



RESEARCH

Educational Program Report

TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2012–2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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HISD TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2012–2013

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 2012–2013, Title I, Part A funds were allocated for nine HISD centralized programs and Title II, Part A supported five HISD centralized programs; three of the programs received funds from both sources, for a total of 11 HISD centralized programs. This report documents the contributions of the 2012–2013 centralized programs in partial fulfillment of state and federal law that requires the district to account for funds received through ESEA.

Highlights

- A total of \$30,838,588, 75 percent of the funds budgeted, was expended for 2012–2013 Title I, Part A and Title II, Part A centralized programs. Eighty-eight (88) percent of the expenditures were made for payroll, followed by contracted services (six percent) and supplies and materials (five percent). Of the centralized programs that received Title I, Part A and/or Title II, Part A funds, the early childhood/prekindergarten program utilized the largest share (52 percent), followed by professional development (33 percent).
- Six hundred sixty-two (662) staff positions were fully or partially funded by Title I, Part A and/or Title II, Part A centralized programs. The majority of these (82 percent) were early childhood/prekindergarten teachers.
- All 11 centralized programs in 2012–2013, six receiving funds from Title I, Part A, two receiving funds from Title II, Part A, and three receiving funds from both sources, fulfilled their goals of providing services to eligible students and their teachers to enhance the achievement of students in the district.
- State of Texas Assessments of Academic Readiness (STAAR) results for HISD students across grades and subjects showed both growth and loss in percentage of students achieving a satisfactory rating using phase-in 1 standards. From 2011–2012 to 2012–2013, students in grades four, five, and six had lower percentages of satisfactory scores in each of the subject tests they took, and students in grade eight had higher percentages of satisfactory scores on all four subject tests they took.

- The percentage of HISD students earning a satisfactory score on freshman level State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) in 2012–2013 either essentially remained the same (English I-Reading) or was lower (English I-Writing, Algebra I, Biology, and World Geography) than the percentage achieving a satisfactory score using the same standard in 2011–2012.
- The percentage of eleventh graders meeting the standard on the 2012–2013 Texas Assessment of Knowledge and Skills (TAKS) was high for each of the subject tests taken. The lowest percentage of students meeting the standard was for mathematics, 87 percent, and that was also the only subject in which there was a lower percentage of students meeting the standard than met the standard in 2011–2012 (from 89 percent to 87 percent). The subject in which the highest percentage of students met the standard was social studies, 98 percent, unchanged from 2011–2012. Students showed slight gains in percentage passing both English Language Arts (ELA) and science from 2011–2012 to 2012–2013.
- On Stanford 10, the average normal curve equivalent (NCE) earned by students in 2012–2013 either essentially remained the same (mathematics, language, and social science) or dropped by one to two NCEs (reading and environment/science) from the average NCEs earned in 2011–2012.
- Students who took Aprenda 3 in 2012–2013 earned a higher average NCE than students earned in 2011–2012 on each subject test taken. The highest average NCE was 78 on the social science test, up from 73 NCEs in 2011–2012; the lowest average NCE was 75 in mathematics, up from the average of 72 NCEs in 2011–2012.
- 2012–2013 *Your Voice* results indicated that the majority of HISD administrators who responded were satisfied with district procedures for recruiting and selection of staff. The highest rate of satisfaction, 80 percent satisfied, was reported by administrators from multi-level schools and the lowest rate, 60 percent satisfied, was recorded for high school administrators.
- Eighty-three (83) percent of teachers in HISD in 2012–2013, all of whom were served by programs funded with Title I, Part A or Title II, Part A funds, were retained in 2013–2014, and 75 percent of those teachers who were new to the profession in 2012–2013 returned to HISD in 2013–2014.
- Title I, Part A and Title II, Part A funds supported 25,830 professional development courses completed in HISD in 2012–2013. Of those, 97 percent were completed by personnel with direct responsibility for the achievement of students at the classroom level.
- Satisfaction with HISD professional development services was high among both administrators and teachers. Administrators' responses to a *Your Voice* survey item ranged from 66 percent of high school administrators to 83 percent of administrators at early learning schools expressing satisfaction with the services they received from professional development. Seventy-eight (78) percent of HISD teachers indicated that at their schools they had the opportunity to learn educational strategies to improve student achievement.

- One hundred thirty-seven (137) teachers and five paraprofessionals began the 2012–2013 academic year without being “highly qualified.” By the end of the year, 82 teachers (60 percent) and all five paraprofessionals (100 percent) had achieved highly qualified status.

Recommendations

- It is recommended that the *Your Voice* survey, initiated in 2012–2013, be expanded to include questions that elicit information needed for HISD to establish compliance with appropriate federal and state laws and that results of the surveys be fully disseminated within HISD.
- Though a 75 percent overall utilization rate for Title I, Part A and Title II, Part A centralized programs funds is relatively high, it is recommended that more small programs, those that are cost effective and that target performance of focused groups of students who need special services to achieve at their potentials, be considered for funding with the unutilized funds.
- As instruments and standards for students demonstrating their academic achievement are modified by mandate and through technology, it is recommended that the district continue to seek out and experiment with curriculum and strategies that best engage Title I-eligible students, support students in achieving at their highest potentials, and allow evaluations that document the impact.

Administrative Response

Program Descriptions for the Title I, Part A and Title II Part A Centralized Programs are collected prior to the start of the upcoming school year. Program administrators are asked to complete a program description indicating the following detailed information:

- Rationale
- Needs assessment
- Program participants
- Personnel needed for program
- Description of program
- Goals/strategies of program
- Campuses receiving the services
- Professional development
- Program evaluation
- Budget template

The Executive Summary of the Title I, Part A and Title II, Part A Centralized Programs provides data that allows the Department of External Funding to determine if the goals of the centralized programs were accomplished.

Based on the recommendations provided in this report, please note the following practices being implemented to enhance the achievement of students in the district:

- Expanding the *Your Voice* survey to include additional questions addressing the compliance guidelines for federal and state laws.
- Working with Title I campuses to ensure the surveys are fully disseminated within HISD.

- Conducting mid-point reviews to discuss reallocation of Title I funds that were not utilized; reallocating these funds to existing district initiatives or creating new district initiatives that will enhance student achievement.
- Working with Family and Community Engagement (FACE) to provide support, tools, strategies and resources to parents, allowing them to assist their children at home.
- Working with departments that provide academic support to campuses on developing additional district initiatives offering programs addressing the needs of the students.

In conclusion, the 2012-2013 Title I, Part A and Title II, Part A Centralized Programs utilized their program funds effectively and efficiently to provide additional support and resources to Title I campuses that ultimately impacted student achievement.

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 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 2012–2013, HISD had eleven centralized programs, listed in **Table 1** (page 24) 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 25, 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 26).

A central charge for both Title I, Part A and Title II, Part A programs is to support high quality teaching, a focus which 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 42–81.

Methods

Data Collection and Analysis

- The HISD Budgeting and Financial Planning department provided budget data for programs receiving funds through Title I, Part A and Title II, Part A centralized programs.
- The HISD Department of Human Resources provided information on the number of positions supported through Title I, Part A and Title II, Part A centralized programs and the information was supplemented by the HISD Budgeting and Financial Planning department. Two programs, Dental Initiative and Vision Partnership Initiative (also known as See to Succeed), had payroll expenditures but no positions associated with them because they provided extra pay for some nurse or teacher positions. Human Resources Information Systems (HRIS) provided the identification numbers of all teachers new to the district in 2012–2013.
- Results of the State of Texas Assessments of Academic Readiness (STAAR) tests for grades 3–8 were provided by the state of Texas and reported as percentage of students who met the Level II, satisfactory standard using the phase-in 1 standards. Results of students who received scores on the standard version of either the STAAR or STAAR Spanish were included.
- State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) results were reported for ninth-grade and lower grade level students who took freshman level tests in 2011–2012 and tenth-grade and lower grade level students who took freshman and sophomore level exams in 2012–2013. Results were reported as percentage of students who achieved the Level II, satisfactory, phase-in 1 standards, on scored, standard versions of the exams.
- Texas Assessment of Knowledge and Skills (TAKS) results, provided by the state, were reported as the percentage of tenth- and eleventh graders who met the standard in 2011–2012 and the percentage of eleventh-graders who met the standard in 2012–2013 on the standard versions of the tests.
- Stanford 10 and Aprenda 3 results came from NCS Pearson and were reported as average normal curve equivalents achieved by non-special education students.

- Results of the Texas Primary Reading Inventory (TPRI) and El Inventario de Lectura en Español de Tejas (Tejas LEE), both tests for young students, were reported as percentage of students scoring as “developed” and “still developing” on the language skills of rhyming, phonological awareness, and listening comprehension.
- Information about HISD teacher and administrator satisfaction with professional development and about HISD parental satisfaction with their school engagement was provided by the RDA group from their SY 2012–2013 *Your Voice: HISD Customer Satisfaction Program* survey. The percentage of administrators responding to selected items from the 2012–2013 *Your Voice* survey was estimated by dividing the number of responses by 276, the number of schools in HISD in 2012–2013. The percentage of parents responding to survey items was estimated by dividing the number of responses by 202,586, the number of 2012–2013 students documented in the Public Education Information Management System (PEIMS) as members of HISD.
- The number of certification tests administered and passed through HISD was provided by HISD’s Alternative Certification Program for 2012–2013 and through the Texas Education Agency Educator Certification Online System Report for 2011–2012.
- Program administrators for the 11 programs receiving Title I, Part A and/or Title II, Part A funding in 2012–2013 were surveyed for updates on descriptions of each program, the number of students and/or teachers served, appropriate assessment measures for the programs, and compliance with provisions of ESEA.
- Information on students taking exams associated with college level achievement was provided by the HISD department of College Readiness. Advanced Placement (AP) test results came from the College Board; a passing score on the Advanced Placement tests was a three or higher. International Baccalaureate (IB) test information came from the International Baccalaureate Organization; a passing score on an IB test was a four or higher.
- Student identifications for participation in the Dental Initiative, Homeless Children, and Vision Partnership Initiative programs were drawn from Chancery and student identification numbers for the Vision Partnership Initiative were obtained from the City of Houston. Numbers of students transported for Dental Initiative and Vision Partnership Initiative services were provided by the Health and Medical Services department.
- Information about professionals acquiring highly qualified status came from HISD Human Resources, including the district Certification Officer.
- Parent involvement information, including data for the Parent Prep Academy, came from the 2012–2013 HISD Parent Engagement Department.
- Data for the Private Non-Profit programs came from reports submitted to the HISD Department of External Funding by two outside contractors, Catapult, which provided services funded by Title I, Part A, and Mind Streams, which provided services funded by Title II, Part A.
- Participation in professional development was drawn from HISD e-Train files.

- Sign-on bonus data was provided by the HISD Budgeting and Financial Planning department and HISD Human Resources Information Systems (HRIS).
- The numbers of new HISD Teach for America teachers for 2010–2011 and 2011–2012 were provided by the Alternative Certification Program. The numbers for 2012–2013 and numbers retained in 2013–2014 were provided by HRIS.

Data Limitations

Limited information was available on educators' impressions of their professional development activities during the year due to the implementation of a new, districtwide *Your Voice* survey which precluded questions requesting details about inservice activities.

The *Your Voice* survey for administrators was open to individuals responsible for campus budget and staffing decisions, usually more than one person per campus, so actual response rates on the survey may be smaller than those reported.

Low response rates on the *Your Voice* survey for items selected for inclusion in this report limit the generalizability of the results.

Though numbers of students transported for services provided by the Dental Initiative and the Vision Partnership Initiative were kept by the Health and Medical Services department, descriptions of services provided to individual students, especially those for dental services, were less well documented in Chancery because documentation is not required by law for dental screenings or services. Information about academic achievement associated with students who received services was therefore limited to schools in which school nurses documented the services in Chancery.

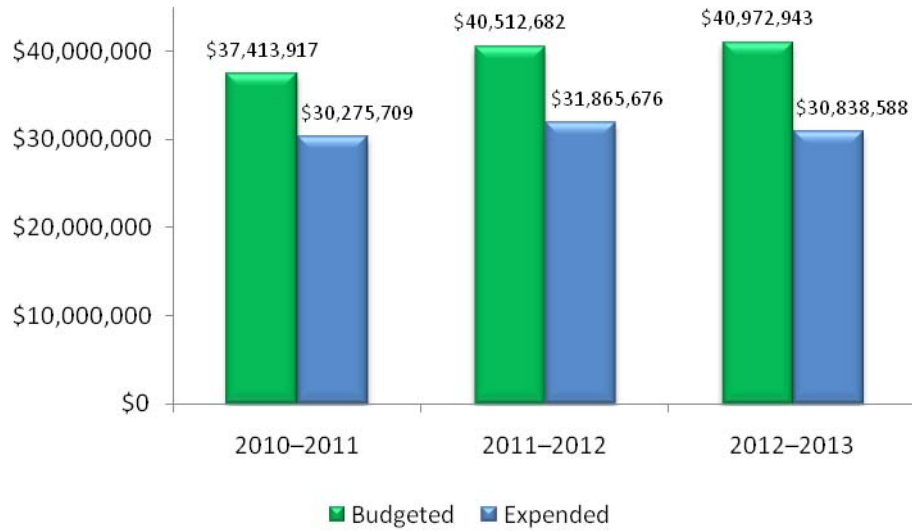
For Private Non Profit schools, the majority of data came from reports generated by the companies contracted to provide services. The company contracted to provide services for students submitted a written report that was not supplemented with achievement data from the testing companies they engaged, and the company contracted to provide professional development services submitted copies of evaluation forms, but no summaries of the number of professional events or the participants' evaluations. In each case, the results are limited by the information provided. Results were also available from a Survey Monkey survey of principals in participating schools, but because the contract with Survey Monkey was not renewed, comments written on the surveys were not available.

Results

How were HISD Title I, Part A and Title II, Part A centralized programs funds allocated during the 2012–2013 school year?

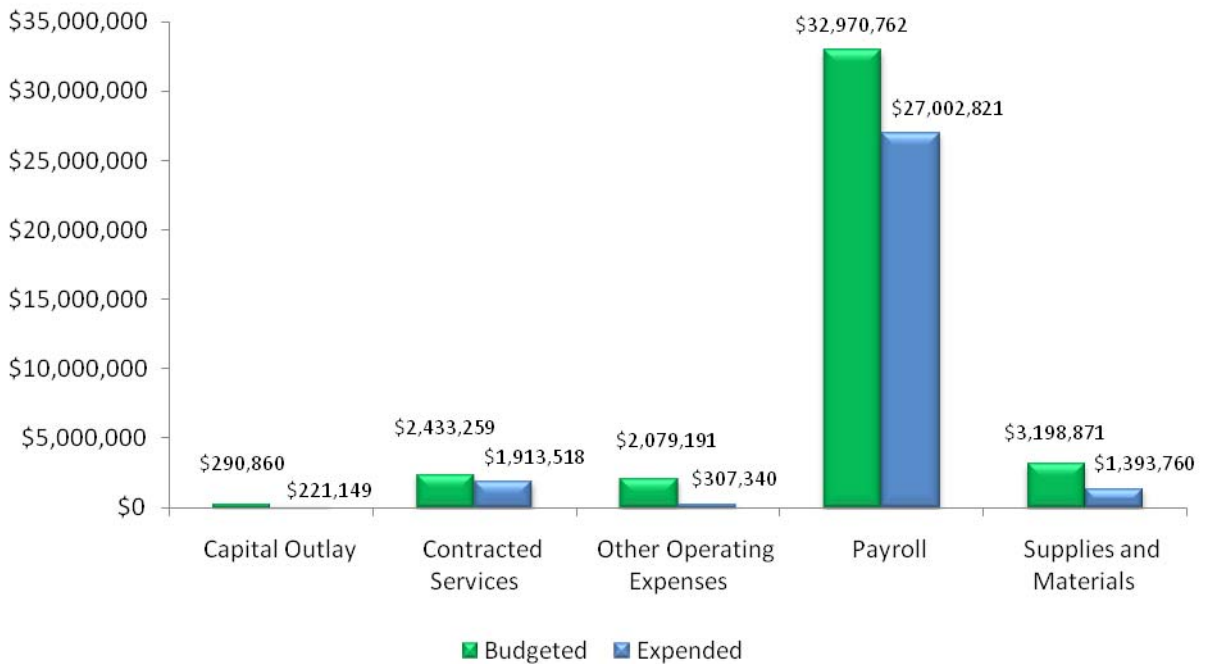
- A total of \$40,972,943 was allocated for 2012–2013 Title I, Part A and Title II, Part A centralized programs, and \$30,838,588 (75 percent) was expended. For comparison, as illustrated in **Figure 1** (page 9), in 2011–2012, 79 percent of the \$40,512,682 budgeted for Title I, Part A and Title II, Part A programs was expended, and in 2010–2011, 81 percent of the allocated \$37,413,917 was.

Figure 1. Funds allocated and expended in HISD for Title I, Part A and Title II, Part A programs, 2010–2011 to 2012–2013



- As depicted in **Figure 2** and shown in **Table 4** (pages 27–28), the largest 2012–2013 expenditures were made for payroll (\$27,002,821, 88 percent of expended funds), followed by contracted services (\$1,913,518, six percent) and supplies and materials (\$1,393,760, five percent).

Figure 2. Budgeted and expended funds for Title I, Part A and Title II, Part A centralized programs, by category, 2012–2013



- Distribution of funds among the designated Title I, Part A centralized programs can be seen in **Figure 3** and funds associated with Title II, Part A centralized programs are depicted in **Figure 4** (page 11). Early childhood/prekindergarten services, which received Title I, Part A funds, had the highest expenditures of all the programs (52 percent of Title I, Part A and Title II, Part A funds expended in 2012–2013), followed by the professional development programs, supported through both Title I, Part A and Title II, Part A funds (33 percent of all funds expended). Further detail on budgeted and expended funds for each of the programs can be found in **Table 4** (pages 27–28).

