



# RESEARCH

Educational Program Report

**PART I: ELEMENTARY AND SECONDARY SCHOOL  
EMERGENCY RELIEF (ESSER) II AND III  
EVALUATION, PROGRAM SUMMARIES,  
2021-2022**



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## BUREAU OF PROGRAM EVALUATION

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The fully awarded NOGA is pending at this time. Houston ISD's CRRSA ESSER II allocation is \$358,195,503.

With CRRSA ESSER II funds, Houston ISD is not required to provide equitable services to participating private non-profit schools. Private non-profits will receive separate funding from Texas under the Emergency Assistance for Non-Public Schools (EANS) I grant.

### **ARP Act ESSER III**

In March 2021, the American Rescue Plan Act, also known as the ARP Act, was signed into law. In the ARP act, \$122 billion was dedicated to the Elementary and Secondary School Education Relief (ESSER) funds. This grant is known as ARP Act ESSER III. The intent and purpose of the ARP Act ESSER III education funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

In July 2021, Houston ISD applied to receive their allocation of the ARP Act ESSER III funds. The fully awarded NOGA is pending at this time. Houston ISD's ARP Act ESSER III allocation is \$804,456,215. These funds are additional to Houston ISD for Houston ISD to use to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools.

With the ARP Act ESSER III funds, Houston ISD is not required to provide equitable services to participating private non-profit schools. Private non-profits will receive separate funding from Texas under the Emergency Assistance for Non-Public Schools (EANS) II grant. Houston ISD will utilize its ARP Act ESSER III funds to address issues that have risen due to the COVID-19 pandemic. With the ARP Act ESSER III funds, Houston ISD is required, by statute, to set aside 20% of their total allocation, in the amount of \$160,891,243, to address learning loss and to develop two plans: Safe Return to In-Person Instruction and Continuity of Services Plan and Use of Funds Plan (Houston Independent School District, n.d.).

### **Specific Authorized Use of ESSER Funds**

Per USDE guidance, LEAs may use ESSER I, ESSER II, and ESSER III grants for any of the following allowable uses:

(1.) Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).

(2.) Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).

(3.) Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).

(4.) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).

(5.) Any activity authorized by subtitle B of title VII of

the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).

(6.) Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.

(7.) Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

(8.) Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.

(9.) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

(10.) Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

(11.) Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.

(12.) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.

(13.) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

(14.) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(15.) Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

(16.) Addressing the academic impact of lost instructional time<sup>6</sup> among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care,



including by -

a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

b. Implementing evidence-based activities to meet the comprehensive needs of students.

c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

d. Tracking student attendance and improving student engagement in distance education.

(17.) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(18.) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(19.) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(20.) Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA (Texas Education Agency, n.d.).

All ESSER I, II, and III funds may be used simultaneously. ESSER I has an end date of September 30, 2022, ESSER II has an end date of September 30, 2023, and ESSER III has an end date of September 30, 2024.

## Review of the Literature

Learning is a dynamic process that builds on prior learning (Hanushek & Woessmann, 2020), so the prolonged physical separation experienced by students during the COVID-19 pandemic, while being necessary for public health and safety, inadvertently created an intellectual stagnation that exacerbated existing "learning deficits" and created new ones due to the absence of synchronous learning. Synchronous learning combines daily in-person intellectual exchange with daily social interaction. The COVID-19 pandemic created an asynchronous model by which the intellectual exchange and social interaction were separated. It is this lack of synchronous learning exchange that contributed to the exacerbation of the educational phenomenon called "learning loss" (Fabriz, Mendzheritskaya, & Stehle, 2021).

Learning loss can occur because of interrupted education, e.g., returning dropouts, senior year reduced course loads, absences, ineffective teaching, and course scheduling. Some studies have estimated that globally students have lost between 7–7.9 years of lifetime learning, during the pandemic with students from lower-income families experiencing increased learning deterioration. The largest losses occurred in math computation and spelling as these subjects are procedural and require the memorization of information; whereas, reading comprehension is conceptually-based and the student is more likely to retain the concepts of "reading" rather than the procedures of "mathematics" (Hanushek & Woessmann, 2020, p. 6). The discussion of learning loss is a conversation within the epistemological context of learning progression as students can move forward as well as backward, thus, learning loss must be understood as a fluid avenue that leads to a decision on whether to focus on learning gains, loss, or both. (Fabriz, Mendzheritskaya & Stehle, 2021)

The article *Our Kids Are Not Broken* written by Berger (2021) argued that the term "learning loss" has been used ad nauseam and to the detriment of students. Berger postulates that instead of insistently emphasizing the negative impact that the COVID-19 pandemic had on the 2020–2021 class, the focus should be shifted to emphasize the resiliency of students. This philosophical shift has the potential to recenter the conversation onto positive occurrences that took place juxtaposed with the COVID-19 pandemic. According to Berger, placing importance on student resiliency rather than student failure could re-build student confidence in schools and help get them back on track.

As the number of COVID-19 cases in Texas continued to push towards its ultimate  $\approx 7\text{M}$  infections and the concomitant 88,000 deaths, school districts including HISD closed. Closing the schools and migrating to emergency remote instruction was a necessary public health step to reduce the exposure of students to COVID-19 according to the Centers for Disease Control and Prevention due to the fact that children have a unique pathway to infection and are particularly vulnerable during infectious disease outbreaks for a variety of reasons. They are less likely to adhere to some behavioral or hygienic practices, such as hand washing, due to their age, maturity, and evolving capacities. Children under five seek proximity to caregivers and/or family members which increases their risk of exposure to infectious diseases. Beyond the immediate impacts on their health and the health of their caregivers, during the COVID-19 pandemic, children were required to navigate the social, emotional, and economic disruptions the outbreak caused. The pandemic reshaped society and disrupted more than a year of schooling with Black, Latino, and low-income students being hit the hardest academically (Williams, 2020).

Students were generally found to spend 3.6 rather than 7.4 hours on school-related activities which was  $\leq$  half

the pre-pandemic school-related time. Students engaging in passive activities, such as watching television, playing video games, and using their mobile phones increased by 5.2 hours (Hanushek, 2020). There is no good instrument to measure hybrid learning currently available, however, the use of daily “task sheets” as the primary learning tool and delivery method (Hanushek, 2020) demonstrates the deeply asynchronous learning environment the COVID-19 pandemic created. The two economic threads surrounding economic loss affiliated with COVID-19 learning loss are: (1) the students who were members of the 2021–2022 cohort will experience pandemic-related learning loss which will translate into a loss of income, and (2) the national economy going forward will have a less-qualified and less-prepared workforce which will alter society on the whole. The asynchronous learning environment created by the COVID-19 pandemic perpetuated social-emotional learning deficits that have the potential to stop and actually regress the learning of students especially Black and Hispanic/Latinx low-income students. The COVID-19 pandemic exposed the pre-existing deficits in the education system and further, the pandemic has intensified the learning risk of already disadvantaged communities and vulnerabilities. To that end, the learning loss experienced by HISD students during the 2020–2021 academic school year will provide the foundation for the evaluation of how HISD used its ESSER funds.

### Limitations

Some of the limitations include the fluidity of the programs themselves which resulted in student-participant shifts. A student-participant may have been required to attend a program, but may or may not have attended regularly. A second limitation is consistent access to the programs. Program and department managers were solicited for input about their respective programs; however, the information provided has the potential of being subjective. Another limitation is the shifting budget allocations. The HISD budget is in flux which makes transparency a priority along with dependency on the expertise of campus personnel who are managing allocations.

### Methodology

In response to a Request for Prototype Proposals (RPP) district personnel submitted requests to fund programs designed to mitigate the learning loss experienced by HISD students. Each program received a “Spending Priority” designation and then was allocated funds. Program Managers were given fiduciary and implementation responsibility. An approval process identified programs that received ESSER funding. The Office of External Funding was tasked with managing ESSER funds. The Office of Research & Accountability was tasked to track, monitor and evaluate the ESSER-funded programs. A new process

called the “ESSER Funds Check-In Chats” was developed and deployed. The ESSER Funds Check-In Chats solicited information directly from Department and Program Managers. During 30-minute conversations that took place using the Microsoft Teams platform, the staff of Research & Accountability asked Program and Department Managers about the status of their programs, bottlenecks they may have encountered, asked if the staff of Research & Accountability could assist to keep the program on track. To support tracking, monitoring, and evaluation of the ESSER-funded programs, six surveys were administered. The first survey requested specific information about the new program, e.g., estimated budget, program objective, and program goals. The second survey requested supporting documents from the Department and Program Managers, e.g., invoices, still and video images of the program “in action,” lists of student-participants. A program-specific Pre-K survey was the third survey administered. The fourth survey was administered to principals mid-school year, the fifth was directed to HISD parents and the sixth and final survey was, again, directed to the principals. The information gleaned from the surveys was compiled, reviewed, and included in this evaluation.

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# **ESSER Program Summaries**

## **2021–2022**



**Table of Contents**  
**Part I: Elementary and Secondary School Emergency Relief (ESSER) II and  
III Evaluation Program Summaries, 2021–2022**

<b>Interventions Program Summaries.....</b>	<b>7</b>
RTI Reading and Math Interventions (Campus Positions).....	8
Campus-Based Tutoring (HB 4545).....	9
HISD Tutor Corp.....	10
Entering Kindergarten GT Testing Stipends .....	10
<b>College, Career &amp; Military Readiness Program Summaries.....</b>	<b>11</b>
UT OnRamps .....	12
SAT/ACT/TSI Preparation - Khan Academy Dashboard .....	13
Achievement Via Individual Determination (AVID) Expansion.....	13
College and Career Readiness (CCR) Advisor Stipends .....	14
College & Career Readiness Programming .....	14
<b>Performance Management Program Summaries .....</b>	<b>15</b>
Critical Staffing-Appraisal Data System/Performance Management Department Expansion..	16
Critical Staffing-Region 4 Certification .....	16
<b>Family and Community Engagement Program Summaries .....</b>	<b>17</b>
CRM System/Customer Service Training .....	18
FACE Coaches/Parent Navigator Stipends .....	18
Tech Infrastructure .....	18
<b>Facilities Program Summaries.....</b>	<b>19</b>
Buses .....	20
Heating, Ventilation, & Air Conditioning (HVAC), Air Filtration Systems.....	20
COVID Enhanced Cleaning .....	21
Campus Water Bottle Distribution.....	21
<b>Fine Arts Program Summaries.....</b>	<b>22</b>
Fine Arts Assets & Supplies .....	23
Fine Arts Maintenance, Extensive Cleaning & Repair.....	23
Fine Arts Residences and Art Partnerships .....	24
<b>Human Resources Program Summaries .....</b>	<b>25</b>
Human Resources Culture & Compensation, Teacher Recruitment, Recruitment and Hiring	26
Growing Talent, HR Talent and HR Effective Teacher .....	26

Employee Retention Stipends and Teacher Recruit & Retention Stipends .....	27
<b>Reading and Math Program Summaries.....</b>	<b>28</b>
Dual Language Expansion Resources.....	29
Volunteer Literacy Programs Expansion.....	29
TSLAC Proficient Library Collection.....	30
Pre-K Literacy Kits and Backpacks.....	30
Instructional Materials Allotment.....	31
STEM Summer Camp .....	32
LMS Supports.....	32
<b>Special Populations Program Summaries .....</b>	<b>33</b>
Bilingual Dictionaries (ESSER II).....	34
English as a Second Language (ESL) Stipends .....	34
English Learners (EL) Tutors.....	35
Special Education Teaching Assistants Professional Development.....	35
Special Education Teaching Assistants .....	36
Special Education Resource, Inclusion and Co-Teachers.....	36
Dyslexia Interventionists and Special Education Support Teachers.....	37
Educational Diagnosticians.....	37
Assistive Technology.....	38
Speech and Language Pathologists/Therapists.....	38
Behavior Support PD and Labs .....	39
Special Education Instructional Materials .....	39
Students with Disabilities Parent Courses .....	40
Newcomer Secondary Resources (Saddleback).....	40
<b>Technology Office Program Summaries .....</b>	<b>41</b>
Middle School Student Devices/Student Laptops .....	42
Student Mobile Internet .....	42
Campus Computer Laboratories/Headsets.....	43
Student Information System .....	43
<b>Student Enrollment Program Summaries .....</b>	<b>44</b>
Community-Based Enrollment Supports .....	45
Student Re-Engagement Team .....	45
Enhanced School Choice/Enrollment Tools .....	46
Eight Million Stories .....	46
<b>Wraparound and Student Assistance Program Summaries .....</b>	<b>47</b>

