MEMORANDUM   June 27, 2016

TO: Pamela Evans
            Manager, External Funding

FROM: Carla Stevens
            Assistant Superintendent, Research and Accountability

SUBJECT: **HISD Title I, Part A and Title II, Part A Centralized Programs, 2014–2015**

Attached is the Title I, Part A and Title II, Part A Centralized Programs, 2014–2015 report. Title I, Part A provides supplemental support for economically disadvantaged and underachieving students to meet rigorous academic requirements. Title II, Part A provides supplemental programs for professional development for high quality educators. This report documents the contributions of the 2014–2015 centralized programs in partial fulfillment of state and federal law that requires the district to account for funds received through the Elementary and Secondary Education Act of 1965 (ESEA).

Key findings include:
- In 2014–2015 20 centralized programs received Title funds, with 11 supported by Title I, Part A and 13 supported by Title II, Part A (four programs received both Title I, Part A and Title II, Part A funds).
- The district budgeted $62,248,660 for the 20 programs, and $50,960,110 were expended for a utilization rate of 82 percent. The majority of funds expended (67%) were used for HISD payroll. For comparison, in 2013–2014, 15 centralized programs were budgeted $50,169,446 and the utilization rate was 84 percent.
- All 20 centralized programs that received funding successfully focused on bolstering student achievement of qualified students through at least one of three distinct means: supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students; providing professional development to enhance the effectiveness of teachers and school leaders; and recruiting, employing, and retaining highly qualified and effective staff members.
- State of Texas Assessments of Academic Readiness (STAAR) results for 2014–2015 showed some gains in achievement compared to 2013–2014 for grade three. The highest rate of satisfactory performance on STAAR EOC tests was 91 percent on the U.S. History exam.

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

_____ CJS

Attachment

cc: Andrew Houlihan   Mark Smith

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

HISD TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2014-2015

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

HISD TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2014–2015

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 provides supplemental support for students to meet rigorous academic requirements, and Title II, Part A provides supplemental programs for professional development for principals and teachers to support students' academic progress. In 2014–2015, Title I, Part A funds were allocated for 11 HISD centralized programs and Title II, Part A supported 13 HISD centralized programs; four of the programs received funds from both sources, for a total of 20 HISD centralized programs. This report documents the contributions of the 2014–2015 centralized programs in partial fulfillment of state and federal law that requires the district to account for funds received through ESEA.

Highlights

- The district budgeted $62,248,660 and $50,960,110 (82%) was expended for the programs receiving Title I, Part A and/or Title II, Part A funding.

- The largest expenditures for 2014–2015 Title I, Part A and Title II, Part A centralized programs were made for payroll (67% of expended funds), followed by debt service (22%) and contracted services (9%).

- Of the programs receiving fuding, the largest amount was budgeted for and expended by the Early Childhood/Prekindergarten program, which was funded by Title I, Part A, followed by PowerUp, which received funds through both Title I, Part A and Title II, Part A.

- All 20 centralized programs that received funding successfully focused on bolstering student achievement of qualified students through at least one of three distinct means: supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students; providing professional development to enhance the effectiveness of teachers and school leaders; and recruiting, employing, and retaining highly qualified and effective staff members.

- State of Texas Assessments of Academic Readiness (STAAR) results for 2014–2015 showed both gains and losses compared to 2013–2014 performance across grade levels and content areas. Students in grade three made gains in the percentage of students earning the satisfactory rating on both tests they took, while students in grade six had lower percentages of satisfactory ratings on both of their exams.

- On the 2014–2015 State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) tests required for graduation, students had the highest rate of satisfactory performance on the U.S. History exam (91%). The percentage of students with satisfactory achievement increased on each of the five EOC exams, with the largest gains coming on the English I and II exams (14 percentage points).

- On the Iowa and Logramos norm-referenced tests, students' average scores met or exceeded grade-level expectations on all five tests in all grades except for grades seven (science on both Iowa and Logramos and Logramos social studies) and eight (Iowa social studies).

- Administrators who responded to the 2014–2015 Your Voice survey represented all the schools in the district. The majority of administrators at each school level expressed satisfaction with teacher recruitment and selection services (73% reported being satisfied) and with professional development for teachers (81% satisfied) provided in the district.

- At the beginning of the 2014–2015 academic year, 108 HISD teachers had not earned highly qualified status for at least one of the classes they taught. By March 2015, 64% of those 108 teachers had earned highly qualified status or had been reassigned. All paraprofessionals and school leaders began the 2014–2015 school year with highly qualified status.

Recommendations

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

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

- In order to adequately evaluate the effectiveness of programs receiving funds through Title I, Part A and/or Title II, Part A, programs should identify concrete and measurable program goals. The program cannot be adequately evaluated if there are not specific targets it is trying to meet.

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

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

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 the use of funds received through ESEA title programs is overseen by the state, in Texas, by the Texas Education Agency. This report documents Houston Independent School District (HISD) compliance with the goals and requirements of Title I, Part A and Title II, Part A of ESEA for its centralized programs. In 2014–2015, HISD had 20 centralized programs, listed in **Table 1** (pages 22–23) 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 24, 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 to have 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 greatest 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 25).

A central charge for both Title I, Part A and Title II, Part A programs is to support high quality teaching, a focus that is based on a link between student achievement and teacher performance. That link has been supported in the last two decades by several research studies that have documented the power of the teacher in the classroom. Sanders, associated with value-added measures, 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 an 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 produces 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 to meet the needs unique 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 38–97.

Methods

Data Collection and Analysis

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

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

- State of Texas Assessments of Academic Readiness (STAAR) results for the April 2015 testing of students in grades 3–8 were provided by the Texas Education Agency. Scored versions of the STAAR and STAAR Spanish were used for the analyses. The results with the highest standard score were used for students with more than one record in the file (i.e. students who had retaken the test) and records with no student identification number attached were not used. Results were reported as the number and percentage of students who met the Level II, satisfactory standard using Level II, phase-in 1 standards.

- State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) results included scored versions of the standard tests for both students taking the exams for the first time and re-testers in 2014–2015. For re-testers, only the students' highest scores were included. Results were reported as a percentage of students who achieved the Level II, satisfactory phase-in 1 standards. Records with no student identification number attached were not included.

- Iowa and Logramos results for the spring 2015 testing of students in grades K–8 were provided by Houghton Mifflin Harcourt. Non-special education students who met test completion requirements were included in the data for each subject. Results were reported as standard scores, which are vertically aligned to illustrate student progress from year to year.

- Surveys of teacher, school administrator, student, and parental attitudes were compiled through the HISD 2015 Your Voice: HISD Customer Satisfaction Program survey. Results from campus administrators and those for teachers are from the June 21, 2015 report, the most recent reports available.

- The information about the highly qualified status of teachers, paraprofessionals, and school leaders, as well as numbers of certification tests administered and passed through HISD, were provided by the Human Resources office.

- Retention rates were drawn from HISD human resources retention files of teachers who were retained in the district at the beginning of the following school year. For example, a teacher who taught in HISD in 2014–2015 and returned to the district at the start of the 2015–2016 academic year was counted as retained from 2014–2015. Teachers were those whose job function was a teaching role, and new teachers were those whose job function was a teaching position, who had no teaching experience in either HISD or outside HISD, and who were on step 0 or 1 of the HISD teacher salary schedule.

- Professional development participation was found in the HISD e-TRAIN's year end session data for July 2014–June 2015. Only earned credit courses were included.

- Program managers of the programs receiving 2014–2015 Title I, Part A and/or Title II, Part A funding were surveyed for updates and details of descriptions and services of each program, appropriate accountability measures, and compliance with provisions of ESEA.

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

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

- Information on programs contracted for through the Private Nonprofit program was supplied by Catapult Learning, the contractor that provided services funded by Title I, Part A and Title II, Part A.

- The Human Resources office identified teachers who received monetary recruitment and retention incentives in addition to teachers who participated in the Teach for America program.

- The Business Operations Team Leader in the Family and Community Engagement department provided information for the Family and Community Engagement programs, including the Academic Parent Teacher Teams (APTT) program.

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

Data Limitations

This report addresses centralized programs that received funds through Title I, Part A and Title II, Part A. Additional Title II funds were expended for use by programs that are not included in this report.

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

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

Results

How were HISD Title I, Part A and Title II, Part A centralized programs funds allocated during the 2014–2015 school year?

- Twenty centralized programs received Title I, Part A and/or Title II, Part A funding in 2014–2015. A total of $62,248,660 was budgeted and $50,960,110 (82%) was expended. For comparison, illustrated in **Figure 1**, the amount of money budgeted increased from 2013–2014, but the percentage of funds expended decreased. In 2013–2014, 84 percent of the $50,169,446 budgeted funds were expended, and 75 percent of the $40,972,943 funds budgeted for 2012–2013 were expended.

Figure 1. Funds allocated and expended in HISD for Title I, Part A and Title II, Part A centralized programs, 2012–2013 to 2014–2015
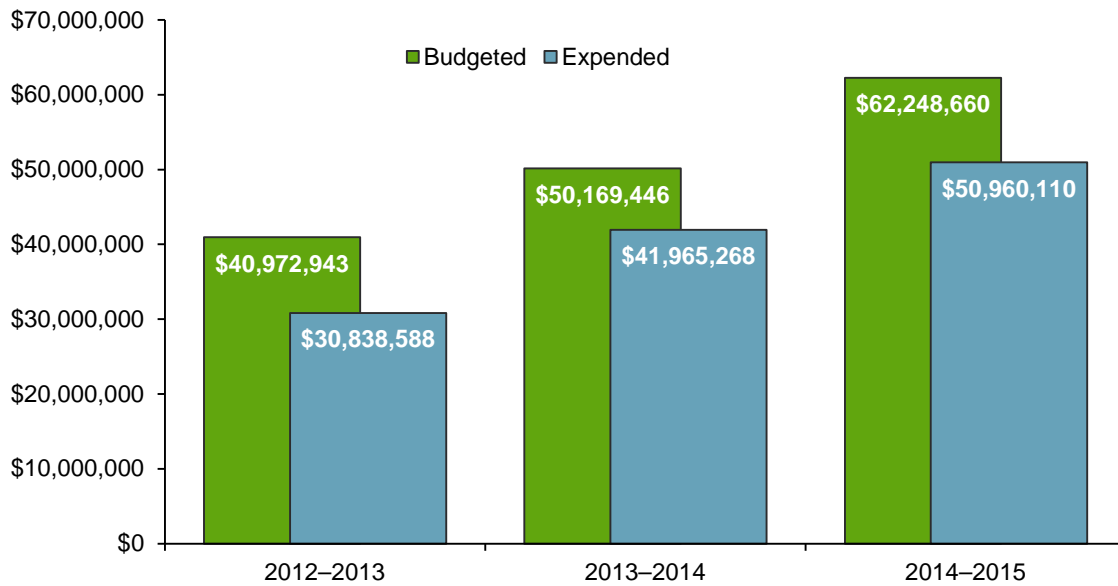
Source: HISD Budgeting and Financial Planning department files, 2012–2013 to 2014–2015

- As shown in **Figure 2** (page 7) and detailed in **Table 4** (pages 26–29), the largest expenditures for the 2014–2015 Title I, Part A and Title II, Part A centralized programs were made for payroll (67% of expended funds), followed by debt service (22%), and contracted services (9%). The smallest category of expenditures was capital outlay (1% of expended funds). The lowest percentage utilization of budgeted funds came from other operating expenses (25% of budgeted funds were expended).
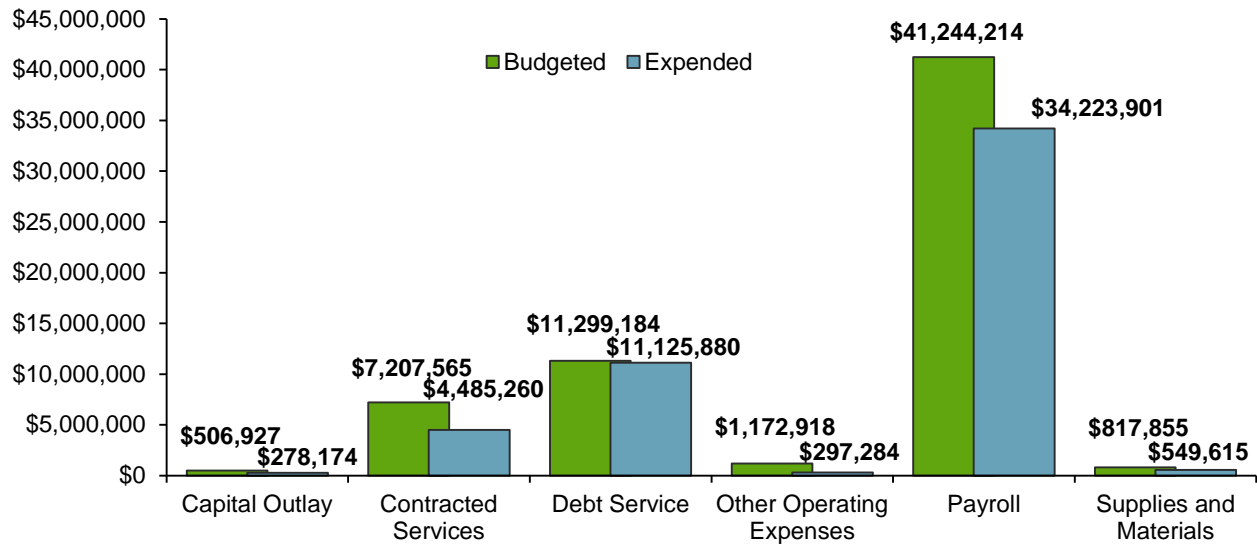
Figure 2. Budgeted and expended funds for Title I, Part A and Title II, Part A centralized programs, by category, 2014–2015

Source: HISD Budgeting and Financial Planning department file, 2014–2015

- Budgeted and expended funds for each of the 2014–2015 centralized programs receiving Title I, Part A funds are shown in **Figure 3** (page 8). The largest amounts budgeted and expended were for the Early Childhood/Prekindergarten program, comprising 46 percent of the funds budgeted for Title I, Part A centralized programs and 50 percent of the Title I, Part A funds expended, and utilizing nearly 100 percent of the funds budgeted for the program. The Power Up program received the next largest sum (spending 97% of its budgeted funds) followed by Professional Development (spending 68% of its budgeted funds).

Figure 3. Funds budgeted and expended by centralized programs from Title I, Part A, 2014–2015
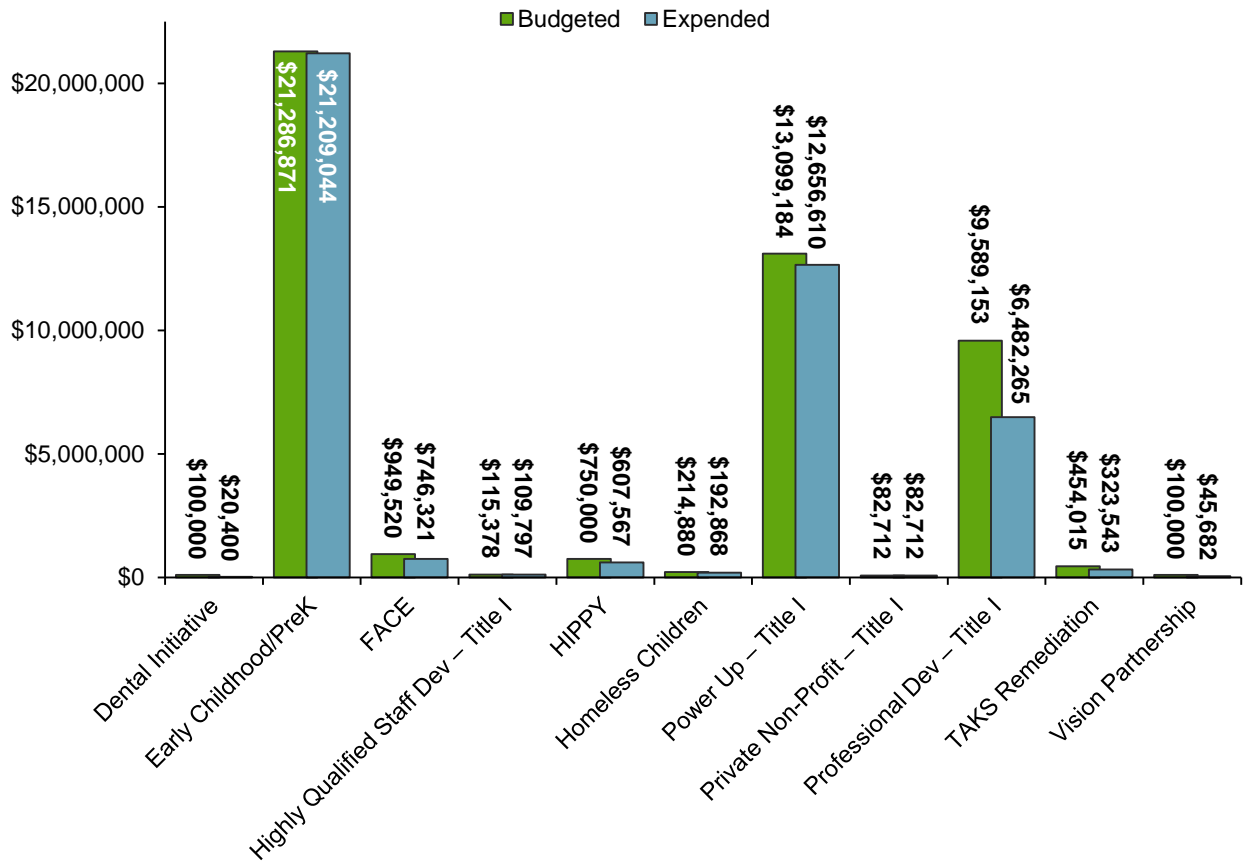
Source: HISD Budgeting and Financial Planning department file, 2014–2015

- Distribution of funds among the centralized programs designated for Title II, Part A funding is illustrated in **Figure 4** (page 9). The program that was budgeted for and received the highest allocation was Leadership Development, which was budgeted to receive 21 percent of funds for Title II, Part A centralized programs and expended 59 percent of the funds it was allocated. The next largest allocation of funds was for Professional Development for Staff, which was budgeted to receive 21 percent of all funding for Title II, Part A centralized programs and utilized 52 percent of its allocated funds. The program that expended the highest percentage of allocated funds was Highly Qualified Staff Development, at 74 percent, but this accounted for just one percent of budgeted funds for Title II, Part A centralized programs. Further detail on budgeted and expended funds for each of the Title I, Part A and Title II, Part A programs is included in Table 4 (page 26–29).
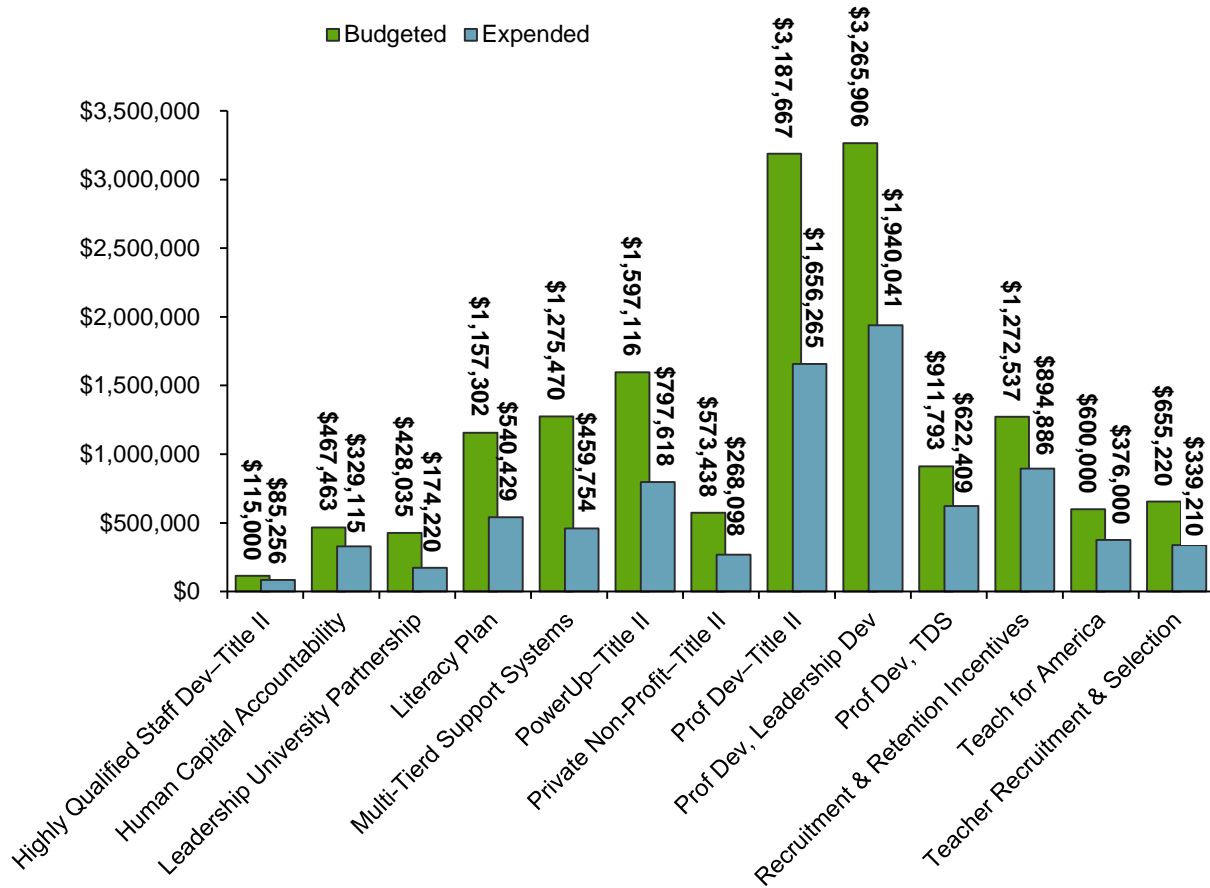
Figure 4. Funds budgeted and expended by centralized programs from Title II, Part A, 2014–2015

Source: HISD Budgeting and Financial Planning department file, 2014–2015

- In 2014–2015, 982 HISD staff positions were partially or fully funded through Title I, Part A and Title II, Part A Centralized Programs, down from 1,028 positions funded in 2013–2014. The majority of positions, 74 percent, were associated with the Early Childhood and Prekindergarten program, followed by 11 percent of positions related to the Professional Development program. More detail about the number of positions funded can be found in **Table 5** (page 30).

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

- The 20 Title I, Part A and Title II, Part A Centralized Programs funded in 2014–2015 all focused on enhancing student achievement through three distinct means:
    1) supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students;
    2) providing professional development to enhance the effectiveness of teachers and principals;
    3) recruiting, employing, and retaining highly qualified teachers and principals.

- Administrators of each of the centralized programs documented the organization and coordination of the programs to increase effectiveness and to meet the requirements of the respective funding sources through a survey conducted by the HISD Department of Research and Accountability. Summaries of

the responses can be found in **Table 6** (page 31) for administrators of Programs receiving Title I, Part A funds and **Table 7** (page 32) for administrators of programs receiving Title II, Part A funds. All responding administrators reported that programs supplemented, rather than supplanted, the educational program provided to all students in the district. Jointly, the programs met the requirements established by the funding sources. All programs served the students, particularly the economically disadvantaged students, who needed support to meet rigorous academic standards as well as the teachers, principals, and other professionals tasked with providing student support.

- Descriptions, budgets and expenditures, goals, and outcomes for each of the 20 funded programs are provided on pages 39–97, preceded by a list of the programs on page 38.

What was HISD student achievement during the implementation of the 2014–2015 centralized programs funded by Title I, Part A and Title II, Part A?

- State of Texas Assessments of Academic Readiness (STAAR) 2013–2014 and 2014–2015 results for test grades 3–8 are detailed in **Table 8** (page 33). Results of the reading tests are shown in **Figure 5**. At least 63 percent of students at each of the grade levels tested achieved the satisfactory rating using Level II, phase-in one standards both years. From 2013–2014 to 2014–2015, the percentage of students meeting the satisfactory standard went down in four of the six grade levels, with the largest decline, seven percentage points, in grade eight. Satisfactory achievement rates increased in the remaining two grade levels, with the most substantial increase, two percentage points, in grade three.

