

Agenda Item 8: Approval Of 2024-2025 Turnaround Plans For High School Ahead Academy Middle School, Liberty High School, And Middle College High School - Gulfton • HSAA TAP • Liberty HS TAP • Middle College HS - Gulfton TAP

1. Do the TAPs clearly align with Destination 2035 goals—especially the expectation that all students graduate ready for college, career, or military service? Each TAP emphasizes flexible pathways and college/career readiness, but the metrics for success (targets, timelines) are often buried or generalized.

High School Ahead Academy: There is significant alignment with the TAP and Destination 2035 goals given that the NES systemic reform strategies are being implemented daily as part of the High School Ahead Academy daily instruction. The middle school students who are served at High School Ahead are over-aged and off track compared to their peers. This alternative setting seeks to accelerate instruction using NES strategies as well measure student progress given district and state assessment of growth to include NWEA MAP scores (BOY, MOY, EOY), state assessments, and high school credit acquisition in middle school as a catch-up provision. The goal is to close the gaps for these students with a solid academic foundation so they can be back on track with their peers in high school.

Middle College HS Gulfton's TAP aligns with Destination 2035 by providing non-traditional students with flexible pathways, targeted academic support, and rigorous programming to ensure they graduate ready for college, career, or military service. The TAP outlines evidence-based interventions, data-driven instruction, and structured milestones that directly support student success.

Metrics for success are embedded throughout the TAP, particularly in the systematic data analysis within PLCs, formative assessments, and intervention tracking. The plan includes specific monitoring efforts over the next two years, such as refining data-use protocols, strengthening advisory structures, and expanding dual enrollment and workforce certification opportunities. Additionally, staffing reallocations—such as the Data & Intervention Specialist role—ensure a structured approach to tracking student progress and providing academic coaching.

By focusing on data-driven decision-making, targeted interventions, and measurable outcomes, Middle College HS Gulfton's TAP demonstrates a strong commitment to closing achievement gaps and ensuring all students are prepared for post-secondary success in alignment with Destination 2035.

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Liberty HS: Liberty High School's TAP aligns with Destination 2035 by prioritizing flexible pathways, data-driven interventions, and strategic staffing to improve graduation rates among its non-traditional student population. The plan integrates continuous progress monitoring through PLCs, formative assessments, and personalized interventions, ensuring students receive the targeted support needed to succeed.

Metrics for success are embedded within structured milestones, including early diagnostic assessments, biweekly data meetings, and end-of-year program evaluations. Additionally, the strategic allocation of resources—such as hiring night school teachers and expanding the use of APEX for credit recovery—reinforces the school's commitment to increasing post-secondary readiness.

2. Do the TAPs provide a clear baseline, measurable targets, and deadlines for achieving student outcome improvement? All three campuses outline general milestones across two years, but none explicitly define:

- Current academic proficiency or graduation rates,
- Quantified improvement goals,
- Monthly or quarterly benchmarks aligned to board-monitorable outcomes.

This lack of specificity makes it difficult to track progress or know when correction is needed.

High School Ahead Academy: This alternative setting seeks to accelerate instruction using NES strategies as well measure student progress given district and state assessment of growth to include NWEA MAPS (BOY, MOY, EOY), state assessment scores, and the acquisition of high school credit in middle school as a catch-up provision. The quantifiable goals listed align to data reported to the Board as progress measures.

Middle College HS Gulfton: The TAP includes milestones and monitoring efforts over two years, emphasizing data-driven decision-making and targeted interventions. While specific numeric targets and quarterly benchmarks are not explicitly outlined, the plan's focus on continuous data analysis, PLC reviews, and student progress monitoring ensures ongoing assessment and adjustments to support student outcome improvement.

Liberty High School: The TAP outlines a clear plan for improving student outcomes through a two-year timeline with specific milestones. The plan includes data-driven instruction cycles, targeted interventions, and flexible scheduling, all aimed at improving graduation rates and post-secondary readiness. With quarterly data reviews, biweekly PLC meetings, and personalized interventions, the TAP ensures that student progress is continuously monitored and adjusted based on real-time data. These efforts are designed

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to track and improve academic performance, close achievement gaps, and prepare students for post-secondary success.

3. How long has the current leadership team been in place at each of these campuses? What's the plan for leadership continuity? This is critical context for gauging whether these strategies are fresh starts or mid-course corrections. The TAPs don't specify administrative tenure or team stability.

High School Ahead Academy: Principal Meghan Lyndersay has been at High School Ahead since 2021 as the Dean of Instruction and now as Principal in 2024. She has led a small team (an assistant principal, a counselor, and 8 teachers) of dedicated professionals seeking to provide students who are overaged and behind academically with an alternative setting to meet their socio-emotional needs as well as their academic needs.

