

MEMORANDUM

February 1, 2012

TO: School Board Members

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

SUBJECT: **TITLE I AND TITLE II, PART A CENTRALIZED PROGRAMS EVALUATION**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2010–2011 Title I and Title II, Part A Centralized Programs evaluation report. The report assessed the implementation of Teacher and Principal Training and Recruiting Fund programs in the Houston Independent School District (HISD). In addition, district, and campus-level student achievement results were included.

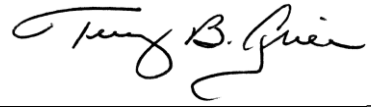
Some of this year's key findings are as follows:

- All seven of the Title II funded programs provided a variety of professional development activities during 2010–2011 with three also providing specific professional development to retain highly qualified teachers and two providing training to meet highly qualified requirements. Two programs provided professional development activities targeting paraprofessionals.
- An unduplicated count of 7,032 educational staff completed at least one professional development session or course. The Title II, Part A Educator Survey revealed that respondent satisfaction with professional development services provided during the 2010–2011 school year was generally above average for each category of service providers.
- In 2011, TAKS passing-rate gains were achieved by 69.1 percent of the campuses in mathematics, 68.4 percent in social studies, 58.9 percent in science, 57.7 percent in reading/ELA, and 49.3 percent in writing. Overall, 22.8 percent of the campuses showed gains or were unchanged on all tests taken.
- Stanford 10 NCE grade-level gains were not found consistently across grade levels and subject areas although gains were found at the majority of grades tested in mathematics (10 of 11 grades), social science (seven of nine grades) and environment/science (all 11 grade levels).
- Stanford 10 reductions in performance gaps for economically disadvantaged students and all students were mixed with the most notable reductions occurring for mathematics and environment/science (five grade levels for each subject) and language (four grade levels).

Administrative Response:

The External Funding Department has reviewed the 2010–2011 Title I and Title II, Part A Centralized Programs evaluation report that assessed the implementation of Teacher and Principal Training and Recruiting Fund programs in the Houston Independent School District (HISD). The evaluation met our expectations in terms of providing budgetary, implementation, and outcome data for the stated objectives of 26 centralized programs and 289 campus based programs. The evaluation included seven specific recommendations that will be reviewed with program managers for potential implementation during 2011–2012.

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



TBG

Attachment

c: Superintendent's Direct Reports
Chief School Officers
School Improvement Officers
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Matilda Orozco
Zoe Stemm-Calderon
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RESEARCH



Educational Program Report

Title I and Title II Part A Centralized Programs Evaluation 2010–2011



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RESEARCH

Program Evaluation Report



Title I and Title II, Part A Centralized Programs 2010–2011

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Program Evaluation Report

Title I and Title II, Part A Centralized Programs 2010–2011

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EXECUTIVE SUMMARY

TITLE I AND TITLE II, PART A CENTRALIZED PROGRAMS 2010–2011

Program Description

In 2001, the No Child Left Behind Act (NCLB) became the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). NCLB required all states that receive Title I, Part A funds to develop a plan for all core subject teachers to meet the state's highly qualified teacher requirements by the end of the 2005–2006 school year. NCLB's Title II, Part A, the Teacher and Principal Training and Recruiting (TPTR) Fund provides supplemental, centralized, and campus-based grants to support strategies to improve teacher quality. The TPTR Fund program along with Title I, Part A place particular emphasis on ensuring that all core subject area teachers meet "highly qualified" (HQ) teacher criteria to become effective educators. Title I, Part A further stipulates that all teachers of core academic subjects hired after the first day of the 2002–2003 school year and teaching in a program supported with Title I, Part A funds are to be highly qualified when hired (Texas Education Agency, 2007). The fundamental goal of Title II, Part A is to increase the academic achievement of all students through the preparation, training, recruitment, and retention of high-quality educators who are capable and effective in ensuring that each child achieves high academic standards.

The 2010–2011 TPTR Fund program in HISD involved 26 centralized programs offering districtwide services, and 289 HISD campus-based programs. Based on the 2010–2011 PEIMS fall resubmission staff database, the 2010–2011 program had the potential to impact all 203,924 students, 11,859 teachers, 282 principals, 266 assistant principals, 353 campus professional personnel (e.g., counselors), 1,510 paraprofessionals, and various instructional leaders within HISD (PEIMS 2010–2011 Staff). Of the 26 centralized programs, 17 were funded by Title I and nine were funded by Title II. Collectively, these programs supported two HISD goals, to Improve Student Achievement and to Improve Human Capital.

The purpose of this evaluation was to summarize the parameters of the Title II, Part A TPTR Fund, assess population needs, program goals, services, activities, and outcomes, and assess districtwide utilization of TPTR funds. This evaluation is primarily intended to inform program administrators as to how well the overall implementation of the TPTR Fund and individual program efforts are meeting their stated goals and the intent and purpose of the fund. This evaluation report should be used in the District's Title II, Part A TPTR Fund planning process for subsequent years. However, it should be noted that the TPTR Fund does not contain any specific LEA reporting or evaluation requirements (U.S. Department of Education, 2006).

Key Districtwide Findings

1. How were funds allocated during the 2010–2011 school year?
 - The total 2010–2011 Title I and Title II, Part A planning entitlement for these centralized programs was \$46,084,973 which included \$45,739,859 for distinct program budgets and \$345,114 for general administrative costs.
 - A total of \$46,919,489 was actually allocated for 2010–2011 with \$3,919,820 reserved for administrative costs and the remaining \$42,999,669 reserved for individual program expenditures.
 - The total budget for implemented programs and general administration was utilized at a rate of 74.7 percent. A total of \$35,064,113 were actually expended leaving an unspent balance of \$11,855,375.

- Across all programs, \$32.4 million were budgeted for payroll costs, \$6.3 million were budgeted for contracted services, \$6.3 million were budgeted for other costs, \$1.7 million were allotted for supplies and materials, and \$205,160 were allocated for technology and related equipment.
2. What activities were conducted in accordance with each allowable use of program funds and what evidence of success exists in each area?

Program Implementation and Services

- All seven of the Title II funded programs provided a variety of professional development activities during 2010–2011 with three also providing specific professional development to retain highly qualified teachers and two providing training to meet highly qualified requirements. Two programs provided professional development activities targeting paraprofessionals.

Program Administrators' Survey – Implementation Report

- Six of the seven Title II administrators indicated that activities were based on a district or departmental needs assessment for professional development and hiring; five reported that program activities were a part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students; four reported that their program activities were aligned with state academic content, student academic performance standards, and state assessments; three reported that their program was aligned with the curriculum and other activities that are tied to state academic content, student academic performance standards, and state assessments; three reported that their program activities were described in the DMP or DIP; and, three administrators reported that program activities were based on a review of scientifically-based research.

Highly Qualified (HQ) Teachers

- During 2010–2011, 99.1 percent of HISD classes were taught by Highly Qualified teachers, a 1.3 percentage point improvement over 2009–2010 but below the high of 99.5 percent achieved in 2007–2008.

Teacher Retention

- Based on the most recent data available (2009–2010), HISD teacher average years of experience and average years of experience with the district held steady compared to 2008–2009 at 11.8 and 9.5 years, respectively. HISD teachers have more average years of total experience and experience with the district than all Texas teachers.
- The HISD teacher turnover rate for the 2009–2010 school year was 11.1 percent compared to 11.8 percent for Texas. HISD decreased its teacher turnover rate by 1.8 percentage points since 2008–2009.

Professional Development Training

- The core subject in which the greatest number of professional development activities occurred was reading (N=103), followed by mathematics (N=102), science (N=95), arts (N=46), English/language arts (N=25), foreign language (N=8), and social studies (N=6).
- An unduplicated count of 7,032 educational staff completed at least one professional development session or course during 2010–2011 as part of Title I or Title II professional development.

- The Title II, Part A Educator Survey revealed that respondent satisfaction with professional development services provided during the 2010–2011 school year was generally above average for each category of service providers, with 70.8 percent indicating “Very Satisfied” or “Satisfied”.
- 3. What was the overall impact of the district’s Title I and Title II, Part A TPTR centralized programs on student academic achievement?
 - Districtwide academic performance remained the same or showed showed favorable gains on each TAKS test except writing since the previous year. In 2011, TAKS unchanged performance or gains were achieved by 69.1 percent of the campuses in mathematics, 68.4 percent in social studies, 58.9 percent in science, 57.7 percent in reading/ELA, and 49.3 percent in writing.
 - Results for TAKS performance gaps between economically disadvantaged students and all students were mixed. From spring 2010 to spring 2011, performance deficits were reduced for grade 4 (English and Spanish), grade 5 (English), and grades 10 and exit level for reading/ELA. For mathematics, gap reductions were observed for grade 3 (English) and grade 6. For writing, no gap reductions were noted for grades 4 (English and Spanish) and 7. Gap reductions were also noted for grade 8 for science.
 - Stanford 10 NCE grade-level gains were observed for all 11 grades tested on environment/science, 10 of 11 grades tested in mathematics, seven of eight grades tested in social science, three of 11 grades tested in reading, and three of 11 grades tested in language.
 - Stanford 10 reductions in performance gaps for economically disadvantaged students and all students were mixed with the most notable reductions occurring for mathematics and environment/science (five grade levels for each subject) and language (four grade levels).

Key Centralized and Campus Program Findings

Centralized and Campus Program Overview

Findings for the 2010-2011 programs revealed that the primary program goals for most implemented centralized Title I and Title II, Part A programs were accomplished. All programs provided adequate documentation to demonstrate that their primary program goals had been realized.

Advanced Academic Initiatives (Title II Funding)

In 2011, the number of students taking AP Exams, the number of exams taken, and the number of exams scored at three or higher increased compared to 2010. The percentage of exams scored at three or higher declined from 38 percent in 2010 to 32 percent in 2011. During 2010–2011, Pre-AP and AP Training was provided to 372 HISD educators.

A²TeaMS (Title I Funding)

A²TeaMS is a three-year professional development program for 97 secondary mathematics and science teachers. In 2010–2011, 113 teachers participated in 118 hours of professional development in mathematics and science; 73 teachers were in their third year of participation. On the Stanford 10 mathematics and science subtests, students of A²TeaMS teachers showed increases in Normal Curve Equivalent (NCEs) scores from spring 2010 to spring 2011 in science and in mathematics.

Battelle for Kids (Title II Funding)

In 2010–2011, Battelle for Kids was engaged to assist in the development of balanced scorecards for HISD instructional levels and central office departments. During the year, 38 central office and three instructional level scorecards were developed. Several departments are using the scorecards to track key performance measures.

Carnegie Leadership (Title I Funding)

Carnegie Leadership provided 30 hours of training to 11 Apollo mathematics teachers and nine instructional specialists in order to develop a cadre of coaches to support teachers in the utilization of the Carnegie Tutor program. Students at the Apollo schools showed gains in TAKS mathematics performance from 2010 to 2011 both in terms of percent met standard (plus nine percentage points) and percent commended (plus six percentage points).

Case Workers (Title I Funding)

This program provided funds to support 19 student caseworkers responsible for collaborating with campus administration and student support personnel on cases involving truancy, dropouts, and other excessive absences or lack of student engagement due to socio-economic issues.

Core Instructional Specialists (Title I Funding)

Elementary and secondary instructional specialists provided leadership and technical support for the implementation of the district's curriculum in English/language arts (ELA) K-12. The impact of this program on districtwide student academic achievement is evident through positive growth occurring at commended levels at seven of nine grade levels tested on the TAKS reading test.

Early Childhood Program (Title I Funding)

The Early Childhood Program provided funding to support the salaries of 619 prekindergarten teachers and one librarian to continue the focus on beginning literacy and oral language development.

Elementary Science–Sanchez Lab (Title I Funding)

These two programs worked in conjunction to provide leadership, technical support, and content expertise to support the elementary grade science curriculum. During the 2010–2011 school year, training opportunities were attended by 162 teachers and instructional coordinators. Academic growth in science as measured by Stanford 10 NCEs was observed for all five elementary grade levels compared to the previous year. Districtwide performance on the TAKS science test revealed that the percentage of students achieving commended performance increased by two percentage points on the grade five English test version.

Highly Qualified Teacher/Paraprofessional (Title II Funding)

The Highly Qualified Teacher/Paraprofessional program was designed to provide support to all not highly qualified district teachers and paraprofessionals to help them gain “Highly Qualified” status by developing and disseminating individualized certification pathway plans, monitoring plan progress, and by providing certification plan preparation, training and resource materials. During 2010–2011, the percentage of HISD classes taught by highly qualified teachers was 99.1 percent, a 1.3 percent increase over 2009–2010. Of 112 not highly qualified participating teachers, 63 or 56.3 percent became highly qualified during 2010–2011.

Homeless Children (Title I Funding)

Title I funds were used to pay certified teachers to provide supplemental instruction at shelter sites and school campuses to students identified as homeless and in need of academic tutoring or enrichment. During 2010–2011, 30 teachers provided supplemental instruction to 637 students at various shelter sites throughout Houston. Achievement gains for these students were mixed on both the TAKS and Stanford 10.

Master Schedule Curriculum Training (Title I Funding)

This program provided professional training in concepts and methodologies to optimize the scheduling development skills for the district to 91 educators representing 54 HISD campuses.

Math Solutions (Title I Funding)

Math Solutions delivered six hours of training focusing on basic numeracy skills to 226 Apollo Fellows in order to facilitate instruction to struggling mathematics students. Students at the Apollo schools showed gains in 2011 in both the percentage meeting standard and the percentage commended on the TAKS mathematics subtest and these gains were higher than those noted for the overall district.

Middle School Literacy Coaches (Title I Funding)

The major focus of the literacy coach's work in 2010–2011 was to facilitate the implementation of Tier II and Tier III reading intervention programs and to ensure that Tier I core content teachers were aware of the learning needs of these struggling readers in their core content classrooms and to offer coaching support for teachers of these students. Performance on the reading TAKS improved for one of three middle school grade levels and writing performance was unchanged. Improvement was also noted for one grade level on the Stanford 10 reading subtest.

Play It Smart (Title I Funding)

This program funded 23 Academic Coach positions to support student athletes at 23 high schools. Student athletes at 22 of the 23 campuses posted higher GPAs than their non-athlete counterparts and student athletes outperformed non-athletes on all four TAKS subject tests.

Professional Development–Dr. Robert L. Canady (Title I Funding)

School Scheduling Associates provided training to 105 middle and high school principals and assistant principals on the development of their 2011–2012 master schedules. A single workshop was conducted in January with middle and high school principals as a beginning discussion around the philosophies that should exist when developing a master schedule for each level.

Professional Development–EVAAS Training (Title II Funding)

In support of the District's ASPIRE Educational Improvement and Performance Management Model, the HISD Professional Support and Development department provided Value-Added Foundation and Advanced level face-to-face training to 1,250 HISD employees from June of 2010 until June of 2011. The objective of the training was for participants to develop a basic understanding of value-added analysis and the use of the data available to improve teaching and learning.

Professional Development–Renzulli (Title I Funding)

This training was provided to 253 teachers to support the utilization of The Renzulli Learning System (RLS). The Renzulli Learning System (RLS) is a web-based application designed to increase teacher productivity and student learning by facilitating the differentiation of curriculum. During 2010–2011, 6,438 HISD teachers logged into the RLS.

Professional Development–Title I (Title I Funding)

The Professional Support and Development department (PSD) administered district-wide training programs to support beginning teacher induction and retention, campus mentoring and coaching, PK-12 curriculum training and 21st century instructional best practices. During 2010–2011 these training programs were attended by 4,450 educators.

Professional Development–Title II (Title II Funding)

The Professional Support and Development department (PSD) administered district-wide training programs for employee on-boarding, instructional best practices, technology integration and 21st century readiness, administrator preparation, application of value-added data and student data decision-making tools, paraprofessional training, and state-mandated Instructional Leadership Development (ILD) training. During 2010–2011 these training programs were attended by 4,339 educators.

READ 180 (Title I Funding)

The READ 180 program is an intensive reading intervention program targeting adolescent illiteracy through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Ongoing professional development was provided by Scholastic and the HISD literacy team to 31 Apollo 20 middle school and high school ELA teachers. Students at the Apollo schools showed declines in 2011 in the percentage of students meeting standard on the TAKS Reading/ELA test. The percentage commended increased by one percentage point, just below the three percentage points observed for the district.

School Allocations (Title II Funding)

This program provided campuses with an individual Title II, Part A allocation based on student enrollment. The analyses of districtwide and campus-level performance reflect a positive trend in the 2011 campus level performance, overall, as compared to 2010 results. Specifically, TAKS gains were achieved by approximately 69.1 percent of the campuses in mathematics, 68.4 percent in social studies, 58.9 percent in science, 57.7 percent in reading/ELA, and 49.3 percent in writing. Overall, 56.5 percent of the campuses showed gains or remained unchanged on all tests taken.

Secondary CIA Stipends (Title I Funding)

The Secondary CIA Stipends program provided extra duty pay and materials for professional development to support 198 secondary ELA teachers in implementing the new ELAR TEKS in preparation for the new STAAR assessment, and to build capacity in understanding and implementing the Texas College Readiness Standards and English Language Proficiency Standards (ELPS). Over the course of the year, four training sessions were conducted for each grade level. Districtwide student performance on the TAKS reading/ELA improved at two of six secondary grade levels and the percentage of students achieving commended performance increased at five of six grade levels.

Sign-On Bonuses (Title II Funding)

A critical component of improving student academic achievement is recruiting and retaining highly qualified teachers. This program provides both a recruitment incentive to teachers beginning their career with HISD as well as provides second year teachers with a retention incentive. The capacity of this program to recruit and hire an additional 200 fully certified teachers and retain 230 second year teachers, including instructors for bilingual education and other critical shortage areas, is an important accomplishment for the district. The program met its stated goal concerning the payment of bonuses.

Spring Board Math (Title I Funding)

This program supported the launch of the SpringBoard mathematics curriculum in 19 HISD middle schools. SpringBoard is the foundational component of the College Board's College Readiness System. A total of 102 teachers received training in the implementation of the SpringBoard math curriculum. Fourteen of the 19 schools showed increases in TAKS mathematics met standard performance, three registered declines, and one remained unchanged.

Twilight Schools (Title I Funding)

In 2010–2011, HISD's Twilight Schools program provided high school students with a flexible opportunity to complete coursework required for graduation by providing evening and weekend self-paced online instruction at seven HISD schools throughout the district. The program targeted at-risk students seeking credit recovery and accelerated instruction. In 2011, 311 students completed 252 courses offered through this program.

Recommendations

1. The e-Train database provides information on HISD internally provided staff development participation but the link between participation and student achievement gains is not conclusive. The majority of programs included in this report included extensive staff development training but there is no data readily and consistently available on participant evaluation of training. It is recommended that the district develop a continuous process improvement approach based on the systematic collection of course-specific feedback from staff development participants. The proposed approach would assess participant ratings immediately after participation and at a later time to determine to what extent staff development training was actually implemented in the classroom and its perceived effectiveness.
2. The recommended approach for developing this feedback would be the use of web-based survey methodology. Feedback would be solicited from participants both immediately after training and at an agreed upon time period later in the school year. Participation would be voluntary and the surveys would be brief and primarily closed-end. Respondents would also have the opportunity to provide open-end feedback.
3. It is recommended that this survey methodology be utilized for both HISD provided staff development and staff development provided by external vendors.
4. It is recommended that feedback be presented to staff development providers to facilitate curriculum changes and to develop new curriculum as required. The goal is continuous improvement of staff development offerings.
5. To the extent possible, research should be undertaken to determine the impact of classroom-implemented staff development training on student performance. The proposed survey methodology would provide a starting point for this type of analysis.
6. In an effort to improve teacher and principal retention efforts, the district should utilize district PeopleSoft records to track campus-level and districtwide retention rates among teachers and administrators. This will allow TPTR program administrators to be informed on a timely basis of the content areas, grade levels, and campuses with the highest turnover among teachers and campus administrators and allow TPTR retention efforts to be more focused.
7. Individual campuses are currently required to submit descriptions of how they intend to utilize Title II, Part A funds prior to the start of the school year. However, in order to determine the extent to which campus-level programming was implemented as planned, documentation of campus-level program implementation should also be collected.

TITLE I AND TITLE II CENTRALIZED PROGRAMS 2010–2011

Introduction

Program Description

The Title I, Part A of NCLB requires that all states receiving Title I-A funds develop plans for all core subject teachers to meet highly qualified teacher requirements. The Title II, Part A Teacher and Principal Training and Recruiting (TPTR) Fund supports programs, services, and activities to improve teacher and principal quality through the enhancement of professional development and recruitment services for educators at all academic levels. The intent and purpose of the grant is to provide financial support to increase student academic achievement and hold school districts and schools more accountable. The majority of programs included in this evaluation were funded by the Title II Part A, TPTR Fund and the following discussion applies primarily to Title II Part A program requirements. This year, four programs received joint Title I/Title II funding, six were funded exclusively by Title I, and 22 were funded exclusively by Title II. There is significant overlap between Title I and Title II criteria for the authorized use of funds including instruction by highly qualified teachers and professional development. In 2001, the No Child Left Behind (NCLB) Act mandated the following general program requirements for Title II Part A, TPTR program activities:

- Activities must be based on a local assessment of needs for professional development and hiring.
- Activities must be aligned with state academic content and student academic performance standards and state assessments.
- Activities must be aligned with curricula and programs tied to state academic content and student academic performance standards.
- Activities must be based on a review of scientifically based research.
- Activities must have a substantial, measurable, and positive impact on student academic achievement.
- Activities must be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.
- 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.

Although the Title II, Part A TPTR Fund does not mandate any program-specific regulations, general ESEA regulations in Title 34 of the Code of Federal Regulations Part 299 and various sections of the Education Department General Administrative Regulations do apply to the program. Additionally, in an attempt to implement such activities, local education agencies (LEAs) must limit the use of allotted funds to one or more of the following categories of activities: recruiting, hiring, and retaining highly qualified personnel; providing professional development; improving the quality of the teacher and paraprofessional work force; and/or reducing class size (only when the class-size reduction teacher is a highly qualified teacher). **Table 1** (see page 10) provides a more specific list of authorized activities that may be conducted with Title II, Part A program funds. For reference, **Appendix A** provides a list of authorized activities conducted with Title I, Part A funds.

Professional development training is a crucial component in developing and maintaining the fundamental pedagogical and core content knowledge base from which teachers internalize effective instructional strategies for curriculum delivery (Peixotto and Fager, 1998; Porter, Garet, Desimone, Yoon, and Birman, 2000). “High quality professional development” denotes professional development that

fulfills the criteria of the detailed, though not exhaustive, definition provided in Title IX, Section 9101(34) of the ESEA. Specifically, this definition states that high quality professional development includes activities that:

- improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified,
- are an integral part of broad schoolwide and districtwide education improvement plans,
- give teachers and principals the knowledge and skills to help students meet challenging state academic standards,
- improve classroom management skills,
- are sustained, intensive, and classroom-focused and are not one-day or short-term workshops,
- advance teacher understanding of effective instructional strategies that are based on scientifically based research, and
- are developed with extensive participation of teachers, principals, parents, and administrators (U. S. Department of Education, 2006).

Table 1: Title II, Part A TPTR Fund: Authorized Activities, 2010–2011

1. Develop and implement scientific research-based strategies and activities to recruit, hire, and retain highly qualified teachers, specialists, principals and pupil services personnel.
 2. Develop and implement initiatives to recruit and retain highly qualified teachers to teach in their fields of study.
 3. Provide professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals in content knowledge, instructional strategies and skills, meeting the needs of diverse and special needs students, technology-enhanced learning, parent involvement, classroom management, and using State academic content and achievement standards and State assessments to improve instruction and learning.
 4. Develop and implement initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success.
 5. Carry out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, distance learning, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.
 6. Carry out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.
 7. Hire highly qualified teachers, including special education teachers and teachers who become highly qualified through state and local alternative routes to certification, in order to reduce class size, particularly in the early grades.
 8. Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation.
 9. Carry out programs and activities related to exemplary teachers.
-

As stated, the TPTR Fund was also designed to help states ensure that all core subject area teachers meet the “highly qualified” teacher criteria. In general, the term, “highly qualified teacher” means that the teacher:

- has obtained full state certification as a teacher or passed the state teacher licensing examination;
- holds a license to teach in the state;

- does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- holds a minimum of a bachelor's degree; and
- has demonstrated subject-matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the state and in compliance with Section 9101(23) of ESEA (U.S. Department of Education, 2006).

Program History

In 2001, NCLB reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). Title I, Part A of NCLB requires all states that receive Title I-A funds to develop a plan for all core subject teachers to meet the state's highly qualified teacher requirements by the end of the 2005–2006 school year. NCLB's Title II, Part A, the Teacher and Principal Training and Recruiting (TPTR) Fund provides supplemental, centralized, and campus-based grants to support strategies to improve teacher quality, consistent with the intent of Title I, Part A. The TPTR Fund program, along with Title I, Part A, places particular emphasis on ensuring that all core subject area teachers meet "highly qualified" (HQ) teacher criteria to become effective educators. Title I, Part A further stipulates that all teachers of core academic subjects hired after the first day of the 2002–2003 school year and teaching in a program supported with Title I-A funds are to be highly qualified when hired (TEA, 2007).

In October of 2002, the Texas Higher Education Coordinating Board (THECB) was directed by the 77th Texas Legislature to collaboratively develop a state plan to address the teacher shortage in Texas. In concert with the Texas Education Agency (TEA), the State Board of Educator Certification, the Texas Workforce Commission, the Governor's Office, and the Legislature, the THECB drafted a plan that set the single goal to increase the number of fully certified educators employed in the state from 276,000 in 2002 to 360,000 by 2015. In 2007, THECB made revisions to this plan and published the "State Plan for Meeting the Highly Qualified Teacher Goal." This plan contains four key objectives designed to close important deficits in related areas including the:

- salary gap,
- retention gap,
- certification gap, and the
- preparation or professional development gap (THECB, 2002 and 2007).

Included in this plan is a provision for the monitoring of LEA implementation of NCLB programs—the Performance-Based Monitoring Analysis System (PBMAS). Under the PBMAS, LEAs must validate the highly qualified status of each teacher. Under this system, LEAs not in compliance with NCLB indicators are required to participate in a continuous improvement process to ensure future compliance.

The Title II, Part A TPTR Fund replaced the Class-Size Reduction and Eisenhower Professional Development programs. Under NCLB, the goals of hiring and retaining teachers to reduce class size and professional development in mathematics and science remained a priority. However, broader spectrums of hiring and staff development activities for instructional enhancement were allowable through the NCLB legislation.

Rigorous research has demonstrated that teachers are an important determinant of the quality of a child's education (McCaffrey, Lockwood, Koretz and Hamilton, 2003; Provasnik and Stearns, 2003). The findings helped to spur an urgency to recruit and retain highly qualified educators to prepare our children for the future security of the nation (U. S. Department of Education, 2004).

Program Rationale, Goals, and Objectives

Based on program guidance provided by the U. S. Department of Education (2006), the mandated intent and purpose of the Title II, Part A TPTR Fund under the NCLB legislation is to make funds available to LEAs to do the following:

- Increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.
- Hold LEAs and schools accountable for improving student academic achievement.

As stated, a fundamental goal of Title II, Part A is to increase the academic achievement of all students through the preparation, training, recruitment, maintenance, and retention of high-quality educators who are capable and effective in ensuring that each child achieves high academic standards. Further, this grant provides the flexibility to use funds creatively to address challenges to teacher and paraprofessional quality, whether they concern teacher preparation and qualifications of new teachers and paraprofessionals, recruitment and hiring, induction, professional development, teacher retention, the need for more capable principals and assistant principals to serve as effective school leaders, or reducing class size. Other NCLB funds authorized to improve teacher quality may be coordinated with Title II, Part A funds. They include Title I, Parts A and B; Title II, Parts B, C, and D; Title III, Part A; Title V, Part A, and Title VII, Part A (U. S. Department of Education, 2005). In fact, in considering the best utilization of Title II, Part A funds, the district may target funds to meet its Title I responsibilities. The NCLB Title I, Part A requirements include, but are not limited to the following:

- All public school core subject teachers on campuses receiving Title I funds must meet the state's highly qualified teacher requirements by the end of the 2005–2006 school year.
- The district must ensure that all core subject teachers are highly qualified if they were hired after the first day of the 2002–2003 school year and teach on a campus supported by Title I, Part A funds.
- The district must ensure that parents with students in Title I schools are notified that they can request information regarding the licensure and certification of their child's teachers.
- The district must ensure that Title I schools provide parents with timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a non-HQ teacher.
- The district must have a plan describing how it will meet the 2005–2006 HQ criteria.

Further, TPTR guidelines require that teachers hired with program funds for class-size reduction be highly qualified after the first day of the 2002–2003 school year. The parameters of both Title I and Title II, Part A advance the expectation that core subject teachers, in particular, are expected to demonstrate subject-matter knowledge and teaching skills necessary to help all children, regardless of individual learning styles or needs. Early childhood and prekindergarten teachers are included in this requirement only when these programs are included as a part of the school system (U. S. Department of Education, 2005).

Title II, Part A Administrative Personnel

To facilitate the implementation of the Title II, Part A, TPTR Fund, the External Funding Office, through the Title II, Part A supervisor, collaborated with Title II, Part A program administrators, HISD school offices, and the Title II, Part A evaluator in the HISD Department of Research and Accountability to implement the grant and to assess TPTR activities in HISD.

Program Participants

The 2010–2011 TPTR Fund program in HISD involved 26 centralized programs, including 17 with Title I funding, nine with Title II funding, and 289 HISD campus-based programs. Of the 289 Title II, Part A public schools, 283 (97.9 percent) submitted the TPTR campus program description form, including implementation and evaluation details. Based on the 2010–2011 PEIMS fall resubmission staff database, the 2010–2011 program had the potential to impact all 203,924 students, 11,859 teachers, 282 principals, 266 assistant principals, 353 campus professional personnel (e.g., counselors), 1,510 paraprofessionals, and various instructional leaders within HISD (PEIMS 2010–2011 Staff). Total teachers employed in the district decreased (1.5 percent) compared to 2009–2010 and the total student population served increased (1.5 percent).

The NCLB Title I, Part A requirement for all public school core subject teachers on Title I campuses to meet their state’s highly qualified teacher requirements by the end of the 2005–2006 school year directly impacted the district. In the 2006–2007 school year, 275 HISD campuses were identified as Title I campuses. There were 272 campuses that were categorized in this manner in 2008–2009, 270 Title I campuses in 2009–2010, and 276 in 2010–2011. For the current year, Title I schools included eight early childhood centers, 163 elementary schools, 54 middle schools, 45 high schools, and 6 Alternative/Charter schools. Further, the number of Title I students in 2010–2011 was 194,664, an increase of 1.2 percent compared to 2009–2010 (192,302).

Budget and Administrative Arrangements

The TPTR Fund is a “forward funded” program with funds becoming available after July 1, 2010 for the current school year. Funds are available to the state or LEA for a period of 27 months following dissemination. HISD allocated \$46,919,489 (see **Table 2**, page 16) to implement centralized programs, 289 HISD campus-based programs, and general administrative costs to operate the program. \$8,966,146 of this total amount was carried forward from the previous fiscal year. The TPTR Fund authorizes LEAs to reserve an additional percentage of funds for indirect costs equal to its approved “restricted indirect cost rate” (TEA, 2008). For the 2010–2011 school year, HISD reserved \$2,705,585 for indirect costs for Title I programs and \$379,486 for Title II programs.

Purpose of the Evaluation Report

In line with the intent of the grant, HISD’s fundamental goal for the Title II, Part A program has been to improve student achievement through improving teacher, paraprofessional, and principal quality. The purpose of this evaluation was to summarize the parameters of the Title II, Part A TPTR Fund, assess population needs, program goals, services, activities, and outcomes, and assess districtwide utilization of TPTR funds. This evaluation is primarily intended to inform program administrators as to how well the overall implementation of the TPTR Fund and individual program efforts are meeting their stated goals and the intent and purpose of the fund. This evaluation report should be used in the District’s Title II, Part A TPTR Fund planning process for subsequent years. To support such efforts, a general analysis of changes in districtwide and campus-level student achievement will be presented. However, it should be noted that the TPTR Fund does not contain any specific LEA reporting or evaluation requirements (U.S. Department of Education, 2006).

The following research questions were addressed:

1. How were funds allocated during the 2010–2011 school year?
2. What activities were conducted in accordance with each allowable use of program funds and what evidence of success exists in each area?
3. What was the overall impact of the district’s Title I and Title II, Part A TPTR centralized programs on student academic achievement?

Methodology

Data Collection

Several strategies were employed in the collection of relevant data used to evaluate the effectiveness the District’s 2010–2011 Title I and Title II, Part A TPTR Fund programs. Primary program documentation included program budgets; TPTR program descriptions and campus program descriptions for 2010–2011; TPTR program criteria and updates as collected during meetings with the Title II, Part A TPTR supervisor; and review of related literature from the U. S. Department of Education and TEA. Specifically, target populations, planned evaluation strategies, and expected outcome measures were obtained from central office and TPTR program and campus program descriptions for 2010–2011. TPTR campus program descriptions were submitted by 283 (97.9 percent) of the 289 campuses receiving TPTR

campus allocations for the 2010–2011 school year. Additionally, central office implementation and end-of-year TPTR reports were requested by the TPTR evaluator and submitted by program administrators.

Budget data and data on the extent to which teachers across HISD received professional development training were obtained from reports provided by central office program administrators, TPTR program descriptions and campus program descriptions, and Title II, Part A TPTR TEA eGrants Compliance Reports, as submitted to the evaluator by the TPTR supervisor. Additional data were submitted by the district's Finance Department (General Accounting) and the Department of Professional Development Services. The Title I and Title II, Part A TPTR Educator Survey, 2010–2011 supplied information concerning professional development training and teacher highly qualified status. Budget data were rounded to the nearest dollar to assess grant allocations and expenditures.

The number of campuses and centralized programs hiring teachers was determined by the Title II, Part A hiring query for 2010–2011 as provided by the Department of Human Resources. The grade level/content areas taught by educators hired through this grant were included in the hiring query. Teaching history including highly qualified status, student population taught, and teacher perceptions of the impact of professional development on instruction and classroom activities were analyzed from the Title I and Title II, Part A TPTR Educator Survey, 2010–2011. Additional data pertaining to the number of classes taught by highly qualified teachers was obtained from the TEA NCLB Highly Qualified Reports as of July, 2011.

