

MEMORANDUM

April 5, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

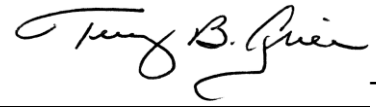
CONTACT: Carla Stevens, 713-556-6700

SUBJECT: TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS, 2011–2012

Attached is the Title I, Part A and Title II, Part A Centralized Programs, 2011–2012 report. Title I, Part A funds are distributed to support economically disadvantaged children meet rigorous academic standards and Title II, Part A funds are allocated for support of high quality educators. The purpose of this report is to examine the centralized programs funded by Title I, Part A and Title II, Part A for their contributions within HISD to the goals of the two funding programs. Some of the highlights are as follows:

- Eight programs received funding from Title I, Part A, two from Title II, Part A, and one from both funds, for a total of 11 Title I, Part A and Title II, Part A Centralized Programs. The 2011–2012 budget allocation for the 11 programs was \$40,512,682 and actual expenditures totaled \$31,865,676 for a utilization rate of 78.7 percent. Seventy-three (73) percent of the funds were expended in HISD payroll, and the majority of the payroll funds (67 percent) supported salaries in the prekindergarten Early Childhood program. In 2010–2011, by comparison, 21 centralized programs were allocated \$37,413,917 and had an 80.9 percent utilization rate.
- Centralized programs supported by Title I, Part A and Title II, Part A funds were associated with increased compliance with the mandate that all classroom teachers be highly qualified. For 2011–2012, 99.5 percent of classes in the District were taught by highly qualified teachers, a 0.5 percentage point increase over 2010–2011.
- The centralized programs supported by Title I, Part A funds were directed toward the needs of low-income students. Integration and coordination of services with those of other programs was reported for all but one program for which coordination was viable and all programs were based on the results of local needs assessments.
- The centralized programs supported by Title II, Part A funds provided a wide array of professional development programs for educators and were well received by the participants. Overall, 55 percent of educators reported being Very Satisfied or Somewhat Satisfied with their professional development providers and approximately 75 percent reported receiving high quality experiences with content they considered had a positive impact on their teaching.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.

A handwritten signature in black ink, appearing to read "Terry B. Guen". The signature is fluid and cursive, with a long horizontal stroke at the end.

TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Lupita Hinojosa
Nancy Gregory
Pamela Evans



RESEARCH

Educational Program Report

TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2011–2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2011–2012

EXECUTIVE SUMMARY

Program Description

The primary purpose of the Title I, Part A and Title II, Part A Centralized Programs is the support of student achievement in the schools. This support is provided through the 2001 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), known as No Child Left Behind (NCLB). Title I, Part A of NCLB, also known as Education for the Disadvantaged, targets the needs of low-income students. Houston Independent School District (HISD) identified nine centralized programs that address support for student achievement for 2011–2012 Title I, Part A funding (see Table 1, page 18). Title II, Part A of NCLB, also known as the Teacher and Principal Training and Recruiting (TPTR) Fund, supports student achievement through attracting and retaining highly qualified personnel, enhancing educator quality using research-based professional development, and developing or identifying high quality curriculum. In 2011–2012, HISD identified three centralized programs, also identified in Table 1 (page 19), to be supported with Title II, Part A funds. One program was supported by both Title I, Part A funds and Title II, Part A funds, for a total of 11 centralized programs included in this report.

The purpose of this report is to examine the centralized programs, separately and overall, for their contributions within HISD to the goals of Title I, Part A and Title II, Part A, respectively. Data for the report come from the following:

- budget information that provides fund allocation and utilization, by program;
- survey of all HISD educators to document participation in and evaluation of staff development activities supported by Title I, Part A and Title II, Part A funding;
- survey of Program Administrators to provide evidence of individual program contributions and compliance with the provisions of Title I, Part A and/or Title II, Part A, as appropriate;
- data on the academic performance of HISD students on the State of Texas Assessments of Academic Readiness (STAAR), the Texas Assessment of Knowledge and Skills (TAKS), the Stanford Achievement Test (Stanford 10) and the Aprenda®: La prueba de logros en español, Tercera edición (Aprenda 3);
- data on student performance on measures specific to the programs included the report, such as program participation, disciplinary actions, and dropout and graduation rates; and
- responses to individual queries of administrators of the respective programs, when available.

Highlights

- The total 2011–2012 budget allocation for the centralized programs supported by Title I, Part A and/or Title II, Part A, was \$40,512,682 and actual expenditures totaled \$31,865,676 for a utilization rate of 78.7 percent. Seventy-three (73) percent of the funds were expended in HISD

payroll, and the majority of the payroll funds (67 percent) supported salaries in the prekindergarten Early Childhood program.

- Centralized programs supported by Title I, Part A funds were designed to meet the needs of low-income students and therefore met the purpose established for the fund. Integration and coordination of services with those of other programs was reported for all but one program for which coordination was viable.
- All Title I, Part A and Title II, Part A Centralized Program administrators who responded reported the programs being based on a comprehensive assessment of local needs, meeting a primary qualification for funding.
- A total of 1,025 HISD educators voluntarily completed a survey concerning their professional development activities in 2011–2012. Three-quarters of the respondents were teachers in regular (68 percent) or special education (seven percent) classrooms; of those, 68 percent taught economically disadvantaged students, 66 percent taught at-risk students, 62 percent taught LEP/ELL students, and 57 percent taught bilingual students.
- Eighty-one percent (81 percent) of the educators attended content-specific professional development and 84 percent attended pedagogy-focused professional development, including the use of technology in instruction.
- Professional development sessions were well received by survey respondents. Overall, 55 percent of educators reported being Very Satisfied or Somewhat Satisfied with their professional development providers.
- Of Title I, Part A funded providers, educators gave the highest ratings to HISD's Professional Support and Development department, with 68 percent reporting being Very or Somewhat Satisfied.
- Three-quarters of respondents to the survey reported receiving high quality experiences with content they considered had a positive impact on their teaching.
- Centralized programs supported by Title I, Part A and Title II, Part A funds were associated with increased compliance with the mandate that all classroom teachers be highly qualified. For 2011–2012, 99.5 percent of classes in the District were taught by highly qualified teachers, a 0.5 percentage point increase over 2010–2011.
- HISD student academic achievement results on state-mandated tests were summarized in the Adequate Yearly Progress (AYP) results for 2012. There was no change in the percent of students passing the reading measure for All Students and for Economically Disadvantaged students, but Limited English Proficient (LEP) students declined by one percent, while the change required to meet AYP was an increase of two percentage points. In mathematics, All Students and Economically Disadvantaged Students declined by three percentage points and there was no change for LEP students while a gain of two percentage points was required to meet AYP.
- For the Stanford 10, students achieved an average NCE of 50 or greater in Mathematics and Environment/Science. Though many of the 2012 district scores were at or above an average NCE of 50, average NCE decreases were found in Mathematics, Language, and Social Science, and there were no increases. For Aprenda 3, average scores were markedly above the average

NCE of 50. Despite the impressive average scores, the average NCE decreased in every subject; decreases ranged from three to eight NCEs.

- Academic Excellence Indicator System (AEIS) results, shown in Table 23 (page 33), indicated that enrollment in advanced courses and dual enrollment courses was up almost 10 percentage points across the district, up eight percentage points for economically disadvantaged students, up three percentage points for LEP students, and up 11 percentage points for at-risk students. The same groups of students were up in the overall indicator of College-Ready Graduates.

Recommendations

- The centralized programs used funds allocated to them at an overall utilization rate of 78.7 percent. Given that the utilization rate for individual programs ranged from 14.6 percent to 100 percent and given the large number of programs that were not funded due to budget restrictions in 2011–2012, it is recommended that larger programs with lower utilization rates be considered for lower allocations and that other centralized programs with a focus on supporting economically disadvantaged students and/or supporting high quality educators in the classroom be considered for Title I, Part A and/or Title II, Part A funding.
- Program administrators must first be concerned that their programs are goal-oriented and running efficiently, but must also make time to provide information to assure providers of the funds that the work is being done as expected. It is recommended that the district provide positive incentives for administrators for responding to surveys and individual data requests in order to highlight the need to provide information for compliance reports.
- It is recommended that a broader sample of educators be encouraged to share their experience with each professional development experience and its connection with student achievement through providing positive incentives for responding to surveys. An option, for example, would be for educators to evaluate each professional development activity in which they participate before being given a certificate of completion of the training. Such feedback would provide not only data for compliance reports but also information useful to each professional development provider, both those from HISD and those contracted to provide services, in improving the effectiveness of their work.

Administrative Response

The Executive Summary of the Title I, Part A and Title II, Part A Centralized Programs provides data that allows the Department of External Funding to determine if the goals of the centralized program were accomplished.

Based on the data provided in this report, overall student achievement was obtained through the design and implementation of the various centralized programs. One example, the program outcome for the Early Childhood Program indicated that economically disadvantaged students enrolled in HISD prekindergarten outperformed economically disadvantaged students who did not participate in the program.

In conclusion, the Title I, Part A funds and Title II, Part A funds that were allocated for the 2011-2012 centralized programs met or exceeded their expected outcome. As a result, these programs enhanced student achievement as well as impacted instructional practices of staff and faculty on Title I School wide campuses.

Introduction

Title I, Part A and Title II, Part A Centralized Programs, listed in Table 1 (page 19), are supplemental programs that receive funding from the federal government. Federal funds provided through the 2001 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), popularly known as No Child Left Behind (NCLB), are designated to support student achievement in the schools. Title I of ESEA, also known as Education for the Disadvantaged, includes mandates and funding opportunities to provide supplemental support for economically disadvantaged students to achieve demanding academic standards. Specific goals of Title I of ESEA can be found in Table 2 (page 20).

Part A of Title I, Improving Basic Programs Operated by Local Educational Agencies, specifies the opportunity for local education agencies to apply for funding. All programs must provide services to allow all students, particularly economically disadvantaged students, to meet rigorous academic standards. Part of the law's original purpose was to reinforce requirement of the presence of a "highly qualified" teacher in every classroom. Another fundamental purpose of the legislation was to support development or identification of high quality curriculum aligned with rigorous state academic standards. The funding also requires that services be provided based on highest need and encourages coordination of services supported by multiple programs. In 2011–2012, Houston Independent School District identified nine centralized programs that addressed support for student achievement for Title I, Part A funding (see Table 1, page 18).

Title II of NCLB, Preparing, Training, and Recruiting High Quality Teachers and Principals, focuses on supporting student achievement through two main goals: 1) attracting and retaining highly qualified personnel; and 2) enhancing educator quality using research-based professional development. Part A of Title II, also known as the Teacher and Principal Training and Recruiting (TPTR) Fund, offers funding opportunities to support programs that enhance the quality of teachers and principals. A list of requirements for activities eligible for Title II, Part A funding can be found in Table 3 (page 21). In 2011–2012, Houston Independent School District identified three centralized programs, also identified in Table 1 (page 19), to be supported with Title II, Part A funds. Many of the goals of Title I, Part A and Title II, Part A overlapped, allowing one of the programs listed in Table 1 (page 19), Highly Qualified Teacher/Paraprofessional Staff Development, to be identified for support by both funding sources.

Programs receiving funds from Title I, Part A and Title II, Part A funds supported student achievement through providing professional development and also through multiple direct academic supports for economically disadvantaged and/or children who are not achieving at their potential. The goals and services associated with each of the programs are detailed in the Title I, Part A and Title II, Part A Centralized Program Summaries, which follow this report.

The single major focus shared by each of the centralized programs receiving Title I, Part A and/or Title II, Part A funds was high student achievement, specifically for economically disadvantaged students and those most in need of academic support. In 2011–2012, 95 percent of students in HISD were classified as Title I; 81 percent were categorized as economically disadvantaged based on their receiving free or reduced lunch and 62 percent were classified as at-risk. The high numbers in each of these categories suggests that academic achievement across the district is an appropriate indicator of the impact of the Title I, Part A and Title II, Part A expenditures.

Supporting Research

One common focus for both Title I, Part A and Title II, Part A programs was an emphasis on supporting high quality teaching, which was based on a link between student achievement and teacher performance. That link has been supported in the last two decades by several research studies that have documented the power of the teacher in the classroom. A particularly well designed and well-known study by Nye, Konstantopoulos, and Hedges (2004) concluded that in the lower elementary grades, “the difference between a 25th percentile teacher (a not so effective teacher) and a 75th percentile teacher (an effective teacher) is over one-third of a standard deviation (0.35) in reading and almost half a standard deviation (0.48) in mathematics” (page 253). Further, Spyros Konstantopoulos concluded that the gains are cumulative: “Students who receive effective teachers at the 85th percentile of the teacher effectiveness distribution in three consecutive grades kindergarten through second grade would experience achievement increases of about one-third of a SD in reading in third grade . . . nearly one-third of a year’s growth in achievement” (2011). Eric Hanushek, one of the first to bring the issue to public attention, published several studies late in the last century and summarized: “As an economist, what I tried to do was to translate into an economic value the result of having a more or less effective teacher. If you take a teacher in the top quarter of effectiveness and compare that with an average teacher, a teacher in the top quarter generates \$400,000 more income for her students over the course of their lifetime” (2011). Not all research generates such clear-cut results, but the positive impact of an effective teacher on student achievement is well publicized and generally accepted. The particular qualities of an effective teacher and the professional developmental process that supports greater teacher effectiveness are not as well documented. Like development in all endeavors, the process is complex and individual. Programs that support teacher effectiveness are varied and change from year to year in an effort to meet the needs specific to local conditions.

Methods

Data Collection and Analysis

- The HISD Budget and Financial Planning department provided budget data.
- Program descriptions and goals and objectives were determined through a review of materials submitted to the department of External Funding. In addition, program administrators completed implementation and end-of-year surveys documenting program compliance and were asked respond to individual inquiries as needed.
- The Professional Support and Development department provided staff development data.
- The Title I, Part A and Title II, Part A Educator (TPTR) Survey, 2011–2012, was made available online from mid-May through early June. All district teachers, paraprofessionals, instructional specialists, assistant principals, and principals were invited to complete the Educator Survey, which documented educators’ teaching history, the student populations with which each worked, the type and amount of professional development each received, sources and evaluations of training, and educator perceptions of the impact of their professional development on instruction in the classroom.
- Districtwide, campus-level, and student group academic achievement were assessed using spring 2011–2012 State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), Stanford Achievement Test (Stanford 10), and

Aprenda: La Prueba de Logros en Español (Aprenda 3) scores from HISD assessment reports for spring 2012. STAAR has replaced TAKS and was first administered in Spring 2012, so comparisons of student performance can only be made on the Stanford 10/Aprenda 3 in grades 1–8 and TAKS in grades 10 and 11.

Results of the STAAR tests for grades 3–8 are reported as percentage of students who met the Level II Satisfactory standard using 2011–2012 phase-in standards. Results of the STAAR End-of-Course (EOC) exams for high school classes are reported in two categories, “Passed” and “Did Not Pass,” each of which has two subcategories that are not mutually exclusive. Students who “Passed” met the Level II standard and are all included in the subcategory “Satisfactory” while those who passed and also achieved the Level III standard are included in the “Advanced” subcategory. Similarly, all students who “Did Not Pass” are included in the “Unsatisfactory” subcategory while those who did not pass but met the Level I minimum standard are labeled “At Minimum.”

TAKS exams are criterion-referenced measures of achievement of the Texas Essential Knowledge and Skills and are reported in percent of students meeting the state standard on all tests taken. The TAKS exams were replaced by STAAR for most students in grades 3–9 in spring 2012 so results are only available for grades 10 and 11.

Stanford 10 and Aprenda 3 are norm-referenced tests that allow comparison of HISD student performance with performance of a nationally representative sample. Students who received reading and language arts instruction in Spanish took the Aprenda 3 and all others, with few exceptions, took the Stanford 10. Results of the Stanford 10 and Aprenda 3 are reported as Normal Curve Equivalent (NCE) scores, which allow comparison between test administrations and across tests and grade levels. NCE scores range from one to 99 and the mean is 50. Average NCEs from a large group of students would be expected to fall around the mean of 50.

- Further information on student academic achievement was accessed from the Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS) report for HISD, and from the Final 2012 TEA Adequate Yearly Progress (AYP) Results.

Data Limitations

- The Educator Survey was distributed to all educators in HISD, at least 15,237 individuals, of whom 1,025 (approximately seven percent) responded to the questions. Though the distribution of respondents paralleled the distribution of educators surveyed, the response rate is too low for generalizability.
- State-mandated achievement tests were changed from TAKS to STAAR for the majority of the students in the state in 2012. TAKS scores for tenth and eleventh graders were still available for making comparisons with previous achievement scores and the district norm-referenced tests, Stanford 10 and Aprenda 3, were available for comparisons of academic performance in grades 1–8.
- Student improvement in achievement was a common goal for all the programs included in the Title I, Part A and Title II, Part A Centralized Programs report. Some programs, however, were both small and focused on a small subset of students, some of the most vulnerable students in the district, making comparisons of achievement with districtwide or statewide results less

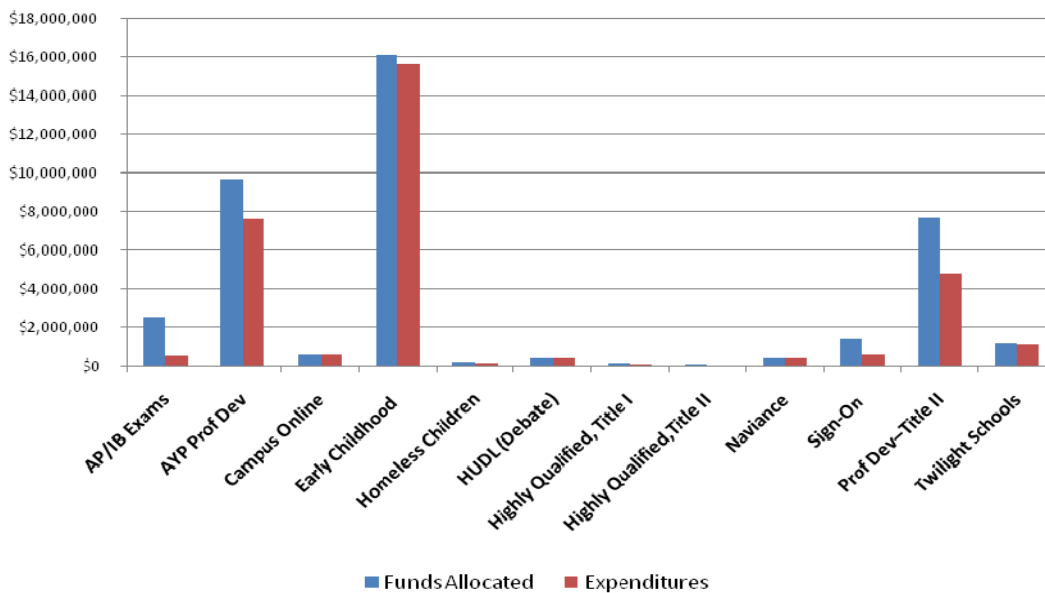
representative of the work accomplished by the programs than might be found through other measures of change, including qualitative measures, outside the scope of this report.

Results

How were Title I, Part A and Title II, Part A Centralized Programs funds allocated during the 2011–2012 school year?

