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1. What is IDEA?

The Individuals with Disabilities Education Act (IDEA) is federal legislation, first authorized in 1975, that provides support and legislative oversight for students with disabilities. IDEA requires public schools to provide a free and appropriate public education to eligible students ages 3-21 with disabilities. Under IDEA, public schools must

- Find and evaluate students who have or are suspected of having a disability and need special education services (Child Find).
- Develop and implement an individualized education program (IEP) for eligible students with a disability.

The Individuals with Disabilities Education Act (IDEA) provides federal funding for the education of children with disabilities and requires, as a condition for the receipt of such funds, the provision of a free appropriate public education (FAPE) for children with disabilities.

2. How is IDEA funding allocated per child?

The [IDEA-B FUNDING REFERENCE MANUAL](#) (Copyright © 2021. Texas Education Agency. All rights reserved. Version 1.0 (06/2021)) states that the current method for calculating and distributing subgrants to LEAs provides the following:

Calculating Method	Grant	Explanation
"Frozen" Base Payment	IDEA-B Formula	An LEA's IDEA-B Formula base payment is the amount that the LEA would have received if TEA had distributed 75% of the state's FFY 1999 (SFY 2000) IDEA-B Formula grant, using the LEA's 1998 count of children with disabilities ages 3–21.
	IDEA-B Preschool	An LEA's IDEA-B Preschool base payment is the amount that the LEA would have received if TEA had distributed 75% of the state's FFY 1997 (SFY 1998) IDEA-B Preschool grant, using the LEA's 1996 count of children with disabilities ages 3–5.

After the "frozen" base payment amount is distributed to LEAs, any remaining funds are allocated in two phases, as follows:

Calculating Method	Phase	Explanation
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Population and Poverty Measures	1	85% of any remaining funds are allocated according to the relative populations of children ages 3–21 (IDEA-B Formula) or ages 3–5 (IDEA-B Preschool) enrolled in public schools and private nonprofit (PNP) special education students served within the agency's jurisdiction.
	2	15% of any remaining funds are distributed according to their relative numbers of children ages 3–21 (IDEA-B Formula) or ages 3–5 (IDEA-B Preschool) living in poverty.

3. What comprises the \$50 million in Contracted Services that was eliminated from the budget?

See below for the Contracted Services that have been reduced/eliminated from the 24-25 budget.

Supplier Name	Year-Over-Year Cost Savings
RENAISSANCE LEARNING, INC.	\$4,611,028.99
ALVAREZ & MARSAL HOLDINGS INC	\$4,332,280.88
TNTP, INC.	\$2,733,379.00
CURRICULUM ASSOCIATES, LLC	\$2,693,674.65
GERMAN, FELECIA N.	\$2,618,670.00
IEDUCATE USA	\$2,438,945.00
IMAGINE LEARNING LLC	\$2,433,890.00
LEARNING A-Z LLC	\$2,365,820.00
JONES, DEMETRA CLAUDETTE	\$2,086,790.27
DISCOVER U	\$1,880,445.00
POWERSCHOOL HOLDINGS, LLC. FKA SEVE	\$1,866,519.78
CATAPULT LEARNING WEST, LLC	\$1,831,150.21
AVONDALE HOUSE	\$1,713,786.00
AMAANAH REFUGEE SERVICES	\$1,705,176.40
CARRIER CORPORATION	\$1,616,037.94
LEADING EDUCATORS, INC	\$1,574,318.00
AMS OF HOUSTON LLC	\$1,562,066.23
ACADEMY FOR URBAN SCHOOL LEADERSHIP	\$1,541,666.70
EBS HEALTHCARE, LLC	\$1,491,864.28
SchoolKit, LLC	\$1,458,272.00
RETHINK AUTISM, INC.	\$1,395,000.00
MOTOROLA SOLUTIONS INC	\$1,322,509.81

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NEXT LEVEL MEDICAL LLC	\$1,198,071.68
TRICE EDUCATION RESOURCES, INC.	\$1,187,037.50
ACUMEN SOLUTIONS, INC	\$1,171,606.20
A YANCY LIFE TRANSITION CENTER	\$1,074,650.00
AMN ALLIED SERVICES, LLC	\$993,276.79
ADP, INC.	\$970,097.61
FUN DA MENTALS FOR EDUCATION	\$913,052.00
YELLOWSTONE LANDSCAPE	\$901,401.31
NETSYNC NETWORK SOLUTIONS, INC.	\$830,306.58
GARY D. STROMBERG & ASSOCIATES, LLC	\$805,464.25
BRENNAN, RICHARD M., HISTRIONICS CO	\$804,300.00
JUNIOR ACHIEVEMENT OF	\$798,500.00
CANNON COCHRAN MANAGEMENT	\$791,996.20
HARRIS COUNTY DEPT OF EDUCATION	\$783,382.50
EDUSERVICE, INC.	\$780,230.00
QUADRA MIND ENTERPRISE, INC.	\$750,520.90
TOTAL SAVINGS	\$62,027,184.66

4. When reviewing the school budget totals for NES and Non-NES, it only totals 189 schools. Please clarify why all 270 schools are not included.

The 189 non-NES total includes the 2023-2024 PUA, contract, special education, DAEP, and JJAEP campuses which total 189 campuses. This includes the 45 that will become NES in 2024-2025 leaving 144 non-NES campuses in 2024-2025.

2023-2024	2024-2025
NES - 85	NES - 130
Non-NES - 189	Non-NES – 144 (45 moving from Non-NES to NES)
Total - 274	Total - 274

5. Are we being asked to make a budget amendment for 2023-2024 or otherwise ratify spending which is projected not as budgeted? If no budget amendment is sought,

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please explain why not given the differences in budget versus projections for 2023-2024 as reflected, for example, on p. 6 of the budget document.

Yes, a budget amendment for 2023-2024 is being presented to the board for approval.

6. Considering a net loss of \$110 million plus one-time adjustments, we are deficit spending around \$200 million, next year. What is the plan to offset these deficits in future years or what is the contingency plan to avoid having the fund balance fall below recommended levels?

For the 2025-2026 we would start with about \$200 million in use of fund balance if nothing else changed. To reduce and/or eliminate the use of fund balance, the district is employing the following strategies:

- Implementation of tighter controls and monitoring processes over district spend
- Continuing to build Central Office Efficiencies:
 - Reduction of Purchased Services
 - Creation of System Efficiencies
 - Exploration of future personnel reductions
- End of Hold Harmless on Enrollment and ADA
- Pursuit on philanthropic and/or grant funding for short-term, high impact needs

7. On the long-term sustainability, has the administration assessed or created a long-term budget plan for future years and how expenses in 2024-2025 impact spending in future years? For example, we will not have the same properties to sell if we sell them now, we have recurring expenses in the form of NES salaries, we have discussed increases to non-NES salaries based on a pay-for-performance in the future. If there is a longer-term budget plan, or any other assessment or analysis of future budgets please provide.

Please see the response to question 6.

8. What are our long-term plans to address the anticipated \$250 million shortfall next year without relying on one-time savings? We need a sustainable financial strategy to ensure stability beyond immediate fixes.

Please see the response to question 6.

9. Please provide more detail on these big changes- transportation \$62m to \$32m, maintenance \$237m-\$179m, data processing \$71m-\$52m, contracts between and public schools \$41m- \$0- \$82m.

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- **Transportation**
 - Reduction in terminal staffing.
 - Consolidated terminal management from four positions to two
 - Reduction in shop staffing
 - Consolidated shop management from five positions to two.
 - Closed Truck Service Center and divided light fleet servicing/repair to four locations.
 - Reduced Contracted Services and Supplies & Materials from Fleet Operations.
 - Reduced Capital Outlay from Transportation.
 - Driver Incentive reduction
- **Maintenance:** The Administration increased the ratio of repairs required per staff members, allowing for a reduction in force. Operations also implemented the Superintendent's Divisional concept, which allowed for a reduction in force and increased Service Level Agreement ratios within all areas allowing for further reduction in force.
- **Data Processing:**
 - The Administration reduced the number of tech support staff embedded within a portion of the middle schools. Instead, these support services will be consolidated and integrated into the Division IT Tech support model, which was implemented in September 2023 that supported elementary schools, a portion of the middle schools, and high schools.
 - The district was able to utilize remaining ESSER funds before they expired and Grant funds to purchase new Google Chromebook devices versus Microsoft Windows devices for 1:1 which reduced the overall cost, operational overhead, and support for the FY 25 budget.
 - There will be reductions in maintenance support and software support contracts.
- **Contracts between public schools:** The \$41 million is the amount that is in the current 2023-2024 approved budget as of March 2024. The \$0 amount is the amount projected for 2023-2024 primarily due to property value protests and subsequent property value decline as well as impacts from increasing the state mandated homestead exemption from \$40,000 to \$100,000. The \$82 million was the projection on April 25th for 2024-2025 based on property value growth of 7.5%. Property values surprisingly came in at only a .64% increase. Due to basically flat property values the updated 2024-2025 Recommended Budget reflects \$0 recapture.

10. At the budget hearing, it was noted by HISD staff that lawncare services have become inefficient and a new model would be implemented in the new school year to create efficiencies. Part of these efficiencies involve restructuring some of the maintenance staff with HISD. Please provide evidence-based data and research to support this decision making, specifically what was used to make the determination to terminate maintenance staff for the 2024-2025 school year, as well as other lawncare and maintenance related changes that are being considered for the same period.

