MEMORANDUM   June 25, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.
             Superintendent of Schools

SUBJECT: **TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS, 2013–
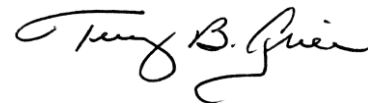   2014**

CONTACT: Carla Stevens, 713-556-6700

Attached is the Title I, Part A and Title II, Part A Centralized Programs, 2013–2014 report. Title I, Part A funds are distributed to support economically disadvantaged and underachieving children meet rigorous academic standards and Title II, Part A funds are allocated for support of high quality educators. The purpose of this report is to examine the centralized programs funded by Title I, Part A and Title II, Part A for their contributions within HISD to the goals of the two funding programs.

Some of the highlights are as follows:

- In 2013–2014, 15 HISD centralized programs received funding from Title I, Part A or from Title II, Part A. Ten (10) programs received funding from Title I, Part A, seven obtained Title II, Part A funding, and three received funding from both sources.
- The budget allocation for the 15 programs was $50,169,446 and actual expenditures totaled $41,965,268 for a utilization rate of 84 percent. Eighty (80) percent of the funds were expended in HISD payroll. For comparison, in 2012–2013, 11 centralized programs were budgeted $40,972,943 and the utilization rate was 75 percent.
- All 15 centralized programs focused on bolstering achievement of qualified students through at least one of three ways: supplementing and/or enhancing the regular academic curriculum; providing professional development to enhance the effectiveness of teachers and school leaders of qualified students; and recruiting, employing, and retaining highly qualified and effective staff members.
- HISD students showed some gains in achievement in 2013–2014, including increased rates of achieving the satisfactory rating on all STAAR exams for students in fourth and sixth grades. The highest rate of achieving the satisfactory rating on STAAR/EOC tests was 90 percent on the U.S. history exam, followed by 85 percent on the biology test.   On Stanford 10 and Aprenda 3, students had a drop of one to two NCEs across grade levels on all tests between 2012–2013 and 2013–2014.
- At the beginning of the 2013–2014 academic year, 169 HISD teachers had not earned highly qualified status for at least one of the classes they taught. By the end of the year, 77 percent had either earned highly qualified status or had been reassigned. All paraprofessionals and school leaders were certified by the beginning of the school year.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.

_____TBG

Attachment

cc: Superintendent's Direct Reports   Mark Smith   Pamela Evans
        Andrew Houlihan   Chief School Officers

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS, 2013 – 2014

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

HISD TITLE I, PART A AND
TITLE II, PART A CENTRALIZED PROGRAMS
2013–2014

Executive Summary

Evaluation Description

Title I, Part A and Title II, Part A funds are provided to Houston Independent School District (HISD) through the 2002 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). Both funds focus on enhancing student achievement, Title I, Part A through providing supplemental support for students to meet rigorous academic requirements, and Title II, Part A through providing supplemental programs for professional development for principals and teachers to support students' high achievement. In 2013–2014, Title I, Part A funds were allocated for ten HISD centralized programs and Title II, Part A supported eight HISD centralized programs; three of the programs received funds from both sources, for a total of 15 HISD centralized programs. This report documents the contributions of the 2013–2014 centralized programs in partial fulfillment of state and federal law that requires the district to account for funds received through ESEA.

Highlights

- Fifteen (15) HISD centralized programs received funds through Title I, Part A. Ten (10) were allocated funding from Title I, Part A, seven received funding from Title II, Part A, and three programs obtained funding from both sources.

- A total of $50,169,446 was budgeted and $41,965,268 (84 percent) was expended for the programs that received Title I, Part A and/or Title II, Part A funding.

- The largest expenditures for the 2013–2014 Title I, Part A and Title II, Part A centralized programs were made for payroll (80 percent of expended funds), followed by debt service (12 percent) and contracted services (five percent).

- Of the programs receiving funding, the largest amount was budgeted for and expended by the Early Childhood/Prekindergarten program, a program which obtained funds from Title I, Part A, followed by the Professional Development program, which received funds through both Title I, Part A and Title II, Part A.

- All 15 centralized programs that received funding successfully focused on bolstering student 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 effectiveness of teachers and school leaders; and recruiting, employing, and retaining highly qualified and effective staff members.

- State of Texas Assessments of Academic Readiness (STAAR) results for 2013–2014 showed both gains and losses from 2012–2013 performance across grade levels and content areas. Students in grades four and six made gains in the percentage of students earning the satisfactory rating on all the tests they took, while students in grade eight had lower percentages achieving the satisfactory rating on all of their exams.

- On the 2013–2014 State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) tests required for graduation, students had the highest rate of achieving the satisfactory rating on the U.S. History exam (90 percent achieved the standard) followed by the Biology test (85 percent), and the lowest rates on the English I exam (59 percent) and the English II test (62 percent).

- On the norm-referenced tests, Stanford 10 and Aprenda 3, between 2012–2013 and 2013–2014, students showed a drop of one NCE on each subject except the environment or science tests, for which the drop was two NCEs.

- Administrators who responded to the 2013–2014 Your Voice survey represented all the schools in the district. The majority of administrators at each school level expressed satisfaction with teacher recruitment and selection services (65 percent reported being satisfied) and with professional development for teachers (77 percent satisfied) provided in the district.

- At the beginning of the 2013–2014 academic year, 169 HISD teachers had not earned highly qualified status for at least one of the classes they taught. By the end of the year, 77 percent had either earned highly qualified status or had been reassigned. All paraprofessionals and school leaders began the 2013–2014 school year with highly qualified status.

Recommendations

- Title I, Part A and Title II, Part A Centralized Programs funding supports a group of programs designed to bolster the achievement of economically disadvantaged students and enhance the effectiveness of their teachers and school leaders in a wide variety of ways. Some economically disadvantaged students with specific, predictable needs can be positioned to increase their achievement when their essential needs are met. It is recommended that some of the funds budgeted but unused by some of the programs with relatively more funding be redistributed to meet more of the student needs already identified, such as for homeless students, and that other groups of students with specific needs be considered for funding.

- In order to allow transparency and accountability in expenditures, it is recommended that each of the programs be assigned a single fund code and that all Title I, Part A and/or Title II, Part A funds be accounted for through that fund code and the appropriate organization codes within it.

- To support program managers in using funds efficiently, it is recommended that they be provided statements of expenditures and available funds at regular intervals through the academic year.

- To enhance transparency and accountability, it is recommended that incentives be established to support the submission of prompt and accurate reporting on program goals, outcomes, and compliance with the requirements of the funding sources. Formal acknowledgement of the managers who take the time needed to establish accountability could serve as reinforcement, and sanctions could be in place for those who choose not to provide the information.

- Student achievement is enhanced by stability in school staffing. It is recommended that Title I, Part A and Title II, Part A funding be allocated within supported programs for further exploring effective means of retaining both effective teachers and effective administrators in their schools in the district.

Administrative Response

The Department of External Funding reviewed the 2013-2014 Title I, Part A and Title II, Part A Centralized Programs report and agrees with the results of the program evaluation.

The recommendations provided in this report facilitate the department's next steps to ensure these programs are being funded adequately and, most importantly, that these programs will continue to impact academic instruction, support teacher recruitment and retention, provide high-quality professional development, and enhance the overall Title I, Part A and Title II Part A Programs.

The Title I, Part A and Title II, Part A Budgets are reviewed annually to determine the needs of each program to ensure the allocations for each program are adequate to support the goals and objectives of the program. Program administrators are asked to complete a program description indicating the following detailed information: rationale, needs assessment, program participants, personnel needed for the program, description of program goals/strategies, campuses receiving the services, professional development, program evaluation, and the budget information.

Additional information utilized to determine if a program's allocation will be modified is the program's needs assessment. This information is reviewed to make adjustments to a program's annual allocation. This practice allows federal funds to be distributed appropriately so that supplemental funding is provided for resources to help schools with high concentrations of students from low-income families provide a high quality education that will enable all children to meet the state's student performance standards.

In conclusion, the Department of External Funding will continue to provide support to all Title I, Part A and Title II, Part A Centralized Programs to ensure the goals and strategies outlined in each program description are met and that students' academic performance exhibits growth throughout the entire school year.

Introduction

The 2002 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) provides funding from the federal government with the broad goal of strengthening high achievement in schools. Compliance for use of funds received through ESEA title programs is overseen by the state, in Texas, by the Texas Education Agency. This report documents Houston Independent School District (HISD) compliance with the goals and requirements of Title I, Part A and Title II, Part A of ESEA for its centralized programs. In 2013–2014, HISD had 15 centralized programs, listed in **Table 1** (pages 25–26) that received funding through Title I, Part A and/or Title II, Part A of ESEA.

Title I of ESEA, also known as Education for the Disadvantaged, includes mandates and funding opportunities to provide supplemental support for economically disadvantaged students to achieve demanding academic standards (see **Table 2**, page 26, for specific goals of the legislation). Specified in Part A, all programs must provide services to allow all students, particularly economically disadvantaged students, to meet rigorous academic standards. Part of the law's original purpose was to reinforce the requirement for a "highly qualified" teacher in every classroom. Another fundamental purpose of the legislation was to support development or identification of high quality curriculum aligned with rigorous state academic standards. The funding also requires that services be provided based on highest need and encourages coordination of services supported by multiple programs.

Title II of ESEA, Preparing, Training, and Recruiting High Quality Teachers and Principals, focuses on supporting student achievement through two main actions: 1) attracting and retaining highly qualified personnel; and 2) enhancing educator quality using research-based professional development. Part A of Title II, also known as the Teacher and Principal Training and Recruiting (TPTR) Fund, offers funding opportunities to support programs that enhance the quality of teachers and principals. A list of requirements for activities eligible for Title II, Part A funding can be found in **Table 3** (page 27).

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

development in all endeavors, the process is complex and must be individualized. HISD programs that support teacher effectiveness are varied and change from year to year in an effort to meet the needs specific to local conditions.

Programs receiving funds from Title I, Part A and Title II, Part A supported student achievement through providing professional development and also through multiple direct academic supports for economically disadvantaged and/or children who are not yet achieving at their potential. The goals and services associated with each of the programs are detailed in the Title I, Part A and Title II, Part A Centralized Program Summaries, which follow this report, pages 41–86.

Methods

Data Collection and Analysis

- Budget data came from the HISD Budgeting and Financial Planning department.

- Numbers of staff positions supported were provided by HISD's Human Resources Information Systems (HRIS) department and the Budgeting department.

- State of Texas Assessments of Academic Readiness (STAAR) results for the April 2014 testing of students in grades 3–8 were provided by the Texas Education Agency. Scored versions of the STAAR and STAAR Spanish were used for the analyses. The results with the highest standard score were used for students with more than one record in the file and records with no student identification number attached were not used. Results were reported as the number and percentage of students who met the Level II, satisfactory standard using phase-in 1 standards.

- State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) results included scored versions of the standard tests for both students taking the exams for the first time and re-testers in 2013–2014. For re-testers, only the students' highest scores were included. Results were reported as percentage of students who achieved the Level II, satisfactory phase-in 1 standards. Records with no student identification number attached were not included.

- Stanford 10 and Aprenda 3 results for the Spring 2014 testing of students in grades 1–8 were provided by Pearson. Non-special education students who earned an NCE higher than 0 on a subject test were included in the data for each subject.

- Surveys of teacher, school administrator, student, and parental attitudes were compiled through the HISD 2014 Your Voice: HISD Customer Satisfaction Program survey. Results from campus administrators are from the June 12, 2014 report, and those for teachers are from the June 26, 2014 report, the most recent reports available.

- The information about the highly qualified status of teachers, paraprofessionals, and school leaders as well as numbers of certification tests administered and passed through HISD were provided by the district's Certification Officer.

- Retention rates were drawn from HISD retention files of teachers who were retained in the district at the beginning of the following school year. For example, a teacher who taught in HISD in 2013–2014 and returned to the district at the beginning of the 2014–2015 academic year was counted as retained from 2013–2014. Teachers were those whose job function was a teaching role and new teachers were those whose job function was a teaching role, who had no teaching experience in either HISD or outside HISD, and who were on step 0 or 1 of the HISD teacher salary schedule.

- Professional development course participation was taken from HISD e-Train year end course session data for July 2013–June 2014. Only completed courses were included.

- Program managers of the 15 programs receiving 2013–2014 Title I, Part A and/or Title II, Part A funding were surveyed for updates and details of descriptions and services of each program, appropriate accountability measures, and compliance with provisions of ESEA.

- Bracken School Readiness Assessment (BSRA) results, provided for the Home Instruction for Parents of Preschool Youngsters (HIPPY) program, are reported as the percentage of items correct on each subscale of the assessment and as percentage of items correct on a school readiness composite score.

- The HIPPY Parental Involvement Survey was administered by and results were made available through the University of North Texas, charged by Texas Education Agency with evaluating the results of the HIPPY program within the state.

- Students who participated in the Dental Initiative and the Homeless Children programs were identified through Chancery, and identification of students who participated in the Vision Partnership was done by the City of Houston.

- Numbers of students transported for services through the Dental Initiative were provided by the HISD Health and Medical Services department.

- Information on programs contracted for through the Private Nonprofit program was supplied by two outside contractors, Catapult, which provided services funded by Title I, Part A, and Mind Streams, which provided services funding by Title II, Part A.

- Identification of teachers who received monetary recruitment and retention incentives and also teachers who participated in the Teach for America program was made by the Human Resources office through HRIS.

- Numbers were rounded to the nearest whole number in the text, and to the nearest tenth in the tables. Numbers were rounded up if the next digit was five or higher and were not changed if the next digit was lower, so 11.49 was recorded as 11.5 in a table and 11 in the text, while 11.50 was recorded as 11.5 in the table and 12 in the text.

Data Limitations
The STAAR/EOC tests required for graduation changed between 2012–2013 and 2013–2014, so comparisons between the years could only be made for two of the tests, Algebra I and Biology. 2013–2014 percentages of students achieving the Level II, satisfactory rating are reported in the main report and the

comparisons of percentage of students achieving the standard are reported in the table of scores following the main report (page 34).

The total number of professional development sessions supported by Title I, Part A and Title II, Part A funding and the total number of participants in the sessions could not be determined because the information was not provided by all program managers responsible for delivering the sessions. Numbers are reported for programs for which the identification numbers of professional development courses were provided.

For 2013–2014 staff positions, a cumulative number of staff members funded by Title I, Part A and Title II, Part A Centralized Programs monies was not available. Results are given in unduplicated numbers of personnel who received funding from monies budgeted for the Title I, Part A or Title II, Part A Centralized Programs on either September 15, 2013 (shortly after the beginning of the academic year) and/or April 30, 2014 (shortly before the end of the academic year). It is possible that results may be inflated if a single position was filled by two different people during the year, and/or that they may be undercounted if staff members filled a position only for a part of the year between September 15, 2013 and April 30, 2014.

The questions presented to students, parents, teachers, and administrators on the annual Your Voice survey were changed between 2012–2013 and 2013–2014, limiting the data available to indicate satisfaction with district services. For example, for professional development, though administrators were asked to indicate satisfaction with professional development for teachers, neither they nor teachers were asked about satisfaction with the professional development they received.

Student utilization of Dental Initiative, Homeless, and Vision Partnership program services was documented in Chancery or with the City of Houston by a number of school-based personnel, resulting in great variability in the quantity and accuracy of the data entered.

Documentation of Title I, Part A services provided to private nonprofit schools within HISD's boundaries was provided by the company contracted to deliver services. Results were in the form of summaries and therefore could not be verified within the district.

Results

How were HISD Title I, Part A and Title II, Part A centralized programs funds allocated during the 2013–2014 school year?

- Fifteen centralized programs received Title I, Part A and/or Title II, Part A funding in 2013–2014. A total of $50,169,446 was budgeted and $41,965,268 (84 percent) was expended. For comparison, illustrated in **Figure 1** (page 8), both the amount of money budgeted and the percentage of the funds expended were higher in 2013–2014 than in either 2011–2012 or 2012–2013. In 2012–2013, 75 percent of the $40,972,943 budgeted funds were expended, and 79 percent of the $40,512,682 funds budgeted for 2011–2012 were expended.

Figure 1. Funds allocated and expended in HISD for Title I, Part A and Title II, Part A centralized programs, 2011–2012 to 2013–2014
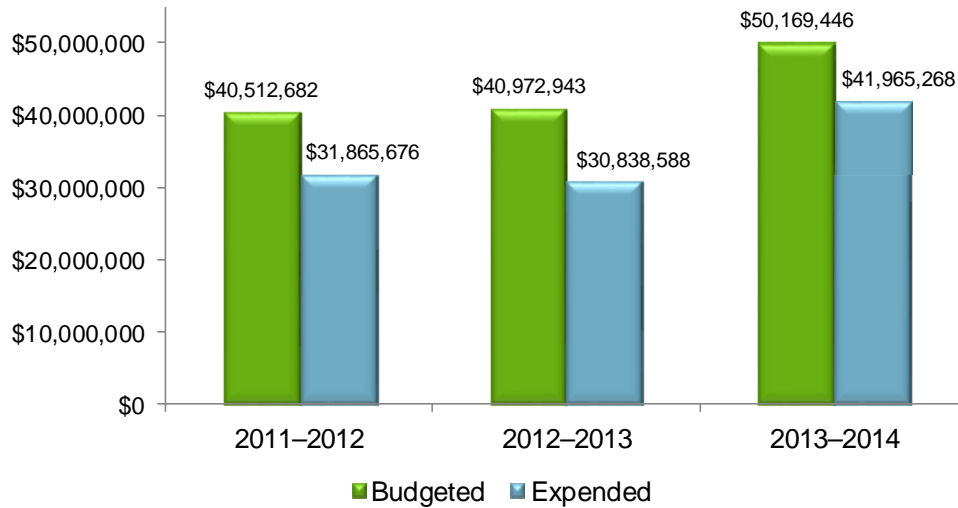
Source: HISD Budgeting and Financial Planning department files, 2011–2012 to 2013–2014

- As shown in **Figure 2** (page 9) and detailed in **Table 4** (pages 28–30), the largest expenditures for the 2013–2014 Title I, Part A and Title II, Part A centralized programs were made for payroll (80 percent of expended funds), followed by debt service (12 percent) and contracted services (five percent). The smallest category of expenditures was capital outlay (0.1 percent of expended funds), which also had the lowest percentage of utilization of budgeted funds (13 percent of funds budgeted for capital outlay were expended).

Figure 2. Budgeted and expended funds for Title I, Part A and Title II, Part A centralized programs, by category, 2013–2014
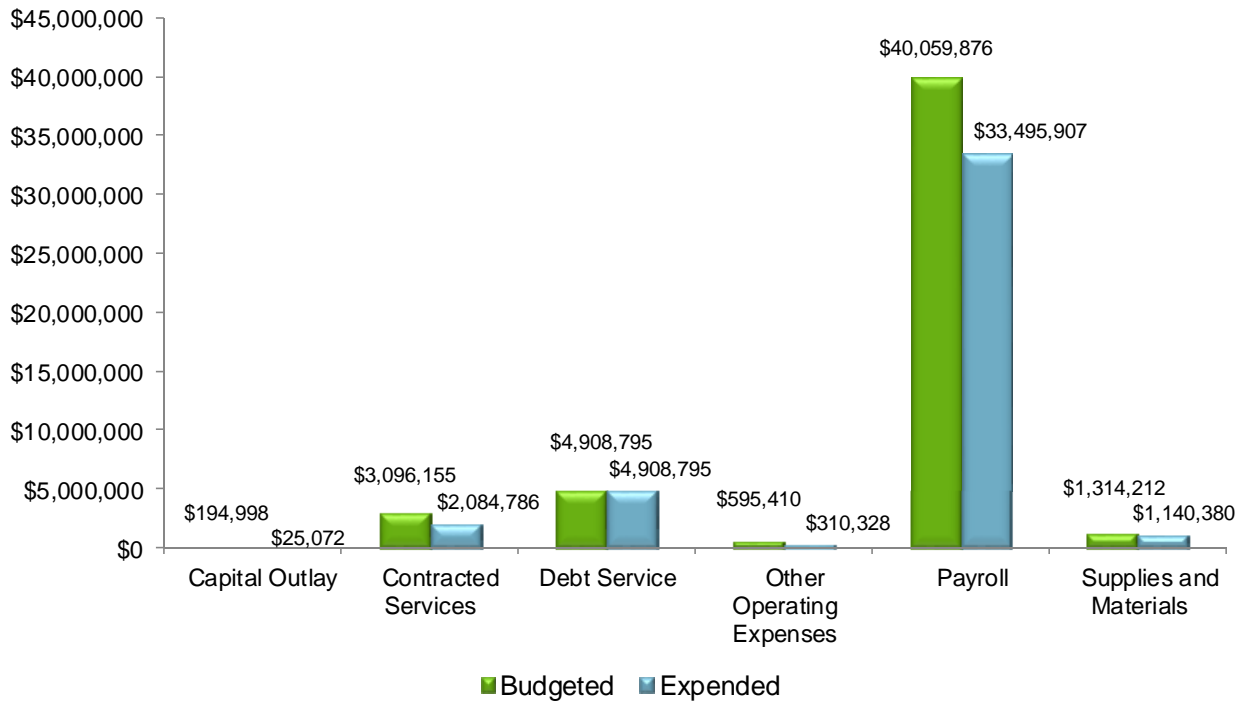
Source: HISD Budgeting and Financial Planning department file

- Budgeted and expended funds for each of the 2013–2014 centralized programs receiving Title I, Part A monies are shown in **Figure 3** (page 10). The largest amounts budgeted and expended were for the Early Childhood/Prekindergarten program, with 43 percent of the funds budgeted for the centralized programs and 51 percent of the funds expended. Professional Development for personnel in Title I schools received the next largest sum ($6,693,478, 70 percent of the funds it was budgeted) followed by Instructional Technology's PowerUp program (which expended 100 percent of the $6,404,953 it was budgeted).

