

## MEMORANDUM

January 10, 2022

TO: Pam Evans  
Director, External Funding

FROM: Allison Matney, Ed.D.  
Executive Officer, Research and Accountability

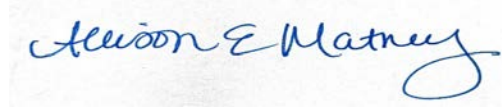
SUBJECT: **HISD TITLE I, PART A; TITLE II, PART A; AND TITLE IV, PART A  
CENTRALIZED PROGRAMS, 2020–2021**

Attached is the Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2020–2021 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. Title IV, Part A provides grant funding to provide students access to a well-rounded education, improve school conditions, and improve student use of technology. This report documents the contributions of the 2020–2021 centralized programs. The report is presented in partial fulfillment of state and federal laws that require 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 2020–2021, Title I, Part A funds were allocated for fourteen HISD centralized programs; Title II, Part A funds supported thirteen HISD centralized programs, and Title IV, Part A funds supported nine programs. Also, five programs were supported by multiple funding sources.
- The district budgeted \$47,908,862 on programs of which \$31,913,316 (66.6 percent) was expended on programs receiving Title I, Part A; Title II, Part A; and Title IV, Part A funding by the end of the 2020–2021 fiscal year. For comparison, in 2019–2020, the district budgeted \$41,630,640 and \$26,837,178 (64.5 percent) was expended on programs.
- The largest expenditures for 2020–2021 were made for payroll (\$26,171,454.04), followed by contracted services (\$4,292,175.60).
- District Level Assessment (DLA), English and Spanish combined results for 2020–2021 showed gains in achievement compared to 2019–2020 for grade 8 reading; grade 6 in mathematics; and grade 7 in writing.
- In 2020–2021, when compared to 2019–2020, student performance on all five DLA End-of-Course (EOC) subject examinations experienced a decrease in the percentage of students who performed at or above the Approaches Grade Level standard.
- A total of 33 of the 41 centralized programs that received funding reported successfully focusing on improving the 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 capable staff members. Eight programs did not report how their program impacted HISD students and/or staff.

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

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping 'y' at the end.

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AEM

Attachment

cc: Millard L. House II  
Rick Cruz, Ed.D.



# RESEARCH

Educational Program Report

**HISD TITLE I, PART A; TITLE II, PART; TITLE  
IV, PART A CENTRALIZED PROGRAMS,  
2020-2021**



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# HISD Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs 2020–2021

## Executive Summary

### Evaluation Description

Title I, Part A; Title II, Part A; and Title IV, Part A funds are provided to the Houston Independent School District (HISD) through the 2015 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), also known as the Every Student Succeeds Act (ESSA). All three funds focus on enhancing student achievement. Title I, Part A provides supplemental support for students to meet rigorous academic requirements. Title II, Part A provides supplemental professional development programs for principals and teachers to support students' academic progress. Title IV, Part A funds are used to provide all students with access to a well-rounded education, improve school conditions for student learning (health and sSafety), and support the use of technology to improve academic achievement and digital literacy for all students.

In 2020–2021, Title I, Part A funds were allocated for fourteen HISD centralized programs, Title II, Part A funds supported thirteen HISD centralized programs, and Title IV, Part A funds supported nine programs. Also, five programs were supported by two or more of these funding sources. This report documents the contributions of the 2020–2021 centralized programs in partial fulfillment of state and federal laws that require the district to account for funds received through ESSA.

### Highlights

- The district budgeted \$47,908,862 and a total of \$31,913,316 (66.6 percent) was expended for programs receiving Title I, Part A; Title II, Part A; and Title IV, Part A funding by the end of the 2020–2021 fiscal year.
- The largest percentage of budgeted funds expended for 2020–2021 Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs were made for payroll, followed by capital outlay (67.7 percent and 63.5 percent, respectively).
- The largest percentage of funds expended for Title I, Part A centralized programs was 102.6 percent of the \$2,526,898.39 initially budgeted for the ABC/Tutorials (Operating) program. For Title II, Part A centralized programs, the largest percentage of funds expended was 103.7 percent of the \$334,463.00 initially budgeted for the Lead Principal program. The highest percentage of expended funds for Title IV, Part A centralized programs was 118.9 percent of the \$375,128.00 initially budgeted funds for the Panorama program.
- A total of 38 of the 41 centralized programs that received funding reported successfully focusing on improving the 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 capable staff members. Three programs did not report how their program impacted HISD students and/or staff.

- There was a decline in the number of students tested on the District-level Assessments (DLA) in all subtests and grade levels in 2020-2021 compared to 2019-2020. In addition, during the school year some students were virtual and face-to-face. These factors may have affected the results.
- The percentage of grade 3 students scoring at or above the Approaches Grade Level standard on the DLAs decreased by 3.3 percentage points on reading and by 14.0 percent on mathematics from 2019–2020 to 2020–2021.
- Students in grade 4 showed a decrease on the reading, math, and writing DLAs from 2019–2020 to 2020–2021 (-21.3 percent, -10.5 percent, and -1.5 percent, respectively).
- Students in grade 5 showed a decrease on the reading, math, and science DLAs from 2019–2020 to 2020–2021 (-18.0 percent, -13.1 percent, and -15.9 percent, respectively).
- Students in grade 6 showed a decrease on the reading DLA and an increase on the math DLA from 2019–2020 to 2020–2021 (-16.5 percent and 16.3 percent, respectively).
- Students in grade 7 showed a decrease on the reading and math DLAs, and a decrease on the writing DLA from 2019–2020 to 2020–2021 (-19.3 percent, -13.0 percent, and -1.5 percent, and 10.1 percent, respectively).
- Finally, students in grade 8 showed an increase on the reading DLA, and a decrease on the math, science and social studies DLAs from 2019–2020 to 2020–2021 (36.4 percent, -50.6 percent, -15.9 percent, and -1.3 percent, respectively).
- On the 2020–2021 DLA End-of-Course (EOC) subject tests, the percentage of tested students who performed at or above the Approaches Grade Level standard was highest for U.S. History (62.0 percent). All five DLA EOC subjects had a decrease in the proportion of students who performed at or above the Approaches Grade Level standard in 2020–2021 when compared to 2019–2020, with the most significant decrease, -10.3 percentage points, on the U. S. History examination, followed by Biology (-10.2 percentage points).

### Recommendations

- Some economically-disadvantaged students with specific social and emotional needs can be positioned to increase their achievement when their essential needs are met. It is recommended that of the funds budgeted but unused by some programs with relatively more funding be redistributed to meet more of the already identified students' needs, such as homelessness, and other groups of at-risk students.
- Professional development training opportunities at the district level were entered into OneSource and participation was easily identified, but the majority of campus-level professional development training was not entered into OneSource and therefore participation was identified using only sign-in sheets. To ensure that all participants in the training were identified, it is recommended that campus-level training facilitators transfer information from sign-in sheets to a digital format, such as Microsoft Excel, to facilitate data analysis and program evaluation.

## 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 (ESSA, 2017). Compliance for the use of funds received through ESSA 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; Title II, Part A; and Title IV, Part A of ESSA for its centralized programs. In 2020–2021, HISD had 36 centralized programs, listed in **Table 1** (pp. 17–19), that received funding through one or more of the following: Title I, Part A; Title II, Part A; and Title IV of ESSA.

Title I, Part A of ESSA, also known as Improving the Academic Achievement of the Disadvantaged, includes mandates and funding opportunities that provide supplemental support for economically-disadvantaged students to achieve demanding academic standards (see **Table 2**, p. 20, for specific requirements of the legislation). As specified in Part A, all programs must provide services that 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 the development or identification of a high-quality curriculum aligned with rigorous state academic standards. The funding also requires that services be provided based on the greatest need and encourages coordination of services supported by multiple programs.

Title II, Part A of ESSA, also known as Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders, focused 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 that support programs that enhance the effectiveness of teachers and principals. A list of requirements for activities eligible for Title II, Part A funding can be found in **Table 3** (p. 21).

A central charge for both Title I, Part A and Title II, Part A programs was the support for high-quality teaching, a focus that was based on a link between student achievement and teacher performance (Texas Education Agency, 2018). 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 25<sup>th</sup> percentile teacher (a not-so-effective teacher) and a 75<sup>th</sup> percentile teacher (an effective teacher) is over one-third of a standard deviation (SD) (0.35) in reading and almost half a standard deviation (SD) (0.48) in mathematics (p. 253).” Further, Konstantopoulos concluded that the gains are cumulative: “Students who receive effective teachers at the 85<sup>th</sup> 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 specific 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.

Title IV, Part A of ESSA, also known as the Student Support and Academic Enrichment Program (SSAE) is a grant program that provides funds to improve students' academic achievement by increasing the capacity of state educational agencies (SEAs), local education agencies (LEAs), and local communities. This increased capacity is designed to provide all students with access to a well-rounded education, improve school conditions for student learning, and support the use of technology to improve the academic achievement and digital literacy of all students. A list of activities eligible for Title IV, Part A funding can be found in **Table 4** (p. 21).

Programs receiving funds from Title I, Part A; Title II, Part A; and Title IV, Part A supported student achievement through professional development and through multiple direct academic supports for economically-disadvantaged students and children who are not attaining their potential, or both. The goals and services associated with each of the programs are detailed in the Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Program Summaries, which follow this report, pp. 36–88.

## Methods

### Data Collection and Analysis

- Program managers who received 2020–2021 Title I, Part A; Title II, Part A; and/or Title IV, Part A funding, were surveyed for program updates and details of descriptions and services of each program, appropriate accountability measures, and compliance with ESSA provisions. Surveys were distributed on May 20, 2021. Surveyed staff were given a deadline of June 25, 2021 to respond. Reminder emails were sent to non-respondents on the following dates: July 14, 2021; August 17, 2021; and September 24, 2021. Not all surveys were completed by the final deadline.
- Budget data, inclusive of July 1, 2020 to June 30, 2021, came from the HISD Budgeting and Financial Planning department.
- Data on staff positions, inclusive of July 1, 2020 to June 30, 2021, supported by Title I, Part A; Title II, Part A funds; and Title IV, Part A was provided by HISD's Human Resources Information Systems (HRIS) Department.
- Due to the Covid-19 pandemic, District-level Assessments were used as an indicator of student academic performance. District-level Assessments (DLA's or benchmarks) are STAAR-like curriculum-based assessments created by HISD's Curriculum Department, administered both online and on paper. The district benchmark assessment, which also includes a writing component, is created for all STAAR-tested grades/courses for administration in December. DLA is intended to be a cumulative assessment of student learning in preparation for STAAR. Data from these assessments provide school leaders and teachers key formative information regarding student learning. These data can also inform the evaluation of program effectiveness, use of instructional resources, staff development needs, and areas of curricular strengths and weaknesses. DLA proficiency scores use



the most rigorous percent-correct performance levels from the last four years of equivalent STAAR-tested grades/courses. DLA data were provided by A4E.

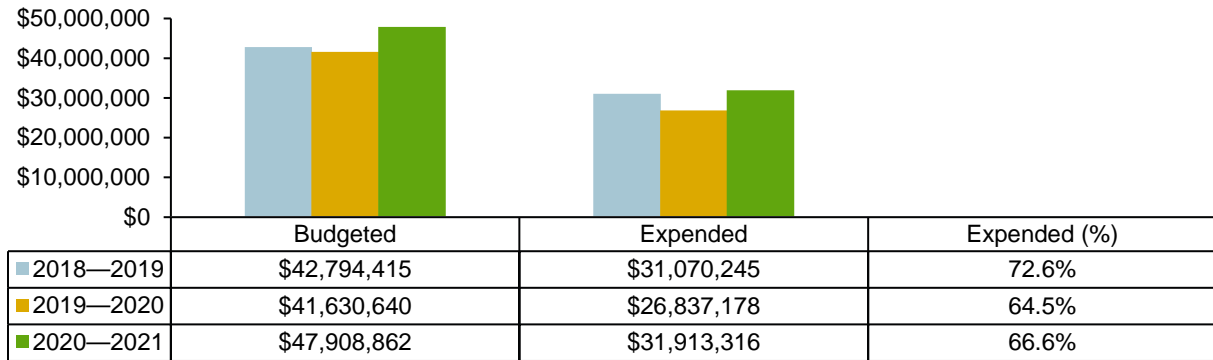
- HISD student attendance data were taken from the PEIMS Edit + Reports Data Review Summer Collection, Resubmission for the 2018–2019 school year. For 2019–2020, the ADA file provided attendance for the school year. During the 2020–2021 school year, HISD student attendance data for students who received face-to-face instruction was taken from the 2020–2021 SIS ad hoc attendance file in Cognos.
- The percentage of first-time ninth-graders who graduated after completing four years of high school represents the four-year graduation rate with identified exceptions. The four-year graduation rate data were taken from the Texas Education Agency (TEA) Four-Year Class Student Listings for the class of 2018, the class of 2019, and the class of 2020. In addition, the TEA Four-Year Class Student Listings provided information on the students meeting only the minimum standards (Foundation high school program) for graduation, met the Foundation high school program with endorsements (FHSP-E), or received a diploma with a distinguished level of achievement (HISD Research and Accountability, 2021a). Those students who graduated with either an FHSP-E or distinguished level of achievement are identified in this report as receiving a recommended or higher diploma.
- Teacher retention was defined as teachers from the 2020–2021 school year who remained actively employed in HISD at the beginning of 2021–2022, including those who were no longer assigned to classrooms. Teachers retained in the district were reported by HISD Human Resources Information System (HRIS). Active teachers had a retained in district status of “Yes.” Teachers were considered as retained if they were employed in HISD on June 11, 2021 and August 23, 2021.
- Teachers were identified using the following criteria:
  - To identify job descriptions specific to teachers, the variable *Job Function Code* was reported as Teacher, Teacher Elementary, Teacher pre-k, or Teacher secondary.
  - To identify teachers’ years of experience, the two variables *HISD Experience* and *Other Experience* were reported in years and the symbol “#” signified less than one year of teaching experience.
- Information on funding from Title I, Part A Title II, Part A; and/or Title IV, Part A for HISD staff professional development training, in the form of course numbers, was provided by each Title program manager, and the course number connected to the employee training, July 1, 2020 – June 30, 2021 data file to get the total trainings completed.
- Data showing qualifications for teachers inclusive of July 1 – June 30, 2021, were compared to the number of qualifications received by teachers in the prior year for dates inclusive of July 1, 2019–June 30, 2020. For both 2019–2020 and 2020–2021, qualification data were provided by HISD Human Resources Information Services.

## Results

*How were HISD Title I, Part A; Title II, Part A; and Title IV, Part A centralized program funds allocated during the 2020–2021 school year?*

- Forty-one centralized programs received funding from one or more of the following sources, Title I, Part A; Title II, Part A; or Title IV, Part A. A total of \$47,908,862 was budgeted of which \$31,913,316 (66.6 percent) was expended. For comparison, illustrated in **Figure 1**, in 2019–2020, 64.5 percent of budgeted funds were expended, and in 2018–2019, 72.6 percent of budgeted funds were expended.

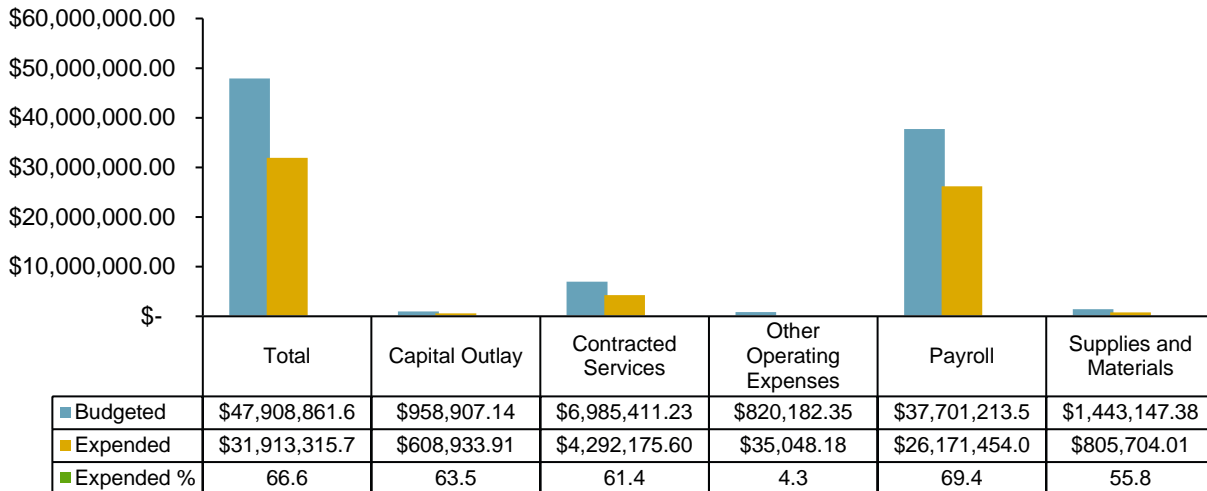
**Figure 1. Funds Allocated and Expended in HISD for Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2018–2019 to 2020–2021**



Source: HISD Budgeting and Financial Planning Department, 2018–2019 to 2020–2021

- As shown in **Figure 2** and detailed in **Table 5** (p. 22), payroll, followed by capital outlay had the highest percentage of budgeted funds expended (69.4 percent and 63.5 percent, respectively) in 2020–2021. By comparison, other operating expenses, with 4.3 percent, had the lowest percentage of budgeted funds expended in 2020–2021.

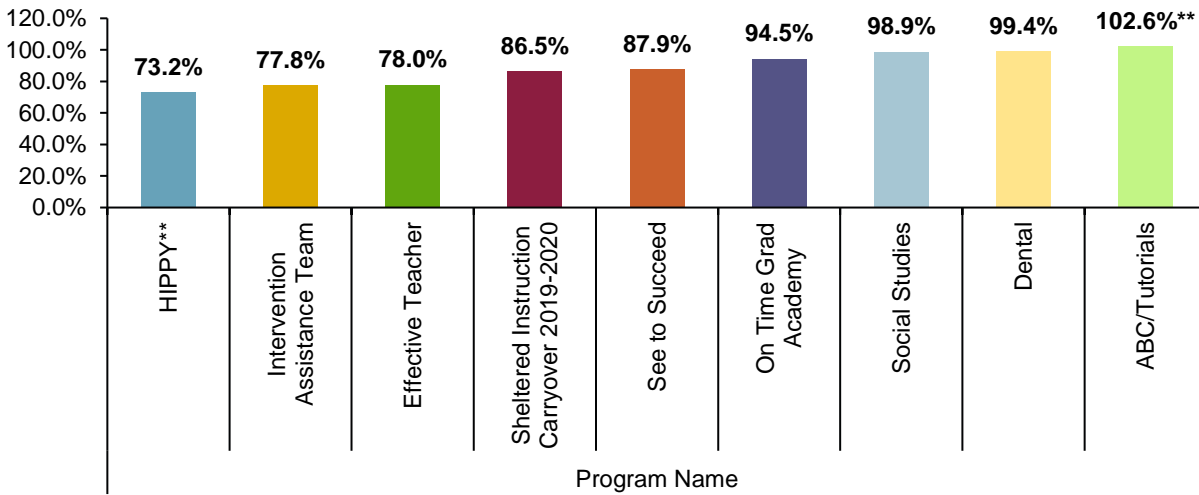
**Figure 2. Budgeted Funds Expended by Category for Title I, Part A; Title II, Part A; and Title IV, Part A Centralized Programs, 2020–2021**



Source: HISD Budgeting and Financial Planning Department file, 2020–2021

- The 2020–2021 centralized programs that received Title I, Part A funds and utilized more than 70 percent of initially budgeted funds shown in **Figure 3** with more detailed budgeting information found in **Table 6** (pp. 23–29). ABC/Tutorials expended the highest percentage of initially budgeted funds and funds beyond those initially budgeted (100.0 percent and 2.6 percent, respectively), followed by the Dental program at 99.4 percent.

**Figure 3. Centralized Programs receiving Title I, Part A funds with more than seventy percent of budgeted funds utilized, 2020–2021\* (n=9)**



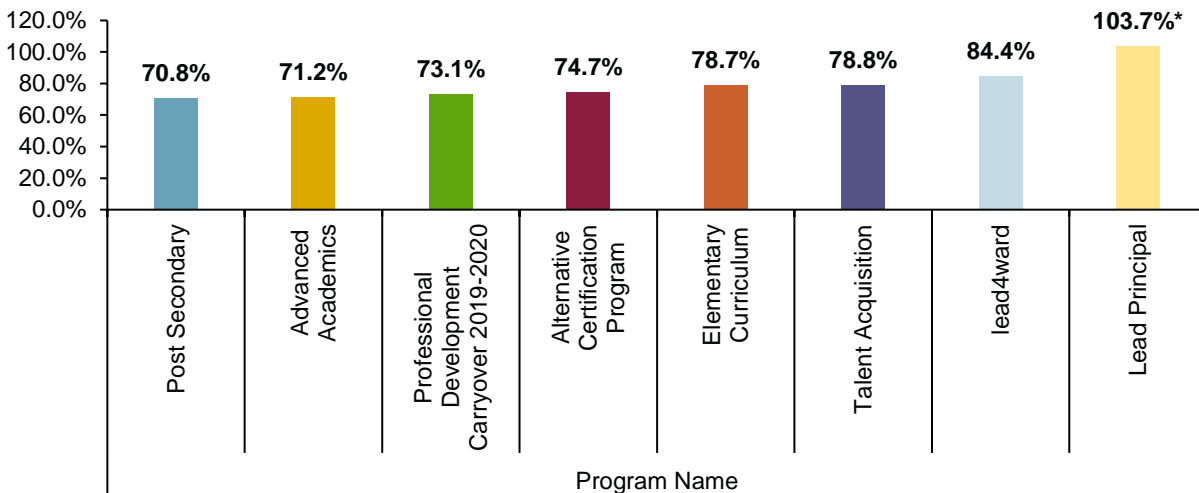
Source: HISD Budgeting and Financial Planning Department file, 2020–2021

Note: \*HIPPY is an acronym for Home Instruction for Parents of Preschool Youngsters.

\*\*means that program expended more than 100 percent of the initial budgeted funds.

- As shown in **Figure 4** and detailed in Table 6, eight programs utilized more than 70 percent of initially budgeted Title II, Part A funding. Lead Principal spent more than the initially budgeted funds and beyond the initially budgeted funds (100.0 percent and 3.7 percent, respectively) and lead4ward expended 84.4 percent of budgeted funds.

