

# MEMORANDUM

March 1, 2011

TO: School Board Members

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

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

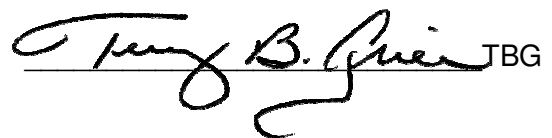
CONTACT: Carla Stevens, 713-556-6700

Attached is the 2009–2010 Title I and Title II, Part A Centralized Programs evaluation report. The report assessed the implementation of Teacher and Principal Training and Recruiting Fund programs in the Houston Independent School District (HISD). In addition, district, and campus-level student achievement results were included.

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

- Thirteen (56.5 percent) of the 23 Title II funded programs submitting end-of-year reports provided professional development activities not related to the development of highly qualified teachers, 10 (43.5 percent) provided professional development to meet highly qualified requirements, seven (30.4 percent) provided professional development to retain highly qualified teachers, nine (39.1 percent) provided other professional development activities, and four (17.4 percent) provided professional development related to the recruitment of highly qualified teachers.
- An unduplicated count of 8,837 educational staff completed at least one professional development session or course. The Title II, Part A Educator Survey revealed that respondent satisfaction with professional development services provided during the 2009–2010 school year was generally above average for each category of service providers.
- In 2010, TAKS passing-rate gains were achieved by 73.9 percent of the campuses in social studies, 69.3 percent in science, 62.5 percent in mathematics, 60.2 percent in writing, and 56.2 percent in social studies. Overall, 65.4 percent of the campuses showed gains on all tests taken.
- Stanford 10 and Aprenda NCE grade-level gains were not found consistently across grade levels and subject areas although gains were found at the majority of grades tested in social science (six of nine grades) and mathematics (eight of 11 grades).
- Stanford 10 reductions in performance gaps for economically disadvantaged students and all students were mixed with the highest gap reductions in Environment/Science (5 of 11 grades showed reduced gaps).

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

TBG

Attachment

c: Superintendent's Direct Reports  
Chief School Officers  
School Improvement Officers  
Kim Hall

Matilda Orozco  
Pamela Evans  
Melanie Evans-Smith

# RESEARCH

**Educational Program Report**



## **Title I and Title II Part A Centralized Programs Evaluation 2009–2010**



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# RESEARCH

## Program Evaluation Report



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# RESEARCH



## Program Evaluation Report

### Title I and Title II, Part A Centralized Programs 2009–2010

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## **EXECUTIVE SUMMARY**

### **TITLE I AND TITLE II, PART A CENTRALIZED PROGRAMS 2009-2010**

#### **Program Description**

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

The 2009–2010 TPTR Fund program in HISD involved 32 centralized programs offering districtwide services, 287 HISD campus-based programs, and 36 private school programs. Based on the 2009–2010 PEIMS fall resubmission staff database, the 2009–2010 program had the potential to impact all 200,944 students, 12,042 teachers, 282 principals, 306 assistant principals, 370 campus professional personnel (e.g., counselors), 1,694 paraprofessionals, and various instructional leaders within HISD (PEIMS 2009–2010 Staff). Of the 32 centralized programs, four were jointly funded by Title I and Title II, six were funded by Title I, and 22 were funded by Title II exclusively. Collectively, these programs supported two HISD goals, to Improve Student Achievement and to Improve Human Capital.

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

#### **Key Districtwide Findings**

1. How were funds allocated during the 2009–2010 school year?
    - The total 2009–2010 Title I and Title II, Part A planning entitlement for these centralized programs was \$46,141,597 which included \$45,782,051 for distinct program budgets and \$359,546 for general administrative costs. An additional \$389,744 of indirect costs was not included in this figure.
    - A total of \$44,876,212 was actually allocated for 2009–2010 with \$312,306 reserved for administrative costs and the remaining \$44,563,906 reserved for individual program expenditures.
    - The total budget for implemented programs and general administration was utilized at a rate of 93.1 percent. A total of \$41,778,230 were actually expended leaving an unspent balance of \$3,097,982.
-

- Across all programs, \$32.7 million were budgeted for payroll costs, \$9.7 million were budgeted for contracted services, approximately \$1.1 million were allotted for travel and registration fees, \$1.0 million were budgeted for supplies and materials, \$158,000 were allocated for technology and related equipment; and over \$182,000 were budgeted for other costs.
2. What activities were conducted in accordance with each allowable use of program funds and what evidence of success exists in each area?

#### *Program Implementation and Services*

- Thirteen (56.5 percent) of the Title II or Title I and II joint-funded programs provided professional development activities not related to the development of highly qualified teachers, 10 (43.5 percent) provided professional development to meet highly qualified requirements, nine (39.1 percent) provided other professional development activities, seven (30.4 percent) provided professional development to retain highly qualified teachers, and four (17.4 percent) provided professional development related to the recruitment of highly qualified teachers.

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

- Twenty-one administrators (91.3 percent) reported that program activities were based on a review of scientifically-based research; eighteen (78.3 percent) reported that their program activities were aligned with state academic content, student academic performance standards, and state assessments; seventeen (73.9 percent) reported that their program was aligned with the curriculum and other activities that are tied to state academic content, student academic performance standards, and state assessments and that their Title II, Part A activities were a part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.
- Fourteen (60.9 percent) indicated that activities were based on a district or departmental needs assessment for professional development and hiring; twelve (52.2 percent) reported that their program targeted Title I campuses or Title I campus teachers or administrators.
- Eight respondents (34.8 percent) reported that program activities were coordinated with other professional development activities provided through other federal, state, and local programs, such as Title II, Part D (technology) funds; five (21.7 percent) reported that their program targeted schools identified for improvement under NCLB (AYP) for 2009–2010.
- Three (13.0 percent) reported that their program activities were described in the DMP or DIP and two (8.7 percent) reported that costs or expenditures for each TPTR activity or service were listed in the DMP or DIP.

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

- During 2009–2010, 97.8 percent of HISD classes were taught by Highly Qualified teachers, a 0.5 percentage point improvement over 2008–2009 but below the high of 99.5 percent achieved in 2007–2008.

#### *Teacher and Principal Retention*

- Based on the most recent data available (2008–2009), HISD teacher average years of experience and average years of experience with the district held steady compared to 2007–2008 at 11.7 and 9.4 years, respectively. HISD teachers have more average years of total experience and experience with the district than all Texas teachers.

- The HISD teacher turnover rate for the 2008–2009 school year was 12.9 percent compared to 14.7 percent for Texas. HISD decreased its teacher turnover rate by 1.7 percentage points since 2007–2008.

#### *Professional Development Training*

- The core subject in which the greatest number of professional development activities occurred was mathematics (N=214), followed by science (N=141), reading (N=134), English/language arts (N=96), arts (N=47), social studies (N=26), and foreign language (N=6).
  - An unduplicated count of 8,837 educational staff completed at least one professional development session or course during 2009–2010.
  - The Title II, Part A Educator Survey revealed that respondent satisfaction with professional development services provided during the 2009–2010 school year was generally above average for each category of service providers, with 73.9 percent indicating “Very Satisfied” or “Satisfied”.
3. What was the overall impact of the district’s Title II, Part A TPTR program on student academic achievement?
- Districtwide academic performance showed favorable gains on each TAKS subtest and all tests taken, since the previous year. In 2010, TAKS gains were achieved by 73.9 percent of the campuses in social studies, 69.3 percent in science, 62.5 percent in mathematics, 60.2 percent in writing, and 56.2 percent in reading/ELA. Overall, 64.1 percent of the campuses showed gains on all tests taken.
  - Results for English version TAKS performance gaps between economically disadvantaged students and all students were mixed, though promising, with the gap closing at all grades tested for science, social studies, and writing. For mathematics and reading/ELA gap reductions were observed at four of nine grades tested.
  - Stanford 10 NCE grade-level gains were not found consistently across grade levels and subject areas, although gains were found at the majority of grades tested in social science (six of nine grades) and mathematics (8 of 11 grades).
  - Stanford 10 reductions in performance gaps for economically disadvantaged students and all students were mixed with the highest reductions in Environment/Science (5 of 11 grades showed reduced gaps).

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

#### *Centralized and Campus Program Overview*

Findings for the 2009-2010 programs revealed that the primary program goals for most implemented centralized Title I and Title II, Part A programs were accomplished. All programs provided adequate documentation to demonstrate that their primary program goals had been realized.

#### *Advanced Academic Initiatives*

In 2010, the number of students taking AP Exams, the number of exams taken, and the number of exams scored at three or higher increased compared to 2009. The percentage of exams scored at three or higher declined from 43 percent in 2009 to 38 percent in 2010. During 2009–2010, Pre-AP and AP Training was provided to 1,331 HISD educators.



*ASPIRE Professional Development*

This program provided educator training for district personnel to increase familiarity with the ASPIRE School Improvement Model and ASPIRE Awards program. A total of 1,189 educators attended training activities provided on behalf of this program. The 2009–2010 program focused on the use of the SAS Educational Value-Added Assessment System (EVAAS).

*Aspiring Principals Institute*

The objective of this program was to recruit and support aspiring principals with a track record of instructional success, preparing them to lead secondary schools. During 2009–2010, 29 educators participated in API professional development sessions. Thirteen of 16 HISD interns completed the program and all were placed into assistant principal, principal, or dean positions.

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

A<sup>2</sup>TeaMS is a three-year professional development program for 97 secondary mathematics and science teachers. In 2009–2010 these teachers were provided the opportunity to attend 118 hours of professional development in mathematics and science. On the Stanford 10 mathematics and science subtests, students of A<sup>2</sup>TeaMS teachers showed a moderate increase in Normal Curve Equivalent (NCEs) scores from spring 2009 to spring 2010.

*Early Childhood Program (Title I Funding)*

The Early Childhood Program provided funding to support the salaries of 481 prekindergarten teachers to continue the focus on beginning literacy and oral language development. The performance of participating students will be assessed when they attend kindergarten in 2010–2011.

*Educational Research and Dissemination*

The Educational Research and Dissemination program provided staff development activities focusing on managing student behavior and the development of school-wide discipline plans. During 2009–2010, 625 educators, primarily new and ACP teachers, representing 171 HISD schools, participated in training activities provided by this program.

*ELA–Elementary*

Districtwide TAKS results for grades three through five reading revealed gains in the percentages that met the passing standard and achieving commended performance for two of three grade levels during 2009–2010. 153 educators participated in two staff development activities during 2009–2010.

*ELA–Secondary*

The impact of this program on districtwide student academic achievement is evident through positive growth occurring on the passing standard at four of six grade levels and the commended level at one grade level on the reading TAKS subtest. The districtwide writing TAKS passing rate increased since the previous year at the only secondary grade level tested, and the percentage of students achieving commended performance also increased. During the year, 1,050 educators attended staff development activities.

*General Staff Development (Dual Funding)*

Although the intended audience was all teachers, campus administrators, and paraprofessionals working in the district, only a fraction of this population was directly involved in such training activities. Nevertheless, a large number of district personnel (1,437 unduplicated) participated in these activities. The impact of this program on student academic achievement was demonstrated through improvements in the percentage of students passing all TAKS tests taken at five of six grade levels for which this figure could be calculated.

*Highly Qualified Teacher/Paraprofessional*

The Highly Qualified Teacher/Paraprofessional program was designed to provide support to all not highly qualified district teachers and paraprofessionals to help them gain “Highly Qualified” status by developing and disseminating individualized certification pathway plans, monitoring plan progress, and by providing certification plan preparation, training and resource materials. During 2009–2010, the percentage of HISD classes taught by highly qualified teachers was 97.8 percent, a .5 percent increase over 2008–2009. Of 117 not highly qualified participating teachers, 73 or 62.4 percent became highly qualified during 2009–2010.

*Just for the Kids*

Campuses receiving contracted services experienced gains on all TAKS tests compared to 2009. TAKS results for “data only” versus full program schools were mixed but trended toward higher gains for full program schools, particularly middle schools. During 2009–2010, 599 HISD educators participated in Just for the Kids staff development activities.

*Leadership Development*

The objective of this program was to provide professional development services to new and current assistant principals, current and first-year principals, mentor principals, aspiring certified administrators, and teacher leaders. During 2009–2010, 24 distinct training activities were conducted and 1,013 HISD educators participated.

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

Program expenditures were used to recruit 45 literacy coaches to build capacity in teachers through coaching and the proper use of research-based instructional strategies. Districtwide reading met standard percentage on the TAKS in 2009–2010 improved for one of the three middle school grade levels.

*Literacy Initiative*

Program expenditures were used to provide professional development and technical assistance to improve student reading and writing. Districtwide reading/ELA percentages that met the passing standard improved in 2009–2010 for five of nine grade levels tested and writing percentages increased at both grades tested.

*Mathematics–Elementary*

During 2009–2010, 2,200 educators attended at least one of 40 training activities for elementary mathematics. The program’s positive impact on elementary mathematics instruction is demonstrated by an increase in the percentage of students passing at two of three elementary grade levels tested on the TAKS and NCE gains at four of five grade levels tested on the Stanford 10.

*Mathematics–Secondary*

Several training activities were conducted throughout the school year, and were attended by over 508 of district’s secondary mathematics instructors. The program’s positive impact on secondary mathematics instruction was demonstrated by increases in the percentage of students passing (all grade levels) and the percentage achieving commended performance (four of six grade levels) on the TAKS.

*New Teacher Induction–ABRAZO (Dual Funding)*

The percentage of teachers remaining in their cohorts ranged from 88.3 percent for teachers hired in 2008–2009 to 51.8 percent for teachers hired in 2005–2006. During 2009–2010, 804 teachers participated in professional development activities provided by this program.

*Numeracy Content Specialist (Title I Funding)*

This program funded 46 Numeracy Content Specialists to provide in-classroom professional development to teachers at all grade levels. This program had a positive impact on gains in TAKS mathematics performance at eight of nine grade levels.

*Play It Smart (Title I Funding)*

This program funded 23 Academic Coach positions to support student athletes at 23 high schools. Student athletes at 21 of the 23 campuses posted higher GPAs than their non-athlete counterparts and student athletes outperformed non-athletes on all four TAKS subtests.

*Private School Share*

TEA-approved private, nonprofit schools within HISD boundaries utilized Title II, Part A funds solely to purchase contracted services through the Mind Streams program. Catholic, Orthodox, Protestant, and Jewish elementary and secondary schools all received program funding. The largest share of program funds was utilized by Catholic elementary and middle schools. All 36 schools had participants in customized workshops, and 382 online degree and 53 university graduate courses were taken. Documentation of individual campus program descriptions or student performance was not provided for this report.

*Reading Content Specialist (Title I Funding)*

Twenty-seven reading content specialists were hired using Title I funds in order to build capacity in teachers through coaching and the proper use of research-based instructional strategies (as promoted in the district's literacy initiative, Literacy Leads the Way.) Five of nine grades showed improvement on the TAKS reading/ELA subtest and both grades tested on writing showed gains. Stanford 10 reading scores improved in 2 of the 11 grades tested.

*Rice University School Mathematics Project*

A duplicated total of 989 teachers and parents participated in at least one of 36 professional development activities offered by the program. However, documentation of program participation does not adequately differentiate between parents, HISD teachers, or participating teachers employed by other Texas school districts. Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by 3–10 percentage-points at each of the six secondary grade levels tested. For each grade level, between 64 percent (grade nine) and 87 percent (grade 11) of students passed the mathematics TAKS for the spring 2010 administration.

*School Allocations*

This program provided campuses with an individual Title II, Part A allocation based on student enrollment. The analyses of districtwide and campus-level performance reflect a positive trend in the 2010 campus level performance, overall, as compared to 2009 results. Specifically, TAKS gains were achieved by approximately 73.9 percent of the campuses in social studies, 69.3 percent in science, 62.5 percent in mathematics, 60.2 percent in writing, and 56.2 percent in reading/ELA. Overall, 65.4 percent of the campuses showed gains on all tests taken, 2.5 percentage points lower than the 67.9 percent observed for 2008–2009.

*Science–Elementary and Sanchez Lab*

These two programs worked in conjunction to provide leadership, technical support, and content expertise to support the elementary grade science curriculum. Academic growth in science as measured by Stanford 10 NCEs was observed for one of five grade levels compared to the previous year. Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by two percentage points on both the grade five English and Spanish test versions. Further, the

percentage of students achieving commended performance on the science subtest increased by seven percentage points on the Spanish version, although only 23 students were tested.

#### *Science– Secondary*

Student academic growth in science as measured by Stanford 10 NCEs was positive for three out of six grades. The percentage of secondary students passing the TAKS science subtest increased at each of the three tested grade levels, and two grade levels achieved gains in commended performance. During 2009-2010, 218 educators participated in secondary science professional development activities.

#### *Sign-On Bonuses*

A critical component of improving student academic achievement is recruiting and retaining highly qualified teachers. This program provides both a recruitment incentive to teachers beginning their career with HISD as well as provides second year teachers with a retention incentive. The capacity of this program to recruit and hire an additional 273 fully certified teachers and retain another unspecified number of second year teachers, including instructors for bilingual education and other critical shortage areas, is an important accomplishment for the district. The program met its stated goal concerning the payment of bonuses.

#### *Social Studies–Elementary*

Districtwide performance on the Stanford 10 social science subtest improved for two of the three grade levels tested. It should be noted that the elementary social science content tested on the Stanford 10 does not necessarily correlate to the TEA mandated curriculum for the corresponding grade and subject levels. 591 educators participated in elementary social studies professional development activities.

#### *Social Studies–Secondary*

Districtwide performance on the Stanford 10 social science subtest revealed increases at four secondary grade levels, and declines at two grade levels. However, the secondary social science content tested on the Stanford 10 does not align to the TEA mandated curriculum for the corresponding grade and subject levels. Districtwide performance on the TAKS social studies subtest revealed a potential positive impact of program activities on student academic achievement. Specifically, improvements in the percentage of students passing and the percentage of students achieving commended performance were achieved at all grade levels tested. 1,274 educators participated in secondary social studies professional development activities.

#### *TAKS 915 Stipend*

In 2009–2010, the “pass” rate for participating seniors was 66 percent overall. Twenty-two teachers received stipends totaling \$6,600.

#### *Teach For America Recruitment*

Teach For America placed top college graduates as teachers in HISD. For the current school year, HISD was able to employ 268 TFA corps members. TFA provided ongoing training and observation of their recruits as partial fulfillment of their alternative certification requirements. Corps members also participated in a summer pre-service institute also funded through Title II, Part A. Documentation of attendance in all TFA training was not provided; however, TFA verifies that all recruits have completed the pre-service summer institute. By participating in this partnership, HISD has ensured that it recruits those college graduates with the best credentials to fill its teaching vacancies.

## Recommendations

1. The e-Train database provides information on staff development participation but the link between participation and student achievement gains is not conclusive. The majority of programs included in this report included extensive staff development training but there is no data readily and consistently available on participant evaluation of training. It is recommended that the district develop a continuous process improvement approach based on the systematic collection of course-specific feedback from staff development participants. The proposed approach would assess participant ratings immediately after participation and at a later time to determine to what extent staff development training was actually implemented in the classroom and its perceived effectiveness.
2. The recommended approach for developing this feedback would be the use of web-based survey methodology. Feedback would be solicited from participants both immediately after training and at an agreed upon time period later in the school year. Participation would be voluntary and the surveys would be brief and primarily closed-end. Respondents would also have the opportunity to provide open-end feedback.
3. It is recommended that feedback be presented to staff development providers to facilitate curriculum changes and to develop new curriculum as required. The goal is continuous improvement of staff development offerings.
4. To the extent possible, research should be undertaken to determine the impact of classroom-implemented staff development training on student performance. The proposed survey methodology would provide a starting point for this type of analysis.
5. To ensure that the District's Title II, Part A funds are expended in a manner consistent with the intentions of the federal guidelines establishing the TPTR Fund, program administrators, the Title II, Part A supervisor, and district administrators must ensure that all programs receiving this source of funding have teacher or principal recruitment, retention, or training as their primary purpose. Programs that do not have this primary purpose should not continue to receive TPTR funding.
6. In an effort to improve teacher and principal retention efforts, the district should create a database utilizing district PeopleSoft records to track campus-level and districtwide retention rates among teachers and administrators. The creation of such a database will allow TPTR program administrators to be informed on a timely basis of the content areas, grade levels, and campuses with the highest turnover among teachers and campus administrators and allow TPTR retention efforts to be more focused.
7. Individual campuses are currently required to submit descriptions of how they intend to utilize Title II, Part A funds prior to the start of the school year. However, in order to determine the extent to which campus-level programming was implemented as planned, documentation of campus-level program implementation should also be collected. Further, documentation of private school student performance on standardized testing that is submitted to the district should be provided to the evaluator for future reports. Specifically, private school student performance on the Stanford 10 should be used to assess achievement gains.

# **TITLE I AND TITLE II CENTRALIZED PROGRAMS 2009–2010**

## **Introduction**

### **Program Description**

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

- Activities must be based on a local assessment of needs for professional development and hiring.
- Activities must be aligned with state academic content and student academic performance standards and state assessments.
- Activities must be aligned with curricula and programs tied to state academic content and student academic performance standards.
- Activities must be based on a review of scientifically based research.
- Activities must have a substantial, measurable, and positive impact on student academic achievement.
- Activities must be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.
- Professional development activities must be coordinated with other professional development activities provided through other federal, state, and local programs, including Title II, Part D (technology) funds.

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

Professional development training is a crucial component in developing and maintaining the fundamental pedagogical and core content knowledge base from which teachers internalize effective instructional strategies for curriculum delivery (Peixotto and Fager, 1998; Porter, Garet, Desimone, Yoon,

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and Birman, 2000). “High quality professional development” denotes professional development that fulfills the criteria of the detailed, though not exhaustive, definition provided in Title IX, Section 9101(34) of the ESEA. Specifically, this definition states that high quality professional development includes activities that:

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

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Table 1: Title II, Part A TPTR Fund: Authorized Activities, 2009–2010

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

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

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

### **Program History**

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

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

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

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

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

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

### **Program Rationale, Goals, and Objectives**

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



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

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

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

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

### **Title II, Part A Administrative Personnel**

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

### **Program Participants**

The 2009–2010 TPTR Fund program in HISD involved 32 centralized programs (four with dual Title I/Title II funding and six with Title I funding) offering districtwide services, 287 HISD campus-based programs, and 36 private school programs. Of the 298 Title II, Part A public schools, 291 (97.7 percent) submitted the TPTR campus program description form, including implementation and evaluation details. Based on the 2009–2010 PEIMS fall resubmission staff database, the 2009–2010 program had the potential to impact all 200,944 students, 12,042 teachers, 282 principals, 306 assistant principals, 370 campus professional personnel (e.g., counselors), 1,694 paraprofessionals, and various instructional leaders within HISD (PEIMS 2009–2010 Staff). Total teachers employed in the district increased (0.20 percent) compared to 2008–2009 and the total student population served also increased (0.71 percent).

The NCLB Title I, Part A requirement for all public school core subject teachers on Title I campuses to meet their state's highly qualified teacher requirements by the end of the 2005–2006 school year directly impacted the district. In the 2006–2007 school year, 275 HISD campuses were identified as Title I campuses. There were 271 campuses that were categorized in this manner in 2007–2008, 272 Title I campuses in 2008–2009, and 270 in 2009–2010. For the current year, Title I schools included 171 elementary, 44 middle schools, 36 high schools, and 19 Alternative/Charter schools. Further, the number of Title I students in 2009–2010 was 192,302, an increase of 3.2 percent compared to 2008–2009 (186,077).

### **Budget and Administrative Arrangements**

The TPTR Fund is a “forward funded” program with funds becoming available after July 1, 2009 for the current school year. Funds are available to the State or LEA for a period of 27 months following dissemination. HISD allocated \$44,876,212 dollars (see **Table 2**, page 16) to implement centralized programs, 287 HISD campus-based programs, 36 private school programs, and general administrative costs to operate the program. \$2,089,487 million of this total amount was carried forward from the previous fiscal year. The TPTR Fund authorizes LEAs to reserve an additional percentage of funds for indirect costs equal to its approved “restricted indirect cost rate” (TEA, 2008). For the 2009–2010 school year, HISD reserved \$389,744 for indirect costs.

### **Purpose of the Evaluation Report**

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

The following research questions were addressed:

1. How were funds allocated during the 2009–2010 school year?
2. What activities were conducted in accordance with each allowable use of program funds and what evidence of success exists in each area?
3. What was the overall impact of the district's Title II, Part A TPTR program on student academic achievement?

## **Methodology**

### **Data Collection**

Several strategies were employed in the collection of relevant data used to evaluate the effectiveness the District's 2009–2010 Title II, Part A TPTR Fund programs. Primary program documentation included program budgets; TPTR program descriptions and campus program descriptions for 2009–2010; TPTR program criteria and updates as collected during meetings with the Title II, Part A TPTR supervisor; and review of related literature from the U. S. Department of Education and TEA. Specifically, target populations, planned evaluation strategies, and expected outcome measures were obtained from central office and TPTR program and campus program descriptions for 2009–2010. TPTR campus program descriptions were submitted by 291 (97.7 percent) of the 298 campuses receiving TPTR campus

allocations for the 2009–2010 school year. Additionally, central office implementation and end-of-year TPTR reports were requested by the TPTR evaluator and submitted by program administrators.

Budget data and data on the extent to which teachers across HISD received professional development training were obtained from reports provided by central office program administrators, TPTR program descriptions and campus program descriptions, and Title II, Part A TPTR TEA eGrants Compliance Reports, as submitted to the evaluator by the TPTR supervisor. Additional data were submitted by the district's Finance Department (General Accounting) and the Department of Professional Development Services. The Title II, Part A TPTR Educator Survey, 2009–2010 supplied information concerning professional development training and teacher highly qualified status. Budget data were rounded to the nearest dollar to assess grant allocations and expenditures.

The number of campuses and centralized programs hiring teachers was determined by the Title II, Part A hiring query for 2009–2010 as provided by the Department of Human Resources. The grade level/content areas taught by educators hired through this grant were included in the hiring query. Teaching history including highly qualified status, student population taught, and teacher perceptions of the impact of professional development on instruction and classroom activities were analyzed from the Title II, Part A TPTR Educator Survey, 2009–2010. Additional data pertaining to the number of classes taught by highly qualified teachers was obtained from the TEA NCLB Highly Qualified Reports as of July, 2010.

### *Program Surveys*

In January 2010, program administrators for were asked to complete a program implementation survey. These surveys assessed where program administrators expected to incur expenses, compliance with Title I and Title II criteria for using federally authorized funds, and compliance with 10 HISD mandated criteria. In the spring of 2010, two TPTR surveys were administered. The Title II, Part A TPTR Educator Survey, 2009–2010, was made available online from mid-May through early June 2010 (see **Appendix B**). All district teachers, paraprofessionals, instructional specialists, assistant principals, and principals were invited to complete the Educator Survey. It assessed teaching history, type, and amount of professional development received by teachers, subject area specialists, teachers' aides, and other educators, as well as identification of the training provider, student population taught by the educators, and teacher perceptions of the impact of professional development on instruction and classroom activities. The survey responses to multiple choice and written-response items were anonymous. The survey was administered via an open invitation to all educators to solicit survey participation. The extent to which all educators in the district were aware of or encouraged/motivated to participate in the survey is expected to be highly variable.

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

### **Measures of Academic Achievement**

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

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

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

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

### **Data Analysis**

Survey data for teachers and principals were analyzed using descriptive statistics. Additionally, achievement data were aggregated at the districtwide, campus, and student group levels. Three sets of TAKS, Stanford 10, and Aprenda 3 data were retrieved and analyzed for 2007–2008, 2008–2009, and 2009–2010. Calculations of change may vary by one percentage-point throughout this report due to rounding. Student academic performance was measured by analyzing NCE scores from the Stanford 10 and Aprenda 3 subtests. The percentage of students passing each TAKS subtest was reported. The maximum number of students taking each test is presented by grade level for Stanford 10 and Aprenda 3 and by subject on the TAKS. The number of students tested on TAKS by grade level for previous years can be obtained from the HISD TAKS report for spring 2008 and 2009 (Houston Independent School District, Spring 2008; Houston Independent School District, Spring 2009). Results for student groups of four or less were not reported, consistent with state practice.

## **Findings**

### **How were funds allocated during the 2009–2010 school year?**

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

**Table 2** (see page 16) presents the Title II, Part A TPTR Fund budget allocations by program and their corresponding expenditures, unexpended balances, and original planning allotments. Of the 32 centralized programs, four were “dual funded” with both Title I and Title II funding, and six were funded exclusively by Title I.

The figures in Table 2 are based on documentation provided by the HISD Department of External Funding and the Budgeting and Financial Planning Department. The table revealed a total planning entitlement of \$46,141,597 which included \$45,782,051 for distinct program and school budgets and \$359,546 for general administrative costs. A total of \$44,876,212 was allocated for 2009–2010 with \$312,306 reserved for administrative costs and the remaining \$44,563,906 reserved for individual program and school expenditures. Actual expenditures totaled \$41,778,230 leaving an unspent balance of \$3,097,982.

**Appendix C** displays planning, allocation, and budget expenditures for the 2008–2009 school year. A comparison of budget data from these two consecutive years, revealed a 68.8 percent increase in the total budget allocation, from \$26.6 million in 2008–2009 to \$44.9 million in 2009–2010. This comparison also revealed a 73.6 percent increase in expenditures, from \$24.1 million in 2009–2009 to \$41.8 million in 2009–2010. These increases are largely attributable to the inclusion of the Early Childhood Program in this year’s centralized programs. The total budget allocation was utilized at a rate of 93.1 percent compared to a rate of 90.6 percent for the 2008–2009 school year, representing a 2.5 percentage-point difference.

Table 2: Centralized Title I and Title II, Part A Program Budgets and Expenditures for Implemented Programs, 2009–2010

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

**Table 3** (see page 17) reveals the total Title I and Title II, Part A TPTR program budget, expenditures and the percentage of utilized funds by object detail as indicated by an July 2010 budget query. Across all programs, nearly \$32.7 million were budgeted for payroll costs including approximately \$25.2 million for salaries for professional employees and \$2.8 million for extra-duty pay to teachers for professional development participation; \$9.7 million for contracted services including \$4.7 million for miscellaneous contracted services; approximately \$1.0 million were allotted for supplies and materials; \$1.1 million were budgeted for travel and registration fees; \$157,909 were allocated for technology and related equipment; and \$182,227 were budgeted for other costs. The utilization rates for each expense category were 91.0 percent for contracted services, 95.1 percent for payroll costs, 58.3 percent for technology and

related equipment, 83.5 percent for travel and registration fees, 69.6 percent for supplies and materials, and 66.0 percent for other. The utilization rate for all expenditures was 93.1 percent.

Table 3: Centralized Title I and Title II, Part A Total Expenditures by Type, 2009–2010

Object Detail	Budget	Actual Expenditures	Available	Percent Utilized
<b>Contracted Services</b>				
Consultants/Professional Services	\$1,564,236	\$1,472,889	\$91,347	94.2
Education Service Center	\$43,275	\$18,335	\$24,940	42.4
Misc Contracted Services	\$4,661,064	\$4,004,919	\$656,145	85.9
Prof Dev Buy Back Services	\$3,427,294	\$3,329,249	\$98,046	97.1
Subtotal	\$9,695,869	\$8,825,392	\$870,477	91.0
<b>Payroll Costs</b>				
Day to Day Subs	\$428,500	\$409,655	\$18,845	95.6
Extra Duty Pay-Teachers	\$2,788,119	\$2,666,652	\$121,467	95.6
FICA Alternative	\$1	\$0	\$1	0.0
Group Health & Life	\$1,640,286	\$1,304,471	\$335,815	79.5
Hourly Payroll	\$3,814	\$3,312	\$502	86.8
Medicare	\$373,354	\$318,196	\$55,158	85.2
Overtime-Support Staff	\$30,074	\$30,409	-\$334	101.1
Salaries-Professional Employees	\$25,206,769	\$24,066,925	\$1,139,844	95.5
Salaries-Support Employees	\$251,017	\$238,020	\$12,997	94.8
Sick Leave Payment	\$138,958	\$254,830	-\$115,872	183.4
Social Security	\$38,611	\$14,067	\$24,544	36.4
Staff Tuition	\$250	\$197	\$53	78.8
TRS-Above State Minimum	\$1,700,404	\$1,715,132	-\$14,729	100.9
Unemployment Compensation	\$14,650	\$8,385	\$6,265	57.2
Workers' Compensation	\$118,765	\$93,917	\$24,847	79.1
Subtotal	\$32,733,570	\$31,124,166	\$1,609,404	95.1
<b>Supplies and Materials</b>				
General Supplies	\$612,449	\$408,194	\$204,255	66.6
Print Shop Charges	\$162,660	\$130,161	\$32,499	80.0
Reading Materials	\$252,625	\$176,906	\$75,720	70.0
Subtotal	\$1,027,734	\$715,260	\$312,474	69.6
<b>Technology/Related equipment</b>				
Media Center Buy Back	\$38,046	\$38,046	\$0	100.0
Technology Equipment	\$119,863	\$53,969	\$65,895	45.0
Subtotal	\$157,909	\$92,014	\$65,895	58.3
<b>Travel/Registration Fees</b>				
Dues-Fees-Registrations	\$485,493	\$409,696	\$75,797	84.4
In-District Bus Transportation	\$6,126	\$6,125	\$1	100.0
In-District Travel	\$50,815	\$28,120	\$22,695	55.3
Non-Employee Travel	\$84	\$84	\$0	100.0
Travel- Employees	\$536,384	\$457,081	\$79,303	85.2
Subtotal	\$1,078,903	\$901,107	\$177,796	83.5
<b>Other</b>				
Building/Land Rental	\$125,590	\$118,785	\$6,805	94.6
Misc Operating Costs	\$54,637	\$0	\$54,637	0.0
Rentals-Operating Leases	\$2,000	\$1,506	\$494	75.3
Subtotal	\$182,227	\$120,291	\$61,936	66.0
<b>Total</b>	<b>\$44,876,212</b>	<b>\$41,778,230</b>	<b>\$3,097,982</b>	<b>93.1</b>

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

### *Title II, Part A Program Implementation and Services*

**Table 4** lists the TPTR programs and major program objectives as implemented in HISD during the 2009–2010 school year. Of the 32 centralized programs, 31 were implemented districtwide within HISD and one was implemented in 36 private schools. Centralized programs, HISD campus-based programs, and private school programs targeted the provision of professional development training, stipends, and/or incentives for district teachers and administrators.

Table 4: Title II, Part A Districtwide Programs and Major Objectives, 2009–2010	
Centralized Programs	Summary of Major Program Goals and Objectives
Advanced Academic Initiatives	Provide Pre-AP and AP professional development training to 1,400 English, mathematics, and science teachers at the middle and high school levels. Make funds available to hire substitute teachers so that teachers could attend a minimum of four days training during the school day.
ASPIRE Professional Development	Training for all instructional staff to enhance the use of value-added data in determining student growth and appropriate interventions. Specific goals include developing an understanding of the use of value-added data for school improvement; developing an understanding of the verification process for eligibility; and developing a communication plan for stakeholders.
Aspiring Principals Institute	To recruit, and support aspiring principals who have a track record of instructional success, preparing them to lead secondary schools.
A <sup>2</sup> TeaMS (Academy of Accomplished Teaching in Mathematics and Science)– <i>Joint Title I/Title II Funding</i>	A <sup>2</sup> TeaMS is a 3-year professional development program for mathematics and science teachers. During 2009–2010, the second year of the program, professional development was provided to 97 middle and high school mathematics and science teachers. Goals include increasing teacher knowledge and pedagogy, increasing student achievement in mathematics and science, and ensuring that the written curriculum is the taught curriculum.
Early Childhood Program– <i>Title I Funding</i>	Provide funds to support a full-day prekindergarten program to support student achievement. The funds are required to provide 50% of full-day prekindergarten teachers' salaries.
Educational Research and Dissemination	Provide funds to support Educational Research and Dissemination (ER&D), a national professional development program sponsored by the American Federation of Teachers. The focus in 2009–2010 was on the development of school-wide discipline support plans.
ELA–Elementary	Toolkits are utilized for small group instruction/intervention targeting the five critical elements of reading during the instructional day. The toolkits are designed to increase reading achievement for third and fifth grade at-risk students.
ELA–Secondary	Provide leadership and technical support for the implementation of the District's CLEAR curriculum in English/Language Arts in grades 6–12. Provide support to schools identified as academically unacceptable for the 2008–2009 school year, leadership in the development and implementation of campus-based common assessments, and develop district curriculum benchmarks.
General Staff Development– <i>Joint Title I/Title II Funding</i>	Improve learning for all students by enhancing the instructional knowledge and skills of administrators, teachers, and instructional paraprofessionals through various staff development opportunities, especially related to research-based instructional practices. Provide comprehensive staff development for academically unacceptable schools based on areas of need.
Highly Qualified Teacher/Paraprofessional	Provide support to 100% of HISD teachers and paraprofessionals who are not highly qualified to gain highly qualified status via the development of certification pathway plans, certification exam preparation, coaching, and reimbursement upon successful certification exam completion.
Just for The Kids	Provide elementary, middle and high schools with a detailed data analysis that includes a comparison to schools with comparable demographics, opportunity gap reports, and an analysis of student readiness for college and career standards. Support campus leadership with improvement plan development and implementation of improvement plans.

