

MEMORANDUM

March 22, 2019

TO: Pam Evans
Manager, External Funding

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **HISD TITLE I, PART A, TITLE II, PART A, AND TITLE IV, PART A
CENTRALIZED PROGRAMS, 2017–2018**

Attached is the Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs, 2017–2018 report. Title I, Part A provides supplemental support for economically-disadvantaged and underachieving students to meet rigorous academic requirements. Title II, Part A provides supplemental programs for professional development for district leaders and educators. Title IV, Part A provides grant funding to provide students access to a well-rounded education, improve school conditions, and improve student use of technology. This report documents the contributions of the 2017–2018 centralized programs. The report is presented in partial fulfillment of state and federal laws that require the district to account for funds received through the *Elementary and Secondary Education Act* of 1965 (ESEA), reauthorized in 2015 as the *Every Student Succeeds Act* (ESSA).

Key findings include:

- In 2017–2018, twenty-one centralized programs received Title I, Part A, Title II, Part A, and/or Title IV, Part A funds. Seven were supported by Title I, Part A, eight were supported by Title II, Part A, three were supported by Title IV, Part A, and three were supported by more than one funding source.
- The district budgeted \$27,761,158, and \$19,253,731 (69 percent) was expended for the programs receiving Title I, Part A, Title II, Part A, and Title IV, Part A funding by the end of the 2017–2018 fiscal year. For comparison, in 2016–2017, 16 centralized programs were budgeted \$17,734,614 and the utilization rate was 60 percent.
- Most of the combined Title I, Part A, Title II, Part A and Title IV, Part A funds expended (71 percent) were used for payroll.
- State of Texas Assessments of Academic Readiness (STAAR) results for 2017–2018 showed gains in achievement compared to 2016–2017 for grades 3, 4, 5, and 6 reading, grades 3 through 8 mathematics, grade 5 science and grade 8 social studies.
- In 2017–2018, four of the five STAAR end-of-course (EOC) subjects (English I, English II, Algebra I, and U.S. History) had an increase in the proportion of students at or above the Approaches Grade Level standard.
- All 21 centralized programs that received funding successfully focused on improving the achievement of qualified students through at least one of three distinct means: supplementing and enhancing the regular academic curriculum for economically-disadvantaged and qualified students; providing professional development to enhance the effectiveness of teachers and school leaders; and recruiting, employing, and retaining certified and effective staff members.

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

 CJS

Attachment

cc: Rene Barajas
Noelia Longoria
Glenn Reed



RESEARCH

Educational Program Report

**HISD TITLE I, PART A, TITLE II, PART A AND
TITLE IV, PART A CENTRALIZED
PROGRAMS
2017-2018**



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HISD Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs 2017–2018

Executive Summary

Evaluation Description

Title I, Part A, Title II, Part A, and Title IV, Part A funds are provided to the Houston Independent School District (HISD) through the 2015 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as the Every Student Succeeds Act (ESSA). All three funds focus on enhancing student achievement: Title I, Part A provides supplemental support for students to meet rigorous academic requirements; Title II, Part A provides supplemental programs for professional development for principals and teachers to support students' academic progress; and Title IV, Part A funds are used to provide all students with access to a well-rounded education, improve school conditions for student learning (Health and Safety), and support the use of technology to improve the academic achievement and digital literacy of all students.

In 2017–2018, Title I, Part A funds were allocated for seven HISD centralized programs, Title II, Part A funds supported eight HISD centralized programs, and Title IV, Part A funds supported three programs. In addition, three programs were supported by multiple funding sources. This report documents the contributions of the 2017–2018 centralized programs in partial fulfillment of state and federal laws that require the district to account for funds received through ESSA.

Highlights

- The district budgeted \$27,761,158, and \$19,253,731 (69 percent) was expended for the programs receiving Title I, Part A, Title II, Part A, and Title IV, Part A funding by the end of the 2017–2018 fiscal year.
- The largest expenditures for 2017–2018 Title I, Part A, Title II, Part A, and Title IV, Part A centralized programs were made for payroll (\$13,645,527), followed by contracted services (\$4,183,810).
- Of the programs receiving Title I, Part A funds, the largest amount budgeted was for the Achieve 180 program (\$4,306,568) and the largest amount expended was \$3,560,096, for Secondary Curriculum and Development. Of the programs receiving Title II, Part A funds, the Teacher Development Specialist program had the highest budget and expended the largest amount (\$3,176,634 and \$2,448,605, respectively). For Title IV programs, the Wraparound Services program had the highest budget and highest expenditures (\$1,208,279 and \$654,406, respectively).
- All 21 centralized programs that received funding successfully focused on improving the achievement of qualified students through at least one of three distinct means: supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students; providing professional development to enhance the effectiveness of teachers and school leaders; and recruiting, employing, and retaining certified and effective staff members.
- State of Texas Assessments of Academic Readiness (STAAR) results for 2017–2018 showed both gains and losses compared to 2016–2017 performance across grade levels and content areas.

- The percentage of grade 3 students scoring at or above the Approaches Grade Level standard on both the reading and mathematics examinations increased by five percentage points and two percentage points, respectively.
 - Students in grade four showed gains on both the reading and mathematics examinations (one percentage point and five percentage points, respectively), and a decrease on the writing examination (four percentage points).
 - Students in grade five showed gains on the reading, mathematics, and science examinations (six percentage points, four percentage points, and one percentage point, respectively).
 - Students in grade six showed an increase in performance on both the reading and mathematics examinations (three percentage points and two percentage points, respectively).
 - Students in grade seven maintained performance on both the reading and mathematics examinations and decreased on the writing examination by six percentage points.
 - Finally, 2017–2018 eighth graders, when compared to 2016–2017 eighth graders, had increases on the reading, mathematics, and social studies examinations (two percentage points, five percentage points, and one percentage point, respectively), and no change on the science examination.
- On the 2017–2018 STAAR End-of-Course (EOC) tests required for graduation, the percentage of students who performed at or above the Approaches Grade Level standard was highest for the U.S. History exam (87 percent). Four out of the five STAAR EOC subjects (English I, English II, Algebra I, and U.S. History) had an increase in the proportion of students who performed at or above the Approaches Grade Level standard in 2017–2018 when compared to 2016–2017, with the largest increase, three percentage points, on both the Algebra I and English I examinations, followed by English II (two percentage points), and U.S. History (one percentage point). The percentage of students who performed at or above the Approaches Grade Level standard remained unchanged for Biology between 2016–2017 and 2017–2018.

Recommendations

- Title I, Part A, Title II, Part A, and Title IV, Part A centralized program funding supports a group of programs designed to improve the achievement of economically-disadvantaged students and enhance the effectiveness of their teachers and school leaders in a wide variety of ways. Some economically-disadvantaged students with specific, predictable needs can be positioned to increase their achievement when their essential needs are met. It is recommended that some of the funds budgeted but unused by some of the programs with relatively more funding be redistributed to meet more of the already identified students' needs, such as homelessness, and other groups of students.
- To adequately evaluate the effectiveness of programs receiving funds through Title I, Part A, Title II, Part A, and/or Title IV, Part A, program managers identified concrete and measurable program goals in their program manager survey responses. The majority of program manager surveys had some form of professional development as a measurable program goal. In order to get a clear picture of how the professional development benefited campuses, it is recommended that participants in the specific professional development provide feedback on how they intend to implement new strategies to support student academic achievement.
- Professional development training opportunities at the district level were entered into OneSource and participation was easily identified, but the majority of campus-level professional development trainings

were not entered into OneSource and therefore participation was identified using only sign-in sheets. In order to make sure that all participants in training were identified, it is recommended that campus-level training facilitators transfer information from sign-in sheets to a digital format such as Microsoft Excel to facilitate data analysis and program evaluation.

Introduction

The 2015 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as the Every Student Succeeds Act (ESSA) of 2015, provides funding from the federal government with the broad goal of strengthening high achievement in schools (ESSA, 2017). Compliance for the use of funds received through ESSA title programs is overseen by the state, in Texas, by the Texas Education Agency (TEA). This report documents Houston Independent School District (HISD) compliance with the goals and requirements of Title I, Part A, Title II, Part A, and Title IV, Part A of ESSA for its centralized programs. In 2017–2018, HISD had 21 centralized programs, listed in **Table 1** (pp. 19–20), that received funding through one or more of the following: Title I, Part A; Title II, Part A; and Title IV of ESSA.

Title I, Part A of ESSA, also known as Improving the Academic Achievement of the Disadvantaged, includes mandates and funding opportunities that provide supplemental support for economically disadvantaged students to achieve demanding academic standards (see **Table 2**, p. 21, for specific requirements of the legislation). Specified in Part A, all programs must provide services that allow all students, particularly economically-disadvantaged students, to meet rigorous academic standards. Part of the law's original purpose was to reinforce the need to have an effective, qualified teacher in every classroom. Another fundamental purpose of the legislation was to support the development or identification of high quality curriculum aligned with rigorous state academic standards. The funding also requires that services be provided based on greatest need and encourages coordination of services supported by multiple programs.

Title II, Part A of ESSA, also known as Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders, focuses on supporting student achievement through two main actions: 1) attracting and retaining certified personnel, and 2) enhancing educator quality using research-based professional development. Part A of Title II, Supporting Effective Instruction, offers funding opportunities that support programs that enhance the effectiveness of teachers and principals. A list of requirements for activities eligible for Title II, Part A funding can be found in **Table 3** (p. 22).

A central charge for both Title I, Part A and Title II, Part A programs was the support for high quality teaching, a focus that was based on a link between student achievement and teacher performance (Texas Education Agency, 2018). That link has been supported in the last two decades by several research studies that have documented the power of the teacher in the classroom. Sanders and Rivers (1996), associated with value-added measures, began documenting the importance of the teacher on student achievement in the mid-1990s. A particularly well-designed and well-known study by Nye, Konstantopoulos, and Hedges (2004) concluded that in the lower elementary grades, “the difference between a 25th percentile teacher (a not-so-effective teacher) and a 75th percentile teacher (an effective teacher) is over one-third of a standard deviation (SD) (0.35) in reading and almost half a standard deviation (SD) (0.48) in mathematics (p. 253). Further, Konstantopoulos concluded that the gains are cumulative: “Students who receive effective teachers at the 85th percentile of the teacher effectiveness distribution in three consecutive grades, kindergarten through second grade, would experience achievement increases of about one-third of a SD in reading in third grade . . . nearly one-third of a year’s growth in achievement” (2011). Hanushek, one of the first to bring the issue to public attention, published several studies and summarized: “As an economist, what I tried to do was to translate into an economic value the result of having a more or less effective teacher. If you take a teacher in the top quarter of effectiveness, and compare that with an average teacher, a teacher in the top quarter generates \$400,000 more income for her students over the course of their lifetime” (2011).

Not all research produces such clear-cut results, but the positive impact of an effective teacher on student achievement has been well publicized and generally accepted. The specific qualities of an effective teacher and the professional development process that supports greater teacher effectiveness are not as well documented. Like development in all endeavors, the process is complex and must be individualized. HISD programs that support teacher effectiveness are varied and change from year to year to meet the needs unique to local conditions.

Title IV, Part A of ESSA, also known as the Student Support and Academic Enrichment Program (SSAE) is a grant program that provides funds to improve students' academic achievement by increasing the capacity of state educational agencies (SEAs), local education agencies (LEAs), and local communities. This increased capacity is designed to provide all students with access to a well-rounded education; improve school conditions for student learning; and support the use of technology to improve the academic achievement and digital literacy of all students. A list of activities eligible for Title IV, Part A funding can be found in **Table 4** (p. 22).

Programs receiving funds from Title I, Part A, Title II, Part A, and Title IV, Part A supported student achievement through professional development and also through multiple direct academic supports for economically-disadvantaged students and children who are not attaining their potential, or both. The goals and services associated with each of the programs are detailed in the Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Summaries, which follow this report, pp. 33–96.

Methods

Data Collection and Analysis

- Program managers receiving 2017–2018 Title I, Part A, Title II, Part A, and/or Title IV, Part A funding, were surveyed for program updates and details of descriptions and services of each program, appropriate accountability measures, and compliance with ESSA provisions. Surveys were distributed on April 23, 2018 and were given a deadline of June 25, 2018 to respond.
- Budget data, inclusive of July 1, 2017 to June 30, 2018, came from the HISD Budgeting and Financial Planning department.
- Data on staff positions, inclusive of July 1, 2017 to June 30, 2018, supported by Title I, Part A and/or Title II, Part A funds and Title IV, Part A were provided by HISD's Human Resources Information Systems (HRIS) department.
- State of Texas Assessments of Academic Readiness (STAAR) results for Spring 2018 for students in grades 3–8 and on End-of-Course (EOC) exams were provided by the Texas Education Agency (TEA).. Scored versions on the STAAR administered in both English and Spanish were used for the analyses. Results were reported as the number and percentage of students who achieved scores that were at or above the Approaches Grade Level standard. For grades 3–8, only the first administration results are used and STAAR Alt. 2 tests were excluded. First-time and re-tester EOC results were used and STAAR Alt. 2 tests were excluded.
- HISD student attendance data was taken from the PEIMS Edit + Reports Data Review Summer Collection, Resubmission, 2015–2016 through 2017–2018.

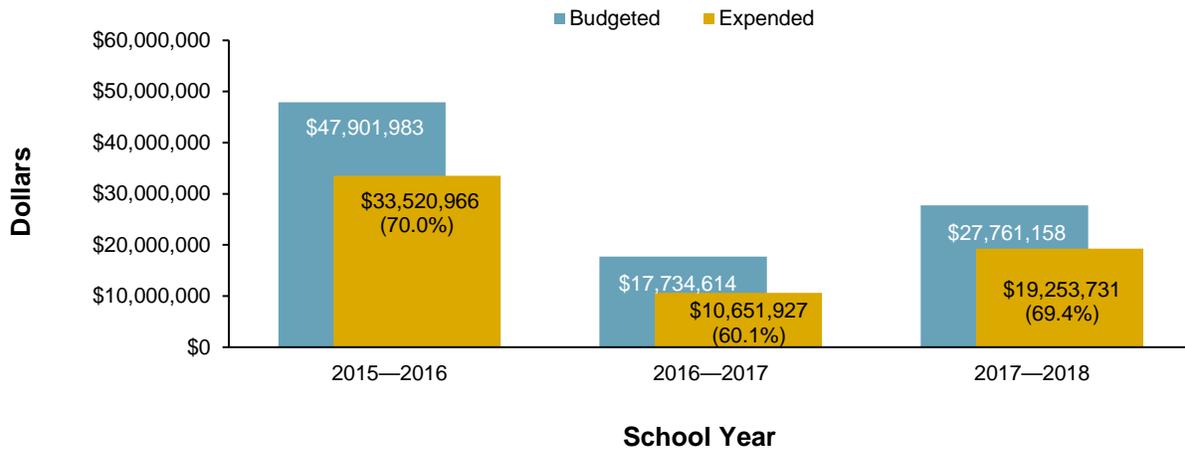
- The percentage of first-time ninth graders who graduated after completing four years of high school represents the four-year graduation rate. The four-year graduation rate data for the class of 2015, the class of 2016, and the class of 2017 were taken from the District and School Profiles, 2017–2018.
- Total retention was defined as those teachers from the 2017–2018 school year who remained actively employed in HISD at the beginning of 2018–2019, including those who were no longer assigned to classrooms. Teachers retained in the district were reported by HISD Human Resources Information System (HRIS). Active teachers had a status code of A (active), B (paid leave), F (FMLA Full leave), or E (FMLA Intermittent leave). Teachers were considered as retained if they were employed in HISD May 21, 2018 and August 27, 2018.
 - Teachers were identified using the following criteria:
 - To identify job descriptions specific to teachers, the variable *Job Function Code* was reported as TCH, TEA ELEM, TEA PREK, or TEA SEC.
 - To identify salary plans specific to teachers, the variable *Personnel Subarea* was reported as RT, VT, RO1 or RO5.
 - To identify teachers' years of experience, the variable *Total Experience (HISD+Other)* was reported in years and the symbol “#” signified less than one year of teaching experience.
- Information on funding from Title I, Part A, Title II, Part A, and/or Title IV, Part A for HISD staff professional development training, in the form of course numbers, was provided by each Title program manager and the course number was connected to the employee training, July 1, 2017 – June 30, 2018 data file to get the total number of trainings completed.
- Numbers were rounded to the nearest whole number in the text, and to the nearest tenth in the tables. Numbers were rounded up if the next digit was five or higher and were not changed if the next digit was lower, so 11.49 was recorded as 11.5 in a table and 11 in the text, while 11.50 was recorded as 11.5 in the table and 12 in the text.

Results

How were HISD Title I, Part A, Title II, Part A, and Title IV, Part A centralized programs funds allocated during the 2017–2018 school year?

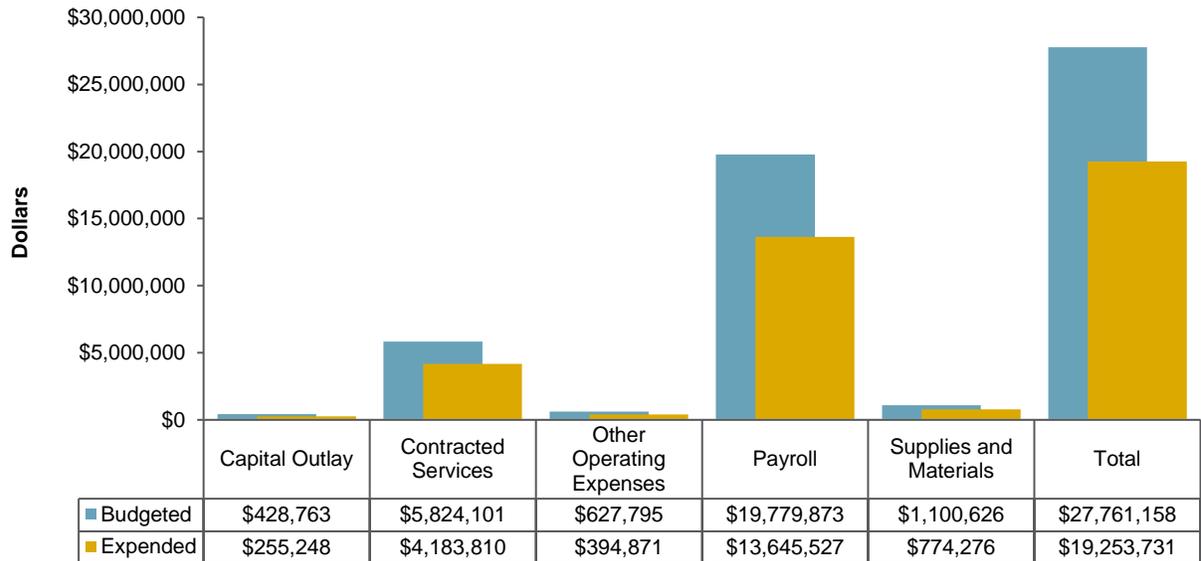
- Twenty-one (21) centralized programs received Title I, Part A, Title II, Part A, and/or Title IV funding in 2017–2018. A total of \$27,761,158 was budgeted and \$19,253,731 (69%) was expended. The percentage of funds expended increased when compared to 2016–2017 (HISD Research and Accountability, 2018g). For comparison, illustrated in **Figure 1** (p. 7), 70 percent of the \$47,901,983 budgeted funds were expended in 2015–2016 and 60 percent of the \$17,734,614 budgeted funds were expended in 2016–2017.
- As shown in **Figure 2** (p. 7) and detailed in **Table 5** (p. 22), payroll followed by contracted services had the highest amounts of all budgeted funds (\$19,779,873 and \$5,824,101, respectively) and of all expended funds (\$13,645,527 and \$4,183,810, respectively). By comparison, capital outlay had the lowest amount of all budgeted (\$428,763) and all expended funds (\$255,248).

Figure 1. Funds Allocated and Expended in HISD for Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs, 2015–2016 to 2017–2018*



Source: HISD Budgeting and Financial Planning Department files, 2015–2016 to 2017–2018
 Note: *2017–2018 is the first reporting year that includes funding information for Title IV, Part A. Fund amounts are rounded to the nearest dollar.

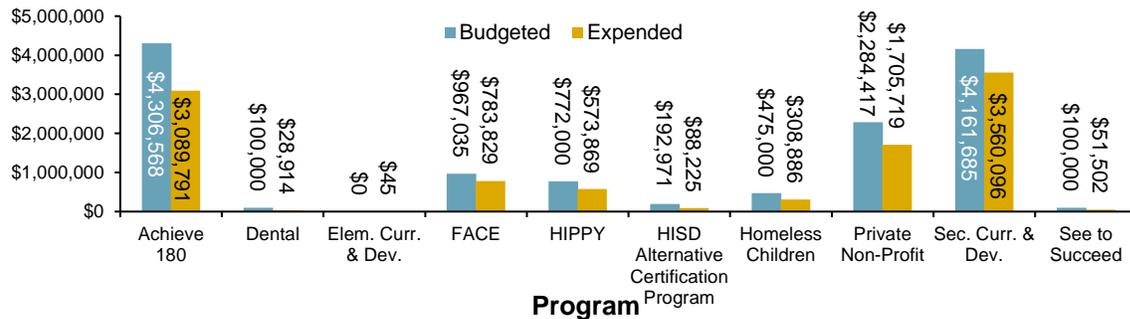
Figure 2. Budgeted and Expended Funds for Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs by Category, 2017–2018



Source: HISD Budgeting and Financial Planning Department file, 2017–2018
 Note: Fund amounts are rounded to the nearest dollar.

- Budgeted and expended funds for each of the 2017–2018 centralized programs receiving Title I, Part A funds are shown in **Figure 3** (p. 8) and detailed in **Table 6** (pp. 23–26). The largest amounts budgeted were for Achieve 180 (\$4,306,568) and the largest amounts expended were for Secondary Curriculum and Development (\$3,560,096). Secondary Curriculum and Development utilized the highest percentage of budgeted funds at 86 percent, followed by Family and Community Empowerment (FACE) at 81 percent (Table 6).

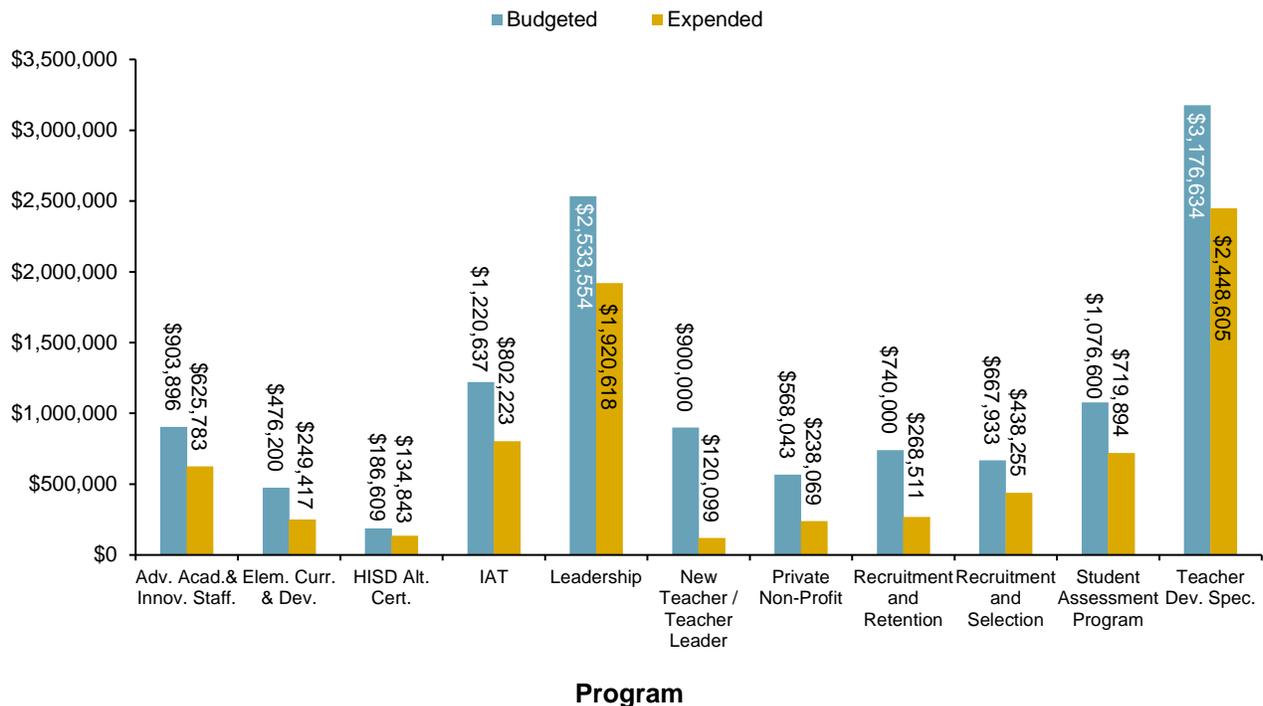
Figure 3. Funds Budgeted and Expended by Centralized Programs from Title I, Part A, 2017–2018



Source: HISD Budgeting and Financial Planning Department file, 2017–2018

Note: Fund amounts are rounded to the nearest dollar. Abbreviations are used to compensate for limited space. Elem. Curr. & Dev. Is short for Elementary Curriculum & Development and Sec. Curr. & Dev. Is short for Secondary Curriculum & Development. Elementary Curriculum and Development expended funds (\$45) identified as Title I, Part A that were not budgeted to Title I, Part A.

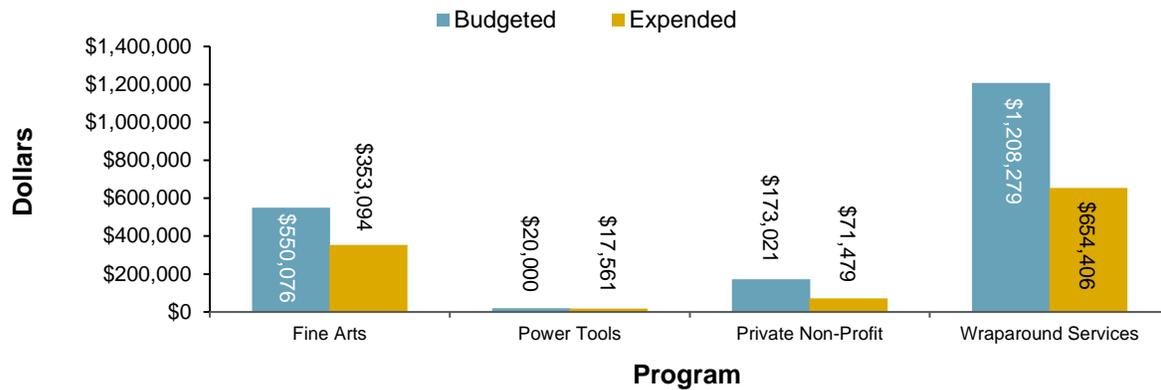
Figure 4. Funds Budgeted and Expended by Centralized Programs from Title II, Part A, 2017–2018



Source: HISD Budgeting and Financial Planning Department file, 2017–2018

Note: Fund amounts are rounded to the nearest dollar. Abbreviations are used to compensate for limited space. Adv. Acad. & Innov. Staff. Is short for Advanced Academics and Innovative Staffing, Elem. Curr. & Dev. Is short for Elementary Curriculum & Development, HISD Alt. Cert. is short for HISD Alternative Certification Program, IAT is short for Intervention Assistance Team Program, and Teacher Dev. Spec. is short for Teacher Development Specialist.

- Distribution of funds among the centralized programs designated for Title II, Part A funding is illustrated in **Figure 4** and detailed in Table 6 (pp. 23–26). The Teacher Development Specialist program had the highest budgeted and expended amounts (\$3,176,634 and \$2,448,605, respectively). The Teacher Development Specialist program also had the highest utilization percentage of budgeted funds with 77 percent, followed by Leadership Department Operations at 76 percent (Table 6).

Figure 5. Funds Budgeted and Expended by Centralized Programs from Title IV, Part A, 2017–2018

Source: HISD Budgeting and Financial Planning Department file, 2017–2018

Note: Fund amounts are rounded to the nearest dollar.