COVID-19 Vaccination Stipends and COVID Safety Campus Designee Stipends .....	48
COVID-Safety Allotment (Campus-Based) .....	48
Wraparound Stipends for Wraparound Specialists .....	49
Expanded Wraparound Services (Campus-Based) & Expansion of Wraparound Specialists.	49
Student Assistance Services .....	50
<b>Social &amp; Emotional Learning and Mental Health Support .....</b>	<b>51</b>
Expanded Counselors/Social Workers and Expanded Mental Health Support.....	52

# **Interventions Program Summaries**

RTI Reading and Math Interventions (Campus Positions)

Campus-Based Tutoring (HB 4545)

HISD Tutor Corps

Entering Kindergarten GT Testing Stipends

## RTI Reading and Math Interventions (Campus Positions)

Department: Interventions Office

Priority: Learning Loss

### Project Description

The infusion of ESSER funding mitigated the learning loss that students experienced due to the COVID-19 pandemic. ESSER funds were used to purchase educational technology, paid accelerated learning curriculum stipends, funded extra-duty pay, and supported contracted tutoring services. Students remained with their peers within their general education programs while they received extra support, had access to high-quality instructional materials aligned with Texas Essential Knowledge and Skills (TEKS), and accessed tutoring sessions that were embedded in the school day which were driven by student data. RTI Reading and Math Interventions addressed missed concepts and skills and helped students master content.

<b>Total Allocation (\$):</b>	<b>12,961,000.00</b>
<b>ESSER II (\$): 12,961,000.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>3,365,962.00</b>
<b>ESSER II (\$): 3,365,962.00</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Provide intervention support to Tier 2 & 3 students.
- Assist 41,000+ students in reading, math, and behavior.
- Support 179 K-8 elementary campuses.
- Hire a new Administrative Assistant to track student progress, professional development, and campus intervention needs.

### Key Findings

- Hired 84 Interventionists; however, identifying, recruiting and hiring Interventionists proved to be a challenge.
- A total of 19,238 students completed the English version of the Reading Renaissance 360 beginning-of-year (BOY) and end-of-year (EOY) assessments during the 2021–2022 school year (**Table 1**).
- The “At/Above” Benchmark percentage rate for all English test-takers on the Reading Assessment increased from 8.8% at BOY to 14.0% at EOY (Table 1).

**Table 1: Renaissance Reading Assessment Results, Paired Analysis, Spring 2021 (Pre-test) vs Spring 2022 (Post-test)**

Reading	N BOY (Pre-test)	% BOY (Pre-test)	N EOY (Post-test)	% EOY (Post-test)
At/Above Benchmark	1693	8.8	2686	14.0
Intervention	4645	24.1	4457	23.2
On Watch	1984	10.3	2409	12.5
Urgent Intervention	10916	56.7	9686	50.3
Total	19238	100.0	19238	100.0

**Table 2: Renaissance Math Assessment Results, Paired Analysis, Spring 2021 (Pre-test) vs Spring 2022 (Post-test)**

Reading	N BOY (Pre-test)	% BOY (Pre-test)	N EOY (Post-test)	% EOY (Post-test)
At/Above Benchmark	5512	26.6	7856	38.0
Intervention	5626	27.2	4094	19.8
On Watch	3674	17.8	3028	14.6
Urgent Intervention	5874	28.4	5708	27.6
Total	20686	100.0	20686	100.0

### Key Findings (cont'd)

- A total of 20,686 students completed the English version of the Math Renaissance 360 (BOY) beginning-of-year and end-of-year (EOY) assessments.
- The percentage of students “At/Above” benchmark increased on the Math Renaissance Assessment from 26.6% (BOY) to 38.0% (EOY) (**Table 2**).
- The percentage of students identified as “Urgent Intervention” on the Reading Assessment fell from 56.7% at BOY to 50.3% at EOY (Table 1).
- The percentage of students identified as “Urgent Intervention” on the Math Assessment fell from 28.4% at BOY to 27.6% at EOY (Table 2).

### Recommendations

- Continue to provide interventions to improve student performance.
- Refine job descriptions to continue to identify, recruit, and hire Interventionists.
- Ensure that Interventionists and Teacher Specialists attend required Professional Development with the Interventions Office to support student performance.



## Campus-Based Tutoring (HB 4545)

Department: Interventions Office

Priority: Learning Loss

### Project Description

Campus-based tutoring was an intentional use of time to build students' prerequisite knowledge and skills. It integrated new learning that was part of the grade-level curriculum. It scaffolded academic content as students accessed new learning and built upon their knowledge and skills base. Students who did not pass one or more of the 2021 STAAR tests or who did not participate in the state test in 2021 were required to receive tutoring under HB 4545.

Total Allocation (\$):	35,294,349.71
ESSER II (\$): 35,294,349.71	ESSER III (\$): 0

Total Expenditure (\$):	28,660,853.46
ESSER II (\$): 28,660,853.46	ESSER III (\$): 0.00

### Project Goals

- Support campus academic days, bootcamps, extended days and after-school programming to mitigate learning loss.
- Support students' accelerated learning plan to address the identified skill deficits and targeted intervention.

### Key Findings

- 25,453 students identified as needing accelerated instruction completed a STAAR math test in spring 2021 in comparison to 35,007 students in spring 2022.
- 21,280 of these students completed a STAAR reading test in spring 2021 in comparison to 30,534 students in spring 2022.
- The majority of students who took spring 2021 and spring 2022 STAAR reading tests were economically disadvantaged.

Table 1: STAAR 3-8, Paired T-test Analysis, Spring 2021 (Pre-test) vs Spring 2022 (Post-test)

STAAR Subtests	N Tested	Spring 2021 Mean Scale Score (Pre-test)	Spring 2022 Mean Scale Score (Post-test)	Mean Difference	t-value	df	p-value	Effect Size
Reading	17,637	1344.23	1484.28	140.048	172.114	17636	.000***	1.296
Math	20,589	1383.65	1514.06	130.410	176.487	20588	.000***	1.230
Science	73	3026.62	3407.66	381.041	8.214	72	<.001**	.961
Social Studies	23	3031.74	3262.96	231.217	2.048	22	.053	.412
Source: STAAR 3-8 database								

### Key Findings (cont'd)

- Paired t-tests revealed statistically significant increases in the STAAR 3-8 reading, math, science, and social studies scale scores of students identified as needing campus-based tutoring (**Table 1**). The mean differences ranged from +130.4 points on the math test to +381.04 points on the science test.
- Logistic regression revealed that the odds of passing STAAR 3-8 for gifted/talented students in 2022 was 2X greater on the reading test and 3X greater on the math test compared to their non-gifted/talented peers. Economically-disadvantaged, special education, and male students were less likely to pass the test in 2022 compared to their counterparts.

### Recommendations

- Continue to work on developing an "Interventionist App" to tie students with the actual Interventionist providing services.
- Require professional development from the Interventionist Office for RTI Interventionists (Reading and Math).

## HISD Tutor Corps

Department: Innovations Office

Priority: Learning Loss

### Project Description

In response to the unique challenges presented by COVID-19, HISD partnered with iEducate to hire up to 500 college readiness mentors as tutors through a new initiative called Student Teacher Corps. All HISD students and alumni, ages 15 through college, were invited to apply for this paid opportunity. The purpose of this program was to address learning gaps due to the pandemic at 50-plus elementary schools. Additionally, the program helped students interested in the education field gain hands-on teaching and leadership experiences in the classroom. Students selected for the program were paired with certified teachers.

<b>Total Allocation (\$):</b>	<b>1,500,000.00</b>
<b>ESSER II (\$): 1,500,000.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>981,300.08</b>
<b>ESSER II (\$): 952,919.68</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Hire 500 college readiness mentors as tutors.
- Expose students to the valuable skills employers demand.
- Develop a pipeline of highly-effective future teachers supporting elementary school students in need.
- Provide employment in an atmosphere in line with all federal, state, and local equal opportunity laws.
- Attend iEducate Academy.
- Comply with HISD hiring processes.

### Key Findings

- HISD Tutor Corp hired and placed 290 tutors.
- Tutors deployed to: Austin, Bellaire, Carnegie Vanguard, Chavez, DeBailey, East Early College, Eastwood Academy, Energy Institute, Heights, Law Enforcement and Criminal Justice, Houston Academy for International Studies, HSPVA, Sharpstown, Yates, Jones, Kashmere, Lamar, Long, Madison, Memorial, Milby, Mt. Carmel, North Forest, North & South Early College, MSTC, Texas Connections, Scarborough, Sterling, Waltrip, Westbury, West Side, Wheatley, Wisdom, Worthing, and Young Womens College Prep.

## Entering Kindergarten GT Testing Stipends

Department: Interventions Office

Priority: Learning Loss

### Project Description

The Gifted and Talented Department seeks to identify entering kindergarten students using the Wechsler Non-Verbal, and the Woodcock-Johnson IV/Bateria IV assessments. Over five Saturdays and through one-on-one district personnel proctors, students are allowed to test at their own pace. These funds support the success of a cohesive program that serves more than 1400 families during the school year.

<b>Total Allocation (\$):</b>	<b>125,094.95</b>
<b>ESSER II (\$): 125,094.95</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>135,266.36</b>
<b>ESSER II (\$): 135,266.36</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Assess students for G/T programming.
- Oversee, support, and monitor Kindergarten assessments for G/T identification.
- Ensure that all Kindergarten students receive one-on-one proctor led assessment.

### Key Findings

- Paid 83 \$1000 Testing Stipends.
- Paid 11 \$500 Testing Stipends.
- Used the GT Identification Matrix to identify students for eligibility.

### Recommendations

- Expand HISD Tutor Corp recruitment efforts with an emphasis on online interactions/tutoring.
- GT should increase the Proctor stipend to \$1200 due to Proctors working all 5 testing Saturdays.
- GT should have an increase testing budget for more testing materials.
- GT should develop a Mobile application for reservations and check-ins.

# **College, Career & Military Readiness Program Summaries**

UT OnRamps

SAT/ACT/TSI Preparation - Khan Academy Dashboard

Achievement Via Individual Determination (AVID) Expansion

College and Career Readiness (CCR) Advisor Stipends

College & Career Readiness Programming

## UT OnRamps

**Department:** Postsecondary Programming

**Priority:** College, Career & Military Readiness

### Project Description

UT OnRamps was designed to ensure that students who experienced COVID-related learning loss continued to have access to multiple opportunities to earn college-credit. HISD offered the UT OnRamps program to students since 2011. A high percentage of students have successfully completed the program and earned college credit, especially in the sciences making it a defacto Science Technology Engineering and Mathematics (STEM) pipeline to expose students to STEM college majors and careers. The strategy of the Postsecondary Programming Department was to expand the UT OnRamps offerings by 50% or 481, coupled with centrally-funding the program to increase its attractiveness to other schools and student participation.

<b>Total Allocation (\$):</b>	<b>170,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 170,000.00</b>

<b>Total Expenditure (\$):</b>	<b>158,318.24</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 158,318.24</b>

### Project Goals

- Expand UT OnRamps offerings by 50%.
- Successfully help students gain college credit during high school.
- Increase access to and success in college-level coursework.
- Centrally-fund student tuition and fees to increase the number of schools who participate.
- Train teachers to collaborate with UT Professors.

