

# MEMORANDUM

January 15, 2010

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 2008–2009 Title I and Title II, Part A Centralized Programs evaluation report. The report assessed the implementation of TPTR Fund programs in the Houston Independent School District (HISD). In addition, district, regional, and campus-level student achievement were included.

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

- Thirteen (59.1 percent) of the 22 Title II or Title I and II joint funded programs submitting end-of-year reports provided professional development activities not related to the development of highly qualified teachers, 11 (50.0 percent) provided professional development to meet highly qualified requirements, eight (36.4 percent) provided professional development to retain highly qualified teachers, eight (36.4 percent) provided other professional development activities, and seven (31.8 percent) provided professional development related to the recruitment of highly qualified teachers.
- An unduplicated count of 12,395 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 2008–2009 school year was generally above average for each category of service providers.
- In 2009, TAKS gains were achieved by 66.5 percent of the campuses in mathematics, 63.9 percent in reading/ELA, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent in social studies. Overall, 67.9 percent of the campuses showed gains on all tests taken.
- Stanford 10 and Aprenda NCE grade level gains were not found consistently across grade levels and subject areas. Stanford 10 reductions in performance gaps for economically disadvantaged students and all students were mixed with the highest gap reductions in reading (4 of 11 grades showed reduced gaps).
- The total percentage of students who scored a 3 or higher on AP examinations decreased.

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  
Regional Superintendents  
Executive Principals

Noelia Garza  
Pamela Evans  
Lawanda Coffee

# RESEARCH

**Educational Program Report**



## TITLE I AND TITLE II, PART A CENTRALIZED PROGRAMS EVALUATION 2008–2009



## 2009 Board of Education

---

**Lawrence Marshall**  
PRESIDENT

**Natasha M. Kamrani**  
FIRST VICE PRESIDENT

**Greg Meyers**  
SECOND VICE PRESIDENT

**Carol Mims Galloway**  
SECRETARY

**Diana Dávila**  
ASSISTANT SECRETARY

**Paula M. Harris**  
**Dianne Johnson**  
**Harvin C. Moore**  
**Manuel Rodríguez Jr.**

**Terry B. Grier, Ed.D.**  
SUPERINTENDENT OF SCHOOLS

**Carla Stevens**  
ASSISTANT SUPERINTENDENT  
DEPARTMENT OF RESEARCH AND ACCOUNTABILITY

**Jack T. Bridge, Ph.D.**  
RESEARCH SPECIALIST

**Harry M. Selig**  
RESEARCH MANAGER

### **Houston Independent School District**

Hattie Mae White Educational Support Center  
4400 West 18th Street  
Houston, Texas 77092-8501

Website: [www.houstonisd.org](http://www.houstonisd.org)

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.

# RESEARCH

## Educational Program Report

**HOUSTON**  
Independent School District  
  
Creating a College-Bound Culture

### Title I and Title II, Part A Centralized Programs 2008–2009

#### TABLE OF CONTENTS

Executive Summary.....	1
Recommendations .....	8
Title I and Title II, Part A Centralized Programs Evaluation 2008–2009	
Introduction.....	11
Methodology .....	15
Findings.....	17
Discussion.....	47
Recommendations.....	50
References .....	51
Title II, Part A Centralized and Campus Program Summaries.....	53
Appendices .....	113

---



## **EXECUTIVE SUMMARY**

### **TITLE I AND TITLE II, PART A CENTRALIZED PROGRAMS 2008-2009**

#### **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 2008–2009 TPTR Fund program in HISD involved 28 centralized programs offering districtwide services, 296 HISD campus-based programs, and 39 private school programs. Based on the 2008–2009 PEIMS fall resubmission staff database, the 2008–2009 program had the potential to impact all 199,524 students, 12,040 teachers, 260 principals, 344 assistant principals, 366 campus professional personnel (e.g., counselors), 1,660 paraprofessionals, 296 campuses, and various instructional leaders within HISD (PEIMS 2008-2009 Staff). Of the 28 centralized programs, four were jointly funded by Title I and Title II, three were funded by Title I, and 21 were funded by Title II exclusively.

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 2008–2009 school year?
    - The total 2008–2009 Title I and Title II, Part A planning entitlement for these centralized programs was \$28,858,463 which included \$28,502,476 for distinct program budgets and \$355,987 for general administrative costs. An additional \$486,626 of indirect costs was not included in this figure.
    - A total of \$26,582,193 was actually allocated for 2008–2009 with \$404,037 reserved for administrative costs and the remaining \$26,178,156 reserved for individual program expenditures.
    - The total budget for implemented programs was utilized at a rate of 90.6 percent. A total of \$24,071,461 were actually expended leaving an unspent balance of \$2,510,732.
-

- Across all TPTR programs, nearly \$15.8 million were budgeted for payroll costs, over \$7.5 million for contracted services, over \$1.3 million were allotted for supplies and materials, more than \$1.2 million were budgeted for travel and registration fees, slightly more than \$85 thousand were allocated for technology and related equipment; and over \$590 thousand were budgeted for other costs.
- 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*

- Rigorous data collection reflecting program parameters and participation were not available for all 28 centralized programs implemented in 2008–2009. More specifically, a program description (Implementation Report) with clear goals linked to a needs assessment or documentation of program activities was not provided on behalf of two Title II centralized programs (Texas High School Project and Aspiring Principals Institute). End-of-year data were also not submitted for two programs, specifically, Texas High School Project and Social Studies-Secondary. The three Title-I funded programs all submitted requested information in end-of-year reports.
- Thirteen (59.1 percent) of the 22 Title II or Title I and II joint-funded programs submitting end-of-year reports provided professional development activities not related to the development of highly qualified teachers, 11 (50.0 percent) provided professional development to meet highly qualified requirements, eight (36.4 percent) provided professional development to retain highly qualified teachers, eight (36.4 percent) provided other professional development activities, and seven (31.8 percent) provided professional development related to the recruitment of highly qualified teachers.

#### *Program Administrators' Survey – Implementation Report*

- In the fall of 2008, each Title II funded and Title II/Title I joint-funded 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. Responses were not provided on behalf of two programs, Texas High School Project and Aspiring Principals Institute, and one program, TAKS 915 Stipend, was excluded. The following figures are calculated using a base of 22 reporting respondents.
- Twenty-one administrators (95.5 percent) reported that program activities were aligned with state academic content, student academic performance, and state assessments; 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; and 54.5 percent reported that Title I campuses, teachers, or administrators were targeted for receiving programming and services.
- Fifteen (68.2 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, and 86.4 percent reported that activities were based on scientifically-based research.
- Three respondents (13.6 percent) reported that program costs and expenditures were described in their Departmental Management Plan (DMP) or District Improvement Plan (DIP) and two (9.1 percent) reported that the activities were listed in their DMP or DIP.
- Nine (40.9 percent) reported 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; and 9 (40.9 percent) indicated that their program targeted schools identified for improvement under NCLB (AYP) for 2008-2009.

- Ten (45.5 percent) indicated that activities were based on a district or departmental needs assessment for professional development and hiring.

#### *Highly Qualified (HQ) Teachers*

- Data pertaining to the percent of the district's regular education classes taught by highly qualified teachers during 2008–2009 will not be available until November, 2009 and will be provided as an addendum to this report. For 2007–2008, 99.7 percent of core teachers were highly qualified.

#### *Teacher and Principal Retention*

- Based on the most recent data available (2007–2008), HISD teacher average years of experience and average years of experience with the district each increased 0.1 percentage point since the previous year, and 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 2007–2008 school year was 14.6 percent compared to 15.2 percent for Texas. HISD decreased its teacher turnover rate by 0.3 percentage point since the previous year.
- The impact that the current year's TPTR fund has had on principal retention cannot be determined because there are staff with principals' responsibilities who cannot be systematically identified.

#### *Professional Development Training*

- The core subject in which the greatest number of professional development activities occurred was mathematics (n=339), followed by science (n=256), reading (n=147), English/language arts (n=116), arts (n=54), social studies (n=32), and foreign language (n=16).
  - An unduplicated count of 12,395 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 2008–2009 school year was generally above average for each category of service providers, with 77.1 percent indicating "Very Satisfied" or "Satisfied".
3. What was the overall impact of the district's Title II, Part A TPTR program on student academic achievement?
- Districtwide academic performance showed favorable gains on each TAKS subtest and all tests taken, since the previous year. In 2009, TAKS gains were achieved by 66.5 percent of the campuses in mathematics, 63.9 percent in reading/ELA, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent in social studies. Overall, 67.9 percent of the campuses showed gains on all tests taken.
  - Results for TAKS performance gaps between economically disadvantaged students and all students were mixed, though promising, with the gap closing at 17 of the grade and subject combinations analyzed, staying the same at 17, and increasing at three.
  - Stanford 10 and Aprenda 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 reading, environment/science, and social science.



- Stanford 10 reductions in performance gaps for economically disadvantaged students and all students were mixed with the highest reductions in reading (4 of 11 grades showed reduced gaps).

## **Key Centralized and Campus Program Findings**

### *Centralized and Campus Program Overview*

Findings for the 2008-2009 programs revealed that the primary program goals for most implemented centralized Title I and Title II, Part A programs were accomplished. The following programs provided adequate documentation to demonstrate that their primary program goals had been realized: Advanced Academic Initiatives, ASPIRE Professional Development, Aspiring Principals Institute, A<sup>2</sup>TeaMS, ELA–Elementary, ELA–Secondary, General Staff Development, High School Incentives, Just for the Kids–Elementary Schools, Just for the Kids–Middle Schools, Leadership Development, Literacy Coaches–Middle Schools, Literacy Initiative, Mathematics–Elementary, Mathematics–Secondary, New Teacher Induction–ABRAZO, Play It Smart, Private School Share, Reading Content Specialist, Rice University School Mathematics Project, School Allocations, Science–Elementary, Science–Secondary, Sign-on Bonuses, Social Studies–Elementary, TAKS 915 Stipend, Teach For America Recruitment, and Teach For America Summer School. Two of the programs, Social Studies–Secondary and Texas High School Project did not submit end-of-year reports and the Texas High School Project did not submit documentation of program implementation.

### *Advanced Academic Initiatives*

In 2009 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 2008. The percentage of exams scored at three or higher declined only slightly, from 44 percent in 2008 to 43 percent in 2009.

### *ASPIRE Professional Development*

This program provided educator training for district personnel to increase familiarity with the ASPIRE School Improvement Model and ASPIRE Awards program. An unduplicated count of 3,514 (5,892 duplicated) educators attended 53 sessions of 34 unique training activities provided on behalf of this program. The 2008–2009 program focused on the use of the SAS Educational Value-Added Assessment System (EVAAS).

### *Aspiring Principals Institute*

The objective of this program was to recruit and support aspiring principals with a track record of instructional success, preparing them to lead secondary schools. During 2008-2009 an unduplicated count of 577 educators (2,932 duplicated) participated in six professional development sessions. Twenty-six interns completed the program.

### *A<sup>2</sup>TeaMS (Academy of Accomplished Teaching in Mathematics and Science, Dual Funding)*

A<sup>2</sup>TeaMS is a three year professional development program for 72 secondary mathematics and science teachers. In 2008-2009 these teachers were provided the opportunity to attend 118 hours of professional development in mathematics and science. The performance of students with A<sup>2</sup>TeaMS teachers on the TAKS Mathematics and Stanford 10 Mathematics and Science subtests was not significantly different from regular students.

### *ELA–Elementary*

Districtwide TAKS results for grades 3–5 reading revealed gains in the percentages that met the passing standard and achieving commended performance during 2008–2009. However, program participation was limited to four training sessions and the true impact of the program on student achievement cannot truly be captured by observing districtwide performance.

*ELA–Secondary*

The impact of this program on districtwide student academic achievement is evident through positive growth occurring on the passing standard at four grade levels and the commended level at three grade levels on the reading TAKS subtest. The districtwide writing TAKS passing rate increased since the previous year at the only secondary grade level tested and the percentage of students achieving commended performance also increased.

*General Staff Development (Dual Funding)*

Although the intended audience was all teachers, campus administrators, and paraprofessionals working in the district, only a fraction of this population was directly involved in such training activities. Nevertheless, a large number of district personnel (2,131 unduplicated) participated in these activities. 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 six grade levels for which this figure could be calculated.

*High School Incentives*

The professional staff at Sam Houston High School earned a total of \$27,000 in schoolwide incentives for 2007–2008, followed by Kashmere High School (\$22,500), and Jack Yates High School (\$19,000). Professional staff at Yates and Houston earned the highest total of individual teacher incentives (\$15,000), followed by Kashmere (\$10,500). The total allocation for schoolwide and individual incentives paid at all three campuses decreased from \$149,000 for the 2006–2007 school year to \$109,000 for the 2007–2008 school year.

*Just for the Kids–Elementary Schools*

The majority of campuses receiving contracted services experienced gains on all TAKS tests compared to 2008. At least three-fourths of the “full-program” campuses achieved increases on the TAKS reading, mathematics, and science subtests.

*Just for the Kids–Middle Schools*

Campuses receiving contracted services experienced gains on all TAKS tests compared to 2008. A higher percentage of “data-only” campuses showed gains, compared to “full-program” campuses, on all subtests except writing.

*Leadership Development*

The objective of this program was to provide professional development services to new and current assistant principals, current and first-year principals, mentor principals, aspiring certified administrators, and teacher leaders. During 2008–2009, 11 distinct training activities were conducted and an unduplicated count of 890 (1,581 duplicated) educators attended.

*Literacy Coaches–Middle Schools (Title I Funding)*

Program expenditures were used to recruit literacy coaches to build capacity in teachers through coaching and the proper use of research-based instructional strategies. Districtwide reading met standard percentage on the TAKS in 2008–2009 improved for two of the three middle school grade levels.

*Literacy Initiative (Dual Funding)*

Program expenditures were used to provide professional development and technical assistance to improve student reading and writing. Districtwide reading/ELA and writing percentages that met the passing standard and were commended both improved in 2008–2009.

*Mathematics–Elementary*

Numerous training activities were conducted and a large number of district elementary mathematics instructors attended at least one session. The program's positive impact on elementary mathematics instruction is demonstrated by an increase in the percentage of students passing and the percentage of students achieving commended performance at all elementary grade levels tested on TAKS.

*Mathematics– Secondary*

Several training activities were conducted throughout the school year, and were attended by over 450 of district's secondary mathematics instructors. The program's positive impact on secondary mathematics instruction was demonstrated by increases in the percentage of students passing (all grade levels) and the percentage achieving commended performance (five of six grade levels) on TAKS.

*New Teacher Induction–ABRAZO*

Retention rates for first year teachers have fluctuated since the program's inception, while the retention rate for teachers in their second year has remained relatively constant. New teachers were surveyed by program administrators concerning their working relationship with the mentors assigned to them. Participating teachers generally provided positive feedback concerning the support they have received.

*Play It Smart (Title I Funding)*

This program funded 23 Academic Coach positions to support student athletes. Based on campus–submitted data, student athletes at 20 of the 23 campuses posted higher GPAs than their schoolwide averages.

*Private School Share*

TEA-approved private, nonprofit schools within HISD boundaries utilized Title II, Part A funds solely to purchase contracted services through the 21<sup>st</sup> Century Learning program. Catholic, Orthodox, Protestant, and Jewish elementary and secondary schools all received program funding. The largest share of program funds was utilized by Catholic elementary and middle schools. Documentation of enrollment in online and traditional degree or certificate programs was provided; however, actual courses taken by participating teachers were not provided. Further, documentation of attendance and utilization of other services was limited. Documentation of individual campus program descriptions or student performance was not provided for this report.

*Reading Content Specialist (Title I Funding)*

Twenty-seven (27) reading content specialists were hired using Title I funds in order to build capacity in teachers through coaching and the proper use of research-based instructional strategies (as promoted in the district's literacy initiative, Literacy Leads the Way.) Seven of nine grades showed improvement on the TAKS reading/ELA subtest and both grades tested on writing showed gains. Stanford reading scores improved in eight of the 11 grades tested.

*Rice University School Mathematics Project*

A duplicated total of 589 teachers and parents participated in at least one of 31 professional development activities offered by the program. However, documentation of program participation does not adequately differentiate between parents, HISD teachers, or participating teachers employed by other Texas school districts. A total of 311 (duplicated) students also had the opportunity to participate in program activities in which they received instruction from participating educators. Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by 1–7 percentage-points at each of the six secondary grade levels tested. For each grade level, between 57 percent (grade 9) and 80 percent (grade 11) of students passed the mathematics TAKS for the spring 2009 administration.

### *School Allocations*

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 2009 campus level performance, overall, as compared to 2008 results. Specifically, TAKS gains were achieved by approximately 66.5 percent of the campuses in mathematics, 63.9 percent in reading/ELA, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent in social studies. Overall, 67.9 percent of the campuses showed gains on all tests taken, a 2.3 percentage point decrease in the percentage of students passing all tests taken from 2008 to 2009.

### *Science–Elementary (Dual Funding)*

Academic growth in science as measured by Stanford 10 NCEs was observed for four of five grade levels with one grade level (grade 4) unchanged compared to the previous year. Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by three percentage points on the grade 5 English TAKS and declined by eight percentage points on the Spanish version. Further, the percentage of students achieving commended performance on the science subtest increased by seven and three percentage points on the English and Spanish versions, respectively.

### *Science–Secondary*

Student academic growth in science as measured by Stanford 10 NCEs was positive for all secondary grades except grade 11. The percentage of secondary students passing and the percentage of students achieving commended performance on the TAKS science subtest increased at two of the three tested grade levels, including grade 11.

### *Sign-On Bonuses*

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 334 fully certified teachers and retain another unspecified number of 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.

### *Social Studies–Elementary*

Districtwide performance on the Stanford 10 social science subtest improved for all three grade levels tested. It should be noted that the elementary social science content tested on the Stanford 10 does not necessarily correlate to the TEA mandated curriculum for the corresponding grade and subject levels. Nevertheless, any decline in performance should be of concern to district instructional leaders.

### *Social Studies–Secondary*

Districtwide performance on the Stanford 10 social science subtest revealed increases at four secondary grade levels, and declines at 2 grade levels. However, the secondary social science content tested on the Stanford 10 does not align to the TEA mandated curriculum for the corresponding grade and subject levels. Districtwide performance on the TAKS social studies subtest revealed a potential positive impact of program activities on student academic achievement. Specifically, improvements in the percentage of students passing and the percentage of students achieving commended performance were achieved at all grade levels tested. As previously noted, end-of-year documentation was not submitted for this program.

### *TAKS 915 Stipend*

This program has demonstrated success in its ability to achieve success with 100 percent of students passing each TAKS subtest

*Teach For America Recruitment*

Teach For America placed top college graduates as teachers in HISD. For the current school year, HISD was able to employ 267 TFA corps members. TFA provided ongoing training and observation of their recruits as partial fulfillment of their alternative certification requirements. Corps members also participated in a summer pre-service institute also funded through Title II, Part A. Documentation of attendance in all TFA training was not provided; however, TFA verifies that all recruits have completed the pre-service summer institute. By participating in this partnership, HISD has ensured that it recruits those college graduates with the best credentials to fill its teaching vacancies.

*Teach For America Summer School*

For the current school year, HISD was able to employ 278 TFA corps members. Prior to their employment with HISD, recruits taught summer school classes under the supervision of veteran teachers within HISD. TFA required participation in the pre-service summer institute and summer school teaching assignment as partial fulfillment of their alternative certification requirements. Documentation of attendance in all TFA training was not provided; however, TFA verifies that all recruits have completed the pre-service summer institute. By participating in this partnership, HISD has ensured that it recruits and provided pre-service training to those college graduates with the best credentials to fill its teaching vacancies.

*Texas High School Project*

Requests for documentation of program activities were made to the program administrator; however, no documentation was submitted on behalf of this program for the current year. Although the description of the program's goals appears to support student academic achievement, it is unclear how this program impacted teacher or principal training efforts, retention, or recruitment.

## **Recommendations**

1. The e-Train database provides information on 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 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.
4. 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.
5. In an effort to maximize the impact of teacher and principal training and recruitment on overall student achievement, program and district administrators should clearly identify specific student groups, content areas, and grade levels that are in the greatest need for improvement as demonstrated by TAKS, Stanford 10, and Aprenda 3 performance. Based on a comparison of 2007–2008 and 2008–

2009 TAKS data, student performance on science and mathematics appear to be the areas of greatest need. While all grade levels posted gains in mathematics performance in 2009, performance levels for grades six and higher continue to be lower than scores on other subtests. All grades tested on science also posted gains but science scores continue to be low compared to other subjects.

6. To ensure that the District's Title II, Part A funds are expended in a manner consistent with the intentions of the federal guidelines establishing the TPTR Fund, program administrators, the Title II, Part A supervisor, and district administrators must ensure that all programs receiving this source of funding have teacher or principal recruitment, retention, or training as their primary purpose. Programs that do not have this primary purpose should not continue to receive TPTR funding.
7. In an effort to improve teacher and principal retention efforts, the district should create a database utilizing district PeopleSoft records to track campus-level and districtwide retention rates among teachers and administrators. The creation of such a database will allow TPTR program administrators to be informed on a timely basis of the content areas, grade levels, campuses, or regions with the highest turnover among teachers and campus administrators and allow TPTR retention efforts to be more focused.
8. 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. Further, documentation of private school student performance on standardized testing that is submitted to the district should be provided to the evaluator for future reports. Specifically, private school student performance on the Stanford 10 should be used to assess achievement gains.



# TITLE I AND TITLE II CENTRALIZED PROGRAMS 2008–2009

## 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 and three were funded exclusively by Title I. 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 12) 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, 2008–2009

---

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 regional 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 2008–2009 TPTR Fund program in HISD involved 28 centralized programs (four with dual Title I/Title II funding and three with Title I funding) offering districtwide services, 296 HISD campus-based programs, and 39 private school programs. Of the 296 Title II, Part A public schools, 278 (93.9 percent) submitted the TPTR campus program description form, including implementation and evaluation details. Based on the 2008–2009 PEIMS fall resubmission staff database, the 2008–2009 program had the potential to impact all 199,524 students, 12,040 teachers, 260 principals, 344 assistant principals, 366 campus professional personnel (e.g., counselors), 1,660 paraprofessionals, 296 campuses, and various instructional leaders within HISD (PEIMS 2008–2009 Staff). Total teachers employed in the district

declined (0.2 percent) compared to 2007–2008 while the total student population served also declined slightly (.01 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 2005–2006 school year, 270 HISD campuses were identified as Title I campuses. There were 275 campuses that were categorized in this manner in 2006–2007, 271 Title I campuses in 2007–2008, and 272 in 2008–2009. For the current year, Title I schools included 177 elementary, 44 middle schools, 34 high schools, and 17 Alternative/Charter schools. Further, the number of Title I students in 2008–2009 was 186,077, an increase of 1.2 percent compared to 2007–2008 (183,787).

### **Budget and Administrative Arrangements**

The TPTR Fund is a “forward funded” program with funds becoming available after July 1, 2008 for the current school year. Funds are available to the State or LEA for a period of 27 months following dissemination. HISD allocated \$26,582,193 dollars (see **Table 2**, page 17) to implement centralized programs, 296 HISD campus-based programs, 39 private school programs, and general administrative costs to operate the program. \$4,986,629 million 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 2008–2009 school year, HISD reserved \$486,626 for indirect costs.

### **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 2008–2009 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 II, Part A TPTR program 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 2008–2009 Title II, Part A TPTR Fund programs. Primary program documentation included program budgets; TPTR program descriptions and campus program descriptions for 2008–2009; 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 2008–2009. TPTR campus program descriptions were submitted by 278 (93.9 percent) of the 296 campuses receiving TPTR campus allocations for the 2008–2009 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 II, Part A TPTR Educator Survey, 2008–2009 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 2008–2009 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 II, Part A TPTR Educator Survey, 2008–2009. Additional data pertaining to the number of not-highly qualified teachers by campus and related allocations will be provided by the TPTR supervisor and Human Resources via the TEA eGrants Program Compliance/Performance Report PR1100 Highly Qualified (HQ) Teachers as of September 2009. This report will be updated to reflect this information when it becomes available.

### *Program Surveys*

In the fall of 2008 program administrators for the 25 Title II funded or dual Title II /Title I funded programs were asked to complete a Title II TPTR implementation survey. These surveys assessed where program administrators expected to incur expenses, compliance with nine criteria for using federally authorized funds, and compliance with ten HISD mandated criteria.

In the spring of 2009, two TPTR surveys were administered. The Title II, Part A TPTR Educator Survey, 2008–2009 was made available online from mid-May through early June 2009 (see **Appendix A**). 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 (N=28) were asked to complete a Title II TPTR 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 2008–2009 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 2009. Additionally, spring 2008–2009 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/Aprena 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 50<sup>th</sup> percentile in the National Percentile Rank (NPR) scale. It should be noted that in 2009, Pearson, Inc. updated the Stanford Achievement Test Series, Tenth Edition (Stanford 10) to the 2007 norms. The previous Stanford 10 results used 2002 norms. This update caused a shift in the NPR and NCE scores, which is typical when a test changes norms. Pearson provided the 2008 Stanford 10 data using the updated 2007 norms so that a two-year comparison could be made with the 2009 data.

The TAKS is a standardized criterion-based student academic achievement test in Texas that is being administered for its seventh year. TAKS is administered in grades three through eleven. The TAKS reading assessments evaluate a subset of the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. Student scores were based on the ability to demonstrate a basic understanding of written texts, the ability to apply knowledge of literary elements to understand written texts, the ability to use a variety of strategies to analyze written texts, and the ability to apply critical-thinking skills to analyze written texts. 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 Aprena 3 data were retrieved and analyzed for 2006–2007, 2007–2008, and 2008–2009. 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 and Aprena 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 and Aprena 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 2007 and 2008 (Houston Independent School District, Spring 2007; Houston Independent School District, Spring 2008). Results for student groups of four or less were not reported, consistent with state practice.

## **Findings**

### **How were funds allocated during the 2008–2009 school year?**

#### *Title II, Part A Program Funding*

**Table 2** (see page 18) presents the Title II, Part A TPTR Fund budget allocations by program and their corresponding expenditures, unexpended balances, and original planning allotments. Of the 28 centralized programs, four were “dual funded” with both Title I and Title II funding, and three were funded exclusively by Title I. The four “dual funded” programs were implemented in the fall of 2008 and received supplemental Title I funding in January 2009. The three Title I funding only programs were not implemented until January 2009. One program, TAKS 915 Stipend was not funded in 2008–2009 but expended funds carried over from the previous year.

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 \$28,858,463 which included \$28,502,476 for distinct program budgets and \$355,987 for general administrative costs. A total of \$26,582,193 was allocated for 2008–2009 with \$404,037 reserved for administrative costs and the remaining \$26,178,156 reserved for individual program expenditures. Actual expenditures totaled \$24,071,461 leaving an unspent balance of \$2,510,732.

**Appendix B** displays planning, allocation, and budget expenditures for the 2007–2008 school year. A comparison of budget data from these two consecutive years, revealed a 16.5 percent increase in the total

amount program administrators planned to spend and a 4.9 percent increase in the total amount allocated. This comparison also revealed a 19.3 percent increase in expenditures which resulted in a 51.3 percent decrease in the amount of unspent funds from the previous year. The total budget allocation was utilized at a rate of 90.6 percent compared to a rate of 79.7 percent for the 2007–2008 school year, representing an 10.9 percentage-point difference.

Table 2: Centralized Title I and Title II, Part A Program Budgets and Expenditures for Implemented Programs, 2008–2009

Program Name	Planning Budget	Allocation	Expenditures	Unexpended Balance
<b>Centralized Programs</b>				
Advanced Academic Initiatives	\$740,992	\$476,136	\$364,565	\$111,571
ASPIRE Professional Development	\$1,000,000	\$1,000,000	\$927,710	\$72,290
Aspiring Principals Institute	\$1,577,996	\$1,388,045	\$1,324,928	\$63,117
A <sup>2</sup> TeaMS (Joint Funding)	\$800,000	\$201,787	\$201,707	\$80
ELA – Elementary	\$75,000	\$162,192	\$162,192	\$0
ELA – Secondary	\$75,000	\$150,000	\$70,288	\$79,712
General Staff Development (Joint Funding)	\$966,455	\$56,657	\$56,657	\$0
High School Incentive	\$0	\$109,000	\$106,370	\$2,630
Just for the Kids - ES	\$1,009,200	\$1,009,200	\$1,009,200	\$0
Just for the Kids - MS	\$528,000	\$528,000	\$528,000	\$0
Leadership Development	\$1,500,000	\$1,450,000	\$1,450,697	-\$697
Literacy Coaches – MS (Title I Funded)	\$2,760,000	\$2,792,440	\$2,632,450	\$159,990
Literacy Initiative (Joint Funding)	\$300,000	\$130,919	\$62,035	\$68,884
Mathematics – Elementary *	\$156,300	\$312,600	\$250,973	\$61,627
Mathematics – Secondary *	\$156,300			
New Teacher Induction ABRAZO	\$3,828,856	\$3,728,856	\$3,695,746	\$33,110
Play It Smart (Title I Funded)	\$1,365,000	\$1,256,328	\$1,195,822	\$60,506
Reading Content Specialist (Title I Funded)	\$1,752,299	\$1,911,218	\$1,896,823	\$14,395
Rice University School Mathematics Project	\$50,000	\$50,000	\$44,020	\$5,980
Science – Elementary (Joint Funding) *	\$900,000	\$727,912	\$724,051	\$3,861
Science – Secondary *	\$98,778			
Sign-On Bonuses	\$1,700,000	\$1,700,000	\$1,474,609	\$225,391
Social Studies – Elementary *	\$75,000	\$150,011	\$95,988	\$54,023
Social Studies – Secondary *	\$75,000			
TAKS 915 Stipend	\$0	\$20,073	\$9,245	\$10,828
Teach For America Recruitment	\$600,000	\$600,000	\$534,000	\$66,000
Teach For America Summer School	\$241,000	\$241,000	\$12,611	\$228,389
Texas High School Project	\$183,000	\$183,000	\$158,689	\$24,311
<b>Non-Centralized Programs</b>				
General Administration	\$355,987	\$404,037	\$313,752	\$90,285
Private School Share	\$1,036,000	\$1,036,000	\$1,036,000	\$0
School Allocations	\$4,952,300	\$4,806,872	\$3,732,334	\$1,074,449
<b>Totals</b>	<b>\$28,858,463</b>	<b>\$26,582,193</b>	<b>\$24,071,461</b>	<b>\$2,510,732</b>

\*Allocations and expenditures not available by individual program.

**Table 3** (see page 19) 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 2009 budget query. Across all programs, nearly \$15.8 million were budgeted for payroll costs including approximately \$10.2 million for salaries for professional employees and \$2.9 million for extra-duty pay to teachers for professional

development participation; \$7.5 million for contracted services including \$3.9 million for miscellaneous contracted services; over \$1.3 million were allotted for supplies and materials; \$1.2 million were budgeted for travel and registration fees; \$85 thousand were allocated for technology and related equipment; and over \$590 thousand were budgeted for other costs. The utilization rates for each expense category were 96.5 percent for contracted services, 94.4 percent for payroll costs, 88.2 percent for technology and related equipment, 67.2 percent for travel and registration fees, 52.3 percent for supplies and materials, equipment, and 50.1 percent for other.

Table 3: Centralized Title I and Title II, Part A Total Expenditures by Type, 2008–2009

Object Detail	Budget	Actual Expenditure	Available	Percent Utilized
<b>Contracted Services</b>				
Consultants/Professional Services	\$1,697,562	\$1,644,793	\$52,769	96.9
Education Service Center	\$9,331	\$9,317	\$14	99.8
Misc Contracted Services	\$3,884,301	\$3,722,751	\$161,550	95.8
Prof Dev Buy Back Services	\$1,957,389	\$1,908,326	\$49,063	97.5
Subtotal	\$7,548,583	\$7,285,187	\$263,396	96.5
<b>Payroll Costs</b>				
Day to Day Subs	\$374,416	\$318,603	\$55,813	85.1
Extra Duty Pay-Teachers	\$2,909,366	\$2,776,594	\$132,771	95.4
Group Health & Life	\$655,201	\$529,525	\$125,676	80.8
Hourly Payroll	\$17,522	\$21,746	(\$4,223)	124.1
Medicare	\$238,531	\$152,457	\$86,074	63.9
Overtime-Support Staff	\$23,450	\$29,970	(\$6,520)	127.8
Salaries-Professional Employees	\$10,203,686	\$9,860,855	\$342,831	96.6
Salaries-Support Employees	\$230,836	\$220,288	\$10,547	95.4
Sick Leave Payment	\$51,885	\$65,914	(\$14,029)	127.0
Social Security	\$24,340	\$10,591	\$13,749	43.5
TRS-Above State Minimum	\$947,191	\$836,409	\$110,782	88.3
Unemployment Compensation	\$7,250	\$3,434	\$3,816	47.4
Workers' Compensation	\$78,675	\$47,199	\$31,476	60.0
Subtotal	\$15,762,349	\$14,873,586	\$888,763	94.4
<b>Supplies and Materials</b>				
General Supplies	\$992,597	\$491,481	\$501,116	49.5
Print Shop Charges	\$158,264	\$120,485	\$37,779	76.1
Reading Materials	\$207,805	\$98,811	\$108,994	47.5
Testing Materials	\$350	\$0	\$350	0.0
Subtotal	\$1,359,016	\$710,778	\$648,238	52.3
<b>Technology/Related equipment</b>				
Media Center Buy Back	\$17,100	\$16,968	\$132	99.2
Technology Equipment	\$68,052	\$58,132	\$9,920	85.4
Subtotal	\$85,152	\$75,100	\$10,052	88.2
<b>Travel/Registration Fees</b>				
Dues-Fees-Registrations	\$483,534	\$361,434	\$122,100	74.7
In-District Bus Transportation	\$34,634	\$1,040	\$33,594	3.0
In-District Travel	\$26,173	\$18,673	\$7,500	71.3
Travel-Employees	\$692,161	\$449,939	\$242,222	65.0
Subtotal	\$1,236,502	\$831,086	\$405,416	67.2



Table 3: Centralized Title I and Title II, Part A Total Expenditures by Type, 2008–2009 (continued)

Object Detail	Budget	Actual Expenditure	Available	Percent Utilized
<b>Other</b>				
Food	\$232,979	\$218,287	\$14,692	93.7
Misc. Operating Costs	\$195,200	\$0	\$195,200	0.0
Building and Land Rental	\$158,981	\$75,307	\$83,674	47.4
Rentals and Leases	\$3,431	\$2,131	\$1,300	62.1
Subtotal	\$590,591	\$295,725	\$294,866	50.1
<b>Total</b>	<b>\$26,582,193</b>	<b>\$24,071,461</b>	<b>\$2,510,731</b>	<b>90.6%</b>

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

*Title II, Part A Program Implementation and Services*

**Table 4** lists the TPTR programs and major program objectives as implemented in HISD during the 2008–2009 school year. All 28 centralized programs were implemented districtwide. Centralized programs, HISD campus-based programs, and private school programs targeted the provision of professional development training, stipends, and/or incentives for district teachers and administrators.

Table 4: Title II, Part A Districtwide Programs and Major Objectives, 2008–2009

Centralized Programs	Summary of Major Program Goals and Objectives
Advanced Academic Initiatives	Provide Pre-AP and AP professional development training to 1,400 English, mathematics, and science teachers at the middle and high school levels. Make funds available to hire substitute teachers so that teachers could attend a minimum of four days training during the school day.
ASPIRE Professional Development	Training for all instructional staff to enhance the use of value-added data in determining student growth and appropriate interventions. Specific goals include developing an understanding of the use of value-added data for school improvement; developing an understanding of the verification process for eligibility; and, developing a communication plan for stakeholders.
Aspiring Principals Institute	To recruit, and support aspiring principals who have a track record of instructional success, preparing them to lead secondary schools.
A <sup>2</sup> TeaMS (Academy of Accomplished Teaching in Mathematics and Science)– <i>Joint Title I/Title II Funding</i>	A <sup>2</sup> TeaMS is a 3-year professional development program for 72 mathematics and science teachers, 36 middle and high school mathematics teachers and 36 middle and high school science teachers. Goals include increasing teacher knowledge and pedagogy, increasing student achievement in mathematics and science, and ensuring that the written curriculum is the taught curriculum.
ELA–Elementary – Targeted Instruction/Intervention Toolkit	Toolkits are utilized for small group instruction/intervention targeting the five critical elements of reading during the instructional day. The toolkits are designed to increase reading achievement for third and fifth grade at-risk students.
ELA–Secondary	Provide leadership and technical support for the implementation of the District’s CLEAR curriculum in English/Language Arts in grades six through 12. Provide support to schools identified as academically unacceptable for the 2008–2009 school year, leadership in the development and implementation of campus-based common assessments, and develop district curriculum benchmarks.
General Staff Development - <i>Joint Title I/Title II Funding</i>	Improve learning for all students by enhancing the instructional knowledge and skills of administrators, teachers, and instructional paraprofessionals through various staff development opportunities, especially related to research-based instructional practices. Provide comprehensive staff development for academically unacceptable schools based on areas of need.

Table 4: Title II, Part A Districtwide Programs and Major Objectives, 2008–2009 (continued)

Centralized Programs	Summary of Major Program Goals and Objectives
High School Incentives	Recruit and retain highly qualified, highly skilled teachers at high schools (Sam Houston, Kashmere, and Jack Yates) required to develop redesign proposals as a result of receiving an Academically Unacceptable rating from the Texas Education Agency (TEA) for two or more consecutive years. Offer schoolwide and individual teacher incentives.
Just for The Kids – Elementary Schools	Provide elementary schools with a detailed data analysis that includes a comparison to schools with comparable demographics, opportunity gap reports, and an analysis of student readiness for college and career standards. Support campus leadership with improvement plan development and implementation of improvement plans.
Just for The Kids– Middle Schools	Provide middle schools with a detailed data analysis that includes a comparison to schools with comparable demographics, opportunity gap reports, and an analysis of student readiness for college and career standards. Support campus leadership with improvement plan development and implementation of improvement plans.
Leadership Development	Provide professional development services to the following leadership cohorts: new assistant principals, first-year principals, mentor principals, aspiring certified administrators, current assistant principals and current principals, and teacher leaders. Meet the needs of the district in the identification and preparation of future leaders.
Literacy Coaches– Middle School– <i>Title I Funding</i>	Literacy coaches provide support to teachers via modeling, coaching, training, research, and networking.
Literacy Initiative– <i>Joint Title I/Title II Funding</i>	Integrate literacy into all core content area classrooms. Build capacity in content area teachers to infuse reading and writing in their instruction, establish a formative reading assessment to yield mid-year Lexile levels, and provide professional development and technical assistance to improve student writing.
Mathematics– Elementary	Provide curriculum-based resources including a rigorous scope and sequence aligned to the newly revised mathematics TEKS, Model Lessons, content expertise, and professional development. Facilitate professional development workshops on the delivery and utilization of these resources.
Mathematics– Secondary	Provide leadership and support for the implementation of the 6–12 districtwide mathematics program that was centered on curriculum, instruction, and assessment. Conduct campus-level training of teachers in professional learning communities (PLCs).
New Teacher Induction– ABRAZO	Professional development and systematic structures of support to retain new highly qualified teachers, particularly in schools with high teacher turn-over or high percentages of low student achievement. Provides support for curriculum implementation, classroom management, instructional planning, and other professional growth areas.
Play It Smart– <i>Title I Funding</i>	Help student athletes take responsibility for their futures through lessons learned on the playing field, in the classroom, and service to others.
Reading Content Specialist– <i>Title I Funding</i>	Content specialists at the regional and district level will support "Literacy Leads the Way" at the campus level in order to ensure that our students are using literacy in all of their content classrooms PK–12.
Rice University School Mathematics Project	Bridge programming between the Rice University mathematics community and Houston area mathematics teachers, to help teachers and administrators better understand the nature of mathematics, effective teaching and assessment of mathematics, and its importance in society to support the implementation of effective mathematics programs.
Science–Elementary– <i>Joint Title I/Title II Funding</i>	Provide leadership, technical support, and content expertise for the implementation of the district's science curriculum, instruction, and assessment resources in grades kindergarten through five. Provide training to teachers, content specialists, department chairs, and campus administrative teams focused on best practices and pedagogy; TEA specifications for TAKS, TEKS, and special populations; and local and state science initiatives.
Science– Secondary	Provide leadership, technical support, and content expertise for the implementation of the district's science curriculum, instruction, and assessment resources in grades six through 12. Provide training to teachers, content specialists, department chairs, and campus administrative teams focused on best practices and pedagogy; TEA specifications for TAKS, TEKS, and special populations; and local and state science initiatives.

