

What will the curriculum look like for schools not participating in the pilots for the new math and reading curriculum? (pg. 10)

The schools not participating in the first year of implementation will continue to have the currently adopted instructional materials (Go Math) and will also have access to the scope and sequence and unit planning guides. We will be re-aligning that scope and sequence to match Eureka/Carnegie scope and sequence so that there is a coherent plan for instruction. All schools will be implementing the math curriculum by SY2023-24

What resources and support will teachers receive?

Teachers have access to comprehensive training beginning in May. There are two initial days of training followed by follow up calibration during pre-service and staff development days. In addition to this training, academics is currently going through a reorganization to better support teachers with curriculum implementation. Supports will include assistance with planning, PLC support, and coaching.

How does TEA curriculum ensure quality instruction? “Rigorous”? How does it compare to AP curriculum?

Both Eureka and Carnegie are used in multiple states and have issued a Texas edition of their curriculum that is aligned to the TEKS. This curriculum is designed to meet the rigor of the TEKS and is also aligned to the STAAR 2.0 redesign. As with any curriculum, the detail is in the implementation, and we must support teachers to teach at grade level and provide professional development that will allow teachers to scaffold appropriately while keeping instruction on grade level.

In the audit department, are salaries going to be increased?

Yes. Our compensation plan will increase pay for every employee in every year for the next three years.

Following the supe’s strategic plan, can we see the teacher salary table for the next three years?*

Yes. The teacher salary schedules for the next three years were shared in the strategic plan workshop in February and again in the first budget workshop. [See slide 22 in the attached March 3 Budget Workshop Presentation.](#)

What are the costs associated with each year/those changes?

The teacher-specific, General Fund-only costs of implementing each year of the three-year compensation plan are: \$56 million in FY 2022-2023, an additional \$40 million (\$96 million more than the current budget) in FY 2023-2024, and an additional \$40 million (\$136 million more than the current budget) in FY 2024-2025.

What would be the additional cost of implementing the proposed salary increases 1 year ahead of schedule?

To advance the timeline for the three-year compensation plan would cost an additional \$63.0 million in FY 2022-2023 and an additional \$62.3 million in FY 2023-2024. With these increases, it would mean the total new compensation costs in the FY 2022-2023 budget would be \$145.7 million in FY 2022-2023 and \$208 million in FY 2023-2024. The administration developed a three-year compensation plan that aggressively and realistically increases wages and salaries for employees, including many employee groups who have received no wage or salary increase in years, in the context of a structural annual budget deficit and currently available unassigned fund balance. Accelerating the implementation of the three-year compensation plan would not align with this effort to balance becoming more competitive with implementing a fiscally responsible plan.

Is support staff receiving a raise?

Yes. Employees in every job category will receive a salary/wage increase every year for the next three years under the district's three-year compensation plan. This was first announced in the February strategic plan workshop.

What is the compensation table for support staff?*

The Compensation Manual for SY 2022-2023 is being finalized. The minimum, midpoint, and maximum rates for each grade of the Master Pay Table will increase by at least 3% for each of the next three years under the district's three-year compensation plan. Grade-specific increases are determined based on the need to decompress the grades that were compressed through prior Board action to raise the minimum wage without funding appropriate, proportional increases to other grades on the Master Pay Table, as well as a review of current market position and the history of comparative wage increases over the last six years. We have prepared a summary for support staff in positions within grades 15 to 26 on the Master Pay Table to explain the wage rate increases included for each grade in the three-year compensation plan. [This summary is attached.](#)

Will the minimum wage be brought to \$15 an hour? (Please see 2019 budget amendment)

The minimum wage will increase to \$15 per hour effective at the start of SY 2024-2025. In every year for the next three years, the district's minimum wage is guided by the commitment shared in the February strategic plan workshop: to maintain HISD's minimum wage as a region-leading minimum wage among school districts. We have shared that (1) the HISD minimum wage has increased by 40% in the last 5 years, a period during which many staff have received no wage or salary increase at all and (2) the HISD minimum wage is already a region-leading minimum wage among school districts. The vendor-provided compensation study showed that several HISD employee groups who earn the current minimum wage are above the regional market, at the same time as other support staff groups are 20% - 30% below the market. Current employees who earn the current minimum wage will earn a minimum of \$14.42 in SY 2022-2023, \$14.85 in SY 2023-2024, and \$15.30 in SY 2024-2025.

What's the cost for running the ACP program? (pg. 22)

The amount budgeted for the next two years is \$750,000 per year. This amount was budgeted to operate a program of 125 participants. The total cost is about \$6,000 per participant.

How many teachers have signed up for the free ACP?

The HISD ACP program has in recent years served around one hundred participants annually, of which about one-third were recruited through Teach for America. This year, we currently have over 180 participants identified. However, the number selected for the HISD ACP program each spring includes some percentage who do not complete all spring/summer requirements, including TEA testing requirements. We estimate that 140 will be in the program as of August 2022, a 40% increase over the previous cohort.

Is there a cap?

We did not set a cap on the number of participants in the next HISD ACP cohort. Anyone who met the application deadline and was selected was eligible to begin participation this month.

When is the last day you'll be accepting applicants for the program (2022-2023 school year)?

The deadline to apply was April 10, 2022.

Will any new recruits that apply after the deadline be required to pay the ACP costs if there is a cap?

A teacher cannot join the HISD ACP if they did not apply by the April 10, 2022, deadline.

What hiring practices are taking place that ensure principals/administration can communicate with the parents and are culturally competent of the communities they serve?

This year, the screening and hiring processes for principals changed to incorporate “turnaround” principal competencies and behavioral event interviews. The principal competencies were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations that serve very diverse populations. The competencies fall into four clusters: driving for results, influencing for results, problem-solving, and confidence to lead. The “influencing for results” cluster is about motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Through behavioral event interviews, teams of trained staff in the Schools and Talent Offices review evidence provided by candidates in their past experiences, achievements, and interactions. Selection processes are one way to address the need for principals to engage with cultural competence. Educator preparation programs that lead to state certification include coursework and activities tied to this need, and once in a principal position, principals participate in new principal induction activities in their first two years in the role.

We have so many teacher vacancies right now. I’m wondering what it would take to accelerate our implementation of the strategic compensation plan. (pg. 37)

HISD is working every day to keep as many of our teachers as possible and to recruit amazing new teachers to join us, and the data we have today are encouraging. Over 93% of HISD teachers reported that they plan to continue teaching with HISD in the fall. In fact, more than 8,000 teachers joined Commit: HISD, an incentive program through which they committed to teach in HISD for at least three more years. Meanwhile, the number of new applicants for HISD teacher positions is up 40% over this time last year. As one of the largest school districts in the country, HISD typically hires over 2,000 teachers per year, so in the spring and summer, large numbers of positions are posted as we go through our annual hiring process, but the number of current projected vacancies is smaller, not larger, than other recent years. The question about accelerating the compensation plan is answered below.

How competitive would it make us if we got to 10% this year? What are the surrounding districts paying?

Implementing Year 1 of the three-year compensation plan makes us significantly more competitive than we are currently with neighboring districts. We have shared throughout this spring's budget workshops that our teacher compensation was found through our compensation study to be slightly below the regional average at several key points in a teacher's career (e.g., year 1, year 5, year 10). At some later points on our salary scale, we are above average. At this time, we have no way to answer a question with specifics on competitiveness with neighboring districts next year because (1) they have mostly not published salary scales, as we did in February, and (2) they have not provided their salary scales to us when our team has asked. There has been some attention on Step 0 of our salary schedule compared to other district's minimum salaries, and we are somewhere in the middle. However, our compensation plan is not focused exclusively or primarily on our minimum salary — that which is paid to teachers with no experience. Our compensation plan raises the minimum significantly and restructures and increases the salaries on the teacher salary scale well beyond Step 0.

What is the rate of teachers/employees taking FMLA compared to pre-Covid times?

We will process this data request to provide an answer within two weeks.

Are all employees receiving a raise?

Employees in every job category receive a raise every year in the three-year compensation plan.

Who is getting a raise? What are the percentages? The corresponding compensation tables?

Please see [attached compensation tables and report](#).

How many teachers did we have with 215k students? 205k? 195k? How has this affected instruction? How many teaching positions have we cut? How have class sizes changed over the course of the loss of 20k students?

We will process this data request to provide an answer within two weeks.

How many Area Supes? SSO? Bus Drivers? Principals? HMW Personnel? did we have with 215k students? 205k? 195k? How has this affected instruction?

We recently reported to the board that centrally funded positions (excluding crossing guards and wraparound specialists) decreased by over 1,000 in the last four years, including positions funded from all

funding sources. Beyond that, we will process this data request to provide an answer within two weeks.

If the teacher salary schedule planned for 2023-24 were to be implemented for 2022-23, then would that cost \$62 million according to slide 37? Can you please help me to understand, in a visual and a breakdown in costs, the cost to move the second round of raises one year earlier? Would it not be a one-time \$63m cost? It's already part of your strategic plan for 23-24 to give that second round of raises. So, we would pay for salaries in 2023-24 as planned out of general fund under the original strategic plan. The only difference should be the additional \$63m cost for this year.

Please see Exhibit A below. The table labeled “as proposed” represents the net increase in costs associated with the compensation plan in HISD’s strategic plan. The total net incremental costs are \$438M over 3 years. The table labeled as “With Increase 1 and 2 in SY22-23” shows the incremental costs of combining increase 1 and increase 2 into SY22-23. This would increase total costs by an additional \$63M to a total of \$501M.

The proposal as outlined below assumes no teacher salary increases for SY23-24. If the proposal is to also move the SY24-25 increase into SY23-24, there would be an additional incremental cost of \$63M.

Exhibit A: Salary Proposal Comparison

As Proposed by HISD (\$, M)

	SY 22-23	SY 23-34	SY24-25	Total Cost
Increase 1	83	83	83	249
Increase 2		63	63	126
Increase 3			63	63
Total Incremental Cost				438

With Increase 1 and 2 in SY22-23 (\$, M)

	SY 22-23	SY 23-34	SY24-25	Total Cost
Increase 1	83	83	83	249
Increase 2	63	63	63	189

Increase 3	63	63
Total Incremental Cost		501
	Difference	63

For what Trustee Santos is proposing in terms of moving up the timeline for teacher raises, can you please provide a visual/chart of what that looks like with financial implications?