### Key Findings

- Houston ISD had 963 students enrolled in UT OnRamps courses during the 2021–2022 school year.
- This dual enrollment program has yielded strong post-secondary course performance data from HISD students, with STEM course offerings, such as Physics I and Chemistry I, representing more than 62% of the college credits obtained last school year.
- The uncertainty around funding support led to only six campuses implementing this dual enrollment program.
- ESSER funds provided a stable funding source which allowed the program to more than double the number of participating schools (15) scheduled to offer classes during the 2022–2023 academic year.
- Existing ESSER funds were used to create promotional materials and strengthen the lab facilities at existing and prospective UT OnRamp campuses.

### Recommendations

- Continue to expand students' exposure to UT OnRamps.
- Assist staff as they work to develop college partnerships that participate in dual enrollment.

## SAT/ACT/TSI Preparation - Khan Academy Dashboard

**Department:** College Readiness

**Priority:** College, Career & Military Readiness

### Project Description

College, Career, & Military Readiness used ESSER funds to (1) increase student usage of official SAT practice via the Khan Academy platform, (2) increase opportunities for tutorial support in math and reading with campus-based staff, (3) provide professional development for teachers to embed college-readiness assessment skills in daily reading, writing, and math instruction, (4) provide academic tutors to deliver virtual and in-person instruction, (5) supply technology to assist students with online learning and test preparation, (6) create incentive programming for students and teachers, and (7) provide stipends for personnel who create, support, and implement strategies at their respective campuses.

<b>Total Allocation(\$):</b>	<b>1,824,998.98</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,824,998.98</b>

<b>Total Expenditure (\$):</b>	<b>1,218,453.66</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,218,453.66</b>

### Project Goals

- Offer the full suite of standardized test preparation.
- Give students the opportunity to establish college preparation baseline test scores.
- Increase standardized test scores for college readiness.
- Create sustainable systems to support college-level assessment preparation.
- Mitigate the learning loss experienced by HISD students due to the COVID-19 pandemic.
- Ensure access to college is not hindered or hampered.
- Provide access to the Khan Academy practice testing portal.

### Key Findings

- SAT practice usage increased more than six times between January and March, from 94,000 minutes to 564,000 minutes.
- The number of students using the SAT Practice tool increased from 2,500 to 5,900.
- Significant learning loss in math and reading due to COVID-19 impacted PSAT/SAT scores.
- Juniors using Khan Academy showed significant progress from the October PSAT to the March school day SAT, with roughly a 70-point gain for every 1000 minutes of practice.

## Achievement Via Individual Determination (AVID) Expansion

**Department:** College Readiness

**Priority:** College, Career, and Military Readiness

<b>Total Allocation(\$):</b>	<b>1,000,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,000,000.00</b>

<b>Total Expenditure (\$):</b>	<b>974,101.77</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 974,101.77</b>

### Project Description

AVID (Achievement Via Individual Determination) was a schoolwide academic support program that scaffolded support to elementary and secondary college readiness programming. It introduced and reinforced academic behaviors and developed positive academic habits to be used now and in college. Students were taught self-organization, how to customize their study skills, positive communication, and self-advocacy. Advanced AVID skills helped students overcome hesitancy about attending college and helped them be proactive as they pursued admission to the colleges of their choice.

### Project Goals

- Teach Elementary and Secondary students to prepare themselves for college by engaging in AVID College Readiness strategies.
- Develop new study, communication, self-organization, and self-advocacy skills.
- Reduce the "Opportunity Gap" with respect to access to college.

### Key Findings

- Expanded into 65 new campuses.
- Interacted with 33,782 students, which included:
  - 10,302 English Language Learners,
  - 3,539 Special Education students,
  - 30,807 Economically Disadvantaged students,
  - 25,194 Hispanic/Latinx students,
  - 9,040 African American students, and
  - 3,698 White students.

### Recommendations

- Continue to provide students with academic support to improve their reading, writing, and math skills.
- Expand efforts to reduce the "Opportunity Gap" by exposing all students to college readiness programming.



## College and Career Readiness (CCR) Advisor Stipends

**Department:** College Readiness

**Priority:** College, Career, and Military Readiness

### Project Description

ESSER funds were used to provide a \$1000 stipend to retain College and Career Readiness Advisors and College Access Coordinators. Staff in both of these roles worked directly with students to encourage college enrollment and assist them in the application and matriculation processes. The unique skills needed to perform these jobs are in high demand nationally as school districts work to stave off academic apathy and learning loss experienced by graduating high school students. College and Career Readiness used "Retention Stipends" to retain staff, stabilize staff turnover which fosters trust and rapport with students.

<b>Total Allocation (\$):</b>	<b>109,757.00</b>
<b>ESSER II (\$): 109,757.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>104,336.93</b>
<b>ESSER II (\$): 104,336.93</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Distribute a \$1000 retention stipend to College and Readiness Advisors.
- Distribute a \$1000 retention stipend to College Access Coordinators.
- Retain current staff.
- Increase participation of economically-disadvantaged students.

### Key Findings

- In the 2021–2022 academic year, 3,955 students received 10,129 advising sessions from ESSER-funded advisors.
- Advising sessions were higher in 2021–2022 compared to the previous year.
- The department retained/increased advising staff.

## College & Career Readiness Programming

**Department:** College Readiness

**Priority:** College, Career and Military Readiness

### Project Description

To ensure the learning loss experienced by students caused by the COVID-19 pandemic did not hinder the positive academic trajectory of HISD students, the College and Career Readiness Department expanded their existing college admission programming and developed new programming to engage and re-engage students in activities and programs focused on college and career exploration and readiness. The department developed and expanded partnerships with organizations that assist underserved populations gain college admission, such as BridgeYear, DiscoverU, and Momentum Education. A survey was deployed through College Readiness CoPilot to identify students' interest for specific programs.

<b>Total Allocation(\$):</b>	<b>926,607.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 926,607.00</b>

<b>Total Expenditure (\$):</b>	<b>197,838.10</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 197,838.10</b>

### Project Goals

- Use Legacy College Readiness programming, e.g. Project Explore, Ignite, and Wings.
- Expand partnerships with BridgeYear, Momentum Education and DiscoverU.
- Survey students through the College Readiness CoPilot portal.

### Key Findings

- Serviced a total of 4,687 students, including 2,365 Hispanic/Latinx, 1,416 African American, 81 Asian/65 White/27 Two race/ethnicities, 3,458 Economically-disadvantaged, 543 English Learner, and 146 Special Education students.

### Recommendations

- Increase activities leading to college enrollment.
- Increase the number of students deemed college ready by Texas Success Initiative (TSI) standards.

# **Performance Management Program Summaries**

Critical Staffing-Appraisal Data System/Performance Management Department Expansion  
Critical Staffing-Region 4 Certification

## Critical Staffing - Appraisal Data System/Performance Management Department Expansion

**Department:** Performance Management

**Priority:** Critical Staffing

### Project Description

The Critical Staffing project provided campus-based employees (i.e., principals, assistant principals/deans, teachers, and paraprofessionals) with on-going feedback on their performance to increase student growth. District appraisers and employees were trained on how to navigate the Appraisal and Incentive Management (AIM) system, specifically on how to send and receive performance documents throughout all phases of the appraisal year. Appraisal reports were created to monitor compliance and the effective implementation of the District's appraisal systems (e.g., T-TESS, T-PESS, Non-Teacher and Principal Supervisor Appraisal Systems).

<b>Total Allocation (\$):</b>	<b>1,022,027.91</b>
<b>ESSER II (\$): 1,022,027.91</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>383,690.42</b>
<b>ESSER II (\$): 383,690.42</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Train all HISD employees and appraisers to access the Appraisal and Incentive Management Portal (AIM).
- Transition the District from the Teacher Appraisal and Development System (TADS) to the Texas Teacher Evaluation and Support System (T-TESS).
- Coordinate and schedule training for more than 1200 Appraisers.

### Key Findings

- A total of 482 staff participated in the Video Calibration session.
- T-TESS campus-level training was held at 254 schools
- A total of 120 meetings were held with the Senior Manager, Performance Management.
- 801 staff were trained on the New Teachers and Non-teachers Appraisal System.
- Trained 8000 Teachers on the new T-TESS system.

## Critical Staffing-Region 4 Certification

### Project Description

The Critical Staffing - T-TESS Region 4 Certification program allowed the District to create a fair and effective appraisal system that will identify, retain, and reward teachers who have the greatest impact on student growth. The system will allow the District to increase the equity of access to highly-effective teachers. A calibration program was created to ensure that the tool is an accurate and reliable method to identify highly-effective teaching.

<b>Total Allocation (\$):</b>	<b>1,020,128.00</b>
<b>ESSER II (\$): 1,020,128.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>408,624.70</b>
<b>ESSER II (\$): 408,624.70</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- To ensure that campus-based leaders, including principals, assistant principals, deans, and Office of Schools leaders (i.e., assistant superintendents, directors, and SSOs) are fully trained to use the new system.
- To ensure that campus-based leaders, including principals, assistant principals, deans, and Office of Schools leaders (i.e., assistant superintendents, directors, and SSOs) receive the T-TESS and Advancing Educational Leadership (AEL) Region 4 Certification trainings.

### Key Findings

- 1101 staff took initial T-TESS Training.
- 723 staff took the Teach for Texas Recertification Assessment.
- 932 staff participated in Advancing Educational Leadership (AEL) or Instructional Leadership Design Training (ILD).
- 714 staff completed AEL Certification training prior to conducting formal T-TESS appraisals.
- 597 Appraisers had already completed either training and uploaded a copy of a previously held AEL or ILD certificate.

### Recommendations

- Performance Management should continue to provide support to ensure staff are properly trained to implement the campus-based appraisal systems.
- Consider developing an "Alert" system to inform administrators which staff need T-TESS training.

# **Family and Community Engagement Program Summaries**

CRM System/Customer Service Training  
FACE Coaches/Parent Navigator Stipends  
Tech Infrastructure

## CRM System/Customer Service Training

Department: Engagement

Priority: TBD

### Project Description

Family and Community Engagement (FACE) piloted the parent feedback tool, "Possip". The Possip interface was customized to gather/report bi-weekly feedback from families to support HISD Family-Teacher-School relationships.

Total Allocation (\$):	13,868.00
ESSER II (\$): 0.00	ESSER III (\$): 13,868.00

Total Expenditure(\$):	0.00
ESSER II (\$): 0.00	ESSER III (\$): 0.00

### Project Goals

- Monitor "Priority Topics" to respond within 24 hrs.
- Use data from weekly "Pulse Checks" to build a HISD-Family relationship.
- Use data to support the development FACE response policies and procedures.

### Key Findings

- 275,270 HISD parents received initial emails from the Possip system.
- A total of 66,065 family members/parents registered with and provided feedback through Possip.
- 67% of parents reported a positive HISD experience.
- Possip data were used by HISD to enhance staff interactions with parents.

## FACE Coaches/Parent Navigator Stipends

Department: Engagement

Priority: TBD

### Project Description

Three staff positions and proposed availability is scheduled for the start of 2022–2023 academic year.

Total Allocation(\$):	177,499.00
ESSER II (\$): 0.00	ESSER III (\$): 177,499.00

Total Expenditure (\$):	8,642.23
ESSER II (\$): 8,642.23.00	ESSER III (\$): 0.00

### Project Goals

- Develop "Parent Expo" and "Family Literacy Night".
- Coordinate with HR on staff participation/pay/stipend.

### Key Findings

- Hired two Senior Managers.
- Continue to work with Human Resources on staffing.