Table 4: Title II, Part A Districtwide Programs and Major Objectives, 2008–2009 (continued)

<b>Centralized Programs</b>	<b>Summary of Major Program Goals and Objectives</b>
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.
Social Studies–Elementary	Provide leadership and support for the creation and implementation of the district’s CLEAR curriculum in grades prekindergarten through five. Provide workshops for elementary school teachers targeting the building of social studies content knowledge and the effective integration of social studies with other content areas, especially Reading/Language Arts.
Social Studies–Secondary	Provide leadership and technical support for the implementation of the district’s CLEAR curriculum in grades six through 12. Provide connections for students and teachers, particularly in the areas of skills development, content literacy, text structure, expository writing, and research methodology.
TAKS 915 Stipend	TAKS summer school intervention program to provide strong, intensive academic instruction for seniors who need to pass one or more core subjects on the TAKS EXIT examination to graduate from high school.
Teach For America Recruitment	Professional development activities for teachers and administrators to recruit, train, and hire highly qualified educators to reduce class size and provide sustained instructional support to improve student achievement.
Teach For America Summer School	Professional development summer activities to recruit, train, and hire highly qualified teachers to reduce class size and provide sustained guidance for teachers and administrators to support improved student achievement.
Texas High School Project	The Texas High School Project is designed to improve the academic performance at four historically under-performing Houston high schools (Furr, Austin, Jones and Worthing) by providing highly focused staff development and additional resources.
<b>Campus-based Programs</b>	<b>Summary of Major Program Goals and Objectives</b>
Private School Share Allocations	Campus allocations based on a formula grant at the rate of \$94 per student to implement campus-based Title II-A professional development programs and services.
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.

Based on 2008–2009 Title II, Part A TPTR program descriptions and the individual program summaries provided later in this report, **Figure 1** (see page 23) summarizes the primary service areas that corresponded with the 25 Title II funded or joint Title I/II funded centralized programs. Programs could provide multiple services. Thirteen (59.1 percent) of the 22 programs submitting end-of-year reports provided professional development activities not related to the development of highly qualified teachers, 11 (50.0 percent) provided professional development to meet highly qualified requirements, eight (36.4 percent) provided professional development to retain highly qualified teachers, seven (31.8 percent) provided professional development related to the recruitment of highly qualified teachers, and eight (36.4 percent) provided other professional development activities. Two programs, Texas High School Project and Social Studies-Secondary, did not provide information on service areas provided and TAKS 915 Stipend was excluded from this analysis.

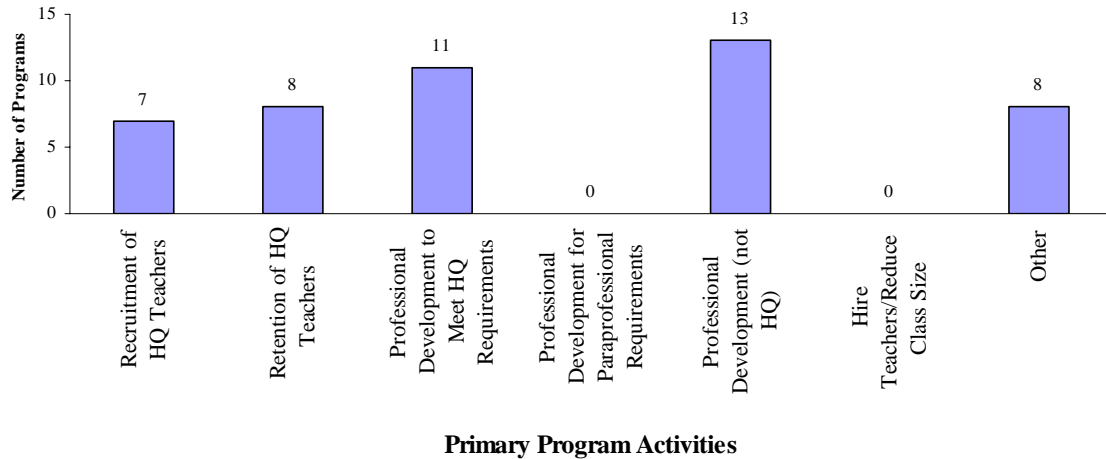


Figure 1. The number of TPTR centralized programs providing each activity based on needs assessments for 2008–2009 (duplicated count).

Source: Title II, Part A TPTR Administrator End-of-Year Survey, 2008–2009.

#### *Program Administrator Implementation Survey*

Each non-campus 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 the fall of 2008, 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** (see page 24) are based on a 91.7 percent (n=22) response rate of 24 program administrators asked to respond to the survey. Two programs, Aspiring Principals Institute and Texas High School Project did not respond to survey requests and one program, TAKS 915 Stipend was excluded from this analysis. Twenty-one administrators (95.5 percent) reported that program activities were aligned with state academic content, student academic performance standards, and state assessments; 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. Nineteen (86.4 percent) stated that activities were based on scientifically-based research. Fifteen (68.2 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. Twelve (54.5 percent) reported that Title I campuses, teachers, or administrators were targeted for receiving programming and services. Ten respondents (45.5 percent) indicated that activities were based on a district or departmental needs assessment for professional development and hiring. Nine (40.9 percent) reported 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. Nine (40.9 percent) indicated the program targeted schools identified for improvement under NCLB (AYP) for 2008–2009. Three (13.6 percent) reported that program activities were detailed in their Departmental Management Plan (DMP) or District Improvement Plan (DIP). Finally, two (9.1 percent) reported that program costs and expenditures were described in their DMP or DIP.

Table 5: Title II, Part A Administrator Implementation Survey Responses, 2008–2009

<b>Planning Criteria for TPTR Program Activities (N=22)</b>	<b># Met Criterion</b>		<b>Percent Met Criterion</b>	
	Yes	No	Yes	No
Activities aligned with state academic content, student academic performance standards, and state assessments	21	1	95	5
Activities aligned with the curriculum and other programs that are tied to state academic content, student academic performance standards, and state assessments	21	1	95	5
Program targets Title I campuses or Title I campus teachers or administrators	12	10	55	45
Activities based on a review of scientifically-based research	19	3	86	14
Activities are a part of a broader strategy to eliminate the achievement gap between low-income and minority students, and other students	15	7	68	32
Activities based on a district or departmental needs assessment for professional development and hiring	10	12	45	55
Costs or expenditures for each TPTR activity or service listed in your DMP or DIP	2	20	9	91
Program targets the schools identified for improvement under NCLB (AYP) for 2008–2009	9	13	41	59
Activities described in your DMP or DIP	3	19	14	86
Activities coordinated with other professional development activities provided through other federal, state, and local programs, such as Title II, Part D (technology) funds	9	13	41	59

#### *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 hired is presented by program in **Table 6** (see page 25). The findings were based on a hiring query accessed in August of 2009 through the PeopleSoft Department. The data show that 39.4 percent of the 249 staff members were hired through the Title II, Part TPTR School Allocations program, 16.9 percent were funded by the Literacy Coaches–Middle School program, 14.5 percent by the New Teacher Induction–ABRAZO program, 10.8 percent by Reading Content Specialists, and 9.2 percent by Play It Smart. The remaining twenty-three (9.2 percent) staff positions were hired by General Administration and A<sup>2</sup>TeaMS (five staff each), Advanced Academic Initiatives, Science–Secondary, Science–Elementary, and Mathematics–Elementary (two staff each), English Language Arts–Secondary, Mathematics–Secondary, Rice University School Mathematics Project, Social Studies–Secondary, and Texas High School Project (one staff each).

Table 6: Title I and Title II, Part A Staff Hired by Program, 2008–2009

<b>Title II, Part A Programs</b>	<b>Number of Staff Hired</b>	<b>Percent of Total Staff Hired</b>
School Allocations*	98	39.4
New Teacher Induction–ABRAZO	36	14.5
General Administration	5	2.0
A <sup>2</sup> TeaMS	5	2.0
Mathematics–Elementary	2	0.8
Mathematics–Secondary	1	0.4
ELA–Secondary	1	0.4
Science–Elementary	2	0.8
Science–Secondary	2	0.8
Advanced Academic Initiatives	2	0.8
Social Studies–Secondary	1	0.4
Rice University School Mathematics Project	1	0.4
Texas High School Project	1	0.4
<b>Title I Centralized Programs</b>		
Play It Smart	23	9.2
Literacy Coaches–Middle School	42	16.9
Reading Content Specialists	27	10.8
<b>Total</b>	<b>249</b>	<b>100.0</b>

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

**Table 7** shows the 249 staff hired that were filled with Title I and Title II, Part A funds including 119 teachers, seven managers, 42 middle school literacy coaches, 37 content area specialists, 23 Play It Smart Academic Coaches, 12 coordinators, two secretaries, three staff members for budgeting, one high school literacy coach, one research specialist, one executive principal, and one documentation clerk. 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 Hired with Title I and Title II, Part A Funds by Job Title, 2008–2009

<b>Job Title</b>	<b>Number of Staff Hired</b>	<b>Job Title</b>	<b>Number of Staff Hired</b>
Analyst, Budget Senior	1	Teacher, English	4
Asst, Budget	2	Teacher, ESL Elementary	7
Coach, Literacy HS	1	Teacher, ESL Secondary	2
Coordinator, Instruction Non SB	10	Teacher, Fifth Grade	3
Coordinator, Instructional RT	1	Teacher, History	2
Coordinator, Title I (RT)	0	Teacher, Kindergarten	1
Coordinator, Training	1	Teacher, Lead	21
Manager	2	Teacher, Lead 10.5M	2
Manager, Education Program	1	Teacher, Lead 11M	1
Manager, HISD/Rice Model Science	1	Teacher, Mathematics	15
Manager, Model Lesson Video	1	Teacher, Mathematics 4-8	1
Manager, Projects Prof Dev	1	Teacher, Multi-Grade	8
Manager, UIL Activities	1	Teacher, Remedial Reading	1
Principal, Executive	1	Teacher, Science	1
Secretary II 12M	2	Teacher, Second Grade	9

Table 7: Number of Staff Hired with Title I and Title II, Part A Funds by Job Title, 2008–2009  
(continued)

Job Title	Number of Staff Hired	Job Title	Number of Staff Hired
Specialist, Content Area	10	Teacher, Social Studies	4
Specialist, Research	1	Teacher, Spanish	1
Teacher, Bilingual	11	Teacher, Specialist 12 M	1
Teacher, Bilingual EC-4	1	Teacher, Speech	1
Teacher, Bilingual Kindergarten	3	Teacher, Technology (1-8)	1
Teacher, Class-Size 3rd Grade	1	Teacher, Third Grade	6
Teacher, Class-Size Bilingual	3	Clerk, Documentation	1
Teacher, Coordinator 11M	1	Play It Smart Academic Coaches*	23
Teacher, First Grade	7	Reading Content Specialists*	27
		Literacy Coaches–Middle School*	42
* Title I centralized programs		<b>Total</b>	<b>249</b>

### *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 2008–2009 “high need” allocations were directed to all campuses with one or more teachers who were not highly qualified based on the 2008–2009 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 26 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 six middle schools, 16 high schools and four alternative schools. Specifically, nine schools (34.6 percent) were identified for school improvement due to inadequate annual performance in both reading and mathematics; four schools (15.4 percent) for mathematics and graduation or attendance rates; eight (30.8 percent) for reading, mathematics, and graduation or attendance rates; three schools (11.5 percent) for mathematics only; and, four schools (15.4 percent) for graduation or attendance rates. Three of these schools, two alternative and one high school closed at the beginning of the 2008–2009 school year. Furthermore, 272 schools, the vast majority of district campuses (91.9 percent based on a count of 296 schools) were designated as Title I in 2008–2009.

### *Highly Qualified Teacher Status—TEA NCLB Report*

Beginning with the 2005–2006 school year, the targeted percentage of teachers that were to be Highly Qualified at the start of the year was set at 100 percent. **Table 8** (see page 27) shows that from 2003–2004 to 2004–2005, the number of core subject teachers increased by 81 teachers (0.8 percent). After experiencing a decline of 485 teachers (4.9 percent) in 2005–2006, the number rose by 774 teachers (8.1 percent) in 2006–2007. From 2006–2007 to 2007–2008, this figure decreased by 31 teachers (0.3

percent). The number and percent of highly qualified teachers for 2008–2009 will be included when available and provided in the final version of this report.

Table 8: Number and Percent of Core Subject Teachers by HQ and Non HQ Status, 2004–2008

Year	Core Subject Teachers	HQ Core Subject Teachers		Not HQ Core Subject Teachers	
	Number	Number	Percent	Number	Percent
2003–2004	9,904	9,131	92.2	**773	7.8
2004–2005	9,985	9,738	97.5	247	2.5
2005–2006*	9,500	9,403	99.0	95	1.0
2006–2007	10,274	10,185	99.1	89	0.9
2007–2008	10,243	10,217	99.7	26	0.3

\*Data revised based on Highly Qualified (HQ) Teachers Summary Report.

\*\*Due to data quality issues, this number was also reported as low as 759.

#### *Highly Qualified Teacher Status—TPTR Educator Survey*

The 2,558 respondents to Title II, Part A Educator Survey, 2008–2009 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 28). Table 9 displays the responses to the first item: “Please indicate your ‘Highly Qualified’ status for the 2008–2009 school year.” Nearly eight of ten of teachers (76.4 percent) and over six of ten of paraprofessionals (63.9 percent) responding to this item indicated that they were highly qualified for the entire school year. The second largest share of teachers (18.0 percent) responded that they were unaware of their highly qualified status, followed by became highly qualified during current school year (4.1 percent), and not highly qualified as of the end of the school year (1.5 percent). Nearly three of ten (28.3%) of paraprofessionals were unaware of their highly qualified status, 7.3 percent met the criteria during the current school year, and less than one percent (0.5%) indicated that had not met the requirements to become highly qualified.

Table 9: Number and Percent of Respondents Reporting “Highly Qualified” Status for the 2008–2009 School Year

Answer Options	Teacher		Paraprofessional	
	Number	Percent	Number	Percent
I was considered Highly Qualified for the entire school year	1,613	76.4	122	63.9
I am unaware of my Highly Qualified Status	379	18.0	54	28.3
I became Highly Qualified during the current school year	87	4.1	14	7.3
I have not met the requirements to be considered Highly Qualified	32	1.5	1	0.5
<b>Total</b>	<b>2,111</b>		<b>191</b>	
<b>Answered question</b>	<b>2,302</b>			
<b>Did not answer question/not applicable</b>	<b>256</b>			

Table 10 displays responses to the second item: “If you were not considered ‘Highly Qualified’ at the start of the 2008–2009 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 2,558 survey respondents, 1,872 (73.2 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 (57.6 percent) sessions for teachers and between four and six (26.5 percent) sessions for paraprofessionals. The modal response provided for the number of days of training attended by teachers was eleven or more days (61.6 percent) and was one or two days for paraprofessionals (39.4 percent). The largest share of teachers and



paraprofessionals responding to this item indicated that they received 30 or more hours of training (82.4 percent and 35.1 percent respectively).

**Table 10: Percent of Respondents Not Considered "Highly Qualified" Participating in Training Sessions in 2008-2009 to Meet "Highly Qualified" Requirements**

Training Sessions	1-3	4-6	7-10	11+	Response Count	
Teacher	8.9%	15.4%	18.1%	57.6%	448	
Paraprofessional	24.5%	26.5%	8.2%	20.4%	49	
Days of Training	1-2	3-5	6-10	11+		
Teacher	6.2%	12.8%	19.4%	61.6%	422	
Paraprofessional	39.4%	27.3%	12.1%	21.2%	33	
Total Hours of Training	1-3	3-6	7-18	19-30	30+	
Teacher	4.2%	2.6%	6.0%	4.9%	82.4%	431
Paraprofessional	2.7%	24.3%	16.2%	21.6%	35.1%	37
Answered question	686					
Did not answer question/not applicable	1,872					
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 assessed for this evaluation are generally submitted by the HISD External Funding Department to the TEA after the conclusion of each school year. The TPTR program expenditures from eGrants for 2008 through 2009 will be presented in the final version of this report when the data are available.

### *Educator Retention and Turnover*

**Table 11** (see page 29) displays a comparison of teacher years of experience and the teacher turnover rate for HISD and the state for the 2006–2007 and 2007–2008 school years as reported in the Academic Excellence Indicator System (AEIS) Report. Data for 2008–2009 were not available for inclusion in this report. The following observations are based on 2006–2007 and 2007–2008 data and should be interpreted with caution. The percentage of HISD teachers with five or fewer 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 1.7 percentage points but remains slightly lower than the state. The percentage of HISD and Texas teachers with 11–20 years of experience decreased 0.2 percentage point 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 remained constant and is 2.4 percentage points higher than the state for 2007–2008. The average years of experience and average years of experience with the district for HISD teachers each increased 0.1 percentage points since 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 2007–2008 school year was 14.6 percent compared to 15.2 percent for Texas. HISD decreased its teacher turnover rate by 0.3 of a percentage point since the previous year which is also 0.6 of a percentage point lower than the state. 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: 2006–2007 and 2007–2008

Total Years of Experience	HISD Percent		Texas Percent	
	2006–2007	2007–2008	2006–2007	2007–2008
0	8.2	7.6	8.1	7.9
1–5	30.8	29.8	29.1	29.8
6–10	17.8	19.5	19.6	19.7
11–20	21.7	21.5	23.6	23.4
Over 20	21.6	21.6	19.7	19.2
<b>Average Years of Experience</b>	11.6	11.7	11.3	11.3
<b>Average Years of Experience with Current District</b>	9.3	9.4	7.5	7.4
<b>Teacher Turnover Rate</b>	14.9	14.6	15.6	15.2

*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 professional development activities by core subject area. The data show that the core subject in which the greatest number of professional development activities occurred was mathematics (n=339). A total of 256 science activities were offered, followed by reading (n=147), English/language arts (n=116), arts (n=54), social studies (n=32), and foreign language (n=16).

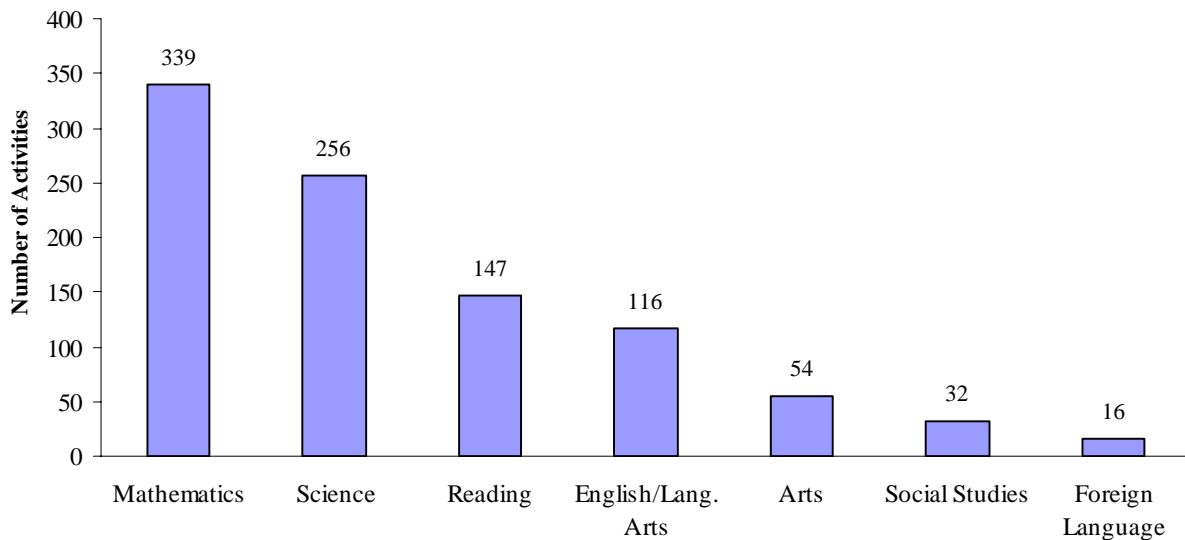


Figure 2. Title II, Part A funded districtwide professional development provided by core subject area, 2008–2009.

Additional data provided by the district's Professional Development Services (PDS) e-Train database revealed an unduplicated, estimated count of 12,395 instructional personnel that completed at least one professional development training session during the 2008–2009 school year. **Appendix C** shows the

coded job descriptions for the 13,481 (duplicated) professional development participants categorized as instructional personnel by HISD.

### *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 2008–2009 (**Appendix D**) was utilized.

An average of 2,210 educators responded to each item with a minimum of 686 and a maximum of 2,531 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 67.4 percent of the respondents were regular education teachers and 11.4 percent were Special Education instructors. Additionally, 5.7 percent of respondents reported being a teaching assistant or paraprofessional, 5.0 percent selected other instructional support staff, 2.4 percent selected subject area specialist, 2.4 percent identified themselves as a campus principal or regional administrator, and 1.5 percent selected assistant principal. Finally, 4.3 percent identified their current position as “other.” “Other” responses, which are detailed in **Appendix E**, included counselors, nurses, speech pathologists, librarians, and others.

Table 12: Number and Percent of Respondents by Position Title for the 2008–2009 School Year

Position Title	Response Percent	Response Count
Teacher (non-Special Education)	67.4	1,705
Special Education Teacher	11.4	288
Subject Area Specialist	2.4	61
Teacher Assistant/Paraprofessional	5.7	144
Other Instructional Support Staff	5.0	126
Assistant Principal	1.5	37
Campus Principal or Regional Administrator	2.4	60
Other	4.3	110
<b>Total</b>	<b>100.0</b>	<b>2,531</b>
<b>Answered question</b>	<b>2,531</b>	
<b>Did not answer question</b>	<b>27</b>	

Survey responses reported in **Table 13** (see page 31) indicate that 236 respondents (9.6 percent) were new to HISD, 2,219 (89.9 percent) were at least in their second year with HISD, and 14 (0.6 percent) responded “not applicable.” Results for the segment of this survey item attempting to gauge the overall teaching experience of respondents indicate ambiguity. Many respondents reported fewer total years, including experience in HISD, than the number of years in HISD only. As a result, numerous educators selected “not applicable” which resulted in a smaller number of respondents selecting each overall category than the corresponding category for years of experience in HISD. Therefore, readers are urged to interpret the overall experience column results with caution.

Table 13: Number and Percent of Respondent Years of Experience at End of the 2008–2009 School Year

Number of Years in HISD	Number of Respondents	Percent	Total Number of Years Including Experience Outside HISD		
			Number of Respondents	Percent	
N/A	14	0.6	N/A	118	6.3
1	236	9.6	1	107	5.7
2–5	678	27.5	2–5	408	21.7
6–10	538	21.8	6–10	373	19.8
11–20	564	22.8	11–20	446	23.7
Over 20	439	17.8	Over 20	430	22.8
<b>Answered question</b>	<b>2,469</b>		<b>Answered question</b>	<b>1,882</b>	
<b>Did not answer question</b>	<b>89</b>		<b>Did not answer question</b>	<b>676</b>	

As depicted in **Table 14**, duplicated counts based on 2,430 educators providing instruction in more than one grade level, showed that the highest concentration of educators completing the survey taught kindergarten through grade 5 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=2,430) demonstrated that 59.6 percent of respondents taught reading, writing, and/or English Language Arts (ELA); 53.4 percent taught mathematics; 49.7 percent taught science; 49.5 percent taught social studies; 21.4 percent taught fine arts; 19.2 percent taught health and/or physical education; 9.9 percent taught a foreign language; 8.5 percent taught career and technical education; and 14.3 percent taught other subject area courses.

Table 14: Respondent Grade Levels and Subjects Taught or Provided Instructional Support to Teachers During the 2008–2009 School Year

Grade	Reading/ Writing/ ELA	Mathe- matics	Science	Social Studies	Fine Arts	Foreign Lang.	Career & Tech. Educ.	Health/ PE	Other
<b>PreK</b>	237	221	222	201	170	56	39	158	107
<b>K</b>	281	251	251	221	171	54	40	137	93
<b>1</b>	312	283	258	225	119	42	33	101	80
<b>2</b>	318	283	259	224	123	45	31	99	90
<b>3</b>	305	273	226	202	100	31	30	85	82
<b>4</b>	286	231	191	180	87	24	28	84	75
<b>5</b>	235	198	181	160	85	19	26	76	71
<b>6</b>	179	139	110	106	61	21	39	66	73
<b>7</b>	151	127	107	104	50	27	37	59	68
<b>8</b>	163	134	125	118	51	27	42	57	63
<b>9</b>	123	97	90	87	58	46	70	66	57
<b>10</b>	111	100	96	85	58	47	76	64	58
<b>11</b>	102	94	82	89	56	46	78	61	59
<b>12</b>	99	82	74	89	56	44	80	63	64
<b>Unduplicated</b>									
<b>Total</b>	<b>1,448</b>	<b>1,297</b>	<b>1,207</b>	<b>1,204</b>	<b>521</b>	<b>241</b>	<b>207</b>	<b>467</b>	<b>347</b>
<b>Answered question</b>	<b>2,430</b>								
<b>Did not answer question</b>	<b>128</b>								

Additional data presented in **Table 15** revealed that 65.6 percent (n=1,634) of the TPTR Educator Survey respondents taught regular education students, 52.3 percent (n=1,302) worked with Special Education students, 50.8 percent (n=1,265) worked with economically disadvantaged students, and 49.5 percent (n=1,232) worked with at-risk students, based on duplicated counts for 2,491 teachers providing instruction to more than one subpopulation of students. Further, 47.1 percent (n=1,173) of respondents provided instruction or instructional support to Limited English Proficient (LEP) students also known as English Language Learners (ELL), followed by gifted/talented (1,053 or 42.3 percent), and bilingual (950 or 38.1 percent). Finally, 89 respondents (3.6 percent) indicated this survey item was not applicable.

Table 15: Respondent Student Groups Taught During 2008–2009 School Year		
Student Group	Response Percent	Response Count
Regular	65.6	1,634
Bilingual	38.1	950
LEP/ELL	47.1	1,173
Gifted/Talented	42.3	1,053
Special Education	52.3	1,302
At-Risk	49.5	1,232
Economically Disadvantaged	50.8	1,265
Not applicable	3.6	89
<b>Answered question</b>	<b>2,491</b>	
<b>Did not answer question</b>	<b>67</b>	

**Table 16** presents responses to the question: “Is your campus a Title I campus?” Of the 2,486 educators providing a response, 90.9 percent (n=2,260) indicated that they worked on a Title I campus during the 2008–2009 school year. **Table 17** provides results for the question: “Is your campus labeled as ‘Identified for School Improvement’ this year?” The largest percentage (42.5 percent) of the 2,473 respondents indicated that they were unsure if their campus had been given this label for the current school year. An additional 35.6 percent indicated that their campus had not received this label, while only 21.3 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 2008–2009		
Response Option	Response Percent	Response Count
Yes	90.9	2,260
No	3.4	85
Don't Know	5.6	139
Not Applicable	0.1	2
<b>Answered question</b>	<b>2,486</b>	
<b>Did not answer question</b>	<b>72</b>	

Table 17: Number and Percent of Respondents Employed at Campuses “Identified for School Improvement” During 2008–2009		
Response Option	Response Percent	Response Count
Yes	21.3	526
No	35.6	880
Don't Know	42.5	1,051
Not Applicable	0.6	16
<b>Answered question</b>	<b>2,473</b>	
<b>Did not answer question</b>	<b>85</b>	

**Table 18** 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 10 plus reading, writing, or ELA sessions (n=232). The second and third highest responses were attributed to two and three reading, writing, or ELA sessions, at 205 and 179, respectively. 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 mathematics training (n=384). Finally, 354 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 2008–2009

Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	NA
Reading/Writing/ELA	18	141	205	179	149	121	93	30	30	16	232	40
Mathematics	20	176	176	161	109	89	77	25	28	7	138	32
Science	53	163	160	110	58	36	30	15	17	7	124	29
Social Studies	148	129	79	61	25	23	12	5	4	6	52	31
Music/Fine Arts	137	57	23	18	8	8	6	2	8	1	26	69
Foreign Language	139	20	14	15	7	4	7	1	1	0	13	82
Career & Technical Educ.	97	41	35	39	21	15	15	7	1	4	31	79
Health/PE	122	46	23	16	4	7	8	1	3	2	19	80
Other	43	59	54	60	46	50	40	13	18	7	168	75
Number of Days in Attendance	0	1–2		3–5		6–10		11+		N/A		
Reading/Writing/ELA	15	364		360		209		167		34		
Mathematics	18	384		273		161		91		22		
Science	44	304		165		79		94		23		
Social Studies	107	203		91		38		36		28		
Music/Fine Arts	105	76		27		22		20		56		
Foreign Language	106	29		20		8		14		71		
Career & Technical Educ.	74	80		68		26		18		65		
Health/PE	73	58		31		15		6		64		
Other	43	110		139		109		113		62		
Total Number of Hours in Attendance	0	1–3		4–6		7–18		18–30		31+		N/A
Reading/Writing/ELA	11	84		210		354		192		268		36
Mathematics	11	106		213		312		119		153		31
Science	34	150		173		140		69		126		23
Social Studies	106	99		110		74		33		57		28
Music/Fine Arts	100	44		34		24		20		29		59
Foreign Language	97	15		19		23		7		14		72
Career & Technical Educ.	67	41		53		52		29		29		62
Health/PE	89	34		19		33		17		13		65
Other	35	24		57		117		94		197		69
Answered question	2,099											
Did not question	459											

**Table 19** displays key issues addressed in professional development sessions by core subject area over the last three years. Results indicate that activities targeting higher-order thinking were provided most frequently to reading, writing, or ELA audiences. Mathematics, science, fine arts, career and technical education, and health and physical education audiences were provided with hands-on activities most often. Social studies audiences received collaborative learning strategies as the primary issue addressed or targeted. Foreign language activities focused on interdisciplinary strategies while “other” content areas received professional development in collaborative learning most often.

Table 19: Number of Respondents Attending Targeted Areas of Professional Development During 2008–2009

Targeted Areas	Reading/ Writing/ ELA	Mathe- matics	Science	Social Studies	Fine Arts	Foreign Lang.	Career & Tech. Educ.	Health/ PE	Other
Interdisciplinary strategies	965	733	594	432	154	69	134	101	181
Collaborative learning	1,024	838	651	466	146	63	129	105	196
Classroom experimentation	461	414	558	211	104	35	86	65	118
Innovative strategies	901	749	577	376	131	58	122	80	180
Higher-order thinking skills	1,035	847	653	416	145	68	127	76	177
Hands-on activities	931	908	742	407	167	66	139	106	168
Personalized teaching goals	620	484	385	267	115	47	98	69	140
Individualized interventions for students	890	741	448	298	108	59	99	77	185
Student assessment to guide instruction	814	712	491	324	104	52	99	75	154
Connections to TEKS, TAKS, or Stanford	904	824	630	423	125	61	116	91	142
Follow-up training	485	396	284	169	68	30	82	56	124
Other	152	87	77	55	36	20	25	32	111
Not applicable	115	90	92	94	99	105	95	103	104
<b>Answered question</b>	<b>2,191</b>								
<b>Did not answer question</b>	<b>367</b>								

**Table 20** (see page 35) 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 2008–2009 school year. Overall, a plurality of the 1,780 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 except for “other topics not included in the survey”. For topics not included in the educator survey, the modal response was 31 or more hours of training received, followed by between 7–18 hours. However, it is important to note that 30 percent (n=778) of the survey participants did not provide a response to this item. Further, substantial variation in the number of respondents indicating that they attended no sessions, had no days, or had no hours in attendance suggests that the question format and/or wording may have generated a misunderstanding concerning the information being requested by 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 2008–2009

For Student Populations of Aspects of Instruction During 2008-2009												
Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	N/A
At-risk students	123	311	222	156	61	50	21	12	8	4	119	32
Students of different cultures	175	219	115	69	25	34	14	7	5	4	63	45
Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	N/A
Students with different learning styles	58	318	254	183	108	86	52	12	10	7	121	25
Classroom management	141	310	160	97	45	41	17	8	6	3	61	30
Collaborative learning	63	253	210	177	92	49	41	18	13	10	134	17
Other topics not included in this survey	62	91	79	68	61	53	28	24	6	8	126	64
Number of Days in Attendance				0	1-2	3-5	6-10	11+	N/A			
At-risk students				84	526	209	63	85	25			
Students of different cultures				127	315	113	28	55	30			
Students with different learning styles				41	575	277	105	95	16			
Classroom management				101	456	132	42	57	20			
Collaborative learning				39	467	236	97	108	10			
Other topics not included in this survey				54	181	140	83	103	42			
Total Number of Hours in Attendance				0	1-3	4-6	7-18	18-30	31+	N/A		
At-risk students				72	252	283	196	64	113	20		
Students of different cultures				113	184	150	86	37	68	26		
Students with different learning styles				34	277	293	237	126	128	15		
Classroom management				100	266	203	124	46	57	17		
Collaborative learning				37	249	245	196	86	126	13		
Other topics not included in this survey				41	85	100	116	81	150	47		
Answered question	1,780											
Did not answer question	778											

**Table 21** (see page 36) 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 Development Services (PDS) department (n=2,074), followed by campus personnel (n=1,942), regional office personnel (n=1,622), central administrative office other than PDS (n=1,552), Region IV Education Service Center (n=1,350), and other providers (n=675).

For each provider, a plurality of respondents indicated that they were very satisfied with the training sessions they conducted. More specifically, 53.6 percent of respondents indicated they were very satisfied with training activities provided by “Other”, followed by 49.2 percent for Campus Personnel, 47.0 percent for PDS, 46.4 percent for Region IV, 42.1 percent for Regional Office Personnel, and 39.5 percent for central administrative office personnel other than PDS. Somewhat satisfied responses ranged from 24.6 percent for “Other” to 36.4 percent for PDS. Overall, 77.1 percent of the respondents were “Very Satisfied” or “Somewhat Satisfied” with professional development service providers during 2008-2009. Neutral responses ranged from 12.5 percent for PDS to 23.5 percent for central administrative personnel



(not PDS). Those respondents indicating dissatisfaction with service providers ranged from 0.6 percent (very dissatisfied) for “Other” to 4.1 percent (somewhat dissatisfied) for regional office personnel.

**Table 21: Respondent Degree of Satisfaction with Professional Development Service Providers During 2008–2009, Number and Percent of Respondents**

<b>Service Provider</b>	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neutral</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Response Count</b>
Professional Development Services (PDS)	974 47.0%	754 36.4%	260 12.5%	57 2.7%	29 1.4%	2,074
Central Admin Office (not PDS)	613 39.5%	498 32.1%	365 23.5%	49 3.2%	27 1.7%	1,552
Regional Office Personnel	683 42.1%	498 30.7%	338 20.8%	67 4.1%	36 2.2%	1,622
Campus Personnel	955 49.2%	589 30.3%	274 14.1%	76 3.9%	48 2.5%	1,942
Region IV	627 46.4%	389 28.8%	290 21.5%	26 1.9%	18 1.3%	1,350
Other	362 53.6%	166 24.6%	139 20.6%	4 0.6%	4 0.6%	675
Totals	4,214 45.7%	2,894 31.4%	1,666 18.1%	279 3.0%	162 1.8%	9,215

**Table 22** (see page 37) presents data concerning a battery of items in which respondents were asked to select the degree to which they agreed with various statements. A plurality of respondents “strongly agreed” or “somewhat agreed” with each of the items. The highest level of agreement was with the statement “Generally, the training activities I attended this year were of high quality” at 82.4 percent. Importantly, the second highest level of agreement was with the statement “Generally, the training activities I attended this year were aligned with State academic content standards and assessments” at 81.6 percent. The lowest level of agreement was with the statement “Generally, the training activities I attended this year improved my ability to work more effectively with parents” at 51.3 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 2008–2009 school year. As displayed in **Table 23** (see page 38), a majority of respondents (54.4) indicated that training activities were paid for by the district or their campus. Further, 40.4 percent of respondents indicated that substitute teachers were provided so they could attend training activities during school hours. Another 33.6 percent of respondents indicated that they were provided stipends and/or other monetary assistance to encourage their participation. Approximately one-fifth (22.2 percent) of respondents indicated that other incentives were used, while an additional 21.6 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 2008–2009

Answer Options	Strongly Agree	Somewhat Agree	Neutral	Some-what Disagree	Strongly Disagree	N/A
The instructional leadership on my campus has encouraged my participation in professional development training activities this year. (n=2,290)	1,170 51.1%	620 27.1%	271 11.8%	97 4.2%	73 3.2%	59 2.6%
Generally, the training activities I attended this year were of high quality. (n=2,262)	993 43.9%	871 38.5%	233 10.3%	76 3.4%	35 1.5%	54 2.4%
Generally, the training activities I attended this year were sustained over time (not one-day or short-term). (n=2,265)	743 32.8%	819 36.2%	367 16.2%	147 6.5%	89 3.9%	100 4.4%
Generally, the training activities I attended this year were intensive. (n=2,269)	685 30.2%	846 37.3%	463 20.4%	157 6.9%	54 2.4%	64 2.8%
Generally, the training activities I attended this year were classroom-focused. (n=2,272)	1,053 46.3%	798 35.1%	240 10.6%	60 2.6%	30 1.3%	91 4.0%
Generally, the training activities I attended this year had a positive impact on my teaching style or strategies. (n=2,270)	998 44.0%	776 34.2%	282 12.4%	62 2.7%	38 1.7%	114 5.0%
Generally, the training activities I attended this year had a positive impact on my subject/content knowledge. (n=2,276)	1,018 44.7%	762 33.5%	298 13.1%	66 2.9%	40 1.8%	92 4.0%
Generally, the training activities I attended this year advanced my understanding of effective instructional strategies based on scientific research. (n=2,273)	859 37.8%	819 36.0%	373 16.4%	74 3.3%	46 2.0%	102 4.5%
Generally, the training activities I attended this year were aligned with State academic content standards and assessments (TEKS and TAKS). (n=2,270)	1,112 49.0%	740 32.6%	251 11.1%	38 1.7%	25 1.1%	104 4.6%
Generally, the training activities I attended this year improved my ability to work more effectively with parents. (n=2,255)	578 25.6%	579 25.7%	646 28.6%	179 7.9%	96 4.3%	177 7.8%
Generally, the training activities I attended this year were connected to other schoolwide or districtwide initiatives. (n=2,255)	889 39.4%	800 35.5%	384 17.0%	61 2.7%	26 1.2%	95 4.2%
<b>Answered question</b>	<b>2,301</b>					
<b>Did not answer question</b>	<b>257</b>					

Table 23: Number and Percent of Respondents Receiving Training Incentive During 2008–2009

Training Incentive	Response Count	Response Percent
Stipends or other monetary assistance	780	33.6
Substitute teacher coverage during school hours	937	40.4
HISD (or school) paid for training activities	1,262	54.4
Other incentives or support	514	22.2
None	501	21.6
Not applicable	146	6.3
<b>Answered question</b>	<b>2,320</b>	
<b>Did not answer question</b>	<b>238</b>	

*HISD School Allocation Campus Program Descriptions*

**Figures 3–6** (pages 38–40) show the students, subjects, and outcome measures targeted for campus improvement based on the 280 Title II, Part A campus program descriptions submitted by the 296 campuses receiving TPTR campus allocations for the 2008–2009 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 (93 percent), LEP/ELL (71 percent), ESL (71 percent), special education (69 percent), gifted and talented (67 percent), and bilingual (56 percent). An additional percentage of schools targeted other student groups (six percent).