Figure 3. Funds allocated to and expended by programs that received funds from Title I, Part A, 2012–2013

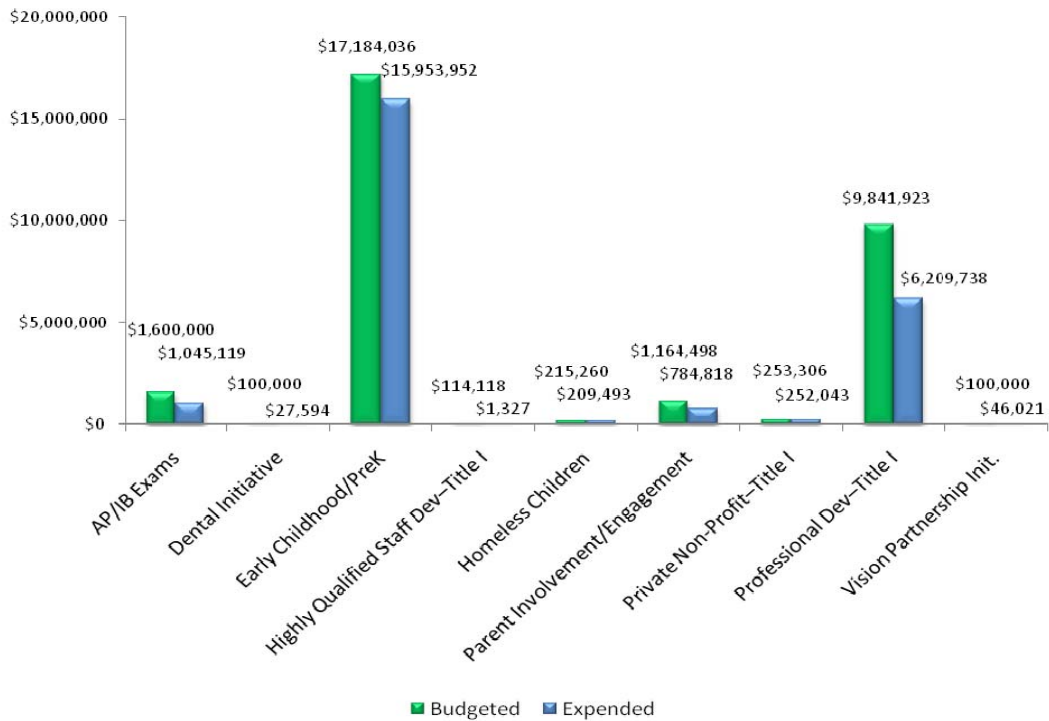
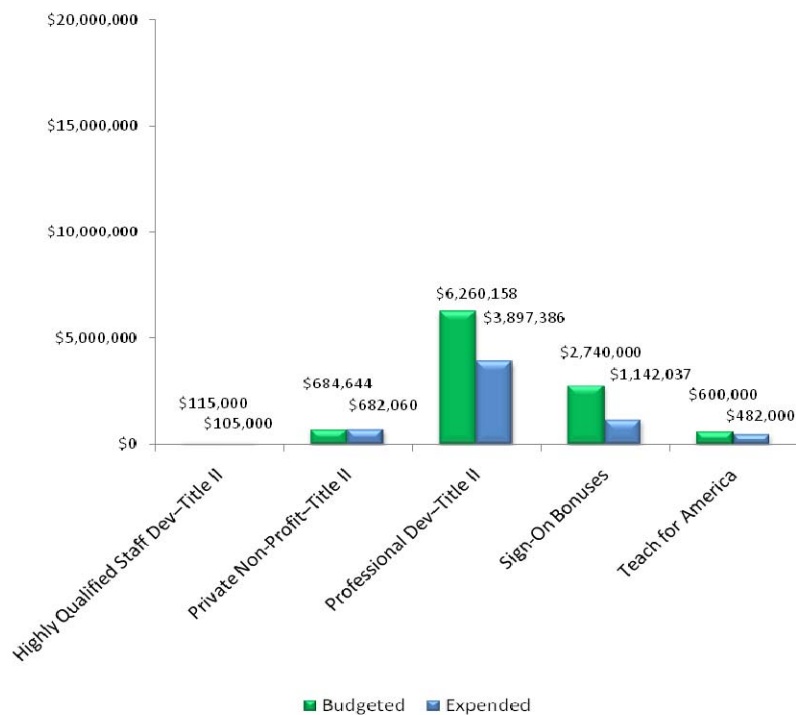


Figure 4. Funds allocated to and expended by programs that received funds from Title II, Part A, 2012–2013



- The centralized program receiving funds through Title I, Part A that had the highest rate of utilizing budgeted funds was Private Non-Profit, Title I, Part A program (99.5 percent) and the complementary Private Non-Profit, Title II, Part A program had the highest utilization rate of budgeted Title II, Part A funds (99.6 percent). The Title I, Part A centralized program with the lowest utilization rate was Highly Qualified Staff Development, Title I, Part A program (1.2 percent); in contrast, the complementary Highly Qualified Staff Development, Title II, Part A program had one of the highest rates of utilization (91.3 percent). The lowest utilization rate among programs receiving Title II, Part A funds was for the Sign-On Bonuses program (41.7 percent). Detailed information on budgets and expenditures for 2012–2013 programs funded by Title I, Part A and Title II, Part A is shown in **Table 4** (pages 27–28) and program specific data are also included in the individual centralized program summaries, which follow this report.
- Six hundred sixty-two (662) HISD staff positions were partially or fully funded through Title I, Part A and/or Title II, Part A centralized programs in 2012–2013. The majority of these (82 percent) were early childhood/prekindergarten teachers. The number of positions funded through each Title I, Part A and Title II, Part A program can be seen in **Table 5** (page 29).

What activities were conducted in accordance with each allowable use of program funds and what evidence of success exists in each area?

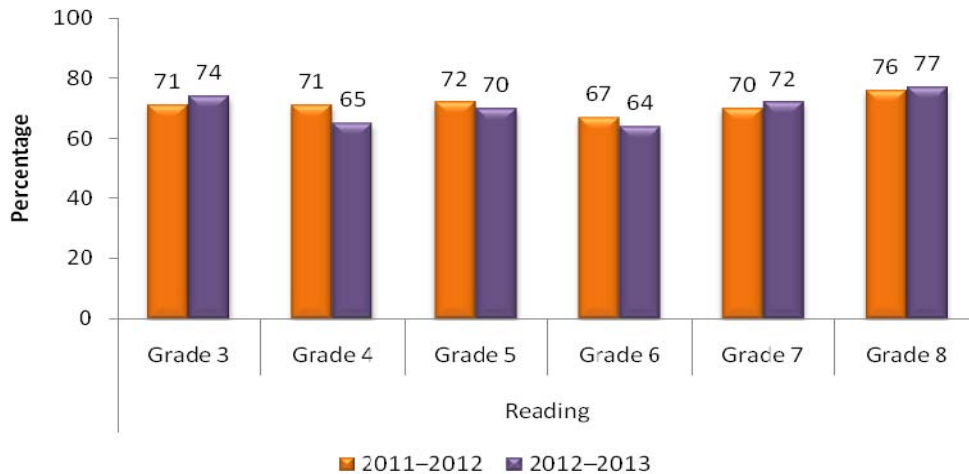
- The 11 Title I, Part A and Title II, Part A Centralized Programs funded in 2012–2013 all focused on enhancing student achievement and had three distinct foci:

- 1) programs to supplement and enhance the regular academic curriculum for economically disadvantaged and qualified students;
 - 2) professional development to enhance effectiveness of teachers; and
 - 3) recruitment, employment, and retention of highly qualified teachers.
- **Table 6** (page 30) and **Table 7** (page 31) contain the responses of Title I, Part A and Title II, Part A Centralized Program administrators, respectively, to questions concerning organization and coordination of the programs to increase effectiveness and to meet the requirements of the respective funding sources. All program administrators reported either complying with fundamental requirements for use of the funds or that one or more of the provisions was not applicable to a specific program. All programs served the populations they were created to target, students, particularly economically disadvantaged students, who needed support to meet rigorous academic standards and the teachers, principals, and other professionals tasked with providing the support.
 - Descriptions, goals, and outcomes for each of the 11 funded programs are provided on pages 43–81; a listing of the programs precedes the more detailed reports, on page 42, and **Table 8** (pages 32–33) lists the evaluation measures named by program administrators in the Title I, Part A and Title II, Part A Centralized Programs End of Year Survey, 2012–2013 as appropriate for their programs.

What was HISD student achievement during implementation of the 2012–2013 centralized programs funded by Title I, Part A or Title II, Part A?

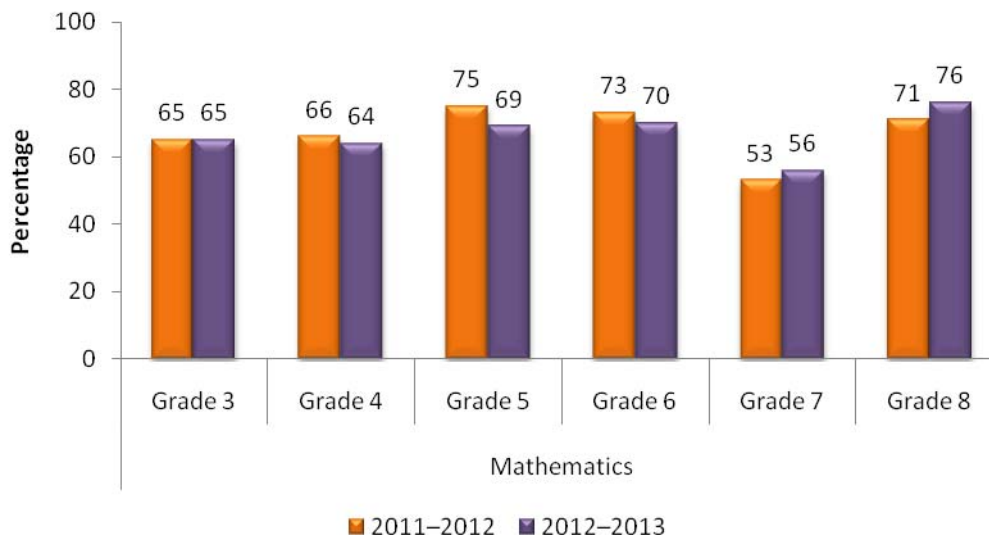
- Results of the State of Texas Assessments of Academic Readiness (STAAR) reading examinations for 2011–2012 and 2012–2013 are shown in **Figure 5**. Of the six grades tested, three (grades three, seven and eight) showed higher percentages of students achieving a satisfactory rating and three (grades four, five, and six) showed lower percentages in 2012–2013 than in 2011–2012. The largest gain was three percentage points, from 71 percent to 74 percent, for third graders and the largest loss was six percentage points, from 71 percent to 65 percent, for fourth graders.

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, 2011–2012 and 2012–2013



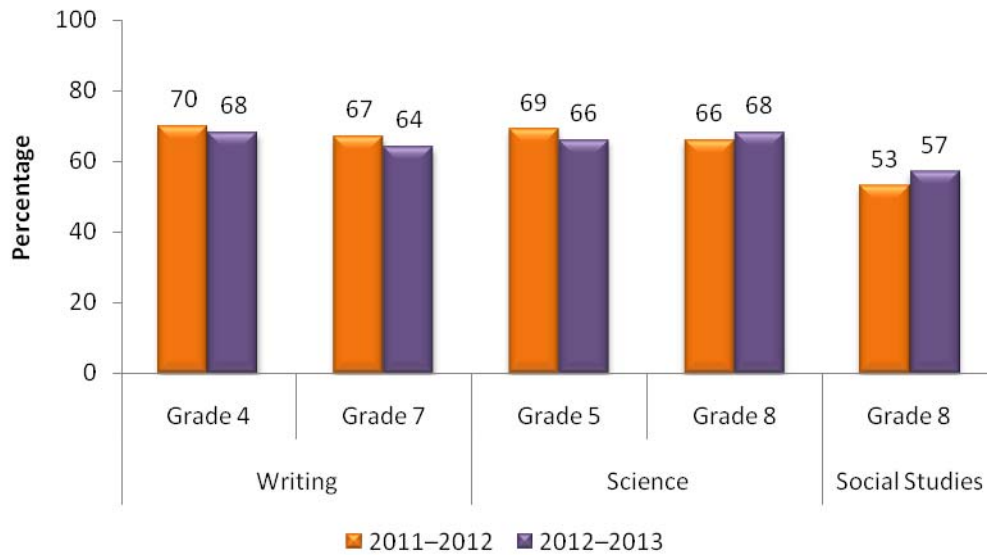
- Mathematics STAAR results for 2011–2012 and 2012–2013 are shown in **Figure 6**. As for the reading tests, grades four, five, and six had lower percentages of students achieving a rating of satisfactory and students in grades seven and eight had higher percentages; students in grade three had the same percentage attaining a satisfactory rating both years. The largest gain was five percentage points, from 71 percent to 76 percent, for eighth graders, and the largest loss was for six percentage points, from 75 percent to 69 percent, for students in grade five.

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, 2011–2012 and 2012–2013



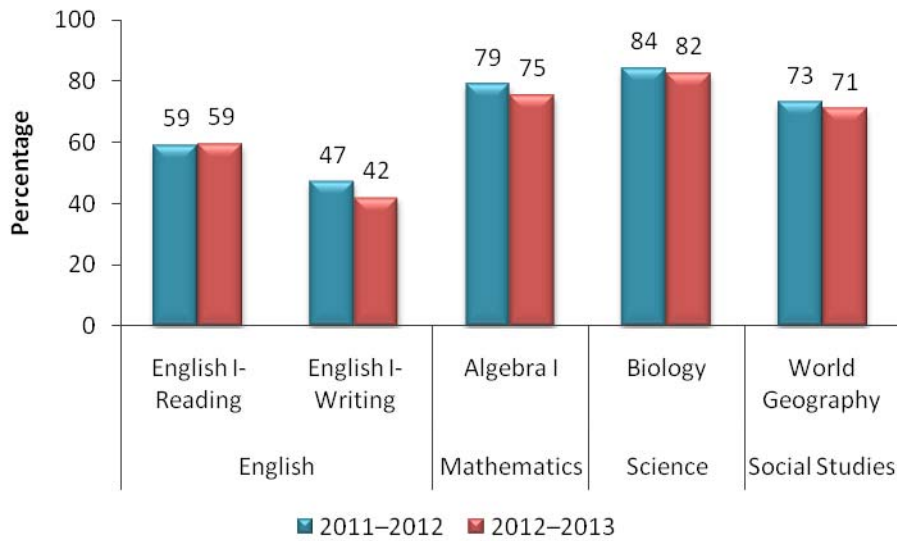
- STAAR results for 2011–2012 and 2012–2013 writing, science, and social studies exams are shown in **Figure 7** (page 14). In writing, lower percentages of students achieved a satisfactory rating in 2012–2013 than did in 2011–2012. In fourth grade the loss was two percentage points and in grade seven the loss was about three percentage points. For science, students in grade five had a three percentage point loss in achieving a satisfactory rating while students in grade eight had a two percentage point gain. In social studies, eighth graders had a four percentage point gain in achieving a satisfactory rating, from 53 percent to 57 percent. Comparisons of STAAR exam results for 2011–2012 and 2012–2013 are detailed in **Table 9** (page 34).

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, 2011–2012 and 2012–2013



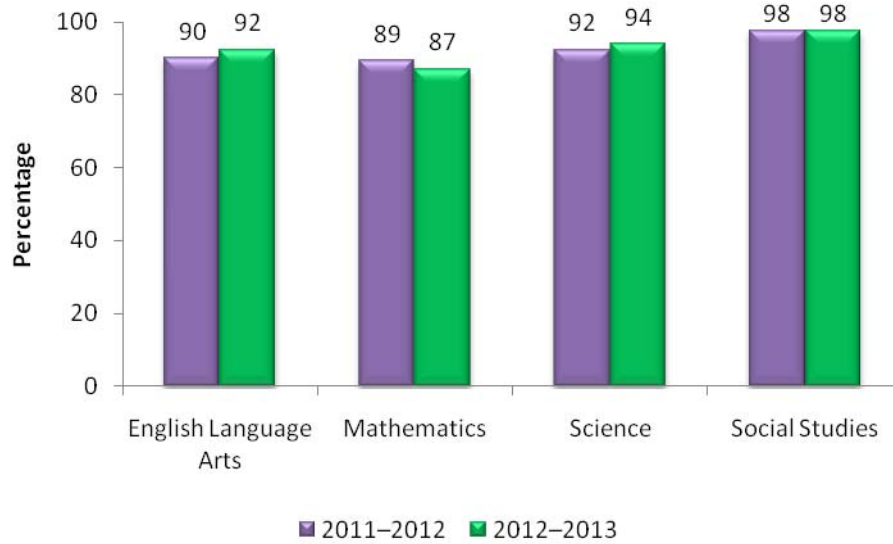
- 2011–2012 and 2012–2013 State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) results for freshman level tests, the only examinations with enough test-takers in 2011–2012 to allow valid comparisons, are depicted in **Figure 8** (page 15) and detailed in **Table 10** (page 35). Performance on the English I-reading exam remained essentially level while performance on the remaining exams dropped from 2011–2012 to 2012–2013. The drops in performance were two percentage points on the biology and world geography tests, four percentage points on the algebra I examination, and five percentage points on the English I-writing test. The results are for all students tested, which in 2012–2013 included students who had previously failed the assessments and retested in order to pass.

Figure 8. Percentage of all HISD students achieving a rating of Level II, satisfactory, with phase-in 1 standards on STAAR/EOC grade-nine level examinations, 2011–2012 and 2012–2013



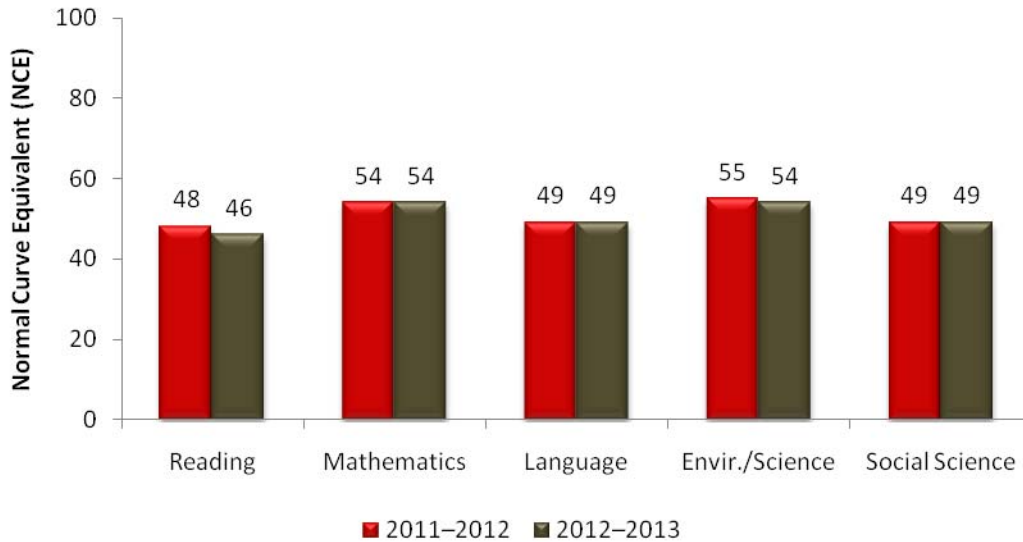
- Results on the 2011–2012 and 2012–2013 Texas Assessment of Knowledge and Skills (TAKS) for eleventh graders, the only grade level with scores for both years following the introduction of the STAAR/EOC tests in 2011–2012, are shown in **Figure 9** (page 16). HISD eleventh graders had high rates of passing the exams in all subjects. Performance remained at 98 percent of students meeting the standard for social studies both years, rose two percentage points on meeting the standard of the English language arts test and on the science test, and dropped two percentage points on the mathematics test. More details about TAKS results can be found in **Table 11** (page 36).

Figure 9. Percentage of all HISD students meeting the standard on TAKS grade eleven examinations, 2011–2012 and 2012–2013



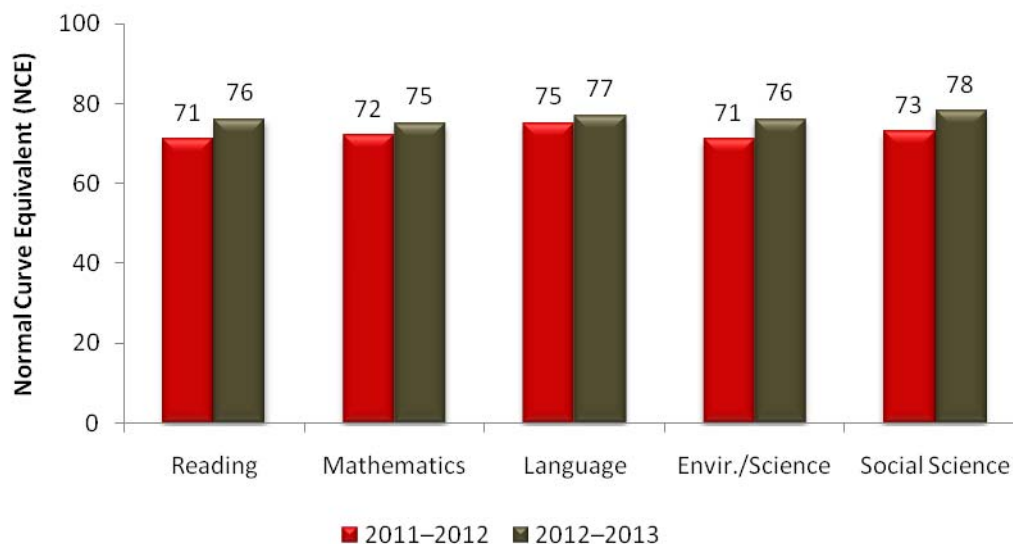
- Stanford 10 results for HISD students are depicted in **Figure 10** and detailed in **Table 12** (pages 37–38). The average normal curve equivalent (NCE) remained essentially the same between 2011–2012 and 2012–2013 for mathematics, language, and social science test, dropped from 48 to 46 NCEs for reading, and dropped from 55 to 54 NCEs for the environment/science tests.

Figure 10. Stanford 10 average normal curve equivalents (NCEs) for HISD non-special education students, 2011–2012 and 2012–2013



- HISD students who took Aprenda 3 in 2011–2012 and 2012–2013 achieved higher average NCEs in every test, depicted in **Figure 11** and further described in **Table 13** (pages 39–40). The largest average increases were five NCEs and were seen in results for three of the five subjects: reading, environment/science, and social science.

