MEMORANDUM May 22, 2017

TO: Pam 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, 2015–2016**

Attached is the Title I, Part A and Title II, Part A Centralized Programs, 2015–2016 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 2015–2016 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), reauthorized in 2015 as the *Every Student Succeeds Act* (ESSA).

Key findings include:

- In 2015–2016, 19 centralized programs received Title funds, with 11 supported by Title I, Part A and 11 supported by Title II, Part (three programs received both Title I, Part A and Title II, Part A funds).
- The district budgeted $47,901,983 for the 19 programs, and $33,520,966 were expended for a utilization rate of 70 percent. For comparison, in 2014–2015, 20 centralized programs were budgeted $62,248,660 and the utilization rate was 82 percent.
- Most of the combined Title I, Part A and Title II, Part A funds expended (91%) were used for district payroll.
- State of Texas Assessments of Academic Readiness (STAAR) results for 2015–2016 showed gains in achievement compared to 2014–2015 for grades 4, 6, and 7 mathematics, grades 4 and 8 reading, grades 5 and 8 science, and grade 8 social studies.
- The highest rate of satisfactory performance on STAAR EOC tests was 90 percent on the U.S. History exam, a four percentage-point increase from 2014–2015. Other subjects which improved in 2015–2016 include English I and English II. Algebra I remained stable compared to 2014–2015.
- All 19 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.

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

Attachment
cc: Rene Barajas
Grenita Lathan
Mark Smith

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

HISD TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS, 2015–2016

HISD | Research and Accountability

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HISD TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS, 2015–2016

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). ESEA was reauthorized in 2015 as the *Every Student Succeeds Act* (ESSA). 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 2015–2016, Title I, Part A funds were allocated for 11 HISD centralized programs and Title II, Part A supported 11 HISD centralized programs; three of the programs received funds from both sources, for a total of 19 HISD centralized programs. This report documents the contributions of the 2015–2016 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 $47,901,983 and $33,520,966 (70%) was expended for the programs receiving Title I, Part A and/or Title II, Part A funding by the end of the fiscal year.

- The largest expenditures for 2015–2016 Title I, Part A and Title II, Part A centralized programs were made for payroll (91%), followed by contracted services (5%).

- Of the programs receiving Title I, Part A and Title II, Part A funding, the largest amount was budgeted (35%) and expended (47%) by the Early Childhood/Prekindergarten program, which was funded by Title I, Part A. The Professional Development program, which received funds through both Title I, Part A and Title II, Part A funds, had the second largest budget (29%) and expenditure (33%) amount.

- All 19 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 2015–2016 showed both gains and losses compared to 2014–2015 performance across grade levels and content areas (Research and Accountability, 2016a). Students in grade four made gains in the percentage of students meeting the satisfactory standard on reading and math exams, while remaining stable in writing. Students in grades three and five had lower percentages of satisfactory performance on their reading and math exams. Grade five had gains on their science exam. Grade eight students made gains in all subjects except on their math exam where there was a one percentage-point decrease between 2014–2015 and 2015–2016.

- On the 2015–2016 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 (90%) (Research and Accountability, 2016b). Three out of the five STAAR EOC subjects had an increase in the proportion of students meeting the 2015–2016 student standard when compared to 2014–2015, with the largest increase, four percentage points, in U.S. History. The percentage of students meeting standards remained the same for Algebra I and decreased by one percentage point in Biology between 2014–2015 and 2015–2016.

- At the beginning of the 2015–2016 academic year, 190 HISD teachers had not earned highly qualified status for at least one of the classes they taught. By March 2015, 34 percent of those 190 teachers had earned highly qualified status or had been reassigned. All paraprofessionals and school leaders began the 2015–2016 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.

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

- To 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 on the grant application. The program cannot be adequately evaluated if there are not specific targets it is trying to meet. If needed, program managers could meet with External Funding and/or Research and Accountability staff to help identify desired outcomes and create measurable goals.

- 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 can be 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) provided funding from the federal government with the broad goal of strengthening high achievement in schools. Texas Education Agency oversees the compliance for the use of funds received through ESEA title programs. 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, as dictated by the No Child Left Behind Act (NCLB) for its centralized programs.[1] In 2015–2016, HISD had 19 centralized programs, listed in **Table 1** (pp. 19–20), 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** (p. 21) 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** (p. 22).

A central charge for both Title I, Part A and Title II, Part A programs is to support high quality teaching, a focus that was 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 and Rivers (1996), 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" (p. 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 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).

1 On December 10, 2015, the *Every Student Success Act* (ESSA), a reauthorization of the ESEA, was signed into law by President Obama. However, the funds used for the 2015–2016 were already distributed under the NCLB law.

Not all research produces such clear-cut results, but the positive impact of an effective teacher on student achievement has been well publicized and generally accepted. The 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, pp. 32–87.

Methods

Data Collection and Analysis

- Managers of the programs receiving 2015–2016 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.

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

- Numbers of staff positions supported by Title I, Part A and/or Title II, Part A funds were provided by HISD's Human Resources Information Systems (HRIS) department.

- State of Texas Assessments of Academic Readiness (STAAR) results for the Spring 2016 testing of students in grades 3–8 were provided by the Texas Education Agency and its assessment vendor. 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.

- 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 2015–2016, unless otherwise noted. For re-testers, only the students' highest scores were included. Records with no student identification number attached were not included.

- By commissioner's rule, during the fall semester of the 2015–2016 school year, the Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard. Meaning in general, students taking the STAAR grades 3–8 or EOC assessments had to answer more items correctly to "pass" the exams than in the previous year. Students who took their first End-of-Course exam prior to the December 2015 administration will continue to be held to the phase-in 1 standard.

- 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 2015–2016 and returned to the district at the start of the 2016–2017 academic year was counted as retained from 2015–2016. Teachers were staff whose job function was a teaching role. 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. The 2014–2015 retention rates were updated to reflect this methodology.

- Professional development participation was found in the HISD e-TRAIN's year-end session data for July 2015–June 2016. Only earned credit courses were included in 2014–2015. For 2015–2016, courses were included if the staff member was marked as completed and earned positive hours for the training.

- Students who participated in the Project Saving Smiles (PSS) and the Homeless Children programs were identified through Chancery.

- The identification of students who participated in the Vision Partnership (See to Succeed) initiative was provided by the City of Houston.

- Numbers of students transported by HISD for services through the Project Saving Smiles and Vision Partnership programs were provided by the HISD Health and Medical Services department.

- Information on services contracted for the Private Nonprofit program was supplied by Catapult Learning, the contractor that provided the 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 Senior Manager in the Family and Community Engagement department provided information for the Family and Community Engagement programs, including the Parent Engagement Representatives (PERs) program.

- Students who participated in the Early Childhood Education program were identified through the Public Education Information System (PEIMS) 2015–2016 HISD student database. The academic achievement records for the students in the program were collected from the HISD Center for Improving the Readiness of Children for Learning and Education (CIRCLE) 2015–2016 student database.

- Student performance on the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessments of Academic Readiness End-Of-Course (STAAR EOC) exams were obtained from previous reports (Department of Research, March 2015 and May 2016) and the Cognos Chancery Ad Hoc package.

- The Senior Manager in the Academics, Career Pathways department provided staff participation in the New Teacher Academy, and the 2015–2016 e-Train professional development course numbers for the New Teacher Development and Teacher Leadership programs.

- The Assistant Superintendent of Leadership Development provided attendance information for the 2015 New and Emerging Leaders Institute, 2015–2016 Lead4ward feedback from participating leaders, and 2015–2016 e-Train course numbers for professional development provided to the participants.

- The Leadership University participant list for 2015–2016 was provided by the Program Manager of Leadership Development.

- Teacher Development Specialists (TDS) and their assigned schools were provided by the Elementary Officer of Curriculum and Development and the Secondary Officer of Curriculum and Development. Feedback from elementary principals at participating (TDS) schools was provided by the Officer of Elementary Curriculum and Development.

- Home Instruction for Parents of Preschool Youngsters (HIPPY) program participants were identified through parent enrollment forms. Only the students who were verified based on PEIMS were included in the academic analysis.

- 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. Furthermore, if the number was 11.99, it was recorded as 12 in the text and 12.0 in the table.

- Achievement data collection for students enrolled in prekindergarten classes in 2015–2016 were collected from the HISD CIRCLE assessments given at the beginning (Wave 1), middle (Wave 2), and end of year (Wave 3) time periods in English and Spanish. This assessment "…is a revision of the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Phonological Awareness Language and Literacy System that now incorporates Science, Technology, Engineering, and Math skills [(C-PALLS+STEM)]" (Landry et al., 2014, p. 2). For the purposes of the evaluation, the sample included students with completed assessments and scored above zero on the language, literacy, and mathematics subtests throughout the year (n=14,460), to prevent analyzing students who did not take the assessment.

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 Homeless, Project Saving Smiles, 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.

STAAR 3–8 results were reported as the number and percentage of students who met Level II, phase-in 1 standards in 2014–2015 and the Level II, student standards in 2015–2016. Due to the change in STAAR satisfactory standards between 2014–2015 and 2015–2016, between year comparisons should be made with caution. STAAR EOC results were reported as a percentage of students who achieved the Level II, satisfactory phase-in 1 standards in 2014–2015. For 2015–2016, the satisfactory standard was phase-in I for students who took at least one EOC prior to the December 2015 administration, and the 2015–2016 progression standard for students who took their first EOC during the December 2015 administration or

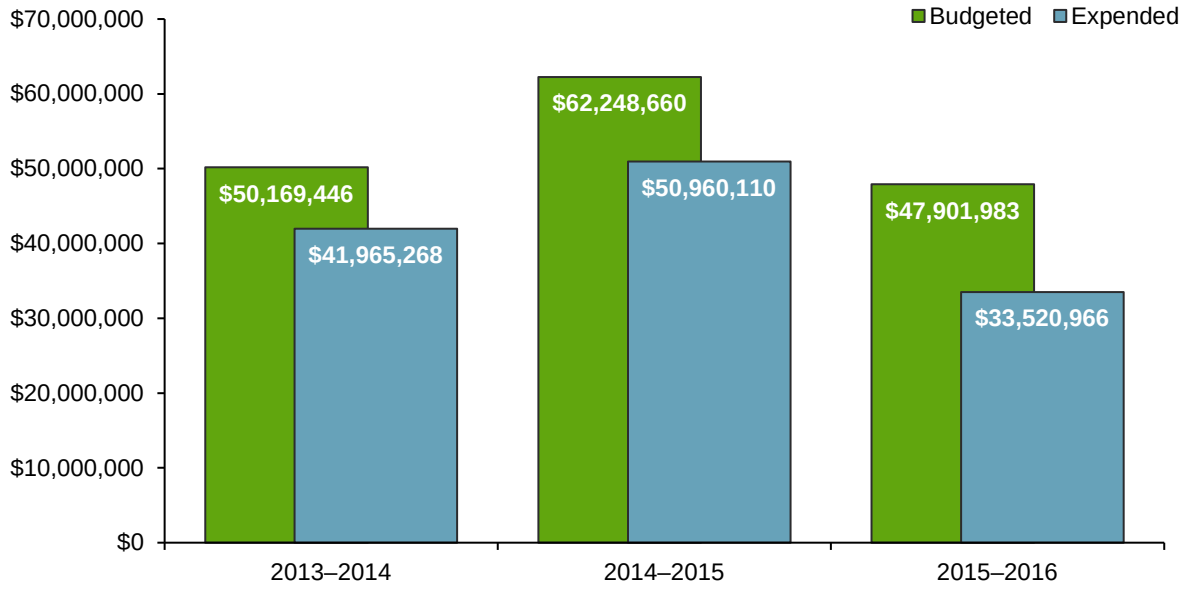
later. Due to the change in STAAR satisfactory standards between 2014–2015 and 2015–2016, between year comparisons should be made with caution.

Results

How were HISD Title I, Part A and Title II, Part A centralized programs funds allocated during the 2015–2016 school year?

- Nineteen centralized programs received Title I, Part A and/or Title II, Part A funding in 2015–2016. A total of $47,901,983 was budgeted and $33,520,966 (70%) was expended. The percentage of funds expended has decreased since 2013–2014 (Research and Accountability, 2016f). For comparison, illustrated in **Figure 1**, 82 percent of the $62,248,660 budgeted funds were expended in 2014–2015 and 84 percent of the $50,169,446 budgeted funds were expended in 2013–2014.

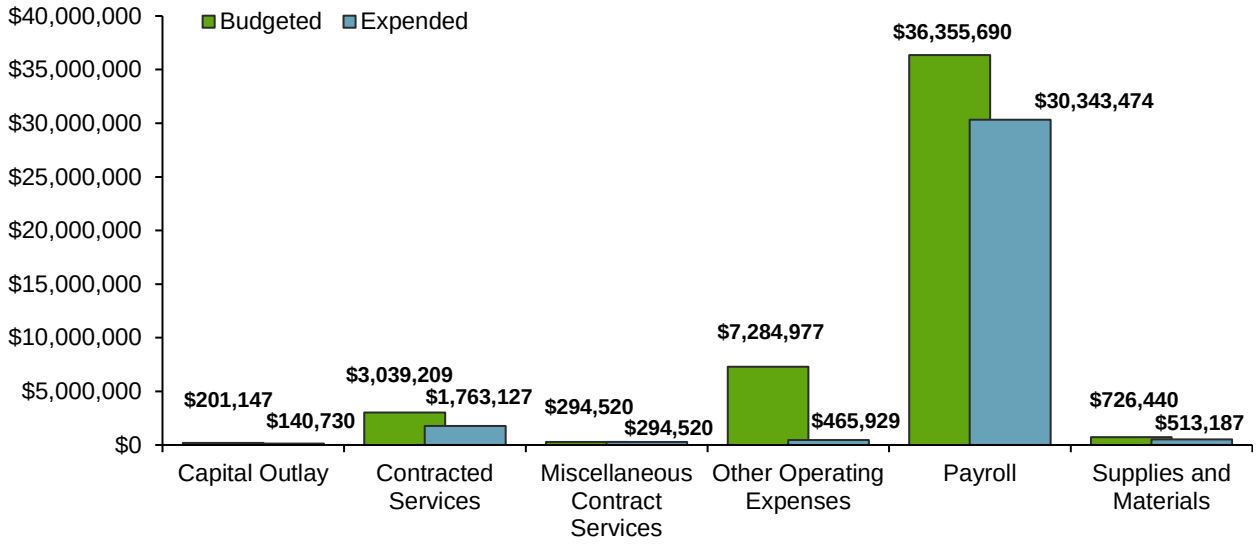
Figure 1. Funds Allocated and Expended in HISD for Title I, Part A and Title II, Part A Centralized Programs, 2013–2014 to 2015–2016



Source: HISD Budgeting and Financial Planning department files, 2013–2014 to 2015–2016

- As shown in **Figure 2** (p. 8) and detailed in **Table 4** (pp. 23–25), the largest expenditures for the 2015–2016 Title I, Part A and Title II, Part A centralized programs were made for payroll (91%), followed by contracted services (5%). The smallest category of expenditures was capital outlay (<1%). The lowest percentage utilization of budgeted funds came from other operating expenses (6%).

Figure 2. Budgeted and Expended Funds for Title I, Part A and Title II, Part A Centralized Programs, by Category, 2015–2016

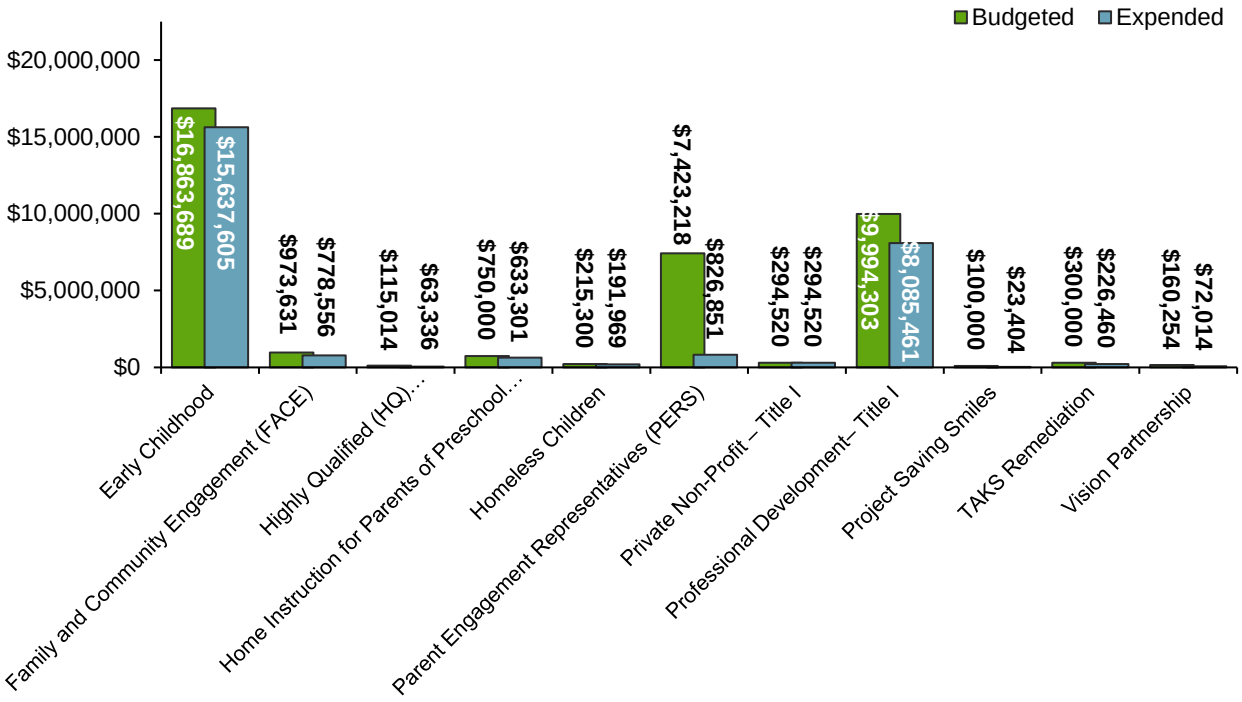


Source: HISD Budgeting and Financial Planning department file, 2015–2016
Note: The totals may not equal final budgeted and expended amount due to rounding.

- Budgeted and expended funds for each of the 2015–2016 centralized programs receiving Title I, Part A funds are shown in **Figure 3**. The largest budgeted and expended amounts were for the Early Childhood/Prekindergarten program, comprising 45 percent of the Title I, Part A budgeted funds for centralized programs, and 58 percent of the Title I, Part A expended funds, and utilizing nearly 93 percent of the funds budgeted for the program. Professional Develoment received the next largest Title I, Part A budgeted funds (expending 81%), followed by Parent Engagement Representatives (PERs) (expending 11%).

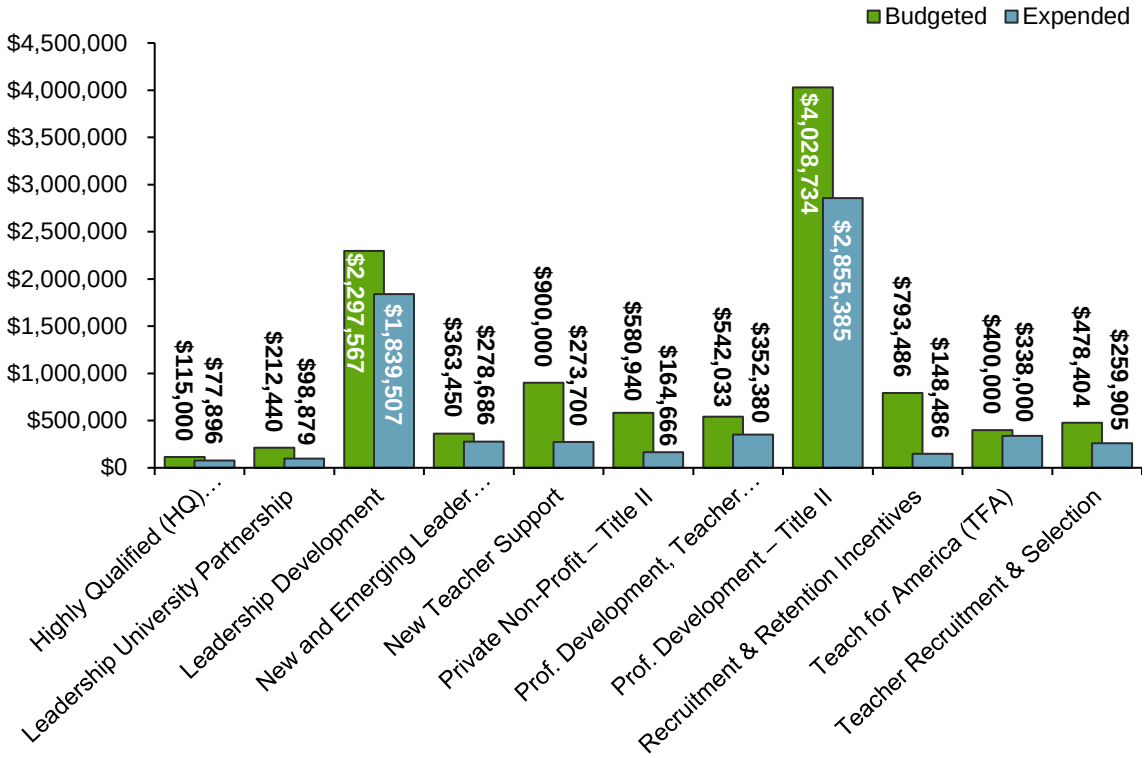
- Distribution of funds among the centralized programs designated for Title II, Part A funding is illustrated in **Figure 4** (p. 9). The program that received the highest budget allocation was Professional Development, which was budgeted to receive 38 percent of funds for Title II, Part A centralized programs and expended 71 percent of the funds it was allocated. The next largest allocation of funds was for Leadership Development of School Leadership, which was budgeted to receive 21 percent of all funding for Title II, Part A centralized programs and utilized 80 percent of its allocated funds. The program that expended the highest percentage of allocated funds was Teach for America, at 85 percent, but this accounted for just four 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 (pp. 23–25).

Figure 3. Funds Budgeted and Expended by Centralized Programs from Title I, Part A, 2015–2016



Source: HISD Budgeting and Financial Planning department file, 2015–2016

Figure 4. Funds Budgeted and Expended by Centralized Programs from Title II, Part A, 2015–2016



Source: HISD Budgeting and Financial Planning department file, 2015–2016

- In 2015–2016, 730 HISD staff positions were partially or fully funded through Title I, Part A and Title II, Part A Centralized Programs, down from 982 positions funded in 2014–2015. The majority of positions, 63 percent, were associated with the Early Childhood program, followed by 16 percent of positions related to the Title I, Part A Professional Development program. Details about the number of positions funded can be found in **Table 5** (p. 26).

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

- The 19 Title I, Part A and Title II, Part A Centralized Programs funded in 2015–2016 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; and
    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** (p. 27) for administrators of Programs receiving Title I, Part A funds and **Table 7** (p. 28) for administrators of programs receiving Title II, Part A funds. All responding administrators reported that programs supplemented, rather than supplanted, the educational program provided 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.

