ITEM A.2

I thought we were being updated on all progress measures for all 4 constraints in May.

As approved by the Board on April 27, 2020 during Special Meeting, data presentations on the Emergency Constraints and Progress Monitoring are scheduled for both Agenda Review and Board Meetings. Data on Emergency Constraint 1 and 2 will be presented during the May Agenda Review and data on Emergency Constraint 3 and 4 will be presented during the May Board Meeting. This pattern will continue through August 2020.

When will monitoring reports be ready to review prior to the meeting?
The purpose of this item is to provide the requested information to the board at the meeting. The reason the information has not been provided in the board's agenda packet is to allow the most updated information to be provided for discussion at the dais (while still providing time for the district to analyze and provide an administrative response). The reporting for this emergency constraint progress measure will include weekly metrics.

We aim to consistently provide the Emergency Constraint Progress Monitoring Report to the board with updated information and an administrative response at least 72 hours prior to the agenda review or board meeting in which they will be discussed.

ITEM D.2

Did this item go through consultation and were the concerns of employee groups addressed?
Yes, D-2 went through consultation. Employee groups did not share any concerns.

ITEM D.3

Aside from the change to technology tools, are there any changes from the prior year calendar? Did this item go through consultation and were the concerns of employee groups addressed?
The technology tools were the only changes from the prior year. D-3 went through consultation. Employee groups did not share any concerns.
ITEM D.4

What changes are there from the prior year calendar?
The only changes are dates reflective of the 2020-2021 school year.

ITEM D.5

Teachers cannot be evaluated based on data and observations prior to Spring Break?
Item D-5 asks the Board to waive all end-of-year evaluations for employees appraised in the Non-Teacher Appraisal System. Employees appraised with the NTAS include but not limited to operations staff, custodians, cafeteria workers, bus drivers, administrative assistants, and personnel assigned to Hattie Mae White.

ITEM E.1

What if any changes were made to this plan based upon input from the SDMC?
Sugar Grove leadership team presented the SDMC our school’s self-analysis along with the feedback provided to us from Region 4 and discussed each one of the 6 levers in detail to help the committee gain a deeper understanding of each one. After reviewing all six, we narrowed the levers down to 4 key areas to focus on for the upcoming school year. Those foci were: Lever 1.1, 3.1, 5.1, and 5.3. We came to the consensus that our school needed to stay focused on teacher and student culture, discipline, and student outcomes.

How will input from parents/guardians and staff be collected?
After meeting with the SDMC to review the Turnaround Plan, we posted a soft copy of the plan on our school website and provided paper copies of the plan during our parent walk-through scheduled with the FACE department and our attendance officers. Teachers, students, parents, and community have access to the Turnaround Plan and the 10-question survey on our web page. The plan and survey have been posted for over a month for stakeholder input.

What support is the district providing Sugar Grove in hiring experienced teachers?
Sugar Grove works collaborative with our HR and recruitment department to identify and hire experienced teachers. We have attended job fairs provided by our HR department that were exclusive to a few campuses. These job fairs have been conducted at least twice per semester and HISD recruiters provide a list of pre-screened candidates the meet the needs of our campus based on certification needs.
ITEM E.1 (CONTINUED)

What training is being provided to teachers to support English learners and students with disabilities?

All teachers at Sugar Grove Academy have been trained on the importance of utilizing English Language Proficiency Standards or ELPS to better serve the 70% of the students acquiring a second language on our campus. Weekly PLCs also reinforce this training by discussing how to weave these practices into every lesson. The district’s multi-lingual department also conducted sheltered instruction training for all teachers during early release days and A180 Wednesday PD. The focus of these trainings is to provide students the opportunity to demonstrate four domains that the TELPAS test focuses on to improve second language acquisition through consistent practice of listening, speaking, reading, and writing in English in all contents. Teachers learn how to differentiate their lessons to provide these opportunities for all students. Additionally, Teacher development specialists and the instructional leadership team provided our reading and math teachers of all grade levels, training on how to utilize additional time during the school day to provide mini intervention lessons to small groups of students identified as needing targeted assistance during their planning periods. 8th grade included the science and social studies teachers as well. Sheltered instruction has proven to not only increase achievement in our EL students, these practices also help our Special Education students increase achievement as well.

For the coming year, will Sugar Grove be prioritized for technology (hotspots and tablets/laptops)?

Yes, Sugar Grove will be a priority school for technology in the incoming year. Our current goal is to ensure that 90% of our current 6th and 7th graders have access to laptops and hot spots by the start of the 2020-2021 school year. As of 5/4/20, 77% of our 7th graders and 66% of our 6th graders are confirmed to either 1) have their own personal, nonshared computer, or 2) have received a laptop or Chromebook from SGA. We are also currently compiling a list of non-special education students who are currently in need of an Internet hotspot device. For the 2020-2021 school year, all Sugar Grove students will take a basic computer literacy class taught by our school’s technology specialist. The structure of the class is still being devised, but the premise is that all students are proficient in applications that their teachers will be using. The Instructional Leadership team will work collaboratively with department chairs to select a universal list of applications that will be used throughout the year such as the HUB, Google Classroom, Microsoft Teams, etc. The purpose of this seminar is so that all students will be capable of using online platforms if schools are shut-down in the fall due to COVID-19.

ITEM F. 1

Please share 2018 and 2019 external audits for each charter.

Please see attached.
ITEM F.1 (CONTINUED)

Please share the contract for each charter.
The HISD legal department will finalize the contract with the individual charters when the board approves the authority for the district to negotiate the terms of the contracts.

What is the academic performance for each charter?
For the 2018-2019 School Year, below is the overall accountability rating.

<table>
<thead>
<tr>
<th>HISD Contract Charter School</th>
<th>Accountability Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energized for Excellence ECC (Paired with Energized for Excellence ECC)</td>
<td>88</td>
<td>B</td>
</tr>
<tr>
<td>Energized for Excellence ES</td>
<td>88</td>
<td>B</td>
</tr>
<tr>
<td>Energized for Excellence MS</td>
<td>89</td>
<td>B</td>
</tr>
<tr>
<td>Energized for STEM Southeast HS</td>
<td>89</td>
<td>B</td>
</tr>
<tr>
<td>Energized for STEM Southeast MS</td>
<td>59</td>
<td>F</td>
</tr>
<tr>
<td>Energized for STEM Southwest HS</td>
<td>89</td>
<td>B</td>
</tr>
<tr>
<td>Energized for STEM Southwest MS</td>
<td>90</td>
<td>A</td>
</tr>
<tr>
<td>Inspired for Excellence Academy (Rated under Alternative Accountability)</td>
<td>65</td>
<td>D</td>
</tr>
<tr>
<td>Mount Carmel Academy</td>
<td>88</td>
<td>B</td>
</tr>
<tr>
<td>Texas Connections Academy</td>
<td>70</td>
<td>C</td>
</tr>
<tr>
<td>TSU Charter Lab School (Paired with the District for 18-19)</td>
<td>88</td>
<td>B</td>
</tr>
<tr>
<td>Young Learners School (Paired with Burbank ES)</td>
<td>93</td>
<td>A</td>
</tr>
<tr>
<td>Young Scholars Academy</td>
<td>67</td>
<td>D</td>
</tr>
</tbody>
</table>
ITEM F.1 (CONTINUED)

What oversight do we have in place for 2020-21 to ensure that students with disabilities at these schools are being identified and are receiving services and FAPE as required by law, and that all teachers (special ed and general ed) know how to carry out the IEP for students with disabilities in their classrooms?