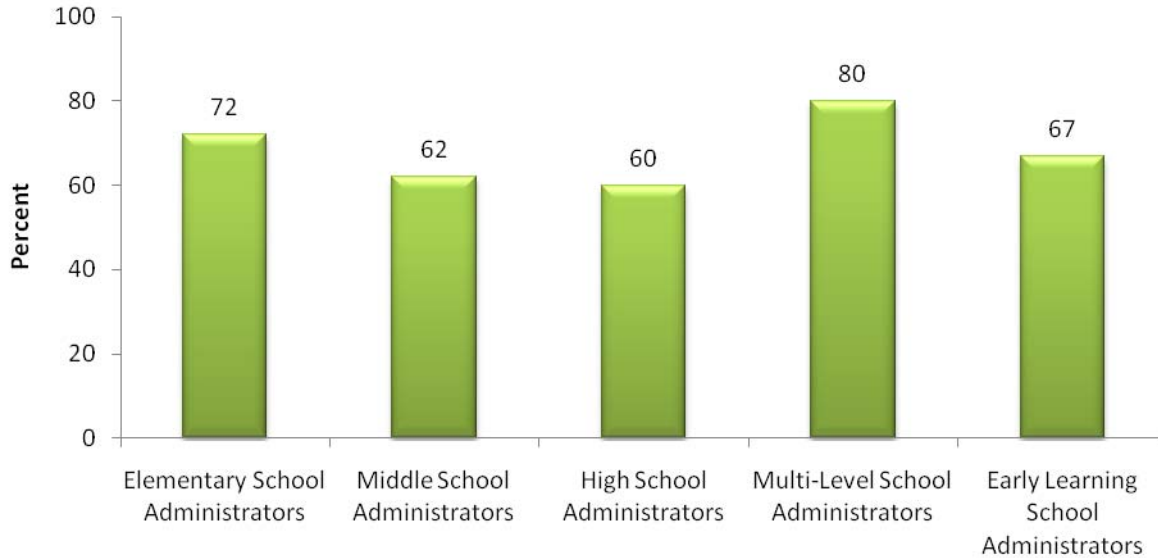
Figure 11. Aprenda 3 average normal curve equivalents (NCEs) for HISD non-special education students, 2011–2012 and 2012–2013



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

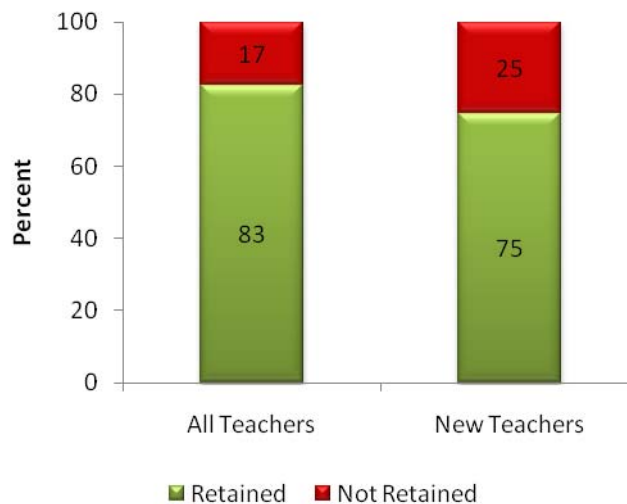
- Sixty-seven (67) HISD administrators (representing approximately 24 percent of HISD schools) responded to an item on the 2012–2013 *Your Voice* survey eliciting a rating of satisfaction with district recruiting and selection procedures. As seen in **Figure 12** (page 18), a majority of administrators responding indicated satisfaction with the procedures. The highest rates of satisfaction were expressed by administrators from multi-level schools, in which 80 percent were satisfied, and the lowest levels of satisfaction were reported by high school administrators, with 60 percent satisfied.

Figure 12. Percentage of 2012–2013 HISD school administrators who agreed or strongly agreed to the prompt “How much do you agree or disagree that you are satisfied with the service and/or support you received from recruitment and selection”



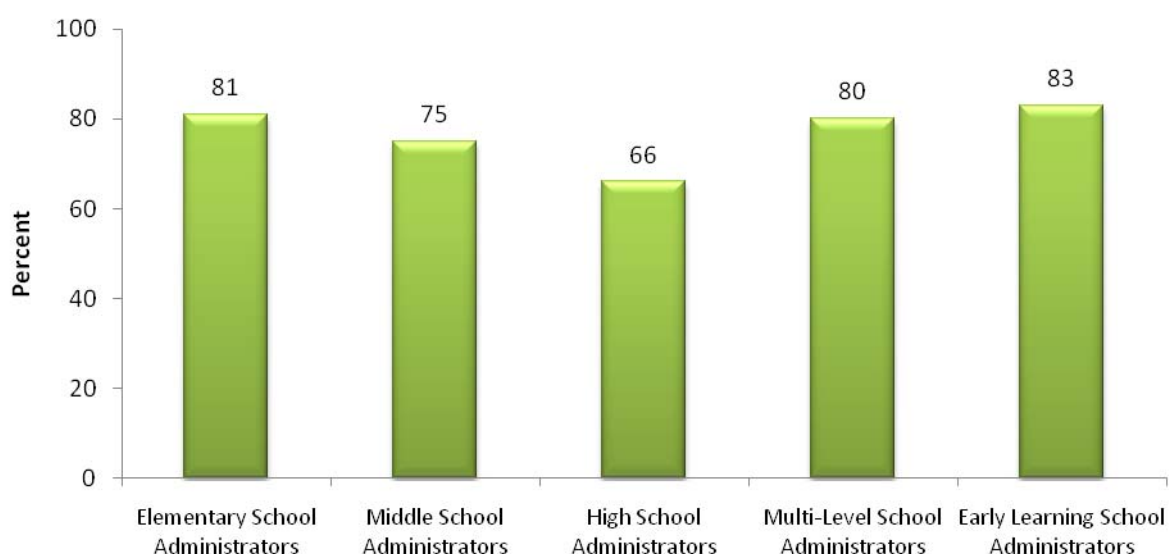
- Depicted in **Figure 13**, of 11,737 teachers in HISD in 2012–2013, 9,699 (83 percent) were retained in 2013–2014. The percentage of new teachers retained was lower; of 1,332 new teachers in the district, 997 (75 percent) were retained from 2012–2013 to 2013–2014.

Figure 13. Percentage of all HISD teachers and percentage of new HISD teachers retained from 2012–2013 to 2013–2014



- HISD administrators' responses to a question on satisfaction with professional development for teachers, a question from the *Your Voice* survey administered in 2012–2013, are illustrated in **Figure 14**. Seventy-six (76) administrators, representing approximately 28 percent of HISD schools, responded to the item. The majority of administrators at each grouping of schools reported satisfaction with professional development. The lowest satisfaction rate was among high school administrators, with 66 percent reporting satisfaction, and the highest rate was associated with administrators of early learning schools, with 83 percent indicating satisfaction.

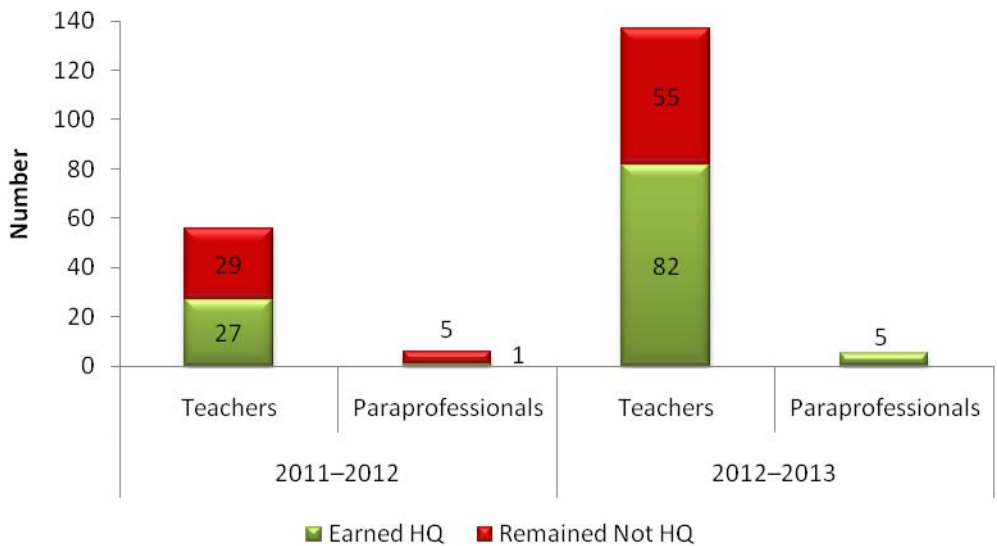
Figure 14. Percentage of 2012–2013 HISD school administrators who agreed or strongly agreed to the prompt “How much do you agree or disagree that you are satisfied with the service and/or support you received from professional development (e.g., for teachers)”



- In 2012–2013, 17,468 HISD staff members completed 107,569 professional development courses within the district, an average of 6.2 each. Of these, 13,190 (76 percent) were teachers, principals, aides, and instructional support personnel who took direct responsibility for students' achievement at the classroom level. This group of HISD educators completed 86,689 courses, from 1–50 courses each, and an average of 6.6 per educator.
- Title I, Part A and Title II, Part A centralized programs funded 25,830 courses completed in HISD in 2012–2013. Of those courses, 25,159 (97 percent) were completed by personnel with direct responsibility for student achievement at the classroom level.
- As an indicator of satisfaction with professional development, on the 2012–2013 *Your Voice* survey, 78 percent of approximately 5,612 HISD teachers (48 percent of all HISD teachers) agreed or strongly agreed with the statement, “At my school, I have the opportunity to learn educational strategies that will improve student achievement.”

- As shown in **Table 14** (page 41) and depicted in **Figure 15**, at the beginning of 2012–2013, 137 teachers were not highly qualified and 82 (60 percent) earned highly-qualified status by the end of the year. For comparison, fewer teachers, 56, were not highly qualified at the beginning of 2011–2012, but a lower percentage, 48 percent, earned highly-qualified status during the year. In 2012–2013, five paraprofessionals were not highly qualified at the beginning of the year and all earned highly qualified status by the end of the year, while in 2011–2012, six began as not highly-qualified, one earned highly-qualified status and the remaining five were reassigned into positions that did not require highly-qualified status.

Figure 15. 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, 2011–2012 and 2012–2013



- Shown in **Table 15** (page 41), in 2012–2013, HISD teachers received review and remediation services for a total of 227 certification tests. One hundred eighty-six (186) certification tests were taken and 182 (98 percent) were passed. The 2012–2013 passing rate was an increase over the 90.3 percent passing rate in 2011–2012, when HISD teachers took 216 certification tests and passed 195 of them.

Discussion

In 2012–2013, 11 HISD programs received funding from Title I, Part A and/or Title II, Part A to support the achievement of students, particularly economically disadvantaged students, who needed extra support to meet high academic standards. The programs that received Title I, Part A funds provided a host of services, from supplying tutoring at convenient locations for eligible homeless students to offering high quality prekindergarten programs for children whose families could not otherwise provide it, to funding access to testing that could provide college credit for academic achievement in secondary schools. The programs that received Title II, Part A funds ranged from providing professional development for teachers

and other professionals who take direct responsibility for student achievement to furnishing opportunities for remediation and review for certification tests for professionals who had not yet earned highly-qualified status. Together, the centralized programs that received the federal funds had a broad impact in the district, some through benefiting a broad spectrum of qualified participants and others through focusing on small segments of the population that required specialized services. Overall, 75 percent of the funds budgeted to these programs were used to good advantage to support students' and teachers' needs. For the future, it would be worth considering using regularly unused budgeted monies to fund a few more small, focused programs to further support identified groups of students, such as those with records of specific disciplinary issues or students identified as migrants, whose struggles are predictable.

Ultimately, Title I, Part A and Title II, Part A funds are provided to support high academic achievement for students who need extra support, particularly for economically disadvantaged students. Student achievement results on standardized tests between 2011–2012 and 2012–2013 were mixed on both the state-mandated criterion-referenced tests (STAAR, STAAR/EOC, and TAKS), and the district-mandated norm-referenced tests (Stanford 10 and Aprenda 3). On the STAAR tests, third graders made gains or remained steady on both of the tests they took and eighth graders had higher percentages of students achieving a satisfactory rating on all four tests they took. Seventh graders made gains on two of their tests, reading and math, but had a lower percentage of students achieving a satisfactory rating on their writing test. On the other hand, students in grades four, five, and six had lower percentages of students achieving a satisfactory rating on all the exams they took. Overall on the STAAR, HISD students made gains in performance on only the social studies exam, a test taken only by eighth graders. For STAAR/EOC freshman level tests, students made slight gains in achieving a satisfactory rating (from 59.0 to 59.4 percent) on the English I-Reading exam, but losses on all the other exams; losses ranged from 1.8 percentage points on the biology exam to 4.6 percentage points on the English I-Writing test. On the TAKS, eleventh-graders had generally high rates of achievement. They showed gains in English language arts and science, remained steady in social studies, and showed losses (from 89.3 percent to 86.9 percent of students meeting the standard) in mathematics. On the Stanford 10, overall, HISD students had lower achievement in 2012–2013 than they had in 2011–2012 in every subject except social science, in which the overall average NCE for students in grades 1–8 rose from 48.5 NCE to 48.6 NCE. With one exception, every grade level made gains on at least one Stanford 10 test and had losses on at least one other test. The exception was grade seven, which showed losses on mean normal curve equivalent for every test. Students who took Aprenda 3 had high average scores overall and students in grades one through four earned a higher average NCE in 2012–2013 than they did in 2011–2012 in all subjects, with the exception of fourth graders on the language test (for which the NCE dropped slightly, from 70.8 to 70.5). Each of these results includes the impact of Title I, Part A and Title II, Part A funds on student achievement, illustrating both the successes, such as the consistently higher performance of eighth graders in the district, and the continued need for support, such as for the middle grades.

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Table 1. 2012–2013 Title I, Part A and Title II, Part A Centralized Programs.

Program	Funding	Objectives
AP/IB Exams	Title I, Part A	Covered the expenses for AP and IB exams to increase the number of students taking these exams and to increase the number of students earning qualifying scores.
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 Pre K 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.
Highly Qualified Teacher/Paraprofessional Staff Development	Title I, Part A & Title II, Part A	Supported HISD teachers and paraprofessionals who were not highly qualified to allow them to gain highly qualified status. 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 schools that did not receive Title I funds.
Homeless Children	Title I, Part A	Paid certified teachers to provide supplemental tutorials at shelter sites and school campuses to students identified as homeless and requiring academic tutoring and/or enrichment.
Parent Involvement/Parent Engagement	Title I, Part A	Strengthened the relationship between parents and schools by providing tools to enhance parents' understanding of the educational system and ways to support their child's learning.
Private Non-Profit	Title I, Part A & Title II, Part A	Administered through the Department of External Funding, 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 teachers, paraprofessionals, and school leaders 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 schools that did not receive Title I funds.
Sign-On Bonuses/Recruitment Incentive	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.
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.
Vision Partnership	Title I,	Provided eye exams and glasses to students in poverty at high-

Initiative (formerly, See to Succeed)	Part A	poverty schools who failed HISD mandated vision screenings.
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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, 2012–2013

Program	Budgeted	Expenditures	Percent Utilization
Title I, Part A Centralized Programs			
AP/IB Exams Totals	\$1,600,000	\$1,045,119	65.3
Supplies and Materials	\$1,600,000	\$1,045,119	65.3
Dental Initiative Totals	\$100,000	\$27,594	27.6
Other Operating Expenses	\$97,799	\$26,250	26.8
Payroll	\$2,201	\$1,344	61.1
Early Childhood Program and Pre K Centers Totals	\$17,184,036	\$15,953,952	92.8
Contracted Services	\$22,599	\$22,599	100.0
Other Operating Expenses	\$7,657	\$0	0.0
Payroll	\$17,153,780	\$15,931,353	92.9
Highly Qualified Teacher/Paraprofessional Staff Development Title I, Part A Totals	\$114,118	\$1,327	1.2
Contracted Services	\$114,118	\$1,327	1.2
Homeless Children Totals	\$215,260	\$209,493	97.3
Contracted Services	\$60	\$60	100.0
Payroll	\$104,019	\$104,332	100.3
Supplies and Materials	\$111,181	\$105,101	94.5
Parent Involvement/Parent Engagement Totals	\$1,164,498	\$784,818	67.4
Capital Outlay	\$20,953	\$10,053	48.0
Contracted Services	\$76,226	\$67,236	88.2
Other Operating Expenses	\$187,371	\$36,569	19.5
Payroll	\$611,997	\$558,593	91.3
Supplies and Materials	\$267,951	\$112,367	41.9
Private Non-Profit Title I, Part A Totals	\$253,306	\$252,043	99.5
Contracted Services	\$253,306	\$252,043	99.5
Professional Development Title I, Part A Totals	\$9,841,923	\$6,209,738	63.1
Capital Outlay	\$88,107	\$38,533	43.7
Contracted Services	\$205,570	\$123,404	60.0
Other Operating Expenses	\$1,565,000	\$95,052	6.1
Payroll	\$6,887,106	\$5,899,309	85.7
Supplies and Materials	\$1,096,140	\$53,440	4.9
Vision Partnership Initiative (formerly, See to Succeed) Totals	\$100,000	\$46,021	46.0
Other Operating Expenses	\$97,303	\$44,250	45.5
Payroll	\$2,697	\$1,771	65.7
Totals for Programs Receiving Title I, Part A Funds	\$30,573,141	\$24,530,105	80.2
Capital Outlay	\$109,060	\$48,586	44.5
Contracted Services	\$671,879	\$466,669	69.5
Other Operating Expenses	\$1,955,130	\$202,121	10.3
Payroll	\$24,761,800	\$22,496,702	90.9
Supplies and Materials	\$3,075,272	\$1,316,027	42.8

Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs Budgets and Expenditures, by Program, 2012–2013

Program	Budgeted	Expenditures	Percent Utilization
Title II, Part A Centralized Programs			
Highly Qualified Teacher/Paraprofessional Staff Development Title II, Part A Totals	\$115,000	\$105,000	91.3
Contracted Services	\$115,000	\$105,000	91.3
Private Non-Profit Title II, Part A Totals	\$684,644	\$682,060	99.6
Contracted Services	\$684,644	\$682,060	99.6
Professional Development Title II, Part A Totals	\$6,260,158	\$3,897,386	62.3
Capital Outlay	\$181,800	\$172,563	94.9
Contracted Services	\$351,736	\$177,789	50.5
Other Operating Expenses	\$124,061	\$105,219	84.8
Payroll	\$5,478,962	\$3,364,082	61.4
Supplies and Materials	\$123,599	\$77,733	62.9
Sign-On Bonuses/Recruitment Incentive Totals	\$2,740,000	\$1,142,037	41.7
Contracted Services	\$10,000	\$0	0.0
Payroll	\$2,730,000	\$1,142,037	41.8
Teach for America Totals	\$600,000	\$482,000	80.3
Contracted Services	\$600,000	\$482,000	80.3
Totals for Programs Receiving Title II, Part A Funds	\$10,399,802	\$6,308,483	60.7
Capital Outlay	\$181,800	\$172,563	94.9
Contracted Services	\$1,761,380	\$1,446,849	82.1
Other Operating Expenses	\$124,061	\$105,219	84.8
Payroll	\$8,208,962	\$4,506,119	54.9
Supplies and Materials	\$123,599	\$77,733	62.9
Totals for All Centralized Programs	\$40,972,943	\$30,838,588	75.3
Capital Outlay	\$290,860	\$221,149	76.0
Contracted Services	\$2,433,259	\$1,913,518	78.6
Other Operating Expenses	\$2,079,191	\$307,340	14.8
Payroll	\$32,970,762	\$27,002,821	81.9
Supplies and Materials	\$3,198,871	\$1,393,760	43.6

Table 5. Staff Positions Funded by Title I, Part A and Title II, Part A, by Program, 2012–2013

Program	Number of Staff Funded
Title I, Part A Centralized Programs	
AP/IB Exams	
Dental Initiative	
Early Childhood Program and Pre K Centers	542
Highly Qualified Teacher/Paraprofessional Staff Development-Title I, Part A	
Homeless Children	
Parent Involvement/Parent Engagement	6
Private Non-Profit-Title I, Part A	
Professional Development-Title I, Part A	73
Vision Partnership Initiative (formerly, See to Succeed)	
Title II, Part A Centralized Programs	
Highly Qualified Teacher/Paraprofessional Staff Development-Title II, Part A	
Private Non-Profit-Title II, Part A	
Professional Development-Title II, Part A	32
Sign-On Bonuses/Recruitment Incentive	9
Teach for America	
Total	662

