MEMORANDUM   April 17, 2018

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,
           2016–2017**

Attached is the Title I, Part A and Title II, Part A Centralized Programs, 2016–2017 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 district leaders and educators. This report documents the contributions of the 2016–2017 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 2016–2017, 16 centralized programs received Title I, Part A and Title II, Part A funds, with seven supported by Title I, Part A, seven supported by Title II, Part A, and two supported by both Title I, Part A and Title II, Part A.
- The district budgeted $17,734,614.00, and $10,651,927.25 (60%) was expended for the programs receiving Title I, Part A and Title II, Part A funding by the end of the 2016–2017 fiscal year. For comparison, in 2015–2016, 19 centralized programs were budgeted $47,901,983 and the utilization rate was 70 percent.
- Most of the combined Title I, Part A and Title II, Part A funds expended (68%) were used for district payroll.
- State of Texas Assessments of Academic Readiness (STAAR) results for 2016–2017 showed gains in achievement compared to 2015–2016 for grades 5 and 7 reading, grades 3, 4, 5, 7 and 8 mathematics, grade 7 writing, and grades 5 and 8 science.
- In 2016–2017, the highest rates of achieving at or above the Approaches Grade Level standard on STAAR End of Course exams were 86 percent on the U.S. History exam, comparable to 2015–2016 achievement, and Biology at 76 percent, a decrease of one percentage point from 2015–2016.
- All 16 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 certified teachers 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.

_____ CJS

Attachment

cc: Grenita Lathan
    Rene Barajas
    Mark Smith
    Noelia Longoria

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

HISD TITLE I, PART A AND TITLE II, PART A CENTRALIZED PROGRAMS 2016-2017

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

HISD Title I, Part A and Title II, Part A Centralized Programs 2016–2017

Executive Summary

Evaluation Description

Title I, Part A and Title II, Part A funds are provided to Houston Independent School District (HISD) through the 2015 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as 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 2016–2017, Title I, Part A funds were allocated for nine (9) HISD centralized programs and Title II, Part A supported nine (9) HISD centralized programs; two of the programs received funds from both sources, for a total of 16 HISD centralized programs. This report documents the contributions of the 2016–2017 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 $17,734,614.00, and $10,651,927.25 (60%) was expended for the programs receiving Title I, Part A and Title II, Part A funding by the end of the 2016–2017 fiscal year.

- The largest expenditures for 2016–2017 Title I, Part A and Title II, Part A centralized programs were made for payroll ($8,709,149.85), followed by contracted services ($1,379,207.40).

- Of the programs receiving Title I, Part A funds, the largest amount was budgeted ($3,492,412.00) and expended ($3,020,407.64) by the Professional Development (Title I) program; as for programs receiving Title II, Part A, the Professional Development: Teacher (Secondary) program had the largest amount budgeted ($3,831,231.00) and expended ($2,167,449.20).

- All 16 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 certified and effective staff members.

- State of Texas Assessments of Academic Readiness (STAAR) results for 2016–2017 showed both gains and losses compared to 2015–2016 performance across grade levels and content areas.
    - Students in grade three made gains in the percentage of students scoring at or above the Approaches Grade Level standard on mathematics examination, with a decrease in reading by two percentage points.
    - Students in grade four showed gains on the mathematics examination, and decreases on both the reading and writing examinations.
    - Students in grade five showed gains on the reading, mathematics, and science examinations.

- o Students in grade six showed a decrease on the reading examination and maintained performance in mathematics.
- o Students in grade seven showed increases on the reading, mathematics, and writing examinations.
- o Finally, 2016–2017 eighth graders, when compared to 2015–2016 eighth graders, had increases on the mathematics and science examinations, a decrease on the reading examination, and maintained performance in social studies.

- On the 2016–2017 State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) tests required for graduation, students had the highest rate of at or above the Approaches Grade Level standard on the U.S. History exam (86%). Three out of the five STAAR EOC subjects (English I, English II, and Biology) had a decrease in the proportion of students at or above the Approaches Grade Level standard in 2016–2017 when compared to 2015–2016, with the largest decrease, three percentage points, in English II. The percentage of students meeting the passing standard remained the same on U. S. History and increased by three percentage points in Alegebra I between 2015–2016 and 2016–2017.

- During the 2016–2017 academic year, there were a total of 11,783 HISD teachers with 11,388 (97%) having taught all their courses in subject area(s) in which the teacher had met state certification requirements.

Recommendations and Administrative Responses

- 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.

  Administrative Response: We are currently addressing this recommendation by providing a 5/25/18 cut-off date for unobligated funds. All unobligated funds will be recaptured and redistributed to meet more of student needs as a district initiative in addition to the local and State funds.

- 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.

  Administrative Response: Program managers must identify concrete and measurable goals with specific targets on the program information packet. Program managers should collaborate with External Funding and Research to identify goals and to ensure the goals are attainable and measurable. This information will be included on slides for the Central Office Programs Meeting and will emphasize the importance of being able to identify goals and create measurable outcomes. Additionally, we will suggest that program managers view pre/post data in order to compare outcomes.

- 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.

  Administrative Response: Goals and outcomes should be reported promptly and accurately or the program will be at risk of losing funding for the current and/or next school year.

Introduction

The 2015 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as the Every Student Succeeds Act (ESSA) of 2015, provides funding from the federal government with the broad goal of strengthening high achievement in schools. Compliance for the use of funds received through ESEA title programs is overseen by the state, in Texas, by the Texas Education Agency (TEA). This report documents Houston Independent School District (HISD) compliance with the goals and requirements of Title I, Part A and Title II, Part A of ESEA for its centralized programs. In 2016-2017, HISD had 16 centralized programs, listed in **Table 1** (pp. 16–17), that received funding through Title I, Part A and/or Title II, Part A of ESEA.

Title I of ESEA, also known as Improving the Academic Achievement of the Disadvantaged, includes mandates and funding opportunities to provide supplemental support for economically disadvantaged students to achieve demanding academic standards (see **Table 2**, page 18, 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 need to have an effective, 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, Principals, and Other School Leaders, focuses on supporting student achievement through two main actions: 1) attracting and retaining certified personnel, and 2) enhancing educator quality using research-based professional development. Part A of Title II, Supporting Effective Instruction, offers funding opportunities to support programs that enhance the certification of teachers and principals. A list of requirements for activities eligible for Title II, Part A funding can be found in **Table 3** (p. 19).

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 a SD in reading in third grade . . . nearly one-third of a year's growth in achievement" (2011). Hanushek, one of the first to bring the issue to public attention, published several studies and summarized: "As an economist, what I tried to do was to translate into an economic value the result of having a more or less effective teacher. If you take a teacher in the top quarter of effectiveness, and compare that with an average teacher, a teacher in the top quarter generates $400,000 more income for her students over the course of their lifetime" (2011).

Not all research produces such clear-cut results, but the positive impact of an effective teacher on student achievement has been well publicized and generally accepted. The particular qualities of an effective teacher and the professional development 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 students and children who are not achieving at their potential, or both. 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. 28–80.

Methods

Data Collection and Analysis

- Managers of the programs receiving 2016–2017 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, covering the dates July 1, 2016 to June 30, 2017, came from the HISD Budgeting and Financial Planning department.

- Number of staff positions, covering the dates July 1, 2016 to June 30, 2017, 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 2017 for students in grades 3–8 and on End of Course (EOC) were provided by the Texas Education Agency (TEA). Scored versions on the STAAR administered in both English and Spanish were used for the analyses. Due to a change in the way the state reported 2016–2017 data, results for 2015–2016 have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported. This reflects all students tested. TEA changed the naming convention for students meeting the "Satisfactory" standard on the 2016 STAAR to "Approaches Grade Level" on the 2017 administration of the STAAR. Results were reported as the number and percentage of students who achieved scores that were at or above the Approaches Grade Level standard. The new categories do not represent any changes to the underlying definitions of the performance standards.

- Total retention was defined as those teachers from the 2016–2017 school year who remained actively employed in HISD at the beginning of 2017–2018, including those no longer assigned to classrooms. Teachers retained in the district were reported by HISD Human Resources Information System (HRIS). Active teachers had a status code of A (active), B (paid leave), F (FMLA Full), or E (FMLA Int). Teachers were considered as retained if they were employed from May 2016 through August 2017.
  - Teachers were identified using the following criteria:
    - To identify job descriptions specific to teachers, the variable *Job Function Code* was reported as TCH, TEA ELEM, TEA PREK, TEA SEC, or # (i.e., not assigned job function code).

- ▪ To identify salary plans specific to teachers, the variable *Salary Plan* was reported as RT, VT, RO1 or RO5.

- 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.

Results

How were HISD Title I, Part A and Title II, Part A centralized programs funds allocated during the 2016–2017 school year?

- Sixteen centralized programs received Title I, Part A and/or Title II, Part A funding in 2016–2017. A total of $17,734,614.00 was budgeted and $10,651,927.25 (60%) was expended. The percentage of funds expended has decreased since 2014–2015 (Research and Accountability, 2017c). For comparison, illustrated in **Figure 1**, 70 percent of the $47,901,983 budgeted funds were expended in 2015–2016 and 82 percent of the $62,248,660 budgeted funds were expended in 2014–2015.

Figure 1. Funds Allocated and Expended in HISD for Title I, Part A and Title II, Part A Centralized Programs, 2014–2015 to 2016–2017
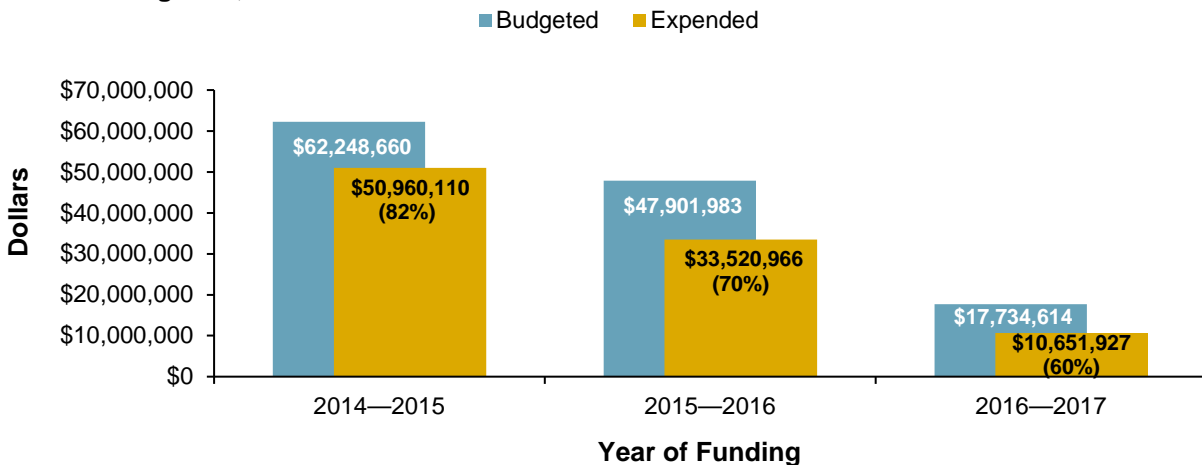
Source: HISD Budgeting and Financial Planning department files, 2014–2015 to 2016–2017

- As shown in **Figure 2** (p. 7) and detailed in **Table 4** (p. 19), payroll followed by contracted services had the highest amount of all budgeted funds ($12,824,472.86 and $3,339,717.61 respectively) and of all expended funds ($8,709,149.85 and $1,379,207.40 respectively). By comparison, capital outlay had the lowest amount of all budgeted funds ($174,475.00) and all expended funds ($28,633.57).

Figure 2. Budgeted and Expended Funds for Title I, Part A and Title II, Part A Centralized Programs by Category, 2016–2017
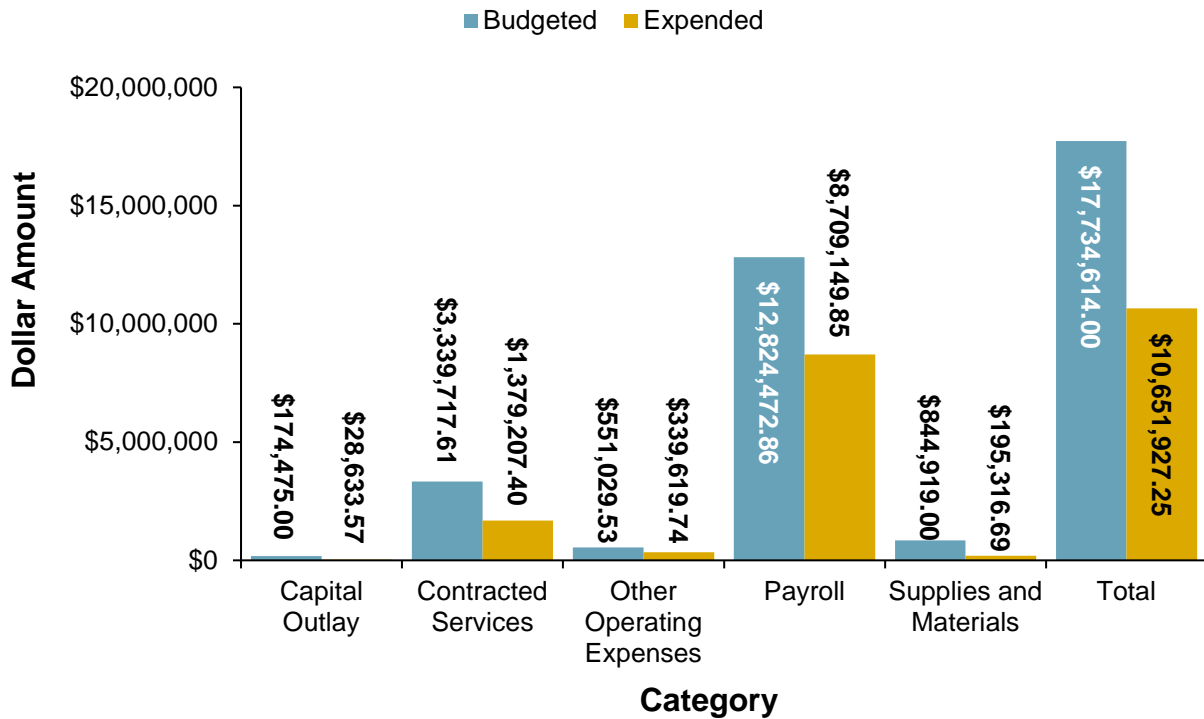
Source: HISD Budgeting and Financial Planning department file, 2016–2017

Figure 3. Funds Budgeted and Expended by Centralized Programs from Title I, Part A, 2016–2017
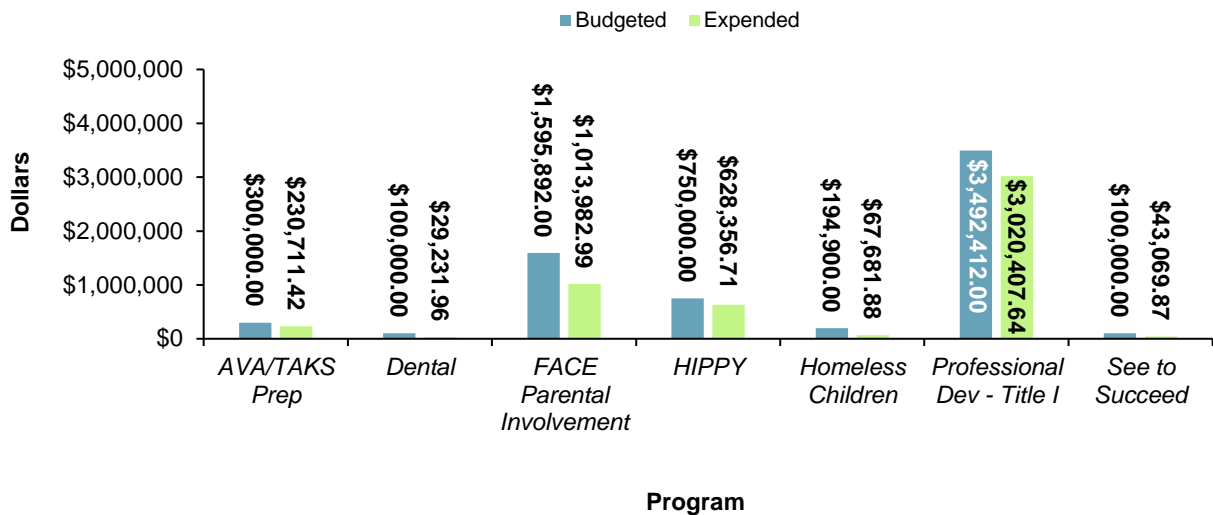
Source: HISD Budgeting and Financial Planning department file, 2016–2017

- Budgeted and expended funds for each of the 2016–2017 centralized programs receiving Title I, Part A funds are shown in **Figure 3**. The largest amounts budgeted and expended were for Professional Development (Title I) program, comprising 53 percent of the Title I, Part A budgeted funds, and 60 percent of the Title I, Part A expended funds, and utilizing 86 percent of the funds budgeted for the program. FACE Parental Involvement received the next largest amount of Title I, Part A budgeted funds

(expending 64%), followed by Home Instruction for Parents of Preschool Youngsters (HIPPY) (expending 84%) (see **Table 5**, pp. 20–22).

- Distribution of funds among the centralized programs designated for Title II, Part A funding is illustrated in **Figure 4**. The program that received the highest budget allocation was Professional Development: Teacher Development Training (Secondary), which was budgeted to receive 38 percent of Title II, Part A funds for centralized programs and expended 57 percent of the funds it was allocated. The next largest allocation was for Professional Development: Leadership Development Operations, which was budgeted to receive 26 percent of all funding from Title II, Part A centralized programs and utilized 60 percent of its allocated funds. The program that expended the highest percentage of allocated funds was Professional Development: Teacher Development Training (Elementary) at 85 percent.

- The Certification Program and Private Non-Profit Program were programs that received both Title I, Part A and Title II, Part A funding (Table 5). The Private Non-Profit program was budgeted 81 percent of combined funding and expended 84 percent of combined funding. 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 5 (pp.20–22).

Figure 4. Funds Budgeted and Expended by Centralized Programs from Title II, Part A, 2016–2017
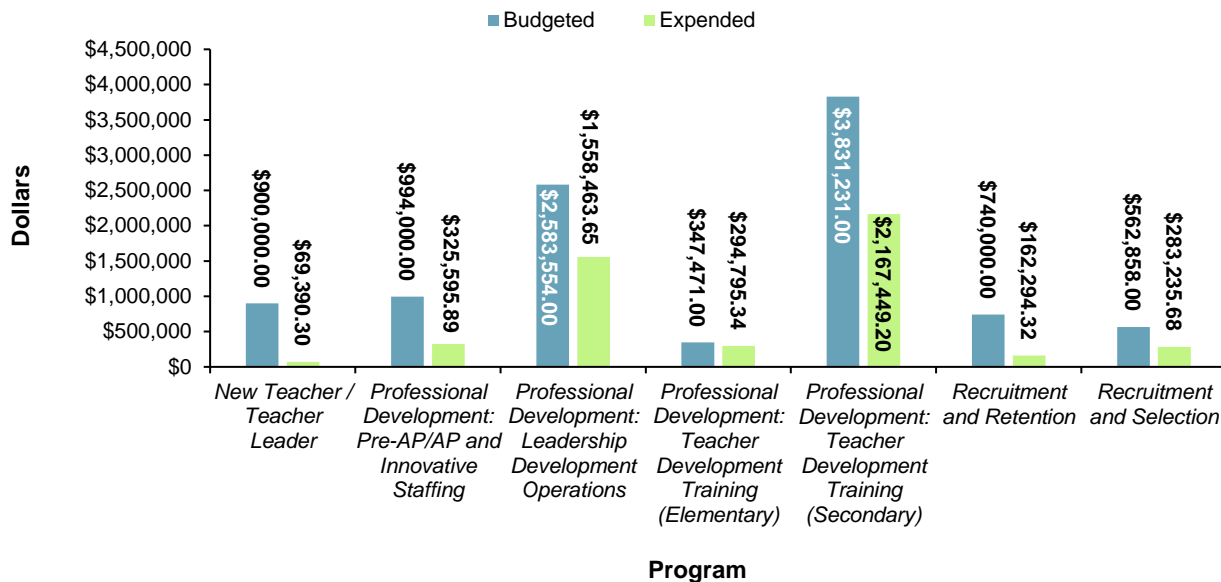
Source: HISD Budgeting and Financial Planning department file, 2016–2017

- In 2016-2017, 151 HISD staff positions were partially or fully funded through Title I, Part A and Title II, Part A Centralized Programs, down from 730 positions funded in 2015–2016. Details about the number of positions funded can be found in **Table 6** (p. 23).

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

- The 16 Title I, Part A and Title II, Part A Centralized Programs funded in 2016–2017 all focused on enhancing student achievement through three distinct means:

1) supplementing and enhancing the regular academic curriculum for economically disadvantaged and qualified students;
2) providing professional development to enhance the effectiveness of teachers and principals;
3) recruiting, employing, and retaining certified 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 7** (p. 24) for administrators of Programs receiving Title I, Part A funds and **Table 8** (p. 25) for administrators of programs receiving Title II, Part A funds. All responding administrators reported that programs supplemented, rather than supplanted, the educational program provided to all students in the district. Jointly, the programs met the requirements established by the funding sources. All programs served the students, particularly the economically disadvantaged students, who needed support to meet rigorous academic standards, as well as the teachers, principals, and other professionals tasked with providing student support.

