

## MEMORANDUM

January 12, 2021

TO: Pam Evans  
Director, External Funding

FROM: Allison Matney, Ed.D.  
Officer, Research and Accountability

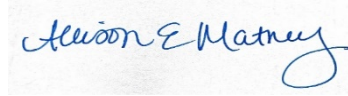
SUBJECT: **HISD TITLE I, PART A; TITLE II, PART A; AND TITLE IV, PART A  
CENTRALIZED PROGRAMS, 2019–2020**

Attached is the Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2019–2020 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 2019–2020 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 2019–2020, Title I, Part A funds were allocated for eight HISD centralized programs, Title II, Part A funds supported eleven HISD centralized programs, and Title IV, Part A funds supported five programs. Also, six programs were supported by multiple funding sources.
- The district budgeted \$41,630,640 and \$26,837,178 (64.5 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 2019–2020 fiscal year. For comparison, in 2018–2019 the district budgeted \$42,794,415 and \$31,070,245 (72.6 percent) was expended for the programs receiving Title I, Part A, Title II, Part A, and Title IV, Part A.
- The largest expenditures for 2019–2020 Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs were made for payroll (\$22,855,388), followed by contracted services (\$2,024,351).
- District Level Assessment (DLA), English and Spanish combined results for 2019–2020 showed gains in achievement compared to 2018–2019 for grades 3, 4, 5, 6, and 7 in reading; grade 8 in mathematics; grade 4 in writing; and grade 8 in social studies.
- In 2019–2020, when compared to 2018–2019, two of five DLA End of Course (EOC) subject examinations experienced an increase in the percentage of students who performed at or above the Approaches Grade Level standard (English I, 8 percentage points and U. S. History, 15.6 percentage points).
- A total of 26 of the 30 centralized programs that received funding reported successfully focusing 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. Four programs did not report how their program impacted HISD students and/or staff.

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

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping "M" at the end.

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AEM

Attachment

cc: Grenita Lathan, Ph.D.  
Yolanda Rodriguez  
Silvia Trinh



# RESEARCH

Educational Program Report

**HISD TITLE I, PART A; TITLE II, PART A;  
AND TITLE IV, PART A CENTRALIZED  
PROGRAMS  
2019-2020**



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Hattie Mae White Educational Support Center  
4400 West 18th Street Houston, Texas 77092-8501

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# HISD Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs 2019–2020

## 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 2019–2020, Title I, Part A funds were allocated for eight HISD centralized programs, Title II, Part A funds supported eleven HISD centralized programs, and Title IV, Part A funds supported five programs. Also, six programs were supported by two or more of these funding sources. This report documents the contributions of the 2019–2020 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 \$41,630,640 and a total of \$26,837,178 (64.5 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 2019–2020 fiscal year.
- The largest expenditures for 2019–2020 Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs were made for payroll (\$22,855,388), followed by contracted services (\$2,024,351).
- The largest percentage of funds expended for Title I, Part A centralized programs was 95.5 percent of the \$90,000 budgeted for the See to Succeed program. For Title II, Part A centralized programs, the largest percentage of funds expended was 87.3 percent of the \$219,638 budgeted for the Recruitment and Retention program. The highest percentage of expended funds for Title IV, Part A centralized programs was 89.5 percent of the \$695,000 budgeted funds for the Fine Arts program.
- A total of 26 of the 30 centralized programs that received funding reported successfully focusing 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. Four programs did not report how their program impacted HISD students and/or staff.
- District Level Assessment (DLA) 3–8 English and Spanish combined results for 2019–2020 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 the DLA increased by 2.0 percentage points on the reading assessments but decreased by 1.0 percent on the mathematics assessments from 2018–2019 to 2019–2020.
- Students in grade 4 showed a gain on the reading assessments (.3 percentage points) and decreased 1.4 percentage points on the mathematics assessments from 2018–2019 to 2019–2020.
- Students in grade 5 increased on the reading assessments (2.9 percentage points), but decreased on mathematics, and science assessments (4.7 percentage points and 1.8 percentage points, respectively) from 2018–2019 to 2019–2020.
- Tested students in grade 6 showed an increase in performance on the reading assessments (.1 percentage points), and a decrease in performance on the mathematics assessments (7.8 percentage points) from 2018–2019 to 2019–2020.
- Students in grade 7 increased performance on reading (17.0 percentage points), and decreased in mathematics and writing assessments (1.0 percentage points and 4.7 percentage points, respectively) from 2018–2019 to 2019–2020.
- Finally, 2019–2020 eighth graders, when compared to 2018–2019 eighth graders, experienced increased performance on the mathematics and social studies assessments (19.1 percentage points and 2.3 percentage points, respectively), while experiencing a decrease in performance on the reading and science assessments (18.1 percentage points and 3.1 percentage points, respectively).
- On the 2019–2020 DLA End-of-Course (EOC) subject tests, the percentage of tested students who performed at or above the Approaches Grade Level standard was highest for U.S. History (72.3 percent). Three of the five DLA EOC subjects had an increase in the proportion of students who performed at or above the Approaches Grade Level standard in 2019–2020 when compared to 2018–2019, with the most significant increase, 15.6 percentage points, on the U. S. History examination, followed by English I (8.0 percentage points), and Biology (4.3 percentage points). The two subjects that experienced a decrease in performance were English II and Algebra I (5.7 percentage points and 3.1 percentage points, respectively).

### Recommendations

- 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 at-risk 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. 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 2019–2020, HISD had 30 centralized programs, listed in **Table 1** (pp. 19–20), that received funding through one or more of the following: Title I, Part A; Title II, Part A; and Title IV of ESSA.

Title I, Part A of ESSA, also known as Improving the Academic Achievement of the Disadvantaged, includes mandates and funding opportunities that provide supplemental support for economically-disadvantaged students to achieve demanding academic standards (see **Table 2**, p. 21, for specific requirements of the legislation). As 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 a high-quality curriculum aligned with rigorous state academic standards. The funding also requires that services be provided based on the 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, focused 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. 21).

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 25<sup>th</sup> percentile teacher (a not-so-effective teacher) and a 75<sup>th</sup> 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 85<sup>th</sup> percentile of the teacher effectiveness distribution in three consecutive grades, kindergarten through second grade, would experience achievement increases of about one-third of a SD in reading in third grade . . . nearly one-third of a year's growth in achievement” (2011). Hanushek, one of the first to bring the issue to public attention, published several studies and summarized: “As an economist, what I tried to do was to translate into an economic value the result of having a more or less effective teacher. If you take a teacher in the top quarter of effectiveness and compare that with an average teacher, a teacher in the top quarter generates \$400,000 more income for her students over the course of their lifetime” (2011).



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

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

Programs receiving funds from Title I, Part A; Title II, Part A; and Title IV, Part A supported student achievement through professional development and 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. 36–88.

## Methods

### Data Collection and Analysis

- Program managers receiving 2019–2020 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 11, 2020, and were given a deadline of June 26, 2020 to respond. Reminder emails were sent out to non-respondents on the following dates: June 22, 2020; July 27, 2020; August 24, 2020; and September 14, 2020. Not all surveys were completed by the final deadline.
- Budget data, inclusive of July 1, 2019 to June 30, 2020, came from the HISD Budgeting and Financial Planning department.
- Data on staff positions, inclusive of July 1, 2019 to June 30, 2020, 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.
- Due to the Covid-19 pandemic, District-level assessments were used as an indicator of student academic performance. District-level assessments (DLA's or benchmarks) are STAAR-like curriculum-based assessments created by HISD's Curriculum Department, administered both online and on paper. The district benchmark assessment, which also includes a writing component, is created for all STAAR-tested grades/courses for administration in December. DLA is intended to be a cumulative assessment of student learning in preparation for STAAR. Data from these assessments provide school leaders and teachers key formative information regarding student learning. These data can also inform the evaluation of program effectiveness, use of instructional resources, staff development needs, and areas of curricular strengths and weaknesses. DLA proficiency scores use



the most rigorous percent-correct performance levels from the last four years of equivalent STAAR-tested grades/courses. DLA data were provided by A4E.

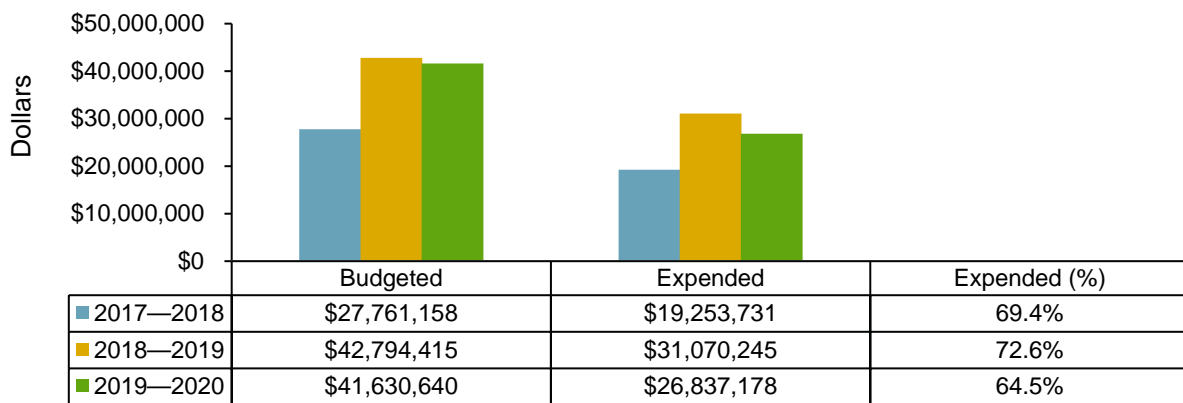
- HISD student attendance data was taken from the PEIMS Edit + Reports Data Review Summer Collection, Resubmission for the 2017–2018 school year. The 2018–2019 ADA file, and the 2019–2020 ADA file provided attendance for the respective school year.
- The percentage of first-time ninth-graders who graduated 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 2017, the class of 2018, and the class of 2019. In addition, the TEA Four-Year Class Student Listings provided information on the students meeting only the minimum standards (Foundation high school program) for graduation, met the Foundation 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.
- Teacher retention was defined as those teachers from the 2019–2020 school year who remained actively employed in HISD at the beginning of 2020–2021, 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, 2020 and August 24, 2020.
- 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, 2019 – June 30, 2020 data file to get the total trainings completed.
- Data showing qualifications for teachers inclusive of July 1, 2019 – June 30, 2020, was compared to the number of qualifications received by teachers in the prior year for dates inclusive of July 1, 2018–June 30, 2019. For both 2018–2019 and 2019–2020, qualification data were 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 2019–2020 school year?*

- Thirty (30) centralized programs received funding from one or more of the following sources, Title I, Part A; Title II, Part A; or Title IV, Part A. A total of \$41,630,640 was budgeted of which \$26,837,178 (64.5 percent) was expended. For comparison, illustrated in **Figure 1**, 69.4 percent of the \$27,761,158 of budgeted funds were expended in 2017–2018 and 72.6 percent of the \$42,794,415 budgeted funds were expended in 2018–2019.

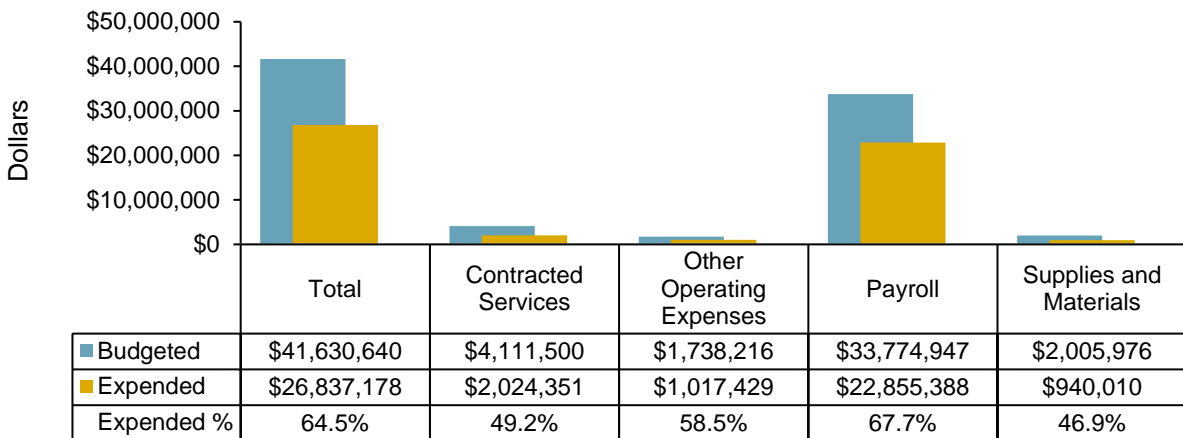
**Figure 1. Funds Allocated and Expended in HISD for Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2017–2018 to 2019–2020**



Source: HISD Research and Accountability (2019c); HISD Budgeting and Financial Planning Department files, 2017–2018 to 2019–2020

- As shown in **Figure 2** and detailed in **Table 5** (p. 22), payroll, followed by other operating expenses had the highest percentage of budgeted funds expended (67.7 percent of \$33,774,947 and 58.5 percent of \$1,738,216, respectively) in 2019–2020. By comparison, supplies and materials had the lowest percentage of budgeted funds expended (46.9 percent of \$2,005,976) in 2019–2020.

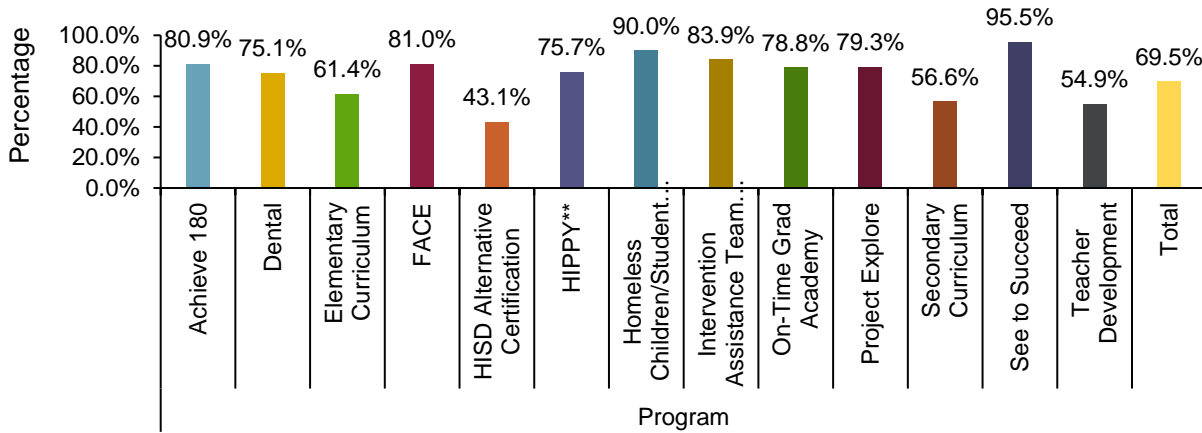
**Figure 2. Budgeted Funds Expended by Category for Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2019–2020**



Source: HISD Budgeting and Financial Planning Department file, 2019–2020

- The percentage of budgeted funds that were expended for each of the 2019–2020 centralized programs receiving Title I, Part A funds is shown in **Figure 3** with more detailed budgeting information found in **Table 6** (pp. 23–27). See to Succeed expended the highest percentage of budgeted funds (95.5 percent), followed by Homeless Children/Student Assistance at 90.0 percent.

**Figure 3. Percentage of Budgeted Funds Expended by Centralized Programs Receiving Title I, Part A\*, 2019–2020**



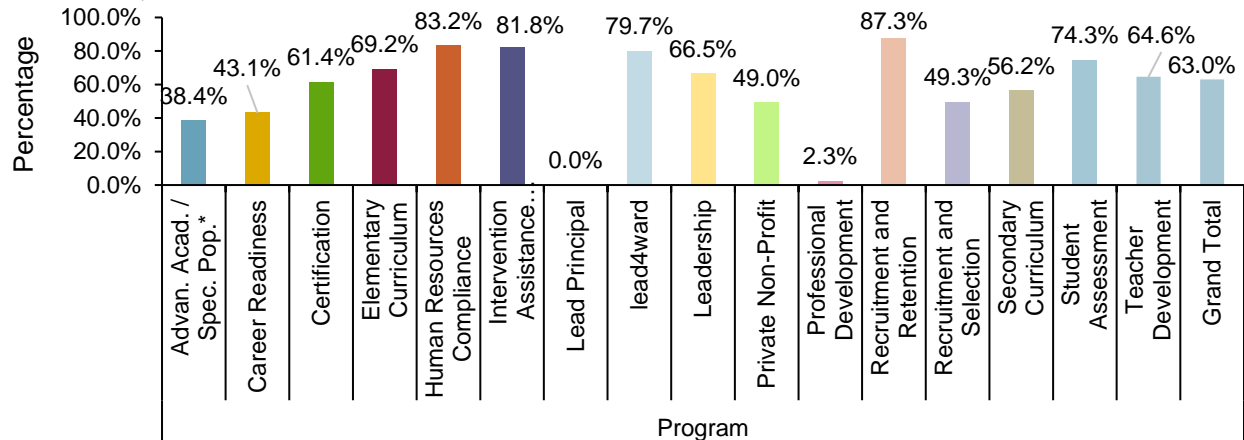
Source: HISD Budgeting and Financial Planning Department file, 2019–2020

Note: \*Title I, Part A budget information for Private Non-Profit not available for this report.

\*\*HIPPY is an acronym for Home Instruction for Parents of Preschool Youngsters.

- Distribution of funds among centralized programs designated for Title II, Part A funding is illustrated in **Figure 4** and detailed in Table 6. The highest percentage of budgeted funds expended was Recruitment and Retention (87.3 percent), followed by Human Resources Compliance at 83.2 percent. The lowest percentage of budgeted funds expended was for Lead Principal at zero percent of available program funds.

**Figure 4. Percentage of Budgeted Funds Expended by Centralized Programs Receiving Title II, Part A, 2019–2020**

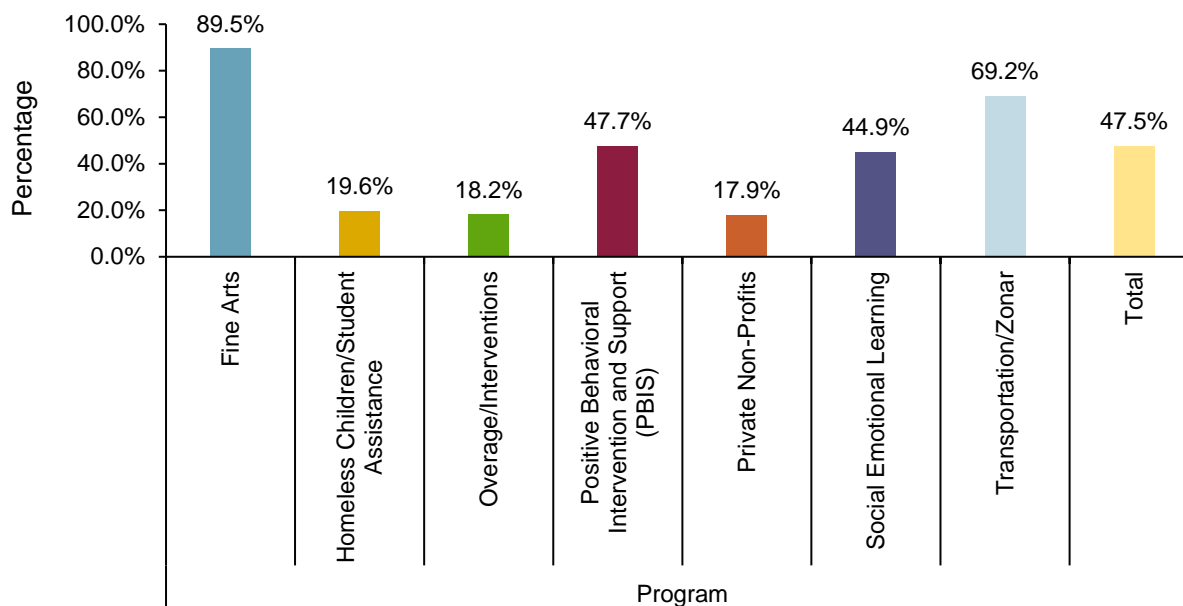


Source: HISD Budgeting and Financial Planning Department file, 2019–2020

Note: \*Advan. Acad. / Spec. Pop. is short for Advanced Academics / Special Populations

- Distribution of funds among the centralized programs designated for Title IV, Part A funding is illustrated in **Figure 5** and detailed in Table 6 (pp. 23–27). The highest percentage of budgeted funds expended was Fine Arts (89.5 percent), followed by Interventions Transportation/Zonar at 69.2 percent. The lowest percentage of budgeted funds expended was for Private Non-Profit at 17.9 percent.