Program Surveys

In January 2011, program administrators were asked to complete a program implementation survey. These surveys assessed where program administrators expected to incur expenses, compliance with Title I and Title II criteria for using federally authorized funds, and compliance with 10 HISD mandated criteria. In the spring of 2011, two TPTR surveys were administered. The Title I and Title II, Part A TPTR Educator Survey, 2010–2011, was made available online from mid-May through early June 2011 (see **Appendix B**). All district teachers, paraprofessionals, instructional specialists, assistant principals, and principals were invited to complete the Educator Survey. It assessed teaching history, type, and amount of professional development received by teachers, subject area specialists, teachers' aides, and other educators, as well as identification of the training provider, student population taught by the educators, and teacher perceptions of the impact of professional development on instruction and classroom activities. The survey responses to multiple choice and written-response items were anonymous. The survey was administered via an open invitation to all educators to solicit survey participation. The extent to which all educators in the district were aware of or encouraged/motivated to participate in the survey is expected to be highly variable.

Additionally, all centralized program administrators were asked to complete an end-of-year report for their respective programs. This survey for program administrators provided summary information on program planning and/or implementation, compliance, evaluation, and staff development activities.

Measures of Academic Achievement

Districtwide, campus-level, and student group academic achievement were assessed using spring 2010–2011 Texas Assessment of Knowledge and Skills (TAKS), Stanford 10, and Aprenda: La Prueba de Logros en Español (Aprenda 3) scores from HISD assessment reports for spring 2011. Additionally, spring 2009–2010 TAKS, Stanford 10, and Aprenda 3 scores were analyzed to assess performance gains and losses from previous years. The Public Educational Information Management System (PEIMS) database was matched with test data files for student demographics.

The Stanford 10 and Aprenda 3 are norm-referenced measures. The Stanford 10 is administered in grades one through eleven and the Aprenda 3 is administered in grades one through eight. These measures provide a way of determining the relative standing of students' academic performance when viewed in relation to the performance of students from a nationally representative sample, for comparative purposes. Average Normal Curve Equivalent (NCE) scores for students tested on the Stanford 10/Aprenda 3 were

reported. The NCE is an equal-interval scoring scale that ranges from one to ninety-nine with a mean NCE of 50 which corresponds with the 50th percentile in the National Percentile Rank (NPR) scale.

The TAKS is a standardized criterion-based student academic achievement test in Texas that is being administered for its ninth year. TAKS is administered in grades three through eleven. The highest number of students tested on any subtest and the percentage of students passing each subtest are presented, along with passing percentages for all tests taken and commended performance.

Data Analysis

Survey data for teachers and principals were analyzed using descriptive statistics. Additionally, achievement data were aggregated at the districtwide, campus, and student group levels. Three sets of TAKS, Stanford 10, and Aprenda 3 data were retrieved and analyzed for 2008–2009, 2009–2010, and 2010–2011. Calculations of change may vary by one percentage-point throughout this report due to rounding. Student academic performance was measured by analyzing NCE scores from the Stanford 10 and Aprenda 3 subtests. The percentage of students passing each TAKS subtest was reported. The maximum number of students taking each test is presented by grade level for Stanford 10 and Aprenda 3 and by subject on the TAKS. The number of students tested on TAKS by grade level for previous years can be obtained from the HISD TAKS report for spring 2009 and 2010 (Houston Independent School District, Spring 2009; Houston Independent School District, Spring 2010). Results for student groups of four or less were not reported, consistent with state practice.

Findings

How were funds allocated during the 2010–2011 school year?

Title II, Part A Program Funding

Table 2 (see page 16) presents the Title II, Part A TPTR Fund budget allocations by program and their corresponding expenditures, unexpended balances, and original planning allotments. Of the 26 centralized programs, nine were funded by Title I and 17 were funded by Title II.

The figures in Table 2 are based on documentation provided by the HISD Department of External Funding and the Budgeting and Financial Planning Department. The table revealed a total planning entitlement of \$46,084,973 which included \$45,739,859 for distinct program and school budgets and \$345,114 for general administrative costs. Due to budget carryover, a total of \$46,919,489 was allocated for 2010–2011 with \$3,919,820 reserved for administrative costs and the remaining \$42,999,669 reserved for individual program and school expenditures. Actual expenditures totaled \$35,064,113 leaving an unspent balance of \$11,855,375.

Appendix C displays planning, allocation, and budget expenditures for the 2009–2010 school year. A comparison of budget data from these two consecutive years, revealed a 4.6 percent increase in the total budget allocation, from \$44.9 million in 2009–2010 to \$46.9 million in 2010–2011. This comparison also revealed a 16.1 percent decrease in expenditures, from \$41.8 million in 2009–2010 to \$35.1 million in 2010–2011. The total budget allocation was utilized at a rate of 74.7 percent compared to a rate of 93.1 percent for the 2009–2010 school year, representing a 18.4 percentage-point difference.

Table 2: Centralized Title I and Title II, Part A Program Budgets and Expenditures for Implemented Programs, 2010–2011

Program Name	Planning Budget	Allocation	Expenditures	Unexpended Balance
Centralized Programs				
Advanced Academic Initiatives	\$795,303	\$795,303	\$713,891	\$81,412
A ² TeaMS	\$800,000	\$800,000	\$244,623	\$555,377
Battelle for Kids	\$380,000	\$380,000	\$226,799	\$153,201
Carnegie Leadership	\$12,500			
Professional Development–Dr. Robert L. Canady	\$10,000	\$2,316,692	\$352,668	\$1,964,024
READ 180	\$275,000			
Secondary CIA Stipends	\$88,000			
Case Workers	\$1,500,000	\$561,372	\$561,372	\$0
Core Instructional Specialists	\$5,582,926	\$2,184,435	\$2,184,435	\$0
Early Childhood Program and Pre K Centers	\$14,378,727	\$14,378,727	\$13,719,442	\$659,285
Elementary Science–Sanchez Lab	\$1,000,000	\$1,000,000	\$942,487	\$57,513
Highly Qualified Teacher/Paraprofessional	\$115,000	\$115,000	\$40,000	\$75,000
Homeless Children	\$200,000	\$200,000	\$127,316	\$72,684
Master Scheduling Curriculum Training	\$175,000	\$175,000	\$150,000	\$25,000
Math Solutions	\$29,900	\$29,900	\$29,900	\$0
Middle School Literacy Coaches	\$2,787,600	\$1,033,551	\$1,032,757	\$794
Play It Smart	\$1,421,642	\$550,513	\$550,513	\$0
Professional Development–EVAAS Training	\$185,000	\$920,995	\$208,391	\$712,604
Professional Development–Renzulli	\$190,803	\$400,000	\$309,400	\$90,600
Professional Development–Title I	\$3,958,532	\$4,111,554	\$3,602,788	\$508,766
Professional Development–Title II	\$4,155,787	\$4,155,787	\$3,621,329	\$534,458
Sign-on Bonuses	\$1,700,000	\$1,700,000	\$1,277,378	\$422,622
SpringBoard Math	\$398,089	\$1,055,088	\$0	\$1,055,088
Twilight Schools	\$550,000	\$550,000	\$380,220	\$169,780
Non-Centralized Programs				
General Administration	\$345,114	\$3,919,820	\$299,306	\$3,620,514
School Allocations	\$5,050,050	\$5,585,752	\$4,489,099	\$1,096,653
Totals	\$46,084,973	\$46,919,489	\$35,064,113	\$11,855,375

Table 3 (see page 17) reveals the total Title I and Title II, Part A TPTR program budget, expenditures and the percentage of utilized funds by object detail as indicated by an August 2011 budget query. Across all programs, nearly \$32.4 million were budgeted for payroll costs including approximately \$20.5 million for salaries for professional employees and \$6.0 million for extra-duty pay to teachers for professional development participation; \$6.3 million for contracted services including \$5.3 million for miscellaneous contracted services; \$1.7 million were allotted for supplies and materials; \$6.3 million were budgeted for other operating expenses; and \$205,160 were allocated for technology and related equipment. The utilization rates for each expense category were 74.1 percent for contracted services, 86.0 percent for payroll costs, 25.9 percent for technology and related equipment, 63.7 percent for supplies and materials, and 22.0 percent for other. The utilization rate for all expenditures was 74.7 percent.

Table 3: Centralized Title I and Title II, Part A Total Expenditures by Type, 2010–2011

Object Detail	Budget	Actual Expenditures	Available	Percent Utilized
Capital Outlay				
Technology Equipment	\$205,160	\$53,061	\$152,099	25.9
Subtotal	\$205,160	\$53,061	\$152,099	25.9
Contracted Services				
Building/Land Rental	\$2,540	\$2,400	\$140	94.5
Construction Maintenance/Repair	\$3,500	\$460	\$3,040	13.1
Educational Service Center	\$32,650	\$21,470	\$11,180	65.8
Misc. Contracted Services	\$5,288,054	\$3,980,055	\$1,307,999	75.3
Print Shop Charges	\$153,855	\$84,193	\$69,662	54.7
Professional Dev. Buy Back	\$611,215	\$520,225	\$90,990	85.1
Professional Service	\$95,093	\$43,429	\$51,663	45.7
Rentals-Operating Leases	\$38,000	\$22,764	\$15,236	59.9
Staff Tuition	\$80,000	\$0	\$80,000	0.0
Subtotal	\$6,304,907	\$4,674,996	\$1,629,911	74.1
Payroll Costs				
Cellular Allowance	\$600	\$600	\$0	100.0
Extra Duty Pay-Teachers	\$5,951,498	\$3,363,494	\$2,588,004	56.5
FICA Alternative	\$3	\$0	\$3	0.0
Group Health & Life	\$1,557,995	\$1,359,162	\$198,832	87.2
Hourly Payroll	\$141,426	\$136,666	\$4,760	96.6
Medicare	\$399,321	\$283,784	\$115,537	71.1
Overtime-Support Staff	\$171,064	\$116,092	\$54,972	67.9
Performance Pay	\$118,200	\$38,523	\$79,677	32.6
Salaries-Professional Employees	\$20,534,985	\$19,695,874	\$839,112	95.9
Salaries-Support Employees	\$637,045	\$543,215	\$93,830	85.3
Sick Leave Payment	\$54,924	\$245,811	-\$190,887	447.5
Social Security	\$33,819	\$23,739	\$10,080	70.2
Substitutes-Teachers and Others	\$543,180	\$417,460	\$125,720	76.9
TRS-Above State Minimum	\$2,051,398	\$1,516,988	\$534,411	73.9
Unemployment Compensation	\$29,911	\$29,106	\$805	97.3
Workers' Compensation	\$146,566	\$79,262	\$67,304	54.1
Subtotal	\$32,371,934	\$27,849,775	\$4,522,159	86.0
Supplies and Materials				
General Supplies	\$1,340,617	\$928,975	\$411,642	69.3
Reading Materials	\$370,032	\$159,935	\$210,097	43.2
Testing Materials	\$3,117	\$3,117	\$0	100.0
Subtotal	\$1,713,766	\$1,092,027	\$621,739	63.7
Other				
Fees	\$863,362	\$707,222	\$156,140	81.9
In-District Bus transportation	\$18,000	\$7,850	\$10,150	43.6
In-District Travel	\$59,400	\$33,023	\$26,377	55.6
Misc. Operating Costs	\$4,593,987	\$0	\$4,593,987	0.0
Travel-Employees	\$788,973	\$646,160	\$142,813	81.9
Subtotal	\$6,323,722	\$1,394,255	\$4,929,467	22.0
Total	\$46,919,489	\$35,064,113	\$11,855,375	74.7

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

Title I and Title II, Part A Program Implementation and Services

Table 4 (see page 18) lists the 26 TPTR programs and major program objectives as implemented in HISD during the 2010–2011 school year. Centralized programs and HISD campus-based programs

targeted the provision of professional development training, stipends, and/or incentives for district teachers and administrators.

Table 4: Title I and Title II, Part A Districtwide Programs, 2010–2011	
Centralized Programs	Summary of Major Program Goals and Objectives
Advanced Academic Initiatives	Provide professional development training to Gifted and Talented (G/T) teachers, G/T Coordinators and principals to prepare students for production of advanced level products and to support students in completing independent research assignments.
A ² TeaMS (Academy of Accomplished Teaching in Mathematics and Science)	A ² TeaMS is a 3-year professional development program for mathematics and science teachers. During 2010–2011, the third year of the program, professional development was provided to 113 middle and high school mathematics and science teachers including 73 teachers in their third year of the program. Goals include increasing teacher knowledge and pedagogy, increasing student achievement in mathematics and science, and ensuring that the written curriculum is the taught curriculum.
Battelle for Kids	Battelle for Kids was engaged to provide training for central office and support staff in the rollout of the ePerformance system and to assist central office departments in the development of balanced scorecards.
Carnegie Leadership	Assist Apollo mathematics teachers to effectively utilize the Carnegie Tutor by training 11 Lead Mathematics Teachers and nine Instructional/Curriculum Specialists as coaches to provide this support to mathematics teachers in the Apollo schools.
Caseworkers	Twenty student caseworkers assigned to all HISD campuses to collaborate with campus and central office personnel to increase average daily attendance, reduce the number of annual dropouts, and increase graduation rates at all HISD high schools.
Core Instructional Specialists	Elementary and Secondary Instructional Specialists to promote and support the implementation of an aligned curriculum, to build literacy leadership capacity, and to increase K–12 reading, mathematics, science, and social studies progress and achievement.
Early Childhood Program and Pre K Centers	Provide funds to support a full-day prekindergarten program to support student achievement. The funds are required to provide 50 percent of full-day prekindergarten teachers' salaries.
Elementary Science–Sanchez Lab	The Elementary Science Sanchez Lab program provided leadership, content expertise and technical support for the implementation of the kindergarten through 5th grade science curriculum.
Highly Qualified Teacher/Paraprofessional	Provide support to 100 percent of HISD teachers and paraprofessionals who are not highly qualified to gain highly qualified status via the development of certification pathway plans, certification exam preparation, coaching, and reimbursement upon successful certification exam completion.
Homeless Children	In order to meet the academic needs of the homeless population, Title I, Part A set-aside funds to pay certified teachers to provide supplemental 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.
Master Scheduling Curriculum Training	The purpose of this training was to optimize the scheduling development skills for the district by collecting information on the master scheduling development and process of 54 middle and high schools, identifying best practices, and developing a preliminary master scheduling process plan for rollout during the 2011–2012 academic year.
Math Solutions	This training supported 226 Apollo “Fellows” to increase their capacity to assist struggling students at Apollo campuses with basic numeracy skills.
Middle School Literacy Coaches	Literacy coaches provide support to teachers via modeling, coaching, training, research, and networking.
Play It Smart	Help student athletes take responsibility for their futures through lessons learned on the playing field, in the classroom, and service to others.
Professional Development–Dr. Canady	This program provided training to school administrative teams on the creation of their 2011–2012 master schedules based on student data/needs.
Professional Development Training–EVAAS	Educator training for district personnel to increase familiarity with the ASPIRE School Improvement Model and ASPIRE Awards program. The 2010–2011 program focused on the use of the SAS Educational Value-Added Assessment System (EVAAS).
Professional Development–Renzulli	This program targeted 253 elementary school teachers to receive training for the implementation of Renzulli Learning Systems to support enriched curriculum for all students.

Table 4: Title I and Title II, Part A Districtwide Programs, 2010–2011 (continued)

Professional Development–Title I	Title I funded professional development provided mentoring support to 4,450 beginning (years 1 & 2) teachers on curriculum, teaching and learning best practices, and the teacher appraisal system.
Professional Development–Title II	This program supported district wide professional development to 4,331 educators focusing on employee on-boarding, instructional best practices, technology integration, administrator preparation, application of value-added data, paraprofessional training, and state mandated Instructional Leadership Development (ILD).
READ 180	Training and support on this intensive reading intervention program was provided to 31 teachers in 10 Apollo secondary schools. The Read 180 program was designed to confront the problem of adolescent illiteracy on multiple fronts, using technology, print, and professional development.
School Allocations	Support campus allocations based on a formula grant at the rate of \$25 per student to implement campus-based Title II-A programs and services. Provide campuses with funds for teacher training; parental involvement training; or hiring teachers, specialists, or assistant principals.
Secondary CIA Stipends	This program provided extra duty pay and materials for professional development of 198 secondary ELA teachers to help them effectively implement the ELA Texas Essential Knowledge and Skills curriculum.
Sign-On Bonuses/Recruitment Incentive	Incentives paid to recruit and hire highly qualified teachers in all academic areas and particularly difficult-to-fill positions including bilingual, ESL, and Special Education instructors.
SpringBoard Math	This program provided required and recommended staff development support to 102 educators for implementation of the SpringBoard mathematics program in HISD's middle schools.
Twilight Schools	The Twilight School program provides non-traditional hours, online instruction and teacher support to at-risk, overage, and under-credited student dropouts up to age 26.

Based on 2010–2011 program descriptions and the individual program summaries provided later in this report, **Figure 1** summarizes the primary service areas that corresponded with the seven Title II funded programs. Two programs, General Administration and School Allocations, were excluded from this analysis. Programs could provide multiple services. All seven of the Title II funded programs provided a variety of professional development activities during 2010–2011 with three also providing specific professional development to retain highly qualified teachers and two targeting meeting highly qualified requirements. Two programs provided professional development activities targeting paraprofessionals.

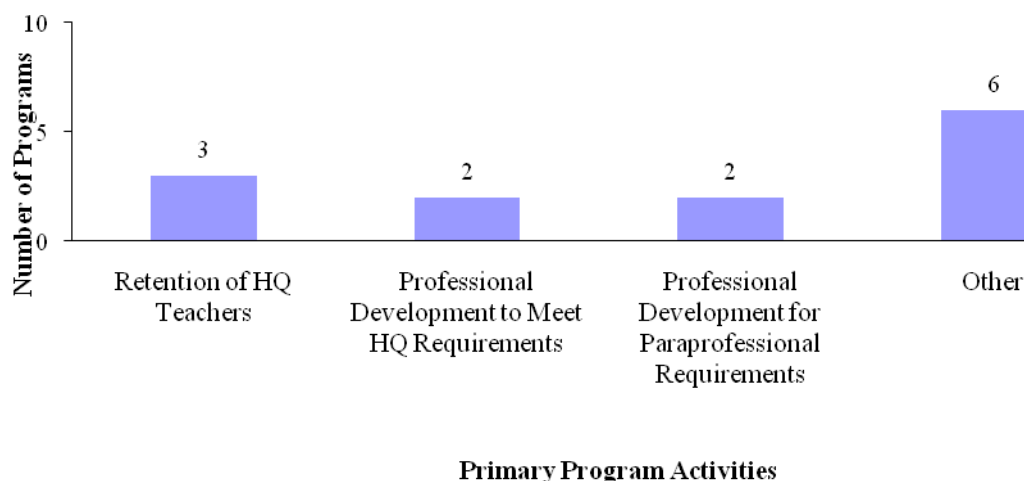


Figure 1. The number of TPTR centralized programs providing each activity based on needs assessments for 2010–2011 (duplicated count).

Source: Title II, Part A TPTR Administrator End-of-Year Survey, 2010–2011

Program Administrator Implementation Survey

Each non-campus Title II TPTR program was supervised by a central office administrator with responsibility to provide information, guidance, and oversight to ensure appropriate program implementation, maintenance, documentation, and reporting. In January 2011, each centralized program administrator was asked to respond to a sequence of questions, confirming adherence with the general program requirements set forth by NCLB and the requirements of the continuous improvement process created by the PBMAS system. Results presented in **Table 5** are based on responses provided by the seven program administrators asked to complete the survey. These administrators managed programs with Title II funding. Two programs, General Administration and School Allocations, were excluded from this analysis. Six (85.7 percent) reported that their activities were based on district or departmental needs assessment for professional development and hiring. Five (71.4 percent) reported that their Title II, Part A activities were a part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students. Four (57.1 percent) reported that program activities were aligned with state academic content, student academic performance standards, and state assessments. Three (42.9 percent) reported that their program was aligned with the curriculum and other activities that are tied to state academic content, student academic performance standards, and state assessments; that program activities were described in their Department Management Plan (DMP) or District Improvement Plan (DIP); and, that program activities were based on scientifically-based research. Finally, none of the administrators reported that their program targeted Title I campuses, teachers, or administrators; that their program was coordinated with other professional development activities provided through other federal, state, and local programs, such as Title II, Part D (technology) funds; that their program targeted schools identified for improvement under NCLB (AYP) for 2010–2011; and, that program costs and expenditures were described in their DMP or DIP.

Table 5: Title II, Part A Administrator Implementation Survey Responses, 2010–2011

Planning Criteria for TPTR Program Activities (N=7)	# Met Criterion		Percent Met Criterion	
	Yes	No	Yes	No
Activities based on a district or departmental needs assessment for professional development and hiring	6	1	85.7	14.3
Activities are a part of a broader strategy to eliminate the achievement gap between low-income and minority students, and other students	5	2	71.4	28.6
Activities aligned with state academic content, student academic performance standards, and state assessments	4	3	57.1	42.9
Activities aligned with the curriculum and other programs that are tied to state academic content, student academic performance standards, and state assessments	3	4	42.9	57.1
Activities described in your DMP or DIP	3	4	42.9	57.1
Activities based on a review of scientifically-based research	3	4	42.9	57.1
Program targets Title I campuses or Title I campus teachers or administrators	0	7	0.0	100.0
Activities coordinated with other professional development activities provided through other federal, state, and local programs, such as Title II, Part D (technology) funds	0	7	0.0	100.0
Program targets the schools identified for improvement under NCLB (AYP) for 2010–2011	0	7	0.0	100.0
Costs or expenditures for each TPTR activity or service listed in your DMP or DIP	0	7	0.0	100.0

Centralized Program Staff Hired with Title I and Title II, Part A Funds

Throughout the district, staff positions were filled to ensure effective TPTR service delivery. The number of staff funded or partially funded by program is presented in **Table 6**. The findings were based on a hiring query accessed in November of 2011 through the PeopleSoft Department. The data show that 620 or 73.5 percent of the 843 staff positions were funded through the Title I Early Childhood Program, 71 or 8.4 percent were funded by the Core Instructional Specialists program. These two programs accounted for over 80 percent of the funded positions. The remaining positions were spread across seven programs and General Administration and School Allocations. It should be noted that the 620 Early Childhood positions received either half of their funding through Title I or were half-day positions.

Table 6: Title I and Title II, Part A Staff Funded or Partially Funded by Program, 2010–2011

Title II, Part A Programs	Number of Staff Funded	Percent of Staff Funded
General Administration	6	0.7
School Allocations*	2	0.2
Title II Professional Development	50	5.9
Title I Centralized Programs		
A ² TeaMS	3	0.4
Caseworkers**	19	2.3
Core Instructional Specialists**	71	8.4
Early Childhood Program	620	73.5
Elementary Science– Sanchez Lab	2	0.2
Literacy Coaches - Middle Schools	5	0.6
Play It Smart**	23	2.7
Title I Professional Development	42	5.0
Totals	843	100.0

* Campus based programs that are not administered through HISD central administration

** Data not sourced from PeopleSoft

Percentages do not equal 100% due to rounding

Table 7 shows the staff positions funded with Title I and Title II, Part A funds including 633 teachers, 31 academic trainers, five middle school literacy coaches, and 37 other positions. It should be noted that multiple staff may have occupied a single position for those positions in which a vacancy occurred during the program fiscal year.

Table 7: Number of Staff Funded with Title I and Title II, Part A Funds by Job Title, 2010–2011

Job Title	Total	Funded by Early Childhood	Job Title	Total	Funded by Early Childhood
Academic Trainer -12M	30		Play It Smart Coach	23	
Academic Trainer-Hr	1		Program Mgr, Leadership Dev	2	
Administrative Scheduler	1		Research Specialist	1	
Assoc Budget Analyst	3		Secretary I 12M	6	
Asst Supt, Prof Development	3		Secretary II 12M	6	
Caseworkers	19		Sr Budget Analyst	1	
Coach, Literacy-MS	5		Sr Mgr, Academic Training	4	
Curriculum Specialist TL	2		Sr Mgr, New Teacher and ACP	1	
District Trainer	3	1	Sr Mgr, Onboarding	1	
Instructional Spclst-12M	75		Sr Mgr, Prof Dev	1	
Librarian	1		Sr Secretary	2	
Mgr, Academic Training	5		Student Worker-IT Rep	4	
Mgr, Onboarding	2		Tchr, Bilingual	1	
Mgr, Online Learning	2		Tchr, Bilingual Pre-K	305	305
Mgr, Prof Dev Clearinghouse	2		Tchr, ESL Pre-K	80	80

Table 7: Number of Staff Funded with Title I and Title II, Part A Funds by Job Title, 2010–2011(continued)

Job Title	Total	Funded by Early Childhood	Job Title	Total	Funded by Early Childhood
Tchr, First Grade	1	1	Tchr, Pre-K	228	228
Tchr, Fourth Grade	1		Tchr, Second Grade	1	1
Tchr, Kindergarten	3	3	Training and Prof Dev Admin	4	
Tchr, Lead	12		Training Operations Admin	1	
Tchr, Multi-Grade	1	1			
			Totals	843	620

High Need Campuses

TPTR funds were to be specifically targeted to campuses in “high need.” In 2005–2006, the U.S. Department of Education defined “high need” schools as those with: (1) not less than 80 percent of the children served are from families with incomes below the poverty line; (2) a high percentage of “out-of-field teachers” teaching in academic subjects or grade levels that the teachers are not trained to teach; and (3) a high percentage of teachers with emergency, provisional, or temporary certification or licensing, as defined in Section 2102 (3) of Title II, Part A of the ESEA Act. At the district-level, Title I, Part A Schoolwide schools had at least 40 percent of the students eligible to receive free or reduced lunch. It was expected that schools meeting the “high need” criteria would be targeted for TPTR programs. More specifically, priority schools had (1) the lowest proportion of Highly Qualified teachers, (2) the largest average class sizes, and/or (3) the status of “identified for school improvement” under Title I, Part A, Section 1116(b), as delineated in Section 2122 (b)(3) of Title II, Part A of the ESEA Act. Funds must target services to these campuses prior to utilizing TPTR funds on other campuses within the district.

According to the TPTR supervisor, HISD determined that its 2010–2011 “high need” allocations were directed to all 46 campuses (see **Appendix D**) with one or more teachers who were not highly qualified based on the 2010–2011 Compliance Report, as submitted to the TEA by the district via the Department of External Funding. As in previous years, Disciplinary Alternative Education Programs (DAEP) were not eligible for the allocation. It should be noted that TEA identified 25 HISD campuses for school improvement under the Title I requirements, according to the report issued by the TEA Office of Accountability and Data Quality. The schools included one elementary school, 11 middle schools, 12 high schools and one alternative school (see **Appendix E**). All of these schools were also “high need” schools. Furthermore, 276 schools, the vast majority of district campuses (92.3 percent) based on a count of 299 schools) were designated as Title I in 2010–2011.

Highly Qualified Teacher Status—TEA NCLB Report

Beginning with the 2005–2006 school year, the targeted percentage of classes that were to be taught by Highly Qualified teachers at the start of the year was set at 100 percent. **Table 8** (see page 23) shows that the percent of classes taught by highly qualified teachers has ranged from 95.5 percent in 2005–2006 (base year), to 99.5 percent in 2007–2008. For 2010–2011, the percent of classes taught by highly qualified teachers in the district was 99.1 percent, a 1.3 percentage point improvement over 2009–2010. The decline in highly qualified percentages since 2007–2008 may be partially attributable to changes in definitions of “highly qualified”, primarily for sixth grade teachers, based on feedback from HISD Human Resources.

Table 8: Number and Percent of Classes Taught by HQ Core Subject Teachers, 2005–2010

Year	Total Classes	Classes Taught by HQ Core Subject Teachers		Classes Not Taught by HQ Core Subject Teachers	
	Number	Number	Percent	Number	Percent
2005–2006	31,543	30,112	95.5	1,431	4.5
2006–2007	28,257	27,709	98.1	548	1.9
2007–2008	25,438	25,310	99.5	128	0.5
2008–2009	25,230	24,552	97.3	678	2.7
2009–2010	30,806	30,120	97.8	686	2.2
2010–2011	25,201	24,979	99.1	222	0.9

Source: Texas Education Agency. NCLB Highly Qualified Reports 2005–2006 to 2010–2011

Highly Qualified Teacher Status—TPTR Educator Survey

The 2,735 respondents to Title II, Part A Educator Survey, 2010–2011 were asked to respond to two survey items concerning their status as a “highly qualified” teacher or paraprofessional. The responses to these items are summarized in **Tables 9** and **10** (see page 24). Table 9 displays the responses to the first item: “Please indicate your ‘Highly Qualified’ status for the 2010–2011 school year.” Seven of 10 teachers (72.0 percent) and six of 10 paraprofessionals (60.7 percent) responding to this item indicated that they were highly qualified for the entire school year. The second largest share of teachers (19.5 percent) responded that they were unaware of their highly qualified status, followed by became highly qualified during current school year (4.7 percent), and not highly qualified as of the end of the school year (3.7 percent). Almost three of 10 (28.4 percent) paraprofessionals were unaware of their highly qualified status, 10.0 percent met the criteria during the current school year, and one percent indicated that they had not met the requirements to become highly qualified.

Table 9: Number and Percent of Respondents Reporting “Highly Qualified” Status for the 2010–2011 School Year

Answer Options	Teacher		Paraprofessional	
	Number	Percent	Number	Percent
I was considered Highly Qualified for the entire school year	1,593	72.0	122	60.7
I am unaware of my Highly Qualified Status	432	19.5	57	28.4
I became Highly Qualified during the current school year	105	4.7	20	10.0
I have not met the requirements to be considered Highly Qualified	81	3.7	2	1.0
Total	2,211		201	
Answered question	2,412			
Did not answer question/not applicable	323			

Table 10 (see page 24) displays responses to the second item: “If you were not considered ‘Highly Qualified’ at the start of the 2010–2011 school year, please indicate how many training sessions, how many days of training, and the total number of hours you attended training to meet the ‘Highly Qualified’ requirements for your position.” Of the 2,735 survey respondents, 2,013 (73.6 percent) declined the opportunity to respond indicating that most respondents were already highly qualified. The modal response, excluding not applicable responses, for the number of training sessions was eleven or more (46.5 percent) sessions for teachers and between one and three (46.2 percent) sessions for paraprofessionals. The modal response provided for the number of days of training attended by teachers was eleven or more days (48.0 percent) and was one or two days for paraprofessionals (44.1 percent). The largest share of teachers indicated that they received 30 or more hours of training (77.3 percent). The largest share of paraprofessionals responding to this item indicated that they received 7–18 hours of training (28.3 percent).

Table 10: Percent of Respondents Not Considered “Highly Qualified” Participating in Training Sessions in 2010–2011 to Meet “Highly Qualified” Requirements

Training Sessions	1-3	4-6	7-10	11+	Response Count	
Teacher	12.4	21.6	19.5	46.5	518	
Paraprofessional	46.2	27.7	10.8	15.4	65	
Days of Training	1-2	3-5	6-10	11+		
Teacher	8.4	20.2	23.4	48.0	500	
Paraprofessional	44.1	28.8	8.5	18.6	59	
Total Hours of Training	1-3	3-6	7-18	19-30	30+	
Teacher	2.7	4.5	7.0	8.4	77.3	512
Paraprofessional	23.3	16.7	28.3	6.7	25.0	60
Answered question	722					
Did not answer question/not applicable	2,013					

Note: Percentages based on response counts. Not all teachers attending training reported days of training and/or total hours of training.

TEA Compliance Reports

The eGrants Compliance Reports submitted by the HISD External Funding Department to the TEA indicated expenditures of \$3.2 million for staff development related activities during 2010–2011.

Educator Retention and Turnover

Table 11 (see page 25) displays a comparison of teacher years of experience and the teacher turnover rate for HISD and the state for the 2008–2009 and 2009–2010 school years as reported in the Academic Excellence Indicator System (AEIS) Report. Data for 2010–2011 were not available for inclusion in this report. The following observations are based on 2008–2009 and 2009–2010 data and should be interpreted with caution. The percentage of HISD teachers with up to five years of teaching experience is slightly lower than the state and experienced a slight decline since the previous school year. The percentage of HISD teachers with 6–10 years of experience increased 0.7 percentage points to 21.1 and is slightly higher than the state at 20.3. The percentage of HISD and Texas teachers with 11–20 years of experience was unchanged since the previous year, and the percentage of HISD teachers in this experience range is lower than the state. The percentage of HISD teachers with more than 20 years of experience decreased slightly and is 2.8 percentage points higher than the state for 2009–2010. The average years of experience and average years of experience with the district for HISD teachers each increased slightly from the previous year. Further, HISD teachers have more average years of total experience with their current district than Texas teachers. The HISD teacher turnover rate for the 2009–2010 school year was 11.1 percent compared to 11.8 percent for Texas. HISD decreased its teacher turnover rate by 1.8 percentage points since the previous year. As demonstrated through these comparisons of the percentage of teachers at each level of experience, average years of experience, and the teacher turnover rate, HISD teacher retention efforts have successfully improved teacher retention measures. Principal retention rates are not currently available. PeopleSoft and PEIMS codes for principals are not associated with all schools in HISD, although these schools have staff with the same job responsibilities as a principal. As a result, not all staff with a principal’s responsibilities are systematically identified and the impact of the current year’s TPTR fund on principal retention has not been determined.

Table 11: Years of Experience and Teacher Turnover Rate for HISD and Texas: 2008–2009 and 2009–2010

Total Years of Experience	HISD Percent		Texas Percent	
	2008–2009	2009–2010	2008–2009	2009–2010
0	6.9	6.1	7.3	6.0
1–5	29.9	30.1	30.5	31.0
6–10	20.4	21.1	20.0	20.3
11–20	21.6	21.6	23.7	24.4
Over 20	21.2	21.1	18.6	18.3
Average Years of Experience	11.7	11.8	11.2	11.3
Average Years of Experience with Current District	9.4	9.5	7.4	7.6
Teacher Turnover Rate	12.9	11.1	14.7	11.8

Source: TEA Academic Excellence Indicator System, 2008–2009 and 2009–2010

HISD Professional Development Services—e-Train Database

Figure 2 presents data from the HISD Professional Development Services e-Train database which indicated the total number of unique professional development courses by core subject area. The data show that the core subject with the greatest number of professional development courses offered was reading (N=103). A total of 102 mathematics courses were offered, followed by science (N=95), arts (N=46), English/language arts (N=25), foreign language (N=8), and social studies (N=6).

