

MEMORANDUM

January 28, 2020

TO: Pam Evans
Manager, External Funding

FROM: Allison Matney
Officer Department of Research and Accountability

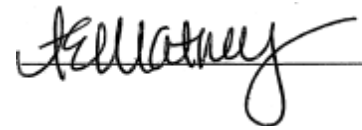
SUBJECT: **HISD TITLE I, PART A; TITLE II, PART A; AND TITLE IV, PART A
CENTRALIZED PROGRAMS, 2018–2019**

Attached is the Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2018–2019 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 2018–2019 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 2018–2019, Title I, Part A funds were allocated for eight HISD centralized programs, Title II, Part A funds supported seven HISD centralized programs, and Title IV, Part A funds supported five programs. In addition, seven programs were supported by multiple funding sources.
- The district budgeted \$42,794,415 and \$31,070,245 (72.6 percent) was expended for programs receiving Title I, Part A; Title II, Part A; and Title IV, Part A funding by the end of the 2018–2019 fiscal year. For comparison, in 2017–2018 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.
- The largest expenditures for 2018–2019 Title I, Part A, Title II, Part A, and Title II, Part A centralized programs were made for payroll (\$23,085,268), followed by contracted services (\$5,183,146).
- State of Texas Assessments of Academic Readiness (STAAR), English and Spanish combined results for 2018–2019 showed gains in achievement compared to 2017–2018 for grades 4, 7, and 8 in reading; grades 3, 5, 6, 7, and 8 in mathematics; grade 4 and 7 in writing; grade 5 and 8 in science; and grade 8 in social studies.
- In 2018–2019 when compared to 2017–2018, all five of the STAAR End of Course (EOC) subject examinations had an increase in the percentage of students who performed at or above the Approaches Grade Level standard.
- All 27 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.



AEM

Attachment

cc: Grenita Lathan
Yolanda Rodriquez
Silvia Trinh



RESEARCH

Educational Program Report

**HISD TITLE I, PART A; TITLE II, PART A;
AND TITLE IV, PART A CENTRALIZED
PROGRAMS
2018-2019**



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HISD Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs 2018–2019

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 professional development programs for principals and teachers to support students' academic progress. 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 2018–2019, Title I, Part A funds were allocated for eight HISD centralized programs, Title II, Part A funds supported seven HISD centralized programs, and Title IV, Part A funds supported five programs. In addition, seven programs were supported by two or more of these funding sources. This report documents the contributions of the 2018–2019 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 \$42,794,415 however, \$31,070,245 (72.6 percent) was expended for programs receiving Title I, Part A; Title II, Part A; and Title IV, Part A funding by the end of the 2018–2019 fiscal year.
- The largest expenditures for 2018–2019 Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs were made for payroll (\$29,712,827), followed by capital outlay (\$2,439,376).
- The largest percentage of funds expended for Title I, Part A centralized programs was 99.9 percent of the \$2,071,060 budgeted for the Private Non-Profit program. For Title II, Part A centralized programs, the largest percentage of funds expended was 81.0 percent of the \$175,981 budgeted for the Advanced Academics program. The highest percentage of expended funds for Title IV, Part A centralized programs was 97.8 percent of the \$1,092,597 budgeted funds for the Fine Arts program.
- All 27 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 capable staff members.
- State of Texas Assessments of Academic Readiness (STAAR) 3–8 English and Spanish combined results for 2018–2019 showed both gains and losses compared to 2017–2018 performance across grade levels and content areas.

- The percentage of grade 3 students scoring at or above the Approaches Grade Level standard on STAAR decreased by .4 percent on the reading assessments and increased by .5 percent on the mathematics assessments from 2017–2018 to 2018–2019.
- Students in grade 4 showed a gain on the reading assessments (3.9 percentage points) and decreased 4.2 percentage points on the mathematics assessments from 2017–2018 to 2018–2019.
- Students in grade 5 decreased on the reading, mathematics, and science assessments (.5 percentage points, 1.6 percentage points, and 1.6 percentage points, respectively) from 2017–2018 to 2018–2019.
- Tested students in grade 6 showed a decrease in performance on the reading assessments (1.3 percentage points), and an increase in performance on the mathematics assessments (1.2 percentage points) from 2017–2018 to 2018–2019.
- Students in grade 7 increased performance on reading, mathematics, and writing assessments (3.2 percentage points, 4.4 percentage points, and 5.7 percentage points, respectively) from 2017–2018 to 2018–2019.
- Finally, 2018–2019 eighth graders, when compared to 2017–2018 eighth graders, experienced increased performance on the reading, mathematics, science, and social studies assessments (.8 percentage points, 2.2 percentage points, 3.8 percentage points, and 2.8 percentage points, respectively).
- On the 2018–2019 STAAR End-of-Course (EOC) tests required for graduation, the percentage of tested students who performed at or above the Approaches Grade Level standard was highest for U.S. History (89.1 percent). All five of the STAAR EOC subjects had an increase in the proportion of students who performed at or above the Approaches Grade Level standard in 2018–2019 when compared to 2017–2018, with the most significant increase, 4.7 percentage points, on the English II examination, followed by Biology (3.0 percentage points), the English I and U.S. History examination with an increase of 2.3 percentage points, and the increase of 1.7 percentage points on the Algebra examination.

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.
- 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 training was 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 2018–2019, HISD had 27 centralized programs, listed in **Table 1** (pp. 18–19), 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. 20, 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. 20).

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. 21).

Programs receiving funds from Title I, Part A; Title II, Part A; and Title IV, Part A supported student achievement through professional development and 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. 35–91.

Methods

Data Collection and Analysis

- Program managers receiving 2018–2019 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 May 9, 2019 and were given a deadline of June 24, 2019 to respond. All surveys were completed.
- Budget data, inclusive of July 1, 2018 to June 30, 2019, came from the HISD Budgeting and Financial Planning department.
- Data on staff positions, inclusive of July 1, 2018 to June 30, 2019, supported by Title I, Part A; 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 2019 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 for 2016–2017 and 2017–2018 school years. The 18–19_ADA file provided student attendance data for 2018–2019 school year.

- 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 were taken from the Texas Education Agency (TEA) Four-Year Class Student Listings for the class of 2016, the class of 2017, and the class of 2018. In addition, the TEA Four-Year Class Student Listings provided information on the students meeting only the minimum standards (foundational high school program) for graduation, met the foundational high school program with endorsements (FHSP-E) or received a diploma with a distinguished level of achievement (HISD Research and Accountability, 2019b). Those students that graduated with either an FHSP-E or distinguished level of achievement are identified in this report as receiving a recommended or higher diploma.
- Total retention was defined as those teachers from the 2018–2019 school year who remained actively employed in HISD at the beginning of 2019–2020, 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 June 3, 2019 and August 26, 2019.
- 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 connected to the employee training, July 1, 2018 – June 30, 2019 data file to get the total trainings completed.
- Data showing qualifications for teachers inclusive of July 1, 2018 – June 30, 2019, was compared to the number of qualifications received by teachers in the prior year for dates inclusive of July 1, 2017– June 30, 2018. For both 2018–2019 and 2017–2018, qualification data was provided by HISD Human Resources Information Services.

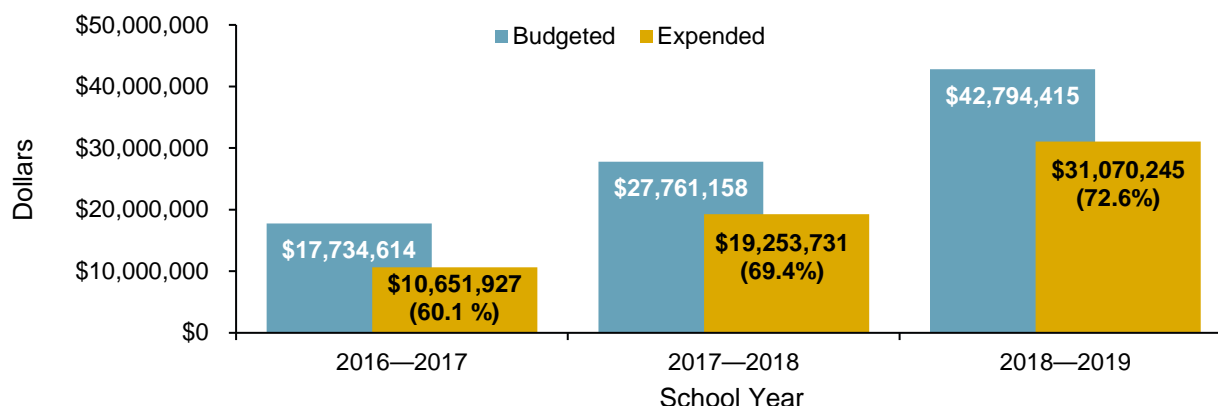
Results

How were HISD Title I, Part A; Title II, Part A; and Title IV, Part A centralized program funds allocated during the 2018–2019 school year?

- Twenty-seven (27) centralized programs received funding from one or more of the following sources, Title I, Part A; Title II, Part A; and Title IV, Part A. A total of \$42,794,415 was budgeted of which \$31,070,245 (72.6 percent) was expended. For comparison, illustrated in **Figure 1** (p. 6), 60.1 percent of the \$17,734,614 of budgeted funds were expended in 2016–2017 and 69.4 percent of the \$27,761,158 budgeted funds were expended in 2017–2018.

- As shown in **Figure 2** and detailed in **Table 5** (p. 21), payroll followed by capital outlay had the highest percentage of budgeted funds expended (77.7 percent of \$29,712,827 and 67.7 percent of \$2,439,376, respectively) in 2018–2019. By comparison, other operating costs had the lowest percentage of budgeted funds expended (23.3 percent of \$1,376,646) in 2018–2019.

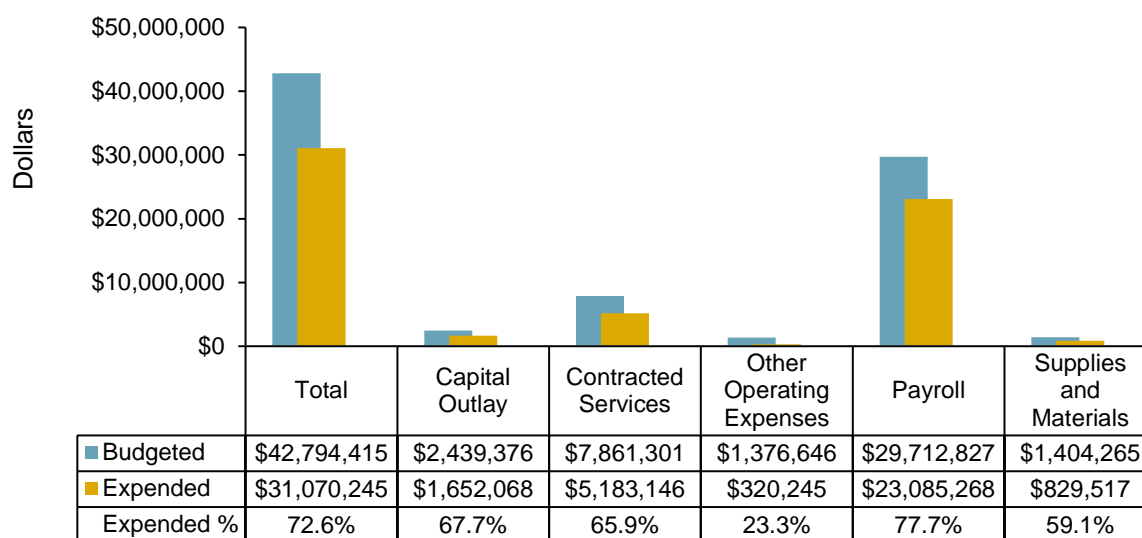
Figure 1. Funds Allocated and Expended in HISD for Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2016–2017 to 2018–2019*



Source: HISD Research and Accountability (2019c); HISD Budgeting and Financial Planning Department files, 2016–2017 to 2018–2019

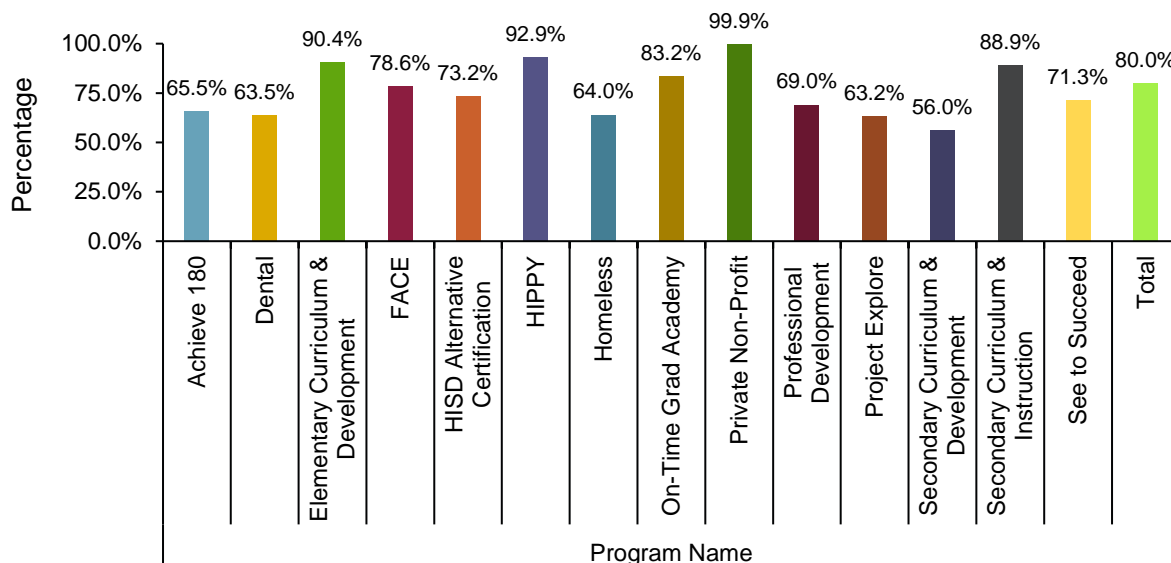
Note: *2017–2018 is the first reporting year that includes funding information for Title IV, Part A. Fund amounts are rounded to the nearest dollar.

Figure 2. Budgeted Funds Expended by Category for Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2018–2019



Source: HISD Budgeting and Financial Planning Department file, 2018–2019

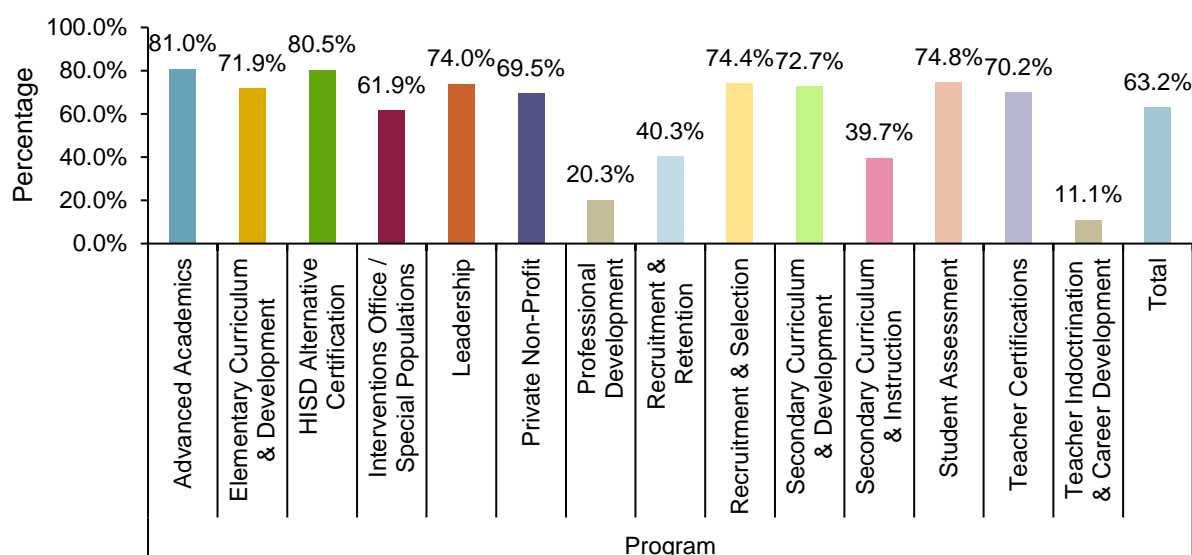
- The percentage of budgeted funds that were expended for each of the 2018–2019 centralized programs receiving Title I, Part A funds is shown in **Figure 3** (p. 7) with more detailed budgeting information found in **Table 6** (pp. 22–26). Private Non-Profit expended the highest percentage of budgeted funds (99.9 percent) followed by Home Instruction for Parents of Preschool Youngsters (HIPPY) at 92.9 percent.

Figure 3. Percentage of Budgeted Funds Expended by Centralized Programs Receiving Title I, Part A, 2018–2019

Source: HISD Budgeting and Financial Planning Department file, 2018–2019

Note: Abbreviations are used to compensate for limited space. “Professional Development –” is an abbreviation for Professional Development – Teacher and PD Operations, and Lead Principal; “HIPPY” is an abbreviation for Home Instruction for Parents of Preschool Youngsters; “FACE” is an abbreviation for Family and Community Engagement.

- Distribution of funds among centralized programs designated for Title II, Part A funding is illustrated in **Figure 4** and detailed in Table 6 (pp. 22–26). The highest percentage of budgeted funds expended was Advanced Academics (81.0 percent) followed by HISD Alternative Certification at 80.5 percent. The lowest percentage of budgeted funds expended was for Teacher Indoctrination & Career Development at 11.1 percent).

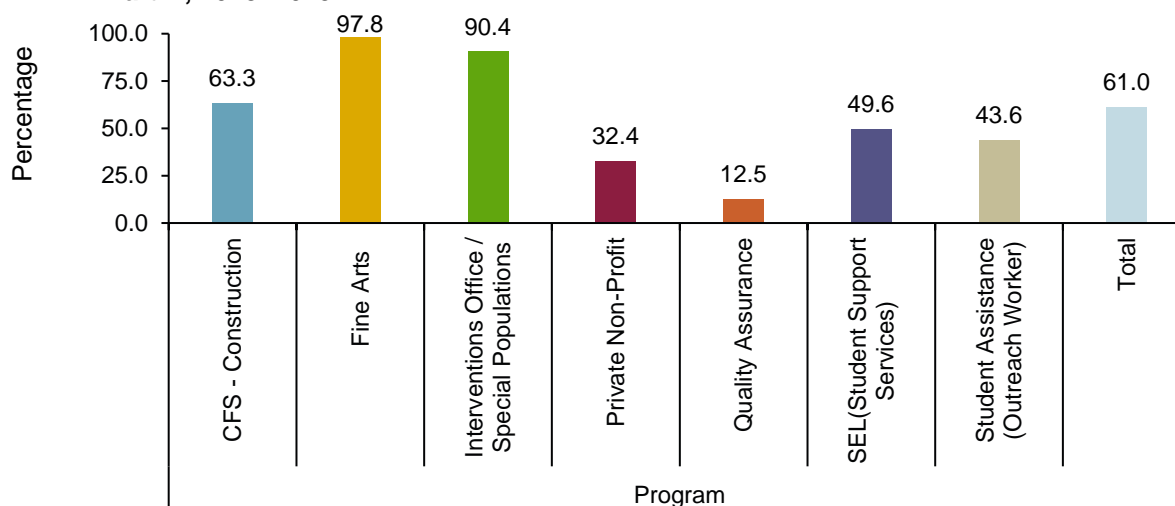
Figure 4. Percentage of Budgeted Funds Expended by Centralized Programs Receiving Title II, Part A, 2018–2019

Source: HISD Budgeting and Financial Planning Department file, 2018–2019

Note: Abbreviations are used to compensate for limited space. “Professional Development –” is an abbreviation for Professional Development – Teacher and PD Operations, and Lead Principal.

- 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. 22–26). The highest percentage of budgeted funds expended was Fine Arts (97.8 percent) followed by Interventions Office / Special Populations at 90.4 percent. The lowest percentage of budgeted funds expended was for Quality Assurance at 12.5 percent.

Figure 5. Percentage of Budgeted Funds Expended by Centralized Programs Receiving Title IV, Part A, 2018–2019



Source: HISD Budgeting and Financial Planning Department file, 2018–2019

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

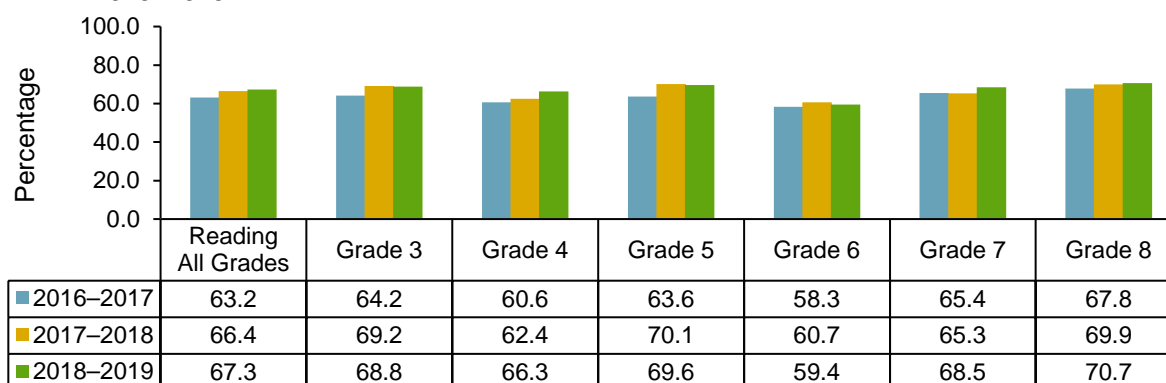
- The 27 Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs funded in 2018–2019 all focused on enhancing student achievement through three distinct means:
 - 1) supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students;
 - 2) providing professional development to enhance the effectiveness of teachers and principals; and
 - 3) recruiting, employing, and retaining certified teachers and principals.
- As shown in **Table 7** (p. 27), 339 staff positions were funded for Title I, Part A, followed by Title II, Part A with 97, and Title IV, Part A with 20 for a total of 456 staff positions.
- 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 27 funded programs are provided on pages 35–91, preceded by a list of the programs on pages 32–33.

What was HISD student achievement, attendance rate, and four-year graduation rate during the implementation of the 2018–2019 centralized programs funded by Title I, Part A; Title II, Part A; and Title IV, Part A?

- Results of the STAAR English and Spanish combined reading tests are shown in **Figure 6** and detailed in **Table 11** (p. 30). In 2018–2019, tested students in grade 4 and grade 7 experienced the most significant gain in the percentage of students that achieved at or above the Approaches Grade Level standard (3.9 percent and 3.2 percent, respectively) when compared to tested students in 2017–2018. By contrast, tested students in grade 3, grade 5, and grade 6 had a lower percentage achieve at or above the Approaches Grade Level standard (.4 percent, .5 percent, and 1.3 respectively) when compared to tested students in 2017–2018.