**Figure 5. Percentage of Budgeted Funds Expended by Centralized Programs Receiving Title IV, Part A, 2019–2020**



Source: HISD Budgeting and Financial Planning Department file, 2019–2020

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

- A total of 26 of the 30 Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs funded in 2019–2020 reported being 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. 28), 349 staff positions were funded for Title I, Part A, followed by Title II, Part A with 88, and Title IV, Part A with 29 for a total of 466 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. 29) for program administrators who received Title I, Part A funds, **Table 9** (p. 30) for program administrators who received Title II, Part A funds, and **Table 10** (p. 30) 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

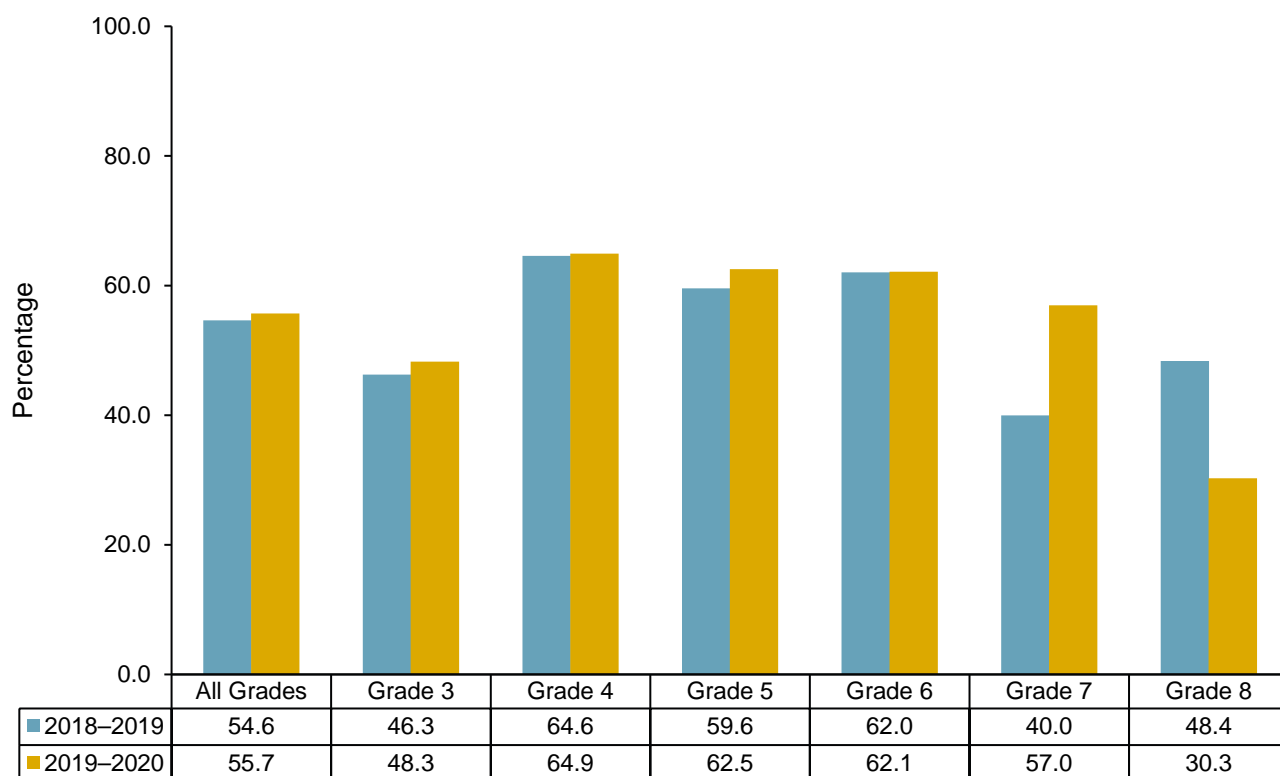
served students, particularly, the economically-disadvantaged students, who needed support to meet rigorous academic standards, as well as the teachers, principals, and other professionals tasked with providing student support.

- Descriptions, budgets and expenditures, goals, and outcomes for each of the 30 funded programs are provided on pages 36–88, preceded by a list of the programs on pages 34–35.

*What were HISD student achievement, attendance rates, and four-year graduation rates during the implementation of the 2019–2020 centralized programs funded by Title I, Part A; Title II, Part A; and Title IV, Part A?*

- Results of the District Level Assessment (DLA) English and Spanish combined reading tests are shown in **Figure 6** and detailed in **Table 11** (p. 31). In 2019–2020, tested students in grade 7 experienced the most significant gain in the percentage of students that achieved at or above the Approaches Grade Level standard (17.0 percentage points) when compared to tested students in 2018–2019. By contrast, tested students in grade 8 had a lower percentage achieve at or above the Approaches Grade Level standard (18.1 percentage points) when compared to tested students in 2018–2019.

**Figure 6. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on District Level Assessment (DLA) Reading Tests, 2018–2019 and 2019–2020**

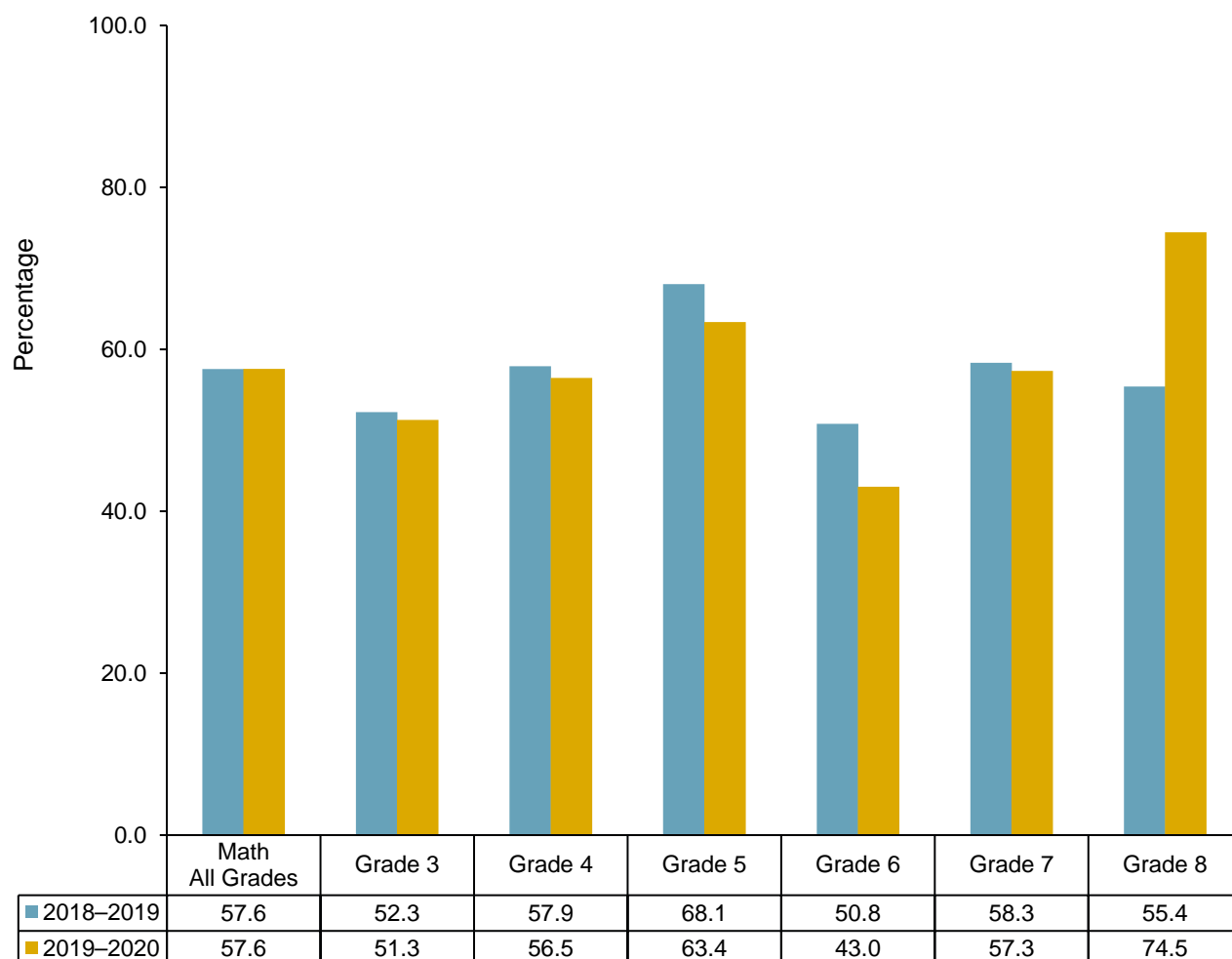


Source: DLA December 2018 data REV 0910; DLA December 2019 data REV 0520

Note: English and Spanish version results combined.

- Results for the DLA English and Spanish combined mathematics tests from 2018–2019 and 2019–2020 are illustrated in **Figure 7** (p. 10) and detailed in Table 11. In 2019–2020, the percentage of tested HISD students achieving at or above the Approaches Grade Level standard increased for students in grade 8 (19.1 percentage points).

**Figure 7. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA Mathematics Tests, 2018–2019 and 2019–2020**

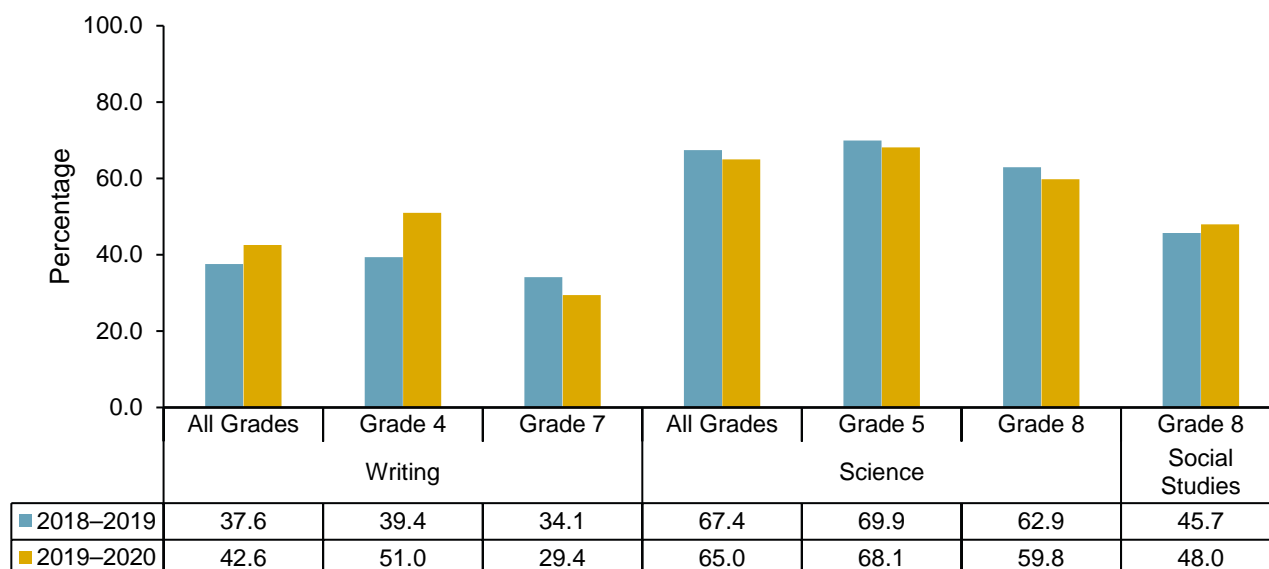


Source: DLA December 2018 data REV 0910; DLA December 2019 data REV 0520

Note: English and Spanish version results combined.

- Writing, science, and social studies DLA English and Spanish combined results for 2018–2019 and 2019–2020 for students in grades tested are shown in **Figure 8** (p. 11) and Table 11.
- For writing, when comparing 2018–2019 and 2019–2020 test-takers, grade 4 showed an increase in the percentage of students who performed at or above the Approaches Grade Level standard (10.6 percentage points), while grade 7 saw a decline of 4.7 percentage points (Figure 8).
- As shown in Figure 8, a lower percentage of grade 5 and grade 8 science test-takers in 2019–2020 achieved at or above the Approaches Grade Level standard when compared to science test-takers in 2018–2019 (grade 5, 69.9 to 68.1; grade 8, 62.9 to 59.8).
- In social studies, tested students in grade 8 experienced a 2.3 percentage-point increase in students who performed at or above the Approaches Grade Level standard (Figure 8).

**Figure 8. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA Writing, Science, and Social Studies Tests, 2018–2019 and 2019–2020**

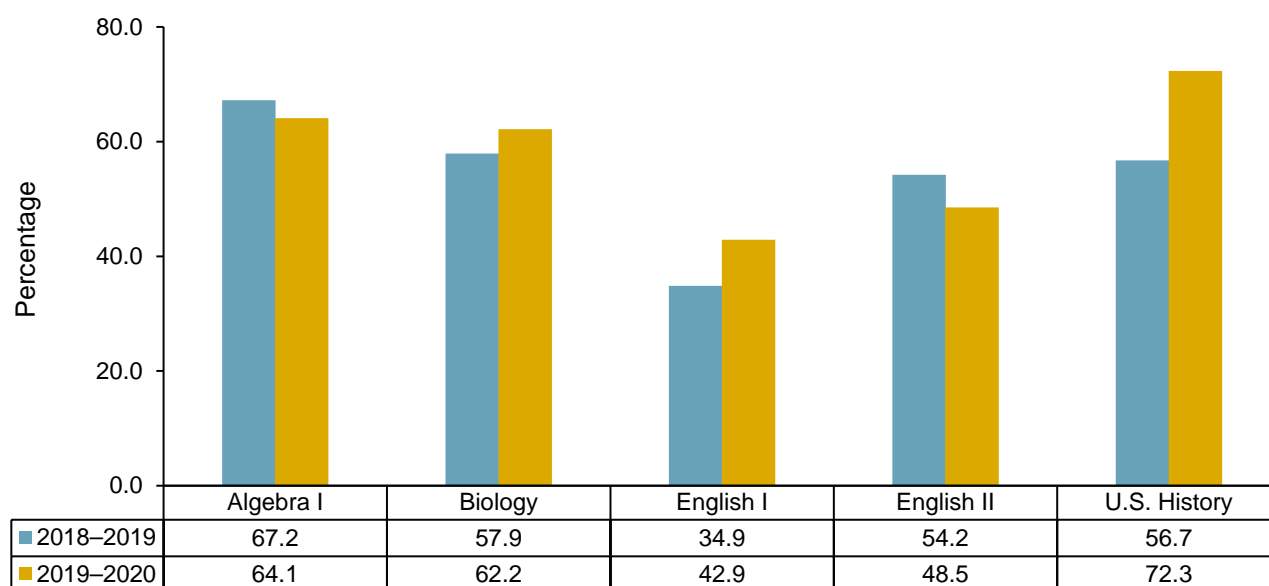


Source: DLA December 2018 data REV 0910; DLA December 2019 data REV 0520

Note: English and Spanish version results combined.

- As shown in **Figure 9** and detailed in **Table 12** (p. 32), three of five DLA EOC subjects had an increase in the proportion of students who performed at or above the Approaches Grade Level standard in 2019–2020 when compared to 2018–2019. U. S. History had the highest percentage-point increase (15.6 percentage points), followed by English I (8.0 percentage-point increase), and Biology (4.3 percentage-point increase).

**Figure 9. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA EOC Tests, 2018–2019 through 2019–2020**



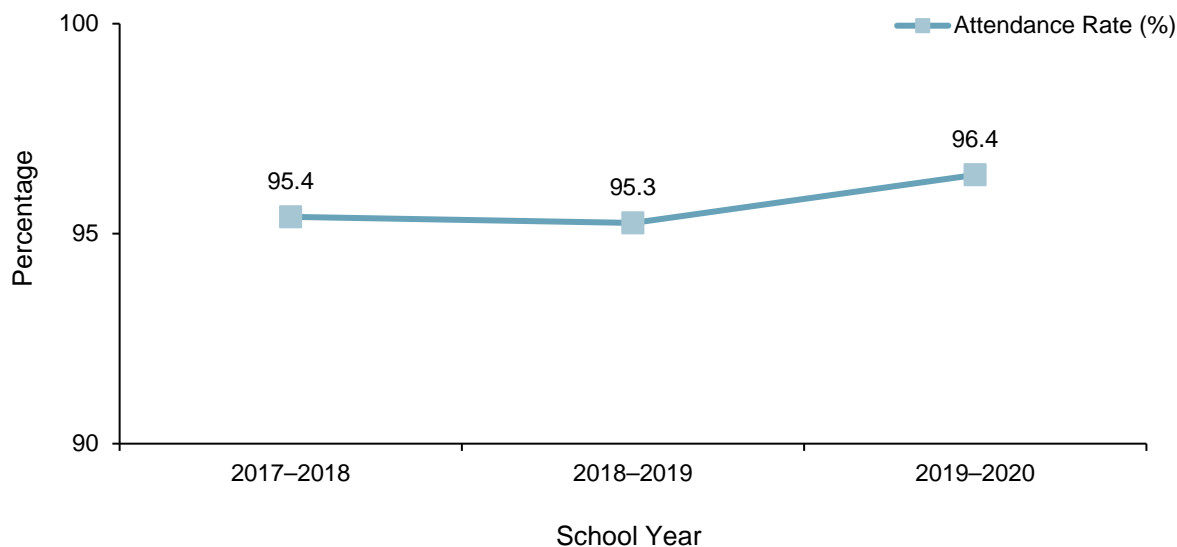
Source: DLA December 2018 data REV 0910; DLA December 2019 data REV 0520

Note: English and Spanish version results combined.



- As shown in **Figure 10**, there was a 1.1 percentage-point increase in the attendance rate in 2019–2020 when compared to the 2018–2019 school year.

