

MEMORANDUM

February 21, 2023

TO: Angela Brooks
Director, External Funding

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

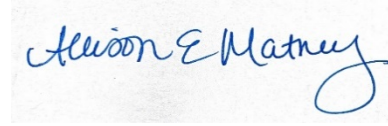
SUBJECT: **HISD TITLE I, PART A; TITLE II, PART A; AND TITLE IV, PART A
CENTRALIZED PROGRAMS, 2021–2022**

Attached is the Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2021–2022 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 2021–2022 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 *Every Student Succeeds Act* (ESSA).

Key findings include:

- In 2021–2022, Title I, Part A funds were allocated for 15 HISD centralized programs; Title II, Part A funds supported 13 HISD centralized programs, and Title IV, Part A funds supported 10 programs. Also, three programs were supported by multiple funding sources.
- The district budgeted \$53,345,891 on programs of which \$30,993,025 (58.1 percent) was expended on programs receiving Title I, Part A; Title II, Part A; and Title IV, Part A funding by the end of the 2021–2022 fiscal year.
- The largest expenditures for 2021–2022 were made for payroll (\$23,083,405), followed by contracted services (\$3,737,355).
- STAAR Reading English and Spanish combined results for 2021–2022 showed gains in achievement compared to 2020–2021 for all grade levels.
- In 2021–2022, when compared to 2020–2021, student performance on all but one of the STAAR End-of-Course (EOC) subject examinations (English I) experienced an increase in the percentage of students who performed at or above the Approaches Grade Level standard.
- A total of 40 of the 41 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.

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



AEM

Attachment

cc: Millard L. House II
Rick Cruz, Ed.D.
Glenn Reed
Shawn Bird, Ed.D.
Pamela Evans



RESEARCH

Educational Program Report

**HISD TITLE I, PART A; TITLE II, PART; TITLE
IV, PART A CENTRALIZED PROGRAMS,
2021-2022**



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EVALUATION REPORT

BUREAU OF PROGRAM EVALUATION

HISD Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs 2021–2022

Prepared by Kenneth L. Powers, Ed.D.

Abstract

The 2021–2022 Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs supported programs focused on enhancing student academic achievement by supplementing not supplanting existing HISD programs. Title I, Part A funded opportunities for economically-disadvantaged students to achieve demanding academic standards. Additionally, Title II, Part A supported programs that enhanced the effectiveness of teachers and principals. Finally, Title IV, Part A provided grant funding to enhance both student learning environments and student use of technology in learning. In 2021–2022, the total amount budgeted was \$53,345,891, an increase of 11.3% over the budgeted amount for 2020–2021. The three funding streams paid for 431 staff positions with 78.9% being filled in 2021–2022. On the STAAR grade 3 through 8 reading tests, all test takers showed gains in achieving at or above the Approaches Grade Level standard from 2018–2019 to 2021–2022. English II was the only STAAR EOC exam that showed an increase from 2018–2019 to 2021–2022 (69.7% and 72.3%, respectively). There was a 2.1 percentage-point decrease in the attendance rate in 2021–2022 when compared to 2020–2021. Graduation rates experienced an increase in all four-year graduates in 2021–2022 when compared to 2020–2021 (85.1% and 83.8%, respectively), while four-year graduates with a recommended or higher diploma experienced a decrease in 2021–2022 compared to 2020–2021 (85.1% and 86.8%, respectively). In 2021–2022 when compared to 2020–2021, there was a decrease in the retention of experienced teachers (85.5% and 86.8%, respectively), by comparison there was an increase in new teachers being retained (81.0% and 74.3%, respectively). All programs served students, particularly economically-disadvantaged students, who needed support to meet rigorous academic standards, as well as teachers, principals, and other professionals tasked with providing student support.

Introduction

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 academic achievement and digital literacy for all students.

Background

In 2021–2022, Title I, Part A funds were allocated for 15 HISD centralized programs, Title II, Part A funds supported 13 HISD centralized programs, and Title

IV, Part A funds supported 10 programs. Additionally, three programs were supported by two or more of these funding sources (**Figure 1**). This report documents the contributions of the 2021–2022 centralized programs in partial fulfillment of state and federal laws that require the district to account for funds received through ESSA.

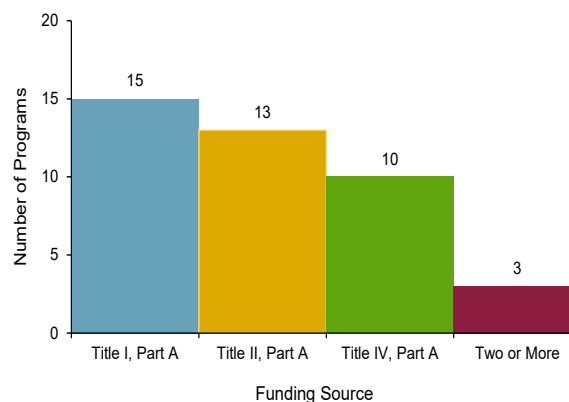


Figure 1: Number of centralized programs funded by Title I, Part A; Title II, Part A; or Title IV, Part A

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. **Table A1** (pp. 8–10) provides a brief description of each funded program in 2021–2022.

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 A2** (p. 11), for specific requirements of the legislation). As specified in Title I, 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 A3** (p. 12).

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 A4** (p. 12).

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, **Appendix B**, pp. 15–60.

Research Questions:

1. How were HISD Title I, Part A; Title II, Part A; and Title IV, Part A centralized program funds allocated during the 2021–2022 school year?
2. What activities were conducted in accordance to the allowable uses of program funds and what evidence of success exists for each program?

3. What were HISD student achievement, attendance rates, and four-year graduation rates during the implementation of the 2021–2022 centralized programs funded by Title I, Part A; Title II, Part A; and Title IV, Part A?

4. 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?

Review of the Literature

The funding of public-school education, and its effect on student learning, has been the focus of a large body of research. The well-documented yet complex process needed to identify and develop exceptional teachers has multiple components being (1) professional development (PD) for teachers and (2) leadership training for principals. The funding of teacher PD is seen as one way to improve student literacy through four stages: teacher acceptance of the intervention, teacher learning, teachers classroom practice, and student learning (Kalinowski, Gronostaj, & Vock, 2019; Myrberg, Johansson, & Rosen, 2019). Kalinowski, Gronostaj, and Vock (2019) showed that if a student's home language is other than the language used in teaching then they are more likely to struggle academically. 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. Leadership training of school principals has been shown to be another way to improve student academic achievement (Master, et al., 2022). Therefore, teacher PD and leadership training for principals are seen as two ways that school funding decisions can positively on student academic achievement.

Research on education funding and its concomitant effect on staffing rates has revealed a direct link to student achievement. A study looked at the impact of an increase in the number of teacher assistants (TA) on student academic success (Hemelt, Ladd, & Clifton, 2021). When funding cuts necessitated a reduction in the number of teacher assistants (TA) in North Carolina, and the corresponding increase in class sizes, students were more likely to score lower on state mandated tests (Hemelt, Ladd, & Clifton, 2021). In addition, Condon (2019) argued that funding was a driving force in the full implementation of an early home visit program for families with young children, which improved the health, development, and life outcomes for families.

After school programs, improvements in the livability of school buildings, and increased access to music education are just some examples of programs that provide support for the whole child by going beyond academic interventions (Elpus & Grise, 2019; Kitzmiller & Rodriguez, 2021; Philp & Gill, 2020). Philp & Gill (2020) showed that properly funded after-school programs are one way to overcome barriers to upward social and economic mobility by creating avenues of access to social capital. However, when low socioeconomic (SES) communities lose funding for after-school programs, an 'engagement gap' appears that adversely effects low SES communities' compared to more affluent communities and their ability to access social capital (Philp & Gill, 2020). Thus, funding for programs that engage the 'whole child' does have a positive impact on student academic achievement.

Data Collection and Analyses

Program managers who received 2021–2022 Title I, Part A; Title II, Part A; and/or Title IV, Part A funding, were asked to complete the Centralized Program Manager Survey for program updates and details of descriptions and services of each program, appropriate accountability measures, and compliance with ESSA provisions. Surveys were distributed on April 25, 2022. Surveyed staff were given a deadline of June 24, 2022 to respond. The deadline to complete the survey was extended to September 15, 2022.

Budget data, inclusive of July 1, 2021 to June 30, 2022, came from the HISD Budgeting and Financial Planning department. Data on staff positions, inclusive of July 1, 2021 to June 30, 2022, supported by Title I, Part A; Title II, Part A funds; and Title IV, Part A, was provided by HISD's Human Resources Information Systems (HRIS) Department.

State of Texas Assessments of Academic Readiness (STAAR) results for spring 2022 for students in grades 3–8 and on End-of-Course (EOC) exams were provided by the Texas Education Agency (TEA). Scored versions on the STAAR administered in both English and Spanish were used for the analyses. Results were reported as the number and percentage of students who achieved scores that were at or above the Approaches Grade Level standard. For grades 3–8, only the first administration results are used and STAAR Alt. 2 tests were excluded. First-time and re-tester EOC results were used and STAAR Alt. 2 tests were excluded. The 2018–2019 STAAR results were used as a baseline based on the fact that was the last year of testing before campuses were closed in accordance with COVID–19 restrictions.

For 2019–2020, the Average Daily Attendance (ADA) file provided attendance for the school year. During the 2020–2021 school year, HISD student attendance data for students who received face-to-face instruction was taken from the 2020–2021 SIS ad hoc attendance file in Cognos. 2021–2022 attendance was taken from the SIS ad hoc attendance file in Cognos.

The percentage of first-time ninth-graders who graduated after completing four years of high school represents the four-year graduation rate with identified exceptions. The four-year graduation rate data were taken from the Texas Education Agency (TEA) Four-Year Class Student Listings for the class of 2019, the class of 2020, and the class of 2021. In addition, the TEA Four-Year Class Student Listings provided information on students meeting only the minimum standards (Foundation high school program) for graduation, meeting the Foundation high school program with endorsements (FHSP-E), or received a diploma with a distinguished level of achievement (HISD Research and Accountability, 2021a). Those students who 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 teachers from the 2021–2022 school year who remained actively employed in HISD at the beginning of 2022–2023, 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 retained in district status of “Yes.” Teachers were considered as retained if they were employed in HISD on both June 11, 2022 and August 23, 2022.

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 HISD Department of Research and Accountability

employee training July 1, 2021– June 30, 2022 data file to get the total trainings completed.

Data showing qualifications for teachers inclusive of July 1, 2021– June 30, 2022, were compared to the number of qualifications received by teachers in the two prior years (July 1 through June 30 for each year). Qualification data for all three years were provided by HISD Human Resources Information Services.

How were HISD Title I, Part A; Title II, Part A; and Title IV, Part A centralized program funds allocated during the 2021–2022 school year?

As shown in **Figure 2**, in 2021–2022, there was \$53,345,891 budgeted which was an increase over the amount budgeted in 2020–2021 (\$47,908,862). There was a decrease in the amount of budgeted funds expended from 2020–2021 to 2021–2022 (from 66.6% to 58.1%). Select figure for more detailed information.

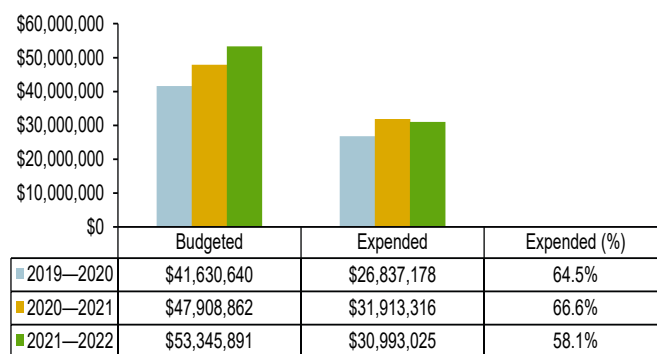


Figure 2: Funds allocated for HISD Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs, 2019–2020 to 2021–2022 (Select figure for more detailed information.)

As shown in **Figure 3**, each year the money that is budgeted for use by Title funded centralized programs is split among several different areas called commitments, with the highest budgeted commitment being payroll followed by contracted services (\$41,044,479 and \$6,467,847, respectively). The commitment with the highest percentage of budgeted funds utilized was supplies and materials followed by capital outlay (79.6% and 58.4%, respectively).