Figure 6. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR English and Spanish Combined Reading Tests, 2016–2017 through 2018–2019

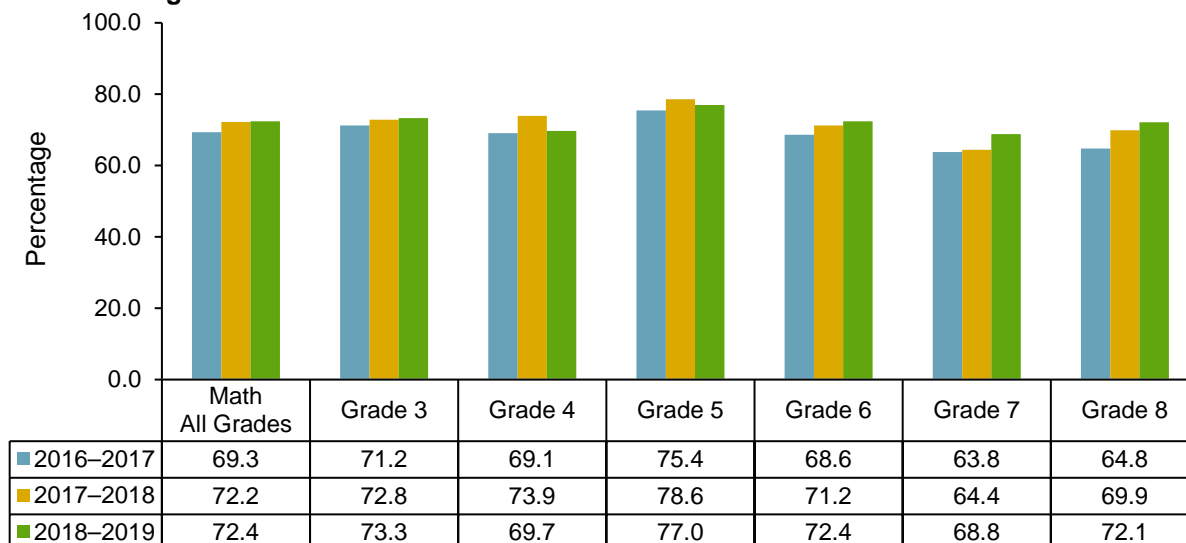


Source: HISD Research and Accountability, 2019f; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019

Note: English and Spanish version results combined.

- Results for the STAAR English and Spanish combined mathematics tests from 2016–2017 through 2018–2019 are illustrated in **Figure 7** (p. 10) and detailed in Table 11. In 2018–2019, the percentage of tested HISD students achieving at or above the Approaches Grade Level standard increased for students in grades 3, 6, 7, and 8 (.5 percent, 1.2 percent, 4.4 percent, and 2.2 percent, respectively).
- Writing, science, and social studies STAAR English and Spanish combined results for 2016–2017 through 2018–2019 for students in grades tested are shown in **Figure 8** (p. 10) and Table 11. For writing, when comparing 2017–2018 to 2018–2019 test-takers, grades 4 and 7 both showed an increase in the percentage of students who performed at or above the Approaches Grade Level standard (4.5 percent and 5.7 percent, respectively). In science, a lower percentage of grade 5 test-takers in 2018–2019 achieved at or above the Approaches Grade Level standard when compared to grade 5 test-takers in 2017–2018 (65.9 percent and 67.5 percent, respectively), while grade 8 tested students in 2018–2019 had a higher percentage achieve at or above the Approaches Grade Level standard when compared to grade 8 tested students in 2017–2018 (69.8 percent and 66.0 percent, respectively). In social studies, tested students in grade 8 experienced a 2.8 percentage-point increase in students who performed at or above the Approaches Grade Level standard.

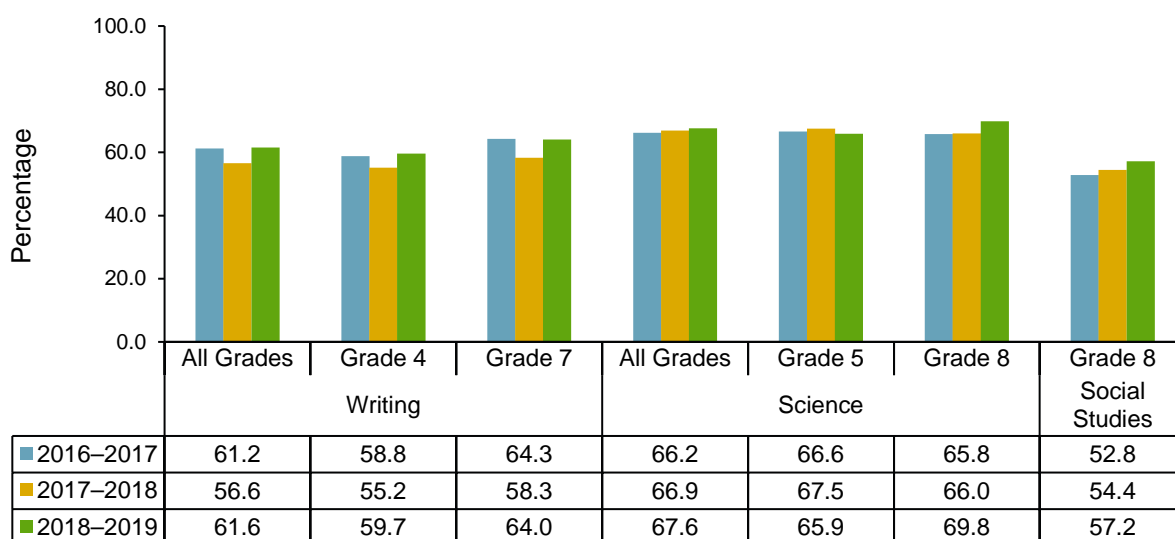
Figure 7. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR English and Spanish Combined Mathematics Tests, 2016–2017 through 2018–2019



Source: HISD Research and Accountability, 2019f; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019

Note: English and Spanish version results combined.

Figure 8. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR English and Spanish Writing, Science, and Social Studies Tests, 2016–2017 through 2018–2019

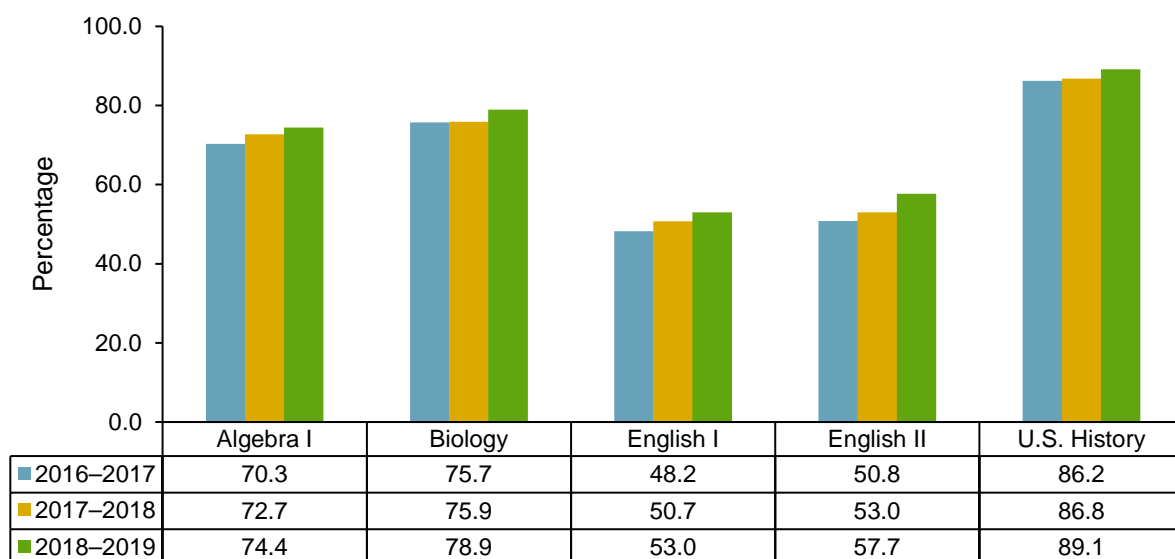


Source: HISD Research and Accountability, 2019f; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019

Note: English and Spanish version results combined.

- As shown in **Figure 9** (p. 11) and detailed in **Table 12** (p. 31), all five of the STAAR EOC subjects had an increase in the proportion of students who performed at or above the Approaches Grade Level standard in 2018–2019 when compared to 2017–2018. The most substantial increase was 4.7 percentage points on the English II examination, followed by 4.0 percentage points on the Biology examination.

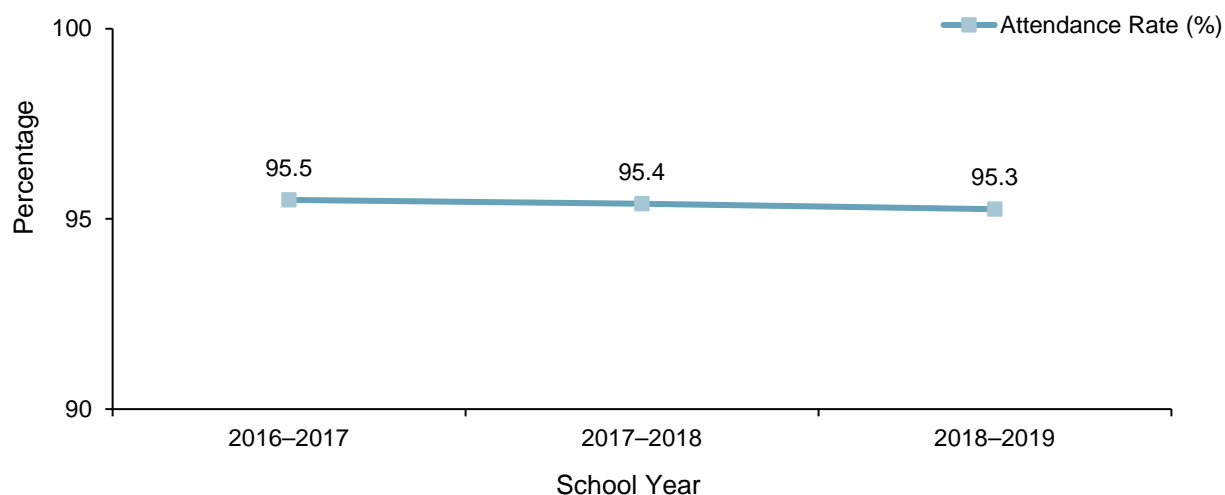
Figure 9. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on STAAR EOC Tests, 2016–2017 through 2018–2019



Source: HISD Research and Accountability, 2019e; Cognos, STAAR EOC files, retrieved June 13, 2019

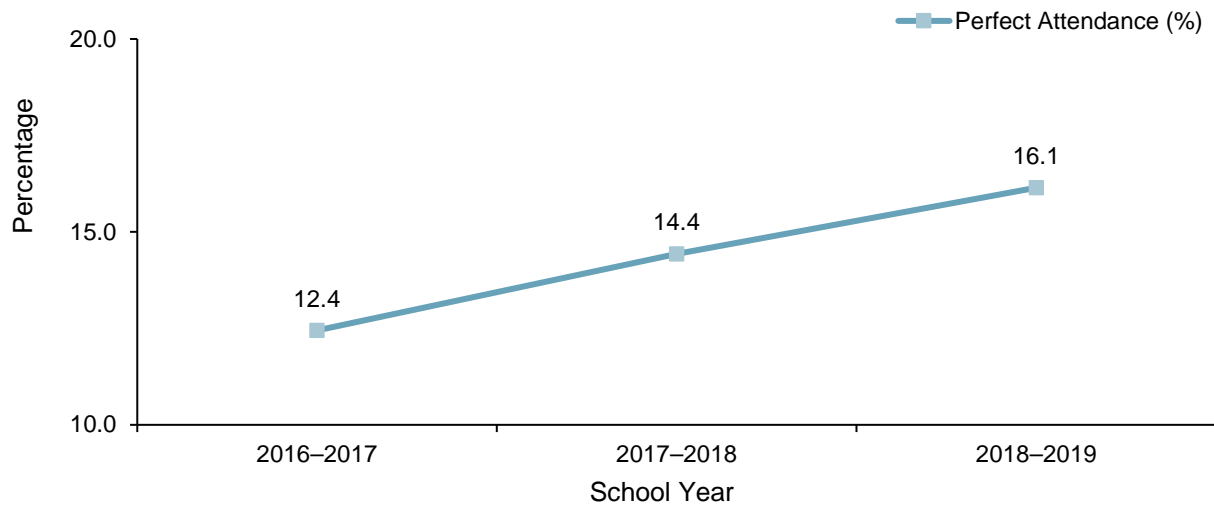
- As shown in **Figure 10**, there was a decline of 0.1 percentage points in the attendance rate in 2018–2019 when compared to the 2017–2018 school year.

Figure 10. Attendance Rate for HISD Students, 2016–2017 through 2018–2019

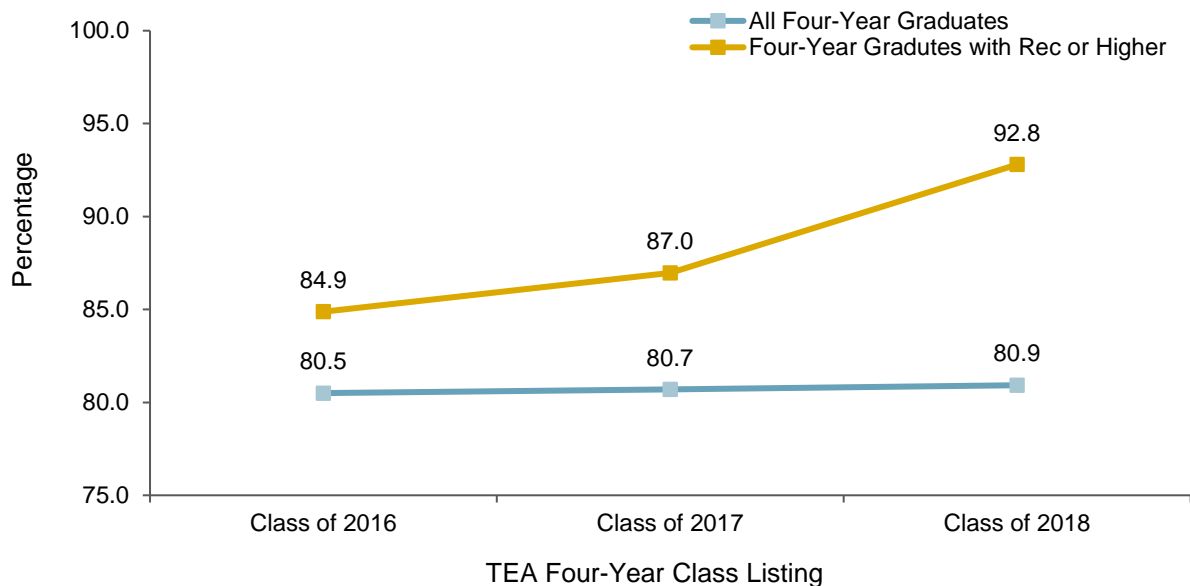


Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2016–2017 and 2017–2018; ADA 18–19

- The percentage of HISD students with perfect attendance increased by 1.7 percentage points in 2018–2019 when compared to 2017–2018 (**Figure 11**, p. 12).
- As shown in **Figure 12** (p. 12), the four-year graduation rate for the class of 2018 was slightly higher than the class of 2017 (.2 percent). The percentage of four-year graduates who received a recommended or higher diploma increased by 4.2 percentage points for the class of 2018 when compared to the class of 2017 (Figure 12).

Figure 11. Percentage of HISD Students with Perfect Attendance, 2016–2017 through 2018–2019

Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2016–2017 and 2017–2018; ADA 18–19

Figure 12. Percentage of All Four-Year* Graduates vs. Percentage of Four-Year Graduates that Received a Recommended or Higher Diploma, Class of 2016 through Class of 2018

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Four-Year Longitudinal Summary Report, June 6, 2019

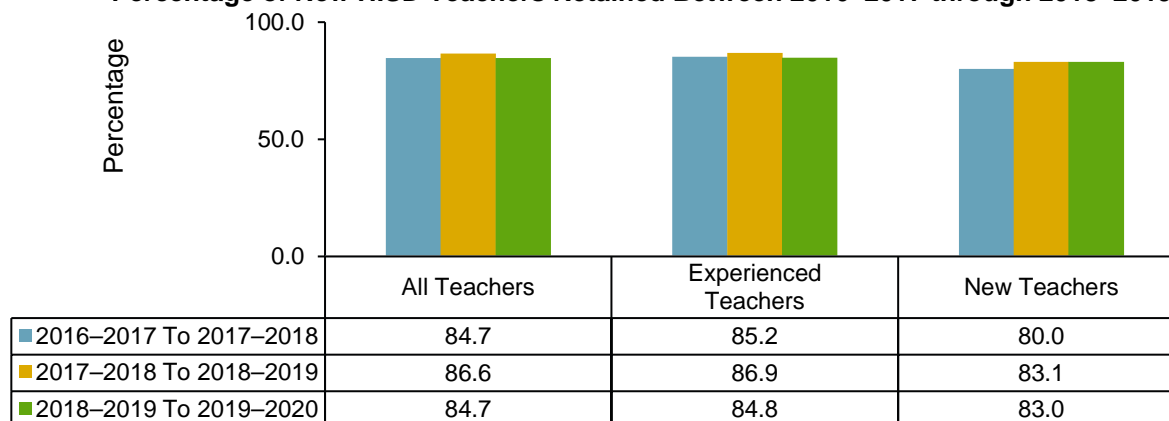
Note: *Four-year graduation rate is the percentage of first-time ninth-graders who graduated after completing four years of high school.

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 retention and certification through professional development?

- Teacher retention rates are shown in **Figure 13** (p. 13) and detailed in **Table 13** (p. 31), and the rates are disaggregated by new and experienced teachers for the 2016–2017 through 2018–2019 school

years. There was a decline in the percentage of both experienced and new teachers being retained in 2018–2019 (2.1 percentage points and .1 percentage points, respectively).

Figure 13. Percentage of All HISD Teachers, Percentage of Experienced HISD Teachers and Percentage of New HISD Teachers Retained Between 2016–2017 through 2018–2019

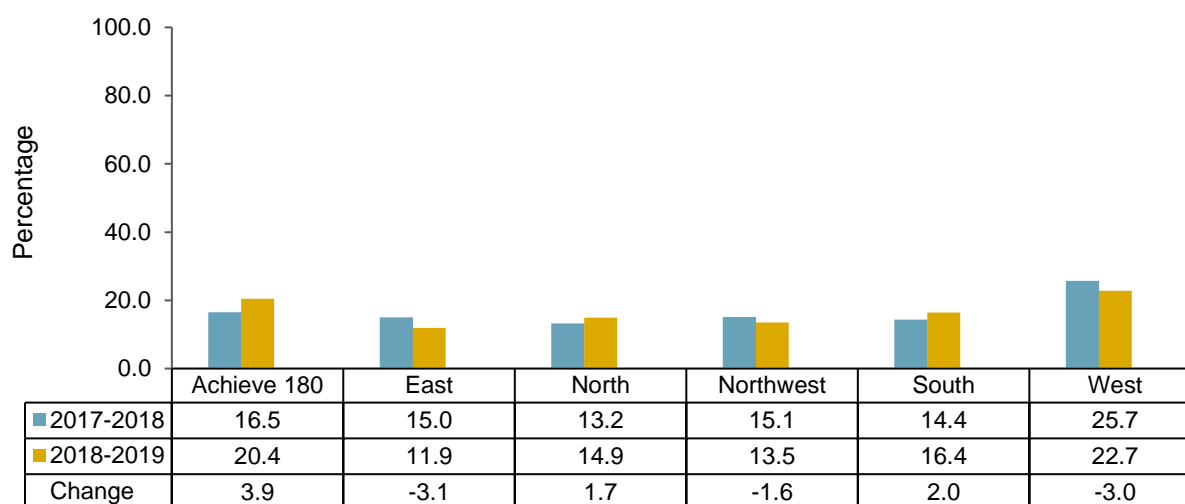


Source: HISD Roster for TADS (05.21.2017 and 08.27.2018); HISD Roster for TADS (06.03.2019 and 08.26.2019)

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

- **Figure 14** displays the qualifications received by HISD teachers in 2017–2018 and 2018–2019 by School Office. Teachers received a duplicated total of 9,108 qualifications, a 40.8 percentage-point increase in 2018–2019 when compared to the 6,469 qualifications achieved teachers in 2017–2018 (**Table 14**, p. 32).
- The most significant increase in qualifications occurred for teachers assigned to Achieve 180 School Office campuses when comparing 2018–2019 to 2017–2018 (20.4 percent and 16.5 percent, respectively) followed by South School Office (16.4 percent and 14.4 percent respectively) (Figure 14).

Figure 14. Percentage of Teachers Who Received Qualifications By School Office, 2017–2018 and 2018–2019, by School Office*



Source: Teacher Diversity-Degrees-Qualifications 2017–2018 and 2018–2019

Note: *means Special Education School Office had less than one percent of teachers receiving certifications.

Discussion

A wide variety of centralized programs received funding from Title I, Part A; Title II, Part A; and Title IV, Part A in 2018–2019. Title I, Part A funds were used to provide economically-disadvantaged and underachieving students with services such as the 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 2018–2019 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 2018–2019, funds totaling nearly \$42,794,415 were budgeted to centralized programs, with 72.6 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 11.1 percent for the Teacher Indoctrination & Career Development Title II, Part A program to 99.9 percent for the Private Non-Profit Title I, 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 2018–2019 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 2018–2019, HISD grade-level performance on these measures was largely positive. On the STAAR reading test, three of six grade levels showed increases in the percentage of students who performed at or above the Approaches Grade Level standard. Further, four of six grades showed increases in students who performed at or above the Approaches Grade Level standard on the STAAR mathematics test. On the STAAR writing tests, grade 4 and grade 7 had an increase in the percentage of students who performed at or above the Approaches Grade Level standard. Students in grade 5 experienced a decline in the percentage who performed at or above the Approaches Grade Level standard on the STAAR science exam, while grade 8 students showed improvement in science and 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.

