MEMORANDUM   June 6, 2008

TO: School Board Members

FROM: Abelardo Saavedra
              Superintendent of Schools

SUBJECT: **TITLE V, PART A INNOVATIVE PROGRAMS EVALUATION**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2006–2007 Title V, Part A evaluation report. The report assessed the implementation of Innovative Programs in the Houston Independent School District (HISD) and their overall impact on student achievement.

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

- HISD enrollment in Pre-AP courses increased for all students, African American, Hispanic, male, female, and economically disadvantaged student groups. HISD enrollment in AP courses increased for all students, Asian, Hispanic, White, and female student groups from 2005–2006 to 2006–2007. African American, Hispanic, male, and economically disadvantaged subgroups were underrepresented in Pre-AP and AP courses for 2006–2007.

- One Broad Resident began her service in the Business Operations Department and was eventually relocated to the Strategic Partnerships Department.

- Lexile Framework for Reading software will allow for the production of individual lexile student growth charts to facilitate the differentiation of classroom instruction to improve student reading, beginning in the 2007–2008 school year.

- Forty-one private schools received a total of $45,000 Title V-A funds to help provide educational resources for 11,598 students.

- Translation/Interpreter Services experienced a 16.8 percent increase in the provision of translation and interpretation services since last year.

- A total of 28 HISD high schools participated in the UIL in 2006–2007 compared to 23 schools in 2005–2006, showing 22 percent growth in school participation.

- Districtwide English and Spanish TAKS passing rates for spring 2006 and 2007 demonstrated gains across subjects, all tests taken, and test versions. However, a direct connection between student academic achievement and program activities could only be established for one program (AVID).

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

_____AS

Attachment

c: Superintendent's Direct Reports
       Regional Superintendents
       Executive Principals
       Noelia Garza
       Pamela Evans
       Lawanda Coffee

RESEARCH

Educational Program Report

HOUSTON
Independent School District

Creating a College-Bound Culture

Title V-A Innovative Programs
2006–2007

2008 Board of Education

Houston Independent School District
Hattie Mae White Educational Support Center
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Houston, Texas 77092-8501

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EXECUTIVE SUMMARY

TITLE V-A INNOVATIVE PROGRAMS
2006–2007

Program Description

The purpose of the Title V-A Innovative program is to implement promising educational reform and school improvement programs based on scientifically-based research. The No Child Left Behind (NCLB) Act of 2001 Public Law 107–110 reauthorized Title VI of the Elementary and Secondary Education Act of 1965 (ESEA) as Title V, Part A - State Grants for Innovative Programs. Specific purposes for Title V-A programs are to:

- Support local education reform efforts that are consistent with and support statewide education reform efforts;
- Implement promising educational reform programs and school improvement programs based on scientifically-based research;
- Provide a continuing source of innovation and educational improvement, including support for programs to provide library services and instructional and media materials to meet the educational needs of all students, including at-risk youth; and
- Develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs (Texas Education Agency, 2006; U.S. Department of Education, 2002).

Title V-A Innovative Programs provide a state-administered grant based on student enrollment designed to improve the quality of educational programs for all students and to increase academic achievement. In HISD, the 2006–2007 Title V-A funding was centralized to improve academic achievement through six innovative programs based on comprehensive needs assessments of the district's student population. Statutory requirements mandate that Title V-A programs are tied to promoting challenging academic achievement standards; are used to improve student academic achievement; and are a part of an overall education reform strategy (Texas Education Agency, 2006; U.S. Department of Education, 2002).

In 2002, the U.S. Department of Education (ED) categorized the twenty-seven approved Title V-A Innovative Program areas listed in Section 5131 of the NCLB legislation to include the following eight program types for the purpose of planning, implementing, and evaluating Title V-A programs:

- Educational Reform and School Improvement;
- Teacher Quality, Professional Development, and Class Size Reduction (in accordance with Title II of ESEA);
- Parental Options;
- Technology and Educational Materials;
- Students with Special Needs;
- Literacy, Early Childhood Education, and Adult Education;
- Community Service/Community Involvement; and
- Health Services.

Each of the six Title V-A Innovative Programs was required to provide services consistent with at least one of the eight program categories set forth by ED, satisfy the statutory requirements, and target programs toward increasing student achievement.

Key Findings

Districtwide Program

1. How was the Title V-A Innovative Program implemented districtwide?

- Based on the Title V-A Program Planning and Implementation - Administrator Survey, all of the six program administrators reported adherence to eight of the eleven 2006–2007 NCLB guidelines, Title V, Part A statutory purposes and requirements, and the TEA Initial Compliance Review (ICR) report requirement. The administrator for the Broad Candidates program indicated this program had not fulfilled the statutory purpose of utilizing scientifically-based research. Likewise this program administrator was unsure whether or not the program had been based on a needs assessment or if the program provided for systematic consultation with parents, teachers and administrators, or other groups. Additionally, program administrators for the Lexile Framework for Reading and the Private School Share programs indicated that a needs assessment had not been conducted on behalf of their programs.

- Of the eight approved program categories, district programs encompassed three types of services including educational reform and school improvement, technology, and educational materials.

- All six of the programs included in the 2006–2007 Summary of Title V, Part A Funding Plans were implemented. This indicated a 45.5 percent reduction from 11 programs implemented in 2004–2005.

- The decline from 11 in 2004–2005 to six Title V-A programs in 2006–2007 resulted in an overall budget reduction of 52.4 percent, with a decrease of 47.1 percent in the last year.

- Title V-A maintained two of the five programs implemented last year, Translation/Interpreter Services and Private School Share. Three centralized district programs that were funded under Title V-A last year were not funded this year. They included the Reading Coordination/Supplemental Reading Programs, Communities in Schools, and Student Advocacy - Connect With Kids. The AVID, Broad Candidates, Lexile Framework for Reading, and the UIL Project programs were new under this grant in 2006–2007.

- All students enrolled in the district were expected to be served by at least one of the 2006–2007 Title V-A programs.

  AVID
- The Advancement Via Individual Determination (AVID) program was developed to increase the number of secondary students that participate in rigorous academic courses, including Advanced Placement (AP) and Pre-AP. The program also provided opportunities for middle and high school students to receive tutoring, investigate colleges, take college tours, participate in regularly scheduled workshops with guest speakers, and work with community service projects.

- A total of 780 students (290 high and 490 middle school) and approximately 120 educators participated in the AVID program. The program specifically targeted at-risk students for more rigorous coursework who (1) were economically disadvantaged, (2) were underrepresented in four-year colleges, (3) possessed the potential to become first-generation college goers, and (4) were currently enrolled in regular (non-GT, non-Special Education) classes.

- Eight staff members on each campus received training to implement the AVID curriculum and program. Training was provided at a summer institute and through monthly professional development sessions for AVID Elective teachers and coordinators. Tutors received additional training.

- AVID students took at least one Pre-AP or AP course and the AVID Elective the first year in the program. Each year, the students will increase the number of Pre-AP or AP courses taken to ensure academic growth.

- To provide a continuing source of innovation and educational improvement, each high school will add an AVID course to meet the needs of the students as they advance through the grade levels. Middle schools will increase the number of AVID sections offered in future years. Many of the AVID strategies can be implemented schoolwide for greater impact on academic achievement.

Broad Candidates
- The Broad Candidates program is a two-year management-training program for executives seeking to become leaders in education reform. The program placed one graduate from a top business school, which had at least four years of work experience in the private and nonprofit sectors, in a managerial position in the central operations of HISD.

- The Broad Resident began her service in the Business Operations Department and was eventually relocated to the Strategic Partnerships Department.

- Working in the Business Operations Department, the Resident was responsible for organizing training provided to School Business Managers within HISD, administering an Energy Conservation project, developing a strategic plan for Facilities Operations, assisting in the budgeting process, and preparing an Emergency Preparedness project. The Resident also served as Project Manager for the Connect-Ed telephone notification system, an automated phone system utilized to deliver important messages to employees and parents.

- While working in the Strategic Partnerships department, the Broad Resident promoted HISD's strategic plan on safety during collaboration with representatives from Houston's Metropolitan Transit Authority of Harris County, Texas, and continued work with the Connect-Ed telephone notification system and School Business Managers.

- Additionally, the Broad Resident was to attend eight professional development sessions and receive training in the following critical areas: Context of Urban Education, System-wide Levers for Change, Change Management, and Leadership Skill Development.

Lexile Framework for Reading
- The Lexile Framework for Reading program was part of an initiative to promote education reform and school improvement through modification of the district's automated library software systems. Program services were designed to impact over 200,000 students enrolled in the district, based on districtwide student enrollment.

- Professional development on Lexile Awareness was provided on November 8 and 28, 2007 for 300 representatives from each of the district's schools, to address the first of three phases of the initiative. Lexile Awareness training participants were to provide a 30-minute lexile training overview to all of their campus faculty members.

- 2006–2007 software modifications will allow for the production of individual lexile student growth charts to facilitate the differentiation of classroom instruction to improve student reading, beginning in the 2007–2008 school year. Program software was tested in the spring of 2007.

- In a separate, associated effort, Superintendent of Schools, Dr. Abelardo Saavedra sent a letter to the home of each HISD student to inform parents of the Lexile Framework for Reading program, to explain how to access their child's lexile measure, to offer specific reading titles by Lexile level, and to encourage parental utilization of the enclosed information to choose summer reading for their children.

Private School Share

- The Private School Share (PSS) program provided TEA-approved, non-secular, neutral, and non-ideological educational facilities throughout HISD boundaries with supplemental funds for instructional materials, technology/equipment, and teacher training.

- Forty-one private schools received Title V-A funds to help provide educational resources for 11,598 students. This represented an equal number of schools and 57 (0.5 percent) more students compared to the previous year. The program allocation of $45,000 in each of the last two years was based on $3.88 per student in 2006–2007 versus $3.89 per student the previous year.

- Based on 37 program descriptions, campuses served various student groups including educationally at-risk students, youth at least one year behind the expected grade level, all students, English language learners, students with limited English proficiency, immigrants, youth involved with the juvenile justice system, and others.

- The campus administrators reported targeting the following subjects for improvement as a result of Title V-A program services: reading and language arts, science, mathematics, social studies, writing, and other subjects.

- Based on 37 program descriptions, the grant primarily supported library services, computer-assisted instruction, extended-day activities, tutoring, professional development, and interactive technology.

Translation/ Interpreter Services

- The Translation/Interpreter Services program provided the interpretation and translation of educational materials to assist non-English-speaking and limited English proficient students enrolled in the district, their parents, and other community stakeholders.

- The program was provided to support district communication with more than 55,000 English language learners and related stakeholders across the district. Over 21 district offices and departments as well as various schools throughout the district received services.

- Tracked by their database, the program experienced a 70.9 percent increase in the provision of translation and interpretation services over the last four years, with a 16.8 percent increase in the number of services provided since last year.

- Translated education-related materials included federal and state-mandated documents, other official documents, letters, notices, newsletters, articles, the CLEAR curriculum, assessments, districtwide norms and procedures, web postings, PowerPoint presentations, and brochures. Services most frequently provided were web postings and announcements (including publications), followed by newsletter articles, letters, interpretations, brochures, and flyers. This was comparable to last year's findings.

- The program was fully staffed this year. However, as in the previous year, the program was not equipped with enough staff to accommodate the growing demands for service.

UIL Project

- The University Interscholastic League (UIL) Project was designed to promote education reform and school improvement through enabling all HISD comprehensive high schools to engage students in annual UIL contests in 24 academic and one-act play competitions.

- A total of 28 HISD high schools participated in the UIL in 2006–2007 compared to 23 schools in 2005–2006, showing 22 percent growth in school participation. Growth also occurred in the number of schools participating at each type of UIL meet or contest conducted.

- Approximately 900 high school students across the district competed in zone, district, area, regional, and state-level UIL contests to become eligible for scholarship opportunities. Each meet, tournament, and contest required a minimum of two weeks preparation.

- HISD students won awards and/or qualified and competed in state-level competitions in every type of contest entered. UIL scholarship winners will be identified when they graduate.

2. What was the Title V-A Innovative Program impact on student academic achievement?

- Districtwide English and Spanish TAKS passing rates for spring 2006 and 2007 demonstrate gains across subjects, all tests taken, and test versions. The largest gains on the English version were mathematics (six percentage-points), social studies, and all tests taken (five percentage-points each). The largest gains on the Spanish version were in science (eleven percentage-points), mathematics (eight percentage-points), and all tests taken (seven percentage-points).