The District evaluated the current structure of the grounds team staffing model to include restructuring the department more efficiently. Historically, the grounds staff was not assigned to a specific set of facilities. Instead, any staff could be dispatched to any site within the district. This would mean that a grounds crew could be dispatched to a new site for every job assignment. This

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method of dispatching support led to inefficiencies in job completion, as staff needed to travel to the new location as well as “learn” the site before completing work. In the future organizational structure, effective July 1, the district is assigning staff to specific units to promote increased familiarity with job responsibilities, leading to increased accountability and efficiency.

The District restructured custodial staff at campuses to increase efficiencies. For the 24-25 school year, safeguards are put in place to ensure campuses receive adequate custodial support. Each building has a Building Services Manager and a minimum of 3 custodians. The new Building Services Manager's role replaced the Plant Operator (head custodian) Role and has enhanced managerial responsibilities in addition to providing maintenance and custodial support and oversight.

11. It was stated by HISD staff at the budget hearing that there are significant inefficiencies within the district's transportation department. Please provide evidence-based data and research to support this statement, specifically what was used to determine transportation-related budget items for 2024-2025, as well as other transportation changes that are being considered for the same period.

In the 23-24 budget, 67% of the transportation budget was payroll for bus drivers and motor pool employees. The district decided not to reduce bus drivers but to prioritize restructuring and consolidating other areas to ensure all students can access transportation as needed. The District implemented future cost-saving measures by investing in new routing software. The district consolidated the number of staff at terminals by eliminating staff only assigned to AM/PM shifts. The role of Transportation Relief Specialist was also dissolved and replaced by an Operational Specialist who has increased full-time responsibilities at each motor pool location.

12. Have properties been identified for disposal and what's their collective current market value? The one-time savings is being utilized the offset the revenue losses, so how will they be accounted for in subsequent years?
13. Please confirm that the 80M reflected as 7900 Sale of Property anticipates a one-time receipt of value for property owned by the District, or if it does not, please explain what this represents.
14. Please detail the properties that are slated for sale- including address and reason for sale. Please explain whether properties which comprise this number have been identified and valued.
15. On the sale of property, please identify the process for deciding which properties the administration is proposing to sell and why now is the appropriate time to make such sales.

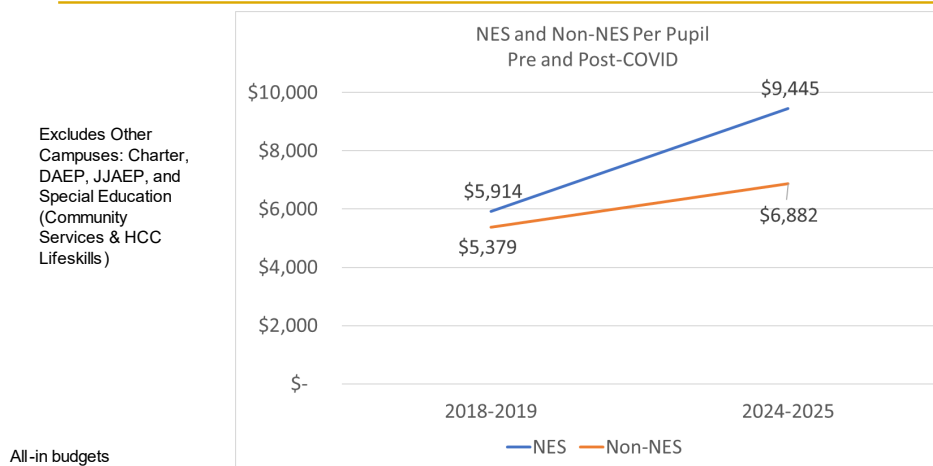
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Response to questions 12-15: The \$80M in proposed property sales is for budget forecasting purposes. The identification of the properties has not yet been finalized or details of sale established.

16. In the last workshop, the Superintendent stated that the per pupil expenditure per campus being proposed for next year was greater than pre-covid. Please share that data.

The chart below compares the all-in resource allocation provided to campuses pre and post COVID. Included in this per-campus figure are both direct to campus and central office allocated supports that benefit campuses. The district has increased resources per student for both NES and Non NES Campuses.

Per Pupil Funding Comparison: 2019 to 2025



17. Can you explain the specific factors and initiatives that led to the projection of a 93.5% ADA, especially given our historical trend of 91.5%? What data supports this optimistic increase? Given that our weighted funding is close to \$10,500 per student, can you provide a detailed analysis of the financial impact if we only achieve a 92% ADA instead of the projected 93.5%? How would this affect our revenue and budget plans? How do our historical attendance rates and trends compare with the projected 93.5% ADA? What evidence do we have from past years that suggests this target is achievable?

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School Year	16-17	17-18	18-19	21-22	22-23	23-24
PEIMS ADA	95.50	95.40	95.27	91.81	92.92	93.49*

Historically, prior to COVID the district was in the 95% range of attendance. Beginning in 2021-2022, the year when harmless provisions from the state ended, the district saw a significant decline in attendance. That attendance has slowly improved over the past couple of years. As of June 3, 2024 the district was seeing a 93.49% attendance rate. However, we expect it to decline as the year closes and attendance is finalized. We do not believe that using a 93.5% rate for 2024-2025 is unreachable for attendance.

If attendance dropped down to 92% then the district would lose approximately \$20m in entitlement. A drop to 92% would mean attendance goes backwards, closer to 21-22 attendance rates and would be lower than 22-23 and 23-24, which the district does not expect.

18. What are the risks associated with not achieving the projected 93.5% ADA? What contingency plans do we have in place to mitigate potential shortfalls in revenue if these projections are not met? What specific strategies and programs are being implemented to achieve the 93.5% ADA, and how will their effectiveness be monitored? Can you provide benchmarks and timelines for these initiatives?

There is a risk of lost funding if the ADA were to drop below 93.5%, however, based on historical data shown above in the response to question 15, the district's ADA has been steadily increasing post COVID. To support this increase, specific attendance incentives are implemented at the campus level. To support increased enrollment, the Academics and Finance teams are collaborating to roll out an Enrollment Incentive Program to incentivize school leaders to increase their campus enrollment which provides additional district funding.

19. In the previous workshop, it was stated that the proposed budget considers a 93.5 ADA rate. What is the strategy to accomplish this with a drastically reduced transportation budget?

Please see response to question 18. In addition, we do not believe that a reduced transportation budget will impact ADA.

20. Can we get a three-year projection of our fund balance, including detailed assumptions and scenarios for different funding and expenditure levels?

For the next 3 years, the district is committing to maintaining a fund balance of 4 months of operating expenses within the fund balance each year for the next three years, totaling \$800 million.

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21. **Student Transportation:** Historically, the district has had a bad reputation for late pick ups leading to students arriving late to school and missing instruction. What is the plan to address missed time considering the transportation budget has been reduced by almost 40%.

The district has changed senior management for transportation and has implemented a new tracking and routing systems to plan and monitor route completion more efficiently. In addition, the district is creating satellite bus staging facilities within divisions in addition to our preexisting bus barns to build efficiencies into drive time. The newly reorganized transportation team will review drivetime statistics frequently and adjust routes as needed. We believe these system improvements will ensure that students are transported to school on time.

22. **Please provide details regarding the amounts behind the “magnet program subsidy,” “high school allotment,” and “small school subsidy?”** I am specifically looking for amounts that would be given to school either as a multiplier or as an actual dollar amount.

The high school allotment and small school subsidy is inherently built in the per student allocation used for the 2024-2025 non-NES allocations. This is so, because as a starting point, the administration took the allocation final budget allocation for the 23-24 school year and then adjusted for enrollment and ADA.

Magnet program funding details can be found below:

MAGNET PROGRAM FUNDING

Program	Fine Arts	STEM	Montessori	CTE	IB	Language	Vanguard	Early College	Academic
Annual Materials & Supplies	\$50 per Magnet student	\$20 per Magnet student	\$20 per Magnet student	Provided by CTE Dept.	Costs associated with annual fees, training & testing	\$20 per Magnet student	Provided by GT per student funding and GT Dept. for identification testing	\$40 per Magnet student	\$20 per Magnet student
Teachers	1:150 Magnet students +2 for high schools	1:250 Magnet students	—	Provided by CTE Dept.	—	1:500 students	—	—	—
Teaching Assistants	—	—	1:60 students	—	—	—	—	—	—
Coordinators	1	1	1	1	1	1	1	1	1
Unique Program Funding	As Needed	As Needed	As Needed	As Needed	As Needed	As Needed	As Needed	As Needed	As Needed

23. **Can you please provide TEA FAR Appendices Appendix A-3 Function Codes to the Board so that they know what each line item covers?**

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Please see the Function Codes, beginning on Page 61. <https://tea.texas.gov/finance-and-grants/financial-accountability/fasrg/fasrg19-module1-far-appendices.pdf>

24. Explain charter and virtual schools increases.

There appears to be an increase in Performance Contract Schools in object code 6200, contracted services, since charter school expenses were brought back to the general fund from ESSER funds where charter schools were paid for in SY 23-24.

