

# Helms / Wharton Solution

*Date: 05/30/2024*



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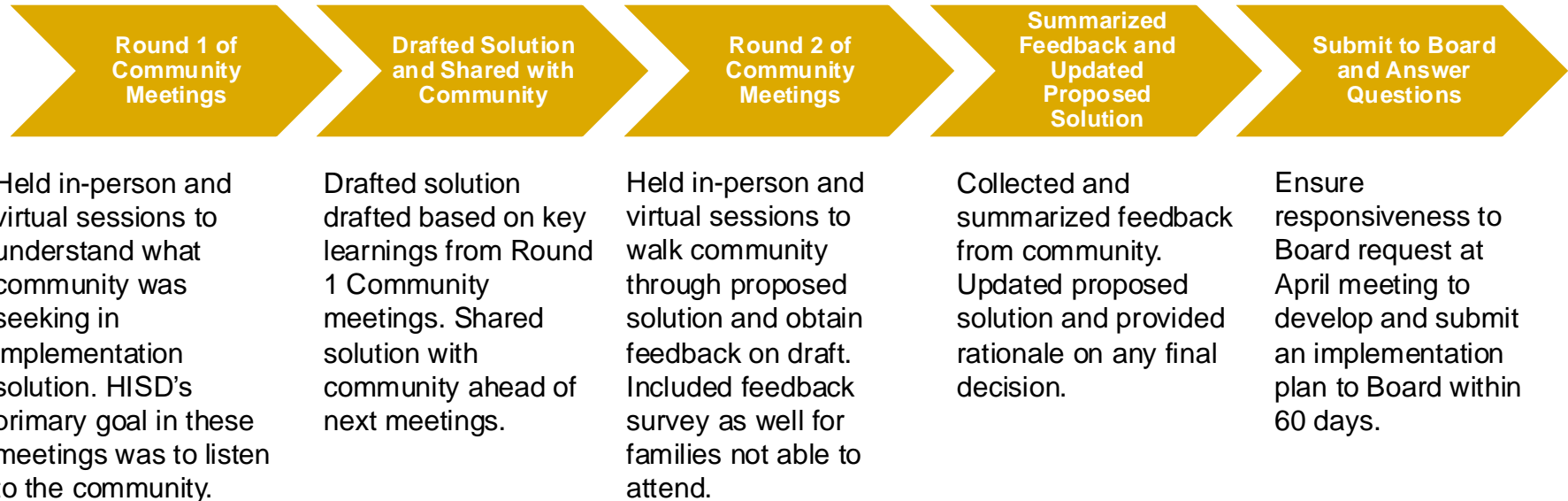
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# OVERVIEW OF SOLUTION DEVELOPMENT PROCESS

# Solution Development Process

HISD completed the following main steps to develop the solution being presented to the Board at the June meeting.



*Note: The proposed solution is in alignment with Board policy and state law.*

## **2 SCHOOL PROGRAMMING SOLUTION**

# HISD Multilingual Program Goals

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1

English Acquisition for  
Emergent Bilingual Students

2

Biliteracy for All  
Students in Program

Helms & Wharton programs align with these goals!

# HISD recommends the continuation of the high-quality dual language, Spanish Immersion Program

1

## NO CHANGE FROM CURRENT STATE

Target 50% of seats for English speakers and 50% of seats for Spanish speakers

2

## NO CHANGE FROM CURRENT STATE

Maintain 80/20 language of instruction model

3

## NO CHANGE FROM CURRENT STATE

No requirement for English only classrooms.

4

## NO CHANGE FROM CURRENT STATE

School principals have full autonomy over magnet program. No significant changes to magnet programming at Non-NES schools may be made without Board approval. School must comply with Board policy, state law and meet minimum district-wide requirements (e.g., school calendar).

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## SLIGHT CHANGE FROM CURRENT STATE

To comply with state law, families cannot be denied admission to school due to performance on language proficiency test. Additionally, the language proficiency assessment committee (LPAC) determines the language in which students should be tested in for STAAR.