Table 4: Title II, Part A Districtwide Programs and Major Objectives, 2009–2010 (continued)

Centralized Programs	Summary of Major Program Goals and Objectives
Leadership Development	Provide professional development services to the following leadership cohorts: new assistant principals, first-year principals, mentor principals, aspiring certified administrators, current assistant principals and current principals, and teacher leaders. Meet the needs of the district in the identification and preparation of future leaders.
Literacy Coaches–Middle School– <i>Title I Funding</i>	Literacy coaches provide support to teachers via modeling, coaching, training, research, and networking.
Literacy Initiative	Integrate literacy into all core content area classrooms. Build capacity in content area teachers to infuse reading and writing in their instruction, establish a formative reading assessment to yield mid-year Lexile levels, and provide professional development and technical assistance to improve student writing.
Mathematics–Elementary	Provide curriculum-based resources including a rigorous scope and sequence aligned to the newly revised mathematics TEKS, Model Lessons, content expertise, and professional development. Facilitate professional development workshops on the delivery and utilization of these resources.
Mathematics–Secondary	Provide leadership and support for the implementation of the 6–12 districtwide mathematics program that was centered on curriculum, instruction, and assessment. Conduct campus-level training of teachers in professional learning communities (PLCs).
New Teacher Induction–ABRAZO– <i>Joint Title I/Title II Funding</i>	Professional development and systematic structures of support to retain new highly qualified teachers, particularly in schools with high teacher turn-over or high percentages of low student achievement. Provides support for curriculum implementation, classroom management, instructional planning, and other professional growth areas.
Numeracy Content Specialist– <i>Title I Funding</i>	Content specialists will provide leadership and support for the implementation of the grades 1–12 districtwide mathematics program.
Play It Smart– <i>Title I Funding</i>	Help student athletes take responsibility for their futures through lessons learned on the playing field, in the classroom, and service to others.
Private School Share Allocations	Campus allocations based on a formula grant at the rate of \$94 per student to implement campus-based Title II-A professional development programs and services.
Reading Content Specialist– <i>Title I Funding</i>	Content specialists at the regional and district level will support "Literacy Leads the Way" at the campus level in order to ensure that our students are using literacy in all of their content classrooms PK–12.
Rice University School Mathematics Project	Bridge programming between the Rice University mathematics community and Houston area mathematics teachers, to help teachers and administrators better understand the nature of mathematics, effective teaching and assessment of mathematics, and its importance in society to support the implementation of effective mathematics programs.
School Allocations	Support campus allocations based on a formula grant at the rate of \$25 per student to implement campus-based Title II-A programs and services. Provide campuses with funds for teacher training; parental involvement training; or hiring teachers, specialists, or assistant principals.
Science–Elementary	Provide leadership, technical support, and content expertise for the implementation of the district's science curriculum, instruction, and assessment resources in grades kindergarten through five. Provide training to teachers, content specialists, department chairs, and campus administrative teams focused on best practices and pedagogy; TEA specifications for TAKS, TEKS, and special populations; and local and state science initiatives.
Science–Elementary (Sanchez Lab) <i>Joint Title I/Title II Funding</i>	The Elementary Science Sanchez Lab program provided leadership, content expertise and technical support for the implementation of the kindergarten through 5th grade science curriculum.
Science–Secondary	Provide leadership, technical support, and content expertise for the implementation of the district's science curriculum, instruction, and assessment resources in grades six through 12. Provide training to teachers, content specialists, department chairs, and campus administrative teams focused on best practices and pedagogy; TEA specifications for TAKS, TEKS, and special populations; and local and state science initiatives.



Table 4: Title II, Part A Districtwide Programs and Major Objectives, 2009–2010 (continued)

Centralized Programs	Summary of Major Program Goals and Objectives
Sign-On Bonuses/Recruitment Incentive	Incentives paid to recruit and hire highly qualified teachers in all academic areas and particularly difficult-to-fill positions including bilingual, ESL, and Special Education instructors.
Social Studies–Elementary	Provide leadership and support for the creation and implementation of the district’s CLEAR curriculum in grades prekindergarten through five. Provide workshops for elementary school teachers targeting the building of social studies content knowledge and the effective integration of social studies with other content areas, especially Reading/Language Arts.
Social Studies–Secondary	Provide leadership and technical support for the implementation of the district’s CLEAR curriculum in grades 6–12. Provide connections for students and teachers, particularly in the areas of skills development, content literacy, text structure, expository writing, and research methodology.
TAKS 915 Stipend	TAKS summer school intervention program to provide strong, intensive academic instruction for seniors who need to pass one or more core subjects on the TAKS EXIT examination to graduate from high school.
Teach For America Recruitment– <i>Title I Funding</i>	Professional development activities for teachers and administrators to recruit, train, and hire highly qualified educators to reduce class size and provide sustained instructional support to improve student achievement.

Based on 2009–2010 program descriptions and the individual program summaries provided later in this report, **Figure 1** summarizes the primary service areas that corresponded with the 23 centralized programs with full or partial Title II funding. Three programs, General Administration, School Allocations, and TAKS 915 stipend were excluded from this analysis. Programs could provide multiple services. Thirteen (56.5 percent) of the 23 programs with Title II funding provided professional development activities not related to the development of highly qualified teachers, 10 (43.5 percent) provided professional development to meet highly qualified requirements, seven (30.4 percent) provided professional development to retain highly qualified teachers, four (17.4 percent) provided professional development related to the recruitment of highly qualified teachers, and nine (39.1 percent) provided other professional development activities.

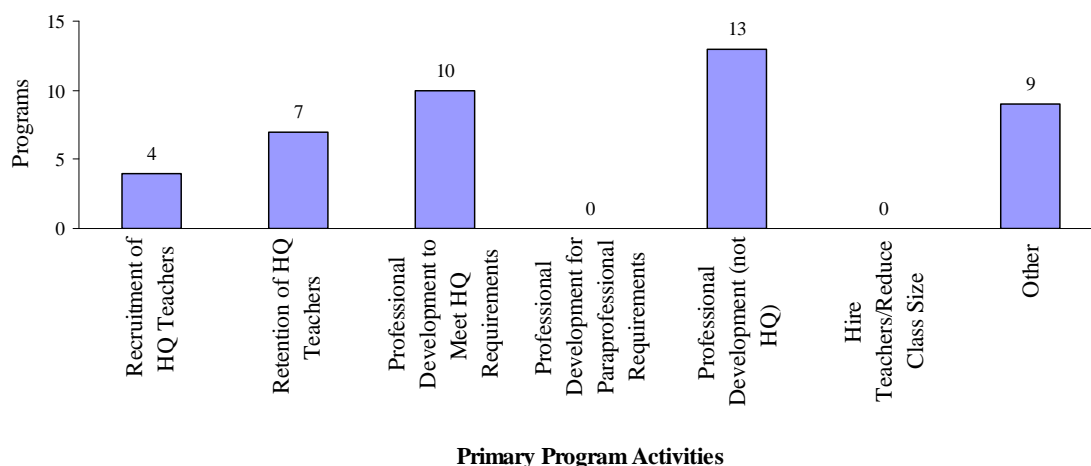


Figure 1. The number of TPTR centralized programs providing each activity based on needs assessments for 2009–2010 (duplicated count).

Source: Title II, Part A TPTR Administrator End-of-Year Survey, 2009–2010

*Program Administrator Implementation Survey*

Each non-campus TPTR program was supervised by a central office administrator with responsibility to provide information, guidance, and oversight to ensure appropriate program implementation, maintenance, documentation, and reporting. In January 2010, each centralized program administrator was asked to respond to a sequence of questions, confirming adherence with the general program requirements set forth by NCLB and the requirements of the continuous improvement process created by the PBMAS system. Results presented in **Table 5** are based on a 100 percent response rate of 23 program administrators asked to respond to the survey. These administrators managed programs with Title II or joint Title I/Title II funding. Three programs, General Administration, School Allocations, and TAKS 915 Stipend were excluded from this analysis. Twenty-one administrators (91.3 percent) reported that program activities were based on scientifically-based research. Eighteen (78.3 percent) reported that program activities were aligned with state academic content, student academic performance standards, and state assessments. Seventeen (73.9 percent) reported that their program was aligned with the curriculum and other activities that are tied to state academic content, student academic performance standards, and state assessments; and, that their Title II, Part A activities were a part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students. Fourteen (60.9 percent) reported that their activities were based on district or departmental needs assessment for professional development and hiring. Twelve (52.2 percent) reported that their program targeted Title I campuses, teachers, or administrators. Eight (34.8 percent) indicated that their program was coordinated with other professional development activities provided through other federal, state, and local programs, such as Title II, Part D (technology) funds. Five (21.7 percent) indicated the program targeted schools identified for improvement under NCLB (AYP) for 2009–2010. Three (13.0 percent) reported that program activities were detailed in their Departmental Management Plan (DMP) or District Improvement Plan (DIP). Finally, two (8.7 percent) reported that program costs and expenditures were described in their DMP or DIP.

**Table 5: Title II, Part A Administrator Implementation Survey Responses, 2009–2010**

<b>Planning Criteria for TPTR Program Activities (N=23)</b>	<b># Met Criterion</b>		<b>Percent Met Criterion</b>	
	Yes	No	Yes	No
Activities based on a review of scientifically-based research	21	2	91.3	8.7
Activities aligned with state academic content, student academic performance standards, and state assessments	18	5	78.3	21.7
Activities aligned with the curriculum and other programs that are tied to state academic content, student academic performance standards, and state assessments	17	6	73.9	26.1
Activities are a part of a broader strategy to eliminate the achievement gap between low-income and minority students, and other students	17	6	73.9	26.1
Activities based on a district or departmental needs assessment for professional development and hiring	14	9	60.9	39.1
Program targets Title I campuses or Title I campus teachers or administrators	12	11	52.2	47.9
Activities coordinated with other professional development activities provided through other federal, state, and local programs, such as Title II, Part D (technology) funds	8	15	34.8	65.2
Program targets the schools identified for improvement under NCLB (AYP) for 2009–2010	5	18	21.7	78.3
Activities described in your DMP or DIP	3	20	13.0	87.0
Costs or expenditures for each TPTR activity or service listed in your DMP or DIP	2	21	8.7	91.3

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

Throughout the district, staff positions were filled to ensure effective TPTR service delivery. The number of staff funded or partially funded by program is presented in **Table 6**. The findings were based on a hiring query accessed in July of 2010 through the PeopleSoft Department. The data show that 502 or 59.6 percent of the 842 staff positions were funded through the Title I Early Childhood Program, 124 or 14.7 percent were funded by the Title II, Part A School Allocations program. These two programs accounted for approximately 75 percent of the funded positions. The remaining 25 percent were spread across 14 programs and General Administration. It should be noted that the 502 Early Childhood positions received either half of their funding through Title 1 or were half-day positions. As of July 30, 2010, 775 of these positions were active, one was on leave, and 66 had left the district.

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**Table 6: Title I and Title II, Part A Staff Funded or Partially Funded by Program, 2009–2010**


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<b>Title II, Part A Programs</b>	<b>Number of Staff Funded</b>	<b>Percent of Staff Funded</b>
School Allocations*	124	14.7
General Administration	5	0.6
Science	3	0.4
Mathematics - Elementary	2	0.2
Mathematics - Secondary	1	0.1
Social Studies - Secondary	1	0.1
Advanced Academic Initiatives	2	0.2
ELA - Secondary	1	0.1
Rice Mathematics Project	1	0.1
<b>Title I Centralized Programs</b>		
Early Childhood Program	502	59.6
Literacy Coaches - Middle Schools	46	5.5
Play It Smart	28	3.3
Numeracy Content Specialist	50	5.9
Reading Content Specialist	27	3.2
<b>Joint Funded Programs</b>		0.0
New Teacher Induction - ABRAZO	42	5.0
A <sup>2</sup> TeaMS	5	0.6
Sanchez Lab - Elementary Science	2	0.2
<b>Totals</b>	<b>842</b>	<b>100.0</b>

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

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**Table 7** shows the staff positions funded with Title I and Title II, Part A funds including 676 teachers, 87 curriculum specialists, 43 middle school literacy coaches, 11 academic trainers, and 25 other positions. It should be noted that multiple staff may have occupied a single position for those positions in which a vacancy occurred during the program fiscal year.

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**Table 7: Number of Staff Funded with Title I and Title II, Part A Funds by Job Title, 2009–2010**


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<b>Job Title</b>	<b>Total</b>	<b>Funded by Early Childhood</b>	<b>Job Title</b>	<b>Total</b>	<b>Funded by Early Childhood</b>
Academic Trainer -12M	11		Teacher, ESL Pre-Kindergarten	57	57
Associate Budget Analyst	2		Teacher, ESL Secondary	3	
Athletics Program Administrator	1		Teacher, Fifth Grade	4	
Coach, Literacy - HS	3		Teacher, First Grade	11	2
Coach, Literacy ESL	1		Teacher, Fourth Grade	5	1

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Table 7: Number of Staff Funded with Title I and Title II, Part A Funds by Job Title, 2009–2010  
(continued)

Job Title	Total	Funded by Early Childhood	Job Title	Total	Funded by Early Childhood
Coach, Literacy-MS	43		Teacher, ESL Kindergarten	1	1
Coordinator, Instructional RT	1		Teacher, History	2	
Curriculum Specialist TL	3		Teacher, Kindergarten	6	4
Curriculum Specialist-12M	87		Teacher, Lead	25	
District Trainer	1		Teacher, Lead 10.5M	2	
Hourly Lecturer, (Rice Project)	1		Teacher, Lead 11M	1	
Mgr, Academic Training	2		Teacher, Math	17	
Research Specialist	1		Teacher, Math 4-8	1	
Secretary I 12M	1		Teacher, Multi-Grade	12	3
			Teacher, Play It Smart		
Secretary II 12M	4		Academic Coach	27	
Specialist, Content Area	2		Teacher, Pre-Kindergarten	191	191
Special Assignment Hourly	1		Teacher, Science	1	
Senior Budget Analyst	1		Teacher, Science 4-8	1	
Teacher, Bilingual	15	3	Teacher, Second Grade	7	
Teacher, Bilingual EC-4	4	3	Teacher, Social Studies	5	
Teacher, Bilingual Kindergarten	6	3	Teacher, Spanish	1	
Teacher, Bilingual Pre-Kindergarten	233	233	Teacher, Specialist	2	
Teacher, Class-Size 3rd Grade	1		Teacher, Specialist 11M	1	
Teacher, Class-Size Bilingual	3		Teacher, Specialist 12 M	1	
Teacher, Coordinator 11M	1		Teacher, Speech	1	
Teacher, EC-4	1	1	Teacher, Technology (1-8)	1	
Teacher, English	11		Teacher, Third Grade	7	
Teacher, ESL Elementary	8		<b>Totals</b>	<b>842</b>	<b>502</b>

### *High Need Campuses*

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

According to the TPTR supervisor, HISD determined that its 2009–2010 “high need” allocations were directed to all 52 campuses (see **Appendix D**) with one or more teachers who were not highly qualified based on the 2009–2010 Compliance Report, as submitted to the TEA by the district via the Department of External Funding. As in previous years, Disciplinary Alternative Education Programs (DAEP) were not eligible for the allocation. It should be noted that TEA identified 30 HISD campuses for school improvement under the Title I requirements, according to the report issued by the TEA Office of Accountability and Data Quality. The schools included 12 middle schools, 16 high schools and two alternative schools (see **Appendix E**). Nineteen of these schools were also “high need” schools.

Furthermore, 270 schools, the vast majority of district campuses (91.2 percent based on a count of 296 schools) were designated as Title I in 2009–2010.

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

Beginning with the 2005–2006 school year, the targeted percentage of classes that were to be taught by Highly Qualified teachers at the start of the year was set at 100 percent. **Table 8** shows that the percent of classes taught by highly qualified teachers has ranged from 95.5 percent in 2005–2006 (base year), to 99.5 percent in 2007–2008. For 2009–2010, the percent of classes taught by highly qualified teachers in the district was 97.8 percent, a 0.5 percentage point improvement over 2008–2009. The decline in highly qualified percentages since 2007–2008 may be partially attributable to changes in definitions of “highly qualified”, primarily for sixth grade teachers, based on feedback from HISD Human Resources.

Table 8: Number and Percent of Classes Taught by HQ Core Subject Teachers, 2005–2010					
Year	Total Classes	Classes Taught by HQ Core Subject Teachers		Classes Not Taught by HQ Core Subject Teachers	
	Number	Number	Percent	Number	Percent
2005–2006	31,543	30,112	95.5	1,431	4.5
2006–2007	28,257	27,709	98.1	548	1.9
2007–2008	25,438	25,310	99.5	128	0.5
2008–2009	25,230	24,552	97.3	678	2.7
2009–2010	30,806	30,120	97.8	686	2.2

Source: Texas Education Agency. (2004) NCLB Highly Qualified Reports 2005–2010

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

The 2,715 respondents to Title II, Part A Educator Survey, 2009–2010 were asked to respond to two survey items concerning their status as a “highly qualified” teacher or paraprofessional. The responses to these items are summarized in **Tables 9** and **10** (see page 25). Table 9 displays the responses to the first item: “Please indicate your ‘Highly Qualified’ status for the 2009–2010 school year.” Nearly 8 of 10 teachers (76.2 percent) and over 6 of 10 paraprofessionals (66.3 percent) responding to this item indicated that they were highly qualified for the entire school year. The second largest share of teachers (18.0 percent) responded that they were unaware of their highly qualified status, followed by became highly qualified during current school year (4.0 percent), and not highly qualified as of the end of the school year (1.9 percent). Two of 10 (23.0 percent) paraprofessionals were unaware of their highly qualified status, 9.7 percent met the criteria during the current school year, and one percent indicated that had not met the requirements to become highly qualified.

Table 9: Number and Percent of Respondents Reporting “Highly Qualified” Status for the 2009–2010 School Year				
Answer Options	Teacher		Paraprofessional	
	Number	Percent	Number	Percent
I was considered Highly Qualified for the entire school year	1,687	76.2	130	66.3
I am unaware of my Highly Qualified Status	398	18.0	45	23.0
I became Highly Qualified during the current school year	88	4.0	19	9.7
I have not met the requirements to be considered Highly Qualified	42	1.9	2	1.0
<b>Total</b>	<b>2,215</b>		<b>196</b>	
<b>Answered question</b>	<b>2,411</b>			
<b>Did not answer question/not applicable</b>	<b>304</b>			

Table 10 (see page 25) displays responses to the second item: “If you were not considered ‘Highly Qualified’ at the start of the 2009–2010 school year, please indicate how many training sessions, how

many days of training, and the total number of hours you attended training to meet the ‘Highly Qualified’ requirements for your position.” Of the 2,715 survey respondents, 2,012 (74.1 percent) declined the opportunity to respond indicating that most respondents were already highly qualified. The modal response, excluding not applicable responses, for the number of training sessions was eleven or more (52.4 percent) sessions for teachers and between one and three (45.8 percent) sessions for paraprofessionals. The modal response provided for the number of days of training attended by teachers was eleven or more days (52.1 percent) and was one or two days for paraprofessionals (40.0 percent). The largest share of teachers responding to this item indicated that they received 30 or more hours of training (81.0 percent). The largest share of paraprofessionals responding to this item indicated that they received 7–18 hours of training (32.6 percent).

**Table 10: Percent of Respondents Not Considered "Highly Qualified" Participating in Training Sessions in 2009–2010 to Meet "Highly Qualified" Requirements**

<b>Training Sessions</b>	<b>1-3</b>	<b>4-6</b>	<b>7-10</b>	<b>11+</b>	<b>Response Count</b>
Teacher	12.9%	16.5%	18.2%	52.4%	479
Paraprofessional	45.8%	22.9%	14.6%	16.7%	48
<b>Days of Training</b>	<b>1-2</b>	<b>3-5</b>	<b>6-10</b>	<b>11+</b>	
Teacher	8.5%	15.0%	24.5%	52.1%	461
Paraprofessional	40.0%	31.1%	13.3%	15.6%	45
<b>Total Hours of Training</b>	<b>1-3</b>	<b>3-6</b>	<b>7-18</b>	<b>19-30</b>	<b>30+</b>
Teacher	1.7%	4.1%	7.1%	6.0%	81.0%
Paraprofessional	8.7%	21.7%	32.6%	8.7%	28.3%
<b>Answered question</b>	<b>703</b>				
<b>Did not answer question/not applicable</b>	<b>2,012</b>				

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

### *TEA Compliance Reports*

The eGrants Compliance Reports assessed for this evaluation are generally submitted by the HISD External Funding Department to the TEA after the conclusion of each school year. The TPTR program expenditures from eGrants for 2009 through 2010 were not available when this report was prepared.

### *Educator Retention and Turnover*

**Table 11** (see page 26) displays a comparison of teacher years of experience and the teacher turnover rate for HISD and the state for the 2007–2008 and 2008–2009 school years as reported in the Academic Excellence Indicator System (AEIS) Report. Data for 2009–2010 were not available for inclusion in this report. The following observations are based on 2007–2008 and 2008–2009 data and should be interpreted with caution. The percentage of HISD teachers with five or fewer years of teaching experience is slightly lower than the state and experienced a slight decline since the previous school year. The percentage of HISD teachers with 6–10 years of experience increased 0.9 percentage points to 20.4 and is slightly higher than the state at 20.0. The percentage of HISD and Texas teachers with 11–20 years of experience increased 0.1 percentage point since the previous year, and the percentage of HISD teachers in this experience range is lower than the state. The percentage of HISD teachers with more than 20 years of experience declined slightly but remains 2.6 percentage points higher than the state for 2008–2009. The average years of experience and average years of experience with the district for HISD teachers each remained unchanged from the previous year. Further, HISD teachers have more average years of total experience with their current district than Texas teachers. The HISD teacher turnover rate for the 2008–2009 school year was 12.9 percent compared to 14.7 percent for Texas. HISD decreased its teacher turnover rate by 1.7 percentage points since the previous year. As demonstrated through these

comparisons of the percentage of teachers at each level of experience, average years of experience, and the teacher turnover rate, HISD teacher retention efforts have successfully improved teacher retention measures. Principal retention rates are not currently available. PeopleSoft and PEIMS codes for principals are not associated with all schools in HISD, although these schools have staff with the same job responsibilities as a principal. As a result, not all staff with a principal's responsibilities are systematically identified and the impact of the current year's TPTR fund on principal retention has not been determined.

Table 11: Years of Experience and Teacher Turnover Rate for HISD and Texas: 2007–2008 and 2008–2009

Total Years of Experience	HISD Percent		Texas Percent	
	2007–2008	2008–2009	2007–2008	2008–2009
0	7.6	6.9	7.9	7.3
1–5	29.8	29.9	29.8	30.5
6–10	19.5	20.4	19.7	20.0
11–20	21.5	21.6	23.4	23.7
Over 20	21.6	21.2	19.2	18.6
<b>Average Years of Experience</b>	11.7	11.7	11.3	11.2
<b>Average Years of Experience with Current District</b>	9.4	9.4	7.4	7.4
<b>Teacher Turnover Rate</b>	14.6	12.9	15.2	14.7

Source: TEA Academic Excellence Indicator System, 2007–2008 and 2008–2009

#### *HISD Professional Development Services—e-Train Database*

**Figure 2** presents data from the HISD Professional Development Services e-Train database which indicated the total number of unique professional development courses by core subject area. The data show that the core subject with the greatest number of professional development courses offered was mathematics (N=214). A total of 141 science courses were offered, followed by reading (N=134), English/language arts (N=96), arts (N=47), social studies (N=26), and foreign language (N=6).

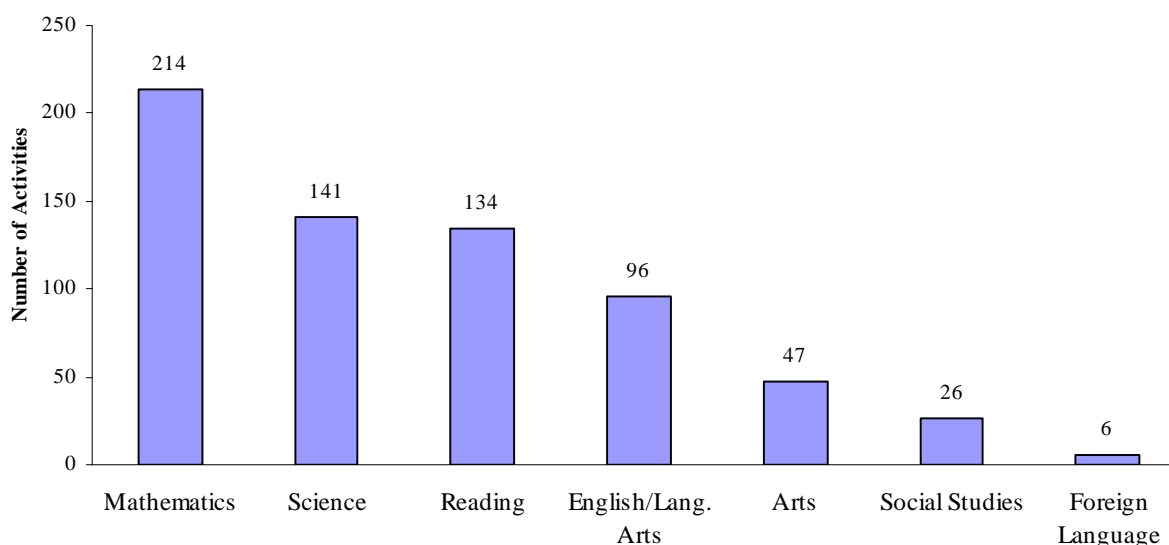


Figure 2. Title II, Part A funded districtwide professional development provided by core subject area, 2009–2010.

Additional data provided by the district's Professional Development Services (PDS) e-Train database revealed an unduplicated, estimated count of 8,837 instructional personnel that completed at least one professional development training session during the 2009–2010 school year. **Appendix F** shows the coded job descriptions for the professional development participants categorized as instructional personnel by HISD.

*HISD Professional Development Services–TPTR Educator Survey*

To further ascertain the extent to which teachers and other educators across HISD received professional development training, as well as to determine their perceptions of the training, the Title II, Part A Teacher and Principal (TPTR) Fund Educator Survey 2009–2010 (Appendix B) was utilized.

An average of 2,418 educators responded to each item with a minimum of 703 and a maximum of 2,681 participants responding to the fourteen items presented in this report. Response percentages are based on the total number of responses per item. Findings presented in **Table 12** indicated that 68.0 percent of the respondents were regular education teachers and 9.7 percent were Special Education instructors. Additionally, 5.6 percent of respondents reported being a teaching assistant or paraprofessional, 4.6 percent selected other instructional support staff, 3.1 percent selected subject area specialist, 1.8 percent identified themselves as a campus principal or regional administrator, and 1.6 percent selected assistant principal. Finally, 5.7 percent identified their current position as “other.” “Other” responses, which are detailed in **Appendix G**, included counselors, nurses, speech pathologists, librarians, and others.

**Table 12: Number and Percent of Respondents by Position Title for the 2009–2010 School Year**

<b>Position Title</b>	<b>Response Percent</b>	<b>Response Count</b>
Teacher (non-Special Education)	68.0	1,822
Special Education Teacher	9.7	259
Subject Area Specialist	3.1	83
Teacher Assistant/Paraprofessional	5.6	149
Other Instructional Support Staff	4.6	122
Assistant Principal	1.6	44
Campus Principal or Regional Administrator	1.8	49
Other	5.7	153
<b>Total</b>	<b>100.0</b>	<b>2,681</b>
<b>Answered question</b>	<b>2,681</b>	
<b>Did not answer question</b>	<b>34</b>	

Survey responses reported in **Table 13** (see page 28) indicate that 192 respondents (7.8 percent) were new to HISD, 2,243 (91.4 percent) were at least in their second year with HISD, and 19 (0.8 percent) responded “not applicable.” Results for the segment of this survey item attempting to gauge the overall teaching experience of respondents indicate ambiguity. Many respondents reported fewer total years, including experience in HISD, than the number of years in HISD only. As a result, numerous educators selected “not applicable” which resulted in a smaller number of respondents selecting each overall category than the corresponding category for years of experience in HISD. Therefore, readers are urged to interpret the overall experience column results with caution.



Table 13: Number and Percent of Respondent Years of Experience at End of the 2009–2010 School Year

Number of Years in HISD	Number of Respondents	Percent	Total Number of Years Including Experience Outside HISD		
			Number of Respondents	Percent	
N/A	19	0.8	N/A	134	5.4
1	192	7.8	1	133	5.3
2–5	673	27.4	2–5	494	19.8
6–10	599	24.4	6–10	544	21.8
11–20	573	23.3	11–20	666	26.6
Over 20	398	16.2	Over 20	530	21.2
<b>Answered question</b>	<b>2,454</b>		<b>Answered question</b>	<b>2,501</b>	
<b>Did not answer question</b>	<b>261</b>		<b>Did not answer question</b>	<b>214</b>	

As depicted in **Table 14**, duplicated counts based on 2,578 educators providing instruction in more than one grade level, showed that the highest concentration of educators completing the survey taught kindergarten through grade five and provided instruction in reading, writing, and English/language arts; mathematics; science; and social studies. The smallest concentration of respondents taught grades 6–12 and provided instruction in fine arts, foreign language, career and technical education, and health and/or physical education. Further, an unduplicated total of educators indicating each subject area they taught (N=2,578) demonstrated that 62.2 percent of respondents taught reading, writing, and/or English Language Arts (ELA); 55.5 percent taught mathematics; 53.2 percent taught science; 50.7 percent taught social studies; 25.4 percent taught fine arts; 19.8 percent taught health and/or physical education; 12.3 percent taught a foreign language; 8.4 percent taught career and technical education; and 14.1 percent taught other subject area courses.

Table 14: Respondent Grade Levels and Subjects Taught or Provided Instructional Support to Teachers During the 2009–2010 School Year

Grade	Reading/ Writing/ ELA	Mathe- matics	Science	Social Studies	Fine Arts	Foreign Lang.	Career & Tech. Educ.	Health/ PE	Other
<b>PreK</b>	292	254	253	233	225	73	44	189	113
<b>K</b>	330	292	277	244	193	51	37	141	101
<b>1</b>	399	348	313	281	182	57	39	123	106
<b>2</b>	386	324	286	254	140	44	34	114	103
<b>3</b>	379	323	272	243	134	41	30	114	102
<b>4</b>	373	318	263	233	122	30	32	107	91
<b>5</b>	316	264	251	203	111	17	27	87	84
<b>6</b>	151	116	105	93	54	21	22	56	44
<b>7</b>	144	108	96	85	49	29	30	57	41
<b>8</b>	133	104	108	94	47	26	29	51	40
<b>9</b>	117	109	93	76	61	55	62	57	72
<b>10</b>	122	114	108	91	62	60	72	57	75
<b>11</b>	117	110	109	88	62	58	77	53	75
<b>12</b>	108	92	102	86	63	54	79	55	74
<b>Unduplicated</b>									
<b>Total</b>	<b>1,603</b>	<b>1,432</b>	<b>1,371</b>	<b>1,308</b>	<b>654</b>	<b>317</b>	<b>216</b>	<b>510</b>	<b>363</b>
<b>Answered question</b>	<b>2,578</b>								
<b>Did not answer question</b>	<b>137</b>								

Additional data presented in **Table 15** revealed that 67.5 percent (N=1,793) of the TPTR Educator Survey respondents taught regular education students, 54.2 percent (N=1,440) worked with economically disadvantaged students, 53.4 percent (N=1,418) worked with at-risk students, and 50.7 percent (N=1,348) worked with Special Education students, based on duplicated counts for 2,657 teachers providing instruction to more than one subpopulation of students. Further, 47.8 percent (N=1,270) of respondents provided instruction or instructional support to Limited English Proficient (LEP) students also known as English Language Learners (ELL), followed by gifted/talented (1,204 or 45.3 percent), and bilingual (1,090 or 41.0 percent). Finally, 92 respondents (3.5 percent) indicated this survey item was not applicable.

Table 15: Respondent Student Groups Taught During 2009–2010 School Year		
Student Group	Response Percent	Response Count
Regular	67.5	1,793
Bilingual	41.0	1,090
LEP/ELL	47.8	1,270
Gifted/Talented	45.3	1,204
Special Education	50.7	1,348
At-Risk	53.4	1,418
Economically Disadvantaged	54.2	1,440
Not applicable	3.5	92
<b>Answered question</b>	<b>2,657</b>	
<b>Did not answer question</b>	<b>58</b>	

**Table 16** presents responses to the question: “Is your campus a Title I campus?” Of the 2,654 educators providing a response, 91.8 percent (N=2,436) indicated that they worked on a Title I campus during the 2009–2010 school year. **Table 17** (see page 30) provides results for the question: “Is your campus labeled as ‘Identified for School Improvement’ this year?” The largest percentage (46.4 percent) of the 2,636 respondents indicated that their campus had not been identified for improvement, 38.2 percent were uncertain, and 14.8 percent acknowledged working on campuses that had been identified for school improvement based on NCLB criteria.

Table 16: Number and Percent of Respondents Employed at Title I Campuses During 2009–2010		
Response Option	Response Percent	Response Count
Yes	91.8	2,436
No	3.4	91
Don't Know	4.8	127
Not Applicable	0.0	0
<b>Answered question</b>	<b>2,654</b>	
<b>Did not answer question</b>	<b>61</b>	

Table 17: Number and Percent of Respondents Employed at Campuses “Identified for School Improvement” During 2009–2010

Response Option	Response Percent	Response Count
Yes	14.8	391
No	46.4	1,222
Don't Know	38.2	1,006
Not Applicable	0.6	17
<b>Answered question</b>	<b>2,636</b>	
<b>Did not answer question</b>	<b>79</b>	

**Table 18** shows TPTR Educator Survey responses concerning the number of training sessions attended, number of days in attendance, and the total number of hours in attendance of professional development training for each respondent. The table shows the total hours of training reported by subject area, revealing the largest concentration of teachers reported attending the highest number of training sessions in reading, writing, or ELA; mathematics; and science. The modal response for the number of training sessions attended was provided by respondents who reported attending 10 plus reading, writing, or ELA sessions (N=276). The second and third highest responses were attributed to two reading, writing, or ELA sessions, at 205, and two mathematics sessions and one science session (both 198). Similarly, educators reported receiving the highest concentration of days in training days and hours in attendance for reading, writing, or ELA; mathematics; and science activities. The modal response for the number of days in attendance was three to five days of reading, writing, or ELA training (N=401). Finally, 362 respondents reported receiving between 7–18 hours of reading, writing, or ELA training, accounting for the highest number of responses concerning hours in attendance.

Table 18: Number of Training Sessions, Days of Training, and the Total Hours of Professional Development Respondent Attended During 2009–2010

Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	NA
Reading/Writing/ELA	27	148	205	168	160	135	83	46	33	25	276	30
Mathematics	27	167	198	165	113	90	57	32	18	4	132	28
Science	63	198	147	100	76	53	31	23	15	6	116	30
Social Studies	137	155	97	46	39	32	13	14	6	3	41	32
Music/Fine Arts	125	64	29	24	16	9	9	13	6	1	31	51
Foreign Language	119	29	19	14	6	7	3	3	3	0	17	74
Career & Technical Educ.	87	33	39	25	25	16	15	9	7	2	42	66
Health/PE	119	36	29	14	9	6	8	4	3	0	25	67
Other	48	54	52	62	64	44	33	12	30	5	173	56
Number of Days in Attendance	0	1–2		3–5		6–10		11+		N/A		
Reading/Writing/ELA	19	376		401		235		192		27		
Mathematics	21	390		300		128		95		21		
Science	46	350		188		93		91		21		
Social Studies	100	242		83		34		41		28		
Music/Fine Arts	92	104		42		25		24		45		
Foreign Language	83	53		30		13		6		65		
Career & Technical Educ.	67	73		56		28		29		60		
Health/PE	84	66		33		20		9		56		
Other	39	100		162		105		116		57		

Table 18: Number of Training Sessions, Days of Training, and the Total Hours of Professional Development Respondent Attended During 2009–2010 (continued)

Total Number of Hours in Attendance	0	1–3	4–6	7–18	18–30	31+	N/A
Reading/Writing/ELA	15	93	194	362	258	305	31
Mathematics	18	135	230	271	126	140	24
Science	40	168	169	161	80	139	27
Social Studies	94	118	119	76	31	53	31
Music/Fine Arts	87	47	49	45	23	34	47
Foreign Language	84	14	27	32	9	13	66
Career & Technical Educ.	64	32	45	49	24	37	60
Health/PE	84	26	25	34	24	22	56
Other	41	26	44	126	102	198	53
<b>Answered question</b>	<b>2,185</b>						
<b>Did not answer question</b>	<b>530</b>						

**Table 19** displays key issues addressed in professional development sessions by core subject area for 2009–2010. Results indicate that activities targeting higher-order thinking were provided most frequently to reading, writing, or ELA and social studies audiences. Mathematics, science, fine arts, and health and physical education audiences were provided with hands-on activities most often. Foreign language and career and technical education audiences received collaborative learning strategies as the primary issue addressed or targeted while “other” content areas received professional development in individualized interventions most often.