Please see Exhibit A above.

Since we have \$300 million in available fund balance shouldn't we use those dollars to make sure our students have teachers next year?

The available fund balance will be utilized to help cover the district's projected budget deficit for 2022-2023 and 2023-2024. This will enable the district to move forward with implementing all aspects of the strategic plan, including employee compensation increases. Over the next year, the district will be developing a fiscal transformation plan to address the underlying budgetary issues that the district is facing.

Why would we not use ESSER funding to ensure that we get to a competitive salary with surrounding districts?

HISD is using ESSER funding in alignment with the strategic plan to support a wide variety of initiatives. HISD has used some of its ESSER funding for Teacher Retention as outlined on slide 38 of Budget Workshop 2 – Exhibit B below. Some examples of these uses are:

1. Critical shortage stipends for SY22-23 - \$15.6M
2. New teacher signing incentives - \$7.5M
3. Teacher retention incentives - \$18.2M

Additionally, the use of ESSER indirect costs has allowed HISD to provide the largest compensation increase in recent history.

Exhibit B: ESSER Investments by Talent Office (Workshop 2 – Slide 38)

Item	ESSER
Compensation and Culture: Three-Year Compensation Plan: Costs for SY 2022-2023	\$0
Compensation and Culture: Commit: HISD Teacher Retention Incentive (payments 1-2 of 3)	\$18,200,000
Compensation and Culture: Employee Culture Initiatives	\$550,000
Recruitment and Hiring: Critical Shortage Stipends for SY 2022-2023	\$15,600,000
Recruitment and Hiring: New Teacher Signing Incentive for SY 2022-2023	\$7,500,000
Recruitment and Hiring: Recruitment Campaigns and Activities	\$750,000
Recruitment and Hiring: Core-to-High-Need Content Area Certification	\$200,000
Recruitment and Hiring: International Teacher Recruitment and Support Costs	\$200,000
Recruitment and Hiring: Early Notification Incentive for Separating Employees	\$500,000
Growing Talent: T-TESS Calibration and Master Appraisers for T-TESS Launch Years	\$3,900,000
Growing Talent: Cost-Free HISD ACP (Alternative Certification Program)	\$750,000
Growing Talent: Opportunity Culture Implementation	\$300,000
Total:	\$48,450,000

What is the average attendance rate of teachers? Pre-Covid?

We will process this data request to provide an answer within two weeks.

What are the inputs that are supporting the board goals? How much is being spent on each of those? What were those inputs last year? How much does the investment differ? Please explain.

The inputs that are supporting the board goals are driven by the six strategic commitments within the strategic plan which we have discussed through our series of budget workshops. The most significant input monetarily that we will be investing in through the general fund next year is our compensation package for employees, which has a tremendous impact on all four goals. The current-cost for the FY22-23 package is \$82.7 million, which would be the total of the increase between this year and the prior year. Specifically aligned to the board goals, we increased the amount of discretionary Title 1 and ESSER funding that is going directly to campuses for the 2022-2023 school year.

We have increased the amount of recurring discretionary Title 1 funding going to campuses from \$48.8M to \$58.8M and have provided \$12.9M in one-time discretionary Title 1 funding totaling \$12.9M. Additionally, we will invest \$3.7M of Title 1 funds to invest in reading and math interventionist positions for middle schools and 6-12 campuses. Using ESSER funds, we will increase the amount of discretionary ESSER funding for high-need campuses by \$50 million. This is in addition to the buckets of current campus based ESSER support that schools receive. We believe all these direct investments and increases at the campus level are in direct support of the board goals.

It is important to note that due to our budgetary constraints, we are reducing the amount of centrally funded expenditures within the district by \$60 million. In Board Workshop #6 we discussed what specifically those reductions would be, and what the impact would be on our students and schools. Within the process of reducing budgets, the chiefs of each department worked to realign their departments and functions to best support the needs of schools given the financial constraints. Many of the aspects that are new within the strategic plan are funding through existing departmental funds, or through funding from ESSER, this includes:

- Investment in our transformation cohort
- Implementation of high-quality instructional materials
- Realigned supports for students with special needs
- Investments in recruitment and retention stipends for critical shortage positions

All ESSER spending allocations can be found online at our district ESSER dashboard.

How much money have we spent on the TEA conservator over the length of their tenure? How much are they getting paid? What are their roles and responsibilities? In a time where we are at a deficit budget, could TEA cover the cost of their employee?

According to Texas Education Code §39A.903 and §39A.251, the cost of the conservator's services is to be paid by the district. The Conservator's hourly fee shall be \$85 per hour (\$42.50 per hour for travel that exceeds one hour each way). Conservators oversee the operations of the district and can direct the action of a campus principal, superintendent, or board of trustees.

ROLE OF DISTRICT CONSERVATOR

- Ensuring and overseeing district-level support to low-performing campuses within the district
- Ensuring and overseeing the implementation of the district's turnaround efforts to support its low-performing campuses
- Attending board meetings and overseeing the governance of the district.
- Submitting monthly reports, including any special reports requested by the Texas Education Agency.

ROLE OF SPECIAL EDUCATION CONSERVATORS

- Improve the processes related to child find and special education identification and interventions.
- Address the inconsistent implementation of processes related to child find and special education

identification and interventions.

- Develop policies and procedures to ensure that all students receive a Free and Appropriate Public Education (FAPE).
- Address the communication regarding and the implementation of new policies and procedures.
- Ensure that IEPs are individualized for students.
- Address issues of decentralization and staffing for areas that directly or indirectly support or oversee special education.
- Ensure that parents are involved in making decisions related to their student's services
- Ensure that general education programs appropriately support special education services and.
- All other directives necessary, as decided by the management team, to ensure that all students receive FAPE and to address the issues identified in the SAI report.

How much would it cost to implement a translation services line? I spoke with parents and there are campuses where administration cannot communicate with families. They've had to walk away and go to charters where there are people that speak the language of the family. (pg. 24)

We are currently in the process of assessing total costs for a more comprehensive, district-wide approach to translations - including contracting external vendors to supplement our current work. More details will be shared with the Board in the coming weeks on those costs.

Bus drivers take our kids to school. They affect attendance. Why are we closing these positions?

The positions closed were vacant and were not filled in the 21-22SY and would not be expected to be filled within the 22-23SY.

We won't have students to educate if we don't have a way to bring them to school. How much do we pay bus drivers? Are bus drivers getting a raise?

Current pay rate for bus drivers is \$18.00. Raises are to take place for all within the district for the 22-23SY.

What is the dollar amount for averaging ADA and enrollment-based funding that I proposed last week?

The cost of enrollment-based funding is \$30,209,584. The cost of using the average ADA and any campus that is below the average is brought up to the average is \$5,795,786.

If we outsource audit department, will that reduce audit department spend? (pg. 27)

That isn't known until we do an RFQ and determine the scope, number, and type of audits that will be conducted.

Why would we not use ESSER funding to ensure that we have smaller class sizes so that we can implement IEPs/ EL accommodations?

ESSER funding has been used to provide a variety of instructional supports for students needing special accommodations. Schools have access to new flexible funds which can be used to implement additional IEP/EL accommodations (particularly addressing learning loss) in the short term. However, HISD has not made permanent changes to funding for these services, as HISD has not identified additional permanent revenue sources which could support the expansion of these services.

I'd be curious to see your transformation schools initiative. We keep hearing a lot about it but have yet to receive a workshop or a budget breakdown for this initiative. When can we expect the workshop on this?

A workshop can be scheduled at the will of the board. Below is an overview of the budget:

COMMITMENT #3: ENSURING GREAT SCHOOLS AND PROGRAMS IN EVERY COMMUNITY				
Initiative	SY 22-23 Costs/(Savings):			
	ESSER	Title I	General Fund	TOTAL
Transformation Office		\$450K		\$450K
Provide Additional Positions to Transformation Schools	\$2.4M <i>School Safety Associates</i>		\$12.3M	\$14.7M
Current Additional Positions Allocated to A180			(\$11.5M)	(\$11.5M)
Recruitment and Retention Stipends & Compensation		\$10.9M		\$10.9M
Marketing/Facility Enhancements	\$1.8M			\$1.8M
Coaching, PD & Extra Duty Stipends		\$2.1M		\$2.1M
Expanded Learning Opportunities		\$4.3M		\$4.3M
Expand and Improve Magnet Programs	\$200K		\$400K	\$600K
Current Funds Allocated to A180		(\$18M)		(\$18M)
TOTAL	\$4.4M	(\$250K)	\$1.2M	\$5.3M

HOUSTON INDEPENDENT SCHOOL DISTRICT

1

I would like to ask why we are making transformation campus teachers reapply for their positions? Historically, when schools have been reconstituted for the Apollo initiative it leads to the best teachers leaving.

There are three RISE campuses that have been reconstituted: Wheatley High School, Patrick Henry Middle School, and Highland Heights Elementary School. These campuses were reconstituted to align with TEA's Ace model and were chosen by district leadership because these schools are recurring D/F schools that will either already or will trigger state sanctions this year if school performance grade does not improve to a C or better.

How are we supporting the mental health and burnout of our teachers?

The Office of Talent Management leads the work on Mental Health Wellness. Pure Edge is the organization providing district-wide support with webinars, presentations, and on-demand mental wellness supports. Resources on the HISD Wellness Corner website are provided by the National Alliance on Mental Illness (NAMI).

*Related document attached

HISD BUDGET WORKSHOP: FY 22 & 23

March 3, 2022

*Millard House II
Superintendent, Houston Independent School District*



Agenda

- 1. Introduction and Session Goals**
- 2. Financial Outlook**
- 3. Budget Process & Next Steps**
- 4. Compensation Model**
- 5. ESSER Presentation**

Introduction and Session Goals

This is the first of three meetings where we will work to support HISD's commitment to building trust and reliability for our families and community in demonstrating its financial transparency and sustainability by:

1. Clearly conveying HISD's **current** fiscal status.
2. Providing a **financial overview** of how the compensation plan will impact the General Fund in SY 22-23.
3. Outlining budget processes underway and required for SY 22-23.
4. Supporting a dialogue and Q&A with the HISD Board.