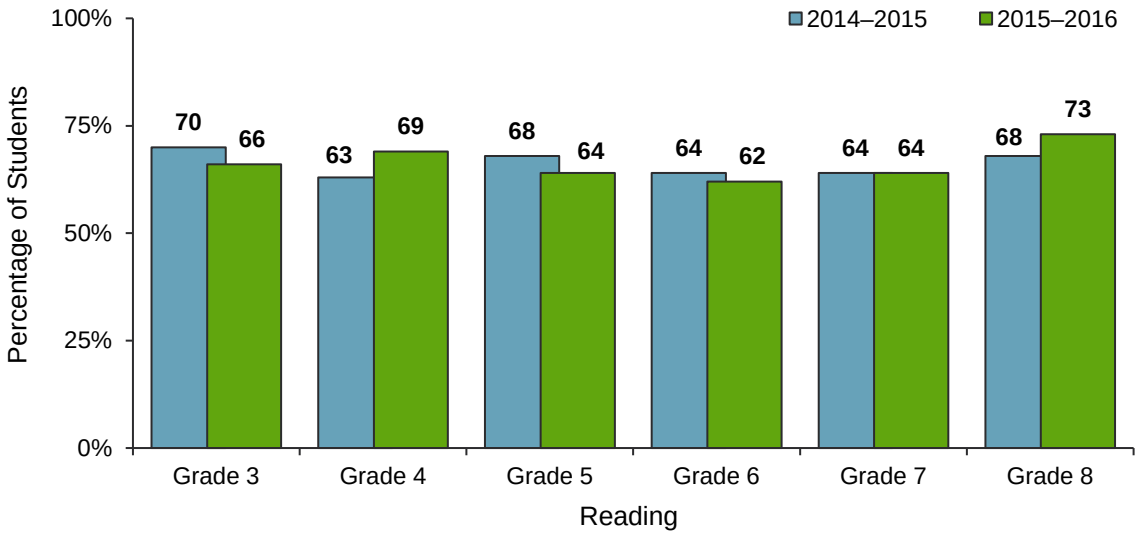
- Descriptions, budgets and expenditures, goals, and outcomes for each of the 19 funded programs are provided on pp. 32–87, preceded by a list of the programs on p. 31.

What was HISD student achievement during the implementation of the 2015–2016 centralized programs funded by Title I, Part A and Title II, Part A?

- State of Texas Assessments of Academic Readiness (STAAR) 2014–2015 and 2015–2016 results for test grades 3–8 are detailed in **Table 8** (p. 29). Note that the standards required to meet satisfactory performance on the STAAR were increased in 2015–2016, meaning that in general, students had to answer one to two more questions to reach this performance level (see Methods).

- Results of the reading tests are shown in **Figure 5** (p. 11). At least 62 percent of students at each of the grade levels tested achieved the satisfactory standard in 2014–2015 and 2015–2016. From 2014–2015 to 2015–2016, the percentage of students meeting the satisfactory standard went down in three of the six grade levels, with the largest decline, four percentage points, in grades three and five. Satisfactory achievement rates increased in grades four and eight, with the most substantial increase, six percentage points, in grade four. Grade seven remained the same from 2014–2015 to 2015–2016.

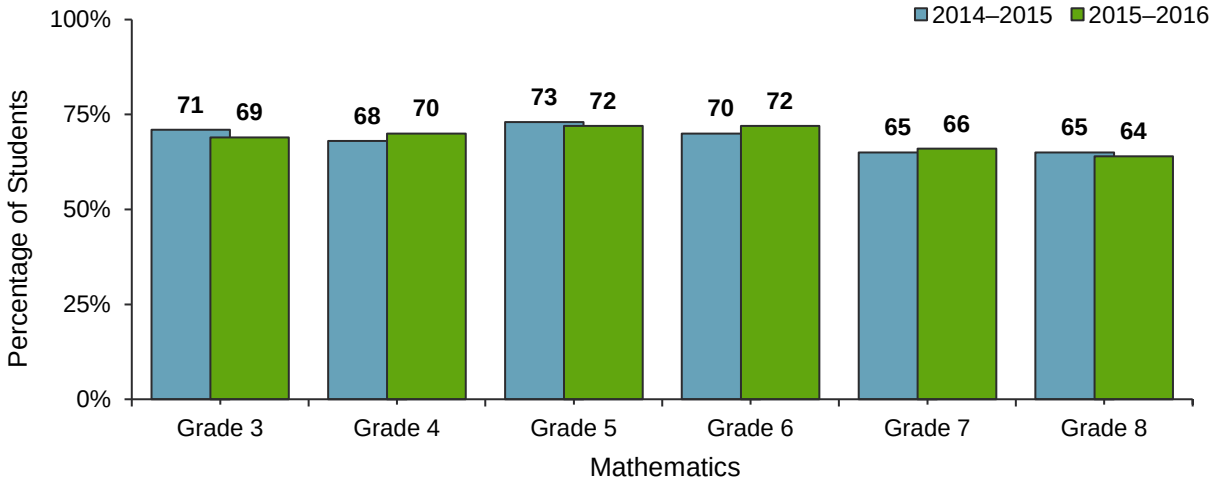
Figure 5. Percentage of HISD Students Achieving Level II, Satisfactory Student Standards on STAAR and STAAR Spanish Reading Tests, 2014–2015 and 2015–2016



Source: Cognos, STAAR 3–8 Files: March 7, 2017
Note: Excludes versions A, Alt. 2, and L. Includes only first administration.

- Results for the STAAR mathematics tests in 2014–2015 and 2015–2016 are illustrated in **Figure 6**. The percentage of HISD students achieving the satisfactory rating increased in three grade levels and decreased in three. The largest increase was two percentage points in grades four and six while the largest decrease was two percentage points in grade three.

Figure 6. Percentage of HISD Students Achieving Level II, Satisfactory Student Standards on STAAR and STAAR Spanish Mathematics Tests, 2014–2015 and 2015–2016

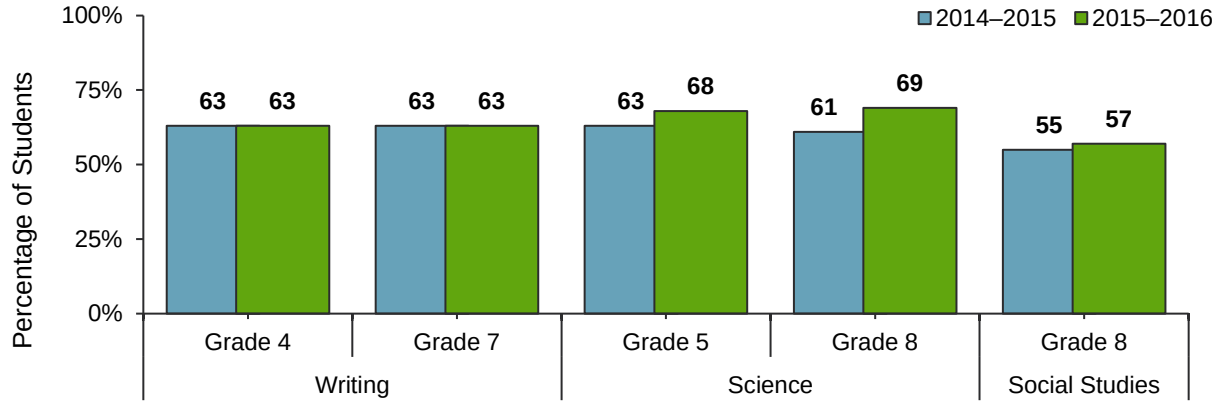


Source: Cognos, STAAR 3–8 Files: March 7, 2017
Note: Excludes versions A, Alt. 2, and L. Includes only first administration

- Writing, science, and social studies STAAR test results for 2014–2015 and 2015–2016 for students in the grades tested are shown in **Figure 7** (p.12). For writing, the percentage of both fourth- and seventh-grade students achieving satisfactory student standards remained the same from 2014–2015 to 2015–2016. In science, both grades five and eight saw increases of five and eight percentage points,

respectively, in the students who achieved the higher satisfactory student standard in 2015–2016 compared to 2014–2015. In social studies, the proportion of eighth-graders in 2015–2016 who met the standard increased by two percentage points over the 2014–2015 students.

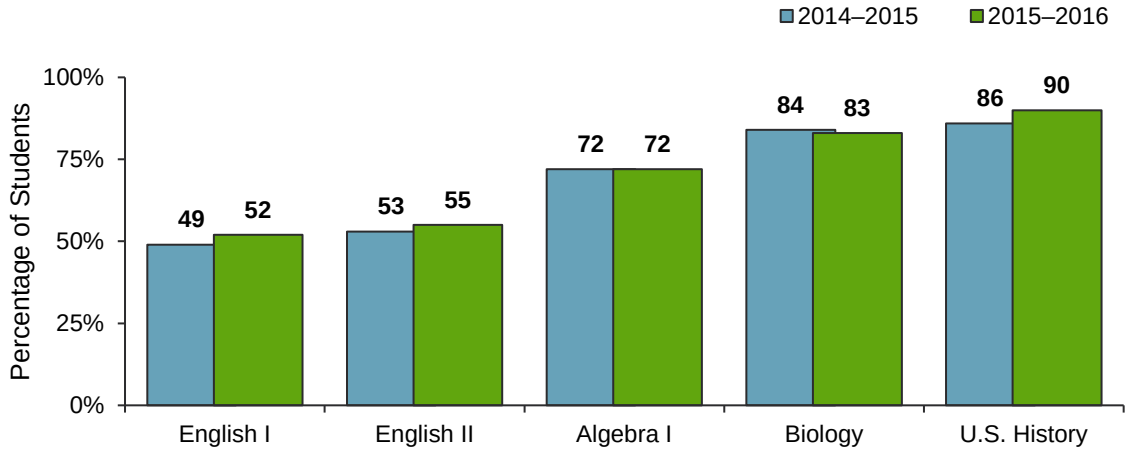
Figure 7. Percentage of HISD Students Achieving Level II, Student Standards on STAAR and STAAR Spanish Writing, Science, and Social Studies Tests, 2014–2015 and 2015–2016



Source: Cognos, STAAR 3–8 Files: March 7, 2017
Note: Excludes versions A, Alt. 2, and L.

- Results from the 2014–2015 and 2015–2016 STAAR EOC exams required for graduation are depicted in **Figure 8** and detailed in **Table 9** (p. 30). Three out of the five STAAR EOC subjects had an increase in the proportion of students meeting the 2015–2016 student standard when compared to 2014–2015, with the largest increase, four percentage points, in U.S. History. When compared to 2014–2015, percentage of students meeting standard remained the same for Algebra I and decreased by one percentage point in Biology in 2015–2016.

Figure 8. Percentage of HISD Students Achieving Level II, Student Standards on STAAR EOC Tests, 2014–2015 and 2015–2016



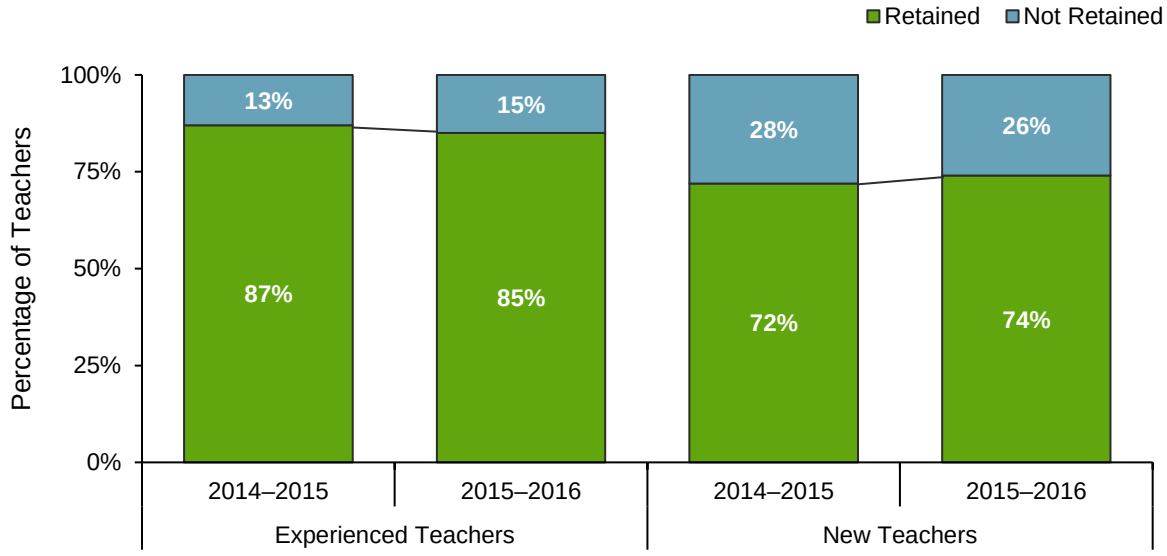
Sources: TEA-ETS summary reports, 2015 and 2016.
Note: Includes first time testers and retesters, excludes test versions A, Alt. 2, and L.

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 2015–2016, HISD's overall teacher retention rate (84%) dropped by two percentage points from the previous year (86%). Retention rates for experienced HISD teachers and new teachers are illustrated in **Figure 9** and detailed in **Table 10** (p. 30). Table 10 also displays the overall retention percentage of HISD teachers and the rates disaggregated by new and experienced categories.

- Displayed in Figure 9, the retention rates for experienced teachers decreased by two percentage points from 2014–2015 to 2015–2016. Conversely, the percentage rate for retained new teachers increased by two percentage points.

Figure 9. Percentage of Experienced HISD Teachers and Percentage of New HISD Teachers Retained each Year, 2014–2015 to 2015–2016



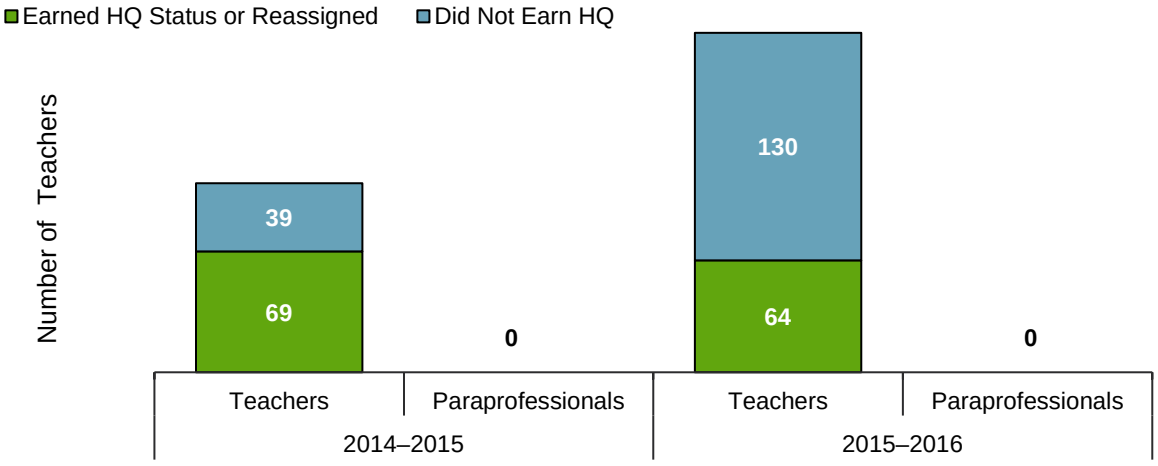
Source: HISD Teacher Retention files, 2014–2015 and 2015–2016

- In 2015–2016, a focus of eight of the 19 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 25,632 HISD employees completed 215,924 professional development courses. The total count of completed courses averages out to eight courses and 31 hours of professional development per employee.

- Illustrated in **Figure 10** (p. 14) and shown in **Table 11** (p. 30), at the beginning of the 2015–2016 academic year, 194 HISD teachers had not earned highly qualified status for at least one class they taught. By the end of the year, 64 (33%) had earned highly qualified status or had been reassigned to a new role. For comparison, 108 teachers began the 2014–2015 academic year without highly qualified status and 69 (64%) earned highly qualified status or were reassigned by the end of the year.

- Depicted in Figure 10, zero HISD paraprofessionals began the 2015–2016 school year without highly qualified status. The number of non-qualified paraprofessionals at the beginning of the school year was also zero in 2014–2015.

Figure 10. 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, 2014–2015 and 2015–2016



Source: HISD HR Business Services
Note: HQ End of year data for 2014–2015 was unavailable. For 2014–2015, the figure reflects the HQ 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 2015–2016. 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 family engagement services. Title II, Part A provided funding for recruiting, selecting, training, and retaining high quality teachers and school leaders.

Some of the programs funded in 2015–2016 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.

Overall, centralized programs budgeted nearly $48,000,000 and utilized 70 percent of those funds to enhance the educational opportunities and achievement of students with documented need (Table 4, pp. 23–25). The percentage of utilization of the funds ranged from 11 percent for the Family and Community Engagement Parent Engagement Representatives 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. For example, the budgetary figures in the report are for the fiscal 2015–2016 year, rather than the grant cycle. Therefore, some programs will spend their 2015–2016 expenditures after June 2016, when the fiscal year ends. In 2015–2016, 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 2015–2016, 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, three showed declines, and one remained stable. On the STAAR mathematics exam, three grade levels showed improvements and three had declines. The percentage achieving the satisfactory standard on the STAAR writing exams remained stable for both grades 4 and 7. Students in grades 5 and 8 made improvements on the percentage achieving the satisfactory standard on the STAAR science and social studies exams. Academic outcomes clearly indicate that the district's efforts to support student achievement need to continue to provide support for students, along with their teachers, administrators, and families. Employee outcomes such as retention and highly qualified status showed decreases in 2015–2016 and are areas of challenge needing improvement in the district.

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Table 1. 2015–2016 Title I, Part A and Title II, Part A Centralized Programs

Program	Funding	Objectives
Early Childhood	Title I, Part A	Provided a full-day prekindergarten program to bolster beginning literacy skills and oral language development. Most of the funds provided 50 percent of full-day prekindergarten teachers' and principals' salaries.
Family and Community Engagement (FACE)	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 Development	Title I, Part A & Title II, Part A	Increased the number of highly qualified, content proficient, certified HISD teachers to close the teaching gap that negatively impacts student outcomes and success.
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	Supported homeless youth by providing emergency assistance, school supplies, hygiene items, uniforms, and transportation. The program also provided awareness and sensitivity training for campuses and community partners to aid in the identification of, and improve support for, homeless students.
Leadership Development	Title II, Part A	Provided school leaders with district-wide professional development designed to guide, clarify, and implement the district's strategic initiatives, and systems to improve student outcomes.
Leadership University Partnership	Title II, Part A	Worked toward increasing the pool of quality candidates for principal positions by partnering with local universities to provide quality principal preparation programs leading to principal certification.
New and Emerging Leader Institute/Monthly Principals Meetings	Title II, Part A	Prepared new leaders with the knowledge, skills, and dispositions to lead schools, while closing the performance and professional practices gaps for first-time HISD principals.
New Teacher Support	Title II, Part A	Provided professional development to beginning teachers to accelerate their development to improve student incomes. The bulk of funds supported the New Teacher Academy, a two-week pre-service professional development course.
Parent Engagement Representatives (PERs)	Title I, Part A	Used a home partnership model to enhance parent/teacher conference participation and used school based representatives to develop and coordinate with the school-community systems to improve school climate, student attendance, and student achievement.
Private Non-Profit	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). 2015–2016 Title I, Part A and Title II, Part A Centralized Programs

Program	Funding	Objectives
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.
Professional Development - Teacher Development Specialists (TDS)	Title II, Part A	Provided high quality, job-embedded instructional and pedagogical training to HISD teachers. The specialists built teacher capacity to implement HISD curriculum, instruction, and formative assessment systems to promote student achievement.
Project Saving Smiles	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.
Recruitment and Retention Incentives	Title II, Part A	Awarded monetary incentives to recruit, hire, and retain highly qualified teachers in critical shortage a cademic 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 face-to-face and online academic remediation and preparation services to increase the number of students who passed the TAKS and STAAR exit exams in HISD.
Teach for America (TFA)	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	Increased capacity of human capital to build stronger teacher pools through recruitment selection activities and to provide effective onboarding services.
Vision Partnership	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.

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2016

Table 2. Goals of Title I, Part A 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.

Source: United States Department of Education (2015)

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.

Source: United States Department of Education (2015)

Table 4. Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2015–2016

Program	Budgeted	Expenditures	Percent Utilization
Title I, Part A Centralized Programs			
Early Childhood	$16,863,689	$15,637,605	92.7
Contracted Services	$31,383	$13,645	43.5
Other Operating Expenses	$176,586	$0	0.0
Payroll	$16,655,721	$15,623,960	93.8
Family and Community Engagement (FACE)	$973,631	$778,556	80.0
Contracted Services	$11,704	$10,769	92.0
Other Operating Expenses	$1,075	$1,075	100.0
Payroll	$907,656	$713,528	78.6
Supplies and Materials	$53,197	$53,185	100.0
Highly Qualified (HQ) Teacher/Paraprofessional Development Title I, Part A	$115,014	$63,336	55.1
Contracted Services	$2,648	$1,393	52.6
Other Operating Expenses	$26,594	$25,021	94.1
Payroll	$74,744	$29,620	39.6
Supplies and Materials	$11,029	$7,302	66.2
Home Instruction for Parents of Preschool Youngsters (HIPPY)	$750,000	$633,301	84.4
Contracted Services	$12,000	$7,670	63.9
Other Operating Expenses	$50,000	$39,209	78.4
Payroll	$551,263	$461,833	83.8
Supplies and Materials	$136,737	$124,589	91.1
Homeless Children	$215,300	$191,969	89.2
Contracted Services	$7,000	$5,560	79.4
Other Operating Expenses	$2,475	$2,475	100.0
Payroll	$59,780	$50,281	84.1
Supplies and Materials	$146,045	$133,652	91.5
Parent Engagement Representatives (PERs)	$7,423,218	$826,851	11.1
Capital Outlay	$22,851	$21,850	95.6
Contracted Services	$457,094	$371,385	81.2
Other Operating Expenses	$6,506,438	$111,817	1.7
Payroll	$355,534	$257,245	72.4
Supplies and Materials	$81,300	$64,554	79.4
Private Non-Profit Title I, Part A	$294,520	$294,520	100.0
Miscellaneous Contracted Services	$294,520	$294,520	100.0
Professional Development Title I, Part A	$9,994,303	$8,085,461	80.9
Contracted Services	$45,116	$39,609	87.8
Other Operating Expenses	$779	$0	0.0
Payroll	$9,948,408	$8,045,852	80.9
Project Saving Smiles	$100,000	$23,404	23.4
Contracted Services	$7,500	$0	0.0
Other Operating Expenses	$68,439	$22,200	32.4
Payroll	$22,061	$0	0.0
Supplies and Materials	$2,000	$1,204	60.2

Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2015–2016

Program	Budgeted	Expenditures	Percent Utilization
Texas Assessment of Knowledge and Skills (TAKS) Remediation	$300,000	$226,460	75.5
Capital Outlay	$23,518	$18,297	77.8
Other Operating Expenses	$22,516	$14,271	63.4
Payroll	$200,157	$149,983	74.9
Supplies and Materials	$53,809	$43,909	81.6
Vision Partnership	$160,254	$72,014	44.9
Contracted Services	$2,500	$70	2.8
Other Operating Expenses	$56,754	$28,398	50.0
Payroll	$100,000	$43,546	43.5
Supplies and Materials	$1,000	$0	0.0
Totals for Programs Receiving Title I, Part A Funds	**$37,189,929**	**$26,833,476**	**72.2**
Capital Outlay	**$46,369**	**$40,147**	**86.6**
Contracted Services	**$576,944**	**$450,101**	**78.0**
Miscellaneous Contract Services	**$294,520**	**$294,520**	**100.0**
Other Operating Expenses	**$6,911,655**	**$244,465**	**3.5**
Payroll	**$28,875,324**	**$25,375,848**	**87.9**
Supplies and Materials	**$485,117**	**$428,396**	**88.3**
Title II, Part A Centralized Programs			
Highly Qualified (HQ) Teacher/Paraprofessional Development Title II, Part A Totals	$115,000	$77,896	67.7
Capital Outlay	$4,500	$3,562	79.2
Other Operating Expenses	$10,000	$7,089	70.9
Payroll	$94,588	$64,520	68.2
Supplies and Materials	$5,912	$2,726	46.1
Leadership Development	$2,297,567	$1,839,507	80.1
Capital Outlay	$22,578	$21,940	97.2
Contracted Services	$23,500	$2,796	11.9
Other Operating Expenses	$39,500	$25,697	65.1
Payroll	$2,191,989	$1,776,836	81.1
Supplies and Materials	$20,000	$12,238	61.2
Leadership University Partnership	$212,440	$98,879	46.5
Contracted Services	$212,400	$98,879	46.5
New and Emerging Leader Institute/Monthly Principal Meetings	$363,450	$278,686	76.7
Contracted Services	$341,350	$275,131	80.6
Payroll	$1,413	$0	0.0
Supplies and Materials	$20,687	$3,556	17.2
New Teacher Support	$900,000	$273,700	30.4
Capital Outlay	$15,200	$14,145	93.1
Contracted Services	$394,902	$182,259	46.2
Other Operating Expenses	$60,000	$39,369	65.6
Payroll	$409,898	$26,913	6.6
Supplies and Materials	$20,000	$11,015	55.1