- Performance deficits for At-Risk students on the English version were greater than the deficits for At-Risk students on the Spanish test version in 2006 and 2007. Reductions in the TAKS performance gaps between At-Risk and Non At-Risk students were evident from 2006 to 2007 on the English version in reading/English language arts, mathematics, writing, and social studies. On the Spanish version, performance gaps declined in reading/English language arts, mathematics, and writing tests.

- HISD enrollment in Pre-AP courses increased for all students, African American, Hispanic, male, female, and economically disadvantaged student groups. HISD enrollment in AP courses increased for all students, Asian, Hispanic, White, and female student groups from 2005–2006 to 2006–2007. African American, Hispanic, male, and economically disadvantaged subgroups were underrepresented in Pre-AP and AP courses for 2006–2007.

- For the 2006–2007 school year, 7,586 HISD students in grades eight through 12 were enrolled in AP courses and 38,271 students in grades six through 12 were enrolled in Pre-AP courses. Of the 7,586 students enrolled in AP courses, a total of 4,842 HISD students took 9,118 AP examinations during 2007. HISD students scored a 3 or higher on 4,323 (47.4 percent) of these exams.

AVID

- A total of nine AVID program participants took ten AP examinations. One AVID student received a score of three or higher on one examination.

- Districtwide middle and high school TAKS performance results for spring 2006 through spring 2007 revealed Reading/ELA gains from three percentage-points at grade six to eight percentage-points at grade 11. However, a three percentage-point decrease was experienced at grades nine and ten from 2006 to 2007. The mathematics TAKS results revealed gains ranging from three percentage-points at

grade six to eight percentage-points at grade eleven from 2006 to 2007. There were gains at all relevant grades on math from 2006 to 2007.

- Program administrators submitted comparisons of districtwide versus AVID participants' TAKS passing rates by grade level. Findings revealed that the percentage of AVID students passing reading/ELA, mathematics, social studies, and science was greater than the district's average performance at each grade level in spring 2007.

Broad Candidates
- The Broad Resident program was designed to improve student academic achievement by improving business operations within HISD by providing the district with an individual who has demonstrated success in the private sector and through personal academic achievement. Documentation of the roles and responsibilities played by the Resident was limited, and documentation of improvements within HISD realized on behalf of the Broad Resident was not provided. Therefore, the impact of this program on student academic achievement cannot be determined for 2006–2007.

Lexile Framework for Reading
- Program impact is expected to increase districtwide reading achievement in 2007–2008.

Private School Share
- A duplicated number of campus administrators that reported targeting the following subjects for academic improvement as a result of Title V-A program services included: reading and language arts (n=34), science (n=5), mathematics (n=9), social studies (n=2), writing (n=6), and other subjects (n=18). Campus-level achievement data were provided for this report; however, only one year of data was available so an assessment of improvements could not be made.

Translation/Interpreter Services
- The ongoing growth in demand for service suggests that English language learners including students, parents, and community members were better able to participate in the educational process, through the availability of program activities. An indirect program impact on the districtwide spring 2007 gains on the Spanish version of TAKS and at-risk student achievement across the district was expected but not specifically discernable.

UIL Project
- HISD students showed heightened success in UIL contests. However, no measure of the program's direct impact on student achievement was conducted.

Recommendations
1. To improve the quality of program planning with the appropriate stakeholders, program implementation, budget allocation, budget utilization, and program documentation, Title V-A program administrators could benefit from early engagement and ongoing communication with the district administrators responsible for the districtwide needs assessment for Title V-A, submission of the HISD Federal and State Funds Request Template for Title V-A, assignment of program administrators, funding, and budgetary adjustments for all Title V-A programs. To enhance program coordination and evaluation, the Title V-A Supervisor should consider proactive measures to provide administrative guidance to program administrators and evaluator early in the school year as well as throughout the school year.

2. To ensure compliance with statutory requirements, program goals and activities must have a measurable linkage to student academic achievement. Under certain programs (e.g. AVID, UIL Project, or Lexiles), this may be accomplished by the creation of electronic databases tracking program participants and other recipients of program services. However, some programs (e.g. Broad Candidates or Translator/Interpreter Services) may require the creation of additional target objectives that can be realized by program participants, recipients of services, or program personnel.

3. To increase participation rates of students and parents in the various Title V-A programs, program administrators should identify procedures to expand their program to serve the entire district. HISD's students and parents could benefit by having a greater awareness of the existence and benefits of certain programs (e.g. UIL Project or Translator/Interpreter Services). Likewise, students and parents would be benefited by the expansion of other programs districtwide (e.g. AVID). Program administrators should consider developing a system of advertising the various Title V-A programs to parents, and a system of assessing parental and student awareness of program opportunities.

Title V-A Innovative Programs
2006–2007

Introduction

Program Description

Title V-A Innovative Programs provide a state-administered grant based on student enrollment designed to improve the quality of educational programs for all students and to increase academic achievement. The purpose of the Title V-A Innovative program is to implement promising educational reform and school improvement programs based on scientifically-based research. In HISD, the 2006–2007 Title V-A funding was centralized to improve academic achievement through six innovative programs based on comprehensive needs assessments of the district's student population. Title V-A programs must:

- Be tied to promoting challenging academic achievement standards;
- Be used to improve student academic achievement; and
- Be a part of an overall education reform strategy (Texas Education Agency, 2006; U.S. Department of Education, 2002).

Program History

The No Child Left Behind (NCLB) Act of 2001 Public Law 107–110 reauthorized Title VI of the Elementary and Secondary Education Act of 1965 (ESEA) as Title V, Part A - State Grants for Innovative Programs. The grant allows school districts to design, fund, and implement Title V-A Innovative Programs within twenty-seven identified program areas, pursuant to the statutory requirements listed in Section 5131 of the NCLB Act. In 2002, the United States Department of Education (ED) categorized twenty-seven approved Title V-A Innovative Program areas under the following eight program types for the purpose of planning, implementing, and evaluating Title V-A programs:

- Educational Reform and School Improvement;
- Teacher Quality, Professional Development, and Class Size Reduction (in accordance with Title II of ESEA);
- Parental Options;
- Technology and Educational Materials;
- Students with Special Needs;
- Literacy, Early Childhood Education, and Adult Education;
- Community Service/Community Involvement; and
- Health Services.

Program Rationale, Goals, and Objectives

Fundamentally, Title V-A Innovative Programs provide a state-administered grant based on student enrollment designed to improve the quality of educational programs for all students and to increase academic achievement. Each of the six Title V-A Innovative Programs that operated in the district was required to provide services consistent with at least one of the eight program categories set forth by ED, satisfy the statutory requirements, meet NCLB provisions and assurances, and fulfill TEA compliance requirements (TEA, 2005; Department of Education, 2002):

Title V, Part A Statutory Requirements
- Program was tied to promoting challenging academic achievement standards.
- Program was used to improve student academic achievement standards.

- Program was part of an overall education reform strategy.

Title V, Part A Statutory Purposes
- Purpose of program is to support local education reform efforts that are consistent with and support statewide education reform efforts.
- Purpose of program is to provide funding to enable state educational agencies and local educational agencies to implement programs based on scientifically-based research.
- Purpose of program is a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.
- Purpose of program is to meet the educational needs of all students, including at-risk youth.
- Purpose of program is to develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

Title V, Part A NCLB Provisions and Assurances
- Program provides for systematic consultation with parents of children attending public and private nonprofit schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with other groups involved in the implementation of Title V, Part A programs, such as librarians, school counselors, and other pupil services personnel.
- Program conducted the required needs assessment relative to the purposes of Title V, Part A.

TEA Initial Compliance Review (ICR) Report Requirement
- Program services and expenditures were described in district's Continuous Improvement Plan or Department Management Plan.

In HISD, the 2006–2007 Title V-A funding was centralized to improve academic achievement through innovative programs based on comprehensive needs assessments of the district's student population. Information obtained from the Title V-A Program Supervisor indicated that an annual, districtwide Federal Programs Parents Consultation Meeting was conducted in the spring of 2006 which provided an overview of Federal Programs for the 2006–2007 school year including Title I, Part A and Part C, Title II, Part A and Part D, Title II, Title IV, Part A, and Title V, Part A. Stakeholders' questions were answered consistent with program guidance from the U.S. Department of Education and the Texas Education Agency (TEA).

Program Personnel
The Title V-A program is administered through the External Funding Department. To facilitate the implementation of the program, the Title V-A Supervisor collaborated with central office representatives to supervise the implementation and to support program assessment for the grant. The Title V-A Supervisor and Evaluator were funded by this grant. A Secretary I provided administrative assistance to the Title V-A Supervisor. Consistent with allowable uses for the grant, additional administrative and instructional staff were hired and/or contracted through specific programs at the district level to support Title V-A activities.

The Title V-A Supervisor's responsibilities included supervising the Secretary I; managing the overall program budget; completing the annual application for state/federal funding; coordinating with the Budgeting Department to set up campus budgets for Title V-A services; coordinating with central administrators for dissemination of guidelines and policies to reflect the intent of the grant; monitoring the proper expenditure of grant funds by participants; updating the policy manual; monitoring maintenance of Title V-A programs; managing and coordinating with the Department of Research and Accountability for proper program evaluation to meet state criteria.

Purpose of the Evaluation Report

This evaluation is both formative and summative. Qualitative and quantitative methods were utilized. The report is intended for program administrators and district stakeholders. The evaluation provides feedback to program staff for assistance with program improvements, and constitutes a program summary for the July 1, 2006–June 30, 2007 fiscal year. In addition, it provides program outcomes for the 2006–2007 school year, as available. Federal and state guidelines require the completion of an annual evaluation of the Title V-A program for making decisions about appropriate program changes for the subsequent year. Specifically, the following research questions were addressed:

1. How was the Title V-A Innovative Program implemented districtwide?
2. What was the Title V-A Innovative Program impact on student academic achievement?

Methods

Data Collection

Several strategies were incorporated to ascertain how the Title V-A Innovative Programs were implemented and their impacts. Title V-A program criteria, NCLB guidance documents from the U. S. Department of Education, the Texas Education Agency (TEA), and other program updates made available by the Title V-A Supervisor provided administrative reference materials for this report. Primary program documentation included budgets, central office and private school program descriptions, and implementation and end-of-year reports submitted by program administrators for 2006–2007. Specifically, program services, target populations, evaluation strategies, and expected outcomes were obtained from related program descriptions. The Title V-A Program Planning and Implementation Administrator Survey 2006–2007 responses provided information regarding adherence to NCLB assurances and provisions; Title V, Part A statutory purposes and requirements; and the TEA Initial Compliance Review (ICR) report requirement. In addition, detailed program schedules of actual services and activities, participant descriptions and counts, and program outcomes generated from planned evaluation strategies were obtained from administrative implementation and end-of-year reports. The Title V-A planning budget was provided by the Title V-A Supervisor. The HISD Finance Department provided a Title V-A budget allocation and expenditure report for August 27, 2007. In addition, findings from Title V-A Texas Education Agency eGrants Compliance Reports for 2006–2007 as submitted by the Title II-A Supervisor were included.

Measures of Academic Achievement

Districtwide and student group academic achievement were assessed using spring 2005–2006 and 2006–2007 Texas Assessment of Knowledge and Skills (TAKS) scores from the HISD TAKS reports. Results were analyzed to assess performance gains and losses. The TAKS is a standardized criterion-based student academic achievement test. It is administered in grades three through eleven. The TAKS assessments evaluate the Texas Essential Knowledge and Skills (TEKS), which is the state-mandated curriculum. The percentage of students passing the identified subtests is presented, along with passing percentages for all tests taken. Baseline performance measures using spring 2007 Advanced Placement scores are provided to evaluate the AVID program.

Data Analysis

The number of students tested on TAKS districtwide and by grade level can be obtained from the HISD TAKS report for the respective year. Results for student groups of four or less were not reported, consistent with district practice. All calculations may vary by one percentage-point. Budget data were rounded to the nearest dollar to assess grant allocations and expenditures.

Results

How was the Title V-A Innovative Program implemented districtwide?