- Distribution of funds among the centralized programs designated for Title IV, Part A funding is illustrated in **Figure 5** and detailed in Table 6, (pp. 23–26). Wraparound Services had the highest budget and expended amounts (\$1,208,279 and \$654,406, respectively). The highest utilization of budgeted funds was 88 percent for the Power Tools program followed by 64 percent utilized by the Fine Arts program (Table 6).
- As shown in **Table 7** (p. 27), 137 staff positions were funded by Title I, Part A, followed by Title II, Part A with 90, and Title IV, Part A with 26 for a total of 253 staff positions.

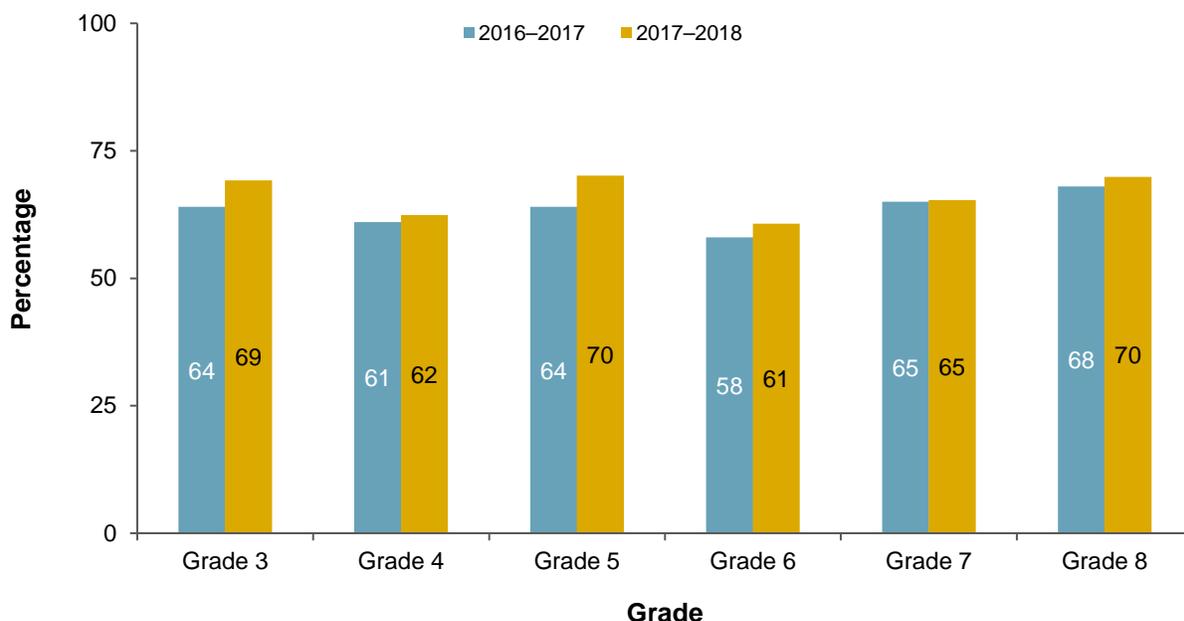
What activities were conducted in accordance to the allowable uses of program funds and what evidence of success exists for each program?

- The 21 Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs funded in 2017–2018 all focused on enhancing student achievement through three distinct means:
 - 1) supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students;
 - 2) providing professional development to enhance the effectiveness of teachers and principals;
 - 3) recruiting, employing, and retaining certified teachers and principals.
- Administrators of each of the centralized programs documented the organization and coordination of the programs to increase their effectiveness and to meet the requirements of the respective funding sources through an HISD Department of Research and Accountability survey. Summaries of the responses can be found in **Table 8** (p. 28) for program administrators who received Title I, Part A funds, **Table 9** (p. 29) for program administrators who received Title II, Part A funds, and **Table 10** (p. 29) for program administrators who received Title IV, Part A funds. All responding administrators reported that programs supplemented, rather than supplanted, the educational program provided to all students in the district. Jointly, the programs met the requirements established by the funding sources. All programs served students, particularly the economically-disadvantaged students, who needed support to meet rigorous academic standards, as well as the teachers, principals, and other professionals tasked with providing student support.
- Descriptions, budgets and expenditures, goals, and outcomes for each of the 21 funded programs are provided on pages 33–95, preceded by a list of the programs on page 32.

What was HISD student achievement, attendance rate, and four-year graduation rate during the implementation of the 2017–2018 centralized programs funded by Title I, Part A, Title II, Part A, and Title IV, Part A?

- Results of the STAAR reading tests are shown in **Figure 6** and detailed in **Table 11** (p. 30). At least 58 percent of students at each of the grade levels tested achieved at or above the Approaches Grade Level standard in 2016–2017 and 2017–2018. Five of the six grade levels showed increases in student achievement with grade seven showing a slight decrease (appears unchanged in Figure 6, due to rounding) from 2016–2017 to 2017–2018. The largest increase was six percentage points for grade 5 followed by a five percentage-point increase for grade 3.

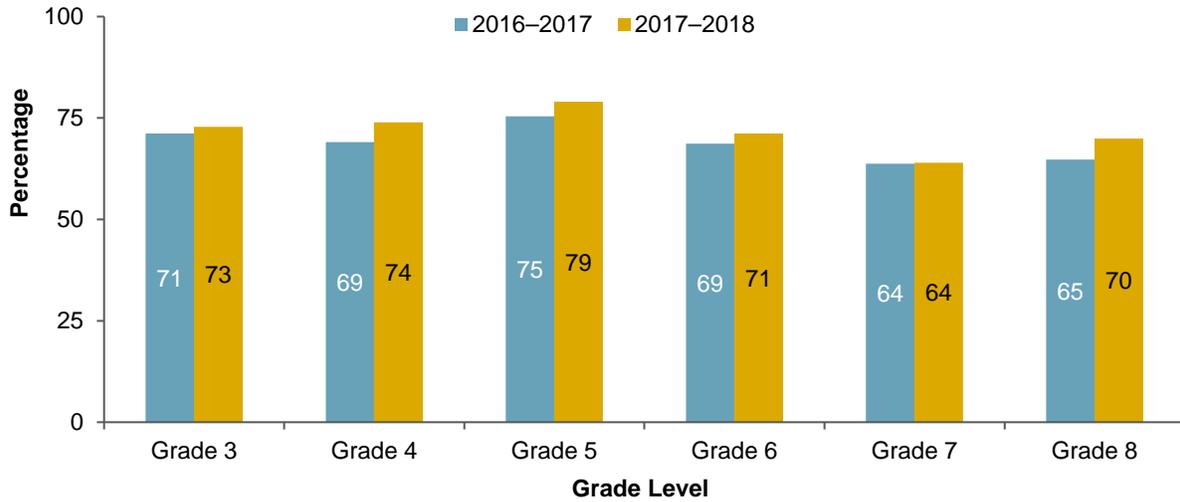
Figure 6. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR and STAAR Spanish Reading Tests, 2016–2017 and 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Research and Accountability, 2018i; Cognos 2017–2018 STAAR3–8, retrieved June 18, 2018

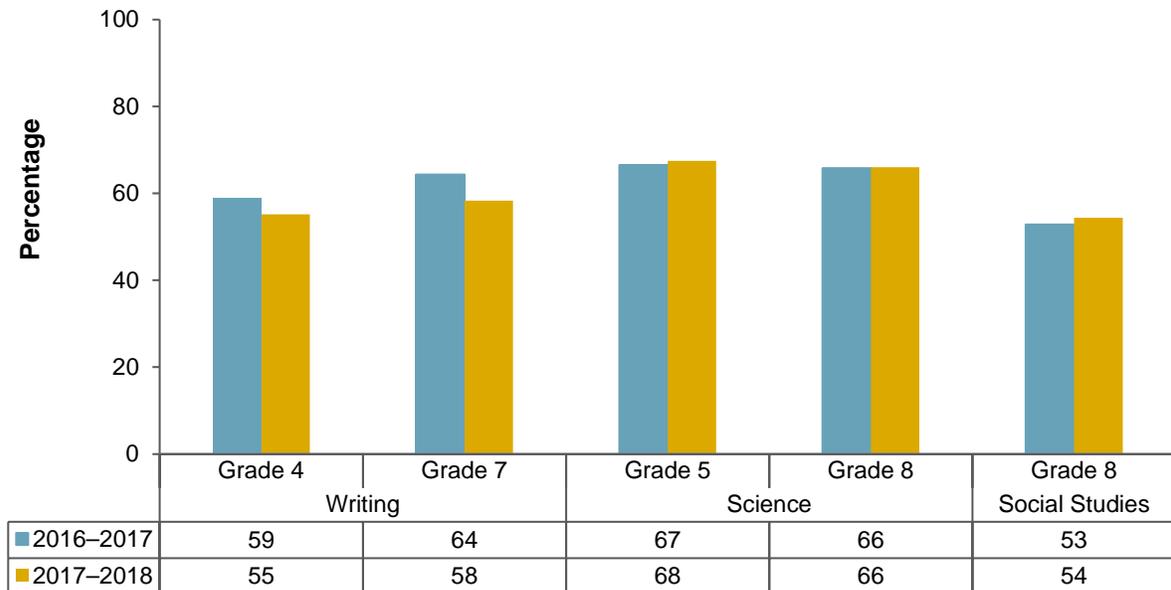
- Results for the STAAR mathematics tests in 2016–2017 and 2017–2018 are illustrated in **Figure 7** (p. 11) and detailed in Table 11. The percentage of HISD students achieving at or above the Approaches Grade Level standard increased for all grades (appears unchanged for grade 7 due to rounding). The largest increase was five percentage points for grade 4 and grade 8.
- Writing, science, and social studies STAAR results for 2016–2017 and 2017–2018 for students in grades tested are shown in **Figure 8** (p. 11) and Table 11. For writing, grade 4 and grade 7 showed a decrease in the percentage of students who performed at or above the Approaches Grade Level standard (four percentage points and six percentage points, respectively). In science, grade 5 showed a one percentage-point increase in students who performed at or above the Approaches Grade Level standard. Grade 8 showed an increase in student performance, but due to rounding, student performance appears unchanged in Figure 8. In social studies, students in grade 8 experienced a one percentage-point increase in students who performed at or above the Approaches Grade Level standard.

Figure 7. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR and STAAR Spanish Mathematics Tests, 2016–2017 and 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Research and Accountability, 2018i; Cognos 2017–2018 STAAR3–8, retrieved June 18, 2018

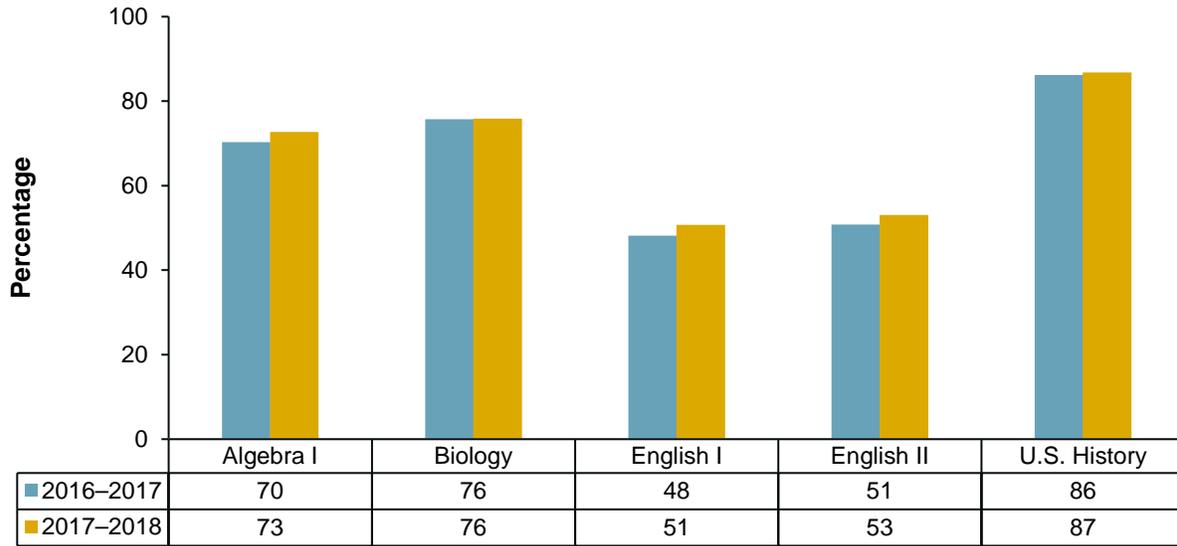
Figure 8. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR and STAAR Spanish Writing, Science, and Social Studies Tests, 2016–2017 and 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Research and Accountability, 2018i; Cognos 2017–2018 STAAR3–8, retrieved June 18, 2018

- As shown in **Figure 9** (p. 12) and detailed in **Table 12** (p. 31), all five of the STAAR EOC subjects had an increase (with Biology appearing unchanged due to rounding), in the proportion of students who performed at or above the Approaches Grade Level standard in 2017–2018 when compared to 2016–2017. The largest increase was three percentage points on the Algebra I and English I examinations.

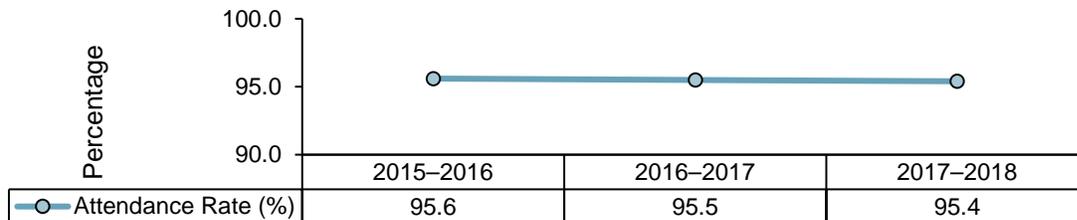
Figure 9. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR EOC Tests, 2016–2017 and 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Research and Accountability, 2018j; Cognos, STAAR EOC files, retrieved June 18, 2018

- As shown in **Figure 10**, there was a decline of 0.1 percentage points in the attendance rate in 2017–2018 when compared to the 2016–2017 school year.

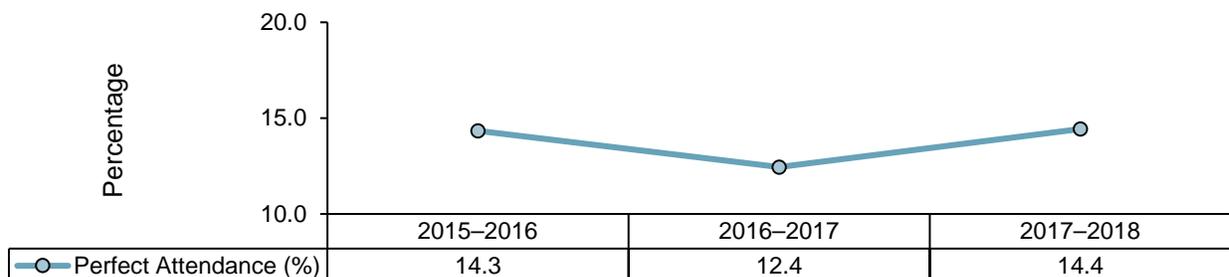
Figure 10. Attendance Rate for HISD Students, 2015–2016 through 2017–2018



Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2015–2016 through 2017–2018

- The percentage of HISD students with perfect attendance dropped by less than two percentage points in 2016–2017 when compared to 2015–2016 but rebounded in 2017–2018 with an increase of two percentage points (**Figure 11**).

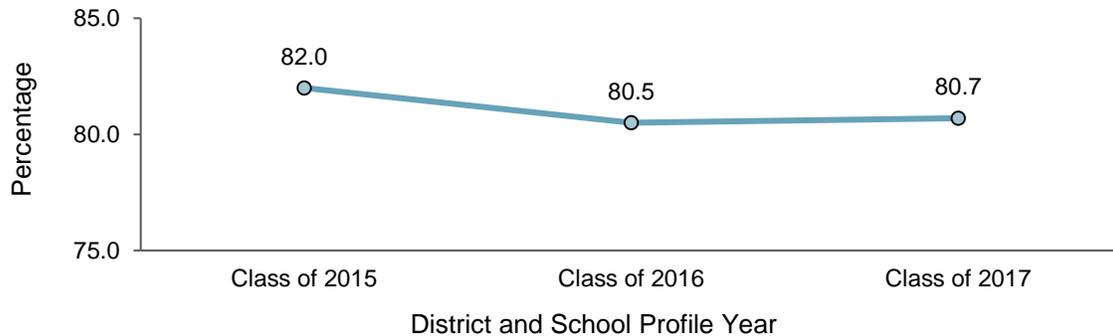
Figure 11. Percentage of HISD Students with Perfect Attendance, 2015–2016 Through 2017–2018



Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2015–2016 through 2017–2018

- As shown in **Figure 12**, the four-year graduation rate for the class of 2017 when compared to the class of 2016 but was still below the class of 2015 four-year graduation rate.

Figure 12. Four-year Graduation Rate*, Class of 2015 Through Class of 2017



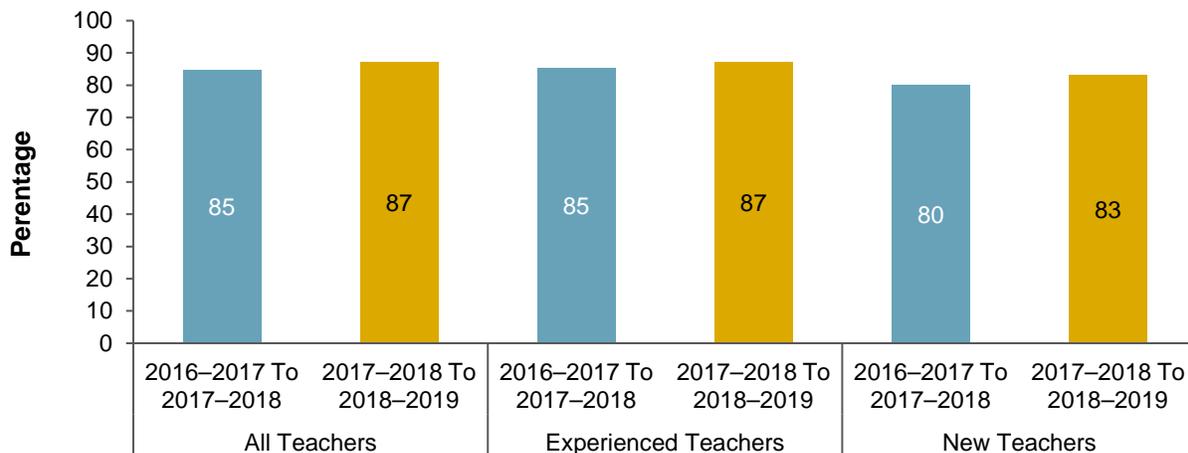
Source: District and School Profiles, 2015–2016 through 2017–2018

Note: *Four-year graduation rate is the percentage of first-time ninth graders who graduated after completing four years of high school.

What was the overall impact of the district’s Title I, Part A, Title II, Part A, and Title IV, Part A centralized programs on educator recruitment and selection, retention, and certification through professional development?

- Table 13** (p. 31) displays for 2016–2017 and 2017–2018, the overall retention percentage of HISD teachers, and the rates disaggregated by new and experienced teachers. Retention rates for experienced HISD teachers and new teachers are illustrated in **Figure 13**. In 2017–2018, HISD’s overall retention rate (87 percent) increased by two percentage points from the previous year (85 percent) (Figure 13).
- The retention rate for new teachers increased by three percentage points and the retention rate of experienced teachers increased by two percentage points in 2017–2018 when compared to 2016–2017 (Figure 13).

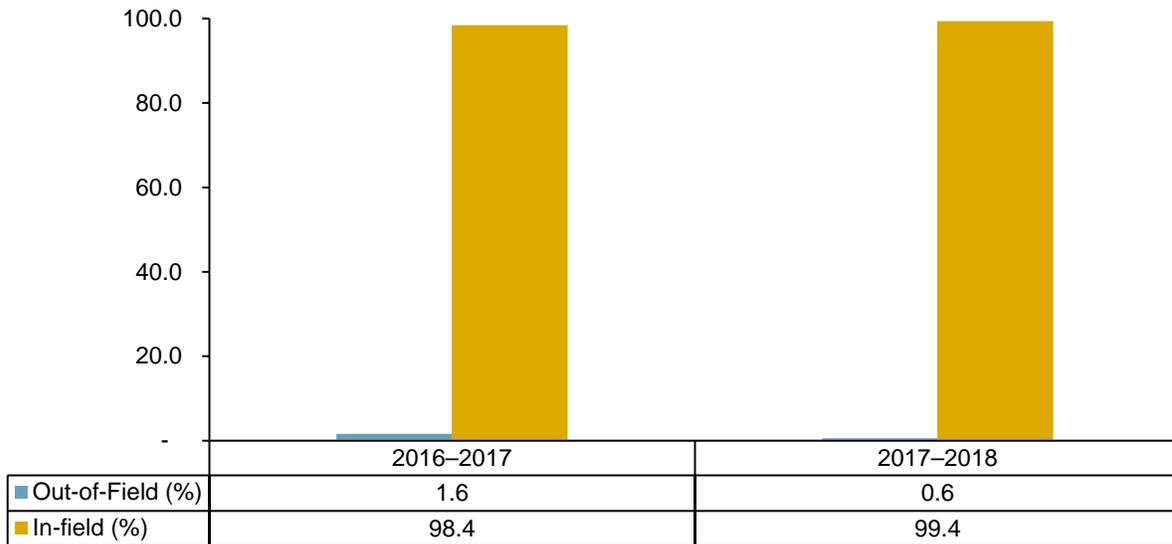
Figure 13. Percentage of All HISD Teachers, Percentage of Experienced HISD Teachers and Percentage of New HISD Teachers Retained Between 2016–2017 and 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Roster for TADS (May 21, 2018 and August 27, 2018)

Note: New teachers have zero years of experience in any district before teaching in HISD.

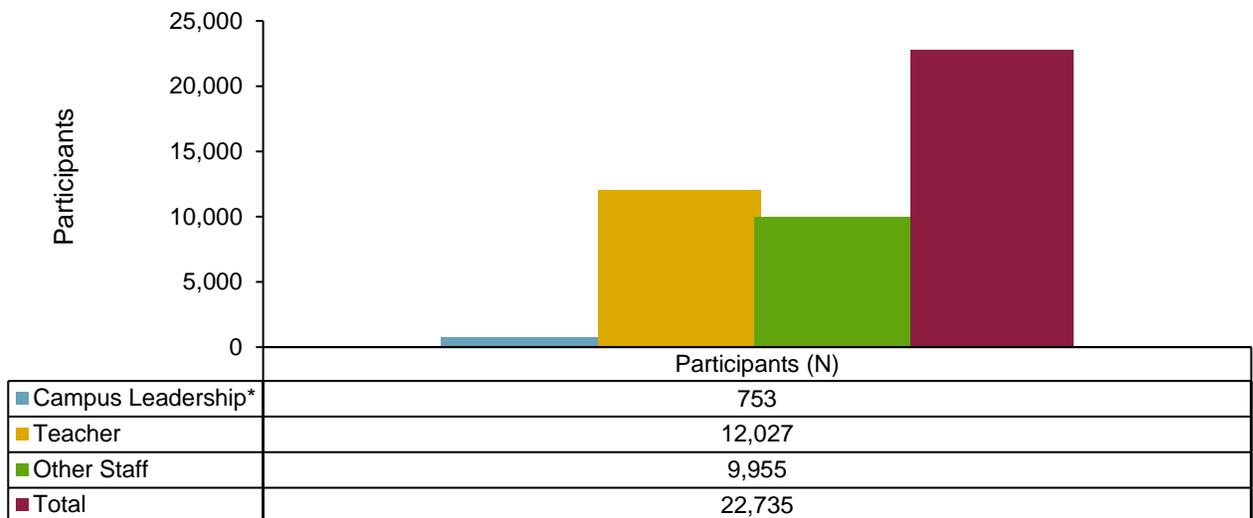
Figure 14. Percentage of HISD Teachers Teaching Out-of-Field, 2016–2017 and 2017–2018



Sources: Certification Audit Report, February 17, 2017; 2016–2017 Teachers with Demographics Education Qualifications, February 8, 2018; 2017–2018 Teachers for Equity Gap Analysis, October 15, 2018

- As shown in **Figure 14**, the percentage of all HISD teachers teaching out-of-field in 2017–2018 decreased by one percentage point when compared to 2016–2017.

Figure 15. Number of Professional Development Participants by Job Function, 2017–2018



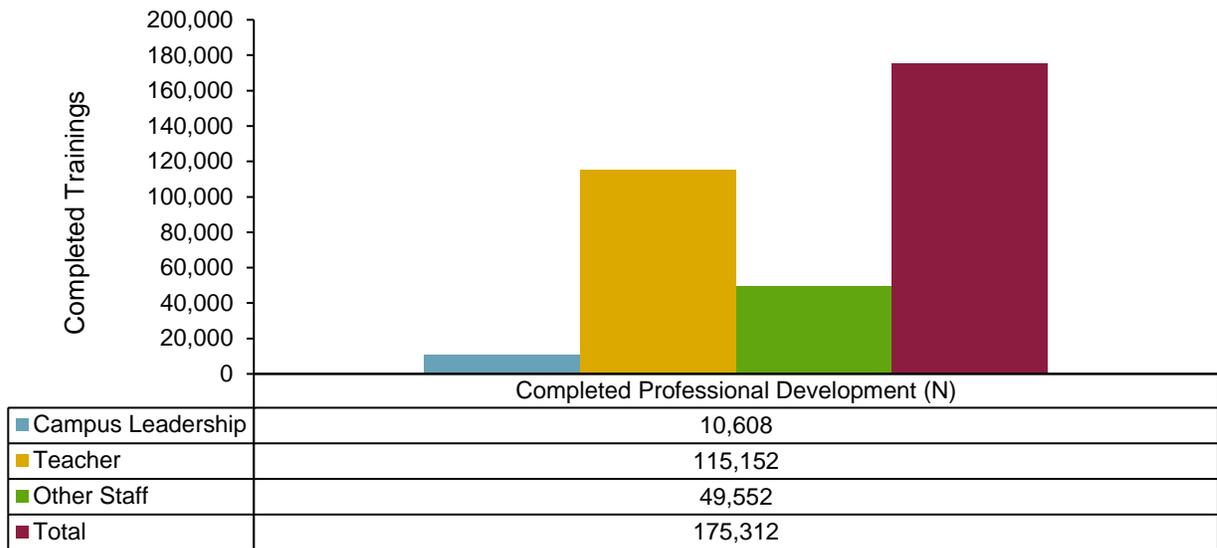
Sources: Title I, Part A and Title II, Part A, Centralized Program Manager Survey, 2018; Title IV, Part A, Centralized Program Manager Survey, 2018, Employee Training Data, July 1, 2017–June 30, 2018

Note: *Campus Leadership includes principals, assistant principals, and deans of students.

- A total of 22,735 unduplicated HISD staff members participated in professional development trainings funded by one or more of Title I, Part A, Title II, Part A, or Title IV, Part A (**Figure 15**).

- The largest group of staff members to participate in professional development trainings was teachers (n = 12,027 or 53 percent) followed by other staff (n = 9,955 or 44 percent), and campus leadership (n = 753 or three percent) (Figure 15).
- As shown in **Figure 16**, a total of 175,312 trainings funded by Title I, Part A, Title II, Part A, or Title IV, Part A were completed during the 2017–2018 school year. Teachers completed the largest number of professional development trainings in 2017–2018 (n = 115,152 or 66 percent) followed by other staff (n = 49,552 or 28 percent), and campus leadership (n = 10,608 or six percent) (Figure 16).