Table 4 (continued). Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2015–2016

Program	Budgeted	Expenditures	Percent Utilization
Private Non-Profit Title II, Part A	$580,940	$164,666	28.3
Contracted Services	$580,940	$164,666	28.3
Professional Development Title II, Part A	$4,028,734	$2,855,385	70.9
Capital Outlay	$62,500	$11,696	18.7
Contracted Services	$440,933	$200,578	45.5
Other Operating Expenses	$176,600	$109,630	62.1
Payroll	$3,186,477	$2,490,632	78.2
Supplies and Materials	$162,224	$42,849	26.4
Professional Development, Teacher Development Specialists (TDS)	$542,033	$352,380	65.0
Capital Outlay	$50,000	$49,240	21.2
Contracted Services	$53,200	$50,718	37.0
Other Operating Expenses	$87,222	$39,680	46.1
Payroll	$339,111	$200,335	78.4
Supplies and Materials	$12,500	$12,408	78.2
Recruitment and Retention Incentives	$793,486	$148,486	18.7
Contracted Services	$15,000	$0	0.0
Payroll	$778,486	$148,486	19.1
Teach for America (TFA)	$400,000	$338,000	84.5
Contracted Services	$400,000	$338,000	84.5
Teacher Recruitment and Selection	$478,404	$259,905	54.3
Payroll	$478,404	$259,905	54.3
Totals for Programs Receiving Title II, Part A Funds	**$10,712,054**	**$6,687,490**	**62.4**
Capital Outlay	**$154,778**	**$100,583**	**65.0**
Contracted Services	**$2,462,265**	**$1,313,026**	**53.3**
Other Operating Expenses	**$373,322**	**$221,464**	**59.3**
Payroll	**$7,480,366**	**$4,967,626**	**66.4**
Supplies and Materials	**$241,323**	**$84,790**	**35.1**
Totals for All Centralized Programs	**$47,901,983**	**$33,520,966**	**70.0**
Capital Outlay	**$201,147**	**$140,730**	**70.0**
Contracted Services	**$3,039,209**	**$1,763,127**	**58.0**
Miscellaneous Contract Services	**$294,520**	**$294,520**	**100.0**
Other Operating Expenses	**$7,284,977**	**$465,929**	**6.4**
Payroll	**$36,355,690**	**$30,343,474**	**83.5**
Supplies and Materials	**$726,440**	**$513,187**	**70.6**

Sources: HISD Special Revenue Accounting department file and External Funding

Note: Additional Title II funds were expended for use by programs that are not included in this report. Due to rounding, sums may not equal program totals.

Table 5. Number of Staff Members Funded by Title I, Part A and Title II, Part A Centralized Programs, by Program, 2015–2016

Program	Number of Staff Funded
Title I, Part A Centralized Programs	
Early Childhood Program and Prekindergarten Centers	457
Family and Community Engagement	11
Highly Qualified Teacher/Paraprofessional Staff Development-Title I, Part A	0
Home Instruction for Parents of Preschool Youngsters (HIPPY)	28
Homeless Children	1
Parent Engagement Representatives (PERs)	21
Private Nonprofit-Title I, Part A	N/A
Professional Development-Title I, Part A	119
Saving Project Smiles	0
Vision Partnership (See to Succeed)	1
TAKS Remediation	1
Title II, Part A Centralized Programs	
Highly Qualified Teacher/Paraprofessional Staff Development-Title II, Part A	1
Leadership Development of School Leadership	32
Leadership University Partnership	N/A
Private Nonprofit-Title II, Part A	N/A
Professional Development-Title II, Part A	44
PD Teacher Development Specialists	3
Recruitment and Retention Incentives	1
Teach for America	N/A
Teacher Recruitment and Selection	10
Total	**730**

Source: HRIS 2015–2016 Title I, Part A and Title II, Part A Staff file

Table 6. 2015–2016 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.	7		4	
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.	8		3	
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, 2016

Table 7. 2015–2016 Title II, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=11)

	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.	10	1		
Teachers, paraprofessionals, principals, other relevant school personnel and parents collaborated in planning program activities.	8		3	
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.	11			
The program coordinated professional development activities with professional development activities provided through other federal, state, and local programs.	8		3	
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.	7	1	3	
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, 2016

Table 8. Percentage of HISD Students in Grades 3–8 Achieving Level II, Student Standard, on the State of Texas Assessments of Academic Readiness (STAAR), 2014–2015 and 2015–2016

	2014–2015			2015–2016		
	N Tested	N Satisfactory	% Satisfactory (Phase-in 1)	N Tested	N Satisfactory	% Satisfactory (2016 Standard)
Reading	**87,706**	**58,224**	**66.4**	**88,021**	**58,464**	**66.4**
Grade 3	17,034	11,873	69.7	17,846	11,833	66.3
Grade 4	16,513	10,382	62.9	16,130	11,259	69.0
Grade 5	15,402	10,545	68.5	15,862	10,159	64.0
Grade 6	12,963	8,331	64.3	12,583	7,805	62.0
Grade 7	12,746	8,191	64.3	12,743	8,170	64.1
Grade 8	13,048	8,902	68.2	12,677	9,238	72.9
Mathematics	**82,096**	**56,631**	**69.0**	**82,452**	**57,145**	**69.3**
Grade 3	16,739	11,931	71.3	17,554	12,196	69.5
Grade 4	16,247	11,015	67.8	16,028	11,178	69.7
Grade 5	15,103	11,005	72.9	15,590	11,189	71.8
Grade 6	12,458	8,729	70.1	12,005	8,694	72.4
Grade 7	11,733	7,596	64.7	11,685	7,721	66.1
Grade 8	9,816	6,355	64.7	9,590	6,127	64.3
Writing	**29,301**	**18,511**	**63.2**	**29,135**	**18,386**	**63.1**
Grade 4	16,544	10,440	63.1	16,356	10,362	63.4
Grade 7	12,757	8,071	63.3	12,779	8,024	62.8
Science	**27,291**	**17,025**	**62.4**	**27,352**	**18,707**	**68.4**
Grade 5	15,118	9,598	63.5	15,583	10,544	67.7
Grade 8	12,174	7,427	61.0	11,769	8,063	69.4
Social Studies	**12,366**	**6,711**	**54.8**	**11,898**	**6,793**	**57.1**
Grade 8	12,366	6,771	54.8	11,898	6,793	57.1

Sources: TEA-ETS STAAR Student Data Files, Cognos: March 7, 2017.
Note: STAAR versions E and S only, excludes L, A., and Alt 2; First administration for Grades 5 and 8. The 2015–2016 STAAR 3–8 results are the up-to-date information and may not match previously published district reports.

Table 9. Percentage of HISD Students Achieving Level II, Student Standard on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC), 2014–2015 and 2015–2016

	2014–2015			2015–2016		
	N Tested	N Satisfactory	% Satisfactory	N Tested	N Satisfactory	% Satisfactory
English I	16,288	7,981	49.0	16,647	8,590	51.6
English II	14,181	7,516	53.0	15,321	8,424	55.0
Algebra I	14,183	10,212	72.0	13,805	9,959	72.1
Biology	13,287	11,161	84.0	12,970	10,828	83.5
U.S. History	10,724	9,223	86.0	11,045	9,938	90.0

Sources: TEA-ETS STAAR Student Data Files, Cognos: March 7, 2017.
Note: Excludes students testing with STAAR-L, Accommodated, or Alt. 2 tests. Student Standard is the Level II: Satisfactory Phase-in I standard for 2011–2012 through 2014–2015. For 2015–2016, it is Phase-in I for students who took at least one EOC prior to the December 2015 administration and the 2016 progression standard is applied to any student who took their first EOC during the December 2015 administration or later. The 2015–2016 STAAR 3–8 results are the up-to-date information and may not match previously published district reports.

Table 10. Number of Teachers Who Were Retained from One Academic Year to the Next, 2014–2015 and 2015–2016

	2014–2015			2015–2016		
	Employed	Retained	Percent Retained	Employed	Retained	Percent Retained
Teachers	11,562	9,892	85.6	12,255	10,235	83.5
New Teachers	1,362	975	71.6	1,332	988	74.1
Experienced Teachers	10,200	8,917	87.4	10,923	9,247	84.7

Source: HISD Teacher Retention files, 2014–2015 and 2015–2016
Note: New teachers have zero years of experience in any district before teaching in HISD and are on a pay step of 0 or 1.

Table 11. Number of Teachers and Paraprofessionals who Began the Academic Year Not Highly Qualified and Earned Highly-Qualified Status Before the End of the Year, 2014–2015 and 2015–2016

	2014–2015			2014–2015		
	Began Not HQ	Earned HQ Status	Percent Earned HQ	Began Not HQ	Earned HQ Status	Percent Earned HQ
Teachers	108	69	63.9	194	64	33.0
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

Early Childhood

Program Description

The HISD Early Childhood Department disseminated funds to provide free, full-day prekindergarten classes to eligible students in two prekindergarten program models: Early Childhood Centers (ECC), and school-based prekindergarten programs (SBP). The Early Childhood Department funds maintained a full-day prekindergarten program for 14,804 students. Funds supported 50 percent of salaries for 700 prekindergarten teachers and nine principals. HISD also 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 elementary schools and ECCs. Within the sites, the HISD and Head Start teachers collaborated and delivered instruction to dually enrolled students in 106 prekindergarten classrooms during 2015–2016. The goal of the HISD prekindergarten program was 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 was that communication ability and literacy form the basis of children's future academic success.

Budget and Expenditures: Title I, Part A

Title I, Part A funds were used 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:	$16,863,689	Capital Outlay:	
Expenditures:	$15,637,605	Contracted Services:	$13,645
Allocation Utilized:	92.7 percent	Other Operating Expenses:	$0
		Payroll:	$15,623,960
		Supplies and Materials:	

Program Goal

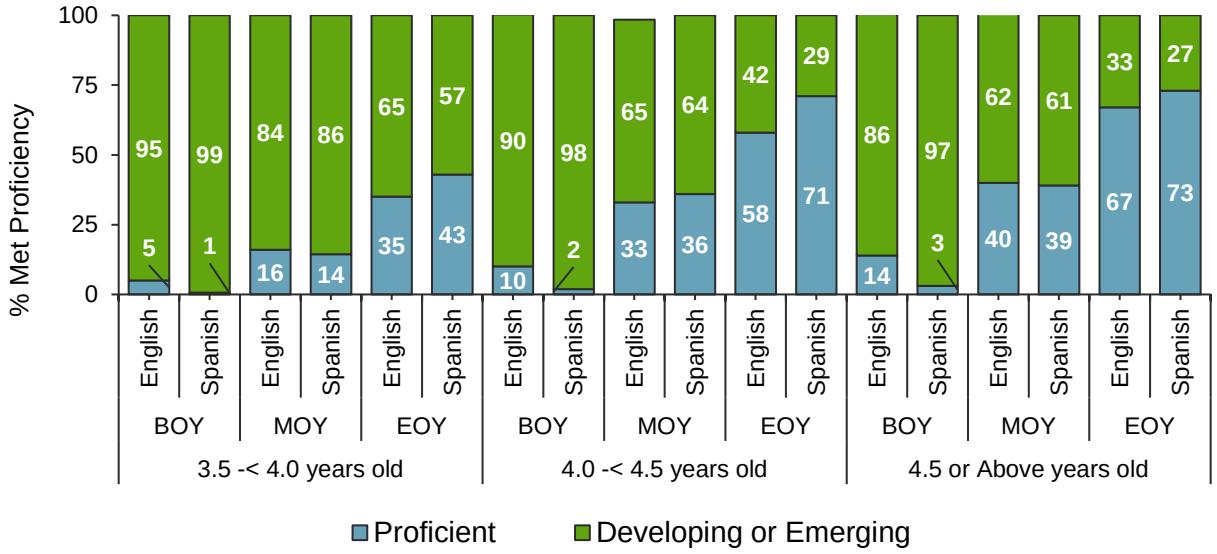
The primary goal of the HISD prekindergarten program was to provide a high-quality early childhood education for young children who are at risk for school failure.

Program Outcomes

- Student achievement growth in language and literacy, and mathematics during the 2015–2016 school year is displayed in **Figures 1 and 2, EC** (p. 33). Figure 1, EC shows the growth from the beginning-of-year to the end-of-year on the CIRCLE language and literacy assessments (English and Spanish). In all age groups, the average score for language and literacy on the Spanish beginning-of-year assessment was below the average score on the English assessment. The percentage of students achieving the proficient standard increased at each measure in the school year. By the end of the 2015–2016 school year, the students who took the Spanish assessment outperformed their peers who took the English assessment.

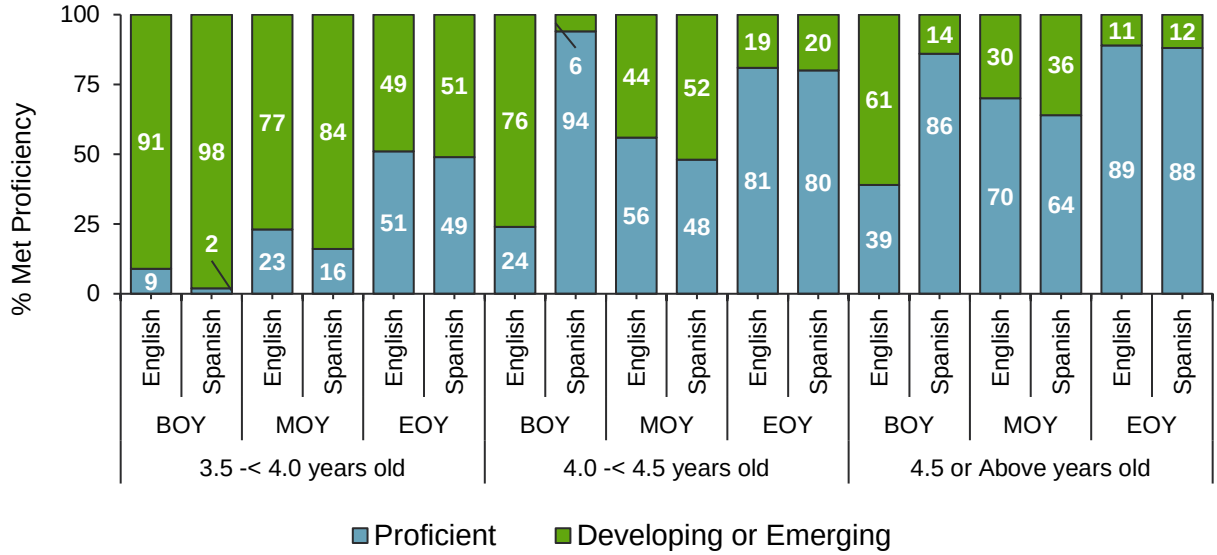
- Figure 2, EC displays the growth from the beginning-of-year to the end-of-year on the CIRCLE mathematic assessment (English and Spanish). Except for the students aged four to four and half years old who took the Spanish mathematics assessment, all student groups, regardless of their test version, made progress from the beginning to end of the 2015–2016 school year. Unlike language and literacy, the students who took the English assessment version had higher rates of proficiency at the end of the year than students who took the Spanish assessment version.

Figure 1, EC. Percent of HISD Prekindergarten Students Who Met Proficiency on the HISD CIRCLE Language and Literacy Subtest, by Age Group and Test Version, 2015–2016



Source: HISD CIRCLE student database; PEIMS 2015–2016 HISD student database
Note: If a student scores at or above cut points determined for a particular measure, she or he is considered proficient. If a student scores below the benchmark, she or he is considered 'developing' (refers to students younger than four years old) or 'emerging' (for students four years old and older).

Figure 2, EC. Percent of HISD Prekindergarten Students Who Met Proficiency on the HISD CIRCLE Mathematics Subtest, by Age Group and Test Version, 2015–2016



Source: HISD CIRCLE student database; PEIMS 2015–2016 HISD student database
Note: If a student scores at or above cut points determined for a particular measure, she or he is considered proficient. If a student scores below the benchmark, she or he is considered 'developing' (refers to students younger than four years old) or 'emerging' (for students four years old and older).

Recommendation

Children in the HISD prekindergarten program showed growth in language and literacy, and mathematic skills during the 2015–2016 school year. Baumgartner (2017) also found "…students who participated in HISD prekindergarten programs [2014–2015 to 2015–2016] have a greater probability of being verbally ready for school than students who did not participate in HISD pre-k" (p.11). Given the proficiency increases on the beginning and end of year assessments, it is recommended that Title I, Part A funds continue to support full day early childhood programs in HISD.

For more detailed information on the HISD early childhood program, please see the "Comparisons of Academic Achievement Among Prekindergarten Students Enrolled in HISD Early Childhood Centers and School-Based Programs, 2015-2016" (Research and Accountability, 2017a).

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.

Several programs were supported by FACE through Title I, Part A funding: the Academic Parent Teacher Teams (APTT) program, the Family Learning Academy, Family Friendly School (FFS) Certification, the Home Instruction for Parents of Preschool Youngsters (HIPPY) program, described on pp. 40–42, the Parent Engagement Representatives (PERs), described on pp. 59–61, and school services. APTT restructures 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. Through school services, 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. With the Family Learning Academies, FACE provided direct services to families to provide 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. In 2015–2016, FACE piloted a Family Friendly Certification program which allowed schools to earn distinctions based on family-friendly activities throughout the year.

Budget and Expenditures

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

Budgeted:	$973,631
Expenditures:	$778,556
Allocation Utilized:	80.0 percent

Capital Outlay:	
Contracted Services:	$10,769
Other Operating Expenses:	$1,075
Payroll:	$713,528
Supplies and Materials:	$53,185

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

- Title funds used by FACE supported efforts to increase parent engagement at all Title I HISD schools. Using data from HISD Chancery records, parental engagement was recorded for each student at Title I schools (n=214,422). Most parents engaged with the schools through conferences (38%) (Research and Accountability, 2016g), when not accounting for the return of the individual/school compact. Only nine percent of parents were recorded as volunteering at Title I schools. When disaggregating by ethnicity, parents of Hispanic students had the highest levels of parent engagement (48%), followed by Pacific Islander (45%), Two or More (44%), and Asian (43%).

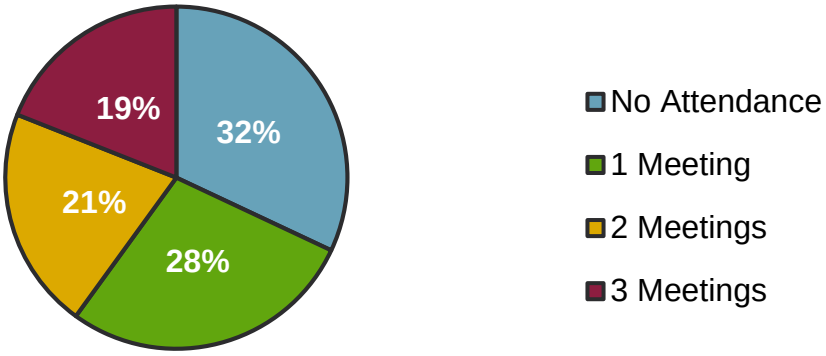
- One of FACE's parent engagement initiative includes APTT. APTT's pilot year was 2013–2014 and had nine schools participate. The program expanded in 2014–2015, with 24 elementary schools, and only 10 schools participated in 2015–2016. From the participating schools, APTT reached 3,383 students in 2015–2016, down from 4,401 students in 2014–2015. The difference in the decreases from the number of participating campuses (58% decrease) and the number of student participants (23% decrease) provides an indication of commitment to fully implement APPT on the remaining participating campuses. For example, of the 2015–2016 participating schools, APTT achieved 68 percent student participation, up from 58 percent in 2014–2015. A student was considered an APTT participant if a parent or guardian attended at least one of the three APTT meetings, see **Figure 1, FACE** (p. 37).

- **Table 1, FACE** (p. 37) displays feedback from 138 2015–2016 APTT parents regarding the program. Using a Likert scale of 1, 'Strongly Disagree', to 4, 'Strongly Agree', parents had a general positive regard of the APPT program. Specifically, on the question "Overall quality of the APPT training," the average parental response was a 3.4.

- An additional FACE program included Family Friendly Schools. 2015–2016 was the pilot year for the Family Friendly Schools (FFS) Certificate programs and 26 schools participated. Schools could earn a bronze, silver, or gold certification based on the number of activities the campus hosted. According to the FFS manual (2016, p. 4), "Schools, with collaboration and assistance from FACE, will choose to complete five foundational tasks followed by any number of 26 tasks across the three areas of need. Every completed task will earn the school a star. The number of stars earned by a school identifies the campus' level of family-friendliness." The activities could come from the FACE Family Friendly Schools (FFS) Manual or were research-based initiatives. FACE specialists provided on-going support and collected data to support FFS. At the end of the 2015–2016 school year, 12 of the initial 26 schools earned gold status, eight earned silver, five earned bronze, and one had an honorable mention.

- FACE hired an external evaluator to collect feedback on their parent engagement programs. The evaluator surveyed parents from several schools in 2015–2016 to investigate African American and Hispanic parents' attitudes regarding family and community engagement at the schools (Garcia, 2016). Findings from the study, including focus groups and phone interviews, indicate that African American and Hispanic parents felt schools had "…a positive school climate, support for the schools, moderate to high parental self-efficacy, and need for greater parental involvement" (Garcia, 2016, p. 2). Parents who spoke Spanish felt language was a barrier to participate in schools.

Figure 1, FACE: Percentage of Students with Parent/Guardian Participating in APTT Meetings by Number of Meetings Attended, 2015–2016



Source: Research Accountability (2016h)

Table 1, FACE: Parent Perceptions of the APTT Program, 2015–2016	
APTT Feedback Question	**Mean Response (1 – 4)**
The APTT Facilitator demonstrated expertise of the APTT model	3.7
The APTT training included opportunities for active engagement	3.6
The goals of the APTT model were made clear through the training	3.6
Your understanding of the topic now that you attended the APTT training	3.6
The content was presented in a clear manner	3.6
The goals of the APTT training were met	3.6
The APTT resources shared were helpful	3.5
The info I learned from the APTT training will increase the effectiveness of my work	3.5
Usefulness of the information provided	3.5
The content was of high quality	3.5
Design of the APTT training (e.g., organization, format, pacing)	3.5
Overall quality of the APTT training	3.4
Your understanding of the topic before you attended the APTT training	2.8

Source: Research and Accountability (2016c)
Note: Response n=138.

