

MEMORANDUM

September 13, 2022

TO: Pam Evans
Officer, External Funding and Grants

FROM: Venita R. Holmes, Dr.P.H.
Manager, Research & Accountability

SUBJECT: **ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER)
II AND III PROGRAM EVALUATION, 2021–2022**

Attached is a copy of the 2021–2022 ESSER II and III Evaluation Report. The evaluation consists of two components. The first component presents Program Summaries describing how funds were expended at the department level during the 2021–2022 academic year. The second component presents ESSER Dashboards that display trends in student outcomes as well as ESSER funding data by campus. Correlational analyses were conducted to assess the association between student performance and expenditures at the campus level. Key findings, except economic impact, were compiled using dashboard data. The financial data utilized for the 2021–2022 ESSER II and III Evaluation Report is the same data provided by Budgeting & Financial Planning for the ESSER Dashboards and the Program Summaries. In the Program Summaries, the allocation listed for each program is the total allocation for the 2021–2022 school year. On the ESSER Dashboard, the allocation listed for each program is the reduced allocation to match total expenditures for the 2021–2022 school year.

Key findings include:

Campus-Based Tutoring (as required by HB 4545)¹ **STAAR 3–8**

- Among **students who had previously failed** a STAAR reading and/or math test in spring 2021, more than 50% of fifth-, seventh-, and eighth-graders performed at or above the Approaches Grade Level standard on reading exams in spring 2022. More than half of fifth- and eighth-graders performed at or above the Approaches Grade Level standard on math exams in spring 2022. Third graders had the lowest percentage of students who performed at or above the Approaches Grade Level standard on math (18%) and reading (20%) tests compared to all other grade levels.
- The mean scale scores of all student test-takers increased from spring 2021 compared to spring 2022 on both STAAR reading and math tests. The largest increase in mean scale scores occurred on the STAAR math test (1368 to 1506, respectively).
- Paired t-test analyses, comparing students' spring 2021 and spring 2022 STAAR 3–8 performance revealed statistically significant increases in their reading, math, science, and social studies scale scores. The mean differences included an increase of 130.4 points on the math test, 140.0 points on the reading test, 231.2 points on the social studies test, and 381.0 points on the science test.
- Logistic regression, using baseline predictors, revealed the odds of passing the spring 2022 STAAR 3–8 for gifted/talented students, controlling for 2021 performance, was 1.99 times greater on the reading test and 3.32 times greater on the math test compared to their non-gifted/talented peers. In contrast, economically-disadvantaged ($\beta = 0.78$),

¹ HB 4545 required that students who failed STAAR in spring 2021 receive supplemental accelerated instruction, such as tutoring. See full evaluation (Part II) for details.

special education ($\beta = 0.37$), and male students ($\beta = 0.83$) were less likely to pass the reading test in spring 2022 compared to their counterparts. Economically-disadvantaged ($\beta = 0.64$), special education ($\beta = 0.29$), and male students ($\beta = 0.93$) were also less likely to pass the math test in spring 2022 compared to their counterparts. The higher the 2021 scale score, the more likely that students passed the tests in 2022, regardless of baseline background characteristics.

STAAR End-of-Course (EOC)

- The mean scale score for **students who had previously failed** EOC exams increased from spring 2021 to spring 2022 on all subject tests. The largest increase occurred for U.S. History test-takers (3302 to 3545), while the smallest increase occurred for Algebra I test-takers (3308 to 3397).
- The percentage of students who performed at or above the Approaches Grade Level standard on all subject tests in spring 2022 was 30%. The Biology EOC test had the highest percentage of students who performed at or above the Approaches Grade Level standard (43%), while the English I EOC had the lowest percentage of students who met this standard (21%).

Expanded Counselors/Social Workers and Expanded Wraparound Services

Attendance and Discipline²

- The overall in-school suspension (ISS) rate decreased by two percentage points between 2018–2019 and 2021–2022 (5% to 3%), while the out-of-school suspension (OSS) rate decreased by one percentage point during the same period (6% to 5%).
- Between 2018–2019 and 2021–2022, Black students saw their ISS (37%-35%) and OSS (48%-45%) rates decrease but were the only ethnic group whose ISS and OSS rates were disproportionately higher than their enrollment rate for both years (23% and 22%). During this period, Hispanic students saw their ISS (59% to 61%) and OSS (48% to 51%) rates increase, while Asian and White students saw their ISS (.8% to .7% and 2.7% to 2.4%) and OSS (.5% to .5% and 2.7% to 2.6%) rates slightly decrease.
- While the number of students referred to DAEP slightly decreased from 2018–2019 to 2021–2022 (from 1,726 to 1,540), the number of students expelled to JJAEP increased (from 26 to 42).
- Paired t-tests were conducted to detect changes in attendance and disciplinary action rates pre- and post-ESSER funding using campus-level data.
- There was a statistically significant decrease in the attendance rate from 2018–2019 to 2021–2022, pre- to post ESSER funding (95.2 vs. 91.5). The effect size of the difference was large (Hedge's $g = 2.87$).
- There were statistically significant decreases in the mean number of unduplicated (69.3 vs 36.2) and duplicated (83.4 vs. 37.6) in-school suspensions from 2018–2019 to 2021–2022. In addition, there were statistically significant decreases in the mean number of unduplicated (54.2 vs. 44.2) and duplicated (88.1 vs. 67.7) out-of-school suspensions. Further, unduplicated (17.9 vs. 15.7) and duplicated (7.2 vs. 6.7) referrals to DAEPs decreased over the same time period. Effect sizes of the differences were large.