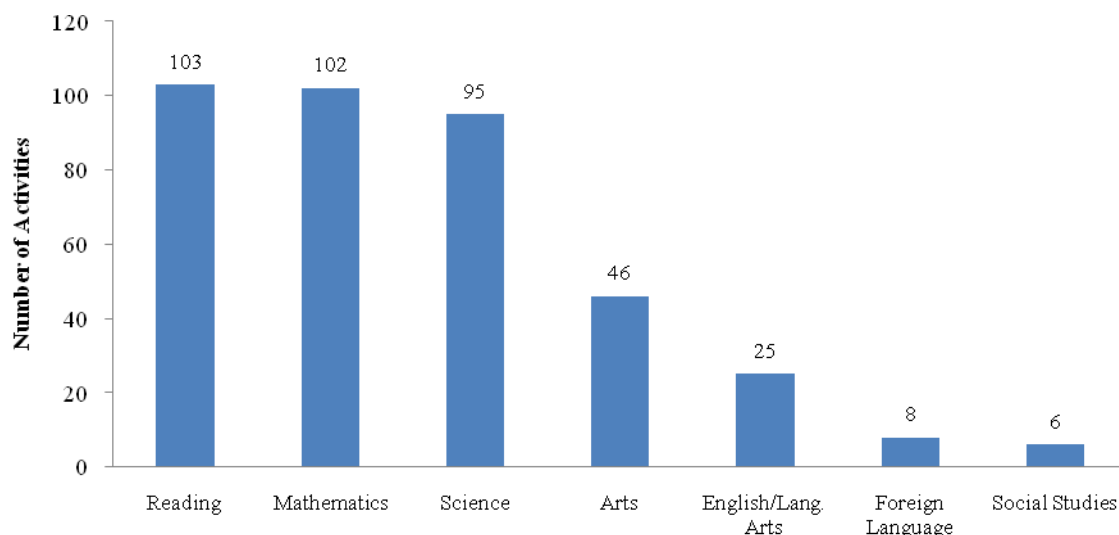


Figure 2. Title II, Part A funded districtwide professional development provided by core subject area, 2010–2011.

Additional data provided by the district's Professional Development Services (PDS) e-Train database revealed an unduplicated, estimated count of 7,032 or 59.3 percent of instructional personnel that completed at least one Title I or Title II professional development training session during the 2010–2011 school year. **Appendices F** and **G** show the coded job descriptions for the professional development participants categorized as instructional personnel by HISD for Title I and Title II, respectively.

HISD Professional Development Services–TPTR Educator Survey

To further ascertain the extent to which teachers and other educators across HISD received professional development training, as well as to determine their perceptions of the training, the Title II, Part A Teacher and Principal (TPTR) Fund Educator Survey 2010–2011 (Appendix B) was utilized.

An average of 2,437 educators responded to each item with a minimum of 722 and a maximum of 2,712 participants responding to the fourteen items presented in this report. Response percentages are based on the total number of responses per item. Findings presented in **Table 12** indicated that 69.4 percent of the respondents were regular education teachers and 8.3 percent were Special Education instructors. Additionally, 5.7 percent of respondents reported being a teaching assistant or paraprofessional, 4.6 percent selected other instructional support staff, 2.7 percent selected subject area specialist, 2.4 percent identified themselves as a campus principal, and 1.3 percent selected assistant principal. Finally, 5.6 percent identified their current position as “other.” “Other” responses, which are detailed in **Appendix H**, included counselors, nurses, speech pathologists, librarians, and others.

Table 12: Number and Percent of Respondents by Position Title for the 2010–2011 School Year

Position Title	Response Percent	Response Count
Teacher (non-Special Education)	69.4	1,881
Special Education Teacher	8.3	225
Subject Area Specialist	2.7	74
Teacher Assistant/Paraprofessional	5.7	154
Other Instructional Support Staff	4.6	125
Assistant Principal	1.3	34
Campus Principal	2.4	66
Other	5.6	153
Total	100.0	2,712
Answered question	2,712	
Did not answer question	23	

Survey responses reported in **Table 13** indicate that 181 respondents (6.9 percent) completed their first year with HISD, 2,429 (92.4 percent) were at least in their second year with HISD, and 20 (0.8 percent) responded “not applicable.”

Table 13: Number and Percent of Respondents’ Years of HISD Experience: 2010–2011 School Year

Number of Years in HISD	Number of Respondents	Percent
N/A	20	0.8
1	181	6.9
2-5	686	26.1
6-10	605	23.0
11-20	688	26.2
Over 20	450	17.1
Answered question	2,630	
Did not answer question	105	

As depicted in **Table 14** (see page 27), duplicated counts based on 2,584 educators providing instruction in more than one grade level, showed that the highest concentration of educators completing the survey taught kindergarten through grade five and provided instruction in reading, writing, and English/language arts; mathematics; science; and social studies. The smallest concentration of respondents taught grades 6–12 and provided instruction in fine arts, foreign language, career and technical education, and health and/or physical education. Further, an unduplicated total of educators

indicating each subject area they taught (N=2,584) demonstrated that 62.3 percent of respondents taught reading, writing, and/or English Language Arts (ELA); 57.1 percent taught mathematics; 53.4 percent taught science; 51.3 percent taught social studies; 24.2 percent taught fine arts; 20.0 percent taught health and/or physical education; 11.6 percent taught a foreign language; 8.6 percent taught career and technical education; and 13.8 percent taught other subject area courses.

Table 14: Respondent Grade Levels and Subjects Taught or Provided Instructional Support to Teachers During the 2010–2011 School Year

Grade	Reading/ Writing/ ELA	Mathe- matics	Science	Social Studies	Fine Arts	Foreign Lang.	Career & Tech. Educ.	Health/ PE	Other
PreK	318	292	288	260	244	67	48	192	112
K	370	338	337	302	242	63	43	176	100
1	394	350	333	299	177	58	40	141	97
2	389	345	311	279	162	45	35	119	95
3	403	363	316	281	155	34	30	128	93
4	361	311	266	228	132	22	26	108	84
5	316	272	255	208	130	21	34	106	82
6	70	58	47	46	34	12	12	35	26
7	59	54	47	45	30	17	14	37	24
8	66	52	50	46	31	18	13	35	24
9	151	137	104	91	67	67	81	84	91
10	153	127	118	97	67	75	92	84	93
11	138	122	109	98	66	73	107	81	103
12	134	115	113	88	69	75	97	85	110
Unduplicated Total	1,609	1,475	1,381	1,325	626	301	221	516	356
Answered question	2,584								
Did not answer question	151								

Additional data presented in **Table 15** (see page 28) revealed that 67.8 percent (N=1,801) of the TPTR Educator Survey respondents taught regular education students, 58.2 percent (N=1,548) worked with economically disadvantaged students, 55.5 percent (N=1,474) worked with at-risk students, and 51.5 percent (N=1,370) worked with Special Education students, based on duplicated counts for 2,658 teachers providing instruction to more than one subpopulation of students. Further, 49.4 percent (N=1,312) provided instruction or instructional support to gifted/talented students, 48.2 percent (N=1,281) of respondents provided instruction or instructional support to Limited English Proficient (LEP) students also known as English Language Learners (ELL), followed by bilingual (1,101 or 41.4 percent). Finally, 83 respondents (3.1 percent) indicated this survey item was not applicable.

Table 15: Respondent Student Groups Taught During 2010–2011 School Year

Student Group	Response Percent	Response Count
Regular	67.8	1,801
Economically Disadvantaged	58.2	1,548
At-Risk	55.5	1,474
Special Education	51.5	1,370
Gifted/Talented	49.4	1,312
LEP/ELL	48.2	1,281
Bilingual	41.4	1,101
Not applicable	3.1	83
Answered question	2,658	
Did not answer question	77	

Table 16 presents responses to the question: “Is your campus a Title I campus?” Of the 2,663 educators providing a response, 91.3 percent (N=2,431) indicated that they worked on a Title I campus during the 2009–2011 school year. **Table 17** provides results for the question: “Is your campus labeled as ‘Identified for School Improvement’ this year?” The largest percentage (53.5 percent) of the 2,651 respondents indicated that their campus had not been identified for improvement, 33.6 percent were uncertain, and 12.1 percent acknowledged working on campuses that had been identified for school improvement based on NCLB criteria.

Table 16: Number and Percent of Respondents Employed at Title I Campuses During 2010–2011

Response Option	Response Percent	Response Count
Yes	91.3	2,431
No	4.4	116
Don't Know	4.2	113
Not Applicable	0.1	3
Answered question	2,663	
Did not answer question	72	

Table 17: Number and Percent of Respondents Employed at Campuses “Identified for School Improvement” During 2010–2011

Response Option	Response Percent	Response Count
Yes	12.1	322
No	53.5	1,418
Don't Know	33.6	891
Not Applicable	0.8	20
Answered question	2,651	
Did not answer question	84	

Table 18 (see page 29) shows TPTR Educator Survey responses concerning the number of training sessions attended, number of days in attendance, and the total number of hours in attendance of professional development training for each respondent. The table shows the total hours of training reported by subject area, revealing the largest concentration of teachers reported attending the highest number of training sessions in reading, writing, or ELA; mathematics; and science. The modal response for the number of training sessions attended was provided by respondents who reported attending two reading, writing, or ELA sessions (N=224). The second highest response (N=214) was attributed to two mathematics sessions. Similarly, educators reported receiving the highest concentration of days in training days and hours in attendance for reading, writing, or ELA; mathematics; and science activities. The modal response for the number of days in attendance was one to two days of reading, writing, or ELA training

(N=406). Finally, 371 respondents reported receiving between 7–18 hours of reading, writing, or ELA training, accounting for the highest number of responses concerning hours in attendance.

Table 18: Number of Training Sessions, Days of Training, and the Total Hours of Professional Development Respondent Attended During 2010–2011

Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	NA
Reading/Writing/ELA	28	156	224	165	136	147	91	33	35	13	210	31
Mathematics	33	197	214	140	89	98	77	21	34	12	99	21
Science	62	210	154	84	58	51	35	11	6	8	103	23
Social Studies	135	151	65	30	32	25	16	11	4	0	35	24
Music/Fine Arts	117	51	27	18	12	15	5	4	1	2	49	53
Foreign Language	102	20	21	23	8	6	4	2	0	1	19	70
Career & Technical Educ.	79	44	48	36	25	19	10	3	9	3	33	69
Health/PE	106	38	28	11	8	8	6	4	5	2	27	59
Other	30	71	89	63	68	48	46	11	18	10	161	66
Number of Days in Attendance	0	1–2		3–5		6–10		11+		N/A		
Reading/Writing/ELA	20	406		382		212		125		30		
Mathematics	27	396		274		156		76		19		
Science	45	351		160		65		89		17		
Social Studies	96	203		69		32		32		21		
Music/Fine Arts	86	81		38		32		24		39		
Foreign Language	73	41		22		19		15		54		
Career & Technical Educ.	61	82		72		29		21		49		
Health/PE	76	66		18		25		16		44		
Other	31	140		165		111		114		49		
Total Number of Hours in Attendance	0	1–3		4–6		7–18		18–30		31+		N/A
Reading/Writing/ELA	13	104		222		371		208		227		21
Mathematics	17	167		210		267		131		132		16
Science	38	177		169		148		58		124		17
Social Studies	93	126		79		66		18		49		19
Music/Fine Arts	84	44		32		33		19		47		38
Foreign Language	70	16		25		25		8		26		54
Career & Technical Educ.	57	37		43		56		38		35		49
Health/PE	72	32		18		29		15		32		44
Other	30	43		67		141		117		183		49
Answered question	2,242											
Did not answer question	493											

Table 19 (see page 30) displays key issues addressed in professional development sessions by core subject area for 2010–2011. Results indicate that professional development targeting higher-order thinking, hands-on activities, and collaborative learning were provided most frequently to reading/writing/ELA, mathematics, and science audiences. Foreign language and “other” content audiences received collaborative learning strategies as the primary issue addressed and hands-on activities were most frequently mentioned by career and technical education and health/physical education respondents.

Table 19: Number of Respondents Attending Targeted Areas of Professional Development During 2010–2011

Targeted Areas	Reading/ Writing/ ELA	Mathe- matics	Science	Social Studies	Fine Arts	Foreign Lang.	Career & Tech. Educ.	Health/ PE	Other
Interdisciplinary strategies	889	662	548	378	173	81	131	101	196
Collaborative learning	975	767	625	404	172	93	138	105	210
Classroom experimentation	391	377	497	184	119	46	85	58	113
Innovative strategies	849	697	532	341	158	78	130	91	195
Higher-order thinking skills	1,069	856	656	411	163	82	133	77	185
Hands-on activities	919	903	728	364	204	87	145	110	189
Personalized teaching goals	586	472	354	238	138	56	105	78	153
Individualized interventions for students	878	671	414	258	120	65	85	70	202
Student assessment to guide instruction	800	644	448	297	111	67	95	75	142
Connections to TEKS, TAKS, or Stanford 10	839	729	555	342	128	59	103	79	130
Follow-up training	387	306	242	146	76	39	75	56	114
Other	127	84	69	53	43	14	30	25	132
Not applicable	126	111	109	122	128	128	126	122	133
Answered question	2,319								
Did not answer question	416								

Table 20 displays the number of respondents by the total number of training sessions, hours, and days of training they received on working with various student groups and instructional techniques for the 2010–2011 school year. Overall, a plurality of the 1,836 respondents reported attending one training session and attended one to two days of training in each of the following areas of focus: at-risk students, students of different cultures, students with different learning styles, classroom management, collaborative learning, and other topics not included in the survey. The largest concentration of respondents also indicated receiving between one and six hours of training for each of the previously mentioned topics. For topics not included in the educator survey, the modal response was 7–18 hours of training received, followed by 31 plus hours. It is important to note that 32.9 percent (N=899) of the survey participants did not provide a response to this item.

Table 20: Number of Training Sessions, Days of Training, and the Total Hours of Training Targeted for Student Populations or Aspects of Instruction During 2010–2011

Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	N/A
At-risk students	123	313	166	128	46	62	30	7	15	5	71	43
Students of different cultures	143	241	98	56	33	25	19	2	9	4	32	44
Students with different learning styles	70	395	256	185	83	59	41	12	27	8	78	34
Classroom management	124	313	137	79	29	26	21	4	6	1	31	38
Collaborative learning	80	296	183	116	73	47	30	19	7	8	88	35
Other topics not included in this survey	63	110	100	92	55	49	34	6	11	5	112	55

Table 20: Number of Training Sessions, Days of Training, and the Total Hours of Training Targeted for Student Populations or Aspects of Instruction During 2010–2011 (continued)

For Student Populations or Aspects of Instruction During 2010-2011 (continued)							
Number of Days in Attendance	0	1-2	3-5	6-10	11+	N/A	
At-risk students	68	474	176	67	54	34	
Students of different cultures	75	307	95	30	34	33	
Students with different learning styles	35	586	277	89	79	36	
Classroom management	73	402	124	30	30	30	
Collaborative learning	38	451	185	75	83	27	
Other topics not included in this survey	41	196	167	77	90	43	
Total Number of Hours in Attendance	0	1-3	4-6	7-18	18-30	31+	N/A
At-risk students	59	251	229	182	52	59	31
Students of different cultures	73	197	130	81	28	40	26
Students with different learning styles	32	262	325	264	95	94	21
Classroom management	66	234	174	124	30	34	29
Collaborative learning	32	259	224	162	61	81	23
Other topics not included in this survey	36	80	110	146	75	123	43
Answered question	1,836						
Did not answer question	899						

Table 21 (see page 32) presents professional development providers who typically offer professional development activities to educators in HISD. Educators were requested to provide an overall satisfaction rating for each provider with whom they attended at least one session. Findings reveal that the largest number of responding educators identified utilizing the HISD Professional Support and Development (PSD) department (N=2,149), followed by campus personnel (N=1,910), central administrative office other than PSD (N=1,467), school office personnel (N=1,339), Region IV Education Service Center (N=1,203), and other providers (N=699).

For each provider, a plurality of respondents indicated that they were very satisfied with the training sessions they conducted. More specifically, 61.5 percent of respondents indicated they were very satisfied with training activities provided by “Other”, followed by 48.9 percent for campus personnel, 46.7 percent for Region IV, 42.3 percent for PSD, 34.6 percent for school office personnel, and 32.4 percent for central office personnel (not PSD). Somewhat satisfied responses ranged from 18.7 percent for “Other” to 32.9 percent for PSD. Overall, 70.8 percent of the respondents were “Very Satisfied” or “Somewhat Satisfied” with professional development service providers during 2010–2011. Neutral responses ranged from 15.9 percent for PSD to 30.2 percent for school office personnel. Those respondents indicating dissatisfaction with service providers ranged from 4.3 percent (very dissatisfied) for school office personnel to 1.0 percent (very dissatisfied) for other providers.

Table 21: Respondent Degree of Satisfaction With Professional Development Service Providers, 2010–2011

Service Provider	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Response Count
Professional Support & Development (PSD)	909	707	342	121	70	2,149
	42.3%	32.9%	15.9%	5.6%	3.3%	
Central Admin Office (Not PSD)	476	433	413	85	60	1,467
	32.4%	29.5%	28.2%	5.8%	4.1%	
School Office Personnel	463	352	404	62	58	1,339
	34.6%	26.3%	30.2%	4.6%	4.3%	
Campus Personnel	934	534	309	68	65	1,910
	48.9%	28.0%	16.2%	3.6%	3.4%	
Region IV	562	281	307	29	24	1,203
	46.7%	23.4%	25.5%	2.4%	2.0%	
Other	430	131	123	8	7	699
	61.5%	18.7%	17.6%	1.1%	1.0%	
Totals	3,774	2,438	1,898	373	284	8,767
	43.0%	27.8%	21.6%	4.3%	3.2%	

Very + Somewhat Satisfied: 70.8%

Table 22 (see page 33) presents data concerning a battery of items in which respondents were asked to select the degree to which they agreed with various statements. A majority (50.0 percent plus) of respondents “strongly agreed” or “somewhat agreed” with each of the items with the exception of “Generally, the training activities I attended this year improved my ability to work more effectively with parents” at 48.3 percent. The highest level of agreement was with statements #2 and #5, “Generally, the training activities I attended this year were of high quality” at 80.4 percent and, “Generally, the training activities I attended this year were classroom-focused” at 80.3 percent.

Finally, respondents were asked to indicate which, if any, incentives were utilized to encourage or support their participation in various professional development activities for the 2010–2011 school year. As displayed in **Table 23** (see page 34), the largest percentage of respondents (48.6) indicated that training activities were paid for by the district or their campus. Further, 41.1 percent of respondents indicated that substitute teachers were provided so they could attend training activities during school hours. Another 29.0 percent of respondents indicated that they were provided stipends and/or other monetary assistance to encourage their participation. Another 15.7 percent of respondents indicated that other incentives were used, while an additional 25.4 percent indicated that no incentives were used to support their attendance at training. It should be noted that response counts total higher than the total number of respondents as each respondent could have received multiple incentives.

Table 22: Number and Percent of Respondents Agreeing with Statement Concerning Training During 2010–2011

Statement	Strongly Agree	Somewhat Agree	Neutral	Some-what Disagree	Strongly Disagree	N/A
1. The instructional leadership on my campus has encouraged my participation in professional development training activities this year. (N=2,399)	1,278 53.3%	620 25.8%	249 10.4%	94 3.9%	95 4.0%	63 2.6%
2. Generally, the training activities I attended this year were of high quality. (N=2,394)	1,057 44.2%	866 36.2%	259 10.8%	99 4.1%	55 2.3%	58 2.4%
3. Generally, the training activities I attended this year were sustained over time (not one-day or short-term). (N=2,372)	724 30.5%	754 31.8%	432 18.2%	206 8.7%	129 5.4%	127 5.4%
4. Generally, the training activities I attended this year were intensive. (N=2,376)	687 28.9%	822 34.6%	511 21.5%	190 8.0%	86 3.6%	80 3.4%
5. Generally, the training activities I attended this year were classroom-focused. (N=2,370)	1,083 45.7%	821 34.6%	242 10.2%	75 3.2%	33 1.4%	116 4.9%
6. Generally, the training activities I attended this year had a positive impact on my teaching style or strategies. (N=2,376)	1,030 43.4%	804 33.8%	291 12.2%	72 3.0%	47 2.0%	132 5.6%
7. Generally, the training activities I attended this year had a positive impact on my subject/content knowledge. (N=2,379)	1,036 43.5%	803 33.8%	302 12.7%	77 3.2%	60 2.5%	101 4.2%
8. Generally, the training activities I attended this year advanced my understanding of effective instructional strategies based on scientific research. (N=2,376)	887 37.3%	782 32.9%	414 17.4%	98 4.1%	61 2.6%	134 5.6%
9. Generally, the training activities I attended this year were aligned with State academic content standards and assessments (TEKS and TAKS). (N=2,370)	1,095 46.2%	766 32.3%	285 12.0%	46 1.9%	33 1.4%	145 6.1%
10. Generally, the training activities I attended this year improved my ability to work more effectively with parents. (N=2,366)	561 23.7%	583 24.6%	654 27.6%	187 7.9%	146 6.2%	235 9.9%
11. Generally, the training activities I attended this year were connected to other schoolwide or districtwide initiatives. (N=2,353)	875 37.2%	822 34.9%	411 17.5%	76 3.2%	57 2.4%	112 4.8%
Answered question	2,422					
Did not answer question	313					

Table 23: Number and Percent of Respondents Receiving Training Incentives During 2010–2011

Training Incentive	Response Count	Response Percent
Stipends or other monetary assistance	713	29.0
Substitute teacher coverage during school hours	1,010	41.1
HISD (or school) paid for training activities	1,195	48.6
Other incentives or support	387	15.7
None	625	25.4
Not applicable	177	7.2
Answered question	2,460	
Did not answer question	275	

HISD School Allocation Campus Program Descriptions

Figures 3–6 (pages 34–36) show the students, subjects, and outcome measures targeted for campus improvement based on campus program descriptions submitted by the 283 campuses receiving TPTR campus allocations for the 2010–2011 school year. Specifically, Figure 3 displays that a majority of responding campuses indicated their campus program was expected to improve the academic performance of the following student groups: regular (95 percent), ESL (80 percent), LEP/ELL (79 percent), special education (77 percent), gifted and talented (72 percent), and bilingual (56 percent). An additional percentage of schools targeted other student groups (seven percent).

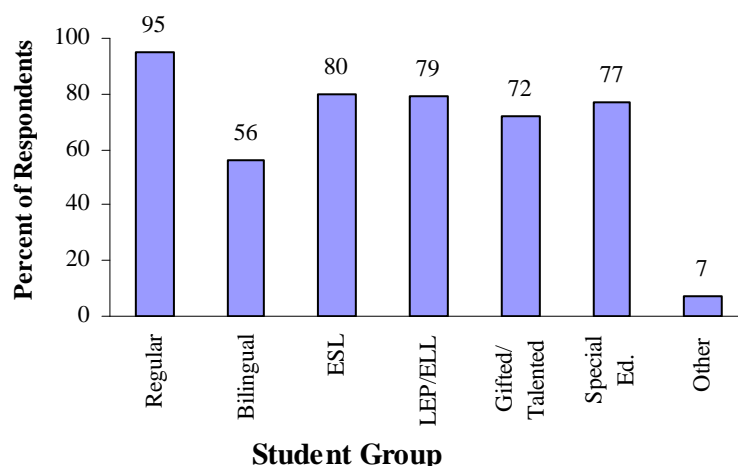


Figure 3. Student groups targeted for academic improvement through Title II, Part A campus programs, 2010–2011.

Figure 4 shows that between 55 percent and 60 percent of the responding campuses reported the expectation that their program services would improve the academic achievement of students in kindergarten through fifth grades. Prekindergarten students were targeted by 44 percent of the campuses. Finally, the percentage of campuses targeting secondary grade levels ranged from 13 percent for grade 12 to 24 percent for grade six.

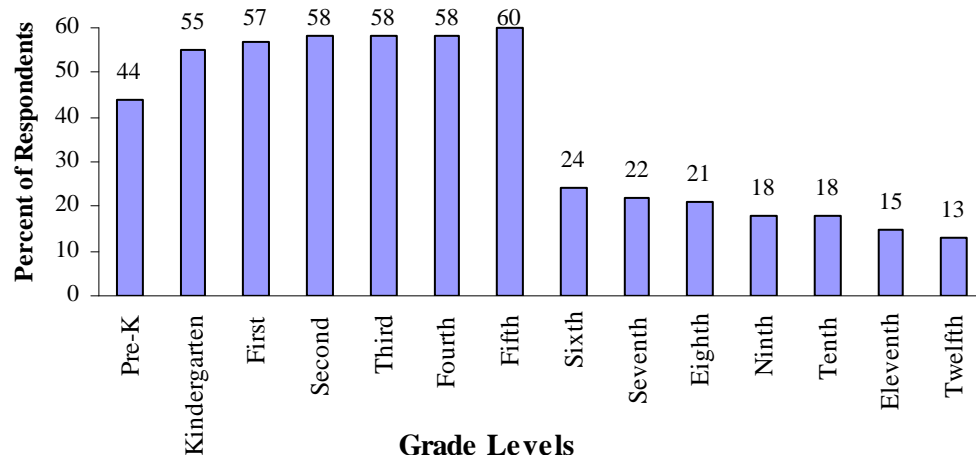


Figure 4. Grade levels targeted for academic improvement through Title II, Part A campus programs, 2010–2011.

Figure 5 displays the percentage of responding campuses that targeted each core subject area with their TPTR campus allocation. As shown, a majority of campuses reported targeting mathematics (78 percent), reading/ELA (75 percent), and science (53 percent). Fewer campuses identified social studies (14 percent), and writing (eight percent).

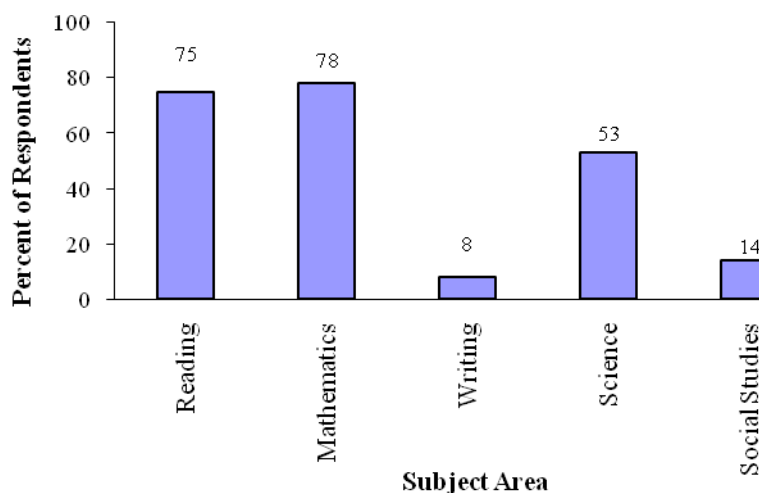


Figure 5. Subjects targeted for academic improvement through Title II, Part A campus programs, 2010–2011.

Finally, Figure 6 (page 36) displays test instruments identified by each campus as targeted for improvement with respect to the core subject area(s) they also targeted. A majority of reporting campuses identified TAKS (94 percent) and Stanford 10 (91 percent). Campuses also identified the Aprenda 3 (48 percent), followed by Other (46 percent), and SAT/ACT (10 percent).

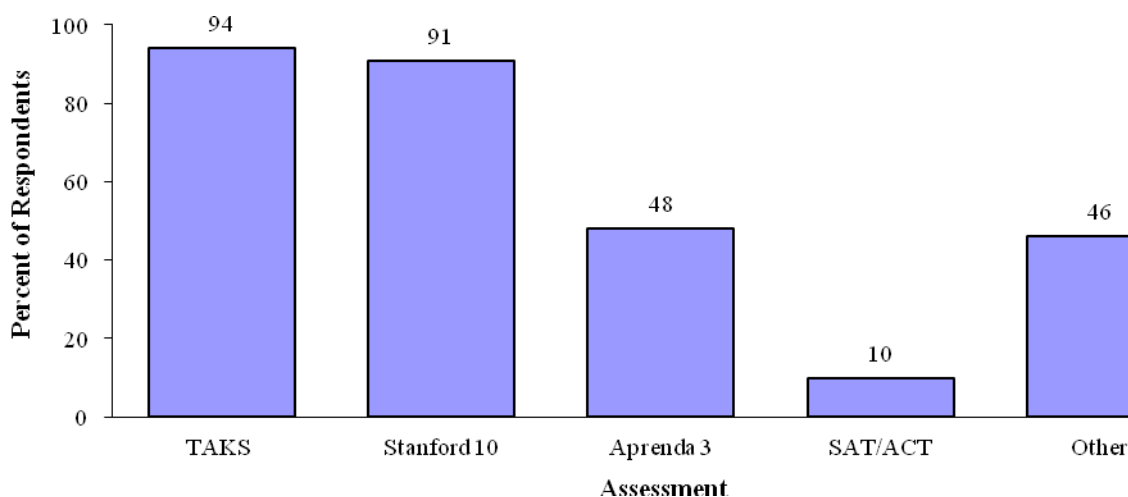


Figure 6. Test instruments targeted for academic improvement through Title II, Part A campus programs 2010–2011.

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

Campus and District-Level All Students TAKS Results, Spring 2011

Centralized and campus TPTR programs had the potential to impact student achievement districtwide. **Appendix I** presents the 2011 All Students TAKS performance results by subject for the district, and 272 HISD campuses with TAKS data and their changes in performance. The percentage of campuses by change type (i.e., improved/unchanged, or decreased) on TAKS performance by subject is presented in **Table 24** for spring 2011 versus spring 2010.

In 2011, TAKS gains or unchanged performance were achieved by 69.1 percent of the campuses in mathematics, 68.4 percent in social studies, 58.9 percent in science, 57.7 percent in reading/ELA, and 49.3 percent in writing. Overall, 56.5 percent of the campuses showed gains/remained unchanged on all tests taken. In 2011, the percentage of campuses with decreased performance across all subtests was 43.5 percent.

Instructional level averages are also included in Appendix I, showing that all instructional levels achieved gains in mathematics and all tests taken from 2010 to 2011. Elementary schools, middle schools and combined schools all achieved gains in reading, and middle schools, high schools and combined schools all achieved gains in social studies.

Table 24: Summary of HISD and Campus-Level Change for All Students TAKS Percent Met Standard by Subject Area and All Tests Taken, Spring 2011

2011 vs. 2010	Reading/ELA	Mathematics	Writing	Science	Social Studies	All Tests
HISD						
Improved		X		X	X	X
Decreased			X			
Unchanged	X					
Schools						
Improved/Unchanged	57.7	69.1	49.3	58.9	68.4	56.5
Decreased	42.3	30.9	50.7	41.1	31.6	43.5
Total Schools	272	272	225	265	98	272

District-Level TAKS Results, 2010 and 2011 English and Spanish

To provide a view of this year's level of academic achievement compared to last year's districtwide performance, **Figure 7** summarizes HISD's 2009–2010 and 2010–2011 districtwide performance as indicated by the passing percentages on the Texas Assessment of Knowledge and Skills (TAKS) test for all students on the English and Spanish versions of the test.

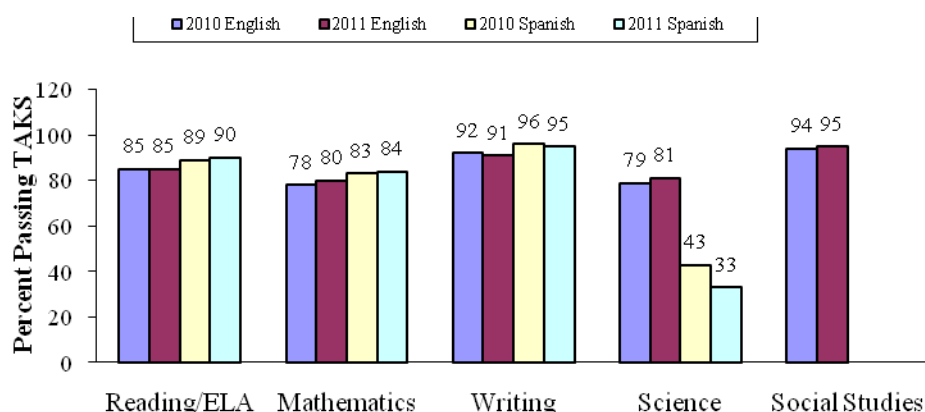


Figure 7. Districtwide TAKS performance for all students by subject and test version, spring 2010 and spring 2011.

The data in Figure 7 show 2011 gains of 1–2 percentage points for mathematics, science, and social studies on the English version. Writing performance declined by one percentage point and reading/ELA was unchanged. Gains of one percentage point were observed on the reading/ELA, and mathematics of the Spanish version while declines were noted for science (ten percentage points) and writing (one percentage point). For 2011, students administered the Spanish version of TAKS outperformed students administered the English version by a minimum of four percentage points in all subjects tested except science.

Table 25 (see page 38) compares districtwide English and Spanish TAKS performance for students identified as economically disadvantaged compared to non-economically disadvantaged students. The percent passing by content area for economically disadvantaged and non-economically disadvantaged students for the past two years are presented. Results for 2011 indicate that economically disadvantaged students' passing rates on the English or Spanish TAKS ranged from 33 percent at grade five Spanish-mathematics, to 97 percent for the exit level social studies subtest. In comparison to 2010, economically disadvantaged percent passing rates declined or remained unchanged at all grade levels tested for writing, social studies and science with the exception of grade eight science. For reading/ELA, passing rates improved in grades three (Spanish), five, and exit level. In mathematics, rates improved for economically disadvantaged students in grades three, five (English), six and eight.

Table 25: Districtwide Comparison of Non-Economically Disadvantaged Students and Economically Disadvantaged Students, Spring 2010 and Spring 2011 English or Spanish TAKS, Percent Meeting Standard

	Reading/ELA		Mathematics		Writing		Science		Social Studies	
2011 Grade	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.
3 English	95	84	93	82						
3 Spanish	92	91	91	84						
4 English	87	77	91	84	92	86				
4 Spanish	91	89	86	78	96	94				
5 English	94	81	93	85			94	85		
5 Spanish		64		33				36		
6	92	78	90	81						
7	88	76	85	72	95	89				
8	94	85	86	76			87	75	97	94
9	86	77	71	55						
10	89	83	75	62			74	59	94	87
Exit Level	92	90	89	82			90	82	98	97

	Reading/ELA		Mathematics		Writing		Science		Social Studies	
2010 Grade	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.
3 English	95	87	92	80						
3 Spanish	88	90	86	82						
4 English	93	78	92	85	95	91				
4 Spanish	92	89	88	83	98	96				
5 English	92	78	91	84			93	86		
5 Spanish		84		74				45		
6	92	78	87	77						
7	91	79	85	76	96	92				
8	94	85	81	72			84	70	96	94
9	91	87	71	61						
10	92	85	76	65			75	61	93	89
Exit Level	95	88	91	85			93	87	98	97

Table 26 (see page 39) depicts districtwide TAKS performance deficits for spring 2010 and spring 2011 between economically disadvantaged students and non-economically disadvantaged students as well as any change in the performance gap that may have occurred. The following discussion excludes data for fifth grade Spanish based on the small number of students tested in 2010 and 2011, fewer than 30 each year.