Employee outcomes such as retention of experienced and new teachers decreased in 2018–2019, which shows there is still a challenge when it comes to retention of teaching staff. Further, the percentage of teachers that achieved qualifications increased in 2018–2019 when compared to 2017–2018. 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 has a certification or qualification 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	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
CFS (Construction Facilities Services)	Title IV	Provided school bus hub monitors who served as a safety component for students using HISD transportation during the 2018–2019 school year
Dental Initiative	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 & 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 Engagement)	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 (HIPPY)	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
Interventions Office / Special Populations	Title II and Title IV	Provided campuses and teachers with tools to increase achievement for students with academic deficits
Leadership	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
On-Time Grad Academy	Title I	Provided accelerated credit recovery through personalized learning using a partnership between Houston Independent School District (HISD) and the City of Houston.
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

Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives (continued)		
Program	Funding	Services Provided
Professional Development – Teacher and PD Operations, Lead Principal	Title I, Title II	The program provided Lead Principals as an on-the-job coaching support system to partner effective sitting principals with new, developing and/or experienced principals
Project Explore	Title I	Provided to middle school students trained counselors and advisors to assist students in making informed decisions as they navigate their secondary and post-secondary education and career pathways.
Quality Assurance	Title IV	Provided support for the HISD badging initiative for student bus riders
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 & Development (PBMAS-Social Studies and Teacher Development-Secondary)	Title I, Title II	Supported the district's secondary campuses in the implementation of district curriculum, best instructional practices, and observations and feedback
Secondary Curriculum & Instruction	Title I, Title II	Provided district-wide professional learning, campus-based training, and job-embedded coaching in alignment with academic standards
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
SEL (Student Support Services)	Title IV	The overarching goal of the SEL department is to improve school disciplinary policies by reducing the use of exclusionary practices
Student Assessment Program	Title II	Provided professional development for all HISD Campus Test Coordinators (CTCs) during the 2017–2018 school year
Student Assistance (Outreach Worker)	Title IV	Provided outreach support to students, parents, and the community for campus-based support services
Teacher Certifications	Title II	The program ensured teacher candidates hold the proper criteria/requirement for teaching positions
Teacher Indoctrination/Career Development	Title II	The program 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

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2019

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, 2018–2019

Funding Source	Category	Budgeted	Expended	Expended (%)
All Sources	Total	\$42,794,415.19	\$31,070,244.90	72.6%
	Capital Outlay	\$2,439,376.10	\$1,652,068.49	67.7%
	Contracted Services	\$7,861,301.22	\$5,183,146.12	65.9%
	Other Operating Expenses	\$1,376,646.25	\$320,244.95	23.3%
	Payroll	\$29,712,826.93	\$23,085,268.16	77.7%
	Supplies and Materials	\$1,404,264.69	\$829,517.18	59.1%
Title I, Part A	Total	\$24,847,865.44	\$19,882,997.72	80.0%
	Capital Outlay	\$631,366.49	\$555,445.31	88.0%
	Contracted Services	\$4,135,255.35	\$2,516,181.01	60.8%
	Other Operating Expenses	\$317,594.72	\$211,544.37	66.6%
	Payroll	\$19,177,318.78	\$16,296,045.97	85.0%
	Supplies and Materials	\$586,330.10	\$303,781.06	51.8%
Title II, Part A	Total	\$11,159,067.75	\$7,048,752.57	63.2%
	Capital Outlay	\$151,609.82	\$46,110.43	30.4%
	Contracted Services	\$2,344,149.23	\$1,331,865.52	56.8%
	Other Operating Expenses	\$327,345.57	\$108,700.58	33.2%
	Payroll	\$8,094,482.75	\$5,466,486.97	67.5%
	Supplies and Materials	\$241,480.38	\$95,589.07	39.6%
Title IV, Part A	Total	\$6,787,482.00	\$4,138,494.61	61.0%
	Capital Outlay	\$1,656,399.79	\$1,050,512.75	63.4%
	Contracted Services	\$1,381,896.64	\$1,335,099.59	96.6%
	Other Operating Expenses	\$731,705.96	\$0.00	0.0%
	Payroll	\$2,441,025.40	\$1,322,735.22	54.2%
	Supplies and Materials	\$576,454.21	\$430,147.05	74.6%

Source: HISD Budgeting and Financial Planning department file, 2018–2019

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2018–2019 (Continued)

Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
Achieve 180	Total		\$7,456,984.44	\$4,888,018.45	65.5
	<i>Title I, Part A</i>	<i>Total</i>	\$7,456,984.44	\$4,888,018.45	65.5
		Contracted Services	\$1,350,000.00	\$0.00	0.0
		Payroll	\$6,106,984.44	\$4,888,018.45	80.0
Advanced Academics	Total		\$175,981.37	\$142,470.63	81.0
	<i>Title II, Part A</i>	<i>Total</i>	\$175,981.37	\$142,470.63	81.0
		Payroll	\$175,981.37	\$142,470.63	81.0
CFS - Construction Facilities Services	Total		\$2,563,490.00	\$1,621,842.68	63.3
	<i>Title IV, Part A</i>	<i>Total</i>	\$2,563,490.00	\$1,621,842.68	63.3
		Capital Outlay	\$642,460.00	\$346,322.00	53.9
		Contracted Services	\$19,599.64	\$19,390.94	98.9
		Payroll	\$1,797,280.36	\$1,250,033.74	69.6
		Supplies and Materials	\$104,150.00	\$6,096.00	5.9
Dental	Total		\$100,000.00	\$63,504.99	63.5
	<i>Title I, Part A</i>	<i>Total</i>	\$100,000.00	\$63,504.99	63.5
		Contracted Services	\$1,749.00	\$3,156.50	180.5
		Other Operating Expenses	\$45,494.00	\$16,475.60	36.2
		Payroll	\$6,433.00	\$0.00	0.0
		Supplies and Materials	\$46,324.00	\$43,872.89	94.7
Elementary Curriculum & Development	Total		\$6,481,216.18	\$5,686,627.48	87.7
	<i>Title I, Part A</i>	<i>Total</i>	\$5,565,031.18	\$5,028,158.57	90.4
		Contracted Services	\$166,280.69	\$27,140.00	16.3
		Other Operating Expenses	\$9,443.34	\$8,410.22	89.1
		Payroll	\$5,364,467.18	\$4,983,183.31	92.9
		Supplies and Materials	\$24,839.97	\$9,425.04	37.9
	<i>Title II, Part A</i>	<i>Total</i>	\$916,185.00	\$658,468.91	71.9
		Payroll	\$916,185.00	\$658,468.91	71.9
Family and Community Engagement	Total		\$1,909,168.00	\$1,500,663.56	78.6
	<i>Title I, Part A</i>	<i>Total</i>	\$1,909,168.00	\$1,500,663.56	78.6
		Capital Outlay	\$49,075.00	\$49,073.24	100.0
		Contracted Services	\$110,345.55	\$91,095.55	82.6
		Other Operating Expenses	\$43,890.75	\$42,665.70	97.2
		Payroll	\$1,624,735.97	\$1,288,273.86	79.3
		Supplies and Materials	\$81,120.73	\$29,555.21	36.4
Fine Arts	Total		\$1,092,597.00	\$1,068,075.48	97.8
	<i>Title IV, Part A</i>	<i>Total</i>	\$1,092,597.00	\$1,068,075.48	97.8

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2018–2019 (Continued)

Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
Fine Arts (Continued)		Capital Outlay	\$637,611.79	\$630,315.85	98.9
		Contracted Services	\$1,500.00	\$0.00	0.0
		Payroll	\$48,582.00	\$33,383.83	68.7
		Supplies and Materials	\$404,903.21	\$404,375.80	99.9
HISD Alternative Certification	Total		\$358,681.00	\$272,192.36	75.9
	<i>Title I, Part A</i>	<i>Total</i>	\$227,562.00	\$166,659.35	73.2
		Capital Outlay	\$29,798.79	\$9,187.37	30.8
		Other Operating Expenses	\$10,000.00	\$0.00	0.0
		Payroll	\$167,763.21	\$140,300.20	83.6
		Supplies and Materials	\$20,000.00	\$17,171.78	85.9
	<i>Title II, Part A</i>	<i>Total</i>	\$131,119.00	\$105,533.01	80.5
		Payroll	\$131,119.00	\$105,533.01	80.5
HIPPY*	Total		\$750,000.00	\$696,447.87	92.9
	<i>Title I, Part A</i>	<i>Total</i>	\$750,000.00	\$696,447.87	92.9
		Contracted Services	\$18,202.12	\$18,202.12	100.0
		Other Operating Expenses	\$26,166.48	\$25,215.90	96.4
		Payroll	\$683,938.04	\$631,336.49	92.3
		Supplies and Materials	\$21,693.36	\$21,693.36	100.0
Homeless Children	Total		\$250,000.00	\$159,916.01	64.0
	<i>Title I, Part A</i>	<i>Total</i>	\$250,000.00	\$159,916.01	64.0
		Payroll	\$47,014.50	\$48,888.01	104.0
		Supplies and Materials	\$202,985.50	\$111,028.00	54.7
Interventions Office / Special Populations	Total		\$1,377,545.85	\$1,021,742.08	74.2
	<i>Title II, Part A</i>	<i>Total</i>	\$784,361.00	\$485,618.95	61.9
		Contracted Services	\$171,589.32	\$26,048.00	15.2
		Other Operating Expenses	\$93,013.91	\$25,207.17	27.1
		Payroll	\$509,557.00	\$427,794.18	84.0
		Supplies and Materials	\$10,200.77	\$6,569.60	64.4
	<i>Title IV, Part A</i>	<i>Total</i>	\$593,184.85	\$536,123.13	90.4
		Capital Outlay	\$4,920.00	\$4,920.00	100.0
		Contracted Services	\$526,740.00	\$526,740.00	100.0
		Payroll	\$61,384.85	\$4,476.88	7.3
		Supplies and Materials	\$140.00	-\$13.75	-9.8
Leadership	Total		\$2,341,458.92	\$1,733,244.75	74.0
	<i>Title II, Part A</i>	<i>Total</i>	\$2,341,458.92	\$1,733,244.75	74.0
		Capital Outlay	\$15,000.00	\$2,287.00	15.2

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2018–2019 (Continued)

Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
Leadership (Continued)		Contracted Services	\$323,109.92	\$167,849.31	51.9
		Other Operating Expenses	\$81,494.10	\$62,749.99	77.0
		Payroll	\$1,865,188.00	\$1,464,918.24	78.5
		Supplies and Materials	\$56,666.90	\$35,440.21	62.5
On-Time Grad Academy	Total		\$366,136.78	\$304,791.52	83.2
	<i>Title I, Part A</i>	<i>Total</i>	\$366,136.78	\$304,791.52	83.2
		Capital Outlay	\$4,197.00	\$4,197.00	100.0
		Contracted Services	\$58,278.00	\$57,163.00	98.1
		Other Operating Expenses	\$10,722.56	\$9,081.84	84.7
		Payroll	\$286,751.14	\$228,441.60	79.7
		Supplies and Materials	\$6,188.08	\$5,908.08	95.5
Private Non-Profit	Total		\$3,827,809.96	\$2,872,704.99	75.0
	<i>Title I, Part A</i>	<i>Total</i>	\$2,071,060.00	\$2,068,727.67	99.9
		Contracted Services	\$2,071,060.00	\$2,068,727.67	99.9
	<i>Title II, Part A</i>	<i>Total</i>	\$632,318.00	\$439,339.67	69.5
		Contracted Services	\$632,318.00	\$439,339.67	69.5
	<i>Title IV, Part A</i>	<i>Total</i>	\$1,124,431.96	\$364,637.65	32.4
		Contracted Services	\$392,726.00	\$364,637.65	92.8
		Other Operating Expenses	\$731,705.96	\$0.00	0.0
Professional Development - Teacher**	Total		\$1,197,894.21	\$602,065.03	50.3
	<i>Title I, Part A</i>	<i>Total</i>	\$736,434.00	\$508,293.70	69.0
		Capital Outlay	\$513,800.00	\$463,800.00	90.3
		Contracted Services	\$81,264.74	\$33,750.78	41.5
		Other Operating Expenses	\$25,000.00	\$290.00	1.2
		Payroll	\$16,369.26	\$894.04	5.5
		Supplies and Materials	\$100,000.00	\$9,558.88	9.6
	<i>Title II, Part A</i>	<i>Total</i>	\$461,460.21	\$93,771.33	20.3
		Capital Outlay	\$58,702.00	\$14,213.00	24.2
		Contracted Services	\$60,196.57	\$9,796.89	16.3
		Other Operating Expenses	\$58,700.00	\$216.92	0.4
		Payroll	\$226,657.00	\$68,641.95	30.3
		Supplies and Materials	\$57,204.64	\$902.57	1.6
Project Explore	Total		\$1,123,216.90	\$709,406.16	63.2
	<i>Title I, Part A</i>	<i>Total</i>	\$1,123,216.90	\$709,406.16	63.2
		Capital Outlay	\$7,495.70	\$7,495.70	100.0
		Contracted Services	\$236,519.25	\$203,160.35	85.9

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2018–2019 (Continued)

Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
Project Explore (Continued)		Other Operating Expenses	\$43,378.30	\$23,225.80	53.5
		Payroll	\$800,829.65	\$461,649.09	57.6
		Supplies and Materials	\$34,994.00	\$13,875.22	39.7
Quality Assurance	Total		\$400,000.00	\$49,974.90	12.5
	<i>Title IV, Part A</i>	<i>Total</i>	<i>\$400,000.00</i>	<i>\$49,974.90</i>	<i>12.5</i>
		Capital Outlay	\$352,428.00	\$49,974.90	14.2
		Supplies and Materials	\$47,572.00	\$0.00	0.0
Recruitment & Retention	Total		\$536,750.00	\$216,392.71	40.3
	<i>Title II, Part A</i>	<i>Total</i>	<i>\$536,750.00</i>	<i>\$216,392.71</i>	<i>40.3</i>
		Contracted Services	\$14,000.00	\$14,000.00	100.0
		Payroll	\$522,750.00	\$202,392.71	38.7
Recruitment & Selection	Total		\$82,835.00	\$61,630.61	74.4
	<i>Title II, Part A</i>	<i>Total</i>	<i>\$82,835.00</i>	<i>\$61,630.61</i>	<i>74.4</i>
		Payroll	\$82,835.00	\$61,630.61	74.4
Secondary Curriculum & Development***	Total		\$2,898,496.00	\$2,103,135.79	72.6
	<i>Title I, Part A</i>	<i>Total</i>	<i>\$30,000.00</i>	<i>\$16,800.00</i>	<i>56.0</i>
		Contracted Services	\$7,768.00	\$1,468.00	18.9
		Other Operating Expenses	\$15,552.54	\$12,251.26	78.8
		Supplies and Materials	\$6,679.46	\$3,080.74	46.1
	<i>Title II, Part A</i>	<i>Total</i>	<i>\$2,868,496.00</i>	<i>\$2,086,335.79</i>	<i>72.7</i>
		Payroll	\$2,868,496.00	\$2,086,335.79	72.7
Secondary Curriculum & Instruction	Total		\$4,792,078.14	\$3,950,562.00	82.4
	<i>Title I, Part A</i>	<i>Total</i>	<i>\$4,162,272.14</i>	<i>\$3,700,311.07</i>	<i>88.9</i>
		Capital Outlay	\$27,000.00	\$21,692.00	80.3
		Contracted Services	\$23,990.00	\$5,656.58	23.6
		Other Operating Expenses	\$48,140.75	\$38,309.59	79.6
		Payroll	\$4,035,736.39	\$3,609,137.04	89.4
		Supplies and Materials	\$27,405.00	\$25,515.86	93.1
	<i>Title II, Part A</i>	<i>Total</i>	<i>\$629,806.00</i>	<i>\$250,250.93</i>	<i>39.7</i>
		Capital Outlay	\$72,155.82	\$25,783.82	35.7
		Contracted Services	\$298,166.00	\$149,070.11	50.0
		Other Operating Expenses	\$64,937.56	\$15,170.76	23.4
		Payroll	\$111,863.00	\$37,057.33	33.1
		Supplies and Materials	\$82,683.62	\$23,168.91	28.0
See to Succeed	Total		\$100,000.00	\$71,298.80	71.3
	<i>Title I, Part A</i>	<i>Total</i>	<i>\$100,000.00</i>	<i>\$71,298.80</i>	<i>71.3</i>

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2018–2019 (Continued)

Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
See to Succeed (Continued)		Contracted Services	\$9,798.00	\$6,660.46	68.0
		Other Operating Expenses	\$39,806.00	\$35,618.46	89.5
		Payroll	\$36,296.00	\$15,923.88	43.9
		Supplies and Materials	\$14,100.00	\$13,096.00	92.9
SEL(Student Support Services)	Total		\$933,778.19	\$463,000.00	49.6
	<i>Title IV, Part A</i>	<i>Total</i>	\$933,778.19	\$463,000.00	49.6
		Capital Outlay	\$18,980.00	\$18,980.00	100.0
		Contracted Services	\$441,331.00	\$424,331.00	96.1
		Payroll	\$453,778.19	\$0.00	0.0
		Supplies and Materials	\$19,689.00	\$19,689.00	100.0
Student Assessment	Total		\$833,594.73	\$623,414.07	74.8
	<i>Title II, Part A</i>	<i>Total</i>	\$833,594.73	\$623,414.07	74.8
		Contracted Services	\$667,924.73	\$515,188.00	77.1
		Payroll	\$165,670.00	\$108,226.07	65.3
Student Assistance (Outreach Worker)	Total		\$80,000.00	\$34,840.77	43.6
	<i>Title IV, Part A</i>	<i>Total</i>	\$80,000.00	\$34,840.77	43.6
		Payroll	\$80,000.00	\$34,840.77	43.6
Teacher Certifications	Total		\$114,452.38	\$80,366.11	70.2
	<i>Title II, Part A</i>	<i>Total</i>	\$114,452.38	\$80,366.11	70.2
		Payroll	\$114,452.38	\$80,366.11	70.2
Teacher Indoctrination / Career Development	Total		\$650,250.14	\$71,915.10	11.1
	<i>Title II, Part A</i>	<i>Total</i>	\$650,250.14	\$71,915.10	11.1
		Capital Outlay	\$5,752.00	\$3,826.61	66.5
		Contracted Services	\$176,844.69	\$10,573.54	6.0
		Other Operating Expenses	\$29,200.00	\$5,355.74	18.3
		Payroll	\$403,729.00	\$22,651.43	5.6
		Supplies and Materials	\$34,724.45	\$29,507.78	85.0

Source: HISD Budgeting and Financial Planning Department file, 2018-2019

Note: *means full name of program is Home Instruction for Parents of Preschool Youngsters.

**means full name of program is Professional Development - Teacher and PD Operations, Lead Principals.

***means full name of program is Secondary Curriculum and Development (PBMAS-Social Studies and Teacher Development-Secondary).

Table 7. Number of Staff Positions Funded by Title I, Part A, Title II, Part A, Title IV, Part A Centralized Programs, by Program, 2018–2019				
Fund Source	Program	Positions Budgeted (N)	Positions Filled (N)	Positions Filled (%)
Title I, Part A	Total	339	250	73.7%
	Achieve 180	140	92	65.7%
	Elementary Curriculum & Development	76	61	80.3%
	FACE	28	22	78.6%
	HISD Alternative Certification	2	1	50.0%
	Homeless	1	0	0.0%
	On-Time Grad Academy	2	2	100.0%
	Project Explore	29	22	75.9%
	Secondary Curriculum & Instruction	60	49	81.7%
	See to Succeed	1	1	100.0%
Title II, Part A	Total	97	80	82.5%
	Advanced Academics	2	1	50.0%
	Elementary Curriculum & Development	14	9	64.3%
	HISD Alternative Certification	2	2	100.0%
	Interventions Office / Special Populations	5	5	100.0%
	Leadership	27	26	96.3%
	Recruitment & Selection	1	1	100.0%
	Secondary Curriculum & Development	42	33	78.6%
	Student Assessment	2	2	100.0%
	Teacher Certifications	2	1	50.0%
Title IV, Part A	Total	20	9	45.0%
	Fine Arts	1	1	100.0%
	Interventions Office / Special Populations	2	1	50.0%
	SEL(Student Support Services)	16	6	37.5%
	Student Assistance (Outreach Worker)	1	1	100.0%
Total		456	339	74.3%

Source: 2018–2019 Title I Part A, Title II Part A, and Title IV Part A Staffing Records data

Table 8. 2018–2019 Title I, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=14*)			
	Yes	No	N/A
Prior to program funding being granted, were the program activities and requirements based on a comprehensive needs assessment?	12	0	2
Prior to program funding being granted, was the program planned and implemented with meaningful input from parents of children impacted by the program?	9	2	3
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?	12	0	2
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?	13	0	1
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?	11	0	3
Did the program ensure that all teachers and paraprofessionals were teaching in a subject area in which they met State certification and licensure requirements?	7	0	7
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	14	0	0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019

Note: *A total of six 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. 2018–2019 Title II, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=14*)

	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?	14	0	0
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	11	0	3
Did private school teachers and other educational personnel in private schools have equitable participation in planning program activities?	4	1	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?	14	0	0
Did the program coordinate professional development activities with professional development activities provided through other federal, state, and local programs?	13	1	0
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?	9	0	5
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	14	0	0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019

Note: *A total of seven 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. 2018–2019 Title IV, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=7*)

	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?	6	0	1
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	5	0	2
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	5	0	2
Did the program coordinate activities with activities provided through other federal, state, and local programs?	4	0	3
Did the program coordinate activities with nonprofits, museums, and community organizations to help leverage limited resources?	5	0	2
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	7	0	0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019

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 Spring Administration of STAAR English and Spanish Combined, 2016–2017 through 2018–2019

Subject	2016–2017			2017–2018			2018–2019		
	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)
Reading	91,427	57,801	63.2	91,295	60,591	66.4	89,980	60,530	67.3
Grade 3	17,745	11,396	64.2	17,515	12,123	69.2	16,648	11,447	68.8
Grade 4	17,454	10,579	60.6	17,071	10,653	62.4	16,957	11,243	66.3
Grade 5	16,292	10,354	63.6	16,875	11,822	70.1	16,418	11,425	69.6
Grade 6	13,555	7,906	58.3	13,263	8,045	60.7	13,638	8,101	59.4
Grade 7	13,126	8,579	65.4	13,482	8,801	65.3	13,009	8,910	68.5
Grade 8	13,255	8,987	67.8	13,089	9,147	69.9	13,309	9,404	70.7
Mathematics	88,197	61,140	69.3	87,935	63,477	72.2	86,559	62,633	72.4
Grade 3	17,750	12,640	71.2	17,516	12,743	72.8	16,658	12,211	73.3
Grade 4	17,425	12,035	69.1	17,046	12,595	73.9	16,926	11,794	69.7
Grade 5	16,291	12,280	75.4	16,892	13,162	78.6	16,417	12,641	77.0
Grade 6	13,469	9,244	68.6	13,191	9,395	71.2	13,544	9,802	72.4
Grade 7	12,517	7,981	63.8	12,865	8,290	64.4	12,417	8,543	68.8
Grade 8	10,745	6,960	64.8	10,425	7,292	69.9	10,597	7,642	72.1
Writing	30,662	18,762	61.2	30,574	17,300	56.6	29,946	18,436	61.6
Grade 4	17,471	10,276	58.8	17,081	9,426	55.2	16,924	10,097	59.7
Grade 7	13,191	8,486	64.3	13,493	7,874	58.3	13,022	8,339	64.0
Science	29,261	19,378	66.2	29,719	19,868	66.9	29,518	19,960	67.6
Grade 5	16,274	10,831	66.6	16,882	11,397	67.5	16,437	10,825	65.9
Grade 8	12,987	8,547	65.8	12,837	8,471	66.0	13,081	9,135	69.8
Social Studies	13,208	6,975	52.8	13,021	7,079	54.4	13,200	7,546	57.2
Grade 8	13,208	6,975	52.8	13,021	7,079	54.4	13,200	7,546	57.2

Source: HISD Research and Accountability, 2019e; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019

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 Examination), 2016–2017 through 2018–2019

Subject	2016–2017			2017–2018			2018–2019		
	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)
Algebra I	16,260	11,437	70.3	16,030	11,660	72.7	14,739	10,975	74.4
Biology	14,660	11,092	75.7	15,315	11,620	75.9	14,725	11,621	78.9
English I	18,396	8,860	48.2	18,334	9,297	50.7	17,056	9,032	53.0
English II	16,524	8,389	50.8	17,115	9,073	53.0	16,595	9,577	57.7
U.S. History	12,142	10,471	86.2	12,048	10,461	86.8	12,134	10,814	89.1

Source: HISD Research and Accountability, 2019d; Cognos, STAAR EOC files, retrieved June 13, 2019

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

Spring Semester to Fall Semester	Level of Experience	Employed-Spring (N)	Retained-Fall (N)	Retained-Fall (%)
2016–2017 To 2017–2018	All Teachers	11,783	9,984	84.7
	Experienced Teachers	10,803	9,200	85.2
	New Teachers	980	784	80.0
2017–2018 To 2018–2019	All Teachers	11,518	9,975	86.6
	Experienced Teachers	10,474	9,107	86.9
	New Teachers	1,044	868	83.1
2018–2019 To 2019–2020	All Teachers	12,125	10,264	84.7
	Experienced Teachers	11,005	9,335	84.8
	New Teachers	1,120	929	83.0

Source: HISD Roster for TADS (05.21.2017 and 08.27.2018); HISD Roster for TADS (06.03.2019 and 08.26.2019)

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

Source: Teacher Certifications and Diversity 2017–2018 and 2018–2019

Table 14. Number of Qualifications Earned by Teachers, 2017–2018 and 2018–2019					
School Office	2017–2018		2018–2019		Change
	(N)	(%)	(N)	(%)	
Achieve 180	1,068	16.5	1,861	20.4	3.9
East	971	15.0	1,081	11.9	-3.1
North	856	13.2	1,360	14.9	1.7
Northwest	977	15.1	1,228	13.5	-1.6
South	929	14.4	1,494	16.4	2.0
Special Education	4	0.1	12	0.1	0.0
West	1,664	25.7	2,072	22.7	-3.0
Total	6,469	100.0	9,108	100.0	

Source: Teacher Diversity-Degrees-Qualifications 2017–2018 and 2018–2019

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

Achieve 180 (Title I).....	35–36
Advanced Academics (Title II)	37–38
CFS - Construction Facilities Services (Title IV).....	39
Dental Initiative (Title I).....	40–41
Elementary Curriculum & Development (Title I and Title II)	42–43
Family and Community Engagement (FACE) (Title I).....	44–45
Fine Arts (Title IV)	46–48
HISD Alternative Certification Program (Title I and Title II)	49–50
Home Instruction for Parents of Preschool Youngsters (HIPPY) (Title I)	51–54
Homeless Children (Title I).....	55–57
Interventions Office / Special Populations (Title II and Title IV).....	58–59
Leadership (Title II)	60–61
On-Time Grad Academy (Title I)	62–63
Private Non-Profit (Title I, Title II, and Title IV).....	64–65
Professional Development – Teacher and PD Operations, Lead Principal (Title I and Title II).....	66–69
Project Explore (Title I)	70–71
Quality Assurance (Title IV)	72
Recruitment and Retention (Title II)	73–74
Recruitment and Selection (Title II)	75–76
Secondary Curriculum & Development (PBMAS-Social Studies and Teacher Development-Secondary) (Title I and Title II).....	77–78
Secondary Curriculum & Instruction (Title I and Title II)	79–80

See to Succeed (Title I).....	81–82
SEL (Student Support Services) (Title IV)	83–84
Student Assessment (Title II).....	85–86
Student Assistance (Outreach Worker) (Title IV).....	87–88
Teacher Certifications (Title II).....	89
Teacher Indoctrination/Career Development (Title II)	90–91

Achieve 180

Program Description

The Achieve 180 (A180) program received Title funding to support student learning. The program included four initiatives: Imagine Learning, New Teacher Coaches (Teacher Development Specialists), Demonstration Principals, and Dedicated Associate Teachers. Demonstration Principals are experienced turnaround principals that are paired with novice Achieve 180 principals to provide coaching and feedback support. 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 for achieving their learning objectives during teachers' absences.