**Figure 4. Centralized Programs receiving Title II, Part A funds with more than seventy percent of budgeted funds utilized, 2020–2021 (n=7)**

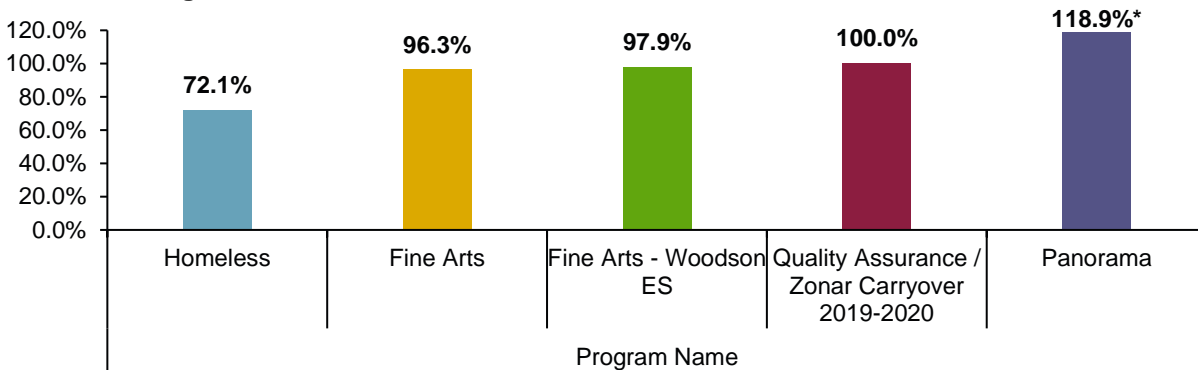


Source: HISD Budgeting and Financial Planning Department file, 2020–2021

Note: \*means that program expended more than 100 percent of the initial budgeted funds.

- Distribution of initially budgeted funds among the centralized programs designated for Title IV, Part A funding is illustrated in **Figure 5** and detailed in Table 6 (pp. 23–29). The highest percentage of initially budgeted funds and beyond the initially budgeted funds was for the Panorama program (100.0 percent and 18.9 percent, respectively), followed by Quality Assurance/Transportation/Zonar at 100.0 percent.

**Figure 5. Centralized Programs receiving Title IV, Part A funds with more than seventy percent of budgeted funds utilized, 2020–2021**



Source: HISD Budgeting and Financial Planning Department file, 2020–2021

Note: \*means that program expended more than 100 percent of the initial budgeted funds.

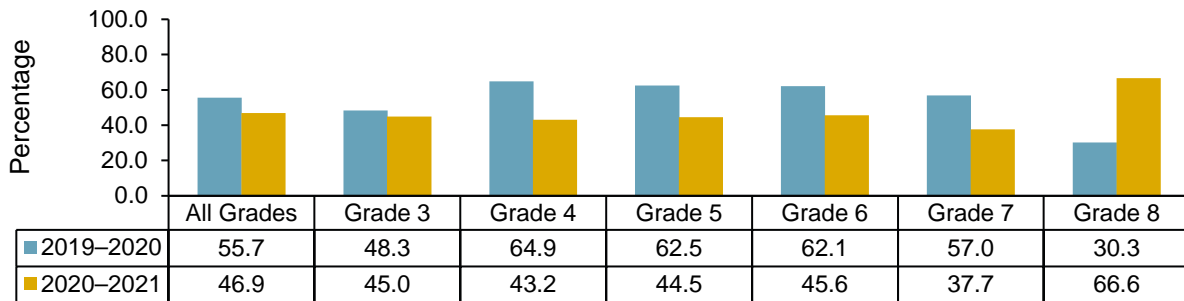
*What activities were conducted in accordance to the allowable uses of program funds and what evidence of success exists for each program?*

- A total of 33 of the 41 Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs funded in 2020–2021 reported being focused on enhancing student achievement through three distinct means:
  1. supplementing and enhancing the regular academic curriculum for economically-disadvantaged and qualified students;
  2. providing professional development to enhance the effectiveness of teachers and principals; and
  3. recruiting, employing, and retaining certified teachers and principals.
- As shown in **Table 7** (p. 30), 306 staff positions were funded for Title I, Part A, followed by Title II, Part A with 132, and Title IV, Part A with 36 for a total of 474 staff positions.
- Administrators of each of the centralized programs documented the organization and coordination of the programs to increase their effectiveness and meet the requirements of the respective funding sources through an HISD Department of Research and Accountability survey. Summaries of the responses can be found in **Table 8** (p. 31) for program administrators who received Title I, Part A funds, **Table 9** (p. 32) for program administrators who received Title II, Part A funds, and **Table 10** (p. 32) for program administrators who received Title IV, 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 students, particularly economically-disadvantaged students, who needed support to meet rigorous academic standards, as well as teachers, principals, and other professionals tasked with providing student support.
- Descriptions, budgets and expenditures, goals, and outcomes for each of the 41 funded programs are provided on pages 35–36, preceded by a list of the programs on pages 37–86.

*What were HISD student achievement, attendance rates, and four-year graduation rates during the implementation of the 2020–2021 centralized programs funded by Title I, Part A; Title II, Part A; and Title IV, Part A?*

- Results of the District -level Assessment (DLA) English and Spanish combined reading tests are shown in **Figure 6** and detailed in **Table 11** (p. 33). In 2020–2021, only grade 8 tested students showed gains in the percentage of students who achieved at or above the Approaches Grade Level standard (36.4 percentage points) compared to tested students in 2019–2020. By contrast, tested students in grade 4 experienced the largest percentage decrease (21.8 percentage points) compared to tested students in 2019–2020.

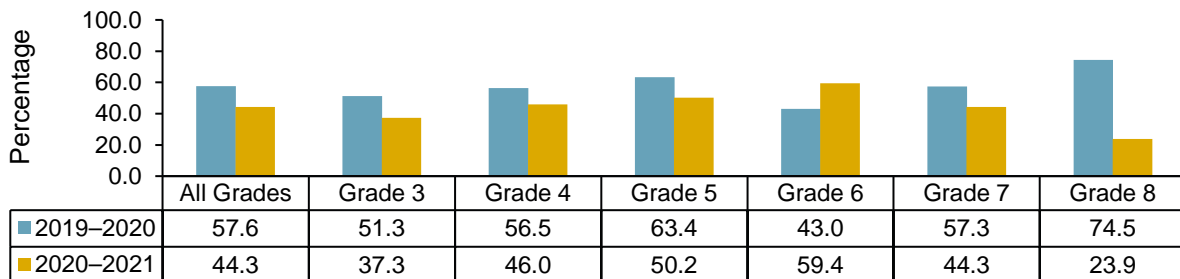
**Figure 6. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA Reading Tests, 2019–2020 and 2020–2021**



Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221  
 Note: English and Spanish version results combined.

- Results for the DLA English and Spanish combined mathematics tests from 2019–2020 and 2020–2021 are illustrated in **Figure 7** and detailed in Table 11. In 2020–2021, the percentage of tested HISD students achieving at or above the Approaches Grade Level standard increased for students in grade 6 (16.3 percentage points).

**Figure 7. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA Mathematics Tests, 2019–2020 and 2020–2021**

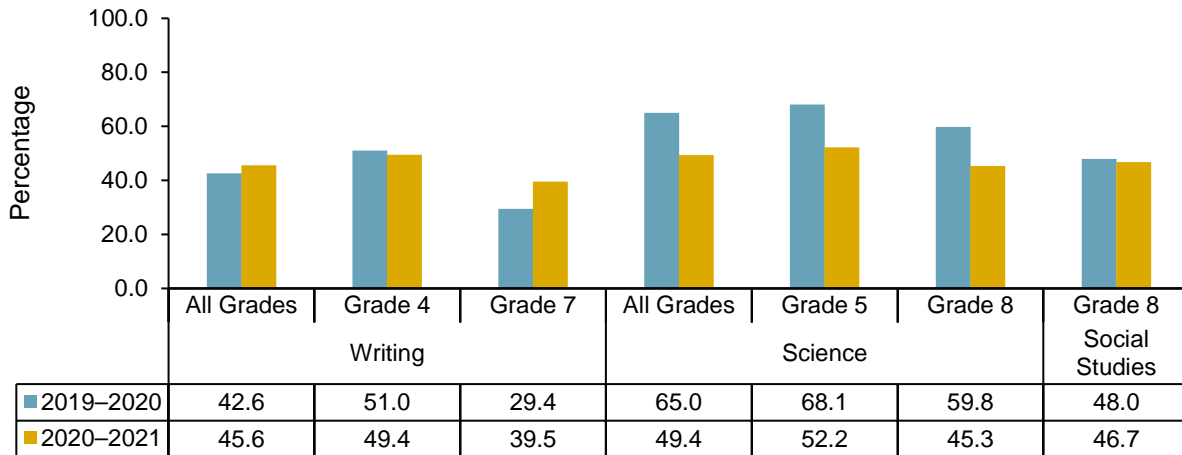


Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221  
 Note: English and Spanish version results combined.

- Writing, science, and social studies DLA English and Spanish combined results for 2019–2020 and 2020–2021 for students in grades tested are shown in **Figure 8** (p. 10) and Table 11.
- For writing, when comparing 2019–2020 and 2020–2021 test-takers, grade 7 showed an increase in the percentage of students who performed at or above the Approaches Grade Level standard (10.1 percentage points), while grade 4 showed a decline of 1.7 percentage points (Figure 8).

- As shown in Figure 8, a lower percentage of grade 5 and grade 8 science test-takers in 2020–2021 achieved at or above the Approaches Grade Level standard compared to science test-takers in 2019–2020 (grade 5, 68.1 to 52.2; grade 8, 59.8 to 45.3).
- In social studies, Grade 8 students tested in 2020–2021 experienced a 1.3 percentage-point decrease compared to students in 2019–2020 who performed at or above the Approaches Grade Level standard (Figure 8).

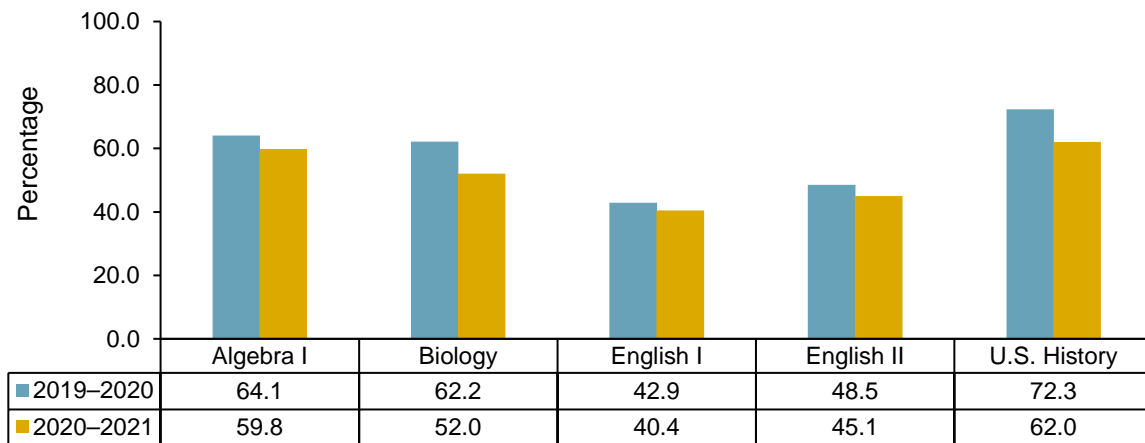
**Figure 8. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA Writing, Science, and Social Studies Tests, 2019–2020 and 2020–2021**



Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221  
 Note: English and Spanish version results combined.

- As shown in **Figure 9** and detailed in **Table 12** (p. 34), all five DLA EOC subjects had a decrease in the percentage of students who performed at or above the Approaches Grade Level standard in 2020–2021 compared to 2019–2020. U.S. History had the highest percentage-point decrease (10.3 percentage points), followed by Biology (10.2 percentage-point decrease), and Algebra I (4.3 percentage-point decrease).

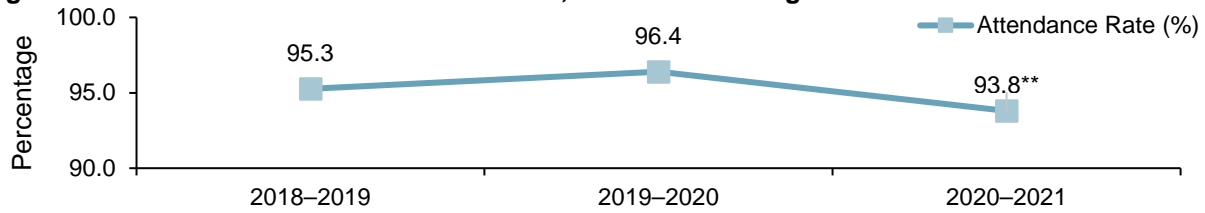
**Figure 9. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA EOC Tests, 2019–2020 through 2020–2021**



Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221  
 Note: English and Spanish version results combined.

- As shown in **Figure 10** (p. 11), there was a 2.6 percentage-point decrease in the attendance rate in 2020–2021 when compared to the 2019–2020 school year.

**Figure 10. Attendance Rate for HISD Students, 2018–2019 through 2020–2021\***



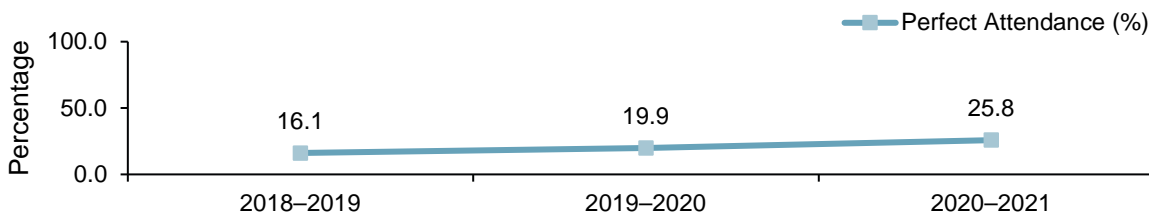
Source: ADA 18–19; ADA 19–20; and SIS ad hoc 20–21

Note: \*means that absence data for 2020–2021 was only available for students that received in-person instruction.

\*\*students were enrolled a minimum of 100 days during the 2020–2021 school year.

- The percentage of HISD students with perfect attendance increased by 5.9 percentage points in 2020–2021 compared to 2019–2020 (**Figure 11**).

**Figure 11. Percentage of HISD Students with Perfect Attendance, 2018–2019 through 2020–2021\***



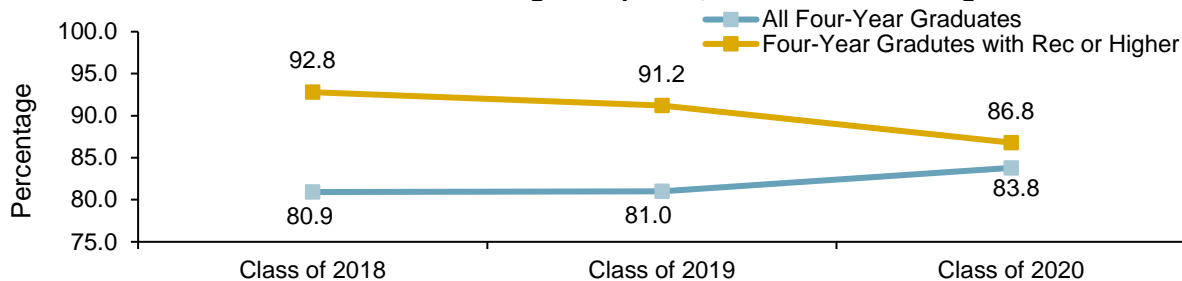
Source: ADA 18–19; ADA 19–20; and SIS ad hoc 20–21

Note: \*means that attendance data was only available for students that received in-person instruction.

\*\*students were enrolled a minimum of 100 days during the 2020–2021 school year.

- As shown in **Figure 12**, the four-year graduation rate for the class of 2020 was higher than the class of 2019 (83.8 percent and 81.0 percent respectively).
- The percentage of four-year graduates who received a recommended or higher diploma decreased by 1.6 percentage points when comparing the class of 2019 to the class of 2018 (Figure 12).

**Figure 12. Percentage of All Four-Year\* Graduates vs. Percentage of Four-Year Graduates that Received a Recommended or Higher Diploma, Class of 2018 through Class of 2020**



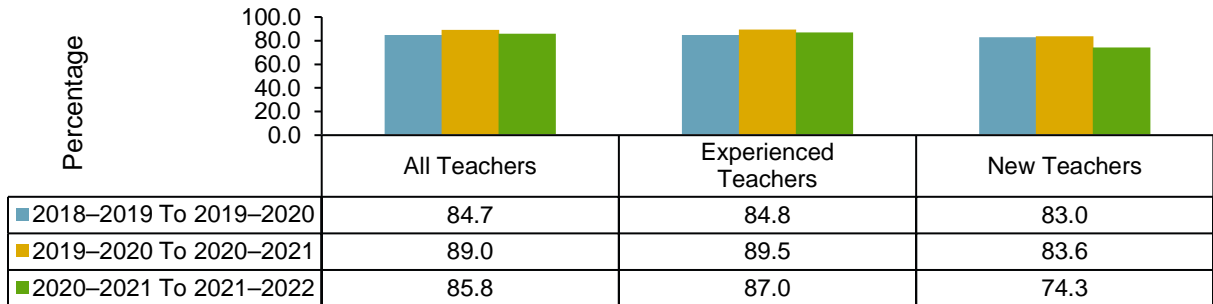
Source: Confidential Class of 2018 Four-Year Longitudinal Summary Report, August 6, 2019; TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 6, 2020; TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 6, 2021

Note: \*Four-year graduation rate is the percentage of first-time ninth-graders who graduated after completing four years of high school.

*What was the overall impact of the district’s Title I, Part A; Title II, Part A; and Title IV, Part A centralized programs on educator retention and certification through professional development?*

- Teacher retention rates are shown in **Figure 13** and detailed in **Table 13** (p. 34), and the rates are disaggregated by new and experienced teachers for the 2018–2019 through 2020–2021 school years. There was a decrease in the percentage of both experienced and new teachers retained in 2020–2021 (2.5 percentage points and 9.3 percentage points, respectively) compared to 2019–2020.

**Figure 13. Percentage of All HISD Teachers, Percentage of Experienced HISD Teachers and Percentage of New HISD Teachers Retained Between 2018–2019 through 2020–2021**

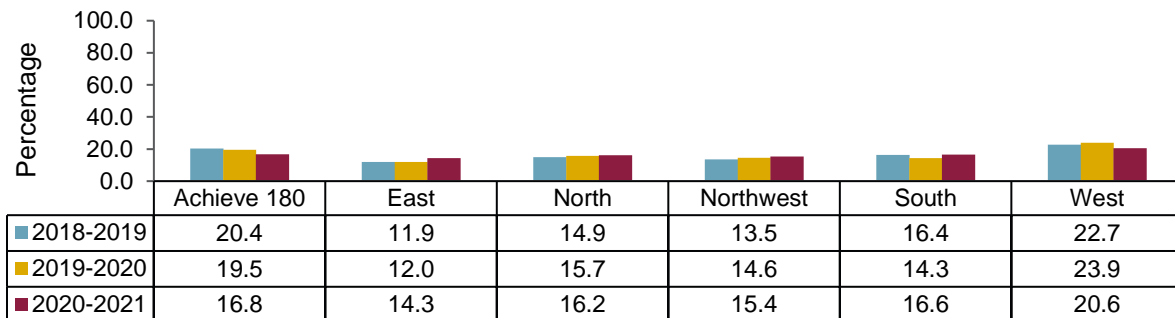


Source: HISD Roster for TADS (06.03.2019 and 08.26.2019); Staff Retention from 6.03.2020-08.24.2020; Staff Retention from 6.11.2021-08.23.2021

Note: New teachers have zero years of experience in any district before teaching in HISD.

- Figure 14** displays the qualifications received by HISD teachers in 2018–2019 through 2020–2021 by School Office. Teachers received a duplicated total of 3,686 qualifications, a 42.7 percentage-point decrease in 2020–2021 compared to the 6,440 qualifications achieved by teachers in 2019–2020 (**Table 14**, p. 34).
- The most significant increase in qualifications occurred for teachers assigned to East and South School Office campuses when comparing 2020–2021 to 2019–2020 (2.3 percent each). By comparison, West School Office teachers had the largest decrease (3.3 percent) (Figure 14).

**Figure 14. Percentage of Teachers Who Received Qualifications By School Office, 2018–2019 through 2020–2021, by School Office\***



Source: Teacher Diversity-Degrees-Qualifications 2018–2019 through 2020–2021

Note: \*Special Education School Office had less than one percent of teachers receiving certifications.



## Discussion

A wide variety of centralized programs received funding from Title I, Part A; Title II, Part A; and Title IV, Part A in 2020–2021. Title I, Part A funds were used to provide economically-disadvantaged and underachieving students with services, such as the provision of necessities for homelessness, 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 classroom teachers and school leaders. Title IV, Part A provided funding to facilitate students' access to a well-rounded education, improve school conditions, and improve student use of technology.

Some programs funded in 2020–2021 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 who have funding from other sources, are not currently served through Title I, Part A, Title II, Part A, or Title IV, Part A centralized programs, but have the potential to benefit academically from funding targeted to meet 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 2020–2021, funds totaling \$47,908,862 were budgeted to centralized programs, with 66.6 percent of all allocated funds expended to enhance the educational opportunities and achievement of students with documented needs. The percentage of utilization of the funds ranged from 1.8 percent for the Teacher Career Development - New Teacher Academy Title II, Part A program to 118.9 percent for the Panorama Title IV, Part A program. These programs utilized 100 percent of their initially budgeted funds and additional funds were provided. 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 expenditures updates at regular intervals throughout the year.