Recommendation

On the APTT feedback survey, parents expressed high levels of satisfaction with efforts to involve them in their children's schools in 2015–2016. However, the engagement levels remained low. 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. These efforts should be made in languages that are representative of the student body to eliminate a language barrier to parent involvement. Parent engagement levels are recorded by school staff. It is also recommended that there be additional support for campuses to collect and record how and when parents are engaging with schools to properly reflect the school-parent interaction levels.

For more detailed information regarding the APTT program in 2015–2016, please refer to the "Family and Community Engagement through Academic Parent Teacher Teams (APTT): Comparative Analysis of Student Achievement in 10 Targeted Schools, 2015–2016" research brief (Research and Accountability, 2016c). For more detailed information on the impact of HIPPY on early learning students, please see the "Home Instruction for Parents of Preschool Youngsters (HIPPY), 2015–2016" report (Research and Accountability, 2016d).

Highly Qualified Teacher/Paraprofessional Development

Program Description

The Highly Qualified Teacher/Paraprofessional Staff Development program exists to close the teaching gap to increase student academic outcomes and success by increasing the number of highly qualified, content-proficient, certified teachers serving HISD students. The mission of the program was 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:	$115,014	Capital Outlay:	
Expenditures:	$63,336	Contracted Services:	$1,393
Allocation Utilized:	55.1 percent	Other Operating Expenses:	$25,021
		Payroll:	$29,620
		Supplies and Materials:	$7,302

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:	$3,562
Expenditures:	$77,896	Contracted Services:	
Allocation Utilized:	67.7 percent	Other Operating Expenses:	$7,089
		Payroll:	$64,520
		Supplies and Materials:	$2,726

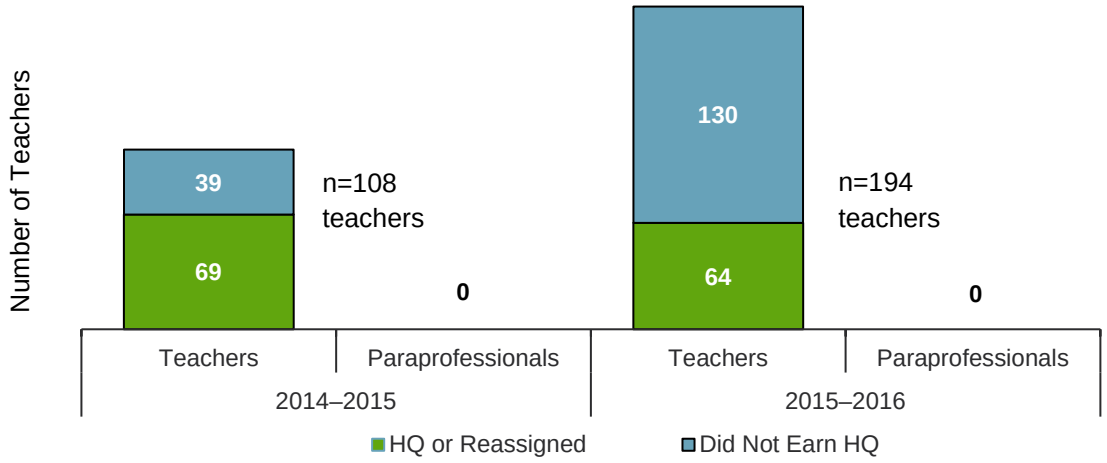
Program Goals

The primary goal of the program was to provide a highly qualified (HQ) teacher for every full-time classroom position for the 2015–2016 school year. Each teacher who had not achieved HQ status was expected to attend review and remediation sessions and to pass the required certification exams.

Program Outcomes

- Shown in **Figure 1, HQ** (p. 39), at the beginning of the 2015–2016 academic year, 194 HISD teachers had not earned highly qualified status for at least one class they taught. By the end of the 2015–2016 school year, 64 (33%) had earned highly qualified status or had been reassigned. For comparison, a smaller number of teachers, 108, began the 2014–2015 academic year without highly qualified status and only a slightly higher percentage, 36 percent, earned highly-qualified status or were reassigned by March 23, 2015. Also shown in Figure 1, HQ, all paraprofessionals met HQ status in the years 2014–2015 and 2015–2016.

Figure 1, HQ. Number of HISD Teachers and Paraprofessionals who Began the Academic Year as Not Highly Qualified (HQ) and Earned or Did Not Earn Highly Qualified Status by the End of the Year, 2014–2015 and 2015–2016



Source: HISD HR Business Services
Note: HQ End of year data reflects the teachers' HQ status up to March 23, 2015. NCLB statute requires HISD to report if a classroom is not filled with a Highly-Qualified teacher. Therefore, the numbers included classrooms where there may be a vacancy, rather than an unqualified teacher.

- Although the number of HISD teachers who were not considered highly qualified under NCLB grew from 2014–2015 to 2015–2016, **Table 1, HQ** displays the proportion of classes taught by highly qualified teachers grew. The annual rates indicate teachers considered as highly qualified under NCLB taught a larger percentage of classes in 2015–2016 as compared to the year before. However, Table 1, HQ also shows the HISD percentage remains lower than the overall Texas rate and was smaller than the 100 percent required by NCLB. Additionally, HISD improved their rate of classes taught by highly qualified teachers between 2014–2015 and 2015–2016, while Texas showed a decrease; showing HISD closing the highly qualified teacher gap between the district and the state.

Table 1, HQ. The Percentage of Classes Being Taught by a Highly-Qualified Teacher

Level	2014–2015	2015–2016	Percentage Point Change
Houston ISD	98.0	98.4	+ 0.04
Texas	99.4	99.2	- 0.02

Source: Texas Education Agency (2017). NCLB – Highly Qualified Teachers Reports

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 2015–2016, HISD employed more teachers who were not highly qualified than were employed in 2014–2015, although some of these positions were considered vacant. Due to the barriers faced by urban districts employing HQ teachers, it is recommended that the program persists in its efforts to support each HISD educator to achieve highly qualified status in compliance with the federal law. It is noted that the qualifications and reporting requirements will change for the 2016–2017 school under new ESSA regulations.

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 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 for one hour, once a week and modeled instructional activities for parents to use with their children. The curriculum was highly structured and lasted 30 weeks. During the 2015–2016 academic year, HISD was awarded a five-year Texas Home Visiting Grant to expand HIPPY to reach children and parents in 36 Title I schools and geographic locations beyond the 21 Title 1, Part A-funded HIPPY programs in Title I HISD schools.

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 were: 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) 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 to enhance 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:	$633,301	Contracted Services:	$7,670
Allocation Utilized:	84.4 percent	Other Operating Expenses:	$39,209
		Payroll:	$461,833
		Supplies and Materials:	$124,589

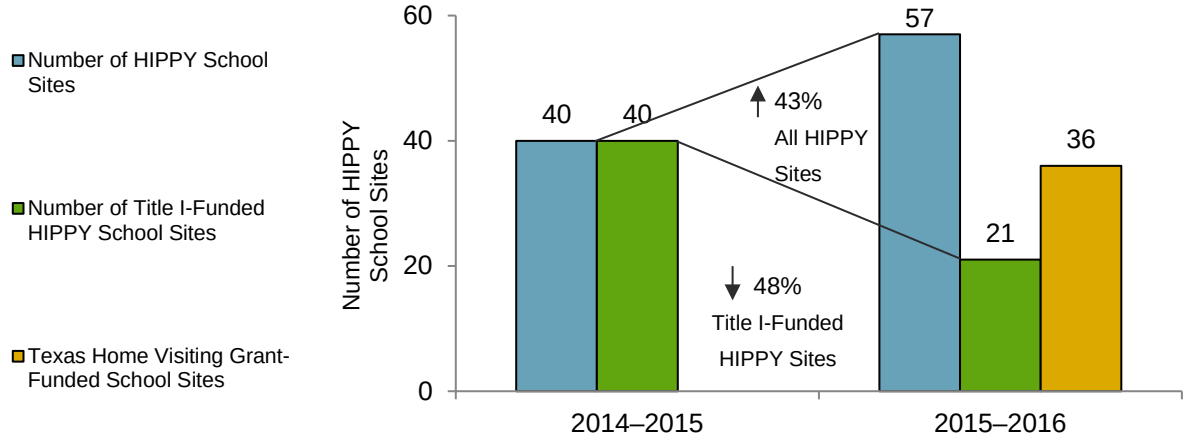
Program Goal

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

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. Although the total number of HIPPY school sites increased from 40 in 2014–2015 to 57 in 2015–2016, the number of Title I, Part A-funded HIPPY school sites dropped from 40 schools in 2014–2015 to 21 schools in 2015–2016. This was a 48 percent decline in Title I-funded HIPPY programs from the previous year (see **Figure 1, HIPPY**, p. 41).

Figure 1, HIPPY. Number of HISD HIPPY Schools, 2014–2015 to 2015–2016



Source: Research and Accountability (2016d)

- HISD HIPPY programs funded by Title I, Part A were within six HISD board districts in 2014–2015. The Texas Home Visiting Grant expansion broadened HIPPY services to include all nine of the HISD board districts in 2015–2016.

- HIPPY provided weekly home instruction visits between parents and the parent instructors, arranged enrichment activities to encourage further parental involvement, and assisted in the development of leadership skills. The HIPPY program provided *End of Year HIPPY Celebrations*, attended by 1,841 students, parents, and family members. During the summer of 2016, HIPPY also conducted a HIPPY Summer Program in children's homes, providing a set of six books and bilingual material for the students to continue learning during the summer.

- This year, 416 children of parents who participated in the HIPPY program were included in the Public Education Information Management System (PEIMS) as HISD students, allowing their descriptive information to be gathered. Of them, 51 percent were female and 49 percent were male; 75 percent were Hispanic, 21 percent were African American, three percent were White, and less than one percent were Asian or two or more races; 63 percent had limited English proficiency (LEP); 90 percent were at risk; and 94 percent were economically disadvantaged.

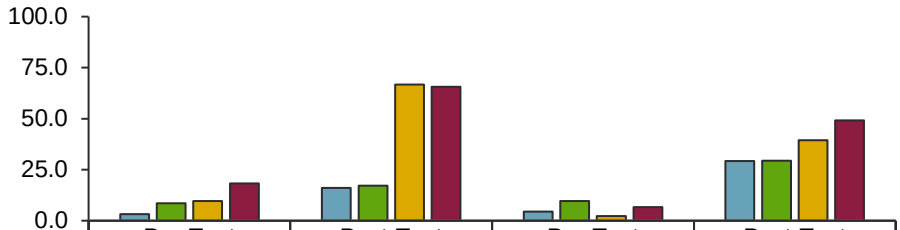
- HIPPY serves family within the district of HISD; some of the children are too young to attend school, others are enrolled in HISD programs. Of the 416 HIPPY participants, 172 students attended 20 HISD schools with a Title I-funded HIPPY program. Compared to the participants in the 2015–2016 HIPPY program (n=416), HISD Title I-funded HIPPY sites (n=172 students) had larger proportions of Hispanic, LEP, and at risk students and fewer African American students. Specifically, 53 percent were female, and 47 percent were male; 85 percent were Hispanic, 12 percent were African American, one percent were White, and one percent were Asian; 74 percent had limited English proficiency; 97 percent were at risk; and 92 percent were economically disadvantaged.

- On the English 2016 CIRCLE literacy assessment, a greater percentage of prekindergarten students of non-HIPPY parents reached proficiency levels at Wave 1 and Wave 3 at a higher rate (4% and 29%, respectively) than students of HIPPY parents (3% and 16%, respectively). Likewise, on the English CIRCLE math assessment, a greater percentage of non-HIPPY students reached proficiency levels at

Wave 1 and Wave 3 (10% and 29%, respectively) than HIPPY prekindergarten students (9% and 17%, respectively) (**Figure 2, HIPPY**).

- On the Spanish 2016 CIRCLE literacy assessment, a greater percentage of prekindergarten students of HIPPY parents reached proficiency levels at Wave 1 and Wave 3 at a higher rate (10% and 67%, respectively) than their non-HIPPY peers (2% and 40%, respectively). Likewise, on the Spanish CIRCLE math assessment, a greater percentage of HIPPY students reached proficiency levels at Wave 1 and Wave 3 (18% and 67%, respectively) than non-HIPPY prekindergarten students (7% and 49%, respectively) (Figure 2, HIPPY).

Figure 2, HIPPY. Percentage of Students of Title I-funded HIPPY Program Parents and Students of Non-HIPPY Parents who met CIRCLE Proficiency standards by Subject and Version, 2016



	HIPPY		Non-HIPPY	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Literacy, English Version	3.2	16.1	4.4	29.2
Mathematics, English Version	8.6	17.2	9.6	29.4
Literacy, Spanish Version	9.7	66.7	2.3	39.5
Mathematics, Spanish Version	18.3	65.6	6.6	49.2

Source: 2015–2016 HISD CIRCLE database, May 23, 2016
Note: HIPPY (n=93) and non-HIPPY (n=2,249) students with Wave 1, Wave 2, and Wave 3 results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

Recommendation

The HIPPY program has long been associated with positive academic results for children in HISD and it is linked to increasing parental involvement in young children's education. It is recommended that program support be increased to expand the number of hours worked by the part-time HIPPY instructors and to add more parent instructors to broaden the program's reach in HISD. Additionally, with smaller proportions of students achieving proficiency levels on English than on Spanish test versions, it is recommended that there be increased training for HIPPY instructors or increasing instructional time spent with non-Spanish speaking HIPPY parents. Further, additional analysis is needed to understand if more training for English language learners, beyond Spanish, are needed to help improve students' achievement on these assessments.

For more details on the HIPPY program and children's achievement, please see the "Home Instruction for Parents of Preschool Youngsters (HIPPY) Texas Home Visiting Grant Program, 2015–2016" report (Research and Accountability, 2016d).

Homeless Children

Program Description

The academic achievement of homeless students has historically been 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) tackled the problems and removed obstacles to students' education by providing services for 5,782 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. Program services were provided 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:	$215,300	Capital Outlay:	
Expenditures:	$191,969	Contracted Services:	$5,560
Allocation Utilized:	89.2 percent	Other Operating Expenses:	$2,475
		Payroll:	$50,281
		Supplies and Materials:	$133,652

Program Goal

The program sought to increase the achievement of homeless students by mitigating the effects of high mobility and other debilitating circumstances that come from living in homelessness.

Program Outcomes

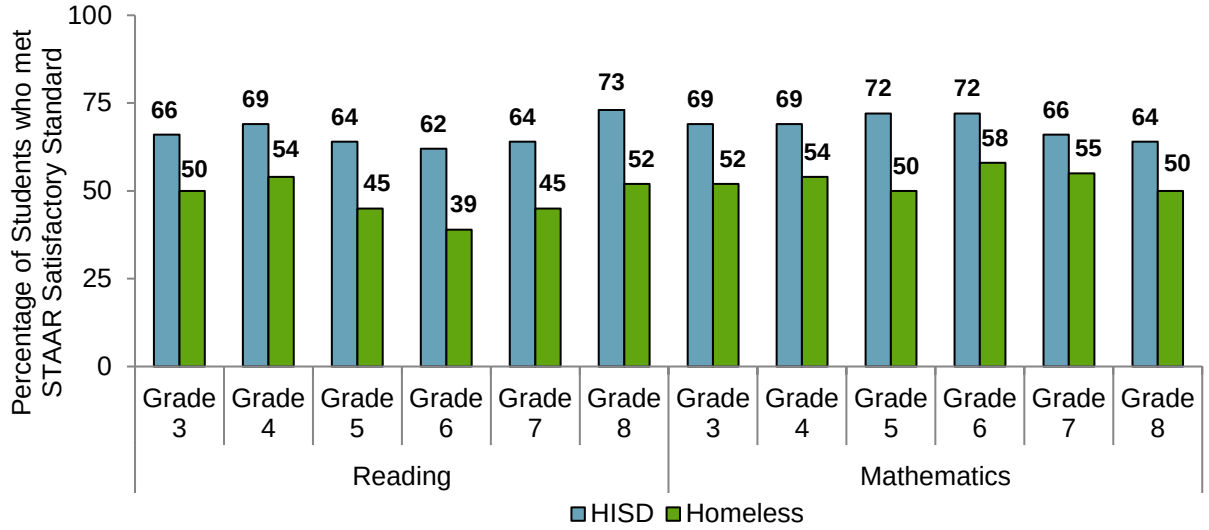
- There were 5,782 students documented as homeless at some point in time during the 2015–2016 year, two percent of the total enrollment for HISD at the same point in time. For comparison, this was a six percent decrease from 6,138 homeless HISD students in 2014–2015, which was three percent of the total enrollment for the district that year.

- The graduation rate for grade 12 students who were identified as homeless was 73 percent in 2015–2016, compared to the districtwide average of 82 percent[2]. The average 2015–2016 attendance rate for students who were identified as homeless was 94 percent, compared to the district's attendance rate of 96 percent[3].

- A total of 1,809 students in grades 3–8 who were identified as homeless took at least one mathematics or reading STAAR exam in 2015–2016 (**Table 1**, **HC**, p. 45). The percentages of these homeless students who achieved the satisfactory student standard, were between 39 and 58 percent (**Figure 1**, **HC**, p. 44). A smaller percentage of the district's homeless students passed each of the exams, compared to the percentage of all HISD students. Differences in the percentages of all HISD students and the homeless students achieving the satisfactory standard ranged from 11 percentage points (in seventh grade mathematics) to 23 percentage points (in sixth grade reading) (Figure 1, HC).

[2] Cognos Student Enrollment file, February 16, 2017
[3] Cognos Student Enrollment file, February 16, 2017

Figure 1, HC. Percentage of all HISD and HISD Homeless Students Who Met Satisfactory, Level II, 2016 Progression Standards on STAAR Exams, by Subject and Grade, 2015–2016



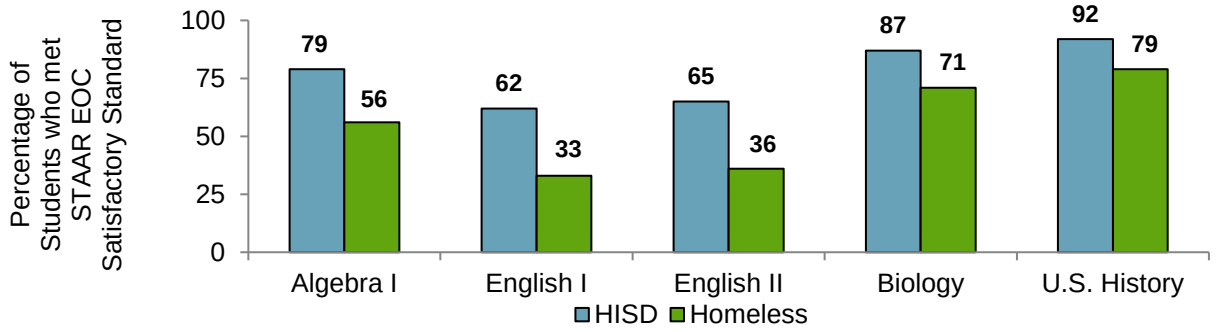
Source: Texas Education Agency-ETS Updated District Summary Reports, STAAR 5 and 8 Reading and Mathematics, June 21, 2016 and STAAR 3–8, July 11, 2016

Note: Level II: Satisfactory standards changed in 2016; excludes STAAR Spanish, L, Acc., and Alt 2 results; 1st administration for SSI grades.

- Six hundred thirty-seven (637) homeless students in grades 9–12 took STAAR End of Course (EOC) exams in 2015–2016. An additional 22 seventh and eighth graders identified as homeless also took STAAR/EOC exams in addition to STAAR tests, for a total of 659 homeless students taking a 2015–2016 STAAR/EOC exam (Table 1, HC).

- Compared to all HISD students, a lower percentage of the district's homeless students achieved the satisfactory student standard on each of the EOCs compared to all HISD students (**Figure 2, HC**). The differences between the percentages of all HISD students and HISD's homeless students passing a STAAR/EOC exam ranged from 13 percentage points (in U.S. History) to 29 percentage points (in English I and English II) (Figure 2, HC).

Figure 2, HC. Percentage of all HISD and HISD Homeless Students Who Met Satisfactory Student Standards on STAAR/EOC Exams, by Subject, 2015–2016



Sources: Texas Education Agency-ETS STAAR/EOC District Summary Reports, June 3, 2016; STAAR 5 and 8 Reading and Mathematics, June 21, 2016 and STAAR 3–8, July 11, 2016

Note: Level II: Satisfactory standards changed in 2016 for "first-time ever" EOC testers; Data is for first time testers only; excludes STAAR Spanish, L, Acc., and Alt 2 results.

Recommendation

The Homeless Children program provides multiple 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, the district's homeless students continue to lag their peers in school attendance, passing rates on state mandated tests, and graduation rates. The program should continue to receive support to fulfill the extensive needs of homeless students in the district. Given that a passing rate on some state mandated tests is required to graduate, it is recommended that efforts be targeted at increasing the number of homeless students who take and retake the EOC exams, increasing their opportunities to pass.

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

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 Exam, 2015–2016

	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 STAAR/EOC
EC/Prekindergarten	638			
Kindergarten	467			
Grade 1	486			
Grade 2	444			
Grade 3	378	233		61.6
Grade 4	374	287		76.7
Grade 5	318	233		73.3
Grade 6	463	372		80.3
Grade 7	446	345	1	77.4
Grade 8	428	339	21	79.2
Grade 9	529		280	52.9
Grade 10	253		176	69.6
Grade 11	202		119	58.9
Grade 12	356		62	17.4
Total	**5,782**	**1,809**	**659**	

Sources: Texas Education Agency-ETS Updated District Summary Reports, STAAR 5 and 8 Reading and Mathematics, June 21, 2016 and STAAR 3–8, July 11, 2016; Texas Education Agency-ETS STAAR/EOC District Summary Reports, June 3, 2016; cumulative HISD enrollment and HISD homeless student file (initial 2015–2016 EOY TEXSHEP Report submission)

Notes: One seventh- and all except one eight-grader who took a STAAR/EOC in 2015–2016 also tested on STAAR 3-8 in at least one other subject. Numbers of students who took STAAR 3-8 and STAAR/EOC tests include retesters for SSI grades.

Leadership Development

Program Description

District research shows having effective leadership in every school is essential to ensuring student success, especially in schools with challenging and/or an underprivileged student population (Research and Accountability, 2015). In HISD, there is ample evidence of this, as there has been 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. Over the past decade, HISD has implemented strategic initiatives to "…maximize talent, with a clear vision of an effective teacher in every classroom, and an effective leader in every school" (Research and Accountability, 2017b, p. 6). To this effort, the district provides professional development for school leaders designed to guide, clarify, and implement HISD's strategic systems and supports in each school. The leadership development offered by the district has an ultimate goal of maximizing achievement for all students, influenced by effective campus leadership. To achieve this goal, the district develops and sustains effective instructional leaders who work with school teams to reach strategic goals.

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. In 2015–2016, the Leadership Development department provided training designed to improve instructional leadership skills in both school leaders and teachers. Campus teams participated in extensive coaching and development sessions offered by Lead4ward. Using several training models, over 150 school leader teams participated in training designed to increase achievement and accountability scores. Leadership Development also provided several opportunities to cultivate talent development on campuses or participate in differentiated growth and development training sessions. In this effort, the Leadership Development Department provided 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 Leadership Development Department's efforts to maximize the effectiveness of school leaders in HISD schools.