Table 6. 2012–2013 Title I, Part A Program Administrators’ Responses concerning Organization and Coordination of Program Services (N=9)

	Yes	No	Not Applicable	No Response
The Title I, Part A program activities and requirements were based on a comprehensive needs assessment.	9			
The program was planned and implemented with meaningful input from parents of children impacted by the program.	7		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		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.	8		1	
The program provided communications about the program in a format, and to the extent practicable, in a language that parents could understand.	7		2	
The program provided services that supplemented but did not supplant the educational program provided to all students in the district.	8		1	

Table 7. 2012–2013 Title II, Part A Program Administrators’ Responses concerning Organization and Coordination of Program Services (N=5)

	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.	4		1	
Teachers, paraprofessionals, principals, other relevant school personnel and parents collaborated in planning program activities.	3		2	
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.	5			
The program coordinated professional development activities with professional development activities provided through other federal, state, and local programs.	3		2	
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.	3		2	
The program provided services that supplemented but did not supplant the educational program provided to all students in the district.	4		1	

Table 8. Evaluation Measures for HISD Title I, Part A and Title II, Part A Centralized Programs, 2012–2013

Measure	AP/IP Exams	Dental Initiative	Early Childhood	HQ Professional Development	Homeless Children	Parent Involvement	Private Non-Profit (Title I)	Private Non-Profit (Title II)	Professional Development	Sign-On Bonus	Teach for America	Vision Partnership Initiative
STAAR Reading		X			X							X
STAAR Mathematics		X			X							X
STAAR Writing		X			X							X
STAAR Science		X										X
STAAR Social Studies		X										X
TAKS English Language Arts (grade 11 only)					X							
TAKS Mathematics (grade 11 only)					X							
TAKS Science (grade 11 only)					X							
Stanford/Aprena Reading			X									
Stanford/Aprena Mathematics			X									
Stanford/Aprena Language			X									
AP participation	X											
Texas Primary Reading Incentive (TPRI) and Tejas LEE			X									
Iowa Test of Basic Skills (ITBS)							X					
PLATO Learning pre- and post-tests							X					
Number of student participants					X							
Parent reports of involvement/ engagement						X						
Number of educator participants					X			X				

Table 8 (continued). Evaluation Measures for HISD Title I, Part A and Title II, Part A Centralized Programs, 2012–2013

Measure	AP/IP Exams	Dental Initiative	Early Childhood	HQ Professional Development	Homeless Children	Parent Involvement	Private Non-Profit (Title I)	Private Non-Profit (Title II)	Professional Development	Sign-On Bonus	Teach for America	Vision Partnership Initiative
Educators' participation in professional development (completing courses, certificates, or degrees)								X	X			
Educators' evaluations of their professional development								X	X			
Percentage of highly qualified (HQ) educators				X							X	
Teacher retention										X	X	

Table 9. Percentage of HISD Students in Grades 3–8 Achieving a Level II, Satisfactory, Rating, Phase-In 1 Standards, on the English and Spanish State of Texas Assessments of Academic Readiness (STAAR) Exams, 2011–2012 and 2012–2013

	2011–2012			2012–2013		
	N Tested	N Satisfactory	% Satisfactory	N Tested	N Satisfactory	% Satisfactory
Reading						
Grade 3	15,977	11,381	71.2	15,563	11,467	73.7
Grade 4	14,912	10,597	71.1	15,096	9,737	64.5
Grade 5	14,558	10,460	71.9	14,100	9,927	70.4
Grade 6	12,240	8,238	67.3	12,390	7,945	64.1
Grade 7	11,747	8,210	69.9	11,982	8,593	71.7
Grade 8	11,752	8,901	75.7	11,779	9,071	77.0
TOTAL	81,186	57,787	71.2	80,910	56,740	70.1
Mathematics						
Grade 3	15,878	10,264	64.6	15,491	10,007	64.6
Grade 4	14,855	9,825	66.1	15,004	9,651	64.3
Grade 5	14,442	10,866	75.2	14,009	9,657	68.9
Grade 6	11,915	8,757	73.5	11,931	8,308	69.6
Grade 7	7,371	3,900	52.9	8,093	4,535	56.0
Grade 8	12,827	9,102	71.0	12,401	9,480	76.4
TOTAL	77,288	52,714	68.2	76,929	51,638	67.1
Writing						
Grade 4	14,894	10,374	69.7	15,164	10,264	67.7
Grade 7	11,745	7,824	66.6	12,015	7,749	64.5
TOTAL	26,639	18,198	68.3	27,179	18,013	66.3
Science						
Grade 5	14,518	9,977	68.7	14,174	9,366	66.1
Grade 8	11,457	7,581	66.2	11,400	7,711	67.6
TOTAL	25,975	17,558	67.6	25,574	17,077	66.8
Social Studies						
Grade 8	11,393	6,019	52.8	11,450	6,472	56.5
TOTAL	11,393	6,019	52.8	11,450	6,472	56.5

Source: Texas Education Agency, State of Texas Assessments of Academic Readiness, 3–8

Table 10. Percentage of HISD Students achieving a Level II, Satisfactory, Rating, Phase-in 1 Standards, on the State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) Examinations, All Students Tested, 2011–2012 and 2012–2013

	2011–2012			2012–2013		
	N Tested	N Satisfactory	% Satisfactory	N Tested	N Satisfactory	% Satisfactory
English						
English I-Reading	11,514	6,792	59.0	12,983	7,708	59.4
English I-Writing	11,524	5,424	47.1	13,389	5,686	42.5
English II-Reading	18	9	50.0	10,452	7,449	71.3
English II-Writing	17	6	35.3	10,486	4,711	44.9
Mathematics						
Algebra I	11,047	8,714	78.9	11,845	8,929	75.4
Geometry	2,838	2,726	96.1	9,037	7,409	82.0
Science						
Biology	10,267	8,639	84.2	12,511	10,307	82.4
Chemistry	7	0	0.0	9,222	7,022	76.1
Social Studies						
World Geography	10,880	7,942	73.0	12,385	8,796	71.0
World History	181	100	55.2	9,964	6,215	62.4

Source: Texas Education Agency, State of Texas Assessments of Academic Readiness, End of Course

Table 11. Percentage of All HISD Students Meeting the Standard for the Texas Assessment of Knowledge and Skills (TAKS) Examinations, 2011–2012 and 2012–2013

	2011–2012			2012–2013		
	N Tested	N Met Standard	% Met Standard	N Tested	N Met Standard	% Met Standard
English Language Arts						
Grade 10	10,211	8,946	87.6			
Grade 11	9,525	8,620	90.5	9,255	8,545	92.3
Mathematics						
Grade 10	10,010	7,292	72.8			
Grade 11	9,478	8,460	89.3	9,270	8,052	86.9
Science						
Grade 10	10,004	7,135	71.3			
Grade 11	9,505	8,783	92.4	9,309	8,743	93.9
Social Studies						
Grade 10	9,849	9,196	93.4			
Grade 11	9,477	9,254	97.6	9,308	9,084	97.6

Source: Texas Education Agency, Texas Assessment of Knowledge and Skills

Table 12. Stanford 10 Average Normal Curve Equivalent (NCEs) for HISD Non-Special Education Students by Subject, 2011–2012 and 2012–2013

	2011–2012		2012–2013	
	N Tested	Mean NCE	N Tested	Mean NCE
Reading				
Grade 1	10,151	47.8	10,343	46.4
Grade 2	10,079	46.5	10,113	46.2
Grade 3	10,635	48.2	10,695	49.3
Grade 4	12,004	50.3	12,583	47.1
Grade 5	13,753	47.2	13,397	45.8
Grade 6	11,485	45.1	11,621	45.1
Grade 7	10,987	48.9	11,165	44.7
Grade 8	10,905	46.9	10,897	46.5
TOTAL	89,999	47.6	90,814	46.4
Mathematics				
Grade 1	10,262	50.3	10,377	49.8
Grade 2	10,090	49.9	10,134	49.8
Grade 3	10,692	55.9	10,712	57.7
Grade 4	12,033	57.7	12,617	56.3
Grade 5	13,752	55.4	13,404	54.7
Grade 6	11,483	53.6	11,607	53.4
Grade 7	10,992	55.7	11,147	55.4
Grade 8	10,897	54.5	10,880	55.8
TOTAL	90,201	54.3	90,878	54.2
Language				
Grade 1	10,249	48.5	10,353	50.2
Grade 2	10,084	45.4	10,133	48.4
Grade 3	10,680	48.3	10,706	50.6
Grade 4	12,003	56.9	12,594	54.2
Grade 5	13,760	48.7	13,402	48.8
Grade 6	11,483	48.7	11,603	46.7
Grade 7	10,978	50.1	11,154	48.2
Grade 8	10,890	47.0	10,877	46.1
TOTAL	90,127	49.3	90,822	49.2

Table 12 (continued). Stanford 10 Average Normal Curve Equivalents (NCEs) for HISD Non-Special Education Students by Subject, 2011–2012 and 2012–2013

	2011–2012		2012–2013	
	N Tested	Mean NCE	N Tested	Mean NCE
Environment/Science				
Grade 1	10,242	49.2	10,358	47.2
Grade 2	10,064	54.2	10,126	50.8
Grade 3	10,663	54.6	10,701	52.3
Grade 4	12,004	53.2	12,592	53.3
Grade 5	13,755	63.3	13,400	57.3
Grade 6	11,487	50.8	11,602	54.3
Grade 7	10,988	58.3	11,136	53.1
Grade 8	10,883	57.5	10,880	59.1
TOTAL	90,088	55.4	90,795	53.6
Social Science				
Grade 3	10,655	48.9	10,698	48.4
Grade 4	12,002	48.5	12,588	47.7
Grade 5	13,753	48.4	13,405	50.4
Grade 6	11,468	45.2	11,587	46.0
Grade 7	10,967	51.2	11,142	48.0
Grade 8	10,881	49.3	10,869	51.3
TOTAL	69,726	48.5	70,289	48.6

Source: NCS Pearson, Inc., Stanford 10

Table 13. Appendix 3 Average Normal Curve Equivalent (NCE) for HISD Non-Special Education Students by Subject, 2011–2012 and 2012–2013

	2011–2012		2012–2013	
	N Tested	Mean NCE	N Tested	Mean NCE
Reading				
Grade 1	6,070	72.2	5,928	77.7
Grade 2	5,533	71.7	5,555	76.4
Grade 3	4,691	71.3	4,339	74.5
Grade 4	2,187	66.9	1,869	70.8
Grade 5	38	58.0	47	58.5
Grade 6	14	50.0	11	63.6
Grade 7	12	45.0	14	59.8
Grade 8	20	47.0	15	56.3
TOTAL	18,565	71.1	17,778	75.7
Mathematics				
Grade 1	6,057	69.7	5,940	71.8
Grade 2	5,534	71.4	5,554	74.7
Grade 3	4,673	73.1	4,344	76.4
Grade 4	2,167	76.0	1,849	80.9
Grade 5	38	57.0	47	55.6
Grade 6	14	64.6	11	77.5
Grade 7	12	56.0	14	71.4
Grade 8	20	56.3	15	61.8
TOTAL	18,515	71.7	17,774	74.7
Language				
Grade 1	6,053	70.3	5,932	73.8
Grade 2	5,534	77.0	5,553	77.9
Grade 3	4,692	79.3	4,341	82.5
Grade 4	2,187	70.8	1,868	70.5
Grade 5	38	55.8	47	56.1
Grade 6	14	47.1	11	61.3
Grade 7	12	50.0	14	55.9
Grade 8	19	49.3	15	61.8
TOTAL	18,549	74.6	17,781	76.8

Table 13 (continued). Apenda 3 Average Normal Curve Equivalents (NCEs) for HISD Non-Special Education Students by Subject, 2011–2012 and 2012–2013

	2011–2012		2012–2013	
	N Tested	Mean NCE	N Tested	Mean NCE
Environment/Science				
Grade 1	6,069	64.7	5,931	69.5
Grade 2	5,529	74.9	5,552	77.9
Grade 3	4,688	73.4	4,335	81.0
Grade 4	2,188	77.1	1,867	83.9
Grade 5	38	59.6	45	59.2
Grade 6	14	55.7	11	62.9
Grade 7	12	47.1	14	67.9
Grade 8	20	50.0	15	56.2
TOTAL	18,558	71.3	17,770	76.4
Social Science				
Grade 3	4,687	72.0	4,339	77.8
Grade 4	2,186	74.3	1,867	78.5
Grade 5	38	59.9	45	60.7
Grade 6	14	57.1	11	71.4
Grade 7	12	48.4	14	60.8
Grade 8	19	53.2	15	59.5
TOTAL	6,956	72.6	6,291	77.8

Source: NCS Pearson, Inc., Apenda 3

Table 14. Number of Teachers and Paraprofessionals Who Began the Academic Year Not Highly Qualified and Earned Highly-Qualified Status before the End of the Year, 2011–2012 and 2012–2013

	2011–2012			2012–2013		
	Began Not HQ	Earned HQ Status	Percent Earned HQ	Began Not HQ	Earned HQ Status	Percent Earned HQ
Teachers	56	27	48.2	137	82	59.9
Paraprofessionals	6	1	16.7	5	5	100.0

Table 15. HISD Teachers Who Received Services to Support Passing Certification Tests and Test Results, 2012–2013

Certification Area	N Received Review/ Remediation	N Took Certification Test	N Passed Certification Test	% Passed Certification Test
Bilingual Generalist EC–6/BTLPT	14	10	7	70.0
Bilingual Generalist 4–8/BTLPT	3	*	*	*
ESL	83	61	60	98.4
ELAR 4–8				
ELAR 8–12	5	5	5	100.0
Generalist EC–6				
Math 8–12				
PPR	121	107	107	100.0
Social Studies 8–12	1	*	*	*
TOTAL	227	186	182	97.8

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.

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AP/IB Exams

Program Description

The Advanced Placement/International Baccalaureate (AP/IB) Exams program paid the expenses for 2012–2013 AP and IB exams for students in Title I schools in order to maximize the number of students taking the respective exams and to support an increase in the number of students earning qualifying scores. Scores on AP exams range from one to five, and scores of three or higher qualify for college credit and/or advanced placement at many colleges and universities. Scores on IB exams range from one to seven; scores may be used toward an IB diploma, and scores of four or higher may qualify for college credit and/or advanced placement at some colleges and universities. AP and IB exam fees were paid for students enrolled in the corresponding HISD AP or IB course and for native speakers of a language that is tested. A total of 12,966 HISD students took 22,693 AP exams in 2012–2013, and 609 HISD students took 1,405 IB exams in 2012–2013.

Budget and Expenditures

The AP/IB Exams program had an approved budget of \$1,600,000, and expenditures totaled \$1,045,119 for an overall utilization rate of 65.3 percent in 2012–2013. Expenditures were used to pay exam expenses, supplies, and materials.

Budgeted:	\$1,600,000	Payroll Costs:	
Expenditures:	\$1,045,119	Supplies and Materials:	\$1,045,119
Allocation Utilized:	65.3 percent	Capital Outlay:	
		Contracted Services:	
		Other:	

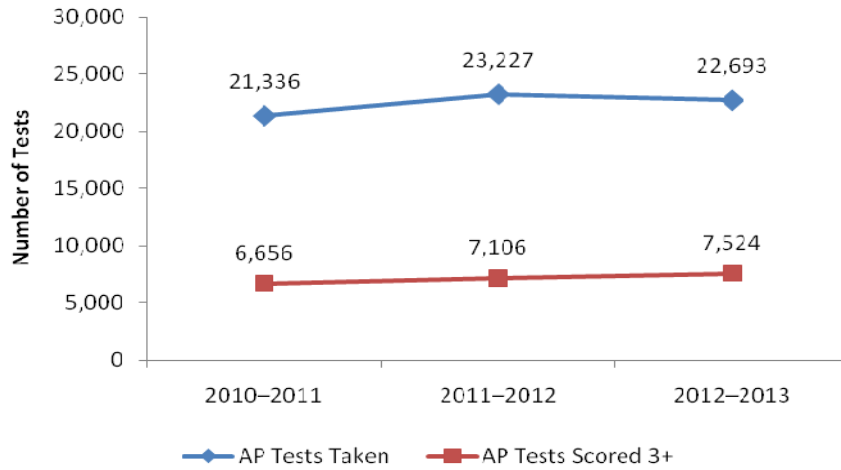
Program Goal

The primary goal of the AP/IB Exam program was to maximize the number of students taking AP and/or IB exams by providing funds to pay for exam expenses for eligible students. The funds provided increased access to college readiness resources to the 71 percent of HISD high school students who were economically disadvantaged.

Program Outcomes

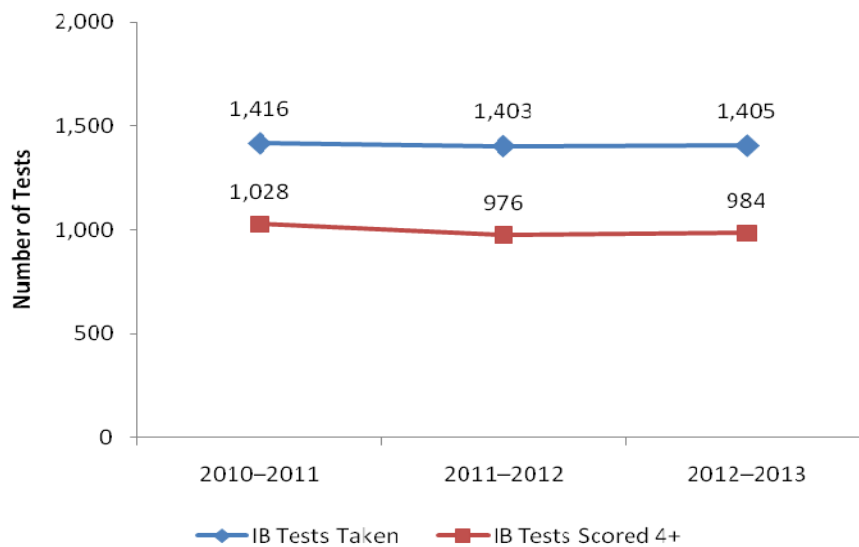
- The number of AP exams taken by HISD students from 2010–2011 to 2012–2013 is illustrated in **Figure 1, AP/IB** (page 44). The number of HISD high school students who participated in AP exams decreased from 13,403 in 2011–2012 to 12,966 in 2012–2013 (a three percent decrease). HISD students took a total of 22,693 AP exams in 2012–2013, down from the 23,227 AP exams taken in 2011–2012. Thirty-three (33) percent of 2012–2013 exams were scored at a three or higher, an increase of two percentage points over the 31 percent rate in 2011–2012. More detail on HISD AP exams can be found in **Table 1 AP/IB** (page 45).

Figure 1, AP/IB. Number of AP exams taken and scored three or higher, 2010–2011 to 2012–2013



- The numbers of IB exams taken between 2010–2011 and 2012–2013 by HISD students at the two high schools in which they are offered, Bellaire High School and Mirabeau Lamar High School, are shown in **Figure 2, AP/IB**. Between 2011–2012 and 2012–2013, the number of students who took IB exams at Bellaire High School decreased from 45 to 32 (29 percent) and at Lamar High School the number increased from 454 to 577 (27 percent), for an overall total of 609 students taking IB tests in 2012–2013, an increase of 22 percent over the total of 499 who took IB tests in 2011–2012. The percentage of exams scored at a four or higher increased at both schools resulting in an overall increase from 69.6 percent in 2011–2012 to 70.0 percent in 2012–2013. See **Table 1 AP/IB** (page 45) for more detail on IB scores in HISD.

Figure 2, AP/IB. Number of IB exams taken and scored four or higher, 2010–2011 to 2012–2013



- Thirty-six (36) percent of HISD eleventh and twelfth graders took at least one AP or IB exam in 2012–2013, and 39 percent of those tested met the passing standard on at least one of the exams. In total, 14 percent of HISD eleventh and twelfth graders passed at least one AP or IB exam in 2012–2013. These numbers are unchanged from 2011–2012 with the exception of the percentage of eleventh and twelfth graders who met the passing standard on at least one of the exams, which was up one percentage point, from 38 percent in 2011–2012 to 39 percent in 2012–2013.