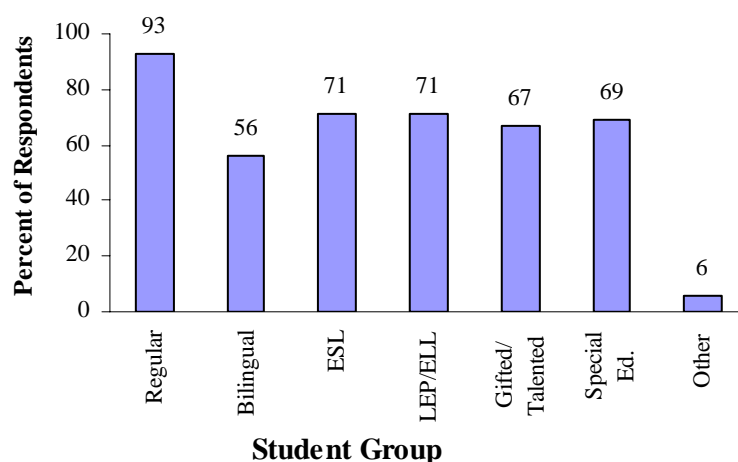


Figure 3. Student groups targeted for academic improvement through Title II, Part A campus programs, 2008–2009.

Figure 4 shows that between 53 percent and 55 percent of the responding campuses reported the expectation that their program services would improve the academic achievement of students in first through fifth grades. Further, kindergarten was targeted for academic gains by almost half (47 percent) of the campuses. Prekindergarten students were targeted by 37 percent of the campuses. Finally, the percentage of campuses targeting secondary grade levels ranged from 12 percent for grade 12 to 21 percent for grade six.

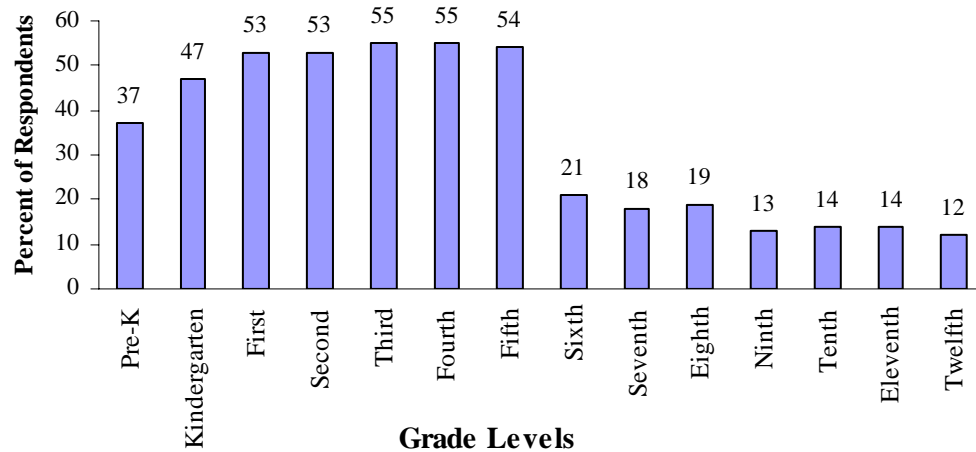


Figure 4. Grade levels targeted for academic improvement through Title II, Part A campus programs, 2008–2009.

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 writing (73 percent), reading/ELA (54 percent), and science (44 percent). Fewer campuses identified mathematics (13 percent), and social studies (six percent). None of the responding campuses reported targeting foreign language or fine arts with their campus allocation.

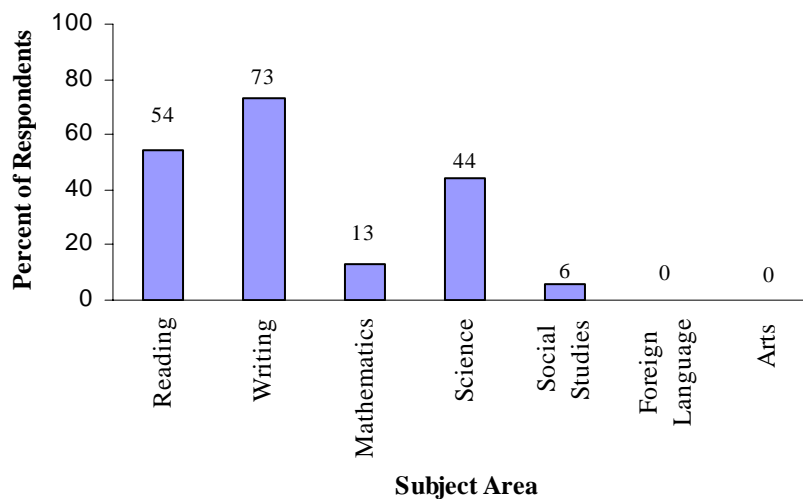


Figure 5. Subjects targeted for academic improvement through Title II, Part A campus programs, 2008–2009.

Finally, Figure 6 (page 40) 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 (91 percent) and Stanford 10 (90 percent). Campuses also identified the Aprenda 3 (51 percent), followed by benchmarks (14 percent), TPRI/TejasLEE (10 percent), SAT/ACT (six percent), common assessments (five percent), and HFWE (four percent) as assessment instruments targeted for improvement.

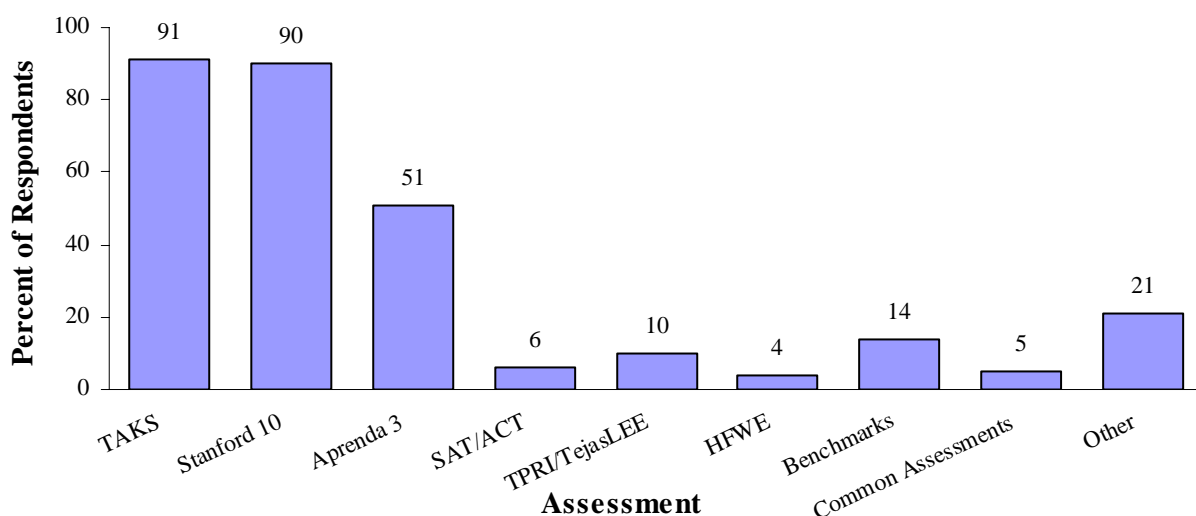


Figure 6. Test instruments targeted for academic improvement through Title II, Part A campus programs, 2008–2009

### What was the overall impact of the district's Title II, Part A TPTR program on student academic achievement?

#### *Campus, Region, and District-Level All Students TAKS Results, Spring 2008 and Spring 2009*

Centralized and campus TPTR programs had the potential to impact student achievement districtwide. **Appendix F** presents the 2008 and 2009 All Students TAKS performance results by subject for the district, six geographic regions, and 266 HISD campuses and their changes in performance. Performance declines are indicated by negative numbers. To summarize findings, and for comparative purposes, a longitudinal summary of districtwide change and the percentage of campuses by change type (i.e., no change, improved, or decreased) on TAKS performance by subject is presented in **Table 24** (see page 41) for the last three years for spring 2007 through spring 2009.

In 2009, TAKS gains were achieved by 66.5 percent of the campuses in mathematics, 63.9 percent in reading, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent in social studies. Overall, 67.9 percent of the campuses showed gains on all tests taken. These findings are mixed when compared with last year's performance, when the percentages of campuses showing TAKS gains were higher for science and social studies.

Regional-level averages are also included in Appendix F, showing that all regions achieved gains in reading, mathematics, science, social studies, and all tests taken from 2008 to 2009. All regions with the exception of Alternative/Charter posted gains in writing. The North and South regions showed higher average gains than the district's average gains in mathematics, science, and social studies. The Alternative/Charter region showed higher average gains than the district in science and social studies, and the West, East and North regions exceeded the district average gain on writing. HISD and all regions experienced increases in TAKS percent met standard and the West, North, South and Alternative/Charter regions exceeded the district average changes. It should be noted that one special education campus is not officially designated as part of any region. This campus constitutes its own calculations in Appendix E; however, those results are excluded from the above analysis.

Further, calculations across the three school years reveal that the percentage of campuses showing a decrease in TAKS performance from the previous years declined in reading, mathematics, and writing, as apparent from findings presented in Table 24. The percentage of HISD campuses that experienced declines in reading fell from 35.5 percent in 2008 to 27.1 percent in 2009. Similarly, the percentage of

campuses experiencing a decline on mathematics TAKS fell from 27.1 percent in 2008 to 24.8 percent in 2009 and fell from 39.4 percent in writing to 33.8 percent.

Table 24: Summary of HISD and Campus-Level Change for All Students TAKS Percent Met Standard by Subject Area and All Tests Taken, Spring 2007, 2008, and 2009

<b>2009</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>All Tests</b>
<b>HISD</b>						
No Change						
Improved	X	X	X	X	X	X
Decreased						
<b>Schools</b>						
No Change	9.0	8.6	12.1	6.4	23.3	4.9
Improved	63.9	66.5	54.1	59.6	52.3	67.9
Decreased	27.1	24.8	33.8	34.0	24.4	27.2
<b>Total Schools</b>	<b>266</b>	<b>266</b>	<b>231</b>	<b>265</b>	<b>86</b>	
<b>2008</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>All Tests</b>
<b>HISD</b>						
No Change						
Improved	X	X		X	X	X
Decreased			X			
<b>Schools</b>						
No Change	12.1	8.4	8.5	5.2	10.9	2.2
Improved	52.4	64.5	52.1	77.6	78.3	70.2
Decreased	35.5	27.1	39.4	17.2	10.9	27.6
<b>Total Schools</b>	<b>273</b>	<b>273</b>	<b>236</b>	<b>268</b>	<b>92</b>	<b>272</b>
<b>2007</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>All Tests</b>
<b>HISD</b>						
No Change						
Improved	X	X	X	X	X	X
Decreased						
<b>Schools</b>						
No Change	6	6	7	3.4	11.8	4.9
Improved	71.9	75.6	39.6	60.3	75.3	63.8
Decreased	22.1	18.4	53.5	36.3	12.9	31.3
<b>Total Schools</b>	<b>267</b>	<b>266</b>	<b>230</b>	<b>262</b>	<b>85</b>	<b>265</b>

*District-Level TAKS Results, 2008 and 2009 English and Spanish*

To provide a view of this year's level of academic achievement compared to last year's districtwide performance, **Figure 7** (see page 42) summarizes HISD's 2007–2008 and 2008–2009 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. The passing standard for 2008 and 2009 was the panel recommendation for all grades and subjects. Further, results from Special Education students who took the TAKS-Accommodated were included in the TAKS results for the first time in the spring 2008 administration.

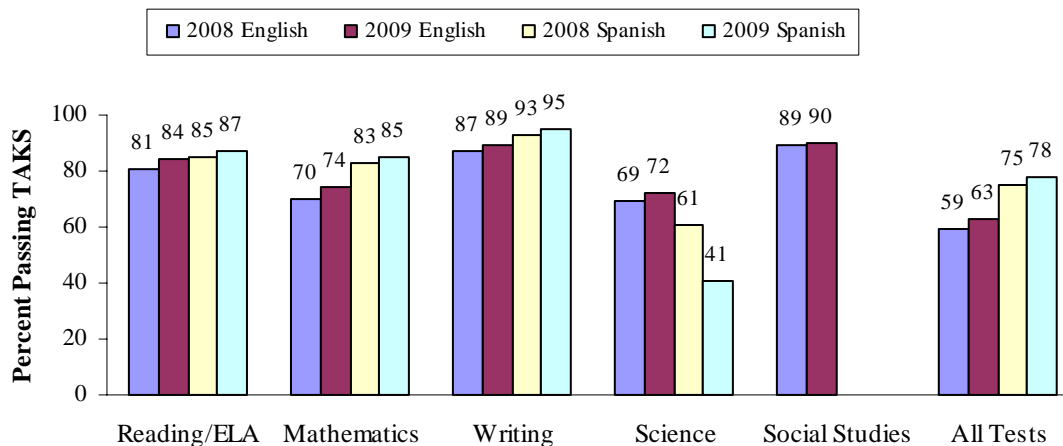


Figure 7. Districtwide TAKS performance for all students by subject and test version, spring 2008 and spring 2009.

The data in **Figure 7** show 2009 gains of 1–4 percentage points on each subject on the English version. Gains of two percentage points were observed on each subject of the Spanish version with the exception of science with a decline of 20 percentage points. It should be noted that this decline was based on only 39 fifth-grade students being tested on the Spanish science version. A gain of four percentage points was apparent for all tests taken on the English version, and a gain of three percentage points was achieved on the Spanish version. For 2009, students administered the Spanish version of TAKS outperformed students administered the English version by a minimum of three percentage points in all subjects tested except science. For all tests, students taking the Spanish version of TAKS outperformed students administered the English version by 15 percentage points. However, it should be noted that the Spanish version is only administered in grades 3–6 while the English version is administered to students in grades 3–11.

**Table 25** (see page 43) compares districtwide English and Spanish TAKS performance for students identified as economically disadvantaged with all students. The percent passing and content area for economically disadvantaged and all students for the past two years are presented. Results for 2009 indicate that economically disadvantaged students' passing rates on the English or Spanish TAKS ranged from 32 percent at grade five, Spanish in mathematics to 95 percent for the exit level social studies subtest. In comparison to 2008, economically disadvantaged percent passing rates improved at all grade levels tested for writing and social studies. For reading/ELA passing rates improved in all grades except seven and 10. In mathematics, rates improved in all grades except fifth grade Spanish. For science, the percent of economically disadvantaged students passing increased for the fifth grade (English test version) and Grade 11 (exit level). For science, the percent of economically disadvantaged passing increased for the fifth grade, eighth grade, and exit level.

Table 25: Districtwide Comparison of All Students and Economically Disadvantaged Students Spring 2008 and Spring 2009 English or Spanish TAKS, Percent Meeting Standard

2009 Grade	Reading/ELA		Mathematics		Writing		Science		Social Studies	
	All Students	Econ. Disadv.	All Students	Econ. Disadv.	All Students	Econ. Disadv.	All Students	Econ. Disadv.	All Students	Econ. Disadv.
3 English	85	83	82	79						
3 Spanish	88	88	84	84						
4 English	82	79	86	84	91	89				
4 Spanish	85	85	89	88	95	95				
5 English	79	75	84	82			85	83		
5 Spanish	69	70	32	32			41	39		
6 English	86	84	74	72						
6 Spanish	70	78	78	78						
7	78	75	74	71	88	86				
8	89	88	72	70			66	62	89	88
9	82	80	57	54						
10	83	80	58	55			55	49	87	85
Exit Level	90	87	80	77			83	80	96	95
2008 Grade	Reading/ELA		Mathematics		Writing		Science		Social Studies	
	All Students	Econ. Disadv.	All Students	Econ. Disadv.	All Students	Econ. Disadv.	All Students	Econ. Disadv.	All Students	Econ. Disadv.
3 English	82	78	78	74						
3 Spanish	87	87	84	84						
4 English	77	73	82	79	90	88				
4 Spanish	83	83	84	84	93	93				
5 English	77	74	82	80			82	79		
5 Spanish	49	51	44	43			49	53		
6 English	85	83	71	68						
6 Spanish	1	2	3	4						
7	79	76	67	64	84	82				
8	87	85	66	62			60	55	88	86
9	77	75	51	46						
10	83	81	57	53			55	49	84	82
Exit Level	89	86	78	75			78	75	95	93

**Table 26** (see page 44) depicts districtwide TAKS performance deficits for spring 2008 and spring 2009 between economically disadvantaged students and all students as well as any change in the performance gap that may have occurred. The following discussion excludes data for fifth and sixth grade Spanish based on the small number of students tested in 2009, 39 and 10, respectively. For the spring 2008 TAKS administration, grade-level performance gaps ranged from 2–4 percentage points for reading/ELA, 2–5 for mathematics, two percentage points for writing, 3–6 percentage points for science, and two percentage points for all three grades tested on social studies. For spring 2009, grade-level performance gaps ranged from 1–4 percentage points in reading/ELA, 2–3 percentage points for mathematics, two percentage points for writing, 2–6 percentage points for science, and 1–2 percentage points for social studies.

From spring 2008 to spring 2009, performance deficits were reduced for grades three (English), four (English), five (Spanish), and eight on reading/ELA. For mathematics, six gap reductions were noted, ranging from 1–2 percentage points and the remaining three grades remained constant. For writing, no



gap changes were noted. For science and social studies, gap improvements of one percentage point were observed in two grades.

Table 26: Districtwide Economically Disadvantaged Student English or Spanish TAKS Met Standard Performance Gap by Subject, 2008–2009

	Reading/ELA			Mathematics			Writing			Science			Social Studies		
Grade	2008	2009	Gap Chg.	2008	2009	Gap Chg.	2008	2009	Gap Chg.	2008	2009	Gap Chg.	2008	2009	Gap Chg.
3 Eng.	-4	-2	-2	-4	-3	-1									
3 Sp.	0	0	0	0	0	0									
4 Eng.	-4	-3	-1	-3	-2	-1	-2	-2	0						
4 Sp.	0	0	0	-1	-1	0	0	0	0						
5 Eng.	-3	-4	1	-2	-2	0				-3	-2	-1			
5 Sp.	2	1	-1	-1	0	-1				4	-2	-6			
6 Eng.	-2	-2	0	-3	-2	-1									
6 Sp.	1	8	7	1	0	-1									
7	-3	-3	0	-3	-3	0	-2	-2	0						
8	-2	-1	-1	-4	-2	-2				-5	-4	-1	-2	-1	-1
9	-2	-2	0	-5	-3	-2									
10	-2	-3	1	-4	-3	-1				-6	-6	0	-2	-2	0
Exit															
Level	-3	-3	0	-3	-3	0				-3	-3	0	-2	-1	-1

Note: A negative gap change denotes improvement. Gaps for fifth and sixth grade Spanish should be interpreted with caution based on the small number of students tested in 2009, 39 and 10 respectively.

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 non-special education comparisons of all students for 2008 and 2009 are presented in **Table 27** (see page 45). This comparison reveals that improvements in reading grade-level Normal Curve Equivalents (NCEs) of a least one NCE were found at eight of 11 grade levels. Grade six recorded no change and grades one and two each declined one NCE. Improvements in mathematics grade-level NCEs were found at two of 11 grade levels ranging from a 1–4 NCEs gain. Six grades remained stable, and three grade levels experienced a decline ranging from 1–2 NCEs.

Improvements in grade-level NCEs were realized at five of 11 grade levels on the language subtest, with gains ranging from 1–4 NCEs. Declines ranging from 1–3 NCEs were experienced at another four grade levels and two grade levels remained stable. Improvements in grade-level NCEs were found on the environment/science subtest at nine of 11 grade levels ranging from a 1–8 NCE gain. One of the remaining grade levels remained stable and a decline of two NCEs was observed for grade 11. On the social science section of the Stanford, NCEs improved by 1–4 NCEs for seven of nine grade levels. Two grade levels experienced declines of two NCEs.

Table 27: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, Spring 2008 and Spring 2009

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss
1	47	46	-1	47	47	0	56	54	-2	44	47	3	NT	NT	NT
2	47	46	-1	50	49	-1	49	46	-3	48	51	3	NT	NT	NT
3	46	47	1	52	52	0	49	48	-1	48	51	3	44	46	2
4	46	49	3	54	54	0	51	54	3	50	50	0	46	47	1
5	46	48	2	54	54	0	49	49	0	51	57	6	46	47	1
6	46	46	0	52	51	-1	47	48	1	50	51	1	44	45	1
7	44	48	4	52	53	1	47	49	2	48	56	8	46	50	4
8	47	48	1	53	53	0	48	47	-1	53	54	1	49	47	-2
9	44	48	4	52	56	4	45	49	4	48	52	4	45	43	-2
10	48	50	2	55	53	-2	47	47	0	49	51	2	50	51	1
11	53	55	2	54	54	0	51	53	2	55	53	-2	54	56	2

Source: Houston Independent School District - District and School Stanford and Aprenda Performance Report, Spring 2009.  
 "NT" means not tested. 2008 and 2009 results based on 2007 norms.

#### *Stanford 10—Economically Disadvantaged Students*

Districtwide Stanford 10 economically disadvantaged comparisons of all students for 2008 and 2009 are presented in **Table 28**. Improvements in reading grade-level NCE's were observed at eight of 11 grade levels. Grade three recorded no change and grades one and two each declined one NCE. Improvements in mathematics grade-level NCEs were found at three of 11 grade levels ranging from a 1–3 NCE gain. Four grades remained stable, and four grade levels experienced a decline ranging from 1–2 NCEs.

Improvements in grade-level NCEs were realized at four of 11 grade levels on the language subtest, with gains ranging from 1–4 NCEs. Declines ranging from 1–3 NCEs were experienced at another six grade levels and one grade level remained stable. Improvements in grade-level NCEs were found on the environment/science subtest at nine of 11 grade levels ranging from a 1–7 NCE gain. One of the remaining grade levels remained stable and a decline of two NCEs was observed for grade 11. On the social science section of the Stanford, NCEs improved by 1–4 NCEs for six of nine grade levels. Two grade levels experienced declines ranging of from 2–3 NCEs and one grade level remained constant.

Table 28: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Economically Disadvantaged Students by Subject, Spring 2008 and Spring 2009

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss	2008 NCE	2009 NCE	Gain/Loss
1	44	43	-1	44	44	0	54	52	-2	41	44	3	NT	NT	NT
2	44	43	-1	47	46	-1	46	43	-3	45	47	2	NT	NT	NT
3	43	43	0	49	49	0	46	45	-1	43	47	4	39	43	4
4	42	46	4	52	52	0	49	51	-2	47	47	0	43	43	0
5	43	45	2	52	52	0	47	47	0	49	54	5	43	45	2
6	42	43	1	50	49	-1	45	46	1	48	49	1	41	42	1
7	42	46	4	50	51	1	45	47	2	46	53	7	44	48	4
8	44	45	1	52	51	-1	46	45	-1	51	52	1	46	44	-2
9	41	45	4	51	54	3	42	46	4	46	49	3	43	40	-3
10	44	47	3	52	50	-2	44	43	-1	46	48	2	46	47	1
11	48	52	4	50	51	1	48	50	2	52	50	-2	51	54	3

Source: Houston Independent School District - District and School Stanford and Aprenda Performance Report, Spring 2009.  
 "NT" means not tested. 2008 and 2009 results based on 2007 norms.

*Apr enda: La Prueba de Logros en Español (Apr enda 3) - Non-Special Education Students*

**Table 29** shows that districtwide reading scores on the Apr enda improved from 2008 to 2009 at six of eight grade levels. Improvements ranged from one NCE (grades 1, 2, and 4) to 10 NCEs for grade six. A decline of three NCEs was experienced at grade five. A comparative analysis of performance in mathematics revealed improvements at three of the eight grade levels tested. Apr enda mathematics gains ranged from two NCEs at grade one to 15 NCEs at grade six. Four grade levels experienced a decline ranging from one NCE at grades two and three to three NCEs at grade seven, and grade four remained unchanged. NCE gains in language were realized at three of the eight tested grade levels. Language NCE gains ranged from one NCE at grade seven to 13 NCEs for grade six. Three grade levels, grades one, three, and four, remained stable.

Table 29: Districtwide Performance on the Apr enda 3 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, Spring 2008 and Spring 2009

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2007 NCE	2008 NCE	Gain/ Loss	2007 NCE	2008 NCE	Gain/ Loss	2007 NCE	2008 NCE	Gain/ Loss	2007 NCE	2008 NCE	Gain/ Loss	2007 NCE	2008 NCE	Gain/ Loss
1	70	71	1	62	64	2	65	65	0	63	65	2	NT	NT	NT
2	69	70	1	74	73	-1	74	73	-1	69	71	2	NT	NT	NT
3	72	72	0	71	70	-1	80	80	0	79	79	0	77	77	0
4	67	68	1	77	77	0	68	68	0	79	79	0	74	75	1
5	68	65	-3	69	67	-2	66	65	-1	65	66	1	67	65	-2
6	54	64	10	56	71	15	46	59	13	56	69	13	58	65	7
7	51	55	4	52	49	-3	54	55	1	51	55	4	57	64	7
8	54	62	8	53	63	10	60	70	10	60	67	7	56	66	10

Source: Houston Independent School District - District and School Stanford and Apr enda Performance Report, Spring 2009. "NT" means not tested.

A comparative analysis of performance in environment/science showed increases in six of eight grades tested, ranging from one NCE at grade five to 13 NCEs at grade six. Grades three and four remained constant. Performance in social science increased at grades four, six, seven, and eight with gains of one to 10 NCEs observed. Grade three remained unchanged and grade five performance declined by two NCEs.

*Stanford 10—Economically Disadvantaged Performance Gaps*

**Table 30** (see page 47) displays NCE performance gaps between economically disadvantaged students and all students that occurred for the spring 2008 and spring 2009 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 2009 Stanford 10 reading subtest, all grades experienced economically disadvantaged student performance gaps ranging from 2–4 NCEs. Compared to 2008, gaps were reduced by at least one NCE at four of eleven grade levels, remained constant at six grade levels, and increased by at least one NCE at grade 3.

Table 30: Districtwide Stanford 10 Normal Curve Equivalents (NCEs) Performance Gaps Between All Non–Special Education and Economically Disadvantaged Students, Spring 2008 and Spring 2009

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2008 Gap	2009 Gap	Gap Chg.	2008 Gap	2009 Gap	Gap Chg.	2008 Gap	2009 Gap	Gap Chg.	2008 Gap	2009 Gap	Gap Chg.	2008 Gap	2009 Gap	Gap Chg.
1	-3	-3	0	-3	-3	0	-2	-2	0	-3	-3	0			
2	-3	-3	0	-3	-3	0	-3	-3	0	-3	-4	1			
3	-3	-4	1	-3	-3	0	-3	-3	0	-5	-4	-1	-5	-3	-2
4	-4	-3	-1	-2	-2	0	-2	-3	1	-3	-3	0	-3	-4	1
5	-3	-3	0	-2	-2	0	-2	-2	0	-2	-3	1	-3	-3	0
6	-4	-3	-1	-2	-2	0	-2	-2	0	-2	-2	0	-3	-3	0
7	-2	-2	0	-2	-2	0	-2	-2	0	-2	-3	1	-2	-2	0
8	-3	-3	0	-1	-2	1	-2	-2	0	-2	-2	0	-3	-3	0
9	-3	-3	0	-1	-2	1	-3	-3	0	-2	-3	1	-2	-3	1
10	-4	-3	-1	-3	-3	0	-3	-4	1	-3	-3	0	-4	-4	0
11	-5	-3	-2	-4	-3	-1	-3	-3	0	-3	-3	0	-3	-2	-1

Note: A negative gap change denotes improvement.

Spring 2009 mathematics performance gaps ranged from 2–3 NCEs for all grades. A gap reduction of one NCE occurred at one grade level, gaps increased by one NCE at two grade levels, and the remaining eight grade levels remained constant.

Stanford 10 language performance deficits ranged from 2–4 NCEs at all grade levels on the spring 2009 administration. A gap increase of one NCE was observed for grades four and 10. The remaining nine grades remained constant.

Performance deficits on the spring 2009 environment/science subtest ranged from two NCEs at grade eight to four NCEs at grades two and three. From spring 2008 to spring 2009, a one NCE gap reduction occurred at one grade level, gap increases of one NCE were observed for four grades, and six grade levels remained constant.

Finally, a 2–4 NCE performance gap was present for the spring 2009 social science subtest at all nine grade levels tested. Five of nine grades had no change in gaps compared to 2008 while grades three and 11 posted gap reductions of two and one NCEs respectively.

## Discussion

### Implementation

In 2008–2009, Title I and Title II, Part A funded 28 centralized programs with the potential to impact 12,040 teachers and 199,524 students in 296 schools throughout the district. This compared to 27 centralized programs serving 199,534 students, 293 schools, and 12,019 teachers in 2007–2008. These figures reflect only nominal differences in the number of teachers and students served during 2008–2009, 0.2 percent and .01 percent respectively.

Program implementation for 2008–2009 Title I/Title II, Part A centralized programs involved dedicated efforts at all district levels. The total planning budget of \$28,858,463 was 16.5 percent higher than last year. The amount of TPTR funds that were actually allocated, excluding indirect costs, for the 2008–2009 school year was \$26,582,193. This compares to an actual allocation of \$25,341,524 for the 2007–2008 school year. Program administrators increased the percentage of allocated funds that were utilized from 79.7 percent for 2007–2008 to 90.6 percent for the current year.

A review of the extent to which Title II, Part A programs were implemented consistent with the

general Title II, Part A program requirements relied on various sources. These sources included program descriptions, ongoing information submitted by the Title II, Part A supervisor, implementation and end-of-year program reports (centralized programs only), and the consistency found between Title II, Part A program parameters and TEA's stated program mandates based on survey responses from program administrators. Needs assessments and review of research-based analyses were conducted to determine the appropriateness of services. Statements of compliance with both criteria were not included in all program descriptions. End-of-year reports were expected to provide conclusive details on program services, participants, program utilization, expenditures, and impact on participants and student achievement. However, rigorous data collection reflecting program parameters and participation was not available for all centralized programs implemented in 2008–2009. More specifically, documentation of program activities was not provided for two programs (Texas High School Project and Secondary Social Studies).

Based on program descriptions or other documentation provided by program administrators, thirteen (59.1 percent) of the 22 Title II or Title I and Title II joint funded programs submitting end-of-year reports provided professional development activities not related to the development of highly qualified teachers, 11 (50.0 percent) provided professional development to meet highly qualified requirements, eight (36.4 percent) provided professional development to retain highly qualified teachers, seven (31.8 percent) provided professional development related to the recruitment of highly qualified teachers, and eight (36.4 percent) provided other professional development activities.

Additional administrative reports submitted by 22 of 24 (Title II funded and Title I and Title II joint funded) program administrators indicated that 21 administrators (95.5 percent) reported that program activities were aligned with state academic content, student academic performance, and state assessment; and 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. Nineteen respondents (86.4 percent) stated that activities were based on scientifically-based research. Fifteen (68.2 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. Twelve (54.5 percent) reported that Title I campuses, teachers, or administrators were targeted for receiving programming and services. Ten (45.5 percent) indicated that activities were based on a district or departmental needs assessment for professional development and hiring. Nine (40.9 percent) reported 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. Nine (40.9 percent) reported that the program targeted schools identified for improvement under NCLB (AYP) for 2008–2009. Three (13.6 percent) reported that program activities were detailed in their Departmental Management Plan (DMP) or District Improvement Plan (DIP) and two (9.1 percent) reported that program costs and expenditures were described in their (DMP) or (DIP).

### **Highly Qualified Teachers**

TEA data pertaining to the number of Highly Qualified (HQ) teachers employed by the district and the number of classes taught by a highly qualified teacher for 2008–2009 were not available when this report was prepared and will be reported when available.

Results from the Title II, Part A Educator Survey indicated that 76.4 percent of responding teachers and 63.9 percent of paraprofessionals reported having met HQ requirements for their current position, while 1.5 percent of teachers and .5 percent of paraprofessionals indicated they had not met the requirements. Of interest, 18.0 percent of teachers and 28.3 percent of paraprofessionals said they did not know, indicating a lack of clarity on this important issue.

### **Teacher and Principal Retention**

The latest Academic Excellence Indicator System (AEIS) data pertaining to teacher average years of experience and teacher turnover were reported for 2007–2008. HISD teacher average years of experience and average years of experience with the district each increased by 0.1 percentage points compared to 2006–2007 and HISD teachers have more average years of total experience and experience with the district than all Texas teachers. For 2007–2008 HISD decreased its teacher turnover rate by 0.3 percentage points compared to 2006–2007 and its turnover rate was 0.6 percentage points lower than the state. Updated information will be presented when AEIS data is available.

### **Professional Development Training**

The comprehensive HISD Professional Development Services (PDS) e-Train database was utilized to provide descriptive information on the training activities and participants. A query of training activities revealed that the subject in which the greatest number of professional development activities occurred was mathematics (n=339). Further, a total of 256 science activities were offered, followed by reading (n=147), English/language arts (n=116), arts (n=54), social studies (n=32), and foreign language (n=16). A query of the number of educators participating in training activities offered through TPTR programs revealed an unduplicated count of 12,395 educational staff completed at least one professional development session or course.

Title II, Part A Educator Survey responses were used to verify the types of training activities offered, duration of training activities, subject or type of courses offered, and educator perceptions of training activities. Respondent satisfaction with professional development services provided during the 2007–2008 school year was generally above average for each category of service providers. However, important information sources that were not available for this report included campus and regional data on training provided at those levels. These sources are essential, given that Educator Survey responses indicated high levels of satisfaction with campus and regional training providers.

### **Program Expectations and Outcomes**

Findings for the 28 centralized programs and two campus-based programs revealed that the primary program goals for most implemented Title II, Part A programs were accomplished. The following centralized programs provided adequate documentation to demonstrate that their primary program goals had been realized: Advanced Academic Initiatives, ASPIRE Professional Development, Aspiring Principals Institute, A<sup>2</sup>TeaMS, ELA–Elementary School, ELA–Secondary, General Staff Development, High School Incentives, Just for the Kids–Elementary School, Just for the Kids–Middle School, Leadership Development, Literacy Coaches–Middle School, Literacy Initiative, Mathematics–Elementary, Mathematics–Secondary, New Teacher Induction–ABRAZO, Play It Smart, Private School Share, Reading Content Specialist, Rice University School Mathematics Project, Science–Elementary, Science–Secondary, Sign-on Bonuses, Social Studies–Elementary, TAKS 915 Stipend, Teach For America Recruitment, and Teach For America Summer School. One of the 28 programs (Texas High School Project) did not submit documentation of either program implementation or activities and one (Social Studies–Secondary) did not submit documentation of program activities.

Expected program outcomes, evaluation plans, and measures for campus-based services in public and private schools were submitted to the Department of External Funding in the program descriptions along with implementation plans. Further, individual campuses were not required to submit implementation and end-of-year reports to ascertain the actual implementation and evaluation outcomes for programs funded under the Public School Allocations and Private School Share programs. It would be beneficial to systematically review all campus-based program outcomes. Overall, Title II, Part A programs supported districtwide and campus-level efforts to improve educator quality to increase student academic performance. Districtwide academic performance showed favorable gains on each TAKS subtest and all tests taken since the previous year. In 2009, TAKS gains were achieved by 66.5 percent of the campuses in mathematics, 63.9 percent in reading, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent

in social studies. Overall, 67.9 percent of the campuses showed gains on all tests taken. TAKS performance gaps between economically disadvantaged students and all students were reduced at most grade levels tested for mathematics, science, and social studies and for most grade levels in reading. Stanford 10 and Aprenda NCE grade level gains were not found consistently across grade levels and subject areas; however, and Stanford 10 reductions in performance gaps for economically disadvantaged students were also mixed.

## **Recommendations**

1. The e-Train database provides information on 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 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.
4. 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.
5. In an effort to maximize the impact of teacher and principal training and recruitment on overall student achievement, program and district administrators should clearly identify specific student groups, content areas, and grade levels that are in the greatest need for improvement as demonstrated by TAKS, Stanford 10, and Aprenda 3 performance. Based on a comparison of 2007–2008 and 2008–2009 TAKS data, student performance on science and mathematics appear to be the areas of greatest need. While all grade levels posted gains in mathematics performance in 2009, performance levels for grades six and higher continue to be lower than scores on other subtests. All grades tested on science also posted gains but science scores continue to be low compared to other subjects.
6. To ensure that the District's Title II, Part A funds are expended in a manner consistent with the intentions of the federal guidelines establishing the TPTR Fund, program administrators, the Title II, Part A supervisor, and district administrators must ensure that all programs receiving this source of funding have teacher or principal recruitment, retention, or training as their primary purpose. Programs that do not have this primary purpose should not continue to receive TPTR funding.
7. In an effort to improve teacher and principal retention efforts, the district should create a database utilizing district PeopleSoft records to track campus-level and districtwide retention rates among teachers and administrators. The creation of such a database will allow TPTR program administrators



to be informed on a timely basis of the content areas, grade levels, campuses, or regions with the highest turnover among teachers and campus administrators and allow TPTR retention efforts to be more focused.

8. 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. Further, documentation of private school student performance on standardized testing that is submitted to the district should be provided to the evaluator for future reports. Specifically, private school student performance on the Stanford 10 should be used to assess achievement gains.