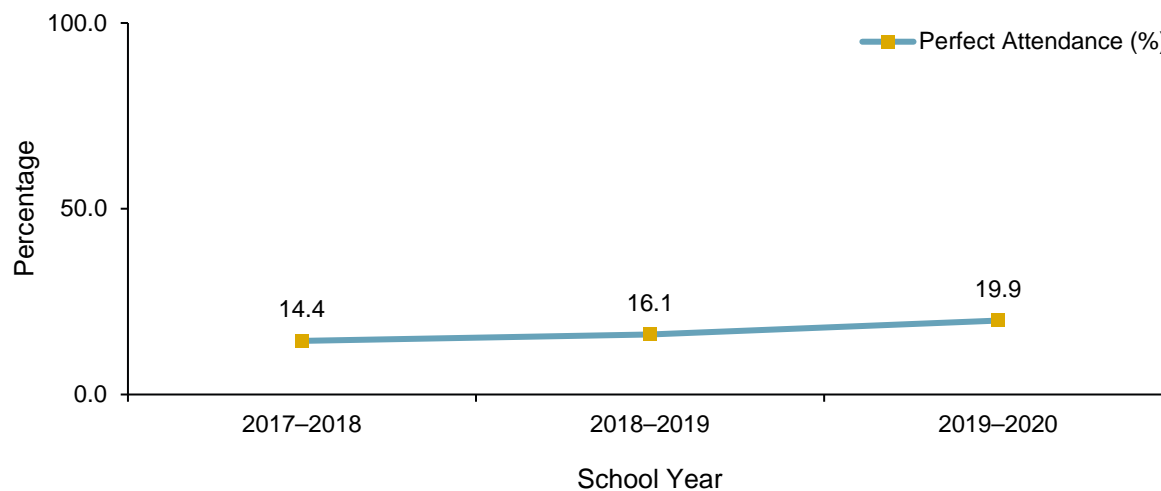
**Figure 10. Attendance Rate for HISD Students, 2017–2018 through 2019–2020**



Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2017–2018; ADA 18–19 and ADA 19–20

- The percentage of HISD students with perfect attendance increased by 2.8 percentage points in 2019–2020 when compared to 2018–2019 (**Figure 11**).

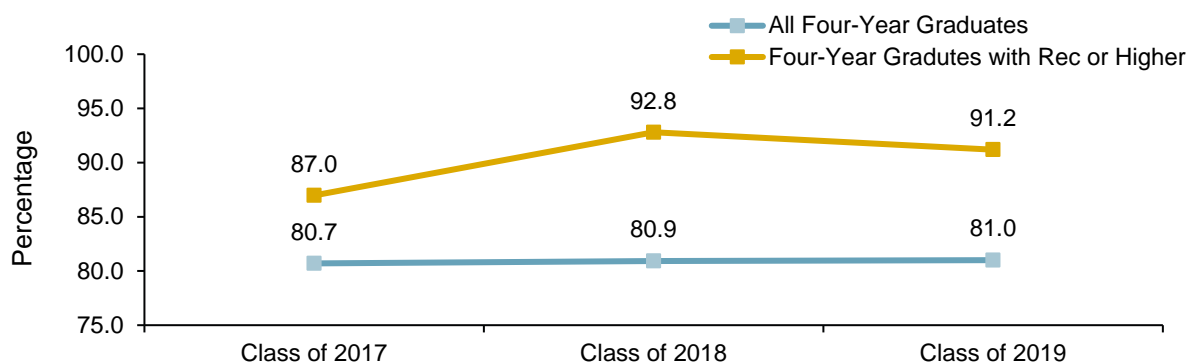
**Figure 11. Percentage of HISD Students with Perfect Attendance, 2017–2018 through 2019–2020**



Source: PEIMS Edit + Reports Data Review - Summer Collection, Resubmission, 2017–2018; ADA 18–19 and ADA 19–20

- As shown in **Figure 12** (p. 13), the four-year graduation rate for the class of 2019 was slightly higher than the class of 2018 (.1 percent).
- The percentage of four-year graduates who received a recommended or higher diploma decreased by 1.6 percentage points when comparing the class of 2019 to the class of 2018 (Figure 12).

**Figure 12. Percentage of All Four-Year\* Graduates vs. Percentage of Four-Year Graduates that Received a Recommended or Higher Diploma, Class of 2017 through Class of 2019**



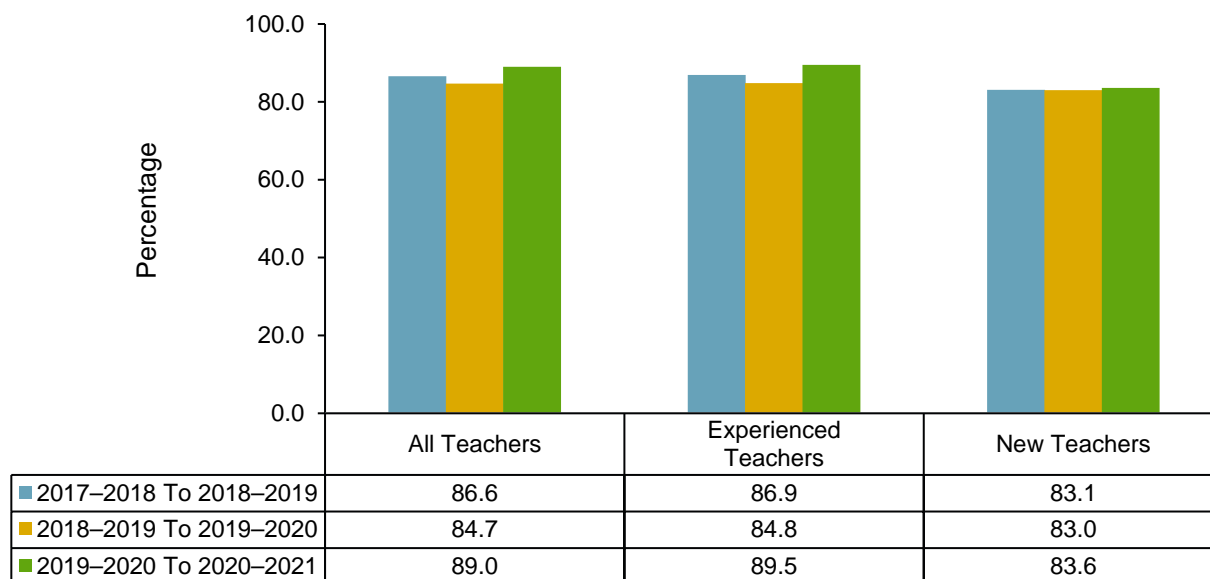
Source: Confidential Class of 2017 Four-Year Longitudinal Summary Report, August 6, 2018; TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 6, 2019; TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 6, 2020

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** and detailed in **Table 13** (p. 32), and the rates are disaggregated by new and experienced teachers for the 2017–2018 through 2019–2020 school years. There was an increase in the percentage of both experienced and new teachers being retained in 2020–2021 (4.7 percentage points and .6 percentage points, respectively) when compared to 2019–2020.

**Figure 13. Percentage of All HISD Teachers, Percentage of Experienced HISD Teachers and Percentage of New HISD Teachers Retained Between 2017–2018 through 2019–2020**

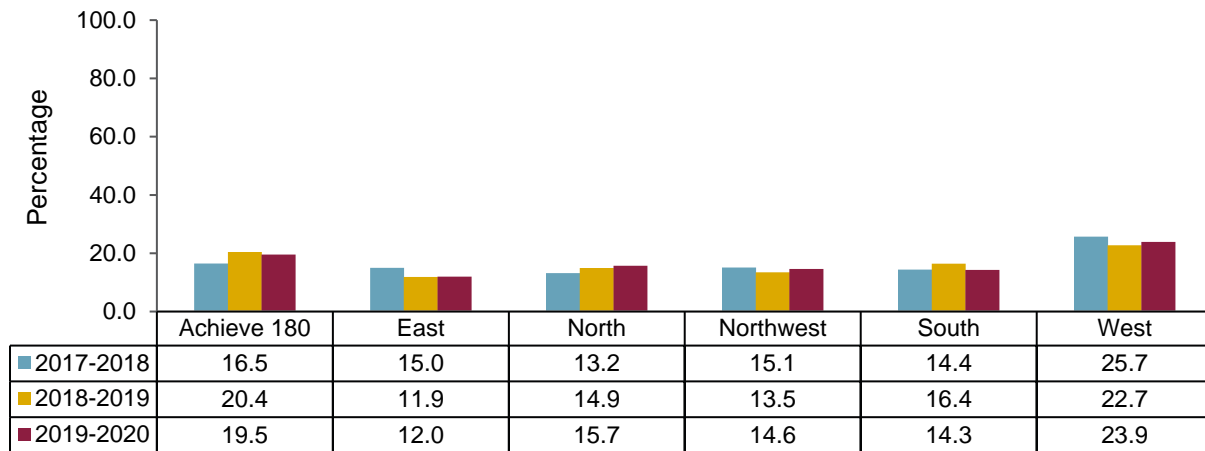


Source: HISD Roster for TADS (06.03.2019 and 08.26.2019); HISD Roster for TADS (06.03.2019 and 08.26.2019); Staff Retention from 6.03.2020-08.24.2020

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 2018–2018 through 2019–2020 by School Office. Teachers received a duplicated total of 6,440 qualifications, a 29.3 percentage-point decrease in 2019–2020 when compared to the 9,108 qualifications achieved by teachers in 2018–2019 (**Table 14**, p. 33 ).
- The most significant increase in qualifications occurred for teachers assigned to North School Office campuses when comparing 2019–2020 to 2018–2019 (15.7 percent and 14.9 percent, respectively), followed by West School Office (23.9 percent and 22.7 percent respectively) (Figure 14).

**Figure 14. Percentage of Teachers Who Received Qualifications By School Office, 2017–2018 through 2019–2020, by School Office\***



Source: Teacher Diversity-Degrees-Qualifications 2017–2018 through 2019–2020

Note: \*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 2019–2020. 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 2019–2020 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 2019–2020, funds totaling \$41,630,640 were budgeted to centralized programs, with 64.5 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 0.0 percent for the Lead Principal Title II, Part A program to 95.5 percent for the See to Succeed 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.

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. The state responded to Covid-19 by waiving the STAAR testing requirement for 2019–2020. As a substitute for the STAAR results, the District Level Assessment (DLA) results were used as a measure of student academic success in this report. On the DLA reading test, five of six grade levels showed increases in the percentage of students who performed at or above the Approaches Grade Level standard between 2018–2019 and 2019–2020. Further, one of six grades showed an increase in students who performed at or above the Approaches Grade Level standard on the DLA mathematics test. On the DLA writing tests, grade 4 showed an increase, and grade 7 showed a decrease in the percentage of students who performed at or above the Approaches Grade Level standard. Students in grade 5 and grade 8 experienced a decline in the percentage who performed at or above the Approaches Grade Level standard on the DLA science exam. Grade 8 students showed improvement in social studies. Academic outcomes 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, increased in 2019–2020. Further, the percentage of teachers that achieved qualifications decreased in 2019–2020 when compared to 2018–2019. The increase in teacher retention could be explained by the uneasiness surrounding the Covid-19 pandemic. The decrease in the number of teachers' qualifications could be associated with the decrease in professional development opportunities resulting from school closures in March 2020.

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<b>Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives</b>		
<b>Program</b>	<b>Funding</b>	<b>Services Provided</b>
Achieve 180	Title I	Services provided by the program in 2019–2020 not reported
Advanced Academics/Special Populations	Title II	Increased opportunities for HISD students to take rigorous advanced course work
Career Readiness	Title II	Increased the number of students earning AP scores that could make them eligible for college course credit, advanced course credit or advanced placement
Certification	Title II	Ensured compliance with Texas Education Agency (TEA) teacher and paraprofessional certification regulations by reviewing the credentials of prospective new hires and existing personnel
Dental	Title I	Minimized a barrier to academic success by providing dental exams and care to students in poverty who might otherwise miss school due to dental-related illness
Elementary Curriculum	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 fostered 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	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/Student Assistance	Title I and Title IV	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
Human Resources Compliance	Title II	Services provided by the program in 2019–2020 not reported
Intervention Assistance Team (IAT)	Title II and Title II	Provided campuses and teachers with tools to increase achievement for students with academic deficits
Lead Principal	Title II	Services provided by the program in 2019–2020 not reported
lead4ward	Title II	Increased opportunities for data-informed decision-making and planning instruction using instructional tools and strategies related to student achievement
Leadership	Title II	Equipped new principals in HISD with the knowledge, skills, and dispositions to lead schools that are consistently safe and provided a rigorous instructional program for all students

<b>Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives (continued)</b>		
<b>Program</b>	<b>Funding</b>	<b>Services Provided</b>
On-Time Grad Academy	Title I	Services provided by the program in 2019–2020 not reported
Overage/Interventions	Title IV	Provided an opportunity for overage middle school students to participate in accelerated rigorous instruction to reunite them with their cohorts
Positive Behavioral Intervention and Support (PBIS)	Title IV	Campus leaders, faculty, and staff learned new strategies for student engagement, including the promotion of student's voice, advocacy, and leadership
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
Professional Development	Title II	Principals at Improvement Required Campuses are equipped with resources to improve student academic achievement
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
Recruitment and Retention	Title II	Provided incentives to recruit and retain teachers in critical shortage areas and campuses with the 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	Title I, Title II	Supported the district's secondary campuses in the implementation of district curriculum, best instructional practices, and observations and feedback
See to Succeed	Title I	Minimized a health-related barrier to learning by providing eye exams and glasses to economically-disadvantaged students
Social-Emotional Learning (SEL)	Title IV	The overarching goal of the SEL department was to improve school disciplinary policies by reducing the use of exclusionary practices
Student Assessment	Title II	Provided professional development for all HISD Campus Test Coordinators (CTCs) during the 2019–2020 school year
Teacher 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
Transportation/Zonar	Title IV	Provided support for the HISD badging initiative for student bus riders

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2020

**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, 2019–2020**

Funding Source	Category	Budgeted	Expended	Expend (%)
<b>All Sources</b>	<b>Total</b>	<b>\$ 41,630,639.50</b>	<b>\$ 26,837,178.46</b>	<b>64.5</b>
	Contracted Services	\$ 4,111,500.38	\$ 2,024,351.30	49.2
	Other Operating Costs	\$ 1,738,216.46	\$ 1,017,428.68	58.5
	Payroll	\$ 33,774,946.86	\$ 22,855,388.04	67.7
	Supplies and Materials	\$ 2,005,975.80	\$ 940,010.44	46.9
<b>Title I, Part A</b>	<b>Total</b>	<b>\$ 25,159,450.80</b>	<b>\$ 17,483,940.51</b>	<b>69.5</b>
	Contracted Services	\$ 792,739.38	\$ 438,009.63	55.3
	Other Operating Costs	\$ 333,651.46	\$ 193,070.00	57.9
	Payroll	\$ 23,242,516.08	\$ 16,334,231.01	70.3
	Supplies and Materials	\$ 790,543.88	\$ 518,629.87	65.6
<b>Title II, Part A</b>	<b>Total</b>	<b>\$ 9,818,532.70</b>	<b>\$ 6,190,454.77</b>	<b>63.0</b>
	Contracted Services	\$ 1,559,784.00	\$ 658,031.31	42.2
	Other Operating Costs	\$ 249,211.00	\$ 70,453.90	28.3
	Payroll	\$ 7,664,059.78	\$ 5,434,032.72	70.9
	Supplies and Materials	\$ 345,477.92	\$ 27,936.84	8.1
<b>Title IV, Part A</b>	<b>Total</b>	<b>\$ 6,652,656.00</b>	<b>\$ 3,162,783.18</b>	<b>47.5</b>
	Contracted Services	\$ 1,758,977.00	\$ 928,310.36	52.8
	Other Operating Costs	\$ 1,155,354.00	\$ 753,904.78	65.3
	Payroll	\$ 2,868,371.00	\$ 1,087,124.31	37.9
	Supplies and Materials	\$ 869,954.00	\$ 393,443.73	45.2

Source: HISD Budgeting and Financial Planning department file, 2019–2020

Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2019–2020					
Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
Achieve 180	Total		\$5,118,219.80	\$4,139,809.01	80.9
	Title I, Part A	Total	\$5,118,219.80	\$4,139,809.01	80.9
		Payroll	\$5,118,219.80	\$4,139,809.01	80.9
Advanced Academics/Special Populations	Total		\$145,752.00	\$56,007.30	38.4
	Title II, Part A	Total	\$145,752.00	\$56,007.30	38.4
		Payroll	\$145,752.00	\$56,007.30	38.4
Career Readiness	Total		\$183,586.00	\$79,144.79	43.1
	Title II, Part A	Total	\$183,586.00	\$79,144.79	43.1
		Payroll	\$183,586.00	\$79,144.79	43.1
Certification	Total		\$244,085.00	\$149,911.22	61.4
	Title II, Part A	Total	\$244,085.00	\$149,911.22	61.4
		Payroll	\$244,085.00	\$149,911.22	61.4
Dental	Total		\$90,000.00	\$67,623.52	75.1
	Title I, Part A	Total	\$90,000.00	\$67,623.52	75.1
		Contracted Services	\$32,100.00	\$30,256.17	94.3
		Other Operating Costs	\$32,700.00	\$18,400.00	56.3
		Supplies and Materials	\$25,200.00	\$18,967.35	75.3
Elementary Curriculum	Total		\$7,574,348.00	\$4,710,252.09	62.2
	Title I, Part A	Total	\$6,769,466.00	\$4,153,327.30	61.4
		Other Operating Costs	\$11,700.00	\$4,507.10	38.5
		Payroll	\$6,669,466.00	\$4,129,070.50	61.9
		Supplies and Materials	\$88,300.00	\$19,749.70	22.4
	Title II, Part A	Total	\$804,882.00	\$556,924.79	69.2
		Contracted Services	\$11,000.00	\$2,397.25	21.8
		Other Operating Costs	\$2,000.00	\$0.00	0.0
		Payroll	\$790,882.00	\$554,376.61	70.1
		Supplies and Materials	\$1,000.00	\$150.93	15.1
Family and Community Engagement (FACE)	Total		\$2,695,776.00	\$2,182,878.07	81.0
	Title I, Part A	Total	\$2,695,776.00	\$2,182,878.07	81.0
		Contracted Services	\$81,903.60	\$30,011.05	36.6
		Other Operating Costs	\$12,650.00	\$8,289.26	65.5
		Payroll	\$2,561,237.61	\$2,138,326.09	83.5
		Supplies and Materials	\$39,984.79	\$6,251.67	15.6
Fine Arts	Total		\$695,000.00	\$622,172.11	89.5
	Title IV, Part A	Total	\$695,000.00	\$622,172.11	89.5
		Contracted Services	\$177,423.00	\$175,000.00	98.6