- Descriptions, budgets and expenditures, goals, and outcomes for each of the 16 funded programs are provided on pages 29–80, preceded by a list of the programs on page 28.

What was HISD student achievement during the implementation of the 2016–2017 centralized programs funded by Title I, Part A and Title II, Part A?

Figure 5. **Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard on STAAR and STAAR Spanish Reading Tests, 2015–2016 and 2016–2017**
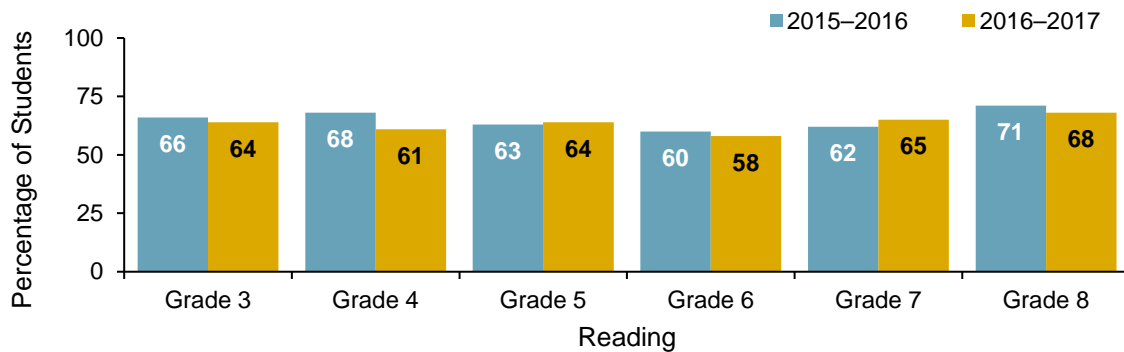
Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017
Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported.

- Results of the STAAR reading tests are shown in **Figure 5**. At least 58 percent of students at each of the grade levels tested achieved at or above the Approaches Grade Level standard in 2015–2016 and 2016–2017. From 2015–2016 to 2016–2017, the percentage of students that achieved at or above the Approaches Grade Level standard went down slightly in four of the six grade levels, with the largest decline being seven percentage points in grade four. Both grade five and grade seven showed increases in the percentage of students at or above the Approaches Grade Level standard, with the largest increase being three percentage points, in grade seven.

Figure 6. Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard on STAAR and STAAR Spanish Mathematics Tests, 2015–2016 and 2016–2017

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017
Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported.

- Results for the STAAR mathematics tests in 2015–2016 and 2016–2017 are illustrated in **Figure 6**. The percentage of HISD students achieving at or above the Approaches Grade Level standard increased in five grade levels and showed no change in one. The largest increase was six percentage points in grade 5.

Figure 7. Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard on STAAR and STAAR Spanish Writing, Science, and Social Studies Tests, 2015–2016 and 2016–2017
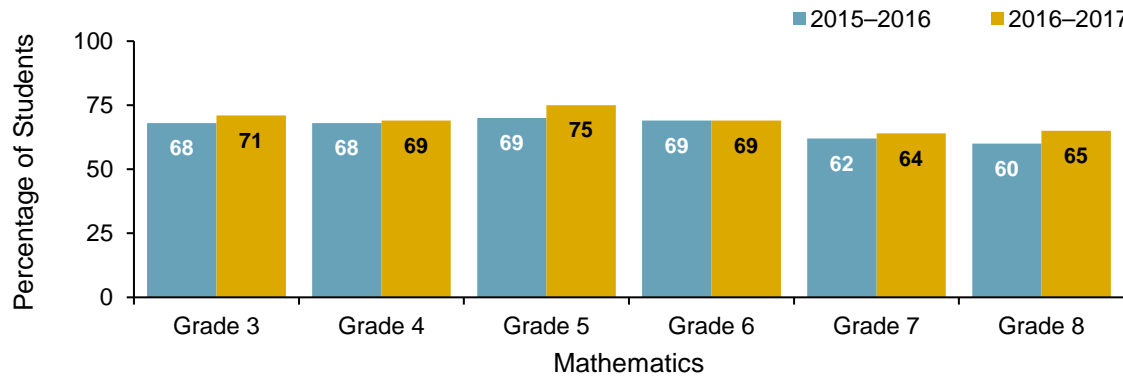

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017
Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported.

- Writing, science, and social studies STAAR results for 2015–2016 and 2016–2017 for students in the grades tested are shown in **Figure 7**. For writing, the percentage of fourth grade students achieving at or above the Approaches Grade Level standard decreased three percentage points from 2015–2016 to 2016–2017 while seventh grade students achieving at or above the Approaches Grade Level standard increased three percentage points. In science, grades five and eight saw increases of one and two percentage points, respectively, in the students who achieved at or above the Approaches Grade Level standard in 2016–2017 compared to 2015–2016. In social studies, the percentage of eighth grade students that achieved at or above the Approaches Grade Level standard remained the same from 2015–2016 to 2016–2017. State of Texas Assessments of Academic Readiness (STAAR) 2015–2016 and 2016–2017 results for test grades 3–8 are detailed in **Table 9** (p.26).

Figure 8. Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard on STAAR EOC Tests, 2015–2016 and 2016–2017
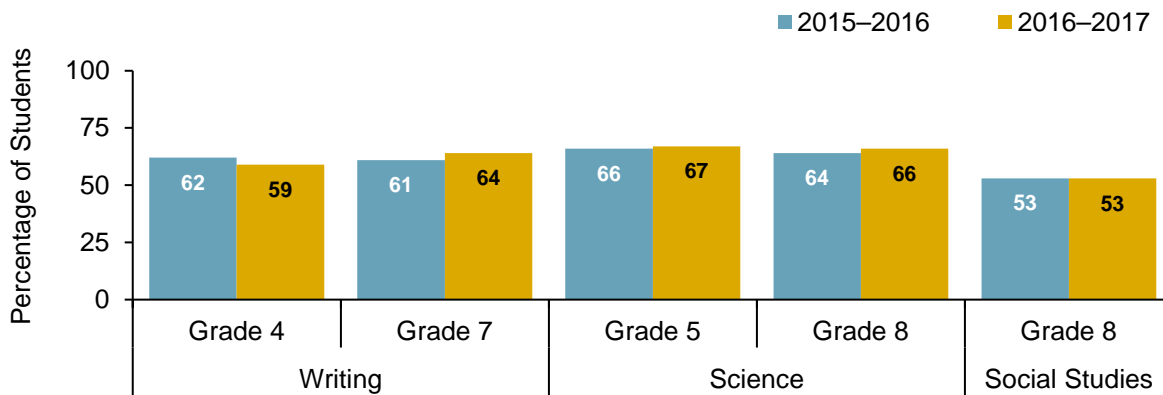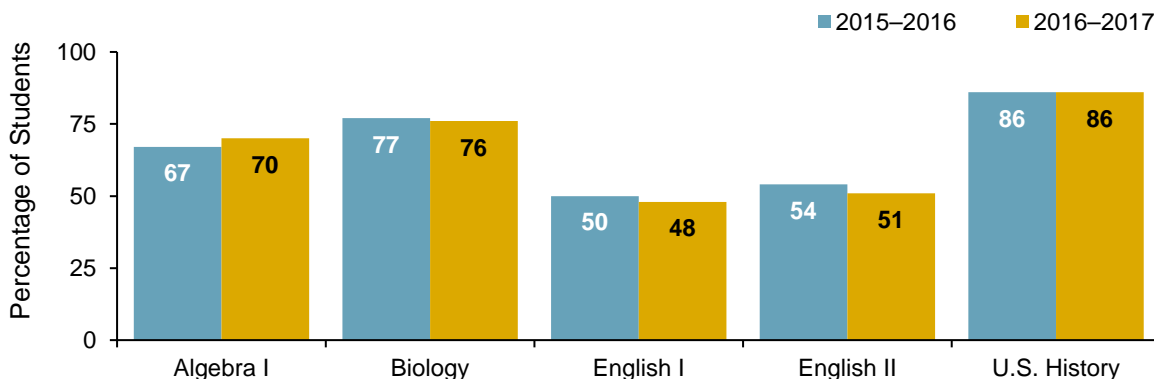

Source: Cognos, STAAR files, retrieved June 2, 2017
Notes: 2015–2016 results have been recalculated to include STAAR L and A test version and may differ slightly from data previously reported. Results include first-time and retested students.

- Results from the 2015–2016 and 2016–2017 STAAR EOC exams, which are required for graduation, are depicted in **Figure 8** and detailed in **Table 10** (p. 27). Three of the five STAAR EOC subjects had a decrease in the proportion of students who achieved at or above the Approaches Grade Level standard in 2016–2017 when compared to 2015–2016, with the largest decrease being three percentage points in English II. When compared to 2015–2016, the percentage of students at or above the Approaches Grade Level standard remained the same for U. S. History and increased by three percentage points in Algebra I in 2016–2017.

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?

- **Table 11** (p. 27), displays for 2015–2016 and 2016–2017, the overall retention percentage of HISD teachers and the rates disaggregated by new and experienced teachers. Retention rates for experienced HISD teachers and new teachers are illustrated in **Figure 9** (p. 12). In 2016–2017, HISD's overall retention rate (85%) increased by one percentage point from the previous year (84%).

- Displayed in Figure 9, the retention rate for experienced teachers was the same for 2016–2017 when compared to 2015–2016. However, the percentage rate for retained new teachers increased by six percentage points.

- During the 2016–2017 academic year, there were 11,783 HISD teachers with 11,388 (97%) having taught all their courses in subject area(s) in which the teacher had met state certification requirements (**Figure 10**, p. 12).

Figure 9. Percentage of All HISD Teachers, Percentage of Experienced HISD Teachers and Percentage of New HISD Teachers Retained from Year Given to the Following Academic Year, 2015–2016 and 2016–2017
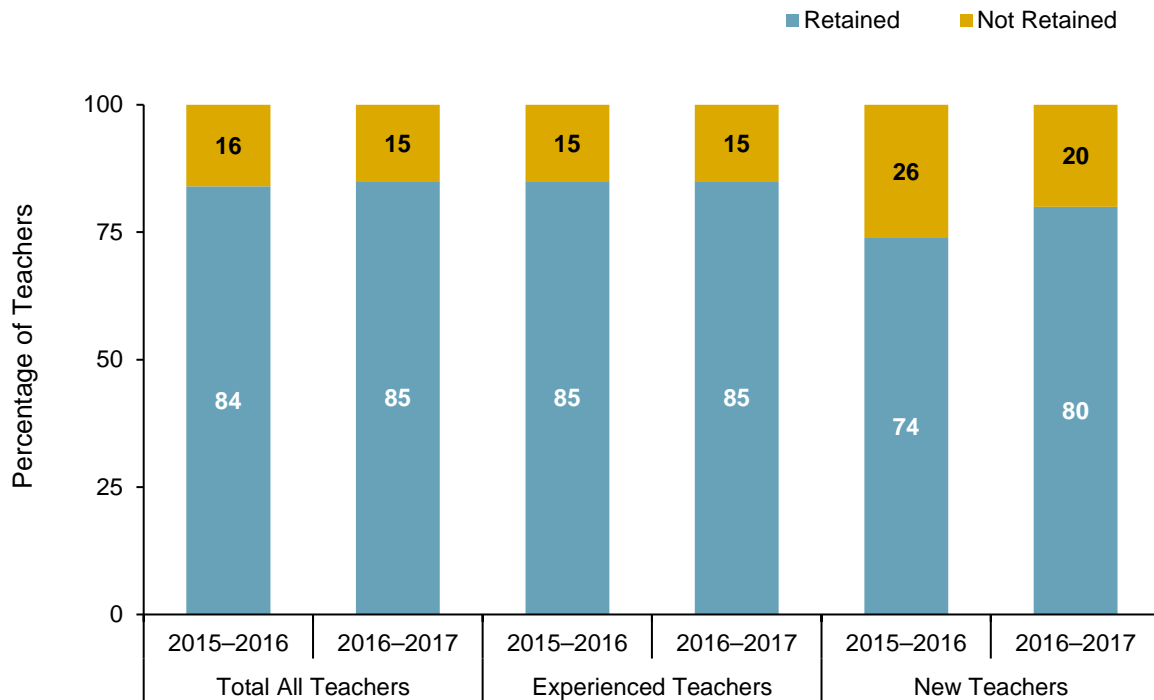
Source: 2015–2016 HISD Teacher Retention file and HISD Roster for TADS (May 22, 2017 and August 28, 2017)
Note: New teachers have zero years of experience in any district before teaching in HISD.

Figure 10. Percentage of HISD Teachers Teaching in Certified Subject Area(s) and Not in Certified Subject Area(s), 2016–2017
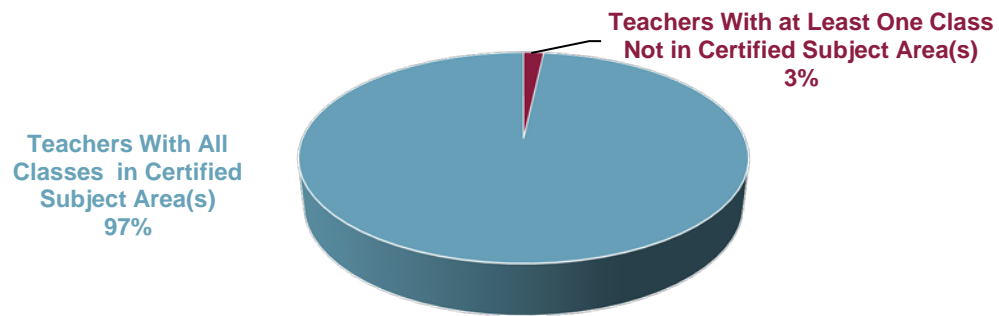
Source: HR Business Services, August 9, 2017; Table 1, C.

Discussion

A wide variety of centralized programs received funding from Title I, Part A and Title II, Part A in 2016–2017. Title I, Part A funds were used to provide economically disadvantaged and underachieving students with services such as provision of necessities for homeless children, dental and vision services for students who would not otherwise have access, teacher professional development, and family engagement services. Title II, Part A provided funding for recruiting, selecting, training, and retaining of classroom teachers and school leaders.

Some of the programs funded in 2016–2017 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, which were given relatively small 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 Centralized Programs, but have the potential to benefit academically from funding targeted to meeting their needs. Because not all the programs with relatively large budgets utilized all the funds each year, perhaps more funding could be redistributed to smaller programs that would provide support directed to students who could show rapid academic improvements when their basic needs are met.

In 2016–2017, funds totaling nearly $18,000,000 were budged to centralized programs, with 60 percent of all allocated funds being expended to enhance the educational opportunities and achievement of students with documented needs. The percentage of utilization of the funds ranged from 22 percent for the Recruitment and Retention Title II, Part A program to 86 percent for the Professional Development (Title I) Title I, Part A program. In the case of some programs, managers may be stimulated to utilize larger percentages 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, in 2016–2017 some programs shared a fund code which hindered the efficient accounting of funds for each program.

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 EOC exams, required for graduation for high school students. In 2016–2017, HISD grade level performance on these measures was mixed. On the STAAR reading test, two grade levels showed increases in the percentage of students achieving the Approaches Grade Level standard, and four showed declines. On the STAAR mathematics exams, five grade levels showed improvements and one maintained performance compared to the prior year. On the STAAR writing tests, grade 7 had an increase in achieving the Approaches Grade Level standard, while grade 4 had a decline. Students in grades 5 and 8 made improvements on the percentage achieving the Approaches Grade Level standard on the STAAR science 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. Even though employee outcomes such as retention showed an increase in 2016–2017, it is still an area of challenge needing improvement in the district.

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Program	Funding	Services Provided
Table 1. Title I, Part A and Title II, Part A Centralized Program Objectives		
AVA/TAKS Prep	Title I	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
Certification Program	Title I and Title II	Increased the number of certified, content proficient, certified HISD teachers to close the teaching gap that negatively impacts student outcomes and success
Dental	Title I	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
FACE Parental Involvement	Title I	Administered programs to strengthen school-family-community partnerships and to foster effective two-way communication between homes and schools
HIPPY	Title I	Provided a home-based, family-focused school readiness program that helped prepare preschool children for academic success
Homeless Children	Title I	Supported homeless youth directly by providing emergency assistance and indirectly by providing awareness and sensitivity training for campuses and community partners to aid in the identification of, and improve support for, homeless students
New Teacher / Teacher Leader	Title II	Provided support to beginning teachers in collecting and analyzing school data, classroom management, curriculum planning, and other activities related to pedagogy and improved student achievement
Private Non-Profit	Title I and Title II	Title I, Part A funds provided academic services to eligible private school students within HISD boundaries, their teachers, and their parents; Title II, Part A funds provided high-quality professional development to teachers of core academic subjects and their leaders in private schools within HISD boundaries
Professional Development (Title I)	Title I	Designed and provided professional development learning opportunities to HISD teachers, face-to-face, online, and blended, to accelerate the effective instructional practices of staff that result in improvement in student academic performance
Professional Development: AP/PRE-AP and Innovative Staffing	Title II	Increased opportunities for HISD students to take rigorous advanced course work and to increase the number of students earning AP scores that could make them eligible for college course credit, advanced course credit or advanced placement
Professional Development: Leadership Development Operations	Title II	Equipped new principals in HISD with the knowledge, skills, and dispositions to lead schools that are consistently safe and provide a rigorous instructional program for all students

Table 1 (continued). Title I, Part A and Title II, Part A Centralized Program Objectives		
Program	Funding	Services Provided
Professional Development: Teacher Development Training (Elementary)	Title II	Provided a viable and rigorous curriculum aligned to state and national standards coupled with research-based best practices and high quality professional development leading to the growth and success of all students
Professional Development: Teacher Development Training (Secondary)	Title II	Supported the district's secondary campuses in the implementation of district curriculum, best instructional practices, and observations and feedback
Recruitment and Retention	Title II	Provided incentives to recruit and retain teachers in critical shortage areas and campuses with highest need
Recruitment and Selection	Title II	Staffed all vacancies by the first day of school through the effective recruiting, selection, and onboarding of high quality teachers
See to Succeed	Title I	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, 2017

Table 2. Goals of Title I of the 2015 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also Known as Every Student Succeeds Act (ESSA)

1. Students are supported in meeting State adopted challenging academic content standards and aligned academic achievement standards in the subjects of mathematics, reading or language arts, and science.

2. Support is provided to economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English language learners in making the improvement necessary to make significant progress in closing statewide proficiency and graduation rate gaps with their more advantaged peers.

3. Each school identified by the State in need of improvement in meeting challenging academic standards and aligned academic achievement standards has a locally developed and implemented comprehensive support and improvement plan for the school to improve student outcomes that: is informed by indicators such as student performance against State-determined long-term goals; includes evidence-based interventions; is based on a school level needs assessment; and identifies resource inequities to be addressed through implementation of the comprehensive support and improvement plan.

4. For schools where any subgroup of students is consistently underperforming based on indicators in the statewide accountability system, implement a school-level targeted support and improvement plan to improve student outcomes.

5. To improve student outcomes, provide low-income and minority students enrolled in school with effective, certified, and experienced teachers.

6. Provide to the public any methods or criteria the State uses to measure teacher, principal, or other school leader effectiveness in order to identify and retain effective school personnel in supporting student learning.

7. All teachers and paraprofessionals working in a program supported with funds from this part meet applicable State and licensure requirements, including any requirements for certification obtained through alternative routes.

Source: United States Department of Education, 2017

Table 3. Requirements for Eligibility for Funding under Title II, Part A of the 2015 Reauthorization of the Elementary and Secondary Schools Act (ESEA), also Known as Every Student Succeeds Act (ESSA)
1. Meaningfully consult with teachers, principals and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A.
2. Seek advice from these stakeholders regarding how best to improve the Title II, Part A activities.
3. Coordinate Title II, Part A activities with other related strategies, programs or activities in the State or Local Education Agency.
4. Provide for the equitable participation of private school teachers and other educational personnel in private schools and engage in timely and meaningful consultation with private school officials during the design and development of their Title II, Part A programs.