Ultimately, Title I, Part A, Title II, Part A, and Title IV, Part A funding is provided to support high 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. The state responded to Covid-19 by waiving the STAAR testing requirement for 2020–2021. As a substitute for the STAAR results, the District-level Assessments (DLA) results were used as a measure of student academic success in this report. On the DLA reading test, five of six grade levels showed decreases in the percentage of students who performed at or above the Approaches Grade Level standard between 2019–2020 and 2020–2021. Further, of the six grades tested, grade 6 was the only grade that showed an increase in students who performed at or above the Approaches Grade Level standard on the DLA mathematics test. On the DLA writing tests, grade 7 showed an increase, and grade 4 showed a decrease in the percentage of students who performed at or above the Approaches Grade Level standard. Students in grade 5 and grade 8 experienced a decline in the percentage who performed at or above the Approaches Grade Level standard on the DLA science exam. Grade 8 students showed a decline in social studies. Academic outcomes indicate that the district's efforts to support student achievement along with their teachers, administrators, and families need to continue.

Employee outcomes, such as retention of experienced and new teachers, declined in 2020–2021. Further, the percentage of teachers that achieved qualifications decreased in 2020–2021 when compared to 2019–2020. The increase in teacher retention could be explained by the uneasiness surrounding the Covid-19 pandemic. The decrease in the number of teachers' qualifications could be associated with the district plan that called for a suspension of large in-door gatherings to combat the Covid-19 pandemic.

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<b>Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives, 2020–2021</b>		
<b>Program</b>	<b>Funding</b>	<b>Services Provided</b>
ABC / Tutorials	Title I	Provided tutoring services to students in content areas (i.e. reading, mathematics, science, and social studies)
Academic Instructional Technology	Title II	Designed training and coaching for teachers in the use technology to facilitate student learning
Achieve 180	Title I	Provided coaching and development opportunities to teachers at the most challenging campuses, while providing professional development in the areas of reading and writing
Advanced Academics/Special Populations	Title II	Increased opportunities for HISD students to take rigorous advanced course work
Alternative Certification	Title II	Managed certification compliance for instructional personnel teaching in all subject areas in Title I funded schools
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
Effective Teacher	Title I	Prepared individuals to become highly effective certified teachers through the management of certification compliance for all instructional personnel teaching in all subject areas
Elementary Curriculum	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
Family and Community Engagement (FACE)	Title I	Administered programs to strengthen school-family-community partnerships and fostered effective two-way communication between homes and schools
Fine Arts	Title IV	Implemented to increase HISD student access and opportunities for participation in Texas Enrichment Core content areas
Fine Arts - Dogan ES	Title IV	Services provided by the program in 2020–2021 not reported
Fine Arts - Woodson ES	Title IV	Services provided by the program in 2020–2021 not reported
Home Instruction for Parents of Preschool Youngsters (HIPPY)	Title I	Provided a home-based, family-focused school readiness program that helped prepare preschool children for academic success
Homeless	Title I and Title IV	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
HR Business Partners	Title II	Program assisted the district to ensure that every school hires and maintains qualified educators by ensuring that every teacher, paraprofessional, and campus administrator holds and maintains a valid and active credential
Intervention Assistance Team (IAT)	Title I	Provided campuses and teachers with tools to increase achievement for students with academic deficits

<b>Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives, 2020–2021 (continued)</b>		
<b>Program</b>	<b>Funding</b>	<b>Services Provided</b>
Lead Principal	Title II	Lead Principals was an on-the-job coaching support system that partnered effective sitting principals with new and developing principals working at improvement required schools.
lead4ward	Title II	Provided services included in description for Student Assessment (see below)
Leadership Development	Title II	Equipped new principals in HISD with the knowledge, skills, and dispositions to lead schools that are consistently safe and provided a rigorous instructional program for all students
On-Time Grad Academy	Title I	Services provided by the program in 2019–2020 not reported
Overage	Title IV	Provided an opportunity for overage middle school students to participate in accelerated rigorous instruction to reunite them with their cohorts
Panorama	Title IV	Fine Arts Department, working with the Department of Social Emotional Learning, assisted students in developing strong social emotional competencies
Police Department	Title IV	Provided an array of special events, programs and presentations to the community to foster positive youth relationships with the objective of bridging the gap between police and communities through service
Positive Behavioral Intervention and Support (PBIS)	Title IV	Campus leaders, faculty, and staff learned new strategies for student engagement, including the promotion of student's voice, advocacy, and leadership
Post Secondary	Title II	Provided increased opportunities for HISD students to earn AP scores that would transfer to college course credit
Private Non-Profit	Title I, Title II, and Title IV	Title I, Part A and Title IV, Part A funds provided academic services to eligible private school students within HISD boundaries, and Title II, Part A funds provided high-quality professional development to teachers of reading and math and their leaders in private schools within HISD boundaries
Professional Development	Title I and Title II	Principals at Improvement Required Campuses are equipped with resources to improve student academic achievement
Project Explore	Title I	Provided to middle school students trained counselors and advisors to assist students in making informed decisions as they navigate their secondary and post-secondary education and career pathways
Recruitment and Retention	Title II	Provided incentives to recruit and retain teachers in critical shortage areas and campuses with the 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

<b>Table 1. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Objectives, 2020–2021 (continued)</b>		
<b>Program</b>	<b>Funding</b>	<b>Services Provided</b>
Secondary Curriculum	Title I, Title II	Supported the district's secondary campuses in the implementation of district curriculum, best instructional practices, and observations and feedback
See to Succeed	Title I	Minimized a health-related barrier to learning by providing eye exams and glasses to economically-disadvantaged students
Sheltered Instruction	Title I	Program provided professional development for teachers to meet the needs of English Learners (ELs) through the first semester of the 2020–2021 school year
Social-Emotional Learning (SEL)	Title IV	The overarching goal of the SEL department was to improve school disciplinary policies by reducing the use of exclusionary practices
Social Studies	Title I	Secondary Social Studies Department provided intensive and consistent support in the forms of curriculum and assessment guidance as well as instructional coaching to secondary social studies teachers to increase to increase student achievement on STAAR/EOC Social Studies
Student Assessment	Title II and Title IV	Increased opportunities for data-informed decision-making and planning instruction using instructional tools and strategies related to student achievement
Talent Acquisition	Title II	Provided recruitment and retention stipends to teachers in secondary math, secondary science, and special education self-contained classrooms
TDS Elementary Professional Development	Title I	Provided and implemented a district-wide PK–5 curriculum, instruction and formative assessment system that builds teacher capacity
TDS Secondary Professional Development	Title I	Provided and implemented a district-wide 6–12 curriculum, instruction and formative assessment system that builds teacher capacity
Teacher Career Development-New Teacher Academy	Title II	Program provided new teacher support in the form of professional development on planning and pedagogy for new teachers in HISD
Transportation/Quality Assurance/Zonar	Title IV	Provided support for the HISD badging initiative for student bus riders

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021

<b>Table 2. Requirements for Funding under Title I, Part A of the 2015 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), Also Known as Every Student Succeeds Act (ESSA)</b>
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 schools 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.
8. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose.

Source: United States Department of Education, 2016a



<b>Table 3. Requirements for Funding under Title II, Part A of the 2015 Reauthorization of the Elementary and Secondary Education Act (ESEA), Also Known as Every Student Succeeds Act (ESSA)</b>
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.
5. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose.

Source: United States Department of Education, 2016b

<b>Table 4. Requirements for Funding under Title IV, Part A of the 2015 Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), Also Known as Every Student Succeeds Act (ESSA)</b>
1. Title IV, Part A, the Student Support and Academic Enrichment (SSAE) program is intended to help meet the goal of providing all students with a high-quality education.
2. Provide all students with access to a well-rounded education, improve school conditions for student learning (Health and Safety), and improve the use of technology to improve the academic achievement and digital literacy of all students.
3. After a comprehensive needs assessment, the local education agency (LEA), must use: a) at least 20 percent of funds for activities to support well-rounded educational opportunities; b) at least 20 percent of funds for activities to support safe and healthy students; and c) a portion of funds to support effective use of technology.
4. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose.

Source: United States Department of Education, 2016c

<b>Table 5. Percentage of Title I, Part A, Title II, Part A, and Title IV, Part A Budgeted and Expended Funds by Category, 2020–2021</b>				
<b>Funding Source</b>	<b>Category</b>	<b>Budgeted</b>	<b>Expended</b>	<b>Expend (%)</b>
<b>All Sources</b>	<b>Total</b>	<b>\$ 47,908,861.64</b>	<b>\$ 31,913,315.74</b>	<b>66.6</b>
	Capital Outlay	\$ 958,907.14	\$ 608,933.91	63.5
	Contracted Services	\$ 6,985,411.23	\$ 4,292,175.60	61.4
	Other Operating Expenses	\$ 820,182.35	\$ 35,048.18	4.3
	Payroll	\$ 37,701,213.54	\$ 26,171,454.04	69.4
	Supplies and Materials	\$ 1,443,147.38	\$ 805,704.01	55.8
<b>Title I</b>	<b>Total</b>	<b>\$ 31,073,001.61</b>	<b>\$ 21,332,048.57</b>	<b>68.7</b>
	Capital Outlay	\$ 74,908.15	\$ 42,123.15	56.2
	Contracted Services	\$ 2,731,338.50	\$ 1,596,392.74	58.4
	Other Operating Expenses	\$ 571,215.10	\$ 23,306.00	4.1
	Payroll	\$ 27,052,974.49	\$ 19,285,429.93	71.3
	Supplies and Materials	\$ 642,565.37	\$ 384,796.75	59.9
<b>Title II</b>	<b>Total</b>	<b>\$ 8,396,226.56</b>	<b>\$ 5,405,020.00</b>	<b>64.4</b>
	Capital Outlay	\$ 126,563.31	\$ 52,287.50	41.3
	Contracted Services	\$ 1,470,313.08	\$ 735,445.21	50.0
	Other Operating Expenses	\$ 29,376.25	\$ 7,295.18	24.8
	Payroll	\$ 6,655,553.27	\$ 4,562,141.40	68.5
	Supplies and Materials	\$ 114,420.65	\$ 47,850.71	41.8
<b>Title IV</b>	<b>Total</b>	<b>\$ 8,439,633.47</b>	<b>\$ 5,176,247.17</b>	<b>61.3</b>
	Capital Outlay	\$ 757,435.68	\$ 514,523.26	67.9
	Contracted Services	\$ 2,783,759.65	\$ 1,960,337.65	70.4
	Other Operating Expenses	\$ 219,591.00	\$ 4,447.00	2.0
	Payroll	\$ 3,992,685.78	\$ 2,323,882.71	58.2
	Supplies and Materials	\$ 686,161.36	\$ 373,056.55	54.4

Source: HISD Budgeting and Financial Planning department, 2020–2021

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>
<b>Academic Boot Camp (ABC)/Tutorials</b>	<b>Total</b>		<b>\$2,526,898.39</b>	<b>\$2,593,215.28</b>	<b>102.6*</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$2,526,898.39	\$2,593,215.28	102.6
		Contracted Services	\$15,520.00	\$9,483.43	61.1
		Payroll	\$2,440,721.97	\$2,513,760.90	103.0
		Supplies and Materials	\$70,656.42	\$69,970.95	99.0
<b>Academics Instructional Technology</b>	<b>Total</b>		<b>\$522,015.67</b>	<b>\$354,317.22</b>	<b>67.9</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$522,015.67	\$354,317.22	67.9
		Payroll	\$522,015.67	\$354,317.22	67.9
<b>Achieve 180</b>	<b>Total</b>		<b>\$7,332,820.91</b>	<b>\$4,524,205.90</b>	<b>61.7</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$7,332,820.91	\$4,524,205.90	61.7
		Other Operating Expense	\$519,800.00	\$0.00	0.0
		Payroll	\$6,813,020.91	\$4,524,205.90	66.4
<b>Advanced Academics</b>	<b>Total</b>		<b>\$77,174.91</b>	<b>\$54,917.57</b>	<b>71.2</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$77,174.91	\$54,917.57	71.2
		Payroll	\$77,174.91	\$54,917.57	71.2
<b>Alternative Certification Program</b>	<b>Total</b>		<b>\$151,816.79</b>	<b>\$113,417.60</b>	<b>74.7</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$151,816.79	\$113,417.60	74.7
		Payroll	\$151,816.79	\$113,417.60	74.7
<b>Dental</b>	<b>Total</b>		<b>\$63,535.00</b>	<b>\$63,142.27</b>	<b>99.4</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$63,535.00	\$63,142.27	99.4
		Contracted Services	\$21,435.00	\$21,303.32	99.4
		Supplies and Materials	\$42,100.00	\$41,838.95	99.4
<b>Effective Teacher</b>	<b>Total</b>		<b>\$232,686.00</b>	<b>\$181,504.90</b>	<b>78.0</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$232,686.00	\$181,504.90	78.0
		Other Operating Expense	\$10,000.00	\$1,000.00	10.0
		Payroll	\$193,296.95	\$152,010.18	78.6
		Supplies and Materials	\$29,389.05	\$28,494.72	97.0
<b>Elementary Curriculum</b>	<b>Total</b>		<b>\$697,182.00</b>	<b>\$549,017.98</b>	<b>78.7</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$697,182.00	\$549,017.98	78.7
		Capital Outlay	\$22,400.00	\$22,327.69	99.7
		Contracted Services	\$89,563.00	\$89,279.25	99.7
		Payroll	\$572,419.00	\$425,018.23	74.2
		Supplies and Materials	\$12,800.00	\$12,392.81	96.8
<b>Family and Community Engagement</b>	<b>Total</b>		<b>\$2,175,541.17</b>	<b>\$1,533,199.78</b>	<b>70.5</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$2,175,541.17	\$1,533,199.78	70.5
		Capital Outlay	\$2,658.15	\$2,658.15	100.0

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021 (continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>
<b>Family and Community Engagement</b>	(continued)	Contracted Services	\$40,749.26	\$16,543.90	40.6
		Other Operating Expense	\$1,442.70	\$840.38	58.3
		Payroll	\$2,107,226.76	\$1,489,809.30	70.7
		Supplies and Materials	\$23,464.30	\$23,348.05	99.5
<b>Fine Arts</b>	<b>Total</b>		<b>\$550,000.00</b>	<b>\$529,740.10</b>	<b>96.3</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$550,000.00	\$529,740.10	96.3
		Capital Outlay	\$189,245.00	\$189,199.83	100.0
		Contracted Services	\$55,368.00	\$55,368.00	100.0
		Payroll	\$53,955.00	\$44,824.83	83.1
		Supplies and Materials	\$251,432.00	\$240,347.44	95.6
<b>Fine Arts - Dogan ES</b>	<b>Total</b>		<b>\$110,000.00</b>	<b>\$76,715.85</b>	<b>69.7</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$110,000.00	\$76,715.85	69.7
		Payroll	\$82,371.67	\$66,231.60	80.4
		Supplies and Materials	\$27,628.33	\$10,484.25	37.9
<b>Fine Arts - Woodson ES</b>	<b>Total</b>		<b>\$154,180.00</b>	<b>\$150,874.26</b>	<b>97.9</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$154,180.00	\$150,874.26	97.9
		Payroll	\$154,180.00	\$150,874.26	97.9
<b>Home Instruction for Parents of Preschool Youngsters</b>	<b>Total</b>		<b>\$917,413.00</b>	<b>\$671,335.83</b>	<b>73.2</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$917,413.00	\$671,335.83	73.2
		Contracted Services	\$41,080.59	\$40,354.60	98.2
		Other Operating Expense	\$15,475.00	\$13,471.09	87.1
		Payroll	\$811,600.00	\$578,144.18	71.2
		Supplies and Materials	\$49,257.41	\$39,365.96	79.9
<b>Homeless</b>	<b>Total</b>		<b>\$712,520.00</b>	<b>\$498,820.73</b>	<b>70.0</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$457,503.00	\$315,015.17	68.9
		Payroll	\$283,553.97	\$216,785.17	76.5
		Supplies and Materials	\$173,949.03	\$98,230.00	56.5
	<i>Title IV, Part A</i>	<i>Total</i>	\$255,017.00	\$183,805.56	72.1
		Payroll	\$255,017.00	\$183,805.56	72.1
<b>HR Business Partners</b>	<b>Total</b>		<b>\$82,161.96</b>	<b>\$45,113.99</b>	<b>54.9</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$82,161.96	\$45,113.99	54.9
		Payroll	\$82,161.96	\$45,113.99	54.9
<b>Intervention Assistance Team</b>	<b>Total</b>		<b>\$900,064.00</b>	<b>\$700,339.01</b>	<b>77.8</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$900,064.00	\$700,339.01	77.8
		Payroll	\$900,064.00	\$700,339.01	77.8
<b>Lead Principal</b>	<b>Total</b>		<b>\$334,463.00</b>	<b>\$346,906.96</b>	<b>103.7*</b>

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021 (continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>	
<b>Lead Principal</b>	(continued)	<i>Title II, Part A</i>	<i>Total</i>	\$334,463.00	\$346,906.96	103.7
			Payroll	\$334,463.00	\$346,906.96	103.7
<b>lead4ward</b>		<b>Total</b>		<b>\$244,509.00</b>	<b>\$206,400.00</b>	<b>84.4</b>
		<i>Title II, Part A</i>	<i>Total</i>	\$244,509.00	\$206,400.00	84.4
		<i>Title II</i>	Contracted Services	\$244,509.00	\$206,400.00	84.4
<b>Leadership Development</b>		<b>Total</b>		<b>\$1,338,813.99</b>	<b>\$903,731.25</b>	<b>67.5</b>
		<i>Title II, Part A</i>	<i>Total</i>	\$1,338,813.99	\$903,731.25	67.5
			Capital Outlay	\$15,000.00	\$9,275.50	61.8
			Contracted Services	\$168,813.00	\$76,806.53	45.5
			Other Operating Expense	\$15,000.00	\$3,820.00	25.5
			Payroll	\$1,078,601.64	\$787,586.26	73.0
			Supplies and Materials	\$61,399.35	\$26,242.96	42.7
<b>On Time Grad Academy</b>		<b>Total</b>		<b>\$329,610.00</b>	<b>\$311,397.09</b>	<b>94.5</b>
		<i>Title I, Part A</i>	<i>Total</i>	\$329,610.00	\$311,397.09	94.5
			Contracted Services	\$53,850.00	\$49,569.59	92.1
			Other Operating Expense	\$5,000.00	\$1,470.00	29.4
			Payroll	\$231,654.51	\$255,380.69	110.2
			Supplies and Materials	\$39,105.49	\$4,976.81	12.7
<b>Over Age</b>		<b>Total</b>		<b>\$644,098.00</b>	<b>\$429,726.07</b>	<b>66.7</b>
		<i>Title IV, Part A</i>	<i>Total</i>	\$644,098.00	\$429,726.07	66.7
			Capital Outlay	\$5,900.00	\$4,196.00	71.1
			Contracted Services	\$181,500.00	\$181,500.00	100.0
			Other Operating Expense	\$1,000.00	\$439.04	43.9
			Payroll	\$402,869.99	\$233,294.59	57.9
			Supplies and Materials	\$52,828.01	\$10,296.44	19.5
<b>Panorama</b>		<b>Total</b>		<b>\$375,227.00</b>	<b>\$445,908.69</b>	<b>118.9*</b>
		<i>Title IV, Part A</i>	<i>Total</i>	\$375,227.00	\$445,908.69	118.9
			Capital Outlay	\$375,227.00	\$269,408.69	71.8
			Contracted Services	\$0.00	\$176,500.00	
<b>Police Department</b>		<b>Total</b>		<b>\$800,000.00</b>	<b>\$177,757.38</b>	<b>22.2</b>
		<i>Title IV, Part A</i>	<i>Total</i>	\$800,000.00	\$177,757.38	22.2
			Capital Outlay	\$130,393.68	\$22,991.44	17.6
			Contracted Services	\$350,000.00	\$50,994.13	14.6
			Other Operating Expense	\$100,000.00	\$0.00	0.0
			Payroll	\$70,171.80	\$50,284.14	71.7
			Supplies and Materials	\$149,434.52	\$53,487.67	35.8

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021 (continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>
<b>Positive Behavioral Intervention and Support</b>	<b>Total</b>		<b>\$800,000.00</b>	<b>\$268,985.31</b>	<b>33.6</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$800,000.00	\$268,985.31	33.6
		Capital Outlay	\$56,670.00	\$28,727.30	50.7
		Contracted Services	\$220,500.00	\$10,432.83	4.7
		Other Operating Expense	\$110,000.00	\$1,750.00	1.6
		Payroll	\$225,827.00	\$169,634.43	75.1
		Supplies and Materials	\$187,003.00	\$58,440.75	31.3
<b>Post Secondary</b>	<b>Total</b>		<b>\$195,733.00</b>	<b>\$138,576.70</b>	<b>70.8</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$195,733.00	\$138,576.70	70.8
		Payroll	\$195,733.00	\$138,576.70	70.8
<b>Private Non-Profit</b>	<b>Total</b>		<b>\$2,731,361.00</b>	<b>\$1,613,822.32</b>	<b>59.1</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$2,120,336.00	\$1,445,770.25	68.2
		Contracted Services	\$2,120,336.00	\$1,445,770.25	68.2
	<i>Title II, Part A</i>	<i>Total</i>	\$611,025.00	\$168,052.07	27.5
		Contracted Services	\$611,025.00	\$168,052.07	27.5
<b>Private Non-Profit Extended Use of Funds</b>	<b>Total</b>		<b>\$289,260.15</b>	<b>\$28,296.04</b>	<b>9.8</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$289,260.15	\$28,296.04	9.8
		Contracted Services	\$289,260.15	\$28,296.04	9.8
<b>Private Non-Profit 2019-2020</b>	<b>Total</b>		<b>\$220,286.08</b>	<b>\$110,460.69</b>	<b>50.1</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$220,286.08	\$110,460.69	50.1
		Contracted Services	\$220,286.08	\$110,460.69	50.1
<b>Private Non-Profit Carryover 2018-2019</b>	<b>Total</b>		<b>\$13,065.00</b>	<b>\$7,655.83</b>	<b>58.6</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$12,131.00	\$7,482.00	61.7
		Contracted Services	\$12,131.00	\$7,482.00	61.7
	<i>Title IV, Part A</i>	<i>Total</i>	\$934.00	\$173.83	18.6
		Contracted Services	\$934.00	\$173.83	18.6
<b>Professional Development</b>	<b>Total</b>		<b>\$621,178.43</b>	<b>\$59,280.37</b>	<b>9.5</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$530,232.00	\$0.00	0.0
		Capital Outlay	\$27,000.00	\$0.00	0.0
		Contracted Services	\$375,000.00	\$0.00	0.0
		Payroll	\$5,000.00	\$0.00	0.0
		Supplies and Materials	\$123,232.00	\$0.00	0.0
	<i>Title II, Part A</i>	<i>Total</i>	\$90,946.43	\$59,280.37	65.2
		Capital Outlay	\$11,479.00	\$0.00	0.0
		Contracted Services	\$19,000.00	\$8,937.97	47.0
		Other Operating Expense	\$1,575.00	\$0.00	0.0