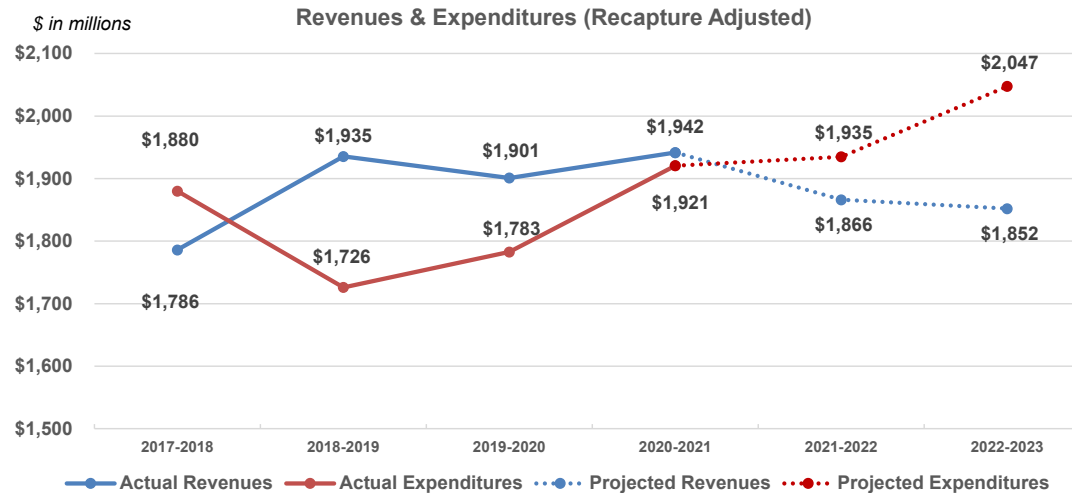
FINANCIAL OUTLOOK

Presented by:

Jim Grady, Alvarez & Marsal

HISD Revenue, Expenditure & Enrollment Trends

Enrollment is the primary revenue driver. As enrollment (and thus revenue) has decreased, expenditures have increased.

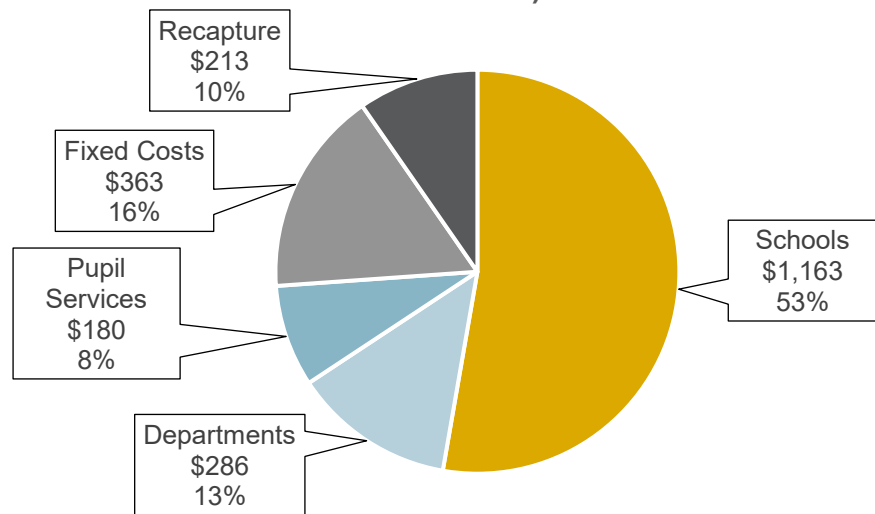


	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2023 Change
Enrollment	213,528	209,040	209,309	196,943	194,607	194,113	(19,415)
% Change		(2.1%)	0.1%	(5.9%)	(1.2%)	(0.3%)	(9.1%)

General Fund Budget Summary FY 22: Uses

HISD's general fund budget is approved by the Board by function. Below is a breakdown of expenditures within the original adopted budget as of July 2021.

2021-2022 Adopted Budget Appropriations (In Millions)



EXAMPLES:

School Funds:

PUA Funds, Magnet, HS Allotment, Special Ed, Achieve 180

Department Funds:

Facilities & Custodial, Engagement, Transportation, Talent, Academics
General Counsel, Internal Audit, Accounting, Payroll, Information Technology

Pupil Services:

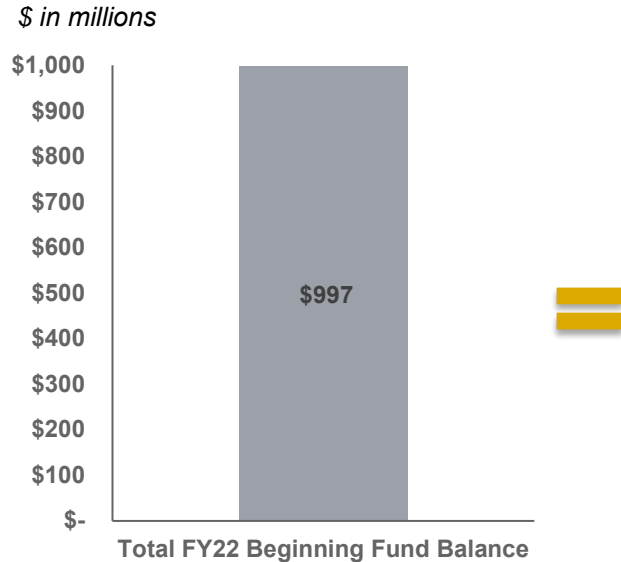
Wrap-around, College Career Advisors, Dyslexia, Speech

Fixed-Costs:

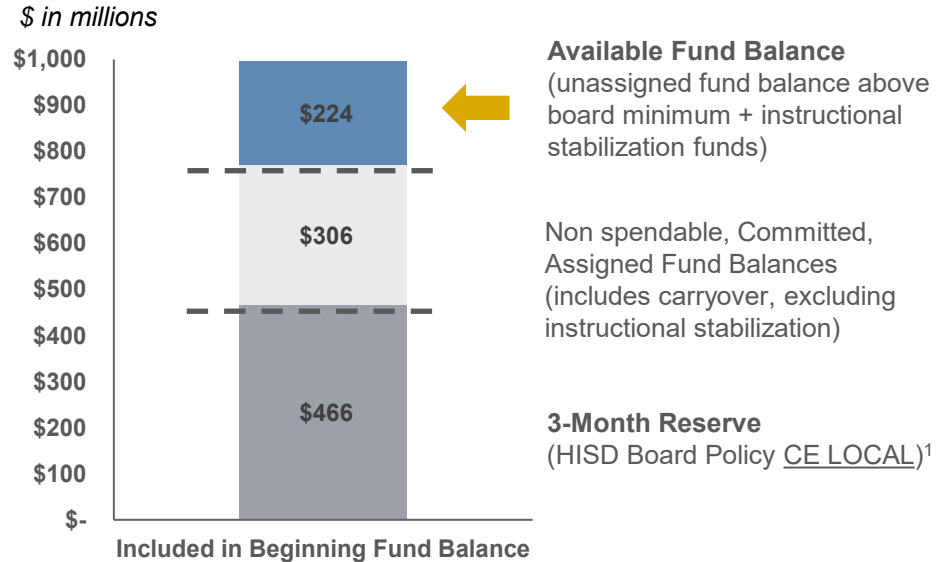
Teacher Retirement System (TRS) On-Behalf, Utilities, Insurance, Appraisal District Fees, Tax Increment Reinvestment Zones, Critical Shortage, Bilingual Stipends, Debt transfers

Available Fund Balance

FY22 BEGINNING FUND BALANCE



COMPONENTS OF FUND BALANCE



1) Example demonstrates FY22 Available Fund Balance – total amount will adjust over time based on growth in appropriations relative to 3-month reserve requirement

ESSER Indirect Cost

The US Department of Education provides indirect cost allocations to support districts in administering federally funded programs.

- HISD's indirect cost rate of 13.8% applies only to operating expenditures, provides \$130M in funding over the next two fiscal years.
- HISD must spend ESSER funds in order to utilize this allocation.

ESSER II & III	\$1,162 M
ESSER CAPEX ¹	<u>(\$221 M)</u>
	\$941 M
Indirect Cost Rate	× 13.8%
= Indirect Cost Allocation	\$130M

1) ESSER Capital Expenditures (CAPEX) subject to change based on investment decisions

Budget Assumptions

Enrollments:

- **2021 – 2022:** budget based on 194,607
- **2022 – 2023:** 194,113

Property Values:

- 2021-2022 Fiscal Year
 - Received certified estimated values on April 30, 2021
 - 3.23 percent over current values (\$204 billion)
 - An increase in values increases recapture, does not provide any significant additional revenues
 - Collection rate 97.97%
 - An increase in collection rate increases recapture, does not provide any significant additional revenues
- 2022-2023 Fiscal Year
 - Projecting a 4 percent increase (\$212 billion)
 - Collection rate 97.97%

Maintenance & Operations (M&O) tax rate 2021-2022:

- Current rate is 0.9617
- TEA will notify districts of their maximum tax rate in late summer 2022 for the 2022-2023 fiscal year based on certified values and surveys of districts.

FY 22 Budget: As of February 2022

The current FY22 Amended Budget projects a surplus at year-end after the use of carryover and ESSER Hold Harmless Funds.

	Amended Budget as of February 28, 2022
<i>\$ in millions</i>	
Total Estimated Revenues	\$1,866
Total Estimated Expenditures	(1,935)
Operating Surplus (Deficit)	(\$69)
Use of ESSER Hold Harmless	88
Net Operating Surplus (Deficit)	\$19



Key Assumptions:

1. Revenues and appropriations shown net of recapture of \$231 million.
2. Total Estimated Expenditures is appropriations adjusted for carryover and *estimated* fallout.
3. Use of ESSER Hold Harmless Funds approved in February 2022 Board meeting.