A180 campuses utilized Imagine Language & Literacy to provide a strategic, research-based curriculum that meets students at their own levels. The Imagine Language and Literacy Initiative 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 fun and challenging activities for students and provide teachers with a differentiated, standards-aligned program to increase the rigor and effectiveness of instruction.

In the 2018–2019 school year, the criteria used to group Achieve 180 program schools changed when compared to the 2017–2018 school year. There were four treatment groups (called “Tiers”) for the 53 Achieve 180 program schools in 2018–2019. Several criteria were used to place schools in the respective Tier group. These criteria included the school final 2017–2018 accountability rating, the number of years with the rating, the level of support the campus needed to achieve a school turnaround, and the specific HISD school office assigned to address the campus needs. The Achieve 180 School Office supported 36 schools with the greatest level of need in Tiers 3, 2, and 1A. The regularly assigned school offices supported 17 schools with the lowest level of need in Tier 1B.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$7,456,984.44	Capital Outlay:	
Expenditures:	\$4,888,018.45	Contracted Services:	
Allocation Utilized:	65.5 percent	Other Operating Expenses:	
		Payroll:	\$4,888,018.45
		Supplies and Materials:	

Program Goals

- Eliminate lost instructional days resulting from teacher absences.
- Increase student reading achievement following targeted instruction.

Program Outcomes

- A180 program schools on the STAAR reading examination were at or above the Approaches Grade Level standard at 59.5 percent to 67.3 percent districtwide (**Table 1, A180**, p. 36).

- Tier 1A campuses had the highest percentage of students who achieved at or above the Approaches Grade Level standard, at 72.6 percent, followed by Tier 1B campuses (57.3 percent), Tier 3 campuses (51.6 percent), and Tier 2 campuses with 42.7 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), 2019

A180 Program Group	Tested (N)	Approaches (N)	Percent Approaches
HISD total	89,980	60,530	67.3%
A180 Total	10,590	6,300	59.5%
Tier 3	1,120	578	51.6%
Tier 2	2,141	914	42.7%
Tier 1A	3,975	2,887	72.6%
Tier 1B	3,354	1,921	57.3%

Source: Campus Information List with A180 Program Tiers, 2018–2019; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019

Note: English and Spanish version results combined.

Table 2, A180. Percentage of Title Funded Positions Filled by Tier Group, 2018–2019

Achieve 180 Program TIER	Position	Total (N)	Positions Filled (N)	Filled (%)	Positions Not Filled (N)	Not Filled (%)
3	Dedicated Associate Teacher	24	21	87.5%	3	12.5%
	Reading Specialist	11	10	90.9%	1	9.1%
	Teacher Development Specialist	10	9	90.0%	1	10.0%
2	Dedicated Associate Teacher	20	13	65.0%	7	35.0%
	Reading Specialist	11	10	90.9%	1	9.1%
1A	Dedicated Associate Teacher	19	13	68.4%	6	31.6%
	Reading Specialist	1	1	100.0%	0	0.0%
1B	Dedicated Associate Teacher	28	13	46.4%	15	53.6%
	Reading Specialist	3	2	66.7%	1	33.3%
Total		127	92	72.4%	35	27.6%

Source: Campus Information List with A180 Program Tiers, 2018–2019; 2018–2019 Title I, Part A, Title II, Part A, and Title IV, Part A Staffing Records data, October 9, 2019

- According to the 2018–2019 Title I, Part A; Title II, Part A; and Title IV, Part A Staffing Records, 92 of 127 staff positions funded by Title I, Part A were filled between July 1, 2018 and June 30, 2019 (**Table 2, A180**).
- Tier 3 campuses accounted for the largest number of filled positions with 40 of the 92 filled positions in 2018–2019 (Table 2, A180).

Recommendations

The 2018–2019 Title I, Part A Achieve 180 provided learning activities and staff to engage students in language and literacy. The program filled 72.4 percent of all funded positions designed to support student learning. As for student performance, 2018–2019 saw Achieve 180 program schools classified into a tier system that was different from 2017–2018. Thus, it is difficult to ascertain the impact of the program by support tier. It is recommended to continue the program to see if there is any association between Achieve 180 program supports and student performance.

Advanced Academics

Program Description

The Advanced Academic Initiatives program was designed to increase opportunities for HISD students to take rigorous advanced course work and to increase the number of students earning AP scores that could make them eligible for college course credit or advanced placement. The program funded one salaried position to support an AP Lead Teacher, conducted AP program training, planned and conducted student test preparation sessions, and provided additional support to teachers as needed. The program is administered through the Postsecondary Programming department, and provides direct instructional coaching support to teachers, and facilitates content area and PLC training that reach over 1,000 teachers. Additional activities include facilitating Laying the Foundation training for AP and Pre-AP teachers in grades 6-12, four AP Academies to prepare students for exams, and AP Coordinator training.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$175,981.37	Capital Outlay:	
Expenditures:	\$142,470.63	Contracted Services:	
Allocation Utilized:	81.0 percent	Other Operating Expenses:	
		Payroll:	\$142,470.63
		Supplies and Materials:	

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

Table 1, AA. AP Exams Taken and Number Scored 3+, Districtwide, 2017–2019				
Year	Test Taken (N)	Score 3+ (N)	Score 3+ (%)	Change (%)
2017	28,781	9,974	34.7	0.0
2018	28,228	10,405	36.9	2.2
2019	28,219	11,003	39.0	2.1

Source: HISD Research and Accountability, 2019f

- The number of HISD students participating in AP Exams at the high school level in 2019 was 15,862 compared to the 15,310 students who took AP Exams in 2018 (HISD Research and Accountability, 2019f).
- As shown in **Table 1, AA**, the percentage of AP exams scored at 3 or higher in 2019 was 39.0 percent compared to the 36.9 percent achieved in 2018.
- Advanced Academics provided professional development (PD) trainings focused on mathematics and science of which a total of 1,821 were completed for a total of 3,919 PD hours in 2018–2019 (**Table 2, AA**, p. 38).

Table 2, AA. HISD Staff Course Completion of Pre-AP/AP and STEM Subject Areas Professional Development (PD) by PD hours Earned, 2018–2019			
Course Description	(N) Completed Trainings	(N) Hours Earned	Average Hours Earned
AP_ Fall Kick Off	74	296	4.0
AP_ Literature and Comp PLC	42	84	2.0
AP_ PLC Social Studies & Art	1,245	2,490	2.0
AP_ Statistics PLC	34	68	2.0
AP_Advanced Placement Coordinators 6-12	110	220	2.0
AP_Biology PLC	56	112	2.0
AP_Calculus PLC	63	126	2.0
AP_Capstone District PLC	18	36	2.0
AP_Capstone Scoring Trainig	14	91	6.5
AP_Environmental Science PLC	29	58	2.0
AP_Language and Composition PLC	36	72	2.0
AP_Physics 1 PLC	51	102	2.0
AP_The Countdown	33	132	4.0
CU_Feedback Strategies in the AP Spanish Language and AP Spanish Literature Classroom	16	32	2.0
Total	1,821	3,919	2.2

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

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 were scored 3 or higher on AP exams in 2018–2019 when compared to 2017–2018. 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 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 2018–2019 achieved at or above the Approaches Grade Level standard on the STAAR science examination at a higher percentage when compared to test-takers in 2017–2018, while achievement on the STAAR 3–8 mathematics examination was flat when comparing 2018–2019 test-takers to 2017–2018 test-takers. 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, “2019 Advanced Placement (AP) Results” (HISD Research and Accountability, 2019g).

For more detail on student achievement on the STAAR mathematics and science examinations, see the complete report, “STAAR Grades 3–8, Spring 2019” (HISD Research and Accountability, 2019f).

CFS - Construction Facilities Services

Program Description

The Construction Facilities Services Program (CFS) provided school bus hub monitors to assist HISD students that use HISD transportation. The assistance consisted of three components: 1) help students locate their respective bus; 2) serve as a monitor to discourage student violence; 3) serve as proctors for students waiting on families/guardians to receive them.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$2,563,490.00	Capital Outlay:	\$346,322.00
Expenditures:	\$1,621,842.68	Contracted Services:	\$19,390.94
Allocation Utilized:	63.3 percent	Other Operating Expenses:	
		Payroll:	\$1,250,033.74
		Supplies and Materials:	\$6,096.00

Program Goals

- To make sure that students get on the correct bus.
- Monitor bus hubs to reduce the number of reported adverse incidents.
- To provide a person to look after students while they are waiting at bus hubs for their family or guardian.

Program Outcomes

Table 1, CFS. Percentage Change in Disciplinary Actions*, 2017–2018 and 2018–2019						
A180 Program Tier	17–18		18–19		Change	
	N	%	N	%	N	%
HISD	47,038	100.0%	53,167	100.0%	6,129	13.0%
Non-A180	25,473	54.2%	31,106	58.5%	5,633	22.1%
A180	21,565	45.8%	22,061	41.5%	496	2.3%
3	4,693	10.0%	4,502	8.5%	-191	-4.1%
2	7,185	15.3%	8,220	15.5%	1,035	14.4%
1A	2,264	4.8%	1,783	3.4%	-481	-21.2%
1B	7,423	15.8%	7,556	14.2%	133	1.8%

Source: Campus Information List with A180 Program Tiers, 2018–2019; Disc Actions TEA 17–18; Disc Actions TEA 18–19

Note: * because some students were involved in more than one incident, discipline actions are duplicated counts.

- The 2018–2019 school year was the first year of the program, and overall the percentage of discipline actions increased by 13.0 percentage points when compared to 2017–2018 (**Table 1, CFS.**). The data available did not provide a direct link between CFS program operations and discipline outcomes for the 2018–2019 school year.

Recommendations

The CFS – Construction Facilities Services program funded by Title IV, Part A, began during the 2018–2019 school year. The data which was available did not identify a connection between the CFS program and the number of discipline actions reported. It is therefore recommended, that the connection between the CFS program and reported discipline actions is provided to future researchers.

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

Title I, Part A funds

Budgeted: \$100,000.00
Expenditures: \$63,504.99
Allocation Utilized: 63.5 percent

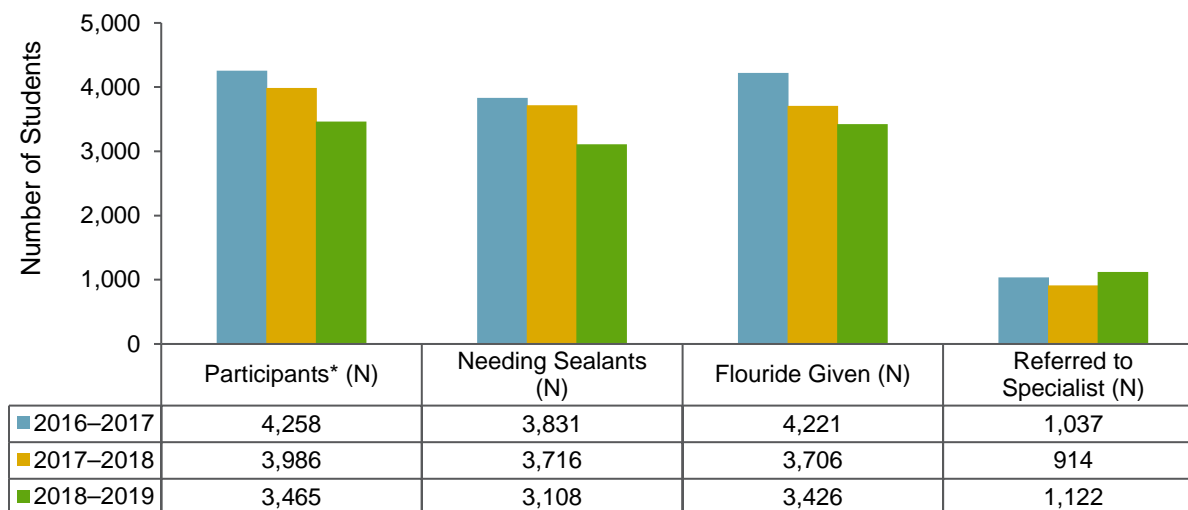
Capital Outlay:
Contracted Services: \$3,156.50
Other Operating Expenses: \$16,475.60
Payroll: \$0.00
Supplies and Materials: \$43,872.89

Program Goal

- 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 through 2018–2019



Source: HISD Research and Accountability, 2019c; PSS SY 2018–2019, May 30, 2019

Note: *means 'participants' is defined as students with a signed consent form to participate.

- In 2018–2019, 3,108 of 3,465 (or 89.7 percent) of the PSS participants were identified as needing sealants. In comparison, 3,716 of 3,986 (or 93.2 percent) PSS participants in 2017–2018 needed sealants (**Figure 1, DI**).

- As shown in **Table 1, DI**, the highest percentage of PSS program participants that were examined (98.5 percent) attended a school in the Achieve 180 school office area, followed by the North school office area (97.5 percent) and East school office area (96.7 percent). In contrast, 89.8 percent from a West school office area campus that were examined.

Table 1, DI. Dental Initiative Program Participants Examined by Dentist by School Office, 2018–2019			
School Office	Participants (N)	Exam Performed (N)	Exam Performed (%)
Achieve 180	341	336	98.5
East	580	561	96.7
North	767	748	97.5
Northwest	233	224	96.1
South	471	445	94.5
West	1,073	964	89.8
Total	3,465	3,278	94.6

Source: Campus Information List, 2018–2019; PSS SY 2018–2019, May 30, 2019

Recommendations

According to HISD Health and Medical Services records, 3,465 students participated in a PSS event in the 2018–2019 school year. Overall, information on applied sealants was provided for 3,108 students from 216 HISD campuses. There was a decrease in participation in 2018–2019 when compared to 2017–2018 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

Budgeted:	\$5,565,031.18	Capital Outlay:	
Expenditures:	\$5,028,158.57	Contracted Services:	\$27,140.00
Allocation Utilized:	90.4 percent	Other Operating Expenses:	\$8,410.22
		Payroll:	\$4,983,183.31
		Supplies and Materials:	\$9,425.04

Title II, Part A funds

Budgeted:	\$916,185.00	Capital Outlay:	
Expenditures:	\$658,468.91	Contracted Services:	
Allocation Utilized:	71.9 percent	Other Operating Expenses:	
		Payroll:	\$658,468.91
		Supplies and Materials:	

Program Goal

- 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** (p. 43), the role that had the largest proportion of professional development (PD) participants was teachers (90.7 percent), followed by district staff with 4.3 percent, and campus leadership with 1.5 percent.
- The teacher role had the largest proportion of trainings completed with 93.6 percent (an average of 2.5 courses), followed by district staff at 3.7 percent (an average of 2.2 courses), and campus leadership with 1.0 percent (an average of 1.7 per participant) (Table 1, ECD).
- **Table 2, ECD.** (p. 43) shows that the West school office contained the most significant unduplicated number of teacher participants in professional development (n=1,042), followed by the North school office (n=823), and the South school office with a total of 761 teacher participants.

Table 1, ECD. Training Completed by HISD District Role, 2018–2019

Role	Unduplicated (N)	Unduplicated (%)	Duplicated (N)	Duplicated (%)	Average Courses
Campus Leadership	95	1.5%	158	1.0%	1.7
District Leadership	9	0.1%	13	0.1%	1.4
District Staff	243	4.3%	527	3.7%	2.2
Nurse	36	1.1%	36	0.4%	1.0
Other Campus Academic Staff	56	1.1%	86	0.7%	1.5
Other Campus Staff	57	1.1%	67	0.5%	1.2
Teacher	3,947	90.7%	10,031	93.6%	2.5
Total	4,443	100.0%	10,918	100.0%	2.5

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: The campus leadership role includes principals and assistant principals; district leadership role includes assistant superintendents and school support officers; district staff includes manager, curriculum and research specialist; other campus academic staff includes lecturers and librarians; other campus staff includes counselors and general clerks.

Table 2, ECD. Number of Completed Professional Development Activities By School Office , 2018–2019

School Office	Unduplicated Teachers (N)	Training Activities (N)	Average Training Activities Completed
Achieve 180	457	1,356	3.0
East	469	1,014	2.2
North	823	2,133	2.6
Northwest	344	797	2.3
South	761	2,265	3.0
West	1,042	2,392	2.3
Not Assigned*	51	74	1.5
Total	3,947	10,031	2.5

Source: Campus Information List, 2018–2019; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: The number of teachers is unduplicated.

*means teachers were not assigned to a specific campus.

Recommendations

The Elementary Curriculum and Development Department provided supplemental professional development training to HISD PK–8 teachers. Teachers completed an average of 2.5 courses inclusively from July 1, 2018 to June 30, 2019. 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 feedback is incorporated into future evaluations of the program.

Family and Community Engagement (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 Family and Community Engagement (FACE) Initiative was designed to increase parent participation and access to district resources that would support families and their needs. The program has two FACE Managers that support nine FACE Specialists that directly work with campuses. The FACE initiative is designed to increase the number of professional development opportunities offered to parents; provide assistance with Parent-Teacher Conference Strategies for Parents; conduct Parent University Workshops for parents to learn more about the district, and resources available for families; engage families in schools to gain knowledge about schools and participate in the school-based activities, including (Parent-Teacher Organizations/Association (PTO/A), Shared Decision Making Councils (SDMC), and other activities to increase parent participation.

Budget and Expenditures

Title I, Part A funds

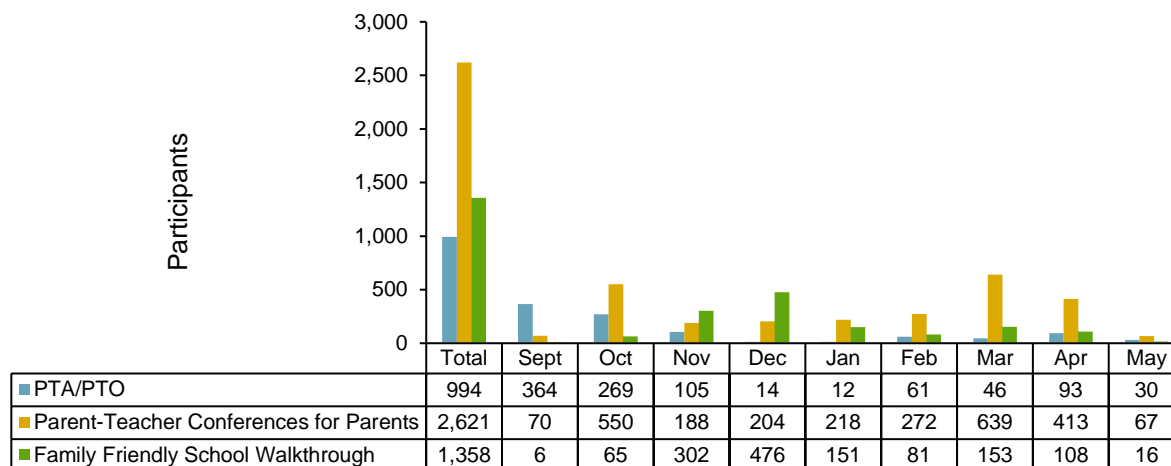
Budgeted:	\$1,909,168.00	Capital Outlay:	\$49,073.24
Expenditures:	\$1,500,663.56	Contracted Services:	\$91,095.55
Allocation Utilized:	78.6 percent	Other Operating Expenses:	\$42,665.70
		Payroll:	\$1,288,273.86
		Supplies and Materials:	\$29,555.21

Program Goal

- 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

Figure 1, FACE. Number of Participants (Duplicated)* in FACE Activities by Month, 2018–2019



Source: 2018–2019 Learning and Training (FACE), May 31, 2019

Note: *means that participants took part in more than one FACE activity.

- As shown in **Figure 1, FACE** (p. 44), PTA/PTO participation was at its highest in September 2018 and at its lowest in January 2019. Participation in the Parent-Teacher Conferences was at its highest in March 2019 and at its lowest in May 2019. Finally, the highest number of participants in the Family Friendly School Walkthrough occurred in December 2019 (n=476) and the lowest number of participants was in September 2018.

Table 1, FACE. Number of FACE Workshops and Participants, 2018–2019			
Workshop Name	Workshops (N)	Participants (Duplicated)* (N)	Average (N)
PTA/PTO	72	994	13.8
Parent-Teacher Conferences for Parents	152	2,621	17.2
Now What Climate Survey Results	152	8,339	54.9
Family Friendly School Walkthrough	152	1,358	8.9
Books Alive	69	1,005	14.6
Your Story, My Story, Our Story: The Power of Oral Storytelling	87	1,325	15.2
Affirmations	107	1,692	15.8
Back to the Future: Music & Movement Games	99	1,376	13.9
People & Places: Sharing Our Culture	33	414	12.5
Parent Community Teacher Group	2	34	17.0
Math & Literacy at Home	96	1,632	17.0
Communications	31	384	12.4
101 Ways to Create Family Engagement	64	912	14.3
Parent University	24	1,520	63.3
Total	1,140	23,606	20.7

Source: 2018–2019 Learning and Training (FACE), May 31, 2019

Note: *means that participants took part in more than one workshop.