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021 (continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>
<b>Professional Development</b> (continued)		Payroll	\$44,133.93	\$45,510.12	103.1
		Supplies and Materials	\$14,758.50	\$4,832.28	32.7
<b>Professional Development Carryover 2019-2020</b>	<b>Total</b>		<b>\$1,842,617.19</b>	<b>\$1,346,335.28</b>	<b>73.1</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$1,842,617.19	\$1,346,335.28	73.1
		Capital Outlay	\$20,487.76	\$20,487.76	100.0
		Contracted Services	\$89,717.50	\$52,758.20	58.8
		Other Operating Expense	\$425.00	\$425.00	100.0
		Payroll	\$1,730,255.13	\$1,270,932.52	73.5
		Supplies and Materials	\$1,731.80	\$1,731.80	100.0
<b>Project Explore Carryover 2019-2020</b>	<b>Total</b>		<b>\$1,238,356.07</b>	<b>\$743,770.26</b>	<b>60.1</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$1,238,356.07	\$743,770.26	60.1
		Payroll	\$1,238,356.07	\$743,770.26	60.1
<b>Quality Assurance / Zonar Carryover 2019-2020</b>	<b>Total</b>		<b>\$450,257.00</b>	<b>\$450,256.32</b>	<b>100.0</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$450,257.00	\$450,256.32	100.0
		Contracted Services	\$450,257.00	\$450,256.32	100.0
<b>Recruitment &amp; Retention</b>	<b>Total</b>		<b>\$220,407.00</b>	<b>\$37,965.86</b>	<b>17.2</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$220,407.00	\$37,965.86	17.2
		Contracted Services	\$15,268.50	\$15,268.50	100.0
		Payroll	\$205,138.50	\$22,697.36	11.1
<b>Recruitment &amp; Selection</b>	<b>Total</b>		<b>\$448,106.74</b>	<b>\$264,202.70</b>	<b>59.0</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$448,106.74	\$264,202.70	59.0
		Payroll	\$448,106.74	\$264,202.70	59.0
<b>Secondary Curriculum</b>	<b>Total</b>		<b>\$869,184.35</b>	<b>\$584,660.77</b>	<b>67.3</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$869,184.35	\$584,660.77	67.3
		Capital Outlay	\$57,000.00	\$0.00	0.0
		Other Operating Expense	\$11,646.00	\$2,779.93	23.9
		Payroll	\$791,538.35	\$581,334.80	73.4
		Supplies and Materials	\$9,000.00	\$546.04	6.1
<b>See to Succeed</b>	<b>Total</b>		<b>\$86,772.92</b>	<b>\$76,260.77</b>	<b>87.9</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$86,772.92	\$76,260.77	87.9
		Capital Outlay	\$7,600.00	\$3,936.00	51.8
		Other Operating Expense	\$8,549.54	\$564.33	6.6
		Payroll	\$15,938.85	\$19,268.53	120.9
		Supplies and Materials	\$54,684.53	\$52,491.91	96.0
<b>Sheltered Instruction Carryover 2019-2020</b>	<b>Total</b>		<b>\$26,418.37</b>	<b>\$22,861.65</b>	<b>86.5</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$26,418.37	\$22,861.65	86.5

**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021 (continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>
<b>Sheltered Instruction Carryover 2019-2020</b> (continued)		Payroll	\$26,418.37	\$22,861.65	86.5
<b>Social Emotional Learning Carryover 2019-2020</b>	<b>Total</b>		<b>\$3,435,861.00</b>	<b>\$2,252,324.72</b>	<b>65.6</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$3,435,861.00	\$2,252,324.72	65.6
		Contracted Services	\$907,605.00	\$865,000.00	95.3
		Payroll	\$2,528,256.00	\$1,387,324.72	54.9
<b>Social Studies</b>	<b>Total</b>		<b>\$21,600.00</b>	<b>\$21,367.14</b>	<b>98.9</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$21,600.00	\$21,367.14	98.9
		Contracted Services	\$13,275.00	\$13,275.00	100.0
		Other Operating Expense	\$4,947.86	\$4,715.00	95.3
		Supplies and Materials	\$3,377.14	\$3,377.14	100.0
<b>Student Assessment</b>	<b>Total</b>		<b>\$187,865.00</b>	<b>\$28,845.56</b>	<b>15.4</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$187,865.00	\$28,845.56	15.4
		Payroll	\$187,865.00	\$28,845.56	15.4
<b>Student Assessment Carryover 2019-2020</b>	<b>Total</b>		<b>\$94,930.32</b>	<b>\$37,608.58</b>	<b>39.6</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$94,930.32	\$37,608.58	39.6
		Payroll	\$94,930.32	\$37,608.58	39.6
<b>Talent Acquisition</b>	<b>Total</b>		<b>\$105,056.45</b>	<b>\$82,763.81</b>	<b>78.8</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$105,056.45	\$82,763.81	78.8
		Payroll	\$105,056.45	\$82,763.81	78.8
<b>TDS Elementary Professional Development Carryover 2019-2020</b>	<b>Total</b>		<b>\$6,958,101.39</b>	<b>\$4,671,253.80</b>	<b>67.1</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$6,958,101.39	\$4,671,253.80	67.1
		Capital Outlay	\$37,650.00	\$35,529.00	94.4
		Payroll	\$6,901,101.39	\$4,616,770.63	66.9
		Supplies and Materials	\$19,350.00	\$18,954.17	98.0
<b>TDS Secondary Professional Development Carryover 2019-2020</b>	<b>Total</b>		<b>\$5,155,113.39</b>	<b>\$3,457,409.47</b>	<b>67.1</b>
	<i>Title I, Part A</i>	<i>Total</i>	\$5,155,113.39	\$3,457,409.47	67.1
		Contracted Services	\$50,092.65	\$92.65	0.2
		Other Operating Expense	\$6,000.00	\$1,245.20	20.8
		Payroll	\$5,085,020.74	\$3,452,323.53	67.9
		Supplies and Materials	\$14,000.00	\$3,748.09	26.8
<b>Teacher Career Development - New Teacher Academy</b>	<b>Total</b>		<b>\$144,731.00</b>	<b>\$2,571.62</b>	<b>1.8</b>
	<i>Title II, Part A</i>	<i>Total</i>	\$144,731.00	\$2,571.62	1.8
		Capital Outlay	\$196.55	\$196.55	100.0
		Other Operating Expense	\$730.25	\$270.25	37.0
		Payroll	\$129,073.20	\$0.00	0.0
		Supplies and Materials	\$14,731.00	\$2,104.82	14.3



**Table 6. Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Programs' Budgets and Expenditures, by Program, 2020–2021 (continued)**

<b>Program Name</b>	<b>Title Fund</b>	<b>Commitment</b>	<b>Budgeted (\$)</b>	<b>Expended (\$)</b>	<b>Utilized (%)</b>
<b>Transportation Carryover 2019-2020</b>	<b>Total</b>		<b>\$479,968.00</b>	<b>\$144,074.46</b>	<b>30.0</b>
	<i>Title IV, Part A</i>	<i>Total</i>	\$479,968.00	\$144,074.46	30.0
		Contracted Services	\$328,434.50	\$141,816.50	43.2
		Other Operating Expense	\$8,591.00	\$2,257.96	26.3
		Payroll	\$125,107.00	\$0.00	0.0
		Supplies and Materials	\$17,835.50	\$0.00	0.0

Source: HISD Budgeting and Financial Planning Department, 2020–2021  
 Note: \* means that program spent more than 100 percent of the initially budgeted funds.

<b>Table 7. Number of Staff Members Funded by Title I, Part A, Title II, Part A, Title IV, Part A Centralized Programs, by Program*, 2020–2021</b>				
<b>Fund Source</b>	<b>Program</b>	<b>Positions Budgeted (N)</b>	<b>Positions Filled (N)</b>	<b>Positions Filled (%)</b>
<b>Title I</b>	<b>Total</b>	<b>306</b>	<b>295</b>	<b>96.4</b>
	ABC/Tutorials	1	1	100.0
	Achieve 180	120	113	94.2
	Effective Teacher	2	2	100.0
	Family and Community Engagement	19	19	100.0
	Homeless	1	1	100.0
	Project Explore	23	22	95.7
	TDS Elementary Professional Development	78	76	97.4
	TDS Secondary Professional Development	62	61	98.4
<b>Title II</b>	<b>Total</b>	<b>132</b>	<b>124</b>	<b>93.9</b>
	Academic Instructional Technology	16	13	81.3
	Advanced Academics	2	2	100.0
	Alternative Certification	1	1	100.0
	Elementary Curriculum	8	7	87.5
	Family and Community Engagement	15	14	93.3
	Home Instruction for Parents of Pre-School Youngsters	16	16	100.0
	Homeless	3	3	100.0
	HR Business Partners	3	3	100.0
	Intervention Assistance Team	8	8	100.0
	Leadership Development	14	14	100.0
	Post Secondary	4	4	100.0
	Professional Development	21	20	95.2
	Recruitment and Selection	7	5	71.4
	Secondary Curriculum	10	10	100.0
	See to Succeed	1	1	100.0
	Student Assessment	2	2	100.0
	Talent Acquisition	1	1	100.0
<b>Title IV</b>	<b>Total</b>	<b>36</b>	<b>34</b>	<b>94.4</b>
	Fine Arts	1	1	100.0
	Fine Arts - Dogan ES	1	1	100.0
	Fine Arts - Woodson ES	2	2	100.0
	Homeless	3	3	100.0
	Over Age	4	4	100.0
	Positive Behavioral Interventions & Supports	1	1	100.0
	Social Emotional Learning	24	23	95.8
	Student Assessment	1	0	0.0
<b>All Programs</b>	<b>Total</b>	<b>474</b>	<b>454</b>	<b>95.8</b>

Source: 2020–2021 Title I Part A, Title II Part A, and Title IV Part A Staffing Records data

<b>Table 8. 2020–2021 Title I, Part A Program Administrators’ Responses Concerning Organization and Coordination of Program Services (N=*)</b>			
	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Prior to program funding being granted, were the program activities and requirements based on a comprehensive needs assessment?	17		
Prior to program funding being granted, was the program planned and implemented with meaningful input from parents of children impacted by the program?	10	1	6
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?	13	4	
Did the program coordinate and integrate Title I, Part A services with other educational services in the district or school in order to increase program effectiveness, eliminate duplication, and/or reduce fragmentation of the instructional program?	14	1	2
Did the program provide communications to parents about the program in a format, and to the extent practicable, in a language that parents could understand?	12		5
Did the program ensure that all teachers and paraprofessionals were teaching in a subject area in which they met State certification and licensure requirements?	13		4
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	17		

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021  
 Note: \*A total of three Title I, Part A programs received funds from either or both Title II, Part A, and Title IV, Part A for which an additional survey was completed.

<b>Table 9. 2020–2021 Title II, Part A Program Administrators’ Responses Concerning Organization and Coordination of Program Services (N=*)</b>			
	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Prior to program funding being granted, was the program based on a local needs assessment for professional development and/or hiring?	11		4
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	9		6
Did private school teachers and other educational personnel in private schools have equitable participation in planning program activities?	5	1	9
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 certification status of the teacher work force; *reducing class size, especially in the early grades?	13		2
Did the program coordinate professional development activities with professional development activities provided through other federal, state, and local programs?	10	3	2
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 with the purpose of improving teaching, learning, and technology literacy?	8	5	2
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	13	1	1

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021

Note: \*A total of two Title II, Part A programs received funds from either or both Title I, Part A and, Title IV, Part A for which an additional survey was completed. No survey response for Leadership Development (Title II, Part A).

<b>Table 10. 2020–2021 Title IV, Part A Program Administrators’ Responses Concerning Organization and Coordination of Program Services (N=*)</b>			
	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Prior to program funding being granted, was the program based on a local needs assessment for meeting the needs of HISD students?	8		1
Prior to program funding being granted, did teachers, paraprofessionals, principals, other relevant school personnel and parents collaborate in planning program activities?	6	2	1
Did the program conduct activities in at least one of the following areas: - Support Well-Rounded Educational Activities - Support Safe and Healthy Students - Support Effective Use of Technology	9		
Did the program coordinate activities with activities provided through other federal, state, and local programs?	7	1	1
Did the program coordinate activities with nonprofits, museums, and community organizations to help leverage limited resources?	5	2	1
Did the program provide services that supplemented but did not supplant the educational program provided to all students in the district?	6	1	2

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021

Note: \*One Title IV, Part A program received funds from either or both Title I, Part A and, Title II, Part A for which an additional survey was completed. No survey response for Fine Arts – Dogan ES (Title IV, Part A) and Fine Arts - Woodson ES (Title IV, Part A).

**Table 11. Percentage of HISD Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard on the District-level Assessments (DLA), 2019–2020 and 2020–2021**

Subject	2019–2020			2020–2021		
	Tested (N)	Approaches (N)	Approaches (%)	Tested (N)	Approaches (N)	Approaches (%)
<b>Reading</b>	<b>75,471</b>	<b>42,030</b>	<b>55.7</b>	<b>69,314</b>	<b>32,535</b>	<b>46.9</b>
Grade 3	15,386	7,427	48.3	14,017	6,304	45.0
Grade 4	15,701	10,195	64.9	13,783	5,951	43.2
Grade 5	15,557	9,727	62.5	13,967	6,216	44.5
Grade 6	9,937	6,174	62.1	9,600	4,379	45.6
Grade 7	10,452	5,953	57.0	7,852	2,957	37.7
Grade 8	8,438	2,554	30.3	10,095	6,728	66.6
<b>Mathematics</b>	<b>79,199</b>	<b>45,610</b>	<b>57.6</b>	<b>65,592</b>	<b>29,042</b>	<b>44.3</b>
Grade 3	15,910	8,160	51.3	13,587	5,063	37.3
Grade 4	15,960	9,013	56.5	13,469	6,190	46.0
Grade 5	15,640	9,911	63.4	13,762	6,914	50.2
Grade 6	10,329	4,445	43.0	9,132	5,422	59.4
Grade 7	10,648	6,105	57.3	8,393	3,722	44.3
Grade 8	10,712	7,976	74.5	7,249	1,731	23.9
<b>Writing</b>	<b>25,747</b>	<b>10,959</b>	<b>42.6</b>	<b>21,974</b>	<b>10,019</b>	<b>45.6</b>
Grade 4	15,688	7,998	51.0	13,445	6,648	49.4
Grade 7	10,059	2,961	29.4	8,529	3,371	39.5
<b>Science</b>	<b>24,841</b>	<b>16,140</b>	<b>65.0</b>	<b>22,659</b>	<b>11,198</b>	<b>49.4</b>
Grade 5	15,433	10,516	68.1	13,468	7,036	52.2
Grade 8	9,408	5,624	59.8	9,191	4,162	45.3
<b>Social Studies</b>	<b>10,119</b>	<b>4,856</b>	<b>48.0</b>	<b>9,461</b>	<b>4,421</b>	<b>46.7</b>
Grade 8	10,119	4,856	48.0	9,461	4,421	46.7

Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221

Note: English and Spanish version results combined

<b>Table 12. Percentage of HISD Students Achieving At or Above the Approaches Grade Level Standard on the District Level Assessment End-of-Course Subjects, 2019–2020 and 2020–2021</b>						
	<b>2019–2020</b>			<b>2020–2021</b>		
	<b>Tested (N)</b>	<b>Approaches (N)</b>	<b>Approaches (%)</b>	<b>Tested (N)</b>	<b>Approaches (N)</b>	<b>Approaches (%)</b>
<b>Algebra I</b>	10,190	6,531	<b>64.1</b>	9,200	5,501	<b>59.8</b>
<b>Biology</b>	10,169	6,322	<b>62.2</b>	8,963	4,662	<b>52.0</b>
<b>English I</b>	10,383	4,453	<b>42.9</b>	8,314	3,363	<b>40.4</b>
<b>English II</b>	10,531	5,110	<b>48.5</b>	8,315	3,746	<b>45.1</b>
<b>U.S. History</b>	6,851	4,954	<b>72.3</b>	5,453	3,383	<b>62.0</b>

Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221

<b>Table 13. Number of Teachers Who Were Retained from One Academic Year to the Next, 2019–2020 through 2021–2022</b>				
<b>Spring Semester to Fall Semester</b>	<b>Level of Experience</b>	<b>Employed-Spring (N)</b>	<b>Retained-Fall (N)</b>	<b>Retained-Fall (%)</b>
<b>2018–2019 To 2019–2020</b>	<b>All Teachers</b>	<b>12,125</b>	<b>10,264</b>	<b>84.7</b>
	Experienced Teachers	11,005	9,335	84.8
	New Teachers	1,120	929	83.0
<b>2019–2020 To 2020–2021</b>	<b>All Teachers</b>	<b>11,530</b>	<b>10,258</b>	<b>89.0</b>
	Experienced Teachers	10,566	9,452	89.5
	New Teachers	964	806	83.6
<b>2020–2021 To 2021–2022</b>	<b>All Teachers</b>	<b>11,177</b>	<b>9,594</b>	<b>85.8</b>
	Experienced Teachers	10,134	8,819	87.0
	New Teachers	1,043	775	74.3

Source: HISD Roster for TADS (06.03.2019 and 08.26.2019); Staff Retention from 6.03.2020–08.24.2020; Staff Retention from 6.11.2021–08.23.2021

Note: New teachers have zero years of experience in any district before teaching in HISD.

<b>Table 14. Percentage of Teacher Cohort Who Received Certifications in Both 2018–2019 through 2020–2021, by School Office</b>						
<b>School Office</b>	<b>2018–2019</b>		<b>2019–2020</b>		<b>2020–2021</b>	
	<b>(N)</b>	<b>(%)</b>	<b>(N)</b>	<b>(%)</b>	<b>(N)</b>	<b>(%)</b>
Achieve 180	1,861	20.4	1,241	19.5	620	16.8
East	1081	11.9	757	11.9	527	14.3
North	1360	14.9	1,044	15.6	596	16.2
Northwest	1228	13.5	930	14.6	569	15.4
South	1494	16.4	901	14.3	611	16.6
Special Education	12	0.1	22	0.4	3	0.1
West	2,072	22.7	1,545	23.8	760	20.6
<b>Total</b>	<b>9,108</b>	<b>100</b>	<b>6,440</b>	<b>100.0</b>	<b>3,686</b>	<b>100.0</b>

Source: Teacher Diversity-Degrees-Qualifications 2018–2019 through 2020–2021

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## Academic Boot Camp (ABC) / Tutorials

### Program Description

The Academic Boot Camp (ABC) / Tutorials program was a “2-fold” district-wide program to provide additional support (academic interventions). Campuses received title funds to implement seven Academic Boot Camp (ABC) days that occurred outside of the regular school schedule that were held during Thanksgiving, Winter and Spring Break. In addition to offering ABC, campuses received additional title funding to implement tutorials (Saturday, before/after school tutorials). Support provided reinforcement in content areas (reading, writing, math, science, social studies).

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$2,526,898.39	Capital Outlay:	
Expenditures:	\$2,593,215.28	Contracted Services:	\$9,483.43
Allocation Utilized:	102.6 percent*	Other Operating Expenses:	
		Payroll:	\$2,513,760.90
		Supplies and Materials:	\$69,970.95

Note: \*means that program expended more than 100 percent of the initial budgeted funds.

### Program Goals

- Improve student academic achievement by providing academic supports during school holidays, after school, and Saturdays.

### Program Outcomes

Academic Boot Camp was hosted on campuses districtwide on the following days:

- November 23-24, 2020
- December 21-22, 2020
- March 15-17, 2021

Academic Boot Camp was highly encouraged, but not required.

Capturing student participation counts was challenging. A limitation to collection participation was the testing season where central office department are to refrain/limit from contacting campuses. To obtain the participation data campuses had to be contacted.

Specific dates of Saturday tutorials and participation counts were not available for this program evaluation.

### Recommendations

The 2020–2021 school year was the first year of the Academic Boot Camp (ABC) / Tutorials program. During the evaluation of the program, it was difficult to obtain student participation counts after the intervention took place. It is recommended that the program collect student participation counts on the days that the intervention is provided.

## Academic Instructional Technology

### Program Description

The Academic Instructional Technology team provided district-wide professional development on instructional technology integration. Directors or managers for each area led teams of Educational Technology Specialists or Instructional Technologists who coached teachers, provided professional development, and designed various training materials for teachers.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$522,015.67	Capital Outlay:	
Expenditures:	\$354,317.22	Contracted Services:	
Allocation Utilized:	67.9 percent	Other Operating Expenses:	
		Payroll:	\$354,317.22
		Supplies and Materials:	

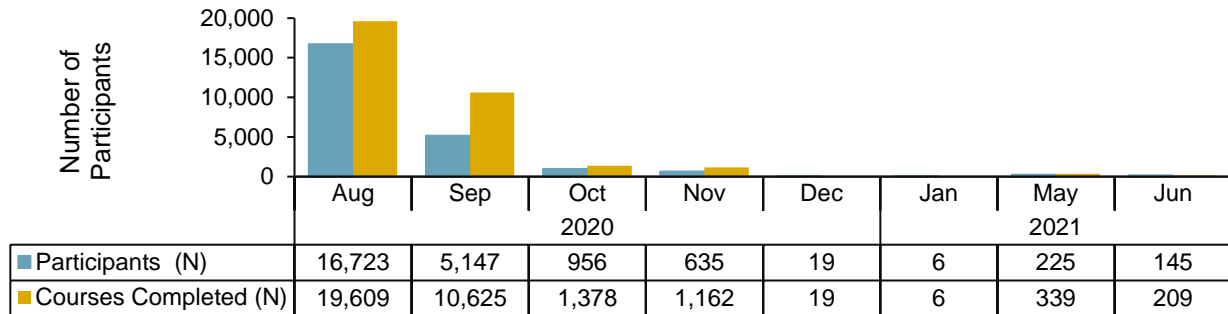
### Program Goals

- Provide regular instructional coaching support for teachers at all campuses to increase student academic achievement and reduce the number of secondary IR campuses in HISD. Work directly with students, as needed, to ensure that all students receive high-quality instruction.