25. For each of the following items please explain in layman's terms (including for example, whether it is staffing, materials, efficiencies, etc.) what is causing the increase or decrease in anticipated spending relative to the 2023-2024 year and why the budgetary decision was made to either most positively impact student outcomes, or most minimally negatively impact student outcomes.

- 12 Instructional resources and media services - decrease from 15M budgeted 2023-2024 to 4M budgeted 2024-2025B)
- 13 Curriculum development and instructional staff development - increase from 27.5M "projected" 2023-2024 to 16.6M budgeted 2024-2025
- 34 Student Pupil transportation - decrease from \$62M "projected" 2023-2024 to 32.5M budgeted 2024-2024
- 51 Facilities Maintenance and Operations - decrease from 237M "projected" 2023-2024 to 179M budgeted 2024-2025
- 53 Data Processing Services - decrease from 71.8M "projected" 2023-2024 to 52M budgeted 2024-2025
- Co-curricular/activities - increase from 25M "projected" 2023-2024 to 35M budgeted 2024-2025

A key principle that informed budget development was to keep reductions in the budget far away from classrooms and programs as best we could. We used ratios to reduce the majority of the budget centrally.

- 12 – The majority of reductions in Instructional Resources and Media Services was due to the reduction in the librarian staffing.
- 34 – The majority of reductions are distributed as follows:
 - Reduction in terminal staffing.
 - Consolidated terminal management from four positions to two
 - Reduction in shop staffing
 - Consolidated shop management from five positions to two.
 - Closed Truck Service Center and divided light fleet servicing/repair to four locations.
 - Reduced Contracted Services and Supplies & Materials from Fleet Operations.
 - Reduced Capital Outlay from Transportation.
 - Driver Incentive reduction

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- 51 - The majority was due to staffing for mechanical repair ratios for individuals was increased, allowing for a reduction in force. Operations implemented the Superintendent's Divisional concept, which allowed for a reduction in force and increased Service Level Agreement ratios within all areas allowing for further reduction in force.
- 53 - The reduction in Data Processing Services was based upon several factors:
 - The reduction of tech support staff embedded within a portion of the middle schools. Instead, these support services will be consolidated and integrated into the Division IT Tech support model, which was implemented in September 2023 that supported elementary schools, a portion of the middle schools, and high schools.
 - The district was able to utilize ESSER funds and Grant funds to purchase new Google Chromebook devices versus Microsoft Windows devices for 1:1 which reduced the overall cost, operational overhead, and support.
 - There will be reductions in contracted maintenance support and software support contracts
- Co-Curricular Activities - Even in athletic programs, we used rations for the projected budget. Actual budgets submitted by campuses and departments came in at \$23 million for 2024-2025.

26. If bond passes how much annual revenue is estimated to be redirected to students instead of maintenance/break-fix (that is more costly)?

At this time, we have not completed the in-depth analysis required to address this question.

27. How does that compare to the annual cost of debt and repayment that is required if we get the bond passed? How does it help move more money to students now?

Bond related debt would not impact the general fund budget. The district's debt service fund has a tax rate established to pay back the district's bond debt. This is one of the funds that the Board is required to adopt in June. Funds generated by the district's debt service tax rate cannot be used for any other purpose other than paying back voter approved debt.

28. Is there a reasonable basis to believe that Local sources of revenue may be less than as reflected projected for 2024-2025? In other words, is there a possibility that the growth in tax base that is assumed here may not be correct?

The district has seen strong growth in property values over the past several years. The document sent to the board was based on historical growth data of 7.5%. However, actual values came in at a .64% growth which is the lowest growth rate the district has had in over a decade. The district has had unprecedented property value protests over the past few years, and we do expect that there will be a decline in property values if history holds. For the general fund this will translate to no recapture in 2024-2025 and an increase in state funding to make up the difference. For the debt service fund, we will still have sufficient revenues to pay the district's debt.

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29. Is this budget built assuming NO bond passes? If bond does pass, what changes would we see for 24/25?

The budget was built assuming no bond passes.

30. It has been highlighted that any negative impact to funding is due to a drop in enrollment. There are instances in the memo of schools that show an increase in enrollment and a decrease in funding. Please explain.

Funding at non-NES schools was affected by enrollment and average daily attendance (ADA). From 2020-2021 campuses have been held harmless on declines in their ADA. For 2024-2025 this hold harmless is no longer in place, therefore declines in ADA impact funding. If the ADA decline impact is greater than their increase in enrollment, then they can still see a decline in funding.

31. How do we have an approximately \$3M savings budgeted for the current year in the Instruction category? Is someone paying us or we get a rebate?

In the May 16th workshop presentation instruction showed declining by about \$1.3m based on ratios from April 2024. This was not due to any rebates. Any rebates or payments to the district to cover any costs in the general fund would come back as a revenue to the district.

32. Department expenditures- are these all the central and division expenses? Why are division budgets going up when head count is going down?

Departments would include the division offices. Throughout the year, the district has reorganized including moving staff closer to the campuses through the division offices. We have made amendments throughout the year for function 23. The 2024-2025 function 23 reflects the division office and campus budgets using that function. The new NES campuses have higher Principal and Assistant Principal salaries which is attributed to the higher budgets.

33. Please add a grand total of annualized personnel costs.

For budget year 25, the total personnel costs are \$1,682,150,089 (6100 Payroll Costs).

34. Please explain the 30M and 90M at line 7900 Transfers in. What are these amounts and why is the delta 60M for 2023-2024 Budget versus Projected? Likewise, please explain the 17M at line 7900 Transfers in for 2024-2025.

For 2023-2024 transfers in is increasing from \$30 million to \$90 million. This is made up of two activities:

- 1) The transfer in of \$30 million is from the district's Medicaid Financial Services fund.

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2) The transfer in of \$90 million is from transferring \$70 million from Tax Increment Reinvestment Zone (TIRZ) fund balance and \$20 million from Medicaid Financial Services Fund.

The \$17 million is the amount we expect to transfer in 2024-2025 from the Medicaid Financial Services Fund.

35. Please explain the increase in budget for schools such as Mt Carmel, Energized MS, Energized ECC, Energized ES, E-STEM West MS, E-STEM Central HS, etc.

For 2023-2024 the district paid for these contracts from ESSER. The expenditure needs to be brought back into the General Fund for 2024-2025. This isn't an increase cost, just movement back to the General Fund.

36. Show 23/24 vs 24/25 state recapture.

FY 23-24: \$0

FY 24-25: \$0

37. You have said that the Magnet and Small School subsidies remain. Is the actual amount the same? The only difference in magnet programs, would be due to enrollment.

Small school subsidy is inherently included in the per student allocation used for the 2024-2025 budget allocation. Magnet is an add on allocation and included a hold harmless for enrollment declines. Campuses that had enrollments increases would see additional magnet funding.

38. What positions are included in instruction, instructional leadership, and school leadership payroll?

- **Instruction:** Teachers, Teacher Assistants, Learning Coaches, Teacher Specialists
- **Instructional Leadership:** Division superintendents, Sr. Executive Directors, Directors and division teams, Chief Academic Officer, and staff.
- **School Leadership:** Principals, Assistant Principals, office managers, general clerks, student information management reps, anyone that is in the campus-based admin office.

39. What revenue options are available from the state? CCMR bonus is one I hear most. Are there others, and is the district pursuing these? Are there options like partnerships with universities, etc. that could create benefit for our students that district is pursuing/investigating?

The District is pursuing multiple options for additional revenue. For example, the district has received School Action Fund dollars to offset some costs of the New Education System. The District also applied for a Further Faster Grant Award to provide technical assistance to boost Pre-K enrollment and strategically plan for expansion. The district was also recently awarded substantial grants for safety and security; however, these grants are restricted to specific

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purchases and, while it can offset general purchases, it cannot be used for general operating costs.

40. In Division budgets, please explain in layman's terms (including for example, whether it is staffing, materials, etc.) what is causing the increase in anticipated spending relative to the 2023-2024 year and why the budgetary decision was made including its anticipated impact on student outcomes.

Yes, this increase is due to the increase in staffing costs for the four divisions. The Administration has prioritized moving supports into the field to provide more direct support campuses. This strategy is designed to reduce bottlenecks, ensure higher accountability, and provide a deeper level of support to schools. The anticipated outcome is increased student achievement.

41. At the budget hearing, HISD staff noted that, “on average, the district will spend approximately \$10,052 per NES student...and \$5,956 per non-NES student.” Please provide evidence-based data and research to support the rationale behind this decision, especially how non-NES students will be able to perform without losing academic ground and how non-NES campuses will be able to execute their programmatic missions with fidelity. Additionally, please provide details regarding scenario planning if/when enrollment declines at campuses and what the impact will be for campus and district budgets. Finally, please provide actual, not average, PUA and FTE funding for each campus (please use what was shared with each principal as a “final” calculation).

The administration has revised the per student allocation for NES vs. Non NES students, see the table below. This revision was a correction. Initially, the Administration calculated NES per-student and included Special Education Supports from Central Office in that per-pupil but did not include Special Education Supports from Central Office in the Non-NES per-pupil. In the corrected per-pupil, the difference between the NES allocation and the Non-NES allocation is approximately \$1,800 per student. This allocation is still more than the average per student allocation pre-covid. Based on this comparison, the administration believes that Non-NES campuses will still be able to perform without losing academic ground and successfully execute their programmatic missions with fidelity. At this time, the district has not modeled future enrollment declines at specific schools.