- As shown in **Table 1, FACE**, there were a total of 1,140 workshops provided by FACE for families and campus staff in an effort to build a districtwide support network. A duplicated total count of 23,606 participants attended the workshops provided by FACE, for an average of slightly less than 21 participants per workshop

Recommendations

Of the professional development offered by FACE, there was high teacher and parent participation. In order to continue the trend of increased parent participation, it is recommended that the multiple programs through FACE continue to be developed, evaluated, and refined to meet HISD goals of engaging parents to support student academic achievement. Parent engagement levels are recorded by the 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 accurately 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 core courses for Fine Arts. 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 that purchased instruments for band, orchestra, and guitar programs. In addition, the Fine Arts Department repaired instruments, provided visual art supplies, dance instructional materials, and theatre equipment. Training for HISD staff was paid for through the use of HISD general funds.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$1,092,597.00	Capital Outlay:	\$630,315.85
Expenditures:	\$1,068,075.48	Contracted Services:	\$0.00
Allocation Utilized:	97.8 percent	Other Operating Expenses:	\$33,383.83
		Payroll:	\$404,375.80
		Supplies and Materials:	

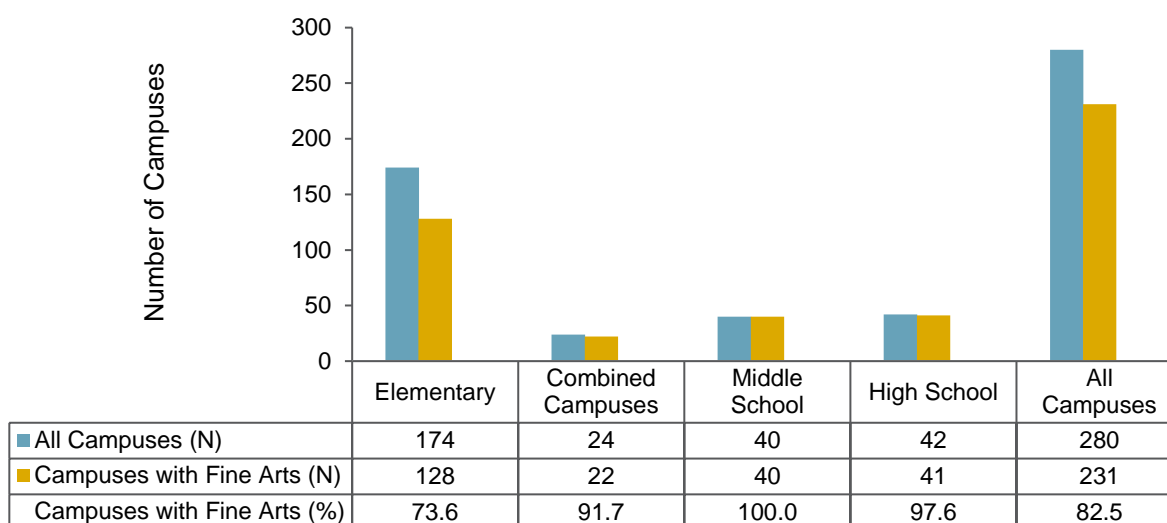
Program Goal

- The Fine Arts program provided Fine Arts instruction for HISD students during the 2018–2019 school-year.

Program Outcomes

- A total of 231 HISD campuses offered Fine Arts courses in 2018–2019 (**Figure 1, FA**).

Figure 1, FA. Percentage of Campuses Offering Fine Arts Courses by Campus Grade Level, 2018–2019

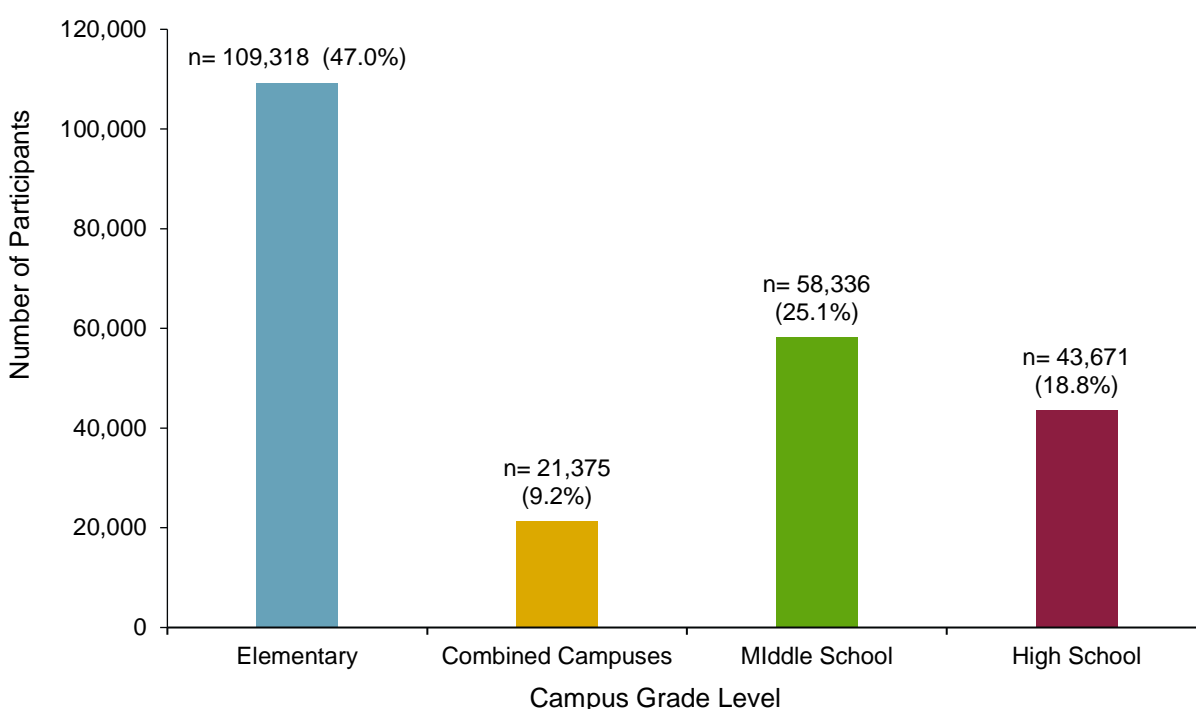


Source: Campus Information List, 2018–2019; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; 2018–2019 Combined School Grades; 2018–2019 Elementary Grades; 2018–2019 Middle School Grades; 2018–2019 High School Grades

Note: The funding for courses was not distinguished between those paid through general funds or through Title, IV, Part A funds.

- As shown in Figure 1, FA. (p. 46), 100.0 percent of HISD middle school campuses offered fine arts courses in 2018–2019, followed by 97.6 percent of all HISD high school campuses offering fine arts courses. The campus grade level with the lowest percentage of campuses offering fine arts courses was HISD elementary with 73.6 percent.

Figure 2, FA. Number of Participants* in a Fine Arts Course by Campus Grade Level, 2018–2019 (N=232,700)



Source: Campus Information List, 2018–2019; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; 2018–2019 Combined School Grades; 2018–2019 Elementary Grades; 2018–2019 Middle School Grades; 2018–2019 High School Grades

Note: The funding for courses was not distinguished between those paid through general funds or through Title, IV, Part A funds. *means participant counts are duplicated.

- In 2018–2019, there was a duplicated total of 232,700 participants in an HISD Fine Arts course (**Figure 2, FA**)
- Of the 232,700 participants in a Fine Arts course in 2018–2019, the highest number of participants in a Fine Arts course attended an elementary school campus (n=109,318 or 47.0 percent), followed by 58,336 participants (or 25.1 percent) that attended a middle school campus (Figure 2, FA.).
- As shown in **Table 1, FA**, (p. 48), of the 232,700 participants in a Fine Arts course in 2018–2019, the highest number of participants attended a campus under the West school office (n=94,819 or 40.7 percent), followed by Northwest (n=40,678 or 17.5 percent), Achieve 180 school office (n=29,516 or 12.7 percent) and East school office (n=29,083 or 12.5 percent).

Table 1, FA. Number of Fine Arts Participants by School Office and Campus Grade Level, 2018–2019			
School Office	Grade Level	Participant (N)*	Participant (%)
HISD Total		232,700	100.0
Achieve 180 Total		29,516	12.7
	Elementary	4,632	15.7
	Combined Campuses	6,882	23.3
	Middle School	9,118	30.9
	High School	8,884	30.1
East Total		29,083	12.5
	Elementary	15,009	51.6
	Combined Campuses	61	0.2
	Middle School	7,075	24.3
	High School	6,938	23.9
North Total		20,497	8.8
	Elementary	16,057	78.3
	Middle School	4,440	21.7
Northwest Total		40,678	17.5
	Elementary	12,746	31.3
	Combined Campuses	5,194	12.8
	Middle School	9,252	22.7
	High School	13,486	33.2
South Total		18,107	7.8
	Elementary	9,375	51.8
	Combined Campuses	1,352	7.5
	Middle School	3,139	17.3
	High School	4,241	23.4
West Total		94,819	40.7
	Elementary	51,499	54.3
	Combined Campuses	7,886	8.3
	Middle School	25,312	26.7
	High School	10,122	10.7

Source: Campus Information List, 2018–2019; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; 2018–2019 Combined School Grades; 2018–2019 Elementary Grades; 2018–2019 Middle School Grades; 2018–2019 High School Grades

Note: *means participant counts are duplicated.

Recommendations

In 2018–2019, the Fine Arts program provided opportunities for students to participate in fine arts curriculum content, also known as enrichment core courses for Fine Arts. Information on specific activities funded by Title IV, Part A was not easily discernible among all activities provided by the HISD Fine Arts Department. To get a clearer picture of the Title IV, Part A Fine Arts program activities during the school year, it is recommended that the program collect information on student participation in activities funded specifically by Title IV, Part A.

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 participate in 1–2 years of rigorous programming, including professional development, as well as coaching and support. All of the programmatic design is aligned to the **19 Texas Administrative Code (TAC) Part IV: State Board for Educator Certification**.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$227,562.00	Capital Outlay:	\$9,187.37
Expenditures:	\$166,659.35	Contracted Services:	\$0.00
Allocation Utilized:	73.2 percent	Other Operating Expenses:	
		Payroll:	\$140,300.20
		Supplies and Materials:	\$17,171.78

Title II, Part A funds

Budgeted:	\$131,119.00	Capital Outlay:	
Expenditures:	\$105,533.01	Contracted Services:	
Allocation Utilized:	80.5	Other Operating Expenses:	
		Payroll:	\$105,533.01
		Supplies and Materials:	

Program Goal

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

Program Outcomes

Table 1, HACP. Number of Trainings Provided to 2 nd Year Teacher Candidates, 2018–2019				
Training Format	Completed Trainings*		Session Hours	
	N	%	N	Average
Classroom/Seminar	186	41.6%	905.9	4.9
Online	259	57.9%	738.0	2.8
Other	2	0.4%	2.0	1.0
Total	447	100.0%	1,645.9	3.7

Source: Employee Training Data, July 1, 2018–June 30, 2019

Note: *means that participants took part in more than one training activity.

- As shown in **Table 1, HACP**, 447 trainings were completed by teacher candidates in their second year in the HISD Alternative Certification program.
- Online courses comprised the largest proportion of completed trainings (57.9 percent), followed by classroom/seminar with 41.6 percent of completed courses (Table 1, HACP).

Table 2, HACP. Number of Teacher Candidates by Certification Area, 2018–2019			
Certification Area*	Teacher Candidates		
	2017–2018 (Year 1)	2018–2019 (Year 2)	Retained %
EC-6 + SPED EC-12	1	0	0.0%
Life Science 7-12	1	0	0.0%
History 7-12	2	1	50.0%
Social Studies 7-12	2	1	50.0%
ELAR 7-12	3	2	66.7%
Bilingual EC-6	4	3	75.0%
Math 7-12	5	3	60.0%
Science 7-12	4	3	75.0%
Social Studies 4-8	4	0	0.0%
Core Subjects 4-8	6	4	66.7%
Science 4-8	8	3	37.5%
Core Subjects EC-6	9	6	66.7%
Math 4-8	13	4	30.8%
ELAR 4-8	21	8	38.1%
Total	83	38	45.8%

Source: Alternative Certification Program, September 21, 2018; Employee Training Data, July 1, 2018–June 30, 2019

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

- As shown in **Table 2, HACP**, 83 teacher candidates completed year 1 of the two-year program in 2017–2018, with 38 (45.8 percent) teacher candidates successfully completing the two-year program in 2018–2019.
- The largest number of HISD Alternative Certification program participants that completed certification trainings in 2018–2019 were teachers seeking an ELAR 4–8 certification (eight), followed by six teachers seeking certification in Core Subjects EC–6 (Table 2, HACP).

Recommendations

In 2018–2019, the HISD Alternative Certification Program continued providing support and training to the 2017–2018 cohort of program participating teachers. A total of 38 (45.8 percent) teacher candidates completed the two-year program during the 2018–2019 school year. In order to understand the low completion rate in the program, it is recommended that exit interviews be conducted to better understand how to increase the number of program participants who complete the two-year program.

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

Budgeted:	\$750,000.00	Capital Outlay:	
Expenditures:	\$696,447.87	Contracted Services:	\$18,202.12
Allocation Utilized:	92.9 percent	Other Operating Expenses:	\$25,215.90
		Payroll:	\$631,336.49
		Supplies and Materials:	\$21,693.36

Program Goal

- 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.

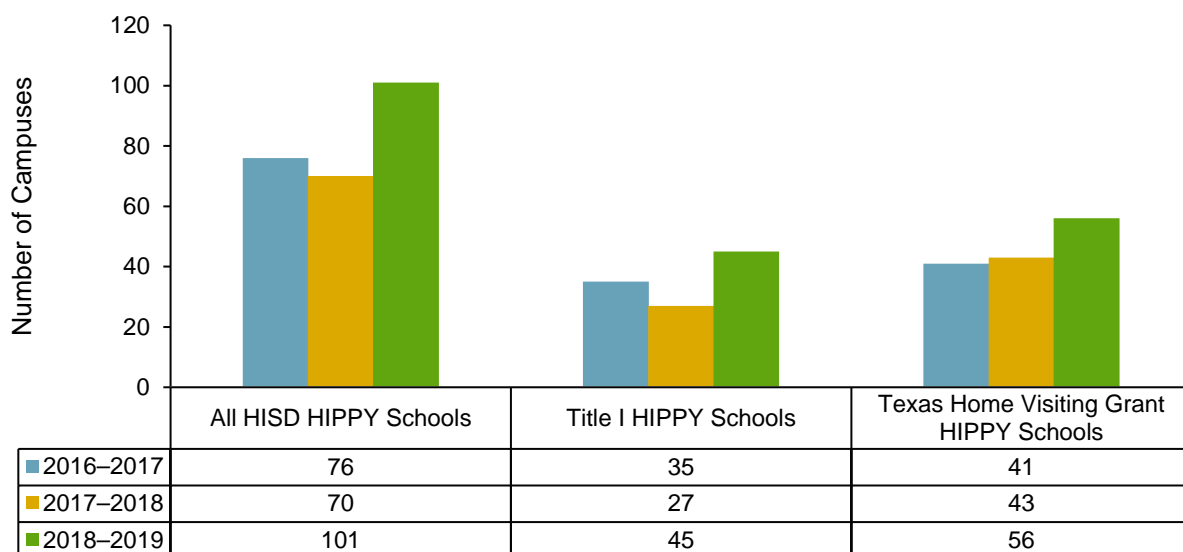
Program Outcomes

Participation

Table 1, HIPPY. Number of Students Whose Parents Participated in HIPPY By Campus Description, 2018–2019		
HIPPY Campus Description	Children of HIPPY Participants	
	Students (N)	Students (%)
Texas Home Visiting Grant Campus	142	52.8
Title I Campus	127	47.2
Total	269	100.0

Source: HIPPY Campus List 2018–2019

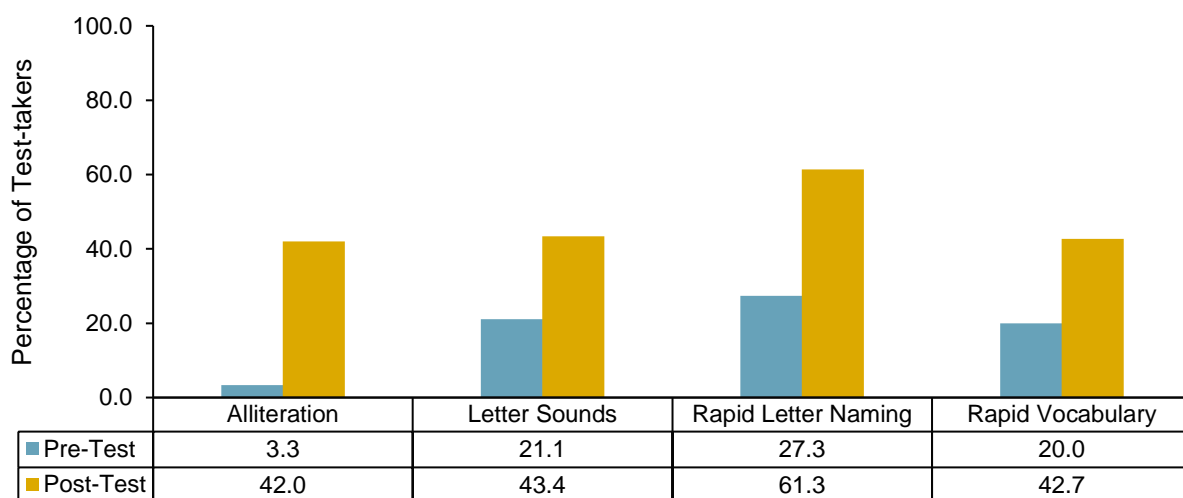
- As shown in **Table 1, HIPPY**, 127 (47.2 percent) of the 269 children whose parents participated in HIPPY were enrolled at a Title I identified as HISD students were enrolled in a Title I, Part A funded school.

Figure 1, HIPPY. Number of HISD HIPPY Schools, 2016–2017 through 2018–2019

Source: HIPPY Campus List 2018–2019

- As shown in **Figure 1, HIPPY**, the number of HIPPY schools funded by Title I, Part A increased from 27 campuses to 45 campuses in 2018–2019 after experiencing a reduction in Title I, Part A campuses from the 2016–2017 school year to 2017–2018 school year (35 to 27).

School Readiness

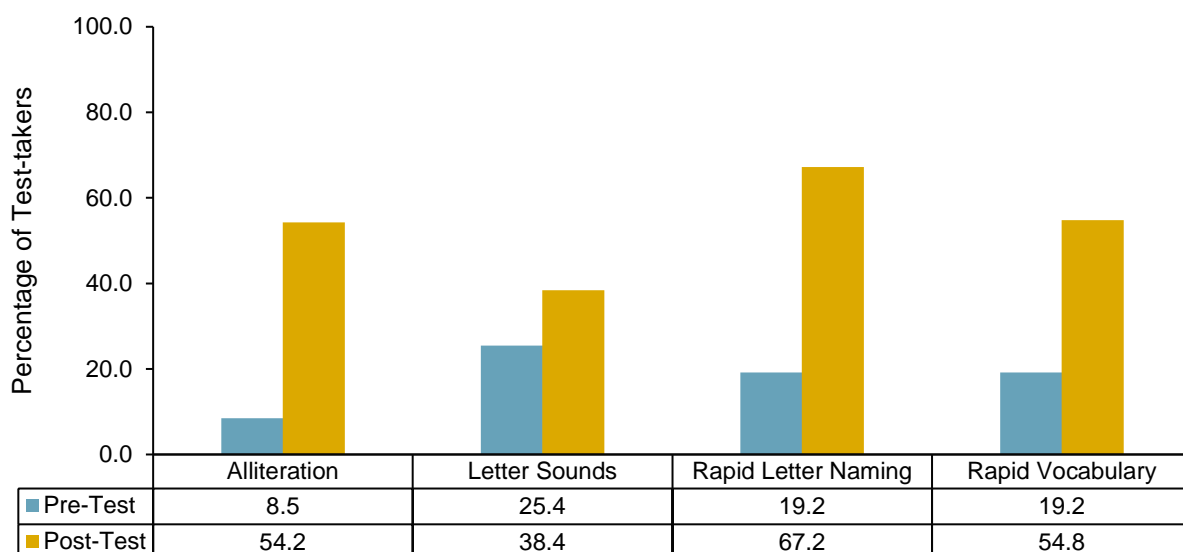
Figure 2, HIPPY. Percentage of Prekindergarten Students Whose Parents Participated in Title I HIPPY, Met CIRCLE Benchmark on the English Language and Literacy Subtests, 2018–2019

Source: CIRCLE literacy assessment, 2018–2019

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.

- As shown in **Figure 2, HIPPY**, on the English language subtests, the Alliteration subtest had the highest increase from pre- to post-test (38.7 percentage points), followed by Rapid Letter Naming with an increase of 34.0 percentage points.

Figure 3, HIPPY. Percentage of Prekindergarten Students Whose Parents Participated in Title I HIPPY, Met CIRCLE Benchmark on the Spanish Language and Literacy Subtests, 2018–2019

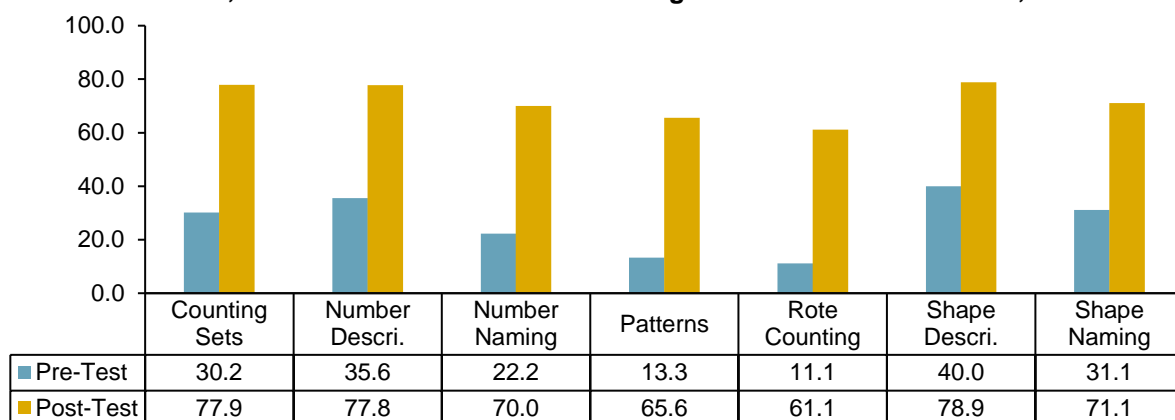


Source: CIRCLE literacy assessment, 2018–2019

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.

- On the Spanish language subtests, the Rapid Letter Naming subtest had the largest increase from pre- to post-test (48.0 percentage points), followed by the Alliteration subtest, with a 45.7 percentage-point increase from pre- to post-test (**Figure 3, HIPPY**).

Figure 4, HIPPY. Percentage of Prekindergarten Students Whose Parents Participated in Title I HIPPY, Met CIRCLE Benchmark on the English Mathematics Subtests, 2018–2019

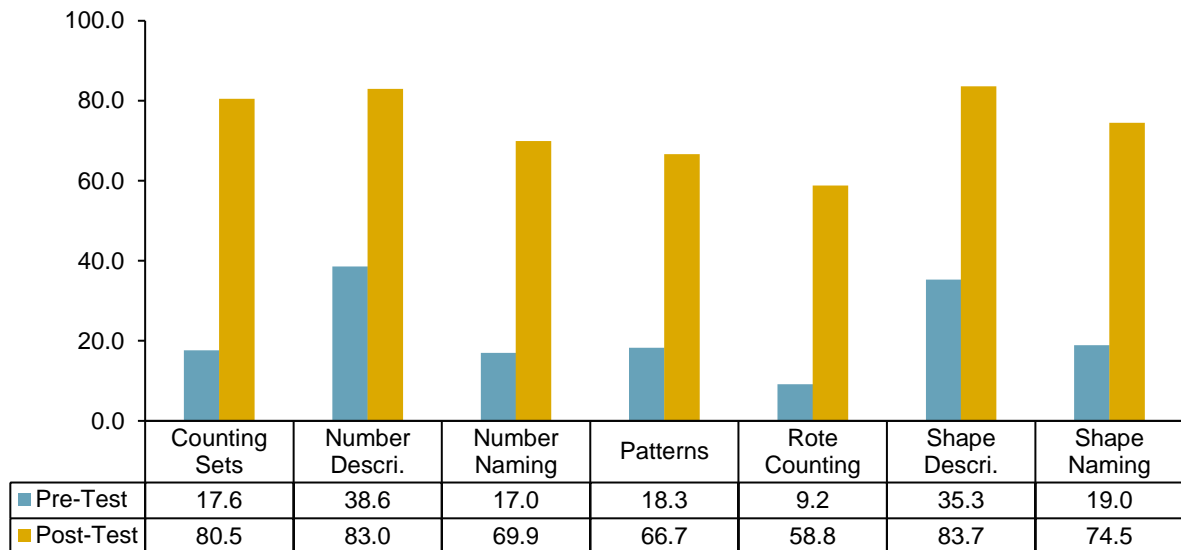


Source: CIRCLE mathematics assessment, 2018–2019

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 Descri. Means Number Discrimination and Shape Descri. means Shape Discrimination.