Participating Programs and Program Participants

The six programs included in the 2006–2007 Summary of Title V, Part A Funding Plans were implemented. **Table 1** reveals that the number of programs implemented under Title V-A decreased from eleven in 2004–2005 to six in 2005–2006 and six programs in 2006–2007. This indicated a 45.5 percent reduction in programs from 2004–2005 to the current year. Two district programs (Houston Teachers Institute and Rice University School Math Project) which were funded under this Title last year, were not funded this year and received Title II, Part A funding for the 2005–2006 school year. Of the eight approved program categories, district programs encompassed three types of services which included educational reform and school improvement, technology, and educational materials. The programs contained unique goals, reflecting specific constituent needs. Based on the Title V-A Program Planning and Implementation Administrator Survey, all six of the program administrators reported adherence to eight of the eleven 2006–2007 NCLB guidelines, Title V, Part A statutory purposes and requirements, and the TEA Initial Compliance Review (ICR) report requirement (**see Appendix D**).

Table 1: Title V-A Innovative Programs Planning Budget, 2004–2005 through 2006–2007

Innovative Programs	2004–2005	2005–2006	2006–2007
Drop Out Prevention	435,000	0	
Communities in Schools	330,990	330,990	
Student Teacher Program	144,000	0	
Reading Coordination	130,500	96,300	
Private School Share	69,265	45,000	38,397
Advanced Placement	65,000	0	
Houston Teachers Institute	66,000	0	
Translation/Interpreter Services	55,000	55,000	61,054
Rice University School Math Project	47,915	0	
Community Youth Services	23,926	0	
G.E.A.R.	19,286	0	
Student Advocacy (CWK)	0	250,000	
District's Notification System^	0	469,550	
AVID	0	0	181,410
Broad Candidates	0	0	70,994
University Interscholastic League Project	0	0	172,722
Lexile Framework for Reading	0	0	135,000
Total Planning Entitlement	**$1,386,882**	**$1,246,840**	**659,577**
Indirect Costs*	48,876	28,902	48,764
^Program not implemented. *Indirect Costs were not included in total.			

The administrator for the Broad Candidates program indicated this program had not fulfilled the statutory purpose of utilizing scientifically based research. Likewise this program administrator was unsure whether or not the program had been based on a needs assessment or if the program provided for systematic consultation with parents, teachers and administrators, or other groups. Additionally, program administrators for the Lexile Framework for Reading and the Private School Share programs indicated that a needs assessment had not been conducted on behalf of their programs.

Title V-A maintained two of the five programs implemented last year—Translation Services and Private School Share. The Advancement Via Individual Determination (AVID), Broad Candidates, Lexile

Framework for Reading, and the University Interscholastic League (UIL) Project represented new programs under the 2006–2007. The district's Title V-A programs addressed authorized foci and the scope of programming was broad. The following are brief descriptions of the 2006–2007 Title V-A Innovative Programs and associated participants. More detailed program summaries are attached to this report.

The AVID program was developed to increase the number of secondary students that participate in rigorous academic courses, including Advanced Placement (AP) and Pre-AP. This program specifically targeted at-risk students for more rigorous coursework if they were (1) economically disadvantaged, (2) underrepresented in four-year colleges, (3) have the potential to become first-generation college goers, and (4) are currently enrolled in regular (non-GT, non-Special Education) classes. Participating students took at least one Pre-AP or AP course and the AVID elective. The program allowed middle and high school students to receive tutoring, investigate colleges, take college tours, participate in regular workshops with guest speakers, and work with community service projects. A total of 780 students and 120 educators participated in program activities in 2006–2007 (see page 23).

The Broad Candidates program was a two-year management-training program for executives seeking to become leaders in education reform. It was designed for graduates from top business, law, and public-policy schools who have at least four years of work experience in the private and nonprofit sectors. The program placed participants in managerial positions in the central operations of urban school districts. One Broad Resident position was funded through this program, serving the first year of a two-year term. Residents were tasked with leading major projects that require superb analytical skills and the ability to manage projects and teams. Additionally, the Broad Resident, who served in the Business Operations and Strategic Partnerships departments, was to attend eight professional development sessions and receive training in the following critical areas: Context of Urban Education, System-wide Levers for Change, Change Management, and Leadership Skill Development (see page 25).

The Lexile Framework for Reading program was part of an initiative to promote education reform and school improvement through modification of the district's automated library software systems. Software modifications allowed the production of individual lexile student growth charts to facilitate the differentiation of classroom instruction to improve student reading by the 2007–2008 school year. A summer reading list for each student was also produced and distributed to each student. Three hundred educators received professional development training in 2006–2007 (see page 27).

The Private School Share program provided TEA-approved, non-secular, neutral, and non-ideological educational facilities throughout HISD boundaries with supplemental funds for instructional materials, equipment, and teacher training. Innovative programs in participating schools provided materials, supplies, and technology to meet the needs of private school students in core subject areas. Forty-one schools participated in the program during the 2006–2007 school year. Campus programs were funded to serve 11,598 students including all students or the educationally at-risk, youth at least one year behind the expected grade level, English language learners, immigrants, youth involved with the juvenile justice system, and other specified students. A distinct count of educators receiving training through this grant was not available for this report (see page 29).

Translation/Interpreter Services provided interpretation and translation assistance to non-English-speaking and limited English proficient students enrolled in the district, their parents, and other community members. The program was provided to support district communication with the 55,000+ English language learners and related stakeholders across the district. Translated items included federal and state-mandated documents, other official documents, letters, notices, newsletters, articles, the CLEAR curriculum, assessments, districtwide norms and procedures, web postings, PowerPoint presentations, and brochures for over twenty HISD departments, the regional offices, and schools across the district. Over 21 district offices and departments as well as various schools throughout the district received services. A distinct participant count was not available for this report (see page 31).

The UIL Project program was designed to promote education reform and school improvement through enabling all HISD comprehensive high schools to engage students in annual UIL contests in 24 academic and one-act play competitions. Over 900 high school students across the district competed in

zone, district, area, regional, and state-level UIL contests to become eligible for scholarship opportunities (see page 33).

Table 2 displays duplicated participant counts as reported by Title V-A program administrators in program descriptions and implementation or end of year reports for 2006–2007. The numbers for AVID and UIL Project were based on actual tallies, while the number for Lexile Framework for Reading, Private School Share, and Translation/Interpreter Services were based on targeted population counts.

Table 2: Program Participation, TEA eGrants Consolidated NCLB Compliance Report 2006–2007

Innovative Program	Service Provided	Student Participants	Staff Participants
AVID	Education Reform/School Improvement	780	120
Broad Candidates	Improved Management Efficiency	—	1
Lexile Framework for Reading	Technological Activities	202,449	300
Private School Share	Educational Materials	11,598	—
Translation/Interpreter Services	Educational Materials	55,407	—
UIL Project	Education Reform/School Improvement	900	—
Total (duplicated)		**271,134**	**421**

Budget and Administrative Arrangements

The decline from eleven to six centralized Title V-A programs over the last two years resulted in an overall budget reduction of 52.4 percent, with a decrease of 47.1 percent from 2005–2006 to 2006–2007. Table 1 also presents Title V-A planning budgets for three years from 2004–2005 to 2006–2007. **Table 3** shows the 2006–2007 Title V-A planning budget and actual program allocations. The actual Title V-A budget allocation reflected in an August 27, 2007 budget expenditure report was $62,228 (9.4 percent) higher than the total planning budget. The final program budget (as depicted by actual program allocations) was impacted by additional funds for the Broad Candidates, Lexile Framework for Reading, and Private School Share programs, while funds for Translation/Interpreter Services were reduced slightly.

Table 3: Title V-A Planning Budget, Actual Allocation, and Expenditures by Program, 2006–2007

Program	Planning Budget	Actual Allocation	Expenditures
AVID	$181,410	$181,410	$120,659
Broad Candidates	$70,994	$104,417	$44,841
Lexile Framework for Reading	$135,000	$161,819	$135,155
Private School Share	$38,397	$45,000	$34,553
Translation/Interpreter Services	$61,054	$56,437	$53,959
UIL Project	$172,722	$172,722	$90,687
Total Title V-A	**$659,577**	**$721,805**	**$479,854**

In contrast to last year, all programs reflected in the planning budget were implemented. **Figure 1** (see page 15) provides an overview of the proportion of the total budget that was utilized by each 2006–2007 centralized program as well as the total Title V-A allocation as reported August 27, 2007. The findings reveal that the total Title V-A budget was expended at a rate of 66.5 percent. This compared to a utilization rate of 68.5 percent in 2005–2006. None of the 2006–2007 programs expended 100 percent of their program allocations. However, Translation/Interpreter Services utilized 95.6 percent and the Lexile Framework for Reading program used 83.5 percent of its program funds. The UIL and Broad Candidates programs experienced the lowest budget utilization rates of 52.5 percent and 42.9 percent, respectively.
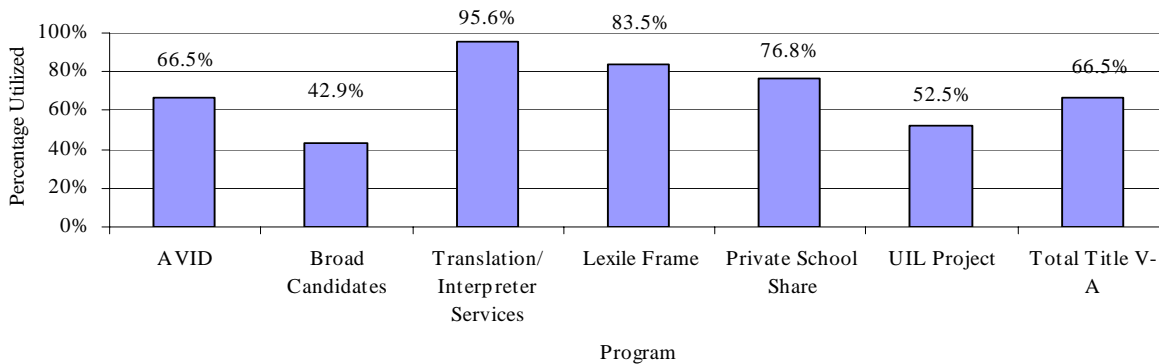
Figure 1: 2006–2007 Title V-A Innovative Programs actual allocations by percentage of utilized budget.

What was the Title V-A Innovative Program impact on student academic achievement?
- Districtwide English and Spanish TAKS passing rates for spring 2006 and 2007 were analyzed as presented in **Figure 2**. The 2007 findings reveal passing rates ranging from 61 percent and 42 percent (science) to 88 percent and 93 percent (writing) on the English and Spanish versions, respectively. Gains were achieved from 2006 to 2007 across subjects, all tests taken, and test versions. The largest gains on the English version were in mathematics (six percentage-points), social studies, and all tests taken (five percentage-points each). The largest gains on the Spanish version were in science (eleven percentage-points), mathematics (eight percentage-points), and all tests taken (seven percentage-points).
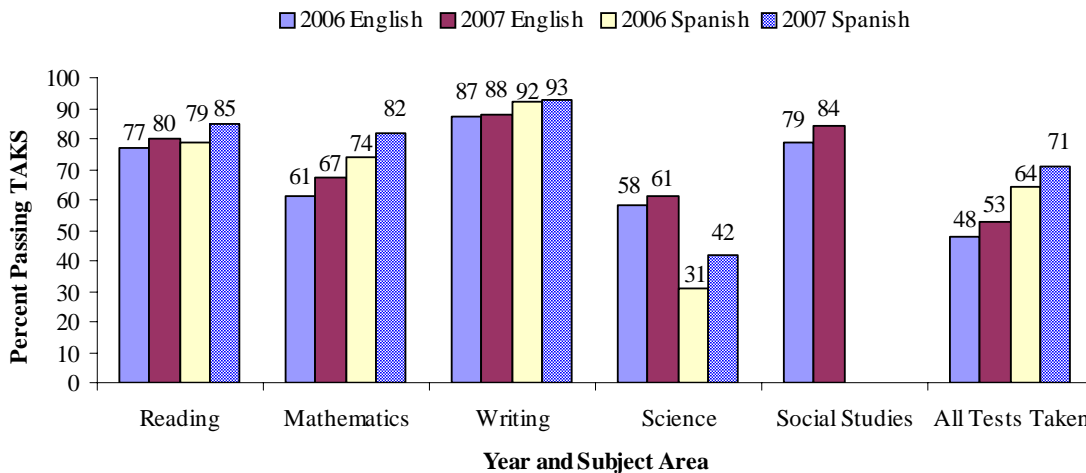

Figure 2: Districtwide student performance on the TAKS English and Spanish test versions for spring 2006 and 2007.