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2019–2020 (Continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized</b>
<b>Fine Arts</b> (Continued)		Other Operating Costs	\$94,000.00	\$51,748.38	55.1
		Payroll	\$50,409.00	\$43,302.01	85.9
		Supplies and Materials	\$373,168.00	\$352,121.72	94.4
<b>HISD Alternative Certification</b>	<b>Total</b>		<b>\$222,868.00</b>	<b>\$96,133.08</b>	<b>43.1</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$222,868.00	\$96,133.08	43.1
		Contracted Services	\$74.20	\$74.20	100.0
		Other Operating Costs	\$8,199.00	\$4,875.61	59.5
		Payroll	\$196,725.00	\$87,146.00	44.3
		Supplies and Materials	\$17,869.80	\$4,037.27	22.6
<b>Home Instruction for Parents of Preschool Youngsters</b>	<b>Total</b>		<b>\$708,275.00</b>	<b>\$536,117.77</b>	<b>75.7</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$708,275.00	\$536,117.77	75.7
		Other Operating Costs	\$21,284.96	\$15,147.81	71.2
		Payroll	\$686,990.04	\$520,969.96	75.8
<b>Homeless Children/Student Assistance</b>	<b>Total</b>		<b>\$780,588.00</b>	<b>\$536,533.42</b>	<b>68.7</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$545,000.00	\$490,425.29	90.0
		Contracted Services	\$4,300.00	\$871.88	20.3
		Other Operating Costs	\$5,000.00	\$0.00	0.0
		Payroll	\$254,618.00	\$211,123.17	82.9
		Supplies and Materials	\$281,082.00	\$278,430.24	99.1
	<i>Title IV, Part A</i>	<i>Total</i>	\$235,588.00	\$46,108.13	19.6
		Payroll	\$235,588.00	\$46,108.13	19.6
<b>Human Resources Compliance</b>	<b>Total</b>		<b>\$92,451.00</b>	<b>\$76,917.40</b>	<b>83.2</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$92,451.00	\$76,917.40	83.2
		Payroll	\$92,451.00	\$76,917.40	83.2
<b>Intervention Assistance Team (IAT)</b>	<b>Total</b>		<b>\$859,141.00</b>	<b>\$710,175.43</b>	<b>82.7</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$335,000.00	\$281,172.05	83.9
		Other Operating Costs	\$15,112.41	\$15,112.41	100.0
		Payroll	\$319,887.59	\$266,059.64	83.2
	<i>Title II, Part A</i>	<i>Total</i>	\$524,141.00	\$429,003.38	81.8
		Payroll	\$524,141.00	\$429,003.38	81.8
<b>Lead Principal</b>	<b>Total</b>		<b>\$125,000.00</b>	<b>\$0.00</b>	<b>0.0</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$125,000.00	\$0.00	0.0
		Payroll	\$125,000.00	\$0.00	0.0
<b>lead4ward</b>	<b>Total</b>		<b>\$376,166.00</b>	<b>\$299,750.00</b>	<b>79.7</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$376,166.00	\$299,750.00	79.7
		Contracted Services	\$376,166.00	\$299,750.00	79.7



**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2019–2020 (Continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized</b>
<b>Leadership</b>	<b>Total</b>		<b>\$2,333,195.70</b>	<b>\$1,551,678.33</b>	<b>66.5</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$2,333,195.70	\$1,551,678.33	66.5
		Contracted Services	\$280,755.00	\$29,032.34	10.3
		Other Operating Costs	\$133,803.00	\$48,979.42	36.6
		Payroll	\$1,734,896.78	\$1,460,302.74	84.2
		Supplies and Materials	\$183,740.92	\$13,363.83	7.3
<b>On-Time Grad Academy</b>	<b>Total</b>		<b>\$379,224.00</b>	<b>\$298,810.11</b>	<b>78.8</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$379,224.00	\$298,810.11	78.8
		Contracted Services	\$20,000.00	\$15,465.00	77.3
		Payroll	\$284,472.90	\$283,345.11	99.6
		Supplies and Materials	\$74,751.10	\$0.00	0.0
<b>Overage/Interventions</b>	<b>Total</b>		<b>\$1,000,000.00</b>	<b>\$181,570.50</b>	<b>18.2</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$1,000,000.00	\$181,570.50	18.2
		Contracted Services	\$341,100.00	\$35,019.17	10.3
		Other Operating Costs	\$190,000.00	\$24,325.93	12.8
		Payroll	\$228,900.00	\$121,895.36	53.3
		Supplies and Materials	\$240,000.00	\$330.04	0.1
<b>Positive Behavioral Intervention and Support (PBIS)</b>	<b>Total</b>		<b>\$600,000.00</b>	<b>\$286,086.66</b>	<b>47.7</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$600,000.00	\$286,086.66	47.7
		Contracted Services	\$127,500.00	\$74,635.84	58.5
		Other Operating Costs	\$85,000.00	\$2,282.37	2.7
		Payroll	\$340,000.00	\$200,811.63	59.1
		Supplies and Materials	\$47,500.00	\$8,356.82	17.6
<b>Private Non-Profit</b>	<b>Total</b>		<b>\$958,443.00</b>	<b>\$337,309.61</b>	<b>35.2</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$532,237.00	\$260,900.47	49.0
		Contracted Services	\$532,237.00	\$260,900.47	49.0
	<i>Title IV, Part A</i>	<i>Total</i>	\$426,206.00	\$76,409.14	17.9
		Contracted Services	\$420,206.00	\$76,409.14	18.2
		Other Operating Costs	\$6,000.00	\$0.00	0.0
<b>Professional Development</b>	<b>Total</b>		<b>\$30,000.00</b>	<b>\$684.96</b>	<b>2.3</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$30,000.00	\$684.96	2.3
		Contracted Services	\$3,000.00	\$0.00	0.0
		Other Operating Costs	\$3,000.00	\$0.00	0.0
		Payroll	\$24,000.00	\$684.96	2.9
<b>Project Explore</b>	<b>Total</b>		<b>\$2,288,677.00</b>	<b>\$1,813,933.09</b>	<b>79.3</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$2,288,677.00	\$1,813,933.09	79.3



**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2019–2020 (Continued)**

Program Name	Title Fund	Commitment	Budgeted (\$)	Expended (\$)	Utilized
<b>Project Explore</b> (Continued)		Contracted Services	\$191,910.93	\$139,517.39	72.7
		Other Operating Costs	\$95,751.00	\$47,740.92	49.9
		Payroll	\$1,986,234.02	\$1,620,368.69	81.6
		Supplies and Materials	\$14,781.05	\$6,306.09	42.7
<b>Recruitment and Retention</b>	<b>Total</b>		<b>\$219,638.00</b>	<b>\$191,719.54</b>	<b>87.3</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$219,638.00	\$191,719.54	87.3
		Contracted Services	\$14,138.00	\$14,137.50	100.0
		Payroll	\$205,500.00	\$177,582.04	86.4
<b>Recruitment and Selection</b>	<b>Total</b>		<b>\$401,678.00</b>	<b>\$198,144.54</b>	<b>49.3</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$401,678.00	\$198,144.54	49.3
		Payroll	\$401,678.00	\$198,144.54	49.3
<b>Secondary Curriculum</b>	<b>Total</b>		<b>\$6,878,477.00</b>	<b>\$3,887,438.35</b>	<b>56.5</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$5,254,154.00	\$2,974,182.32	56.6
		Contracted Services	\$16,397.00	\$1,888.94	11.5
		Other Operating Costs	\$63,290.00	\$45,480.07	71.9
		Payroll	\$5,149,518.00	\$2,911,172.00	56.5
		Supplies and Materials	\$24,949.00	\$15,641.31	62.7
	<i>Title II, Part A</i>	<i>Total</i>	\$1,624,323.00	\$913,256.03	56.2
		Other Operating Costs	\$63,686.00	\$3,836.46	6.0
		Payroll	\$1,535,637.00	\$907,440.39	59.1
		Supplies and Materials	\$25,000.00	\$1,979.18	7.9
<b>See to Succeed</b>	<b>Total</b>		<b>\$90,000.00</b>	<b>\$85,935.70</b>	<b>95.5</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$90,000.00	\$85,935.70	95.5
		Contracted Services	\$89.70	\$0.00	0.0
		Other Operating Costs	\$42,964.09	\$33,516.82	78.0
		Payroll	\$11,111.07	\$17,740.76	159.7
		Supplies and Materials	\$35,835.14	\$34,678.12	96.8
<b>Social Emotional Learning</b>	<b>Total</b>		<b>\$2,495,862.00</b>	<b>\$1,119,899.54</b>	<b>44.9</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$2,495,862.00	\$1,119,899.54	44.9
		Contracted Services	\$492,748.00	\$392,610.21	79.7
		Other Operating Costs	\$48,832.00	\$19,647.00	40.2
		Payroll	\$1,913,474.00	\$675,007.18	35.3
		Supplies and Materials	\$40,808.00	\$32,635.15	80.0
<b>Student Assessment</b>	<b>Total</b>		<b>\$176,730.00</b>	<b>\$131,376.58</b>	<b>74.3</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$176,730.00	\$131,376.58	74.3
		Payroll	\$176,730.00	\$131,376.58	74.3

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2019–2020 (Continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized</b>
<b>Teacher Development</b>	<b>Total</b>		<b>\$2,667,459.00</b>	<b>\$1,658,628.64</b>	<b>62.2</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$662,791.00	\$363,593.20	54.9
		Contracted Services	\$445,963.95	\$219,925.00	49.3
		Other Operating Costs	\$25,000.00	\$0.00	0.0
		Payroll	\$4,036.05	\$9,100.08	225.5
		Supplies and Materials	\$187,791.00	\$134,568.12	71.7
	<i>Title II, Part A</i>	<i>Total</i>	\$2,004,668.00	\$1,295,035.44	64.6
		Contracted Services	\$342,488.00	\$51,813.75	15.1
		Other Operating Costs	\$46,722.00	\$17,638.02	37.8
		Payroll	\$1,479,721.00	\$1,213,140.77	82.0
		Supplies and Materials	\$135,737.00	\$12,442.90	9.2
<b>Transportation/Zonar</b>	<b>Total</b>		<b>\$1,200,000.00</b>	<b>\$830,537.10</b>	<b>69.2</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$1,200,000.00	\$830,537.10	69.2
		Contracted Services	\$200,000.00	\$174,636.00	87.3
		Other Operating Costs	\$731,522.00	\$655,901.10	89.7
		Payroll	\$100,000.00	\$0.00	0.0
		Supplies and Materials	\$168,478.00	\$0.00	0.0

Source: HISD Budgeting and Financial Planning Department file, 2019–2020

**Table 7. Number of Staff Members Funded by Title I, Part A, Title II, Part A, Title IV, Part A Centralized Programs, by Program\*, 2019–2020**

<b>Fund Source</b>	<b>Program</b>	<b>Positions Budgeted (N)</b>	<b>Positions Filled (N)</b>	<b>Positions Filled (%)</b>
<b>Title I, Part A</b>	<b>Total</b>	<b>349</b>	<b>230</b>	<b>65.9</b>
	Achieve 180	120	58	48.3
	Elementary Curriculum	77	55	71.4
	FACE	35	29	82.9
	HISD Alternative Certification	2	2	100.0
	Home Instruction for Parents of Preschool Youngsters	21	21	100.0
	Homeless Children/Student Assistance	4	4	100.0
	Intervention Assistance Team (IAT)	3	2	66.7
	On-Time Grad Academy	2	2	100.0
	Project Explore	25	22	88.0
	Secondary Curriculum	59	34	57.6
	See to Succeed	1	1	100.0
<b>Title II, Part A</b>	<b>Total</b>	<b>88</b>	<b>70</b>	<b>79.5</b>
	Advanced Academics/Special Populations	2	1	50.0
	Career Readiness	2	1	50.0
	Certification	4	4	100.0
	Elementary Curriculum	7	5	71.4
	Intervention Assistance Team (IAT)	5	5	100.0
	Leadership	27	22	81.5
	Recruitment and Selection	6	5	83.3
	Secondary Curriculum	14	8	57.1
	Student Assessment	2	2	100.0
	Teacher Development	19	17	89.5
<b>Title IV, Part A</b>	<b>Total</b>	<b>29</b>	<b>14</b>	<b>48.3</b>
	Fine Arts	1	1	100.0
	Homeless Children/Student Assistance	3	1	33.3
	Overage/Interventions	2	1	50.0
	Social Emotional Learning	23	11	47.8
<b>Total</b>		<b>466</b>	<b>314</b>	<b>67.4</b>

Source: 2019–2020 Title I Part A, Title II Part A, and Title IV Part A Staffing Records data

**Table 8. 2019–2020 Title I, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=12\*)**

	Yes	No	N/A
Prior to program funding being granted, were the program activities and requirements based on a comprehensive needs assessment?	11		1
Prior to program funding being granted, was the program planned and implemented with meaningful input from parents of children impacted by the program?	6	1	5
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?	8		4
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?	9		3
Did the program provide communications to parents about the program in a format, and to the extent practicable, in a language that parents could understand?	9	2	1
Did the program ensure that all teachers and paraprofessionals were teaching in a subject area in which they met State certification and licensure requirements?	6	1	5
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	11		1

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020

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.

No survey response for Achieve 180 (Title I, Part A) and On-Time Grad Academy (Title I, Part A) programs.

**Table 9. 2019–2020 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?	9		5
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	6	3	5
Did private school teachers and other educational personnel in private schools have equitable participation in planning program activities?	4	2	8
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?	12		2
Did the program coordinate professional development activities with professional development activities provided through other federal, state, and local programs?	7	3	4
Did the program integrate activities with programs funded by Title II, Part D for professional development to train teachers to integrate technology into curriculum and instruction with the purpose of improving teaching, learning, and technology literacy?	6	2	6
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	12	1	1

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020

Note: \*A total of five 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.

No survey response for Human Resources Compliance (Title I, Part A) and Lead Principal (Title I, Part A) programs.

**Table 10. 2019–2020 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?	7		
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	5		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	7		
Did the program coordinate activities with activities provided through other federal, state, and local programs?	5		2
Did the program coordinate activities with nonprofits, museums, and community organizations to help leverage limited resources?	4	1	2
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	6		1

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020

Note: \*Two 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 District Level Assessment (DLA), 2018–2019 and 2019–2020**

Subject	2018–2019			2019–2020		
	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)
<b>Reading</b>	<b>67,609</b>	<b>36,937</b>	<b>54.6</b>	<b>75,471</b>	<b>42,030</b>	<b>55.7</b>
Grade 3	15,130	7,000	46.3	15,386	7,427	48.3
Grade 4	14,811	9,566	64.6	15,701	10,195	64.9
Grade 5	14,358	8,552	59.6	15,557	9,727	62.5
Grade 6	8,717	5,407	62.0	9,937	6,174	62.1
Grade 7	7,700	3,078	40.0	10,452	5,953	57.0
Grade 8	6,893	3,334	48.4	8,438	2,554	30.3
<b>Mathematics</b>	<b>71,111</b>	<b>40,935</b>	<b>57.6</b>	<b>79,199</b>	<b>45,610</b>	<b>57.6</b>
Grade 3	15,465	8,081	52.3	15,910	8,160	51.3
Grade 4	15,048	8,715	57.9	15,960	9,013	56.5
Grade 5	14,493	9,864	68.1	15,640	9,911	63.4
Grade 6	9,163	4,655	50.8	10,329	4,445	43.0
Grade 7	7,974	4,651	58.3	10,648	6,105	57.3
Grade 8	8,968	4,969	55.4	10,712	7,976	74.5
<b>Writing</b>	<b>23,261</b>	<b>8,744</b>	<b>37.6</b>	<b>25,747</b>	<b>10,959</b>	<b>42.6</b>
Grade 4	15,262	6,013	39.4	15,688	7,998	51.0
Grade 7	7,999	2,731	34.1	10,059	2,961	29.4
<b>Science</b>	<b>23,121</b>	<b>15,587</b>	<b>67.4</b>	<b>24,841</b>	<b>16,140</b>	<b>65.0</b>
Grade 5	14,805	10,353	69.9	15,433	10,516	68.1
Grade 8	8,316	5,234	62.9	9,408	5,624	59.8
<b>Social Studies</b>	<b>8,360</b>	<b>3,823</b>	<b>45.7</b>	<b>10,119</b>	<b>4,856</b>	<b>48.0</b>
Grade 8	8,360	3,823	45.7	10,119	4,856	48.0

Source: DLA December 2018 data REV 0910; DLA December 2019 data REV 0520

Note: English and Spanish version results combined

Table 12. Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard on the District Level Assessment End-of-Course Subjects, 2018–2019 and 2019–2020						
	2018–2019			2019–2020		
	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)
<b>Algebra I</b>	5,459	3,670	<b>67.2</b>	10,190	6,531	<b>64.1</b>
<b>Biology</b>	6,101	3,534	<b>57.9</b>	10,169	6,322	<b>62.2</b>
<b>English I</b>	6,551	2,284	<b>34.9</b>	10,383	4,453	<b>42.9</b>
<b>English II</b>	5,706	3,094	<b>54.2</b>	10,531	5,110	<b>48.5</b>
<b>U.S. History</b>	3,499	1,985	<b>56.7</b>	6,851	4,954	<b>72.3</b>

Source: DLA December 2018 data REV 0910; DLA December 2019 data REV 0520

Table 13. Number of Teachers Who Were Retained from One Academic Year to the Next, 2018–2019 and 2020–2021				
Spring Semester to Fall Semester	Level of Experience	Employed-Spring (N)	Retained-Fall (N)	Retained-Fall (%)
<b>2017–2018 To 2018–2019</b>	<b>All Teachers</b>	<b>11,518</b>	<b>9,975</b>	<b>86.6</b>
	Experienced Teachers	10,474	9,107	<b>86.9</b>
	New Teachers	1,044	868	<b>83.1</b>
<b>2018–2019 To 2019–2020</b>	<b>All Teachers</b>	<b>12,125</b>	<b>10,264</b>	<b>84.7</b>
	Experienced Teachers	11,005	9,335	<b>84.8</b>
	New Teachers	1,120	929	<b>83.0</b>
<b>2019–2020 To 2020–2021</b>	<b>All Teachers</b>	<b>11,530</b>	<b>10,258</b>	<b>89.0</b>
	Experienced Teachers	10,566	9,452	<b>89.5</b>
	New Teachers	964	806	<b>83.6</b>

Source: HISD Roster for TADS (06.03.2019 and 08.26.2019); HISD Roster for TADS (06.03.2019 and 08.26.2019); Staff Retention from 6.03.2020-08.24.2020

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



Table 14. Percentage of Teacher Cohort Who Received Certifications in 2017–2018 through 2019–2020, by School Office						
School Office	2017–2018		2018–2019		2019–2020	
	(N)	(%)	(N)	(%)	(N)	(%)
Achieve 180	1,068	16.5	1,861	20.4	1,241	19.5
East	971	15	1,081	11.9	757	11.9
North	856	13.2	1,360	14.9	1,044	15.6
Northwest	977	15.1	1,228	13.5	930	14.6
South	929	14.4	1,494	16.4	901	14.3
Special Education	4	0.1	12	0.1	22	0.4
West	1,664	25.7	2,072	22.7	1,545	23.8
<b>Total</b>	<b>6,469</b>	<b>100.0</b>	<b>9,108</b>	<b>100.0</b>	<b>6,440</b>	<b>100.0</b>

Source: Teacher Diversity-Degrees-Qualifications 2017–2018 through 2019–2020

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

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## 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 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's 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.