## Tech Infrastructure

Department: Engagement

Priority: TBD

### Project Description

Determine the initial and continuous needs and use of technology, including software and hardware, to fully execute programs and support HISD as it expands its contact and engagement with parents and the community.

Total Allocation (\$):	15,728.00
ESSER II (\$): 0.00	ESSER III (\$): 15,728.00

Total Expenditure (\$):	0.00
ESSER II (\$): 0.00	ESSER III (\$): 0.00

### Project Goals

- Identify and deploy necessary hardware and software.
- Receive training on new hardware and software.

### Key Findings

- "Possip" created a dynamic two-way communication system between HISD staff, parents, and families.
- Parents used "Possip" to divulge critical issues.

### Recommendations

- Identify and deploy systems around customer service, ticketing, and expediting parent concerns.
- Consider expanding staff to monitor and respond to feedback retrieved through "Possip".



# **Facilities Program Summaries**

Buses

Heating, Ventilation, & Air Conditioning (HVAC), Air Filtration Systems

COVID Enhanced Cleaning

Campus Water Bottle Distribution

## Buses

**Department:** Chief Operations Office

**Priority:** Transportation

### Project Description

HISD Transportation Services proposed to pay a \$2,000 Retention/Recruitment Stipend to school bus drivers, microbus drivers, and transportation attendants. The stipend supported a reliable workforce and promoted loyalty from front-line workers. The Student Express Bus would provide greater flexibility and mobility in transporting students, allowing the department to quickly employ personnel with a Class-C license. Transportation Services could expedite requests for McKinney-Vento homeless student outreach and transportation within a seventy-two hour time frame. More opportunities would be available for students who needed transportation during the school day and during the evening.

<b>Total Allocation (\$):</b>	<b>23,657,500.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 23,657,500.00</b>

<b>Total Expenditure (\$):</b>	<b>24,096,956.07</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 24,096,956.07</b>

### Project Goals

To expedite and facilitate service to the 36,000 HISD students who utilize bus service.

- Reduce and eliminate the use of outside ride-share vendors to transport students.
- Expand the bus driver corp.
- Provide after-school transportation.
- Expand access to transportation for homeless students.

### Key Findings

- 250 Type B and C traditional “yellow” school buses and 100 smaller white Alternative Vehicle “Express Buses” were ordered.
- Used ESSER funds to identify, recruit, and hire new bus drivers using the FMCSA waiver.
- Sponsored eight recruitment events from April to August 2022. Five of the events were held at the Northwest Motor Pool and three recruitment events were held at Hattie Mae White Educational Support Center.

## Heating, Ventilation, & Air Conditioning (HVAC), Air Filtration Systems

**Department:** Chief Operations Office

**Priority:** Facilities

### Project Description

In response to COVID-19 being an airborne close-contact transmitted infection that destroys the respiratory system, student and staff were required to wear Personal Protective Equipment (PPE), which HISD provided. HISD Facilities, Maintenance & Operations used ESSER funds to develop and implement an Indoor Air Quality (IAQ) plan. In accordance with federal guidelines surrounding the use of ESSER I, ESSER II, and ESSER III funds, HISD inspected, tested, repaired, replaced, and proposed this project to improve the indoor air quality campuswide.

<b>Total Allocation (\$):</b>	<b>117,019,500.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 117,019,500.00</b>

<b>Total Expenditure (\$):</b>	<b>27,706,772.67</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 27,706,772.67</b>

### Project Goals

- Use guidance from the U.S. Department of Education and specific federal guidance surrounding ESSER I, ESSER II, and ESSER III grants to prevent, prepare for, and respond to COVID-19.
- Develop strategies and implement public health standards with guidance from the Centers for Disease Control and Prevention (CDC).

### Key Findings

- Opened an \$82M public solicitation to replace HVAC systems campuswide.
- Purchased 21,501 turn-key plug-in air filtration devices from four vendors.
- Underwrote and provided face masks to the 27,080 full- and part-time HISD employees.
- Cleaned workspaces of workplaces of employees.

### Recommendations

- Complete delivery of next round of bus purchases for traditional "yellow" school buses.
- Complete HVAC installation at 20 schools whose systems are beyond life-cycle and are failing.

## COVID Enhanced Cleaning

Department: Chief Operations Office

Priority: Facilities

### Project Description

ESSER funds were designated to purchase supplies that sanitized and cleaned HISD facilities and buildings. In addition, school facility repairs and improvements were proposed to enable the operation of schools, reduce the risk of COVID-19 transmission, and reduce student and staff exposure to other environmental health hazards. Enhanced cleaning were proposed of mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, and control systems. Windows and doors of all school campuses would be cleaned, repaired and replaced to mitigate COVID-19 transmission.

Total Allocation (\$):	10,001,490.00
ESSER II (\$): 000,000,000.00	ESSER III (\$): 10,001,490.00

Total Expenditure (\$):	7,423,346.09
ESSER II (\$): 000,000,000.00	ESSER III (\$): 7,423,346.09

### Project Goals

Develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

### Key Findings

- Spent \$1.5M on Enhanced Cleaning products.
- Cleaned the workspaces of the 27,080 full and part-time HISD employees.
- Provided enhanced cleaning campuswide.

## Campus Water Bottle Distribution

Department: Chief Operations Office

Priority: Facilities

### Project Description

Facilities proposed to create safe, supportive, learning environments based on CDC guidance, specifically the *Operational Guidance for K-12 Schools and Early Care and Early Education Programs to Support Safe In-Person Learning*. Layered COVID-19 prevention strategies would be implemented by HISD as CDC Guidance was written for COVID-19 prevention.

Total Allocation (\$):	4,086,895.00
ESSER II (\$): 4,000,912.99	ESSER III (\$): 85,892.01

Total Expenditure (\$):	3,369,012.49
ESSER II (\$): 3,369,012.49.00	ESSER III (\$): 0.00

### Project Goals

- Augment the HISD Safety Plan.
- Provide safe drinking water to the 194,000 HISD students.
- Coordinate with Transportation/Bus Services for delivery and distribution.

### Key Findings

- Allocated \$4,000,902.99 to distribute individual sealed water bottles campuswide.
- \$85,982 unencumbered.

### Recommendations

- Continue to monitor CDC and public health guidelines in operating schools and facilities.
- Continue to ensure that schools and facilities are environmentally-safe and healthy for students and staff.

# **Fine Arts Program Summaries**

Fine Arts Assets & Supplies  
Fine Arts Maintenance, Extensive Cleaning & Repair  
Fine Arts Residences and Art Partnerships

## Fine Arts Assets & Supplies

**Department:** Fine Arts

**Priority:** Fine Arts

### Project Description

The implementation of Fine Arts programs are mandated by the Texas Education Agency (TEA). The department proposed to mitigate the impact of the COVID-19 pandemic on student learning through: (1) communication, (2) teamwork, (3) critical thinking, (4) time management, and (5) emotional intelligence. Further, the Fine Arts Department financially supported dance, music, theatre, and visual arts disciplines across the district.

<b>Total Allocation (\$):</b>	<b>22,152,563.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 22,152,563.00</b>

<b>Total Expenditure (\$):</b>	<b>15,523,484.54</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 15,523,484.54</b>

### Project Goals

- Follow the TEA definitions of Fine Arts programming which includes: music (kindergarten–grade 12), theatre (kindergarten–grade 12), visual arts (kindergarten–grade 12), dance (grades 6–12).
- Offer age-appropriate Fine Arts programs to the 276 HISD campuses.

### Key Findings

- Replaced 308 pianos campuswide.
- Purchased and distributed  $\approx$  \$3M in art supplies throughout HISD.
- Purchased and distributed uniforms for 26 HISD high school music performing arts ensembles.
- Purchased new theatrical drapery, backdrops, scenery, kilns, and dance supplies.

## Fine Arts Maintenance, Extensive Cleaning & Repair

**Department:** Fine Arts

**Priority:** Fine Arts

### Project Description

The Fine Arts Department provided arts-rich education to ensure that all students had the knowledge and skills needed to participate actively and creatively in fine arts. In addition to regular academic instruction within each fine arts discipline, each student had opportunities to create and showcase their work, to extend learning outside of school hours, and to pursue advanced studies as they prepared for college and potential careers in the fine arts. ESSER funds supported the maintenance and repair of the required and specialized high-quality equipment, materials, and facilities needed for fine arts instruction.

<b>Total Allocation (\$):</b>	<b>1,920,600.00</b>
<b>ESSER II (\$): 1,920,600.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>273,158.75</b>
<b>ESSER II (\$): 273,158.75</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Support consistent, well-designed, standards-based instruction in fine arts to increase academic achievement in foundation courses.
- Provide a safe and supportive classroom environment that encourages creative risk taking.

### Key Findings

- 20-year old instruments were cleaned or scheduled to be cleaned, repaired, and replaced.
- Purchased new instruments and performance supplies when necessary, e.g. bow strings, sheet music, and choral books campuswide.

### Recommendations

- Continue to provide campuses with necessary tools and resources, such as equipment, materials, supplies, instruments, dance floors, canvases, etc., to support a quality fine arts program.
- Expand Fine Arts to support the advancement of student performance, competition, and participation in regional, state, and national evaluations.



## Fine Arts Residences and Art Partnerships

**Department:** Fine Arts

**Priority:** Fine Arts

### Project Description

Funding for Fine Arts through ESSER was approved and allotted in February 2022. It was not until March 2022 that the Fine Arts Department was able to access the funds due to budgeting protocols and SAP access issues. With the school year in session and well into testing dates, the arts residencies and arts programming were delayed but started. Although all campuses were not reached during the school year, the Fine Arts Department continued bringing programming to campuses during summer school and will continue throughout the 2022–2023 school term. Once Fine Arts is fully engaged across the district, photos, videos, and specific campus details will be provided that focus on Transformation campuses starting in August 2023.

<b>Total Allocation (\$):</b>	<b>940,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 940,000.00</b>

<b>Total Expenditure (\$):</b>	<b>376,428.57</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 376,428.57</b>

### Project Goals

- Follow the TEA definitions of Fine Arts programming which includes: music (kindergarten–grade 12), theatre (kindergarten–grade 12), visual arts (kindergarten–grade 12), dance (grades 6–12).
- Offer age-appropriate Fine Arts programs to the 276 HISD campuses.

### Key Findings

- Connect Arts Organizations and Transformation Schools to engage students at higher levels and promote a campus culture of success
- Provide Arts programming, residencies and experiences to campuses at all grade levels across the district
- Support and maintain arts connections and collaborations started between campuses and arts organizations in the 2021-2022 school year

### Recommendations

- Continue to provide campuses with necessary tools and resources, such as equipment, materials, supplies, instruments, dance floors, canvases, etc., to support a quality fine arts program.
- Expand Fine Arts to support the advancement of student performance, competition, and participation in regional, state, and national evaluations.

# **Human Resources Program Summaries**

Human Resources Culture & Compensation, Teacher Recruitment, and Recruitment & Hiring  
Growing Talent, HR Talent and HR Effective Teacher  
Employee Retention Stipends and Teacher Recruit & Retention Stipends

## Human Resources Culture & Compensation, Teacher Recruitment, and Recruitment & Hiring

**Department:** Human Resources

**Priority:** Human Resources

### Project Description

To supplement HISD's internal analysis of compensation, HISD engaged a third-party vendor to review its classification and compensation approaches. This report confirmed that HISD is behind peer districts and other employers. Based on the recent history and market comparisons for each position category, HISD Human Resources developed a three-year plan to make base compensation appropriately competitive across all roles. Positions were categorized as: (1) Teachers, (2) Principals, (3) Assistant Principals/Deans, (4) Police, and (5) Master Pay Table (all other employees).

<b>Total Allocation (\$):</b>	<b>940,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 940,000.00</b>

<b>Total Expenditure (\$):</b>	<b>376,428.57</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 376,428.57</b>

### Project Goals

- Raise Teacher salaries by granting a step increase each year for the next three (3) years.
- Upgrade flat rates for Principals/Assistant Principals/Deans every year for the next three (3) years.
- Give three (3) annual step increases to Police Officers
- Update Master Pay Scale.