Figure 5. Percentage of HISD students achieving Level II, satisfactory phase-in 1 standards on STAAR and STAAR Spanish reading tests, 2013–2014 and 2014–2015
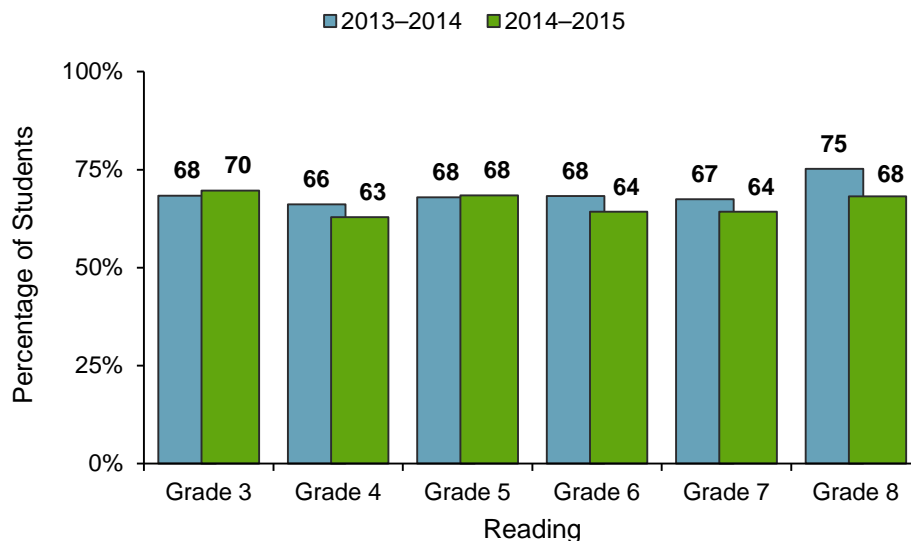
Source: Cognos, STAAR 3–8 Files: March 30, 2016
Note: Excludes versions L, M, Alt, and Alt 2.

- Results for the STAAR mathematics tests in 2013–2014 and 2014–2015 are illustrated in **Figure 6** (page 11). The percentage of HISD students achieving the satisfactory rating using Level II, phase-in one standards increased in three grade levels and decreased in three. The largest increase was five

percentage points in grade three while the largest decrease was seven percentage points in grade eight.

Figure 6. Percentage of HISD students achieving Level II, satisfactory phase-in 1 standards on STAAR and STAAR Spanish mathematics tests, 2013–2014 and 2014–2015
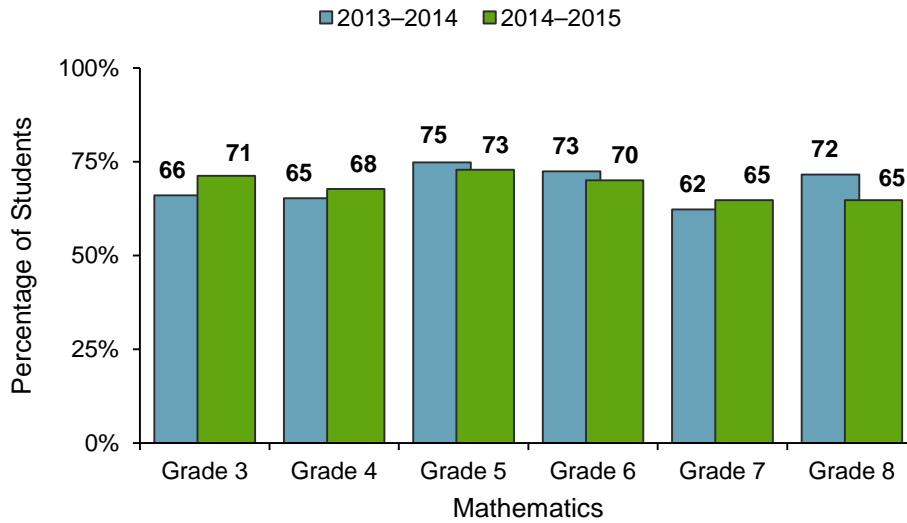
■ 2013–2014   ■ 2014–2015

Source: Cognos, STAAR 3–8 Files: March 30, 2016
Note: Excludes versions L, M, Alt, and Alt 2.

- Writing, science, and social studies STAAR test results for 2013–2014 and 2014–2015 for students in the grades tested are shown in **Figure 7** (page 12). For writing, a lower percentage of both fourth- and seventh-grade students achieved satisfactory ratings using Level II, phase-in one standards in 2014–2015 than did those in the same grades the year before. In science, both grades five and eight saw declines of three percentage points in the students who achieved satisfactory ratings in 2014–2015 compared to 2013–2014. In social studies, the proportion of eighth-graders in 2014–2015 who met the standard increased by one percentage point over the 2013–2014 students.

Figure 7. Percentage of HISD students achieving Level II, satisfactory phase-in 1 standards on STAAR and STAAR Spanish writing, science, and social studies tests, 2013–2014 and 2014–2015
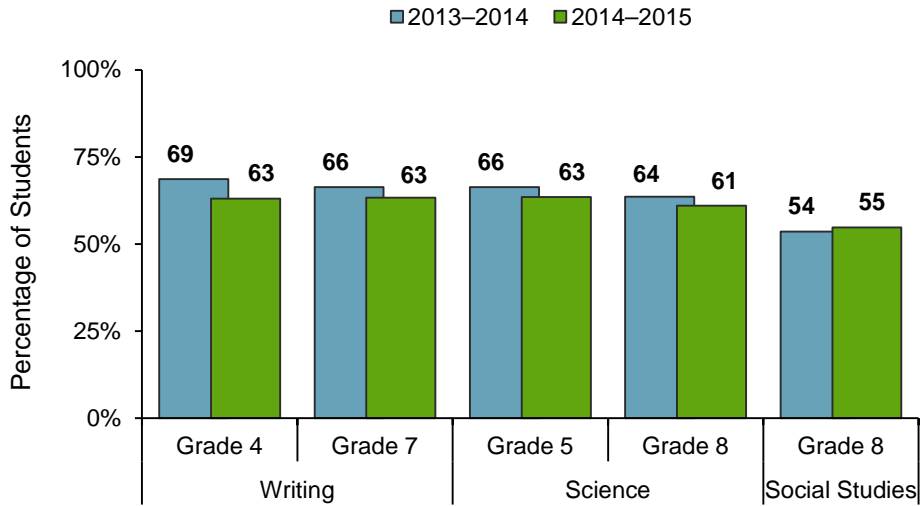
Source: Cognos, STAAR 3–8 Files: March 30, 2016
Note: Excludes versions L, M, Alt, and Alt 2.

- Results from the 2013–2014 and 2014–2015 State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) exams required for graduation are depicted in **Figure 8** and detailed in **Table 9** (page 34). A lower percentage of students achieved the Level II, satisfactory standards on all five exams in 2014–2015 compared to 2013–2014, with the largest decline (four percentage points) on the U.S. History exam. Students had the highest rate of satisfactory performance on the 2014–2015 U.S. History exam (86%).

Figure 8. Percentage of HISD students achieving Level II, satisfactory phase-in 1 standards on STAAR EOC tests, 2013–2014 and 2014–2015
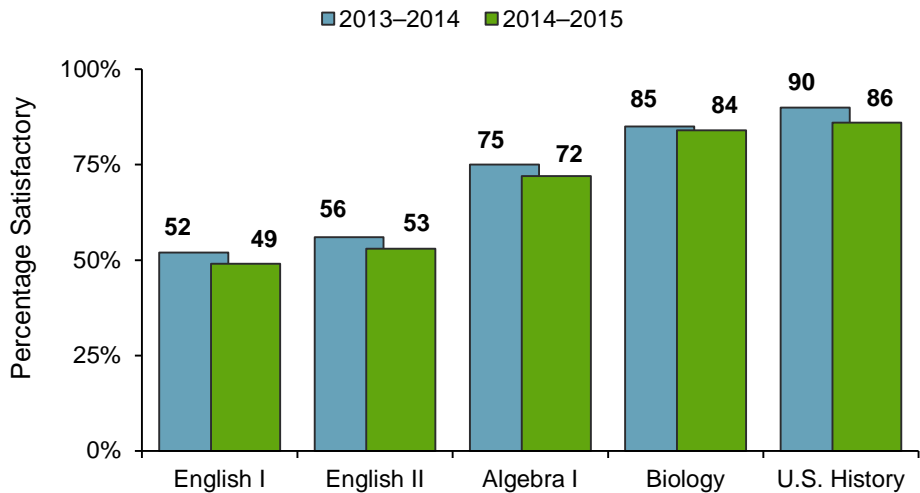

Sources: TEA-Pearson summary reports, 2014 and 2015.
Note: Includes first time testers and retesters, excludes test versions L, M, Alt, and Alt 2.

- Results on the Iowa Assessments, a norm-referenced test, for students in grades 1–8 are presented in **Table 10** (pages 35–36) and illustrated in **Figure 9.** Results for the Logramos assessment, a norm-referenced test for Spanish speakers, are shown in **Figure 10** (page 14) and also detailed in Table 10. Scores are shown in average National Percentile Ranks (NPR), which are standardized scores that allow performance to be compared to a norm-referenced sample for each subject, by grade.

Figure 9. Iowa assessments average standard scores for HISD non-special education students, by grade and subject, 2014–2015
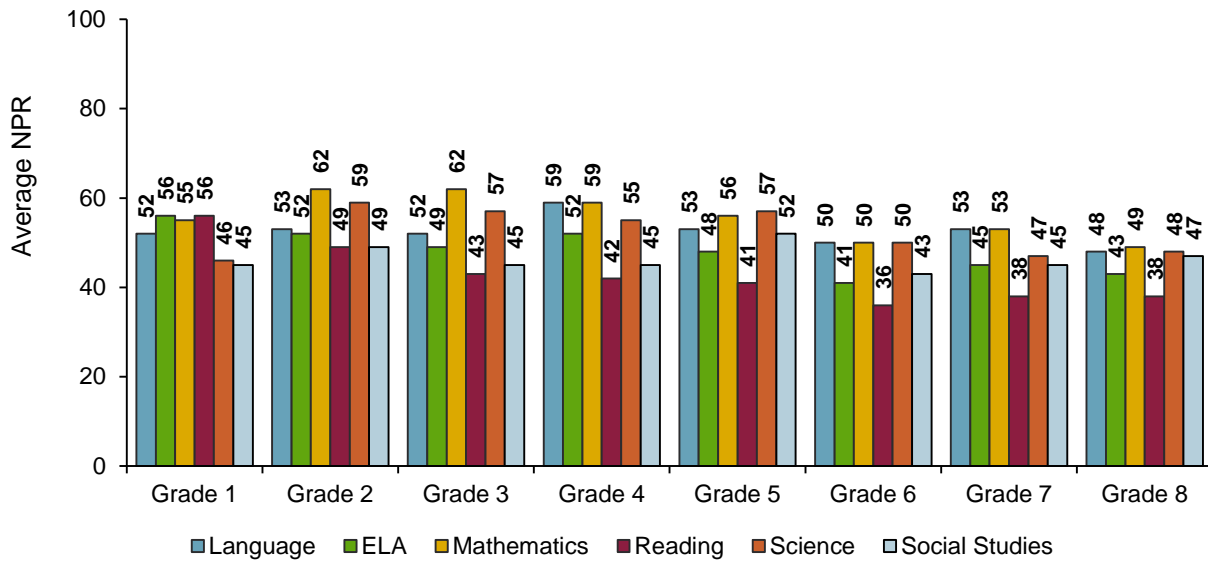
Source: Iowa Student Data File, July 2015.

- A detailed report on student performance on both the Iowa and Logramos assessments (Department of Research and Accountability, September, 2015b) compared student performance on the assessments to their national percentile rank (NPR). They found that a greater percentage of students were at or above the 50th percentile in elementary school (grades 1–5) than in middle school (grades 6–8) and that mathematics was consistently the subject with the best performance in both elementary and middle schools.

Figure 10. Logramos average standard scores for HISD non-special education students, by grade and subject, 2014–2015
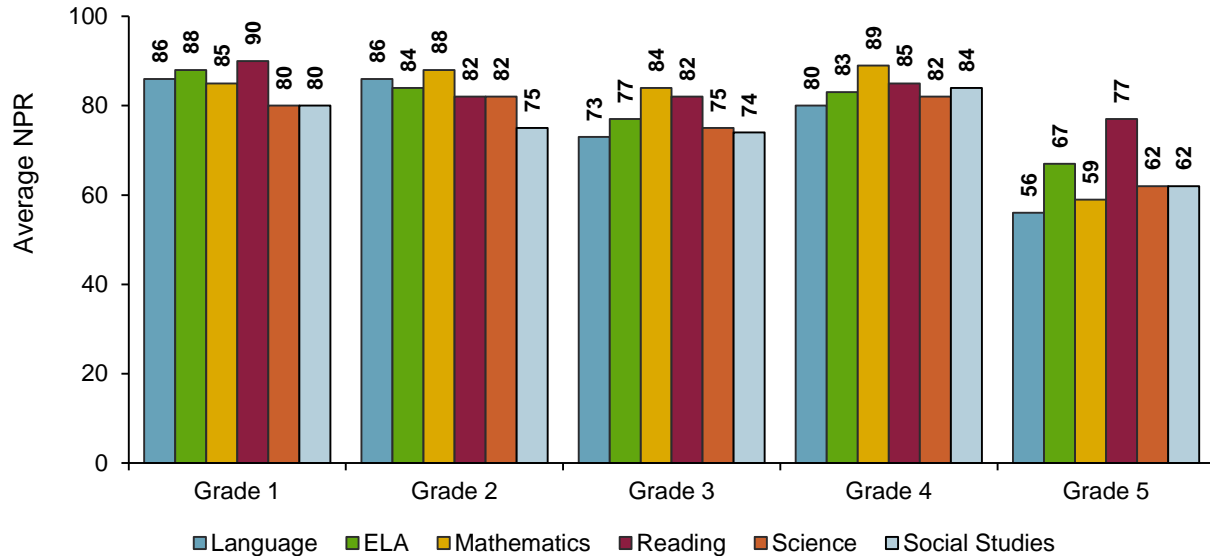
Source: Logramos Student Data File, July 2015.

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

- In 2014–2015, 440 campus administrators from all 279 HISD schools responded to a Your Voice survey question on satisfaction with recruitment and selection of teachers in HISD. Overall, 73 percent expressed satisfaction with the process. Results from administrators by school level are shown in **Figure 11** (page 15). Administrators at elementary schools expressed the greatest average level of satisfaction while those at high schools expressed the lowest average level. The percentage of multi-level school administrators who were satisfied with the Recruitment and Selection division of the Office of Human Resources decreased from 2013–2014 while the proportion of satisfied administrators at all other school levels increased.

Figure 11. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Recruitment and Selection division of Human Resources, 2013–2014 and 2014–2015
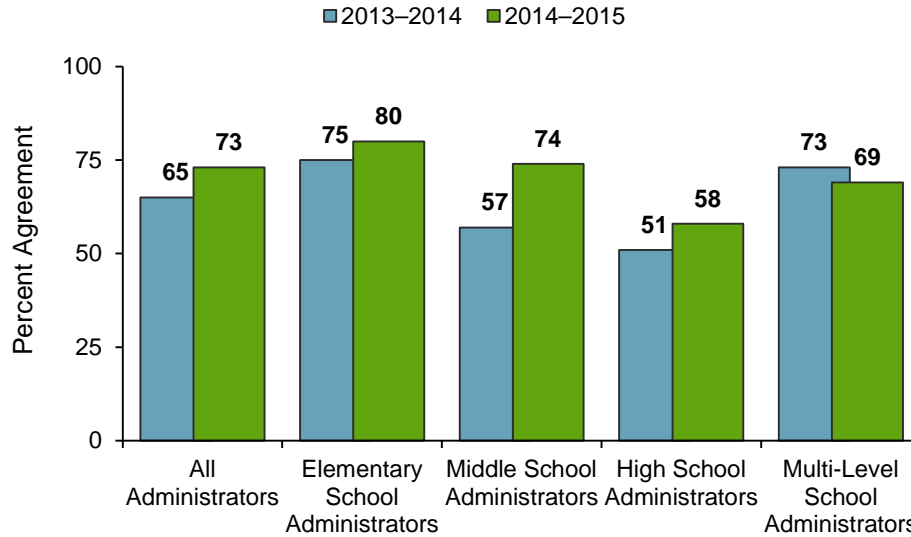
Source: HISD Your Voice Program, Central Administration, and School Support Office Data Summary, 2014 and 2015

- Retention rates for HISD teachers and new teachers are illustrated in **Figure 12** (page 16) and detailed in **Table 11** (page 37). Retention rates are for teachers who taught in HISD in one school year and returned to the district at the beginning of the following academic year. New teachers are those with no teaching experience in either HISD or outside HISD and who were on step 0 or 1 of the HISD teacher salary schedule in the given academic year. As shown in Figure 12, the retention rates for teachers and new teachers increased by at least four percentage points.

**Figure 12. Percentage of all HISD teachers and percentage of new HISD
teachers retained from year given to the following academic year,
2013–2014 and 2014–2015**

■ Retained ■ Not Retained
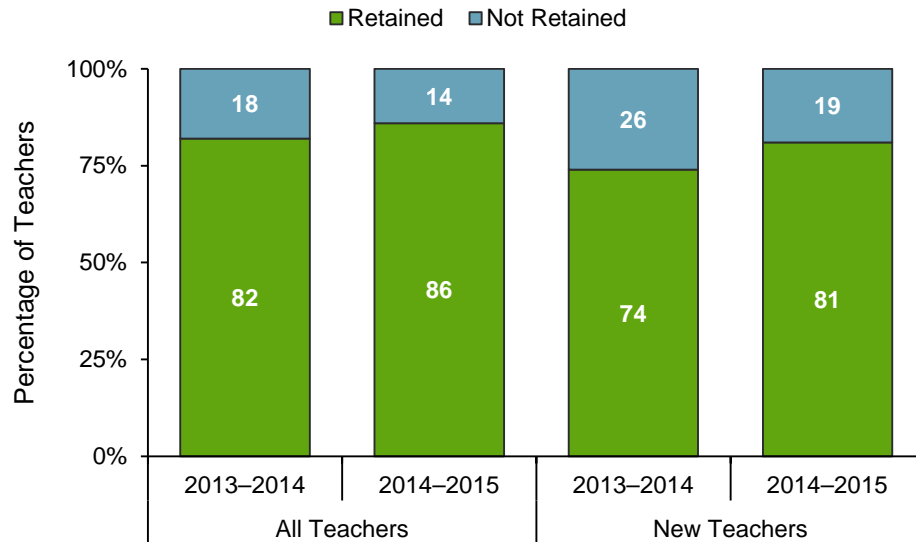
Source: HISD Teacher Retention files, 2013–2014 and 2014–2015

- In 2014–2015, a focus of six of the 20 programs that received funds through Title I, Part A and/or Title II, Part A was on providing professional development. Overall, professional development opportunities were well used within the district. A total of 27,248 HISD employees completed 240,580 professional development courses, an average of 8.8 courses each.

- HISD administrators from all HISD schools responded to the 2014–2015 Your Voice survey question on satisfaction with professional development for teachers. Eighty-one (81) percent of the administrators agreed or strongly agreed that they were satisfied with the programs provided by the professional development department. Percentages of satisfied administrators by school level are presented in **Figure 13** (page 17). The percentage of satisfied administrators, at all levels, increased between 2013–2014 and 2014–2015, with the greatest gains among high school administrators (five percentage points).

Figure 13. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Professional Development department, 2013–2014 and 2014–2015
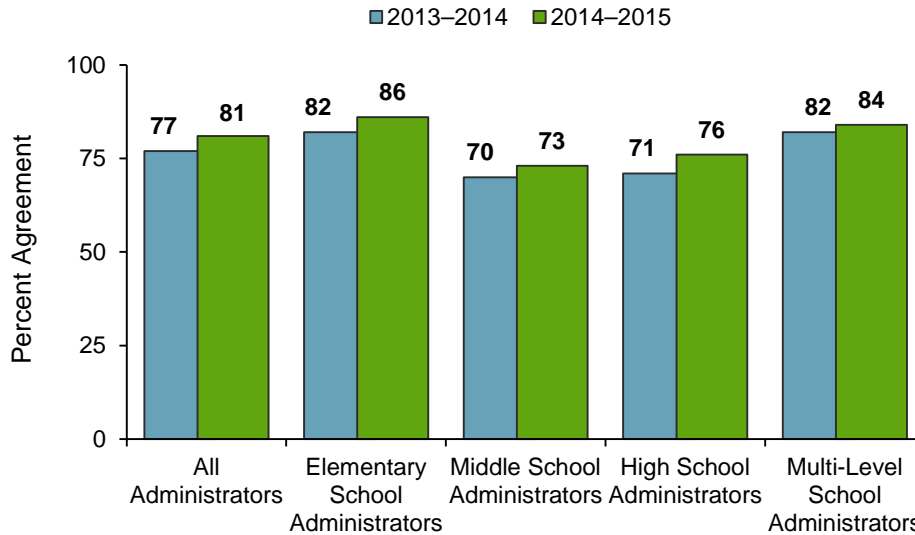
Source: HISD Your Voice Program, Central Administration and School Support Office Data Summary, 2014 and 2015

- Illustrated in **Figure 14** (page 18) and shown in **Table 12** (page 37), at the beginning of the 2014–2015 academic year, 108 HISD teachers had not earned highly qualified status for at least one class they taught. By the end of the year, 69 (64%) had earned highly qualified status or had been reassigned to a new role. For comparison, 169 teachers began the 2013–2014 academic year without highly qualified status and 130 (77%) earned highly qualified status or were reassigned by the end of the year.

- Also depicted in Figure 14, zero HISD paraprofessionals began the 2014–2015 school year without highly qualified status. The number of non-qualified paraprofessionals at the beginning of the school year was also zero in 2013–2014.

Figure 14. Number of HISD teachers and paraprofessionals who began the academic year as not highly qualified and earned or did not earn highly qualified status by the end of the year, 2013–2014 and 2014–2015
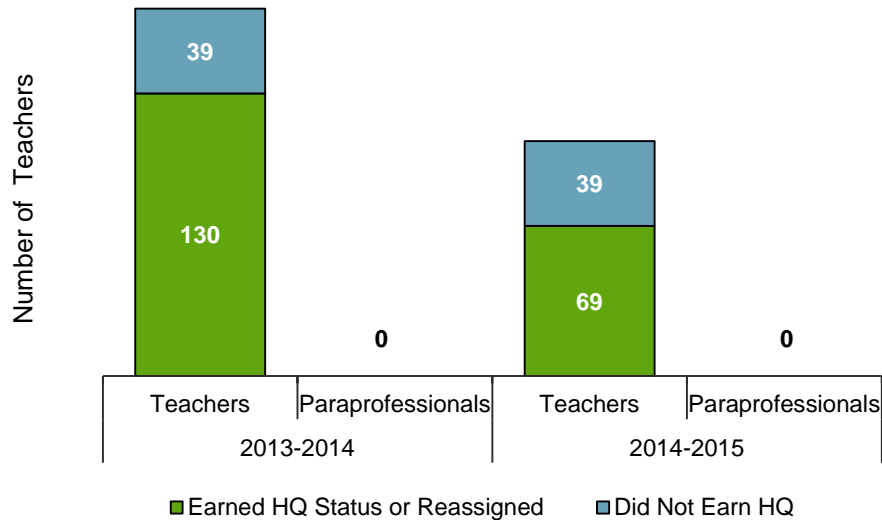
Source: HISD HR Business Services

Note: HQ End of year data for 2014–2015 was unavailable. For 2013–2014, the figure reflects the HQ status at the end of the year, but for 2014–2015, it reflects the status up to March 23, 2015.

Discussion

 A wide variety of centralized programs received funding from Title I, Part A and Title II, Part A in 2014–2015. Title I, Part A funds were used to provide economically disadvantaged and underachieving students with services such as provision of basic necessities for homeless children, dental and vision services for students who would not otherwise have access, full-day rather than half-day prekindergarten, teacher professional development, and laptops to bolster academic achievement of high school students. Title II, Part A provided funding for recruiting, selecting, training, and retaining high quality teachers and school leaders.

Some of the programs funded in 2014–2015 provided services broadly, such as for professional development to support instruction or parental involvement, while others provided services for well-defined groups of students or teachers with special needs, and usually were given relatively smaller budgets. The needs of students and their teachers in HISD are great. Some identified groups of economically disadvantaged students, such as homeless children, have small budgets compared to the need. Other groups of students with specific needs, such as migrant students, are not currently served through Title I, Part A or Title II, Part A Centralized Programs, but have the potential to benefit academically from funding targeted to meeting their needs. Because not all of the programs with relatively large budgets utilize all the funds each year, perhaps more funding could be redistributed to smaller programs that would provide support directed to students who could show rapid academic improvements when their basic needs are met.