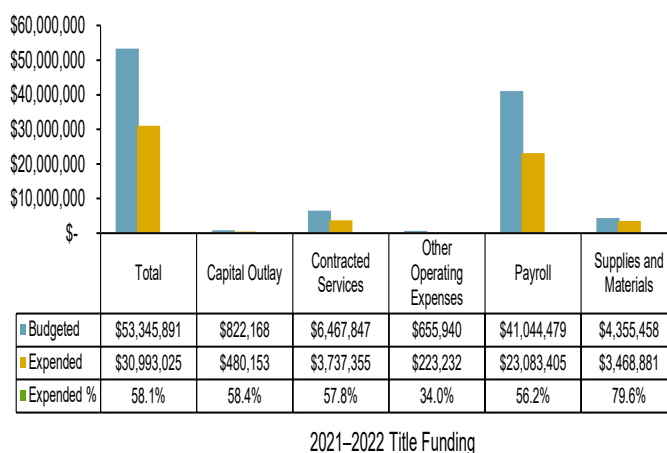


Figure 3: Budgeted funds allocated by commitment category for HISD Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs, 2021–2022 (Select figure for more detailed information.)

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

Administrators of each of the centralized programs documented the organization and coordination of the programs to increase their effectiveness and 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 A5** (p. 13) for program administrators who received Title I, Part A funds, **Table A6** (p. 14) for program administrators who received Title II, Part A funds, and **Table A7** (p. 14) for program administrators who received Title IV, Part A funds. All responding administrators reported that programs supplemented, rather than supplanted, the educational program provided all students in the district. Jointly, the programs met the requirements established by the funding sources. All programs served students, particularly economically-disadvantaged students, who needed support to meet rigorous academic standards, as well as teachers, principals, and other professionals tasked with providing student support.

Of the 41 centralized programs that received funding from one or more of Title I, Part A; Title II, Part A; and Title IV, Part A, 30 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 **Figure 4**, 330 staff positions were funded by Title I, Part A, followed by Title II, Part A with 58, and Title IV, Part A with 43 for a total of 431 staff positions.

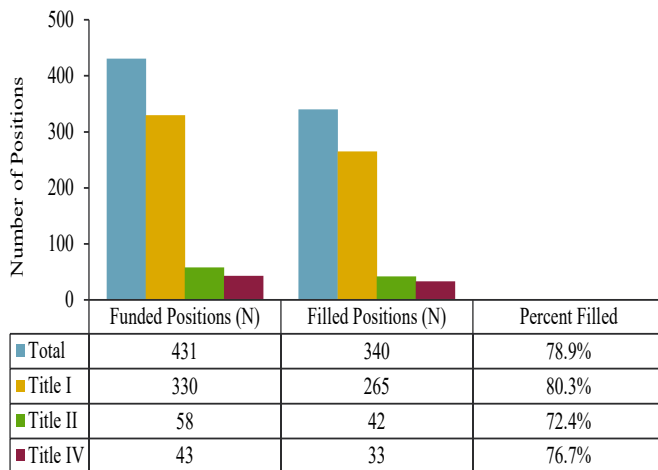


Figure 4: Title funded positions, 2021–2022 (Select figure for more detailed information.)

What were HISD student achievement, attendance rates, and four-year graduation rates during the implementation of the 2021–2022 centralized programs funded by Title I, Part A; Title II, Part A; and Title IV, Part A?

STAAR tests results for 2018–2019 are used as the baseline year based on that being the last year of testing prior to schools HISD Department of Research and Accountability

being closed as the result of COVID–19 restrictions. Results of the STAAR English and Spanish combined reading tests are shown in **Figure 5**. All grade levels showed an increase in the percentage of test takers who had gains in achieving at or above the Approaches Grade Level standard from 2018–2019 to 2021–2022. For more detailed results on student achievement on other STAAR 3 through 8 tests, such as math, science, and social studies select Figure 5.

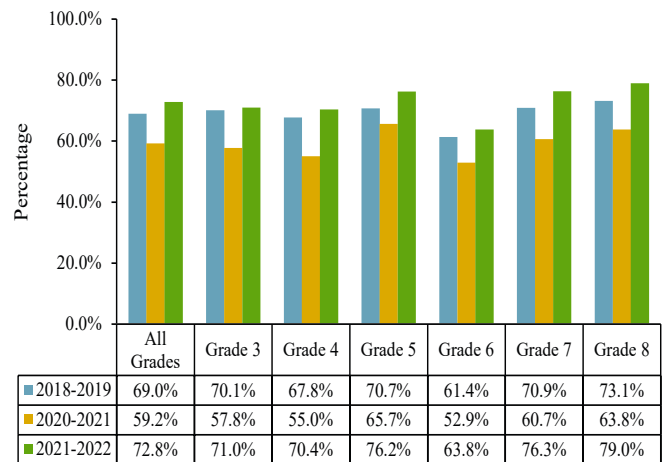


Figure 5: Percentage of HISD students who performed at or above the Approaches Grade Level Standard on STAAR reading tests, 2018–2019, 2020–2021 and 2021–2022 (Select figure for more detailed information.)

As shown in **Figure 6**, English II was the only EOC STAAR exam that showed an increase from 2018–2019 to 2021–2021 (69.7% and 72.3%, respectively). Select Figure 6 for more detailed information on STAAR EOC student outcomes.

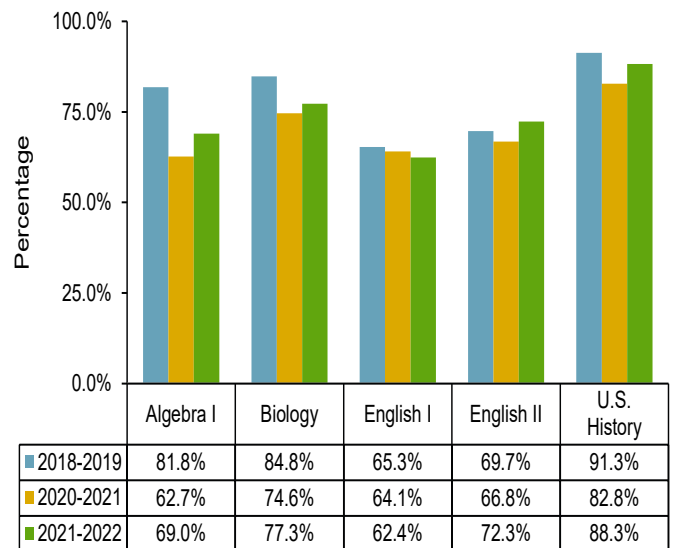


Figure 6: Percentage of HISD students who performed at or above the Approaches Grade Level Standard on end-of-course (EOC) STAAR assessments, 2019–2020 to 2021–2022 (Select figure for more detailed information.)

As shown in **Figure 7** (p. 5), there was a 2.1 percentage-point decrease in the attendance rate in 2021–2022 when compared to 2020–2021. This decrease may be attributed to absences during the 2020–2021 being only recorded for students that received in-person instruction.

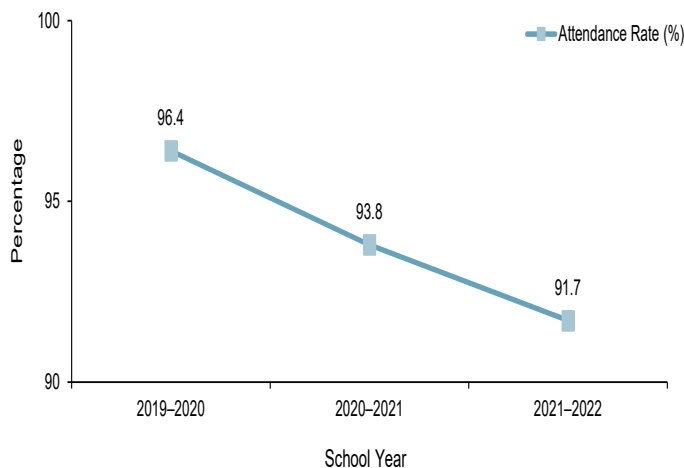


Figure 7: Attendance rate for HISD students, 2019–2020 thru 2021–2022

Source: ADA 19–20; ADA 20–21; and SIS ad hoc 21–22

Figure 8 shows the four-year graduation rate for the percentage of first-time ninth-graders who graduated after completing four years of high school. The percentage of all four-year graduate for the class of 2021 increased when compared to the class of 2020 (83.8% and 85.7%, respectively). The percentage of four-year graduates who received a recommended or higher diploma decreased from the class of 2020 to the class of 2021 (86.8% and 85.1%, respectively).

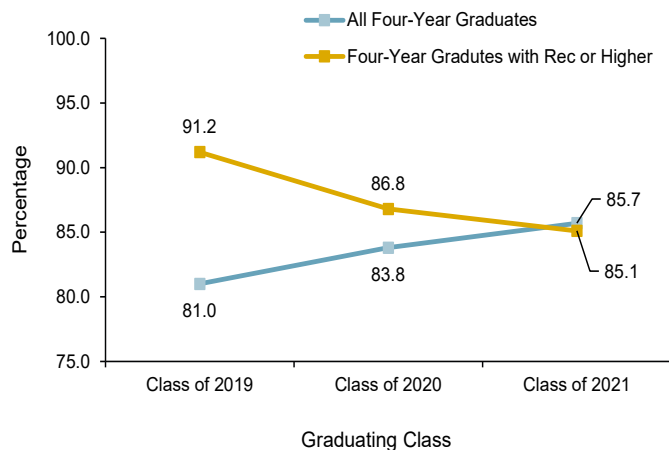


Figure 8: Percentage of all four-year graduates vs. percentage of four-year graduates that received a recommended or higher diploma, class of 2019 through class of 2021

Source: Grade 9 Four-Year Longitudinal Graduation Rates and Dropout Rates, by District, Class of 2019 through Class of 2021

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 9**, and the rates are disaggregated by new and experienced teachers for the 2019–2020 through 2021–2022 school years. There was a decrease in

the percentage of experienced teachers retained in 2021–2022 compared to 2020–2021 (85.5% and 86.8%, respectively). By comparison, there was an increase in the percentage of new teachers retained in 2021–2022 compared to 2020–2021 (81.0% and 74.3%, respectively).

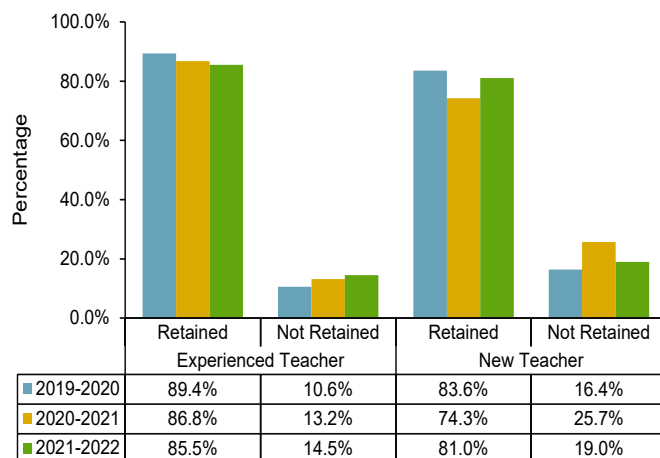


Figure 9: Percentage of teachers who were retained from one academic year to the next, 2019–2020 through 2021–2022 (Select figure for more detailed information.)

Figure 10 displays the percentage of all qualifications received by HISD teachers in 2019–2020 through 2021–2022 by School Office. The most significant increase in the percentage of qualifications occurred for teachers assigned to Elementary School Office 1 (ESO1) campuses and Middle School Office (MSO) campuses (1.1% and 1.0%, respectively). By comparison, campuses assigned to the Elementary School Office 3 (ESO3) and the RISE School Office showed a decrease in the percentage of qualifications earned by teachers (1.3% and 1.1%, respectively).