Table 1 AP/IB. Advanced Placement (AP) and International Baccalaureate (IB) HISD Results, 2010–2011 to 2012–2013

Test	N Students Tested	N Tests Taken	Average N Tests Taken per Student	N Tests Achieving Qualified Score	% Tests Achieving Qualified Score
Advanced Placement (AP)				Score 3+	Score 3+
2010–2011	12,298	21,336	1.7	6,656	31.2
2011–2012	13,403	23,227	1.7	7,106	30.6
2012–2013	12,966	22,693	1.8	7,524	33.2
International Baccalaureate (IB)				Score 4+	Score 4+
2010–2011	504	1,416	2.8	1,028	72.6
2011–2012	499	1,403	2.8	976	69.6
2012–2013	609	1,405	2.3	984	70.0

Source for AP: College Board

Source for IB: International Baccalaureate Organization

Recommendation

Though HISD students took fewer AP exams in 2012–2013 than they did in 2011–2012, the percentage of AP exams on which they earned a score of three or higher increased. At the same time, the number of IB exams taken by HISD students and the percentage of IB exams that were scored four or higher also increased. Each student who earns a three on an AP exam or a four on an IB exam has the potential to receive college credit, placement in advanced classes, and/or academic scholarships. The AP/IB Exams program supports the high achievement of HISD students by encouraging participation in a program that contributes directly to a college-bound culture. It is recommended that the program continue to provide services at Title I schools and that it advertise the advantages of participation as widely as possible to enhance the number of students at Title I schools who choose to prepare for and take the AP and IB exams.

For more thorough reports on the district’s Advanced Placement program, see “Advanced Placement (AP) Report: 2012–2013,” HISD Department of Research and Accountability, and “College-Bound Assessment Report, 2012–2013,” HISD Department of Research and Accountability.

Dental Initiative

Program Description

An estimated 51 million school hours are lost each year due to dental-related illness. 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, 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 were used to provide bus transportation and arrangements for dental cleaning, fluoride applications, and dental sealants for eligible second-grade students.

Budgeted:	\$100,000	Payroll Costs:	\$1,344
Expenditures:	\$27,594	Supplies and Materials:	
Allocation Utilized:	27.6 percent	Capital Outlay:	
		Contracted Services:	
		Other:	\$26,250

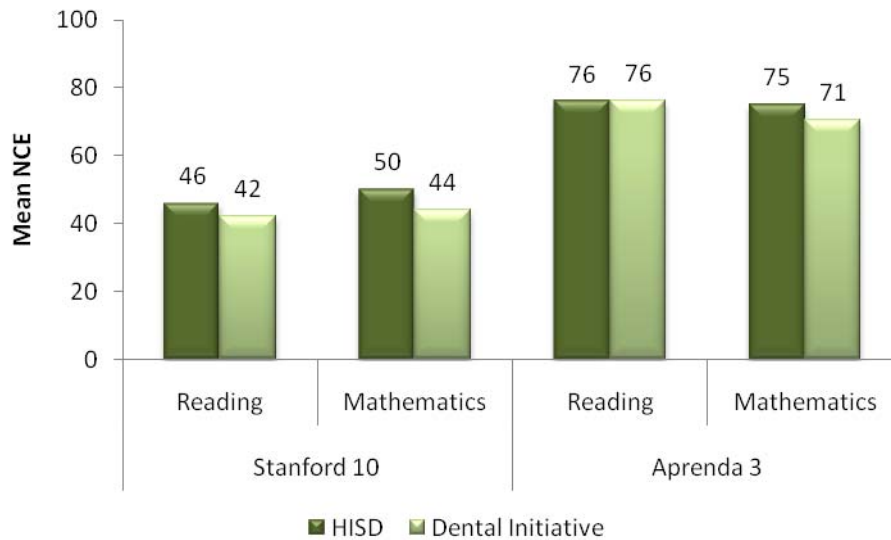
Program Goal

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

Program Outcomes

- Bus transportation for services provided through the Dental Initiative was documented for 3,579 students from 93 elementary schools in 2012–2013. In Chancery, services through the Dental Initiative were documented for 261 students, including 249 second graders, from 11 elementary schools.
- Though the sample of second-grade students for whom standardized test scores could be drawn was very small, generally non-special education second graders who received services through the Dental Initiatives achieved lower mean NCEs on the 2012–2013 Stanford 10 and Aprenda 3 than did all HISD non-special education second graders. As seen in **Figure 1, DI** (page 47) and in **Table 1, DI** (page 47), the exception was for reading scores on the Aprenda 3, on which both groups achieved a mean NCE of 76.

Figure 1, DI. Mean NCE on Stanford 10 and Aprenda 3 for all non-special education second-grade HISD students and for non-special education second-grade HISD students who received Dental Initiative services, 2012–2013



- The academic achievement of second-grade students who received dental services through Dental Initiatives was also compared with the academic achievement of all other second graders in the same 11 schools in which participation was documented. On both the Stanford 10 and Aprenda 3, non-special education second graders who received services through the Dental Initiative in 2012–2013 had a higher mean NCE for reading and a lower NCE for math than did non-special education second graders at the same schools who did not receive the services. As seen in **Table 2, DI** (page 48) for Stanford 10 results, and **Table 3, DI** (page 49) for Aprenda 3 results, the results varied considerably by school. Because the sample of students for which academic achievement results were available was limited, the sample cannot be considered representative of the students served.

Table 1, DI. Mean NCE on Stanford 10 and Aprenda 3 for All HISD and Dental Initiative Non-Special Education Students, 2012–2013

Measure	Subject	HISD		Dental Initiative	
		N	Mean NCE	N	Mean NCE
Stanford 10	Reading	10,144	46	126	42
	Mathematics	10,144	50	126	44
Aprenda 3	Reading	5,558	76	113	76
	Mathematics	5,558	75	113	71

Table 2, DI. Mean Stanford 10 NCEs for Non-Special Education Second-Grade Students Who Received Dental Initiative Services and for Those Who Did Not at Select Schools, 2012–2013

School	Student Group	Reading		Mathematics	
		N	Mean NCE	N	Mean NCE
Barrick Elementary School	Dental	19	37.1	19	42.2
	Non-Dental	18	40.2	18	38.7
Carrillo Elementary School	Dental	17	39.3	17	32.2
	Non-Dental	27	43.4	27	40.6
Crespo Elementary School	Dental	8	33.4	8	32.2
	Non-Dental	23	39.3	23	41.4
Elrod Elementary School	Dental	5	56.8	5	54.3
	Non-Dental	33	40.9	33	42.5
Hartsfield Elementary School	Dental	17	30.9	17	32.6
	Non-Dental	47	30.9	47	34.9
Law Elementary School	Dental	2	*	2	*
	Non-Dental	85	39.7	85	45.3
McNamara Elementary School	Dental	3	*	3	*
	Non-Dental	35	39.1	34	44.2
Pleasantville Elementary School	Dental	36	49.6	36	55.6
	Non-Dental	17	44.9	17	45.4
Pugh Elementary School	Dental	17	40.6	17	40.3
	Non-Dental	6	39.3	6	36.5
Southmayd Elementary School	Dental	2	*	2	*
	Non-Dental	44	50.9	44	65.1
TOTAL	Dental	126	42.1	126	44.0
	Non-Dental	335	40.5	334	44.9

Table 3, DI. Mean Apenda 3 NCEs for Non-Special Education Second-Grade Students Who Received Dental Initiative Services and for Those Who Did Not at Select Schools, 2012–2013

School	Student Group	Reading		Mathematics	
		N	Mean NCE	N	Mean NCE
Barrick Elementary School	Dental	29	71.0	29	65.9
	Non-Dental	206	75.4	206	80.6
Carrillo Elementary School	Dental	17	76.4	17	59.2
	Non-Dental	181	70.2	181	64.2
Crespo Elementary School	Dental	23	75.7	23	71.5
	Non-Dental	329	74.1	329	68.4
Elrod Elementary School	Dental	12	76.6	12	79.6
	Non-Dental	139	76.3	139	76.8
McNamara Elementary School	Dental	10	79.8	10	73.7
	Non-Dental	146	72.6	147	69.0
Pugh Elementary School	Dental	16	80.7	16	74.4
	Non-Dental	53	80.0	53	76.7
Southmayd Elementary School	Dental	6	84.6	6	88.2
	Non-Dental	153	79.2	153	78.3
TOTAL	Dental	113	76.2	113	70.6
	Non-Dental	1,207	74.7	1,208	72.5

Recommendation

The results from a small sample of students showed promise in reading achievement scores. However, in order to draw generalizations about academic achievement associated with students' receiving dental services, a more robust accounting of the students served must be kept. To provide a central location for collecting the data needed, it is recommended that, along with numbers of students transported, the Health and Medical Services department collect the student identification numbers of students served by the Dental Initiative program.

Early Childhood Program and PreK Centers

Program Description

The Early Childhood program provided funds to support a full-day prekindergarten program for 15,840 eligible students. Funds were utilized to support 50 percent of salaries for 720 prekindergarten teachers, seven principals, and 50 paraprofessionals, and 100 percent of the salaries for nine other participants including social workers, nurses, and librarians. The goal of the HISD prekindergarten was to support beginning literacy and oral language development and the focus was on meeting individual needs and recognizing the home language and cultural backgrounds of children. The central foundation of the program was that communication ability and literacy form the basis of children's future academic success.

Budget and Expenditures

The primary expenditures for the Early Childhood Program and PreK Centers were for payroll costs of teachers, paraprofessionals, administrators, and supporting professionals. The program used 93 percent of the funds budgeted.

Budgeted:	\$17,184,036	Payroll Costs:	\$15,931,353
Expenditures:	\$15,953,952	Supplies and Materials:	
Allocation Utilized:	92.8 percent	Capital Outlay:	
		Contracted Services:	\$22,599
		Other:	

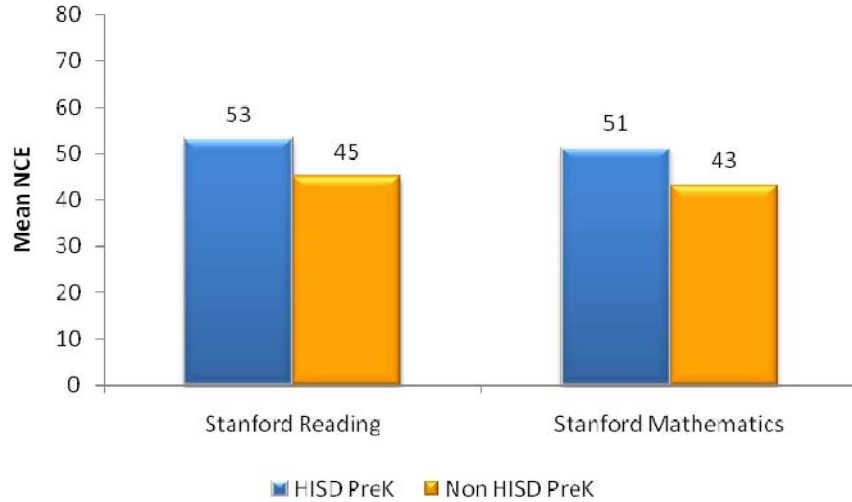
Program Goal

The primary goal of the program was to support literacy and language development and subsequent high academic achievement of economically disadvantaged students by providing a full day prekindergarten program.

Program Outcomes

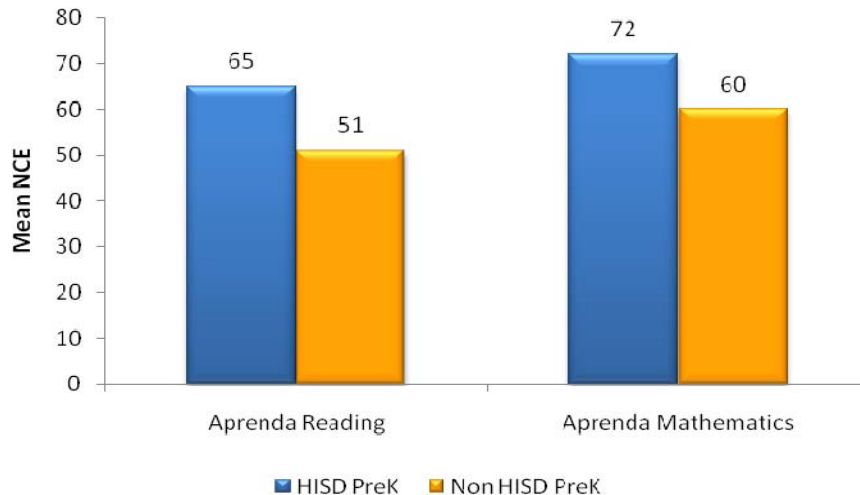
- Stanford reading and mathematics performance of economically disadvantaged 2012–2013 kindergarten students who attended an HISD prekindergarten program was compared with the performance of economically disadvantaged 2012–2013 HISD kindergarten students who did not attend a prekindergarten program in **Figure 1, EC** (page 51). On both reading and mathematics measures, students who attended an HISD prekindergarten program achieved a higher normal curve equivalent (NCE) than did students who did not attend an HISD prekindergarten program; the difference was eight NCEs on each subtest.

Figure 1, EC. Stanford 10 mean NCE for economically disadvantaged kindergarteners who attended an HISD prekindergarten program compared with economically disadvantaged kindergarteners who did not attend an HISD prekindergarten program, 2012–2013



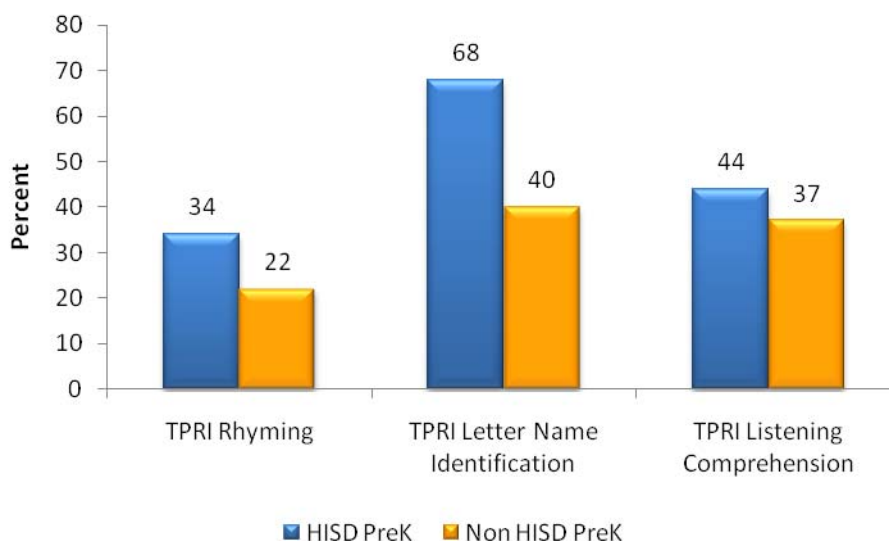
- As seen in **Figure 2, EC**, the same trend in performance was seen in 2012–2013 Aprenda 3 scores. The differences between the mean NCE for kindergarteners who had attended an HISD prekindergarten and those who had not was even more pronounced than it was for students who took the Stanford measures, a difference of 14 NCEs on the Aprenda reading subtest and 12 NCEs on the Aprenda mathematics measure.

Figure 2, EC. Aprenda 3 mean NCE for economically disadvantaged kindergarteners who attended an HISD prekindergarten program compared with economically disadvantaged kindergarteners who did not attend an HISD prekindergarten program, 2012–2013



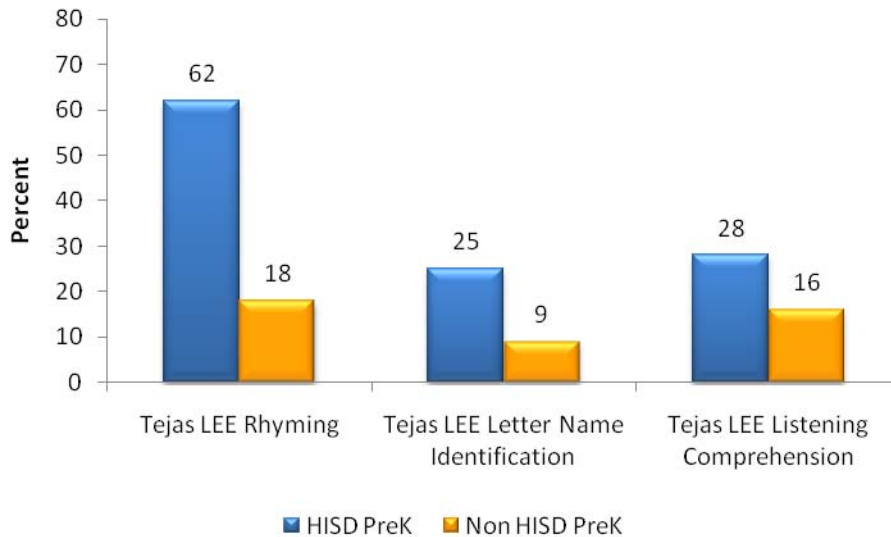
- 2012–2013 kindergarteners’ achieving the level of “developed” on the Beginning-of-Year Texas Primary Reading Inventory (TPRI) could be predicted by their status of attending an HISD prekindergarten program. Students who attended HISD prekindergarten were more likely to score as “developed” than were kindergarteners who did not attend an HISD prekindergarten. As seen in **Figure 3, EC**, 34 percent of economically disadvantaged kindergarteners who attended an HISD prekindergarten program scored as “developed” on the rhyming scale while 22 percent of economically disadvantaged kindergarteners who did not attend HISD prekindergarten achieved the same score. The difference in performance was larger on the letter name identification scale (68 percent versus 40 percent achieved a score of developed) and was also seen in the listening comprehension inventory (44 percent of kindergarteners who attended HISD prekindergarten scored as “developed” while 37 percent of kindergarteners who did not attend HISD prekindergarten achieved the same level).

Figure 3, EC. Texas Primary Reading Inventory (TPRI) percentage of economically disadvantaged kindergarteners who attended an HISD prekindergarten program and achieved a score of “developed” compared with the percentage of economically disadvantaged kindergarteners who did not attend an HISD prekindergarten program and achieved the same level, 2012–2013



- Shown in **Figure 4, EC** (page 53), the same relationships were seen in the results for El Inventario de Lectura en Español de Tejas (Tejas LEE). A higher percentage of 2012–2013 economically disadvantaged kindergarten students who had attended an HISD prekindergarten program scored at the “developed” level than did their counterparts who did not attend an HISD prekindergarten program on the rhyming, letter name identification, and listening comprehension scales.

Figure 4, EC. El Inventario de Lectura en Español de Tejas (Tejas LEE) percentage of economically disadvantaged kindergarteners who attended an HISD prekindergarten program and achieved a score of “developed” compared with the percentage of economically disadvantaged kindergarteners who did not attend an HISD prekindergarten program and achieved the same level, 2012–2013



- The negative effect of being economically disadvantaged was mitigated to some extent for 2012–2013 kindergarteners by attendance in an HISD prekindergarten program (Department of Research and Accountability, August 2013).

Recommendation

To allow as many students as possible to gain the advantages provided by HISD prekindergarten programs, it is recommended that the district continue notifying parents of the availability and advantages associated with the programs, and that it continue to support the salaries of personnel who provide the program.

For a more detailed evaluation of HISD prekindergarten programs, please see “Prekindergarten Education Program: Effects of HISD Prekindergarten on Kindergarten Performance, 2012–2013,” Fall 2013.

Highly Qualified Teacher/Paraprofessional Staff Development

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's Effective Teacher Fellowship (ETF) and the 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 developed within the district and by selected third party providers.

Budget and Expenditures

For Title I, Part A, funds were used to pay for contracted services providing certification test review and remediation; one percent of budgeted funds were expended.

Budgeted:	\$114,118	Payroll Costs:	
Expenditures:	\$1,327	Supplies and Materials:	
Allocation Utilized:	1.2 percent	Capital Outlay:	
		Contracted Services:	\$1,327
		Other:	

For Title II, Part A, 91 percent of budgeted funds were used to provide review and remediation for teachers who needed to pass certification tests.

