | 330 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at TA Sims

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $28 \%$ | $29 \%$ | $15 \%$ | $17 \%$ | $20 \%$ | $31 \%$ | $31 \%$ |
| Reading | $23 \%$ | $24 \%$ | $17 \%$ | $17 \%$ | $19 \%$ | $22 \%$ | $22 \%$ |
| Science | $22 \%$ | $33 \%$ | $8 \%$ | $13 \%$ | $20 \%$ | $11 \%$ | $27 \%$ |
| Writing | $15 \%$ | $27 \%$ | $16 \%$ | $22 \%$ | $17 \%$ | $18 \%$ | $11 \%$ |
| Overall Average of Passing Rates | $24 \%$ | $28 \%$ | $15 \%$ | $17 \%$ | $20 \%$ | $24 \%$ | $25 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance fluctuated after Mighty opening.

## TCC South Campus - FWISD Early Collegiate High School (3.4 miles) ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at TCC South Campus


Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
n/a

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at TCC South Campus

|  | $\begin{gathered} 2012-13 \end{gathered}$ | $\begin{gathered} 2013-14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016-17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Algebra 1 |  |  |  |  |  | 96\% | 88\% |
| Biology |  |  |  |  |  | 94\% | 91\% |
| English 1 |  |  |  |  |  | 97\% | 87\% |
| English 2 |  |  |  |  |  |  | 97\% |
| US History |  |  |  |  |  |  | 93\% |
| Overall Average of Passing Rates |  |  |  |  |  | 96\% | 91\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

```
n/a
```

Trinity Basin Preparatory Charter School - Pafford(4.3 miles) ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Trinity Basin Preparatory

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 126 | 170 | 161 | 188 | 293 | 289 | 327 |
| 4th | 121 | 124 | 157 | 178 | 240 | 307 | 312 |
| 5th | 124 | 124 | 122 | 170 | 223 | 258 | 317 |
| 6th | 122 | 127 | 109 | 222 | 268 | 295 | 340 |
| 7th | 124 | 117 | 114 | 126 | 242 | 273 | 269 |
| 8th | 114 | 111 | 105 | 100 | 109 | 215 | 259 |
| Total of Grade Level Averages | 731 | 774 | 767 | 984 | 1375 | 1637 | 1823 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades increased after Mighty opening.

ACHIEVEMENT
Average \% of Students Meeting Grade Level Standards by Subject at Trinity Basin Preparatory

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017 \\ 18 \end{gathered}$ | $\begin{gathered} 2018-19 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Algebra 1 | 57\% | 36\% | 80\% | 97\% | 87\% | 97\% | 95\% |
| US History | 9\% | 15\% | 6\% | 32\% | 18\% | 34\% | 36\% |
| Math | 12\% | 16\% | 22\% | 31\% | 33\% | 39\% | 45\% |
| Reading | 23\% | 22\% | 24\% | 28\% | 31\% | 35\% | 37\% |
| Science | 23\% | 24\% | 25\% | 38\% | 41\% | 44\% | 45\% |
| Writing | 11\% | 16\% | 19\% | 29\% | 25\% | 29\% | 33\% |
| Overall Average of Passing Rates | 19\% | 20\% | 25\% | 34\% | 35\% | 40\% | 43\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance increased after Mighty opening.

## Van Zandt - Guinn Elementary (4 miles) <br> ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at Van Zandt - Guinn

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 35 | 51 | 50 | 46 | 56 | 80 | 69 |
| 4th | 49 | 36 | 58 | 54 | 40 | 74 | 75 |
| 5th | 34 | 43 | 47 | 60 | 51 | 66 | 68 |
| Total of Grade Level Averages | 118 | 130 | 155 | 160 | 146 | 220 | 212 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Van Zandt - Guinn

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $9 \%$ | $13 \%$ | $20 \%$ | $28 \%$ | $42 \%$ | $19 \%$ | $16 \%$ |
| Reading | $14 \%$ | $15 \%$ | $36 \%$ | $28 \%$ | $32 \%$ | $19 \%$ | $16 \%$ |
| Science | $18 \%$ | $10 \%$ | $28 \%$ | $13 \%$ | $32 \%$ | $12 \%$ | $12 \%$ |
| Writing | $8 \%$ | $14 \%$ | $29 \%$ | $41 \%$ | $33 \%$ | $4 \%$ | $9 \%$ |
| Overall Average of Passing Rates | $12 \%$ | $14 \%$ | $36 \%$ | $28 \%$ | $36 \%$ | $16 \%$ | $15 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance fluctuated after Mighty opening.

## WM Green Elementary (5 miles)

## ENROLLMENT

Average \# of Yearly Test-Takers by Grade Level at W.M.Green

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 74 | 101 | 116 | 96 | 122 | 128 | 99 |
| 4th | 85 | 83 | 91 | 126 | 85 | 122 | 104 |
| 5th | 91 | 81 | 86 | 89 | 122 | 88 | 124 |
| Total of Grade Level Averages | 250 | 265 | 292 | 312 | 329 | 337 | 327 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at W.M.Green

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5 -}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Reading | $35 \%$ | $19 \%$ | $19 \%$ | $21 \%$ | $25 \%$ | $30 \%$ | $30 \%$ |
| Science | $11 \%$ | $28 \%$ | $25 \%$ | $24 \%$ | $29 \%$ | $37 \%$ | $33 \%$ |
| Writing | $27 \%$ | $21 \%$ | $20 \%$ | $21 \%$ | $19 \%$ | $21 \%$ | $38 \%$ |
| Overall Average of Passing Rates | $28 \%$ | $25 \%$ | $21 \%$ | $19 \%$ | $19 \%$ | $32 \%$ | $11 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance fluctuated after Mighty opening.