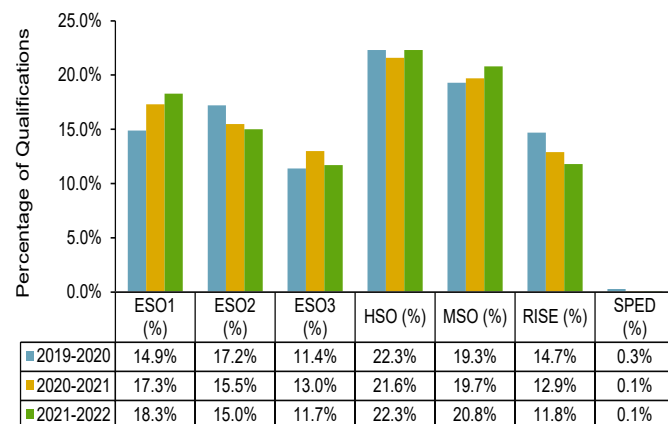


Figure 10: Percentage of teachers who achieved qualifications from one academic year to the next, 2019–2020 through 2021–2022 (select figure for more detailed information)

Discussion

A wide variety of centralized programs received funding from Title I, Part A; Title II, Part A; and Title IV, Part A in 2021–2022. 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 programs funded in 2021–2022 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 students experiencing homelessness, have small budgets compared to the need. Other groups of students with specific needs, such as migrant students, have their own funding sources, but are not currently served through title funding, but have the potential to benefit academically from title funding targeted to meet their needs. Because not all the programs with relatively large budgets utilized all the funds each year, perhaps the funding could be redistributed to smaller programs that would provide support directed to students to help students improve academically.

In 2021–2022, funds totaling \$53,345,891.46 were budgeted to centralized programs, with 58.1 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 0.2 percent for the Budget Training Title II, Part A program to 96.7 percent for the Woodson PreK – 5 Title IV, Part A program. In the case of some programs, managers may be motivated to utilize larger percentages of allotted funds if they can monitor their spending and available funds through expenditures updates at regular intervals throughout the year.

Ultimately, Title I, Part A, Title II, Part A, and Title IV, Part A funding is provided to support high 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. This report is comparing 2021–2022 to 2020–2021 student performance on STAAR and STAAR EOC exams. On the STAAR reading test, all grade levels showed an increase in the percentage of students who performed at or above the Approaches Grade Level standard. Further, on the STAAR math assessment, of the six grades tested, only grade 7 and grade 8 showed a decrease in the percentage of students who performed at or above the Approaches Grade Level standard. Students in both grade 5 and grade 8 showed increases in the percentage who achieved at or above the Approaches Grade Level standard on the STAAR science assessment. Grade 8 students showed an increase in the percentage who achieved at or above the Approaches Grade Level standard. 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 all teachers, showed little change in the percentage retained in 2021–2022 compared to 2020–2021. Further, the percentage of teachers that achieved qualifications decreased in 2021–2022 compared to 2020–2021. These teacher outcomes show that the district should continue to support efforts to both retain and increase the number of qualified

teachers through the funding of programs that provide teachers with professional development.

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Appendix B

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

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Appendix A

Table A1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives, 2021–2022		
Program	Funding	Services Provided
Academic Instructional Technology	Title II	Designed training and coaching for teachers in the use technology to facilitate student learning
Achieve 180	Title I	Provided coaching and development opportunities to teachers at the most challenging campuses, while providing professional development in the areas of reading and writing
Advanced Academics	Title II	Increased opportunities for HISD students to take rigorous advanced course work
Alternative Certification Program	Title II	Managed certification compliance for instructional personnel teaching in all subject areas in Title I funded schools
Budget Training	Title II	Services provided by the program in 2021–2022 not reported
Business Partners	Title II	Program assisted the district to ensure that every school hires and maintains qualified educators by ensuring that every teacher, paraprofessional, and campus administrator holds and maintains a valid and active credential
Dental Program	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
Dogan ES	Title IV	Services provided by the program in 2021–2022 not reported
Elementary Curriculum	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
Family and Community Engagement (FACE – Parent and Family Engagement)	Title I	Administered programs to strengthen school-family community partnerships and fostered effective two-way communication between homes and schools
Family and Community Engagement (FACE – ROSES and ATM)	Title I	Services provided by the program in 2021–2022 not reported
Fine Arts	Title IV	Implemented to increase HISD student access and opportunities for participation in Texas Enrichment Core content areas
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 Program	Title I	Supported homeless youth directly by providing emergency assistance and indirectly by providing awareness and sensitivity training for campuses and community partners to aid in the identification of, and improve support for, homeless students
Instructional Professional Development	Title II	Services provided by the program in 2021–2022 not reported
Intervention Assistance Team (IAT)	Title I	Provided campuses and teachers with tools to increase achievement for students with academic deficits

Table A1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives, 2021–2022 (continued)		
Program	Funding	Services Provided
Interventions - Positive Behavioral Intervention and Support (PBIS)	Title IV	Taught campus leaders, faculty, and staff new strategies for student engagement, including the promotion of student's voice, advocacy, and leadership
lead4ward	Title II	Provided services included in description for Student Assessment (see below)
Leadership Development	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
On-Time Grad Academy	Title I	Services provided by the program in 2021–2022 not reported
Over Age Interventions	Title IV	Provided an opportunity for overage middle school students to participate in accelerated rigorous instruction to reunite them with their cohorts
Police Department: School Safety	Title IV	Provided an array of special events, programs and presentations to the community to foster positive youth relationships with the objective of bridging the gap between police and communities through service
Post-Secondary Programming	Title II	Provided increased opportunities for HISD students to earn AP scores that would transfer to college course credit
Private Non-Profit	Title I, Title II, and Title IV	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 I and Title II	Equipped Principals at Improvement Required Campuses 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
Quality Assurance	Title IV	Services provided by the program in 2021–2022 not reported
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	Provided preventive behavior intervention and response to all schools in the district.

Table A1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives, 2021–2022 (continued)		
Program	Funding	Services Provided
Social Studies - RDA	Title I	Provided intensive and consistent support in the forms of curriculum and assessment guidance as well as instructional coaching to secondary social studies teachers to increase student achievement on STAAR/EOC Social Studies
Student Assessment	Title II and Title IV	Increased opportunities for data-informed decision-making and planning instruction using instructional tools and strategies related to student achievement
Student Assistance	Title IV	Provided the planning, implementation, and coordination of dropout prevention and recovery strategies in HISD.
TDS Elementary Professional Development	Title I	Provided and implemented a district-wide PK–5 curriculum, instruction and formative assessment system that builds teacher capacity
TDS Secondary Professional Development	Title I	Provided and implemented a district-wide 6–12 curriculum, instruction and formative assessment system that builds teacher capacity
Teacher Career Development-New Teacher Academy	Title II	Provided new teacher support in the form of professional development on planning and pedagogy for new teachers in HISD
Teacher Recruitment & Retention Incentives	Title II	Provided incentives to recruit and retain teachers in critical shortage areas and campuses with the highest need
Teacher Recruitment & Selection	Title II	Supported HISD with the recruiting, screening, pool select, and onboarding of highly effective teachers and associate teachers to fill teacher vacancies before the first day of school.
Transportation Administration	Title IV	Provided support for the HISD badging initiative for student bus riders
Woodson ES	Title IV	Services provided by the program in 2021–2022 not reported

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022

Table A2. 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, 2018

Table A3. 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, 2021

Table A4. 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, 2015

Table A5. 2021–2022 Title I, Part A Program Administrators’ Responses Concerning Organization and Coordination of Program Services (N=13)			
	Yes	No	N/A
Prior to program funding being granted, were the program activities and requirements based on a comprehensive needs assessment?	11	0	2
Prior to program funding being granted, was the program planned and implemented with meaningful input from parents of children impacted by the program?	8	0	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?	11	1	1
Did the program coordinate and integrate Title I, Part A services with other educational services in the district or school in order to increase program effectiveness, eliminate duplication, and/or reduce fragmentation of the instructional program?	9	1	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?	10	0	3
Did the program ensure that all teachers and paraprofessionals were teaching in a subject area in which they met State certification and licensure requirements?	7	1	5
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	11	0	2

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2022

Table A6. 2021–2022 Title II, Part A Program Administrators’ Responses Concerning Organization and Coordination of Program Services (N=10)

	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?	8	0	2
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	8	0	2
Did private school teachers and other educational personnel in private schools have equitable participation in planning program activities?	4	0	6
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?	10	0	0
Did the program coordinate professional development activities with professional development activities provided through other federal, state, and local programs?	8	2	0
Did the program integrate activities with programs funded by Title II, Part D for professional development to train teachers to integrate technology into curriculum and instruction with the purpose of improving teaching, learning, and technology literacy?	6	4	0
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	8	0	1

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2022

Table A7. 2021–2022 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	0	0
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	5	1	1
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	0	0
Did the program coordinate activities with activities provided through other federal, state, and local programs?	6	1	0
Did the program coordinate activities with nonprofits, museums, and community organizations to help leverage limited resources?	4	2	1
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	7	0	0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2022

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

Academic Instructional Technology

Program Description

The Academic Instructional Technology (AIT) team provided instructional technology integration professional development district wide. Executive Directors, Sr. Managers, or Managers for each area oversaw teams who coached teachers, provided professional development, and designed various training materials for teachers.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$507,230.00	Capital Outlay:	
Expenditures:	\$363,935.56	Contracted Services:	
Allocation Utilized:	71.8%	Other Operating Expenses:	
		Payroll:	\$363,935.56
		Supplies and Materials:	

Title II, Part A funds

Budgeted:	\$530,695.00	Capital Outlay:	
Expenditures:	\$422,110.07	Contracted Services:	
Allocation Utilized:	79.5%	Other Operating Expenses:	
		Payroll:	\$422,110.07
		Supplies and Materials:	

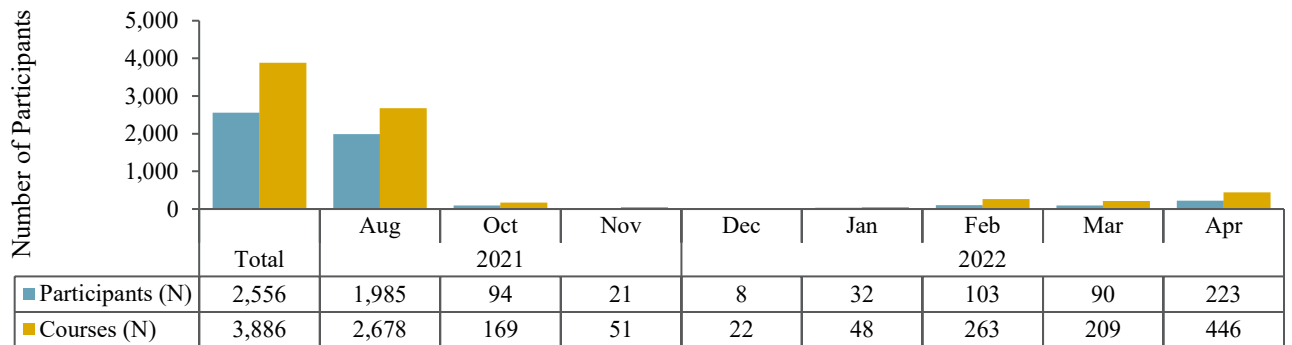
Program Goal

- Provide regular instructional coaching support for teachers at all campuses to increase student academic achievement and reduce the number of secondary Improvement Required (IR) campuses in HISD.

Program Outcome

- As shown in **Figure 1**, AIT, 2,556 teachers participated in a total of 3,886 courses. The month with the highest number of courses and participants was August 2022 (2,678 and 1,985, respectively).

Figure 1, AIT. Number of training participants and courses provided by month, 2021–2022



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Recommendation

In 2021–2022 the AIT team met its stated goal of providing support in the form of professional training to campus staff at IR high schools. It is recommended, that the program manager solicit feedback from teacher participants to ascertain how they plan to incorporate provided teaching strategies into their daily teaching practices in support of student academic achievement.

Achieve 180 - New Teacher Coaches; Principal Stipends; Staff Stipends; Reading Specialists; Dedicated Subs

Program Description

The Achieve 180 (A180) program was designed as a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. The impact of the program reaches PK-12 students and encompassed A180 designated campuses. With the resources provided, teachers were coached on the most challenging campuses, while providing professional development in the areas of reading and writing. Achieve 180 was able to implement a professional learning series specifically targeted to help teachers with lesson design and implementation, data analysis, social and emotional learning, and a variety of other topics.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$12,544,369.00	Capital Outlay:	
Expenditures:	\$6,663,977.82	Contracted Services:	
Allocation Utilized:	53.1%	Other Operating Expenses:	
		Payroll:	\$6,663,977.82
		Supplies and Materials:	

Program Goals

- Increase student academic achievement by providing professional development opportunities to classroom teachers.

Program Outcome

- In 2021–2022, A180 funded a total of 85 positions, with Dedicated Substitutes (n=40) having the highest number of funded positions.
- As shown in **Table 1, A180**, teacher/teacher assistants had the highest number of unduplicated participants and completed courses (n=505 and n=621, respectively).