FY 22 Budget: Use of Funds

ESSER Indirect Costs (IDC) One-Time Funds

\$ in millions

ESSER IDC One-Time Funds Summary

Beginning Balance
Use of Funds
Ending Balance

Amended
Budget as of
February 28,
2022

\$218
(88)
\$130



Available Fund Balance

\$ in millions

Available Fund Balance

Beginning Balance
Decrease (Increase) in HISD Board Reserve
Budget Surplus (Deficit)
Ending Balance

Amended
Budget as of
February 28,
2022

\$224
0
19
\$243



Use of One-Time Funds in addition to Surplus:

 (\$88) + \$19 = (\$69)

FY 23 Budget

\$ in millions

**FY23 Latest
Thinking
Forecast**

Total Estimated Revenues

\$1,852

Total Estimated Expenditures

(2,047)

Operating Surplus (Deficit)

(\$196)



Key Assumptions:

1. Revenues and appropriations shown net recapture of \$256 million.
2. Total Estimated Expenditures is appropriations adjusted for *estimated* fallout.
3. Assumes estimated cost of compensation plan and healthcare cost increase.

FY 23 Budget: Use of Funds

ESSER Indirect Costs (IDC) One-Time Funds

\$ in millions

ESSER IDC One-Time Funds Summary

Beginning Balance	\$130
Use of ESSER IDC Funds	(50)
Ending Balance	\$80

**FY23 Latest
Thinking
Forecast**

Available Fund Balance

\$ in millions

Available Fund Balance

Beginning Balance	\$243
Decrease (Increase) in HISD Board Reserve	(34)
Budget Surplus (Deficit)	(146)
Ending Balance	\$64

**FY23 Latest
Thinking
Forecast**

Use of Sources to Fund the Operating Deficit:

$$\Rightarrow (\$50) + (\$146) = (\$196) \Leftarrow$$

Steps We're Taking This FY

- The district will be implementing a central office hiring freeze.
- The district will be reducing central office budgets.
- We are putting in place a freeze on campus-based funds for remainder of FY.
- The district is developing a plan to efficiently and effectively deploy the resources available from all revenue sources.
- The district will implement stronger vetting measures to ensure that central office and campus expenditures are financially responsible, aligned with board goals, and support the strategic plan.

Strategic Plan Financial Impact

It is critical for HISD to address its structural deficit by both cutting costs and increasing enrollment. The strategic plan is designed to help accomplish both.

01

Building Trust
and Reliability for
Our Families and
Community

02

Providing
Equitable
Opportunities
and Resources
at Every School

03

Ensuring Great
Schools and
Programs in
Every
Community

04

Promoting High-
Quality Teaching
and Learning

05

Delivering
Effective
Services and
Supports to
Students with
Exceptional
Needs

06

Cultivating
World-Class
Talent at
All-Levels

COMPENSATION PLAN

Presented by:

Jeremy Grant-Skinner, Chief Talent Officer

Compensation Study

To supplement HISD's internal analysis of compensation, HISD engaged a third-party vendor to review its classification and compensation approaches. This report confirmed that HISD is behind peer districts and other employers.

Classroom Teachers: HISD was slightly below the market through the first ten years, but market position improved such that for the final five years the district was more than 5% above the market. Thought should be given to increasing the salary levels for the *first ten years*, as experience shows that if an organization can retain a new employee for five to seven years, there is less likelihood of later losing them to another organization.

Non-Instructional Employees: HISD appeared behind the market across the board. Many benchmark titles fell 20 – 30% below the market, although we are a regional leader in minimum wage among school districts.

Compensation Plan Groups

Based on the recent history and market comparisons for each position category, we developed a three-year plan to make base compensation appropriately competitive across all roles. Positions are categorized as:

- Teachers
- Principals
- Assistant Principals / Deans
- Police
- Master Pay Table (all other employees)

IMPORTANT NOTE: This year's budget development process contemplates the cost of the first year only.

Compensation Plan Components

- Raise teacher salaries by both **updating the salary scale** and **granting a step increase** every year for the next three years.
- Raise principal and assistant principal/dean salaries by **upgrading flat rates** every year for the next three years.
- Provide three annual **step increases** to police officers.
- **Update the Master Pay Scale**, which determines wages and salaries for *all of HISD's other support staff*, in three phases over the next three years.
- Maintain our current status as one of the regional leaders among school districts for **minimum wage**.

Teacher Salary Comparison

District	Rank	Step 0 Salary	District	Rank	Step 5 Salary	District	Rank	Step 10 Salary	District	Rank	Step 15 Salary	District	Rank	Step 20 Salary
GPISD	1	\$60,850	GPISD	1	\$62,350	C-FISD	1	\$64,425	C-FISD	1	\$66,276	C-FISD	1	\$69,708
Alief	2	\$59,700	Fort Bend	2	\$61,500	Fort Bend	2	\$64,000	Fort Bend	2	\$66,000	Alief	2	\$69,068
SBISD	3	\$59,000	C-FISD	3	\$61,349	GPISD	3	\$63,850	Alief	3	\$65,878	Fort Bend	3	\$69,000
Pearland	3	\$59,000	SBISD	4	\$61,000	SBISD	4	\$63,790	SBISD	4	\$65,790	SBISD	4	\$67,790
C-FISD	5	\$58,500	Alief	5	\$60,672	Alief	5	\$63,390	GPISD	5	\$65,350	GPISD	5	\$66,850
Fort Bend	5	\$58,500	Pearland	6	\$60,495	Pearland	6	\$62,568	Pearland	6	\$64,068	Houston	6	\$66,208
Aldine	7	\$58,000	Tomball	7	\$59,433	Tomball	7	\$61,896	Tomball	7	\$63,646	Tomball	7	\$65,596
Klein	8	\$57,800	Aldine	8	\$59,250	Katy	8	\$61,550	Katy	8	\$63,155	Pearland	8	\$65,568
Spring	9	\$57,425	Katy	9	\$59,005	Klein	9	\$61,287	Aldine	9	\$63,077	Aldine	9	\$65,236
Katy	10	\$57,365	Spring	10	\$58,925	Aldine	10	\$61,202	Houston	10	\$62,841	Spring	10	\$65,225
Houston	11	\$56,869	Klein	11	\$58,700	Houston	11	\$61,185	Spring	11	\$62,725	Klein	11	\$65,072
Tomball	12	\$56,700	Houston	12	\$58,012	Spring	12	\$60,425	Klein	12	\$62,337	Katy	12	\$64,975

Teacher Salary Plan

- Three annual increases to the teacher salary scale will raise the minimum starting salary of a teacher to \$64,000 by SY 2024-2025
 - This will beat the current average regional starting salary *even if the last 3 years' growth trend continues*.
 - This is 5% higher than today's *maximum* regional starting salary.
- Step increases need to be more significant and differentiated in key years:
 - Currently, a 5th-year teacher makes only 1% more than a 1st-year teacher.
 - Currently, a 10th-year teacher makes only 6% more than a 1st-year teacher.

Teacher Salaries: SY 2022-23 – SY 2024-25

Step	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	Step	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
0	\$ 56,869	\$ 59,000	\$ 61,500	\$ 64,000	21	\$ 66,653	\$ 71,000	\$ 73,500	\$ 76,000
1	\$ 57,019	\$ 60,000	\$ 62,500	\$ 65,000	22	\$ 69,018	\$ 71,500	\$ 74,000	\$ 76,500
2	\$ 57,169	\$ 60,500	\$ 63,000	\$ 65,500	23	\$ 69,157	\$ 72,000	\$ 74,500	\$ 77,000
3	\$ 57,319	\$ 60,750	\$ 63,250	\$ 65,750	24	\$ 69,602	\$ 72,500	\$ 75,000	\$ 77,500
4	\$ 57,481	\$ 61,000	\$ 63,500	\$ 66,000	25	\$ 71,128	\$ 75,000	\$ 77,500	\$ 80,000
5	\$ 58,012	\$ 62,000	\$ 64,500	\$ 67,000	26	\$ 71,689	\$ 75,500	\$ 78,000	\$ 80,500
6	\$ 58,542	\$ 62,500	\$ 65,000	\$ 67,500	27	\$ 72,700	\$ 76,000	\$ 78,500	\$ 81,000
7	\$ 59,820	\$ 63,000	\$ 65,500	\$ 68,000	28	\$ 73,655	\$ 76,500	\$ 79,000	\$ 81,500
8	\$ 60,090	\$ 63,500	\$ 66,000	\$ 68,500	29	\$ 73,936	\$ 77,000	\$ 79,500	\$ 82,000
9	\$ 60,360	\$ 64,000	\$ 66,500	\$ 69,000	30	\$ 74,609	\$ 77,500	\$ 80,000	\$ 82,500
10	\$ 61,185	\$ 65,000	\$ 67,500	\$ 70,000	31	\$ 75,620	\$ 78,000	\$ 80,500	\$ 83,000
11	\$ 61,457	\$ 65,500	\$ 68,000	\$ 70,500	32	\$ 76,070	\$ 78,500	\$ 81,000	\$ 83,500
12	\$ 62,018	\$ 66,000	\$ 68,500	\$ 71,000	33	\$ 76,744	\$ 79,000	\$ 81,500	\$ 84,000
13	\$ 62,292	\$ 66,500	\$ 69,000	\$ 71,500	34	\$ 77,642	\$ 79,500	\$ 82,000	\$ 84,500
14	\$ 62,566	\$ 67,000	\$ 69,500	\$ 72,000	35	\$ 78,597	\$ 82,500	\$ 85,000	\$ 87,500
15	\$ 62,841	\$ 67,500	\$ 70,000	\$ 72,500	36	\$ 80,562	\$ 83,000	\$ 85,500	\$ 88,000
16	\$ 63,115	\$ 68,000	\$ 70,500	\$ 73,000	37	\$ 82,809	\$ 83,500	\$ 86,000	\$ 88,500
17	\$ 63,683	\$ 68,500	\$ 71,000	\$ 73,500	38	\$ 83,309	\$ 84,000	\$ 86,500	\$ 89,000
18	\$ 64,234	\$ 69,000	\$ 71,500	\$ 74,000	39	\$ 83,809	\$ 84,500	\$ 87,000	\$ 89,500
19	\$ 64,786	\$ 69,500	\$ 72,000	\$ 74,500	40	\$ 84,309	\$ 85,000	\$ 87,500	\$ 90,000
20	\$ 66,208	\$ 70,500	\$ 73,000	\$ 75,500					