- Spring 2006 and 2007 districtwide TAKS passing rates for Non At-risk and At-risk students receiving services through State Compensatory Education programs were analyzed and presented in **Figure 3** (see page 16). Results for 2007 indicate that Non At-Risk students passed the English test version at a rate of 88 percent (science) to 98 percent (social studies), while At-Risk students' passing percentages ranged from 44 percent (science) to 81 percent (writing) on the English test version. This compared positively to the 2006 performance when Non At-Risk students passed the English version

at a rate of 87 percent (math and science) to 96 percent (writing and social studies) across subjects, while At-Risk students' passing percentages ranged from 44 percent (science) to 80 percent (writing).
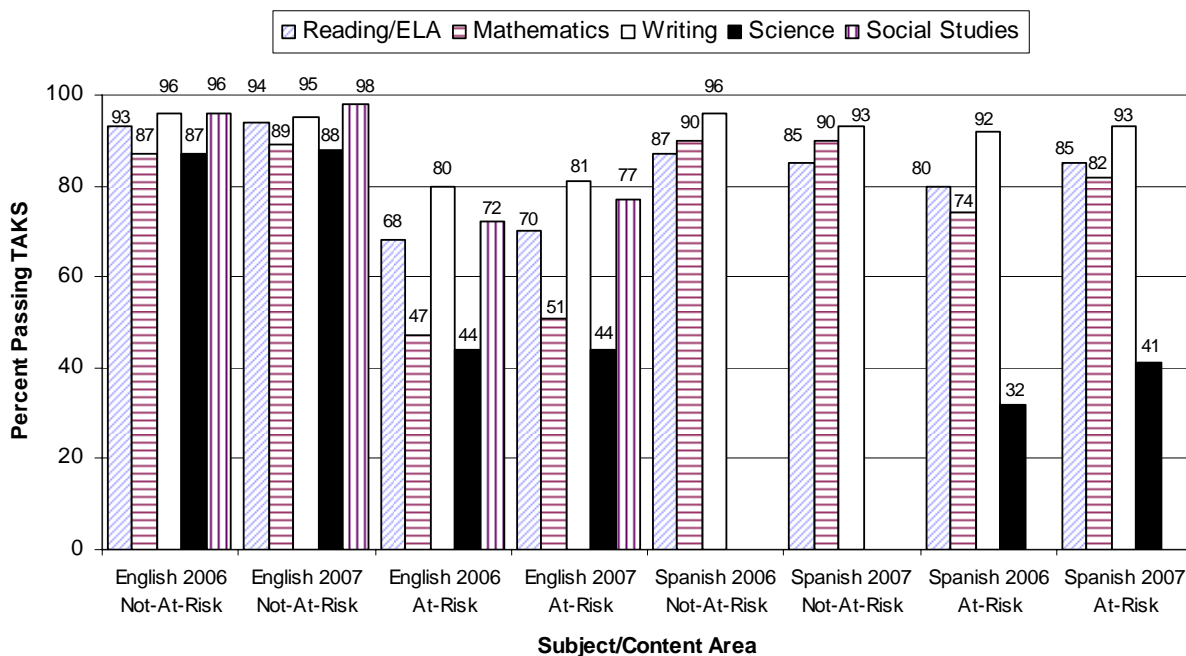

Figure 3: Districtwide TAKS At-Risk and Non At-Risk student performance on the English and Spanish test versions for spring 2006 and 2007.

- Comparable findings on the Spanish version for 2007 indicated that Non At-Risk students passed the Spanish test version at a rate of 85 percent (reading) to 93 percent (writing) across subjects (Figure 3). At-Risk students' passing percentages across subjects ranged from 41 percent (science) to 93 percent (writing) on the Spanish version. This compared less favorably to the 2006 performance when Non At-Risk students passed the Spanish version of TAKS at a rate of 87 percent (reading) to 96 percent (writing) across subjects, while At-Risk students' 2007 compared favorably to the 2006 passing percentages which ranged from 32 percent (science) to 92 percent (writing).

- **Figure 4** (see page 17) depicts districtwide TAKS performance gaps for students receiving services through State Compensatory Education programs, showing the deficit in percent passing by content area for At-Risk when compared to Non At-Risk students for the past two years. The graph reveals reductions in the performance gaps between Non At-Risk and At-Risk students from 2006 to 2007 on the English version in reading/English language arts, mathematics, writing, and social studies. On the Spanish version, performance gaps declined on the reading/English language arts, mathematics, and writing tests. The performance deficits for At-Risk students on the English version were greater than the deficits for At-Risk students on the Spanish test version of TAKS in both years.

- **Table 4** (see page 17) provides a comparison of Pre-AP and AP enrollment by race/ethnicity, gender, and economic status for 2005–2006 and 2006–2007. As shown, HISD enrollment in Pre-AP courses increased for all students, African American, Hispanic, male, female, and economically disadvantaged student groups. HISD enrollment in AP courses increased for all students, Asian, Hispanic, White, and female student groups from 2005–2006 to 2006–2007. African American, Hispanic, male, and economically disadvantaged subgroups were underrepresented in Pre-AP and AP courses for 2006–2007 (HISD, 2007).
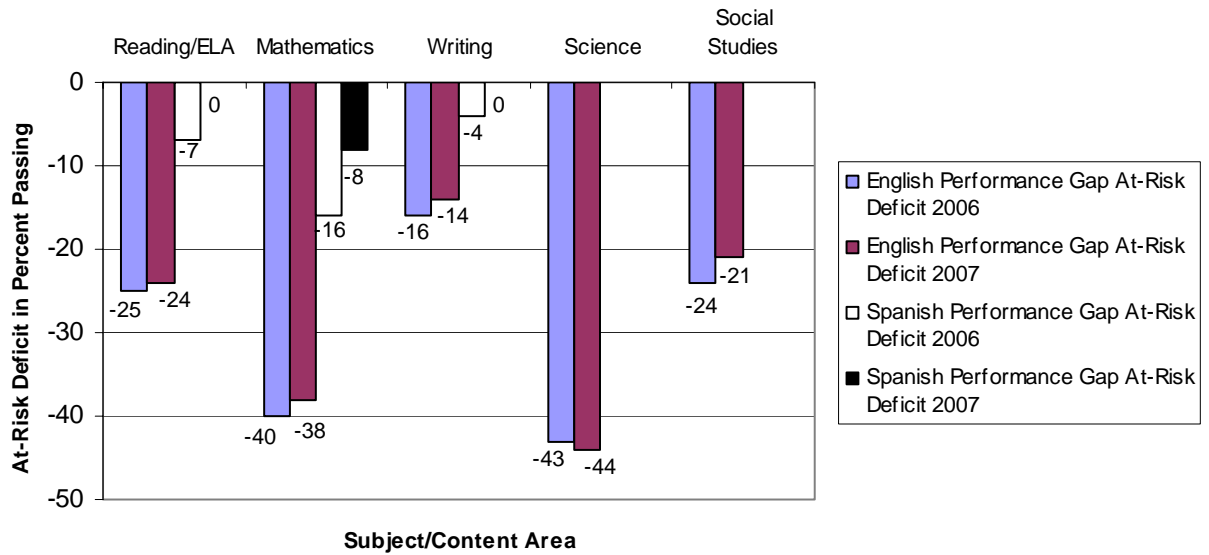
Figure 4: Districtwide TAKS performance gaps/deficits on English and Spanish test versions for At-Risk and Non At-Risk students, spring 2006 and 2007.

Table 4: HISD Pre-AP and AP Enrollment by Race/Ethnicity, Gender, and Economic Status, 2005–2006 and 2006–2007

	Pre-AP		AP	
	2005–2006	2006–2007	2005–2006	2006–2007
All Students	33,743	38,271	7,529	7,586
African American	10,492	11,125	1,931	1,825
Asian	2,024	1,990	748	780
Hispanic	15,884	20,304	3,156	3,198
Native American	41	33	10	9
White	5,302	4,819	1,684	1,774
Male	15,678	18,009	3,123	3,105
Female	18,065	20,262	4,406	4,481
Econ. Disadv.	22,288	25,771	4,064	3,731
Missing Econ. Disadv.	1,013	1,175	78	53

Note: Economically disadvantaged status was stated as "missing" if a student could not be matched to the PEIMS database.

- For the 2006–2007 school year, 7,586 HISD students in grades eight through 12 were enrolled in AP courses and 38,271 students in grades six through 12 were enrolled in Pre-AP courses. Of the 7,586 students enrolled in AP courses, a total of 4,842 HISD students took 9,118 AP examinations during 2007. HISD students scored a 3 or higher on 4,323 (47.4 percent) of these exams.

AVID
- A reported 780 HISD students in grades six through 11 were enrolled in the AVID program. Of the 780 students enrolled in the program, there were a reported 65 sixth graders, 270 seventh graders, 158 eighth graders, 251 ninth graders, 23 tenth graders, and 16 eleventh graders. A total of nine AVID program participants took ten AP examinations. One AVID student received a score of three or higher on one examination.

- Districtwide middle and high school TAKS performance results for spring 2006 through spring 2007 (**Appendix A**) revealed Reading/ELA gains from three percentage-points at grade six to eight percentage-points at grade 11. However, a three percentage-point decrease was experienced at grades nine and ten from 2006 to 2007. The mathematics TAKS results revealed gains ranging from three percentage-points at grade six to eight percentage-points at grade eleven from 2006 to 2007. There were gains at all relevant grades on math from 2006 to 2007.

- Program administrators submitted comparisons of districtwide versus AVID participants' TAKS passing rates by grade level (**Appendix A**). Findings revealed that the percentage of AVID students passing reading/ELA, mathematics, social studies, and science was greater than the district's average performance at each grade level in spring 2007.

Broad Candidates
- The Broad Resident program was designed to improve student academic achievement by improving business operations within HISD by providing the district with an individual who has demonstrated success in the private sector and through personal academic achievement. Documentation of the roles and responsibilities played by the Resident was limited, and documentation of improvements within HISD realized on behalf of the Broad Resident was not provided. Therefore, the impact of this program on student academic achievement cannot be determined for 2006–2007.

Lexile Framework for Reading
- Program impact is expected to increase districtwide reading achievement in 2007–2008.

Private School Share
- A duplicated number of campus administrators reported targeting the following subjects for academic improvement as a result of Title V-A program services included (**See Appendix C**): reading or language arts (n=30), mathematics (n=10), writing (n=6), social studies (n=5), science (n=2), and "other" subjects (n=16). Campus-level achievement data was provided for this report; however, only one year of data was available so an assessment of improvements could not be made.

Translation/Interpreter Services
- The ongoing growth in demand for service suggests that English language learners including students, parents, and community members were better able to participate in the educational process, through the availability of program activities. An indirect program impact on the districtwide spring 2007 gains on the Spanish version of TAKS and at-risk student achievement across the district was likely but not specifically discernable.

UIL Project
- HISD students showed heightened success in UIL contests as evidenced by increased participation and awards at each level of the competitions. However, no measure of the program's direct impact on student achievement was conducted.

Discussion

This evaluation is both formative and summative. Qualitative and quantitative methods were utilized. The report is intended for program administrators and district stakeholders and provides feedback to program staff for assistance with program improvements. The evaluation constitutes a program summary for the July 1, 2006–June 30, 2007 fiscal year. In addition, it provides program outcomes for the 2006–

2007 school year, as available. Federal and state guidelines require the completion of an annual evaluation of the Title V-A program for making decisions about appropriate program changes for the subsequent year. The specific research questions addressed in this report pertain to how the Title V-A Innovative Program was implemented districtwide and the Title V-A Innovative Program impact on student achievement.

Effectiveness of Program Implementation

All of the Title V-A programs planned for 2006–2007 were implemented, resulting in a 45.5 percent decrease in programs and a 52.4 percent budget reduction since 2004–2005. In addition, from 2005–2006 to 2006–2007, a budget decrease of 47.1 percent was evident. Furthermore, the actual Title V-A budget allocation as reflected by an August 27, 2007 budget expenditure report was $62,228 (9.4 percent) higher than the planning budget, which was expended at a rate of 66.5 percent, with individual programs accomplishing expenditure rates of 42.9 percent to 95.6 percent. At least two program administrators indicated the inability to exhaust the program budget due to delayed access to the budget (which resulted in five versus 12 months of access) and a lack of awareness concerning the total amount of funds available for program services. It is important to coordinate planning and implementation efforts to create consistency between planning and actual budgets, as well as to ensure consistency between program administrators' awareness of and access to all funds available for the complete funding period to maximize program implementation.