- Figure 1 illustrates the budgets and expenditures of each of the programs that received Title I, Part A and Title II, Part A funds in 2011–2012. Since some of the numbers are relatively small, the exact amounts, along with the percent utilized can be found in Table 4 (pages 22–23). A total of \$40,512,682 was budgeted for the 11 programs (one of which received both Title I, Part A and Title II, Part A funds) and \$31,865,676 was expended. Seventy-three (73) percent of the funds were expended in HISD payroll, and the majority of the payroll funds (67 percent) supported salaries in the prekindergarten Early Childhood program.

**Figure 1. Budgeted funds and expenditures for 2011–2012
Title I, Part A and Title II, Part A Centralized Programs**

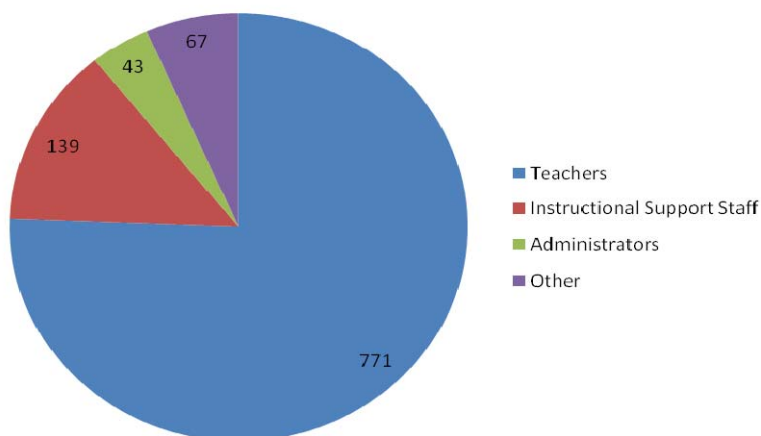


- The percent of funds utilized ranged from 14.6 to 100, with 78.7 percent of the total funds being utilized. For comparison, in 2010–2011, 21 Title I, Part A and Title II, Part A Centralized Programs were allocated a total of \$37,413,917 and \$30,275,709 was expended for a total utilization rate of 80.9 percent.
- Budgeted amounts, sums expended and utilization percent for each program are included, along with more detail on the categories of expenditures, in Table 4 (pages 22–23) and in the individual program summaries in the Title I, Part A and Title II, Part A Centralized Program Summaries, which follow this report.

What activities were conducted in accordance with each allowable use of program funds and what evidence of success exists in each area?

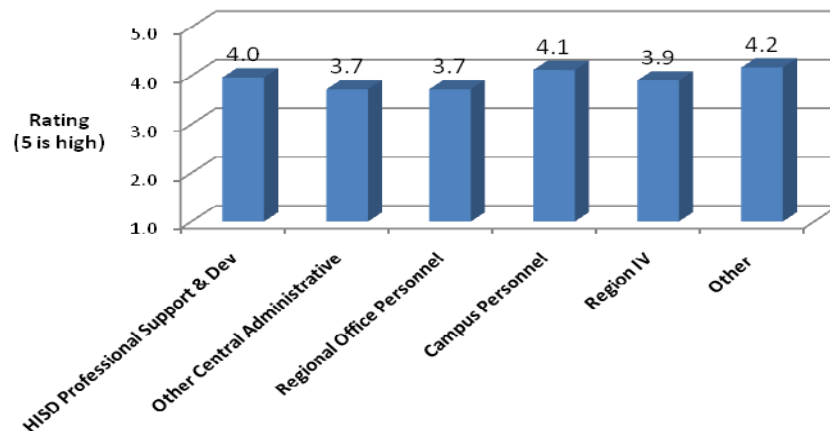
- The 11 Title I, Part A and Title II, Part A Centralized Programs funded in 2011–2012 all focused on enhancing student achievement and had three distinct foci:
 - 1) professional development to enhance effectiveness of teachers;
 - 2) programs to supplement and enhance the regular academic curriculum for economically disadvantaged students; and
 - 3) recruitment, employment, and retention of highly qualified teachers.
- Table 5 (page 24) and Table 6 (page 25) contain the responses of Title I, Part A and Title II, Part A Centralized Program administrators to questions dealing with integration and coordination of programs in order to increase effectiveness. Integration and coordination was reported for all but one program for which coordination was viable. All program administrators who responded reported the programs being based on a comprehensive assessment of local needs.
- A total of 16,745 instructional staff members participated in professional development sessions offered by HISD in 2011–2012 and each attended an average of 8.6 sessions. Of these, a total of 10,956 (65 percent) attended professional development sessions, an average of 3.3 sessions each, offered by the Title I, Part A and Title II, Part A Centralized Programs.
- Figure 2 illustrates the number of educators who reported on their professional development experiences in the 2011–2012 Educator (TPTR) Survey. Further descriptors of the respondents can be found in Table 7 (respondents' positions) (page 25), Table 8 (grade levels and content areas associated with respondents) (page 26), Table 9 (groups of students served by respondents) (page 26), Table 10 (professional development sessions attended, by content area) (page 26), Table 11 (professional development sessions attended, by instructional focus) (page 27), and Table 12 (professional development sessions attended by content and instructional focus) (page 27). Of the individuals who received the Educator Survey, 72 percent were teachers, three percent were administrators and 25 percent provided other instructional support; of those who responded to the survey, 76 percent were teachers, four percent were administrators and 20 percent provided other instructional support. In general, the group of respondents represented the range of teaching, administrative and support positions across the district.

Figure 2. Numbers of 2011–2012 respondents to the Educator Survey



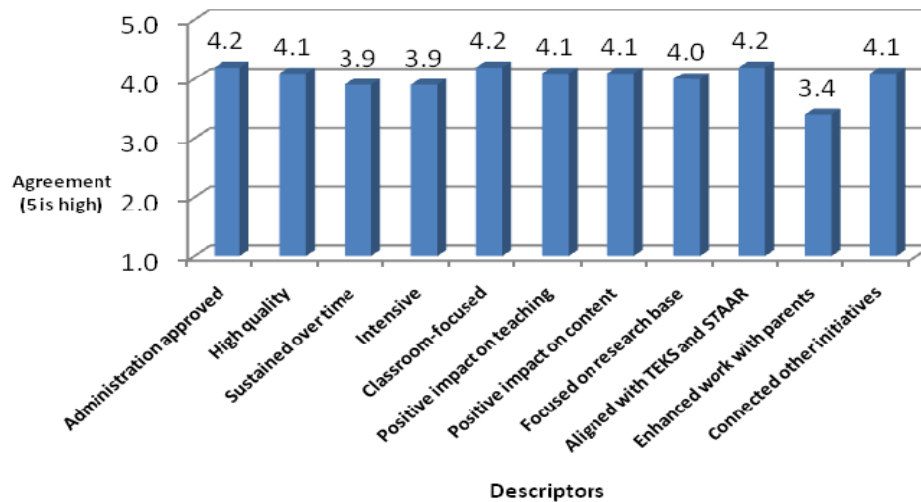
- Figure 3 depicts Educator Survey respondents' overall satisfaction with the professional development service providers with whom they attended at least one session in 2011–2012. Respondents were generally satisfied with their training; HISD Professional Support and Development, Campus-Based Personnel, and Other Providers received the highest average ratings but all providers were generally well received. Of Title I, Part A and Title II, Part A Centralized Programs, HISD's Professional Support and Development received the highest ratings. Further information about the satisfaction ratings, including the percent of respondents in each satisfaction rating, can be found in Table 13 (page 28).

Figure 3. Respondents' satisfaction with professional development



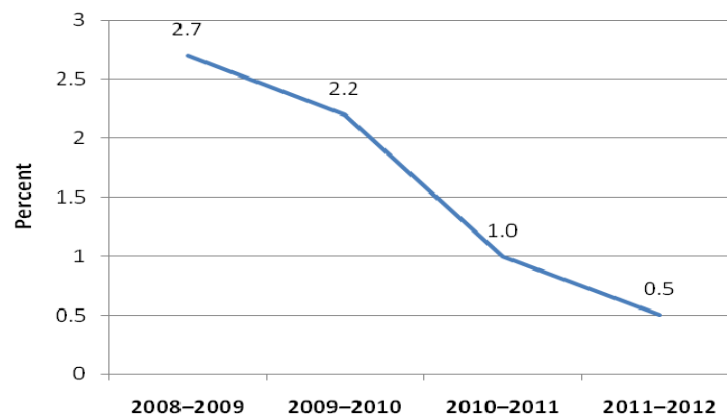
- Figure 4 indicates Educator Survey respondents' overall agreement with descriptors of professional development that they received in 2011–2012. All of the descriptors were positive, and respondents' responses were also positive overall. The most agreed upon statements were that professional development was encouraged by administrators, was classroom-focused, and was aligned with state measures of academic achievement. The statement with the lowest average agreement was that professional development enhanced work with parents, but the average still indicated a positive rating. More detail about the responses to statements about professional development, including the full descriptors and the percent of respondents in each category of agreement, can be found in Table 14 (page 29).

Figure 4. Respondents' agreement with descriptors of professional development



- The percent of classes taught by highly qualified teachers has risen steadily from 2008–2009, when 97.3 of regular and special education classes were taught by teachers categorized as highly qualified, to 2011–2012, when 99.5 percent of classes were taught by teachers in that category.
- Figure 5 shows the corresponding percent of classes taught by teachers who were not designated as highly qualified from 2008–2009 to 2011–2012. All teachers were mandated by NCLB, Title I to be categorized as high qualified by the end of the 2005–2006 academic year; funds continue to be provided to support each district in achieving that goal. HISD is making progress in placing a highly qualified educator in every classroom. More information, including the numbers of Not Highly Qualified teachers and the number of classes they have taught in the district between 2008 and 2012 can be seen in Table 15 (page 30).

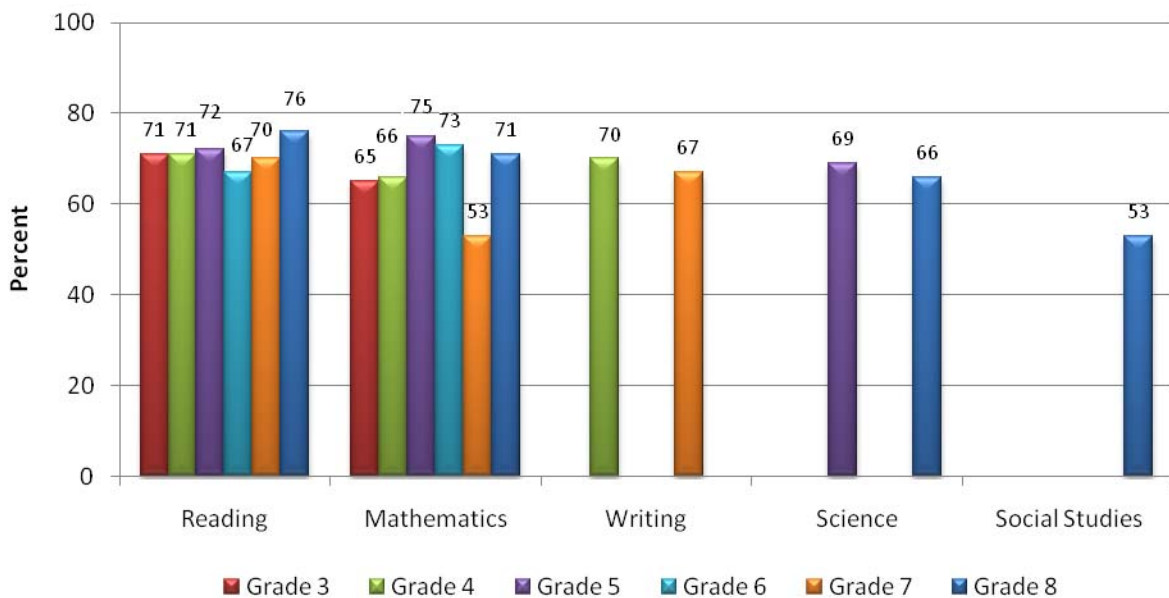
Figure 5. Percent of classes taught by not highly qualified teachers



What was the overall impact of the district's Title I, Part A and Title II, Part A Centralized Programs on student academic achievement?

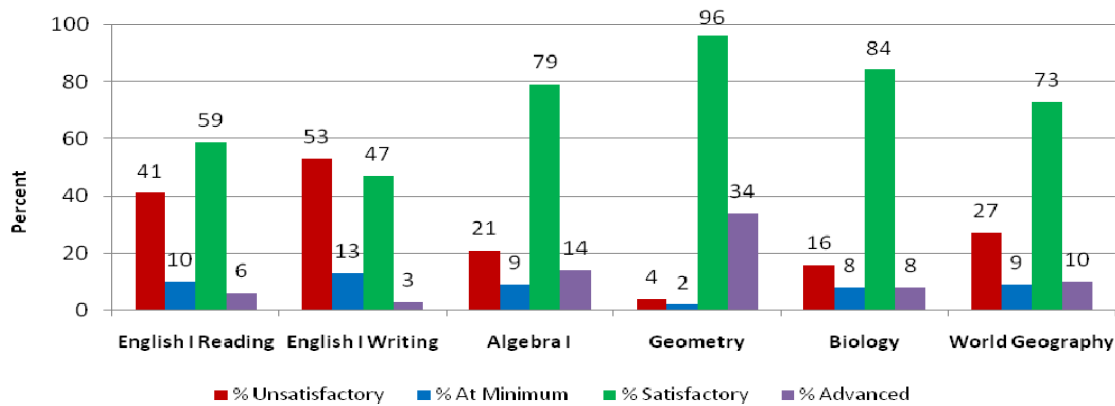
- State of Texas Assessment of Academic Readiness (STAAR) results for grades 3–8 are depicted in Figure 6. The percentage of students meeting the Level II Satisfactory standard, based on phase-in standards, ranged from 53 percent for grade 7 mathematics and grade 8 social studies to 76 percent for grade 8 reading. 2011–2012 was the first year of administration of the STAAR tests so comparisons of performance with earlier results are not possible. Table 16 (page 30) includes more information about STAAR results for grades 3–8, including numbers of students tested and results separated for the English and Spanish versions of the tests in grades 3–5.

Figure 6. STAAR percentage of grade 3–8 students who met the Level II Satisfactory standard, phase-in standards, English and Spanish combined, Spring 2012



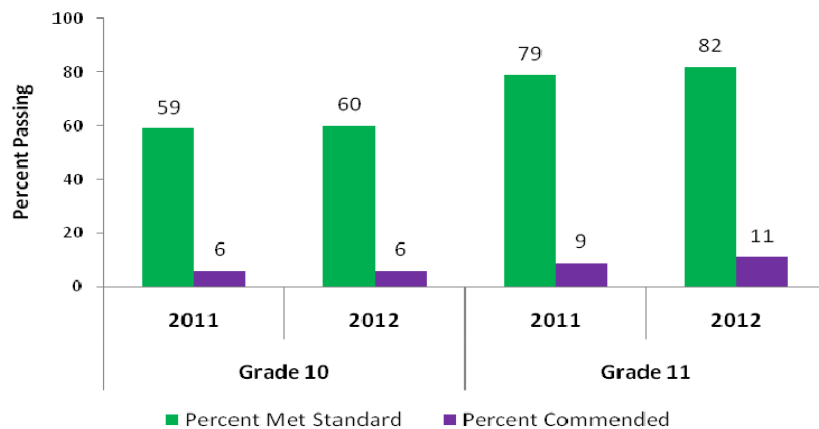
- Figure 7 depicts the 2012 STAAR EOC results, which are detailed in Table 17 (page 30). For the English I STAAR EOCs, 59 percent of the 11,505 students who took the English I Reading test passed, and 47 percent of the 11,515 who took the English I Writing test passed. Performance on mathematics STAAR EOC exams was strong for the district. Seventy-nine (79) percent of the 11,041 students who took Algebra I passed the STAAR EOC exam and 96 percent of the 2,836 students in Geometry passed the exam. It should be noted that since the EOCs were phased in starting with the ninth-grade cohort, most of the students taking Geometry in 2011–2012 were advanced as most ninth graders took Algebra I. For science, more than 10,000 students (10,259) took the Biology STAAR EOC and 84 percent passed. In social studies, seventy-three (73) percent of 10,880 students who took the World Geography STAAR EOC passed.

Figure 7. STAAR EOC results, 2012



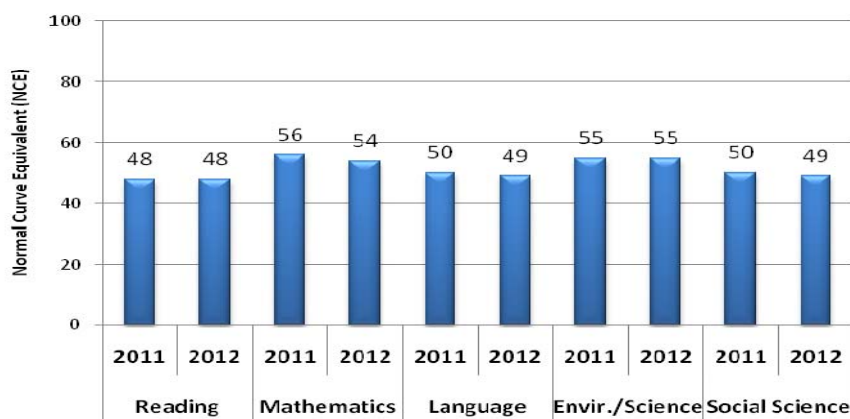
- TAKS results for grades 10 and 11 in 2011 and 2012 are illustrated in Figure 8. For grade 10, from 2011 to 2012 the percent passing all tests increased from 59 percent to 60 percent. The tenth-grade commended rate remained at six percent over the same time period. For grade 11, the percent passing all tests increased from 79 to 82 from 2011 to 2012. The percent commended also increased, from nine to 11 percent. TAKS results for 2011 and 2012, broken down by content area, can be found in Table 18 (page 31).

Figure 8. TAKS performance, grades 10 and 11, 2011 and 2012



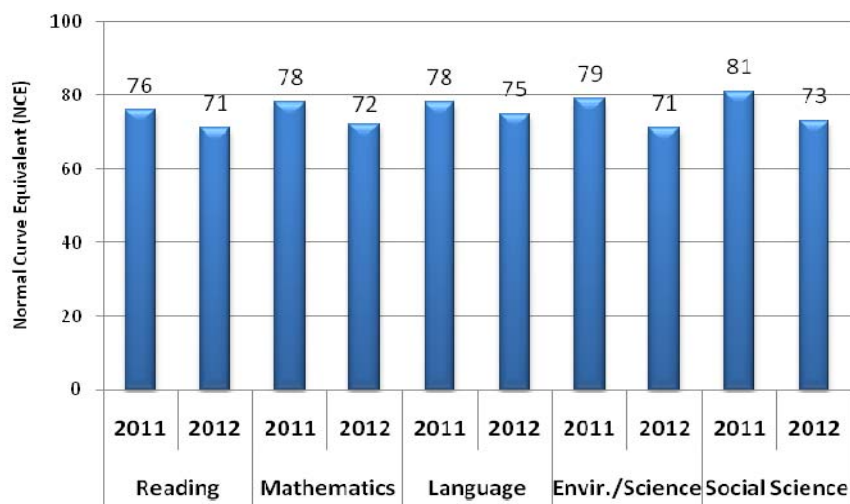
- Stanford 10 results for 89,586 HISD students in 2011 and 90,509 HISD students in 2012 are depicted in Figure 9. Students achieved an average NCE of 50 or greater in Mathematics and Environment/Science in both 2011 and 2012. As seen in Table 19 (page 31), the results for Mathematics were particularly striking with every grade level at or above an average NCE of 50. The results for Environment/Science were similarly strong, with all grade levels at or above an average NCE of 50, with the exception of grade 1 which achieved an average NCE of 49. Though many of the 2012 district scores were at or above an average NCE of 50, average NCE decreases were found in three subjects, Mathematics, Language and Social Science, and there were no increases.