Table 1, A180. Courses Completed by HISD Campus Role 2021–2022		
Campus Role	Participants (n)	Courses (n)
Other Staff	64	65
Principal / Assistant Principal	22	23
Teacher / Teacher Assistant	505	621
Total	591	709

Source: SY2022 Training Data

Recommendation

The 2021–2022 Achieve 180 program used Title I, Part A funds to provide professional development opportunities to staff and fund staff positions on A180 campuses. It is recommended that the program manager solicit feedback from teacher participants to ascertain how they have implemented teaching strategies provided in professional development training into their daily teaching practices.

Advanced Academics

Program Description

An updated description of services provided by the Advanced Academics program, funded by Title II, Part A, was not reported for 2021–2022.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$161,288.00	Capital Outlay:	
Expenditures:	\$95,376.44	Contracted Services:	
Allocation Utilized:	59.1%	Other Operating Expenses:	
		Payroll:	\$95,376.44
		Supplies and Materials:	

Program Goal

- Not available at time of reporting.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.

Alternative Certification Program (ACP)

Program Description

The Alternative Certification Program (ACP) was designed to recruit, certify, and increase the number of effective certified teachers in HISD classrooms. The program also seeks to retain effective teachers. The program is under the Office of Talent. Finally, the program monitored and communicated the progress of teachers to administrators throughout the school year.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$206,314.00	Capital Outlay:	
Expenditures:	\$119,434.57	Contracted Services:	
Allocation Utilized:	57.9%	Other Operating Expenses:	
		Payroll:	\$119,434.57
		Supplies and Materials:	

Program Goal

- Provide training to candidates and interns to support the district goal of providing a qualified teacher for all HISD students.

Program Outcome

- The program provided 300 hours of coursework to candidates/interns. There were no course numbers available to identify the number of participants.
- The courses included Lesson Planning, Classroom Management, Curriculum Planning, etc.

Recommendation

The 2021–2022 academic year was the first year of the Alternative Certification Program implementation. The program manager reported that the goal of providing training to prospective new HISD teachers. It is recommended, that the program manager solicit feedback from new teacher participants to ascertain how they plan to incorporate the provided teaching strategies into achieving certification to provide a qualified teacher for all HISD students.

Budget Training

Program Description

An updated description of services provided by the Budget Training program, funded by Title II, Part A, was not reported for 2021–2022.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$30,000.00
Expenditures:	\$74.91
Allocation Utilized:	0.3%

Capital Outlay:	
Contracted Services:	
Other Operating Expenses:	
Payroll:	
Supplies and Materials:	\$74.91

Program Goal

- Not available at time of reporting.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.

Business Partners

Program Description

This Business Partners program ensures compliance with Texas Education Agency (TEA) teacher, school administrator, and paraprofessional certification regulations by reviewing the credentials of prospective new hires and existing personnel. The program utilizes Human Resources Information System (HRIS) certification tracking reports and incorporates audit strategies to ensure compliance.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$82,201.00	Capital Outlay:	
Expenditures:	\$43,785.34	Contracted Services:	
Allocation Utilized:	53.3%	Other Operating Expenses:	
		Payroll:	\$43,785.34
		Supplies and Materials:	

Program Goal

- The goal of the program is to assist schools and the district align to TEA certification regulations and ensure that every school hires and retains qualified educators by ensuring that teachers, campus administrators, and paraprofessionals hold and maintain a valid and active credential.

Program Outcome

- As shown in **Table 1, BP**, teacher/teacher assistants received the highest percentage of certifications (80.4%), with alternative certification program certification compliance having the highest percentage of teacher/teacher assistants (n=344, 87.5%).

Table 1, BP. Certifications Completed by HISD District Role 2021–2022					
Course Name	Total	Teacher / Teacher Assistant		Other Staff*	
	N	N	%	N	%
Alternative Certification Program Certification Compliance	393	344	87.5%	49	12.5%
Emergency Permit Certification Compliance	20	3	15.0%	17	85.0%
Non-Renewable Permit/Recent Graduate Certification Compliance	28	13	46.4%	15	53.6%
Out of State Certification Course	84	68	81.0%	16	19.0%
Visiting International Teacher Certification Compliance	22	12	54.5%	10	45.5%
Total	547	440	80.4%	107	19.6%

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *means that other includes Leave Administration Analyst, HR Business Partner, and HR Business Partner Associate.

Recommendation

The HR partners program supported teachers and paraprofessionals to achieve a minimum of one new valid qualification in 2021–2022. The largest percentage of certifications were completed by classroom teachers/teacher assistants assigned to HISD campuses (80.4%). In order to give a more nuanced evaluation of the program, it is recommended that descriptions of certification courses be provided to future researchers.

Dental Program

Program Description

This Dental program (also known as Project Saving Smiles) supported access to preventative dental care through the provision of in-district transportation to school based health centers and City of Houston Health Department multi-service centers that provided comprehensive health care for all eligible students. Funding supported transportation, materials, and supplies for program implementation and management. Dental care services (comprehensive exam, dental sealants, fluoride, and health education) were provided at no cost to the parents. Project Saving Smiles takes place over multiple event dates throughout the school year.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$72,000.00	Capital Outlay:	
Expenditures:	\$37,022.56	Contracted Services:	\$9,297.42
Allocation Utilized:	51.4%	Other Operating Expenses:	\$16,985.00
		Payroll:	\$0.00
		Supplies and Materials:	\$10,740.14

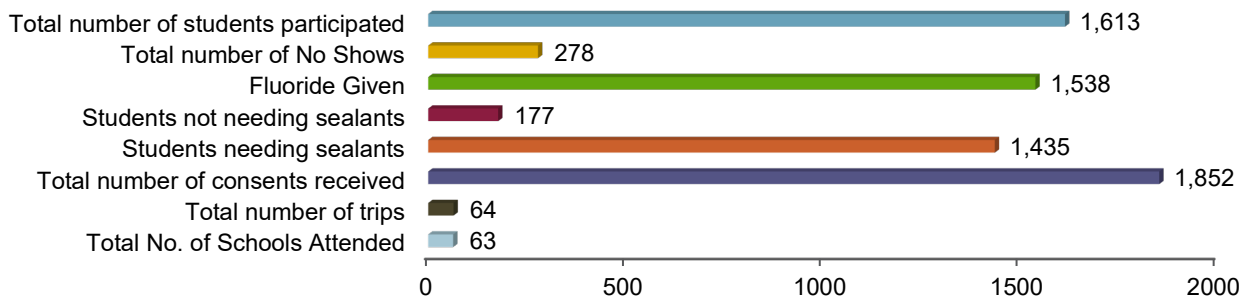
Program Goals

- Provide protective dental sealants on cavity free permanent molar tooth surfaces of eligible students to prevent decay.
- Provide oral health instruction.
- Provide restorative dental services.

Program Outcome

- As shown in **Figure 1, D**, a total of 1,613 students participated in the Dental program, with 1,538 students being given fluoride and 1,435 students who needed sealants.

Figure 1, D. Number of Dental Program Activities, 2021–2022



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022

Recommendation

According to HISD Health and Medical Services records, 1,613 students participated in a Dental event in the 2021–2022 school year. Overall, information on applied sealants was provided for 1,435 students from HISD campuses. It is recommended that efforts be continued to emphasize to school nurses the importance of PSS participation for students on their campuses in continuing the effort to improve the dental health of HISD students.

Dogan ES

Program Description

Dogan ES used Title IV, Part A funds as payroll for a fine arts teacher.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$110,000.00	Capital Outlay:	
Expenditures:	\$54,834.82	Contracted Services:	
Allocation Utilized:	49.9%	Other Operating Expenses:	
		Payroll:	\$49,872.01
		Supplies and Materials:	\$4,962.81

Program Goal

- Provide a fine arts teacher to students at Dogan ES.

Program Outcome

- The campus principal reported that 511 students participated in the fine arts program during the 2021–2022 school year.

Recommendation

2021–2022 was the first year that Title IV, Part A funds were provided to Dogan ES. The school met its stated goal of providing students with a fine arts teacher.

Elementary Curriculum

Program Description

The Elementary Curriculum and Development Department is responsible for providing high-quality, rigorous Prek 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 II, Part A funds supplemented the above responsibilities by providing professional development trainings, above and beyond those required.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$664,871.00	Capital Outlay:	
Expenditures:	\$196,158.28	Contracted Services:	\$0.00
Allocation Utilized:	29.5%	Other Operating Expenses:	\$10,605.00
		Payroll:	\$184,781.92
		Supplies and Materials:	\$771.36

Program Goal

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

Program Outcome

1. As shown in **Table 1, ECD**, the staff role with the highest number of duplicated participants was Teacher (n=91), followed by Principal/Assistant Principal (n=23), and Other (n=17).

Table 1, ECD. Training Completed by HISD District Role and School Office, 2021–2022							
School Office	Total Completed Courses	Principal / Assistant Principal		Teacher / Teacher Assistant		Other Staff*	
	N	N	%	N	%	N	%
ESO1	11	0	0.0%	11	100.0%	0	0.0%
ESO2	16	0	0.0%	16	100.0%	0	0.0%
ESO3	84	23	27.4%	56	66.7%	5	6.0%
RISE	8	0	0.0%	7	87.5%	1	12.5%
Not Assigned**	12	0	0.0%	1	8.3%	11	91.7%
Duplicated Total	131	23	17.6%	91	69.5%	17	13.0%

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *Other staff includes librarians, custodians, etc.

**Not assigned means HISD staff were not assigned to a campus within a specific school office.

Recommendation

The Elementary Curriculum and Development program provided supplemental professional development training to HISD prek–5 teachers. Following the completion of a professional development session, a teacher participant is asked to provide feedback on the training received. The program reported meeting the goal of providing supplemental training to prek–5 teachers, it is recommended that feedback be solicited from program participants on how the provided professional development will impact their teaching practices in support of student academic achievement.

Family and Community Engagement (FACE – Parent and Family Engagement)

Program Description

The FACE Department is dedicated to building international partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning. The FACE department conducts a family friendly schools program where parents, campus personnel, and community members participate in programing and activities.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$1,098,861.00	Capital Outlay:	\$6,432.00
Expenditures:	\$834,700.52	Contracted Services:	\$68,750.08
Allocation Utilized:	76.0%	Other Operating Expenses:	\$2,865.78
		Payroll:	\$670,174.18
		Supplies and Materials:	\$86,478.48

Program Goal

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

Program Outcomes

- During the 2021–2022 school year, Parent University had a total of 6 virtual sessions via ZOOM. These sessions took place during September, October, November, January, February, and April 2021-2022 impacting 3,571 families.
- During Parent University sessions, families had the opportunity to interact with different HISD departments and community resources. The sessions included: Navigating HISD's Digital Resources, Digital Citizenship, Preparing for College and Career Success, School Choice, Supporting Your Child's Social & Emotional Needs, and School-level Transitions.

Recommendation

FACE was provided Title I, Part A funding to expand teacher and parent engagement in support of student learning. Parent engagement levels were recorded by the school staff. In the reporting of the number of participating families in future zoom meetings, it is recommended that the total number of participating parents be provided to get a true picture of parent involvement.

Family and Community Engagement (FACE – ROSES and ATM)

Program Description

The Family and Community Engagement (FACE: ROSES and ATM) programs was discontinued during the 2021–2022 school year.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$1,905,566.00	Capital Outlay:	\$2,796.00
Expenditures:	\$1,364,468.52	Contracted Services:	\$0.00
Allocation Utilized:	71.6%	Other Operating Expenses:	\$850.00
		Payroll:	\$1,246,810.36
		Supplies and Materials:	\$114,012.16

Program Goal

- The ROSES and ATM programs were discontinued.

Program Outcomes

- The program funded 42 HISD staff positions with a total of 40 of those positions being filled.

Recommendations

The FACE: ROSES and ATM programs were both discontinued in the 2021–2022 school year.

Fine Arts

Program Description

The Fine Arts Department was created to ensure equity of access for HISD students to the fine arts disciplines of music, dance, theatre, and visual arts; to develop a fully aligned curriculum for all fine arts contents; to create and provide professional development in all fine arts disciplines; and to provide necessary materials, equipment, and supplies to campuses to ensure full implementation of the fine arts. The department provided supplemental materials to programs to ensure students have full access to develop and expand their understanding of the arts and foundation core objectives.

