

Constraint Monitoring Report: October 2022

**Constraint 1
 Strong Teacher Recruitment and Retention**

Constraint 1

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

Superintendent’s Response

Data from SY 2021-2022 show that the District exceeded the targets set for SY 2021-2022 and either met or exceeded the targets set for SY 2023-2024 for Constraint Progress Measures 1.1 and 1.2. At this time, recruitment and retention of strong teachers is as big a challenge as it has been in many years, as evidenced by shortages across the state and nation. As outlined in the strategy components for the *World-Class Talent* commitment with the strategic plan, the Superintendent and administration are largely focused on general teacher recruitment and retention, while incorporating some elements of teacher recruitment and retention that are more targeted to specific teacher types (including ESL teachers, bilingual education teachers, and special education teachers). Earlier in 2022, we shared an [overview](#) of these strategy components and their placement within a multi-year *World-Class Talent* commitment.

The positive impact in SY 2021-2022 correlates with the use of more than \$25 million of ESSER funds in SY 2021-2022 to provide recruitment and retention bonuses in the amount of \$2,500 to all HISD teachers.

At the start of SY 2022-2023, there are positive indicators related to teacher recruitment and retention that we believe are earlier indicators of impact of the talent strategies that emerged from the strategic plan that was shared in March 2022. First, fewer teachers left teaching in HISD this summer (between June and September 2022) than in any of the last 5 years, except 2020, which has been an outlier across many large, urban districts nationally. In other words, the most immediate data after implementation of some spring 2022 measures suggest that we made a positive impact on teacher retention this year. Second, we hired more new teachers for SY 2022-2023 than the number of teachers who separated after SY 2021-2022, meaning there was a net increase in the total number of active teachers between June and September 2022. This has not usually been the case in recent years. Third, for only the second time in the last 6 years (again, 2020 was an outlier), we had more teachers employed on September 1 of the current year than we did on September 1 of the previous year. That is, HISD has seen a recent, consistent trend of employing fewer teachers at the start of each year than at the start of the year before; this year, we stopped this trend. Specifically regarding students with disabilities who receive special education services and ESL students, the District has leveraged ESSER funds this year to continue and increase the critical shortage area stipends provided to teachers who serve these students. This year, ESL-certified English Language Arts and Reading teachers who complete district-identified professional learning activities will receive a \$5,000 stipend. Additionally, some ESL students are served in bilingual education programs and bilingual-certified teachers in these programs also are eligible to receive a \$5,000 stipend this year. Students who receive special education services are supported by special education teachers, who are also receiving a \$5,000 stipend this year. Finally with respect to critical shortage area stipends, secondary math and science teachers, who are in a critical shortage area and serve as core content teachers for both students receiving special education services and ESL students, are receiving a \$2,000 stipend this year, increased from \$675 last year.

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Next Steps and Process Improvements:

Separate from these more targeted stipends for teachers in critical shortage areas, our approach to meeting Constraint 1 is building a foundation that addresses teacher recruitment and retention across the board. Below is a summary of strategy components that show up in the multi-year talent strategy, organized by three key initiatives: (1) Compensation and Culture, (2) Recruitment and Hiring, and (3) Growing Talent.

Compensation and Culture:

- Increasing Base Compensation for Teachers: We increased teacher salaries by 11% this year and have communicated that teachers will receive a step increase in 2023 and another raise averaging over \$3,000 in 2024. The minimum teacher salary will increase to \$64,000 in 2024.
- Over 6,000 teachers (75% of all teachers who returned this fall) signed up to participate in *Commit: HISD*, a three-year teacher retention program that provides \$5,000 in additional compensation.
- We provided new teacher hire incentives of \$2,000 - \$5,000 this year.
- Teachers in RISE campuses are receiving annual recruitment and retention incentives.
- This year, we will launch an annual employee survey to gather feedback and increase teachers' opportunities to share their voice.
- We are continuing and expanding teacher recognition opportunities through service milestone celebrations beginning this year.
- We will be piloting Teacher Care Circles to provide peer-based support to teachers on the full range of challenges they face personally.
- In the spring of 2023, we will submit our Teacher Incentive Allotment application, which will enable us after approval to leverage tens of millions of dollars in additional state funding to reward strong teachers.