### Program Outcomes

- As shown in **Figure 1, AIT**, the month of August had the largest number of participants and completed courses (16,723 and 19,609, respectively); and by contrast the fewest number of participants and completed courses occurred in January (six for both months).

**Figure 1, AIT. Number of training participants and courses provided by month, 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021; SY2021 Training Data

### Recommendations

The 2020–2021 Academic Instructional Technology program used Title II, Part A funds to provide professional development opportunities to teachers on HISD campuses. There was a steady decline in the number of teacher participants and credits earned from September 2020 to February 2021. It is recommended, that the program manager solicit feedback from teacher participants to ascertain how they have incorporated teaching strategies provided in professional development training into their daily teaching practices.

## Achieve 180

### Program Description

The Achieve 180 program was designed as a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. The impact of the program reaches PK-12 students and encompassed 64 schools. With the resources provided, teachers were coached on the most challenging campuses, while providing professional development in the areas of reading and writing. Achieve 180 was able to implement a professional learning series specifically targeted to help teachers with lesson design and implementation, data analysis, social and emotional learning, and a variety of other topics.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$7,332,820.91	Capital Outlay:	
Expenditures:	\$4,524,205.90	Contracted Services:	
Allocation Utilized:	67.9 percent	Other Operating Expenses:	
		Payroll:	\$4,524,205.90
		Supplies and Materials:	

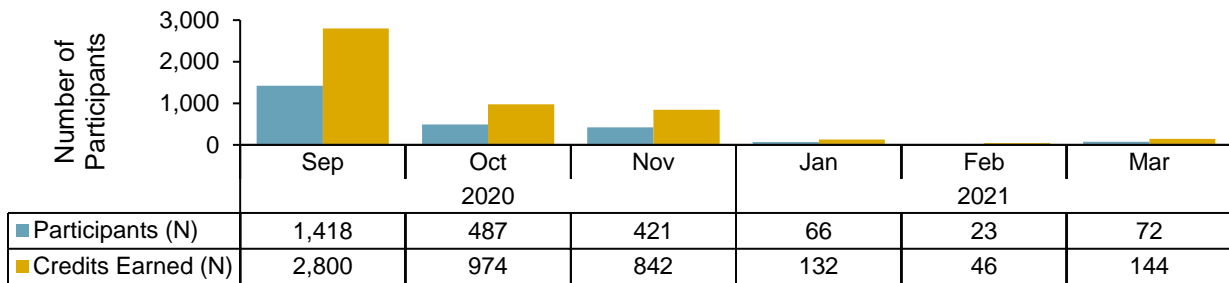
### Program Goals

- Increase student academic achievement by providing professional development opportunities to classroom teachers.

### Program Outcomes

- As shown in **Figure 1, A180**, September was the month with highest number of teacher participants in professional development training and total credits earned (1,418 and 2,800, respectively), by contrast, February had the lowest number of teacher participants in professional development training and total credits earned (23 and 46, respectively).

**Figure 1, A180. Number of training participants and credits earned by month, 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021; SY2021 Training Data

### Recommendations

The 2020–2021 Achieve 180 program used Title I, Part A funds to provide professional development opportunities to teachers on A180 campuses. There was a steady decline in the number of teacher participants and credits earned from September 2020 to February 2021. It is recommended, that the program manager solicit feedback from teacher participants to ascertain how they have implemented teaching strategies provided in professional development training into their daily teaching practices.

## Advanced Academics

### Program Description

*An updated description of services provided by the Advanced Academics program, funded by Title II, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$77,174.91	Capital Outlay:	
Expenditures:	\$54,917.57	Contracted Services:	
Allocation Utilized:	71.2 percent	Other Operating Expenses:	
		Payroll:	\$54,917.57
		Supplies and Materials:	

### Program Goals

- Not available at time of reporting.

### Program Outcomes

- Not available at time of reporting.

### Recommendations

Not available at time of reporting.

## Alternative Certification

### Program Description

The Alternative Certification program managed certification compliance for instructional personnel teaching in all subject areas in Title I funded schools as required by Texas Education Agency (TEA). The program audited and approved certification eligibility for new hires for all subject areas and for current teachers transferring into other field assignments. The program provided coursework on topics such as classroom management, lesson planning, instructional strategies in the classroom, and test preparation for all teachers. Finally, the program monitored and communicated the progress of teachers to administrators throughout the school year.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$151,816.79	Capital Outlay:	
Expenditures:	\$113,417.60	Contracted Services:	
Allocation Utilized:	74.7 percent	Other Operating Expenses:	
		Payroll:	\$113,417.60
		Supplies and Materials:	

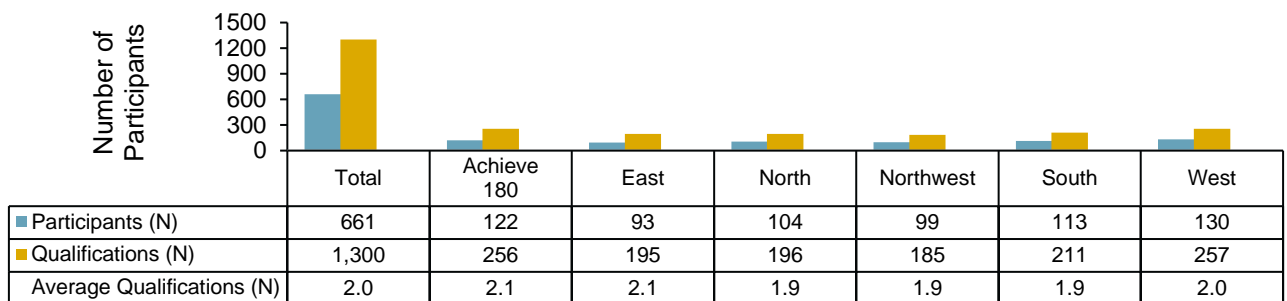
### Program Goals

Support the district goal of providing a qualified teacher for all HISD students.

### Program Outcomes

- As shown in **Figure 1, AC**, HISD educators assigned to Achieve 180 school office had the highest number of participants and earned qualifications (122 and 256, respectively), followed by the South school office (113 and 211, respectively).

**Figure 1, AC. Number of unduplicated participants and all qualifications earned by School Office, 2020–2021**



Source: Teacher Diversity-Degrees-Qualifications 2020–2021

### Recommendations

The Alternative Certification program supported teachers and paraprofessionals seeking to achieve a minimum of one new valid certification in 2020–2021. A total of 661 HISD educators received on average two valid certifications in 2020–2021. It is recommended that the program continue to encourage HISD educators to meet TEA teacher and paraprofessional certification requirements.

## Dental

### Program Description

*An updated description of services provided by the Dental program, funded by Title I, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$63,535.00	Capital Outlay:	
Expenditures:	\$63,142.27	Contracted Services:	\$21,303.32
Allocation Utilized:	99.4 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	\$41,838.95

### Program Goal

- Not available at time of reporting.

### Program Outcomes

- Not available at time of reporting.

### Recommendations

Not available at time of reporting.

## Effective Teacher

### Program Description

The Effective Teacher program received Title II, Part A funds to manage the certification compliance of instructional personnel teaching in all subject areas in Title I funded schools as required by the Texas Education Agency (TEA). The program provided coursework on topics such as classroom management, lesson planning, instructional strategies in the classroom, and test preparation for all teachers. Finally, the program monitored and communicated the progress of teachers to administrators throughout the school year.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$232,686.00	Capital Outlay:	
Expenditures:	\$181,504.90	Contracted Services:	
Allocation Utilized:	78.0 percent	Other Operating Expenses:	\$1,000.00
		Payroll:	\$152,010.18
		Supplies and Materials:	\$28,494.72

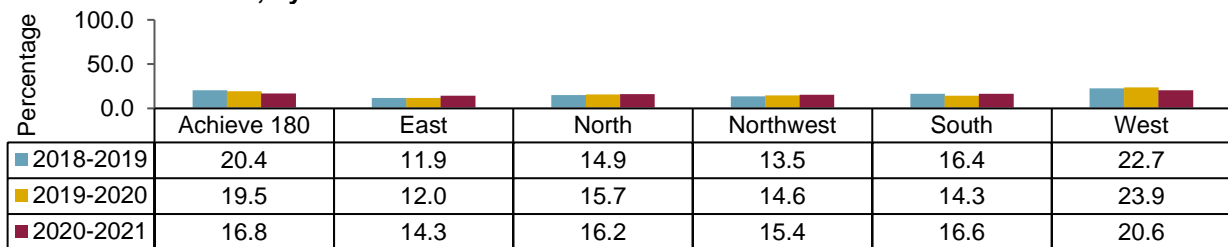
### Program Goals

- To provide professional development opportunities for teachers to achieve qualifications as educators to support student learning.

### Program Outcomes

- Figure 1, ET** displays the qualifications received by HISD teachers in 2018–2019 through 2020–2021 by School Office. Teachers received a duplicated total of 3,686 qualifications, a 42.7 percentage-point decrease in 2020–2021 compared to the 6,440 qualifications achieved by teachers in 2019–2020 (**Table 14, p. 34**).
- The most significant increase in qualifications occurred for teachers assigned to campuses in the East and South School Office when comparing 2020–2021 to 2019–2020 (2.3 percent each). By comparison, West School Office teachers had the largest decrease (3.3 percent) (Figure 1, ET).

**Figure 1, ET. Percentage of Teachers Who Received Qualifications by School Office, 2018–2019 through 2020–2021, by School Office\***



Source: Teacher Diversity-Degrees-Qualifications 2018–2019 through 2020–2021  
 Note: \*Special Education School Office had less than one percent of teachers receiving certifications.

### Recommendations

The Effective Teacher program supported the district's goal of assisting the district to align with TEA regulations. In 2020–2021, there was a 42.7 percentage-point decrease in the qualifications acquired by the teacher cohort when compared to the 2019–2020 school year. This reduction in total qualifications received is likely explained by the district protocols put in place in response to Covid–19 that limited the size and duration of group meetings.

## Elementary Curriculum and Development

### Program Description

The Elementary Curriculum and Development Department is responsible for providing high-quality, rigorous Pre–K through grade 5 curriculum, instruction, and formative assessment programs that facilitate relevant and engaging educational experiences that result in college and career readiness for all HISD students. Title II, Part A funds supplemented the above responsibilities by providing professional development trainings, above and beyond those required, to elementary school teachers to enrich curriculum areas, including early Childhood, Reading / Language Arts, Dual Language, Mathematics, Science.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$697,182.00	Capital Outlay:	\$22,327.69
Expenditures:	\$549,017.98	Contracted Services:	\$89,279.25
Allocation Utilized:	78.7 percent	Other Operating Expenses:	
		Payroll:	\$425,018.23
		Supplies and Materials:	\$12,392.81

### Program Goal

- Provide high-quality supplemental Pre-K through 5 teacher content and pedagogy training on early childhood campuses, K through 8 campuses, and elementary campuses.

### Program Outcomes

- As shown in **Table 1, ECD**, the staff role with the highest number of duplicated participants was Teacher (n=26,010), followed by Other (n=2,198), and Principal/Assistant Principal (n=362).

Table 1, ECD. Training Completed by HISD District Role and School Office, 2020–2021						
School Office	Principal/Assistant Principal		Teacher		Other*	
	N	%	N	%	N	%
Achieve 180	36	9.9	1,657	6.4	56	2.5
East	68	18.8	4,117	15.8	102	4.6
North	84	23.2	5,366	20.6	160	7.3
Northwest	43	11.9	2,993	11.5	125	5.7
South	65	18.0	4,697	18.1	144	6.6
Special Education	0	0.0	6	0.0	0	0.0
West	56	15.5	5,813	22.3	545	24.8
Not assigned**	10	2.8	1,361	5.2	1,066	48.5
<b>Duplicated Total (N)</b>	<b>362</b>	<b>100.0</b>	<b>26,010</b>	<b>100.0</b>	<b>2,198</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021; SY2021 Training Data

Note: \*means that other includes librarians, custodians, etc.

\*\*means that HISD staff were not assigned to a campus within a specific school office.

### Recommendation

The Elementary Curriculum and Development program provided supplemental professional development training to HISD PK–5 teachers. Following the completion of a professional development session, a teacher participant is asked to provide feedback on the training received. To gain a clear picture of how the program impacts teacher classroom practice, it is recommended that feedback be incorporated into future evaluations of the program.



## Family and Community Engagement (FACE)

### Program Description

The Family and Community Engagement (FACE) were programs focused on families as valuable partners in preparing students to succeed in college, career, and beyond. Building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning provides a research-based framework to create opportunities for families to interact with school and district personnel in a positive and meaningful manner, while building capacity for advocacy and active participation in the educational journey of HISD students.

Funds also covered salaries for 17 FACE Staff, 11 ATM program managers and 5 ROSES program managers.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$2,175,541.17	Capital Outlay:	\$2,658.15
Expenditures:	\$1,533,199.78	Contracted Services:	\$16,543.90
Allocation Utilized:	70.5 percent	Other Operating Expenses:	\$840.38
		Payroll:	\$1,489,809.30
		Supplies and Materials:	\$23,348.05

### Program Goals

- To support student academics and literacy by increasing effective family and community engagement, building a districtwide support network, and strengthening school-family-community partnerships.

### Program Outcomes

- The programs administered through FACE Family Friendly School program were the Ascending to Men program (ATM) and the Resilient Outstanding Sisters Exemplifying Success (ROSES) program which provided workshops to parents and students and supported campuses through community events and resources impacting 36,821 families and 2,931 students in grades 3–12.

### Recommendations

FACE provided Title I, Part A funding to expand teacher and parent engagement in support of student learning. To continue the trend of increased parent participation, it is recommended that FACE and ROSES continue to be developed, evaluated, and refined to meet HISD goals of engaging parents to support student academic achievement. Parent engagement levels are recorded by the 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 accurately reflect the level of school-parent interaction.

## Fine Arts

### Program Description

The Fine Arts Department used Title IV, Part A funds, in collaboration with the Department of Social Emotional Learning (SEL), to develop strong social emotional competencies in students as measured and reflected in data collected through student surveys, attendance data, discipline data and reported through a platform created to measure students' successful SEL competencies. Competency development was written into fine arts disciplines and health/physical education curricula. District staff and teachers received SEL competency training and developed strategies for student engagement and learning.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$550,000.00	Capital Outlay:	\$189,199.83
Expenditures:	\$529,740.10	Contracted Services:	\$55,368.00
Allocation Utilized:	96.3 percent	Other Operating Expenses:	
		Payroll:	\$44,824.83
		Supplies and Materials:	\$240,347.44

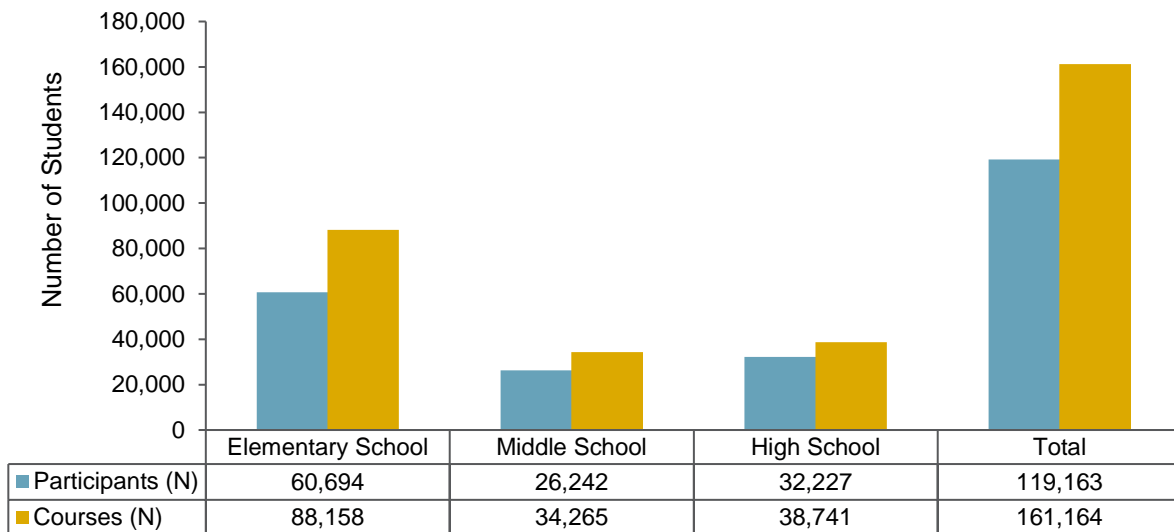
### Program Goal

- Provide Fine Arts teachers with the appropriate teaching strategies where Fine Arts students will see a five-percentage point increase in both reading and math scores as measured by state DLA.

### Program Outcomes

- As shown in Figure 1, FA, elementary schools had the largest number of participants (n=67,595) in fine arts courses (n=76,552) in 2020–2021.

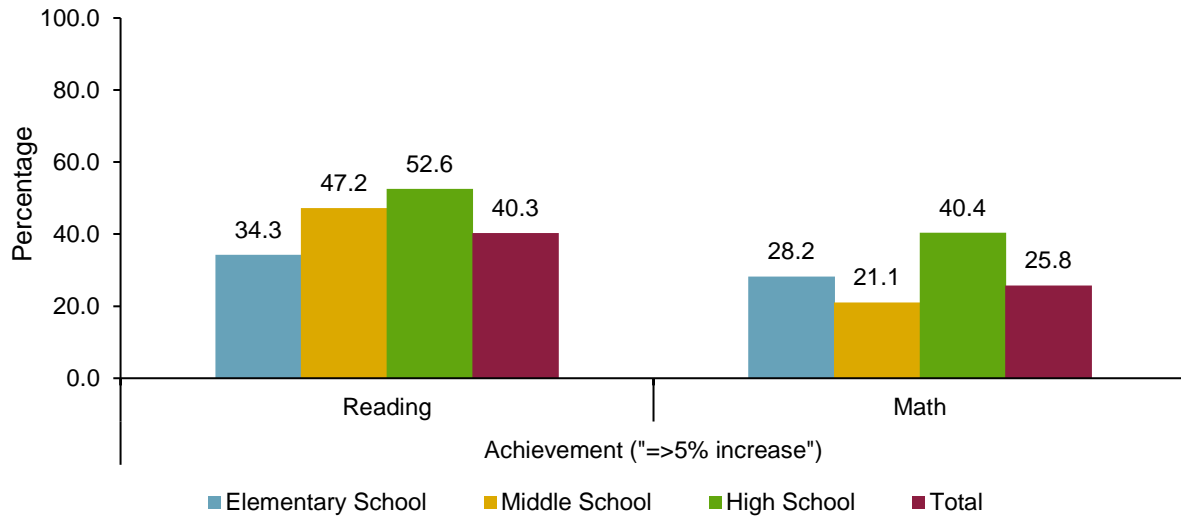
**Figure 1, FA. Number of Students who took Fine Arts Courses by Campus Grade Level, Fall 2020**



Source: Campus Information List, 2020–2021; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020–2021; 2020–2021\_Fine Arts course taking\_October 28, 2021; DLA December 2019 data REV 0520; DLA December 2020 data REV 0221

Note: The funding for courses was not distinguished between those paid through general funds or Title, IV, Part A funds.

**Figure 2, FA. Percentage of Fine Arts students that achieved a five percent increase in correct responses on DLA Reading and Math from Fall 2019 to Fall 2020**



Source: Campus Information List, 2020–2021; Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2020–2021; 2020–2021\_Fine Arts course taking\_October 28, 2021; DLA December 2019 data REV 0520; DLA December 2020 data REV 0221

Note: The funding for courses was not distinguished between those paid through general funds or Title, IV, Part A funds.

### Recommendations

In 2020–2021, the Fine Arts program provided opportunities for students to participate in fine arts curriculum content, also known as enrichment core courses for Fine Arts. Information on specific activities funded by Title IV, Part A was not easily discernible among all activities provided by the HISD Fine Arts Department. The results should be viewed with caution. To get a clearer picture of the Title IV, Part A Fine Arts program activities during the school year, it is recommended that the program collect information on student participation in activities funded specifically by Title IV, Part A.

## Fine Arts – Dogan ES

### Program Description

*An updated description of services provided by the Fine Arts – Dogan ES program, funded by Title IV, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$110,000.00	Capital Outlay:	
Expenditures:	\$76,715.85	Contracted Services:	
Allocation Utilized:	69.7 percent	Other Operating Expenses:	
		Payroll:	\$66,231.60
		Supplies and Materials:	\$10,484.25

### Program Goal

- Not available at time of reporting.

### Program Outcomes

- Not available at time of reporting.

### Recommendations

Not available at time of reporting.

## Fine Arts – Woodson ES

### Program Description

*An updated description of services provided by the Fine Arts – Woodson ES program, funded by Title IV, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$154,180.00	Capital Outlay:	
Expenditures:	\$150,874.26	Contracted Services:	
Allocation Utilized:	97.9 percent	Other Operating Expenses:	
		Payroll:	\$150,874.26
		Supplies and Materials:	

### Program Goal

- Not available at time of reporting.

### Program Outcomes

- Not available at time of reporting.

### Recommendations

Not available at time of reporting.

## Home Instruction for Parents of Preschool Youngsters (HIPPY)

### Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an international, school readiness, and early literacy program that offers educational enrichment opportunities to parents and children from disadvantaged backgrounds in the Houston Independent School District (HISD). HIPPY utilizes a home-based, family-focused model to help parents prepare their children for academic success before enrolling in school. Targeted parents have preschool children ages two to five years old.

### Budget and Expenditures

Funds from Title I, Part A

Budgeted:	\$917,413.00	Capital Outlay:	
Expenditures:	\$671,335.83	Contracted Services:	\$40,354.60
Allocation Utilized:	73.2 percent	Other Operating Expenses:	\$13,471.09
		Payroll:	\$578,144.18
		Supplies and Materials:	\$39,365.96

### Program Goal

Desired outcomes of the program were (1) improved school readiness of children; (2) increased home literacy; (3) increased family participation in home-based educational activities; (4) identification of mental and physical delays in children; and (5) identification of social and emotional delay in children.