## **3 SCHOOL ACCESS SOLUTION**



## Helms and Wharton are classified as SUS, so solution must comply with definition

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The following definition of Separate and Unique is defined in Board policy:

*Separate and Unique — A magnet school that does not have a defined attendance zone to the overall District jurisdictional boundary. This magnet school is also referred to as a dedicated or standalone magnet.*

Definition found in Board policy *EHBJ — Special Programs: Innovative and Magnet Programs*

# Overview of Application Process

## SLIGHT CHANGE FROM CURRENT STATE

All students not currently enrolled at Helms and Wharton must apply via the School Choice application. This is a requirement for all Separate and Unique Schools at HISD.

## NO CHANGE FROM CURRENT STATE

In most grades, once a family is enrolled in the school, they automatically roll into the next grade without having to reapply. See details below:

- Families in Pre-K 3, Pre-K 4 and Kinder – 4<sup>th</sup> will automatically roll over to the next grade
- At Wharton only, families in 5<sup>th</sup> grade must apply to school choice application when transitioning to 6<sup>th</sup> grade in case there are less seats available for students in middle school than there are enrolled students in elementary school. However, students enrolled in 5<sup>th</sup> grade will receive priority access to all available 6<sup>th</sup> grade seats.
- At Wharton only, Students in 6<sup>th</sup> and 7<sup>th</sup> grade automatically roll to the next grade.

# School Access Solution

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## Years 1 – 3

(SY25-26 – SY27-28)

## Years 4 – 6

(SY28-29 – SY30-31)

## Years 7 - 10

(SY31–32 – SY34-35)

### **Helms & Wharton Lottery Priority (Year 1 - 10)**

Zoned families retain priority access in Helms and Wharton lottery. 25% of available seats are reserved for zoned applicants with siblings in alignment with broader school choice lottery rules. After all zoned applicants, non-zoned applicants with siblings also have priority as space remains.

### **Special Transfer Option (Year 1 – 6)**

Zoned families and families seeking English-only option may access special transfer option where a seat at an A or B school is guaranteed. Transportation will be provided with this transfer.



“School of right” assigned by  
Summer 2027 in time for  
lottery for SY28-29.

### **New “School of Right” Assigned (Year 4+)**

If space is not available at Helms & Wharton, zoned families have a  
guaranteed seat in their “School of Right.”

Please note: Any changes to text made to original draft are underlined.

## When considering lottery rules, we must comply with existing School Choice policies

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- There are overarching School Choice policies that apply to the entire district. When possible, the solution aligns to the broader school choice policies.
- Changes to the school choice lottery rules to add Helms and Wharton priority access will be highlighted and underlined for clarity.

# Entering Pre-K Lottery Priorities

TEA requires HISD to offer seats to all **Eligible Pre-K 4** students before offering seats to other Pre-K students. The priority list below will run for **Eligible Pre-K 4** students and will repeat for **Non-Eligible Pre-K4**, **Eligible PreK3**, and **Non-Eligible Pre-K3**.

English seats (non-Emergent Bilingual)	Spanish seats (Emergent Bilingual)
<p>Eligible Pre-K4 students:</p> <ol style="list-style-type: none"> <li>1. <b>NEW: Zoned siblings (25% cap*)</b></li> <li>2. <b>NEW: Zoned applicants with no siblings</b></li> <li>3. Non-zoned students whose zone does not have a Pre-K offering</li> <li>4. Non-zoned students with siblings at the school (25% of remaining cap*)</li> <li>5. All remaining non-zoned students</li> </ol> <p>Repeat above for <b>Non-Eligible Pre-K4</b>, <b>Eligible PreK3</b>, and <b>Non-Eligible Pre-K3</b> students until all seats are filled.</p>	<p>Eligible Pre-K4 students:</p> <ol style="list-style-type: none"> <li>1. <b>NEW: Zoned EB siblings (25% cap*)</b></li> <li>2. <b>NEW: Zoned EB applications with no siblings</b></li> <li>3. Non-zoned EB students whose zone does not have a Pre-K offering</li> <li>4. Non-zoned EB students with no BIL program at home campus</li> <li>5. Non-zoned EB students with siblings at the school (25% of remaining cap*)</li> <li>6. All remaining non-zoned EB students</li> <li>7. <b>NEW: Zoned students who do not qualify as EB but are bilingual, as per campus testing</b></li> </ol> <p>Repeat above for <b>Non-Eligible Pre-K4</b>, <b>Eligible PreK3</b>, and <b>Non-Eligible Pre-K3</b> students until all seats are filled.</p>