Figure 9. Stanford 10 total results, 2011 and 2012



- Aprenda 3 results, shown in Figure 10, are for 19,618 HISD students in 2011 and 18,591 HISD students in 2012. Average scores on the 2012 Aprenda 3 were markedly above the average NCE of 50. There were some exceptions in specific grade levels, which can be seen, along with increases and decreases in NCE by grade level, in Table 20 (page 32). Despite the impressive 2012 average scores, the average NCE decreased in every subject; decreases ranged from three to eight NCEs.

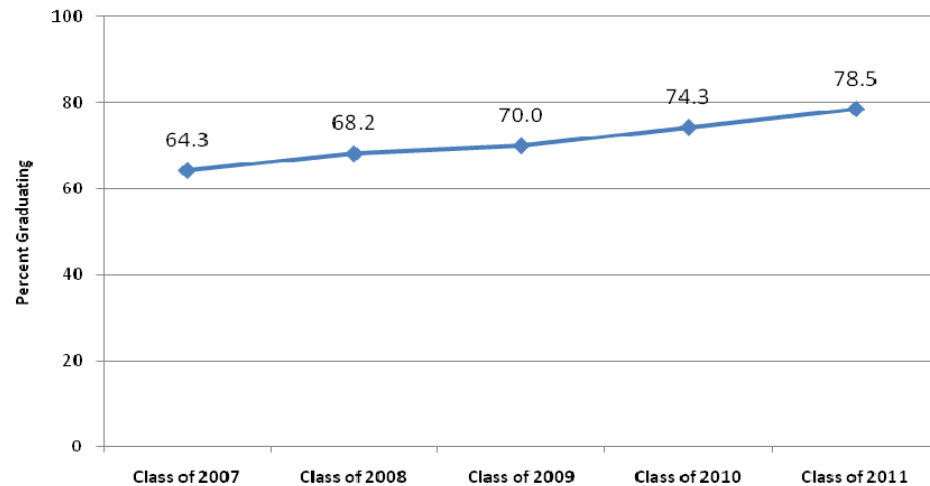
Figure 10. Aprenda 3 total results, 2011 and 2012



- Academic results on state-mandated tests were summarized in the Adequate Yearly Progress (AYP) results for 2012, shown in Table 21 (page 32) for Reading and English Language Arts and Table 22 (page 32) for Mathematics, which indicated that HISD missed AYP in mathematics performance and reading performance. To meet AYP, HISD must have had 87 percent of students pass the reading measure and 83 percent pass the math measure, or must have met the required improvement goal set by NCLB and listed in Tables 21 and 22 (page 31). There was no change in the percent of students passing the reading measure for All Students and for Economically Disadvantaged students, and Limited English Proficient (LEP) students declined by one percentage point. In mathematics, All Students and Economically Disadvantaged Students declined by three percentage points and there was no change for LEP students.

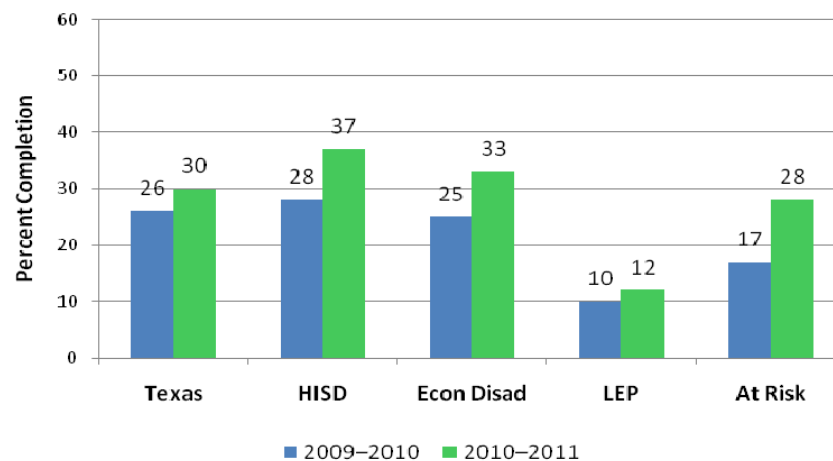
- HISD met the AYP standards for the remaining indicator, the graduation rate, with All Students and all groups of students either achieving the standard of 75 percent graduating or improving enough to meet the Safe Harbor target. Figure 11 illustrates the steady increase in the HISD high school graduation rate from 2007 through 2011.

Figure 11. HISD graduation rates, without exclusions, 2007–2011



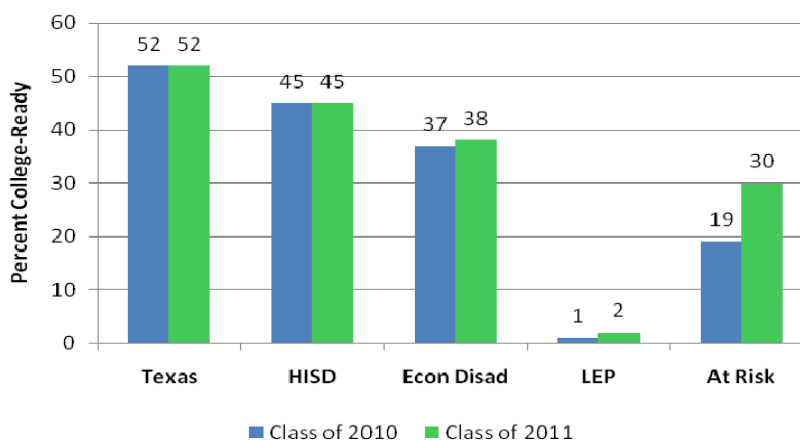
- Figure 12 illustrates the 2009–2010 and 2010–2011 Academic Excellence Indicator System (AEIS) results for change in percentage of HISD students who completed advanced and dual enrollment courses compared with the state percentage and with percentages of subgroups of HISD students of particular importance for Title I, Part A and Title II, Part A funding. Enrollment in advanced courses and dual enrollment courses increased nine percentage points across the district, increased eight percentage points for economically disadvantaged students, increased two percentage points for LEP students, and increased 11 percentage points for at-risk students. A greater percentage of HISD students completed advanced and dual enrollment courses than did all students in the state in 2009–2010 and 2010–2011. Further, a greater percentage of HISD students identified as economically disadvantaged completed advanced and dual enrollment courses than did all students in the state in 2009–2010 and 2010–2011.

Figure 12. College readiness: Percent of advanced course/dual enrollment completion, 2009–2011



- AEIS also provided a report on high school graduates' performance. Figure 13 shows a comparison of the percent of college-ready graduates between the classes of 2010 and 2011 in the state, in HISD, and in economically disadvantaged, LEP, and at-risk HISD students. While the state and HISD percentages remained unchanged, the percentages for all subgroups of students of particular interest for Title I, Part A and Title II, Part A programs increased in this overall indicator of College Ready Graduates. More detailed indicators of HISD student readiness for college can be found in Table 23 (page 33).

Figure 13. Percent of college-ready graduates, all subjects, classes of 2010 and 2011



Title I, Part A and Title II, Part A Centralized Program Summaries

Descriptions, goals, and outcomes for each of the funded programs are provided in the following section. Table 24 (page 34) lists the evaluation measures named by program administrators in the Title I, Part A and Title II, Part A Centralized Programs End of Year Survey, 2011–2012.

Discussion

In 2011–2012, nine HISD programs received Title I, Part A funds, three received Title II, Part A funds, and one of these received funds from both sources, for a total of eleven Title I, Part A and Title II, Part A Centralized Programs. The programs received a total of \$40,512,682. By comparison, in 2010–2011, 21 programs received a total of \$37,413,917. The increase of \$3,098,765, an eight percent increase, was accompanied by a large reduction in the number of smaller supplemental programs that were funded, thus reducing the variety of ways that economically disadvantaged students and their teachers were supported. Though the programs that were funded impacted all students in HISD and provided new opportunities for all educators, for example through the professional development programs offered, the reduction in the number of smaller programs focused on clear-cut constituencies and goals could affect the potential impact of the centralized programs on the inequities that NCLB was designed to ameliorate.

The outcomes associated with each program show that the programs generally met the requirements identified for funding by Title I, Part A and Title II, Part A, respectively, and were largely effective in

achieving the goals they had established. The primary goal of all the individual programs was student achievement, which can be measured multiple ways. In standardized testing, the district had mixed results, but overall continued a steady improvement in meeting state and national norms. In college readiness measures, students of most concern for Title I, Part A and Title II, Part A funds, economically disadvantaged, limited English proficient, and at-risk, made increases in virtually every measure. The percent of students completing advanced and dual credit courses in HISD was higher than that of the State of Texas, and students in each of the groups of most interest made substantial improvements in the percent completing the courses that best support them in going to college. Teachers, by their own estimations, made strides in supporting their students' high achievement through professional development opportunities available through Title I, Part A and Title II, Part A funding. The impact of the Title I, Part A and Title II, Part A Centralized Programs is seen across the district in a multitude of ways, from achievement of all students in the district to achievement of smaller subsets of students like kindergarteners, graduating seniors and homeless students, to students participating in academic extra-curricular activities and taking academically challenging exams, and to teachers challenging themselves to improve their practice through professional development events.

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Table 1: 2011–2012 Title I, Part A and Title II, Part A Centralized Programs.

| Program | Funding | Objectives |
|---|--------------------|--|
| AP/IB Exams | Title I | Covered the expenses for AP and IB exams to increase the number of students taking these exams and to increase the number of students earning qualifying scores. |
| AYP Professional Development | Title I | Provided mentoring support to first- and second-year teachers and professional development to new and experienced teachers on learning, curriculum, teaching best practices, the teacher appraisal system, and technology integration in schools receiving Title I funds. |
| Campus Online | Title I | Supported the Teachers Workbench Welcome Back Package of TAKS Reports and TAKS Analyst Reporting Modules; supported teachers enhancing the quality of their teaching based on data from student assessments. |
| Early Childhood Program and Pre K Centers | Title I | Provided a full-day prekindergarten program to bolster student achievement. The funds primarily provided 50 percent of full-day prekindergarten teachers' salaries. |
| Highly Qualified Teacher/Paraprofessional Staff Development | Title I & Title II | Provided support to 100 percent of HISD teachers and paraprofessionals who were not highly qualified to gain highly qualified status. Title I, Part A funds provided support to educators at schools receiving Title I funds and Title II, Part A funds provided the support at schools that do not receive Title I funds. |
| Homeless Children | Title I | Paid certified teachers to provide supplemental tutorial instruction at shelter sites and school campuses to students identified as homeless and requiring academic tutoring and/or enrichment. Each tutor provided nine hours of academic instruction and/or enrichment per week. |
| Houston Urban Debate League | Title I | Made competitive (UIL) debate accessible to students in HISD, in support of the national mission to make debate accessible in urban school districts across the United States. |
| Naviance | Title I | Provided every HISD middle and high school student access to online college and career planning tools through the Naviance Succeed platform and provided training for educators to use the resource. |
| Professional Development–Title II | Title II | Provided mentoring support to first- and second-year teachers and professional development to new and experienced teachers on learning, curriculum, teaching best practices, the teacher appraisal system and technology integration in schools that do not receive Title I funds. |
| Sign-On Bonuses/Recruitment Incentive | Title II | Paid incentives to recruit and hire highly qualified teachers in all academic areas and particularly difficult-to-fill positions, and paid retention bonuses to select, effective HISD teachers who transferred to an Apollo 20 school. |
| Twilight Schools | Title I | Provided non-traditional hours, online instruction and teacher support to at-risk, overage, and/or under-credited student dropouts up to age 26. |

Table 2: Goals of Title I of the 2001 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as No Child Left Behind (NCLB).

1. Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.

2. Meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.

3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.

4. Hold schools, local educational agencies, and states accountable for improving the academic achievement of all students, and identify and turn around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

5. Distribute and target resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.

6. Improve and strengthen accountability, teaching, and learning by using state assessment systems designed to ensure that students are meeting challenging state academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

7. Provide greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.

8. Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time.

9. Promote school-wide reform and ensure the access of children to effective, scientifically-based instructional strategies and challenging academic content.

10. Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.

Table 3: Requirements for Eligibility for Funding under Title II, Part A of the 2001 Reauthorization of the Elementary and Secondary Schools Act (ESEA), also known as No Child Left Behind (NCLB)

1. Activities must be based on a local assessment of needs for professional development and hiring.
2. Activities must be developed through collaboration with all relevant school personnel and parents.
3. Activities must be aligned with state academic content standards, with student academic performance standards, with state assessments, and with the curriculum used in the classroom.
4. Activities must be based on a review of scientifically based research.
5. Activities must have a substantial, measurable, and positive impact on student academic achievement.
6. Professional development must be directed toward improving student performance, including attention to student learning styles and needs, student behavior, involvement of parents, and using data to make instructional decisions.
7. Activities must be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.
8. Funding must be directed toward schools with the most need.
9. Professional development activities must be coordinated with other professional development activities provided through other federal, state, and local programs, including Title II, Part D (technology) funds.

Table 4: 2011–2012 Title I, Part A and Title II, Part A Centralized Programs Budgets and Expenditures

| Program | Budget | Expenditures | Percent Utilization |
|--|---------------|---------------------|----------------------------|
| AP/IB Exams Totals | \$2,517,635 | \$506,968 | 20.1 |
| Contracted Services | \$813,859 | \$223,143 | |
| Payroll | \$543 | \$543 | |
| Supplies and Materials | \$1,703,233 | \$283,281 | |
| AYP Professional Development Totals | \$9,686,854 | \$7,594,412 | 78.4 |
| Capital Outlay | \$20,874 | \$11,740 | |
| Contracted Services | \$24,000 | \$11,813 | |
| Other Operating Expenses | \$1,812,160 | \$16,484 | |
| Payroll | \$7,821,310 | \$7,546,393 | |
| Supplies and Materials | \$8,510 | \$7,982 | |
| Campus Online Totals | \$600,000 | \$600,000 | 100.0 |
| Contracted Services | \$600,000 | \$600,000 | |
| Early Childhood Program and Pre K Centers Totals | \$16,113,005 | \$15,650,683 | 97.1 |
| Contracted Services | \$6,839 | \$0 | |
| Payroll | \$16,106,166 | \$15,650,683 | |
| Highly Qualified Teacher/Paraprofessional Staff Development, (Title I, Part A funding) Totals | \$181,806 | \$84,750 | 46.6 |
| Contracted Services | \$151,805 | \$84,750 | |
| Other Operating Expenses | \$15,000 | \$0 | |
| Payroll | \$10,001 | \$0 | |
| Supplies and Materials | \$5,000 | \$0 | |
| Highly Qualified Teacher/Paraprofessional Staff Development, (Title II, Part A funding) Totals | \$115,000 | \$16,810 | 14.6 |
| Contracted Services | \$85,000 | \$16,690 | |
| Other Operating Expenses | \$15,000 | \$120 | |
| Payroll | \$10,000 | \$0 | |
| Supplies and Materials | \$5,000 | \$0 | |
| Homeless Children Totals | \$201,269 | \$144,975 | 72.0 |
| Contracted Services | \$1,269 | \$1,265 | |
| Payroll | \$159,973 | \$103,683 | |
| Supplies and Materials | \$40,027 | \$40,027 | |
| Houston Urban Debate League Totals | \$394,854 | \$389,355 | 98.6 |
| Capital Outlay | \$3,287 | \$0 | |
| Contracted Services | \$77,397 | \$77,397 | |
| Other Operating Expenses | \$16,679 | \$16,679 | |
| Payroll | \$199,334 | \$197,122 | |
| Supplies and Materials | \$98,157 | \$98,157 | |

Table 4, continued: 2011–2012 Title I, Part A and Title II, Part A Centralized Programs Budgets and Expenditures

| Program | Budget | Expenditures | Percent Utilization |
|--|---------------------|---------------------|----------------------------|
| Naviance Totals | \$377,532 | \$377,532 | 100.0 |
| Contracted Services | \$377,532 | \$377,532 | |
| Professional Development–Title II Totals | \$7,713,989 | \$4,796,082 | 62.2 |
| Capital Outlay | \$146,920 | \$117,516 | |
| Contracted Services | \$393,181 | \$158,223 | |
| Other Operating Expenses | \$174,255 | \$115,611 | |
| Payroll | \$6,541,751 | \$4,235,119 | |
| Supplies and Materials | \$457,881 | \$169,613 | |
| Sign-On Bonuses/Recruitment Incentive Totals | \$1,410,000 | \$566,229 | 40.2 |
| Payroll | \$1,410,000 | \$566,229 | |
| Twilight Schools Totals | \$1,200,738 | \$1,137,880 | 94.8 |
| Capital Outlay | \$60,230 | \$24,569 | |
| Contracted Services | \$10,417 | \$9,840 | |
| Other Operating Expenses | \$5,145 | \$3,988 | |
| Payroll | \$1,109,994 | \$1,085,360 | |
| Supplies and Materials | \$14,952 | \$14,123 | |
| Totals for All Programs | \$40,512,682 | \$31,865,676 | 78.7 |
| Capital Outlay | \$231,311 | \$153,826 | |
| Contracted Services | \$2,541,298 | \$1,560,653 | |
| Other Operating Expenses | \$2,038,239 | \$152,881 | |
| Payroll | \$33,369,072 | \$29,385,132 | |
| Supplies and Materials | \$2,332,761 | \$613,184 | |

Table 5: 2011–2012 Title I, Part A Program Administrators’ Responses concerning Integration and Coordinator of Program Services (N=9)

| | Yes | No | Not Applicable | No Response |
|---|------------|-----------|---------------------------|------------------------|
| The program coordinated and integrated Title I, Part A services with other educational services in the district or individual school, such as Head Start, Even Start, Reading First, Early Reading First, and other preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of the Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. | 4 | 1 | 2 | 2 |
| The program integrated Title I, Part A services with Title I, Part C services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. | 5 | 1 | 3 | |
| For Title I, Part A, program requirements were based on a comprehensive needs assessment. | 9 | | | |

Table 6: 2011–2012 Title II, Part A Program Administrators' Responses concerning Integration and Coordinator of Program Services (N=3)

| | Yes | No | Not Applicable | No Response |
|--|-----|----|----------------|-------------|
| The program coordinated the use of Title II, Part A with Title I, Part A funding to provide professional development for teachers and principals and other appropriate staff, for parental involvement and teacher/paraprofessional qualifications. | 1 | | 1 | 1 |
| The program coordinated with teachers, paraprofessionals, principals, other relevant school personnel and parents in planning Title II, Part A program activities and preparing the district application for funding. | 2 | | 1 | |
| The program coordinated professional-development activities funded under Title II, Part A with professional-development activities funded under other federal, state and local programs. | 1 | | 1 | 1 |
| If the program used funding under Title II, Part D to train teachers to integrate technology into curricula and instruction to improve teaching, learning and technology literacy, then the program integrated funding until Title II, Part A for such professional-development activities. | | | 1 | 2 |
| Based on an assessment of local needs for professional development and hiring, the program targeted Title II, Part A funds to schools within the district that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Part A. | 2 | | | 1 |