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	Per Student			Budget	
	NES	Non-NES		NES	Non-NES
Enrollment	72,453	95,471			
Base Funding	\$ 7,855	\$ 6,020		\$ 569,108,605	\$ 574,691,101
Pre-K Teaching Assistants	\$ -	\$ 29		-	\$ 2,772,572
School-based special education teachers and support staff ⁽¹⁾	\$ 1,269	\$ 600		\$ 91,915,148	\$ 57,289,947
Utilities	\$ 321	\$ 233		\$ 23,269,650	\$ 22,284,071
All-in Funding	\$ 9,445	\$ 6,882		\$ 684,293,403	\$ 657,037,691

(1) This per student is based on total enrollment, not on special education students only.

42. What happened between last week (see updated Q&A at p. 9) and this week (presentation received 5/29 at p. 31) that resulted in the substantial change in PUA numbers for NES and non-NES campuses? Please provide the methodology(ies) for calculating PUA now and previously.

Initially, the per-pupil numbers for NES for Non-NES included \$92 million of centralized Special Education services in the NES per-pupil but not in the Non-NES per pupil numbers. The District has adjusted this calculation and the updated per-pupil allocations can be found in the response to question 41. Base funding per pupil includes the campus budgets with which principals make purchasing and staffing decisions. All-in funding per pupil includes all resources at both the school and central office level that schools have access to such as Special Education, Utilities, and PreK (Non-NES only). In NES campuses, PreK is built into the Base Funding model.

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The methodology for the Base Calculation:

- To calculate the non-NES campus budgets, the administration used the 23-24 per student allocations based on the weights developed by the previous administration. This was the process in previous years. Budget 24-25 took the weighted per student allocation and multiplied it by the campus projected enrollment and multiplied it by the average daily attendance (ADA). This step aligns with the district's ending of "Hold Harmless on Enrollment and Attendance." An example of this process is below:

Example:

- Step 1: The SY 23-24 per student allocation for a particular campus was \$7,000.
- Step 2: For SY 24-25, the \$7,000 was multiplied by the current enrollment (800 students) as of March 5, 2024. This would equal \$5,600,000.
- Step 3: The result of step 2 was then multiplied by the ADA percentage from 22-23 SY of 91.5%. ($\$5,600,000 \times 91.5\% = \$5,124,000$)
- Step 4: The allocation in step 3 is an 8.5% reduction from the allocation calculated in step 2. If the reduction exceeded 12%, it was capped.
- Step 5: In summer 2024, the administration will use the updated PEIMS ADA percentage from the 23-24 school year to recalculate the campus budget for the Fall Settle Up. If the ADA percentage increased, the campus would receive additional funding and vice versa.

The methodology for the All-In Calculation:

- Begin with School Budget
- Adjust for Special Education, Utilities, and PreK (for non NES schools) – Take the total of those budgets and divide by enrollment to determine additional per pupil allocation. See table from question 41.

43. Can you all please provide the PUA calculations for the 2022-23 and 23-24 using the same methodologies as you used in calculating the PUAs both as outlined in (1) the updated QA document at #17 (\$10,052 per NES student and \$5,956 per non-NES student) AND (2) the presentation provided on Tuesday at p. 31 (\$7,855 per NES student and \$6,020 per non-NES student).

The finance team cannot address this question at this time. This is a multi-day undertaking.

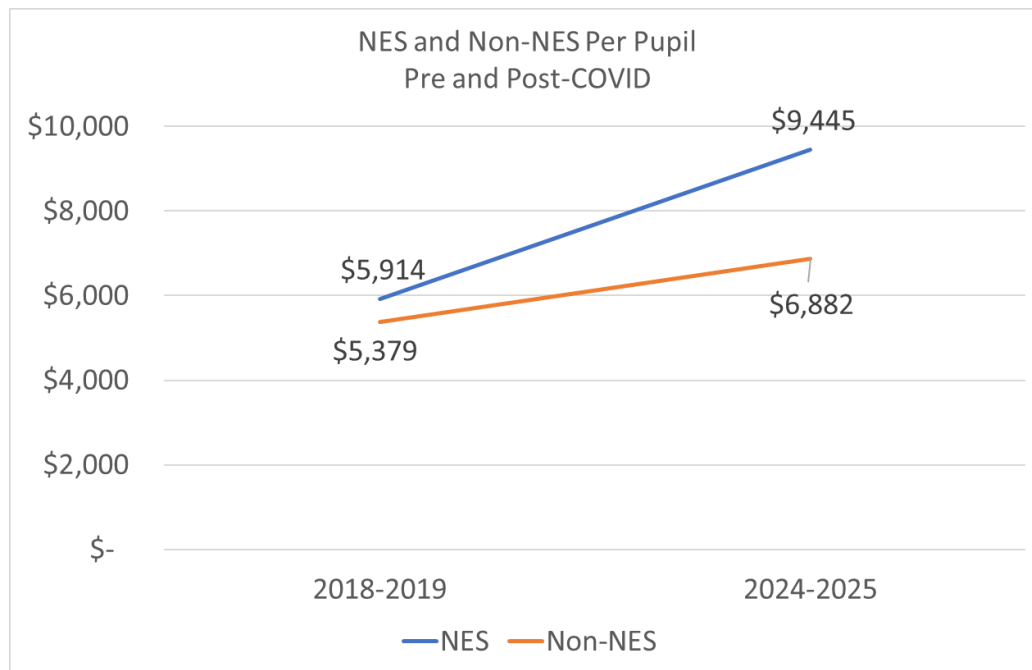
44. How does substantial spending on the NES model achieve our goals for all students in the district? In other words, given limited resources, what analysis has been conducted to ensure that our students in our non-NES schools are appropriately provided for given the as-budgeted resource allocation to the NES schools? Please provide the basis for the decision-making and the analysis undertaken.

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The district believes that students in Non-NES schools are appropriately provided for based on the comparison in per pupil funding between 2019-25. Per-pupil funding in Houston ISD has increased from allocations prior to ESSER.



45. On p. 31 of the 5/29 presentation, it reflects 200 students receiving Special Education at a PUA of \$22,033. This is not all Special Education students - what group of students is this?

These are students enrolled in specialized programs at Community Services and HCC Life skills campuses. Community Services supports students confined to their homes, partner hospitals or agency sites and unable to receive instruction in a typical classroom. HCC Lifeskills is a program to help young adults with significant disabilities transition successfully from high school to a productive adult life.

46. Can we please receive a similar set of documents as we did on 4/25 (preliminary numbers)?

Yes, this is being created.

47. What is the historical District Spend on Performance Contract Schools?

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Q&A

General Fund - Performance Contract Schools Actuals
Period FY 2018 - 2023

Fund Center	Fiscal year	2018 Enrollment	2018 Actuals	2019 Enrollment	2019 Actuals	2020 Enrollment	2020 Actuals	2021 Enrollment	2021 Actuals	2022 Enrollment	2022 Actuals	2023 Enrollment	2023 Actuals
1016100000	TCAH	5,683	27,082,689	5,986	28,806,171	6,295	33,761,806	8,022	47,903,667	10,127	56,367,734	8,967	51,300,583
1016311000	Mount Carmel Acad HS	347	2,145,191	340	2,159,122	325	2,010,104	286	2,090,213	268	1,554,143	269	1,946,048
1016342000	Energized MS	415	2,580,445	522	3,435,564	589	3,662,236	622	3,080,367	701	4,385,337	585	3,416,513
1016350000	Energized ECC	576	3,091,429	667	2,895,170	554	2,128,013	265	2,004,529	246	1,306,676	163	695,315
1016364000	Energized ES	1,802	10,792,642	1,682	11,084,562	1,622	9,275,209	1,467	10,379,380	1,342	8,304,171	1,035	5,920,244
1016321000	E-STEM Central HS	173	1,265,423	315	1,906,133	307	1,947,315	611	3,111,836	653	4,295,012	583	3,568,330
1016390000	E-STEM West MS	202	2,234,399	218	1,806,460	163	913,801	432	3,196,968	399	2,457,235	355	2,127,347

48. Will you please provide additional information regarding the \$80M non-NES salary and Action Plan initiatives that account for the needed funds for NES campuses for the 2024-2025 school year and align them with the Board goals and student outcomes?

The district reduced staffing and expenditures in Central Office and purchased services to provide the needed funds at NES campuses. Allocations for Non-NES campuses were reduced only when enrollment and/or Average Daily Attendance declined.

49. With your proposed budget, what are the strategic tradeoffs such programs/services you are eliminating, adding, changes?