Source: United States Department of Education, 2016b

Table 4. Percentage of Title I, Part A and Title II, Part A, Budgeted and Expended Funds by Category, 2016–2017				
Category	Budgeted	% of Budgeted	Expended	% of Expended
Payroll	$12,824,472.86	72.3	$8,709,149.85	81.8
Contracted Services	$3,339,717.61	18.8	$1,379,207.40	12.9
Supplies and Materials	$844,919.00	4.8	$195,316.69	1.8
Other Operating Expenses	$551,029.53	3.1	$339,619.74	3.2
Capital Outlay	$174,475.00	1.0	$28,633.57	0.3
Total	$17,734,614.00	100.0	$10,651,927.25	100.0

Source: HISD Budgeting and Financial Planning department file, 2016–2017

Table 5. Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2016–2017			
Program	**Budgeted**	**Expenditures**	**Percent Utilization**
Centralized Programs Receiving Title I, Part A Funding			
AVA / TAKS Prep	**$ 300,000.00**	**$ 230,711.42**	**76.9**
Payroll	$ 214,991.00	$211,952.04	98.6
Contracted Services	$3,000.00	$2,622.50	87.4
Supplies and Materials	$9.00	$ -	0.0
Other Operating Expenses	$36,000.00	$16,136.88	44.8
Capital Outlay	$46,000.00	$ -	0.0
Dental	**$100,000.00**	**$29,231.96**	**29.2**
Payroll	$56,748.00	$0.00	0.0
Contracted Services	$50.00	$0.00	0.0
Supplies and Materials	$5,702.00	$5,521.07	96.8
Other Operating Expenses	$37,500.00	$23,710.89	63.2
FACE Parental Involvement	**$1,595,892.00**	**$1,013,982.99**	**63.5**
Payroll	$1,107,292.00	$807,287.01	72.9
Contracted Services	$196,493.00	$173,470.92	88.3
Supplies and Materials	$253,328.00	$23,063.40	9.1
Other Operating Expenses	$32,504.00	$9,366.67	28.8
Capital Outlay	$6,275.00	$794.99	12.7
HIPPY	**$750,000.00**	**$628,356.71**	**83.8**
Payroll	$648,786.00	$546,842.56	84.3
Contracted Services	$24,177.00	$8,111.25	33.5
Supplies and Materials	$48,816.00	$47,471.46	97.2
Other Operating Expenses	$28,221.00	$25,931.44	91.9
Homeless	**$194,900.00**	**$67,681.88**	**34.7**
Payroll	$77,118.00	$56,754.04	73.6
Contracted Services	$5,000.00	$4,855.80	97.1
Supplies and Materials	$112,782.00	$6,072.04	5.4
Professional Development (Title I)	**$3,492,412.00**	**$3,020,407.64**	**86.5**
Payroll	$3,349,585.00	$2,986,106.21	89.1
Contracted Services	$46,000.00	$961.26	2.1
Supplies and Materials	$24,247.00	$4,644.61	19.2
Other Operating Expenses	$52,580.00	$22,399.31	42.6
Capital Outlay	$20,000.00	$6,296.25	31.5
See to Succeed	**$100,000.00**	**$43,069.87**	**43.1**
Payroll	$37,231.00	$15,084.99	40.5
Contracted Services	$4,600.00	$1,576.88	34.3
Supplies and Materials	$3,400.00	$3,008.00	88.5
Other Operating Expenses	$54,769.00	$23,400.00	42.7

Program	Budgeted	Expenditures	Percent Utilization
Totals for Programs Receiving Title I, Part A Funds	**$6,533,204.00**	**$5,033,442.47**	**77.0**
Payroll	$5,491,751.00	$4,624,026.85	84.2
Contracted Services	$279,320.00	$191,598.61	68.6
Supplies and Materials	$448,284.00	$89,780.58	20.0
Other Operating Expenses	$241,574.00	$120,945.19	50.1
Capital Outlay	$72,275.00	$7,091.24	9.8
Centralized Programs Receiving Title II, Part A Funding			
New Teacher-Teacher Leader	**$900,000.00**	**$69,390.30**	**7.7**
Payroll	$567,277.00	$4,398.56	0.8
Contracted Services	$258,883.00	$42,387.13	16.4
Supplies and Materials	$20,000.00	$7,476.56	37.4
Other Operating Expenses	$38,640.00	$8,231.05	21.3
Capital Outlay	$15,200.00	$6,897.00	45.4
Professional Development: Leadership Development Operations	**$2,583,554.00**	**$1,558,463.65**	**60.3**
Payroll	$1,679,591.00	$1,082,229.76	64.4
Contracted Services	$745,513.00	$374,912.16	50.3
Supplies and Materials	$60,820.00	$20,806.35	34.2
Other Operating Expenses	$90,630.00	$74,073.41	81.7
Capital Outlay	$7,000.00	$6,441.97	92.0
Professional Development: Pre-AP/AP	**$994,000.00**	**$325,595.89**	**32.8**
Payroll	$693,081.00	$325,595.89	47.0
Contracted Services	$300,919.00	$0.00	0.0
Professional Development: Teacher Development Training (Elementary)	**$347,471.00**	**$294,795.34**	**84.8**
Payroll	$279,679.40	$255,642.99	91.4
Contracted Services	$30,670.60	$16,433.37	53.6
Supplies and Materials	$22,000.00	$9,680.74	44.0
Other Operating Expenses	$15,121.00	$13,038.24	86.2
Professional Development: Teacher Development Training (Secondary)	**$3,831,231.00**	**$2,167,449.20**	**56.6**
Payroll	$2,690,369.99	$1,891,835.43	70.3
Contracted Services	$661,466.01	$120,020.35	18.1
Supplies and Materials	$290,895.00	$64,653.20	22.2
Other Operating Expenses	$108,500.00	$82,736.86	76.3
Capital Outlay	$80,000.00	$8,203.36	10.3
Recruitment and Retention	**$740,000.00**	**$162,294.32**	**21.9**
Payroll	$740,000.00	$162,294.32	21.9

Table 5 (continued). Title I, Part A and Title II, Part A Centralized Programs' Budgets and Expenditures, by Program, 2016–2017

Program	Budgeted	Expenditures	Percent Utilization
Recruitment and Selection	**$562,858.00**	**$283,235.68**	**50.3**
Payroll	$547,858.00	$268,244.05	49.0
Other Operating Expenses	$15,000.00	$14,991.63	99.9
Totals for Programs Receiving Title II, Part A Funds	**$9,959,114.00**	**$4,861,224.38**	**48.8**
Payroll	$7,197,856.39	$3,990,241.00	55.4
Contracted Services	$1,997,451.61	$553,753.01	27.7
Supplies and Materials	$393,715.00	$102,616.85	26.1
Other Operating Expenses	$267,891.00	$193,071.19	72.1
Capital Outlay	$102,200.00	$21,542.33	21.1
Centralized Programs Receiving Both Title I, Part A and Title II, Part A Funding			
Certification Program	**$230,200.00**	**$119,388.48**	**51.9**
Payroll	$134,865.47	$94,884.36	70.4
Contracted Services	$70,850.00	-$799.00	-1.1
Supplies and Materials	$2,920.00	$2,919.26	100.0
Other Operating Expenses	$21,564.53	$22,383.86	103.8
Private Non-Private	**$1,012,096.00**	**$637,871.92**	**63.0**
Payroll	$0.00	-$2.36	0.0
Contracted Services	$992,096.00	$634,654.78	64.0
Other Operating Expenses	$20,000.00	$3,219.50	16.1
All Programs Receiving Both Title I, Part A and Title II, Part A Funds	**$1,242,296.00**	**$757,260.40**	**61.0**
Payroll	$134,865.47	$94,882.00	70.4
Contracted Services	$1,062,946.00	$633,855.78	59.6
Supplies and Materials	$2,920.00	$2,919.26	100.0
Other Operating Expenses	$41,564.53	$25,603.36	61.6
Totals for All Centralized Programs	**$17,734,614.00**	**$10,651,927.25**	**60.1**
Payroll	$12,824,472.86	$8,709,149.85	67.9
Contracted Services	$3,339,717.61	$1,379,207.40	41.3
Supplies and Materials	$844,919.00	$195,316.69	23.1
Other Operating Expenses	$551,029.53	$339,619.74	61.6
Capital Outlay	$174,475.00	$28,633.57	16.4

Source: HISD Budgeting and Financial Planning department file, 2016–2017

Program	Number of Staff Funded
Table 6. Number of Staff Members Funded by Title I, Part A and Title II, Part A Centralized Programs, by Program, 2016–2017	
Title I, Part A Centralized Programs	
AVA/TAKS Preparation	3
Dental Initiative	0
FACE Parental Involvement	8
Home Instruction for Parents of Preschool Youngsters (HIPPY)	29
Homeless Children	1
Professional Development – Title I, Part A	42
See to Succeed	0
Title II, Part A Centralized Programs	
New Teacher / Teacher Leader	0
Professional Development: AP/Pre-AP and Innovative Staffing	17
Professional Development: Leadership Development Operations	22
Professional Development: Teacher Development Training (Elementary)	4
Professional Development: Teacher Development Training (Secondary)	17
Recruitment and Retention	0
Recruitment and Selection	7
Centralized Programs Funded by Both Title I, Part A and Title II, Part A	
Certification Program	1
Private Non-Profit	N/A
Total	**151**

Source: HRIS file for FY16-17 Title IA IIA Positions, February 8, 2018

Table 7. 2016–2017 Title I, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=9)				
	Yes	No	Not Applicable	No Response
Were the program activities and requirements based on a comprehensive needs assessment?	8			1
Was the program planned and implemented with meaningful input from parents of children impacted by the program?	7		1	1
Did the program serve 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?	8			1
Did the program coordinate and integrate Title I, Part A services with other educational services in the district or school to increase program effectiveness, eliminate duplication, and/or reduce fragmentation of the instructional program?	8			1
Did the program provide communications about the program in a format, and to the extent practicable, in a language that parents could understand?	7		1	1
Did the program provide services that supplemented but not supplant the educational program provided to all students in the district?	9			

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017

Table 8. 2016–2017 Title II, Part A Program Administrators' Responses Concerning Organization and Coordination of Program Services (N=9)	Yes	No	Not Applicable	No Response
Was the program based on a local needs assessment for professional development and/or hiring?	9			
Did the program provide support for schools that a) have the lowest proportion of certified teachers, b) have the largest average class size, or c) are identified for school improvement under Title I, Part A?	9			
Did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning?	5		4	
Did the program conduct activities in at least one of the following areas: recruiting, hiring and retaining qualified personnel; providing professional development activities that meet the needs of teachers and principals; improving the quality of the teacher work force; and/or reducing class size, especially in the early grades?	9			
Did the program coordinate professional development activities provided through other federal, state, and local programs?	8		1	
Did the program integrate 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	1	
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	9			

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017

Table 9. Percentage of HISD Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard, on the State of Texas Assessments of Academic Readiness (STAAR), 2015–2016 and 2016–2017						
	2015–2016			2016–2017		
	Tested (*N*)	Approaches (*N*)	% Approaches	Tested (*N*)	Approaches (*N*)	% Approaches
Reading	**90,221**	**58,694**	**65.1**	**91,427**	**57,801**	**63.2**
Grade 3	18,057	11,849	65.6	17,745	11,396	64.2
Grade 4	16,671	11,296	67.8	17,454	10,579	60.6
Grade 5	16,234	10,193	62.8	16,292	10,354	63.6
Grade 6	13,020	7,841	60.2	13,555	7,906	58.3
Grade 7	13,154	8,216	62.5	13,126	8,579	65.4
Grade 8	13,085	9,299	71.1	13,255	8,987	67.8
Mathematics	**87,325**	**58,015**	**66.4**	**88,197**	**61,140**	**69.3**
Grade 3	18,084	12,310	68.1	17,750	12,640	71.2
Grade 4	16,660	11,301	67.8	17,425	12,035	69.1
Grade 5	16,259	11,296	69.5	16,291	12,280	75.4
Grade 6	12,977	8,898	68.6	13,469	9,244	68.6
Grade 7	12,682	7,850	61.9	12,517	7,981	63.8
Grade 8	10,673	6,360	59.6	10,745	6,960	64.8
Writing	**29,776**	**18,434**	**61.9**	**30,662**	**18,762**	**61.2**
Grade 4	16,658	10,375	62.3	17,471	10,276	58.8
Grade 7	13,118	8,059	61.4	13,191	8,486	64.3
Science	**29,145**	**18,959**	**65.1**	**29,261**	**19,378**	**66.2**
Grade 5	16,240	10,654	65.6	16,274	10,831	66.6
Grade 8	12,905	8,305	64.4	12,987	8,547	65.8
Social Studies	**13,024**	**6,889**	**52.9**	**13,208**	**6,975**	**52.8**
Grade 8	13,024	6,889	52.9	13,208	6,975	52.8

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017
Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported.

Table 10. Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard, on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC), 2015–2016 and 2016–2017

	2015–2016			2016–2017		
	Tested (*N*)	Approaches (*N*)	Percent Approaches	Tested (*N*)	Approaches (*N*)	Percent Approaches
Algebra I	15,726	10,466	66.6	16,260	11,437	70.3
Biology	14,657	11,257	76.8	14,660	11,092	75.7
English I	17,377	8,633	49.7	18,396	8,860	48.2
English II	15,806	8,468	53.6	16,524	8,389	50.8
U.S. History	11,883	10,219	86.0	12,142	10,471	86.2

Source: Cognos, STAAR files, retrieved June 2, 2017
Notes: 2015–2016 results have been recalculated to include STAAR L and A test versions and may differ slightly from data previously reported.

Table 11. Number of Teachers Who Were Retained from One Academic Year to the Next, 2015–2016 and 2016–2017

	2015–2016 To 2016–2017			2016–2017 To 2017–2018		
	Employed	Retained	Percent Retained	Employed	Retained	Percent Retained
All Teachers	12,255	10,235	83.5	11,783	9,984	84.7
Experienced Teachers	10,923	9,247	84.7	10,803	9,200	85.2
New Teachers	1,332	988	74.1	980	784	80.0

Source: 2015–2016 HISD Teacher Retention file and HISD ROSTER FOR TADS (05.22.2017 and 08.28.2017)
Note: New teachers have zero years of experience in any district before teaching in HISD.

Title I, Part A and Title II, Part A Centralized Program Summaries

Advanced Virtual Academy (AVA) / TAKS Preparation

Program Description
Beginning in 2004–2005, Texas required 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 2016–2017 Texas Assessment of Knowledge and Skills (TAKS) Remediation/Test Preparation program worked to increase academic achievement for HISD students on standardized tests. The program was administered through the Advanced Virtual Academy and provided test preparation and assistance with credit recovery. Teachers were trained throughout the year with best practices in all tested Exit Level TAKS and STAAR End-of-Course (EOC) areas. The program provided funds to hire teachers with specific expertise throughout the school year.

Budget and Expenditures
Title I, Part A funds were used to provide support for students needing to meet graduation requirements.

Budgeted:	$300,000.00	Capital Outlay:	
Expenditures:	$230,711.42	Contracted Services:	$2,622.50
Allocation Utilized:	76.9 percent	Other Operating Expenses:	$16,136.88
		Payroll:	$211,952.04
		Supplies and Materials:	

Program Goals
The funds were intended to increase the number of students who passed TAKS or STAAR EOC, increase graduation rates of students who received AVA support to complete course-related graduation requirements, but did not take TAKS or STAAR EOC, and increase students' self-esteem or self-efficacy.

Program Outcomes

Table 1, AVA. TAKS and STAAR EOC Test Taken, by Passing Standard, 2016–2017

Assessment Name	Assessment Subject	2016–2017 Passing Standard				Total Test Taken
		Met	%	Not Met	%	
STAAR-EOC	Algebra I	2	33.3	4	66.7	6
	Biology	*	*	*	*	3
	English I	3	12.5	21	87.5	24
	English II	1	3.1	31	96.9	32
	U. S. History	7	36.8	12	63.2	19
TAKS TEST	Math	6	21.4	24	78.6	30
	Reading	6	54.5	5	45.5	11
	Science	2	22.2	7	77.8	9
	Social Studies	*	*	*	*	2

Source: STAAR EOC Spring 2016–2017 CorID_June 6, 2017; Cognos Ad Hoc March 6, 2018; Peims_2_PEIMS 16–17
Note: Not all AVA enrolled students (n=211) take a TAKS or STAAR EOC each year. Some students have already completed requirements for state assessments and attend AVA for recredit recovery, or the student has yet to take the required course for the STAAR EOC exam.
    *n<5

- The 2016–2017 Advanced Virtual Academy (AVA) roster included 211 students. August 2016 through August 2017 student-level enrollment data were retrieved from the HISD Public Education Information Management System (PEIMS) and Cognos Chancery databases, which included student

characteristics, coursework enrollment and completion, course grades, leaver codes, and dates for initial and subsequent enrollment, withdrawal, return, and/or graduation.

- As shown in **Table 1, AVA** (p.29), 35 AVA students took a total of 52 TAKS tests in 2016-2017, averaging slightly more than one per student. Further, of the 52 TAKS tests taken, 15 met the passing standard (29%).

- In 2016–2017, 47 AVA students took a total of 84 STAAR EOC examinations, for an average of slightly less than two examinations per student. Of the 84 STAAR EOC examinations taken, 14 (17%) achieved at or above the Approaches Grade Level standard in 2016–2017 (Table 1, AVA).

- Of all students enrolled in AVA in the PEIMS Fall Snapshot, 132 (63%) were classified as seniors. A total of 101 students graduated from AVA in 2016–2017, including 12 who were classified as juniors in the PEIMS Fall Snapshot.

Recommendations

The Advanced Virtual Academy (AVA) provides an alternative route for students who have dropped or aged out of traditional school options to graduate from high school. Passing the state-mandated tests is a requirement for high school graduation and as such, a primary focus of the program. Overall, TAKS and STAAR EOC passing rates have grown from 2015–2016 to 2016–2017. Though TAKS is no longer offered through the state, it is recommended that remediation programs continue to target and support students needing to pass required state assessments to meet graduation requirements.

Certification Program

Program Description

Within HISD, not all classes are taught by teachers that have met state certification requirements for the content area. In order to ensure that every student has a certified teacher delivering instruction, the Certification department completed a bi-annual and random audit review of teacher certification and course schedule alignment. The bi-annual and random processes were used to identify courses led by teachers delivering instruction outside their certified areas. Additionally, principals were required to complete an attestation form, reviewed by the Certification department, stating that all courses were being taught by teachers certified in the subject area. Working together with principals and campus leadership, each teacher was appropriately reassigned or the course schedule was updated to properly reflect that a certified teacher was delivering instruction. Finally, non-certified teachers were supported to meet state certification requirements.

Budget and Expenditures

Title I, Part A funds were used to support teachers who were not certified to earn certification.

Budgeted:	$115,191.00	Capital Outlay:	
Expenditures:	$46,637.41	Contracted Services:	-$799.00
Allocation Utilized:	40.5 percent	Other Operating Expenses:	$21,327.41
		Payroll:	$23,189.74
		Supplies and Materials:	$2,919.26

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

Budgeted:	$115,009.00	Capital Outlay:	
Expenditures:	$72,751.07	Contracted Services:	
Allocation Utilized:	63.3 percent	Other Operating Expenses:	$1,056.45
		Payroll:	$71,694.62
		Supplies and Materials:	

Program Goals

Ensure that every HISD student received instruction from a teacher certified in the subject area.

Program Outcomes

Table 1, C. Number of Teachers In Certified Subject Area(s) and Not In Certified Subject Area(s), 2016–2017		
Teachers	**N**	**%**
In Certified Subject Area(s)	11,388	96.6
Not In Certified Subject Area(s)	395	3.4
Total	**11,783**	**100.0**

Source: HR Business Services, August 9, 2017

- As shown in **Table 1, C,** 97 percent of teachers in HISD taught all their classes in a subject area(s) for which they met state certification requirements while three percent of teachers had not met state certification requirements for the subject area(s) in all the classes they taught.

Recommendations

The 2016–2017 school year saw a change in reporting requirements from the federal term of "highly qualified teacher status" to teacher teaching "In Certified subject area(s)" or "Not In Certified subject area(s)" (Texas Education Agency, 2018). To report on the progress toward the HISD goal of all classrooms being led by a certified teacher, it is recommended that information be collected on the specific supports provided to identified non-certified teachers in meeting state certification requirements, and if the identified non-certified teacher met state certification requirements by the end of the school year.

Dental Initiative

Program Description
The Dental Initiative, also called Project Saving Smiles (PSS), provided HISD second grade students with limited resources an opportunity to access quality dental health services. The program was administered through the HISD Health and Medical Services Department in collaboration with the Houston Department of Health and Human Services, Bureau of Dental Health. The program provided a coordinated approach to remove transportation and cost as barriers to preventative dental care to prevent decay of molars at an early age.

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:	$100,000.00	Capital Outlay:	
Expenditures:	$29,231.96	Contracted Services:	
Allocation Utilized:	29.2 percent	Other Operating Expenses:	$23,710.89
		Payroll:	
		Supplies and Materials:	$5,521.07

Program Goals
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 2016–2017, as shown in **Table 1, DI.** A total of 4,624 students from 91 schools had parental/guardian consent, with a total of 4,281students receiving dental services through PSS events. By comparison, in 2015–2016, a total of 4,621 students had parental/guardian consent to participate with 4,205 students attending a PSS event.

Table 1, DI. Number of Students and Schools Participating in Each Project Saving Smiles Event, 2016–2017		
Date of Event	**N of Schools**	**N of Participants**
October 17–October 21, 2016	24	1,288
December 5–December 9, 2016	25	1,276
March 6–March 10, 2017	27	1,068
March 21–March 24, 2017	16	649
Total Participation	**92**	**4,281**

Source: HISD Health and Medical Services
Note: One school (Burnet ES, December 5–December 9, 2016) attended a Project Saving Smiles event twice.

- From the 4,281 students who participated in PSS, 347 students (8%) had their dental screening and treatment results recorded in Chancery. Of the 347 students identified in Chancery, 76 students received sealants on 276 teeth. By comparison, in 2015–2016, there were 411 PSS participating students identified in Chancery with 129 students receiving sealants on 466 teeth. The students with recorded Project Saving Smiles dental treatments in 2016–2017 were enrolled in the following HISD elementary schools: Anderson, Carrillo, and J.P. Henderson.

Table 2, DI. Lexile Proficiency Bands, K–12, 2016–2017				
Grade	**Below Basic**	**Basic**	**Proficient**	**Advanced**
Kindergarten	N/A	BR	0 to 279L	280L & Above
1	BR	0 to 189L	1900L 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	1225L & 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

- Elementary schools in HISD were encouraged to assess student reading levels through iStation. The iStation assessment provides an estimated Lexile score for each student. This Lexile score is then placed in ranges of scores called Lexile bands: Below Basic, Basic, Proficient, and Advanced (**Table 2**, **DI**). In 2016–2017, three of the 91 HISD campuses that participated in Project Saving Smiles recorded students receiving sealants. A total of 214 students from these three campuses took both a middle-of-year (MOY) and end-of-year (EOY) assessment in 2016–2017, and 27 of the total of 214 students were reported in Chancery as having received sealants in 2016–2017 (**Table 3, DI**, p. 36).