Table 19: Number of Respondents Attending Targeted Areas of Professional Development During 2009–2010

Targeted Areas	Reading/ Writing/ ELA	Mathe- matics	Science	Social Studies	Fine Arts	Foreign Lang.	Career & Tech. Educ.	Health/ PE	Other
Interdisciplinary strategies	963	680	551	415	184	70	110	113	177
Collaborative learning	1,064	784	648	426	189	79	124	117	183
Classroom experimentation	479	408	558	220	130	42	72	88	126
Innovative strategies	928	680	554	362	175	73	111	115	180
Higher-order thinking skills	1,095	824	647	430	174	76	112	103	178
Hands-on activities	976	910	762	403	210	77	119	135	174
Personalized teaching goals	611	479	381	271	133	56	86	102	148
Individualized interventions for students	914	682	425	286	125	65	98	97	206
Student assessment to guide instruction	847	675	479	293	126	70	85	96	158
Connections to TEKS, TAKS, or Stanford 10	930	760	621	397	143	63	103	102	150
Follow-up training	485	344	255	160	92	42	73	76	131
Other	123	97	72	60	39	18	43	27	145
Not applicable	122	103	106	112	115	121	130	117	111
<b>Answered question</b>	<b>2,293</b>								
<b>Did not answer question</b>	<b>422</b>								

**Table 20** (see page 32) displays the number of respondents by the total number of training sessions, hours, and days of training they received on working with various student groups and instructional

techniques for the 2009–2010 school year. Overall, a plurality of the 1,795 respondents reported attending one training session and attended one to two days of training in each of the following areas of focus: at-risk students, students of different cultures, students with different learning styles, classroom management, collaborative learning, and other topics not included in the survey. The largest concentration of respondents also indicated receiving between one and six hours of training for each of the previously mentioned topics. For topics not included in the educator survey, the modal response was 7–18 hours of training received, followed by between four to six hours. It is important to note that 34 percent (N=920) of the survey participants did not provide a response to this item.

**Table 20: Number of Training Sessions, Days of Training, and the Total Hours of Training Targeted for Student Populations or Aspects of Instruction During 2009–2010**

Number of Training Sessions	0	1	2	3	4	5	6	7	8	9	10+	N/A		
At-risk students	123	328	212	120	75	71	26	21	13	3	119	44		
Students of different cultures	168	239	113	55	40	20	9	12	4	3	50	46		
Students with different learning styles	73	370	251	180	96	67	34	15	7	4	109	29		
Classroom management	130	313	163	91	35	38	14	13	10	2	41	42		
Collaborative learning	81	272	193	136	91	71	38	21	11	6	112	30		
Other topics not included in this survey	70	85	87	81	73	47	36	21	16	8	97	60		
Number of Days in Attendance				0	1-2		3-5		6-10		11+		N/A	
At-risk students				64	548		223		70		87		35	
Students of different cultures				100	326		106		32		43		38	
Students with different learning styles				38	597		292		77		85		28	
Classroom management				65	443		149		45		38		31	
Collaborative learning				41	464		230		86		90		24	
Other topics not included in this survey				43	175		174		86		85		42	
Total Number of Hours in Attendance				0	1-3		4-6		7-18		18-30		31+	N/A
At-risk students				56	241		268		234		88		100	33
Students of different cultures				96	164		155		108		47		40	32
Students with different learning styles				29	269		304		276		104		85	24
Classroom management				61	236		206		147		49		42	31
Collaborative learning				35	238		238		216		96		75	26
Other topics not included in this survey				37	83		106		148		88		104	44
Answered question	1,795													
Did not answer question	920													

**Table 21** (see page 33) presents professional development providers who typically offer professional development activities to educators in HISD. Educators were requested to provide an overall satisfaction rating for each provider with whom they attended at least one session. Findings reveal that the largest number of responding educators identified utilizing the HISD Professional Development Services (PDS) department (N=2,144), followed by campus personnel (N=1,990), regional office personnel (N=1,604), central administrative office other than PDS (N=1,533), Region IV Education Service Center (N=1,289), and other providers (N=674).

For each provider, with the exception of the central administrative office (not PDS), a plurality of respondents indicated that they were very satisfied with the training sessions they conducted. More specifically, 53.7 percent of respondents indicated they were very satisfied with training activities provided by “Other”, followed by 49.1 percent for campus personnel, 41.3 percent for PDS, 40.9 percent for Region IV, and 36.9 percent for regional office personnel. Somewhat satisfied responses ranged from 24.9 percent for “Other” to 35.1 percent for PDS. Overall, 73.9 percent of the respondents were “Very

Satisfied” or “Somewhat Satisfied” with professional development service providers during 2009–2010. Neutral responses ranged from 13.4 percent for campus personnel to 24.7 percent for central administrative personnel (not PDS). Those respondents indicating dissatisfaction with service providers ranged from 3.5 percent (very dissatisfied) for regional office personnel to 1.0 percent for other providers and from 5.6 percent (somewhat dissatisfied) for PDS to 0.9 percent for other providers.

Table 21: Respondent Degree of Satisfaction With Professional Development Service Providers, 2009–2010

Service Provider	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Response Count
Professional Development Services (PDS)	885 41.3%	753 35.1%	317 14.8%	120 5.6%	69 3.2%	2,144
Central Admin Office (Not PDS)	508 33.1%	526 34.3%	379 24.7%	71 4.6%	49 3.2%	1,533
Regional Office Personnel	592 36.9%	502 31.3%	372 23.2%	82 5.1%	56 3.5%	1,604
Campus Personnel	977 49.1%	611 30.7%	267 13.4%	78 3.9%	57 2.9%	1,990
Region IV	527 40.9%	412 32.0%	293 22.7%	31 2.4%	26 2.0%	1,289
Other	362 53.7%	168 24.9%	131 19.4%	6 0.9%	7 1.0%	674
<b>Totals</b>	<b>3,851</b> <b>41.7%</b>	<b>2,972</b> <b>32.2%</b>	<b>1,759</b> <b>19.0%</b>	<b>388</b> <b>4.2%</b>	<b>264</b> <b>2.9%</b>	<b>9,234</b>

Very + Somewhat Satisfied: 73.9%

**Table 22** (see page 34) presents data concerning a battery of items in which respondents were asked to select the degree to which they agreed with various statements. A majority of respondents “strongly agreed” or “somewhat agreed” with each of the items. The highest level of agreement was with the statement #5 “Generally, the training activities I attended this year were classroom-focused” at 79.8 percent. Importantly, the second highest level of agreement was with statement #9 “Generally, the training activities I attended this year were aligned with State academic content standards and assessments (TEKS and TAKS)” at 79.4 percent. The lowest level of agreement was with statement #10 “Generally, the training activities I attended this year improved my ability to work more effectively with parents” at 48.8 percent.

Finally, respondents were asked to indicate which, if any, incentives were utilized to encourage or support their participation in various professional development activities for the 2009–2010 school year. As displayed in **Table 23** (see page 35), a majority of respondents (52.3) indicated that training activities were paid for by the district or their campus. Further, 39.0 percent of respondents indicated that substitute teachers were provided so they could attend training activities during school hours. Another 30.2 percent of respondents indicated that they were provided stipends and/or other monetary assistance to encourage their participation. Another 17.7 percent of respondents indicated that other incentives were used, while an additional 24.0 percent indicated that no incentives were used to support their attendance at training. It should be noted that response counts total higher than the total number of respondents as each respondent could have received multiple incentives.

Table 22: Number and Percent of Respondents Agreeing with Statement Concerning Training During 2009–2010

Statement	Strongly Agree	Somewhat Agree	Neutral	Some-what Disagree	Strongly Disagree	N/A
1. The instructional leadership on my campus has encouraged my participation in professional development training activities this year. (N=2,381)	1,174 49.3%	681 28.6%	280 11.8%	98 4.1%	89 3.7%	59 2.5%
2. Generally, the training activities I attended this year were of high quality. (N=2,341)	948 40.5%	904 38.6%	289 12.3%	96 4.1%	52 2.2%	52 2.2%
3. Generally, the training activities I attended this year were sustained over time (not one-day or short-term). (N=2,345)	715 30.5%	801 34.2%	390 16.6%	235 10.0%	97 4.1%	107 4.6%
4. Generally, the training activities I attended this year were intensive. (N=2,348)	686 29.2%	838 35.7%	483 20.6%	201 8.6%	68 2.9%	72 3.1%
5. Generally, the training activities I attended this year were classroom-focused. (N=2,347)	980 41.8%	893 38.0%	278 11.8%	78 3.3%	30 1.3%	88 3.7%
6. Generally, the training activities I attended this year had a positive impact on my teaching style or strategies. (N=2,353)	968 41.1%	850 36.1%	312 13.3%	72 3.1%	39 1.7%	112 4.8%
7. Generally, the training activities I attended this year had a positive impact on my subject/content knowledge. (N=2,345)	957 40.8%	818 34.9%	337 14.4%	80 3.4%	54 2.3%	99 4.2%
8. Generally, the training activities I attended this year advanced my understanding of effective instructional strategies based on scientific research. (N=2,344)	840 35.8%	834 35.6%	413 17.6%	105 4.5%	60 2.6%	92 3.9%
9. Generally, the training activities I attended this year were aligned with State academic content standards and assessments (TEKS and TAKS). (N=2,339)	1,070 45.7%	788 33.7%	301 12.9%	43 1.8%	27 1.2%	110 4.7%
10. Generally, the training activities I attended this year improved my ability to work more effectively with parents. (N=2,329)	522 22.4%	614 26.4%	667 28.6%	199 8.5%	148 6.4%	179 7.7%
11. Generally, the training activities I attended this year were connected to other schoolwide or districtwide initiatives. (N=2,331)	850 36.4%	862 37.0%	414 17.8%	72 3.1%	39 1.7%	95 4.1%
<b>Answered question</b>	<b>2,390</b>					
<b>Did not answer question</b>	<b>325</b>					

Table 23: Number and Percent of Respondents Receiving Training Incentives During 2009–2010

Training Incentive	Response Count	Response Percent
Stipends or other monetary assistance	731	30.2
Substitute teacher coverage during school hours	944	39.0
HISD (or school) paid for training activities	1,264	52.3
Other incentives or support	427	17.7
None	580	24.0
Not applicable	173	7.2
<b>Answered question</b>	<b>2,419</b>	
<b>Did not answer question</b>	<b>296</b>	

*HISD School Allocation Campus Program Descriptions*

**Figures 3–6** (pages 35–37) show the students, subjects, and outcome measures targeted for campus improvement based on the 291 Title II, Part A campus program descriptions submitted by the 287 campuses receiving TPTR campus allocations for the 2009–2010 school year. Specifically, Figure 3 displays that a majority of responding campuses indicated their campus program was expected to improve the academic performance of the following student groups: regular (88 percent), LEP/ELL (75 percent) students, ESL (75 percent), gifted and talented (66 percent), special education (63 percent), and bilingual (58 percent). An additional percentage of schools targeted other student groups (10 percent).

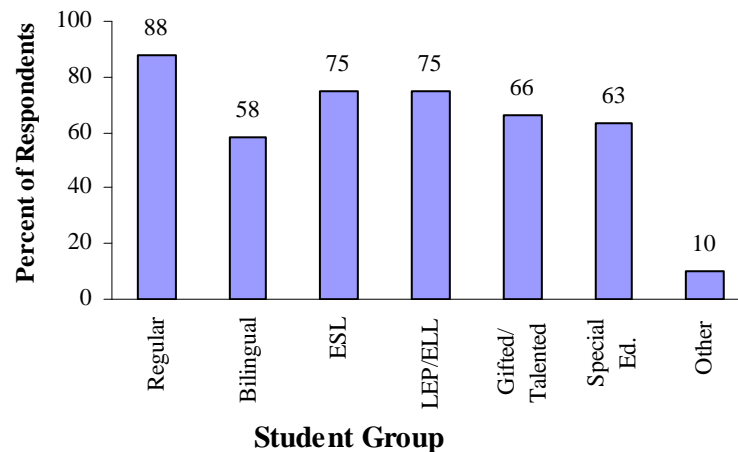


Figure 3. Student groups targeted for academic improvement through Title II, Part A campus programs, 2009–2010.

Figure 4 shows that between 51 percent and 54 percent of the responding campuses reported the expectation that their program services would improve the academic achievement of students in kindergarten through fifth grades. Prekindergarten students were targeted by 34 percent of the campuses. Finally, the percentage of campuses targeting secondary grade levels ranged from 11 percent for grade 12 to 22 percent for grade six.



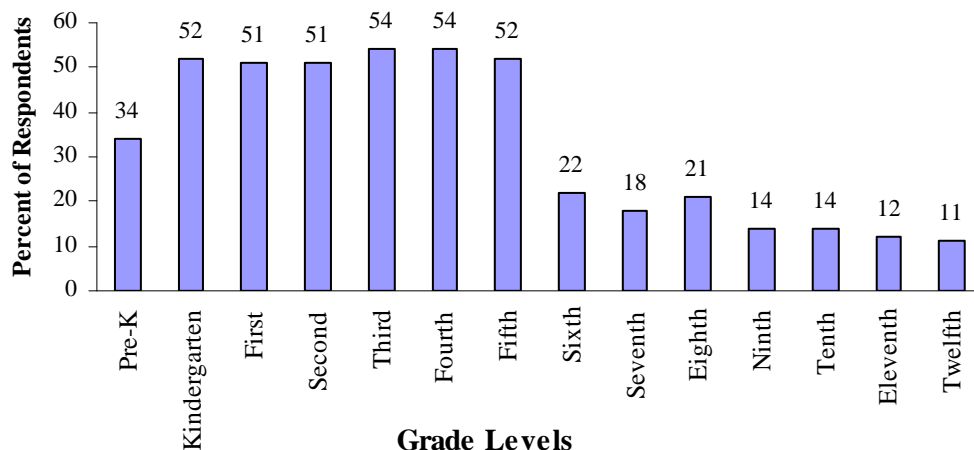


Figure 4. Grade levels targeted for academic improvement through Title II, Part A campus programs, 2009–2010.

Figure 5 displays the percentage of responding campuses that targeted each core subject area with their TPTR campus allocation. As shown, a majority of campuses reported targeting mathematics (70 percent), reading/ELA (57 percent), and science (42 percent). Fewer campuses identified writing (14 percent), and social studies (nine percent). Foreign language or fine arts were targeted by three and two percent of the campuses, respectively.

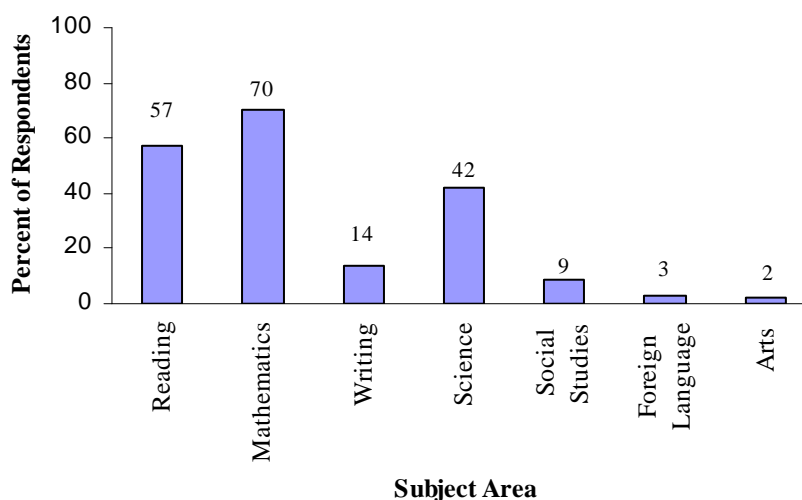


Figure 5. Subjects targeted for academic improvement through Title II, Part A campus programs, 2009–2010.

Finally, Figure 6 (page 37) displays test instruments identified by each campus as targeted for improvement with respect to the core subject area(s) they also targeted. A majority of reporting campuses identified TAKS (88 percent) and Stanford 10 (89 percent). Campuses also identified the Aprenda 3 (49 percent), followed by Other (37 percent), and SAT/ACT (eight percent).

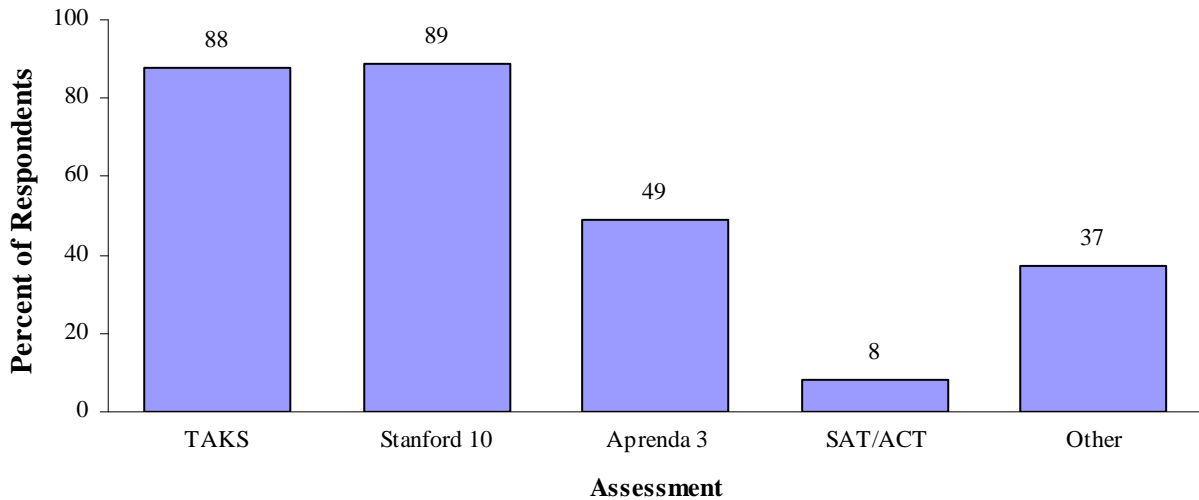


Figure 6. Test instruments targeted for academic improvement through Title II, Part A campus programs 2009–2010.

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

#### *Campus, Region, and District-Level All Students TAKS Results, Spring 2009 and Spring 2010*

Centralized and campus TPTR programs had the potential to impact student achievement districtwide. **Appendix H** presents the 2009 and 2010 All Students TAKS performance results by subject for the district, six geographic regions, and 267 HISD campuses with TAKS data and their changes in performance. Performance declines are indicated by negative numbers. To summarize findings, and for comparative purposes, a longitudinal summary of districtwide change and the percentage of campuses by change type (i.e., no change, improved, or decreased) on TAKS performance by subject is presented in **Table 24** (see page 38) for the last three years for spring 2008 through spring 2010.

In 2010, TAKS gains were achieved by 73.9 percent of the campuses in social studies, 69.3 percent in science, 62.5 percent in mathematics, 60.2 percent in writing, and 56.2 percent in reading/ELA. These findings are mixed when compared with last year’s performance, when the percentages of campuses showing TAKS gains were higher for mathematics and reading/ELA. They are also mixed when compared to 2008 performance when the percentages of campuses showing gains were higher for mathematics, science and social studies. The percentage of campuses with improved performance on the writing subtest has increased steadily since 2008, from 52.1 percent to 60.2 percent in 2010.

Overall, 64.1 percent of the campuses showed gains on all tests taken, compared to 67.9 percent for 2009 and 70.2 percent for 2008. In 2010, the percentage of campuses with decreased performance across all subtests was 30.5 percent compared to 27.2 percent for 2009 and 27.6 percent for 2008.

Regional-level averages are also included in Appendix H, showing that all regions achieved gains in reading, mathematics, science, social studies, and all tests taken from 2009 to 2010. All regions with the exception of Alternative/Charter posted gains in writing.

Table 24: Summary of HISD and Campus-Level Change for All Students TAKS Percent Met Standard by Subject Area and All Tests Taken, Spring 2008, 2009, and 2010

2010	Reading/ELA	Mathematics	Writing	Science	Social Studies	All Tests
HISD						
No Change						
Improved	X	X	X	X	X	X
Decreased						
Schools						
No Change	10.1	7.1	6.3	5.4	5.4	5.3
Improved	56.2	62.5	60.2	69.3	73.9	64.1
Decreased	33.7	30.3	33.5	25.3	20.7	30.5
<b>Total Schools</b>	267	267	221	261	92	
2009	Reading/ELA	Mathematics	Writing	Science	Social Studies	All Tests
HISD						
No Change						
Improved	X	X	X	X	X	X
Decreased						
Schools						
No Change	9.0	8.6	12.1	6.4	23.3	4.9
Improved	63.9	66.5	54.1	59.6	52.3	67.9
Decreased	27.1	24.8	33.8	34.0	24.4	27.2
<b>Total Schools</b>	266	266	231	265	86	
2008	Reading/ELA	Mathematics	Writing	Science	Social Studies	All Tests
HISD						
No Change						
Improved	X	X		X	X	X
Decreased			X			
Schools						
No Change	12.1	8.4	8.5	5.2	10.9	2.2
Improved	52.4	64.5	52.1	77.6	78.3	70.2
Decreased	35.5	27.1	39.4	17.2	10.9	27.6
<b>Total Schools</b>	273	273	236	268	92	

*District-Level TAKS Results, 2009 and 2010 English and Spanish*

To provide a view of this year's level of academic achievement compared to last year's districtwide performance, **Figure 7** (see page 39) summarizes HISD's 2008–2009 and 2009–2010 districtwide performance as indicated by the passing percentages on the Texas Assessment of Knowledge and Skills (TAKS) test for all students on the English and Spanish versions of the test.

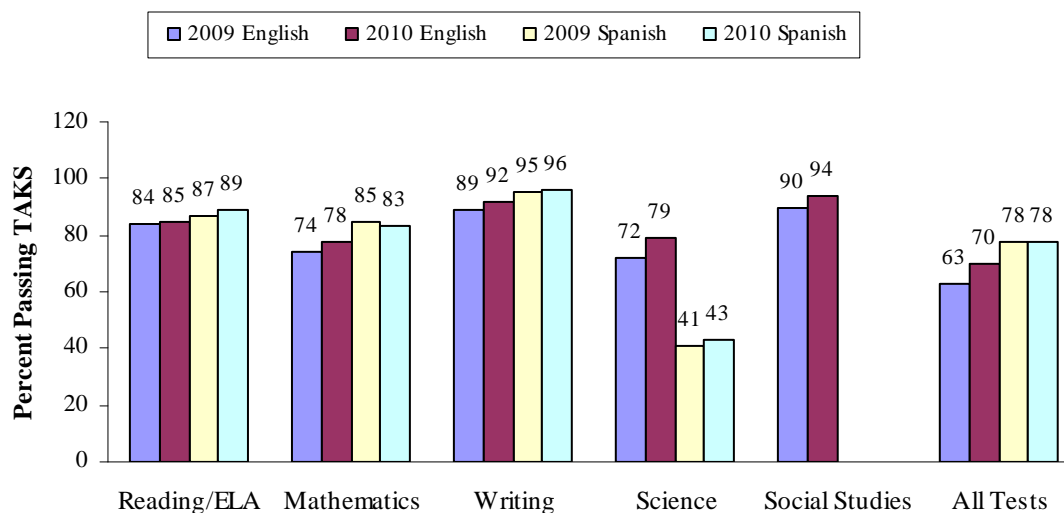


Figure 7. Districtwide TAKS performance for all students by subject and test version, spring 2009 and spring 2010.

The data in **Figure 7** show 2010 gains of 3–7 percentage points on each subject on the English version. Gains of one to two percentage points were observed on each subject of the Spanish version with the exception of mathematics with a decline of 2 percentage points. A gain of seven percentage points was apparent for all tests taken on the English version, and performance on all tests taken of the Spanish version remained constant. For 2010, students administered the Spanish version of TAKS outperformed students administered the English version by a minimum of four percentage points in all subjects tested except science. For all tests taken, students taking the Spanish version of TAKS outperformed students administered the English version by eight percentage points. However, it should be noted that the Spanish version is only administered in grades three through five while the English version is administered to students in grades 3–11.

**Table 25** (see page 40) compares districtwide English and Spanish TAKS performance for students identified as economically disadvantaged compared to non-economically disadvantaged students. The percent passing by content area for economically disadvantaged and non-economically disadvantaged students for the past two years are presented. Results for 2010 indicate that economically disadvantaged students' passing rates on the English or Spanish TAKS ranged from 45 percent at grade five Spanish-Science, to 97 percent for the exit level social studies subtest. In comparison to 2009, economically disadvantaged percent passing rates improved at all grade levels tested for writing, science, and social studies. For reading/ELA, passing rates improved in all grades for economically disadvantaged students except grades four (English), six, and eight. In mathematics, rates improved for economically disadvantaged students in all grades except third and fourth grade Spanish.

Table 25: Districtwide Comparison of Non-Economically Disadvantaged Students and Economically Disadvantaged Students, Spring 2009 and Spring 2010 English or Spanish TAKS, Percent Meeting Standard

	Reading/ELA		Mathematics		Writing		Science		Social Studies	
<b>2010 Grade</b>	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.
3 English	95	87	92	80						
3 Spanish	88	90	86	82						
4 English	93	78	92	85	95	91				
4 Spanish	92	89	88	83	98	96				
5 English	92	78	91	84			93	86		
5 Spanish		84		74				45		
6 English	92	78	87	77						
6 Spanish*										
7	91	79	85	76	96	92				
8	94	85	81	72			84	70	96	94
9	91	87	71	61						
10	92	85	76	65			75	61	93	89
Exit Level	95	88	91	85			93	87	98	97
<b>2009 Grade</b>	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.	Non-Eco. Disadv.	Eco. Disadv.
3 English	93	83	91	79						
3 Spanish	85	88	87	84						
4 English	91	79	93	84	96	89				
4 Spanish	89	85	91	88	95	95				
5 English	91	75	91	82			93	83		
5 Spanish		70		32				39		
6 English	93	84	82	72						
6 Spanish		78		78						
7	89	75	83	71	94	86				
8	94	88	80	70			79	62	94	88
9	87	80	62	54						
10	87	80	65	55			65	49	90	85
Exit Level	93	87	84	77			88	80	98	95

\*Sixth grade Spanish TAKS was not administered in 2010.

**Table 26** (see page 41) depicts districtwide TAKS performance deficits for spring 2009 and spring 2010 between economically disadvantaged students and non-economically disadvantaged students as well as any change in the performance gap that may have occurred. The following discussion excludes data for fifth grade Spanish based on the small number of students tested in 2009 and 2010, 39 and 27, respectively.

From spring 2009 to spring 2010, performance deficits were reduced for grades 3 and 5 (English), grade 4 (Spanish), and grades 7 and 9 for reading/ELA. For mathematics, gap reductions were observed for grades 4 and 5 (English) and grades 7, 8, and Exit Level. For writing, gap reductions were noted for grades 4 (English) and 7. Gap reductions were also noted for grades 5, 8, 10, and Exit Level for science, and grades 8, 10, and Exit Level for social studies.

Table 26: Districtwide Economically Disadvantaged Student English or Spanish TAKS Met Standard Performance Gap by Subject, 2009–2010

	Reading/ELA			Mathematics			Writing			Science			Social Studies		
Grade	2009	2010	Gap Chg.	2009	2010	Gap Chg.	2009	2010	Gap Chg.	2009	2010	Gap Chg.	2009	2010	Gap Chg.
3 Eng.	-10	-8	-2	-12	-12	0									
3 Sp.	3	2	1	-3	-4	1									
4 Eng.	-12	-15	3	-9	-7	-2	-7	-4	-3						
4 Sp.	-4	-3	-1	-3	-5	2	0	-2	2						
5 Eng.	-16	-14	-2	-9	-7	-2				-10	-7	-3			
5 Sp.															
6 Eng.	-9	-14	5	-10	-10	0									
7	-14	-12	-2	-12	-9	-3	-8	-4	-4						
8	-6	-9	3	-10	-9	-1				-17	-14	-3	-6	-2	-4
9	-7	-4	-3	-8	-10	2									
10	-7	-7	0	-10	-11	1				-16	-14	-2	-5	-4	-1
Exit															
Level	-6	-7	1	-7	-6	-1				-8	-6	-2	-3	-1	-2

Note: A negative gap change denotes improvement. Gaps for grade 5 Spanish should be interpreted with caution based on the small number of students tested in 2009 and 2010, fewer than 40 on each subtest.

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

#### *Stanford 10—Non-Special Education Students*

Districtwide Stanford 10 comparisons of non-special education students for 2009 and 2010 are presented in **Table 27** (see page 42). This comparison reveals that improvements in reading grade-level Normal Curve Equivalents (NCEs) of a least two NCEs were found at 2 of 11 grade levels, grades one and six. Grades two, three, and eight recorded no change and grades 4, 5, 7, 9, 10, and 11 each declined by 1–3 NCEs. Improvements in mathematics grade-level NCEs were found at 8 of 11 grade levels ranging from a 1–3 NCE gain. Grade two remained stable, and grades nine and eleven experienced declines ranging from 1–2 NCEs.

Improvements in grade-level NCEs were realized at 5 of 11 grade levels on the language subtest, with gains ranging from 1–3 NCEs. Declines ranging from 2–3 NCEs were experienced at another four grade levels and two grade levels remained stable. Improvements in grade-level NCEs were found on the environment/science subtest at 4 of 11 grade levels ranging from a 1–3 NCE gain. One of the remaining grade levels remained stable and a decline of 1–5 NCEs was observed for six grade levels. On the social science section of the Stanford 10, NCEs improved by 1–4 NCEs for six of nine grade levels tested. Three grade levels experienced declines of 1–2 NCEs.

Table 27: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, Spring 2009 and Spring 2010

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss
1	46	49	3	47	49	2	54	57	3	47	46	-1	NT	NT	
2	46	46	0	49	49	0	46	49	3	51	50	-1	NT	NT	
3	47	47	0	52	53	1	48	49	1	51	49	-2	46	45	-1
4	49	47	-2	54	55	1	54	52	-2	50	51	1	47	48	1
5	48	47	-1	54	55	1	49	50	1	57	53	-4	47	48	1
6	46	48	2	51	53	2	48	48	0	51	54	3	45	46	1
7	48	45	-3	53	54	1	49	47	-2	56	51	-5	50	48	-2
8	48	48	0	53	55	2	47	48	1	54	57	3	47	51	4
9	48	46	-2	56	54	-2	49	46	-3	52	51	-1	43	47	4
10	50	48	-2	53	56	3	47	47	0	51	51	0	51	52	1
11	55	52	-3	54	53	-1	53	50	-3	53	55	2	56	54	-2

Source: Houston Independent School District - District and School Stanford and Aprenda Performance Report, Spring 2010.  
 "NT" means not tested.

### Stanford 10—Economically Disadvantaged Students

Districtwide Stanford 10 economically disadvantaged comparisons of all non special-education students for 2009 and 2010 are presented in **Table 28**. Improvements in reading grade-level NCEs were observed at 3 of 11 grade levels, grades one, three, and six. Grades two and eight recorded no change and the remaining six grades each declined by 1–4 NCEs. Improvements in mathematics grade-level NCEs were found at 8 of 11 grade levels ranging from a 1–3 NCE gain. Grade two remained stable, and grades nine and eleven each declined by one NCE.

Improvements in grade-level NCEs were realized at 5 of 11 grade levels on the language subtest, with gains ranging from 1–3 NCEs. Declines ranging from 1–4 NCEs were experienced at another four grade levels and two grade levels remained stable. Improvements in grade-level NCEs were found on the environment/science subtest at 4 of 11 grade levels ranging from a 1–4 NCE gain. Two grade levels remained stable and a decline of 1–4 NCEs was observed for five grade levels. On the social science section of the Stanford 10, there were improvements of 1–6 NCEs for six of nine grade levels. Three grade levels experienced declines ranging of from 2–3 NCEs.

Table 28: Districtwide Performance on the Stanford 10 - Normal Curve Equivalents (NCEs) for Economically Disadvantaged Non-Special Education Students by Subject, 2009 and 2010

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss	2009 NCE	2010 NCE	Gain/Loss
1	43	46	3	44	46	2	52	55	3	44	43	-1	NT	NT	
2	43	43	0	46	46	0	43	45	2	47	47	0	NT	NT	
3	43	44	1	49	50	1	45	46	1	47	45	-2	43	41	-2
4	46	44	-2	52	53	1	51	50	-1	47	48	1	43	45	2
5	45	44	-1	52	53	1	47	47	0	54	51	-3	45	46	1
6	43	44	1	49	51	2	46	46	0	49	51	-2	42	43	1
7	46	43	-3	51	52	1	47	45	-2	53	49	-4	48	46	-2
8	45	45	0	51	53	1	45	46	1	52	56	4	44	48	4
9	45	44	-1	54	53	-1	46	44	-2	49	50	1	40	46	6
10	47	45	-2	50	53	3	43	44	1	48	48	0	47	49	2
11	52	48	-4	51	50	-1	50	46	-4	50	53	3	54	51	-3

Source: Houston Independent School District - District and School Stanford and Aprenda Performance Report, Spring 2010.  
 "NT" means not tested.

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

**Table 29** shows that districtwide reading scores on the Aprenda 3 improved from 2009 to 2010 at five of eight grade levels. Improvements ranged from one NCE (grades three and seven) to two NCEs for grades one, two, and four. Grades five, six, and eight experienced declines ranging from 2–12 NCEs. A comparative analysis of performance in mathematics revealed improvements at five of the eight grade levels tested. Aprenda 3 mathematics gains ranged from one NCE at grades three and four to 12 NCEs at grade seven. Three grade levels experienced a decline ranging from three NCEs at grade five to seven NCEs at grade six. NCE gains in language were realized at five of the eight tested grade levels. Language NCE gains ranged from one NCE at grades two, three, and four to six NCEs for grade seven. Three grade levels, grades five, six, and eight experienced declines ranging from 3–15 NCEs.

A comparative analysis of performance in environment/science showed increases in five of eight grades tested, ranging from 1 NCE at grade one to 11 NCEs at grade seven. Grades five, six, and eight experienced declines ranging from 3–9 NCEs. Performance in social science increased at grades three, four, and seven, with gains of 1–2 NCEs observed. Grades five, six, and eight experienced declines ranging from 2–4 NCEs. It should be noted that very few students are tested on the Aprenda at grades 6–8.

Table 29: Districtwide Performance on the Aprenda 3 - Normal Curve Equivalents (NCEs) for Non-Special Education Students by Subject, Spring 2009 and Spring 2010

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2009 NCE	2010 NCE	Gain/ Loss	2009 NCE	2010 NCE	Gain/ Loss	2009 NCE	2010 NCE	Gain/ Loss	2009 NCE	2010 NCE	Gain/ Loss	2009 NCE	2010 NCE	Gain/ Loss
1	71	73	2	64	66	2	65	68	3	65	66	1	NT	NT	
2	70	72	2	73	75	2	73	74	1	71	73	2	NT	NT	
3	72	73	1	70	71	1	80	81	1	79	81	2	77	78	1
4	68	70	2	77	78	1	68	69	1	79	81	2	75	77	2
5	65	63	-2	67	64	-3	65	62	-3	66	63	-3	65	63	-2
6	64	52	-12	71	64	-7	59	48	-11	69	60	-9	65	61	-4
7	55	56	1	49	61	12	55	61	6	55	66	11	64	65	1
8	62	56	-6	63	57	-6	70	55	-15	67	63	-4	66	64	-2

Source: Houston Independent School District - District and School Stanford and Aprenda Performance Report, Spring 2010. "NT" means not tested.

*Stanford 10—Economically Disadvantaged Performance Gaps*

**Table 30** (see page 44) displays non special-education NCE performance gaps between economically disadvantaged students and all students that occurred for the spring 2009 and spring 2010 Stanford 10 by grade level. In addition, this table shows the magnitude of change in performance gaps occurring over the two-year period. For the 2010 Stanford 10 reading subtest, all grades experienced economically disadvantaged student performance gaps ranging from 2–4 NCEs. Compared to 2009, gaps were reduced by one NCE at 2 of 11 grade levels, remained constant at seven grade levels, and increased by one NCE at grades 6 and 11.

Spring 2010 mathematics performance gaps ranged from 1–3 NCEs for all grades. A gap reduction of one NCE occurred at grade nine, and the gaps at the remaining 10 grade levels remained constant.

Stanford 10 language performance deficits ranged from 2–4 NCEs at all grade levels on the spring 2010 administration. A gap reduction of one NCE was observed for grades 4, 9, and 10. A gap increase of one NCE was observed for grades 2, 5, and 11. The remaining five grades remained constant.