Principal Salary Comparison

Elementary School Principals			Middle School Principals			High School Principals		
District	Rank	Average Pay	District	Rank	Average Pay	District	Rank	Average Pay
Fort Bend ISD	1	\$113,876.22	Fort Bend ISD	1	\$122,957.74	Spring Branch ISD	1	\$158,633.00
Alief ISD	2	\$111,224.00	Pearland ISD	2	\$119,819.00	Alief ISD	2	\$153,779.00
Katy ISD	3	\$109,216.00	Spring Branch ISD	3	\$119,584.00	Klein ISD	3	\$153,738.00
Galena Park ISD	4	\$108,079.98	Tomball ISD	4	\$119,132.15	Fort Bend ISD	4	\$151,516.35
Spring Branch ISD	5	\$108,061.00	Galena Park ISD	5	\$117,368.58	Cypress-Fairbanks ISD	5	\$148,885.00
Pearland ISD	6	\$107,849.00	Katy ISD	6	\$116,207.00	Katy ISD	6	\$148,725.00
Spring ISD	7	\$106,365.00	Cypress-Fairbanks ISD	7	\$114,671.00	Pearland ISD	7	\$140,789.00
Tomball ISD	8	\$105,212.70	Spring ISD	8	\$112,632.47	Aldine ISD	8	\$140,613.00
Cypress-Fairbanks ISD	9	\$103,375.00	Houston ISD	9	\$107,100.00	Spring ISD	9	\$140,200.00
Klein ISD	10	\$96,383.00	Klein ISD	10	\$105,771.00	Tomball ISD	10	\$129,862.00
Aldine ISD	11	\$94,505.00	Aldine ISD	11	\$102,528.00	Galena Park ISD	11	\$128,203.02
Houston ISD	12	\$94,266.55	Alief ISD	12	\$76,307.00	Houston ISD	12	\$126,480.00
District	Rank	Average Pay	District	Rank	Average Pay	District	Rank	Average Pay
Dallas ISD	1	\$108,657.00	Austin ISD	1	\$119,808.63	Austin ISD	1	\$132,525.55
Austin ISD	2	\$107,776.99	Dallas ISD	2	\$116,001.00	Dallas ISD	2	\$132,239.00
Fort Worth ISD	3	\$95,381.00	Houston ISD	3	\$107,100.00	Fort Worth ISD	3	\$129,853.00
Houston ISD	4	\$94,266.55	Fort Worth ISD	4	\$104,903.00	Houston ISD	4	\$126,480.00

Principal Salaries: SY 2022-23 – SY 2024-25

School Category	SY 2022-23	SY 2023-24	SY 2024-25
Elementary School	\$ 103,500	\$ 108,500	\$ 113,500
Middle School	\$ 109,000	\$ 114,000	\$ 119,000
Specialty High School	\$ 119,000	\$ 124,000	\$ 129,000
Comprehensive High School	\$ 134,000	\$ 139,000	\$ 144,000

Principal School Complexity Factor	
School's "Risk Load"	Amount
-2 to +2	\$0 - \$7,000

Principal Experience Factor	
Experience	Amount
0 Years	\$0
1-3 Years	\$1,000
4-6 Years	\$2,000
7-10 Years	\$3,000
11-15 Years	\$4,000
20+ Years	\$5,000

Assistant Principal Comparison

Elementary School Assistant Principals			Middle School Assistant Principals			High School Assistant Principals		
District	Rank	Average Pay	District	Rank	Average Pay	District	Rank	Average Pay
Pearland ISD	1	\$82,851.00	Pearland ISD	1	\$88,229.00	Spring Branch ISD	1	\$95,511.00
Spring Branch ISD	2	\$82,055.00	Spring Branch ISD	2	\$85,944.00	Pearland ISD	2	\$94,975.00
Galena Park ISD	3	\$81,237.15	Katy ISD	3	\$83,907.00	Katy ISD	3	\$92,639.00
Fort Bend ISD	4	\$80,725.51	Alief ISD	4	\$82,847.00	Tomball ISD	4	\$91,668.40
Spring ISD	5	\$80,540.00	Cypress-Fairbanks ISD	5	\$82,103.00	Alief ISD	5	\$88,631.00
Alief ISD	6	\$79,660.00	Fort Bend ISD	6	\$81,196.29	Fort Bend ISD	6	\$87,809.93
Katy ISD	7	\$78,792.00	Klein ISD	7	\$80,918.00	Cypress-Fairbanks ISD	7	\$87,760.00
Cypress-Fairbanks ISD	8	\$78,457.00	Galena Park ISD	8	\$80,591.31	Galena Park ISD	8	\$87,370.50
Klein ISD	9	\$76,906.00	Tomball ISD	9	\$79,190.62	Spring ISD	9	\$86,617.02
Tomball ISD	10	\$76,438.20	Aldine ISD	10	\$78,481.00	Klein ISD	10	\$83,730.00
Aldine ISD	11	\$75,597.00	Spring ISD	11	\$77,351.00	Aldine ISD	11	\$81,915.00
Houston ISD	12	\$74,403.43	Houston ISD	12	\$76,181.00	Houston ISD	12	\$73,825.29
District	Rank	Average Pay	District	Rank	Average Pay	District	Rank	Average Pay
Fort Worth ISD	1	\$75,130.00	Fort Worth ISD	1	\$82,167.00	Fort Worth ISD	1	\$87,469.00
Houston ISD	2	\$74,403.43	Austin ISD	2	\$81,797.46	Austin ISD	2	\$84,993.44
Austin ISD	3	\$73,022.04	Houston ISD	3	\$76,181.00	Dallas ISD	3	\$82,402.00
Dallas ISD	4	\$72,063.00	Dallas ISD	4	\$76,084.00	Houston ISD	4	\$73,825.29

Master Pay Table: Recent Changes

Minimum starting rate

- While the minimum rates for Houston ISD have increased from \$10 /hr. since 2016 to \$14 /hr. today, the master pay scale has not been updated since 2009 (Deloitte evaluation).
- Pay grades 15 – 22 have been updated over the course of this time but pay grades 23 – 37 have not been updated in more than 10 years.

Grade	Position	Starting Rate
15	Custodian	\$14.00
16	Sr. Custodian	\$14.00
17	Maintenance Helper, Grounds Workers	\$14.00
18	General Clerk I, Receptionists	\$14.00
19	General Clerk II, Teaching Assistant	\$14.00
20	General Clerk III, Parent Engagement Rep	\$14.00
21	Student Information Rep	\$14.00
22	Customer Service Reps, Admin Assistants (ES)	\$14.00

2016 - 2017

Master – 12 Months			
Grade	Minimum	Midpoint	Maximum
37	\$114,885	\$152,223	\$189,561
36	\$104,441	\$138,385	\$172,328
35	\$94,947	\$125,804	\$156,662
34	\$86,315	\$114,367	\$142,420
33	\$78,468	\$103,970	\$129,473
32	\$71,335	\$94,519	\$117,702
31	\$64,850	\$85,926	\$107,002
30	\$58,954	\$78,115	\$97,275
29	\$53,595	\$71,013	\$88,432
28	\$48,723	\$64,557	\$80,392
27	\$46,030	\$58,689	\$71,347
26	\$41,846	\$53,353	\$64,861
25	\$38,042	\$48,503	\$58,964
24	\$34,583	\$44,094	\$53,604
23	\$31,439	\$40,085	\$48,731
22	\$28,581	\$36,441	\$44,301
21	\$25,983	\$33,128	\$40,273
20	\$23,621	\$30,117	\$36,612
19	\$21,473	\$27,379	\$33,284
18	\$20,800	\$24,890	\$30,258
17	\$20,800	\$22,627	\$27,507
16	\$20,800	\$20,800	\$25,007
15	\$20,800	\$20,800	\$22,733

2017 – 2018, 2018 – 2019

12 Months Master Pay Scale Salary Table			
Grade	Minimum	Midpoint	Maximum
37	\$114,885	\$152,223	\$189,561
36	\$104,441	\$138,385	\$172,328
35	\$94,947	\$125,804	\$156,662
34	\$86,315	\$114,367	\$142,420
33	\$78,468	\$103,970	\$129,473
32	\$71,335	\$94,519	\$117,702
31	\$64,850	\$85,926	\$107,002
30	\$58,954	\$78,115	\$97,275
29	\$53,595	\$71,013	\$88,432
28	\$48,723	\$64,557	\$80,392
27	\$46,030	\$58,689	\$71,347
26	\$41,846	\$53,353	\$64,861
25	\$38,042	\$48,503	\$58,964
24	\$34,583	\$44,094	\$53,604
23	\$31,439	\$40,085	\$48,731
22	\$28,581	\$36,441	\$44,301
21	\$25,983	\$33,128	\$40,273
20	\$23,621	\$30,117	\$36,612
19	\$24,960	\$27,379	\$33,284
18	\$24,960	\$24,960	\$30,258
17	\$24,960	\$24,960	\$27,507
16	\$24,960	\$24,960	\$25,007
15	\$24,960	\$24,960	\$24,960