Figure 16. Number of Completed Professional Development Trainings by Job Function, 2017–2018



Sources: Title I, Part A and Title II, Part A, Centralized Program Manager Survey, 2018; Title IV, Part A, Centralized Program Manager Survey, 2018, Employee Training Data, July 1, 2017–June 30, 2018

Discussion

A wide variety of centralized programs received funding from Title I, Part A, Title II, Part A, and Title IV, Part A in 2017–2018. Title I, Part A funds were used to provide economically-disadvantaged and underachieving students with services such as provision of necessities for homelessness, dental and vision services for students who would not otherwise have access, teacher professional development, and family engagement services. Title II, Part A provided funding for recruiting, selecting, training, and retaining classroom teachers and school leaders. Title IV, Part A provided funding to facilitate students’ access to a well-rounded education, improve school conditions, and improve student use of technology.

Some of the programs funded in 2017–2018 provided services broadly, such as for professional development to support instruction or parental involvement, while others provided services for well-defined groups of students or teachers with special needs, which were given relatively small budgets. The needs of students and their teachers in HISD are great. Some identified groups of economically-disadvantaged students, such as homeless children, have small budgets compared to the need. Other groups of students with specific needs, such as migrant students, are not currently served through Title I, Part A, Title II, Part A, or Title IV, Part A Centralized Programs, but have the potential to benefit academically from funding

targeted to meet their needs. Because not all the programs with relatively large budgets utilized all the funds each year, perhaps more funding could be redistributed to smaller programs that would provide support directed to students who could show rapid academic improvements when their basic needs are met.

In 2017–2018, funds totaling nearly \$28,000,000 were budgeted to centralized programs, with 69 percent of all allocated funds expended to enhance the educational opportunities and achievement of students with documented needs. The percentage of utilization of the funds ranged from 13 percent for the New Teacher/Teacher Leader Title II, Part A program to 88 percent for the Power Tools Title IV, Part A program. In the case of some programs, managers may be stimulated to utilize larger percentages of allotted funds if they can monitor their spending and available funds through updates on expenditures at regular intervals during the year. The process could be complicated by the way budgets and expenditures are recorded. For example, in 2017–2018 some programs shared a fund code which hindered the efficient accounting of funds for each program.

Ultimately, Title I, Part A, Title II, Part A, and Title IV, Part A funding is provided to support strong student achievement, especially among economically-disadvantaged and underachieving students. State mandated indicators of student achievement include the State of Texas Assessments of Academic Readiness (STAAR) tests for students in grades 3–8 and STAAR EOC exams, required for graduation for high school students. In 2017–2018, HISD grade-level performance on these measures was largely positive. On both the STAAR reading and mathematics tests, five of six grade levels showed increases in the percentage of students who performed at or above the Approaches Grade Level standard. On the STAAR writing tests, grade 4 and grade 7 had a decline in the percentage of students who performed at or above the Approaches Grade Level standard. Students in grade 5 made improvements on the percentage who performed at or above the Approaches Grade Level standard on the STAAR science exam and grade 8 students showed improvement in social studies. Academic outcomes clearly indicate that the district's efforts to support student achievement along with their teachers, administrators, and families need to continue.

Even though employee outcomes such as retention of new teachers increased in 2017–2018, it is still an area of challenge when it comes to retention of experienced teachers. Further, the percentage of teachers that taught out of field experienced a one percentage-point decline in 2017–2018 when compared to 2016–2017. This could be an indication that the HISD Alternative Certification Program funded by both Title I, Part A and Title II, Part A, is effectively supporting the goal of providing all HISD students a teacher that is certified in the subject they are teaching.

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Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives

Program	Funding	Services Provided
Achieve 180	Title I	Included two initiatives, Imagine Language & Literacy and Dedicated Associate Teachers, in order to improve academic performance of Achieve 180 program schools
Advanced Academics and Innovative Staffing	Title II	Increased opportunities for HISD students to take rigorous advanced coursework and to increase the number of students earning AP scores that could make them eligible for college course credit, advanced course credit or advanced placement
Dental	Title I	Minimized a barrier to academic success by providing dental exams and care to students in poverty who might otherwise miss school due to dental-related illness
Elementary Curriculum and Development	Title I and Title II	Provided a viable and rigorous curriculum aligned to state and national standards coupled with research-based best practices and high quality professional development leading to the growth and success of all students
FACE (Family and Community Empowerment)	Title I	Administered programs to strengthen school-family-community partnerships and to foster effective two-way communication between homes and schools
Fine Arts	Title IV	Implemented to increase HISD student access and opportunities for participation in Texas Enrichment Core content areas
HISD Alternative Certification Program	Title I, Title II	Increased the number of certified, content proficient HISD teachers to close the teaching gap that negatively impacts student outcomes and success
Home Instruction for Parents of Preschool Youngsters (HIPPPY)	Title I	Provided a home-based, family-focused school readiness program that helped prepare preschool children for academic success
Homeless Children	Title I	Supported homeless youth directly by providing emergency assistance and indirectly by providing awareness and sensitivity training for campuses and community partners to aid in the identification of, and improve support for, homeless students
Intervention Assistance Team Program	Title II	Provided campuses and teachers with tools to increase achievement for students with academic deficits
Leadership Department Operations	Title II	Equipped new principals in HISD with the knowledge, skills, and dispositions to lead schools that are consistently safe and provide a rigorous instructional program for all students
New Teacher / Teacher Leader	Title II	Provided support to beginning teachers in collecting and analyzing school data, classroom management, curriculum planning, and other activities related to pedagogy and improved student achievement
Power Tools	Title IV	Provided quality professional development to high school teachers involved in the district's 1:1 program, PowerUP

Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives (continued)

Program	Funding	Services Provided
Private Non-Profit	Title I, Title II, and Title IV	Title I, Part A and Title IV, Part A funds provided academic services to eligible private school students within HISD boundaries and Title II, Part A funds provided high-quality professional development to teachers of reading and math and their leaders in private schools within HISD boundaries
Recruitment and Retention	Title II	Provided incentives to recruit and retain teachers in critical shortage areas and campuses with highest need
Recruitment and Selection	Title II	Staffed all vacancies by the first day of school through the effective recruiting, selection, and onboarding of high quality teachers
Secondary Curriculum and Development	Title I	Supported the district's secondary campuses in the implementation of district curriculum, best instructional practices, and observations and feedback
See to Succeed	Title I	Minimized a health-related barrier to learning by providing eye exams and glasses to economically disadvantaged students who had no other alternatives for access to vision care
Student Assessment Program	Title II	Provided professional development for all HISD Campus Test Coordinators (CTCs) during the 2017–2018 school year
Teacher Development Specialist Program	Title II	Designed and provided professional development learning opportunities to HISD teachers, face-to-face, online, and blended, to accelerate the effective instructional practices of staff that result in improvement in student academic performance
Wraparound Services	Title IV	Connected schools to non-academic supports needed to improve the well-being and academic achievement of all students

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Title IV, Part A Centralized Program Manager Survey, 2018

Table 2. Requirements for Funding under Title I, Part A of the 2015 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), Also Known as Every Student Succeeds Act (ESSA)

1. Students are supported in meeting State adopted challenging academic content standards and aligned academic achievement standards in the subjects of mathematics, reading or language arts, and science.

2. Support is provided to economically-disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English language learners in making the improvement necessary to make significant progress in closing statewide proficiency and graduation rate gaps with their more advantaged peers.

3. Each school identified by the State in need of improvement in meeting challenging academic standards and aligned academic achievement standards has a locally developed and implemented comprehensive support and improvement plan for the school to improve student outcomes that: is informed by indicators such as student performance against State-determined long-term goals; includes evidence-based interventions; is based on a school-level needs assessment; and identifies resource inequities to be addressed through implementation of the comprehensive support and improvement plan.

4. For schools where any subgroup of students is consistently underperforming based on indicators in the statewide accountability system, implement a school-level targeted support and improvement plan to improve student outcomes.

5. To improve student outcomes, provide low-income and minority students enrolled in schools with effective, certified, and experienced teachers.

6. Provide to the public any methods or criteria the State uses to measure teacher, principal, or other school leader effectiveness in order to identify and retain effective school personnel in supporting student learning.

7. All teachers and paraprofessionals working in a program supported with funds from this part meet applicable State and licensure requirements, including any requirements for certification obtained through alternative routes.

8. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose.

Source: United States Department of Education, 2016a

Table 3. Requirements for Funding under Title II, Part A of the 2015 Reauthorization of the Elementary and Secondary Education Act (ESEA), Also Known as Every Student Succeeds Act (ESSA)

1. Meaningfully consult with teachers, principals and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A.
2. Seek advice from these stakeholders regarding how best to improve the Title II, Part A activities.
3. Coordinate Title II, Part A activities with other related strategies, programs or activities in the State or Local Education Agency.
4. Provide for the equitable participation of private school teachers and other educational personnel in private schools and engage in timely and meaningful consultation with private school officials during the design and development of their Title II, Part A programs.
5. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose.

Source: United States Department of Education, 2016b

Table 4. Requirements for Funding under Title IV, Part A of the 2015 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), Also Known as Every Student Succeeds Act (ESSA)

1. Title IV, Part A, the Student Support and Academic Enrichment (SSAE) program is intended to help meet the goal of providing all students with a high-quality education.
2. Provide all students with access to a well-rounded education, improve school conditions for student learning (Health and Safety), and improve the use of technology to improve the academic achievement and digital literacy of all students.
3. After a comprehensive needs assessment, the local education agency (LEA), must use: a) at least 20 percent of funds for activities to support well-rounded educational opportunities; b) at least 20 percent of funds for activities to support safe and healthy students; and c) a portion of funds to support effective use of technology.
4. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose.

Source: United States Department of Education, 2016c

Table 5. Percentage of Title I, Part A, Title II, Part A, and Title IV, Part A Budgeted and Expended Funds by Category, 2017–2018

Category	Budgeted	% of Budgeted	Expended	% of Expended
Capital Outlay	\$428,763.43	1.5	\$255,247.65	1.3
Contracted Services	\$5,824,100.78	21.0	\$4,183,810.43	21.7
Other Operating Expenses	\$627,795.35	2.3	\$394,870.60	2.1
Payroll	\$19,779,872.54	71.3	\$13,645,526.85	70.9
Supplies and Materials	\$1,100,625.90	4.0	\$774,275.71	4.0
Total	\$27,761,158.00	100.0	\$19,253,731.24	100.0

Source: HISD Budgeting and Financial Planning department file, 2017–2018

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2017–2018				
Program Name	Expenditure Area	Budget	Expenditures	% Utilized
Title I, Part A	Total	\$13,359,676.00	\$10,190,876.06	76.3
	Capital Outlay	\$33,221.00	\$7,250.09	21.8
	Contracted Services	\$3,964,457.21	\$3,338,669.41	84.2
	Other Operating Expenses	\$224,801.44	\$106,388.24	47.3
	Payroll	\$8,558,919.85	\$6,204,160.66	72.5
	Supplies and Materials	\$578,276.50	\$534,407.66	92.4
Achieve 180	Total	\$4,306,568.00	\$3,089,790.82	71.7
	Contracted Services	\$1,350,000.00	\$1,350,000.00	100.0
	Payroll	\$2,956,568.00	\$1,739,790.82	58.8
Dental	Total	\$100,000.00	\$28,914.45	28.9
	Contracted Services	\$3,748.00	\$2,702.67	72.1
	Other Operating Expenses	\$43,500.00	\$19,400.00	44.6
	Payroll	\$45,028.00	\$0.00	0.0
	Supplies and Materials	\$7,724.00	\$6,811.78	88.2
	Elementary Curriculum and Development	Total	\$0.00	\$45.00
Contracted Services		\$0.00	\$45.00	0.0
Family & Community Empowerment (FACE)	Total	\$967,035.00	\$783,828.89	81.1
	Capital Outlay	\$221.00	\$0.00	0.0
	Contracted Services	\$17,202.21	\$18,196.17	105.8
	Other Operating Expenses	\$30,805.44	\$25,787.68	83.7
	Payroll	\$787,118.85	\$609,778.69	77.5
	Supplies and Materials	\$131,687.50	\$130,066.35	98.8
HIPPY	Total	\$772,000.00	\$573,868.52	74.3
	Contracted Services	\$13,153.00	\$5,885.33	44.7
	Other Operating Expenses	\$25,479.00	\$24,453.51	96.0
	Payroll	\$728,545.00	\$534,971.65	73.4
	Supplies and Materials	\$4,823.00	\$8,558.03	177.4
HISD Alternative Certification Program	Total	\$192,971.00	\$88,225.13	45.7
	Capital Outlay	\$10,000.00	\$7,250.09	72.5
	Other Operating Expenses	\$8,000.00	\$1,546.58	19.3
	Payroll	\$170,222.00	\$74,682.50	43.9
	Supplies and Materials	\$4,749.00	\$4,745.96	99.9

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2017–2018 (continued)

Program Name	Expenditure Area	Budget	Expenditures	% Utilized
Homeless Children	Total	\$475,000.00	\$308,886.21	65.0
	Contracted Services	\$10,000.00	\$9,600.00	96.0
	Other Operating Expenses	\$15,000.00	\$6,650.00	44.3
	Payroll	\$314,120.00	\$187,416.02	59.7
	Supplies and Materials	\$135,880.00	\$105,220.19	77.4
Private Non-Profit	Total	\$2,284,417.00	\$1,705,718.65	74.7
	Contracted Services	\$2,284,417.00	\$1,705,718.65	74.7
Secondary Curriculum and Development	Total	\$4,161,685.00	\$3,560,096.00	85.5
	Capital Outlay	\$23,000.00	\$0.00	0.0
	Contracted Services	\$278,937.00	\$244,608.78	87.7
	Other Operating Expenses	\$36,950.00	\$5,831.33	15.8
	Payroll	\$3,550,885.00	\$3,043,979.40	85.7
	Supplies and Materials	\$271,913.00	\$265,676.49	97.7
See to Succeed	Total	\$100,000.00	\$51,502.39	51.5
	Contracted Services	\$7,000.00	\$1,912.81	27.3
	Other Operating Expenses	\$65,067.00	\$22,719.14	34.9
	Payroll	\$6,433.00	\$13,541.58	210.5
	Supplies and Materials	\$21,500.00	\$13,328.86	62.0
Title II, Part A	Total	\$12,450,106.00	\$7,966,316.05	64.0
	Capital Outlay	\$141,125.43	\$77,950.69	55.2
	Contracted Services	\$1,467,377.82	\$668,567.87	45.6
	Other Operating Expenses	\$402,993.91	\$288,482.36	71.6
	Payroll	\$10,093,653.69	\$6,753,037.40	66.9
	Supplies and Materials	\$344,955.15	\$178,277.73	51.7
Advanced Academics & Innovative Staffing	Total	\$903,896.00	\$625,782.53	69.2
	Contracted Services	\$187,818.00	\$33,197.53	17.7
	Other Operating Expenses	\$82,250.00	\$78,526.94	95.5
	Payroll	\$630,947.00	\$511,177.69	81.0
	Supplies and Materials	\$2,881.00	\$2,880.37	100.0

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2017–2018 (continued)

Program Name	Expenditure Area	Budget	Expenditures	% Utilized
Elementary Curriculum and Development	Total	\$476,200.00	\$249,416.90	52.4
	Contracted Services	\$7,140.00	\$140.00	2.0
	Other Operating Expenses	\$15,000.00	\$3,584.24	23.9
	Payroll	\$362,400.36	\$225,825.74	62.3
	Supplies and Materials	\$91,659.64	\$19,866.92	21.7
HISD Alternative Certification Program	Total	\$186,609.00	\$134,842.63	72.3
	Other Operating Expenses	\$7,500.00	\$0.00	0.0
	Payroll	\$179,109.00	\$134,842.63	75.3
Intervention Assistance Team Program	Total	\$1,220,637.00	\$802,222.60	65.7
	Contracted Services	\$6,000.00	\$595.00	9.9
	Other Operating Expenses	\$44,004.00	\$13,500.00	30.7
	Payroll	\$1,170,633.00	\$788,127.60	67.3
Leadership Department Operations	Total	\$2,533,554.00	\$1,920,618.07	75.8
	Capital Outlay	\$2,800.69	\$2,800.69	100.0
	Contracted Services	\$454,714.82	\$348,270.88	76.6
	Other Operating Expenses	\$73,289.49	\$65,058.14	88.8
	Payroll	\$1,920,129.00	\$1,463,369.45	76.2
	Supplies and Materials	\$82,620.00	\$41,118.91	49.8
New Teacher / Teacher Leader	Total	\$900,000.00	\$120,098.82	13.3
	Capital Outlay	\$15,000.00	\$2,856.00	19.0
	Contracted Services	\$188,099.00	\$14,101.17	7.5
	Other Operating Expenses	\$44,000.00	\$27,584.70	62.7
	Payroll	\$633,801.00	\$65,367.79	10.3
	Supplies and Materials	\$19,100.00	\$10,189.16	53.3
Private Non-Profit	Total	\$568,043.00	\$238,068.84	41.9
	Contracted Services	\$568,043.00	\$238,068.84	41.9
Recruitment and Retention	Total	\$740,000.00	\$268,511.26	36.3
	Contracted Services	\$14,063.00	\$14,000.00	99.6
	Payroll	\$725,937.00	\$254,511.26	35.1

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2017–2018 (continued)

Program Name	Expenditure Area	Budget	Expenditures	% Utilized
Recruitment and Selection	Total	\$667,933.00	\$438,255.37	65.6
	Payroll	\$667,933.00	\$438,255.37	65.6
Student Assessment Program	Total	\$1,076,600.00	\$719,894.49	66.9
	Payroll	\$1,075,100.00	\$719,894.49	67.0
	Supplies and Materials	\$1,500.00	\$0.00	0.0
Teacher Development Specialists	Total	\$3,176,634.00	\$2,448,604.54	77.1
	Capital Outlay	\$123,324.74	\$72,294.00	58.6
	Contracted Services	\$41,500.00	\$20,194.45	48.7
	Other Operating Expenses	\$136,950.42	\$100,228.34	73.2
	Payroll	\$2,727,664.33	\$2,151,665.38	78.9
	Supplies and Materials	\$147,194.51	\$104,222.37	70.8
Title IV, Part A	Total	\$1,951,376.00	\$1,096,539.13	56.2
	Capital Outlay	\$254,417.00	\$170,046.87	66.8
	Contracted Services	\$392,265.75	\$176,573.15	45.0
	Payroll	\$1,127,299.00	\$688,328.79	61.1
	Supplies and Materials	\$177,394.25	\$61,590.32	34.7
Fine Arts	Total	\$550,076.00	\$353,094.12	64.2
	Capital Outlay	\$254,417.00	\$170,046.87	66.8
	Contracted Services	\$103,594.75	\$103,594.75	100.0
	Payroll	\$39,942.00	\$20,561.42	51.5
	Supplies and Materials	\$152,122.25	\$58,891.08	38.7
Power Tools	Total	\$20,000.00	\$17,560.55	87.8
	Payroll	\$17,500.00	\$16,161.92	92.4
	Supplies and Materials	\$2,500.00	\$1,398.63	55.9
Private Non-Profit	Total	\$173,021.00	\$71,478.70	41.3
	Contracted Services	\$173,021.00	\$71,478.70	41.3
Wraparound Services	Total	\$1,208,279.00	\$654,405.76	54.2
	Contracted Services	\$115,650.00	\$1,499.70	1.3
	Payroll	\$1,069,857.00	\$651,605.45	60.9
	Supplies and Materials	\$22,772.00	\$1,300.61	5.7

Source: HISD Budgeting and Financial Planning department file, 2017–201P8

Table 7. Number of Staff Members Funded by Title I, Part A, Title II, Part A, Title IV, Part A Centralized Programs, by Program*, 2017–2018

Program	Number of Funded Staff Positions
Title I, Part A Centralized Programs	137
Achieve 180 (Dedicated Associate Teachers)	90
Family & Community Empowerment	2
Homeless Children	1
Secondary Curriculum and Development	43
See to Succeed	1
Title II, Part A Centralized Programs	90
HISD Alternative Certification Program	3
Teacher Development Specialist Program	40
Leadership Department Operations	28
IAT Intervention Program	5
Advanced Academics and Innovative Staffing	5
Teacher Recruitment & Selection	9
Title IV, Part A Centralized Programs	26
Wraparound Services	26
Total	253

Source: 2017–2018 Title I Part A, Title II Part A, and Title IV Part A Staffing Records data, November 4, 2018

Note: As of July 1, 2018, 99 staff positions of the 253 funded staff positions were left unfilled.

*There were eight centralized programs that had payroll funds expended but did not identify the number of funded staff positions.

Table 8. 2017–2018 Title I, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=10*)			
	Yes	No	N/A
Prior to program funding being granted, were the program activities and requirements based on a comprehensive needs assessment?	10		
Prior to program funding being granted, was the program planned and implemented with meaningful input from parents of children impacted by the program?	8	1	1
Did the program serve students under age 22 who had the greatest need for special assistance or who were failing, or most at risk of failing, to meet the state's student academic achievement standards?	9		1
Did the program coordinate and integrate Title I, Part A services with other educational services in the district or school in order to increase program effectiveness, eliminate duplication, and/or reduce fragmentation of the instructional program?	10		
Did the program provide communications to parents about the program in a format, and to the extent practicable, in a language that parents could understand?	9		1
Did the program ensure that all teachers and paraprofessionals were teaching in a subject area in which they met State certification and licensure requirements?	3		7
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	10		

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018

Note: *A total of three Title I, Part A programs received funds from either or both Title II, Part A and Title IV, Part A for which an additional survey was completed.

Table 9. 2017–2018 Title II, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=11*)			
	Yes	No	N/A
Prior to program funding being granted, was the program based on a local needs assessment for professional development and/or hiring?	11		
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	7		4
Did private school teachers and other educational personnel in private schools have equitable participation in planning program activities?	2		9
Did the program conduct activities in at least one of the following areas: - recruiting, hiring and retaining qualified personnel; - providing professional development activities that meet the needs of teachers and principals; - improving the certification status of the teacher work force; - reducing class size, especially in the early grades?	11		
Did the program coordinate professional development activities with professional development activities provided through other federal, state, and local programs?	6	3	2
Did the program integrate activities with programs funded by Title II, Part D for professional development to train teachers to integrate technology into curriculum and instruction with the purpose of improving teaching, learning, and technology literacy?	6	3	2
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	11		

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018

Note: *A total of three Title II, Part A programs received funds from either or both Title I, Part A and Title IV, Part A for which an additional survey was completed.

Table 10. 2017–2018 Title IV, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=4*)			
	Yes	No	N/A
Prior to program funding being granted, was the program based on a local needs assessment for meeting the needs of HISD students?	3		1
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	4		
Did the program conduct activities in at least one of the following areas: - Support Well-Rounded Educational Activities - Support Safe and Healthy Students - Support Effective Use of Technology	4		
Did the program coordinate activities with activities provided through other federal, state, and local programs?	3	1	
Did the program coordinate activities with nonprofits, museums, and community organizations to help leverage limited resources?	3	1	
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	4		

Source: Title IV, Part A Centralized Program Manager Survey, 2018

Note: *One Title IV, Part A program received funds from either or both Title I, Part A and Title II, Part A for which an additional survey was completed.

Table 11. Percentage of HISD Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard, on the State of Texas Assessments of Academic Readiness (STAAR), 2016–2017 and 2017–2018

	2016–2017			2017–2018		
	Tested (N)	Approaches (N)	Percent Approaches	Tested (N)	Approaches (N)	Percent Approaches
Reading	91,427	57,801	63.2	91,291	60,591	66.4
Grade 3	17,745	11,396	64.2	17,514	12,123	69.2
Grade 4	17,454	10,579	60.6	17,071	10,653	62.4
Grade 5	16,292	10,354	63.6	16,875	11,822	70.1
Grade 6	13,555	7,906	58.3	13,262	8,045	60.7
Grade 7	13,126	8,579	65.4	13,482	8,801	65.3
Grade 8	13,255	8,987	67.8	13,087	9,147	69.9
Mathematics	88,197	61,140	69.3	87,931	63,477	72.2
Grade 3	17,750	12,640	71.2	17,514	12,743	72.8
Grade 4	17,425	12,035	69.1	17,046	12,595	73.9
Grade 5	16,291	12,280	75.4	16,891	13,162	78.6
Grade 6	13,469	9,244	68.6	13,187	9,395	71.2
Grade 7	12,517	7,981	63.8	12,863	8,290	64.4
Grade 8	10,745	6,960	64.8	10,431	7,292	69.9
Writing	30,662	18,762	61.2	30,576	17,300	56.6
Grade 4	17,471	10,276	58.8	17,081	9,426	55.2
Grade 7	13,191	8,486	64.3	13,495	7,874	58.3
Science	29,261	19,378	66.2	29,711	19,868	66.9
Grade 5	16,274	10,831	66.6	16,879	11,397	67.5
Grade 8	12,987	8,547	65.8	12,832	8,471	66.0
Social Studies	13,208	6,975	52.8	13,017	7,079	54.4
Grade 8	13,208	6,975	52.8	13,017	7,079	54.4

Source: HISD Research and Accountability, 2018g, 2018i; Cognos 2017–2018 STAAR3–8, retrieved June 18, 2018

Note: English and Spanish version results combined.

Table 12. Percentage of HISD Students, First-time and Re-testers, Achieving At or Above the Approaches Grade Level Standard, on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC), 2016–2017 and 2017–2018

	2016–2017			2017–2018		
	Tested (M)	Approaches (M)	Percent Approaches	Tested (M)	Approaches (M)	Percent Approaches
Algebra I	16,260	11,437	70.3	16,028	11,660	72.7
Biology	14,660	11,092	75.7	15,314	11,620	75.9
English I	18,396	8,860	48.2	18,329	9,297	50.7
English II	16,524	8,389	50.8	17,111	9,073	53.0
U.S. History	12,142	10,471	86.2	12,048	10,461	86.8

Source: HISD Research and Accountability, 2018g, 2018j; Cognos, STAAR EOC files, retrieved June 18, 2018

Table 13. Number of Teachers Who Were Retained from One Academic Year to the Next, 2017–2018 and 2018–2019

	2016–2017 To 2017–2018			2017–2018 To 2018–2019		
	Employed (N)	Retained (N)	Percent Retained	Employed (N)	Retained (N)	Percent Retained
All Teachers	11,783	9,984	84.7	11,518	9,975	86.6
Experienced Teachers	10,803	9,200	85.2	10,474	9,107	86.9
New Teachers	980	784	80.0	1,044	868	83.1

Source: HISD Research and Accountability, 2018g; HISD Roster for TADS (05.21.2018 and 08.27.2018)

Note: New teachers have zero years of experience in any district before teaching in HISD.

Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Summaries

Achieve 180 (Title I)	33–35
Advanced Academics & Innovative Staffing (Title II)	36–38
Dental (Title I)	39–43
Elementary Curriculum & Development (Title I and Title II)	44–47
Family and Community Empowerment (FACE) (Title I)	48–50
Fine Arts (Title IV)	51–52
HISD Alternative Certification Program (Title I and Title II)	53–55
Homeless Children (Title I)	56–58
Home Instruction for Parents of Preschool Youngsters (HIPPY) (Title I)	59–62
Intervention Assistance Team Program (Title II)	63–64
Leadership Department Operations (Title II)	65–69
New Teacher / Teacher Leader (Title II)	70–71
Power Tools (Title IV)	72–73
Private Non-Profit (Title I, Title II, and Title IV)	74–76
Recruitment and Retention (Title II)	77–79
Recruitment and Selection (Title II)	80–81
Secondary Curriculum & Development (Title I)	82–83
See to Succeed (Title I)	84–85
Student Assessment Program (Title II)	86–88
Teacher Development Specialists (Title II)	89–93
Wraparound Services (Title IV)	94–96

Achieve 180

Program Description

The Achieve 180 (A180) program included two initiatives: Imagine Language & Literacy and Dedicated Associate Teachers. A180 campuses utilized Imagine Language & Literacy to provide a strategic, research-based curriculum that meets students at their own levels. Achieve 180 campuses typically have difficulty filling teacher absences and vacancies. The A180 Dedicated Associate Teacher (DAT) positions were funded to prevent the loss of instruction and keep students on track in achieving their learning objectives during teachers' absences.