Table 7: 2011–2012 HISD Educator Survey, Number and Percent of Respondents by Position

| Position Title | Response Count | Response Percent |
|---------------------------------------|----------------|------------------|
| Teacher (non-Special Education) | 695 | 68.1 |
| Special Education Teacher | 76 | 7.5 |
| Teacher Assistant or Paraprofessional | 64 | 6.3 |
| Other Instructional Support Staff | 48 | 4.7 |
| Subject Area Specialist | 27 | 2.6 |
| Assistant Principal | 15 | 1.5 |
| Campus Principal | 28 | 2.7 |
| Other | 67 | 6.6 |
| Total | 1,020 | 100.0 |

Table 8: 2011–2012 Educator Survey, Respondent Grade Levels and Subjects Taught or in Which Instructional Support was Provided to Teachers

| Grade | Reading/ Writing/ ELA | Mathe- matics | Science | Social Studies | Fine Arts | Foreign Lang. | Career & Tech. Educ. | Health/ PE | Other |
|-------------------------------------|-----------------------------|------------------|------------|-------------------|--------------|------------------|-------------------------------|---------------|------------|
| PreK | 133 | 121 | 125 | 114 | 99 | 25 | 19 | 80 | 37 |
| K | 137 | 123 | 121 | 108 | 68 | 21 | 19 | 55 | 33 |
| 1 | 175 | 163 | 151 | 138 | 62 | 21 | 16 | 54 | 39 |
| 2 | 173 | 163 | 146 | 132 | 62 | 21 | 16 | 57 | 40 |
| 3 | 166 | 162 | 134 | 119 | 51 | 11 | 13 | 47 | 37 |
| 4 | 143 | 139 | 115 | 98 | 44 | 7 | 12 | 40 | 33 |
| 5 | 116 | 109 | 101 | 88 | 36 | 4 | 13 | 38 | 30 |
| 6 | 51 | 41 | 42 | 32 | 20 | 6 | 9 | 18 | 17 |
| 7 | 41 | 32 | 29 | 25 | 17 | 9 | 10 | 12 | 14 |
| 8 | 38 | 39 | 31 | 29 | 16 | 8 | 10 | 11 | 13 |
| 9 | 41 | 31 | 26 | 23 | 16 | 15 | 18 | 22 | 29 |
| 10 | 39 | 29 | 26 | 24 | 16 | 14 | 20 | 20 | 27 |
| 11 | 39 | 30 | 29 | 24 | 18 | 16 | 24 | 21 | 31 |
| 12 | 35 | 30 | 24 | 24 | 18 | 16 | 23 | 21 | 31 |
| Undu- plicated Total | 652 | 609 | 585 | 563 | 233 | 104 | 70 | 210 | 136 |

Total Respondents: 956

Table 9: 2011–2012 Educator Survey, Respondent Student Groups Taught During School Year

| Student Group | Response Count* | Response Percent |
|----------------------------|-----------------|------------------|
| Regular | 631 | 63.5 |
| Economically Disadvantaged | 527 | 53.1 |
| At-Risk | 507 | 51.1 |
| LEP/ELL | 479 | 48.2 |
| Special Education | 475 | 47.8 |
| Bilingual | 442 | 44.5 |
| Gifted/Talented | 422 | 42.5 |
| Not applicable | 49 | 4.9 |

* Includes multiple responses

Total respondents: 993

Table 10: 2011–2012 Educator Survey, Average Sessions of Professional Development Attended, by Content Area

| Subject | Number of Respondents | Average Number of Sessions Attended |
|----------------------------|-----------------------|--|
| Reading/Writing/ELA | 565 | 4.8 |
| Mathematics | 374 | 3.2 |
| Science | 317 | 3.1 |
| Social Studies | 207 | 1.7 |
| Career and Technical Educ. | 114 | 1.7 |
| Health/PE | 104 | 1.3 |
| Foreign Language | 96 | 0.6 |
| Music and Fine Arts | 124 | 1.8 |
| Other | 241 | 3.9 |

Total respondents: 833

Table 11: 2011–2012 TPTR Survey, Average Sessions of Professional Development Attended, by Pedagogical Focus

| Subject | Number of Respondents | Average Number of Sessions Attended |
|--------------------------|------------------------------|--|
| At-Risk Students | 361 | 2.6 |
| Classroom Management | 259 | 1.5 |
| Collaborative Learning | 318 | 2.6 |
| Cultural Diversity | 213 | 1.7 |
| Learning Styles | 402 | 2.6 |
| Other Pedagogical Topics | 213 | 3.4 |

Total respondents: 629

Table 12: 2011–2012 Educator Survey, Number of Respondents Attending Targeted Areas of Professional Development, by Content Area

| Targeted Areas | Reading/Writing/ELA | Mathematics | Science | Social Studies | Fine Arts | Foreign Lang. | Career & Tech. Educ. | Health/PE | Other |
|---|----------------------------|--------------------|----------------|-----------------------|------------------|----------------------|---------------------------------|------------------|--------------|
| Interdisciplinary strategies | 382 | 220 | 182 | 112 | 45 | 21 | 33 | 31 | 45 |
| Collaborative learning | 379 | 249 | 187 | 120 | 50 | 20 | 35 | 31 | 47 |
| Classroom experimentation | 163 | 117 | 172 | 47 | 33 | 10 | 22 | 19 | 29 |
| Innovative strategies | 348 | 209 | 166 | 92 | 43 | 19 | 33 | 32 | 46 |
| Higher-order thinking skills | 464 | 296 | 237 | 129 | 45 | 17 | 31 | 30 | 45 |
| Hands-on activities | 388 | 284 | 250 | 103 | 50 | 19 | 33 | 36 | 47 |
| Personalized teaching goals | 241 | 158 | 113 | 56 | 29 | 11 | 24 | 22 | 39 |
| Individualized interventions for students | 359 | 222 | 117 | 70 | 31 | 15 | 30 | 23 | 50 |
| Student assessment to guide instruction | 310 | 218 | 137 | 77 | 36 | 16 | 29 | 24 | 38 |
| Connections to TEKS, TAKS, or Stanford 10 | 350 | 265 | 182 | 111 | 36 | 12 | 22 | 21 | 46 |
| Follow-up training | 162 | 77 | 55 | 27 | 15 | 6 | 17 | 20 | 29 |
| Other | 45 | 24 | 24 | 13 | 12 | 4 | 10 | 10 | 41 |
| Not applicable | 56 | 41 | 42 | 44 | 49 | 48 | 48 | 49 | 44 |

Total respondents: 864

Table 13: 2011–2012 Educator Survey, Percent of Respondents by Satisfaction Rating and Overall Average Rating for Professional Development Service Providers

| Service Provider | Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied | Average Rating (5 is high; 1 is low) |
|---|-----------------------|---------------------------|----------------|------------------------------|--------------------------|---|
| HISD Professional Support & Development (PSD) (N=841) | 34.6% | 33.4% | 18.1% | 5.2% | 2.9% | 3.97 |
| Central Administrative Office other than PSD (N=695) | 20.9% | 24.9% | 24.6% | 5.3% | 2.4% | 3.72 |
| Regional Office Personnel (N=660) | 19.4% | 22.9% | 26.4% | 4.2% | 1.8% | 3.72 |
| Campus Personnel (N=765) | 41.7% | 29.9% | 14.5% | 3.9% | 2.6% | 4.12 |
| Region IV (N=668) | 25.6% | 18.4% | 22.3% | 2.7% | 1.5% | 3.91 |
| Other (N=386) | 35.5% | 12.4% | 16.6% | 0.8% | 2.3% | 4.17 |
| Total respondents: 893 | | | | | | |

Table 14: 2011–2012 Educator Survey, Number and Percent of Respondents Agreeing with Statements Concerning Training, and Average Rating

| Statement | Strongly Agree | Some-what Agree | Neutral | Some-what Disagree | Strongly Disagree | N/A | Average Rating (5 is high; 1 is low) |
|--|-----------------------|------------------------|----------------|---------------------------|--------------------------|------------|---|
| 1. The instructional leadership on my campus has encouraged my participation in professional development training activities this year. (N=896) | 52.9% | 25.0% | 9.6% | 4.7% | 3.2% | 4.6% | 4.24 |
| 2. Generally, the training activities I attended this year were of high quality. (N=896) | 38.2% | 40.4% | 12.1% | 4.1% | 1.5% | 3.8% | 4.14 |
| 3. Generally, the training activities I attended this year were sustained over time (not one-day or short-term). (N=884) | 29.2% | 36.2% | 16.6% | 7.8% | 3.3% | 6.9% | 3.86 |
| 4. Generally, the training activities I attended this year were intensive. (N=888) | 28.4% | 37.7% | 20.0% | 7.4% | 1.7% | 4.7% | 3.88 |
| 5. Generally, the training activities I attended this year were classroom-focused. (N=887) | 42.2% | 37.0% | 11.4% | 2.1% | 1.2% | 6.1% | 4.24 |
| 6. Generally, the training activities I attended this year had a positive impact on my teaching style or strategies. (N=883) | 37.6% | 36.8% | 13.7% | 3.3% | 1.7% | 6.9% | 4.13 |
| 7. Generally, the training activities I attended this year had a positive impact on my subject/content knowledge. (N=884) | 37.9% | 38.2% | 13.0% | 3.4% | 2.0% | 5.4% | 4.13 |
| 8. Generally, the training activities I attended this year advanced my understanding of effective instructional strategies based on scientific research. (N=882) | 34.6% | 35.3% | 17.6% | 4.0% | 1.9% | 6.7% | 4.03 |
| 9. Generally, the training activities I attended this year were aligned with state academic content standards and assessments (TEKS and TAKS). (N=885) | 39.4% | 34.7% | 14.2% | 2.4% | 1.0% | 8.2% | 4.19 |
| 10. Generally, the training activities I attended this year improved my ability to work more effectively with parents. (N=887) | 18.9% | 23.4% | 30.9% | 8.8% | 6.9% | 11.0% | 3.44 |
| 11. Generally, the training activities I attended this year were connected to other school wide or districtwide initiatives. (N=880) | 33.8% | 36.5% | 19.4% | 2.5% | 1.7% | 6.1% | 4.05 |
| Total respondents: 905 | | | | | | | |

Table 15: Number and Percent of Classes Taught by Highly Qualified Regular and Special Education Teachers, 2008–2012

| Year | Total Classes | Classes Taught by Highly Qualified Teachers | | Classes Taught by Not Highly Qualified Teachers | |
|-----------|---------------|---|---------|---|---------|
| | Number | Number | Percent | Number | Percent |
| 2008–2009 | 25,230 | 24,552 | 97.3 | 678 | 2.7 |
| 2009–2010 | 30,806 | 30,120 | 97.8 | 686 | 2.2 |
| 2010–2011 | 29,904 | 29,619 | 99.0 | 228 | 1.0 |
| 2011–2012 | 26,226 | 26,090 | 99.5 | 136 | 0.5 |

Table 16: STAAR Percent Met the Level II Satisfactory Standard, All HISD Students Tested, Grades 3–8, 2012

| Grade | Total Tested | Percent Meeting the Level II Satisfactory Standard | | | | |
|--------|--------------|--|-------------|---------|---------|----------------|
| | | Reading/ELA | Mathematics | Writing | Science | Social Studies |
| 3-Eng | 11,243 | 71 | 64 | | | |
| 3-Span | 4,734 | 72 | 66 | | | |
| 4-Eng | 12,675 | 71 | 66 | 69 | | |
| 4-Span | 2,237 | 70 | 65 | 74 | | |
| 5-Eng | 14,516 | 72 | 75 | | 69 | |
| 5-Span | 42 | 45 | 26 | | 30 | |
| 6 | 12,240 | 67 | 73 | | | |
| 7 | 11,746 | 70 | 53 | 67 | | |
| 8 | 11,732 | 76 | 71 | | 66 | 53 |

Table 17: Percent of All Students who Passed and Did Not Pass HISD STAAR 2012 End-of-Course (EOC) Exams

| Subject | | # Taken | Scale Score | Did not Pass | | Passed | |
|----------------|---------------------|---------|-------------|----------------|---------|--------------|----------|
| | | | | Unsatisfactory | At Min. | Satisfactory | Advanced |
| Mathematics | Algebra I | 11,041 | 3853 | 21 | 9 | 79 | 14 |
| | Geometry | 2,836 | 4225 | 4 | 2 | 96 | 34 |
| Science | Biology | 10,259 | 3883 | 16 | 8 | 84 | 8 |
| Social Studies | World Geography | 10,880 | 3791 | 27 | 9 | 73 | 10 |
| English | English I – Reading | 11,505 | 1923 | 41 | 10 | 59 | 6 |
| | English I – Writing | 11,515 | 1864 | 53 | 13 | 47 | 3 |

Table 18: Percent Met Standard and Percent Commended on TAKS, 2011 and 2012

| | ELA | | Mathematics | | Science | | Social Studies | | All Tests | |
|----------------------|------|------|-------------|------|---------|------|----------------|------|-----------|------|
| | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 |
| Grade 10 | | | | | | | | | | |
| Percent Met Standard | 87 | 88 | 71 | 73 | 70 | 71 | 92 | 93 | 59 | 60 |
| Percent Commended | 15 | 17 | 17 | 17 | 15 | 15 | 38 | 36 | 6 | 6 |
| Grade 11 | | | | | | | | | | |
| Percent Met Standard | 92 | 90 | 87 | 89 | 88 | 92 | 98 | 98 | 79 | 82 |
| Percent Commended | 19 | 23 | 23 | 31 | 23 | 24 | 53 | 60 | 9 | 11 |

Table 19: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, 2011 and 2012

| Grade | Reading | | | Mathematics | | | Language | | | Environment/ Science | | | Social Science | | |
|--------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------------------|-------------|---------------|----------------|-------------|---------------|
| | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss |
| 1 | 48 | 48 | 0 | 53 | 50 | -3 | 52 | 48 | -4 | 49 | 49 | 0 | NT | NT | |
| 2 | 46 | 46 | 0 | 51 | 50 | -1 | 48 | 45 | -3 | 52 | 54 | 2 | NT | NT | |
| 3 | 49 | 48 | -1 | 58 | 56 | -2 | 50 | 48 | -2 | 52 | 55 | 3 | 49 | 49 | 0 |
| 4 | 49 | 50 | 1 | 59 | 58 | -1 | 57 | 57 | 0 | 55 | 53 | -2 | 50 | 48 | -2 |
| 5 | 47 | 47 | 0 | 56 | 55 | -1 | 50 | 49 | -1 | 60 | 63 | 3 | 52 | 48 | -4 |
| 6 | 47 | 45 | -2 | 56 | 54 | -2 | 48 | 49 | 1 | 55 | 51 | -4 | 46 | 45 | -1 |
| 7 | 47 | 49 | 2 | 57 | 56 | -1 | 49 | 50 | 1 | 54 | 58 | 4 | 49 | 51 | 2 |
| 8 | 48 | 47 | -1 | 57 | 54 | -3 | 47 | 47 | 0 | 61 | 58 | -3 | 53 | 49 | -4 |
| Total | 48 | 48 | 0 | 56 | 54 | -2 | 50 | 49 | -1 | 55 | 55 | 0 | 50 | 49 | -1 |

“NT” means not tested.

Table 20: Districtwide Performance on the Aprenda 3 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, 2011 and 2012

| Grade | Reading | | | Mathematics | | | Language | | | Environment/ Science | | | Social Science | | |
|--------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------------------|-------------|---------------|----------------|-------------|---------------|
| | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss | 2011 NCE | 2012 NCE | Gain/ Loss |
| 1 | 78 | 72 | -6 | 76 | 70 | -6 | 75 | 70 | -5 | 73 | 65 | -12 | NT | NT | |
| 2 | 76 | 72 | -6 | 76 | 71 | -5 | 77 | 77 | 0 | 79 | 75 | -4 | NT | NT | |
| 3 | 76 | 71 | -5 | 80 | 73 | -7 | 84 | 79 | -5 | 83 | 73 | -10 | 81 | 72 | -9 |
| 4 | 73 | 67 | -6 | 84 | 76 | -8 | 73 | 71 | -2 | 85 | 77 | -8 | 81 | 74 | -7 |
| 5 | 60 | 58 | -2 | 57 | 57 | 0 | 57 | 56 | -1 | 64 | 60 | -4 | 62 | 60 | -2 |
| 6 | 48 | 50 | 2 | 61 | 65 | 4 | 49 | 47 | -2 | 65 | 56 | -9 | 60 | 57 | -3 |
| 7 | 61 | 45 | -16 | 70 | 56 | -14 | 59 | 50 | -9 | 64 | 47 | -17 | 70 | 48 | -22 |
| 8 | 65 | 47 | -18 | 60 | 56 | -4 | 62 | 49 | -13 | 61 | 50 | -11 | 65 | 53 | -12 |
| Total | 76 | 71 | -6 | 78 | 72 | -6 | 78 | 75 | -3 | 79 | 71 | -8 | 81 | 73 | -8 |

“NT” means not tested.

Table 21. AYP Reading/ELA Performance of All HISD Students and Those Targeted for NCLB Funding, 2012

| Student Group | 2010–2011 | | | 2011–2012 | | | Change | Required Improvement |
|---------------|-----------|--------------|----------|-----------|--------------|----------|----------|----------------------|
| | Tested | Met Standard | | Tested | Met Standard | | | |
| | <u>N</u> | <u>N</u> | <u>%</u> | <u>N</u> | <u>N</u> | <u>%</u> | <u>%</u> | <u>%</u> |
| All | 92,066 | 77,692 | 84 | 92,580 | 77,570 | 84 | 0 | 2 |
| Econ. Disadv. | 74,724 | 61,585 | 82 | 74,972 | 61,126 | 82 | 0 | 2 |
| LEP | 31,938 | 25,499 | 80 | 34,252 | 26,915 | 79 | -1 | 2 |

Note: The 2012 AYP Reading/ELA performance standard was 87 percent.

Source: 2012 AYP Results, TEA

Table 22. AYP Mathematics Performance All HISD Students and Those Targeted for NCLB Funding, 2012

| Student Group | 2010–2011 | | | 2011–2012 | | | Change | Required Improvement |
|---------------|-----------|--------------|----------|-----------|--------------|----------|----------|----------------------|
| | Tested | Met Standard | | Tested | Met Standard | | | |
| | <u>N</u> | <u>N</u> | <u>%</u> | <u>N</u> | <u>N</u> | <u>%</u> | <u>%</u> | <u>%</u> |
| All | 92,029 | 75,938 | 83 | 92,275 | 73,756 | 80 | -3 | 2 |
| Econ. Disadv. | 74,697 | 60,422 | 81 | 74,730 | 58,226 | 78 | -3 | 2 |
| LEP | 31,991 | 25,583 | 80 | 34,156 | 27,331 | 80 | 0 | 2 |

Note: The 2012 AYP Mathematics performance standard was 83 percent.