An updated description of services provided by the Achieve 180 program, funded by Title I, Part A, was not reported for 2019–2020.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$5,118,219.80	Capital Outlay:	
Expenditures:	\$4,139,809.01	Contracted Services:	
Allocation Utilized:	80.9 percent	Other Operating Expenses:	
		Payroll:	\$4,139,809.01
		Supplies and Materials:	

### Program Goals

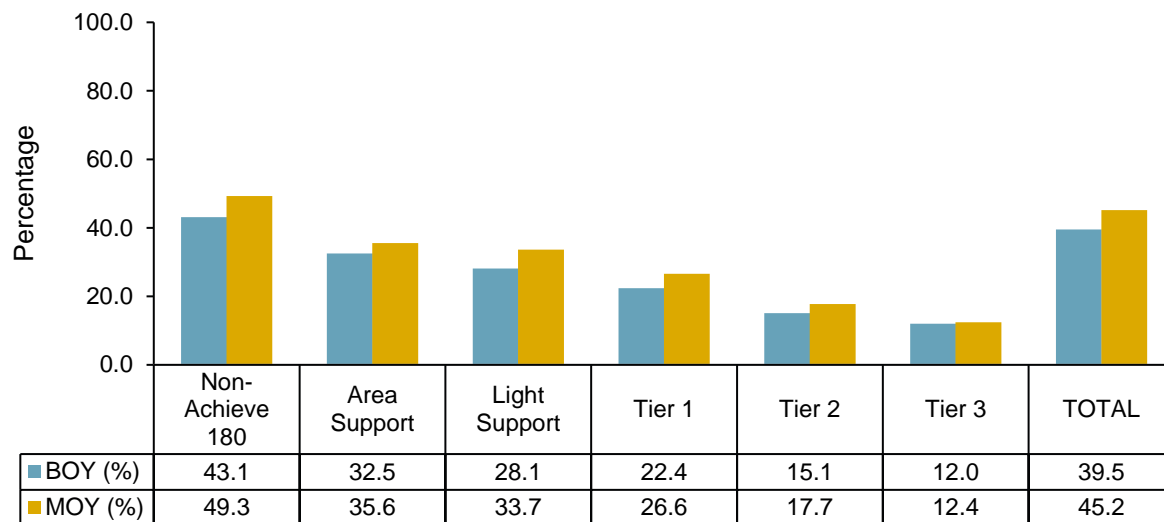
- Eliminate lost instructional days resulting from teacher absences.
- Increase student reading achievement following targeted instruction.

### Program Outcomes

- A180 program schools that received Light Support experienced the greatest increase in the percentage of students who met at or above the Approaches benchmark on the combined RL360 English and Spanish reading and early literacy tests (5.6 percentage points) from BOY to MOY, (**Figure 1, A180**, p. 37).

- By comparison, Non-Achieve 180 program school students experienced a 6.2 percentage point increase from BOY to MOY on the combined RL360 English and Spanish reading and early literacy tests (Figure 1, A180).

**Figure 1, A180. HISD RL360 Reading and Early Literacy, English and Spanish Combined by A180 Program Group and Districtwide Percent At or Above the Approaches Benchmark at BOY and EOY, 2020**



Source: Campus Information List with A180 Program Tiers, 2019–2020; 2019–2020 RL360, Reading and Early Literacy file  
 Note: English and Spanish version results combined.

Table 1, A180. Percentage of Title Funded Positions Filled by Tier Group, 2019–2020						
A-180 Tier Level	Position	Total (N)	Positions Filled (N)	Positions Filled (%)	Positions Not Filled (N)	Positions Not Filled (%)
Area Support	Tchr, Assoc, Dedicated Achieve 180	24	11	45.8	13	54.2
Light Support	Tchr, Assoc, Dedicated Achieve 180	16	0	0.0	16	100.0
Tier 1	Tchr, Assoc, Dedicated Achieve 180	22	13	59.1	9	40.9
	Tchr, Spclst 11M	2	2	100.0	0	0.0
	Tchr, Spclst 12M	1	1	100.0	0	0.0
Tier 2	Tchr, Assoc, Dedicated Achieve 180	22	12	54.5	10	45.5
	Tchr, Spclst	1	1	100.0	0	0.0
	Tchr, Spclst 11M	4	4	100.0	0	0.0
Tier 3	Tchr, Assoc, Dedicated Achieve 180	20	11	55.0	9	45.0
	Tchr, Spclst 11M	7	6	85.7	1	14.3
	Tchr, Spclst 12 M	1	1	100.0	0	0.0
<b>Total</b>		<b>120</b>	<b>62</b>	<b>51.7</b>	<b>58</b>	<b>48.3</b>

Source: Campus Information List with A180 Program Tiers, 2019–2020; 2019–2020 Title I, Part A, Title II, Part A, and Title IV, Part A Staffing Records data, August 9, 2020

- According to the 2019–2020 Title I, Part A; Title II, Part A; and Title IV, Part A Staffing Records, 62 of 120 staff positions funded by Title I, Part A were filled between July 1, 2019 and June 30, 2020 (**Table 1, A180**).

- Tier 3 campuses accounted for the largest number of filled positions with 18 of the 62 filled positions in 2019–2020 (Table 1, A180).

### Recommendations

The 2019–2020 Title I, Part A Achieve 180 provided learning activities and staff to engage students in language and literacy. A180 campuses that received Light support experienced the largest increase in students at or above approaches benchmark from BOY to MOY on the combined RL360 English and Spanish reading and early literacy tests. The program filled 51.7 percent of all funded positions designed to support student learning.

## 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 Advanced Placement (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, and provided additional support to teachers as needed. The program is administered through the Innovation & Postsecondary Programming department, and provides direct instructional coaching support to teachers, and facilitates content area and Professional Learning Community (PLC) training that reached over 413 teachers. Additional activities included 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:	\$145,752.00	Capital Outlay:	
Expenditures:	\$56,007.30	Contracted Services:	
Allocation Utilized:	38.4 percent	Other Operating Expenses:	
		Payroll:	\$56,007.30
		Supplies and Materials:	

### Program Goals

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

### Program Outcomes

- A shown in **Table 1, AA**, an unduplicated count of 413 HISD campus staff members completed a total of 1,030 training sessions earning a total of 2,255 professional development hours.

Table 1, AA. HISD Staff Course Completion of Pre-AP / AP and STEM Subject Areas Professional Development (PD) by PD hours Earned, 2019–2020			
Course Description	(N) Completed Training	(N) PD*Hours Earned	Average Hours Earned
AP_ Advanced Placement Coordinators 6-12	145	290	2.0
AP_ Calculus PLC	84	168	2.0
AP_ Capstone District PLC	29	58	2.0
AP_ Capstone Scoring Training	16	96	6.0
AP_ Chemistry PLC	42	84	2.0
AP_ Environmental Science PLC	61	122	2.0
AP_ Language and Composition PLC	54	108	2.0
AP_ Literature and Comp PLC	44	88	2.0
AP_ Macroeconomics PLC	40	80	2.0
AP_ Physics 1 PLC	46	92	2.0
AP_ Pre-AP English (High School)	10	60	6.0
AP_ Saturday Countdown Academy	63	252	4.0
AP_ Statistics PLC	49	98	2.0

Note: \*PD means professional development.

<b>Table 1, AA. HISD Staff Course Completion of Pre-AP / AP and STEM Subject Areas Professional Development (PD) by PD hours Earned, 2019–2020 (continued)</b>			
<b>Course Description</b>	<b>(N) Completed Training</b>	<b>(N) PD*Hours Earned</b>	<b>Average Hours Earned</b>
AP_ United States History PLC	54	108	2.0
AP_ US Government PLC	42	84	2.0
AP_ Using Khan Academy to Enrich AP Instruction	35	35	1.0
AP_ World History PLC	95	190	2.0
AP_Advanced Placement Basics	23	46	2.0
AP_Biology PLC	53	106	2.0
AP_Human Geography PLC	45	90	2.0
<b>Total</b>	<b>1,030</b>	<b>2,255</b>	<b>2.2</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

Note: \*PD means professional development.

- As shown in **Table 2, AA**, the staff role with the highest percentage of unduplicated participants was Teacher / Teacher Assistant (83.8 percent), followed by other staff (6.8 percent).

<b>Table 2, AA. HISD Role for Staff who participated in Pre-AP / AP and STEM Subject Areas Professional Development (PD), 2019–2020</b>		
<b>Staff Role</b>	<b>Total (N)</b>	<b>(%)</b>
Counselor	10	2.4
Dean of Instruction / Dean of Students	13	3.1
Other Staff*	28	6.8
Principal or Assistant Principal	16	3.9
Teacher / Teacher Assistant	346	83.8
<b>Total</b>	<b>413</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

Note: \*Other staff includes high school graduation coaches and counselors.

## Recommendations

The Advanced Academics program provided HISD teachers with professional development to promote student AP test-taking. In the effort to meet the district goal of college-ready graduates, it is recommended that the program persists 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.



## Career Readiness

### Program Description

The Career Readiness program was designed to increase opportunities for HISD students to take rigorous advanced course work and to increase the number of students earning Advanced Placement (AP) scores that could make them eligible for college course credit or advanced placement. The program is administered through the Innovation & Postsecondary Programming Department and provided Pre-AP and AP training to 413 staff members. Training activities utilized the Laying the Foundation guide series for Pre-AP / AP English and mathematics to provide resources for teachers of grades 6–12. Additional training included AP / Pre-AP Social Science, English Vertical Teams, AP Exam Prep Workshop, AP Potential, and the AP Workshop for AP Coordinators. The program provided funds to support AP Content Area specialists that provide instructional coaching and support for Advanced Placement teachers and AP exam preparation for students.

AP exams are administered each year in May over two weeks. Due to the COVID-19 pandemic in 2020, students took the AP exams at home online. Students had three ways to submit their responses. They could (1) copy and paste a typed response, (2) attach a typed response, or (3) attach one or more photos of a handwritten response. For 2020, the AP exams were open book / open note. Students could use their own resources but could not provide or receive aid.

The COVID-19 pandemic interrupted face-to-face learning in spring 2020. To maintain equity for all students, the content of the AP exams covered material that was typically covered by early March.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$183,586.00	Capital Outlay:	
Expenditures:	\$79,144.79	Contracted Services:	
Allocation Utilized:	43.1 percent	Other Operating Expenses:	
		Payroll:	\$79,144.79
		Supplies and Materials:	

### Program Goals

- 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.

### Program Outcomes

- As shown in **Table 1, CR**, the percentage of students receiving a score of 3 or better increased by 9.0 percentage points for the 2020 test-takers when compared to the 2019 test-takers.

Table 1, CR. AP Exams Taken and Number Scored 3+, Districtwide, 2018 through 2020				
Year	Test Taken (N)	Score 3+ (N)	Score 3+ (%)	Change (%)
2018	28,228	10,405	36.9	0.0
2019	28,219	11,003	39.0	2.1
2020*	22,155	10,615	48.0	9.0

Source: HISD Research and Accountability, 2020a; 2020 College Board AP electronic data file, August 7, 2020

Note: \*The smaller number of tests taken in 2020 is likely explained by the closure of schools in March 2020 in response to the Covid-19 pandemic. It is difficult to compare 2020 results to previous years because test-takers in 2020 had access to study materials while taking the test, whereas, in previous years study materials were not allowed during the testing time.

- As shown in **Table 2, CR**, the AP exam category with the highest percentage of all tests taken was History & Social Science (45.4 percent), followed by English (17.6 percent), and Sciences (12.9 percent).
- Test-takers within the World Languages & Culture exam category had the highest percentage who achieved a 3 or higher score on the exam (83.9 percent), followed by the AP Arts exam category (63.4 percent), and AP Capstone (62.8 percent) (Table 2, CR).

<b>Table 2, CR. AP Exam Participation and Performance by Exam Category, Districtwide, 2020</b>				
<b>AP Exam Category</b>	<b>AP Exams Taken</b>		<b>AP Scores <math>\geq 3</math></b>	
	<b>N</b>	<b>% of Total</b>	<b>N</b>	<b>% of Exams</b>
History & Social Science	10,067	45.4	4,101	40.7
English	3,907	17.6	1,557	39.9
Sciences	2,848	12.9	1,164	40.9
World Languages & Culture	2,363	10.7	1,983	83.9
Math & Computer Science	2,092	9.4	1,257	60.1
AP Capstone	594	2.7	373	62.8
AP Arts	284	1.3	180	63.4
<b>Total</b>	<b>22,155</b>	<b>100.0</b>	<b>10,615</b>	<b>47.9</b>

Sources: 2020 College Board AP electronic data file, August 7, 2020

Notes: This table displays a duplicated count of exams taken by students who tested districtwide. Figures may not sum to 100 due to rounding.

### Recommendations

The Career Readiness program increased the number of students earning AP scores that could make them eligible for college course credit or advanced placement. In the effort to meet the district goal of college-ready graduates, it is recommended that the program continues to encourage HISD students in AP test-taking, and to continue increasing the number of AP exams scored 3 or higher.

For more detail on AP results, see the complete report, “2020 Advanced Placement (AP) Results” (HISD Research and Accountability, 2020a).

## Certifications

### Program Description

The Certifications program worked 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 was to assist the District to align to TEA regulations and ensure that every school hires and maintains qualified educators by making certain that every teacher, paraprofessional, and campus administrator holds and maintains a valid credential.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$244,085.00	Capital Outlay:	
Expenditures:	\$149,911.22	Contracted Services:	
Allocation Utilized:	61.4 percent	Other Operating Expenses:	
		Payroll:	\$149,911.22
		Supplies and Materials:	

### Program Goals

- Increase the number of HISD educators to receive and maintain a valid certification.

### Program Outcomes

- As shown in **Table 1, C**, a total of 6,440 HISD educators received a minimum of one valid certification in 2019–2020.
- HISD educators assigned to the Achieve 180 school office had the highest percentage who received one or more valid certifications in 2019–2020 at 19.3 percent, followed by the North school office (16.2 percent), and the Northwest school office (14.4 percent) (Table 1, C).

Table 1, C. Number of HISD Educators who Received at least one New Certification, 2019–2020		
School Office*	(N)	(%)
Achieve 180	1,241	19.3
East	757	11.8
North	1,044	16.2
Northwest	930	14.4
South	901	14.0
Special Education	22	0.3
West	1,545	24.0
<b>Total</b>	<b>6,440</b>	<b>100.0</b>

Source: 2019–2020 Teacher Certification and Diversity

Note: \*A total of 92 HISD staff members were not assigned to a School Office.

- As shown in **Table 2, C**, the staff role with the highest percentage of HISD educators who received one or more valid certifications was Teacher Secondary (43.8 percent), followed by Teacher Elementary (35.0 percent), and Teacher (15.3 percent).

<b>Table 2, C. Number of HISD Educators who Received at least one New Certification by Role, 2019–2020</b>		
<b>Staff Role</b>	<b>(N)</b>	<b>(%)</b>
Coordinator	2	<0.1
Special Ed	4	0.1
Teacher	998	15.3
Teacher Elementary	2,286	35.0
Teacher PreK	380	5.8
Teacher Secondary	2,862	43.8
<b>Total</b>	<b>6,532</b>	<b>100.0</b>

Source: 2019–2020 Teacher Certification and Diversity

### Recommendations

The Certifications program supported teachers and paraprofessionals to achieve a minimum of one new valid certification in 2019–2020. A total of 6,532 HISD educators received one or more valid certifications in 2019–2020. It is recommended that the program continue to encourage HISD educators to meet TEA teacher and paraprofessional certification requirements.

## 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 City of Houston Health Department Bureau of Oral Health. Students participating in Project Saving Smiles are bused to the West End Health Center where they are seen by a dentist and receive an oral health screening, dental sealants if needed, and fluoride varnish. Then, they are taken to a classroom where they take a pre-test, educated on how to care for their teeth, and then it is followed by a post-test. The program provided a coordinated approach to remove transportation and cost as barriers to preventative dental care to prevent the decay of molars at an early age.

### Budget and Expenditures

Title I, Part A funds

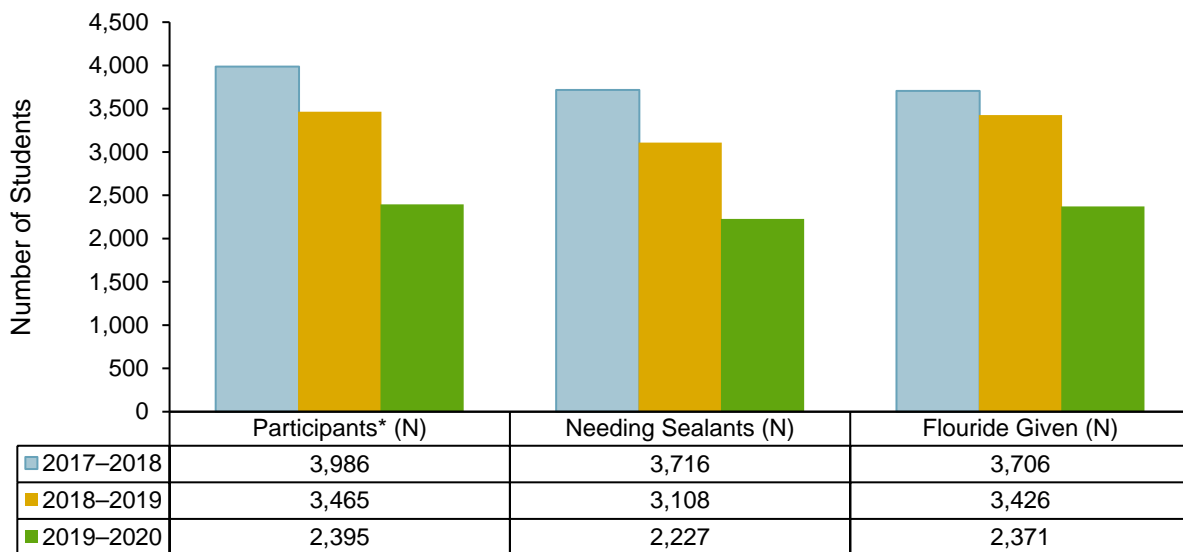
Budgeted:	\$90,000.00	Capital Outlay:	
Expenditures:	\$67,623.52	Contracted Services:	\$30,256.17
Allocation Utilized:	75.1 percent	Other Operating Expenses:	\$18,400.00
		Payroll:	
		Supplies and Materials:	\$18,967.35

### 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, 2017–2018 through 2019–2020**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020

Note: \*Participant\* is defined as students with a signed consent form to participate.

- In 2019–2020, 2,227 of 2,395 PSS participants (93.0 percent) were identified as needing sealants. In comparison, 3,108 of 3,465 PSS participants (89.7 percent) in 2018–2019 needed sealants (**Figure 1, DI**).

### Recommendations

According to HISD Health and Medical Services records, 2,227 students participated in a PSS event in the 2019–2020 school year. Overall, information on applied sealants was provided for 2,227 students from HISD campuses. There was a decrease in participation in 2019–2020 when compared to 2018–2019 that could be explained by school closures in March 2020 in response to Covid-19. 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 optional supplemental trainings provided to teachers beyond that required by the Texas Education Agency and HISD.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$6,769,466.00	Capital Outlay:	
Expenditures:	\$4,153,327.30	Contracted Services:	\$4,507.10
Allocation Utilized:	61.4 percent	Other Operating Expenses:	
		Payroll:	\$4,129,070.50
		Supplies and Materials:	\$19,749.70

Title II, Part A funds

Budgeted:	\$804,882.00	Capital Outlay:	
Expenditures:	\$556,924.79	Contracted Services:	\$2,397.25
Allocation Utilized:	69.2 percent	Other Operating Expenses:	
		Payroll:	\$554,376.61
		Supplies and Materials:	\$150.93

### Program Goal

- Provide high-quality supplemental Pre-K through 5 teacher content and pedagogy training on early childhood campuses, K through 8 campuses, and elementary campuses.

### Program Outcomes

- As shown in **Table 1, ECD**, the staff role with the highest percentage of unduplicated participants was Teacher / Associate Teacher (92.9 percent), followed by Other District Staff (3.1 percent), and Other Campus Staff (1.8 percent).