The HISD Office of Special Education Services (OSES) works collaboratively with Charter School administrators and staff to provide both virtual and/or face-to-face professional development to ensure that our Charter Schools are properly identifying students (Child Find), and understand how to carry out the IEP for students. This training not only provides guidance in the implementation of the law, but also provides practical knowledge in looking at data and other indicators for students who are experiencing academic, developmental, speech and language and/or behavioral difficulties.

Evaluation personnel are assigned to the Charter campuses to work with the campus administrators and intervention teams to ensure that campus teams locate, identify and evaluate all students with suspected disabilities. As the ARD/IEP team determines the services needed to support a student with disabilities, the OSES provides all Charter schools with an itinerant Department Chairperson to support the ARD process and ensure an IEP is developed per federal and state law.

Additionally, the Interventions Office works collaboratively with the Charter campuses to ensure RTI implementation of the tiered guidelines for progress monitoring student data every 3-4 weeks. Students requiring additional support are provided small group interventions. Based on student growth, campuses may proceed with a referral for Special Education or Section 504, as needed. As an additional layer of monitoring, Special Education referrals are monitored monthly for numbers that are greater than or below average to determine if additional teacher support is needed in the areas of behavioral management, data analysis, and/or a more in depth Child Find/referral process training.

Has HISD’s Interim Chief Financial Officer reviewed their finances to assess whether they are financially viable?

The Interim Chief Financial Officer has reviewed the Annual Financial Reports provided by each charter and conducted by a licensed CPA in the State of Texas for an unqualified opinion and any material weaknesses.

During the year, three separate Chapter VI Affidavits are collected from each charter partners. These affidavit statements attest to the viability of the charter through its next scheduled payment. These affidavits are collected at three separate times: no later than 20 business days after the July ADA payment, no later than 10 business days after the October 2019 ADA invoice payment, and no later than 10 business days after the February 2020 invoice payment. Additionally, each charter campus is to submit an annual audit report of financial statements based on the fiscal year end date of the charter school.
ITEM F.1 (CONTINUED)

How have each of these campuses adjusted operations when closed during the COVID crisis? HISD Contract Charter campuses are expected to maintain the same operations as traditional HISD closures during the COVID-19 closing, as they also are in the status of “closed but instructing.”

Are they continuing to pay employees? Deliver instruction to students? Are they included in our emergency constraint metrics of “engaging all students in learning”? How do they plan to recruit students for the coming academic year?

All charter school campuses are continuing to pay employees as they also are included under HISD district’s designation of being “closed but instructing”. The contract charter campuses are included in the emergency constraints as they are included all of the other board monitoring reports. These schools will continue to recruit students using the same advertising metrics as have been used in prior years, including direct marketing to parents, and word-of-mouth.

Does Texas Connections expect to grow in light of the COVID epidemic?

Texas Connections is planning for a potential uptick in enrollment for SY 20-21 given an increase in their intent-to-enroll forms amongst current students, and a possible increase due to COVID-19. Because Texas Connections is a statewide full-time online public school, a heavy majority of new enrollments, if they materialize, would come from families outside of HISD. The current enrollment projection for the 20-21 school year is 8,000 students.

Regarding “Develop a single office responsible for the academic, operational, and financial oversight for HISD’s in-district charter campuses,” what is the budgetary implication?

The funds to pay for this re-organization will come from existing funds within the Strategy and Innovation Budget.

Is this the complete list of in-district charters we will be renewing for 20-21?

The only school missing from this list is Young Scholars Academy for Excellence. Due to their fiscal year, its unqualified audit letter is not due until the end of May, and as of the time of this answer, it has not been submitted. If we receive the unqualified audit in time to add the school to the agenda for May, we will do so, otherwise, Young Scholars will be presented at the June Agenda.
ITEM F.1 (CONTINUED)

Is this renewal including the NEW and REVISED charter policy? This seems like the same policy with future plans to change our oversight. Is this K.1? Please clarify.

Agenda Item F-1 authorizes the renewal of the “charter contracts” for the 2020-2021 school year pursuant to the current Board policy. These agreements are not impacted by the proposed revisions to EL(LOCAL). Proposed revisions to EL(LOCAL), if approved, will not go into effect until the 2021-2022 school year. First Reading of the revised policy will be at the May 2020 Regular Board Meeting and if approved in May will be presented for Second Reading at the June 2020 Regular Board meeting. If approved, revised EL(LOCAL) will govern contracts with charter and External Performance Contract campuses entered for the 2021-2022 school year and subsequent school years.

The K-1 policy is the first reading of EL (LOCAL) revision, the Board Policy that governs our relationships with external performance contract charter campuses. K-1 provides the governance framework by which the recommendations for future charter oversight can be adopted.

ITEM F.2

Please give more detail on the specifics of the DOI committee: How many members, what composition, and how would each member be selected?

The Texas Association of School Boards (TASB) notes that the membership of the committee is not specified in statute, but as a practical matter, the members of the committee must be able to write a comprehensive plan with the required elements, clearly articulate the innovative purpose of the plan, and persuade the school community of the value of the plan.

The number of members, the composition, and the selection process is at the leisure of the school board. The resolution being presented mimics a process used by several districts in Texas in which each school board trustee can appoint a member, and in which the Interim Superintendent can appoint a sub-set of members; however, the board ultimately determines the process to be used.

To note, the members selected for the planning committee must be approved by a vote of the Board of Trustees.
ITEM F.2 (CONTINUED)

How and when will the hearing be conducted? Will there be a process for members of the community to speak directly to us through video? What about community members without technology access?

TEC 12A.002(a) states that promptly after adopting a resolution under Section 12A.001(c)(1) the board of trustees shall hold a public hearing to consider whether the board should develop a local innovation plan for the designation as a District of Innovation. As a public hearing, the meeting must comply with the standards set forth by the Texas Open Meetings Act, similar to the public hearing we hold for the budget.