### Key Findings

- Minimum salary for teacher increased to \$64K.
- Principals salary increased to be competitive.
- ESSER funds increased flexibility to fund positions.
- Increased budgetary allocations through Title I and ESSER.

## Growing Talent, HR Talent and HR Effective Teacher

**Department:** Human Resources

**Priority:** Human Resources

### Project Description

Classroom teachers at HISD were slightly below the market through the first ten years, but market positions improved such that for the final five years, the district was more than 5% above the market. HISD appeared behind the market across the board for Non-Instructional employees. Many benchmark titles fell 20-30% below the market, although the district is a regional leader in minimum wage among school districts (HISD Budget Workshop Presentation 1, March 3, 2022).

<b>Total Allocation (\$):</b>	<b>1,396,208.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,396,208.00</b>

<b>Total Expenditure (\$):</b>	<b>76,429.19</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 76,429.19</b>

### Project Goals

- Beat the current average regional starting salary even if the last 3 years' growth trend continues.
- Step increases need to be more significant and differentiated in key years.

### Key Findings

- Instituted a "Central Office Hiring Freeze".
- Confirmed that HISD compensation was behind District peers and other employers.
- Began compensation realignment with salary adjustments.

### Recommendations

- Human Resources should continue to remain abreast of peer compensation packages and offerings.
- Human Resources should consider deploying a districtwide survey about compensation satisfaction.

## Employee Retention Stipends and Teacher Recruit & Retention Stipends

Department: Human Resources

Priority: Predetermined Costs

### Project Description

These stipends were for all employees to receive \$500 and for recruitment and retention for teachers.

<b>Total Allocation (\$):</b>	<b>50,802,419.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 50,802,419.00</b>

<b>Total Expenditure (\$):</b>	<b>53,621,542.97</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 53,621,542.97</b>

### Project Goals

- Pay HISD employee and teacher stipends.
- Pay teacher critical shortage stipends.
- Pay retention stipends for operations employees.

### Key Findings

- Paid HISD employee and teacher stipends.
- Paid teacher critical shortage stipends.
- Paid retention stipends for operations employees.

### Recommendations

- Continue to pay stipends to encourage retention and recruitment.

# **Reading and Math Program Summaries**

Dual Language Expansion Resources  
Volunteer Literacy Programs Expansion  
TSLAC Proficient Library Collection  
Pre-K Literacy Kits and Backpacks  
Instructional Materials Allotment  
STEM Summer Camp  
LMS Supports

## Dual Language Expansion Resources

**Department:** Special Populations

**Priority:** Reading and Math

### Project Description

The 87th Texas Legislature reduced Technology and Instructional Materials (TIMA) funding by 60% for students who were taught literacy and content in two languages. Consequently, the Dual Language Expansion Resources Project was developed to mitigate learning loss for dual language students using ESSER funds. The department purchased instructional materials.

<b>Total Allocation (\$):</b>	<b>500,000.00</b>
<b>ESSER II (\$): 500,000.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>496,676.61</b>
<b>ESSER II (\$): 496,676.61</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Support campuses as they build a library of resources for Dual Language students.
- Support teachers and administrators on implementation of Dual Language instructional practices.
- Utilize resources to ensure teachers support Emergent Bilingual students participating in dual language programs with integrated content lessons.

### Key Findings

- Helped Emergent Bilingual students immerse in new culture.
- Improved biliteracy skills of Emergent Bilingual students.
- Helped Emergent Bilingual students show improvements in academic performance.
- Increased college attendance potential for students.

## Volunteer Literacy Programs Expansion

**Department:** Elementary Curriculum

**Priority:** Reading and Math

### Project Description

Following widespread closure of schools due to the COVID-19 pandemic, school librarians moved quickly to allay the concerns of parents, students, and administrators about learning loss. Librarians worked to provide the best services possible, with students having access to current library collections and materials. Promotional materials were created and disseminated to recruit volunteers and to inform the community about the program.

<b>Total Allocation (\$):</b>	<b>15,728.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 15,728.00</b>

<b>Total Expenditure (\$):</b>	<b>0.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Purchase and replace FLIP kits.
- Purchase FLIP kiosk.
- Implement Real Men Read (RMR).
- Purchase e-books for virtual programs.
- Recruit and train volunteers for Volunteer Literacy Program expansion.
- Conduct trainings for Real Men Read, Read Houston Read and United We Read programs.

### Key Findings

- Approximately, 25 schools had 500 interactions with volunteers.
- Approximately, 12,500 were served by volunteers.
- Volunteers read books to children, listened to children read aloud, and distributed books to children at schools.

### Recommendations

- Dual Language Expansion Resources should continue to use libraries to encourage biliteracy.
- Volunteer Literacy Programs Expansion should continue to incorporate unique instructional materials to improve students' academic performance in content areas.

## TSLAC Proficient Library Collection

**Department:** Elementary Curriculum

**Priority:** Reading and Math

### Project Description

To alleviate learning loss, the ESSER-Funded Texas State Library Archives Commission (TSLAC) Proficient Library Collection program has begun updating and bringing the HISD library collection up to TSLAC “Proficient” standards. HISD Library Staff identified and weeded library materials that were outdated and/or damaged across 276 campus libraries. Library Services is replacing them with new books and materials. ESSER funds have been used to provide staff members who participated in culling the HISD library collection with extra duty pay.

<b>Total Allocation (\$):</b>	<b>19,063,830.00</b>
<b>ESSER II (\$): 19,063,830.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>9,758,967.47</b>
<b>ESSER II (\$): 9,758,967.47</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- This work helps us enhance/achieve the six (6) components of School Library Standards, which are:  
Information Literacy,  
Inquiry,  
Reading,  
Digital Learning,  
Safe and Nurturing Environment, and  
Leadership.

### Key Findings

- Purchased \$10.8M in new library books.
- Weeded more than 100,000 outdated or worn library books and materials.
- Replaced damaged books and materials with new state-of-the-art library materials and components.
- Paid extra-duty pay to professional library staff to assist in removing outdated and worn books and materials.

## Pre-K Literacy Kits and Backpacks

**Department:** Elementary Curriculum

**Priority:** Reading and Math

### Project Description

The Pre-K Literacy Kits and Backpacks were designed to improve student outcomes, and increase achievement in literacy, mathematics, science, and social-emotional skills of students. The Pre-K Literacy Kits provided prekindergarten teachers and students with materials to reduce learning loss due to the hands-on nature of the materials. The Backpacks were sent home with Pre-K students to reinforce learning in the classroom.

<b>Total Allocation (\$):</b>	<b>5,797,759.00</b>
<b>ESSER II (\$): 5,797,759.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>5,542,035.87</b>
<b>ESSER II (\$): 5,542,035.87</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Distribute 13,000 Pre-K Backpacks to take home to reinforce the classroom learning.
- Distribute 729 Pre-K Literacy Kits to support effective workstations and small group instruction aligned to Texas Prekindergarten Guidelines.
- Increase the Literacy CIRCLE Assessment scores by 3% by June 2022.
- Increase the Math CIRCLE Assessment scores by 3% by June 2022.

### Key Findings

- Exceeded student performance on Literacy CIRCLE by 13% in English Language Arts and by 28% in Math from BOY to EOY.
- Exceeded student performance on Literacy CIRCLE by 16% in Spanish Language Arts and by 18% in Math from BOY to EOY.
- Among 271 Pre-K Parents in English and Spanish, a combined 91.63% strongly agreed/agreed that the materials in the backpack helped their child practice what he/she was learning at school.

### Recommendations

- TSLAC Proficient Library should continue to incorporate unique instructional materials to encourage reading.
- Provide districtwide access to eBooks, library makerspace equipment, furniture, and library shelving.
- Continue to provide funding for Pre-K instructional materials in other content areas.
- Continue to provide professional development for Pre-K teachers to ensure they properly utilize Pre-K materials.



## Instructional Materials Allotment

Department: Chief Academic Office

Priority: Reading and Math

### Project Description

The disruption caused by the COVID-19 pandemic created an environment where Pre-K and K-12 students experienced significant and on-going Learning Loss. To address the Learning Loss, campuses were allotted ESSER Innovation funds that ranged from \$5,000 to \$55,000 using the following methodology. Of the 268 campuses that received Innovation funds, 103 submitted a proposal on how their innovation funds would be utilized to address learning loss. Of the submissions, the majority of campuses requested to spend their allotted funds on the following: hourly and extra-duty pay to tutor students who did not qualify for HB 4545 but needed additional academic supports.

<b>Total Allocation (\$):</b>	<b>15,979,882.21</b>
<b>ESSER II (\$): 5,633,460.00</b>	<b>ESSER III (\$): 10,346,422.21</b>

<b>Total Expenditure (\$):</b>	<b>16,311,086.16</b>
<b>ESSER II (\$): 5,602,734.55</b>	<b>ESSER III (\$): 10,708,351.61</b>

### Project Goals

- Ensure that each Principal/Assignee completes the Google doc describing how the allotment will be used.
- Support teachers and administrators.
- Provide campuses with flexible use of funds to address the academic needs of their students. Campuses determined the goals/objectives for the funds that they are allotted.

### Key Findings

- The extra-duty pay rate was increased from \$25/hr to \$50/hr to cover funding gaps.
- Hourly and extra-duty pay provided tutoring for students requiring HB 4545 interventions.
- Extra-duty pay for non-teachers was used to provide academic support to students after school.
- Substitute pay for teachers allowed teachers to attend professional development.
- Reading materials and general classroom supplies were purchased with funds.
- Engaged contractual services for tutoring.
- Engaged contractual services for professional development, which included building capacity for third to fifth grade teachers on teaching writing and campus-wide Positive Behavior Intervention Supports (PBIS) - CHAMPS training.
- Purchased supplemental instructional resources, digital site licenses (i.e., Reflex Math, Renzuilli, Summit K-12).

### Recommendations

- Use instructional materials to encourage improved student performance
- Continue to incorporate unique digital instructional materials that improve student performance

## STEM Summer Camp

**Department:** Chief Academic Office

**Priority:** Reading and Math

### Project Description

HISD STEM Summer Camp was created to provide STEM-based curriculum activities for elementary, middle, and high school students. The three-week program for elementary (third through fifth) and middle school students introduced the collaborative world of coding, LEGO Spike Prime robotics, and unique field experiences. High-school camp students learned the fundamentals of design, story mapping, recording, publishing, and video promotion through a partnership with Adobe and utilization of their Adobe Pixar in a Box curriculum. Students interacted with a professional artist and experts in the entertainment industry, culminating in a final video project. This camp was offered at three school locations.

<b>Total Allocation (\$):</b>	<b>236,620.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 236,620.00</b>

<b>Total Expenditure (\$):</b>	<b>235,330.39</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 235,330.39</b>

### Project Goals

- Ensure that each Principal/Assignee completes the Google doc describing how the allotment will be used.
- Support teachers and administrators.
- Provide campuses with flexible use of funds to address the academic needs of their students. (Campuses determine the goals/objective for the funds that they are allotted.)

### Key Findings

- A total of 319 student participants which included:
  - 110 At Risk,
  - 135 Economically-disadvantaged,
  - 68 Emergent Bilingual, and
  - 25 Special Education students.

## LMS Supports

**Department:** Academic Instructional Technology

**Priority:** Predetermined Costs

### Project Description

Blended hardware, software, online curriculum, and teaching were used to create and support a dynamic virtual learning environment. Students, teachers, and staff collaborated to develop a learning atmosphere that relied on student and teacher input and triggered an interactive online academic experience. Academic Instructional Technology (AIT) purchased digital learning tools and created a Virtual Academy to reduce learning loss experienced by HISD students.