Budgeted:	$2,297,567	Capital Outlay:	$21,940
Expenditures:	$1,839,507	Contracted Services:	$2,796
Allocation Utilized:	80.1 percent	Other Operating Expenses:	$25,697
		Payroll:	$1,776,836
		Supplies and Materials:	$12,238

Program Goal

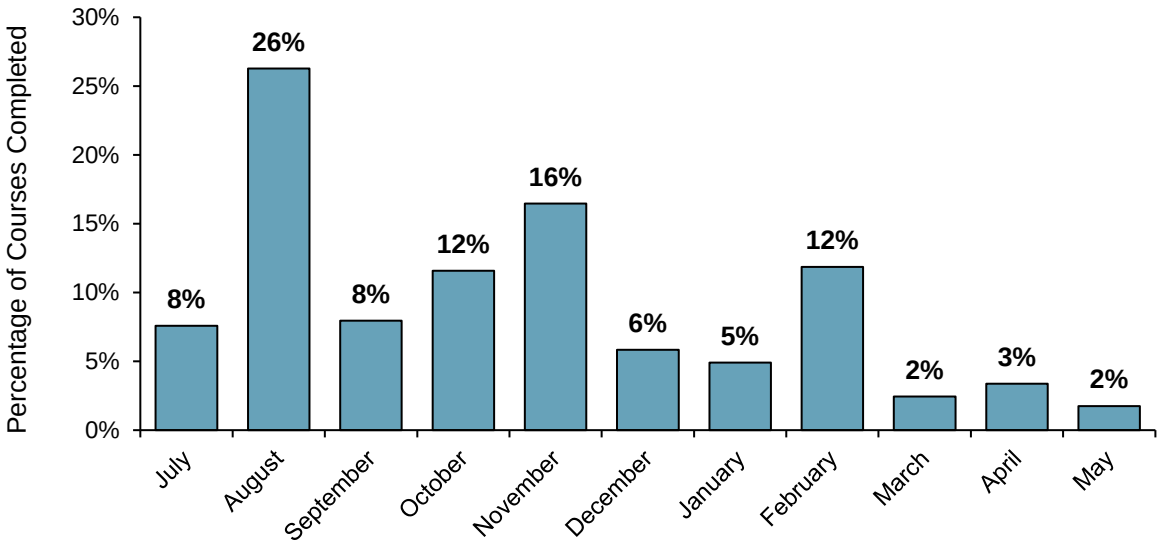
Provide districtwide and individual supports for school leaders to create environments that support and sustain high student achievement.

Program Outcomes

- Shown in **Table 1, LD** (pg. 48–50), 2,568 HISD (unduplicated) attended 66 Leadership Development Courses offered by the Leadership Development Department, for a cumulative 6,654 completed leadership courses in 2015–2016. The most attended course was the Professional Learning Series with 1,669 staff members attending at least one session (six total). The PCDO professional development course had the second highest number of completed courses with 361 HISD participants.

- Illustrated in **Figure 1, LD**, the greatest proportion of professional development courses were completed in August 2015 (26%), followed by November 2015 with 16 percent. According to the 2015–2016 e-Train data, over a third of the leadership development course work was completed before students returned to class during July and teacher preservice times. Moreover, nearly three-fourths of the professional leadership development took place in the fall of 2015. By concentrating leadership development early in the year, the campus leadership had opportunities to implement knowledge and skills gained through the professional development programs throughout the 2015–2016 school year.

Figure 1, LD. Percentage of Leadership Development e-TRAIN Earned Credit Courses by District Personnel, by Month, 2015–2016



Source: HISD e-TRAIN file, July 2015–June 2016
Note: Percentages may not total 100 due to rounding.

- HISD school leaders had an opportunity to attend seven different Lead4ward professional development trainings in 2015–2016. In all, 584 HISD campus staff attended the Lead4ward courses (listed in **Table 1, LD**, p. 48), for a total of 854 course completions.

- Throughout the 2015–2016 school year, the Leadership Development department collected feedback from school leaders on the Lead4ward training. Survey responses were collected from 421 course participants (49% response rate). On a scale from 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree, the Lead4ward participants provided feedback on two questions: 1) The Lead4ward will help me lead instructional analysis conversations on my campus; and 2) Overall satisfaction with the quality of the workshop. Both questions averaged a 4.4 indicating strong approval of the Lead4ward training program by campus leaders (**Table 2, LD**, p. 50).

Recommendation

Overall, the support offered by the Leadership Development team was all-inclusive 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, survey responses at the meeting sessions could be collected, 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 Complete Course Credits, by Course, 2015–2016		
Course Title	**Course #**	**N Completed Course**
Digital Instructional Leaders	LD0497	94
DWIL Leadership Cohort	LD0495	199
Ethical Leadership & Decisions	LD0533	3
Executive Leader Onboarding	LD0512	33
Feedback 101	LD0541	49
First Year Principal Induction	LD0511	125
First Year Principal Legal Update	LD0516	39
HYBRID: Leading for Equity	LD0498	35
Knenek Fig19 Vol2 Part2 Gr K-5	LD0540	36
Knezek Cool HotSpot Science6-8	LD0473	10
Knezek Cool HotSpot ScienceK-5	LD0472	41
Knezek Cool HotSpot SS Gr8 USH	LD0469	8
Knezek Cooling HotSpots ELAR 3-5	LD0514	25
Knezek Cooling HotSpot Math 3-5	LD0467	31
Knezek Cooling HotSpot Math 6-8	LD0483	44
Knezek Cooling HotSpot Math K-2	LD0466	42
Knezek CoolingHotSpot ELAR 6-EOC	LD0481	15
Knezek Cooling HotSpots ELAR K-2	LD0513	25
Knezek Cooling HotSpots ELAR K-5	LD0468	111
Knezek Figure 19 Volume2 6-EOC	LD0484	39
Lead4ward Campus Support Group2	LD0470	92
Lead4ward Campus Support Group3	LD0471	26
Lead4ward Instructional Coaching	LD0478	136
Lead4ward Intervention Group 1	LD0482	251
Lead4ward Lead Intervention 2	LD0485	60
Lead4ward Relevant Review 1	LD0487	121
Lead4ward Relevant Review 2	LD0486	168
Leading With Strengths	LD0522	32
Making Hard Conversations Easy	LD0535	1
Microsoft One Note	LD0529	22
MTG: Supt & PK-12 Principals	LD0501	186
MTG: Supt & PK-12 Principals	LD0502	185

Table 1, LD (continued). Number of Leadership Development e-TRAIN Completed Course Credits, by Course, 2015–2016		
Course Title	**Course #**	**N Completed Course**
MTG: Supt & PK-12 Principals	LD0503	313
MTG: Supt & PK-12 Principals	LD0504	196
New Leaders Institute	LD0499	46
ONLINE: Appreciating Diversity	LD0347	38
ONLINE: Driving Digital Transfer	LD0545	5
ONLINE: DWIL HUB	LD0530	52
ONLINE: Implementing PLC's	LD0549	12
Online: School Marketing	LD0493	10
ONLINE: SDMC Basics	LD0528	10
ONLINE: Smart Goals	LD0355	18
ONLINE: Managing Stress at Work	LD0353	33
PCDO	LD0538	361
PK-12 SDMC	LD0444	32
PLS Experienced Facilitators	LD0557	20
PLS New Facilitators	LD0558	41
Professional Learning Series	LD0500	1669
Purpose Driven Communities	LD0536	16
Safer Learning - Diverse Class	LD0494	8
School Leadership Academy C5	LD0446	29
School Safety for Leaders	LD0475	64
SDMC Basics	LD0489	4
Second Year Principal District	LD0517	49
Second Year Principals Legal Update	LD0515	23
Service Excellence	LD0474	181
Spring Preliminary Budget Plan	LD0488	61
STAAR Planning Grades 6-12	LD0527	117
STAAR Planning PK-5	LD0526	344
Staff Documentation	LD0464	33
Staff Documentation (NIL)	LD0463	50
Staff Documentation Refresher	LD0465	122
Strengths - Based Leadership	LD0523	14
Strengths-Based Leadership	LD0531	25
Structures Improve Student Perf	LD0556	17

Table 1, LD (continued). Number of Leadership Development e-TRAIN Completed Course Credits, by Course, 2015–2016		
Course Title	**Course #**	**N Completed Course**
Third Year Principals Cohort	LD0518	40
Third Year Principals Legal Update	LD0537	29
Time Management for Leaders	LD0477	90
Tools for Successful Coaching	LD0532	3
University Cohort Colloquia	LD0496	68
Veteran Assistant Principals	LD0491	46
Veteran Principal Cohort	LD0476	35
Year 1 AP Dean Onboarding	LD0452	35
Year 2 AP/Dean Summer Training	LD0447	11
Total		**6,654**

Source: HISD e-TRAIN file, July 2015–June 2016

Table 2, LD. Lead4ward Participant Response by Content Area and Subject, 2015–2016			
Program Content	**Responses**	**Question #1**	**Question #2**
Cooling the Curriculum Hot Spots (all subjects)	144	4.2	4.3
English Language Arts/Reading	30	3.5	3.5
Mathematics	62	4.5	4.6
Science	37	4.3	4.5
Social Studies	15	4.7	4.7
Figure 19 – English Language Arts/Reading	49	4.5	4.6
Implementation Support	22	4.5	4.4
Instructional Coaching Support	46	4.5	4.4
Intentional Interventions	70	4.3	4.1
Relevant Review	90	4.4	4.5
Total	**421**	**4.4**	**4.4**

Source: Lead4ward Feedback Surveys, Leadership Development, July 2015–May 2016
Note: Given the topics included several sessions, the average displayed was calculated using a weighted average formula. The response scale was 1–5, with 1 being the lowest and 5 being the highest.

Leadership University Partnership

Program Description

The Leadership University Partnership program was a component of the district's grow-your-own model. One of the district's goals was to attract and hire top talent and provide high quality service that meets the needs of current employees and applicants (Research and Accountability, 2017b). 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 HISD Leadership Development Department collaborated with the Human Capital Department to identify and screen applicants for the Skills Demonstration, an assessment based on the district's standards for instructional leadership, data analysis, decision-making, and problem solving, that was used to assess applicants for principal and assistant principal positions. The identified candidates attended classes at local universities to obtain a master's degree in education and receive a principal's certification.

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:	$212,440	Capital Outlay:	
Expenditures:	$98,879	Contracted Services:	$98,879
Allocation Utilized:	46.5 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Program Goal

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

Program Outcomes

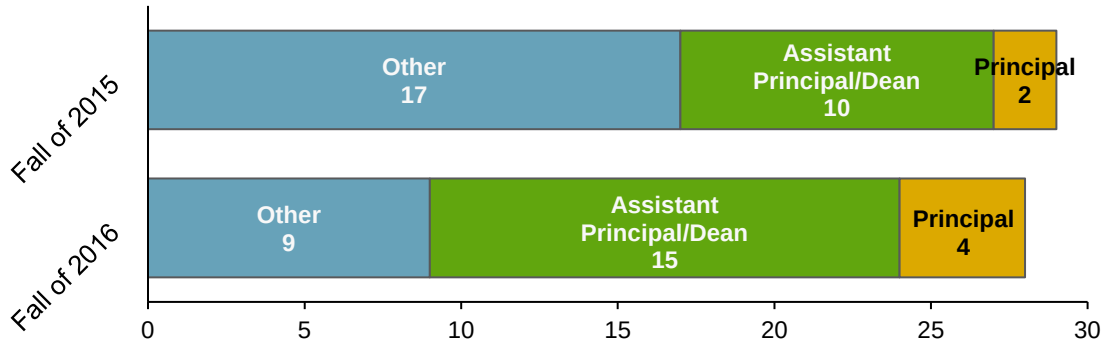
- The Leadership University Partnership cohort began in 2014–2015 and concluded in 2015–2016. Leadership Development screened 88 principal applicants, 175 assistant principal applicants, 44 applicants for aspiring leader cohorts, and two School Support Officer (SSO) applicants, with a total of 309 individuals considered for leadership positions. Of those screened, 33 were invited to participate in the Leadership University Partnership.

- Two groups were funded through Title II funds; one which worked towards a degree in Educational Leadership (13 participants) and one which worked towards a Master of Business Administration in Education (20 participants). Since the partnership began, four participants either left the cohort or the district before the fall of 2015 and one participant left prior to the fall of 2016; leaving 28 participants who completed the full two years of the Leadership University Partnership and remained employed by the district in the fall of 2017.

- All candidates who completed the program took and passed their principal test. Of the five participants who left the cohort before completing the full program, two participants passed the principal exam before leaving, giving a total of 30 participants who passed the principal exam by 2015–2016.

- As illustrated in **Figure 1, LU**, by fall 2015, 10 participants were employed as Assistant Principals (APs) or Deans and two as Principals, for a total of 12 participants (41%) taking a leadership following the first year of the partnership. Comparatively, by fall 2016, the number of participants in AP/Dean and principal positions totaled 19 leadership roles (68%). The gain in leadership roles represented a 66% increase from the fall of 2015.

Figure 1, LU. 2015–2016 Participants in Leadership University Partnership Program by 2016–2017 Position



Source: Leadership University Partnership Files
Note: Fall of 2015 n=29, Fall of 2016 n=28

Recommendation

The Leadership University Partnership program targeted district employees with leadership potential and trained them to become principals. There were 28 participants who completed the two-year program, and 68 percent of them were in leadership positions by Fall of 2016. This program improved the number of leaders in HISD schools by partnering with local universities and was successful in matching district talent with district needs. Leadership Development should continue to identify ways to “home grow” talent within the district now that the Leadership University Partnership program ended in 2015–2016.

New and Emerging Leader Institute/Monthly Principal Meetings

Program Description

First-time administrators in HISD received an onboarding induction through the New and Emerging Leader Institute (NELI). The New and Emerging Leader Institute was designed to close the performance and professional practices gap for first-time principals and assistant principals (APs) in HISD. The purpose of the New and Emerging Leader Institute was 1) to empower schools by empowering school leaders to be autonomous and accountable for performance, 2) to cultivate the values, knowledge and skills of leader participants; and 3) to create a sense of community among new school leaders.

HISD provided leadership training and support to first-time principals and APs throughout the year. Assistant principals participated in a three-day induction and onboarding targeting strategies for leading high performing teams that impact student achievement. Additionally, HISD Chiefs and School Support Officers created small groups designed to continue the development of knowledge and skills of school leaders. First-year principals and APs gained tools and approaches to develop data-driven cultures to inform instructional decision-making and building efficient, safe learning systems.

A key component of the New and Emerging Leader Institute was mentor support. The program funded 15 hourly principals whose sole purpose was to provide mentoring and coaching for first-time administrators. Specifically, the mentor support focused on administration, facilities management, observation with feedback, data driven instruction, and resource management.

Budget and Expenditures

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

Budgeted:	$363,450	Capital Outlay:	
Expenditures:	$278,686	Contracted Services:	$275,131
Allocation Utilized:	76.7 percent	Other Operating Expenses:	
		Payroll:	$0
		Supplies and Materials:	$3,556

Program Goal

Through professional development and mentoring, the New and Emerging Leader Institute program was designed to develop HISD leader competencies, including business and finance administration, curriculum systems leadership, and school improvement planning.

Program Outcomes

- According to 2015–2016 e-Train records, 42 principals, APs, or Deans attended a three-week New and Emerging Leader Institute program in July 2016. In total, 46 HISD staff received competed credits for the New Leaders Institute course (LD 0499) (**Table 1, NELI**, p. 54).

- In addition to the three-week New and Emerging Leaders Institute course, there was a three-day induction and on-boarding course (LD 0452) for first-year APs/Deans, attended by 35 participants. Eleven assistant principals/deans completed the Year 2 APs/Dean Summer training (LD 0447) in July 2016 (Table 1, NELI).

- In addition to the beginning of school onboarding and leadership institutes, principals and assistant principals attended monthly meetings, First Year Principal Induction, with their cohorts to continue skill development and mentorship from HISD cabinet-level staff. Displayed in Table 1, NELI, HISD staff

completed 125 monthly meetings in the 2015–2016 school year (LD 0511). Of the 125 First Year Principal Induction meetings in 2015–2016, 92 meetings were completed by 37 principals (unduplicated) and 21 meetings were completed by 11 principal mentors (unduplicated). During 2015–2016, 64% of the 37 principals attended all three meetings.

Table 1, NELI. Number of New and Emerging Leadership e-TRAIN Completed Course Credits, by Course, 2015–2016

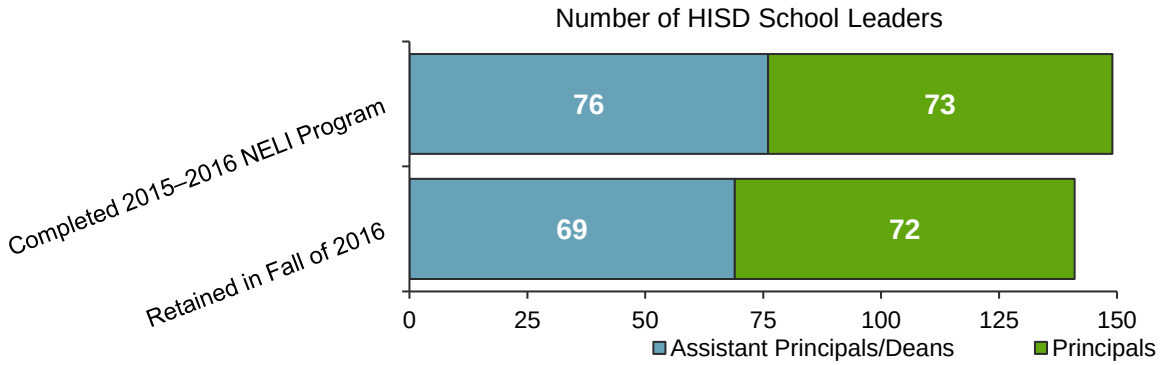
Course Title	Course #	N Completed Course
Year 2 AP/Dean Summer Training	LD 0447	11
Year 1 AP/Dean Onboarding	LD 0452	35
First Year AP/Dean Cohort	LD 0456	2
Veteran Principal Cohort	LD 0476	35
Veteran Assistant Principals	LD 0491	46
Hybrid: Leading for Equality	LD 0498	35
New Leaders Institute	LD 0499	46
First Year Principal Induction	LD 0511	125
Second Year Principal District	LD 0517	49
Total		**382**

Source: HISD e-TRAIN file, July 2015–June 2016

- In sum, 149 HISD individual staff members attending the New and Emerging Leader Institute funded professional development courses in 2015–2016, with 76 assistant principals/deans and 73 principals (**Figure 1, NELI**).

- At the beginning of the 2016–2017 school year, 141 of the 149 the New and Emerging Leader Institute participants continued in a position of school leadership (as either an AP/Dean or principal). Of those school leaders retained, 69 were APs/Deans and 72 were principals. One assistant principal was promoted to a principal position between 2015–2016 and 2016–2017. Six APs/Deans and two principals from the New and Emerging Leader Institute left the district following the 2015–2016 school year. In all, there was a retention rate of 92 percent for New and Emerging Leader Institute APs/Deans and 97 percent for New and Emerging Institute principals.

Figure 1, NELI. Number of School Leaders Participating in the New and Emerging Institute Leadership Development Program by Job Title, 2015–2016 and Fall 2016



Sources: HISD e-TRAIN file, July 2015–June 2016; HISD Roster for TADS, August 15, 2016
Note: One 2015–2016 AP was promoted to a principal position by Fall 2016.

Recommendation

HISD school leaders took advantage of the New and Emerging Leaders Institute to enhance their capacity to build data driven campus cultures, increase their business administration skills, and further enhance their leadership abilities. In addition to the individual and small group professional development, school leaders and mentors successfully met throughout the 2015–2016 school year to provide both development and professional support. Evidence for the program success is found within the high levels of school leadership retention. The New and Emerging Leader Institute and monthly meetings should continue to support campus leadership in a manner which targets both individual and professional development.

New Teacher Support

Program Description

The New Teacher Support program was a centralized program designed to support new and beginning teachers in HISD. The intent of the program was to induct and support teachers with no prior teaching experience. The program was designed to accelerate the development of beginning teachers to improve student outcomes. Teachers attended a 'boot camp,' called New Teacher Academy (NTA) for two weeks in the summer of 2015, prior to the 2015–2016 school year. During the NTA, teachers were exposed to classroom management series on systems and routines as well as HISD processes, resources, and expectations. The bulk of the funds went to pay for teachers to attend the NTA given the academy was not part of the annual duty schedule. Throughout the school year, new teachers attended targeted professional development opportunities focused on foundational skills from the HISD Instructional Practice Rubric.

Fellow teachers, identified as KEY teacher leaders, provided most of the professional development. KEY teacher leaders also maintained a content/grade level virtual HUB community with the beginning teachers they supported. New Teacher Support program funds also paid for a substitute for beginning teachers to observe KEY teachers in their own classrooms. In addition to the KEY teacher leader, beginning teachers were assigned a mentor from their campus. The mentors met weekly with their beginning teachers using HISD Instructional Practice and Professional Expectations rubrics as the anchor document for professional development. Each campus had a Campus Induction Coordinator who facilitated the professional learning community of mentors and beginning teachers providing continuity and oversight to beginning teacher support. A third of HISD campuses (n=90) received an additional layer of support for novice teachers via highly-effective, specialized Career Pathway teacher leaders.

Budget and Expenditures

Title II, Part A funds were used for staff to provide training and support for teachers new to the profession.

Budgeted:	$900,000
Expenditures:	$273,700
Allocation Utilized:	30.4 percent

Capital Outlay:	$14,145
Contracted Services:	$182,259
Other Operating Expenses:	$39,369
Payroll:	$26,913
Supplies and Materials:	$11,015

Program Goal

The New Teacher Support program aimed to improve student outcomes and teacher retention rates for beginning teachers new to HISD by providing multiple streams of mentorship support and extensive professional development throughout the year.

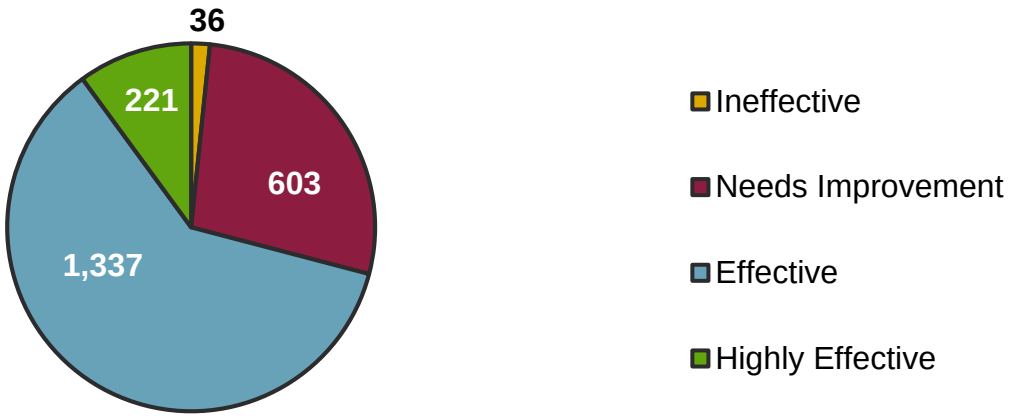
Program Outcomes

- The New Teacher Support program supported 2,591 beginning or new to HISD teachers in the 2015–2016 school year. From this cohort, 1,288 beginning teachers (50%) had zero experience in or outside of HISD. However, 1,303 (50%) had teaching experience either in HISD or from another school district. The experienced teachers had an average of 4 years teaching experience, with a range of one to 41 years' experience.

- At the end of the year, HISD teachers receive a summative rating as part of their Teacher Appraisal and Development (TADS) evaluations. TADS records could be matched to 2,197 New Teacher Support teachers. **Figure 1, NTS** (p. 57) displays how many teachers fell into the four summative rating

categories of Ineffective, Needs Improvement, Effective, and Highly Effective. Seven out of ten New Teacher Support participants (71%) were rated in the Effective or Highly Effective ranges in 2015–2016. More than a quarter of New Teacher Support participants (27%) received a Needs Improvement rating and less than two percent received an Ineffective rating.