The Achieve 180 campuses were split into treatment groups based on years in improvement required (IR) status. The treatment groups in 2017–2018 were titled Superintendent's Schools (4–8 years IR), Primary Group (2–3 years IR), Secondary Group (1-year IR), and Tertiary Group (Formerly IR). The Achieve 180 campus groups served students from early childhood (for example, Belfort ECC) to high school (i.e., Worthing HS).

The Imagine Language and Literacy is designed to provide targeted instruction within an individualized learning path that continually adjusts to the individual student. Over 4,300 activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. The program was created to provide a fun and challenging program for students and provide teachers with a differentiated, standards-aligned program to increase the rigor and effectiveness of instruction.

Based on individual campus needs, DATs either floated on a daily basis filling absent teachers' assignment or were utilized in the same classroom every day until a teacher vacancy was filled. Each of the 42 A180 schools was given two DAT positions to reduce the need to split classes by increasing the teacher absence fill rates. As campuses filled their DAT vacancies, the associate teacher fill rates on A180 campuses increased from Fall 2017 to Spring 2018 by one percentage point. The Associate Teacher Trainer partnered with principals to determine campus needs to recruit effective DATs. A DAT training session was offered in the summer prior to the start of the 2017–2018 school year to prepare the DATs for the needs and challenges of working on A180 campuses. DATs also had access to all professional development, both in-person and online, offered to HISD teachers as well as supports from the Associate Teacher Trainer.

Budget and Expenditures

Title I, Part A funds funded DAT positions and targeted instruction to students through the use of Imagine Language and Literacy program.

Budgeted:	\$4,306,568.00	Capital Outlay:	
Expenditures:	\$3,089,790.82	Contracted Services:	\$1,350,000.00
Allocation Utilized:	71.7 percent	Other Operating Expenses:	
		Payroll:	\$1,739,790.82
		Supplies and Materials:	

Program Goals

Increase student reading achievement following targeted instruction.

Eliminate lost instructional days resulting from teacher absences.

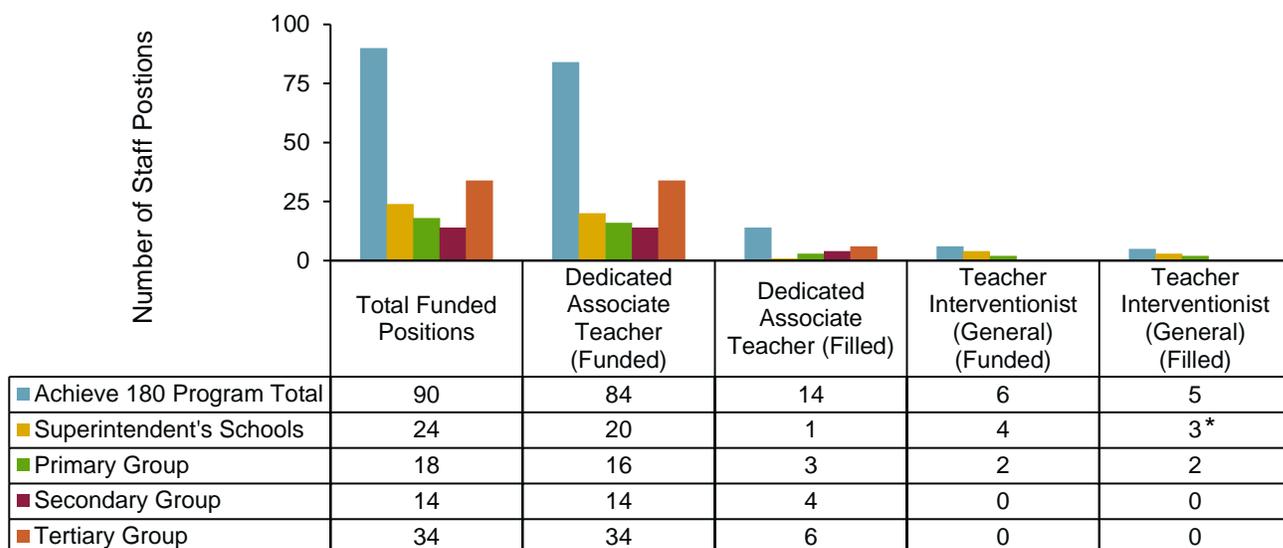
Program Outcomes

- A180 program schools on the STAAR Reading examination were at or above the Approaches Grade Level standard at 54 percent compared to 66 percent districtwide (**Table 1, A180**).
- By A180 program school treatment group, Primary Group campuses had the highest percentage of students who achieved at or above the Approaches Grade Level standard, at 66 percent, followed by Secondary Group campuses (51 percent), Tertiary Group campuses (49 percent), and Superintendent’s Schools with 45 percent (Table 1, A180).

Table 1, A180. HISD STAAR Reading English and Spanish Combined by A180 Program Group and Districtwide Percent At or Above the Approaches Grade Level Standard (Spring Administration), 2018			
A180 Program Group	Tested (N)	Approaches (N)	Percent Approaches
HISD total	91,291	60,591	66.4
A180 Total	12,992	7,074	54.4
Superintendent's Schools	2,351	1,047	44.5
Primary Group	4,768	3,135	65.8
Secondary Group	1,569	793	50.5
Tertiary Group	4,304	2,099	48.8

Source: Cognos 2017–2018 STAAR 3–8 files, retrieved June 18, 2018; 2017–2018 Achieve 180 Program Administration

Figure 1, A180. Number of Staff Positions Funded by Title I, Part A: Achieve 180 Program, 2017–2018



Source: 2017-2018 Title I, Part A, Title II, Part A, and Title IV, Part A Staffing Records data, November 4, 2018; 2017–2018 Achieve 180 Program Administration

Note: * one teacher interventionist (general) left during the 2017–2018 school year.

- According to the 2017–2018 Title I, Part A, Title II, Part A, and Title IV, Part A Staffing Records, 19 of the 90 staff positions funded by Title I, Part A and were filled between July 1, 2017 and June 30, 2018 (**Figure 1, A180**).

- Each of the 45 Achieve 180 program schools was provided with funding for two Dedicated Associate Teachers (DAT) for a total of 90 staff positions, 80 of which were filled (HISD Research and Accountability, 2018b). Overall, 89 percent of the 90 DAT staff positions were filled by end of 2018 spring semester (HISD Research and Accountability, 2018b). Title I, Part A funding was used for 19 of the 80 filled positions.
- Per program manager survey response, as campuses filled their DAT vacancies, the associate teacher fill rates on A180 treatment group campuses increased from Fall 2017 to Spring 2018 by one percent.

Recommendations

The 2017–2018 Title I, Part A Achieve 180 Program included two initiatives, Dedicated Associate Teachers (DATs) and Imagine Learning. Imagine Learning provided learning activities that HISD teachers could use to engage students in language and literacy. A180 treatment groups had a high percentage of DAT positions filled by the end of the 2018 spring semester, but aside from the 19 staff positions filled using Title I, part A funds, the source of funding for the other filled DAT positions was not clear. This is the first year of the A180 program funding the use of the Imagine Learning Initiative, thus it is not possible to examine how the initiative impacted student reading performance as measured by the STAAR Reading examination. Therefore, it is recommended to continue the program for at least one more year to see if there is any link between the Imagine Learning Initiative and student performance on the STAAR Reading examination.

For more detail on the Achieve 180 program, see the following complete reports: 1.) “Achieve 180 program evaluation, part A: Addenda, 2017–2018” (HISD Research and Accountability, 2018b); and 2.) “Achieve 180 program evaluation, part A: Implementation and preliminary findings, 2017–2018” (HISD Research and Accountability, 2018c).

Advanced Academics & Innovative Staffing

Program Description

The Advanced Academic & Innovative Staffing program was designed to increase opportunities for HISD students to take rigorous advanced coursework and to increase the number of students earning Advanced Placement (AP) scores that could make them eligible for college course credit or advanced placement. The program was comprised of two overarching initiatives: professional development training for teachers in Pre-AP and AP subject areas; and the STEM Initiative in elementary and middle schools.

The professional development was facilitated by the Interventions/Advanced Academics Department and provided Pre-AP and AP training to 1,000+ staff members. Training activities utilized the Laying the Foundation guide series for Pre-AP/AP English and mathematics to provide resources for teachers of grades 6–12. Additional training included AP/Pre-AP Social Science, English Vertical Teams, AP Exam Prep Workshop, AP Potential, and the AP Workshop for AP Coordinators. Further, salaried positions were provided to support AP Lead Teachers teaching one or more AP courses at participating schools, conducting AP program training, planning and conducting student test preparation sessions, and providing additional support to AP/Pre-AP teachers as needed.

The STEM Initiative provided training for classroom teachers to engage students in project-based learning related to the integration of math and science learning at elementary and middle schools. The program funded one salaried position to support the STEM Initiative implementation, collaboration with Curriculum and Development teams, the training of teachers on STEM resources and strategies, and managing implementation of student-directed activities.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$903,896.00	Capital Outlay:	
Expenditures:	\$625,782.53	Contracted Services:	\$33,197.53
Allocation Utilized:	69.2 percent	Other Operating Expenses:	\$78,526.94
		Payroll:	\$511,177.69
		Supplies and Materials:	\$2,880.37

Program Goals

Through teacher professional development, increase opportunities for HISD students to take rigorous advanced course work and increase the number of students earning AP scores that could make them eligible for college course credit or advanced placement.

Elementary and middle school teachers successfully complete professional development centered on strategies to increase student performance in math and science.

Program Outcomes

- Eight professional development courses in Pre-AP/AP subject areas were provided by the Advanced Academics program for the school year 2017–2018. A total unduplicated count of 183 HISD staff members completed a total of 242 Pre-AP/AP subject area professional development trainings with each staff member earning an average of over eight hours (**Table 1, AA**, p. 37).

- The number of HISD students participating in AP exams at the high school level in 2018 was 14,732 compared to the 15,018 students who took AP exams in 2017 (HISD Research and Accountability, 2018d). In 2018, a total of 27,647 exams were taken, a decrease from the total of 28,236 exams taken in 2017. Overall, in 2018, 36 percent of exams scored at a 3 or higher in 2018 compared to 34 percent in 2017 (HISD Research and Accountability, 2018d).

Table 1, AA. HISD Staff Course Completion of Pre-AP/AP Subject Area Professional Development by Credits Earned, 2017–2018				
Course ID	Course Description	(N) Completed Trainings	(N) Hours Earned	% of All Hours Earned
2	AP_Calculus PLC	20	120	7.7
1001	AP_Statistics PLC	8	42	2.7
444002	LD_Structures To Improve PLCs	87	756	48.3
465003	CU_The Reveal: Master Courses in US Government and Economics with Emphasis on Free Enterprise System	31	186	11.9
827001	AP_Capstone District PD	26	208	13.3
827002	AP_Social Studies PLC	5	5	0.3
892001	AP_Chinese K/12 Teacher Collaboration	40	74	4.7
921001	CU_Chinese Language Teacher PD:TPRS	25	175	11.2
Total		242	1,566	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Table 2, AA. HISD Staff Course Completion of STEM Subject Area Professional Development by Credits Earned, 2017–2018				
Course ID	Course Description	(N) Completed Trainings	(N) Hours Earned	% of All Hours Earned
584002	CU_Secondary STEM With IEEE 6-12	16	96	22.6
742001	CU_K – 5 STEM Academy: The Challenge is STEM	10	15	3.5
742002	CU_K-5 STEM Academy: STEM in the Community	9	13.5	3.2
742003	CU_K-5 STEM Academy: STEM Stories	12	18	4.2
742004	CU_K-5 STEM Academy: What is Computational Thinking?	3	4.5	1.1
742005	CU_K-5 STEM Academy: Power Up the STEM Classroom with PBL	2	3	0.7
761001	CU_Secondary Math: Partners with a Purpose PLC	31	31	7.3
857001	CU_STEMScopes User Updates	18	27	6.4
858001	CU_Math/STEM Resources for PK	149	216	50.9
Total		250	424	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

- An unduplicated count of 229 HISD staff members completed a total of 250 trainings in STEM subject areas worth a total of 424 hours (**Table 2, AA**). The course with the most earned hours was CU_Math/STEM Resources for PK (rounded up to 51 percent of all hours awarded), followed by CU_Secondary STEM With IEEE 6–12 (rounded up to 23 percent of all hours awarded) (Table 2, AA).

Table 3, AA. Percentage of HISD Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) Mathematics and Science Examinations, 2016–2017 and 2017–2018						
Subject	2016–2017			2017–2018		
	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)
Mathematics	88,197	61,140	69.3	87,931	63,477	72.2
Grade 3	17,750	12,640	71.2	17,514	12,743	72.8
Grade 4	17,425	12,035	69.1	17,046	12,595	73.9
Grade 5	16,291	12,280	75.4	16,891	13,162	77.9
Grade 6	13,469	9,244	68.6	13,187	9,395	71.2
Grade 7	12,517	7,981	63.8	12,863	8,290	64.5
Grade 8	10,745	6,960	64.8	10,431	7,292	69.9
Science	29,261	19,378	66.2	29,711	19,868	66.9
Grade 5	16,274	10,831	66.6	16,879	11,397	67.5
Grade 8	12,987	8,547	65.8	12,832	8,471	66.0

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017; Cognos 2017–2018 STAAR3–8, retrieved June 18, 2018

- The total percentage of students in grades 3 through 8 that achieved at or above the Approaches Grade Level standard on the STAAR Mathematics examination in 2018 was 72 percent, compared to 69 percent in 2017 (**Table 3, AA**). The STAAR Science examination had a 0.7 percentage-point increase in 2018 compared to 2017 (Table 3, AA).

Recommendations

The Advanced Academics and Innovative Staffing program Pre-AP/AP initiative provided HISD teachers with professional development to promote student AP test-taking and student success on AP exams. There was an observable increase in the percentage of AP exams that scored 3 or higher on AP exams in 2017–2018 when compared to 2016–2017, but there were fewer AP test-takers in 2017–2018 when compared to 2016–2017. In the effort to meet the district goal of college-ready graduates, it is recommended that the program persist in providing professional development to HISD staff to increase student AP test-taking, and to continue increasing the number of AP exams scored at 3 or higher.

Further, the Advanced Academics and Innovative Staffing program STEM initiative provided elementary and middle school teachers with professional development focused on the integration of mathematics and science in student learning. Test-takers in 2017–2018 achieved at or above the Approaches Grade Level standard on the STAAR mathematics and STAAR science examinations at a higher percentage when compared to test-takers in 2016–2017. Therefore, it is recommended to continue to provide STEM subject area professional development to elementary and middle school teachers.

For more detail on AP results, see the complete report, “2018 Advanced Placement (AP) Results” (HISD Research and Accountability, 2018d).

For more detail on student achievement on the STAAR mathematics and science examinations, see the complete report, “STAAR Grades 3–8, Spring 2018” (HISD Research and Accountability, 2018i).

Dental Initiative

Program Description

The Dental Initiative, also called Project Saving Smiles (PSS), provided HISD second-grade students with limited resources an opportunity to access quality dental health services. The program was administered through the HISD Health and Medical Services Department in collaboration with the Houston Department of Health and Human Services, Bureau of Dental Health. To further eliminate barriers to students receiving quality dental care, the PSS program provided funding for school nurses to participate in professional development emphasizing the impact of poor dental care in children as well as strategies to increase student participation in PSS. The program provided a coordinated approach to remove transportation and cost as barriers to preventative dental care to prevent decay of molars at an early age.

Budget and Expenditures

Project Saving Smiles funds from Title I, Part A were used to provide logistical support and bus transportation for second grade students to receive dental examinations and dental sealants with fluoride treatment. In addition, professional development training was provided to school nurses.

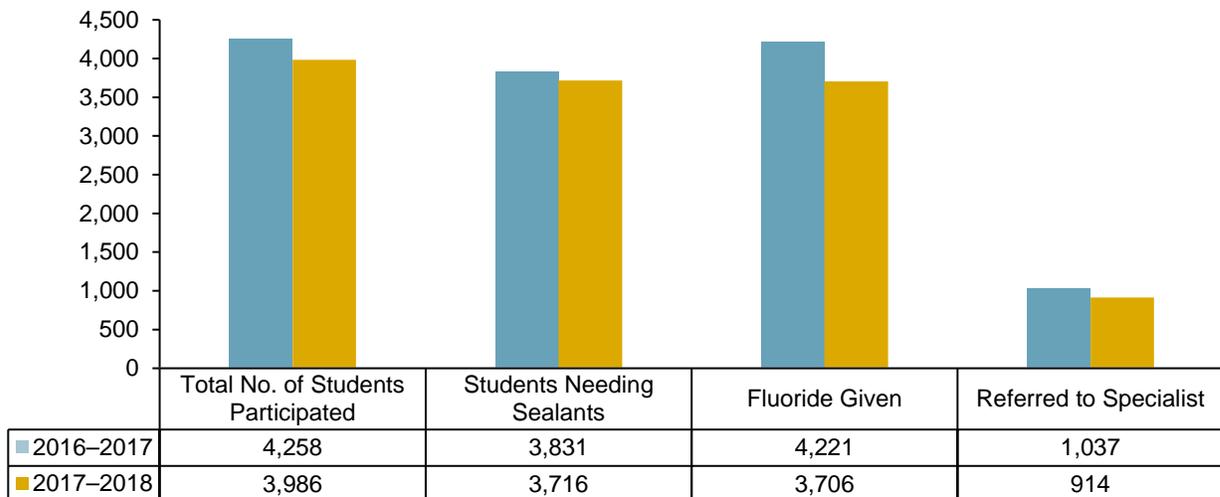
Budgeted:	\$100,000.00	Capital Outlay:	
Expenditures:	\$28,914.45	Contracted Services:	\$2,702.67
Allocation Utilized:	28.9 percent	Other Operating Expenses:	\$19,400.00
		Payroll:	
		Supplies and Materials:	\$6,811.78

Program Goals

The Project Saving Smiles program supported high student achievement by reducing the number of school hours lost to dental related illness.

Program Outcomes

Figure 1, DI. Dental Initiative Program Participant Details, 2016–2017 and 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Health and Medical Services, June 21, 2018; Houston Health and Human Services, December 27, 2018

Note: All data for the 2017–2018 school year was provided by HISD Health and Medical Services and Houston Health and Human Services.

- In 2017–2018, 3,716 of 3,986 (or slightly more than 93 percent) PSS participants were identified as needing sealants, by comparison 3,831 of 4,258 (or 90 percent) PSS participants in 2016–2017 needed sealants (**Figure 1, DI**, p. 39).
- As shown in Figure 1, DI (p. 39), 914 students were referred to a specialist in 2017–2018 compared to 1,037 referrals in 2016–2017.

Table 1, DI. Dental Initiative Program Participants by Campus, 2017–2018				
Campus	Participants (N)	Sealants Needed (N)	Sealants Applied (N)	Average Sealants Applied (N)
Sherman ES	101	342	338	3.3
Cunningham ES	96	311	311	3.2
Stevens ES	95	317	318	3.3
Piney Point ES	94	294	284	3.0
Moreno ES	92	312	311	3.4
Patterson ES	83	281	281	3.4
Walnut Bend ES	80	241	238	3.0
Tinsley ES	68	238	229	3.4
Garden Villas ES	64	196	192	3.0
De Chaumes ES	63	189	189	3.0
Durkee ES	63	203	199	3.2
Anderson ES	61	186	177	2.9
Hines-Caldwell ES	60	181	178	3.0
Emerson ES	58	176	174	3.0
Cage ES	57	214	214	3.8
Pilgrim ES	57	181	180	3.2
Golfcrest ES	53	153	152	2.9
Law ES	53	168	160	3.0
Lyons ES	53	177	173	3.3
Northline ES	53	166	166	3.1
Rucker ES	52	166	164	3.2
Brookline ES	51	177	177	3.5
Lewis ES	50	154	150	3.0
White, E. ES	50	160	160	3.2
Askew ES	49	181	178	3.6
Bell ES	49	154	154	3.1
Burbank ES	49	145	141	2.9
Paige ES	49	138	135	2.8
Scarborough ES	49	125	125	2.6
Durham ES	48	174	161	3.4
Carrillo ES	47	156	157	3.3
Mading ES	47	123	119	2.5

Table 1, DI. Dental Initiative Program Participants by Campus, 2017–2018 (continued)				
Campus	Participants (N)	Sealants Needed (N)	Sealants Applied (N)	Average Sealants Applied (N)
Burnet ES	46	157	153	3.3
Harris, J.R. ES	46	148	148	3.2
Pugh ES	46	125	126	2.7
Seguin ES	45	137	129	2.9
Roosevelt ES	44	135	133	3.0
Whittier ES	44	140	135	3.1
Elmore ES	43	140	135	3.1
Shadydale ES	41	148	145	3.5
Hobby ES	39	119	119	3.1
Condit ES	38	117	114	3.0
Kennedy ES	38	119	109	2.9
Peck ES	38	104	104	2.7
Briar Meadow	37	119	114	3.1
McNamara ES	37	102	102	2.8
Rodriguez ES	37	128	122	3.3
Tijerina ES	37	117	118	3.2
Bruce ES	36	108	108	3.0
Valley West ES	35	108	108	3.1
Park Place ES	34	126	125	3.7
Foerster ES	33	102	103	3.1
Fondren ES	33	100	100	3.0
Franklin ES	33	92	83	2.5
Isaacs ES	33	110	110	3.3
Highland Heights ES	32	112	112	3.5
Ketelsen ES	32	81	81	2.5
Mandarin Immersion	32	105	105	3.3
Martinez, C. ES	32	99	99	3.1
Dogan ES	31	102	94	3.0
Eliot ES	30	104	98	3.3
Martinez, R. ES	30	107	105	3.5
Milne ES	30	111	111	3.7
Codwell ES	29	105	106	3.7
Frost ES	28	100	99	3.5
Elrod ES	27	104	104	3.9
Wharton ES	27	94	91	3.4
Cornelius ES	26	85	85	3.3
Pleasantville ES	26	82	82	3.2

Table 1, DI. Dental Initiative Program Participants by Campus, 2017–2018 (continued)				
Campus	Participants (N)	Sealants Needed (N)	Sealants Applied (N)	Average Sealants Applied (N)
DeAnda ES	25	96	96	3.8
Osborne ES	25	90	87	3.5
Scroggins ES	25	109	105	4.2
Young ES	25	76	76	3.0
Gregg ES	24	71	67	2.8
Jefferson ES	24	69	69	2.9
Memorial ES	23	59	59	2.6
Davila ES	22	71	69	3.1
Ashford ES	21	68	68	3.2
Wainwright ES	21	75	75	3.6
Wesley ES	20	66	63	3.2
Berry ES	19	64	64	3.4
Robinson ES	19	64	64	3.4
Field ES	17	60	59	3.5
Thompson ES	16	55	55	3.4
Bonner ES	15	45	44	2.9
Crespo ES	15	49	49	3.3
Mitchell ES	15	50	50	3.3
Burrus ES	13	49	48	3.7
Garden Oaks	12	39	39	3.3
Gallegos ES	11	27	28	2.5
Looscan ES	10	35	35	3.5
Total	3,716	11,958	11,769	3.2

Source: Houston Health and Human Services, December 27, 2018

- Ninety-one campuses recorded information on 3,716 HISD PSS participating students (Table 1, DI, pp. 40–42). The campus with the most students served was Sherman ES with 101 students having, on average, three sealants applied. Scroggins ES had the highest average number of sealants applied with over four sealants per participating child.

Table 2, DI. Number Participants in Dental Initiative Funded Professional Development, 2017–2018	
Course Name	N
HM_ Job Alike Nursing Practice	214
HM_ New Nurse Orientation	6
DentaQuest Oral Health Coalition	*
Total	220

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: * Training provided by outside vendor; no participation data is available.

- PSS provided three professional development opportunities to HISD campus nurses, with one of the three trainings being supplied by an external partner DentaQuest Oral Health Coalition. For the 2017–2018 school year, 214 campus nurses took part in HM_Job Alike Nursing Practice and six took part in HM_New Nurse Orientation. There is no participation data available for training provided by DentaQuest Oral Health Coalition (**Table 2, DI**, p. 42).

Recommendations

According to HISD Health and Medical Services records, 3,986 students participated in a PSS event in the 2017–2018 school year. Overall, information on applied sealants was provided for 3,716 students on the 91 participating campuses. Additionally, school nurses were provided with professional development to emphasize the importance of dental health in children and to increase PSS participation. There was a decrease in participation in 2017–2018 when compared to 2016–2017 that could be explained by a decrease in enrollment. It is recommended that efforts be continued to emphasize to school nurses the importance of PSS participation for students on their campuses.

Elementary Curriculum and Development

Program Description

The Elementary Curriculum and Development Department is responsible for providing high-quality rigorous Pre–K through grade 5 curriculum, instruction, and formative assessment programs that facilitate relevant and engaging educational experiences that result in college and career readiness for all HISD students. Title I, Part A and Title II, Part A funds supplemented the above responsibilities by providing professional development trainings, above and beyond those required, to elementary school teachers to enrich curriculum areas including early Childhood, Reading/Language Arts, Dual Language, Mathematics, Science, Social Studies, Fine Arts, and Health and Physical Education. One example of this supplemental professional development was the Literacy by 3 trainings which were an optional supplemental training provided to teachers beyond that required by the Texas Education Agency and HISD.

Budget and Expenditures

Title I, Part A funds were not budgeted for the Elementary Curriculum and Development Department, but an expenditure for Contracted Services was identified in the budget file as coming from Title I, Part A funds.

Budgeted:	\$0.00	Capital Outlay:	
Expenditures:	\$45.00	Contracted Services:	\$45.00
Allocation Utilized:		Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title II, Part A funds were used to provide supplemental professional development to elementary school teachers.

Budgeted:	\$476,200.00	Capital Outlay:	
Expenditures:	\$249,416.90	Contracted Services:	\$140.00
Allocation Utilized:	52.4 percent	Other Operating Expenses:	\$3,584.24
		Payroll:	\$225,825.74
		Supplies and Materials:	\$19,866.92

Program Goals

- Provide high quality supplemental PreK–5 teacher content and pedagogy training for teachers on nine early childhood campuses, 11 K–8 campuses, and 159 elementary campuses.

Program Outcomes

- As shown in **Table 1, ECD** (pp. 45–47), a total of 174 professional development course training sessions, over 56 subject areas, were completed by an unduplicated count of 2,474 PreK–8 teachers.
- The 2,474 teachers completed a total of 33,923 courses, or an average of over 13 professional development training sessions completed per teacher (Table 1, ECD).