Budget and Expenditures

Funds from Title IV, Part A

Budgeted:	\$1,001,285.62	Capital Outlay:	\$188,838.24
Expenditures:	\$697,222.61	Contracted Services:	\$248,885.01
Allocation Utilized:	69.6%	Other Operating Expenses:	
		Payroll:	\$46,771.46
		Supplies and Materials:	\$212,727.90

Program Goal

- To provide in-depth, quality professional development on relevant topics, such as brain development through the arts.
- Implement best instructional practices to maximize student impacts and engagement and increase student creativity and understanding.
- Positively impact educator effectiveness through professional development.

Program Outcome

- As shown in **Figure 1, FA**, February 2022 had the highest percentage of completed courses, followed by October 2021 (67.4% and 25.1%, respectively).

Table 1, FA. Courses Completed by Campus Teachers by Month, 2021–2022							
Course Name	Total Completed Courses	2021				2022	
		Sep		Oct		Feb	
		N	%	N	%	N	%
Folded City Workshop-Explore Kinder	246	0	0.0%	72	29.3%	174	70.7%
Threads of Gold Visual Arts Workshop	31	31	100.0%	0	0.0%	0	0.0%
Diversity in the Music Room	77	0	0.0%	0	0.0%	77	100.0%
Secondary Instrumental Collaboration and Development	12	0	0.0%	0	0.0%	12	100.0%
Tools and Techniques for Choral Music	16	0	0.0%	0	0.0%	16	100.0%
PK-12 Visual Arts Teachers ELLs and Self-Guided Learning	32	0	0.0%	32	100.0%	0	0.0%
Total	414	31	7.5%	104	25.1%	279	67.4%

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Recommendation

In 2021–2022, the Fine Arts program met its goal of providing instructors with professional development to enhance student learning. It is recommended that feedback be collected from instructors who completed professional development, the feedback could be used to get a clear picture of the strategies that teachers learned and implemented in their classroom instruction.

Home Instruction for Parents of Pre-School Youngsters (HIPPY)

Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an international, school readiness, and 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 two to five years old.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$917,413.00	Capital Outlay:	\$26,472.00
Expenditures:	\$650,192.20	Contracted Services:	\$29,572.51
Allocation Utilized:	70.9%	Other Operating Expenses:	\$23,447.25
		Payroll:	\$485,090.11
		Supplies and Materials:	\$85,610.33

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

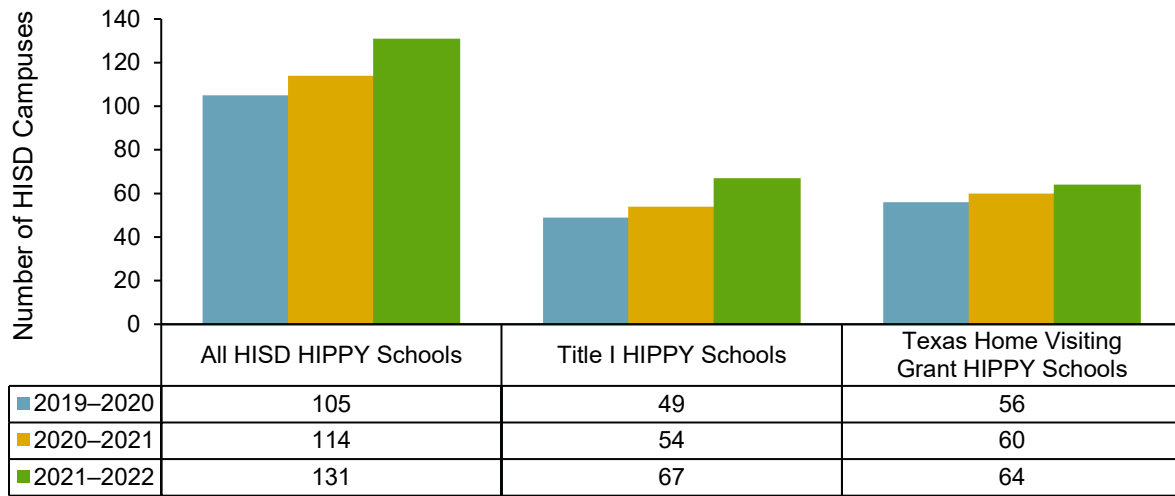
- As shown in **Figure 1, HIPPY**, 20.6% of students whose parents participated in the HIPPY program attended an HISD campus with a HIPPY program funded by Title I, Part A.

Table 1, HIPPY. Number of Students Whose Parents Participated in HIPPY By Campus Funding Source, 2021–2022		
HIPPY Campus Funding Source	HISD Children of HIPPY Participants	
	N	%
Title I	102	20.6%
Texas Home Visiting Grant Campus	113	22.9%
Non-HIPPY Program Campus*	279	56.5%
Total	494	100.0%

Source: HIPPY Campus List 2021–2022

Note: * These include students at an HISD non-program campus, students at non-HISD campuses, and students not assigned to an HISD campus.

- As shown in Figure 1, HIPPY (p. 30), there were a total of 131 HISD campuses that provided HIPPY services to parents of preschool children. Of the 131 HISD campuses, 67 were funded by Title I, Part A.

Figure 1, HIPPY. Number of HIPPY campuses, by Title I and Texas Home Visiting Grant, 2019–2020 through 2021–2022

Source: HIPPY Campus List 2021–2022

Recommendation

The HIPPY program offered educational enrichment opportunities to parents and their children who attended an HISD school during the 2021–2022 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 2020–2021 school year to the 2021–2022 school year (54 and 67, 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 is made to expand the program to more campuses to meet the needs of additional parents and students.

HISD Alternative Certification Program (ACP)

Program Description

The HISD Alternative Certification Program (ACP) was designed to recruit, certify, and increase the number of effective certified teachers in HISD classrooms. The program also seeks to retain effective teachers. The program is under the Office of Talent. Finally, the program monitored and communicated the progress of teachers to administrators throughout the school year.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$232,686.00	Capital Outlay:	
Expenditures:	\$149,847.34	Contracted Services:	
Allocation Utilized:	64.4%	Other Operating Expenses:	\$625.00
		Payroll:	\$128,742.34
		Supplies and Materials:	\$20,480.00

Program Goal

- Provide training to non-certified HISD teachers to support the district goal of providing a qualified teacher for all HISD students.

Program Outcome

- The program provided 130 different courses to help current HISD teachers become certified. There were no course numbers available to identify the number of participants.
- The courses included Virtual Job Show: Career Exploration, Creating Momentum Through Small Group Instruction and Background Knowledge, and The Council for Professional Recognition: Everything You Ever Wanted to Know About Earning a CDA Credential in High School, etc.

Recommendation

HISD Alternative Certification Program in the 2021–2022 school year provided professional development to afford non-certified HISD teachers the opportunity to become certified. The program manager reported that the goal of providing training to current non-certified HISD teachers was attained. It is recommended, that the program manager solicit feedback from new teacher participants to ascertain how they plan to incorporate the provided teaching strategies into achieving certification to provide a qualified teacher for all HISD students.

Homeless Program

Program Description

Outreach workers for the Homeless Program support all program activities. The program offers support to homeless students and unaccompanied youth by providing emergency assistance, school supplies, hygiene items, uniforms, transportation, and support to parents.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$457,503.00	Capital Outlay:	
Expenditures:	\$386,931.68	Contracted Services:	\$20,688.00
Allocation Utilized:	84.6%	Other Operating Expenses:	
		Payroll:	\$212,134.84
		Supplies and Materials:	\$154,108.84

Program Goal

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

Program Outcome

- Of grade levels with greater than ten students, grade 5 homeless HISD students had the highest percentage of students with perfect attendance (10.1 percent), followed by grade 4 (9.0 percent), and grade 8 (6.5 percent) (Table 1, H).

Table 1, H. Percentage of Homeless HISD Students Who Had Perfect Attendance, 2021–2022						
Grade Level	Homeless			Non-Homeless		
	Total (N)	n	%	Total (N)	n	%
EE	6	3	50.0%	382	159	41.0%
PK	699	23	3.3%	11,217	429	3.6%
KG	572	20	3.5%	13,922	535	3.7%
1	509	16	3.1%	14,965	715	4.6%
2	427	11	2.6%	14,199	783	5.4%
3	369	9	2.4%	15,071	1,618	10.5%
4	367	33	9.0%	15,218	1,897	12.2%
5	347	35	10.1%	15,287	2,158	13.8%
6	521	29	5.6%	12,549	1,590	12.2%
7	354	18	5.1%	13,276	1,751	12.8%
8	368	24	6.5%	13,146	1,659	12.3%
9	653	20	3.1%	17,548	1,912	10.5%
10	306	13	4.2%	12,849	1,686	12.8%
11	301	13	4.3%	12,260	1,569	12.5%
12	272	15	5.5%	10,914	1,167	10.4%
Total	6,071	282	4.6%	192,803	19,628	9.9%

Source: 2021–2022 Fall PEIMS

Recommendation

The Homeless Program provided multiple services to support children in gaining and maintaining access to the educational opportunities that will help them to succeed in school. The percentage of homeless students that achieved perfect attendance by grade level, with a minimum of ten students per grade level, was consistently at a lower rate than non-homeless students, it is recommended that supports be continued to remove any barriers that continue to deny homeless students the ability to participate in the maximum number of instructional days.

Intervention Assistance Team (IAT)

Program Description

The Interventions Office worked to improve student performance through the building of effective Intervention Assistance Teams (IATs) on campuses that created systems for foundational literacy, math, and behavioral interventions. The Interventions department provided staff to assist campuses with developing and maintaining effective interventions for students in need.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$900,064.00	Capital Outlay:	
Expenditures:	\$677,812.45	Contracted Services:	
Allocation Utilized:	75.3%	Other Operating Expenses:	
		Payroll:	\$677,812.45
		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 Outcome

- A total of 1,349 duplicated HISD staff members participated in IAT-funded professional development during the 2021–2022 school year (**Table 1, IAT**).

Table 1, IAT. Duplicated Number of Participants* in IAT-funded Professional Development Training, 2021–2022 (n=407)		
Course Description	Participants	
	(n)	(%)
IO_PS21 - AcadPD: New Intervention Assistance Team (IAT) Liaisons K-12 New IAT Liaison Training School Year 2021-2022	221	16.4
IO_PS21 - JobAlike: Intervention Assistance Team (IAT) Liaisons PK-12	205	15.2
IO_Review 360 for Behavior Interventions Grades K-12 All Teachers and Leadership	131	9.7
IO_Spring Intervention Assistance Team (IAT) Liaison Training	360	26.7
IO_TSDOCT21 - Intervention Assistance Team Liaison / K-12 IAT Initial IAT Meeting Documentation in HISD Connect	14	1.0
IO_TSDOCT21 - Intervention Assistance Team Liaison / K-12 IAT Progress Monitoring in HISD Connect Training	35	2.6
IO_TSDOCT21 - Intervention Assistance Team Liaison / K-12 Overview of Behavior for Response to Intervention and Intervention Assistance Team	18	1.3
IO_TSDSEPT21 - Intervention Assistance Team Liaison / K-12 IAT Progress Monitoring in HISD Connect Training	163	12.1
IO_TSDSEPT21 - Intervention Assistance Team Liaison/K-12 IAT EasyIEP Training	57	4.2
IO_TSDSEPT21 - Intervention Assistance Team Liaison / K-12 IAT Initial IAT Meeting Documentation in HISD Connect	145	10.7
Total	1,349	100.0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

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

Recommendation

The Interventions Assistance Team (IAT) program used Title II, Part A funds to provide a total of 10 professional development opportunities to an unduplicated total of 407 HISD campus staff members. It is recommended that the program continues to offer professional development to teachers and campus leadership to provide HISD students the supports needed for academic success.

Instructional PD

Program Description

An updated description of services provided by the Instructional PD funded by Title II, Part A, was not reported for 2021–2022.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$50,000.00
Expenditures:	\$1,185.42
Allocation Utilized:	2.4%

Capital Outlay:	\$1,185.42
Contracted Services:	
Other Operating Expenses:	
Payroll:	
Supplies and Materials:	

Program Goal

- Not available at time of reporting.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.

Interventions – Positive Behavioral Interventions and Supports (PBIS)

Program Description

The Interventions – Positive Behavioral Interventions and Supports (PBIS) program supports the Office of Special Populations' goal to improve the learning experiences for students participating in specialized programs. This includes providing grade-level curriculum and enrichment opportunities tailored to their unique needs.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$800,000.00	Capital Outlay:	
Expenditures:	\$330,303.06	Contracted Services:	\$19,105.00
Allocation Utilized:	41.3%	Other Operating Expenses:	\$2,851.25
		Payroll:	\$308,346.81
		Supplies and Materials:	

Program Goal

- Provide support to staff at participating campuses in the forms of strategies to curtail unruly student behaviors to reduce the rate of in-school and out-of-school suspensions on campuses supported by the PBIS program. Program campuses were – Ashford Elementary; Young Elementary, Revere Middle School, McReynolds Middle School; and Wheatley High School.