## Worth Heights Elementary (3.7 miles)

enrollment
Average \# of Yearly Test-Takers by Grade Level at Worth Heights

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 98 | 75 | 86 | 119 | 92 | 103 | 91 |
| 4th | 97 | 116 | 93 | 102 | 111 | 93 | 99 |
| 5th | 95 | 92 | 113 | 98 | 95 | 112 | 93 |
| Total of Grade Level Averages | 290 | 284 | 291 | 319 | 298 | 308 | 283 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades was consistent after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Worth Heights

|  | $\mathbf{2 0 1 2 -}$ | $\mathbf{2 0 1 3 -}$ | $\mathbf{2 0 1 4 -}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6 -}$ | $\mathbf{2 0 1 7 -}$ | $\mathbf{2 0 1 8 -}$ |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{1 3}$ | $\mathbf{1 4}$ | $\mathbf{1 5}$ | $\mathbf{1 6}$ | $\mathbf{1 7}$ | $\mathbf{1 8}$ | $\mathbf{1 9}$ |
| Math | $30 \%$ | $30 \%$ | $28 \%$ | $31 \%$ | $45 \%$ | $50 \%$ | $49 \%$ |
| Reading | $33 \%$ | $28 \%$ | $30 \%$ | $38 \%$ | $39 \%$ | $49 \%$ | $44 \%$ |
| Science | $17 \%$ | $32 \%$ | $28 \%$ | $36 \%$ | $39 \%$ | $36 \%$ | $42 \%$ |
| Writing | $22 \%$ | $23 \%$ | $28 \%$ | $40 \%$ | $41 \%$ | $34 \%$ | $32 \%$ |
| Overall Average of Passing Rates | $28 \%$ | $29 \%$ | $29 \%$ | $36 \%$ | $41 \%$ | $46 \%$ | $44 \%$ |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

Average performance improved after Mighty opening.

Young Mens Leadership Academy (4.3 miles)
ENROLLMENT
Average \# of Yearly Test-Takers by Grade Level at Young Mens Leadership Academy

|  | $\begin{gathered} 2012- \\ 13 \end{gathered}$ | $\begin{gathered} 2013 \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018- \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 74 | 101 | 116 | 96 | 122 | 128 | 99 |
| 4th | 85 | 83 | 91 | 126 | 85 | 122 | 104 |
| 5th | 91 | 81 | 86 | 89 | 122 | 88 | 124 |


| 9th-12th |  | 12 | 46 | 50 | 50 | 51 | 51 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Total of Grade Level Averages | 250 | 277 | 338 | 361 | 380 | 388 | 378 |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Overall enrollment in STAAR-tested grades increased after Mighty opening.

## ACHIEVEMENT

Average \% of Students Meeting Grade Level Standards by Subject at Young Men's Leadership Academy

|  | $\begin{gathered} 2012 \\ 13 \end{gathered}$ | $\begin{gathered} 2013- \\ 14 \end{gathered}$ | $\begin{gathered} 2014- \\ 15 \end{gathered}$ | $\begin{gathered} 2015- \\ 16 \end{gathered}$ | $\begin{gathered} 2016- \\ 17 \end{gathered}$ | $\begin{gathered} 2017- \\ 18 \end{gathered}$ | $\begin{gathered} 2018 \\ 19 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Algebra 1 |  | 86\% | 69\% | 89\% | 85\% | 87\% | 62\% |
| Biology |  |  | 72\% | 87\% | 79\% | 91\% | 63\% |
| Math | 23\% | 36\% | 28\% | 23\% | 42\% | 49\% | 44\% |
| Reading | 46\% | 44\% | 42\% | 50\% | 44\% | 42\% | 41\% |
| Science |  | 59\% | 53\% | 72\% | 64\% | 42\% | 55\% |
| US History |  |  |  |  | 81\% | 85\% | 85\% |
| Writing | 37\% | 26\% | 43\% | 45\% | 31\% | 29\% | 35\% |
| Overall Average of Passing Rates | 33\% | 46\% | 45\% | 51\% | 54\% | 55\% | 50\% |

Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.
Average performance improved after Mighty opening.


[^0]:    ${ }^{1}$ Overall averages in enrollment and performance for comparison campuses includes only campuses that have data across all years from 2013 to 2019. This is by design to avoid data skewness due to extenuating circumstances such as school openings or test phase-out that are not related to consistent performance and achievement trends.

[^1]:    ${ }^{2}$ Overall averages in enrollment and performance for comparison campuses includes only campuses that have data across all years from 2013 to 2019. This is by design to avoid data skewness due to extenuating circumstances such as school openings or test phase-out that are not related to consistent performance and achievement trends.

[^2]:    ${ }^{3}$ Overall averages in enrollment and performance for comparison campuses includes only campuses that have data across all years from 2013 to 2019. This is by design to avoid data skewness due to extenuating circumstances such as school openings or test phase-out that are not related to consistent performance and achievement trends.

[^3]:    Note: gold line indicates break between pre-Mighty opening and post-Mighty opening.