Performance deficits on the spring 2010 environment/science subtest ranged from 1–4 NCEs at all grade levels. From spring 2009 to spring 2010, gap reductions of 1–2 NCEs occurred at six grade levels, four grade levels remained constant, and the gap increased by one NCE at grade six.



Finally, a 1–4 NCE performance gap was present for the spring 2010 social science subtest at all nine grade levels tested. Four of nine grades had no change in gaps compared to 2009. Grades 4, 9, and 10 posted gap reductions of 1–2 NCEs and the gap increased by one NCE at grades 3 and 11.

Table 30: Districtwide Stanford 10 Normal Curve Equivalents (NCEs) Performance Gaps Between All Non–Special Education and Economically Disadvantaged Students, Spring 2009 and Spring 2010

Grade	Reading			Mathematics			Language			Environ./Science			Social Science		
	2009 Gap	2010 Gap	Gap Chg.	2009 Gap	2010 Gap	Gap Chg.	2009 Gap	2010 Gap	Gap Chg.	2009 Gap	2010 Gap	Gap Chg.	2009 Gap	2010 Gap	Gap Chg.
1	-3	-3	0	-3	-3	0	-2	-2	0	-3	-3	0	NT	NT	
2	-3	-3	0	-3	-3	0	-3	-4	1	-4	-3	-1	NT	NT	
3	-4	-3	-1	-3	-3	0	-3	-3	0	-4	-4	0	-3	-4	1
4	-3	-3	0	-2	-2	0	-3	-2	-1	-3	-3	0	-4	-3	-1
5	-3	-3	0	-2	-2	0	-2	-3	1	-3	-2	-1	-2	-2	0
6	-3	-4	1	-2	-2	0	-2	-2	0	-2	-3	1	-3	-3	0
7	-2	-2	0	-2	-2	0	-2	-2	0	-3	-2	-1	-2	-2	0
8	-3	-3	0	-2	-2	0	-2	-2	0	-2	-1	-1	-3	-3	0
9	-3	-2	-1	-2	-1	-1	-3	-2	-1	-3	-1	-2	-3	-1	-2
10	-3	-3	0	-3	-3	0	-4	-3	-1	-3	-3	0	-4	-3	-1
11	-3	-4	1	-3	-3	0	-3	-4	1	-3	-2	-1	-2	-3	1

Note: A negative gap change denotes improvement.

## Discussion

### Implementation

In 2009–2010, Title I and Title II, Part A funded 32 centralized programs with the potential to impact 12,042 teachers and 200,944 students in 298 schools throughout the district. This compared to 28 centralized programs serving 199,524 students, 296 schools, and 12,040 teachers in 2008–2009. These figures reflect only nominal increases in the number of teachers and students served during 2009–2010, 0.2 percent and 0.7 percent respectively.

Findings for the 32 centralized programs and the 287 campus-based programs revealed that the specific individual primary program goals for most implemented Title II, Part A programs were accomplished. From a compliance perspective, all programs provided adequate documentation to demonstrate that their primary program goals had been realized. Documentation consisted primarily of implementation and end-of-year reports and staff development participation data.

As previously noted, the overarching goal of the majority of these programs is to increase student achievement through the preparation, training, recruitment, and retention of high-quality educators and the 2009–2010 program provided professional development for 8,837 HISD teachers, paraprofessionals and administrators or approximately 60.1 percent of the PEIMS fall resubmission staff database. Of the 32 programs included in this report, 24 provided staff development activities. The delivery of staff development varied by program and included training by content specialists, training provided by HISD Professional Staff Development, and training provided by contracted services.

While these programs provided information on participation, they did not provide information on the core objective of any training or staff development program, specifically the extent to which participants actually demonstrated and utilized the training. Without this information, it is impossible to formulate a direct link between training and changes in student achievement and other dependent measures like AP exam performance. Another mitigating factor is the potential lag time between a teacher actually demonstrating a changed behavior/teaching practice and the impact on student achievement. These points are made as a precaution against inferring direct links between specific training and student achievement

and other dependent measures referenced in this report. It is recognized that establishing these links might only be determined by controlled research. As an alternative, less rigorous data such as post-training surveys regarding actual implementation or classroom observations would enhance the ability to draw inferences that the training did in fact contribute to increased student achievement on standardized tests or performance on other measures.

## **Recommendations**

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

reports. Specifically, private school student performance on the Stanford 10 or other norm referenced test should be used to assess achievement gains.

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

Advanced Academic Initiatives  
ASPIRE Professional Development  
Aspiring Principals Institute  
A<sup>2</sup>TeaMS  
Early Childhood Program  
Educational Research and Dissemination  
ELA–Elementary  
ELA–Secondary  
General Staff Development  
Highly Qualified Teacher/Paraprofessional  
Just for the Kids  
Leadership Development  
Literacy Coaches-Middle Schools  
Literacy Initiative  
Mathematics–Elementary  
Mathematics–Secondary  
New Teacher Induction–ABRAZO  
Numeracy Content Specialist  
Play It Smart  
Private School Share  
Reading Content Specialist  
Rice University School Mathematics Project  
School Allocations  
Science–Elementary  
Science–Elementary (Sanchez Lab)  
Science–Secondary  
Sign-On Bonuses  
Social Studies–Elementary  
Social Studies–Secondary  
TAKS 915 Stipend  
Teach For America Recruitment

## Advanced Academic Initiatives

Program Description								
The Advanced Academic Initiatives program was administered through the Advanced Academics Department, and provided Pre-AP and AP training to 1,331 staff members. Training activities utilized the Laying the Foundation guide series for Pre-AP/AP English and mathematics to provide resources for teachers of grades 6–12. Additional training included AP/Pre-AP Social Science, English Vertical Teams, AP Exam Prep Workshop, AP Potential, and the AP Workshop for AP Coordinators. Trainings were offered during normal school hours; therefore, this program made funds available to hire substitute teachers so that teachers could attend such training. All participating teachers were to complete a minimum of four days training. This program funded one salaried AP Lead Teacher position. The AP Lead Teacher taught one or more AP courses at participating schools, conducted AP program training, planned and conducted student test preparation sessions, and provided additional support to teachers as needed.								
Needs Assessment								
<ul style="list-style-type: none"><li>The district needs to ensure that an adequate number of teachers are qualified to teach Pre-AP and AP courses offered to students in grades 6–12.</li></ul>								
Program Goals								
<ul style="list-style-type: none"><li>To provide Pre-AP and AP professional development training to 1,500 middle and high school English, mathematics, and science teachers.</li></ul>								
Program Participants								
<b>Population:</b>	Pre-AP and AP teachers							
<b>Grade(s):</b>	6–12							
<b>Location:</b>	Various HISD locations							
Program Costs								
Planning Allocation:	\$740,992	Actual Allocation:	\$534,188					
Expenditures:	\$391,424	Percent of Allocation Utilized:	73.3					
Payroll Costs:	\$329,220	Contracted Services:	\$34,345					
Supplies and Materials:	\$9,318	Travel/Registration Fees:	\$17,110					
Technology/related equipment:	\$1,430	Other:						
Expected Program Outcomes								
<b>Improved Subject(s):</b>	English, Mathematics, Science, and Social Studies							
<b>Group(s):</b>	Pre-AP and AP							
<b>Instrument/Measure(s):</b>	AP Exams							
HISD Pre-AP and AP Enrollment by Race/Ethnicity, Gender, and Economic Status, 2008–2009 and 2009-2010								
	Pre-AP				AP			
	2008-2009		2009–2010		2008-2009		2009–2010	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Ethnicity</b>								
African American	10,967	27.5	9,263	25.4	2,032	24.7	2,053	23.8
Asian	2,060	5.2	1,961	5.4	874	10.6	816	9.5
Hispanic	22,472	56.4	21,386	58.6	3,722	45.2	4,383	50.9
Native American	22	<0.1	40	<0.1	8	0.1	13	0.2
White	4,298	10.8	3,834	10.5	1,596	19.4	1,346	15.6
<b>Gender</b>								
Male	19,003	47.7	17,564	48.1	3,579	43.5	3,832	44.5
Female	20,816	52.3	18,920	51.9	4,653	56.5	4,779	55.5
<b>Econ. Disadv. Status</b>								
Econ. Disadv.	28,313	71.1	25,527	70.0	4,721	57.3	5,102	59.2
Econ. Disadv. Unknown	1,335	3.4	929	2.5	85	1.0	70	0.8
Not Econ. Disadv.	10,171	25.5	10,028	27.5	3,426	41.6	3,439	39.9
<b>Totals</b>	<b>39,819</b>	<b>100.0</b>	<b>36,484</b>	<b>100.0</b>	<b>8,232</b>	<b>100.0</b>	<b>8,611</b>	<b>100.0</b>
Note: Economically disadvantaged status was stated as “unknown” if a student could not be matched to the PEIMS database.								

**Advanced Placement Exam Enrollment and Performance, 2009–2010**

	<b>Total Students Taking AP Exams</b>	<b>Total Exams Taken</b>	<b>Total Exams Scored at 3 or Higher</b>	<b>Percentage of Exams Scored at 3 or Higher</b>
<b>*HISD 2010</b>	8,875	16,556	6,262	38
<b>*HISD 2009</b>	6,069	11,594	4,915	43
<b>Texas 2010</b>	179,320	325,571	153,539	47
<b>Texas 2009</b>	158,993	287,756	138,276	48

\*Includes middle school students tested on AP exams; HISD data as of August, 2010.

**Findings**

- A total of \$138,678 was paid to provide substitute teachers for teachers attending AP Strategies training activities.
- This program funded one AP lead teacher position.
- Program expenditures only accounted for 73.3 percent of the program's budget allocation.
- A total of 45 training activities were conducted and an unduplicated count of 1,331 (4,057 duplicated) teachers attended training activities (**see Appendix I**).
- Pre-AP enrollment decreased by 8.4 percent in 2009–2010 to 36,484 compared to 39,819 in 2008–2009. AP enrollment increased by 4.6 percent from 8,232 in 2008–2009 to 8,611 in 2009–2010.
- A total of 8,875 HISD students took 16,556 AP examinations during 2010 (**see Appendix J**). This represents an increase in the total number of students taking examinations as well as the total number of examinations taken compared to 2009. HISD students scored a three or higher on 6,262 (38 percent) of these exams in 2010, lower than the 43 percent observed for 2009.
- For the state, the number of students taking exams and total exams taken also increased in 2010 compared to 2009. The percentage of exams scored at three or higher during 2010 was 47 percent.
- The percentage of exams scored at three or higher by HISD students decreased by five percentage points.

**Discussion**

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

**Recommendation**

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

## ASPIRE Professional Development

<div>Professional Development</div> <div><p>The HISD ASPIRE program was designed to recognize and celebrate the impact that teacher and administrator commitment to excellence has on student academic achievement. The 2009–2010 ASPIRE Title II funds were used to support the work done in the district through contracted services with Battelle for Kids (BFK). This included training for all principals at regular meetings and scheduled sessions, ASPIRE Core Team members, campus leadership team members, and regional office staff. The training focused on the use of Educational Value Added Assessment System (EVAAS) data to determine student growth. Participants were trained on the interpretation of campus, department, and individual student data. Trainings were offered in a face-to-face venue as well as through online modules. These data were used to develop school improvement plans and to address the needs of individual students. Professional development provided for these audiences was delivered through a collaborative effort between BFK and the Professional Development Services Department.</p></div>			
<div>Needs Assessment</div> <div><ul style="list-style-type: none"><li>The district needs to ensure that all educators receive training to enhance the use of value-added data to determine student needs and optimal instructional practices.</li></ul></div>			
<div>Program Goals</div> <div><ul style="list-style-type: none"><li>Develop an understanding of the use of value-added data for school improvement.</li><li>Develop an understanding of the verification process used for eligibility.</li><li>Develop a communication plan for various stakeholders including parents; the business community; and HISD campus, region, and central office personnel.</li></ul></div>			
<div>Program Participants</div> <div><div>Population:</div><div>All teachers and campus administrators and central office personnel</div><div>Grade(s):</div><div>All grades</div><div>Location:</div><div>Various HISD locations</div></div>			
<div>Program Costs</div> <div><div>Planning Allocation:</div><div>\$1,000,000</div></div>		<div>Actual Allocation:</div> <div>\$955,384</div>	
<div>Expenditures:</div> <div>\$743,472</div>		<div>Percent of Allocation Utilized:</div> <div>77.8</div>	
<div>Payroll Costs:</div>		<div>Contracted Services:</div> <div>\$743,472</div>	
<div>Supplies and Materials:</div>		<div>Travel/Registration Fees:</div>	
<div>Technology/related equipment:</div>		<div>Other:</div>	
<div>Expected Program Outcomes</div> <div><div>Improved Subject(s):</div><div>All subjects</div><div>Group(s):</div><div>Teachers and campus administrators</div><div>Instrument/Measure(s):</div><div>Standardized tests, EVAAS data</div></div>			
<div>Findings</div> <div><ul style="list-style-type: none"><li>All program expenditures were used to fund contracted services to provide professional development on behalf of this program.</li><li>An unduplicated count of 1,189 (1,340 duplicated) educators attended training activities provided on behalf of this program (Appendix K).</li><li>In 2009–2010, 65.4 percent of HISD schools demonstrated improved passing rates on all TAKS subtests, including 73.9 percent with improved performance in social studies, 69.3 percent in science, 62.5 percent in mathematics, 60.2 percent in writing, and 56.2 percent in reading.</li></ul></div>			
<div>Discussion</div> <div><p>The 2009–2010 ASPIRE program focused on the use of EVAAS data to determine student growth. A significant amount of professional development was provided to over 1,100 educators. The specific contribution of this program to improved TAKS scores cannot be determined; however, it is likely that the program played a key role given the high level of participation in the development activities.</p></div>			
<div>Recommendations</div> <div><ol style="list-style-type: none"><li>Survey participants to assess actual application of professional development activities in their schools.</li></ol></div>			

### Aspiring Principals Institute (API)

#### Program Description

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

#### Needs Assessment

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

#### Program Goals

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

#### Program Participants

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

#### Program Costs

Planning Allocation:	\$1,578,045	Actual Allocation:	\$1,482,470
Expenditures:	\$1,403,837	Percent of Allocation Utilized:	94.7
Payroll Costs:	\$153,817	Contracted Services:	\$1,172,233
Supplies and Materials:	\$19,799	Travel/Registration Fees:	\$27,949
Technology/related equipment:	\$30,039	Other:	

#### Aspiring Principals Institute Professional Development Training, 2009–2010

Course Title	Intern Attendance	Others
API Management Camp	5	7
API Intern Cohort Meeting	98	54
<b>Total (duplicated)</b>	<b>103</b>	<b>61</b>
<b>Total (unduplicated)</b>	<b>11</b>	<b>18</b>

#### Findings

- Attendance at Aspiring Principals Institute professional development activities (including initial screening) by API Interns totaled 103 (duplicated) in 2009–2010 representing 11 interns. Overall attendance (including non-interns) was 165 (duplicated) representing 29 educators.
- Sixteen HISD employees and one out-of-district candidate were accepted to participate in the API Institute during 2009–2010 and 13 (76.5 percent) completed the program. All 13 were placed into positions upon program completion including five assistant principals, six principals (one out of district), and two deans.
- 83.5 percent of program expenditures were for contracted services and the program utilized 94.7 percent of the allocated budget.

#### Discussion

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

#### Recommendations

- Consider expanding this program to meet annual district need for principals and assistant principals.
- Obtain feedback from 2009–2010 participants during 2010–2011 school year regarding relevance of API participation to their new roles.



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

A <sup>2</sup> TeaMS (Priority of Accomplished Teaching in Mathematics and Science)			
Program Description			
The purpose of A <sup>2</sup> TeaMS is to provide ongoing professional development in content, research-based teaching and leadership in the areas of mathematics and science paired with coaching for teams of secondary teachers, thereby strengthening the academic program at each participating school. A major focus of A <sup>2</sup> TeaMS is to increase mathematics-science connections and real-world experiences in the classroom. In 2009–2010, 97 secondary mathematics and science teachers representing 43 schools were provided the opportunity to attend 118 hours of professional development in mathematics and science beginning in July, 2009 and ending in May, 2010. A <sup>2</sup> TeaMS is jointly funded by Title I and Title II, Part A.			
Needs Assessment			
<ul style="list-style-type: none"><li>Trends for HISD TAKS and Stanford 10 scores and teacher survey results suggest need for professional development in specific areas of middle school mathematics, algebra 1, geometry, earth and space science, force and motion, and high school chemistry.</li></ul>			
Program Goals			
<ul style="list-style-type: none"><li>Increase teacher content knowledge and pedagogy; increase student achievement in mathematics and science; ensure that the written curriculum is the taught curriculum.</li></ul>			
Program Participants			
<b>Population:</b> 97 teachers			
<b>Grade(s):</b> 6-12			
<b>Location:</b> Districtwide			
Program Costs (Joint Title I, Title II A Funding)			
Planning Allocation:	\$800,000	Actual Allocation:	\$800,000
Expenditures:	\$483,604	Percent of Allocation Utilized:	60.5
Payroll Costs:	\$350,900	Contracted Services:	\$38,076
Supplies and Materials:	\$69,408	Travel/Registration Fees:	\$25,220
Technology/related equipment:		Other:	
Expected Program Outcomes			
<b>Improved Subject(s):</b>	Mathematics and science		
<b>Group(s):</b>	All students		
<b>Instrument/Measure(s):</b>	Percentage of participation/usage and professional development evaluations		
A <sup>2</sup> TeaMS Training Participation, 2009–2010			
Course Title		Number of Participants	
A <sup>2</sup> TeaMS – Cohort 2 Saturday Expo		119	
A <sup>2</sup> TeaMS Summer Conference Cohort 1		29	
A <sup>2</sup> TeaMS Summer Conference		54	
Meeting: A <sup>2</sup> TeaMS Cohort 1		211	
Meeting: A <sup>2</sup> TeaMS Cohort 2		357	
<b>Total (duplicated)</b>		<b>770</b>	
<b>Total (unduplicated)</b>		<b>141</b>	

**A<sup>2</sup>TeaMS Participating Students TAKS 2010 Mathematics Performance**

<b>Mathematics 2009</b>			<b>Mathematics 2010</b>		
	Percent Met Standard	Percent Commended	Percent Met Standard	Percent Commended	N
Students with A <sup>2</sup> TeaMS Teachers	74.0	23.4*	80.0*	19.6*	7,122
Comparison Sample of Regular Students	72.2	19.6	76.9	16.5	2,934

\*Statistically significant higher percentages versus comparison sample

**A<sup>2</sup>TeaMS Participating Students Stanford 10 Achievement Test Mathematics and Science Performance, 2009**

<b>Stanford Mathematics</b>					<b>Stanford Science</b>			
	2009 NCE	2010 NCE	Change from 2009–2010	N	2009 NCE	2010 NCE	Change from 2009–2010	N
Students with A <sup>2</sup> TeaMS Teachers	53.1	53.5	.4	3,225	51.2	52.6	1.4	4,100
Comparison Sample of Regular Students	51.0	51.9	.9	3,138	50.6	50.9	.3	3,960

**Findings**

- Attendance at five A<sup>2</sup>TeaMS professional development activities totaled 770 (duplicated) with 141 participants.
- The program utilized 60.4 percent of allocated funds, primarily for payroll costs for two Curriculum Specialist Team Lead positions, two Curriculum Specialists, and one secretary.
- TAKS mathematics percent met standard percentages were not statistically significantly higher for A<sup>2</sup>TeaMS students and a comparison sample of regular students for 2010.
- TAKS mathematics percent commended percentages were statistically significantly higher for A<sup>2</sup>TeaMS students in both 2009 and 2010.
- Students of A<sup>2</sup>TeaMS teachers performed similarly to regular students on the Stanford 10 mathematics and science tests.

**Discussion**

The A<sup>2</sup>TeaMS program did not appear to have a significant impact on standardized test scores in mathematics in comparison to non-participating students.

**Recommendations**

1. Collect participant feedback on program to determine actual classroom application of A<sup>2</sup>TeaMS training.

## Early Childhood Program

### Program Description

This Title I program provided funds to support a full-day prekindergarten program for 16,367 eligible students. Funds were utilized to support 50 percent of prekindergarten salaries for 481 teachers, including 233 bilingual, 57 ESL, and 191 regular. Partial funding was also provided for 21 other teacher positions. The focus of the HISD prekindergarten is beginning literacy and oral language development that support individual needs as well as language and cultural backgrounds of children. The central feature of the program is that communication and literacy form the basis of children's future academic success.

### Needs Assessment

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

### Program Goals

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

### Program Participants

**Population:** 481 prekindergarten teachers  
**Grade(s):** Prekindergarten  
**Location:** 168 HISD locations

### Program Costs (Title I Funding)

Planning Allocation:	\$14,000,000	Actual Allocation:	\$13,892,884
Expenditures:	\$13,248,938	Percent of Allocation Utilized:	95.4
Payroll Costs:	\$12,584,526	Contracted Services:	\$664,412
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### Findings

- Program funds were used entirely to support the salaries of 502 teachers and 95.4 percent of the budget was utilized.
- Standardized test data will not be available for participating students until their kindergarten year, 2010–2011.

### Discussion

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

### Recommendations

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

## Educational Research and Dissemination

### Program Description

The Educational Research and Dissemination (ER&D) program is a national professional development program sponsored by the American Federation of Teachers. In the 2009–2010 program, seven specific ER&D courses were offered by HISD Professional Development. These courses focused on increasing student learning by managing behavior and enhancing instruction and also supported the development of school-wide discipline plans. The program targeted new and Alternative Certification Plan (ACP) teachers throughout HISD and new teacher mentors at Reagan High School.

### Needs Assessment

- The ER&D program supports the district efforts to proactively support new teachers to help them meet highly qualified teacher requirements and to support teacher retention.

### Program Goals

- Promote, develop and deliver ER&D training throughout HISD
- Support new/ACP teachers by providing ER&D training
- Support new teacher mentors at Reagan High School

### Program Participants

**Population:** New and ACP teachers  
**Grade(s):** All  
**Location:** All HISD schools

### Program Costs

Planning Allocation:	\$475,000	Actual Allocation:	\$451,798
Expenditures:	\$421,988	Percent of Allocation Utilized:	93.4
Payroll Costs:	\$3,842	Contracted Services:	\$400,000
Supplies and Materials:	\$10,356	Travel/Registration Fees:	\$7,789
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** Overall TAKS performance  
**Group(s):** All students  
**Instrument/Measure(s):** Percentage of participation/usage; Professional development evaluations

### Educational Research and Dissemination Training Participation, 2009–2010

Course Title	Number of Participants
ER&D: Assessment for Learning K-12	45
ER&D: Behavior Contracts K-12	47
ER&D: Bullying K-12	84
ER&D: Foundations of Effective Teaching 3	23
ER&D: Hierarchy of Consequences K-12	275
ER&D: K-12 Instructional Strategies	66
ER&D: Proactive Strategies - ACP	37
ER&D: Proactive Strategies K-12	94
ER&D: Setting Classroom Environment K-12	102
<b>Total (duplicated)</b>	<b>773</b>
<b>Total (unduplicated)</b>	<b>625</b>

English or Spanish TAKS Performance, Spring 2009 and Spring 2010						
All Tests Taken						
Percent Met Standard			Percent Commended			
Grade	2009	2010	Change	2009	2010	Change
3	–	79		–	23	
4	74	74	0	14	12	-2
5	–	–		–	–	
6	69	71	2	18	16	-2
7	65	69	4	7	10	3
8	–	–		–	–	
9	55	62	7	8	10	2
10	45	56	11	3	5	2
11	72	79	7	9	7	-2
<b>All Grades</b>	<b>63</b>	<b>70</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>1</b>
Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 3, 5, and 8 in 2009 and grades 5 and 8 in 2010.						
<b>Findings</b>						
<ul style="list-style-type: none"> <li>Program funds were used primarily for contracted services, 94.8 percent of the allocated budget.</li> <li>A total of nine distinct course topics were conducted in 2009–2010. An unduplicated count of 625 (773 duplicated) educators representing 171 HISD schools attended training activities.</li> <li>Student academic achievement as measured by districtwide performance on English and Spanish versions of TAKS for all tests taken revealed positive results for five of six grade levels. The percentage of students passing all tests taken increased by two points for grade six, four points at grade seven, seven points for grades 9 and 11 and 11 points in grade 10. The total percentage of growth experienced for all grade levels on all tests taken increased by seven percentage points.</li> </ul>						
<b>Discussion</b>						
This program provided professional development for 625 new and ACP teachers focusing primarily on managing behavior and instructional strategies. This program likely contributed to the observed gains on the TAKS but the exact extent cannot be determined.						
<b>Recommendation</b>						
Collect participant feedback on the effectiveness of the professional development activities and the extent to which these were implemented in classrooms.						

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

This year the English/language arts (ELA) elementary program provided training sessions focusing on motivational writing and ESL best practices for the successful transfer of skills from Spanish Reading to English reading. Warren Hanson, author-illustrator of over two dozen books conducted workshops for teachers on to develop classroom exercises to motivate students' critical thinking skills in reading and writing.

**Needs Assessment**

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

**Program Goals**

- Increase academic performance of at-risk students.

**Program Participants**

**Population:** 155 Elementary teachers  
**Grade(s):** Kindergarten through grade five  
**Location:** Various HISD locations

**Program Costs**

Planning Allocation:	\$75,000	Actual Allocation:	\$73,784
Expenditures:	\$4,000	Percent of Allocation Utilized:	5.4
Payroll Costs:		Contracted Services:	\$4,000
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

**Expected Program Outcomes**

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

**ELA–Elementary Training Participation**

Course Title	Number of Educators in Attendance
Grades 4-5 Bilingual/ESL Reading Non-Fiction	24
K-5 Writing Strategies	136
<b>Total (duplicated)</b>	<b>160</b>
<b>Total (unduplicated)</b>	<b>153</b>

**Elementary English or Spanish TAKS Performance, Spring 2009 and Spring 2010**

Reading Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
3	86	89	3	40	44	4
4	82	82	0	27	26	-1
5	79	81	2	24	28	4

Writing Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
4	91	92	1	32	29	-3

**Findings**

- 5.4 percent of the program budget was spent and all funds spent were for contracted services.
- 153 educators participated in two professional development activities.
- The percentage of students passing TAKS reading increased by three points at grade three, two points at grade five, and remained constant at grade four. The percentage of students achieving commended performance increased by four points at grade three, and four points at grade five.
- On the TAKS writing subtest, the percentage of fourth grade students passing increased by one point and the percent commended decreased by three points.

**Discussion**

Since training for this program occurred beginning December 2009, the potential impact on TAKS scores might have been diluted by the small interval between training and testing.

**Recommendation**

Increase budget utilization in order to expose more teachers to research-based instructional practices.

**ELA–Secondary****Program Description**

This program provided leadership and technical support for the implementation of the District's curriculum in English/language arts (ELA) 6-12. The English/language Arts specialist, funded through Title II, provided professional development and technical assistance in the implementation of all secondary ELA curriculum documents including: TEKS/TAKS Correlations, Vertical Alignment Matrix, Year-at-a Glance, and Horizontal Planning Guides. These documents are used by secondary ELA teachers and help in the planning and delivery of instruction. In addition, the ELA content specialist provided leadership in the development and implementation of curriculum benchmark assessments.

**Needs Assessment**

- The district needs to provide curriculum and supplemental resources to increase secondary ELA teacher content knowledge.
- The district needs to improve teacher effectiveness in working with all student groups, especially low performing student groups.
- HISD schools in need of improvement, intervention, or restructuring need technical assistance and teacher content support.
- The district needs interdisciplinary connections between ELA and social studies curriculum, particularly in the areas of reading, writing, and research.

**Program Goals**

- To improve student academic achievement.
- To achieve equitable access to college and career choices.
- To develop skills and expertise in curriculum design, effective instructional strategies, and aligned formative and summative assessments.

**Program Participants**

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

**Program Costs**

Planning Allocation:	\$75,000	Actual Allocation:	\$75,000
Expenditures:		Percent of Allocation Utilized:	98.6
Payroll Costs:	\$73,961	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

**Expected Program Outcomes**

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

**ELA–Secondary Professional Development Course Offerings and Attendance, 2009–2010**

<b>Course Description</b>	<b>Number of Educators in Attendance</b>
ELA 6-12 Writing Workshop	174
EmPOWERing ELA 6-8 Teachers	510
EmPOWERing ELA 9-12 Teachers	481
MTG: Grades 6-8 ELA Chairpersons	274
MTG: Grades 9-12 ELA Chairpersons	110
Overview: TMSFA ELA/Reading - Central	17
Overview: TMSFA ELA/Reading - East	22
Overview: TMSFA ELA/Reading - West	29
Overview: TMSFA ELA/Reading -North	15
<b>Total (duplicated)</b>	<b>1,632</b>
<b>Total (unduplicated)</b>	<b>1,050</b>



Secondary TAKS Performance, Spring 2009 and Spring 2010						
Percent Met Standard				Percent Commended		
Reading Grade	2009	2010	Change	2009	2010	Change
6	86	81	-5	32	27	-5
7	78	82	4	22	22	0
8	89	87	2	41	37	-4
9	82	88	6	17	20	3
10	83	87	4	15	13	-2
11	90	90	0	26	24	-2
Percent Met Standard				Percent Commended		
Writing Grade	2009	2010	Change	2009	2010	Change
7	88	93	5	25	32	7
Findings						
<ul style="list-style-type: none"> <li>One content specialist position was funded through this program. The entire funding allocation was utilized for this purpose. The specialist was tasked with writing and revising curriculum, instruction, and assessment documents as well as planning and providing training in the use of these resources.</li> <li>Program expenditures were utilized at a rate of 98.6 percent for the current school year.</li> <li>1,050 educators participated in professional development activities provided by this program. The content specialist participated in the planning and implementation of these training activities.</li> <li>The percentage of students passing TAKS reading increased by six points at grade nine, four points at grades 7 and 10, and two points at grade eight. Grade six experienced a decline of six points and grade 11 remained unchanged.</li> <li>The percentage of students achieving commended performance increased by three points at grade nine, and decreased by two to five points in grades six, eight, 10, and 11 while grade seven remained unchanged.</li> <li>On the TAKS writing subtest, the percentage of seventh grade students passing increased by five points and the percent commended increased by seven points.</li> </ul>						
Discussion						
<p>This program funded one salaried content specialist position who was responsible for developing various curriculum resources and providing training on behalf of these documents. These documents were designed to provide teachers with the most effective instructional strategies for teachers of secondary language arts. Training was provided to department chairpersons and other selected educators from each secondary campus. Therefore, the impact of this program was expected to have an impact on the entire district at the secondary level. Training activities occurred were ongoing and occurred at regular intervals throughout the school year. The impact of this program on districtwide student academic achievement is evident through positive growth occurring four of six grade levels on the reading TAKS subtest. The districtwide writing TAKS passing rate increased since the previous year at the only secondary grade level tested and the percentage of students achieving commended performance also increased.</p>						
Recommendations						
<ol style="list-style-type: none"> <li>Target professional development activities in reading and writing at the grade levels in which the percentage of students passing or obtaining commended performance has decreased since the previous year.</li> <li>Utilize the content specialist to develop additional curriculum resources to provide instructional support to teachers working with students at grade levels that have experienced declines.</li> </ol>						

## General Staff Development

General Staff Development						
Program Description						
The training implemented for this program was designed to assist teachers in the district in providing instructional best practices to promote student achievement as demonstrated by standardized test scores, professional development evaluations, and teacher participation in the activities.						
Needs Assessment						
<ul style="list-style-type: none"><li>The district needs to provide teacher training in mathematics, science, instructional best practices, and other areas of identified need to improve student performance on Stanford 10 and TAKS.</li></ul>						
Program Goals						
<ul style="list-style-type: none"><li>To provide training for HISD campuses in research-based strategies such as Marzano High-Yield Strategies, CRISS, 40-Developmental Assets, mathematics and science instructional strategies, and differentiation strategies.</li><li>To have a positive impact on student achievement.</li></ul>						
Program Participants						
<b>Population:</b>	12,042 teachers, 588 principals/assistant principals, 1,694 paraprofessionals, and 370 other campus and district personnel; teachers at selected low-performing campuses and schools under AYP School Improvement.					
<b>Grade(s):</b>	Pre-K through 12					
<b>Location:</b>	Various HISD locations					
Program Costs (Joint Title I, Title II A Funding)						
Planning Allocation:	\$315,000	Actual Allocation:	\$315,000			
Expenditures:	\$301,550	Percent of Allocation Utilized:	95.7			
Payroll Costs:	\$295,798	Contracted Services:				
Supplies and Materials:	\$5,752	Travel/Registration Fees:				
Technology/related equipment:		Other:				
Expected Program Outcomes						
<b>Improved Subject(s):</b>	Overall TAKS performance					
<b>Group(s):</b>	All students; at-risk and economically disadvantaged students					
<b>Instrument/Measure(s):</b>	Percentage of participation/usage; Professional development evaluations					
English or Spanish TAKS Performance, Spring 2009 and Spring 2010						
All Tests Taken						
	Percent Met Standard			Percent Commended		
Grade	2009	2010	Change	2009	2010	Change
3	–	79		–	23	
4	74	74	0	14	12	-2
5	–	–		–	–	
6	69	71	2	18	16	-2
7	65	69	4	7	10	3
8	–	–		–	–	
9	55	62	7	8	10	2
10	45	56	11	3	5	2
11	72	79	7	9	7	-2
All Grades	63	70	7	10	11	1
Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 3, 5, and 8 in 2009 and grades 5 and 8 in 2010.						
Findings						
<ul style="list-style-type: none"><li>98.1 percent of expended program funds were utilized to provide extra duty pay to educators participating in staff development activities. Overall, 95.7 percent of allocated funds were utilized.</li><li>A total of 24 distinct course topics were conducted in 2009–2010. An unduplicated count of 1,437 (2,384 duplicated) educators attended training activities. <b>Appendix L</b> provides attendance counts for each training course offered through this program.</li><li>Professional development activities were provided to teachers, principals, assistant principals, paraprofessionals, and other district personnel. Further, activities were focused on instructional best practices that were targeted at all grade levels and content areas, particularly mathematics and science. Schools that were identified as low performing were targeted for additional assistance.</li></ul>						

<p style="text-align: center;"><b>Findings (continued)</b></p> <ul style="list-style-type: none"><li>• Student academic achievement as measured by districtwide performance on English and Spanish versions of TAKS for all tests taken revealed positive results for five of six grade levels. The percentage of students passing all tests taken increased by 11 points for grade 10, seven points for grades 9 and 11, four points for grade seven, and two points for grade six. Grade four remained unchanged. The total percentage of growth experienced for all grade levels on all tests taken increased by seven percentage points.</li><li>• The percentage of students that received commended performance increased at three (grades 7, 9, and 10) of the six grade levels for which an all tests taken percentage was calculated, and declined for three grades (grades 4, 6, and 11). The total percentage of students achieving commended performance for all grade levels and all tests taken increased by one percentage point.</li></ul>
<p style="text-align: center;"><b>Discussion</b></p> <p>The General Staff Development program provided training in instructional best practices, mathematics, and science to a multitude of audiences within the district. The impact of this program on student academic achievement was demonstrated through improvements in the percentage of students passing all TAKS tests taken at five of six grade levels for which this figure could be calculated. Further, the percentage of students achieving commended performance increased for the district overall.</p>
<p style="text-align: center;"><b>Recommendation</b></p> <p>Attempt to gain systematic feedback from training participants for their evaluation of professional development activities. Utilizing a standard, automatically tabulated electronic format instead of paper evaluations would be a more effective way to capture and report feedback from large numbers of individuals.</p>

## Highly Qualified Teacher/Paraprofessional

### Program Description

The Highly Qualified Teacher/Paraprofessional program was designed to provide support to all not highly qualified district teachers and paraprofessionals to help them gain “Highly Qualified” status by developing and disseminating individualized certification pathway plans, monitoring plan progress, and by providing certification plan preparation, training and resource materials. During 2009–2010, 117 not highly qualified teachers and paraprofessionals received support from this program through additional testing and ACP programs.

### Needs Assessment

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

### Program Goals

- Provide support to 100% of teachers and paraprofessionals who are not highly qualified in the 2009–2010 school year.
- To have a positive impact on student achievement.

### Program Participants

**Population:** 117 teachers and paraprofessionals identified as not highly qualified for their current assignment  
**Grade(s):** Pre-K through 12  
**Location:** Various HISD locations

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

Planning Allocation:	\$115,000	Actual Allocation:	\$115,000
Expenditures:	\$110,282	Percent of Allocation Utilized:	95.9
Payroll Costs:		Contracted Services:	\$109,125
Supplies and Materials:		Travel/Registration Fees:	\$1,157
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### English or Spanish TAKS Performance, Spring 2009 and Spring 2010

#### All Tests Taken

Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
3	–	79		–	23	
4	74	74	0	14	12	-2
5	–	–		–	–	
6	69	71	2	18	16	-2
7	65	69	4	7	10	3
8	–	–		–	–	
9	55	62	7	8	10	2
10	45	56	11	3	5	2
11	72	79	7	9	7	-2
<b>All Grades</b>	<b>63</b>	<b>70</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>2</b>

Note: All tests taken results are not available for grades with multiple test administrations, i.e., grades 3, 5, and 8 in 2009 and grades 5 and 8 in 2010.