All Title V-A programs are required to fulfill the eleven statutory requirements of the grant as indicated in Section 5131 of the NCLB Act. Unfortunately, the Title V-A administrative reports and other documents were not sufficient to confirm that all the programs implemented in 2006–2007 satisfied the statutory requirements. More specifically, based on the Title V-A Program Planning and Implementation - Administrator Survey, all six Title V-A program administrators reported adherence to eight of the eleven 2006–2007 Innovative Programs statutory requirements, five of the six program administrators reported adherence to nine of the Title V-A statutory requirements, while only three reported conforming to all eleven criteria. Half of the administrators confirmed that Title V-A activities were based on a needs assessment relative to the purposes and programs authorized under Title V-A, and one program administrator did not have sufficient information to respond to two of the related items. The extent to which these findings are a result of deficits in planning and implementation activities or deficits in related communications was not determined. Clearly, the findings are not sufficient to substantiate appropriate implementation of the Title V-A programs across the district.

Additionally, of the eight approved program categories, district programs encompassed three types of services including educational reform and school improvement, technology, and educational materials. The method by which program administrators gathered and reported explicit, detailed information regarding the districtwide needs assessment (which constituted justification for each Title V-A program), exact counts for all program services and participants, and program impact on identified measures was not consistent, and in some cases, was based on estimates as opposed to actual participant counts. The coordination and documentation of program activities and participants is crucial to clearly assess: (1) the appropriateness of program services; (2) the scope of program participation; and (3) program impact on teaching and learning. Administrative coordination in these areas is necessary for collaborative participation and a unified understanding of each program's relationship to the districtwide needs as assessed.

Program Effectiveness Regarding Student Academic Achievement

The fundamental measure of program effectiveness is the level of academic achievement for specified students and their academic improvement from one year to the next. In addition, service participation and utilization rates were indicative of factors that contributed to advancements in teaching and learning to promote heightened student performance on identified achievement measures. Therefore, of paramount concern is the ability of each program to precisely gauge formative (enrichment activities) and summative (outcome) factors that are related to or indicative of student academic achievement and yearly growth on

standardized assessments. Obviously, many variables affect teaching and learning outcomes, making it necessary for the research-based programs that are implemented through this grant to be designed and evaluated conscientiously, utilizing proven strategies to design and measure program effects.

Title V-A program documentation for 2006–2007 revealed the extensive provision of diverse, innovative services to address specified instructional and learning needs across the district. Districtwide TAKS findings revealed achievement gains across subjects, all tests taken, and test versions. In addition, performance gap reductions on the English version in reading/English language arts, mathematics, writing, and social studies, and the Spanish version in the reading/English language arts, mathematics, and writing tests were found from 2006 to 2007. However, no programs provided program-based student achievement scores on a standardized test for two years to assess the impact of the 2006–2007 programming.

Recommendations

1. To improve the quality of program planning with the appropriate stakeholders, program implementation, budget allocation, budget utilization, and program documentation, Title V-A program administrators could benefit from early engagement and ongoing communication with the district administrators responsible for the districtwide needs assessment for Title V-A, submission of the HISD Federal and State Funds Request Template for Title V-A, assignment of program administrators, funding, and budgetary adjustments for all Title V-A programs. To enhance program coordination and evaluation, the Title V-A Supervisor should consider proactive measures to provide administrative guidance to program administrators and evaluators, early in the school year as well as throughout the school year.

2. To ensure compliance with statutory requirements, program goals and activities must have a measurable linkage to student academic achievement. Under certain programs (e.g. AVID, UIL Project, or Lexiles), this may be accomplished by the creation of electronic databases tracking program participants and other recipients of program services. However, some programs (e.g. Broad Candidates or Translator/Interpreter Services) may require the creation of additional target objectives that can be realized by program participants, recipients of services, or program personnel.

3. To increase participation rates of students and parents in the various Title V-A programs, program administrators should identify procedures to expand their program to serve the entire district. HISD's students and parents could benefit by having a greater awareness of the existence and benefits of certain programs (e.g. UIL Project or Translator/Interpreter Services). Likewise, students and parents would be benefited by the expansion of other programs districtwide (e.g. AVID). Program administrators should consider developing a system of advertising the various Title V-A programs to parents, and a system of assessing parental and student awareness of program opportunities.

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INNOVATIVE PROGRAM SUMMARIES

The following section provides a detailed summary of each of the Title V-A programs implemented in the district in 2006–2007. Each summary includes a program description, summary of related needs assessed, program goals, participants, location, costs, findings, discussion of findings, recommendations, and additional information as provided by program administrators.

Advancement Via Individual Determination

Program Description

The Advancement Via Individual Determination (AVID) program was developed in San Diego and spread to Los Angeles, Dallas, and San Antonio to increase the number of secondary students participating in rigorous academic courses, including Advanced Placement (AP) and Pre-AP. The program specifically targets at-risk students for more rigorous coursework who (1) are economically disadvantaged, (2) are underrepresented in four-year colleges, (3) possess the potential to become first-generation college students, and (4) are currently enrolled in regular (non-Gifted and Talented, non-Special Education) classes. Participating HISD students took at least one Pre-AP or AP course and the AVID Elective. The AVID Elective provided the opportunity for students to investigate colleges, take college tours, participate in regular workshops with guest speakers, and work with community service projects. For additional support, program participants also received tutoring twice weekly from AVID Tutors who were college students. The AVID Elective Teacher received training on the AVID Curriculum and tutorials to implement the curriculum in the AVID Elective course and to work with AVID Tutors to ensure that the curriculum was applied appropriately. The AVID Tutor worked with groups of five to seven students on Pre-AP and AP subjects including Algebra, English, Integrated Physics and Chemistry, and History. Additionally, the tutor provided guidance to identified students with reading, study skills, note taking, organizational skills, writing, inquiry, collaboration, and critical thinking. Program activities included students from Cesar Chavez, Ebbert Furr, Sharpstown, Ross Sterling, and Westbury high schools. Students from middle schools in some of the same feeder patterns included Ezekiel Cullen, Walter Fondren, Richard Fonville, William Holland, Albert Johnston, John McReynolds, Daniel Ortiz, Sharpstown, Albert Thomas, and Louie Welch middle schools. The AVID program aligns with the district's "College Bound Culture" initiative and the "College Readiness" aspect of the state's House Bill 1.

Needs Assessment

- The district needs to increase the number of middle and high school students that enroll and complete AP and Pre-AP courses.

Program Goals

- Provide education reform and school improvement to advance student achievement in reading and mathematics.
- Increase AP and Pre-AP course enrollment and completion for identified secondary students.
- Expand learning opportunities through best practice models to improve teaching and learning.

Program Participants

Population: Six hundred middle schools students, 300 high school students, 15 teachers, 15 principals/assistant principals.
Grades: 6–12.
Location: Ten middle and five high school campuses.

Program Costs

The Title V-A AVID program actual allocation was $181,410. This grant was allocated for payroll costs (93.9 percent) and travel (6.1 percent). An August 27, 2007 expenditure report indicated that 66.5 percent of the program's actual budget was utilized.

Expected Program Outcomes

Program Allocations by Feeder Pattern and School/Department

School/Department	AVID Allocation	School/Department	AVID Allocation
Chavez HS	$3,490	Westbury HS	$13,757
Ortiz MS	$15,262	Fondren MS	$15,262
		Johnston MS	$15,262
Furr HS	$13,757	Welch MS	$15,262
Holland MS	$15,262		
		Wheatley HS*	
Houston Night HS*		McReynolds^	
Fonville MS^			
		Yates HS*	
Sharpstown HS	$3,490	Cullen MS	$15,262
Sharpstown MS	$19,459		
		Secondary Curriculum,	
Sterling HS	$16,756	Instruction, and Assessment	$3,868
Thomas MS	$15,261		
Total Budget			**$181,410**

*Non-participant feeder school - No allocation or participants reported. ^No allocation. Participants reported.

| Program Participants by Feeder Pattern and School | | | | | | | |
| Number of Students | | | | | Number of Students | | |
Feeder High School	Gr.9	Gr. 10	Gr. 11	Middle School	Gr.6	Gr. 7	Gr. 8
Chavez HS	23			Ortiz MS		28	26
Furr HS	46			Holland MS		19	26
Houston Night HS	-----			Fonville MS	32	38	21
Sharpstown HS	26			Sharpstown MS		15	18
Sterling HS	38			Thomas MS			16
Westbury HS	118	23	16	Fondren MS		21	27
				Johnston MS		40	
				Welch MS		49	
Wheatley HS	-----			McReynolds	33	37	
Yates HS	-----			Cullen MS		20	24
Total HS Students	**290**			**Total MS Students**	**490**		

Total Students 780

- Principals and seven other staff members on each campus received AVID training to implement the program. Training was provided at an annual summer institute and during two-hour, monthly professional development for AVID Elective teachers and coordinators. Tutors received additional training once each semester.
- AVID Elective teachers were trained on the AVID Curriculum and tutorial sessions. AVID tutors received eight hours of training on methodologies, Cornell notes, levels of questioning, tutorial models and simulations, binders and binder checks, and professionalism.
- Students and their parents were interviewed prior to acceptance into the program. A total of 780 students participated in AVID. Of the 780 students enrolled in the program, there were a reported 65 sixth graders, 270 seventh graders, 158 eighth graders, 251 ninth graders, 23 tenth graders, and 16 eleventh graders.
- In the first year of the program, students took at least one Pre-AP course and the AVID Elective. Each subsequent year, the students increased the number of Pre-AP courses taken to ensure growth in academic rigor.
- To provide a continuing source of innovation and educational improvement, each high school will add an AVID course to meet the needs of the students as they advance to higher grade levels. Middle schools will increase the number of sections of AVID offered. Additionally, many of the AVID strategies can be implemented schoolwide for greater impact on academic achievement.
- A total of nine AVID program participants took ten AP examinations. One AVID student received a score of three or higher on one examination.
- Specified program goal(s) were to improve the districtwide reading and mathematics TAKS passing rates for spring 2005 by two or more percentage-points at grades six through eleven. Districtwide TAKS reading and mathematics passing rates for spring 2005 through spring 2007 were analyzed (**Appendix A**). TAKS reading/ELA data revealed gains from four percentage-points at grades seven and nine to twenty percentage-points at grade 10. There were gains both years tracked at grades six and eight. The remaining grades showed a decline in one of the two years tracked.
- The districtwide mathematics TAKS data revealed gains ranging from four percentage-points at grade nine to seventeen percentage-points at grade eight. There were gains in both years at all grades except the ninth grade from 2005 to 2006. Scale score gains in reading/ELA and mathematics were found across grades from 2005 to 2007.
- Program administrators submitted comparisons of districtwide versus AVID participants' TAKS passing rates by grade level (**Appendix A**). Findings revealed that the percentage of AVID students passing reading/ELA, mathematics, social studies, and science was greater than the district's average performance at each grade level in spring 2007.

Discussion

The AVID program was implemented to improve school, teacher, and student performance through systematic reform of the feeder patterns. Prior to program implementation, administrators anticipated the number of participants to be 600 middle school students, 300 high school students, 15 teachers, 15 principals/assistant principals. However, program data indicated that more educator participants (N=120) than initially planned (N=30), according to the Title II-A program description. However, fewer students were served (n=780) than planned (n=900). This included 3 percent fewer high school and 18 percent fewer middle school students. Performance results for TAKS in 2007 showed AVID students' passing at rates that exceeded their campuses' passing rates.

Recommendation

Consider identifying strategies to improve participation rates among students, particularly at the middle school level.

Broad Candidates

Program Description
The Broad Residency in Urban Education program was a two-year management-training program for executives seeking to become leaders in education reform. It was designed for graduates from top business, law, and public-policy schools who have at least four years of work experience in the private and nonprofit sectors. The program placed participants in managerial positions in the central operations of urban school districts. One Broad Resident position was funded through this program, serving the first year of a two-year term. Residents were tasked with leading major projects that require superb analytical skills and the ability to manage projects and teams.   Additionally, the Broad Resident, who served in the Business Operations and Strategic Partnerships departments, was to attend eight professional development sessions and receive training in the following critical areas: Context of Urban Education, System-wide Levers for Change, Change Management, and Leadership Skill Development.
Needs Assessment
• The district needs to improve management efficiency to increase student achievement.
Program Goals
• To improve student achievement at all grade levels and in all subjects. • To increase overall management efficiency of the entire district.
Program Participants
Population: HISD central administration. One Broad Resident **Grades**: Not applicable. **Location**: HISD central administration.
Program Costs
The Title V-A actual allocation was $104,417. An August 2007 expenditure report revealed that 42.9 percent of the actual Title V-A Broad Candidates funds were utilized.