Figure 3. Funds allocated to and expended by centralized programs that received funds from Title I, Part A, 2013–2014


Budgeted ■ Expended
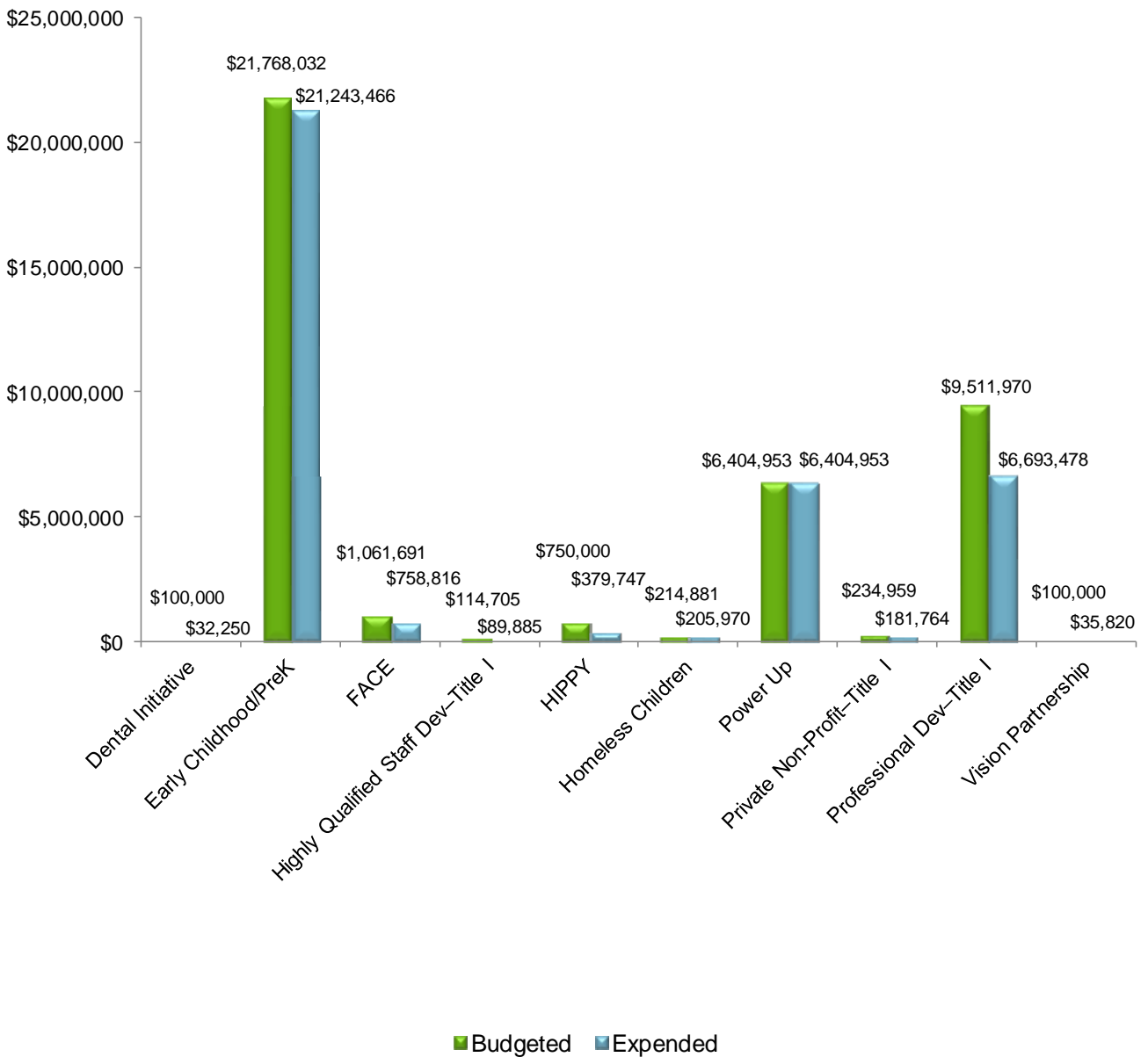
Source: HISD Budgeting and Financial Planning department file

- Distribution of funds among the centralized programs designated for Title II, Part A funding is illustrated in **Figure 4** (page 11). The program that was budgeted for and that received the highest allocation was Professional Development for staff in non-Title I schools, which was budgeted to receive eight percent of funds for centralized programs and expended 61 percent of the funds it was budgeted. The next highest allocation of funds was for PD Leadership Development, for leaders in all HISD schools, which was budgeted four percent of all funding for centralized programs and utilized 65 percent of the funds

budgeted. Further detail on budgeted and expended funds for each of the Title I, Part A and Title II, Part A programs is included in Table 4 (pages 28–30).

Figure 4. Funds allocated to and expended by centralized programs that received funds from Title II, Part A, 2013–2014
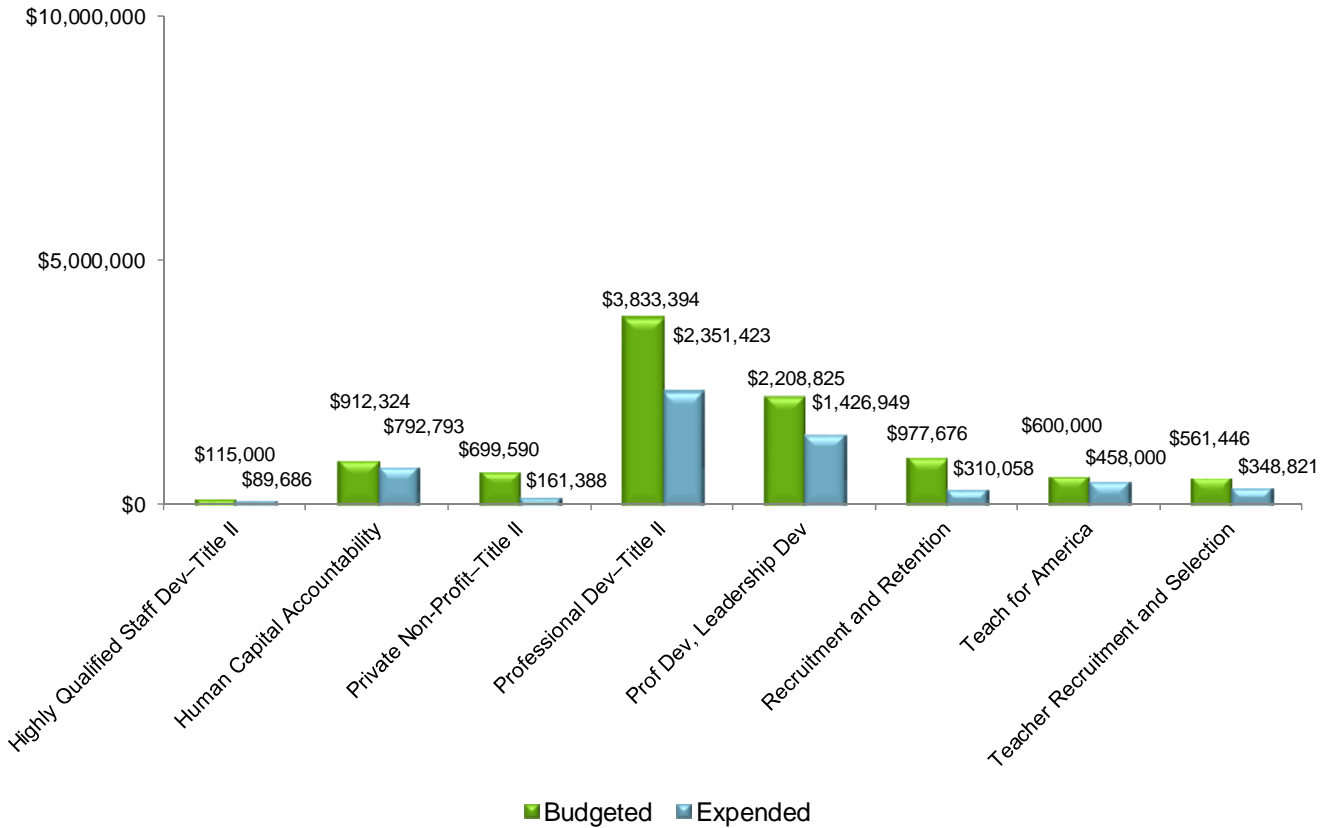
Source: HISD Budgeting and Financial Planning department file

- In 2013–2014, 1,028 HISD staff positions were partially or fully funded through Title I, Part A and Title II, Part A Centralized Programs, up from 662 positions funded in 2012–2013. The majority of positions, 76 percent, were associated with the Early Childhood and Prekindergarten program, followed by 14 percent of positions associated with the Professional Development program. More detail about the number of positions funded can be found in **Table 5** (page 31).

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

- The 15 Title I, Part A and Title II, Part A Centralized Programs funded in 2013–2014 all focused on enhancing student achievement through three distinct means:
    1) supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students;
    2) providing professional development to enhance effectiveness of teachers; and
    3) recruiting, employing, and retaining highly qualified teachers.

- Administrators of each of the centralized programs were surveyed to document organization and coordination of the programs to increase effectiveness and to meet the requirements of the respective funding sources. Summaries of the responses can be found in **Table 6** (page 32) for administrators of programs receiving Title I, Part A funds and **Table 7** (page 33) for administrators of programs receiving Title II, Part A funds. All responding administrators reported that programs supplemented rather than supplanted the educational program provided to all students in the district. Jointly, the programs met the requirements established by the funding sources. All programs served the students, particularly the economically disadvantaged students, who needed support to meet rigorous academic standards and also the teachers, principals, and other professionals tasked with providing student support.

- Descriptions, budgets and expenditures, goals, and outcomes for each of the 15 funded programs are provided on pages 42–86, preceded by a listing of the programs on page 41.

What was HISD student achievement during the implementation of the 2013–2014 centralized programs funded by Title I, Part A and Title II, Part A?

- State of Texas Assessments of Academic Readiness (STAAR) 2012–2013 and 2013–2014 results for grade 3–8 tests are detailed in **Table 8** (page 34). Results of the reading tests are shown in **Figure 5** (page 13). At least 64 percent of students at each of the grade levels tested achieved the satisfactory rating using phase-in one standards. The percentage of students achieving the satisfactory standard went down in four of the six grade levels, with the largest decline, six percentage points, in grade three, and went up in the remaining two grade levels, with the largest increase, four percentage points, in grade six.

Figure 5. Percentage of HISD students achieving a rating of Level II, satisfactory with phase-in 1 standards on STAAR and STAAR Spanish reading tests, 2012–2013 and 2013–2014
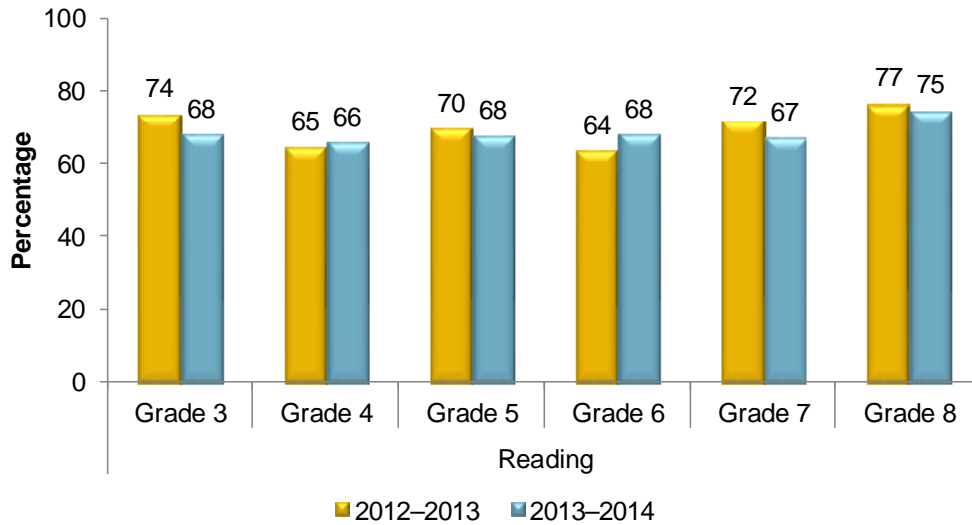
Source: Texas Education Agency, STAAR 3-8 files

- Results for STAAR mathematics tests in 2012–2013 and 2013–2014 are illustrated in **Figure 6**. The percentage of HISD students achieving the satisfactory rating using phase-in 1 standards increased in each grade level except grade eight. The largest increase was six percentage points, in grades five and seven, and the decrease in grade eight was four percentage points.
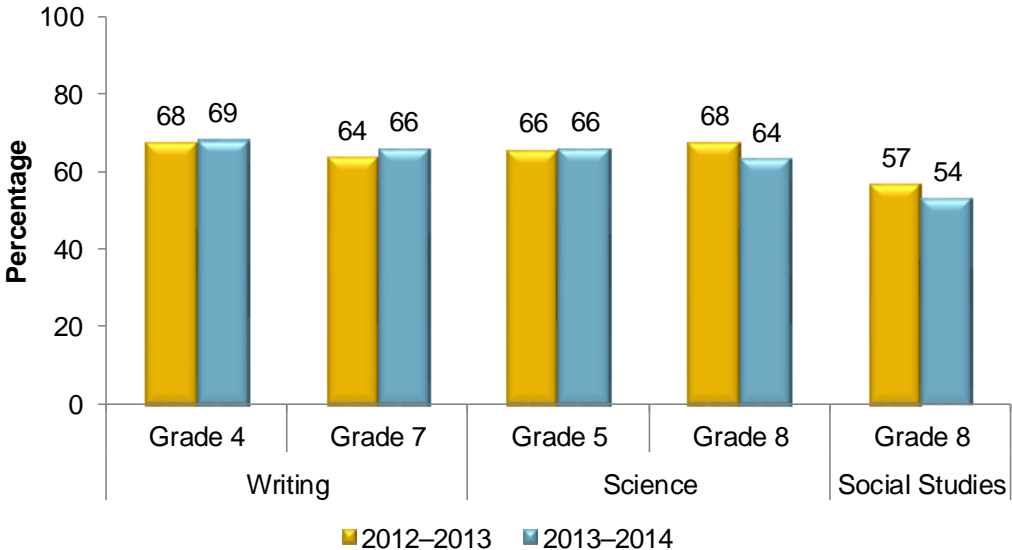
Figure 6. Percentage of HISD students achieving a rating of Level II, satisfactory with phase-in 1 standards on STAAR and STAAR Spanish mathematics tests, 2012–2013 and 2013–2014
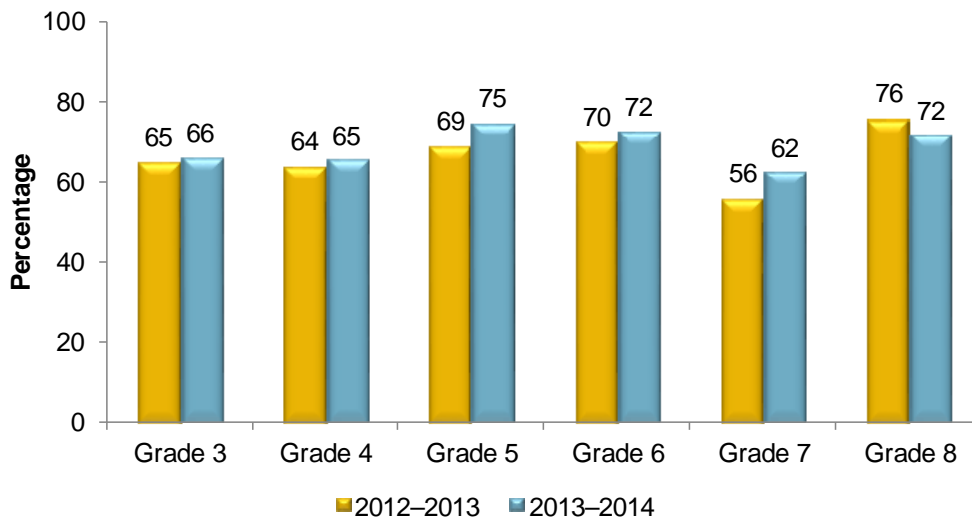
Source: Texas Education Agency, STAAR 3-8 files

- Writing, science, and social studies 2012–2013 and 2013–2014 STAAR test results for students in the grades tested are shown in **Figure 7**. For writing, in 2013–2014, a higher percentage of both fourth- and seventh-grade students achieved the satisfactory rating using phase-in 1 standards than did students in the same grades the year before. In science, 2013–2014 fifth graders matched the percentage of 2012–2013 fifth graders who met the satisfactory standard, but the percentage of eighth graders who met the standard declined by four percentage points. For social studies, the percentage of 2013–2014 eighth graders who achieved the satisfactory rating using phase-in 1 standards declined by three percentage points from the percentage achieved by 2012–2013 eighth graders.

Figure 7. Percentage of HISD students achieving a rating of Level II, satisfactory with phase-in 1 standards on STAAR and STAAR Spanish writing, science, and social studies tests, 2012–2013 and 2013–2014

Source: Texas Education Agency, STAAR 3-8 files

- 2013–2014 State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) results for tests required for graduation are depicted in **Figure 8** (page 15) and detailed in **Table 9** (page 35). Students had the highest rate of achieving the Level II, satisfactory rating on the U.S. History exam (90 percent achieving the standard), followed by the biology test (85 percent achieving the satisfactory standard), and the lowest rates on the English I exam (59 percent) and the English II test (62 percent).

Figure 8. Percentage of HISD students receiving a rating of Level II, satisfactory with phase-in 1 standards on STAAR/EOC tests, 2013–2014
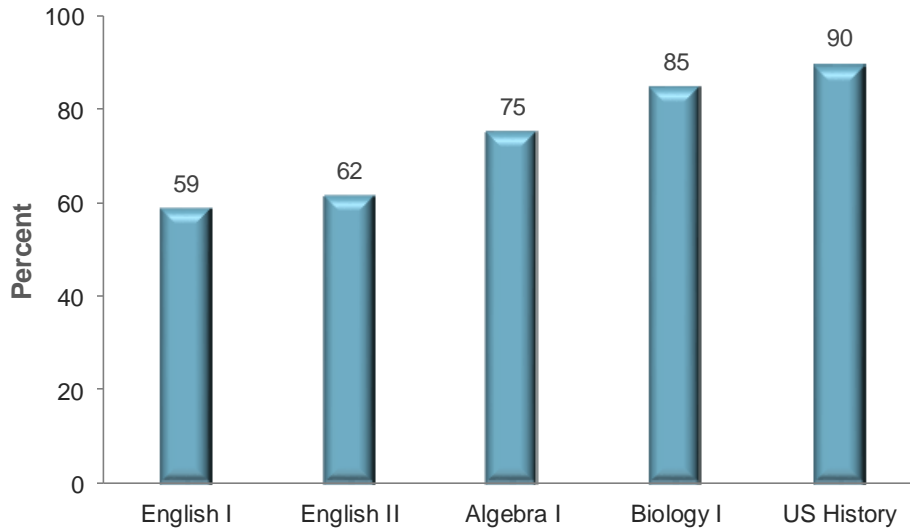
Source: Texas Education Agency, STAAR/EOC files; all students tested

- Results on the Stanford 10, a norm-referenced test, for students in grades 1–8 are presented in **Table 10** (pages 36–37) and are illustrated in **Figure 9**. The mean NCE for HISD students tested dropped by one NCE for each subject except for the environment/science tests, for which the average dropped by two NCEs.

Figure 9. Stanford 10 mean normal curve equivalents (NCEs) for HISD non-special education students, 2012–2013 and 2013–2014
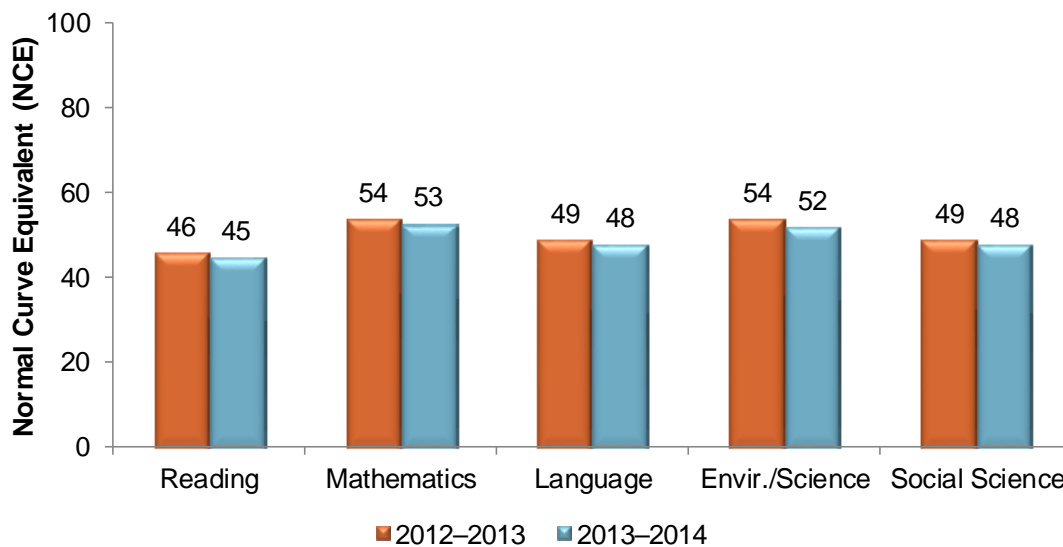
Source: NCS Pearson, Inc., Stanford 10 files

- Results for Aprenda 3, the associated norm-referenced test for Spanish speakers, are shown in **Figure 10** and detailed in **Table 11** (pages 38–39). The mean NCE was higher for students who took the Aprenda 3 than for students who took the Stanford 10 on each test, but the pattern of change in mean NCE between 2012–2013 and 2013–2014 was the same as that for the Stanford 10. The mean NCE went down one NCE for each subject except environment/science, in which it went down two NCEs.

Figure 10. Aprenda 3 mean normal curve equivalents (NCEs) for non-special education students, 2012–2013 and 2013–2014
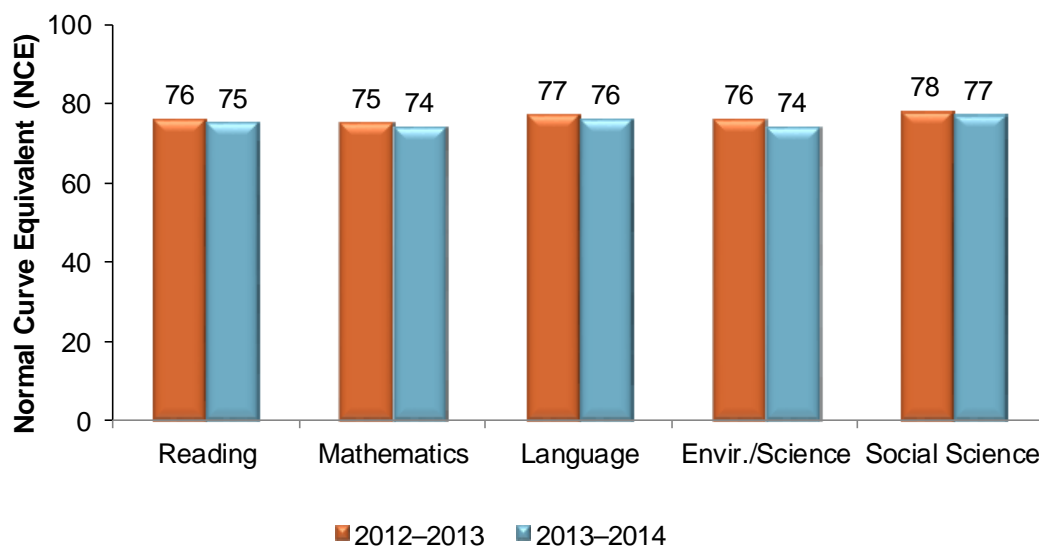

Source: NCS Pearson, Inc., Aprenda 3 files

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

- In 2013–2014, 439 campus administrators from all 282 HISD schools responded to a Your Voice survey question on satisfaction with recruitment and selection of teachers in HISD. Overall, 65 percent expressed satisfaction with the process. Results from administrators by school level are shown in **Figure 11** (page 17). Administrators at elementary schools expressed the greatest average level of satisfaction, while those at high schools expressed the lowest average level. The percentage of elementary school administrators who were satisfied with the Recruitment and Selection division of the Office of Human Resources increased from 2012–2013, while the percentage of satisfied administrators at all other school levels decreased.

