Federal Funding Programs Survey

Results and Analysis

Katy ISD
School Year: 2022-2023
Overview of the Research Study

The Katy Independent School District (ISD) Federal Funding Programs Survey asked parents/guardians and staff members for feedback on the District’s performance in providing special services and use of federal funding.

The survey was open March 5 to March 25.

Email invitations with unique survey links were sent to parents/guardians and staff members. Reminders were sent throughout the survey window.

There was a version of the survey for each participant group.

This report summarizes district-level survey results and breaks them down by participant group. Also included is a comparison of this year’s results to the 2021-2022 survey administration.

Survey results do not reflect random sampling; therefore, they should not be generalized to all Katy ISD parents/guardians and staff members. Rather, results reflect only the perceptions and opinions of participants.

Findings for each item in the report exclude participants who did not answer. Data labels less than 5 percent are not shown in charts and graphs. Percentages may not total 100 due to rounding.
## Participation

<table>
<thead>
<tr>
<th>Responding Group</th>
<th>School Year</th>
<th>Number of Invitations Delivered (NMax)</th>
<th>Number of Responses (N)</th>
<th>Response Rate</th>
<th>Public Access Link Responses</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardians</td>
<td>2022-2023</td>
<td>96,138</td>
<td>3,584</td>
<td>—</td>
<td>70</td>
<td>3,654</td>
</tr>
<tr>
<td></td>
<td>2021-2022</td>
<td>78,765</td>
<td>2,920</td>
<td>—</td>
<td>49</td>
<td>4,460</td>
</tr>
<tr>
<td>Staff</td>
<td>2022-2023</td>
<td>15,486</td>
<td>3,430</td>
<td>22%</td>
<td>—</td>
<td>3,430</td>
</tr>
<tr>
<td></td>
<td>2021-2022</td>
<td>14,581</td>
<td>2,380</td>
<td>16%</td>
<td>—</td>
<td>3,055</td>
</tr>
</tbody>
</table>
Participants’ Roles and Involvement in Services
Parents/Guardians

Involvement in Services

Is/are your child(ren) involved in any of the following?

- ESL or Bilingual (N=3,621)
  - Yes: 12%
  - No: 88%

- Migrant Students (N=3,556)
  - Yes: 3%
  - No: 97%

- Students Experiencing Homelessness (N=3,552)
  - Yes: 0%
  - No: 100%

- Students in Foster Care (N=3,554)
  - Yes: 0%
  - No: 100%
Work Position

Which of the following best describes your position in Katy ISD? (N=3,430)

- Teacher: 59%
- School-level Support Staff: 25%
- District-level Support Staff: 9%
- School-level Administrator: 5%
- District-level Administrator: 3%
Staff

Work Role

Please indicate if your role within the school is one of the following: (N=2,762)

- My role is not listed here: 65%
- Special Education: 19%
- ESL (Elementary ESL ISST, Newcomer or Sheltered): 8%
- Bilingual: 4%
- Instructional Paraprofessional: 4%
In which content area(s) do you work? (N=2,454)

- English Language Arts/Reading: 52%
- Math: 42%
- Social Studies: 38%
- Science: 37%
- Fine Arts: 12%
- Languages Other than English: 9%
- Career and Technical Education (Junior High and High School only): 7%
- Physical Education and/or Athletics: 7%

Percentages added may exceed 100 since a participant may select more than one answer for this question.
With which student groups do you work? (N=3,430)

- ESL or Bilingual: 65%
- Students with Disabilities: 65%
- Students Experiencing Homelessness: 35%
- Students in Foster Care: 28%
- Migrant Students: 25%
- I do not represent and/or work with any of the above student groups: 20%

Percentages added may exceed 100 since a participant may select more than one answer for this question.
ESSER III Programs
Parents/Guardians

ESSER III Activities

Please select up to three activities on which you believe the District should focus. (N=3,653)

Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology 1,628
Implementing activities to support career and technical education programs 1,359
Addressing learning loss among students 1,190
Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth 986
Providing service and supports to promote student well-being 988
Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff 915
Planning and implementing activities related to summer learning and afterschool programs 611
Providing professional development opportunities 567
Purchasing educational technology for students that aids in interaction between students and instructors 553
Providing information and assistance to parents and family on effectively supporting students 489
Administering and using high-quality assessments to address learning loss 388
Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools 313
Developing strategies and implementing public health protocols for the reopening and operation of school facilities 110
Training for staff on sanitation and supplies to minimize the spread of infectious diseases 91
Tracking student attendance and improving student engagement in distance education 79
Improving response efforts to prepare for coronavirus 19

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Parents/Guardians

ESSER III Activities (Continued)

Please select up to three activities on which you believe the District should focus. (N=3,653)

- Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff: 25%
- Planning and implementing activities related to summer learning and afterschool programs: 17%
- Providing professional development opportunities: 16%
- Purchasing educational technology for students that aids in interaction between students and instructors: 15%
- Providing information and assistance to parents and family on effectively supporting students: 13%
- Administering and using high-quality assessments to address learning loss: 11%

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Parents/Guardians

ESSER III Activities (Continued)

Please select up to three activities on which you believe the District should focus. (N=3,653)

- Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools (9%)
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities (3%)
- Training for staff on sanitation and supplies to minimize the spread of infectious diseases (2%)
- Tracking student attendance and improving student engagement in distance education (2%)
- Improving response efforts to prepare for coronavirus (1%)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Staff

ESSER III Activities

Please select up to three activities on which you believe the District should focus. (N=3,430)

- Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth (45%)
- Addressing learning loss among students (39%)
- Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology (35%)
- Providing services and supports to promote student well-being (29%)
- Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff (27%)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
## ESSER III Activities (Continued)

Please select up to three activities on which you believe the District should focus. (N=3,430)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Response Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</td>
<td>1,529</td>
<td>45%</td>
</tr>
<tr>
<td>Addressing learning loss among students</td>
<td>1,352</td>
<td>39%</td>
</tr>
<tr>
<td>Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology</td>
<td>1,202</td>
<td>35%</td>
</tr>
<tr>
<td>Providing services and supports to promote student well-being</td>
<td>997</td>
<td>29%</td>
</tr>
<tr>
<td>Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff</td>
<td>938</td>
<td>27%</td>
</tr>
<tr>
<td>Implementing activities to support career and technical education programs</td>
<td>822</td>
<td>24%</td>
</tr>
<tr>
<td>Providing information and assistance to parents and family on effectively supporting students</td>
<td>683</td>
<td>20%</td>
</tr>
<tr>
<td>Purchasing educational technology for students that aids in interaction between students and instructors</td>
<td>558</td>
<td>16%</td>
</tr>
<tr>
<td>Providing professional development opportunities</td>
<td>428</td>
<td>12%</td>
</tr>
<tr>
<td>Planning and implementing activities related to summer learning and afterschool programs</td>
<td>322</td>
<td>9%</td>
</tr>
<tr>
<td>Administering and using high-quality assessments to address learning loss</td>
<td>265</td>
<td>8%</td>
</tr>
<tr>
<td>Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools</td>
<td>246</td>
<td>7%</td>
</tr>
<tr>
<td>Tracking student attendance and improving student engagement in distance education</td>
<td>220</td>
<td>6%</td>
</tr>
<tr>
<td>Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>96</td>
<td>3%</td>
</tr>
<tr>
<td>Improving response efforts to prepare for coronavirus</td>
<td>29</td>
<td>1%</td>
</tr>
<tr>
<td>Training for staff on sanitation and supplies to minimize the spread of infectious diseases</td>
<td>43</td>
<td>1%</td>
</tr>
</tbody>
</table>

Percentages added may exceed 100 since a participant may select more than one answer for this question.
ESSER III Activities (Continued)

Please select up to three activities on which you believe the District should focus. (N=3,430)

- Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth: 45%
- Addressing learning loss among students: 39%
- Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology: 35%
- Providing services and supports to promote student well-being: 29%
- Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff: 27%
- Implementing activities to support career and technical education programs: 24%
- Providing information and assistance to parents and family on effectively supporting students: 20%
- Purchasing educational technology for students that aids in interaction between students and instructors: 16%
- Providing professional development opportunities: 12%
- Planning and implementing activities related to summer learning and afterschool programs: 9%
- Administering and using high-quality assessments to address learning loss: 8%
- Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools: 7%
- Tracking student attendance and improving student engagement in distance education: 6%
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities: 3%
- Improving response efforts to prepare for coronavirus: 1%
- Training for staff on sanitation and supplies to minimize the spread of infectious diseases: 1%

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Parents/Guardians

Addressing Learning Loss

Please select up to three strategies that you believe would be most effective in addressing learning loss. (N=3,653)

- Additional academic intervention staff: 36%
- Professional development to address individual student needs: 30%
- Before/after school tutorials: 29%
- Supplemental Tutors during the instructional day: 27%
- Behavioral intervention staff: 23%
- College and career counseling: 22%
- Instructional resources: 21%
- Summer enrichment opportunities: 20%
- Promote student well-being: 19%
- Parent/Family resources: 14%
- Special Education compensatory services: 11%
- Intervention resources: 10%
- Software and devices: 10%
- Supplemental services for ESL and Bilingual students: 6%
- Transportation - Tutorials: 4%

Percentages added may exceed 100 since a participant may select more than one answer for this question.
### Addressing Learning Loss

Please select up to three strategies that you believe would be most effective in addressing learning loss. (N=3,430)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional academic intervention staff</td>
<td>48%</td>
</tr>
<tr>
<td>Behavioral intervention staff</td>
<td>41%</td>
</tr>
<tr>
<td>Supplemental Tutors during the instructional day</td>
<td>24%</td>
</tr>
<tr>
<td>Instructional resources</td>
<td>21%</td>
</tr>
<tr>
<td>Intervention resources</td>
<td>21%</td>
</tr>
<tr>
<td>Before/after school tutorials</td>
<td>19%</td>
</tr>
<tr>
<td>Parent/Family resources</td>
<td>18%</td>
</tr>
<tr>
<td>Summer enrichment opportunities</td>
<td>15%</td>
</tr>
<tr>
<td>Professional development to address individual student needs</td>
<td>14%</td>
</tr>
<tr>
<td>Resources to promote student well-being</td>
<td>13%</td>
</tr>
<tr>
<td>Supplemental services for ESL and Bilingual students</td>
<td>12%</td>
</tr>
<tr>
<td>Special Education compensatory services</td>
<td>11%</td>
</tr>
<tr>
<td>Software and devices</td>
<td>11%</td>
</tr>
<tr>
<td>College and career counseling</td>
<td>9%</td>
</tr>
<tr>
<td>Transportation - Tutorials</td>
<td>8%</td>
</tr>
</tbody>
</table>

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Comparisons Over Time
Parents/Guardians

ESSER III Activities: Comparison Over Time

Please select up to three activities on which you believe the District should focus.

- Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology: 45% in 2022-2023 (N=3,653) vs. 41% in 2021-2022 (N=2,969)
- Implementing activities to support career and technical education programs: 37% in 2022-2023 (N=3,653) vs. 36% in 2021-2022 (N=2,969)
- Addressing learning loss among students: 33% in 2022-2023 (N=3,653) vs. 31% in 2021-2022 (N=2,969)
- Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth: 27% in 2022-2023 (N=3,653) vs. 28% in 2021-2022 (N=2,969)
- Providing service and supports to promote student well-being: 27% in 2022-2023 (N=3,653) vs. 27% in 2021-2022 (N=2,969)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Parents/Guardians

ESSER III Activities: Comparison Over Time (Continued)

Please select up to three activities on which you believe the District should focus.