Source: 2012 AYP Results, TEA

Table 23. AEIS College Readiness Indicators for HISD Students, 2011–2012

| | All Students | Economically Disadvantaged Students | LEP Students | At-Risk Students |
|--|---------------------|--|---------------------|-------------------------|
| Advanced Course/Dual Enrollment Completion | | | | |
| 2010–2011 Percent Enrolled | 37.2 | 33.2 | 12.3 | 27.8 |
| 2009–2010 Percent Enrolled | 27.9 | 25.0 | 9.8 | 16.9 |
| AP/IB Results | | | | |
| 2011 Percent Tested | 36.2 | NA | NA | NA |
| 2010 Percent Tested | 31.7 | NA | NA | NA |
| 2011 Percent of Examinees Meeting or Exceeding Criterion | 38.0 | NA | NA | NA |
| 2010 Percent of Examinees Meeting or Exceeding Criterion | 44.8 | NA | NA | NA |
| College-Ready Graduates | | | | |
| Class of 2011 Percent College-Ready in ELA and Mathematics | 45 | 38 | 2 | 30 |
| Class of 2010 Percent College-Ready in ELA and Mathematics | 45 | 37 | 1 | 19 |

Source: 2011–2012 AEIS Report; data are lagging indicators.

Table 24: Evaluation Measures for Title I, Part A and Title II, Part A Centralized Programs

| Measure | AP/IP Exams | AYP Professional Development | Campus Online | Early Childhood | HQ Professional Development | Homeless Children | Houston Urban Debate League | Naviance | Professional Development, Title II | Sign-On Bonus | Twilight Schools |
|--|-------------|------------------------------|---------------|-----------------|-----------------------------|-------------------|-----------------------------|----------|------------------------------------|---------------|------------------|
| Participation in professional development | | X | | | | X | X | | X | | |
| STAAR Reading | | | X | | | X | X | | | | |
| STAAR Mathematics | | | X | | | X | X | | | | |
| STAAR Writing | | | X | | | X | X | | | | |
| STAAR Science | | | X | | | X | X | | | | |
| STAAR Social Studies | | | X | | | X | X | | | | |
| Stanford/Aprensa Reading | | | X | X | | | X | | | | |
| Stanford/Aprensa Mathematics | | | X | X | | | X | | | | |
| Stanford/Aprensa Science | | | X | | | | X | | | | |
| Stanford/Aprensa Social Studies | | | X | | | | X | | | | |
| Stanford/Aprensa Environment | | | X | | | | X | | | | |
| AP/Pre-AP participation | X | | | | | | | | | | |
| PSAT Reading | | | | | | | X | | | | |
| PSAT Mathematics | | | | | | | X | | | | |
| PSAT Writing | | | | | | | X | | | | |
| TAKS Reading (grades 10 & 11) | | | X | | | X | X | | | | X |
| TAKS Mathematics (grades 10 & 11) | | | X | | | X | X | | | | X |
| TAKS Science (grades 10 & 11) | | | X | | | X | X | | | | X |
| TAKS Social Studies (grades 10 & 11) | | | X | | | X | X | | | | X |
| Increased percentage of participation or usage | | | | | | | | X | | | |
| Attendance | | | | | | X | X | | | | |
| Disciplinary actions | | | | | | | X | | | | |
| Graduation rate | | | | | | | X | | | | |
| Student event participation | | | | | | | X | | | | |
| Recruitment data | | | | | | | | | | X | |
| PreK achievement assessment | | | | X | | | | | | | |
| TELPAS | | | X | | | | | | | | |
| Educators' evaluations of their professional development | | X | | | | | | | X | | |
| Percent of highly qualified (HQ) educators | | | | | X | | | | | | |

TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAM SUMMARIES

AP/IB Exams
AYP Professional Development
Campus Online
Early Childhood Program
Highly Qualified Teacher/Paraprofessional Staff Development
Homeless Children
Houston Urban Debate League
Naviance
Professional Development–Title II
Sign-On Bonuses
Twilight Schools

AP/IB Exams

Program Description

The Advanced Placement/International Baccalaureate (AP/IB) Exams program was created to pay the expenses for eleventh- and twelfth-grade students' 2011–2012 AP and IB exams in order to maximize the number of students taking the respective exams and to support an increase in the number of students earning qualifying scores. Scores on AP exams range from one to five, and scores of three or higher qualify for college credit and/or advanced placement at many colleges and universities. Scores on IB exams range from one to seven; a score of three or higher may be used toward an IB diploma and scores of four or higher may qualify for college credit and/or advanced placement at some colleges and universities. AP and IB exam fees were paid for students enrolled in the corresponding HISD AP or IB course and for native speakers of a language that is tested.

Budget and Expenditures

The AP/IB Exams program had an approved budget of \$2,517,635 and expenditures totaled \$506,968 for an overall utilization rate of 20.1 percent. The largest expenditure was for supplies and materials.

| | | | |
|----------------------|--------------|-------------------------|-------------|
| Allocation: | \$2,517,635 | Payroll Costs: | \$543 |
| Expenditures: | \$506,968 | Supplies and Materials: | \$1,703,233 |
| Allocation Utilized: | 20.1 percent | Capital Outlay: | |
| | | Contracted Services: | \$813,859 |
| | | Other: | |

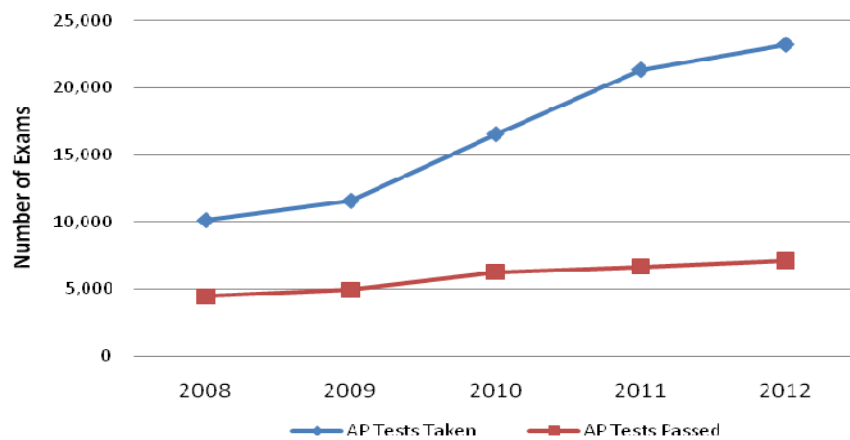
Program Goals

The primary goal of the AP/IB Exam program was to maximize the number of students taking AP and/or IB exams by providing funds to pay for exam expenses for eligible students. The funds provided increased access to college readiness resources to the more than 71 percent of HISD high school students who were economically disadvantaged.

Program Outcomes

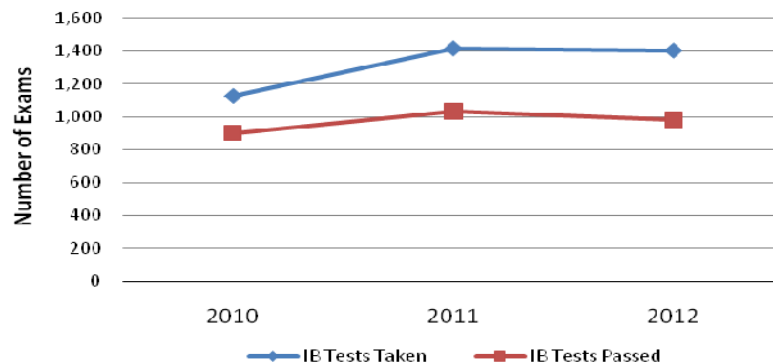
- The number of AP exams taken by HISD students from 2008 to 2012 is illustrated in Figure 1, AP/IB. The number of HISD high school students who participated in AP exams increased from 12,298 in 2011 to 13,403 in 2012. The 13,403 HISD students who took AP exams in 2012 took a total of 23,227 exams, an increase of 1,880 exams or nine percentage points, from 2011. Thirty-one (31) percent of exams were scored at a three or higher, unchanged from 2011.

Figure 1, AP/IB. Number of AP exams taken and passed, 2008–2012



- The number of IB exams taken by HISD students at the two high schools in which they are offered, Bellaire High School and Mirabeau Lamar High School, from 2010 to 2012, is shown in Figure 2, AP/IB. The number of students who took IB exams decreased slightly at both schools, from a total of 1,416 in 2011 to a total of 1,403 in 2012. The percent of exams scored at a four or higher increased at Bellaire but decreased at Lamar. In 2011, 73 percent of all tested students earned a four or higher while in 2012, 70 percent of all tested students scored a four or higher. Though fewer tests were scored at four or higher, the percent of HISD students (70 percent) earning a qualifying score compared favorably with state (69 percent) and national (69 percent) percentages.

Figure 2, AP/IB. Number of IB exams taken and passed, 2010–2012



- Thirty-six (36) percent of HISD eleventh and twelfth graders took at least one AP or IB exam, and 38 percent of those tested met the passing standard on at least one of the exams. In total, 14 percent of HISD eleventh and twelfth graders passed at least one AP or IB exam in 2011–2012.

Recommendation

Access to materials that support students taking advanced courses is fundamental to supporting a college-bound culture. Students who take rigorous courses in high school have been shown to be more likely to succeed in college and their families can also reap financial benefits when students receive advanced placement, college credit, and/or scholarships for their performance on the AP and/or IB

exams. To enhance the number of students taking advantage of the opportunity, it is recommended that the AP/IB Exams program maintain or even increase efforts to advertise the benefit they provide in making their services available.

For more thorough reports on the district's Advanced Placement program, see "Advanced Placement (AP) Report: 2011–2012," HISD Department of Research and Accountability, Winter 2012, and "College-Bound Assessment Report, 2011–2012," HISD Department of Research and Accountability, Fall 2012.

AYP Professional Development

Program Description

HISD Professional Support and Development (PSD) created and supported effective teaching practices through Teacher Development coaching and other job-embedded and professional development opportunities for 12,000+ teachers in all grade levels for core content areas, Special Education, and core enrichment areas to ensure an effective teacher in every classroom. Coaching and professional development support focused on developing and advancing practices of teachers aligned to the Teacher Appraisal and Development Instructional Practice criteria, reviewing student performance data, and meeting teachers' individual instructional goals. The initiative funded 130 Teacher Development Specialists (TDS) to provide classroom-based coaching and after-school professional development sessions for all teachers, from novices to experienced teachers. This program provided similar services to those provided by the Professional Development—Title II program, but AYP Professional Development services were available only at HISD Title I funded schools.

Budget and Expenditures

The AYP Professional Development program had an approved budget of \$9,686,854 and expenditures totaled \$7,594,412 for an overall utilization rate of 78.4 percent.

| | | | |
|----------------------|--------------|-------------------------|-------------|
| Allocation: | \$9,686,854 | Payroll Costs: | \$7,546,393 |
| Expenditures: | \$7,594,412 | Supplies and Materials: | \$7,982 |
| Allocation Utilized: | 78.4 percent | Capital Outlay: | \$11,740 |
| | | Contracted Services: | \$11,813 |
| | | Other: | \$16,484 |

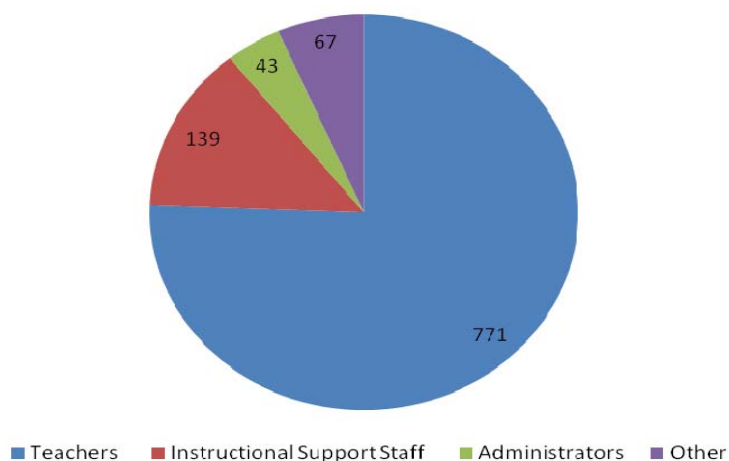
Program Goals

The primary goal of the AYP Professional Development program was to provide targeted professional development support for new and experienced teachers in Title I funded schools, resulting in a positive impact on student achievement.

Program Outcomes

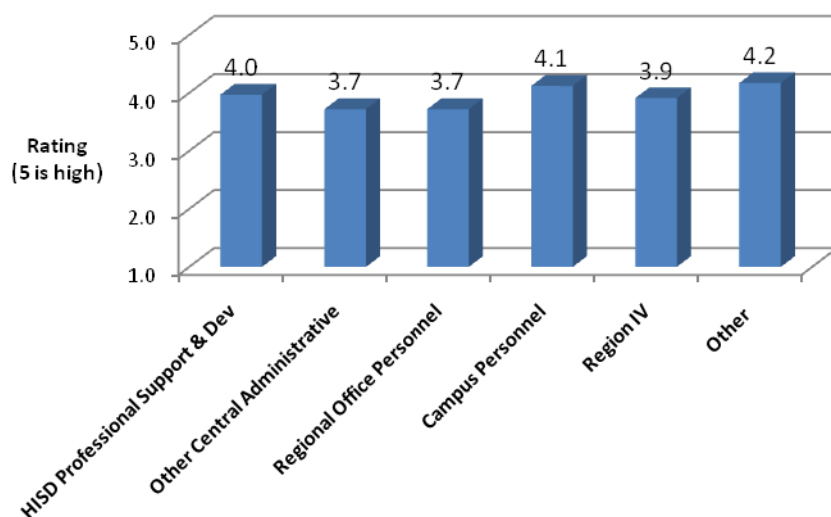
- A total of 16,745 instructional staff members participated in 143,291 professional development events offered by HISD in 2011–2012; each participant attended an average of 8.6 sessions. Of these, a total of 10,844 (65 percent) attended 35,875 professional development sessions, an average of 3.3 sessions each, offered by Professional Support and Development with Title I, Part A and Title II, Part A funding.
- The numbers of educators who reported on their professional development experiences in the 2011–2012 Educator Survey are illustrated in Figure 1, AYP. Further descriptors of the respondents can be found in Table 7 through Table 12 (pages 25–27) in the main report. In general, the group of respondents represented the range of teaching, administrative and support positions across the district.

Figure 1, AYP. Numbers of 2011–2012 respondents to the Educator Survey



- Educator Survey respondents' overall satisfaction with the professional development service providers with whom they attended at least one session in 2011–2012 is shown in Figure 2, AYP. Respondents were generally satisfied with their training. Of Title I, Part A and Title II, Part A Centralized Programs, HISD's Professional Support and Development received the highest ratings. Further information about the satisfaction ratings, including the percent of respondents in each satisfaction rating, can be found in Table 13 (page 28) in the main report.

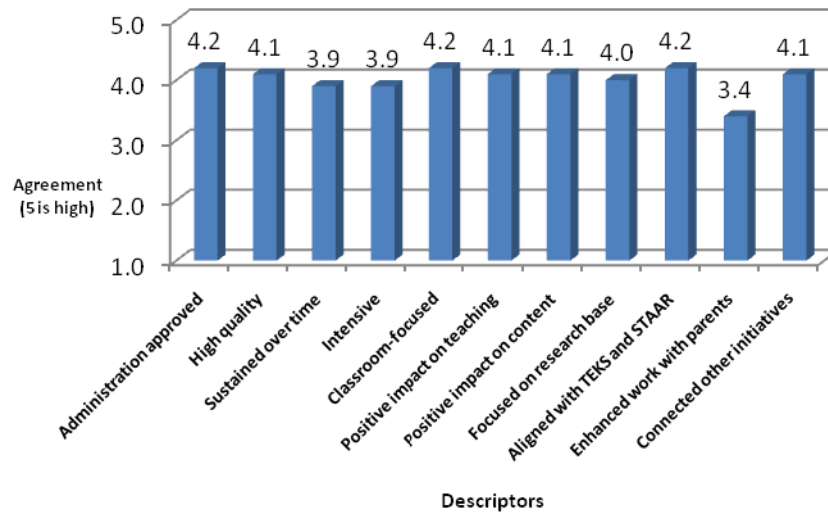
Figure 2, AYP. Respondents' satisfaction with professional development



- Educator Survey respondents' overall agreement with descriptors of professional development that they received in 2011–2012 are depicted in Figure 3, AYP. All of the descriptors were positive, and educators' responses were also positive overall. The most agreed upon statements were that professional development was encouraged by administrators, was classroom-focused, and was aligned with state measures of academic achievement. The statement with the lowest average agreement was that professional development enhanced work with parents, but the average still

indicated a positive rating. More detail about the responses to statements about professional development, including the full descriptors and the percent of respondents in each category of agreement, can be found in Table 14 (page 29) of the main report.

Figure 3, AYP. Respondents' agreement with descriptors of professional development



Recommendation

Effective professional development is welcomed by teachers as they strive to improve their practice and is essential to a culture of continuous improvement. Though the Educator (TPTR) Survey provided overall information about teachers' perceptions of professional development, administrators of the program and those concerned with the distribution of Title I, Part A funds could get more information if evaluations were made for each professional development session. Evaluations of each session would require more educator time, but the time could be minimized by a relatively standardized online form and/or it could be offset by a positive incentive for making the evaluation. It is, therefore, recommended that an online system of evaluation of individual professional development sessions be made available to participants and/or that positive incentives, such as Continuing Professional Education (CPE) credit for participation or certificates of participation, be distributed to educators who complete an evaluation form in a timely manner after each professional development session in which they participate.

Campus Online

Program Description

Campus Online provided services and support related to the Teachers Workbench Welcome Back Package of TAKS Reports and TAKS Analyst Reporting Modules. The Teachers Workbench provided access to benchmark assessments created within the Campus Online system, making it possible for teachers to print, grade, and analyze student performance on assessments within Campus Online. Through the Teachers Workbench, teachers and school administrators had access to current and historical assessment data related to TAKS and Stanford 10. The TAKS Analyst application offered comprehensive reporting of TAKS results from the individual student level to all organizational levels, from classroom to campus, feeder, and district.

Budget and Expenditures

The Campus Online program had an approved budget of \$600,000 and expenditures totaled \$600,000 for an overall utilization rate of 100 percent.

| | | | |
|----------------------|-------------|-------------------------|-----------|
| Allocation: | \$600,000 | Payroll Costs: | |
| Expenditures: | \$600,000 | Supplies and Materials: | |
| Allocation Utilized: | 100 percent | Capital Outlay: | |
| | | Contracted Services: | \$600,000 |
| | | Other: | |

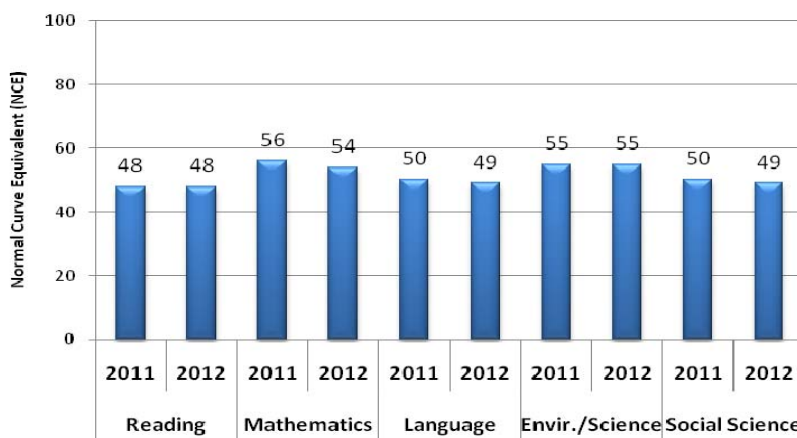
Program Goals

The primary goal of the program was enhanced student achievement for all students in HISD. This goal was met through training all personnel on: developing quality assessments; acquiring and disaggregating data from assessments; and using data to inform instruction.