How would a public hearing regarding a DOI be conducted? How would we ensure equitable participation by stakeholders in all Houston communities, especially given the challenges of COVID-19, at every stage of this process?

The means and process by which the hearing will be conducted will be determined by the will of the Board of Trustees. TEC 12A.002(a) states that promptly after adopting a resolution under Section 12A.001(c)(1) the board of trustees shall hold a public hearing to consider whether the board should develop a local innovation plan for the designation as a District of Innovation. As a public hearing, the meeting must comply the standards set forth by the Texas Open Meetings Act.

What is the deadline for submitting a plan to the TEA?

There is no deadline for submission to TEA as TEA does not approve District of Innovation (DOI) Plans. The timeline for the DOI process is at the leisure of the Board of Education with two exceptions.

- Once a resolution is passed, the Board of Education must hold a public hearing as soon as possible, but no later than 30 calendar days after adoption of the resolution.
- Once a final draft of the plan is complete (the draft to be voted on by the DAC and Board of Trustees), it must be posted publicly online for 30 days before the Board of Trustees can take its final vote.

What other strategies have been attempted to fill CTE vacancies?

The CTE Department and Human Resources Department have cohosted Career & Technical Education teacher hiring fairs. High school principals were offering qualified candidates' preliminary positions on the spot.

The district works with Region IV, Texas Workforce Solutions, Houston Community College, and local unions to find qualified candidates to fill vacant CTE positions.
ITEM F.2 (CONTINUED)

How does HISD salary for CTE teachers compare to surrounding districts?
Salaries for CTE instructors are aligned with academic core teachers in the district. However, the CTE Department works with Human Resources to identify High-Growth High-Demand CTE areas that require a more attractive compensation package. Based on the determination of creditable experience, one year of teaching experience will be granted for two years of related work experience, not to exceed four additional teaching years.

High market demand courses are reviewed annually. The high market demand assignments for 2020-2021 have been identified, and these teacher areas qualify for the teacher salary step increase:

- CTE, Arch & Const: Plumbing
- CTE, Energy: Process Technology
- CTE: Health Science
- CTE: Transportation: Auto Technology
- CTE: Arch & Const.: Const. Tech.-Electrical
- CTE: Manufacturing: Machining
- CTE: Arch & Const.: Const. Tech.-HVAC
- CTE: Transportation: Maritime
- CTE: Law: Firefighting
- CTE: Manufacturing: Welding

Is flexibility in CTE teacher certification already available to HISD without the DOI?
Yes, Texas Education Code Sec. 21.055 allows districts to seek School District Teaching Permits (SDTP) for CTE teachers. However, the Code does not apply to candidates that are enrolled in an alternative certification program for another content area of study. These candidates do not qualify for a SDTP, which limits our ability to hire quality candidates. We've been unable to fill open CTE positions because the candidate was enrolled in an ACP program seeking a SBEC teaching certificate.

https://tea.texas.gov/texas-educators/certification/school-district-teaching-permit-faqs

An individual is not eligible for a SDTP subject to the approval of the Commissioner of Education if he or she:

- has or previously had a certificate issued by the State Board for Educator Certification,
- has failed the educator certification exams,
- has a pending application for a SBEC teaching certificate,
- has applied for a teaching certificate and the application has been denied, has or once had a teaching certificate that has been sanctioned or revoked.
ITEM F.2 (CONTINUED)

Do surrounding districts who start their year earlier have more instructional days than HISD?
Many of the districts that we examined have around the same number of days of total instruction (give or take a few for differing holidays), however, the difference primarily tends to be in the number of days of instruction during the month of August. As an example, in the 19-20 school year, HISD had 5 days of instruction in August, with 10 days of preservice. Aldine ISD had 7 days of instruction with 10 days of preservice; Fort Bend ISD had 13 days of instruction with 7 days of pre-service; Alief ISD had 13 days of instruction with 7 days of preservice. Starting earlier also allows for the school year to end earlier, allowing students to not to have to come back after the Memorial Day holiday, as well as leaving sufficient time to transition to Summer School.

Aside from first day of instruction and teacher certification, are there any other flexibilities that the administration is interested in pursuing at this time? If so, what problems would they be designed to solve and what are potential benefits of each flexibility?
The benefit of the flexibility from the 90% attendance rule would be the ability to be innovative in the methods, locations and times instruction may be delivered to students, especially those students who are at the highest risk for dropping out. The law as it stands requires the district to award credit based on “seat time” as opposed to content master. Students balancing major life responsibilities with their academic endeavors could potentially gain instruction outside of a traditional brick and mortar setting while allowing the district to receive funding for the student as they will be engaged in an innovative means of instruction.

What would be the cost of starting school earlier?
The cost of beginning the school year earlier is difficult to judge at this time as it would depend on a variety of factors that the Innovation Plan committee would need to work to determine.

What is the average elementary class size in HISD?
Elementary class sizes from 2018-19 according to 2019 TAPR. We do not have 2019-2020 as the school year is not complete.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>18.9</td>
</tr>
<tr>
<td>Grade 2</td>
<td>18.3</td>
</tr>
<tr>
<td>Grade 3</td>
<td>18.3</td>
</tr>
<tr>
<td>Grade 4</td>
<td>18.4</td>
</tr>
<tr>
<td>Grade 5</td>
<td>19.3</td>
</tr>
</tbody>
</table>
ITEM I.1

How does each contract accomplish our goals? Can you explain how you have evaluated the vendor so that you know that they are effectively executing their program?

The purchasing services department conducts solicitations at the request of departments and approved by their specific chief. Each chief or area superintendent are responsible for their contracts and how they tie to board, district, or departmental goals. Contracts for goods and services can also be requested by principals. The purchasing services department manages the process of obtaining vendors for chiefs, area superintendents, and principals to be able to support their areas.

The purchasing services department does not evaluate vendors. Vendor evaluations are done by the RFP evaluation team members during the review of proposal submissions. The evaluation team selects vendor(s) to be recommended for board approval. Purchasing services must remain neutral in making any decisions on vendors.

Why is historical spending information not included with these items?

Historical spend for each I-1 board item is provided on the board summaries. Any new project to the district would not include historical spend and is noted on the summary.

Does the administration have an evaluation instrument to demonstrate how each these contracts support our goals and/or do not violate our constraints?

All contracts with educational vendors are evaluated near the close of the contract year. District-based contracts utilized are those that provide valuable instructional resources to our students, including differentiated resources for the varied student groups, as well as digital resources to track student progress and serve as data warehouses to inform our decisions. Additionally, as a decentralized district, principals are able to engage in service agreements with any HISD approved vendor based on their campus needs. In such cases, the campuses are responsible for evaluating the effectiveness of programs and service agreements they engage with.