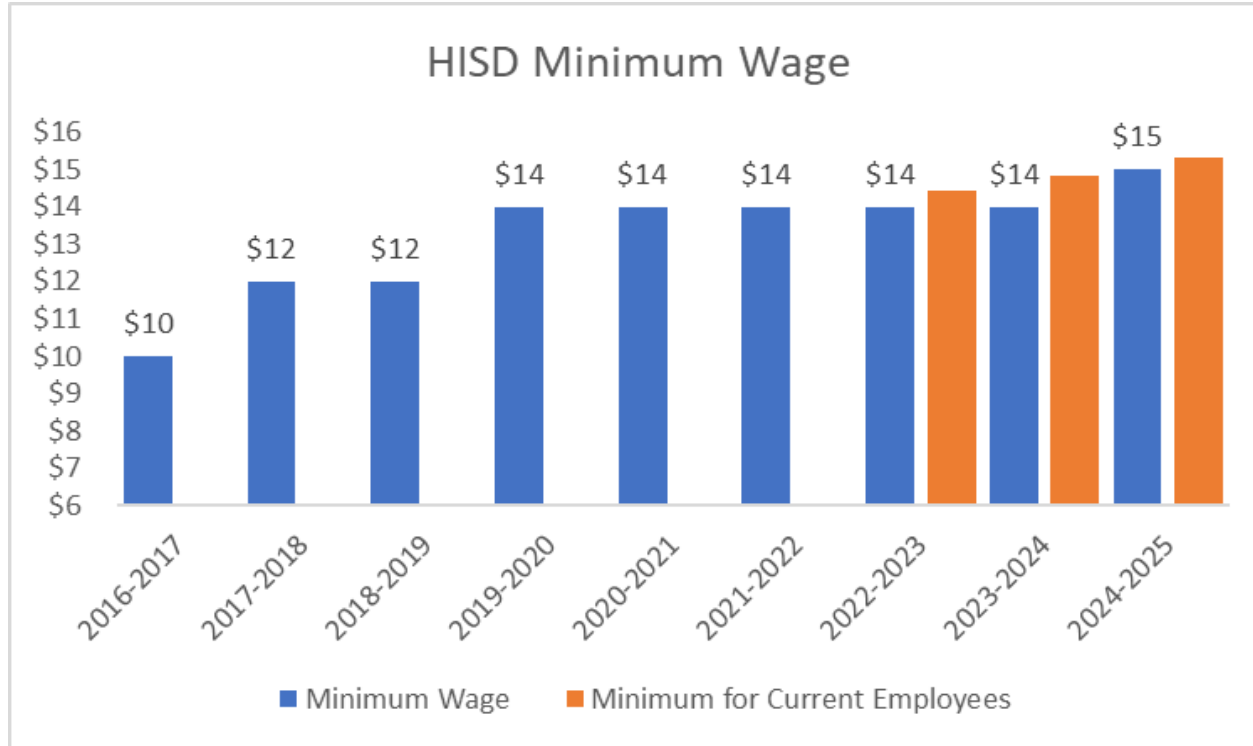
2019 – 2020 to Present

12 Months Master Pay Scale Salary Table			
Grade	Minimum	Midpoint	Maximum
37	\$114,885	\$152,223	\$189,561
36	\$104,441	\$138,385	\$172,328
35	\$94,947	\$125,804	\$156,662
34	\$86,315	\$114,367	\$142,420
33	\$78,468	\$103,970	\$129,473
32	\$71,335	\$94,519	\$117,702
31	\$64,850	\$85,926	\$107,002
30	\$58,954	\$78,115	\$97,275
29	\$53,595	\$71,013	\$88,432
28	\$48,723	\$64,557	\$80,392
27	\$46,030	\$58,689	\$71,347
26	\$41,846	\$53,353	\$64,861
25	\$38,042	\$48,503	\$58,964
24	\$34,583	\$44,094	\$53,604
23	\$31,439	\$40,085	\$48,731
22	\$29,120	\$36,441	\$44,301
21	\$29,120	\$33,128	\$40,273
20	\$29,120	\$30,117	\$36,612
19	\$29,120	\$29,120	\$33,284
18	\$29,120	\$29,120	\$30,258
17	\$29,120	\$29,120	\$29,120
16	\$29,120	\$29,120	\$29,120
15	\$29,120	\$29,120	\$29,120

An employee who does not earn a credit year of service is not eligible for a pay increase. Employees who work less than half time are not eligible to earn a creditable year of service and will not receive a pay increase. See page 38 for explanation of creditable year of service.

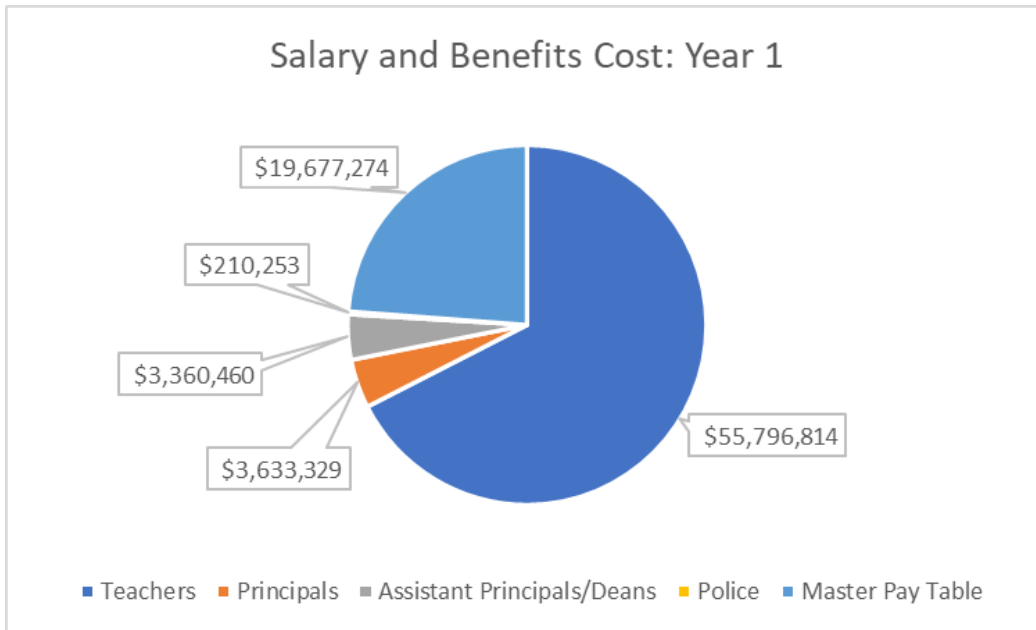
Employees may exceed the maximum of the range due to board approved employee raises with the District

Minimum Wage Trajectory



Compensation: GF Fiscal Impact

Total Year one
General Fund
Impact is estimated
at **\$82.7M**
including salary
and benefits



APPENDIX

Glossary of Definitions

Appropriations: The total expenditures the Board has authorized and instructed the district to utilize. HISD's board approves appropriations based on function.

Fallout: The difference between appropriations and actual expenditures.

- Ex: in the case of salaries, fallout reflects the difference between the total compensation and benefits of positions approved in the budget and the compensation and benefits paid based on the number of positions filled vs. vacant.

Recapture: Under Texas's target revenue formula, the district's revenue from property taxes and state aid is capped. As collections from property taxes increase, state aid is reduced by the same amount, this is shown as an expense in financial statements as recapture. To understand total usable general fund revenue, recapture is removed from both revenues and expenditures.

HISD Board Reserve Requirement: CE (LOCAL) sets the minimum unassigned fund balance at 3 months of expenditures

Indirect Costs: Funds allocated by Federal Agencies (such as US DoE) to grantees (such as HISD) to reimburse grantees for the costs associated with administering federal programs.

ESSER Indirect Cost (IDC) Rate: HISD's indirect cost rate for US Department of Education Funds is 13.8% of operating costs. This means that for every ESSER dollar spent on programming, strategy, etc., 13.8 cents is available to cover General Fund Expenses.

Hold Harmless: Reserves established to cover the reduction of revenue associated with enrollment and attendance loss, in the case of ESSER funds, these reserves allow HISD to compensate for the lost revenue (State and Local) associated with enrollment.

Glossary of Definitions – Fund Balance

Fund Balance: The net position of governmental funds calculated in accordance with generally accepted accounting principles (GAAP), including:

- **Non-Spendable Fund Balance:** Non-spendable fund balance (the most constrained portion of fund balance) includes **items that cannot be spent** because they are either (a) not in spendable form (will not convert to cash soon enough to affect the current period) or (b) are legally or contractually required to be maintained intact.
 - **Ex:** Inventories, pre-paid items
- **Committed Fund Balance:** The amounts constrained to specific purposes by a government itself, using its highest level of decision-making authority; to be reported as committed, amounts cannot be used for any other purpose unless the government takes the same highest-level action to remove or change the constraint.
 - **Ex:** Potential litigation, claims, and judgments; Operating Reserve
- **Assigned Fund Balance:** The amounts a government intends to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority. This includes carryover and instructional stabilization fund.
 - **Example:** Outstanding encumbrances; Insurance deductibles; Program start-up costs
- **Unassigned Fund Balance:** The amount of funds available for any purpose.

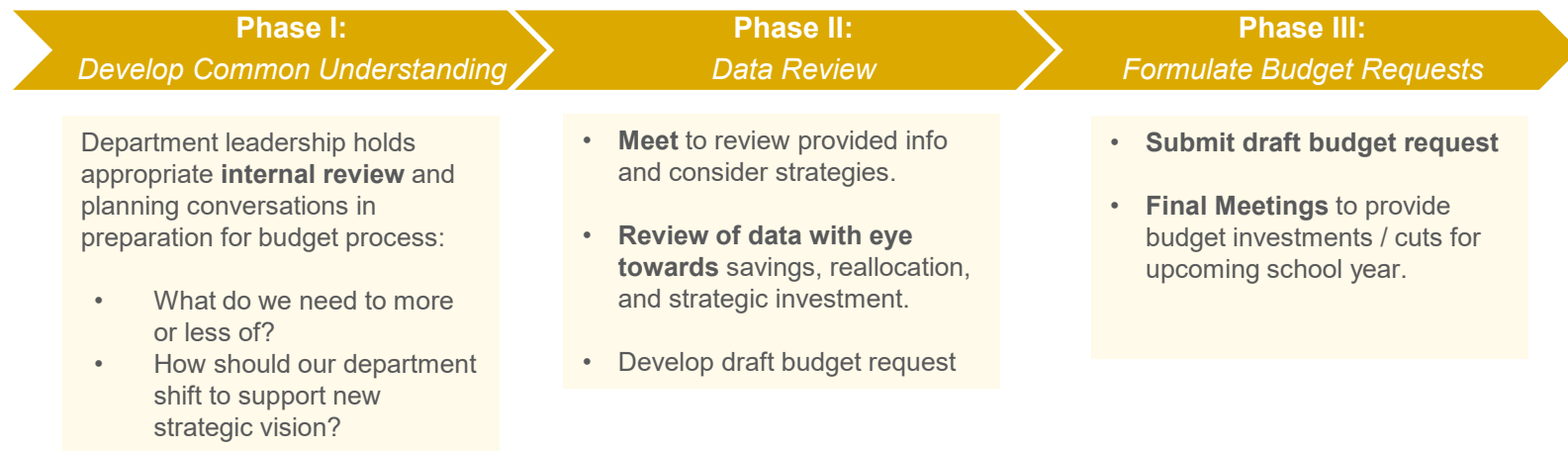
Source: CE(LOCAL) [https://pol.tasb.org/Policy/Download/592?filename=CE\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/592?filename=CE(LOCAL).pdf)

BUDGET PROCESS & NEXT STEPS

Budget Process: Current Department Process

The goal of HISD's budget process this year is twofold:

- 1) Provide **more transparency and understanding** to Department leads regarding their budgets.
- 2) Support leadership in making strategic decisions **to minimize costs / prioritize strategic initiatives**.