The district made strategic tradeoffs to ensure the district avoided a \$528 million gap in revenue. The Superintendent's charge as part of the intervention is to ensure that no schools in Houston ISD remain in multi-year D/F status and that the district ensures compliance with Special Education. The strategic tradeoffs made in the 24-25 budget are in service to these two goals. The main budget addition was the increase of the number of New Education System Campuses by 45, totaling 130 campus. Additional funds to NES campuses fund, in large part, NES staff salaries and student experiences. To ensure our campuses with the highest needs received the necessary resources, the district eliminated \$62 million in contracted services since June 2023. In addition, the district reduced positions in central office by approximately 1,500 positions, an important step to realign central office staffing with declining enrollment. The district also sunsetted programs previously funded by ESSER, such as after school tutoring and additional interventionist FTEs. The focus on ensuring campus leaders and classroom teachers remain well-resourced to supported student achievement allows for this reduction of programs. Finally, Non-NES campus budgets were allocated based on enrollment and average daily attendance. For some campuses, this was a reduction in funds. Others saw their allocations increase. The district savings resulting from the adjusted campus allocations at Non-NES campuses, while significant, were a decision of long-term financial sustainability and not for the sake of funding NES. Central office and ESSER program reductions provide most of the funding necessary for NES expansion.

50. For FY23-24, the Convocation was not budgeted for by the prior administration yet cost \$486,000 or 0.002% of the District's budget and 2% of the Leadership and Professional Development budget. Is that event being budgeted for in FY24-25? If so, how much is allocated to the event and what percentage of the district and Leadership and

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Professional Development budgets do the costs represent? How impactful is this event to achieving the District's goals and constraints?

For the 24-25 school year, Convocation will be held at Delmar Stadium, a district facility. The district is fundraising for any incremental costs for the event, and is not expecting the need for charitable donations to exceed \$150,000. The event provides an opportunity for district staff to come together to align on the district's collective mission and goals for the upcoming school year and celebrate achievements from the past school year.

51. How are we ensuring that all schools, including those not part of the NES, receive adequate support and resources to meet their educational goals? Can we see specific action plans and resource allocations for these schools? My understanding is the previous budget allocations per schools have drastically changed.

Division leadership and the finance department supported campuses with creating their budgets in the month of April. This support varied from campus to campus based on the campuses comfort and experience with budgeting. For some, it looked like 1:1 meetings between principals and division leadership. The focus of these meetings was to ensure that the campus could still offer its core student programming despite any reduction of funds. Due to declining enrollment or ADA, campuses made strategic decisions to allocate their funds. Some reduced positions, some eliminated contracted service(s), some decreased supply expenditures. To reiterate, campus budgets were only reduced based on enrollment or ADA declines.

The district implemented a budget reduction cap to prevent campus budget reductions from exceeding 12% even if enrollment or ADA declines were greater. The district maintained its commitment to provide magnet funding at level equal or greater than the prior year. The district also funded curriculum for campuses using a district-vetted curriculum option, staff and materials for the four CTE Foundational Programs of Study, and fees for AP/IB testing. Furthermore, when comparing average per pupil allocation, (as shown in the table below) Non-NES campuses are receiving, on average, more per student than they received in 2018-19 and 2019-20, prior to the influx of ESSER funding. Please see the analysis below of budget shifts for Non-NES campuses.

Budget Changes	Number of Campuses
Budgets stayed the same or increased	24
Budgets Decreased 0.1-5.9%	51
Budgets Decreased 6-11.9%	37
Budgets capped at 12%	15 (+2) 2 campuses, Middle College @ Fraga and Middle College and Gulfton would have seen decreases of 12% and 31% respectively.

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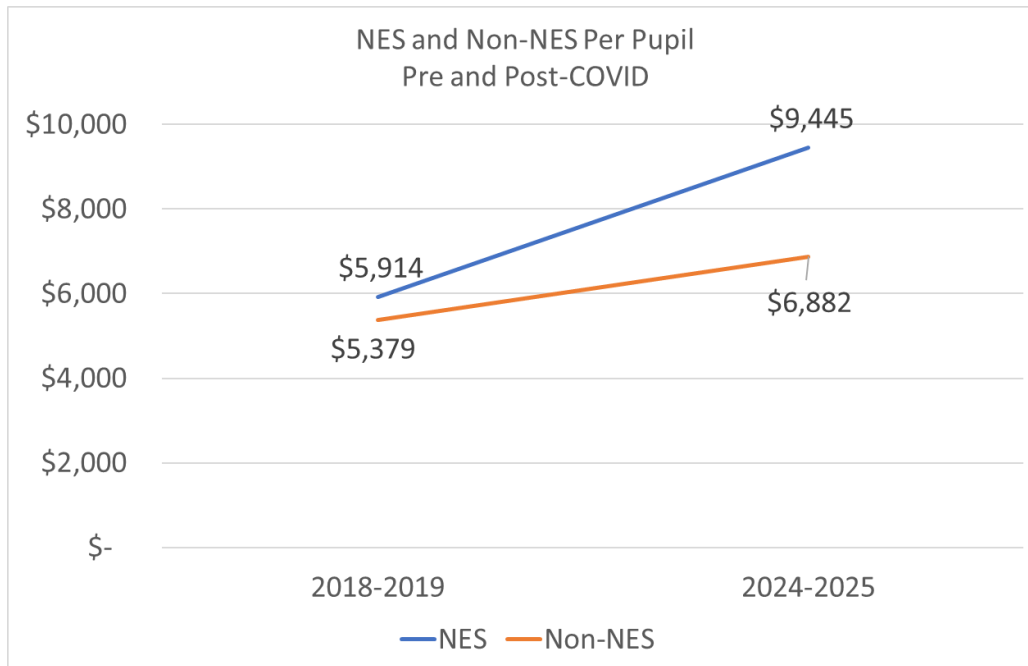
Budget Questions

Round 2

Q&A

Given the small size of the campuses, the district intentionally kept the budgets the same from the previous year.

Comparing Per Student Allocations at Non-NES Campuses 18-19 and 24-25



Key Takeaway: Despite an enrollment decrease of 9,443 students, the total budget directed towards non-NES campus allocations by \$92,653,983. The average Per Student Allocation increased by \$1,503.

52. Show me the evidence of how reductions (beyond hold harmless) will not fundamentally change how unique school models/programs at non-NES schools will continue, especially if successful (by student outcome measures).

Non-NES school budgets only decreased due to the end of Hold Harmless.

53. Can you provide a comprehensive breakdown of how the \$30 million cuts to the 144 PUA plans will affect their operations, staffing, and student outcomes based on the prior submitted action plans? This analysis is crucial for us to understand the broader impact beyond the NES plan.

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Each of the 129 Non-NES schools navigated this budget season differently. Some campuses reduced FTEs, while others decreased their allocations for consumables. The administration still firmly believes that budget reductions will not negatively impact student outcomes or a campus' ability to execute their Action Plan. Notably, central office will continue to fund core components to ensure a quality academic experience for all students. Areas of continued funding include funding for approved district curriculum, magnet funding, high school and small school subsidy, AP/IB professional development and exam fees, Pre-K expansion, Fine Arts, Assessment, Special Education, counseling and advising, credit recovery, student supports, and instructional technology.

54. Overall operational/appropriations spend is roughly 109.5% higher than revenues, but offset by one-time adjustments leading to a reduction in the fund balance. Budget priority to keep cuts away from students, yet we have several schools where cuts exceed \$1 million after their action plans were already developed. How will these action plans be impacted, redeveloped and what will be the impact to the affected students?

Please see the response to question 53.

55. Describe the benefits to student outcomes from partnerships with non profit organizations versus the cost and effort of similar district-provided supports?

The district has not completed a multi-partner impact analysis to-date to compare non-profit organizations to similar district-provided supports.

56. What in the data is telling you that we are on track to reach our board goals? What are the neutral and negative indicators?

While the data is still preliminary, end of year STAAR data indicates that the administration is on track to accomplish Board Goals. The Administration will present a Progress Monitoring Update on Board Goals in the June 27th meeting.

57. Initially, the expectation was that the NES model was to expand to 40 schools for the 2024-2025 school year. However, a surprising announcement was made earlier this year, without Board approval or consideration, that the NES model will expand to 45 schools instead. Please provide evidence-based data and research to support this expansion. Additionally, for the board's consideration, please provide two alternate budget scenarios that scale the NES model expansion to 40 schools and that expend excess funding to other budget items.

The finance team cannot address this question at this time. This is a multi-day undertaking.

Round 2

58. I'm seeking confirmation that the enrollment data used in the final version, aligns with the most updated figures on PEIMS Tablaeu site, and I'm also interested in understanding how the ADA is derived and adjusted to ensure a consistent funding model.

For enrollment projections the district used two sources. For NES campuses we used the enrollment projections from the district's Data Science team and for non-NES the district used the March 5th enrollment. The Data Science team uses PEIMS data in their projections.

Human Resources

59. What is the current teacher turnover percentage estimate for the 2023-2024 school year? How will this turnover impact the 2024-25 budgets at the campus and Central Office levels?

As of June 2nd, 2,740 teachers have separate from the district. from their position. This turnover will not have significant impact to campus or central office budgets.

60. What is the current principal turnover percentage estimate for the 2023-2024 school year? How will this turnover impact the 2024-25 budgets at the campus and Central Office levels?

The district offered 207 principal contracts to sitting principals for the 24-25 school year. Of those 207, 8 have since resigned. 182 principals have signed their contract. 1 principal signed but accepted a promotion within the district. 16 offers are pending signature. If all outstanding offers are signed, approximately 73% of principals will return to the district for the 2024-25 school year.

61. During the summer, a maximum of 2 teachers per non-NES campus were allowed to transfer to NES campuses. This year, I believe it is up to 5. What is the strategy to ensure we recruit, develop, and retain effective teachers at non-NES schools?