Figure 11. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Recruitment and Selection division of Human Resources, 2012–2013 and 2013–2014
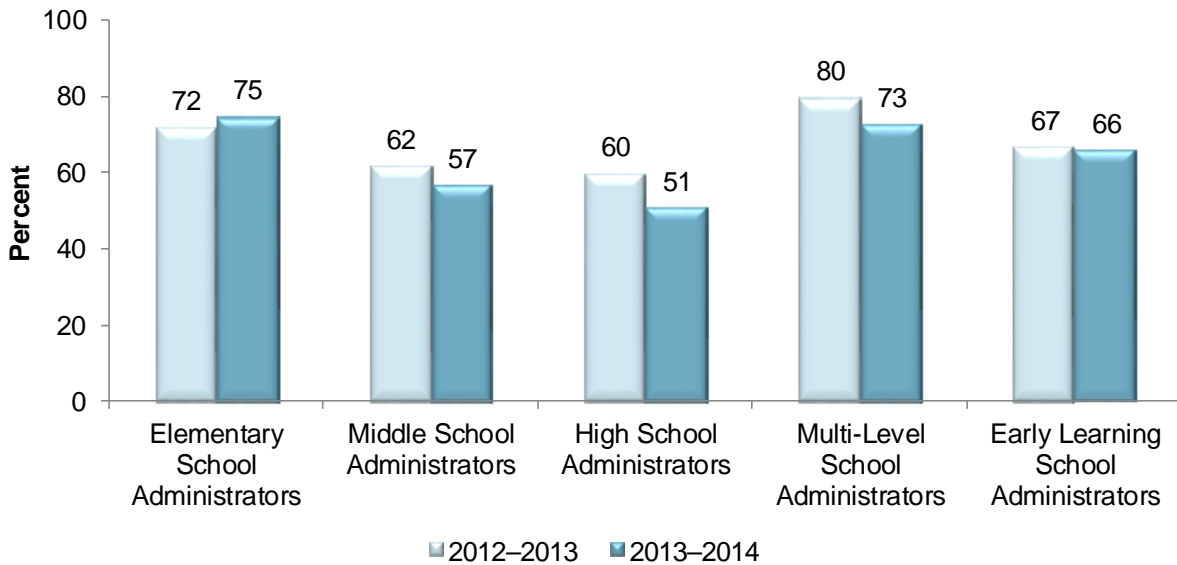
Source: HISD Your Voice Program, Central Administration and School Support Office Data Summary, 2013 and 2014

- Retention rates for HISD teachers and new teachers are Illustrated in **Figure 12** (page 18) and detailed in **Table 12** (page 39). Retention rates are for teachers who taught in in HISD in one school year and returned to the district at the beginning of the following school year, and new teachers are those with no teaching experience in either HISD or outside HISD and who were on step 0 or 1 of the HISD teacher salary schedule in the given academic year. As shown in the figure, the retention rate for teachers and for new teachers dropped by one percentage point from 2012–2013 to 2013–2014. Of 11,851 teachers in HISD in 2013–2014, 82 percent, were retained in 2014-2015, while 74 percent of the 1,370 teachers new to HISD and new to teaching were retained during the same time period.

Figure 12. Percentage of all HISD teachers and percentage of new HISD teachers retained from year given to the following academic year, 2012–2013 and 2013–2014
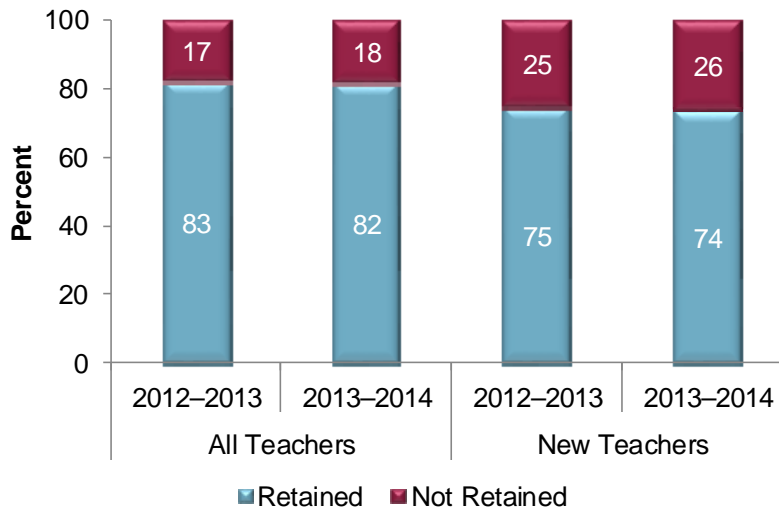
Source: HISD Teacher Retention files, 2012–2013 and 2013–2014

- In 2013–2014, a focus of six of the 15 programs that received funds through Title I, Part A and/or Title II, Part A was on providing professional development. Overall, professional development opportunities were well used within the district. A total of 19,298 HISD employees completed 149,607 professional development courses, an average of 7.8 courses each. Of the employees, 13,629 were teachers, principals, and instructional support staff, who took direct responsibility for student achievement at the classroom level. These staff members completed 118,379 professional development courses, an average of 8.7 each.

- HISD administrators from all HISD schools responded to the 2013–2014 Your Voice survey question on satisfaction with professional development for teachers. Seventy-seven (77) percent of the administrators agreed or strongly agreed that they were satisfied with the services provided by the Professional Support and Development department. Percentages of satisfied administrators by school level are presented in **Figure 13** (page 19). The percentage of satisfied elementary school, high school and multi-level school administrators went up between 2012–2013 and 2013–2014, while the percentage of satisfied middle school and early learning school administrators went down. The greatest increase, five percentage points, was recorded for high school administrators, while the greatest decrease, 17 percentage points, was for early learning school administrators.

Figure 13. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Professional Support and Development department, 2012–2013 and 2013–2014
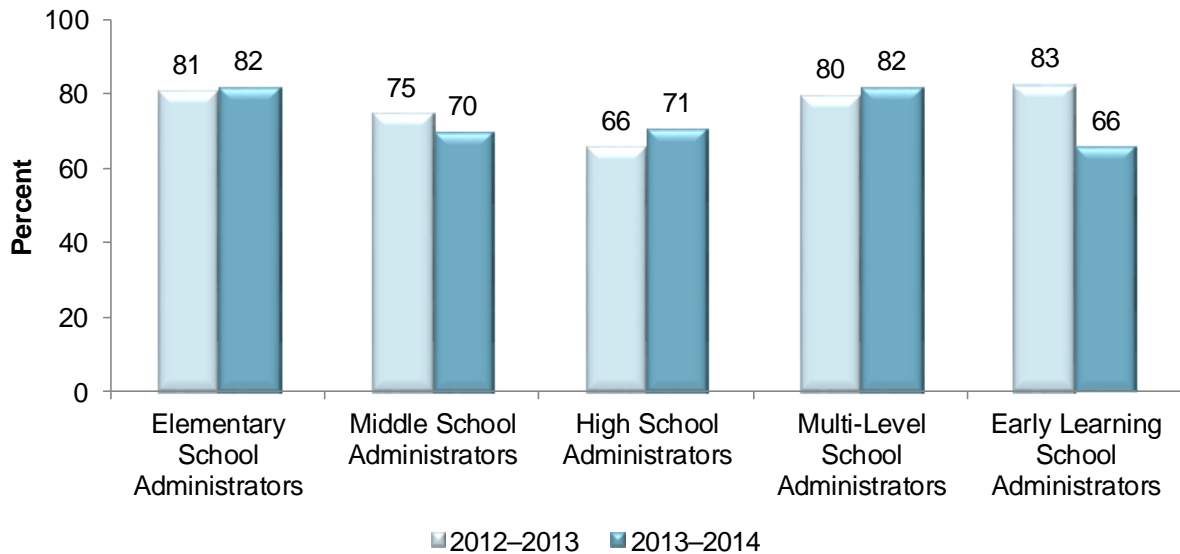
Source: HISD Your Voice Program, Central Administration and School Support Office Data Summary, 2013 and 2014

- Illustrated in **Figure 14** (page 20) and shown in **Table 13** (page 40), at the beginning of the 2013–2014 academic year, 169 HISD teachers had not earned highly qualified status for at least one class they taught. By the end of the year, 130 (77 percent) had earned highly qualified status or had been reassigned. For comparison, fewer teachers, 137, began the 2012–2013 academic year without highly qualified status and a lower percentage, 60 percent, earned highly-qualified status by the end of the year.

Figure 14. Number of HISD teachers and paraprofessionals who began the academic year as not highly qualified and earned or did not earn highly qualified status by the end of the year, 2012–2013 and 2013–2014
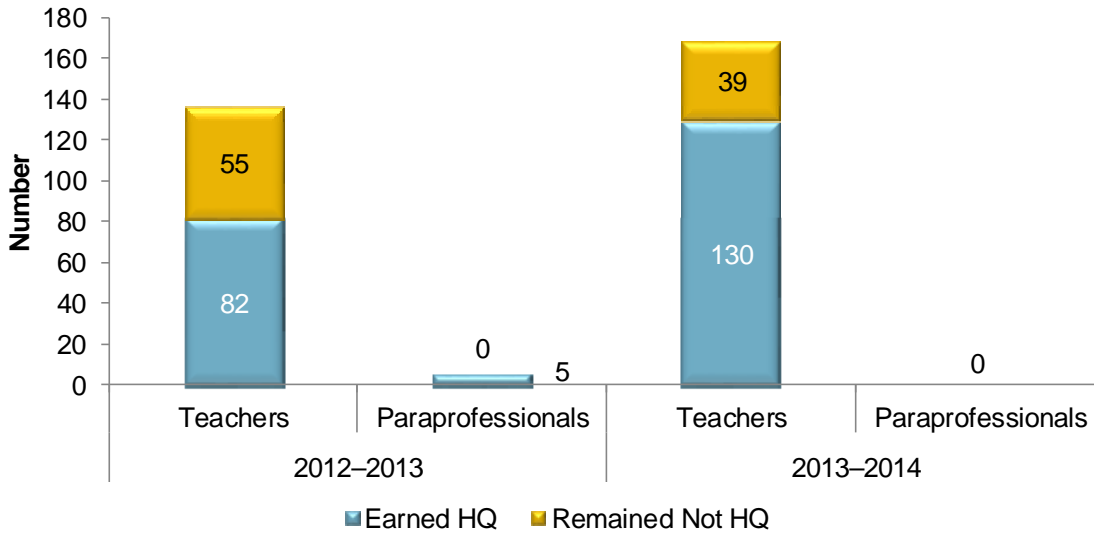
Source: HISD HR Business Services

- Also depicted in Figure 14, all HISD paraprofessionals began the 2013–2014 school year with highly qualified status. In 2012–2013, five paraprofessionals began the academic year without highly qualified status and all earned the status before the end of the year.

Discussion

A wide variety of centralized programs received funding from Title I, Part A and Title II, Part A in 2013–2014. Title I, Part A funds were used to provide economically disadvantaged and underachieving students with services such as provision of basic necessities for homeless children, dental and vision services for students who would not otherwise have access, full-day rather than half-day prekindergarten, and teacher professional development and laptops to bolster academic achievement of high school students. Title II, Part A provided funding for recruiting, selecting, and retaining high quality teachers as well as for professional development for teachers and school leaders.

Some of the programs funded in 2013–2014 provided services broadly, such as for professional development to support strong instruction or parental involvement, while others provided services for well-defined groups of students or teachers with special needs, and usually were given relatively smaller budgets. The needs of students and their teachers in HISD are great. Some identified groups of economically disadvantaged students, such as homeless children, have small budgets compared to the need. Other groups of students with specific needs, such as migrant students, are not currently served through Title I, Part A or Title II, Part A Centralized Programs but have the potential to benefit academically from funding targeted to meeting their needs. Because not all of the programs with relatively large budgets utilize all the funds each year, perhaps more funding could be redistributed to smaller programs that would provide support directed to students who could show rapid academic improvements when their basic needs are met.

Overall, centralized programs were budgeted over $50,000,000 dollars and they utilized 84 percent of those funds to enhance the educational opportunities and achievement of students with documented need. The percentage of utilization of the funds ranged from 23 percent for the Private Nonprofit, Title II, Part A program (involving expenditures that are dependent on factors outside the control of program managers) to 100 percent for the new PowerUp program. In the case of some programs, managers may be stimulated to utilize a larger percentage of allotted funds if they can monitor their spending and available funds through updates on expenditures at regular intervals during the year. The process could be complicated by the way budgets and expenditures are recorded. In 2013–2014, some programs shared a fund code and distribution of organization codes within the fund was not always clear. To allow efficient reporting of budget information and also transparency for accountability, each program funded by Title I, Part A and/or Title II, Part A would be well served by being assigned a single, unique fund code, allowing expenses to be documented by the appropriate organization codes within the unique fund code.

Program administrators might be further supported in providing documentation for accountability if a system of incentives were in place for providing prompt and accurate reporting on program goals, outcomes, and compliance with the requirements of the funding sources. Managers who take the time needed to establish accountability by given deadlines could be acknowledged, such as with a public statement of thanks at a meeting for managers and/or in annual performance reviews. Simultaneously, sanctions for those who choose not to provide the information, such as notations in annual performance reviews, could also be established.

Ultimately, Title I, Part A and Title II, Part A funding is provided to support strong student achievement, especially among economically disadvantaged and underachieving students. State mandated indicators of student achievement include the State of Texas Assessments of Academic Readiness (STAAR) tests for students in grades 3–8 and State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) exams, required for graduation, for high school students. In 2013–2014, HISD student performance on these measures was mixed. On the STAAR reading test, two grade levels showed increases in the percentage of students achieving a satisfactory rating, while the other four showed declines. On the STAAR mathematics exam, however, all grade levels except eighth grade showed improvements. Fourth-grade and sixth-grade students had higher rates of achieving the satisfactory rating on each of the STAAR exams they took (fourth graders took three tests: reading, mathematics, and writing, and sixth graders took two: reading and mathematics), while students in grade eight showed declines in all four tests they took (reading, mathematics, science, and social studies). For high school students, the requirements for STAAR/EOC testing changed in 2013–2014, so comparisons with previous performance could only be made for the Algebra I test, on which students achieved the same percentage earning the satisfactory rating, and the biology test, on which the percentage of students achieving the satisfactory rating increased. In addition to the state mandated exams, HISD administers norm-referenced measures, the Stanford 10 and Aprenda 3. Results for these exams were more consistent: performance on all measures decreased slightly, one NCE, except for Stanford 10 environment/science tests, for which it dipped two NCEs. Academic outcomes indicate clearly that the district's efforts to support student achievement need continued support for students, and their teachers, administrators, and families.

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Table 1. 2013–2014 Title I, Part A and Title II, Part A Centralized Programs.		
Program	**Funding**	**Objectives**
Dental Initiative	Title I, Part A	Minimized a barrier to academic success by providing a dental exam and care to students in poverty who might otherwise miss school due to dental-related illness.
Early Childhood Program and Centers	Title I, Part A	Provided a full-day prekindergarten program to bolster beginning literacy skills and oral language development. The majority of the funds provided 50 percent of full-day prekindergarten teachers' and principals' salaries.
Family and Community Engagement	Title I, Part A	Administered programs to strengthen school-family-community partnerships and to foster effective two-way communication between homes and schools.
Highly Qualified Teacher/ Paraprofessional Staff Development	Title I, Part A & Title II, Part A	Developed certification plans and provided review and remediation materials to support HISD teachers and paraprofessionals who were not highly qualified in gaining highly qualified status.
Home Instruction for Parents of Preschool Youngsters (HIPPY)	Title I, Part A	Provided a home-based, family-focused school readiness program that helped parents to prepare their preschool-aged children for academic success.
Homeless Children	Title I, Part A	Provided school uniforms, supplies, service referrals, and specialized case management to students experiencing homelessness. Also paid HISD teachers to provide supplemental tutorials at shelter sites to students identified as homeless.
Human Capital Accountability	Title II, Part A	Provided teacher appraisal training and training in enhanced evaluation skills for principals, assistant principals, and other appraisers as well as appraisal training for non-teaching staff and for appraisers of non-teaching staff in order to improve student achievement.
PowerUp	Title I, Part A	Supported teachers, school leaders, and students in learning how to use technology to optimize education and improve student achievement.
Private Nonprofits	Title I, Part A & Title II, Part A	Title I, Part A funds provided academic services to eligible private school students within HISD boundaries, their teachers, and their parents. Title II, Part A funds provided high-quality professional development to teachers of core academic subjects and their leaders in private schools within HISD boundaries.
Professional Development	Title I, Part A & Title II, Part A	Provided HISD personnel with mentoring and professional development through multiple platforms. Title I, Part A funds provided support to educators at schools receiving Title I funds, and Title II, Part A funds provided the support at all schools.
PD Leadership Development	Title II, Part A	Provided school leaders with ongoing supports, individualized professional development, and the tools needed to lead a school effectively in order to make a positive impact on student achievement.
Recruitment and Retention Incentives	Title II, Part A	Awarded monetary incentives to recruit, hire, and retain highly qualified teachers in critical shortage academic areas and "hardest to staff" schools in order to attract top teaching talent to the district.
Teach for America	Title II, Part A	Supported a strategic relationship that allowed recruitment and selection of outstanding recent graduates to bolster having an effective teacher in every classroom.

Table 1 (continued). 2013–2014 Title I, Part A and Title II, Part A Centralized Programs.		
Teacher Recruitment and Selection	Title II, Part A	Efficiently recruited and selected a pool of highly qualified teacher candidates in order to support principals in their hiring needs.
Vision Partnership Initiative	Title I, Part A	Minimized a health-related barrier to learning by providing eye exams and glasses to economically disadvantaged students who had no other alternatives for access to vision care.

Table 2. Goals of Title I of the 2002 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as No Child Left Behind (NCLB).

1. Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.

2. Meet the educational needs of low-achieving children in our nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, American Indian children, neglected or delinquent children, and young children in need of reading assistance.

3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.

4. Hold schools, local educational agencies, and states accountable for improving the academic achievement of all students, and identify and turn around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

5. Distribute and target resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.

6. Improve and strengthen accountability, teaching, and learning by using state assessment systems designed to ensure that students are meeting challenging state academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.

7. Provide greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.

8. Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time.

9. Promote school-wide reform and ensure the access of children to effective, scientifically-based instructional strategies and challenging academic content.

10. Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.

Table 3. Requirements for Eligibility for Funding under Title II, Part A of the 2002 Reauthorization of the Elementary and Secondary Schools Act (ESEA), also known as No Child Left Behind (NCLB)

1. Activities must be based on a local assessment of needs for professional development and hiring.

2. Activities must be developed through collaboration with all relevant school personnel and parents.

3. Activities must be aligned with state academic content standards, with student academic performance standards, with state assessments, and with the curriculum used in the classroom.

4. Activities must be based on a review of scientifically based research.

5. Activities must have a substantial, measurable, and positive impact on student academic achievement.

6. Professional development must be directed toward improving student performance, including attention to student learning styles and needs, student behavior, involvement of parents, and using data to make instructional decisions.

7. Activities must be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.

8. Funding must be directed toward schools with the most need.

9. Professional development activities must be coordinated with other professional development activities provided through other federal, state, and local programs, including Title II, Part D (technology) funds.

Table 4. Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2013–2014

Program	Budgeted	Expenditures	Percent Utilization
Title I, Part A Centralized Programs			
Dental Initiative Totals	$100,000	$32,250	32.3
Other Operating Expenses	$80,000	$32,250	40.3
Payroll	$11,378	$0	0.0
Supplies and Materials	$8,622	$0	0.0
Early Childhood Program and Pre-K Centers Totals	$21,768,032	$21,243,466	97.6
Contracted Services	$31,383	$21,315	67.9
Other Operating Expenses	$79	$0	0.0
Payroll	$21,736,570	$21,222,151	97.6
Family and Community Engagement	$1,061,691	$758,816	71.5
Capital Outlay	$57,856	$2,583	4.5
Contracted Services	$142,083	$117,597	82.8
Other Operating Expenses	$23,600	$18,446	78.2
Payroll	$771,683	$573,234	74.3
Supplies and Materials	$66,469	$46,956	70.6
Highly Qualified Teacher/Paraprofessional Staff Development Title I, Part A Totals	$114,705	$89,885	78.4
Contracted Services	$35,905	$18,116	50.5
Other Operating Expenses	$43,800	$38,945	88.9
Payroll	$15,000	$17,679	117.9
Supplies and Materials	$20,000	$15,145	75.7
Home Instruction for Parents of Preschool Youngsters (HIPPY)	$750,000	$379,747	50.6
Contracted Services	$20,585	$2,490	12.1
Other Operating Expenses	$30,150	$22,552	74.8
Payroll	$574,243	$260,109	45.3
Supplies and Materials	$125,022	$94,596	75.7
Homeless Children Totals	$214,881	$205,970	95.9
Payroll	$113,555	$113,131	99.6
Supplies and Materials	$101,326	$92,839	91.6
PowerUp	$6,404,953	$6,404,953	100.0
Contracted Services	$766,680	$766,680	100.0
Debt Service	$4,908,795	$4,908,795	100.0
Supplies and Materials	$729,478	$729,478	100.0
Private Nonprofit Title I, Part A Totals	$234,959	$181,764	77.4
Contracted Services	$234,959	$181,764	77.4
Professional Development Title I, Part A Totals	$9,511,970	$6,693,478	70.4
Capital Outlay	$24,900	$6,128	24.6
Contracted Services	$159,600	$76,256	47.8
Other Operating Expenses	$26,687	$18,636	69.8
Payroll	$9,269,455	$6,570,974	70.9
Supplies and Materials	$31,328	$21,484	68.6

Program	Budgeted	Expenditures	Percent Utilization
Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2013–2014			
Vision Partnership Initiative Totals	$100,000	$35,820	35.8
Other Operating Expenses	$80,000	$34,500	43.1
Payroll	$11,378	$1,172	10.3
Supplies and Materials	$8,622	$148	1.7
Totals for Programs Receiving Title I, Part A Funds	**$40,261,191**	**$36,026,149**	**89.5**
Capital Outlay	$82,756	$8,712	10.5
Contracted Services	$1,391,195	$1,184,217	85.1
Debt Service	$4,908,795	$4,908,795	100.0
Other Operating Expenses	$284,316	$165,330	58.2
Payroll	$32,503,262	$28,758,449	88.5
Supplies and Materials	$1,090,867	$1,000,646	91.7
Title II, Part A Centralized Programs			
Highly Qualified Teacher/Paraprofessional Staff Development Title II, Part A Totals	$115,000	$89,686	78.0
Contracted Services	$1,080	$0	0.0
Other Operating Expenses	$21,771	$21,771	100.0
Payroll	$82,699	$59,249	71.6
Supplies and Materials	$9,450	$8,666	91.7
Human Capital Accountability Totals	$912,324	$792,793	86.9
Payroll	$912,324	$792,793	86.9
Private Nonprofit Title II, Part A Totals	$699,590	$161,388	23.1
Contracted Services	$699,590	$161,388	23.1
Professional Development Title II, Part A Totals	$3,833,394	$2,351,423	61.3
Capital Outlay	$76,290	$16,360	21.4
Contracted Services	$332,250	$224,569	67.6
Other Operating Expenses	$265,510	$102,009	38.4
Payroll	$2,985,044	$1,909,566	64.0
Supplies and Materials	$174,300	$98,919	56.8
PD Leadership Development Totals	$2,208,825	$1,426,949	64.6
Capital Outlay	$35,952	$0	0.0
Contracted Services	$52,040	$44,112	84.8
Other Operating Expenses	$23,813	$21,218	89.1
Payroll	$2,057,425	$1,329,470	64.6
Supplies and Materials	$39,595	$32,149	81.2

Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2013–2014			
Program	**Budgeted**	**Expenditures**	**Percent Utilization**
Title II, Part A Centralized Programs (continued)			
Recruitment and Retention Incentives Totals	$977,676	$310,058	31.7
Contracted Services	$20,000	$12,500	62.5
Payroll	$957,676	$297,558	31.1
Teach for America Totals	$600,000	$458,000	76.3
Contracted Services	$600,000	$458,000	76.3
Teacher Recruitment and Selection Totals	$561,446	$348,821	62.1
Payroll	$561,446	$348,821	62.1
Totals for Programs Receiving Title II, Part A Funds	**$9,908,255**	**$5,939,120**	**59.9**
Capital Outlay	$112,242	$16,360	14.6
Contracted Services	$1,704,960	$900,569	52.8
Other Operating Expenses	$311,094	$144,998	46.6
Payroll	$7,556,614	$4,737,458	62.7
Supplies and Materials	$223,345	$139,734	62.6
Totals for All Centralized Programs	**$50,169,446**	**$41,965,268**	**83.6**
Capital Outlay	$194,998	$25,072	12.9
Contracted Services	$3,096,155	$2,084,786	67.3
Debt Service	$4,908,795	$4,908,795	100.0
Other Operating Expenses	$595,410	$310,328	52.1
Payroll	$40,059,876	$33,495,907	83.6
Supplies and Materials	$1,314,212	$1,140,380	86.8

Source: HISD Budgeting and Financial Planning department file

Table 5. Number of Staff Members Funded by Title I, Part A and Title II, Part A, by Program, 2013–2014	
Program	**Number of Staff Funded**
Title I, Part A Centralized Programs	
Dental Initiative	0*
Early Childhood Program and Prekindergarten Centers	779
Family and Community Engagement	11
Highly Qualified Teacher/Paraprofessional Staff Development-Title I, Part A	0*
Home Instruction for Parents of Preschool Youngsters (HIPPY)	41
Homeless Children	0*
PowerUp	N/A
Private Nonprofit-Title I, Part A	N/A
Professional Development-Title I, Part A	112
Vision Partnership Initiative	0*
Title II, Part A Centralized Programs	
Highly Qualified Teacher/Paraprofessional Staff Development-Title II, Part A	1
Human Capital Accountability	12
Private Nonprofit-Title II, Part A	N/A
Professional Development-Title II, Part A	37
PD Leadership Development	28
Recruitment and Retention Incentives	0*
Teach for America	N/A
Teacher Recruitment and Selection	7
Total	**1,028**

Note: * indicates that payroll funds were expended for stipends, extra duty pay, and/or overtime pay for at least one position established through other funding sources.