Table 1, ECD. Teacher Participation in Professional Development Training by Course Offering, 2017–2018			
Training Session Title	Total Training Sessions (N)	Average Participants per Training Session (N)	Total Participants (N)
CU_ K-2 Lead Teacher Meeting	1	25	25
CU_ 3-5 Lead Teacher Meeting	3	23	68
CU_ Dual Language Coordinators Meetings	4	48	192
CU_ Elementary Literacy Summit	1	391	391
CU_ ESL Lead Teacher Meeting	3	53	159
CU_ Integrating Reading and Writing Instruction	2	34	68
CU_ K-2 Lead Teacher Meeting	1	42	42
CU_ K-2 Lead Teacher Meeting #4	2	15	30
CU_ K-5 ESL Lead Teacher Meeting	1	104	104
CU_ Lit Camp for Summer School (Elementary)	2	183	366
CU_ Lit Camp for Summer School (Middle)	2	38	76
CU_ Literacy By 3	16	1,198	19,168
CU_ NCTE Annual Convention	1	64	64
CU_ Should I revise or should I edit	2	14	28
CU_ Writing Conferences	2	9	18
CU_5-STAAR Training	5	87	435
CU_A Common Thread: Weaving the Literacy Block Together (4 - 5)	2	34	68
CU_A Common Thread: Weaving the Literacy Block Together (K - 3)	2	43	86
CU_ Elementary Reading and Writing Instruction and Kurzweil (K - 5)	2	15	30
CU_ Emergent/EarlyGuided Reading	1	20	20
CU_G5 Instructional Planning: DLA Review/Weather	2	17	34
CU_Genre Studies and the TEKS INFORMATIONAL TEXT (K - 5)	7	46	322
CU_Genre Studies and the TEKS LITERARY NON-FICTION TEXT (K - 5)	5	22	110
CU_Genre Studies and the TEKS REALISTIC FICTION (K-5)	5	19	95
CU_Genre Studies and the TEKS TRADITIONAL LITERATURE TEXT (K-5)	5	15	75

Table 1, ECD. Table 1, ECD. Teacher Participation in Professional Development Training by Course Offering, 2017–2018 (continued)			
Training Session Title	Total Training Sessions (N)	Average Participants per Training Session (N)	Total Participants (N)
CU_Informational Genre Study and Instructional Planning	1	4	4
CU_LIT BY 3 PD FOR SCHOOL LEADERS	2	126	252
CU_myON & SUMMER SCHOOL	4	8	32
CU_NUMBER TALKS FOR TDS	1	40	40
CU_NUMBERS & OPERATIONS FOR TDS	3	89	267
CU_Phonics: As Easy as ABC (K-2)	9	67	603
CU_Poetry Genre Study and Instructional Planning	1	10	10
CU_Pre-A/Emergent Guided Reading	1	30	30
CU_Reading and Writing Notebooks (K – 5)	5	100	500
CU_Renaissance Follow-Up Training	7	1,099	7,693
CU_Running Records Part 1 - Administering Running Records (K – 5)	3	46	138
CU_Running Records Part 2 - Cues Students Use (K – 5)	3	31	93
CU_Sneak Peak at the New TEKS	3	30	90
CU_The “Write” Start: The First 25 Days of Writer’s Workshop (4 - 5)	3	12	36
CU_The “Write” Start: The First 25 Days of Writer’s Workshop (K – 3)	2	41	82
CU_Unpacking the ESL Block (K – 5)	3	24	72
CU_What’s Happening at the Guided Reading Table? Emergent/Early (K – 3)	5	109	545
CU_What’s Happening at the Guided Reading Table? Transitional &Fluent (2 – 5)	5	85	425
CU_Wonderful Word Study	6	9	54
CU_WRITER'S WORKSHOP 3-5	5	37	183
CU_WRITER'S WORKSHOP K-2	4	57	228
CU_WRITER'S WORKSHOP PK-2	4	49	196
CU_Writing Conferences (4 - 5)	2	18	36
CU_Writing Conferences (K - 3)	3	22	66
Dual Language Extended Learning Project	2	8	16

Table 1, ECD. Teacher Participation in Professional Development Training by Course Offering, 2017–2018 (continued)			
Training Session Title	Total Training Sessions (N)	Average Participants per Training Session (N)	Total Participants (N)
Language Transfer through Cross-Linguistics Connections Part 2	2	21	42
Revision and Editing Tips Not Tricks (4th grade)	2	17	34
TT_Grade 3 ELA/SLA Achieve 180 Cohort Collaboration	1	30	30
TT_Grade 4 ELA/SLA Achieve 180 Cohort	1	19	19
TT_Grade 4 Writing Achieve 180 Cohort	1	12	12
TT_Grade 5 ELA/SLA Achieve 180 Cohort	1	21	21
Total	174	194	33,923

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Recommendations

The Elementary Curriculum and Development Department provided supplemental professional development training to HISD PK–8 teachers. Teachers completed on average 13 courses inclusively from July 1, 2017 to June 30, 2018. Following the completion of a professional development session, a teacher participant is asked to provide feedback on the training received. To gain a clear picture of how the program impacts teacher classroom practice, it is recommended that this feedback is incorporated into future evaluations of the program.

Family and Community Empowerment (FACE)

Program Description

HISD Board Policy GK (LOCAL) states, “Parents at the individual school level shall be given every opportunity to work in a parent-teacher relationship that promotes goodwill and understanding and serves to strengthen the educational program.” The mission of the Family and Community Empowerment (FACE) Department is to build intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning.

FACE implemented several programs during the 2017–2018 school year to engage families with student academic achievement. These programs included: Family Academic Mentors Engaged, Family Friendly Schools (FFS), Family Literacy Events, Family Learning Academies, Professional Development (for educators) and Parent Organization Support.

Training for parents and educators was provided districtwide and at the individual campus.

Budget and Expenditures

Title I, Part A funds were used to provide programming to engage parents and guardians with their children’s schools.

Budgeted:	\$967,035.00	Capital Outlay:	
Expenditures:	\$783,828.89	Contracted Services:	\$18,196.17
Allocation Utilized:	81.1 percent	Other Operating Expenses:	\$25,787.68
		Payroll:	\$609,778.69
		Supplies and Materials:	\$130,066.35

Program Goals

To support student academics and literacy by increasing effective family and community engagement, build a districtwide support network, and strengthen school-family-community partnerships.

Program Outcomes

Month	Course	Participants' Campus Name	N
November	Literacy at Home	Herrera ES	12
January	Community Organizing - 101	Dogan ES	9
		Henry MS	10
March	Literacy at Home	Elrod ES	48
		Mitchell ES	6
Total			85

Source: FACE training sign-in sheets, November 7, 2018

- FACE provided community engagement training to parents of HISD students. Eighty-five parents representing five HISD campuses participated in FACE training in 2017–2018. Elrod ES had the highest participation with 48 parents (**Table 1, FACE**, p. 48).

Table 2, FACE. Teacher Professional Development Participation, 2017–2018		
Course ID	Course Description	N
29022	FE_FACE Fundamentals-Part I	372
794001	FE_ Literacy at Home	14
795001	FE_101 Ways to Create Real Family Engagement	14
797001	FE_Community Organizing 101	26
800001	FE_Two Way Communication	5
800002	FE_ Parent Teacher Conferences: Best Practices to Maximize Student Learning	22
986001	FE_ The Power of Cultural Proficiency in Schools	75
No OneSource ID	101 Ways to Create Real Family Engagement	9
No OneSource ID	Community Organizing	19
No OneSource ID	Cultural Proficiency	36
No OneSource ID	FACE 101	201
No OneSource ID	FACE Fundamentals	244
No OneSource ID	FACE Fundamentals and Two-Way Communication	44
No OneSource ID	FACE: Foundations of Successful Family and Community Empowerment	5
No OneSource ID	Literacy at Home	44
No OneSource ID	Parent Teacher Conference	396
No OneSource ID	Parent Teacher Conference Best Practices	127
No OneSource ID	Parent Teacher Conference Training	90
No OneSource ID	The Power of Cultural Proficiency in Schools	58
No OneSource ID	Two-Way Communication	1,068
No OneSource ID	Two-Way Communication / Parent Teacher Conference	146
No OneSource ID	Wraparound Training	13
Total		3,028

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018; FACE training sign-in sheets, November 7, 2018

Note: FACE trainings provided on the individual campuses had no OneSource course ID, therefore sign-in sheets were used to identify training participants.

- One initiative used by FACE to support the growth of effective family and community engagement was professional development. Two-Way Communication training with a duplicated count of 1,073 teachers had the highest participation, followed by Parent Teacher Conference training (396 teachers). The course with the lowest number of teacher participants was FACE: Foundations of Successful Family and Community Empowerment, with five participants (**Table 2, FACE**, p. 49).
- In 2017–2018, the Family Friendly Schools (FFS) program had 118 schools earn gold certification, two earned silver certification, and two earned bronze certification. By comparison, in 2016–2017, 52 schools earned gold certification, seven earned silver certification, and four earned bronze certification.
- Finally, FACE provided online resources for parents who wanted to begin parent organizations. In 2017–2018, 24 PTA groups, 164 PTO groups, and 62 Parent Community Teacher Group (PCTG)/FACE Action Teams were formed. At the time of this report, information on the total number of parent groups formed in 2017–2018 was not available.

Recommendations

Of the professional development offered by FACE, there was high teacher participation, however parent participation was relatively low. In order to increase parent participation, it is recommended that the multiple programs through FACE continue to be developed, evaluated, and refined locally to meet HISD goals of engaging parents as broadly as possible to support student academic achievement. Parent engagement levels are recorded by school staff. It is also recommended that there be additional support for campuses to collect and record how and when parents are engaging with schools to properly reflect the level of school-parent interaction.

Fine Arts

Program Description

The Fine Arts program was implemented to increase HISD student access and opportunities to participate in enrichment curriculum content classes. Through engagement and instruction in quality fine arts courses, student attendance, engagement, and achievement can increase while behavioral infractions can decrease. The program was administered through the HISD Fine Arts Department and repaired instruments, visual art supplies, dance instructional material, theatre equipment, and provided professional development for leaders and teachers across all fine arts contents. Additional training for HISD staff included presentations on Leveraging an Arts Rich Culture, Appraising the Creative Process, and other Fine Arts Professional Development.

Budget and Expenditures

Title IV, Part A funds were used to provide student access and opportunities to participate in HISD Fine Arts programs.

Budgeted:	\$550,076.00	Capital Outlay:	\$170,046.87
Expenditures:	\$353,094.12	Contracted Services:	\$103,594.75
Allocation Utilized:	64.2 percent	Other Operating Expenses:	
		Payroll:	\$20,561.42
		Supplies and Materials:	\$58,891.08

Program Goals

Through the Fine Arts program, funding was provided for teachers and instructional support personnel to attend training events outside the normal school day.

Program Outcomes

- A Fine Arts Summit was implemented where 200 staff members were trained on fine arts integration strategies and best teaching practices in all fine arts content areas (**Table 1, FA**).

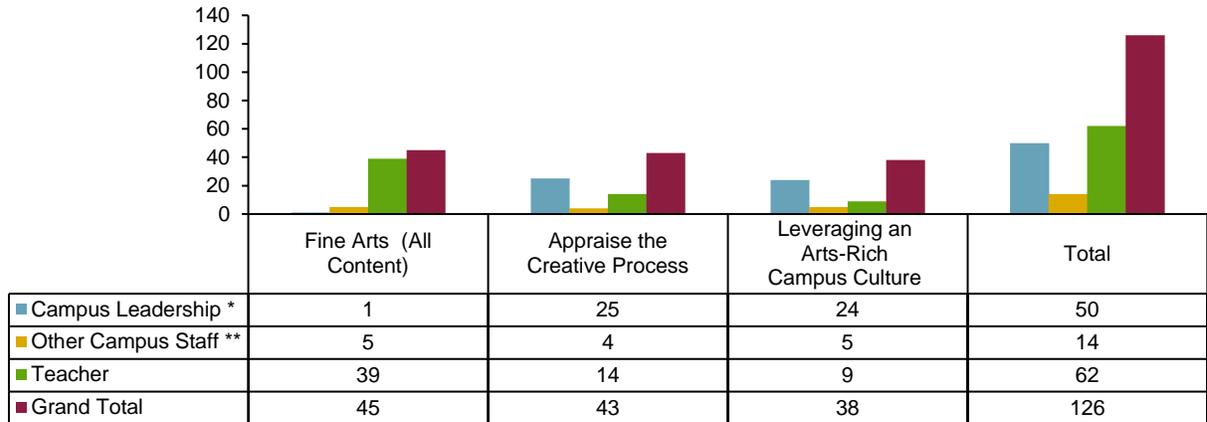
Title 1, FA. Participation in the Fine Arts Summit 2018 by Job Function	
Job Function	Participant (N)
Other Campus Staff*	10
Teacher (level not identified)	5
Elementary Teacher	61
Secondary Teacher	110
Not Applicable	14
Total	200

Source: Title IV, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *Other Campus Staff includes Clerical, Coordinator, Curriculum, Dean, and Instructional Support.

- As shown in Table 1, FA, secondary teachers had the highest number of participants with 110, followed by elementary teachers with 61 in the Fine Arts Summit. The job function with the lowest number of participants was teacher (level not identified) with five participants.
- The Fine Arts program manager reported that 213 band and orchestra instruments were repaired and placed back in schools for student use and success in instrumental programs.

Figure 1, FA. Participants in Fine Arts Professional Development Courses Funded by Title IV, Part A, 2017–2018



Source: Title IV, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: * Campus Leadership includes deans, assistant principals, and principals.

**Other Campus Staff includes special education coordinator, counselor, curriculum specialist, instructional specialist, hourly lecturer, and teacher development specialist.

- As shown in **Figure 1, FA**, a duplicated count of 126 HISD staff members (unduplicated count = 122) participated in Fine Arts professional development training, with the Teacher job function having the highest participation (n = 62), followed by Campus Leadership (n = 50), and Other Campus Staff (n = 14).

Recommendations

The Fine Arts program included providing teachers with professional development and providing opportunities for students to participate in enrichment curriculum content classes. Data were provided regarding participation in The Fine Arts Summit 2018 with teachers comprising the largest proportion of attendees at the summit. Additionally, an unduplicated count of 122 HISD staff members completed a total of 126 Fine Arts professional development courses funded by Title IV, Part A funds in 2017–2018. In an effort to get a clearer picture of the Fine Arts program activities during the school year, it is recommended that the program collect information on student participation in activities funded by Title IV, Part A.

For more detail on student outcomes following participation in all Fine Arts programs, including programs funded by Title IV, Part A, see the complete report, “A quasi-experimental study on the impact of fine arts instruction on the academic achievement, attendance, and disciplinary outcomes of HISD students, 2017–2018” (HISD Research and Accountability, 2018a).

HISD Alternative Certification Program

Program Description

Within HISD, not all classes are taught by teachers that have met state certification requirements for the content area. In order to ensure that every student has a certified teacher delivering instruction, the Alternative Certification Program was designed to increase the number of certified teacher candidates for HISD. The program also certifies Education Diagnosticians and Counselors. Interns go through 1–2 years of rigorous programming including professional development, as well as coaching and support. All of the programmatic design is in alignment with the **19 Texas Administrative Code (TAC) Part IV: State Board for Educator Certification**.

Budget and Expenditures

Title I, Part A funds were used to support candidate teachers who were not certified to earn certification.

Budgeted:	\$192,971.00	Capital Outlay:	\$7,250.09
Expenditures:	\$88,225.13	Contracted Services:	
Allocation Utilized:	45.7 percent	Other Operating Expenses:	\$1,546.58
		Payroll:	\$74,682.50
		Supplies and Materials:	\$4,745.96

Title II, Part A funds were used to provide review and remediation for candidate teachers who needed to pass certification tests.

Budgeted:	\$186,609.00	Capital Outlay:	
Expenditures:	\$134,842.63	Contracted Services:	
Allocation Utilized:	72.3 percent	Other Operating Expenses:	
		Payroll:	\$134,842.63
		Supplies and Materials:	

Program Goals

Ensure that all teachers who do not hold certification in a subject they teach receive support in completing all certification requirements.

Program Outcomes

- In 2017–2018, 83 teacher candidates were provided support and training through the HISD Alternative Certification Program (**Table 1, HACP**, p. 54). English Language Arts and Reading (ELAR) 4–8 had the largest number of teacher candidates with 21 or 25 percent, followed by Math 4–8 with 13 teacher candidates or 16 percent and Core Subjects EC–6 with nine teacher candidates or 11 percent. The fewest number of teacher candidates with one each or one percent, were EC–6+SPED EC–12, Life Science 7–12, and Math 7–12.
- As shown in **Table 2, HACP** (p. 54), training was provided in TAC alignment in the pre-service field experience and pre-service (classroom) training for a total of 51 trainings and 197 session hours.
- As shown in **Figure 1, HACP** (p. 55), the majority of HACP participating teachers were certified by the end of 2017–2018 (n = 47, 57 percent), the next largest group resigned during the school year (n = 15,

18 percent), while the smallest group of participating teachers (n = 2, 2 percent) were extended to 2018–2019.

Certification Area	Teacher Candidate (N)	Teacher Candidate (%)
EC-6 + SPED EC-12	1	1.2
Life Science 7-12	1	1.2
Math 7-12	1	1.2
History 7-12	2	2.4
Social Studies 7-12	2	2.4
*ELAR 7-12	3	3.6
Bilingual EC-6	4	4.8
Math 7-12	4	4.8
Science 7-12	4	4.8
Social Studies 4-8	4	4.8
Core Subjects 4-8	6	7.2
Science 4-8	8	9.6
Core Subjects EC-6	9	10.8
Math 4-8	13	15.7
*ELAR 4-8	21	25.3
Total	83	100

Source: Alternative Certification Program, September 21, 2018

Note: *ELAR means English Language Arts and Reading, EC means Early Childhood, and SPED means Special Education

TAC Alignment	Format	Trainings	Session Hours
Pre-Service Field Experience	Field Experience	2	30
Pre-Service (Classroom) Training	Face-to-Face Learning	49	167
Total		51	197

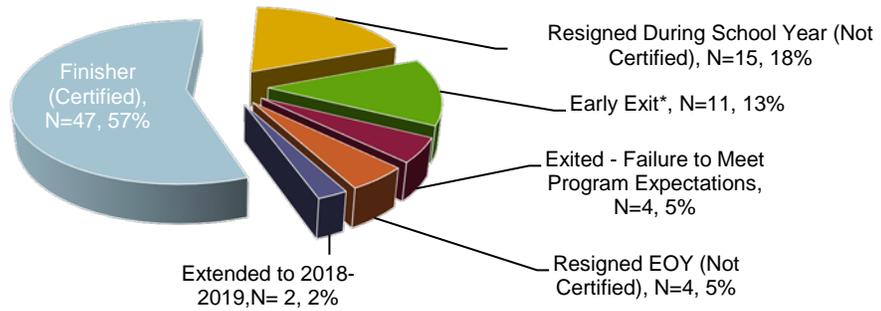
Source: Alternative Certification Program, September 21, 2018

Note: TAC is an acronym for 19 Texas Administrative Code: Part IV: State Board for Educator Certification.

Recommendations

In 2017–2018, the HISD Alternative Certification Program provided support and training for participating teachers to acquire subject area certification. The program was comprised of a cohort of 83 teachers, the majority (57 percent) of which were certified in the field they were teaching by the end of 2017–2018. Therefore, it is recommended that the program continue to provide teachers an alternative path to certification in the field they are teaching.

Figure 1, HACP. Teacher Candidate Outcomes for HISD Alternative Certification Program, 2017–2018



Source: Alternative Certification Program, February 19, 2019

Note: *Candidates exited the program the summer prior to the beginning of 2017–2018 school year.

Homeless Children

Program Description

The HISD Homeless Children Program was developed to address the issues children and youth faced in enrolling, attending, and succeeding in school. The desired outcome of the program is to remove learning barriers for students experiencing homelessness. Over 29,000 students were identified as homeless in HISD for the 2017–2018 school year. The activities associated with the program included assistance with enrollment, uniforms, shoes, undergarments, non-school related clothing, toiletries, backpacks and supplies, transportation, food distribution, Project Prom, Back to School Extravaganza, and crisis outreach services after Hurricane Harvey. Removing barriers to attendance improves attendance and in turn increases student achievement. The program funded two outreach workers, one program manager, and one program secretary to support program activities.

Budget and Expenditures

Title I, Part A funds provided services and goods for students experiencing homelessness.

Budgeted:	\$475,000.00	Capital Outlay:	
Expenditures:	\$308,886.21	Contracted Services:	\$9,600.00
Allocation Utilized:	65.0 percent	Other Operating Expenses:	\$6,650.00
		Payroll:	\$187,416.02
		Supplies and Materials:	\$105,220.19

Program Goals

The mission of HISD's Homeless Children Program is to remove barriers to school attendance for students experiencing homelessness.

Program Outcomes

The 2017–2018 school year saw the Houston Independent School District and its students negatively impacted by Hurricane Harvey. The number of students documented as homeless rose from 6,761 in 2016–2017 to 29,554 students during the 2017–2018 school year (HISD Research and Accountability, 2018g).

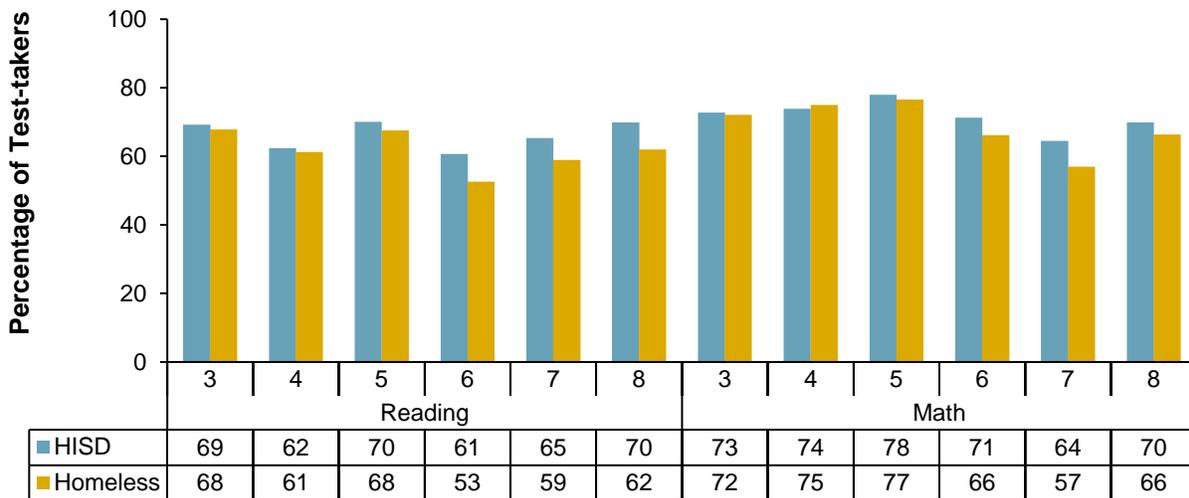
- According to the 2017–2018 graduation file, of the 1,580 homeless students enrolled in 12th grade during the 2017–2018 school year, 1,326 (84 percent) met all the requirements for graduation by the conclusion of the 2017–2018 school year. In addition, 10 homeless students in either 10th or 11th grade also met all the requirements for graduation during the 2017–2018 school year.
- A total of 11,460 students in grades 3–8 who were identified as homeless took at least one mathematics or reading STAAR 3–8 exam in 2017–2018 (**Table 1, HC**, p. 57). The percentages of these homeless students who performed at or above the Approaches Grade Level standard were between 53 and 77 percent (**Figure 1, HC**, p. 57). A smaller percentage of the district's homeless achieved at or above the Approaches Grade Level standard on each of the STAAR exams than for the district as a whole, except for the fourth grade STAAR math examination (roughly 74 percent for all HISD test-takers and 75 percent for homeless test-takers). Differences in the percentages of all HISD students and the homeless students who performed at or above the Approaches Grade Level standard ranged from roughly one percentage point on third-grade reading, fourth-grade reading, third-grade math, and fifth-grade math to roughly eight percentage points in sixth-grade reading and eighth-grade reading (**Figure 1, HC**).

Table 1, HC. Number of HISD Students Identified as Homeless, by Grade Level, and the Number Who Took at Least One STAAR 3–8 or STAAR EOC Exam, 2017–2018

	Number of Homeless Students in HISD	Number of Homeless Students Who Took STAAR 3–8	Number of Homeless Students Who Took STAAR EOC
EC/Prekindergarten	2,777		
Kindergarten	2,493		
Grade 1	2,777		
Grade 2	2,886		
Grade 3	2,735	2,532	
Grade 4	2,673	2,484	
Grade 5	2,313	2,162	
Grade 6	1,821	1,611	
Grade 7	1,479	1,317	57
Grade 8	1,508	1,091	263
Grade 9	1,851		1,522
Grade 10	1,417		1,248
Grade 11	1,244		1,102
Grade 12	1,580		282
Total	29,554	11,460	4,474

Source: HISD Cognos Chancery Ad Hoc (August 28, 2017 through June 1, 2018); Cognos 2017–2018 STAAR 3–8, retrieved June 18, 2018; Cognos 2017–2018 STAAR EOC, retrieved June 18, 2018

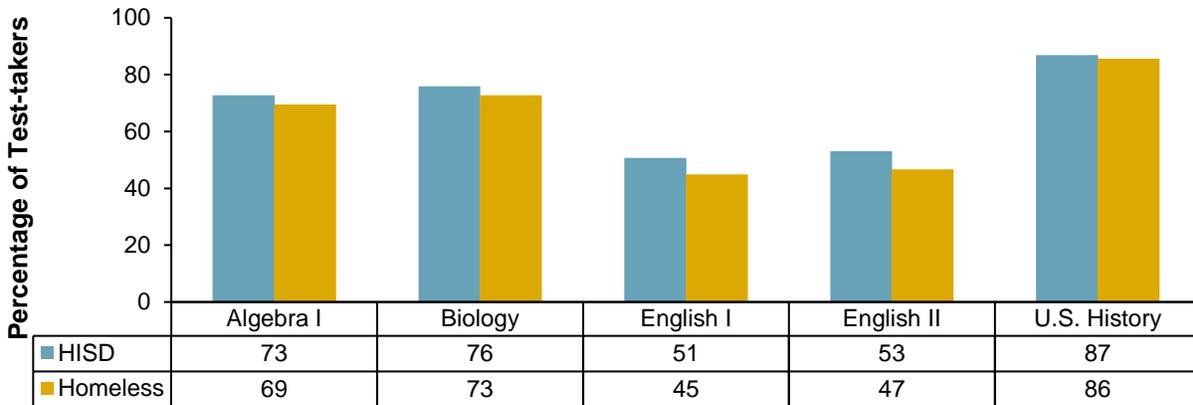
Figure 1, HC. Percentage of All HISD and HISD Homeless Students Who Performed At or Above the Approaches Grade Level Standard on STAAR Reading and Math Exams, English and Spanish Combined, Spring Administration, by Grade, 2017–2018



Source: HISD Cognos Chancery Ad Hoc (August 28, 2017 through June 1, 2018); Cognos 2017–2018 STAAR 3–8, retrieved June 18, 2018

Note: STAAR Alt. 2 tests were excluded from this analysis.

Figure 2, HC. Percentage of All HISD and HISD Homeless Students Who Performed At or Above the Approaches Grade Level Standard on STAAR EOC Exams, Spring Administration, by Subject, 2017–2018



Source: HISD Cognos Chancery Ad Hoc (August 28, 2017 through June 1, 2018); Cognos 2017–2018 STAAR EOC, retrieved June 18, 2018

- In 2017–2018, 4,154 homeless children in grades 9–12 took at least one STAAR End-of-Course (EOC) exam. An additional 320 seventh and eighth graders identified as homeless also took EOC exams in addition to STAAR 3–8 tests, for a total of 4,474 students taking a 2017–2018 STAAR EOC assessment (Table 1, HC, p. 57).
- Compared to all HISD students, a lower percentage of the district’s homeless students performed at or above the Approaches Grade Level student standard on any STAAR EOC subject examination. Differences in the percentages of all HISD students and the homeless students who performed at or above the Approaches Grade Level standard ranged from one percentage point in U.S. History to six percentage points in English I and English II, with all HISD students performing higher on average (**Figure 2, HC**).

Recommendations

The Homeless Children program provides multiple streams of services to support children in gaining and maintaining access to the education opportunities that will help them to succeed. Despite the services available, the district’s homeless students continue to lag their peers in passing rates on state-mandated tests and graduation rates. It is recommended that the program should continue to receive support to meet the extensive needs of homeless students in the district.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Program Description

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program offers educational enrichment opportunities to parents and children from disadvantaged backgrounds in HISD. HIPPY utilizes a home-based, family-focused model to help parents prepare their children for academic success prior to school.

The desired outcomes of the program were: 1) parents with an enhanced sense of their own abilities and the satisfaction of teaching their children; 2) children with the opportunity for both fun and learning with their parents at home; 3) families with the support and guidance of trained peer home visitors and a professional coordinator; 4) schools with children who enter school ready to succeed and parents who are active and supportive; and 5) home instructors with a means of assuming leadership in the community and taking steps toward self-sufficiency and marketable skills. HIPPY activities included: 1) weekly home visits to participating families to model lessons in the 30-week HIPPY curriculum; 2) continuous training of HIPPY staff to conduct program-mandated assessments and role-play of weekly lessons, which supported fidelity to the HIPPY model throughout implementation; and 3) HIPPY Advisory Board meetings, which connected the program to varied community literacy and early development resources.

Budget and Expenditures

Funds from Title I, Part A were used to provide in-home curriculum and support for parents of economically disadvantaged three-, four-, and five-year-old children. In addition, Title I funded a program director and home visitors.