Middle College Gulfton: Principal Dr. Marques Armant has been with HISD since July 2022, serving first as a teacher interventionist before joining the prestigious HISD Principal Academy, where he trained under a highly effective principal for a full year. In June 2024, he was selected as the principal of Middle College Gulfton. He and his team have maintained continuity and alignment with campus improvement efforts and will continue to do so throughout their tenure.

Liberty High School: Mr. Monico Rivas has served as the Principal at Liberty High School since 2007 and has been a dedicated member of HISD since 1993. For 18 years, he has worked tirelessly to support both day and night students, ensuring they receive the resources they need to succeed. Mr. Rivas receives ongoing coaching to continuously improve his leadership and remains committed to championing the success of his students. He has provided continuity in leadership throughout his tenure as the school implements its improvement strategies.

4. Are any of the campuses operating under the NES (New Education System) model, and how is that shaping the turnaround plan? Can the administration publish a one-pager per TAP that includes:
- Status and why the campus is under watch,
 - Concrete targets (e.g., "increase graduation rate from 45% to 70% by 2026"),
 - In Timeline with checkpoints,
 - Leadership team and experience,
 - NES status (yes/no),
 - Student support in place.

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Please find the answers in the document linked below. Please note that this is one consolidated one-pager covering all three TAPs. Additionally, both timeline details and student support in place are outlined within the TAP documents themselves:

[24-25 Turnaround Plan One-Pager.docx](#)

Agenda Item 9: Authority To Negotiate And Execute An Interlocal Partnership Agreement With The Harris County Department Of Education For The Nita M. Lowey 21st Century Community Learning Centers/Texas Ace Cycle 12 Year 2 Programs at Crespo Elementary School And Kelso Elementary School

5. What were the selection criteria? Approximately how many students will be able to participate? Will HISD be responsible for any expenses outside of the funding provided by HCDE?

This grant is not a new program but a renewal of an existing grant that began its cycle in 2023. When HISD applied for the grant back in 2022, campuses were selected and prioritized based on the following criteria:

- Listing in the 'Texas Education Agency Federal Fiscal Compliance and Reporting Division Campuses Served with Title I, Part A'
- Identified as a Comprehensive or Targeted Support and Improvement campus for 2020-2021 and/or has an "at-risk" population greater than the state average as listed on the Texas Academic Performance Report (TAPR - TEA's Priority Point Criteria)
- Schools' communities designated as high need due to academic underperformance or high poverty levels of students served
- Cannot be a participating campus at the time of application for the grant

The program is expected to support 75 students. Harris County Department of Education is responsible for all funding and expenditures associated with this grant at the partner campuses. HISD is not responsible for additional funding for the 21st century after school programs at Crespo and Kelso ES.

Agenda Item 10: Authority To Negotiate And Execute An Agreement And/Or Interlocal Memorandum Of Understanding With The City Of Houston Parks And Recreation Department To Open And Operate A Houston Independent School District Sunrise Center • Houston ISD Sunrise Center Partnership Letter

6. What evidence-based analysis, i.e. demographic study, surveys, etc. was done to ensure the location of the new proposed Sunrise Centers meets the

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needs of the community that it will serve? What gaps will the proposed Sunrise Center be filling? What services will be offered here? Is this Sunrise Center request replacing an existing location or is this an additional location.

The proposed satellite Sunrise Center at Marian will extend our ability to serve families in the Gulfton/Sharpstown area and the SW Fondren area. Marian will provide additional space for the BakerRipley location, addressing the current lack of storage for on-demand resources. This space is being offered to HISD at no cost.

According to the Houston Education Research Consortium (HERC), there are 10,507 students within a five-minute drive and 27,956 students within a ten-minute drive of Marian Community Center. The Southwest Houston area is vast, with many families who are newcomers or students considered at risk. At two neighboring elementary schools, nearly 78% of students are classified as at-risk.

Marian Community Center provides after-school programming and summer enrichment for students ages 6-13. Additionally, it offers wellness classes, an open gym, and a Houston Food Bank Market. A Sunrise Center at Marian would enhance these services by providing medical and mental health, basic needs (clothing & hygiene), adult basic education and homeless and foster care supports. Sunrise Centers will support families by providing transportation from their respective school to the center for after-school programming.

7. Without tight shared KPIs or aligned accountability, the initiative could drift into activity over outcomes. How will HISD measure success for the Sunrise Center partnership with the City of Houston, beyond program participation? What specific student outcomes or engagement metrics are tied to this collaboration, and how will we assess whether it should be expanded?

The only purpose of this Board Agenda item is only to approve a cost-free space sharing agreement for Sunrise Centers and the City of Houston.

8. As HISD and the City of Houston embark on the Sunrise Center initiative, what governance structures are in place on the City's side to oversee and coordinate this partnership? Specifically, is there an existing body, such as the Houston Parks Board Local Government Corporation (HPB LGC), that will provide oversight? If not, would the City consider establishing a dedicated sub-committee or appointing an HISD representative to the HPB LGC to ensure sustained, collaborative governance of this initiative?