Next Steps

- **Q & A**
- **Board Workshop Schedule**
 - **Workshop 2**
 - Long-term strategic plan financial considerations
 - **Workshop 3**
 - Long-term financial outlook
 - Addressing the structural deficit

Q & A

Elementary and Secondary School Emergency Relief Fund (ESSER) Update

March 3, 2022

Presented by:
Dr. Richard Cruz, Deputy Superintendent

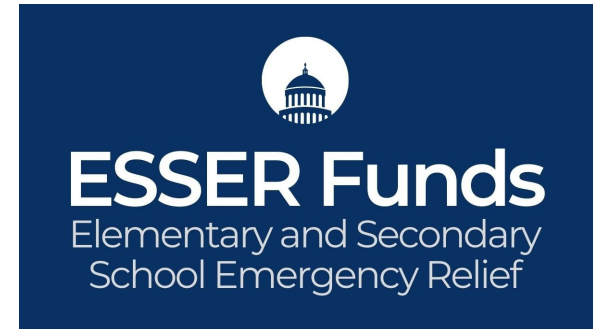


Agenda



ESSER Overview

- The funds from ESSER were intended to help school districts safely reopen in light of the COVID-19 pandemic, and to support districts in mitigating learning loss from school closures.
- HISD received its Notice of Grant Award (NOGA) in August of 2021 for both ESSER II and ESSER III Funds
- Through the strategic planning process, we have re-allocated ESSER funds to help launch many of the new initiatives and supports that exist within the strategic plan and have ensured that ESSER projects align to our six strategic priority commitments.



ESSER Funding Timelines

School Year	ESSER II ~\$358M	ESSER III ~\$805M
2019-2020	✓	✓
2020-2021	✓	✓
2021-2022	✓	✓
2022-2023	✓	✓
2023-2024		✓

Houston ISD's total ESSER II and ESSER III allocation: \$1,162,911,611.

Note: ESSER is one-time funds and are non-recurring dollars.

Direct Campus Allocations for 2021-2022

Program	Campuses Eligible	Allocation
Campus-Based Tutoring (HB4545)	All Campuses	~\$32 million
Campus Innovation Allotment	All Campuses	~\$3.5 million
Expanded Wraparound Services	All Campuses	~\$11.3 million
Student COVID-10 Safety Allotment	All Campuses	~\$6.1 million
SAT/ACT/TSI Preparation	High Schools Only	~\$1.1 million

Examples of Major ESSER Investments during the 2021-2022 School Year



Employee Retention
Stipends (\$45M)



Teacher / Employee
Recruitment
Campaigns (\$500K)



Reading and Math
Interventionists
(\$13M)



Pre-K Literacy Kits
and Backpacks
(\$5.7M)



Expansion of AP
Coursework (\$6.7M)



Expansion of
College and Career
Advisors (\$6M)

Examples of Major ESSER Investments during the 2021-2022 School Year



Fine Arts Assets and Supplies (\$22M)



Fine Arts Partnerships (\$1M)



Investment in Library Collections (\$19M)



Expansion of Counselors / Social Workers (\$15M)



New Buses (\$17M)



Student Laptop Devices (\$41M)

2021-2022 Project Allocations

You can view current allocations of ESSER funds by campus and by major projects at the HISD ESSER webpage:

www.HoustonISD.org/Page/188723

[illegible]

EVALUATION AND DASHBOARDS

Presented by:

Dr. Allison Matney

Evaluation of ESSER Programs

The evaluation will consist of two sections

Section I:

- Executive Summary
- ESSER II and ESSER III Individual Program Briefs
- Program Goals and Objectives
- Key Findings
- Recommendations

Section II:

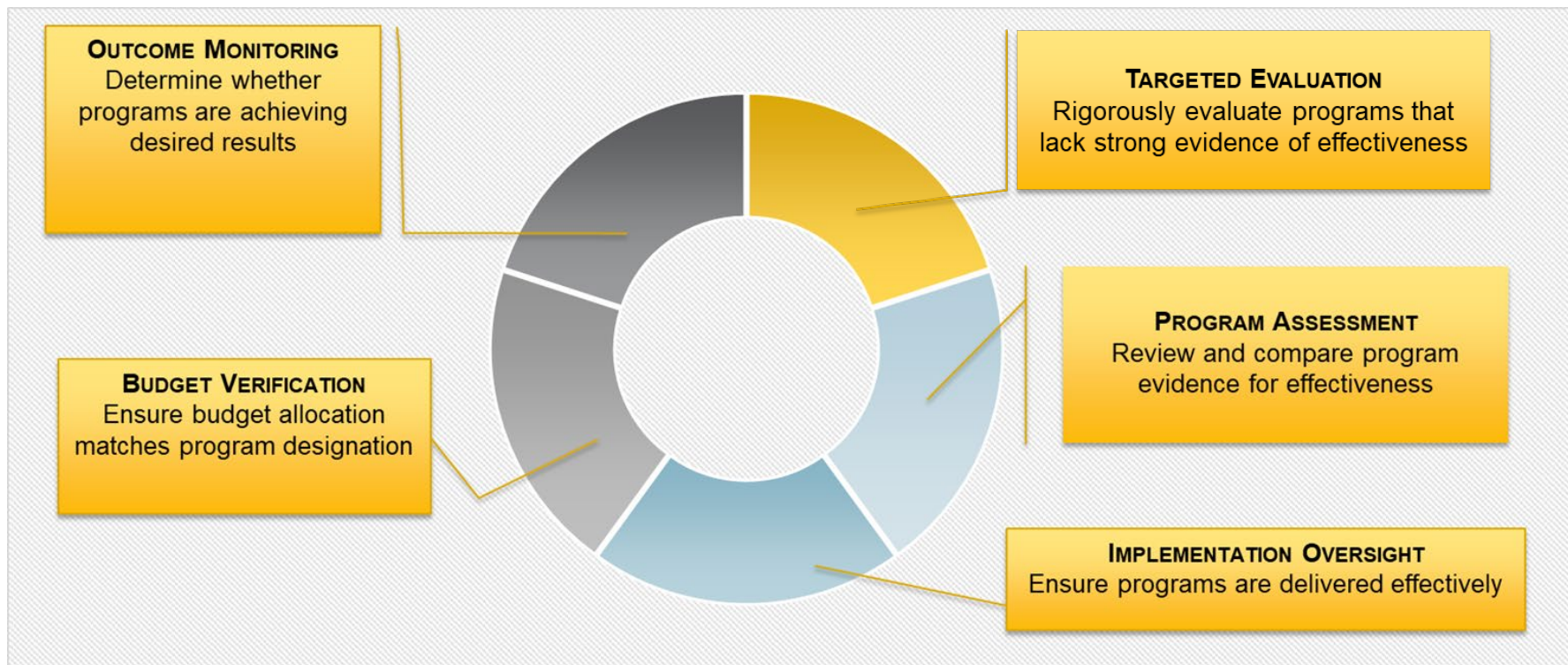
- Executive Summary
- Campus-based Programs Dashboard

Examples of Evaluation Measures*:

- Observations
- Stakeholder Feedback
- Program Usage Data
- Total Allocation vs. Total Expenditure
- Number of Students Receiving Services
- Student Background Characteristics
- Student Assessment Results
- Number of Staff Receiving Services
- Teacher Appraisal Ratings
- Number of Products Purchased/Disseminated


*Final measures used in individual program briefs will be aligned to program goals and objectives.

ESSER Program Evaluation Strategy



ESSER-Funded Programs

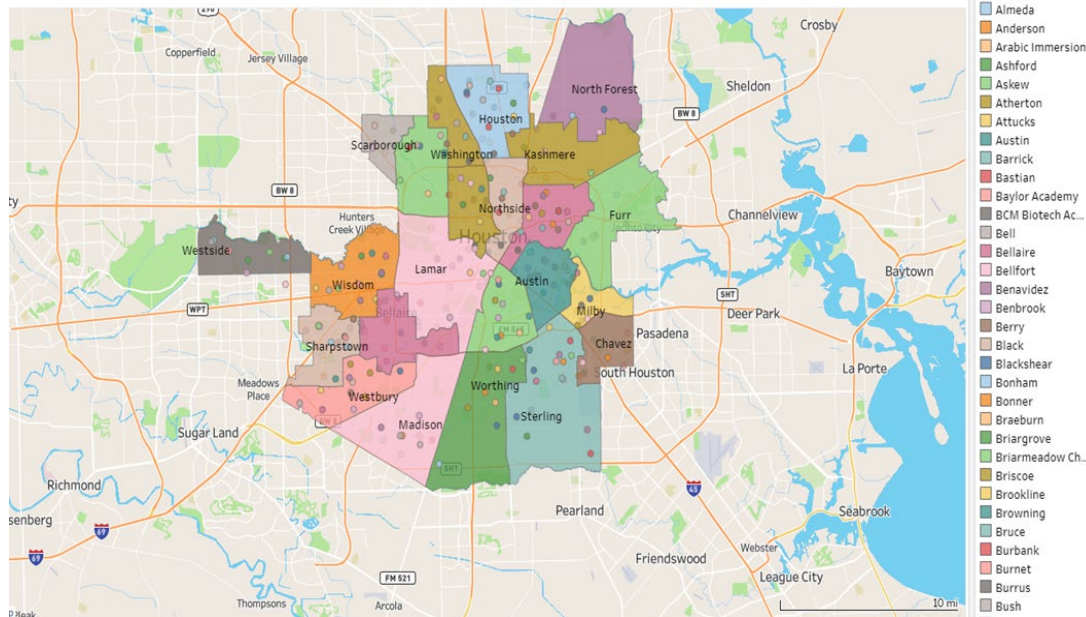
Each of the ESSER-funded programs will have a self-descriptive "brief" which will succinctly summarize the method and manner the program utilized/continues to utilize its ESSER funds. Program outcomes also will be included.