- As shown in Table 3, DI, for HISD, there was an increase in the percentage of second grade students achieving Proficient/Advanced from MOY (32 percent) to EOY (41 percent). For the three PSS schools for which dental sealants were recorded (Anderson, Carillo, and J.P. Henderson elementary schools), there was also an increase, from 29 percent Proficient/Advanced at MOY to 39 percent Proficient/Advanced at EOY. The 27 second graders from the three PSS schools who were documented as having received sealants outperformed both comparison groups, with 56 percent Proficient/Advanced at MOY and 70 percent Proficient/Advanced at EOY. However, comparisons should be made with caution due to the small sample size.

Recommendations

According to HISD Health and Medical Services records, 4,281 students participated in a PSS event in 2016–2017 school year. Three of the 91 participating campuses provided information on students (n=76) that received sealants. This low number of documented sealant treatments for participating students creates barriers to drawing accurate academic achievement comparisons. In order to provide a more accurate picture of program relationship to student academic achievement, it is recommended that audits

of campus records be conducted throughout the school year in order to re-enforce the importance of documenting PSS participating student dental outcomes.

Lexile Band	HISD						*Students at Three PSS Participating Campuses											
							Students Not Recorded as Receiving Sealants						Students Recorded as Receiving Sealants					
	MOY			EOY			MOY			EOY			MOY			EOY		
	N	%	median	N	%	median	N	%	median	N	%	median	N	%	median	N	%	median
Below Basic	4,779	42.7	0.0	3,712	33.1	0.0	86	46.0	0.0	69	36.9	0.0	6	22.2	65.0	*	*	*
Basic	2,796	25.0	325.0	2,915	26.0	352.0	46	24.6	340.0	45	24.1	340.0	6	22.2	365.0	*	*	*
Proficient	2,263	20.2	505.0	2,694	24.1	515.0	40	21.4	515.0	52	27.8	530.0	9	33.3	505.0	13	48.1	500.0
Advanced	1,362	12.2	825.0	1,879	16.8	895.0	15	8.0	810.0	21	11.2	775.0	6	22.2	770.0	6	22.2	1,100.0
Total	11,200	100.0		11,200	100.0		187	100.0		187	100.0		27	100.0		27	100.0	

Table 3, DI. Lexile Bands and Lexile Median Scores Achieved by 2nd Graders on iStation for all HISD, PSS Campuses with Recorded Sealants Received, and Students Who Received Dental Sealants, by Assessment Window, 2016–2017

Sources: Q56AH Title 1 & 2 Dental Sealant_2016–17; HISD Health and Medical Services; Chancery Ad Hoc_iStation File_January 29, 2018

Note: Only students that had both a recorded MOY score and EOY score were used in this analysis. If student took an assessment outside either the MOY or EOY assessment window that score was not used in the calculations.

*Three PSS participating campuses had sealant information recorded for PSS participating students. The three campuses were: Anderson ES, Carillo ES, and J. P. Henderson ES.

FACE Parental Involvement

Program Description

The FACE Parental Involvement program is administered by FACE- Family and Community Empowerment (formerly known as Family and Community Engagement) with a vision to build capacity at the campus level to develop and enhance sustained partnerships so that caregivers can advocate for student and community needs. As personnel supported the FACE vision for all schools in 2016–2017, they also supported the district's Achieve 180 initiative through three department focuses: promotion and support of family friendly schools, linking family and community engagement to learning, and empowering parents to be advocates in their children's education.

Several programs were supported by FACE through Title I, Part A funding including Academic Parent Teacher Teams (APTT) (Research and Accountability, 2017h), Family Friendly School (FFS) Certification, Home Instruction for Parents of Preschool Youngsters (HIPPY) program (described on pp. 38–41), Parent Engagement Representatives (PERs) (Research and Accountability, 2017e), and school services.

APTT restructured parent-teacher conferences as group meetings during which parents and guardians set goals for their children's academic achievement and learned strategies to help their children meet those goals. 2016–2017 was the second year of the FFS Certification program which allowed schools to earn distinctions based on family-friendly activities throughout the year. HIPPY worked directly with parents in their homes to give them books, activities, and skills needed for them to take responsibility for preparing their children for school. Additionally, FACE employed 18 part-time PERs in 2016–2017 to help schools build "home-school" partnerships between parents and school staff. Finally, FACE provided coaching to develop parent organizations (PTA/PTO), and trained school leaders on topics such as parent involvement on HISD campuses.

Budget and Expenditures

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

Budgeted:	$1,595,892.00	Capital Outlay:	$794.99
Expenditures:	$1,013,982.99	Contracted Services:	$173,470.92
Allocation Utilized:	63.5	Other Operating Expenses:	$9,366.67
		Payroll:	$807,287.01
		Supplies and Materials:	$23,063.40

Program Goals

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

- One of FACE's parent engagement initiatives includes APTT. Nine campuses participated in 2016–2017; by comparison, 10 campuses participated in 2015–2016. Parents that attended at least one APTT were categorized as participating in the APTT program. As shown in **Table 1, FACE** (p. 38), APTT reached 3,143 students in 2016–2017, down from 3,383 students in 2015–2016. Overall, APTT

achieved 60 percent student participation in 2016–2017, down from 68 percent participation in 2015–2016.

Table 1, FACE. Number of Students with Academic Parent-Teacher Team (APTT) Participating Parents, by Ethnicity, 2016–2017

Ethnicity	Students of APTT Participating Parents		Students of APTT Non-Participating Parents		All Students on APTT Participating Campuses	
	N	%	N	%	N	%
African American	377	44.8	464	55.2	841	15.9
American Indian	1	20.0	4	80.0	5	<1.0
Asian/Pacific Islander	77	70.0	33	30.0	110	2.1
Hispanic	2,606	62.4	1,568	37.6	4,174	79.0
Multi Race	14	56.0	11	44.0	25	<1.0
White	68	54.0	58	46.0	126	2.4
Total	**3,143**	**59.5**	**2,138**	**40.5**	**5,281**	**100.0**

Source: Research and Accountability, 2017h; Cognos SIS APTT Participating Students_February 2, 2018
Note: Not all percentages equal 100 due to rounding.

Table 2, FACE. Percentage of Students At or Above the Approaches Grade Level Standard on STAAR Reading Assessment, by Parent APTT meeting Attendance and Grade Level, 2016-2017

Grade Level	N of Students Tested	2017 STAAR Reading % At or Above the Approaches Grade Level Standard		
		0 Meetings	3 Meetings	Percentage Point Gap
Third grade	772	59.1	75.5	+16.4
Fourth grade	1,167	58.6	66.1	+7.5
Fifth grade	1,106	59.9	73.6	+13.7

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017

- As shown in **Table 2, FACE** there is an achievement gap for students achieving at or above the Approaches Grade Level standard on the 2017 STAAR Reading assessment in favor of APTT participating students whose parents attended three APTT meetings when compared to students whose parents attended zero APTT meetings. The gap is widest for third grade students (+16 percentage points), fifth grade students (+14 percentage points), and fourth grade students (+7 percentage points).

- Seven of the nine APTT schools collected parents' and caregivers' feedback regarding elements they found most helpful in the group meetings. Survey responses (n=446) indicated that parents felt the APTT meetings helped them to understand their "child's progress" and learn about "strategies and techniques to help their child at home" (Research and Accountability, 2017h).

- In 2016–2017, the FFS program had 52 schools earn gold certification, seven earn silver certification, and four earn bronze certification. By comparison, 2015–2016 had 12 schools earn gold certification, eight earn silver certification, and five earn bronze certification.

- During 2016–2017, the 18 part-time PERs were each assigned to assist one school for a total of 18 Title I campuses, working 30 hours a week. Schools targeted for PERs assistance were selected by HISD FACE administrators. Via the HISD HUB, during the 2016–2017 academic year, PERs documented 3,669 hours conducting parent involvement activities, which reflected a substantial increase (150% increase) in documented time from the 2015–2016 academic year (1,468 hours) (Research and Accountability, 2017e).

- One initiative used by FACE to support the growth of effective family and community engagement was professional development trainings. Campus teachers and staff participated in professional development presented on five topics: FACE Fundamentals; Two-Way Communications; Parent-Teacher Conferences; Parent Engagement Representative Trainings; and HB5 Campus Self-Assessment. In partnership with FACE, Parent-Community Assistance held three professional development workshops on Customer Service. Completion data were available for Campus Self-Assessment (OneSource: 341001), Parent-Teacher Conferences (OneSource: 29030), and Two-Way Communication (OneSource: 29023) detailing whether the course was offered face-to-face or online (**Table 3, FACE**). Sixty-seven percent of courses completed were done face-to-face and 32 percent were completed online.

Table 3, FACE. Professional Development Course Completion, by Learning Environment, 2016–2017						
Professional Development	**Face to Face**	**%**	**Online**	**%**	**Total**	**%**
HB5 Campus Self-Assessment			235	100.0	235	32.4
Parent-Teacher Conferences: Best Practices to Maximize Student Learning	186	38.0			186	25.7
Two-Way Communication	304	62.0			304	42.0
Total	**490**	**100.0**	**235**	**100.0**	**725**	**100.1**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017
Note: Not all listed professional development courses had completion data available.
   Percentages may not total 100 due to rounding.

- Finally, FACE provided online resources for parents who wanted to begin a parent organization (PTA/PTO). These resources included guidelines on the six steps to start a parent organization.

Recommendations

2016–2017 saw a slight decline in parent involvement, measured by parent APTT participation, when compared to 2015–2016. However, PERs documentation of time conducting parent involvement activities increased substantially in 2016–2017 when compared to 2015–2016. 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. 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 2016–2017, please refer to "The Impact of Academic Parent-Teacher Teams (APTT) on Parental Involvement and HISD Students' Achievement in Language Arts and Reading" (Research and Accountability, 2017h). Likewise, for more detailed information

on the Parent Engagement Representatives program in 2016–2017, please refer to "Parent Engagement Representatives (PERs)" (Research and Accountability, 2017e).

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) partners with parents to prepare children ages 3–5 for success in school, particularly those most at risk because of poverty, limited education, and English proficiency. HIPPY is an evidenced-based family support model that works directly with parents in their homes to give them books, activities, and skills needed for them to take responsibility for preparing their children for school. The trained HIPPY home instructors visited families for one hour, once a week and modeled instructional activities for parents to use with their children. The highly structured curriculum lasted 30 weeks.

The desired outcomes of the program were: 1) parents with an enhanced sense of their own abilities and the satisfaction of teaching their children; 2) children with the opportunity for both fun and learning with their parents at home; 3) families with the support and guidance of trained peer home visitors and a professional coordinator; 4) schools with children who enter school ready to succeed and parents who are active and supportive; and 5) home instructors with a means of assuming leadership in the community and taking steps toward self-sufficiency and marketable skills. HIPPY activities included: 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 development resources. Additionally, the program organized field trips to the Children's Museum of Houston to enhance parent-child interaction and child development through the integration of 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. In addition, Title I funded a program director and 30 home visitors.

Budgeted:	$750,000.00	Capital Outlay:	
Expenditures:	$628,356.71	Contracted Services:	$8,111.25
Allocation Utilized:	83.8 percent	Other Operating Expenses:	$25,931.44
		Payroll:	$546,842.56
		Supplies and Materials:	$47,471.46

Program Goals

The goal of HIPPY is to enhance the knowledge and expertise of parents of young children, which allows 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

Partipation

- In 2016–2017, HIPPY operated 35 Title I-funded sites and 41 Home Visiting grant-funded sites. This was a 67 percent increase in Title I-funded HIPPY programs from the previous year **(Figure 1, HIPPY, p. 42)**. During the 2015–2016 academic year academic year, HISD HIPPY was implemented in 21 Title I-funded school sites and 36 Home Visiting grant-funded school sites, across the nine HISD Board Districts.

- 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 1,943 parents, students and families.

**Figure 1, HIPPY. Number of HISD HIPPY Schools, 2015–2016 to 2016–2017**
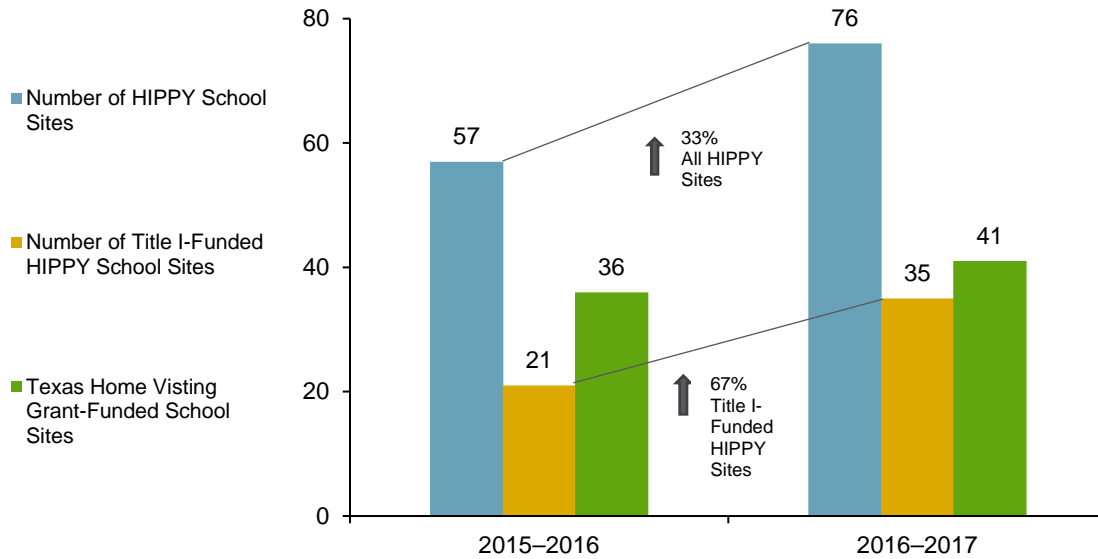
Source: Research and Accountability (2017d)

- For 2016–2017, 192 students had parents who participated in the HIPPY program Title I-funded sites, and were reported in the Public Education Information Management System (PEIMS) as HISD students, allowing their descriptive information to be gathered. Fifty (50) percent were female and 50 percent were male; 85 percent were Hispanic, 14 percent were African American, one percent were white; 74 percent had limited English proficiency; 92 percent were at risk; and 93 percent were economically disadvantaged children. Academic performance analyses were conduct on these students.

School Readiness

Figure 2, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the English Language and Literacy Subtests, 2016–2017
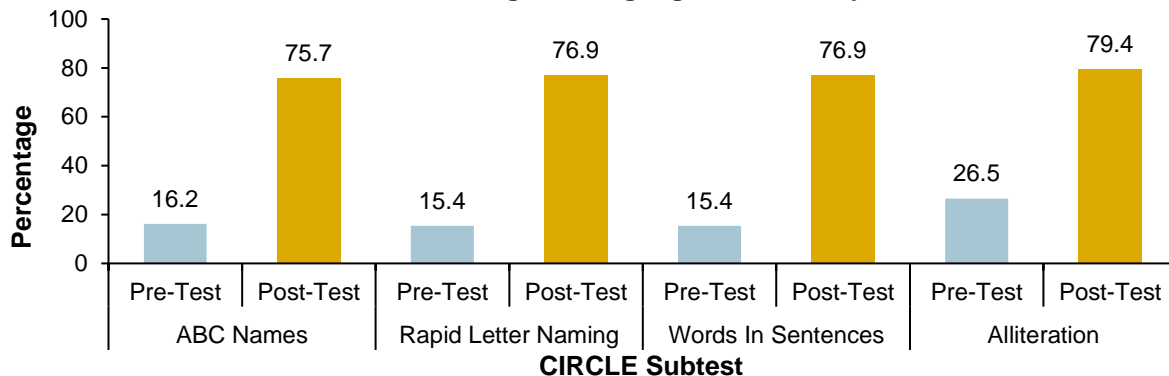
Source: 2016–2017 HISD CIRCLE database, February 14,2018
Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

- There was an increase in the percentage of students who met the benchmark from beginning-of-year (BOY) to end-of-year (EOY) in 2016–2017 on the English language and literacy CIRCLE subtests (**Figure 2, HIPPY**, p. 42). The largest increases were on Rapid Letter Naming and Words in Sentences, a 62 percentage-point increase on each subtest. In addition, the percentage of students who met the benchmark on the ABC Names subtest increased from 16 percent at BOY to 76 percent at EOY. The Alliteration subtest had the highest percentage of students who met the benchmark at BOY (27 percent). At EOY, 79 percent of the student group met the benchmark on the Alliteration subtest.

Figure 3, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the Spanish Language and Literacy Subtests, 2016–2017
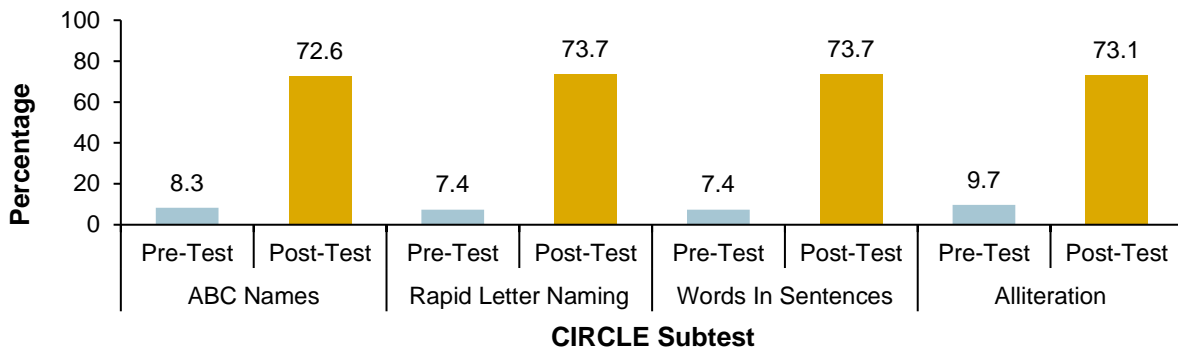

Source: 2016–2017 HISD CIRCLE database, February 14,2018
Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

- Results of the Spanish language and literacy CIRCLE, showed an increase in the percentage of students who met the benchmark on all subtests from BOY to EOY in 2016–2017 (**Figure 3, HIPPY**). The largest increases were on the Rapid Letter Naming and the Words in Sentences subtests, a 67 percentage-point increase on each subtest. In addition, performance on the ABC Names increased from eight percent at BOY to 73 percent at EOY. The Alliteration subtest had the highest percentage of students who met benchmark at BOY (10 percent). At EOY, 73 percent of the student group met the benchmark on the Alliteration subtest.

Figure 4, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the English Math Subtests, 2016–2017
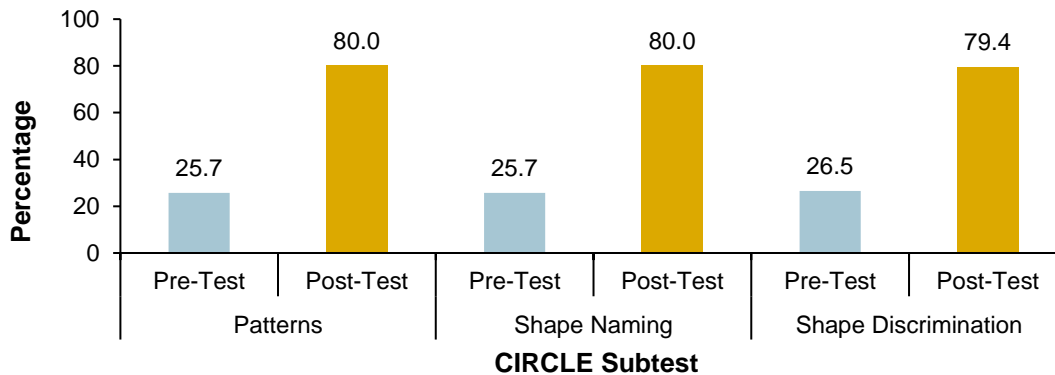

Source: 2016–2017 HISD CIRCLE database, February 14,2018
Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

- There was an increase in the percentage of students who met the benchmark from BOY to EOY in 2016–2017 on the English mathematics CIRCLE subtests (**Figure 4, HIPPY**, p. 43). The largest percentage increases were on the Patterns subtest and the Shape Naming subtest, a 54 percentage-point increase on each subtest. The Shape Discrimination subtest had the highest percentage of students who met the benchmark at BOY (27 percent). At EOY, 79 percent of the student group met the benchmark on the Shape Discrimination subtest.