Program Outcome

- As shown in **Table 1, PBIS**, school year 2020–2021 was significantly impacted by the Covid-19 pandemic which also impacted the schools reporting of discipline data. In-school and out-of-school suspensions both increased at Wheatley High School in 2021–2022 when compared to 2019–2020 (+6 and +28, respectively). Out-of-school suspensions increased in 2021–2022 when compared to 2019–2020 (+166) at Revere Middle School.

Table 1, PBIS. Change in the rate of In-School and Out-of-School suspensions on Campuses supported by PBIS, 2019–2020 through 2021–2022						
Campus Short Name	In School Suspension			Out of School Suspension		
	2019–2020	2020–2021	2021–2022	2019–2020	2020–2021	2021–2022
Ashford Elementary	1	*	0	4	*	4
Young Elementary	0	*	*	10	*	*
Revere Middle School	169	2	13	282	69	448
McReynolds Middle School	44	*	3	148	*	156
Wheatley High School	197	14	203	167	1	195

Source: Disciplinary Actions TEA 1920,2021, and 2122

Note: * Means no discipline data available.

Recommendation

Discipline data were limited by the Covid-19 pandemic. To ascertain why some program campuses experienced an increase in the rate of in-school and out-of-school suspensions, it is recommended that the PBIS program provide a description of the strategies provided to program campus staff to determine which strategies supported the program goal of a reduction in the number of in-school and out-of-school suspensions.

lead4ward

Program Description

The lead4ward program used Title II, Part A funds to provide professional development during the summer of 2021–2022. Training activities focused around STAAR redesign, planning support for diverse learners, new leader training, and instructional activities.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$244,509.00	Capital Outlay:	
Expenditures:	\$200,000.00	Contracted Services:	\$200,000.00
Allocation Utilized:	81.8%	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

- Provide campus leadership and teachers strategies to support diverse learners to achieve their full academic potential as measured by a redesigned STAAR assessments.

Program Outcomes

- The program manager reported approximately 1,000 educators participated in the lead4ward program summer sessions. The summer sessions included the Summer Leadership Conference that took place June 21–23, 2022.

Recommendations

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 professional development opportunities to approximately 1,000 HISD campus staff members. It is recommended that the program solicit feedback from program participants. This information can be used in the evaluation to determine if the training sessions were viewed as helpful in fostering student achievement on the redesigned STAAR examinations.

Leadership Development

Program Description

The Leadership Development department utilized Title II, Part A funds to support first year assistant principals and principals. This support included mentorship by experienced campus leaders, and professional development to expand the leadership strategies that can employed to be successful leaders.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$2,356,928.00	Capital Outlay:	
Expenditures:	\$1,427,019.80	Contracted Services:	\$386,331.07
Allocation Utilized:	60.6%	Other Operating Expenses:	\$79,633.74
		Payroll:	\$896,206.17
		Supplies and Materials:	\$64,848.82

Program Goal

- To give first year assistant principals and principals the skills, through professional development, to be successful campus leaders.

Program Outcomes

- A total of 1,627 unduplicated HISD staff members participated in a total of 17,895 training activities (**Table 1, LD**). Trainings included topics such as, Fostering Teacher Collaboration through Professional Learning Communities (PLC) meetings, and Capitalizing Technology Integration to Support Face to Face Instruction.
- As shown in Table 1, LD, the role of Principal/Assistant Principal had the highest average of completed courses followed, by Teacher/Teacher Assistant (15.1 and 10.8, respectively).

Table 1, LD. Training Completed by HISD District Role, 2021–2022

Role	Unduplicated (N)	Total Completed Courses (N)	Average per participant (N)
Principal / Assistant Principal	547	8,249	15.1
Teacher / Teacher Assistant	469	5,067	10.8
Other Staff*	611	4,579	7.5
Total	1,627	17,895	11.0

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *Other staff includes deans of students, and School Support Officers, etc.

Recommendation

Throughout 2021–2022, 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 2021–2022 school year to provide both development and professional support. Future evaluations could present feedback on 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 I, Part A, was not reported for 2021–2022.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$66,529.62	Capital Outlay:	
Expenditures:	\$8,921.12	Contracted Services:	\$8,921.12
Allocation Utilized:	13.4%	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

- Not available at time of reporting.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.

Overage Interventions

Program Description

The Overage Interventions program was designed to address the needs of overage prek–8 elementary and middle school students by providing an opportunity for them to participate in accelerated rigorous instruction with the goal of reuniting the students with their cohorts. Additionally, students were provided individualized interventions based on their performance on the district’s universal screener (Renaissance 360).

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$544,098.00	Capital Outlay:	\$11,423.00
Expenditures:	\$405,693.83	Contracted Services:	\$62,000.00
Allocation Utilized:	74.6%	Other Operating Expenses:	\$1,543.43
		Payroll:	\$249,517.50
		Supplies and Materials:	\$81,209.90

Program Goal

- To have overage prek–8 students reunited with their cohorts.

Program Outcome

- Program manager reported approximately 1,500 students taking part in the Overage Interventions program during the 2021–2022 school year. Further, over 200 of the student participants achieved eligibility for mid-year promotions.
- Finally, the overage interventions program funded four positions to facilitate program operations.

Recommendation

The Overage Interventions program provided accelerated instruction to support overage prek–8 students’ efforts to reunite with their cohorts. One recommendation is that for students who required more time to complete the program be given the opportunity to continue working. Participant progress should be reviewed by the Grade Placement Committee for possible mid-year promotion during the 2022–2023 school year.

Police Department: School Safety

Program Description

Title IV, Part A funds were utilized by the Police Department to engage in activities, such as the Drug Abuse Resistance and Education (DARE) program and the Teen and Police Services (TAPS) program. The DARE program provided HISD police officers with the curriculum and supplies to support students in learning about the dangers of drugs. The TAPS Program provided HISD police officers with the curriculum and supplies to help reduce the social distance between HISD students and law enforcement.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$800,000.00	Capital Outlay:	\$152,229.45
Expenditures:	\$655,769.77	Contracted Services:	\$332,487.66
Allocation Utilized:	81.9%	Other Operating Expenses:	\$10,368.90
		Payroll:	\$107,646.28
		Supplies and Materials:	\$53,037.48

Program Goal

- The goal of the program was to bridge the gap between police and communities through service.

Program Outcomes

- The program manager reported that in response to surveys given to students 90% had a better understanding of the role of a police officer and how law enforcement is here to educate, protect and serve.

Recommendation

The 2021–2022 academic year was the second year for the Police Department: School Safety program implementation. It is recommended that the program provides future researchers with information on student program participants to give a clearer picture of how the program performs in subsequent years.

Post-Secondary Programming

Program Description

The Post-Secondary program initiative is 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 was administered through the Postsecondary Programming Department and provided Pre-Advanced Placement (AP) and AP training to HISD staff members.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$180,673.00	Capital Outlay:	
Expenditures:	\$151,355.67	Contracted Services:	
Allocation Utilized:	83.8%	Other Operating Expenses:	
		Payroll:	\$151,355.67
		Supplies and Materials:	

Program Goal

- Provide campus leadership and classroom teachers professional development that can be employed to support students in the taking AP courses and AP exams.

Program Outcome

- The program manager reported that the 2021–2022 academic year saw an increase in the unduplicated number of students who took at least one AP Exam when compared to 2020–2021 (13,576 and 13,447, respectively).
- Additionally, there was an increase in the total number of AP exams given in 2021–2022 compared to 2020–2021 (24,912 and 24,610, respectively).
- Finally, there was an increase in the percentage of test takers that achieved a score of 3 or higher, effectively earning them college credit for the course, in 2021–2022 when compared to 2020–2021 (36.5% and 41.5%, respectively).

Recommendation

In 2021–2022, Post-Secondary Programming saw an increase in both AP test taking and AP exam scores that earn college credit when compared to 2020–2021. It is recommended that the program provides future researchers with information on teachers who received professional development to link to student AP outcomes to give a clearer picture of how the program performs in subsequent years.

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 2021–2022 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 2021–2022 school year, the number of campuses served and the provided services were differentiated by the funding source (Title I, Part A; Title II, Part; or Title IV, Part A).

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$1,812,256.00	Capital Outlay:	
Expenditures:	\$899,493.23	Contracted Services:	\$899,493.23
Allocation Utilized:	49.6%	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title II, Part A funds

Budgeted:	\$633,253.60	Capital Outlay:	
Expenditures:	\$182,629.54	Contracted Services:	\$182,629.54
Allocation Utilized:	28.8%	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

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

Budgeted:		Capital Outlay:	
Expenditures:		Contracted Services:	
Allocation Utilized:		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

- Twenty-four private non-profit schools within HISD boundaries received instructional services through Catapult Learning, including instructional sessions delivered 2–4 days a week.

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 46 schools within HISD attendance boundaries in 2021–2022.

Title IV, Part A

- Title IV, Part A funds provided 128 STEM instructional sessions to students using Title IV, Part A funds during the 2021–2022 school year. Additionally, 454 students participated in instructional sessions during the summer 2021 program to 15 schools within the boundaries of HISD.

Recommendations

Catapult Learning supported students at Private Non-Profit schools within HISD boundaries in 2021–2022. The program met its stated goal of providing instructional support to students and professional development training to teachers at participating campuses, it is recommended that the program continues to provide support to both students and teachers at participating campuses.

Professional Development [Operations, HISD Education Learning Center, Digital Media Online Learning (DMOL)]

Program Description

The Professional Development (PD-OP) initiative included two programs. First, the Digital Media Online Learning (DMOL) team worked with departments and campuses across the district to provide expertise in delivering effective online professional development. PD-OP supported the goal of teacher professional learning being held to high standards to increase student academic achievement.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$530,232.00	Capital Outlay:	\$6,912.00
Expenditures:	\$22,144.59	Contracted Services:	
Allocation Utilized:	4.2%	Other Operating Expenses:	
		Payroll:	\$6,034.14
		Supplies and Materials:	\$9,198.45

Title II, Part A funds

Budgeted:	\$1,675,930.74	Capital Outlay:	\$8,277.19
Expenditures:	\$983,797.17	Contracted Services:	\$37,597.74
Allocation Utilized:	58.7%	Other Operating Expenses:	
		Payroll:	\$928,014.85
		Supplies and Materials:	\$9,907.39

Program Goal

- Improve student academic achievement through support of campus professional development.
- Professional development is provided by DMOL that results in immediate and practical application to improve student academic achievement.

Program Outcomes

- A total of 97 HISD campus principals/assistant principals took part in 195 professional development courses funded through the Professional Development program (**Table 1, PD**). Trainings had titles like, Preview & Review Strategies for Language Transfer, and Cross-Linguistic Connections Morphology & Grammar.

Table 1, PD. Number of Professional Development courses by Role, 2021–2022			
Job Title	Participants (N)	Courses (N)	Average Courses (N)
Principal / Assistant Principal	97	195	2.0
Teacher / Teacher Assistant	4,438	12,778	2.9
Other Staff*	404	639	1.6
Total	4,939	13,612	2.8

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *Other includes librarians, counselors, etc.

Recommendations

In 2021–2022, the Professional Development program met its stated goal of providing training to HISD campus staff. This training included strategies to improve student academic achievement. It is recommended that the program continues to provide training to campus staff to support student academic outcomes.

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.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$1,977,543.00	Capital Outlay:	\$15,105.00
Expenditures:	\$1,445,985.30	Contracted Services:	\$35,500.00
Allocation Utilized:	73.1%	Other Operating Expenses:	\$11,650.00
		Payroll:	\$1,368,690.01
		Supplies and Materials:	\$15,040.29

Program Goal

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

Program Outcomes

- The Project Explore program reached a minimum of 50 percent of HISD 7th and 8th graders with college and career readiness (CCR) curriculum.
- The number of one-on-one advising sessions varied by grade level.
 - 8th grade 3 per student
 - 7th grade 2 per student
 - 6th grade 1 per student
- The number of students that participated in Project Explore in 2021–2022 by grade level.
 - 8th Grade: 998
 - 7th Grade: 900
 - 6th Grade: 873

Recommendations

In 2021–2022, the Project Explore program provided participating students with the opportunity to visit businesses and universities to explore possible opportunities after high school graduation. As the program is expanding to involve more campuses, it is recommended that feedback from participating students be used to determine how the program experiences have influenced their thinking on life choices after high school.