From spring 2010 to spring 2011, performance deficits were reduced for grade 4 (English and Spanish), grade 5 (English), grade 10, and exit level for reading/ELA. For mathematics, gap reductions were observed for grade 3 (English) and grade 6. For writing, no gap reductions were noted for grades 4 (English and Spanish) and 7. Gap reductions were also noted for grade 8 for science.

Table 26: Districtwide Economically Disadvantaged Student English or Spanish TAKS Met Standard Performance Gap by Subject, 2010–2011

	Reading/ELA			Mathematics			Writing			Science			Social Studies		
Grade	2010	2011	Gap Chg.	2010	2011	Gap Chg.	2010	2011	Gap Chg.	2010	2011	Gap Chg.	2010	2011	Gap Chg.
3 Eng.	-8	-11	3	-12	-11	-1									
3 Sp.	2	-1	3	-4	-7	3									
4 Eng.	-15	-10	-5	-7	-7	0	-4	-6	2						
4 Sp.	-3	-2	-1	-5	-8	3	-2	-2	0						
5 Eng.	-14	-13	-1	-7	-8	1				-7	-9	2			
5 Sp.															
6	-14	-14	0	-10	-9	-1									
7	-12	-12	0	-9	-13	4	-4	-6	2						
8	-9	-9	0	-9	-10	1				-14	-12	-2	-2	-3	1
9	-4	-9	5	-10	-16	6									
10	-7	-6	-1	-11	-13	2				-14	-15	1	-4	-7	3
Exit															
Level	-7	-2	-5	-6	-7	1				-6	-8	2	-1	-1	0

Note: A negative gap change denotes improvement. Gaps for grade 5 Spanish should be interpreted with caution based on the small number of students tested in 2010 and 2011, fewer than 30 on each subtest.

The key findings in the TPTR centralized and campus program summaries will provide additional information that is relevant in determining TPTR impacts in the district that are not necessarily represented by a district-level analysis. Furthermore, the summaries include program-specific achievement benchmarks which were reportedly evaluated independently. Some reports were unavailable for this evaluation.

Stanford 10—Non-Special Education Students

Districtwide Stanford 10 comparisons of non-special education students for 2010 and 2011 are presented in **Table 27** (see page 40). This comparison reveals that improvements in reading grade-level Normal Curve Equivalents (NCEs) of a least two NCEs were found at 3 of 11 grade levels, grades three, four, and seven. Grades two, five, and eight through eleven recorded no change and grades one and six each declined by 1 NCE. Improvements in mathematics grade-level NCEs were found at 10 of 11 grade levels ranging from a 1–5 NCE gain. Grade 10 remained stable.

Improvements in grade-level NCEs were realized at 3 of 11 grade levels on the language subtest, with gains ranging from 1–5 NCEs. Declines ranging from 1–3 NCEs were experienced at another five grade levels and three grade levels remained stable. Improvements in grade-level NCEs were found on the environment/science subtest at all 11 grade levels ranging from a 1–7 NCE gain. On the social science section of the Stanford 10, NCEs improved by 1–4 NCEs for seven of nine grade levels tested. Grade six remained unchanged and grade 10 declined by 1 NCE.

Table 27: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, Spring 2010 and Spring 2011

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss
1	49	48	-1	49	53	4	57	52	-5	46	49	3	NT	NT	
2	46	46	0	49	51	2	49	48	-1	50	52	2	NT	NT	
3	47	49	2	53	58	5	49	50	1	49	52	3	45	49	4
4	47	49	2	55	59	4	52	57	5	51	55	4	48	50	2
5	47	47	0	55	56	1	50	50	0	53	60	7	48	52	4
6	48	47	-1	53	56	3	48	48	0	54	55	1	46	46	0
7	45	47	2	54	57	3	47	49	2	51	54	3	48	49	1
8	48	48	0	55	57	2	48	47	-1	57	61	4	51	53	2
9	46	46	0	54	55	1	46	45	-1	51	52	1	47	48	1
10	48	48	0	56	56	0	47	46	-1	51	52	1	52	51	-1
11	52	52	0	53	54	1	50	50	0	55	57	2	54	55	1

Source: Houston Independent School District - District and School Stanford 10 2010–2011 Performance Reports for Grades 9–11 (Fall), Elementary and Middle School Performance (Spring). “NT” means not tested.

Stanford 10—Economically Disadvantaged Students

Districtwide Stanford 10 economically disadvantaged comparisons of all non special-education students for 2010 and 2011 are presented in **Table 28**. Improvements in reading grade-level NCEs were observed at 4 of 11 grade levels, grades three, four, seven and eight. Grades two, five, six, 10 and 11 recorded no change and grades one and nine each declined by 1 NCE. Improvements in mathematics grade-level NCEs were found at 10 of 11 grade levels ranging from a 1–5 NCE gain. Grade nine remained stable.

Improvements in grade-level NCEs were realized at 4 of 11 grade levels on the language subtest, with gains ranging from 1–5 NCEs. Declines ranging from 1–6 NCEs were experienced at two grade levels and five grade levels remained stable. Improvements in grade-level NCEs were found on the environment/science subtest at 10 of 11 grade levels ranging from a 1–7 NCE gain. Grade nine remained constant. On the social science section of the Stanford 10, there were improvements of 1–5 NCEs for six of nine grade levels tested. Grades six, nine, and 10 remained constant.

Table 28: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Economically Disadvantaged Non-Special Education Students by Subject, 2010 and 2011

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss	2010 NCE	2011 NCE	Gain/Loss
1	46	45	-1	46	50	4	55	49	-6	43	46	3	NT	NT	
2	43	43	0	46	49	3	45	45	0	47	50	3	NT	NT	
3	44	45	1	50	55	5	46	47	1	45	49	4	41	46	5
4	44	46	2	53	57	4	50	55	5	48	53	5	45	47	2
5	44	44	0	53	54	1	47	47	0	51	58	7	46	50	4
6	44	44	0	51	55	4	46	46	0	51	53	2	43	43	0
7	43	44	1	52	57	5	45	48	3	49	52	3	46	47	1
8	45	46	1	53	56	3	46	46	0	56	60	4	48	51	3
9	44	43	-1	53	53	0	44	43	-1	50	50	0	46	46	0
10	45	45	0	53	54	1	44	44	0	48	50	2	49	49	0
11	48	48	0	50	51	1	46	47	1	53	54	1	51	52	1

Source: Houston Independent School District - District and School Stanford 10 2010–2011 Performance Reports for Grades 9–11 (Fall), Elementary and Middle School Performance (Spring). “NT” means not tested.

Aprenda: La Prueba de Logros en Español (Aprenda 3) - Non-Special Education Students

Table 29 shows that districtwide reading scores on the Aprenda 3 improved from 2010 to 2011 at six of eight grade levels. Improvements ranged from 3–9 NCEs. Grades five and six experienced declines of 3 and 4 NCEs, respectively. A comparative analysis of performance in mathematics revealed improvements at six of the eight grade levels tested. Aprenda 3 mathematics gains ranged from one NCE at grade two to 10 NCEs at grade one. Two grade levels experienced a decline ranging from three NCEs at grade six to seven NCEs at grade five. NCE gains in language were realized at six of the eight tested grade levels. Language NCE gains ranged from one NCE at grade six to seven NCEs for grade one. Two grade levels, grades five and seven, experienced declines of five and two NCEs, respectively.

A comparative analysis of performance in environment/science showed increases in six of eight grades tested, ranging from 1 NCE at grade five to 7 NCEs at grade one. Grades seven and eight experienced declines of 2 NCEs. Performance in social science increased at grades three, four, seven, and eight with gains of 1–5 NCEs observed. Grades five and six experienced declines of 1 NCE.

Table 29: Districtwide Performance on the Aprenda 3 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, Spring 2010 and Spring 2011

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2010 NCE	2011 NCE	Gain/ Loss	2010 NCE	2011 NCE	Gain/ Loss	2010 NCE	2011 NCE	Gain/ Loss	2010 NCE	2011 NCE	Gain/ Loss	2010 NCE	2011 NCE	Gain/ Loss
1	73	78	5	66	76	10	68	75	7	66	73	7	NT	NT	
2	72	76	4	75	76	1	74	77	3	73	79	6	NT	NT	
3	73	76	3	71	80	9	81	84	3	81	83	2	78	81	3
4	70	73	3	78	84	6	69	73	4	81	85	4	77	81	4
5	63	60	-3	64	57	-7	62	57	-5	63	64	1	63	62	-1
6	52	48	-4	64	61	-3	48	49	1	60	65	5	61	60	-1
7	56	61	5	61	70	9	61	59	-2	66	64	-2	65	70	5
8	56	65	9	57	60	3	55	62	7	63	61	-2	64	65	1

Source: Houston Independent School District - District and School Stanford and Aprenda Performance Report, Spring 2011. "NT" means not tested.

Stanford 10—Economically Disadvantaged Performance Gaps

Table 30 (see page 42) displays non special-education NCE performance gaps between economically disadvantaged students and all students that occurred for the spring 2010 and spring 2011 Stanford 10 by grade level. In addition, this table shows the magnitude of change in performance gaps occurring over the two-year period. For the 2011 Stanford 10 reading subtest, all grades experienced economically disadvantaged student performance gaps ranging from 2–4 NCEs. Compared to 2010, gaps were reduced by one NCE at 1 of 11 grade levels, remained constant at six grade levels, and increased by 1 NCE at four grade levels.

Spring 2011 mathematics performance gaps ranged from 0–3 NCEs for all grades. A gap reduction of two NCEs occurred at grade seven; a gap reduction of one NCE occurred at four grade levels; the gap at five grade levels remained unchanged, and the gap increased by one NCE at grade nine.

Stanford 10 language performance deficits ranged from 1–6 NCEs at all grade levels on the spring 2011 administration. A gap reduction of one NCE was observed for four grade levels. A gap increase of 1–2 NCEs was observed for two grade levels and the gaps at five grade levels remained unchanged.

Performance deficits on the spring 2011 environment/science subtest ranged from 1–3 NCEs at all grade levels. From spring 2010 to spring 2011, gap reductions of one NCE occurred at five grade levels; three grade levels remained constant, and the gap increased by one NCE at three grade levels.

Finally, a 2–3 NCE performance gap was present for the spring 2011 social science subtest at all nine grade levels tested. Five of nine grades had no change in gaps compared to 2010. Three grades posted gap decreases of one NCE and the gap at grade nine increased by one NCE.

Table 30: Districtwide Stanford 10 Normal Curve Equivalents (NCEs) Performance Gaps Between All Non–Special Education and Economically Disadvantaged Students, Spring 2010 and Spring 2011

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2010 Gap	2011 Gap	Gap Chg.	2010 Gap	2011 Gap	Gap Chg.	2010 Gap	2011 Gap	Gap Chg.	2010 Gap	2011 Gap	Gap Chg.	2010 Gap	2011 Gap	Gap Chg.
1	-3	-3	0	-3	-3	0	-2	-3	1	-3	-3	0	NT		
2	-3	-3	0	-3	-2	-1	-4	-3	-1	-3	-2	-1	NT		
3	-3	-4	1	-3	-3	0	-3	-3	0	-4	-3	-1	-4	-3	-1
4	-3	-3	0	-2	-2	0	-2	-2	0	-3	-2	-1	-3	-3	0
5	-3	-3	0	-2	-2	0	-3	-3	0	-2	-2	0	-2	-2	0
6	-4	-3	-1	-2	-1	-1	-2	-2	0	-3	-2	-1	-3	-3	0
7	-2	-3	1	-2	0	-2	-2	-1	-1	-2	-2	0	-2	-2	0
8	-3	-2	1	-2	-1	-1	-2	-1	-1	-1	-1	1	-3	-2	-1
9	-2	-3	1	-1	-2	1	-2	-2	0	-1	-2	1	-1	-2	1
10	-3	-3	0	-3	-2	-1	-3	-2	-1	-3	-2	-1	-3	-2	-1
11	-4	-4	0	-3	-3	0	-4	-6	2	-2	-3	1	-3	-3	0

Note: A negative gap change denotes improvement.

Discussion

Implementation

In 2010–2011, Title I and Title II, Part A funded 26 centralized programs with the potential to impact 11,856 teachers and 203,924 students throughout the district. This compared to 32 centralized programs serving 200,944 students, and 12,042 teachers in 2009–2010. These figures reflect a 1.5 percent increase in the number of students served during 2010–2011, and a 1.5 percent decrease in the number of teachers served.

Findings for the 26 centralized programs and the 289 campus-based programs revealed that the specific individual primary program goals for most implemented Title I and Title II, Part A centralized programs were accomplished. From a compliance perspective, all programs provided adequate documentation to demonstrate that their primary program goals had been realized. Documentation consisted primarily of implementation and end-of-year reports and staff development participation data.

As previously noted, the overarching goal of the majority of these programs is to increase student achievement through the preparation, training, recruitment, and retention of high-quality educators and the 2010–2011 program provided professional development for 7,032 HISD teachers, paraprofessionals and administrators or approximately 59.3 percent of the PEIMS fall resubmission staff database. Of the 26 programs included in this report, 19 provided staff development activities. The delivery of staff development varied by program and included training by content specialists, training provided by HISD Professional Staff Development, and training provided by contracted services.

While these programs provided information on participation, they did not provide information on the core objective of any training or staff development program, specifically the extent to which participants actually demonstrated and utilized the training. Without this information, it is impossible to formulate a direct link between training and changes in student achievement and other dependent measures like AP exam performance. Another mitigating factor is the potential lag time between a teacher actually demonstrating a changed behavior/teaching practice and the impact on student achievement. These points are made as a precaution against inferring direct links between specific training and student achievement and other dependent measures referenced in this report. It is recognized that establishing these links might only be determined by controlled research. As an alternative, less rigorous data such as post-training surveys regarding actual implementation or classroom observations would enhance the ability to draw

inferences that the training did in fact contribute to increased student achievement on standardized tests or performance on other measures.

Recommendations

1. The e-Train database provides information on HISD internally provided staff development participation but the link between participation and student achievement gains is not conclusive. The majority of programs included in this report included extensive staff development training but there are no data readily and consistently available on participant evaluation of training. It is recommended that the district develop a continuous process improvement approach based on the systematic collection of course-specific feedback from staff development participants. The proposed approach would assess participant ratings immediately after participation and at a later time to determine to what extent staff development training was actually implemented in the classroom and its perceived effectiveness.
2. The recommended approach for developing this feedback would be the use of web-based survey methodology. Feedback would be solicited from participants both immediately after training and at an agreed upon time period later in the school year. Participation would be voluntary and the surveys would be brief and primarily closed-end. Respondents would also have the opportunity to provide open-end feedback.
3. It is recommended that this survey methodology be utilized for both HISD provided staff development and staff development provided by external vendors.
4. It is recommended that feedback be presented to staff development providers to facilitate curriculum changes and to develop new curriculum as required. The goal is continuous improvement of staff development offerings.
5. To the extent possible, research should be undertaken to determine the impact of classroom-implemented staff development training on student performance. The proposed survey methodology would provide a starting point for this type of analysis.
6. In an effort to improve teacher and principal retention efforts, the district should utilize district PeopleSoft records to track campus-level and districtwide retention rates among teachers and administrators. This will allow TPTR program administrators to be informed on a timely basis of the content areas, grade levels, and campuses, with the highest turnover among teachers and campus administrators and allow TPTR retention efforts to be more focused.
7. Individual campuses are not currently required to submit descriptions of how they intend to utilize Title II, Part A funds prior to the start of the school year. However, in order to determine the extent to which campus-level programming was implemented as planned, documentation of campus-level program implementation should also be collected.

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

Advanced Academic Initiatives
A²TeaMS
Battelle for Kids
Carnegie Leadership
Case Workers
Core Instructional Specialists
Early Childhood Program and Pre-K Centers
Elementary Science–Sanchez Lab
Highly Qualified Teacher/Paraprofessional
Homeless Children
Master Scheduling Curriculum Training
Math Solutions
Middle School Literacy Coaches
Play It Smart
Professional Development–Dr. Robert L. Canady
Professional Development–EVAAS Training
Professional Development–Renzulli
Professional Development–Title I
Professional Development–Title II
Read 180
School Allocations
Secondary CIA Stipends
Sign-On Bonuses
SpringBoard Math
Twilight Schools

Advanced Academic Initiatives

Advanced Academic Initiatives								
Program Description								
The Advanced Academic Initiatives program was administered through the Advanced Academics Department and the High Schools Office Advanced Placement/International Baccalaureate Program School Improvement Officer. The Advanced Academics Department administered the Gifted and Talented (G/T) part of the Advanced Academic Initiatives program, providing training to 372 G/T teachers, G/T coordinators, and principals with skills to prepare students for production of advanced level products and independent research processes. Training activities utilized the Texas Performance Standards Project (TPSP), a standardized performance assessment system developed by the Texas Education Agency (TEA), to assess the progress of G/T students based on evidence obtained through student performance. Elementary G/T coordinators were trained to produce a G/T EXPO to showcase G/T advanced level products. Additional training included the IIM: Independent Investigation Method Trainer Institute, a proven method to support students in independent research assignments using rigorous strands included in the new ELA TEKS and the methodology necessary to meet TPSP requirements. Trainings were offered in the summer; therefore, this program made funds available to compensate TPSP participants with their out-of-contract pay rate for the hours of training completed, purchase supplies and reading materials for TPSP and IIM participants.								
Needs Assessment								
<ul style="list-style-type: none">The district needs to ensure that an adequate number of teachers are qualified to assist students in the production of advanced level products and independent research processes and to teach Pre-AP and AP courses.								
Program Goals								
<ul style="list-style-type: none">To provide Pre-AP and AP professional development training to G/T Teachers, GT Coordinators, Vanguard Magnet Coordinators and School Improvement Officers								
Program Participants								
Population:	G/T Coordinators and Vanguard Magnet Coordinators and SIOs							
Grade(s):	K–12							
Location:	Various HISD locations							
Program Costs (Title II Funding)								
Planning Allocation:	\$795,303	Actual Allocation:	\$795,303					
Expenditures:	\$713,891	Percent of Allocation Utilized:	89.8					
Payroll Costs:	\$277,335	Contracted Services:	\$355,917					
Supplies and Materials:	\$48,382	Other:	\$25,494					
Capital Outlay:	\$6,763							
Expected Program Outcomes								
Improved Subject(s):	English, Mathematics, Science, and Social Studies							
Group(s):	Pre-AP and AP							
Instrument/Measure(s):	AP Exams							
HISD Pre-AP and AP Enrollment by Race/Ethnicity, Gender, and Economic Status, 2009–2010 and 2010–2011								
	Pre-AP				AP			
	2009-2010		2010–2011		2009-2010		2010–2011	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Ethnicity								
African American	9,263	25.4	3,243	20.1	2,660	28.9	2,629	20.8
Asian	1,961	5.4	1,181	7.3	1,762	19.1	905	7.2
Hispanic	21,386	58.6	9,147	56.6	3,038	33.0	6,773	53.5
Native American	40	<0.1	39	.2	18	0.2	28	0.2
White	3,834	10.5	2,394	14.8	1,189	12.9	1,740	13.8
Two or More			158	1.0	233	2.5	348	2.8
Unknown					310	3.4	225	1.8
Gender								
Male	17,564	48.1	7,800	48.3	4,075	44.2	5,588	44.2
Female	18,920	51.9	8,362	51.7	5,135	55.8	7,060	55.8
Econ. Disadv. Status								
Econ. Disadv.	25,527	70.0	10,747	66.5	5,675	61.6	7,908	62.5
Econ. Disadv. Unknown	929	2.5			88	1.0	131	1.0
Not Econ. Disadv.	10,028	27.5	5,415	33.5	3,447	37.4	4,609	36.4
Totals	36,484	100.0	16,162		9,210	100.0	12,648	100.0

Advanced Placement Exam Enrollment and Performance, 2010–2011

	Total Students Taking AP Exams	Total Exams Taken	Total Exams Scored at 3 or Higher	Percentage of Exams Scored at 3 or Higher
*HISD 2011	12,284	21,195	6,688	32
*HISD 2010	8,875	16,556	6,262	38
Texas 2011	186,576	339,406	149,091	44
Texas 2010	179,320	325,571	153,539	47

*Includes middle school students tested on AP exams; HISD data as of July, 2011.

Findings

- A total of \$277,335 was paid to provide substitute teachers for teachers attending AP Strategies training activities.
- Program expenditures accounted for 89.8 percent of the program's budget allocation.
- A total of 14 training activities and meetings were conducted and an unduplicated count of 372 (804 duplicated) teachers attended training activities (**see Appendix J**).
- Pre-AP enrollment decreased by 55.7 percent in 2010–2011 to 16,162 compared to 36,484 in 2009–2010. AP enrollment increased by 37.3 percent from 9,210 in 2009–2010 to 12,648 in 2010–2011.
- A total of 12,284 HISD students took 21,195 AP examinations during 2011 (**see Appendix K**). This represents an increase in the total number of students taking examinations as well as the total number of examinations taken compared to 2010. HISD students scored a three or higher on 6,688 (32 percent) of these exams in 2011, lower than the 38 percent observed for 2010.
- For the state, the number of students taking exams and total exams taken also increased in 2011 compared to 2010. The percentage of exams scored at three or higher during 2011 was 44 percent.

Discussion

This program provided support such as substitutes, training professionals, materials, and registration fees for teacher professional growth in AP and Pre-AP courses. Enrollment trends for Pre-AP and AP are increasing. The impact of this program on student academic achievement was demonstrated by an increase in the number of exams taken and the number of exams scored at a three or higher. Unfortunately, the percentage of exams scored at this level decreased.

Recommendation

Review alignment of professional training with Pre-AP and AP course content to help increase the percentage of students scoring a 3 or higher.

A²TeaMS (Academy of Accomplished Teaching in Mathematics and Science)

Program Description

The purpose of A²TeaMS is to provide ongoing professional development in content, research-based teaching and leadership in the areas of mathematics and science paired with coaching for teams of secondary teachers, thereby strengthening the academic program at each participating school. A major focus of A²TeaMS is to increase mathematics-science connections and real-world experiences in the classroom. In 2010–2011, 113 secondary mathematics and science teachers representing 47 schools were provided the opportunity to participate in professional development in mathematics and science beginning in July, 2010 and ending in May, 2011. This total included 73 teachers in their third year of the program.

Needs Assessment

- Trends for HISD TAKS and Stanford 10 scores and teacher survey results suggest need for professional development in specific areas of middle school mathematics, algebra 1, geometry, earth and space science, force and motion, and high school chemistry.

Program Goals

- Increase teacher content knowledge and pedagogy; increase student achievement in mathematics and science; ensure that the written curriculum is the taught curriculum.

Program Participants

Population: 92 teachers, instructional specialists
Grade(s): 6–12
Location: Districtwide

Program Costs (Title I Funding)

Planning Allocation:	\$800,000	Actual Allocation:	\$800,000
Expenditures:	\$244,623	Percent of Allocation Utilized:	30.6
Payroll Costs:	\$244,623	Contracted Services:	
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): Mathematics and science
Group(s): All students
Instrument/Measure(s): Percentage of participation/usage and professional development evaluations

A²TeaMS Training Participation, 2010–2011

Course Title	Number of Participants
A ² TeaMS – Cohort 2 Saturday Expo	162
A ² TeaMS Summer Conference Cohort 1	13
A ² TeaMS Summer Conference	26
Meeting: A ² TeaMS Cohorts 1 & 2	91
Total (duplicated)	292
Total (unduplicated)	113

Participating Students TAKS Mathematics and Science Performance, 2010–2011

Mathematics 2010–2011				Science 2010–2011		
	Percent Met Standard	Percent Commended	N	Percent Met Standard	Percent Commended	N
Students with A ² TeaMS Teachers	76.3*	19.6*	7,545	76.2*	18.9*	4,155
Comparison Sample of Regular Students	71.9	13.4	2,175	70.5	11.1	840

*Statistically significant higher percentages versus comparison sample

A²TeaMS Participating Students Stanford 10 Achievement Test Mathematics and Science Performance, 2010–2011

Stanford Mathematics					Stanford Science			
	2010 NCE	2011 NCE	Change from 2010–2011	N	2010 NCE	2011 NCE	Change from 2010–2011	N
Students with A²TeaMS Teachers	52.3	52.8	.5	8,778	50.3	52.7	2.4	8,658

Findings

- Attendance at four A²TeaMS professional development activities totaled 292 (duplicated) with 113 participants.
- The program utilized 30.6 percent of allocated funds, primarily for payroll costs for three curriculum specialists.
- TAKS mathematics and science percent met standard percentages were statistically significantly higher in 2011 for A²TeaMS students and a comparison sample of regular students for 2011.
- TAKS mathematics and science percent commended percentages were statistically significantly higher in 2011 for A²TeaMS students and a comparison sample of regular students for 2011.
- Students of A²TeaMS teachers demonstrated gains in both Stanford mathematics and science in 2011.

Discussion

The A²TeaMS program had a significant impact on standardized test scores in both mathematics and science in comparison to non-participating students.

Recommendations

1. Collect participant feedback on program to determine actual classroom application of A²TeaMS training.

Battelle for Kids

Program Description

Battelle for Kids was engaged to assist in the development of balanced scorecards for HISD central office departments as well as to design a preliminary school-based scorecard for use in the ePerformance system.

Needs Assessment

- The district needs to develop a series of departmental specific metrics to monitor and improve performance.

Program Goals

- Develop an understanding of the use of balanced scorecards in measuring and reporting performance.
- Development and rollout of central services and instructional level scorecards.

Program Participants

Population: 38 central services departments and three instructional levels

Location: HISD Administration

Program Costs (Title II Funding)

Planning Allocation:	\$380,000	Actual Allocation:	\$380,000
Expenditures:	\$226,799	Percent of Allocation Utilized:	59.7
Payroll Costs:		Contracted Services:	\$226,799
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Measures(s): Department specific scorecard metrics
Group(s): HISD central office departments
Instrument/Measure(s): ePerformance system

Findings

- All program expenditures were used to fund contracted services with Battelle for Kids.
- During 2010–2011, 38 central office and three instructional level scorecards were developed.
- Several departments are currently actively tracking their measures and reporting their progress to the HISD school board.

Discussion

The Battelle for Kids program focused on the development and implementation of balanced scorecards for HISD central services departments. While 41 scorecards were developed, it is unknown how many are being actively tracked and utilized in departmental operations and reporting.

Recommendations

- Determine to what extent developed scorecards are actually being utilized and collect feedback on their effectiveness.

Carnegie Leadership

Program Description

This program was designed to assist Apollo mathematics teachers to effectively utilize the Carnegie Tutor with their students by training lead mathematics teachers and instructional specialists as coaches to provide this support to teachers. Carnegie provided five days of training to Apollo lead mathematics teachers and to instructional and curriculum specialists to receive certification from Carnegie as certified Carnegie coaches/trainers.

Needs Assessment

- The district needs to train coaches who can provide support to teachers who utilize the Carnegie Tutor program as an intervention program for struggling mathematics students.

Program Goal

- Develop a cadre of leaders who can provide support to mathematics teachers at Apollo schools to effectively utilize the Carnegie Tutor.

Program Participants

Population: Teachers and instructional and curriculum specialists
Grade(s): 6–12
Location: 9 Apollo Schools

Program Costs (Title I Funding)

Planning Allocation:	\$385,500	Actual Allocation:	\$1,265,392
Expenditures:	\$352,668	Percent of Allocation Utilized:	27.9
Payroll Costs:	\$62,277	Contracted Services:	\$288,255
Supplies and Materials:		Other:	\$2,136
Capital Outlay:			

Note: The budget for this program was combined with three other programs, READ 180, Secondary CIA Stipends, and Professional Development-Dr. Robert L. Canady

Expected Program Outcomes

Improved Subjects: Mathematics
Group(s): Apollo 20 Students
Instrument/Measure(s): TAKS

TAKS Mathematics Performance, Apollo Schools, Spring 2010 and Spring 2011

Level	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
Middle Schools	62	72	10	10	16	6
High Schools	64	73	9	9	16	7
All Apollo Schools	63	72	9	10	16	6

Findings

- Carnegie Leadership provided 30 hours of training to 11 Apollo teachers and nine instructional specialists in January and February 2011.
- Students at the Apollo schools showed gains in TAKS mathematics performance from 2010 to 2011 both in terms of percent met standard (+ nine percentage points) and percent commended (+ six percentage points).

Discussion

This was a successful program in terms of the staff development provided and overall gains in TAKS mathematics performance. The relationship between the observed gains and the staff development provided should be viewed with caution as the time period between training and TAKS testing was 2–3 months.

Recommendations

- Reinforce training with additional follow-up training in 2011.
- Obtain feedback from 2010–2011 participants regarding potential improvements in training for implementation in 2011.

Caseworkers

Program Description

This Title I program provided funds to support 19 student caseworkers responsible for collaborating with campus administration and student support personnel on cases involving truancy, dropouts, and other excessive absences or lack of student engagement due to socio-economic issues. Four additional caseworkers were school funded. The overarching goal of the program is to ensure that all students meet district attendance expectations to provide them the opportunity to grow academically above expected levels. Caseworkers received professional development from a variety of resources both within and external to HISD.

Needs Assessment

Provide support to HISD schools to ensure that district attendance standards are met by all students.

Program Goals

1. Increase average daily attendance rate at all campuses.
2. Increase four-year graduation rate at all high schools.
3. Decrease the number of dropouts.

Program Participants

Population: 19 caseworkers
Grade(s): All
Location: All HISD schools

Program Costs (Title I Funding)

Planning Allocation:	\$1,500,000	Actual Allocation:	\$561,372
Expenditures:	\$561,372	Percent of Allocation Utilized:	100.0
Payroll Costs:	\$561,372	Contracted Services:	
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Measures: Daily attendance, graduation rates, dropout rates
Group(s): All students
Instrument/Measure(s): Average Daily Attendance (ADA), Graduation Rate, Dropout Rate

Baseline Data

2009–2010 Dropout Rate – 12.6%
 2009–2010 Graduates – 74.3%
 2009–2010 Average Daily Attendance– 95.0%

Findings

- Program funds were used entirely to support the salaries of 19 student caseworkers and 100.0 percent of the budget was utilized.
- The 19 Title I funded student caseworkers and four school funded caseworkers handled 27,553 referrals in 2010–2011, a 50.8 percent increase over the 18,276 cases handled in 2009–2010 by 13 caseworkers.
- Comparative data for the 2010–2011 dropout rate and graduates was not available when this report was prepared.
- The 2010–2011 average daily attendance for the district was 95.5%, an improvement over the 2009–2010 rate of 95.0%.

Discussion

Student caseworkers handled significantly more referrals during 2010–2011, as the number of caseworkers increased from 13 to 19. The program likely contributed to the overall improvement in average daily attendance for the district.

Recommendations

1. Develop criteria, e.g., attendance rate, to identify and prioritize students who could potentially benefit from caseworker assistance
2. Define an optimal case load for student caseworkers and the ideal number of caseworkers for the district.

Core Instructional Specialists

Core Instructional Specialists						
Program Description						
This program provided leadership and technical support for the implementation of the district's curriculum in English/language arts (ELA) K-12. The 71 elementary and secondary specialists, funded through Title I, provided support to campuses under the direction of the School Improvement Officers (SIOs). Primary responsibilities included coaching and mentoring of teachers, conducting Professional Learning Community (PLC) conversations, providing data reviews, providing “just-in-time” professional development at assigned campuses, as well as other instructional duties as assigned by the SIOs.						
Needs Assessment						
<ul style="list-style-type: none">• The district needs to provide curriculum and supplemental resources to increase ELA teacher content knowledge.• The district needs to improve teacher effectiveness in working with all student groups, especially low performing student groups.• HISD schools in need of improvement, intervention, or restructuring need technical assistance and teacher content support.• The district needs interdisciplinary connections between ELA and social studies curriculum, particularly in the areas of reading, writing, and research.						
Program Goals						
<ul style="list-style-type: none">• To improve student academic achievement.• To achieve equitable access to college and career choices.• To develop skills and expertise in curriculum design, effective instructional strategies, and aligned formative and summative assessments.						
Program Participants						
Population: All elementary and secondary ELA teachers						
Grade(s): K–12						
Location: Various HISD locations						
Program Costs (Title I Funding)						
Planning Allocation:		\$5,582,926		Actual Allocation:		\$2,184,435
Expenditures:		\$2,184,435		Percent of Allocation Utilized:		100.0
Payroll Costs:		\$2,184,435		Contracted Services:		
Supplies and Materials:				Other:		
Capital Outlay:						
Expected Program Outcomes						
Improved Subject(s):		English/language arts				
Group(s):		All students				
Instrument/Measure(s):		TAKS				
TAKS Performance, Spring 2010 and Spring 2011						
Percent Met Standard				Percent Commended		
Reading Grade	2010	2011	Change	2010	2011	Change
3	89	87	-2	43	39	-4
4	81	83	2	23	34	11
5	81	84	3	28	33	5
6	81	81	0	27	31	4
7	82	83	1	22	25	3
8	87	87	0	37	38	1
9	88	83	-5	20	25	5
10	87	87	0	13	15	2
11	90	92	2	24	19	-5
Percent Met Standard				Percent Commended		
Writing Grade	2010	2011	Change	2010	2011	Change
4	92	90	-2	25	27	2
7	93	93	0	32	31	-1

Findings

- Seventy-one instructional specialist (36 elementary and 35 secondary) positions were funded through this program. Specialists were tasked with writing and revising curriculum, instruction, and assessment documents as well as planning and providing training in the use of these resources.
- The percentage of students passing TAKS reading increased by three points at grade five, two points at grades four and 11, and one point at grade seven. Grade nine experienced a decline of five points and grades six, eight, and ten remained unchanged.
- The percentage of students achieving commended performance in reading increased by 11 points at grade four, five points at grades five and nine, four points at grade 6, and 1–3 points at grades seven, eight, and 10, and decreased by four to five points in grades three and 11.
- On the TAKS writing test, the percentage of fourth grade students passing decreased by two points and the percent commended increased by two points. The percentage of seventh graders meeting standard remained unchanged and the percent commended declined by one percentage point.

Discussion

This program funded 71 content specialist positions responsible for developing various curriculum resources and providing training on behalf of these documents. These documents were designed to provide teachers with the most effective instructional strategies for teachers of secondary language arts. Training activities occurred were ongoing and occurred at regular intervals throughout the school year. The impact of this program on districtwide student academic achievement is evident through positive growth on commended rates at seven of nine grade levels on the reading TAKS test. The districtwide writing TAKS commended rate increased since the previous year at the only elementary grade level tested.