Recruitment and Hiring:

- We are leveraging ESSER funds to significantly expand teacher recruitment activities and will soon launch a new recruitment campaign.
- We are increasing recruitment of certified, international teachers.
- Our strategy includes addressing hiring timelines and new hire processing, as well as implementing other recommendations of the Urban Schools Human Capital Academy that will support teacher recruitment and retention.

Growing Talent:

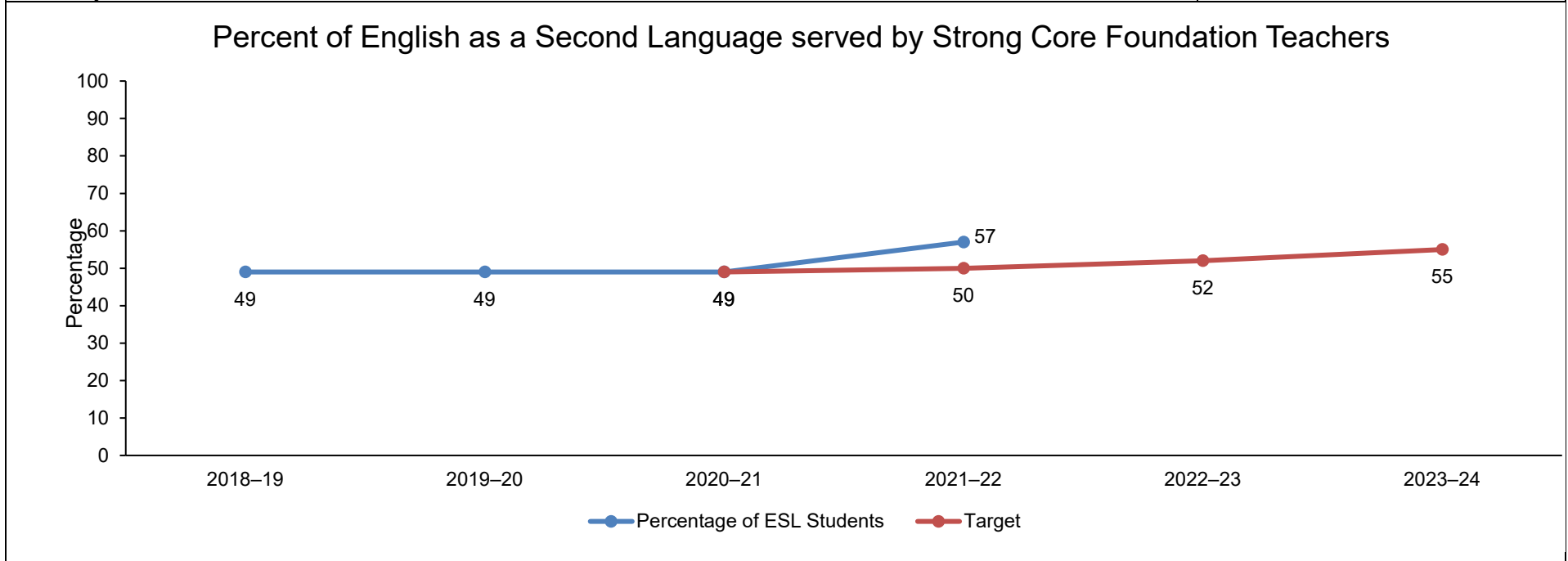
- Our transition to T-TESS as a teacher evaluation and support system is a critical lever in recruiting and retaining strong teachers.
- We have used ESSER funds to make the HISD Alternative Certification Program cost-free for two years, created a second annual ACP cohort, and are working with funds from the Houston Endowment to build one of the region's only ACPs for the EC-3 certification (for early childhood grades only).
- This year's launch of Opportunity Culture in 18 schools has been successful, including the creation of about 4 dozen new teacher leadership positions as these schools reallocated resources to create Multi-Classroom Leader roles supporting students and peers through new staffing models.