### Program Outcomes

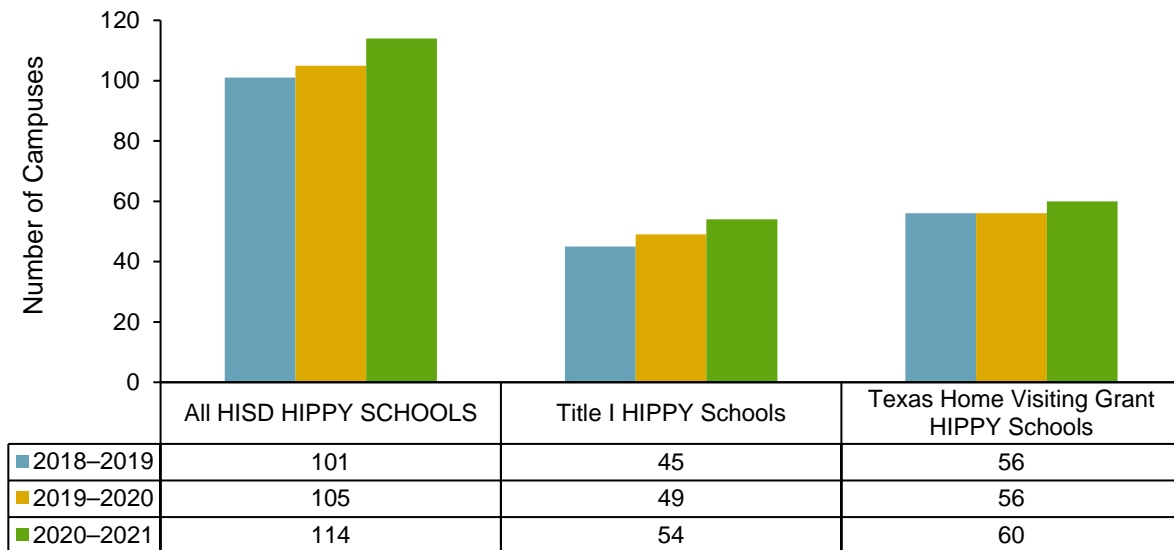
- As shown in **Table 1, HIPPY**, 125 of 554 HISD students (22.6 percent) had parents that participated in HIPPY through a campus funded by Title I, Part A.

Table 1, HIPPY. Number of Students Whose Parents Participated in HIPPY By Campus Description, 2020–2021		
HIPPY Campus Description	Children of HIPPY Participants	
	(N)	(%)
Texas Home Visiting Grant Campus	429	77.4
Title I Campus	125	22.6
<b>Total</b>	<b>554</b>	<b>100.0</b>

Source: HIPPY Campus List 2020–2021

- As shown in Figure 1, HIPPY (p. 50), there were a total of 114 HISD campuses that provided HIPPY services to parents of preschool children. Of the 114 HISD campuses, 54 were funded by Title I, Part A.

**Figure 1, HIPPY. Number of HIPPY campuses, by Title I and Texas Home Visiting Grant, 2018–2019 through 2020–2021**



Source: HIPPY Campus List 2020–2021

**Recommendations**

The HIPPY program offered educational enrichment opportunities to parents and their children who attended an HISD school during the 2019–2020 school year. Parental involvement is expected to be associated with positive academic results (Bierman, Morris, & Abenavoli, 2017). The number of Title I, Part A funded HIPPY sites on HISD campuses increased from the 2019–2020 school year to the 2020–2021 school year (49 and 54, respectively). Since assessment results can be associated with program participation and a greater number of HISD campuses operate a Title I, Part A funded HIPPY site, it is recommended that every effort is made to expand the program to more campuses to meet the needs of additional parents and students.

## Homeless

### Program Description

The Homeless Children / Student Assistance Services staff support all program activities with funding from both Title I, Part A, and Title IV, Part A. Over 3,000 students were identified as living in a homeless situation during the 2020–2021 school year (based on Fall PEIMS uploaded January 21, 2021).

#### *Title I, Part A*

The activities associated with the program during the 2020–2021 school year included assistance with enrollment, uniforms, shoes, undergarments, non-school related clothing, toiletries, backpacks and supplies, transportation, food distribution, and crisis outreach services because of the Covid–19 pandemic.

#### *Title IV, Part A*

The department incorporates the use of compliance analysts and outreach workers to assist campuses in matters of attendance and dropout prevention. Title IV, Part A funds were used for the planning and implementation of programs that address the needs of students at risk for school failure due to non-academic indicators. Program staff partner with district and campus staff to provide resources and strategies to at-risk students to enable them to graduate from high school.

### Budget and Expenditures

#### Title I, Part A funds

Budgeted:	\$457,503.00	Capital Outlay:	
Expenditures:	\$315,015.17	Contracted Services:	
Allocation Utilized:	68.9 percent	Other Operating Expenses:	
		Payroll:	\$216,785.17
		Supplies and Materials:	\$98,230.00

#### Title IV, Part A funds

Budgeted:	\$255,017.00	Capital Outlay:	
Expenditures:	\$183,805.56	Contracted Services:	
Allocation Utilized:	72.1 percent	Other Operating Expenses:	
		Payroll:	\$183,805.56
		Supplies and Materials:	

### Program Goal

- The mission of HISD's Homeless Children / Student Assistance Services program is to remove barriers to school attendance for students experiencing homelessness.
- Increase the graduation rates for students experiencing homelessness.

### Program Outcomes

- An observable outcome for the removing of barriers to school attendance is perfect attendance. As shown in **Table 1, H.** (p. 53), 13.8 percent of all HISD students identified as homeless during the 2020–2021 school year had perfect attendance, by comparison, 26.3 of all non-homeless HISD students attended all possible days of instruction.



- Of grade levels with greater than five students, grade 12 homeless HISD students had the highest percentage of students with perfect attendance (24.0 percent), followed by grade 10 (20.8 percent), and grade 9 (16.2 percent) (Table 1, H.).

Grade Level	Homeless			Non-Homeless		
	Total (N)	(N)	(%)	Total (N)	(N)	(%)
Early Education	*	*	*	263	125	47.5
Pre-K	389	44	11.3	10,370	1,832	17.7
Kindergarten	263	27	10.3	13,396	2,789	20.8
01	198	20	10.1	14,564	3,105	21.3
02	175	20	11.4	14,714	3,326	22.6
03	177	26	14.7	15,262	3,969	26.0
04	173	16	9.2	15,426	4,025	26.1
05	110	16	14.5	15,767	4,190	26.6
06	315	41	13.0	12,950	3,140	24.2
07	221	32	14.5	13,236	3,011	22.7
08	234	25	10.7	13,660	3,219	23.6
09	327	53	16.2	14,597	4,738	32.5
10	183	38	20.8	13,768	4,811	34.9
11	187	29	15.5	12,380	4,433	35.8
12	192	46	24.0	11,743	3,885	33.1
<b>Total</b>	<b>3,147</b>	<b>434</b>	<b>13.8</b>	<b>192,096</b>	<b>50,598</b>	<b>26.3</b>

Source: 2020–2021 Fall PEIMS

Note: \*Fewer than five students identified as homeless.

### Recommendations

The Homeless Children / Student Assistance Services program provided multiple services to support children in gaining and maintaining access to the educational opportunities that will help them to succeed in school. Despite the services available, the district's homeless students continued to lag behind their peers in attending all available days of instruction. Graduation status for 2020–2021 HISD students was not available for this report. It is recommended that the program continue to receive support to meet the extensive needs of homeless students in the district.

## HR Business Partners

### Program Description

The HR Business Partners program worked to ensure compliance with Texas Education Agency (TEA) teacher, campus administrator, and paraprofessional certification regulations by reviewing the credentials of prospective new hires and existing personnel. The program incorporated several tracking and audit strategies to ensure compliance.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$82,161.96	Capital Outlay:	
Expenditures:	\$45,113.99	Contracted Services:	
Allocation Utilized:	54.9 percent	Other Operating Expenses:	
		Payroll:	\$45,113.99
		Supplies and Materials:	

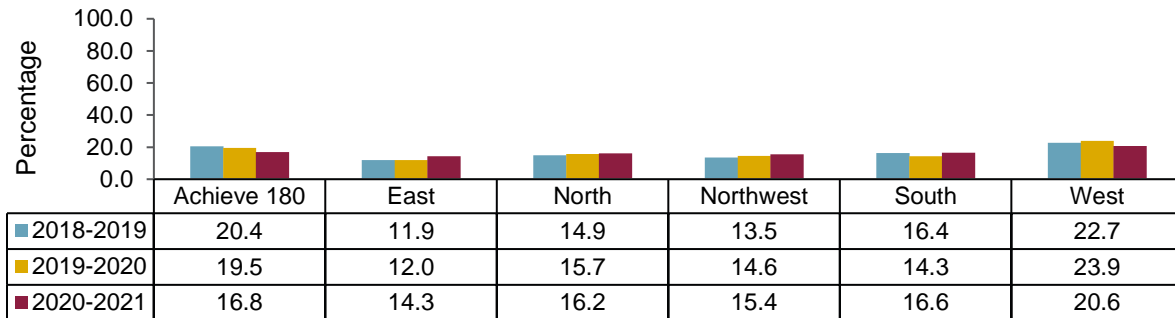
### Program Goal

- Assist the district to ensure every school, hires and maintains qualified educators.

### Program Outcomes

- As shown in **Figure 1, HR Partners**, the West school office had the highest percentage of educators receive a minimum of one qualification followed by the Achieve 180 school office (20.6 percent and 16.8 percent, respectively).

**Figure 1, HR Partners. Percentage of Teachers Who Received Qualifications By School Office, 2018–2019 through 2020–2021, by School Office\***



Source: Teacher Diversity-Degrees-Qualifications 2018–2019 through 2020–2021

Note: \*Special Education School Office had less than one percent of teachers receiving certifications.

### Recommendations

The HR partners program supported teachers and paraprofessionals to achieve a minimum of one new valid qualification in 2020–2021. The highest percentage of educators receiving the minimum of one new qualification were assigned to campuses in the West school office (20.6 percent). It is recommended that the program continue to encourage HISD educators to meet TEA teacher and paraprofessional certification requirements.

## Interventions Assistance Team (IAT)

### Program Description

The Interventions Office worked to improve student performance through the building of effective Intervention Assistance Teams (IATs) on campuses that created systems for foundational literacy, math, and behavioral interventions. The Interventions department provided staff to assist campuses with developing and maintaining effective interventions for students in need. The IAT Managers also assisted with ensuring that schools had designated Interventions Assistance Team members that meet regularly to review students' data and identify tools and strategies to best meet their needs.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$900,064.00	Capital Outlay:	
Expenditures:	\$700,339.01	Contracted Services:	
Allocation Utilized:	77.8 percent	Other Operating Expenses:	
		Payroll:	\$700,339.01
		Supplies and Materials:	

### Program Goal

- Provide tools to teachers in the form of professional development to increase the achievement of students that struggle academically.

### Program Outcomes

- A total of 971 HISD staff members participated in IAT-funded professional development during the 2020–2021 school year (**Table 1, IAT**).

Table 1, IAT. Duplicated Number of Participants* in IAT-funded Professional Development Training, 2020–2021 (n=971)		
Course Description	Participants	
	(N)	(%)
IO_ Reading by Design_Virtual	445	28.7
IO_ Building the Intervention Instructional Framework Using Data and Resource (Elementary Reading)	28	1.8
IO_ Corrective Reading Professional Development New Teachers-McGraw Hill	37	2.4
IO_ Focused Reading Intervention Professional Development	50	3.2
IO_ Intervention Assistance Team Liaisons Rtl/IAT PowerSchool Training	257	16.6
IO_ Interventions Office Progress Monitoring Training	395	25.5
IO_ Read to Achieve Professional Development New Teachers-McGraw Hill	36	2.3
IO_ Texas Middle School Fluency Assessment: Implementation, Scoring and Data Interpretation	304	19.6
<b>Total</b>	<b>1,552</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021; SY2021 Training Data  
 Note: \*Participants include principals, assistant principals, and teachers.

- As shown in Table 1, IAT, the IAT-funded course with the largest number of participants (n=445) and the highest percentage of all participants (28.7 percent) was the course entitled Reading by Design\_Virtual.

**Recommendations**

The Interventions Office / Special Populations program used Title II, Part A, and Title IV, Part A funding to provide professional development to campus and district staff to support student learning through Response to Intervention. The IAT program provided a total of 8 professional development opportunities to an unduplicated total of 971 HISD campus staff members. It is recommended that the program continues to offer professional development to teachers and campus leadership to provide HISD students the supports needed for academic success.

## Lead Principal

### Program Description

The Lead Principal program used Title II, Part A funds to provide an on-the-job coaching support system by partnering effective sitting principals with new, developing and/or experienced principals working at improvement required schools. Lead Principals demonstrated instructional leadership and operational efficiency in educational settings like the schools being supported.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$334,463.00	Capital Outlay:	
Expenditures:	\$346,906.96	Contracted Services:	
Allocation Utilized:	103.7 percent	Other Operating Expenses:	
		Payroll:	\$346,906.96
		Supplies and Materials:	

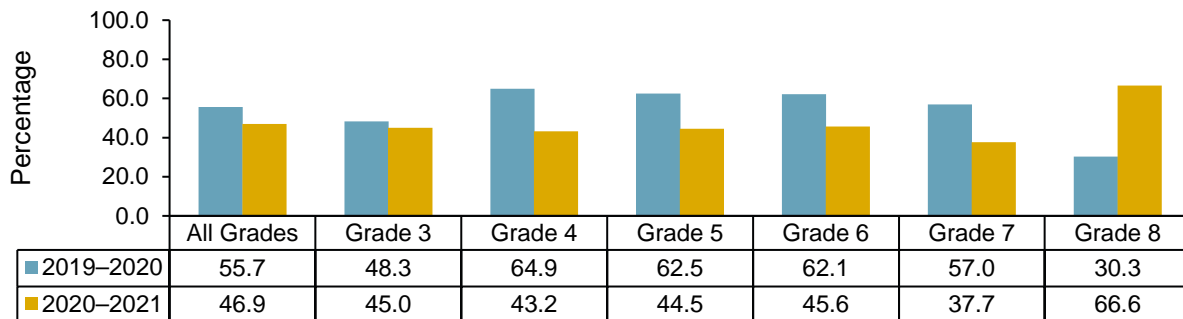
### Program Goal

Lead Principal program provided guidance, modeling, coaching, and reflective practices to increase the academic progress of students.

### Program Outcomes

- As shown in **Figure 1, LP**, grade 8 was the only grade in 2020–2021 to show an increase in the percentage of students performing At or Above the Approaches grade level when compared to 2019–2020 (66.6 percent and 30.3 percent, respectively). These results could have been mitigated by the Covid-19 pandemic.

**Figure 1, LP. Percentage of HISD Students Who Performed At or Above the Approaches Grade Level Standard on DLA Reading Tests, 2019–2020 and 2020–2021**



Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221  
 Note: English and Spanish version results combined.

### Recommendations

In 2020–2021, the Lead Principal program used Title II, Part A funds to provide mentorship by partnering experienced principals with less experienced principals. When comparing 2020–2021 to 2019–2020 on the DLA reading tests, only grade 8 experienced an increase in the percentage of test takers who achieved At or Above the Approaches Grade Level standard (66.6 percent and 30.3, respectively). These results could have been mitigated by the Covid-19 pandemic. It is recommended that program continue to support less experienced principals to increase student academic achievement.

## lead4ward

### Program Description

*An updated description of services provided by the lead4ward program, funded by Title II, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$244,509.00	Capital Outlay:	
Expenditures:	\$206,400.00	Contracted Services:	\$206,400.00
Allocation Utilized:	84.4 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

### Program Goal

- Not available for this report.

### Program Outcomes

- Not available for this report.

### Recommendation

Not available for this report.

## Leadership Development

### Program Description

*An updated description of services provided by the Leadership Development program, funded by Title II, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$1,338,813.99	Capital Outlay:	\$9,275.50
Expenditures:	\$903,731.25	Contracted Services:	\$76,806.53
Allocation Utilized:	67.5 percent	Other Operating Expenses:	\$3,820.00
		Payroll:	\$787,586.26
		Supplies and Materials:	\$26,242.96

### Program Goal

- Not available for this report.

### Program Outcomes

- Not available for this report.

### Recommendations

Not available for this report.

## On-Time Grad Academy

### Program Description

On-Time Grad Academy was a program that used Title II, Part A funds to help prepare every scholar for on-time graduation by engaging them in an accelerated curriculum and personalized learning path to success.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$329,610.00	Capital Outlay:	
Expenditures:	\$311,397.09	Contracted Services:	\$49,569.59
Allocation Utilized:	94.5 percent	Other Operating Expenses:	\$1,470.00
		Payroll:	\$255,380.69
		Supplies and Materials:	\$4,976.81

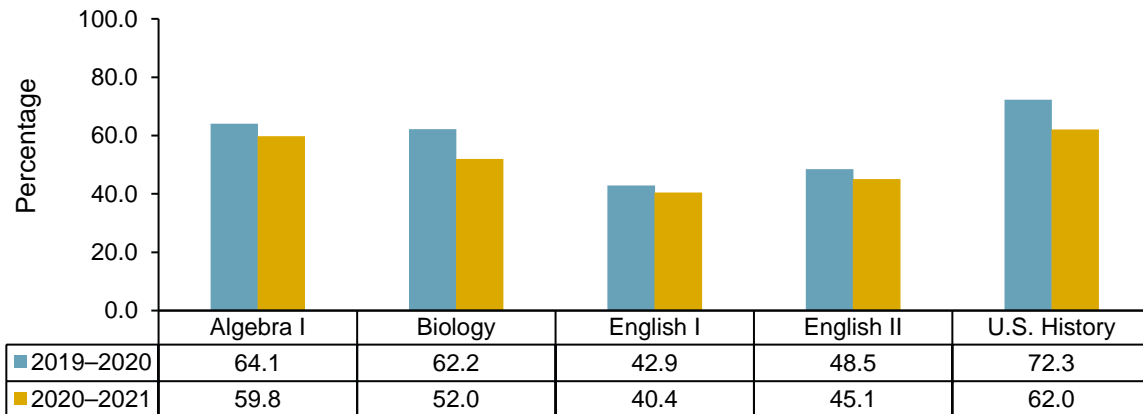
### Program Goal

- Increase student achievement on End-of-Course (EOC) subject assessments.

### Program Outcomes

- As shown in **Figure 1, OT**, achievement on all EOC subject tests experienced a decline in the percentage of test-takers who achieved at or above the Approaches grade level standard. This decline in achievement could be explained by the Covid-19 pandemic.

**Figure 1, OT. Percentage of HISD Students\* Who Performed At or Above the Approaches Grade Level Standard on DLA EOC Tests, 2019–2020 through 2020–2021**



Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221

Note: English and Spanish version results combined.

\*means that results on DLA results for all HISD students, identifiers for at-risk students was not available.

### Recommendations

In 2020–2021, the On-Time Grad Academy provided support to students identified at-risk of not graduating to meet district standards on course grades and EOC subject tests. District practices and procedures in reaction to the Covid-19 pandemic could explain the decline of achievement on EOC subject tests when comparing 2020–2021 to 2019–2020. It is recommended that the program provide future researchers with information on student participants to give a clearer picture of how the program performs in subsequent years.



## Overage

### Program Description

The Overage / Intervention program was designed to address the needs of overage middle school students by providing an opportunity for them to participate in accelerated rigorous instruction with the goal of reuniting the students with their cohorts. This program was managed by the Office of Special Populations. Campuses identified students, designate time in their schedules to engage in these courses and communicate course completion with Special Populations Office as well as other central office stakeholders.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$644,098.00	Capital Outlay:	\$4,196.00
Expenditures:	\$429,726.07	Contracted Services:	\$181,500.00
Allocation Utilized:	66.7 percent	Other Operating Expenses:	\$439.04
		Payroll:	\$233,294.59
		Supplies and Materials:	\$10,296.44

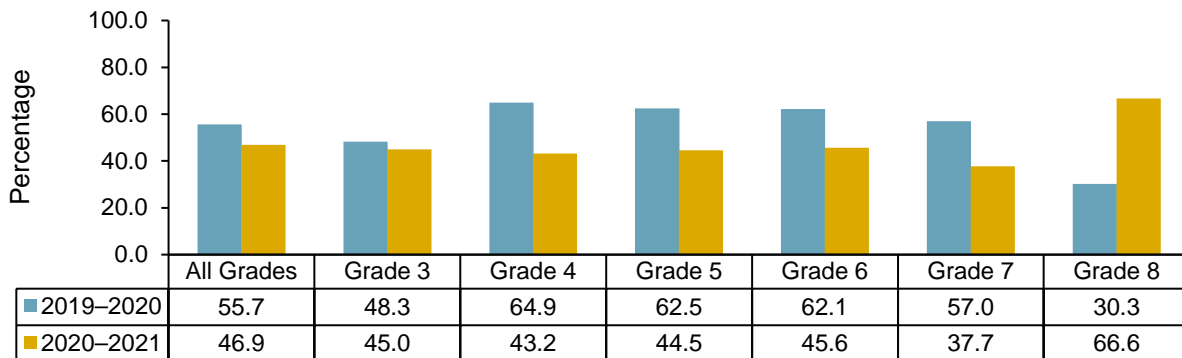
### Program Goal

- One goal is to improve academic performance in reading on the state assessment for overage students.

### Program Outcomes

- As shown in **Figure 1, OA**, only grade 8 test-takers experienced an increase in the percentage that achieved at or above the Approaches Grade Level standard.

**Figure 1, OA. Percentage of HISD Students\* Who Performed At or Above the Approaches Grade Level Standard on DLA Reading Tests, 2019–2020 and 2020–2021**



Source: DLA December 2019 data REV 0520; DLA December 2020 data REV 0221

Note: English and Spanish version results combined.

\*means that results on DLA reading are for all HISD students, identifiers on affected overage students was not available.

### Recommendation

The Overage / Intervention program provided support to campus staff to have middle school students, who are not at the appropriate academic level, to rejoin their class cohort at participating campuses in 2020–2021. District practices and procedures in reaction to the Covid-19 pandemic could explain the decline of achievement on the DLA reading tests when comparing 2020–2021 to 2019–2020. It is recommended that the program provide future researchers with information on student participants to give a clearer picture of how the program performs in subsequent years.