Source: Budget department data for 9-15-13 and 4-30-14

Table 6. 2013–2014 Title I, Part A Program Administrators' Responses concerning Organization and Coordination of Program Services (N=10)				
	Yes	No	Not Applicable	No Response
The Title I, Part A program activities and requirements were based on a comprehensive needs assessment.	8			2
The program was planned and implemented with meaningful input from parents of children impacted by the program.	6		2	2
The program served 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.	7		1	2
The program coordinated and integrated Title I, Part A services with other educational services in the district or individual school, such as preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, American Indian children served under Part A of the Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and/or to reduce fragmentation of the instructional program.	6	1	1	2
The program provided communications about the program in a format, and to the extent practicable, in a language that parents could understand.	7		1	2
The program provided services that supplemented but did not supplant the educational program provided to all students in the district.	8			2

Table 7. 2013–2014 Title II, Part A Program Administrators' Responses concerning Organization and Coordination of Program Services (N=8)				
	Yes	No	Not Applicable	No Response
The Title II, Part A program was based on a local needs assessment for professional development and/or hiring to assure support for schools that a) have the lowest proportion of highly qualified teachers, b) have the largest average class size, or c) are identified for school improvement under Title I, Part A.	5	1	1	1
Teachers, paraprofessionals, principals, other relevant school personnel and parents collaborated in planning program activities.	7			1
The program conducted activities in at least one of the following areas: recruiting, hiring and retaining qualified personnel; providing professional development activities that met the needs of teachers and principals; improving the quality of the teacher work force; and/or reducing class size, especially in the early grades.	7			1
The program coordinated professional development activities with professional development activities provided through other federal, state, and local programs.	4	3		1
The program integrated activities with programs funded by Title II, Part D for professional development to train teachers to integrate technology into curriculum and instruction in order to improve teaching, learning, and technology literacy.	1	5	1	1
The program provided services that supplemented but did not supplant the educational program provided to all students in the district.	7			1

Table 8. Percentage of HISD Students in Grades 3–8 Achieving a Level II, Satisfactory Rating, Phase-In 1 Standards, on the State of Texas Assessments of Academic Readiness (STAAR) Exams, 2012–2013 and 2013–2014

	2012–2013			2013–2014		
	N Tested	N Satisfactory	% Satisfactory	N Tested	N Satisfactory	% Satisfactory
Reading						
Grade 3	15,563	11,467	73.7	16,769	11,459	68.3
Grade 4	15,096	9,737	64.5	15,671	10,360	66.1
Grade 5	14,100	9,927	70.4	14,762	10,035	68.0
Grade 6	12,390	7,945	64.1	12,452	8,506	68.3
Grade 7	11,982	8,593	71.7	12,767	8,616	67.5
Grade 8	11,779	9,071	77.0	12,413	9,338	75.2
Total	**80,910**	**56,740**	**70.1**	**84,834**	**58,314**	**68.7**
Mathematics						
Grade 3	15,491	10,007	64.6	16,616	10,974	66.0
Grade 4	15,004	9,651	64.3	15,545	10,155	65.3
Grade 5	14,009	9,657	68.9	14,655	10,970	74.9
Grade 6	11,931	8,308	69.6	12,090	8,765	72.5
Grade 7	8,093	4,535	56.0	12,034	7,495	62.3
Grade 8	12,401	9,480	76.4	9,451	6,765	71.6
Total	**76,929**	**51,638**	**67.1**	**80,391**	**55,124**	**68.6**
Writing						
Grade 4	15,164	10,264	67.7	15,702	10,777	68.6
Grade 7	12,015	7,749	64.5	12,744	8,457	66.4
Total	**27,179**	**18,013**	**66.3**	**28,446**	**19,234**	**67.6**
Science						
Grade 5	14,174	9,366	66.1	14,797	9,814	66.3
Grade 8	11,400	7,711	67.6	12,000	7,633	63.6
Total	**25,574**	**17,077**	**66.8**	**26,797**	**17,447**	**65.1**
Social Studies						
Grade 8	11,450	6,472	56.5	12,073	6,465	53.5
Total	**11,450**	**6,472**	**56.5**	**12,073**	**6,465**	**53.5**

Source: Texas Education Agency, STAAR 3-8 files

	2012–2013			2013–2014		
	N **Tested**	**N** **Satisfactory**	**%** **Satisfactory**	**N** **Tested**	**N** **Satisfactory**	**%** **Satisfactory**
English I	NA			17,125	10,095	58.9
English II	NA			13,793	8,506	61.7
Algebra I	11,845	8,929	75.4	14,652	11,045	75.4
Biology	12,511	10,307	82.4	13,774	11,700	84.9
US History	NA			10,189	9,207	90.4

Table 9. Percentage of HISD Students in Achieving a Level II, Satisfactory Rating, Phase-In 1 Standards, on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) Exams, 2012–2013 and 2013–2014

Note: Results indicate the highest score achieved in either first time tests or retests in the 2013–2014 academic year.

Source: Texas Education Agency, STAAR/EOC files

	2012–2013		2013–2014	
Table 10. Stanford 10 Average Normal Curve Equivalents (NCEs) for HISD Non-Special Education Students by Subject, 2012–2013 and 2013–2014				
	N Tested	**Mean NCE**	**N Tested**	**Mean NCE**
Reading				
Grade 1	10,343	46.4	11,454	45.1
Grade 2	10,113	46.2	10,753	43.4
Grade 3	10,695	49.3	11,711	47.0
Grade 4	12,583	47.1	13,339	46.0
Grade 5	13,397	45.8	13,993	44.9
Grade 6	11,621	45.1	11,723	44.0
Grade 7	11,165	44.7	11,808	43.7
Grade 8	10,897	46.5	11,386	46.5
Total	**90,814**	**46.4**	**96,167**	**45.1**
Mathematics				
Grade 1	10,377	49.8	11,581	49.5
Grade 2	10,134	49.8	10,870	47.8
Grade 3	10,712	57.7	11,727	55.8
Grade 4	12,617	56.3	13,335	55.4
Grade 5	13,404	54.7	13,990	54.2
Grade 6	11,607	53.4	11,693	52.4
Grade 7	11,147	55.4	11,786	53.4
Grade 8	10,880	55.8	11,338	54.8
Total	**90,878**	**54.2**	**96,320**	**53.0**
Language				
Grade 1	10,353	50.2	11,576	48.6
Grade 2	10,133	48.4	10,771	45.7
Grade 3	10,706	50.6	11,724	48.4
Grade 4	12,594	54.2	13,330	53.0
Grade 5	13,402	48.8	13,988	47.7
Grade 6	11,603	46.7	11,693	45.4
Grade 7	11,154	48.2	11,830	47.3
Grade 8	10,877	46.1	11,368	45.8
Total	**90,822**	**49.2**	**96,280**	**47.8**

Table 10 (continued). Stanford 10 Average Normal Curve Equivalents (NCEs) for HISD Non-Special Education Students by Subject, 2012–2013 and 2013–2014	2012–2013		2013–2014	
	N Tested	Mean NCE	N Tested	Mean NCE
Environment/Science				
Grade 1	10,358	47.2	11,560	45.0
Grade 2	10,126	50.8	10,846	47.2
Grade 3	10,701	52.3	11,713	50.1
Grade 4	12,592	53.3	13,317	51.9
Grade 5	13,400	57.3	13,975	55.6
Grade 6	11,602	54.3	11,684	53.2
Grade 7	11,136	53.1	11,807	51.3
Grade 8	10,880	59.1	11,347	59.0
Total	**90,795**	**53.6**	**96,249**	**51.8**
Social Science				
Grade 3	10,698	48.4	11,708	46.0
Grade 4	12,588	47.7	13,314	46.7
Grade 5	13,405	50.4	13,972	49.2
Grade 6	11,587	46.0	11,670	45.7
Grade 7	11,142	48.0	11,767	47.0
Grade 8	10,869	51.3	11,332	51.5
Total	**70,289**	**48.6**	**73,763**	**47.7**

Source: NCS Pearson, Inc., Stanford 10 files

	2012–2013		2013–2014	
Table 11. Aprenda 3 Average Normal Curve Equivalents (NCEs) for HISD Non-Special Education Students by Subject, 2012–2013 and 2013–2014				
	N Tested	**Mean NCE**	**N Tested**	**Mean NCE**
Reading				
Grade 1	5,928	77.7	6,389	77.2
Grade 2	5,555	76.4	5,629	75.2
Grade 3	4,339	74.5	4,415	74.0
Grade 4	1,869	70.8	1,714	70.6
Grade 5	47	58.5	60	58.3
Grade 6	11	63.6	6	49.3
Grade 7	14	59.8	14	49.9
Grade 8	15	56.3	20	61.8
Total	**17,778**	**75.7**	**18,247**	**75.1**
Mathematics				
Grade 1	5,940	71.8	6,393	71.6
Grade 2	5,554	74.7	5,536	73.7
Grade 3	4,344	76.4	4,415	75.3
Grade 4	1,849	80.9	1,716	81.1
Grade 5	47	55.6	59	53.0
Grade 6	11	77.5	6	59.5
Grade 7	14	71.4	14	53.6
Grade 8	15	61.8	20	63.8
Total	**17,774**	**74.7**	**18,159**	**73.9**
Language				
Grade 1	5,932	73.8	6,393	74.0
Grade 2	5,553	77.9	5,627	76.2
Grade 3	4,341	82.5	4,418	81.3
Grade 4	1,868	70.5	1,716	70.1
Grade 5	47	56.1	60	55.6
Grade 6	11	61.3	6	47.6
Grade 7	14	55.9	14	56.2
Grade 8	15	61.8	20	63.0
Total	**17,781**	**76.8**	**18,254**	**76.0**

Table 11 (continued). Aprenda 3 Average Normal Curve Equivalents (NCEs) for HISD Non-Special Education Students by Subject, 2012–2013 and 2013–2014				
	2012–2013		**2013–2014**	
	N Tested	**Mean NCE**	**N Tested**	**Mean NCE**
Environment/Science				
Grade 1	5,931	69.5	6,385	68.0
Grade 2	5,552	77.9	5,532	74.7
Grade 3	4,335	81.0	4,415	79.5
Grade 4	1,867	83.9	1,716	82.7
Grade 5	45	59.2	57	59.2
Grade 6	11	62.9	6	58.5
Grade 7	14	67.9	14	53.1
Grade 8	15	56.2	20	56.4
Total	**17,770**	**76.4**	**18,145**	**74.2**
Social Science				
Grade 3	4,339	77.8	4,414	77.1
Grade 4	1,867	78.5	1,715	78.2
Grade 5	45	60.7	57	58.3
Grade 6	11	71.4	6	60.0
Grade 7	14	60.8	14	54.8
Grade 8	15	59.5	20	67.4
Total	**6,291**	**77.8**	**6,226**	**77.1**

Source: NCS Pearson, Inc., Aprenda 3 files

Table 12. Number of Teachers and New Teachers Who Were Retained from One Academic Year to the Next, 2012–2013 and 2013–2014						
	2012–2013			**2013–2014**		
	Employed	**Retained**	**Percent Retained**	**Employed**	**Retained**	**Percent Retained**
Teachers	11,737	9,699	82.6	11,851	9,691	81.8
New Teachers	1,332	997	74.8	1,370	1,017	74.2

Source: HISD Teacher Retention files

Table 13.	Number of Teachers and Paraprofessionals Who Began the Academic Year Not Highly Qualified and Earned Highly-Qualified Status before the End of the Year, 2012–2013 and 2013–2014					
	2012–2013			**2013–2014**		
	Began Not HQ	**Earned HQ Status**	**Percent Earned HQ**	**Began Not HQ**	**Earned HQ Status**	**Percent Earned HQ**
Teachers	137	82	59.9	169	130	76.9
Paraprofessionals	5	5	100.0	0	0	N/A

Source: HR Business Services

TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAM SUMMARIES

Dental Initiative

Program Description

Children from low-income families have nearly 12 times more missed school days due to dental problems than children from higher income families have. In an effort to minimize this impediment to academic success, the Dental Initiative (also known as Project Saving Smiles) provided centralized services for dental exams, screenings, sealants, and treatment for second-grade students in schools with the highest levels of poverty. The partnership offered an opportunity to remove barriers that often prevent children from receiving recommended dental exams and follow-up. The collaborative brought together a number of partners to provide the services at a single location. Utilizing various service sites that could accommodate large numbers of students, services were coordinated to allow students to obtain a complete dental exam and care. School bus transportation was provided, which allowed every eligible school the opportunity for identified students to participate.

Budget and Expenditures

Dental Initiative funds from Title I, Part A were used to provide bus transportation and arrangements for dental examinations and cleaning, fluoride applications, and dental sealants for eligible second-grade and other eligible students.

|			
Budgeted:	$100,000	Capital Outlay:	
Expenditures:	$32,250	Contracted Services:	
Allocation Utilized:	32.3 percent	Other Operating Expenses:	$32,250
		Payroll:	$0
		Supplies and Materials:	$0

Program Goal

The Dental Initiative was established to support high student achievement by reducing the number of school hours lost to dental-related illness.

Program Outcomes

- Five Dental Initiative events were held in 2013–2014, as shown in **Table 1, DI** (page 44). A total of 4,787 students from 108 HISD schools were transported and received services through these events. Both the number of student participants and the number of schools participating increased as the academic year progressed. The number of students transported for dental services in 2013–2014 increased from the 3,579 transported from 93 elementary schools in 2012–2013.

- Of the students transported for dental services, 287 second graders were identified in Chancery as having received dental sealants through the program. The elementary schools documenting the services included: Barrick, Berry, Burbank, Crespo, Hartsfield, J.R. Harris, Red, Roosevelt, and Seguin.

- Stanford 10 and Aprenda 3 reading and mathematics scores for second graders who received dental sealant treatments were compared with those of all second graders in HISD and in the schools that reported students receiving dental initiative services, shown in **Figure 1, DI** and listed in **Table 2, DI** (page 44). In the group of HISD students, about two thirds (66 percent) of students took the Stanford 10 and about one third (34 percent) took the Aprenda 3, while within the group of schools that reported Dental Initiative services, about half the students (49–50 percent) took each exam, and among students who received Dental Initiative services, about one third (37–38 percent) took the Stanford and about two thirds (62–63 percent) took the Aprenda.

- On the Stanford tests, second graders in schools reporting using dental initiative services had a lower mean NCE than did second graders in all HISD schools, and second graders who received dental initiative services had a lower mean NCE than all second graders in the schools they attended. In contrast, on the Aprenda 3, though the mean NCEs were close for all three groups, the students who received dental initiative services outperformed students in reporting schools on the mathematics exam and outperformed both comparison groups on the reading test.

Figure 1, DI. Normal curve equivalents (NCEs) for non-special education, second graders in HISD, in schools reporting dental initiative treatments, and in the group of students who received dental initiative services, 2013–2014
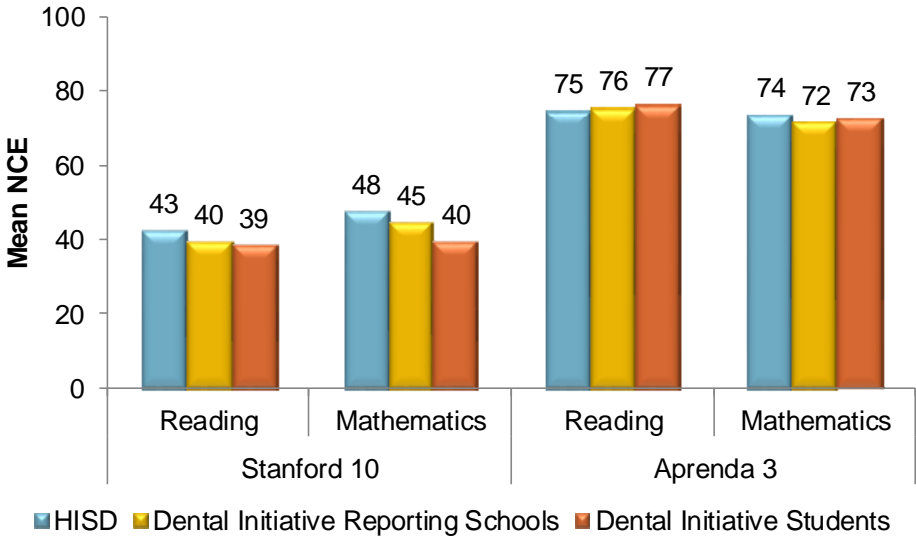
Sources: NCS Pearson, Inc., Stanford 10 files; NCS Pearson, Inc., Aprenda 3 files; and Chancery file of students who received dental sealants in 2013–2014

Recommendations

Achievement results for second graders who received dental sealants and took the Aprenda 3 in 2013–2014 were promising, especially since the majority of students who received the dental services tested on the Aprenda 3. The results cannot be generalized, however, because the total number of students included in the analysis was much lower than the number that would be expected given that more than 3,500 students were transported for dental services. The issue is one of data documentation. It is recommended

that the personnel at the nine elementary schools who documented the dental services be commended and that a means be devised to encourage those at the other 99 schools from which students were transported to promptly document which students received services through the Dental Initiative.

Effectiveness of this program should be measured on services provided that can be determined by better documentation. Student academic performance is a secondary outcome of this program, not necessarily a direct outcome.

Table 1, DI. Number of Students and of Schools Participating in each Dental Initiative Event, 2013–2014		
Date of Event	**N of Schools**	**N of Participants**
September 30 – October 4, 2013	8	588
October 28 – November 1, 2013	13	397
December 2 – December 6, 2013	22	1,050
January 13 – January 17, 2014	27	1,195
March 24 – March 28, 2014	38	1,557
Total	**108**	**4,787**

Source: HISD Health and Medical Services

Table 2, DI. Mean NCE on Stanford 10 and Aprenda 3 for All HISD, Dental Initiative Reporting Schools, and Dental Initiative Non-Special Education Second-Grade Students, 2013–2014							
		HISD		**Dental Initiative Reporting Schools**		**Dental Initiative Students**	
Measure	**Subject**	**N**	**Mean NCE**	**N**	**Mean NCE**	**N**	**Mean NCE**
Stanford 10	Reading	10,753	43.4	454	40.0	101	38.8
	Mathematics	10,870	47.8	461	44.7	103	40.4
Aprenda 3	Reading	5,629	75.2	451	75.8	171	77.1
	Mathematics	5,536	73.7	450	71.8	171	72.9

Sources: NCS Pearson, Inc., Stanford 10 files; NCS Pearson, Inc., Aprenda 3 files; and Chancery file of students who received dental sealants in 2013–2014

Early Childhood Centers and Prekindergarten Classes: Prekindergarten Program

Program Description

The Early Childhood Centers and Prekindergarten Classes: Prekindergarten Program provided funds to support a full-day prekindergarten program for eligible students in two separate programs, the self-contained Early Childhood Centers, and the school-based prekindergarten classes. Funds were utilized to support 50 percent of salaries for 659 prekindergarten teachers, six principals, and 50 paraprofessionals, in addition to 100 percent of the salaries for 14.5 other positions including social worker, nurse, librarian, and coordinator. The goals of the HISD prekindergarten program were to support children's academic success and their foundation for a college bound culture.

Budget and Expenditures

The primary expenditures for the Early Childhood Centers and Prekindergarten Classes: Prekindergarten Program were for payroll costs of teachers, paraprofessionals, administrators, and supporting professionals to staff a full-day kindergarten program.

|			
Budgeted:	$21,768,032	Capital Outlay:	
Expenditures:	$21,243,466	Contracted Services:	$21,315
Allocation Utilized:	97.6 percent	Other Operating Expenses:	$0
		Payroll:	$21,222,151
		Supplies and Materials:	

Program Goal

The primary goal of the program was to support high student achievement and a foundation for a college bound culture through providing a full-day prekindergarten program.

Program Outcomes

- The effectiveness of early childhood centers and prekindergarten classes is indicated by scores students receive on standardized tests they take the year following their prekindergarten experience, in kindergarten. Students' scores on the Stanford 10 and Aprenda 3 tests are compared with the scores earned by all HISD kindergarten students.

- In 2013–2014, 959 students who had attended an HISD early childhood center took the kindergarten Stanford 10 or Aprenda 3 reading and mathematics tests. The same year, 6,097 students who had attended an HISD school-based prekindergarten class took the kindergarten Stanford 10 or Aprenda 3 reading exam and 6,104 took the kindergarten Stanford 10 or Aprenda 3 mathematics test. Average NCE scores on the reading and mathematics tests, depicted in **Figure 1, ECPC** (page 46) and **Figure 2, ECPC** (page 46), respectively, showed no significant differences in the performance of students from the two different HISD prekindergarten programs.