Program Outcomes

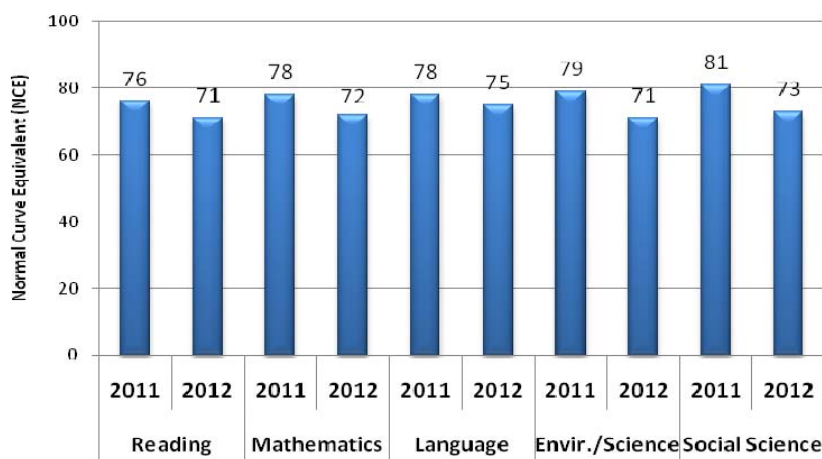
- The Stanford 10 results achieved by 89,586 HISD students in 2011 and 90,509 HISD students in 2012 are reported as NCE scores and are illustrated in Figure 1, CO. Students achieved an average NCE of 50 or greater in Mathematics and Environment/Science in both 2011 and 2012. As seen in Table 19 (page 31), the results for Mathematics were particularly striking with every grade level at or above an average NCE of 50. The results for Environment/Science were similarly strong, with all grade levels at or above an average NCE of 50, with the exception of grade 1 which achieved an average NCE of 49. Though many of the 2012 district scores were at or above an average NCE of 50, average NCE decreases were found in three subjects, Mathematics, Language, and Social Science, and there were no increases.

Figure 1, CO. Stanford 10 total results, 2011 and 2012



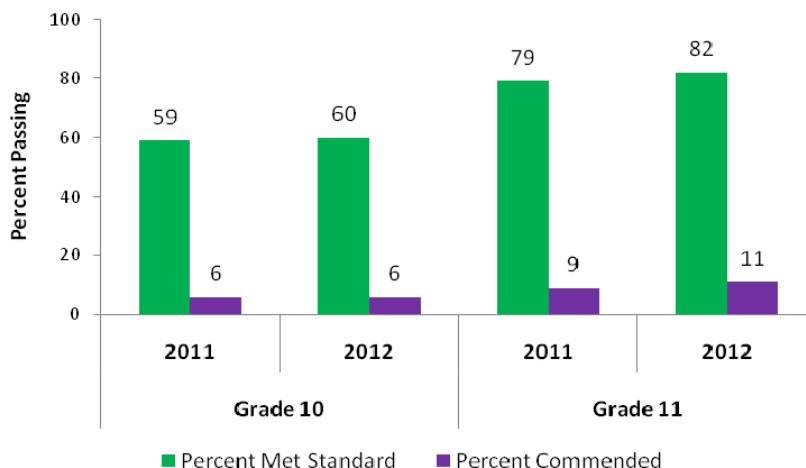
- Aprenda 3 results for 19,618 HISD students in 2011 and 18,591 HISD students in 2012, also reported as NCE scores, are depicted in Figure 2, CO. Average scores on the 2012 Aprenda 3 were markedly above the average NCE of 50. There were some exceptions in specific grade levels, which can be seen, along with increases and decreases in NCE by grade level, in Table 20 (page 32). Despite the impressive 2012 average scores, the average NCE decreased in every subject; decreases ranged from three to eight NCEs.

Figure 2, CO. Aprenda 3 total results, 2011 and 2012



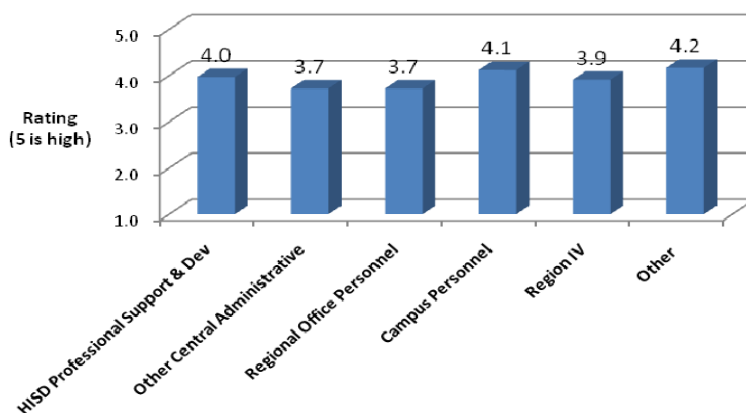
- TAKS results for 2011 and 2012 are shown in Figure 3, CO. Results are reported in percent of students passing all tests and the percent of students commended for their performance. For grade 10, the percent passing all tests increased by one percentage point, from 59 percent to 60 percent, from 2011 to 2012. The tenth-grade commended rate remained at six percent over the same time period. For grade 11, the percent passing all tests increased from 79 to 82 from 2011 to 2012. The percent commended also increased, from nine to 11 percent.

Figure 3, CO. TAKS performance, grades 10 and 11, 2011 and 2012



- Educators' satisfaction with the professional development in which they participated in 2011–2012 is illustrated in Figure 4, CO. Campus Online is in the "Other" category, one of the group of providers that received the highest rating from survey respondents.

Figure 4, CO. Respondents' satisfaction with professional development



Recommendation

Though performance on the nationally standardized measures given in grades 1–8, Stanford 10 and Aprenda 3, generally declined, achievement in many grades was above an average NCE of 50 and TAKS performance showed gains in both grade 10 and grade 11. Further, educators reported general satisfaction with the professional development in which they engaged this year, including that provided by Campus Online. The objective of increasing student achievement through training all personnel on developing assessments and using assessment data to inform instruction is very useful to the district. It

is recommended that administrators of Campus Online consider sharing the results of a content mastery component of their training to document participants' competence with the concepts included in the training. In addition, to continue improving student achievement, it is recommended that attention continue to be focused on improving benchmark assessments and better targeting use of the benchmark results.

Early Childhood Program

Program Description

The Early Childhood program provided funds to support a full-day prekindergarten program for 15,840 eligible students. Funds were utilized to support 50 percent of salaries for 720 prekindergarten teachers, seven principals, and 50 paraprofessionals, and 100 percent of the salaries for nine other participants including social workers, nurses, and librarians. The goal of the HISD prekindergarten was to support beginning literacy and oral language development and the focus was on meeting individual needs and recognizing the home language and cultural backgrounds of children. The central foundation of the program was that communication ability and literacy form the basis of children's future academic success.

Budget and Expenditures

The Early Childhood full-day prekindergarten program had an approved budget of \$16,113,005 and expenditures totaled \$15,650,683 for an overall utilization rate of 97.1 percent.

| | | | |
|----------------------|--------------|-------------------------|--------------|
| Allocation: | \$16,113,005 | Payroll Costs: | \$15,650,683 |
| Expenditures: | \$15,650,683 | Supplies and Materials: | |
| Allocation Utilized: | 97.1 percent | Capital Outlay: | |
| | | Contracted Services: | \$0 |
| | | Other: | |

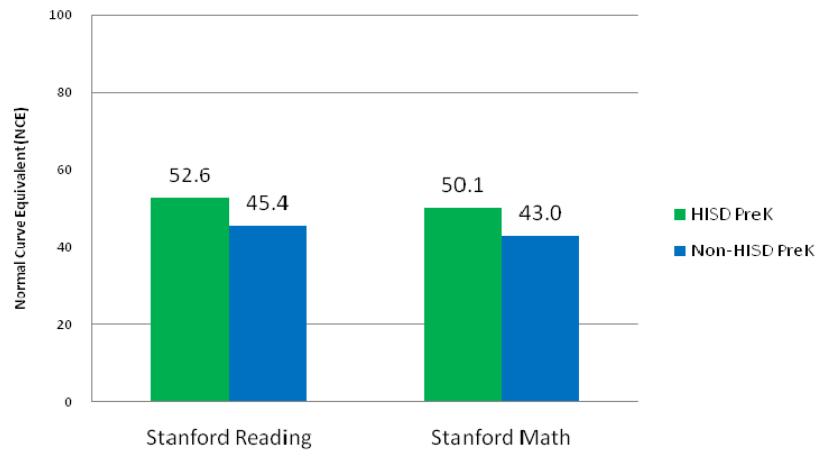
Program Goals

Funding to support prekindergarten staff salaries was provided to allow economically disadvantaged pre-schoolers to attend a full day program that was designed to support their academic performance at the same levels as economically advantaged students.

Program Outcomes

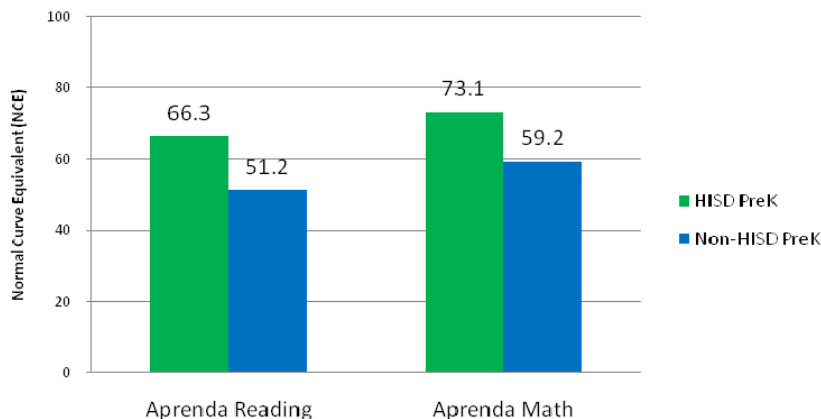
- Achievement for preschoolers is measured by their performance the following year on the kindergarten Stanford 10 or Aprenda 3 and by results of academic inventories administered by kindergarten teachers. Results for students enrolled in prekindergarten in 2011–2012 will not be available until the end of the 2012–2013 academic year.
- Results for students enrolled in prekindergarten in 2010–2011 indicated that economically disadvantaged students enrolled in HISD prekindergarten outperformed economically disadvantaged students who did not participate. As seen in Figure 1, EC, on the Stanford 10, economically disadvantaged students who were enrolled in HISD prekindergarten scored an average of seven NCEs higher on both the reading and mathematics subtests than did their counterparts who did not attend HISD prekindergarten.

Figure 1, EC. Mean 2011–2012 Stanford 10 scores for economically disadvantaged kindergarten students based on enrollment in HISD prekindergarten



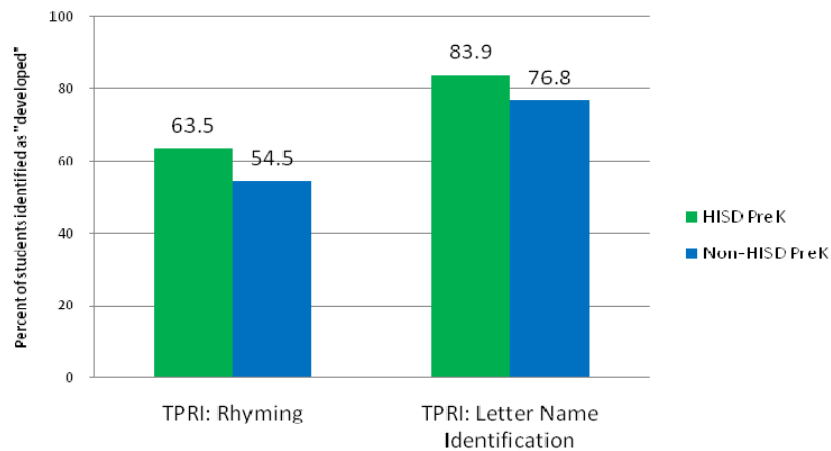
- On the Aprenda 3, shown in Figure 2, EC, students who attended HISD prekindergarten outperformed kindergarten students who did not attend HISD prekindergarten by an average of 14 NCEs on the reading subtest and 14 NCEs on the mathematics subtest.

Figure 2, EC. Mean 2011–2012 Aprenda 3 scores for economically disadvantaged kindergarten students based on enrollment in HISD prekindergarten



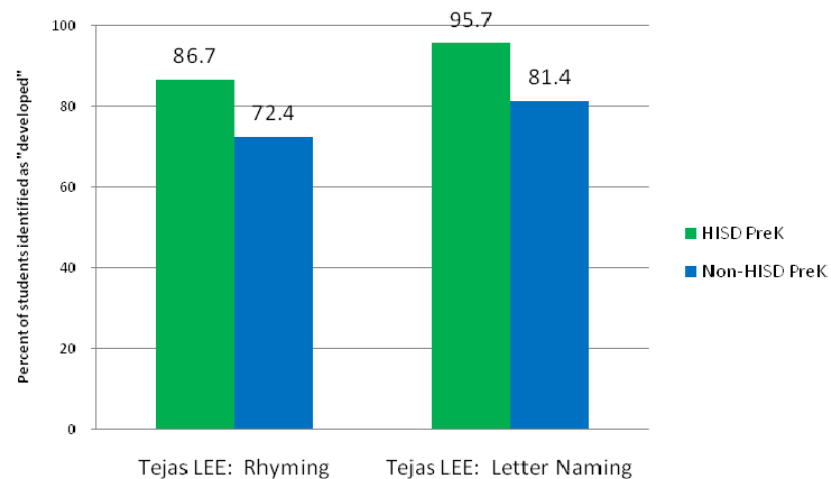
- Performance on two scales of the End-of-Year Texas Primary Reading Inventory (TPRI), “Rhyming” and “Letter Name Identification,” is depicted in Figure 3, EC. On the two scales, nine percentage points and seven percentage points, respectively, more economically disadvantaged kindergarten students who attended HISD prekindergarten scored at the “developed” level (as opposed to the “still developing” level) than did comparable students who did not attend HISD prekindergarten.

Figure 3, EC. Percent of 2011–2012 economically disadvantaged kindergarten students identified as “Developed” on end-of year TPRI inventories, based on enrollment in HISD prekindergarten



- Student performance on the analogous scales of the El Inventario de Lectura en Español de Tejas (Tejas LEE), “INV-3 Rhyming” and “INV-1 Letter Naming,” is shown in Figure 4, EC. Fourteen (14) percentage points more economically disadvantaged kindergarten students who attended HISD prekindergarten scored at the “developed” level than did economically disadvantaged students who did not attend HISD prekindergarten on both scales.

Figure 4, EC. Percent of 2011–2012 economically disadvantaged kindergarten students identified as “Developed” on end-of-year Tejas LEE inventories, based on enrollment in HISD prekindergarten



- For students in kindergarten in 2011–2012, attending HISD prekindergarten mitigated the effects of economic disadvantage status on kindergarten Stanford performance.

Recommendation

The value of the full day prekindergarten program is clear in the difference in kindergarten academic performance of economically disadvantaged students who attended the program and those who did not.

To support the high performance of economically disadvantaged students who attend full day prekindergarten, and to further mitigate the difference in preschool preparation of economically disadvantaged and economically advantaged students, it is recommended that HISD continue to support the salaries of the personnel who provide the program.

For a more detailed evaluation of the district's early childhood programs, see ""Effects of HISD Prekindergarten on Kindergarten Performance Evaluation Report," HISD Department of Research and Accountability, Fall 2012.

Highly Qualified Teacher/Paraprofessional Staff Development

Program Description

The Highly Qualified Teacher/Paraprofessional Staff Development program was designed to provide support to all not highly qualified district teachers and paraprofessionals to help them gain “Highly Qualified” (HQ) status. The district hired only teachers who were highly qualified, but not all were highly qualified for their current assignments. The not highly qualified educators were identified through an audit conducted after September 15, 2011. In 2011–2012, 56 teachers and six paraprofessionals were identified who did not meet HQ requirements in the areas of special education (certified for Special Education, but not highly qualified in core content), foreign language, elementary, core enrichment, and secondary content. Support was provided by developing and disseminating individualized certification pathway plans, monitoring plan progress, providing certification plan preparation, distributing training and resource materials, reimbursing test fees upon successful completion, and providing classroom coaching to support effective instruction.

Budget and Expenditures

The Highly Qualified Teacher/Paraprofessional Staff Development program received both Title I, Part A and Title II, Part A funds. Support for educators in Title I schools was funded with Title I, Part A funds and educators in the other schools were supported with Title II, Part A funds. The budget and expenditures for each of the funds is detailed below; the program had an overall total budget of \$296,806 and expenditures totaled \$101,560 for an overall utilization rate of 34.2 percent.

Title I, Part A Funding:

| | | | |
|----------------------|--------------|-------------------------|----------|
| Allocation: | \$181,806 | Payroll Costs: | \$0 |
| Expenditures: | \$84,750 | Supplies and Materials: | \$0 |
| Allocation Utilized: | 46.6 percent | Capital Outlay: | |
| | | Contracted Services: | \$84,750 |
| | | Other: | \$0 |

Title II, Part A Funding

| | | | |
|----------------------|--------------|-------------------------|----------|
| Allocation: | \$115,000 | Payroll Costs: | \$0 |
| Expenditures: | \$16,810 | Supplies and Materials: | \$0 |
| Allocation Utilized: | 14.6 percent | Capital Outlay: | |
| | | Contracted Services: | \$16,690 |
| | | Other: | \$120 |

Program Goals

The goal of the Highly Qualified Teacher/Paraprofessional Staff Development program was to provide support to 100 percent of teachers and paraprofessionals who were not highly qualified in the 2011–2012 school year.

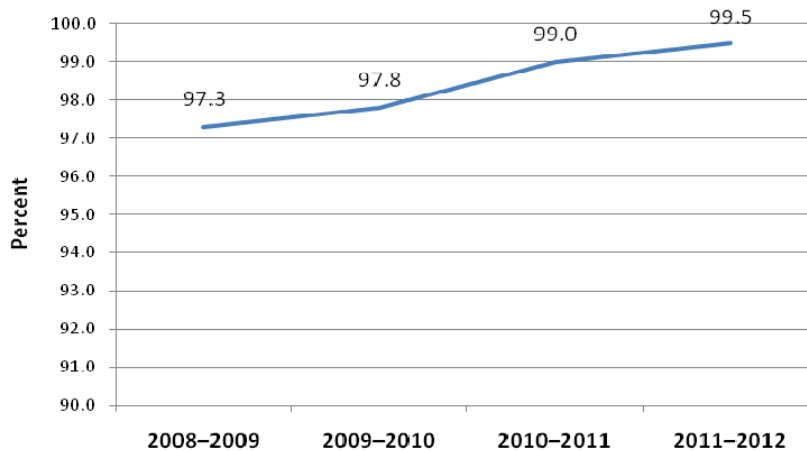
Program Outcomes

- In 2011–2012, 56 teachers and six paraprofessionals were not highly qualified at the beginning of the year. By the end of the year, 27 teachers (48 percent) completed requirements for highly qualified

status, leaving 29 (52 percent) not highly qualified. One paraprofessional (17 percent) earned highly qualified status and the remaining paraprofessionals were reassigned so none remained in a position for which he/she was not highly qualified.