- **Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology**: 45% (2022-2023) vs. 41% (2021-2022)
- **Implementing activities to support career and technical education programs**: 37% vs. 36%
- **Addressing learning loss among students**: 33% vs. 31%
- **Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth**: 27% vs. 28%
- **Providing service and supports to promote student well-being**: 27% vs. 0%
- **Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff**: 25% vs. 22%
- **Planning and implementing activities related to summer learning and afterschool programs**: 17% vs. 14%
- **Providing professional development opportunities**: 16% vs. 16%
- **Purchasing educational technology for students that aids in interaction between students and instructors**: 15% vs. 15%
- **Providing information and assistance to parents and family on effectively supporting students**: 13% vs. 15%
- **Administering and using high-quality assessments to address learning loss**: 11% vs. 10%
- **Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools**: 9% vs. 11%
- **Developing strategies and implementing public health protocols for the reopening and operation of school facilities**: 3% vs. 4%
- **Training for staff on sanitation and supplies to minimize the spread of infectious diseases**: 2% vs. 1%
- **Tracking student attendance and improving student engagement in distance education**: 2% vs. 2%
- **Improving response efforts to prepare for coronavirus**: 1% vs. 2%

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Please select up to three activities on which you believe the District should focus.

- Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools: 11% (2022-2023) vs. 9% (2021-2022)
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities: 4% (2022-2023) vs. 3% (2021-2022)
- Training for staff on sanitation and supplies to minimize the spread of infectious diseases: 1% (2022-2023) vs. 2% (2021-2022)
- Tracking student attendance and improving student engagement in distance education: 2% (2022-2023) vs. 2% (2021-2022)
- Improving response efforts to prepare for coronavirus: 2% (2022-2023) vs. 1% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
**ESSER III Activities: Comparison Over Time**

Please select up to three activities on which you believe the District should focus.

- **Implementing activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth**
  - 2022-2023 (N=3,430): 45%
  - 2021-2022 (N=2,380): 42%

- **Addressing learning loss among students**
  - 2022-2023 (N=3,430): 39%
  - 2021-2022 (N=2,380): 40%

- **Implementing activities to support well-rounded education, safe and healthy students, and the effective use of technology**
  - 2022-2023 (N=3,430): 35%
  - 2021-2022 (N=2,380): 29%

- **Providing services and supports to promote student well-being**
  - 2022-2023 (N=3,430): 29%
  - 2021-2022 (N=2,380): 0%

- **Implementing other activities that are necessary to maintain the continuity of services and continue to employ existing staff**
  - 2022-2023 (N=3,430): 27%
  - 2021-2022 (N=2,380): 25%

- **Implementing activities to support career and technical education programs**
  - 2022-2023 (N=3,430): 24%
  - 2021-2022 (N=2,380): 25%

- **Providing information and assistance to parents and family on effectively supporting students**
  - 2022-2023 (N=3,430): 20%
  - 2021-2022 (N=2,380): 20%

- **Purchasing educational technology for students that aids in interaction between students and instructors**
  - 2022-2023 (N=3,430): 16%
  - 2021-2022 (N=2,380): 15%

- **Providing professional development opportunities**
  - 2022-2023 (N=3,430): 12%
  - 2021-2022 (N=2,380): 11%

- **Planning and implementing activities related to summer learning and afterschool programs**
  - 2022-2023 (N=3,430): 9%
  - 2021-2022 (N=2,380): 9%

- **Administering and using high-quality assessments to address learning loss**
  - 2022-2023 (N=3,430): 8%
  - 2021-2022 (N=2,380): 7%

- **Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools**
  - 2022-2023 (N=3,430): 7%
  - 2021-2022 (N=2,380): 8%

- **Tracking student attendance and improving student engagement in distance education**
  - 2022-2023 (N=3,430): 6%
  - 2021-2022 (N=2,380): 6%

- **Developing strategies and implementing public health protocols for the reopening and operation of school facilities**
  - 2022-2023 (N=3,430): 3%
  - 2021-2022 (N=2,380): 4%

- **Improving response efforts to prepare for coronavirus**
  - 2022-2023 (N=3,430): 1%
  - 2021-2022 (N=2,380): 2%

- **Training for staff on sanitation and supplies to minimize the spread of infectious diseases**
  - 2022-2023 (N=3,430): 1%
  - 2021-2022 (N=2,380): 2%

*Percentages added may exceed 100 since a participant may select more than one answer for this question.*
### ESSER III Activities: Comparison Over Time (Continued)

Please select up to three activities on which you believe the District should focus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2022-2023 (N=3,430)</th>
<th>2021-2022 (N=2,380)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing activities to support career and technical education programs</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Providing information and assistance to parents and family on effectively supporting students</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Purchasing educational technology for students that aids in interaction between students and instructors</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Providing professional development opportunities</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Planning and implementing activities related to summer learning and afterschool programs</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Administering and using high-quality assessments to address learning loss</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Percentages added may exceed 100 since a participant may select more than one answer for this question.
ESSER III Activities: Comparison Over Time (Continued)

Please select up to three activities on which you believe the District should focus.