Budgeted:	\$115,000	Payroll Costs:	
Expenditures:	\$105,000	Supplies and Materials:	
Allocation Utilized:	91.3 percent	Capital Outlay:	
		Contracted Services:	\$105,000
		Other:	

Program Goal

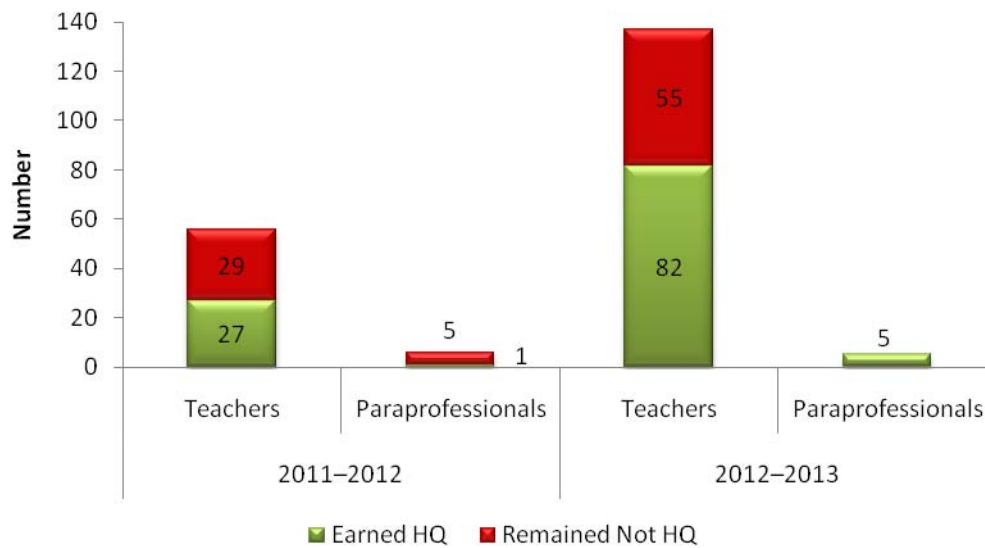
The primary goal of the program was to place a highly qualified teacher in every classroom in HISD. Individual certification plans were developed with all teachers and paraprofessionals who are not highly qualified, and review and remediation sessions were provided to support them in passing certification tests.

Program Outcomes

- As depicted in **Figure 1, HQ** (page 55), and detailed in **Table 14** (page 41), at the beginning of 2012–2013, 137 teachers were not highly qualified and 82 (60 percent) earned highly-qualified status by the

end of the year. For comparison, fewer teachers, 56, were not highly qualified at the beginning of 2011–2012, but a lower percentage, 48 percent, earned highly-qualified status during the year. In 2012–2013, five paraprofessionals were not highly qualified at the beginning of the year and all earned highly qualified status by the end of the year, while in 2011–2012, six began as not highly-qualified, one earned highly-qualified status and the remaining five were reassigned into positions that did not require highly-qualified status.

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, 2011–2012 and 2012–2013.



- Services were available for teachers taking the following certification tests: Bilingual Generalist EC–6, including the Bilingual Target Language Proficiency Test (BTLPT); English as a Second Language (ESL), English Language Arts and Reading (ELAR) 4–8; ELAR 8–12; Generalist EC–6; Math 8–12; Pedagogy and Professional Responsibilities (PPR); and Social Studies 8–12.
- Numbers of teachers receiving review and remediation services in 2012–2013 and their results on certification tests can be seen in **Table 15** (page 41). The largest number of reviews was for the Pedagogy and Professional Responsibilities (PPR) test; 88 percent of teachers who reviewed for the PPR took the exam and 100 percent of those who took the exam passed it. Overall, 82 percent of teachers who received services took the certification test for which they reviewed, and 98 percent of teachers who took a test passed it.

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 school districts and rural school districts have persistent barriers to achieving the mandate. HISD hired more teachers who were not highly-qualified at the beginning of 2012–2013 than in 2011–2012, but it also provided services to

assist a larger percentage of the not highly-qualified educators in achieving highly-qualified status during the academic year. It is recommended that the district continue supporting the work of this program to support its compliance with the law.

Homeless Children

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 meet the academic needs of the homeless population, Title I, Part A, set-aside funds were used to pay certified teachers to provide supplemental instruction at shelter sites and school campuses. Only students who were identified as homeless and who required academic tutoring and/or enrichment were permitted to participate. The program provided funds to hire 15 HISD certified teachers to tutor 400 students daily at local area shelters. Each tutor provided ten hours of academic instruction and/or enrichment per week. The tutorial program was evaluated throughout the school year using standardized test scores, student grades, pre/post tests, annual percentage of improvement, and increased percentage of participation/usage.

Budget and Expenditures

The budgeted funds for Homeless Children were used to pay stipends for teachers to tutor homeless students who needed extra services and the associated materials and supplies. Ninety-seven (97) percent of the allocated funds were used in 2012–2013.

Budgeted:	\$215,260	Payroll Costs:	\$104,332
Expenditures:	\$209,493	Supplies and Materials:	\$105,101
Allocation Utilized:	97.3 percent	Capital Outlay:	
		Contracted Services:	\$60
		Other:	

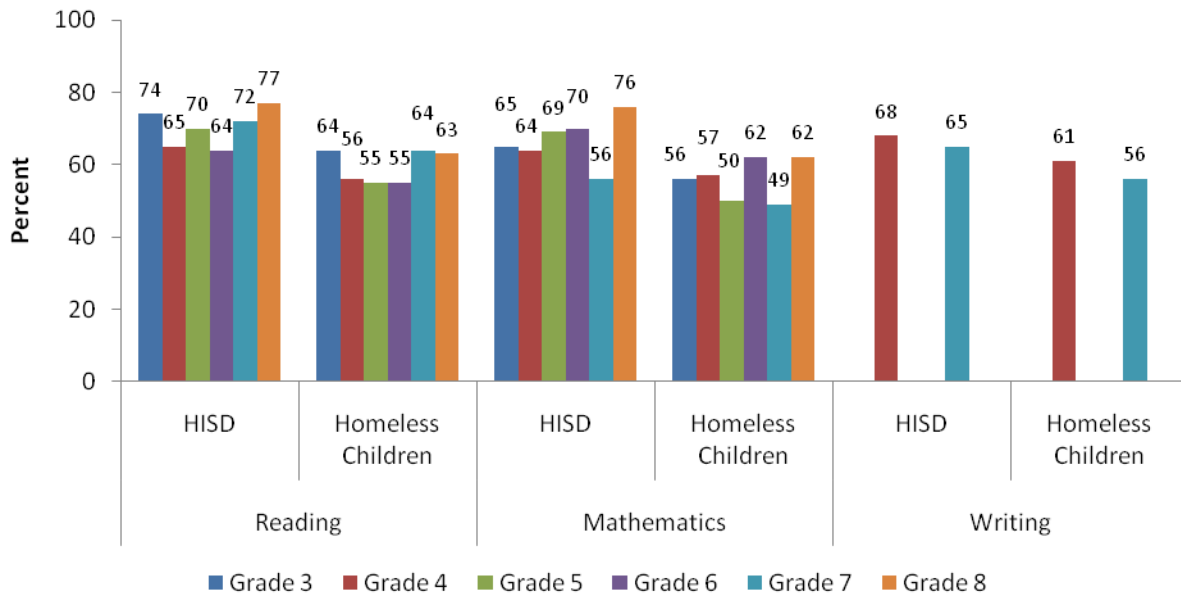
Program Goals

The program sought to increase the achievement of homeless students, mitigating the effects of high mobility. In conducting the program at homeless shelters, the program also undertook increasing parental engagement.

Program Outcomes

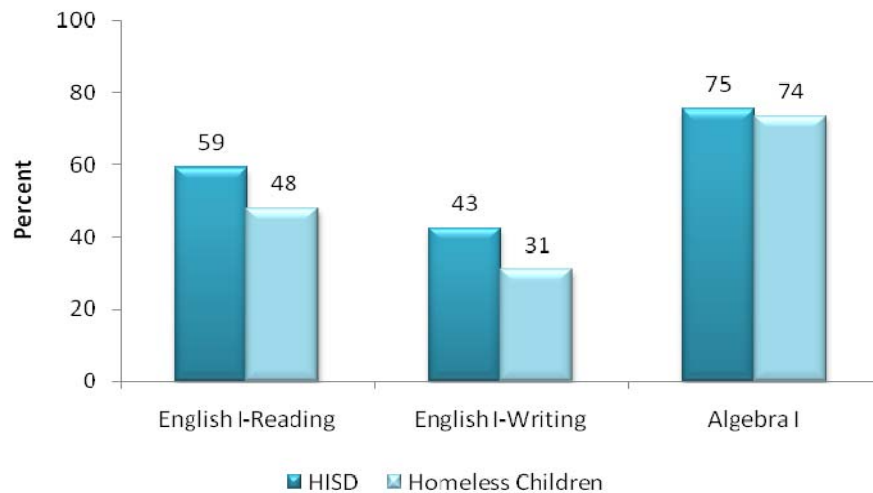
- In 2012–2013, 5,979 HISD students were documented as homeless, nearly three percent of all HISD students, down from the 7,791 identified, nearly four percent of all students in HISD, in 2011–2012. Numbers of homeless students by grade level can be found in **Table 1, HC** (page 60).
- Homeless students' results on State of Texas Assessments of Academic Readiness (STAAR) for grades 3–8 in 2012–2013 are illustrated in **Figure 1, HC** (page 58). The percentage of homeless students achieving a satisfactory rating on the reading, mathematics, and writing portions of the STAAR were consistently lower than the percentages of all HISD students achieving the same rating. The differences in percentage achieving a satisfactory rating ranged from seven percentage points (fourth grade mathematics and writing and seventh grade writing) to 19 percentage points (fifth 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 State of Texas Assessment of Academic Readiness (STAAR), English and Spanish, 2012–2013



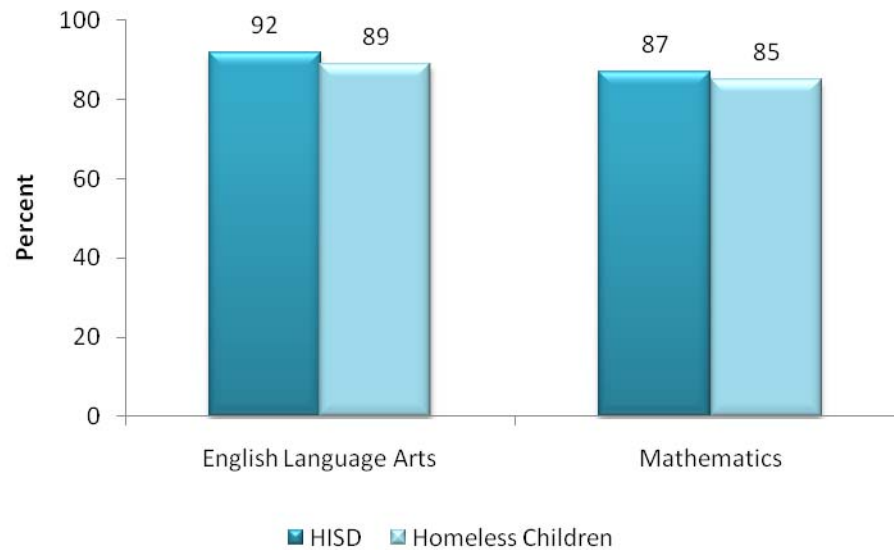
- Figure 2, HC** depicts the percentage of HISD and HISD homeless students who achieved a satisfactory rating, using phase-in 1 standards, on the 2012–2013 freshman level reading, mathematics, and writing State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) exams. Though a lower percentage of homeless students passed each of the exams than did all students in HISD, there was only a one percentage point difference in homeless students' rate of success on the algebra I STAAR/EOC.

Figure 2, HC. Percentage of HISD students and HISD homeless students achieving a satisfactory rating, phase-in 1 standards, on freshman level English and mathematics State of Texas Assessment of Academic Readiness/End of Course (STAAR/EOC) exams, 2012–2013



- Percentages of HISD students in grade 11 meeting the standard on the reading/ELA and mathematics Texas Assessment of Knowledge and Skills (TAKS), depicted in **Figure 3, HC**, were high overall, but the percentage of HISD homeless students was slightly lower than the percentage of all HISD students meeting the standard on each test. Eighty-nine (89) percent of homeless eleventh graders met the standard on the English language arts exam while 92 percent of all HISD eleventh graders did, and 85 percent of homeless students met the standard on the mathematics test while 87 percent of HISD students did.

Figure 3, HC. Percentage of HISD students and HISD homeless students meeting the standard on the Texas Assessment of Knowledge and Skills (TAKS), 2012–2013



- As seen in **Table 1, HC** (page 60), lower percentages of homeless students took state-mandated exams in 2012–2013 than did all HISD students. For example, rates of homeless students who took the STAAR ranged from 61 percent (grade 7) to 83 percent (grade 8), while the lowest rate for all HISD students was 91 percent (grade 7). Overall, 70 percent of HISD homeless students in grades three through 11 took a state-mandated test in 2012–2013 while 92 percent of all HISD students in grades three through 11 did.

Table 1, HC. Cumulative Number of HISD Students Identified as Homeless and the Number Who Took State-Mandated Examinations, 2012–2013

Grade Level	Number of Homeless Students in HISD	Number of Homeless Students Who Took STAAR	Number of Homeless Students Who Took STAAR/EOC	Number of Homeless Students Who Took TAKS	Percent of Homeless Students Who Took a State-Mandated Exam	Percent of HISD Students Who Took A State-Mandated Exam
Early Childhood	10					
Prekindergarten	944					
Kindergarten	585					
Grade 1	601					
Grade 2	483					
Grade 3	467	368			78.8	95.3
Grade 4	403	317			78.7	94.0
Grade 5	425	330			77.6	92.6
Grade 6	364	280			76.9	91.8
Grade 7	306	187			61.1	91.1
Grade 8	364	301	31		82.7	94.1
Grade 9	536		247		46.1	93.1
Grade 10	212		134		63.2	87.0
Grade 11	138			92	66.7	88.6
Grade 12	141					
TOTAL	5,979	1,783	412	92	70.2	92.1

Source: Texas Education Agency: State of Texas Assessments of Academic Readiness, End of Course, and Texas Assessment of Knowledge and Skills

Recommendation

Homeless students' high mobility rates may be associated with less time in school resulting in lower achievement rates as well as low rates of taking state-mandated exams. Providing services in places accessible to homeless students is vital for giving them an opportunity to succeed academically. It is recommended that funds continue to be provided to support services for qualified students and that the district also consider administering state-mandated exams at locations that are used for regular tutoring for homeless students and in which testing materials can be appropriately secured.

Parent Involvement/Parent Engagement

Program Description

The Parent Involvement/Parent Engagement program strengthened the relationship between parents and schools through mutual trust, collaboration, training, and effective communication to ensure the academic and personal success of all HISD students. The program provided district-wide leadership to facilitate and coordinate HISD parent involvement activities consistent with the district's core value: "Parents Are Partners."

Budget and Expenditures

The Parent Involvement/Parent Engagement program utilized 67 percent of the \$1,164,498 budgeted for it. The funds provided a wide array of resources and services to support parent interaction in HISD schools.

Budgeted:	\$1,164,498	Payroll Costs:	\$558,593
Expenditures:	\$784,818	Supplies and Materials:	\$112,367
Allocation Utilized:	67.4 percent	Capital Outlay:	\$10,053
		Contracted Services:	\$67,236
		Other:	\$36,569

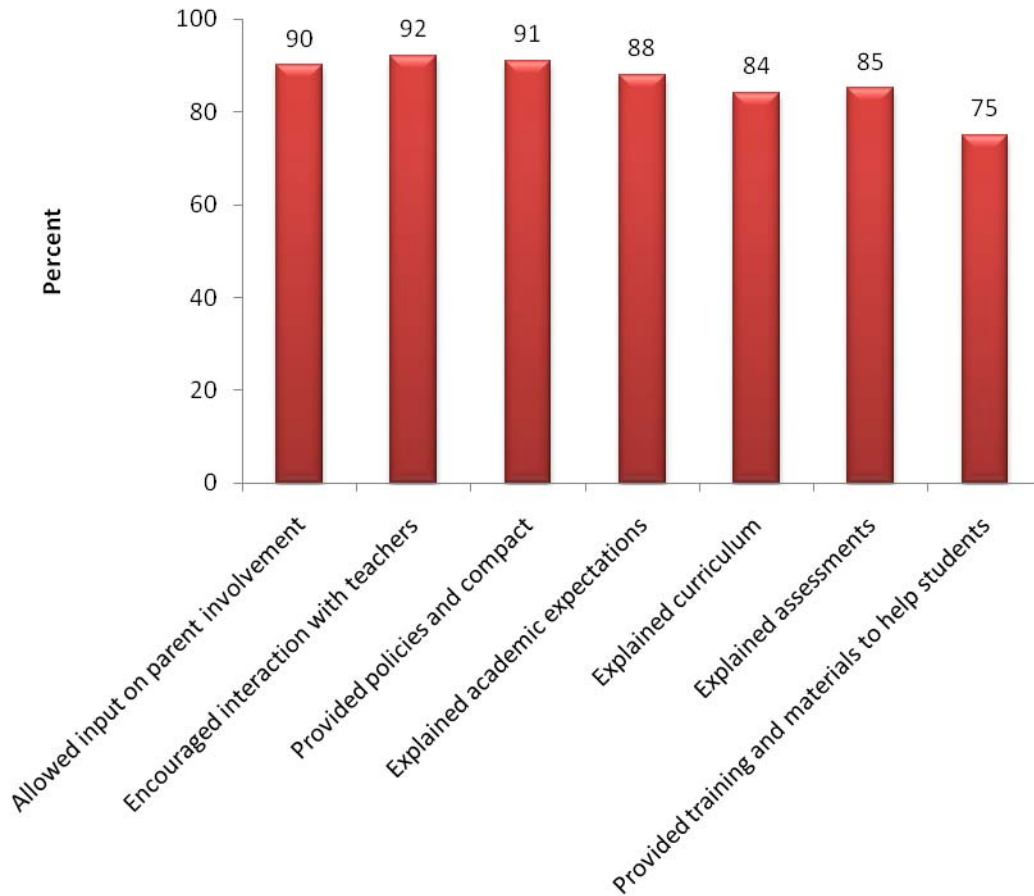
Program Goal

The primary goal was to increase student performance by building campus capacity and sustainability to support parent awareness and knowledge of the educational system.

Program Outcomes

- The results of the 2012–2013 *Your Voice* survey of parents are shown in **Figure 1, PI** (page 62) and in **Table 1, PI** (page 64). Responses were submitted by 21,365 parents, an estimated 11 percent of parents in the district. The majority of parents responding to the survey expressed satisfaction with the school's efforts in every category of involving parents in their child's education. The highest rates of agreement across all levels of schools, from 86 percent of parents of students in high school to 97 percent of parents with students in early learning programs, an overall 92 percent agreement, were for the statement, "My child's school gives opportunities for and encourages me to participate in parent/teacher conferences, school activities, and meetings." The lowest, from 61 percent to 91 percent, with an overall average of 75 percent, were for the school providing training and materials to help students in their work. Parents with children at early learning schools showed the most satisfaction in every category of parent involvement while parents of students in middle and high school had the lowest levels.

Figure 1, PI. Percentage of parental agreement with statements concerning family and community engagement with schools, 2012–2013 HISD *Your Voice* survey



- A study of the Parent Prep Academy program, a set of parent workshops and trainings instituted in 2012–2013 and conducted at 20 HISD elementary schools and one middle school, indicated that students of parents who were actively involved with a school had children who performed higher on most state-mandated exams than did students in a comparison group whose parents did not attend the workshops (Department of Research and Accountability, forthcoming). 2012–2013 State of Texas Assessments of Academic Readiness (STAAR) scores for reading and mathematics are shown in **Figure 2, PI** (page 63) and **Figure 3, PI** (page 63), respectively. With one exception, grade five reading scores, students whose parents attended Parent Prep Academy events had higher rates of achieving a score of satisfactory, using phase-in 1 standards, than did a comparison group of students whose parents did not attend the parent involvement program.