<b>Total Allocation (\$):</b>	<b>1,062,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,062,000.00</b>

<b>Total Expenditure (\$):</b>	<b>1,058,675.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,058,675.00</b>

### Project Goals

- Create an online Virtual Academy for HISD students.
- Purchase educational resources to support online instruction for HISD students.

### Key Findings

- Deployed the Pearson Online Academy campuswide.
- Purchased set-up and deployment assistance.

### Recommendations

- STEM Summer Camp should continue to introduce students to STEM careers.
- AIT should continue to use instructional supports customized for students to address their instructional needs.

# **Special Populations Program Summaries**

Bilingual Dictionaries (ESSER II)

ESL Stipends

English Learners (EL) Tutors

Special Education Teaching Assistants Professional Development

Special Education Teaching Assistants

Special Education Research, Inclusion and Co-Teachers

Dyslexia Interventionists and Special Education Support Teachers

Educational Diagnosticians

Assistive Technology

Speech and Language Pathologists/Therapists

Behavior Support PD and Labs

Special Education Instructional Materials

Students with Disabilities Parent Courses

Newcomer Secondary Resources (Saddleback)

## Bilingual Dictionaries

**Department:** Special Populations

**Priority:** Multilingual

### Project Description

Bilingual dictionaries focused on supporting the linguistic needs of Emergent Bilingual students. The additional ESSER-funded resources ensured teachers were supported as they implemented and integrated new content lessons, and that students in third grade and higher whose language proficiency levels were "beginning" or "intermediate" received focused, targeted systematic instruction. Bilingual dictionaries helped users as they interpreted texts from one language into another and helped users as they understand foreign-language texts.

<b>Total Allocation (\$):</b>	<b>500,000.00</b>
<b>ESSER II (\$): 500,000.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Allocation (\$):</b>	<b>491,267.25</b>
<b>ESSER II (\$): 491,267.25</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Bilingual Dictionaries will address COVID-19 learning loss by supporting the linguistic needs of Emergent Bilingual students.
- Assist in the implementation of English Language Proficiency Standards (ELPS).

### Key Findings

- Used \$491,267 to purchase bilingual dictionaries.
- Distributed dictionaries to all elementary, middle, and high-school campuses.
- Provided support to Emergent Bilingual students during instruction and assessment.
- Used as the primary language support for students who scored at the Beginning and Intermediate proficiency levels as determined by composite TELPAS scores.

## ESL Teacher Stipends

**Department:** Special Populations

**Priority:** Multilingual

### Project Description

Emergent Bilingual students have struggled with Learning Loss during the COVID-19 pandemic. The English as a Second Language (ESL) Stipends encouraged ESL teachers to become certified. Resources were utilized and ensured teachers were qualified to implement English Language Proficiency Standards (ELPS)-integrated content lessons and an accelerated plan of instruction that was focused, targeted, and systematic for all Emergent Bilingual students.

<b>Total Allocation (\$):</b>	<b>2,100,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 2,100,000.00</b>

<b>Total Expenditure (\$):</b>	<b>937,437.80</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 937,437.80</b>

### Project Goals

- Provide guidance to ESL teachers on how to accelerate English Language Development (ELD).
- Monitor English Learners' progress.
- Support English as a Second Language (ESL) teachers through professional learning opportunities.
- Pay stipends in a \$1500 lump sum at the end of the year.

### Key Findings

- Allocated \$2.1M to support Emergent Bilingual student instruction.
- Enhanced reading comprehension in all content areas for Emergent Bilingual students through high-quality training for teachers on ESL waivers.

### Recommendations

- Monitor usage of learning items for usage and effectiveness.
- Keep abreast and informed of latest strategies being used to assist Emergent Bilingual Learners.

## English Learners (EL) Tutors

**Department:** Special Populations

**Priority:** Multilingual

### Project Description

Tutors were provided to priority Achieve 180 campuses to assist in small group instruction for Emergent Bilingual students. Tutors provided individualized instruction to students who needed and/or requested support with the acquisition and use of conversational English. The English Learner (EL) Tutors helped Emergent Bilingual students incorporate colloquialisms into their daily use of English. The EL Tutors supplemented classroom instruction and used methods that targeted specific areas that contributed to learning loss.

<b>Total Allocation (\$):</b>	<b>1,000,000.00</b>
<b>ESSER II (\$): 1,000,000.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>746,268.72</b>
<b>ESSER II (\$): 746,268.72</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Provide resources to ensure teachers have support implementing small group instruction.
- Focus on ELPS-integrated content lessons for students in third grade and higher whose language proficiency levels are beginning or intermediate on TELPAS.
- Provide support on focused and targeted systematic instruction to help accelerate learning to address learning loss for this population of students.

### Key Findings

- English Learner Tutors were deployed at:
  - 4 Elementary Schools,
  - 7 Middle Schools, and
  - 7 High Schools,
- Provided instructional services to 4,071 Emergent Bilingual students.

## Special Education Teaching Assistants Professional Development

**Department:** Special Populations

**Priority:** Special Education

### Project Description

Learning loss for students with special learning requirements must surmount educational adversities compounded by the COVID-19 pandemic. Professional development for Special Education Teaching Assistants was developed to provide direct support and capacity for special/general classroom assistants. Professional development would help them implement instructional supports to assist students with disabilities in mastery of IEP goals.

<b>Total Allocation (\$):</b>	<b>\$116,667.00</b>
<b>ESSER II (\$): 116,667.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>18,849.05</b>
<b>ESSER II (\$): 18,849.05</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Provide guidance and learning to Teaching Assistants as they implement Special Education classroom management.
- Provide behavior support.
- Ensure that Teaching Assistants implement instructional supports.

### Key Findings

- Provided professional development and coaching to Teaching Assistants in the area of behavior supports.
- Provided access to instructional licenses for Teaching Assistants to support classroom instruction.
- Teaching Assistants implemented instructional supports to students as per their IEPs.

### Recommendations

- Special Education will provide equal access to instructional licenses to Teaching Assistants as given to Teachers.
- Continue professional development and coaching to Teaching Assistants in instructional/behavioral supports.

## Special Education Teaching Assistants

Department: Special Populations

Priority: Special Education

### Project Description

The Office of Special Education Services (OSSES) proposed to use ESSER III funds to hire an additional 32 teaching assistants who would provide direct support to Students with Disabilities (SWD) in the implementation of their instructional and behavioral components of the IEP.

Total Allocation (\$):	1,083,325.00
ESSER II (\$): 0.00	ESSER III (\$): 1,083,325.00

Total Expenditure (\$):	88,166.40
ESSER II (\$): 0.00	ESSER III (\$): 88,166.40

### Project Goals

- Identify, recruit and hire 32 Teaching Assistants who will support the instructional and behavioral component of the IEPs for students with disabilities.

### Key Findings

- Hired seven Teaching Assistants.

## Special Education Resource, Inclusion and Co-Teachers

Department: Special Populations

Priority: Special Education

### Project Description

To expand the continuum of services options for students with disabilities, additional Special Education Resource, Inclusion, and Co-Teachers are needed districtwide to address the instructional components of students with disabilities' IEPs.

Total Allocation (\$):	3,280,480.00
ESSER II (\$): 3,280,480.00	ESSER III (\$): 0.00

Total Expenditure (\$):	805,443.59
ESSER II (\$): 805,443.59	ESSER III (\$): 0.00

### Project Goals

- To identify, recruit, and hire 120 Resource, Inclusion-and/or Co-Teachers.
- To provide direct support in the implementation and execution of special education services as agreed upon by the Admission Review Dismissal (ARD) committee and documented.

### Key Findings

- General Education Teachers worked collaboratively with Special Education Resource, Inclusion, and Co-Teachers to support students with disabilities.
- Used high-involvement engagement strategies to instruct diverse student groups.
- Hired one Co-Teacher.

### Recommendations

- Develop a system to increase the hiring and retention rate of Resource Inclusion and Co-Teachers.
- Engage with approved vendors to review the inclusionary practices of the district to ensure a continuum of services are offered for students with disabilities.

## Dyslexia Interventionists and Special Education Support Teachers

Department: Special Populations

Priority: Special Education

### Project Description

Additional Dyslexia Interventionists will provide Dyslexia instruction for the increased numbers of students identified with Dyslexia from the kindergarten and first grade screening. Positions will provide professional development specific to Dyslexia instruction, implementation, progress monitoring, and coaching.

<b>Total Allocation (\$):</b>	<b>1,897,912.00</b>
<b>ESSER II (\$): 1,897,912.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>68,048.37</b>
<b>ESSER II (\$): 68,048.37</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Identify, recruit, and hire multiple Dyslexia Interventionists and Special Education Support Teachers.
- Identify, recruit, and hire a Senior Manager of Dyslexia Instruction.

### Key Findings

- Hired seven new ESSER-funded Dyslexia Specialists.
- Hired one Senior Manager for Dyslexia.
- Conducted 30 trainings between June 2022 and October 2022.

## Educational Diagnosticians

Department: Special Populations

Priority: Special Education

### Project Description

OSes will hire additional Educational Diagnosticians and Bilingual Educational Diagnosticians to alleviate the case loads of current staff in providing Full and Individual Evaluations (FIE).

<b>Total Allocation (\$):</b>	<b>1,336,133.00</b>
<b>ESSER II (\$): 1,336,133.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>31,682.00</b>
<b>ESSER II (\$): 31,682.00</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Increase the number of Educational Diagnosticians in anticipation of a 10% caseload increase.
- Identify, recruit, and hire 8 new Educational Diagnosticians and 8 Bilingual Educational Diagnosticians.
- Maintain compliance with State Performance Plan (SPP) Indicator 11 that evaluations be done in a “timely manner”.

### Key Findings

- Achieved 100% compliance for SPP Indicator 11.
- Increased the number of FIEs completed.

### Recommendations

- Develop a system to increase the hiring and retention rate of Dyslexia Interventionists, Special Education Support Teachers, Educational Diagnosticians, and Bilingual Educational Diagnosticians.
- Continue the process for achieving 100% compliance for SPP Indicator 11.



## Assistive Technology

Department: Special Populations

Priority: Special Education

### Project Description

Office of Special Education Services will replace and expand the use of Assistive Technology for students with disabilities (SWD) to address disability impact, enhance access to the curriculum, and improve performance on STAAR 3-8 and End-of-Course (EOC) exams.

Total Allocation (\$):	1,683,893.00
ESSER II (\$): 1,683,893.00	ESSER III (\$): 0.00

Total Expenditure (\$):	1,557,048.00
ESSER II (\$): 1,557,048.00	ESSER III (\$): 0.00

### Project Goals

- To support the implementation of students with disabilities IEPs and improve performance levels on the RDA Academic Achievement Indicators (1 & 4) of the state accountability system.
- Purchase Assistive Technology.

### Key Findings

- Purchased and distributed 656 iPads and 930 laptops to improve learning outcomes.
- Technology was distributed to SWDs to support the implementation of their IEP's across the continuum of services.

## Speech and Language Pathologists/Therapists

Department: Special Populations

Priority: Special Education

### Project Description

Additional Speech and Language Pathologists/Therapists support is needed to complete districtwide speech and language evaluations. These therapists will provide therapy services to students. The therapist will support the implementation of students with disabilities IEP's.

Total Allocation (\$):	1,215,078.00
ESSER II (\$): 0.00	ESSER III (\$): 1,215,078.00

Total Expenditure (\$):	1,125,630.00
ESSER II (\$): 0.00	ESSER III (\$): 1,215,630.00

### Project Goals

- Recruit, hire, and retain 15 new Speech and Language Pathologists in the areas of evaluation and therapy.
- Improve the RDA rating in Academic Achievement Indicators (1 & 4) through the implementation of student IEP's.

### Key Findings

- A nationwide shortage of Speech and Language Pathologists resulted in this service being contracted with an provider.