Quality Assurance

Program Description

Quality Assurance uses Software as a Services and Let’s Talk to facilitate HISD Transportation in the collection of community and internal shareholders feedback, concerns, and questions to provide a robust feedback solution.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$800,000.00	Capital Outlay:	
Expenditures:	\$336,499.88	Contracted Services:	\$336,499.88
Allocation Utilized:	42.1%	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

- Collect all incoming questions, comments, concerns, and suggestions into a single centralized secure cloud-based repository using Software as a Service.
- Use the mobile application Let’s Talk! platform to automatically assign ownership of all communications with HISD from multiple channels to dedicated engagement specialists to assist in feedback management and implementation.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.

Secondary Curriculum

Program Description

Secondary Curriculum used Title II, Part A funds to provide professional development to HISD teachers to increase student academic achievement.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$823,286.00	Capital Outlay:	
Expenditures:	\$543,221.44	Contracted Services:	
Allocation Utilized:	66.0%	Other Operating Expenses:	\$7,490.35
		Payroll:	\$531,299.85
		Supplies and Materials:	\$4,431.24

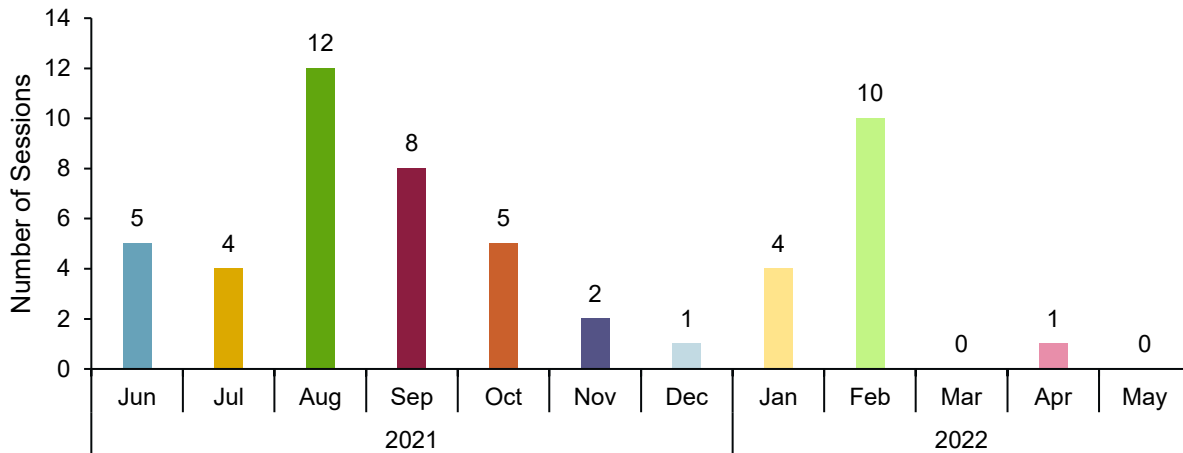
Program Goal

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

Program Outcomes

- As shown in **Figure 1, SCI**, a total of 52 professional development (PD) activities were provided to HISD staff. The largest number of PD opportunities occurred in August 2021 (n=12), followed by February 2022 (n=10).
- Training titles included, Imagine Math Support for HB 4545, and For Teachers, By Teachers Conference - Secondary Social Studies.

Figure 1, SCI. Professional Development (PD) training sessions by Month, 2021–2022



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Recommendation

One goal of Secondary Curriculum is to improve student academic achievement by providing professional development to campus-level staff. The program met the goal of providing PD trainings to teachers in 2021–2022 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 future evaluations present this feedback.

See to Succeed

Program Description

The See to Succeed program provided the opportunity to remove transportation as a barrier to accessing vision care for students who lack the necessary support to acquire vision care through other resources. Vision Services are provided in collaboration with the City of Houston Health Department who organizes a team of vision care professionals at a single site for multiple events during the school year. These funds provided bus transportation and made it possible for these students to access vision care from an eye care professional for a comprehensive vision exam and glasses as needed. Support was also be provided for students who had more severe conditions that require further evaluation. These students had failed a school-based vision screening and lacked access and funding for care. It required coordination by campus staff including distribution and collection of parent consents.

Budget and Expenditures

Title I, Part A funded

Budgeted:	\$144,000.00	Capital Outlay:	\$1,719.33
Expenditures:	\$89,610.90	Contracted Services:	
Allocation Utilized:	62.2%	Other Operating Expenses:	\$40,983.72
		Payroll:	\$18,869.49
		Supplies and Materials:	\$28,038.36

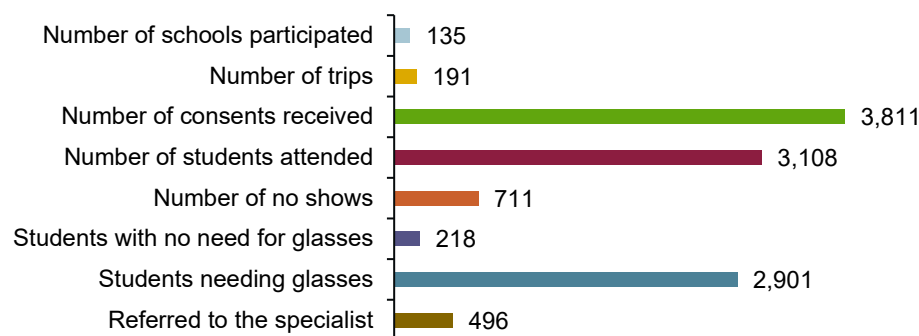
Program Goal

- Increase access to a vision care professional for a comprehensive eye exam and glasses for students who failed a school screening and/or lack resources for care.
- To case manage the students with more severe eye conditions post exam.

Program Outcomes

- As shown in **Figure 1, STS**, a total of 3,108 students participated in the See to Succeed program, with 2,901 students needing glasses and 496 students referred to a vision specialist.

Figure 1, STS. Number of See to Succeed Program Activities, 2021–2022



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022

Recommendations

In 2021–2022, See to Succeed targeted students who lacked resources and were identified as needing vision services. 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.

Social Emotional Learning (SEL)

Program Description

The Social and Emotional Learning (SEL) 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 was administered through the SEL and Student Discipline departments and provided direct services, resources, materials, and trainings for staff crisis response services and support for life safety tips that were monitored and supported by a liaison between campus and SEL crisis response team counselors.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$2,495,861.00	Capital Outlay:	
Expenditures:	\$1,742,567.30	Contracted Services:	\$582,200.00
Allocation Utilized:	59.8%	Other Operating Expenses:	
		Payroll:	\$1,151,790.36
		Supplies and Materials:	\$8,576.94

Program Goal

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

Program Outcomes

- According to **Table 1, SEL**, in 2021–2022, teachers/teacher assistants had the highest ratio of training participants followed by other staff (77.2% and 16.4%, respectively).

Table 1, SEL. Number of Professional Development Courses Completed by Staff Role, 2021–2022			
Staff Role	Participants (N)	Participant (%)	Courses(N)
Principal / Assistant Principal	171	6.4%	190
Teacher / Teacher Assistant	2,077	77.2%	2,196
Other Staff*	442	16.4%	495
Total	2,690	100.0%	2,881

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *Other staff includes librarians, counselors, etc.

Recommendations

In 2021–2022, 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 the program organizers solicit feedback from training participants on how learned strategies will be implemented in their classrooms.

Social Studies - RDA

Program Description

The Social Studies – Results Driven Accountability (RDA) program used Title I, Part A funds to provide intensive and consistent support to HISD social studies teachers. This support came in the form of curriculum and assessment guidance, as well as instructional coaching to secondary social studies teachers to increase teacher capacity and improve instructional practice to increase student achievement, teacher capacity, and teacher retention. Further, the Social Studies – RDA program developed a cadre of social studies teacher leaders to create a sustainable social studies program in the Houston Independent School District. Teacher leaders developed skills in curriculum and assessment development, the development and delivery of professional development, project management, and instructional coaching.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$21,600.00	Capital Outlay:	
Expenditures:	\$17,870.63	Contracted Services:	\$17,787.00
Allocation Utilized:	82.7%	Other Operating Expenses:	
		Payroll:	\$83.63
		Supplies and Materials:	

Program Goal

- Provide professional development (PD) to classroom social studies teachers with the goal of increasing student achievement on Social Studies STAAR.

Program Outcome

- Test takers experienced a decline in 2021–2022 in meeting the at or above the Approaches Grade Level Standard on the Social Studies STAAR when compared to test takers in 2020–2021 (47.8% and 62.5%, respectively).
- As shown in **Table 1, SOC**, three courses were completed by a duplicated count of 125 HISD staff members.

Table 1, SOC. Courses by Social Studies-RDA program, 2021–2022		
Course Descriptions	Participants (N)	Participants (%)
CUS For Teachers, By Teachers Conference - Secondary Social Studies	58	46.4%
CUS_ Judge a Book By More Than Its Cover - The Social Studies Professional Development Series	21	16.8%
CUS Secondary Social Studies Department Chairpersons Meeting	46	36.8%
Total	125	100.0%

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Recommendation

In 2021–2022, the Social Studies - RDA program provided PD to campus staff to increase the number of students that demonstrate mastery on the STAAR exam. To get a clearer picture of the program's impact on student achievement on the STAAR exam, it is recommended that future research links social studies teacher participants to their students Social Studies STAAR exam outcomes to show if program can be linked to increases in student academic outcomes.

Student Assessment

Program Description

The Student Assessment program was administered and supported by the Student Assessment Department. The program used both Title II, Part A and Title IV, Part A funds to pay for training and access to lead4ward and the creation of the Data-Driven Instruction (DDI) team. Training was designed to build the capacity of leaders and teachers using a structured and consistent approach to data disaggregation with a common language, and data tools to support instructional practice.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$179,187.00	Capital Outlay:	
Expenditures:	\$112,907.43	Contracted Services:	
Allocation Utilized:	63.0%	Other Operating Expenses:	
		Payroll:	\$112,907.43
		Supplies and Materials:	

Title IV, Part A funds

Budgeted:	\$172,777.00	Capital Outlay:	
Expenditures:	\$102,617.31	Contracted Services:	
Allocation Utilized:	59.4%	Other Operating Expenses:	
		Payroll:	\$102,617.31
		Supplies and Materials:	

Program Goal

- Provide PD to teachers on how to use data to inform their instructional practices.

Program Outcome

- As shown in **Table 1, SAP**, there were 3,814 participants, with teachers having the highest percentage of participants (84.8 percent), followed by other (12.2 percent).

Table 1, SAP. Participation in Professional Development (PD), 2021–2022			
Role	Participants (N)	Participants (%)	Courses (N)
Principal / Assistant Principal	113	3.0%	156
Teacher / Teacher Assistant	3,234	84.8%	4,480
Other Staff*	467	12.2%	624
Total	3,814	100.0%	5,260

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *Other staff includes librarians, counselors, etc.

Recommendation

The HISD Student Assessment program conducted professional development training throughout the 2021–2022 school year. Teachers received the highest percentage of trainings with 84.8 percent. To get a clearer picture of the program's impact on teacher instructional practices, it is recommended that the program provide course descriptions to future researchers.

Student Assistance

Program Description

The Student Assistance program is responsible for the planning, implementation, and coordination of dropout prevention and recovery strategies in HISD. In addition, the program collaborated with HISD departments and community partners to help keep students engaged.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$263,741.00	Capital Outlay:	
Expenditures:	\$214,094.99	Contracted Services:	
Allocation Utilized:	81.2%	Other Operating Expenses:	
		Payroll:	\$181,114.24
		Supplies and Materials:	\$32,980.75

Program Goal

- Providing district-wide leadership and intervention-based solutions to increase student attendance and decrease the student dropout rate.

Program Outcomes

- The program utilized Outreach Workers and Compliance Analysts to provide campuses the following services (but not limited to):
 - 218 campus-based trainings on attendance and dropout prevention measures during Graduation Support meetings.
 - 1,171 Home visits to re-engage missing students
 - 407 Student/Parent conferences
 - 2,423 Phone calls to parents to locate missing students
 - 124 Alternative school referrals
- According to **Table 1, SA**, other staff, which includes counselors and registrars, had the largest number and percentage of all participants (n=102 and 76.7%, respectively).