Figure 1, NTS. Proportion of New Teacher Support Participants by Summative Rating Group, 2015–2016



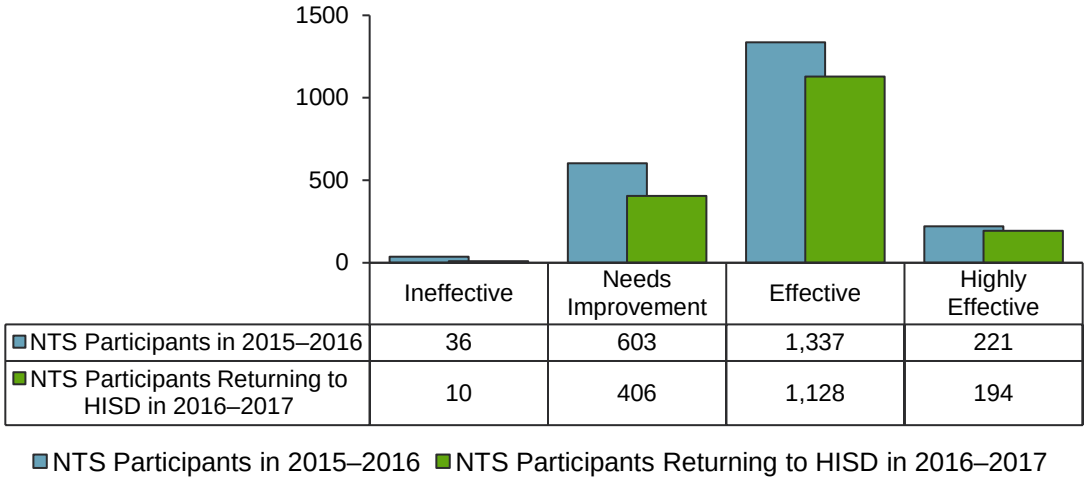
n=2,197

Source: HISD TADS Summative Rating Report, January 24, 2017; New Teacher Support data file, March 3, 2017

- Following a year of professional development and support, 1,885 New Teacher Support participants (73%) returned for the 2016–2017 school year. The New Teacher Support retention rate was 11 percentage-points lower than the HISD retention average (Table 10, p. 30).

- Of the 2,197 New Teacher Support participants who received a 2015–2016 summative rating, 1,738 returned in 2016–2017. **Figure 2, NTS** (p. 58) displays the teachers returning in 2016–2017 by their TADS summative ratings in 2015–2016. The summative rating which had the highest retention rate was 'Highly Effective' at 88 percent, followed by 'Effective' (84%), and 'Needs Improvement' (67%). Slightly less than a third of teachers rated 'Ineffective' returned for the 2016–2017 school year (32%). The retention of 'Highly Effective' teachers was higher than the HISD average of 84 percent (Table 10).

Figure 2, NTS. The Number of New Teacher Support Participants Returning to HISD in 2016–2017 by Their 2015–2016 Summative Ratings



	Ineffective	Needs Improvement	Effective	Highly Effective
NTS Participants in 2015–2016	36	603	1,337	221
NTS Participants Returning to HISD in 2016–2017	10	406	1,128	194

Source: HISD TADS Summative Rating Report, January 24, 2017; New Teacher Support, March 3, 2017

Recommendation

The New Teacher Support model aimed to engage new and limited experienced teachers in a way that targeted peer and mentor support from successful teachers, provided targeted professional development, and introduced the district's processes, resources, and expectations. The purpose of the NTS program was to accelerate the development of skills to ultimately improve student outcomes. The findings show NTS participants are more likely to be rated as 'Effective' or 'Highly Effective' than 'Needs Improvement' or 'Ineffective.' One recommendation is to conduct an evaluation of the program to identify the professional development and mentorship streams that worked well for the participants in an effort to continue building upon the new program. Consideration for participation should be given to teachers who do not have any prior teaching experience as to maximize the program resources.

Parent Engagement Representatives (PERs)

Program Description

A 2015–2016 pilot program, Parent Engagement Representatives (PERs) placed 10 hourly, part-time, employees in schools to improve communication and build a strong "home-school" partnership between the families and the schools. Specifically, the PERs model was designed to enhance parent/teacher conference participation and parent awareness of district and community programs and resources. Throughout the 2015–2016 academic year, PERs actively developed and supported parent and community organization through volunteerism at 20 HISD elementary, middle, and high school campuses. PERs staff led staff development and parent workshops, supported parent organizations within campuses, scheduled and facilitated speakers at Parent Centers and other events, and attended community events.

PERs responsibilities included assisting schools with community walk-through activities, assessments, school-wide FACE training, book study, family focus groups, and planning events that were linked to student academic achievement. PERs helped to build capacity of the faculty and staff for sustainability beyond the 2015-2016 school year. Each PER was assigned to at least two schools and worked approximately 35 hours a week.

Budget and Expenditures

Title II, Part A funds were used for staff to provide training and support for campus parent engagement representatives.

Budgeted:	$7,423,218	Capital Outlay:	$21,850
Expenditures:	$826,851	Contracted Services:	$371,385
Allocation Utilized:	11.1 percent	Other Operating Expenses:	$111,817
		Payroll:	$257,245
		Supplies and Materials:	$64,554

Program Goal

The goal of PERs was to improve communication and engagement between schools and parents so as to build a supportive and open school climate, increase student attendance, and improve student academic outcomes.

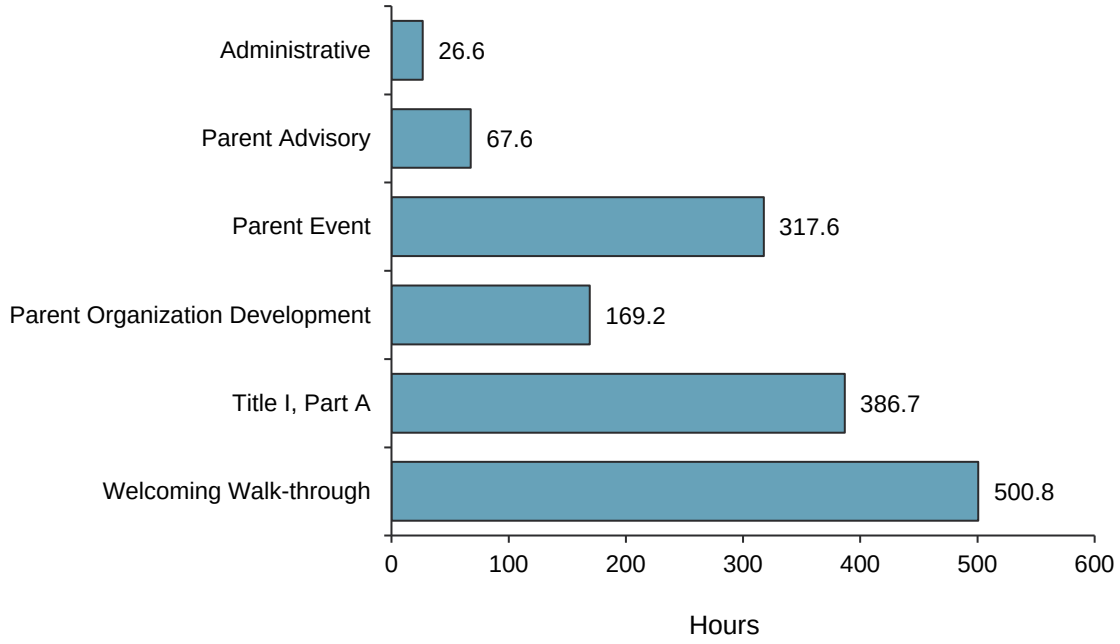
Program Outcomes

- PERs reached parents of 16,892 students at 20 HISD elementary, middle, and high schools during the 2015-2016 school year. Students at PERs schools were 100 percent Title I, 84 percent economically disadvantaged, 75 percent at-risk, 29 percent limited English proficient (LEP), 11 percent recipients of special education services, and six percent gifted/talented.

- During the 2015–2016 academic year, PERs spent a total of 1,469 hours conducting activities that were designed to engage parent in their child's education. The most time spent on one activity was 501 hours for conducting Welcoming-Walk Through activities. **Figure 1, PERS** (p. 60) displays the amount of time spent on program activities.

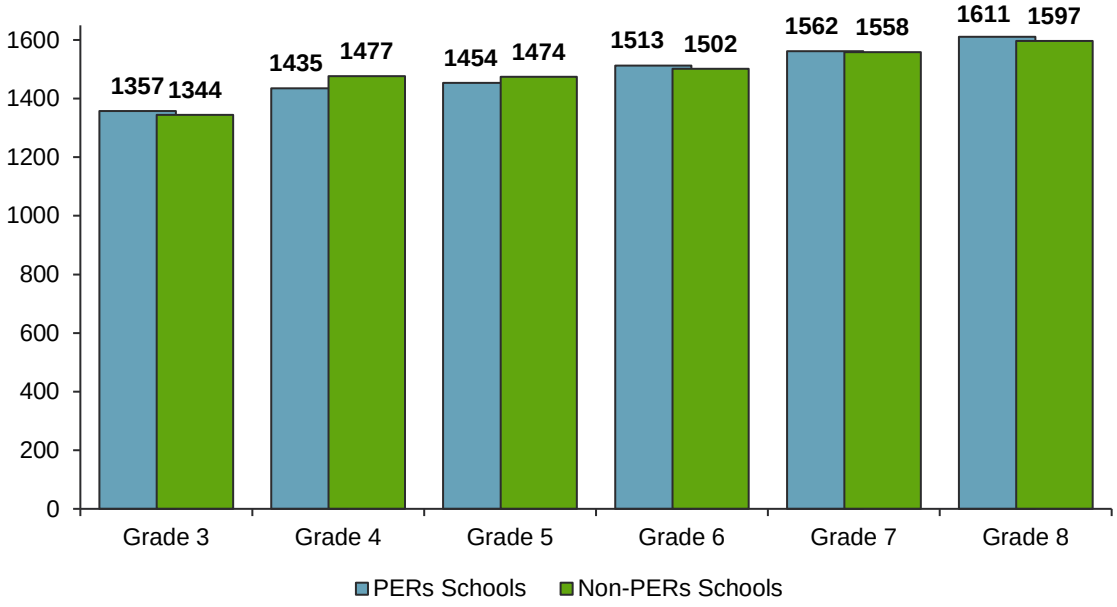
- Using TEA accountability ratings, schools not implementing PERs were matched to PERs campuses for comparative analysis. PERS schools had higher average mean scale scores on the STAAR Reading assessments (first administration, English version) for grades 3, 6, 7, and 8. (**Figure 2, PERS,** p. 60).

Figure 1, PERS. Total Number of Hours Staff Engaged in a PERS Activity by Category, 2015–2016



Source: Research and Accountability (2016e)

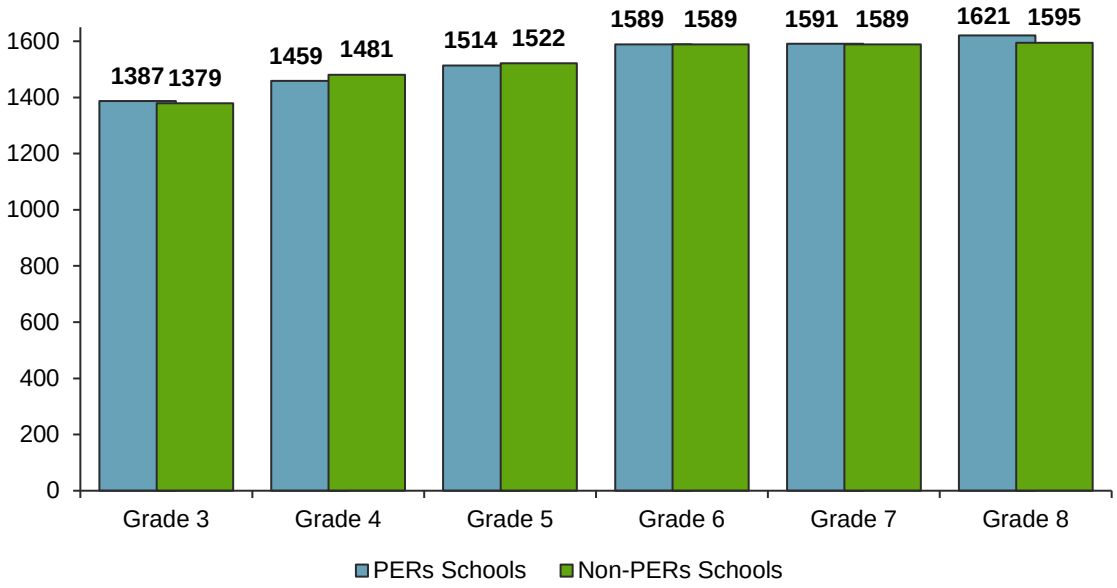
Figure 2, PERS. Mean STAAR Reading Scale Scores by Grade, 2015–2016



Source: Research and Accountability (2016e).
Note: First administration, English version.

- On the STAAR Mathematics (first administration, English version), the PERs schools had higher mean scale scores for grades 3, 7, and 8 than non-PERs schools. Grade 6 PERs schools had the same mean scale score as the non-PERs schools (**Figure 3, PERS**).

Figure 3, PERS. Mean STAAR Mathematics Scale Scores by Grade, 2015–2016



Source: Research and Accountability (2016e)
Note: First administration, English version.

Recommendation

The PERs program was designed to enhance the school experience of parents and students with the intent of improving the educational outcomes for children and youth. Furthermore, PERs sought to cultivate and sustain positive relationships between schools and families. The pilot year proved somewhat successful and schools implementing PERs outperformed, at several grade levels, matched schools which did not implement PERs. PERs staff documented approximately 1,469 hours conducting Welcoming Walk-through, Title I, Part A, Parent Advocacy, Parent Organization Development, and Parent Event activities. Given the varied range of hours spent on each of these activities, it is recommended that central and campus administration coordinate with the PERs staff to increase number of activities planned and promoted for each campus. Another recommendation is to scale up the program to include more schools given the preliminary positive impact of PERs. However, continued evaluation is encouraged to ensure program implementation fidelity and examine program outcomes during the scaling up process.

For more detail, see the complete program report, “Parent Engagement Representatives (PERS), 2015–2016” report (Research and Accountability, 2016e).

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 including pre-summer and summer school instruction). For the 2015–2016 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:	$294,520	Capital Outlay:	
Expenditures:	$294,520	Contracted Services:	$294,520
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:	$580,940	Capital Outlay:	
Expenditures:	$164,666	Contracted Services:	$164,666
Allocation Utilized:	28.3 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.

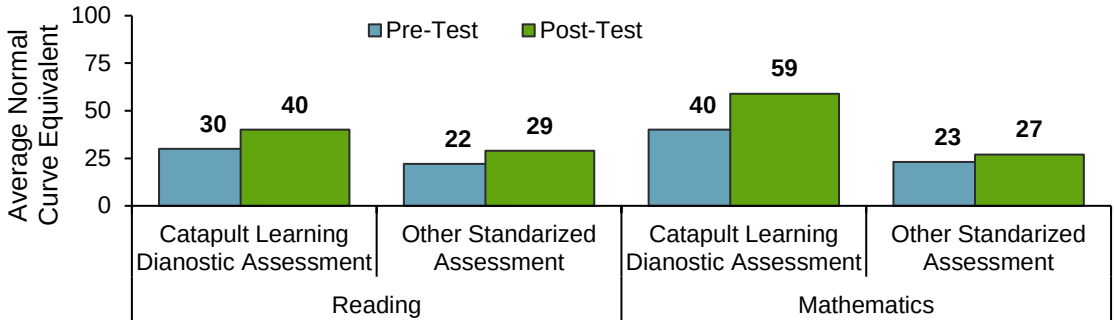
Program Outcomes

- Catapult Learning provided services to 34 schools within the boundaries of the Houston Independent School District, including 21 during the 2016 summer program.

- A total of 644 students in grades PreK–12 received 504 reading services, and 502 mathematics services, for a total of 1,006 services provided.

- As shown in **Figure 1, PNP**, a comparison of pretest and posttest scores revealed positive gains on two measures for students who received 20 or more hours of Catapult Learning instruction in 2015–2016. Students' average scores on the Catapult Learning Diagnostic Assessment increased by 10 NCE points in reading and 19 NCE points in mathematics. On other standardized assessments, students' average scores increased by seven NCE points in reading and four NCE points in mathematics.

Figure 1, PNP. Average Pre-Test and Post-Test NCE Scores on Standardized Learning Assessments, 2015–2016



Source: Catapult Learning (2016)
Note: The "Other Standardized Assessment" commonly used was the Iowa Test of Basic Skills. There were 180 Pre-K–grade 12 students who took a Catapult Learning Diagnostic Assessment and 164 grade 1–grade 8 students who took another standardized assessment.

- Principals, teachers, and parents were generally satisfied with Catapult Learning services. On a ten-point scale from 1-"not likely at all" to 10-"extremely likely," principals averaged a 9.1, when asked about the likelihood of recommending Catapult Learning. On average, educators rated the two professional development sessions a 3.9 on a scale from 1-"Poor" to 4-"Excellent" and 95 percent of parents agreed that they were satisfied with the program.

- Fall 2015 Catapult Learning Parent Orientation meetings were attended by 53 parents. Four parental involvement workshops were also held during the 2015–2016 school year to discuss tips and strategies for student success. In total, the workshops had 30 attendees (ranging from two to ten parents per workshop).

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, teachers, and principals were satisfied with the services provided. Parent orientation meetings had much higher attendance than parent involvement workshops. The program should use the *Catapult Learning Family Newsletter* and best practices of the orientation meetings to spur parents' interest and improve their participation in the ongoing parental involvement workshops.

For more detail, see the complete program report, "Title I, Part A Private Nonprofit Schools 2015–2016" report (Research and Accountability, 2016h).

Professional Development

Program Description

The Professional Development (PD) program served all educators in HISD. Title I, Part A funds provided services for teachers and administrators at Title I schools. Title II, Part A funds provided services for educators and administrators at all schools. The HISD PD program was designed to develop teachers' practices and support effective teaching in every classroom to positively impact student performance. The HISD Professional Support and Development department 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 several streams.

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 including literacy, standards-based instruction, classroom management, differentiated instruction, and data-driven decisions making and instruction. The PDCS also developed online, user-centered learning tools through the District online platforms (i.e., HUB) to enhance connectivity of teachers, both to resources, and to each other.

The PDCS team provided development resources aligned with the Instructional Practice Rubric to ameliorate student achievement challenges as identified by district data (academic readiness and performance). Resources are managed through a professional development website to provide on-going access to the learning resources. In addition, the PDCS team manages and support the district's online learning and curriculum platform.

Finally, the PDCS team includes Design and Media Specialists and program managers whose talents focus on adult learning and priorities to strengthen effective practices of teachers. 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 (e.g., 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:	$9,994,303
Expenditures:	$8,085,461
Allocation Utilized:	80.9 percent

Capital Outlay:	
Contracted Services:	$39,609
Other Operating Expenses:	$0
Payroll:	$8,045,852
Supplies and Materials:	

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

Budgeted:	$4,028,734	Capital Outlay:	$11,696
Expenditures:	$2,855,385	Contracted Services:	$200,578
Allocation Utilized:	70.9 percent	Other Operating Expenses:	$109,630
		Payroll:	$2,490,632
		Supplies and Materials:	$42,849

Program Goal

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

Program Outcomes

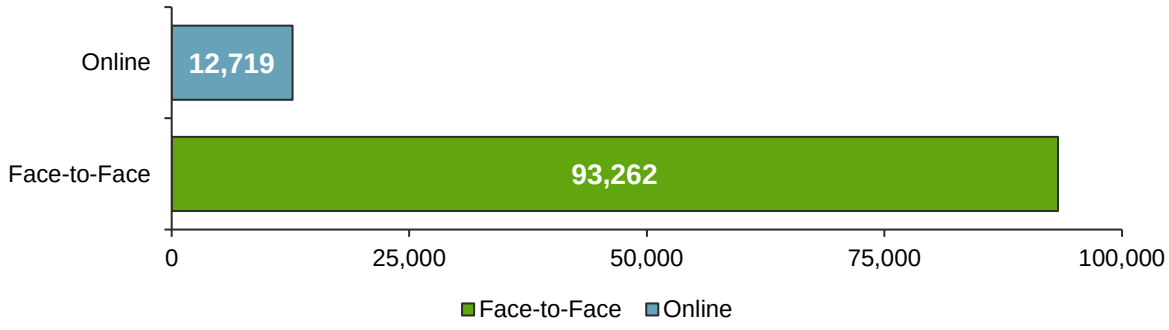
- The Senior Manager of Design, Media, and Online Learning reports professional development opportunities supported by the PDCS team were widely accessible and well used within the district. The PDCS team supported HISD by assisting in the development of 46 online courses and supporting 22 online courses equaling a total of 252 online professional learning hours in 2015–2016.

- In total, for both online and face-to-face trainings, the PDCS supported professional development opportunities for 5,706 employees (unduplicated) in 2015–2016. Of those HISD employees who were documented as completing at least one HISD professional development course supported by PDCS, 5,422 (95%) were campus-level teachers, principals, and instructional support staff, who took direct responsibility for student achievement.

- Using e-Train records using only academic focused professional development opportunities, a total of 17,191 HISD employees completed 105,981 professional development courses in 2015–2016, an average of 6.1 courses each. Comparatively, in 2014–2015, a total of 26,990 staff members completed 190,532 professional development courses, an average of 7.1 courses each.

- HISD employees earned completion credits for 12,719 online courses and 93,262 face-to-face courses (**Figure 1, PD**). Overwhelmingly, HISD staff members attended face-to-face professional development over online courses in 2015–2016.

Figure 1, PD. Number of Earned Credits for Academic Focused Professional Development, by Platform Type, 2015–2016



Source: HISD e-Train data, 2015–2016; 2015–2016 Development data from Design, Media & Online Learning
Note: HISD staff may have taken more than one PD, and therefore, the employee count is duplicated.

Recommendation

Professional development courses are well used by HISD staff, although the 2015–2016 school year did have a decrease in the number of staff attending and the number of courses completed when compared to 2014–2015. However, the Senior Manager on the PDCS team reports several HISD departments have approached the team to help develop and monitor professional development opportunities for their staff members. The Professional Development department should develop and implement data collection strategies designed to explore the district use of the HUB (online professional development) and examine how teachers are connecting and sharing resources. Further, creating measurable program goals will be beneficial to understanding the impact of the professional development program.

Professional Development - 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 received the differentiated support that they needed at schools identified as needing additional support. Schools were chosen based on multiple assessment and accountability measures. 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. Title II, Part A funds supported 123 TDS and TDS managers during 2015–2016. For example, the TDS department included 86 elementary and 37 secondary Teacher Development Specialists that served at 102 elementary, 28 middle, 19 high, and five combination schools. Training initiatives were literacy, mathematics, science, social studies, and digital transformation.

Budget and Expenditures

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

Budgeted:	$542,033	Capital Outlay:	$49,240
Expenditures:	$352,380	Contracted Services:	$50,718
Allocation Utilized:	65.0 percent	Other Operating Expenses:	$39,680
		Payroll:	$200,335
		Supplies and Materials:	$12,408

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.