Recommendations

1. Target professional development activities in reading and writing at the grade levels in which the percentage of students passing or obtaining commended performance has decreased since the previous year.
2. Utilize the content specialists to develop additional curriculum resources to provide instructional support to teachers working with students at grade levels that have experienced declines.

Early Childhood Program

Program Description

This Title I program provided funds to support a full-day prekindergarten program for 16,786 eligible students. Funds were utilized to support 50 percent of prekindergarten salaries for 619 teachers and one librarian. The focus of the HISD prekindergarten is beginning literacy and oral language development that support individual needs as well as language and cultural backgrounds of children. The central feature of the program is that communication and literacy form the basis of children's future academic success.

Needs Assessment

- To supplement the 50 percent of prekindergarten teachers salaries and benefits provided by the state.

Program Goals

- Support academic achievement and provide a foundation for a college bound culture.

Program Participants

Population: 619 Prekindergarten teachers
Grade(s): Prekindergarten
Location: 178 HISD locations

Program Costs (Title I Funding)

Planning Allocation:	\$14,378,727	Actual Allocation:	\$14,378,727
Expenditures:	\$13,719,442	Percent of Allocation Utilized:	95.4
Payroll Costs:	\$13,034,444	Contracted Services:	\$684,998
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): Reading performance, assessed during kindergarten
Group(s): All students
Instrument/Measure(s): Standardized tests

Findings

- Program funds were used entirely to support the salaries of 619 teachers and one librarian and 95.4 percent of the budget was utilized.
- Standardized test data will not be available for participating students until their kindergarten year, 2011–2012.

Discussion

The Research and Accountability Department has provided detailed curriculum evaluations of Pre-K programs beginning with the 2007–2008 academic year. While results have been mixed by type of prekindergarten program, students attending prekindergarten outperform non-attending economically-disadvantaged counterparts on standardized tests administered in kindergarten.

Recommendations

1. Expand marketing/recruiting plan to capture more prekindergarten eligible students.
2. Consider a common assessment instrument to assess the progress of prekindergarten students.

Elementary Science–Sanchez Lab

Program Description

The Elementary Science Sanchez Lab in conjunction with the Science - Elementary program provided leadership, content expertise and technical support for the implementation of the kindergarten through fifth grade science curriculum, instruction, and assessment. Program administrators conducted science curriculum resource development involving the interpretation of state and local curricula, translation into frameworks for lessons, and content-specific technical assistance. One Elementary Science Specialist position and one Curriculum Team Leader position were funded through this program. Further instructional support was made available to teachers in the form of science kits made available through the kit center. Program funds were used to refurbish and acquire such kits. The program was run in collaboration with Baylor College of Medicine's Center for Educational Outreach.

Needs Assessment

- The district needs to improve science TAKS passing rates at grade 5.
- The district needs to reduce achievement gaps among various student populations on the grade 5 science TAKS.

Program Goal

- To improve teacher content knowledge, pedagogical competencies, knowledge of diverse learning styles, and the percentage of highly qualified elementary science teachers.

Program Participants

Population: Teachers, principals/assistant principals
Grade(s): Kindergarten through five
Location: HISD elementary schools

Program Costs (Title I Funding)

Planning Allocation:	\$1,000,000	Actual Allocation:	\$1,000,000
Expenditures:	\$942,487	Percent of Allocation Utilized:	94.2
Payroll Costs:	\$310,514	Contracted Services:	\$481,137
Supplies and Materials:	\$131,754	Other:	\$19,082
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): Science
Group(s): All student groups
Instrument/Measure(s): TAKS and Stanford 10; Pre/post tests; Percentage of participation/usage; Professional development evaluations; annual percentage of improvement

Elementary Environment/Science Stanford 10 Student Performance (All Non-Special Education), 2010–2011

Grade	2010 NCE	2011 NCE	Change
1	46	49	3
2	50	52	2
3	49	52	3
4	51	55	4
5	53	60	7

Elementary English or Spanish TAKS Science Performance, 2010–2011

Grade	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
5-English	87	86	-1	41	43	2
5-Spanish*	43	33	-10	17	0	-17

* N tested: 2010=23, 2011=12

**Elementary English or Spanish Economically Disadvantaged
TAKS Science Performance, 2010–2011**

Grade	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
5-English	86	85	-1	36	39	3
5-Spanish*	45	36	-9	18	0	-18

* N tested: 2010=22, 2011=11

Findings

- One elementary science specialist and one curriculum team leader position were funded through this program.
- The elementary science specialist and the curriculum team leader were both responsible for conducting training activities provided by this program. These resources provided teachers with best instructional practices and strategies.
- District level training opportunities were attended by 162 teachers and instructional coordinators.
- Districtwide performance on the environment/science subtest of the Stanford 10, as measured by NCEs, reveals an increase of seven NCEs at grade five, and increases of 2–4 NCEs at the other elementary grade levels.
- Districtwide performance on the TAKS science test revealed that the percentage of students passing declined by one percentage-point on the grade five English test version and 10 percentage-points on the Spanish test version. Further, the percentage of students achieving commended performance on the science test increased by two percentage-points on the English version.

Discussion

This program provided teachers with instructional support throughout the 2010–2011 academic year. An array of professional development activities were offered and attended by district science instructors. Additionally, the content specialist was responsible for creating teacher resources used to enhance teacher content knowledge and instructional practices. Districtwide performance on the environment/science subtest of the Stanford 10 demonstrated a positive potential impact of program activities on student achievement as all elementary grade levels posted gains in 2011.

Recommendations

1. Continue to target science TAKS and Stanford 10 performance with initiatives developed in 2010–2011.
2. Obtain formal feedback on all program training sessions; consider a web-based format, e.g., Survey Monkey.

Highly Qualified Teacher/Paraprofessional

Program Description

The Highly Qualified Teacher/Paraprofessional program was designed to provide support to all not highly qualified district teachers and paraprofessionals to help them gain “Highly Qualified” status by developing and disseminating individualized certification pathway plans, monitoring plan progress, and by providing certification plan preparation, training and resource materials. During 2010–2011, 112 not highly qualified teachers and paraprofessionals received support from this program through additional testing and ACP programs.

Needs Assessment

- For compliance with No Child Left Behind (NCLB) the district needs to monitor the qualifications of teachers and paraprofessionals and assist them to become highly qualified.

Program Goals

- Provide support to 100% of teachers and paraprofessionals who are not highly qualified in the 2010–2011 school year.
- To have a positive impact on student achievement.

Program Participants

Population: 112 teachers and paraprofessionals identified as not highly qualified for their current assignment
Grade(s): Pre-K through 12
Location: Various HISD locations

Program Costs (Title II Funding)

Planning Allocation:	\$115,000	Actual Allocation:	\$115,000
Expenditures:	\$40,000	Percent of Allocation Utilized:	34.8
Payroll Costs:		Contracted Services:	\$40,000
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): Overall TAKS performance
Group(s): All students; at-risk and economically disadvantaged students
Instrument/Measure(s): Percentage of classes taught by Highly Qualified Teachers; Professional development evaluations

English or Spanish TAKS Performance, Spring 2010 and Spring 2011

All Tests Taken

Grade	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
3	79	80	1	23	25	2
4	74	75	1	12	15	3
5	–	–		–	–	
6	71	73	2	16	19	3
7	69	71	2	10	11	1
8	–	–		–	–	
9	62	61	-1	10	12	2
10	56	59	3	5	6	1
11	79	79	0	7	9	2
All Grades	70	72	2	12	15	3

Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 5 and 8.

Number and Percent of Classes Taught by HQ Core Subject Teachers, 2005–2011

Year	Total Classes	Classes Taught by Highly Qualified Teachers		Classes Not Taught by Highly Qualified Teachers	
	Number	Number	Percent	Number	Percent
2005–2006	31,543	30,112	95.5	1,431	4.5
2006–2007	28,257	27,709	98.1	548	1.9
2007–2008	25,438	25,310	99.5	128	0.5
2008–2009	25,230	24,552	97.3	678	2.7
2009–2010	30,806	30,120	97.8	686	2.2
2010–2011	25,201	24,979	99.1	222	0.9

Source: Texas Education Agency. NCLB Highly Qualified Reports 2005–2011

Findings

- Program funds totaling \$40,000 or 34.8 percent of the allocated funds were utilized to purchase contracted services for the development of individual certification plans for the 112 educators identified as not being highly qualified.
- During 2010–2011, 63 or 56.3 percent of the participating educators became highly qualified.
- Student academic achievement as measured by districtwide performance on English and Spanish versions of TAKS for all tests taken revealed gains for five of seven grade levels compared to 2010. The percentage of students passing all tests taken increased by three points for grade ten, two points at grades six and seven, and one point at grades three and four. The total percentage of growth experienced for all grade levels on all tests taken increased by two percentage points.
- The percentage of students that received commended performance increased at all seven of the grade levels for which an all tests taken percentage was calculated. The total percentage of students achieving commended performance for all grade levels and all tests taken increased by three percentage points.
- The percentage of classes taught by highly qualified teachers in 2010–2011 was 99.1 percent, an increase of 1.3 percentage points over 2009–2010 and 1.7 percentage points just below the high of 99.5 percent for 2007–2008.

Discussion

The Highly Qualified Teacher/Paraprofessional program provided support to 112 teachers and paraprofessionals identified as not highly qualified at the beginning of the 2010–2011 academic year. Contracted services were primarily utilized to support the activities offered through this program and 63 of the 112 participants became highly qualified.

Recommendation

1. While 63 or 56.3 percent of the participants became highly qualified in 2010–2011, this number falls short of the goal of having 100 percent of district teachers/paraprofessionals being highly qualified. An in-depth analysis of the underlying reasons as to why 49 participants did not become highly qualified should be undertaken in order to improve the success rate of the program in 2011–2012.

Homeless Children

Program Description

Overall, the academic achievement of homeless students is poor. Although tutorial programs are offered at most school campuses to address academic deficiencies, often times, homeless students are unable to participate due to lack of transportation and/or rigid shelter schedules. In order to meet the academic needs of the homeless population, Title I, Part A set-aside funds are used to pay certified teachers to provide supplemental instruction at shelter sites and school campuses (only students that have been identified as homeless and who require academic tutoring and/or enrichment may participate). Each tutor provides nine hours of academic instruction and/or enrichment per week. During 2010–2011, 30 teachers provided supplemental instruction to 637 students at various designated tutorial sites throughout the city.

Needs Assessment

- The district needs to provide tutoring assistance to homeless children enrolled in HISD

Program Goal

- Participating tutors will provide a minimum of nine hours of supplemental instruction per week

Program Participants

Population: Homeless Children
Grade(s): 1–12
Location: 20 tutorial sites

Program Costs (Title I Funding)

Planning Allocation:	\$200,000	Actual Allocation:	\$200,000
Expenditures:	\$127,317	Percent of Allocation Utilized:	63.7
Payroll Costs:	\$125,804	Contracted Services:	\$886
Supplies and Materials:	\$627	Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): All core content areas
Group(s): Tutored students
Instrument/Measure(s): TAKS; Stanford 10

Homeless Children - Participation by Grade Level, 2010–2011

Grade	Participants
Pre-K	7
K	21
1	52
2	58
3	99
4	31
5	49
6	54
7	42
8	32
9	21
10	8
11	8
Unknown	155
Total	637

Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Non-Special Education Homeless Students, Reading, Mathematics, and Language, Spring 2010 and Spring 2011

Reading					Mathematics				Language			
Grade	N	2010 NCE	2011 NCE	Gain/Loss	N	2010 NCE	2011 NCE	Gain/Loss	N	2010 NCE	2011 NCE	Gain/Loss
1	25	35	25	-10	25	27	33	6	1	*	*	
2	25	37	28	-9	27	35	34	-1	27	48	27	-21
3	23	36	35	-1	23	32	35	3	23	37	34	-3
4	26	31	29	-2	26	37	44	7	26	30	35	5
5	16	36	33	-3	16	41	41	0	16	43	44	1
6	26	32	27	-5	26	36	33	-3	26	31	31	0
7	18	42	40	-2	19	37	42	5	19	43	42	-1
8	17	38	37	-1	17	35	38	3	17	40	35	-5
9	1	*	*		1	*	*		1	*	*	
10	2	*	*		2	*	*		2	*	*	

* Fewer than five students tested

Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Non-Special Education Homeless Students, Environment/Science, and Social Science, Spring 2010 and Spring 2011

Environment/Science					Social Science			
Grade	N	2010 NCE	2011 NCE	Gain/Loss	N	2010 NCE	2011 NCE	Gain/Loss
1	24	30	31	1		NT	NT	
2	27	39	37	-2		NT	NT	
3	23	40	31	-9		NT	NT	
4	26	33	40	7	26	27	29	2
5	16	39	44	5	16	34	41	7
6	26	37	36	-1	27	32	26	-6
7	19	47	48	1	19	38	44	6
8	17	43	50	7	17	40	40	0
9	1	*	*		1	*	*	
10	1	*	*		1	*	*	

*Fewer than five students tested

“NT” means not tested in one or both years

English TAKS Performance for Homeless Students on Reading/ELA, Spring 2010 and Spring 2011

Grade	N	Percent Met Standard			Percent Commended		
		2010	2011	Change	2010	2011	Change
3	1	*	*		*	*	
4	34	56	32	-24	15	3	-12
5	18	72	72	0	11	11	0
6	28	61	46	-15	11	4	-7
7	19	63	68	5	16	0	-16
8	19	68	74	6	5	11	6
9	2	*	*		*	*	
10	1	*	*		*	*	
11	1	*	*		*	*	

* Fewer than five students tested

English TAKS Performance for Homeless Students on Mathematics, Spring 2010 and Spring 2011

Grade	N	Percent Met Standard			Percent Commended		
		2010	2011	Change	2010	2011	Change
3	2	*	*		*	*	
4	34	76	68	-8	6	21	15
5	18	83	67	-16	0	22	22
6	28	56	22	-34	4	7	3
7	19	53	21	-32	5	0	-5
8	19	58	21	-37	5	0	-5
9	2	*	*		*	*	
10	1	*	*		*	*	
11	1	*	*		*	*	

* Fewer than five students tested

Findings

- Program expenditures (\$127,316) primarily supported supplemental income for participating tutors and 63.7 percent of the programs budget allocation was utilized.
- Participants represented all grade levels within HISD
- Achievement gains for these students on both the Stanford 10 and TAKS were mixed and should be viewed with caution given the small number of students with two years of achievement results.
- On Stanford 10 reading, all grades declined and on TAKS reading, two of five grades with data declined and two showed improvement on percent meeting standard.
- On Stanford mathematics, five of eight grades showed improvement and on TAKS mathematics all five grades with data registered declines.

Discussion

Program expenditures were used to provide supplemental income for participating tutors. This program provided tutoring and supplemental assistance to 637 students designated as homeless representing all grade levels within HISD.

Recommendation

Identify instructional strategies to improve performance in reading and mathematics.

Master Scheduling Curriculum Training

Master Scheduling Curriculum Training			
Program Description			
This staff development program provided professional training in concepts and methodologies to optimize the scheduling development skills for the district and all schools. The training targeted 150 HISD principals, assistant principals and other campus-based personnel to support district goals of designing and developing a master scheduling process. Training focused on increasing the ability of campus leaders to conceptualize master scheduling concepts, to effectively analyze school scheduling data, and to integrate master scheduling into critical curriculum and instructional areas.			
Needs Assessment			
<ul style="list-style-type: none">Campus-based leaders need training on master scheduling concepts customized to the district, specific school environments, and targeted student needs.			
Program Goals			
<ol style="list-style-type: none">Design and develop a master scheduling process.Training and support in master scheduling development and process.Plan for district-wide implementation and rollout.			
Program Participants			
Population: 150 HISD principals, assistant principals, and other campus-based personnel			
Grade(s): Kindergarten through 12			
Location: Various training sites; Title I schools			
Program Costs (Title I Funding)			
Planning Allocation:	\$175,000	Actual Allocation:	\$175,000
Expenditures:	\$150,000	Percent of Allocation Utilized:	85.7
Payroll Costs:		Contracted Services:	\$150,000
Supplies and Materials:		Other:	
Capital Outlay:			
Expected Program Outcomes			
Improved Areas (s):	Increased participation/usage of master scheduling.		
Group(s):	HISD principals, assistant principals, other campus-based personnel		
Instrument/Measure(s):	Professional development training, master scheduling rollout		
Master Scheduling Professional Development by Course, 2010–2011			
Course Number	Course Title/Description	Attendance	
LD0047	Master Scheduling Curriculum - Day 1	89	
LD0048	Master Scheduling Curriculum - Day 2	38	
LD0049	Master Scheduling Cluster Session	20	
		Total (duplicated)	147
		Total (unduplicated)	91
Findings			
<ul style="list-style-type: none">The number of educators trained on Master Scheduling was 91 (unduplicated count), short of the program goal of training 150 campus-based professionals.Training was provided to campus personnel from 54 HISD campuses.No information was available regarding the extent to which training was implemented in the development of 2011–2012 campus level master schedules.			
Discussion			
This staff development program supported training on Master Scheduling for 91 campus administrators, short of the stated goal of 150.			
Recommendation			
Survey participating administrators in 2011–2012 to determine the extent to which the training was utilized.			

Math Solutions

Program Description

The training implemented for this program was designed to assist the 234 Apollo 20 “Fellows” (tutors) in providing support to struggling mathematics students. Six hours of targeted training focusing on basic numeracy skills was provided by the Math Solutions consultant.

Needs Assessment

- Apollo “Fellows” need additional training in how to teach basic numeracy skills to struggling mathematics students.

Program Goals

- Increase the capacity of the Apollo Fellows to assist struggling students at Apollo campuses.

Program Participants

Population: 234 Apollo Fellows
Grade(s): 6 through 12
Location: 9 Apollo Middle and High Schools

Program Costs (Title I Funding)

Planning Allocation:	\$29,900	Actual Allocation:	\$29,900
Expenditures:	\$29,900	Percent of Allocation Utilized:	100.0
Payroll Costs:		Contracted Services:	\$29,900
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): TAKS mathematics performance
Group(s): Students at 9 Apollo campuses

TAKS Mathematics Performance, Spring 2010 and Spring 2011, Apollo Schools

Group	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
MS Apollo	62	72	10	10	16	6
HS Apollo	64	73	9	9	16	7
All Apollo	63	72	9	10	16	6
HISD	78	80	2	26	28	2

Findings

- 100.0 percent of expended program funds were utilized to pay Math Solutions to deliver the training.
- A total 226 Apollo Fellows received six hours of training provided by Math Solutions in January, 2011. This number included 115 middle school Fellows and 111 high school Fellows.
- Students at the Apollo schools showed gains in 2011 in both the percentage meeting standard and the percentage commended on the TAKS mathematics subtest and these gains were higher than those noted for the overall district.

Discussion

The Math Solutions consultant provided training focusing on numeracy skills to 226 Apollo Fellows. The exact extent to which this particular training impacted the observed gains in mathematics performance cannot be determined but it is likely that it is one of several contributing variables within the Apollo initiative.

Recommendation

Attempt to gain systematic feedback from training participants for their evaluation of professional development activities and the extent to which they were actually implemented in the classroom.

Middle School Literacy Coaches

Program Description

The Middle School Literacy Coach program was administered through the Adolescent Literacy Department of the Curriculum, Instruction, and Assessment division of HISD. During the 2010–2011 school year, 37 literacy coaches met with central office personnel twice a month to receive professional development in three main areas: the use of data, incorporating literacy strategies in all content areas, and working with adult learners. The major focus of the literacy coach's work was to facilitate the implementation of Tier II and Tier III reading intervention programs on their campus and to ensure that Tier I core content teachers were aware of the learning needs of these struggling readers in their core content classrooms and to offer coaching support for teachers of these students.

Needs Assessment

From the 2007 NAEP Reading and Writing scores, HISD had only 18 percent of eighth graders reading and writing at the proficient level. The district only had literacy coaches at the elementary and high school levels and this program was implemented to fill this gap in services.

Program Goals

- Coaches will demonstrate literacy and model teaching strategies.
- Coach teachers to build capacity.
- Provide a source of job embedded professional development.

Program Participants

Population: All middle school students
Grade(s): 6–8
Location: All HISD middle schools

Program Costs (Title I Funding)

Planning Allocation:	\$2,787,600	Actual Allocation:	\$1,033,551
Expenditures:	\$1,032,757	Percent of Allocation Utilized:	99.9
Payroll Costs:	\$933,293	Contracted Services:	
Supplies and Materials:	\$74,656	Other:	
Capital Outlay:	\$24,808		

Expected Program Outcomes

Improved Subject(s): Reading/ELA, Writing
Group(s): Grades 6–8
Instrument/Measure(s): TAKS, Stanford 10

TAKS Performance on Reading/ELA, Spring 2010 and Spring 2011

Grade	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
6	81	81	0	27	31	4
7	82	83	1	22	25	3
8	87	87	0	37	38	1

TAKS Performance Writing, Spring 2010 and Spring 2011

Grade	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
7	93	93	0	32	31	-1

Stanford 10 Performance on Reading, 2010 and 2011

NCE			
Grade	2010	2011	Change
6	48	47	-1
7	45	47	2
8	48	48	0

Findings

- Title II funding supported payroll expenses for five of the Middle School Literacy Coaches.
- TAKS reading scores improved in grade seven by one percentage point, and performance in grades six and eight remained unchanged. The percent commended increased in all grade levels, from 1–4 percentage points. Performance on the writing test was unchanged for grade seven (the only grade tested) and the percent commended decreased by one percentage point.
- Grade seven reading performance increased by two NCE's on the Stanford 10, grade six performance decreased by one NCE, and grade eight performance remained constant.

Discussion

Performance on the reading TAKS improved for one of three grade levels and writing performance was unchanged. Improvement was also noted for one grade level on the Stanford 10 reading subtest. The extent to which this specific staff development program contributed to these gains cannot be determined.

Recommendation

Ensure that the activities of literacy coaches are focused on coaching as opposed to other activities by providing more information on the role of literacy coaches to campus administrators.

Play It Smart

Program Description

In 1998, The National Football League created Play It Smart, an educational program targeted at high school football players from economically disadvantaged environments where family and community support are often lacking. The program was designed to transform student-athletes' passion for sports and intense dedication to their team into a force for greater good in their lives. In 2010–2011, HISD employed 23 Play It Smart Academic Coaches and one Athletics Program Administrator to service not only football, but, all UIL sanctioned sports (for both boys and girls). The key component of the program is the Academic Coach who works with student-athletes for the entire school year. They serve as head coach assistants specializing in providing a continuing link to the academic side of the school and the community. In this role, they coordinate academic support services, SAT/ACT prep classes, study halls, life skill sessions, field trips to area colleges, and other team building activities throughout the entire school year.

Needs Assessment

- Leverage lessons learned on the playing field to help student athletes take responsibility for their futures.

Program Goals

- Improve grade point average
- Increase number of students taking the SAT/ACT and improved scores on tests.
- Increase graduation rate and opportunities for higher education.
- Enhance life skills development.
- Increase opportunities for community service.
- Increase parental and family involvement

Program Participants

Population: 6,000 student athletes
Grade(s): 9–12
Location: 23 HISD high schools

Program Costs (Title I Funding)

Planning Allocation:	\$1,421,642	Actual Allocation:	\$550,513
Expenditures:	\$550,513	Percent of Allocation Utilized:	100.0
Payroll Costs:	\$550,513	Contracted Services:	
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): All
Group(s): Student athletes
Instrument/Measure(s): GPA, TAKS, PSAT

TAKS Performance of Athletes and Non-Athletes, Play It Smart Schools, 2010–2011

Percent Meeting Standard

	Reading/ELA	Mathematics	Science	Social Studies
Athletes	91.1	81.2	84.8	97.0
Non-Athletes	84.8	70.4	75.1	94.1

Average PSAT Scores for Athletes and Non-Athletes

Athletes					Non-Athletes			
Grade	% Taking PSAT	Critical Reading Average	Math Average	Writing Average	% Taking PSAT	Critical Reading Average	Math Average	Writing Average
10	90.3	38.7	42.0	36.7	83.4	36.0	39.2	34.4
11	83.6	40.7	44.6	38.9	82.0	39.2	42.0	37.5
Totals	87.4	39.6	43.3	37.7	82.7	37.5	40.5	35.8

Findings

- This program funded 23 Academic Coach positions and one Program Administrator accounting for 100 percent of the program funding.
- Twenty-three HISD high schools and 6,049 student athletes participated in the 2010–2011 Play It Smart program.
- Student athletes outperformed non-athletes on all four TAKS subject tests.
- A higher percentage of student athletes (87.4 percent) took the PSAT than their non-athlete counterparts (82.7 percent) and achieved consistently higher scores for critical reading, mathematics and writing.
- Student athletes posted an overall higher GPA than their school average, 2.89 versus 2.50 (**see Appendix L**).
- Athlete students at 22 of the 23 campuses had higher GPAs than their non-athlete counterparts.
- During the 2010–2011 school year, 250 athletic scholarships were offered to athletes at 18 of the 23 participating schools totaling \$22.6 million (**see Appendix M**).

Discussion

This program funded 23 academic coaches with multiple roles including mentor, advocate, counselor, teacher, coach, and friend to student athletes. Academic coaches assisted head coaches in establishing policies and procedures to enable student-athletes to achieve their individual goals as well as to meet the goals of the program. Academic coaches coordinated academic support services, SAT/ACT prep classes, study halls, life skill sessions, field trips to area colleges, and other team building activities throughout the entire school year. Academic coaches also met one-on-one with each player, and served as their advocate with teachers, school personnel, parents and guardians. Student athletes outperformed non-athletes on the TAKS and on grade point averages. While the exact extent to which the Play It Smart Program contributed to these differences cannot be determined, the consistent differences suggest that the program is having a positive impact.

Recommendation

None, this program will not be funded in 2011–2012.

Professional Development–Dr. Robert L. Canady

<p style="text-align: center;">Program Description</p> <p>This professional training targeted providing assistance to 345 middle and high school principals on the development of their 2011–2012 master schedules. Training was provided by Dr. Robert L. Canady’s organization, School Scheduling Associates. The training provided by School Scheduling Associates focuses on building middle school schedules that provide extended learning time (ELT) for reading/ language Arts, and mathematics and designing high school schedules for under-credited and/or over-age students at the end of grades 8, 9 and 10 who need support and acceleration to increase graduation odds. A single workshop was conducted in January with 105 middle and high school principals as a beginning discussion around the philosophies that should exist when developing a master schedule for each level.</p>																							
<p style="text-align: center;">Needs Assessment</p> <ul style="list-style-type: none"> Middle and high school campus leaders need assistance in the development of optimized master schedules based on student needs. 																							
<p style="text-align: center;">Program Goals</p> <ul style="list-style-type: none"> Create master schedules based on student data/needs Learn how to balance workloads for both students and teachers Learn how to schedule support for students during the school day 																							
<p style="text-align: center;">Program Participants</p> <p>Population: Principals, assistant principals, campus leadership team members at HISD middle and high schools Grade(s): 6–12 Location: Various HISD locations</p>																							
<p style="text-align: center;">Program Costs (Title I Funding)</p> <table> <tr> <td>Planning Allocation:</td><td>\$385,500</td><td>Actual Allocation:</td><td>\$1,265,392</td></tr> <tr> <td>Expenditures:</td><td>\$352,668</td><td>Percent of Allocation Utilized:</td><td>27.9</td></tr> <tr> <td>Payroll Costs:</td><td>\$62,277</td><td>Contracted Services:</td><td>\$288,255</td></tr> <tr> <td>Supplies and Materials:</td><td></td><td>Other:</td><td>\$2,136</td></tr> <tr> <td>Capital Outlay:</td><td></td><td></td><td></td></tr> </table> <p>Note: The budget for this program was combined with three other programs, READ 180, Secondary CIA Stipends, and Carnegie Leadership</p>				Planning Allocation:	\$385,500	Actual Allocation:	\$1,265,392	Expenditures:	\$352,668	Percent of Allocation Utilized:	27.9	Payroll Costs:	\$62,277	Contracted Services:	\$288,255	Supplies and Materials:		Other:	\$2,136	Capital Outlay:			
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Payroll Costs:	\$62,277	Contracted Services:	\$288,255																				
Supplies and Materials:		Other:	\$2,136																				
Capital Outlay:																							
<p style="text-align: center;">Expected Program Outcomes</p> <p>Instrument/Measure(s): Quality of alignment of school schedule to student requests.</p>																							
<p style="text-align: center;">Findings</p> <ul style="list-style-type: none"> Training was provided by School Scheduling Associates to 105 middle and high school principals in January, 2011, short of the goal of training 345 administrators. No feedback was available on the quality of the training provided. An estimated \$10,000 was paid to School Scheduling Associates to provide this training. 																							
<p style="text-align: center;">Discussion</p> <p>This program funded contracted services to provide master scheduling training to 105 middle and high school principals and assistant principals in a single workshop in January, 2011.</p>																							
<p style="text-align: center;">Recommendation</p> <p>Survey training participants in 2011–2012 to determine the extent to which the training was utilized in the development of their master schedules.</p>																							

Professional Development–EVAAS Training

Program Description

In support of the district's ASPIRE Educational Improvement and Performance Management Model, HISD Professional Support and Development department provided Value-Added Foundation and Advanced level face-to-face training to 1,250 HISD employees from June of 2010 until June of 2011. This training was provided to campus-based teachers, campus administrators, School Improvement Officers (SIOs), and central office staff. The objective of the training was for participants to develop a basic understanding of value-added analysis and the use of the data available to improve teaching and learning and to continue to build capacity of teachers, campus-level administrators, leadership teams, and central office staff in supporting continuous school improvement. The training included on-line learning paths for levels 1, 2, and 3 on the HISD portal, as well as 3-hour and 6-hour face-to-face training sessions offered throughout the year. Face-to-face sessions were offered during normal school hours, as well as on Saturdays. Employees attending the face-to-face sessions from June of 2010 through January of 2011 received a stipend for attendance.

Needs Assessment

- The district needs to ensure that all educators receive training to enhance the use of value-added data to determine student needs and optimal instructional practices.

Program Goals

- Develop an understanding of the use of value-added data for school improvement.
- Develop an understanding of the verification process used for eligibility.
- Develop a communication plan for various stakeholders including parents; the business community; and HISD campus, and central office personnel.

Program Participants

Population: All teachers and campus administrators and central office personnel
Grade(s): All grades
Location: Various HISD locations

Program Costs (Title II Funding)

Planning Allocation:	\$185,000	Actual Allocation:	\$920,995
Expenditures:	\$208,391	Percent of Allocation Utilized:	22.6
Payroll Costs:	\$164,312	Contracted Services:	\$40,032
Supplies and Materials:	\$4,047	Other:	
Capital Outlay:			

Expected Program Outcomes

Group(s): Teachers and campus administrators
Instrument/Measure(s): Completion of training

Professional Development EVAAS Courses and Attendance, 2010–2011

Course	Participants
ASPIRE-VA (Level 1 & Level 2)	759
ASPIRE-EVAAS 4-11 Activity Pack	145
ASPIRE-Intro to VA (Level 1)	1
Totals (duplicated)	905
Totals (unduplicated)	815

Findings

- A total of 1,250 HISD staff members participated in EVAAS training in 2010–2011.

Discussion

The 2010–2011 ASPIRE program focused on the use of EVAAS data to determine student growth. A significant amount of professional development was provided to over 800 educators. The specific contribution of this program to improved TAKS scores cannot be determined.

Recommendation

Expand EVAAS training opportunities to reach more HISD staff members.

Professional Development–Renzulli

Program Description			
This training was provided to teachers to support the utilization of The Renzulli Learning System (RLS). The Renzulli Learning System is a web-based application designed to increase teacher productivity and student learning by facilitating the differentiation of curriculum. RLS serves as a virtual teaching assistant by generating student learning profiles that include student interest areas, learning styles, and expression styles. These student learning profiles then can be used to assist teachers in identifying teaching strategies and learning activities that will reinforce higher-order thinking skills and optimize student learning in the classroom. The profiles also serve as individualized internet search engines that guide students to web-based enrichment activities and projects that will maintain their interests while introducing or reinforcing core concepts and ideas.			
Needs Assessment			
<ul style="list-style-type: none">The district needs to ensure that all educators receive training to optimize student learning in the classroom.			
Program Goals			
<ul style="list-style-type: none">Train teachers on the use of RLS.Provide RLS subscriptions to K-12 students.Provide resources aligned to the HISD curriculum.			
Program Participants			
Population: All teachers and campus administrators and central office personnel			
Grade(s): PK-5 in 2010–2011			
Location: 93 HISD elementary schools			
Program Costs (Title II Funding)			
Planning Allocation:	\$190,803	Actual Allocation:	\$400,000
Expenditures:	\$309,400	Percent of Allocation Utilized:	77.4
Payroll Costs:		Contracted Services:	\$309,400
Supplies and Materials:		Other:	
Capital Outlay:			
Expected Program Outcomes			
Group(s):	Teachers and campus coordinators		
Instrument/Measure(s):	Completion of training		
Renzulli Professional Development and Attendance, 2010–2011			
Course		Participants	
PK-5 Renzulli Site Coordinators		24	
K-5 Advanced Renzulli Strategies		236	
Totals (duplicated)		260	
Totals (unduplicated)		253	
Findings			
<ul style="list-style-type: none">A total of 253 educators participated in Renzulli professional development activities during 2010–2011.During 2010–2011, 6,438 teachers logged into RLS and 78 percent completed profiles.During 2010–2011, HISD teachers passed out 11,799 assignments and assigned 391 projects through RLS.A 2010 survey of participating teachers revealed that 96 percent felt that RLS was effective for helping them in differentiating instruction based on student learning styles.			
Discussion			
The 2010–2011 Renzulli program focused on assisting teachers in identifying teaching strategies and learning activities to reinforce higher-order thinking skills and optimize student learning in the classroom. The profile completion rate by teachers of 78 percent was significantly higher than the 48 percent observed over the three previous years.			
Recommendation			
The impact of RLS appears to be cumulative over time; therefore exposure to the program should be made at the earliest possible time both for teachers and students.			