Figure 1, ECPC. Mean reading 2013–2014 Stanford 10 and Aprenda 3 NCE scores for all 2013–2014 HISD kindergarten students compared with scores of 2013–2014 kindergarteners who participated in an HISD 2012–2013 early childhood center program or a school-based prekindergarten class program
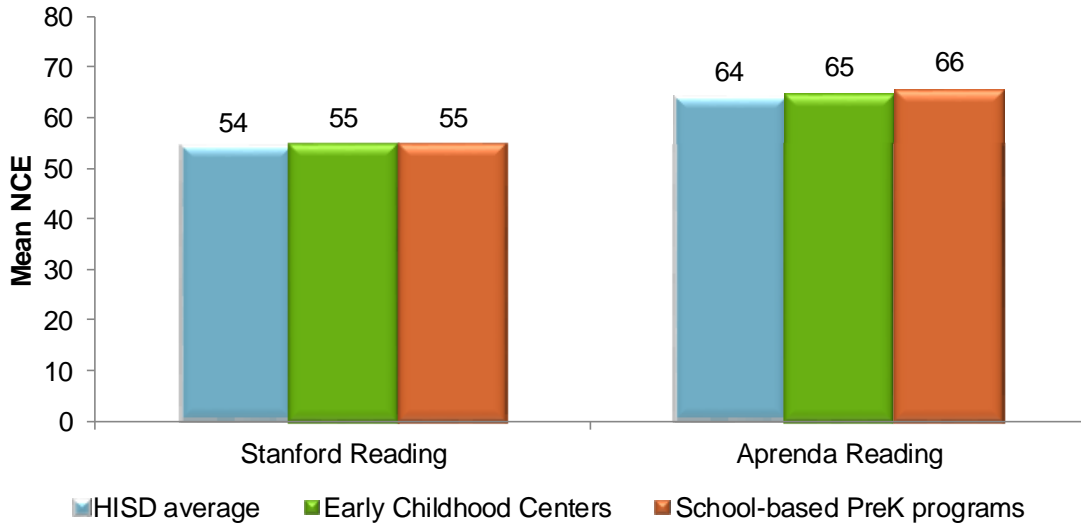
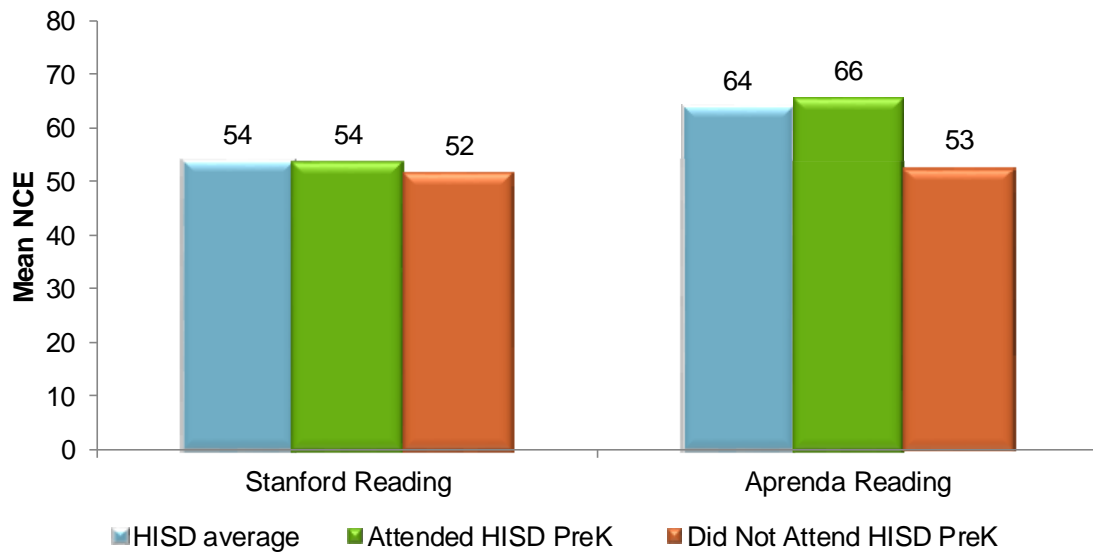Source: NCS Pearson, Inc., Stanford 10 and Aprenda 3 files

Figure 2, ECPC. Mean mathematics 2013–2014 Stanford 10 and Aprenda 3 NCE scores for all 2013–2014 HISD kindergarten students compared with scores of 2013–2014 kindergarteners who participated in an HISD 2012–2013 early childhood center program or a school-based prekindergarten class program
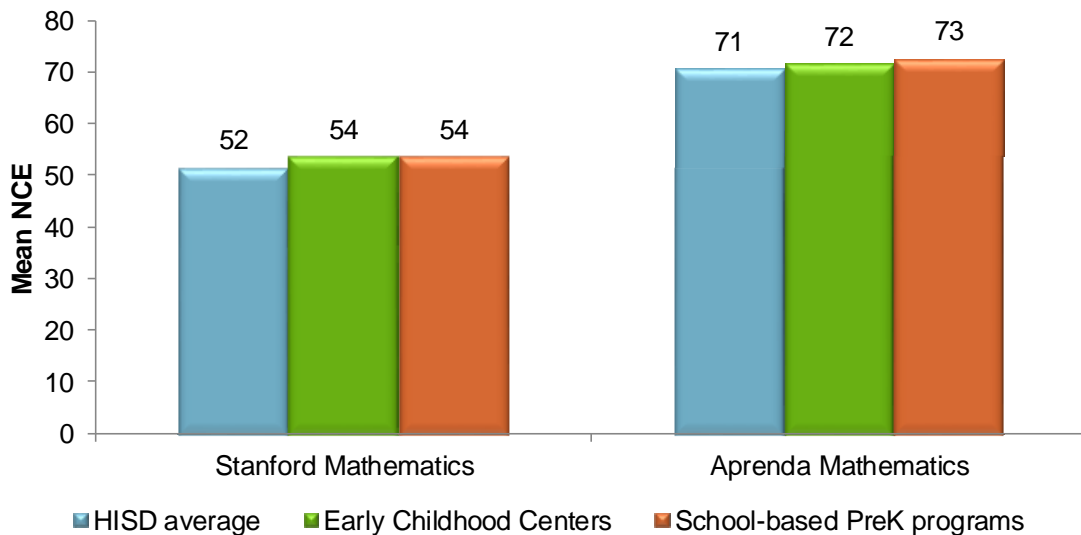
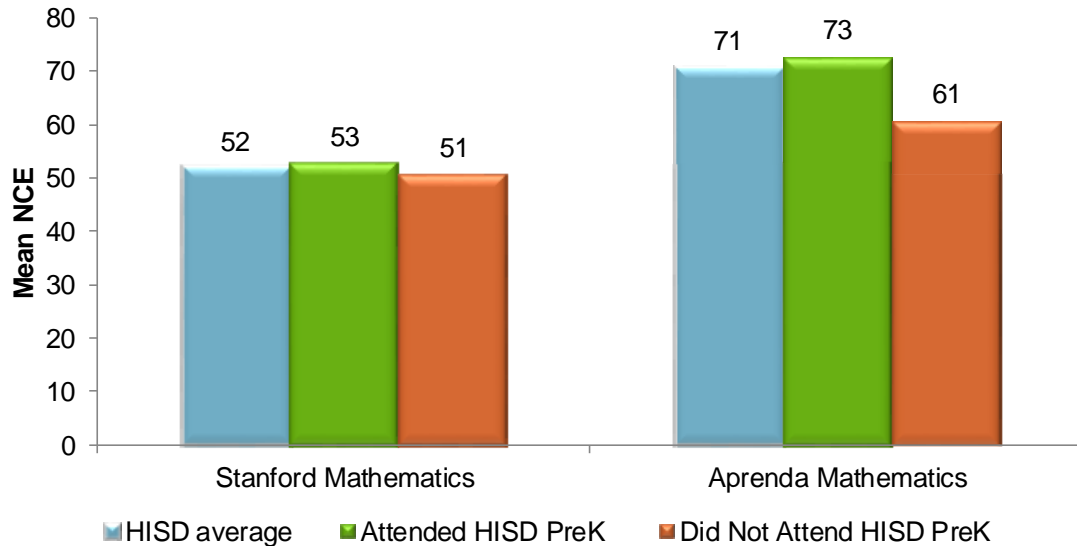Source: NCS Pearson, Inc., Stanford 10 and Aprenda 3 files

- Comparisons of performance of students who attended an HISD prekindergarten program, either an HISD early childhood center or an HISD school-based prekindergarten class, with performance of students who did not attend an HISD prekindergarten program are shown in **Figure 3, ECPC**, for reading performance, and **Figure 4, ECPC** (page 48), for mathematics performance.

- For reading, the Stanford 10 and Aprenda 3 performance of the group of kindergarten students who had attended an HISD prekindergarten program in 2012–2013 was significantly higher than the performance of the group of kindergarteners who had not attended. Similarly high performance was found for the mathematics tests, shown in Figure 4, ECPC.

Figure 3, ECPC. Mean reading 2013–2014 Stanford 10 and Aprenda 3 NCE scores for all 2013–2014 HISD kindergarten students compared with scores of 2013–2014 kindergarteners who participated in an HISD 2012–2013 HISD prekindergarten program and with scores of kindergarteners who did not participate

Source: NCS Pearson, Inc., Stanford 10 and Aprenda 3 files

Figure 4, ECPC. Mean mathematics 2013–2014 Stanford 10 and Aprenda 3 NCE scores for all 2013–2014 HISD kindergarten students compared with scores of 2013–2014 kindergarteners who participated in an HISD 2012–2013 HISD prekindergarten program and with scores of kindergarteners who did not participate

Source: NCS Pearson, Inc., Stanford 10 and Aprenda 3 files

- For more detailed information on the groups of kindergarteners and their performance on the Stanford 10 and Aprenda 3 kindergarten tests, please see the "Prekindergarten education program: Effects of HISD prekindergarten on kindergarten performance, 2013–2014" report (Department of Research and Accountability, June 2014).

Recommendation

Kindergarteners who participated in HISD prekindergarten programs have been shown to have higher student achievement than kindergarteners who did not attend an HISD prekindergarten program. More detailed analysis of this relationship could yield useful insights into which prekindergarten programs and which components of the programs are most helpful in supporting high achievement. To allow the detailed analyses, it is recommended that the district routinely collect more information about the preschool experience of entering kindergarteners, including program name, location, and length of participation.

For more thorough evaluations of the HISD prekindergarten programs, see "Prekindergarten Education Program: Effects of HISD Prekindergarten on Kindergarten Performance, 2013–2014," HISD Department of Research and Accountability, and "Prekindergarten Education Program: A Performance Comparison of the Early Childhood Centers and School-Based Programs," 2013–2014" HISD Department of Research and Accountability.

<div align="center">**Family and Community Engagement (FACE)**</div>

Program Description

The Family and Community Engagement (FACE) department used several strategies to strengthen school-family-community partnerships and foster effective two-way communication between homes and schools. Its approach adopted a train-the-trainer model, using professional development to build capacity and enhance impact, rather than a direct services model. Applying this model allowed FACE to use objective evidence to find and address the areas of most need. Need was identified through a matrix of three components: students' reading proficiency, students' school attendance, and parental engagement, which was measured by parent participation in parent-teacher conferences, parent volunteering, and parent attendance at school events.

Two large programs were supported by FACE through Title I, Part A funding, the Home Instruction for Parents of Preschool Youngsters (HIPPY) program, described on pages 56–57, and the Academic Parent Teacher Teams (APTT) program. APTT is a restructuring of parent-teacher conferences as group meetings during which parents and guardians set goals for their children's academic achievement and learned strategies to help their children meet those goals. In addition, FACE provided coaching to develop parent organizations (PTA/PTO), trained school leaders on topics such as parent involvement research and strengthening partnerships with parents, facilitated the implementation of district initiatives, and developed accessible online resources to promote parental involvement on HISD campuses, including presentation modules, a Community Resource Guide, and a calendar of upcoming events. The program was directed toward building a research-based, districtwide support framework for involving more parents and improving family and community engagement with the schools and the district. Its goals were to educate and inform and also to engage and empower parents.

Budget and Expenditures

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

Budgeted:	$1,061,691	Capital Outlay:	$2,583
Expenditures:	$758,816	Contracted Services:	$117,597
Allocation Utilized:	71.5 percent	Other Operating Expenses:	$18,446
		Payroll:	$573,234
		Supplies and Materials:	$46,956

Program Goal

The purpose of the program was to strengthen school-family-community partnerships and to foster effective two-way communication between homes and schools.

Program Outcomes

- The FACE program offered 11 professional development courses funded through Title I, Part A. Courses with documented completions, along with the number of participants, are listed in **Table 1,**

FACE (page 52). A total of 86 participants completed 2013–2014 courses. The course with the largest rate of completion, 61 (71 percent of all completers), was HB5 Communication Training.

- In addition to districtwide professional development, the program supported HIPPY, which involved 34 elementary schools, 577 preschool students and their parents, and the APTT program, which was piloted in nine early childhood, elementary, or middle schools, and drew 955 parent participants in 2013–2014.

- Further, FACE hosted seven monthly meetings with 82 parent leaders to develop tools to support parent organizations, held four meetings with 88 school-based parent engagement liaisons and representatives, and facilitated collaboration between central office departments and the community in support of major district initiatives such as PowerUp, magnet schools, and school consolidation and repurposing.

- The 2013–2014 Your Voice survey of parents included seven questions dealing with satisfaction with the district's efforts to engage parents in their children's education and schools. Illustrated in **Figure 1, FACE** (page 51) and detailed in **Table 2, FACE** (page 52), the results showed high levels of parent satisfaction in each category surveyed. Overall, the highest level of satisfaction, 93 percent satisfied, was for encouragement parents received to interact with teachers and the lowest level, 78 percent, was for schools providing training and materials to help parents support student achievement. Across school levels, parents of early learning students expressed the highest levels of satisfaction in all categories, and parents of students at alternative or special education campuses had the lowest rates of satisfaction in all categories except one, the provision of training and materials to allow parents to help their children.

Figure 1, FACE. Percentage of parental agreement with statements concerning family and community engagement with schools, 2013–2014
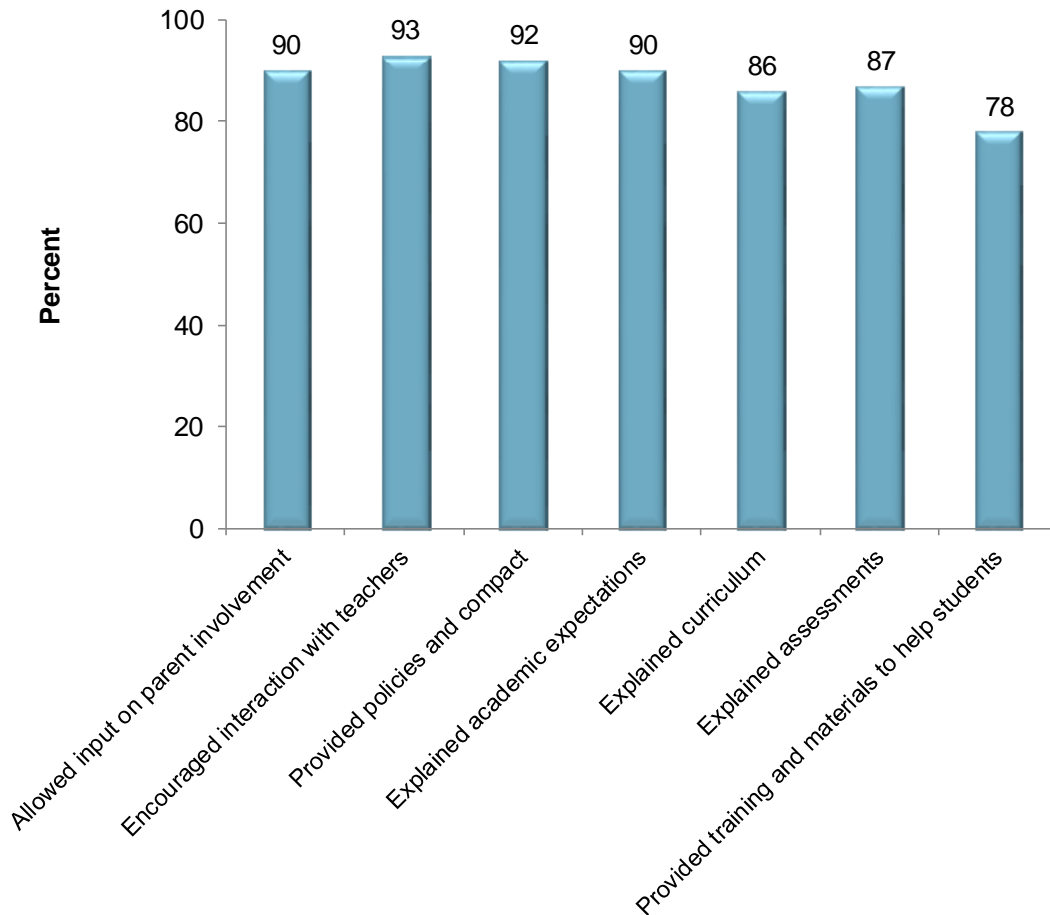
Source: 2013–2014 Your Voice survey

Recommendation

HISD parents expressed high levels of satisfaction with efforts to engage them in their children's schools in 2013–2014. Engaging families and communities in a large urban district is an immense task, one requiring both broad efforts to communicate widely and also individualized efforts to personalize the messages. It is recommended that the multiple efforts underway through the FACE program, based largely on research and success in schools nationally, continue to be developed, evaluated, and refined locally to meet HISD goals of engaging parents as broadly as possible to support student academic achievement.

Table 1, FACE. Number of HISD Personnel Completing Courses Offered by the Family and Community Engagement Program, 2013–2014

Course Title	Course Number	N Participants Completed Course
Boost Student Attendance	FE0003	9
How to Start a PTA	FE0004	1
Build Family Communications	FE0006	10
Detect Mental Illness	FE0011	5
HB5 Communication Training	FE0013	61
Total		**86**

Source: HISD e-Train file, July 2013–June 2014

Table 2, FACE. Parent Responses to Questions Concerning the FACE Program on the 2013–2014 HISD Your Voice Survey

	TOTAL	Elem Schools	Middle Schools	High Schools	Multi-level Schools	Early Learning Schools	Alt/Spec Educ Schools
	N=26,447 % Yes	N=17,537 % Yes	N=2,352 % Yes	N=2,813 % Yes	N=1,589 % Yes	N=2,083 % Yes	N=73 % Yes
The school and district give opportunities for me to give input on improving parent involvement and parent engagement	90	91	86	87	93	96	82
My child's school gives opportunities for and encourages me to participate in parent/teacher conferences, school activities, and meetings	93	93	89	89	95	98	83
The school and district have given me a copy of the parent involvement policies and the parent/school compact	92	92	89	89	95	96	83
My child's school has explained academic expectations to me	90	90	87	87	92	96	84
My child's school has explained the curriculum to me	86	86	81	82	88	94	78
My child's school has explained the different assessments used to determine students academic achievement to me	87	88	81	81	89	95	77
My child's school gives me the training and materials to help me to help my child	78	80	64	64	80	93	68

Source: 2013–2014 Your Voice survey

Program Description

The Highly Qualified Teacher/Paraprofessional Staff Development program exists to close the teaching gap that negatively impacts student outcomes and success by increasing the number of highly qualified, content-proficient, certified teachers serving HISD students. The mission of the program is directly aligned both to HISD's core initiative of having an effective teacher in every classroom and to No Child Left Behind (NCLB).   Highly qualified core academic teachers are hired, promoted, or transferred into full-time classroom positions.   Any teachers who are not highly qualified are provided support by the Human Resources certification team and the Effective Teacher Fellowship (ETF) alternative certification program for teachers.   Individual certification plans are developed with each teacher who needs to complete certification.   A Teacher Development Specialist (TDS) with content expertise is assigned to facilitate progress through high-quality and aligned test review and remediation materials which are developed within the district and/or obtained from select third party providers.

Budget and Expenditures

Title I, Part A funds were used to support teachers who were not highly qualified to earn highly qualified status.

Budgeted:	$114,705	Capital Outlay:	
Expenditures:	$89,885	Contracted Services:	$18,116
Allocation Utilized:	78.4 percent	Other Operating Expenses:	$38,945
		Payroll:	$17,679
		Supplies and Materials:	$15,145

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

|			
Budgeted:	$115,000	Capital Outlay:	
Expenditures:	$89,686	Contracted Services:	$0
Allocation Utilized:	78.0 percent	Other Operating Expenses:	$21,771
		Payroll:	$59,249
		Supplies and Materials:	$8,666

Program Goals

The primary goal of the program was to provide a highly qualified (HQ) teacher for every full-time classroom position by June 15, 2013. Each teacher who had not achieved HQ status was expected to attend review and remediation sessions to pass the required certification exams.

Program Outcomes

- Shown in **Figure 1, HQ** (page 54), at the beginning of the 2013–2014 academic year, 169 HISD teachers had not earned highly qualified status for at least one class they taught. By the end of the year, 130 (77 percent) had earned highly qualified status or had been reassigned. For comparison,

fewer teachers, 137, began the 2012–2013 academic year without highly qualified status and a lower percentage, 60 percent, earned highly-qualified status by the end of the year.

Figure 1, HQ. Number of HISD teachers and paraprofessionals who began the academic year as not highly qualified and earned or did not earn highly qualified status by the end of the year, 2012–2013 and 2013–2014
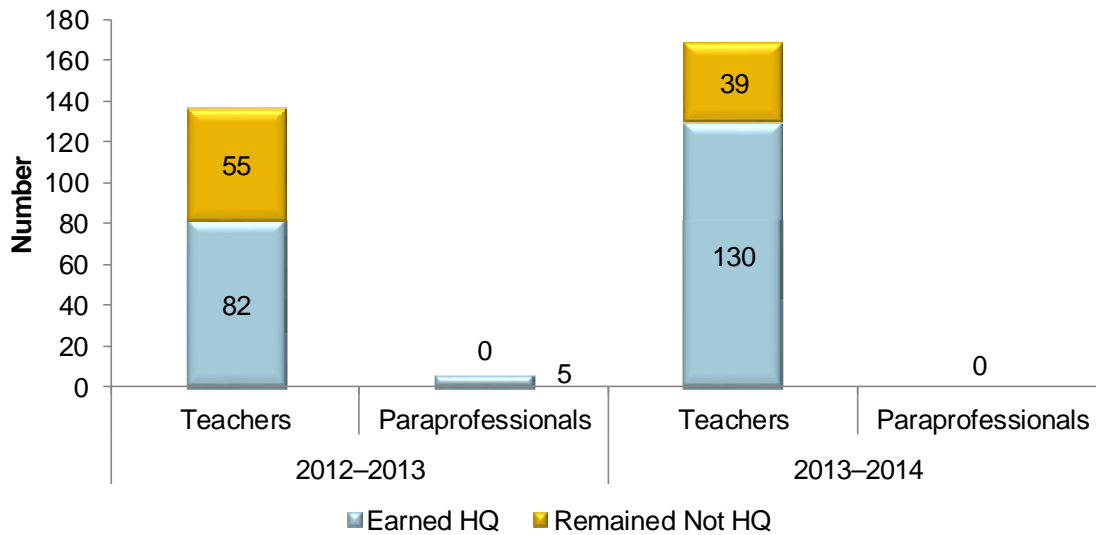
Source: HISD HR Business Services

- Also shown in Figure 1, HQ, all HISD paraprofessionals began the 2013–2014 school year with highly qualified status. In 2012–2013, five paraprofessionals began the year without highly qualified status and all earned the status before the end of the year.

- Shown in **Table 1, HQ** (page 55), review and remediation were provided for 329 certification tests in 14 test content areas in 2013–2014. The largest numbers of reviews offered were for the Pedagogy and Professional Responsibilities (PPR) exam, 160, and English as a Second Language (ESL), 90.

- Overall, teachers who received review and remediation services sat for 211 certification exams (64 percent of the exams for which they prepared) and 200 (95 percent of the tests taken) resulted in a passing score. Of teachers who reviewed for the PPR, 124 (78 percent) took the exam and 100 percent of those who tested passed.

Recommendation

The 2002 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) mandated that all educators be highly qualified by the 2005–2006 academic year. Large urban districts and rural school districts have persistent barriers to achieving the mandate. In 2013–2014, HISD employed more teachers who were not highly qualified than were employed in 2012–2013, but the district also supported both more and a higher percentage of those teachers in earning highly qualified status. It is recommended that the program persist in its efforts to support each educator to achieve highly qualified status in compliance with the federal law.

	Table 1, HQ. HISD Teachers Who Received Services to Support Passing Certification Tests and Test Results, 2013–2014			
Certification Area	**N Received Review/ Remediation**	**N Took Certification Test**	**N Passed Certification Test**	**% Passed Certification Test**
Bilingual Generalist EC–6/BTLPT	18	15	13	86.7
Bilingual Generalist 4–8/BTLPT	1	1	*	*
Dance 8–12	3	0	NA	NA
ESL	90	62	58	93.5
ELAR 8–12	4	1	*	*
Generalist EC–6	12	1	*	*
Generalist 4–8	20	1	*	*
Mathematics 4–8	1	0	NA	NA
Mathematics 8–12	7	0	NA	NA
Music 8–12	1	0	NA	NA
PPR	160	124	124	100.0
Science 8–12	4	1	*	*
Social Studies 8–12	7	5	4	80.0
SPED EC–12	1	0	NA	NA
Total	**329**	**211**	**200**	**94.8**

Notes: Totals may contain duplicates as one person may have reviewed for and taken more than one test.