Table 1, ECD. Training Completed by HISD District Role, 2019–2020					
Staff Role	Unduplicated (N)	Unduplicated (%)	Trainings (N)	Trainings (%)	Average Trainings
Principal	59	0.9	74	0.5	1.3
Assistant Principal	55	0.9	71	0.5	1.3
Dean	9	0.1	13	0.1	1.4
Teacher / Associate Teacher	5,824	92.9	14,181	94.2	2.4

<b>Table 1, ECD. Training Completed by HISD District Role, 2019–2020 (continued)</b>					
<b>Staff Role</b>	<b>Unduplicated (N)</b>	<b>Unduplicated (%)</b>	<b>Trainings (N)</b>	<b>Trainings (%)</b>	<b>Average Trainings</b>
Other Campus Staff	114	1.8	154	1.0	1.4
District Leadership	16	0.3	38	0.3	2.4
Other District Staff	195	3.1	526	3.5	2.7
<b>Total</b>	<b>6,272</b>	<b>100.0</b>	<b>15,057</b>	<b>100.0</b>	<b>2.4</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

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

- As shown in **Table 2, ECD**, the West school office had the highest unduplicated number of teachers (n=1,859), followed by the North school office (n=1,061), and the South school office (n=1,027).

<b>Table 2, ECD. Number of Teacher Completed Professional Development Activities By School Office, 2019–2020</b>			
<b>School Office</b>	<b>Unduplicated Teachers (N)</b>	<b>Training Activities (N)</b>	<b>Average Training Activities Completed</b>
Achieve 180	427	1,088	2.5
East	783	1,912	2.4
North	1,061	2,624	2.5
Northwest	584	1,360	2.3
South	1,027	3,071	3.0
West	1,859	3,991	2.1
Not Assigned*	83	135	1.6
<b>Total</b>	<b>5,824</b>	<b>14,181</b>	<b>2.4</b>

Source: Campus Information List, 2019–2020; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

Note: The number of teachers is unduplicated.

\*Teachers were not assigned to a specific campus.

## Recommendations

The Elementary Curriculum and Development program provided supplemental professional development training to HISD PK–8 teachers. Teachers completed an average of 2.4 courses inclusively from July 1, 2019 to June 30, 2020. 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 sees families as partners in their children's education and works diligently to provide opportunities at the district, school, and community level so families can have access to information and resources to support learning at home. The Family and Community Engagement (FACE) department is designed to increase family participation and access to district resources to support their needs. The program operates through a Director overseeing the overall department's strategies that are implemented by two FACE Managers supporting nine FACE Specialists that directly work with campuses. The FACE department seeks to increase family engagement by increasing the number of workshops and training available for families and connecting them with community resources. FACE also assisted with Two-Way Communication Strategies for Families and facilitated Parent University Sessions to educate families on programming and resources within the district. Additionally, families are guided on how to become advocates in education through participation in organized support groups, such as Parent-Teacher Association Organizations (PTA / O), Shared Decision Making Committees (SDMC), and other parent groups. FACE placed an important focus on community partnerships and engagement by connecting with various community individuals, groups, and organizations to support under-served students of color through mentorship support initiatives. These initiatives focus on two main programs, one for female students and the other for male students in grades 3–12.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$2,695,776.00	Capital Outlay:	
Expenditures:	\$2,182,878.07	Contracted Services:	\$30,011.05
Allocation Utilized:	81.0 percent	Other Operating Expenses:	\$8,289.26
		Payroll:	\$2,138,326.09
		Supplies and Materials:	\$6,251.67

### 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

Table 1, FACE. Number of Participants (Duplicated)* in FACE Activities, 2019–2020		
Activities	Total	
	Schools	Families Impacted
School Climate Survey Results	199	18,002
Family Friendly Walk-through	199	22,128
Two Way Communication	199	3,320
PTA / PTO / Parent Organizations Established	188	
	Workshops	Families Impacted
Other Parent Workshops	1,398	7,099

Source: 2019–2020 FACE EOY Report

- As shown in **Table 1, FACE** (p. 49), 199 HISD campuses participated in Family Friendly Walk-throughs, which impacted 22,128 families. Further, 188 campuses established some form of parent organization during 2019–2020.

### Recommendations

Of the professional development offered by FACE, there was high teacher and parent participation. 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.

For more detail on FACE use of Title I, Part A see the complete report (FACE, 2020).

## Fine Arts

### Program Description

The Fine Arts program was established to provide equity of access to fine arts programs for all HISD students and to ensure that students had equal opportunity to participate in a systemic fine arts program from elementary through high school. The program is administered through the Fine Arts Department which is part of the HISD Elementary Curriculum and Development Department. Fine Arts provided professional development to over 825 staff members addressing identified needs of learners, high impact teaching strategies, master scheduling with the arts in mind, SEL Competencies within the Arts, Arts Integration within the Foundation Core, and specific fine arts discipline best teaching practices. Fine Arts provided supplemental equipment to bands, orchestras, choirs, visual arts programs, theatre programs and dance programs to ensure that students had learning opportunities in all areas of the disciplines listed. The Covid-19 pandemic limited available course data to fall 2019.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$695,000.00	Capital Outlay:	
Expenditures:	\$622,172.11	Contracted Services:	\$175,000.00
Allocation Utilized:	89.5 percent	Other Operating Expenses:	\$51,748.38
		Payroll:	\$43,302.01
		Supplies and Materials:	\$352,121.72

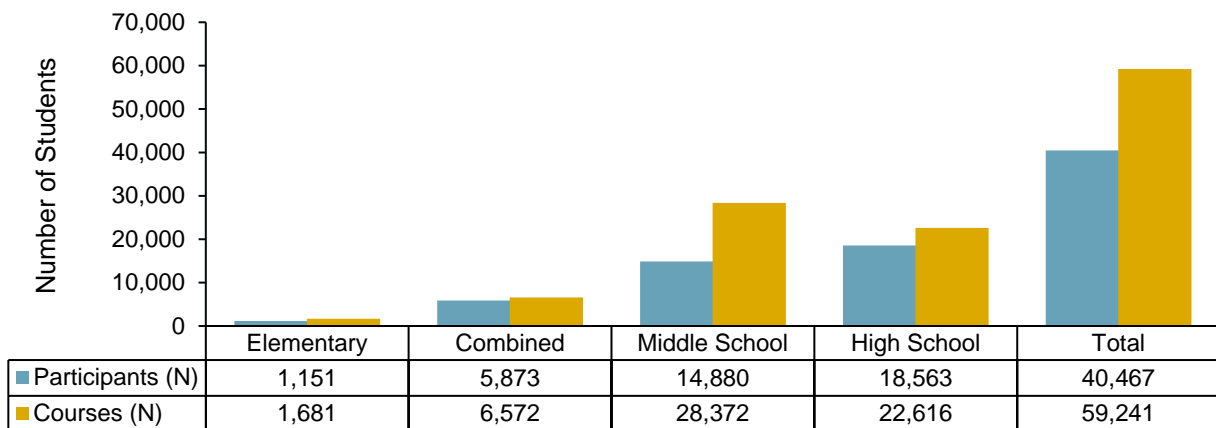
### Program Goal

- The Fine Arts program provided Fine Arts instruction for HISD students during the 2019–2020 school-year.

### Program Outcomes

- As shown in Figure 1, FA, middle schools had the largest number of participants (n=14,880) in fine arts courses (n=28,372) in fall 2019.

**Figure 1, FA. Number of Students who took Fine Arts Courses by Campus Grade Level, Fall of 2019**

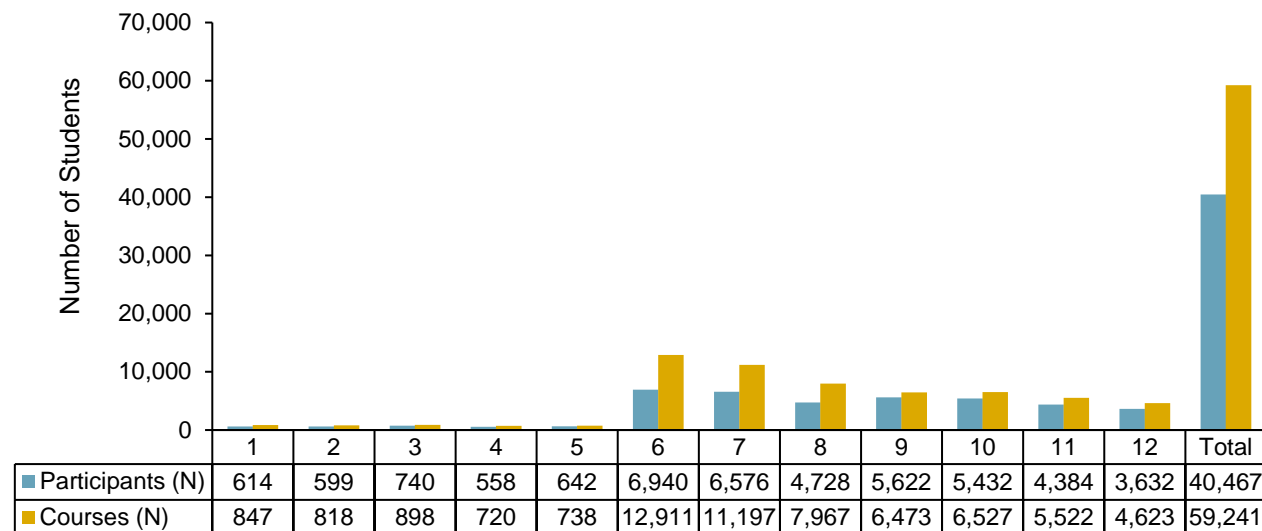


Source: Campus Information List, 2019–2020; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; 2019–2020 Combined School Grades\_Fall; 2019–2020 Elementary Grades\_Fall; 2019–2020 Middle School Grades\_Fall; 2019–2020 High School Grades\_Fall

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

- As shown in **Figure 2, FA**, during fall 2019, 40,467 HISD students took a total of 59,241 fine arts courses.
- Grade 6 students had the largest unduplicated number of HISD students (n=6,940), followed by grade 7 (n=6,576), and grade 9 (n=5,622) to take at least one fine arts course (Figure 2, FA).

**Figure 2, FA. Number of Participants in a Fine Arts Course by Grade Level, Fall 2019**



Source: Campus Information List, 2019–2020; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; 2019–2020 Combined School Grades\_Fall; 2019–2020 Elementary Grades\_Fall; 2019–2020 Middle School Grades\_Fall; 2019–2020 High School Grades\_Fall

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

### Recommendations

In 2019–2020, 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 Description

The HISD Alternative Certification 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 by making certain that every teacher, paraprofessional, and campus administrator holds and maintains a valid credential. 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:	\$222,868.00	Capital Outlay:	
Expenditures:	\$96,133.08	Contracted Services:	\$74.20
Allocation Utilized:	43.1 percent	Other Operating Expenses:	\$4,875.61
		Payroll:	\$87,146.00
		Supplies and Materials:	\$4,037.27

### 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

- As shown in **Table 1, HACP**, 56 candidates (65.9 percent) finished the HISD Alternative Certification Program during 2019–2020, while 23 candidates (27.1 percent) left the program for various reasons and did not complete the program.

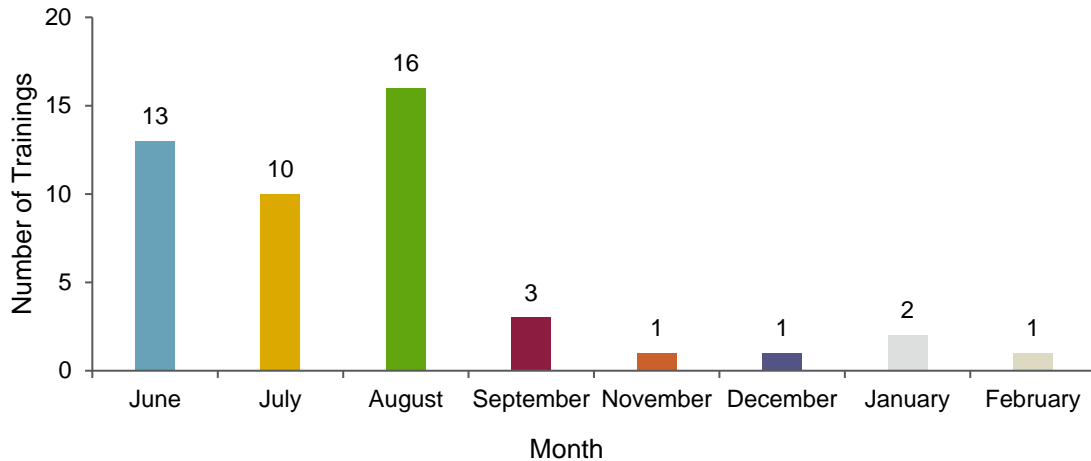
Table 1, HACP. Outcomes for HISD Alternative Certification Program Participants, 2019–2020		
Outcome	(N)	(%)
Finisher	56	65.9
Extended - cycle 41	6	7.1
Dropped pre-service	10	11.8
Resigned	10	11.8
Terminated	3	3.5
<b>Total</b>	<b>85</b>	<b>100.0</b>

Source: Cycle 40 Participants, December 12, 2020

- As shown in **Figure 1, HACP** (p. 54), a total of 47 professional development (PD) opportunities during the 2019–2020 school year. The month with the highest number of trainings was August with 16,

followed by June (n=13) and July (n=10). The lack of PD opportunities in March and April is most likely the result of the Covid-19 pandemic.

**Figure 1, HACP. Number of Professional Development Trainings by Month, 2019–2020**



Source: HISD Alternative Certification Program training sign-in sheets, June 2019 through February 2020

### Recommendations

In 2019–2020, the HISD Alternative Certification Program continued providing support and training to the 2018–2019 cohort of program participating teachers. A total of 56 teacher candidates (65.9 percent) completed the two-year program during the 2019–2020 school year. 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

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an international, school readiness, an early literacy program that offers educational enrichment opportunities to parents and children from disadvantaged backgrounds in the Houston Independent School District (HISD). HIPPY utilizes a home-based, family-focused model to help parents prepare their children for academic success before enrolling in school. Targeted parents have preschool children ages three to five years old.

Among related activities are (1) weekly home visits to participating families to model lessons in the 30-week HIPPY curriculum; (2) continuous training of HIPPY staff provided by HIPPY Texas and HIPPYUSA in the Visit Tracker database, program-mandated assessments, and role-play of weekly lessons, which supported fidelity of the HIPPY model throughout implementations; and (3) quarterly HIPPY Advisory Board meetings, which connect the program to varied community literacy and early childhood development resources. The program also organized field trips to the Children's Museum of Houston, which 865 HIPPY family members attended, and which enhanced parent-child interaction and child development through integrating community resources in children's early learning experiences.

### Budget and Expenditures

Funds from Title I, Part A

Budgeted: \$708,275.00  
Expenditures: \$536,117.77  
Allocation Utilized: 75.7 percent

Capital Outlay:  
Contracted Services:  
Other Operating Expenses: \$15,147.81  
Payroll: \$520,969.96  
Supplies and Materials:

### Program Goal

Desired outcomes of the program were (1) improved school readiness of children; (2) increased home literacy; (3) increased family participation in home-based educational activities; (4) identification of mental and physical delays in children; and (5) identification of social and emotional delay in children.

### Program Outcomes

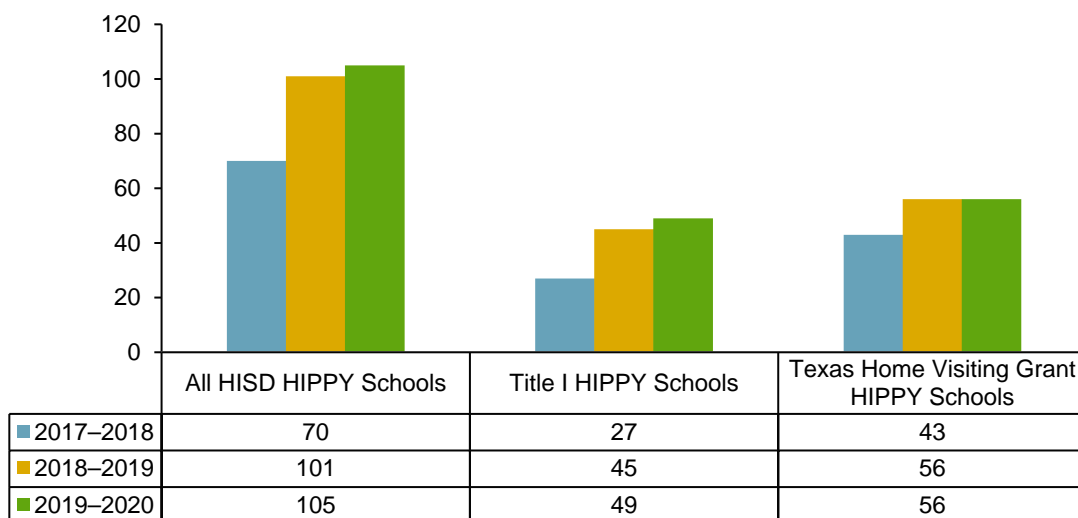
- As shown in **Table 1, HIPPY**, 162 of 338 (47.9 percent) HISD students had parents that participated in HIPPY at a campus funded by Title I, Part A.

Table 1, HIPPY. Number of Students Whose Parents Participated in HIPPY By Campus Description, 2019–2020		
HIPPY Campus Description	Children of HIPPY Participants	
	Students (N)	Students (%)
Texas Home Visiting Grant Campus	176	52.1
Title I Campus	162	47.9
<b>Total</b>	<b>338</b>	<b>100.0</b>

Source: HIPPY Campus List 2019–2020

- As shown in Figure 1, HIPPY (p. 55), there were a total of 105 HISD campuses that provided HIPPY services to parents of preschool children. Of the 105 HISD campuses, 49 were funded by Title I, Part A.

**Figure 1, HIPPY. Number of HIPPY campuses, by Title I and Texas Home Visiting Grant, 2017–2018 through 2019–2020**



Source: HIPPY Campus List 2019–2020

### Recommendations

The HIPPY program offered educational enrichment opportunities to parents and their children who attended an HISD school during the 2019–2020 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 2018–2019 school year to the 2019–2020 school year (45 and 49, respectively). 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.

For more detail on HIPPY see the complete report (HISD Research and Accountability, 2020b).



## Homeless Children / Student Assistance

### Program Description

The Homeless Children / Student Assistance Services staff support all program activities with funding from both Title I, Part A, and Title IV, Part A. Over 6,000 students were identified as of June 2020 were living in a homeless situation during the 2019–2020 school year.

### *Title I, Part A*

The program was originally designated to offer support to homeless students by providing emergency assistance, school supplies, hygiene items, uniforms, transportation, support to parents, homeless students, and unaccompanied youth. To supplement program services and to align with program goals, additional initiatives were implemented, such as the Back to School Extravaganza and Project Prom. The Student Assistance Questionnaire (which is used to identify living situations) is distributed at all events to increase awareness and identification. The 2019–2020 Back to School Extravaganza provided approximately 1,000 economically-disadvantaged students with backpacks, school supplies, and shoes as well as a resource fair for parents with 3,000 attendees. Project Prom 2020 was delayed as a result of COVID-19.

### *Title IV, Part A*

The department incorporates the use of compliance analysts and outreach workers to assist campuses in matters of attendance and dropout prevention. Title IV, Part A funds were used for the planning and implementation of programs that address the needs of students at risk for school failure due to non-academic indicators. Program staff partner with district and campus staff to provide resources and strategies to at-risk students to enable them to graduate from high school.