Overall, centralized programs budgeted over $62,000,000 and utilized 82 percent of those funds to enhance the educational opportunities and achievement of students with documented need. The percentage of utilization of the funds ranged from 20 percent for the Dental Initiative to 100 percent for the Private

Nonprofits Title I, Part A program. In the case of some programs, managers may be stimulated to utilize a larger percentage of allotted funds if they can monitor their spending and available funds through updates on expenditures at regular intervals during the year. The process could be complicated by the way budgets and expenditures are recorded. In 2014–2015, some programs shared a fund code, and distribution of organization codes within the fund was not always clear. To allow efficient reporting of budget information and transparency for accountability, each program funded by Title I, Part A and/or Title II, Part A would be well served by assigning a single, unique fund code, allowing expenses to be documented by the appropriate organization codes within the unique fund code.

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

Ultimately, Title I, Part A and Title II, Part A funding is provided to support strong student achievement, especially among economically disadvantaged and underachieving students. State mandated indicators of student achievement include the State of Texas Assessments of Academic Readiness (STAAR) tests for students in grades 3–8 and STAAR End-of-Course (EOC) exams, required for graduation, for high school students. In 2014–2015, HISD student performance on these measures was mixed. On the STAAR reading test, two grade levels showed increases in the percentage of students achieving satisfactory standards, while the other four showed declines. On the STAAR mathematics exam, three grade levels showed improvements, while the remaining three regressed. The STAAR writing exams, in grades four and seven, and science exams, in grades five and eight, all saw declines in student achievement. The eighth-grade STAAR social studies exam, however, saw an increase in satisfactory performance of one percentage point. For high school students, the results on the STAAR EOC exams were very encouraging. A larger proportion of students achieved satisfactory performance on all five exams than in 2013–2014. Academic outcomes clearly indicate that the district's efforts to support student achievement needs to continue to provide support for students, and their teachers, administrators, and families.

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Table 1. 2014–2015 Title I, Part A and Title II, Part A Centralized Programs

Program	Funding	Objectives
Dental Initiative	Title I, Part A	Minimized a barrier to academic success by providing dental exams and care to students in poverty who might otherwise miss school due to dental-related illness.
Early Childhood Program and Centers	Title I, Part A	Provided a full-day prekindergarten program to bolster beginning literacy skills and oral language development. The majority of the funds provided 50 percent of full-day prekindergarten teachers' and principals' salaries.
Family and Community Engagement	Title I, Part A	Administered programs to strengthen school-family-community partnerships and to foster effective two-way communication between homes and schools.
Highly Qualified Teacher/ Paraprofessional Staff Development	Title I, Part A & Title II, Part A	Developed certification plans and provided review and remediation materials to support HISD teachers who were not highly qualified in gaining highly qualified status.
Home Instruction for Parents of Preschool Youngsters (HIPPY)	Title I, Part A	Provided a home-based, family-focused school readiness program that helped parents to prepare their preschool-aged children for academic success.
Homeless Children	Title I, Part A	Provided school uniforms, supplies, service referrals, and specialized case management to students experiencing homelessness. Also paid HISD teachers to provide supplemental tutorials at shelter sites to students identified as homeless.
Human Capital Accountability	Title II, Part A	Provided teacher appraisal training and training in enhanced evaluation skills for principals, assistant principals, and other appraisers as well as appraisal training for non-teaching staff and appraisers of non-teaching staff to improve student achievement.
Leadership Universities	Title II, Part A	Worked towards increasing the pool of quality candidates for principal positions by partnering with local universities to provide quality principal preparation programs leading to principal certification.
Literacy Plan	Title II, Part A	Developed teachers' instructional practices to support and improve student performance in writing and reading.
Multi Tier SS	Title II, Part A	Implemented the MTSS framework across all HISD campuses through the training of campus administrators and teachers. Educated the whole child by addressing academic, behavioral, and social-emotional needs of each student.
PowerUp	Title I, Part A & Title II, Part A	Supported teachers, school leaders, and students in learning how to use technology to optimize education and improve student achievement.
Private Nonprofits	Title I, Part A & Title II, Part A	Title I, Part A funds provided academic services to eligible private school students within HISD boundaries, their teachers, and their parents. Title II, Part A funds provided high-quality professional development to teachers of core academic subjects and their leaders in private schools within HISD boundaries.

Table 1 (continued). 2014–2015 Title I, Part A and Title II, Part A Centralized Programs		
Professional Development	Title I, Part A & Title II, Part A	Provided HISD personnel with mentoring and professional development through multiple platforms. Title I, Part A funds provided support to educators at schools receiving Title I funds, and Title II, Part A funds provided the support at all schools.
PD Leadership Development	Title II, Part A	Provided school leaders with ongoing supports, individualized professional development, and the tools needed to effectively lead a school to make a positive impact on student achievement.
PD Teacher Development Specialists	Title II, Part A	Provided high quality teacher content and pedagogy training, professional development to teacher development specialists to build teacher capacity, and implemented curriculum, instruction, and formative assessment system to promote student achievement.
Recruitment and Retention Incentives	Title II, Part A	Awarded monetary incentives to recruit, hire, and retain highly qualified teachers in critical shortage academic areas and "hardest to staff" schools to attract top teaching talent to the district.
Texas Assessment of Knowledge and Skills (TAKS) Remediation	Title I, Part A	Provided academic and counseling assistance to increase the number of students who passed the TAKS exam in HISD.
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.
Teacher Recruitment and Selection	Title II, Part A	Efficiently recruited and selected a pool of highly qualified teacher candidates to support principals in their hiring needs.
Vision Partnership Initiative	Title I, Part A	Minimized a health-related barrier to learning by providing eye exams and glasses to economically disadvantaged students who had no other alternatives for access to vision care.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 4. Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by program, 2014–2015

Program	Budgeted	Expenditures	Percent Utilization
Title I, Part A Centralized Programs			
Dental Initiative Totals	$100,000	$20,400	20.4
Other Operating Expenses	$92,829	$20,400	22.0
Payroll	$7,171	$0	0.0
Early Childhood Program and Pre-K Centers Totals	$21,286,871	$21,209,044	99.6
Contracted Services	$34,385	$34,385	100.0
Payroll	$21,252,486	$21,174,659	99.6
Family and Community Engagement	$949,520	$746,321	78.6
Contracted Services	$39,636	$35,844	90.4
Other Operating Expenses	$19,075	$17,092	89.6
Payroll	$856,273	$662,751	77.4
Supplies and Materials	$34,536	$30,635	88.7
Highly Qualified Teacher/Paraprofessional Staff Development Title I, Part A Totals	$115,378	$109,797	95.2
Contracted Services	$25,414	$20,000	78.7
Other Operating Expenses	$53,205	$39,645	74.5
Payroll	$19,376	$36,982	190.9
Supplies and Materials	$17,383	$13,170	75.8
Home Instruction for Parents of Preschool Youngsters (HIPPY)	$750,000	$607,567	81.0
Contracted Services	$13,825	$13,824	100.0
Other Operating Expenses	$13,934	$13,266	95.2
Payroll	$611,135	$469,370	76.8
Supplies and Materials	$111,106	$111,106	100.0
Homeless Children Totals	$214,880	$192,868	89.8
Contracted Services	$3,300	$1,250	37.9
Other Operating Expenses	$5,665	$1,300	22.9
Supplies and Materials	$205,915	$190,318	92.4
PowerUp	$13,099,184	$12,656,610	96.6
Capital Outlay	$110,000	$0	0.0
Contracted Services	$1,690,000	$1,530,730	90.6
Debt Service	$11,299,184	$11,125,880	98.5
Private Nonprofit Title I, Part A Totals	$82,712	$82,712	100.0
Contracted Services	$82,712	$82,712	100.0
Professional Development Title I, Part A Totals	$9,589,153	$6,482,265	67.6
Capital Outlay	$50,000	$0	0.0
Contracted Services	$71,000	$27,083	38.1
Other Operating Expenses	$23,250	$8,386	36.1
Payroll	$9,389,386	$6,435,534	68.5
Supplies and Materials	$55,517	$11,262	20.3

Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' budgets and expenditures, by program, 2014–2015			
Program	**Budgeted**	**Expenditures**	**Percent Utilization**
TAKS Remediation Totals	$454,015	$323,543	71.3
Capital Outlay	$204,058	$192,030	94.1
Contracted Services	$3,442	$1,995	58.0
Other Operating Expenses	$502	$200	39.8
Payroll	$225,315	$112,226	49.8
Supplies and Materials	$20,698	$17,092	82.6
Vision Partnership Initiative Totals	$100,000	$45,682	45.7
Capital Outlay	$2,556	$1,289	50.4
Other Operating Expenses	$53,639	$31,000	57.8
Payroll	$39,426	$9,300	23.6
Supplies and Materials	$4,379	$4,093	93.5
Totals for Programs Receiving Title I, Part A Funds	**$46,741,713**	**$42,476,809**	**90.9**
Capital Outlay	**$366,614**	**$193,320**	**52.7**
Contracted Services	**$1,963,714**	**$1,747,823**	**89.0**
Debt Service	**$11,299,184**	**$11,125,880**	**98.5**
Other Operating Expenses	**$262,099**	**$131,289**	**50.1**
Payroll	**$32,400,569**	**$28,900,822**	**89.2**
Supplies and Materials	**$449,534**	**$377,675**	**84.0**
Title II, Part A Centralized Programs			
Highly Qualified Teacher/Paraprofessional Staff Development Title II, Part A Totals	$115,000	$85,256	74.1
Contracted Services	$1	$0	0.0
Other Operating Expenses	$24,145	$3,313	13.7
Payroll	$78,066	$78,066	100.0
Supplies and Materials	$12,788	$3,877	30.3
Human Capital Accountability Totals	$467,463	$329,115	70.4
Payroll	$467,463	$329,115	70.4
Leadership University Partnership Totals	$428,035	$174,220	40.7
Contracted Services	$428,035	$174,220	40.7
Literacy Plan Totals	$1,157,302	$540,429	46.7
Capital Outlay	$100	$0	0.0
Contracted Services	$451,116	$443,486	98.3
Other Operating Expenses	$575,561	$790	0.1
Payroll	$128,525	$96,153	74.8
Supplies and Materials	$2,000	$0	0.0
Multi-Tiered Systems of Support Totals	$1,275,470	$459,754	36.0
Capital Outlay	$3,000	$0	0.0
Contracted Services	$555,000	$380,339	68.5
Other Operating Expenses	$16,000	$575	3.6
Payroll	$688,270	$78,600	11.4
Supplies and Materials	$13,200	$241	1.8

Program	Budgeted	Expenditures	Percent Utilization
Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' budgets and expenditures, by program, 2014–2015			
PowerUp Title II, Part A Totals	$1,597,116	$797,618	49.9
Capital Outlay	$55,200	$54,083	98.0
Contracted Services	$1,198,779	$497,094	41.5
Other Operating Expenses	$1,800	$1,114	61.9
Payroll	$323,379	$229,930	71.1
Supplies and Materials	$17,959	$15,398	85.7
Private Nonprofit Title II, Part A Totals	$573,438	$268,098	46.8
Contracted Services	$573,438	$268,098	46.8
Professional Development Title II, Part A Totals	$3,187,667	$1,656,265	52.0
Capital Outlay	$28,500	$8,774	30.8
Contracted Services	$418,167	$181,492	43.4
Other Operating Expenses	$85,000	$47,980	56.4
Payroll	$2,506,721	$1,358,545	54.2
Supplies and Materials	$149,279	$59,475	39.8
PD Leadership Development Totals	$3,265,906	$1,940,041	59.4
Capital Outlay	$13,513	$13,513	100.0
Contracted Services	$969,415	$403,788	41.7
Other Operating Expenses	$38,013	$33,682	88.6
Payroll	$2,151,271	$1,458,188	67.8
Supplies and Materials	$93,695	$30,871	32.9
PD Teacher Development Specialists Totals	$911,793	$622,409	68.3
Capital Outlay	$40,000	$8,484	21.2
Contracted Services	$34,900	$12,920	37.0
Other Operating Expenses	$170,300	$78,541	46.1
Payroll	$587,193	$460,386	78.4
Supplies and Materials	$79,400	$62,078	78.2
Recruitment and Retention Incentives Totals	$1,272,537	$894,886	70.3
Contracted Services	$15,000	$0	0.0
Payroll	$1,257,537	$894,886	71.2
Teach for America Totals	$600,000	$376,000	62.7
Contracted Services	$600,000	$376,000	62.7
Teacher Recruitment and Selection Totals	$655,220	$339,210	51.8
Payroll	$655,220	$339,210	51.8
Totals for Programs Receiving Title II, Part A Funds	**$15,506,947**	**$8,483,301**	**54.7**
Capital Outlay	**$140,313**	**$84,854**	**60.5**
Contracted Services	**$5,243,851**	**$2,737,437**	**52.2**
Other Operating Expenses	**$910,819**	**$165,995**	**18.2**
Payroll	**$8,843,645**	**$5,323,079**	**60.2**
Supplies and Materials	**$368,321**	**$171,940**	**46.7**

Program	Budgeted	Expenditures	Percent Utilization
Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' budgets and expenditures, by program, 2014–2015			
Totals for All Centralized Programs	**$62,248,660**	**$50,960,110**	**81.9**
Capital Outlay	**$506,927**	**$278,174**	**54.9**
Contracted Services	**$7,207,565**	**$4,485,260**	**62.2**
Debt Service	**$11,299,184**	**$11,125,880**	**98.5**
Other Operating Expenses	**$1,172,918**	**$297,284**	**25.3**
Payroll	**$41,244,214**	**$34,223,901**	**83.0**
Supplies and Materials	**$817,855**	**$549,615**	**67.2**

Sources: HISD Special Revenue Accounting department file and External Funding

Additional Title II funds were expended for use by programs that are not included in this report.

Table 5. Number of staff members funded by Title I, Part A and Title II, Part A Centralized Programs, by program, 2014–2015	
Program	**Number of Staff Funded**
Title I, Part A Centralized Programs	
Dental Initiative	0*
Early Childhood Program and Prekindergarten Centers	724
Family and Community Engagement	11
Highly Qualified Teacher/Paraprofessional Staff Development-Title I, Part A	0*
Home Instruction for Parents of Preschool Youngsters (HIPPY)	48
Homeless Children	0*
PowerUp-Title I, Part A	N/A
Private Nonprofit-Title I, Part A	N/A
Professional Development-Title I, Part A	107
TAKS Remediation	
Vision Partnership Initiative	1
Title II, Part A Centralized Programs	
Highly Qualified Teacher/Paraprofessional Staff Development-Title II, Part A	1
Human Capital Accountability	4
Leadership University Partnership	
Literacy Plan	1
Multi-Tiered Systems of Support (MTSS)	1
PowerUp-Title II, Part A	1
Private Nonprofit-Title II, Part A	N/A
Professional Development-Title II, Part A	36
PD Leadership Development	30
PD Teacher Development Specialists	7
Recruitment and Retention Incentives	2
Teach for America	N/A
Teacher Recruitment and Selection	8
Total	**982**

Source: HRIS

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

Table 6. 2014–2015 Title I, Part A Program Administrators' responses concerning organization and coordination of program services (N=11)				
	Yes	No	Not Applicable	No Response
The Title I, Part A program activities and requirements were based on a comprehensive needs assessment.	11			
The program was planned and implemented with meaningful input from parents of children impacted by the program.	9		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.	10	1		
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.	11			
The program provided communications about the program in a format, and to the extent practicable, in a language that parents could understand.	9		2	
The program provided services that supplemented but did not supplant the educational program provided to all students in the district.	11			

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2015

Table 7. 2014–2015 Title II, Part A Program Administrators' responses concerning organization and coordination of program services (N=13)				
	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.	11		1	1
Teachers, paraprofessionals, principals, other relevant school personnel and parents collaborated in planning program activities.	10		2	1
The program conducted activities in at least one of the following areas: recruiting, hiring and retaining qualified personnel; providing professional development activities that met the needs of teachers and principals; improving the quality of the teacher work force; and/or reducing class size, especially in the early grades.	12			1
The program coordinated professional development activities with professional development activities provided through other federal, state, and local programs.	9		3	1
The program integrated activities with programs funded by Title II, Part D for professional development to train teachers to integrate technology into curriculum and instruction to improve teaching, learning, and technology literacy.	6	2	4	1
The program provided services that supplemented but did not supplant the educational program provided to all students in the district.	12			1

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2015

Table 8. Percentage of HISD students in grades 3–8 achieving Level II, satisfactory, phase-in 1 standards, on the State of Texas Assessments of Academic Readiness (STAAR), 2013–2014 and 2014–2015

	2013–2014			2014–2015		
	N Tested	N Satisfactory	% Satisfactory	N Tested	N Satisfactory	% Satisfactory
Reading	**84,838**	**58,327**	**68.8**	**87,706**	**58,224**	**66.4**
Grade 3	16,769	11,464	68.4	17,034	11,873	69.7
Grade 4	15,671	10,364	66.1	16,513	10,382	62.9
Grade 5	14,763	10,036	68.0	15,402	10,545	68.5
Grade 6	12,453	8,507	68.3	12,963	8,331	64.3
Grade 7	12,768	8,617	67.5	12,746	8,191	64.3
Grade 8	12,414	9,339	75.2	13,048	8,902	68.2
Mathematics	**80,418**	**55,145**	**68.6**	**82,096**	**56,631**	**69.0**
Grade 3	16,616	10,974	66.0	16,739	11,931	71.3
Grade 4	15,545	10,155	65.3	16,247	11,015	67.8
Grade 5	14,656	10,970	74.8	15,103	11,005	72.9
Grade 6	12,091	8,766	72.5	12,458	8,729	70.1
Grade 7	12,048	7,508	62.3	11,733	7,596	64.7
Grade 8	9,462	6,772	71.6	9,816	6,355	64.7
Writing	**28,451**	**19,236**	**67.6**	**29,301**	**18,511**	**63.2**
Grade 4	15,704	10,778	68.6	16,544	10,440	63.1
Grade 7	12,747	8,458	66.4	12,757	8,071	63.3
Science	**26,798**	**17,447**	**65.1**	**27,291**	**17,025**	**62.4**
Grade 5	14,798	9,814	66.3	15,118	9,598	63.5
Grade 8	12,000	7,633	63.6	12,174	7,427	61.0
Social Studies	**12,073**	**6,465**	**53.5**	**12,366**	**6,711**	**54.8**
Grade 8	12,073	6,465	53.5	12,366	6,771	54.8

Sources: TEA-Pearson STAAR Student Data Files, Mathematics updated results from Cognos STAAR 3–8 Files, March 30, 2016.

Note: STAAR versions E and S only, excludes L, M, Acc., Alt, and Alt 2; First administration for Grades 5 and 8

Table 9. Percentage of HISD students achieving Level II, satisfactory, phase-in 1 standards, on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC), 2013–2014 and 2014–2015					
	2013–2014			**2014–2015**		
	N Tested	**N Satisfactory**	**% Satisfactory**	**N Tested**	**N Satisfactory**	**% Satisfactory**
English I	16,839	8,756	52	16,288	7,981	49
English II	13,646	7,642	56	14,181	7,516	53
Algebra I	13,354	10,016	75	14,183	10,212	72
Biology	12,776	10,860	85	13,287	11,161	84
U.S. History	10,119	9,107	90	10,724	9,223	86

Sources: TEA-Pearson STAAR Student Data Files (Department of Research and Accountability, June 2015c)

Note: Excludes students testing with STAAR-L, Accommodated, or Alternate 2 tests.

Table 10. Iowa and Logramos Assessments Average Standard Score for HISD Non-Special Education Students by Subject, 2014–2015	Iowa			Logramos		
	N Tested	NCE	NPR	N Tested	NCE	NPR
Language Total	**96,921**			**18,063**		
Grade 1	11,479	51	52	6,294	73	86
Grade 2	11,362	51	53	5,988	72	86
Grade 3	11,811	51	52	4,107	63	73
Grade 4	13,751	55	59	1,548	67	80
Grade 5	14,169	52	53	88	53	56
Grade 6	11,587	50	50			
Grade 7	11,319	51	53			
Grade 8	11,443	49	48			
ELA Total	**96,375**			**17,990**		
Grade 1	11,284	53	56	6,259	75	88
Grade 2	11,293	51	52	5,971	71	84
Grade 3	11,750	50	49	4,088	65	77
Grade 4	13,712	51	52	1,546	70	83
Grade 5	14,132	49	48	88	59	67
Grade 6	11,543	45	41			
Grade 7	11,272	47	45			
Grade 8	11,389	46	43			
Mathematics Total	**97,198**			**17,795**		
Grade 1	11,442	53	55	6,290	72	85
Grade 2	11,488	56	62	5,855	75	88
Grade 3	12,012	56	62	4,003	71	84
Grade 4	13,798	55	59	1,520	76	89
Grade 5	14,194	53	56	89	55	59
Grade 6	11,566	50	50			
Grade 7	11,285	51	53			
Grade 8	11,413	49	49			

Table 10 (cont'd). Iowa and Logramos Assessments Average Standard Score for HISD Non-Special Education Students by Subject, 2014–2015						
	Iowa			**Logramos**		
	N Tested	**NCE**	**NPR**	**N Tested**	**NCE**	**NPR**
Reading Total	**97,013**			**18,050**		
Grade 1	11,345	53	56	6,263	77	90
Grade 2	11,325	49	49	5,978	69	82
Grade 3	11,887	46	43	4,132	69	82
Grade 4	13,766	46	42	1,550	71	85
Grade 5	14,203	45	41	89	66	77
Grade 6	11,628	42	36			
Grade 7	11,349	43	38			
Grade 8	11,510	44	38			
Science	**97,869**			**17,632**		
Grade 1	11,564	48	46	6,194	68	80
Grade 2	11,532	55	59	5,773	69	82
Grade 3	12,078	54	57	4,021	64	75
Grade 4	13,825	53	55	1,517	69	82
Grade 5	14,239	54	57	89	57	62
Grade 6	11,674	50	50			
Grade 7	11,392	49	47			
Grade 8	11,565	49	48			
Social Studies	**97,358**			**18,117**		
Grade 1	11,474	47	45	6,295	68	80
Grade 2	11,329	49	49	5,988	64	75
Grade 3	11,943	47	45	4,153	64	74
Grade 4	13,784	47	45	1,554	71	84
Grade 5	14,220	51	52	89	56	62
Grade 6	11,666	46	43			
Grade 7	11,390	47	45			
Grade 8	11,552	48	47			

Source: Iowa/Logramos Student Data File, July 2015. As reported in Department of Research and Accountability, September 2015b.

Note: NCE and NPR are not reported across grade levels; they are grade and subject specific.

Table 11. Number of teachers and new teachers who were retained from one academic year to the next, 2013–2014 and 2014–2015						
	2013–2014			**2014–2015**		
	Employed	**Retained**	**Percent Retained**	**Employed**	**Retained**	**Percent Retained**
Teachers	11,851	9,691	81.8	11,562	9,892	85.6
New Teachers	1,370	1,017	74.2	1,246	1,009	81.0

Source: HISD Teacher Retention files

Note: Teachers includes New Teachers

Table 12. Number of teachers and paraprofessionals who began the academic year not highly qualified and earned highly-qualified status before the end of the year, 2013–2014 and 2014–2015						
	2013–2014			**2014–2015**		
	Began Not HQ	**Earned HQ Status**	**Percent Earned HQ**	**Began Not HQ**	**Earned HQ Status**	**Percent Earned HQ**
Teachers	169	130	76.9	108	69	63.9
Paraprofessionals	0	0	N/A	0	0	N/A

Source: HR Business Services

Note: For the 2014–2015 school year, HQ data at the end of the school year is unavailable. The data presented for the end of the year is up to March 23, 2015.

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

Dental Initiative

Program Description

The Dental Initiative, also known as Project Saving Smiles, improved access to comprehensive professional dental care for second-grade students who lack resources and access to preventive dental care. It was a collaboration between HISD, the Houston Department of Health and Human Services, other dental professionals, and vendors. The program provided a coordinated approach to remove transportation and cost as barriers to preventive dental care. The program was implemented by the Health and Medical Services Department in collaboration with the School Nurse as campus coordinator.

Budget and Expenditures

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

Budgeted:	$100,000	Capital Outlay:	
Expenditures:	$20,400	Contracted Services:	
Allocation Utilized:	20.4 percent	Other Operating Expenses:	$20,400
		Payroll:	$0
		Supplies and Materials:	

Program Goal

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

Program Outcomes

- Four Dental Initiative events were held in 2014–2015, as shown in **Table 1, DI** (page 41). Three were initially scheduled, and one additional event was requested due to student need. A total of 4,327 students from 93 schools had parental/guardian consent to receive services through the events. This was a decrease from the previous year in which 4,737 students from 108 schools had consent to participate.