ITEM I.1.A (20-11-03)

What is the average amount of money collected by an agency representing HISD?

The district has never used these services in the past so there is no history on collections. This was one of the recommendations in the LBB report.
ITEM I.2 AND I.3

How have these donations and grants been evaluated to ensure alignment with our district goals and constraints?

The Grant Development Department (GDD) has policies and processes in place, based on district and board policy, to oversee the entire life cycle of all grants and donations awarded to the district. During the pre-award phase, HISD grant applicants are asked, while developing their grant proposal, to describe how their proposed project is aligned to the district’s goals and constraints. This process begins when an HISD grant applicant submits a signed Intent to Apply for Grant form for review and approval to the GDD. A similar process is in place for all donations. Signed donation forms are required before a donation, with the accompanying check as appropriate, will be accepted and processed by the GDD. Additionally, for all awarded grants and donations of $5,000 or more, a board agenda item is prepared each month and submitted to the HISD Board of Education for review and approval.

GDD is also works with HISD grant applicants to identify prospective grant opportunities that are aligned to the district’s goals and constraints. GDD also maintains “Grant Forecasters” of grant opportunities by subject area that are aligned to the district’s goals and constraints to further assist grant applicants.

ITEM K.1

Could the language "parents" be updated to say "parents/guardians" to be inclusive of the diversity of the composition of our students’ families

Yes, parent(s)/guardian(s) has been added to the policy.

Please define "timely" with regards to notification to parents/guardians of non-renewal or revocation of a contract? Will parents/guardians be notified if their campus is at risk of non-renewal or revocation the following year BEFORE magnet applications close for that year? Or, will they be given an option to apply and be added to the top of the waiting lists if non-renewal/revocation happens after magnet applications have ended?

The word “timely” is used in the section identified as Nonrenewal/Revocation/Termination Protocol. It reads: The district shall facilitate timely notification to parents including assistance in finding new educational placements; orderly transition of student records to the District; and disposition of funds, property, and assets in accordance with the law.

“Timely” in this section refers to the Nonrenewal of Performance Charter language on page 6/14 in the redlined version of the policy. It reads—If the board decides not to renew an External Performance Contract, the Board shall notify the campus of the action in writing no later than October 31, in the final year of the campus performance contract.
ITEM K.1 (CONTINUED)

This timeline permits students to participate in the district’s school choice process. The proposed revised language relates to notification to the school and does not specifically state that parents/guardians and students are notified by this deadline. Parent notification language can be added to the policy.

However, proposed revisions to EL(LOCAL) also provide that in the event of an emergency closure due to health, safety or other exigent circumstance, a school may be notified of closure at any time. The notice shall include the reasons for the termination and the effective date of the termination, which shall be no later than the end of the current school year or may be effective immediately in the event of a health or safety concern. Unfortunately, students attending schools subject to emergency closure may be outside of the timeline to participate in the school choice process. The administration will provide assistance to these students and their families in finding a placement in another HISD school.

What HISD-run schools (if any) would fall under this policy?
Proposed revised EL(LOCAL) governs four types of statutory charter schools and External Performance Contract Campuses. Currently, there are no statutory charter schools in HISD. All the schools that HISD currently refers to as “charter schools” would be categorized as External Performance Contract Campuses in revised EL(LOCAL) and subject to the provisions of the policy.

On the list of policies under "Performance Standards," why is AE (local) that defines our goals and constraints not included?

HISD Board Goals and Constraints are a part of AE LOCAL. Academic Data from the Charter and External Performance Campuses are included in HISD data reported to TEA. Consequently, it may be appropriate to specifically state that student performance standards and HISD District Goals and Constraints articulated in AE LOCAL should be applied to Charter and External Performance Contract campuses. This language can be added to the policy.

However, also included in AE LOCAL is an exposition of the District’s educational philosophy, and specifically is the “Board’s Declaration of Beliefs and Vision for Improvement.” Allowing Performance Contract Schools to have their own mission statements, so long as they do not conflict with Board Goals and Constraints may be appropriate.
BOARD CONSTRAINTS

If we are saying ALL students then the numbers here (between ECPM 3.1 and 3.2) do not reflect all students, its roughly 62%.

There are other methods that teachers are engaging students that we do not have access to measure (Class Dojo for example). 3.1 and 3.2 are both ways to engage all students, but individual campuses are able through decentralization to utilize alternative methods. Based on how data is collected and/or available, it is not currently possible to create an unduplicated data set to capture individual student log ins and engagement between Clever (MyOn, Imagine Literacy, Imagine Math), TEAMS, the HUB, Class Dojo, Google Classroom, etc.). This pandemic has created a new urgency to create new processes and business rules to collect a comprehensive data set in the future. Administration is working with vendors to create programming and business rules to add in these additional reporting measures.

What percentage of students are CURRENTLY engaging in the Clever Portal?
As of 9:00 AM on May 1st, there have been 88,189 (42.8%) unique students logged in through the Clever portal over the last 7 days with 1,022,393 total logins.

If we are saying engaging with learning, how do we know if we are simply "distributing" non-digital resources that they are actually "engaging" and doing the work?
For 3.1 we are measuring log ins. If they have logged in, they are considered to have engaged. For 3.2, engaging means that they have indicated paper is needed. No, we are not measuring lessons completed as it is data that is not easily gathered and monitored. Once the packet work is collected, campuses will determine processes for feedback to students. Adding a data collection component to this will add an additional burden to teachers and administrators during this time. What we have seen through two-way communication with families and campus staff is the packets are welcomed and being utilized to ensure instructional continuity.

Is ECPM 3.1 measuring logins or completed activities?
3.1 is measuring logins over the course of a week. The assumption being made is that if a student has logged in to an application, they have engaged in the content. We do not anticipate students logging in and not doing any work. Measuring lessons/activities is something that is not currently set up in the system. Again, we are learning from this and working to set up with our vendors more sophisticated ways to track these types of engagements. This takes time to program and produce.
BOARD CONSTRAINTS (CONTINUED)

How many schools have a shared Nurse?

18

Will all schools be budgeted for a full time Nurse and from who's budget?
Most schools will be budgeted for a full-time nurse. Schools that share buildings or grounds will share a nurse (ex. Cage ES/Project Chrysalis).

How many schools do not presently have a full time Nurse?

18

BUDGET

If we ask for the golden penny, taxes may not actually go up (based on the numbers presented)? (p.31)
Correct, because the actual tax rate will decrease. However, taxpayers that had an increase in actual value will most likely still see a slight increase in their tax bill. It is due to the values increasing and not directly to the fifth penny.