**Number and Percent of Classes Taught by HQ Core Subject Teachers, 2005–2010**

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

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

**Findings**

- Program funds totaling \$109,125 or 94.9 percent of the allocated funds were utilized to purchase contracted services for the development of individual certification plans for the 117 educators identified as not being highly qualified. Remaining funds were primarily used for travel/registration fees.
- During 2009–2010, 73 or 62.4 percent of the participating educators became highly qualified.
- Student academic achievement as measured by districtwide performance on English and Spanish versions of TAKS for all tests taken revealed positive results for five of six grade levels. The percentage of students passing all tests taken increased by two points for grade six, four points at grade seven, seven points at grades 9 and 11, and 11 points at grade 10. The total percentage of growth experienced for all grade levels on all tests taken increased by seven percentage points.
- The percentage of students that received commended performance increased at three (grades 7, 9, and 10) of the six grade levels for which an all tests taken percentage was calculated and declined by two points in grades 4, 6, and 11. The total percentage of students achieving commended performance for all grade levels and all tests taken increased by two percentage points.
- The percentage of classes taught by highly qualified teachers in 2009–2010 was 97.8 percent, an increase of .5 percentage points over 2008–2009 and 1.7 percentage points lower than the high of 99.5 percent for 2007–2008.

**Discussion**

The Highly Qualified Teacher/Paraprofessional program provided support to 117 teachers and paraprofessionals identified as not highly qualified at the beginning of the 2009–2010 academic year. Contracted services were primarily utilized to support the activities offered through this program and 73 of the 117 participants became highly qualified. The impact of this program on student academic achievement was demonstrated through improvements in the percentage of students passing all TAKS tests taken at each grade level for which this figure could be calculated. Further, the percentage of students achieving commended performance increased at three of six grade levels.

**Recommendation**

1. While 73 or 62.4 percent of the participants became highly qualified in 2009–2010, this number falls short of the goal of having 100 percent of district teachers/paraprofessionals being highly qualified. An in-depth analysis of the underlying reasons as to why 44 participants did not become highly qualified should be undertaken in order to improve the success rate of the program in 2010–2011.

## Just for the Kids

### Program Description

The Just for the Kids (JFTK) program was designed to provide schools with a detailed data analysis that includes a comparison to schools with comparable demographics, opportunity gap reports, and an analysis of student readiness for college and career standards. The partnership with JFTK informed schools about best practices employed in comparable high performing schools. Additionally, select campuses received support in improvement plan development and implementation of school improvement plans. Each school was to be able to involve a team of up to six people, including the building principal, teachers, and other campus leaders. The entire program was a staff development model designed by JFTK to be tailored to the needs of individual schools. Approximately 500 individuals were to be trained during the 2009–2010 academic year.

### Needs Assessment

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

### Program Goal

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

### Program Participants

**Population:** Principals and teachers  
**Grade(s):** 1–12  
**Location:** 119 HISD campuses

### Program Costs

Planning Allocation:	\$1,537,200	Actual Allocation:	\$1,455,500
Expenditures:	\$1,455,500	Percent of Allocation Utilized:	100.0
Payroll Costs:		Contracted Services:	\$1,455,500
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### Just for the Kids–Participation by School Level, 2009–2010

Level	Full Program	Data Only
Elementary	69	22
Middle	15	7
High School	3	0
Combined	2	1
<b>Totals</b>	<b>89</b>	<b>30</b>

### Just for the Kids Course Participation, 2009–2010

Course	Completing	Percent
NCEA/JFTK CoreWork Charts	7	1.2
NCEA/JFTK CoreWork Diagnostics	530	88.5
Both Courses	62	10.4
<b>Total (unduplicated)</b>	<b>599</b>	<b>100.0</b>

**TAKS Gains by Just for The Kids Elementary School Campuses, 2009–2010**

<b>Type of Participation</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>
“Data Only” Percent Improved	81.8	68.2	63.6	59.1
“Full Program” Percent Improved	81.2	58.0	65.2	62.3

**TAKS Gains by Just for The Kids Middle School Campuses, 2009–2010**

<b>Type of Participation</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>
“Data Only” Percent Improved	42.9	85.7	85.7	85.7	71.4
“Full Program” Percent Improved	13.3	100.0	93.3	93.3	93.3

**TAKS Gains by Just for The Kids High School Campuses, 2009–2010**

<b>Type of Participation</b>	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
“Full Program” Percent Improved	100.0	100.0	100.0	100.0

**Findings**

- All program expenditures (\$1,455,500) were used to purchase contracted services providing training and data reports and 100 percent of the programs budget allocation was utilized.
- The program funded two types of training and total of 599 principals and campus leadership team members (including teachers) completed program training, representing 119 schools.
- Schools participating in “data only” training received a campus-level data report comparing their student performance for three years to the State’s top three performing schools that have similar demographics. Schools also received a report providing instructions on how to ensure their students are prepared for college/career readiness.
- Schools participating in “full program” activities were trained to implement 15 instructional practices identified by the program as occurring in high performing schools.
- TAKS gains were mixed when comparing “Data Only” campuses with “Full Program” campuses. For elementary schools, “Full Program” schools performed better on two of four TAKS subtests, specifically writing and science. For middle schools, “Full Program” schools performed better on all subtests except reading. For high schools no comparison was possible as there were no “Data Only” high schools. All three of the ‘Full Program’ high schools improved on all TAKS subtests.

**Discussion**

Program expenditures were used entirely for the purchase of contracted professional development and data services. This program, carried out by the Department of Secondary Curriculum, Instruction, and Assessment, provided multiple training opportunities and data reports for 119 schools in HISD. Training activities were focused on providing campuses with the ability to identify campus needs using data, providing campuses with the ability to implement instructional best practices, prepare students for college and career readiness, and develop more appropriate campus improvement plans. Eighty-nine campuses received all levels of these contracted services, and 30 received the “data only” component. TAKS results for “data only” versus full program were mixed but trended toward higher gains for full program schools, particularly middle schools.

**Recommendation**

Assess the level of actual implementation of program activities in all participating schools, to better ascertain why “data only” schools outperformed full program schools.

## Leadership Development

### Program Description

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

### Needs Assessment

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

### Program Goals

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

### Program Participants

**Population:** Teachers, principals, assistant principals, and executive principals  
**Grade(s):** All  
**Location:** Various HISD locations

### Program Costs

Planning Allocation:	\$1,600,000	Actual Allocation:	\$1,594,459
Expenditures:	\$1,537,388	Percent of Allocation Utilized:	96.4
Payroll Costs:	\$37,441	Contracted Services:	\$1,212,315
Supplies and Materials:	\$77,413	Travel/Registration Fees:	\$52,133
Technology/related equipment:	\$38,046	Other:	\$120,041

### Expected Program Outcomes

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

### Findings

- The largest share of program expenditures were used to purchase contracted professional development services (\$1,212,315). Program expenditures were also used for payroll costs (\$37,441); to cover travel and registration fees (\$52,133); purchase training supplies and materials (\$77,413); purchase technology/related equipment (\$38,046); and other costs (\$120,041).
- A total of 24 eTrain activities were conducted (see **Appendix M**). An unduplicated count of 1,013 (1,677 duplicated) educators attended training activities.
- Program administrators provided training evaluations completed by program participants. However, due to the large number of open-ended responses an accurate summarization of these responses cannot be provided. The calculation of retention data for administrators and other instructional leaders was not feasible and could not be used to evaluate this program.
- As displayed in the previous section of this report (see Table 24), the percentage of campuses that improved their TAKS passing rate was 56.2 percent for reading/ELA, 62.5 percent for mathematics, 60.2 percent for writing, 69.3 percent for science, and 73.9 percent for social studies.
- Districtwide passing rates on all tests taken and all subjects improved since the previous year.
- Districtwide performance on the Stanford 10 was mixed, as several subject areas experienced a decline in grade level NCEs (Table 29).



**Discussion**

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

**Recommendations**

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

## Literacy Coaches–Middle School

### Program Description

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

### Needs Assessment

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

### Program Goals

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

### Program Participants

**Population:** 37,992 middle school students  
**Grade(s):** 6–8  
**Location:** All HISD middle schools

### Program Costs (Title I Funding)

Planning Allocation:	\$2,787,600	Actual Allocation:	\$2,787,600
Expenditures:	\$2,658,267	Percent of Allocation Utilized:	95.4
Payroll Costs:	\$2,658,267	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

#### TAKS Performance on Reading/ELA Subtests, Spring 2009 and Spring 2010

Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
6	86	81	-5	32	27	-5
7	78	82	4	22	22	0
8	89	87	-2	41	37	-4

#### TAKS Performance Writing Subtest, Spring 2009 and Spring 2010

Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
7	88	93	5	25	32	7

Stanford 10 Performance on Reading Subtest, 2009 and 2010			
NCE			
Grade	2009	2010	Change
6	46	48	2
7	48	45	-3
8	48	48	0

<p style="text-align: center;"><b>Findings</b></p> <ul style="list-style-type: none"> <li>100 percent of program expenses supported payroll expenses for the 45 literacy coaches and 100.0 percent of the budget was utilized.</li> <li>TAKS Reading subtest scores improved in grade seven by four percentage points, and performance in grades six and eight declined by five and two percentage points, respectively. Performance on the writing subtest improved by five percentage points for grade seven (the only grade tested) and the percent commended increased by seven percentage points.</li> <li>Grade six reading performance increased by two NCE's on the Stanford 10, grade seven performance decreased by three NCEs, and grade eight performance remained constant.</li> </ul>
<p style="text-align: center;"><b>Discussion</b></p> <p>Performance on the reading subtest of the TAKS improved for one of three grade levels and writing performance increased for grade seven. Improvement was also noted for one grade level on the Stanford 10 reading subtest. The extent to which this specific staff development program contributed to these gains cannot be determined.</p>
<p style="text-align: center;"><b>Recommendation</b></p> <p>Ensure that the activities of literacy coaches are focused on coaching as opposed to other activities by providing more information on the role of literacy coaches to campus administrators.</p>

## Literacy Initiative

### Program Description

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

### Needs Assessment

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

### Program Goals

- To improve student reading levels by integrating literacy into all core content areas.
- To improve student writing levels by integrating literacy into all core content areas.

### Program Participants

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

### Program Costs

Planning Allocation:	\$300,000	Actual Allocation:	\$258,753
Expenditures:	\$185,165	Percent of Allocation Utilized:	71.6
Payroll Costs:	\$10,841	Contracted Services:	\$60,951
Supplies and Materials:	\$98,418	Travel/Registration Fees:	\$7,406
Technology/related equipment:	\$7,550	Other:	

### Expected Program Outcomes

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

### Literacy Initiative Training Courses and Attendance, 2009–2010

Course	Participants
Literacy Support Network Site Visits	388
Literacy Support Network Literacy Focus	990
<b>Totals (duplicated)</b>	<b>1,378</b>
<b>Totals (unduplicated)</b>	<b>78</b>

English or Spanish TAKS Performance on Reading/ELA Subtests, Spring 2009 and Spring 2010						
Elementary Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
3	86	89	3	40	44	4
4	82	82	0	27	26	-1
5	79	81	2	24	28	4
<b>Secondary Grade</b>						
6	86	81	-5	32	27	-5
7	78	82	4	22	22	0
8	89	87	-2	41	37	-4
9	82	88	6	17	20	3
10	83	87	4	15	13	-2
11	90	90	0	26	24	-2
English or Spanish TAKS Performance on Writing Subtest, Spring 2009 and Spring 2010						
Elementary Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
4	91	93	2	32	29	-3
<b>Secondary Grade</b>						
7	88	93	5	25	32	7
<b>Findings</b>						
<ul style="list-style-type: none"> <li>Program expenditures were utilized primarily for supplies and materials (\$98,418) and for contracted services (\$60,951). This program utilized 71.6 percent of its total budget allocation for the 2009–2010 school year.</li> <li>78 educators (1,378 duplicated) participated in professional development activities.</li> <li>Districtwide student performance on the reading/ELA and writing TAKS subtests reveal improvements in the percentage of students passing at five of nine grade levels and the percentage of students achieving commended performance at three of nine grade levels.</li> <li>Specifically, the percentage of students passing the reading/ELA TAKS subtest increased by six points at grade nine, four points at grades 7 and 10, three points at grade three, and two points at grade five. Grades 4 and 11 remained constant, and grades six and eight experienced declines of five and two points, respectively. The percentage of students achieving commended performance increased by four points at grade three, four points at grade five, and three points at grade nine. Grade seven remained constant, and grades 4, 6, 8, 10, and 11 experienced declines ranging from one to five percentage points.</li> <li>The percentage of students passing the writing TAKS subtest increased by two points at grade four and five points at grade seven. The percentage of students achieving commended performance increased by two points at grade seven and declined by three points at grade four.</li> </ul>						
<b>Discussion</b>						
<p>In 2009–2010, program expenditures totaled 71.6 percent of the budget allocation and were primarily used to purchase materials and supplies for training in 2009–2010 and beyond. This program likely contributed to district gains on the TAKS writing subtest, along with other Title II programs.</p>						
<b>Recommendation</b>						
Increase budget utilization.						

**Mathematics–Elementary****Program Description**

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

**Needs Assessment**

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

**Program Goal**

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

**Program Participants**

**Population:** Mathematics teachers, principals, and regional office mathematics specialists  
**Grade(s):** Kindergarten through five  
**Location:** Various HISD Locations

**Program Costs\***

Planning Allocation:	\$312,600	Actual Allocation:	\$307,565
Expenditures:	\$254,740	Percent of Allocation Utilized:	82.8
Payroll Costs:	\$202,064	Contracted Services:	\$2,100
Supplies and Materials:	\$42,028	Travel/Registration Fees:	\$3,262
Technology/related equipment:	\$5,286	Other:	

\*All budget figures above aggregated with Secondary Mathematics

**Expected Program Outcomes**

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

**Elementary Mathematics Stanford 10 Student Performance (Non-Special Education) Spring 2009 and Spring 2010**

Grade	2009 NCE	2010 NCE	Gain/Loss
1	47	49	2
2	49	49	0
3	52	53	1
4	54	55	1
5	54	55	1

**Elementary English or Spanish TAKS Mathematics Performance, Spring 2009 and Spring 2010**

Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
3	82	83	1	32	30	-2
4	86	86	0	41	37	-4
5	84	85	1	43	40	-3

**Findings**

- One content specialist position was funded through this program.
- Actual budget allocation and expenditures were combined with the Secondary Mathematics program; therefore detailed expenditures for this program cannot be specified.
- A total of 2,200 teachers (3,932 duplicated) attended at least one of 40 unique training activities conducted by the program (see **Appendix N**).
- All training sessions were planned and conducted by one content specialist.
- The content specialist also worked to translate state and local curriculum into lesson frameworks and provided technical assistance to teachers, schools, and regions.
- In general, training activities fulfilled the purpose of providing leadership and support in the implementation of the district's K–5 mathematics curriculum and supporting programs.
- More specifically, teachers were shown how the curriculum could be linked to real world phenomena and other subject areas, how to deliver the curriculum using research-based best instructional practices, how to use assessment data to guide future instruction, and how to create a leadership environment at the campus and district levels that encouraged the implementation of the district's curriculum in all elementary mathematics classrooms.
- Districtwide performance on the mathematics subtest of the Stanford 10, as measured by NCEs, reveals an increase of two NCEs at grade one and an increase of one NCE at grades three through five. Grade two remained constant.
- Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by one percentage point at grades three and five and remained constant at grade four.
- Further, the percentage of students achieving commended performance declined by two percentage points at grade three, four percentage points at grade four, and by three percentage points at grade five.

**Discussion**

This program utilized Title II, Part A funding to employ one elementary mathematics content specialist. This specialist was tasked with drafting and revising curriculum resources and planning and conducting training workshops in the use of these resources. All resources developed, as well as the corresponding training activities, were designed to promote mathematics instruction relying on research-based best instructional practices and strategies. Numerous training activities were conducted and a large number of district elementary mathematics instructors attended at least one session. The positive impact of this program in conjunction with the numeracy specialists program is demonstrated by an increase in the percentage of students passing at two of three elementary grade levels tested on the TAKS and four of five elementary grade levels tested on the Stanford 10.

**Recommendation**

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

## Mathematics–Secondary

### Program Description

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

### Needs Assessment

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

### Program Goals

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

### Program Participants

**Population:** Mathematics teachers, principals, and regional office math specialists  
**Grade(s):** 6–12  
**Location:** Various HISD locations

### Program Costs\*

Planning Allocation:	\$312,600	Actual Allocation:	\$307,565
Expenditures:	\$254,740	Percent of Allocation Utilized:	82.8
Payroll Costs:	\$202,064	Contracted Services:	\$2,100
Supplies and Materials:	\$42,028	Travel/Registration Fees:	\$3,262
Technology/related equipment:	\$5,286	Other:	

\*All budget figures above aggregated with Elementary Mathematics budget

### Expected Program Outcomes

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



### Secondary TAKS Mathematics Performance, Spring 2009 and Spring 2010

Grade	2009 Passing Standard	2010 Passing Standard	Change	2009 Commended	2010 Commended	Change	2009 Scale Score	2010 Scale Score	Change
6	74	79	5	29	27	-2	697	711	14
7	74	78	4	15	19	4	723	734	11
8	72	75	3	19	20	1	746	759	13
9	57	64	7	17	20	3	2154	2188	34
10	58	68	10	12	15	3	2152	2179	27
11	80	87	7	26	22	-4	2255	2258	3

#### Findings

- One content specialist position was funded through this program.
- Actual budget allocations and expenditures were combined with the Elementary Mathematics program; therefore detailed expenditures for this program cannot be specified.
- A total count of 508 (906 duplicated) educators completed at least one of 19 course offerings provided on behalf of this program (see **Appendix O**).
- The mathematics specialist worked to translate district and state curriculum into lesson frameworks, and planned and conducted professional development activities.
- Secondary mathematics professional development and support was designed to assist teachers, schools, and district administrators support and implement the curriculum, instruction, and assessment goals of HISD.
- Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by 3–10 percentage points at each of the six secondary grade levels tested. For each grade level, between 64 percent (grade nine) and 87 percent (grade 11) of students passed the mathematics TAKS for the spring 2010 administration.
- Further, the percentage of students achieving commended performance increased by one to four percentage points at four grade levels. The percentage commended declined at grades 6 and 11, by two and four percentage points, respectively.
- Scale scores increased at all grade levels, ranging from an increase of three at grade 11 to 34 at grade nine.

#### Discussion

This program utilized Title II, Part A funding to employ one secondary mathematics content specialist. The specialist was tasked with drafting and revising curriculum resources and planning and conducting training workshops in the use of these resources. All resources developed by the specialist, as well as the corresponding training activities, were designed to promote secondary mathematics instruction with a focus on best instructional practices and strategies. Several training activities were conducted throughout the school year, and were attended by over 508 educators. The positive impact of this program in conjunction with the numeracy specialists program is demonstrated by increases in the percentage of students passing (all six grade levels) and achieving increases in commended performance (four of six grade levels).

#### Recommendation

Attempt to utilize the full program budget allocation during the academic year. As such, the program should identify secondary schools in need of support and provide them with additional resources or contracted training support.

## New Teacher Induction–ABRAZO

### Program Description

In response to the expanding need to hire beginning teachers and to retain teachers entering the district, the district established the ABRAZO program during the 2001–2002 school year. The program has provided professional development and a systematic structure of support to retain highly qualified teachers. The program targeted beginning teachers within their first and second year of teaching, alternative certification interns, and international teachers in their first and second years of teaching in the United States. This program provided new teachers with: an introduction to the Board and administration of HISD, an introduction to the support systems and resources in the district, an understanding of the district's goals, an understanding of expectations for teachers, an introduction to the district's curriculum and instructional practices, and training on district performance standards (PDAS). New teachers received training in Learning Communities organized by content and/or grade level. Learning communities engaged new teachers in focused content-based experiences through lesson demonstrations, strategy building, classroom/discipline management, navigating resources in district, and data analysis. This program funded 22 Full-Time Release Mentors, 11 Trainers, two Training Managers, and two secretaries.

### Needs Assessment

- The district needs ongoing, supportive professional development for highly qualified teachers, alternative certification interns, beginning teachers including international teachers, and other teachers new to the district.

### Program Goals

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

### Program Participants

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

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

Planning Allocation:	\$3,700,000	Actual Allocation:	\$3,687,457
Expenditures:	\$3,541,877	Percent of Allocation Utilized:	96.1
Payroll Costs:	\$3,449,039	Contracted Services:	\$10,844
Supplies and Materials:	\$37,329	Travel/Registration Fees:	\$35,001
Technology/related equipment:	\$9,664	Other:	

### Expected Program Outcomes

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

### New Teacher Induction (ABRAZO) Teacher Retention Data, 2005–2009

Cohort Year	# of New Teachers Hired	Retained After One Year		Retained After Two Years		Retained After Three Years		Retained After Four Years	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005–2006	981	812	82.8	650	66.3	557	56.8	508	51.8
2006–2007	989	826	83.5	659	66.6	580	58.6	-	-
2007–2008	953	838	87.9	682	71.6	-	-	-	-
2008–2009	871	769	88.3	-	-	-	-	-	-

\* Retention data compiled using PEIMS Staff, October 2005 through October 2009.

- Data currently not available

**Findings**

- The following positions were funded through this program: 22 Full-Time Release Mentors, 11 Trainers, two Managers, and two secretaries. Program expenditures were primarily used to support payroll costs for the above positions and provide extra duty pay for new teachers to attend training activities beyond normal school hours.
- A total of 804 teachers (1,002 duplicated) completed at least one of 54 course offerings conducted on behalf of this program (**see Appendix P**).
- The percentage of teachers remaining in their cohorts ranged from 88.3 percent for teachers hired in 2008–2009 to 51.8 percent for teachers hired in 2005–2006.

**Discussion**

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

**Recommendation**

Emphasize to mentors the importance of working with new teachers to analyze student work and provide frequent feedback.

## Numeracy Content Specialist

### Program Description

The K-12 Numeracy Specialist program was administered through the Elementary and Secondary Curriculum, Instruction, and Assessment division of HISD. Twenty-four elementary and 22 secondary numeracy specialists were hired using Title I funds in order to build capacity in teachers through coaching and the proper use of research-based instructional strategies (as promoted in the district's mathematics Horizontal Alignment Planning Guides). Specifically, each numeracy specialist collaborated two times a month with the Curriculum, Instruction, and Assessment Department to receive professional development. The goals of the professional development were to increase each numeracy specialist's content knowledge, understanding of effective mathematics instructional strategies, and to learn and practice protocols to effectively coach and mentor adult learners. Through professional development and in-classroom coaching facilitated by the elementary and secondary numeracy specialists, the expected outcome was increased student achievement on standardized test scores.

### Needs Assessment

- The district needs to raise average scale scores to the level of "college readiness" on the mathematics TAKS at each secondary grade level.
- The district needs to coordinate mathematics leadership activities among various HISD departments, regions, and campus leadership teams, as well as other federal, state, and local programs.

### Program Goals

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

### Program Participants

**Population:** Mathematics teachers, principals, and regional office mathematics specialists  
**Grade(s):** Kindergarten through 12  
**Location:** Various HISD locations

### Program Costs (Title I Funding)

Planning Allocation:	\$3,500,000	Actual Allocation:	\$3,500,000
Expenditures:	\$3,239,950	Percent of Allocation Utilized:	92.6
Payroll Costs:	\$3,239,950	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### Elementary Mathematics Stanford 10 Student Performance (Non-Special Education) Spring 2009 and Spring 2010

Grade	2009 NCE	2010 NCE	Gain/Loss
1	47	49	2
2	49	49	0
3	52	53	1
4	54	55	1
5	54	55	1

### Elementary English or Spanish TAKS Mathematics Performance, Spring 2009 and Spring 2010

Grade	Percent Met Standard			Percent Commended		
	2009	2010	Change	2009	2010	Change
3	82	83	1	32	30	-2
4	86	86	0	41	37	-4
5	84	85	1	43	40	-3

**Secondary TAKS Mathematics Performance, Spring 2009 and Spring 2010**

<b>Grade</b>	<b>2009 Passing Standard</b>	<b>2010 Passing Standard</b>	<b>Change</b>	<b>2009 Commended</b>	<b>2010 Commended</b>	<b>Change</b>	<b>2009 Scale Score</b>	<b>2010 Scale Score</b>	<b>Change</b>
6	74	79	5	29	27	-2	697	711	14
7	74	78	4	15	19	4	723	734	11
8	72	75	3	19	20	1	746	759	13
9	57	64	7	17	20	3	2154	2188	34
10	58	68	10	12	15	3	2152	2179	27
11	80	87	7	26	22	-4	2255	2258	3

**Findings**

- 100 percent of program expenses supported payroll expenses for the 46 numeracy specialists and 92.6 percent of the budget was utilized.
- NCE gains in mathematics on the Stanford 10 were observed for all elementary grades except grade two which remained unchanged. TAKS mathematics subtest scores improved in two of three grades at the elementary level and all six grades at the secondary level.
- Numeracy Specialists attended two monthly professional meetings for eight months beginning in September, 2009, and made 107 school visits between September 2009 and March 2010.

**Discussion**

This program utilized Title I funding to employ 46 Numeracy Specialists and they participated in staff development sessions on a monthly basis. These activities were then delivered to HISD classrooms through direct coaching. The observed gains in mathematics achievement scores (eight of nine grade levels) suggest that this program along with the Elementary and Secondary Mathematics Specialists contributed to improved performance in mathematics at both the elementary and secondary levels.

**Recommendation**

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

## Play It Smart

### Program Description

In 1998, The National Football League created Play It Smart, an educational program targeted at high school football players from economically disadvantaged environments where family and community support are often lacking. The program was designed to transform student-athletes' passion for sports and intense dedication to their team into a force for greater good in their lives. In 2009–2010, HISD employed 23 Play It Smart Academic Coaches and one Athletics Program Administrator to service not only football, but, all UIL sanctioned sports (for both boys and girls). The key component of the program is the Academic Coach who works with student-athletes for the entire school year. They serve as head coach assistants specializing in providing a continuing link to the academic side of the school and the community. In this role they coordinate academic support services, SAT/ACT prep classes, study halls, life skill sessions, field trips to area colleges, and other team building activities throughout the entire school year.

### Needs Assessment

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

### Program Goals

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

### Program Participants

**Population:** 6,361 student athletes  
**Grade(s):** 9–12  
**Location:** 23 HISD high schools

### Program Costs (Title I Funding)

Planning Allocation:	\$1,441,316	Actual Allocation:	\$1,606,757
Expenditures:	\$1,522,485	Percent of Allocation Utilized:	94.8
Payroll Costs:	\$1,522,485	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### TAKS Performance of Athletes and Non-Athletes, Play It Smart Schools, 2009–2010

#### Percent Meeting Standard

	Reading/ELA	Mathematics	Science	Social Studies
<b>Athletes</b>	90.3	77.8	79.6	42.2
<b>Non-Athletes</b>	86.5	68.9	74.3	38.5

#### Average PSAT Scores for Athletes and Non-Athletes

Athletes					Non-Athletes			
Grade	% Taking PSAT	Critical Reading Average	Math Average	Writing Average	% Taking PSAT	Critical Reading Average	Math Average	Writing Average
10	91.3	38.1	41.3	38.1	85.4	36.1	38.7	36.0
11	83.6	39.2	43.1	39.3	78.4	39.0	41.8	39.0
Totals	87.6	38.6	42.1	38.7	82.1	37.4	40.1	37.4

**Findings**

- This program funded 23 Academic Coach positions and one Program Administrator accounting for 100 percent of the program funding.
- Twenty-three HISD high schools and 6,361 student athletes participated in the 2009–2010 Play It Smart program (**see Appendix Q**).
- Student athletes outperformed non-athletes on all four TAKS subtests.
- A higher percentage of student athletes (87.6 percent) took the PSAT than their non-athlete counterparts (82.1 percent) and achieved consistently higher scores for critical reading, mathematics and writing.
- Student athletes posted an overall higher GPA than their school average, 2.83 versus 2.42, (see Appendix Q).
- Athlete students at 21 of the 23 campuses had higher GPAs than their school average while athlete GPAs were lower at two campuses.
- During the 2009–2010 school year athletic scholarships offered to athletes at the 23 participating schools totaled nearly \$13.8 million, and average of \$599,692 per school (**see Appendix R**).

**Discussion**

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

**Recommendation**

Develop documentation of academic coach activities.

### Private School Share

#### Program Description

The purpose of the Private School Share program was to increase local flexibility, reduce administrative burdens, and, ultimately to increase support to nonprofit, private school students by improving teacher quality. Grants were designated for non-secular, neutral, and non-ideological school professional development services. In-services, conferences, and other professional development were expected to impact the instruction of students at all grade levels by increasing teacher knowledge and expertise to promote advanced student achievement. Thirty-six private school campuses that met Title II, Part A guidelines and were approved by the Texas Education Agency (TEA) participated in the program this year. Twenty-four of the 36 participating campuses were Catholic schools. Through a partnership with accredited universities, Mind Streams offered online undergraduate and graduate degree programs, custom workshops, and professional development services. This program also offers training for individuals and campuses to promote differentiated instructional strategies to meet the needs of diverse learners, improve literacy, improve technology education, and foster professional growth in numerous areas to improve student achievement.

#### Needs Assessment

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

#### Program Goals

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

#### Program Participants

**Population:** Thirty-six TEA-approved nonprofit private school facilities within the HISD boundaries  
**Grade(s):** Prekindergarten through 12  
**Location:** Various nonprofit private schools and other locations

#### Program Costs

Planning Allocation:	\$1,100,000	Actual Allocation:	\$1,100,000
Expenditures:	\$1,100,000	Percent of Allocation Utilized:	100.0
Payroll Costs:		Contracted Services:	\$1,100,000
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

#### Expected Program Outcomes

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

#### Private School Students by Grade Level and Planning Allocation, 2009–2010

Denomination	Grade Level	Schools	Students
Catholic	Elementary/Middle (PK–8)	17	4,826
	Combined (PK-12)	2	626
	High School (9–12)	5	3,357
Orthodox	Elementary/Middle (PK–8)	2	397
Jewish	Elementary/Middle and	5	903
	Combined (PK–12)		
	High School (9–12)	1	16
Protestant	Elementary/Middle (PK–8)	4	445
<b>Totals</b>		<b>36</b>	<b>10,570</b>



### Private School Professional Development Participation

	<b>Online Degree Programs</b>	<b>University Courses of Graduate Study</b>	<b>Strategies For Professionals Workshops</b>	<b>Customized Workshops and Consultants</b>	<b>Professional Conferences and Workshops</b>
Number of Teachers	96	32	10	757	224
Number of Schools	33	15	10	36	29
Total Courses Taken	382	53	N/A	N/A	N/A
Total Workshops Attended	N/A	N/A	20	10	93

Source: Mind Streams

#### Findings

- Thirty-six private schools with 10,570 students (**see Appendix S**) qualified for Title II, Part A funds in HISD for 2009–2010.
- Catholic school students constituted the largest group of students supported by this grant (83.3 percent), followed by Jewish school students (8.7 percent), Protestant school students (4.2 percent), and Orthodox school students (3.8 percent).
- The entire budget allocation was utilized to purchase contracted services (\$1,100,000) through Mind Streams. 100 percent of the total budget was utilized in the current school year.
- All 36 schools had participants in customized workshops, and 382 online degree and 53 university graduate courses were taken.

#### Discussion

TEA-approved private, nonprofit schools within HISD boundaries utilized Title II, Part A funds solely to purchase contracted services through Mind Streams. Catholic, Orthodox, Protestant, and Jewish elementary and secondary schools all received program funding. Documentation of enrollment in online and traditional degree or certificate programs was provided but not in a format that permitted disaggregation of duplicated participation. Documentation of individual campus program descriptions or student performance was not provided for this report.

#### Recommendations

1. Attempt to renegotiate the contractual relationship with the Mind Streams Century Learning program in order to ensure that complete documentation of all services provided to private school teachers is submitted at the end of the academic year in a format that facilitates detailed analysis.
2. Documentation of campus program descriptions and student performance on standardized assessments needs to be submitted at the end of the program fiscal year to assess the impact of program funds on student achievement.

## Reading Content Specialist

### Program Description

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

### Needs Assessment

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

### Program Goals

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

### Program Participants

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

### Program Costs (Title I Funding)

Planning Allocation:	\$1,769,823	Actual Allocation:	\$2,082,926
Expenditures:	\$1,949,662	Percent of Allocation Utilized:	93.6
Payroll Costs:	\$1,949,662	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### Reading Content Specialist Training Courses and Attendance

2009–2010

Course	Participants
Literacy Support Network Site Visits	388
Literacy Support Network Literacy Focus	990
<b>Totals (duplicated)</b>	<b>1,378</b>
<b>Totals (unduplicated)</b>	<b>78</b>

**English or Spanish TAKS Performance on Reading/ELA Subtests 2009–2010**

<b>Elementary</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
3	86	89	3	40	44	4
4	82	82	0	27	26	-1
5	79	81	2	24	28	4
<b>Secondary</b>						
6	86	81	-5	32	27	-5
7	78	82	4	22	22	0
8	89	87	-2	41	37	-4
9	82	88	6	17	20	3
10	83	87	4	15	13	-2
11	90	90	0	26	24	-2

**English or Spanish TAKS Performance on Writing Subtest, 2009–2010**

<b>Elementary</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
4	91	92	1	32	28	-4
<b>Secondary</b>						
7	88	93	5	25	32	7

**Stanford 10 Performance on Reading Subtest, 2009–2010**

<b>NCE</b>			
<b>Grade</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
1	46	49	3
2	46	46	0
3	47	47	0
4	49	47	-2
5	48	47	-1
6	46	48	2
7	48	45	-3
8	48	48	0
9	48	46	-2
10	50	48	-2
11	55	52	-3

**Findings**

- All of the funding for this program supported the 27 Reading Content Specialist positions and 93.6 percent of the allocated budget was utilized.
- TAKS performance on reading increased at five of nine grades and performance on writing increased at both grades tested. The percent commended improved at three grade levels for reading and at grade seven for writing.
- Professional development activities were the same activities as those provided under the Literacy Initiative with 78 educator participants.
- Reading normal curve equivalents (NCE's) improved for two of 11 grade levels tested on the Stanford 10.

**Discussion**

This Title I funded program was originally implemented in January, 2009 and based on the observed increases in 2009–2010 test scores, it is beginning to have a positive impact on student achievement although the exact contribution of this specific program in relation to other related programs e.g., Literacy Coaches cannot be determined.

**Recommendations**

1. Document the application of instructional practices within participating schools.
2. Solicit feedback from school-based host coaches on the effectiveness of the program.

## Rice University School Mathematics Project

### Program Description

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

### Needs Assessment

- Meet the staff development needs of secondary mathematics teachers to implement the district's mathematics curriculum.
- Increase the number of teachers with substantive backgrounds in mathematics content and pedagogy.
- Help teachers increase student interest and achievement in mathematics.

### Program Goals

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

### Program Participants

**Population:** Mathematics teachers, regional office mathematics specialists

**Grade(s):** 6–12

**Location:** Rice University and various HISD secondary schools

### Program Costs

Planning Allocation:	\$55,000	Actual Allocation:	\$55,000
Expenditures:	\$50,120	Percent of Allocation Utilized:	91.1
Payroll Costs:	\$44,760	Contracted Services:	
Supplies and Materials:	\$5,360	Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** Mathematics.

**Group(s):** All student groups.

**Instrument/Measure(s):** TAKS; percentage of participation/usage; professional development evaluations; annual percentage of improvement.

**Secondary TAKS Mathematics Performance, 2009–2010**

<b>Grade</b>	<b>2009 Passing Standard</b>	<b>2010 Passing Standard</b>	<b>Change</b>	<b>2009 Commended</b>	<b>2010 Commended</b>	<b>Change</b>	<b>2009 Scale Score</b>	<b>2010 Scale Score</b>	<b>Change</b>
6	74	79	5	29	27	-2	697	711	14
7	74	78	4	15	19	4	723	734	11
8	72	75	3	19	20	1	746	759	13
9	57	64	7	17	20	3	2154	2188	34
10	58	68	10	12	15	3	2152	2179	27
11	80	87	7	26	22	-4	2255	2258	3

**Findings**

- Program expenditures were spent to fund the Rice University Mathematics Project Director's salary and for supplies and materials. 91.1 percent of the program's budget was utilized.
- A duplicated total of 989 teachers and parents participated in at least one of 36 professional development activities offered by the program. However, documentation of program participation does not adequately differentiate between parents, HISD teachers, or participating teachers employed by other Texas school districts.
- Districtwide mathematics passing rates on TAKS (English or Spanish versions) increased by 3–10 percentage-points at each of the six secondary grade levels tested. For each grade level, between 64 percent (grade nine) and 87 percent (grade 11) of students passed the mathematics TAKS for the spring 2010 administration.
- Further, the percentage of students achieving commended performance increased by one to four percentage-points at four grade levels and declined by two percentage-points at grade six and four percentage-points at grade 11.
- Scale scores increased at all grade levels, ranging from an increase of three at grade 11 to 34 at grade nine.
- The program goal of increasing districtwide TAKS scale scores to 2300 was not achieved at any secondary grade level in mathematics.