- From the students who received consent to participate in the Dental Initiative, 197 were identified in Chancery as receiving dental sealant treatments to prevent tooth decay. These combined students received sealants on 730 teeth. The recorded number of students receiving dental sealants decreased from 287 in 2013–2014. The students who received dental treatments in 2014–2015 were enrolled in nine HISD elementary schools: Anderson, Burrus, Carrillo, Field, JP Henderson, McNamara, Pleasantville, Shadydale, and Valley West.

- Second grade students who received dental sealants took the Iowa and/or Logramos assessments in 2014–2015. Achievement scores were compared to the scores of all of the 2nd graders in HISD, and the scores of students in schools attended by students receiving dental initiative services, shown in **Figure 1, DI** (page 40) and listed in **Table 2, DI** (page 41). Within the HISD student group, approximately two thirds (67%) took the Iowa, and about one third (33%) took the Logramos. Each

school administered both the Iowa and Logramos assessments, as appropriate for the students. Of the students who received dental services, approximately 51 percent took the Iowa and 49 percent took the Logramos test.

- On the Iowa test, students who received dental sealants scored above both their second grade HISD and campus peers in both reading and mathematics. The students who received dental sealants and took the Logramos reading assessment, slightly outperformed their HISD peers and achieved the same standard score average as their campus peers. On the mathematics Logramos assessment, the students who received dental initiative services outperformed their campus and HISD peers.

Figure 1, DI. Mean standard scale scores for non-special education, second graders in HISD, in schools reporting dental initiative treatments, and in the group of students who received dental initiative sealants, 2014–2015
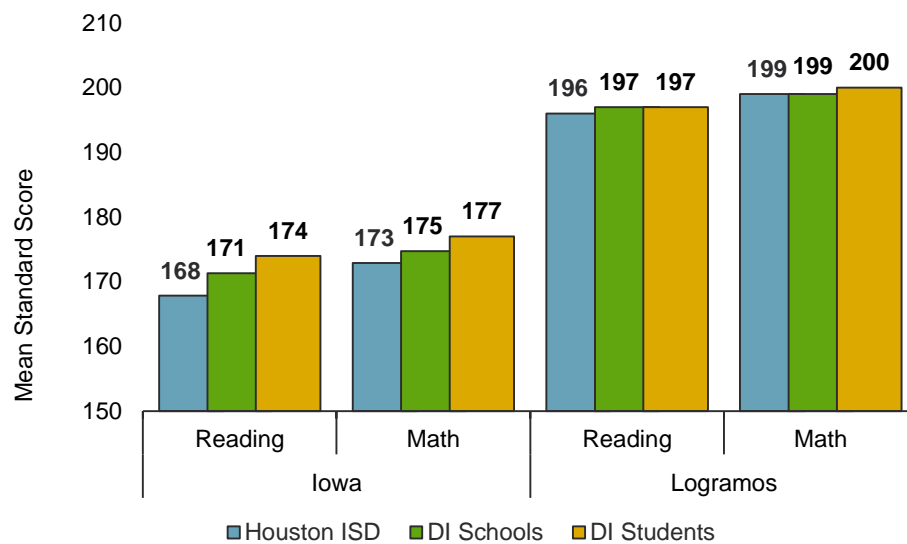
Sources: Iowa and Logramos Cognos File, April 1, 2016; and Chancery file of student who received dental sealants in 2014–2015

Recommendations

Given that the Iowa and Logramos tests are taken in January, and 59 percent of the students did not receive their dental intervention until right before or after their assessments, program impact should also include other measures of success. Furthermore, the inconsistency and a low number of documented sealant treatments for participating students creates barriers to drawing academic achievement comparisons. It is recommended that the schools who documented the dental initiative sealant treatment in Chancery be commended. Since documentation in Chancery continues to be an issue, we recommend devising a means to encourage staff from the other 84 schools which participated to promptly document which students received services through the Dental Initiative.

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

Table 1, DI. Number of students and schools participating in each Dental Initiative event, 2014–2015		
Date of Event	N of Schools	N of Participants
October 27–October 31, 2014	24	1,278
December 8–December 12, 2014	12	490
January 6–January 9, 2015	20	902
March 9-March 13, 2015	37	1,657
Total	**93**	**4,327**

Source: HISD Health and Medical Services

Table 2, DI. Mean scale scores on Iowa and Logramos for all HISD, Dental Initiative reporting schools, and Dental Initiative non-special education second-grade students, 2014–2015							
		HISD		Dental Initiative Reporting Schools		Dental Initiative Students	
Measure	Subject	N	Mean Scale Score	N	Mean Scale Score	N	Mean Scale Score
Iowa	Reading	11,325	167.8	513	171.3	98	173.6
	Mathematics	11,488	172.9	511	174.7	98	176.6
Logramos	Reading	5,978	195.7	356	196.5	93	196.6
	Mathematics	5,855	198.9	356	199.0	93	199.5

Sources: Iowa and Logramos Cognos File, April 1, 2016; and Chancery file of students who received dental sealants in 2014–2015

Early Childhood Centers and Prekindergarten Classes: Prekindergarten Program

Program Description

The Prekindergarten Program provided funds to support a full-day prekindergarten program for eligible students in two separate programs, the self-contained Early Childhood Centers, and the school-based prekindergarten classes. The Early Childhood program funds maintained a full-day prekindergarten program for 14,518 eligible students. Funds supported 50% of salaries for 775 prekindergarten teachers and nine principals. HISD collaborated with four federally funded Head Start agencies that serve regional sectors of Harris County within the HISD district boundaries. Collectively, all four agencies partnered with 25 HISD schools. Within the schools, the HISD and Head Start teachers collaborated and delivered instruction to dually enrolled students in 99 prekindergarten classrooms. The goal of the HISD prekindergarten is to bolster beginning literacy and oral language development, with a focus on meeting individual needs and recognizing the home language and cultural backgrounds of children. The central foundation of the program is that communication ability and literacy form the basis of children's future academic success.

Budget and Expenditures

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

Budgeted:	$21,286,871	Capital Outlay:	
Expenditures:	$21,209,044	Contracted Services:	$34,385
Allocation Utilized:	99.6 percent	Other Operating Expenses:	
		Payroll:	$21,174,659
		Supplies and Materials:	

Program Goal

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

Program Outcomes

The scores students received on the standardized tests they take in the year following their prekindergarten experience, in kindergarten, indicated the effectiveness of early childhood centers and prekindergarten classes. Students' scores on the Iowa and Logramos tests are compared to scores earned by all of HISD kindergarten students.

- In 2014–2015, 1,318 students who attended an HISD early childhood center in 2013–2014 took the kindergarten Iowa or Logramos reading assessments and 1,342 took the mathematics assessment. Comparatively, 11,885 students who attended an HISD school-based prekindergarten class took the kindergarten Iowa or Logramos reading assessment and 12,183 took the kindergarten Iowa or Logramos mathematics test.

- Average standard scores on the Iowa and the Logramos reading assessments, depicted in **Figure 1, ECPC** (page 44) indicated little variance between the Early Learning Centers and the HISD school-

based prekindergarten programs. However, on the Logramos reading assessment, the Early Childhood Centers achieved a higher average standard score than the school-based prekindergarten programs and the overall HISD average.

- **Figure 2, ECPC** (page 44), displays the average standard schools for the IOWA and the Logramos mathematics assessments. Similarly to the reading assessments, Early Childhood Centers outperformed their HISD school-based prekindergarten program and HISD peers on the Logramos test. The average standard scores for the Iowa mathematics assessment were comparable to their HISD peers.

- **Figure 3, ECPC** (page 45) shows the average standard scores on the IOWA and the Logramos assessments when aggregating the Early Childhood Center and school-based program prekindergarten students and comparing them to their peers that did not attend an HISD pre-kindergarten program. Students who attended an HISD pre-kindergarten program achieved a higher standard scale on the Logramos reading assessment, as compared to their peers who did not attend an HISD prekindergarten program. On the Iowa reading assessment, the HISD prekindergarten students scored marginally lower than their non-HISD prekindergarten peers.

- **Figure 4, ECPC** (page 45) displays the results of the Iowa and Logramos mathematics exam from 2014–2015. The HISD prekindergarten students outperformed their non-HISD prekindergarten peers on the Logramos exam and a scored marginally lower average standard scale score on the Iowa mathematics assessment.

- Given that the Logramos assessment is a Spanish evaluation, the results indicate the pre-kindergarten programs are having positive effects on Hispanic test takers. Additionally, the mean differences between HISD and non-HISD prekindergarten students are positive for black, economically disadvantaged, and limited English proficient students, suggesting the programs have a positive effect on these groups of students. These results are published in "Prekindergarten Education Program: Effects of HISD Prekindergarten on Kindergarten Performance, 2014–2015." Please refer to this report for further details.

Figure 1, ECPC. Mean standard scores on the 2014–2015 Iowa and Logramos ELA subtests for Early Childhood Center and School-Based Program students
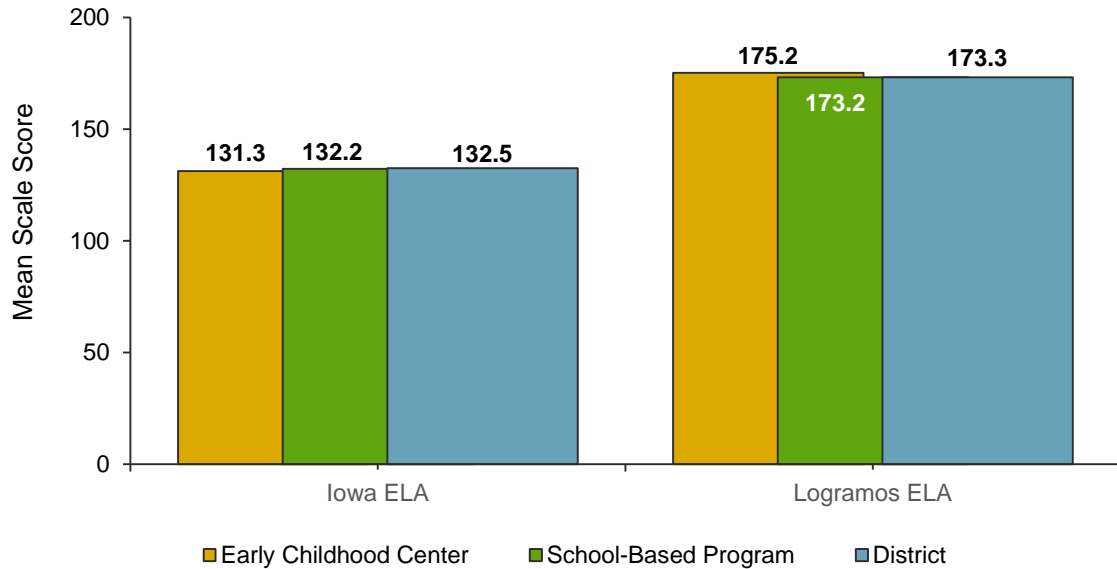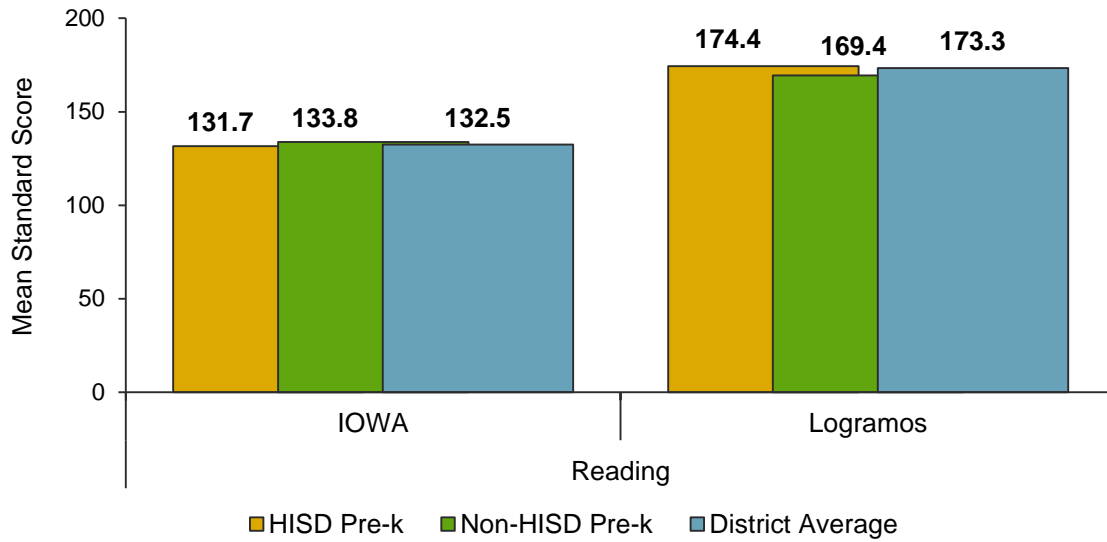

Source: Prekindergarten education program: a performance comparison of early childhood centers and school-based programs, 2014–2015

Figure 2, ECPC. Mean standard scores on the 2014–2015 Iowa and Logramos mathematics subtests for Early Childhood Center and School-Based Program students
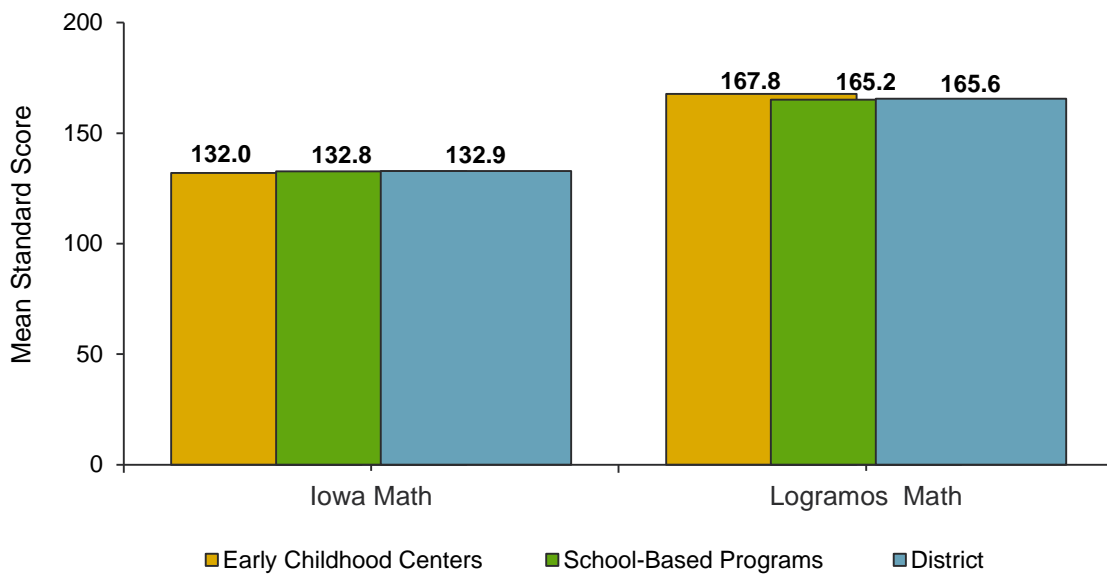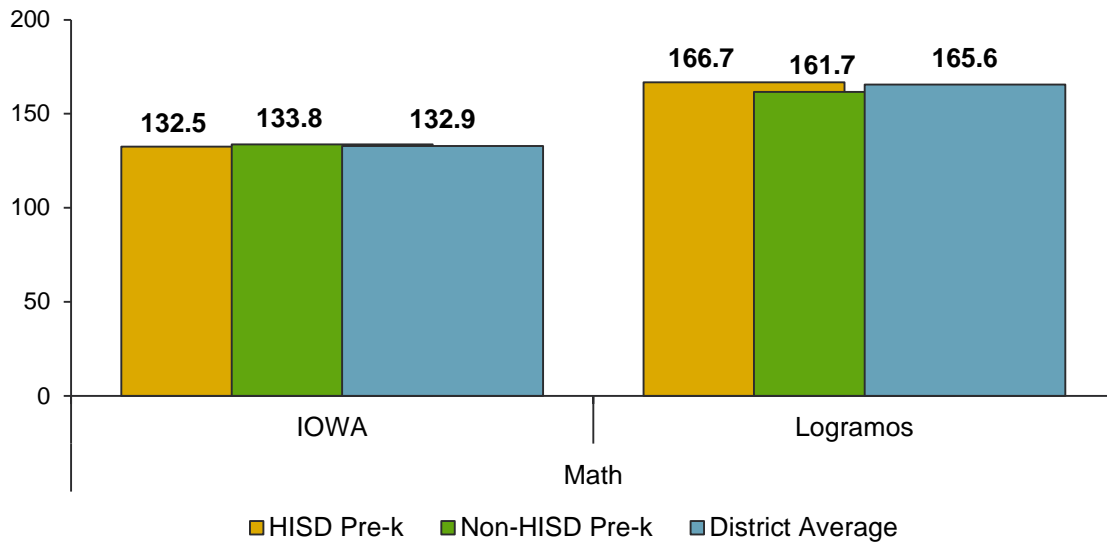

Source: Prekindergarten education program: a performance comparison of early childhood centers and school-based programs, 2014–2015

Figure 3, ECPC. Mean standard scores on the 2014–2015 Iowa and Logramos reading subtests

Source: Prekindergarten education program: Effects of HISD prekindergarten on kindergarten performance, 2014–2015

Figure 4, ECPC. Mean standard scores on the 2014–2015 Iowa and Logramos mathematics subtests

Source: Prekindergarten education program: Effects of HISD prekindergarten on kindergarten performance, 2014–2015

Recommendation

The Iowa and Logramos reading and mathematics scores were similar for both programs. Moreover, the mean standard score for the two early childhood learning models were overall similar to the district average.

However, students from the early learning centers did achieve a higher standard score average on the Logramos test in both mathematics and reading. Further analysis of the outcomes of the early learning models may provide insight into understanding the positive impact on English language learners, as indicated through the higher Logramos mathematics and reading mean standard scores. Additionally, factors beyond academic growth could be utilized to understand the impact of the models. For example, socio-emotional development (such as listening skills, taking turns, and conflict resolution) is an important factor not measured by the Iowa or Logramos assessments.

For more detailed information on the groups of kindergarteners and their performance on the Iowa and Logramos kindergarten tests, please see the "Prekindergarten Education Program: A Performance Comparison of Early Childhood Centers and School-based Programs, 2014–2015" (Department of Research and Accountability, October 2015) and "Prekindergarten Education Program: Effects of HISD Prekindergarten on Kindergarten Performance, 2014–2015" report (Department of Research and Accountability, November 2015).

Family and Community Engagement (FACE)

Program Description

Schools are the educational center of their communities where campus leaders and staff interact with parents everyday. With a staff of 14, the Family and Community Engagement (FACE) program built family and community engagement across the district by building the capacity of principals and their staff. FACE used several strategies to strengthen school-family-community partnerships and foster effective two-way communication between homes and schools. The FACE approach used a train-the-trainer model, using professional development to build capacity and enhance impact, rather than a direct services model. Using research-based workshops, training, and materials linking engagement to learning, FACE brought the best practices to scale with a goal of equitable distribution of resources across the district. Applying this train-the-trainer model has allowed FACE to use objective evidence to find and address the areas with the most need. Need was identified through a matrix of three components: students' reading proficiency, students' school attendance, and parental engagement, which was measured by parent participation in parent-teacher conferences, parent volunteering, and parent attendance at school events.

Two large programs were supported by FACE through Title I, Part A funding: the Home Instruction for Parents of Preschool Youngsters (HIPPY) program, described on pages 54–56, and the Academic Parent Teacher Teams (APTT) program. APTT is a restructuring of parent-teacher conferences as group meetings during which parents and guardians set goals for their children's academic achievement and learn strategies to help their children meet those goals. Also, FACE gave school staff and faculty the tools they needed to build relationships with parents, link family events to learning, address differences on their campuses, support parent advocacy, and empower their communities. FACE provided coaching to develop parent organizations (PTA/PTO), trained school leaders on topics such as parent involvement research and strengthening partnerships with parents, facilitated the implementation of district initiatives, and developed accessible online resources to promote parental involvement on HISD campuses. Included in the online resources were presentation modules, a Community Resource Guide, and a calendar of upcoming events. Further, FACE provided direct services to families through the Family Learning Academy, a platform that provides opportunities for parents to participate in free workshops, resources, and strategies to help parents help their children succeed in school. The program was directed toward building a research-based, districtwide support framework for involving more parents and improving family and community engagement with the schools and the district.

Budget and Expenditures

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

|			
Budgeted:	$949,520	Capital Outlay:	
Expenditures:	$746,321	Contracted Services:	$35,844
Allocation Utilized:	78.6 percent	Other Operating Expenses:	$17,092
		Payroll:	$662,751
		Supplies and Materials:	$30,635

Program Goal

The purpose of the program was to support student academics and literacy by increasing effective family and community engagement, build a districtwide support network, and strengthen school-family-community partnerships.

Program Outcomes

- The 2014–2015 school year was the expansion year of APTT, following an initial pilot year in 2013–2014. During the 2013–2014 pilot year, there were nine early childhood, elementary, and middle schools participating. For the 2014–2015 school year, FACE identified 30 schools to participate in the program, with 24 elementary schools participating throughout the entire year with three team meetings. From the participating schools, APTT reached 463 administrators, 371 teachers, 4,401 students, and 6,169 parents. Of the participating schools, APTT achieved 58 percent student participation. A student was considered an APTT participant if a parent or guardian attended at least of the three APTT meetings, see **Figure 1, FACE** (page 49). For comparison, the 2015 HISD Title I, Part A Parent Involvement Report states that the overall HISD parent participation is recorded at 43 percent, 15 percentage points below the APTT average.

- The FACE program offered five professional development courses funded through Title I, Part A. New this year was the addition of APTT Teacher Institute Days. The teachers were required to attend two full days of training, and the Family Engagement Department offered four different set of dates for the two-day course. Courses with documented earned credit, along with the number of participants, are listed in **Table 1, FACE** (page 49). A total of 978 participants (duplicated count for those who completed multiple courses) earned course credits in 2014–2015, up from 86 in the 2013–2014 school year. Most of the teachers earned professional development credits by attending the two-day Teacher Training Institute (83.5%). The teachers reported an 84 percent overall satisfaction rate with the APTT Teacher Training Institute and 85 percent of teachers believed the training will improve their work effectiveness.

- In addition to the parent teacher teams (APTT), the program supported HIPPY, which involved 40 elementary schools with 730 preschool students and their parents during 2014–2015. Last year, 2013–2014, HIPPY registered 577 student participants from 34 schools, indicating an expansion of services in 2014–2015.

- The 2014–2015 Your Voice survey of parents included seven questions dealing with satisfaction with the district's efforts to engage parents in their children's education and schools. Illustrated in **Figure 2, FACE** (page 50) and detailed in **Table 2, FACE** (page 50), the results showed high levels of parent satisfaction in each category surveyed. Overall, the highest level of satisfaction (90%) was for schools providing opportunities for and encouraging parents to participate in parent/teacher conferences, school activities, and meetings. The lowest satisfaction level (76%), was for schools providing training and materials to help parents support student achievement. Of note, all questions received slightly less agreement than the parent involvement questions from the 2013–2014 Your Voice Survey.