### Recommendations

- Establish a system for replacing assistive technology devices to stay abreast of current technologies to support SWDs.
- Continue to collaborate with the HISD Human Resources Department to recruit Speech and Language Pathologists and Language Therapy assistants.

## Behavior Support PD and Labs

Department: Special Populations

Priority: Special Education

### Project Description

Behavior Support and Professional Development Labs will be expanded to directly support the on-going implementation of supports for students with disabilities with challenging behaviors.

<b>Total Allocation (\$):</b>	<b>1,624,175.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,624,175.00</b>

<b>Total Expenditure (\$):</b>	<b>1,115,066.40</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,115,066.40</b>

### Project Goals

- Implement Rethink Ed behavior platforms.
- Establish Senory Labs for up to 60 campuses over the next two years.
- Provide Professional Development and Training to address the specific needs of students with disabilities who exhibit challenging behaviors.

### Key Findings

- Purchased materials to support Sensory Labs.
- Paid extra-duty pay to Teachers/Teaching Assistants to particiapte in Rethink Ed.
- Sensory integration resources provided a crucial foundation for later, more complex learning and behavior.

## Special Education Instructional Materials

Department: Special Education

Priority: Special Education

### Project Description

The Office of Special Education Services (OSES) will allocate funding for additional instructional resources and supplemental materials to directly support the implementation of the instructional and behavioral components of students with disabilities' (SWD) IEPs.

<b>Total Allocation (\$):</b>	<b>345,000.00</b>
<b>ESSER II (\$): 345,000.00</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>230,841.15</b>
<b>ESSER II (\$): 230,841.85</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Support for Specially-Designed Instruction (SDI).
- Support Elementary and Secondary Core Instruction (ELAR, math, science, and social studies).
- Support adaptive physical education & music therapy.
- Promote inclusive practices.

### Key Findings

- Purchased instructional materials for SWDs.
- Purchased licenses for 3000 SWDs to access the online Achieve3000 learning platform at 38 campuses.
- Campus teachers had access to 74 online literacy webinars.

### Recommendations

- Use ESSER funds to purchase Capital Outlay for Sensory Labs.
- Evaluate the effectiveness of Achieve3000 on the 38 campuses to determine impact on student learning outcomes.

## Students with Disabilities Parent Courses

**Department:** Special Populations

**Priority:** Special Education

### Project Description

The Office of Special Education Services (OSES) developed and hosted parent trainings/networking sessions. The learning topics included, but were not limited to the following: (1) Properly Constituted Admission, Review, and Dismissal (ARD), (2) Individualized Education Program (IEP) Implementation, (3) Child Find, (4) Instructional Strategies, (5) IEP Content and Development, (6) Family Engagement, (7) Secondary Transition, (8) Evaluations, (9) Least Restrictive Environment, and (10) Disproportionality (Behavior). All trainings were based on parent feedback.

<b>Total Allocation(\$):</b>	<b>151,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 151,000.00</b>

<b>Total Expenditure (\$):</b>	<b>0.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

Educate parents by holding:

- Fall and Spring Parent Summits,
- Autism Parent Meeting,
- Post-Secondary Transition/18+ Parent Meetings, and
- Special Education Advisory Committee (SEAC).

### Key Findings

- Parents were offered trainings in special education 101, ARD/IEP committee meetings, transition services, and effective instructional strategies for SWDs.
- Parents participated in monthly Parent Partner Group meetings to assist OSES in improving services for SWDs.

## Newcomer Secondary Resources (Saddleback)

**Department:** Special Populations

**Priority:** Special Education

### Project Description

HISD used ESSER funds to support the Newcomer Secondary Resources (Saddleback) program by furnishing teachers and administrators with the resources needed to support Newcomer Students, in grades 6-12, who are newly arrived non-english speaking immigrant students. The Newcomer Secondary Resources (Saddleback) accelerated instruction for Emergent Bilingual.

<b>Total Allocation (\$):</b>	<b>621,238.22</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 621,238.22</b>

<b>Total Expenditure (\$):</b>	<b>616,833.25</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 616,833.25</b>

### Project Goals

- Create an atmosphere where the newcomer student feels their culture is accepted.
- Demonstrate thoughtful preparation for the arrival of the Newcomer by deploying strategies that helped them interact with established study body.

### Key Findings

- 1020 1-8 Newcomer students,
- 883 9th grade Newcomer students,
- 246 10th grade Newcomer students,
- 164 11th grade Newcomer students, and
- 126 12th grade Newcomer students.

### Recommendations

- Students with Disabilities Parent Courses: OSES will continue to provide parent summits and conduct parent partner group meetings.
- Newcomer Secondary Resources (Saddleback): Continue to support Newcomers through additional instructional and social resources.

# **Technology Office Program Summaries**

Middle School Student Devices/Student Laptops  
Student Mobile Internet  
Computer Laboratories/Headsets  
Student Information System

## Middle School Student Devices/Student Laptops

Department: Information Technology

Priority: Technology

### Project Description

As schools navigated the COVID-19 pandemic, the paramount concern was how to mitigate learning loss that students inevitably experienced. The Middle School Student Devices program along with Student Laptop program provided middle and elementary school students with state-of-the-art devices. Students completed home work assignments, conducted research, and engaged with their classmates and teachers on the devices.

Total Allocation (\$):	43,508,293.00
ESSER II (\$): 28,659,473.00	ESSER III (\$): 14,848,820.00

Total Expenditure (\$):	20,766,773.96
ESSER II (\$): 5,152,076.87	ESSER III (\$): 15,614,697.09

### Project Goals

- Manage and support all deployed devices.
- Ensure equitable access to digital content and instruction by providing devices to students in grades 6-8 who did not participate in the Verizon Innovative Learning School program.

### Key Findings

- Purchased 573 Chromebooks and Service Agreements.
- Purchased high school student laptops.
- Purchased 33 staff laptops.
- Purchased technology peripherals, e.g. monitors, adapters.

## Student Mobile Internet

Department: Information Technology

Priority: Technology Learning Loss

### Project Description

The Houston Independent School District (HISD) Chief Technology Office planned to provide mobile hotspots to students in need of remote internet access to lessen the effects of learning loss brought on by the COVID-19 pandemic. The HotSpots will give students equitable access to digital content and instruction which allowed for a real-time learning interaction between students.

Total Allocation (\$):	6,294,960.00
ESSER II (\$): 0.00	ESSER III (\$): 6,294,960.00

Total Expenditure (\$):	0.00
ESSER II (\$): 0.00	ESSER III (\$): 0.00

### Project Goals

- Provide a mobile hotspot for students in need of home internet access.
- Provide data usage reports as requested or required.

### Key Findings

- Texas Education Agency (TEA) donated/provided students with hotspots.

### Recommendations

- Continue to create a more engaged environment for students that encourages active participation in the classroom, remotely if required.
- Continue to prepare students for the digital future using technology.
- Continue to increase student's ability to successfully complete state and local online test administrations.

## Campus Computer Laboratories/Headsets

**Department:** Information Technology

**Priority:** Technology Learning Loss

### Project Description

The Department of Technology updated existing computer laboratories and bridged the Digital Divide (Closing the K-12 Digital Divide in the Age of Distance Learning) that helped HISD students mitigate learning loss caused by the COVID-19 pandemic. Technology-dependent students returned to in-person classroom instruction supported by campus-based computer laboratories. The computer laboratories reestablished a communal learning environment, and provided equitable access for students and teachers to access online and computer-based instruction and resources, and provided a secure location to take state and local online assessments.

<b>Total Allocation (\$):</b>	<b>8,715,888.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 8,715,888.00</b>

<b>Total Expenditure (\$):</b>	<b>6,201,630.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 6,201,630.00</b>

### Project Goals

- Install a 30-device computer lab at elementary schools.
- Support student digital learning.
- Use technology to close the “Digital Divide” and the “Homework Gap”.

### Key Findings

- Updated elementary campus computer labs.
- Deployed new ESSER-funded complete desktop workstations, which included mice, keyboards, headsets, CPUs, cables, adapters, and monitors.

## Student Information System

**Department:** Information Technology

**Priority:** Technology Learning Loss

### Project Description

The Student Information System, or SIS, is a web-based platform that helps HISD manage student data for easier management. HISD uses PowerSchool as its SIS. ESSER funds will be used to purchase an application that works in conjunction with PowerSchool to validate and more accurately input data.

<b>Total Allocation (\$):</b>	<b>220,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 220,000.00</b>

<b>Total Expenditure (\$):</b>	<b>213,400.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 213,400.00</b>

### Project Goals

- Reduce errors in inputting student data.
- Increase efficiency of data input.
- Provide better data for data-driven decisions.

### Key Findings

- Purchased and implemented PowerSchool data validation tool.

### Recommendations

- Continue to use technology and campus computer labs to bridge the digital divide and close gaps in learning among students.
- Continue to develop the SIS data validation tool to improve accuracy and efficiency of student data input.

# **Student Enrollment**

Community Based Enrollment Supports  
Student Re-Engagement Team  
Enhanced School Choice/Enrollment Tools  
Eight Million Stories



## Community Based Enrollment Supports

Department: School Choice

Priority: Student Enrollment

### Project Description

Direct support was provided to low-enrollment campuses by identifying which schools or areas needed support in order to respond more quickly. Planned and organized outreach events, recruitment mediums, and retention efforts were held. All campus-based staff were trained who oversaw student enrollment on both the customer service and the enrollment processes. The goal is to establish a common enrollment experience across campuses by offering enrollment support both after-hours and on Saturdays. The team worked collaboratively with district departments and Schools Offices to ensure that enrollment levels were maintained month-over-month and year-over-year. The department stayed abreast of trends in K-12 enrollment, kept district leaders apprised of recommendations, resources available, and next steps.

Total Allocation (\$):	62,131.12
ESSER II (\$): 0.00	ESSER III (\$): 62,131.62

Total Expenditure (\$):	60,191.51
ESSER II (\$): 0.00	ESSER III (\$): 60,919.51

### Project Goals

- Keep abreast of K-12 enrollment trends.
- Collaborate to ensure enrollment levels are steady.
- Provide direct support to low-enrollment campuses.
- Hold outreach, recruitment, and retention weekly.
- Enhance customer service/enrollment processes.
- Maintain “Common Enrollment Experience”.

### Key Findings

- Collaborated with students on their desired learning experiences to support engagement.
- Developed close relationships with students to determine their likes, dislikes, and interests.
- Used effective targeting to support continued student enrollment and parent participation in school.

## Student Re-Engagement Team

Department: School Choice

Priority: Student Enrollment

### Project Description

The COVID-19 pandemic interrupted student enrollment. Student Re-Engagement Team used the HISD Strategic Plan and worked to increase enrollment. The Student Re-engagement team achieved organizational cohesion and connected with students both on and off campus to re-engage them in learning.

Total Allocation (\$):	1,363,945.56
ESSER II (\$): 0.00	ESSER III (\$): 1,363,945.56

Total Expenditure (\$):	762,323.69
ESSER II (\$): 0.00	ESSER III (\$): 762,323.69

### Project Goals

- Hire “Parent Ambassadors” who are selected from current parents and who have an interest in supporting and becoming advocates for other families through the virtual choice and enrollment systems. Ambassadors will also support district wide events such as fairs, phone banks, etc.
- Train 500-600 Student Information Representatives.

### Key Findings

- "Parent Ambassador" positions were changed and became three (3) full-time Student Enrollment Specialist positions.

### Recommendations

- School Choice should continue to use outreach to re-engage parents and students.