Figure 2, PI. Percentage achieving a score of satisfactory, phase-in 1 standards, on STAAR reading for students with a parent who attended Parent Prep Academy and for a comparison group of students whose parent(s) did not attend Parent Prep Academy, 2012–2013

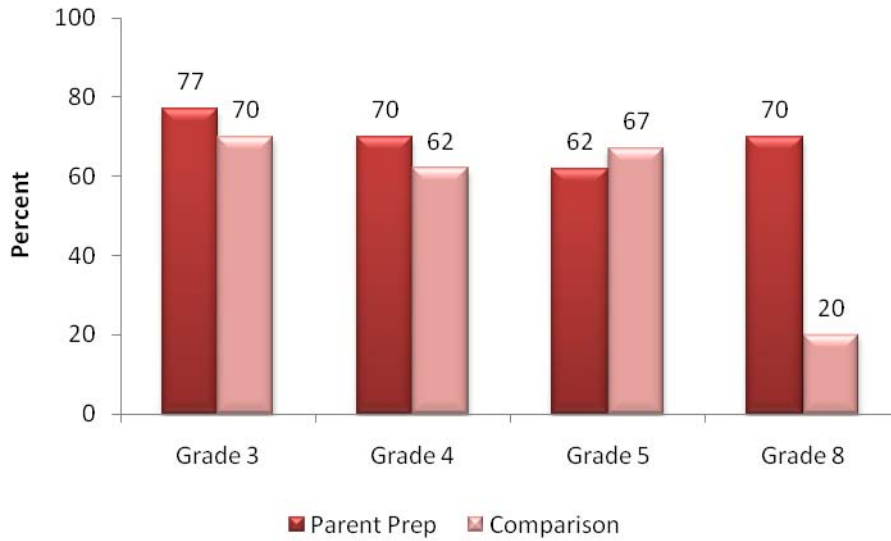


Figure 3, PI. Percentage achieving a score of satisfactory, phase-in 1 standards, on STAAR mathematics for students with a parent who attended Parent Prep Academy and for a comparison group of students whose parent(s) did not attend Parent Prep Academy, 2012–2013

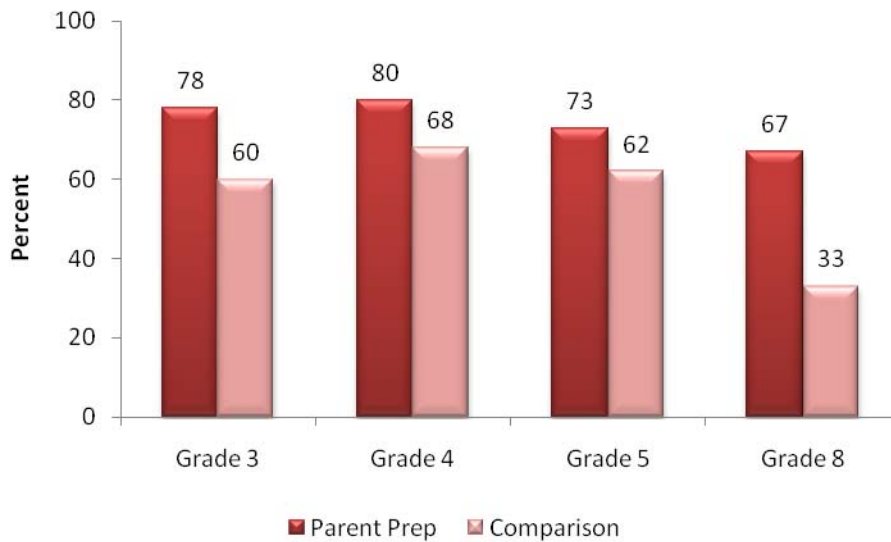


Table 1, PI. Parent Responses to 2012–2013 HISD *Your Voice* Survey

	TOTAL	Elem Schools	Middle Schools	High Schools	Multi- level Schools	Early Learning Schools	Alt/Spec Educ Schools
	N=21,365	N=13,943	N=2,249	N=3,030	N=1,152	N=944	N=47
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes
The school and district give opportunities for me to give input on improving parent involvement and parent engagement	90	91	86	85	90	95	89
My child's school gives opportunities for and encourages me to participate in parent/teacher conferences, school activities, and meetings	92	94	87	86	92	97	89
The school and district have given me a copy of the parent involvement policies and the parent/school compact	91	93	87	86	91	95	93
My child's school has explained academic expectations to me	88	89	84	84	90	95	84
My child's school has explained the curriculum to me	84	86	78	79	85	93	80
My child's school has explained the different assessments used to determine students academic achievement to me	85	88	77	78	86	95	80
My child's school gives me the training and materials to help me to help my child	75	80	61	61	75	91	80

Source: RDA group, SY 2012–2013 *Your Voice*: HISD Customer Satisfaction Program survey

Recommendation

Given the satisfaction parents expressed in 2012–2013 for schools' efforts to involve them in their children's education and given the association between parental involvement and student achievement, it is recommended that the district enthusiastically persevere in establishing meaningful partnerships between parents and the schools their children attend.

Private Non-Profit

Program Description

The Private Non-Profit program received funds through both Title I, Part A and Title II, Part A. All services were provided through district contracts with third parties and were administered by HISD's Department of External Funding.

The Title I, Part A Private Nonprofit Schools Program provided services for eligible PK–12 students who attended private nonprofit schools located within HISD boundaries. Services were also provided for teachers and parents of eligible students. Title I, Part A services were designed to supplement services provided by the private 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. Services were provided by Catapult Learning West, LLC, which provided individualized, small-group, and computer-assisted tutorials for eligible students, 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. In 2012–2013, Catapult Learning provided services in 27 private nonprofit schools within HISD boundaries.

The Title II, Part A Private Nonprofit Schools Program provided professional development services to teachers in the core academic areas and school leaders of private schools located within HISD's boundaries. All activities were based on scientific research and best practices, and were designed to be part of a sustained professional development plan for the school in improving overall student academic achievement. Services were provided by Mind Streams, LLC. Activities included undergraduate and advanced degree and certification programs and courses, and also training in effective teaching strategies such as integrating technology into curriculum and instruction, teaching students with different needs, and school leadership development and management. Participants attended customized professional development activities designed by Mind Streams specifically to meet individual school needs, as well as outside professional development that met the requirements of the Title II program. During the 2012–2013 school year, Mind Streams provided services for staff members at 45 private schools within HISD boundaries.

Budget and Expenditures

For Title I, Part A, Private Non-Profit programs used \$252,043, close to 100 percent of the budgeted funds, to contract for academic support for eligible students in private non-profit schools within HISD boundaries.

Budgeted:	\$253,306	Payroll Costs:	
Expenditures:	\$252,043	Supplies and Materials:	
Allocation Utilized:	99.5 percent	Capital Outlay:	
		Contracted Services:	\$252,043
		Other:	

For Title II, Part A, Private Non-Profit programs used essentially all of their budgeted funds to contract for professional development services for teachers of eligible students who teach in private, non-profit schools within HISD boundaries.

Budgeted:	\$684,644	Payroll Costs:	
Expenditures:	\$682,060	Supplies and Materials:	
Allocation Utilized:	99.6 percent	Capital Outlay:	
		Contracted Services:	\$682,060
		Other:	

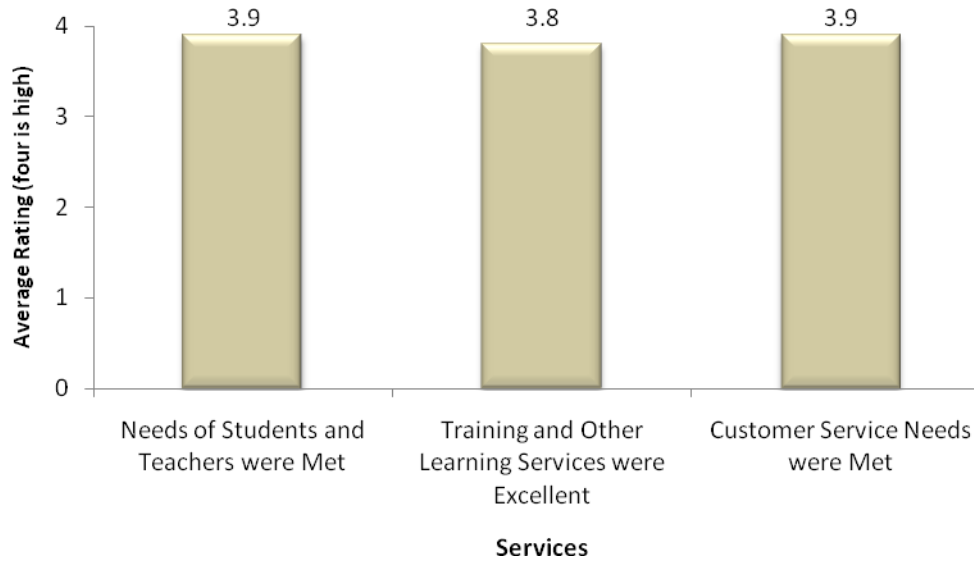
Program Goal

The primary goal of the program was to provide effective and efficient academic services for eligible students in private schools within the boundaries of HISD and their teachers, administrators, and parents.

Program Outcomes

- Catapult Learning, the private contractor for academic services funded with Title I, Part A monies, documented providing 389 Reading PlusTech services and 432 Math PlusTech services, for a total of 821 services, to 567 eligible private school students. Catapult used two forms of assessment, Plato Formative Assessment Solutions and IOWA Test, to measure academic progress of students who received at least 20 services in a subject and who took both a pre- and post-test. The company reported “students’ average scores increasing by two percentile ranks in reading and increasing by five percentile ranks in math” (Catapult Learning, p. ii).
- Catapult Learning asked administrators at the 27 private non-profit schools that received academic support through their company to evaluate the services their schools were provided. Twelve (12) administrators (44 percent) responded, reporting overall satisfaction with the support provided to their schools, depicted in **Figure 1, PNP** (page 67). All services received very high ratings. More detail about the evaluations that administrators submitted to Catapult Learning on the academic support provided to eligible students in their schools can be found in **Table 1, PNP** (page 68).

Figure 1, PNP. Average agreement with statements about academic services for eligible Title I, Part A students, evaluated by administrators of private nonprofit schools supported by Title I, Part A funds through HISD and provided to Catapult Learning, on a scale of one through four, 2012–2013



- In 2012–2013, 1,060 teachers from 45 private nonprofit schools received professional development services through the contracted private provider, Mind Streams. These services included support for a large conference of Catholic schools within HISD boundaries. Also included were 23 private school teachers who were enrolled in degree programs through Mind Streams, six of whom graduated with degrees.
- Twenty-nine (29) administrators from the 45 private nonprofit schools (64 percent), responded to a survey about satisfaction with professional development services they received. As seen in **Figure 2, PNP** (page 68) and detailed in **Table 2, PNP** (page 69), administrators expressed general satisfaction with services provided by Mind Streams. The survey item with the highest satisfaction rating concerned customer service; 24 of 29 respondents (84 percent) gave a rank of four or five on a five-point scale. The item with the largest number of low ranks was on overall satisfaction with professional development services provided; three of 29 respondents (10 percent) gave a rank of one on the five point scale.

Figure 2, PNP. Average ranking of professional development services, evaluated by administrators of private nonprofit schools supported by Title I, Part A funds through HISD, on a scale of one through five, 2012–2013

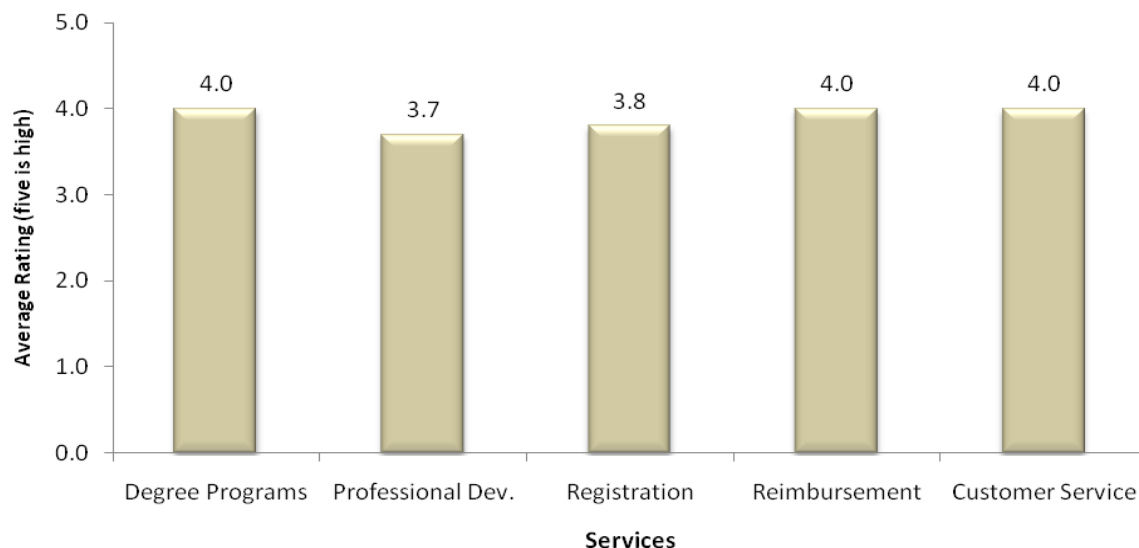


Table 1, PNP. Private Nonprofit Administrators' Responses to Catapult Learning's Survey of Satisfaction with Services Contracted to Support Student Achievement, 2012–2013

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.	91.7 (11)	8.3 (1)	0.0 (0)	0.0 (0)	3.9 (12)
The teaching, training or other Catapult Learning services provided to my school are excellent.	83.3 (10)	16.7 (2)	0.0 (0)	0.0 (0)	3.8 (12)
Any issues I have had with Catapult Learning Services have been addressed quickly and to my satisfaction.	91.7 (11)	8.3 (1)	0.0 (0)	0.0 (0)	3.9 (12)

Source: Catapult Learning, January 2014

Note: Percentages may not total 100 due to rounding

Table 2, PNP. Private Nonprofit Administrators' Responses to Title II, Part A Survey of Satisfaction with Services Contracted for Professional Development, 2012–2013

Survey Prompt	Rating (5 is high)						Average Rating (N)
	1 % (N)	2 % (N)	3 % (N)	4 % (N)	5 % (N)	N/A % (N)	
Please rate your level of satisfaction with the effectiveness of the degree courses/programs offered through Mind Streams.	3.4 (1)	0.0 (0)	13.8 (4)	31.0 (9)	24.1 (7)	27.6 (8)	4.0 (21)
Please rate your level of satisfaction with the professional development services offered through Mind Streams.	10.3 (3)	6.9 (2)	17.2 (5)	34.5 (10)	31.0 (9)		3.7 (29)
How would you rate your level of satisfaction with the process for registering for events through Mind Streams?	3.4 (1)	13.8 (4)	10.3 (3)	41.4 (12)	31.0 (9)		3.8 (29)
How would you rate your level of satisfaction with the process for requesting reimbursement through Mind Streams?	6.9 (2)	3.4 (1)	13.8 (4)	37.9 (11)	37.9 (11)		4.0 (29)
Please rate your overall satisfaction with Mind Streams' customer service for the 2012–2013 school year.	3.4 (1)	6.9 (2)	6.9 (2)	51.7 (15)	31.0 (9)		4.0 (29)

Source: HISD External Funding Department

Note: Percentages may not total 100 due to rounding

Recommendation

To support high achievement for eligible students enrolled in private nonprofit schools, it is essential that the district receive detailed, accurate information on the impact of services it contracts. It is recommended that contracted service providers be held to higher standards of reporting both student achievement and impact of professional development they supply. For example, the provider of student academic services should provide the testing company summaries of student performance on standardized tests they administered to allow verification of reliability and validity of the measures and to support the company's analyses of the results. The provider for professional services should supply summary totals for the number of programs it provided, the number of eligible participants in attendance at each and appropriate descriptors of the participants such as teachers' grade level and content taught. The provider should also create summaries of the evaluation forms it distributes for feedback from participants to support both HISD's and its own evaluations of the sessions. Further, it is recommended that HISD enhance its survey of recipients of the services to include evaluations of the impact of the services on learning and instruction in the schools served.

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 services for teachers and administrators at all other schools were offered through Title II, Part A funds. 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 all 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 focused on: 1) designing teacher development aligned to high priority, district-wide initiatives, including: standards-based instruction, classroom management, differentiation, data-driven instruction, literacy, and supporting English language learners; and 2) developing online, user-centered learning tools 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 teacher leadership opportunities in four cohorts: action research, campus-based professional development, facilitative leadership, and e-learning.

Budget and Expenditures

The Title I, Part A, Professional Development program provided an array of professional development services for teachers in Title I schools. Sixty-three (63) percent of the budgeted funds were utilized and the majority were used to meet payroll costs.

Budgeted:	\$9,841,923	Payroll Costs:	\$5,899,309
Expenditures:	\$6,209,738	Supplies and Materials:	\$53,440
Allocation Utilized:	63.1 percent	Capital Outlay:	\$38,533
		Contracted Services:	\$123,404
		Other:	\$95,052

Title II, Part A, professional development services were provided for teachers in HISD in diverse subjects and through a wide variety of formats. The program was budgeted \$6,260,158 and utilized 62 percent of the funds.

Budgeted:	\$6,260,158	Payroll Costs:	\$3,364,082
Expenditures:	\$3,897,386	Supplies and Materials:	\$77,733
Allocation Utilized:	62.3 percent	Capital Outlay:	\$172,563
		Contracted Services:	\$177,789
		Other:	\$105,219

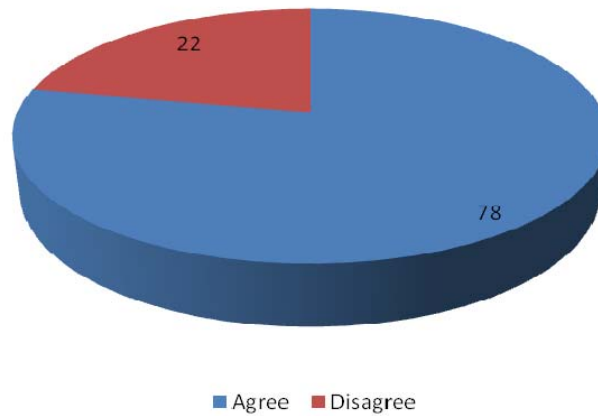
Program Goal

The primary goal was to support responsive teaching and rigorous learning every day, in every classroom in HISD. The program was designed to support novice and struggling teachers, core teachers, teacher leaders, and administrators in its efforts to enhance student performance.

Program Outcomes

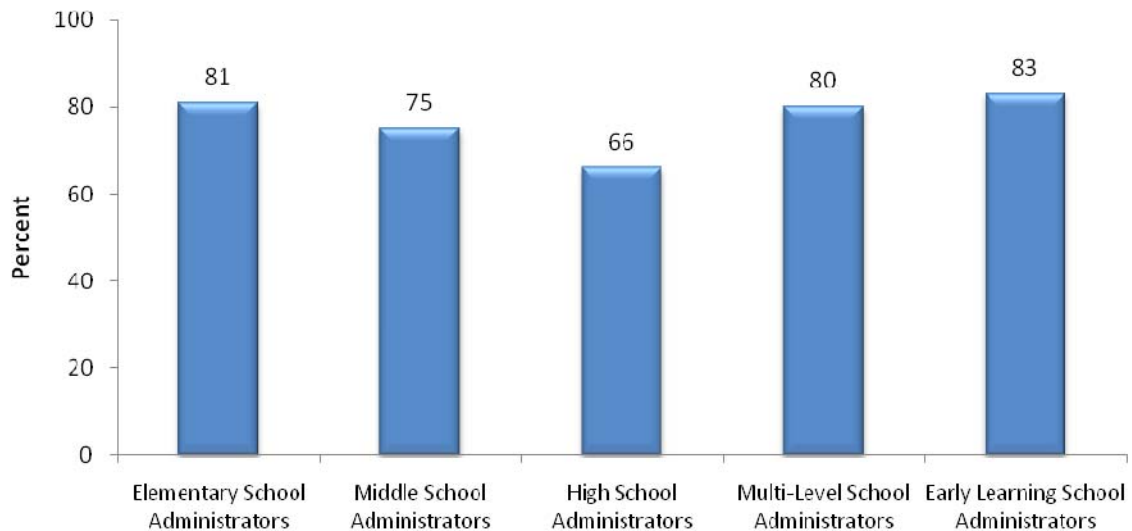
- In 2012–2013, 17,468 HISD staff members completed 107,569 professional development courses within the district, an average of 6.2 each. Of these, 13,190 (76 percent) were teachers, principals, aides, and instructional support personnel who took direct responsibility for students' achievement at the classroom level. This group of HISD educators completed 86,689 courses, from one to 50 courses each, and an average of 6.6 per educator.
- Title I, Part A and Title II, Part A Centralized Programs funded 25,830 courses completed in HISD in 2012–2013. Of those courses, 25,159 (97 percent) were completed by personnel with direct responsibility for students' achievement at the classroom level.
- As an indicator of satisfaction with professional development, shown in **Figure 1, PD** (page 72), on the 2012–2013 *Your Voice* survey, 78.4 percent of HISD teachers agreed or strongly agreed with the statement, "At my school, I have the opportunity to learn educational strategies that will improve student achievement."