## Panorama

### Program Description

Panorama was a program that used Title IV, Part A funds to support a collaboration between the Fine Arts Department and the Department of Social Emotional Learning (SEL) in the development of strong social emotional competencies in students measured and reflected in outcomes collected through student surveys, attendance data, and discipline data.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$551,628.00	Capital Outlay:	\$269,408.69
Expenditures:	\$445,908.69	Contracted Services:	\$176,500.00
Allocation Utilized:	80.8 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

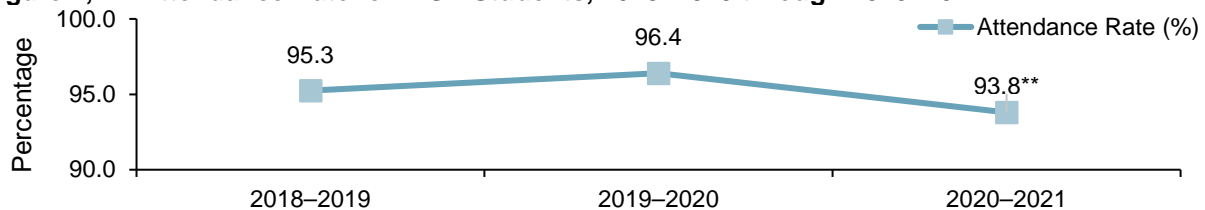
### Program Goal

- District staff and teachers received SEL Competency training and developed strategies for student engagement and learning.
- Students will decrease negative behaviors by 6%, increase attendance by 5% and increase SEL Competency understanding by 5%.

### Program Outcomes

- Outcome data was not available for all the stated goals of the program.
- 2020–2021 had students receiving academic instruction either face-to-face or remotely, absence data was available only for students that received face-to-face instruction. As shown in **Figure 1, P**, there was a decline in the attendance rate in 2020–2021 when compared to 2019–2020 (93.8 percent and 96.4 percent, respectively).

**Figure 1, P. Attendance Rate for HISD Students, 2018–2019 through 2020–2021\***



Source: ADA 18–19; ADA 19–20; and SIS ad hoc 20–21

Note: \*means that absence data for 2020–2021 was only available for students that received in-person instruction.

\*\*students were enrolled a minimum of 100 days during the 2020–2021 school year.

### Recommendations

2020–2021 was the first year of the Panorama program implementation. It is recommended that the program provide future researchers with information on both teacher participation in professional development and student program participants to give a clearer picture of how the program performs in subsequent years and to determine whether the program met its goals and objectives.

## Police

### Program Description

The Police program, also known as the HISD C.O.R.E. (Community Outreach Responsive Engagement) unit/program was designed to educate our students through community policing to reduce crime and increase the safety of all within the district. Utilizing the collective community approach to policing, the HISD CORE Unit partnered with multiple stakeholders throughout the city and district to serve all HISD students. The Police program provided an array of special events, programs, and presentations to the community with an emphasis on fostering positive youth relationships. Some of the programs that the CORE Unit offered was High Five Friday, Coffee With A Cop, D.A.R.E. Reading with a Cop, Kickin It With CORE Lunch Time Mentoring program, and Mentorship Mondays (Small Group Mentoring).

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$800,000.00	Capital Outlay:	\$22,991.44
Expenditures:	\$177,757.38	Contracted Services:	\$50,994.13
Allocation Utilized:	22.2 percent	Other Operating Expenses:	
		Payroll:	\$50,284.14
		Supplies and Materials:	\$53,487.67

### Program Goal

- The goal of the program was to bridge the gap between police and communities through service.

### Program Outcomes

- As shown in **Figure 1, P**, Safe Schools Visit had the highest number of events (n=272), while Food Distribution had the highest number of participants and the highest average number of participants (91,598 and 1,477, respectively).

Event Name	Events (N)	Total Participants (N)	Average Participants (N)
School Opening/Closing	136	7,286	54
Safe Schools Visit	272	7,546	28
Coffee with a Cop	9	228	25
Lunch with a Cop	12	1,209	101
Presentations	61	3,963	65
High Five Fridays	30	6,045	202
Food Distribution	62	91,598	1,477
Career Day	8	626	78
Storytime	63	4,953	79
Mentoring	58	599	10
S.B.30/TAPS Meeting	143	3,808	27
Zoom/TEAMS Meeting	28	652	23
Outreach Events/Home Visits	32	5,259	164

Source: Houston ISD Police Department, June 2, 2021

### Recommendations

2020–2021 was the first year of the Police program implementation. It is recommended that the program provides future researchers with information on student program participants to give a clearer picture of how the program performs in subsequent years.

## Positive Behavioral Intervention and Support (PBIS)

### Program Description

The Houston Independent School District (HISD) supports the research-based framework, Positive Behavior Interventions, and Supports (PBIS). The health, safety, social and emotional well-being remain priorities for this district and PBIS implementation will help campus leaders provide a solid foundation for implementing behavior support for students. Campuses benefitted from these activities including: Ashford ES, Revere MS, McReynolds, MS, Young ES, and Wheatley HS.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$800,000.00	Capital Outlay:	\$28,727.30
Expenditures:	\$268,985.31	Contracted Services:	\$10,432.83
Allocation Utilized:	33.6 percent	Other Operating Expenses:	\$1,750.00
		Payroll:	\$169,634.43
		Supplies and Materials:	\$58,440.75

### Program Goal

- To reduce the rate of in-school suspensions and out-of-school suspensions on campuses supported by the PBIS program.

### Program Outcomes

- As shown in **Table 1, PBIS**, school year 2020–2021 was significantly impacted by the Covid-19 pandemic which also impacted the schools reporting of discipline data.

Campus Number	Campus Short Name	In-School Suspension			Out-of-School Suspension		
		2018-2019 (N)	2019-2020 (N)	2020-2021 (N)	2018-2019 (N)	2019-2020 (N)	2020-2021 (N)
18	Wheatley HS	49	313	4	418	273	1
60	Revere MS	556	249	2	660	522	60
62	McReynolds MS	463	63	*	321	305	*
247	Young ES	7	0	*	34	10	*
273	Ashford ES	0	1	*	1	4	*

Source: Disciplinary Actions TEA 1819,1920, and 2021

Note: \* means no discipline data available.

### Recommendation

The PBIS program supported staff on identified campuses in 2020–2021 to decrease the rates of in-school and out-of-suspensions. Discipline data were limited by the Covid-19 pandemic. It is recommended that the PBIS program continue to support staff to further decrease the rates of in-school and out-of-school suspensions on participating campuses.

## Post-Secondary

### Program Description

The Post-Secondary program initiative is designed to increase opportunities for HISD students to take rigorous advanced course work and to increase the number of students earning Advanced Placement (AP) scores that could make them eligible for college course credit or advanced placement. The program was administered through the Postsecondary Programming Department and provided Pre-AP and AP training to HISD staff members. The 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. This initiative also launched weekly virtual tutoring sessions open to all students in the district; Master AP Teachers identified through this initiative facilitated the tutorials.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$195,733.00	Capital Outlay:	
Expenditures:	\$138,576.70	Contracted Services:	
Allocation Utilized:	70.8 percent	Other Operating Expenses:	
		Payroll:	\$138,576.70
		Supplies and Materials:	

### Program Goal

- Provide HISD teachers with training in promoting AP course taking and test taking to HISD students.
- Increase student AP scores that could make them eligible for college course credit or advanced placement.

### Program Outcomes

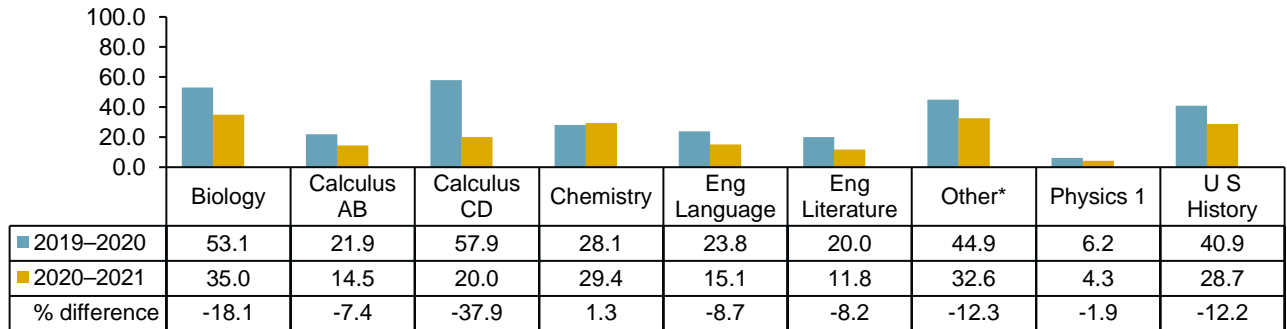
- As shown in **Table 1, PS**, an unduplicated count of 408 HISD teachers completed a total of 856 training courses.

Table 1, PS. Number of teacher participants in AP courses, 2020–2021 (N=408)	
Course Description	Participants (N)
AP_ Advanced Placement (AP) Coordinators 6-12	70
AP_ Advanced Placement English Literature and Composition Teachers PLC	15
AP_ Advanced Placement Teachers PLC	705
AP_ Effective Instructional Strategies for Advanced Placement and IB DP/CP Courses	20
AP_ Advanced Placement Basics	46
<b>Total</b>	<b>856</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021; SY2021 Training Data

- As shown in **Figure 1, PS**, of all AP test taken in 2020–2021, only chemistry had a higher percentage of test-takers who scored three or higher when compared to 2019–2020 (29.4 percent and 28.1 percent, respectively).

**Figure 1, PS. Percentage of test-takers who scored 3 or higher on AP test, 2019–2020 and 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A, Centralized Program Manager Survey, 2021; 2019–2020 and 2020–2021 AP Exam Data

Note: \*means other includes art history, drawing, seminar, etc.

### Recommendations

2020–2021 was the first year of the Post-Secondary program implementation. Only chemistry test-takers experienced an increase in the percentage that received college credit from 2019–2020 to 2020–2021 (28.1 percent and 29.4 percent, respectively). It is recommended that the program provide future researchers with information on teachers who received professional development to link to student AP outcomes to give a clearer picture of how the program performs in subsequent years.

## Private Non-Profit Schools

### Program Description

Eligible Houston area private non-profit (PNP) schools elected to receive equitable services through Title I, Part A; Title II, Part A; and Title IV, Part A federal programs in HISD. For the 2020–2021 school year, 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 2020–2021 school year, the number of campuses served, and the provided services were differentiated by the funding source (Title I, Part A; Title II, Part A; or Title IV, Part A).

### Budget and Expenditures

Title I, Part A funds (not available for report)

Budgeted:	\$2,120,336.00	Capital Outlay:	
Expenditures:	\$1,445,770.25	Contracted Services:	\$1,445,770.25
Allocation Utilized:	68.2 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title II, Part A funds

Budgeted:	\$843,442.08	Capital Outlay:	
Expenditures:	\$285,994.76	Contracted Services:	\$285,994.76
Allocation Utilized:	33.9 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title IV, Part A funds

Budgeted:	\$290,194.15	Capital Outlay:	
Expenditures:	\$28,469.87	Contracted Services:	\$28,469.87
Allocation Utilized:	9.8 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

### Program Goal

- The Private Non-profit program manages contractors that provide equitable Title I, Part A; Title II, Part A; and Title IV, Part A services to eligible private non-profit schools within HISD attendance boundaries. The primary goal is to positively impact student achievement so that all children, especially those who are failing or at risk of failing, are allowed to obtain a high-quality education.

### Program Outcomes

#### Title I, Part A

- Twenty–seven private non-profit schools within HISD boundaries received instructional services through Catapult Learning, including instructional sessions delivered 1–2 days a week.

- Beginning in September, Catapult Learning provided remote learning instruction to continue serving students. At mid-year, 74 percent of students demonstrated assessment gains in reading and 80 percent in math.

#### Title II, Part A

- Catapult Learning hosted onsite capacity-building seminars that were designed to equip educators with tools and techniques to help encourage student achievement.
- Title II, Part A funded Professional Development services to 25 schools within HISD attendance boundaries in 2020–2021.
- Professional Development Title II, Part A Workshop services were provided to 19 schools within HISD attendance boundaries in 2020–2021.

#### Title IV, Part A

- Title IV, Part A funds provided 26 STEM instructional sessions to students using Title IV, Part A funds during the 2020–2021 school year. Additionally, 804 students participated in instructional sessions during the summer 2021 program to ten schools within the boundaries of HISD.

#### **Recommendations**

The Private Non-Profit program and Catapult Learning supported students at Private Non-Profit schools within HISD boundaries in 2020–2021. The program provided instructional support to students and professional development training to teachers at participating campuses. It is recommended that program continue to support private non-profit schools.



## Professional Development

### Program Description

The Professional development program provided job-embedded coaching and professional learning communities that facilitated knowledge and skill development for teachers to accelerate implementation of effective practices in planning and instruction to positively impact students. The supports were focused on the highest need campuses identified by student performance, staff performance and other data.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$530,232.00	Capital Outlay:	
Expenditures:	\$0.00	Contracted Services:	
Allocation Utilized:	0.0 percent	Other Operating Expenses:	
		Payroll:	
		Supplies and Materials:	

Title II, Part A funds

Budgeted:	\$1,933,563.62	Capital Outlay:	\$20,487.76
Expenditures:	\$1,405,615.65	Contracted Services:	\$61,696.17
Allocation Utilized:	72.7 percent	Other Operating Expenses:	\$425.00
		Payroll:	\$1,316,442.64
		Supplies and Materials:	\$6,564.08

### Program Goal

- To give campus academic staff the strategies through professional development to support the academic needs of students.

### Program Outcomes

- A total of 72 HISD campus principal / assistant principals took part in a total of 337 professional development courses funded through the Professional Development program (**Table 1, PD**).

Table 1, PD. Number of Professional Development courses by Role, 2020–2021			
Job Title	Participants (N)	Courses (N)	Average Courses (N)
Principal / Assistant Principal	72	337	4.7
Teacher	4,538	26,906	5.9
Other*	345	2,677	7.8
<b>Total</b>	<b>4,955</b>	<b>29,920</b>	<b>6.0</b>

Source: SY2021 Training Data

Note: \*other includes librarians, counselors, etc.

### Recommendations

In 2020–2021, the Professional Development program provided training to HISD campus staff. This training provided strategies to campus staff to improve student academic achievement. It is recommended that the program continues to support efforts to improve student academic outcomes.

## Project Explore

### Program Description

Project Explore was designed to equip middle school students with the experiences and skills necessary to make informed decisions as they navigate their secondary and post-secondary education and career pathways. The program provided funds to pay for one senior manager, one manager, and six advisor salaries, extra duty pay for the curriculum advisory council, college and industry visits, and intensive professional development for advisors. The summer camp included industry visits around Houston and an out of state college tour.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$1,238,356.07	Capital Outlay:	
Expenditures:	\$743,770.26	Contracted Services:	
Allocation Utilized:	60.1 percent	Other Operating Expenses:	
		Payroll:	\$743,770.26
		Supplies and Materials:	

### Program Goal

- To assist students in making informed life decisions after high school.

### Program Outcomes

- The Project Explore program reached a minimum of 50 percent of HISD 7<sup>th</sup> and 8<sup>th</sup> graders with college and career readiness (CCR) curriculum.
- The number of one-on-one advising sessions varied by grade level.
  - 8<sup>th</sup> grade 3 per student
  - 7<sup>th</sup> grade 2 per student
  - 6<sup>th</sup> grade 1 per student

### Recommendations

In 2020–2021, the Project Explore program provided participating students with the opportunity to visit businesses and universities to explore possible opportunities after high school graduation. As the program is expanding to involve more campuses, it is recommended that feedback from participating students be used to determine how the program experiences have influenced their thinking on life choices after high school.

## Recruitment and Retention

### Program Description

*An updated description of services provided by the Recruitment and Retention program, funded by Title II, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$220,407.00	Capital Outlay:	
Expenditures:	\$37,965.86	Contracted Services:	\$15,268.50
Allocation Utilized:	17.2 percent	Other Operating Expenses:	
		Payroll:	\$22,697.36
		Supplies and Materials:	

### Program Goal

- Not available for this report.

### Program Outcomes

- Not available for this report.

### Recommendations

Not available for this report.

## Recruitment and Selection

### Program Description

*An updated description of services provided by the Recruitment and Selection program, funded by Title II, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$448,106.74	Capital Outlay:	
Expenditures:	\$264,202.70	Contracted Services:	
Allocation Utilized:	59.0 percent	Other Operating Expenses:	
		Payroll:	\$264,202.70
		Supplies and Materials:	

### Program Goal

- Not available for this report.

### Program Outcomes

- Not available for this report.

### Recommendations

Not available for this report.

## Secondary Curriculum

### Program Description

Secondary Curriculum used Title II, Part A funds to provide professional development to HISD teachers to increase student academic achievement.

### Budget and Expenditures

Title II, Part A funded

Budgeted:	\$869,184.35	Capital Outlay:	
Expenditures:	\$584,660.77	Contracted Services:	
Allocation Utilized:	67.3 percent	Other Operating Expenses:	\$2,779.93
		Payroll:	\$581,334.80
		Supplies and Materials:	\$546.04

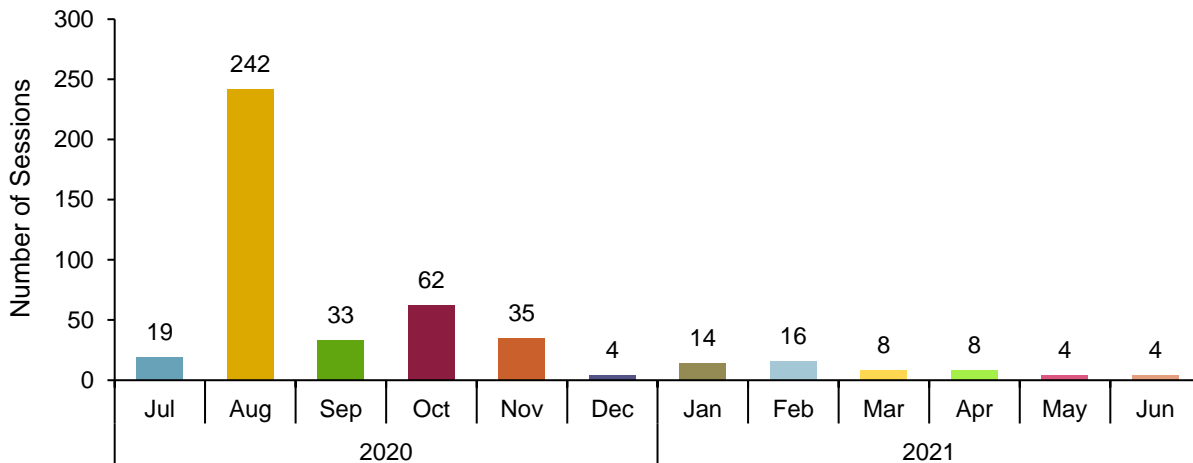
### Program Goal

- To provide professional development opportunities for teachers to acquire new teaching strategies to support student learning.

### Program Outcomes

- As shown in **Figure 1, SCI**, a total of 449 professional development (PD) activities were provided to staff. The largest number of PD opportunities occurred in August 2020 (n=242), followed by October 2020 (both n=62).

**Figure 1, SCI. Professional Development (PD) training sessions by Month, 2020–2021**



Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

### Recommendations

One goal of Secondary Curriculum is to improve student academic achievement by providing professional development to campus-level staff. The program met the goal of providing PD trainings to teachers in 2020–2021 to support student learning. Following the completion of a professional development session, a participant is asked to provide feedback on the training received. Future evaluations should incorporate participant feedback.

## See to Succeed

### Program Description

*An updated description of services provided by the See to Succeed program, funded by Title I, Part A, was not reported for 2020–2021.*

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$86,772.92	Capital Outlay:	\$3,936.00
Expenditures:	\$76,260.77	Contracted Services:	
Allocation Utilized:	87.9 percent	Other Operating Expenses:	\$564.33
		Payroll:	\$19,268.53
		Supplies and Materials:	\$52,491.91

### Program Goal

- Not available for this report.

### Program Outcomes

- Not available for this report.

### Recommendations

Not available for this report.

## Sheltered Instruction

### Program Description

The Sheltered Instruction program used Title I, Part A funds to train teachers in Sheltered Instruction practices to meet the needs of students not proficient in English. This training was provided by the HISD Multilingual Department.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$26,418.37	Capital Outlay:	
Expenditures:	\$22,861.65	Contracted Services:	
Allocation Utilized:	86.5 percent	Other Operating Expenses:	
		Payroll:	\$22,861.65
		Supplies and Materials:	

### Program Goal

- Increase the number of students meeting the progress goals on Texas English Language Proficiency Assessment System (TELPAS) and increase State of Texas Assessments of Academic Readiness (STAAR) scores.

### Program Outcomes

- Thirteen bilingual teachers received the Sheltered Instruction training and supported an unduplicated count of 446 students (**Table 1, SI**).

Table 1, SI. Unduplicated number of program students by grade level, 2020–2021		
Grade Level	N	%
Grade 1	3	0.7
Grade 2	89	20.0
Grade 3	169	37.9
Grade 4	113	25.3
Grade 5	72	16.1
<b>Total</b>	<b>446</b>	<b>100.0</b>

Source: Title I, Part A and Title II, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

### Recommendations

One goal of Sheltered Instruction is to improve the academic achievement of students with low English proficiency. The program met the goal of providing PD trainings to teachers in 2020–2021 to support student learning. Following the completion of a professional development session, a participant is asked to provide feedback on the training received. Future evaluations should incorporate participant feedback.

## Social Emotional Learning (SEL)

### Program Description

The Social and Emotional Learning (SEL) program was designed to remove non-academic barriers to learning that interfere with students' ability to actively engage in classroom instruction and other school activities. The program was administered through the SEL and Student Discipline departments and provided, direct services, resource, materials, and trainings for our response services and support for life safety tips that were monitored and supported by a liaison between campus and SEL crisis response team counselors.

### Budget and Expenditures

Title IV, Part A funded

Budgeted:	\$3,435,861.00	Capital Outlay:	
Expenditures:	\$2,252,324.72	Contracted Services:	\$865,000.00
Allocation Utilized:		Other Operating Expenses:	
		Payroll:	\$1,387,324.72
		Supplies and Materials:	

### Program Goal

- To provide professional development (PD) to campus staff to remove bias in classroom management.

### Program Outcomes

- According to **Table 1, SEL**, the total number of unduplicated PD participants in 2020–2021 was 449 who attended a total of 1,330 trainings for an average of nearly three completed courses.