Can we get the savings from COVID-19 for the district? If you cannot provide that number, can you please tell us when you can provide that number? How will that amount impact next year's budget?
The district is still processing vendor payments (School admin assistants recently received system access and are currently inputting goods receipts and allocating ProCards to their budgets). We are also anticipating future COVID related expenses for example COVID 19 payroll, laptops/chrome books and Speech therapy services which have not been encumbered or expensed. However, we believe that we can add between $80 and $100 million to fund balance at the minimum. This can be impacted by many factors including when the district decides to start summer school, necessary purchases identified when the district resumes regular operations, and when the district receives CARES act funding.

It will not impact the budget that you adopt in June. However, those saved funds can be used to help pay for summer school, interventions for students in 2020-2021, and depending on how much is utilized during 2020-2021 we could use any remaining funds to mitigate some budget cuts in 2021-2022.
**BUDGET (CONTINUED)**

Can we get a break down of non-exempt separately from substitute teachers? (p10 and 29 of this slide)
Substitutes charged to COVID-19 is about $7,000 the remainder was non-exempt.

Is the 6% increase in property values set or are we still waiting for the official number?
We received values on April 30, 2020 with a 5.84% increase. However, values traditionally drop from certified estimated to the end of a fiscal year due to settlements and protests, so we will not budget at this level. Based on what we received on April 30, 2020 the 4% assumption is still being used.

Are campus budgets available?
Campus budgets for 2020-2021 are being finalized and reconciled at this time.

We need to increase the PUA. The PUA has been cut for the last few years (I know teacher salaries show an increase to the PUA but it’s not really to the PUA).
In order to increase the PUA, either additional revenues or district program/services cuts would be required. Considering future revenue shortfalls due to COVID-19 additional revenues are not expected.

Our share of employee health coverage - why are we paying so much?
Past boards have been reluctant to increase employee premiums in the past. Therefore, to fund the program the district must bear the additional cost. Medical and pharmacy costs have continued to grow for all insurance plans.

Where are we applying the savings from the LBB recommendations?
The LBB savings we have so far were represented in the March 5th Budget Workshop as cuts to the budget, so they are contributing to keeping the deficit shown on April 27th.

If we don't use the golden penny for salaries, can we still give raises?
No, that would increase the district’s deficit and create additional cuts in 2021-2022.
BUDGET (CONTINUED)

LBB Recommendation 57: Why do we have district custodial staff and non-HISD custodial staff?
Internal and external custodial resources are both needed to support the district. Houston ISD contracts for custodial services as well as employs internal staff to perform cleaning services. Currently, the CMC is responsible for full cleaning of the facility in the afternoon/evening and for providing all equipment, supplies, and any overtime necessary. The CMC is also responsible for the annual deep cleaning at each of their assigned campuses and any supplies/overtime resulting from that service. Based on the total number of internal resources as well as equipment and challenging budget, external resources are very necessary to assist with cleaning the campuses and facilities.

Based on the projections how are we proposing raises?
We are still meeting with the Joint Compensation committee and expect to bring a recommendation forward at the May 21st workshop.

Since recommendation 57 will not be implemented per the monetary analysis in this presentation, what steps will be taken to address the findings in the LBB report regarding oversight of this contractor and quality of work by this contractor?
The assumption is that the custodial vendor is not being held accountable. A survey of all campuses cleaned by the CMC, from the perspective of the campus leader or Principal, was not conducted to ascertain satisfaction/ dissatisfaction. FMO Custodial Team Leaders as well as campus Principals have a formal process to report concerns with the CMC’s performance. Monthly inspections will continue to rate quality of cleanliness.

Is $500 million still the optimum fund balance for HISD, given the timing of when we collect property taxes and the need to fund operations through the fall before property taxes come in? Does COVID-19 affect what our optimum fund balance should be?
Yes, if we continue to collect some revenues from June through November.
Yes. Any additional expenditures that we incur during the summer for summer school or for additional supports this fall will impact our spending compared to the prior year and put pressure on cash needs.

Please explain the 8 million in the food service budget from last year’s increase.
The 2019-2020 mid-year budget was $139 million which is the same as the 2018-2019 budget.
BUDGET (CONTINUED)

Aside from reading academies, how will HB 3 SCE and early education funds be spent?

For the 2020-2021 school year, the early education allotment will be spent on training principals, kindergarten teachers, special education teachers and teacher development specialists modules designed by TEA called Reading Academies. The training consists of ten full days throughout the year and requires early reading specialists/coaches that are also paid through the same funds. Teachers in grades 1st-3rd will be trained during the 2021-2022 and 2022-2023 school year. It will also support Literacy by 3 Reboot training that we were unable to complete Spring 2020 due to school closure/COVID-19. Additionally, the early education allotment will be utilized to support math instruction, beginning in 3rd grade during the 2020-2021 school year through professional development in building number fluency, number concepts (both concrete and abstract), and number sense through both internal trainings and TEA Math Academy sessions. Additional costs include personnel to provide both the reading academy and math trainings along with costs associated with materials such as manipulatives. SCE funding will be used to fund Summer School.

What is the district’s unassigned fund balance currently? Projected for the end of the fiscal year?

The district’s unassigned fund balance as of June 30, 2019 was 512,328,146. Fund balance is calculated once a year during the districts external audit.

The district is still processing vendor payments (School admin assistants recently received system access and are currently inputting goods receipts and allocating ProCards to their budgets). We are also anticipating future COVID related expenses for example COVID 19 payroll, laptops/chrome books and Speech therapy services which have not been encumbered or expensed. However, we believe that we can add between $80 and $100 million to fund balance at the minimum. This can be impacted by many factors including when the district decides to start summer school, necessary purchases identified when the district resumes regular operations, and when the district receives CARES act funding.

Given the challenges of the COVID-19 era, it seems school nurses, counselors, and wraparound specialists are more important than ever. Do we have sufficient funding allocated to these and other related resources in this budget to meet the physical and mental health needs of our students who will return to us traumatized by COVID-19?

Nurses and counselors are not centrally funded positions. Campus Principals make decisions on staffing for these positions. For 2020-2021 all campuses were required to purchase a nurse from their budget allocation. In 2020-2021 the district is adding 70 wrap-around specialists.
BUDGET (CONTINUED)

How much revenue has been lost in meals due to COVID-19?
Current estimates are approximately $35 million.

Do we have a projection on how much funds will be recurred from CARES Act?
TEA is expected to release the CARES Act Notice of Grant Award around the end of June. No definite date or amounts have been released to school districts.