## References

- Department of Research and Accountability. (Spring 2009a). Stanford and Aprenda Performance Report, Spring 2009. Houston, TX: Houston Independent School District.
- Department of Research and Accountability. (Spring 2009b). Texas Assessment of Knowledge and Skills (TAKS) 2008–2009. Houston, TX: Houston Independent School District.
- Department of Research and Accountability. (2008a). Advanced Placement (AP) Monitoring System Report, 2007–2008. Houston, TX: Houston Independent School District.
- Department of Research and Accountability. (2008b). Title II, Part A Teacher and Principal Training and Recruiting Fund 2007–08. Houston, TX: Houston Independent School District.
- McCaffrey, D. Lockwood, J.R., Koretz, D., and Hamilton, L. (2003). “Evaluating value-added models for teacher accountability.” Santa Monica, CA: RAND Research.
- Peixotto, K. and Fager, J. (1998). High Quality Professional Development: An Essential Component of Successful Schools. Portland, OR: Northwest Regional Educational Laboratory.
- Porter, A., Garet, M., Desimone, L., Yoon, K., and Birman, B. (2000). Does Professional Development Change Teaching Practice? Results from a Three-Year Study. Washington, DC: American Institutes for Research in the Behavioral Sciences.
- Provasnik, S. and Stearns, C. (2003). “Teacher Quality and Student Educational Attainment: Findings from the National Education Longitudinal Study (1988-2000).” Paper Presented at the Annual Meeting of the American Educational Research Association (Chicago, IL., April 21-25, 2003).
- Texas Education Agency. (2008a). Academic Excellence Indicator System, 2007–2008. Retrieved June 17, 2009 from <http://ritter.tea.state.tx.us/perfreport/aeis/2008/index.html>
- Texas Education Agency. (2007). “Improving Teacher Quality State Grants Title II, Part A, Policy Guidance.” Austin, TX: Division of NCLB Program Coordination.
- Texas Education Agency. (2004). NCLB Highly Qualified Reports, 2003–2004. Austin, TX: Author
- Texas Education Agency. (2004). NCLB Highly Qualified Reports, 2004–2005. Austin, TX: Author
- Texas Education Agency. (2004). NCLB Highly Qualified Reports, 2005–2006. Austin, TX: Author
- Texas Education Agency. (2004). NCLB Highly Qualified Reports, 2006–2007. Austin, TX: Author
- Texas Education Agency. (2004). NCLB Highly Qualified Reports, 2007–2008. Austin, TX: Author
- Texas Higher Education Coordinating Board. (2002). “The Texas Strategic Plan to Address the Teacher Shortage.” Retrieved June 17, 2009 from [http://ritter.tea.state.tx.us/nclb/PDF/Attachment\\_1\\_Texas\\_Strategic\\_Plan\\_Address\\_Teacher\\_Shortage.pdf](http://ritter.tea.state.tx.us/nclb/PDF/Attachment_1_Texas_Strategic_Plan_Address_Teacher_Shortage.pdf)
- Texas Higher Education Coordinating Board. (2007). “State Plan for Meeting the Highly Qualified Teacher Goal.” Retrieved June 17, 2009 from <http://www.ed.gov/programs/teacherqual/hqtplans/tx.pdf>
- U.S. Department of Education. (2004). The Secretary’s Third Annual Report on Teacher Quality. Retrieved June 17, 2009 from <http://www.ed.gov/print/about/reports/annual/teachprep/2004/teacherquality.html>
- U.S. Department of Education. (2006). Improving Teacher Quality State Grants ESEA Title II, Part A Non-Regulatory Guidance revised. Retrieved June 17, 2009 from <http://www.ed.gov/programs/teacherqual/guidance.pdf>





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

Advanced Academic Initiatives  
ASPIRE Professional Development  
Aspiring Principals Institute  
A<sup>2</sup>TeaMS  
ELA–Elementary  
ELA–Secondary  
General Staff Development  
High School Incentives  
Just for the Kids–Elementary Schools  
Just for the Kids–Middle Schools  
Leadership Development  
Literacy Coaches–Middle School  
Literacy Initiative  
Mathematics–Elementary  
Mathematics–Secondary  
New Teacher Induction–ABRAZO  
Play It Smart  
Private School Share  
Reading Content Specialist  
Rice University School Mathematics Project  
School Allocations  
Science–Elementary  
Science–Secondary  
Sign-On Bonuses  
Social Studies–Elementary  
Social Studies–Secondary  
TAKS 915 Stipend  
Teach For America Recruitment  
Teach For America Summer School  
Texas High School Project



## Advanced Academic Initiatives

<b>Program Description</b>								
<p>The Advanced Academic Initiatives program was administered through the Advanced Academics Department, and provided Pre-AP and AP training to 1,400 staff members. Training activities utilized the Laying the Foundation guide series for Pre-AP/AP English and mathematics to provide resources for teachers of grades 6–12. In addition, training incorporated the G/T Standard #6—Curriculum and Instruction—that focuses on the development of a best practices guide for advanced level products. Trainings were offered during normal school hours; therefore, this program made funds available to hire substitute teachers so that teachers could attend such training. All participating teachers were to complete a minimum of four days training. Program administrators anticipated funding additional training for approximately 300 teachers. This program funded two salaried AP Lead Teacher positions. AP Lead Teachers taught one or more AP courses at participating high schools, conducted AP program training, planned and conducted student test preparation sessions, and provided additional support to teachers as needed.</p>								
<b>Needs Assessment</b>								
<ul style="list-style-type: none"> <li>The district needs to ensure that an adequate number of teachers are qualified to teach Pre-AP and AP courses offered to students in grades 6–12.</li> </ul>								
<b>Program Goals</b>								
<ul style="list-style-type: none"> <li>To provide Pre-AP and AP professional development training to 1,200 middle and high school English, mathematics, and science teachers, 300 elementary Gifted and Talented teachers, 30 AP Social Studies teachers and 49 AP Coordinators.</li> </ul>								
<b>Program Participants</b>								
<p><b>Population:</b> Pre-AP and AP Teachers.  <b>Grade(s):</b> 6–12.  <b>Location:</b> Various HISD Locations.</p>								
<b>Program Costs</b>								
Planning Allocation:	\$740,992		Actual Allocation:				\$476,136	
Expenditures:	\$364,565		Percent of Allocation Utilized:				76.6%	
Payroll Costs:	\$298,373		Contracted Services:				\$56,600	
Supplies and Materials:	\$359		Travel/Registration Fees:				\$4,470	
Technology/related equipment:	\$4,764		Other:					
<b>Expected Program Outcomes</b>								
<p><b>Improved Subject(s):</b> English, Mathematics, Science, and Social Studies  <b>Group(s):</b> Pre-AP and AP.  <b>Instrument/Measure(s):</b> AP Exams.</p>								
<b>HISD Pre-AP and AP Enrollment by Race/Ethnicity, Gender, and Economic Status, 2007–2008 and 2008–2009</b>								
	<b>Pre-AP</b>				<b>AP</b>			
	<b>2007–2008</b>		<b>2008–2009</b>		<b>2007–2008</b>		<b>2008–2009</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Ethnicity</b>								
African American	9,734	28.0	10,967	27.5	1,964	25.1	2,032	24.7
Asian	1,907	5.5	2,060	5.2	813	10.4	874	10.6
Hispanic	18,737	53.9	22,472	56.4	3,384	43.2	3,722	45.2
Native American	33	<0.1	22	<0.1	9	0.1	8	0.1
White	4,367	12.6	4,298	10.8	1,665	21.3	1,596	19.4
<b>Gender</b>								
Male	16,319	46.9	19,003	47.7	3,341	42.6	3,579	43.5
Female	18,459	53.1	20,816	52.3	4,494	57.4	4,653	56.5
<b>Econ. Disadv. Status</b>								
Econ. Disadv.	23,446	67.4	28,313	71.1	4,078	52.0	4,721	57.3
Econ. Disadv. Unknown	905	2.6	1,335	3.4	66	0.9	85	1.0
Not Econ. Disadv.	10,427	30.0	10,171	25.5	3,691	47.1	3,426	41.6
<b>Total</b>	<b>34,778</b>	<b>100.0</b>	<b>39,819</b>	<b>100.0</b>	<b>7,835</b>	<b>100.0</b>	<b>8,232</b>	<b>100.0</b>
Note: Economically disadvantaged status was stated as “unknown” if a student could not be matched to the PEIMS database.								

**Advanced Placement Exam Enrollment and Performance, 2008-2009**

	<b>Total Students Taking AP Exams</b>	<b>Total Exams Taken</b>	<b>Total Exams Scored at 3 or Higher</b>	<b>Percentage of Exams Scored at 3 or Higher</b>
<b>*HISD 2009</b>	6,243	11,768	5,042	43
<b>*HISD 2008</b>	5,522	10,245	4,520	44
<b>Texas 2009</b>	158,993	287,756	138,276	48
<b>Texas 2008</b>	147,241	270,466	125,779	47

\*Includes middle school students tested on AP exams.

**Findings**

- A total of \$139,326 was paid to provide substitute teachers for teachers attending AP Strategies training activities.
- \$128,301 in payroll costs were used to fund two AP lead teacher positions.
- Program expenditures only accounted for 76.6 percent of the program's budget allocation.
- A total of 48 training activities were conducted and an unduplicated count of 1,607 (4,403 duplicated) teachers attended training activities (**see Appendix G**).
- Both Pre-AP and AP enrollment increased in 2008–2009 compared to 2007–2008. Pre-AP enrollment increased by 14.5 percent from 34,778 to 39,189 and AP enrollment increased by 5.1 percent from 7,835 to 8,232.
- A total of 6,243 HISD students took 11,768 AP examinations during 2009. This represents an increase in the total number of students taking examinations as well as the total number of examinations taken. Comparable increases were also realized for the State. HISD students scored a 3 or higher on 5,042 (43 percent) of these exams.
- The percentage of exams scored at 3 or higher by HISD students decreased by one percentage point. The percentage of exams taken by HISD students scored at 3 or higher was five percentage points lower than Texas for 2009.
- Students at six HISD high schools outperformed the State with respect to the percentage of exams scored at a 3 or higher; however, the remaining 26 high schools performed at the same level or lower than the State (**see Appendix H**).

**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 scored at a 3 or higher. Unfortunately, the percentage of exams scored at this level decreased. A substantial number of HISD high schools experienced a lower percentage of exams being scored at this level than the district or State average. Pre-AP enrollment and campus-level exam performances are potential areas for future improvement. A more complete analysis of this program will be provided when enrollment data is available.

**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.

## ASPIRE Professional Development

### Program Description

The HISD ASPIRE program was designed to recognize and celebrate the impact that teacher and administrator commitment to excellence has on student academic achievement. The 2008–2009 ASPIRE Title II funds were used to support the work done in the district through contracted services with Battelle for Kids (BFK). This included training for all principals at regular meetings and scheduled sessions, ASPIRE Core Team members, campus leadership team members, and regional office staff. The training focused on the use of Educational Value Added Assessment System (EVAAS) data to determine student growth. Participants were trained on the interpretation of campus, department, and individual student data. Trainings were offered in a face-to-face venue as well as through online modules. These data were used to develop school improvement plans and to address the needs of individual students. Professional development provided for these audiences was delivered through a collaborative effort between BFK and the Professional Development Services Department.

### 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, region, 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

Planning Allocation:	\$1,000,000	Actual Allocation:	\$1,000,000
Expenditures:	\$927,710	Percent of Allocation Utilized:	92.8%
Payroll Costs:		Contracted Services:	\$900,620
Supplies and Materials:	\$11,920	Travel/Registration Fees:	\$15,171
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All subjects.  
**Group(s):** Teachers and Campus Administrators.  
**Instrument/Measure(s):** Standardized tests, EVAAS data.

### Findings

- 97.1% of program expenditures were primarily used to fund contracted services to provide professional development on behalf of this program. The remaining balance was used to purchase training materials and supplies and for travel and registration fees.
- An unduplicated count of 3,514 (5,892 duplicated) educators attended 53 sessions of 34 unique training activities provided on behalf of this program (**Appendix Q**).
- In 2009 67.9 percent of HISD schools demonstrated improved passing rates on all TAKS subtests, including 66.5 percent with improved performance in mathematics, 63.9 percent in reading, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent in social studies.

### Discussion

The 2008–2009 ASPIRE program focused on the use of EVAAS data to determine student growth. A significant amount of professional development was provided to over 1,300 educators. The specific contribution of this program to improved TAKS scores cannot be determined; however it is likely that the program played a key role given the high level of participation in the development activities.

### Recommendations

1. Survey participants to assess actual application of professional development activities in their schools.
2. Assess the relative value of EVAAS data and refine professional development activities accordingly.

## Aspiring Principals Institute

### Program Description

This program was designed to implement high-quality recruitment and selection strategies for aspiring principals, to identify talented candidates and expose them to rigorous, practicum-based professional development for leadership roles in HISD. Talented candidates were identified, screened, and selected for leadership roles (principalships, assistant principal positions, and dean positions in HISD schools). The program focused on preparation for secondary schools. Program participants received job embedded professional development in all areas related to the district's comprehensive school improvement model, test preparation, mentoring, and coaching support. The program goal was to prepare administrators to assume lead roles in secondary schools.

### Needs Assessment

- The district currently hires approximately 40 new principals and 50 new assistant principals annually. There is a need to intensify efforts to train existing staff aspiring to these leadership roles.

### Program Goals

- Create and implement rigorous selection/recruitment processes for those aspiring to campus leadership.
- Train and retain principals and assistant principals for leadership in an urban school environment.
- Develop a succession plan for principal identification.

### Program Participants

**Population:** API Interns, 500 principals, assistant principals, and educators  
**Grade(s):** All grades.  
**Location:** Districtwide.

### Program Costs

Planning Allocation:	\$1,577,996	Actual Allocation:	\$1,388,045
Expenditures:	\$1,324,928	Percent of Allocation Utilized:	95.5%
Payroll Costs:	\$128,637	Contracted Services:	\$1,084,770
Supplies and Materials:	\$15,607	Travel/Registration Fees:	\$39,263
Technology/related equipment:	\$8,423	Other:	\$48,228

### Aspiring Principals Institute Professional Development Training, 2008–2009

Course Title	Intern Attendance	Others
API Screening–2009	9	25
API Intern Cohort Meeting (2)	98	22
API Information Session	2	81
Superintendent and Principal Meetings (2)	207	2,804
<b>Total (duplicated)</b>	<b>316</b>	<b>2,932</b>
<b>Total (unduplicated)</b>	<b>39</b>	<b>577</b>

### Findings

- Attendance at Aspiring Principals Institute professional development activities (including initial screening) by API Interns totaled 316 (duplicated) in 2008–2009 representing 39 interns. Overall attendance (including non-interns) was 2,932 (duplicated) representing 577 educators, thereby exceeding the goal 500 program participants.
- 28 HISD employees were accepted to participate in the API Institute during 2008–2009 and 26 (92.9 percent) completed the program. According to the Leadership Development Department, the program was successful as all 26 employees were placed in secondary schools including 10 principals, 10 assistant principals, three instructional coordinators, two deans, and one literacy coach.
- 81.9% of program expenditures were for contracted services and the program utilized 95.5% of the allocated budget.
- Program management reported positive survey feedback using questions derived from the Wallace Foundation's survey of principals and aspiring principals. In some cases favorable responses exceeded national averages.

### Discussion

This was a successful program in terms of intern completion rate, placement of graduates in leadership roles, and positive participant feedback.

**Recommendations**

1. Consider expanding this program to meet annual district need for principals and assistant principals.
2. Obtain feedback from 2008–2009 participants during 2009–2010 school year regarding relevance of API participation to their new roles.



## A<sup>2</sup>TeaMS (Academy of Accomplished Teaching in Mathematics and Science)

Program Description	
<p>The purpose of A<sup>2</sup>TeaMS 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 A<sup>2</sup>TeaMS is to increase mathematics-science connections and real-world experiences in the classroom. In 2008-2009 72 secondary mathematics and science teachers representing thirty-six schools were provided the opportunity to attend 118 hours of professional development in mathematics and science beginning in July, 2008 and ending in May, 2009. A<sup>2</sup>TeaMS is jointly funded by Title I and Title II, Part A.</p>	
Needs Assessment	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
Program Goals	
<ul style="list-style-type: none"> <li>Increase teacher content knowledge and pedagogy; increase student achievement in mathematics and science; ensure that the written curriculum is the taught curriculum.</li> </ul>	
Program Participants	
<p><b>Population:</b> 72 teachers and 36 principals/assistant principals.  <b>Grade(s):</b> 6-12.  <b>Location:</b> Districtwide.</p>	
Program Costs (Joint Title I, Title II A Funding)	
Planning Allocation:	\$800,000
Expenditures:	\$201,707
Payroll Costs:	\$201,039
Supplies and Materials:	\$479
Technology/related equipment:	
Actual Allocation:	\$201,787
Percent of Allocation Utilized:	99.9%
Contracted Services:	
Travel/Registration Fees:	\$188
Other:	
Expected Program Outcomes	
<b>Improved Subject(s):</b>	Mathematics and science
<b>Group(s):</b>	All students.
<b>Instrument/Measure(s):</b>	Percentage of participation/usage and professional development evaluations.
A <sup>2</sup> TeaMS Training Participation, 2008–2009	
Course Title	Number of Participants
A <sup>2</sup> TeaMS – Full Day Meeting	154
A <sup>2</sup> TeaMS Summer Conference	2
Exploration: Human Body System	15
Grades 6-12 A <sup>2</sup> TeaMS meeting	179
Vernier Probes in Science 6-8	17
<b>Total (duplicated)</b>	<b>367</b>
<b>Total (unduplicated)</b>	<b>97</b>

**A<sup>2</sup>TeaMS Participating Students TAKS 2009 Mathematics Performance**

	<b>Percent Met Standard</b>	<b>Percent Commended</b>
Students with A <sup>2</sup> TeaMS Teachers	67.8	18.2
Comparison Sample of Regular Students	68.8	18.3

**A<sup>2</sup>TeaMS Participating Students Stanford Achievement Test Mathematics and Science Performance, 2009**

	<b>Stanford Mathematics</b>			<b>Stanford Science</b>			
	2008 NCE	2009 NCE	Change from 2008 to 2009	2008 NCE	2009 NCE	Change from 2008 to 2009	N
Students with A <sup>2</sup> TeaMS Teachers	50.0	50.5	0.5	47.3	49.5	2.2	5,064
Comparison Sample of Regular Students	50.6	51.1	0.5	47.1	50.4	3.3	2,934

**Findings**

- Attendance at five A<sup>2</sup>TeaMS professional development activities totaled 367 (duplicated) with 97 participants.
- The program utilized all allocated funds, primarily for payroll costs for two program managers, two coordinators, and one secretary.
- TAKS mathematics scores were not significantly different for A<sup>2</sup>TeaMS students and a comparison sample of regular students both in terms of percent met standard and percent commended.
- Students of A<sup>2</sup>TeaMS teachers performed similarly to regular students on the Stanford mathematics and science tests.

**Discussion**

While the specific contribution of this program to improved TAKS performance in mathematics and science cannot be determined, it is likely that this professional development program played a positive role.

**Recommendations**

1. Collect participant feedback on program to determine actual classroom application of A<sup>2</sup>TeaMS training.
2. Perform detailed analysis of standardized test performance at participating schools.

**ELA–Elementary****Program Description**

This year the English/Language Arts elementary program provided training sessions on the use of an Intervention Toolkit for targeted instruction of the five critical elements of reading. The goal of the program was to provide teachers with the knowledge, skills, and resources for analyzing class assessment data and providing targeted small group intervention.

**Needs Assessment**

- The district needs to provide teachers with more research-based instructional practices.

**Program Goals**

- Increase academic performance of at-risk students.

**Program Participants**

**Population:** 150 Elementary teachers.  
**Grade(s):** Kindergarten through grade 5.  
**Location:** Various HISD locations.

**Program Costs**

Planning Allocation:	\$75,000	Actual Allocation:	\$162,192
Expenditures:	\$162,192	Percent of Allocation Utilized:	100.0%
Payroll Costs:		Contracted Services:	\$142,200
Supplies and Materials:	\$19,719	Travel/Registration Fees:	\$273
Technology/related equipment:		Other:	

**Expected Program Outcomes**

**Improved Subject(s):** Reading performance.  
**Group(s):** All students.  
**Instrument/Measure(s):** Percentage of participation/usage and professional development evaluations.

**ELA–Elementary Training Participation**

Course Title	Sessions	Number of Educators in Attendance
AMI/ARI Summer School	4	159

**Elementary English or Spanish TAKS Performance, Spring 2008 and Spring 2009**

Reading Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
3	83	86	3	30	40	10
4	78	82	4	22	27	5
5	77	79	2	22	24	2
Writing Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
4	90	91	1	31	32	1

**Findings**

- 87.7 percent of the program budget was spent on contracted services and the program expended 100 percent of allocated funds.
- Four 3-hour training sessions were conducted on May 26<sup>th</sup> and 27<sup>th</sup> and a total of 159 educators attended training activities.
- The percentage of students passing TAKS reading increased by four points at grade 4, three points at grade 3, and two points at grade 5. The percentage of students achieving commended performance increased by 10 points at grade 5, five points at grade 4, and two points at grade 5. On the TAKS writing subtest, the percentage of fourth grade students passing increased by one point and the percent commended also increased by one point.

**Discussion**

Since training for this program occurred after the spring 2009 TAKS testing, the potential impact of the program may not be realized until the 2009-2010 school year.

**Recommendation**

Survey participating teachers in 2009–2010 to assess toolkit utilization.

## ELA–Secondary

### Program Description

The ELA – Secondary program provided leadership and technical support for the implementation of the District’s CLEAR curriculum in English/Language Arts in grades 6–12. One English/Language Arts Specialist position was funded to provide professional development and technical assistance in the implementation of CLEAR power objectives and secondary ELA curriculum documents (Vertical and Horizontal Planning Guides) and support for improved models of instruction to meet the needs of diverse learners. In addition, the ELA content specialist provided leadership in the development and implementation of curriculum benchmark assessments. These assessments measure the progress of students in regard to mastery of the district curriculum. Moreover, these curriculum-based assessments are aligned to the Texas Assessment of Knowledge and Skills (TAKS).

### Needs Assessment

- The district needs to provide curriculum and supplemental resources to increase secondary 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

- 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 secondary ELA teachers.  
**Grade(s):** 6–12.  
**Location:** Various HISD locations.

### Program Costs

Planning Allocation:	\$75,000	Actual Allocation:	\$150,000
Expenditures:	\$70,288	Percent of Allocation Utilized:	46.9%
Payroll Costs:	\$70,288	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** English/Language Arts.  
**Group(s):** Hispanic, LEP, African-American students.  
**Instrument/Measure(s):** TAKS.

### ELA–Secondary Professional Development Course Offerings and Attendance, 2008-2009

Course Description	Number of Educators in Attendance
ELA 6-12 Writing Workshop	140
Middle School Department Chair Meeting – Updates and leadership development provided at this meeting.	115
High School Department Chair Meeting – Updates and leadership development provided at this meeting.	48
High School Department Chair Meeting – Updates and leadership development provided at this meeting.	29
Grades 6-12 ELA CFLC Trainers	60
<b>Total (duplicated)</b>	<b>392</b>
<b>Total (unduplicated)</b>	<b>172</b>

**Secondary English or Spanish TAKS Performance, Spring 2008 and Spring 2009**

<b>Reading Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2008</b>	<b>2009</b>	<b>Change</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
6	85	86	1	34	32	-2
7	79	78	-1	22	22	0
8	87	89	2	39	41	2
9	77	82	5	24	17	-7
10	83	83	0	14	15	1
11	89	90	1	16	26	10

<b>Writing Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2008</b>	<b>2009</b>	<b>Change</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
7	84	88	4	23	25	2

**Findings**

- One content specialist position was funded through this program. The entire funding allocation was utilized for this purpose. The specialist was tasked with writing and revising curriculum, instruction, and assessment documents as well as planning and providing training in the use of these resources.
- Program expenditures were utilized at a rate of 46.9 percent for the current school year.
- The vast majority of the training sessions provided by this program were middle or high school department chairpersons meetings in which campus instructional leaders were given curriculum updates and leadership development. The content specialist participated in the planning and implementation of these training activities.
- The percentage of students passing TAKS reading increased by five points at grade 9, two points at grade 8, one point at grade 6, one point at grade 11, remained constant at grade 10, and decreased by one point at grade 7. The percentage of students achieving commended performance increased by 10 points at grade 11, two points at grade 8, one point at grade 10, remained constant at grade 7, decreased by seven points at grade 9, and decreased two points at grade 6. On the TAKS writing subtest, the percentage of seventh grade students passing increased by four points and the percent commended increased by two points.

**Discussion**

This program funded one salaried content specialist position that was 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 was provided to department chairpersons and other selected educators from each secondary campus. Therefore, the impact of this program was expected to have an impact on the entire district at the secondary level. 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 occurring four of six grade levels on the reading TAKS subtest. Further, the percentage of students receiving commended performance increased at three grade levels on this subtest. The districtwide writing TAKS passing rate increased since the previous year at the only secondary grade level tested and the percentage of students achieving commended performance also increased.

**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 specialist to develop additional curriculum resources to provide instructional support to teachers working with students at grade levels that have experienced declines.

## General Staff Development

### Program Description

The General Staff Development program was designed to help improve learning for all students by enhancing the instructional knowledge and skills of administrators, teachers, and instructional paraprofessionals through various staff development opportunities and with special emphasis on mathematics and science. This program provided for comprehensive staff development for academically unacceptable schools based on areas of need. Staff development was also provided in research-based instructional strategies (e.g., Project CRISS and Marzano High-Yield Strategies). Such training activities included follow-up and advanced training focused on the implementation of best practice instructional strategies in core content areas. Other training activities involved “Just-in-Time” training in mathematics, science, and other identified areas of need. Training was also provided in the use of technological tools (hardware and software), the integration of technology in core content instruction, and opportunities to communicate with other educators using virtual communication tools. Ongoing support in areas of need was provided for high-priority schools. Finally, this program provided for innovative partnerships to support teachers in their implementation of rigorous daily instruction. As such, many sessions were conducted upon requests made from campuses or regional offices. General Staff Development is jointly funded by Title I and Title II, Part A.

### Needs Assessment

- The district needs to provide teacher training in mathematics, science, instructional best practices, and other areas of identified need to improve student performance on Stanford 10 and TAKS.

### Program Goals

- To provide training for HISD campuses in research-based strategies such as Marzano High-Yield Strategies, CRISS, 40-Developmental Assets, mathematics and science instructional strategies, and differentiation strategies.
- To have a positive impact on student achievement.

### Program Participants

**Population:** 12,000 teachers, 604 principals/assistant principals, 1,660 paraprofessionals, and 366 other campus and district personnel; teachers at selected low-performing campuses and schools under AYP School Improvement.

**Grade(s):** Pre-K through 12.

**Location:** Various HISD locations.

### Program Costs (Joint Title I, Title II A Funding)

Planning Allocation:	\$966,455	Actual Allocation:	\$56,657
Expenditures:	\$56,657	Percent of Allocation Utilized:	100.0%
Payroll Costs:		Contracted Services:	\$43,967
Supplies and Materials:	\$6,040	Travel/Registration Fees:	\$6,650
Technology/related equipment:		Other:	

### 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 2008 and Spring 2009

#### All Tests Taken

Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
3	–	–	–	–	–	–
4	69	74	5	10	14	4
5	–	–	–	–	–	–
6	67	69	2	18	18	0
7	60	65	5	7	7	0
8	–	–	–	–	–	–
9	48	55	7	10	8	-2
10	45	45	0	4	3	-1
11	69	72	3	4	9	5
<b>All Grades</b>	<b>60</b>	<b>63</b>	<b>3</b>	<b>9</b>	<b>10</b>	<b>1</b>

Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 3, 5, and 8.

### Findings

- A large majority of program funds (\$43,967) were utilized to purchase contracted services providing professional development opportunities to educators within HISD. Remaining funds were primarily used to purchase supplies, and for travel/registration fees.
- A total of 87 distinct course topics were conducted in 2008-2009. An unduplicated count of 2,131 (3,097 duplicated) educators attended training activities. **Appendix I** provides attendance counts for each training course offered through this program.
- 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 six grade levels. The percentage of students passing all tests taken increased by two points for grade 6, three points at grade 11, five points for grades 4 and 7 and seven points in grade 9. The total percentage of growth experienced for all grade levels on all tests taken increased by three percentage points.
- The percentage of students that received commended performance increased at two (grades 4 and 11) of the six grade levels for which an all tests taken percentage was calculated and unchanged for two grades (grades 6 and 7). Two grade levels (grades 9 and 10) experienced declines in commended performance by two and one percentage points respectively. The total percentage of students achieving commended performance for all grade levels and all tests taken increased by one percentage point.

### Discussion

The General Staff Development program provided training in instructional best practices, mathematics, and science to a multitude of audiences within the district. Contracted services were primarily utilized to carry out the training activities offered through this program. Although the intended audience was all teachers, campus administrators, and paraprofessionals working in the district, only a fraction of this population was directly involved in such training activities. Nevertheless, a large number of district personnel participated in these activities. Campus-based or regional replications of districtwide training occurred; however, documentation of these events was not provided. The impact of this program on student academic achievement was demonstrated through improvements in the percentage of students passing all TAKS tests taken at each grade level for which this figure could be calculated. Further, the percentage of students achieving commended performance increased at all but one grade level. Finally, evidence was not provided to demonstrate that the program met its expected outcome of improved professional development evaluations.

### Recommendations

1. In order to ensure that all targeted program participants receive the intended training and supporting resources, consider employing a record keeping system to document educator attendance of all campus-based and regional training sessions.
2. 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.



## High School Incentive

### Program Description

Samuel Houston, Kashmere, and Jack Yates high schools were required to develop redesign proposals as a result of receiving an Academically Unacceptable rating from the Texas Education Agency (TEA) for two or more years. The redesign plans included the reconstitution of staff positions which mean declaring every campus staff position as vacant. The schools were required to recruit and retain highly qualified, highly skilled teachers to build a new educational program and learning environment to improve student academic achievement. TEA ratings for the schools suggested the need for dedicated teaching professionals in all subject areas for an extended period of time. The Title II, Part A High School Incentive program was a three-year pilot program, approved by the HISD Board of Education, beginning in the 2005–2006 school year, to provide monetary incentives based on specific performance criteria. The 2008–2009 allocation reflects payment of incentive earned through 2007–2008 performance measures. The program offered schoolwide and individual teacher incentives.

### Needs Assessment

- The district needs to support the redesign and reconstitution of Houston, Kashmere, and Yates high schools.

### Program Goals

- To provide schoolwide and individual monetary incentives to teachers at Houston, Kashmere, and Yates high schools based on specified performance criteria.
- To improve student achievement Houston, Kashmere, and Yates high schools.

### Program Participants

**Population:** Eligible campus teachers.  
**Grade(s):** All high school grade levels.  
**Location:** Houston, Kashmere, and Yates high schools.

### Program Costs

Planning Allocation:	\$300,000	Actual Allocation:	\$109,000
Expenditures:	\$106,370	Percent of Allocation Utilized:	97.6
Payroll Costs:	\$106,370	Contracted Services:	\$0
Supplies and Materials:	\$0	Travel/Registration Fees:	\$0
Technology/related equipment:	\$0	Other:	\$0

### Expected Program Outcomes

**Improved Subject(s):** All Core Content Areas.  
**Group(s):** Teachers and Students.  
**Instrument/Measure(s):** Professional Development; Attendance Data; and TAKS Reading/ELA, Mathematics, Science, and Social Studies tests.

#### Schoolwide Incentives

Eligibility: All professional staff (excluding principal) (1) with 95 percent attendance each year during three years of pilot program, and (2) Attend and document at least 45 hours of aligned and approved professional development activities.

**Incentive 1 (\$500) Requirement** – Improve the distance between the school's 2008 TAKS mathematics passing rate and an 80 percent passing rate by 25 percent.

**Incentive 2 (\$500) Requirement** – Improve the distance between the school's 2008 TAKS reading/ELA passing rate and an 80 percent passing rate by 25 percent.

**Incentive 3 (\$500) Requirement** – Improve the distance between the school's 2008 TAKS science passing rate and an 80 percent passing rate by 25 percent.

If the school previously reached a passing rate of 80 percent or greater on the mathematics, reading/ELA, and/or science subtests, incentives were paid for maintaining or improving the subtest's passing rate.

#### Individual Teacher Incentives

Eligibility: All core-content teachers who (1) teach mathematics, reading, English, science, social studies, including Special Education and LEP students, (2) with 95 percent attendance each year during three years of pilot program, and (3) Attend and document at least 45 hours of aligned and approved professional development activities.

**Requirement (\$1,500)** – The overall percentage of students in the teacher's classroom passing the appropriate content-area of the 2008 TAKS subtest improved the distance between the individual classroom's score and a 90 percent passing rate by 25 percent.

If the teacher's students previously reached a passing rate of 90 percent or greater, the incentive was paid for maintaining or improving the appropriate subtest's passing rate.

Note: The process for student determination for inclusion is consistent with the process used by the state for campus student counts.

**Total Staff Members Meeting High School Incentive Eligibility Requirements**

	<b>Total Professional Staff</b>	<b>Met Attendance</b>	<b>Met Professional Development</b>	<b>Met Both</b>	<b>Percent Eligible 2008</b>	<b>Percent Eligible 2007</b>	<b>Percent Change</b>
Houston	175	111	88	54	31.0	30.8	.2
Kashmere	67	51	59	45	67.0	40.8	26.2
Yates	102	73	44	38	37.0	68.3	-31.3
<b>Total Group</b>	<b>344</b>	<b>235</b>	<b>191</b>	<b>137</b>	<b>39.8</b>	<b>42.6</b>	<b>-2.8</b>

**Individual Teacher Monetary Incentive Payments, 2006–2007 and 2007–2008**

	<b>Reading/ELA</b>		<b>Mathematics</b>		<b>Science</b>		<b>Social Studies</b>		<b>Total Individual</b>	
	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>
Houston	\$4,500	\$1,500	\$3,000	\$3,000	\$7,500	\$3,000	\$6,000	\$7,500	\$21,000	\$15,000
Kashmere	\$1,500	\$0	\$0	\$3,000	\$1,500	\$6,000	\$0	\$1,500	\$3,000	\$10,500
Yates	\$9,000	\$0	\$4,500	\$1,500	\$7,500	\$3,000	\$6,000	\$10,500	\$27,000	\$15,000
<b>Total Group</b>	<b>\$15,000</b>	<b>\$1,500</b>	<b>\$7,500</b>	<b>\$7,500</b>	<b>\$16,500</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$19,500</b>	<b>\$51,000</b>	<b>\$40,500</b>

**Schoolwide Monetary Incentive Payments, 2006–2007 and 2007–2008**

	<b>Reading/ELA</b>		<b>Mathematics</b>		<b>Science</b>		<b>Total Schoolwide</b>		<b>Total Schoolwide and Individual</b>	
	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>	<b>2007</b>	<b>2008</b>
Houston	\$0	\$27,000	\$0	\$0	\$0	\$0	\$0	\$27,000	\$21,000	\$42,000
Kashmere	\$0	\$22,500	\$14,500	\$0	\$14,500	\$0	\$29,000	\$22,500	\$32,000	\$33,000
Yates	\$34,500	\$0	\$0	\$0	\$34,500	\$19,000	\$69,000	\$19,000	\$96,000	\$34,000
<b>Total Group</b>	<b>\$34,500</b>	<b>\$49,500</b>	<b>\$14,500</b>	<b>\$0</b>	<b>\$49,000</b>	<b>\$19,000</b>	<b>\$98,000</b>	<b>\$68,500</b>	<b>\$149,000</b>	<b>\$109,000</b>

**Findings**

- All program expenditures (\$106,370) were utilized to provide teachers at three campuses, Sam Houston, Kashmere, and Jack Yates, with a monetary incentive. 97.6 percent of the programs total budget allocation was utilized.
- The schoolwide incentive and the individual incentive were both designed to encourage campus professional staff to increase their attendance rate to 95 percent or above and to participate in a minimum of 45 hours of aligned and approved professional development.
- A total of 137 professional staff members (39.8 percent) met the attendance and professional development eligibility requirements for the 2007–2008 school year. This represented an overall decrease of 2.8 percent in the total staff meeting these requirements since the previous year.
- The professional staff at Houston earned a total of \$27,000 in schoolwide incentives for 2007–2008, followed by Kashmere (\$22,500), and Yates (\$19,000). Professional staff at Yates and Houston earned the highest total of individual teacher incentives (\$15,000), followed by Kashmere (\$10,500). The total allocation for schoolwide and individual incentives paid at all three campuses decreased from \$149,000 for the 2006–2007 school year to \$109,000 in the current year.
- In 2008, Houston was identified as academically unacceptable for its sixth consecutive year. This resulted in the official closure and restructuring of Houston at the end of the 2007–2008 school year.
- As revealed in **Appendix F**, the percentage of students passing the English or Spanish version of the reading/ELA TAKS increased from 79 to 86 percent at Kashmere, and from 70 to 79 percent at Yates.
- The percentage of students passing the mathematics subtest increased from 45 to 56 percent for Kashmere, and 38 to 43 percent at Yates.
- On the TAKS science subtest, the percentage of students passing at Kashmere increased from 49 to 58 percent, and decreased from 57 to 54 percent Yates.
- On the TAKS social studies subtest, the percentage of students passing at Kashmere increased from 88 to 92 percent, and from 83 to 84 percent Yates.

**Discussion**

Program expenditures were utilized to provide a monetary incentive at three HISD high schools. Incentives were designed to increase teacher attendance, improve student academic achievement, and assist these schools in improving their accountability ratings. Both the percentage of staff eligible to receive incentives and the total allocation for all incentives decreased in the final year of the program. Two of the selected schools have obtained TEA acceptable accountability ratings; however, one school was unable to improve its TEA accountability rating and was forced to close and restructure by TEA.

**Recommendations**

Evaluate the impact of this incentive program on campus-level improvements to determine why the program was not able to assist all participating campuses in raising their accountability rating.

## Just for the Kids–Elementary Schools

Just for the Kids – Elementary Schools			
Program Description			
The Just for the Kids (JFTK) – Elementary Schools program was designed to provide elementary schools with a detailed data analysis that includes a comparison to schools with comparable demographics, opportunity gap reports, and an analysis of student readiness for college and career standards. The partnership with JFTK informed elementary schools about best practices employed in comparable high performing schools. Additionally, select campuses received support in improvement plan development and implementation of school improvement plans. Each school was to be able to involve a team of up to five people, including the building principal, teachers, and other campus leaders. The entire program was a staff development model designed by JFTK to be tailored to the needs of individual schools. Approximately 300 individuals were to be trained in 90 elementary schools.			
Needs Assessment			
<ul style="list-style-type: none"><li>The district needs to provide campus leaders with assistance in the analysis of data to select best instructional practices specific to campus needs.</li><li>Campus-level planning needs to reflect results, collaboration, and practices that will lead to college readiness scores, not just passing TAKS.</li></ul>			
Program Goal			
<ul style="list-style-type: none"><li>Provide elementary campuses with support in data analysis to identify best practices, and develop and implement school improvement plans.</li></ul>			
Program Participants			
<b>Population:</b>	Principals and teachers.		
<b>Grade(s):</b>	Kindergarten through 5.		
<b>Location:</b>	Select HISD elementary campuses.		
Program Costs			
Planning Allocation:	\$1,009,200	Actual Allocation:	\$1,009,200
Expenditures:	\$1,009,200	Percent of Allocation Utilized:	100.0%
Payroll Costs:		Contracted Services:	\$1,009,200
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	
Expected Program Outcomes			
<b>Improved Subject(s):</b>	All core content areas.		
<b>Group(s):</b>	All student groups.		
<b>Instrument/Measure(s):</b>	TAKS; Stanford 10; professional development evaluations.		
Just for the Kids–Elementary Training Courses and Attendance, 2008–2009			
Course Title	Number of Participants		Schools Represented
NCEA/ JFTK Online Option 2 Elementary (Full Program)	115		31
NCEA/ JFTK Option 1 Elementary (Full Program)	117		33
NCEA/ JFTK Option 2 Data Elementary (Data Only)	76		24
<b>Total (Duplicated)</b>	<b>308</b>		<b>N/A</b>
<b>Total (Unduplicated)</b>	<b>304</b>		<b>88</b>

**TAKS Gains by Just for the Kids Elementary Campuses, 2008–2009**

<b>Type of Participation</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>
“Data Only” Campuses-Percent Improved	75.0	66.7	66.7	54.2
“Full Program” Campuses-Percent Improved	77.4	77.4	63.9	75.4

**Findings**

- All program expenditures (\$1,109,200) were used to purchase contracted services providing training and data reports to elementary campuses and 100 percent of the budget allocated was utilized.
- A total of 304 (308 duplicated) principals and campus leadership team members (including teachers) from 88 elementary campuses completed program training.
- Schools receiving “Data Only” training (N=24) received a campus-level data report comparing their student performance for three years to the State’s top three performing schools that have similar demographics. Schools also received a report providing instructions on how to ensure their students are prepared for college/career readiness.
- Schools receiving “Full Program” activities (N=64) were trained to implement 15 instructional practices identified by the program as occurring in high performing schools.
- A higher percentage of “Full Program” campuses showed TAKS gains on all subtests with the exception of writing.

**Discussion**

Program expenditures were used entirely for the purchase of contracted professional development and data services. This program provided data reports or data reports plus training to 88 elementary campuses in HISD. A total of 64 elementary campuses received all levels of JFTK training and services and 24 received “Data Only” training. The training activities were focused on providing campuses with the ability to identify campus needs using data, providing campuses with the ability to implement instructional best practices, prepare students for college and career readiness, and develop more appropriate campus improvement plans. Campuses receiving all levels of these contracted services experienced a higher rate of growth on TAKS subtests (except writing) than those campuses only receiving “Data Only” services.

**Recommendation**

Consider the provision of additional levels of JFTK training for all elementary schools within the district. This could be achieved by providing all campuses with an additional step of support each school year, or by providing all levels of training to a select number of schools each year until all schools have received all levels of support.

### Just for the Kids–Middle Schools

#### Program Description

The Just for the Kids (JFTK) – Middle Schools program was designed to provide middle schools with a detailed data analysis that includes a comparison to schools with comparable demographics, opportunity gap reports, and an analysis of student readiness for college and career standards. The partnership with JFTK informed middle schools about best practices employed in comparable high performing schools. Additionally, select campuses received support in improvement plan development and implementation of school improvement plans. Each school was to be able to involve a team of up to six people, including the building principal, teachers, and other campus leaders. The entire program was a staff development model designed by JFTK to be tailored to the needs of individual schools. Approximately 175 individuals were to be trained during the 2008-2009 academic year.

#### Needs Assessment

- The district needs to provide campus leaders with assistance in the analysis of data to select best instructional practices specific to campus needs.
- Campus-level planning needs to reflect results, collaboration, and practices that will lead to college readiness scores, not just passing TAKS.

#### Program Goal

- Provide middle school campuses with support in data analysis to identify best practices, and develop and implement school improvement plans.

#### Program Participants

**Population:** Principals and teachers.  
**Grade(s):** 6–8.  
**Location:** All HISD middle school campuses.

#### Program Costs

Planning Allocation:	\$528,000	Actual Allocation:	\$528,000
Expenditures:	\$528,000	Percent of Allocation Utilized:	100%
Payroll Costs:		Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

#### Expected Program Outcomes

**Improved Subject(s):** All core content areas.  
**Group(s):** All student groups.  
**Instrument/Measure(s):** TAKS; Stanford 10; professional development evaluations.