The district has been working all year to recruit, develop, and retain effective teachers at non-NES schools. For recruitment, the district has hosted 13 job fairs this academic year. Non NES campuses with the highest number of vacancies receive priority at these job fairs. We believe that it is due to these consistent recruitment efforts that, as of June 2, 2024 92% of positions have been filled in Non NES schools. Only 427 vacancies remain in Non-NES schools. Additionally, based on a intent-to-return survey conducted in February, 2024, Non-NES teachers indicated a strong interest in returning. The district's biggest recruitment pain point is ensuring that critical needs roles have quality educations (Pre-K, Bilingual, Special Education). To combat this issue, the District increased starting salaries and/or offered stipends for these positions across all campuses.

62. Please show Teacher/ student ratios by, NES non-NES schools, by programs.

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Q&A

NES Elementary Ratios	
Position	Ideal Staff: Student Ratio
PreKindergarten* <i>pending partnerships i.e. HeadStart, alternate sites/locations</i>	1:22
Kindergarten	1:22
1st Grade	1:22
2nd Grade ELA (Read/Write)	1:22
2nd Grade Science of Reading*	1:22
2nd Grade Math	1:22
2nd Grade Science/Social Studies	1:22
3rd Grade ELA (Read/Write)	1:22
3rd Grade AOT/Science of Reading/Social Studies	1:22
3rd Grade Math	1:22
3rd Grade Science	1:22
4th Grade ELA (Read/Write)	1:22
4th Grade AOT/Science of Reading/Social Studies	1:22
4th Grade Math	1:22
4th Grade Science	1:22
5th Grade ELA (Read/Write)	1:25
5th Grade AOT/Science of Reading/Social Studies	1:25
5th Grade Math	1:25
5th Grade Science	1:25
Elective teachers	1:100 for total enrollment (only round up at 100 mark – i.e. 467 will be at 4 elective teachers)
Learning Coach	1:100
Teacher Apprentice (2 years max in position)	1:125
Special Education	Staffing determined by campus IEP needs
Special Education Teacher Apprentice (3 years max in position)	Staffing determined by campus IEP needs
Special Education Paraprofessionals	Staffing determined by campus IEP needs

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PreK TA <i>*pending partnerships i.e. HeadStart, alternate sites/locations</i>	1 TA: Full 22 student classroom
Principal	1 per campus
Asst. Principal	1:250 (minimum of 1)
Counselor	1:400
Nurse	1 per campus
Office Manager	1 per campus
Asst. Office Manager	1:300
Copy clerk	1 per campus

NES Middle School Ratios	
Position	Ideal Staff: Student Ratio
6th Grade ELA (Read/Write)	1:25
6th Grade Art of Thinking/Social Studies	1:25
6th Grade Math	1:25
6th Grade Science	1:25
7th Grade ELA (Read/Write)	1:25
7th Grade Art of Thinking/Social Studies	1:25
7th Grade Math	1:25
7th Grade Science	1:25
8th Grade ELA (Read/Write)	1:25
8th Grade Art of Thinking/Social Studies	1:25
8th Grade Math	1:25
8th Grade Science	1:25
Elective teachers	1:100 for total enrollment (only round up at 100 mark – i.e. 467 will be at 4 elective teachers)
ELD interventionist <i>*requires ESL cert</i>	Staffing determined based on # of qualifying students
Learning Coach	1:100
Teacher Apprentice (2 years max in position)	1:125

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Q&A

Special Education	Staffing determined by campus IEP needs
Special Education Chair	1 per campus
Special Education Teacher Apprentice (3 years max in position)	Staffing determined by campus IEP needs
Special Education Paraprofessionals	Staffing determined by campus IEP needs
Principal	1 per campus
Asst. Principal	1:200 (minimum of 3)
Counselor	1:400
Nurse	1 per campus
Office Manager	1 per campus
Asst. Office Manager/SIR/Registrar	1:300 (minimum of 2)
Copy clerk	1 per campus

NES High School Ratios	
Position	Ideal Staff: Student Ratio
AA Studies/AP Human Geography	1:25
Algebra II/PreAP	1:25
Algebra/Strategic Math/PreAP	1:25
Anatomy/Chemistry	1:25
AP Bio/Anatomy	1:25
AP Bio/Forensic Science/AP Env Sys	1:25
AP US HIST/World Hist	1:25
Art of Thinking (9th and 10th grade only)	1:25
Biology/ PreAP Biology	1:25
Chemistry/PreAP/Env Systems	1:25
CTE	1:25
ENG I and II ESOL	1:25
ENG III/AP	1:25

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Q&A

ENG IV/AP	1:25
English I/PreAP/Reading I	1:25
English II/PreAP/Reading II	1:25
English II/Reading II	1:25
English III ESL	1:25
Env Systems/ AP Env Sys	1:25
Environmental Science	1:25
Environmental Science & Bio	1:25
Environmental Systems	1:25
Environmental/BIO PreAP	1:25
ESOL & Interventions	1:15
ESOL 1/LDA/SIFE	1:25
ESOL 2/LDA	1:25
Fine Arts, ROTC, Electives, Health	<i>*Varies - allocations will be determined based on master schedule needs</i>
Geometry	1:25
Geometry ESL	1:25
Geometry/PreAP	1:25
Geometry/PreAP/Algebraic Reasoning	1:25
Geometry/Pre-Cal	1:25
Government/Economics/AP	1:25
IPC/BIO PreAP	1:25
LOTE	1:25
LOTE (Computer Science)	1:25
LOTE (Span 1)	1:25
LOTE (Span 1/2)	1:25
LOTE (Span 1/2/AP)	1:25
LOTE (Span 2/ Native Speakers)	1:25
Physics/PreAP	1:25
Physics/PreAP/Env Systems	1:25

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Pre-Cal/Adv Math	1:25
Pre-Cal/Adv Math/Algebraic Reasoning	1:25
Pre-Cal/PreAP/AP Calculus	1:25
Psychology/Sociology/AA/MA	1:25
Reconnect/Grad Lab	1:25
World Geography/PAP W. Geo	1:25
World History/AP	1:25
Learning Coach	1:100 (based on 9th and 10th grade enrollment only)
Teacher Apprentice (2 years max in position)	1:125 (based on 9th and 10th grade enrollment only)
Special Education	Staffing determined by campus IEP needs
Special Education Chair	1 per campus
Special Education Employment Representative	1 per campus
Special Education Teacher Apprentice (3 years max in position)	Minimum 1 per campus, Staffing determined by campus IEP needs
Special Education Paraprofessionals	Staffing determined by campus IEP needs
Principal	1 per campus
Asst. Principal	1:200 (minimum of 4)
Counselor	1:300 (minimum of 4, including 1 lead)
Lead Counselor	1 per campus (included in the total ratio above)
Nurse	1 per campus
Office Manager	1 per campus
Asst. Office Manager/Data Controller - PEIMS (SAR)	1:300 (minimum of 3)
Copy clerk	1 per campus
HS Registrar	1 per campus
Testing Coordinator	1 per campus

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Q&A

Athletic Coordinator	1 per campus
Magnet Coordinator (<i>only applies to campuses with existing magnet programming</i>)	1 per campus

For Non-NES, the student teacher ratios are aligned with state law. The Principal has discretion over all other positions. The district may request exemptions from the state if class sizes exceed the ratio below. The Education Code can be found [here](#).

- PreK- 11 children per 1 teacher or teacher assistant
- K-4th Grade: 22:1
- 5th-12th Grade: An average of 20 students per class across the district

63. Regarding payroll expenses for teachers, what options has the district (or will the district) considered to attract teachers and control or lower expenses? What options beyond increasing salary may be possible that don't increase expenses?

The district employs multiple strategies to attract teachers that control for expenses. As part of the Houston ISD employment package, the district offers exceptional benefits and professional development opportunities such as the Teacher Leader and Principal Academies at no cost to the participant.

64. What is the increase in salaries for SPED teachers and gr 4-7 resource room in NES schools?

The salaries for Special Education teachers in NES schools are shown in the table below.

	Salary
0-2 Years Experience	\$86,000
3-5 Years Experience	\$90,000
More than 5	\$92,000

Academics

65. What kind of analysis has the administration completed to support the decision to remove wraparound specialists instead of Sunrise Centers?

Please see Wrap Around Support Impact Analysis for additional information on analysis complete to support decision making as a part of the reorganization. The presentation is linked [here](#).

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66. Is there any supplemental information that can be given on the process undertaken or to be undertaken to assess whether the decision to maintain Sunrise Centers is appropriate given the goals, the reality of limited resources, and the needs of our students?

Please see the response to question 65.

67. I asked a similar question during the last workshop, but is there any supplemental information that can be given on the process undertaken or to be undertaken to assess whether the decision to maintain Sunrise Centers is appropriate given the goals, the reality of limited resources, and the needs of our students?

The Sunrise Centers are a new initiative launched late last year (November 2024). Within less than 7 months, the Centers have served 19,882 families with after school, basic needs, telehealth, mental health, homeless and foster care services. Separate and distinct from Wraparound, the Centers expand the services provided on campus to meet the needs of families. The Sunrise Centers are a “one-stop shop” capitalizing on the knowledge that students and their families often have multiple needs (i.e. they might need to get food and see a doctor; or need uniforms and help with workforce training). The Sunrise Center co-locates multiple service providers who can work directly with families to meet needs on site. Many families have talked about the Sunrise Center as a place that gives them some privacy and dignity when receiving services. It also has been cited as a way to build trust for families who don’t feel comfortable seeking services at their campus.