Figure 1, PD. Percentage of HISD teachers who agreed and who disagreed that they have the opportunity to learn educational strategies that will improve student achievement at their schools, 2012–2013



- HISD administrators' responses to a question on satisfaction with professional development for teachers from the *Your Voice* survey administered in 2012–2013 are illustrated in **Figure 2, PD**. Seventy-six (76) administrators, from approximately 28 percent of HISD schools, responded to the item. The majority of administrators at each grouping of schools reported satisfaction with professional development. The lowest satisfaction rate was among high school administrators, with 66 percent reporting satisfaction, and the highest rate was associated with administrators of early learning schools, with 83 percent indicating satisfaction.

Figure 2, PD. Percentage of 2012–2013 HISD school administrators who agreed or strongly agreed to the prompt “How much do you agree or disagree that you are satisfied with the service and/or support you received from professional development (e.g., for teachers)”



Recommendation

In their limited opportunity to evaluate professional development activities in 2012–2013, a large majority of teachers and principals expressed approval of the services provided to them. Further, the services were well used. It is recommended that future surveys concerning professional development be expanded to allow detail that would support honing professional development events to make them as influential as possible. Information about topics such as what professional development events are most useful, what times and incentives attract the most participants, and what suggestions participants have for making their professional development experiences effective and efficient is fundamental in guiding further development of professional development events,.

Sign-On Bonuses/Recruitment Incentive

Program Description

The Sign-On Bonus program was designed to strategically aid in the recruitment and retention of effective teachers for HISD. Specifically, the program targeted critical shortage teaching needs (i.e., science, mathematics, bilingual, and special education) while also assisting “hardest to staff” schools to attract core teachers to their campuses. Monetary incentives were awarded to receiving teachers in two parts, with the first half as an initial sign-on incentive and the second half distributed after educators completed two full years of teaching. By awarding funds associated with this program, the district continued to attract strong talent who might otherwise have chosen to work in surrounding districts.

Budget and Expenditures

Sign-on bonus funds were used to supplement teachers’ salaries through stipends and to support nine positions, including seven performance and continuing improvement managers and two selection specialists.

Budgeted:	\$2,740,000	Payroll Costs:	\$1,142,037
Expenditures:	\$1,142,037	Supplies and Materials:	
Allocation Utilized:	41.7 percent	Capital Outlay:	
		Contracted Services:	
		Other:	

Program Goal

The primary goal of the program was to attract and retain well qualified and highly effective teachers in HISD, particularly in areas of teacher shortage and in schools that were most difficult to staff.

Program Outcomes

- Two HISD teacher stipends were funded with Title II, Part A funds in 2012–2013, a stipend for teachers in critical shortage areas and the other for teacher recruitment incentives. Stipends were awarded for teachers of bilingual, English as a Second Language (ESL), mathematics, science, and special education classes.
- The numbers of teachers awarded stipends in 2012–2013 and the numbers of those teachers who were retained in the district in 2013–2014 are shown in **Table 1, SB** (page 75) and illustrated in **Figure 1, SB** (page 75). In 2012–2013, retention rates were 63 percent for teachers who received critical shortage stipends and 73 percent for teachers who received recruitment incentives. For comparison, the retention rate for all teachers in HISD was 83 percent.

Figure 1, SB. Percentage of teachers who received at least one bonus through the Sign-On Bonus program in 2012–2013 and were retained in 2013–2014 and percentage of all 2012–2013 HISD teachers retained in 2013–2014

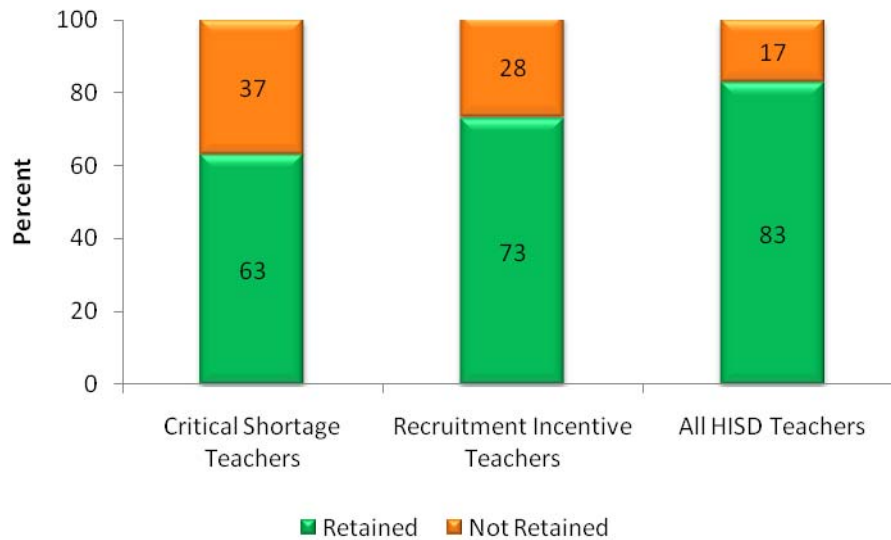


Table 1, SB. Number and Percentage of HISD Teachers Who Received Bonuses through the Sign-On Bonuses Program and All HISD Teachers Who Were Retained from 2012–2013 to 2013–2014

	Number	Number Retained	Percent Retained	Number Not Retained	Percent Not Retained
Critical Shortage Teachers	153	97	63.4	56	36.6
Recruitment Incentive Teachers	120	87	72.5	33	27.5
All HISD Teachers	11,737	9,699	82.6	2,038	17.4

Recommendation

Placing and retaining effective and highly effective teachers in hard to staff positions is vital to high achievement of all HISD students, yet in 2012–2013, retention rates were lower for teachers who were eligible for bonuses provided by the Sign-On Bonuses program than they were for all teachers in HISD. Making recruitment and critical shortage stipends available to a broad spectrum of HISD teachers is more helpful for serving all district students than is offering them to only teachers in selected schools and the stipends, which range from \$1,500 to \$6,000, are significant. Still, when ASPIRE awards can range up to \$13,000, a teacher may be more incentivized by funds associated with working within a different environment. It is recommended that the teachers who received a bonus but were not retained be polled about the reasons for their leaving the district with a focus on how to structure incentives to better retain the teachers in hard to staff subjects and schools.

Teach for America

Program Description

The mission for Teach for America (TFA) is to build the movement to eliminate educational inequity by enlisting the 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. To specifically meet HISD's goal of having an effective teacher in every classroom, the district has developed a strategic relationship with Teach for America to provide HISD with this group of teachers. This partnership allows for an annual specialized recruitment and selection process for TFA teachers. In 2012–2013, approximately 100 TFA teachers were recruited to work on HISD campuses.

Budget and Expenditures

Teach for America was budgeted \$600,000 and used 80 percent of the funds in contracting services to support recruitment of promising new teachers for HISD classrooms.

Budgeted:	\$600,000	Payroll Costs:	
Expenditures:	\$482,000	Supplies and Materials:	
Allocation Utilized:	80.3 percent	Capital Outlay:	
		Contracted Services:	\$482,000
		Other:	

Program Goal

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

Program Outcomes

- The percentage of HISD TFA teachers who began in the years 2010–2011 through 2012–2013 and remained in HISD in 2013–2014 are shown in **Figure 1, TFA** (page 77) and detailed in **Table 1, TFA** (page 77). The retention rate for TFA teachers within their two-year commitment was 96 percent. The retention rates for TFA teachers after they had completed their two-year commitment was 16 percent for teachers who began in 2010–2011 and 12 percent for those who began in 2011–2012. One hundred eighty-nine (189) teachers who came to HISD through TFA, dating back to 1991, are still employed in the district.

Figure 1, TFA. Percentage of TFA teachers who began teaching in HISD and were retained in 2013–2014, 2010–2011 to 2012–2013.

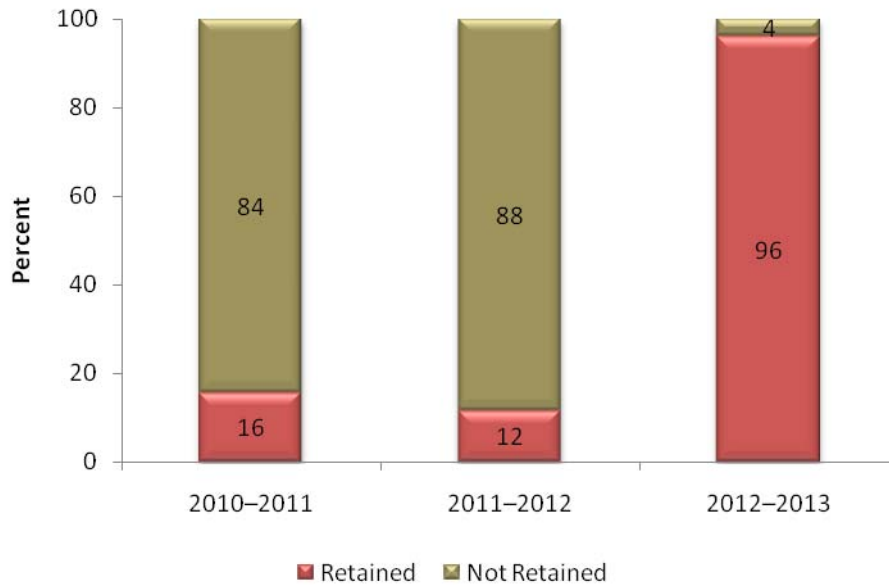


Table 1, TFA. Number of New TFA Teachers and Retention in 2013–2014, 2010–2011 to 2012–2013

	2010–2011	2011–2012	2012–2013
Number of New TFA Teachers	198	94	126
Number Retained in 2013–2014	31	11	121
Percent Retained in 2013–2014	15.7	11.7	96.0

Recommendation

Teach for America is an effective program for bringing new highly qualified teachers into the district and keeping them in hard to staff schools for two years, the duration of the teachers' commitment to the program. To retain teachers with experience in the district and to provide continuity for students in hard to staff schools, it is recommended that the district explore ways to retain a larger percentage of TFA teachers after they have finished their original commitments.

Vision Partnership Initiative (formerly, See to Succeed)

Program Description

The Vision Partnership Initiative (previously known as See to Succeed) was developed as a concerted approach to eliminating a health-related barrier that could impede motivation and ability to learn. Each year, more than 25 percent of HISD students who fail mandated school vision screening in HISD end the school year, for a variety of reasons, without being further evaluated. Empirical evidence suggests that low-income and minority youth are at a greater risk of having unmet vision needs. Championed by the local Health Department's Foundation, the collaborative brought together a number of partners to provide vision 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 eye exam and select from a large array of eyeglass frames that were fitted during the same visit. In some of the most severe cases, glasses were provided the same day. Otherwise, glasses were delivered directly to students' campuses. All services were provided at no cost to students or their families. School bus transportation was provided, allowing students who failed the screening and lacked other means for care and who attended a school with high numbers of students in high-poverty the opportunity to participate.

Budget and Expenditures

The Vision Partnership provided arrangements for follow-up examinations, transportation, and glasses for eligible students who failed required vision screenings in prekindergarten, kindergarten, and grades one, three, five, and seven. Forty-six (46) percent of the budgeted funds were expended.

Budgeted:	\$100,000	Payroll Costs:	\$1,771
Expenditures:	\$46,021	Supplies and Materials:	
Allocation Utilized:	46.0 percent	Capital Outlay:	
		Contracted Services:	
		Other:	\$44,250

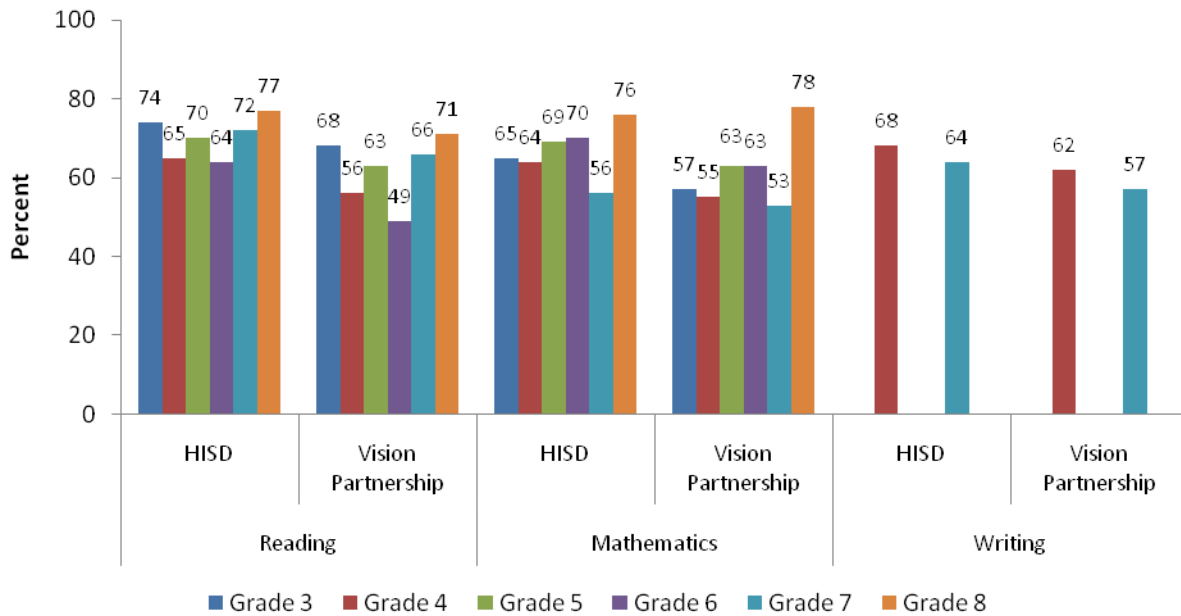
Program Goal

The primary goal was to enhance student achievement by providing correction for identified vision problems in underserved students who attended schools with large numbers of students in high-poverty.

Program Outcomes

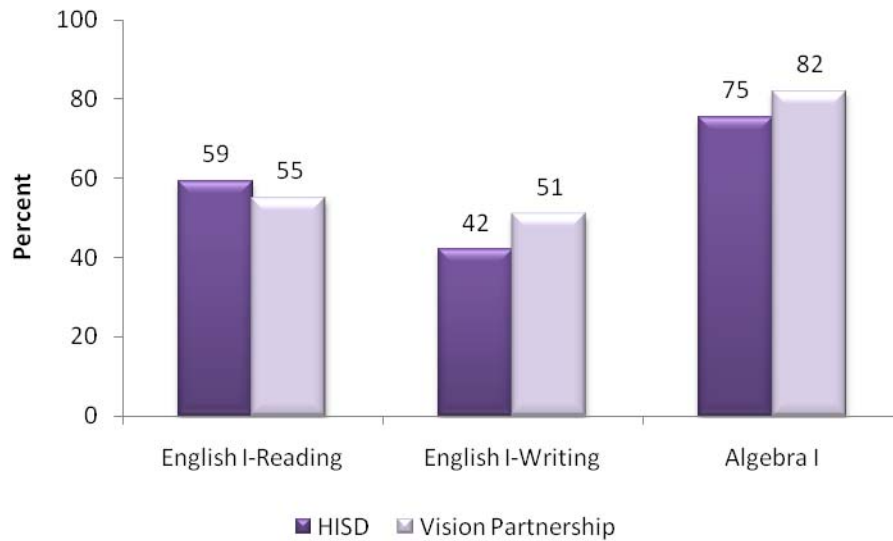
- Vision Partnership Initiatives served 4,437 HISD students; transportation for the students was documented from 92 HISD schools, including 61 elementary schools, 20 middle schools, nine high schools, and two multilevel schools.
- As seen in **Figure 1, VPI** (page 79), lower percentages of students who received services through the Vision Partnership Initiative in 2012–2013 achieved a satisfactory rating, using phase-in 1 standards, on the State of Texas Assessment of Academic Readiness (STAAR) than did all HISD students, with the exception of eighth-grade students who took the mathematics examination.

Figure 1, VPI. Percentage of HISD students and HISD vision partnership students achieving a satisfactory rating, phase-in 1 standards, on the State of Texas Assessment of Academic Readiness (STAAR), English and Spanish, 2012–2013



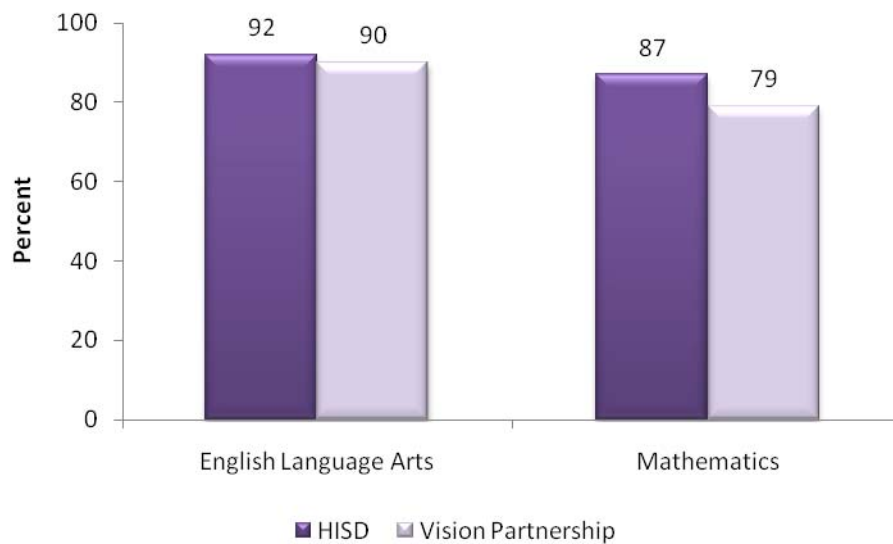
- Results of the 2012–2013 State of Texas Assessment of Academic Readiness/End of Course (STAAR/EOC) tests for students who received services through the Vision Partnership Initiative and all students in HISD are shown in **Figure 2, VPI** (page 80). Lower percentages of students who received Vision Partnership services achieved a satisfactory rating, using phase-in 1 standards, on the English I reading test than did all students in HISD, but a higher percentage achieved a satisfactory rating on the English I writing and algebra I examinations.

Figure 2, VPI. Percentage of all HISD students, first-time and retested, and HISD vision partnership students achieving a satisfactory rating, phase-in 1 standards, on freshman level English and mathematics State of Texas Assessment of Academic Readiness/End of Course (STAAR/EOC) exams, 2012–2013



- Depicted in **Figure 3, VPI**, lower percentages of students who received services from the Vision Partnership Initiative in 2012–2013 met the passing standard on the Texas Assessment of Knowledge and Skills (TAKS) on the English Language Arts (ELA) and mathematics tests than did all students in HISD, though the difference between the groups on the ELA test was small.

Figure 3, VPI. Percentage of HISD students and HISD vision partnership students meeting the standard on the Texas Assessment of Knowledge and Skills (TAKS), 2012–2013



Recommendation

Though students served by the Vision Partnership Initiative in 2012–2013 generally did not perform as well as all HISD students did academically, the advantages, both academic and in all other realms of life, afforded by correcting the vision of those who could not otherwise afford the services can be dramatic. It is recommended that the academic performance of students who received services be tracked for up to three years to identify a long-term academic advantage to receiving the services. Further, to support the tracking, it is recommended that records concerning Vision Partnership Initiative services, including student identification information, be managed in a central location such as within the Health and Medical Services department.