Budgeted:	\$772,000.00	Capital Outlay:	
Expenditures:	\$573,868.52	Contracted Services:	\$5,885.33
Allocation Utilized:	74.3 percent	Other Operating Expenses:	\$24,453.51
		Payroll:	\$534,971.65
		Supplies and Materials:	\$8,558.03

Program Goals

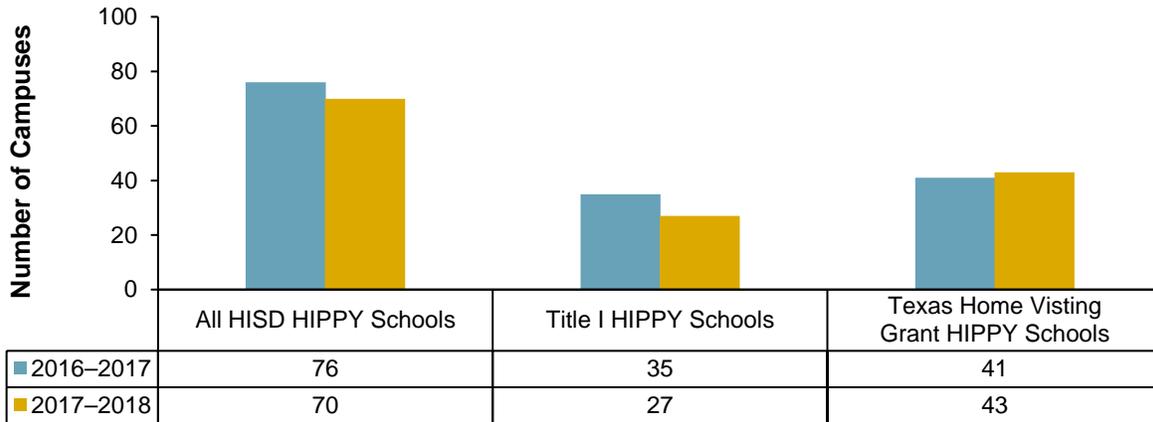
The goal of HIPPY is to enhance the knowledge and expertise of the parents of young children, which allows them to be productively engaged in supporting their children's language development and pre-literacy skills. HIPPY also strives to transition and develop former parent participants into home instructors and community leaders.

Program Outcomes

Participation

- In 2017–2018, HIPPY operated 27 Title I-funded sites and 43 Home Visiting grant-funded sites. This was a 23 percent decrease in Title I-funded HIPPY sites from the previous year (**Figure 1, HIPPY**, p. 60). During the 2016–2017 academic year, HISD HIPPY was operated on 35 Title I-funded school sites and 41 Home Visiting grant-funded school sites, across all HISD.
- HIPPY provided weekly home instruction visits involving parents and the parent instructors, arranged enrichment activities to encourage further parental involvement, and assisted in the development of leadership skills. The HIPPY program provided 22 *End of Year HIPPY Celebrations* attended by 1,820 parents, students and families.

Figure 1, HIPPY. Number of HISD HIPPY Schools, 2016–2017 to 2017–2018

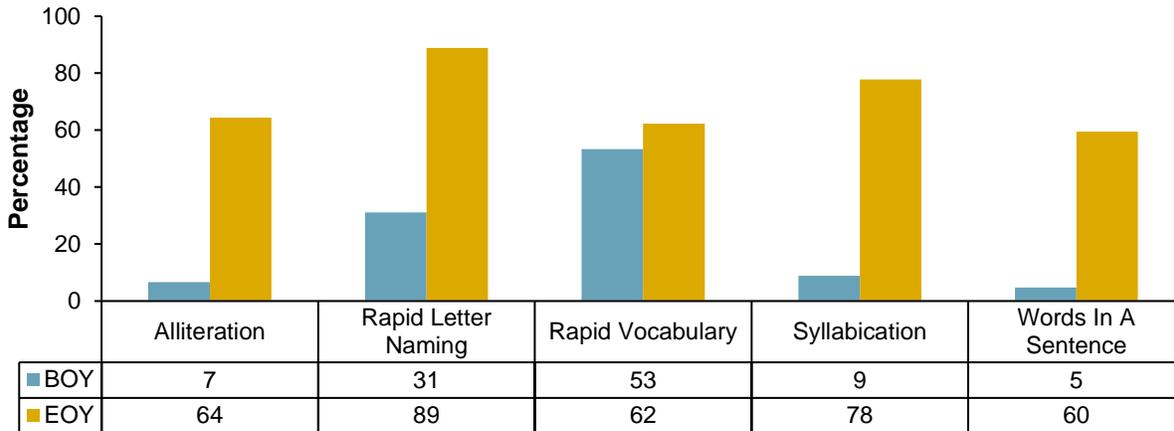


Source: HISD Research and Accountability, 2018e

- For 2017–2018, 197 students had parents who participated in the HIPPY program Title I-funded sites and were reported in the Public Education Information Management System (PEIMS) as HISD students, allowing their descriptive information to be gathered. Roughly 50 percent were female, and 50 percent were male; 88 percent were Hispanic, 10 percent were African American, two percent were white; 70 percent had limited English proficiency; 94 percent were at risk; and 94 percent were economically-disadvantaged children. Academic performance analyses were conducted on these students.

School Readiness

Figure 2, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the English Language and Literacy Subtests, 2017–2018

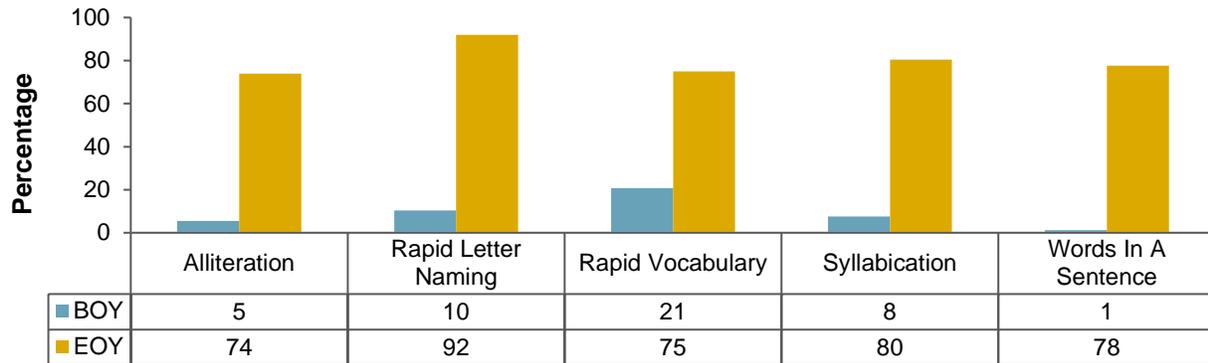


Source: CIRCLE literacy assessment, 2017–2018

Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

- There was an increase in the percentage of students who met the benchmark from beginning-of-year (BOY) to end-of-year (EOY) in 2017–2018 on the English language CIRCLE literacy assessment subtests (**Figure 2, HIPPY**). The largest increase was for Syllabication at 69 percentage points, followed by Rapid Letter Naming with 58 percentage points. By contrast, the smallest increase was in Rapid Vocabulary with a nine percentage-point increase.

Figure 3, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the Spanish Language and Literacy Subtests, 2017–2018

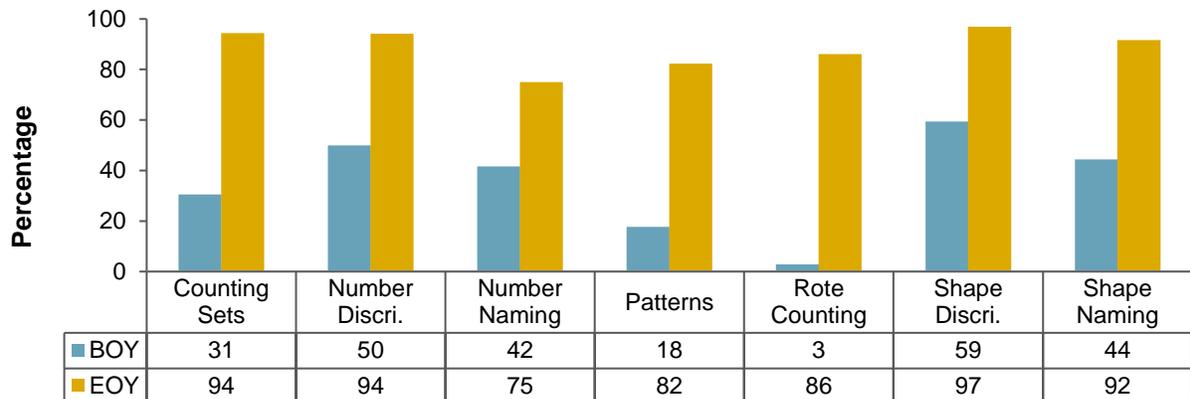


Source: CIRCLE literacy assessment, 2017–2018

Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

- Results of the Spanish language CIRCLE literacy assessment, showed increases in the percentage of students who met the benchmark on all subtests from BOY to EOY in 2017–2018 (**Figure 3, HIPPY**). The largest increase was on Rapid Letter Naming, an 82 percentage-point increase, followed by Words In A Sentence with 77 percentage points, and Syllabication at 72 percentage points. By contrast, the lowest percentage-point increase was 54 percent on Rapid Vocabulary.

Figure 4, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the English Math Subtests, 2017–2018

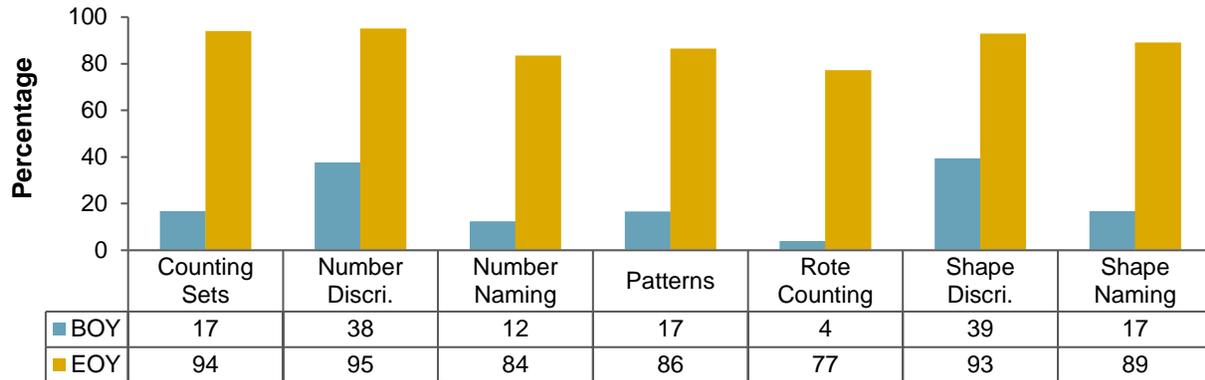


Source: CIRCLE mathematics assessment, 2017–2018

Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results. Number Discrimi. Means Number Discrimination and Shape Discrimi. means Shape Discrimination.

- There was an increase in the percentage of students who met the benchmark from BOY to EOY in 2017–2018 on the English mathematics CIRCLE subtests (**Figure 4, HIPPY**). The largest increase was on the Rote Counting subtest with an 83 percentage-point increase, followed by the Patterns subtest with a 64 percentage-point increase, and a 63 percentage-point increase on the Counting Sets subtest. The smallest percentage-point decrease was on the Number Naming subtest with 33 percentage points.

Figure 5, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the Spanish Math Subtests, 2017–2018



Source: CIRCLE mathematics assessment, 2017–2018

Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results. Number Discr. Means Number Discrimination and Shape Discr. means Shape Discrimination.

- On the Spanish CIRCLE mathematics assessment, there was an increase in the percentage of students who met the benchmark on all subtests from BOY to EOY in 2017–2018 (**Figure 5, HIPPY**). The largest percentage-point increase was on the Counting Sets subtest (17 percent to 94 percent), followed by the Rote Counting subtest (4 percent to 77 percent), and both the Shape Naming subtest (17 percent to 89 percent) and Number Naming (12 percent to 84 percent).

Recommendations

The HIPPY program offered educational enrichment opportunities to parents and their children who attend an HISD school during the 2017–2018 school year. Parental involvement is expected to be associated with positive academic results (Bierman, Morris, & Abenavoli, 2017). The number of Title I, Part A funded HIPPY sites on HISD campuses decreased from the 2016–2017 school year to the 2017–2018 school year (35 and 27, respectively). CIRCLE assessment results identified an increase in the percentages of students who met the benchmark on the Spanish and English reading and math subtests measured in this report. Since assessment results can be associated with program participation and fewer HISD campuses operate a Title I, Part A funded HIPPY site, it is recommended that every effort should be made to expand the program to more campuses to meet the needs of additional parents and students.

For more details on the HIPPY program and children’s achievement, please see “An evaluation of home instruction for parents of preschool youngsters (HIPPY) and Texas maternal, infant and early childhood home visiting (MIECHV) program in HISD, 2017–2018” (HISD Research and Accountability, 2018e).

Intervention Assistance Team (IAT)

Program Description

The Intervention Assistance Team (IAT) was designed to provide campuses and teachers with tools to increase achievement for students with academic deficits. The program was administered through the Interventions Office and provided training to IAT liaisons, teachers, campus leaders, and central office staff. Training activities included: Rti Implementation, Foundations of IAT, Progress Monitoring, and Leading Quality Interventions. The program funded five salaried positions to support districtwide IAT implementation.

Budget and Expenditures

Title II, Part A funds were used to provide support for students needing to meet grade-level literacy benchmarks.

Budgeted:	\$1,220,637.00	Capital Outlay:	
Expenditures:	\$802,222.60	Contracted Services:	\$595.00
Allocation Utilized:	65.7 percent	Other Operating Expenses:	\$13,500.00
		Payroll:	\$788,127.60
		Supplies and Materials:	

Program Goals

Provide tools to teachers in the form of professional development to increase achievement of students with academic deficits.

Program Outcomes

Table 1, IAT. Number of IAT Professional Development Participants by Job Function, 2017–2018		
Job Function	(N) Participants	(%) Participants
Teacher	216	42.9
Campus Leadership*	111	22.0
Other Staff**	67	13.3
Counselor / Coordinator	66	13.1
Instructional Support	35	6.9
Social Work / Special Populations	9	1.8
Total	504	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *Campus Leadership includes principals, assistant principals, and deans of students.

**Other Staff includes clerical, training, and customer service.

- As shown in **Table 1, IAT**, an unduplicated total of 504 HISD staff members participated in IAT, Title II, Part A funded professional development. Most participants were teachers with 216, followed by campus leadership (n = 111), other staff (n = 67), and counselor / coordinator (n = 66).
- The IAT program provided 12 professional development trainings attended by a duplicated total of 868 participants earning a total of 2,483.5 hours (**Table 2, IAT**, p. 64). The training with the most participants was the IO_Intervention Assistance Team Liaison Yr 2 Training with an unduplicated count of 264 participants, followed by IO_Intervention Assistance Team (1) with an unduplicated count of 131

participants, and IO_Intervention Assistance Team Training (1) with unduplicated count 82 participants (Table 2, IAT).

Course ID	Course Name	Employees (N)	Credit Hours (N)
1077001	IO_ Intervention Assistance Team Liaison Yr 2 Training	264	792
1022001	IO_Intervention Assistance Team (1)	131	393
1009001	IO_Intervention Assistance Team Training (1)	82	164
923001	IO_ Intervention Assistance Team Liaison Training - West Region	71	142
1026001	IO_ Intervention Assistance Team (2)	54	162
924001	IO_ Intervention Assistance Team Liaison Training - Superintendent's and A180 Campuses	47	141
916003	IO_ Intervention Assistance Team Liaison Training - Northwest Region	45	90
1046001	IO_Interventions Assistance Team Training (2)	38	266
925001	IO_ Intervention Assistance Team Liaison Training -North Region Office	37	55.5
923002	IO_ Intervention Assistance Team Liaison Training - South Region	36	72
927002	IO_Intervention Assistance Team Liaison Training - East AO	34	119
53001	OB_Handling Poor Customer Behavior	29	87
Total		868	2,483.5

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017–2018; Employee Training Data, July 1, 2017–June 30, 2018

Recommendations

In 2017–2018, the IAT program provided professional development training focused on providing support to students experiencing academic difficulties. As expected, teachers participated at a higher percentage (43 percent) than any other group. Following the completion of a professional development session, a participant is asked to provide feedback on the training received. To gain a clear picture of how the program impacts the daily practice of participants, it is recommended that this feedback is incorporated into future evaluations of the program.

For more details on the IAT program, please see the report entitled “Intervention Assistance Team, 2017–2018” (HISD Research and Accountability, 2018h).

Leadership Department Operations

Program Description

Leadership Development Operations, in partnership with other HISD departments, provided school leaders, including principals, deans, and appraisers, with support in the following focus areas: instructional leadership, strategic marketing, human capital, school culture, strategic operations, and executive leaders. In 2017–2018, Leadership Development provided training designed to improve instructional leadership skills in both school leaders and teachers. Campus teams participated in extensive coaching and development sessions offered by Lead4ward. Using several training models, over 200 school leader teams participated in training designed to increase achievement and accountability scores. Leadership Development also provided several opportunities to cultivate talent development on campuses and participate in differentiated growth and development training sessions.

Throughout 2017–2018, Leadership Development Operations provided school leaders with ongoing supports and individualized professional development. Districtwide supplemental activities included such activities as the Summer Leadership-Professional Learning Series 2017 and the HISD Welcome Back Leadership Event, among other activities throughout the 2017–2018 school year.

Budget and Expenditures

Title II, Part A funds were used for staff to provide training and support for campus leaders to maximize school leader effectiveness.

Budgeted:	\$2,533,554.00	Capital Outlay:	\$2,800.69
Expenditures:	\$1,920,618.07	Contracted Services:	\$348,270.88
Allocation Utilized:	75.8 percent	Other Operating Expenses:	\$65,058.14
		Payroll:	\$1,463,369.45
		Supplies and Materials:	\$41,118.91

Program Goals

Provide districtwide and individual supports for school leaders to create environments that support and sustain high student achievement.

Program Outcomes

Summer Leadership-Professional Learning Series 2018

- As shown in **Table 1, L**, other HISD staff had the highest number of unduplicated participants (n = 411) in the Summer Leadership-Professional Learning Series 2018, followed by teachers (n = 380), and principals (n = 261).

Table 1, L. Number of Participants in HISD Professional Learning Series (PLS) 2018, by Job Function

Job Function	(N)
Principal	261
Assistant Principal	216
Teacher	380
Dean	86
Other HISD Staff*	411
Total	1,354

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *Other HISD Staff includes clerical staff, counselors, and misc./other staff.

Welcome Back 2017–2018

- As shown in **Table 2, L**, 1,024 HISD staff members participated in the HISD Welcome Back 2017–2018. Campus Leadership was the Job Function that had the largest number of participants (n=566), followed by Other HISD Staff (n=313), and Teacher (n=88).

Table 2, L. Number of Participants in HISD Welcome Back 2017–2018, by Job Function		
Job Function	(N)	Hours Earned (N)
Campus Leadership*	566	2547
Other HISD Staff**	313	1408.5
Teacher	88	396
Special Education / Special Populations	57	256.5
Total	1,024	4,608.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Notes: *Campus Leadership includes principals, assistant principals, and deans of students.

** Other HISD Staff includes clerical staff, counselors, and misc./other staff.

New Leaders' Institute 2017

- The New Leaders' Institute (NLI) is a unique training and development opportunity for campus staff in Houston ISD. Staff members with the job function of Campus Leadership (n=28) was the majority of all attendees to all or part of the eight-day institute in July 2017 (**Table 3, L**, p. 64).

Table 3, L. Number of Participants in HISD New Leader Institute 2017, by Job Function	
Job Function	(N)
Campus Leadership*	28
Other Staff**	2
Total	30

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *Campus Leadership includes principals, assistant principals, and deans of students.

**Other Staff includes a counselor and school kitchen staff.

First-year Principals' and Second-year Principals' Cohort Monthly Meetings

- Thirty-nine first-year principals in Houston ISD participated in the cohort experience, which provided them with opportunities to continue developing their skills and knowledge in the new leadership role, as well as receive support from their colleagues and other leaders in the district (**Table 4, L**, p. 67). During the meetings, the principals received multiple opportunities to work collaboratively with their peers and principal mentors and share best practices and solutions to current campus issues.
- Second-year principals as a cohort continue their professional development aimed at increasing their effectiveness and efficiency and improving student outcomes. Twenty-five second-year principals participated in the cohort. The Leadership Development staff, in collaboration with district leaders and department managers and specialists, facilitated the monthly cohort meetings (Table 4, L).

Table 4, L. Number of First- and Second-year Principals Who Participated in Monthly Principal Meetings, 2017–2018	
Monthly Meeting	(N)
LD_1st Year Principals Oct 17	28
LD_2nd Year Principals Oct 24	7
LD_1st Year Principals Nov 14	27
LD_2nd Year Principals Nov 14	5
LD_1st Year Principals Dec 12	39
LD_1st & 2nd Year Principals - Feb 1	30
LD_1st & 2nd Year Principals Feb 20	34
Total	170*

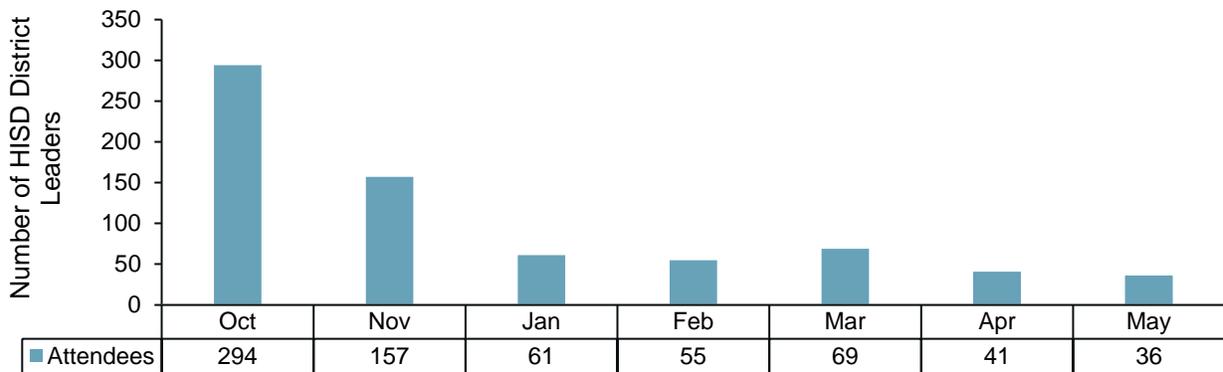
Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *The total number of participants is a duplicated count because each principal cohort had members attend more than one monthly meeting.

Executive Leadership Development Series (ELDS)

- The Leadership Development Department collaborated with the Schools Office to create training and development opportunities for the district’s executive leaders. The Leadership Development Team facilitated planning and preparation for each session, as well as vetting of the sessions’ content. As shown in **Figure 1, L**, the October 2017 session had the highest participation with 294 district leaders in attendance, followed by the November 2017 with 157 participants. The session with the lowest participation was the May 2018 session with 36 attendees (Figure 1, L).

Figure 1, L. Number Who Attended Executive Leadership Development Series by Session, 2017–2018

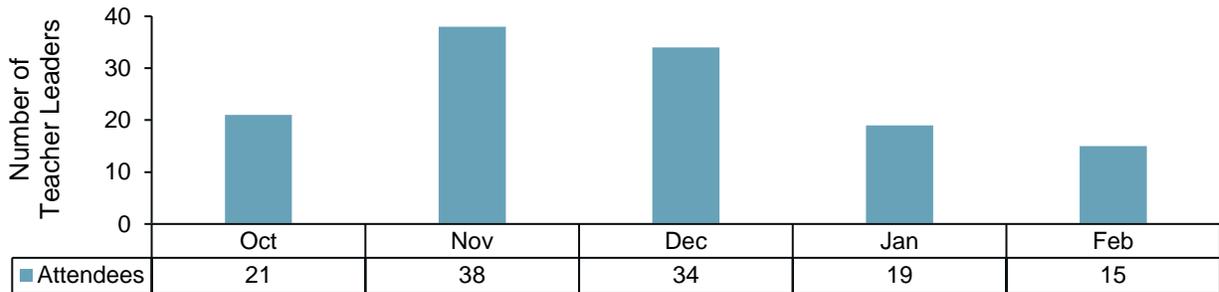


Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

School Leadership Academy

- The School Leadership Academy (SLA) is a year-long program designed to identify, train, and support aspiring instructional leaders to meet the district’s need for effective school leaders. As shown in **Figure 2, L** (p. 68), the session with the highest participation was in November 2017 with 38 participants, followed by the session held in December 2017 with 34 participants.

Figure 2, L. Number Who Attended School Leadership Academy by Session, 2017–2018



Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Lead4ward Instructional Leadership Planning and Support Workshops

- In 2017–2018, a total of 1,069 duplicated campus instructional leaders attended and completed the Lead4ward training sessions (**Table 5, L**). Lead4ward also updated their instructional support content and resources to align with new 2017–2018 STAAR and EOC expectations and strengthened much of the “Leading Instruction” content.

Table 5, L. Number of Campus Leaders Who Participated in Lead4ward Training by Course Name, 2017–2018

Course Name	(N)	Hours (N)
LD_Lead4ward Intermediate Overview: (Lead4ward) (All School Levels)	178	267
LD_Lead4ward ELAR 6-EOC	8	48
LD_Lead4ward Planning Instruc	59	354
LD_Lead4ward IS Secondary #1	38	114
LD_Lead4ward IS Secondary #2	2	6
LD_Lead4ward IS Elementary #3	28	84
LD_Lead4ward IS Secondary #4	60	180
LD_Lead4ward IS Elementary #1	50	150
LD_Lead4ward Elementary IS #2	16	48
LD_Lead4ward Elementary IS #3	60	180
LD_Lead4ward Elementary IS #4	132	396
LD_Lead4ward Elementary IS #5	126	378
LD_Lead4ward Special Education	86	516
LD_Lead4ward Math 2-5	7	42
LD_Lead4ward Science 6-8	18	108
LD_Lead4ward Rockin' Review ELAR 3-EOC	53	318
LD_Lead4ward Writing ER 6-EOC	21	126
LD_Lead4ward Rockin' Review Math	64	384
LD_Lead4ward Rockin' Review Science 5, 8, EOC	24	144
LD_Lead4ward Social Studies 8, EOC	12	72
LD_Lead4ward Full Streamlining K-5	24	72
LD_Lead4ward Full Streamlining 6-12	3	9
Total	1,069	3,996

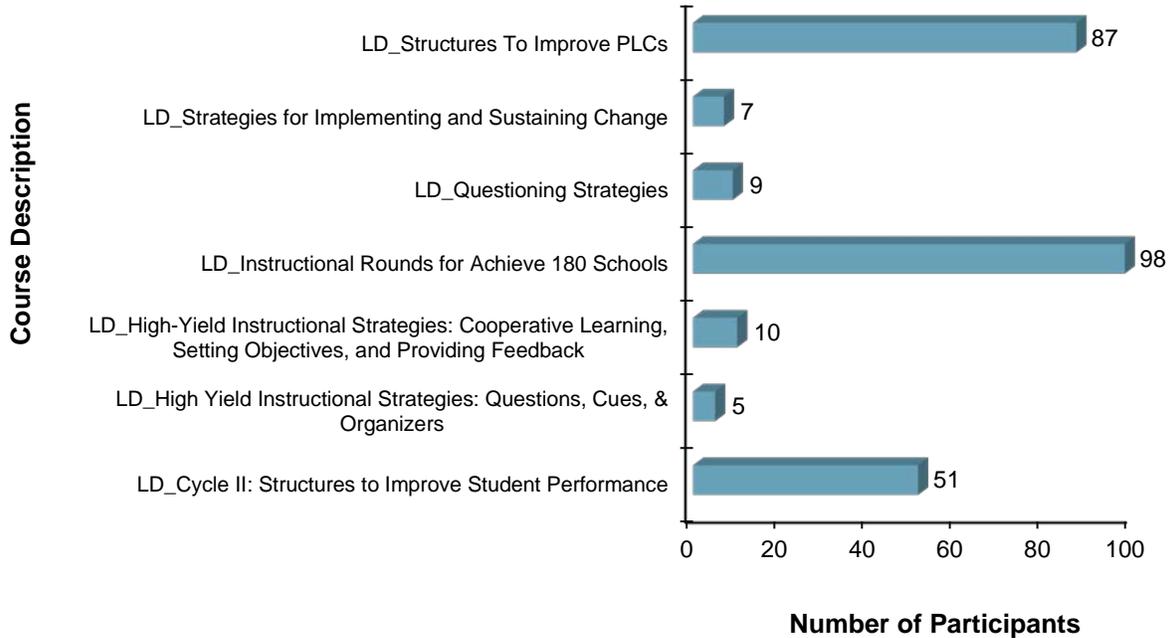
Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Limited Programming (Choice Courses):

- The Leadership Development team offered twelve choice courses for campus leaders. As shown in **Figure 3, L** (p. 69), LD_Instructional Rounds for Achieve 180 Schools had the highest number

of participants (n = 98) followed by LD_Structures to Improve PLCs with 87 participants, while the lowest was five participants for the session entitled LD_High Yield Instructional Strategies: Questions, Cues, & Organizers.