Are contracts with educational vendors evaluated on a regular basis and are we cutting dollars allocated to programs & contracts that are not having the greatest benefit for our students?
All contracts with educational vendors are evaluated near the close of the contract year. The district-based contracts utilized are those that provide valuable instructional resources to our students, including differentiated resources for the varied student groups, as well as digital resources to track student progress and serve as data warehouses to inform our decisions. Additionally, as a decentralized district, principals are able to engage in service agreements with any HISD approved vendor based on their individual campus needs. In such cases, the campuses are responsible for evaluating the effectiveness of programs and service agreements they engage with.

What can we do as a Board to help minimize to many amendments and to have a balanced budget based on the budget projections?
Assume prevent amendments at the June adoption

Please provide example of non-board approved vendor
A non-board approved vendor is any company/individual who has not responded to a solicitation and been approved by the board of education. Solicitations can either be conducted by the district or through a cooperative. These are primarily the I-1 items submitted each month for board approval.
Example: Amazon and Wal-Mart are not board approved vendors because they have not responded to solicitations and aren’t board approved.

Where did the 16.5 million come from? What line items?
It came from long term substitute unspent funds and salary fallout.
BUDGET (CONTINUED)

How much unused funds are being returned to the budget due to COVID-19?
The district is still processing vendor payments (School admin assistants recently received system access and are currently inputting goods receipts and allocating ProCards to their budgets). We are also anticipating future COVID related expenses for example COVID 19 payroll, laptops/chrome books and Speech therapy services which have not been encumbered or expensed. However, we believe that we can add between $80 and $100 million to fund balance at the minimum. This can be impacted by many factors including when the district decides to start summer school, necessary purchases identified when the district resumes regular operations, and when the district receives CARES act funding.

What is the projected COVID impact on FY20/21 expenditures, especially to catch kids up?
This won’t be available until we are able to evaluate all students when we return to school later this fall.

What have we heard from the governor, legislature and/or comptroller regarding the projections for the next biennium? (I’m hearing other states say to expect as much as a 25% reduction in revenue.)
We have some information that was shared by TASBO’s Center for School Finance below as far as the status of the state, but there has been nothing communicated to school district’s about any specific impacts for the next biennium.

Revenues:
1. Expected decline in sales tax revenues due to the economy
2. Oil prices down

Cost pressures:
1. Economic downturn causing higher demand for services
2. HB3 costs were significant and projected to grow

Where is the state headed?
1. What will unemployment rates do?
2. Texas manufacturing has declined
3. Texas service and retail having steep declines
4. Texas Comptroller is expected to reduce revenue estimates by several billion
BUDGET (CONTINUED)

Do we have a school finance planning calendar?
Yes, we have a detailed planning calendar that we use internally. We have shared the portions that are Board related in the budget workshops.

What is current fund balance and how does it compare to last 5 years?
Unassigned fund balance is calculated once a year after the fiscal year is over and shown in the CAFR. Below are the previous five years.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>UNASSIGNED</td>
<td>$282,545,916</td>
<td>$385,625,902</td>
<td>$366,955,184</td>
<td>$389,415,008</td>
<td>$512,328,146</td>
</tr>
</tbody>
</table>

If all funds were to dry up and expenses remain the same, how long will current level of fund balance carry us?
Approximately mid-December which is when tax bills have gone out and we begin collecting that year's property taxes.

What is current rate of tax collection and how does it compare to last 5 years?
See chart below.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>95.90%</td>
<td>96.08%</td>
<td>96.13%</td>
<td>96.44%</td>
<td>96.31%</td>
<td>95.97%</td>
</tr>
<tr>
<td>Year-End</td>
<td>98.51%</td>
<td>98.36%</td>
<td>98.39%</td>
<td>98.46%</td>
<td>98.57%</td>
<td>NA</td>
</tr>
</tbody>
</table>

What are the projections for next five years?
We would typically use our historical data as shown in the previous question. We are using 97% currently expecting a decline in our rate. We review collection rates every year as we are estimating local tax revenues.

Upon what assumptions is proposed budget based?
Please see slide 31 and 32 in the April 27 budget presentation.

What is the COVID impact on FY19/20 expenditures?
See slide 29 of the April 29 Budget Workshop.
BUDGET (CONTINUED)

During previous 5 years have we received an over or under payment and what was it?
The majority of the district’s revenues are from local property taxes. Settle-up relates to state aid and recapture. Below is from the September settle-up process.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Settle-up</td>
<td>$33,268,823</td>
<td>$2,348,526</td>
<td>$(20,260,267)</td>
<td>$17,050,651</td>
<td>$4,494,494</td>
<td></td>
</tr>
</tbody>
</table>

FY2015 was from the North Forest ISD incentive that the district was eligible to receive for taking the North Forest Independent School District.

FY17 was from lower than estimated refunds that the district expected to pay out. Since the district did not make these refunds and retained tax collections, we had to pay the retained taxes in recapture.

FY18 had a property tax audit adjustment included that was not processed until settle-up.

What is our current staffing ratio - student-to-staff and student-to-teacher and how has that changed over past 5 years?
See table below.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student to Teacher Ratio</td>
<td>18.4</td>
<td>18</td>
<td>17.9</td>
<td>17.3</td>
<td>17.5</td>
<td>17.8</td>
</tr>
<tr>
<td>Student to All Staff Ratio</td>
<td>8.9</td>
<td>8.6</td>
<td>7.6</td>
<td>7.9</td>
<td>8.3</td>
<td>8.7</td>
</tr>
</tbody>
</table>

How does our compensation system (salaries and benefits) compare to other area districts and other large urban TX districts, and what are their tax rates compared to ours?
See table below for the 2019 tax year rates (for fiscal year 2019-2020). The highlighted districts have held Tax Ratification elections (voter approval) to obtain the higher M&O tax rate.