*\*If any siblings are not selected in priority 1, they will move to priority 2; if not in priority 4, they will move to priority 5; if not in priority 5, they will move to priority 6*

# Entering K Lottery Priorities

**Step 1:** Conduct automatic PreK-4 roll-over (all students that are enrolled).

**Step 2:** Conduct lottery for remaining available seats using priorities listed below:

English seats (non-EB)	Spanish seats (EB)
<ol style="list-style-type: none"><li>1. <b>NEW: Zoned siblings (25% cap*)</b></li><li>2. <b>NEW: Zoned applicants with no siblings</b></li><li>3. Non-zoned siblings (25% of remaining cap*)</li><li>4. Other non-zoned applicants</li><li>5. Out of district students currently attending HISD</li><li>6. Out of district students NOT currently attending HISD</li></ol>	<ol style="list-style-type: none"><li>1. <b>NEW: Zoned EB siblings (25% cap*)</b></li><li>2. <b>NEW: Zoned EB non-siblings</b></li><li>3. Non-zoned EB siblings (25% of remaining cap*)</li><li>4. Non-zoned EB students with no BIL program at home campus</li><li>5. Other non-zoned EB applicants</li><li>6. Out of district EB students currently attending HISD</li><li>7. Out of district EB students NOT currently attending HISD</li><li>8. <b>NEW: Zoned students who do not qualify as EB but are bilingual, as per campus testing</b></li></ol>

*\*If any siblings are not selected in priority 1, they will move to priority 2; if not in priority 3, they will move to priority 4*

# Entering 6<sup>th</sup> Grade Lottery Priorities

## No automatic rollover

All interested students must apply and lottery will utilize the following rules:

English seats (non-EB)	Spanish seats (EB)
<ol style="list-style-type: none"><li>1. NEW: Students enrolled in 5<sup>th</sup> with siblings attending Wharton in other grades (25% cap*)</li><li>2. NEW: Students without siblings enrolled in 5<sup>th</sup> at Wharton</li><li>3. Other non-zoned applicants with siblings (25% of remaining cap*)</li><li>4. Other non-zoned applicants without siblings</li><li>5. Out of district students currently attending HISD</li><li>6. Out of district students NOT currently attending HISD</li></ol>	<ol style="list-style-type: none"><li>1. NEW: EB students enrolled in 5<sup>th</sup> with siblings attending Wharton in other grades (25% cap*)</li><li>2. NEW: EB students without siblings enrolled in 5<sup>th</sup> at Wharton</li><li>3. Other non-zoned EB applicants with siblings (25% of remaining cap*)</li><li>4. Non-zoned EB students with no BIL program at home campus</li><li>5. Other non-zoned EB applicants without siblings</li><li>6. Out of district EB students currently attending HISD</li><li>7. Out of district EB students NOT currently attending HISD</li><li>8. NEW: Zoned students who do not qualify as EB but are bilingual, as per campus testing</li></ol>

*\*If any siblings are not selected in priority 1, they will move to priority 2; if not in priority 3, they will move to priority 4*

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# OVERVIEW OF COMMUNITY FEEDBACK



# Feedback Summary

The following is a summary of feedback received from the community about the solution and HISD's rationale for decisions about changes.