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Constraint Progress Measure 1.1	Evaluation																					
<p>The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year to 60 percent during the 2023–2024 school year.</p>	<p>Exceeded Target</p>																					
<div style="text-align: center;"> <h3>Percent of SWDs served by Strong Core Foundation Teachers</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Percent of SWDs served by Strong Core Foundation Teachers</caption> <thead> <tr> <th>School Year</th> <th>Percentage of SWDs</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2018–19</td> <td>57</td> <td>58</td> </tr> <tr> <td>2019–20</td> <td>54</td> <td>58</td> </tr> <tr> <td>2020–21</td> <td>55</td> <td>58</td> </tr> <tr> <td>2021–22</td> <td>60</td> <td>58</td> </tr> <tr> <td>2022–23</td> <td>59</td> <td>58</td> </tr> <tr> <td>2023–24</td> <td>60</td> <td>58</td> </tr> </tbody> </table> </div>		School Year	Percentage of SWDs	Target	2018–19	57	58	2019–20	54	58	2020–21	55	58	2021–22	60	58	2022–23	59	58	2023–24	60	58
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<p>Data Source</p>																						
<p>Pre-linkage data from Chancery & PowerSchool, Chancery & PowerSchool student demographic data files, Teacher Roster, and Teacher Appraisal data files.</p>																						
<p>Methodology</p>																						
<p>The methodology uses a student centric lens to determine if a student with disabilities is served by strong teachers. To be considered served by strong teachers, at least 75% of the student’s core foundation teachers must have had a TADS rating of Effective or Highly Effective in the prior school year.</p>																						
<p>Calculation: $\% \text{ of SWDs served by strong teachers} = \frac{\# \text{ of SWDs with at least 75\% strong teachers in core foundation courses}}{\# \text{ of SWDs}}$</p>																						

Constraint Monitoring Report: October 2022

Constraint Progress Measure 1.2	Evaluation
The percentage of English as a Second Language (ESL) students served by strong teachers will increase six percentage points from 49 percent during the 2018–2019 school year to 55 percent during the 2023–2024 school year.	Exceeded Target & Constraint



Data Source
Pre-linkage data from Chancery & PowerSchool, Chancery & PowerSchool student demographic data files, Teacher Roster, and Teacher Appraisal data files.

Methodology
The methodology uses a student centric lens to determine if an ESL student is served by strong teachers. To be considered served by strong teachers, at least 75% of the student’s core foundation teachers must have had a TADS rating of Effective or Highly Effective in the prior school year.
Calculation: $\% \text{ of ESL students served by strong teachers} = \frac{\# \text{ of ESLs with at least 75\% strong teachers in core foundation courses}}{\# \text{ of ESLs}}$

Constraint Monitoring Report: October 2022

Constraint 2 Wraparound Support Systems	
Constraint 2	
The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.	
Superintendent's Response	
<p>Data from Constraint 2 indicates a positive and flourishing Wraparound program in the district. All data points exceed the annual and meet or exceed the Constraint target demonstrating solid systems in the progress measures. This system is ingrained in the culture of the district.</p> <p>Next Steps and Process Improvements:</p> <ul style="list-style-type: none"> • Teams are continuing to serve students in areas of health, social services, basic needs, among others. • The Student Support Services department is examining data from the data collection platform, PurpleSense to monitor trends in needed services. • The Wraparound team is working to continue to maintain and grow partners to support with the services provided to students. • I am directing the Student Support team to consider which, if any, CPMs to propose for target increase given the current data with two more years of this monitoring cycle. 	

Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.1	Evaluation																					
The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.	Exceeded Target & Constraint																					
<p style="text-align: center;">Number of Annual Interventions Provided Through Wraparound Services</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Number of Annual Interventions Provided Through Wraparound Services</caption> <thead> <tr> <th>School Year</th> <th>Annual Interventions</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2018–19</td> <td>155,260</td> <td>-</td> </tr> <tr> <td>2019–20</td> <td>628,753</td> <td>-</td> </tr> <tr> <td>2020–21</td> <td>1,356,426</td> <td>692,378</td> </tr> <tr> <td>2021–22</td> <td>1,494,328</td> <td>756,003</td> </tr> <tr> <td>2022–23</td> <td>-</td> <td>819,628</td> </tr> <tr> <td>2023–24</td> <td>-</td> <td>883,253</td> </tr> </tbody> </table>		School Year	Annual Interventions	Target	2018–19	155,260	-	2019–20	628,753	-	2020–21	1,356,426	692,378	2021–22	1,494,328	756,003	2022–23	-	819,628	2023–24	-	883,253
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Source																						
Wraparound Team – Annual interventions are tracked between August 1 st – July 31 st																						
Methodology																						
The number of annual interventions of the sum of all interventions provided during the school year.																						
Calculation: # of Annual Interventions = \sum Wraparound Service Interventions																						

Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.1 – Support Data

2021–22 Constraint Progress Measure 2.1 by the numbers:

- **1,494,328** interventions provided through 7/31/2022
- **270** campuses had a wraparound specialist
- **280** campus-based wraparound specialists
- **11** districtwide coaches
- Most Frequent types of interventions provided:
 - **31%** – Basic Needs
 - **30%** – Educational & Vocational
 - **14%** – Emotional & Mental Health
 - **9%** – Extra-Curricular Enrichment

Types of interventions provided:

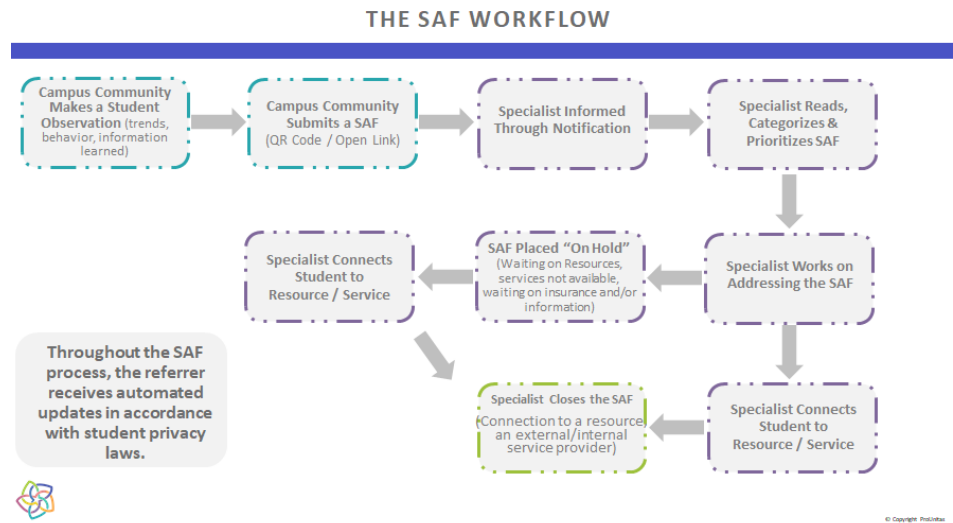
- **Health** (Dental, General Health, Nutrition, Vision)
- **Legal Support** (Juvenile Justice, Immigration Services, General Legal Services)
- **Basic needs** (Housing Support, Food, Clothing, Transportation, Hygiene (Deodorant, Tampons, Toothbrush)
- **Education & Vocational** (School Supplies, Academic Performance Concerns, Laptop/Computers, Hotspot/Internet, College & Career Readiness, Attendance Truancy, Student Employment)
- **Extracurricular Enrichment** (Art Enrichment, Afterschool Clubs, Sports)
- **Emotional & Mental Health** (Anger, Anxious, Nervous, Change in Mood, Sadness, Stress Management, Trauma/Grief)
- **Family Engagement**

Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.1 – Support Data (Cont.)

The Wraparound Specialist identifies students' needs through interventions – a combination of intentional action steps used to resolve problems and improve and enhance the students' overall well-being. These interventions or action steps include:

- **Check-ins:** The act or process of checking on the status of an individual and/or the status of a situation focused on improvement by formally interacting with students.
- **Observations:** Focused monitoring of a student's well-being with the intent to provide aid, resources or additional supports to address the student's physical, social or emotional need
- **Resources:** A tangible source of support or aid given to a student, to address their physical, emotional or social need(s). Resources are used to bring relief and/or recovery when needed.
- **Service Link:** The intentional action or process of identifying, helping and connecting someone to a service to address a physical, social or emotional need.
- **Student Assistance Form (SAF):** An online form available to all stakeholders to notify the Wraparound Specialist of a known student need, which triggers action to support the identified need. SAF submission and process is very easy and allows for efficient processes in addressing and monitoring student needs. The workflow is provided below:



Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.2	Evaluation																		
<p>The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.</p>	<p>Exceeded Target</p>																		
<div style="text-align: center;"> <h3>Percent of Campuses Engaged with Wraparound Advisory Councils</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Percent of Campuses Engaged with WAC</caption> <thead> <tr> <th>School Year</th> <th>Percentage of Campuses</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2019–20</td> <td>50</td> <td>-</td> </tr> <tr> <td>2020–21</td> <td>76</td> <td>50</td> </tr> <tr> <td>2021–22</td> <td>100</td> <td>66</td> </tr> <tr> <td>2022–23</td> <td>-</td> <td>84</td> </tr> <tr> <td>2023–24</td> <td>100</td> <td>100</td> </tr> </tbody> </table> </div>		School Year	Percentage of Campuses	Target	2019–20	50	-	2020–21	76	50	2021–22	100	66	2022–23	-	84	2023–24	100	100
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<p>Data Source</p>																			
<p>Minutes of WAC meetings submitted to Wraparound Services</p>																			
<p>Methodology</p>																			
<p>Campuses are considered to have engaged with a cross-functional Advisory Council (WAC) if they attend at least two WAC meetings during the school year. Calculation: $\% \text{ of Campuses Engaged with WAC} = \frac{\# \text{ of Campuses That Attended 2+WAC Meetings}}{\# \text{ of Campuses}}$</p>																			

Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.2 – Support Data

Wraparound Advisory Council (WAC) is a collaborative meeting where up to four stakeholder groups discuss and make decisions regarding students' non-academic needs. The meetings take place five times during the school year (September, November, January, March, and May) and are organized through the wraparound feeder patterns.

Benefits to campuses and students include:

- Brings all key stakeholders including parents together to advocate on behalf of students.
- Takes a collaborative approach to identifying students' non-academic needs.
- Reduces duplication of effort and ensures a targeted approach to needs assessment and satisfaction.
- Brings providers together to discuss their services and how they can be utilized to meet students' non-academic needs.
- Identifies barriers to needs satisfactions and devises strategies to address them.

Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.3	Evaluation																					
The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.	Exceeded Target & Constraint																					
<p style="text-align: center;">Number of Wraparound Service Partnerships</p> <table border="1"> <caption>Data for Number of Wraparound Service Partnerships</caption> <thead> <tr> <th>Year</th> <th>Number of Partnerships</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>-</td> <td>-</td> </tr> <tr> <td>2019-20</td> <td>72</td> <td>-</td> </tr> <tr> <td>2020-21</td> <td>144</td> <td>86</td> </tr> <tr> <td>2021-22</td> <td>151</td> <td>100</td> </tr> <tr> <td>2022-23</td> <td>-</td> <td>114</td> </tr> <tr> <td>2023-24</td> <td>-</td> <td>128</td> </tr> </tbody> </table>		Year	Number of Partnerships	Target	2018-19	-	-	2019-20	72	-	2020-21	144	86	2021-22	151	100	2022-23	-	114	2023-24	-	128
Year	Number of Partnerships	Target																				
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2023-24	-	128																				
Data Source																						
Approved Service Providers & Program Report, from the PurpleSense Dashboard																						
Methodology																						
Partnership requirements are described in the support data.																						
Calculation: $\# \text{ of Partnerships} = \sum \text{Partnerships}$																						

Constraint Monitoring Report: October 2022

Constraint Progress Measure 2.3 – Support Data

- Potential partners must complete a Memorandum of Understanding (MOU) approved by the HISD legal department. Once executed, partners can provide services and goods through wraparound specialists. Agreements are reviewed annually and retained if they are good matches for schools.
- Schools can engage HISD approved vendors as partners if a procurement contract exists with HISD. These are associated with good/service fees. Principals must consent in writing to pay these fees before goods or services are provided.
- Partnerships are obtained by:
 - Wraparound specialists identify community partners.
 - HISD Community Partnerships Department identifies partners and connect them to the Wraparound Department and determine which area of need they can support.
 - Organizations reach out to schools/Wraparound Specialists/Community partnerships expressing interest in becoming partners.