### Budget and Expenditures

#### Title I, Part A funds

Budgeted:	\$545,000.00	Capital Outlay:	\$871.88
Expenditures:	\$490,425.29	Contracted Services:	
Allocation Utilized:	90.0 percent	Other Operating Expenses:	
		Payroll:	\$211,123.17
		Supplies and Materials:	\$278,430.24

#### Title IV, Part A funds

Budgeted:	\$235,588.00	Capital Outlay:	
Expenditures:	\$46,108.13	Contracted Services:	
Allocation Utilized:	19.6 percent	Other Operating Expenses:	
		Payroll:	\$46,108.13
		Supplies and Materials:	

### Program Goal

- The mission of HISD's Homeless Children / Student Assistance Services program is to remove barriers to school attendance for students experiencing homelessness.
- Increase the graduation rates for students experiencing homelessness.

## Program Outcomes

- As shown in **Table 1, H.**, 10.8 percent of all HISD students identified as homeless during the 2019–2020 school year had perfect attendance, by comparison, 18.9 of all non-homeless HISD students attended all possible days of instruction.
- Of grade levels with greater than five students, grade 3 homeless HISD students had the highest percentage of students with perfect attendance (19.5 percent), followed by grade 7 (15.7 percent), and grade 4 (14.9 percent) (Table 1, H.).

Grade Level	Homeless			Non-Homeless		
	Total (N)	(N)	(%)	Total (N)	(N)	(%)
Early Education	*	*	100.0	314	22	7.0
Pre-K	774	53	6.8	14,556	1,325	9.1
Kindergarten	544	40	7.4	15,202	1,835	12.1
01	505	43	8.5	15,988	2,597	16.2
02	440	58	13.2	15,818	3,009	19.0
03	389	42	10.8	15,982	3,518	22.0
04	328	49	14.9	16,444	3,970	24.1
05	375	73	19.5	16,403	4,231	25.8
06	510	70	13.7	13,076	2,680	20.5
07	420	66	15.7	13,729	2,828	20.6
08	371	55	14.8	13,302	2,660	20.0
09	645	56	8.7	15,656	3,158	20.2
10	305	18	5.9	13,233	2,598	19.6
11	247	20	8.1	12,320	2,293	18.6
12	287	17	5.9	11,130	1,661	14.9
<b>Total</b>	<b>6,141</b>	<b>661</b>	<b>10.8</b>	<b>203,153</b>	<b>38,385</b>	<b>18.9</b>

Source: 2019–2020 PEIMS

Note: \*Fewer than five students identified as homeless.

## Recommendations

The Homeless Children / Student Assistance Services program provided 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 continued to lag behind their peers in attending all available days of instruction. Graduation status for 2019–2020 HISD students was not available for this report. It is recommended that the program continue to receive support to meet the extensive needs of homeless students in the district.

## Human Resources Compliance

### Program Description

An updated description of services provided by the Human Resources Compliance program, funded by Title II, Part A, was not reported for 2019–2020.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$92,451.00	Capital Outlay:	
Expenditures:	\$76,917.40	Contracted Services:	
Allocation Utilized:	83.2 percent	Other Operating Expenses:	
		Payroll:	\$76,917.40
		Supplies and Materials:	

## Interventions Assistance Team (IAT)

### 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 by utilizing a campus-based liaison at each school. The program funded five IAT Managers to assist campuses with developing Response to Intervention (RTI) 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 I, Part A funds

Budgeted:	\$335,000.00	Capital Outlay:	
Expenditures:	\$281,172.05	Contracted Services:	
Allocation Utilized:	83.9 percent	Other Operating Expenses:	\$15,112.41
		Payroll:	\$266,059.64
		Supplies and Materials:	

#### Title II, Part A funds

Budgeted:	\$524,141.00	Capital Outlay:	
Expenditures:	\$429,003.38	Contracted Services:	
Allocation Utilized:	81.8 percent	Other Operating Expenses:	
		Payroll:	\$429,003.38
		Supplies and Materials:	

### Program Goal

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

### Program Outcomes

- A total of 965 HISD staff members participated in IAT-funded professional development during the 2019–2020 school year (**Table 1, IAT**).

Table 1, IAT. Duplicated Number of Participants* in IAT-funded Professional Development Training, 2019–2020 (n=801)		
Course Name	Participants	
	(N)	(%)
IO_ Acadience Progress Monitoring Training	71	7.4
IO_ Corrective Reading Training	39	4.0
IO_ Goalbook: The Web-Based One-Stop Shop for Educators	24	2.5
IO_ Imagine Learning Training	48	5.0
IO_ Implementation of Small Groups in the Secondary Classroom	40	4.1
IO_ Intervention Assistance Team Liaison Training - Achieve 180 Area	21	2.2
IO_ Intervention Assistance Team Liaison Training - East Area	14	1.5
IO_ Intervention Assistance Team Liaison Training for Elementary School	18	1.9

Note: \*Participants include principals, assistant principals, and teachers.

Table 1, IAT. Duplicated Number of Participants* in IAT-funded Professional Development Training, 2019–2020 (n=801) (continued)		
Course Name	Participants	
	(N)	(%)
IO_ Intervention Assistance Team Liaison Training for High School	11	1.1
IO_ Intervention Assistance Team Liaison Training for Middle School	6	0.6
IO_ Intervention Assistance Team Ren 360 MOY Data Review	6	0.6
IO_ Intervention Assistance Team Training - West Area	60	6.2
IO_ Interventions Best Practices	56	5.8
IO_ Intro Read to Achieve Narrative Training	8	0.8
IO_ North Area Designated Supports Professional Development	18	1.9
IO_ Read to Achieve Content Area	51	5.3
IO_ Renaissance Data Decision Making	8	0.8
IO_ Small Group / Workstations in Elementary Reading and Math	375	38.9
IO_ Spring East Area Liaison Professional Development Training	20	2.1
IO_ Spring West Area Liaison Professional Development Training	71	7.4
Total	965	100.0

Source: Employee Training Data, July 1, 2019–June 30, 2020; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020

Note: \*Participants include principals, assistant principals, and teachers.

- As shown in Table 1, IAT., the IAT-funded course with the largest number of participants (n=375) and the highest percentage of all participants (38.9 percent) was the Small Group/Workstations in Elementary Reading and Math course.

### 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. The IAT program provided a total of 20 professional development opportunities to an unduplicated total of 801 HISD campus staff members. It is recommended that the program continues to provide professional development to teachers and campus leadership to provide HISD students the supports needed for academic success.

## Lead Principal

### Program Description

An updated description of services provided by the Lead Principal program, funded by Title II, Part A, was not reported for 2019–2020.

### Budget and Expenditures

Title II, Part A funds

Budgeted: \$125,000.00  
Expenditures:  
Allocation Utilized: 0.0 percent

Capital Outlay:  
Contracted Services:  
Other Operating Expenses:  
Payroll:  
Supplies and Materials:

## lead4ward

### Program Description

The HISD lead4ward Professional Development Initiative work included a series of professional development, systematic data protocols, TEKS-based resources to plan instruction, focus instruction, and the triangulation of assessment data. Using lead4ward reports and protocols, campus leaders and teachers utilized formative assessment data to prioritize work, narrow focus, monitor improvement, and inform instruction. The program encouraged campus leaders to name campus champions, including lead teachers (language arts, math, science, and social studies) to lead the work at their campus. HISD expected that the principal and campus champions attend the lead4ward professional development sessions and facilitate the lead4ward work on the campus. All HISD campuses had access to the lead4ward field guides and Instructional Strategies Playlist to supplement this professional learning. The Student Assessment Department collaborated with Curriculum and Development and Leadership Development to provide lead4ward professional development training to 5,165 staff members. Training activities consisted of a Rocking Review for all core subjects and provided resources for teachers of grades K–12 to make data-informed decision-making and planning instruction. Additional training included Principals, Campus Champions, Data-Driven Instructional Specialists, and Teacher Development Specialists to assist them in conducting professional learning communities (PLCs) and making data-informed decision making and planning interventions.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$376,166.00	Capital Outlay:	
Expenditures:	\$299,750.00	Contracted Services:	\$299,750.00
Allocation Utilized:	79.7 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

### Program Goal

- Increase opportunities for data-informed decision-making and planning instruction using instructional tools and strategies related to student achievement.

### Program Outcomes

- In 2019–2020 lead4ward provided 20 professional development opportunities to an unduplicated count of 3,288 HISD teachers and other campus staff to learn new strategies to increase student achievement (Table 1, L4).

Table 1, L4. Duplicated Number of Participants* in lead4ward funded Professional Development (n=3,288)		
Course Name	(N)	(%)
CU_ Lead4Ward - Math Intervention (G3-5)	88	1.7
CU_ Lead4Ward - Problem Solving in the Math Classroom (G3-5)	102	1.9
CU_ Lead4Ward: Number Sense	48	0.9
CU_ Lead4Ward: Planning for 1st Line Instruction	25	0.5
CU_ Lead4ward: Reading Comprehension is Everything	9	0.2
CU_ R3 Secondary Conference Registration	803	15.2

Note: \*Participants include principals, assistant principals, and teachers.

<b>Table 1, L4. Duplicated Number of Participants* in lead4ward funded Professional Development (n=3,288) (continued)</b>		
<b>Course Name</b>	<b>(N)</b>	<b>(%)</b>
CU_Lead4Ward The Power of Process in Science (K-5)	26	0.5
CUE_Elementary Math Rockin' Review Vol II (3-5)	121	2.3
CUS_Comprehension is Everything: Reading	56	1.1
CUS_Lead4ward Reading - Rockin' Review	113	2.1
CUS_Lead4ward Rockin' Review: Volume 2	31	0.6
CUS_Lead4ward Writing - Rockin' Review	80	1.5
CUS_Writing Souped-Up SUPER 8: Eight Foundational Practices for Teaching the Writer	35	0.7
CUS_Lead4Ward – Problem Solving in the Secondary Math Classroom	6	0.1
CUS_Lead4Ward: Math Intervention for All Grades 6 to EOC	18	0.3
CUS_New Middle School TEKS Overview with Lead4ward	70	1.3
CUS_Science Power of Process (6-EOC)	6	0.1
CUS_Science-Rockin' Review: Volume 2	36	0.7
CUS_Social Studies Power of Process (Secondary)	32	0.6
CUS_Social Studies Streamlined TEKS (Secondary)	26	0.5
LD_Lead4ward Wave Goodbye, Say Hello New ELAR TEKS (K-5)	50	0.9
SE_Sixth Annual Special Education Conference	930	17.6
TE_Fall 2019 Data Symposium: Game On!	381	7.2
TE_Lead4Ward Campus Interventions	154	2.9
TE_Lead4Ward Planning Instruction	247	4.7
TE_Lead4Ward Process Champ Special Education	171	3.2
TE_Lead4Ward Reaching Rigor	56	1.1
TE_Lead4Ward Building HISD Capacity	346	6.5
TE_Lead4Ward Campus Support Fall	124	2.3
TE_Lead4Ward Campus Support Spring	422	8.0
TE_Lead4ward Planning Rockin' Reviews	339	6.4
TE_Lead4ward Reviewing DLA Data	346	6.5
<b>Total</b>	<b>5,297</b>	<b>100.0</b>

Source: Employee Training Data, July 1, 2019–June 30, 2020; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020

Note: \*Participants include principals, assistant principals, and teachers.

- As shown in Table 1, L4, the SE\_ Sixth Annual Special Education Conference had the largest number of participants and the highest percentage of all training participants (n=930 and 17.6 percent, respectively).

### Recommendation

The lead4ward program used Title II, Part A funding to provide professional development to campus and district staff to support student learning. The lead4ward program provided a total of 32 professional development opportunities to an unduplicated total of 3,288 HISD campus staff members. It is recommended that the program continues to provide professional development to teachers and campus leadership to provide leadership to help HISD students achieve academic success.



## Leadership

### Program Description

Leadership, 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 2019–2020, Leadership provided training designed to improve instructional leadership skills to school leaders and teachers. Using several training models, over 200 school leader teams participated in training designed to increase achievement and accountability scores. Leadership 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 2019 and the HISD Welcome Back Leadership Event, among other activities throughout the 2019–2020 school year.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$2,333,195.70	Capital Outlay:	
Expenditures:	\$1,551,678.33	Contracted Services:	\$29,032.34
Allocation Utilized:	66.5 percent	Other Operating Expenses:	\$48,979.42
		Payroll:	\$1,460,302.74
		Supplies and Materials:	\$13,363.83

### Program Goal

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

### Program Outcomes

- As shown in **Table 1, L**, the Leadership program funded professional development for an unduplicated total of 1,973 HISD staff members. The district role with the highest number of unduplicated participants in Leadership funded professional development filled the role of Teacher / Associate Teacher (n=615), followed by Principal (n=298), and Assistant Principal (n=277).

Table 1, L. Unduplicated Count of Participants in Leadership funded Professional Development by District Role, 2019–2020		
District Role	(N)	(%)
Teacher / Associate Teacher	615	31.2
Principal	298	15.1
Assistant Principal	277	14.0
Other Campus Staff	261	13.2
Other District Staff	243	12.3
Dean	135	6.8
District Leadership	71	3.6
District Staff	73	3.7
<b>Total</b>	<b>1,973</b>	<b>100.0</b>

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2018–June 30, 2020

- As shown in **Table 2, L**, the Professional Learning Services awarded the largest number of professional development hours (n=17,940.0), followed by Welcome Back 2019 (n=5,635.5), and District-Wide Principals' Meetings (n=5,080.0).

<b>Table 2, L. Number of Training Participants by Session Offering, 2019–2020</b>		
<b>Session Names</b>	<b>Participants* (N)</b>	<b>Total PD** Hours (N)</b>
District-Wide Principals' Meetings	2,540	5,080.0
District-Wide Tier II Leaders' Meetings	1,482	2,896.0
Executive Leadership Development Series	58	174.0
Fall 2019 Leadership Summit	102	408.0
Instructional & Teacher Specialist Cohort	15	60.0
LD_ 1st Year Principals' Cohort	106	371.0
LD_ 1st Yr Assistant Principals' and Deans' Cohort	223	801.5
LD_ 2nd Yr Assistant Principals' and Deans' Cohort	11	38.5
LD_ Achieving Leaders - Effective Schools	70	490.0
LD_ Achieving Leaders Effective Schools (ALES): Career Pathways Tchr Leader Info Session	15	18.8
LD_ Assistant Principal Candidate Development Opportunity	50	150.0
LD_ New Leaders Institute 2019: Assistant Principals & Deans	139	973.0
LD_ New Leaders Institute 2019: Instructional & Teacher Specialists	98	784.0
LD_ New Leaders Institute 2019: Principals	376	3,682.0
LD_ Professional Learning Series 2020	1,495	17,940.0
LD_ School Leadership Academy 2019-2020	141	423.0
LD_ Welcome Back 2019	867	5,635.5
LD_Principal Candidate Development Opportunity	114	342.0
Spring 2020 Leadership Summit	126	189.0
<b>Total</b>	<b>8,028</b>	<b>40,456.3</b>

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

Note: \*Participants took part in more than one training activity.

\*\*PD is the abbreviation for Professional Development.

## Recommendations

Throughout 2019–2020, the Leadership Development Department provided training to current HISD campus leadership and 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 2019–2020 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 academic needs of participants.

## On-Time Grad Academy

### Program Description

An updated description of services provided by the On-Time Grad Academy, funded by Title II, Part A, was not reported for 2019–2020.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$379,224.00
Expenditures:	\$298,810.11
Allocation Utilized:	78.8 percent

Capital Outlay:	
Contracted Services:	\$15,465.00
Other Operating Expenses:	
Payroll:	\$283,345.11
Supplies and Materials:	

## Overage / Intervention

### Program Description

The Overage / Intervention program was designed to address the needs of overage middle school students by providing an opportunity for them to participate in accelerated rigorous instruction with the ultimate goal of reuniting the students with their cohorts.

School administrators identified personnel to be trained in using Edgenuity proprietary strategies and software during visits to their campuses. Training and hands-on coaching sessions were provided to teachers and staff on the 34 participating campuses. Additionally, students were provided with individualized intervention based on their performance on the district's Renaissance 360 (RL390) Universal Screener. Middle School participants used the Edgenuity software to satisfy core curriculum requirements as they continue with face-to-face instruction in their current grade levels.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$1,000,000.00	Capital Outlay:	
Expenditures:	\$181,570.50	Contracted Services:	\$35,019.17
Allocation Utilized:	18.2 percent	Other Operating Expenses:	\$24,325.93
		Payroll:	\$121,895.36
		Supplies and Materials:	\$330.04

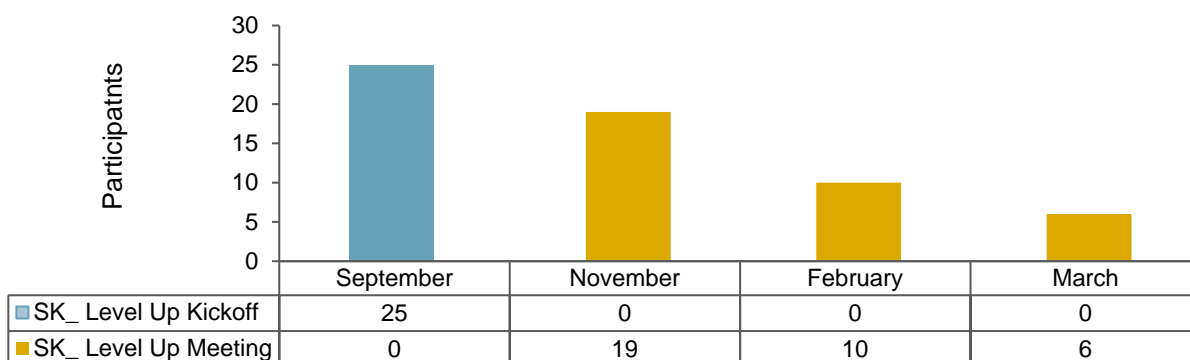
### Program Goal

- To support teachers in an effort for students falling behind academically to reunite with their cohorts following accelerated rigorous instruction.

### Program Outcomes

- As shown in **Figure 1, OI**, there was one Level Up Kickoff training session and there were three Level Up meetings with one each in November 2019, February 2020, and March 2020.

**Figure 1, OI. Number of Participants\* in Edgenuity Training Sessions by Month, 2019–2020**



Source: Edgenuity, 2020

Note: \*Some participants took part in multiple training sessions.

- There was an unduplicated total of 38 campus staff members identified to take part in Edgenuity training. The Kickoff Meeting had a total of 25 participants, and the combined total for the three Level Up Meetings was 35.

### Recommendation

The Overage / Intervention program provided support to campus staff to have middle school students, who are not at the appropriate academic level, to rejoin their class cohort at participating campuses in 2019–2020. Edgenuity provided training for campus staff and access to middle school students to use software to satisfy core curriculum requirements. It is recommended that the Overage / Intervention program continue to support middle school students to rejoining their academic cohort.

For more detail on Edgenuity see the complete report (Edgenuity, 2020).

## Positive Behavioral Intervention and Support (PBIS)

### Program Description

The Houston Independent School District (HISD) supports the research-based framework, Positive Behavior Interventions, and Supports (PBIS). The health, safety, social and emotional well-being remain priorities for this district and PBIS implementation will help campus leaders provide a solid foundation for implementing behavior support for students. Campuses that benefitted from these activities were: Ashford ES, Revere MS, McReynolds, MS, Young ES, and Wheatley HS.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$600,000.00	Capital Outlay:	
Expenditures:	\$286,086.66	Contracted Services:	\$74,635.84
Allocation Utilized:	47.7 percent	Other Operating Expenses:	\$2,282.37
		Payroll:	\$200,811.63
		Supplies and Materials:	\$8,356.82

### Program Goal

- To reduce the rate of in-school suspensions and out-of-school suspensions on campuses supported by the PBIS program.