Figure 3, L. Number Who Attended Limited Programming Professional Development by Course Description, 2017–2018



Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Recommendations

Throughout 2017–2018, the Leadership Development Department provided training to both current HISD campus leadership and to teachers to build a talent pool to meet campus leadership needs in the future. In addition to the individual and small group professional development, district and school leaders and mentors met throughout the 2017–2018 school year to provide both development and professional support. One recommendation would be to ask for participant feedback in order to ascertain how Leadership Development initiatives enhanced the leadership pool within HISD and how these initiatives could be enhanced to best satisfy their needs.

New Teacher/Teacher Leader

Program Description

The New Teacher/Teacher Leader Title II program is designed to accelerate the development of beginning teachers by leveraging the district's best teachers. The program provides support to beginning teachers in collecting and analyzing school data, classroom management, curriculum planning, and other activities related to pedagogy and improved student achievement. This occurs through early hire summits, summer learning opportunities, New Teacher Academy, and a year-long professional development series (called the Superbowl of Learning) providing beginning teachers the tools necessary to become more effective teachers. The primary facilitator of these learning opportunities is the Teacher Leaders. In 2017–2018, Teacher Leaders provided supplemental support to new teachers by facilitating both the New Teacher Academy and the HISD Curriculum Camps, which were two-week long events focused on introducing new teachers to the HISD curriculum and instructional practices, district processes, resources, and expectations. Teacher Leaders facilitated learning opportunities and provided real time support with planning, instruction, and classroom organization as well as providing resources, just-in-time lessons, and content support for novice teachers.

Budget and Expenditures

Title II, Part A funds provided for this program were used to establish year-long supplemental learning opportunities and to pay teachers who were not yet on official duty to attend the New Teacher Academy.

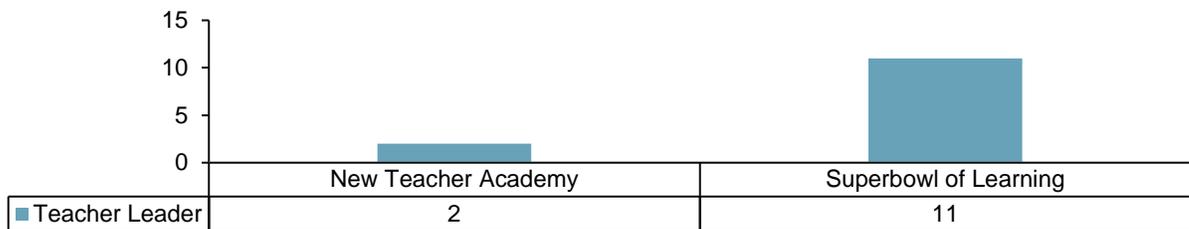
Budgeted:	\$900,000.00	Capital Outlay:	\$2,856.00
Expenditures:	\$120,098.82	Contracted Services:	\$14,101.17
Allocation Utilized:	13.3 percent	Other Operating Expenses:	\$27,584.70
		Payroll:	\$65,367.79
		Supplies and Materials:	\$10,189.16

Program Goals

The program was designed to accelerate the development of beginning teachers by leveraging the district's best teachers as resources for guidance and modeling.

Program Outcomes

Figure 1, NTTL. Number of Teachers Receiving Teacher Leader Stipends, 2017–2018



Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

- As shown in **Figure 1, NTTL**, 13 teachers received the Teacher Leader stipend for facilitating the trainings offered at the New Teacher Academy and during the Superbowl of Learning training series.

- According to the HISD Roster for TADS (Teacher Appraisal and Development System) dated May 21, 2018, there were 1,044 new and beginning teachers working for HISD during the 2017–2018 school year. Of the 1,044 new and beginning teachers, an unduplicated count of 230 teachers (a duplicated count of 391 completed trainings) participated in a total of 26 professional development courses provided through the New Teacher Academy and the Superbowl of Learning Series (**Table 1, NTTL**). The duplicated count of 391 completed professional development courses for new and beginning teachers earned a total of 1,118 hours or roughly three hours per course (Table 1, NTTL).

Course Name	(N) Teacher	(N) Hours	(N) Hours per Course
PD Attention Signals	1	2	2.0
PD Beyond Classroom Management	27	36	1.3
PD Effective Group Management	4	0	0.0
PD Authentic Assessments	2	4	2.0
PD Career Pathways PSC #4	43	86	2.0
PD Career Pathways PSC #5	4	8	2.0
PD EP: Culture of Error	1	2	2.0
PD EP: Student Data Tracking 2	11	18	1.6
PD EP: Student Goal Setting 2	2	4	2.0
PD Experienced CIC Orientation	55	150	2.7
PD Intro to Multi-Tiered Systems of Support	7	14	2.0
PD Learnapalooza: Late Hire Summit	1	6	6.0
PD Managing Up	4	8	2.0
PD Managing Up Pt.2	1	2	2.0
PD New CIC Orientation	69	396	5.7
PD NTC Forum Part 3	17	26	1.5
PD NTC IC3 Day 1	1	6	6.0
PD NTC IC3 Day 2	8	48	6.0
PD Protocols for Prof. Learning Conversations	19	38	2.0
PD Rewards and Consequences	2	4	2.0
PD Roundtable LD Pipelines	38	76	2.0
PD Super Bowl of Learning	8	32	4.0
PD Taste of Tads	20	60	3.0
PD TLAC: Check for Understanding 2.0	7	14	2.0
PD TLAC: Show Call	27	54	2.0
PD TLAC: Turn and Talk	12	24	2.0
Total	391	1,118	2.9

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Recommendations

The New Teacher/Teacher Leader model aimed to engage new and limited experienced teachers in a way that targeted peer and mentor support from successful teachers (Teacher Leaders), provided targeted professional development, and introduced the district's processes, resources, and expectations. The purpose of New Teacher/Teacher Leader program was to accelerate the development of skills to ultimately improve student outcomes. One recommendation is to conduct an evaluation of the program to identify the professional development and mentorship streams that worked well for the participants and to continue building upon the new program. Consideration for participation should be given to teachers who do not have any prior teaching experience as to maximize the program resources and utility.

Power Tools

Program Description

The Power Tools grant was written to provide quality professional development to high school teachers involved in the district's 1:1 initiative, also known as PowerUp. This initiative is an 'anywhere anytime' or 'laptops for students' program, where students are provided with personal portable computers to enhance opportunities for learning. For the 2017–2018 school year, HISD developed supports and resources to expand personalized literacy instruction for students. This prescriptive instruction included effective device integration across the content areas. To support this instructional initiative, the district requested funding to provide workshops and stipends to the secondary staff members in each of the district's high schools. The workshops, entitled Power Tools, provided teachers with a variety of hands-on sessions presented in a format that allowed participants to choose topics that were best aligned to their personal growth areas, skill levels, and instructional needs.

Budget and Expenditures

Title IV, Part A funds were used to provide a stipend to secondary teachers for participating in several technology-rich workshops.

Budgeted:	\$20,000.00	Capital Outlay:	
Expenditures:	\$17,560.55	Contracted Services:	
Allocation Utilized:	87.8	Other Operating Expenses:	
		Payroll:	\$16,161.92
		Supplies and Materials:	\$1,398.63

Program Goals

The goals of Power Tools included the following: 1) expand individual technology skill levels; 2) gain an understanding of how to incorporate technology into classroom instruction; 3) learn how to develop literacy instruction using program technologies; 4) gain an understanding of how program technologies can be accessed and leveraged by students to increase literacy skills; and 5) learn how to utilize a learning management system to differentiate instructional activities for students.

Program Outcomes

- As shown in **Table 1, PT**, teachers had the highest participation, with 39 teachers or 83 percent of all participants in training provided by PowerUp.
- The job function with the lowest participation in training provided by PowerUp was one for Instructional Support, IT Customer Service, and Nurse (Table 1, PT).

Job Function	(N) Participants	(%) Participants
Associate Teacher	2	4.3
Instructional Support	1	2.1
IT Customer Service	1	2.1
Librarian	3	6.4
Nurse	1	2.1
Teacher	39	83.0
Total	47	100.0

Source: Title IV, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Recommendations

The 2017–2018 school year was the inaugural year of the Power Tools program funded by a Title IV, Part A grant. The majority of participants (83 percent) were classroom teachers. To get an accurate picture of how the program works, it is recommended that teacher participants provide feedback on how they will implement strategies provided in training in their individual classrooms and observe how the skills learned were incorporated in instruction.

Private NonProfit

Program Description

Eligible Houston area private nonprofit (PNP) schools elected to participate with HISD to receive equitable services through the Title I, Part A, Title II, Part A, and Title IV, Part A federal programs. For the 2017–2018 school year, the services to students, teachers, and parents fell into the following categories: Instructional Services (for the academic year and extended school year), Parental Involvement, Professional Development, District Initiatives, Student Intervention, and Targeted Professional Development. For the 2017–2018 school year, the number of campuses served and the provided services were differentiated by the funding source (Title I, Part A, Title II, Part A, or Title IV, Part A).

The External Funding Department managed the grant in terms of funding, compliance, and the establishment of processes and procedures. The third-party provider supported the schools as well as HISD and focused primarily on program implementation and progress monitoring. The External Funding Department collaborated regularly with Catapult Learning to ensure that federal guidance was adhered to by the PNP schools. Twice a year, in the spring and the fall semesters, a mandatory consultation meeting was held. All participating private school principals and other school personnel were encouraged to attend. The third-party provider attended as well. At the meetings, processes for participation, determination of the campus planning allocations, and service delivery were shared. Consultation was ongoing and occurred throughout the school year with schools, leadership representatives, and the third-party provider. All services funded by Title I, Part A, Title II, Part A, and Title IV, Part A were supplemental and did not supplant services that would have been provided to PNP school participants in the absence of federal funds.

Budget and Expenditures

Title I, Part A funds were used to contract with a third-party to provide equitable services to support the academic achievement of students in 31 eligible private nonprofit schools in HISD attendance boundaries.

Budgeted:	\$2,284,417.00	Capital Outlay:	
Expenditures:	\$1,705,718.65	Contracted Services:	\$1,705,718.65
Allocation Utilized:	74.7 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title II, Part A funds were used to provide contracted services to support teacher and school leader professional development in 52 eligible private nonprofit schools in HISD attendance boundaries.

Budgeted:	\$568,043.00	Capital Outlay:	
Expenditures:	\$238,068.84	Contracted Services:	\$238,068.84
Allocation Utilized:	41.9 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title IV, Part A funds were used to provide contracted services to support teacher and school leader professional development and STEM materials and counseling services in 27 eligible private nonprofit schools within HISD attendance boundaries.

Budgeted:	\$173,021.00	Capital Outlay:	
Expenditures:	\$71,478.70	Contracted Services:	\$71,478.70
Allocation Utilized:	41.3 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goals

The Private Nonprofit program manages the contractors that provide equitable Title I, Part A, Title II, Part A, and Title IV, Part A services to eligible private nonprofit schools within HISD attendance boundaries. The primary goal is to positively impact student achievement with the equitable services received so that all children, especially those who are failing or at risk of failing, are given the opportunity to obtain a high-quality education.

Program Outcomes

Title I, Part A

- Catapult Learning, using Title I, Part A funds, provided services to 31 private nonprofit schools within the HISD boundaries. Among the services provided were student instructional services and efforts to involve parents in their children's participation in the Catapult Learning program.
- A total of 590 students in grades PreK–12 received 421 reading services, 415 mathematics services, and 41 STEM afterschool services for a total of 877 services provided (Catapult Learning, 2018a).
- As shown in **Table 1, PNP**, 26 percent of program participants attended forty or more reading sessions, and by contrast 11 percent attended fewer than 10 reading sessions.
- Twenty-two percent of Catapult Learning program participating students attended between 10 and 19 math sessions. By contrast 14 percent attended fewer than 10 sessions (Table 1, PNP).

Number of Sessions	Reading		Math	
	N	%	N	%
1–9 Sessions	45	10.7	60	14.5
10–19 Sessions	98	23.3	91	21.9
20–29 Sessions	86	20.4	121	19.2
30–39 Sessions	81	19.2	66	15.9
40+ Sessions	111	26.4	77	18.6
TOTAL	421	100.0	415	100.0

Source: Catapult Learning, 2018a

- Catapult Learning measured student performance by comparing pretest and posttest scores on standardized achievement tests, the ITBS/IOWA (K–8) and Skills Assessment (PreK–12), for enrolled students meeting the following criteria: 1) enrolled in the program for 20 or more sessions and 2) matched pretest and posttest scores (Catapult Learning, 2018a).

- Individual test scores were converted into Normal Curve Equivalent (NCE) scores to determine an average score for the program.
 - In reading (n = 307), students moved from an average NCE score of 46 on the pretest to an average NCE score of 54 on the posttest.
 - In math (n = 318), students moved from an average NCE score of 38 on the pretest to an average NCE score of 53 on the posttest.
- Parent Involvement was another facet of the student educational experience for which Catapult Learning provided goods and services to PNP schools.
 - Forty-five parents attended the Annual Title I Meeting / Parent Orientation, held in October–November 2017.
 - Fifty-five individual parent conferences were held throughout the instruction program. The number of parents that attended was not available for this report.
 - Eleven parent involvement workshops were held during the 2017–2018 school year with an average attendance of four parents per workshop.
 - *Catapult Learning Month* was held in May 2018. During this month-long event, parents were invited to participate in activities that celebrated and reinforced student learning and achievement. Parents were encouraged to work with their child at home.

Title II, Part A

- Catapult Learning hosted onsite capacity-building seminars that were designed to arm educators with tools and techniques to help drive student achievement.
- Title II, Part A funded Professional Development Seminar services to 52 schools within HISD attendance boundaries and job-embedded coaching to five schools in 2017–2018 (Catapult Learning, 2018b). Following participation in the training, 327 participants gave the training an overall rating of 3.6 out of 4, using a scale of 1 to 4 where 1 = Strongly Disagree and 4 = Strongly Agree.
 - Survey sample statement: I clearly understood the learning objectives.

Title IV, Part A

- In 2017–2018, Title IV, Part A funds provided Professional Development Seminar services to 27 schools within the boundaries of the Houston Independent School District (Catapult Learning, 2018c).
- STEM materials were purchased for 20 schools and 167 academic counseling sessions (group or individual counseling) were provided to students during the 2017–2018 school year.

Recommendations

The private nonprofit program and Catapult Learning supported students at private nonprofit schools within HISD boundaries. Students showed growth in reading and mathematics following participation in services provided by Catapult Learning. Parents attended the orientation meeting in greater numbers than those that attended the parental involvement workshops. The program is encouraged to consider all options for services to private nonprofit schools, not just those of Catapult Learning.

Recruitment and Retention

Program Description

The HISD Human Resources department was tasked with finding the best, most effective and qualified teachers to teach the children that attended an HISD school in 2017–2018. Each year HISD hires approximately 2,000 teachers for the roughly 210,000 students in the district. Title II funds provided the department with incentives that were offered to teachers in critical shortage areas such as Secondary Math, Secondary Science, Elementary Bilingual, and Special Education. The two-year incentive program is structured to assist with the recruitment and retention of these teachers. The funds also supported personnel that were tasked with sourcing, recruiting, screening, and referring teacher candidates to staff the campuses and the onboarding of new hires.

Budget and Expenditures

Title II, Part A funds were used to create incentives to recruit and retain teachers in critical shortage and high needs areas in hard-to-staff schools.

Budgeted:	\$740,000.00	Capital Outlay:	
Expenditures:	\$268,511.26	Contracted Services:	\$14,000.00
Allocation Utilized:	36.3 percent	Other Operating Expenses:	
		Payroll:	\$254,511.26
		Supplies and Materials:	

Program Goals

The program supported the district's goal of providing the most effective and qualified teachers for HISD students.

Program Outcomes

- **Table 1, RRI** (p. 78) shows the number of stipends awarded to teachers during the 2017–2018 school year through HISD's Recruitment and Retention Incentives (RRI) program. In 2017–2018, 225 teachers were awarded 226 stipends. Of the teachers who received incentives, 159 teachers in their first year of teaching in HISD received a sign-on stipend for a critical shortage (CS) area, strategic staffing initiative (SSI), or both in the case of one teacher.
- Of the 101 critical shortage Year 1 incentives distributed in 2017–2018, 39 percent went to teachers who taught mathematics (n = 39) and 31 percent went to teachers who taught science (n = 31). Notably, the areas of mathematics and science were also the subject areas with the highest retention rates of teachers receiving a critical shortage stipend at the beginning of their first year (72 and 81 percent, respectively) (Table 1, RRI). Special education and other needs areas combined received 31 percent of critical shortage incentives and had retention rates of 70 percent and 50 percent, respectively.
- Strategic Staffing Initiative (SSI) stipends were not restricted to critical shortage areas. HISD principals had the autonomy to distribute SSI incentives according to their campus needs. Through the initiative, teachers who were qualified to teach in hard-to-staff positions, but not necessarily in one of the identified critical shortage areas, were classified as other high needs areas and provided a stipend. In

2017–2018, of the 59 SSI incentives distributed to newly hired HISD teachers, a total of 13 teachers (22 percent) taught in non-critical shortage areas (Table 1, RRI).

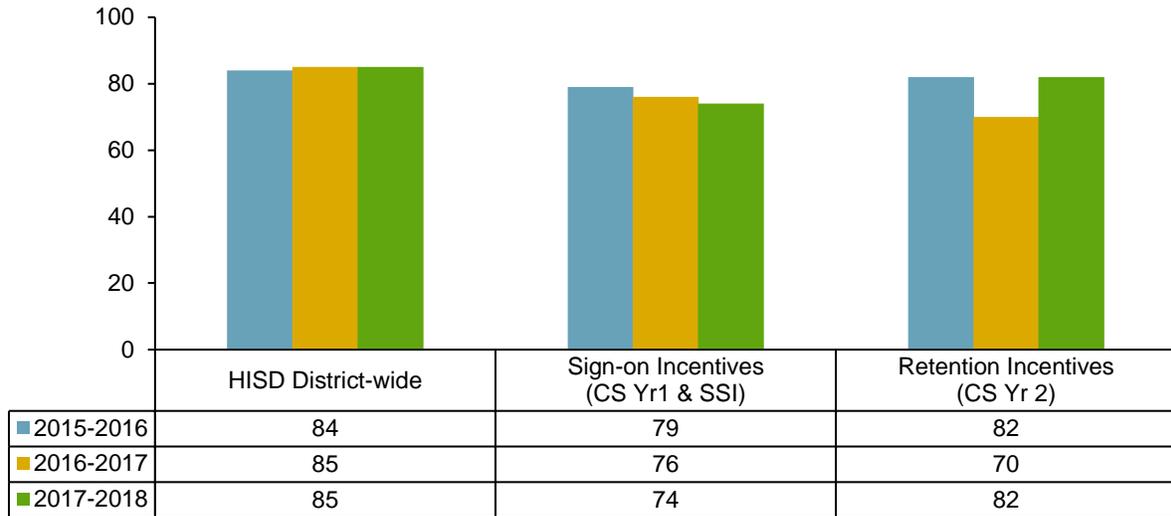
- In 2016–2017, 121 teachers received a Critical Shortage Stipend in their first year. Of those teachers, 66 (55 percent) were retained at the beginning of the 2017–2018 school year and received a Critical Shortage Stipend in the spring of their second year. Of those 66 teachers, 82 percent (n=54), were retained at the beginning of the 2018–2019 school year. Math teachers were the largest group of teachers to receive critical shortage area stipends at the beginning of 2016–2017 and to be awarded a critical shortage area stipend for retention at the end of 2017–2018 (Table 1, RRI).

Table 1, RRI. Number and Percentage of Recipients of Recruitment and Retention Incentives, by Incentive Area, 2017–2018			
Incentive Type	N Recipients	N Retained	% Retained
2017–2018 Critical Shortage Area Year 1	101	74	73.3
Math	39	28	71.8
Science	31	25	80.6
Special Education	27	19	70.4
Other High Need Areas	4	2	50.0
2017–2018 Strategic Staffing Initiative	59	44	74.6
Bilingual/ESL	7	6	85.7
CATE	6	5	83.3
English	7	4	57.1
Grade Specific	10	9	90.0
Math	3	3	100.0
Science	5	5	100.0
Special Education	8	7	87.5
Non-Critical Shortage Areas	13	5	38.5
2016–2017 Critical Shortage Area Year 2	66	54	81.8
Math	29	24	82.8
Science	24	19	79.2
Special Education	11	10	90.9
Other High Needs Areas	2	1	50.0
(Duplicated Count)	226	172	76.1

Source: 2017–2018 Teacher Stipend data, August 31, 2018

- **Figure 1, RRI** (p. 79) displays the rate of retention for the next school year for full-time HISD teachers districtwide, and by sign-on and retention incentives awarded to teachers in 2015–2016, 2016–2017, and 2017–2018. Since 2015–2016, the retention rates of full-time teachers in the district at the beginning of the next school year have remained similar, around 85 percent, with one percentage-point change from year to year. Retention rates for teachers who received a year 2 retention incentive decreased from 2015–2016 to 2016–2017. 2017–2018 retention rates increased back to the 2015–2016 retention level. In comparison, retention rates for teachers who received sign-on incentives since 2015–2016 lag the districtwide retention rates.

Figure 1, RRI. Teacher Retention Percentages by Incentive Type, 2015–2016 Through 2017–2018



Source: HISD Research and Accountability, 2018g; HISD Roster for TADS (05.21.2018 and 08.27.2018); 1718 Teacher Stipend data, August 31, 2018

- For teachers that received a stipend through the 2017–2018 RRI program, the retention rate was 11 percentage points lower for teachers awarded a sign-on incentive (74 percent) and three percentage points lower for teachers who were awarded a retention incentive (82 percent) compared to the districtwide retention rate of teachers that same year (85 percent) (Figure 1, RRI).

Recommendations

In 2017–2018, like previous years, the retention rates of teachers that received sign-on incentives lagged the retention rates of teachers districtwide. According to HISD teachers, while a competitive salary, including sign-on incentives, appears to strengthen the district’s ability to recruit new teachers in critical shortage and hard-to-staff areas, there may be other reasons why teachers would choose to remain at a school over time. Exit interviews specific to teachers who received a stipend, but did not remain in the district, could be helpful in identifying other strategies to improve the retention of certified teachers in critical shortage and high needs areas.

Recruitment and Selection

Program Description

There is shortage of new teachers in HISD that is exacerbated by the sheer size and needs of the district, the seventh largest public-school district in the country, and competition from other area school districts. The Recruitment and Selection program provided funds that allowed the district to leverage personnel to execute an annual recruitment plan, utilize teaching staff as personnel resources to assist in selection activities, and manage and coordinate onboarding programming activities such as new teacher induction activities.

Budget and Expenditures

Title II, Part A funds were used to recruit new teachers and compensate existing teaching staff to assist in the selection process.

Budgeted:	\$667,933.00	Capital Outlay:	
Expenditures:	\$438,255.37	Contracted Services:	
Allocation Utilized:	65.6 percent	Other Operating Expenses:	
		Payroll:	\$438,255.37
		Supplies and Materials:	

Program Goals

The goal is to effectively recruit, select, and onboard quality teachers to work within the district through the ongoing work of personnel who select effective teachers to staff all vacancies by the first day of school.

Program Outcomes

- For 2017–2018, as detailed in **Table 1, RS**, 1,044 new teachers were hired, a seven percentage-point increase when compared to 2016–2017 (n = 980). Of the 1,044 new teachers, 868 (83 percent) were retained in 2018–2019. This was a three percentage-point increase from the 2017–2018 retention rate of 80 percent, indicating the turnover of new teachers improved in 2018–2019. Teachers were considered new to HISD if they had no experience teaching in any district prior to the school year in which they were hired.

Table 1, RS. Newly Hired Teachers and Experienced HISD Teachers Who were Retained the Following School Year, 2016–2017 through 2018–2019

	N 2016– 2017	N 2017– 2018	Percent Retained	N 2017– 2018	N 2018– 2019	Percent Retained
Teachers	11,783	9,984	84.7	11,518	9,975	86.6
Experienced Teachers	10,803	9,200	85.2	10,474	9,107	86.9
New Teachers	980	784	80.0	1,044	868	83.1

Source: HISD Research and Accountability, 2018g; HISD Roster for TADS (05.21.2018 and 08.27.2018)

Note: New teachers have zero years of experience in any district before teaching in HISD.

Recommendations

The Teacher Recruitment and Selection program successfully hired 1,044 teachers for the 2017–2018 school year. Of those new teachers, however, 176 did not remain with HISD the following school year. Efforts should be made to continue to create a strong pool of candidates who meet the needs of the district and the campuses. Exit interviews for teachers who decide to not return to HISD should be conducted to

better understand how the district can support new teachers, to further reduce the number of teachers who voluntarily leave the district.

Secondary Curriculum and Development

Program Description

Secondary Curriculum and Development was comprised of two programs: 1) Design, Media & Online Learning (DMOL) and 2) Professional Development-Operations (PD-OP). First, the DMOL team worked with departments and campuses across the district to provide expertise in delivering effective online professional development, based on clear behavioral objectives, to create online learning experiences that facilitate the transfer of knowledge and skills to the targeted audience. The team's services focused primarily in three areas: graphic design, instructional media, and online learning design. PD-OP supported the goal of teacher professional learning being held to high standards to increase student academic achievement. Some of the activities performed by PD-OP were training registration, training setup, allocation of professional development credit, and technology support.

Budget and Expenditures

Title I, Part A funded professional development training for secondary teachers grades 6–12.

Budgeted:	\$4,161,685.00	Capital Outlay:	
Expenditures:	\$3,560,096.00	Contracted Services:	\$244,608.78
Allocation Utilized:	85.5 percent	Other Operating Expenses:	\$5,831.33
		Payroll:	\$3,043,979.40
		Supplies and Materials:	\$265,676.49

Program Goals

- Professional Development Operations improves student academic achievement by providing support to campus professional development providers.
- Professional development is provided by DMOL that results in immediate and practical application to improve student academic achievement.