Constraint Monitoring Report: October 2022

**Constraint 4
 IEP Progress**

Constraint 4

The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

Superintendent’s Response

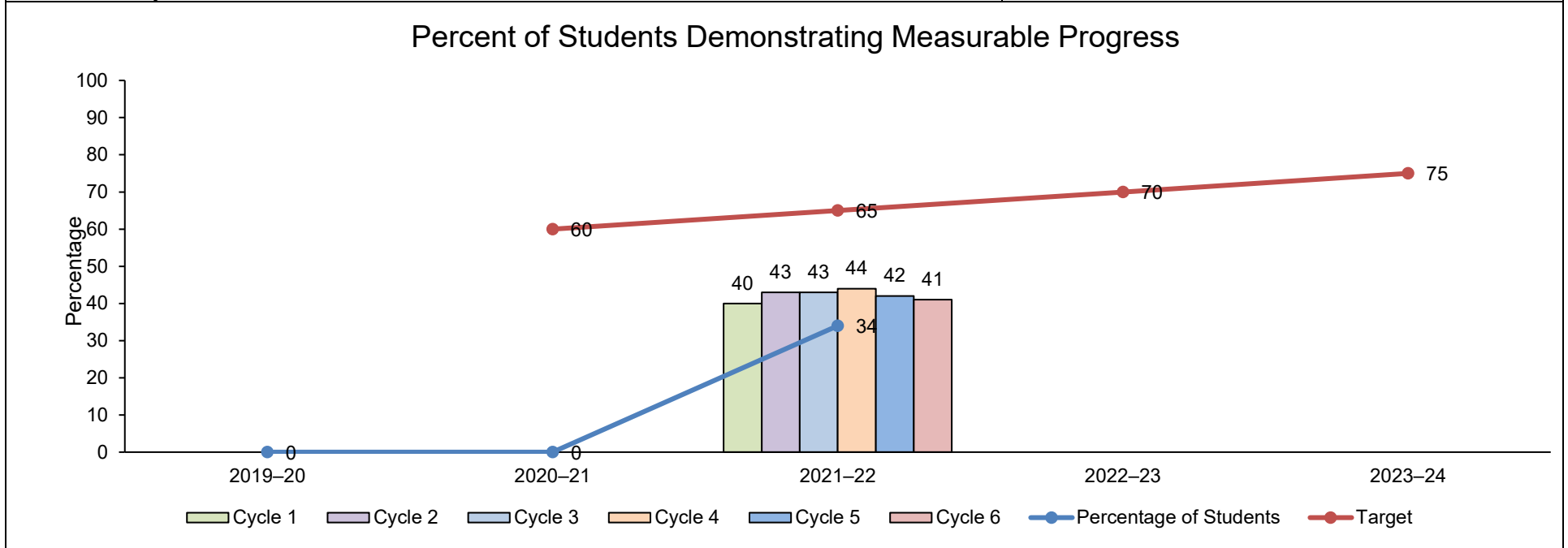
The number of students demonstrating measurable progress on IEP was not at target due to the link between CPM 4.1 and 4.3 . If students have an IEP that is not marked “finalized”, they cannot be counted as showing progress for that marking period. Therefore, as we target improvement in 4.1 around finalizing IEPs, we expect an increase in students demonstrating measurable progress. Lastly, we experienced unforeseen data quality issues that impacted the accuracy of data collected in measuring this constraint.

Next Steps and Process Improvements:

- Teams are working in each school office to ensure progress is finalized each 6-week period.
- We are working with EasyIEP, our vendor who provides the platform for IEPs, to ensure that the data is collected in a way that allows us to report our progress on meeting the target in the coming year.
- Our re-organization of Special Education department will ensure that we are supporting schools in a manner that will produce more consistent implementation of IEPs, leading to accurate documentation in a centralized system.

Constraint Monitoring Report: October 2022

Constraint Progress Measure 4.3	Evaluation
The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year to 75 percent during the 2023–2024 school year.	Did Not Meet Target



Data Source

EasyIEP

Methodology

A full methodology is provided in the support data.
 Note: Goal monitoring is a continual process throughout the year and does not align to the academic calendar. This was taken into consideration during methodological development.

Constraint Monitoring Report: October 2022

Constraint Progress Measure 4.3 – Support Data

Full Methodology:

- Individual Goal Progress During a six-week Cycle
 - Student must have at least one active goal to be included.
 - A goal must have been introduced to be included
 - Deleted goals are not included.
 - Student must have a finalized progress report for the six-week cycle. If not finalized, no goals are considered demonstrating progress for the cycle.
 - An introduced, active goal is considered as demonstrating progress during a six-week cycle if the goal status is not *regressing*.
- Student Demonstrating Progress for the year.
 - At the end of the year, all six-week cycles are aggregated to calculate the percent of introduced, active goals that demonstrated progress across all six-week cycles.
 - $\% \text{ Showing Progress} = \frac{\sum_{i=1}^6 \# \text{ of Intra.Goals Showing Progress}}{\sum_{i=1}^6 \# \text{ of Intra.Goals}}$
 Where i = six-week cycle number
 - A student is designated as showing progress across all IEP goals if their % Showing Progress is at least 75%
- CPM 4.3 Calculation
 - The percent of students who demonstrated progress for the year uses the below formula.
 - $CPM \ 4.3 = \frac{\sum \text{Students Demonstrating Progress}}{\sum \text{Students with Goals in EasyIEP}}$