#### Just for the Kids–Middle Schools Training Courses and Attendance, 2008–2009

Course Title	Number of Participants	Schools Participating
NCEA/JFTK Online Middle School (Full Program)	54	10
NCEA/JFTK Option Middle School (Full Program)	69	15
NCEA/JFTK Option 4 Data Middle School (Data Only)	52	14
<b>Total (duplicated)</b>	<b>175</b>	<b>N/A</b>
<b>Total (unduplicated)</b>	<b>174</b>	<b>39</b>

<b>TAKS Gains by Just for The Kids Middle School Campuses, 2008–2009</b>					
<b>Type of Participation</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>
“Data Only” Percent Improved	57.1	85.7	76.9	78.6	71.4
“Full Program” Percent Improved	56.0	84.0	92.0	72.0	60.0
<b>Findings</b>					
<ul style="list-style-type: none"> <li>• All program expenditures (\$528,000) were used to purchase contracted services providing training and data reports to elementary campuses and 100 percent of the programs budget allocation was utilized.</li> <li>• The program funded two types of training for middle schools. A total of 174 (175 duplicated) principals and campus leadership team members (including teachers) completed program training, representing 39 schools.</li> <li>• Schools participating in “data only” training received a campus-level data report comparing their student performance for three years to the State’s top three performing schools that have similar demographics. Schools also received a report providing instructions on how to ensure their students are prepared for college/career readiness.</li> <li>• Schools participating in “full program” activities were trained to implement 15 instructional practices identified by the program as occurring in high performing schools.</li> <li>• A higher percentage of “Data Only” campuses showed gains on all TAKS subtests except for writing when compared to the 64 campuses receiving the full JFTK program.</li> </ul>					
<b>Discussion</b>					
<p>Program expenditures were used entirely for the purchase of contracted professional development and data services. This program, carried out by the Department of Secondary Curriculum, Instruction, and Assessment, provided multiple training opportunities and data reports for each middle school campus in HISD. Training activities were focused on providing campuses with the ability to identify campus needs using data, providing campuses with the ability to implement instructional best practices, prepare students for college and career readiness, and develop more appropriate campus improvement plans. Sixty-four campuses received all levels of these contracted services, and fourteen received the “data only” component. TAKS results for “data only” versus full program participants revealed a higher percentage of “data only” campuses showing improvement on all TAKS subtests with the exception of writing.</p>					
<b>Recommendations</b>					
<ol style="list-style-type: none"> <li>1. Assess the level of actual implementation of program activities in all participating schools, to better ascertain why “data only” schools outperformed full program schools.</li> <li>2. Consider expanding this program to all traditional middle schools within HISD, with a focus on the “data only” services.</li> </ol>					

## Leadership Development

### Program Description

The Leadership Development program exists to strengthen the social and economic foundation of Houston by assuring its youth the highest quality elementary and secondary education available. In this effort, the program provided professional development services to the following leadership cohorts: new assistant principals, first-year principals, mentor principals, aspiring certified administrators, current assistant principals and current principals, and teacher leaders. The program also created a pilot internship program for aspiring certified administrators to enable them to acquire the skills to transition into a principal position. Further, this program was aligned to the district's initiatives of creating professional learning communities and providing continual assistance to schools not meeting Adequate Yearly Progress (AYP) and low state performance ratings. As such, the program coordinated its efforts with other departments to customize professional development services to the needs of campus-level leadership teams. More specifically, the program employed four strategic pathway development strategies and activities. The first strategy—Workplace and Systems Support—focused on recruitment, retention, and succession efforts; human capital development; leadership planning and goal setting; and information and systems development. A second strategy—Learners and Learner Support—focused on support for instructional needs, non-instructional needs, and special learning needs. The Professional Practice Support strategy focused on preparation and certification, mentoring and induction support, support for ongoing professional development, and supervision and evaluation. The final strategy—Content, Assessment, and Accountability—was focused on professional standards, curriculum, and accountability systems.

### Needs Assessment

- The district needs to create a leadership development plan and a framework for a succession plan to meet current and future leadership employment needs.

### Program Goals

- To create a leadership development program that will meet the needs of the district in the identification and preparation of future leaders.
- To enhance the skills of current leaders in sustaining continuous improvement efforts.

### Program Participants

**Population:** Teachers, Principals, Assistant Principals, and Executive Principals.  
**Grade(s):** All.  
**Location:** Various HISD locations.

### Program Costs

Planning Allocation:	\$1,500,000	Actual Allocation:	\$1,450,000
Expenditures:	\$1,450,697	Percent of Allocation Utilized:	100.0%
Payroll Costs:	\$90,556	Contracted Services:	\$957,017
Supplies and Materials:	\$109,900	Travel/Registration Fees:	\$17,845
Technology/related equipment:	\$30,202	Other:	\$245,177

### Expected Program Outcomes

**Improved Subject(s):** All core content areas.  
**Groups:** All student groups.  
**Instrument/Measure(s):** TAKS and Stanford 10; percentage of participation/usage; professional development evaluations; and retention data.

### Findings

- The largest share of program expenditures were used to purchase contracted professional development services (\$957,017). Program expenditures were also used for payroll costs (\$90,556); to cover travel and registration fees (\$17,845); purchase training supplies and materials (\$109,900); purchase technology/related equipment (\$30,202); and other costs (\$245,177).
- A total of 11 distinct training activities were conducted (see **Appendix J**). An unduplicated count of 890 (1,581 duplicated) educators attended training activities.
- This program has the following components designed to enhance the leadership capacity of teachers and administrators: the Bridge Academy, the Teacher Leadership Development Program, Districtwide Instructional Leadership Cohort, New AP/Dean Cohort, Tech Academy for Administrators, Boot Camp/Survivor Camp, principals' meetings, INOVA, Facilitative Leadership Colloquium, Summer Institute, and Mentor Program.
- The Bridge Academy was designed for assistant principals and staff who possess a principal certificate and aspire to be principals. This one year program worked to enhance organizational and instructional knowledge and skills to be successful school leaders.
- The Teacher Leadership Development Program was designed to increase the number of teachers that serve as instructional leaders on their campuses. It consisted of five components: facilitative leadership training, action research, graduate study leading to a master's degree in teaching, e-learning that integrated technology into the curriculum, and general professional development.

**Findings (continued)**

- The Districtwide Instructional Leadership Cohort worked to build facilitative and administrative skills having principals participate in book studies concerning best practices. Participants practiced the use of facilitation protocols to gain experience in conducting meetings. The New AP/Dean Cohort performed the same function for new assistant principals and deans that the Districtwide Instructional Leadership Cohort performed for principals.
- Monthly principals' meetings were conducted to provide all campus principals with information and skills necessary to be an effective principal in HISD.
- INOVA training was provided for administrators from each campus to use student-level TAKS data to guide instructional and administrative decisions.
- The Summer Institute was a six-week training program for individuals participating in the district's alternative certification program for administrative credentials.
- Program administrators provided training evaluations completed by program participants. However, due to the large number of open-ended responses an accurate summarization of these responses cannot be provided. Thus, this program provided multiple career options for effective teachers wishing to remain in the classroom.
- The calculation of retention data for administrators and other instructional leaders was not feasible and could not be used to evaluate this program.
- As displayed in the previous section of this report (see Table 24), the percentage of campuses that improved their TAKS passing rate was 63.9 percent for reading/ELA, 66.5 percent for mathematics, 54.1 percent for writing, 59.6 percent for science, 52.3 percent for social studies, and 66.4 percent for all tests taken.
- Districtwide passing rates on all tests taken and all subjects improved since the previous year.
- Districtwide performance on the Stanford 10 was mixed, as several subject areas experienced a decline in grade level NCEs (Table 30).

**Discussion**

This program funded contracted services, supplies and materials, technology, substitute teachers, travel and registration fees, and other costs associated with the training of all district principals, assistant principals, aspiring assistant principals and principals, and teachers seeking campus leadership roles. Numerous training opportunities were made available to each of these targeted populations of instructional leaders. Certain training activities, such as monthly principals' meetings, were mandatory and provided pertinent information for campus leaders. Additional professional development services ranged from assistance in the funding of graduate courses for teachers seeking a master's in teaching degree to training for principals and assistant principals concerning instructional and administrative best practices. Program administrators assessed the benefit of current training and the need for additional training using course evaluations. However, the use of paper evaluations with open-ended questions limits the ability to generalize response feedback. TAKS improvements occurred at the majority of campuses for each subject. However, districtwide performance on the Stanford 10 was mixed.

**Recommendations**

1. Provide district instructional leaders with additional training in the improvement of grade levels and subjects in need of the most improvement as reflected through TAKS or Stanford 10 performance.
2. Consider utilizing an electronic survey system to obtain evaluative feedback at the conclusion of training activities. Such an effort will allow for the reporting of generalized findings about the impact of training activities on district instructional leaders.



## Literacy Coaches–Middle School

### Program Description

The Middle School Literacy Coach program was administered through the Adolescent Literacy department of the Curriculum, Instruction and Assessment division of HISD. Forty two (42) middle school literacy coaches were hired using these Title I funds in order to build capacity in teachers through coaching and the proper use of research-based instructional strategies (as promoted in the district's literacy initiative, Literacy Leads the Way). Specifically these coaches met three times a month with the Adolescent Literacy Department to receive professional development. The first Tuesday of each month the coaches were instructed in literacy strategies that they were expected to carry back to their respective campuses. Coaches were instructed in these strategies using Critical Friends Protocols. The second Tuesday of each month the coaches received professional development from a cognitive coaching consultant who used videos and role playing to help coaches understand how to work with adult learners. The standards used for this coaching were the effective teaching standards as used in the states PDAS assessment. The third Tuesday of the month the coaches went on site visits to designated campuses. Host coaches presented a guiding question and visiting coaches made classroom observations and debriefed with the host coach. The intent of the training was to provide feedback to the host coach and to experience the application of the instruction given in the first two Tuesdays of the month. With correct use of these instructional practices, the expected outcome was increased student achievement on standardized test scores.

### 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:** 37,069 middle school students.  
**Grade(s):** 6–8.  
**Location:** All HISD middle schools.

### Program Costs

Planning Allocation:	\$2,760,000	Actual Allocation:	\$2,792,440
Expenditures:	\$2,632,450	Percent of Allocation Utilized:	94.3%
Payroll Costs:	\$2,632,450	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### English or Spanish TAKS Performance on Reading/ELA Subtests, Spring 2008 and Spring 2009

Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
6	85	86	1	34	32	-2
7	79	78	-1	22	22	0
8	87	89	2	39	41	2

**English or Spanish TAKS Performance Writing Subtest, Spring 2008 and Spring 2009**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2008</b>	<b>2009</b>	<b>Change</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
7	84	88	4	23	25	2

**Stanford 10 Performance on Reading Subtest, 2008 and 2009**

<b>NCE</b>			
<b>Grade</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
6	46	46	0
7	44	48	4
8	47	48	1

**Findings**

- 100 percent of program expenses supported payroll expenses for the 42 middle school literacy coaches and 94.3 percent of the budget was utilized.
- TAKS Reading subtest scores improved in grades 6 and 8 by one and two percentage points, respectively, while grade 7 performance declined by one percentage point. Performance on the writing subtest improved by four percentage points for grade 7 (the only grade tested) and the percent commended increased by two percentage points.
- Grade 7 reading performance increased by four NCE's on the Stanford 10, grade 8 performance increased by one NCE, and grade 6 performance remained constant.

**Discussion**

Performance on the reading subtest of the TAKS improved for two of three grade levels and writing performance increased for grade seven. Improvements were also noted for two grade levels on the Stanford 10 reading subtest. The extent to which this specific staff development program contributed to these gains cannot be determined.

**Recommendations**

Survey program participants on the effectiveness of the coaching provided and the extent to which instructional practices were impacted to strengthen program evaluation.

## Literacy Initiative

### Program Description

The Literacy Initiative's major focus was to integrate literacy into all core content area classrooms. Program implementation was structured around the following three areas: building capacity in content area teachers to infuse reading and writing in their instruction; establishing a formative reading assessment to yield mid-year Lexile levels; and providing professional development and technical assistance to improve student writing. The program relied on a literacy advisory board composed of central office, regional, and campus-level stakeholders to identify schools and teachers in need of program services. Professional development activities provided these schools and teachers with the ability to integrate literacy into various content areas, administer formative reading assessments, provide instruction of rubric-based writing, and administer electronically scored student writing samples. The Literacy Initiative is jointly funded by Title I and Title II, Part A.

### Needs Assessment

- The district needs to integrate specific literacy strategies throughout all content areas to maximize learning.
- The district needs to focus on the interconnectedness of reading, writing, speaking, listening, and thinking.
- The district needs to use data to identify student needs and adjust instruction accordingly.

### Program Goals

- 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.

### Program Participants

**Population:** Core teachers at targeted schools.  
**Grade(s):** Kindergarten through 12.  
**Location:** Selected HISD campuses.

### Program Costs (Joint Title I, Title II A Funding)

Planning Allocation:	\$300,000	Actual Allocation:	\$130,919
Expenditures:	\$62,035	Percent of Allocation Utilized:	47.4%
Payroll Costs:		Contracted Services:	
Supplies and Materials:	\$39,933	Travel/Registration Fees:	\$22,102
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All core subjects.  
**Group(s):** All students at targeted schools.  
**Instrument/Measure(s):** TAKS.

### Literacy Initiative Training Courses and Attendance, 2008–2009

Course	Course Title	Participants
TT 1948	6+1 Traits of Writing, Grades 3–4	188
TT2048	6+1 Traits of Writing, Grades 8–9	169
<b>Total (duplicated)</b>		<b>357</b>
<b>Total (unduplicated)</b>		<b>349</b>

English or Spanish TAKS Performance on Reading/ELA Subtests, Spring 2008 and Spring 2009						
Elementary Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
3	83	86	3	30	40	10
4	78	82	4	22	27	5
5	77	79	2	22	24	2
<b>Secondary Grade</b>						
6	85	86	1	34	32	-2
7	79	78	-1	22	22	0
8	87	89	2	39	41	2
9	77	82	5	24	17	-7
10	83	83	0	14	15	1
11	89	90	1	16	26	10
English or Spanish TAKS Performance on Writing Subtest, Spring 2008 and Spring 2009						
Elementary Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
4	90	91	1	31	32	1
<b>Secondary Grade</b>						
7	84	88	4	23	25	2
Findings						
<ul style="list-style-type: none"> <li>Program expenditures were utilized to purchase supplies and materials (\$39,933) and for travel and registration costs (\$22,102). This program only utilized 47.4 percent of its total budget allocation for the 2008–2009 school year.</li> <li>349 educators (357 duplicated) participated in professional development activities.</li> <li>Districtwide student performance on the reading/ELA and writing TAKS subtests reveal improvements in the percentage of students passing and the percentage of students achieving commended performance at most grade levels tested.</li> <li>Specifically, the percentage of students passing the reading/ELA TAKS subtest increased by one point at grades 6 and 11, two points at grades 8 and 5, three points at grade 3, four points at grade 4, five points at grade 9, remained constant at grade 10, and decreased by one point at grade 7. The percentage of students achieving commended performance increased by one point at grade 10, two points at grades 5 and 8, five points at grade 4, 10 points at grades 3 and 11, remained constant at grade 7, and declined by two points at grade 6 and seven points at grade 9.</li> <li>The percentage of students passing the writing TAKS subtest increased by one point at grade 4 and four points at grade 7. The percentage of students achieving commended performance increased by one point at grade 4 and two points at grade 7.</li> </ul>						
Discussion						
<p>In 2007–2008, program expenditures only totaled 15.1 percent of the budget allocation and were primarily used to purchase materials and supplies for training in 2008–2009 and beyond. In 2008–2009, 64.4% of expended funds were use to purchase materials and supplies. This program likely contributed to district gains on the TAKS writing subtest, along with other Title II programs.</p>						
Recommendation						
Increase budget utilization.						

## Mathematics–Elementary

### Program Description

Based on needs identified, this program provided leadership and support for the implementation of the districtwide mathematics program. The program provided curriculum-based resources including a rigorous scope and sequence aligned to the newly revised mathematics TEKS, Model Lessons, content expertise, and professional development.

### Needs Assessment

- The district needs to create, revise, and facilitate professional development on mathematics specific curriculum, instruction, and assessment practices based on high-yield and scientifically research-based strategies.
- The district needs to coordinate mathematics leadership activities among various HISD departments, regions, and campus leadership teams, as well as other federal, state, and local programs.

### Program Goal

- To support district leadership, administrators, and teachers to provide more rigorous instruction aligned with the state TEKS and the district's curriculum to increase student achievement.

### Program Participants

**Population:** Mathematics teachers, Principals, and Regional Office Mathematics Specialists.  
**Grade(s):** Kindergarten through 5.  
**Location:** Various HISD Locations.

### Program Costs\*

Planning Allocation:	\$156,300	Actual Allocation:	\$312,600
Expenditures:	\$250,973	Percent of Allocation Utilized:	80.3%
Payroll Costs:	\$238,886	Contracted Services:	
Supplies and Materials:	\$11,333	Travel/Registration Fees:	\$755
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Secondary Mathematics budget except planning allocation

### Expected Program Outcomes

**Improved Subject(s):** Mathematics.  
**Group(s):** All student groups.  
**Measure(s)** TAKS and Stanford 10; Percentage of participation/usage; Professional development evaluations; annual percentage of improvement.

### Elementary Mathematics Stanford 10 Student Performance (Non-Special Education) Spring 2008 and Spring 2009

Grade	2008 NCE	2009 NCE	Gain/Loss
1	47	47	0
2	50	49	-1
3	52	52	0
4	54	54	0
5	54	54	0

### Elementary English or Spanish TAKS Mathematics Performance, Spring 2008 and Spring 2009

Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
3	80	82	2	28	32	4
4	82	86	4	30	41	11
5	82	84	2	35	43	8

### **Findings**

- Two content specialist positions were funded through this program.
- Actual budget allocation and expenditures were combined with the Secondary Mathematics program; therefore detailed expenditures for this program cannot be specified.
- A total of 5,656 teachers (9,683 duplicated) attended at least one of 33 unique training activities conducted by the program.
- All training sessions were planned and conducted by two content specialists.
- Content specialists also worked to translate state and local curriculum into lesson frameworks and provided technical assistance to teachers, schools, and regions.
- In general, training activities fulfilled the purpose of providing leadership and support in the implementation of the district's K–5 mathematics curriculum and supporting programs.
- More specifically, teachers were shown how the curriculum could be linked to real world phenomena and other subject areas, how to deliver the curriculum using research-based best instructional practices, how to use assessment data to guide future instruction, and how to create a leadership environment at the campus and district levels that encouraged the implementation of the district's curriculum in all elementary mathematics classrooms.
- Districtwide performance on the mathematics subtest of the Stanford 10, as measured by NCEs, reveals a decrease of one NCE at grade 2. Grades 1, 3, 4, and 5 remained constant.
- Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by two percentage points at grades 3 and 5 and four percentage points at grade 4.
- Further, the percentage of students achieving commended performance increased by four percentage points at grade 3, eight percentage points at grade 5, and by 11 percentage points at grade 4.

### **Discussion**

This program utilized Title II, Part A funding to employ two elementary mathematics content specialists. These specialists were tasked with drafting and revising curriculum resources and planning and conducting training workshops in the use of these resources. All resources developed by these specialists, as well as the corresponding training activities, were designed to promote mathematics instruction relying on research-based best instructional practices and strategies. Numerous training activities were conducted and a large number of district elementary mathematics instructors attended at least one session. Unfortunately, documentation of attendance of campus-level training activities was not provided. The program's positive impact on elementary mathematics instruction is demonstrated by an increase in the percentage of students passing and the percentage of students achieving commended performance at all elementary grade levels tested on TAKS. However, elementary mathematics performance on the Stanford 10 was unchanged for four of five grade levels.

### **Recommendation**

Attempt to collect documentation of teacher attendance for all training activities conducted at the campus level. Such an effort will allow a more accurate measurement of the number of educators receiving training provided through this program.

## Mathematics–Secondary

### Program Description

The Mathematics–Secondary program provided leadership and support for the implementation of the 6–12 districtwide mathematics program that was centered around curriculum, instruction, and assessment. More specifically, this program developed curriculum-based resources including a rigorous scope and sequence aligned to the newly revised mathematics TEKS and research-based best practices in mathematics curriculum, instruction, and assessment. Professional development activities supported the implementation of these resources and practices by district leadership, campus administrators, and teachers. One Mathematics Specialist position was funded through this program. The Mathematics Specialist and Secondary Mathematics Manager worked to provide, create, and revise numerous curriculum-based resources. Program administrators selected and trained a Mathematics Teacher/Specialist Cadre consisting of three teachers from each of the following subject areas: grade 6, grade 7, grade 8, Algebra I, Geometry, Math Models and Applications, Algebra II, Pre-Calculus, and AP/Dual Credit Courses. Once trained, this group of educators reviewed, revised, and rewrote existing curriculum documents; developed new curriculum documents; became knowledgeable and skilled on research-based, high yield best practices in mathematics; and conducted campus-level training of teachers in professional learning communities (PLCs). Utilizing this process of revising and creating curriculum and conducting training activities allowed the program to encourage teacher “buy-in” of the curriculum to ensure the written curriculum was actually implemented.

### Needs Assessment

- The district needs to ensure that teachers hold a favorable view of the district written curriculum to increase its utilization.
- The district needs to raise average scale scores to the level of “college readiness” on the mathematics TAKS at each secondary grade level.

### Program Goals

- To revise existing curriculum documents and provide teachers with professional development on the effective implementation of these district resources.

### Program Participants

**Population:** Mathematics teachers, Principals, and Regional Office Math Specialists.  
**Grade(s):** 6–12.  
**Location:** Various HISD locations.

### Program Costs\*

Planning Allocation:	\$156,300	Actual Allocation:	\$312,600
Expenditures:	\$250,973	Percent of Allocation Utilized:	80.3%
Payroll Costs:	\$238,886	Contracted Services:	
Supplies and Materials:	\$11,333	Travel/Registration Fees:	\$755
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Elementary Mathematics budget except planning allocation

### Expected Program Outcomes

**Improved Subject(s):** Mathematics.  
**Group(s):** All Student Groups.  
**Instrument/Measure(s):** TAKS; Percentage of participation/usage; Professional development evaluations; annual percentage of improvement.

**Secondary English or Spanish TAKS Mathematics Performance, Spring 2008 and Spring 2009**

<b>Grade</b>	<b>2008 Passing Standard</b>	<b>2009 Passing Standard</b>	<b>Change</b>	<b>2008 Commended</b>	<b>2009 Commended</b>	<b>Change</b>	<b>2008 Scale Score</b>	<b>2009 Scale Score</b>	<b>Change</b>
6	71	74	3	28	29	1	2226	2251	25
7	67	74	7	13	15	2	2175	2203	28
8	66	72	6	14	19	5	2181	2203	22
9	51	57	6	14	17	3	2113	2154	41
10	57	58	1	14	12	-2	2149	2152	3
11	78	80	2	22	26	4	2237	2255	18

**Findings**

- One content specialist position was funded through this program.
- Actual budget allocations and expenditures were combined with the Elementary Mathematics program; therefore detailed expenditures for this program cannot be specified.
- A total count of 450 (929 duplicated) educators including approximately 350 of the district's secondary mathematics teachers completed at least one of 34 course offerings provided on behalf of this program (see **Appendix K**).
- An additional count of 230 teachers (duplicated) attended 14 secondary mathematics workshops conducted for various campuses or feeder patterns that were not included in the above counts.
- The mathematics specialist worked to translate district and state curriculum into lesson frameworks, and planned and conducted professional development activities.
- Secondary mathematics professional development and support was designed to assist teachers, schools, and district administrators support and implement the curriculum, instruction, and assessment goals of HISD.
- Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by 1–7 percentage-points at each of the six secondary grade levels tested. For each grade level, between 57 percent (grade 9) and 80 percent (grade 11) of students passed the mathematics TAKS for the spring 2009 administration.
- Further, the percentage of students achieving commended performance increased by one to five percentage-points at five grade levels. The percentage commended declined by two percentage points at grade 10.
- Scale scores increased at all grade levels, ranging from an increase of three at grade 10 to 41 at grade 9.

**Discussion**

This program utilized Title II, Part A funding to employ one secondary mathematics content specialist. The specialist was tasked with drafting and revising curriculum resources and planning and conducting training workshops in the use of these resources. All resources developed by the specialist, as well as the corresponding training activities, were designed to promote secondary mathematics instruction with a focus on best instructional practices and strategies. Several training activities were conducted throughout the school year, and were attended by over 350 of the district's secondary mathematics instructors. The program's positive impact on secondary mathematics instruction was demonstrated by increases in the percentage of students passing (all six grade levels) and achieving increases in commended performance (five of six grade levels).

**Recommendations**

1. Attempt to utilize the full program budget allocation during the academic year. As such, the program should identify secondary schools in need of support and provide them with additional resources or contracted training support.
2. Attempt to collect documentation of teacher attendance for all training activities conducted at the campus level. Such an effort will allow a more accurate measurement of the number of educators receiving training provided through this program.



## New Teacher Induction–ABRAZO

### Program Description

In response to the expanding need to hire beginning teachers and to retain teachers entering the district, the district established the ABRAZO program during the 2001–2002 school year. The program has provided professional development and a systematic structure of support to retain highly qualified teachers. The program targeted beginning teachers within their first and second year of teaching, alternative certification interns, and international teachers in their first and second years of teaching in the United States. This program provided new teachers with: an introduction to the Board and administration of HISD, an introduction to the support systems and resources in the district, an understanding of the district's goals, an understanding of expectations for teachers, an introduction to the district's curriculum and instructional practices, and training on district performance standards (PDAS). New teachers received training in Learning Communities organized by content and/or grade level. Learning communities engaged new teachers in focused content-based experiences through lesson demonstrations, strategy building, classroom/discipline management, navigating resources in district, and data analysis. Twenty-one Full-Time Release Mentors, 11 Instructional Coordinators, three Managers, and one Documentation technician position were funded through this program.

### Needs Assessment

- 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

- To increase the effectiveness (knowledge and skills) of new teachers to positively impact student achievement.
- To increase retention of new teachers by building teacher efficacy, confidence, and support structures.

### Program Participants

**Population:** Teachers new to HISD (1<sup>st</sup> or 2<sup>nd</sup> year).  
**Grade(s):** Prekindergarten through 12.  
**Location:** Various HISD locations.

### Program Costs

Planning Allocation:	\$3,828,856	Actual Allocation:	\$3,728,856
Expenditures:	\$3,695,746	Percent of Allocation Utilized:	99.1%
Payroll Costs:	\$3,490,395	Contracted Services:	\$94,346
Supplies and Materials:	\$44,762	Travel/Registration Fees:	\$32,401
Technology/related equipment:	\$31,711	Other:	\$2,131

### Expected Program Outcomes

**Improved Subject(s):** All subjects.  
**Group(s):** All student groups.  
**Instrument/Measure(s):** Professional development evaluations; Retention data.

### New Teacher Turnover, 2004–2005 to 2008–2009

2004–2005			2005–2006			2006–2007			2007–2008			2008–2009*		
Cohort 1			Cohort 2			Cohort 3			Cohort 4			Cohort 5		
Hired	1,828		Hired	1,858		Hired	1,807		Hired	1,606		Hired	1,314	
# and % left each year			# and % left each year			# and % left each year			# and % left each year			# and % left each year		
04-05	80	4%	05-06	94	5%	06-07	78	4%	07-08	53	3%	08-09*	-	-
05-06	160	9%	06-07	146	8%	07-08	141	8%	08-09*	-	-	09-10	-	-
06-07	165	9%	07-08	152	8%	08-09*	-	-	09-10	-	-	10-11	-	-
07-08	117	6%	08-09*	-	-	09-10	-	-	10-11	-	-	11-12	-	-
08-09*	-	-	09-10	-	-	10-11	-	-	11-12	-	-	12-13	-	-
# of teachers who left	522	29%	# of teachers who left	392	21%	# of teachers who left	219	12%	# of teachers who left	53	3%	# of teachers who left	-	-
Total remaining in cohort	1,306	71%	Total remaining in cohort	1,466	79%	Total remaining in cohort	1,588	88%	Total remaining in cohort	1,553	97%	Total remaining in cohort	-	-

\*2008–2009 data not available and will be presented in an addendum to this report

### Findings

- The following positions were funded through this program: 21 Full-Time Release Mentors, 11 Instructional Coordinators, three Managers, and one Documentation technician position. Program expenditures were primarily used to support payroll costs for the above positions (\$2,614,041) and provide extra duty pay for new teachers to attend training activities beyond normal school hours (\$876,354).
- A total of 2,408 teachers (6,144 duplicated) completed at least one of 79 course offerings conducted on behalf of this program (see **Appendix L**).
- The number of teachers remaining in their cohorts ranged from 1,306 in 2004–2005 to 1,553 in the current school year. During this same period the percentage of new teachers leaving during their first year decreased from 4-5 percent in the first two years to three percent in 2008–2009.
- Retention data for 2008–2009 will be provided in an addendum to this report when 2008–2009 information is available.
- Approximately 81 percent of participating teachers new to HISD for the current school year were also new to the teaching profession.
- **Appendix M** displays survey responses concerning new teacher levels of satisfaction with selected training activities and their experiences working with mentors. As displayed, a plurality of respondents (between 40.7 percent and 66.2 percent) indicated that they strongly agreed with each statement concerning experiences working with mentor teachers. For each question, the smallest percentage of respondents (excluding those indicating the question was not applicable) indicated that they disagreed with each statement.

### Discussion

This program employed a number of instructional leaders to provide support to teachers in their first or second year with HISD. New teachers were required to attend various training sessions, were provided either a campus-based or full-time mentor, and were given various instructional resources to improve their ability to work with students and to increase retention rates. New teachers were compensated for their participation in training activities occurring outside of normal working hours. Participating teachers generally provided positive feedback concerning the support they have received.

### Recommendations

1. Emphasize to mentors the importance of working with new teachers to analyze student work and provide frequent feedback.
2. Share survey responses with mentors at the beginning of the year and provide mentors with additional training in this area.

## 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 2008–2009, HISD employed 23 Play It Smart Academic Coaches 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

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

### Program Participants

**Population:** 7,162 Student Athletes.  
**Grade(s):** 9–12.  
**Location:** 23 HISD High Schools.

### Program Costs

Planning Allocation:	\$1,365,000	Actual Allocation:	\$1,256,328
Expenditures:	\$1,195,822	Percent of Allocation Utilized:	95.2%
Payroll Costs:	\$1,195,822	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All.  
**Group(s):** Student Athletes.  
**Instrument/Measure(s):** GPA, TAKS.

### Findings

- This program funded 23 Academic Coach positions accounting for 100 % of the program funding.
- 23 HISD high schools and 7,162 student athletes participated in the 2008–2009 Play It Smart program (see **Appendix R**).
- Based on campus submitted data, student athletes posted an overall higher GPA than their school average (2.74 versus 2.50).
- Athlete students at 20 of the 23 campuses had higher GPAs than their school average while athlete GPAs were lower at two campuses. At one campus, athletes GPAs were the same as the school GPA.
- Based on campus submitted data, the attendance rate of student athletes was higher than their school rate (94.33% versus 90.85%).
- The attendance rate of student athletes was higher than the school rate at 22 of the 23 participating high schools and identical to the school rate at one school.
- During the 2008–2009 school year athletic scholarships offered to athletes at the 23 participating schools totaled nearly \$19.2 million, and average of \$833,030 per school.

**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. Based on campus reported data, student athletes had higher attendance rates and higher GPAs than their schools' averages. The specific contribution of Play It Smart to these observed differences cannot be determined and since the program was not implemented until January the impact may not be realized until the next academic year.

**Recommendations**

1. When the program is implemented on a full-year basis, capture athlete student IDs to perform more detailed analyses of the program's impact on attendance and student achievement.
2. Develop documentation of academic coach activities.

## Private School Share

### Program Description

The purpose of the Private School Share program was to increase local flexibility, reduce administrative burdens, and, ultimately to increase support to nonprofit, private school students by improving teacher quality. Grants were designated for non-secular, neutral, and non-ideological school professional development services. Inservices, conferences, and other professional development were expected to impact the instruction of students at all grade levels by increasing teacher knowledge and expertise to promote advanced student achievement. Thirty-nine private school campuses that met Title II, Part A guidelines and were approved by the Texas Education Agency (TEA) participated in the program this year. Twenty-nine of the 39 participating campuses were Catholic schools. Through a partnership with accredited universities, the 21st Century Learning Program offered three online degree programs through Loyola Marymount University, Grand Canyon University, and National University. Additional courses and training were offered through partnerships with St. Thomas University, Rice University, Concordia University, and the University of Houston. This program also offers training for individuals and campuses to promote differentiated instructional strategies to meet the needs of diverse learners, improve literacy, improve technology education, and foster professional growth in numerous areas to improve student achievement.

### Needs Assessment

- The district needs to support the academic needs of TEA approved private schools within HISD boundaries.

### Program Goals

- To provide professional development activities to meet the needs of diverse groups of learners.
- To provide professional development activities in core academic subject areas.

### Program Participants

**Population:** TEA-approved nonprofit private school facilities within the HISD boundaries.

**Grade(s):** Prekindergarten through 12.

**Location:** Various nonprofit private schools and other locations.

### Program Costs

Planning Allocation:	\$1,036,000	Actual Allocation:	\$1,036,000
Expenditures:	\$1,036,000	Percent of Allocation Utilized:	100.0%
Payroll Costs:		Contracted Services:	\$1,036,000
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All core content areas.  
**Group(s):** All students.  
**Instrument/Measure(s):** Stanford 10 Achievement Test.

### Private School Students by Grade Level and Planning Allocation, 2008-2009

Schools	Grade Level	Schools	Students	Allocation	% Allocation
Catholic	Elementary/Middle (PK-8)	22	5,437	\$511,369	49.4
	Combined (PK-12)	2	626	\$58,878	5.7
	High School (9-12)	5	3,357	\$315,738	30.5
Orthodox	Elementary/Middle (PK-8)	2	397	\$37,339	3.6
Jewish	Elementary/Middle and Combined (PK-12)	5	890	\$83,707	8.1
Protestant	Elementary/Middle (PK-8)	3	308	\$28,969	2.8
<b>Total</b>		<b>39</b>	<b>11,015</b>	<b>\$1,036,000</b>	<b>100.0</b>

<b>Private School Professional Development Participation</b>						
	<b>Online Degree Programs</b>	<b>University Courses of Graduate Study</b>	<b>Strategies for Professionals</b>	<b>Interactive Learning–Passports</b>	<b>Customized Workshops and Consultants</b>	<b>Professional Conferences and Workshops</b>
Number of Teachers	104	50	226	279*	484**	181**
Number of Schools	31	14	10	11	36	25
Total Number of Courses Taken	396	76	60	N/A	N/A	N/A
Total Number of Workshops Attended	N/A	N/A	N/A	Unknown	19	59
Source of data: 21 <sup>st</sup> Century learning *All teachers at eleven participating schools had access to all Passport sessions. **Duplicated count						
<b>Findings</b>						
<ul style="list-style-type: none"> <li>Thirty-nine private schools with 11,015 students (see <b>Appendix N</b>) qualified for Title II, Part A funds in HISD for 2008–2009.</li> <li>Catholic elementary/middle (E/M) school students constituted the largest group of students supported by this grant (49.4 percent), followed by Catholic high school students (30.5 percent), Jewish E/M school students (8.1 percent), Catholic combined school students (5.7 percent), Orthodox E/M school students (3.6 percent), and Protestant E/M school students (2.8 percent).</li> <li>The entire budget allocation was utilized to purchase contracted services (\$1,036,000) through 21<sup>st</sup> Century Learning. 100 percent of the total budget was utilized in the current school year.</li> <li>21<sup>st</sup> Century Learning provided the following professional growth opportunities for private school teachers: online degree and credential programs, traditional graduate courses of study, Strategies for Professionals training programs, access to educational content specialists and resources, online support services through 21<sup>st</sup> Century Learning's NOW Channel, instructional technology-Webliteracy courses, customized workshops, and access to externally conducted professional conferences and workshops.</li> <li>A total of 104 teachers were enrolled in online degree programs and 50 were enrolled in graduate courses. 226 participated in Strategies for Professionals, 279 participated in Interactive Learning–Passports, 484 (duplicated) participated in customized workshops, and 181 (duplicated) participated in professional conferences and workshops.</li> </ul>						
<b>Discussion</b>						
TEA-approved private, nonprofit schools within HISD boundaries utilized Title II, Part A funds solely to purchase contracted services through the 21 <sup>st</sup> Century Learning program. Catholic, Orthodox, Protestant, and Jewish elementary and secondary schools all received program funding. The largest share of program funds was utilized by Catholic elementary and middle schools. Documentation of enrollment in online and traditional degree or certificate programs was provided; however, actual courses taken by participating teachers was not provided. Further, documentation of attendance and utilization of other services was limited. Documentation of individual campus program descriptions or student performance was not provided for this report.						
<b>Recommendations</b>						
<ol style="list-style-type: none"> <li>Attempt to renegotiate the contractual relationship with the 21<sup>st</sup> Century Learning program in order to ensure that complete documentation of all services provided to private school teachers is submitted at the end of the academic year.</li> <li>Documentation of campus program descriptions and student performance on standardized assessments needs to be submitted at the end of the program fiscal year to assess the impact of program funds on student achievement.</li> </ol>						

## Reading Content Specialist

### Program Description

The Reading Content Specialist program was administered through the Adolescent Literacy Department of the Curriculum, Instruction and Assessment division of the Houston ISD. Twenty-seven (27) reading content specialists were hired using these Title I funds in order to build capacity in teachers through coaching and the proper use of research-based instructional strategies (as promoted in the district's literacy initiative, Literacy Leads the Way.) Specifically these specialists met three times a month with the Adolescent Literacy Department to receive professional development. The first Tuesday of each month the specialists were instructed in literacy strategies that they were expected to carry back to their respective campuses. Specialists were instructed in these strategies using Critical Friends Protocols. The second Tuesday of each month the specialists received professional development from a cognitive coaching consultant who used videos and role playing to help coaches understand how to work with adult learners. The standards used for this coaching were the effective teaching standards as used in the state's PDAS assessment. The third Tuesday of the month the specialists went on site visits to designated campuses. Host coaches presented a guiding question and visiting coaches/specialists made classroom observations and debriefed with the host coach. The intent of the training was to provide feedback to the host coach and to experience the application of the instruction given in the first two Tuesdays of the month. With correct use of these instructional practices the expected outcome was increased student achievement on standardized test scores.

### Needs Assessment

According to 2007 NAEP reading results at the 4<sup>th</sup> and 8<sup>th</sup> grade levels, only 17% and 18%, respectively, are at or above the proficient level. In writing only 18% of HISD eighth graders were at or above the proficient level. Regional and district level specialists in literacy would support the need to improve student achievement.

### Program Goals

- Coordinate a vertical literacy program in the district.
- Collect related data, e.g., trends in achievement data, coaching logs, classroom observations.
- Specialists serve as liaisons between district and individual campuses.

### Program Participants

**Population:** All HISD students.  
**Grade(s):** All grades.  
**Location:** Districtwide.

### Program Costs

Planning Allocation:	\$1,752,299	Actual Allocation:	\$1,911,218
Expenditures:	\$1,896,823	Percent of Allocation Utilized:	99.2%
Payroll Costs:	\$1,896,823	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** Reading, Writing.  
**Group(s):** All grades.  
**Instrument/Measure(s):** TAKS, Stanford 10.

### English or Spanish TAKS Performance on Reading/ELA Subtests 2008–2009

Elementary Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
3	83	86	3	30	40	10
4	78	82	4	22	27	5
5	77	79	2	22	24	2
<b>Secondary Grade</b>						
6	85	86	1	34	32	-2
7	79	78	-1	22	22	0
8	87	89	2	39	41	2
9	77	82	5	24	17	-7
10	83	83	0	14	15	1
11	89	90	1	16	26	10

English or Spanish TAKS Performance on Writing Subtest, 2008–2009						
Elementary Grade	Percent Met Standard			Percent Commended		
	2008	2009	Change	2008	2009	Change
4	90	91	1	31	32	1
<b>Secondary Grade</b>						
7	84	88	4	23	25	2

Stanford 10 Performance on Reading Subtest, 2008–2009				
NCE				
Grade	2008	2009	Change	
1	47	46	-1	
2	47	46	-1	
3	46	47	1	
4	46	49	3	
5	46	48	2	
6	46	46	0	
7	44	48	4	
8	47	48	1	
9	44	48	4	
10	48	50	2	
11	53	55	2	

#### Findings

- All of the funding for this program supported the 27 Reading Content Specialist positions.
- TAKS performance on reading increased at seven of nine grades and performance on writing increased at both grades tested. The percent commended at improved six grade levels for reading and both grade levels for writing.
- Reading normal curve equivalents (NCE's) improved for eight of 11 grade levels tested on the Stanford 10.