Figure 1, FACE: Number and percentage of students with parent/guardian participating in APTT meetings by number of meetings Attended, 2014–2015
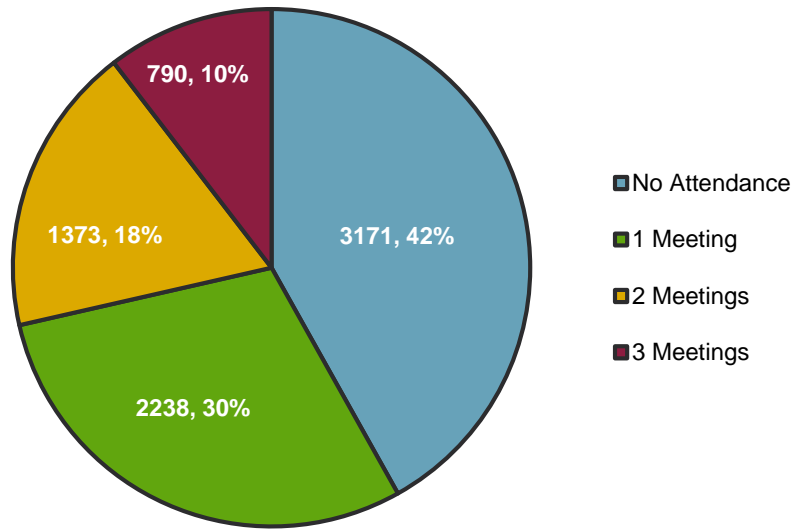
Source: Family Engagement Sign in Sheets; Chancery April 4, 2016

| Table 1, FACE. Number of HISD personnel earning course credit by Family and Community Engagement Programs, 2014–2015		
Course	**Course Number**	**N Participants Earned Course Credit**
Boost Student Attendance	FE0003	21
APTT Teacher Institute, Round 1 (Days 1 & 2)	FE0014	96
	FE0015	78
APPT Teacher Institute, Round 2 (Days 1 & 2)	FE0016	217
	FE0017	219
APPT Reacher Institute, Round 3 (Days 1 & 2)	FE0018	67
	FE0019	62
APTT Teacher Institute, Round 4 (Days 1 & 2)	FE0020	71
	FE0021	70
Family Learning Academy	FE0022	61
Online: HB5 Self-Assessment	FE0023	16
Total		**978**

Source: HISD e-TRAIN file, July 2014–June 2015, Earned Credits

Table 2, FACE. Parent responses to questions concerning the FACE program on the 2014–2015 HISD Your Voice Survey, by school office						
	Total	**Elem 1**	**Elem 2**	**Elem 3**	**Middle**	**High**
	N=24,070 % **Yes**	N=4,918 % **Yes**	N=6,790 % **Yes**	N=6,791 % **Yes**	N=2,021 % **Yes**	N=2,950 % **Yes**
The school and district give opportunities for me to give input on improving parent involvement and parent engagement.	88	87	90	90	83	81
My child's school gives opportunities for and encourages me to participate in parent/teacher conferences, school activities, and meetings.	90	91	92	93	84	83
The school and district have given me a copy of the parent involvement policies and the parent/school compact.	89	88	89	91	85	83
My child's school has explained academic expectations to me.	87	87	88	89	83	81
My child's school has explained the curriculum to me.	83	83	85	86	78	77
My child's school has explained the different assessments used to determine students' academic achievement me.	85	86	87	88	78	75
My child's school gives me the training and materials to help me to help my child.	76	77	80	82	64	61

Source: Your Voice Survey 2014–2015

Figure 2, FACE: Percent of parents agreeing with Your Voice Survey parental involvement questions
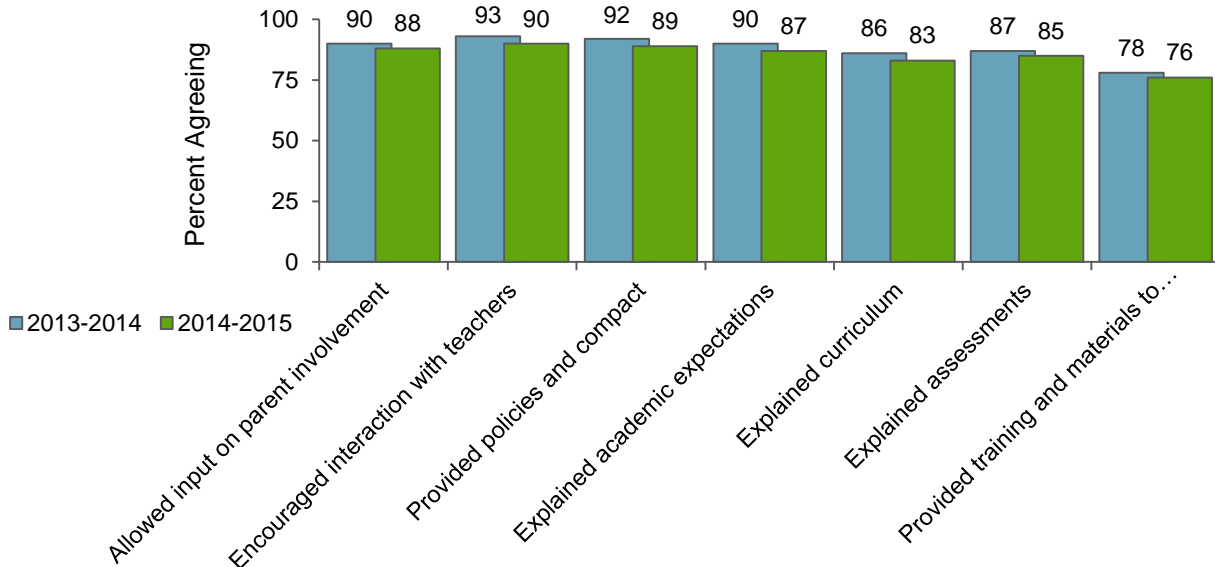
Source: Your Voice Survey 2014–2015

Recommendation

Parents expressed high levels of satisfaction with efforts to involve them in their children's schools in 2014–2015. However, this satisfaction level has slightly decreased from the 2013–2014 school year. Given the successful increase in parent involvement, it is recommended that the multiple programs through FACE continue to be developed, evaluated, and refined locally to meet HISD goals of engaging parents as broadly as possible to support student academic achievement. Additionally, the implementation of universal data collection methods would help accurately determine the student and family program impact given the immense task of incorporating several research-based streams to communicate and engage parents.

For more detailed information regarding the impact of APTT program within FACE on third through fifth grade academic achievement, please refer to the "Academic Parent Teacher Teams (APTT): How Did the New Parent-involvement Model Impact Student Achievement in HISD" report (Department of Research and Accountability, October 2015). For more detailed information on the impact of HIPPY on early learning students, please see the "Home Instruction for Parents of Preschool Youngsters (HIPPY), 2014–2015" report (Department of Research and Accountability, December 2015).

Highly Qualified Teachers

Program Description

The Highly Qualified Teacher/Paraprofessional Staff Development program exists to close the teaching gap that negatively impacts student outcomes and success by increasing the number of highly qualified, content-proficient, certified teachers serving HISD students. The mission of the program is directly aligned both to HISD's core initiative of having an effective teacher in every classroom and to No Child Left Behind (NCLB). Highly qualified core academic teachers are hired, promoted, or transferred into full-time classroom positions. Any teachers who are not highly qualified are provided support by the Human Resources Certification team and the Effective Teacher Fellowship (ETF) alternative certification program for teachers. Individual certification plans are developed with each teacher who needs to complete certification.

Budget and Expenditures

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

Budgeted:	$115,378	Capital Outlay:	
Expenditures:	$109,797	Contracted Services:	$20,000
Allocation Utilized:	95.2 percent	Other Operating Expenses:	$39,645
		Payroll:	$36,982
		Supplies and Materials:	$13,170

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

|			
Budgeted:	$115,000	Capital Outlay:	
Expenditures:	$85,256	Contracted Services:	$0
Allocation Utilized:	74.1 percent	Other Operating Expenses:	$3,313
		Payroll:	$78,066
		Supplies and Materials:	$3,877

Program Goals

The primary goal of the program was to provide a highly qualified (HQ) teacher for every full-time classroom for the 2014–2015 school year. Each teacher who had not achieved HQ status was expected to attend review and remediation sessions to pass the required certification exams.

Program Outcomes

- Shown in **Figure 1, HQ** (page 53), at the beginning of the 2014–2015 academic year, 108 HISD teachers had not earned highly qualified status for at least one class they taught. By March 23, 2015, 69 (64%) had earned highly qualified status or had been reassigned. For comparison, a greater number of teachers, 169, began the 2013–2014 academic year without highly qualified status and a higher percentage, 77 percent, earned highly-qualified status or were reassigned by the end of the year. Also shown in Figure 1, HQ there were no paraprofessionals which did not meet HQ status in the years 2013–2014 or 2014–2015.

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, 2013–2014 and 2014–2015
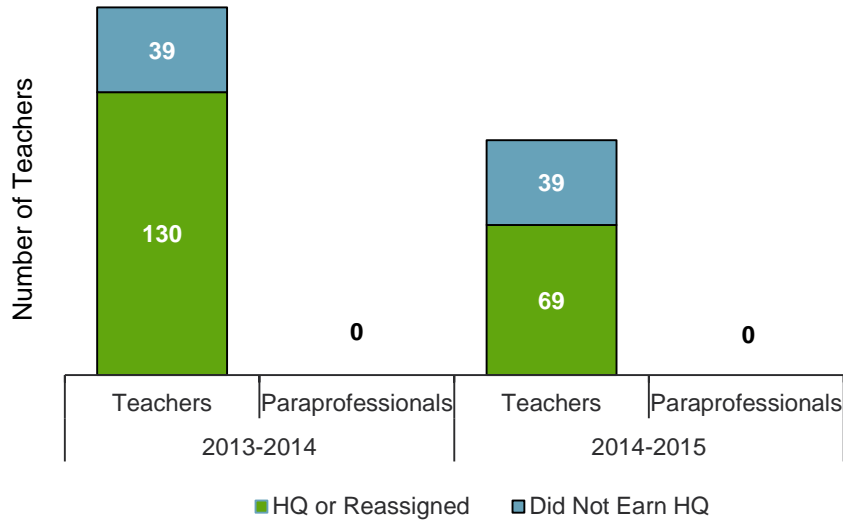
Source: HISD HR Business Services
Note: HQ End of year data for 2014–2015 was unavailable. The figure reflects the HQ status up to March 23, 2015.

Recommendation

The 2002 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) mandated that all educators be highly qualified by the 2005–2006 academic year. Large urban districts and rural school districts have persistent barriers to achieving the mandate. In 2014–2015, HISD employed fewer teachers who were not highly qualified than were employed in 2013–2014. Due to personnel changes, data was unavailable to fully articulate the support non-HQ teachers received during the 2014–2015 school year, or, how many teachers reached HQ status or were reassigned by the end of the year. Due to the federal compliance mandate, it is critical to develop systems that enable the Human Resources department to adequately track and report out the HQ compliance information. Due to the barriers faced by urban districts employing HQ teachers, it is also recommended that the program persists in its efforts to support each educator to achieve highly qualified status in compliance with the federal law.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) was a home-based and family-focused school readiness program for helping parents to prepare their preschool-aged children for academic success. HISD provided HIPPY in English and Spanish, free of charge, for parents of children ages 3–5. Trained HIPPY home instructors visited families once a week and modeled instructional activities for parents to use with their children in a highly structured, 30-week curriculum available in English and Spanish.

Desired outcomes of the program were: 1) Improved school readiness of children; 2) increased home literacy; 3) increased family participation in home-based educational activities; 4) identification of mental and physical delays in children; and 5) identification of social and emotional delays in children. Among related activities are: 1) weekly home visits to participating families to model lessons in the 30-week HIPPY curriculum; 2) continuous training of HIPPY staff to conduct program-mandated assessments and role-play of weekly lessons, which supported fidelity to the HIPPY model throughout implementation; and 3) quarterly HIPPY Advisory Board meetings, which connected the program to varied community literacy and early childhood development resources. The program also organized field trips to the Children's Museum of Houston, which 578 HIPPY families attended. HIPPY enhanced parent-child interaction and child development through integrating community resources in children's early learning experiences.

Budget and Expenditures

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

|			
Budgeted:	$750,000	Capital Outlay:	
Expenditures:	$607,567	Contracted Services:	$13,824
Allocation Utilized:	81.0 percent	Other Operating Expenses:	$13,266
		Payroll:	$469,370
		Supplies and Materials:	$111,106

Program Goal

To enhance the knowledge and expertise of parents of young children to allow them to be productively engaged in supporting their children's language development and pre-literacy skills. Additionally, HIPPY strives to transition and develop former parent participants into home instructors and leaders within their communities.

Program Outcomes

- Three program coordinators, one assistant coordinator, one lead specialist, and 43 part-time home instructors were supported by Title I, Part A funds to deliver services for the Home Instruction for the Parents of Preschool Youngsters (HIPPY) program. The HIPPY school sites grew from 34 in 2013–2014 to 40 schools in 2014–2015, an 18 percent increase from the previous year (see **Figure 1, HIPPY**, page 55).

- The HIPPY program also grew from six board districts to all nine board districts within HISD. (see **Figure 2, HIPPY**, page 56). The expansion broadened the HIPPY services to all areas within HISD.

- This year, the HIPPY program grew from 577 three-, four-, and five-year olds in 2013–2014 to 730 children from 660 families in 2014–2015. Of the 2014–2015 HIPPY participants, 198 (27%) were included in the Public Education Information Management System (PEIMS) as HISD students, allowing descriptive information to be gathered. In the sample of HISD students, 54 percent were female, and 46 percent were male; 80 percent were Hispanic, 18 percent were African American, and two percent were Asian; 72 percent had limited English proficiency; 98 percent were at risk, and 96 percent were economically disadvantaged.

- The HIPPY Advisory Board is compiled of parents, community members, principals, and an HISD Board Member. The Advisory Board more than doubled in 2014–2015 with 13 members, as compared to six members in 2013–2014.

- Beyond the weekly home instruction visits between families and the parent instructors, HIPPY provided enrichment activities to encourage further parental involvement and the development of leadership skills. The HIPPY program provided four *End of Year HIPPY Celebrations*, attended by 1,470 students, parents, and family members. During the summer of 2015, HIPPY also conducted a HIPPY Summer Program in children's homes. Families were provided with a set of six books and bilingual material for the students to continue reading during the summer.

Figure 1, HIPPY. Number of HISD HIPPY schools, 2013–2014 to 2014–2015
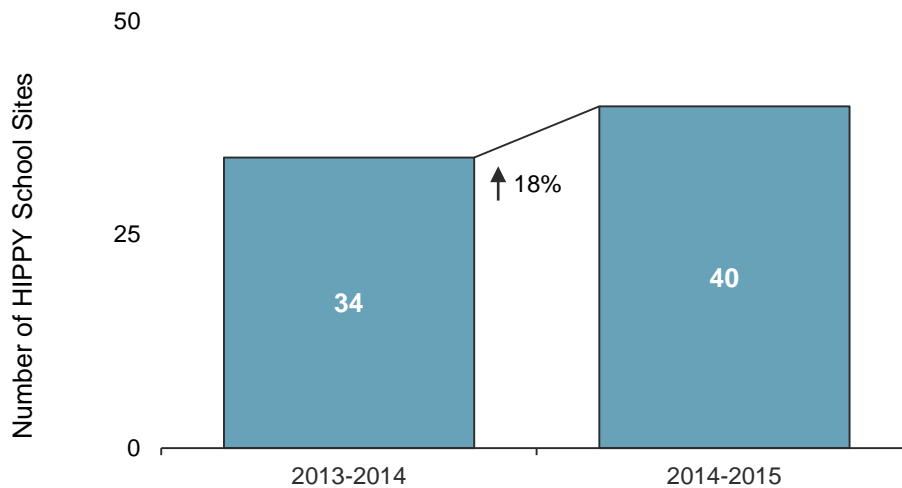
Source: HIPPY program evaluation report, December 2015

Figure 2, HIPPY. Number of HISD board districts with HIPPY Programs, 2013–2014 to 2014–2015
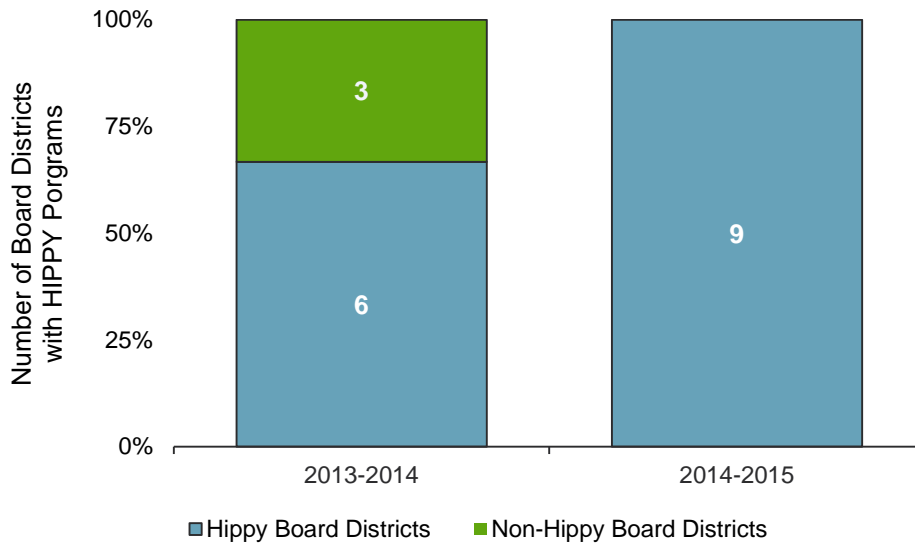
Source: HIPPY program evaluation report, December 2015

Recommendation

The HIPPY program has long been associated with positive academic results for children in HISD and is linked to increasing parental involvement in young children's education. Although there was no Bracken School Readiness Assessment (BSRA) or Parent Interview data provided this year, the longitudinal review of students in previous HIPPY cohorts shows small, but measurable increases on a variety of academic assessments. It is recommended program support be increased to expand the number of hours worked by the part-time HIPPY instructors. Further, the addition of more parent instructors will broaden the reach of targeted students and communities by expanding the operating area to more HISD schools.

For more details on the HIPPY program and children's achievement, please see the "Home Instruction for Parents of Preschool Youngsters (HIPPY), 2014–2015" report (Department of Research and Accountability, December 2015).

Homeless Children

Program Description

Academic achievement of homeless students is often below expectations. With a goal of improving attendance and increasing academic achievement, Title I, Part A funds were used to provide activities geared toward removing educational barriers for students experiencing homelessness. The HISD Homeless Education Program (Project S.A.F.E., Student Assistance Family Empowerment) addressed the problems, removed obstacles to education, and provided services for 6,138 homeless children and youth. Program activities included enrollment assistance for school and government programs, transportation, clothing and school supply assistance, food and toiletry assistance, cap and gown assistance, prom assistance, and rapid rehousing referrals, all in collaboration with numerous homeless aid projects throughout Houston and Harris County.

Budget and Expenditures

Title I, Part A funds provided services and goods for students experiencing homelessness.

|			
Budgeted:	$214,880	Capital Outlay:	
Expenditures:	$192,868	Contracted Services:	$1,250
Allocation Utilized:	89.8 percent	Other Operating Expenses:	$1,300
		Payroll:	
		Supplies and Materials:	$190,318

Program Goal

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

Program Outcomes

- In 2014–2015, there were 6,138 students documented as homeless at some point in time during the year, three percent of the total enrollment for HISD. For comparison, this was a decrease from 6,301 homeless students in 2013–2014, also three percent of the total HISD enrollment for that year.

- The graduation rate for the students who were both a senior and homeless was 73 percent in 2014–2015, as compared to the HISD average of 79 percent. The average attendance rate for students who were classified as homeless was 94 percent, as compared to the HISD average of 96 percent.

- A total of 1,986 students categorized as homeless, grades 3–8, took at least one mathematics or reading STAAR exam in 2014–2015. The percentage of homeless students achieving the satisfactory rating, using Level II, phase-in 1 standards was between 41 and 66 percent, and is shown in **Figure 1, HC** (page 58). A smaller percentage of homeless students than HISD students overall passed each of the exams. Differences in percentages of HISD students and HISD homeless students achieving the satisfactory rating ranged from two percentage points (for fifth grade reading) to 23 percentage points (in seventh grade reading).

Figure 1, HC. Percentage of HISD students and HISD homeless students achieving satisfactory, Level II, phase-in 1 standards, on the reading and mathematics STAAR exams, 2014–2015
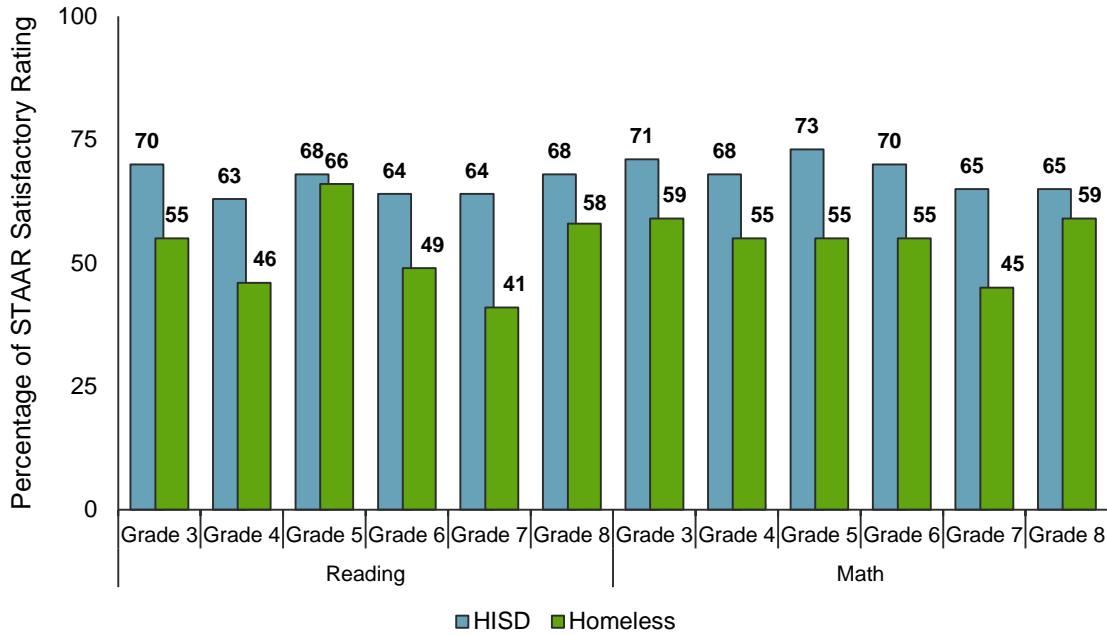
Source: Cognos STAAR and STAAR Spanish files, April 6, 2016.

- Seven hundred nighty-eight (798) homeless students in grades 9–12 took the STAAR End of Course (EOC) exams in 2014–2015. An additional 28 seventh and eighth graders identified as homeless also took STAAR/EOC exams in addition to STAAR tests that year, for a total of 826 homeless students taking a 2014–2015 STAAR/EOC. Compared to HISD students, using phase-in 1 standards, a lower percentage of homeless students earned a satisfactory rating than did HISD students on each of the end of course tests required for graduation (**Figure 2, HC,** page 59). The difference in the percentage of students passing a STAAR/EOC exam ranged from eight percentage points (in U.S. History) to 19 percentage points (in English I and English II).

Recommendation

The Homeless Children program provides multi-streams of services to support children in gaining and maintaining access to the educational opportunities that will help them be successful. Despite the services available, homeless students continue to lag behind HISD peers in school attendance, graduation, and passing rates on state mandated tests. Additionally, the rates of homeless students who take state mandated tests continue to be lower than that of all students in HISD. The program should continue to receive support to fulfill the great needs of homeless students in the district. Given that a passing rate on some state mandated tests is required to graduate, we recommend efforts be targeted at increasing the number of homeless students who take and retake the EOC exams, increasing the opportunity to pass.

Program effectiveness should be measured on the wide-range of services provided to students who are homeless and their families. Although some of this support focuses on academic services, academic achievement is not necessarily a direct outcome of this program.

Figure 2, HC. Percentage HISD and HISD homeless students who achieved a satisfactory rating on STAAR/EOC exams required for graduation, 2014–2015
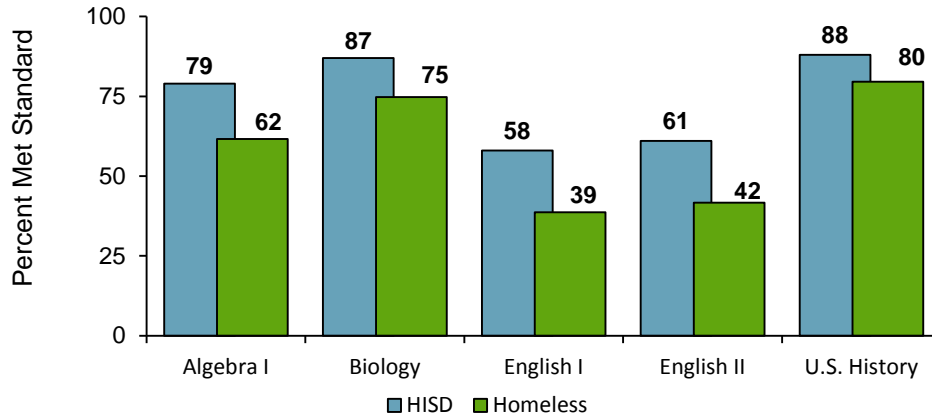
Sources: Texas Education Agency, STAAR and STAAR/EOC files, March 31, 2016

Table 1, HC. Number of HISD students identified as homeless, by grade level, and the number who took at least one STAAR or STAAR/EOC, 2014–2015			
	Number of Homeless Students in HISD	Number of Homeless Students Who Took STAAR	Number of Homeless Students Who Took STAAR/EOC	Percent of Homeless Students Who Took at Least ONE STAAR or EOC
EC/Prekindergarten	610			
Kindergarten	477			
Grade 1	565			
Grade 2	466			
Grade 3	395	315		79.7
Grade 4	376	293		77.9
Grade 5	342	279		81.6
Grade 6	565	450		79.6
Grade 7	409	305	6	76.0
Grade 8	452	344	22	81.0
Grade 9	586		392	66.9
Grade 10	345		215	62.3
Grade 11	306		151	49.3
Grade 12	244		40	16.4
Total	6,138	1,986	826	

Sources: Texas Education Agency, STAAR and STAAR/EOC files, March 31, 2016; cumulative HISD enrollment and HISD homeless student file (third 2014–2015 TEXSHEP Report submission)
Notes: All eighth graders who took a STAAR/EOC in 2014–2015 also tested on STAAR 3-8 in other subjects. Numbers of students who took STAAR 3-8 and STAAR/EOC tests include retesters. Some students, who tested on STAAR/EOC, such as those in grade 12, may have needed to retest to pass exams for graduation.