Professional Development–Title I

Professional Development Title I						
Program Description						
The HISD Professional Support and Development department (PSD) administered districtwide training programs to support beginning teacher induction and retention, campus mentoring and coaching, PK-12 curriculum training and 21st century instructional best practices. PSD partnered with the Educational Research & Dissemination (ER&D) Program - AFT to provide targeted support to high needs Apollo campuses. PSD supported content-based teacher audiences through the addition of campus-based and centrally-offered training sessions offered year-round during 2010-2011.						
Needs Assessment						
<ul style="list-style-type: none">The district needs ongoing, supportive professional development for highly qualified teachers, alternative certification interns, beginning teachers including international teachers, and other teachers new to the district.						
Program Goals						
<ul style="list-style-type: none">To provide targeted professional development support training to HISDTo have a positive impact on student achievement.						
Program Participants						
Population: 11,000 educators						
Grade(s): Pre-K through 12						
Location: Various HISD locations						
Program Costs (Title I Funding)						
Planning Allocation: \$3,958,532 Actual Allocation: \$4,111,554						
Expenditures: \$3,602,788 Percent of Allocation Utilized: 87.6						
Payroll Costs: \$3,349,702 Contracted Services: \$79,115						
Supplies and Materials: \$60,649 Other: \$113,323						
Capital Outlay:						
Expected Program Outcomes						
Improved Subject(s): Overall TAKS performance						
Group(s): All students; at-risk and economically disadvantaged students						
Instrument/Measure(s): Percentage of participation/usage; Professional development evaluations						
English or Spanish TAKS Performance, Spring 2010 and Spring 2011						
All Tests Taken						
Percent Met Standard				Percent Commended		
Grade	2010	2011	Change	2010	2011	Change
3	79	80	1	23	25	2
4	74	75	1	12	15	3
5	—	—		—	—	
6	71	73	2	16	19	3
7	69	71	2	10	11	1
8	—	—		—	—	
9	62	61	-1	10	12	2
10	56	59	3	5	6	1
11	79	79	0	7	9	2
All Grades	70	72	2	12	15	3
Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 5 and 8.						
Findings						
<ul style="list-style-type: none">93.0 percent of expended program funds were utilized to provide extra duty pay to educators participating in staff development activities. Overall, 87.6 percent of allocated funds were utilized.Funding supported payroll expenses for 42 Title I Professional Development staff members.A total of 168 distinct course topics were conducted in 2010–2011. An unduplicated count of 4,450 educators attended training activities. Appendix F provides information on the number of educator participants by job role.						

Findings (continued)

- Professional development activities were provided to teachers, principals, assistant principals, paraprofessionals, and other district personnel. Further, activities were focused on instructional best practices that were targeted at all grade levels and content areas, particularly mathematics and science. Schools that were identified as low performing were targeted for additional assistance.
- Student academic achievement as measured by districtwide performance on English and Spanish versions of TAKS for all tests taken revealed positive results for five of seven grade levels. The percentage of students passing all tests taken increased by three points for grade 10, and 1–2 points for grades three, four, six, and seven. Grade 11 remained unchanged and grade nine declined by one percentage point. The total percentage of growth experienced for all grade levels on all tests taken increased by two percentage points.
- The percentage of students that received commended performance increased at all seven of the levels for which an all tests taken percentage was calculated, and increases ranged from one to three percentage points. The total percentage of students achieving commended performance for all grade levels and all tests taken increased by three percentage points.

Discussion

Title I funded staff development provided districtwide training programs to support beginning teacher induction and retention, campus mentoring and coaching, PK-12 curriculum training and 21st century instructional best practices. The impact of this program on student academic achievement was demonstrated through improvements in the percentage of students passing all TAKS tests taken at five of seven grade levels for which this figure could be calculated. Further, the percentage of students achieving commended performance increased for the district overall and at all seven grade levels included in the calculation.

Recommendation

Attempt to gain systematic feedback from training participants for their evaluation of professional development activities. Utilizing a standard, automatically tabulated electronic format instead of paper evaluations would be a more effective way to capture and report feedback from large numbers of individuals.

Professional Development–Title II

Program Description						
The Professional Support and Development department administered district-wide training programs for employee on-boarding, instructional best practices, technology integration and 21st century readiness, administrator preparation, application of value-added data and student data decision-making tools, paraprofessional training, and state-mandated Instructional Leadership Development (ILD) training. Instructor-led, blended, and online courses were custom-designed, vetted, and approved through the Professional Development Clearinghouse.						
Needs Assessment						
<ul style="list-style-type: none">The district needs to ensure that all educators receive training to enhance the use of value-added data to determine student needs and optimal instructional practices and state mandated training in Instructional Leadership Development (ILD) and PDAS.						
Program Goals						
<ul style="list-style-type: none">Develop an understanding of the use of value-added data for school improvement.Develop an understanding of the verification process used for eligibility.						
Program Participants						
Population:	All teachers and campus administrators and central office personnel					
Grade(s):	All grades					
Location:	Various HISD locations					
Program Costs (Title II Funding)						
Planning Allocation:	\$4,155,787	Actual Allocation:	\$4,155,787			
Expenditures:	\$3,621,329	Percent of Allocation Utilized:	87.1			
Payroll Costs:	\$3,296,076	Contracted Services:	\$128,238			
Supplies and Materials:	\$118,132	Other:	\$57,394			
Capital Outlay:	\$21,490					
Expected Program Outcomes						
Improved Subject(s):	Overall TAKS performance					
Group(s):	All students; at-risk and economically disadvantaged students					
Instrument/Measure(s):	Percentage of participation/usage; Professional development evaluations					
English or Spanish TAKS Performance, Spring 2010 and Spring 2011						
All Tests Taken						
Percent Met Standard				Percent Commended		
Grade	2010	2011	Change	2010	2011	Change
3	79	80	1	23	25	2
4	74	75	1	12	15	3
5	–	–		–	–	
6	71	73	2	16	19	3
7	69	71	2	10	11	1
8	–	–		–	–	
9	62	61	-1	10	12	2
10	56	59	3	5	6	1
11	79	79	0	7	9	2
All Grades	70	72	2	12	15	3
Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 5 and 8.						
Findings						
<ul style="list-style-type: none">A total of 129 distinct course topics were conducted in 2010–2011. An unduplicated count of 4,339 educators attended training activities. Appendix G provides information on the number of educator participants by job role.Funding supported payroll expenses for 50 Title II Professional Development staff members.Student academic achievement as measured by districtwide performance on English and Spanish versions of TAKS for all tests taken revealed positive results for five of seven grade levels. The percentage of students passing all tests taken increased by three points for grade 10, and 1–2 points for grades three, four, six, and seven. Grade 11 remained unchanged and grade nine declined by one percentage point. The total percentage of growth experienced for all grade levels on all tests taken increased by two percentage points.						

Findings (continued)

- The percentage of students that received commended performance increased at all seven of the levels for which an all tests taken percentage was calculated, and increases ranged from one to three percentage points. The total percentage of students achieving commended performance for all grade levels and all tests taken increased by three percentage points.

Discussion

Title II funded staff development provided districtwide training programs to support employee on-boarding and 21st century instructional best practices. The impact of this program on student academic achievement was demonstrated through improvements in the percentage of students passing all TAKS tests taken at five of seven grade levels for which this figure could be calculated. Further, the percentage of students achieving commended performance increased for the district overall and at all seven grade levels included in the calculation.

Recommendation

Attempt to gain systematic feedback from training participants for their evaluation of professional development activities. Utilizing a standard, automatically tabulated electronic format instead of paper evaluations would be a more effective way to capture and report feedback from large numbers of individuals.

READ 180

Program Description

The READ 180 program is an intensive reading intervention program targeting adolescent illiteracy through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Ongoing professional development was provided by Scholastic and the HISD literacy team to 31 Apollo 20 middle school and high school ELA teachers. Participating teachers received individualized bi-weekly support and attended monthly meetings to learn best practices.

Needs Assessment

- In the Apollo 20 middle and high schools nearly 70% of the students perform below grade level in reading.

Program Goals

- Provide ongoing staff development to 31 Apollo 20 ELA teachers.
- Within three years, students at the Apollo 20 schools will read at grade level or above.

Program Participants

Population: 31 Reading/ELA teachers, 1,862 students
Grade(s): 6–12
Location: Nine Apollo middle and high school campuses

Program Costs (Title I Funding)

Planning Allocation:	\$385,500	Actual Allocation:	\$1,265,392
Expenditures:	\$352,668	Percent of Allocation Utilized:	27.9
Payroll Costs:	\$62,277	Contracted Services:	\$288,255
Supplies and Materials:		Other:	\$2,136
Capital Outlay:			

Note: The budget for this program was combined with three other programs, Professional Development-Dr. Robert L. Canady, Secondary CIA Stipends, and Carnegie Leadership

Expected Program Outcomes

Improved Subject(s): TAKS reading/ELA performance
Group(s): Students at 9 Apollo campuses

TAKS Reading/ELA Performance, Spring 2010 and Spring 2011, Apollo Schools

Group	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
MS Apollo	76	75	-1	15	17	2
HS Apollo	81	79	-2	9	9	0
All Apollo	78	77	-1	12	13	1
HISD	85	85	0	26	29	3

Findings

- Professional development training was provided to 31 Apollo 20 middle and high school ELA teachers throughout the 2010–2011 school year.
- Students at the Apollo schools showed declines in 2011 in the percentage of students meeting standard on the TAKS Reading/ELA test. The percentage commended increased by one percentage point, just below the two percentage points observed for the district.

Discussion

The READ 180 program provided training and ongoing support to Reading/ELA teachers in the Apollo schools. Performance on the TAKS Reading/ELA subtest actually declined during 2011 but this was only the first year of the program. It is anticipated that continued staff development and support for the Apollo teachers will be reflected by significant gains in the next two years.

Recommendation

Provide documentation of staff development activities and obtain teacher feedback on the effectiveness of training and support provided.

School Allocations

Program Description

The purpose of the School Allocations program was to increase student achievement through campus flexibility in program development, reduced administrative burdens, and, ultimately to directly increase support to public school students by improving teacher quality. Campus allocations for campus-based programming were generated from a formula grant of \$25 per student using enrollment figures from October 2009. Campus-based needs assessments were utilized to develop program descriptions for using Title II, Part A funds. Each participating campus was to submit a Title II, Part A Campus Program Description and to submit the names of teachers identified to receive Title II, Part A support. Program descriptions included program rationale, goals, objectives, services provided, budgetary allocations, personnel, evaluation plans, and outcome measures to be positively impacted by the Title II, Part A funded services and activities. Of the district's 298 schools, all non-Discipline Alternative Education Program (DAEP) Schools were eligible for Title II, Part A funds this year.

Needs Assessment

- The district needs to provide additional support for the diverse academic needs of HISD students, teachers, and administrators.

Program Goals

- To hire supplemental assistant principals, additional teachers, or subject area specialists to improve the quality of instruction.
- To provide training activities to meet the needs of highly qualified teacher requirements and diverse groups of learners.
- To provide professional development activities in core academic subject areas.
- To provide parental involvement training.

Program Participants

Population: All non-DAEP HISD school facilities
Grade(s): Prekindergarten through 12
Location: Various HISD schools and other locations

Program Costs

Planning Allocation:	\$5,050,050	Actual Allocation:	\$5,585,752
Expenditures:	\$4,489,099	Percent of Allocation Utilized:	80.4
Payroll Costs:	\$814,419	Contracted Services:	\$1,854,768
Supplies and Materials:	\$644,234	Other:	\$1,175,678
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): All core content areas
Group(s): All groups - determined by campus
Instrument/Measure(s): Various - determined by campus

Support Funded by 2010–2011 Title II, Part A School Allocations: Number of Campuses (N=283)

Student Groups

Regular	Bilingual	ESL	LEP	Gifted/Talented	Special Ed.	Other
269	159	226	224	203	218	19

Subject Area

Reading/ELA	Mathematics	Writing	Science	Social Sciences	Foreign Language	Arts
213	222	24	149	39	0	0

Test or Area

TAKS	Stanford 10	Aprenda 3	SAT/ACT	Other
266	257	136	29	131

Students and School Allocation Amounts by Grade Level Targeted for Achievement Gains, 2010–2011

Grade Level	*Students	Percentage of District Population	**Allocation	# Campuses Targeting Grade for Improvement[^]
Early Ed./Prekindergarten	17,110	8.4%	\$427,750	125
Kindergarten	16,633	8.2%	\$415,825	155
First	17,368	8.5%	\$434,200	162
Second	16,987	8.4%	\$424,675	164
Third	16,427	8.1%	\$410,675	165
Fourth	16,266	8.0%	\$406,650	165
Fifth	15,329	7.5%	\$383,225	171
Sixth	12,852	6.3%	\$321,300	67
Seventh	12,615	6.2%	\$315,375	61
Eighth	12,866	6.3%	\$321,650	59
Ninth	14,746	7.3%	\$368,650	50
Tenth	12,413	6.1%	\$310,325	50
Eleven	11,219	5.5%	\$280,475	42
Twelfth	10,463	5.1%	\$261,575	38
Total	203,294	100.0%	\$5,082,350	

*Based on student enrollment by grade level from the PEIMS Data file 2010–2011. **Estimate based on grade level percentage of district population multiplied by total district allocation. ^N=283 Based on Available 2010–2011 Campus Descriptions

Findings

- Program expenditures were primarily used to fund contracted services and payroll costs to provide substitute teachers for teachers attending training activities during the normal school day.
- A total of 2 teacher positions were funded through school-based programs.
- In HISD, 289 campuses qualified for and received Title II, Part A School Allocation program funds; however, only 283 schools submitted campus descriptions.
- Regular education (N=269) was the largest group of students targeted for academic gains, followed by English as a second language (ESL) (N=226), and limited English proficient (LEP) students (N=224). Special education, Gifted/talented, and bilingual students were identified for gains by the next largest group of principals (N=218, N=203, N=159, respectively). Mathematics (N=222) and reading/ English language arts (N=213) gains were targeted for program impact by the largest number of campuses, followed by science (N=149), social sciences (N=39,) and writing (N=24).
- Campuses overwhelmingly targeted the TAKS (N=266) and Stanford 10/Aprena 3 (N=257/136) assessments for academic improvements. Twenty-nine campuses identified the SAT/ACT and 131 identified other assessments. Campuses were not required to provide documentation confirming which subjects, student groups, or standardized assessments were actually targeted by their 2010–2011 Title II, Part A expenditures.

Discussion

This program provided campuses with an individual Title II, Part A allocation based on student enrollment. Campus-level program expenditures represented a wide variety of sources including salaried personnel, contracted services, supplies and materials, and registration fees. Although documentation of the intended use of campus-based programs was collected for most campuses receiving an allocation, campuses were not required to demonstrate that their programs had been implemented as planned. Nevertheless, the Department of External Funding ensures that campus expenditures were consistent with the intent of the fund. The analyses of districtwide and campus-level performance provided in the previous section of this report reflect a positive trend in the 2011 campus level performance, overall, as compared to 2010 results. Specifically, TAKS gains were achieved by approximately 69.1 percent of the campuses in mathematics, 68.4 percent in social studies, 58.9 percent in science, 57.7 percent in reading/ELA, and 49.3 percent in writing. Overall, 56.5 percent of the campuses showed gains or were unchanged on all tests taken.

Recommendation

Collect information that can be used to compare the original planning goals of campus based programs to the actual implementation of these programs.

Secondary CIA Stipends

Secondary CIA Stipends						
Program Description						
The Secondary Curriculum, Instruction, and Assessment (CIA) Stipends program provided extra duty pay and materials for professional development to support 300 secondary ELA teachers in implementing the new ELA/R Texas Essential Knowledge and Skills (TEKS) in preparation for the new State of Texas Assessments of Academic Readiness (STAAR) assessment, and to build capacity in understanding and implementing the Texas College Readiness Standards and English Language Proficiency Standards (ELPS). Over the course of the year, four training sessions were conducted for each grade level.						
Needs Assessment						
<ul style="list-style-type: none">The district needs to increase rigorous instructional standards and support for secondary ELA teachers and to provide effective instructional resources.						
Program Goals						
<ul style="list-style-type: none">To improve student reading levels by integrating literacy into all core content areas.To improve student writing levels by integrating literacy into all core content areas.Build capacity for implementing ELA/R TEKS, Texas College Readiness Standards and English Language Proficiency Standards (ELPS)						
Program Participants						
Population: 300 secondary ELA teachers						
Grade(s): 6–12						
Location: All HISD middle and high schools						
Program Costs (Title I Funding)						
Planning Allocation:	\$385,500	Actual Allocation:	\$1,265,392			
Expenditures:	\$352,668	Percent of Allocation Utilized:	27.9			
Payroll Costs:	\$62,277	Contracted Services:	\$288,255			
Supplies and Materials:		Other:	\$2,136			
Capital Outlay:						
Note: The budget for this program was combined with three other programs, Professional Development-Dr. Robert L. Canady, READ 180, and Carnegie Leadership						
Expected Program Outcomes						
Improved Subject(s):	Reading/ELA, Writing					
Group(s):	All students at targeted schools					
Instrument/Measure(s):	TAKS					
Secondary CIA Professional Development Courses and Attendance, 2010–2011						
Course		Participants				
Grade 6 Reading Instructional Materials Update		81				
Grade 7 Reading Instructional Materials Update		88				
Grade 8 Reading Instructional Materials Update		101				
Grade 9 Reading Instructional Materials Update		42				
Grade 10 Reading Instructional Materials Update		41				
Grade 11 Reading Instructional Materials Update		20				
Grade 12 Reading Instructional Materials Update		18				
Grade 6-8 Reading Portal Materials Update		65				
Total (duplicated)		456				
Total (unduplicated)		198				
English TAKS Performance on Reading/ELA, Spring 2010 and Spring 2011						
Secondary Grade	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
6	81	81	0	27	31	4
7	82	83	1	22	25	3
8	87	87	0	37	38	1
9	88	83	-5	20	25	5
10	87	87	0	13	15	2
11	90	92	2	24	19	-5

English or Spanish TAKS Performance on Writing, Spring 2010 and Spring 2011						
	Percent Met Standard			Percent Commended		
	2010	2011	Change	2010	2011	Change
Secondary Grade						
7	93	93	0	32	31	-1
Findings						
<ul style="list-style-type: none"> 198 educators (456 duplicated) participated in professional development activities. Districtwide student performance on the TAKS reading/ELA test reveal improvements in the percentage of students passing at two of six secondary grade levels and the percentage of students achieving commended performance at five of six grade levels. Specifically, the percentage of students passing the reading/ELA TAKS test increased by two points at grade 11, and one point at grade seven. Grades six, eight and 10 remained constant, and grade nine experienced a decline of five points. The percentage of students achieving commended performance increased by five points at grade nine, four points at grade six, three points at grade seven, two points at grade 10, and one point at grade 8. Grade 11 experienced a decline of five percentage points. The percentage of students passing the writing TAKS test remained unchanged at grade seven. The percentage of students achieving commended performance declined by one point. 						
Discussion						
This program likely contributed to district gains on the percentage of students achieving commended performance on the TAKS reading/ELA test, along with other staff development programs.						
Recommendation						
Collect feedback on provided training.						

Sign-On Bonuses

Program Description

The Sign-On Bonuses Program offers recruitment incentives to qualified teachers entering the district and staying in the same subject area for two years. Recruiting and retaining highly qualified teachers is an ongoing challenge in HISD, just as it is in other large urban school districts across the nation. As the district's population continues to change, the district is faced with the challenge of staffing teachers in all academic areas. Significant resignations and mobility within the first years of teaching impact instructional consistency, efficiency, and effectiveness. HISD faces increased shortages in Bilingual, English-as-a-Second Language (ESL), mathematics, science and Special Education programs. In order to place qualified teachers in all HISD classrooms, the district initiated the Sign-On Bonuses program to assist with the recruitment and retention of certified teachers. Offering recruitment incentives allows the district to be competitive in the job market. The program is designed to attract certified teachers in critical and hard to fill areas including Bilingual, ESL, mathematics, science and Special Education. Under the current program cycle for 2010-2011, teachers who reported to their classrooms as of August 2010 received the first portion of the incentive in September 2010. Teachers who entered their classrooms in August 2009 also received the second portion of the incentive in April of 2011.

Needs Assessment

- The district needs to provide monetary recruitment incentives to teachers in the state-recognized critical areas of need who enter the district and remain in the same content area for two consecutive years, to be competitive in the job market, and to encourage greater teacher retention and classroom consistency.

Program Goals

- To attract and retain certified, highly qualified teachers to help improve districtwide student academic achievement.
- To provide bonus payments in two installments for each certified teacher who becomes eligible to receive the sign-on bonus in this academic year.

Program Participants

Population: Bilingual, ESL, mathematics, science, and Special Education teachers new to HISD (1st or 2nd year)
Grade(s): Prekindergarten through 12
Location: Not Applicable; no training involved

Program Costs (Title II Funding)

Planning Allocation:	\$1,700,000	Actual Allocation:	\$1,700,000
Expenditures:	\$1,277,378	Percent of Allocation Utilized:	75.1
Payroll Costs:	\$1,277,378	Contracted Services:	
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subjects Mathematics, science, all subjects (Bilingual, ESL, and Special Education students)
Group(s): All students; Bilingual, ESL, and Special Education students
Instrument/Measure(s): Recruitment data

Sign-On Bonus Payments for Year 1 and Year 2 Teachers, 2010-2011

Teaching Assignment	Number of Year 1 Recipients	Year 1 Bonus Amount	Total Year 1 Payout	Year 2 Bonus Amount (Paid 2009-2010)	Year 2 Anticipated Payout
Bilingual	41	\$4,000	\$164,000	\$2,000	\$84,000
Secondary Math	45	\$4,000	\$180,000	\$2,000	\$60,000
Secondary Science	56	\$4,000	\$224,000	\$2,000	\$48,000
ESL	37	\$3,000	\$111,000	\$2,000	\$70,000
Secondary Spanish	14	\$3,000	\$42,000	\$2,000	\$4,000
Special Ed	7	\$3,000	\$21,000	\$2,000	\$48,000
Other	0	\$0	\$0	\$1,500	\$109,500
Total	200		\$742,000		\$423,500

Note: Payouts are prorated for teachers hired after the beginning of the school year or not completing the school year.

<p style="text-align: center;">Findings</p> <ul style="list-style-type: none">• All expenditures accrued by this program were used for payroll costs and 75.1 percent of the total program budget allocation was actually utilized.• This program provided a monetary recruitment incentive for teachers in their first or second year with HISD. The incentive is paid in two parts. Teachers in their first year with the district receive their incentive in September of their first year. Second year teachers receive their incentive in April of their second year.• Teachers hired in “critical” areas included secondary education, mathematics, all science courses, ESL, and all Special Education classes. Teachers hired in “R.I. Core Subjects” included prekindergarten teachers, teachers certified for grades one through four and four through eight, reading, mathematics, social studies, or science courses.• Teachers hired after the start of the academic year, or teachers not completing the entire year are subject to having their bonuses prorated. Therefore, actual amounts paid to these teachers are below the standard rates.• Recruitment incentives were paid to 200 first year teachers who were hired for various educational programs including secondary science (28.0 percent), secondary mathematics (22.5 percent), bilingual (20.5 percent), ESL (18.5 percent), secondary Spanish (7.0 percent), and special education (3.5 percent).• A retention incentive was also paid to 230 second year teachers who were hired to the previously mentioned subject areas.
<p style="text-align: center;">Discussion</p> <p>A critical component of improving student academic achievement is recruiting and retaining highly qualified teachers. This program provides both a recruitment incentive to teachers beginning their career with HISD as well as provides second year teachers with a retention incentive. The capacity of this program to recruit and hire an additional 200 fully certified teachers and retain another 230 second year teachers, including instructors for bilingual education and other critical shortage areas, is an important accomplishment for the district. The program met its stated goal concerning the payment of bonuses.</p>
<p style="text-align: center;">Recommendation</p> <p>Consider expanding the program to provide retention incentives to experienced principals and assistant principals as a tool to recruit administrators with a record of success to work in low performing schools.</p>

SpringBoard Math

Program Description

This Title I funded program supported the launch of the SpringBoard mathematics curriculum in 19 HISD middle schools. SpringBoard is the foundational component of the College Board's College Readiness System. The curriculum is aligned with the Texas standards, the Common Core State Standards, and the College Board Standards for College Success. Professional development was provided throughout the year to teachers and principals and assistant principals at the 19 participating schools.

Needs Assessment

- HISD lags 3–5 points behind the state average in mathematics for grades 6–8. Professional development is required to raise the bar of rigor for all students.

Program Goals

- Increase number of students exposed to rigorous mathematics curriculum.
- Increase the number of teachers trained on rigorous instruction of middle school mathematics.
- Improve the college-going culture at participating middle schools.

Program Participants

Population: Mathematics teachers, principals, and assistant principals
Grade(s): 6–8
Location: 19 HISD middle schools

Program Costs (Title I Funding)

Planning Allocation:	\$398,089	Actual Allocation:	\$1,055,088
Expenditures:	\$0	Percent of Allocation Utilized:	0.0
Payroll Costs:		Contracted Services:	
Supplies and Materials:		Other:	
Capital Outlay:			

Expected Program Outcomes

Improved Subject(s): Mathematics
Group(s): All student groups
Measure(s) TAKS mathematics

SpringBoard Math Professional Development Courses and Attendance, 2010–2011

Course	Participants
4-Day SpringBoard ELA 6-8	32
4-Day SpringBoard Math 6-8	24
4-Day SpringBoard ELA 6-8	31
4-Day SpringBoard Math 6-8	15
Totals (unduplicated)	102

Findings

- A total of 102 teachers received training in the implementation of the SpringBoard math curriculum.
- Fourteen of the 19 schools showed increases in TAKS mathematics met standard performance, three registered declines, and two remained unchanged (see **Appendix N**).
- Eleven of the schools showed gains in the percentage of students commended on TAKS mathematics, five registered declines, and three remained unchanged.

Discussion

This program utilized Title I funding to implement the SpringBoard mathematics curriculum in 19 HISD middle schools. Fourteen of these schools posted gains in TAKS mathematics passing rates and 11 posted gains in the percentage of students achieving commended performance. These results suggest that this program, along with other district initiatives had a positive impact on mathematics achievement in HISD middle schools.

Recommendation

Continue to reinforce the SpringBoard curriculum by supporting additional training in 2011–2012.

Twilight Schools

Program Description

HISD's Twilight Schools program provides high school students with a flexible opportunity to complete coursework required for graduation by providing evening and weekend self-paced online instruction at seven HISD schools throughout the district. Students also receive support and guidance from instructional staff. The program targeted at-risk students seeking credit recovery and accelerated instruction.

Needs Assessment

- The district needs decrease the dropout rate and provide a flexible self-paced schedule for at-risk students.

Program Goals

- Decrease dropout rate by 5%
- Increase academic instructional hours by 25% to increase course completion
- Increase student enrollment in Twilight High School by 50%.

Program Participants

Population: 300 at-risk HISD high school students
Grade(s): 9–12
Location: Seven HISD locations

Program Costs (Title I Funding)

Planning Allocation:	\$550,000	Actual Allocation:	\$550,000
Expenditures:	\$380,220	Percent of Allocation Utilized:	69.1
Payroll Costs:	\$366,838	Contracted Services:	\$5,309
Supplies and Materials:	\$6,925	Other:	\$1,149
Capital Outlay:			

Expected Program Outcomes

Improved Measures: Course completion, graduation rates, dropout rates
Group(s): Participating students
Instrument/Measure(s): Course Completion, Graduation Rate, Dropout Rate

Findings

- The program utilized 69.1 percent of funding with 96.5 percent of the total expenditures supporting payroll costs.
- A total count of 311 students participated in the program.
- Participating students completed 252 courses offered by the program.
- 74 of the participating students graduated, representing 72.4 percent of high school senior enrollees.

Discussion

This program utilized Title II, Part A funding primarily to support payroll costs for personnel providing instruction in the Twilight Schools. The high graduation rate (72.4 percent of high school senior enrollees) underscores the value of offering alternative schedules to at-risk students.

Recommendation

Continue to expand the marketing of this program to at-risk students throughout the district, particularly seniors.

APPENDICES

Appendix A

Title I Authorized Uses of Funds, 2010-2011

01. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
 02. Schoolwide reform strategies that—
 - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that: strengthen the core academic program in the school; increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include: counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
 03. Instruction by highly qualified teachers.
 04. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
 05. Strategies to attract high-quality highly qualified teachers to high-need schools.
 06. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
 07. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
 08. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
 09. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
-

APPENDIX B

WELCOME!

The goal of this survey is to help the HISD Department of Research and Accountability evaluate districtwide implementation of the 2010-2011 Title I, Part A and Title II, Part A Centralized Programs. Specifically, your participation in this survey will help HISD meet federal and state requirements that we assess the type and impact of professional development activities received by educators in our district.

Thank You For Your Cooperation!

CONFIDENTIALITY STATEMENT: All information collected about respondents will be stored in a restricted environment accessible only to Department of Research and Accountability personnel knowledgeable about the importance of individual confidentiality. Survey responses will not be reported whereby a survey respondent could be identified.

For questions concerning the completion of this survey please contact:

Harry Selig, District Data Analysis Manager
Department of Research and Accountability
Houston Independent School District
4400 W. 18th Street
Houston, TX 77092-8501
713-556-6700

APPENDIX B (continued)

1. What is your current position for the 2010-2011 school year?

- ☐ Teacher (non-Special Education)
- ☐ Special Education Teacher
- ☐ Subject Area Specialist
- ☐ Teacher Assistant/Paraprofessional
- ☐ Other Instructional Support Staff
- ☐ Assistant Principal
- ☐ Campus Principal or Regional Administrator
- ☐ Other

If "Other" please specify:

APPENDIX B (continued)

2. Please select the grade levels and subjects you taught (or provided instructional support to teachers) during the 2010-2011 school year. (Please check all that apply)

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading/Writing/ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career & Technical Educ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health/PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B (continued)

3. Please indicate which student groups you teach or the student groups of teachers to whom you provide instructional support. (Please check all that apply)

- ☐ Regular
- ☐ Bilingual
- ☐ LEP/ELL
- ☐ Gifted/Talented
- ☐ Special Education
- ☐ At-Risk
- ☐ Economically Disadvantaged
- ☐ Not applicable

4. Is your campus a Title I campus?

- ☐ Yes
- ☐ No
- ☐ Don't Know
- ☐ Not Applicable

5. Is your campus labeled as "Identified for School Improvement" this year.

- ☐ Yes
- ☐ No
- ☐ Don't Know
- ☐ Not Applicable

APPENDIX B (continued)

6. How many years of teaching or providing instructional support to teachers have you completed with HISD (as of the end of the 2010-2011 school year)?

Total Number of Years With HISD

Total Number of Years
Completed

APPENDIX B (continued)

7. Please indicate your "Highly Qualified" status for the 2010-2011 school year.

	I was considered Highly Qualified for the entire school year	I became Highly Qualified during the current school year	I have not met the requirements to be considered Highly Qualified	I am unaware of my Highly Qualified Status	Not Applicable (i.e., Administrators, counselors, etc.)
Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraprofessional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. If you were not considered "Highly Qualified" at the start of the 2010-2011 school year, please indicate how many training sessions, how many days of training, and the total number of hours you attended training to meet the "Highly Qualified" requirements for your position.

	Training Sessions	Days of Training	Total Hours of Training
Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>
Paraprofessional	<input type="text"/>	<input type="text"/>	<input type="text"/>

APPENDIX B (continued)

9. If you attended content or subject specific professional development during the 2010-2011 school year, please indicate how many separate training sessions, days of training, and the total number of hours you attended for each of the following subjects:

	Number of Training Sessions	Number of Days in Attendance	Total Number of Hours in Attendance
Reading/Writing/ELA	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Music/Fine Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foreign Language	<input type="text"/>	<input type="text"/>	<input type="text"/>
Career & Technical Educ.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Health/PE	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>

APPENDIX B (continued)

10. If you attended content or subject specific professional development during the 2010-2011 school year, please indicate specific aspects of classroom instruction that were emphasized or targeted for each subject:
(Please check all that apply)

	Reading/ Writing/ELA	Mathematics	Science	Social Studies	Fine Arts	Foreign Language	Career & Technical Educ.	Health/PE	Other
Interdisciplinary strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom experimentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovative strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher-order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands-on activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personalized teaching goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized interventions for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assessment to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connections to TEKS, TAKS, Stanford 10, or Aprenda 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B (continued)

11. If you attended professional development during the 2010-2011 school year that targeted specific student populations or aspects of instruction, please indicate how many separate training sessions, days of training, and the total number of hours you attended:

	Number of Training Sessions	Number of Days in Attendance	Total Number of Hours in Attendance
At-risk students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students of different cultures	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with different learning styles	<input type="text"/>	<input type="text"/>	<input type="text"/>
Classroom management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Collaborative learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other topics not included in this survey	<input type="text"/>	<input type="text"/>	<input type="text"/>

APPENDIX B (continued)

12. Please rate your degree of satisfaction which each of the following professional development service providers with whom you attended at least one complete training session this school year.

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
HISD Professional Development Services (PDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Administrative Office other than PDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Office Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Region IV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B (continued)

13. Please read the following statements and indicate the degree to which you agree with each statement.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Not Applicable
The instructional leadership on my campus has encouraged my participation in professional development training activities this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year were of high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year were sustained over time (not one-day or short-term).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year were intensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year were classroom-focused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year had a positive impact on my teaching style or strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year had a positive impact on my subject/content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year advanced my understanding of effective instructional strategies based on scientific research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year were aligned with State academic content standards and assessments (TEKS and TAKS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year improved my ability to work more effectively with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, the training activities I attended this year were connected to other schoolwide or districtwide initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B (continued)

14. Please indicate which of the following incentives were used to support or encourage your participation in professional development activities this year. (Please check all that apply)

- ☐ Stipends or other monetary assistance
- ☐ Substitute teacher coverage during school hours
- ☐ HISD (or school) paid for training activities
- ☐ Other incentives or support
- ☐ None
- ☐ Not applicable

Appendix C

Title I and Title II, Part A Program Budgets and Expenditures, 2009–2010

Program Name	Planning Budget	Actual Allocation	Actual Expenditures	Available Budget
Centralized Programs				
Advanced Academic Initiatives	\$740,992	\$534,188	\$391,424	\$142,764
ASPIRE Professional Development	\$1,000,000	\$955,384	\$743,472	\$211,912
Aspiring Principals Institute	\$1,578,045	\$1,482,470	\$1,403,837	\$78,633
A ² TeaMS (Joint Funding)	\$800,000	\$800,000	\$483,604	\$316,396
Early Childhood Program (Title I Funding)	\$14,000,000	\$13,892,884	\$13,248,938	\$643,946
Educational Research and Dissemination	\$475,000	\$451,798	\$421,988	\$29,810
ELA–Elementary	\$75,000	\$73,784	\$4,000	\$69,784
ELA–Secondary	\$75,000	\$75,000	\$73,961	\$1,039
General Staff Development (Joint Funding)	\$315,000	\$315,000	\$301,550	\$13,450
Highly Qualified Teacher/Paraprofessional	\$115,000	\$115,000	\$110,282	\$4,718
Just for the Kids	\$1,537,200	\$1,455,500	\$1,455,500	\$0
Leadership Development	\$1,600,000	\$1,594,459	\$1,537,388	\$57,071
Literacy Coaches–Middle Schools (Title I Funding)	\$2,787,600	\$2,787,600	\$2,658,267	\$129,333
Literacy Initiative	\$300,000	\$258,753	\$185,165	\$73,588
Mathematics–Elementary	\$156,300	\$156,300	\$111,200	\$45,100
Mathematics–Secondary	\$156,300	\$151,265	\$143,540	\$7,725
New Teacher Induction ABRAZO (Joint Funding)	\$3,700,000	\$3,687,457	\$3,541,877	\$145,580
Numeracy Content Specialist (Title I Funding)	\$3,500,000	\$3,500,000	\$3,239,950	\$260,050
Play It Smart (Title I Funding)	\$1,441,316	\$1,606,757	\$1,522,485	\$84,272
Reading Content Specialist (Title I Funding)	\$1,769,823	\$2,082,926	\$1,949,662	\$133,264
Rice University School Mathematics Project	\$55,000	\$55,000	\$50,120	\$4,880
Science–Elementary	\$200,000	\$200,000	\$161,804	\$38,196
Science–Sanchez Lab (Joint Funding)	\$800,000	\$669,216	\$639,487	\$29,729
Science–Secondary	\$100,000	\$100,000	\$107,912	(\$7,912)
Sign-on Bonuses	\$1,700,000	\$1,400,519	\$1,390,598	\$9,921
Social Studies–Elementary	\$75,000	\$75,000	\$54,381	\$20,619
Social Studies–Secondary	\$75,000	\$75,000	\$75,260	(\$260)
TAKS 915 Stipend	\$50,000	\$25,924	\$7,273	\$18,651
Teach For America Recruitment (Title I Funding)	\$600,000	\$636,000	\$536,000	\$100,000
Non-Centralized Programs				
General Administration	\$359,546	\$312,306	\$288,760	\$23,546
Private School Share	\$1,100,000	\$1,100,000	\$1,100,000	\$0
School Allocations	\$4,904,475	\$4,250,722	\$3,838,545	\$412,177
Totals	\$46,141,597	\$44,876,212	\$41,778,230	\$3,097,982

*Allocations and expenditures not available by individual program.