Trend	Feedback Summary	Impact on Solution
1	<p>Lottery Prioritization: We received the most feedback on how limited seats were allocated from two primary stakeholder groups:</p> <ul style="list-style-type: none"><li>• Zoned families: Expressed support of proposed solution that defined process for zoned families to receive priority access</li><li>• Non-zoned families: Expressed concern that solution did not create space for families. This was most prominent for non-zoned families with siblings who requested all siblings be prioritized together.</li></ul>	<p><b>NO CHANGE</b></p> <p>Feedback from these two groups were in direct conflict with one another, preventing a path forward to meet all community needs. To make a decision, HISD reviewed Pre-K application numbers which showed that 23% and 77% of Pre-K seats were offered to zoned and non-zoned applicants respectively. Given the high percentage of non-zoned families receiving a seat, the decision was made to keep the priority for zoned applicants unchanged.</p>

# Feedback Summary

The following is a summary of feedback received from the community about the solution and HISD's rationale for decisions about changes.

Trend	Feedback Summary	Impact on Solution
2	<p>Length of Zoned Priority Pathway – Received feedback on how long this priority should last</p> <ul style="list-style-type: none"><li>• Zoned families – Expressed support that the zoned priority timeline allows the community to adjust to the change and have continued access a “neighborhood school”</li><li>• Non-Zoned families – Requested a set end date be established for the zoned priority pathway. This would allow Wharton and Helms to operate as other SUS schools in the districts and meet the definition in Board policy of “no defined attendance zone”</li></ul>	<p><b>CHANGE</b></p> <p>Feedback from these two groups were in direct conflict with one another, preventing a path forward to meet all community needs. HISD updated the solution to end the zoned priority pathway after 10 years. This allows sufficient time for zoned families to adjust to new school of right while ensuring schools do not have “defined attendance zone” after plan is fully implemented.</p>

# Feedback Summary

The following is a summary of feedback received from the community about the solution and HISD's rationale for decisions about changes.

Trend	Feedback Summary	Impact on Solution
3	Many families requested clarity around language during the transition.	<b>CLARIFICATION</b> <ul style="list-style-type: none"><li>• Years 1 – 3: Zoned families will still be officially zoned to Wharton in Helms for next three years. This will be the school of right in HISD's Student Information System.</li><li>• Years 4 – 10: Starting in Year 4, families will receive a new school of right that will become their zoned campus in the Student Information System. Families will also have the title of "Wharton/Helms Priority Access" that can be notated on HISD and campus public websites.</li></ul>

# Feedback Summary

The following is a summary of feedback received from the community about the proposed solution and HISD's rationale for decisions about changes.

Trend	Feedback Summary	Impact on Solution
4	<ul style="list-style-type: none"><li>• Zoned: Requested guarantee that A/B transfer option would be within certain geography for a school with similar programming</li><li>• Non-zoned: Some disagreement with access to zoned priority and a special transfer option. Additional request to tie transfer option to school's rating so policy remains fair with performance of school (e.g., if school drops to a C, special transfer option is also for a C school)</li></ul>	<p><b>NO CHANGE</b></p> <p>All transfers are dependent on space available in the receiving school, after that school has served its zoned students. The current solution allows School Choice to identify a transfer school based on the specific needs of the family (e.g., geography, programming, performance rating, etc.). This transfer option is not permanent and most zoned students will be accommodated at Helms and Wharton so no additional adjustments were made to transfer rules.</p>

# SY24-25 Pre-K Enrollment Data

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Pre-K application data for SY24-25 as of 5/30/2024 is provided. Please note this data is **subject to change** as school choice and enrollment continues to evolve over the summer.