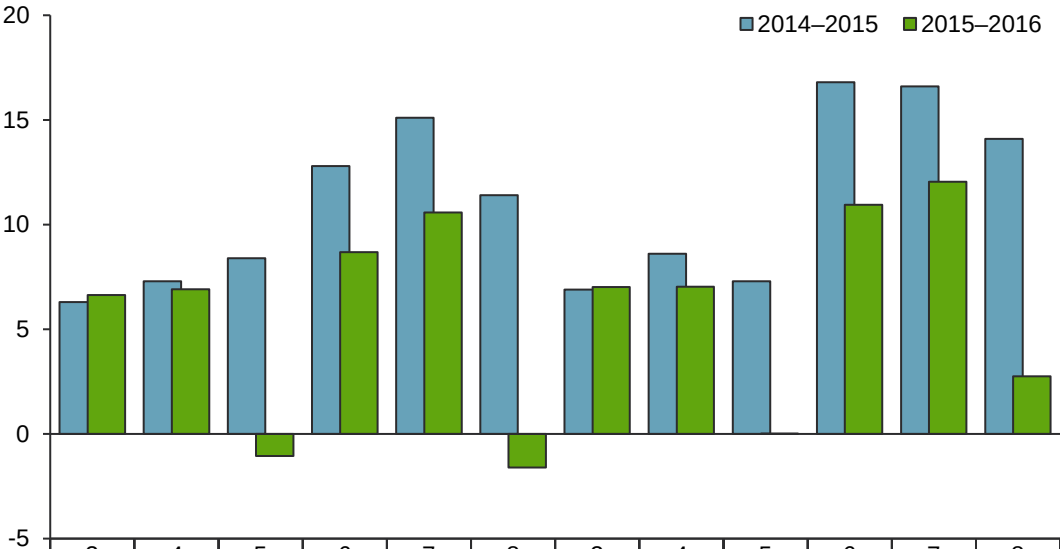
Program Outcomes

- TDS supported schools were identified as needing additional support. In 2015–2016, there were 154 schools receiving TDS services from 148 specialists. Within the TDS supported schools, 85 TDS specialists focused on literacy and math instruction for elementary schools and 63 TDS specialists focused on English language arts/reading, mathematics, science, social studies, and instructional technology for secondary schools.

- These schools were compared to HISD's performance overall on the STAAR mathematics and reading assessments, using Satisfactory Student Standards. **Figure 1, TDS** (p. 68) displays the average performance gap for the 2014–2015 and 2015–2016 school years. Overall, the gap in the percentage of students meeting the STAAR satisfactory standard decreased between TDS-supported schools and HISD in grades 4–8 in mathematics; only one grade level increased, rather than decreased, the gap (grade 3). Notably, the TDS-supported schools, grades 5 and 8, had a higher percentage of students meet the STAAR student standard in mathematics than the district average in 2015–2016.

- For reading, the achievement gap between HISD and TDS-supported schools decreased in every grade except grade 3, which only increased by 0.1 percentage point. In grade 5, there was no percentage-point gap between the HISD schools and TDS-supported schools meeting student standards. The largest TDS-supported school performance gain to close the percentage-point gap in performance, was in grade 8 with a 11.3 percentage-point gap decrease.

Figure 1, TDS. STAAR and STAAR Spanish Mathematics and Reading Satisfactory Standards Performance Gap between HISD and TDS Supported Schools, 2014–2015 and 2015–2016

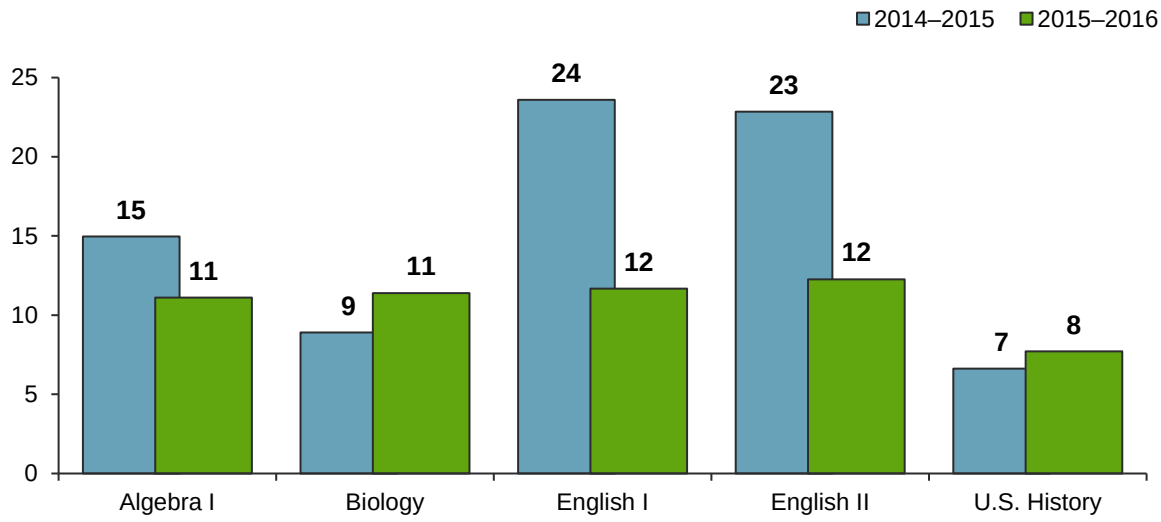


	Mathematics						Reading					
	3	4	5	6	7	8	3	4	5	6	7	8
2014–2015	6.3	7.3	8.4	12.8	15.1	11.4	6.9	8.6	7.3	16.8	16.6	14.1
2015–2016	6.6	6.9	-1.1	8.7	10.6	-1.6	7.0	7.0	0.0	10.9	12.1	2.8

Source: Cognos, STAAR 3–8 Files: March 7, 2017; TDS campus logs
Note: Excludes versions A, Alt. 2, and L. Includes only first administration.

- **Figure 2, TDS** (p. 69), TDS 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 the previous year, TDS-supported schools moved closer to closing the performance percentage-point gaps with HISD in Algebra I, English I, and English II in 2015–2016. Adversely, in the same period, the performance gap grew by two percentage points in Biology and one percentage point on the U.S. History EOC exams.

Figure 2, TDS. STAAR EOC Phase-in 1, Level II Satisfactory Performance Gap Between HISD and TDS Supported Schools, 2014–2015 and 2015–2016



Source: TEA-ETS summary reports, 2015 and 2016; TDS campus logs
Note: Includes first time testers and retesters, excludes test versions A, Alt 2, and L.

- In 2015–2016, of the 154 schools TDS supported, 53 (24%) had an improvement required (IR) state accountability rating at the end of 2014–2015. Of the 53 IR schools supported by the TDS program in 2015–2016, 30 (57%) improved their state accountability rating to met standard. This was a 27 percent increase in the number of TDS supported schools which met standard from the years 2014–2015 to 2015–2016.

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 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. Although there were many student achievement gains in TDS-supported schools, the program should continue to examine training and curriculum development support for language arts and math for the early elementary grades. For secondary levels, the TDS should continue to focus on language arts and math, with exploration into areas of potential improvement for science and social studies.

Project Saving Smiles

Program Description

The Project Saving Smiles (PSS) program, also known as the dental initiative, 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 to prevent decay of molars at an early age. The program was implemented by the Health and Medical Services Department in collaboration with the school nurse, or designated campus staff member, as the campus coordinator.

Budget and Expenditures

Project Saving Smiles funds from Title I, Part A were used to provide logistical support and bus transportation for second grade students to receive dental examinations and dental sealants with fluoride treatment.

Budgeted:	$100,000	Capital Outlay:	
Expenditures:	$23,404	Contracted Services:	$0
Allocation Utilized:	23.4 percent	Other Operating Expenses:	$22,200
		Payroll:	$0
		Supplies and Materials:	$1,204

Program Goal

The Project Saving Smiles program supported high student achievement by reducing the number of school hours lost to dental-related illness.

Program Outcomes

- Four PSS events were held in 2015–2016, as shown in **Table 1, PSS**. A total of 4,205 students from 96 schools had parental/guardian consent to receive services through the events. Three schools went to a Project Saving Smiles event on two different dates, for a duplicated participation count of 99 visits from HISD schools. This was a decrease from the previous year in which 4,327 students from 108 schools had parental/guardian consent to participate.

Table 1, PSS. Number of Students and Schools Participating in Each Project Saving Smiles Event, 2015–2016

Date of Event	N of Schools	N of Participants
October 12–October 16, 2015	21	1,143
January 11–January 15, 2016	33	1,428
March 7–March 11, 2016	34	1,450
March 21–March 25, 2016	8	184
Total Participation	**96**	**4,205**

Source: HISD Health and Medical Services
Note: Three schools attended a Project Saving Smiles event twice. The three schools were only counted once. HISD only attend three days during March 21–March 25, 2016.

- From the 4,205 students who participated in PSS, 411 students (10%) had their dental screening and treatment results recorded in Chancery. Of the 411 students identified in Chancery, 129 (31%) received dental sealant treatments to prevent tooth decay. Combined, the 129 students received sealants on 466 teeth. The recorded number of students who received dental sealants decreased from 197 in 2014–2015, continuing a two-year declining trend. The students with recorded Project Saving Smiles dental

treatments in 2015–2016 were enrolled in the following HISD elementary schools: Anderson, Carrillo, Crespo, Davila, J.P. Henderson, McNamara, and Southmayd.

- Elementary schools in HISD are encouraged to assess student reading levels through iStation. The iStation assessment provides an estimated Lexile score for each student. In 2015–2016, second-grade students who received dental sealants took iStation assessments at the middle of the year (MOY) and at the end of the year (EOY). The average Lexile scores of students who received dental sealants were compared to the Lexile average of all HISD second graders who participated in MOY and EOY iStation assessments (**Table 2, PSS**). Additionally, Table 2, PSS displays the Lexile average of second graders in the 96 schools which participated in PSS events for comparison.

Table 2, PSS. Mean Lexile Scores on iStation for all HISD, Participated in Project Saving Smiles Schools, and Students Who Received Dental Sealants Through Project Saving Smiles, by Assessment Window, 2015–2016

Assessment Window	HISD		Project Saving Smiles Participating Schools		Project Saving Smiles Students with Recorded Dental Sealants	
	N	Mean Lexile	N	Mean Lexile	N	Mean Lexile
MOY	12,948	327	622,139	302	68	262
EOY	11,589	386	622,025	348	67	333
Lexile Growth		+59		+46		+71

Sources: Chancery file of students who received dental sealants in 2015–2016; HISD Health and Medical Services; iStation file, December 12, 2016

Note: Lexile score averages are rounded to the whole number and are taken from the comprehension iStation subtest. If students took multiple assessments during an assessment window, the highest score was used.

- On average, HISD students, students at PSS participant schools, and students with recorded dental sealant treatments who took a 2015–2016 EOY iStation assessment, were in the Basic range (**Table 3, PSS**, p. 72). However, the students who received the dental sealants had the largest average gain between their MOY and EOY reading assessments. The average Lexile reading level is the lowest for students who received dental sealants, showing PSS correctly targeted an at-risk population within HISD (Table 2, PSS).

Recommendations

HISD no longer provides normed reference testing for second graders. According to HISD Health and Medical Services records, 4,205 students participated in a PSS event. However, only 411 students had recorded treatment information in Chancery, creating a very small sample size (10%). Inconsistency and a low number of documented sealant treatments for participating students creates barriers to drawing academic achievement comparisons using iStation reading assessments. It is recommended that the program manager create outcome goals which are reflective of the program mission and can be easily collected at the campus level. Effectiveness should be measured on services provided that can be determined by accurate and consistent documentation. Student academic performance was a secondary outcome of this program, not necessarily a direct result.

It is also recommended that additional support be provided for improved data coding at schools participating in the Project Saving Smiles program. Further exploration at the campus levels may identify barriers contributing to a decline of participation and a lack of data collection by 89 schools which did not code the

program's results in Chancery. Additionally, the impact of campus 'kick-offs' which are meant to encourage parental/guardian consent and improve participation rates should be explored.

Table 3, PSS. Lexile Proficiency Bands, K–12, 2015–2016

Grade	Below Basic	Basic	Proficient	Advanced
Kindergarten	N/A	BR	0 to 279L	280L & Above
1	BR	0 to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11/12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

Source: Secondary Curriculum and Development, October 14, 2016

Recruitment and Retention Incentive

Program Description

Recruitment and retention incentives were used to 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 provided incentives to approximately 70 teachers in 2015–2016.

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:	$793,486	Capital Outlay:	
Expenditures:	$148,486	Contracted Services:	$0
Allocation Utilized:	18.7 percent	Other Operating Expenses:	
		Payroll:	$148,486
		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

- Using the HISD Teacher Appraisal and Development System (TADS) roster, teaching assignments were identified for any teacher who received a CS or SSI incentive for 2015–2016. Shown in **Table 1, RRI** (p. 76), 71 teachers received a sign-on incentive; 35 for critical shortage areas and 36 for campus SSI.

- Of the 35 teachers receiving a critical shortage incentive, most were bilingual teachers (71%), followed by mathematics teachers (14%) (Table 1, RRI). These two areas were also the only critical shortage areas not to retain every staff member in the 2016–2017 school year; EC-4, science, and special education teachers receiving a critical shortage incentive all were employed in HISD the year following their initial incentive. A total of 86 percent of the teachers receiving critical shortage incentives in 2015–2016 were employed in HISD at the beginning of the 2016–2017 school year.

- The Strategic Staffing Initiative (SSI) incentives are not restricted to critical shortage. Principals have the autonomy to distribute SSI incentives according to their campus needs. Therefore, any teacher not assigned in one of the critical shortage areas, was classified as high need. Most SSI recipients in 2015–2016 were considered high need (47%), followed by science (19%).

- SSI recipients had a lower retention rate than the CS recipients in 2015–2016, with only 69 percent returning to HISD in 2016–2017. Special education and science teachers had the highest retention rate at 100 and 86 percent, respectively.

Table 1, RRI. Number of Recruitment and Retention Recipients and Percentage Retained, by Incentive Area, 2015–2016

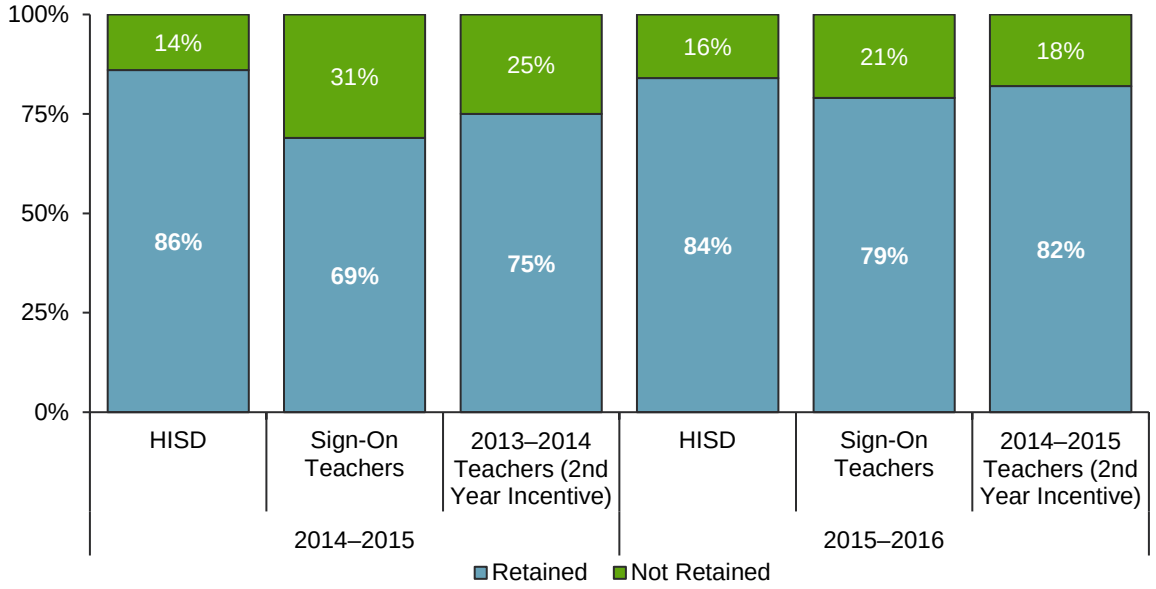
	N Recipients	N Recipients Retained in HISD	Percent Retained
2015–2016 Critical Shortage Area Year 1	**35**	**30**	**85.7**
Bilingual	25	22	88.0
High Need	2	2	100.0
Mathematics	5	3	60.0
Science	2	2	100.0
Special Education	1	1	100.0
2015–2016 Strategic Staffing Area	**36**	**25**	**69.4**
Bilingual	5	3	60.0
High Need	17	11	64.7
Mathematics	6	4	66.7
Science	7	6	85.7
Special Education	1	1	100.0
2014–2015 Critical Shortage Area Year 2	**22**	**18**	**81.8**
Bilingual	8	8	100.0
Math	9	6	66.7
Science	5	4	80.0
Total Sign-On Incentives	**71**	**56**	**78.9**

Source: HISD Roster for TADS, October 5, 2015; HRIS, March 7, 2016

- In 2015-2016, 22 teachers which originally received sign-on incentives in the 2014–2015 school year, received a second-year incentive (Table 1, RRI). Of the teachers which qualified for a second-year incentive, 82 percent returned for a third year in 2016–2017. There were no SSI incentives distributed after the first year.

- Retention rates for teachers who received 2014–2015 and 2015–2016 incentives are illustrated in **Figure 1, RRI** (p. 75). Seventy-nine (79) percent of teachers who received sign-on incentives in 2015–2016 remained employed by HISD in 2016–2017, compared with 84 percent of all HISD teachers. For comparison, in 2015–2016, 69 percent of teachers who received recruitment or critical shortage incentives in 2014–2015 were retained. This was a 14 percent increase for 2015–2016 recipients over the 2014–2015 incentive recipients.

Figure 1, RRI. Retention Percentages for HISD Teachers Who Received a Recruitment Incentive and all HISD Teachers, 2014–2015 and 2015–2016



Sources: HISD Roster for TADS, October 5, 2015; HRIS, March 7, 2016

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, but improved between 2014–2015 and 2015–2016. 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. Further, it is recommended that HRIS track the subject and grade level taught by teachers who receive sign-on incentives as to identify and monitor areas of high need in the district.

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 campus need. Only schools that serve low-income communities were eligible to hire corps members. TFA corp members received rigorous training through the district's Effective Teacher Fellowship program and TFA members committed to teaching for two years in HISD. For the 2015–2016 school year, 49 new TFA corps members served in 28 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.

Budgeted:	$400,000	Capital Outlay:	
Expenditures:	$338,000	Contracted Services:	$338,000
Allocation Utilized:	84.5 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

- The number of TFA teachers hired in HISD schools dropped from to 102 in 2014–2015 to 49 in 2015–2016. This represents a 52 percent decrease in the number of first year TFA corps members hired in the district.

- Hazard, Young, Attea, and Associates (2016) conducted an executive search for a new HISD superintendent. Surveys, focus groups, and interviews were conducted to identify areas of district strengths and concerns according to district staff, parents, and the community. Among the concerns listed by the focus groups was the hiring of TFA teachers who do not understand the Houston landscape and leave the district following their three-year commitment. However, HISD's Chief Human Resource Officer noted that the collaboration with TFA helped recruit more Hispanic teachers (Houston Independent School District, 2015).

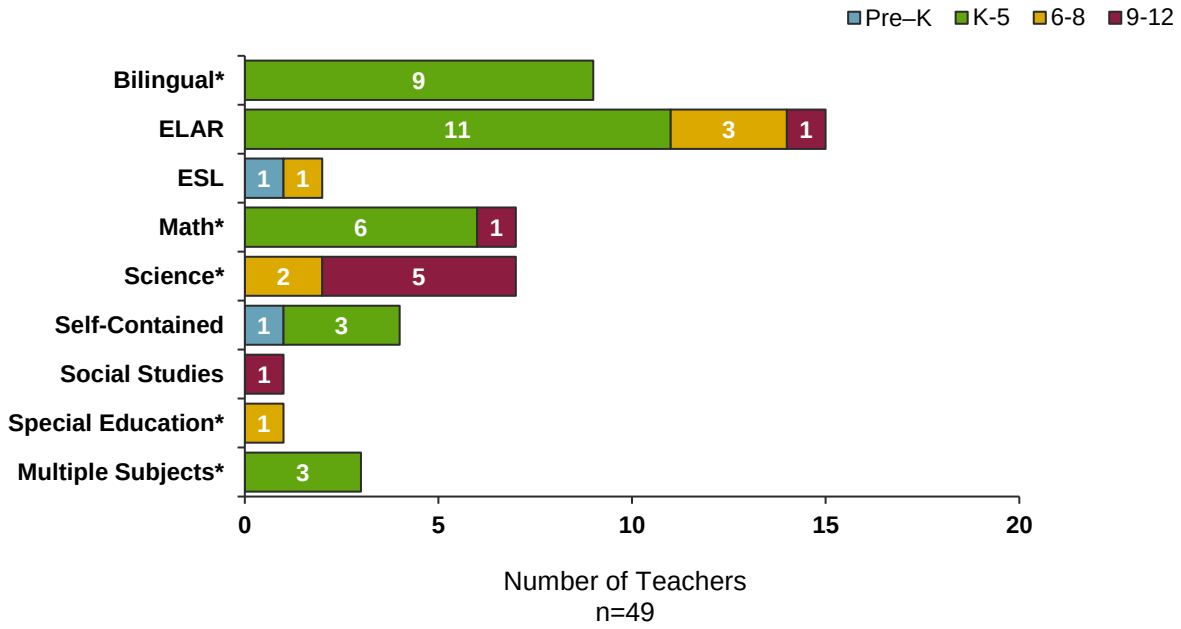
- **Figure 1, TFA** (p. 77) displays the number of TFA teachers in each school level and subject area in 2015–2016. Most teachers (n=32) were hired for grades kindergarten–5. Middle schools hired seven TFA teachers and high schools hired eight. There were two pre-kindergarten teachers hired in 2015–2016.

- Out of the 49 TFA teachers, 27 (55%) were hired in the critical shortage areas of bilingual (n=9) mathematics (n=7), science (n=7), special education (n=1), and multiple subjects with at least one critical shortage area subject (n=3).

- Of the 27 critical shortage area teachers, 18 were hired for Kindergarten through 5th grade (67%), three for middle school (11%), and six for high school (22%).

- By subject area, most TFA teachers were hired to teach at least one class of English Language Arts, Reading, or Writing (n=15). The second most staffed subject area was Bilingual (n=9), followed by science (n=7) and mathematics (n=7).