Program Outcomes

Table 1, SCD. Participation in Professional Development Training by Course and Hours Earned, 2017–2018

Course Description	(N) Participants	(N) Hours Earned
PD_Instructional Goals for New Teachers	1,442	1,442
ML_2017-18 ELPS-TELPAS Foundational Training for New Raters	559	2,236
LD_SLAS Online Training	334	334
GT_Matrix Protocols	227	681
EA_Non-Teacher Appraisal - Manager	214	321
ER_E-Rate Training 2017	144	144
TE_Online Test Security	103	309
SE_Translating in Spanish for the ARD/IEP Meeting and FIE Process	61	366
TE_2018 Online District Monitor Training	49	147
SE_Progress Monitoring	48	144
AP_Identification and Assessment for G/T Services	44	264

Table 1, SCD. Participation in Professional Development Training by Course and Hours Earned, 2017–2018 (continued)

Course Description	(N) Participants	(N) Hours Earned
GT_ An Introduction to Recognizing IB ATL Skills in Practice	42	84
CU_ Introduction to Strategic Reading and Writing (SRW)	36	108
CU_Literacy Empowered ELA Online	25	525
TE_Online Gifted and Talented Administration	23	69
TE_OnTrack: DDI Report Basics	22	66
TE_Online Credit by Exam	20	40
TE_Online TELPAS Test Administration	18	54
TE_2018 Online Spring STAAR	16	64
TE_2018 Online STAAR Alt 2	9	27
CU_ Literacy in the Middle Leadership Module	5	40
CU_Literacy Empowered Social Studies Online	4	12
TE_Online CogAT K&5	3	9
CU_Literacy Empowered Science Online	2	6
TE_Online Iowa/Logramos K&5	2	6
GT_ Entering Kindergarten G/T Testers	2	12
Total	3,454	7,510

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

- As shown in **Table 1, SCD** (pp.82–83), DMOL designed and implemented 26 professional development training sessions. A total of 3,454 duplicated district staff members completed one or more of the 26 professional training sessions earning a total of 7,510 hours. PD_Instructional Goals for New Teachers had the highest number of participants (n = 1,442) earning 1,442 hours, followed by ML_2017–2018 ELPS-TELPAS Foundational Training for New Raters with 559 participants earning a total of 2,236 hours. By contrast, the course with the lowest participation was shared by three training sessions CU_Literacy Empowered Science Online, TE_Online Iowa/Logramos K&5, and GT_Entering Kindergarten G/T Testers, with two participants in each training. PD-OP facilitated the trainings as well as provided mentorship and guidance to campus staff.

Recommendations

Secondary Curriculum and Development provided training designed and implemented by DMOL. One goal of Professional Development Operations is to improve student academic achievement by providing support to the providers of campus professional development. Following the completion of a professional development session, a participant is asked to provide feedback on the training received. It is recommended that participant feedback is incorporated in future program evaluations.

See to Succeed

Program Description

The See to Succeed Program was designed to increase opportunities for HISD students who failed a school-based vision screening and lacked other resources for eye care or experienced barriers to access care. The program was administered through the Health and Medical Services Department in collaboration with the City of Houston Health Department and Foundation.

Budget and Expenditures

Title I, Part A funds were used to organize and provide vision examinations and eyeglasses to students with no other access to the services.

Budgeted:	\$100,000.00	Capital Outlay:	
Expenditures:	\$51,502.39	Contracted Services:	\$1,912.81
Allocation Utilized:	51.5 percent	Other Operating Expenses:	\$22,719.14
		Payroll:	\$13,541.58
		Supplies and Materials:	\$13,328.86

Program Goals

The program sought to prevent the impact of vision-related learning problems on education outcomes for economically-disadvantaged students by providing unimpeded access to vision care.

Program Outcomes

- In 2017–2018, 90,437 HISD students were screened for vision impairments, with ten percent (9,406) failing their vision screenings (**Table 1, SS**, p. 85). Of the students that failed their vision screenings in 2017–2018, City of Houston See to Succeed clinics provided additional screenings, treatments, or both to at least 5,984 (student identifying information was not available for all See to Succeed participants). This was an increase over the 3,649 served in 2016–2017 (HISD Research and Accountability, 2018g; **Table 2, SS**, p. 85). Following the See to Succeed screening in 2017–2018, 5,489 (92 percent) were identified as needing corrective vision according to data received from Houston Department of Health and Human Services (HDHHS).
- See to Succeed clinics operated during the Fall 2017 and Spring 2018 semesters. Four clinics (October 23–27, 2017) operated in the fall semester and eight clinics (February 12–16, 2018; February 26–March 2, 2018) were available in the spring semester. Campus participation data for clinic visits were not available at the time of this report.
- There is required vision screening for four-year-olds, kindergartners, and students in 1st, 3rd, 5th, and 7th grades (Texas Health and Human Services, 2018). Grade levels of 2017–2018 student participants are shown in Table 2, SS. As expected, students in grades required for vision screening accounted for 69 percent of all HISD student screenings.
- Following the 2017–2018 school year, the HISD Health and Human Services team acknowledged a delay in eyewear delivery and an inconsistency in implementing the final fitting upon delivery by the See to Succeed program partners. Neither the district nor the service providers obtained documentation to confirm if or when students who needed vision correction received corrective eyewear.

Grade	Number Screened	Number Passed	Percent Passed	Number Failed	Percent Failed
PK	10,809	10,353	95.8	456	4.2
K	14,444	13,458	93.2	986	6.8
1	15,851	14,359	90.6	1,492	9.4
2	1,499	1,186	79.1	313	20.9
3	16,184	14,414	89.1	1,770	10.9
4	1,623	1,225	75.5	398	24.5
5	15,564	13,584	87.3	1,980	12.7
6	891	750	84.2	141	15.8
7	10,611	9,290	87.6	1,321	12.4
8	463	276	59.6	187	40.4
9	1,258	1,081	85.9	177	14.1
10	518	443	85.5	75	14.5
11	386	323	83.7	63	16.3
12	336	289	86.0	47	14.0
Total	90,437	81,031	89.6	9,406	10.4

Source: Texas Department of State Health Services, Annual Vision Screening Report, June 25, 2018

Grade	Number Examined	Exam-Treated (N)	Exam-Treated (%)	Exam-No Problem (N)	Exam-No Problem (%)
PK	229	185	80.8	44	19.2
K	573	506	88.3	67	11.7
1	946	839	88.7	107	11.3
2	231	212	91.8	19	8.2
3	1,215	1,116	91.9	99	8.1
4	326	297	91.1	29	8.9
5	1,295	1,219	94.1	76	5.9
6	84	83	98.8	1	1.2
7	788	756	95.9	32	4.1
8	99	85	85.9	14	14.1
9	77	73	94.8	4	5.2
10	49	47	95.9	2	4.1
11	39	39	100.0	0	0.0
12	33	32	97.0	1	3.0
Total	5,984	5,489	91.7	495	8.3

Source: HISD Health and Medical Services, June 21, 2018

Recommendations

See to Succeed targeted students who lacked resources and were identified as needing vision services. The total number of participants increased from 2016–2017 to 2017–2018 (3,649 to 5,984). However, school personnel continue to face the obstacles of insufficient time to screen students, coordination of vision activities, follow up with parents, and provision of timely documentation of services. Service delivery data collection was further complicated by incomplete documentation following the vision clinics, delivery of the students' corrective eyewear, or both. It is recommended that there is continued administrative support for school nurses or support staff to increase the capacity of school leaders to use up-to-date student information for monitoring purposes, align school-level reports to the state and the Houston Department of Health and Human Services (HDHHS), and increase the ability to assess program participation. Moreover, an implementation study to capture qualitative program processes which are difficult to quantify should be conducted.

Student Assessment Program

Program Description

The HISD Student Assessment Department conducted courses for all HISD Campus Test Coordinators (CTCs) and Formative Assessment Coordinators (FACs) during the 2017–2018 school year except for Early Childhood Centers. The work done required face-to-face trainings, time away from the campus, time on campus to prepare for each assessment throughout the school year and the summer. The CTC and FAC roles required an extraordinary amount of time and effort while also completing other job duties assigned by campus administration and consumed a significant amount of time and attention by the campus leadership team and teachers.

All CTCs designated by the principal, except for campus administrators, were qualified to receive the stipend. CTCs administered all state and district assessments, submitted a campus testing plan, completed all trainings, and properly secured all testing materials from receipt to return. Additionally, CTCs had the opportunity to receive site visits and one-on-one individualized support. Moreover, HISD implemented two assessment platforms (an adaptive universal reading and math screener and a TEKS-based platform) during the 2017–2018 school year. The work required extra effort and time by the campus leadership team and campus teacher leaders.

According to the program administrator, the FAC stipends helped in creating extra buy-in for the teacher leaders. The desired outcomes included districtwide implementation of both platforms to generate assessment data to be used to personalize student instruction. To receive the stipend, FACs had to provide confirmation of the assessments given by deadlines, attend training on reports in the two systems, and verify the use of the reports with teachers during Professional Learning Communities to help alter instruction. The use of the system to obtain actionable data helped increase student performance on district assessments. The platform vendors were SchoolCity and Renaissance Learning. Professional development was provided to FACs on the platforms by HISD Student Assessment and Renaissance Learning. Training included system overviews and involved assessment creation and administration. Additional training was focused on reports and protocols for how to use reports to strengthen instruction. Each campus leader assigned an FAC and 287 FACs were responsible for the implementation of the two assessment platforms.

Budget and Expenditures

Title II, Part A funds were used to provide training and stipends to CTCs and FACs to facilitate the use of new student academic assessment platforms (SchoolCity and Renaissance Learning).

Budgeted:	\$1,076,600.00	Capital Outlay:	
Expenditures:	\$719,894.49	Contracted Services:	
Allocation Utilized:	66.9 percent	Other Operating Expenses:	
		Payroll:	\$719,894.49
		Supplies and Materials:	

Program Goals

- All HISD Campus Test Coordinators (CTCs) were trained to use new assessment platforms in order to increase student academic achievement.

- Formative Assessment Coordinators (FACs) received training on system overviews including assessment administration and creation.

Program Outcomes

- As shown in **Table 1, SAP**, there were 6,253 duplicated participants earning a total of 21,812.5 hours.
- Navigation Basics had the highest participation (n = 1,192) and earned hours (n = 3,576), followed by Fundamental Skills (n = 1,094 and n = 3,282, respectively) (Table 1, SAP). By comparison, Fall STAAR EOC Workshop had the lowest number of participants and earned hours (20 and 40, respectively).

Table 1, SAP. Campus Test Coordinator and Formative Assessment Coordinator Participation in Professional Development Training by Course and Hours Earned, 2017–2018

Course Description	(N) Participants	(N) Hours Earned
TE_OnTrack: Navigation Basics	1,192	3,576.0
TE_OnTrack: Fundamental Skills	1,094	3,282.0
TE_OnTrack: BRR Entry	536	1,608.0
TE_OnTrack: Answer Key Creation	519	1,557.0
TE_OnTrack: Scoring Rubrics	362	1,086.0
TE_Formative Assessment Update	346	1,038.0
TE_CTC Best Practices/Security Training	343	2,058.0
TE_Spring STAAR	325	1,950.0
TE_Iowa/Logramos/CogAT K&5	229	1,374.0
TE-Achieve 180 - Data Dig 1	216	864.0
TE_TELPAS Workshop	210	630.0
TE_Formative Reports and Tools	189	567.0
TE_STAAR Alternate 2	181	543.0
TE_Data Dive (DLA)	159	556.5
TE_New FAC Orientation	81	243.0
TE_Gifted and Talented Administration	77	231.0
TE_Data Dig Release STAAR: TOT	72	252.0
TE_Data Dig Snapshot- Snapshot/MOY Screener: TOT	58	203.0
TE_Data Dig 2 : SnapShot	22	88.0
TE_OnTrack: DDI Report Basics	22	66.0
TE_Fall STAAR EOC Workshop	20	40.0
Total	6,253	21,812.5

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Recommendations

The HISD Student Assessment Program conducted courses on all HISD campuses, with the exception of Early Childhood Centers, for all HISD Campus Test Coordinators (CTCs) and Formative Assessment Coordinators (FAC) during the 2017–2018 school year. Through the professional development courses, both the CTCs and FACs were provided with training on the use of new student assessment platforms in an effort to increase student academic performance. Following the completion of a professional development session, a participant is asked to provide feedback on the training received. To ascertain how

the program training influenced participants' comfort with the new assessment platforms, it is recommended that this feedback is incorporated into future program evaluations.

Teacher Development Specialists

Program Description

In partnership with School Offices, Teacher Development Specialists (TDSs) provided instructional coaching to both elementary and secondary campus teachers and staff. TDS provide job-embedded professional development aligned with the HISD Instructional Practice Rubric and the HISD curriculum so that teachers receive the professional support they need, Achieve 180 extended Wednesday professional development, and ongoing responsive supports tailored to campus needs. Elementary TDSs and Secondary TDSs had different job responsibilities within the HISD teaching community.

Even though the Elementary TDSs were primarily assigned to support Achieve 180 program campuses, they did work with non-Achieve 180 program campuses on an at-large basis. First, Elementary TDSs spent most of their time in schools supporting professional learning communities, co-planning, and implementing the coaching cycle with their assigned teachers. Second, Elementary TDSs facilitated collaborative planning sessions with teacher teams and supported campus leaders in identifying professional development priorities aligned with teacher and student needs. Third, Elementary TDSs collaborated with teacher leaders and administrators in Professional Learning Communities to facilitate planning, data analysis, examination of student work, and modeling of effective practices at the teacher team level.

Secondary TDSs provided coaching to teachers and teacher teams in analyzing data, planning units, lessons, and interventions, and developing formative and summative assessments. To build teacher capacity, these efforts were collaborative in nature and were driven by the efforts of the campus team. Additionally, the Secondary TDSs designed and delivered rubric-aligned, content-specific professional learning experiences to groups of teachers and supported their content teams in other efforts aligned with district and department goals.

Budget and Expenditures

Title II, Part A funding was provided for professional development training for Pre-K through fifth-grade campus staff members on curriculum, instruction, and formative assessment programs. Additionally, Title II, Part A provided funding for job-embedded Teacher Development Specialists (n=87) to support assigned elementary campuses.

Also, Title II, Part A funded Secondary TDSs in facilitating professional development training for secondary campus leaders and teachers for campuses serving students in grades 6–12.

Budgeted:	\$3,176,634.00	Capital Outlay:	\$72,294.00
Expenditures:	\$2,448,604.54	Contracted Services:	\$20,194.45
Allocation Utilized:	77.1 percent	Other Operating Expenses:	\$100,228.34
		Payroll:	\$2,151,665.38
		Supplies and Materials:	\$104,222.37

Program Goals

Elementary TDSs provided job-embedded coaching to teachers on assigned campuses to increase student achievement. They also provided teacher development training opportunities to all district elementary teachers to increase student achievement.

Secondary TDSs improved student academic achievement by providing support to secondary leadership and teachers.

Program Outcomes

Elementary Teacher Development Specialist (ETDS)

Table 1, TDS. Campus Visits of Elementary Teacher Development Specialists by Support Type and Achieve 180 Program Status, 2017–2018

ACHIEVE 180 Program Group	CAMPUS Name	Total
Assigned Campus Support Total		8,614
Superintendent's Schools Total		2,702
	Blackshear ES	367
	Dogan ES	624
	Highland Heights ES	180
	Mading ES	477
	Wesley ES	461
	Woodson K–8	593
Primary Group Total		1,517
	Bonham ES	493
	Gregory-Lincoln K–8	281
	Hilliard ES	743
Secondary Group Total		2,496
	Fodren ES	439
	Looscan ES	559
	Montgomery ES	587
	Pugh ES	345
	Stevens ES	376
	V Prep K–8	190*
Tertiary Group Total		1,899
	Bruce ES	402
	Cook ES	148
	Foerster ES	360
	Gallegos ES	152
	Kashmere Gardens ES	147
	Lewis ES	86
	Martinez, C. ES	302
	Young ES	302
At-Large Support Total		429
Non-Achieve 180 Program Schools Total		220
	Alcott ES	1
	Benbrook ES	12
	Brookline ES	1
	Cunningham ES	50
	Davila ES	1
	Durkee ES	1
	Elmore ES	36
	Energized MS	1
	Garden Villas ES	2
	Harris, JR ES	3
	Harris, RP ES	3
	Henderson, NQ ES	1

Table 1, TDS. Campus Visits of Elementary Teacher Development Specialists by Support Type and Achieve 180 Program Status, 2017–2018 (continued)

ACHIEVE 180 Program Group	CAMPUS Name	Total
Non-Achieve 180 Program Schools (continued)		
	Hines-Caldwell ES	1
	Kandy Stripe Acad ES	19
	Kennedy ES	4
	MacGregor ES	1
	Memorial ES	2
	Moreno ES	1
	Paige ES	29
	Parker ES	1
	Roosevelt ES	2
	Scarborough HS	1
	Seguin ES	5
	Shadowbriar ES	12
	Shadydale ES	1
	Shearn ES	20
	Sherman ES	7
	White, E. ES	2
Superintendent's Schools Total		195
	Blackshear ES	43
	Dogan ES	5
	Highland Heights ES	66
	Mading ES	9
	Wesley ES	3
	Woodson PK-8	69
Primary Group Total		5
	Bonham ES	1
	Hillard ES	4
Tertiary Group Total		9
	Bruce ES	4
	Foerster ES	2
	Kashmere Gardens ES	3
Total		9,043

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; 2017–2018 Achieve 180 Program Administration; Employee Training Data, July 1, 2017–June 30, 2018

Note: Achieve 180 Program Group based on campus status at the end of 2016–2017 school year.

*this campus closed in February 2018.

- ETDS primarily worked in schools supporting professional learning communities, co-planning, and implementing the coaching cycle with their assigned teachers. TDS provided either Assigned Campus Support or At-Large Support (**Table 1, TDS**, pp. 90–91). ETDS supported both Achieve 180 Program Schools (Superintendent’s Schools, 4–8 years, Improvement Required (IR); Primary Group, 2–3 years IR; Secondary Group 1 year IR; and Tertiary Group, formerly IR) and Non-Achieve 180 Program Schools.
- As shown in Table 1, TDS, based on campus visits, the largest group of campuses supported by ETDS was Assigned Campus-Superintendent’s Schools (n = 2,702), followed by Assigned Campus-

Secondary Group (n = 2,496). The lowest number of ETDS visits was At-Large Support for Primary Group campuses (n = 5).

Table 2, TDS. Participants in Professional Development Facilitated by Secondary Teacher Development Specialists by Job Function, 2017–2018		
Job Function	Participant (N)	Participant (%)
Teacher	1,382	74.1
Campus Leadership*	242	13.0
Other Campus Staff**	240	12.9
Total	1,864	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *Campus Leadership includes principals, assistant principals, and deans of students.

**Other Campus Staff includes counselors and school kitchen staff.

Table 3, TDS. Number of Participants in Professional Development Activities Facilitated by Secondary Teacher Development Specialists by Course Description, 2017–2018	
Course Description	Participants (N)
CU_Secundary Mathematics Department Chairpersons' Meetings	344
CU_PowerUp Super Saturdays	333
CU_**SECONDARY** K-12 Reading and Math Universal Screener "Getting Started" Training	270
CU_Literacy in the Middle 2.0 - ELA MS Day 1	127
CU_Literacy in the Middle: ELA	102
CU_Literacy in the Middle 2.0 - ELA MS Day 2	97
LD_Improving Outcomes for Struggling Students in Secondary ELAR (Secondary)	97
LD_Literacy Empowered 2.0 (Secondary)	94
CU_Literacy in the Middle 2.0 - ELA MS Day 3	93
CU_New Teacher Onboarding - Literacy in the Middle - ELA MS Day 2	79
CU_New Teacher Onboarding - Literacy in the Middle - ELA MS Day 3	79
CU_Literacy Empowered - ELA HS	71
CU_Literacy in the Middle 2.0 - Mathematics MS Day 1	68
CU_Literacy Empowered Training for Achieve 180 Campuses - Mathematics	67
ET_POPUP POWERUP PD	67
CU_Literacy in the Middle Training for Achieve 180 Campuses - ELA	63
CU_Literacy in the Middle 2.0 - Mathematics MS Day 3	62
CU_Literacy in the Middle 2.0 - Mathematics MS Day 2	61
CU_Literacy Empowered - ELA HS Day 2	60
CU_Literacy Empowered: ELA	60
CU_Literacy Empowered - ELA HS Day 3	57
CU_Literacy Empowered - ELA HS Day 4	51
Other Facilitated Trainings*	1,830
Total	4,232

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2018; Employee Training Data, July 1, 2017–June 30, 2018

Note: *All Other Facilitated Trainings (n = 85) had fewer than 50 participants.

Secondary Teacher Development Specialist (STDS)

- As shown in **Table 2, TDS** (p. 92), STDSs facilitated professional development trainings that had an unduplicated total of 1,864 participants. The largest group of participants was teachers (n = 1,382), followed by campus leadership (n = 242).
- STDSs facilitated a total of 107 training and support activities that were attended by a duplicated total of 4,232 participants (**Table 3, TDS**, p. 92). CU_Secondary Mathematics Department Chairpersons' Meetings was the activity with the highest participation (n = 344), followed by CU_PowerUp Super Saturdays (n = 333), and CU_**SECONDARY** K–12 Reading and Math Universal Screener “Getting Started” Training (n = 270).

Recommendations

The Elementary Teacher Development Specialists (ETDS) provided support to HISD campuses throughout the 2017–2018 school year. ETDSs had more support visits to Achieve 180 Program Schools than Non-Achieve 180 Program Schools in 2017–2018. As expected, among the Achieve Program School Groups, Superintendent’s Schools received the greatest number of support visits. The ETDSs, in their visit logs, provide details on the type of support activities engaged in. It is recommended that feedback be sought from the teachers receiving the support on how they will implement the new strategies in their classrooms to improve student outcomes.

Of the professional development facilitated by Secondary TDS (STDS), the largest group of participants was teachers. To get a clear picture of how the teachers turn training and support into action, it is recommended that campus staff who receive STDSs support provide feedback on how they implement new strategies in their classrooms and whether the support meets their needs.

Wraparound Services

Program Description

The Wraparound Services program (also known as Every Community, Every School) was launched during the 2017–2018 school year to remove non-academic barriers and increase social and emotional learning opportunities for HISD students. Along with one districtwide WrapAround Specialist (WRS), 62 HISD campuses were supported by a full-time WRS dedicated to building relationships within their school, developing and managing partnerships with local service providers, and connecting students to needed services (Houston Independent School District, 2018). Student area of need was identified using the Student Assessment Form (SAF) that was submitted by teachers, campus staff, or community members. Student areas of need included: 1) health, 2) home and family, 3) immigration services, 4) educational and vocational opportunities, 5) legal safety and crisis support, 6) emotional and psychological services, 7) cultural and spiritual, and 8) social and recreational.

Budget and Expenditures

Title IV, Part A funds, in combination with other funding sources, provided designated campuses with a full-time dedicated WrapAround Specialist to meet the identified needs of students.

Budgeted:	\$1,208,279.00	Capital Outlay:	
Expenditures:	\$654,405.76	Contracted Services:	\$1,499.70
Allocation Utilized:	54.2 percent	Other Operating Expenses:	
		Payroll:	\$651,605.45
		Supplies and Materials:	\$1,300.61

Program Goals

To provide campus leaders with strategies for connecting schools to non-academic supports to help students in the removal of non-academic barriers.

Program Outcomes

- To meet the identified needs of students, 31 of the 44 (or 70 percent) Achieve 180 Program Schools had a dedicated full-time WrapAround Specialist (WRS) with all ten Superintendent's Schools being supported by a WRS (**Table 1, WS**, p. 95). An additional 18 WRS were dedicated full-time to Non-Achieve 180 Program schools.
- As shown in **Table 2, WS** (p. 95), there were 851 Student Assessment Forms (SAFs) used to identify the service needs of 496 students. Some students were identified as having multiple service needs.
- The category of need identified the most was Emotional and Psychological Services (n = 308, 36 percent), followed by Home and Family Services (n = 165, 19 percent), and Health (n = 118, 14 percent) (Table 2, WS). Immigration Services (n = 18, 2 percent) was the category of need identified the least on an SAF (Table 2, WS).
- The campus WRS uses the SAF to schedule a one-on-one meeting called a check-in. One possible outcome of the check-in is a service link where the campus WRS connects the student to the service provider and/or program best suited to help meet the needs of the individual student. There was a total of 1,567 check-in meetings conducted by campus WRSs in 2017–2018, and 3,312 instances of campus WRSs providing students and their families with service links to an outside provider and/or program (**Table 3, WS**, p. 96).

Table 1, WS. Non-Achieve 180 and Achieve 180 Program Schools with WrapAround Specialists (WRS), 2017–2018					
Non-Achieve 180 Program Schools		Achieve 180 Program Schools (N=44)			
(N=18/238)		Superintendent's Schools (N=10/10)	Primary Group (N=6/9)	Secondary Group (N=3/7)	Tertiary Group (N=12/18)
Austin HS	Houston MSTC HS	Blackshear ES	Cullen MS	Attucks MS	Cook ES
Burnett ES	Marshall MS	Dogan ES	Gregory-Lincoln PK–8	Looscan ES	Edison MS
DAEP	Momentum Academy	Henry MS	Lawson MS	Sharpstown HS	Forest Brook MS
Deady MS	McGowen ES	Highland Heights ES	Madison HS		Gallegos ES
Durkee ES	Navarro MS	Kashmere HS	North Forest HS		Kashmere Gardens
Fleming MS	North Side HS	Mading ES	Washington HS		Key MS
Fondren MS	Paige ES	Wesley ES			Lewis ES
Franklin ES	Williams MS	Wheatley HS			Martinez C ES
Grissom ES	Wisdom HS	Woodson K–8			Milby HS
		Worthing HS			Westbury HS
					Yates HS
					Young ES

Source: HISD Wraparound Services, 2017–2018

Note: Districtwide WRS not included.

Table 2, WS. Student Service Needs Identified on Student Assessment Forms (SAFs) Received by Category of Need, 2017–2018		
Category	Service Needs Identified (N)	SAFs Received (%)
Health	118	13.9
Home and Family	165	19.4
Immigration Services	18	2.1
Educational and Vocational opportunities	49	5.8
Legal Safety and Crisis Support	55	6.5
Emotional and Psychological Services	308	36.2
Cultural and Spiritual	46	5.4
Social and Recreational	92	10.8
Total Students with SAFs = 496	851	100.0

Source: HISD Wraparound Services, 2017–2018

Note: Multiple service needs may be identified on an SAF for each student.

- The identified categories of need that had the highest numbers of check-ins and service links were Emotional and Psychological Services (n = 934, 60 percent; n = 2,355, 75 percent, respectively), then Educational and Vocational Opportunities (n = 311, 20 percent; n = 449, 14 percent, respectively), and Home and Family (n = 219, 14 percent; n = 215, seven percent, respectively) (**Table 3, WS**).

Table 3, WS. Campus Wraparound Specialist Interaction Counts by Category of Need, 2017–2018				
	Check-in (N)	Check-in (%)	Service Link (N)	Service Link (%)
Health	59	3.8	-	-
Home and Family	219	14.0	215	6.9
Immigration Services	6	0.4	21	0.7
Educational and Vocational Opportunities	311	19.8	449	14.3
Legal Safety and Crisis Support	20	1.3	44	1.4
Emotional and Psychological Services	934	59.6	2,355	75.2
Cultural and Spiritual	6	0.4	-	-
Social and Recreational	12	0.8	48	1.5
Total	1,567	100.0	3,132	100.0

Source: HISD Wraparound Services, 2017–2018

Recommendations

WrapAround Services was designed to meet the identified needs of students in overcoming non-academic needs through the funding and hiring of campus WrapAround Specialists (WRS). Seventy percent of Achieve 180 Program Schools had a dedicated full-time WRS by the end of 2017–2018 with Superintendent’s Schools having all ten campuses supported. In order to make sure all Achieve 180 Program Schools are supported by a WRS, it is recommended that the recruitment practices be reviewed to ensure that all WRS positions are filled.

WrapAround Services, in addition to funding from Title IV, Part A, received funding from a variety of other sources making it difficult to differentiate which specific aspects of the program were funded by Title IV, Part A funds. One recommendation would be for the program to report, going forward, specifically how Title IV, Part A funds are used in the wider context of WrapAround Services.

For more detail on the WrapAround Services program, see the following complete reports: 1.) “Achieve 180 program evaluation, part A: Addenda, 2017–2018” (HISD Research and Accountability, 2018b); and 2.) “Achieve 180 program evaluation, part A: Implementation and preliminary findings, 2017–2018” (HISD Research and Accountability, 2018c).