Table 1, SEL. Number of Professional Development Participants by Course Description, 2020–2021 (N=449)		
Course Description	Participant (N)	Participant (%)
SS_ Campus Behavior Coordinators-Balancing Act	59	4.4
SS_ CHAMPS Training, a Proactive Approach to Classroom Management (Virtual)	31	2.3
SS_ CHAMPS Training, a Proactive Approach to Classroom Management (Virtual) DAY 1	39	2.9
SS_ CHAMPS Training, a Proactive Approach to Classroom Management (Virtual) DAY 2	17	1.3
SS_ Sandy Hook P3 Training for Campus School Teams	628	47.2
SS_ Sandy Hook Student Presentation Training for Campus Coordinators	556	41.8
<b>Total</b>	<b>1,330</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

### Recommendations

In 2020–2021, the Social Emotional Learning (SEL) program provided PD to campus staff to eliminate bias in classroom management. To get a clearer picture of the program's impact on teacher classroom practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.



## Social Studies

### Program Description

To increase student achievement, the Social Studies program provided intensive and consistent support in the forms of curriculum and assessment guidance as well as instructional coaching to secondary social studies teachers. Additionally, the Social Studies program developed social studies teacher leaders to create a sustainable social studies program in the Houston Independent School District. Teacher leaders developed skills in curriculum and assessment development, and the development and delivery of professional development.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$21,600.00	Capital Outlay:	
Expenditures:	\$21,367.14	Contracted Services:	\$13,275.00
Allocation Utilized:	98.9 percent	Other Operating Expenses:	\$4,715.00
		Payroll:	
		Supplies and Materials:	\$3,377.14

### Program Goal

- Increase the number of HISD students who demonstrate mastery on the STAAR exam.

### Program Outcomes

- As shown in **Table 1, Soc.**, three courses were completed by a duplicated count of 251 HISD teachers.

Table 1, Soc., Number of duplicated PD participants by course description, 2020–2021		
Course Description	Participants (N)	Participants (%)
CUS_ For Teachers-by-Teachers Secondary Social Studies Conference	122	48.6
CUS_ Middle School/High School Social Studies Dept. Chairperson Meeting.	100	39.8
CUS_ Secondary Social Studies PD Series	29	11.6
<b>Total</b>	<b>251</b>	<b>100.0</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

### Recommendations

In 2020–2021, the Social Studies program provided PD to campus staff to increase the number of students that demonstrate mastery on the STAAR exam. To get a clearer picture of the program's impact on teacher classroom practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.

## Student Assessment

### Program Description

The Student Assessment program was administered and supported by the Student Assessment Department. The program used both Title II, Part A and Title IV, Part A funds to pay for training and access to lead4ward and the creation of Data-Driven Instruction (DDI) team. Training was designed to build the capacity of leaders and teachers using a structured and consistent approach to data disaggregation with a common language, and data tools to support instructional practice.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$187,865.00	Capital Outlay:	
Expenditures:	\$28,845.56	Contracted Services:	
Allocation Utilized:	15.4 percent	Other Operating Expenses:	
		Payroll:	\$28,845.56
		Supplies and Materials:	

Title IV, Part A funds

Budgeted:	\$94,930.32	Capital Outlay:	
Expenditures:	\$37,608.58	Contracted Services:	
Allocation Utilized:	39.6 percent	Other Operating Expenses:	
		Payroll:	\$37,608.58
		Supplies and Materials:	

### Program Goal

- Provide PD in the use of data to teachers to inform their instructional practices.

### Program Outcomes

- As shown in **Table 1, SAP**, there were 3,996 participants with teachers having the highest percentage of participants (59.9 percent), followed by other (30.6 percent).

Role	Participants (N)	Participants (%)	Courses (N)	Average Course (N)
Principal / Assistant Principal	274	9.7	373	1.4
Teacher	1,681	59.7	2,209	1.3
Other*	863	30.6	1,414	1.6
<b>Total</b>	<b>2,818</b>	<b>100.0</b>	<b>3,996</b>	<b>1.4</b>

Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

Note: \*other includes librarians, counselors, etc.

### Recommendations

The HISD Student Assessment program conducted professional development training throughout the 2020–2021 school year. Teachers received the highest percentage of trainings with 59.7 percent. To get a clearer picture of the program's impact on teacher instructional practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.

## Talent Acquisition

### Program Description

The Talent Acquisition Teacher Recruitment and Selection Team has created an initiative to offer Recruitment/Retention stipends to certified teachers that join HISD in a critical shortage area. Identified critical shortage areas include Secondary Math, Secondary Science, and Special Education Self-Contained classrooms.

### Budget and Expenditures

Title II, Part A funds

Budgeted:	\$105,056.45	Capital Outlay:	
Expenditures:	\$82,763.81	Contracted Services:	
Allocation Utilized:	78.8 percent	Other Operating Expenses:	
		Payroll:	\$82,763.81
		Supplies and Materials:	

### Program Goal

- Campuses see a lower turnover rate in hard to fill areas as the stipends were designed to be paid out over two school years.

### Program Outcomes

- In the fall of 2020, there were 50 critical shortage Recruitment/Retention stipends given out.
- A total of 70 Recruitment/Retention stipends are anticipated to be given out in the fall of 2021.

### Recommendations

2020–2021 was the first year of the Talent Acquisition program funded by Title II, Part A. 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. 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.

## TDS Elementary Professional Development

### Program Description

The TDS Elementary Professional Development program provided coaching support on elementary high-needs campuses to build teacher capacity, increase student achievement, and reduce/eliminate the number of Elementary Improvement Required campuses. Collaborated with Elementary School Office, Multilingual, Special Education, Student Assessment, and Research departments to align support and resources.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$6,958,101.39	Capital Outlay:	\$35,529.00
Expenditures:	\$4,671,253.80	Contracted Services:	
Allocation Utilized:	67.1 percent	Other Operating Expenses:	
		Payroll:	\$4,616,770.63
		Supplies and Materials:	\$18,954.17

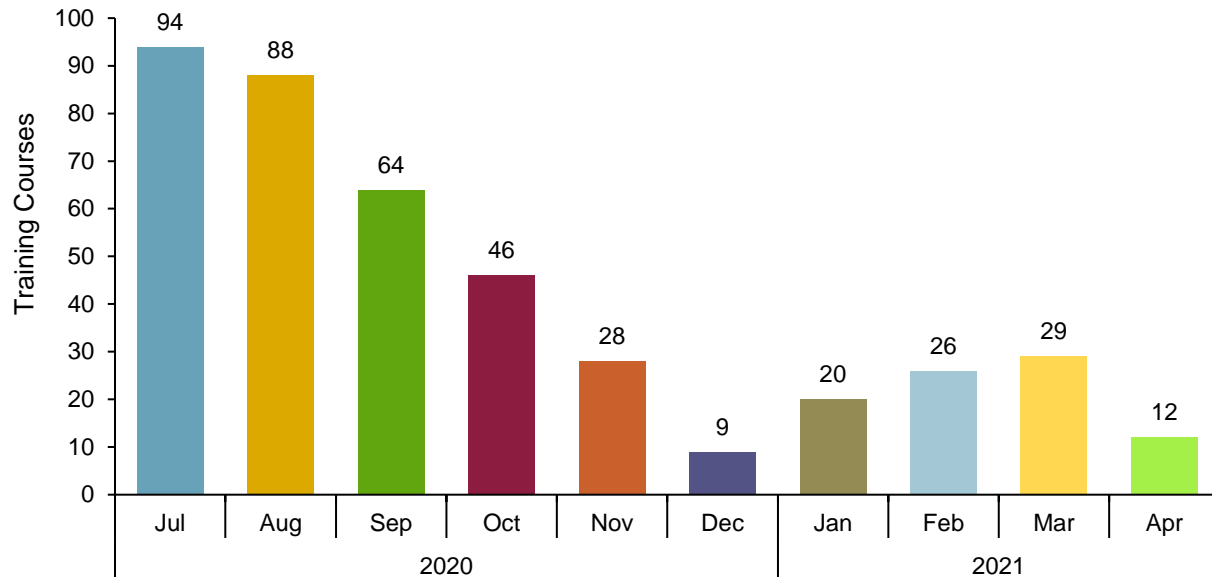
### Program Goal

- Provide high quality PK-5 teacher content and pedagogy training to increase student academic outcomes.

### Program Outcomes

- As shown in **Figure 1, TDSE**, the highest number of training sessions occurred in July 2020 with 94 followed by 88 in August 2020, and 64 in September 2020.

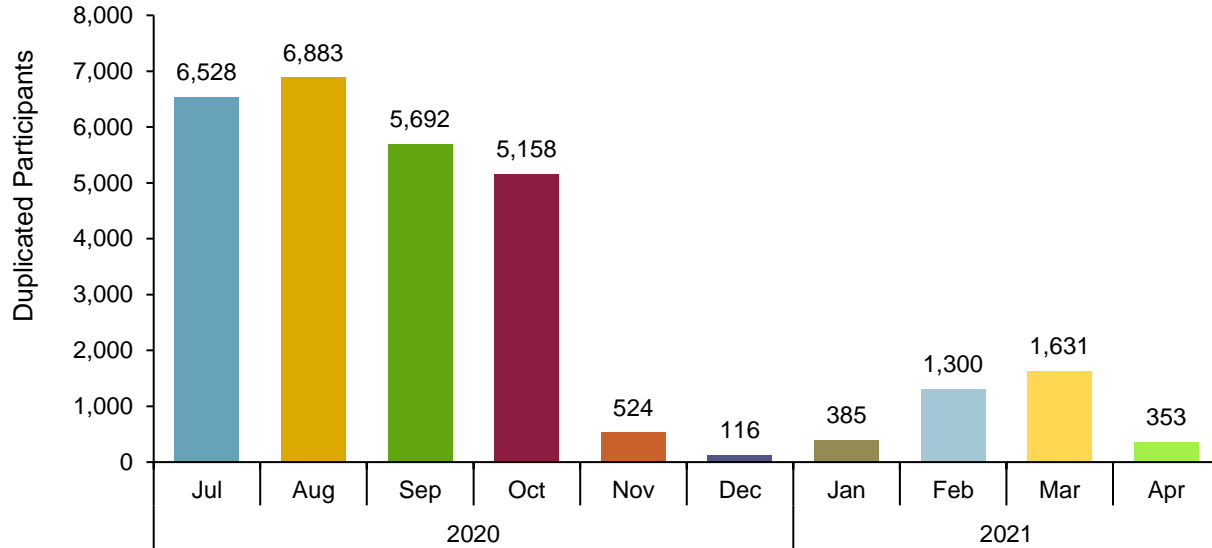
**Figure 1, TDSE. Professional Development (PD) training sessions by Month, 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

- As shown in **Figure 2, TDSE**, the month with the highest number of duplicated training participants was August 2020 with 6,883 followed by 6,528, in July 2020, and 5,692 in September 2020.

**Figure 2, TDSE. Professional Development (PD) training duplicated participants by Month, 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

**Recommendations**

The TDS Elementary Professional Development program conducted professional development training throughout the 2020–2021 school year. The highest number of training offerings occurred in July 2020 with 94. To get a clearer picture of the program's impact on teacher instructional practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.

## TDS Secondary Professional Development

### Program Description

The TDS Secondary Professional Development program provided coaching support on secondary high-needs campuses to build teacher capacity, increase student achievement, and reduce/eliminate the number of Secondary Improvement Required campuses. Supporting the retention of highly qualified teachers will also improve instructional capacity and effectiveness on all secondary campuses. Job-embedded coaching, provided by district teacher development specialists, helps teachers as they further refine their skills to implement best practices with students.

### Budget and Expenditures

Title I, Part A funds

Budgeted:	\$5,155,113.39	Capital Outlay:	
Expenditures:	\$3,457,409.47	Contracted Services:	\$92.65
Allocation Utilized:	67.1 percent	Other Operating Expenses:	\$1,245.20
		Payroll:	\$3,452,323.53
		Supplies and Materials:	\$3,748.09

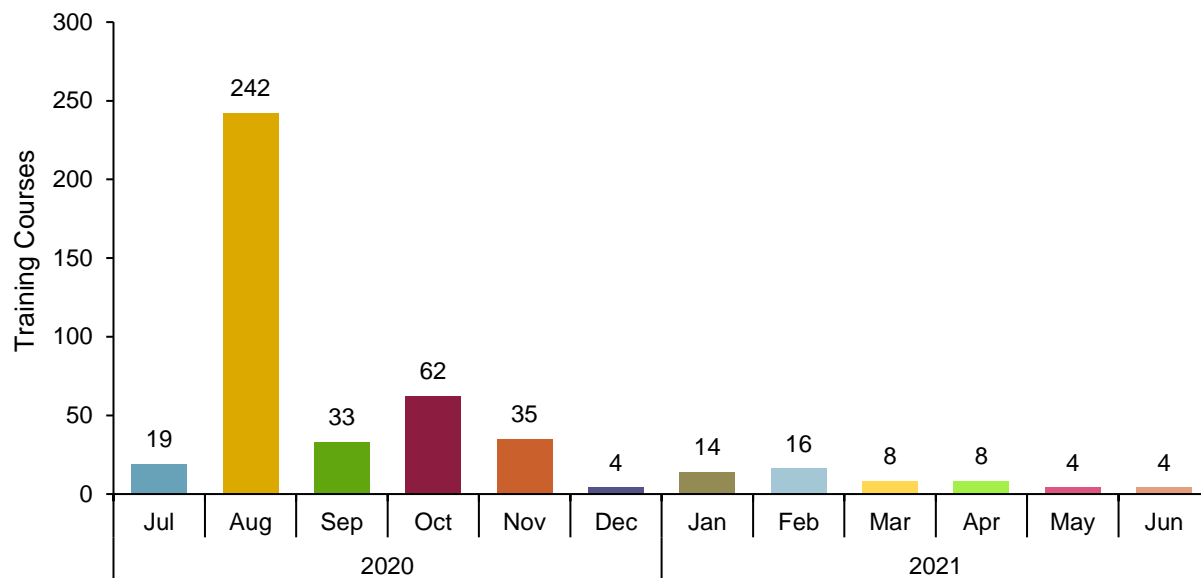
### Program Goal

- Secondary teachers will develop skills in curriculum and assessment development, the development and delivery of professional development, project management, and instructional coaching.

### Program Outcomes

- As shown in **Figure 1, TDSS**, the highest number of training sessions occurred in August 2020 with 242, followed by 62 in October 2020, and 35 in November 2020.

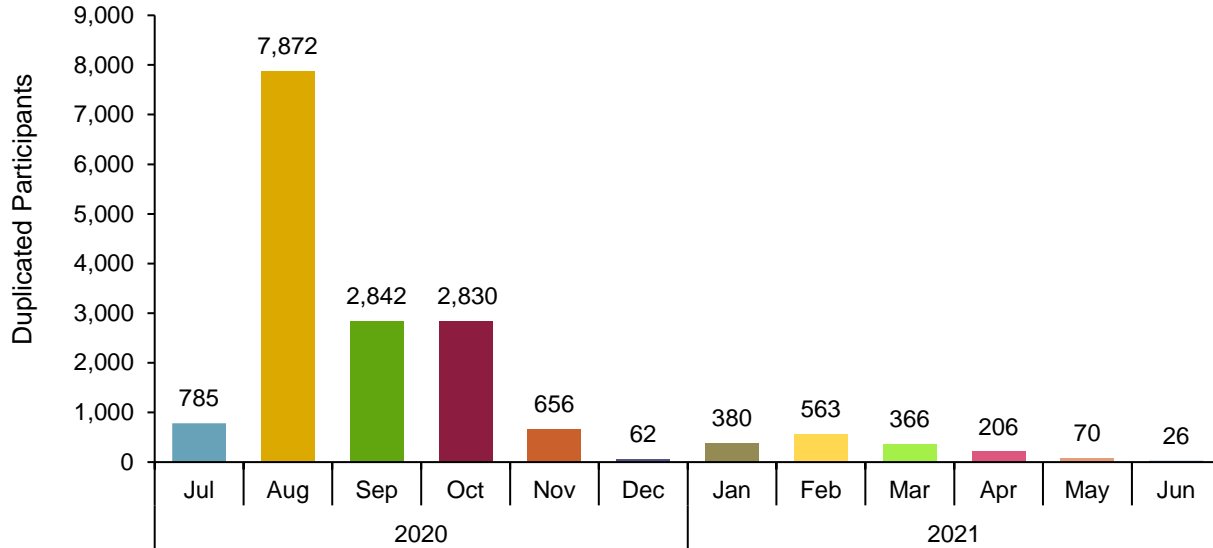
**Figure 1, TDSS. Professional Development (PD) training sessions by Month, 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

- As shown in **Figure 2, TDSS**, the month with the highest number of duplicated training participants was August 2020 with 7,872 followed by 2,842 in September 2020, and 2,830 in October 2020.

**Figure 2, TDSS. Professional Development (PD) training duplicated participants by Month, 2020–2021**



Source: Title I, Part A, Title II, Part A, and Title IV, Part A Centralized Program Manager Survey, 2021; Employee Training Data, July 1, 2020–June 30, 2021

**Recommendations**

The TDS Secondary Professional Development program conducted professional development training throughout the 2020–2021 school year. The highest number of training offerings occurred in August 2020 with 242. To get a clearer picture of the program's impact on teacher instructional practices, it is recommended that teacher participants provide feedback on how learned strategies will be implemented in their classrooms.

## Teacher Career Development

### Program Description

The Teacher Development program supported all campuses and departments with positions requiring a professional certification and/or qualification, including but not limited to, teachers, paraprofessionals, principals, assistant principals, and deans. The program worked to ensure compliance with the Texas Education Agency (TEA) teacher and paraprofessional certification regulations by reviewing the credentials of prospective new hires and existing personnel. The goal of the program was to assist the district to align with TEA regulations and ensure that every school hired and maintained qualified educators, that every teacher, paraprofessional, and campus administrator held and maintained a valid qualification.

### Budget and Expenditures

Title II, Part A funds

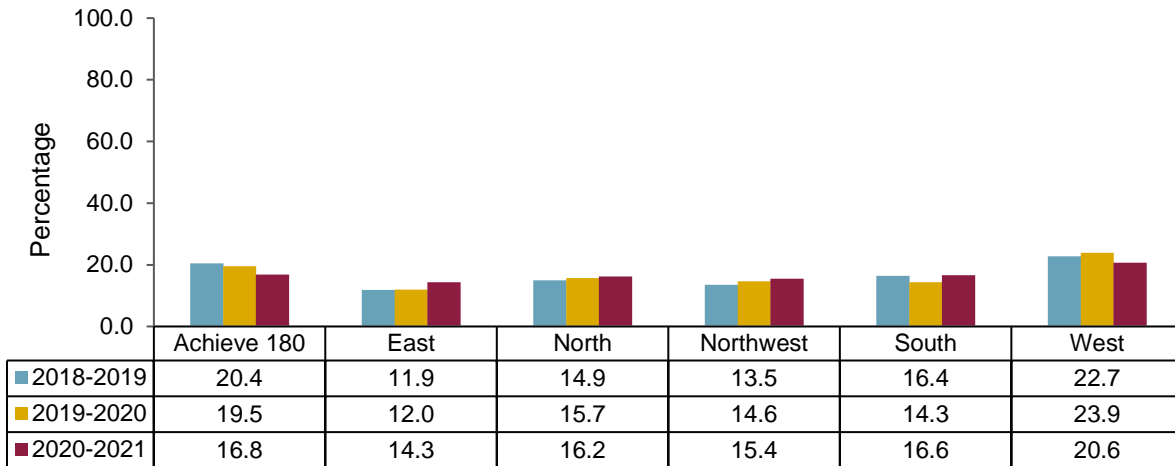
Budgeted:	\$144,731.00	Capital Outlay:	\$196.55
Expenditures:	\$2,571.62	Contracted Services:	
Allocation Utilized:	1.8 percent	Other Operating Expenses:	\$270.25
		Payroll:	
		Supplies and Materials:	\$2,104.82

### Program Goal

- To provide professional development opportunities for teachers to achieve qualifications as educators to support student learning.

### Program Outcomes

**Figure 1, TC. Percentage of Teachers Who Received Qualifications By School Office, 2018–2019 through 2020–2021, by School Office\***



Source: Teacher Diversity-Degrees-Qualifications 2018–2019 through 2020–2021

Note: \*Special Education School Office had less than one percent of teachers receiving certifications.

- Figure 1, TC**, displays the qualifications received by HISD teachers in 2018–2019 through 2020–2021 by School Office. The most significant increase in qualifications occurred for teachers assigned to East and South School Office campuses when comparing 2020–2021 to 2019–2020 (2.3 percent each). By comparison, West School Office teachers had the largest decrease (3.3 percent).



### Recommendations

The Teacher Career Development program aimed to engage new and limited experience teachers in a way that targeted peer and mentor support from successful teachers (Teacher Leaders), provided targeted professional development, and introduced the district's processes, resources, and expectations. One recommendation is to conduct an extensive evaluation of the program to identify the professional development and mentorship streams that worked well for participants and to continue building the program. Consideration for participation should be given to teachers who do not have any prior teaching experience to maximize the program resources and utility.

## Transportation / Zonar

### Program Description

The desired outcome of the Transportation / Zonar program was to have access to the Zonar software information, track student riders via issued badges, and provide data for Transportation and Fleet. Technicians can ensure buses are safe for student transport and pulled from the fleet when necessary. In the student badging program, all students were issued a badge that provided information to their parents and Transportation Routing & Scheduling data. Parents could track when their child boarded the bus, arrived at school, and returned home. Transportation Department could know exactly who were riding, which stops were being utilized, remove unused stops from routes, save route time, and routes.

### Budget and Expenditures

Title IV, Part A funds

Budgeted:	\$930,225.00	Capital Outlay:	
Expenditures:	\$594,330.78	Contracted Services:	\$592,072.82
Allocation Utilized:	63.9 percent	Other Operating Expenses:	\$2,257.96
		Payroll:	
		Supplies and Materials:	

### Program Goal

- To ensure the health and safety of students through the badging program making it easier for parents to track students who used HISD transportation.

### Program Outcomes

For this report, data for measures of success were not available for services provided by the Transportation / Zonar program, funded by Title IV, Part A, in 2020–2021.

### Recommendations

Data for measures of success were not available for the Transportation / Zonar program for the 2020–2021 school year. It is recommended that the student rider tracking data and data on safe buses be made available for future reporting.