Figure 1, TFA. Number of TFA Teachers by School Level and Subject Area, 2015–2016



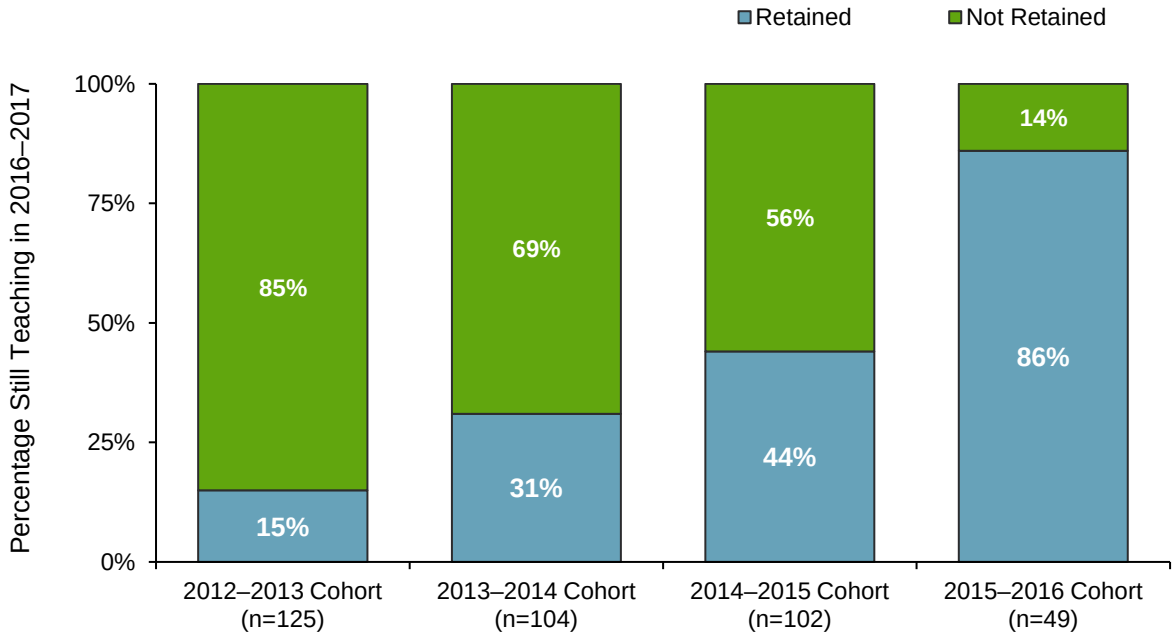
Source: Source: HRIS TFA Files, April 4, 2017
Note: Critical areas are noted with an *. Teachers hired to teach multiple subjects were coded under the multiple subject category. Some of the multiple subjects were identified as a critical shortage area.

- Illustrated in **Figure 2, TFA** (p. 78), 86 percent of the new 2015–2016 Teach for America corps members were retained in the district for their final commitment year, 2016–2017. This was a five percentage-point increase over the 81 percent retention rate after the first year of commitment for the 2014–2015 corps members (Research and Accountability, 2016f). Figure 2 also shows 14 percent of the 2015–2016 TFA cohort left the district before completing their two-year commitment.

- Retention rates in 2016–2017 for TFA teachers from earlier cycles are also shown in Figure 2, TFA. For the TFA corps members completing their second year in 2015-2016, 44 percent remained in the district in 2016–2017, after their commitment was completed.

- Some TFA corps members remained in HISD after their program and district commitment ended. From the 2012–2013 and 2013–2014 cohorts, 51 of the TFA teachers from these two years (n=229) were retained in the district (22%).

Figure 2, TFA. Percentage of Teach for America Teachers Retained in 2016–2017 by the First Year of Teaching in HISD



Source: HRIS TFA Files, March 6, 2017

Recommendation

Teach for America provides highly qualified teachers to the district on a regular basis, particularly for hard to staff schools and critical shortage areas. The program has not been evaluated since 2011. Given the budget constraints of the district and schools, 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 was 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. The program allowed Human Resources to leverage seven staff members to support these goals.

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:	$478,404	Capital Outlay:	
Expenditures:	$259,905	Contracted Services:	
Allocation Utilized:	54.3 percent	Other Operating Expenses:	
		Payroll:	$259,905
		Supplies and Materials:	

Program Goal

The goal of the program was 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 2015–2016, as detailed in **Table 1, TRS**, 2,385 teachers were hired or rehired. Of those teachers, 1,743 (73%) were retained in 2016–2017. This was a two percentage-point increase from the 2014–2015 rate of 71 percent, indicating the turnover rate for new or rehires improved slightly in 2015–2016.

- Teachers were considered new to HISD if they had zero experience in the district prior to the 2015–2016 school year. 2,211 teachers were new to the district, a 29 percent increase over 2014–2015 (n=1,715). The retained rate for newly hired teachers also improved between 2014–2015 and 2015–2016. At the beginning of the 2016–2017 school year, 73 percent of newly hired teachers in 2015–2016 returned to the district.

- Rehired teachers were teachers hired for the 2015–2016 school year, but had previous HISD experience. In 2015–2016, there were 174 active teachers considered rehired to the district, a decrease of 62 percent from the 452 rehired teachers in 2014–2015. The rehired teachers were retained for the 2016-2017 school year at a greater rate than the previous year. In 2016–2017, 139 rehired teachers remained in the district (80%). This is a seven percentage-point increase from the 2014–2015 retention rate of 73 percent.

- At the beginning of the 2015–2016 school year, 194 teachers were not highly qualified (See **Figure 1, HQ**, p. 39). This was an increase over the beginning of the 2014–2015 school year when 108 teachers were not highly qualified. By the end of the 2015–2016 school year, 130 teachers remained not highly

qualified. Due to new Title II regulations under the *Every Student Succeeds Act* (ESSA), 2015–2016 was the last year districts are required to track their highly qualified teachers, as defined in NCLB.

Table 1, TRS. Number of Teachers Newly Hired to HISD or Rehired in 2015–2016 and Their Retention Rates for 2016–2017

Hiring Category	N Hired	N Active in 2016–2017
New to HISD	2,211	1,604 (72.5%)
Rehired	174	139 (79.9%)
Total	**2,211**	**1,743 (78.8%)**

Source: HISD Teacher Retention Files

Recommendation

The Teacher Recruitment and Selection program successfully hired over 2,000 teachers for the 2015–2016 school year. Of those new teachers, however, 642 did not remain with HISD the following school year. Recruitment and retention has improved from 2014–2015 to 2015–2016. Efforts should be made to examine the strategies being used for replication purposes and continue to create a strong pool of candidates which meet the needs of the district and the campuses. Exit interviews for the teachers who decided to not return to HISD should be conducted to better understand how the district can support new and rehired teachers, in an effort to further reduce the number of teachers which voluntarily leave the district.

Texas Assessment of Knowledge and Skills (TAKS) Remediation

Program Description

Beginning in 2004-2005, Texas required that high school students pass all exit level exams in the areas of English language arts, social studies, mathematics, and science to receive a diploma. The 2015–2016 Texas Assessment of Knowledge and Skills (TAKS) Remediation program worked to increase the number of HISD students who passed the state-mandated test requirement to graduate (e.g. the exit level TAKS for students who entered the ninth grade in 2010–2011 or earlier or the STAAR EOC exams for students who entered the ninth grade in or after 2011–2012). The TAKS remediation program provided funds for teachers to assist students, many of whom are recovered dropouts at risk of dropping out, during nontraditional school hours at the six Advanced Virtual Academy (AVA) sites. AVA teachers assisted students to master the required TAKS and STAAR EOC exams, as well as to earn or recover course credits needed 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 provide support for students needing to retake and pass Texas state assessments required for graduation.

Budgeted:	$300,000	Capital Outlay:	$18,297
Expenditures:	$226,460	Contracted Services:	
Allocation Utilized:	75.5 percent	Other Operating Expenses:	$14,271
		Payroll:	$149,983
		Supplies and Materials:	$43,909

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 or STAAR EOC by twenty percent, increase graduation rates of students who received AVA support to complete course-related graduation requirements, but did not take TAKS or STAAR EOC by ten percent, and increase students' self-esteem or self-efficacy.

Program Outcomes

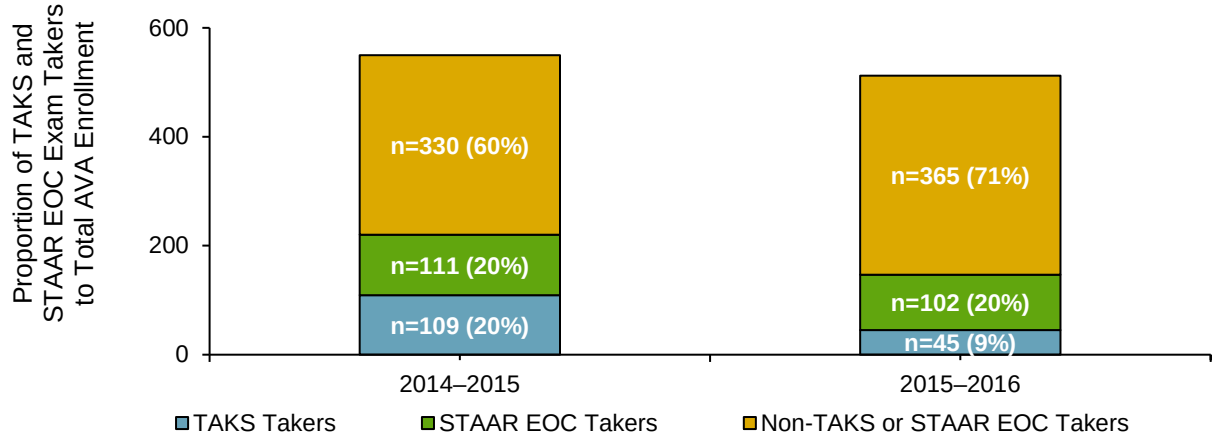
- In 2015–2016, students who took a TAKS test were considered re-testers. They had attempted to pass the TAKS test at least once before the introduction of STAAR End-of-Course (EOC) exams for students entering ninth grade in 2011–2012. First time and re-testers took STAAR EOC exams in 2015–2016.

- In all, 45 unduplicated AVA students took at least one TAKS test in 2015–2016 (9% of the total AVA population enrollment), as compared to 109 students in 2014–2015 (20% of the total AVA enrollment). In all, 102 unduplicated AVA students took at least one STAAR EOC test in 2015–2016 (20% of the total AVA population enrollment), as compared to 111 students in 2014–2015 (20% of the total AVA enrollment). **Figure 1, TAKS/STAAR EOC** (p. 82) displays the TAKS takers relative to the total AVA enrollment.

- AVA students took 85 TAKS and 207 STAAR EOC tests in 2015–2016, averaging nearly two TAKS or two STAAR EOC tests taken per student. The range was one to five TAKS or one to six STAAR EOC tests taken per student. As a comparison, in 2014–2015 AVA students took 213 TAKS and 204 STAAR EOC tests, averaging nearly two TAKS or nearly two STAAR EOC tests taken per student. The range was one to four TAKS or one to five STAAR EOC tests taken per student.

- In all, 19 AVA students took TAKS in both 2014–2015 and 2015–2016, and 43 AVA students took STAAR EOC in both years.

Figure 1, TAKS/STAAR EOC. The proportion of TAKS and STAAR EOC Test Takers to Total AVA Enrollment, by Year



Source: Advanced Virtual Academy, June 1, 2015 and August 15, 2016; Chancery Ad Hoc, 2014–2015; Chancery Ad Hoc, February 24, 2016, December 2, 2016, and December 8, 2016

Note: Not all AVA enrolled students take a TAKS or STAAR EOC each year. Some students have already completed their requirements for state assessments and attend AVA for credit recovery, or the the student has yet to take the required course for the STAAR EOC exam.

- In 2015–2016, five students, 11 percent of all TAKS remediation students and 12 students, 12 percent of all STAAR EOC remediation students, graduated after receiving test support. The graduation rate of TAKS takers was a decrease from 2014–2015 when 25 students (23%) graduated from AVA after receiving TAKS remediation support. As the finite number of TAKS takers graduates, it is not surprising that their graduation rate was decreasing from year to year. The graduation rate of STAAR EOC takers increased from 2014–2015 when eight students (7%) graduated from AVA after receiving STAAR EOC remediation support. In all, 12 percent (17 out of 147) of the TAKS and STAAR EOC takers graduated in 2015–2016, a decline from 15 percent (33 out of 220) in 2014–2015.

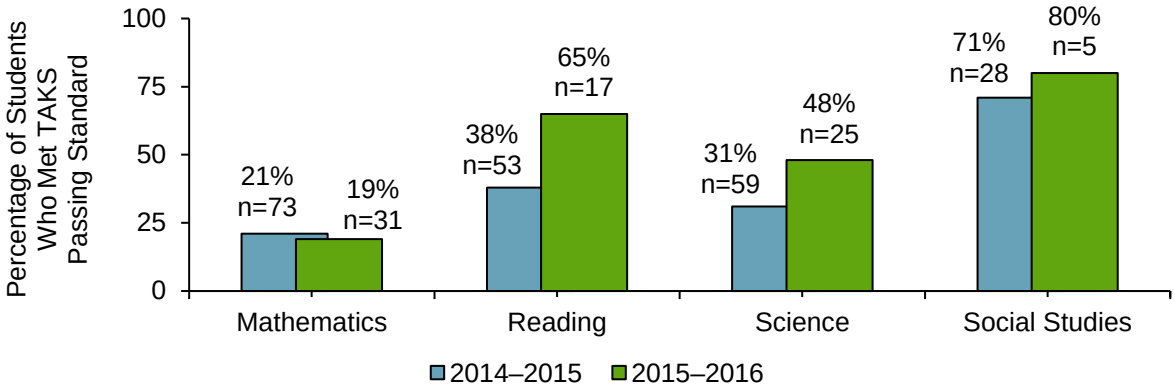
- Displayed in **Figure 2, TAKS/STAAR EOC** (p. 83), the 2015–2016 TAKS re-testers' passing rates increased in every subject except mathematics from 2014–2015. The largest gain was in the reading, with a 27 percentage-point rise in students meeting the passing standard. The subject with the lowest passing rate was mathematics, with only 19 percent of students passing at the state standard in 2015–2016, a decrease of two percentage points from 2014–2015. Social studies continued to have the highest passing rate for AVA students, with 80 percent of TAKS re-testers passing at the state standard in 2015–2016, up from 71 percent in 2014–2015.

- Overall, the proportion of TAKS exams passed (all subjects) increased by 19 percent, from 34 percent in 2014–2015 to 42 percent in 2015–2016.

- Displayed in **Figure 3, TAKS/STAAR EOC** (p. 83), the 2015–2016 STAAR EOC passing rates increased in every subject from 2014–2015. The largest gain was in English I, with a 26 percentage-point rise in students meeting the passing standard. The subject with the lowest passing rate was English II, with only 12 percent of students passing at the state standard in 2015–2016, an increase of five percentage points from 2014–2015. U.S. History continued to have the highest passing rate for

AVA students, with 58 percent of students passing at the state standard in 2015–2016, up from 50 percent in 2014–2015. Overall, the total number of students passing STAAR EOC grew 32 percent from 2014–2015 to 2015–2016. The proportion of STAAR EOC exams passed (all subjects) increased from 24 percent in 2014–2015 to 30 percent in 2015–2016.

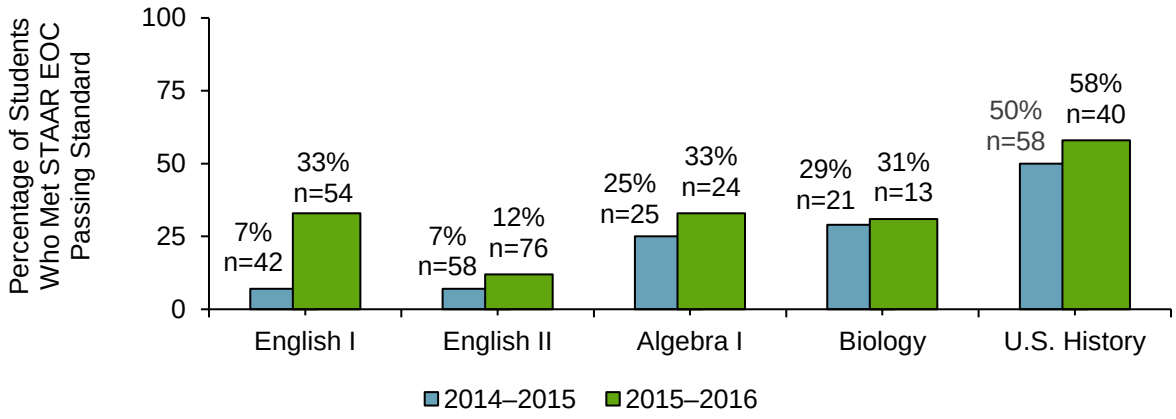
Figure 2, TAKS/STAAR EOC. Percentage of AVA Students Who Met the TAKS Passing Standard, by Year and Subject, 2014–2015 and 2015–2016



Source: Advanced Virtual Academy, June 1, 2015 and August 15, 2016; Chancery Ad Hoc, February 24, 2016 and December 8, 2016

Note: With the new state-mandated assessment replacing the TAKS test for first-time students in grade 9 in Spring 2012, no first-time test-takers results were available for TAKS in 2014–2015 and 2015–2016 because TAKS was administered to re-testers only during those years.

Figure 3, TAKS/STAAR EOC. Percentage of AVA Students Who Met the STAAR EOC Passing Standard, by Year and Subject, 2014–2015 and 2015–2016



Source: Advanced Virtual Academy, August 15, 2016; Chancery Ad Hoc, 2014–2015; Chancery Ad Hoc, December 2, 2016

Note: STAAR EOC results aggregates students with a first administration and re-testers.

Recommendation

The Advanced Virtual Academy (AVA) Twilight High School provides an alternative route for students who have dropped or aged out of traditional school options to graduate high school. Passing the state-mandated tests is a requirement for high school graduation and as such, a primary focus of the program. Program results indicate a smaller proportion of AVA students are taking TAKS, while a larger proportion are taking STAAR EOC. Likewise, the graduation rate of TAKS takers declined as the STAAR EOC test takers increased. TAKS and STAAR EOC passing rates have grown in all subjects from 2014–2015 to 2015–

2016, except TAKS mathematics. It is recommended that this remediation program continue to target and support students needing support to pass required state assessments to meet graduation requirements.

For more detail, see the complete program report, “Twilight High School Program, 2015–2016” report (Department of Research and Accountability, 2017c).

Vision Partnership

Program Description

The Vision Partnership program was developed as a concerted collaborative approach to eliminating a health-related barrier that could impede motivation and ability to learn (Morsey & Rothstein, 2015). 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 75 percent of students in HISD being economically disadvantaged in 2015–2016, the program was 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.

Budgeted:	$160,254	Capital Outlay:	
Expenditures:	$72,014	Contracted Services:	$70
Allocation Utilized:	44.9 percent	Other Operating Expenses:	$28,398
		Payroll:	$43,546
		Supplies and Materials:	$0

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

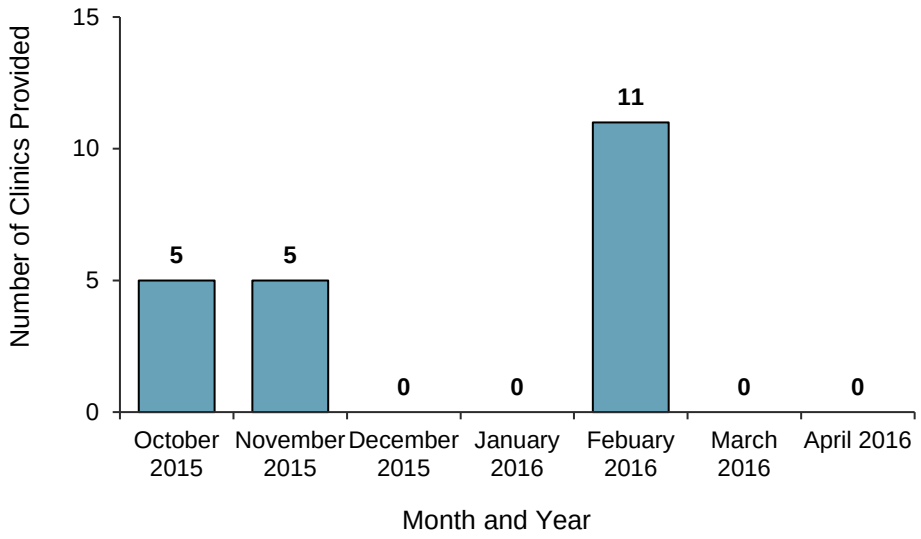
- In 2015–2016, 93,154 HISD students were screened for vision impairments, with 12 percent (11,339) failing their vision screenings. Of the students that failed their vision screenings in 2015–2016, City of Houston See to Succeed clinics provided additional screenings and/or treatments to at least 4,215 HISD students, a decrease from 4,282 students served in 2014–2015. Following the See to Succeed screening in 2015–2016, 3,413 HISD students (81%) were identified as needing corrective vision according to close out letters received from Houston Department of Health and Human Services (HDHHS).

- HISD students participated in 146 See to Succeed Clinic visits, as counted by each school, with one to three visits per school. Shown in **Figure 1, VP** (p. 86) 10 clinics operated in the fall semester and 11 were available in the spring semester.

- 2015–2016 See to Succeed student participants attended 136 HISD schools (48% of all HISD schools), a decrease from 148 HISD schools (52% of all HISD schools) in 2014–2015. Half of the See to Succeed participants were from the EE/Pre-K to grade 5 (69%). Grade levels of 2015–2016 student participants are shown in **Figure 2, VP** (p. 86).

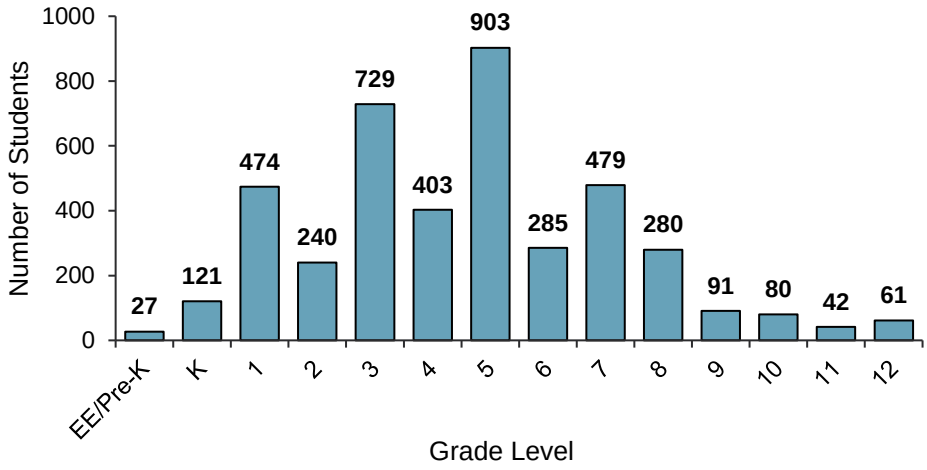
- Larger proportions of female, Hispanic/Latino, African American, economically disadvantaged, LEP, at-risk students and students enrolled in special education attended the vision clinics as compared to the general population of HISD students (Research and Accountability, 2017d).

Figure 1, SS. Number of See to Succeed Clinics Provided by Month and Year, 2015–2016



Source: HDHHS 2015–2016 See to Succeed Clinic Data

Figure 2, SS. Number of See to Succeed Participants by Grade, 2015–2016



Source: HDHHS 2015–2016 See to Succeed Clinic Data; Chancery, September 8, 2016

- Following the 2015–2016 school year, nurse surveys and the interviews with the HISD Health and Medical Services team acknowledged a delay in eyewear delivery and an inconsistency of implementing the final fitting of the eyewear upon delivery by the Vision Partnership program partners. Neither the district nor the service providers obtained documentation to confirm whether or not or when students who needed vision correction received corrective eyewear.

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. Service delivery data collection was further complicated by incomplete documentation following the vision clinics and/or delivery of the students' corrective eyewear. It is recommended that there is continued 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. Moreover, an implementation study to capture qualitative program processes which are difficult to quantify should be conducted.

In 2015-2016, HDHHS offered earlier vision clinics in an effort to provide corrective eyewear as early in the year as possible. However, given the constraints of nurses and support staff impacting how quickly the schools can provide vision screenings and coordinate permission with parents, more schools participated in the Spring of 2016. It is recommended that the campus nurses target students known to need corrective eyewear at the beginning of the year and the district support early vision screenings. The effectiveness of this program should be measured on services provided which can be determined by better documentation. Student academic performance was a secondary outcome of this program, not necessarily a direct result.

For a more detailed evaluation of the HISD Vision Partnership program, see "Vision Partnership, 2015–2016," Department of Research and Accountability (2017d).