Appendix D**HISD Campuses With One or More Not Highly Qualified Teachers, 2010–2011**

Elementary Schools (N=8)	Middle Schools (N=18)	High Schools (N=19)	Combined School (N=1)
Bonham	Attucks MS	Bellaire HS	Community Services
Horn	Burbank MS	Chavez HS	
Houston Gardens	Clifton MS	Houston Math/Sci. Tech. Center	
MacGregor	Cullen MS	HSPVA	
Piney Point	Fleming MS	International HS at Sharpstown	
Rice	Gregory-Lincoln MS	Jones HS	
Robinson	Hamilton MS	Kashmere HS	
Scarborough	Hartman MS	Lamar HS	
	Hogg MS	Lee HS	
	Holland MS	Madison HS	
	Marshall MS	Milby HS	
	McReynolds MS	Scarborough HS	
	Ortiz MS	Sharpstown HS	
	Revere MS	Washington HS	
	Rogers, TH MS	Westside HS	
	Sharpstown MS	Wheatley HS	
	Sugar Grove	Worthing HS	
	Welch MS	Yates HS	

Appendix E

HISD Campuses Identified for School Improvement Under Title I Requirements, 2010–2011

Elementary Schools (N=1)	Middle Schools (N=11)	High Schools (N=12)	Alternative School (N=1)
Benavidez	Attucks CLC MS Cullen Edison Fondren Henry Ryan E.O. Smith Thomas M.C. Williams Woodson	CLC HS Davis Jones Kashmere Lee Madison Milby Sharpstown Westbury Wheatley Worthing Yates	Pro-Vision

APPENDIX F

Title I Professional Development by Job Description, 2010–2011

Number of Educators to Complete Professional Development by Position			
Position Description	Number Trained	Position Description	Number Trained
Academic Trainer -10M	3	Counselor, Bilingual-Sec. 11M	1
Analyst, Performance Management	1	Counselor, Elementary 10M	11
Associate Teacher, Dedicated	1	Counselor, Elementary-11M	1
Associate Teacher, degreed	2	Counselor, Secondary-11M	9
Campus Education Tech-11M	3	Crossing Guard	1
CATE Business Education CP 10M	1	Curriculum Spclst TL	1
CATE Computer Technologies 10M	1	Curriculum Spclst-11M	1
CATE Cosmetology 10M	1	Curriculum Spclst-12M	7
CATE Electronics 10M	1	Custodian-11M	2
CATE Family/Consumer Sci CP 10M	1	Dean of Instructn Elem Sch 11M	1
CATE Health Science Tech 10M	5	Dean of Instructn High Sch 11M	4
CATE Office Education 10M	1	Dean of Instructn Mddl Sch 12M	2
CATE T&I Law 10M	1	Dean of Students High Sch 11M	5
CATE, Automotive Tech	4	Dean of Students High Sch 12M	3
CATE, Basic Business	1	Dean of Students Mddl Sch 11M	4
CATE, Building Trades	1	General Clerk II 10M	1
CATE, Business Administration	1	Helper, Hrly	3
CATE, Business Education CP	4	Hourly Helper, 12m	2
CATE, Career Connections	1	Hourly Lecturer	1
CATE, Cosmetology	2	Hourly Lecturer 10M	16
CATE, Counselor 11M	3	Hourly Teacher	1
CATE, Data Processing	3	Hourly Transportation 10M	2
CATE, Data Processing/bus cert	1	Hrly General Clerk II, 10M	1
CATE, Gen Business (T & S)	3	Hrly Lecturer, (Rice Project)	4
CATE, Health Science Tech	1	Instructional Spclst-11M	10
CATE, Office Education	3	Instructional Spclst-12M	12
CATE, Plumbing & Piping Trades	1	Instructor, Dual Credit	3
CATE, Pre-Empl Lab Child Care	1	Int IT Cust Serv Rep-11M	1
CATE, Sectrl Science T&S	1	Intern, API - Hrly	1
CATE, Skills for Living (MS)	1	Laboratory Tech	1
CATE, T&I Career Prep	1	Lecturer, Hrly	9
CATE, Technology Education	1	Librarian	15
CATE, Trades and Indust 10M	1	Librarian, Itinerant	4
CATE, Typing (MS)	1	Mgr, Certification Training	2
CATE, Welding	1	Mgr, Curriculum	2
Certification Trainer-12M	5	Mgr, Online Learning	1
Chair, Spcl Ed 10M	11	Mgr, Prof Dev Clearinghouse	1
Coach, Literacy - ES	31	Non-Instructional Aide-Hr	1
Coach, Literacy - ES 12M	1	Nurse	2
Coach, Literacy - HS	1	Outreach Worker TL	1
Coach, Literacy-MS	6	Paraprofessional, Hrly	5
Coord, Curriculum	1	Principal, Asst Elem 11M	23
Coord, Instr II QIE Magnet	33	Principal, Asst Elem 12M	4
Coord, Instructional RT	31	Principal, Asst High Sch 11M	16
Coord, Instructional RT 11M	13	Principal, Asst High Sch 12M	4
Coord, Instructional RT 12M	8	Principal, Asst Middle Sch 11M	15
Coord, Tchr 11M	6	Principal, Asst Middle Sch 12M	3
Coord, Title I (RT)	11	Principal, ECH	1
Coord, Title I (RT) 11.5M	2	Principal, Elementary Sc- Term	1
Counselor, 12 M	2	Principal, Elementary School	39

APPENDIX F (continued)**Title I Professional Development by Job Description, 2010–2011**

Number of Educators to Complete Professional Development by Position			
Position Description	Number Trained	Position Description	Number Trained
Principal, High School	3	Tchr, Dist, Pregnant Girls	1
Principal, Middle School	9	Tchr, Drama	4
Prof Development Design Spec	3	Tchr, Earth Science 6-8	1
Program Mgr, Leadership Dev	1	Tchr, Earth-LI Science	7
Recruiter	1	Tchr, EC-4	5
School Business Mgr	2	Tchr, English	157
School Improvement Officer	1	Tchr, English/Language Arts4-8	14
Spcl Ed, Student Assignment	1	Tchr, ESL 4-8	21
Special Assignment	1	Tchr, ESL EC-4	27
Special Assignment, 10M	3	Tchr, ESL Elementary	250
Special Assignment, Hrly 10M	1	Tchr, ESL Kindergarten	31
Special Bus Driver Duty	3	Tchr, ESL Pre-Kindergarte	35
Special Ed Prog Spclst-12M	2	Tchr, ESL Secondary	82
Special Pops Prog Spclst	17	Tchr, ESL/English 8-12	7
Sr Academic Tutor Apollo HS	5	Tchr, Fifth Grade	102
Sr Academic Tutor Apollo MS	1	Tchr, First Grade	154
Sr IT Customer Service Spclst	1	Tchr, Fourth Grade	153
Sr Manager, Leadership Develop	1	Tchr, French	5
Sr Manager, Teacher Developmt	2	Tchr, Geography	3
Sr Mgr, Academic Training	1	Tchr, German	1
Sr. Manager, Prof Dev Cen Supt	1	Tchr, Health	2
Student Information Rep-11M	1	Tchr, History	92
Student Worker	1	Tchr, Hrly	9
Substitute Aide/Clerk, Hrly	1	Tchr, InstructionalTech 11M	1
Tchr Devlpmt Spec-Temp Assgnmt	31	Tchr, Intervention (Read)-Ttl1	1
Tchr, 4-8 Generalist	6	Tchr, Journalism	2
Tchr, Art	32	Tchr, Kindergarten	127
Tchr, Assoc, Degreed	18	Tchr, Latin	1
Tchr, Assoc, HISD Ret Crtfd	1	Tchr, Lead	5
Tchr, Assoc, TX Certified	7	Tchr, Lead 10.5M	1
Tchr, Autism Self-Contained	9	Tchr, Lead 11M	1
Tchr, Band Secondary 12-M	1	Tchr, Lead 12 M	3
Tchr, Band, Secondary	8	Tchr, Life Science 6-8	2
Tchr, Bilingual	544	Tchr, Math	229
Tchr, Bilingual 4-8	5	Tchr, Math 4-8	6
Tchr, Bilingual EC-4	36	Tchr, Multi-Grade	142
Tchr, Bilingual Kinderga	130	Tchr, Music, Elementary	27
Tchr, Bilingual Pre-Kinderg	155	Tchr, Music, Sec 10.5M	3
Tchr, Biology	19	Tchr, Music, Sec Choral	1
Tchr, Chapter I	7	Tchr, Music, Secondary	16
Tchr, Chemistry	16	Tchr, Music/Strings Elem	1
Tchr, Chinese	3	Tchr, Physical Education	59
Tchr, Class-Size Bilingual	2	Tchr, Physical Science	18
Tchr, Class-Size K-ESL	1	Tchr, Physics	4
Tchr, Computer Literacy	4	Tchr, Play It Smart Acad Coach	1
Tchr, Coord 10M	5	Tchr, Pre-Kindergarten	93
Tchr, Dance	5	Tchr, Principles of Technology	1

APPENDIX F (continued)

Title I Professional Development by Job Description, 2010–2011

Number of Educators to Complete Professional Development by Position			
Position Description	Number Trained	Position Description	Number Trained
Tchr, Reading Intervention	6	Tchr, Special Ed Generic	2
Tchr, Reading, 6-12	39	Tchr, Special Ed Hospital	1
Tchr, Reading, K-6	2	Tchr, Special Ed Resource	99
Tchr, Remedial Reading	1	Tchr, Special Ed SC BSC	33
Tchr, ROTC	3	Tchr, Special Ed SC Lifeski	28
Tchr, Science	127	Tchr, Special Ed VAC	2
Tchr, Science 4-8	3	Tchr, Speech	6
Tchr, Science 6-8	25	Tchr, Student Ref Center	4
Tchr, Science Composite	3	Tchr, Technology (1-8)	19
Tchr, Second Grade	162	Tchr, Technology (6-12)	7
Tchr, Sixth Grade	2	Tchr, Theater, Secondary	5
Tchr, Social Studies	47	Tchr, Third Grade	156
Tchr, Social Studies 4-8	4	Tchr, Trainer School-based	1
Tchr, Sp Ed Content Mastery	2	Tchr, Summer-After Sch Program	8
Tchr, Sp Ed SC MI, 10 Mnth	8	Tchr-Co, Sp Ed	23
Tchr, Sp Ed Self Contained	7	Teacher Aide I	1
Tchr, Spanish	39	Teacher Aide, 10M	1
Tchr, Spclst	11	Teacher Development Spec - 11M	12
Tchr, Spclst 11.5M	1	Teacher Development Team Lead	6
Tchr, Spclst 11M	5	Teacher Leader Pgm CS TL	1
Tchr, Spclst 12 M	3	Teaching Assistant-10M	11
Tchr, Spec Ed Pre-Sch 10M	18	Training and Prof Dev Admin	1
Tchr, Special Ed Bilingual	1	Truck Driver	1
Tchr, Special Ed Deaf 10M	5		
Total (unduplicated)			4,450

APPENDIX G

Title II Professional Development by Job Description, 2010–2011

NUMBER OF EDUCATORS TO COMPLETE PROFESSIONAL DEVELOPMENT BY POSITION

Position Description	Number Trained	Position Description	Number Trained
Academic Trainer -10M	2	CATE, Gen Business (T & S)	1
Academic Trainer -12M	8	CATE, Office Education	2
Academics Program Manager	1	CATE, Sectrl Science T&S	1
Account/Budget Clerk II	1	CATE, Technology Education	2
Account/Budget Clerk III	7	CATE, Trades & Industries	1
Accountability Manager	2	CATE, Trades and Indust 10M	1
Accountant	2	CATE, Typing (MS)	3
Accountant TL	1	Central Office Business Mgr	1
Analyst, Performance Management	2	Certification Trainer-12M	4
Assessment Prog Admin	1	Chair, Spcl Ed 10M	6
Assoc After School Prog Spclst	3	Charter/Safe Schools Admin	1
Assoc Recruiting Rep	1	Chief Operating Officer	1
Assoc Tutor	1	Chief School Officer	3
Associate Teacher, degreed	2	Clk II, Hrly	1
Associate Teacher, non-degree	1	Clk, Genrl Hrly	1
Asst General Counsel	2	Clk, Hrly	1
Asst Supt, Prof Development	2	Coach, Literacy - ES	14
Asst Supt, School Choice	1	Coach, Literacy-MS	4
Asst Supt, Special Ed	1	Construction Project Mgr	3
Asst Supt, Special Pops	1	Construction Services Rep	2
Athletics Director	1	Coord, Instr II QIE Magnet	52
Athletics Prog Admin	1	Coord, Instructional RT	31
Attendance Clerk 10.5M	3	Coord, Instructional RT 11M	20
Attendance Clerk 11M	2	Coord, Instructional RT 12M	8
Attdnt, All Sports Hrly	1	Coord, Tchr 11M	4
Benefits Counselor	2	Coord, Title I (RT)	14
Budget Analyst	2	Coord, Title I (RT) 11.5M	1
Bus Driver	1	Coord, Title I (RT) 11M	1
Business Operations TL	1	Counselor, 12 M	1
Buyer	1	Counselor, Bilingual-Sec. 11M	1
Campus Education Tech-11M	6	Counselor, Elementary 10M	4
Campus Education Tech-12M	1	Counselor, Elementary-11M	1
CATE Business Education CP 10M	1	Counselor, Secondary-11M	7
CATE Cosmetology 10M	1	CTE Prog Spclst-12M	1
CATE Data Processing 10M	3	Curriculum Spclst TL	2
CATE Health Science Tech 10M	2	Curriculum Spclst-11M	1
CATE Media Technology 10M	1	Curriculum Spclst-12M	21
CATE Office Education 10M	1	Customer Service Rep	1
CATE, Automotive Tech	2	Data Entry Clerk-School 10.5M	5
CATE, Basic Business	3	Data Entry Clerk-School 10M	4
CATE, Business Administration	1	Data Entry Clerk-School 11M	3
CATE, Business Education CP	2	Data Entry Clerk-School 12M	2
CATE, Counselor 11M	1	Dean of Instructn Elem Sch 11M	2
CATE, Data Processing	1	Dean of Instructn High Sch 11M	7
CATE, Data Processing/bus cert	1	Dean of Instructn High Sch 12M	7
CATE, Drafting	1	Dean of Instructn Mddl Sch 11M	3
CATE, Family/Consumer Sci (HS)	1	Dean of Instructn Mddl Sch 12M	2

APPENDIX G (continued)

Title II Professional Development by Job Description, 2010–2011

NUMBER OF EDUCATORS TO COMPLETE PROFESSIONAL DEVELOPMENT BY POSITION			
Position Description	Number Trained	Position Description	Number Trained
Dean of Students High Sch 11M	34	Hrly Gen Clk II, 12 Month	1
Dean of Students High Sch 12M	5	Hrly General Clerk II	1
Dean of Students Mddl Sch 11M	17	Hrly Lecturer, (Rice Project)	2
Dean of Students Mddl Sch 12M	1	Human Resources Asst	1
Dir, Curriculum	2	Human Resources Cert Officer	1
Dir, Drop-Out Prevention	1	Imaging TL	1
Dir, Multilingual Progs	1	Inspector General	1
Dir, School Support Services	1	Instrctr, Water Safety Hrly	1
Driver, Bus	1	Instructional Spclst-10M	3
Drug Free Workplace Admin	1	Instructional Spclst-11M	8
EEO Analyst	1	Instructional Spclst-12M	23
Elem School Secretary 11M	1	Int IT Cust Serv Rep-11M	4
Elem School Secretary 12M	62	Int IT Cust Serv Rep-12M	6
eRate Compliance Officer	1	Intern, API - Hrly	1
Even Start Prog Spclst	1	Internal Auditor	2
Field Safety Inspector	1	IT Customer Service Rep	1
Gen Mgr, Budget and Finc Plan	1	Laboratory Tech	1
Gen Mgr, HC Acctability/Rwrđ	1	Laboratory TL	1
Gen Mgr, Procure&Wrhouse Srs	1	Ldr, Adventure Play Hrly	1
General Clerk I 10.5M	3	Lecturer, Hrly	11
General Clerk I 10M	36	Librarian	13
General Clerk I 11M	5	Librarian, Itinerant	2
General Clerk I 12M	2	Library Operations Admin	1
General Clerk I Hr	10	Magnet Program Spclst	1
General Clerk II 10.5M	18	Maintenance Planner	1
General Clerk II 10M	46	Manager, On-Line Training	1
General Clerk II 11.5M	2	Manager, Strategic Projects	1
General Clerk II 11M	13	Master Electrician	1
General Clerk II 12M	22	Mgr, Academic Training	1
General Clerk III 10.5M	12	Mgr, Accountability & Compliance	1
General Clerk III 10M	15	Mgr, Accounting	2
General Clerk III 11.5M	2	Mgr, Advanced Academics	1
General Clerk III 11M	26	Mgr, After School Progs	1
General Clerk III 12M	23	Mgr, Board Services	1
General Clerk III Hr	1	Mgr, Budgeting	1
General Counsel	1	Mgr, Certification Training	2
Grants Admin	3	Mgr, Counseling	1
Helper, Hrly	5	Mgr, Curriculum	12
High School Graduation Coach	3	Mgr, Customer Service	1
High School Secretary 12M	7	Mgr, Dyslexia	1
Hourly Paraprofessional	1	Mgr, EEOC	1
Hourly Paraprofessional 10M	6	Mgr, Employee Support Srs	1
Hourly Clerk 10M	1	Mgr, External Funding	1
Hourly Helper, 12m	2	Mgr, Facilities FF&E	1
Hourly Lecturer	1	Mgr, Facility Services	1
Hourly Lecturer 10M	19	Mgr, Field Trips & Bus Safety	1
Hourly Secretary	1	Mgr, Health&Medical Services	1
Hourly Specialist, 12M	1	Mgr, Human Resources Records	1
Hourly Teacher	2	Mgr, Insurance	1
Hourly Writer, 12M	1	Mgr, Internal Audit	1
HR Generalist	1	Mgr, Maintenance Training	1

APPENDIX G (continued)**Title II Professional Development by Job Description, 2010–2011**

NUMBER OF EDUCATORS TO COMPLETE PROFESSIONAL DEVELOPMENT BY POSITION			
Position Description	Number Trained	Position Description	Number Trained
Mgr, Multilingual Prog	1	Quality Assurance Analyst	1
Mgr, Online Learning	2	Receptionist 12M	2
Mgr, Procurement	1	Records TL	1
Mgr, Prof Dev Clearinghouse	2	Recruiter	4
Mgr, Psychological Services	1	Recruiter, Leadership	1
Mgr, Record and Info Manage	1	Reg School Business Mgr	1
Mgr, Research & Account	1	Registrar	1
Mgr, Safety & Loss Control	1	Research Spclst	1
Mgr, Selection	1	Risk Management Trainer	2
Mgr, Special Ed Prog	2	School Business Mgr	3
Middle School Secretary 12M	15	School Compliance Officer	1
Non-Instructional Aide-10M	8	School Improvement Officer	26
Non-Instructional Aide-Hr	4	Secretary I 12M	4
Nurse	19	Secretary II 12M	46
Onboarding Prog Spclst	1	Senior Accountability Manager	1
On-Line Training Spec (PDCS)	2	Social Worker-10M	1
Outreach Worker	1	Social Worker-11M	1
Paraprofessional, Hrly	2	Social Worker-12 M	1
Parent Engagement Prog Spclst	5	Spcl Ed, Student Assignment	1
Parent Engagement Rep	7	Spclst, Eval-Bilingual 12M	1
Parent/Community Admin	1	Spclst, Eval-ED Cert 12M	1
Parent/Community Liaison	4	Spclst, Eval-LSSP 11.5	1
Parts Tech	1	Spclst, Eval-LSSP 12M	1
Police Corporal	1	Special Assignment	1
Police Lieutenant	1	Special Ed Prog Spclst TL	3
Police Sergeant	2	Special Ed Prog Spclst-12M	12
Pre-contract Extended Time	1	Special Events Planner	1
Principal, Asst Elem 11.5M	2	Special Pops Prog Spclst	7
Principal, Asst Elem 11M	62	Speech Therapist 10M	1
Principal, Asst Elem 12M	5	Speech Therapy Asst	1
Principal, Asst ES 11M- Term	1	Sr Academic Tutor Apollo HS	1
Principal, Asst High Sch 11.5M	1	Sr Academic Tutor Apollo MS	2
Principal, Asst High Sch 11M	62	Sr Academic Tutor-Hr	2
Principal, Asst High Sch 12M	17	Sr Applications Developer	1
Principal, Asst Middle Sch 11M	58	Sr Budget Analyst	3
Principal, Asst Middle Sch 12M	11	Sr Construction Auditor	1
Principal, Asst MS 11M- Term	1	Sr Customer Service Rep	1
Principal, ECH	3	Sr Executive Secretary	4
Principal, Elementary Sc- Term	3	Sr Information Modeler	1
Principal, Elementary School	164	Sr IT Customer Service Spclst	1
Principal, High School	28	Sr Maintenance Trainer	1
Principal, HS	8	Sr Manager, Leadership Develop	3
Principal, HS(Temp Assignment)	1	Sr Manager, Teacher Developmt	2
Principal, Middle School	49	Sr Media Relations Spclst	1
Principal, MS/ES	4	Sr Mgr, Academic Training	1
ProCard Rep	1	Sr Mgr, Construction Services	1
Prof Development Business Mgr	1	Sr Mgr, JROTC	1
Prof Development Design Spec	4	Sr Mgr, Prof Dev Clearinghouse	1
Program Mgr, Leadership Dev	3	Sr Mgr, Prof Standards	1
Program Mgr, Performance Mgmt	1	Sr Mgr, Recruitment	1
Psychology Intern	6	Sr Mgr, Special Ed Programs	5

APPENDIX G (continued)

Title II Professional Development by Job Description, 2010–2011

NUMBER OF EDUCATORS TO COMPLETE PROFESSIONAL DEVELOPMENT BY POSITION			
Position Description	Number Trained	Position Description	Number Trained
Sr Mgr, Strat Plng and Pol Adm	1	Tchr, ESL/English 8-12	2
Sr Mgr, Student Assessment	1	Tchr, Fifth Grade	76
Sr Mgr, Support Services	1	Tchr, First Grade	77
Sr Mgr, Warehouse	1	Tchr, Fourth Grade	92
Sr Retirement Counselor	1	Tchr, French	1
Sr Secretary	20	Tchr, Geography	2
Sr Student Information Rep	1	Tchr, Health	1
Sr Writer	1	Tchr, History	69
Sr. Manager, Prof Dev Cen Supt	1	Tchr, Hrly	7
Sr. Mgr, ARD/IEP Services	1	Tchr, InstructionalTech 11M	1
Sr. Mgr, Child Study	1	Tchr, Intervention (Read)-Ttl1	1
Sr. Mgr, Special Ed Compliance	1	Tchr, Intervention(Genrl)-Ttl1	1
Sr. Mgr, Special Ed Progs	1	Tchr, Itinerant Autism	1
Student Case Worker-11M	2	Tchr, Journalism	1
Student Information Rep-11M	42	Tchr, Kindergarten	63
Student Information Rep-12M	6	Tchr, Latin	1
Substitute Aide/Clerk, Hrly	2	Tchr, Lead	3
Substitute Clerk/Secretary	1	Tchr, Lead 11M	2
Tchr Devlpmt Spec-Temp Assgnmt	29	Tchr, Lead 12 M	1
Tchr, 4-8 Generalist	6	Tchr, Maritime CTE	1
Tchr, Art	11	Tchr, Math	173
Tchr, Assoc, Degreed	13	Tchr, Math 4-8	3
Tchr, Assoc, HISD Ret Crtfd	1	Tchr, Multi-Grade	74
Tchr, Assoc, TX Certified	7	Tchr, Music, Elementary	12
Tchr, Autism Self-Contained	9	Tchr, Music, Sec 10.5M	1
Tchr, Band, Secondary	5	Tchr, Music, Sec Choral	2
Tchr, Bilingual	304	Tchr, Music, Sec Instrument	1
Tchr, Bilingual 4-8	2	Tchr, Music, Secondary	7
Tchr, Bilingual EC-4	19	Tchr, Music/Strings Elem	1
Tchr, Bilingual Kinderga	54	Tchr, Orient & Mobility Ins	1
Tchr, Bilingual Pre-Kinderg	61	Tchr, Physical Education	45
Tchr, Biology	12	Tchr, Physical Science	6
Tchr, Chapter I	3	Tchr, Play It Smart Acad Coach	1
Tchr, Chemistry	5	Tchr, Pre-Kindergarten	41
Tchr, Chinese	3	Tchr, Principles of Technology	1
Tchr, Class-Size Bilingual	2	Tchr, Reading Intervention	4
Tchr, Computer Literacy	2	Tchr, Reading, 6-12	28
Tchr, Coord 10M	6	Tchr, Reading, K-6	1
Tchr, Dance	2	Tchr, Remedial Reading	2
Tchr, Drama	3	Tchr, ROTC	12
Tchr, Earth Science 6-8	2	Tchr, Science	92
Tchr, Earth-LI Science	8	Tchr, Science 4-8	2
Tchr, EC-4	2	Tchr, Science 6-8	23
Tchr, English	84	Tchr, Science Composite	3
Tchr, English/Language Arts4-8	8	Tchr, Second Grade	74
Tchr, ESL 4-8	11	Tchr, Sixth Grade	3
Tchr, ESL EC-4	16	Tchr, Social Studies	32
Tchr, ESL Elementary	128	Tchr, Social Studies 4-8	1
Tchr, ESL Kindergarten	7	Tchr, Sp Ed Content Mastery	2
Tchr, ESL Pre-Kindergarte	17	Tchr, Sp Ed SC MI, 10 Mnth	14
Tchr, ESL Secondary	63	Tchr, Sp Ed Self Contained	5

APPENDIX G (continued)**Title II Professional Development by Job Description, 2010–2011**

NUMBER OF EDUCATORS TO COMPLETE PROFESSIONAL DEVELOPMENT BY POSITION			
Position Description	Number Trained	Position Description	Number Trained
Tchr, Spanish	30	Tchr, Third Grade	88
Tchr, Spclst	6	Tchr, Trainer School-based	2
Tchr, Spclst 11.5M	1	Tchr, Summer-After Sch Program	76
Tchr, Spclst 11M	3	Tchr-Co, Sp Ed	77
Tchr, Spec Ed Pre-Sch 10M	14	Teacher Aide I	92
Tchr, Special Ed Bilingual	2	Teacher Development Spec - 11M	1
Tchr, Special Ed Deaf 10M	2	Teacher Development Team Lead	2
Tchr, Special Ed Hospital	2	Teaching Assistant-10M	1
Tchr, Special Ed Resource	79	Teaching Assistant-Hr	69
Tchr, Special Ed SC BSC	18	Technology Trainer	7
Tchr, Special Ed SC Lifeski	39	Training and Prof Dev Admin	1
Tchr, Special Ed VAC	1	Transport Assistant Foreman	1
Tchr, SpEd SC Lifeskills-11Mo	1	Transport Foreman	1
Tchr, Speech	6	UIL Prog Spclst	1
Tchr, Student Ref Center	1	VIPS Prog Admin	1
Tchr, Technology (1-8)	27	Warehouser - 12M	63
Tchr, Technology (6-12)	10	Web Designer	1
Tchr, Theater, Secondary	4	Writer	3
Total (unduplicated)			4,339

APPENDIX H**TPTR Educator Survey, 2010–2011 Respondent Job Titles Listed as “Other”**

Job Title	Respondent Count
Academic Coach	2
Administrative Asst. Staff	1
AI Specialist	1
Aide	2
Ancillary	1
AP/IB School Improvement Officer	1
Apollo 20 Fellow	10
Athletic Coordinator	1
Attendance Specialist	1
Bilingual Teacher	8
Both Instructional Support and Teacher	1
Cafeteria Manager	1
Campus Educational Technologist	1
Campus Network Specialist	1
Career and Technology Education	2
Clerk	22
CNS	2
College Access	2
College Adviser	1
Community Support	1
Co-Teacher	1
Counselor	10
CSC	1
Dean of Students	2
Dedicated Associate Teacher	1
Department Chair	1
Employment Rep	1
Evaluation Specialist	1
Fine Arts	1
Food Services Manager	1
General Education Teacher (JROTC)	1
Graphics & Production	1
Health Science	1
High School Graduation Coach	2
Hourly Lecturer	1
IITCSR	1
Instructional Coordinator	3
Instructional Specialist	1
JROTC Instructor	3
Librarian	6
Literacy Coach	5
Long Term Substitute Teacher	1
Magnet Coordinator	6
Math Instructional Coordinator	1

APPENDIX H (continued)**TPTR Educator Survey, 2010–2011 Respondent Job Titles Listed as “Other”**

Job Title	Respondent Count
Math Tutor	1
Music Teacher	1
Nurse	10
Operational Support	1
Physical Education	2
Play It Smart Academic Coach	1
Police	1
Principal	1
Reading Intervention	2
Registrar	3
Secretary	2
Social Worker	2
Special Education Chairperson	5
Student Information Representative	2
Title I Coordinator	4
TOTAL	153

Appendix I																			
Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Elementary	Alcott	89	81	-8	94	85	-9	97	88	-9	88	82	-6				86	72	-14
Elementary	Almeda	80	84	4	85	87	2	88	95	7	92	87	-5				68	72	4
Elementary	Anderson	81	82	1	87	90	3	88	83	-5	88	85	-3				75	74	-1
Elementary	Askew	89	90	1	89	93	4	97	95	-2	85	91	6				87	86	-1
Elementary	Atherton	75	85	10	73	87	14	92	66	-26	88	90	2				62	73	11
Elementary	Barrick	73	83	10	80	89	9	89	84	-5	82	80	-2				70	80	10
Elementary	Bastian	78	80	2	73	83	10	87	80	-7	83	87	4				64	68	4
Elementary	Bell	82	83	1	83	88	5	94	93	-1	92	85	-7				69	81	12
Elementary	Benavidez	75	74	-1	77	73	-4	83	81	-2	73	76	3				68	63	-5
Elementary	Benbrook	89	87	-2	89	92	3	98	91	-7	93	85	-8				79	83	4
Elementary	Berry	75	82	7	77	85	8	94	97	3	83	92	9				70	77	7
Elementary	Blackshear	66	61	-5	70	65	-5	84	79	-5	86	65	-21				53	49	-4
Elementary	Bonham	74	68	-6	81	63	-18	88	70	-18		57					68	52	-16
Elementary	Bonner	80	84	4	83	85	2	91	92	1	77	79	2				75	76	1
Elementary	Braeburn	82	77	-5	84	77	-7	92	82	-10	88	77	-11				73	66	-7
Elementary	Briargrove	94	92	-2	90	92	2	98	90	-8	90	91	1				88	84	-4
Elementary	Briar meadow ES	92	84	-8	91	84	-7	96	96	0	98	91	-7				81	70	-11
Elementary	Briscoe	76	89	13	84	90	6	90	93	3	83	96	13				69	81	12
Elementary	Brookline	80	82	2	84	92	8	87	88	1	91	86	-5				68	77	9
Elementary	Browning	88	91	3	91	95	4	97	100	3	92	99	7				85	91	6
Elementary	Bruce	78	78	0	77	72	-5	85	86	1	67	82	15				65	59	-6
Elementary	Burbank ES	80	78	-2	77	77	0	96	84	-12	87	76	-11				72	75	3
Elementary	Burnet	82	87	5	83	92	9	88	96	8	89	90	1				71	85	14
Elementary	Burrus	93	97	4	91	96	5	95	96	1	100	98	-2				87	96	9
Elementary	Bush	99	99	0	100	99	-1	100	95	-5	100	100	0				98	95	-3
Elementary	Cage	88	92	4	84	90	6	99	98	-1	92	93	1				78	87	9
Elementary	Carrillo	78	83	5	79	83	4	94	91	-3	91	90	-1				63	75	12
Elementary	Codwell	85	84	-1	78	90	12	91	90	-1	91	91	0				69	80	11
Elementary	Condit	97	97	0	96	97	1	99	99	0	98	97	-1				94	93	-1
Elementary	Cook	87	89	2	88	91	3	92	96	4	95	99	4				79	85	6
Elementary	Coop	86	81	-5	82	80	-2	92	88	-4	94	78	-16				71	69	-2
Elementary	Cornelius	96	92	-4	97	89	-8	100	95	-5	99	97	-2				94	83	-11
Elementary	Crawford	80	89	9	78	77	-1	100	88	-12	94	81	-13				72	80	8
Elementary	Crespo	85	86	1	84	86	2	97	97	0	91	91	0				78	78	0
Elementary	Crockett	94	96	2	93	93	0	96	91	-5	92	98	6				86	88	2
Elementary	Cunningham	86	83	-3	82	86	4	95	97	2	92	79	-13				78	80	2
Elementary	Daily	85	86	1	83	79	-4	87	88	1	87	88	1				74	71	-3
Elementary	Davila	72	69	-3	75	67	-8	88	68	-20	78	65	-13				65	60	-5
Elementary	DeChaumes	89	90	1	94	94	0	99	94	-5	90	95	5				88	87	-1
Elementary	De Zavala	91	90	-1	93	92	-1	99	92	-7	95	94	-1				88	85	-3
Elementary	Dodson	92	77	-15	88	71	-17	96	74	-22	100	83	-17				89	49	-40
Elementary	Dogan	69	76	7	83	79	-4	80	91	11	81	79	-2				65	66	1
Elementary	Durham	84	84	0	89	92	3	90	92	2	84	96	12				84	79	-5
Elementary	Durkee	82	79	-3	76	79	3	89	95	6	82	83	1				66	74	8
Elementary	Eliot	80	85	5	84	86	2	97	97	0	89	86	-3				73	76	3
Elementary	Elrod	66	76	10	81	85	4	76	81	5	83	84	1				64	66	2
Elementary	Emerson	86	86	0	83	87	4	97	93	-4	82	82	0				79	81	2
Elementary	Energ for Excell ES	77	75	-2	83	73	-10	96	87	-9	88	77	-11				71	64	-7
Elementary	Field	90	89	-1	94	92	-2	100	86	-14	95	84	-11				88	80	-8
Elementary	Foerster	75	81	6	83	84	1	87	91	4	82	95	13				66	71	5