### Program Outcomes

- As shown in **Table 1, PBIS**, the campus with the largest positive change in the rate of in-school suspensions was McReynolds MS with 400 fewer in-school suspensions in 2019–2020 when compared to 2018–2019, followed by Revere MS with 307 fewer, and Young ES with seven fewer.
- Further, Wheatley HS had the largest positive change in the rate of out-of-school suspensions with 145 fewer in 2019–2020 when compared to 2018–2019, followed by Revere MS with 138 fewer, and Young ES with 24 fewer (Table 1, PBIS).

Table 1, PBIS. Change in the rate of In-School and Out-of-School suspensions on Campuses supported by PBIS, 2018–2019 and 2019–2020							
Campus Nbr	Campus Short Name	In-School Suspension			Out-of-School Suspension		
		2018-2019 (N)	2019-2020 (N)	Change* (N)	2018-2019 (N)	2019-2020 (N)	Change* (N)
018	Wheatley HS	49	313	264	418	273	-145
060	Revere MS	556	249	-307	660	522	-138
062	McReynolds MS	463	63	-400	321	305	-16
247	Young ES	7	0	-7	34	10	-24
273	Ashford ES	0	1	1	1	4	3

Source: Disciplinary Actions TEA 1819 and 1920

Note: \*Green cells denote a positive change in the rate of suspensions in 2019–2020 when compared to 2018–2019.

### Recommendation

The PBIS program supported staff on identified campuses in 2019–2020 to decrease the rates of in-school and out-of-school suspensions. Three of five campuses showed a lower rate of in-school suspensions, while four of five campuses showed a lower rate of Out-of-School Suspensions when comparing 2019–2020 to 2018–2019. It is recommended that the PBIS program continue to support staff to further decrease the rates of in-school and out-of-school suspensions on participating campuses.

## Private Non-Profit Schools

### Program Description

Eligible Houston area private non-profit (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 2019–2020 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 2019–2020 school year, the number of campuses served, and the provided services were differentiated by the funding source (Title I, Part A; Title II, Part A; or Title IV, Part A).

### Budget and Expenditures

Title I, Part A funds (not available for report)

Budgeted:  
Expenditures:  
Allocation Utilized:

Capital Outlay:  
Contracted Services:  
Other Operating Expenses:  
Payroll:  
Supplies and Materials:

Title II, Part A funds

Budgeted: \$532,237.00  
Expenditures: \$260,900.47  
Allocation Utilized: 49.0 percent

Capital Outlay:  
Contracted Services: \$260,900.47  
Other Operating Expenses:  
Payroll:  
Supplies and Materials:

Title IV, Part A funds

Budgeted: \$426,206.00  
Expenditures: \$76,409.14  
Allocation Utilized: 17.9 percent

Capital Outlay:  
Contracted Services: \$76,409.14  
Other Operating Expenses:  
Payroll:  
Supplies and Materials:

### Program Goal

- The Private Non-profit program manages contractors that provide equitable Title I, Part A; Title II, Part A; and Title IV, Part A services to eligible private non-profit 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 allowed to obtain a high-quality education.

### Program Outcomes

#### Title I, Part A

- Thirty-one private non-profit schools within HISD boundaries received instructional services through Catapult Learning, including instructional sessions delivered 1–2 days a week (Catapult Learning, 2020a).



- Beginning in April, Catapult Learning provided remote learning instruction to continue serving students. At mid-year, 78 percent of students demonstrated assessment gains in reading and 77 percent in math (Catapult Learning, 2020a).

#### 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 services to 21 schools within HISD attendance boundaries in 2019–2020 (Catapult Learning, 2020b).
- Professional Development Title II, Part A Workshop services were provided to 22 schools within HISD attendance boundaries in 2019–2020 (Catapult Learning, 2020b).

#### Title IV, Part A

- Title IV, Part A funds provided 75 instructional sessions to students using Title IV, Part A funds during the 2019–2020 school year and 113 instructional sessions during the Summer 2020 program to four schools within the boundaries of HISD (Catapult Learning, 2020a). The instructional sessions focused on STEM subject areas.

#### **Recommendations**

The Private Non-Profit program and Catapult Learning supported students at Private Non-Profit schools within HISD boundaries in 2019–2020. 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, 2020a, 2020b, and 2020c).

## Professional Development

### Program Description

The Professional Development program used Title II, Part A funding to support Improvement Required (IR) campuses. Principals were given resources to help them allocate resources effectively thereby enabling them to improve student academic achievement. The principals attended training entitled Budget Structure and Transfers.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$30,000.00	Capital Outlay:	
Expenditures:	\$684.96	Contracted Services:	
Allocation Utilized:	2.3 percent	Other Operating Expenses:	
		Payroll:	\$684.96
		Supplies and Materials:	

### Program Goal

- To improve the principals' effectiveness in managing their schools' budgets to meet the academic needs of students.

### Program Outcomes

- A total of nine HISD campus principals took part in the budget training provided by the Professional Development Program (**Table 1, PD**).

Table 1, PD. HISD Campus Principals who received Professional Development program training, Achieve 180 Tier Support Level, 2019–2020	
A180 Tier Support Level	Campus Name
Area Support	Fondren ES
	Marshall ES
Tier 1	Gregory-Lincoln PK-8
	Madison HS
Tier 2	Dogan ES
	Martinez C ES
	Wisdom HS
Tier 3	High School Ahead Acad MS
	Wesley ES

Source: SY1920 Training Data

### Recommendations

In 2019–2020, the Professional Development program provided support to principals at nine IR campuses in HISD. This support came in the form of budget training to equip participating principals with the tools to effectively allocate resources to improve student academic 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, and intensive professional development for advisors. The summer camp included industry visits around Houston and an out of state college tour. Also, 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:	\$2,288,677.00	Capital Outlay:	
Expenditures:	\$1,813,933.09	Contracted Services:	\$139,517.39
Allocation Utilized:	79.3 percent	Other Operating Expenses:	\$47,740.92
		Payroll:	\$1,620,368.69
		Supplies and Materials:	\$6,306.09

### Program Goal

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

### Program Outcomes

- The Project Explore program supported a total of 2,095 students in 2019–2020 across the middle school grades:
  - Grade 6 = 688
  - Grade 7 = 698
  - Grade 8 = 709

### Recommendations

In 2019–2020, 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.

For more detail on Project Explore see the complete report (Houston Independent School District, 2020c).

## 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 2019–2020. 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 the personnel that was 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:	\$219,638.00	Capital Outlay:	
Expenditures:	\$191,719.54	Contracted Services:	\$14,137.50
Allocation Utilized:	87.3 percent	Other Operating Expenses:	
		Payroll:	\$177,582.04
		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 2020				
Year	Stipend Description	Recipients (N)	Retained (N)	Retained (%)
Fall 2019		33	30	90.9
	Recruitment Incentive SPED Y1	33	30	90.9
Spring 2020		59	46	92.0
	Recruitment & Selection Fellowship Stipend	5	5	100.0
	Recruitment Incentive - Y1	40	30	75.0
	Recruitment Incentive SPED Y1	14	11	78.6
<b>Total</b>		<b>92</b>	<b>76</b>	<b>82.6</b>

Source: 2019–2020 Teacher Stipend data, August 17, 2020

Note: \*\*“Y1” means Year one.

- As shown in **Table 1, RRI**, 82.6 percent of all 2019–2020 Y1 stipend/incentive receipts were retained in the fall of 2020.
- Teachers that received a Y1 stipend/incentive in fall 2019 had a retention rate of 90.9 percent. Further, spring 2020 Y1 stipend/incentive recipients were retained in fall 2019 at 92.0 percent (Table 1, RRI).

## Recommendations

In 2019–2020, 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 help identify 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:	\$401,678.00	Capital Outlay:	
Expenditures:	\$198,144.54	Contracted Services:	
Allocation Utilized:	49.3 percent	Other Operating Expenses:	
		Payroll:	\$198,144.54
		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

- As detailed in **Table 13** (p.32), in 2019–2020, 964 new teachers were hired, a 13.9 percentage-point decrease when compared to 2018–2019 (n=1,120). Of the 964 new teachers, 806 (83.6 percent) were retained in 2020–2021. This was similar to the percentage of new teachers in 2018–2019 who were retained in 2019–2020. Teachers were considered new to HISD if they had no experience teaching in any district prior to the school in which they were hired.

### Recommendations

The Recruitment and Selection program successfully hired 964 teachers for the 2019–2020 school year. Of those new teachers, however, 158 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

### 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:	\$5,254,154.00	Capital Outlay:	
Expenditures:	\$2,974,182.32	Contracted Services:	\$1,888.94
Allocation Utilized:	56.5 percent	Other Operating Expenses:	\$45,480.07
		Payroll:	\$2,911,172.00
		Supplies and Materials:	\$15,641.31

#### Title II, Part A funded

Budgeted:	\$1,624,323.00	Capital Outlay:	
Expenditures:	\$913,256.03	Contracted Services:	
Allocation Utilized:	56.2 percent	Other Operating Expenses:	\$3,836.46
		Payroll:	\$907,440.39
		Supplies and Materials:	\$1,979.18

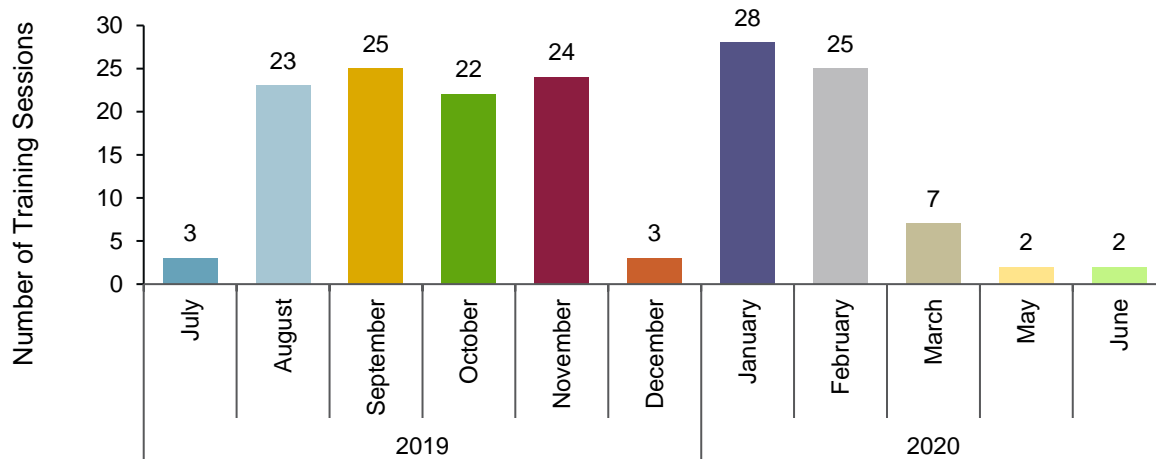
### Program Goal

- 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 164 professional development (PD) activities provided to staff. The largest number of PD opportunities occurred in January 2020 (n=28), followed by September 2019 and February 2020 (both n=25).
- Further, a total of 100 PD activities took place inclusive of July through December 2019, while 64 PD activities took place in January, February, March, May, and June 2020. No trainings in April 2020 is most likely the result of school closures and transition to remote learning in response to Covid-19.

**Figure 1, SCI. Professional Development (PD) training sessions by Month, 2019–2020**



Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

### 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 2019–2020 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

See to Succeed was a program hosted by the City of Houston Health Department that provided free eye care and glasses to students between the ages of 6 to 18 who were in need, regardless of parent income. This model consists of 120–150 students examined per day for approximately 60 days. Students participating in See to Succeed are bused to the West End Health Center where they go through the following stations of pre-screening, slit lamp, auto-refracting, Ophthalmologist, and Optometry to pick out their glasses. The students who participate in this event are given the opportunity to be more successful in the classroom because they are able to “See to Succeed”.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$90,000.00	Capital Outlay:	
Expenditures:	\$85,935.70	Contracted Services:	
Allocation Utilized:	95.5 percent	Other Operating Expenses:	\$33,516.82
		Payroll:	\$17,740.76
		Supplies and Materials:	\$34,678.12

### 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

- HISD Health and Medical Services reported that 4,323 students from 148 schools attended the program and from those 90 percent of the students received glasses. Compared with last year’s numbers, there was a 38.2 percent decrease in attendance that most likely resulted from school closures in March 2020 in response to the Covid-19 pandemic.

### Recommendations

See to Succeed targeted students who lacked resources and were identified as needing vision services. The total number of participants decreased from 2018–2019 to 2019–2020 (6,999 to 4,323) possibly due to the pandemic. 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.

## Social Emotional Learning (SEL)

### Program Description

The Social and Emotional Learning program was designed to remove non-academic barriers to learning that interfere with students' ability to actively engage in classroom instruction and other school activities. 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 training components that assist teachers in becoming more culturally-proficient and aware of implicit bias and that help them improve their classroom management skills.

### Budget and Expenditures

Title IV, Part A funded

Budgeted:	\$2,495,862.00	Capital Outlay:	
Expenditures:	\$1,119,899.54	Contracted Services:	\$392,610.21
Allocation Utilized:	44.9 percent	Other Operating Expenses:	\$19,647.00
		Payroll:	\$675,007.18
		Supplies and Materials:	\$32,635.15

### 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, 2019–2020		
Course Description	Participant (N)*	Participant (%)
SS_ CHAMPS Training: Proactive Approach to Classroom Management	364	84.7
SS_ Restorative Discipline Practices - Teachers	14	3.3
SS_ The Tough Kid	52	12.1
PS_Crisis Training	**	—
<b>Total</b>	<b>430</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

Note: \*The number of participants is duplicated.

\*\*PS Crisis Training participation data not available.

- The program was delivered through the Social and Emotional Learning Department and provide training to support 11,500 staff and impacted 209,000 students.
- According to **Table 1, SEL**, the total number of duplicated PD participants in 2019–2020 was 430.

- The highest percentage of duplicated participants was 84.7percent of all participants who attended the CHAMPS Training: Proactive Approach to Classroom Management, followed by the 12.1 percent that attended The Tough Kid (Table 1, SEL, p. 82).

### Recommendations

In 2019–2020, the Social Emotional Learning (SEL) program provided PD to campus staff to eliminate bias in classroom management. 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 Description

The Student Assessment program (using lead4ward) was administered and supported by the Student Assessment Department. 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:	\$176,730.00	Capital Outlay:	
Expenditures:	\$131,376.58	Contracted Services:	
Allocation Utilized:	74.3 percent	Other Operating Expenses:	
		Payroll:	\$131,376.58
		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) 'Game On!', 2019–2020		
District Role	Participants (N)	Participants (%)
Campus Leadership*	75	19.7
District Leadership	7	1.8
Other Campus Staff	11	2.9
Other District Staff	43	11.3
Teacher	244	64.2
<b>Total</b>	<b>380</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020; Employee Training Data, July 1, 2019–June 30, 2020

Note: \*Campus leadership includes campus principals and dean of students.

- As shown in **Table 1, SAP**, there were 380 participants in the PD titled 'Game On!', with teachers having the highest percentage of participants (64.2 percent), followed by campus leadership (19.7 percent).

### Recommendations

The HISD Student Assessment Program conducted one professional development training entitled 'Game On!' in 2019–2020. Following the completion of the professional development session, participants were 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.

## Teacher Development

### Program Description

The Teacher Development program supported 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 worked 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 was to assist the District to align with TEA regulations and ensure that every school hired and maintained qualified educators, that every teacher, paraprofessional, and campus administrator held and maintained a valid qualification.

### Budget and Expenditures

#### Title I, Part A funds

Budgeted:	\$662,791.00	Capital Outlay:	
Expenditures:	\$363,593.20	Contracted Services:	\$219,925.00
Allocation Utilized:	62.2 percent	Other Operating Expenses:	
		Payroll:	\$9,100.08
		Supplies and Materials:	\$134,568.12

#### Title II, Part A funds

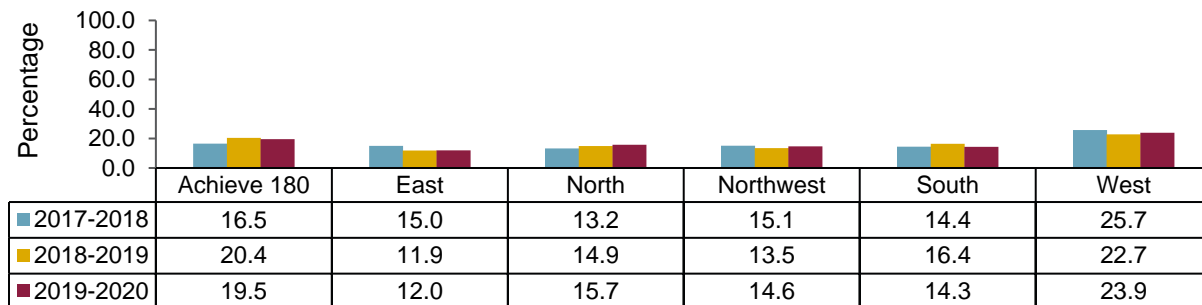
Budgeted:	\$2,004,668.00	Capital Outlay:	
Expenditures:	\$1,295,035.44	Contracted Services:	\$51,813.75
Allocation Utilized:	64.6 percent	Other Operating Expenses:	\$17,638.02
		Payroll:	\$1,213,140.77
		Supplies and Materials:	\$12,442.90

### Program Goal

- To provide professional development opportunities for teachers to achieve qualifications as educators to support student learning.

### Program Outcomes

**Figure 1, TC. Percentage of Teachers Who Received Qualifications By School Office, 2018–2019 and 2019–2020, by School Office\***



Source: Teacher Diversity-Degrees-Qualifications 2017–2018 through 2019–2020

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

- As shown in **Figure 1** (p. 85), four school offices experienced an increase in the percentage of assigned teachers that received one or more qualifications.
- Teachers received a duplicated total of 6,440 qualifications, a 29.3 percentage-point decrease in 2019–2020 when compared to the 9,108 duplicated qualifications achieved by teachers in 2018–2019 (**Table 14**, p. 32).

### 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 2019–2020, there was a 29.3 percentage-point decrease in the qualifications acquired by the teacher cohort when compared to the 2018–2019 school year. This reduction in total qualifications received is likely explained by the school closures in response to Covid-19.

## Transportation / Zonar

### Program Description

The desired outcome of the Transportation / Zonar program was to have access to the Zonar software information, track student riders via issued badges, and provide data for Transportation and Fleet. Technicians can ensure buses are safe for student transport and pulled from the fleet when necessary. In the student badging program, all students were issued a badge that provided information to their parents and Transportation Routing & Scheduling data. Parents could track when their child boarded the bus, arrived at school, and returned home. Transportation Department could know exactly who were riding, which stops were being utilized, remove unused stops from routes, save route time, and routes.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$1,200,000.00	Capital Outlay:	
Expenditures:	\$830,537.10	Contracted Services:	\$174,636.00
Allocation Utilized:	69.2 percent	Other Operating Expenses:	\$655,901.10
		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

For this report, data for measures of success were not available for services provided by the Transportation / Zonar program, funded by Title IV, Part A, in 2019–2020.

### Recommendations

Data for measures of success were not available for the Transportation / Zonar program for the 2019–2020 school year. It is recommended that the student rider tracking data and data on safe buses be made available for future reporting.