Figure 5, HIPPY. Percentage of Pre-kindergarten Title I HIPPY Students Who Met CIRCLE Benchmark on the Spanish Math Subtests, 2016–2017
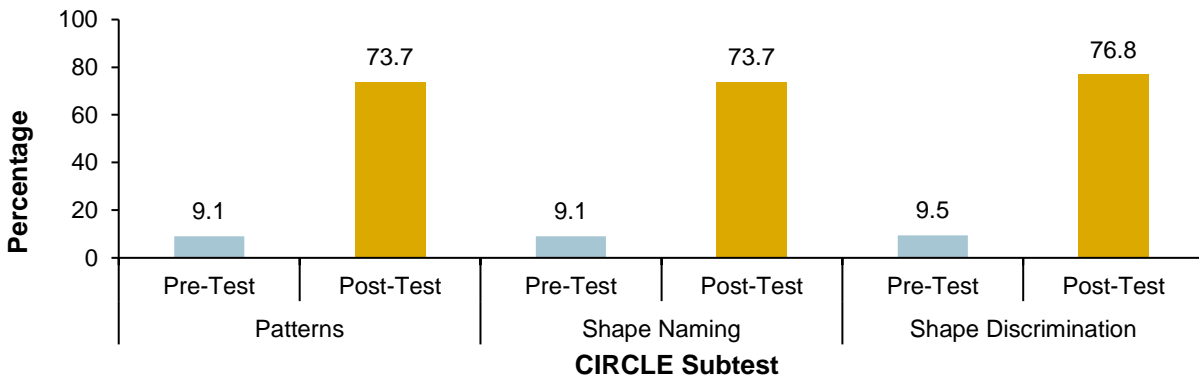

Source: 2016–2017 HISD CIRCLE database, February 14, 2018
Note: Title I HIPPY students with BOY, MOY, and EOY results were included in the analysis. Only economically-disadvantaged, prekindergarten students were included in the results.

- On the Spanish mathematics CIRCLE assessment, there was an increase in the percentage of students who met the benchmark on all subtests from BOY to EOY in 2016–2017 (**Figure 5, HIPPY**). The largest percentage-point increase was on the Shape Discrimination subtest (10 percent to 77 percent), followed by the Patterns subtest (9 percent to 74 percent) and the Shape Naming subtest (9 percent to 74 percent).

Recommendations

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. The number of Title I, Part A funded HIPPY sites on HISD campuses substantially increased from the 2015–2016 school year to the 2016–2017 school year (21 and 35 respectively). CIRCLE assessment results identified an increase in the percentages of students who met the benchmark on the Spanish and English reading and math subtests measured in this report. It is recommended that information on the length of time that students' parents participated in HIPPY be gathered to ascertain if there is an association with student performance.

For more details on the HIPPY program and children's achievement, please see the "Home instruction for parents of preschool youngsters (HIPPY) / Home visiting grant, 2016–2017" (Research and Accountability, 2017d).

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. In 2016–2017, 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 6,761 homeless children and youth. Program staff provided professional development to teachers and administrators during trainings scheduled by other departments (course numbers unavailable). 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. These 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:	$194,900.00	Capital Outlay:	
Expenditures:	$67,681.88	Contracted Services:	$4,855.80
Allocation Utilized:	34.7 percent	Other Operating Expenses:	
		Payroll:	$56,754.04
		Supplies and Materials:	$6,072.04

Program Goals

The mission of HISD's Homeless Education Office - Project S.A.F.E. (Student Assistance Family Empowerment) is to assist students and families living in a homeless situation or in transition to stable housing. This assistance is designed to achieve specific goals: 1) increase student achievement; 2) mitigate the negative effects of high mobility; and 3) increase family engagement.

Program Outcomes

- There were 6,761 students documented as homeless at some point in time during the 2016–2017 year, three percent of the total enrollment for HISD at the same point in time. For comparison, this was a 17 percent increase from 5,782 homeless HISD students in 2015–2016.

Table 1, HC. Graduation of All HISD 12th Graders and Homeless 12th Graders, by Percentage

	Enrolled within HISD at Some Point in 2016–2017	Graduated	% Graduated
HISD 12th Graders	12,892	10,680	81.9
Homeless 12th Graders	502	348	68.9

Source: Cognos SIS Ad Hoc 12th Grade Attendance and Enrollment (Date Range: August 22, 2016 through May 25, 2017), retrieved December 22, 2017

- As shown in **Table 1, HC,** the annual graduation rate for grade 12 students who were identified as homeless was 69 percent in 2016–2017, compared to the districtwide average of 82 percent.

- A total of 1,898 students in grades 3–8 who were identified as homeless took at least one mathematics or reading STAAR 3–8 exam in 2016–2017 (**Table 2, HC**, p. 47). The percentages of these homeless students that achieved at or above the Approaches Grade Level standard, were between 35 and 56 percent (**Figure 1, HC**). A smaller percentage of the district's homeless passed each of the exams, as compared to the percentage of all HISD students. Differences in the percentages of all HISD students and the homeless students achieving at or above the Approaches Grade Level standard ranged from 10 percentage-points in sixth grade reading to 33 percentage-points in eighth grade reading (Figure 1, HC).

Figure 1, HC. Percentage of all HISD and HISD Homeless Students At or Above the Approaches Grade Level Standard on STAAR Exams, by Subject and Grade, 2016–2017
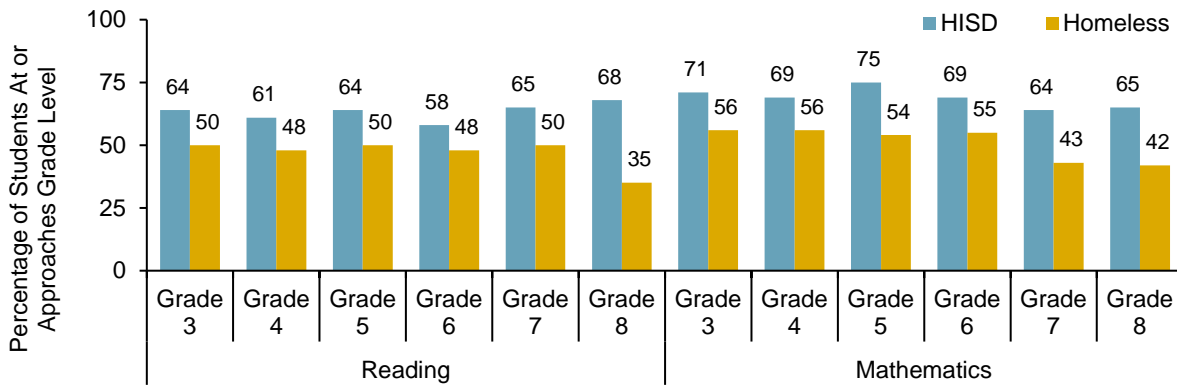
Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017; Cognos SIS Ad Hoc Homeless (Date Range: August 22, 2016 through May 25, 2017), retrieved December 21, 2017

Figure 2, HC. Percentage of all HISD and HISD Homeless Students At or Above the Approaches Grade Level Standard on STAAR/EOC Exams, by Subject, 2016–2017

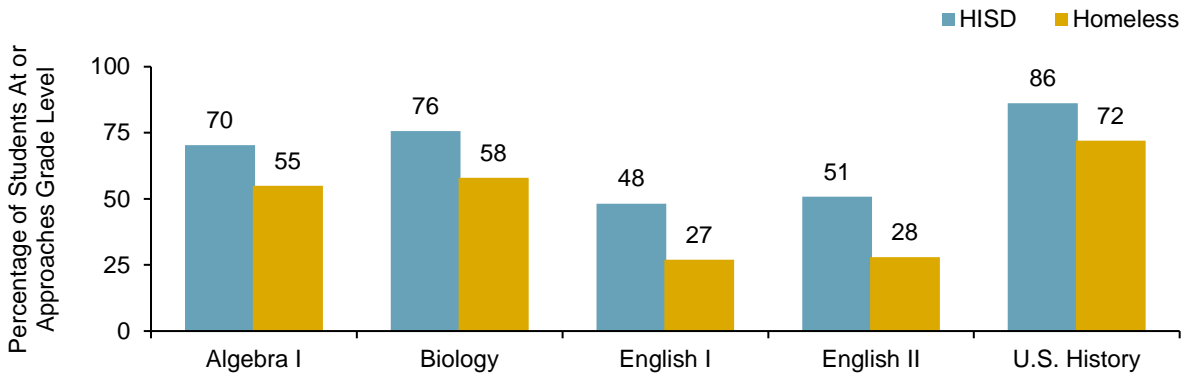Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017; Cognos SIS Ad Hoc Homeless (Date Range: August 22, 2016 through May 25, 2017), retrieved December 21, 2017. Results include first time and retested students.

- In 2016–2017, 970 homeless children in grades 9–12 took at least one STAAR End-of-Course (EOC) exam. An additional 175 sixth, seventh, and eighth graders identified as homeless also took EOC exams in addition to STAAR 3–8 tests, for a total of 1,145 students taking a 2016–2017 STAAR EOC assessment (Table 2, HC).

- Compared to all HISD students, a lower percentage of the district's homeless students achieved at or above the Approaches Grade Level student standard on any STAAR EOC subject examination.

Differences in the percentages of all HISD students and the homeless students achieving at or above the Approaches Grade Level standard ranged from 14 percentage points in U. S. History to 23 percentage points in English II (**Figure 2, HC,** p. 46).

Recommendations

The Homeless Children program provides multiple streams of services to support children in gaining and maintaining access to the education opportunities that will help them be successful. Despite the services available, the district's homeless students continue to lag their peers in 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 passing some state-mandated tests is required for either grade promotion (grades 5 and 8) or graduation (EOCs), it is recommended that efforts be targeted at increasing the number of homeless students who take the grades 5 and 8, and 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 2, HC. Number of HISD Students Identified as Homeless, by Grade Level, and the Number Who Took at Least One STAAR 3–8 or STAAR EOC Exam, 2016–2017

	Number of Homeless Students in HISD	Number of Homeless Students Who Took STAAR 3–8	Number of Students Who Took STAAR EOC	Percentage of Homeless Students Who Took at Least ONE STAAR 3–8 OR STAAR EOC
EC/Prekindergarten	464			
Kindergarten	503			
Grade 1	536			
Grade 2	491			
Grade 3	478	398		83.3
Grade 4	427	334		78.2
Grade 5	393	337		85.8
Grade 6	463	371	2	80.6
Grade 7	407	331	40	91.2
Grade 8	352	127	133	73.9
Grade 9	886		373	42.1
Grade 10	424		287	67.7
Grade 11	435		234	53.8
Grade 12	502		76	15.1
Total	**6,761**	**1,898**	**1,145**	**42.4**

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 14, 2017; Cognos SIS Ad Hoc Homeless (Date Range: August 22, 2016 through May 25, 2017), retrieved December 21, 2017

New Teacher/Teacher Leader

Program Description

The New Teacher/Teacher Leader program used Title II, Part A funds to establish year-long learning opportunities and to pay teachers new to HISD to attend New Teacher Academy who were not yet on official duty. The program funded Key Teacher Leader facilitators to mentor teachers new to HISD. In addition, the program provided support to beginning teachers in collecting and analyzing school data, classroom management, curriculum planning, and other activities related to pedagogy and improved student achievement. This occurred through early hire summits, summer learning opportunities, New Teacher Academy, and a year-long professional development series providing beginning teachers the tools necessary to become more effective teachers.

Key Teacher Leaders, an elite group of the district's teachers representing all content areas/grade levels, facilitated learning opportunities and real-time support with planning, instruction, and classroom organization for beginning teachers, and hosted a virtual community providing resources, just-in-time lessons, and content support. Forty-three (43) Key Teachers facilitated over 60 sessions for new and beginning teachers throughout the 2016–2017 school year.

Budget and Expenditures

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

Budgeted:	$900,000.00	Capital Outlay:	$6,897.00
Expenditures:	$69,390.30	Contracted Services:	$42,387.13
Allocation Utilized:	7.7 percent	Other Operating Expenses:	$8,231.05
		Payroll:	$4,398.56
		Supplies and Materials:	$7,476.56

Program Goals

The program was designed to accelerate the development of beginning teachers by leveraging the district's best teachers as resources for guidance and modeling.

Program Outcomes

- The New Teacher program had a total of 1,234 participating teachers. Participating teachers included 649 beginning teachers (53%) that had zero experience in or outside of HISD, and 585 participating teachers (47%) that had prior teaching experience either in HISD or from another school district. The experienced teachers had an average of seven years teaching experience, with a range of one to 35 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 1,071 New Teacher participating teachers. **Figure 1, NTTL** (p. 49) displays how many teachers fell into each of the four summative rating categories of Ineffective, Needs Improvement, Effective, and Highly Effective. Seven out of ten New Teacher participating teachers (74%) were rated in the Effective or Highly Effective ranges in 2016–2017. Twenty-four percent of New Teacher participating teachers received a Needs Improvement rating and two percent received an Ineffective rating.

Figure 1, NTTL. Proportion of New Teacher Participants by Summative Rating Group, 2016–2017 (N=1,071)
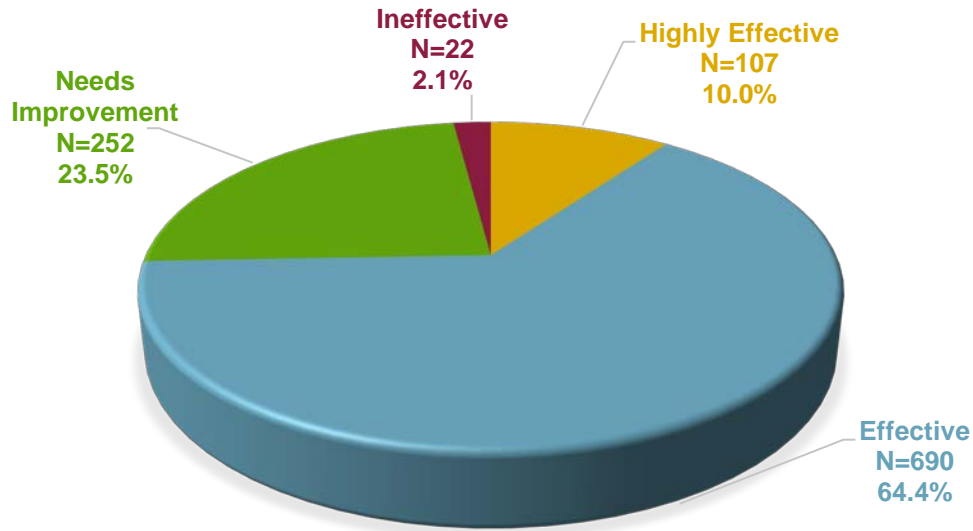
Source: 2016–2017 Summative Rating Report, January 9, 2018; 2016 NTA PayOuts, February 16, 2018

- Following a year of professional development and support, 912 New Teacher participating teachers (74%) returned for the 2017–2018 school year. The New Teacher participating teachers' retention rate was 11 percentage points lower than the HISD retention average (Table 11, p. 27).

- Of the 1,071 New Teacher participating teachers who received a 2016–2017 summative rating, 877 returned in 2017–2018. **Figure 2, NTTL** displays the teachers returning in 2017–2018 by their TADS summative ratings in 2016–2017. The summative rating which had the highest retention rate was 'Highly Effective' at 93 percent, followed by 'Effective' at (85%), and 'Needs Improvement' (73%). Slightly less than a third of teachers rated 'Ineffective' returned for the 2017–2018 school year (32%).

Figure 2, NTTL. The Number of New Teacher Participants Returning to HISD in 2017–2018 by Their 2016–2017 Summative Ratings
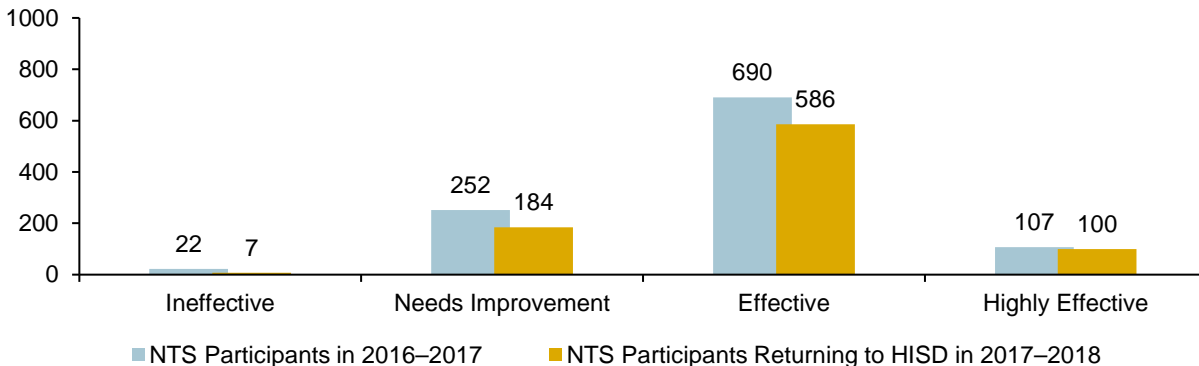
Source: 2016–2017 Summative Rating Report, January 9, 2018; 2016 NTA PayOuts, February 16, 2018

Recommendations

The New Teacher/Teacher Leader model aimed to engage new and limited experienced teachers in a way that targeted peer and mentor support from successful teachers (Key Teacher Leaders), provided targeted professional development, and introduced the district's processes, resources, and expectations. The purpose of New Teacher/Teacher Leader program was to accelerate the development of skills to ultimately improve student outcomes. The findings show New Teacher/Teacher Leader participants are more likely to be rated '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 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.

Private Non-Profit

Program Description

Eligible Houston area private nonprofit (PNP) schools elected to participate with Houston ISD (HISD) to receive equitable services through the Title I, Part A federal program. For the 2016-2017 school year, 37 private nonprofit schools participated with HISD to receive equitable services. The services to students, teachers, and parents fell into the following categories: Instructional Services (for the academic year and extended school year), Parental Involvement, Professional Development, District Initiatives, Student Intervention, and Targeted Professional Development. For the 2016-2017 school year, Title I services were provided to all participating private non-profit schools using a third-party provider, Catapult Learning West.

The External Funding Department managed the grant in terms of funding, compliance, and the establishment of processes and procedures. The third-party provider supported the schools as well as HISD and focused primarily on program implementation and progress monitoring. The External Funding Department collaborated regularly with Catapult Learning West to ensure that federal guidance was adhered to by the PNP schools. Twice a year, in the spring and the fall semesters, a mandatory consultation meeting was held. All participating private school principals were required to attend and other school personnel were also encouraged to attend. The third-party provider attended as well. At the meetings, processes for participation, determination of the campus planning allocations, and service delivery were shared. Consultation was ongoing and occurred throughout the school year with schools, leadership representatives, and the third-party provider. All services were supplemental and did not supplant services that would have been provided to PNP school participants in the absence of federal funds.

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:	$294,520.00	Capital Outlay:	
Expenditures:	$0.00	Contracted Services:	
Allocation Utilized:	0.0 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 boundaries.

Budgeted:	$717,576.00	Capital Outlay:	
Expenditures:	$637,871.92	Contracted Services:	$634,654.78
Allocation Utilized:	88.9 percent	Other Operating Expenses:	$3,219.50
		Payroll:	-$2.36
		Supplies and Materials:	

Program Goals

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. The primary goal is to positively impact student achievement with the equitable services received so that all children, especially those who are failing or at risk of failing, are given the opportunity to obtain a high-quality education.

Program Outcomes

- Catapult Learning West provided services to 35 private non-profit schools within the boundaries of the Houston Independent School District.

- A total of 595 students in grades PreK–12 received 421 reading services, and 442 mathematics services, for a total of 863 services provided.

- As shown in **Figure 1, PNP**, a comparison of pretest and posttest scores on the Catapult Learning Skills Assessment (CLSA), revealed positive gains in both reading and math for students who received 20 or more hours of Catapult Learning West instruction in 2016–2017. Students' average scores on the CLSA increased by eight NCE points in reading and 17 NCE points in mathematics. Students' average reading scores increased by four and 15 NCE points, respectively, on the ITBS/IOWA assessment and the Stanford Diagnostic assessment. Students' average mathematics scores increased by seven and 21 NCE points, respectively, on the ITBS/IOWA assessment and the Stanford Diagnostic assessment.

Figure 1, PNP. Average Pre-Test and Post-Test NCE Scores on Standardized Learning Assessments, 2016-2017
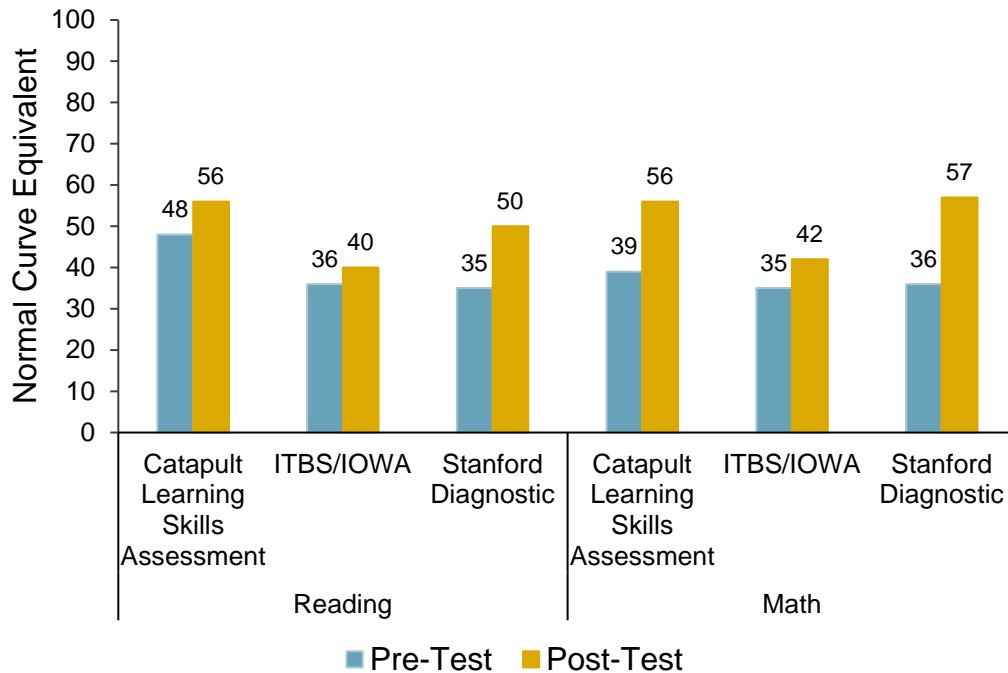
Source: Catapult Learning (2017).