Appendix I																			
Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Elementary	Fondren	84	85	1	83	89	6	93	85	-8	80	89	9				77	83	6
Elementary	Foster	84	83	-1	81	88	7	92	98	6	83	95	12				81	74	-7
Elementary	Franklin	75	79	4	80	81	1	93	77	-16	79	78	-1				73	70	-3
Elementary	Frost	62	57	-5	46	52	6	67	72	5	44	48	4				39	40	1
Elementary	Gallegos	86	84	-2	92	94	2	97	92	-5	95	94	-1				81	81	0
Elementary	Garcia	73	79	6	79	85	6	88	84	-4	78	69	-9				67	74	7
Elementary	Garden Oaks	86	81	-5	81	77	-4	85	90	5	80	78	-2				73	69	-4
Elementary	Garden Villas	86	87	1	86	88	2	92	93	1	90	88	-2				77	78	1
Elementary	Golfcrest	79	84	5	83	91	8	82	83	1	89	95	6				70	77	7
Elementary	Gordon	75	78	3	85	81	-4	80	84	4	80	73	-7				69	72	3
Elementary	Gregg	83	86	3	86	85	-1	91	83	-8	87	89	2				83	78	-5
Elementary	Gregory-Lincoln ES	62	69	7	63	54	-9	86	85	-1	49	71	22				50	41	-9
Elementary	Grimes	73	82	9	70	78	8	68	74	6	83	84	1				58	71	13
Elementary	Grissom	85	83	-2	82	77	-5	97	93	-4	89	85	-4				80	69	-11
Elementary	Gross	73	72	-1	83	73	-10	76	90	14	84	75	-9				63	60	-3
Elementary	Harris, J. R.	80	81	1	94	93	-1	88	84	-4	87	87	0				78	73	-5
Elementary	Harris, R. P.	88	89	1	91	87	-4	97	94	-3	87	91	4				82	79	-3
Elementary	Hartsfield	94	96	2	86	93	7	93	94	1	96	98	2				77	91	14
Elementary	Harvard	91	93	2	94	93	-1	95	95	0	97	88	-9				84	88	4
Elementary	Helms	85	88	3	83	84	1	95	97	2	84	76	-8				77	76	-1
Elementary	Henderson, J. P.	91	93	2	90	94	4	95	97	2	95	95	0				83	88	5
Elementary	Henderson, N. Q.	87	94	7	92	96	4	83	77	-6	92	100	8				78	83	5
Elementary	Herod	92	91	-1	87	89	2	95	88	-7	91	90	-1				82	85	3
Elementary	Herrera	84	83	-1	85	84	-1	96	89	-7	85	85	0				76	73	-3
Elementary	Highland Heights	72	89	17	81	90	9	84	90	6	79	92	13				61	84	23
Elementary	Hines-Caldwell	89	95	6	89	95	6	92	99	7	79	98	19				86	90	4
Elementary	Hobby	81	94	13	86	94	8	94	95	1	88	96	8				77	88	11
Elementary	Horn	98	100	2	99	100	1	95	99	4	100	98	-2				95	99	4
Elementary	Houston Gardens	88	85	-3	83	91	8	96	94	-2	90	96	6				76	81	5
Elementary	Isaacs	82	70	-12	78	75	-3	98	88	-10	76	68	-8				72	61	-11
Elementary	Janowski	81	83	2	77	86	9	99	99	0	71	84	13				76	80	4
Elementary	Jefferson	74	92	18	83	97	14	86	85	-1	69	94	25				71	86	15
Elementary	Kashmere Gardens	84	87	3	86	81	-5	89	74	-15	90	82	-8				75	66	-9
Elementary	Kelso	59	66	7	58	67	9	66	79	13	44	53	9				46	57	11
Elementary	Kennedy	97	96	-1	96	94	-2	99	94	-5	98	100	2				94	90	-4
Elementary	Ketelsen	86	84	-2	87	87	0	98	83	-15	96	90	-6				81	70	-11
Elementary	Kolter	98	98	0	96	97	1	98	99	1	95	97	2				97	96	-1
Elementary	Lantrip	90	90	0	95	92	-3	99	96	-3	94	89	-5				92	84	-8
Elementary	Law	79	84	5	78	75	-3	82	93	11	85	82	-3				67	72	5
Elementary	Lewis	69	69	0	64	69	5	91	93	2	69	60	-9				55	60	5
Elementary	Lockhart	95	86	-9	89	85	-4	98	92	-6	96	88	-8				86	73	-13
Elementary	Longfellow	80	81	1	78	77	-1	91	85	-6	81	81	0				65	65	0
Elementary	Looscan	91	87	-4	88	90	2	95	89	-6	100	90	-10				84	77	-7
Elementary	Love	82	85	3	87	88	1	83	84	1	88	80	-8				77	76	-1
Elementary	Lovett	97	98	1	95	95	0	98	97	-1	97	97	0				92	94	2
Elementary	Lyons	98	97	-1	99	98	-1	100	100	0	100	97	-3				98	96	-2
Elementary	MacGregor	91	91	0	87	90	3	94	99	5	92	87	-5				82	85	3
Elementary	Mading	92	92	0	84	94	10	97	99	2	93	89	-4				77	91	14
Elementary	Martínez, C.	78	82	4	79	82	3	96	87	-9	91	86	-5				64	69	5
Elementary	Martínez, R.	79	78	-1	83	80	-3	100	88	-12	91	88	-3				72	62	-10

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Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Elementary	McDade	83	74	-9	88	74	-14	100	74	-26	94	64	-30				74	63	-11
Elementary	McNamara	83	77	-6	78	86	8	94	88	-6		69					68	73	5
Elementary	Memorial	83	85	2	83	89	6	93	94	1	75	80	5				82	80	-2
Elementary	Milne	84	86	2	80	83	3	95	95	0	90	76	-14				72	74	2
Elementary	Mitchell	84	81	-3	84	78	-6	88	85	-3	91	83	-8				76	73	-3
Elementary	Montgomery	84	84	0	86	85	-1	95	93	-2	82	86	4				79	81	2
Elementary	Moreno	89	92	3	94	94	0	94	90	-4	93	85	-8				87	86	-1
Elementary	Neff	82	82	0	87	91	4	95	89	-6	83	76	-7				75	78	3
Elementary	Northline	82	83	1	80	74	-6	89	85	-4	92	84	-8				70	61	-9
Elementary	Oak Forest	98	97	-1	94	96	2	100	96	-4	99	99	0				92	93	1
Elementary	Oates	91	89	-2	94	95	1	97	93	-4	87	96	9				89	84	-5
Elementary	Osborne	96	96	0	92	95	3	89	90	1	100	94	-6				85	91	6
Elementary	Paige	83	79	-4	86	80	-6	87	88	1	87	81	-6				76	61	-15
Elementary	Park Place	90	93	3	93	96	3	97	98	1	97	96	-1				88	92	4
Elementary	Parker	93	92	-1	92	93	1	97	97	0	99	91	-8				88	88	0
Elementary	Patterson	86	86	0	87	88	1	93	92	-1	93	94	1				76	75	-1
Elementary	Peck	83	81	-2	86	85	-1	93	90	-3	84	74	-10				76	67	-9
Elementary	Petersen	81	84	3	75	85	10	94	95	1	87	84	-3				68	82	14
Elementary	Piney Point	82	85	3	83	78	-5	92	90	-2	85	80	-5				77	72	-5
Elementary	Pleasantville	85	89	4	90	86	-4	87	93	6	91	93	2				73	78	5
Elementary	Poe	90	93	3	89	94	5	93	91	-2	90	91	1				86	86	0
Elementary	Port Houston	92	93	1	99	96	-3	98	97	-1	95	94	-1				92	87	-5
Elementary	Pugh	86	87	1	81	91	10	99	94	-5	92	93	1				84	82	-2
Elementary	Red	91	84	-7	82	86	4	89	80	-9	95	78	-17				73	71	-2
Elementary	Reynolds	82	76	-6	81	70	-11	80	86	6	82	74	-8				72	53	-19
Elementary	Rhoads	88	85	-3	90	92	2	83	87	4	93	100	7				74	73	-1
Elementary	Rice ES	90	91	1	93	96	3	95	88	-7	88	97	9				86	82	-4
Elementary	River Oaks	99	99	0	98	100	2	98	98	0	97	100	3				98	97	-1
Elementary	Roberts	99	98	-1	97	97	0	98	100	2	99	97	-2				95	96	1
Elementary	Robinson	77	84	7	74	79	5	93	91	-2	73	91	18				67	70	3
Elementary	Rodriguez	79	90	11	80	92	12	97	100	3	84	80	-4				74	91	17
Elementary	Rogers, T. H. ES	99	100	1	100	100	0	100	100	0	100	100	0				100	100	0
Elementary	Roosevelt	85	91	6	82	90	8	93	96	3	91	91	0				74	90	16
Elementary	Ross	94	92	-2	91	92	1	98	91	-7	96	94	-2				86	85	-1
Elementary	Rucker	82	81	-1	86	89	3	95	91	-4	94	89	-5				80	77	-3
Elementary	Sanchez	80	88	8	90	87	-3	89	89	0	88	89	1				74	83	9
Elementary	Scarborough	73	77	4	72	79	7	93	90	-3	78	77	-1				63	70	7
Elementary	School at St. George Place	88	94	6	90	94	4	98	100	2	92	94	2				83	89	6
Elementary	Scott	90	92	2	90	93	3	95	90	-5	97	100	3				81	82	1
Elementary	Scroggins	93	91	-2	86	87	1	100	90	-10	91	86	-5				84	81	-3
Elementary	Seguin	87	90	3	92	92	0	93	96	3	100	96	-4				80	78	-2
Elementary	Shadowbriar	86	87	1	82	85	3	85	91	6	83	89	6				69	77	8
Elementary	Shearn	73	80	7	89	93	4	93	83	-10	81	89	8				66	77	11
Elementary	Sherman	80	87	7	88	90	2	96	96	0	91	88	-3				73	90	17
Elementary	Sinclair	87	85	-2	90	94	4	87	92	5	95	94	-1				79	77	-2
Elementary	Smith, E. O. ES	86	46	-40	100	56	-44	60	57	-3	92	81	-11				72	29	-43
Elementary	Smith, K.	84	76	-8	81	81	0	90	82	-8	94	92	-2				71	61	-10
Elementary	Southmayd	89	88	-1	88	88	0	97	97	0	91	89	-2				89	80	-9
Elementary	Stevens	87	92	5	86	88	2	94	99	5	89	83	-6				84	88	4
Elementary	Stevenson	88	91	3	94	88	-6	96	98	2	81	96	15				85	82	-3

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Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Elementary	Sutton	89	91	2	89	92	3	95	92	-3	92	97	5				82	85	3
Elementary	Thompson	84	77	-7	80	78	-2	93	90	-3	84	86	2				70	64	-6
Elementary	Tijerina	80	78	-2	83	72	-11	96	94	-2	79	81	2				71	62	-9
Elementary	Tinsley	67	78	11	60	77	17	75	89	14	76	66	-10				50	66	16
Elementary	Travis	93	97	4	94	95	1	99	89	-10	91	95	4				88	90	2
Elementary	Twain	97	97	0	96	97	1	97	98	1	98	98	0				91	93	2
Elementary	Valley West	88	93	5	87	92	5	96	90	-6	88	96	8				82	83	1
Elementary	Wainwright	82	81	-1	80	85	5	94	91	-3	71	74	3				71	74	3
Elementary	Walnut Bend	76	80	4	72	82	10	95	86	-9	74	79	5				64	71	7
Elementary	Wesley	88	87	-1	89	88	-1	88	89	1	90	95	5				76	78	2
Elementary	West University	98	100	2	99	99	0	100	100	0	99	99	0				98	100	2
Elementary	Whidby	80	77	-3	76	83	7	95	94	-1	77	91	14				67	73	6
Elementary	White	92	95	3	95	94	-1	99	100	1	94	93	-1				93	93	0
Elementary	Whittier	89	84	-5	93	85	-8	90	93	3	98	92	-6				83	76	-7
Elementary	Windsor Village	85	90	5	86	92	6	97	99	2	75	94	19				83	87	4
Elementary	Woodson ES	92	58	-34	96	76	-20	94	82	-12	100	66	-34				97	59	-38
Elementary	Elementary	85	86	1	85	86	1	93	91	-2	88	87	-1	80	80	0	77	78	1

Appendix I

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Middle	High School Ahead Academy		36			11			71			13			60			14	
Middle	Attucks MS	76	73	-3	67	64	-3	90	88	-2	55	54	-1	89	87	-2	59	53	-6
Middle	Black MS	78	75	-3	74	79	5	94	85	-9	64	75	11	92	94	2	63	66	3
Middle	Briarwood MS	98	98	0	100	98	-2	100	100	0	95	98	3	98	100	2	98	97	-1
Middle	Burbank MS	88	88	0	88	89	1	97	95	-2	91	92	1	99	99	0	78	80	2
Middle	CLC MS	66	59	-7	23	18	-5				33	29	-4	90	73	-17			
Middle	Clifton MS	90	89	-1	86	89	3	95	94	-1	85	83	-2	97	96	-1	78	80	2
Middle	Cullen MS	80	80	0	59	68	9	90	94	4	58	60	2	92	95	3	55	64	9
Middle	Deady MS	71	77	6	72	82	10	87	83	-4	49	76	27	85	92	7	61	63	2
Middle	Dominion	75	83	8	55	41	-14	95	88	-7	53	42	-11	93	75	-18	54	35	-19
Middle	Dowling MS	80	76	-4	65	76	11	93	93	0	61	67	6	94	96	2	55	63	8
Middle	Edison MS	75	78	3	75	79	4	88	91	3	71	85	14	96	93	-3	62	65	3
Middle	E-STEM West MS	98	94	-4	96	88	-8		100								96	86	-10
Middle	Energized for Excellence MS	96	90	-6	99	97	-2	100	99	-1	99	98	-1	100	99	-1	95	85	-10
Middle	E-STEM Academy Central MS		98			91												91	
Middle	Fleming MS	85	78	-7	79	82	3	98	93	-5	86	86	0	96	94	-2	71	65	-6
Middle	Fondren MS	79	80	1	72	78	6	85	91	6	67	75	8	93	97	4	58	65	7
Middle	Fonville MS	73	76	3	68	75	7	87	91	4	72	67	-5	96	96	0	57	64	7
Middle	Grady MS	91	96	5	81	91	10	97	97	0	75	89	14	100	99	-1	76	87	11
Middle	Gregory-Lincoln MS	80	85	5	65	68	3	92	94	2	54	69	15	92	93	1	56	63	7
Middle	Hamilton MS	90	90	0	79	86	7	97	95	-2	83	91	8	97	96	-1	77	84	7
Middle	Hartman MS	82	81	-1	80	84	4	92	94	2	76	76	0	95	96	1	68	72	4
Middle	Henry MS	73	74	1	70	75	5	87	87	0	63	63	0	93	93	0	58	62	4
Middle	Hogg MS	76	80	4	73	73	0	92	96	4	61	70	9	86	95	9	64	64	0
Middle	Holland MS	79	76	-3	68	70	2	91	89	-2	69	68	-1	93	93	0	62	57	-5
Middle	Jackson MS	83	82	-1	85	85	0	94	85	-9	76	84	8	93	98	5	77	68	-9
Middle	Johnston MS	93	93	0	88	88	0	99	97	-2	89	88	-1	98	97	-1	84	83	-1
Middle	Kaleidoscope School	92	98	6	95	99	4	100	97	-3	80	94	14	100	100	0	92	95	3
Middle	Key MS	62	68	6	35	60	25	88	92	4	35	69	34	72	88	16	34	49	15
Middle	Lanier MS	95	96	1	92	93	1	96	97	1	87	89	2	97	97	0	88	92	4
Middle	Las Americas MS	62	70	8	77	83	6		43		60	92	32	100	100	0		40	
Middle	Long MS	69	75	6	66	74	8	87	83	-4	58	62	4	95	93	-2	56	63	7
Middle	Marshall MS	74	78	4	74	81	7	94	92	-2	55	78	23	94	98	4	61	67	6
Middle	McReynolds MS	81	80	-1	76	77	1	93	97	4	81	90	9	99	98	-1	66	64	-2
Middle	Ortiz MS	73	82	9	71	78	7	90	91	1	70	78	8	91	93	2	62	68	6
Middle	Pershing MS	95	94	-1	87	90	3	98	98	0	85	87	2	97	98	1	87	85	-2
Middle	Pin Oak MS	98	98	0	96	96	0	99	99	0	98	98	0	99	100	1	95	95	0
Middle	Project Chrysalis	99	99	0	96	97	1	100	100	0	98	100	2	100	100	0	98	95	-3
Middle	Revere MS	82	80	-2	82	79	-3	90	85	-5	87	76	-11	95	93	-2	70	65	-5
Middle	Rice MS	95	95	0	89	84	-5	97	99	2	88	92	4	100	99	-1	87	79	-8
Middle	Rogers, T. H. MS	100	100	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	0
Middle	Ryan MS	78	78	0	66	73	7	89	93	4	73	69	-4	93	95	2	60	67	7
Middle	Sharpstown MS	77	79	2	75	82	7	91	93	2	61	70	9	93	96	3	63	69	6
Middle	Smith, E. O. MS	64	51	-13	57	40	-17	74	68	-6	37	44	7	79	82	3	41	25	-16
Middle	Stevenson MS	84	84	0	86	81	-5	94	93	-1	82	78	-4	96	94	-2	74	72	-2
Middle	Sugar Grove	79	80	1	84	75	-9	86	90	4	78	87	9				72	62	-10
Middle	Thomas MS	74	75	1	70	70	0	81	87	6	71	67	-4	96	95	-1	56	58	2
Middle	WALIPP MS	86	80	-6	60	64	4	100	97	-3	78	79	1	100	93	-7	56	58	2
Middle	Welch MS	82	83	1	71	75	4	91	93	2	59	73	14	91	91	0	64	68	4
Middle	West Briar MS	92	92	0	83	84	1	97	97	0	79	80	1	97	98	1	81	81	0

Appendix I																			
Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Middle	Williams MS	77	78	1	75	76	1	90	94	4	75	85	10	97	97	0	60	62	2
Middle	Woodson MS	73	65	-8	57	48	-9	90	89	-1	57	64	7	88	85	-3	51	41	-10
Middle	Middle	83	84	1	78	81	3	93	93	0	74	78	4	94	95	1	70	71	1

Appendix I

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
High	Advanced Virtual Adacemy		43			10						20			55			17	
High	Austin HS	87	84	-3	75	76	1				76	78	2	94	94	0	64	65	1
High	Bellaire HS	95	93	-2	82	79	-3				88	86	-2	96	97	1	78	75	-3
High	Carnegie Vanguard HS	99	100	1	100	100	0				100	100	0	100	100	0	99	100	1
High	Challenge HS	100	100	0	96	98	2				97	97	0	100	100	0	94	97	3
High	Chavez HS	89	88	-1	74	75	1				78	81	3	95	96	1	65	66	1
High	CLC HS	76	69	-7	32	32	0				36	43	7	85	79	-6	20	24	4
High	Davis HS	86	80	-6	64	60	-4				69	66	-3	90	92	2	57	50	-7
High	DeBaKey HS	100	100	0	100	100	0				100	100	0	100	100	0	100	100	0
High	East Early College HS	100	99	-1	99	99	0				99	100	1	100	100	0	98	98	0
High	Eastwood Academy	100	99	-1	98	98	0				94	97	3	100	100	0	95	97	2
High	E-STEM West HS	96	98	2	89	98	9					82			100		87	89	2
High	E-STEM	95	93	-2	69	84	15				88	87	-1	100	100	0	66	76	10
High	Furr HS	88	85	-3	76	70	-6				76	75	-1	97	94	-3	66	61	-5
High	Hope Academy	70	58	-12	11	20	9				31	35	4	77	66	-11	17	16	-1
High	Houston International HS	99	99	0	98	98	0				96	97	1	100	100	0	96	96	0
High	Houston Math/Sci./Tech. Center	81	84	3	68	72	4				64	68	4	90	94	4	52	57	5
High	Houston Ninth Grade Prep. Acad.	86	83	-3	66	69	3										62	64	2
High	HSLECJ	99	98	-1	83	85	2				95	90	-5	100	99	-1	81	82	1
High	HSPVA	100	100	0	96	97	1				96	99	3	99	100	1	94	96	2
High	Jones HS	76	76	0	53	61	8				59	60	1	89	89	0	41	47	6
High	Jordan HS	91	89	-2	73	75	2				78	82	4	95	95	0	67	67	0
High	Kashmere HS	85	78	-7	57	52	-5				65	56	-9	92	91	-1	49	46	-3
High	Lamar HS	96	95	-1	84	85	1				88	88	0	98	98	0	80	80	0
High	Leader's Academy HS	70	67	-3	30	30	0				24	29	5	67	73	6	16	25	9
High	Lee HS	79	80	1	66	82	16				76	77	1	94	98	4	58	67	9
High	Madison HS	83	83	0	60	67	7				66	67	1	90	90	0	51	56	5
High	Milby HS	86	81	-5	70	72	2				71	72	1	93	94	1	60	59	-1
High	Mount Carmel Academy	97	95	-2	70	80	10				78	86	8	97	98	1	65	74	9
High	New Aspirations HS	58	68	10	22	26	4				30	38	8	71	73	2	22	23	1
High	North Houston Early College HS	99	100	1	99	100	1				97	100	3	100	99	-1	97	99	2
High	REACH HS	30			21						34			65			16		
High	Reagan HS	91	90	-1	71	77	6				74	82	8	92	97	5	65	70	5
High	Scarborough HS	84	82	-2	73	71	-2				78	75	-3	95	93	-2	63	59	-4
High	Sharpstown HS	84	79	-5	70	75	5				75	79	4	93	94	1	61	64	3
High	South Early College	100	98	-2	87	92	5					98			100		87	90	3
High	Sterling HS	85	80	-5	63	66	3				65	69	4	91	94	3	53	53	0
High	Vision Academy	60	46	-14	14	7	-7					9			18		20	5	-15
High	Waltrip HS	90	88	-2	74	72	-2				83	84	1	94	95	1	68	66	-2
High	Washington HS	85	80	-5	62	60	-2				77	70	-7	94	93	-1	56	52	-4
High	Westbury HS	85	83	-2	66	67	1				73	77	4	93	94	1	59	58	-1
High	Westside HS	94	92	-2	82	78	-4				88	87	-1	98	98	0	78	73	-5
High	Wheatley HS	75	72	-3	59	50	-9				59	59	0	91	87	-4	47	39	-8
High	Worthing HS	83	79	-4	51	52	1				62	58	-4	87	87	0	46	43	-3
High	Yates HS	83	80	-3	56	54	-2				71	75	4	90	90	0	49	48	-1
High	High	88	87	-1	72	74	2				77	79	2	94	95	1	65	66	1

Appendix I																			
Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2009–2010 and 2010–2011																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg	2010	2011	Chg
HISD		85	85	0	79	81	2	93	91	-2	79	81	2	94	95	1	70	72	2
Instructional Level	School																		
Combined	CEP SW		80									40			40				
Combined	Community Services	61	54	-7	25	26	1	36	100	64	22	39	17	29	53	24	40	31	-9
Combined	Harper		6			0												0	
Combined	Inspired for Excell Academy North	62	51	-11	25	51	26	73	67	-6	76	91	15	70	100	30	19	56	37
Combined	Inspired for Excell Academy West	62	62	0	32	75	43	63	97	34	31	46	15	88	100	12	25	67	42
Combined	International HS at Sharpstown	94	94	0	85	82	-3				91	86	-5	99	98	-1	81	79	-2
Combined	Kandy Stripe	81	81	0	55	64	9	89	96	7	62	56	-6	100	79	-21	49	63	14
Combined	Pilgrim Academy	89	84	-5	92	88	-4	97	95	-2	86	86	0	98	98	0	86	76	-10
Combined	Provision	52	51	-1	45	36	-9	70	54	-16	33	45	12	79	73	-6	34	21	-13
Combined	Rusk	85	88	3	89	89	0	96	98	2	80	89	9	100	96	-4	80	83	3
Combined	Texas Connections Acad	86	87	1	59	69	10	85	77	-8	74	77	3	87	95	8	57	61	4
Combined	Wharton	72	86	14	71	90	19	98	99	1	92	94	2	100	100	0	58	80	22
Combined	Wilson	84	81	-3	74	72	-2	74	86	12	68	68	0		100		66	67	1
Combined	Young	75	79	4	70	75	5	86	85	-1	88	86	-2				56	61	5
Combined	Young Scholars	89	87	-2	79	67	-12	90	92	2	75	94	19	80	80	0	81	69	-12
Combined	Combined	81	82	1	68	73	5	87	86	-1	72	61	-11	89	91	2	64	66	2

APPENDIX J**Advanced Academic Initiatives Professional Development Attendance by Course, 2010–2011**

Course Number	Course Title/Description	Attendance
AP6039	Analysis of AP Exams	74
GT0137	MTG: K-12 Vanguard Magnet Coordinators 1	15
GT0138	MTG: K-12 Vanguard Magnet Coordinators 2	38
GT0139	MTG: K-12 Vanguard Magnet Coordinators 3	18
GT0140	MTG: 6-12 G/T Coordinators 1	64
GT0141	MTG: 6-12 G/T Coordinators 2	52
GT0142	MTG: 6-12 G/T Coordinators 3	56
GT0143	MTG: 6-12 G/T Coordinators 4	56
GT0157	MTG: K-12 Vanguard Magnet Coordinators 4	11
GT0166	MTG: K-5 G/T Coordinators 1	136
GT0167	MTG: K-5 G/T Coordinators 2	135
GT0168	MTG: K-5 G/T Coordinators 3	128
GT0175	G/T Differentiation - SIOs	12
GT0181	G/T Independent Studies for 9-12 Coordinators	9
Total (duplicated)		804
Total (unduplicated)		372

APPENDIX K**HISD Advanced Placement Participation and Number and Percent of Exams Scored at 3 or Higher: 2011**

School	N of Students Taking AP Exams	N of Exams Taken	N of Exams Scored at 3 or Higher	% of Exams Scored at 3 or Higher
Austin	289	390	54	14
Bellaire	885	2,572	2,024	79
Carnegie Vanguard	441	935	575	61
Challenge	284	376	98	26
Chavez	692	977	177	18
CLC HS	9	13	*	*
Davis	317	541	111	20
DeBakey	413	969	831	86
East Early College	268	380	50	13
Eastwood	245	529	148	28
Empowerment	11	13	*	*
E- STEM Central	120	295	16	5
Furr	389	675	32	5
Hope Academy	1	1	*	*
Houston MST	275	446	21	5
HSLECJ	275	451	60	13
HSPVA	342	627	285	45
International Aca.	274	374	17	4
Int'l HS Sharpstown	224	356	33	9
Jones	80	135	*	*
Barbara Jordan	238	343	25	7
Kashmere	86	137	*	*
Lamar	1,113	1,148	176	15
Lee	274	564	113	20
Madison	350	502	25	5
Milby	423	744	166	22
Mt. Carmel Aca.	71	110	8	7
New Aspirations	1	1	*	*
North Early College	173	216	117	54
Reagan	315	552	93	17
Scarborough	98	209	33	16
Sharpstown	286	451	13	3
South Early College	61	62	*	*
Sterling	164	248	9	4
Waltrip	292	540	96	18
Washington	141	246	49	20
Westbury	442	792	102	13
Westside	1,193	2,251	945	42
Wheatley	136	196	*	*
Worthing	196	339	5	1
Yates	132	224	*	*
HISD High Schools	12,019	20,930	6,515	31

APPENDIX K (continued)

HISD Advanced Placement Participation and Number and Percent of Exams Scored at 3 or Higher: 2011

School	N of Students Taking AP Exams	N of Exams Taken	N of Exams Scored at 3 or Higher	% of Exams Scored at 3 or Higher
Burbank Middle	86	86	50	58
Jackson Middle	8	8	*	50
Johnston Middle	24	24	22	92
Lanier Middle	11	11	9	82
Long Middle	22	22	9	41
Pershing Middle	19	19	16	84
Pin Oak Middle	21	21	12	57
Project Chrysalis MS	24	24	22	92
Revere Middle	1	1	*	*
Sharpstown Middle	17	17	12	71
West Briar Middle	14	14	13	93
Wharton Academy	18	18	*	22
HISD Middle Schools	265	265	173	65
HISD Totals	12,284	21,195	6,688	32%

* Values less than 5 are masked by The College Board

Source: College Board Advanced Placement Report, July, 2011

Appendix L

Play It Smart Campus GPA's 2010–2011

Campus	All Athletes		Single Sport Athletes		Multi-Sport Athletes		Non-Athletes	
	(N)	GPA	(N)	GPA	(N)	GPA	(N)	GPA
Austin HS	102	2.89	77	2.86	25	3.00	1,224	2.61
Bellaire HS	523	3.21	467	3.27	56	2.76	2,125	2.80
Chavez HS	231	3.07	190	3.04	41	3.20	1,820	2.54
Davis HS	132	2.57	88	2.53	44	2.67	999	2.34
Furr HS	84	3.14	65	3.13	19	3.15	430	2.60
Houston HS	138	2.71	100	2.70	38	2.74	1,080	2.36
Jones HS	93	2.45	80	2.40	13	2.74	322	2.14
Kashmere HS	63	2.45	40	2.51	23	2.34	377	2.16
Lamar HS	283	3.44	249	3.44	34	3.40	2,165	2.98
Lee HS	155	2.79	131	2.78	24	2.80	1,115	2.48
Madison HS	277	2.61	217	2.58	60	2.74	1,359	2.17
Milby HS	215	2.76	202	2.73	13	3.25	1,309	2.48
Reagan HS	180	2.70	121	2.65	59	2.79	1,358	2.47
Scarborough HS	167	2.78	111	2.75	56	2.84	329	2.47
Sharpstown HS	133	2.81	107	2.78	26	2.93	801	2.49
Sterling HS	15	2.49	15	2.49			724	2.15
Waltrip HS	210	2.93	185	2.95	25	2.84	1,039	2.48
Washington HS	95	2.74	76	2.73	19	2.78	585	2.31
Westbury HS	190	2.59	157	2.52	33	2.92	1,436	2.35
Westside HS	662	3.03	646	3.03	16	2.93	1,694	2.75
Wheatley HS	166	2.62	103	2.56	63	2.73	610	2.17
Worthing HS	52	2.37	34	2.30	18	2.51	569	2.07
Yates HS	3	*	2	*	1	*	792	2.31
Totals/Weighted Average	4,169	2.89	3,463	2.90	706	2.84	24,262	2.50

* GPAs not reported for fewer than 5 students

Source: Chancery, July 7, 2011

Bolded GPAs indicate that athletes have higher GPAs than non-athletes

Note: GPAs based on most recent calculation dates, ranging from 1/17/11 to 7/6/11. The majority of GPAs for grades 9, 10, and 11 were calculated as of March, 2011, and GPA calculations for 12th graders were calculated on 7/3/11. This table only includes students with GPAs, therefore the student totals might be less than the actual enrollment of a particular school.

Appendix M

Play It Smart Campus Athletic Scholarships 2010–2011

School	Number of Athletic Scholarships	Athletic Scholarships Offered (\$)
Austin HS	2	\$76,400
Bellaire HS	19	\$1,807,234
Chavez HS	19	\$1,835,460
Furr HS	1	\$500
Houston HS	1	\$71,600
Jones HS	8	\$299,920
Kashmere HS	1	\$14,000
Lamar HS	29	\$2,976,980
Madison HS	15	\$1,169,514
Milby HS	3	\$112,000
Reagan HS	6	\$485,720
Scarborough HS	1	\$8,800
Waltrip HS	4	\$468,000
Washington HS	10	\$276,200
Westside HS	119	\$12,334,500
Wheatley HS	5	\$255,592
Worthing HS	3	\$128,799
Yates HS	4	\$284,000
Totals	250	\$22,605,219

Appendix N**TAKS Mathematics, Percent Passing and Percent Commended
SpringBoard Math Schools, 2009-2010 and 2010–2011**

School	2009–2010	Passing		2009–2010	Commended	
		2010–2011	Change		2010–2011	Change
Attucks MS	67	64	-3	10	10	0
Black MS	74	79	5	16	19	3
Burbank MS	88	89	1	26	26	0
Cullen MS	59	68	9	6	13	7
Deady MS	72	82	10	13	23	10
Dowling MS	65	76	11	11	19	8
Fondren MS	72	78	6	12	19	7
Hamilton MS	79	86	7	28	28	0
Hartman MS	80	84	4	21	25	4
Hogg MS	73	73	0	14	12	-2
Holland MS	68	70	2	13	10	-3
Jackson MS	85	85	0	29	25	-4
Key MS	35	60	25	2	10	8
Las Americas MS	77	83	6	15	17	2
Ortiz MS	71	78	7	15	14	-1
Pershing MS	87	90	3	29	32	3
Ryan MS	66	73	7	11	15	4
Stevenson MS	86	81	-5	31	33	2
Woodson MS	57	48	-9	7	5	-2