**Discussion**

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

**Recommendations**

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

## School Allocations

### Program Description

The purpose of the School Allocations program was designed to increase student achievement through campus flexibility in program development, reduced administrative burdens, and, ultimately to directly increase support to public school students by improving teacher quality. Campus allocations for campus-based programming were generated from a formula grant of \$25 per student using enrollment figures from October 2008. Campus-based needs assessments were utilized to develop program descriptions for using Title II, Part A funds. Each participating campus was to submit a Title II, Part A Campus Program Description and to submit the names of teachers identified to receive Title II, Part A support. Program descriptions included program rationale, goals, objectives, services provided, budgetary allocations, personnel, evaluation plans, and outcome measures to be positively impacted by the Title II, Part A funded services and activities. Of the district's 298 schools, all non-Discipline Alternative Education Program (DAEP) Schools were eligible for Title II, Part A funds this year.

### Needs Assessment

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

### Program Goals

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

### Program Participants

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

### Program Costs

Planning Allocation:	\$4,904,475	Actual Allocation:	\$4,250,722
Expenditures:	\$3,828,186	Percent of Allocation Utilized:	90.1
Payroll Costs:	\$2,362,190	Contracted Services:	\$497,784
Supplies and Materials:	\$254,957	Travel/Registration Fees:	\$713,255
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### Support Funded by 2009–2010 Title II, Part A School Allocations: Number of Campuses (N=298)

#### Student Groups

Regular	Bilingual	ESL	LEP	Gifted/Talented	Special Ed.	Other
257	168	219	217	193	184	29

#### Subject Area

Reading/ELA	Mathematics	Writing	Science	Social Sciences	Foreign Language	Arts
166	204	40	121	26	8	7

#### Test or Area

TAKS	Stanford 10	Aprenda 3	SAT/ACT	Other
256	258	144	22	108

**Students and School Allocation Amounts by Grade Level Targeted for Achievement Gains, 2009–2010**

<b>Grade Level</b>	<b>*Students</b>	<b>Percentage of District Population</b>	<b>**Allocation</b>	<b># Campuses Targeting Grade for Improvement<sup>^</sup></b>
Early Ed./Prekindergarten	16,714	8.3%	\$353,564	99
Kindergarten	16,621	8.3%	\$351,597	151
First	17,606	8.8%	\$372,433	149
Second	16,622	8.3%	\$351,618	149
Third	16,509	8.2%	\$349,227	157
Fourth	16,008	8.0%	\$338,629	156
Fifth	14,466	7.2%	\$306,010	151
Sixth	12,791	6.4%	\$270,578	63
Seventh	12,820	6.4%	\$271,191	51
Eighth	12,381	6.2%	\$261,905	62
Ninth	15,439	7.7%	\$326,593	40
Tenth	12,320	6.1%	\$260,614	40
Eleven	11,144	5.5%	\$235,738	34
Twelfth	9,503	4.7%	\$201,024	31
<b>Total</b>	<b>200,944</b>	<b>100.0</b>	<b>\$4,250,721</b>	

\*Based on student enrollment by grade level from the PEIMS Data file (4/05/2010) 2009–2010. \*\*Estimate based on grade level percentage of district population multiplied by total district allocation. <sup>^</sup>N=291 Based on Available 2009–2010 Campus Descriptions

**Findings**

- Program expenditures were primarily used to fund payroll costs including \$143,654 to provide substitute teachers for teachers attending training activities during the normal school day.
- A total of 119 teacher positions, three curriculum specialists, one instructional coordinator, and one literacy coach were funded through school based programs (see **Appendix T**).
- Additional program expenditures were used to pay travel and registration fees (\$713,255), contracted services (\$497,784), and supplies and materials (\$264,597). Over 90 percent of the programs budget allocation was utilized.
- In HISD, 298 campuses qualified for and received Title II, Part A School Allocation program funds; however, only 291 schools submitted campus descriptions
- Regular education (N=257) was the largest group of schools targeted for academic gains, followed by English as a second language (ESL) (N=219), and limited English proficient (LEP) students (N=217). Gifted/talented, special education, and bilingual students were identified for gains by the next largest group of principals (N=193, N=184, N=168, respectively). Mathematics (N=204) and reading/English language arts (N=166) gains were targeted for program impact by the largest number of campuses, followed by science (N=121), writing (N=40), and social sciences (N=26).
- Campuses overwhelmingly targeted the TAKS (N=256) and Stanford 10/Aprena 3 (N=258/144) assessments for academic improvements. Twenty-two campuses identified the SAT/ACT and 108 identified other assessments. Campuses were not required to provide documentation confirming which subjects, student groups, or standardized assessments were actually targeted by their 2009–2010 Title II, Part A expenditures.

**Discussion**

This program provided campuses with an individual Title II, Part A allocation based on student enrollment. Campus-level program expenditures represented a wide variety of sources including salaried personnel, contracted services, supplies and materials, and registration fees. Although documentation of the intended use of campus-based programs was collected for most campuses receiving an allocation, campuses were not required to demonstrate that their programs had been implemented as planned. Nevertheless, the Department of External Funding ensures that campus expenditures were consistent with the intent of the fund. The analyses of districtwide and campus-level performance provided in the previous section of this report reflect a slightly positive trend in the 2010 campus level performance, overall, as compared to 2009 results. Specifically, TAKS gains were achieved by approximately 73.9 percent of the campuses in social studies, 69.3 percent in science, 62.5 percent in mathematics, 60.2 percent in writing, and 56.2 percent in reading/ELA. Overall, 65.4 percent of the campuses showed gains on all tests taken 2.5 percentage points lower than the 67.9 percent observed for 2008–2009.

**Recommendation**

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

## Science–Elementary

### Program Description

The Science–Elementary program in conjunction with the Science-Elementary Sanchez Lab program provided leadership, technical support, and content expertise for the implementation of prekindergarten through fifth grade science curriculum, instruction, and assessment resources. Regional, feeder pattern, and campus level training opportunities were offered to intern teachers (year one), catalyst teachers (year two), and principals/assistant principals focusing on the use of materials and equipment, research-based processes and strategies, and support for the implementation of the district’s science curriculum. Program administrators conducted science curriculum resource development involving the interpretation of state and local curricula, translation into frameworks for lessons, and content-specific technical assistance.

### Needs Assessment

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

### Program Goal

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

### Program Participants

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

### Program Costs\*

Planning Allocation:	\$300,000	Actual Allocation:	\$300,000
Expenditures:	\$269,716	Percent of Allocation Utilized:	89.9
Payroll Costs:	\$242,554	Contracted Services:	\$1,000
Supplies and Materials:	\$21,545	Travel/Registration Fees:	\$4,367
Technology/related equipment:		Other:	\$250

\*All budget figures above aggregated with Secondary Science budget

### Expected Program Outcomes

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

### Elementary Environment/Science Stanford 10 Student Performance (All Non-Special Education), 2009–2010

Grade	2009 NCE	2010 NCE	Change
1	47	46	-1
2	51	50	-1
3	51	49	-2
4	50	51	1
5	57	53	-4



**Elementary English or Spanish TAKS Science Performance, 2009–2010**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
5-English	85	87	2	41	41	0
5-Spanish*	41	43	2	10	17	7

\* N tested: 2009=39, 2010=23

**Elementary English or Spanish Economically Disadvantaged TAKS Science Performance, 2009–2010**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
5-English	83	86	3	36	36	0
5-Spanish*	39	45	6	11	18	7

\* N tested: 2009=38, 2010=22

**Findings**

- Actual budget allocations and expenditures were combined with the Secondary Science program; therefore detailed expenditures for this program cannot be specified.
- Three positions were funded for science including a curriculum specialist, an hourly lecturer, and one secretary.
- 1,438 educators participated in elementary science professional development activities in 2009–2010 (see **Appendix U**).
- Districtwide performance on the environment/science subtest of the Stanford 10, as measured by NCEs, reveals an increase of one NCE at grade 4 and declines of one to four NCEs at the other elementary grade levels.
- Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by two percentage-points on both the English and Spanish test versions. Further, the percentage of students achieving commended performance on the science subtest increased by seven percentage-points on the Spanish test version.
- The districtwide TAKS science performance gap for economically disadvantaged students was one percentage-point for the English test version while economically disadvantaged students tested on the Spanish version actually out-performed their non-economically disadvantaged counterparts by two percentage-points.

**Discussion**

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

**Recommendations**

1. Continue to target science TAKS and Stanford 10 performance with initiatives developed in 2009–2010.
2. Obtain formal feedback on all program training sessions; consider a web-based format, e.g., Survey Monkey.

**Science–Elementary (Sanchez Lab)****Program Description**

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

**Needs Assessment**

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

**Program Goal**

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

**Program Participants**

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

**Program Costs (Title I Funding)**

Planning Allocation:	\$800,000	Actual Allocation:	\$669,216
Expenditures:	\$639,487	Percent of Allocation Utilized:	95.6
Payroll Costs:	\$147,794	Contracted Services:	\$482,500
Supplies and Materials:	\$4,149	Travel/Registration Fees:	\$5,044
Technology/related equipment:		Other:	

**Expected Program Outcomes**

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

**Elementary Environment/Science Stanford 10 Student Performance (All Non-Special Education), 2009–2010**

Grade	2009 NCE	2010 NCE	Change
1	47	46	-1
2	51	50	-1
3	51	49	-2
4	50	51	1
5	57	53	-4

**Elementary English or Spanish TAKS Science Performance, 2009–2010**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
5-English	85	87	2	41	41	0
5-Spanish*	41	43	2	10	17	7

\* N tested: 2009=39, 2010=23

**Elementary English or Spanish Economically Disadvantaged TAKS Science Performance, 2009–2010**

<b>Grade</b>	<b>Percent Met Standard</b>			<b>Percent Commended</b>		
	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
5-English	83	86	3	36	36	0
5-Spanish*	39	45	6	11	18	7

\* N tested: 2009=38, 2010=22

**Findings**

- One elementary science specialist and one curriculum team leader position were funded through this program.
- The elementary science specialist and the curriculum team leader were both responsible for conducting training activities provided by this program. These resources provided teachers with best instructional practices and strategies.
- District level training opportunities were offered to 90 intern teachers (year one), 32 catalyst teachers (year two) and 80 campus administrators and regional content specialists representing 67 different elementary campuses.
- Districtwide performance on the environment/science subtest of the Stanford 10, as measured by NCEs, reveals an increase of one NCE at grade four, and declines of 1–4 NCEs at the other elementary grade levels.
- Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by two percentage-points on both the grade five English and Spanish test versions. Further, the percentage of students achieving commended performance on the science subtest increased by seven percentage-points on the Spanish version.
- The districtwide TAKS science performance gap for economically disadvantaged students was one percentage-point for the English test version while economically disadvantaged students tested on the Spanish version actually out-performed their non-economically disadvantaged counterparts by two percentage-points.

**Discussion**

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

**Recommendations**

1. Continue to target science TAKS and Stanford 10 performance with initiatives developed in 2009–2010.
2. Obtain formal feedback on all program training sessions; consider a web-based format, e.g., Survey Monkey.

## Science–Secondary

### Program Description

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

### Needs Assessment

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

### Program Goal

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

### Program Participants

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

### Program Costs\*

Planning Allocation:	\$300,000	Actual Allocation:	\$300,000
Expenditures:	\$269,716	Percent of Allocation Utilized:	89.9
Payroll Costs:	\$242,554	Contracted Services:	\$1,000
Supplies and Materials:	\$21,545	Travel/Registration Fees:	\$4,367
Technology/related equipment:		Other:	\$250

\*All budget figures above aggregated with Elementary Science budget

### Expected Program Outcomes

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

### Secondary Science Professional Development Course Offerings and Attendance, 2009–2010

Course Number	Course Description	Number of Educators in Attendance
CU1694	5E to 7E Instructional Model	25
CU1685	MTG: Science Fair - Grade 6-12	54
CU1691	MTG: SECME Planning	19
CU1688	ONLINE: Science 6-12 HAPG Strategies	2
CU1686	Science 6-12 Safety Awareness	67
CU1687	Science 6-12 TEKS Overview	42
CU1692	Secondary Science Collaborative	180
<b>Total (duplicated)</b>		<b>389</b>
<b>Total (unduplicated)</b>		<b>218</b>

**Secondary Science Stanford 10 Student Performance  
(All Non-Special Education), 2009–2010**

<b>Grade</b>	<b>2009 NCE</b>	<b>2010 NCE</b>	<b>Change</b>
6	51	54	3
7	56	51	-5
8	54	57	3
9	52	51	-1
10	51	51	0
11	53	55	2

**Secondary TAKS Science Performance, 2009–2010**

Percent Met Standard				Percent Commended		
Grade	2009	2010	Change	2009	2010	Change
8	66	73	7	18	25	7
10	55	66	11	9	14	5
11	83	89	6	16	14	-2

**Findings**

- Actual budget allocations and expenditures were combined with the Elementary Science program; therefore detailed expenditures for this program cannot be specified. As noted in the Elementary Science program description, three positions were funded by these programs.
- Professional development workshops targeted TAKS objectives that HISD students scored the lowest on for the previous school year. In addition, middle and high school department chairpersons were surveyed to identify other areas of greatest need to be addressed by professional development activities.
- A total of seven training activities were conducted and an unduplicated count of 218 (389 duplicated) educators attended training activities.
- Districtwide performance on the environment/science subtest of the Stanford 10, as measured by NCEs, reveals improvements of two to three NCEs at grades 6, 8, and 11, and a decrease of one and five NCEs at grades seven and nine. Grade 10 remained unchanged.
- Districtwide performance on the TAKS science subtest revealed that the percentage of students passing increased by 11 points at grade 10, seven points at grade eight, and six points at grade 11. Further, the percentage of students achieving commended performance increased by seven points at grade eight, and five points at grade 10. The percentage commended at grade 11 declined by two points.

**Discussion**

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

**Recommendation**

Based on observed performance gains this year, continue to target science TAKS and Stanford 10 performance, by continuing the specific types of training provided during 2009–2010.

## Sign-On Bonuses

### Program Description

The Sign-On Bonuses Program offers recruitment incentives to qualified teachers entering the district and staying in the same subject area for two years. Recruiting and retaining highly qualified teachers is an ongoing challenge in HISD, just as it is in other large urban school districts across the nation. As the district's population continues to change, the district is faced with the challenge of staffing teachers in all academic areas. Significant resignations and mobility within the first years of teaching impact instructional consistency, efficiency, and effectiveness. HISD faces increased shortages in Bilingual, English-as-a-Second Language (ESL), mathematics, science and Special Education programs. In order to place qualified teachers in all HISD classrooms, the district initiated the Sign-On Bonuses program to assist with the recruitment and retention of certified teachers. Offering recruitment incentives allows the district to be competitive in the job market. The program is designed to attract certified teachers in critical and hard to fill areas including Bilingual, ESL, mathematics, science and Special Education. Under the current program cycle for 2009–2010, teachers who reported to their classrooms as of August 2009 received the first portion of the incentive in September 2009. Teachers who entered their classrooms in August 2008 also received the second portion of the incentive in April of 2010.

### Needs Assessment

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

### Program Goals

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

### Program Participants

**Population:** Bilingual, ESL, mathematics, science, and Special Education teachers new to HISD (1<sup>st</sup> or 2<sup>nd</sup> year)

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

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

### Program Costs

Planning Allocation:	\$1,700,000	Actual Allocation:	\$1,400,519
Expenditures:	\$1,390,598	Percent of Allocation Utilized:	99.3
Payroll Costs:	\$1,390,598	Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subjects** Mathematics, science, all subjects (Bilingual, ESL, and Special Education students)

**Group(s):** All students; Bilingual, ESL, and Special Education students

**Instrument/Measure(s):** Recruitment data

### Sign-On Bonus Payments for Year 1 and Year 2 Teachers, 2009–2010

Teaching Assignment	Number of Year 1 Recipients	Year 1 Bonus Amount	Total Year 1 Payout	Year 2 Bonus Amount (Paid 2009–2010)	Year 2 Anticipated Payout
Bilingual	42	\$5,000	\$157,500	\$2,000	\$68,000
ESL	43	\$5,000	\$112,024	\$2,000	\$88,000
Math	39	\$6,000	\$153,500	\$2,000	\$82,000
Science	23	\$6,000	\$92,000	\$2,000	\$34,000
Spanish	4	\$5,000	\$12,000	\$2,000	\$16,000
Special Ed	30	\$5,000	\$90,000	\$2,000	\$99,000
Core Subject	92	\$3,000	\$141,045	\$1,500	\$129,000
<b>Total</b>	<b>273</b>		<b>\$758,069</b>		<b>\$516,000</b>

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

**Findings**

- All expenditures accrued by this program were used for payroll costs. Over 99 percent of the total program budget allocation was actually utilized.
- This program provided a monetary recruitment incentive for teachers in their first or second year with HISD. The incentive is paid in two parts. Teachers in their first year with the district receive their incentive in September of their first year. Second year teachers receive their incentive in April of their second year.
- Teachers hired in “critical” areas included secondary education, mathematics, all science courses, ESL, and all Special Education classes. Teachers hired in “R.I. Core Subjects” included prekindergarten teachers, teachers certified for grades one through four and four through eight, reading, mathematics, social studies, or science courses.
- Teachers hired after the start of the academic year, or teachers not completing the entire year are subject to having their bonuses prorated. Therefore, actual amounts paid to these teachers are below the standard rates.
- Recruitment incentives were paid to 273 first year teachers who were hired for various educational programs including core subjects (33.7 percent), bilingual (15.4 percent), ESL (15.8 percent), mathematics (14.3 percent), special education (11.0 percent), science (8.4 percent), and Spanish (1.5 percent).
- A retention incentive was also paid to 283 second year teachers who were hired to the previously mentioned subject areas.

**Discussion**

A critical component of improving student academic achievement is recruiting and retaining highly qualified teachers. This program provides both a recruitment incentive to teachers beginning their career with HISD as well as provides second year teachers with a retention incentive. The capacity of this program to recruit and hire an additional 273 fully certified teachers and retain another unspecified number of second year teachers, including instructors for bilingual education and other critical shortage areas, is an important accomplishment for the district. The program met its stated goal concerning the payment of bonuses.

**Recommendation**

Consider expanding the program to provide retention incentives to experienced principals and assistant principals as a tool to recruit administrators with a record of success to work in low performing schools.

## Social Studies–Elementary

### Program Description

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

### Needs Assessment

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

### Program Goals

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

### Program Participants

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

### Program Costs\*

Planning Allocation:	\$150,000	Actual Allocation:	\$150,000
Expenditures:	\$130,000	Percent of Allocation Utilized:	86.7
Payroll Costs:	\$77,613	Contracted Services:	\$4,900
Supplies and Materials:	\$47,487	Travel/Registration Fees:	
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Secondary Social Studies

### Expected Program Outcomes

**Improved Subject(s):** Social studies  
**Group(s):** All student groups  
**Instrument/Measure(s):** Stanford 10; percentage of participation/usage; professional development evaluations; annual percentage of improvement

### Elementary Social Studies Professional Development Course Offerings and Attendance, 2009–2010

Course Number	Course Description	Number of Educators in Attendance
CU1856	EmPOWERing Science 3-5 Teachers	446
CU1985	Grade 5 Soc Std Research Project	14
CU1921	K-5 Social Std Lead Teacher Summit	119
CU1509	MTG: K-5 Soc Std Lead Teachers 1	130
CU1185	MTG: K-5 Soc Std Lead Teachers 3	119
CU1186	MTG: K-5 Soc Std Lead Teachers 4	121
<b>Total (duplicated)</b>		<b>949</b>
<b>Total (unduplicated)</b>		<b>591</b>



**Elementary Social Science Stanford 10 Student Performance (All Non-Special Education), 2009–2010**

<b>Grade</b>	<b>2009 NCE</b>	<b>2010 NCE</b>	<b>Change</b>
3	46	45	-1
4	47	48	1
5	47	48	1

**Findings**

- Actual budget allocations and expenditures were combined with the Secondary Social Studies program; therefore detailed expenditures for this program cannot be specified.
- An unduplicated count of 591 (949 duplicated) educators attended training activities.
- Districtwide performance on the social sciences subtest of the Stanford 10, as measured by NCEs, reveals an increase of one NCE at grades four and five and a decrease of one NCE at grade three.

**Discussion**

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

**Recommendation**

Consider expanding the program to more educators.

**Social Studies–Secondary****Program Description**

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

**Needs Assessment**

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

**Program Goals**

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

**Program Participants**

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

**Program Costs\***

Planning Allocation:	\$150,000	Actual Allocation:	\$150,000
Expenditures:	\$130,001	Percent of Allocation Utilized:	86.7
Payroll Costs:	\$77,613	Contracted Services:	\$4,900
Supplies and Materials:	\$47,487	Travel/Registration Fees:	
Technology/related equipment:		Other:	

\*All budget figures above aggregated with Elementary Social Studies

**Expected Program Outcomes**

**Improved Subject(s):** Social studies  
**Group(s):** All students; Hispanic; LEP; African-American  
**Instrument/Measure(s):** TAKS and Stanford 10; percentage of participation/usage; professional development evaluations; and annual percentage of improvement

**Secondary Social Studies Professional Development Course Offerings and Attendance, 2009–2010**

<b>Course Description</b>	<b>Number of Educators in Attendance</b>	<b>Course Description</b>	<b>Number of Educators in Attendance</b>
ABRAZO 1st Days & NEO - Day 1	678	MTG: 6-12 Social Studies Chairpersons	65
ABRAZO Pre-service - Day 2	690	MTG: 6-12 Social Studies Chairpersons 1	56
Bill of Rights Institute	60	MTG: 6-12 Social Studies Chairpersons 2	48
Creating Comp History Fair Project	22	MTG: T3AH Grant Cohort	82
EmPOWERing Social Studies 6-8 Teachers	254	Successful 9-12 Social Studies Strategies	36
EmPOWERing Social Studies 9-12 Teachers	316	Teaching World Geography	21
Interactive Student Notebooks 6-12	21		
		<b>Total (duplicated)</b>	<b>2,349</b>
		<b>Total (unduplicated)</b>	<b>1,274</b>

**Secondary Social Science Stanford 10 Student Performance  
(All Non-Special Education), 2009–2010**

<b>Grade</b>	<b>2009 NCE</b>	<b>2010 NCE</b>	<b>Change</b>
6	45	46	1
7	50	48	-2
8	47	51	4
9	43	47	4
10	51	52	1
11	56	54	-2

**Secondary TAKS Social Studies Performance, 2009–2010**

<b>Percent Met Standard</b>				<b>Percent Commended</b>		
<b>Grade</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>	<b>2009</b>	<b>2010</b>	<b>Change</b>
8	89	94	5	33	35	2
10	87	90	3	30	36	6
11	96	97	1	42	50	8

**Findings**

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

**Discussion**

This program provided one full-time content specialist tasked with creating and revising curriculum, instruction, and assessment resources; incorporating research-based instructional best practices into existing resources; and planning and conducting professional development activities in the utilization of these documents and resources. Based on the observed increases of standardized test scores, this program is contributing to student achievement in social studies.

**Recommendation**

Consider expanding the program to more educators.

## TAKS 915 Stipend

### Program Description

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

### Needs Assessment

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

### Program Goals

- To improve student achievement for twelfth grade students who failed TAKS in reading, mathematics, science, and/or social studies.

### Program Participants

**Population:** Seniors who in June 2009 needed to pass one or more portions of TAKS to graduate the same year  
**Grade(s):** Grade 12  
**Location:** Various high school campuses

### Program Costs

Planning Allocation:	\$50,000	Actual Allocation:	\$25,924
Expenditures:	\$7,273	Percent of Allocation Utilized:	28.1
Payroll Costs:		Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

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

### TAKS 915 Project Students Participating and Students Passing Summer 2009, and Stipends Paid During 2009–2010

TAKS Subtest	Students in Program	Students Taking Test	Students Not Taking Test	Students Passing	Percent Passing	Stipends Paid
Reading/ELA	42	42	0	10	23.8	\$1,000
Mathematics	45	45	0	20	44.4	\$2,000
Social Studies	9	9	0	6	66.7	\$600
Science	51	51	0	30	58.8	\$3,000
<b>Duplicated Total</b>	<b>147</b>	<b>147</b>	<b>0</b>	<b>66</b>	<b>44.9</b>	<b>\$6,600</b>

**Findings**

- A total of 22 teachers from 11 schools and one regional office were eligible to receive a stipend through this program for the current school year.
- Master teachers taught summer school for intensive TAKS support to seniors in all core subject areas at 11 high schools.
- Each school provided between one and six teachers for TAKS instruction.
- The table above reveals the level of program success, with 66.0 percent of the testing seniors passing one or more of the mathematics, science, and reading/ELA subtests.
- **Appendix V** presents data by school and subject area.
- Participating teachers taught from one to 29 students and received a \$100 stipend for each summer school senior who received their instruction, and subsequently passed the Exit Level TAKS. Successful teachers received from \$100 (N=7) to \$1,100 (N=1) stipends. Additional stipends paid were \$200 (N=4), \$300 (N=2), \$400 (N=six), \$500 (N=2).
- Documentation from the HISD External Funding Department indicated that \$7,273 were spent on stipends to qualifying teachers. This includes \$6,600 in actual stipends plus associated payroll expenses.

**Discussion**

This program provided a monetary stipend to summer school teachers tasked with providing instruction to seniors who had previously been unable to pass at least one subtest of the TAKS. Students failing one or more portions of the TAKS are unable to graduate and are therefore at-risk for dropping out. This program has demonstrated success in its ability to achieve success with 44.9 percent of students passing each TAKS subtest.

**Recommendation**

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

## Teach For America Recruitment

### Program Description

Throughout the country, a need exists to recruit and retain highly qualified teachers to support class sizes that are appropriate for heightened student achievement. As the need for classroom teachers grows, HISD continues to explore avenues for teacher recruitment. Teach for America (TFA) is a national teacher corps of outstanding college graduates who commit to teaching in urban or rural schools as part of the AmeriCorps Program. Additionally, some corps members remain in the district and are accepted into the Alternative Certification Program (ACP) as interns until they complete the requirements for Texas teacher certification. One strategy to increase teacher recruitment has been to increase the number of TFA corps members recruited and accepted into the ACP. The ACP interns in TFA received additional professional development support and mentoring by TFA staff. The TFA Recruitment program recruited 268 corps members in their first or second year of teaching and provided training to help them become highly qualified. Professional development activities were provided throughout the year in core subject areas to meet highly qualified teacher requirements and to meet the needs of diverse groups of learners. The TFA summer institute prepares corps members to be highly effective teachers while measurably increasing the academic performance of children in their summer school classrooms. In the mornings and early afternoons, corps members teach in a district summer school program under the close supervision of veteran educators. These include teachers from the hosting school district and TFA instructional staff. In the late afternoons and evenings, corps members participate in interactive courses and clinics to build knowledge, deepen skills, and apply learning to upcoming teaching. Although there is little formal programming on weekends, corps members usually find it important to do lesson planning and preparation on Saturdays and Sundays, or to study for and take any required tests for their fall placements. TFA instructors observe every corps member several times each week, provide them with written feedback, and engage in debrief conversations to help them refine their teaching practice.

### Needs Assessment

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

### Program Goal

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

### Program Participants

**Population:** College graduates committed to teaching in HISD

**Grade(s):** Kindergarten through 12

**Location:** Various training sites; Title I schools

### Program Costs (Title I Funding)

Planning Allocation:	\$600,000	Actual Allocation:	\$536,000
Expenditures:	\$536,000	Percent of Allocation Utilized:	100.0
Payroll Costs:		Contracted Services:	
Supplies and Materials:		Travel/Registration Fees:	
Technology/related equipment:		Other:	

### Expected Program Outcomes

**Improved Subject(s):** All core content areas.

**Group(s):** All student groups at selected Title I campuses.

**Instrument/Measure(s):** Professional development training and classroom support provided to 100% of recruited TFA corps members; Teacher retention data.

### Findings

- TFA program provided funds for the recruitment and support of 268 TFA corps members in either their first or second year of teaching in high need schools in HISD.
- A total of \$2,000 was spent on behalf of each teacher. Participating teachers participated in a five week summer institute, received ongoing support from TFA staff members, and were provided with seven days of professional development activities on Saturdays throughout the school year.
- The summer institute provides recruits with the following five courses: classroom management and culture, instructional planning and delivery, teaching as leadership, elementary and secondary literacy, diversity and community, and achievement and learning theory. Summer institute attendance is mandatory for all corps members as it replaces part of the HISD Alternative Certification Program's pre-service training.

### Findings (continued)

- The program's calendar of events and support activities ran from September 2009 through May 2010. Activities included, but were not limited to, Professional Development Seminar #1–#5, Formal Cycles, Content Team Meetings, a National Alumni Summit, and Support from the Program Directors through one-on-one meetings, and classroom observations. In addition, as a part of professional development programming, corps members taught summer school under the supervision of HISD teachers the summer before entering the classroom in the fall.
- Documentation of TFA corps members' attendance of Saturday training activities was not provided.

#### **Discussion**

The TFA Recruitment program was used to fund contracted services with the TFA organization. TFA placed top college graduates as teachers in HISD. For the current school year, HISD was able to employ 268 TFA corps members, falling short of the goal of 300. TFA provided ongoing training and observation of their recruits as partial fulfillment of their alternative certification requirements. Corps members also participated in a summer pre-service institute also funded through Title II, Part A. Documentation of attendance in all TFA training was not provided; however, TFA verifies that all recruits have completed the pre-service summer institute. By participating in this partnership, HISD has ensured that it recruits those college graduates with the best credentials to fill its teaching vacancies.

#### **Recommendations**

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

## APPENDICES





## Appendix A

### Title I Authorized Uses of Funds, 2009-2010

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

## APPENDIX B

### Title I, Part A and Title II, Part A Educator Survey 2009–2010

WELCOME!

The goal of this survey is to help the HISD Department of Research and Accountability evaluate districtwide implementation of the 2009-2010 Title I, Part A and Title II, Part A Centralized Programs. Specifically, your participation in this survey will help HISD meet federal and state requirements that we assess the type and impact of professional development activities received by educators in our district.

Thank You For Your Cooperation!

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

For questions concerning the completion of this survey please contact:

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

**APPENDIX B (continued)**

**Title I, Part A and Title II, Part A Educator Survey 2009–2010**

**1. What is your current position for the 2009-2010 school year?**

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

If "Other" please specify:

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

**2. Please select the grade levels and subjects you taught (or provided instructional support to teachers) during the 2009-2010 school year. (Please check all that apply)**

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

**APPENDIX B (continued)****Title I, Part A and Title II, Part A Educator Survey 2009–2010**

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

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

**4. Is your campus a Title I campus?**

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

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

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

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

**6. How many years of teaching or providing instructional support to teachers have you completed (as of the end of the 2009-2010 school year)?**

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

Number of Years in HISD (should be equal to or less  
than your total number of years)

Total Number of Years  
Completed

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

## 7. Please indicate your "Highly Qualified" status for the 2009-2010 school year.

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

8. If you were not considered "Highly Qualified" at the start of the 2009-2010 school year, please indicate how many training sessions, how many days of training, and the total number of hours you attended training to meet the "Highly Qualified" requirements for your position.

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



## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

**9. If you attended content or subject specific professional development during the 2009-2010 school year, please indicate how many separate training sessions, days of training, and the total number of hours you attended for each of the following subjects:**

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

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

**10. If you attended content or subject specific professional development during the 2009-2010 school year, please indicate specific aspects of classroom instruction that were emphasized or targeted for each subject:**

**(Please check all that apply)**

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

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

**11. If you attended professional development during the 2009-2010 school year that targeted specific student populations or aspects of instruction, please indicate how many separate training sessions, days of training, and the total number of hours you attended:**

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

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

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

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

## APPENDIX B (continued)

## Title I, Part A and Title II, Part A Educator Survey 2009–2010

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

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

**APPENDIX B (continued)****Title I, Part A and Title II, Part A Educator Survey 2009–2010**

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

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

## Appendix C

### Title I and Title II, Part A Program Budgets and Expenditures, 2008–2009

Program Name	Planning Budget	Actual Allocation	Actual Expenditures	Available Budget
<b>Centralized Programs</b>				
Advanced Academic Initiatives	\$740,992	\$476,136	\$364,565	\$111,571
ASPIRE Professional Development	\$1,000,000	\$1,000,000	\$927,710	\$72,290
Aspiring Principals Institute	\$1,577,996	\$1,388,045	\$1,324,928	\$63,117
A <sup>2</sup> TeaMS (Joint Funding)	\$800,000	\$201,787	\$201,707	\$80
ELA – Elementary	\$75,000	\$162,192	\$162,192	\$0
ELA – Secondary	\$75,000	\$150,000	\$70,288	\$79,712
General Staff Development (Joint Funding)	\$966,455	\$56,657	\$56,657	\$0
High School Incentive	\$0	\$109,000	\$106,370	\$2,630
Just for the Kids - ES	\$1,009,200	\$1,009,200	\$1,009,200	\$0
Just for the Kids - MS	\$528,000	\$528,000	\$528,000	\$0
Leadership Development	\$1,500,000	\$1,450,000	\$1,450,697	-\$697
Literacy Coaches – MS (Title I Funded)	\$2,760,000	\$2,792,440	\$2,632,450	\$159,990
Literacy Initiative (Joint Funding)	\$300,000	\$130,919	\$62,035	\$68,884
Mathematics – Elementary *	\$156,300	\$312,600	\$250,973	\$61,627
Mathematics – Secondary *	\$156,300			
New Teacher Induction ABRAZO	\$3,828,856	\$3,728,856	\$3,695,746	\$33,110
Play It Smart (Title I Funded)	\$1,365,000	\$1,256,328	\$1,195,822	\$60,506
Reading Content Specialist (Title I Funded)	\$1,752,299	\$1,911,218	\$1,896,823	\$14,395
Rice University School Mathematics Project	\$50,000	\$50,000	\$44,020	\$5,980
Science – Elementary (Joint Funding) *	\$900,000	\$727,912	\$724,051	\$3,861
Science – Secondary *	\$98,778			
Sign-On Bonuses	\$1,700,000	\$1,700,000	\$1,474,609	\$225,391
Social Studies – Elementary *	\$75,000	\$150,011	\$95,988	\$54,023
Social Studies – Secondary *	\$75,000			
TAKS 915 Stipend	\$0	\$20,073	\$9,245	\$10,828
Teach For America Recruitment	\$600,000	\$600,000	\$534,000	\$66,000
Teach For America Summer School	\$241,000	\$241,000	\$12,611	\$228,389
Texas High School Project	\$183,000	\$183,000	\$158,689	\$24,311
<b>Non-Centralized Programs</b>				
General Administration	\$355,987	\$404,037	\$313,752	\$90,285
Private School Share	\$1,036,000	\$1,036,000	\$1,036,000	\$0
School Allocations	\$4,952,300	\$4,806,872	\$3,732,334	\$1,074,449
<b>Totals</b>	<b>\$28,858,463</b>	<b>\$26,582,193</b>	<b>\$24,071,461</b>	<b>\$2,510,732</b>
*Allocations and expenditures not available by individual program.				