Student Mobile Internet							
Department: Chief Technology Office				Priority: Technology			
Project Description							
The Houston Independent School District (HISD) Chief Technology Office is striving to lessen the effects of learning loss brought on by the COVID-19 pandemic. To that end, HISD is ensuring equitable access to digital content and instruction by providing mobile hotspots to students that do not have home internet and when students are away from school. Mobile hotspots will give students real-time interaction with their peers and teachers to complete assignments to scale back learning loss.							
Total Allocation (\$):		20,774,880.00		Total Expenditure (\$):			
ESSER II (\$): 0,000,000.00		ESSER III (\$): 20,774,880.00		ESSER II (\$):		ESSER III (\$):	
Project Goals				Key Findings			
<ul style="list-style-type: none"> Provide mobile hotspots to students in need of internet access when they are away from school. Provide data reports to monitor student usage of hotspots to help ensure that they are making educational progress. 							
Table 1: Demographic Characteristics of Targeted Population, 2021-2022							
	African Am.	Asian	Hispanic	White	Two or More	H/P/L	Am Indian
n							
%							
	Male	Female	Eco. Disadv.	English learners	At Risk	Spec. Ed.	G/T
n							
%							
Source:							
				Recommendations			

ESSER Campus-Based Outcomes Dashboard

SAMPLE DASHBOARD

Evaluation of ESSER Campus-based Programs, 2021-2022



SAMPLE OUTCOME MEASURES

Program Categories	Key Outcomes
SAT/ACT/TSI Preparation	SAT/ACT/TSI Results
RTI Reading & Math Interventions	STAAR Reading and Math Passing Rates/Scale Scores
Campus-based Tutoring	STAAR Reading Passing Rates/Scale Scores
Campus Innovative Allotment	STAAR/EOC Passing Rates in All Content Areas
Expanded Counselors/Social Workers	# of Counselors/Social Workers Hired; Student Disciplinary Actions & Attendance Rates
Student Safety Funds	Materials and Supplies Purchased/Disseminated
Expanded Wraparound Services	# of Unique Students Served; Services Accessed; Disciplinary Actions & Attendance Rates

ESSER Spending Dashboard

We are working on developing a ESSER spending dashboard that will allow for the public to view the allocation of ESSER dollars by project, and track alignment of the funds to the district's strategic commitments



Q & A

SUPPORT STAFF COMPENSATION: FINDINGS AND PLAN

This document summarizes the three-year compensation plan for HISD employees paid according to Grades 15-26 on the Master Pay Table, beginning with School Year 2022-2023. Pages 3 and 4 show the compensation plan rates for each year.

COMPENSATION STUDY FINDINGS

Management Advisory Group International, Inc (MAG) has reported to Houston ISD their findings regarding the Compensation Study. For the non-instructional class market survey, the district is currently somewhat behind the market generally. The majority of benchmark titles fall more than 20% below the relevant market at minimum, midpoint, and maximum amounts. However, at the same time, there was variation, and Houston ISD was above the relevant market for several categories of job titles, including but not limited to: Bus Drivers, Custodians, Food Service Attendants, Grounds Workers, and Transportation Attendants. Below is a chart showing a sample of support staff positions and where they fell within the market.

Job Title	HISD Minimum	Percentage of Market	Above, At, or Below Market
Warehouser	\$29,120	2%	Above
User Device Technician	\$46,030	2%	Above
General Clerk I	\$29,120	4%	Above
Bus Driver	\$37,440	8%	Above
Grounds Worker	\$29,120	9%	Above
Food Service Attendant	\$29,120	12%	Above
Custodian	\$29,120	13%	Above
Non-Instructional Aide	\$29,120	13%	Above
Transportation Attendant	\$29,120	18%	Above
Warehouser Driver	\$29,120	-1%	Below
Manager, Police Dispatch	\$46,030	-4%	Below
Executive Administrative Assistant, Senior	\$46,030	-4%	Below
Master Electrician	\$48,723	-9%	Below
Master Plumber	\$48,723	-11%	Below
Customer Service Representative	\$29,120	-12%	Below
HVAC Repairer, Senior	\$41,846	-12%	Below
Electrician	\$38,042	-14%	Below
Painter	\$29,120	-16%	Below
Maintenance Repairer	\$29,120	-18%	Below
Plumber	\$34,583	-19%	Below
Transport Mechanic, Senior	\$34,583	-19%	Below
Police Dispatcher	\$29,120	-24%	Below
Manager, Food Service Café	\$34,583	-24%	Below
Administrative Assistant	\$29,120	-25%	Below
Benefits Counselor	\$38,042	-31%	Below
Intermediate IT Customer Service Representative	\$34,583	-33%	Below
Electrician, Senior	\$41,846	-33%	Below

6-YEAR HISTORY OF INCREASES TO SUPPORT STAFF WAGES

The minimum rate at Houston ISD has increased 40% over the past 6 years. In 2016-2017, the minimum rate was \$10/hour; in 2017-2018 the minimum rate increased to \$12/hour; and in 2019-2020 the minimum rate increased to \$14/hour. In addition to the minimum rate increase, support personnel received 2%-3% increases in 2017-2018 and 3.5% increases (or \$14/hour minimum, whichever was greater) in 2019-2020. Increases to the minimum rate without increases to others in the district has caused wage compression in grades 15-22 – meaning support staff in quite different jobs are currently paid at the same rates.

3-YEAR COMPENSATION PLAN

The three-year compensation plan includes a solution to the Master Pay Table compression inequities, while maintaining a region-leading minimum wage. This plan focuses on decompressing wage rates across position grades, given that eight grades currently have the same minimum and three grades have the same maximum.

Grade-specific increases for SY 2022-2023 and for the following two years are determined based on the need to decompress the grades that were compressed through prior Board action to raise the minimum wage without funding proportional increases to other grades on the Master Pay Table, a review of current market position, and the history of comparative wage increases over the last six years.

We are including high enough percentage increases to the table, as well as percentage increases to current employee wages so that employees who are currently at \$14/hour will reach \$15.30/hour in just over two years, which is a 9.3% increase. About 51% of the cost for the Master Pay Table employees in SY 2022-2023 is for staff in positions on grades 15-26.

MAINTAINING A REGION-LEADING MINIMUM WAGE

The HISD minimum wage will increase to \$15 per hour effective at the start of SY 2024-2025. In every year for the next three years, the district's minimum wage is guided by the commitment shared in the February strategic plan workshop: to maintain HISD's minimum wage as a region-leading minimum wage among school districts. We have shared that (1) the HISD minimum wage has increased by 40% in the last 5 years, a time period during which many staff have received no wage or salary increase at all and (2) the HISD minimum wage is already a region-leading minimum wage among school districts. The vendor-provided compensation study showed that several HISD employee groups who earn the current minimum wage are above the regional market, at the same time as other support staff groups are 20% - 30% below the market. **Current employees who earn the current minimum wage will earn a minimum of \$14.42 in SY 2022-2023, \$14.85 in SY 2023-2024, and \$15.30 in SY 2024-2025.**

Master Pay Table Wage Rates

The tables below show the Master Pay Table wage rates (minimum, midpoint, and maximum) for this year and each of the next three years under the district's three-year compensation plan. The *minimum* annual increase for employees at each grade in each of the next three years is 3 percent per year. Employees who have received less significant raises in the last six years will receive higher than 3 percent raises in each of the next three years.

2021-2022 (12-month daily rates)

Grade	Minimum	Midpoint	Maximum
15	\$112.00	\$112.00	\$112.00
16	\$112.00	\$112.00	\$112.00
17	\$112.00	\$112.00	\$112.00
18	\$112.00	\$112.00	\$116.38
19	\$112.00	\$112.00	\$128.02
20	\$112.00	\$115.83	\$140.82
21	\$112.00	\$127.42	\$154.90
22	\$112.00	\$140.16	\$170.39
23	\$120.92	\$154.17	\$187.43
24	\$133.01	\$169.59	\$206.17
25	\$146.32	\$186.55	\$226.78
26	\$160.95	\$205.20	\$249.47

2022-2023

Grade	Minimum	Midpoint	Maximum	% Increase for Current Employees
15	\$112.00	\$148.40	\$184.80	3.0%
16	\$112.74	\$149.38	\$186.02	3.7%
17	\$113.48	\$150.37	\$187.25	4.3%
18	\$114.23	\$151.36	\$188.48	5.0%
19	\$114.99	\$152.36	\$189.73	5.7%
20	\$115.75	\$153.36	\$190.98	6.3%
21	\$116.51	\$154.37	\$192.24	7.0%
22	\$117.28	\$155.39	\$193.51	7.7%
23	\$126.97	\$168.23	\$209.49	8.0%
24	\$139.66	\$185.05	\$230.44	8.0%
25	\$153.63	\$203.56	\$253.49	8.0%
26	\$168.99	\$223.92	\$278.84	8.0%

2023-2024

Grade	Minimum	Midpoint	Maximum	% Increase for Current Employees
15	\$112.00	\$148.40	\$184.80	3.0%
16	\$113.49	\$150.37	\$187.26	3.7%
17	\$115.00	\$152.37	\$189.75	4.3%
18	\$116.53	\$154.40	\$192.27	5.0%
19	\$118.08	\$156.45	\$194.83	5.7%
20	\$119.65	\$158.53	\$197.42	6.4%
21	\$121.24	\$160.64	\$200.05	7.1%
22	\$122.85	\$162.78	\$202.71	7.8%
23	\$133.31	\$176.64	\$219.97	8.0%
24	\$146.65	\$194.30	\$241.96	8.0%
25	\$161.31	\$213.74	\$266.17	8.0%
26	\$177.44	\$235.11	\$292.78	8.0%

2024-2025

Grade	Minimum	Midpoint	Maximum	% Increase for Current Employees
15	\$112.00	\$148.40	\$184.80	3.0%
16	\$114.25	\$151.39	\$188.52	3.7%
17	\$116.55	\$154.43	\$192.31	4.4%
18	\$118.90	\$157.54	\$196.19	5.0%
19	\$121.29	\$160.71	\$200.14	5.7%
20	\$123.74	\$163.95	\$204.16	6.4%
21	\$126.23	\$167.25	\$208.27	7.1%
22	\$128.77	\$170.62	\$212.47	7.8%
23	\$139.98	\$185.47	\$230.97	8.0%
24	\$153.98	\$204.02	\$254.06	8.0%
25	\$169.38	\$224.43	\$279.47	8.0%
26	\$186.32	\$246.87	\$307.42	8.0%