- As shown in **Figure 4, HIPPY**, in English mathematics, the Patterns subtest had the largest increase between pre- and post-test (13.3 percentage points to 65.6 percentage points), followed by the Rote Counting subtest (11.1 percentage points to 61.1 percentage points).

Figure 5, HIPPY. Percentage of Prekindergarten Students Whose Parents Participated in Title I HIPPY, Met CIRCLE Benchmark on the Spanish Mathematics Subtests, 2018–2019



Source: CIRCLE mathematics assessment, 2018–2019

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 Descri. Means Number Discrimination and Shape Descri. means Shape Discrimination.

- In Spanish mathematics, the largest increase was achieved on the Counting Sets subtest (62.9 percentage points), followed by the Shape Naming subtest (55.5 percentage-points) (**Figure 5, HIPPY**).

Recommendations

The HIPPY program offered educational enrichment opportunities to parents and their children who attended an HISD school during the 2018–2019 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 increased from the 2017–2018 school year to the 2018–2019 school year (27 and 45, 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. Since assessment results can be associated with program participation and a greater number of 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.

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 8,500 students were identified as homeless in HISD for the 2018–2019 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, and Back to School Extravaganza. The Student Assistance Questionnaire (the tool used to identify students experiencing homelessness) is distributed at all events to increase awareness and identification. Removing barriers to attendance is designed to increase student academic achievement.

Budget and Expenditures

Title I, Part A funds

Budgeted: \$250,000.00
Expenditures: \$159,916.01
Allocation Utilized: 64.0 percent

Capital Outlay:
Contracted Services:
Other Operating Expenses:
Payroll: \$48,888.01
Supplies and Materials: \$111,028.00

Program Goal

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

Program Outcomes

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, 2018–2019

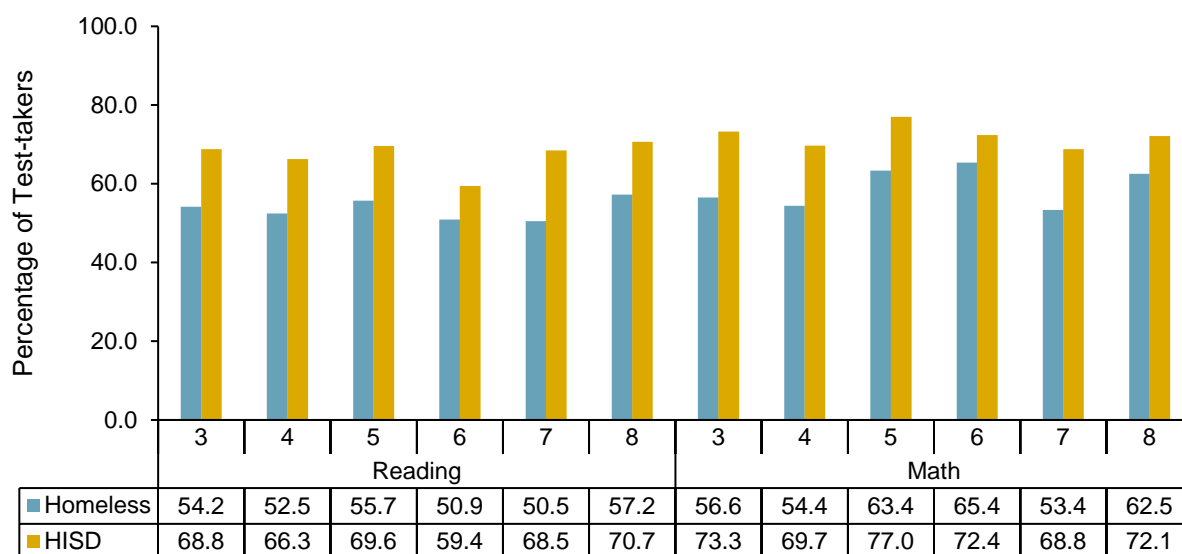
	Number of Homeless Students in HISD	Number of Homeless Students Who Took STAAR 3–8	Number of Homeless Students Who Took STAAR EOC
EC/Prekindergarten	955		
Kindergarten	700		
Grade 1	665		
Grade 2	570		
Grade 3	566	442	
Grade 4	553	463	
Grade 5	458	385	
Grade 6	644	532	
Grade 7	499	408	5
Grade 8	442	383	46
Grade 9	991		608
Grade 10	455		326
Grade 11	385		277
Grade 12	656		155
Total	8,539	2,613	1,417

Source: 2018–19 Chancery Demographics, April 29, 2019; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019; Cognos, STAAR EOC files, retrieved June 13, 2019

Note: *means English and Spanish version results combined.

- As shown in **Table 1, HC** (p. 55), a total of 2,613 HISD students identified as homeless took at least one STAAR 3–8 examination in 2018–2019, grade 6 had the largest number of test-takers (n=532) followed by grade 4 with 463 participants.
- A total of 1,417 students identified as homeless in grades 7–12 took at least one STAAR End of Course EOC examination in 2018–2019 (Table 1, HC.). Grade 9 had the largest number of test-takers (n=608) followed by grade 10 with 326 test-takers.

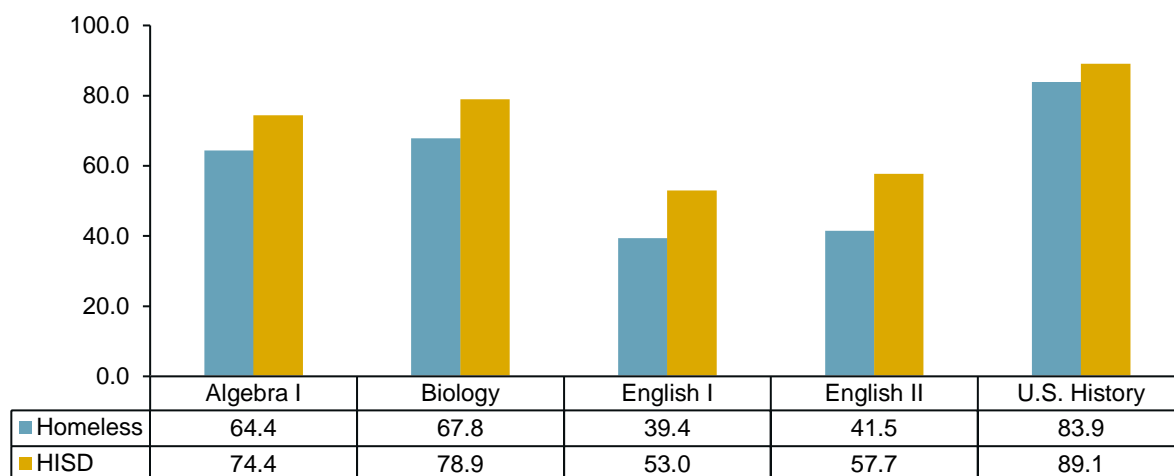
Figure 1, HC. Percentage of All HISD and HISD Homeless Students Who Performed At or Above the Approaches Grade Level Standard on STAAR Reading and Math Exams, English and Spanish Combined, Spring Administration, by Grade, 2018–2019



Source: 2018–19 Chancery Demographics, April 29, 2019; Cognos 2018–2019 STAAR3–8, retrieved June 13, 2019

Note: English and Spanish version results combined.

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, 2018–2019



Source: 2018–19 Chancery Demographics, April 29, 2019; Cognos, STAAR EOC files, retrieved June 13, 2019

- In 2018–2019, there was a consistent gap across grades 3–8, between students identified as homeless and students districtwide on meeting at or above the Approaches Grade Level standard on STAAR reading and mathematics exams (**Figure 1, HC**, p. 56). On the STAAR reading exam, the largest gap between homeless students and students districtwide was for grade 7 test-takers (18.0 percentage points), followed by grade 3 with a gap of 14.6 percentage points. The smallest achievement gap was 8.5 percentage points for grade 6 test-takers.
- **Figure 2, HC** (p. 56), displays the consistent gap on all STAAR EOC subjects between homeless students and students districtwide. English II test-takers had the largest gap between homeless students and students districtwide meeting at or above the Approaches Grade Level standard (16.2 percentage points), followed by English I (13.6 percentage points).

Table 2, HC. Number of Participants in Program Activities, 2018–2019	
Program Name	Approximate Number of Participants (N)
Back to School Extravaganza (Students)	1,000
Back to School Extravaganza (Parents)	3,000
Project Prom 2019	800

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019

- As shown in **Table 2, HC**, the Back to School Extravaganza provided approximately 1,000 homeless and other economically-disadvantaged students with backpacks, school supplies, and shoes. The program was a resource fair for approximately 3,000 parents.
- Project Prom 2019 provided dresses, tuxedos, and accessories to over 800 economically-disadvantaged students (Table 1, HC).

Recommendations

The Homeless Children program provides multiple services to support children in gaining and maintaining access to the educational opportunities that will help them to succeed in school. Despite the services available, the district's homeless students continue to lag behind 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.

Interventions Office / Special Populations

Program Description

The Interventions Office / Special Populations program was designed to ensure that all students in HISD had access to multi-tiered systems of support for academics and behavior. This program provided support to 280 schools and by utilizing a campus-based liaison at each school. The program funded five IAT Managers to assist campuses with developing Response to Intervention systems that tailor interventions to the needs of each student. The IAT Managers also assisted with ensuring that schools had designated Interventions Assistance Team members that meet regularly to review students' data and identify tools and strategies to best meet their needs.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$784,361.00	Capital Outlay:	\$26,048.00
Expenditures:	\$485,618.95	Contracted Services:	
Allocation Utilized:	61.9 percent	Other Operating Expenses:	\$25,207.17
		Payroll:	\$427,794.18
		Supplies and Materials:	\$6,569.60

Title IV, Part A funds

Budgeted:	\$593,184.85	Capital Outlay:	\$4,920.00
Expenditures:	\$536,123.13	Contracted Services:	\$526,740.00
Allocation Utilized:	90.4 percent	Other Operating Expenses:	
		Payroll:	\$4,476.88
		Supplies and Materials:	-\$13.75

Program Goal

- Provide tools to teachers in the form of professional development to increase the achievement of that struggle academically.

Program Outcomes

Table 1, IAT. Number of IAT Professional Development Participants by Job Function, 2018–2019		
Job Function	Participants (N)	Participants (%)
Campus Leadership	78	13.2
District Staff	60	10.2
Nurse	1	0.2
Other Campus Academic Staff	24	4.1
Other Campus Staff	64	10.9
Teacher	362	61.5
Total	589	100.0

Source: Employee Training Data, July 1, 2018–June 30, 2019; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019;

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

**Other Campus Academic Staff includes instructional specialists, librarians, and literacy coaches.

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

- As shown in **Table 1, INT**, a total of 589 unduplicated HISD staff members participated in professional development provided by the Interventions Office / Special Populations program.

- The largest proportion of participants provided professional development were teachers (61.5 percent), followed by campus leadership with 13.2 percent (Table 1, INT, p. 57).

Table 2, IAT. Number of IAT Professional Development Participants by School Office, 2018–2019				
School Office	Unduplicated Participants (N)	Unduplicated Participants (%)	Trainings (N)	Trainings (%)
Achieve 180	132	22.4	180	17.6
East	63	10.7	112	11.0
North	81	13.8	148	14.5
Northwest	77	13.1	138	13.5
South	57	9.7	97	9.5
West	136	23.1	278	27.2
Not Identified	43	7.3	69	6.8
Total	589	100.0	1,022	100.0

Source: Employee Training Data, July 1, 2018–June 30, 2019; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019;

Note:

- Of all the HISD School Offices, West had the highest percentage of participants in professional development (27.2 percent), followed by Achieve 180 (17.6 percent), and North (14.5 percent) (**Table 2, INT**).

Recommendations

The Interventions Office / Special Populations program used Title II, Part A, and Title IV, Part A funding to provide professional development to campus and district staff to support student learning through Response to Intervention. Teachers and campus leadership were the largest proportions of professional development participants (61.5 percent and 13.2 percent, respectively). It is recommended that the program continues to provide professional development to teachers and campus leadership in order to provide HISD students the supports needed for academic success.

Leadership

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 leadership. In 2018–2019, Leadership Development provided training designed to improve instructional leadership skills to 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.

Districtwide supplemental activities included The Summer Leadership-Professional Learning Series 2018 and the HISD Welcome Back Leadership Event, among other activities throughout the 2018–2019 school year.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$2,341,458.92	Capital Outlay:	\$2,287.00
Expenditures:	\$1,733,244.75	Contracted Services:	\$167,849.31
Allocation Utilized:	74.0 percent	Other Operating Expenses:	\$62,749.99
		Payroll:	\$1,464,918.24
		Supplies and Materials:	\$35,440.21

Program Goal

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

Program Outcomes

Table 1, L. Number of Training Participants by Job Functions, 2018–2019		
Job Function	Participants (N)	Participants (%)
Campus Leadership*	732	32.4
District Leadership**	98	4.3
District Staff	468	20.7
Nurse	3	0.1
Other Campus Academic Staff***	62	2.7
Other Campus Staff****	250	11.1
Teacher	643	28.5
Total	2,256	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: The number of participants is unduplicated.

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

**District Leadership includes assistant superintendents, school support officers, district department directors (i.e. External Funding, Academic & Career Counseling, et. al).

***Other Campus Academic Staff includes instructional specialists, librarians, and literacy coaches.

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

- As shown in **Table 1, L**, campus leadership had the largest number of participants in Leadership training (n=732 or 32.4 percent), followed by the teacher role (n=643 or 28.5 percent).

Table 2, L. Number of Training Participants by Session Offering, 2018–2019		
Session Names	Participants (N)*	Total PD** Hours (N)
Choice Offerings	147	392.0
First_year Principal's Cohort	261	1,108.0
New Leaders' Institute	58	2,112.0
PIS Conference 2019	1,134	567.0
PLS Conference 2019_Breakout Session	2,374	3,647.8
Superintendent's Monthly Meeting_1/1/2019	313	626.0
Superintendent's Monthly Meeting_10/1/2018	314	628.0
Superintendent's Monthly Meeting_11/1/2018	315	630.0
Superintendent's Monthly Meeting_12/1/2018	597	1,194.0
Superintendent's Monthly Meeting_2/1/2019	405	810.0
Superintendent's Monthly Meeting_3/1/2019	336	672.0
Superintendent's Monthly Meeting_5/1/2019	424	848.0
Superintendent's Monthly Meeting_6/1/2019	319	638.0
Superintendent's Monthly Meeting_9/1/2018	236	472.0
Breakout sessions at monthly principals' meetings	1,867	5,565.0
Welcome Back	825	3,712.5
Total	9,925	23,622.3

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: *means participants took part in more than one training activity.

**PD is the abbreviation for Professional Development.

- As shown in **Table 2, L**, there was a duplicated total of 9,925 participants in professional development activities provided by the leadership program in 2018–2019.
- The PLS Conference 2019_Breakout Session had the largest number of participants (n=2,374) and Breakout sessions at monthly principals' meetings had the largest number of PD hours (n=5,565.0 hours) (Table 2, L).

Recommendations

Throughout 2018–2019, the Leadership Development Department provided training to current HISD campus leadership and to teachers to build a talent pool to meet future campus leadership needs. In addition to the individual and small group professional development, district and school leaders and mentors met throughout the 2018–2019 school year to provide both development and professional support. One recommendation would be to ask for participant feedback to ascertain how Leadership Development initiatives enhanced the leadership pool and how these initiatives could be enhanced to best satisfy the needs of participants.

On-Time Grad Academy

Program Description

On-Time Grad Academy is a non-traditional program that prepares every scholar for on-time graduation by engaging them in an accelerated curriculum and personalized learning path to success. A high-quality education starts with relationships. On-Time Grad Academy provided accelerated credit recovery through personalized learning, joined with wrap-around services, to meet the student needs. A total of 33 teachers provided instruction to 1,698 students during the 2018–2019 school year through a partnership between the HISD and the City of Houston. While a student was at On-Time Grad Academy their academic performance was actively monitored using data collection and the assignment of a mentor. In addition to a focus on education, the student gained global graduate skills through community service.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$366,136.78	Capital Outlay:	\$4,197.00
Expenditures:	\$304,791.52	Contracted Services:	\$57,163.00
Allocation Utilized:		Other Operating Expenses:	\$9,081.84
		Payroll:	\$228,441.60
		Supplies and Materials:	\$5,908.08

Program Goal

- Students will earn original and recovery credits toward graduation through accelerated classroom instruction.

Program Outcome

Table 1, OGA. Number of Students Serviced by Cycle or Session, 2018–2019			
Cycle or Session*	Number of Students Serviced	Number of Classes Attempted	Number of Credits Earned
Cycle 1	110	422	211.0
Cycle 2	129	483	241.5
Cycle 3	93	511	205.5
Cycle 4	103	501	250.5
Cycle 5	109	561	261.0
Cycle 6	100	556	259.0
*Session 1	29	29	14.5
*Session 2	46	46	23.0
*Session A	180	180	90.0
*Session B	167	167	77.5
*Session C	120	120	54.5
*Session D	127	127	59.0
Summer Wk 1	143	143	71.5
Summer Wk 2	91	91	45.0
Summer Wk 3	58	58	29.0
Summer Wk 4	93	93	45.5
Totals	1,698	4,088	1,938.0

Source: OGA 2018–2019 Credit Tallies and Participating Schools, December 5, 2019

Note: *means "Sessions" are classes offered in non-traditional time frames (i.e. weekends, nights, etc.).

- As shown in **Table 1, OGA** (p. 62), 1,698 unduplicated students were served and earned a total of 1,938.0 credits toward high school graduation for an average of about one credit earned per participating student.
- The largest number of classes attempted and credits earned occurred during the Cycle 5 grading period (n=561 and n=261.0, respectively), followed by the Cycle 6 grading period (n=556 and n=259.0, respectively) (Table 1, OGA, p. 62).

Table 2, OGA. On-Time Grad Participating Schools by School Office, 2018–2019	
School Office	Participating Campus
Achieve 180 (n=7)	Kashmere HS
	Madison HS
	North Forest HS
	Washington HS
	Wheatley HS
	Worthing HS
	Yates HS
East (n=3)	Austin HS
	Furr HS
	Middle College HS - Fraga
Northwest (n=8)	Carnegie HS
	HAIS HS
	Heights HS
	Houston MSTC HS
	Northside HS
	Scarborough HS
	Secondary DAEP
	YWCPA
South (n=3)	Jones HS
	South EC HS
	Sterling HS
West (n=3)	Bellaire HS
	Lamar HS
	Westside HS

Source: OGA 2018–2019 Credit Tallies and Participating Schools, December 5, 2019

- As shown in **Table 2, OGA**, 24 campuses across five school offices had students receive services through the On-Time Grad program.
- The school office with the largest number of participating campuses was Northwest with eight campuses, followed by the Achieve 180 school office with seven campuses (Table 2, OGA).

Recommendations

During the 2018–2019 school-year, the On-Time Grad Academy program offered accelerated instruction for students to meet the credit requirements to graduate on-time. The 4,088 participating students earned a total of 1,938.0 credits (less than a 0.5 credit per student) toward graduation through the On-Time Grad program. It is recommended that the program continue supporting students on their path to high school graduation.

Private Non-Profit

Program Description

Eligible Houston area private nonprofit (PNP) schools elected to receive equitable services through Title I, Part A; Title II, Part A; and Title IV, Part A federal programs in HISD. For the 2018–2019 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 2018–2019 school year, the number of campuses served, and the provided services were differentiated by the funding source (Title I, Part A; Title II, Part; or Title IV, Part A).

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$2,071,060.00	Capital Outlay:	
Expenditures:	\$2,068,727.67	Contracted Services:	\$2,068,727.67
Allocation Utilized:	99.9 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title II, Part A funds

Budgeted:	\$632,318.00	Capital Outlay:	
Expenditures:	\$439,339.67	Contracted Services:	\$439,339.67
Allocation Utilized:	69.5 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title IV, Part A funds

Budgeted:	\$1,124,431.96	Capital Outlay:	
Expenditures:	\$364,637.65	Contracted Services:	\$364,637.65
Allocation Utilized:	32.4 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

- The Private Nonprofit program manages 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 so that all children, especially those who are failing or at risk of failing, are given the opportunity to obtain a high-quality education.

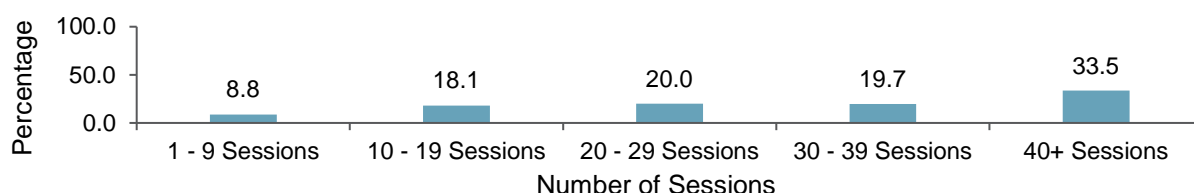
Program Outcomes

Title I, Part A

- Twenty–nine private nonprofit schools within HISD boundaries received instructional services through Catapult Learning, including instructional sessions delivered 1-2 days a week (Catapult Learning, 2019a).

- Catapult Learning provided 973 instructional sessions to 609 students during the 2018–2019 school year and 252 sessions to students during the 2019 summer program (Catapult Learning, 2019a).
- Instructional sessions took place throughout the 2018–2019 school year and focused on supporting student learning in both reading and mathematics.

Figure 1, PNP. Percentage of Reading Instructional Sessions attended by Participating Students (N=421)



Source: Catapult Learning, 2019a

- As shown in **Figure 1, PNP**, 33.5 percent of the 421 participating students attended forty or more reading instructional sessions, followed by 20.0 percent who attended twenty to twenty-nine reading instructional sessions during the 2018–2019 school year.

Title II, Part A

- Catapult Learning hosted onsite capacity-building seminars that were designed to equip educators with tools and techniques to help encourage student achievement.
- Title II, Part A funded Professional Development Seminar services to 37 schools within HISD attendance boundaries and job-embedded coaching to 20 schools in 2018–2019 (Catapult Learning, 2019b). Following participation in the training, 918 participants gave the training an overall rating of 3.5 out of 4, using a scale of 1 to 4 (1 = Strongly Disagree and 4 = Strongly Agree).

Title IV, Part A

- In 2018–2019, Title IV, Part A funds provided 101 instructional sessions to students using Title IV, Part A funds during the 2018–2019 school year and 367 instructional sessions during the Summer 2019 program to schools within the boundaries of HISD (Catapult Learning, 2019a). The instructional sessions focused on STEM subject areas.
- STEM instructional sessions took place on five campuses in 2018–2019 and twenty campuses during the summer 2019 program (Catapult Learning, 2019a).

Recommendations

The private nonprofit program and Catapult Learning supported students at private nonprofit schools within HISD boundaries. The program provided instructional support to students and professional development training to teachers at participating campuses.

For more detail on private non-profit campuses use of Title I, Part A; Title II, Part A; and Title IV, Part A see the complete reports (Catapult Learning, 2019a and 2019b).