## Appendix D

### HISD Campuses With One or More Not Highly Qualified Teachers, 2009–2010

<b>Middle Schools (N=29)</b>	<b>High Schools (N=22)</b>	<b>Alternative Schools (N=1)</b>
Attucks MS	Bellaire HS	Harper
Black MS	Chávez HS	
CLC MS	CLC HS	
Clifton MS	Eastwood Academy	
Cullen MS	Furr HS	
Dowling MS	Hope Academy	
Fleming MS	Houston Math/Sci./Tech. Center	
Fondren MS	Jones HS	
Grady MS	Jordan HS	
Gregory-Lincoln MS	Kashmere HS	
Hartman MS	Lamar HS	
Holland MS	Lee HS	
Johnston MS	Ninth Grade Prep. Acad.	
Key MS	Reagan HS	
Lanier MS	Sharpstown HS	
Las Americas MS	Sterling HS	
Marshall MS	Waltrip HS	
McReynolds MS	Washington HS	
Ortiz MS	Westbury HS	
Pin Oak MS	Westside HS	
Revere MS	Worthing HS	
Rice MS	Yates HS	
Ryan MS		
Smith, E. O. MS		
Stevenson MS		
Welch MS		
West Briar MS		
Williams MS		
Woodson MS		



**Appendix E****HISD Campuses Identified for School Improvement Under Title I Requirements, 2009–2010**

<b>Middle Schools (N=12)</b>	<b>High Schools (N=16)</b>	<b>Alternative Schools (N=2)</b>
Attucks	Austin	HP Carter Career Center
Contemporary Learning Center MS	Chavez	Pro-Vision School
Cullen	Contemporary Learning Center HS	
Dowling	Davis	
Edison	Furr	
Patrick Henry	Jones	
Holland	Kashmere	
Ortiz	Lee	
Ryan	Madison	
Thomas	Milby	
M.C. Williams	Sharpstown	
Woodson	Sterling	
	Westbury	
	Wheatley	
	Worthing	
	Yates	

**APPENDIX F****Professional Development by Job Description, 2009–2010**

<b>Number of Educators to Complete Professional Development by Position</b>			
<b>Position Description</b>	<b>Number Trained</b>	<b>Position Description</b>	<b>Number Trained</b>
Academic Trainer -12M	19	CATE, Office Education 10M	1
Academic Trainer-Hr	1	CATE, Photography	1
Accountability Manager	2	CATE, Secretarial I Science T&S	2
Aide, Substitute Hourly	1	CATE, Technology Education	11
Assoc After School Program Specialist	3	CATE, Trades & Industries	2
Assoc Laboratory Tech	1	CATE, Typing (MS)	3
Associate Teacher, degreed	7	Certification Trainer-12M	9
Associate Teacher, non-degree	3	Chair, Special Ed 10M	12
Asst Supt, Prof Development	1	Chief School Officer	1
Asst Supt, School Choice	1	Coach, Literacy - ES	78
Asst Supt, Special Ed	1	Coach, Literacy - HS	3
Asst Supt, Special Pops	1	Coach, Literacy ESL	2
At Risk Program Admin	1	Coach, Literacy-MS	36
Attendance Case Worker-10M	2	Coordinator, College Access	1
Attendant, All Sports Hourly	2	Coordinator, Instructional II QIE Magnet	53
Campus Education Tech-10M	1	Coordinator, Instructional RT	28
Campus Education Tech-11M	4	Coordinator, Instructional RT 11M	8
CATE Automotive Technician 10M	1	Coordinator, Instructional RT 12M	4
CATE Business Education CP 10M	2	Coordinator, Teacher 11M	7
CATE Computer Maintenance 10M	1	Coordinator, Title I (RT)	18
CATE Cosmetology 10M	1	Coordinator, Title I (RT) 11.5M	1
CATE Data Processing 10M	1	Coordinator, Title I (RT) 11M	1
CATE Electronics 10M	1	Counselor, Bilingual-Sec. 11M	2
CATE Graphic Arts 10M	1	Counselor, Elementary 10M	14
CATE Health Science Tech 10M	7	Counselor, Elementary-11M	2
CATE Law Enforcement CP 10M	1	Counselor, Secondary-11M	16
CATE Media Technology 10M	2	Curriculum Specialist TL	4
CATE Marketing Ed-Career Prep 10M	1	Curriculum Specialist-11M	2
CATE, Agriculture 12M	2	Curriculum Specialist-12M	82
CATE, Automotive Tech	1	Dean of Instruction Elem School 11M	2
CATE, Basic Business	3	Dean of Instruction High School 11M	7
CATE, Building Trades	1	Dean of Instruction High School 12M	3
CATE, Business Administration	2	Dean of Instruction Middle School 11M	5
CATE, Business Education CP	6	Dean of Instruction Middle School 12M	2
CATE, Cosmetology	3	Dean of Students High School 11M	9
CATE, Counselor 11M	4	Dean of Students High School 12M	1
CATE, Data Processing	9	Dean of Students Middle School 11M	5
CATE, Data Processing/bus cert	2	Dean of Students Middle School 12M	1
CATE, Drafting	1	Dir, Academic Training	1
CATE, Electronics	1	Dir, Curriculum	1
CATE, Family/Consumer Science (HS)	4	Dir, Special Ed Programs	1
CATE, Family/Consumer Science CP	2	District Trainer	4
CATE, Gen Business (T & S)	5	Executive Principal	6
CATE, Graphic Arts	1	High School Graduation Coach	4
CATE, Health Science Tech CP	1	Hourly Lecturer	3
CATE, Health Science Tech	3	Hourly Teacher	2
CATE, Media Technology	2	Hourly Teacher Aide	1
CATE, Mill and Cabinetry	1	Hourly Water Safety Instructor	1
CATE, Marketing Ed-Career Prep	6	Hourly Lecturer, (Rice Project)	7
CATE, Office Education	6	Instructional Specialist-10M	4

## APPENDIX F (continued)

## Professional Development by Job Description, 2009–2010

Number of Educators to Complete Professional Development by Position			
Position Description	Number Trained	Position Description	Number Trained
Instructional Specialist-11M	13	School Compliance Officer	1
Instructional Specialist-12M	68	School Improvement Officer	11
Intern, API - Hourly	1	Social Worker-10.5M	1
Intern, API 11-Mo	11	Special Ed, Student Assignment	2
Intern, API 12-Mo	2	Special Ed Parent Liaison-11M	1
Intern, III (Lead) College	1	Special Assignment	1
Laboratory Tech	1	Special Assignment, 10M	4
Laboratory TL	1	Special Assignment, Hourly 10M	1
Lecturer, Hourly	32	Special Ed Programs Specialist-12M	6
Librarian	19	Special Pops Programs Specialist	7
Librarian, Itinerant	3	Speech Therapist 10M	6
Manager, Academic Training	5	Speech Therapist, 11M	1
Manager, Certification Training	4	Senior Instructional Specialist	3
Manager, Curriculum	8	Senior Mgr, Academic Training	1
Manager, Dyslexia	1	Senior Mgr, New Teacher and ACP	1
Manager, Instructional Programs	1	Student Information Rep-11M	1
Manager, Leadership Development	2	Student Information Rep-12M	2
Manager, Multilingual Programs	1	Teacher, 4-8 Generalist	1
Manager, On boarding	2	Teacher, Art	44
Manager, Online Learning	1	Teacher, Assoc, Degreed	17
Manager, Prof Dev Clearinghouse	2	Teacher, Assoc, HISD Ret Certified	4
Manager, Special Ed Programs	1	Teacher, Assoc, TX Certified	10
Manager, Visually Impaired Programs	1	Teacher, Autism Self-Contained	27
Non-Instructional Aide-10M	2	Teacher, Band Secondary 11-M	1
Non-Instructional Aide-Hr	1	Teacher, Band Secondary 12-M	1
Paraprofessional, Hourly	10	Teacher, Band, Secondary	14
Parent Education Case Worker	1	Teacher, Bilingual	889
Parent Engagement Program Specialist	1	Teacher, Bilingual 4-8	10
Parent/Community Admin	1	Teacher, Bilingual EC-4	65
Principal, Asst Elem 11.5M	1	Teacher, Bilingual Kindergarten	192
Principal, Asst Elem 11M	35	Teacher, Bilingual Pre-Kindergarten	157
Principal, Asst Elem 12M	3	Teacher, Biology	48
Principal, Asst High School 11M	15	Teacher, Chapter I	11
Principal, Asst High School 12M	7	Teacher, Chemistry	28
Principal, Asst Middle School 11M	24	Teacher, Chinese	2
Principal, Asst Middle School 12M	6	Teacher, Choir, Secondary	2
Principal, ECH	3	Teacher, Class-Size 3rd Grade	2
Principal, Elementary Sc- Term	3	Teacher, Class-Size Bilingual	1
Principal, Elementary School	160	Teacher, Class-Size K-ESL	1
Principal, High School	23	Teacher, Computer Literacy	5
Principal, HS	11	Teacher, Computer Science 6-12	3
Principal, Middle School	44	Teacher, Coordinator 10M	8
Principal, MS/ES	3	Teacher, Dance	19
Project Asthma Admin	1	Teacher, Drama	18
Regional Mgr	4	Teacher, Earth Science 6-8	6
Regional Supt	2	Teacher, Earth-LI Science	16
Regional Supt, Alt & Charter Schools	1	Teacher, EC-4	8

**APPENDIX F (continued)****Professional Development by Job Description, 2009–2010**

<b>Number of Educators to Complete Professional Development by Position</b>			
<b>Position Description</b>	<b>Number Trained</b>	<b>Position Description</b>	<b>Number Trained</b>
Teacher, English	433	Teacher, Play It Smart Academic Coach	6
Teacher, English/Language Arts4-8	10	Teacher, Pregnant Girls 11M	3
Teacher, ESL 4-8	44	Teacher, Pre-Kindergarten	71
Teacher, ESL EC-4	40	Teacher, Principles of Technology	1
Teacher, ESL Elementary	390	Teacher, Psychology	1
Teacher, ESL Kindergarten	50	Teacher, Reading Intervention	4
Teacher, ESL Pre-Kindergarten	22	Teacher, Reading, 6-12	80
Teacher, ESL Secondary	235	Teacher, Reading, K-6	3
Teacher, ESL/English 8-12	29	Teacher, Remedial Reading	5
Teacher, Fifth Grade	207	Teacher, ROTC	22
Teacher, First Grade	247	Teacher, Russian	1
Teacher, Fourth Grade	235	Teacher, Science	256
Teacher, French	8	Teacher, Science 4-8	10
Teacher, Geography	13	Teacher, Science 6-8	50
Teacher, Government	7	Teacher, Science Composite	4
Teacher, Health	9	Teacher, Second Grade	229
Teacher, History	312	Teacher, Secretarial Science	1
Teacher, Hourly	6	Teacher, Sixth Grade	18
Teacher, Instructional Tech 11M	1	Teacher, Social Studies	144
Teacher, Itinerant Autism	2	Teacher, Social Studies 4-8	5
Teacher, Japanese	1	Teacher, Sp Ed Behavior Support	1
Teacher, Journalism	6	Teacher, Sp Ed Content Mastery	11
Teacher, Keyboarding	1	Teacher, Sp Ed SC MI, 10 Month	17
Teacher, Kindergarten	217	Teacher, Sp Ed Self Contained	12
Teacher, Latin	1	Teacher, Spanish	40
Teacher, Lead	22	Teacher, Specialist	14
Teacher, Lead 11M	4	Teacher, Specialist 11.5M	1
Teacher, Lead 12 M	2	Teacher, Specialist 11M	6
Teacher, Life Science 6-8	5	Teacher, Specialist 12 M	3
Teacher, Maritime CTE	1	Teacher, Specialist Project Grad	1
Teacher, Math	624	Teacher, Spec Ed Pre-School 10M	42
Teacher, Math 11M	1	Teacher, Special Assignment	2
Teacher, Math 4-8	13	Teacher, Special Ed Adapted PE	1
Teacher, Multi-Grade	269	Teacher, Special Ed Deaf 10M	17
Teacher, Music Elementary 10.5M	1	Teacher, Special Ed Hospital	19
Teacher, Music, Elementary	24	Teacher, Special Ed Resource	334
Teacher, Music, Sec 10.5M	4	Teacher, Special Ed SC	3
Teacher, Music, Sec Choral	8	Teacher, Special Ed SC BSC	95
Teacher, Music, Sec Instrmt10.5	1	Teacher, Special Ed SC Life skills	100
Teacher, Music, Sec Instrument	8	Teacher, Special Ed VAC	9
Teacher, Music, Secondary	31	Teacher, Special Ed VI	1
Teacher, Music/Band, Elem	1	Teacher, Special Ed SC Lifeskills-11Mo	1
Teacher, Music/Guitar, Sec.	1	Teacher, Speech	24
Teacher, Music/Strings Elem	2	Teacher, Student Ref Center	12
Teacher, Physical Education	267	Teacher, Technology (1-8)	30
Teacher, Physical Science	37	Teacher, Technology (6-12)	12
Teacher, Physics	8	Teacher, Theater, Secondary	7

**APPENDIX F (continued)****Professional Development by Job Description, 2009–2010**

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<b>Number of Educators to Complete Professional Development by Position</b>			
<b>Position Description</b>	<b>Number Trained</b>	<b>Position Description</b>	<b>Number Trained</b>
Teacher, Third Grade	252	Teacher Aide, 10M	2
Teacher, Trainer School-based	1	Teacher, Hourly	1
Teacher, Summer-After School Program	14	Teaching Assistant-10M	82
Teacher-Co, Sp Ed	79	Teaching Assistant-Hr	1
Teacher Aide I	1	Tutor, Reading Hourly	2
<b>Total (unduplicated)</b>			<b>8,837</b>

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**APPENDIX G****TPTR Educator Survey, 2009–2010 Respondent Job Titles Listed as “Other”**

<b>Job Title</b>	<b>Respondent Count</b>
Academic Coach	2
ADA Clerk	1
Ancillary	1
Associate Teacher	3
Athletic Coordinator	1
Bilingual Teacher	3
Business Manager	1
Campus Network Specialist	3
CCIT	1
CIS Counselor	1
CIS Project Manager	1
Clerk	17
College Access Coordinator	2
Counselor	18
Dean of Instruction	3
Dean of Students	3
Employee Rep Special Ed	1
ESL	2
Even Start Program Specialist	1
Food Service Manager	1
Graduation Coach	3
Hourly Lecturer	3
IB PYP coordinator	1
Inclusion Teacher	1
Instructional Coordinator	4
Instructional Specialist	3
ISS	1
JROTC Instructor	5
Librarian	13
Library Media Specialist	1
Literacy Coach	9
Magnet Coordinator	7
Middle School Coordinator	1
Music Teacher	3
Nurse	15
Parent Coordinator	1
Parent/Community Liaison	1
Reading Interventionist	1
Reading Specialist	1
Registrar	2
School Business Manager	1
School Social Worker	1
Science Lab Teacher	3
Secretary	3

**APPENDIX G (continued)****TPTR Educator Survey, 2009–2010 Respondent Job Titles Listed as “Other”**

<b>Job Title</b>	<b>Respondent Count</b>
SIMS Specialist (Data Clerk)	2
Social Worker	2
Spanish Teacher	1
Special Education Case Manager	1
Special Education Department Chair	4
Special Education Resource	1
Psychology School Intern	1
Speech Pathologist	5
Speech Therapist	2
Teacher Assistant Life Skills	1
Teacher Assistant/Special Education	2
Teacher Librarian	1
Teacher, Hourly	1
Title I Coordinator	7
<b>Total</b>	<b>181</b>

## Appendix H

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
HISD		84	85	1	75	79	4	90	93	3	72	79	7	90	94	4	63	70	7
Alt./Charter	Carter Career Center	71	75	4	21	38	17	57	100	43	15	48	33	87	95	8	13	30	17
Alt./Charter	CLC HS	63	76	13	20	32	12				33	36	3	68	85	17	17	20	3
Alt./Charter	CLC MS	68	66	-2	28	23	-5	79			26	33	7	63	90	27	27	0	-27
Alt./Charter	Community Services	73	61	-12	40	25	-15	73	36	-37	46	22	-24	72	29	-43	39	40	1
Alt./Charter	Dominion	81	75	-6	55	55	0	75	95	20	36	53	17	73	93	20	54	54	0
Alt./Charter	Energy for Excell ES	82	77	-5	83	83	0	97	96	-1	82	88	6				76	71	-5
Alt./Charter	Energized E-STEM West HS		96			89												87	
Alt./Charter	Energized E-STEM West MS		98			96												96	
Alt./Charter	Energized for E-STEM	97	95	-2	76	69	-7					88			100		75	66	-9
Alt./Charter	Energized for Excellence MS	98	96	-2	98	99	1	100	100	0	96	99	3	100	100	0	95	95	0
Alt./Charter	Harper	100	33	-67					100						77		50	50	0
Alt./Charter	Hope Academy		70			11						31						17	
Alt./Charter	HS Bus & Eco Success		68			13						15			60			12	
Alt./Charter	Inspired for Excell Academy North	53	62	9	32	25	-7		73		26	76	50		70		38	19	-19
Alt./Charter	Inspired for Excell Academy West	63	62	-1	23	32	9		63		15	31	16		88		32	25	-7
Alt./Charter	Kandy Stripe	73	81	8	47	55	8	88	89	1	48	62	14	83	100	17	39	49	10
Alt./Charter	Leader's Academy HS	59	70	11	14	30	16				22	24	2	62	67	5	18	16	-2
Alt./Charter	Mount Carmel Academy	86	97	11	42	70	28				72	78	6	96	97	1	41	65	24
Alt./Charter	New Aspirations HS	63	58	-5	16	22	6				35	30	-5	65	71	6	23	22	-1
Alt./Charter	Provision	57	52	-5	40	45	5	56	70	14	32	33	1	50	79	29	37	34	-3
Alt./Charter	Texas Connections Acad		86			59			85			74			87			57	
Alt./Charter	Vision Academy		60			14												20	
Alt./Charter	WALIPP MS	81	86	5	34	60	26	88	100	12	30	78	48	87	100	13	35	56	21
Alt./Charter	Young Scholars	76	89	13	76	79	3	100	90	-10	63	75	12	57	80	23	81	81	0
Alt./Charter	Alternative/Charter Office	74	79	5	50	56	6	90	88	-2	44	56	12	74	84	10	42	48	6
Central	Advanced Vir Acad at Scarborough		70			23						24			74			19	
Central	Benbrook	85	89	4	93	89	-4	93	98	5	95	93	-2				80	79	-1
Central	Black MS	80	78	-2	68	74	6	85	94	9	62	64	2	89	92	3	60	63	3
Central	Blackshear	71	66	-5	68	70	2	92	84	-8	81	86	5				54	53	-1
Central	Browning	79	88	9	83	91	8	84	97	13	94	92	-2				67	85	18
Central	Clifton MS	90	90	0	80	86	6	94	95	1	75	85	10	91	97	6	77	78	1
Central	Crockett	92	94	2	93	93	0	90	96	6	90	92	2				83	86	3
Central	Cullen MS	75	80	5	56	59	3	83	90	7	56	58	2	92	92	0	50	55	5
Central	DeBakey HS	100	100	0	100	100	0				100	100	0	100	100	0	100	100	0
Central	Dodson	90	92	2	89	88	-1	93	96	3	100	100	0				84	89	5
Central	Durham	83	84	1	86	89	3	93	90	-3	93	84	-9				74	84	10
Central	Field	84	90	6	90	94	4	100	100	0	96	95	-1				78	88	10



## Appendix H

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008-2009 and 2009-2010																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
HISD		84	85	1	75	79	4	90	93	3	72	79	7	90	94	4	63	70	7
Region	School																		
Central	Foster	74	84	10	74	81	7	89	92	3	79	83	4				60	81	21
Central	Garden Oaks	80	86	6	82	81	-1	89	85	-4	77	80	3				77	73	-4
Central	Gregory-Lincoln ES	78	62	-16	70	63	-7	91	86	-5	87	49	-38				63	50	-13
Central	Gregory-Lincoln MS	83	80	-3	64	65	1	82	92	10	61	54	-7	76	92	16	55	56	1
Central	Hamilton MS	91	90	-1	81	79	-2	96	97	1	79	83	4	96	97	1	79	77	-2
Central	Hartsfield	91	94	3	83	86	3	98	93	-5	88	96	8				72	77	5
Central	Harvard	92	91	-1	96	94	-2	93	95	2	87	97	10				84	84	0
Central	Helms	83	85	2	74	83	9	93	95	2	78	84	6				70	77	7
Central	Hogg MS	80	76	-4	67	73	6	86	92	6	48	61	13	88	86	-2	59	64	5
Central	Houston International HS	98	99	1	90	98	8				87	96	9	100	100	0	85	96	11
Central	HSLECJ	99	99	0	67	83	16				85	95	10	100	100	0	64	81	17
Central	HSPVA	99	100	1	94	96	2				95	96	1	99	99	0	93	94	1
Central	Lamar HS	94	96	2	78	84	6				82	88	6	96	98	2	73	80	7
Central	Lanier MS	97	95	-2	93	92	-1	98	96	-2	93	87	-6	97	97	0	91	88	-3
Central	Lockhart	93	95	2	94	89	-5	95	98	3	96	96	0				89	86	-3
Central	Love	80	82	2	94	87	-7	98	83	-15	73	88	15				76	77	1
Central	MacGregor	89	91	2	89	87	-2	98	94	-4	91	92	1				84	82	-2
Central	Memorial	86	83	-3	89	83	-6	91	93	2	83	75	-8				74	82	8
Central	Oak Forest	96	98	2	97	94	-3	100	100	0	96	99	3				98	92	-6
Central	Peck	79	83	4	89	86	-3	98	93	-5	82	84	2				74	76	2
Central	Poe	87	90	3	89	89	0	95	93	-2	91	90	-1				81	86	5
Central	Reagan HS	85	91	6	64	71	7				62	74	12	87	92	5	55	65	10
Central	Rice ES	91	90	-1	93	93	0	95	95	0	92	88	-4				83	86	3
Central	Rice MS	98	95	-3	94	89	-5	99	97	-2	87	88	1	99	100	1	90	87	-3
Central	River Oaks	99	99	0	98	98	0	99	98	-1	96	97	1				98	98	0
Central	Roberts	95	99	4	99	97	-2	99	98	-1	98	99	1				94	95	1
Central	Ryan MS	70	78	8	53	66	13	79	89	10	37	73	36	80	93	13	51	60	9
Central	Scarborough HS	83	84	1	60	73	13				60	78	18	89	95	6	50	63	13
Central	Sinclair	89	87	-2	93	90	-3	100	87	-13	92	95	3				90	79	-11
Central	Smith, K.	81	84	3	81	81	0	92	90	-2	86	94	8				66	71	5
Central	Stevens	84	87	3	83	86	3	97	94	-3	88	89	1				81	84	3
Central	Stevenson	86	88	2	84	94	10	93	96	3	70	81	11				77	85	8
Central	Thompson	83	84	1	71	80	9	91	93	2	72	84	12				57	70	13
Central	Travis	92	93	1	90	94	4	99	99	0	91	91	0				92	88	-4
Central	Twain	96	97	1	95	96	1	98	97	-1	98	98	0				89	91	2
Central	Wainwright	76	82	6	85	80	-5	86	94	8	89	71	-18				71	71	0
Central	Waltrip HS	88	90	2	65	74	9				73	83	10	91	94	3	58	68	10

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Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																			
		Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
HISD		84	85	1	75	79	4	90	93	3	72	79	7	90	94	4	63	70	7
Region	School																		
Central	West University	99	98	-1	100	99	-1	100	100	0	100	99	-1				99	98	-1
Central	Wharton	87	72	-15	91	71	-20	94	98	4	92	92	0		100		82	58	-24
Central	Whidby	83	80	-3	80	76	-4	100	95	-5	65	77	12				85	67	-18
Central	Wilson	81	84	3	70	74	4	90	74	-16	73	68	-5		100		72	66	-6
Central	Yates HS	79	83	4	43	56	13				54	71	17	84	90	6	38	49	11
Central	Central Region	88	90	2	79	82	3	93	94	1	78	84	6	93	96	3	70	76	6
East	Austin HS	79	87	8	63	75	12				63	76	13	87	94	7	52	64	12
East	Bonner	80	80	0	82	83	1	89	91	2	73	77	4				76	75	-1
East	Briscoe	74	76	2	76	84	8	88	90	2	80	83	3				72	69	-3
East	Burnet	77	82	5	77	83	6	90	88	-2	76	89	13				66	71	5
East	Cage	86	88	2	85	84	-1	93	99	6	86	92	6				76	78	2
East	Carrillo	80	78	-2	84	79	-5	92	94	2	77	91	14				71	63	-8
East	Chavez HS	84	89	5	66	74	8				71	78	7	93	95	2	57	65	8
East	Crespo	80	85	5	87	84	-3	95	97	2	84	91	7				77	78	1
East	Davila	73	72	-1	80	75	-5	80	88	8	70	78	8				58	65	7
East	De Zavala	87	91	4	94	93	-1	94	99	5	89	95	6				83	88	5
East	Deady MS	74	71	-3	51	72	21	78	87	9	48	49	1	73	85	12	40	61	21
East	East Early College HS	100	100	0	98	99	1				98	99	1	100	100	0	97	98	1
East	Eastwood Academy	100	100	0	94	98	4				97	94	-3	100	100	0	92	95	3
East	Edison MS	78	75	-3	70	75	5	80	88	8	65	71	6	94	96	2	58	62	4
East	Franklin	69	75	6	77	80	3	78	93	15	74	79	5				56	73	17
East	Furr HS	85	88	3	63	76	13				64	76	12	94	97	3	54	66	12
East	Gallegos	91	86	-5	94	92	-2	98	97	-1	95	95	0				86	81	-5
East	Harris, J. R.	78	80	2	91	94	3	97	88	-9	85	87	2				71	78	7
East	Harris, R. P.	84	88	4	93	91	-2	92	97	5	96	87	-9				81	82	1
East	Henderson, J. P.	90	91	1	94	90	-4	97	95	-2	96	95	-1				78	83	5
East	Holland MS	81	79	-2	63	68	5	82	91	9	60	69	9	87	93	6	58	62	4
East	Jackson MS	80	83	3	64	85	21	86	94	8	58	76	18	86	93	7	59	77	18
East	Lantrip	89	90	1	94	95	1	98	99	1	92	94	2				88	92	4
East	Lewis	74	69	-5	72	64	-8		91		0	69	69				0	55	55
East	Milby HS	76	86	10	56	70	14				56	71	15	88	93	5	45	60	15
East	Oates	89	91	2	93	94	1	98	97	-1	82	87	5				86	89	3
East	Ortiz MS	80	73	-7	69	71	2	81	90	9	47	70	23	87	91	4	59	62	3
East	Park Place	83	90	7	89	93	4	96	97	1	88	97	9				82	88	6
East	Patterson	83	86	3	85	87	2	92	93	1	83	93	10				77	76	-1
East	Pleasantville	80	85	5	81	90	9	76	87	11	90	91	1				59	73	14
East	Port Houston	91	92	1	96	99	3	100	98	-2	100	95	-5				91	92	1

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Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																			
Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
East	Project Chrysalis	99	99	0	95	96	1	96	100	4	95	98	3	100	100	0	94	98	4
East	REACH HS	25	30	5	6	21	15				7	34	27	32	65	33	7	16	9
East	Robinson	66	77	11	62	74	12	72	93	21	58	73	15				45	67	22
East	Rucker	67	82	15	75	86	11	93	95	2	95	94	-1				58	80	22
East	Rusk	90	85	-5	86	89	3	99	96	-3	94	80	-14	100	100	0	84	80	-4
East	Sanchez	78	80	2	85	90	5	88	89	1	95	88	-7				63	74	11
East	Southmayd	86	89	3	92	88	-4	99	97	-2	79	91	12				90	89	-1
East	Stevenson MS	87	84	-3	84	86	2	93	94	1	81	82	1	91	96	5	73	74	1
East	Tijerina	76	80	4	76	83	7	92	96	4	82	79	-3				70	71	1
East	Whittier	88	89	1	91	93	2	83	90	7	100	98	-2				78	83	5
East	East Region	81	83	2	73	80	7	88	93	5	70	79	9	89	94	5	60	70	10
North	Atherton	80	75	-5	82	73	-9	82	92	10	77	88	11				77	62	-15
North	Barrick	78	73	-5	84	80	-4	89	89	0	84	82	-2				74	70	-4
North	Berry	69	75	6	70	77	7	91	94	3	79	83	4				57	70	13
North	Bruce	75	78	3	79	77	-2	84	85	1	73	67	-6				58	65	7
North	Burbank ES	80	80	0	78	77	-1	92	96	4	85	87	2				61	72	11
North	Burbank MS	87	88	1	85	88	3	91	97	6	77	91	14	96	99	3	75	78	3
North	Burrus	100	93	-7	100	91	-9	84	95	11	100	100	0				85	87	2
North	Cook	74	87	13	80	88	8	88	92	4	88	95	7				59	79	20
North	Coop	86	86	0	89	82	-7	97	92	-5	73	94	21				76	71	-5
North	Crawford	78	80	2	86	78	-8	92	100	8	81	94	13				81	72	-9
North	Davis HS	85	86	1	64	64	0				64	69	5	89	90	1	53	57	4
North	De Chaumes	85	89	4	91	94	3	92	99	7	91	90	-1				86	88	2
North	Dogan	83	69	-14	85	83	-2	97	80	-17	90	81	-9				85	65	-20
North	Durkee	77	82	5	77	76	-1	89	89	0	78	82	4				58	66	8
North	Eliot	83	80	-3	83	84	1	88	97	9	85	89	4				61	73	12
North	Fleming MS	87	85	-2	76	79	3	93	98	5	69	86	17	92	96	4	70	71	1
North	Fonville MS	80	73	-7	67	68	1	83	87	4	77	72	-5	93	96	3	61	57	-4
North	Garcia	76	73	-3	79	79	0	91	88	-3	86	78	-8				70	67	-3
North	Henderson, N. Q.	88	87	-1	83	92	9	94	83	-11	97	92	-5				68	78	10
North	Henry MS	71	73	2	61	70	9	80	87	7	57	63	6	89	93	4	51	58	7
North	Herrera	82	84	2	88	85	-3	87	96	9	82	85	3				74	76	2
North	Highland Heights	92	72	-20	90	81	-9	100	84	-16	100	79	-21				89	61	-28
North	Houston Gardens	81	88	7	75	83	8	100	96	-4	94	90	-4				70	76	6
North	Houston Math/Sci/Tech. Center	80	81	1	63	68	5				61	64	3	89	90	1	48	52	4
North	Isaacs	74	82	8	75	78	3	86	98	12	78	76	-2				65	72	7
North	Janowski	69	81	12	67	77	10	86	99	13	64	71	7				61	76	15

## Appendix H

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																		
HISD Region	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
	84	85	1	75	79	4	90	93	3	72	79	7	90	94	4	63	70	7
North	82	74	-8	90	83	-7	66	86	20	87	69	-18				56	71	15
North	86	91	5	61	73	12				63	78	15	91	95	4	51	67	16
North	73	84	11	76	86	10	97	89	-8	94	90	-4				70	75	5
North	86	85	-1	56	57	1				58	65	7	92	92	0	48	49	1
North	96	97	1	96	96	0	97	99	2	96	98	2				90	94	4
North	77	86	9	85	87	2	89	98	9	98	96	-2				70	81	11
North	85	62	-23	81	35	-46	85	88	3	77	35	-42	97	72	-25	66	34	-32
North	83	91	8	88	88	0	88	95	7	96	100	4				78	84	6
North	95	98	3	95	99	4	100	100	0	94	100	6				97	98	1
North	78	74	-4	65	74	9	88	94	6	51	55	4	89	94	5	58	61	3
North	79	78	-1	86	79	-7	91	96	5	83	91	8				67	64	-3
North	80	79	-1	82	83	1	87	100	13	88	91	3				59	72	13
North	85	83	-2	90	88	-2	97	100	3	87	94	7				76	74	-2
North	84	81	-3	68	76	8	89	93	4	70	81	11	95	99	4	64	66	2
North	84	89	5	90	94	4	89	94	5	93	93	0				75	87	12
North	79	86	7	54	66	12				34			67			51	62	11
North	100	99	-1	94	99	5					97			100		94	97	3
North	80	82	2	74	80	6	91	89	-2	78	92	14				71	70	-1
North	87	96	9	91	92	1	97	89	-8	100	100	0				89	85	-4
North	79	83	4	85	86	1	85	87	2	83	87	4				62	76	14
North	85	86	1	86	81	-5	80	99	19	89	92	3				63	84	21
North	88	85	-3	85	82	-3	97	93	-4	89	91	2				82	74	-8
North	81	94	13	79	91	12	96	98	2	81	96	15				73	86	13
North	71	73	2	73	72	-1	83	93	10	75	78	3				59	63	4
North	90	90	0	93	90	-3	95	95	0	95	97	2				88	81	-7
North	86	93	7	89	86	-3	99	100	1	82	91	9				81	84	3
North	85	80	-5	95	88	-7	94	96	2	97	91	-6				79	73	-6
North	57	86	29	45	100	55	75	60	-15	59	92	33				20	72	52
North	70	64	-6	54	57	3	75	74	-1	26	37	11	70	79	9	52	41	-11
North	80	85	5	55	62	7				68	77	9	92	94	2	49	56	7
North	78	88	10	86	89	3	84	88	4	86	90	4				71	76	5
North	77	75	-2	50	59	9				55	59	4	86	91	5	40	47	7
North	80	77	-3	73	75	2	80	90	10	60	75	15	91	97	6	59	60	1
North	81	82	1	74	76	2	88	92	4	71	76	5	90	92	2	59	66	7
South	90	89	-1	93	94	1	88	97	9	91	88	-3				86	86	0
South	78	80	2	86	85	-1	90	88	-2	89	92	3				64	68	4
South	76	76	0	59	67	8	73	90	17	45	55	10	83	89	6	51	59	8

## Appendix H

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																			
HISD Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
South	Bastian	84	85	1	75	79	4	90	93	3	72	79	7	90	94	4	63	70	7
South	Brookline	73	78	5	72	73	1	95	87	-8	62	83	21				64	64	0
South	Carnegie Vanguard HS	72	80	8	79	84	5	85	87	2	93	91	-2				53	68	15
South	Codwell	100	99	-1	100	100	0				99	100	1	100	100	0	99	99	0
South	Comelius	74	85	11	71	78	7	90	91	1	80	91	11				61	69	8
South	Dowling MS	97	96	-1	96	97	1	98	100	2	100	99	-1				90	94	4
South	Empowerment College Prep HS	80	80	0	59	65	6	86	93	7	46	61	15	79	94	15	53	55	2
South	Fondren	97	100	3	85	100	15				71	100	29	100	100	0	69	100	31
South	Frost	79	84	5	90	83	-7	95	93	-2	85	80	-5				78	77	-1
South	Garden Villas	84	62	-22	86	46	-40	76	67	-9	72	44	-28				65	39	-26
South	Golfcrest	84	86	2	83	86	3	90	92	2	86	90	4				76	77	1
South	Gregg	79	79	0	82	83	1	81	82	1	97	89	-8				53	70	17
South	Grimes	82	83	1	86	86	0	95	91	-4	87	87	0				88	83	-5
South	Grissom	72	73	1	68	70	2	83	68	-15	76	83	7				55	58	3
South	Hartman MS	82	85	3	80	82	2	99	97	-2	81	89	8				74	80	6
South	Hines-Caldwell	83	82	-1	74	80	6	87	92	5	66	76	10	93	95	2	65	68	3
South	Hobby	86	89	3	87	89	2	98	92	-6	84	79	-5				74	86	12
South	Jones HS	84	81	-3	85	86	1	96	94	-2	86	88	2				79	77	-2
South	Kelso	71	76	5	36	53	17				44	59	15	87	89	2	28	41	13
South	Law	85	59	-26	96	58	-38	95	66	-29	88	44	-44				95	46	-49
South	Mading	77	79	2	76	78	2	90	82	-8	89	85	-4				65	67	2
South	Madison HS	90	92	2	89	84	-5	96	97	1	98	93	-5				85	77	-8
South	Mitchell	77	83	6	52	60	8				59	66	7	87	90	3	43	51	8
South	Montgomery	74	84	10	79	84	5	83	88	5	83	91	8				68	76	8
South	Petersen	84	84	0	86	86	0	98	95	-3	78	82	4				82	79	-3
South	Reynolds	74	81	7	80	75	-5	93	94	1	78	87	9				78	68	-10
South	Rhoads	78	82	4	66	81	15	81	80	-1	76	82	6				55	72	17
South	Seguin	91	88	-3	92	90	-2	92	83	-9	90	93	3				89	74	-15
South	Sterling HS	90	87	-3	90	92	2	87	93	6	97	100	3				75	80	5
South	Thomas MS	100	100			87												87	
South	Windsor Village	77	85	8	46	63	17				47	65	18	87	91	4	37	53	16
South	Woodson ES	75	74	-1	66	70	4	71	81	10	50	71	21	88	96	8	44	56	12
South	Woodson MS	81	85	4	81	86	5	96	97	1	77	75	-2				80	83	3
South	Worthing HS	74	92	18	71	96	25	56	94	38	72	100	28				35	97	62
South	Young	81	73	-8	56	57	1	87	90	3	59	57	-2	85	88	3	46	51	5
South	South Region	80	83	3	48	51	3				49	62	13	89	87	-2	37	46	9
South		66	75	9	60	70	10	77	86	9	68	88	20				33	56	23
South		80	82	2	70	74	4	88	90	2	66	74	8	87	91	4	54	64	10