* Results are not reported for fewer than five taking a test.

Source: HISD HR Business Services

Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based, family-focused school readiness program that helps parents prepare their preschool-aged children for academic success. During 2013–2014 HIPPY was expanded to operate in 34 HISD schools. It worked with 429 families from disadvantaged backgrounds and served 577 children who were three-, four-, and five-years old. Trained HIPPY home instructors visited families once a week and modeled instructional activities for parents to use with their children. In addition, each week, parents participated in workshops on topics such as safety, parenting, mathematics, literacy, and active engagement in their children's education. An Advisory Board met quarterly to provide oversight and to identify resources for support. Beyond home instruction for families, HIPPY provided enrichment activities, such as educational activities at local organizations like the Houston Children's Museum and the Houston Public Library, to encourage parents to be actively involved in their children's learning.

Budget and Expenditures

Funds from Title I, Part A were used to provide in-home curriculum and support for parents of economically disadvantaged three-, four-, and five-year olds.

Budgeted:	$750,000	Capital Outlay:	
Expenditures:	$379,747	Contracted Services:	$2,490
Allocation Utilized:	50.6	Other Operating Expenses:	$22,552
		Payroll:	$260,109
		Supplies and Materials:	$94,596

Program Goal

To enhance the knowledge and expertise of parents of young children to allow them to be productively engaged in supporting their children's learning.

Program Outcomes

- Two program coordinators and 35 part-time home instructors were supported by Title I, Part A funds to deliver services for the Home Instruction for the Parents of Preschool Youngsters (HIPPY) program. In addition, curriculum and instructional supplies were provided by the funding.

- Of the 577 three-, four-, and five-year olds who participated in the 2013–2014 HIPPY program, 189 (33 percent) were included in the Public Education Information Management System (PEIMS) as HISD students, allowing descriptive information to be gathered. In the sample of students, 56 percent were female and 44 percent were male; 75 percent were Hispanic, 23 percent were African American, one percent of students were white and one percent were Asian; 66 percent had limited English proficiency; and 96 percent were economically disadvantaged.

- Parents who participated in the 2013–2014 program were surveyed by the University of North Texas on a pre- and a post- HIPPY Parental Involvement Survey. The 375 parents who completed both surveys indicated an increase in the number of books accessible to their children (from 25 to 41 books)

and an increase in the number of minutes their child was read to each day (from 20 to 26 minutes) between the pre- and post- measures. In addition, the percentage of parents reporting reading with their child each day rose from 20 percent to 35 percent between the pre- and post- surveys.

- Two hundred seven (207) HIPPY children (36 percent of participants) were assessed for school readiness skills using the Bracken School Readiness Assessment (BSRA). The percentages of pre-assessment and post-assessment items that the youngsters answered correctly on the individual scales and on the school readiness composite are shown in **Figure 1, HIPPY**. The children who were assessed scored significantly higher on the post-assessment for each scale and for the overall composite than they did on the pre-assessment.

Figure 1, HIPPY. Percentage of BSRA items that HIPPY children answered correctly, pre- and post-assessment, 2013–2014
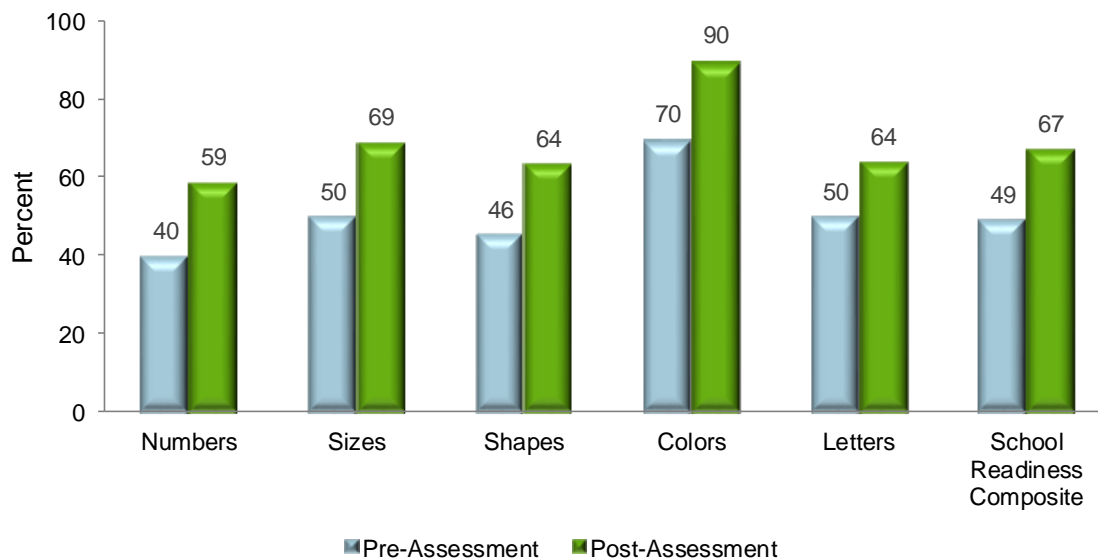
Source: Bracken School Readiness Assessment raw data file

- For more detail on the impact of the HIPPY program on children's achievement and parental involvement, please see the "Home Instruction for Parents of Preschool Youngsters (HIPPY), 2013–2014" report (Department of Research and Accountability, September 2014a).

Recommendation

The HIPPY program has been associated with positive academic results for children in HISD and is also associated with increasing parental involvement in young children's education. It is recommended that support to the program be increased to allow home instructors to be hired on a full-time basis, thus building more stability and history within the pool of instructors going to preschool children's homes, and also allowing the program to have an expanded impact on the school communities within which it is housed.

For more information on the HISD HIPPY program, see "Home Instruction for Parents of Preschool Youngsters (HIPPY), 20123–2014," HISD Department of Research and Accountability.

Program Description

The academic achievement of homeless students is generally poor. Although tutorial programs are offered at most school campuses to address academic deficiencies, oftentimes, students in transition are unable to participate due to lack of transportation and/or rigid shelter schedules. In order to reduce the barriers to education for students experiencing homelessness, Title I, Part A funds were used to provide school uniforms, supplies, service referrals, and specialized case management. In addition, tutorials were offered for students in homeless shelters. After-school and evening tutorials were provided by 33 certified teachers to 1,929 homeless students living in shelters. Each tutor provided eight hours of academic instruction and/or enrichment per week. Only students who were identified as homeless and who required academic tutoring and/or enrichment were permitted to participate in the tutorial program, and the impact of the tutorials was evaluated throughout the school year using standardized test scores, student grades, and pre/post test scores**.** In conducting the program at homeless shelters, the program also undertook increasing parental engagement.

Budget and Expenditures

Title I, Part A funds were used to provide services and goods for students experiencing homelessness.

|			
Budgeted:	$214,881	Capital Outlay:	
Expenditures:	$205,970	Contracted Services:	
Allocation Utilized:	95.9 percent	Other Operating Expenses:	
		Payroll:	$113,131
		Supplies and Materials:	$92,839

Program Goal

The program sought to increase the achievement of homeless students, mitigating the effects of high mobility and other circumstances that come from living in a homeless situation.

Program Outcomes

- In 2013–2014, 6,301 students were documented as homeless at some time during the year, 2.6 percent of the total enrollment of HISD. For comparison, in 2012–2013, 5,979 students, 2.7 percent of the total enrollment, were documented as homeless. Numbers of homeless students by grade level are provided in **Table 1, HC** (page 61).

- A total of 1,903 homeless students in grades 3–8 took at least one STAAR exam in 2013–2014. The percentage of homeless students achieving the satisfactory rating, using phase-in 1 standards, on the non-special education STAAR reading and mathematics exams are shown in **Figure 1, HC** (page 59). A smaller percentage of homeless students than HISD students passed each of the exams. Differences in percentages of HISD students and HISD homeless students achieving the satisfactory rating ranged from nine percentage points (for sixth grade mathematics) to 22 percentage points (in seventh grade mathematics).

Figure 1, HC. Percentage of non-special education HISD students and HISD homeless students achieving a satisfactory rating, phase-in 1 standards, on the reading and mathematics STAAR exams, 2013–2014
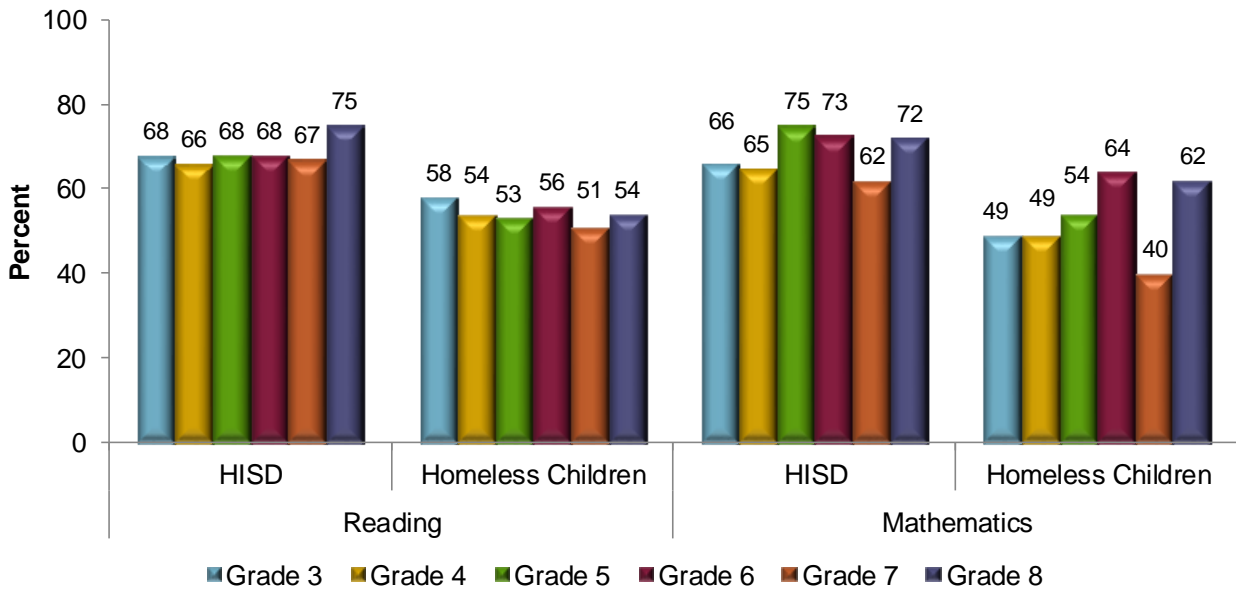
Source: Texas Education Agency, STAAR files

- Seven hundred twenty-one (721) homeless students in grades 9–12 took STAAR End of Course (STAAR/EOC) exams in 2013–2014. An additional 22 eighth graders identified as homeless also took STAAR/EOC exams in addition to STAAR tests that year, for a total of 743 homeless students taking a 2013–2014 STAAR/EOC. Compared with the population of non-special education HISD students, using phase-in 1 standards, a lower percentage of homeless students earned a satisfactory rating than did HISD students on each of the end of course tests required for graduation (**Figure 2, HC**, page 60). The difference in percentage of students passing a STAAR/EOC exam ranged from eight percentage points (in biology) to 20 percentage points (English II).

Figure 2, HC. Percentage of all HISD and HISD homeless students who achieved a satisfactory rating on STAAR/EOC exams required for graduation, 2013–2014
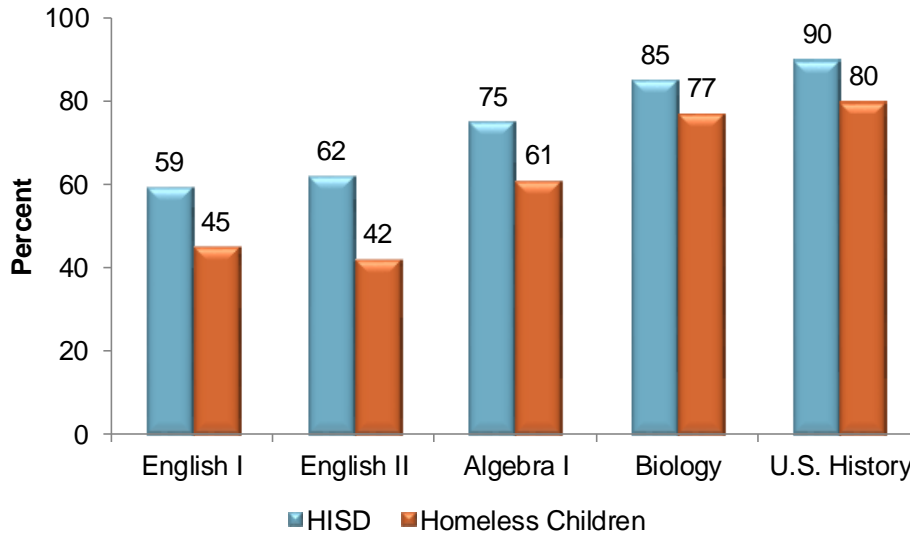
Note: Percentages indicate the highest test scores earned by students in the 2013–2014 academic year

Source: Texas Education Agency, STAAR/EOC files

- Shown in Table 1, HC (page 61), compared with STAAR participation rates of at least 95% for HISD students in grades 3–8, homeless students had lower percentages of students completing state exams than did HISD non-special education students in each tested grade level.

Recommendation

The Homeless Children program provides a multitude of services to support students in gaining access to the educational opportunities that will help them thrive. Even with the support currently available, homeless students have noticeably lower percentages of passing the state mandated exams. Further, they have rates of taking the state mandated exams that are lower than those for all students enrolled in HISD. These students have some of the greatest needs of any students in the district, and the needs must be met before the students will be able to take advantage of the educational opportunities available to them in the district. It is recommended that the Homeless Children program receive increased support. It is recommended that the support be in the form of financial resources to provide more personnel who can counsel families in need and acquire and distribute goods that may be useful to families seeking permanent accommodations, as well as increased options for offering more state mandated testing opportunities to students.

Effectiveness of this program should be measured on services provided to support students who are homeless and their families. Though tutoring is one of the services provided to allow homeless students equal access to academic support, student academic performance is not necessarily a direct outcome of this program.

Grade Level	Number of Homeless Students in HISD	Number of Homeless Students Who Took STAAR	Number of Homeless Students Who Took STAAR/EOC	Percent of Homeless Students Who Took at Least One STAAR
Table 1, HC. Number of HISD Students Identified as Homeless, by Grade Level, and the Number Who Took at Least One STAAR or STAAR/EOC, 2013–2014				
EC/Prekindergarten	909			
Kindergarten	532			
Grade 1	538			
Grade 2	409			
Grade 3	396	320		80.8
Grade 4	376	298		79.3
Grade 5	336	279		83.0
Grade 6	460	381		82.8
Grade 7	418	337		80.6
Grade 8	349	288	22	82.5
Grade 9	792		431	
Grade 10	281		171	
Grade 11	246		116	
Grade 12	255		3	
Not Specified	4			
TOTAL	**6,301**	**1,903**	**743**	

Notes: All eighth graders who took a STAAR/EOC in 2013–2014 also tested on STAAR. Numbers of students who took STAAR and STAAR/EOC tests include retesters. Some students who tested on STAAR/EOC, such as those in grade 12, may have needed to retest to pass exams for graduation.

Sources: Texas Education Agency, STAAR and STAAR/EOC files; cumulative HISD enrollment and HISD homeless student file (third 2013–2014 TEXSHEP Report submission)

Human Capital Accountability

Program Description

The Office of Human Capital Accountability, through the Department of Performance Management, is designed to enhance student achievement by increasing the effectiveness of all district employees through the implementation of robust evaluation systems. The office provides appraisal training for both teacher and non-teacher appraisers. Teacher appraisers receive professional development and follow-up training on all aspects of the teacher evaluation system which includes: calibration of classroom walkthroughs, appropriate documentation of appraisals, coaching and feedback conversations, as well as progress and end-of-year appraisal conferences. Appraisers of non-teaching staff and non-teaching staff members receive professional development on the corresponding appraisal system through the Performance Management program as well.

Budget and Expenditures

Title II, Part A funds were used to provide training and support of appraisal systems.

|			
Budgeted:	$912,324	Capital Outlay:	
Expenditures:	$792,793	Contracted Services:	
Allocation Utilized:	86.9 percent	Other Operating Expenses:	
		Payroll:	$792,793
		Supplies and Materials:	

Program Goal

The goal of the program is to increase efficiency, productivity, and effectiveness through consistent employee evaluation, feedback, and development by supporting teacher and non-teaching staff appraisers in being effective evaluators of professional performance.

Program Outcomes

- Shown in **Table 1, HCA** (page 64), seven e-Train courses were offered through Human Capital Accountability in 2013–2014 and a total of 1,284 participants completed the courses. The course with the most completions was School Leaders Appraisals Training, with 567 completions, followed by Teacher Appraiser Certification, with 263 completions. Courses offering overviews of ePerformance were also well attended.

- Depicted in **Figure 1, HCA** (page 63), nearly a third of the courses offered by Human Capital Accountability were completed in September, at the beginning of the academic year, but completions were recorded throughout the year.

Figure 1, HCA. Percentage of Human Capital Accountability e-Train courses completed by school personnel, by month, 2013–2014
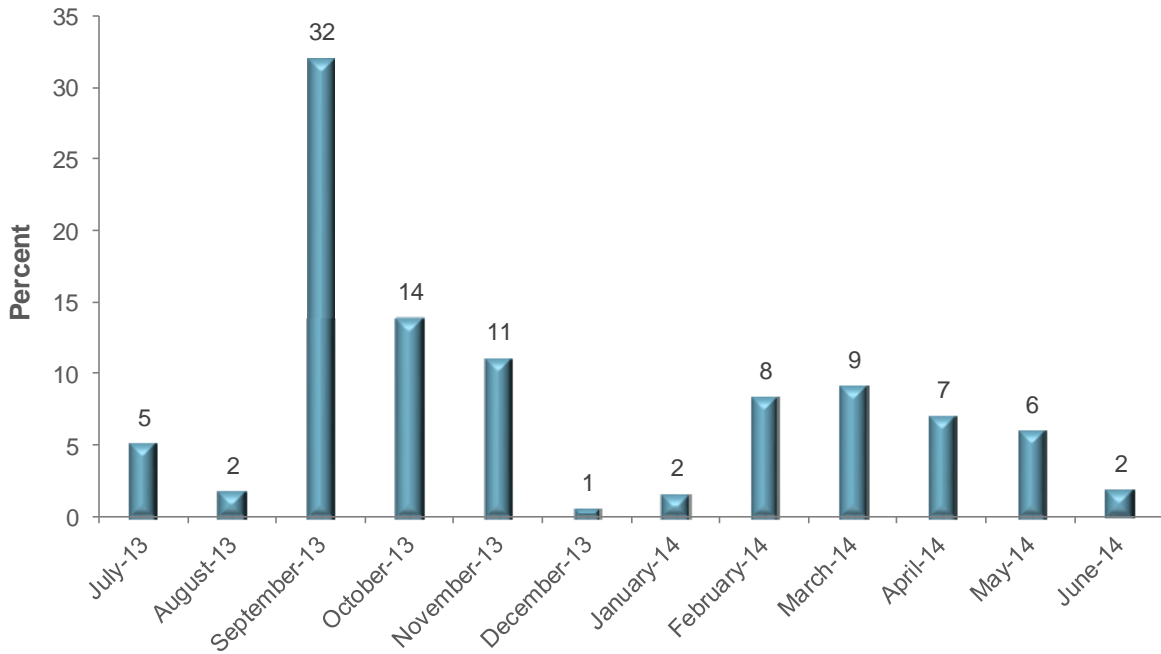
Note: Percentages may not total 100 due to rounding.
Source: HISD e-Train file, July 2013–June 2014

- The 2013–2014 Your Voice survey of administrators included a question on satisfaction with professional development services provided by the district. Seventy-seven (77) percent of the respondents, representing all schools in the district, agreed or strongly agreed that they were satisfied with the services. Percentages of satisfied administrators by school level can be found in Figure 13 (page 18).

Recommendation

Human Capital Accountability courses are well used, and responses to a general survey question indicated general satisfaction with the professional development offered in the district. In order to get information specific to courses offered through Human Capital Accountability, it is recommended that the program create a formal, accessible means of documenting respondents' feedback to the courses, highlighting both strengths and modifications to consider for increasing the impact of the presentations.

Table 1, HCA. Number of Human Capital Accountability e-Train Course Completions, by Course, 2013–2014		
Course Title	**Course Number**	**N Participants Completed Course**
PPA	EA0026	15
Overview: ePerformance	EA0027	214
Overview: ePerformance	EA0028	218
Teacher Appraiser Certification	EA0029	263
Student Performance Refresher	EA0032	3
PPA: Getting it WRITE!	EA0033	4
School Leaders Appraisals Training	EA0035	567
Total		**1,284**

Source: HISD e-Train file, July 2013–June 2014

PowerUp

Program Description

PowerUp is a comprehensive 21st century educational initiative that transforms how students learn and teachers teach. Through this program teachers and school leaders learn methods to make education student-centered, in which the learning environment fosters active and authentic learning. Students have 24/7 access to educational material through which they learn by investigating, identifying useful information and validating the reliability of the source. Using project-based learning and authentic learning and assessment, they master standards at a pace that is optimal for them. In addition, teachers are able to use available technology to more effectively differentiate, individualize, and personalize instruction to maximize student college and career readiness. In 2013–2014, the initial, phase one, year of the project, the program provided training for high school teachers and laptops to high school students at 11 participating high schools in the district. The program was scheduled to expand to an additional 21 high school campuses in phase two, during the 2014–2015 school year, and expected to grow further in phase three, during the 2015–2016 academic year.

Budget and Expenditures

Title I, Part A funds were used to provide professional development and technology to HISD personnel and students.

|			
Budgeted:	$6,404,953	Capital Outlay:	
Expenditures:	$6,404,953	Contracted Services:	$766,680
Allocation Utilized:	100.0 percent	Debt Service:	$4,908,795
		Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	$729,478

Program Goal

Provide high school students and their teachers at participating high schools with access to and knowledge of how to use technology to optimize education, so learners actively participate in the design of their own education and are college and career ready upon graduation.

Program Outcomes

- The PowerUp program was implemented at 11 HISD campuses in 2013–2014, nine high schools (22 percent of the high schools in the district) and two combined-level schools (25 percent of the HISD combined-level schools that had high school programs) in 2013–2014. A total of 19,160 students received a laptop and 989 teachers received both a laptop and training on how to use technology to enhance students' education.

- In 2013–2014, 1,522 school personnel completed PowerUp Training courses through e-Train. Illustrated in **Figure 1, PU** (page 66), the majority of e-Train PowerUp professional development courses were completed before the school year began or shortly after, but courses were completed throughout the academic year.