Professional Development – Teacher and PD Operations, Lead Principal

Program Description

The Professional Development – Teacher and PD Operations, and Lead Principals program used Title I, Part A, and Title II, Part A funding to support Improvement Required campuses. Lead Principals was an on-the-job coaching support system that partnered effective sitting principals with new, developing and/or experienced principals working at Improvement Required schools. Lead Principals had demonstrated instructional leadership, operational efficiency, and student performance improvements in educational settings similar to schools being supported. Lead Principal provided guidance, modeling, coaching, and reflective practices to accelerate the effectiveness of the school leader and/or increase the academic progress of students.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$736,434.00	Capital Outlay:	\$463,800.00
Expenditures:	\$508,293.70	Contracted Services:	\$33,750.78
Allocation Utilized:	69.0 percent	Other Operating Expenses:	\$290.00
		Payroll:	\$894.04
		Supplies and Materials:	\$9,558.88

Title II, Part A funds

Budgeted:	\$461,460.21	Capital Outlay:	\$14,213.00
Expenditures:	\$93,771.33	Contracted Services:	\$9,796.89
Allocation Utilized:	20.3 percent	Other Operating Expenses:	\$216.92
		Payroll:	\$68,641.95
		Supplies and Materials:	\$902.57

Program Goal

- Students on Improvement Required (IR) campuses experience an increase in student achievement on STAAR 3–8 and STAAR EOC state-mandated assessments.

Program Outcomes

Table 1, PDL. Improvement Required (IR) Campuses with Number of Years in IR, 2018–2019	
Campus Name	Improvement Required Status based on 2017–2018 School Year
Attucks MS	NR-H (IR)
Codwell ES	IR
Henry MS	NR-H (IR (4))
Highland Heights ES	NR-H (IR (5))
Kashmere HS	NR-H (IR (8))
Marshall ES	IR
North Forest HS	NR-H (IR (3))
Sherman ES	IR
Sugar Grove MS	IR
Washington HS	NR-H (IR (2))
Wheatley HS	NR-H (IR (6))

Source: TEA Confidential Preliminary Ratings File, 8-14-2019

Note: NR-H: Not Rated due to Harvey Provision.

- As shown in **Table 1, PDL** (p. 66), 11 campuses were assigned a Lead Principal for the 2018–2019 school-year based on their Improvement Required (IR) status from the 2017–2018 school year.

Table 2, PDL. IR Campus STAAR Reading English and Spanish Combined: 2018 and 2019 (1st Administration) Percent At or Above the Approaches Grade Level standard, All Students – All Grades Tested

Campus	School Office	Reading				
		2018		2019		1 Year Change
		Tested (N)	Met (%)	Tested (N)	Met (%)	
Attucks MS	Achieve 180	417	42	476	41	-1
Codwell ES	North	217	55	187	50	-5
Henry MS	Achieve 180	813	44	785	48	4
Highland Heights ES	Achieve 180	252	38	226	43	5
Marshall ES	North	531	52	475	50	-2
Sherman ES	North	268	57	265	59	2
Sugar Grove MS	Achieve 180	671	38	669	36	-2

Source: TEA-ETS STAAR Summary Reports; 1st Administration Only; HISD Research and Accountability, 2019f

Note: All data reflect the most current data available and may differ slightly from previously reported. Excludes STAAR Alt. 2 test version.

- As shown in **Table 2, PDL**, the largest increase from 2018 to 2019 in the number of STAAR reading testers meeting at or above the Approaches Grade Level standard was five percentage points at Highland Heights ES, followed by Henry MS with a four percentage-point increase. In contrast, the largest decrease from 2018 to 2019 for STAAR reading testers was five percentage points at Codwell ES.

Table 3, PDL. IR Campus STAAR Mathematics English and Spanish Combined: 2018 and 2019 (1st Administration) Percent At or Above the Approaches Grade Level standard, All Students – All Grades Tested

Campus	School Office	Mathematics				
		2018		2019		1 Year Change
		Tested (N)	Met (%)	Tested (N)	Met (%)	
Attucks MS	Achieve 180	446	41	430	48	7
Codwell ES	North	217	57	187	59	2
Henry MS	Achieve 180	797	46	762	56	10
Highland Heights ES	Achieve 180	252	45	225	47	2
Marshall ES	North	531	56	475	56	0
Sherman ES	North	268	64	265	62	-2
Sugar Grove MS	Achieve 180	647	36	654	41	5

Source: TEA-ETS STAAR Summary Reports; 1st Administration Only; HISD Research and Accountability, 2019f

Note: All data reflect the most current data available and may differ slightly from previously reported. Excludes STAAR Alt. 2 test version.

- From 2018 to 2019, the largest increase on the STAAR mathematics exam for testers meeting at or above the Approaches Grade Level standard was 10 percentage points at Henry MS, followed by a seven percentage-point increase at Attucks MS (**Table 3, PDL**). In contrast, there was a decrease of two percentage points in the percentage of testers who met at or above the Approaches Grade Level

standard on the STAAR mathematics exam. There was no change in the percentage of testers who met at or above the Approaches Grade Level standard at Marshall ES.

Table 4, PDLP. IR Campus STAAR EOC: 2018 and 2019 (Spring Administration) Percent At or Above the Approaches Grade Level Standard, All Students - All STAAR EOC						
Campus	School Office	2018		2019		1 Year Change
		Tested (N)	Met (%)	Tested (N)	Met (%)	
		Algebra I				
Kashmere HS	Achieve 180	239	60	193	72	12
North Forest HS	Achieve 180	302	47	290	70	23
Washington HS	Achieve 180	184	57	203	61	4
Wheatley HS	Achieve 180	251	63	205	65	2
		Biology				
Kashmere HS	Achieve 180	204	67	187	74	7
North Forest HS	Achieve 180	324	66	299	77	11
Washington HS	Achieve 180	184	67	207	78	11
Wheatley HS	Achieve 180	278	59	224	65	6
		English I				
Kashmere HS	Achieve 180	351	26	297	34	8
North Forest HS	Achieve 180	456	34	431	34	0
Washington HS	Achieve 180	296	25	252	29	4
Wheatley HS	Achieve 180	362	29	273	29	0
		English II				
Kashmere HS	Achieve 180	263	30	274	41	11
North Forest HS	Achieve 180	361	37	364	38	1
Washington HS	Achieve 180	305	31	253	39	8
Wheatley HS	Achieve 180	303	38	291	35	-3
		U.S. History				
Kashmere HS	Achieve 180	158	82	160	79	-3
North Forest HS	Achieve 180	211	69	232	80	11
Washington HS	Achieve 180	179	71	186	83	12
Wheatley HS	Achieve 180	193	77	193	80	3

Source: TEA-ETS STAAR Student Data Files; Spring Administration Only; HISD Research and Accountability, 2019e

Note: All data reflect the most current data available and may differ slightly from data previously reported. Excludes STAAR Alt. 2 test version.

- As shown in **Table 4, PDLP**, the largest increase in the percentage of EOC Algebra I testers from 2018 to 2019 who met at or above the Approaches Grade Level standard was 23 percentage points at North Forest HS. In addition, the largest increase in the percentage of STAAR EOC Biology testers who met at or above the Approaches Grade Level standard was 11 percentage points at North Forest HS and Washington HS. Further, the largest increase in the percentage of STAAR EOC English I testers who met at or above the Approaches Grade Level standard was eight percentage points at Kashmere HS.

Recommendations

In 2018–2019, the Professional Development – Teacher and PD Operations, and Lead Principals program provided instructional supports to IR campuses. Three of seven campuses had a higher percentage of students meet at or above the Approaches Grade Level standard on STAAR reading, English and Spanish combined. Six of seven campuses had a higher percentage meet at or above the Approaches Grade Level

standard on the STAAR mathematics exam, English and Spanish combined. On the STAAR EOC examinations, a minimum of three of four campuses on each subject, had an increase in the percentage of students scoring at or above the Approaches Grade Level standard on the exam. It is recommended that program stakeholders obtain feedback from program participants to determine if program changes are necessary to effectively support student achievement.

Project Explore

Program Description

Project Explore was designed to equip middle school students with the experiences and skills necessary to make informed decisions as they navigate their secondary and post-secondary education and career pathways. The program provided funds to pay for one senior manager, one manager, and six advisor salaries, extra duty pay for the curriculum advisory council, college and industry visits, intensive professional development for advisors, and a summer camp for all 9th grade students. The summer camp included industry visits around Houston and an out of state college tour. In addition, Discover U FLO advisors for enrichment opportunities provided district-wide training on college and career readiness curriculum.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$1,123,216.90	Capital Outlay:	\$7,495.70
Expenditures:	\$709,406.16	Contracted Services:	\$203,160.35
Allocation Utilized:		Other Operating Expenses:	\$23,225.80
		Payroll:	\$461,649.09
		Supplies and Materials:	\$13,875.22

Program Goal

- To assist students in making informed life decisions after high school.

Program Outcomes

Table 1, PE. Number of Project Explore Field Trips by Campus, 2018–2019		
Campuses	Field Trips (N)	Field Trips (%)
Attucks MS	7	6.8
Reagan Ed Ctr PK–8	12	11.7
Burbank MS	9	8.7
Deady MS	9	8.7
Edison MS	1	1.0
Fleming MS	10	9.7
Fondren MS	11	10.7
Navarro Black MS	11	10.7
Pilgrim Academy	10	9.7
Sugar Grove MS	11	10.7
Thomas MS	12	11.7
Total	103	100.0

- As shown in **Table 1, PE**, Project Explore provided a total of 103 field trips for students from eleven participating campuses.
- The highest number of field trips was provided to students at Reagan Ed Ctr PK–8 and Thomas MS (n=12) followed by three campuses (Fondren MS, Navarro Black MS, and Sugar Grove MS) with 11 field trips (Table 1, PE).

Table 2, PE. Field Trip Locations by the Focus of Field Trip, 2018–2019	
The focus of Field Trip	Field Trip Locations
Career Readiness	Apple Store
	Kemah Aquarium
	Lone Star Flight Museum
	Longhorn Project
	National Hot Rod Association (NHRA) Youth and Education Services (Y.E.S) STEM Day
	National Manufacturing Day
	Natural Science Museum
	Orthodontics Office
	Robotics First World Championship Expo
	She's Happy Hair
	Zoo
College Readiness	Louisiana State University
	Prairie View middle school day
	Southern University
	Texas Southern University
	University of Houston
College/Career Readiness	Houston Community College-Health Sciences
	Houston Community College-Petroleum Engineering Technology
	Houston Hispanic Forum
	Texas A&M University
	Texas Southern University/Bows & Bow Ties
	University of Texas

- As shown in **Table 2, PE**, Project Explore field trips focused on career, college, or college/career. For example, for a field trip focused on career readiness, visits were made to an Apple Store and She's Happy Hair. College readiness visits were made to places like Southern University and the University of Houston. When the field trip was focused on both college and career readiness, visits were made to institutions like the Houston Hispanic Forum.

Recommendations

In 2018–2019, the Project Explore program provided participating students with the opportunity to visit businesses and universities to explore possible opportunities after high school graduation. As the program is expanding to involve more campuses, it is recommended that feedback from participating students be used to determine how the program experiences have influenced their thinking on life choices after high school.

Quality Assurance

Program Description

The Quality Assurance program provided funds that were used for the student badging initiative for 46,000 student bus riders. A total of seven printers were purchased along with additional supplies such as printer cleaning products and ink. To complete the project, badges, lanyard and badge holders also had to be purchased. Additionally, tablets were purchased for Field Safety Investigators so they could always be connected to the internet for activities, such as incident reports, investigations and student tracking.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$400,000.00	Capital Outlay:	\$49,974.90
Expenditures:	\$49,974.90	Contracted Services:	
Allocation Utilized:	12.5 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

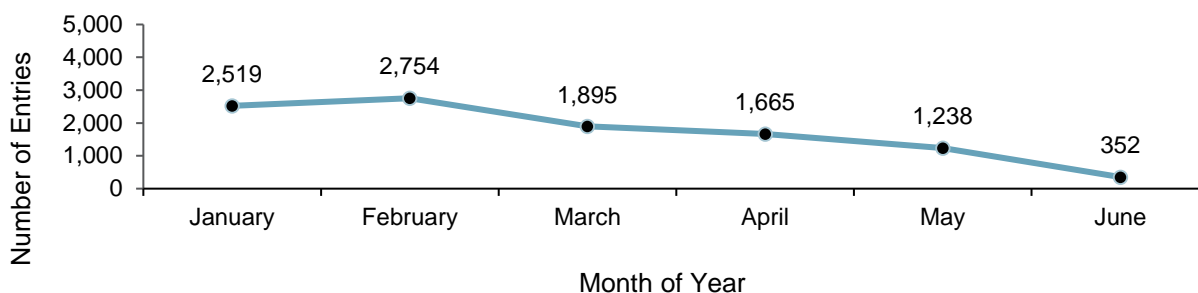
Program Goal

- To ensure the health and safety of students through the badging program making it easier for parents to track students who used HISD transportation.

Program Outcomes

- The Let's Talk! phone line was in operation starting after HISD students returned from Winter Break in January 2019. The Let's Talk! phone line allowed parents who were having difficulties locating their HISD students to report their concerns to HISD and get a resolution to their problem.
- As shown in **Figure 1, QA**, the highest number of Let's Talk! entries occurred in February 2019 (n=2,754), followed by 2,519 entries in January 2019. By contrast, the lowest number of Let's Talk! entries occurred in June 2019, which could be explained by fewer students using HISD transportation during summer 2019.

Figure 1, QA. Number of Let's Talk! entries by Month, 2019



Recommendations

2018–2019 was the first year of the Quality Assurance student badging initiative funded by Title IV, Part A. One measure of success was a steady reduction in the number of Let's Talk! entries from February 2019 to May 2019. As the program continues into future years, data will become available that will support a more thorough understanding of how the program is working and whether the program is meeting its goal of ensuring the health and safety of students.

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 2018–2019. 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 campuses and onboarding new hires.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$536,750.00	Capital Outlay:	
Expenditures:	\$216,392.71	Contracted Services:	\$14,000.00
Allocation Utilized:	40.3 percent	Other Operating Expenses:	
		Payroll:	\$202,392.71
		Supplies and Materials:	

Program Goal

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

Program Outcomes

Table 1, RRI. Number and Percentage of Recipients of Recruitment and Retention Incentives Retained in Fall 2019				
Year	Stipend Description	Recipients (N)	Retained (N)	Retained (%)
Fall 2018		75	58	77.3
	Recruitment Incentive - Y1*	54	43	79.6
	Recruitment Incentive SPED Y1	21	15	71.4
Spring 2019		137	73	53.3
	Recruitment & Selection Fellowship Stipend	7	5	71.4
	Recruitment Incentive - Y1	72	39	54.2
	Recruitment Incentive SPED Y1	26	14	53.8
	Strategic Staffing Incentive-Y1	32	15	46.9
Total		212	131	61.8

Source: 2018–2019 Teacher Stipend data, October 13, 2019

Note: *"Y1" means Year one.

- As shown in **Table 1, RRI**, 61.8 percent of all 2018–2019 Y1 stipend/incentive receipts were retained in fall of 2019.
- Teachers that received a Y1 stipend/incentive in fall 2018 had a retention rate of 77.3 percent. In contrast, spring 2019 Y1 stipend/incentive recipients were retained in fall 2019 at 53.3 percent (Table 1, RRI).

Recommendations

In 2018–2019, like previous years, the retention rates of teachers that received sign-on incentives lagged the retention rates of teachers districtwide. 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 a shortage of new teachers in HISD that is exacerbated by the size and needs of the district. 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

Budgeted:	\$82,835.00	Capital Outlay:	
Expenditures:	\$61,630.61	Contracted Services:	
Allocation Utilized:	74.4 percent	Other Operating Expenses:	
		Payroll:	\$61,630.61
		Supplies and Materials:	

Program Goal

- 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

- In 2018–2019, as detailed in **Table 1, RS**, 1,120 new teachers were hired, a 7.3 percentage-point increase when compared to 2017–2018 (n=1,044). Of the 1,120 new teachers, 929 (83.0 percent) were retained in 2019–2020. This was similar to the percentage of new teachers in 2017–2018 who were retained in 2018–2019. Teachers were considered new to HISD if they had no experience teaching in any district prior to the school in which they were hired.

Table 1, RS. Number of Teachers Who Were Retained from One Academic Year to the Next, 2016–2017 through 2018–2019				
Spring Semester to Fall Semester	Level of Experience	Employed-Spring (N)	Retained-Fall (N)	Retained-Fall (%)
2016–2017 To 2017–2018	All Teachers	11,783	9,984	84.7
	Experienced Teachers	10,803	9,200	85.2
	New Teachers	980	784	80.0
2017–2018 To 2018–2019	All Teachers	11,518	9,975	86.6
	Experienced Teachers	10,474	9,107	86.9
	New Teachers	1,044	868	83.1
2018–2019 To 2019–2020	All Teachers	12,125	10,264	84.7
	Experienced Teachers	11,005	9,335	84.8
	New Teachers	1,120	929	83.0

Source: HISD Roster for TADS (05.21.2017 and 08.27.2018); HISD Roster for TADS (06.03.2019 and 08.26.2019)

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

Recommendations

The Teacher Recruitment and Selection program successfully hired 1,120 teachers for the 2018–2019 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 leave the district.

Secondary Curriculum and Development (PBMAS-Social Studies)

Program Description

The Secondary Curriculum & Development (PBMAS-Social Studies) program sought to increase content knowledge and improve instructional practice for secondary social studies teachers in order to increase teacher efficacy and positively impact student achievement in social studies grade 8. The program was administered through the Secondary Social Studies Department and provided a variety of professional development opportunities, such as book studies, writing intensives, and local, state, and national conferences.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$30,000.00	Capital Outlay:	
Expenditures:	\$16,800.00	Contracted Services:	\$1,468.00
Allocation Utilized:	56.0 percent	Other Operating Expenses:	\$12,251.26
		Payroll:	
		Supplies and Materials:	\$3,080.74

Title II, Part A funded

Budgeted:	\$2,868,496.00	Capital Outlay:	
Expenditures:	\$2,086,335.79	Contracted Services:	
Allocation Utilized:	72.7 percent	Other Operating Expenses:	
		Payroll:	\$2,086,335.79
		Supplies and Materials:	

Program Goal

- To provide professional development and mentoring opportunities to secondary social studies teachers to increase teacher efficacy in supporting student learning.

Program Outcomes

Table 1, PBMAS. Number of Professional Development Participants by Course Description, 2018–2019		
Course Description	Participants (N)*	Participant (%)
"Judge a Book – By More Than Its Cover" The Social Studies Professional Development Series: S.S. Book Club	78	32.8
Secondary Social Studies Department Chairpersons Meeting	127	53.4
For Teachers By Teachers Secondary Social Studies Conference	33	13.9
Total	238	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: *means participants took part in more than one training activity.

- As shown in **Table 1, PBMAS**, there was a duplicated count of 238 participants over three learning opportunities in 2018–2019, with the largest number of participants attending the Secondary Social Studies Department Chairpersons meetings (n=127).

Table 2, PBMAS. Number of Professional Development Participants by District Role, 2018–2019		
District Role	Participants (N)*	Participant (%)
Campus Leadership*	2	0.8
District Leadership	1	0.4
District Staff	4	1.7
Other Campus Staff**	1	0.4
Teacher	230	96.6
Total	238	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: The number of participants is duplicated.

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

**Other Campus Staff includes clerks.

- As shown in **Table 2, PBMAS**, the greatest number of trainings were completed by teachers, with a duplicated count of 230 or 96.6 percent of all training participants.

Recommendations

In 2018–2019, the Secondary Curriculum and Development (PBMAS-Social Studies) program provided opportunities for HISD teachers to build on their teaching skills to support student learning. Most of the duplicated count of participants (n=230 or 96.6 percent) filled a teacher role in 2018–2019. It is recommended that the program continues to focus on teacher efficacy, through professional development activities, to support student learning.

Secondary Curriculum and Instruction

Program Description

Secondary Curriculum and Instruction was comprised of three programs: 1) Design, Media & Online Learning (DMOL); 2) Professional Development-Operations (PD-OP); and 3) Secondary Teacher Development Specialists. 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. Secondary Teacher Development Specialists provided district-wide professional learning, campus-based training, and job-embedded coaching in alignment with academic standards and the goals of Literacy in the Middle, Literacy Empowered, and PowerUP.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$4,162,272.14	Capital Outlay:	\$21,692.00
Expenditures:	\$3,700,311.07	Contracted Services:	\$5,656.58
Allocation Utilized:	88.9 percent	Other Operating Expenses:	\$38,309.59
		Payroll:	\$3,609,137.04
		Supplies and Materials:	\$25,515.86

Title II, Part A funds

Budgeted:	\$629,806.00	Capital Outlay:	\$25,783.82
Expenditures:	\$250,250.93	Contracted Services:	\$149,070.11
Allocation Utilized:	39.7 percent	Other Operating Expenses:	\$15,170.76
		Payroll:	\$37,057.33
		Supplies and Materials:	\$23,168.91

Program Goal

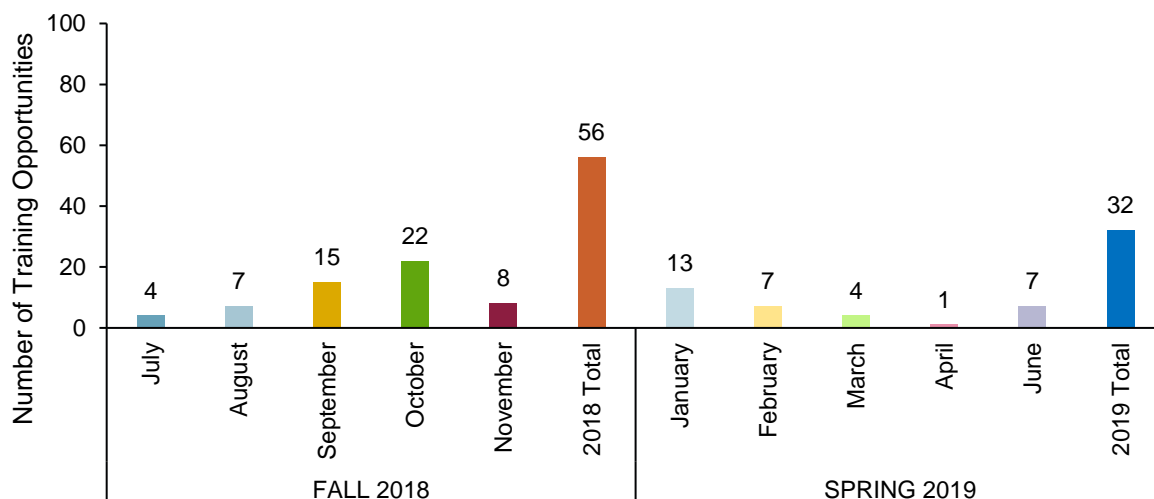
- To provide professional development opportunities for teachers to acquire new teaching strategies to support student learning.

Program Outcomes

- As shown in **Figure 1, SCI** (p. 80), there were a total of 88 professional development (PD) activities provided to staff. The largest number of PD opportunities occurred in October 2018, followed by September 2018 (n=15).
- As shown in Table 1, SCI. (p. 80), the Secondary Curriculum and Instruction program provided PD to a duplicated total of 3,934 participants in 2018–2019. The largest duplicated number of participants were teachers (n=3,397 or 86.3 percent), followed by nurses (n=163 or 4.1 percent).

- There was a total of 16,320.0 PD hours earned by HISD staff members in 2018–2019 (Table 1, SCI.). The highest number of PD hours were provided to teachers with 13,661.5 or an average of 4.0 hours per participant.

Figure 1, SCI. Professional Development (PD) training sessions by Month, 2018–2019



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

District Role	Participant (N)	Participant (%)	Total PD Hours (By District Role)	Avg. PD Hours (By District Role)
Teacher	3,397	86.3	13,661.5	4.0
Nurse	163	4.1	497.0	3.0
District Staff	129	3.3	875.0	6.8
Other Academic Staff	90	2.3	424.5	4.7
District Leadership	79	2.0	465.0	5.9
Campus Leadership	38	1.0	161.5	4.3
Other Campus Staff	38	1.0	235.5	6.2
Total	3,934	100.0	16,320.0	4.1

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: The number of participants is unduplicated.