Table 1, SA. Course Completion by Staff Role, 2021–2022

Course Description	Total	Principal / Assistant Principal		Teacher / Teacher Assistant		Other Staff*	
		N	%	N	%	N	%
Grad Lab Coach Meeting	121	2	1.7%	28	23.1%	91	75.2%
New Grad Coach - Open Lab	12	0	0.0%	1	8.3%	11	91.7%
Total	133	2	1.5%	29	21.8%	102	76.7%

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Note: *Other staff includes registrars, counselors, etc.

Recommendation

The HISD Student Assistance program conducted professional development training throughout the 2021–2022 school year. Other staff received the highest percentage of trainings with 76.7 percent. To get a clearer picture of the program's impact on students re-engaging with academics, it is recommended that the students of program participants be linked to ascertain if student attendance rates increased, and dropout rates decreased following program participation.

TDS Elementary Professional Development

Program Description

The TDS Elementary Professional Development program provided coaching support on elementary high-needs campuses to build teacher capacity, increase student achievement, and reduce/eliminate the number of elementary Improvement Required (IR) campuses. In addition, the program collaborated with Elementary School Office, Multilingual, Special Education, Student Assessment, and Research departments to align support and resources.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$7,033,673.00	Capital Outlay:	
Expenditures:	\$5,077,414.30	Contracted Services:	
Allocation Utilized:	72.2%	Other Operating Expenses:	\$2,174.78
		Payroll:	\$2,625,960.49
		Supplies and Materials:	\$2,449,279.03

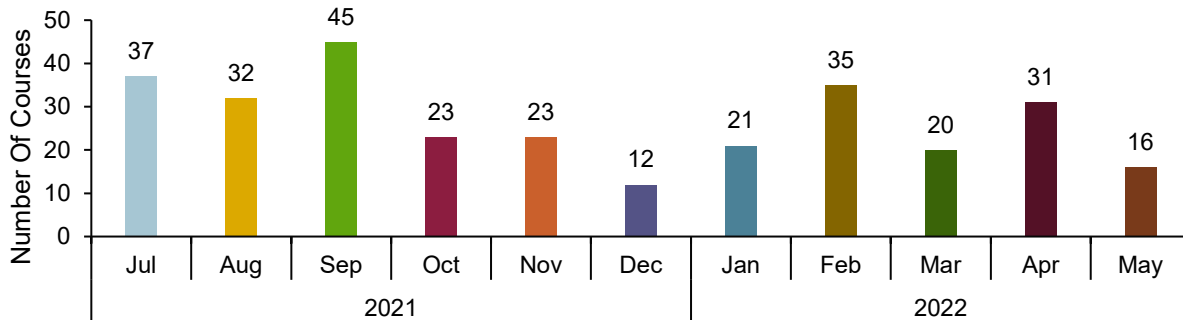
Program Goal

- Provide high quality PK-5 teacher content and pedagogy training to increase student academic outcomes.

Program Outcomes

- As shown in **Figure 1, TDSE**, the highest number of training sessions occurred in September 2021 followed by July 2021 (45 and 37, respectively).

Figure 1, TDSE. Professional Development (PD) training sessions by Month, 2021–2022



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Recommendations

The TDS Elementary Professional Development program conducted professional development training throughout the 2021–2022 school year. To get a clearer picture of the program connection to student academic outcomes, it is recommended that participants be linked to the academic outcomes of their students and compared to the academic outcomes of the students of teachers who did not participate in the training.

TDS Secondary Professional Development

Program Description

The TDS Secondary Professional Development program provided coaching support on secondary high-needs campuses to build teacher capacity, increase student achievement, and reduce/eliminate the number of secondary Improvement Required (IR) campuses. Supporting the retention of highly-qualified teachers will also improve instructional capacity and effectiveness on all secondary campuses. Job-embedded coaching, provided by district teacher development specialists, helps teachers as they further refine their skills to implement best practices with students.

Budget and Expenditures

Title I, Part A funds

Budgeted:	\$5,155,351.00	Capital Outlay:	\$56,482.50
Expenditures:	\$1,732,262.42	Contracted Services:	\$222,535.00
Allocation Utilized:	33.6%	Other Operating Expenses:	\$11,157.33
		Payroll:	\$1,429,909.20
		Supplies and Materials:	\$12,178.39

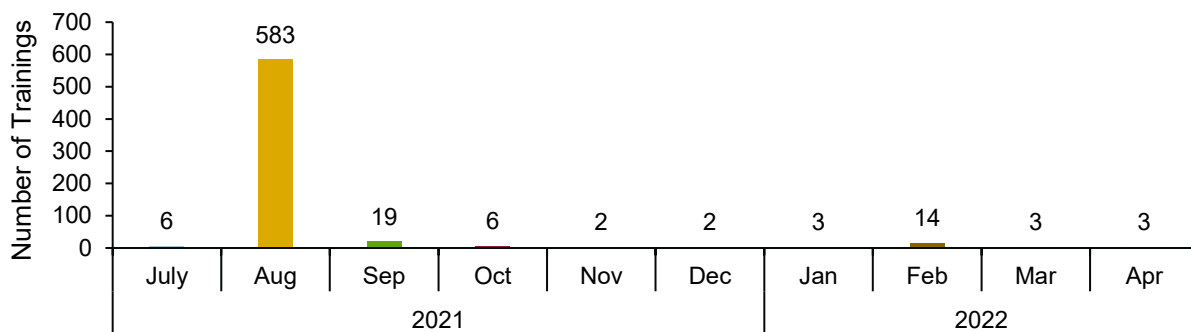
Program Goal

- Secondary teachers will develop skills in curriculum and assessment development, the development and delivery of professional development, project management, and instructional coaching.

Program Outcome

- As shown in **Figure 1, TDSS**, the highest number of training sessions occurred in August 2021 with 583, followed by 19 in September 2021.

Figure 1, TDSS. Professional Development (PD) training sessions by Month, 2021–2022



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

Recommendation

The TDS Secondary Professional Development program conducted professional development training throughout the 2021–2022 school year. To get a clearer picture of the program's impact on teacher instructional practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.

Teacher Career Development

Program Description

The Teacher Career Development department is tasked with supporting the development of beginning teachers. Some aspects of new teacher support available are more traditional, including, but not limited to, New Teacher Academy, New Employee Orientation, Curriculum Camps, Japanese Lesson Study, New Teacher Summits, Curriculum Specialists, and Mentor of Instruction for New Teachers (MINT) and multiple professional learning opportunities throughout the school year.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$366,131.00	Capital Outlay:	
Expenditures:	\$4,709.23	Contracted Services:	
Allocation Utilized:	1.3%	Other Operating Expenses:	
		Payroll:	\$3,834.23
		Supplies and Materials:	\$875.00

Program Goal

- Specialists model instructional strategies, train peers on effective instructional practices and provide opportunities to practice skills.
- MINTs work with their peers on instructional elements to improve student learning.

Program Outcome

- As shown in **Table 1, TCD**, the month of August had the largest number of PD courses and participants (n=66 and n=4,352, respectively).

Table 1, TCD. Professional Development (PD) training sessions by Month, 2021–2022		
Month	Courses	Participants
July	1	12
August	66	4,352
September	17	401
October	7	254
November	12	365
December	7	45
January	8	217
February	7	200
March	18	369
April	2	14
June	16	790
Total	161	7,019

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022

Recommendation

The Teacher Career Development program engaged new and limited experience teachers in a way that targeted peer and mentor support from successful teachers (MINT). One recommendation is to conduct an extensive evaluation of the program to identify the professional development and mentorship streams that worked well for participants and to continue building the program. Consideration for participation should be given to teachers who do not have any prior teaching experience to maximize the program resources and utility.

Teacher Recruitment & Retention Incentives

Program Description

Teacher Recruitment and Retention Incentives were used by the Talent Acquisition’s Teacher Recruitment Team to assist in the recruiting of critical shortage positions in HISD. These positions include Bilingual, all-level Special Education, and Secondary Math. Program funds were also used as stipends for existing HISD mentor teachers as Ambassadors to new international teachers and assist them with their transition.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$220,407.00	Capital Outlay:	
Expenditures:	\$94,917.88	Contracted Services:	\$18,105.25
Allocation Utilized:	43.1%	Other Operating Expenses:	
		Payroll:	\$76,812.63
		Supplies and Materials:	

Program Goal

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

Program Outcome

- As shown in **Table 1, TRI**, bilingual teachers who received a stipend during the 2021–2022 school year had the highest retention percentage (87.9%), followed by special education (83.1%), and math (80.7%) teachers.

Table 1, TRI, Number and Percentage of 2021–2022 Stipend Recipients who were Retained in Fall 2023			
Role	Received Stipend	Retained	
	(n)	(n)	(%)
Bilingual	1,535	1,349	87.9
Special Education (critical shortage)	1,154	959	83.1
Math (critical shortage)	693	559	80.7
Mentor	32	21	65.6
Total	3,414	2,888	84.6

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; Retention and Recruitment Stipend Summary 09.15.2022

Recommendation

In 2021–2022, like previous years, the retention rates of teachers that received sign-on incentives lagged behind the retention rates of teachers districtwide. While a competitive salary, including sign-on incentives, appears to strengthen the district’s ability to recruit new teachers in critical shortage and hard-to-staff areas, there may be other reasons why teachers would choose to remain at a school over time. Exit interviews specific to teachers who received a stipend, but did not remain in the district, could be helpful in identifying other strategies to improve the retention of certified teachers in critical shortage and high needs areas.

Teacher Recruitment & Selection - Talent Acquisition; Onboarding and Org. Development

Program Description

The Teacher Recruitment and Onboarding team recruited, screened, and onboarded highly effective teachers and associate teachers to fill teacher vacancies before the first day of school. Additionally, the Recruitment and Onboarding team supported retention efforts aimed at reducing the district's overall teacher attrition rate.

Budget and Expenditures

Title II, Part A funds

Budgeted:	\$318,548.88	Capital Outlay:	
Expenditures:	\$177,131.42	Contracted Services:	
Allocation Utilized:	55.6%	Other Operating Expenses:	
		Payroll:	\$177,131.42
		Supplies and Materials:	

Program Goal

- To recruit and hire highly effective teachers to fill all openings before the first day of school.

Program Outcomes

- As shown in **Table 1, TRS**, the percentage of all new hires that were retained was slightly lower in 2021–2022 when compared to 2020–2021 (85.2% and 85.6%, respectively).
- The 2021–2022 academic year showed a decrease in the total number of teachers hired when compared to both 2020–2021 and 2019–2020 (11,051, 11,375, and 11,131, respectively).

Table 1, TRS. Retained Teachers by Experience Level, 2019–2020 through 2021–2022							
School Year	Total New Hires (N)	Total Retained		Experienced Teacher		New Teacher	
		(N)	(%)	(N)	(%)	(N)	(%)
2019-2020	11,131	9,895	88.9%	9,122	92.2%	773	7.8%
2020-2021	11,375	9,740	85.6%	8,963	92.0%	777	8.0%
2021-2022	11,051	9,410	85.2%	8,740	92.9%	670	7.1%

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2022; SY2022 Training Data

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

Recommendation

One recommendation is to conduct an extensive evaluation of the program to identify the professional development and mentorship streams that worked well for participants and to continue building the program. Consideration for participation should be given to teachers who do not have any prior teaching experience to maximize the program's resources and utility.

Transportation Administration

Program Description

The Transportation Administration program used Title IV, Part A funds to purchase both bus cameras and the Zonar Tracking Application to ensure the health, safety, and well-being of HISD students.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$300,000.00	Capital Outlay:	\$4,000.00
Expenditures:	\$11,197.00	Contracted Services:	
Allocation Utilized:	3.7%	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	\$7,197.00

Program Goal

- Use bus cameras to document chains of events that occur on the bus or possibly outside the bus.
- The Zonar Tracking Application will allow for tracking ridership, which will increase better route efficiency.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.

Woodson PreK–5

Program Description

An updated description of services provided by the Woodson PreK–5 funded by Title IV, Part A, was not reported for 2021–2022.

Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$164,789.00	Capital Outlay:	
Expenditures:	\$159,394.25	Contracted Services:	
Allocation Utilized:	96.7%	Other Operating Expenses:	
		Payroll:	\$159,394.25
		Supplies and Materials:	

Program Goal

- Not available at time of reporting.

Program Outcome

- Not available at time of reporting.

Recommendation

Not available at time of reporting.