Findings

- The Broad Resident began her service in the Business Operations Department and was eventually relocated to the Strategic Partnerships Department.
- Working in the Business Operations Department, the Resident was responsible for organizing training provided to School Business Managers within HISD, administering an Energy Conservation project, developing a strategic plan for Facilities Operations, assisting in the budgeting process, and preparing an Emergency Preparedness project.
- The Resident also served as Project Manager for the Connect-ED telephone notification system, an automated phone system utilized to deliver important messages to employees and parents, while working in Business Operations.
- While working in the Strategic Partnerships department, the Broad Resident promoted HISD's strategic plan on safety during collaboration with representatives from Houston's Metropolitan Transit Authority of Harris County, Texas; and continued work with the Connect-ED telephone notification system and School Business Managers.
- Other responsibilities and duties performed by the Broad Resident were not provided on behalf of this report.
- Requests for documentation of program implementation were made to program administrators; however, no documentation of program activities was provided.

Discussion

The Broad Resident program is designed to improve student academic achievement by improving business operations within HISD by providing the district with an individual who has demonstrated success in the private sector and through personal academic achievement. Documentation of the roles and responsibilities played by the Resident was limited, and documentation of improvements within HISD realized on behalf of the Broad Resident was not provided. Documentation of all major projects involving the Resident must be provided to evaluate their overall impact on student achievement.

Recommendation

Program administrator and Broad Resident must increase communication and planning to ensure this position has a measurable linkage to student academic achievement.

Lexile Framework for Reading

Program Description

The Lexile Framework for Reading program was designed to promote education reform and school improvement through modification of the automated library software systems. Software modifications made to the district's Alexandria software during the 2006–2007 school year allowed the production of individual lexile student growth charts to facilitate the differentiation of classroom instruction to improve student reading, beginning with the 2007–2008 school year. Additionally, an individualized summer reading list for each student was produced and distributed. Lexile information was also sent directly to students' homes to enhance their parents' capacity to be involved in the learning process. A partnership of students, parents, teachers, administrators, and librarians was created through the implementation of the program. The program involved all students in every school in the district. The software was scheduled to undergo testing in the spring of 2007 and to be loaded on the district's data stations by the beginning of the 2007–2008 school year.

Needs Assessment

- The district needs to increase student reading achievement and school support by facilitating the differentiation of instruction.

Program Goals

- Provide a districtwide education reform and school improvement program to support the differentiation of classroom instruction.
- Provide individual student growth charts and summer reading lists to increase student achievement in reading.

Program Participants

Population: HISD students, parents, teachers, administrators, and librarians.
Grades: All grade levels.
Location: All HISD campuses.

Program Costs

Program funding for the 2006–2007 school year was $161,819. Funds were allocated for operating expenses for software development by the COMPanion Corporation. An August 27, 2007 expenditure report revealed that 83.5 percent of the program's budget had been utilized.

Features of the Twelve-Year Reading Growth Chart

1. A graph for each student in the district showing the student's lexile score and grade level.
2. A norm line will reflect the average or 50th percentile performance on the Stanford 10 test to allow comparison of the student's performance with the national average performance at the same grade level.
3. The plotting of reading lexiles as determined by HISD using input by individual librarians and the Chancery student information system.
4. Cumulative data for each student, K–12.
5. Data input at anytime during the school year.
6. A Spanish and English legend explaining to parents how to interpret the graph.
7. A print-out of the student growth chart to be sent home with the student's final report card.

Features of the Summer Reading List

1. Capacity for each student to log-on to the software's Student Researcher program to see personal information and lexile score, review and select lexiled books, and enter summer reading books to be saved by the software.
2. Linked to the Houston Public Library to verify summer book availability.
3. Librarian-review of book selections with each student to verify reading growth potential. Students selected at least five books that were 50 above to 100 points below their current lexile score. Additional books could be chosen.
4. Individualized Summer Reading Lists from students' book carts sent to parents with their end of year report card.
5. Software availability to all district students at any HISD computer or through the internet at anytime.

Findings

- Program services were developed to impact the 200,000-plus students enrolled in the district, based on districtwide student enrollment.
- Professional development was designed to support the first of three phases of the Lexile Framework for Reading Initiative including Awareness, Support, and Implementation.
- A teleconferenced Awareness training on basic Lexile knowledge and awareness was provided on November 8th and 28th for 300 representatives from each of the district's 300 schools.
- Campus-level training verification forms were submitted to the Curriculum Department to help document the number of campus representatives that received Lexile Awareness training.
- The Awareness training participants were charged with returning to their campuses and replicating the 30-minute Lexile training overview with all campus faculty members.
- In a separate, associated effort, the Superintendent of Schools sent a letter to the home of each HISD student to inform parents of the Lexile Framework for Reading program and to encourage utilization of the information to choose summer reading for their children. The letter provided information in English and Spanish and described how to access their child's Lexile measure. The letter also included a Lexile map listing five recommended reading titles at each Lexile level.
- Student, teacher, librarian, and administrator participation data are expected to be available following the 2007–2008 school year.
- The program is expected to be fully implemented and to increase districtwide reading achievement in 2007–2008.

Discussion

    Implementation of user-friendly K–12 student growth charts has the potential to support ongoing formative assessments to enhance instructional differentiation at the student-level. Designed to include the national average for grade-level Stanford 10 reading performance, the Lexile charts should provide sufficient data to gauge and support individual learning patterns and to assess comparable levels of student achievement across the nation. The Superintendent of School's effort to communicate with and engage parents in their child's summer learning may prove helpful in minimizing the loss of learning that may occur over the summer months.

Recommendations

1. Consider the implementation of effective follow-up strategies to support districtwide transmission of the information provided in the Lexile training(s). Follow-up efforts may help ensure the fulfillment of the expectation that Lexile trainees provide appropriate and sufficient training on their respective campuses to maximize program success.
2. Consider effective ways to assess teachers', students', and parents' understanding and utilization of the lexile information for ongoing programmatic improvements.

Private School Share

Program Description

The purpose of this grant was to increase local flexibility, reduce administrative burdens, increase services to nonprofit private school students, and encourage innovative contributions to elementary and secondary educational programs in the private school sector. Grants were designated for non-secular, neutral, and non-ideological school benefits and services. Participating schools met Title V-A guidelines and were approved by the Texas Education Agency (TEA). The program was designed to support instruction through the use of educational materials and technology provided through library services. Innovative programs in participating schools provided materials, supplies, and technology to meet the needs of private school students in core subject areas. Funds were allocated for staff development training and supplemental instructional materials and equipment, including books, computers and other movable equipment. The Title V-A funds were targeted toward programs for specific student populations such as immigrant students, English language learners (ELLs), and students identified as academically at-risk. Forty-one schools participated in the program during the 2006–2007 school year.

Needs Assessment

- The district must support the academic needs of TEA-approved private school participants within HISD boundaries.

Program Goals

- Provide technology and educational materials for instructional use to improve student achievement.
- Support programs and activities for education reform and school improvement to advance student achievement.

Program Participants

Population: Students and teachers in TEA-approved nonprofit private school facilities within the HISD boundaries.
Grades: Pre-kindergarten through twelfth grade.
Location: Nonprofit private schools.

Program Costs

Private School Students and Allocations

Schools	Grade Level	2005–2006 Students	2005–2006 $ Allocated	2006–2007 Students	2006–2007 $ Allocated
Catholic & Orthodox	Elementary/Middle (PK–8)	5,925	$19,136	5,855	$22,716
	Combined (PK-12)	584	$1,887	584	$2,266
	High School (9–12)	3,386	$10,937	3,386	$13,139
Jewish	Elementary/Middle (PK–8)	952	$3,075	952	$3,694
Protestant	Elementary/Middle (PK–8)	694	$2,241	821	$3,185
Total		**11,541**	**$37,276**	**11,598**	**$45,000**

2006–2007 Private School Expenditures

Schools	Grade Level	Supplies & Materials	Contracted Services	Technology Equipment
Catholic & Orthodox	Elementary/Middle (PK–8)	$22,716	0	0
	High School (9–12)	$13,139	0	0
	Combined-school (PK-12)	$2,266	0	0
Jewish	Elementary/Middle (K–8)	$3,694	0	0
Protestant	Elementary/Middle (K–8)	$3,185	0	0
Total		$45,000^	$0	$0

*Based on the Planning Budget and Program Descriptions for 37 of 41 participating schools.
^$3,550 was utilized for non-instructional supplies and materials at three Catholic & Orthodox schools.

Program Services

Supplemental Services Provided	Number of Campuses
Library Services and/or Materials	23
Computer-Assisted Instruction	19
Extended Day Activities	18
Tutoring	17
Professional Development for Staff	15
Interactive Technology	14
Extended-Year Activities	5
Take-Home Computer Programs	5
Reach-In Teacher	1

Based on duplicated counts from Title V-A Program Descriptions for 37 of the 41 participating schools.

Findings

- Forty-one private schools (Appendix B) received Title V-A funds through HISD. This represented 57 (0.5 percent) more students and an equal number of schools compared to last year.
- The 2006–2007 allocation was based on $3.88 per student versus $3.89 per student the previous year. The actual program allocations were $45,000 in each of the last two years.
- An August 27, 2007 expenditure report indicated that 76.8 percent of the program's budget was utilized.
- Catholic and Orthodox (C&O) elementary/middle (E/M) school students were the largest group supported by this grant (51 percent), followed by C&O high school students (29 percent), Jewish E/M school students (8 percent), Protestant E/M school students (6 percent), and C&O combined-school (CS) students (5 percent). Budgeted allocations included E/M schools (66 percent), combined-schools (5 percent), and high schools (29 percent).
- Thirty-seven or 90.2 percent of the 41 participating campuses submitted 2006–2007 program descriptions. Based on the descriptions, the campuses served the following students: educationally at-risk students (n=17), youth at least one year behind the expected grade level (n=16), all students (n=16), English language learners (n=8), immigrants (n=3), youth involved with the juvenile justice system (n=1), and others (n=6).
- The 37 program descriptions accounted for $36,173 (or 80.4 percent) of the total program allocation. The grant primarily supported campuses with programs for library services (n=23), computer-assisted instruction (n=19), extended-day activities (n=18), tutoring (n=17), professional development (n=15), and interactive technology (n=14).
- The duplicate count of campus administrators that reported targeting the following subjects for improvement as a result of Title V-A program services included reading and language arts (n=34), science (n=5), mathematics (n=9), social studies (n=2), writing (n=6), and other subjects (n=18).
- The duplicate count of campus administrators that reported targeting the following outcome measures for improvement as a result of Title V-A program services included teacher-made assessments (n=20), other standardized tests (n=16), course grades (n=15), reading program assessments (n=13), Stanford achievement test (n=11), PSAT, SAT, or ACT (n=11), other assessments (n=7), library utilization statistics (n=4), TPRI/Tejas Lee (n=2), and surveys (n=2).
- Campus-level achievement data was provided for this report. However, only one year of data was available, so an assessment of improvements could not be made.

Discussion

TEA-approved private, nonprofit schools within HISD boundaries utilized Title V-A funds primarily to provide supplemental instructional supplies and materials to support a wide range of activities for teachers and students. Consistent with funding guidelines, most activities targeted all students, students who were behind in grade level, or students otherwise educationally at-risk. Eight of the nine types of program services were made available directly to students. Consistent with the current climate of high-stakes testing, standardized and other achievement tests and course grades were the primary measures identified to gauge program outcomes. A more thorough evaluation of the program's impact on student academic achievement will be made in the subsequent year as campus-level achievement data will become available for consecutive years.

Recommendation

Consider the development and implementation of unified systems to transmit implementation and end of year information concerning program descriptions, services, activities, participants, outcomes including test scores and expenditures of funds to enhance program implementation and evaluation as well as to facilitate communication between the schools and the Title V-A Supervisor, administrator, and grant evaluator.