Human Capital Accountability

Program Description

The Office of Human Capital Accountability (HCA) is designed to enhance student achievement by increasing the effectiveness of district employees through the implementation of robust evaluation systems. The HCA office provides appraisal training for non-teaching staff (including campus leadership, secretaries, and other support staff) and non-teacher appraisers. The appraisers of non-teaching staff and the non-teaching staff members receive professional development on the appraisal system, including the skills and competencies required of district employees, and expectations for continual professional development.

Budget and Expenditures

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

|			
Budgeted:	$467,463	Capital Outlay:	
Expenditures:	$329,115	Contracted Services:	
Allocation Utilized:	70.4 percent	Other Operating Expenses:	
		Payroll:	$329,115
		Supplies and Materials:	

Program Goal

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

Program Outcomes

- Shown in **Table 1, HCA** (page 62), 12 e-TRAIN courses were offered through Human Capital Accountability in 2014–2015 and a total of 10,261 participants completed the courses. The course with the most completions was Non-Teacher Appraisal Training, with 5,566 completions, followed by Campus-based Appraisal Training, with 2,082 completions.

- Also shown in **Table 1, HCA**, satisfaction with HCA courses was very high. At the conclusion of six of the courses, participants rated their approval of the course for four items on a scale from 1 (least satisfied) to 5 (most satisfied). Participants were asked to rate the key concepts covered in the course, the quality of the resources provided, the usefulness of the Q&A session, and the degree of which their knowledge increased. Ratings on all items and overall ratings for all six courses averaged greater than 4.5, suggesting that participants found the sessions to be informative and useful.

- Illustrated in **Figure 1, HCA** (page 61), there were spikes in course completions in August, November, and January, suggesting that a significant number of courses were completed at the beginning of each semester and the end of the fall semester.

Figure 1, HCA. Percentage of Human Capital Accountability e-TRAIN courses completed by HISD staff, by month, 2014–2015
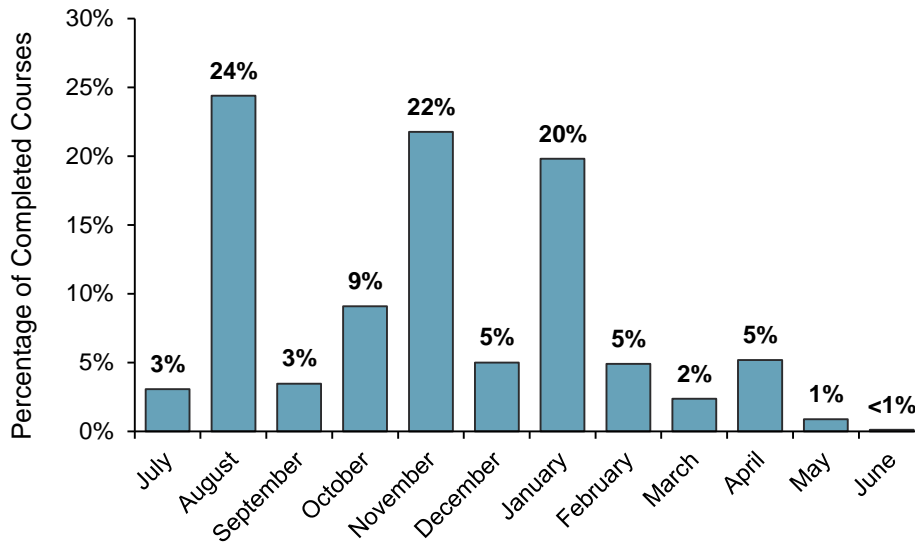
Source: HISD e-TRAIN file, July 2014–June 2015
Note: Percentages may not total 100 due to rounding.

- The 2014–2015 Your Voice survey of administrators included a question on satisfaction with professional development services provided by the district and satisfaction with the support given by the HCA department. Representing all schools in the district, 81 percent of respondents agreed or strongly agreed that they were satisfied with professional development while 79 percent of respondents were satisfied with the HCA department.

Recommendation

Human Capital Accountability courses are well used, and general satisfaction with the professional development support provided is high. The department should continue to offer high-quality training and services for HISD staff.

Table 1, HCA. Number of Human Capital Accountability e-TRAIN earned course credit, by course, 2014–2015

Course Title	Course Number	N Participants Completed Course	Average Survey Rating (out of 5)
Campus-based Appraiser Training	EA0039	432	4.76
Apollo Tutors Appraiser Training	EA0044	16	---
Apollo Tutors Appraiser Training	EA0045	208	---
Camp Employee Appraisal Training	EA0046	40	---
Campus-based Appraiser Training	EA0047	2,082	5.00
Secretaries (Campus/NonCampus)	EA0050	94	4.77
Senior Leadership Appraiser Training	EA0054	40	4.89
Non-Teacher Appraisal Training	EA0055	5,566	4.69
Non-Teacher Appraisal Training	EA0056	1,024	4.72
New Appraiser Certification Training	SS0021	280	---
New Appraiser Certification Training	SS0022	27	---
Results Worksheets Training	SS0033	452	---
Total		**10,261**	

Source: HISD e-TRAIN file, July 2014–June 2015

Leadership University Partnership

Program Description

The University Partnership program was a component of the district's grow-your-own model. One of the district's goals is to attract and hire top talent and provide quality service that meets the needs of current employees, applicants, and external customers. The Leadership Development Department created a systematic approach to identifying top talent in the district, including advertising, recruiting, screening, and training applicants for leadership positions. The Leadership Development Department collaborated with HISD Human Capital to identify and screen applicants for the Skills Demonstration, an assessment based on the district standard for instructional leadership, data analysis, decision-making, and problem solving, that is used to assess applicants for principal and assistant principal positions.

Budget and Expenditures

Title II, Part A funds were used to contract with local universities to provide high-quality, differentiated principal certification training to increase the candidate selection pool.

|			
Budgeted:	$428,035	Capital Outlay:	
Expenditures:	$174,220	Contracted Services:	$174,220
Allocation Utilized:	40.7 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

To increase the pool of quality candidates for the principal by partnering with local universities to provide quality principal preparation programs leading to principal certification.

Program Outcomes

- Leadership Development screened 88 principal applicants, 175 assistant principal applicants, 44 applicants for aspiring leader cohorts, and two SSO applicants, with a total of 278 individuals considered for leadership positions.

- Of the candidates screened, 29 were selected to participate in one of two university programs at the University of St. Thomas. Of those participating, 28 passed the principal exam, with the one remaining scheduled to take the exam in April 2016.

- As illustrated in **Figure 1, LU** (page 64), of the 29 participating applicants in 2014–2015, nine served as assistant principals, and two served as principals in the 2015–2016 school year, for a total of 38 of participants taking a leadership role.

Figure 1, LU. 2014–2015 participants in Leadership University Partnership program by 2015–2016 position
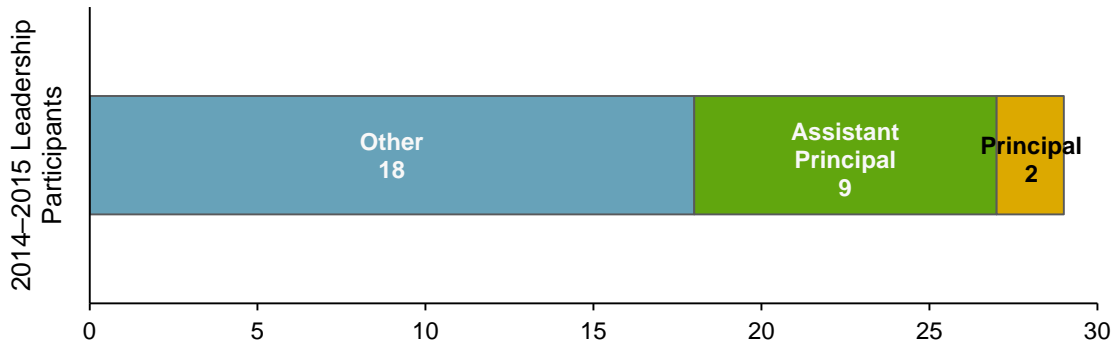
Source: Leadership University Partnership Files

Recommendation

The Leadership University Partnership program is targeting district employees with leadership potential and training them to become principals. All participants who took the principal exam passed it, and 38 percent took a leadership position (principal or AP) the following year. This program continues to improve the quality of leaders in HISD schools by partnering with local universities, and should continue to work to ensure that all individuals who are identified as top talent can participate in the program.

Literacy Plan

Program Description

The Literacy Plan provided targeted professional development for teachers to improve literacy instructional practices (i.e., Academic Language Instruction for All Students (ALIAS); Literacy by 3 – Guided Reading, Read Alouds, and Independent Reading; Abydos Writing theory and pedagogy) and utilize assessment data for purposeful planning (i.e., iStation reading screening). In 2014–2015, the program placed emphasis on improvement in elementary schools, with plans to expand to middle schools in future years. The Elementary and Secondary Curriculum and Development departments and vendor partners delivered ongoing Literacy Plan professional development opportunities for teachers to develop knowledge of effective reading and writing instruction strategies and instructional resources for planning.

Budget and Expenditures

Title II, Part A funds were used to provide professional development for teachers, including contracts with professional development partners.

|			
Budgeted:	$1,157,302	Capital Outlay:	$0
Expenditures:	$540,429	Contracted Services:	$443,486
Allocation Utilized:	46.7 percent	Other Operating Expenses:	$790
		Payroll:	$96,153
		Supplies and Materials:	$0

Program Goal

Develop teachers' instructional practices to support and improve student performance in writing and reading.

Program Outcomes

- The percentage of HISD students achieving a Level II, phase-in satisfactory rating on the STAAR 3–8 reading and writing exams decreased from 2014 to 2015 (**Figure 1, LP,** page 66). The passing rate for the reading exam in all grades was 66 percent, more than a two percentage point drop from 69 percent in 2014, however, the passing rates for grades three and five increased. The overall HISD passing rate for the writing exam dropped almost five percentage points, from 68 percent in 2014 to 63 percent in 2015, with the largest decrease (six percentage points) coming in grade four.

- Shown in **Table 1, LP** (page 67), 11 e-TRAIN courses were offered through Literacy Plan partners in 2014–2015 and a total of 10,377 course completions by district staff. The course with the most completions was Literacy by 3 Independent Reading, with 2,667 completions, followed by Literacy by 3 Read Alouds, with 2,012 completions.

- Illustrated in **Figure 2, LP** (page 66), 78 percent of course completions came in July and August, suggesting that a significant number of courses were completed around the beginning the school year.
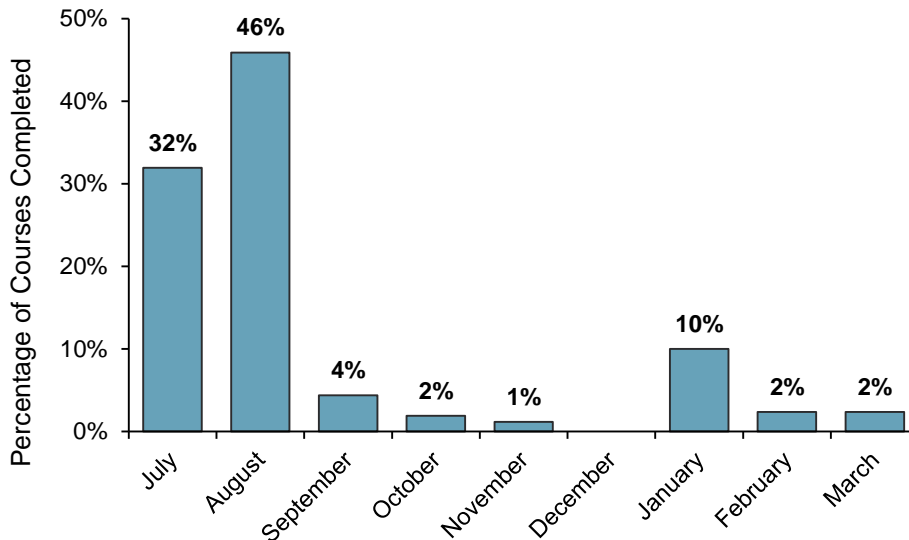
Figure 1, LP. Percentage of HISD students achieving Level II – satisfactory rating on STAAR 3–8 reading and writing exams
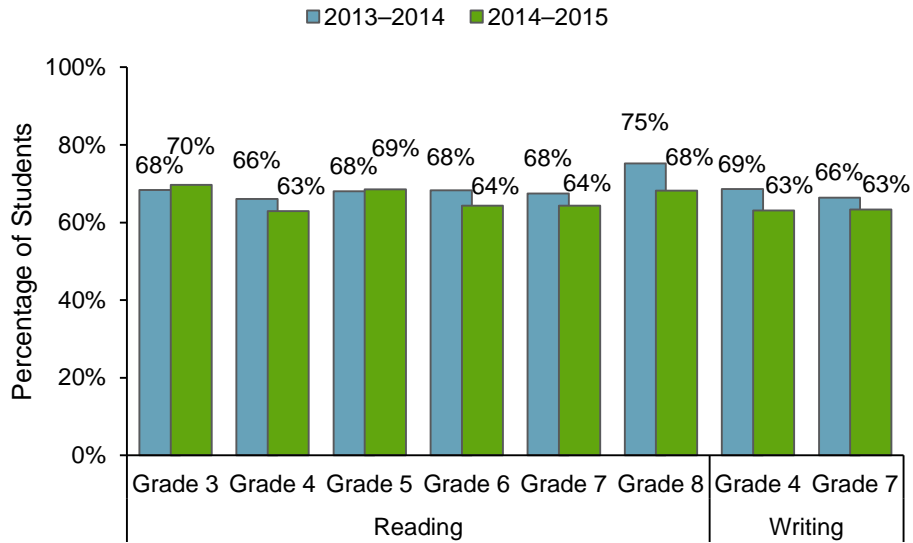
Source: Cognos STAAR 3–8 Files, March 30, 2016

Note: STAAR versions E and S only, excludes L, M, Acc., Alt, and Alt 2; First administration for Grades 5 and 8

Figure 2, LP. Percentage of Literacy Plan e-TRAIN courses completed by HISD staff, by month, 2014–2015

Source: HISD e-TRAIN file, July 2014–June 2015

Note: Percentages may not total 100 due to rounding.

Recommendation

A significant number of teachers participate in the Literacy Plan's professional development offerings, which is encouraging. Also encouraging are the results on the third- and fifth-grade STAAR Reading exams, as

the Literacy Plan program specifically focused on improving performance in elementary school. Performance in middle school grades suggests that the program should expand into middle school to support reading instruction and boost the lagging achievement in grades 6–8.

Table 1, LP. Number of Literacy Plan e-TRAIN earned course credit, by course, 2014–2015		
Program/Course Title	**Course Number**	**N Participants Completed Course**
Literacy by 3	**Total**	**8,451**
ABCs of Guided Reading	TT2300	1,833
Independent Reading	TT2301	2,667
Read Alouds	TT2302	2,012
ABCs of Guided Reading Day 1	TT2304	856
ABCs of Guided Reading Day 2	TT2305	1,083
PK–5 Literacy Summit	**TT2735**	**767**
iStation PD	**Total**	**1,159**
K–2 Grouping & Differentiation	TT4239	259
3–5 Grouping & Differentiation	TT4255	179
K–3 Literacy by 3 Leaders	CU2580	249
K–3 Literacy by 3 Leaders	CU2581	227
K–3 Literacy by 3 Leaders	CU2582	245
Total		**10,377**

Source: HISD e-TRAIN file, July 2014–June 2015

Note: Data include duplicated counts of participants who completed multiple courses.

Multi-Tiered Systems of Support

Program Description

Multi-Tiered Systems of Support (MTSS) is a general academic and behavioral framework that provided early assistance to students who have difficulty learning. Using data and a problem-solving decision-making process, MTSS attempted to prevent academic failure through early intervention and frequent student monitoring. During the 2014–2015 school year, the program focused on providing classroom management professional development to support teachers in addressing challenging student behaviors. Partnering with Safe and Civil Schools, the program offered two courses: 1) CHAMPS for grades K–8, and 2) Discipline for Secondary Classrooms (DSC) for teachers and administrators of grades 9–12. During training sessions, campus staff explored practical classroom management strategies that align with Positive Behavior Support (PBS).

Budget and Expenditures

Title II, Part A funds were used to contract with professional development providers and train teachers in MTSS and classroom management strategies.

|			
Budgeted:	$1,275,470	Capital Outlay:	$0
Expenditures:	$459,754	Contracted Services:	$380,339
Allocation Utilized:	36.0 percent	Other Operating Expenses:	$575
		Payroll:	$78,600
		Supplies and Materials:	$241

Program Goal

Implement the MTSS framework across all HISD campuses through the training of campus administrators and teachers. Educate the whole child by addressing academic, behavioral, and social-emotional needs of each student.

Program Outcomes

- As detailed in **Figure 1, MTSS** (page 69) and shown in **Table 1, MTSS** (page 69), MTSS offered four courses during the 2014–2015 school year with 906 course completions by campus-based personnel. The largest percentage of courses (38.1%) were completed in February of 2015.

- 355 participants completed days one and two of the CHAMPS Proactive Approach course for grades K–8 while 105 participants completed day one of the Discipline for Secondary Classrooms (DSC) and 91 completed DSC day two.

Figure 1, MTSS. Percentage of MTSS e-TRAIN courses completed by school personnel, by month, 2014–2015
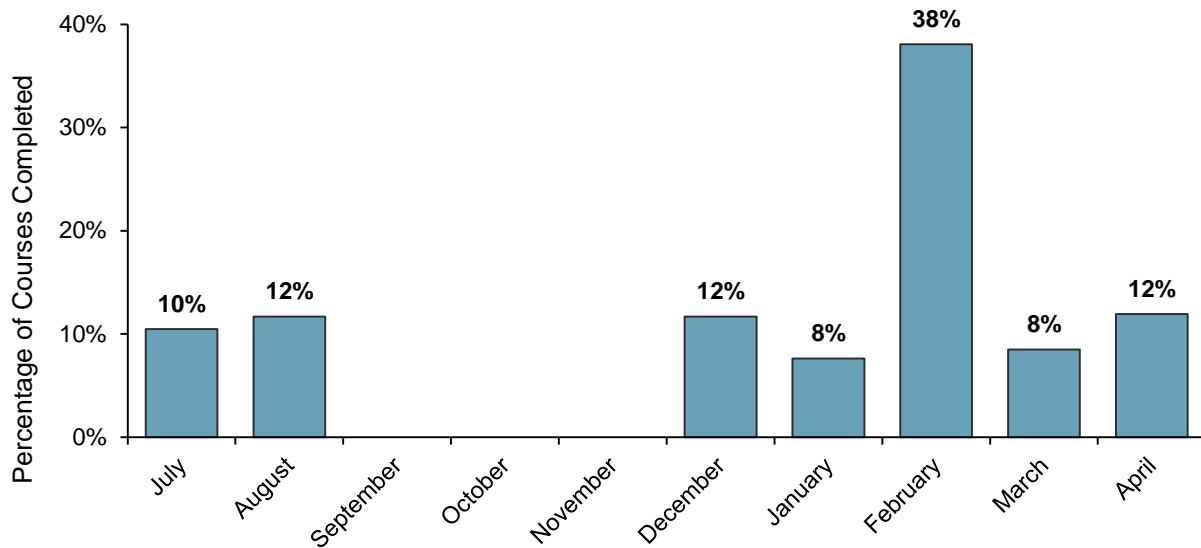
Source: HISD e-Train file, July 2014–June 2015
Note: Percentages may not total 100 due to rounding.

Table 1, MTSS. Number of MTSS e-TRAIN course completions, by course, 2014–2015		
Program/Course Title	**Course Number**	**N Courses Completed**
CHAMPS, grades K–8	**Total**	**710**
Proactive Approach Day 1	SS0018	355
Proactive Approach Day 2	SS0019	355
DSC, grades 9–12	**Total**	**196**
Proactive Approach Day 1	SS0023	105
Proactive Approach Day 2	SS0024	91
Total		**906**

Source: HISD e-TRAIN file, July 2014–June 2015
Note: The number of completions are for duplicated numbers of participants.

Recommendation

The goal of the MTSS program is to have their framework adopted by every campus in the district. Participation in their training courses is not at a high enough level to achieve this goal. Additionally, very few courses are being completed at the beginning of the school year or throughout the fall semester. For the program to have a meaningful impact on classroom practices, training must be completed earlier in the school year. This will also allow for greater participation as fewer staff members are likely to take the time for training that is scheduled in the spring due to the demands of STAAR testing.

PowerUp

Program Description

HISD's PowerUp initiative ensures that schools, students, and staff have equitable access to technology (including devices, software, and infrastructure) to support 21st century teaching and learning. Greater access to technology also necessitated collaboration between educators and parents to help students understand how the digital world works. The program is intended to improve both the teaching and learning environments by emphasizing learner-centered instruction, increasing student engagement, and providing 24/7 access to educational materials. Using project-based learning and authentic learning and evaluation, the students can master standards at a pace that is optimal for them. Moreover, teachers can use available technology to more effectively differentiate, individualize, and personalize instruction to maximize student college and career readiness. PowerUp also provides professional development for teachers and school leaders to make use of the technology to enhance and transform education in the classroom through instructional differentiation.

During the 2014–2015 school year, the PowerUp program completed phase two of the project by providing training to 21 high schools using Title I funds and is expected to grow further in phase three, during the 2015–2016 academic year.

Budget and Expenditures

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

Budgeted:	$13,099,184	Capital Outlay:	$0
Expenditures:	$12,656,610	Contracted Services:	$1,530,730
Allocation Utilized:	96.6 percent	Debt Service:	$11,125,880
		Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

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

|			
Budgeted:	$1,597,116	Capital Outlay:	$54,083
Expenditures:	$797,618	Contracted Services:	$497,094
Allocation Utilized:	49.9 percent	Other Operating Expenses:	$1,114
		Payroll:	$229,930
		Supplies and Materials:	15,398

Program Goal

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

Program Outcomes

- The PowerUp program was implemented at 21 Title I HISD campuses in 2014–2015, adding to the 11 high schools from Phase 1 in 2013–2014, for 32 Title I schools receiving laptop and program support during Phase 2. In 2014–2015, there were 18 high schools (44% of the high schools in the district) and three combined-level schools (75% of the HISD combined-level schools that had high school programs). A total of 23,366 students received a laptop and 1,488 teachers received both a laptop and training on how to use technology to enhance students' education.

- During the 2014–2015 school year, PowerUp provided 63 professional development courses. In that year, 2,460 individual teachers and teacher leaders (unduplicated) attended 4,725 course sections. Illustrated in **Figure I, PU**, the majority of the training was completed from August 2014–February 2015, but courses were completed throughout the year.

- Three courses accounted for 46 percent of all PowerUp attendance: Introduction to HUB, Phase 1 (948 participants), HUB K-5 (787), and PowerUp Teacher Leader Corps (416).