HISD invested \$8 million in Sunrise Centers in SY 23-24 and it is proposed that Sunrise Centers will receive a \$2 million reduction in SY 24-25.

At the beginning of the Sunrise Center program, HISD engaged Rice University’s HERC to evaluate the accessibility and impact of the Centers. Early feedback has helped us identify how we might extend services in communities where there is not enough access. The final report for the first year is not yet complete, but we look forward to sharing it with the Board when it becomes available.

68. Please compare the wraparound budget for 2023-2024 including all funds including Esser and general fund to what is proposed in the 2024-2025 budget- include FTEs and spending levels.

The chart below outlines the budget for SY23-24 and SY24-25 split out by source of funds with salary and non-salary costs distinguished. Wraparound Services were not designed with a sustainable funding source, so the future state model still required HISD to identify \$4.5M in general revenue funds to operate the department.

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Salary Budget

Source of Funds	2023 - 2024	2024 - 2025	2023 - 2024 Notes	2024 - 2025 Notes
General Fund	\$1,101,567	\$3,920,691	8 FTEs	61 FTEs
ARP Act ESSER III	\$2,683,858	\$0	32 FTEs	End of COVID relief funding
Title I, Part A	\$14,657,945	\$0	234 FTEs	NA
Total	\$18,443,371	\$3,920,691		

Non-Salary Budget

Source of Funds	2023 - 2024	2024 - 2025	2023 - 2024 Notes	2024 - 2025 Notes
General Fund	\$326,998	\$1,974,710	Limited spend	Includes PurpleSense and Everyday Labs contracts
ARP Act ESSER III	\$1,179,108	\$0	PurpleSENSE, Hazel Health	End of COVID relief funding
Title I, Part A	\$11,434	\$0	Limited spend	NA
Total	\$1,517,540	\$1,974,710		

Total Spending	\$19,960,910	\$5,895,401
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Note: For SY23-24, Hazel Health supports were funded by the wrap around budget for 77 schools. For SY24-25, HISD has expanded free tele-health services across all schools. This service is included in the Sunrise Center budget.

69. At the budget hearing, it was stated by HISD staff that the Sunrise Centers are a much more efficient use of resources than wraparound specialists for the district. Please provide evidence-based data and research to support this statement, specifically what was used to make the determination to terminate campus wraparound specialists for the 2024-2025 school year.

The statement above was not the intended takeaway of the response. Wraparound supports are designed to meet immediate student needs on campus. Additional information included in [Wrap Around Support Impact Analysis](#) outlines high impact practices and opportunities for improved efficiency of wraparound supports. The Sunrise Centers were designed to meet additional in-depth needs for students and their parents that wraparound specialists are not able to provide directly on campus (e.g., housing support, legal services, vocational training). These services are co-located in the Sunrise centers to create a one-stop-shop for families, increasing the impact of support (e.g., families can receive help for multiple services in one place). The Sunrise Centers are also able strategically identify, vet and monitor community partners in their area to ensure families who are referred to outside organizations have their needs met.

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70. How much is allocated to the HISD Continuum of Care program and how is it funded? How does the cost compare to Wraparound Services expenditures for 23-24? How does this program differ from Wraparound Services and how will it co-exist with Sunrise Centers?

The Continuum of Care is a framework designed to describe how we are supporting students going forward. It describes how internal teams (i.e. health and medical, external, partnerships, wraparound services and Sunrise Centers) will work together to meet student and family needs. It is not an additional program and does not require additional funding. The cost of wraparound services for SY23-24 and SY24-25 is included in the response to question 52.

71. Under the NES model, it is understood that the HISD Central Office will manage budgets for NES campuses and cover their expenses. Please detail how this will work in practice for NES campuses that have IB programs and confirm that HISD will cover expenses (via the Central Office) for accreditation and programmatic expenses (not student exam fees). Please also detail how this is equitable for students given that non-NES campuses will not have these same expenses covered by the Central Office and must use their own budgets to offset these expenses. Please also provide evidence-based research and data to support your answers and to detail how this will/will not impact non-NES campuses abilities to maintain their accountability ratings and to implement their IB programs with fidelity.

Accreditation and programmatic expenses for IB programs are the responsibility of the campus (this is not a change from last year). Central office pays for IB teacher professional development and student testing fees.

For NES, all campuses still receive their magnet allotment to fund magnet programming expenses. NES budgets are overseen by division support staff who receive invoices and ensure fees are paid. If any changes to the IB program are being considered at an NES campus, an impact analysis is required before any changes are determined. This change would also be reported out as part of Board Constraint 3.

The process for non-NES campuses remains the same. The principal and campus support staff will pay for IB authorization fees directly from the campus budget. Campus leaders have discretion over their budget so may prioritize maintaining supports for IB programs to ensure they are implemented with fidelity.

Additionally, if the IB program is a part of a magnet program, the campus is provided with an additional allotment of funds based on enrollment in the magnet program. As campuses need additional funding for magnet programming, principals can work directly with their Division leadership and the Office of School Choice to problem solve so that the quality of the magnet programming is maintained.

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For reference, the annual IB authorization Costs are as follows:

- a. Diploma Programme (Grades 11-12) - \$12,233.00
- b. Career Programme (Grades 11-12) - \$1,554.00
- c. Middle Years Programme (Grades 6-10) - \$10,533.00
- d. Primary Years Programme (Grades PK – 5) - \$8,946.00

72. Under the NES model, it is understood that the HISD Central Office will manage budgets for NES campuses and cover their expenses. Please detail how this will work in practice for NES campuses that have magnet programs and confirm that HISD will cover expenses (via the Central Office) for applicable programmatic expenses. Please also detail how this is equitable for students given that non-NES campuses will not have these same expenses covered by the Central Office and must use their own budgets to offset these expenses. Please also provide evidence-based research and data to support your answers and to detail how this will/will not impact non-NES campuses' abilities to maintain their accountability ratings and to implement their magnet programs with fidelity.

All magnet schools, both NES and Non-NES, are provided with an additional magnet program allotment of funds from central office based on enrollment in the magnet program at each respective campus. The funding allocated is different depending on the type of magnet (e.g., fine arts programming is more expensive to sustain, so those programs are allocated more funding). As campuses need additional funding for magnet programming, principals can work directly with their Division leadership and the Office of School Choice to problem solve so that the quality of the magnet programming is maintained.

At NES campuses, the campus magnet allotment can pay for magnet staff and non-salary magnet needs at the discretion of division leadership. NES high schools also receive a Magnet Coordinator.

At non-NES campuses, principals have the autonomy to allocate magnet and general funding in ways that best serve the needs of their students. All non-NES campuses are also provided with a Magnet Coordinator.

73. The superintendent has stated in multiple instances that magnet programs can continue at NES schools. Please share the strategy to continue to support those programs via campus and central resources.

Please see response to question 72.

74. Under the NES model, it is understood that the HISD Central Office will manage budgets for NES campuses and cover their expenses. Please detail how this will work in practice for NES campuses that have Montessori programs and confirm that HISD will cover expenses (via the Central Office) for accreditation, programmatic expenses, and teacher certification. Please also detail how this is equitable for students given that non-

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NES campuses will not have these same expenses covered by the Central Office and must use their own budgets to offset these expenses. Please also provide evidence-based research and data to support your answers and to detail how this will/will not impact non-NES campuses abilities to maintain their accountability ratings and to implement their Montessori programs with fidelity.

HISD has two Montessori magnet schools, neither of which are NES. Just like all magnet schools, these schools receive an additional allotment of funds based on enrollment in the magnet program from central office. This allotment is added to the campus budget for these schools. Just like at all non-NES campuses, our two Montessori principals have the autonomy to allocate magnet and general funding in ways that best serve the needs of their students, including paying for Montessori accreditation, programmatic expenses, and teacher certification. As campuses need additional funding for Montessori magnet programming, principals work directly with their Division leadership so that the quality of the Montessori magnet programming is maintained.

75. With respect to CCMR, please clarify if exam fee subsidies for AP and IB students will be covered for all students or just low-income students, and if professional development will be covered centrally (and not through campus budgets) for IB and AP teachers?

AP/IB exam fees for all students are covered by the Office of Academics. Campuses are responsible for late order fees and unused exam fees. The Office of Academics pays for AP and IB professional development. Both Pre-AP, AP, and IB professional development are scheduled and offered locally within HISD and at Rice University. Campuses are responsible for any travel costs for professional development outside of the greater Houston area, if approved by the campus principal and/or division leadership, if other professional development options are needed.

76. For the newly proposed NES schools, what is the data you are looking at telling you. Is it possible that many of the changes implemented at those same schools this year alone can lead to increased outcomes and not require conversation to a full NES school.