Translation/Interpreter Services

Program Description

The Office of Translation Services provided assistance to English Language Learners (ELLs) and non English-speaking students, their parents, teachers, and other community stakeholders. An increasing number of non English-speaking and English as a Second Language (ESL) students in HISD necessitated an expansion in Translation Services to include more translators and services for those speaking Spanish, Vietnamese, and other languages. Translation Services provided the translation of official and unofficial communication from the Superintendent of Schools, the HISD School Board, schools, and various administrative departments to students, parents, and the community. Translated items included federal and state-mandated documents, other official documents, letters, notices, newsletters, articles, the CLEAR curriculum, assessments, districtwide norms and procedures, web postings, PowerPoint presentations, and brochures. The translation of home language surveys and interpreter services during SIGHTS testing facilitated student placement into appropriate educational programs. High Frequency Word Lists in Spanish and Vietnamese were produced to support students in learning important concepts in reading skills development. The program also incorporated interpretation services at official public functions, conferences, Board of Education and parent meetings, community outreach forums, determination hearings, and Admission Review Dismissal parents' meetings. In addition, the program published a quarterly Vietnamese newsletter titled "Thong Tin", which provided information about the district for Vietnamese-speaking parents. Additionally, the program supplied pertinent information and web-based articles in Spanish and Vietnamese. Translation Services oversaw translation/interpreting services that were contracted outside of the district. The purpose of the program was to stimulate effective communication between diverse stakeholders in the district to support heightened student achievement.

Needs Assessment

- The district needs to facilitate effective communications of all types with ELL students, non-English-speaking parents and community members in the district.

Program Goals

- Translate and interpret instructional and other education-related materials including assessments and curricular materials tied to increased student achievement.
- Translate federal and state mandated documents and forms, official documents, brochures, newsletters, internet articles.

Program Participants

Population: Students, parents, administrators, teachers, and other instructional personnel in HISD.
Grades: All grade levels.
Location: Department of Communication Services and various HISD and community sites.

Program Costs

Program funding for the 2006–2007 school year was $56,437. Additional funding helped to maintain the program. Four full-time staff members, including a full-time coordinator and three translators conducted the program activities. Title V Funds were used for one full-time translator position. The coordinator's position was funded by the district and three full-time translators' positions were funded through the Multilingual Department. A Title V-A expenditure report submitted by the HISD Finance Department revealed that $53,959 or 95.6 percent of the funds was utilized as of August 27, 2007.

Type and Number (N) of Interpreter Services - July 1, 2003 to June 30, 2007

Communication Types	2003–2004 N	2004–2005 N	2005–2006 N	2006–2007 N	03–04 to 04–05 Change	04–05 to 05–06 Change	05–06 to 06–07 Change
Web Postings/Announcements	169	596	820	416	427	224	-404
Newsletters	68	45	34	385	-23	-11	351
Letters	142	159	176	272	17	17	96
Interpretations	235	390	350	270	155	-40	-80
Brochures/ Flyers	92	110	172	201	18	62	29
Forms	91	70	44	130	-21	-26	86
Norms/Procedures	19	62	32	100	43	-30	68
Miscellaneous	-	-	7	100	-	7	93
Menus and Recipes	130	55	27	70	-75	-28	43
Presentations	26	13	10	20	-13	-3	10
Assessments	-	-	-	14	-	-	14
Surveys	5	165	10	13	160	-155	3
Curriculum	153	148	20	9	-5	-128	-11
Depositions	8	-	-	-	-8	-	-
Notices and News Releases	32	11	10	-	-21	-1	-10
Glossaries	-	2	-	-	2	-2	-
Total Services	**1,170**	**1,826**	**1,712**	**2,000**	**656**	**-114**	**288**

Findings

- Tracked by the in-house Translation/Interpreter Services database, Translation/Interpreter Services experienced a 70.9 percent increase in the provision of translation and interpretation services over the last four years, with a 16.8 percent increase in the number of services provided since last year. However, the number of staff hours required for translation due to the size and level of detail per activity was not considered fully in the current tracking method. This year the program administrator began to improve methods to more accurately measure the full extent of program activities and the required time for completion of various types of requests.

- The services provided most frequently were web postings and announcements (including publications), followed by newsletter articles, letters, interpretations, and brochures and flyers, comparable to last year's findings. The important category of assessments was previously included in curriculum counts. The program administrator indicated that the number of assessment translations grew this year compared to last year.

- The program was fully-staffed this year. However, as requests increased, staff size was not sufficient to respond to all requests.

- Website activities continued as a heightened focus. The program continued offering Spanish web-based communications.

- Public relations interventions continued to include an array of interpreter services.

- HISD departmental and other program consumers included: Board Services, Career and Technology Education, Character Education, Communication Services, Community Relations, Curriculum, Early Childhood, Equal Employment Opportunity, Federal and State Compliance, Food Services, Health Services, Magnet Department, Multilingual Department, Press Office, regional offices, the Superintendent's Office, School Administration, Special Education, Student Services, Title I, and schools throughout the district. Newly identified clients included Student Information Services and miscellaneous others. Previous year's clients not receiving services included Parent Engagement, Student Engagement, Title III, and Workman's Compensation. The number of requests by client group was not available.

Discussion

District utilization of Translation/Interpreter Services has grown tremendously over the last four years. Translation/ Interpreter Services provided a broad range of resources to support district stakeholders. The benefits in communication made available to HISD students, parents, and other stakeholders were extensive as reflected by the diverse projects and program consumers. Across the district, a growing awareness of the availability of translation services may have contributed to a continual increase in the demand for services. The program operated with a full staff this year. However, as in the past, the program was not equipped with enough staff to accommodate the growing demands for service. Over 80 different home languages were spoken by HISD students and their parents. Translation Services invested many hours with web postings and announcements (including publications), articles, letters, brochures and flyers, community outreach. Particularly, in light of heightened concerns about high-stakes standardized testing, there is an increasing need for the provision of tests in students' home languages for ELL students. Overall, the continued growth in the type and number of program services, range and complexity of services, and the type of language translation provided indicates a strong, increasing need for this program.

A greater number of requests for services is expected next year. It remained difficult to assess the various degrees of intricacy, scope, subject sensitivity, and completion time involved in the range of types of services offered through this program. These complexities make assessing service demands and service provision increases more difficult to gauge than what is reflected by mere numbers. The ongoing growth in program demand suggests that ELL students, parents, and community members were better able to participate in the educational process through the availability of these services. An indirect program impact on student achievement was likely but not discernable. The program administrator identified the primary program deficit as the continued need for at least one and as many as three additional staff members to handle current requests effectively and efficiently.

Recommendations

1. Expand the program's database capacity to determine the number and type of stakeholders served. In addition, assess the number of services provided within the primary service areas (i.e. instructional, professional development, student testing, parent involvement, etc.) by the level of detail and time investment required for services provided.

2. Consider obtaining additional staff to provide greater support to program personnel in meeting the growing requests from districtwide administrative and instructional staff, ELL and non English-speaking students, parents, and community members in the educational process to further ensure the continuation of reliable, high quality, and timely service provision.

University Interscholastic League

Program Description

The University Interscholastic League (UIL) program was designed to promote education reform and school improvement by enabling all 25 comprehensive HISD high schools to engage students in the annual academic contests offered by the UIL. The UIL sponsored statewide contests in 24 academic areas and a one-act play competition. All Texas high schools were invited to participate. Students competed in zone, district, area, regional, and state-level UIL contests. The competition allowed HISD students to become eligible for significant scholarship opportunities. The participating HISD high schools included Stephen Austin, Bellaire, Carnegie Vanguard, Challenge, Cesar Chavez, Jefferson Davis, Michael DeBakey, Ebbert Furr, Law Enforcement and Criminal Justice, Samuel Houston, Jesse Jones, Barbara Jordan, Kashmere, Mirabeau Lamar, Robert Lee, James Madison, Charles Milby, John Reagan, George Scarborough, Sharpstown, Ross Sterling, Stephen Waltrip, Booker Washington, Westbury, Westside, Phyllis Wheatley, Evan Worthing, and Jack Yates. Six of the participating schools had been identified as low-performing schools based on 2004–2005 assessments by the Texas Education Agency. Administrators anticipate participation at all school levels in the 2007–2008 school year.

Needs Assessment

- The district needs to increase successful student participation and achievement through enabling all HISD high schools to engage students in the annual UIL academic contests.

Program Goals

- Provide a districtwide education reform and school improvement program to increase student achievement.
- Narrow the achievement gap between students of various economic levels.

Program Participants

Population: HISD high school students, teachers, principals, assistant principals, and paraprofessionals.
Grades: 9–12.
Location: Selected HISD high school campuses and UIL sites.

Program Costs

Program funding for the 2006–2007 school year was $172,722. Funds were allocated for reading materials, travel, registration fees and other operating expenses. A Title V-A expenditure report submitted by the HISD Finance Department revealed that $90,687 or 52.5 percent of the UIL funds was utilized as of August 27, 2007.

Primary University Interscholastic League Program Activities, 2006–2007

Academic Contests
The First Annual Yates High School UIL Academic Meet – November 4, 2006
The First Annual Chavez High School UIL Academic Meet – March 3, 2007

Forensic Contests
The Annual Westside High School UIL Forensic Tournament – October 6–7, 2006
The 9th Annual Scarborough High School UIL Forensic Tournament – January 19–20, 2007
The 1st Annual Chavez High School UIL Forensic Tournament – January 26–27, 2007

One Act Play Contests
The UIL District 19-AAAA One Act Play Contest (Sterling High School) – March 31, 2007
The UIL District 20-AAAA One Act Play Contest (Sharpstown High School) – March 31, 2007
The UIL District 20-AAAAA One Act Play Contest (Chavez High School) – March 22–31, 2007

Cross-Examination Debate Contests
Attendance at the UIL State Cross-Examination Debate Contest (University of Texas) – March 16–17, 2007

HISD Participation UIL Activities, 2005–2006 and 2006–2007	2005–2006	2006–2007
Total Number of Participating HISD Schools	23	28
Schools Participating in One Act Play Contests	20	27
Qualifiers/Alternates for UIL State Academic Meet	5	10
Teams Qualifying for State CX Debate Meet	2	6
Teams Competing in State CX Debate Meet	2	5
Schools Represented in UIL State Contests	2	8
Forensic Contests on HISD Campuses	1	3
Academic Meets on HISD Campuses	0	2

Findings

UIL Program-wide
- Each meet, tournament, and contest required a minimum of two weeks of preparation.
- No monetary incentives, stipends, or bonuses were paid to faculty or staff for event participation.
- A total of 28 schools participated in 2006–2007 compared to 23 schools in 2005–2006, showing 22 percent growth.
- Growth also occurred in the number of HISD schools participating at each type of UIL meet or contest conducted.
- Approximately 900 high school students across the district competed in zone, district, area, regional, and state-level UIL contests to become eligible for scholarship opportunities.
- UIL scholarship winners will be identified when they graduate.

Academic Contests
Yates High School – Ten HISD schools submitted over 300 entries in 15 contests. The Top Three Overall Sweepstakes awards were given to Carnegie, Yates, and Houston high schools. All teams earned trophies for being ranked in the Top Six for various UIL events. Other student participants represented Lamar (4th Place), Davis (5th Place), Reagan, Kashmere, Chavez, Wheatley, and Challenge high schools.
Chavez H.S. – Over 125 HISD student participants represented nine schools. Sweepstakes' rankings included:–Carnegie (1st Place), Lamar (2nd Place), Austin (3rd Place), Yates (4th Place), Houston (5th Place), Madison (6th Place), HSLECJ (7th Place), Chavez (8th Place), and Reagan (9th Place).

Forensic Contests
Westside H.S. – Over 125 students from ten Greater Houston high schools participated. Students from four H.I.S.D. schools placed in the Top Three for various events including Scarborough (1st Place Overall), Wheatley (5th Place Overall), HSLECJ, and Carnegie.
Scarborough H.S. – About 150 students represented fourteen high schools throughout Greater Houston. HISD was represented by its largest number of high schools attending an UIL forensic event in at least ten years, including Austin, Carnegie, HSLECJ, Madison, and Sharpstown.
Chavez H.S. – Chavez held its first speech/debate/theatre contest. Nine HISD schools participated, eclipsing the number of HISD schools attending the Scarborough contest held six days earlier. The schools included Jordan, Chavez, Empowerment, High School for Law Enforcement, Madison, Milby, Scarborough, Washington, and Wheatley.