- Improving school facilities to reduce risk of virus transmission and improve the indoor air quality in schools
- Tracking student attendance and improving student engagement in distance education
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities
- Improving response efforts to prepare for coronavirus
- Training for staff on sanitation and supplies to minimize the spread of infectious diseases

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Please select up to three strategies that you believe would be most effective in addressing learning loss.

- Additional academic intervention staff: 36% (2022-2023) vs. 30% (2021-2022)
- Professional development to address individual student needs: 30% (2022-2023) vs. 25% (2021-2022)
- Before/after school tutorials: 29% (2022-2023) vs. 28% (2021-2022)
- Supplemental Tutors during the instructional day: 27% (2022-2023) vs. 22% (2021-2022)
- Behavioral intervention staff: 23% (2022-2023) vs. 20% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Please select up to three strategies that you believe would be most effective in addressing learning loss.

- College and career counseling: 22% (2022-2023), 20% (2021-2022)
- Instructional resources: 21% (2022-2023), 15% (2021-2022)
- Summer enrichment opportunities: 20% (2022-2023), 18% (2021-2022)
- Promote student well-being: 19% (2022-2023), 0% (2021-2022)
- Parent/Family resources: 14% (2022-2023), 12% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Please select up to three strategies that you believe would be most effective in addressing learning loss.

- Special Education compensatory services: 11% (2022-2023) vs. 10% (2021-2022)
- Intervention resources: 10% (2022-2023) vs. 7% (2021-2022)
- Software and devices: 10% (2022-2023) vs. 9% (2021-2022)
- Supplemental services for ESL and Bilingual students: 6% (2022-2023) vs. 0% (2021-2022)
- Transportation - Tutorials: 4% (2022-2023) vs. 0% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Addressing Learning Loss: Comparison Over Time

Please select up to three strategies that you believe would be most effective in addressing learning loss.

- Additional academic intervention staff: 48% (2022-2023), 37% (2021-2022)
- Behavioral intervention staff: 41% (2022-2023), 34% (2021-2022)
- Supplemental Tutors during the instructional day: 24% (2022-2023), 18% (2021-2022)
- Instructional resources: 21% (2022-2023), 14% (2021-2022)
- Intervention resources: 21% (2022-2023), 16% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Please select up to three strategies that you believe would be most effective in addressing learning loss.

- Before/after school tutorials: 19% (2022-2023), 17% (2021-2022)
- Parent/Family resources: 18% (2022-2023), 13% (2021-2022)
- Summer enrichment opportunities: 15% (2022-2023), 13% (2021-2022)
- Professional development to address individual student needs: 14% (2022-2023), 12% (2021-2022)
- Resources to promote student well-being: 13% (2022-2023), 0% (2021-2022)
- Supplemental services for ESL and Bilingual students: 12% (2022-2023), 0% (2021-2022)
- Special Education compensatory services: 11% (2022-2023), 9% (2021-2022)
- Software and devices: 11% (2022-2023), 8% (2021-2022)
- College and career counseling: 9% (2022-2023), 8% (2021-2022)
- Transportation - Tutorials: 8% (2022-2023), 0% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.
Addressing Learning Loss: Comparison Over Time (Continued)

Please select up to three strategies that you believe would be most effective in addressing learning loss.

- Supplemental services for ESL and Bilingual students: 12% (2022-2023), 0% (2021-2022)
- Special Education compensatory services: 11% (2022-2023), 9% (2021-2022)
- Software and devices: 11% (2022-2023), 8% (2021-2022)
- College and career counseling: 9% (2022-2023), 8% (2021-2022)
- Transportation - Tutorials: 8% (2022-2023), 0% (2021-2022)

Percentages added may exceed 100 since a participant may select more than one answer for this question.