## Appendix H

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																			
HISD Region	School	Reading			Mathematics			Writing			Science			Social Studies			All Tests Taken		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
West	Anderson	81	81	0	87	87	0	76	88	12	79	88	9				61	75	14
West	Askew	84	89	5	78	89	11	93	97	4	77	85	8				79	87	8
West	Bell	84	82	-2	83	83	0	97	94	-3	92	92	0				74	69	-5
West	Bellaire HS	93	95	2	78	82	4				84	88	4	96	96	0	74	78	4
West	Benavidez	78	75	-3	81	77	-4	89	83	-6	82	73	-9				69	68	-1
West	Borham	71	74	3	68	81	13	88	88	0	64	0	-64				51	68	17
West	Braeburn	74	82	8	79	84	5	94	92	-2	65	88	23				64	73	9
West	Briargrove	91	94	3	88	90	2	94	98	4	94	90	-4				86	88	2
West	Briar Meadow ES	91	92	1	90	91	1	95	96	1	87	98	11				90	81	-9
West	Briar Meadow MS	99	98	-1	99	100	1	100	100	0	92	95	3	95	98	3	98	98	0
West	Bush	100	99	-1	99	100	1	99	100	1	99	100	1				99	98	-1
West	Challenge HS	99	100	1	91	96	5				89	97	8	99	100	1	87	94	7
West	Condit	95	97	2	95	96	1	98	99	1	96	98	2				95	94	-1
West	Cunningham	83	86	3	80	82	2	97	95	-2	73	92	19				84	78	-6
West	Daily	88	85	-3	82	83	1	96	87	-9	90	87	-3				86	74	-12
West	Elrod	71	66	-5	69	81	12	69	76	7	87	83	-4				39	64	25
West	Emerson	86	86	0	84	83	-1	94	97	3	81	82	1				80	79	-1
West	Foerster	79	75	-4	82	83	1	94	87	-7	70	82	12				75	66	-9
West	Fondren MS	77	79	2	59	72	13	84	85	1	45	67	22	75	93	18	51	58	7
West	Gordon	76	75	-1	78	85	7	84	80	-4	85	80	-5				73	69	-4
West	Grady MS	91	91	0	65	81	16	90	97	7	67	75	8	93	100	7	59	76	17
West	Gross	70	73	3	68	83	15	85	76	-9	70	84	14				51	63	12
West	Herod	85	92	7	89	87	-2	93	95	2	84	91	7				80	82	2
West	Hom	98	98	0	98	99	1	98	95	-3	99	100	1				96	95	-1
West	International HS at Sharpstown		94			85						91		99				81	
West	Johnston MS	93	93	0	87	88	1	97	99	2	80	89	9	94	98	4	83	84	1
West	Kaleidoscope School MS	98	92	-6	93	95	2	97	100	3	83	80	-3	100	100	0	90	92	2
West	Kolter	98	98	0	98	96	-2	100	98	-2	97	95	-2				97	97	0
West	Las Americas MS	75	62	-13	100	77	-23		100		33	60	27	100	100	0	100	50	-50
West	Lee HS	72	79	7	50	66	16				47	76	29	84	94	10	42	58	16
West	Long MS	73	69	-4	71	66	-5	78	87	9	52	58	6	81	95	14	57	56	-1
West	Longfellow	84	80	-4	75	78	3	89	91	2	83	81	-2				71	65	-6
West	Lovett	97	97	0	93	95	2	99	98	-1	98	97	-1				88	92	4
West	McNamara	71	83	12	77	78	1	91	94	3	87	0	-87				58	68	10
West	Milne	84	84	0	81	80	-1	92	95	3	85	90	5				71	72	1
West	Neff	82	82	0	90	87	-3	90	95	5	90	83	-7				70	75	5
West	Parker	91	93	2	94	92	-2	98	97	-1	95	99	4				87	88	1

## Appendix H

Campus Level All Students English or Spanish TAKS Percent Passing State Standard by Subject, 2008–2009 and 2009–2010																
HISD Region		Reading			Mathematics			Writing			Science			Social Studies		
		2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg	2009	2010	Chg
		84	85	1	75	79	4	90	93	3	72	79	7	90	94	4
	School															
West	Pershing MS	93	95	2	79	87	8	92	98	6	75	85	10	91	97	6
West	Pilgrim Academy	87	89	2	87	92	5	99	97	-2	81	86	5	100	98	-2
West	Pin Oak MS	97	98	1	93	96	3	98	99	1	93	98	5	99	99	0
West	Piney Point	84	82	-2	82	83	1	89	92	3	73	85	12		74	77
West	Red	88	91	3	88	82	-6	85	89	4	92	95	3		79	73
West	Revere MS	86	82	-4	76	82	6	92	90	-2	82	87	5	90	95	5
West	Rodriguez	74	79	5	77	80	3	81	97	16	82	84	2		60	74
West	Rogers, T. H. ES	99	99	0	100	100	0	100	100	0	100	100	0		98	100
West	Rogers, T. H. MS	100	100	0	100	100	0	100	100	0	100	100	0	100	100	0
West	School at St. George Place	85	88	3	79	90	11	83	98	15	77	92	15		65	83
West	Shadowbriar	88	86	-2	84	82	-2	92	85	-7	80	83	3		77	69
West	Sharpstown HS	80	84	4	64	70	6	50			69	75	6	90	93	3
West	Sharpstown MS	82	77	-5	79	75	-4	88	91	3	58	61	3	88	93	5
West	Shearn	73	73	0	73	89	16	87	93	6	80	81	1		60	66
West	Sugar Grove	98	79	-19	97	84	-13	100	86	-14	100	78	-22		100	72
West	Sutton	90	89	-1	90	89	-1	94	95	1	90	92	2		87	82
West	Tinsley	66	67	1	69	60	-9	79	75	-4	71	76	5		47	50
West	Valley West	86	88	2	88	87	-1	94	96	2	93	88	-5		86	82
West	Walnut Bend	78	76	-2	75	72	-3	73	95	22	79	74	-5		44	64
West	Welch MS	86	82	-4	73	71	-2	90	91	1	60	59	-1	90	91	1
West	West Briar MS	94	92	-2	86	83	-3	96	97	1	82	79	-3	97	97	0
West	Westbury HS	79	85	6	46	66	20				52	73	21	89	93	4
West	Westside HS	92	94	2	75	82	7				82	88	6	96	98	2
West	White	94	92	-2	96	95	-1	100	99	-1	89	94	5		94	93
West	West Region	87	88	1	78	82	4	92	94	2	76	83	7	92	96	4
															69	75

## APPENDIX I

## Advanced Placement Professional Development Attendance by Course, 2009–2010

Course Number	Course Title/Description	Attendance
AP5223	AP Biology Exam Prep Strategies	15
AP5228	AP English Lit Exam Prep Strategies	26
AP5229	AP Environmental Science Exam Preparation	5
AP5235	AP Exam Strategies	14
AP5230	AP Macroeconomics Exam Prep	8
AP5231	AP US Gov & Politics Exam Prep	11
AP5232	AP US History Exam Prep Strategies	21
AP5233	AP World History Exam Prep Strategies	22
AP5225	AP: Calculus AB Exam Prep Strategies	14
AP5226	AP: Chemistry Exam Prep Strategies	13
AP5227	AP: English Language Exam Prep Strategies	24
AP5016	LTF 9-10: New Pre-AP 6-8 Eng1	32
AP5017	LTF 9-10: New Pre-AP 6-8 Eng2	34
AP5018	LTF 9-10: New Pre-AP 6-8 Eng3	28
AP5019	LTF 9-10: New Pre-AP 6-8 Eng4	27
AP5219	LTF 9-10: New Pre-AP 6-8 Science 1	18
AP5004	LTF 9-10: New Pre-AP 9-12 Eng1	27
AP5005	LTF 9-10: New Pre-AP 9-12 Eng2	24
AP5006	LTF 9-10: New Pre-AP 9-12 Eng3	20
AP5007	LTF 9-10: New Pre-AP 9-12 Eng4	19
AP5220	LTF 9-10: Pre-AP 6-8 Science 2	146
AP5221	LTF 9-10: Pre-AP 6-8 Science 3	134
AP5200	LTF 9-10: Pre-AP Biology (1)	31
AP5201	LTF 9-10: Pre-AP Biology (2)	30
AP5202	LTF 9-10: Pre-AP Biology (3)	32
AP5203	LTF 9-10: Pre-AP Biology (4)	30
AP5204	LTF 9-10: Pre-AP Chemistry (1)	35
AP5205	LTF 9-10: Pre-AP Chemistry (2)	34
AP5206	LTF 9-10: Pre-AP Chemistry (3)	29
AP5207	LTF 9-10: Pre-AP Chemistry (4)	29
AP5012	LTF 9-10: Pre-AP Eng 6-8 (1)	270
AP5013	LTF 9-10: Pre-AP Eng 6-8 (2)	245
AP5014	LTF 9-10: Pre-AP Eng 6-8 (3)	204
AP5015	LTF 9-10: Pre-AP Eng 6-8 (4)	185
AP5000	LTF 9-10: Pre-AP Eng 9-12 (1)	93
AP5001	LTF 9-10: Pre-AP Eng 9-12 (2)	88
AP5002	LTF 9-10: Pre-AP Eng 9-12 (3)	85
AP5003	LTF 9-10: Pre-AP Eng 9-12 (4)	81
AP5109	LTF 9-10: Pre-AP Math 6-8 (1)	259
AP5111	LTF 9-10: Pre-AP Math 6-8 (2)	250
AP5112	LTF 9-10: Pre-AP Math 6-8 (3)	216
AP5113	LTF 9-10: Pre-AP Math 6-8 (4)	218
AP5100	LTF 9-10: Pre-AP Math 9-12 (1)	148
AP5102	LTF 9-10: Pre-AP Math 9-12 (2)	120
AP5103	LTF 9-10: Pre-AP Math 9-12 (3)	126



**APPENDIX I (continued)****Advanced Placement Professional Development Attendance by Course, 2009–2010**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
AP5104	LTF 9-10: Pre-AP Math 9-12 (4)	119
AP5208	LTF 9-10: Pre-AP Physics (1)	22
AP5209	LTF 9-10: Pre-AP Physics (2)	17
AP5210	LTF 9-10: Pre-AP Physics (3)	18
AP5211	LTF 9-10: Pre-AP Physics (4)	15
AP5218	LTF 9-10: Pre-AP Science 6-8 (1)	136
AP5222	LTF 9-10: Pre-AP Science 6-8 (4)	114
AP5008	LTF Holistic ELA Assessment Tools	15
AP5105	LTF Holistic Math Assessment Tools	11
AP5212	LTF Holistic Science Assessment Tools	8
AP4225	MTG: AP Coordinators	26
AP4224	Overview: AP Potential Web Tool	36
<b>Total (duplicated)</b>		<b>4,057</b>
<b>Total (unduplicated)</b>		<b>1,331</b>

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## APPENDIX J

## HISD Advanced Placement Participation and Number and Percent of Exams Scored at 3 or Higher: 2010

School	N of Students Taking AP Exams	N of Exams Taken	N of Exams Scored at 3 or Higher	% of Exams Scored at 3 or Higher
Austin	455	697	139	20
Bellaire	838	2558	2146	84
Carnegie Vanguard	354	715	459	64
Challenge	159	192	116	60
Chavez	725	1019	197	19
Davis	283	440	108	25
DeBakey	399	961	804	84
East Early College	62	74	16	22
Eastwood	211	384	123	32
Empowerment	27	28	10	36
Energ. STEM	60	60	*	*
Furr	223	354	55	16
Houston MST	291	551	53	10
HSLECJ	231	414	58	14
HSPVA	297	534	211	40
International Aca.	54	59	8	14
Int'l HS Sharpstown	111	150	9	6
Jones	45	45	*	*
Barbara Jordan	263	334	28	8
Kashmere	63	89	*	*
Lamar	60	61	23	38
Lee	287	707	201	28
Madison	298	441	25	6
Milby	277	539	125	23
Mt. Carmel Aca.	40	52	8	15
Reagan	278	460	100	22
Scarborough	81	152	27	18
Sharpstown	260	479	48	10
Sterling	27	27	*	*
Waltrip	255	503	131	26
Washington	159	348	16	5
Westbury	308	669	87	13
Westside	1076	1938	924	48
Wheatley	66	77	*	*
Worthing	102	141	5	4
Yates	149	303	*	*
<b>HISD High Schools</b>	<b>8,875</b>	<b>16,556</b>	<b>6,262</b>	<b>38%</b>
Texas	179,320	325,571	153,539	47%
Attucks Middle	*	*	*	*
Burbank Middle	83	83	61	73
Clifton Middle	*	*	*	*
Cullen Middle	*	*	*	*
Energ. for STEM MS	59	59	*	*

\* Fewer than 5 students

Source: College Board Advanced Placement Report, 2010

## APPENDIX J (continued)

**HISD Advanced Placement Participation and Number and Percent of Exams Scored at 3 or Higher: 2010**

<b>School</b>	<b>N of Students Taking AP Exams</b>	<b>N of Exams Taken</b>	<b>N of Exams Scored at 3 or Higher</b>	<b>% of Exams Scored at 3 or Higher</b>
Jackson Middle	8	8	*	*
Johnston Middle	27	27	22	81
Lanier Middle	19	19	17	89
Long Middle	45	45	28	62
Pershing Middle	*	*	*	*
Sharpstown Middle	17	17	15	88
West Briar Middle	17	17	16	94
<b>HISD Middle Schools</b>	<b>280</b>	<b>280</b>	<b>166</b>	<b>59</b>
<b>HISD Totals</b>	<b>9,155</b>	<b>16,836</b>	<b>6,428</b>	<b>38%</b>

\* Fewer than 5 students

Source: College Board Advanced Placement Report, 2010

**Appendix K**  
**ASPIRE Professional Development Attendance by Course, 2009–2010**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
PD0844	ASPIRE-Intro to Value-Added (Level 3)	33
PD0850	ASPIRE Verification - PK-5 Campus Team	245
PD0851	ASPIRE Verification - Campus Team	43
PD0852	ASPIRE Verification - Campus Team	50
PD0853	ASPIRE Verification - Campus Team	3
PD0854	ASPIRE-Value-Added (Level 1 & Level 2)	653
PD0908	ASPIRE-Intro to Value-Added (Level 1)	85
PD0909	ASPIRE-Intro to Value-Added (Level 2)	42
PD0930	ASPIRE Value-Added - Principal	42
PD0922	ASPIRE-Intro to Value-Added (Level 3)	40
PD0945	ASPIRE-Custom Reports	89
PD4100	ASPIRE Performance Management	15
<b>Total (duplicated)</b>		1,340
<b>Total (unduplicated)</b>		1,189

## Appendix L

### General Staff Development Training Attendance by Course, 2009–2010

Course Number	Course Title/Description	Attendance
TT2211	Build K-6 Math Skills w Games	36
TT3928	Centers Foldable Notebooks 6-12	17
PC0330	Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED)	17
PD3100	Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED)	1,095
TT1463	Creating Independence Through Student Owned Strategies (CRISS) Level I PK-12	11
TT2135	Empowering Teachers, Empowering Students	21
TT3348	Exploring Algebra I & TI-Nspire	6
PD3200	First Aid	749
TT1552	Graphing Calculator TAKS Review	9
TT3919	Interactive K-6 Science Notebooks	1
TT4517	Interactive Whiteboards -Math/Science	24
TT4531	K-6 GOT Math Skills	22
TT1609	K-6 Math TAKS: Measurement	7
TT3322	K-6 Math without Walls	4
TT1460	Keys to Content Grades 6-12	4
TT3497	Math Blog to Reduce Brain Fog	5
TT1519	ONLINE: K-2 Bilingual Conference Book Study	14
TT1513	PK-2 Bilingual Conf Follow-up 1	32
TT1514	PK-2 Bilingual Conf Follow-up 2	24
TT1508	PK-2 Bilingual Conference +6GT	166
TT4016	Schools Attuned to All Kinds of Minds (AKOM) K-6	21
TT2179	TAKS Math K-6 Make-and-Take	5
TT3920	Teach All Kinds of Minds (AKOM) K-12 + 18 G/T	25
TT4019	Topnotch Techniques PK-5	69
<b>Total (duplicated)</b>		<b>2,384</b>
<b>Total (unduplicated)</b>		<b>1,473</b>

**APPENDIX M****Leadership Development Training Attendance by Session, 2009–2010**

<b>Course Number</b>	<b>Course Description/Title</b>	<b>Attendance</b>
PD0778	Advanced Leadership - Year 2	64
PD4100*	ASPIRE Performance Management	15
PD0930*	ASPIRE Value-Added - Principal	42
PD0851*	ASPIRE Verification - Campus Team	43
PD0852*	ASPIRE Verification - Campus Team	50
PD0853*	ASPIRE Verification - Campus Team	3
PD0850*	ASPIRE Verification - PK-5 Campus Team	245
PD0945*	ASPIRE-Custom Reports	4
PD0908*	ASPIRE-Intro to Value-Added (Level 1)	85
PD0909*	ASPIRE-Intro to Value-Added (Level 2)	42
PD0844*	ASPIRE-Intro to Value-Added (Level 3)	33
PD0741	District-Wide Leadership Forum	185
PD9112	ILD 5-Day	29
PD9113	ILD 5-Day	9
PD0470	Issues in Technology	2
PD0472	Leading with Technology	5
PD2200	MTG: BLISS Cohort - Data Anal	3
PD0129	MTG: Superintendent & Principals	301
PD0567	New AP/Dean/Magnet Coordinator Cohort	178
PD0059	PDAS & MPDAS Update - Admin	270
PD0167	PDAS-Prof Dev & Appraisal System-MOTE	3
PD0166	PDAS-Prof Dev & Appraisal System	22
PD0199	PDAS-Prof Dev & Appraisal System	39
PD0431	Technology Standards & Planning	5
<b>Total (duplicated)</b>		<b>1,677</b>
<b>Total (unduplicated)</b>		<b>1,013</b>

\* Also listed in ASPIRE Professional Development (Appendix I)

## APPENDIX N

**Mathematics–Elementary Professional Development Attendance by Course, 2009–2010**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
CU1854	EmPOWERing Math 3-5 Teachers	801
CU1853	emPOWERing Math K-2 Teachers	696
CU1954	enVision Math K-5 Model Lessons	129
CU1971	enVision Tech: K-5 Experienced	81
CU1970	enVision Tech: K-5 New Users	102
CU1714	enVision: Technology in Action	217
CU0958	Every Day Math Counts - Gr 1	77
CU0959	Every Day Math Counts - Gr 2	64
CU0960	Every Day Math Counts - Gr 3	54
CU0961	Every Day Math Counts - Gr 4	52
CU0962	Every Day Math Counts - Gr 5	38
CU0964	Every Day Math Counts - Kindergarten	66
CU1499	Gr 1 Math Hiding Assessment	46
CU1940	Gr 3-5 Math Base Ten Blocks	26
CU1976	Grade 1 Math Number Concepts	53
CU1977	Grade 2 Math Number Concepts	41
CU1325	Grade 2 PDA/Palm Math Assessments	42
CU1947	Grade 2-5 Math Fraction Towers	41
CU1951	Grade 3-5 Geometry Concepts	22
CU1946	Grade 3-5 Math Color Tiles	24
CU1942	Grade 3-5 Math Cuisenaire Rods	24
CU1949	Grade 3-5 Math Plane Figures	29
CU1944	Grade 3-5 Math Time and Money	30
CU1502	Grade 3-5 Numerical Fluency	14
CU1950	K-2 Geometry Concepts	26
CU1939	K-2 Math Base Ten Blocks	21
CU1945	K-2 Math Color Tiles	27
CU1941	K-2 Math Cuisenaire Rods	30
CU1978	K-2 Math Data to Guide Instruction	20
CU1948	K-2 Math Plane Figures	26
CU1943	K-2 Math Time and Money	18
CU1501	K-2 Numerical Fluency	19
CU1973	K-5 Data-Driven Problem Solving	23
CU1974	K-5 Interactive Math Wd Walls	35
CU1919	K-5 Math Lead Teacher Summit	170
CU1975	Kindergarten Math Number Concepts	49
CU1500	Math Counts Assessments - Kindergarten	57
CU1868	MTG: K-5 Math Lead Teachers	337
CU1188	MTG: K-5 Math Lead Teachers 4	139
CU1955	MTG: K-5 Numeracy Specialists	166
<b>Total (duplicated)</b>		<b>3,932</b>
<b>Total (unduplicated)</b>		<b>2,200</b>

## APPENDIX O

**Mathematics–Secondary Professional Development Attendance by Course, 2009–2010**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
CU5048	EmPOWERing Math 9-12 Teachers	392
CU0455	Geometer's Sketchpad Math 9-12	19
CU5142	Grades 6-12 Math Curriculum Based Assessments Review VI	9
CU5138	Grades 6-12 Math Curriculum Based Assessments Review III	16
CU5140	Grades 6-12 Math Curriculum Based Assessments Review IV	12
NR0215	Grades 6-12 Math Strategies - North	33
CU5151	Grades 6-8 Math Instructional Practices II	3
CU5164	Grades 9-12 Math Curriculum Support	13
CU5124	Grade 9-12 Math Geo Sketchpads	9
CU1486	Integrating Grades 6-12 Graphic Calculators	23
CU1005	MTG: 6-12 Math Chairpersons	86
CU1478	MTG: Carnegie Algebra I Teachers - New	1
CU1481	MTG: Carnegie Users 1	3
CU1483	MTG: Carnegie Users 3	4
CU5131	MTG: Grades 6-12 Math Chairpersons	68
CU5132	MTG: Grades 6-12 Math Chairpersons	53
CU5133	MTG: Grades 6-12 Math Chairpersons	85
CU1751	RUSMP Algebra/Geometry Connections	38
CU5134	Teacher-Created Math 6-8 Assessments	39
<b>Total (duplicated)</b>		<b>906</b>
<b>Total (unduplicated)</b>		<b>508</b>



## APPENDIX P

## New Teacher Mentorship and Training Professional Development Attendance by Course, 2009–2010

Course Number	Course Title/Description	Attendance
TT4105	ABRAZO 3-5: Math Closing the Gap	9
TT3382	ABRAZO 6-12 SS: Brain Research	8
TT4179	ABRAZO 6-12: ESL Instructional Resources	6
TT4170	ABRAZO 6-12: SIOP Activities	3
TT2704	ABRAZO Bilingual/ESL 3-5: Math Strategies	12
TT2703	ABRAZO Bilingual: 3-5 Vocabulary Comprehension	4
TT1423	ABRAZO ELA 6-12: Instructional Games	13
TT4178	ABRAZO ELA 6-12: Sp Ed in ELA	13
TT4174	ABRAZO ELA 6-12: Technical Resources	13
TT1421	ABRAZO ELA 6-12: Volume 2	13
TT1422	ABRAZO ELA 6-12: Volume 3	14
TT4484	ABRAZO ELA/SS 6-12: Field Trip	14
TT2702	ABRAZO ESL/ Bilingual: K-2 Diphthong Fluency	2
TT2705	ABRAZO ESL/ Bilingual: Math Standards Performance	5
TT4104	ABRAZO Grades 3-5: Plants & Animals	7
TT4168	ABRAZO Math 6-12: Math in Action	10
TT3389	ABRAZO Math 6-8: Cycle 2 Planning	7
TT3394	ABRAZO Math 6-8: Cycle 4	7
TT3397	ABRAZO Math 6-8: Cycle 6	2
TT3392	ABRAZO Math 6-8: Different Strategies	7
TT4156	ABRAZO Math 6-8: TAKS Lift-off	4
TT3390	ABRAZO Math 9-12: Cycle 2	9
TT3395	ABRAZO Math 9-12: Cycle 4	15
TT3398	ABRAZO Math 9-12: Cycle 6	9
TT3393	ABRAZO Math 9-12: Different Strategies	9
TT4167	ABRAZO Math 9-12: TAKS Lift-off	7
TT4157	ABRAZO PK-12: Special Education Literature & Assessment	17
TT3410	ABRAZO PK-2: ESL/High Freq Words	8
TT4103	ABRAZO PK-2: Mapping Great Writing	12
TT4100	ABRAZO PK-2: Math Activities	45
TT4111	ABRAZO PK-2: Music & Movement	16
TT3407	ABRAZO PK-2: Science Resources	18
TT3409	ABRAZO PK-2: Shared Reading & Writing	20
TT4101	ABRAZO PK-2: Shared Writing	45
TT4176	ABRAZO Science 6-12: TAKS Prep	6
TT1501	ABRAZO Science 6-12: Volume 2	5
TT1503	ABRAZO Science 6-12: Volume 4	6
TT3213	ABRAZO Special Education PK-12: Literacy Framework	15
TT3384	ABRAZO SS 6-12: Field Trip	1
TT3387	ABRAZO SS 6-12: MFA Open House	7
TT3385	ABRAZO SS 6-12: TAKS Strategies	4
TT3383	ABRAZO SS 6-12: Volume 1	1
TT4177	ABRAZO: 6-12 Every Inch Counts	6
TT1512	ABRAZO: Science 6-12 Museum Day	12
TT4152	ABRAZO: SS 6-12 Curriculum & Instruction	5

**APPENDIX P (continued)****New Teacher Mentorship and Training Professional Development Attendance by Course, 2009–2010**

<b>Course Number</b>	<b>Course Title/Description</b>	<b>Attendance</b>
TT2800	Meet, Greet, Swap 6+1 Traits	6
TT0772	Mentor HISD ACP Complete	99
TT1212	Mentor HISD ACP Update	3
TT0794	Mentor Non-HISD ACP Complete	150
TT1173	Mentor Non-HISD ACP Update	2
TT0673	Mentor Year 1 Certified Complete	112
TT1171	Mentor Year 1 Certified Update	49
TT2564	Mentor Year 2 Certified Complete	86
TT2563	Mentor Year 2 Certified Update	24
<b>Total (duplicated)</b>		<b>1,002</b>
<b>Total (unduplicated)</b>		<b>804</b>

## Appendix Q

### Play It Smart Campus GPA's 2009–2010

Campus	All Athletes		Single Sport Athletes		Multi-Sport Athletes		Non-Athletes	
	(N)	GPA	(N)	GPA	(N)	GPA	(N)	GPA
Austin HS	236	2.77	185	2.70	51	2.98	1,230	2.51
Bellaire HS	681	3.17	629	3.18	52	3.08	2,112	2.93
Chavez HS	367	2.83	318	2.80	49	3.02	1,781	2.42
Davis HS	304	2.80	185	2.85	119	2.73	898	2.25
Furr HS	163	2.90	107	2.88	56	2.94	504	2.50
Houston HS	344	2.50	264	2.44	80	2.64	881	2.19
Jones HS	129	2.54	97	2.55	32	2.48	453	1.95
Kashmere HS	147	2.48	96	2.39	51	2.60	277	2.13
Lamar HS	566	3.40	500	3.42	66	3.27	1,472	3.16
Lee HS	165	2.94	137	2.96	28	2.85	1,235	2.32
Madison HS	215	2.52	195	2.51	20	2.65	1,450	2.12
Milby HS	285	2.89	269	2.88	16	3.05	1,461	2.32
Reagan HS	200	2.68	190	2.68	10	2.75	1,215	2.17
Scarborough HS	197	2.78	128	2.63	69	3.04	398	2.31
Sharpstown HS	202	2.80	145	2.83	57	2.72	966	2.46
Sterling HS	190	1.97	142	2.00	48	1.82	40	1.66
Waltrip HS	369	2.92	256	2.82	113	3.14	1,111	2.33
Washington HS	171	2.76	111	2.70	60	2.85	565	2.16
Westbury HS	245	2.61	180	2.57	65	2.69	1,393	2.05
Westside HS	571	3.06	514	3.05	57	3.15	1,724	2.73
Wheatley HS	177	2.20	150	2.13	27	2.63	640	2.10
Worthing HS	187	2.45	123	2.34	64	2.62	563	2.13
Yates HS	250	2.70	186	2.66	64	2.81	702	2.28
<b>Totals/Weighted Average</b>	<b>6,361</b>	<b>2.83</b>	<b>5,107</b>	<b>2.82</b>	<b>1,254</b>	<b>2.83</b>	<b>23,071</b>	<b>2.42</b>

Note: GPAs based on most recent calculation dates, ranging from 8/25/09 to 4/20/2010. 11th and 12th grade GPAs were calculated as of April, 2010, and GPA calculations for 10th graders were distributed throughout the year. The majority of 9th grade GPAs were calculated in August, 2009. As a result, many students, particularly 9th graders, will not have GPAs. This table only includes students with GPAs, therefore the student totals might be less than the actual enrollment of a particular school.

**Appendix R****Play It Smart Campus Athletic Scholarships 2009–2010**

<b>School</b>	<b>Number of Athletic Scholarships</b>	<b>Athletic Scholarships Offered (\$)</b>
Austin HS	4	\$253,240
Bellaire HS	27	\$1,474,375
Chavez HS	18	\$907,670
Davis HS	4	\$88,000
Furr HS	0	\$0
Houston HS	27	\$601,500
Jones HS	2	\$122,000
Kashmere HS	2	\$50,972
Lamar HS	41	\$1,370,881
Lee HS	3	\$110,400
Madison HS	18	\$1,429,015
Milby HS	5	\$144,000
Reagan HS	9	\$611,222
Scarborough HS	0	\$0
Sharpstown HS	11	\$719,883
Sterling HS	2	\$83,812
Waltrip HS	4	\$71,044
Washington HS	20	\$995,933
Westbury HS	6	\$374,312
Westside HS	39	\$2,664,720
Wheatley HS	8	\$240,000
Worthing HS	4	\$38,926
Yates HS	14	\$1,441,000
<b>Totals</b>	<b>268</b>	<b>\$13,792,905</b>

**Appendix S****Private School Share Program Participants and Allocations, 2009–2010**

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**ELMENTARY AND MIDDLE SCHOOLS**

<b>Catholic</b>	<b><u>Students</u></b>
John Paul II	705
Our Lady of Guadalupe	216
Our Lady of Mt. Carmel	132
Queen of Peace	203
Resurrection Catholic	97
Seton	146
St. Ambrose	451
St. Anne	481
St. Augustine	164
St. Christopher	246
St. Francis de Sales	469
St. Francis of Assisi	137
St. Mary's	154
St. Peter the Apostle	48
St. Rose of Lima	114
St. Thomas More	565
St. Vincent de Paul	498
<b>Total = 17</b>	<b>4,826</b>

<b>Orthodox</b>	
Corpus Christi	196
St. Theresa	201
<b>Total = 2</b>	<b>397</b>

<b>Jewish</b>	
Beth Yeshurun	270
The Shlenker School	223
Torah Day School	94
<b>Total = 3</b>	<b>587</b>

<b>Protestant</b>	<b><u>Students</u></b>
Memorial Lutheran	132
Our Redeemer Lutheran	17
Pilgrim Lutheran	117
Trinity - Messiah Lutheran	179
<b>Total = 4</b>	<b>445</b>

**PreK–12 COMBINED SCHOOLS**

<b>Catholic</b>	
Holy Ghost Catholic	139
St. Michael Catholic	487
<b>Total = 2</b>	<b>626</b>

<b>Jewish</b>	
Beren Academy	290
Torat Emet	26
<b>Total = 2</b>	<b>316</b>

**HIGH SCHOOLS**

<b>Catholic</b>	
Incarnate Word Academy	248
St. Agnes Academy	839
St. Pius X	702
St. Thomas	675
Strake Jesuit	893
<b>Total = 5</b>	<b>3,357</b>

<b>Jewish</b>	
Torah Girls Academy of Texas	16
<b>Total = 1</b>	

**Total Allocation = \$1,100,000****Total Schools = 36****Total Students = 10,570**

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**APPENDIX T****School Allocations Staff Hired by Position, 2009–2010**

<b>Position</b>	<b>Number of Staff Hired</b>
Coach, Literacy - HS	1
Coordinator, Instructional RT	1
Curriculum Spclst-12M	3
Teacher, Bilingual	12
Teacher, Bilingual EC-4	1
Teacher, Bilingual Kindergarten	3
Teacher, Class-Size 3rd Grade	1
Teacher, Class-Size Bilingual	3
Teacher, English	11
Teacher, ESL Elementary	8
Teacher, ESL Secondary	3
Teacher, Fifth Grade	4
Teacher, First Grade	9
Teacher, Fourth Grade	4
Teacher, History	2
Teacher, Kindergarten	2
Teacher, Lead	1
Teacher, Math	17
Teacher, Math 4-8	1
Teacher, Multi-Grade	9
Teacher, Science	1
Teacher, Science 4-8	1
Teacher, Second Grade	7
Teacher, Social Studies	5
Teacher, Spanish	1
Teacher, Specialist	2
Teacher, Specialist 11M	1
Teacher, Specialist 12 M	1
Teacher, Speech	1
Teacher, Technology (1-8)	1
Teacher, Third Grade	7
<b>Total</b>	<b>124</b>

## Appendix U

### Elementary Science Staff Development Training Attendance by Course, 2009–2010

Course Number	Course Title/Description	Attendance
CU1856	EmPOWERing Science 3-5 Teachers	446
CU1855	EmPOWERing Science K-2 Teachers	511
CU1934	Grades 3-5 Earth Science	20
CU1933	Grades 3-5 Science Note booking	16
CU1931	K-2 Earth Science	40
CU1929	K-2 Science Note booking	26
CU1922	K-5 Formative Science Assessment	21
CU1958	K-5 Lead Science Teachers - Health Mus	59
CU1920	K-5 Science Lead Teacher Summit	155
CU1924	K-5 Science Leadership Council	21
CU1925	K-8 Super Science Saturday	168
CU1979	MTG: 3-5 Life Science	28
CU1980	MTG: K-2 Life Science	20
CU1923	MTG: K-5 Science Lead Teachers	479
CU1759	MTG: K-5 Science Learning Leadership Collaboration (SLLC) Interns - Spring	164
CU1930	MTG: PK-5 Science Fair Coordinators	55
CU1663	MTG: Science Learning Leadership Collaboration (SLLC) Catalysts - Fall 1	36
CU1664	MTG: Science Learning Leadership Collaboration (SLLC) Catalysts - Fall 2	35
CU1807	MTG: Science Learning Leadership Collaboration (SLLC) Catalysts - Spring	60
CU1668	MTG: Science Learning Leadership Collaboration (SLLC) Interns - December	88
CU1667	MTG: Science Learning Leadership Collaboration (SLLC) Interns - November	87
CU1666	MTG: Science Learning Leadership Collaboration (SLLC) Interns - October	84
CU1665	MTG: Science Learning Leadership Collaboration (SLLC) Interns - September	89
CU1760	MTG: Science Learning Leadership Collaboration (SLLC) Interns TAKS/Yr-End	235
CU1827	Multiage & Looping Classrooms	177
CU1828	Science Kit : Dissolving K-2	3
CU1829	Science Kit: Aquariums PK-2	61
CU2022	Science Kit: Balance & Motion K-2	44
CU2019	Science Kit: Earth Materials 3-5	45
CU1785	Science Kit: Investigating Water K-2	23
CU1791	Science Kit: Land & Water 3-5	35
CU1788	Science Kit: Matter & Energy 3-5	30
CU1794	Science Kit: Pebbles, Sand, Silt K-2	57
CU1961	Science Kit: Properties K-2	3
CU1793	Science Kit: Structure of Life 3-5	21
CU1787	Science Kit: Terrariums K-3	4
CU1789	Science Kit: Solids & Liquids K-2	34
CU1784	TOT: Grades 3-5 Science Kits	43
CU2018	WEBINR: K-2 Science National Geographic Program	2
CU1952	EmPOWERing Science 3-5 Teachers	3,525
CU1771	EmPOWERing Science K-2 Teachers	446
CU2020	Grades 3-5 Earth Science	511
CU1856	WEBINR: K-2 Science National Geographic Program	20
<b>Total (duplicated)</b>		<b>3,525</b>
<b>Total (unduplicated)</b>		<b>1,438</b>

## APPENDIX V

## Exit TAKS Stipends – Post Summer School Number Passing TAKS, July 2009

School Name	Subject Area(s)	Total # of Participating Student's	Total # of Passing Students	Total # of Passing Eligible Students	Total Stipend
Austin HS	Mathematics	3	2	2	\$200
Austin HS	Science	1	1	1	\$100
Bellaire HS	Science	4	4	4	\$400
Houston M,S, &T	Reading/ELA	26	5	3	\$300
Houston M,S, &T	Science	45	12	11	\$1,100
Houston M,S, &T	Social Studies	5	2	1	\$100
Lamar HS	Mathematics	1	1	1	\$100
Lamar HS	Reading/ELA	2	1	1	\$100
Lamar HS	Science	4	4	4	\$400
Lamar HS	Social Studies	3	3	3	\$300
Lee HS	Mathematics	13	3	2	\$200
Lee HS	Reading/ELA	6	1	1	\$100
Lee HS	Science	17	8	4	\$400
North Region Office	Mathematics	50	9	5	\$500
Reagan HS	Mathematics	7	5	5	\$500
Reagan HS	Reading/ELA	3	0	0	\$0
Reagan HS	Science	3	3	3	\$300
Scarborough HS	Mathematics	1	1	1	\$100
Scarborough HS	Social Studies	1	1	1	\$100
Sharpstown HS	Reading/ELA	1	1	1	\$100
Westside HS	Science	1	1	0	\$0
Wheatley HS	Mathematics	2	2	4	\$400
Wheatley HS	Reading/ELA	7	5	0	\$0
Wheatley HS	Science	2	2	1	\$100
Wheatley HS	Social Studies	3	2	1	\$100
Yates HS	Mathematics	5	4	4	\$400
Yates HS	Science	2	2	2	\$200
<b>Totals</b>		<b>218</b>	<b>85</b>	<b>66</b>	<b>\$6,600</b>