The following is a summary of Pre-K Enrollment data trends:

- Higher volumes of non-zoned families apply than zoned families (8x and 11x more for Wharton and Helms and respectively)
- Given high volume of numbers, it is less likely non-zoned families obtain a seat than zoned families. However, when looking at seats offered, non-zoned families receive the large majority of seats in Pre-K classrooms (77% and 80% of seats at Wharton and Helms respectively). This is due to more non-zoned families meeting TEA defined Pre-K eligibility criteria than zoned families.

# SY24-25 Pre-K Enrollment Data

The following chart outlines the Pre-K application data for SY24-25 as of 5/30/2024. Please note this data is **subject to change** as school choice and enrollment continues to evolve over the summer.

Wharton Application Stats	Zoned	Non-Zoned
Total # Applied	41	346
Total # Offered Seats	16	53
Percent of Applicants Offered Seat	39%	15%
Total # on Waitlist	25	293
Percent of Applicants Waitlisted	61%	85%
Wharton Pre-K Class Make-up	Zoned	Non-Zoned
Percent of Available Seats	23%	77%

# SY24-25 Pre-K Enrollment Data

The following chart outlines the Pre-K application data for SY24-25 as of 5/30/2024. Please note this data is **subject to change** as school choice and enrollment continues to evolve over the summer.

Helms Application Stats	Zoned	Non-Zoned
Total # Applied	27	302
Total # Offered Seats	9	35
Percent of Applicants Offered Seat	33%	12%
Total # on Waitlist	18	267
Percent of Applicants Waitlisted	67%	88%
Helms Pre-K Class Make-up	Zoned	Non-Zoned
Percent of Available Seats	20%	80%

# APPENDIX



# Bilingual Program State Law Requirements

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## Campus Enrollment Policy

- All Principals offering two-way dual-language immersion programs in HISD must target 50% of seats for English speakers and 50% of seats for Spanish speakers. Principals may adjust ratio based on needs of school in compliance with state law.
- **State Law Source** – *“A school district implementing a two-way DLI program model shall develop a policy on enrollment and continuation for students in this program model. The policy shall address: (1) equitable access, including the program's intention to maintain a ratio of 50% emergent bilingual students to 50% non-emergent bilingual students and have no more than two-thirds speakers of the partner language to one-third speakers of English in each classroom.”* 19 TAC § 89.1228(c)

## Language Allocation Plan

- All Principals in HISD are responsible for submitting a language allocation plan to the district that includes number of minutes taught in English and Spanish by grade and by content area. This is to ensure compliance with state law stating for dual language immersion programs, at least 50% of instruction is in partner language. The Helms and Wharton 80/20 model complies with this law.
- **State Law Source** – *“The district shall develop a language allocation plan that ensures a minimum of 50% of content area instructional time is provided in the program's partner language for the duration of the program.”* 19 TAC § 89.1227(d).

# Bilingual Testing State Law Requirements

## Families cannot be denied admission due to performance on a Spanish proficiency test.

- Language testing can still be conducted with students and results can be used for the following:
  - As a diagnostic tool for planning a student's course sequence and academic needs.
  - As a data/discussion point that families can use to determine if the campus is the right place for their student.
- **State Law Source** –“Emergent bilingual students and non-emergent bilingual students shall not be restricted access to the two-way DLI program based on any linguistic or academic achievement measures in the program's partner language or English.” Chapter 89, Subchapter BB (texas.gov) - 19 TAC § 89.1228(b)

## The language proficiency assessment committee (LPAC) determines the language in which students should be tested in for STAAR.

- **State Law Source** –“(1) For emergent bilingual students, the language proficiency assessment committee (LPAC) shall convene before the administration of the state criterion-referenced test each year to determine the appropriate assessment option for each emergent bilingual student in accordance with §89.1220(i) of this title (relating to Language Proficiency Assessment Committee). (2) For non-emergent bilingual students, the appropriate assessment option for the administration of the state criterion-referenced test each year is determined by the LPAC or through a school district-developed process” Chapter 89, Subchapter BB (texas.gov) – 19 TAC § 89.1228(e)(1)