#### Discussion

This Title I funded program was implemented in January, 2009 and had limited opportunity to impact observed improvements on 2008–2009 standardized test scores in reading and writing. Limited information was available regarding the Title II funded professional development received by the specialists and the extent to which this training was delivered and implemented in participating schools.

#### Recommendations

1. Provide documentation of professional development training received by Reading Content Specialists.
2. Document the application of instructional practices within participating schools.
3. Solicit feedback from school based host coaches on the effectiveness of the program.



## Rice University School Mathematics Project

### Program Description

The Rice University School Mathematics Project (RUSMP) was established in 1987 with a grant from the National Science Foundation (NSF) to bridge the Rice University mathematics research community and Houston area mathematics teachers. Specifically, the project was designed to help teachers and administrators better understand the nature of mathematics, effective teaching and assessment of mathematics, and the importance of mathematics in society. To accomplish this, RUSMP developed long-term, intensive, training for teachers and administrators including full-day workshops, and opportunities for networking across schools and districts. All program funds were used to pay the salary of the Rice University School Mathematics Project Director. The Project Director served one-half time as the HISD Teacher Coordinator for mathematics and one-half time as the Director of the project and performed the following services and functions: 1) assisted HISD in the development and implementation of plans to improve mathematics instruction at selected, low performing schools; 2) interacted with the district's manager of secondary mathematics to assist in the implementation of school improvement plans; 3) assisted in the coordination of the project at the campus level; 4) provided support to participating teachers and their respective school administrators in the utilization of technology and manipulatives; 5) assisted in the development of an education network among participants to support the sharing of ideas and information; 6) disseminated information to project participants regarding local, state, and national reform efforts through workshops, newsletters, and other modes of communication; 7) provided a mathematics education resource center at Rice University; and 8) served as a content specialist and resource for mathematics education research.

### Needs Assessment

- The district needs to meet the staff development needs of prekindergarten through grade 12 mathematics teachers to implement the district's mathematics curriculum.
- The district needs to increase the number of teachers with substantive backgrounds in mathematics content and pedagogy.
- The district needs to help teachers increase student interest and achievement in mathematics.

### Program Goals

- To prepare all HISD students for success in postsecondary mathematics, as measured by increases in college readiness scale scores to 2300 on the mathematics TAKS.
- To improve the mathematical and pedagogical knowledge of prekindergarten through grade 12 mathematics educators to promote heightened student involvement and interest.
- To form a local mathematics education network to implement national, state, and local reform efforts in mathematics education and provide an awareness of minority and gender issues.

### Program Participants

**Population:** Mathematics teachers, Regional Office Mathematics Specialists.  
**Grade(s):** 6–12.  
**Location:** Rice University and various HISD secondary schools.

### Program Costs

Planning Allocation:	\$50,000	Actual Allocation:	\$50,000
Expenditures:	\$44,020	Percent of Allocation Utilized:	88.0%
Payroll Costs:	\$44,020	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** Mathematics.  
**Group(s):** All student groups.  
**Instrument/Measure(s):** TAKS; percentage of participation/usage; professional development evaluations; annual percentage of improvement.

**Secondary English or Spanish TAKS Mathematics Performance, 2008–2009**

<b>Grade</b>	<b>2008 Passing Standard</b>	<b>2009 Passing Standard</b>	<b>Change</b>	<b>2008 Commended</b>	<b>2009 Commended</b>	<b>Change</b>	<b>2008 Scale Score</b>	<b>2009 Scale Score</b>	<b>Change</b>
6	71	74	3	28	29	1	2226	2251	25
7	67	74	7	13	15	2	2175	2203	28
8	66	72	6	14	19	5	2181	2203	22
9	51	57	6	14	17	3	2113	2154	41
10	57	58	1	14	12	-2	2149	2152	3
11	78	80	2	22	26	4	2237	2155	18

**Findings**

- Program expenditures were spent to fund the Rice University Mathematics Project Director's salary. 88% percent of the program's budget was utilized.
- A duplicated total of 589 teachers and parents participated in at least one of 31 professional development activities offered by the program. However, documentation of program participation does not adequately differentiate between parents, HISD teachers, or participating teachers employed by other Texas school districts.
- A total of 311 (duplicated) students also had the opportunity to participate in program activities in which they received instruction from participating educators.
- Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by 1–7 percentage-points at each of the six secondary grade levels tested. For each grade level, between 57 percent (grade 9) and 80 percent (grade 11) of students passed the mathematics TAKS for the spring 2009 administration.
- Further, the percentage of students achieving commended performance increased by one to five percentage-points at five grade levels and declined by two percentage-points at one grade level, grade 10.
- Scale scores increased at all grade levels, ranging from an increase of three at grade 10 to 41 at grade 9.
- The program goal of increasing districtwide TAKS scale scores to 2300 was not achieved at any secondary grade level in mathematics.

**Discussion**

Program funds were used to pay the Rice University School Mathematics Project Director's salary. While this individual coordinated numerous professional development activities for HISD teachers, attendance of training sessions and activities was not limited to HISD personnel. Therefore, documentation of training attendance does not allow this report to determine the actual number of HISD personnel served by this program. Nevertheless, TAKS gains demonstrate that this program has had a positive impact on teacher learning and student academic achievement.

**Recommendations**

1. Develop and implement a system that will accurately record the number and identity of HISD personnel participating in training activities. Consider utilizing the existing e-Train system to document teacher attendance.
2. Consider expanding RUSMP's repertoire of workshops, extended courses, and training efforts focused on the use of technology in mathematics classes especially at the secondary level. Similarly, consider increasing the participation in RUSMP's mathematics programs, courses, and workshops based on teachers' requests and needs.
3. Consider having RUSMP Directors work with HISD's regional mathematics leaders to provide additional support to campuses in need of improvement.

## School Allocations

### Program Description

The purpose of the School Allocations program was designed 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 2007. 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 296 schools, 285 (96.3 percent) received 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:	\$4,952,300	Actual Allocation:	\$4,806,872
Expenditures:	\$3,732,334	Percent of Allocation Utilized:	77.6%
Payroll Costs:	\$2,208,134	Contracted Services:	\$413,859
Supplies and Materials:	\$423,723	Travel/Registration Fees:	\$686,618
Technology/related equipment:		Other:	

### 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 2008–2009 Title II, Part A School Allocations: Number of Campuses (N=285)

#### Student Groups

Regular	Bilingual	ESL	LEP	Gifted/Talented	Special Ed.	Other
259	158	200	200	188	193	16

#### Subject Area

Reading/ELA	Mathematics	Writing	Science	Social Sciences
165	203	36	122	19

#### Test or Area

TAKS	Stanford 10/ Aprenda	SAT	TPRI/ TejasLEE	High Frequency Word Eval.	Benchmarks	Common Assessments	Other
254	395	17	27	12	39	13	58

<b>Students and School Allocation Amounts by Grade Level Targeted for Achievement Gains, 2008–2009</b>				
<b>Grade Level</b>	<b>*Students</b>	<b>Percentage of District Population</b>	<b>**Allocation</b>	<b># Campuses Targeting Grade for Improvement<sup>^</sup></b>
Early Ed./Prekindergarten	16,715	8.4	\$402,693	103
Kindergarten	16,562	8.3	\$399,007	131
First	17,571	8.8	\$423,315	148
Second	16,739	8.4	\$403,271	148
Third	16,398	8.2	\$395,056	155
Fourth	15,264	7.7	\$367,736	155
Fifth	14,545	7.3	\$350,414	150
Sixth	13,046	6.5	\$314,300	59
Seventh	12,587	6.3	\$303,242	50
Eighth	12,891	6.5	\$310,566	52
Ninth	15,764	7.9	\$379,782	37
Tenth	12,255	6.1	\$295,244	38
Eleven	9,752	4.9	\$234,942	39
Twelfth	9,435	4.7	\$227,305	34
<b>Total</b>	<b>199,524</b>	<b>100.0</b>	<b>\$4,806,872</b>	
*Based on student enrollment by grade level from the PEIMS Data file (2/03/2009) 2008–2009. **Estimate based on grade level percentage of district population multiplied by total district allocation. ^N=280 Based on Available 2008–2009 Campus Descriptions				
<b>Findings</b>				
<ul style="list-style-type: none"> <li>Program expenditures were primarily used to fund payroll costs including \$221,796 to provide substitute teachers for teachers attending training activities during the normal school day.</li> <li>A total of 98 teacher positions, one content specialist, one instructional coordinator, and one literacy coach were funded through school based programs (see <b>Appendix O</b>).</li> <li>Additional program expenditures were used to pay travel and registration fees (\$686,618), contracted services (\$386,859), and supplies and materials (\$423,723). Over 77 percent of the programs budget allocation was utilized.</li> <li>In HISD, 285 campuses qualified for and received Title II, Part A School Allocation program funds; however, only 280 schools submitted campus descriptions</li> <li>Regular education (N=259) was the largest student group targeted for academic gains, followed by limited English proficient (LEP) students (N=200), and English as a second language (ESL) (N=200). Special education, gifted/talented, and bilingual students were identified for gains by the next largest group of principals (N=193, N=188, N=158, respectively). Mathematics (N=203) and reading/English language arts (N=165) gains were targeted for program impact by the largest number of campuses, followed by science (N=122), writing (N=36), and social sciences (N=19).</li> <li>Campuses overwhelmingly targeted the TAKS (N=254) and Stanford 10/Aprenda (N=251/144) assessments for academic improvements. Benchmarks, TPRI/Tejas Lee, the SAT, Common Assessments, and High Frequency Word Evaluations (N=39, N=27, N=17, N=13, and N=12, respectively) followed in the number of campuses that targeted these areas for improvement. 58 campuses identified other areas, e.g., grades, as targeted areas of improvement. Campuses were not required to provide documentation confirming which subjects, student groups, or standardized assessments were actually targeted by their 2008–2009 Title II, Part A expenditures.</li> </ul>				
<b>Discussion</b>				
<p>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 slightly positive trend in the 2009 campus level performance, overall, as compared to 2008 results. Specifically, TAKS gains were achieved by 66.5 percent of the campuses in mathematics, 63.9 percent in reading/English language arts, 59.6 percent in science, 54.1 percent in writing, and 52.3 percent in social studies. Overall, 67.9 percent of the campuses showed gains on all tests taken.</p>				
<b>Recommendation</b>				
Collect information that can be used to compare the original planning goals of campus based programs to the actual implementation of these programs.				

## Science–Elementary

### Program Description

The Science–Elementary program provided leadership, technical support, and content expertise for the implementation of prekindergarten through 5<sup>th</sup> grade science curriculum, instruction, and assessment resources. Regional, feeder pattern, and campus level training opportunities were offered to 50 intern teachers (year 1), 22 catalyst teachers (year 2), and 183 principals/assistant principals focusing on the use of materials and equipment, research-based processes and strategies, and support for the implementation of the district's science curriculum. 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 Rice Model Science Lab Manager 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 Educational Outreach Department.

### 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):** Prekindergarten through 5.

**Location:** 183 elementary schools

### Program Costs\*

Planning Allocation:	\$900,000	Actual Allocation:	\$727,912
Expenditures:	\$724,051	Percent of Allocation Utilized:	99.5%
Payroll Costs:	\$230,146	Contracted Services:	\$480,000
Supplies and Materials:	\$8,556	Travel/Registration Fees:	\$5,349
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Secondary Science budget except planning allocation

### 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 Science Professional Development Course Offerings and Attendance, 2008–2009

Course Number	Course Description	Number of Educators in Attendance
CU1359	ESML Catalysts Only (1 Session)	24
CU1360	ESML Interns Only (1 Session)	64
CU1663	MTG: SLLC Catalysts (1 Session)	24
CU1664	MTG: SLLC Catalysts - Fall 2 (1 Session)	19
CU1666	MTG: SLLC Interns - October (3 Sessions)	51
CU1759	MTG: SLLC Interns - Spring (6 Sessions)	100
CU1807	MTG: SLLC Catalysts - Spring 2 (2 Sessions)	42
<b>Total (duplicated)</b>		<b>324</b>
<b>Total (unduplicated)</b>		<b>89</b>

**Elementary Environment/Science Stanford 10 Student Performance (All Non-Special Education), 2008–2009**

<b>Grade</b>	<b>2008 NCE</b>	<b>2009 NCE</b>	<b>Change</b>
1	44	47	3
2	48	51	3
3	48	51	3
4	50	50	0
5	51	57	6

**Elementary English or Spanish TAKS Science Performance, 2008–2009**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2008</b>	<b>2009</b>	<b>Change</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
5-English	82	85	3	34	41	7
5-Spanish*	49	41	-8	7	10	3

\* N tested: 2008=76, 2009=39

**Elementary English or Spanish Economically Disadvantaged TAKS Science Performance, 2008–2009**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2008</b>	<b>2009</b>	<b>Change</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
5-English	79	83	4	30	36	6
5-Spanish*	53	39	-14	7	11	4

\* N tested: 2008=68, 2009=38

**Findings**

- Actual budget allocations and expenditures were combined with the Secondary Science program; therefore detailed expenditures for this program cannot be specified.
- One Rice model science lab manager and 1 content specialist position were funded through this program.
- The model science lab manager and the content specialist were both responsible for conducting training activities provided by this program. Further, the content specialist was tasked with developing and revising district curriculum documents and resources. These resources provided teachers with best instructional practices and strategies.
- A total of 15 training sessions were conducted with an unduplicated count of 89 (324 duplicated) educators attended training activities
- Districtwide performance on the environment/science subtest of the Stanford 10, as measured by NCEs, reveals an increase of six NCEs at grade 5, gains of three NCE's at grades 1 through 3, and grade four remained constant.
- Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by three percentage points on the grade 5 English TAKS and declined by eight percentage points on the Spanish version. Further, the percentage of students achieving commended performance on the science subtest increased by seven and three percentage points on the English and Spanish versions, respectively.
- The districtwide TAKS science performance gap for economically disadvantaged students was two percentage points for both the English and Spanish test versions.

**Discussion**

This program provided teachers with instructional support via contracted services and through the two employees funded through this position. An array of professional development activities were offered and attended by district science instructors. Services and support were provided continually throughout the academic year. Additionally, the content specialist was responsible for creating teacher resources used to enhance teacher content knowledge and instructional practices. An explanation of the role played by hourly lecturers hired on behalf of this program was not provided. Therefore, the impact that these individuals had on teacher or principal training, recruitment, or retention remains unclear. Districtwide performance on the environment/science subtest demonstrated a positive potential impact of program activities on student achievement.

**Recommendations**

1. Continue to target science TAKS and Stanford 10 performance with initiatives developed in 2008–2009.
2. Obtain formal feedback on all program training sessions; consider an automated format, e.g., Survey Monkey

## Science—Secondary

### Program Description

The Science—Secondary program provided leadership, technical support, and content expertise for the implementation of the district's science curriculum, instruction, and assessment resources in grades 6–12. A critical component of the program is the development of middle and high school teachers' abilities to implement the district's science curriculum using a variety of strategies, appropriate equipment, materials, supplies, and resources aligned to the curriculum and district and state assessments. Program administrators conducted science curriculum resource development involving the interpretation of state and local curriculum, translation into frameworks for lessons, and content-specific technical assistance. One Secondary Science Specialist position was funded through this program. Program training activities provided to teachers, content specialists, department chairs, and campus administrative teams focused on best practices and pedagogy; TEA specifications for TAKS, TEKS, and special populations; and local and state science initiatives.

### Needs Assessment

- The district needs to improve science TAKS passing rates at grades 10 and 11 to ensure that students are able to meet this graduation requirement.
- The district needs to reduce achievement gaps among various student populations on the grades 10 and 11 science TAKS.

### Program Goal

- To improve student academic achievement through the provision of curriculum resources and teacher training.

### Program Participants

**Population:** Teachers and principals.  
**Grade(s):** 6–12.  
**Location:** Various HISD locations.

### Program Costs\*

Planning Allocation:	\$98,778	Actual Allocation:	\$727,912
Expenditures:	\$724,051	Percent of Allocation Utilized:	99.5%
Payroll Costs:	\$230,146	Contracted Services:	\$480,000
Supplies and Materials:	\$8,556	Travel/Registration Fees:	\$5,349
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Elementary Science budget except planning allocation

### Expected Program Outcomes

**Improved Subject(s):** Science  
**Group(s):** All students; Selected students participating in Science, Technology, Engineering, and Mathematics (STEM) programs.  
**Instrument/Measure(s):** TAKS and Stanford 10; Pre/post tests; Percentage of participation/usage; Professional development evaluations; annual percentage of improvement.

### Secondary Science Professional Development Course Offerings and Attendance, 2008–2009

Course Number	Course Description	Number of Educators in Attendance
CU1685	Meeting: Science Fair-Secondary	72
CU1687	Science 6-12 CBA Review	44
CU1692	Secondary Science Collaborative	173
CU1694	5E Instructional Model Science 6-12	28
<b>Total (duplicated)</b>		<b>317</b>
<b>Total (unduplicated)</b>		<b>176</b>

**Secondary Science Stanford 10 Student Performance (All Non-Special Education), 2008–2009**

Grade	2008 NCE	2009 NCE	Change
6	50	51	1
7	48	56	8
8	53	54	1
9	48	52	4
10	49	51	2
11	55	53	-2

**Secondary English or Spanish TAKS Science Performance, 2008–2009**

Percent Met Standard				Percent Commended		
Grade	2008	2009	Change	2008	2009	Change
8	60	66	6	15	18	3
10	55	55	0	11	9	-2
11	78	83	5	10	16	6

**Findings**

- Actual budget allocations and expenditures were combined with the Elementary Science program; therefore detailed expenditures for this program cannot be specified.
- One content specialist positions was funded through this program. The content specialist was tasked with developing and revising district curriculum documents and resources.
- Professional development workshops targeted TAKS objectives that HISD students scored the lowest on for the previous school year. In addition, middle and high school department chairpersons were surveyed to identify other areas of greatest need to be addressed by professional development activities.
- A total of four training activities were conducted and an unduplicated count of 176 (317 duplicated) educators attended training activities.
- Districtwide performance on the environment/science subtest of the Stanford 10, as measured by NCEs, reveals improvements of 1-8 NCEs at grades 6-10 and a decrease of 2 NCEs at grade 11.
- Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by six points at grade 8, and five points at grade 11. The percentage passing was unchanged for grade 10. Further, the percentage of students achieving commended performance increased by three points at grade 8, and six points at grade 11. The percentage commended at grade 10 declined by two points.

**Discussion**

The Science–Secondary program provided teacher training opportunities through the provision of a content specialist. The content specialist was responsible for developing documents and resources that teachers could use to improve their instructional practices. Several training opportunities were provided for secondary science educators. Student academic growth as measured by Stanford 10 NCEs showed improvement at five of six grade levels and the percentage of secondary students passing and the percentage of students achieving commended performance on the TAKS science subtest increased at two of three grade levels.

**Recommendation**

Based on observed performance gains this year, continue to target science TAKS and Stanford 10 performance, by continuing the specific types of training provided during 2008–2009.



## 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 2008–2009, teachers who reported to their classrooms as of August 2008 received the first portion of the incentive in September 2008. Teachers who entered their classrooms in August 2007 also received the second portion of the incentive in April of 2009.

### 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 (1<sup>st</sup> or 2<sup>nd</sup> year).

**Grade(s):** Prekindergarten through 12.

**Location:** Not Applicable; no training involved.

### Program Costs

Planning Allocation:	\$1,700,000	Actual Allocation:	\$1,700,000
Expenditures:	\$1,474,609	Percent of Allocation Utilized:	86.7%
Payroll Costs:	\$1,474,609	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### 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, 2008–2009

Teaching Assignment	Number of Year 1 Recipients	Year 1 Bonus Amount	Total Year 1 Payout	Year 2 Bonus Amount (Paid 2008–2009)	Year 2 Anticipated Payout
Bilingual	37	\$5,000	\$146,203	\$2,000	\$90,000
ESL	40	\$5,000	\$120,700	\$2,000	\$67,500
Math	50	\$6,000	\$195,134	\$2,000	\$64,000
Science	30	\$6,000	\$112,690	\$2,000	\$56,000
Spanish	8	\$5,000	\$24,000	\$2,000	\$10,000
Special Ed	62	\$5,000	\$183,866	\$2,000	\$58,000
Core Subject	107	\$3,000	\$160,363	\$1,500	\$108,000
<b>Total</b>	<b>334</b>		<b>\$942,956</b>		<b>\$453,500</b>

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

**Findings**

- All expenditures accrued by this program were used for payroll costs. Over 86 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 1–4 and 4–8, 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 334 first year teachers who were hired for various educational programs including core subjects (32 percent), bilingual (11 percent), mathematics (15 percent), special education (19 percent), science (9 percent), ESL (12 percent), and Spanish (2 percent).
- A retention incentive was also paid to 324 second year teachers who were hired to the previously mentioned subject areas.

**Discussion**

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 334 fully certified teachers and retain another unspecified number of 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.

**Recommendation**

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.

## Social Studies–Elementary

### Program Description

The Social Studies–Elementary program provided leadership and support for the creation and implementation of the district’s CLEAR curriculum in grades Prekindergarten through five. The Social Studies Manager and Specialist provided professional development and instructional assistance in the implementation of existing curriculum resources and support for a process of systematic review, revision, and implementation of such resources. Schools previously receiving a rating of “low performing” based on TAKS reading scores were offered additional support through this program. Program administrators determined that funds would be used to target elementary campuses with low TAKS reading scores since social studies is not tested on TAKS at the elementary grades, and there is a strong connection between the social studies and reading skills taught at these grades. Program funds were used to: provide workshops for elementary school teachers targeting the building of social studies content knowledge and the effective integration of social studies with other content areas, especially reading/language arts; support focus groups of teachers to review and improve social studies curriculum materials; support consulting services; provide extra-duty pay for participating teachers; and develop materials providing connections for students and teachers in the areas of skills development, content literacy, writing, and research.

### Needs Assessment

- The district needs to incorporate interdisciplinary connections into existing elementary social studies curriculum documents.
- The district needs to increase content knowledge among teachers of elementary social studies.

### Program Goals

- To provide curriculum and supplemental resources for elementary school teachers.
- To enhance teacher skills through targeted professional development addressing effective teaching strategies and research-based best practices.

### Program Participants

**Population:** Teachers.  
**Grade(s):** Prekindergarten through 5.  
**Location:** Various HISD locations.

### Program Costs\*

Planning Allocation:	\$75,000	Actual Allocation:	\$150,011
Expenditures:	\$95,988	Percent of Allocation Utilized:	64.0%
Payroll Costs:	\$87,899	Contracted Services:	\$4,608
Supplies and Materials:	\$3,481	Travel/Registration Fees:	
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Secondary Social Studies budget except planning allocation

### Expected Program Outcomes

**Improved Subject(s):** Social Studies.  
**Group(s):** All student groups.  
**Instrument/Measure(s):** Stanford 10; Percentage of participation/usage; Professional development evaluations; Annual percentage of improvement.

### Elementary Social Studies Professional Development Course Offerings and Attendance, 2008–2009

Course Number	Course Description	Number of Educators in Attendance
CU1511	Social Studies Elementary Saturday Expo 1 Workshop	52
CU1761	Social Studies Elementary Saturday Expo 2 Workshop	40
PD0912	Power Up - Social Studies PK-5	127
	<b>Total (duplicated)</b>	<b>219</b>
	<b>Total (unduplicated)</b>	<b>203</b>

**Elementary Social Science Stanford 10 Student Performance (All Non-Special Education), 2008–2009**

<b>Grade</b>	<b>2008 NCE</b>	<b>2009 NCE</b>	<b>Change</b>
3	44	46	2
4	46	47	1
5	46	47	1

**Findings**

- Actual budget allocations and expenditures were combined with the Secondary Social Studies program; therefore detailed expenditures for this program cannot be specified.
- Two Saturday workshops were conducted with 92 educators in attendance and 127 educators participated in training using HISD Power Objectives. An unduplicated count of 203 (219 duplicated) educators attended training activities.
- The pilot program targeting five elementary schools with low TAKS reading scores was not implemented so it was not possible to assess the relationship between changes in reading performance on the TAKS and changes in social studies subtest performance.
- Districtwide performance on the social sciences subtest of the Stanford 10, as measured by NCEs, reveals an increase of one to two NCEs at grades 3–5.

**Discussion**

This program primarily provided instructional resources and training in the use of these for elementary teachers of social studies. Specifically, program personnel worked to train elementary social studies lead teachers on best instructional practices. Additional support was provided to specific campuses. Several training activities were offered throughout the school year, and teachers were given extra duty pay to attend sessions that were conducted outside of normal school hours. Districtwide performance on the Stanford 10 social science subtest increased at all three elementary grade levels tested. However, the elementary social science content tested on the Stanford 10 does not necessarily correlate to the TEA mandated curriculum for the corresponding grade and subject levels. Nevertheless, any decline in performance should be of concern to district instructional leaders.

**Recommendations**

1. Consider expanding the program to more educators.
2. Fully implement the pilot program.

## **Social Studies–Secondary**

## Program Description

The Social Studies—Secondary program provided leadership and technical support for the implementation of the district’s CLEAR curriculum in grades 6–12. One Social Studies Specialist position was funded through this program. The Social Studies specialist provided professional development and technical assistance in the creation of online curriculum resources. Further, the Social Studies Specialist worked to integrate social studies curriculum resources with other disciplines to provide connections for students and teachers, particularly in the areas of skills development, content literacy, text structure, expository writing, and research methodology. Schools previously identified as “academically unacceptable” were offered additional support through this program. Program funds also supported consultants and professional development related to the improved use of data, the effective use of curriculum resources, literacy initiatives, and high school reform initiatives.

## Needs Assessment

- The district needs to enhance teacher effectiveness for those teaching secondary social studies courses.
- The district needs to provide social studies curriculum and supplemental resources.
- Various HISD secondary schools need improvement, intervention, and/or restructuring support.
- The district needs to incorporate interdisciplinary connections between literacy and social studies into existing secondary social studies curriculum documents.

## Program Goals

- To increase teacher content knowledge of those teaching secondary social studies courses.
- To provide professional development on effective teaching strategies and research-based best practices.
- To provide targeted technical assistance and content support to secondary social studies teachers.

## Program Participants

**Population:** Teachers.  
**Grade(s):** 6–12.  
**Location:** Various HISD locations.

### Program Costs\*

Planning Allocation:	\$75,000	Actual Allocation:	\$150,011
Expenditures:	\$95,988	Percent of Allocation Utilized:	64.0%
Payroll Costs:	\$87,899	Contracted Services:	\$4,608
Supplies and Materials:	\$3,481	Travel/Registration Fees:	
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Elementary Social Studies budget except planning allocation

### Expected Program Outcomes

<b>Improved Subject(s):</b>	Social Studies.
<b>Group(s):</b>	All students; Hispanic; LEP; African American
<b>Instrument/Measure(s):</b>	TAKS and Stanford 10; Percentage of participation/usage; Professional development evaluations; and Annual percentage of improvement.

## Secondary Social Studies Professional Development Course Offerings and Attendance, 2008–2009

Course Number	Course Description	Number of Educators in Attendance
	Documentation not provided	

**Secondary Social Science Stanford 10 Student Performance (All Non-Special Education), 2008–2009**

<b>Grade</b>	<b>2008 NCE</b>	<b>2009 NCE</b>	<b>Change</b>
6	44	45	1
7	46	50	4
8	49	47	-2
9	45	43	-2
10	50	51	1
11	54	56	2

**Secondary English or Spanish TAKS Social Studies Performance, 2008–2009**

<b>Percent Met Standard</b>				<b>Percent Commended</b>		
<b>Grade</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>	<b>2008</b>	<b>2009</b>	<b>Change</b>
8	88	89	1	30	33	3
10	84	87	3	25	30	5
11	95	96	1	33	42	9

**Findings**

- Actual budget allocations and expenditures were combined with the Elementary Social Studies program; therefore detailed expenditures for this program cannot be specified.
- Districtwide performance on the social sciences subtest of the Stanford 10, as measured by NCEs, reveals improvements of four NCEs at grade 7, two NCEs at grade 11, and one NCE at grades 6 and 10. There was a decrease of two NCEs at grades 8 and 9.
- Districtwide performance on the TAKS social studies subtest revealed that the percentage of students passing increased by three points at grade 10, and one point at grades 8 and 11. Further, the percentage of students achieving commended performance increased by nine points at grade 11, five points at grade 10, and three points at grade 8.

**Discussion**

This program provided one full-time content specialist tasked with creating and revising curriculum, instruction, and assessment resources; incorporating research-based instructional best practices into existing resources; and planning and conducting professional development activities in the utilization of these documents and resources. End-of-year documentation pertaining to program outcomes including staff development provided was not submitted. Information regarding needs assessment and program goals was obtained from the implementation report submitted in the fall of 2008.

**Recommendation**

The program administrator needs to provide adequate documentation of program activities.

## TAKS 915 Stipend

### Program Description

Throughout the district, a need exists to provide special support to high school seniors who are at risk for dropping out due to not meeting the passing standard on one or more of the TAKS subtests. The TAKS 915 Summer School program was named for the 915 seniors who needed to pass one or more core subjects on the Exit TAKS examination in June of 2005 to graduate from high school. This Title II, Part A intervention program was designed to provide strong, intensive academic instruction to seniors who were slated to graduate in the spring of the year. The current report reflects programming offered during June and July in the summer of 2008. Selected master teachers were compensated an extra \$100 for each 12<sup>th</sup> grader who received TAKS summer school instruction and who subsequently passed the identified section(s) of the TAKS test required for graduation. The stipend was paid to teachers in Title I, Part A and non-Title I, Part A extended-year summer program schools. The fundamental objective of the program was to create an opportunity for previously struggling seniors to pass the portion(s) of the TAKS test that had previously been an obstacle to high school completion. The additional instruction allowed some of the district's seniors to successfully achieve a passing score on TAKS in the identified core content area(s) and graduate from high school in the same year that they were scheduled to complete school. While not formally funded in 2008–2009, funds remaining from the previous academic year were utilized.

### Needs Assessment

- The district needs to provide additional instructional support to 12<sup>th</sup> graders who are identified as failing one or more portions of the April retest TAKS, in preparation for the July TAKS test.
- The district needs to provide additional support to 12<sup>th</sup> graders who are at risk for dropping out of school due to failing TAKS.

### Program Goals

- To improve student achievement for 12<sup>th</sup> grade students who failed TAKS in reading, mathematics, science, and/or social studies.

### Program Participants

**Population:** Seniors who in June 2008 needed to pass one or more portions of TAKS to graduate the same year.  
**Grade(s):** 12<sup>th</sup> Grade.  
**Location:** Various high school campuses.

### Program Costs

Planning Allocation:	\$0	Actual Allocation:	\$20,073
Expenditures:	\$9,245	Percent of Allocation Utilized:	46.1%
Payroll Costs:	\$9,245	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All core content areas.  
**Group(s):** Seniors taking TAKS summer school course(s).  
**Instrument/Measure(s):** TAKS.

### TAKS 915 Project Students Participating and Students Passing Summer 2008, and Stipends Paid During 2008–2009

TAKS Subtest	Students in Program	Students Taking Test	Students Not Taking Test	Students Passing	Percent Passing	Stipends Paid
Reading/ELA	2	1	1	1	100.0	\$100
Mathematics	46	37	9	37	100.0	\$3,700
Social Studies	1	0	1	0	-	-
Science	35	33	2	33	100.0	\$3,300
<b>Duplicated Total</b>	<b>84</b>	<b>71</b>	<b>13</b>	<b>71</b>	<b>100.0</b>	<b>\$7,100</b>

**Findings**

- A total of 30 teachers from 16 schools were eligible to receive a stipend through this program for the current school year.
- Master teachers taught summer school for intensive TAKS support to seniors in all core subject areas at 16 high schools.
- Each school provided between one and six teachers for TAKS instruction.
- The table above reveals the level of program success, with 100.0 percent of the testing seniors passing the mathematics, science, and reading/ELA subtests.
- **Appendix P** presents data by school and subject area.
- Participating teachers taught from one to 8 students and received a \$100 stipend for each summer school senior who received their instruction, and subsequently passed the Exit Level TAKS. Successful teachers received from \$100 (N=7) to \$800 (N=1) stipends. Additional stipends paid were \$200 (N=7), \$300 (N=3), \$400 (N=4), \$500 (N=2), \$700 (N=1). Five teachers received no stipends, as their students did not pass the TAKS.
- Available budget data revealed that a total of \$20,073 carried over from 2007–2008 was available for this program. Documentation from the HISD External Funding Department indicated that \$9,245 were spent on stipends to qualifying teachers. This includes \$7,100 in actual stipends plus associated payroll expenses.

**Discussion**

This program provided a monetary stipend to summer school teachers tasked with providing instruction to seniors who had previous been unable to pass at least one subtest of the TAKS. Students failing one or more portions of the TAKS are unable to graduate and are therefore at-risk for dropping out. This program has demonstrated success in its ability to achieve success with 100.0 percent of students passing each TAKS subtest.

**Recommendation**

Continue to ensure that all program funds expended on behalf of this program are utilized in a manner that is consistent with the program description and documentation of program activities.



## Teach For America Recruitment

### Program Description

- Throughout the country, a need exists to recruit and retain highly qualified teachers to support class sizes that are appropriate for heightened student achievement. As the need for classroom teachers grows, HISD continues to explore avenues for teacher recruitment. Teach for America (TFA) is a national teacher corps of outstanding college graduates who commit to teaching in urban or rural schools as part of the AmeriCorps Program. Additionally, some corps members remain in the district and are accepted into the Alternative Certification Program (ACP) as interns until they complete the requirements for Texas teacher certification. One strategy to increase teacher recruitment has been to increase the number of TFA corps members recruited and accepted into the ACP. The ACP interns in TFA received additional professional development support and mentoring by TFA staff. The TFA Recruitment program recruited 267 corps members in their first or second year of teaching and provided training to help them become highly qualified. Professional development activities were provided throughout the year in core subject areas to meet highly qualified teacher requirements and to meet the needs of diverse groups of learners. The TFA summer institute prepares corps members to be highly effective teachers while measurably increasing the academic performance of children in their summer school classrooms. In the mornings and early afternoons, corps members teach in a district summer school program under the close supervision of veteran educators. These include teachers from the hosting school district and TFA instructional staff. In the late afternoons and evenings, corps members participate in interactive courses and clinics to build knowledge, deepen skills, and apply learning to upcoming teaching. Although there is little formal programming on weekends, corps members usually find it important to do lesson planning and preparation on Saturdays and Sundays, or to study for and take any required tests for their fall placements. TFA instructors observe every corps member several times each week, provide them with written feedback, and engage in debrief conversations to help them refine their teaching practice.

### Needs Assessment

- The district needs alternative teacher certification activities to meet the “Highly Qualified” teacher requirements.

### Program Goal

- To recruit and train up to 300 corps members in their first or second year of teaching.

### Program Participants

**Population:** College graduates committed to teaching in HISD.  
**Grade(s):** Kindergarten through 12.  
**Location:** Various training sites; Title I schools.

### Program Costs

Planning Allocation:	\$600,000	Actual Allocation:	\$600,000
Expenditures:	\$534,000	Percent of Allocation Utilized:	89.0%
Payroll Costs:		Contracted Services:	\$534,000
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All core content areas.  
**Group(s):** All student groups at selected Title I campuses.  
**Instrument/Measure(s):** Professional development training and classroom support provided to 100% of recruited TFA corps members; Teacher retention data.

### Findings

- TFA program provided funds for the recruitment and support of 267 TFA corps members in either their first or second year of teaching in high need schools in HISD.
- A total of \$2,000 was spent on behalf of each teacher. Participating teachers participated in a five week summer institute, received ongoing support from TFA staff members, and were provided with 7 days of professional development activities on Saturdays throughout the school year.
- The summer institute provides recruits with the following five courses: classroom management and culture, instructional planning and delivery, teaching as leadership, elementary and secondary literacy, diversity and community, and achievement and learning theory. Summer institute attendance is mandatory for all corps members as it replaces part of the HISD Alternative Certification Program’s pre-service training.
- The program’s calendar of events and support activities ran from September 2008 through May 2009. Activities included, but were

**Findings (continued)**

not limited to, Professional Development Seminar #1–#5, Formal Cycles, Content Team Meetings, a National Alumni Summit, and Support from the Program Directors through one-on-one meetings, and classroom observations. In addition, as a part of professional development programming, corps members taught summer school under the supervision of HISD teachers the summer before entering the classroom in the fall.

- Documentation of TFA corps members' attendance of Saturday training activities was not provided.

**Discussion**

The TFA Recruitment program was used to fund contracted services with the TFA organization. TFA placed top college graduates as teachers in HISD. For the current school year, HISD was able to employ 267 TFA corps members, falling short of the goal of 300. TFA provided ongoing training and observation of their recruits as partial fulfillment of their alternative certification requirements. Corps members also participated in a summer pre-service institute also funded through Title II, Part A. Documentation of attendance in all TFA training was not provided; however, TFA verifies that all recruits have completed the pre-service summer institute. By participating in this partnership, HISD has ensured that it recruits those college graduates with the best credentials to fill its teaching vacancies.

**Recommendations**

1. Renegotiate the contractual relationship with Teach For America to ensure that adequate documentation is provided to HISD by the organization to document attendance of corps members in all required training activities.
2. Determine program changes needed to meet the goal of employing 300 TFA corps members.

## Teach For America Summer School

### Program Description

Throughout the country, a need exists to provide highly qualified teachers to support class sizes that are appropriate for heightened student achievement. As the need for classroom teachers grows, HISD continues to explore avenues for teacher recruitment. Teach for America (TFA) is a national teacher corps of outstanding college graduates who commit to teaching in urban or rural schools as part of the Americorps Program. The TFA summer program was a recruitment effort used to staff Title I schools with TFA interns who were scheduled to become part of the HISD Alternative Certification Program (ACP) and complete the No Child Left Behind highly qualified teacher requirements, including the Texas teacher certification program. Several HISD summer schools serve as sites for the national TFA summer training program. The primary goal of the TFA Summer School program was to provide pre-service training for TFA corps members in high need schools while providing summer school instruction for HISD students. Sustained professional development activities were made available to train highly qualified teachers for improved student achievement. The Teach for America Houston 2008 Summer Institute was scheduled to be an intensive five-week training program designed for beginning urban and rural public school teachers. Many of the Institute's instructors were alumni. The Institute's curriculum incorporated recent pedagogical research and TFA's eighteen years of training teachers to attain significant academic gains with students in under-resourced schools. Prior to the Institute, corps members were expected to review the curriculum, engage in ten observation activities in public school classrooms, and respond to related questions.

### Needs Assessment

- The district needs summer, alternative teacher certification activities for TFA corps members.
- The district needs pre-assignment training for TFA corps members teaching in high-need schools.

### Program Goals

- To provide professional development to TFA interns to meet highly qualified teacher requirements.
- To provide professional development in core subject areas.
- To provide professional development to help teachers meet the needs of diverse student populations.

### Program Participants

**Population:** College graduates committed to teaching in HISD.  
**Grade(s):** Kindergarten through 12.  
**Location:** Various locations.

### Program Costs

Planning Allocation:	\$241,000	Actual Allocation:	\$241,000
Expenditures:	\$12,611	Percent of Allocation Utilized:	5.2%
Payroll Costs:		Contracted Services:	
Supplies and Materials:	\$12,611	Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All core content areas.  
**Group(s):** All student groups at selected Title I campuses.  
**Instrument/Measure(s):** Completion of intensive five-week training program and completion of first year of teaching.