One Act Play Contests
- HISD had its highest level of participation in the UIL District One Act Play Contests with 27 schools and about 300 students.
- At the end of the three UIL District Contests, the six winning plays were produced by Bellaire, Furr, Lamar, Sterling, Waltrip, and Washington high schools.
- Debakey and High School for Law Enforcement & Criminal Justice, two schools from UIL District 20-AAAAA, won zone contests and advanced to the District level for the first time in their schools' histories.

Cross-Examination Debate Contests
- Bellaire, Empowerment, and Scarborough high schools hosted the contests.
- Six two-person teams qualified to represent HISD in the 2007 UIL State Cross-Examination Debate Contest held at on the University of Texas at Austin campus.
- Two teams came from each of three high schools including Bellaire, Empowerment, and Scarborough.
- Five of the six teams participated in the UIL State Cross-Examination Debate Meet.
- The 2007 Cross-Examination Debate Contest was the first UIL activity entered by Empowerment H.S.

Discussion

The program experienced 22 percent growth in overall school participation from 2006 to 2007. An increase in the level of school involvement in every type of UIL meet or contest conducted was also apparent. For some schools, this year was the first time entering the UIL competition. HISD students won awards and/or qualified and competed in State-level competitions in every type of contest entered. According to the program administrator, the budget was accessible five of the twelve scheduled months of programming, and one administrator facilitated program implementation. Nonetheless, program's efforts were fruitful as demonstrated by the gains in program participation and contests outcomes were achieved from the previous year.

Recommendations
1. Consider administrative staffing needs for heightened program coordination given the anticipated program expansion in the 2007–2008 school year.
2. Consider establishing a centralized, HISD-based electronic database to gather and analyze program-based school and student participation and achievement. A centralized, longitudinal data collection system may allow the assessment of each school and student with regard to participation efforts and outcomes to help gauge the program's impact on individual and school-level student achievement.

APPENDIX A

Districtwide Outcomes, Spring 2005 to Spring 2007

**Districtwide Reading/ELA TAKS Change,
Spring 2005 to Spring 2007**
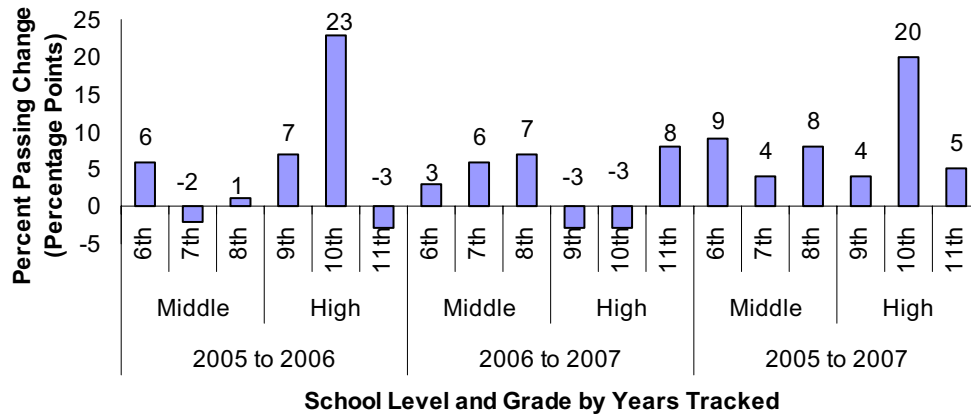
**Districtwide Mathematics TAKS Change,
Spring 2005 to Spring 2007**

APPENDIX A (continued)

Comparison of Participants
AVID and Districtwide Results by Grade Level, 2007: All Students

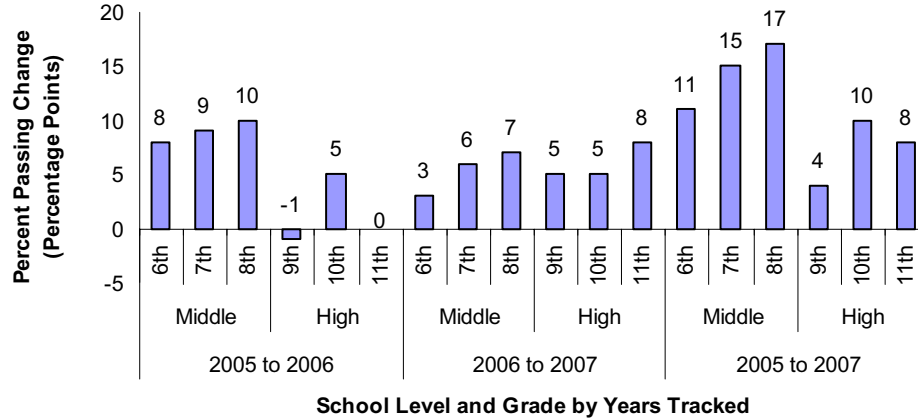| Middle School Grade Level	Reading % Met Standard	Math % Met Standard	Writing % Met Standard	Social Studies % Met Standard	Science % Met Standard
6th Grade AVID	**88%**	**85%**	**NA**	**NA**	**NA**
6th Grade Districtwide	85%	66%	NA	NA	NA
7th Grade AVID	**86%**	**78%**	**92%**	**NA**	**NA**
7th Grade Districtwide	77%	63%	90%	NA	NA
8th Grade AVID	**91%**	**81%**	**NA**	**90%**	**69%**
8th Grade Districtwide	86%	64%	NA	83%	56%

High School Grade Level	Reading % Met Standard	Math % Met Standard	Social Studies % met Standard	Science % Commended
9th Grade AVID	**96%**	**63%**	**NA**	**NA**
9th Grade Districtwide	79%	48%	NA	NA
10th Grade AVID	**96%**	**74%**	**96%**	**61%**
10th Grade Districtwide	75%	54%	80%	46%
11th Grade AVID	**100%**	**100%**	**100%**	**94%**
11th Grade Districtwide	85%	77%	93%	71%

APPENDIX B

Private School Share Campus Participants and Allocations, 2006–2007

ELEMENTARY and MIDDLE SCHOOLS

Catholic & Orthodox	Students	Allocation	Jewish	Students	Allocation
Corpus Christi	141	547	Beth Yeshurun	233	904
Holy Name	130	504	I. Weiner Jewish Secondary	360	1,397
John Paul II	641	2,487	The Shlenker School	253	982
Our Lady of Guadalupe	218	846	Torah Day	106	411
Our Lady of Mt. Carmel	164	636	**Total**	**952**	**3,694**
Our Mother of Mercy	61	237			
Queen of Peace	140	543			
Resurrection Catholic	120	466	**Protestant**	**Students**	**Allocation**
St. Ambrose	433	1,680	Trinity Messiah Lutheran	155	601
St. Anne	425	1,649	Memorial Lutheran	190	737
St. Augustine	203	788	Our Redeemer Lutheran	23	89
St. Catherine's	188	729	Our Savior Lutheran	283	1,098
St. Charles Borromeo	176	683	Pilgrim Lutheran	170	660
St. Christopher	248	962	**Total**	**821**	**$3,185**
St. Francis de Sales	504	1,956			
St. Francis of Assisi	166	644			
St. Mary's	180	698			
St. Peter the Apostle	77	299			
St. Philip Neri	80	310			
St. Rose of Lima	136	528			
St. Theresa	190	737			
St. Thomas More	575	2,231			
St. Vincent de Paul	496	1,924			
Seton	163	632			
Total	**5,855**	**$22,716**			

PK - 12 COMBINED SCHOOLS

Catholic & Orthodox	Students	Allocation
Holy Ghost	98	380
St. Michael	486	1,886
Total	**584**	**$2,266**

HIGH SCHOOLS

Catholic & Orthodox	Students	Allocation
Incarnate Word Academy	231	896
Mt. Carmel	169	656
St. Agnes Academy	804	3,120
St. Pius X	670	2,600
St. Thomas	644	2,499
Strake Jesuit	868	3,368
Total	**3,386**	**13,139**

APPENDIX C

ELMENTARY AND MIDDLE SCHOOLS

	Reading and Language Arts	Subjects Targeted				
		Mathematics	Writing	Social Studies	Science	Other
Catholic & Orthodox						
Corpus Christi	X		X			
Holy Name	X					
John Paul II	X	X		X	X	X
Our Lady of Gudalupe	X	X	X			X
Our Lady of Mt. Carmel	X					X
Our Mother of Mercy	X					X
Queen of Peace	X					
Resurrection Catholic	X	X	X	X	X	X
St. Ambrose	X					
St. Anne	X	X	X			
St. Augustine	*	*	*	*	*	*
St. Catherine's						X
St. Charles Borromeo	X	X				
St. Christopher	*	*	*	*	*	*
St. Francis de Sales	X					X
St. Francis of Assisi	X			X		
St. Mary's	X					X
St. Peter the Apostle	X	X		X		
St. Philip Neri	X					X
St. Rose of Lima						X
St. Theresa	X					X
St. Thomas More	X					
St. Vincent de Paul	*	*	*	*	*	*
Seton	X					
Subtotal	**19**	**6**	**4**	**4**	**2**	**11**
Jewish						
Beth Yeshurun	X	X	X			
E. Weiner Jewish Secondary	X					
The Shlenker School	X					
Torah Day	*	*	*	*	*	*
Subtotal	**3**	**1**	**1**	**0**	**0**	**0**
Protestant						
Our Redeemer Lutheran	X	X				
Pilgrim Lutheran	X		X			X
Trinity - Messiah Lutheran	X					
Our Savior Lutheran	X	X				
Memorial Lutheran	X					X
Subtotal	**5**	**2**	**1**	**0**	**0**	**2**

APPENDIX C (CONTINUED)

	Reading and Language Arts	Mathematics	Writing	Social Studies	Science	Other
			Subjects Targeted			
PK-12 COMBINED SCHOOLS						
Catholic						
Holy Ghost	*	*	*	*	*	*
St. Michael	X					
Subtotal	**1**	**0**	**0**	**0**	**0**	**0**
HIGH SCHOOLS						
Catholic						
Incarnate Word Academy	X					
Mt. Carmel						X
St. Agnes Academy						
St. Pius X	X					
St. Thomas				X		X
Strake Jesuit		X				X
Subtotal	**2**	**1**	**0**	**1**	**0**	**3**
Total	**30**	**10**	**6**	**5**	**2**	**16**

* Indicates incomplete or no program description submitted on behalf of school.

APPENDIX D

Innovative Program	Statutory Requirements			Statutory Purposes					NCLB Provisions		TEA ICR Requirement
	SR 1	SR 2	SR 3	SP 1	SP 2	SP 3	SP 4	SP 5	NCLB1	NCLB2	TEA
AVID	1	1	1	1	1	1	1	1	1	1	1
Broad Candidates	1	1	1	1	0	1	1	1	not known	not known	1
Lexile Framework for Reading	1	1	1	1	1	1	1	1	0	1	1
Private School Share	1	1	1	1	1	1	1	1	0	1	1
Translation/ Interpreter Services	1	1	1	1	1	1	1	1	1	1	1
UIL Project	1	1	1	1	1	1	1	1	1	1	1
Total	**6**	**6**	**6**	**6**	**5**	**6**	**6**	**6**	**3**	**5**	**6**

Administrator Survey Statements of Compliance with Title V, Part A Provisions and Requirements

Title V, Part A Statutory Requirements
SR1. Program was tied to promoting challenging academic achievement standards.
SR2. Program was used to improve student academic achievement standards.
SR3. Program was part of an overall education reform strategy.

Title V, Part A Statutory Purposes

SP1. Purpose of program is to support local education reform efforts that are consistent with and support statewide education reform efforts.

SP2. Purpose of program is to provide funding to enable State educational agencies and local educational agencies to implement programs based on scientifically based research.

SP3. Purpose of program is a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.

SP4. Purpose of program is to meet the educational needs of all students, including at-risk youth.

SP5. Purpose of program is to develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

Title V, Part A NCLB Provisions and Assurances

NCLB1. Program provides for systematic consultation with parents of children attending public and private nonprofit schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with other groups involved in the implementation of Title V, Part A programs, such as librarians, school counselors, and other pupil services personnel.

NCLB2. Program conducted the required needs assessment relative to the purposes of Title V, Part A.

TEA Initial Compliance Review (ICR) Report Requirement
TEA. Program services and expenditures were described in district's Continuous Improvement Plan or Department Management Plan.