**Figure 1, PU. Percentage of PowerUp e-Train courses completed
by school personnel, by month, 2013–2014**
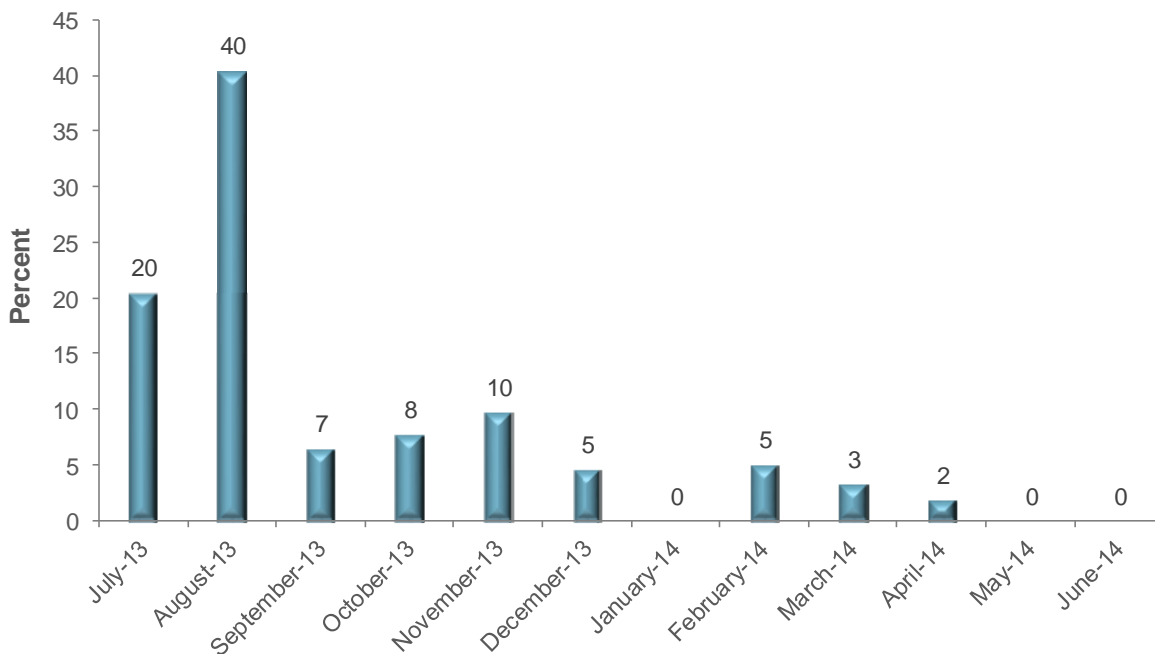
Note: Percentages may not total 100 due to rounding.
Source: HISD e-Train file, July 2013–June 2014

- In addition to courses documented through e-Train, HISD staff received PowerUp training at professional development meetings during early dismissal days. Follow up webinars provided reinforcement for the professional development courses.

- All HISD teachers at campuses that implemented the PowerUp program in 2013–2014 received training in using technology to enhance instruction.

- As a general indicator of satisfaction with professional training offered in the district, HISD administrators from all HISD schools responded to the 2013–2014 Your Voice survey question on satisfaction with professional development for teachers. Seventy-one (71) percent of 2013–2014 high school administrators agreed or strongly agreed that they were satisfied with the services provided in the district.

Recommendation

Popular media reports of implementation of laptop programs in large, urban school districts highlight the need for universal professional development for teachers prior to distributing laptops to students. It is recommended that the PowerUp program continue its program of preparing 100 percent of teachers in schools implementing the program prior to laptop distribution for students and that continuing professional development be available to participating teachers even as new schools are phased into the project.

Program Description

A portion of HISD's Title I, Part A and Title II, Part A funds are designated for private nonprofit schools within HISD attendance boundaries that meet the criteria for eligibility and funding. Private nonprofits receive equitable services through the funding. Services were contracted with third-party providers and were administered by HISD's department of External Funding.

Title I, Part A funds were designated to supplement services provided by private nonprofit schools to meet the educational needs of students at risk of failing reading and mathematics, as determined by standardized test scores and pre- and post-assessments of achievement. In 2013–2014, Catapult Learning, LLC, was the contracted provider and supplied services to 30 private nonprofit schools. Services included individualized, small-group, and computer assisted tutorials for eligible students from age four through twelfth grade, professional development for Title I teachers, and workshops for parents of Title I students on a variety of topics, including understanding different learning styles and helping children prepare for tests.

Title II, Part A funds provided professional development for teachers in the core academic areas and for school leaders in private nonprofit schools. In 2013–2014, services were provided to staff members in 48 private nonprofit schools by MindStreams, LLC. All professional development activities were based on scientific research and best practices and were designed to be part of a sustained plan for improving student academic achievement at the school. Participants attended customized professional development activities designed by MindStreams specifically to meet individual school needs, as well as outside professional development that met the requirements of the Title II program. Topics included effective teaching strategies such as integrating technology into curriculum and instruction, teaching students with diverse needs, and school leadership and management. In addition, staff members participated in undergraduate and advanced degree programs, certification programs, and courses in higher education.

Budget and Expenditures

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

Budgeted:	$234,959	Capital Outlay:	
Expenditures:	$181,764	Contracted Services:	$181,764
Allocation Utilized:	77.4 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

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

|			
Budgeted:	$699,590	Capital Outlay:	
Expenditures:	$161,388	Contracted Services:	$161,388
Allocation Utilized:	23.1 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

The Private Nonprofit program manages the contractors that provide equitable Title I, Part A and Title II, Part A services to eligible private nonprofit schools within HISD attendance boundaries.

Program Outcomes

- Of 796 students enrolled in 30 private nonprofit schools supported by Title I, Part A funds administered by HISD, 586 students were eligible for Title I, Part A services.

- Catapult Learning, the vendor contracted with Title I, Part A funds to provide services to eligible students in private, nonprofit schools, reported providing 389 instructional services in reading and 462 in mathematics, for a total of 851 instructional services, to 565 students in 29 private nonprofit schools eligible for services.

- The Catapult program also provided 11 parent workshops in six different topics at several different school and public library locations between November 12, 2013 and June 17, 2014. Attendance was not recorded for one workshop and two others had no attendees; the remaining eight workshops drew an average of five parents each.

- Catapult Learning measured student achievement through pre- and post-tests using the Odyssey instrument with students who were enrolled in the program for 20 or more sessions and took both the pre- and post-tests. The 362 students tested with Odyssey reading made an average gain of 11.6 NCEs from the beginning to the end of the program, using beginning of the program norms. Four hundred forty-four (444) students were tested with Odyssey mathematics and gained 10.9 NCEs during the same time period, using beginning of the program norms.

- Catapult conducted a survey of administrators at schools that received their services. Seventeen administrators (representing up to 59 percent of the schools served) responded to the survey. Results of three of the four questions on the survey are illustrated in **Figure 1, PNP** (page 69) and detailed in **Table 1, PNP** (page 70). Administrators gave an average rating of 3.3 out of 4.0 to the three questions, indicating general satisfaction with the services they received from Catapult. For comparison, in 2012–2013, administrators from 12 schools served that year gave an average rating of 3.9 out of 4.0 to the same three questions. A new question on the 2013–2014 survey, asking likelihood of principals to recommend Catapult Learning to another principal or colleague, was answered on a scale of 1–10, with 10 indicating 'extremely likely' to recommend the service. Fifteen (15) administrators (88 percent of

those responding to the survey) elected to answer the question. Five administrators (29 percent) answered with a rating of 10, seven (41 percent) gave a rating of eight, two (12 percent) gave a seven, two more (12 percent) gave a five, and one (six percent) gave a rating of three, for an average rating of 7.8 out of 10.

Figure 1, PNP. Average agreement with statements about academic services for eligible Title I, Part A students, evaluated by 17 administrators of private nonprofit schools, 2013–2014
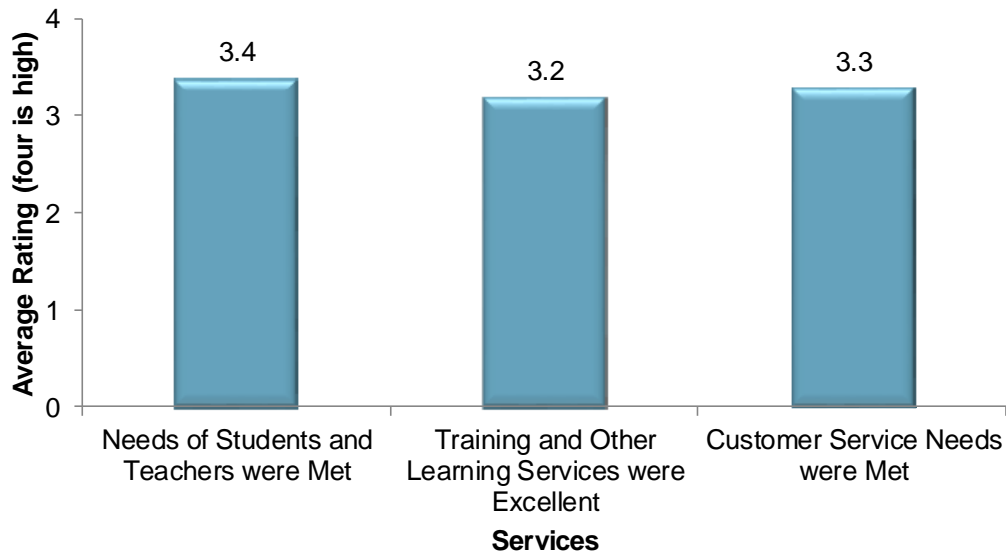
Source: Catapult Learning

- Mind Streams, the vendor for Title II, Part A services for private nonprofit schools within HISD's boundaries, provided professional development services to teachers and school leaders from 48 eligible private nonprofit schools. A total of 1,090 services were documented, including participants taking online course work, attending 22 different professional development events offered between August 5, 2013 and June 19, 2014, attending a principal's meeting and attending outside workshops. In addition, 40 participants in private nonprofit schools participated in a college or graduate degree program in 2013–2014.

Recommendation

Private nonprofit schools receive federal funding to support economically disadvantaged students and their teachers and school leaders, and they have as great a need to support student achievement as public schools do. It is imperative that they receive clear and detailed feedback on the results of services provided through Title I, Part A and Title II, Part A Centralized Programs funding. It is recommended that the contractors selected to provide services be required to provide schools with detailed, individualized accounts of both their services and the academic achievement results associated with them, and that it provide HISD the same kind of information for all schools and students receiving services administered through the district.

For more information on the HISD Private Non-Profit program, see "Title I, Part A Private Nonprofit Schools, 2013–2014," HISD Department of Research and Accountability.

Table 1, PNP. Private Nonprofit Administrators' Responses to Catapult Learning's Survey of Satisfaction with Services Contracted to Support Student Achievement, 2013–2014					
Survey Prompt	**Strongly Agree** **%** **(N)**	**Agree** **%** **(N)**	**Disagree** **%** **(N)**	**Strongly Disagree** **%** **(N)**	**Average Rating** **(N)**
The needs of my students (or teachers) are being addressed to my satisfaction in consultation with Catapult Learning.	41.2 (7)	52.9 (9)	5.9 (1)	0.0 (0)	3.4 (17)
The teaching, training or other Catapult Learning services provided to my school are excellent.	29.4 (5)	64.7 (11)	5.9 (1)	0.0 (0)	3.2 (17)
Any issues I have had with Catapult Learning Services have been addressed quickly and to my satisfaction.	35.3 (6)	58.8 (10)	5.9 (1)	0.0 (0)	3.3 (17)

Note: Percentages may not total 100 due to rounding
Source: Catapult Learning

Professional Development

Program Description

The Professional Development program served all educators in HISD. Services for teachers and administrators at Title I schools were provided through Title I, Part A funds and Title II, Part A funds provided services for teachers and administrators at all schools. HISD Professional Support and Development provided a responsive coaching model, face-to-face and online learning opportunities, access to online and print effective practices, and a platform for teachers to share and collaborate in four ways.

First, secondary and elementary Teacher Development Specialists (TDS) worked with core, new, and struggling teachers to: 1) provide observations, feedback, and coaching aligned to instructional practice criteria; 2) provide observation, goal setting, modeling, practice, and feedback aligned to the HISD Instructional Practice Rubric and HISD curriculum; 3) support the implementation of district curriculum; and 4) facilitate campus-based professional development, where appropriate.

Second, the Professional Development Central Support design team partnered with Academics, Instructional Technology and other departments to design face-to-face and online teacher development aligned to high priority, districtwide initiatives, and to develop online, user-centered learning tools through the District online platforms (i.e., HUB) to enhance connectivity of teachers to resources and to each other.

Third, the department provided coordination of induction and ongoing mentoring support for beginning and alternative certification teachers to: 1) strengthen teachers' knowledge of content, district curriculum, instructional resources, and effective practices; and 2) accelerate acquisition of instruction practices by providing observations, feedback, and coaching aligned to instructional practice criteria.

And finally, the department supported retention of highly-qualified and effective teachers by providing a meaningful avenue for the best teachers to be recognized and become more influential in improving instructional capacity and effectiveness at campuses by providing various teacher leadership opportunities, such as action research, campus-based professional development, facilitative leadership, and e-learning.

Budget and Expenditures

Title I, Part A funds provided professional development opportunities to HISD educators at Title I, Part A schools.

Budgeted:	$9,511,970	Capital Outlay:	$6,128
Expenditures:	$6,693,478	Contracted Services:	$76,256
Allocation Utilized:	70.4 percent	Other Operating Expenses:	$18,636
		Payroll:	$6,570,974
		Supplies and Materials:	$21,484

Title II, Part A funds provided professional development opportunities to all HISD educators.

|			
Budgeted:	$3,833,394	Capital Outlay:	$16,360
Expenditures:	$2,351,423	Contracted Services:	$224,569
Allocation Utilized:	61.3 percent	Other Operating Expenses:	$102,009
		Payroll:	$1,909,566
		Supplies and Materials:	$98,919

Program Goal

The primary goal of Professional Development was to support responsive teaching and rigorous learning every day, in every classroom in HISD.

Program Outcomes

- The number of professional development opportunities supported directly by Title I, Part A and Title II, Part A Centralized Programs could not be determined, however, overall, professional development opportunities were well used within the district. A total of 19,298 HISD employees completed 149,607 professional development courses in 2013–2014, an average of 7.8 courses each.

- Of the employees who documented completion of HISD professional development opportunities, 13,629 were teachers, principals, and instructional support staff, who took direct responsibility for student achievement at the classroom level. These staff members completed 118,379 professional development courses, an average of 8.7 each.

- HISD administrators from all HISD schools responded to the 2013–2014 Your Voice survey question on satisfaction with professional development for teachers. Seventy-seven (77) percent of the administrators agreed or strongly agreed that they were satisfied with the services provided in the district. Percentages of satisfied administrators by school level are presented in **Figure 1, PD** (page 73). The percentage of satisfied elementary school, high school and combined level school administrators went up between 2012–2013 and 2013–2014, while the percentage of satisfied middle school and early learning school administrators went down. The greatest increase, five percentage points, was recorded for high school administrators, while the greatest decrease, 17 percentage points, was for early learning school administrators.

Figure 1, PD. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Professional Support and Development department, 2012–2013 and 2013–2014
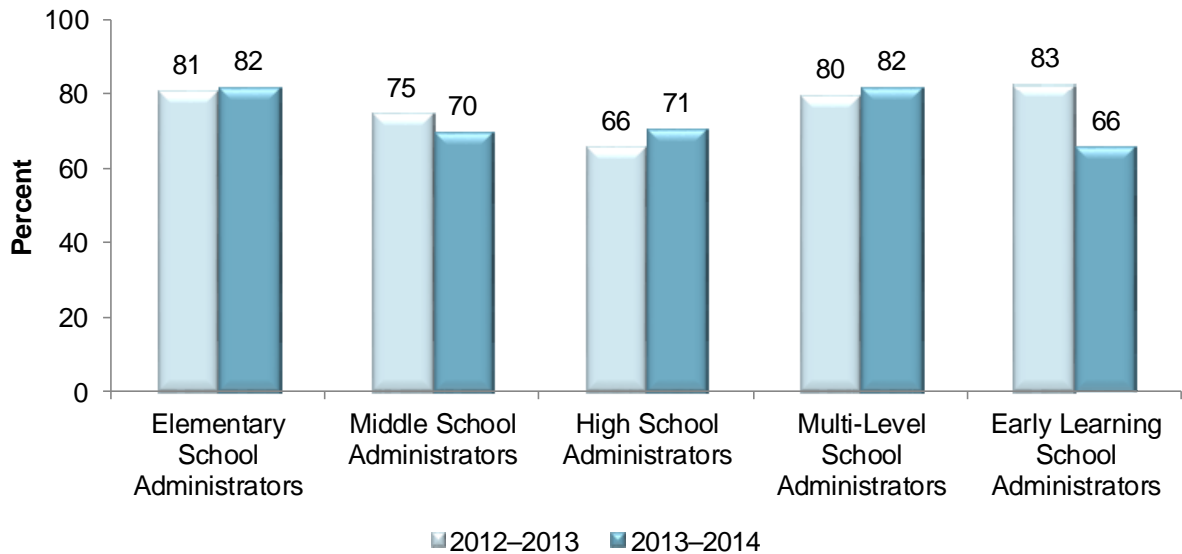
Source: HISD Your Voice Program, Central Administration and School Support Office Data Summary, 2013 and 2014

Recommendation

While professional development opportunities offered in HISD are well used, the number of services supported directly by Title I, Part A and Title II, Part A funds could not be determined for this report. It is recommended that the courses offered through ESEA funding be identified in the district e-Train files to allow identification. Further, it is recommended that results of formal measures of participant satisfaction with those courses, including questions soliciting strengths and suggested modifications to increase the impact of the presentations, be disseminated within the district.

Program Description

Having effective leadership in every school is essential to ensuring student success. According to research conducted by the district, the more challenging and/or underprivileged the student population in the school, the more this is true. In HISD, there is ample evidence of this, as there is a broad variation in the on-track-to-college readiness rates of our elementary, middle and high school students, even among schools with very similar poverty levels. The district has closely examined each step in the process from recruiting, screening, hiring, developing, supporting, evaluating and promoting school leaders and has identified areas of focus for developing leaders. The immediate goal is to make certain there is effective school leadership for every school. The district's ultimate goal is to maximize achievement for all students.

PD Leadership Development exists to provide school leaders, including principals, assistant principals, deans, and appraisers, with support in the following focus areas: instructional leadership, strategic marketing, human capital, school culture, strategic operations and executive leadership. The district develops and sustains effective instructional leaders who work with school teams to reach strategic goals. The district's instructional framework is grounded in a fundamental belief that instructional leaders: (1) establish a shared vision, a safe environment, and collaborative culture which results in high expectations and rigorous instruction for all students; (2) identify school needs and strategically allocate resources aligned to the campus' positioning statement; (3) continuously improve instruction by utilizing data to engage in a cycle of inquiry with immediate feedback; (4) build human capital by creating work environments where teachers and students have full access to differentiated instructional supports; and (5) develop and monitor effective organizational and instructional systems centered around evidence-based practices. In this effort, the PD Leadership Development program provides school leaders with ongoing supports, individualized professional development, and the tools needed to lead a school effectively.

Budget and Expenditures

Title II, Part A funds were used in partial support of the PD Leadership Department's efforts to maximize the effectiveness of school leaders in HISD schools.

|			
Budgeted:	$2,208,825	Capital Outlay:	$0
Expenditures:	$1,426,949	Contracted Services:	$44,112
Allocation Utilized:	64.6 percent	Other Operating Expenses:	$21,218
		Payroll:	$1,329,470
		Supplies and Materials:	$32,149

Program Goal

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

Program Outcomes

- All HISD school leaders began the 2013–2014 academic year with certification complete.

- Four hundred five (405) HISD principals and assistant principals completed at least one of 59 PD Leadership Development courses supported by Title II, Part A Centralized Program funding in 2013–2014. Shown in **Table 1, PDLD** (page 76), school leaders from 256 HISD schools completed a range of 1–10 courses each, a total of 1,196 courses, and a mean of 3.0 courses each.

- Some PD Leadership Development courses supported by Title II, Part A Centralized Program funding were considered useful for a broader spectrum of district employees and were made available to all employees. Eighty-three (83) different courses, 20 of which were identified as online courses, were attended by 2,569 employees in addition to school leaders. A total of 5,097 courses were completed. Enrollments ranged from 1,358 for Child Abuse Prevention and 924 for Blood Borne Pathogens, both online courses, to one completer for four different classes including Smart Goals, Time Management, New AP Induction Institute, and PK-12 SDMC-Administrators.

- The number of Title II, Part A supported PD Leadership professional development courses attended during each month of 2013–2014 is illustrated in **Figure 1, PDLD**. Principals and assistant principals completed the large majority of their courses before the new school year began while other HISD employees who took PD Leadership Development courses completed them throughout the academic year, with the majority of courses completed during the first semester.

Figure 1, PDLD. Percentage of PD Leadership Development professional development course completion, by month, 2013–2014.
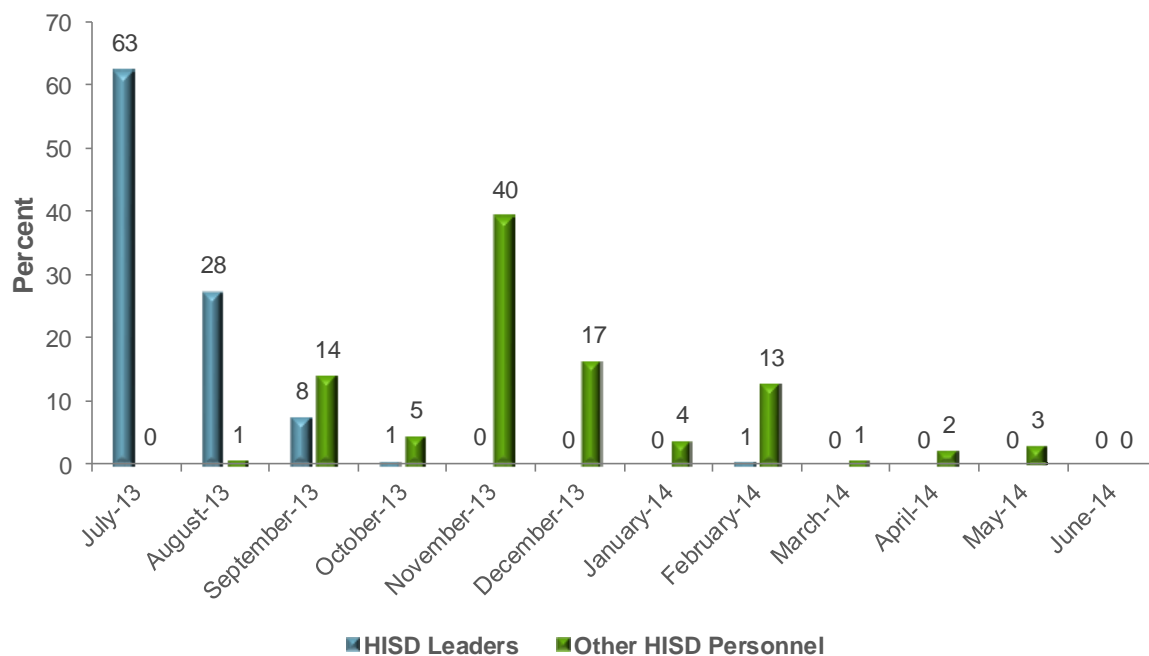
Note: Percentages may not total 100 due to rounding.
Source: HISD e-Train file, July 2013–June 2014

Recommendation

PD Leadership professional development opportunities were well used by school leaders in HISD and, when appropriate, were also available to, and well used by, other HISD staff members. It is recommended that PD Leadership Development continue to build and distribute resources for the support of school leaders and, as needed, also make the resources available to other personnel who can benefit from them.