- Overall, 60 percent of the students made gains in their reading scores and 75 percent made gains in their mathematics scores on CLSA tests. On ITBS/IOWA tests, 60 percent of students made gains in reading and 61 percent made gains in mathematics. On Stanford Diagnostic tests, 71 percent of students made gains in reading and 90 percent made gains in mathematics.

- Principals, teachers, and parents were generally satisfied with Catapult Learning West services. On a ten-point scale from 1-"not likely at all" to 10-"extremely likely," principals (N = 15) averaged a 9.0 when asked about the likelihood of recommending Catapult Learning West. On average, educators (N = 205, duplicate count) rated the 31 professional development seminars a 3.9 on a scale from 1-"Poor" to 4-

"Excellent" and parents (N = 148) rated their satisfaction with the program a 3.7 on a scale from 1-"Strongly Disagree" to 4-"Strongly Agree."

- Catapult Learning West held an Annual Title I Orientation Meeting for 60 parents during the fall semester, during which time parents met Catapult Learning West staff, viewed the classroom, and received information about the Catapult Learning West program.

- Catapult Learning West conducted an additional 60 individual parent conferences throughout the school year.

- Progress reports were sent to parents four times during the school year and newsletters and other materials were distributed to parents regularly.

- Catapult Learning West held two parent involvement workshops that focused on reading. Two parents attended the "Reading with Your Child" workshop and five parents attended the "Family Reading Night" workshop. A third Catapult Learning West workshop on mathematics, i.e., "Math Fun," was unattended.

- Thirteen parents participated in Catapult Learning West Title I Month activities, such as visiting the Catapult Learning West classroom as a guest reader or guest problem solver, to celebrate and reinforce student learning and achievement. Parents were also encouraged to work with their child at home.

Recommendations

The private nonprofit program and Catapult Learning West 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 is encouraged to 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 2016–2017" (Research and Accountability, 2017i).

Professional Development (Title I)

Program Description

The Academics departments designed and provided professional development learning opportunities, face-to-face, online, and blended, to accelerate the effective instructional practices of staff that would result in an improvement in student performance. Professional development was offered during the summer/pre-service days, after school, and during campus professional learning community (PLC) times to instructional staff (teachers, specialists, and administrators). The professional development centered around the district curriculum, identified and aligned instructional resources and digital tools, effective instructional practices, and use of data to plan instruction.

Budget and Expenditures

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

Budgeted:	$3,492,412.00	Capital Outlay:	$6,296.25
Expenditures:	$3,020,407.64	Contracted Services:	$961.26
Allocation Utilized:	86.5 percent	Other Operating Expenses:	$22,399.31
		Payroll:	$2,986,106.21
		Supplies and Materials:	$4,644.61

Program Goals

- Professional development is provided to campus staff to enhance student academic success.

Program Outcomes

- As shown in **Table 1, PD** (pp. 54–57), 6,952 course sessions were completed through 129 professional development courses funded by Title 1, Part A.

Table 1, PD. HISD Staff Participation in Professional Development funded by Title I, Part A by Course and Credits Earned, 2016–2017			
Course No.	**Course Title**	**N of Participants**	**Earned Credit Hours**
4001	CU_Middle School/High School Dept Chair Mtg.	167	306.0
9002	CU_Social Studies School Services Active Classroom	72	372.0
22001	CU_Secondary Social Studies Professional Development Series	33	66.0
29008	CU_Job Alike 2016 HMH Publisher Training Math Day	33	99.0
29016	CU_ HPE 6-12 Department Chair MTG	53	106.0
29029	CU_P.A.P.A Training	5	30.0
32001	CU_ HPE Job A Like 2016	377	2,262.0
32004	CU_ Physical Activity Leadership	21	126.0
32007	CU_ HS Health Champions	45	135.0
36003	CU_ Job A Like Intro to GeoGebra Math	28	84.0
36004	CU_ Job A like Math Master Course PRVW HS Math	1	3.0
45001	CU_ Gr 6-8 ELA Chairpersons Meeting	86	172.0
46001	CU_ 9-12 ELA Chairpersons Meeting	48	96.0
47001	CU_ Curriculum and Master Course PD	38	57.0
48001	CU_ Notice and Note Training	35	52.5
48002	CU_ Figuring Out Figure 19 Training	28	42.0

Course No.	Course Title	N of Participants	Earned Credit Hours
Table 1, PD. (cont.) HISD Staff Participation in Professional Development funded by Title I, Part A by Course and Credits Earned, 2016–2017			
50002	CU_Accountable Student Talk PD	18	7.5
60002	CU_ 6-12 Math Department Chair Meeting	150	300.0
62003	CU_6-12 Science Collaborative Chairpersons Meeting	94	186.0
91001	CU_ Early Release GEOGEBRA TRAINING MS	13	26.0
91002	CU_ Early Release LIM AMPLIFYING QUESTIONS	70	140.0
91003	CU_Early Release BUT CALCS AREN'T ALLOWED P1	84	168.0
91005	CU_ Early Release POWERING UP ALG 2 AND PRECAL	20	40.0
91006	CU_ Early Release 7 STEPS OF LANG RICH CLASS	23	46.0
91007	CU_TI Calculator Training Part 2 ALG 1	26	52.0
92011	CU_HS Notice and Note Signposts- Fiction and NonFiction	70	140.0
93003	CU_ MS Notice and Note Signposts- Fiction and Nonfiction	208	416.0
96001	CU_Gr. 9-12 Sec. Science Early Dismissal	89	178.0
96002	CU_6-8 Gr. LIM Sec. Science Early Dismissal	162	324.0
100001	CU_TI CALCULATOR TRAINING PART2 G8	19	38.0
103001	CU_ HS Writing- Examining Expository and Persuasive Writing	26	52.0
103002	CU_HS Small Group Instruction and Academic Disclosure	22	44.0
103003	CU_MS Writing - Examining the Fall Writing Sample	48	96.0
103004	CU_ MS Small Group Instruction and Academic Discourse	104	208.0
104002	CU_High School Social Studies LIM Early Release	71	140.0
104005	CU_ LIM Tours	9	54.0
105001	CU_Literacy Summit ELA	12	48.0
105002	CU_ Middle School Social Studies LIM Early Release	283	552.0
106001	CU_ Literacy Summit Math	18	72.0
106002	CU_ Literacy Summit Social Studies	10	40.0
106003	CU_Literacy Summit Science	8	32.0
108001	CU_ Literacy in the Middle ELA	24	504.0
108003	CU_TI CALCULATOR TRAINING PART 3 ALG 1	11	22.0
108004	CU_ Literacy in the Middle Science	8	112.0
108005	CU_Literacy in the Middle Math	20	280.0
108006	CU_TI CALCULATOR TRAINING PART 3 G8	9	18.0
108008	CU_TI CALCULATOR TRAINING PART 4 ALG 1	4	8.0
108009	CU_ TI CALCULATOR TRAINING PART 4 G8	6	12.0
128001	CU_HPE Professional Learning	237	592.5
128002	CU_ MATH Supporting Collaboration	17	34.0
139001	CU_ Literacy Leader Series- Ernest Morrell	180	360.0
142001	CU_ Using Signposts for ELLS	14	28.0
143002	CU_Introduction to Gizmos	25	50.0
155001	CU_Specially Designed Instruction Backwards Planning: Begin with End in Mind	11	11.0
158001	CU_PK-5 HPE Lead Teacher	28	56.0

Course No.	Course Title	N of Participants	Earned Credit Hours
	Table 1, PD. (cont.) HISD Staff Participation in Professional Development funded by Title I, Part A by Course and Credits Earned, 2016–2017		
161001	CU_PK-12 HPE Winter Conference	63	315.0
170002	CU_Secondary Choir Meeting	13	26.0
170004	CU_Writing Instruction for STAAR Success	62	434.0
171003	CU_ Strategic Reading and Writing Monthly Meetings	27	27.0
173002	CU_ Interventions for Struggling Readers: Reading Levels K-2	15	30.0
173004	CU_Interventions for Struggling Readers: Reading Levels 3-5	8	16.0
183003	CU_Literacy Leader Series- Kwame Alexander	125	250.0
184001	CU_Literacy Leader Series-Matt De La Pena	145	290.0
185001	CU_ SAR Calibration Series	69	207.0
186001	CU_HPE Archery Training	7	56.0
190003	CU_Powering Up Algebra 2 and PreCal	5	10.0
190007	CU_Powering Up Algebra 1	18	36.0
190008	CU_Literacy in the Middle EARLY RELEASE: Whole Group versus Small Group Instruction	87	174.0
190009	CU_GeoGebra Training Advanced	1	2.0
190010	CU_Literacy in the Middle EARLY RELEASE: But calculators Aren't Allowed, Part 2	14	28.0
192001	CU_ Understanding by Design I	2	4.0
198003	CU_ELA Master Course Open Labs	1	1.5
202001	CU_ Authentic Assessment 1	73	438.0
226001	CU_Authentic Assessment 2	57	513.0
233001	CU_HPE HECAT CURRICULUM TEAM	24	72.0
233002	CU_HPE HECAT	14	84.0
287002	CU_SSi Compass Learning Training	6	24.0
287003	CU_HS Writing & Signposts	18	27.0
287004	CU_MS Writing & Signposts	71	106.5
297001	CU_ Woodson Early Dismissal PD	3	4.5
297002	CU_Literacy Leader Series-Kylene Beers	89	178.0
307001	CU_Spring Principal Leadership Refresh 2017	22	154.0
307002	CU_HS SG & Diverse Learners	5	7.5
309004	CU_HPE First Tee Golf	8	32.0
320004	CU_Supporting ELLs in Literacy	13	19.5
325001	CU_Strategic Reading and Writing Early Dismissal Training: "Words Their Way with Struggling Readers"	37	55.5
327001	CU_High School Literacy Lab	32	80.0
337001	CU_Creating Standards-Based Integrated Performance Assessment (IPA)	3	2.0
354001	CU_TI Calculator Training Part 5 GR 6 Math	7	10.5
354002	CU_ TI Calculator Training Part 5 GR 7 Math	9	13.5
354003	CU_ TI calculator Training Part 5 GR 8 Math	7	10.5
373001	CU_Supporting High School ESOL Students	4	8.0
420001	CU_Secondary Writing Interventions	11	16.5
425001	CU_iPads for Elementaries	85	340.0

Course No.	Course Title	N of Participants	Earned Credit Hours
Table 1, PD. (cont.) HISD Staff Participation in Professional Development funded by Title I, Part A by Course and Credits Earned, 2016–2017			
435001	CU_High School Math Scope and Sequence Feedback Session	5	10.0
435002	CU_Middle School Math Scope and Sequence Feedback Session	2	4.0
441002	CU_MS Scope and Sequence Review	1	1.5
455002	CU_ Literacy Empowered - ELA HS Day 1	36	195.0
456001	CU_Literacy in the Middle 2.0 - ELA MS Day 1	48	273.0
460006	CU_Literacy in the Middle 2.0 - Social Studies MS Day 1	22	132.0
462001	CU_Literacy Empowered - Social Studies HS Day 1	16	93.0
470001	CU_Literacy in the Middle 2.0 - Science Day 1	15	87.0
470005	CU_Literacy Empowered - Science HS Day 1	10	45.0
473001	CU_Literacy Empowered - Mathematics HS Day 1	18	108.0
473003	CU_Literacy in the Middle 2.0 - Mathematics MS Day 1	18	99.0
494001	CU_Secondary Summer School 2017 - Online Course	1,572	4,716.0
501005	CU_Recipe For Success	8	24.0
529001	CU_HPE Not A Number Training	9	144.0
598001	CU_ Literacy Empowered for Leaders - Day 1	57	456.0
598002	CU_ Literacy Empowered for Leaders - Day 2	44	352.0
598003	CU_ Literacy in the Middle 2.0 for Leaders - Day 1	67	512.0
598004	CU_ Literacy in the Middle 2.0 for Leaders - Day 2	55	428.0
620001	CU_Literacy in the Middle 2.0 - ELA MS Day 2	45	261.0
620002	CU_Literacy in the Middle 2.0 - ELA MS Day 3	55	318.0
620003	CU_Literacy in the Middle 2.0 - Social Studies MS Day 2	20	120.0
620004	CU_Literacy in the Middle 2.0 - Social Studies MS Day 3	15	90.0
620005	CU_Literacy in the Middle 2.0 - Mathematics MS Day 2	16	96.0
620006	CU_Literacy in the Middle 2.0 - Mathematics MS Day 3	13	75.0
621001	CU_Literacy in the Middle 2.0 - Science Day 2	12	69.0
621002	CU_Literacy in the Middle 2.0 - Science Day 3	9	54.0
746001	CU_ Literacy Empowered - ELA HS Day 2	46	264.0
746002	CU_ Literacy Empowered - ELA HS Day 3	33	186.0
746003	CU_ Literacy Empowered - ELA HS Day 4	35	210.0
746004	CU_Literacy Empowered - Mathematics HS Day 2	14	75.0
746005	CU_Literacy Empowered - Mathematics HS Day 3	11	51.0
746007	CU_Literacy Empowered - Science HS Day 2	4	21.0
746008	CU_Literacy Empowered - Science HS Day 3	7	33.0
746010	CU_Literacy Empowered - Social Studies HS Day 2	19	111.0
746012	CU_Literacy Empowered - Social Studies HS Day 4	14	84.0
Total		**6,952**	**23,396.0**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- A total of 23,396 credits were earned by 3,388 district staff members successfully completing professional development for an average of seven credits per campus staff member (Table 1, PD., pp. 54–57).

- As shown in Table 1, PD (pp. 54-57), CU_Secondary Summer School 2017 – Online Course had the largest number of participants, 1,572 district staff participating, earning a total of 4,716 credits for an average of 3 credits per participant. By contrast, there were four courses, totaling eight credits earned, that each had one participant successfully complete.

Recommendations

The staff professional development designed and implemented by the Academics departments focused on improving student performance in literacy, reading, and math. Courses were offered during summer pre-service days, after school, and during campus professional learning community (PLC) times. The Academics departments should develop and implement data collection strategies designed to explore the district use of the HUB (online professional development platform) 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 offered.

Professional Development: Pre-AP/AP and Innovative Staffing

Program Description
The Pre-AP/AP program and the Innovative Staffing program provided teachers opportunities for professional development training to increase the number of students earning AP scores that could make them eligible for college course credit or advanced placement, or both. The program was administered through the Advanced Academics Department and provided Pre-AP and AP training to 260 staff members.

The Pre-AP/AP program provided funds to hire substitutes for participating teachers, who were required to attend training for four days, during normal school hours. The program also funded one salaried position to support an AP Lead Teacher who taught one or more AP courses at participating schools, conducted AP program training, planned and conducted student test preparation sessions, and provided additional support to teachers as needed.

The Innovative Staffing Initiative provided staff to support innovative programming across HISD. Specifically, these positions were designed to help campuses increase opportunities for HISD students to take rigorous advanced course work and to increase the number of students earning AP scores that could make them eligible for college course credit. Support was provided through the Advanced Academics Department by providing Pre-AP and AP training to all middle and high school staff members. Training activities utilized the Laying the Foundation guide series for Pre-AP/AP English and mathematics to provide resources for teachers of grades 6–12.

Budget and Expenditures
Title I, Part A funded one salaried position to support program participants and provided substitute teachers for participating teachers that attended training during normal school hours.

Budgeted:	$994,000.00	Capital Outlay:	
Expenditures:	$325,595.89	Contracted Services:	
Allocation Utilized:	32.8	Other Operating Expenses:	
		Payroll:	$325,595.89
		Supplies and Materials:	

Program Goals
Increase opportunities for HISD students to take rigorous advanced course work and increase the number of students earning AP scores that could make them eligible for college course credit or advanced placement.

Program Outcomes
- Twelve professional development courses were provided by the Pre-AP/AP program for school year 2016–2017. A total of 260 HISD staff members participated in professional development training earning an average of six credits each (**Table 1**, **AP**, p. 60).

- For school year 2016–2017, the AP_World History PLC had the highest staff attendance (n=40), provided the most credits (n=218), and had the highest percentage of all credits earned (15 percent). The course, in school year 2016–2017, that had the lowest number of credits earned was AP-Capstone District PLC, in which 36 credits were earned, three percent of all credits earned (Table 1, AP).

Table 1, AP. HISD Staff Course Completion of Pre-AP/AP Professional Development by Credits Earned, 2016–2017				
Course Number	Course Name	Teachers (N)	Credits Earned (N)	% of All Credits Earned
63024	AP_ Chinese Lang. & Culture PLC	14	80	5.6
2001	AP_ English Literature and Comp PLC	21	108	7.6
5002	AP_ Macroeconomics PLC	8	72	5.0
5004	AP_ United States History PLC	36	178	12.4
5005	AP_ World History PLC	40	218	15.2
32002	AP_Biology PLC	20	118	8.3
2	AP_Calculus PLC	32	208	14.5
12001	AP_Capstone District PLC	9	36	2.5
3001	AP_English Language and Composition PLC	23	116	8.1
5001	AP_Human Geography PLC	19	98	6.9
1001	AP_Statistics PLC	14	100	7.0
5003	AP_US Government PLC	24	98	6.9
Total		260	1,430	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- Enrollment in AP courses decreased to 34 percent in 2016–2017 compared to 37 percent in the previous year for students enrolled in grades 10–12. Additionally, the number of high school students taking at least one AP Exam increased by four percent to 15,018 in 2017 from 14,416 in 2016 (Research and Accountability, 2017a).

- The AP score ranges from one to five, and a score of 3 or higher qualifies a student to earn advanced placement, college credit, or both at most colleges and universities. In the 2016–2017 school year, the percentage of AP exams that scored at a 3 or higher increased from 33 percent in 2016 to 34 percent in 2017 (**Figure 1**, **AP**).

Figure 1, AP. AP Exams Taken and Number Scored 3+, 9th–10th grade, 2015–2016 and 2016–2017
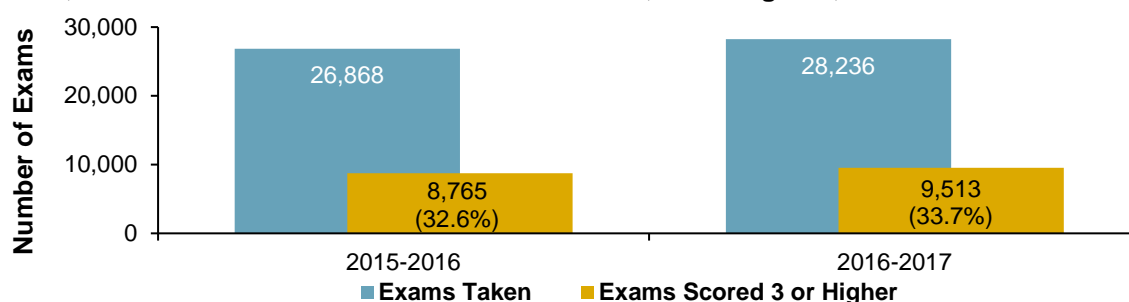
Source: 2017 College Board AP data file, retrieved August 14,2017; Advanced Placement Report, 2016–2017

Recommendations

The Pre-AP/AP and Innovative Staffing program provided HISD teachers professional development to promote student AP test-taking and student success on AP exams. There was an observable increase in both the number of test takers and success on the AP exams for school year 2016–2017 when compared to 2015–2016 school year. In the effort to meet the district goal of college ready graduates, it is recommended that the program persist in providing professional development to HISD staff to foster student taking of, and success on, AP exams.

For more detail, see the complete program report, "Advanced Placement Report, 2016–2017" (Research and Accountability, 2017a).

Professional Development: Leadership Development Operations

Program Description

Leadership Development Operations, in partnership with other HISD departments, provided school leaders, including principals, deans, and appraisers, with support in the following focus areas: instructional leadership, strategic marketing, human capital, school culture, strategic operations, and executive leaders. In 2016–2017, Leadership Development 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 200 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 and participate in differentiated growth and development training sessions. Throughout 2016–2017, Leadership Development provided school leaders with ongoing supports and individualized professional development. The Electronic Skills Demonstration is a skills-based assessment utilized as part of the HISD recruitment and selection process for campus leaders. Districtwide activities included Limited Programming: Choice Sessions, HISD Welcome Back Leadership Event, Professional Learning Series 2017, Monthly Principal Meetings, Principal Candidate Development Opportunity, Assistant Principal Candidate Opportunity, School Leadership Academy, STAAR Planning, and the New & Emerging Leader Institute (NELI).

Budget and Expenditures

Title II, Part A funds were used for staff to provide training and support for campus leaders to maximize school leader effectiveness.