### Findings

- This program utilized 5.2 percent of its total budget allocation, with all expenditures for supplies and materials.
- Corps members taught summer school students for approximately two hours each day, under the supervision of experienced teachers. For the first hour, most corps members worked directly with four to five students to build skills in mathematics and literacy, which also builds the teacher's skills for facilitating student group work. For the second hour, corps members led a full class lesson, which also built the teacher's skills in delivering lessons and managing the classroom.

### Discussion

For the current school year, HISD was able to employ 278 TFA corps members. Prior to their employment with HISD, recruits taught summer school classes under the supervision of veteran teachers within HISD. TFA required participation in the pre-service summer

institute and summer school teaching assignment as partial fulfillment of their alternative certification requirements. Documentation of attendance in all TFA training was not provided; however, TFA verifies that all recruits have completed the pre-service summer institute. By participating in this partnership, HISD has ensured that it recruits and provides pre-service training to those college graduates with the best credentials to fill its teaching vacancies.

**Recommendations**

1. Renegotiate the contracted services with Teach For America to ensure that adequate documentation is provided to HISD by the organization to document attendance of corps members in all required training activities.
2. Document veteran teacher supervision of corps members to ensure that all recruits have completed their pre-service teaching assignments and that they have been supervised appropriately.

## Texas High School Project

### Program Description

The Texas High School Project (THSP) is a public-private partnership committed to increasing high school graduation rates and subsequent enrollment in college for every Texas community. The project is dedicated to ensuring that all Texas students leave high school prepared for college and career success in the 21<sup>st</sup> century economy. Funds are primarily made available through generous donations from the Texas Education Agency, the Office of the Governor, the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, Wallace Foundation, and others. The project supports four major initiatives: Creating New High School Models, Leadership Innovations, Student Programs, and Texas Science Technology Engineering and Mathematics Initiative (T-STEM). Project efforts target urban areas, districts along the Texas-Mexico border, and minority and economically disadvantaged students. Implementation and end-of-year reports documenting program activities were not submitted. Needs assessment and program goals are based on information submitted to External Funding in the fall of 2008.

### Needs Assessment

- The HISD graduation rate needs to be improved.
- Student success on TAKS and preparation for postsecondary education or training needs improvement, especially among minority and economically disadvantaged students.

### Program Goals

- To prepare all HISD students for college, career success, and to be contributing members of their community.
- To increase graduation rates for HISD students focusing on reducing the minority and economically disadvantaged student gap.

### Program Participants

**Population:** 5,096 high school students.  
**Grade(s):** 9–12.  
**Location:** Austin, Furr, Jones, & Worthing High Schools

### Program Costs

Planning Allocation:	\$183,000	Actual Allocation:	\$183,000
Expenditures:	\$158,689	Percent of Allocation Utilized:	86.7%
Payroll Costs:		Contracted Services:	
Supplies and Materials:	\$158,500	Travel/Registration Fees:	
Technology/related equipment:		Other:	\$188

### Expected Program Outcomes

**Improved Subject(s):** All Core Subjects.  
**Group(s):** All students at Austin, Furr, Jones, and Worthing High Schools.  
**Instrument/Measure(s):** TAKS; Graduation Rate.

### Findings

- Program expenditures were utilized to primarily to fund payroll costs (\$158,500) and 86.7 percent of the program budget was utilized.
- One executive principal and one secretary position were funded through this program.
- Requests for documentation of program activities were made to the program administrator; however, no documentation was submitted on behalf of this program for the current year.

### Discussion

Program expenditures were used to fund payroll costs; however, no documentation was provided to indicate that these expenditures supported the purposes or fulfilled the requirements of Title II, Part A.

### Recommendation

Reconsider the decision to fund this program through the Title II, Part A fund unless program administrators can ensure that educator training, retention, or recruitment efforts will actually occur and be the focus of the program during the current academic year.

## APPENDICES



## Appendix A

### Title I Authorized Uses of Funds, 2008-2009

---

1. 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.
  2. 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.
  3. Instruction by highly qualified teachers.
  4. 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.
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
  7. 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.
  8. 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.
  9. 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

**Title II, Part A Program Budgets and Expenditures for Implemented and Non-Implemented Programs, 2007–2008**

	<b>Planning Budget</b>	<b>Actual Allocation</b>	<b>Actual Expenditures</b>	<b>Available Budget</b>
AP Strategies	\$740,992	\$740,992	\$377,186	\$363,806
ASPIRE Professional Development	\$1,304,405	\$1,304,405	\$978,084	\$326,321
Assessment Training	\$1,000,000	\$1,000,000	\$0	\$1,000,000
BROAD Candidate	\$52,000	\$52,000	\$0	\$52,000
ELA–Elementary	\$75,000	\$75,000	\$71,114	\$3,886
ELA–Secondary	\$75,000	\$75,000	\$76,034	-\$1,034
Executive Principal Incentive	\$570,000	\$570,000	\$205,225	\$364,775
General Administration*	\$339,036	\$408,543	\$292,187	\$116,356
General Staff Development	\$1,302,092	\$1,302,092	\$1,297,817	\$4,275
High School Incentive	\$300,000	\$300,000	\$163,998	\$136,002
Highly Qualified Teachers Lowest Percent	\$250,000	\$250,000	\$248,033	\$1,967
Just For The Kids–Elementary School	\$1,145,200	\$1,145,200	\$1,108,774	\$36,426
Just For The Kids–Middle School	\$784,000	\$784,000	\$779,176	\$4,824
Leadership Development	\$1,874,000	\$1,874,000	\$1,875,188	-\$1,188
Lexile Initiative	\$106,000	\$106,000	\$103,012	\$2,988
Literacy Initiative	\$833,074	\$833,074	\$125,532	\$707,542
Mathematics–Elementary	\$156,300	\$146,040	\$139,711	\$6,329
Mathematics–Secondary	\$156,300	\$166,560	\$134,547	\$32,013
New Teacher Induction–ABRAZO	\$4,000,000	\$4,000,000	\$3,894,725	\$105,275
Private School Share**	\$850,000	\$850,000	\$849,986	\$14
Rice University School Mathematics Project	\$50,000	\$50,000	\$45,042	\$4,958
School Allocations**	\$4,000,000	\$4,000,000	\$3,273,887	\$726,113
Science–Elementary	\$1,000,000	\$1,000,000	\$851,904	\$148,096
Science–Secondary	\$800,000	\$800,000	\$660,888	\$139,112
Sign–On Bonuses	\$1,500,000	\$1,500,000	\$1,321,281	\$178,719
Social Studies–Elementary	\$75,000	\$75,000	\$69,369	\$5,631
Social Studies–Secondary	\$75,000	\$75,000	\$50,747	\$24,253
TAKS 915 Stipend	\$120,000	\$120,000	\$104,951	\$15,049
Teach For America Recruitment	\$394,500	\$903,285	\$376,500	\$526,785
Teach For America Summer School	\$241,000	\$241,000	\$210,893	\$30,107
Texas High School Project	\$283,333	\$283,333	\$205,426	\$77,907
WebCCAT	\$311,000	\$311,000	\$294,450	\$16,550
<b>Total Title II, Part A</b>	<b>\$24,763,232</b>	<b>\$25,341,524</b>	<b>\$20,185,664</b>	<b>\$5,155,860</b>

\*Non-program allocation/expenditures. \*\*Campus–based programs that are not administered through HISD central administration.

## APPENDIX C

## Professional Development by Job Description, 2008–2009

Duplicated Number of Educators to Complete Professional Development by Position			
Position Description	Number Trained	Position Description	Number Trained
CATE Agriculture 10M	2	CATE, Plumbing & Piping Trades	2
CATE Automotive Technician 10M	2	CATE, Pre-Employment Lab Child Care	3
CATE Business Education CP 10M	5	CATE, Secretarial Science T&S	2
CATE Computer Maintenance 10M	2	CATE, Skills for Living (MS)	4
CATE Cosmetology 10M	6	CATE, T & I Culinary Arts	3
CATE Data Processing 10M	7	CATE, T & I Law	2
CATE Electronics 10M	4	CATE, T & I Small Engine	3
CATE Family/Consumer Science CP 10M	2	CATE, T&I Aerospace Aviation	1
CATE Graphic Arts 10M	2	CATE, T&I Bldg Trades CTED	1
CATE Health Science Tech 10M	14	CATE, T&I Career Prep	5
CATE Marketing Ed-Banking 10M	1	CATE, Technology Education	34
CATE Marketing Ed-Lab 10M	2	CATE, Trades & Industries	6
CATE Marketing-Hotel Mgmt 10M	1	CATE, Trades and Industrial 10M	1
CATE Media Technology 10M	2	CATE, Typing (MS)	12
CATE Marketing Ed-Career Prep 10M	1	Chair, Special Ed 10M	45
CATE Office Education 10M	8	Coach, Literacy - ES	74
CATE T&I Culinary Arts 10M	1	Coach, Literacy - HS	56
CATE T&I Law 10M	3	Coach, Literacy ESL	2
CATE T&I Petro Chemical 10M	1	Coordinator, College Access	12
CATE Welding 10M	1	Coordinator, College Access 10M	1
CATE, Advertising Design	1	Coordinator, Curriculum	2
CATE, Agriculture 12M	5	Coordinator, Instructor II QIE Magnet	97
CATE, Automotive Tech	8	Coordinator, Instructional RT	45
CATE, Basic Business	22	Coordinator, Instructional RT 11M	10
CATE, Building Trades	3	Coordinator, Instructional RT 12M	3
CATE, Business Administration	6	Coordinator, Teacher 11M	11
CATE, Business Education CP	19	Coordinator, Title I (RT)	54
CATE, Career Connections	4	Coordinator, Title I (RT) 11.5M	2
CATE, Career Investigation	3	Coordinator, Title I (RT) 11M	2
CATE, Computer Maintenance	6	Employee Has No Position	1
CATE, Cosmetology	6	Librarian	133
CATE, Data Processing	27	Librarian, Itinerant	31
CATE, Data Processing/bus cert	4	Registrar	23
CATE, Drafting	3	Registrar 11.5M	4
CATE, Family/Consumer Science (HS)	17	Special Ed, Student Assignment	1
CATE, Family/Consumer Science CP	6	Speech Therapist 10M	82
CATE, Gen Business (T & S)	13	Speech Therapist, 11M	3
CATE, Graphic Arts	3	Teacher	2
CATE, Graphic Arts CTED	1	Teacher AVID	2
CATE, Health Science Tech CP	2	Teacher PE 12M	1
CATE, Health Science Tech	5	Teacher, Arabic	1
CATE, Marketing Ed-Lab	1	Teacher, Autism Self-Contained	42
CATE, Marketing/Hotel Management	2	Teacher, Band Secondary 12-M	3
CATE, Media Technology	5	Teacher, Band, Secondary	17
CATE, Mill and Cabinetry	1	Teacher, Bilingual	1275
CATE, Marketing Ed-Career Prep	13	Teacher, Bilingual 4-8	8
CATE, Office Education	24	Teacher, Bilingual EC-4	71
CATE, Office Education 10M	7	Teacher, Bilingual Kindergarten	260
CATE, Photography	2	Teacher, Bilingual Pre-Kindergarten	314
Teacher, Biology	77	Teacher, Math	678

## APPENDIX C (continued)

## Professional Development by Job Description, 2008–2009

Duplicated Number of Educators to Complete Professional Development by Position			
Position Description	Number Trained	Position Description	Number Trained
Teacher, Chapter I	23	Teacher, Lead 12 M	2
Teacher, Chemistry	38	Teacher, Life Science 6-8	6
Teacher, Chinese	3	Teacher, Math 11M	1
Teacher, Choir, Secondary	2	Teacher, Math 4-8	12
Teacher, Class-Size 3rd Grade	2	Teacher, Multi-Grade	383
Teacher, Class-Size Bilingual	5	Teacher, Music Elementary 10.5M	1
Teacher, Class-Size K-ESL	1	Teacher, Music, Elementary	112
Teacher, Computer Literacy	21	Teacher, Music, Sec 10.5M	6
Teacher, Computer Science 6-12	4	Teacher, Music, Sec Choral	12
Teacher, Coordinator 10M	18	Teacher, Music, Sec Instrmt 10.5	1
Teacher, DAEP	1	Teacher, Music, Sec Instrument	9
Teacher, Dance	32	Teacher, Music, Secondary	72
Teacher, Dist, Pregnant Girls	1	Teacher, Music/Band, Elem	2
Teacher, Drama	29	Teacher, Music/Guitar, Sec.	2
Teacher, Earth Science 6-8	8	Teacher, Music/Strings Elem	5
Teacher, Earth-LI Science	24	Teacher, Office Education CTED	1
Teacher, EC-4	10	Teacher, Physical Education	434
Teacher, English	447	Teacher, Physical Science	45
Teacher, English/Language Arts 4-8	12	Teacher, Physics	14
Teacher, ESL 4-8	48	Teacher, Play It Smart Academic Ch 12M	1
Teacher, ESL EC-4	61	Teacher, Play It Smart Academic Coach	14
Teacher, ESL Elementary	582	Teacher, Pregnant Girls 11M	6
Teacher, ESL Kindergarten	73	Teacher, Pre-Kindergarten	252
Teacher, ESL Pre-Kindergarten	79	Teacher, Psychology	1
Teacher, ESL Secondary	248	Teacher, Reading Intervention	11
Teacher, ESL/English 8-12	21	Teacher, Reading, 6-12	114
Teacher, Fifth Grade	305	Teacher, Reading, 6-12 11M	1
Teacher, First Grade	379	Teacher, Reading, Dist Office	3
Teacher, Fourth Grade	367	Teacher, Reading, K-6	17
Teacher, French	34	Teacher, Remedial Reading	7
Teacher, Geography	18	Teacher, ROTC	72
Teacher, German	3	Teacher, Russian	3
Teacher, Government	3	Teacher, Science	313
Teacher, Health	21	Teacher, Science 4-8	9
Teacher, Hindi	1	Teacher, Science 6-8	55
Teacher, History	303	Teacher, Science Composite	5
Teacher, Instructional Tech 11M	1	Teacher, Second Grade	378
Teacher, Itinerant Assitve Tech	1	Teacher, Secretarial Science	1
Teacher, Itinerant Autism	4	Teacher, Sixth Grade	25
Teacher, Japanese	2	Teacher, Social Studies	129
Teacher, Journalism	11	Teacher, Social Studies 4-8	5
Teacher, Keyboarding	2	Teacher, Sp Ed Behavior Support	4
Teacher, Kindergarten	329	Teacher, Sp Ed Content Mastery	19
Teacher, Latin	3	Teacher, Sp Ed Deaf 11.5M	2
Teacher, Lead	32	Teacher, Sp Ed Infant Visually Impaired 11.5	1
Teacher, Lead 10.5M	1	Teacher, Sp Ed Infant Audio Impaired	2
Teacher, Lead 11M	8	Teacher, Sp Ed SC MI, 10 Month	66

**APPENDIX C (continued)****Professional Development by Job Description, 2008–2009**

<b>Duplicated Number of Educators to Complete Professional Development by Position</b>			
<b>Position Description</b>	<b>Number Trained</b>	<b>Position Description</b>	<b>Number Trained</b>
Teacher, Sp Ed Self Contained	38	Teacher, Special Ed SC Life skills	192
Teacher, Sp Ed Visually Impaired 11M	1	Teacher, Special Ed VAC	22
Teacher, Spanish	172	Teacher, Special Ed VI	2
Teacher, Specialist	38	Teacher, Specialist Project Grad 11M	7
Teacher, Specialist 11.5M	2	Teacher, Speech	35
Teacher, Specialist 11M	7	Teacher, Student Ref Center	24
Teacher, Specialist 12 M	8	Teacher, Technology (6-12) 11.5M	1
Teacher, Specialist Project Grad	5	Teacher, Technology (1-8)	78
Teacher, Specialist Project Grad 10M	3	Teacher, Technology (6-12)	30
Teacher, Spec Ed Pre-School 10M	104	Teacher, Theater, Secondary	12
Teacher, Special Assignment	4	Teacher, Third Grade	397
Teacher, Special Ed Adapted PE	5	Teacher, Trainer School-based	2
Teacher, Special Ed Bilingual	1	Teacher-Co, Sp Ed	91
Teacher, Special Ed Deaf 10M	42	Teacher Office Education VEH 10M	1
Teacher, Special Ed Generic	1	Temporary Assignment-Teachers	4
Teacher, Special Ed Hospital	34	Teacher, Special Ed SC	5
Teacher, Special Ed Resource	617	Teacher, Special Ed SC BSC	178
		<b>Total (duplicated)</b>	<b>13,481</b>
		<b>Total (unduplicated)</b>	<b>12,395</b>

## APPENDIX D

### Title II, Part A Educator Survey 2008–2009

WELCOME!

The goal of this survey is to help the HISD Department of Research and Accountability evaluate districtwide implementation of the Title II, Part A Teacher and Principal Training and Recruiting Fund, 2008–2009. 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 VERY MUCH 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**1. What is your current position for the 2008-2009 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**2. Please select the grade levels and subjects you taught (or provided instructional support to teachers) during the 2008-2009 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**6. How many years of teaching or providing instructional support to teachers have you completed (as of the end of the 2008–2009 school year)?**

Number of Years in HISD

Total Number of Years Including Experience  
Outside HISD (should be greater than or equal  
to your number of years in HISD)Total Number of Years  
Completed

## APPENDIX D (continued)

## Title II, Part A Educator Survey 2008–2009

**7. Please indicate your "Highly Qualified" status for the 2008-2009 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 2008-2009 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**9. If you attended content or subject specific professional development during the 2008-2009 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**10. If you attended content or subject specific professional development during the 2008-2009 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 Apenda 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**11. If you attended professional development during the 2008-2009 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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**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 D (continued)

## Title II, Part A Educator Survey 2008–2009

**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 E****TPTR Educator Survey, 2008–2009 Respondent Job Titles Listed as “Other”**

<b>Job Title</b>	<b>Respondent Count</b>
Academic Dean	2
Athletic Director	1
Campus Curriculum Integration Technologist	1
Campus Network Specialist	3
Clerk	17
College Access Coordinator	1
Content Manager	1
Contract Employee With Gates Grant	1
Counselor	9
Custodian	1
Director of Alternative Placement Program	1
Hourly Lecturer	1
Instructional Coordinator	5
Intern Principal	1
Librarian	8
Literacy Coach	6
Magnet Coordinator	3
Nurse	11
Physical Education	4
School Improvement Facilitator	1
Science Lab Teacher	1
Secretary	1
Security Guard	1
SIMS Specialist	3
Social Worker	2
Special Education Dept. Chairperson	5
Special Project Coordinator	4
Speech Pathologist	8
Substitute	0
Teacher Assistant	2
Teacher Specialist	1
Technology Applications	1
Test Coordinator	1
Title I Coordinator	9

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																
		Reading		Mathematics		Writing		Science		Social Studies		All Tests Taken				
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1
Region	School															
Altern./Charter	Carter Career Center MS	67	71	4	19	21	2	33	57	24	23	15	-8	74	87	13
Altern./Charter	Contemporary Learn Center HS	60	63	3	13	20	7				19	33	14	68	68	0
Altern./Charter	Contemporary Learn Center MS	65	68	3	24	28	4	66	79	13	6	26	20	60	63	3
Altern./Charter	Dominion AcademyMS	79	81	2	69	55	-14	90	75	-15	56	36	-20	86	73	-13
Altern./Charter	Energized for Excel. Acad. ES	85	82	-3	84	83	-1	98	97	-1	85	82	-3			
Altern./Charter	Energized for Excel. MS	100	98	-2	98	98	0	100	100	0	100	96	-4	100	100	0
Altern./Charter	Energized For STEM Academy		97			76										
Altern./Charter	Harper Alternative MS															
Altern./Charter	Inspired For Excel-North		53			32						26				
Altern./Charter	Inspired For Excel-West MS		63			23						15				
Altern./Charter	Kandy Stripe AcademyMS	78	73	-5	54	47	-7	93	88	-5	72	48	-24	100	83	-17
Altern./Charter	Leader's Academy HS	52	59	7	11	14	3				23	22	-1	52	62	10
Altern./Charter	Mount Carmel Academy HS		86			42						72			96	
Altern./Charter	New Aspirations	59	63	4	13	16	3				19	35	16	52	65	13
Altern./Charter	Pro-Vision MS	59	57	-2	33	40	7	59	56	-3	29	32	3	52	50	-2
Altern./Charter	WALIPP MS	87	81	-6	56	34	-22	93	88	-5	59	30	-29	93	87	-6
Altern./Charter	Young Scholars (ALT) ES	80	76	-4	78	76	-2	96	100	4	82	63	-19		57	
Altern./Charter	Alternative/Charter Office	72	74	2	46	50	4	90	90	0	38	44	6	66	74	8
Central	Benbrook ES	83	85	2	84	93	9	93	93	0	84	95	11			
Central	Black MS	81	80	-1	57	68	11	77	85	8	50	62	12	90	89	-1
Central	Blackshear ES	70	71	1	72	68	-4	87	92	5	68	81	13			
Central	Browning ES	67	79	12	73	83	10	86	84	-2	91	94	3			
Central	Clifton MS	89	90	1	78	80	2	90	94	4	78	75	-3	91	91	0
Central	Crockett ES	76	92	16	79	93	14	89	90	1	82	90	8			
Central	Cullen MS	74	75	1	42	56	14	77	83	6	55	56	1	90	92	2
Central	DeBakey HSHP HS	100	100	0	100	100	0				100	100	0	100	100	0
Central	Dodson ES	76	90	14	75	89	14	87	93	6	64	100	36			
Central	Durham ES	80	83	3	89	86	-3	89	93	4	92	93	1			
Central	Field ES	83	84	1	81	90	9	97	100	3	71	96	25			
Central	Foster ES	68	74	6	70	74	4	87	89	2	89	79	-10			
Central	Garden Oaks ES	78	80	2	73	82	9	95	89	-6	86	77	-9			
Central	Gregory-Lincoln ES	66	78	12	70	70	0	92	91	-1	86	87	1			
Central	Gregory-Lincoln MS	84	83	-1	66	64	-2	89	82	-7	55	61	6	83	76	-7
Central	Hamilton MS	92	91	-1	78	81	3	93	96	3	78	79	1	94	96	2
Central	Hartsfield ES	72	91	19	79	83	4	100	98	-2	87	88	1			
Central	Harvard ES	91	92	1	91	96	5	98	93	-5	88	87	-1			
Central	Helms ES	79	83	4	77	74	-3	98	93	-5	79	78	-1			

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
		Reading		Mathematics			Writing			Science			Social Studies			All Tests Taken			
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
Region	School																		
Central	Hogg MS	79	80	1	59	67	8	88	86	-2	56	48	-8	92	88	-4	52	59	7
Central	Houston Acad. International HS	95	98	3	77	90	13				76	87	11	99	100	1	71	85	14
Central	Jones, J.W. ES	85	87	2	84	81	-3	97	92	-5	79	78	-1				61	75	14
Central	Lamar HS	93	94	1	80	78	-2				84	82	-2	96	96	0	75	73	-2
Central	Lanier MS	97	97	0	93	93	0	98	98	0	89	93	4	96	97	1	92	91	-1
Central	Law Enforcement HS	98	99	1	75	67	-8				84	85	1	100	100	0	71	64	-7
Central	Lockhart ES	92	93	1	94	94	0	97	95	-2	93	96	3				94	89	-5
Central	Love ES	88	80	-8	89	94	5	92	98	6	94	73	-21				76	76	0
Central	MacArthur ES	76	75	-1	81	78	-3	77	94	17	86	76	-10				62	62	0
Central	MacGregor ES	87	89	2	81	89	8	96	98	2	94	91	-3				76	84	8
Central	Memorial ES	91	86	-5	87	89	2	93	91	-2	92	83	-9				69	74	5
Central	Oak Forest ES	95	96	1	96	97	1	100	100	0	95	96	1				97	98	1
Central	Peck ES	82	79	-3	82	89	7	90	98	8	79	82	3				61	74	13
Central	Performing and Visual Arts HS	100	99	-1	96	94	-2				95	95	0	99	99	0	94	93	-1
Central	Poe ES	87	87	0	84	89	5	95	95	0	80	91	11				80	81	1
Central	Reagan HS	85	85	0	66	64	-2				61	62	1	86	87	1	57	55	-2
Central	Rice School ES	91	91	0	92	93	1	95	95	0	95	92	-3				81	83	2
Central	Rice School MS	99	98	-1	92	94	2	97	99	2	89	87	-2	100	99	-1	91	90	-1
Central	River Oaks ES	97	99	2	98	98	0	99	99	0	93	96	3				97	98	1
Central	Roberts ES	95	95	0	95	99	4	97	99	2	96	98	2				88	94	6
Central	Ryan MS	76	70	-6	44	53	9	79	79	0	36	37	1	73	80	7	45	51	6
Central	Scarborough HS	82	83	1	55	60	5				57	60	3	85	89	4	45	50	5
Central	Sinclair ES	82	89	7	87	93	6	91	100	9	81	92	11				74	90	16
Central	Smith, K. ES	81	81	0	78	81	3	90	92	2	84	86	2				64	66	2
Central	Stevens ES	83	84	1	81	83	2	91	97	6	68	88	20				74	81	7
Central	Stevenson ES	82	86	4	84	84	0	88	93	5	76	70	-6				68	77	9
Central	Thompson ES	69	83	14	66	71	5	92	91	-1	72	72	0				47	57	10
Central	Travis ES	94	92	-2	94	90	-4	91	99	8	90	91	1				82	92	10
Central	Turner ES	65	85	20	59	84	25	91	100	9	54	93	39				41	74	33
Central	Twain ES	93	96	3	94	95	1	95	98	3	92	98	6				90	89	-1
Central	Wainwright ES	81	76	-5	82	85	3	91	86	-5	77	89	12				70	71	1
Central	Waltrip HS	86	88	2	60	65	5				72	73	1	91	91	0	56	58	2
Central	West University ES	97	99	2	98	100	2	98	100	2	99	100	1				94	99	5
Central	Wharton ES	86	87	1	90	91	1	92	94	2	74	92	18				85	82	-3
Central	Whitby ES	77	83	6	78	80	2	96	100	4	84	65	-19				71	85	14
Central	Wilson ES	72	81	9	64	70	6	85	90	5	69	73	4				57	72	15
Central	Yates HS	70	79	9	38	43	5				57	54	-3	83	84	1	33	38	5

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
Central																			
East	Central Region	87	88	1	76	79	3	91	93	2	77	78	1	92	93	1	68	70	2
East	Austin HS	77	79	2	63	63	0				64	63	-1	89	87	-2	50	52	2
East	Bellfort Academy ES	70	69	-1	71	69	-2	91	88	-3	68	71	3				69	71	2
East	Bonner ES	68	80	12	67	82	15	81	89	8	66	73	7				59	76	17
East	Briscoe ES	73	74	1	82	76	-6	89	88	-1	81	80	-1				64	72	8
East	Burnet ES	79	77	-2	79	77	-2	83	90	7	87	76	-11				54	66	12
East	Cage ES	87	86	-1	86	85	-1	99	93	-6	85	86	1				90	76	-14
East	Carrillo ES	76	80	4	85	84	-1	90	92	2	84	77	-7				61	71	10
East	Chavez HS	85	84	-1	61	66	5				63	71	8	93	93	0	52	57	5
East	Crespo ES	83	80	-3	79	87	8	96	95	-1	81	84	3				85	77	-8
East	Davila ES	76	73	-3	82	80	-2	80	80	0	79	70	-9				59	58	-1
East	Deady MS	75	74	-1	52	51	-1	73	78	5	53	48	-5	77	73	-4	47	40	-7
East	DeZavala ES	87	87	0	94	94	0	91	94	3	90	89	-1				79	83	4
East	East Early College HS	99	100	1	96	98	2				96	98	2	100	100	0	93	97	4
East	Eastwood	100	100	0	95	94	-1				96	97	1	100	100	0	93	92	-1
East	Edison MS	79	78	-1	63	70	7	76	80	4	39	65	26	85	94	9	60	58	-2
East	Franklin ES	64	69	5	64	77	13	86	78	-8	71	74	3				43	56	13
East	Furr HS	77	85	8	48	63	15				62	64	2	91	94	3	43	54	11
East	Gallegos ES	82	91	9	89	94	5	86	98	12	94	95	1				72	86	14
East	Harris, J.R. ES	79	78	-1	90	91	1	88	97	9	82	85	3				75	71	-4
East	Harris, R. P. ES	75	84	9	83	93	10	96	92	-4	84	96	12				64	81	17
East	Henderson, J.P. ES	87	90	3	91	94	3	97	97	0	95	96	1				82	78	-4
East	Holland MS	76	81	5	59	63	4	77	82	5	60	60	0	94	87	-7	53	58	5
East	Jackson MS	82	80	-2	57	64	7	81	86	5	55	58	3	85	86	1	50	59	9
East	Lantrip ES	87	89	2	91	94	3	99	98	-1	96	92	-4				87	88	1
East	Lewis ES	83	74	-9	85	72	-13												
East	Milby HS	78	76	-2	53	56	3				58	56	-2	86	88	2	45	45	0
East	Oates ES	87	89	2	93	93	0	98	98	0	96	82	-14				87	86	-1
East	Ortiz MS	76	80	4	64	69	5	77	81	4	50	47	-3	76	87	11	54	59	5
East	Park Place ES	86	83	-3	90	89	-1	92	96	4	88	88	0				80	82	2
East	Patterson ES	82	83	1	89	85	-4	91	92	1	78	83	5				76	77	1
East	Pleasantville ES	69	80	11	59	81	22	84	76	-8	73	90	17				51	59	8
East	Port Houston ES	89	91	2	86	96	10	82	100	18	97	100	3				76	91	15
East	Project Chrysalis MS	99	99	0	87	95	8	100	96	-4	92	95	3	100	100	0	87	94	7
East	Reach Charter		25			6						7			32				7
East	Robinson ES	66	66	0	69	62	-7	87	72	-15	67	58	-9				53	45	-8
East	Rucker ES	63	67	4	67	75	8	86	93	7	74	95	21				54	58	4

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
East																			
East	Rusk Elem. ES	78	90	12	74	86	12	98	99	1	55	94	39	100			66	84	18
East	Sanchez ES	78	78	0	88	85	-3	88	88	0	84	95	11				76	63	-13
East	Southmayd ES	84	86	2	88	92	4	96	99	3	71	79	8				90	90	0
East	Stevenson MS	89	87	-2	80	84	4	88	93	5	66	81	15	89	91	2	78	73	-5
East	Tijerina ES	72	76	4	77	76	-1	83	92	9	70	82	12				60	70	10
East	Whittier ES	72	88	16	81	91	10	90	83	-7	64	100	36				61	78	17
East	East Region	80	81	1	70	73	3	85	88	3	67	70	3	88	89	1	58	60	2
North	Allen ES	88	87	-1	93	94	1	93	100	7	97	95	-2				83	95	12
North	Atherton ES	84	80	-4	86	82	-4	84	82	-2	97	77	-20				71	77	6
North	Barrick ES	79	78	-1	79	84	5	90	89	-1	77	84	7				71	74	3
North	Berry ES	56	69	13	66	70	4	71	91	20	60	79	19				39	57	18
North	Bruce ES	63	75	12	60	79	19	81	84	3	53	73	20				47	58	11
North	Burbank ES	83	80	-3	82	78	-4	93	92	-1	88	85	-3				66	61	-5
North	Burbank MS	88	87	-1	83	85	2	88	91	3	70	77	7	94	96	2	76	75	-1
North	Burrus ES	92	100	8	95	100	5	87	84	-3	98	100	2				78	85	7
North	Cook ES ES	62	74	12	70	80	10	82	88	6	78	88	10				50	59	9
North	Coop ES	84	86	2	83	89	6	98	97	-1	85	73	-12				84	76	-8
North	Crawford ES	73	78	5	79	86	7	77	92	15	100	81	-19				61	81	20
North	Davis HS	77	85	8	55	64	9				60	64	4	82	89	7	46	53	7
North	DeChaumes ES	76	85	9	81	91	10	91	92	1	95	91	-4				70	86	16
North	Dogan ES	64	83	19	70	85	15	94	97	3	75	90	15				69	85	16
North	Durkee ES	79	77	-2	78	77	-1	92	89	-3	70	78	8				76	58	-18
North	Eliot ES	78	83	5	79	83	4	90	88	-2	89	85	-4				63	61	-2
North	Fleming MS	85	87	2	72	76	4	88	93	5	61	69	8	90	92	2	67	70	3
North	Fonville MS	76	80	4	65	67	2	78	83	5	67	77	10	93	93	0	57	61	4
North	Garcia ES	74	76	2	78	79	1	89	91	2	72	86	14				66	70	4
North	Henderson, N.Q. ES	76	88	12	87	83	-4	89	94	5	85	97	12				67	68	1
North	Henry MS	71	71	0	54	61	7	71	80	9	46	57	11	81	89	8	46	51	5
North	Herrera ES	81	82	1	87	88	1	91	87	-4	83	82	-1				69	74	5
North	Highland Heights ES	79	92	13	82	90	8	81	100	19	76	100	24				56	89	33
North	Hohl ES	73	79	6	76	84	8	85	96	11	80	83	3				60	70	10
North	Houston Gardens ES	71	81	10	73	75	2	82	100	18	63	94	31				51	70	19
North	Houston, Sam Math/Sci/Tech Cntr		80			63					61			89					
North	Houston, Sam Ninth Grade Prep		79			54					34			67					
North	Isaacs ES	82	74	-8	77	75	-2	96	86	-10	81	78	-3				53	65	12
North	Janowski ES	73	69	-4	76	67	-9	92	86	-6	55	64	9				67	61	-6
North	Jefferson ES	75	82	7	80	90	10	84	66	-18	87	87	0				62	56	-6

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
North	Jordan HS	85	86	1	60	61	1				64	63	-1	90	91	1	50	51	1
North	Kashmere Gardens ES	79	73	-6	65	76	11	91	97	6	57	94	37				77	70	-7
North	Kashmere HS	79	86	7	45	56	11				49	58	9	88	92	4	38	48	10
North	Kennedy ES	93	96	3	94	96	2	90	97	7	100	96	-4				82	90	8
North	Ketelsen ES	78	77	-1	82	85	3	86	89	3	96	98	2				54	70	16
North	Key MS	83	85	2	73	81	8	81	85	4	66	77	11	92	97	5	59	66	7
North	Looscan ES	68	83	15	74	88	14	77	88	11	74	96	22				52	78	26
North	Lyons ES	89	95	6	90	95	5	98	100	2	95	94	-1				88	97	9
North	Marshall MS	81	78	-3	66	65	-1	82	88	6	46	51	5	92	89	-3	60	58	-2
North	Martinez, C. ES	80	79	-1	80	86	6	96	91	-5	68	83	15				77	67	-10
North	Martinez, R. ES	72	80	8	73	82	9	93	87	-6	80	88	8				55	59	4
North	McDade ES	82	85	3	86	90	4	97	97	0	74	87	13				73	76	3
North	McReynolds MS	77	84	7	64	68	4	80	89	9	48	70	22	87	95	8	55	64	9
North	Moreno El. ES	84	84	0	90	90	0	85	89	4	96	93	-3				66	75	9
North	North Houston Early College		100			94													
North	Northline ES	75	80	5	73	74	1	92	91	-1	65	78	13				70	71	1
North	Osborne ES	75	87	12	75	91	16	93	97	4	95	100	5				76	89	13
North	Paige ES	81	79	-2	78	85	7	80	85	5	91	83	-8				67	62	-5
North	Pugh ES	83	85	2	86	86	0	86	80	-6	86	89	3				64	63	-1
North	Roosevelt ES	85	88	3	90	85	-5	93	97	4	89	89	0				72	82	10
North	Ross ES	88	81	-7	87	79	-8	96	96	0	86	81	-5				83	73	-10
North	Scarborough ES	78	71	-7	71	73	2	89	83	-6	80	75	-5				64	59	-5
North	Scott ES	73	90	17	82	93	11	79	95	16	87	95	8				55	88	33
North	Scroggins ES	87	86	-1	89	89	0	93	99	6	80	82	2				75	81	6
North	Sherman ES	84	85	1	93	95	2	91	94	3	93	97	4				69	79	10
North	Smith, E.O. ES	54	57	3	53	45	-8	83	75	-8	52	59	7				40	20	-20
North	Smith, E.O. MS	73	70	-3	54	54	0	86	75	-11	44	26	-18	88	70	-18	47	52	5
North	Washington HS	80	80	0	57	55	-2				70	68	-2	90	92	2	49	49	0
North	Wesley ES	85	78	-7	84	86	2	82	84	2	90	86	-4				64	71	7
North	Wheatley HS	70	77	7	42	50	8				47	55	8	83	86	3	34	40	6
North	Williams MS	68	80	12	53	73	20	76	80	4	45	60	15	78	91	13	47	59	12
North	North Region	78	81	3	69	74	5	85	88	3	65	71	6	87	90	3	54	59	5
South	Alcott ES	85	90	5	86	93	7	94	88	-6	83	91	8				80	86	6
South	Alameda ES	75	78	3	72	86	14	90	90	0	76	89	13				55	64	9
South	Attucks MS	78	76	-2	55	59	4	83	73	-10	47	45	-2	80	83	3	51	51	0
South	Bastian ES	67	73	6	72	72	0	84	95	11	74	62	-12				59	64	5
South	Brookline ES	72	72	0	76	79	3	86	85	-1	84	93	9				47	53	6

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
South	Carnegie Vanguard HS	100	100	0	100	100	0				99	99	0	100	100	0	100	99	-1
South	Codwell ES	75	74	-1	72	71	-1	95	90	-5	81	80	-1				63	61	-2
South	Cornelius ES	94	97	3	97	96	-1	99	98	-1	100	100	0				91	90	-1
South	Dowling MS	78	80	2	54	59	5	78	86	8	50	46	-4	83	79	-4	47	53	6
South	Empowerment Prep HS	95	97	2	74	85	11				77	71	-6	98	100	2	65	69	4
South	Frost ES	80	84	4	85	86	1	75	76	1	79	72	-7				60	65	5
South	Garden Villas ES	83	84	1	81	83	2	89	90	1	86	86	0				70	76	6
South	Golfcrest ES	72	79	7	73	82	9	89	81	-8	74	97	23				59	53	-6
South	Gregg ES	79	82	3	77	86	9	98	95	-3	70	87	17				72	88	16
South	Grines ES	55	72	17	56	68	12	72	83	11	46	76	30				42	55	13
South	Grissom ES	78	82	4	77	80	3	95	99	4	83	81	-2				64	74	10
South	Hartman MS	83	83	0	62	74	12	85	87	2	50	66	16	89	93	4	61	65	4
South	Hines-Caldwell El. ES	80	86	6	83	87	4	89	98	9	79	84	5				70	74	4
South	Hobby ES	71	84	13	72	85	13	86	96	10	72	86	14				52	79	27
South	Jones HS	66	71	5	37	36	-1				49	44	-5	87	87	0	29	28	-1
South	Kelso ES	76	85	9	83	96	13	78	95	17	91	88	-3				67	95	28
South	Law ES	74	77	3	73	76	3	87	90	3	85	89	4				65	65	0
South	Mading ES	89	90	1	85	89	4	99	96	-3	96	98	2				88	85	-3
South	Madison HS	76	77	1	47	52	5				58	59	1	85	87	2	39	43	4
South	Mitchell ES	73	74	1	77	79	2	91	83	-8	78	83	5				66	68	2
South	Montgomery ES	89	84	-5	92	86	-6	99	98	-1	90	78	-12				84	82	-2
South	Petersen ES	68	74	6	74	80	6	93	93	0	70	78	8				56	78	22
South	Reynolds ES	76	78	2	77	66	-11	90	81	-9	74	76	2				57	55	-2
South	Rhoads ES	56	91	35	65	92	27	67	92	25	58	90	32				35	89	54
South	Seguin ES	86	90	4	93	90	-3	92	87	-5	95	97	2				74	75	1
South	Sterling HS	76	77	1	44	46	2				51	47	-4	86	87	1	35	37	2
South	Thomas MS	76	75	-1	61	66	5	80	71	-9	46	50	4	86	88	2	45	44	-1
South	Windsor Village ES	81	81	0	82	81	-1	97	96	-1	81	77	-4				73	80	7
South	Woodson K-8 ES	52	74	22	69	71	2	74	56	-18	47	72	25				44	35	-9
South	Woodson MS	79	81	2	49	56	7	78	87	9	34	59	25	78	85	7	48	46	-2
South	Worthing HS	74	80	6	36	48	12				40	49	9	77	89	12	31	37	6
South	Young E. M. ES	63	66	3	56	60	4	77	77	0	52	68	16				44	33	-11
South	South Region	77	80	3	64	70	6	86	88	2	62	66	4	85	87	2	50	54	4
SP/ED	Community Services		73		40				73		46			72			28	39	11
West	Anderson ES	73	81	8	81	87	6	85	76	-9	88	79	-9				59	61	2
West	Askew ES	89	84	-5	83	78	-5	96	93	-3	83	77	-6				81	79	-2
West	Bell ES	82	84	2	83	83	0	94	97	3	93	92	-1				72	74	2

## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
West	Bellaire HS	91	93	2	80	78	-2				80	84	4	94	96	2	74	74	0
West	Benavidez ES	73	78	5	71	81	10	89	89	0	67	82	15				65	69	4
West	Bonham ES	70	71	1	70	68	-2	82	88	6	69	64	-5				48	51	3
West	Braeburn ES	72	74	2	78	79	1	92	94	2	67	65	-2				62	64	2
West	Briargrove ES	93	91	-2	87	88	1	96	94	-2	83	94	11				82	86	4
West	Briarwood Charter ES	95	91	-4	84	90	6	91	95	4	97	87	-10				78	90	12
West	Briarwood MS	100	99	-1	98	99	1	100	100	0	87	92	5	100	95	-5	98	98	0
West	Bush ES	99	100	1	98	99	1	98	99	1	99	99	0				96	99	3
West	Challenge HS	98	99	1	88	91	3				93	89	-4	100	99	-1	85	87	2
West	Condit ES	94	95	1	97	95	-2	99	98		96	96	0				92	95	3
West	Cunningham ES	77	83	6	82	80	-2	94	97	3	65	73	8				80	84	4
West	Daily ES	88	88	0	85	82	-3	89	96	7	68	90	22				74	86	12
West	Elrod ES	60	71	11	68	69	1	86	69	-17	64	87	23				52	39	-13
West	Emerson ES	76	86	10	86	84	-2	99	94	-5	80	81	1				62	80	18
West	Foerster ES	61	79	18	64	82	18	81	94	13	67	70	3				58	75	17
West	Fondren ES	60	79	19	67	90	23	84	95	11	68	85	17				44	78	34
West	Fondren MS	76	77	1	52	59	7	75	84	9	35	45	10	76	75	-1	47	51	4
West	George Place ES	88	85	-3	89	79	-10	89	83	-6	85	77	-8				74	65	-9
West	Gordon ES	80	76	-4	81	78	-3	92	84	-8	73	85	12				65	73	8
West	Grady MS	89	91	2	70	65	-5	82	90	8	65	67	2	94	93	-1	66	59	-7
West	Gross Elementary ES	75	70	-5	72	68	-4	74	85	11	72	70	-2				59	51	-8
West	Herod ES	86	85	-1	88	89	1	86	93	7	86	84	-2				81	80	-1
West	Horn ES	98	98	0	99	98	-1	98	98	0	99	99	0				95	96	1
West	Johnston MS	92	93	1	79	87	8	94	97	3	78	80	2	96	94	-2	76	83	7
West	Kaleidoscope MS	99	98	-1	87	93	6	97	97	0	88	83	-5	96	100	4	85	90	5
West	Kolter ES	99	98	-1	99	98	-1	100	100	0	99	97	-2				95	97	2
West	Las Americas MS	50		-50	41		-41	40		-40	13		-13	56			33	*	
West	Lee HS	69	72	3	50	50	0				47	47	0	80	84	4	40	42	2
West	Long MS	68	73	5	59	71	12	61	78	17	34	52	18	71	81	10	46	57	11
West	Longfellow ES	76	84	8	75	75	0	84	89	5	81	83	2				58	71	13
West	Lovett ES	94	97	3	94	93	-1	99	99	0	95	98	3				92	88	-4
West	McNamara ES	73	71	-2	74	77	3	92	91	-1	66	87	21				66	58	-8
West	Milne ES	85	84	-1	73	81	8	88	92	4	80	85	5				66	71	5
West	Neff ES	84	82	-2	86	90	4	90	90	0	82	90	8				68	70	2
West	Parker ES	90	91	1	91	94	3	94	98	4	98	95	-3				85	87	2
West	Pershing MS	94	93	-1	80	79	-1	92	92	0	75	75	0	92	91	-1	76	75	-1
West	Pilgrim MS	84	87	3	83	87	4	91	99	8	91	81	-10		100		74	79	5



## Appendix F

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2007-2008 and 2008-2009																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg	2008	2009	Chg
HISD		81	84	3	70	74	4	87	89	2	69	72	3	89	90	1	60	63	3
West	Pin Oak MS	97	97	0	89	93	4	96	98	2	92	93	1	99	99	0	88	93	5
West	Piney Point ES	83	84	1	87	82	-5	91	89	-2	89	73	-16				71	74	3
West	Red ES	86	88	2	87	88	1	90	85	-5	95	92	-3				81	79	-2
West	Revere MS	85	86	1	62	76	14	85	92	7	72	82	10	90	90	0	58	69	11
West	Rodriguez Elementary ES	66	74	8	68	77	9	91	81	-10	68	82	14				70	60	-10
West	Rogers MS	100	100	0	100	100	0	100	100	0	100	100	0	100	100	0	100	100	0
West	Rogers, T. School ES	100	99	-1	100	100	0	100	100	0	100	100	0				100	98	-2
West	Sands Point ES	74	81	7	71	82	11	79	89	10	77	81	4				21	79	58
West	Shadowbriar ES	83	88	5	80	84	4	88	92	4	84	80	-4	*			71	77	6
West	Sharpstown HS	77	80	3	55	64	9		50		59	69	10	85	90	5	46	55	9
West	Sharpstown MS	79	82	3	64	79	15	80	88	8	50	58	8	88	88	0	55	68	13
West	Sheam ES	75	73	-2	77	73	-4	93	87	-6	95	80	-15				63	60	-3
West	Sugar Grove ES	93	98	5	96	97	1	100	100	0	95	100	5				95	100	5
West	Sutton ES	89	90	1	85	90	5	90	94	4	87	90	3				77	87	10
West	Tinsley Elementary ES	68	66	-2	75	69	-6	82	79	-3	91	71	-20				44	47	3
West	Valley West ES	86	86	0	87	88	1	91	94	3	84	93	9				80	86	6
West	Walnut Bend ES	76	78	2	66	75	9	79	73	-6	63	79	16				55	44	-11
West	Welch MS	89	86	-3	73	73	0	88	90	2	63	60	-3	92	90	-2	65	63	-2
West	West Briar MS	93	94	1	78	86	8	89	96	7	81	82	1	95	97	2	75	84	9
West	Westbury HS	77	79	2	44	46	2				55	52	-3	86	89	3	38	39	1
West	Westside HS	90	92	2	75	75	0				81	82	1	96	96	0	69	71	2
West	White ES	93	94	1	93	96	3	99	100	1	93	89	-4				89	94	5
West	West Region	85	87	2	75	78	3	88	92	4	73	76	3	91	92	1	65	69	4

## APPENDIX G

## Advanced Placement Professional Development Attendance by Course, 2008-2009

Course Number	Course Title/Description	Attendance
AP4000	Laying The Foundation 08-09: Pre-AP HS Eng 1	87
AP4001	Laying The Foundation 08-09: Pre-AP HS Eng 2	83
AP4002	Laying The Foundation 08-09: Pre-AP HS Eng 3	82
AP4003	Laying The Foundation 08-09: Pre-AP HS Eng 4	76
AP4004	Laying The Foundation 08-09: New Pre-AP HS Eng 1	21
AP4005	Laying The Foundation 08-09: New Pre-AP HS Eng 2	18
AP4006	Laying The Foundation 08-09: New Pre-AP HS Eng 3	14
AP4007	Laying The Foundation 08-09: New Pre-AP HS Eng 4	18
AP4012	Laying The Foundation 08-09: Pre-AP MS Eng1	273
AP4013	Laying The Foundation 08-09: Pre-AP MS Eng 2	267
AP4014	Laying The Foundation 08-09: Pre-AP MS Eng 3	258
AP4015	Laying The Foundation 08-09: Pre-AP MS Eng 4	231
AP4016	Laying The Foundation 08-09: New Pre-AP MS Eng 1	60
AP4017	Laying The Foundation 08-09: New Pre-AP MS Eng 2	57
AP4018	Laying The Foundation 08-09: New Pre-AP MS Eng 3	50
AP4019	Laying The Foundation 08-09: New Pre-AP MS Eng 4	42
AP4100	Laying The Foundation 08-09: Pre-AP HS Math 1	115
AP4102	Laying The Foundation 08-09: Pre-AP HS Math 2	126
AP4103	Laying The Foundation 08-09: Pre-AP HS Math 3	123
AP4104	Laying The Foundation 08-09: Pre-AP HS Math 4	109
AP4109	Laying The Foundation 08-09: Pre-AP MS Math 1	250
AP4111	Laying The Foundation 08-09: Pre-AP MS Math 2	260
AP4112	Laying The Foundation 08-09: Pre-AP MS Math 3	229
AP4113	Laying The Foundation 08-09: Pre-AP MS Math 4	216
AP4200	Laying The Foundation 08-09: Pre-AP HS Biology 1	37
AP4201	Laying The Foundation 08-09: Pre-AP HS Biology 2	38
AP4202	Laying The Foundation 08-09: Pre-AP HS Biology 3	38
AP4203	Laying The Foundation 08-09: Pre-AP HS Biology 4	32
AP4204	Laying The Foundation 08-09: HS Pre-AP Chemistry 1	33
AP4205	Laying The Foundation 08-09: HS Pre-AP Chemistry 2	31
AP4206	Laying The Foundation 08-09: HS Pre-AP Chemistry 3	27
AP4207	Laying The Foundation 08-09: HS Pre-AP Chemistry 4	31
AP4208	Laying The Foundation 08-09: Pre-AP HS Physics 1	8
AP4209	Laying The Foundation 08-09: Pre-AP HS Physics 2	19
AP4210	Laying The Foundation 08-09: Pre-AP HS Physics 3	11
AP4211	Laying The Foundation 08-09: Pre-AP HS Physics 4	10
AP4218	Laying The Foundation 08-09: Pre-AP MS Science 1	153
AP4219	Laying The Foundation 08-09: New Pre-AP MS Science 1	20
AP4220	Laying The Foundation 08-09: Pre-AP MS Science 2	171
AP4221	Laying The Foundation 08-09: Pre-AP MS Science 3	154
AP4222	Laying The Foundation 08-09: Pre-AP MS Science 4	146
AP4224	Overview: AP Potential WebTool	28
AP4225	MTG: AP Coordinators	20
AP4226	AP: Social Studies Vertical Tm	18
TT3728	G/T Academic Rigor & Adv K-2	132

**APPENDIX G (continued)****Advanced Placement Professional Development Attendance by Course, 2008–2009**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
TT3729	G/T Academic Rigor & Adv 3-5	113
TT4728	ONLINE: G/T Academic Rigor	25
TT4729	ONLINE: G/T Academic Rigor	43
Total	<b>48</b>	<b>4,403</b>

## APPENDIX H

## HISD AP Participation and Number and Percent of Exams Scored at 3 or Higher: 2009

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	215	347	56	16
Barbara Jordan	93	126	6	5
Bellaire	870	2,559	2,133	83
Carnegie Vanguard	210	464	286	62
Challenge	79	84	49	58
Chavez	518	763	172	22
Davis	116	162	43	26
DeBakey	266	530	424	80
Eastwood	28	32	18	56
EC Preparatory HS	42	43	0	0
Furr	66	109	29	27
Houston	243	511	58	11
Houston Acad. Int. Studies	5	5	0	0
HSLECJ	130	179	45	25
HSPVA	200	367	204	56
Jones	23	23	0	0
Kashmere	48	57	0	0
Lamar	37	37	14	38
Lee	280	572	144	25
Madison	282	435	22	5
Milby	199	442	83	19
Reagan	185	230	41	18
Scarborough	104	187	44	23
Sharpstown	206	401	74	18
Sterling	29	45	0	0
Waltrip	188	373	108	29
Washington	78	111	19	17
Westbury	265	539	55	10
Westside	865	1,601	768	48
Wheatley	87	135	12	9
Worthing	50	60	0	0
Yates	62	65	6	9
<b>HISD High Schools</b>	<b>6,069</b>	<b>11,594</b>	<b>4,915</b>	<b>42</b>
Texas	158,993	287,756	138,276	48
Global	1,691,905	2,929,929	1,725,168	59
Fondren Middle	37	37	14	38
Jackson Middle	13	13	7	54
Johnston Middle	27	27	22	81
Lanier Middle	34	34	30	88
Long Middle	50	50	41	82
Sharpstown Middle	13	13	13	100
<b>HISD Middle Schools</b>	<b>174</b>	<b>174</b>	<b>127</b>	<b>73</b>
<b>HISD Totals</b>	<b>6,243</b>	<b>11,768</b>	<b>5,042</b>	<b>43</b>

Source: College Board AP Report, 2009

## Appendix I

### General Staff Development Training Attendance by Course, 2008–2009

Course Number	Course Title/Description	Attendance
PC0093	Cooperative Learning	53
PC0100	Best Practices-Math Instruction	49
PC0154	Initial: Project CRISS	301
PC0263	Science Kit: Properties	7
PC0265	Math Lesson Planning	40
PC0280	Interactive Whiteboard	6
PC1202	Cooperative Learning	55
PC2301	Measurement Workstations	53
PC2490	Math Problem-Solving & Probability	53
PC2551	Science Kit: Life Science PK-5	12
PC2552	Science Kit: Seed to Plant	37
PC2553	Science Awareness	23
PC2600	Math: Mind and Body	72
PC3580	Secondary Science Literacy	6
PC3864	Hands-on Science	18
PC3865	Science PLC Reflection	53
PC3866	Science Coaching Conversations	8
PC3867	Science Coaching Conversations	7
PC4001	enVision Math Overview	12
TT0146	Initial: Project CRISS	10
TT0512	Marzano Math Strategies That Work	31
TT0513	Science Kits: Life/Earth/Phy+6GT	19
TT0518	Algebra 1A and TI Technology	9
TT0535	Science Kits-GEMS 3-5 + 6 G/T	8
TT0538	Teach. Algebra 1B w/TI Technology	8
TT0543	TAKS Holistic Scoring	14
TT0545	Science Kit: GEMS PK-2+6 G/T	6
TT0585	Science Kit: Solar System +3 GT	6
TT1202	Cooperative Learning	30
TT1370	TAKS Gr 7 Composition Scoring	8
TT1371	TAKS Gr 4 Composition Scoring	78
TT1494	Strand 4: Measurements - Gr 6-8	5
TT1510	TAKS Measurement Gr 3-5	7
TT1511	Math: Teach with Literature	11
TT1524	TAKS for Geometry	19
TT1525	Science Kits-GEMS K-3 + 6 G/T	32
TT1534	Teaching Mathematics 6-8	43
TT1749	Math+Literacy: Technology Way	11
TT1842	Reflective Math Conversations	5
TT1940	Math: It's Probably Probability	5

**Appendix I (continued)****General Staff Development Training Attendance by Course, 2008–2009**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
TT1949	Problem-solving for ECH Classroom	21
TT1958	Algebra I TAKS Toolkit	2
TT1959	Sensational Science for ECH	39
TT1964	TAKS Science Inquiry -Obj 2&3	10
TT1969	Science Kit: Earth Science Gr 3-5 +6GT	18
TT1979	Gr 3-5 Science & Math GEMS + 6G/T	18
TT1989	Science & Math GEMS + 6 Hrs GT	30
TT2010	Life Science K-8: Teacher's Guide	13
TT2020	Math: Engaging ELL in Classroom	10
TT2023	"Science: Energy, Force & Motion"	9
TT2024	Math: Stacking the Deck	16
TT2025	Science: Force and Motion	5
TT2026	Math: A Moving Experience	35
TT2028	Math Problem Solving + 2 GT	148
TT2059	Sensational Science for ECH	142
TT2060	ELL Strategies for ECH + 2 G/T	34
TT2069	Science Kit: FOSS/5E + 6 G/T	6
TT2303	Science Kit: Physical Science PK-2 +6G/T	33
TT2440	TAKS Open-Ended-Response Scoring	33
TT2441	TAKS Exit-Level Scoring: Composition	17
TT2750	TAKS Grade 3-5 Math: Obj 1&6	31
TT2980	Science Kit: FOSS + 6 GT	6
TT3000	Blast Off To A New School Year	18
TT3500	Science 6-12 Literacy	4
TT3591	Variables Science Kit-3 G/T Hr	14
TT3592	Science Kit: Properties	29
TT3609	Science Kit: Aquariums	37
TT3610	Science Kit: Seed to Plant	64
TT3696	Getting Ready - Mathematics	71
TT3700	5E Science. Mod. Sound Kit+3 G/T	16
TT3802	"Meet, Greet, and Swap"	27
TT3808	Math Workstations for E.C.C.	165
TT3841	The Missing Link: Math-Writing	7
TT3852	Modifications for Math 6-12	8
TT3854	Math Literacy Strategies	2
TT3862	Sizzling Science	144
TT3866	Science 6-12 Literacy Strategies	11

### Appendix I (continued)

#### General Staff Development Training Attendance by Course, 2008–2009

Course Number	Course Title/Description	Attendance
TT3868	Algebra I & IPC TI-User Groups	22
TT3889	K-3 Math thru Literature	17
TT3894	K-3 Hands-on Science	19
TT3932	PK-2 Math & Science Sand/Water	40
TT4001	Math/Science Brain-Based Instr+2GT	58
TT4510	Lesson Cycle: The Science5E Model	9
	Math Summarizing & Note taking	
TT4512	Strategies	8
TT4513	"Algebra: It's Elem, My Dear"	6
TT4516	Science TAKS Prep Strategies	12
TT4517	Interactive Whiteboards -Math/Science	19
TT4530	GOT Math Skills	19
TT4550	Exploring Earth Science Gr 4-8	16
TT4660	"Math, Science & Lit \$1Store + 6 GT"	25
TT4829	PK-2 Science: Teach w Liter + 2G/T	123
TT4830	"Math, Science & Lit \$1Store + 6 GT"	28
TT4889	K-3 Math: Teach w Liter + 2G/T	115
<b>Total (duplicated)</b>		<b>3,059</b>
<b>Total (unduplicated)</b>	<b>87</b>	<b>2,126</b>

## APPENDIX J

## Leadership Development Training Attendance by Session, 2008–2009

Course Number	Course Description/Title	Attendance
PD0059	PDAS Update	36
PD0436	Facilitative Leadership Seminar	91
PD0517	Book Study: First Break Rules	16
PD0518	Book Study: Starfish & Spider	10
PD0569	COHORT: New Assistant Principal	213
PD0682	TLDP: Facilitative Leadership	60
PD0689	TLDP: Action Research Cohort	62
PD0738	TLDP: Campus-based Professional Development	45
PD0739	TLDP: e-Learning Cohort	36
PD0741	District-Wide Leadership Forum	486
PD0742	COHORT: New Administration Mentors	250
PD0756	PLC: Critical Friends Group	64
PD0757	PLC: Critical Friends Group	10
PD0758	Book Study: Monday Mentoring	26
PD0759	All Kinds of Minds	20
PD0766	PLC: Critical Friends Group	42
PD0769	Book Study: Good to Great	11
PD9112	ILD 5-Day	103
<b>Total (duplicated)</b>	<b>18</b>	<b>1,581</b>
<b>Total (unduplicated)</b>	<b>17</b>	<b>890</b>



## APPENDIX K

**Mathematics–Secondary Professional Development Attendance by Course, 2008–2009**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
CU1000	MTG: Math Teacher Cadre 2	16
CU1001	MTG: Math Teacher Cadre 3	11
CU1004	MTG: Secondary Math PLC - Fall	74
CU1005	MTG: 6-12 Math Dept Chairpersons	87
CU1013	HAPG Overview 3: Grade 6 Math	5
CU1014	HAPG Overview 4: Grade 6 Math	4
CU1018	HAPG Overview 3: Grade 7 Math	1
CU1019	HAPG Overview 4: Grade 7 Math	3
CU1023	HAPG Overview 3: Grade 8 Math	4
CU1024	HAPG Overview: Grade 8 Math	5
CU1028	HAPG Overview 3: Algebra I	12
CU1029	HAPG Overview 4: Algebra I	15
CU1030	HAPG Overview 5: Algebra I	5
CU1033	HAPG Overview 3: Geometry	14
CU1034	HAPG Overview: Geometry	8
CU1035	HAPG Overview 5: Geometry	6
CU1038	HAPG Overview 3: Algebra II	11
CU1039	HAPG Overview: Algebra II	8
CU1040	HAPG Overview 5: Algebra II	4
CU1058	HAPG Overview: AP Calculus	1
CU1064	HISD PK-12 Math Summit	184
CU1192	Spring Math 6-12 Summit	144
CU1384	Carnegie Algebra I Returning Teachers	40
CU1478	MTG: Carnegie Algebra I Teachers - New	12
CU1479	UPD: Carnegie Math - Fall	34
CU1480	MTG: Carnegie Algebra I Teachers	20
CU1481	Carnegie Users 1	9
CU1482	Carnegie Users 2	12
CU1484	Carnegie Users 4	8
CU1486	Integrating Graphic Calculators	102
CU1489	Math 6-12 Best Practices (3)	10
CU1491	Math 6-12 Best Practices 5	7
CU5039	TOT: Grades 6-12 Math CFLC Trainers	50
NR0198	MTG: NR 9-12 Math Chairpersons	3
<b>Total (duplicated)</b>		<b>929</b>
<b>Total (unduplicated)</b>	<b>34</b>	<b>450</b>

**APPENDIX L****New Teacher Mentorship and Training Professional Development Attendance by Course, 2008–2009**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
PD0227	PDAS for Year 1-2 Teachers	302
TT0600	ABRAZO Fine Arts	17
TT0613	ABRAZO ESL 6-12	20
TT0617	ABRAZO Language Arts 6-12	96
TT0618	ABRAZO Math 6-12	97
TT0620	ABRAZO Science 6-12	74
TT0621	ABRAZO Social Studies 6-12	56
TT0673	Mentor Year 1 Certified Complete	146
TT0772	Mentor HISD ACP Complete	98
TT0794	Mentor Non-HISD ACP Complete	171
TT1164	ABRAZO PDAS	742
TT1171	Mentor Year 1 Certified Update	84
TT1173	Mentor Non-HISD ACP Update	84
TT1212	Mentor HISD ACP Update	63
TT1379	ABRAZO Curriculum Overview	930
TT1380	ABRAZO District Overview	929
TT1381	ABRAZO: Pre-K and K	69
TT1382	ABRAZO Grades 1-2	112
TT1383	ABRAZO #4: Gr 3-6	249
TT1392	ABRAZO Classroom Mgmt 6-12	59
TT1393	ABRAZO Classroom Mgmt PK-5	40
TT1394	ABRAZO Classroom Mgmt PK-5 FTMs	25
TT1395	ABRAZO Classroom Mgmt 6-12 FTMs	39
TT2008	Intro to Wikispace-ABRAZO Team	17
TT2518	ABRAZO #4: Gr 3-6 Makeup (Pt A)	18
TT2519	ABRAZO #4: Gr 3-6 Makeup (Pt B)	19
TT2522	ABRAZO #4: Sec ELA - Games	41
TT2523	ABRAZO #4: Sec ELA Makeup (Pt A)	11
TT2524	ABRAZO #4: ELA Makeup (Pt B)	11
TT2539	ABRAZO #4: Sec Math Makeup (Pt A)	13
TT2540	ABRAZO #4: Sec Math Makeup (Pt B)	16
TT2563	Mentor Year 2 Certified Update	301
TT2564	Mentor Year 2 Certified Complete	139
TT2607	ABRAZO #4: Sec ESL Strategies	16
TT3306	ABRAZO #5: PK-2 Makeup (Pt A)	21
TT3565	ABRAZO #5: Sec Math -TAKS Prep	70
TT3569	ABRAZO #5: Gr 3-6 - Strategies	39
TT3570	ABRAZO #5: Gr 3-6 Makeup (Pt A)	9
TT3571	ABRAZO #5: Gr 3-6 Makeup (Pt B)	10
TT3600	ABRAZO #5: Sec ELA Makeup (Pt A)	6
TT3694	ABRAZO #4: PK-2	111
TT3737	ABRAZO #4: Sec SS - Engagement	20
TT3738	ABRAZO #4: PK-2 Makeup (Pt A)	40
TT3739	ABRAZO #4: PK-2 Makeup (Pt B)	36
TT3740	ABRAZO #5: Sec ESL Strategies	8

## APPENDIX L (continued)

## New Teacher Mentorship and Training Professional Development Attendance by Course, 2008–2009

Course Number	Course Title/Description	Attendance
TT3743	ABRAZO #4: Sec Math - Data Drv	87
TT3744	ABRAZO Sec Math: Wrap-up	49
TT3745	ABRAZO #5: Sec ELA - Strategies	11
TT3754	ABRAZO #4: Sec Science - Strategies	26
TT3755	ABRAZO #4: Sec Science Makeup A	9
TT3757	ABRAZO #5: Sec Science - Strategies	15
TT3761	ABRAZO Fine Arts PK-5	14
TT3762	ABRAZO Spec Ed Multiple Impairments	27
TT3763	ABRAZO Fine Arts 6-12	25
TT3764	ABRAZO Special Ed Resource	7
TT3766	ABRAZO Special Ed Content Mastery	25
TT3767	ABRAZO Sp Ed Life Skills	14
TT3768	ABRAZO Special Ed Autistic	6
TT3769	ABRAZO Special Ed Visually Impaired	13
TT3770	ABRAZO Special Ed Generic	2
TT3771	ABRAZO: Health & PE	21
TT3772	ABRAZO: Technology Applications	7
TT3773	ABRAZO #4: Career & Tech Ed	32
TT3775	ABRAZO #4: Foreign Lang PK-12	17
TT3839	ABRAZO #5: PK-2 - Strategies	67
TT3853	ABRAZO #5: Sec SS: Brain-Based	12
TT3871	ABRAZO #5: Spec Ed Makeup (Pt A)	8
TT3872	ABRAZO CTE 6-12	13
TT3873	ABRAZO Foreign Lang PK-12	7
TT3875	ABRAZO #4: Fine Arts PK-12	19
TT3883	ABRAZO #5: Sec Math Makeup (Pt A)	9
TT3884	ABRAZO #5: Sec Math Makeup (Pt B)	9
TT3890	Mentor Academy 6: ELL	26
TT3896	ABRAZO #4: Sp Ed - Strategies	32
TT3901	ABRAZO #4: Sec Science Makeup (Pt B)	9
TT3904	ABRAZO #5: Spec Ed Makeup (Pt B)	10
TT3905	ABRAZO #5: Sp Ed - Strategies	29
TT3933	ABRAZO Interactive Whiteboard 6-12	8
TT3934	ABRAZO Digital Awareness	5
<b>Total (duplicated)</b>		<b>6,144</b>
<b>Total (unduplicated) 79</b>		<b>2,408</b>

**APPENDIX M****Responses to Experiences With Mentor Teacher Survey Questions, 2008-2009**

<b>Question</b>	<b>% Strongly Agree</b>	<b>% Agree</b>	<b>% Disagree</b>	<b>% N/A</b>
We share a trusting and open relationship with effective communication.	64.8	29.4	3.7	2.1
We meet regularly to plan, ask questions, and/or problem-solve (at least once a week).	48.6	37.7	9.7	4.0
My mentor helped me set up my room.	45.6	37.5	13.4	3.5
My mentor meets with me before or after school to plan.	49.4	40.9	7.1	2.6
I receive emotional support/encouragement from my mentor.	49.9	36.0	10.5	3.6
I observed my mentor or an experienced teacher model a lesson.	66.2	27.7	3.7	2.4
My mentor conducts observations of one of my lessons at least once a month.	60.7	28.8	8.5	2.0
My mentor provides helpful feedback after an observation of my teaching.	59.0	31.0	7.0	3.0
My mentor provides instructional resources.	61.9	31.8	4.3	2.0
We analyze student work.	60.8	31.2	6.15	1.85
My mentor shared daily procedures and HISD expectations and culture.	40.7	39.0	16.0	4.3
My mentor has helped me to effectively manage my class(es).	51.5	38.7	6.6	3.2
My mentor has helped me to effectively improve my instructional skills and teaching strategies.	57.5	35.4	4.1	3.0

## APPENDIX N

## Private School Share Program Participants and Allocations, 2008–2009

<b><u>ELMENTARY AND MIDDLE SCHOOLS</u></b>					
<b>Catholic</b>	<b><u>Students</u></b>	<b><u>Allocation</u></b>	<b>Jewish</b>	<b><u>Students</u></b>	<b><u>Allocation</u></b>
Holy Name	95	\$8,935	Beth Yeshurun	270	\$25,394
John Paul II	705	\$66,308	The Shlenker School	223	\$20,974
Our Lady of Guadalupe	216	\$20,316	Torah Day School	94	\$8,841
Our Lady of Mt. Carmel	132	\$12,415	<b>Total = 3</b>	<b>587</b>	<b>\$55,209</b>
Our Mother of Mercy	42	\$3,950			
Queen of Peace	203	\$19,093	<b>Protestant</b>		
Resurrection Catholic	97	\$9,123	Our Redeemer Lutheran	17	\$1,599
St. Ambrose	451	\$42,418	Pilgrim Lutheran	112	\$10,534
St. Anne	481	\$45,240	Trinity - Messiah Lutheran	179	\$16,836
St. Augustine	164	\$15,425	<b>Total = 3</b>	<b>308</b>	<b>\$28,969</b>
St. Catherine's	205	\$19,281			
St. Charles Borromero	185	\$17,400	<b><u>PreK–12 COMBINED SCHOOLS</u></b>		
St. Christopher	246	\$23,137	<b>Catholic</b>		
St. Francis de Sales	469	\$44,111	Holy Ghost Catholic	139	\$13,073
St. Francis of Assisi	137	\$12,885	St. Michael Catholic	487	\$45,804
St. Mary's	154	\$14,484	<b>Total = 2</b>	<b>626</b>	<b>\$58,878</b>
St. Peter the Apostle	48	\$4,515			
St. Philip Neri	84	\$7,901	<b>Jewish</b>		
St. Rose of Lima	114	\$10,722	Beren Academy	290	\$27,276
St. Thomas More	565	\$53,140	Torat Emet	13	1,223
St. Vincent de Paul	498	\$46,839	<b>Total = 2</b>	<b>303</b>	<b>\$28,498</b>
Seton	146	\$13,732			
<b>Total = 22</b>	<b>5,437</b>	<b>\$511,369</b>	<b><u>HIGH SCHOOLS</u></b>		
			<b>Catholic</b>		
			Incarnate Word Academy	248	\$23,325
			St. Agnes Academy	839	\$78,911
			St. Pius X	702	\$66,026
			St. Thomas	675	\$63,486
			Strake Jesuit	893	\$83,990
			<b>Total = 5</b>	<b>3,357</b>	<b>\$315,738</b>
<b>Orthodox</b>					
Corpus Christi	141	\$12,997			
St. Theresa	190	\$14,686			
<b>Total = 2</b>	<b>331</b>	<b>\$27,683</b>			
<b>Total Allocation = \$1,036,000</b>					
<b>Total Schools = 39</b>					
<b>Total Students = 11,015</b>					

**APPENDIX O****School Allocations Staff Hired by Position, 2008–2009**

<b>Position</b>	<b>Number of Staff Hired</b>
Coach, Literacy HS	1
Coordinator, Instructional RT	1
Specialist, Content Area	1
Teacher, Bilingual	11
Teacher, Bilingual Kindergarten	3
Teacher, Bilingual EC–4	1
Teacher, Class-Size 3rd Grade	1
Teacher, Class-Size Bilingual	3
Teacher, English	4
Teacher, ESL Elementary	7
Teacher, ESL Secondary	2
Teacher, Fifth Grade	3
Teacher, First Grade	7
Teacher, History	2
Teacher, Kindergarten	1
Teacher, Lead	1
Teacher, Mathematics	15
Teacher, Mathematics 4-8	1
Teacher, Multi-Grade	8
Teacher, Remedial Reading	1
Teacher, Science	1
Teacher, Second Grade	9
Teacher, Social Studies	4
Teacher, Spanish	1
Teacher, Specialist 12 M	1
Teacher, Speech	1
Teacher, Technology (1-8)	1
Teacher, Third Grade	6
<b>Total</b>	<b>98</b>

## APPENDIX P

## Exit TAKS Stipends – Post Summer School Number Passing TAKS, July 2008

School Name	Subject Area(s)	Total # of Participating Student's	Total # of Passing Students	Total # of Passing Eligible Students	Total Stipend
Advantage East					
End	Mathematics	2	2	2	\$200
Bellaire HS	Reading/ELA	1	1	0	\$0
Bellaire HS	Science	3	3	2	\$200
Carter Career Center	Science	1	1	1	\$100
Chavez HS	Mathematics	5	5	5	\$500
Davis HS	Mathematics	3	3	2	\$200
Davis HS	Reading/ELA	1	1	0	\$0
Furr HS	Mathematics	4	4	4	\$400
Furr HS	Science	5	5	5	\$500
Houston HS	Mathematics	8	8	8	\$800
Houston HS	Reading/ELA	1	1	1	\$100
Houston HS	Science	8	8	7	\$700
Houston HS	Social Studies	1	1	0	\$0
Kashmere HS	Mathematics	1	1	1	\$100
Lamar HS	Mathematics	8	7	4	\$400
Lamar HS	Science	2	2	2	\$200
Madison HS	Mathematics	4	2	0	\$0
Milby HS	Mathematics	2	2	2	\$200
Milby HS	Science	3	3	3	\$300
Reagan HS	Mathematics	8	8	7	\$700
Reagan HS	Science	4	4	4	\$400
Scarborough HS	Mathematics	1	1	1	\$100
Waltrip HS	Science	2	2	2	\$200
Wheatley HS	Science	3	3	3	\$300
Yates HS	Mathematics	2	2	1	\$100
Yates HS	Science	4	4	4	\$400
<b>Total</b>		<b>87</b>	<b>84</b>	<b>71</b>	<b>\$7,100</b>

## Appendix Q

### ASPIRE Professional Development Attendance by Course, 2008-2009

Course Number	Course Title/Description	Attendance
AD0167	ASPIRE - Intro to VA (Level 1)	1
AD0168	ASPIRE - Intro to VA (Level 2)	2
BB0027	ASPIRE - Value - Added - Teachers	3
NR0199	ASPIRE - Intro to VA (Level 1)	28
NR0200	ASPIRE - Intro to VA (Level 2)	8
PD0547	ASPIRE - Verification - Camp Tm	83
PD0711	ASPIRE - Value - Added - Campus Tm	14
PD0905	ASPIRE - Verification - Core Tm	8
PD0908	ASPIRE - Intro to VA (Level 1)	14
PD0909	ASPIRE - Intro to VA (Level 2)	20
PD0922	ASPIRE - Intro to VA (Level 3)	34
PD0924	ASPIRE - Intro to VA (Level 1)	7
PD0925	ASPIRE - VA Overview - PDS	22
PD0926	ASPIRE - Intro to VA (Level 2)	6
PD0930	ASPIRE - Value-Added - Principal	25
PD0931	ASPIRE - Intro to VA (Level 2)	9
PD0933	ASPIRE - Intro to VA (Level 2)	5
PD0934	ASPIRE - Intro to VA (Level 1)	13
PD0935	ASPIRE - Intro to VA (Level 1)	5
PD0936	ASPIRE - Intro to VA (Level 2)	9
PD0937	ASPIRE - Intro to VA (Level 3)	1
PD0938	ASPIRE - Intro to VA (Level 3)	3
PD0939	ASPIRE - Intro to VA (Level 1)	2
PD4100	ASPIRE - Performance Management	120
SU0303	ASPIRE - Intro to VA (Level 1)	26
SU0304	ASPIRE - Intro to VA (Level 2)	3
VA0101	ASPIRE - VA Progress Measurement	782
VA0102	ASPIRE - Basic Descriptive Statistics	31
VA0103	ASPIRE - VA Data Concepts	25
VA0104	ASPIRE - Exploring VA Analysis	667
VA0105	ASPIRE - School Effectiveness	7
VA0106	ASPIRE-Value - Added Report	671
VA0107	ASPIRE - Stud Learning Factors A	11
VA0108	ASPIRE - Stud Learning Factors B	11
VA0109	ASPIRE - VA Calculations	9
VA0111	ASPIRE - Mean Gain Approach	8
VA0112	ASPIRE - Login & Navigation	15
VA0113	ASPIRE - VA Reports (Admin)	7
VA0114	ASPIRE - VA Summary Reports	556
VA0116	ASPIRE - Interpreting MGA	529
VA0117	ASPIRE - School/Sys Diag Reports	527
VA0119	ASPIRE - School/Sys Diag Performance	442



**Appendix Q (continued)****ASPIRE Professional Development Attendance by Course, 2008 - 2009**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
VA0124	ASPIRE - Setting VA Goals	29
VA0125	ASPIRE - A Climate for Success	22
VA0126	ASPIRE - Ready for VA Analysis	22
VA0127	ASPIRE - VA Rollout Plan	1
VA0128	ASPIRE - Teacher - Level VA Reports	474
WD0242	ASPIRE - Intro to VA (Level 1)	2
WD0243	ASPIRE - Intro to VA (Level 2)	1
VA0121	ASPIRE - Individual Student Rt A	510
VA0123	ASPIRE - Searches, Custom Reports	30
TT3743	ABRAZO #4: Sec Math - Data Drv	87
<b>Total (duplicated)</b>	<b>53</b>	<b>5,892</b>
<b>Total (unduplicated)</b>	<b>34</b>	<b>3,514</b>

## Appendix R

### Play It Smart, 2008-2009 Athlete Data

School	Enrollment	# of Athletes	Campus GPA	Athletes GPA	School Attendance Rate	Athletes Attendance Rate	Scholarships Offered
Scarborough	675	125	2.40	2.84	93.4%	96.2%	\$116,270
Waltrip	1,736	362	2.39	2.96	94.2%	96.1%	\$1,265,750
Reagan	1,707	293	2.17	2.40	93.8%	95.0%	\$188,000
Yates	1,151	286	2.56	2.56	90.5%	94.3%	\$225,000
Lamar	2,973	772	2.52	3.25	94.0%	94.0%	\$834,308
Sam Houston	1,536	251	2.21	2.67	91.5%	93.2%	\$335,000
Kashmere	484	167	2.35	2.71	85.4%	91.0%	\$309,000
Wheatley	1,012	154	2.40	2.57	89.0%	91.0%	\$762,440
Davis	1,571	230	2.42	2.94	84.4%	93.3%	\$309,050
Washington	887	253	2.50	2.20	93.0%	96.0%	\$621,000
Jones	762	140	2.51	2.57	86.0%	90.0%	\$761,800
Sterling	987	201	2.19	2.21	89.0%	91.0%	\$532,000
Worthing	1,000	152	2.20	2.50	97.0%	97.8%	\$882,942
Madison	2,027	404	3.01	3.22	91.0%	96.0%	\$4,763,032
Westside	2,907	667	2.93	3.11	93.7%	97.2%	\$1,953,684
Sharpstown	1,525	250	2.75	2.81	87.9%	89.9%	\$134,000
Lee	1,755	140	2.87	2.77	87.0%	91.0%	\$120,000
Bellaire	3,402	715	2.74	2.93	95.0%	97.0%	\$1,547,308
Westbury	1,191	335	2.75	2.85	85.0%	96.0%	\$924,000
Furr	780	215	2.40	2.79	92.0%	97.0%	\$371,040
Chavez	2,549	500	2.30	2.80	92.8%	96.0%	\$487,476
Milby	2,125	188	2.47	3.03	91.0%	96.0%	\$1,128,300
Austin	1,799	327	2.54	2.52	94.2%	95.2%	\$588,300
<b>Totals</b>	<b>36,491</b>	<b>7,162</b>	<b>2.50</b>	<b>2.74</b>	<b>90.9%</b>	<b>94.3%</b>	<b>\$19,159,700</b>