<table>
<thead>
<tr>
<th>District</th>
<th>Enroll</th>
<th>Teacher Count</th>
<th>0-Year Salary</th>
<th>5-Year Salary</th>
<th>10-Year Salary</th>
<th>15-Year Salary</th>
<th>20-Year Salary</th>
<th>Highest Salary on Schedule</th>
<th>Max Years Credit</th>
<th>Highest Actual Salary</th>
<th>Average Salary</th>
<th>M&amp;O Rate</th>
<th>I&amp;S Rate</th>
<th>Total Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldine ISD</td>
<td>66,688</td>
<td>4,472</td>
<td>$56,000</td>
<td>$57,072</td>
<td>$59,471</td>
<td>$61,796</td>
<td>$65,074</td>
<td>$89,429</td>
<td>44</td>
<td>$92,130</td>
<td>$61,388</td>
<td>$1,046</td>
<td>$0.025</td>
<td>$1,071</td>
</tr>
<tr>
<td>Austin ISD</td>
<td>75,342</td>
<td>5,342</td>
<td>$50,231</td>
<td>$51,322</td>
<td>$52,270</td>
<td>$52,899</td>
<td>$55,502</td>
<td>$62,937</td>
<td>30</td>
<td>$82,443</td>
<td>$53,662</td>
<td>$1,090</td>
<td>$0.118</td>
<td>$1,208</td>
</tr>
<tr>
<td>Cypress-Fairbanks ISD</td>
<td>116,812</td>
<td>7,788</td>
<td>$54,800</td>
<td>$57,987</td>
<td>$60,441</td>
<td>$63,662</td>
<td>$66,191</td>
<td>$80,188</td>
<td>41</td>
<td>$89,093</td>
<td>$61,308</td>
<td>$0.9700</td>
<td>$0.0200</td>
<td>$1.0170</td>
</tr>
<tr>
<td>Dallas ISD</td>
<td>153,645</td>
<td>9,077</td>
<td>$54,000</td>
<td>$55,500</td>
<td>$57,000</td>
<td>$57,000</td>
<td>$57,000</td>
<td>$59,000</td>
<td>10</td>
<td>$92,700</td>
<td>$60,455</td>
<td>$1.0684</td>
<td>$0.0242</td>
<td>$1.1000</td>
</tr>
<tr>
<td>Fort Bend ISD</td>
<td>77,266</td>
<td>5,041</td>
<td>$55,500</td>
<td>$57,500</td>
<td>$60,500</td>
<td>$63,000</td>
<td>$66,669</td>
<td>$68,669</td>
<td>25</td>
<td>$99,992</td>
<td>$61,713</td>
<td>$0.9000</td>
<td>$0.0200</td>
<td>$1.1270</td>
</tr>
<tr>
<td>Fort Worth ISD</td>
<td>82,281</td>
<td>5,431</td>
<td>$54,000</td>
<td>$57,133</td>
<td>$59,800</td>
<td>$62,424</td>
<td>$64,241</td>
<td>$74,031</td>
<td>40</td>
<td>$92,133</td>
<td>$61,118</td>
<td>$0.9900</td>
<td>$0.0250</td>
<td>$1.2250</td>
</tr>
<tr>
<td>Katy ISD</td>
<td>82,645</td>
<td>5,581</td>
<td>$55,200</td>
<td>$57,940</td>
<td>$59,555</td>
<td>$61,005</td>
<td>$63,505</td>
<td>$76,705</td>
<td>40</td>
<td>$92,710</td>
<td>$59,587</td>
<td>$1.0531</td>
<td>$0.0300</td>
<td>$1.4531</td>
</tr>
<tr>
<td>North East ISD</td>
<td>64,516</td>
<td>4,136</td>
<td>$53,000</td>
<td>$53,738</td>
<td>$55,678</td>
<td>$57,978</td>
<td>$60,828</td>
<td>$63,228</td>
<td>25</td>
<td>$74,381</td>
<td>$57,135</td>
<td>$0.9000</td>
<td>$0.0200</td>
<td>$1.0200</td>
</tr>
<tr>
<td>Northside ISD-Beaumont County</td>
<td>106,982</td>
<td>7,039</td>
<td>$55,445</td>
<td>$57,120</td>
<td>$59,295</td>
<td>$60,970</td>
<td>$62,990</td>
<td>$68,015</td>
<td>80</td>
<td>$81,165</td>
<td>$60,135</td>
<td>$0.9700</td>
<td>$0.0250</td>
<td>$1.0050</td>
</tr>
</tbody>
</table>

* Reported salary amounts are for 10-month teachers with bachelor's degree.
Can we please be provided a list of all the programs/expenditures that we are keeping in the district year over year and why and how those programs are contributing to the goals set for our students/their achievement?

Below is a list of programs/expenditures that impact all schools district-wide and that are funded centrally, and that support district goals and/or provide information for progress monitoring. A more comprehensive list will require a deeper analysis and time allotment.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding</th>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imagine Math</strong></td>
<td>$4,800,000</td>
<td>PK-12</td>
<td>Supports Grades PK-12, receive usage reports periodically and is valuable in formative assessment. Research and Accountability completes evaluation on program impact.</td>
</tr>
<tr>
<td><strong>Imagine Language and Learning</strong></td>
<td>$4,800,000</td>
<td>EL's and Tier3 Lang Intervention</td>
<td>Supports EL's and Tier3 Lang Intervention, receive usage reports periodically and is valuable in formative assessment.</td>
</tr>
<tr>
<td><strong>Renaissance Learning</strong></td>
<td>$2,561,800</td>
<td>K-12</td>
<td>Renaissance Star 360 ® is a comprehensive, nationally normed pre-K to Grade 12 interim and formative assessment suite that delivers valid, reliable universal screening; progress monitoring; and student growth data that schools use to make informed instructional decisions to guide student growth towards mastery of state standards for early literacy, reading, and mathematics, with equity in both English and Spanish. Renaissance Star Assessments® enable the district to accurately predict students’ performance on state summative assessments and college entrance exams. HISD administers the universal screener for math and reading for grades K-12 for three assessment administrations: Beginning of Year, Middle of Year, and End of Year. Renaissance is used as a universal screener to monitor every student regardless of achievement levels. Teachers and campus leaders use the universal screener to monitor the growth of students, both struggling and high-achieving, and the students’ grade-level scores compare their growth between assessment periods to their grade-level peers nationwide. Utilizing Renaissance’s powerful reporting tools, teachers plan instruction that is tailored to individual student needs based upon identified focused skills that meet students where they are and accelerate learning at all levels. Progress Monitoring is used to confirm students’ growth potential and to determine if implemented interventions are resulting in achieved student growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often following Response to Intervention (RTI) protocols.</td>
</tr>
<tr>
<td><strong>Informatica-Certica</strong></td>
<td>$164,000</td>
<td>1-5</td>
<td>Supports Grades 1-5. Program critical as it addresses copyright needs to provide resources that can be published and embedded in curriculum.</td>
</tr>
<tr>
<td><strong>Newslea</strong></td>
<td>$95,000</td>
<td>6-12</td>
<td>Supports all 6-12 content areas. Program critical as it addresses copyright needs to provide passages in all levels of content that can be published and embedded in curriculum.</td>
</tr>
</tbody>
</table>
### Agenda Items: May 14, 2020 Board Meeting