The only purpose of this Board Agenda item is only to approve a cost-free space sharing agreement for Sunrise Centers and the City of Houston.

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Agenda Item 11: Approval Of Vendor Award for Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement

RFP: 25-03-02-23

1. What types of communications will be pushed through the new ParentSquare platform?

ParentSquare communications will include urgent alerts (inclement weather, school closures), smart alerts (ex: missed attendance alert notification to families), as well as other district or campus-specific communications (transportation survey reminders, school event information). ParentSquare also offers the district and campuses the opportunity to create a 'newsfeed' and newsletter, survey families, publish and advertise registration forms (field trip, volunteer sign-up for a dance, parent-teacher conference signup), and engage in 2-way communication with families (ParentSquare acquired Remind 101 and has its features and functions built-in).

2. Is this contract replacing an existing parent communication system or is it an entirely new tool? If replacing a prior vendor, what improvements or efficiencies does this solution provide?

This project will replace all existing communication platforms to ensure effective, consistent, and equitable communication between schools, families, and the district. Improvements include unified communication, enhanced engagement, accessibility (parents will not need an app to engage with notifications!), the ability to monitor and triage low contact rates at campuses and at the district level. ParentSquare will greatly streamline district/school to family communications and serve as nearly one-stop shop for families to get the information they need when they need it. This tool will also replace the costs campuses are having to shoulder as they implement tools for communicating with their families.

RFP: 22-06-03-01

3. Why is the district requesting an extension on the uniform and performance apparel contract so late in the school year?

The district is requesting a 30-day extension to ensure a seamless transition to the replacement project. This extension allows the approval process to be completed through the cooperative purchasing agreement, preventing any disruption in service.

4. Have there been delays in execution or forecasting, and how many students or programs will be affected by this extension?

There have been no delays in execution or forecasting, as this project is utilized by various schools and departments on an as-needed basis. The 30-day extension ensures continued

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access to uniforms and performance apparel without disrupting any students, programs, or operations.

RFP: 25-09-07

5. Can the administration clarify what types of funds are being transported under the \$4 million armored car services contract?

The project covers various district funds, including but not limited to Nutrition Services, Athletic Stadiums, School Activity, and Treasury Department.

6. Are these funds related to athletics, school-based petty cash, or other sources? How does this volume of cash movement support our current financial controls and school operations?

The project plays a crucial role in maintaining strong financial controls and ensuring smooth operations by safeguarding district funds from theft, loss, or mishandling through professional cash transport services.

RFP: 25-10-12

7. The ERP software proposal lists a 10-year term with two optional 5-year renewals, yet no vendor or dollar amount is listed. Can the administration clarify whether this agenda item functions as a placeholder or if it authorizes a full contract scope (“blank check”)?

This agenda item currently serves as a temporary placeholder while the ERP software proposal is still under evaluation. The item will be updated to include the necessary vendor details, dollar amount, and other required information board approval.

8. What safeguards will be in place to ensure fiscal discipline and future board oversight before any long-term financial commitment is made?

The project will be structured in phases, allowing for continuous evaluation and adjustments before committing to full-scale deployment. Contractual safeguards will include clear performance metrics, cost controls, and clauses to shield the district from risks.

Agenda Item 12: Approval Of The April Budget Amendment • Nutrition Services Budget Amendment

9. Please explain the approximately \$10.4M deficiency in Nutrition Services. Why have we received \$5.2M less in federal revenue sources?

Please see the attached document [here](#).

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10. Can the administration explain the primary drivers of this increase? Are we hiring more service workers, increasing food costs, or experiencing other operational pressures?

The primary driver of this increase is due to food costs due to overproduction, food waste, and higher than anticipated costs for 100% commercially processed commodities. The post cost analysis of these processed items revealed a higher food cost than we anticipated for our planned menus. In our action planning, we have identified high food cost locations, taken measures to reduce waste, trained staff on food cost management, batch cooking and forecasting production. Other increases include an adjustment to pay for an ageing maintenance fleet that has forced us to lease vehicles in the short term.

11. Given that we have fewer students this year, expect even fewer next year, and are anticipating federal budget cuts, what adjustments are being considered to ensure long-term sustainability without rapidly drawing down the fund balance?

The administration is adjusting to the freefall of enrollment, and we are strategizing staffing optimization, streamlining operational expenses, and incorporating initiatives to maximize participation from our shrinking base of students. We are adjusting to the federal budget cuts. We were affected by the recent local farm grant cuts and are preparing for potential changes to the Community Eligibility Provision modifications. There is potential for school meal participation to rise if TANF benefits are cut. In addition, there may be opportunities for the department to support our elderly and inform us if Meals on Wheels funding is cut.

12. How is the deficit funded?

The deficit is funded from our existing fund balance. As of the latest statement regarding revenue and expenditure, our balance is \$54,315,949.