- As seen in Figure 1, HQ, the percentage of classes in the district taught by highly qualified teachers has steadily risen from the 2008–2009 academic year, when 97.3 of regular and special education classes were taught by teachers categorized as highly qualified, to 2011–2012, when 99.5 percent of classes were taught by teachers in that group.

Figure 1, HQ. Percent of HISD classes taught by highly qualified teachers, 2008–2012



Recommendation

All educators were mandated by NCLB to be highly qualified by the 2005–2006 academic year. Large urban districts, with their significant turnover of educators, and rural districts, with limited numbers of candidates, have a herculean task to achieve the goal set by NCLB in any given year. HISD is very close to having accomplished it in 2011–2012. The increase seen in HISD is associated with an effective and persistent program of support for professionals who have not yet been categorized as highly qualified. It is recommended that the district continue to support the work of this program in an effort to further close the gap in compliance with the law.

Homeless Children

Program Description

Students who are homeless have special academic needs that cannot all be met at most school campuses, often because transportation issues and/or rigid shelter schedules preclude their participation. Title I funds were used to pay certified teachers to provide supplemental instruction at shelter sites and school campuses in which only students who had been identified as homeless and who required academic tutoring and/or enrichment could participate. Each tutor provided nine hours of academic instruction and/or enrichment per week. During 2011–2012, 40 tutors provided supplemental instruction to a cumulative total of 5,937 eligible students at designated tutorial sites throughout the city.

Budget and Expenditures

The Homeless Children program had an approved budget of \$201,269 and expenditures totaled \$144,975 for an overall utilization rate of 72.0 percent.

| | | | |
|----------------------|--------------|-------------------------|-----------|
| Allocation: | \$201,269 | Payroll Costs: | \$103,683 |
| Expenditures: | \$144,975 | Supplies and Materials: | \$40,027 |
| Allocation Utilized: | 72.0 percent | Capital Outlay: | |
| | | Contracted Services: | \$1,265 |
| | | Other: | |

Program Goals

The primary goal of the Homeless Children program was to provide funding to support supplemental instruction by certified teachers who served as tutors and in an effort to support student achievement on state-mandated tests.

Program Outcomes

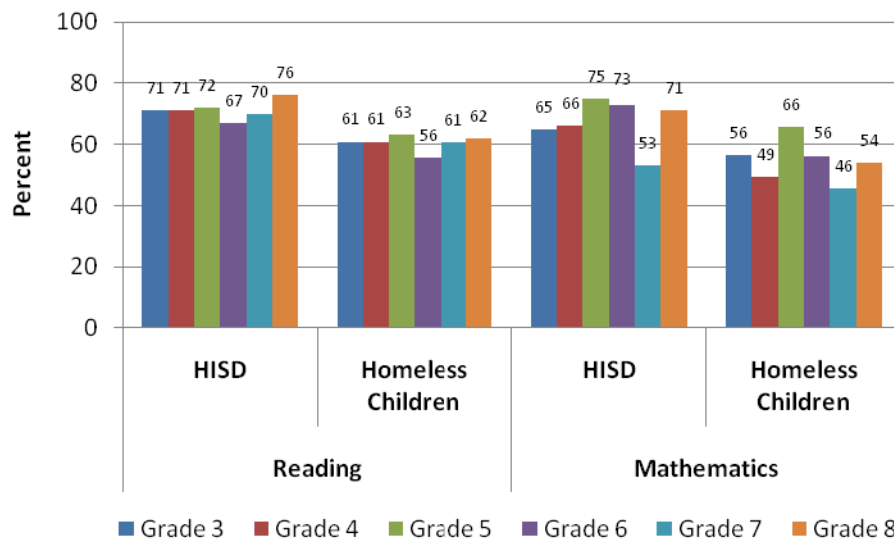
- The number of HISD students identified as homeless in 2011–2012 is provided in Table 1, HC. At some time during the year, 7,791 students, nearly four percent of the total HISD student enrollment, were identified as homeless. The largest numbers for homelessness were recorded for the youngest students.

| Table 1, HC. Cumulative Number of HISD Students Identified as Homeless and the Number Who Took State-Mandated Exams, 2011–2012 | | | | |
|--|-------------------------------------|--|--|---|
| Grade Level | Number of Homeless Students in HISD | Number of Homeless Students Who Took STAAR | Number of Homeless Students Who Took STAAR EOC | Number of Homeless Students Who Took TAKS |
| Early Childhood | 15 | | | |
| Prekindergarten | 947 | | | |
| Kindergarten | 772 | | | |
| 1 | 747 | | | |
| 2 | 672 | | | |
| 3 | 620 | 480 | | |
| 4 | 564 | 431 | | |
| 5 | 565 | 454 | | |
| 6 | 493 | 399 | | |
| 7 | 427 | 341 | 1 | |
| 8 | 433 | 401 | 33 | |
| 9 | 676 | | 410 | |
| 10 | 287 | | | 209 |
| 11 | 304 | | | 175 |
| 12 | 269 | | | |
| Cumulative Total | 7,791 | 2,506 | 444 | 384 |

Source: Chancery, August 24, 2012

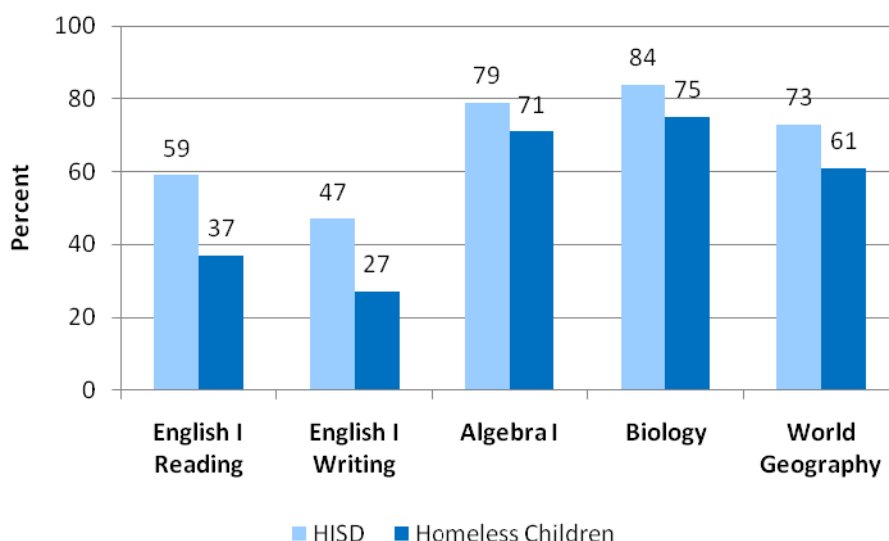
- STAAR results for reading and mathematics in grades 3–8 are shown in Figure 1, HC. Results for homeless children largely paralleled those for all students in HISD, but the percentage of students who achieved a Level II, Satisfactory score was lower for homeless students on every test. The differences in the results for homeless students and for all HISD students ranged from seven to 17 percentile points.

Figure 1, HC. STAAR (English and Spanish) percentage of grade 3–8 HISD and homeless children who met the level II, satisfactory standard, phase-in standards, 2012



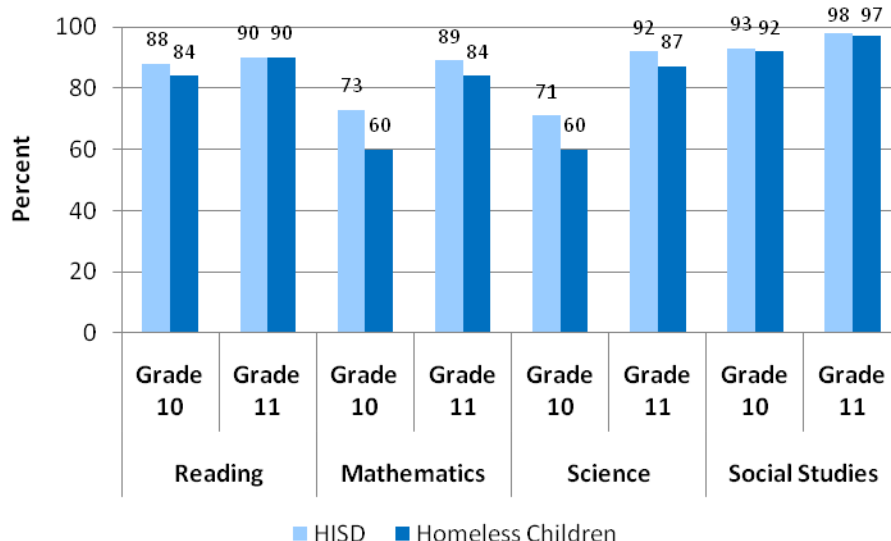
- STAAR EOC results for homeless children and for all HISD students are shown in Figure 2, HC. Performance of homeless students lagged behind that of all HISD students for each EOC. The differences were largest on the English I Reading and English I Writing exams.

Figure 2, HC. STAAR EOC percentage of HISD and homeless children achieving a satisfactory score, phase-in standards, 2012



- The results for tenth- and eleventh-grade HISD and homeless students who took the TAKS tests in 2012 are shown in Figure 3, HC. With the exception of eleventh-grade performance on the reading test, a lower percentage of homeless students than HISD students passed each of the TAKS tests, however, compared with results from other state-mandated exams, differences between the two groups were less extreme for some 2012 TAKS tests. In addition to the eleventh grade reading results, the percentage passing the social studies exams were essentially the same for both groups.

Figure 3, HC. TAKS percentage of HISD and homeless children achieving the passing standard, 2012



Recommendation

Students identified as homeless experience much mobility and instability and thus are a population vulnerable to low academic performance. In HISD, the population can also suffer from a lack of opportunity to demonstrate their academic progress on state measures. With the exception of homeless students in eighth grade, generally 80 percent or fewer of the eligible homeless students took state-mandated exams in 2012. Of most concern are high school students who must pass such tests to graduate; nearly 40 percent of homeless ninth-grade students are not included in the rosters of tested students. It is recommended that students be given an opportunity to take the state-mandated exams in the testing window but at a designated tutoring site under the supervision of the teacher-certified tutors to enhance both motivation to take the tests and the percentage of students who do so, increasing the number of students identified as homeless who would be prepared for higher education.

Houston Urban Debate League

Program Description

The mission of the Houston Urban Debate League (HUDL) was to build, support, and sustain programs in Houston's public schools to make policy debate an educational resource available to all students. Policy debate prepares students to be effective advocates for themselves, their families, and their community. Additionally, Urban Debate Leagues are proven to narrow the achievement gap for traditionally underserved urban communities, and are associated with significant increases in literacy scores, grade point averages, high school graduation rates, and college matriculation. The Houston Urban Debate League builds public-private partnerships that enhance school district investment in debate by providing business and community finance, mentoring, communication, and facilities to permanently restore and maintain policy debate in all of Houston's public high schools. As an integral part of the Houston Independent School District's UIL Department, HUDL works closely with the University Interscholastic League (UIL) to bring positive academic competition to the students of HISD. The UIL was created to provide meaningful academic enrichment for both students and teachers. This voluntary-membership, non-profit organization exists to provide educational extracurricular academic contests. The purpose of the HISD UIL program is to organize and properly supervise contests that assist in preparing students for good citizenship. It aims to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants. During the 2011–2012 academic year, HUDL provided access to a variety of opportunities for students, including a summer policy debate institute, classes, seminars, tournaments, and local, state, and national championships.

Budget and Expenditures

The Houston Urban Debate League program had an approved budget of \$394,854 and expenditures totaled \$389,355 for an overall utilization rate of 98.6 percent.

| | | | |
|----------------------|--------------|-------------------------|-----------|
| Allocation: | \$394,854 | Payroll Costs: | \$197,122 |
| Expenditures: | \$389,355 | Supplies and Materials: | \$98,157 |
| Allocation Utilized: | 98.6 percent | Capital Outlay: | \$0 |
| | | Contracted Services: | \$77,397 |
| | | Other: | \$16,679 |

Program Goals

The primary goals of HUDL were to increase student participation in the program in an effort to increase achievement at the high school level, increase high school graduation rates, and increase students' positive academic and professional behaviors.

Program Outcomes

- In 2011–2012, 607 students from 23 school-wide Title I high schools and two stand-alone magnet schools participated in a total of 1,925 HUDL events, an average of 3.2 per student. These students included 70 ninth graders, 168 tenth graders, 142 eleventh graders and 226 twelfth graders. Of these, 328 had no previous experience with HUDL, 195 had participated one year, 80 had participated two years, and four had been with the program for three years. By comparison, in 2010–2011, 797 students from 27 HISD high schools participated in the program.

- STARR EOC results for the applicable exams are depicted in Figure 1, HUDL. HUDL students had higher percentages of students achieving “Satisfactory” and “Advanced” ratings than did students in the district on every included exam except Geometry, for which both groups had very high pass rates. Numbers of tests administered and percentages of students achieving “Satisfactory” and “Advanced” ratings are shown in Table 1, HUDL.

Figure 1, HUDL. STAAR EOC results for HISD and HUDL, 2012

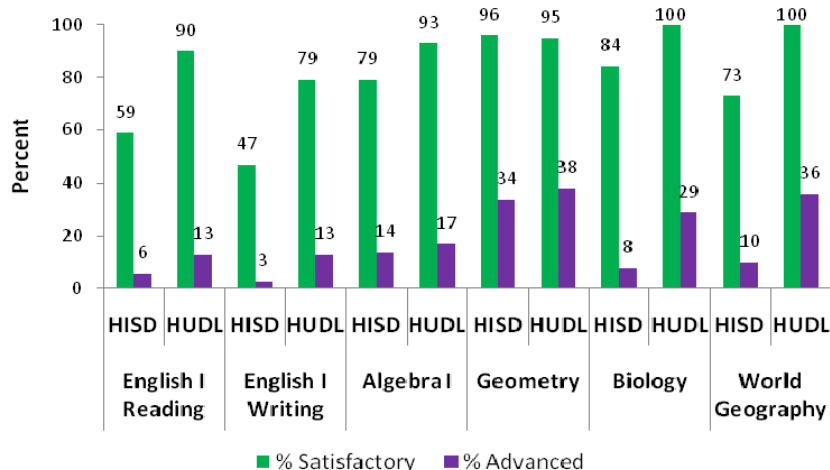


Table 1, HUDL. STAAR EOC Results for HISD and HUDL, 2012

| Exam | HISD | | | HUDL | | |
|-------------------|----------|----------------|------------|----------|----------------|------------|
| | N Tested | % Satisfactory | % Advanced | N Tested | % Satisfactory | % Advanced |
| English 1 Reading | 11,505 | 59 | 6 | 62 | 90 | 13 |
| English 1 Writing | 11,515 | 47 | 3 | 62 | 79 | 13 |
| Algebra I | 11,041 | 79 | 14 | 29 | 93 | 17 |
| Geometry | 2,836 | 96 | 34 | 37 | 95 | 38 |
| Biology | 10,259 | 84 | 8 | 56 | 100 | 29 |
| World Geography | 10,880 | 73 | 10 | 55 | 100 | 36 |

- 2012 TAKS results for HISD and HUDL students are shown in Figure 2, HUDL. A greater percentage of HUDL students than all HISD students met the standard on each measure, and a greater percentage of HUDL students also earned the commended rating than did all HISD students. Numbers of students tested are included along with the percentage of students earning each rating in Table 2, HUDL.

Figure 2, HUDL. TAKS results for HISD and HUDL, 2012

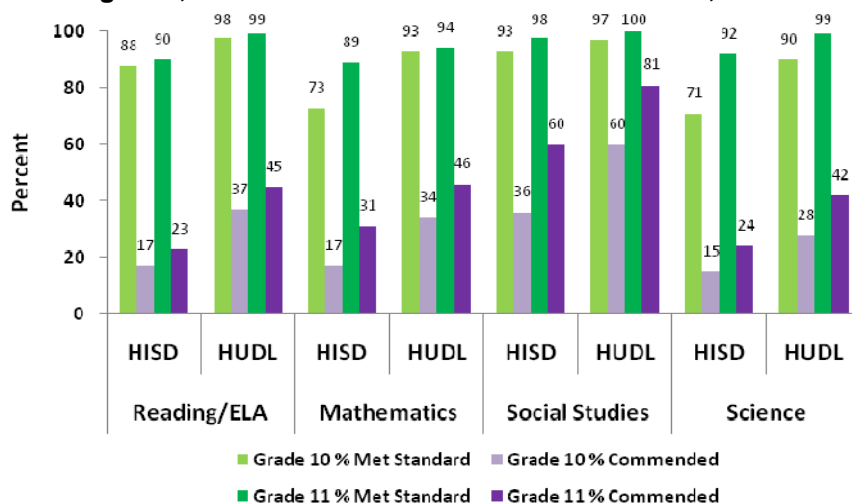


Table 2, HUDL. TAKS Results for HISD and HUDL, 2012

| | HISD | | | HUDL | | |
|----------------|----------|----------------|-------------|----------|----------------|-------------|
| | N Tested | % Met Standard | % Commended | N Tested | % Met Standard | % Commended |
| Reading/ELA | | | | | | |
| Grade 10 | 9,788 | 88 | 17 | 144 | 98 | 37 |
| Grade 11 | 9,151 | 90 | 23 | 129 | 99 | 45 |
| Mathematics | | | | | | |
| Grade 10 | 9,599 | 73 | 17 | 145 | 93 | 34 |
| Grade 11 | 9,124 | 89 | 31 | 126 | 94 | 46 |
| Social Studies | | | | | | |
| Grade 10 | 9,403 | 93 | 36 | 143 | 97 | 60 |
| Grade 11 | 9,095 | 98 | 60 | 126 | 100 | 81 |
| Science | | | | | | |
| Grade 10 | 9,554 | 71 | 15 | 144 | 90 | 28 |
| Grade 11 | 9,126 | 92 | 24 | 124 | 99 | 42 |

- The 2012 graduation rate for twelfth graders participating in HUDL was greater than that for all twelfth-grade students in HISD. In 2012, 216 HUDL participants were identified in PEIMS as twelfth-graders and 204 graduated, for a 94.4 percent graduation rate. In HISD, 9,684 out of 11,345 twelfth-grade students graduated, a rate of 85.4 percent.
- While there is no formal measure of positive academic and professional behavior, appropriate behavior can be indicated by numbers of disciplinary actions. In 2011–2012, 89 of the 607 HUDL participants had a total of 148 documented disciplinary infractions, a rate of 0.24 disciplinary infractions per participant. By comparison, in 2010–2011, HUDL participants had a record of 0.32 disciplinary infractions per participant, and in 2011–2012, HISD students had a record of 0.36 disciplinary infractions per student. 2011–2012 HUDL participants had a lower average infraction rate than both the HUDL participants the year before and the HISD student body as a whole.

Recommendation

Houston Urban Debate League provides supplemental instruction that successfully supports high achievement and professional behavior. It is recommended that the program increase efforts to make its results visible so more HISD students will begin debate and more of those who begin the program will continue to build their skills for multiple years.

Naviance

Program Description

Naviance is a web-based solution that enables school districts to improve college-going rates. By utilizing the web-based tools, a student and his or her support network plans courses of study, milestones, and learning activities that are both relevant to the student's future and required to become a college- and career-ready graduate. Naviance provided the framework for every student to have an individual success plan. The 2011–2012 program provided online training for teachers, school administrators and other school leaders, allowing the program to target students in all HISD middle and high schools.