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
</table>
| **My On** | $700,000 | Supports Grades K-5  
Online digital reading platform that provides students access to a variety of interactive e-books that can be filtered to help a child find a book that's just right for them  
Provides students and teachers an opportunity to track their reading and growth as they go  
Teachers can run reports and create projects to assign specific materials to students to help guide their learning |
| **Gizmos** | $315,645 | Supports 6-12 Science  
Program critical as it provide science simulations that allow for interactivity and engagement in model lessons.  
Annual usage reports are provided and reviewed prior to renewal |
| **APEX** | $1,235,000 | Platform used for credit recovery for high school students  
Used for original credit only as allowed by TEA |
| **PCG - Easy IEP** | $757,740 | Platform used to document all services, ARD meetings and documentation for special education students and speech students  
Report generation for progress monitoring compliance and instruction |
| **OnTrack** | $1,550,508 | District’s formative assessment platform used to author, administer, and report on district level and state level assessment. It features item banks, as well as 21st century assessment authoring tools. It features TEA comparable online assessment accommodations for student equity. OnTrack’s simple, yet robust, reporting supports data driven instruction and custom triangulation to make data actionable. |
| **TestHound** | $152,000 | TestHound is software system that creates accuracy and efficiency in all aspects of test coordination for school districts.  
Accuracy - Inventory tracking allows for each test booklet to be accounted for from thousands of test materials across campuses; nightly syncing with student system to ensure newly enrolled, withdrawn, re-enrolled students are accounted for prior to testing and no one that should be testing is missed; and tracking which students are marked special populations within the student information system to those that are Special Ed, 504, and LEP status are correctly identified for testing.  
Efficiency - With the variety of data, (students enrollment status, classrooms and student schedules, accommodations, testing histories, and exemptions), campus test coordinators can organize and manage ALL types of testing in one place creating a much more efficient way of working to manage assessment processes. |
| **Riverside** | $1,800,000 | Used for testing, scoring and screening of GT students and entry into magnet programs |
| **Credit by Exam** | $60,000 | Used for original credit for students as early as first grade  
Parent and/or teacher recommendation needed |
| **Lead4Ward** | $528,100 | Professional Development for leaders and teachers on alignment of state standards to historical assessment data trends  
Access to engagement strategies aligned to standards |
BUDGET (CONTINUED)

Do we know how ADA will be calculated in the fall?
If we are back in schools then ADA will be calculated as it always has. If there are intermittent closures, then we will have to wait on a determination by the Commissioner on a method for capturing ADA.

Do we know of any charters that will be closing after this year that may increase HISD enrollment in the fall?
Not currently. We don’t receive any notifications of charter schools closing by TEA or any other entity.

Are we projecting an increase in enrollment from families leaving private schools due to recession? (i.e. We saw an enrollment bump in 10/11).
That is a possibility, however we are not building in an estimate for this currently.

What is the plan for the budget for unfunded students in excess of our current projection?
To fund those students for 2020-2021 we will have to increase the budget to fund the increase in PUA to our campuses which would most likely consume some of the district’s fund balance. This is another reason for saving funds in 2019-2020 to help us get through 2020-2021. Based on what happens to property values in January 2021 it could increase the district’s deficit that would have to be addressed for 2021-2022.

Did we ever get back up to our pre-2011 revenue?
We have had an increase in revenues since 2011, however we paid recapture over the past 3 years. With the increase in basic allotment and additional allotments in HB3 the district is above pre-2011 revenue, however, most of that new funding had spending requirements such as the pay increases, state compensatory education, early education allotment, CCMR, and bilingual.

Given that some things won’t be known until after budget is passed (i.e. actual roll values, enrollment), please explain if the budget could be amended this fall, and if so, what is that process?
Yes, the budget is amended every year. Board policy has the district bring budget amendments in February and June each year, however budget amendments can be brought forward at any board meeting. The district will have to bring additional amendments to the budget to respond to student supports related to COVID-19.
BUDGET (CONTINUED)

What is the plan to mitigate the projected deficit for 20-21?
The April 27th budget workshop projected an $18 million deficit based on an anticipation of lower collection rate, reduced interest earnings, and fewer students. With an $18 million deficit we don’t expect that the district will use fund balance and would recommend at this time that we do not go beyond this budget deficit. We will amend the budget as necessary in the Fall. We will also bring forward the February 2021 Mid-Year Budgetary Update after we have PEIMS numbers and see where property values have been adjusted.

What proactive budgetary recommendations does the administration plan to make for the 20/21 budget in order to mitigate the impact of a recession on our budget for the following biennium?
It is too early to provide any definite actions. Based on what we have seen in our history after the last recession and what is being communicated by the state comptroller on revenues for the next biennium, we are anticipating cuts. The district will be rethinking how we distribute funds in the district such as centralizing some essential positions and various programs. A cut in 2021-2022 will impact all budgets including campus and central office.

Will the CTE example Welding Position have to pay for their Alternative Certification?
The CTE Department doesn’t pay for teachers or candidates to earn an alternative teaching certification. We do assist current instructors on earning recognized industry certifications in the area they serve as teacher of record.

I am wondering why we need consultants when we have a Director and Thompson and Horton.
Currently, HISD has contracts with three different legislative consulting firms. The first contract is with Cornerstone Government Affairs, Inc. who handles all federal related advocacy efforts and subcontracts Calhoun, Meredith, and Sims, PLLC to handle all state legislature appropriations efforts in addition to working with legislators on HISD’s behalf.
Continued) I am wondering why we need consultants when we have a Director and Thompson and Horton.

The second contract is Ellen Williams Attorney at Law who handles state legislature education policy, legislation drafting, and, due to her extensive knowledge of the Texas Education Code, offers advice on solutions to issues facing HISD. The third contract is with Thompson & Horton who handles state association related matters, helps coalition build across multiple school districts in Texas, offers guidance on how to coordinate with the Texas Education Agency on general education policy, and, most recently, how to implement House Bill 3 and protect its funding.

The Director of Government Relations covers an array of responsibilities including coordinating HISD’s legislative services consultants to function as one team with one voice that addresses the concerns of the administration in order to help HISD retain current funding and possibly secure new funding from the Texas Legislature and Federal Government. The Director works with nearly every Chief within the administration and connect them with HISD’s legislative services consultants to answer policy questions and offer solutions. Also, the Director coordinate with elected officials from city, county, state, and federal on scheduling meetings with the Interim Superintendent in addition to tours of HISD facilities.

Due to COVID-19’s impact on the upcoming 87th Texas Legislative Session HISD will need all three legislative services consultants to help make sure House Bill 3 remains fully funded, the basic student allotment remains unchanged, and help find solutions to problems before those problems arise.

What are our projections of relief from the CARES act, and will those funds supplement or supplant existing funds?

The amount that we will receive will not be known until around the end of June. Once we know the amount, we will be in a better place to determine how it will be used towards the district’s budget. We will need to use these funds to reimburse COVID-19 costs that we have already incurred first.