Budgeted:	$2,583,554.00	Capital Outlay:	$6,441.97
Expenditures:	$1,558,463.65	Contracted Services:	$374,912.16
Allocation Utilized:	60.3	Other Operating Expenses:	$74,073.41
		Payroll:	$1,082,229.76
		Supplies and Materials:	$20,806.35

Program Goals

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

Program Outcomes

Table 1, LDO. Limited Programming: Number of Choice Session Course Completions, by Course, 2016–2017		
Course Title	**Course #**	**N Completed Course**
LD_Facilitative Leadership	422003	3
LD_Getting Serious About Your School's Culture	450001	7
LD_Improving Culture & Climate Through Trust Conversations	33002	10
LD_Questioning Strategies	422001	9
LD_Start Your Campus Engine: Perform a Systems Check	450002	13
LD_Transforming Mtg Protocols	32014	8
Total		**50**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- As shown in **Table 1, LDO** (p. 62), six courses that focused on leadership and campus culture were attended by 41 campus leaders for a total of 50 successfully completed training sessions.

- HISD Welcome Back was the annual school kick-off in-service for the new school year. The event highlighted accomplishments and provided a forum for updating principals prior to teacher and student return for the new school year. In 2016–2017, a total of 306 campus and central office leaders attended the HISD Welcome Back.

Table 2, LDO. STAAR Planning Course Completion, by HISD Role, 2016–2017		
HISD Role	**N**	**%**
Teacher	129	37.8
Principal/Assistant Principal	110	32.3
Other District / Campus Staff	102	29.9
Total	**341**	**100.0**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- In 2016–2017, a total of 341 district staff members attended training pertaining to STAAR planning (**Table 2, LDO**). Teachers had the highest percentage of all attendees at 38 percent followed by Principal or Assistant Principal at 32 percent. Further, Other District or Campus Staff accounted for 30 percent of session attendees.

Table 3, LDO. Principal Meeting Attendance, by Date, 2016–2017			
Date	**Course #**	**N**	**%**
September 7, 2016	31001	293	15.2
September 28, 2016	39001	168	8.7
November, 2016	39002	298	15.5
January, 2017	40001	215	11.2
February, 2017	44003	292	15.2
March, 2017	44004	306	15.9
April, 2017	44005	351	18.3
Total		**1,923**	**100.0**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

Note: Unduplicated Campus staff members (n=474) attended on average four Principal Meetings during the 2016–2017 school year.

- Throughout the 2016–2017 school year, the HISD Superintendent of Schools convened monthly meetings to provide a forum for all HISD campus principals to stay abreast of the current district initiatives and other relevant information. There was a total of 1,923 Principal Meeting duplicated attendees during the 2016–2017 school year (**Table 3, LDO**).

- Over 1,100 school and district leaders convened on June 12th and 13th at Kingdom Builders Center for HISD's 2017 Professional Learning Series (PLS). The two-day development, collaboration, and learning conference set the focus and priorities for the upcoming 2017–2018 school year. Other District or Campus Staff had the largest percentage of unduplicated conference attendees (45%) followed by Teachers at 34 percent, then Principals at 21 percent (**Table 4, LDO**, p. 64).

HISD Role	Course Title				Total by Role	
	LD_Professional Learning Series 2017 Day 1		LD_Professional Learning Series 2017 Day 2			
	N	%	N	%	N	%
Teacher	367	33.9	354	36.2	404	33.8
Principal	245	22.6	213	21.8	256	21.4
Other District / Campus Staff	472	43.5	411	42.0	534	44.7
Total by Session	1,084	100.0	978	100.0	1,194	100.0

Table 4, LDO. Professional Learning Series, by Session and HISD Role, 2016–2017

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

Table 5, LDO. School Leadership Academy Completion, by Campus Role, 2016–2017

Campus Role	N	%
Teacher	121	58.7
Assistant Principal	37	18.0
Other Campus Staff	48	23.3
Total	206	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- The School Leadership Academy (SLA) was a year-long program designed to identify, train, and support aspiring instructional leaders to meet the Houston Independent School District's need for effective leaders. A total of 121 teachers, 37 assistant principals, and 48 Other Campus Staff completed the SLA in 2016–2017 (**Table 5, LDO**).

Table 6, LDO. Assistant Principal Candidate Development Opportunity Completion, by Campus Role, 2016–2017

Campus Role	N	%
Teacher	80	44.7
Assistant Principal	29	16.2
Principal	25	14.0
Other District / Campus Staff	45	25.1
Total	179	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- The Assistant Principal Candidate Development Opportunity (APCDO) is aligned with the District's grow-your-own model of leadership development. APCDO was designed to grow and develop the skills and knowledge of aspiring assistant principals in the areas of instructional leadership, human capital, executive leadership, school culture, and strategic operations in the context of urban schools. 2016–2017 had a total of 179 district staff members complete the APCDO (**Table 6, LDO**).

- The Principal Candidate Development Opportunity (PCDO) was a rigorous learning experience created in partnership with Human Resources-Office of Talent Acquisition and the Office of School Support and aligned with the District's grow-your-own model of leadership development of aspiring campus principals. PCDO focused on expanding the learners' knowledge and skills in the areas of instructional leadership, human capital executive leadership, school culture, and strategic operations in the context

of urban schools. **Table 7, LDO**, shows there were a total of 240 training sessions successfully completed during the 2016–2017 school year.

Table 7, LDO. Principal Candidate Development Opportunity Completion, by Course and Date, 2016–2017					
	N Nov 2016	N Dec 2016	N Jan 2017	N Total	%
LD_PCDO - Executive Leadership		39		39	16.3
LD_PCDO - Human Capital	43			43	17.9
LD_PCDO - Instructional Leadership	43			43	17.9
LD_PCDO - School Culture			40	40	16.7
LD_PCDO - Strategic Operations			40	40	16.7
LD_PCDO COMBINE			35	35	14.6
Total	**86**	**39**	**115**	**240**	**100.0**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

Note: Percentages may not total 100 due to rounding.

Table 8, LDO. New and Emerging Leader Institute (NELI) Principal Course Completion, by Role, 2016–2017		
Role	**N**	**%**
Principal, Elementary School	13	65.0
Principal, High School	1	5.0
Principal, Hourly	6	30.0
Total	**20**	**100.0**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- As shown in **Table 8, LDO,** a total of 20 principals, 11 of which were first time principals, completed the NELI course. Principals met monthly as a cohort to engage in new learning aligned with Texas Principal Standards. The topics included the following: alignment of campus instructional focus with targeted professional development; classroom observations and effective feedback; calibrating feedback with the leadership team; best practices in new teacher development; interventions aimed at de-escalation of student behavior; appropriate response to the needs of students suffering from trauma; classroom interventions and support of students' social and emotional needs; principles of restorative discipline; and district initiatives and services.

- First-time Assistant Principal/Dean (AP1) Cohort was developed to prepare new assistant principals and deans for the role of principalship. Leadership Development managers and principal mentors, in collaboration with district leaders and department managers and specialists, facilitated the three-day onboarding sessions and monthly cohort meetings. HISD assistant principals and other district staff attended AP1 Cohort trainings for a total of 239 participants (**Table 9, LDO**, p. 66).

Table 9, LDO. NELI First Time Assistant Principal / Dean Cohort, by Campus Role, 2016–2017		
Campus Role	N	%
Assistant Principal	115	48.1
Principals	53	22.2
Other Campus Staff	68	28.5
District Administrators	3	1.3
Total	239	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017
Note: Percentages may not total 100 due to rounding.

Table 10, LDO. NELI Lead4ward Course Completion, by Course, 2016–2017			
Course Title	Course #	N	%
LD_Lead4ward Implemen ES - Sep 14th	92010	14	1.1
LD_Lead4ward Implemen ES - Sep 15th	92012	72	5.6
LD_Lead4ward Implemen Secondary - Sep 14th	92004	10	0.8
LD_Lead4ward Implemen Secondary - Sep 15th	92006	90	7.1
LD_Lead4ward Planning Instruc	64003	277	21.7
LD_Lead4ward ELAR - Oct 2016	91009	81	6.4
LD_Lead4ward ELAR 6-EOC	198001	32	2.5
LD_Lead4ward Implemen ES - Oct 2016	92007	36	2.8
LD_Lead4ward Implemen Secondary - Oct 2016	93001	50	3.9
LD_Lead4ward Social Studies - Oct 2016	92001	15	1.2
LD_Lead4ward Math Elementary - Nov 2016	91012	53	4.2
LD_Lead4ward Math Secondary - Nov 2016	91014	28	2.2
LD_Lead4ward Science ES - Nov 2016	91016	49	3.8
LD_Lead4ward Science Secondary - Nov 2016	91018	18	1.4
LD_Lead4ward Implemen ES - Jan 2017	92008	26	2.0
LD_Lead4ward Implemen Secondary - Jan 2017	93002	30	2.4
LD_Lead4ward Science ES - Jan 2017	91017	22	1.7
LD_Lead4ward Science Secondary - Jan 2017	91019	21	1.6
LD_Lead4ward Social Studies - Jan 2017	92002	23	1.8
LD_Lead4ward ELAR - Feb 2017	91010	81	6.4
LD_Lead4ward Implemen ES - Feb 2017	92009	24	1.9
LD_Lead4ward Implemen Secondary - Feb 2017	93004	16	1.3
LD_Lead4ward Math Elementary - Feb 2017	91013	74	5.8
LD_Lead4ward Math Secondary - Feb 2017	91015	43	3.4
LD_Lead4ward Rockin' Review	92003	90	7.1
Total		1,275	100.0

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- Through a partnership with Lead4ward and School Offices, the Leadership Development Operations team facilitated instructional leadership planning sessions for designated school leaders and instructional planning content sessions for leaders and their teams from designated schools. Training

activities used Lead4ward resources to build school leaders' capacity in the following areas: analyzing school data; leading instructional planning; setting priorities to intervene with students; and differentiating for challenging and rigorous instruction. A total of 909 HISD staff members attended a minimum of one of the 25 Lead4ward courses for a total of 1,275 course completions (**Table 10, LDO**, p. 66).

- From June 28, 2016 to June 30, 2017, Leadership Development administered 245 Electronic Skills Demonstration online assessments. This assessment was designed to support and meet the needs of the District's recruitment and selection process of campus leaders.

Recommendations

Throughout 2016–2017, Leadership Development Operations provided training that was well used by HISD staff. LDO followed the home-grown model with a range of initiatives, such as the New & Emerging Leaders Institute (NELI), that targeted district employees with leadership potential and trained them to become campus leaders within HISD. In addition to the individual and small group professional development, school leaders and mentors met throughout the 2016–2017 school year to provide both development and professional support. There was high HISD district staff participation in all the leadership initiatives. One recommendation would be to ask for participant feedback in order to ascertain how Leadership Development initiatives enhanced the leadership pool within HISD.

Professional Development: Teacher Development Training (Elementary)

Program Description

Elementary Curriculum and Development is charged with providing a viable and rigorous curriculum aligned to state and national standards coupled with research-based best practices and high quality professional development leading to the growth and success of all students. The elementary curriculum is supported by best practices for instruction and formative assessment to advance student learning in a college- and career-ready culture.

Professional Development: Teacher Development Training (Elementary) program received funds from Title II, Part A and was comprised of two initiatives: 1) Elementary Teacher Development Specialists Program; and the 2) Teacher Development Training. Both programs were managed under the auspices of Elementary Curriculum and Development.

The Teacher Development Specialists (TDS) program was designed to provide job-embedded coaching support on high-need campuses to build teacher capacity to increase student achievement, and reduce or eliminate the number of elementary Improvement Required (IR) campuses.

The Teacher Development Training program was designed to provide and implement a districtwide PK–5 curriculum, instruction, and formative assessment system that builds teacher capacity and promotes student achievement.

Budget and Expenditures

Title II, Part A funding was provided for professional development training for Pre-K through fifth grade campus staff members on curriculum, instruction, and formative assessment programs. Additionally, Title II, Part A provided funding for job-embedded Teacher Development Specialists (n=87) to support assigned elementary campuses.

Budgeted:	$347,471.00	Capital Outlay:	
Expenditures:	$294,795.34	Contracted Services:	$16,433.37
Allocation Utilized:	84.8	Other Operating Expenses:	$13,038.24
		Payroll:	$255,642.99
		Supplies and Materials:	$9,680.74

Program Goals

- Provide job-embedded coaching to teachers through TDS on assigned campuses to increase student achievement.

- Provide Teacher Development Training opportunities to all district elementary teachers to increase student achievement.

Program Outcomes

- The Elementary TDS program for school year 2016–2017 had a 4-Core Instructional Staff of 87 TDS. The 4-Core were comprised of: English Language Arts (n=32), K–5 Math and Science (n=30); Dual Language (n=17), and S.T.E.M. (n=8).

- Elementary TDS primarily worked in schools supporting professional learning communities, co-planning, and implementing the coaching cycle with their assigned teachers. Elementary TDS worked

on Improvement Required (IR) campuses, former IR campuses, and campuses that were specifically identified by a School Office.

- As shown in **Figure 1, TDTE**, the largest group of campuses supported by Elementary TDS were School Office Request (n=64), followed by campuses that had been out of IR status for one year (n=23). The campus type with the lowest number of TDS assigned were campuses that had been out of IR status for two years (n=4). Additionally, Elementary TDS supported five campuses that had new IR status and 14 campuses that had been in IR status for multiple years. No more than two campuses were supported by each Teacher Development Specialist.

Figure 1, TDTE. Teacher Development Specialist Campus Assignment, by Campus Type and Number of Campuses, 2016–2017 Based on 2016 Ratings
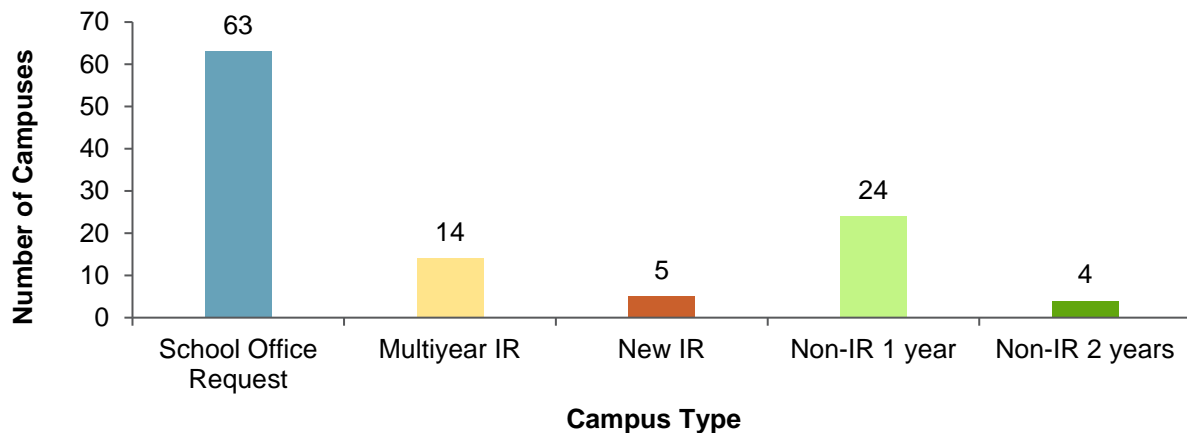
Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017

- As shown in **Table 1, TDTE** (pp. 70–71), a total of 4,153 professional development trainings were attended by a total of 2,224 teachers, each teacher earning on average seven credits. The course attended by the most participants was CU_Math & Science Summit 2017 in which 465 participants earned a total of 2,325 credits, followed by CU_Elementary Science Lead Teacher Meeting in which 362 participants earned a total of 724 credits. The course with the lowest number of teacher participants was CU_Writer's Workship 3–5 with two participants in which each participant earned six credits.

- The course with the highest number of credits earned was CU_Literacy By 3 where 175 teacher participants earned credits that totaled 2,508, or an average 14 credits per teacher participant (Table 1, TDTE.). The course with the lowest number of credits earned was the CU_Writing Conferences (K–3) with nine credits earned by three participating teachers.

Recommendations

Overall, both the Teacher Development Specialist (TDS) program and the Teacher Development Training were well used throughout the 2016–2017 school year. However, the TDS program had a large proportion of campuses not designated as high needs receiving support. A recommendation to meet the TDS program goal of improving the capacity of teachers on high needs campuses would be to focus campus support on Improvement Required (IR) campuses and limit the number of campuses assigned by School Office Request. Another recommendation, is to gather feedback on teacher development training to ascertain how training participants plan to implement the acquired training in their everyday instructional practices to improve student achievement.

Course No.	Course Name	# of Participants	# of Credits
	Table 1, TDTE. Teacher Participation in Professional Development Training by Course and Credits Earned, 2016–2017		
101007	CU_3-5 STAAR Math Basics	23	34.5
102004	CU_Differentiating Math Stations	24	72.0
111001	CU_ Literacy By 3	175	2,508.0
126001	CU_2016 MEMTA Teachers Cohort	5	10.0
149011	TT_Elementary Literacy Summit	315	1,575.0
180001	CU_Math Grd 2 Oct Early Dismissal	43	86.0
180002	CU_Math Grd 4 Oct Early Dismissal	84	168.0
201001	CU_Crack the Code Non TIF4	4	12.0
205001	CU_MYON LITERACY TOOLS & MORE	9	27.0
206001	CU_INTRODUCTION TO MYON	42	126.0
206002	CU_3-5 MYON CREATING PROJECTS	9	27.0
208002	CU_1-2 MYON CREATING PROJECTS	11	33.0
208003	CU_PK-K MYON CREATING PROJECTS	39	117.0
225001	CU_Math G5 Nov Early Dismissal	27	54.0
226002	CU_Math G2 Nov Early Dismissal	53	106.0
23005	CU_WRITER'S WORKSHOP GRADES K-2 (DAY 1)	58	348.0
23007	CU_WRITER'S WORKSHOP GRADES 3RD-5TH (DAY 1)	60	360.0
23009	CU_WRITER'S WORKSHOP GRADES 3RD-5TH (DAY 2)	61	366.0
23012	CU_WRITER'S WORKSHOP GRADES K-2 (DAY 2)	58	348.0
235004	CU_ Math & Science Summit 2017	465	2,325.0
24011	CU_Math K-1 Sept Early Dismissal	121	242.0
24013	CU_Math Grade 3 Early Dismissal Training	222	444.0
24018	CU_Math Grade 4 Early Dismissal Training	123	246.0
25002	CU_K-5 Math Specialist Training	194	582.0
265008	CU_WRITER'S WORKSHOP PK-2	10	120.0
265009	CU_WRITER'S WORKSHOP K-2	44	360.0
267001	CU_WRITER'S WORKSHOP 3-5	2	12.0
30003	CU_Elementary Science Lead Teacher Meeting	362	724.0
31002	CU_K-5 Science Curriculum Preview	185	370.0
311001	CU-3-5 Science Learning Lab	61	122.0
311002	CU_K-2 Science Learning Lab	26	51.0
320001	CU_G2 Early Dismissal Training	89	178.0
320002	CU_G5 Early Dismissal Training - Jan/Feb2017	62	124.0
415001	CU_Science Ready, Set, Review	58	87.0
477001	CU_K-2: Using Literacy Techniques to Leverage in the Science Block	9	27.0
478002	CU_K-2 Science: Unlocking the Mystery of Misconceptions	6	18.0
478004	CU_Phonics: As Easy as ABC (K-2)	21	63.0
478005	K-2 : Igniting Inquiry in the 5E Model of Science Instruction	10	30.0
478006	CU_Genre Studies and the TEKS REALISTIC FICTION (K-5)	16	48.0

Table 1, TDTE. (cont.) Teacher Participation in Professional Development Training by Course and Credits Earned, 2016–2017			
Course No.	**Course Name**	**# of Participants**	**# of Credits**
478007	CU_ Elementary Science (5th Grade & Lab): Revving Up Reporting Category 1: Matter & Energy	16	48.0
478008	CU_3-5: Using Literacy Techniques to Leverage in the Science Block	16	48.0
478009	CU_Genre Studies and the TEKS TRADITIONAL LITERATURE TEXT (K-5)	10	30.0
478010	CU_Genre Studies and the TEKS LITERARY NON-FICTION TEXT (K – 5)	13	39.0
478011	CU_3-5 Science: Unlocking the Mystery of Misconceptions	14	42.0
478013	CU_3-5: Igniting Inquiry in the 5E Model of Science Instruction.	10	30.0
478014	CU_Genre Studies and the TEKS INFORMATIONAL TEXT (K – 5)	11	33.0
478016	CU_Writing Conferences (4 - 5)	8	24.0
478019	CU_Writing Conferences (K - 3)	3	9.0
478022	CU_Unpacking the ESL Block (K – 5)	16	48.0
478023	CU_The "Write" Start: The First 25 Days of Writer's Workshop (4 - 5)	7	21.0
478024	CU_The "Write" Start: The First 25 Days of Writer's Workshop (K – 3)	14	42.0
478025	CU_What's Happening at the Guided Reading Table? Emergent/Early (K – 3)	24	72.0
478026	CU_Reading and Writing Notebooks (K – 5)	48	144.0
478027	CU_What's Happening at the Guided Reading Table? Transitional &Fluent (2 – 5)	15	45.0
479001	CU_Running Records Part 2 - Cues Students Use (K – 5)	5	15.0
479002	CU_Running Records Part 1 - Administering Running Records (K – 5)	11	33.0
60001	CU_HMH Science Fusion Updates	44	88.0
66001	CU_Math K-1 Oct Early Dismissal	83	166.0
66002	CU_Math K-1 Nov Early Dismissal	98	196.0
66003	CU_Math K-1 Jan Early Dismissal	105	210.0
66004	CU_Math K-1 Feb Early Dismissal	57	114.0
66005	CU_Math Grd 3 Oct Early Dismissal	130	260.0
66006	CU_Math G3 Nov Early Dismissal	53	106.0
66009	CU_Math Grd 5 Early Dismissal	35	70.0
66010	CU_Math G4 Nov Early Dismissal	39	78.0
66011	CU_Math G4 Early Dismissal Day Training	82	164.0
Total		**4,153**	**14,725.5**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

Professional Development: Teacher Development Training (Secondary)

Program Description

Professional Development: Teacher Development Training (Secondary) was comprised of three programs: 1) Design, Media & Online Learning (DMOL); 2) Secondary Instructional Coaches (IC); and 3) Professional Development-Operations (PD-OP). First, DMOL had a team of twelve working with departments and campuses across the district to provide expertise in delivering effective online learning professional development, based on clear behavioral objectives, to create online learning experiences that facilitate the transfer of knowledge and skills to the targeted audience. The team's services focused primarily in three areas: graphic design, instructional media, and online learning design. Second, Secondary ICs supported the district's secondary campuses in the implementation of district curriculum and best instructional practices, and provided observations and feedback to increase teacher efficacy. Finally, PD-OP supported the goal of teacher professional learning being held to high standards to increase student academic achievement. Some of the activities performed by Professional Development-OP were training registration, training setup, professional development credit, and technology support.