	N of Participants	N of Courses Completed	Range of Courses Completed	Mean N of Courses Completed	N of HISD Schools Represented	N of HISD Departments Represented
Table 1, PDLD. Number of School Leaders and Other HISD Personnel Attending e-Train Courses Supported through Title II, Part A Funding and Provided by the PD Leadership Development Program, 2013–2014						
Total School Leaders	405	1,196	1–10	3.0	256	1
Principals	268	768	1–9	2.9	252	1
Asst. Prins.	137	428	1–10	3.1	106	0
Other HISD Personnel	2,569	3,901	1–16	1.5	236	70
Total	**2,974**	**5,097**	**1–16**	**1.7**	**267**	**71**

Source: HISD e-Train file, July 2013–June 2014

Recruitment and Retention Incentives

Program Description

The Recruitment and Retention Incentives program was designed to support activities to help attract top teaching talent to HISD campuses, especially those considered hardest to staff. The program was administered through the Talent Acquisition department and included programming such as recruitment incentives for critical shortage areas (paid out over a two-year period as a retention component) and the Strategic Staffing Initiative that provided additional monetary support for the hardest to staff schools. Incentives were available to teachers hired in critical shortage subject areas (secondary mathematics, secondary science, bilingual, and special education) as well as all core content teachers hired for the 34 hard to staff schools targeted by the Strategic Staffing Initiative.

Budget and Expenditures

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

|			
Budgeted:	$977,676	Capital Outlay:	
Expenditures:	$310,058	Contracted Services:	$12,500
Allocation Utilized:	31.7 percent	Other Operating Expenses:	
		Payroll:	$297,558
		Supplies and Materials:	

Program Goal

The program supported the goal of having a quality teacher in every HISD classroom by offering hiring and second year retention incentives to qualified teachers in critical shortage subject areas and strategic staffing incentives to teachers in schools considered hard to staff.

Program Outcomes

- Shown in **Table 1, RRI** (page 78), 54 teachers received a strategic staffing incentive and 239 teachers received a recruitment incentive. Of those who received a recruitment incentive, 106 received a first year recruitment incentive, including 34 special education teachers, and 133, including 11 special education teachers, received a second recruitment incentive at the end of their second year of teaching.

- Retention rates for teachers who received incentives are illustrated in **Figure 1, RRI** (page 78). Seventy-six (76) percent of teachers who received recruitment incentives and 80 percent of teachers who received strategic staffing incentives, overall, 77 percent of teachers who received incentives in 2013–2014, were retained in 2014–2015, compared with 82 percent of all HISD teachers. For further comparison, in 2012–2013, 67 percent of teachers who received recruitment or critical shortage incentives were retained.

Figure 1, RRI. Percentage of HISD teachers who received a recruitment or retention incentive in 2013–2014 and were retained in HISD in 2014–2015 compared with retention of all HISD teachers the same years
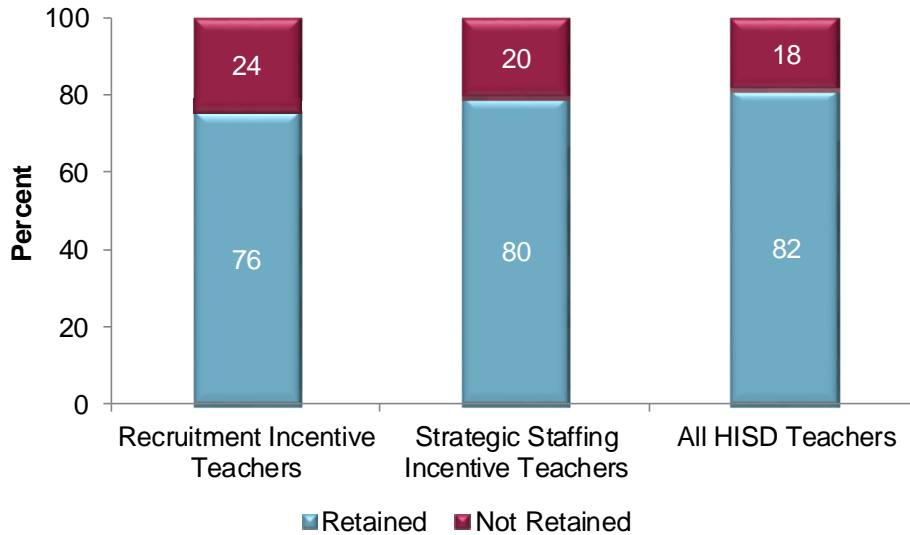
Sources: HRIS and HISD Retention files

Recommendation

Though teachers received incentives for teaching in critical shortage areas or in hard to staff schools, their retention rates still lagged behind retention rates of teachers in all HISD schools. Exit interviews specific to teachers who received incentives but did not remain in the district could be helpful in identifying what factors might be manipulated to create stronger incentives to remain in the district for teachers who are highly qualified and in demand.

Table 1, RRI. Number of Recruitment and Retention Recipients and Percentage Retained, 2013–2014	N Recipients	N Recipients Retained	Percent Retained
Recruitment Incentives, Total	239	182	76.2
Year 1	72	55	76.4
Special Educ., Year 1	34	22	64.7
Year 2	122	97	79.5
Special Educ., Year 2	11	8	72.7
Strategic Staffing Initiative	54	43	79.6
Total Incentives	**293**	**225**	**76.8**

Source: HRIS

Program Description

Teach for America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. Teach for America recruits outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools. HISD placed 104 corps members from Teach for America for the 2013-2014 school year. Before they started teaching, each new corps member attended an intensive five-week summer training institute. During the institute, the most important thing corps members did was teach summer school, helping their students master critical content for the fall. To that end, coursework was designed to help corps members learn essential teaching frameworks, curricula, and lesson planning skills. Corps members worked with experienced teachers who observed and coached them to improve their skills quickly throughout the summer. By the end of the institute, corps members were expected to have developed the knowledge, skills, and mindsets needed to be effective beginning teachers, to have made an immediate impact on students, and to have built relationships that would support them throughout their corps experience.

Budget and Expenditures

Title II, Part A funds were used to fulfill a contract with Teach for America to support new HISD teachers recruited by TFA.

|			
Budgeted:	$600,000	Capital Outlay:	
Expenditures:	$458,000	Contracted Services:	$458,000
Allocation Utilized:	76.3 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

The primary goal of contracting with TFA was to support having an effective teacher in every HISD classroom.

Program Outcomes

- Illustrated in **Figure 1, TFA** (page 80), 82 percent of the 104 new Teach for America (TFA) teachers who began teaching in HISD in 2013–2014 were retained in the next school year, 2014–2015, for the second year of their commitment to teach in the district.

- 2014–2015 retention rates for TFA teachers from earlier cycles are also shown in Figure 1, TFA (page 80). Fifty-six (56) percent of TFA teachers who began teaching in HISD in 2012–2013 were retained in 2014–2015, the first year following their two-year commitment to the district, and 10 percent of the TFA teachers who began in HISD in 2011–2012 were retained for the second year following their two-year commitment.

Figure 1, TFA. Percentage of TFA teachers who began in HISD in 2011–2012, 2012–2013, and 2013–2014 and were retained in HISD schools in the 2014–2015 academic year
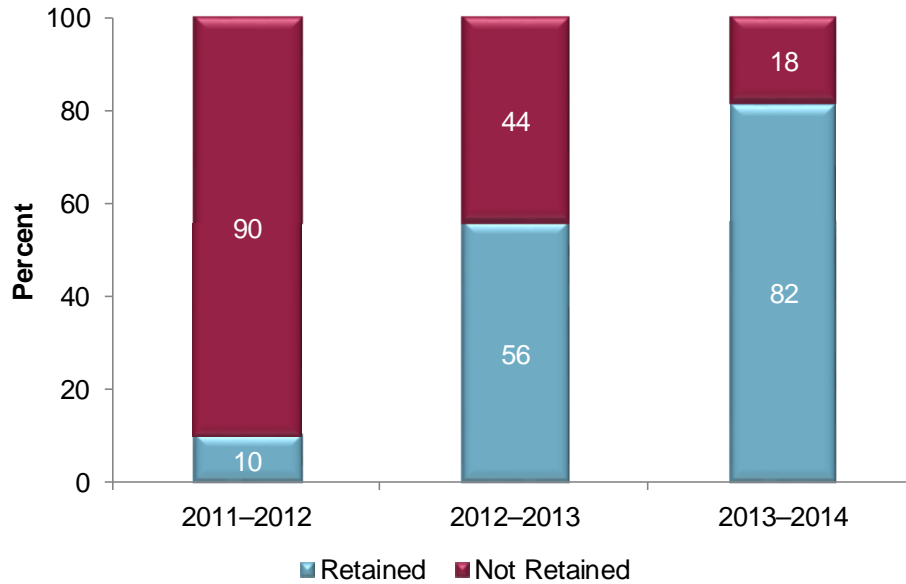
Source: HRIS TFA files

Recommendations

Teach for America provides highly qualified teachers to the district on a regular basis. In order to take full advantage of the resource provided, it is recommended that the administration of the TFA program within HISD request an updated evaluation showing the current employment trends and student performance of TFA teachers in the district. Further, it is recommended that teachers recruited through TFA be explicitly identified within the new HISD staff records system to allow accessible and longitudinal tracking of TFA teacher accomplishments.

Teacher Recruitment and Selection

Program Description

The Teacher Recruitment and Selection program supports personnel whose goal is to effectively recruit and select quality teachers to work within the district. With a goal to staff all vacancies by the first day of school annually, key Human Resources (HR) selection staff are critical to ensuring effective screening and selection supports for principals. The selection team is solely dedicated to the selection of highly effective, quality teachers annually. The program also allows the department to offer an annual stipend for additional personnel to assist in selection activities during peak seasons to ensure that goals are met. In 2013–2014, the team effectively screened approximately 10,000 teacher applications and built a pool of 6,000 teaching candidates to support 2013–2014 hiring needs. Overall, the program addresses a great need to provide principals and campus-based administrators targeted, differentiated support to effectively select quality teachers for their vacancies.

Budget and Expenditures

Title II, Part A funds were used to support personnel who focused on recruiting and selecting quality teachers to teach within the district.

|			
Budgeted:	$561,446	Capital Outlay:	
Expenditures:	$348,821	Contracted Services:	
Allocation Utilized:	62.1 percent	Other Operating Expenses:	
		Payroll:	$348,821
		Supplies and Materials:	

Program Goal

The primary goal of the program was to assure that every classroom was staffed by a high quality teacher by the first day of the school year.

Program Outcomes

- Seven Teacher Recruitment and Selection staff positions were funded with Title II, Part A funds in 2013–2014 to support recruiting and selecting quality teachers in a timely manner: three selection specialists, three onboarding specialists, and one general clerk.

- Employees contributed by providing screening support for teaching applications, conducting recruitment events, including 21 specialized events for hard to staff schools, referring more than 700 applicants from the pool of 6,000 approved teaching candidates to school leaders with specific needs, and supporting school leaders and hiring teams in making the most promising additions to their school faculties.

- In 2013–2014, 439 campus administrators from all 281 HISD schools responded to a Your Voice survey question on satisfaction with recruitment and selection of teachers in HISD. Overall, 65 percent expressed satisfaction with the process. Results of administrators by school level are shown in **Figure**

1, TRS (page 82). Administrators at elementary schools expressed the greatest level of satisfaction, while those at high schools expressed the lowest levels.

Figure 1, TRS. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Recruitment and Selection division of Human Resources, 2013–2014
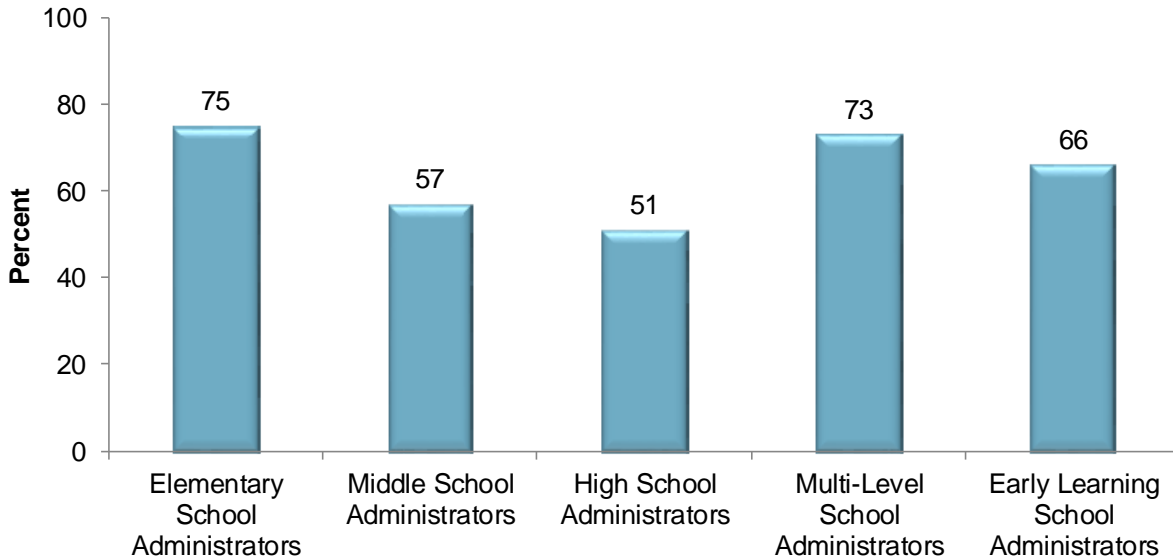
Source: HISD Your Voice Program, Central Administration and School Support Office Data Summary, 2013 and 2014

Recommendation

Administrators of the program should be commended for creating a solution to the problem of tracking the results of offers of employment made to applicants. Beginning in the 2014–2015 academic year, a system for following teachers recruited through the program will be used to track teaching applicants to whom offers of employment are made so the district can determine how many of the offers were accepted. In addition, when the teachers have begun teaching, the district will be able to track teaching performance and retention in HISD.

Program Description

The Vision Partnership was developed as a concerted approach to eliminating a health-related barrier that could impede motivation and ability to learn. There are estimates that more than one in five school-aged youth experience some kind of vision problem. Empirical evidence suggests that low-income and minority youth are at a greater risk of having unmet vision needs. With more than 80 percent of students in HISD being economically disadvantaged, the program is designed to provide unimpeded access to vision follow-up care for students without other alternatives, an important strategy to prevent the impact of vision-related learning problems on educational outcomes.

Budget and Expenditures

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

|			
Budgeted:	$100,000	Capital Outlay:	
Expenditures:	$35,820	Contracted Services:	
Allocation Utilized:	35.8 percent	Other Operating Expenses:	$34,500
		Payroll:	$1,172
		Supplies and Materials:	$148

Program Goal

The program sought to enhance the academic achievement of economically disadvantaged students through ameliorating impediments to their vision.

Program Outcomes

- Vision Partnership clinics provided screenings and/or treatments to at least 2,999 HISD students in 2013–2014, down from the 4,437 students served in 2012–2013. Grade levels of 2013–2014 student participants are shown in **Figure 1, VP** (page 84). The majority of participants, 76 percent, were in prekindergarten–grade 5, 19 percent were in grades 6–8, and six percent were in grades 9–12 (percentages do not total 100 due to rounding).

Figure 1, VP. Number of Vision Partnership participants, by grade level, 2013–2014
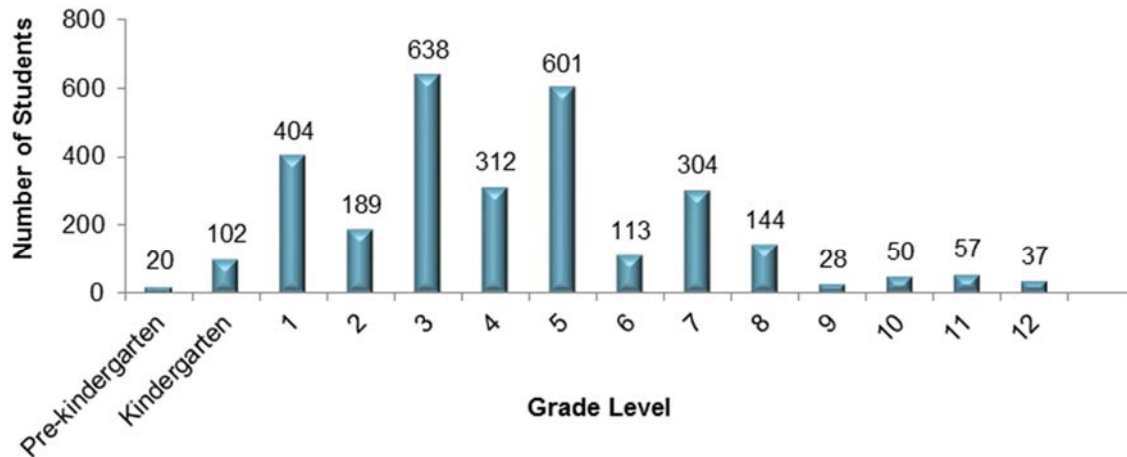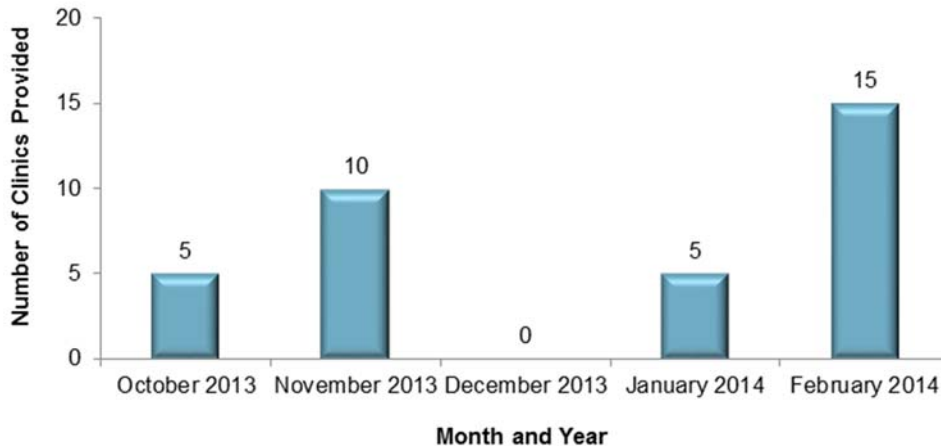

Note: Figure is taken from Department of Research and Accountability report on the 2013–2014
           Vision Partnership, 2015, p.17.

Sources: Houston Department of Health and Human Services (HDHHS) 2013–2014 Vision
           Partnership Clinic database; Chancery, August 19, 2014; HISD School Information 2013–
           2014 database

- Participating students attended 117 HISD schools (42 percent of all HISD schools) including 91 elementary, 15 middle, four high, and seven combined-level schools.

- Vision Partnership clinics offered services both semesters of the academic year. Shown in **Figure 2, VP**, 15 clinics operated in the fall semester and 20 were available in the spring semester.

Figure 2, VP. Number of Vision Partnership clinics offered, by month, 2013–2014


Note: Figure is taken from Department of Research and Accountability report on the 2013–
           2014 Vision Partnership, 2015, p. 12.

Source: Houston Department of Health and Human Services (HDHHS)

- 2013–2014 State of Texas Assessments of Academic Readiness (STAAR) results for identified Vision Partnership participants and for all HISD students are shown in **Figure 3, VP**. Results are limited to grades 3–8 because fewer than five identified Vision Partnership participants took each of the 2013–2014 State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) examinations.

- Data quality issues limit the generalizations that can be made from the STAAR test performance, but some general descriptions of the academic performance of Vision Partnership students can be made. For each test, reading, mathematics, and writing, percentages of students earning the satisfactory performance rating differed by five or fewer percentage points from the results of all HISD students in at least half of the grade levels tested. The largest differences in which Vision Partnership students had higher percentages earning the satisfactory rating than all HISD students were in eighth grade reading (25 percentage point difference) and seventh grade writing (five percentage point difference). The largest differences in which all HISD students had higher percentages earning the satisfactory rating were all at the fourth grade level, 19 percentage points difference in mathematics, 15 percentage points in reading, and 11 percentage points in writing.

Figure 3, VP. Percentage of Vision Partnership and all HISD students who met the satisfactory performance rating using phase-in 1 standards on the STAAR reading, mathematics, and writing examinations, 2013–2014
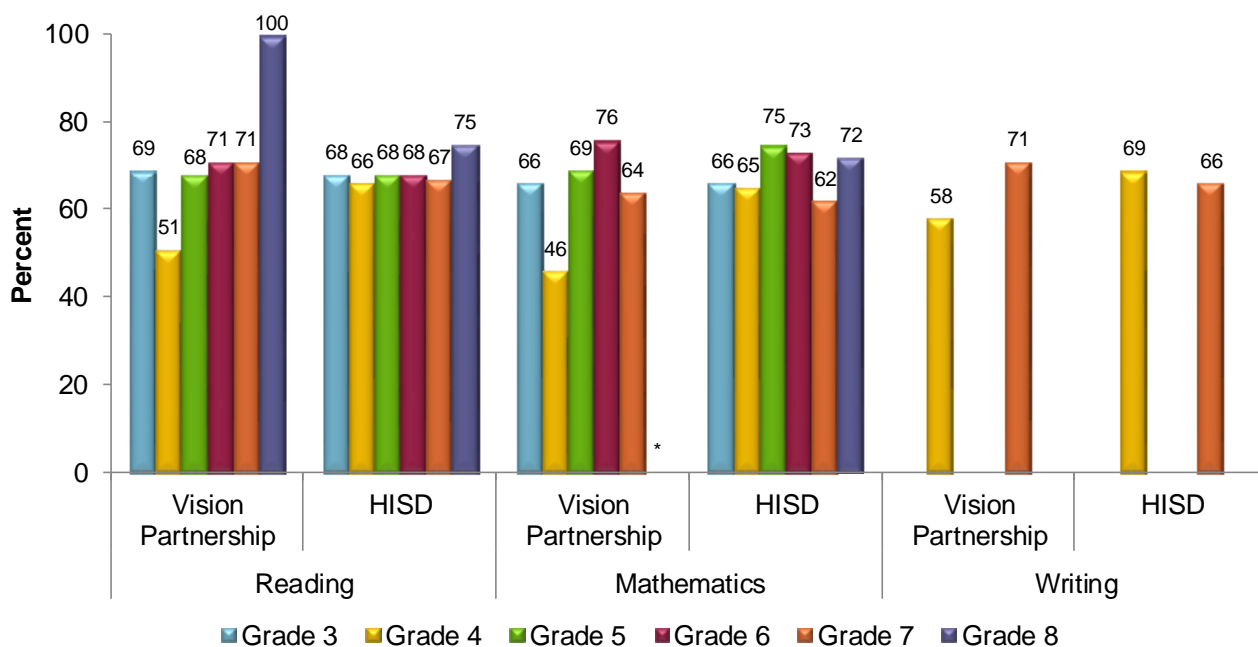
Note: * Scores for fewer than five students are not reported.
Source: Texas Education Agency, STAAR 3-8 files

Recommendation

Issues with data retrieval for the Vision Partnership greatly limited the generalizability of findings reported. The issues included missing data or inconsistent data entry at the school level and missing data from the Houston Department of Health and Human Services. Accountability for funds spent by the district is a necessity and correct data is needed to establish accountability. Many of the data issues may be resolved with more oversight of record keeping at the school level. School nurses must first care for the students in their charge. Perhaps giving nurses dedicated time for updating records or assigning a data entry clerk to assist a few hours a week or as needed could provide the needed support. In addition, a mechanism for providing feedback on accuracy and usefulness of the information submitted along with a requirement to resubmit until information is complete and identified errors are corrected would be useful.

Effectiveness of this program should be measured on services provided which can be determined by better documentation. Student academic performance is a secondary outcome of this program, not necessarily a direct outcome.

For a more thorough evaluation of the HISD Vision Partnership program, see "Vision Partnership, 2013–2014," Department of Research and Accountability.