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

**Other Campus Academic Staff includes instructional specialists, librarians, and literacy coaches.

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

Recommendations

Secondary Curriculum and Instruction provided training designed and implemented by DMOL. One goal of Professional Development Operations is to improve student academic achievement by providing support to campus-level staff professional development. The program met the goal of providing PD trainings to teachers in 2018–2019 to support student learning. 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 into 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

Budgeted:	\$100,000.00	Capital Outlay:	
Expenditures:	\$71,298.80	Contracted Services:	\$6,660.46
Allocation Utilized:	71.3 percent	Other Operating Expenses:	\$35,618.46
		Payroll:	\$15,923.88
		Supplies and Materials:	\$13,096.00

Program Goal

- 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 2018–2019, 91,023 HISD students were screened for vision impairments of which 11.2 percent (10,219) failed the examination (**Table 1, SS**, p. 82). In 2018–2019, City of Houston See to Succeed clinics provided additional screenings, treatments, or both to at least 6,999 students. This was an increase over the 5,984 students served in 2017–2018 (**Table 2, SS**, p. 82). Following the See to Succeed screening in 2018–2019, 6,422 (91.8 percent) students were identified as needing corrective eyewear according to data received from the Houston Department of Health and Human Services (HDHHS).
- Following the 2018–2019 school year, the HISD Health and Medical Services team acknowledged a delay in eyewear delivery and an inconsistency in implementing the final fitting upon delivery by See to Succeed program partners.

Recommendations

See to Succeed targeted students who lacked resources and were identified as needing vision services. The total number of participants increased from 2017–2018 to 2018–2019 (5,984 to 6,999). However, school personnel continued 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 students' corrective eyewear, or both. It is recommended to continue 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 that are difficult to quantify should be conducted.

Table 1, SS. HISD Vision Screening Results by Grade Level, 2018–2019					
Grade	Number Screened	Number Passed	Percent Passed	Number Failed	Percent Failed
PK	9,595	9,166	95.5	429	4.5
K	14,577	13,550	93.0	1,027	7.0
1	15,660	14,003	89.4	1,614	10.3
2	1,854	1,520	82.0	330	17.8
3	15,941	14,132	88.7	1,759	11.0
4	1,796	1,464	81.5	332	18.5
5	15,332	13,367	87.2	1,965	12.8
6	1,254	984	78.5	270	21.5
7	11,078	9,634	87.0	1,444	13.0
8	1,031	753	73.0	278	27.0
9	1,121	864	77.1	257	22.9
10	719	518	72.0	201	28.0
11	508	359	70.7	149	29.3
12	557	393	70.6	164	29.4
Total	91,023	80,707	88.7	10,219	11.2

Source: Texas Department of State Health Services, Annual Vision Screening Report, June 20, 2019

Note: Percentages may not equal 100 due to rounding.

Table 2, SS. See to Succeed Examination Results by Grade Level, 2018–2019					
Grade	Number Examined	Exam-Treated (N)	Exam-Treated (%)	Exam-No Problem (N)	Exam-No Problem (%)
PK	276	194	70.3	82	29.7
K	609	529	86.9	80	13.1
1	1,139	1,050	92.2	89	7.8
2	278	261	93.9	17	6.1
3	1,226	1,134	92.5	92	7.5
4	272	257	94.5	15	5.5
5	1,398	1,302	93.1	96	6.9
6	203	179	88.2	24	11.8
7	861	810	94.1	51	5.9
8	165	154	93.3	11	6.7
9	160	152	95.0	8	5.0
10	147	143	97.3	4	2.7
11	121	115	95.0	6	5.0
12	144	142	98.6	2	1.4
Total	6,999	6,422	91.8	577	8.2

Source: Texas Department of State Health Services, Annual Vision Screening Report, June 20, 2019

SEL (Student Support Services)

Program Description

The Social and Emotional Learning (SEL) department coordinated the implementation and growth of culturally-responsive and emotionally-safe learning environments. The program provided resources to help students develop skills to manage their emotions, form positive relationships, feel empathy for others, and make responsible decisions. The overarching goal of the SEL department is to improve school disciplinary practices by reducing the use of exclusionary practices that take students out of their learning environments. As part of achieving this goal, coaching was provided for teachers in classroom management as well as cultural proficiency training to reduce implicit bias which may contribute to the overuse of exclusionary practices among students of color. Title IV funds were used, in part, to fund trainings to assist teachers in becoming more culturally-proficient and aware of implicit bias and to help them improve their classroom management skills. Additionally, funds were used to buy iPads and iPad accessories for teacher coaching staff to allow them to monitor discipline data among campuses in real-time while assisting with implementing alternative strategies. The iPad allowed staff to more proficiently communicate, document, monitor, update, and track discipline data to provide better support to the campuses served.

Budget and Expenditures

Title IV, Part A funded

Budgeted:	\$933,778.19	Capital Outlay:	\$18,980.00
Expenditures:	\$463,000.00	Contracted Services:	\$424,331.00
Allocation Utilized:	49.6 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	\$19,689.00

Program Goal

- To provide professional development (PD) to campus staff to remove bias in classroom management.

Program Outcomes

Table 1, SEL. Number of Professional Development Participants by Course Description, 2018–2019		
Course Description	Participant (N)*	Participant (%)
Classroom Management and Strategies	23	1.6
Increasing Academic Achievement through Classroom Management	30	2.1
Beginning Classroom Management	22	1.6
CHAMPS Training: Proactive Approach to Classroom Management	1,246	87.9
Discipline in Secondary Classrooms (DSC) Training: Proactive Approach to Classroom Management	91	6.4
Creating Culturally Responsive Classrooms**	6	0.4
Total	1,418	100.0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: *means the number of participants is duplicated.

**means that one course description was assigned to two different course numbers.

- According to **Table 1, SEL**, the total number of duplicated PD participants in 2018–2019 was 1,418.
- The highest percentage of duplicated participants was 87.9 percent of all participants who attended the CHAMPS Training: Proactive Approach to Classroom Management, followed by the 6.4 percent that

attended Discipline in Secondary Classrooms (DSC) Training: Proactive Approach to Classroom Management (Table 1, SEL, p. 83).

Table 2, SEL. Number of Professional Development Participants by Campus Role, 2018–2019		
Campus Role	Participant (N)*	Participant (%)
Campus Leadership**	52	3.7
Other Campus Staff***	83	5.9
Teacher	1,283	90.5
Total	1,418	100.0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: *The number of participants is duplicated.

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

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

- As shown in **Table 2, SEL**, teachers were the highest number of duplicated participants (n=1,418 or 90.5 percent), followed by the 83 (or 5.9 percent) other campus staff.

Recommendations

In 2018–2019, the SEL program provided PD to campus staff in an effort to eliminate bias in classroom management. The majority of PD participants were teachers (n=1,283 or 90.5 percent). To get a clearer picture of the program's impact on teacher classroom practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.

Student Assessment Program

Program Description

The Student Assessment program (using lead4ward) was administered and supported by the Student Assessment Department. The HISD lead4ward professional development initiative was implemented to increase capacity across the district in data-informed instruction and instructional decision making (teachers and leaders). The program used Title II, Part A funds to pay for the consultants for the training and access for all HISD to the lead4ward field guides. Funds outside of Title II, Part A monies were used to pay for lead4ward reports available in the OnTrack formative assessment platform.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$833,594.73	Capital Outlay:	
Expenditures:	\$623,414.07	Contracted Services:	\$515,188.00
Allocation Utilized:	74.8 percent	Other Operating Expenses:	
		Payroll:	\$108,226.07
		Supplies and Materials:	

Program Goal

- Provide PD in the use of data to teachers to inform their instructional practices.

Program Outcomes

Table 1, SAP. Participation in Professional Development (PD) Training by Course Description and PD Hours Earned, 2018–2019		
Course Description	Participants (N)	PD hours earned (N)
LD_Lead4ward District Systems of Support	11	33
LD_Lead4ward Next Level Supporting Implementation Campus	246	732
LD_Lead4ward Principal as Process Champion	99	396
LD_Lead4ward Souped-Up Super 8 Writing (6-EOC)	32	182
LD_Lead4ward Building Capacity Implementation Support	143	324
LD_Lead4ward Building the Capacity of the PLC	54	432
LD_Lead4ward Comprehension Strategies in Action Reading (6-EOC)	38	288
LD_Lead4ward Comprehension Strategies in Action Reading (K-5)	37	240
LD_Lead4ward CSI Special Education	571	3,426
LD_Lead4ward Early Republic Social Studies (8th Grade)	37	217
LD_Lead4ward Number Sense Elem 1-5	161	1,216
LD_Lead4ward Parts that Make Up the Whole of Fractions (Grades 2-5)	173	1,112
LD_Lead4ward Power of Process Social Studies (4-EOC)	85	624
LD_Lead4ward Problem Solving in the Math Classroom (K-12)	301	2,016
LD_Lead4ward Souped-Up Super 8 Writing (3-5)	73	420
LD_Lead4ward The Power of Process in Science (K-5)	84	672
TE_Lead4ward Instructional Planning	224	896
TE_Lead4ward Instructional Support/Planning with Data	202	1,414
TE_Lead4ward Instructional Planning K-5	150	1,200
Total	2,721	15,840

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

Note: The number of participants is duplicated.

- As shown in **Table 1, SAP**, there were 2,721 duplicated participants in PD earning a total of 15,840 hours.

- CSI Special Education had the highest participation (n=571) and earned hours (n=3,426) followed by Problem Solving in the Math Classroom (K-12) (n=301 and n=2,016, respectively) (Table 1, SAP, p. 85).

Recommendations

The HISD Student Assessment Program conducted professional development trainings throughout HISD in 2018–2019. Following the completion of a professional development session, participants are asked to provide feedback on the training received. To ascertain how the program training influenced participants' comfort in using data to inform their teaching practices, it is recommended that this feedback is incorporated into future program evaluations.

For more detail on Student Assessment Program see the complete report (HISD Research and Accountability, 2019a).

Student Assistance (Outreach Worker)

Program Description

The program was designed to provide outreach support to students, parents, and the community for campus-based support services. Services were also developed to encourage students and families to improve attendance and achievement by offering community resources and targeted interventions. Outreach staff monitored student folders to measure progress, assisted campus staff with reviewing leaver folders, and the development of intervention plans and strategies to increase the graduation rate and decrease the need for dropout recovery efforts. Staff conducted workshops and professional development trainings for students, parents, and district staff regarding the importance of regular attendance and dropout prevention.

Budget and Expenditures

Title IV, Part A funded

Budgeted:	\$80,000.00	Capital Outlay:	
Expenditures:	\$34,840.77	Contracted Services:	
Allocation Utilized:	43.6 percent	Other Operating Expenses:	
		Payroll:	\$34,840.77
		Supplies and Materials:	

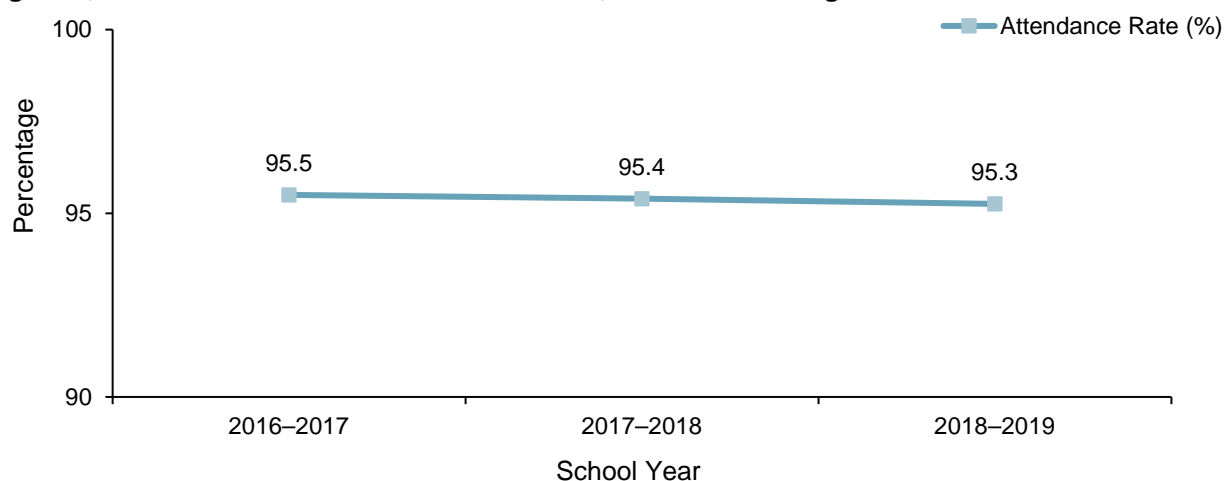
Program Goal

- Give students and families the resources to overcome barriers to school attendance and student graduation.

Program Outcomes

- The program manager related that the Student Assistance program provided districtwide and campus-based training to students, parents, and campus staff.

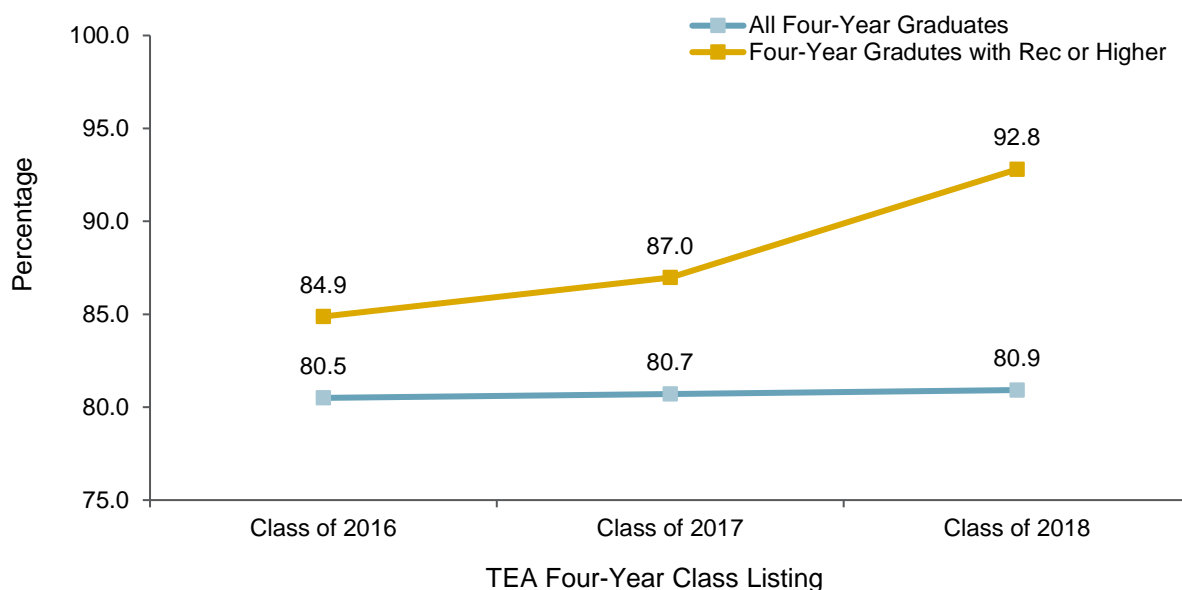
Figure 1, SA. Attendance Rate for HISD Students, 2016–2017 through 2018–2019



Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2016–2017 and 2017–2018; ADA 18–19

- As shown in **Figure 1, SA** (p. 87), the attendance rate for HISD students has remained relatively stable with a decline of .2 percent when comparing 2018–2019 to 2016–2017.

Figure 2, SA. Percentage of All Four-Year* Graduates vs. Percentage of Four-Year Graduates that Received a Recommended or Higher Diploma, Class of 2016 through Class of 2018



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Four-Year Longitudinal Summary Report, June 6, 2019

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

- Graduation rates have seen a .4 percentage-point increase when comparing the four-year graduates of the Class of 2018 to the four-year graduates of the Class of 2016 (**Figure 2, SA**). There has been a 7.9 percentage-point increase in four-year graduates receiving a recommended or higher diploma when comparing the Class of 2018 to the Class of 2016.

Recommendations

The Student Assistance (Outreach Worker) program was initiated during the 2018–2019 school year. The program provided support to students, parents, and campus staff in an effort to overcome barriers to student attendance and graduation. Over a three-year window, attendance has remained relatively unchanged and four-year graduation rates have increased incrementally. In order to get a clear picture of how the program works, it is recommended that all participant groups (students, parents, and campus staff) provide feedback on how the support of the program has impacted their thinking on student attendance and graduation.

Teacher Certifications

Program Description

The Teacher Certifications program supports all campuses and departments with positions requiring a professional certification and/or qualification, including but not limited to, teachers, paraprofessionals, principals, assistant principals, and deans. The program works to ensure compliance with the Texas Education Agency (TEA) teacher and paraprofessional certification regulations by reviewing the credentials of prospective new hires and existing personnel. The goal of the program is to assist the District to align with TEA regulations and ensure that every school hires and maintains qualified educators, that every teacher, paraprofessional, and campus administrator holds and maintains a valid qualification.

Budget and Expenditures

Title II, Part A funded

Budgeted:	\$114,452.38	Capital Outlay:	
Expenditures:	\$80,366.11	Contracted Services:	
Allocation Utilized:	70.2 percent	Other Operating Expenses:	
		Payroll:	\$80,366.11
		Supplies and Materials:	

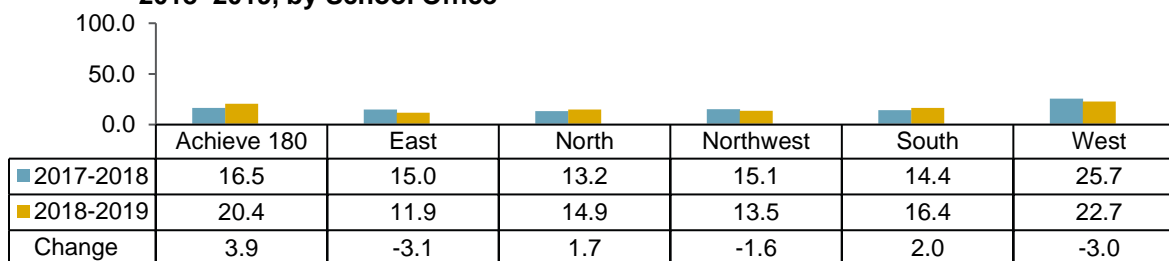
Program Goal

- To provide professional development opportunities for teachers to achieve qualifications educators.

Program Outcomes

- Teachers received a duplicated total of 9,108 qualifications, a 40.8 percentage-point increase in 2018–2019 when compared to the 6,469 qualifications achieved teachers in 2017–2018 (**Table 14**, p. 32).

Figure 1, TC. Percentage of Teachers Who Received Qualifications By School Office, 2017–2018 and 2018–2019, by School Office*



Source: Teacher Diversity-Degrees-Qualifications 2017–2018 and 2018–2019

Note: *means Special Education School Office had less than one percent of teachers receiving certifications in both 2017–2018 and 2018–2019.

- Teachers on Achieve 180 School office campuses had the largest percentage-point increase (3.9 percent) when comparing 2018–2019 to 2017–2018. This was followed by teachers on campuses within the South School office area with an increase of 2.0 percentage points (Figure 1, p. 81).

Recommendations

The Teacher Certifications program supported the district's goal of assisting the District to align with TEA regulations and ensure that every school hired and maintained qualified educators by making certain that every teacher, paraprofessional, and campus administrator had the opportunity to acquire a valid qualification. In 2018–2019 there was a 40.8 percentage-point increase in the qualifications acquired by the teacher cohort when compared to the 2017–2018 school year.

Teacher Indoctrination/Career Development

Program Description

The Teacher Indoctrination/Career Development 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 (NTA), and a year-long professional development series providing beginning teachers the tools necessary to become a more effective teacher which includes half-day observations of master teachers.

Effective Practice Facilitators were an elite group of the district's most qualified teachers representing all content areas/grade levels and facilitated learning opportunities and real-time support with planning, instruction, and classroom organization for beginning teachers focused on the Teacher Appraisal and Development System/ Instructional Practice Rubric. Funds provided for this program were used to establish these year-long learning opportunities and to pay for teachers to attend the New Teacher Academy who were not yet on official duty. It also supported teacher leader facilitators and instructional resources provided to new teachers.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$650,250.14	Capital Outlay:	\$3,826.61
Expenditures:	\$71,915.10	Contracted Services:	\$10,573.54
Allocation Utilized:	11.1 percent	Other Operating Expenses:	\$5,355.74
		Payroll:	\$22,651.43
		Supplies and Materials:	\$29,507.78

Program Goal

- Introduce to HISD beginning teachers the tools to become more effective teachers through trainings and mentorships.

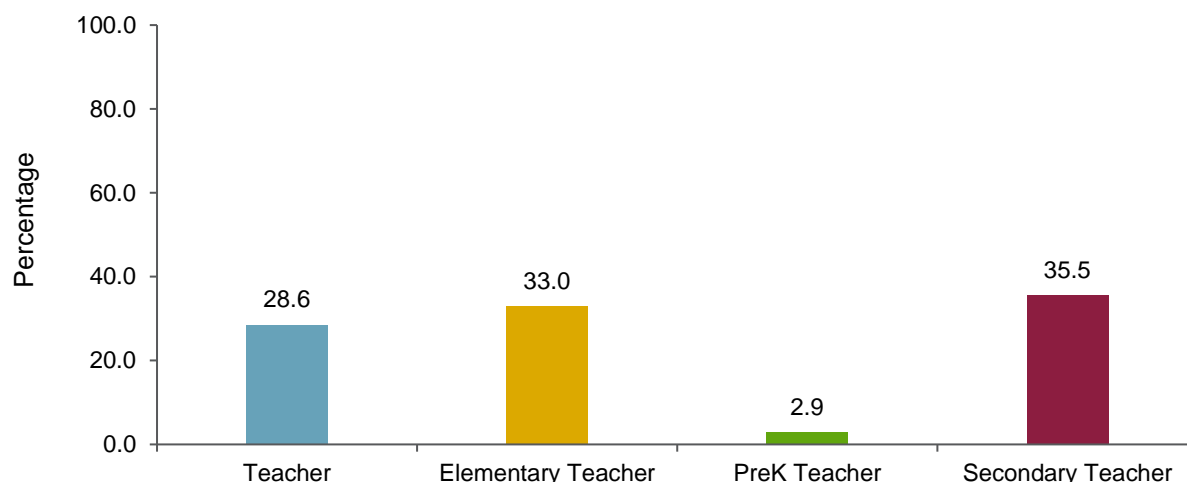
Program Outcomes

Table 1, T1CD. Number of Beginner Teachers Who Attended the New Teacher Academy By School Office, 2018–2019		
School Office	Teacher (N)	Teacher (%)
Achieve 180	167	14.9
East	117	10.4
North	140	12.5
Northwest	116	10.4
Not Identified	217	19.4
South	141	12.6
West	222	19.8
Total	1,120	100.0

Source: HISD Roster for TADS (06.03.2019 and 08.26.2019)

- In 2018–2019, 1,120 beginning teachers attended the New Teacher Academy, a weeklong event focused on introducing the HISD curriculum and instructional practices, district processes, resources and expectations (**Table 1, TICD**, p. 90). It was reported by the NTA administrator that on the mid-year survey, 85 percent of participants agreed New Teacher Academy was effective in preparing them for their first semester in HISD.

Figure 1, TICD., Percentage of New Teacher Academy Attendees by TEA Job Title, 2018–2019



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2019; Employee Training Data, July 1, 2018–June 30, 2019

- In 2018–2019, as shown in **Figure 1, TICD**, secondary teachers had the highest proportion of participants in the New Teacher Academy (35.5 percent), followed by elementary teachers (33.0 percent).

Recommendations

The Teacher Indoctrination/Career Development program aimed to engage new and limited experience 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. One recommendation is to conduct an extensive evaluation of the program to identify the professional development and mentorship streams that worked well for participants and to continue building the program. Consideration for participation should be given to teachers who do not have any prior teaching experience to maximize the program resources and utility.