²Unduplicated discipline data represents student counts, whereas duplicated discipline data represents the counts of incidents that results in one or more disciplinary actions.

- While the mean number of unduplicated expulsions to JJAEP decreased, the mean number of duplicated referrals to DAEP increased.
- The average attendance rate for all Houston ISD campuses fell from 95.3% in 2018–2019 to 91.6% in 2021–2022.

RTI Reading and Math Interventions (Campus Positions)

Renaissance 360 (BOY vs. EOY), English and Spanish

- The percent of students who scored At/Above Benchmark on the English Reading Renaissance assessment increased from 8.8% at the beginning-of-year (BOY) to 14.0% at the end-of-year (EOY).
- The percentage of students who scored At/Above Benchmark increased on the Math test from 26.6% (BOY) to 38.0% (EOY).
- The percentage of students identified as Urgent Intervention on the Reading assessment fell from 56.7% at BOY to 50.3% at EOY, and from 28.4% at BOY to 27.6% at EOY on the Math assessment.
- The mean scale score for English test-takers increased between the BOY and EOY testing windows on the Early Literacy (from 538 to 622), Math (from 571 to 622), and Reading (from 369 to 427) assessments. The mean scale score for Spanish test-takers increased between the BOY and EOY testing windows on the Early Literacy (from 505 to 591), Math (from 311 to 409), and Reading (from 140 to 186) assessments.
- The percent of English test-takers who scored At/Above Benchmark (across all subjects) increased from 18% at BOY to 26% at EOY. The percent of Spanish test-takers who scored At/Above Benchmark (across all subjects) increased from 26% at BOY to 44% at the EOY.

Campus Innovation Allotment

STAAR 3-8

- The mean scale score for **all first-time test-takers** on all subjects increased from spring 2021 compared to spring 2022. The largest increase occurred for science test-takers (3547 to 3700), while the smallest increase occurred for math test-takers (1484 to 1532).
- The passing rate of all subject tests increased by 14 percentage points between spring 2021 (51%) and spring 2022 (65%). The largest increase, by percentage, occurred between math test-takers (from 48% to 63%). The smallest increase, by percentage, occurred between social studies test-takers (from 37% to 48%).

STAAR EOC

- The mean scale score for **all first-time test-takers** on all subjects, except English I, increased from spring 2021 compared to spring 2022. The largest increase occurred for Algebra I test-takers (3908 to 4203) while the score of English I test-takers decreased by 42 points (3978 to 3935).
- The passing rate of all subject tests increased by three percentage points between spring 2021 (70%) and spring 2022 (73%). The largest increase, by percentage, occurred between Algebra I test-takers (from 63% to 69%). The largest decrease, by percentage, occurred between English I test-takers (from 64% to 62%).

SAT/ACT/TSI Preparation

- The percentage of students considered College-Ready, based on SAT scores, increased from 25% in 2019 to 27% in 2021. The percentage of students considered College-Ready, based on ACT scores, increased from 44% in 2019 to 63% in 2021.
- In 2022, approximately 22% of SAT student-testers were considered College-Ready.
- The average SAT composite score increased by nine points between 2019 (949) and 2021 (958), while the average ACT composite score increased from 22 to 25 during the same period.
- The average SAT composite score in 2022 was 935.

Economic Impact

- Partial correlation was used to explore the relationships between actual ESSER II and III funds expended and STAAR 3–8 reading and math performance at the school level, controlling for students' background characteristics. Preliminary assessments were performed to ensure no violation of the assumptions of normality and linearity.
- There was a strong, positive partial correlation between funds expended and STAAR 3–8 reading scale scores, controlling for percent of economically-disadvantaged students, $r = .359$, $n = 214$, $p < .001$, with higher expenditures being associated with higher STAAR reading scores. This trend was consistent after controlling for special education, $r = .203$, $n = 214$, $p = .003$; gifted-talented, $r = .300$, $n = 214$, $p < .001$; and Emergent Bilingual students, $r = .299$, $n = 214$, $p = <.001$.
- There was also a strong, positive partial correlation between funds expended and STAAR 3–8 math scale scores, controlling for percent of economically-disadvantaged students, $r = .372$, $n = 214$, $p < .001$, with higher expenditures being associated with higher STAAR math scores. This trend was consistent after controlling for special education, $r = .232$, $n = 213$, $p = <.001$; gifted-talented, $r = .323$, $n = 212$, $p < .001$; and Emergent Bilingual students, $r = .264$, $n = 214$, $p = <.001$. However, an inspection of the zero-order correlations suggested that the observed relationships may have been influenced by students' demographic characteristics.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

Venita Holmes

VRH

Attachment

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