The district looked at the 2023 accountability data to identify additional campuses that would benefit from the supports of being NES. Campuses rated F or low D campuses were required to become NES Campuses. Campuses with a high D rating had the option to opt-in to the NES model. For campuses that decided to opt-in, they were required to obtain community, staff, and family feedback as an input to their decision. Given HISD must have no multi-year D or F campuses to meet TEA's intervention exit criteria, it is critical to have any increases sustained over several years before supports are removed so this group of schools will continue to open as NES campuses. Additionally, the NES model is holistic, campus-wide strategy that includes staffing, scheduling, curriculum, etc. Removing any one component of the model has the potential to significantly reduce cohesion of the model and limit impact. Finally, changing the plan would cause significant operational issues given most staff at these schools have been placed and hired at the NES salary rates. Furthermore, while end of year 2024 STAAR data is still preliminary, the data

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confirms the need for intervention at these campuses, as campuses outside the NES system grew less than the NES campuses.

77. How will Fine Arts be different for students that are not in NES campuses?

Fine Arts programs will continue to operate on all campuses in the same manner as they have in previous years. All campuses can continue to offer programming that is relevant to their campus and fits within their campus budget.

78. While enrollment numbers are not exactly part of board governance, it is important to understand its impact on the budget. Please provide district wide enrollment number for SY23 vs SY24 vs SY25.

Response: Student membership and enrollment numbers can be found on this [public dashboard](#) for the past five years.

Professional Development

79. What steps is the district taking to ensure that all teachers are ready to deliver high-quality instruction on Day 1?

The district will host a series of professional development opportunities prior to the launch of the 24-25 school year to support teacher preparation. All first-year teachers will be assigned a campus mentor per TEA guidelines. Coaching in the moment will start on day one to support all teachers to improve quickly. Teacher trainings are below:

- July 24th - Curriculum department full day training on July 24
- August 1st - New teacher training
- August 2nd – NES Teacher Training
- August 5th-9th – Campus level training to cover the following:
 - Effective engagement strategies
 - Lesson Internalization (using the curriculum provided)
 - HISD Characteristics

80. What steps is the district taking to ensure that all principals are ready to lead their campuses and help to deliver high-quality instruction on Day 1?

The district will host a series of professional development opportunities for principals prior to the launch of the 24-25 school year. New to position principals will have a four day “intensive” leader training July 15-19 to support orientation to Houston ISD’s approach to High Quality Instruction. All Houston ISD principals will attend Principal Training on July 22-25th. Additionally, Executive Directors (who coach principals) have received consistent training this school year and are poised

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to support principals from day one. For NES campuses, specifically, the first two weeks of school will include campus support from Leadership and Professional Development, Divisions, and the Strategic initiatives team to ensure the NES model is running correctly, engagement strategies are being implemented and coached, and systems are running smoothly.

General

81. In time of declining revenue what is the district position on making it easier to work with partners/orgs in schools, or at district level?

The district has defined engagement guidelines to ensure aligned support from partner organizations. In addition, the Office of Family and Community Engagement and the Office of the Chief of Staff are facilitating an orientation meeting with community providers in June so that they can learn more about the district's vision, strategy, and expectations for working in Houston ISD.

Vendor Engagement Expectations:

- The partner provides a service to our students, staff, or families that the district cannot or does not have the resources to provide.
- The partner provides support outside of core instructional time, meaning during ancillary, electives, or before or after school, unless otherwise authorized by the students' IEP or agreement with the district.
- The partner is registered with the district as an approved vendor, either through the procurement process or through an MOU service agreement and completes partner onboarding training.
- If working with students, all individuals must complete a background check through the district.
- Only select partners can provide guidance on professional development to teachers with express permission and guidance from district leadership.

82. Please provide clear justification for the investment in NES for the additional 45 schools needs occur in 24/25, including other options considered. Would the administration explain why these additional 45 schools are needed in the NES this coming year to achieve the board goals, and why all 45 need to be included in 24/25? Please present the data that informs this decision.

The core strategy for improving D and F campuses in Destination 2035 is the New Education System; therefore, this strategy is being applied to campuses with F and D ratings. The administration reviewed accountability data from the 2022-23 school year to recommend the 45 NES campuses. These recommendations required 40 F and Low D-rated campuses to become NES. Five campuses with high D-ratings opted into the model. Furthermore, while end of year 2024 STAAR data is still preliminary, the data confirms the need for intervention at these campuses, as campuses outside the NES system grew less than the NES campuses.

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Strategic Initiatives

83. What data are you tracking to show the effectiveness/ineffectiveness of DYADs?

The district uses an Observation Guide to measure effectiveness and provide coaching support for DYAD instructors (see below). We work closely with each campus and also receive feedback from the principals in the form of a survey.

Dyad Walks (dIRT) conducted by the NES Support Team:

Campus Tier	Score Range as an average from the Dyad Consultant Spot Form	Number of Campuses <i>(total of 72 ES and MS schools with Dyad)</i>
Tier 1	10.1 - 15	41
Tier 2	5.5 - 10	20
Tier 3	0 – 5.4	12

Dyad Program Survey Response on a 1-5 (1=low and 5 = high) rating scale. (Rating provided by campus Point of Contact (POC)/admin):

Number of collected responses from NES ES and MS Schools	59
Average rating on a 1-5 scale	3.862068966

The Dyad Consultant spot observation form looks like this:

Budget Questions

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Q&A

HOUSTON INDEPENDENT SCHOOL DISTRICT
OFFICE OF STRATEGIC INITIATIVES
STUDENT EXPERIENCES

DYAD Consultant Specialty Classroom Observation Guide		
Specialty Class Planning		
DYAD Consultant has specialty objective posted and aligned to specialty offering. The DYAD Consultant explains the objective and students understand what they are learning.	DYAD MAP Posted	Y/N
	DYAD Consultant has materials to teach specialty	Y/N
Support- What support can be provided to ensure that DYAD Consultant is successful in teaching their specialty.		
Specialty Instruction		
DYAD Consultant specialty offering is engaging, age appropriate, and related to the specialty offering.	DYAD Specialty Offering is beneficial to students' learning new experiences.	Y/N
Specialty Learning Environment		
DYAD Specialty classroom is organized and supports students learning the specialty. The DYAD Consultant has routines and systems in place to ensure an orderly environment and specialty learning. The Specialty instructional pace ensures good engagement.	DYAD Consultant has routines that are effective, and students are learning.	Y/N
	DYAD Consultant has effective classroom management.	Y/N
Support- What support can be provided to ensure that DYAD Consultant is successful in teaching their specialty.		
After observing DYAD Specialty Classroom use this link to document specialty classroom visit.		
Link to enter Observation		
Notes of Observation:		
Support that will be provided to the DYAD Consultant:		

84. What have we learned about the NES model this year? What are some successes that will continue next year and opportunities that need to be modified/changed?

Implementation of wholesale systemic reform is a learning experience. We are proud of the growth seen in our NES schools this year and have learned a lot along the way.

- Key Successes:
 - Providing teachers with ready-made, differentiated lessons (LSAE) supports in closing the gap for our students and the model has increased student learning. We see campus and student growth due to the schedule, the model expectations and the differentiated lessons. Our specific training and support around this have been instrumental in the academic success in partnership with the division superintendent unit leadership.
 - As schools move into the model, with support from their leadership and the NES team, we see them move away from compliance into true fidelity of the work. It starts with

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- compliance and as coaching and on campus support continues, we see the model become a part of the culture and true mastery of learning taking place.
- Schools were focused on best practices and high-quality instruction every day! The shift into high expectations for all students increased and in turn we also saw an increase in staff attendance and a decrease in student discipline.
 - Improvements already implemented:
 - We began engagement with new-to-NES staff and communities much earlier. Instead of June, we began supporting the transition back in February, 2024.
 - Materials and Furniture were also ordered earlier and will be ready for schools by the end of June.
 - Additional Improvements to begin in August 2024:
 - Provide weekly quick check points with reports for school leaders that will also include exemplars and resources regarding the NES model and Dyad classes.
 - Offer more training around the Team Centers so we see more students experiencing challenging learning in the way the NES Model intends.
 - Collaborate with the schools and local communities to increase our community and family partnerships. (Example: Tour NES schools, host informational events, prepare training materials for our families around topics like NWEA data, LSAE..)

85. Is Dyad replacing Fine Arts (and Visual and Performing Arts) in NES schools?

Dyad will not replace Fine Arts, Music, or PE classes. All NES schools will continue to offer their elective courses. Dyad classes are meant to support students with additional learning experiences and are only offered 2 times per week. Elective courses are offered daily.

86. What is the district's plan to comply with Fine Arts TEKS?

Fine Arts teachers at all schools within HISD are expected to teach in accordance with the TEKS. Because DYAD courses are separate from Fine Arts classes, they are not expected to comply with Fine Arts TEKS.

87. Will Dyad help students meet standards for Fine Arts as defined by the TEKS?

Dyad consultants can indirectly help students meet standards for Fine Arts. Since Dyad consultants are not replacing Fine Arts teachers and they are not employees of HISD a Dyad consultant is not expected to teach the TEKS. We do encourage them to refer to TEKS to help support and align the work a consultant might bring to the team.

88. Are Fine Arts teachers replaced by Dyad consultants in NES campuses?

Fine Arts Teachers are not replaced by Dyad Consultants.

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89. What mechanisms are in place to monitor the progress and impact of the NES investments?

As all our schools are monitored, NES schools are monitored by use of NWEA growth, DIBELS data, IRT spot observation scores and STAAR/EOC assessments.