Budget and Expenditures

Title II, Part A funded professional development training for secondary teachers grades 6–12.

Budgeted:	$3,831,231.00	Capital Outlay:	$8,203.36
Expenditures:	$2,167,449.20	Contracted Services:	$120,020.35
Allocation Utilized:	56.6	Other Operating Expenses:	$82,736.86
		Payroll:	$1,891,835.43
		Supplies and Materials:	$64,653.20

Program Goals

- Secondary ICs improve student academic achievement by providing support to campus teachers.

- Professional development is provided by DMOL that results in immediate and practical application to improve student academic achievement.

Program Outcomes

Table 1, TDTS. Teacher Participation in Professional Development Training by Course and Credits Earned, 2016–2017

Course No.	Course Name	# of Participants	# of Credits
455002	CU_ Literacy Empowered - ELA HS Day 1	36	195
746001	CU_ Literacy Empowered - ELA HS Day 2	46	264
746002	CU_ Literacy Empowered - ELA HS Day 3	33	186
746003	CU_ Literacy Empowered - ELA HS Day 4	35	210
598001	CU_ Literacy Empowered for Leaders - Day 1	57	456
598002	CU_ Literacy Empowered for Leaders - Day 2	44	352
598003	CU_ Literacy in the Middle 2.0 for Leaders - Day 1	67	512
598004	CU_ Literacy in the Middle 2.0 for Leaders - Day 2	55	428
108001	CU_ Literacy in the Middle ELA	24	504
108004	CU_ Literacy in the Middle Science	8	112
190007	CU_Powering Up Algebra 1	18	36
190003	CU_Powering Up Algebra 2 and PreCal	5	10
Total		**428**	**3,265**

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2017; Employee Training Data, July 1, 2016–June 30, 2017

- As shown in **Table 1, TDTS** (p.72), DMOL designed and implemented 12 professional development trainings. A total of 224 district staff members took part in one or more of the 12 professional trainings for a total of 428 completed courses. Participants earned a total of 3,265 credits for an average of 15 credits per staff member (Table 1, TDTS). CU_Literacy in the Middle 2.0 for Leaders - Day 1 had the highest number of participants (n=67) earning 512 credits, followed by CU_Literacy Empowered for Leaders - Day 1 with 57 participants earning a total of 456 credits. By contrast, the course with the lowest participation was CU_Powering Up Algebra 2 and PreCal (n=5) with a total of 10 credits earned. The Secondary ICs and PD-OP facilitated the trainings as well as provided mentorship and guidance to campus staff.

Recommendations

The Professional Development: Teacher Professional Development (Secondary) was comprised of trainings designed and implemented by DMOL. Overall, the provided professional development was well used during the 2016–2017 school year. One program goal was that Secondary ICs would provide campus teacher level support to enhance student academic achievement. It is recommended that Secondary ICs provide descriptions of the specific activities that support the campus staff and any feedback from their efforts.

Recruitment and Retention

Program Description
The recruitment and retention of certified teachers in the Houston metropolitan statistical area (MSA) is particularly competitive. Feedback from the Centralized Program Project Administrator survey reported that the seven-county Houston MSA, with 50 districts and about 40 charter schools, hires approximately 11,000 teachers annually, with between 1,500 and 2,000 hired in HISD.

The Recruitment and Retention Incentive (RRI) program utilizes incentives, in the form of stipends, to attract and retain certified teachers in select subjects in HISD, targeting the lowest performing schools. The program focuses specifically on teachers recruited for critical shortage (CS) content areas and teachers hired under the district's Strategic Staffing Initiative (SSI). The majority of recruitment incentives include both a first-year onboarding and second-year retention stipend paid over two years of employment with the district. There are also incentives available for teaching in hard-to-staff areas, and teacher fellow stipends to support hiring and teacher screening needs. In 2016–2017, the program provided incentives to 200 teachers.

Budget and Expenditures
Title II, Part A funds were used to create incentives to recruit and retain teachers in critical shortage and high needs areas in hard-to-staff schools.

Budgeted:	$740,000.00	Capital Outlay:	
Expenditures:	$162,294.32	Contracted Services:	
Allocation Utilized:	21.9 percent	Other Operating Expenses:	
		Payroll:	$162,294.32
		Supplies and Materials:	

Program Goals
The program supported the district's goal of staffing certified teachers in every classroom by offering incentives as a strategy to hire teachers in shortage areas.

Program Outcomes
- **Table 1, RRI** (p. 75) shows the number of stipends awarded to teachers during the 2016–2017 school year through HISD's Recruitment and Retention Incentives (RRI) program. In 2016–2017, 201 stipends were awarded to 200 teachers. Of the teachers who received incentives, 161 teachers in their first year of teaching in HISD received a sign-on stipend for a critical shortage (CS) area, strategic staffing initiative (SSI), or both in the case of one teacher,

- Of the 121 critical shortage Year 1 incentives distributed in 2016–2017, 42 percent went to teachers who taught mathematics (n=51) and 35 percent went to teachers who taught science (n=42). Notably, the areas of mathematics and science were also the subject areas with the lowest retention rates of teachers receiving a critical shortage stipend at the beginning of their first year (69% and 67%, respectively), (Table 1, RRI). Special education, bilingual/esl, and other needs areas combined received 23 percent of critical shortage incentives and had retention rates respectively of 94 percent, 83 percent, and 83 percent.

- Strategic Staffing Initiative (SSI) stipends were not restricted to critical shortage areas. HISD principals had the autonomy to distribute SSI incentives according to their campus needs. Through the initiative, teachers who were qualified to teach in hard-to-staff positions, but not necessarily in one of the identified critical shortage areas, were classified as other high needs areas and provided a stipend. In 2016–2017, of the 41 SSI incentives distributed to newly hired HISD teachers, 76 percent of teachers taught in other high needs areas (e.g., English, grade level specific, etc.) (Table 1, RRI).

- In 2015–2016, 35 teachers received a Critical Shortage Stipend in their first year. Of those teachers, 30 were retained at the beginning of the 2016–2017 school year and received a Critical Shortage Stipend in the spring of their second year. Of those remaining 30 teachers, 70 percent (n=21), were retained at the beginning of the 2017–2018 school year. Bilingual/ESL teachers were the largest group of teachers to receive critical shortage area stipends at the beginning of 2015–2016 and awarded a critical shortage area stipend for retention at the end of 2016–2017. Eighty-one percent of these teachers were retained from 2016–2017 to the beginning of the 2017–2018 school year (Table 1, RRI).

Table 1, RRI. Number and Percentage of Recipients of Recruitment and Retention Incentives, by Incentive Area, 2016–2017				
	Incentive Type	N Recipients	N Retained	Percent Retained
	2016–2017 Critical Shortage Area Year 1	**121**	**88**	**72.7**
Sign-on	Bilingual/ESL	6	5	83.3
	Mathematics	51	35	68.6
	Science	42	28	66.7
	Special Education	16	15	93.8
	Other High Need Areas	6	5	83.3
	2016–2017 Strategic Staffing Area	**41**	**28**	**68.3**
	Bilingual/ESL	4	3	75.0
	Mathematics	2	2	100.00
	Science	3	2	66.7
	Special Education	1	0	0.0
	Other High Need Areas	31	21	67.7
	2015–2016 Critical Shortage Area Year 2	**30**	**21**	**70.0**
	Bilingual/ESL	21	17	81.0
	Mathematics	4	2	50.0
	Science	5	2	40.0
	Teacher Fellow Stipends	**9**	**5**	**55.6**
	Total Incentives Awarded in 2016–2017	**201**	**142**	**70.6**
	Total Recipients Receiving Incentives*	**200**	**141**	**70.5**

Source: 2016–2017 Recruitment and Retention Incentive Recipients (Talent Acquisition), 02/04/2018 & 02/13/2018; HISD Employee Roster (Human Resources), 08/28/2016 & 05/22/2017
Note: Recruiters, who were compensated through the program but did not receive an incentive stipend, were not included in this table.
* With one exception, teachers received one stipend per year through the Recruitment and Retention Incentives program.
  One teacher received two stipends for both Critical Shortage Area Year 1 and Strategic Staffing Area during the 2016–2017 school year. That teacher has been counted in both incentive areas and was retained for the 2017–2018 school year.

- **Figure 1, RRI** displays the rate of retention for the next school year for full-time HISD teachers districtwide, and by sign-on and retention incentives awarded to teachers in 2014–2015, 2015–2016, and 2016–2017. Since 2014–2015, the retention rates of full-time teachers in the district at the beginning of the next school year have remained similar, around 85 percent, with one percentage point changes from year to year. In comparison, retention rates for teachers that received sign-on or retention incentives since 2014–2015 lagged the districtwide retention rates.

Figure 1, RRI. Teacher Retention Percentages by Incentive Type, 2014–2015 through 2016–2017
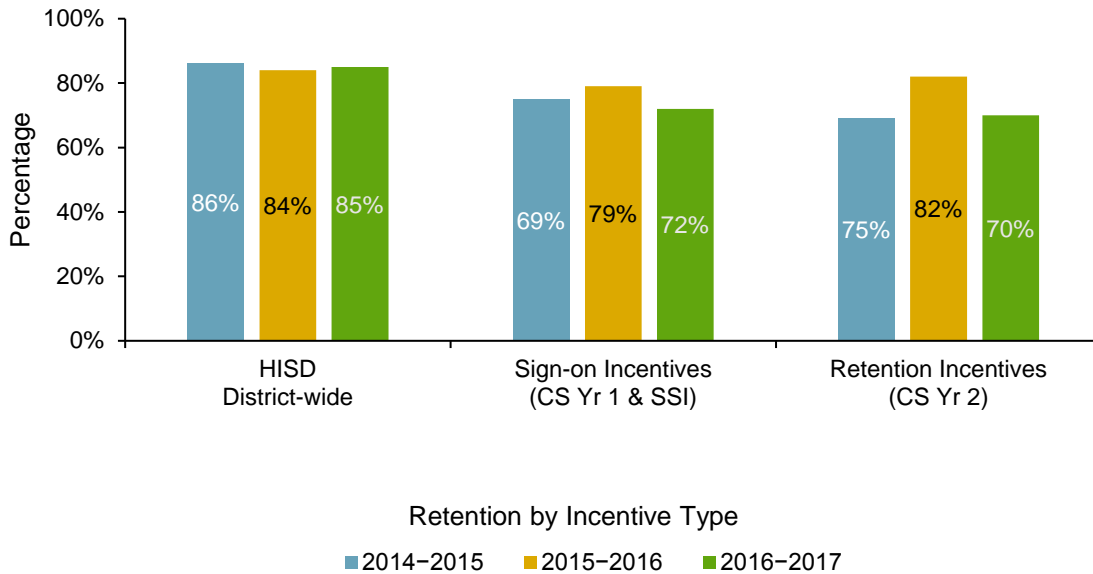
Retention by Incentive Type

■ 2014−2015 ■ 2015−2016 ■ 2016−2017

Source: 2016–2017 Recruitment and Retention Incentive Recipients (Talent Acquisition), 02/04/2018 & 02/13/2018; HISD Employee Roster (Human Resources), 08/28/2016 & 05/22/2017

- For teachers that received a stipend through the 2016–2017 RRI program, the retention rate was 13 percentage points lower for teachers awarded a sign-on incentive (72%) and 15 percentage points lower for teachers awarded a retention incentive (70%) compared to the districtwide retention rate of teachers that same year (85%) (Figure 1, RRI).

Recommendations

In 2016–2017, like previous years, the retention rates of teachers that received sign-on incentives lagged the retention rates of teachers districtwide. According to HISD teachers, while a competitive salary, including sign-on incentives, appears to strengthen the district's ability to recruit new teachers in critical shortage and hard-to-staff areas, there may be other reasons why teachers would choose to remain at a school over time (HISD Communications, 2016). Exit interviews specific to teachers who received a stipend, but did not remain in the district, could be helpful in identifying other strategies to improve the retention of certified teachers in critical shortage and high needs areas.

Recruitment and Selection

Program Description

There is shortage of new teachers in HISD that is exacerbated by the sheer size and needs of the district, the seventh largest public-school district in the country, and competition from other area school districts. The Recruitment and Selection program provided funds that allowed the district to leverage personnel to execute an annual recruitment plan, utilize teaching staff as personnel resources to assist in selection activities, and manage and coordinate onboarding programming activities such as new teacher induction activities.

Budget and Expenditures

Budgeted:	$562,858.00	Capital Outlay:	
Expenditures:	$283,235.68	Contracted Services:	
Allocation Utilized:	50.3	Other Operating Expenses:	$14,991.63
		Payroll:	$268,244.05
		Supplies and Materials:	

Program Goals

The goal is to effectively recruit, select, and onboard quality teachers to work within the district through the ongoing work of personnel who select effective teachers to staff all vacancies by the first day of school.

Program Outcomes

- For 2016–2017, as detailed in **Table 1, RS,** 980 new teachers were hired. Of those teachers, 784 (80 percent) were retained in 2017–2018. This was a seven percent increase from the 2015–2016 rate of 73 percent, indicating the turnover of new teachers improved in 2016–2017. Teachers were considered new to HISD if they had zero experience in the district prior to the 2016–2017 school year. A total of 980 teachers were new to the district, a 36 percentage-point drop from new to district teachers in 2015–2016 (n=1,332) (Table 11, p. 27; Table 1, RS).

Table 1, RS. Teachers Newly Hired and Experienced HISD Teachers in 2016–2017 and Their Retention Rates for 2017–2018			
	N 2016–2017	**N 2017–2018**	**Percent Retained**
Teachers	11,783	9,984	84.7
New Teachers	980	784	80.0
Experienced Teachers	10,803	9,200	85.2

Source: 2015–2016 HISD Teacher Retention file and HISD Roster for TADS (05.22.2017 and 08.28.2017)
Note: New teachers have zero years of experience in any district before teaching in HISD.

Recommendations

The Teacher Recruitment and Selection program successfully hired 980 teachers for the 2016–2017 school year. Of those new teachers, however, 196 did not remain with HISD the following school year. Efforts should be made to continue to create a strong pool of candidates which meet the needs of the district and the campuses. Exit interviews for teachers that decide to not return to HISD should be conducted to better understand how the district can support new teachers, to further reduce the number of teachers which voluntarily leave the district.

See to Succeed (Vision Partnership)

Program Description

The See to Succeed 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 77 percent of students in HISD being economically disadvantaged in 2016–2017, 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 used to organize and provide vision examinations and eyeglasses to students with no other access to the services.

|			
Budgeted:	$100,000.00	Capital Outlay:	
Expenditures:	$43,069.87	Contracted Services:	$1,576.88
Allocation Utilized:	43.1 percent	Other Operating Expenses:	$23,400.00
		Payroll:	$15,084.99
		Supplies and Materials:	$3,008.00

Program Goals

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 2016-2017, 80,709 HISD students were screened for vision impairments, with nine percent (7,616) failing their vision screenings. Of the students that failed their vison screenings in 2016–2017, City of Houston See to Succeed clinics provided additional screenings, treatments, or both to at least 3,649 (student identifying information was not available for all See to Succeed participants), a decrease from 4,215 served in 2015–2016. Following the See to Succeed screening in 2016–2017, 3,276 (90%) 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 134 See to Succeed Clinic visits, as counted by each school, with one or two visits per school. Shown in **Figure 1, SS** (p. 79), seven clinics operated in the fall semester and 10 clinics were available in the spring semester.

- In 2016–2017, See to Succeed student participants attended 123 HISD campuses (43% of all HISD schools), a decrease from 136 HISD schools (48% of all HISD schools) in 2015–2016. Seventy-two percent of the See to Succeed participants were from PK to grade 5. Grade levels of 2016–2017 student participants are shown in **Figure 2, SS** (p. 79).

Figure 1, SS. Number of See to Succeed Clinics Provided by Month and Year, 2016–2017
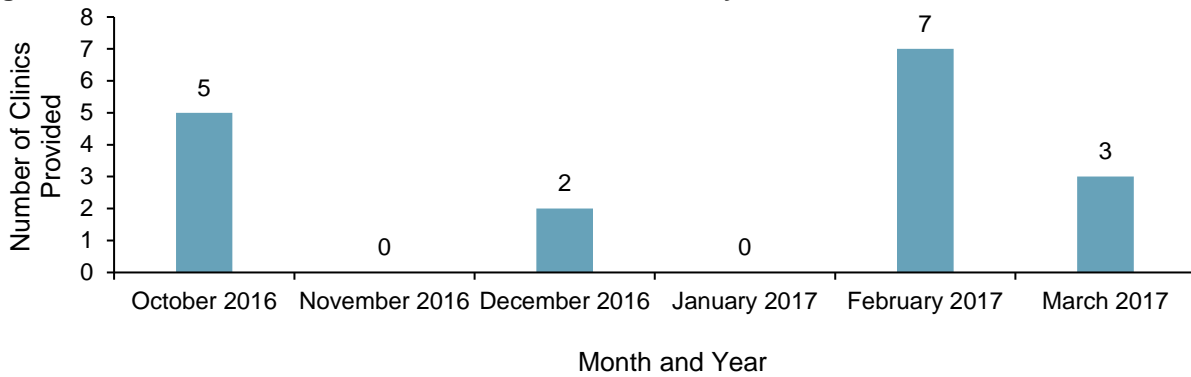
Source: HDHHS 2016–2017 See to Succeed Clinic Data

Figure 2, SS. Number of See to Succeed Participants by Grade, 2016–2017
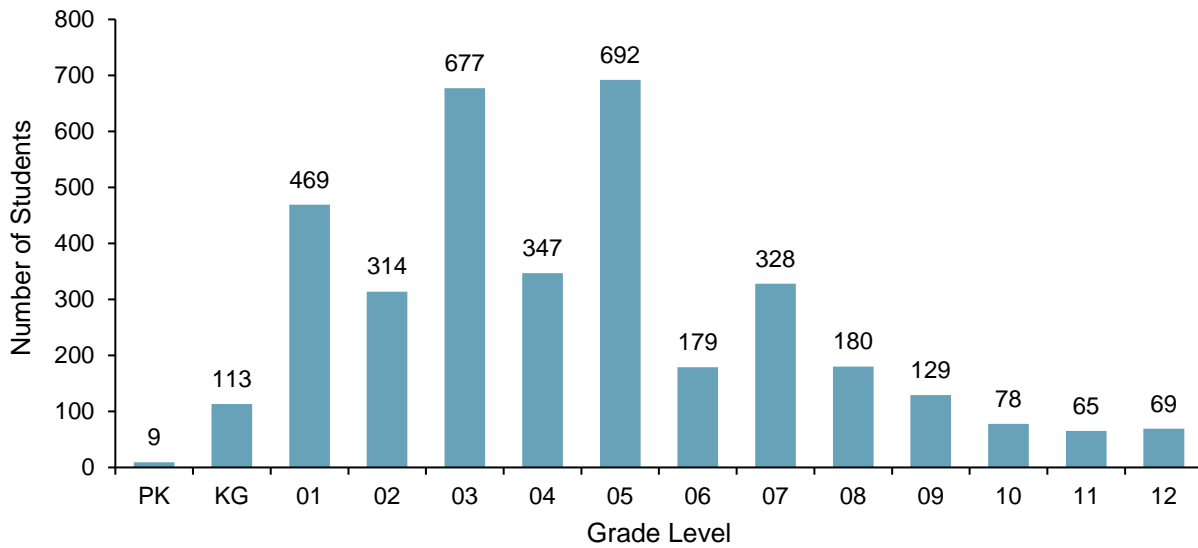
Source: HDHHS 2016–2017 See to Succeed Clinic Data; Cognos SIS Ad Hoc See to Succeed Participants by Grade,
    February 14, 2018
Note: Student identifying information for participants was not available for the December 12–13, 2016 See to Succeed vision clinic
    and therefore was not used in this analysis.

- Following the 2016–2017 school year, the HISD Health and Human Services team acknowledged a delay in eyewear delivery and an inconsistency of implementing the final fitting upon delivery by the See to Succeed program partners. Neither the district nor the service providers obtained documentation to confirm if or when students who needed vision correction received corrective eyewear.

Recommendations

See to Succeed 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, delivery of the students' corrective eyewear, or both. 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. Moreover,

an implementation study to capture qualitative program processes which are difficult to quantify should be conducted.

In 2016–2017, as in 2015–2016, HDHHS offered earlier vision clinics 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 2017 than in the Fall 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 more detail, see the complete program report, "Title I, Part A Vision Partnership, 2016–2017" (Research and Accountability, 2017j).