## Enhanced School Choice/Enrollment Tools

**Department:** School Choice

**Priority:** Student Enrollment

### Project Description

HISD added mobile technology as a service delivery method during the COVID-19 pandemic, which demonstrated its commitment to the abatement of learning loss. The Enhanced School Choice/Enrollment Tools integrated an enrollment process to reach parents and students through the "Enrollment Kiosks" and the "Mobility Enrollment Unit (MEU)". Both methods simplified the enrollment and re-enrollment processes by traveling to a central, easily-accessible location. The systems provided access to school selection, re-enrollment, and enrollment to students, parents, caregivers, and academic support staff in one fully integrated mobile tool.

<b>Total Allocation (\$):</b>	<b>3,275,489.88</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 3,275,489.88</b>

<b>Total Expenditure (\$):</b>	<b>1,426,093.33</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,426,093.33</b>

### Project Goals

- Place an enrollment Kiosk in each school, district office and select district partners.
- The Mobile Enrollment Unit (MEU) will support HISD enrollment processes.
- Extend the SchoolFinder Project.
- Integrate the mobile tools into HISD Student Information System.

### Key Findings

- Hired three (3) Student Enrollment Specialists.
- Developed and deployed the Mobile Enrollment Unit (MEU).
- Developed and deployed Enrollment Kiosks.
- Enrollment programs were re-designed to "meet families where they are" rather than having to come to a campus.

## Eight Million Stories

**Department:** School Choice

**Priority:** Student Enrollment

### Project Description

HISD partnered with Eight Million Stories, Inc., and offered a new education option called HISD REAL which helped disconnected students earn their high school diplomas through re-engagement strategies and innovative ways of learning. The accelerated diploma program allowed students to reimagine their future by focusing on academics, workforce, and life-readiness skills in a non-traditional school setting.

<b>Total Allocation (\$):</b>	<b>250,000.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 250,000.00</b>

<b>Total Expenditure (\$):</b>	<b>201,314.06</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 201,314.06</b>

### Project Goals

- Engage with students who have at least 12 credits, or are classified as 11th-grade students, and are zoned at Milby, Chavez, Yates, Wheatley, Sterling or Worthing high schools.
- Ensure students receive Wraparound Services.
- Monitor student enrollment.
- Students have shortened school day from 9:30 am - 2:30 pm instead of the HISD regular High School hours of 8:30 am to 4:10 pm.

### Key Findings

- Program launched August 2022 and used ESSER III funds from 2021–2022 academic year.

### Recommendations

- Continue to use Enhanced School Choice Enrollment Tools as innovative methods to engage students.
- Eight Million Stories should develop systems to monitor and observe the new program.

# **Wraparound and Student Assistance Program Summaries**

COVID-19 Vaccination Stipends and COVID Safety Campus Designee Stipends

COVID-Safety Allotment (Campus-Based)

Wraparound Stipends for Wraparound Specialists

Expanded Wraparound Services (Campus-Based) and Expansion of Wraparound Specialists  
Student Assistance Services

## COVID-19 Vaccination Stipends and COVID Safety Campus Designee Stipends

**Department:** Equity and Outreach

**Priority:** Wraparound and Student Assistance

### Project Description

HISD supported the physical safety, and emotional welfare of HISD employees who submitted proof of having been fully vaccinated, or those who presented an approved medical or religious exemption, on or before November 19, 2021. Employees were granted a one-time stipend of \$500.00. The employee stipends supported the public policy dictate of the Centers for Disease Control and Prevention (CDC) that those who received the COVID-19 vaccine gave most people a high level of protection against COVID-19. The COVID-19 vaccination stipend helped reduce learning loss in that it helped to maintain a stable employee base.

<b>Total Allocation (\$):</b>	<b>14,317,384.50</b>
<b>ESSER II (\$): 317,384.50</b>	<b>ESSER III (\$): 14,000,000.00</b>

<b>Total Expenditure (\$):</b>	<b>12,150,443.59</b>
<b>ESSER II (\$): 273,467.03</b>	<b>ESSER III (\$): 11,876,976.56</b>

### Project Goals

- Support the physical safety and emotional welfare of HISD employees.
- Support preventive measures against COVID-19 infection and re-infection of administrators and staff of HISD.
- Support preventative measures against COVID-19 infection and re-infection of the HISD student body.

### Key Findings

- Stipends were offered to all eligible employees.
- Stipends may have helped HISD maintain stability in staff reporting to work.

## COVID Safety Allotment (Campus-Based)

**Department:** Equity and Outreach

**Priority:** Wraparound and Student Assistance

### Project Description

HISD supported and ensured the physical safety, emotional welfare of HISD employees who submitted proof of having been fully vaccinated, or those who presented an approved medical or religious exemption, on or before November 19, 2021. Employees were granted a one-time stipend of \$500. The employee stipends supported the Centers for Disease Control and Prevention (CDC) announcement that those who received the COVID-19 vaccine gave most people a high level of protection against COVID-19.

<b>Total Allocation (\$):</b>	<b>6,081,492.56</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 6,081,492.56</b>

<b>Total Expenditure (\$):</b>	<b>2,260,363.92</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 2,260,363.92</b>

### Project Goals

- Support the physical safety and emotional welfare of HISD employees.
- Support preventive measures against COVID-19 infection and re-infection of administrators and staff of HISD.
- Support preventative measures against COVID-19 infection and re-infection of the HISD student body.

### Key Findings

- One-time \$500 stipends were given to all HISD employees.
- HISD supported efforts to retain staff through the COVID-19 pandemic.

### Recommendations

- Continue to follow the CDC guidelines for prevention of infection and/or re-infection of the COVID-19 virus.

## Wraparound Stipends for Wraparound Specialists

Department: Equity and Outreach

Priority: Wraparound and Student Assistance

### Project Description

Wraparound Specialists delivered non-instructional support that was necessary for students to be successful in school. The services included access to mental and physical health resources, basic needs such as food, clothing, and personal items. HISD empowered and inspired the whole child with the support of Wraparound Services and the Wraparound Specialists who built relationships with key stakeholders to increase a collaborative community approach to develop strong systems that supports students' well-being to succeed in their academic journey.

<b>Total Allocation (\$):</b>	<b>326,356.50</b>
<b>ESSER II (\$): 326,356.50</b>	<b>ESSER III (\$): 0.00</b>

<b>Total Expenditure (\$):</b>	<b>288,122.42</b>
<b>ESSER II (\$): 288,122.42</b>	<b>ESSER III (\$): 0.00</b>

### Project Goals

- Award Wraparound Specialists a one-time \$1000 grant.
- Pay the one-time grant in two (2) installments of \$500.
- First installment of the stipend will be paid on the 12/22/2021 paycheck.
- Second installment of the stipend will be paid on the 06/22/2022 paycheck.

### Key Findings

- Paid stipends to Wraparound Specialists.
- Funded Wraparound Specialists to increase the number of Wraparound Specialists for each school to have at least one Wraparound Specialist on campus.

## Expanded Wraparound Services (Campus-Based) and Expansion of Wraparound Specialists

Department: Equity and Outreach

Priority: Wraparound and Student Assistance

### Project Description

Wraparound Specialists delivered non-instructional support that was necessary for students to be successful in school. The services included access to mental and physical health resources, basic needs such as food, clothing, and personal items. HISD empowered and inspired the whole child with the support of Wraparound Services and the Wraparound Specialists who built relationships with key stakeholders to increase a collaborative community approach to develop strong systems that supports students' well-being to succeed in their academic journey.

<b>Total Allocation (\$):</b>	<b>19,121,889.27</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 19,121,889.27</b>

<b>Total Expenditure (\$):</b>	<b>15,133,831.63</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 15,133,831.63</b>

### Project Goals

- Expand Wraparound Specialists.

### Key Findings

- Paid stipends to Wraparound Specialists.
- Hired Wraparound Specialists.

### Recommendations

- Wraparound Services should conduct a follow-up survey to determine distribution effectiveness.

## Student Assistance Services

**Department:** Counseling and Compliance

**Priority:** Wraparound and Student Assistance

### Project Description

The Student Assistance Department removed barriers to success, achievement, and mitigated learning loss through intervention-based solutions, comprehensive services and real-time referrals that supported students experiencing homelessness, students in foster care, or in residential treatment centers, military-connected students, parenting students, students with attendance issues, or students who failed to return to school. Compliance Analysts, Parent and Community Liaisons and Outreach Workers, planned and implemented programs that addressed the non-academic indicators of students at risk for school failure.

<b>Total Allocation (\$):</b>	<b>1,730,768.00</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,730,768.00</b>

<b>Total Expenditure (\$):</b>	<b>1,080,846.27</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 1,080,846.27</b>

### Project Goals

- Continue to work with the 6,745 homeless students identified in 2020-2021.
- Continue to work with the 8,913 homeless students identified in 2021-2022.
- Continue to work with the 90 foster care students identified in 2020-2021.
- Continue to work with the 197 foster care students identified in 2021-2022.

### Key Findings

- 46% Math STAAR increase-homeless students.
- 26% Reading STAAR increase-homeless students.
- 14% Math STAAR increase-foster care students.
- 87.5% Reading STAAR increase-foster care students.
- Increased Interventions for special populations.
- 1331 Home Visits.
- 268 Graduation Support Meetings.

Note: Based on Accountability and Reporting of Other Special Populations (OSP) 3 – 8 STAAR Passing data 2020 – 2021 actual data and 2021 – 2022 projected data.

### Recommendations

- Continue to provide outreach assistance to students.

# **Social & Emotional Learning and Mental Health Support Program Summaries**

Expanded Counselors/Social Workers and  
Expanded Mental Health Support



## Expanded Counselors/Social Workers and Expanded Mental Health Support

**Department: Counseling and Compliance**

**Priority: Wraparound and Student Assistance**

### Project Description

To mitigate the learning loss caused by the COVID-19 pandemic, HISD used ESSER funds to augment and deploy Social and Emotional Learning (SEL) as the vital framework through which HISD campus staff and teachers acquired skills in working toward their own unique goals, comprehending and managing their emotions, nurturing positive relationships, making informed choices, and feeling and exhibiting empathy. SEL provided students and staff with the abilities required to succeed in life, both within their school and beyond.

<b>Total Allocation (\$):</b>	<b>20,157,454.04</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 20,157,454.04</b>

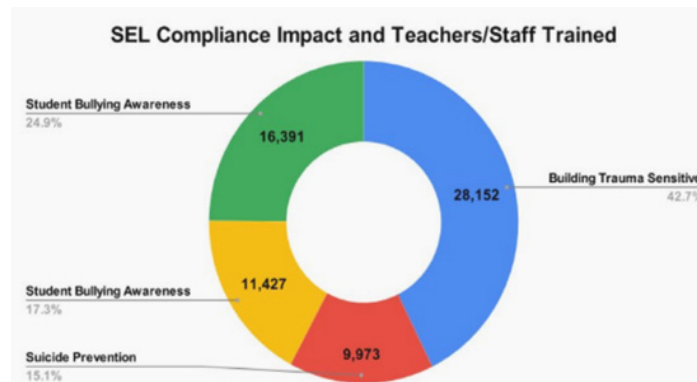
<b>Total Expenditure (\$):</b>	<b>5,475,437.52</b>
<b>ESSER II (\$): 0.00</b>	<b>ESSER III (\$): 5,475,437.52</b>

### Project Goals

- Establish a safe academic, socio-emotional space for children at school, and provide them with the opportunity to acquire essential new social skills that will guide them into the future.
- Teach social and emotional learning supports to students to learn about emotional skills and responsible decision making, which will in turn create a more harmonious and productive school environment.

### Key Findings

- Teachers and Campus Staff participated in SEL trainings:
  - Culturally Responsive Teaching - 316
  - Restorative Discipline Practices - 183
  - Integrating SEL into Academics - 393
  - Adult SEL - 194
  - Behavior Intervention - 710
  - Classroom Management - 823
  - De-Escalation - 762
  - Cultural Proficiency & Inclusiveness (CPI) - 296.
- Hired 10 new staff.



### Recommendations

- Increase professional development for staff and teachers on mental health and suicide prevention.