Figure 1, PU. Attendance of PowerUp e-TRAIN courses completed by school personnel, by month, 2014–2015
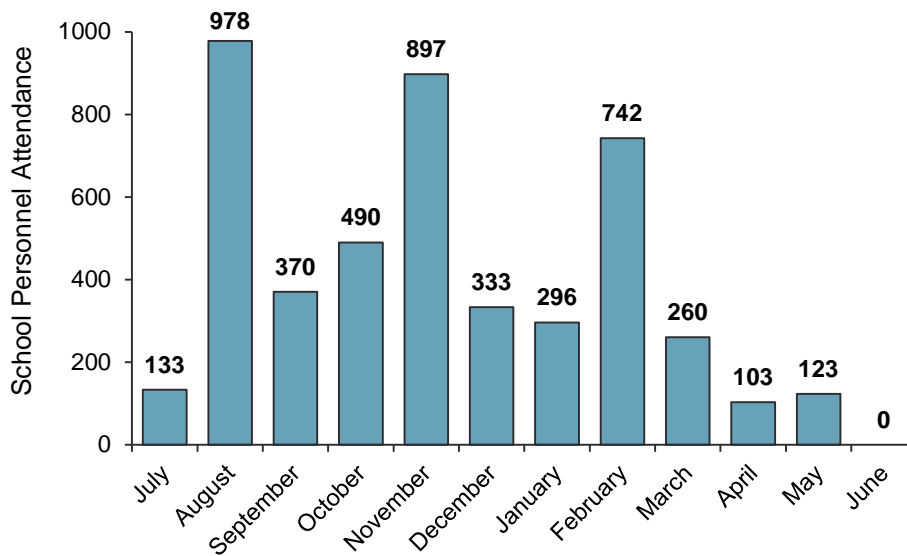
Source: HISD e-TRAIN file, July 2014–June 2015

- In addition to courses documented through e-TRAIN, HISD staff received PowerUp training at professional development meetings during early dismissal days. Follow up webinars provided reinforcement for the professional development courses. All HISD teachers at campuses that implemented the PowerUp program in 2014–2015 received training in using technology to enhance instruction.

Recommendation

Studies indicate laptop programs can positively impact student engagement and learning, but integration is dependent on the teachers' beliefs and readiness. Further, professional development has strong effects on a teacher's readiness and beliefs about technology in the classroom (Inan & Lowther, 2010; Keengwe, Schnellert, & Mills, 2012). It is recommended that the PowerUp program continue to prepare and develop teachers and school leaders implementing the program. Professional development should be available and targeted to teachers who have been using the program and those incoming teachers and school leaders who may be new to the program.

Private Nonprofits

Program Description

Eligible Houston area private nonprofit (PNP) schools may elect to participate with Houston ISD to receive equitable services through the Title I, Part A and Title II, Part A federal programs. The equitable services fall into the following categories: 1) instructional services (tutoring – 8:1 student-teacher ratio), 2) parental involvement (activities for parents of students receiving services), 3) professional development (for administrators, teachers, and other educational personnel with an educational responsibility to students receiving services), and 4) district initiatives (additional instructional services). For the 2014–2015 academic school year and extended school year, a third party provider, Catapult Learning, delivered these services. The External Funding Department oversaw this work with the PNP schools and collaborated with Catapult Learning to ensure that federal guidelines were followed. Activities included two mandatory consultation meetings per year with all PNP school administrators to convey the processes for participation and determine the planning for services and service delivery. All PNP services were supplemental and could not supplant services that would have been provided in the absence of federal funds. The desired outcome was to impact student achievement with the equitable services received so that all students have a fair, equal, and significant opportunity to obtain a high-quality education.

Budget and Expenditures

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

Budgeted:	$82,712	Capital Outlay:	
Expenditures:	$82,712	Contracted Services:	$82,712
Allocation Utilized:	100.0 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

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

|			
Budgeted:	$573,438	Capital Outlay:	
Expenditures:	$268,098	Contracted Services:	$268,098
Allocation Utilized:	46.8 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

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

Program Outcomes

- Catapult Learning provided services to 30 schools within the boundaries of the Houston Independent School District, including 23 during the 2015 summer program.

- A total of 567 students in grades PreK–12 received 489 reading services, and 511 mathematics services, for a total of 1,000 services provided.
- As shown in **Figure 1, PNP**, a comparison of pretest and posttest scores revealed positive gains, with students' average scores increasing by 12 points in reading and 23 points in mathematics.

Figure 1, PNP. Catapult Learning Diagnostic Assessment average pretest and posttest scores, 2014–2015
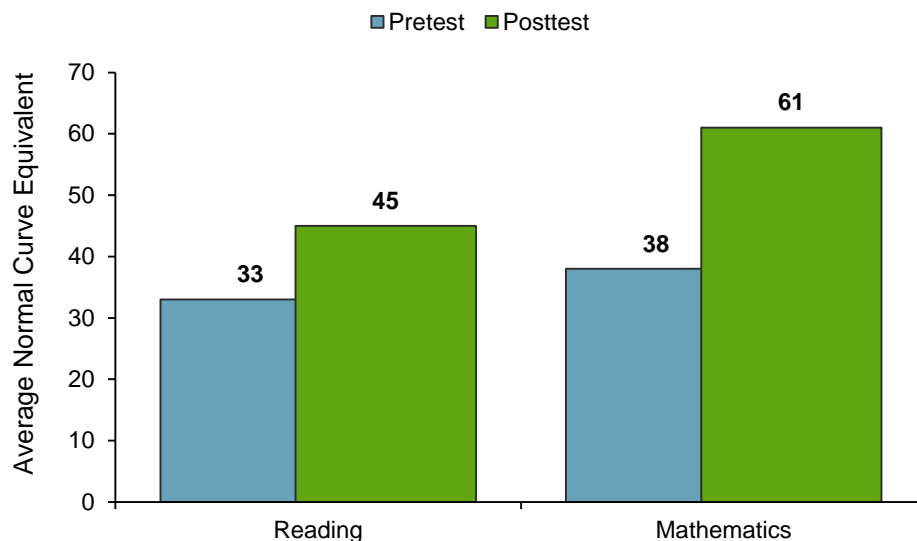
Source: Catapult Learning HISD Program Summary, 2014–2015

- Principals and parents were satisfied with Catapult Learning services. On a ten-point scale, principals averaged a 9.6, or "extremely likely", when asked about the likelihood of their recommending Catapult Learning. Out of 167 parents, 96 percent agreed that they were satisfied with the program.

- Catapult held seven parental involvement workshops throughout the 2014–2015 school year to discuss tips and strategies for student success. In total, the seven workshops had 28 attendees, an average of four parents per workshop. The workshop with the highest attendance (nine attendees) was titled "Reading with Your Child" while the workshop with the lowest attendance (zero attendees) was titled "Parent Involvement."

- For more detail, see the complete program report, "Title I, Part A Private Nonprofit Schools 2014–2015" by Catapult Learning (2015).

Recommendation

The private nonprofit program and Catapult Learning successfully supported students at the private nonprofit schools within HISD boundaries. Students showed growth in reading and mathematics, and parents and principals were satisfied with the services provided.

Parental involvement workshops were sparsely attended, with between zero and nine attendees to seven workshops. The program should investigate why turnout was so low, whether due to limitations of scheduling or lack of interest in the topics, and attempt to improve parental involvement in the future.

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

First, secondary and elementary Teacher Development Specialists (TDS), described on pages 83–85, worked with core, new, and struggling teachers to 1) provide observations, feedback, and coaching aligned to instructional practice criteria; 2) provide observation, goal setting, modeling, practice, and feedback aligned to the HISD Instructional Practice Rubric and HISD curriculum; 3) support the implementation of district curriculum; and 4) facilitate campus-based professional development, where appropriate.

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

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

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

Budget and Expenditures

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

Budgeted:	$9,589,153	Capital Outlay:	$0
Expenditures:	$6,482,265	Contracted Services:	$27,083
Allocation Utilized:	67.6 percent	Other Operating Expenses:	$8,386
		Payroll:	$6,435,534
		Supplies and Materials:	$11,262

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

|			
Budgeted:	$3,187,667	Capital Outlay:	$8,774
Expenditures:	$1,656,265	Contracted Services:	$181,492
Allocation Utilized:	52.0 percent	Other Operating Expenses:	$47,980
		Payroll:	$1,358,545
		Supplies and Materials:	$59,475

Program Goal

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

Program Outcomes

- The number of professional development opportunities supported directly by Title I, Part A and Title II, Part A Centralized Programs could not be determined. However, overall, professional development opportunities were well used within the district. A total of 26,990 HISD employees completed 190,532 professional development courses in 2014–2015, an average of 7.1 courses each.

- Of the employees who documented completion of HISD professional development opportunities, 16,116 were teachers, principals, and instructional support staff, who took direct responsibility for student achievement at the classroom level. These staff members completed 146,332 professional development courses, an average of 9.1 courses each.

- HISD administrators from all HISD schools responded to the 2014–2015 Your Voice survey question on satisfaction with professional development for teachers. Eighty-one (81) percent of the administrators agreed or strongly agreed that they were satisfied with the services provided in the district. Percentages of satisfied administrators by school level are presented in **Figure 1, PD** (page 77). The percentage of satisfied administrators increased compared to 2013–2014 at all school levels, from a minimum of two percentage points (multi-level schools) to a maximum of five percentage points (high schools).

Figure 1, PD. Percentage of HISD school administrators who agreed or strongly agreed that they were satisfied with the service and support provided by the Professional Development department, 2013–2014 and 2014–2015
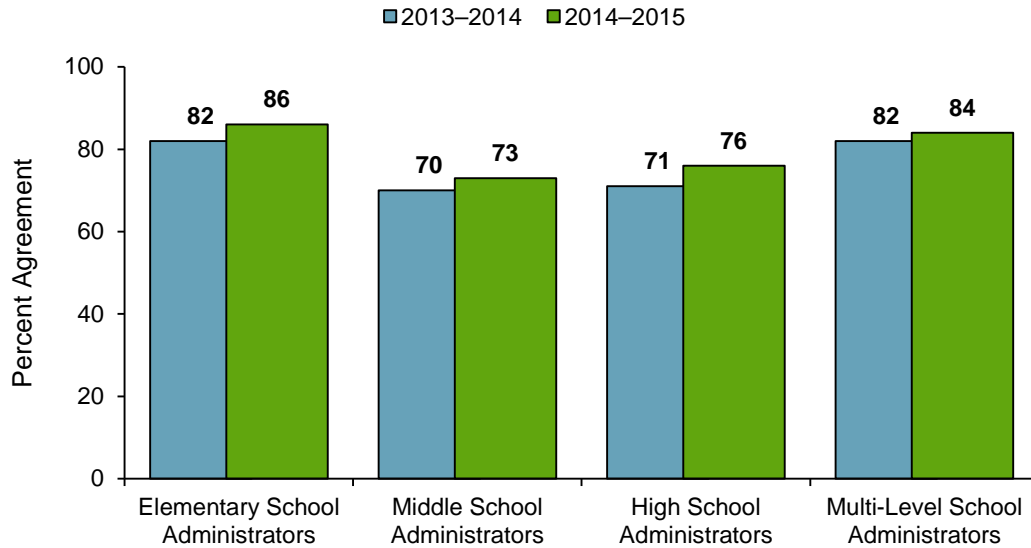
Source: HISD Your Voice Program, Central Administration and School Support Office Data Summary, 2014 and 2015

Recommendation

Professional development courses are well used by HISD staff, and the attitudes toward the offerings are improving among administrators. Further investigation should be done to determine why middle and high school administrators have lower levels of satisfaction with professional development than elementary and multi-level schools. Perhaps more work needs to be done to tailor courses toward staff who work with older students.

PD Leadership Development

Program Description

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

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

Budget and Expenditures

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

|			
Budgeted:	$3,265,906	Capital Outlay:	$13,513
Expenditures:	$1,940,041	Contracted Services:	$403,788
Allocation Utilized:	59.4 percent	Other Operating Expenses:	$33,682
		Payroll:	$1,458,188
		Supplies and Materials:	$30,871

Program Goal

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

Program Outcomes

- As shown in **Table 1, LD** (pages 80–81), 3,899 courses offered by the Leadership Development program were completed by HISD staff members. The most well attended course was Team HISD Welcome Back, which was completed by 507 staff members, followed by Intentional Interventions, completed by 404 staff members.

- As illustrated in **Figure 1, LD**, the greatest proportion of professional development courses was completed in September, 38.5 percent of all courses completed, followed by August, 16.1 percent.

- Of the many programs led by the Leadership Development department, the Principal and Assistant Principal cohort programs are particularly notable. They provide an induction period for new school leaders, with regular meetings throughout the year, working toward the goal of having an effective principal in every school. **Table 2, LD** (page 82) summarizes the survey responses from the school leaders who participated in the cohort training throughout the 2014–2015 school year. Overall, 100% of respondents rated the quality of the sessions as "good" or "excellent."

Figure 1, LD. Percentage of leadership development e-TRAIN earned credit courses by district personnel, by month, 2014–2015
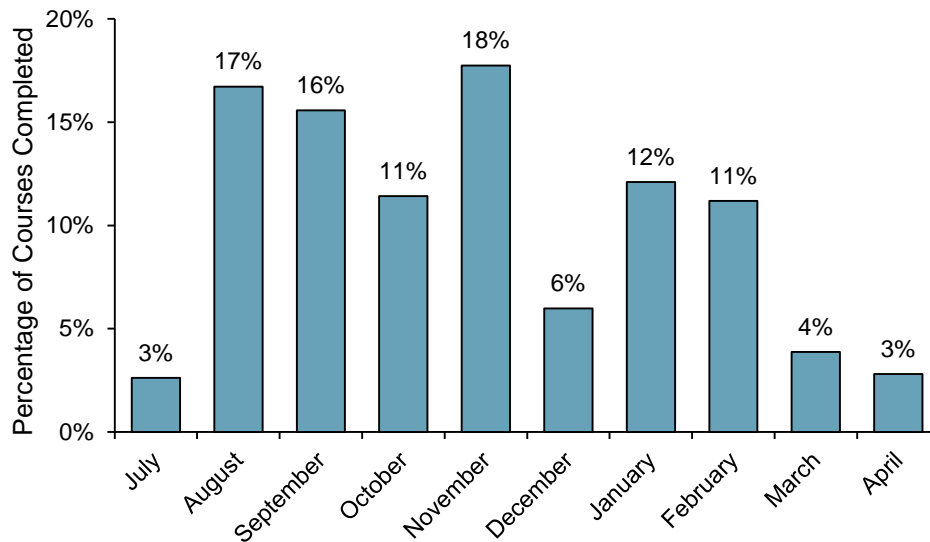
Source: HISD e-TRAIN file, July 2014–June 2015
Note: Percentages may not total 100 due to rounding.

Recommendation

Overall, the support offered by the Leadership Development team is broad-reaching and well-used. The efforts of the Leadership Development team are critical for meeting the district, state, and federal goals of having effective leadership in every school. To improve the usefulness and effectiveness of feedback from participants, we suggest collecting survey responses at the meeting sessions, instead of online at the participants' discretion. Immediate collection of survey responses will achieve higher response rates and more actionable data.

Table 1, LD. Number of Leadership Development e-TRAIN earned course credits, by course, 2014–2015		
Course Title	**Course #**	**N Completed Course**
WK I New & Emerging Leaders	LD0341	15
WK II New & Emerging Leaders	LD0342	15
WK III New & Emerging Leaders	LD0343	18
WK IV New & Emerging Leaders	LD0344	19
WK V New & Emerging Leaders	LD0345	34
NELI AP/DeanOnboarding	LD0346	31
ONLINE: Appreciating Diversity	LD0347	56
ONLINE: Cybersafety	LD0350	100
Intro to Google Drives	LD0351	37
ONLINE: Intro to Lino-It	LD0352	3
ONLINE: Managing Stress at Work	LD0353	21
ONLINE: PK-12 SDMC	LD0354	167
ONLINE: Smart Goals	LD0355	20
ONLINE: Time Management	LD0356	65
School Leadership Academy	LD0357	125
Team HISD Welcome Back	LD0366	507
Intentional Interventions	LD0367	404
AP Year 1 Cohort	LD0368	53
AP Year 1 Cohort	LD0369	41
AP Year 1 Cohort	LD0371	49
AP Year 1 Cohort	LD0372	33
AP Year 1 Cohort	LD0373	41
AP Year 2 Cohort - December	LD0380	26
School Management Cohort	LD0386	189
PK-12 SDMC	LD0391	13
Coaching 101	LD0392	5
Effective Leader Conversation	LD0393	6
Giving and Receiving Feedback	LD0394	19

Table 1, LD (continued). Number of Leadership Development e-TRAIN earned course credits, by course, 2014–2015		
Course Title	**Course #**	**N Completed Course**
Staffing for Improvement	LD0395	7
Strengths-Based Leadership	LD0397	48
School Runner	LD0400	58
Personalized Learning A4E Das	LD0401	58
2nd Yr. Principals Cohort-Oct.	LD0402	37
PK-5 STAAR Planning Session	LD0406	387
6-12 STAAR Planning Session	LD0407	184
2nd Yr. Principals Cohort-Dec.	LD0408	16
2nd Yr. Principals Cohort-Jan.	LD0409	40
School Runner	LD0412	101
Pep Rally Leading Relevent Rev	LD0413	218
Pep Rally Leading Relevent Rev	LD0414	95
Difficult Conversations	LD0415	18
Innovating Current Practices	LD0416	3
Preliminary Spring Budget	LD0417	116
Observation and Feedback	LD0428	38
Instructional Planning	LD0429	43
Data Driven Instruction	LD0430	50
Culture	LD0431	44
Practice Lab and Makeup	LD0432	47
Haberman Teacher Selection	LD0434	21
Haberman Teacher Selection	LD0435	46
Haberman Teacher Selection	LD0436	23
Leading With Google Drives	LD0438	9
Facilitative Leadership-SpED	LD0440	8
Haberman Teacher Selection	LD0441	17
Instructional Leaders Toolkit	LD0442	14
Facilitative Leadership	LD0451	30
Haberman Principal Selection	LD0458	11
Total		**3,899**

Source: HISD e-TRAIN file, July 2014–June 2015

Table 2, LD. Attitudes toward Principal and Assistant Principal (AP) Cohort sessions, 2014–2015			
Program	Responses	% Satisfaction of "Good" or "Excellent"	Overall Satisfaction (Score 1–5, 5 being the highest)
1st & 2nd Year Principal Cohort	59	100%	4.8
1st & 2nd Year AP Cohort	67	100%	4.6

Source: Office of School Leadership Online Surveys

PD Teacher Development Specialists

Program Description

The Teacher Development Specialists (TDS) program provided job-embedded instructional coaching aligned with the instructional practice rubric and HISD curriculum so that teachers receive the differentiated support that they need at schools identified as needing additional support. In addition to providing personalized instructional coaching, TDS also facilitated collaborative planning sessions with teacher teams and supported campus leaders in identifying professional development priorities aligned with teacher and student needs. The TDS spent the majority of their time engaged in schools supporting professional learning communities, planning, coaching, modeling, observing, and providing feedback to teachers. These efforts were collaborative in nature and driven by efforts of the campus team to build teacher capacity. Teacher development specialists are experienced, committed educators who collaborated with teachers to ensure their continuous growth and development. There were 86 elementary and 37 secondary Teacher Development Specialists that served at 108 elementary, 27 middle, and 20 high schools. Another 15 positions were funded from Title II funds. Major training initiatives were Literacy By 3, Math Content, and digital transformation. This program funded the positions of the TDS as well as training costs.

Budget and Expenditures

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

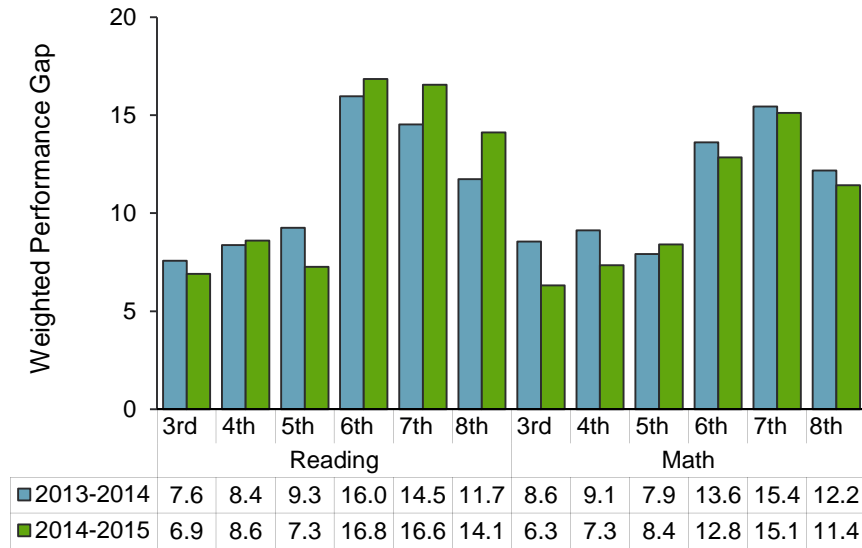|			
Budgeted:	$911,793	Capital Outlay:	$8,484
Expenditures:	$622,409	Contracted Services:	$12,920
Allocation Utilized:	68.3 percent	Other Operating Expenses:	$78,541
		Payroll:	$460,386
		Supplies and Materials:	$62,078

Program Goal

Provide high quality teacher content and pedagogy training by Teacher Development Specialists, professional development to Teacher Development Specialists to promote teacher capacity building, and implement curriculum, instruction, and a formative assessment system to improve student achievement.

Program Outcomes

- In 2014–2015, according to e-Train records, there were 192 TDS courses across 11 curriculum development and assessment topics, with 24,400 HISD employees (duplicated) in attendance. Within the TDS training, 5,786 individual HISD employees (unduplicated) completed TDS professional development and 94 percent were instructional teachers, specialists, tutors, and teaching aides who directly interface with students' learning.

- TDS supported schools identified as needing additional support. In 2014–2015, there were 147 schools receiving TDS services. These schools were compared to HISD's performance overall on the STAAR reading and mathematics assessments, using Satisfactory Phase-in 1 Standards. **Figure 1, PDTDS** (page 84) displays the average performance gap for the 2013–2014 and 2014–2015 school years. Overall, the STAAR Level II, phase-in 1 satisfactory standard gap is closing between TDS schools and HISD in grades 3-8 in mathematics, where only one grade level increased, rather than decreased, the

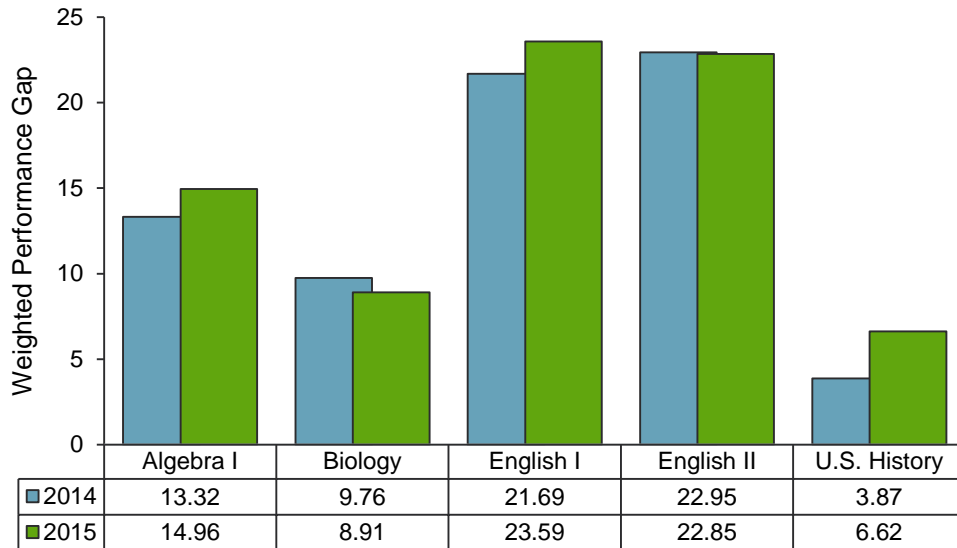gap. For reading, the achievement gap between HISD and TDS schools widened for grade 4 and grades 6–8.

Figure 1, PDTDS. STAAR Reading and mathematics phase-in 1, Level II, Satisfactory performance gap between HISD and TDS supported schools, 2013–2014 and 2014–2015

	3rd	4th	5th	6th	7th	8th	3rd	4th	5th	6th	7th	8th
2013-2014	7.6	8.4	9.3	16.0	14.5	11.7	8.6	9.1	7.9	13.6	15.4	12.2
2014-2015	6.9	8.6	7.3	16.8	16.6	14.1	6.3	7.3	8.4	12.8	15.1	11.4

Source: STAAR English and Spanish tests, first administration for grades 5th and 8th, excluding students testing with STAAR L, Accommodated, or Alternate 2 tests. 2013–2014, 2014–2015

- **Figure 2, PDTDS** (page 85), PDTDS displays the weighted performance gap between HISD and TDS supported schools on the EOC exams. Since students take the EOC exams in varying grades, the results are presented only by assessment subject and year. As compared to previous year, TDS schools narrowly closed the performance gaps with HISD in the subjects of English II and Biology in 2014–2015. Adversely, in the same period, the performance gap grew for Algebra I, English I, and U.S. History, with U.S. History nearly doubling the gap between HISD and TDS supported schools.