Budget and Expenditures

The Naviance program had an approved budget of \$377,532 and expenditures totaled \$377,532 for an overall utilization rate of 100.0 percent.

| | | | |
|----------------------|-------------|-------------------------|-----------|
| Allocation: | \$377,532 | Payroll Costs: | |
| Expenditures: | \$377,532 | Supplies and Materials: | |
| Allocation Utilized: | 100 percent | Capital Outlay: | |
| | | Contracted Services: | \$377,532 |
| | | Other: | |

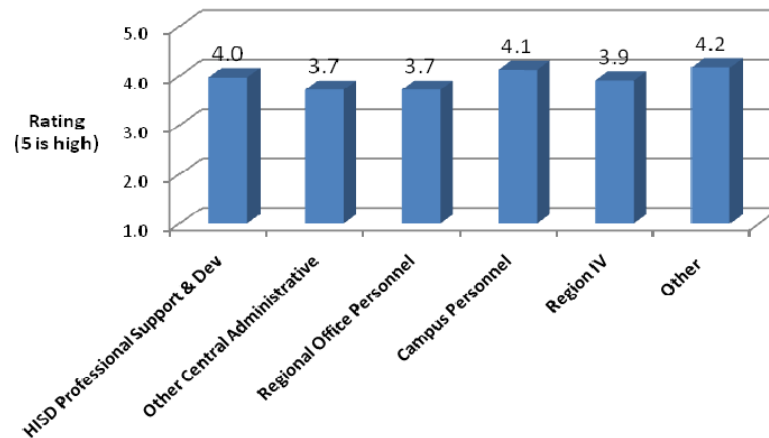
Program Goals

The goal of the Naviance program was to improve the college-going culture in HISD by training teachers, school administrators, and other school leaders to use software that can provide every middle and high school student with an individual plan and access to college and career planning tools.

Program Outcomes

- An unduplicated count of 104 educators (41 new users, 39 registrars, and 24 users taking refresher courses) received online training through Naviance in 2011–2012.
- The 2012 Academic Excellence Indicator System (AEIS) report indicated that 45 percent of HISD graduates in the Class of 2010 and in the Class of 2011 were College-Ready. Table 23 (page 33) provides additional detail on the college readiness of groups of special interest to Title I, Part A and Title II, Part A programs. Information about the classes of 2012 and 2013, the groups most directly impacted by the 2011–2012 Naviance program, will be available when the students graduate.
- Educators' satisfaction with the professional development in which they participated in 2011–2012 is illustrated in Figure 1, Nav. Naviance is in the "Other" category, one of the group of providers that received the highest rating from survey respondents.

Figure 1, Nav. Respondents' satisfaction with professional development



Recommendation

Though the results of the program cannot be seen immediately, the support from educators in taking the online training indicates interest in the program. The benefits of providing a process for students to prepare themselves for college and the college search process are of undeniable value to the district. It is recommended that the program be widely offered to personnel in middle and high schools in the district and that a formal survey of impacted educators and students be undertaken to identify successes and possibilities for strengthening the program as it is implemented in HISD.

Professional Development—Title II

Program Description

Professional Support and Development (PSD) services developed and supported effective teaching practices for 12,000+ teachers to ensure that all HISD teachers have access to a powerful professional development network that meets their individual needs and ensures responsive teaching and rigorous learning in every classroom, every day. Effective professional development leads to a change in teaching practice resulting in increased student learning. The program used several key strategies for delivering relevant and useful support to meet teachers' needs to effectively reach all students. Teacher Development Specialists (TDS) were the cornerstone strategy to bring professional development close to the classroom. Teacher Development Specialists provided job-embedded instructional coaching aligned with the Instructional Practice Rubric and HISD curriculum so that teachers received the differentiated support needed. Research has demonstrated that instructional coaching is a powerful catalyst for instructional improvement. Campus-based mentors, partnered with Teacher Development Specialists, the district's most effective teachers, and on-going training, served as layers of support for beginning teachers during the induction year. Pre-service and Saturday learning days offered opportunities for face-to-face trainings on topics geared toward building strong instructional foundations for beginning teachers. The district's most effective teachers opened their classrooms for observations and support. PSD developed and provided online resources, including video exemplars, to support literacy routines and effective teaching practices that teachers could implement immediately. Online resources included: rubric-aligned video exemplars demonstrating what exemplary teaching looks and sounds like; ExcELLEnce literacy routines that help students build literacy and language while learning rigorous content; illustrations aligned to each of the criteria in HISD's Instructional Practice Rubric which included video exemplars and resources; access to overview training, information and resources on HISD's Appraisal and Development system; and targeted professional development training sessions aligned to instructional practice criteria and research-based, effective practices. The program funded 40 Professional Development and Teacher Development staff to provide classroom-based coaching and after-school professional development sessions for novice to experienced teachers. This program provided similar services to those provided by the AYP Professional Development program, but Professional Development—Title II services were available only at HISD schools that did not receive Title I funds for the purpose.

Budget and Expenditures

The Professional Development-Title II program had an approved budget of \$7,713,989 and expenditures totaled \$4,796,082 for an overall utilization rate of 62.2 percent.

| | | | |
|----------------------|--------------|-------------------------|-------------|
| Allocation: | \$7,713,989 | Payroll Costs: | \$4,235,119 |
| Expenditures: | \$4,796,082 | Supplies and Materials: | \$169,613 |
| Allocation Utilized: | 62.2 percent | Capital Outlay: | \$117,516 |
| | | Contracted Services: | \$158,223 |
| | | Other: | \$115,611 |

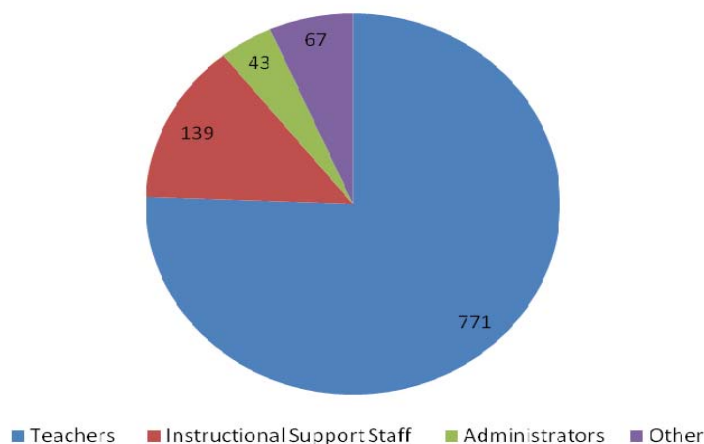
Program Goals

The primary goal of the Professional Development—Title II program was to provide targeted professional development support for new and experienced teachers in non-Title I schools, resulting in a positive impact on student achievement.

Program Outcomes

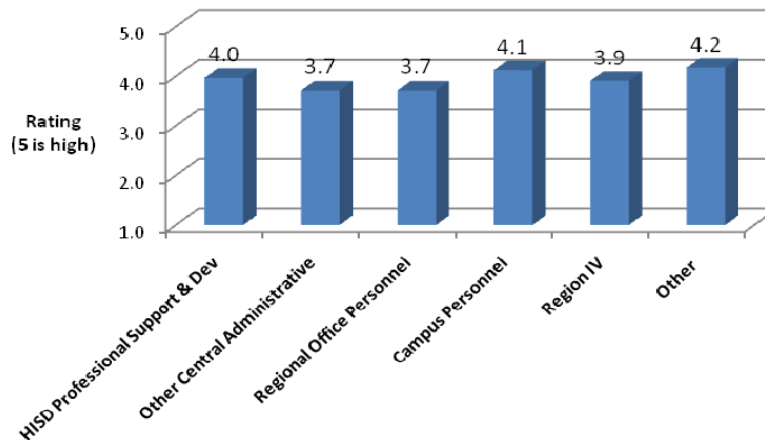
- A total of 16,745 instructional staff members participated in 143,291 professional development events offered by HISD in 2011–2012; each participant attended an average of 8.6 sessions. Of these, a total of 10,844 (65 percent) attended 35,875 professional development sessions, an average of 3.3 sessions each, offered by PSD with Title I, Part A and Title II, Part A funding.
- The numbers of educators who reported on their professional development experiences in the 2011–2012 Educator (TPTR) Survey are illustrated in Figure 1, PDII. Further descriptors of the respondents can be found in Table 7 through Table 12 (pages 25–27) in the main report. In general, the group of respondents represented the range of teaching, administrative and support positions across the district.

Figure 1, PDII. Numbers of 2011–2012 respondents to the Educator Survey



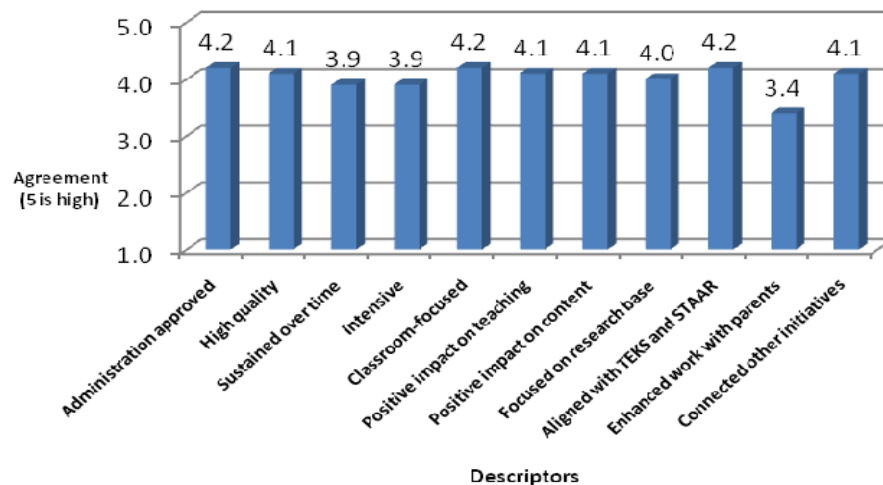
- Educator Survey respondents' overall satisfaction with the professional development service providers with whom they attended at least one session in 2011–2012 is shown in Figure 2, PDII. Respondents were generally satisfied with their training. Of Title I, Part A and Title II, Part A Centralized Programs, HISD's Professional Support and Development received the highest ratings. Further information about the satisfaction ratings, including the percent of respondents in each satisfaction rating, can be found in Table 13 (page 28) in the main report.

Figure 2, PDII. Respondents' satisfaction with professional development



- Educator Survey respondents' overall agreement with descriptors of professional development that they received in 2011–2012 is depicted in Figure 3, PDII. All of the descriptors were positive, and educators' responses were also positive overall. The most agreed upon statements were that professional development was encouraged by administrators, was classroom-focused, and was aligned with state measures of academic achievement. The statement with the lowest average agreement was that professional development enhanced work with parents, but the average still indicated a positive rating. More detail about the responses to statements about professional development, including the full descriptors and the percent of respondents in each category of agreement, can be found in Table 14 (page 29) of the main report.

Figure 3, PDII. Respondents' agreement with descriptors of professional development



Recommendation

Effective professional development is welcomed by teachers as they strive to improve their practice and is essential to a culture of continuous improvement. Though the Educator Survey provided overall information about teachers' perceptions of professional development, administrators of the program and those concerned with the distribution of Title II, Part A funds could get more information if evaluations were made for each professional development session. Evaluations of each session would require more

educator time, but the time could be minimized by a relatively standardized online form and/or it could be offset by a positive incentive for making the evaluation. It is, therefore, recommended that an online system of evaluation of individual professional development sessions be made available to participants and/or that positive incentives, such as Continuing Professional Education (CPE) credit for participation or certificates of participation, be distributed to educators who complete an evaluation form in a timely manner after each professional development session in which they participate.

Sign-On Bonuses/Recruitment and Retention Incentives

Program Description

The Sign-On Bonuses/Recruitment and Retention Incentives Program was designed to offer recruitment and retention incentives to qualified teachers entering the district or transferring to a high-needs school and staying in the same subject area for two years. Recruiting and retaining highly qualified teachers in all academic areas is an ongoing challenge in HISD, just as it is in other large urban school districts and in districts with changing populations across the nation. Significant mobility and numbers of resignations within the first years of teaching impact instructional consistency, efficiency, and effectiveness. The district initiated the Sign-On Bonuses/Recruitment and Retention Incentives program to be competitive in the market, to place highly qualified teachers in all HISD classrooms, and to provide equitable access to some of the most effective teachers in the district. In 2011–2012, the program distributed recruitment incentives to bilingual, special education, science, Spanish, ESL, and social studies teachers and to teachers new to HISD. The program also offered retention bonuses to the most effective teachers already in the district who transferred to a lower-performing school. Sixteen teachers, all of whom had top quartile value-added scores for the past two years and a “proficient” or “highly effective” rating from their principals for the past two staff review cycles, and all of whom transferred to an Apollo 20 school from another school in HISD, received a bonus of \$10,000 per year for two years. In 2011–2012, 13 teachers received the retention bonus for the first year and three received the bonus for the second, and final, year. Title II, Part A funds provided half of the funding for the bonuses; the remainder came from a grant from an external funder.

Budget and Expenditures

The Sign-On Bonuses/Recruitment Incentive program had an approved budget of \$1,410,000 and expenditures totaled \$566,229 for an overall utilization rate of 40.2 percent.

| | | | |
|----------------------|--------------|-------------------------|-----------|
| Allocation: | \$1,410,000 | Payroll Costs: | \$566,229 |
| Expenditures: | \$566,229 | Supplies and Materials: | |
| Allocation Utilized: | 40.2 percent | Capital Outlay: | |
| | | Contracted Services: | |
| | | Other: | |

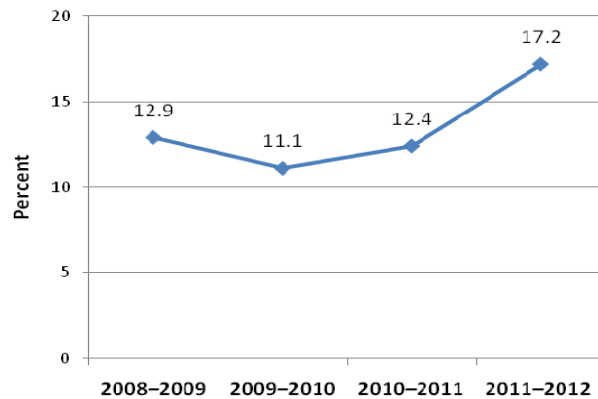
Program Goals

The program was created to support high student achievement in the subjects in critical shortage areas and to provide students equitable access to the most effective teachers in the district.

Program Outcomes

- Due to funding limitations, no new sign-on bonuses were granted in 2011–2012. Only those teachers entitled to a second year recruitment bonus received one. Information on numbers of educators who received bonuses and schools at which they taught was not available at the time of writing this report.
- The turnover rate for teachers in HISD, shown in Figure 1, SO, remained under 13 percent for the first three years for which it was reported in the Academic Excellence Indicator System (AEIS), but increased to 17.2 percent in 2011–2012.

Figure 1, SO. HISD teacher turnover rate, 2008–2012



- Retention bonuses were provided to 16 of HISD's highest performing teachers who chose to transfer to an Apollo 20 school, considered among the lowest performing schools in the district. The grade levels and subjects the teachers taught are shown in Table 1, SO, and the schools to which they transferred are listed in Table 2, SO. This group involved a small number of teachers spread out among a number of schools, grade levels and content areas. Though they may have made a tangible impact on a number of factors at the campus level, the impact they could have on student achievement within the district was negligible.

Table 1, SO. Number of Teachers Receiving a Retention Incentive, by Teaching Assignment

| | |
|--------------------|-----------|
| 3rd Grade | 3 |
| 4th Grade | 4 |
| 5th Grade | 1 |
| Bilingual (Elem) | 1 |
| ELA | 1 |
| ESL (Elem) | 1 |
| History | 3 |
| Mathematics | 1 |
| Social Studies | 1 |
| Grand Total | 16 |

Table 2, SO. Number of Teachers Receiving a Retention Incentive, by School Assignment

| | |
|--------------------|-----------|
| Blackshear ES | 1 |
| Fondren MS | 1 |
| Kashmere HS | 1 |
| Lee HS | 1 |
| Robinson ES | 4 |
| Sharpstown HS | 3 |
| Tinsley ES | 3 |
| Young ES | 2 |
| Grand Total | 16 |

Recommendations

Financial incentives have proven effective for attracting and retaining well-prepared and effective teachers in high need areas, and consistency in offering the bonuses can impact the number of applicants over time. It is recommended that the district reinstate the sign-on bonuses to enhance its competitiveness in its marketing for teachers.

Further, all students should have equal access to effective teachers and the academic success they inspire. Retention of effective and highly effective teachers is of vital importance to the district in this effort, and teachers who are responsive to coaching and making progress within the Professional Support and Development programs should also be encouraged to continue improving in their work. It is recommended that the district continue its focus on identifying teachers who are highly effective and those who are improving in effectiveness, and that a greater percentage of the allocated funds be used to retain those teachers in HISD classrooms.

Twilight Schools

Program Description

Established in November 2010, HISD's Twilight Schools program provided high school students the opportunity to complete course work required for graduation by providing evening and weekend self-paced online instruction at seven HISD schools throughout the district. Students also received support and guidance from instructional staff in career planning and TAKS preparation. The program targeted students at risk of not completing a high school education and also students seeking credit recovery and accelerated instruction.

Expenditures

The Twilight Schools program had an approved budget of \$1,200,738 and expenditures totaled \$1,137,880 for an overall utilization rate of 94.8 percent.

| | | | |
|----------------------|--------------|-------------------------|-------------|
| Allocation: | \$1,200,738 | Payroll Costs: | \$1,085,360 |
| Expenditures: | \$1,137,880 | Supplies and Materials: | \$14,123 |
| Allocation Utilized: | 94.8 percent | Capital Outlay: | \$24,569 |
| | | Contracted Services: | \$9,840 |
| | | Other: | \$3,988 |

Program Goals

The Twilight Schools program sought to impact the district through increasing the HISD graduation rate and raising the exit level TAKS pass rate. Specifically, the program goals were to increase the 2010–2011 number of participants by 25 percent and to increase the number of diplomas earned by students in the program by 10 percent over the number earned in 2010–2011 (50).

Program Outcomes

- In 2012, 82 percent of students passed all tests of the exit level TAKS, an increase over the 79 percent who passed all tests of the exit level TAKS in 2011.
- The four-year graduation rate, without exclusions, for the HISD Class of 2011 was 78.5 percent, an increase over the rate of 74.3 percent for the Class of 2010.
- Data on student participation is only reported for students who completed at least one course through the Twilight program. In 2011–2012, 487 students completed a total of 1,610 courses, while in 2010–2011, 107 students completed 250 courses. Participation rates in Twilight Schools increased from 2010–2011 to 2011–2012 by 355 percent.
- A total of 56 students enrolled in the Twilight Schools program graduated in 2011–2012, an increase of 167 percent over the 21 who graduated in 2010–2011.

Recommendation

The Twilight Schools program met or exceeded each goal it set for the year, resulting in more at-risk HISD students earning course credit and a high school diploma, and all the associated advantages. It has been recommended that the program be expanded to include more locations, focusing on those that are accessible even more hours of the year.

For a more detailed report on the Twilight Schools program, see “Twilight High School Program, 2011–2012,” HISD Department of Research and Accountability, Winter 2012.