- In 2013–2014, of the 147 schools TDS supported, 40 (27%) had an improvement required (IR) state accountability rating. Of the 40 IR schools supported by the TDS program in 2014–2015, 18 (45%) improved their state accountability rating to met standard.

Figure 2, PDTDS. STAAR EOC Phase-in 1, Level II Satisfactory performance gap between HISD and TDS supported schools, 2013–2014 and 2014–2015

	Algebra I	Biology	English I	English II	U.S. History
■2014	13.32	9.76	21.69	22.95	3.87
■2015	14.96	8.91	23.59	22.85	6.62

Source: STAAR EOC exams, Phase-in 1 standards, first administration, excluding students testing with STAAR L, Accommodated, or Alternate 2 tests. 2013–2014, 2014–2015; Pulled from Cognos STAAR EOC files: March 31, 2016

Recommendation

Continuous investment in the development of teachers is a critical element of school reform and closing the gap between low achieving students and their peers. The PD-TDS program provides substantial academic training and teacher support to campuses across HISD, including a large portion of schools rated Improvement Required (IR) by the state. Given the mixed results of last year's results, the program should continue to focus on providing reading support, training, and curriculum development for language arts, particularly in the middle and high school grades.

Recruitment and Retention Incentives

Program Description

The recruitment and retention incentives attract and retain highly qualified teachers into the district, targeting the lowest performing schools. The program focused specifically on teachers recruited for critical shortage (CS) content areas as well as those recruited under the district's Strategic Staffing Initiative (SSI). The majority of recruitment incentives included both a sign-on and retention component paid over two years. There were also incentives to teachers for recruitment and teacher fellow stipends to support teacher screening needs. The program has supported 200–300 newly hired teachers annually.

Budget and Expenditures

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

Budgeted:	$1,272,537	Capital Outlay:	
Expenditures:	$894,886	Contracted Services:	$0
Allocation Utilized:	70.3 percent	Other Operating Expenses:	
		Payroll:	$894,886
		Supplies and Materials:	

Program Goal

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

Program Outcomes

- Shown in **Table 1, RRI** (page 87), 126 teachers received a sign-on bonus and 155 teachers received a retention incentive. Of the teachers who received incentives, 36 special education teachers received sign-on bonuses, and 48 received retention incentives.

- Retention rates for teachers who received incentives are illustrated in **Figure 1, RRI** (page 87). Sixty-nine (69) percent of teachers who received sign-on incentives and 75 percent of teachers who received retention incentives, overall, 73 percent of teachers who received incentives in 2014–2015 were retained in 2015–2016, compared with 86 percent of all HISD teachers. For further comparison, in 2013–2014, 77 percent of teachers who received recruitment or critical shortage incentives were retained.

Recommendation

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

might be manipulated to create stronger incentives to remain in the district for teachers who are highly qualified and in demand.

Also, teacher bonuses are funded through a number of programs and funding sources. The Title II, Part A funds used for teacher recruitment and retention incentives should be tracked separately from other funds so that reporting on these teachers can be done more efficiently, and to facilitate the tracking of funds.

Figure 1, RRI. Percentage of HISD teachers who received incentives in 2014–2015 and were retained in HISD in 2015–2016 compared with retention of all HISD teachers in the same years
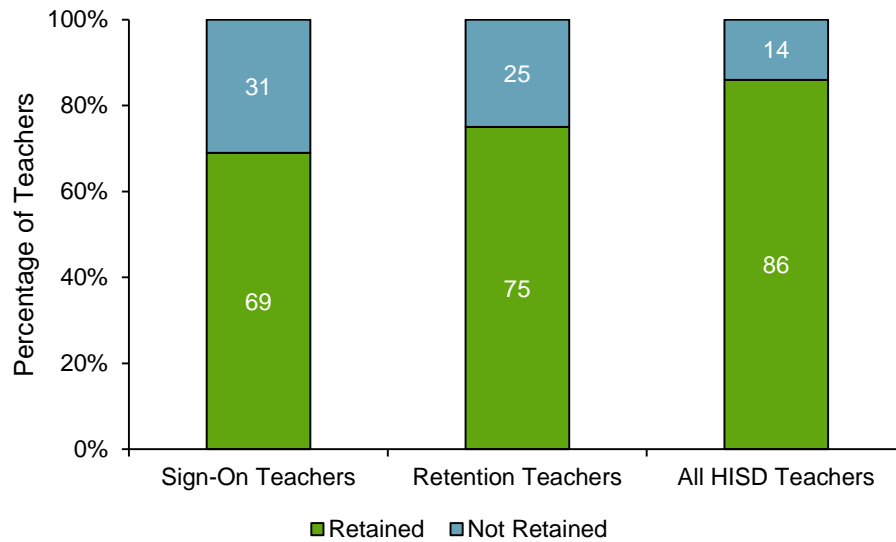
Sources: HRIS and HISD Retention files

Table 1, RRI. Number of Recruitment and Retention Recipients and Percentage Retained, 2014–2015

	N Recipients	N Recipients Retained	Percent Retained
Sign-On Bonus, Total	126	87	69.0
Special Education	36	26	72.2
Non-Special Ed.	90	61	67.8
Retention Incentive	155	117	75.5
Special Education	48	39	81.3
Non-Special Ed.	107	78	72.9
Total Incentives	**281**	**204**	**72.6**

Source: HRIS

Teach for America (TFA)

Program Description

HISD has partnered with Teach for America-Houston (TFA) since 1991. The district committed to hiring a certain number of TFA "corps members" based on anticipated need. The majority of corps members participated in HISD's alternative certification program, but some came to the district with out-of-state or Texas teaching certifications. Only schools that serve low-income communities were eligible to hire corps members. TFA corps members were well-prepared to teach in HISD classrooms, having committed to teaching for two years and receiving rigorous training through the district's Effective Teacher Fellowship program. For the 2014–2015 school year, 98 new TFA corps members served in 45 HISD campuses.

Budget and Expenditures

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

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Budgeted:	$600,000	Capital Outlay:	
Expenditures:	$376,000	Contracted Services:	$376,000
Allocation Utilized:	62.7 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

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

Program Outcomes

- Illustrated in **Figure 1, TFA** (page 89), 81 percent of the 98 new Teach for America teachers who began teaching in HISD in 2014–2015 were retained in the district in the next school year, 2015–2016, for the second year of their commitment to teach in the district.

- Retention rates in 2015–2016 for TFA teachers from earlier cycles are also shown in Figure 1, TFA. Forty-five (45) percent of the 104 TFA teachers who began teaching in HISD in 2013–2014 were retained in the district in 2015–2016, the first year following their two-year commitment to the district, and 20 percent of the 109 TFA teachers who began in HISD in 2012–2013 were retained for the second year following their two-year commitment.

Figure 1, TFA. Percentage of Teach for America teachers retained in 2015–2016 by the first year of teaching in HISD
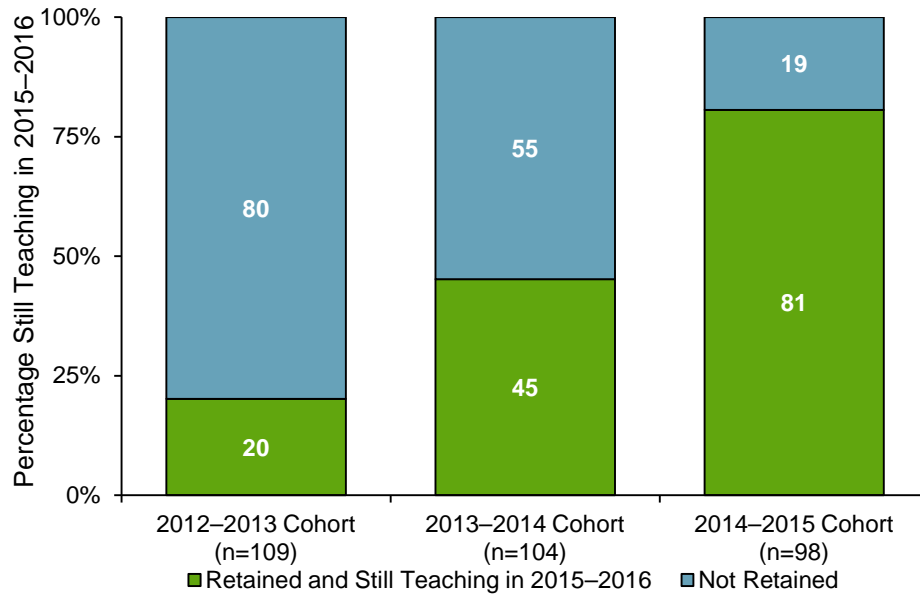
Source: HRIS TFA Files

Recommendation

Teach for America provides highly qualified teachers to the district on a regular basis. To take full advantage of the resource provided, it is recommended that the administration of the TFA program within HISD request an updated evaluation showing the current employment trends and student performance of TFA teachers in the district.

Teacher Recruitment and Selection

Program Description

The program for recruitment and selection of personnel is designed to effectively recruit and select quality teachers to work in the district. Through the ongoing work of personnel focused on effective teacher selection, the program goal was to staff all vacancies by the first day of school for the upcoming school year. Program goals include: 1) staffing a team solely dedicated to the selection of highly effective, quality teachers annually; 2) utilizing additional personnel resources to assist in selection activities during peak seasons to ensure goals are met through the use of an annual stipend; and 3) providing principals and campus based administrators targeted, differentiated support to effectively select quality teachers for their vacancies.

Budget and Expenditures

Title II, Part A funds were used to support key human resources staff for the screening and selection of 1,700–2,000 teachers hired annually.

Budgeted:	$655,220	Capital Outlay:	
Expenditures:	$339,210	Contracted Services:	
Allocation Utilized:	51.8 percent	Other Operating Expenses:	
		Payroll:	$339,210
		Supplies and Materials:	

Program Goal

The goal of the program is to effectively recruit and select quality teachers to work in the district through the ongoing work of personnel focused on effective teacher selection. All vacancies should be staffed by the first day of school for the upcoming school year.

Program Outcomes

- For 2014–2015, as detailed in **Table 1, TRS**, 2,167 teachers were hired or rehired. Of those teachers, 1,536 (70.9%) were actively employed at the end of the school year.

- At the beginning of the 2014–2015 school year, 108 teachers were not highly qualified (See **Figure 1, HQ**, page 53). This was an improvement over the beginning of the year in 2013 when 169 teachers were not highly qualified. By March of the 2014–2015 school year, 39 teachers remained not highly qualified.

Table 1, TRS. Number of teachers hired, rehired, and active in 2014–2015		
Hiring Category	**N Hired**	**N Active at End of Year**
Hired	1,715	1,204 (70%)
Rehired	452	332 (73%)
Total	**2,167**	**1,536 (71%)**

Source: HISD Teacher Retention Files

Recommendation

The Teacher Recruitment and Selection program successfully hired over 2,000 teachers for the 2014–2015 school year. Of those new teachers, however, 631 did not remain with the district through the end of the year. Greater effort should be taken to ensure that newly hired teachers excel in their roles and remain with the district for many years, which is to the benefit of the district, schools, and students.

Texas Assessment of Knowledge and Skills (TAKS) Remediation

Program Description

Beginning in 2004-2005, Texas required that high school students pass all exit level Texas Assessment of Knowledge and Skills (TAKS) exams in the areas of English language arts, social studies, mathematics, and science to receive a diploma. The TAKS Remediation program worked to increase the number of HISD students who passed the exit level TAKS exams, a requirement to graduate for students who entered the ninth grade in 2010–2011 or earlier. The TAKS remediation program provided funds for teachers at the six Advanced Virtual Academy sites. Teachers assisted students to master the TAKS exit level exams with the goal to graduate the students. The program also funded technology to help enhance innovative lessons.

Budget and Expenditures

Title I, Part A funds were used to s.

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Budgeted:	$454,015	Capital Outlay:	$192,030
Expenditures:	$323,543	Contracted Services:	$1,995
Allocation Utilized:	71.3 percent	Other Operating Expenses:	$200
		Payroll:	$112,226
		Supplies and Materials:	$17,092

Program Goal

There were three primary goals of the TAKS Remediation program. The funds were intended to increase the number of students who passed TAKS by twenty percent, increase graduation rates of students who did not take TAKS by ten percent, and increase students' self-esteem self-efficacy.

Program Outcomes

- In 2014–2015, all students who took any TAKS test were considered re-testers, meaning they had attempted to pass the TAKS test at least once before the introduction of STAAR End-of-Course exams for students entering ninth grade in 2011–2012. In all, 109 unique AVA students attempted to take at least one TAKS test in 2014–2015 (20% of the total AVA population enrollment), as compared to 201 students in 2013–2014 (41% of the total AVA enrollment). Between the two years, 32 students took TAKS in both 2013–2014 and 2014–2015. **Figure 1, TAKS** (page 93) displays the TAKS takers relative to the total AVA enrollment.

- AVA students took a total of 213 TAKS tests (duplicated) in 2014–2015, averaging nearly two attempts per student. The range was one to four attempts. As a comparison, AVA students took 487 TAKS tests in 2013–2014, with an average of approximately two attempts per student, and a range of one to four attempts.

Figure 1, TAKS. The proportion of TAKS takers to total AVA enrollment, by year
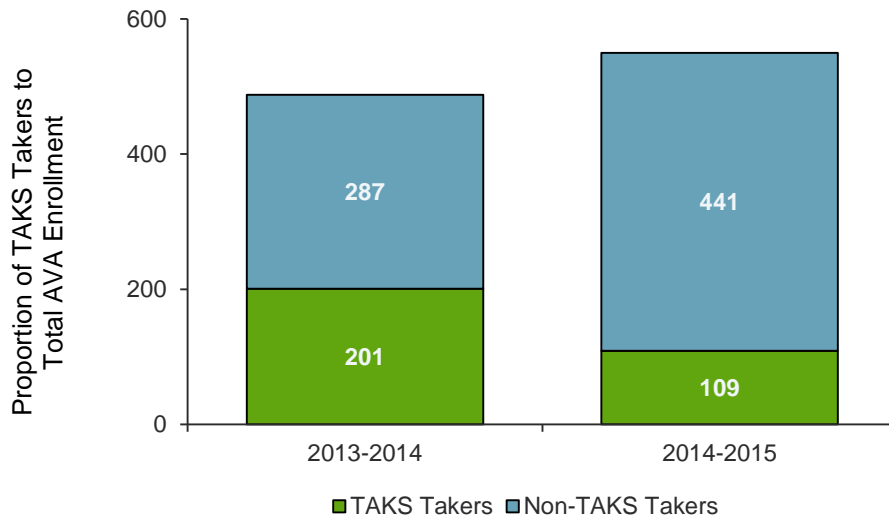
Source: Advanced Virtual Academy, June 1, 2015; Chancery Ad Hoc 2014–2015

- In 2014–2015, 25 students, 23% of all TAKS remediation students, graduated after receiving TAKS support. The graduation rate of TAKS takers was a decrease from 2013–2014 when 90 students (43%) graduated from AVA after receiving TAKS remediation support. However, given the fact that the TAKS test has been replaced by the STAAR EOC, and there are only a finite number of students left to take the test, it is not surprising the graduation rates are decreasing from year to year as more students successfully meet the TAKS standards and receive their high school diplomas.

- Displayed in **Figure 2, TAKS** (page 94), the 2014–2015 TAKS re-testers' passing rates decreased in every subject from 2013–2014. The largest decline was in the reading, with a 23 percentage-point drop in students meeting the TAKS passing standard. The subject with the lowest passing rate was mathematics, with only 21 percent of students passing at the state standard in 2014–2015. Social studies continues to have the highest passing rate for AVA students, with 71 percent of TAKS re-testers passing at the state standard in 2014–2015, down slightly from 73 percent in 2013–2014.

Figure 2, TAKS. The percentage of unduplicated AVA students who met the TAKS passing standard, by year and subject, 2013–2014 and 2014–2015
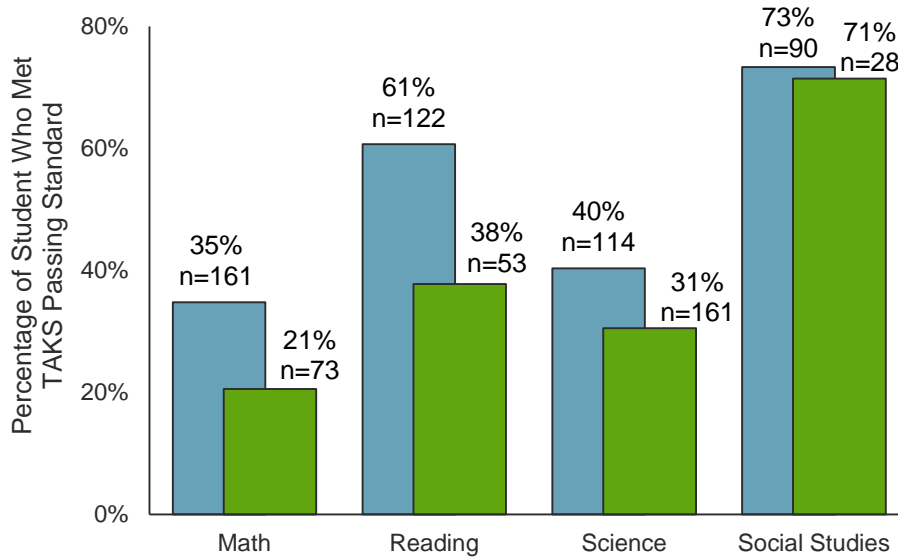
Source: Cognos TAKS files 2014–2015, April 28, 2016

Recommendation

The Advanced Virtual Academy (AVA) Twilight High School provides an alternative route for students to receive their high school diplomas. With non-standard hours and self-paced work approach, AVA targets students who have likely dropped or aged out of traditional school options. Passing the TAKS is a state requirement for high school graduation and as such, a primary focus of the program. Results indicated smaller proportions of AVA students are taking TAKS, and the passing rates have fallen over the past year. It is recommended that the TAKS remediation program continue to target and support the students enrolling in the AVA program. Enrollment of students required to take TAKS will continue to decrease as students continue to be successful in passing TAKS and age out, given the new STAAR EOC graduation requirements replacing TAKS in 2011–2012. We also recommend TAKS remediation services expand to support all state assessments required for high school graduation, including the STAAR EOC exams.

Vision Partnership

Program Description

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

Budget and Expenditures

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

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Budgeted:	$100,000	Capital Outlay:	$1,289
Expenditures:	$45,682	Contracted Services:	
Allocation Utilized:	45.7 percent	Other Operating Expenses:	$31,000
		Payroll:	$9,300
		Supplies and Materials:	$4,093

Program Goal

The program sought to prevent the impact of vision-related learning problems on education outcomes for economically disadvantaged students by providing unimpeded access to vision care.

Program Outcomes

- In 2014–2015, 92,443 HISD students were screened for vision impairments, with 10.9 percent (10,076) failing their vision screenings. Of the students that failed their vision screenings in 2014–2015, Vision Partnership clinics provided additional screenings and/or treatments to at least 4,282 HISD students, an increase from 2,999 students served in 2013–2014. Following the Vision Partnership screening in 2014–2015, 3,547 HISD students (83%) were identified as needing corrective vision.

- HISD students participated in 196 Vision Partnership Clinics, comprising of one to five visits per school. Shown in **Figure 1, VP** (page 96) five clinics operated in the fall semester and 18 were available in the spring semester.

- Participating students attended 141 HISD schools (50% of all HISD schools), an increase from 117 HISD schools (42% of all HISD schools) in 2013–2014. The schools which participated in the Vision Partnership program included 100 elementary, 22 middle, 12 high, and seven combined-level schools. The majority of the Vision Partnership participants were from the elementary grades (76%). Grade levels of 2014–2015 student participants are shown in **Figure 2, VP** (page 96).

- Student participants were comprised of notably larger proportions of female, Hispanic/Latino, economically disadvantaged, and LEP students than the general population of HISD students.

Figure 1, VP. Number of Vision Partnership clinics provided by month and year, 2014–2015
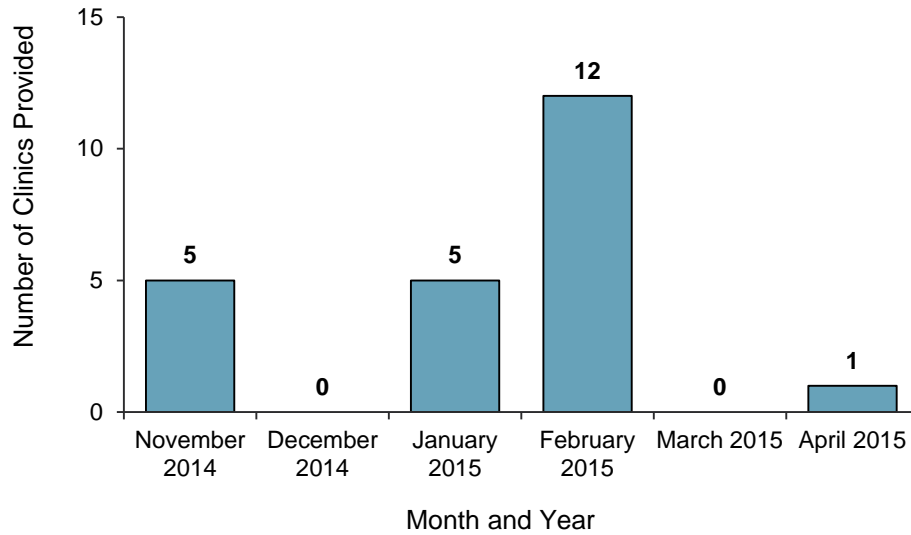
Source: HDHHS 2014–2015 Vision Partnership Clinic Data

Figure 2, VP. Number of Vision Partnership participants by grade level, 2014–2015
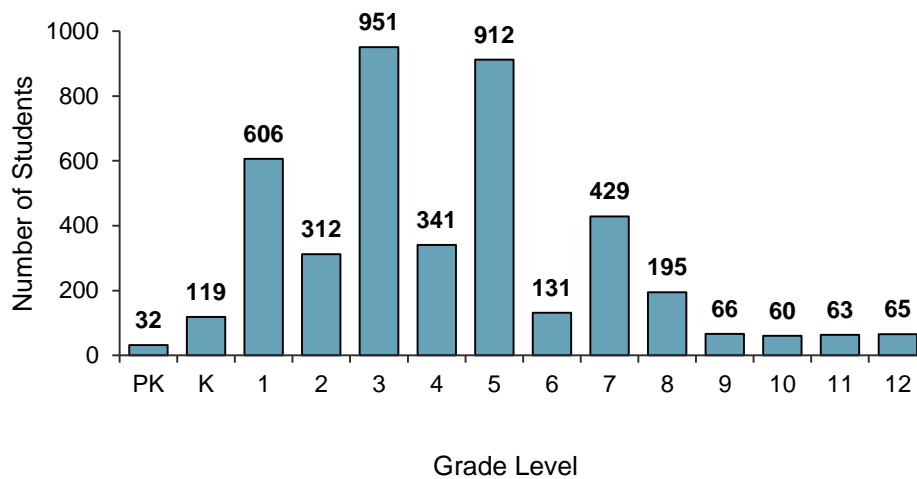
Source: HDHHS 2014–2015 Vision Partnership Clinic Data; Chancery, July 27, 2015

- Following the 2014–2015 school year, school nurses surveyed indicated that assistance in contacting parents would help improve the program on the campus (69%). Specifically, the nurses surveyed felt assistance in contacting parents who have not returned the parent/guardian consent forms would help improve the Vision Partnership program on campus.

Recommendation

Vision Partnership successfully targets and assists economically disadvantaged students. However, school personnel continue to face the obstacles of insufficient time to screen students, coordinate the vision activities, follow up with parents, and provide timely documentation of services. It is our recommendation that there is more administrative support for school nurses or support staff to increase the capacity of school leaders to use up-to-date student information for monitoring purposes, align school-level reports to the state and the Houston Department of Health and Human Services (HDHHS), and increase the ability to assess program participation. This support could come from dedicated, additional time to accurately complete documentation and contact parents.

Given the benefit of corrective vision on academic outcomes, the program should explore strategies to ensure that students in need can access and receive program services earlier during the first semester to maximize the benefit of corrective vision. The effectiveness of this program should be measured on services provided which can be determined by better documentation. Student academic performance is a secondary outcome of this program, not necessarily a direct result.

For a more thorough evaluation of the HISD Vision Partnership program, see "Vision Partnership, 2014–2015," Department of Research and Accountability.