District Advisory Committee (DAC) Meeting
April 28, 2022
Microsoft TEAMS Minutes


The meeting was called to order at 5:00 PM

- **Welcome and Introductions** – Paulette Caston, Director, District Strategic Planning and Compliance
  - **Introduction of Board Appointments:** Christopher Busby – Trustee Hernandez and Kimberly Lee – Trustee Blueford-Daniels

- **Norms:**
  - Mute your microphone when you are not talking
  - Turn off the camera if you are doing something distracting
  - Balance airtime so all can participate and no one dominates
  - Use the “Raise Hand” features to speak
  - Stay present

- **Presentations:**

  **Strategic Five-Year Plan for HISD**
  
  Superintendent House apprised the committee of what the strategic plan is focused on and how it was derived over time. Throughout this process, the district received feedback from students, parents, teachers, campus leaders, and central office staff. From the listen and learn sessions, the district received approximately 6000 surveys where five particular priorities were defined and released in November. From those particular priorities, the core values and student aspirations were defined that will center our work around the six commitments.

  **Aspirations for Student Experiences**
  - Every day, each student learns from a challenging and engaging reading, math, and writing curriculum.
  - Each student has opportunities to pursue interests and passions while building confidence, teamwork, et cetera.

  **Core Values**
  - The core values are the pillars behind what our strategic plan is being built on: Students First, Restoring Trust, Excellence for all Students, Purposeful Innovation, Guided by Community Voice, and Unified in our Pursuit.
Commitments

- Some of the commitments were revealed in the 100-day report, but there is one addition which is **Commitment #1: Building Trust and Reliability for Our Families and Community**
  We need to reimagine the parent and family experience therefore, we have to be transparent in everything that we do.
- **Commitment #2: Providing Equitable Opportunities and Resources at Every School**
  Parents and communities told us that they want highly skilled individuals in classrooms, including those clear expectations for staff-student ratios.
- **Commitment #3: Ensuring Great Schools and Programs**
  We will accelerate student performance through bold, innovative, and effective actions at persistently underperforming schools.
- **Commitment #4: Promoting High-Quality Teaching and Learning**
  We commit to providing every student in the district with a consistent academic experience, regardless of what school they attend. We know that without quality instructional materials it makes the work extremely difficult. We want to expand the access to advanced courses and ensure that all students have the opportunity to grow. Pre-K opportunities do not exist in communities that need them, therefore, we are moving forward with a Pre-K expansion focus. We will commit to expanding and improving Fine Arts programs.
- **Commitment #5: Delivering Effective Services and Supports to Students With Exceptional Needs**
  The district has become more cognizant of how we can systematically improve communication, outcomes, and compliance issues.
- **Commitment #6: Cultivating World-Class Talent At ALL Levels**
  We are committing to making HISD a great place for talented people to work and grow by transforming the way we recruit, support, and retain staff. We are moving forward with a compensation package that can hopefully over the next three years, that will move us from the bottom of the Region 14 school district in the region to closer to the top.

Comments/Questions/Answers:

- **Can you share some specific around the reimagining of the student and parent experience? What specifically are you referring to in terms of that level of engagement? What are you envisioning that to look like?**
  We do have a Chief of Community Engagement that will be changing quite a bit about what the parent experience looks like, even here at Hattie Mae. We want that experience to look different at the building level where it needs to look different as well.
- **Would you mind sharing briefly how the current RISE program would be different from the Apollo 20 program that was introduced several years ago to address those underperforming schools?**
  We are taking a more prescribed approach with these 24 schools. We are doing some major walkthroughs with the School Office to get a gauge of what those schools need to ensure that we put together a support plan specifically for those schools to drive the instruction.
- **When will teachers know what the curriculum looks like? When is training and what input have you received from teachers?**
  Dr. Shawn Bird, Chief Academic Officer, has been involved and making sure that we have input along the way and that what we want to do is focus on both reading and math. At the elementary level, implementing two curriculums, both reading and math at one time can be very overwhelming for a 3rd-grade teacher. Therefore, with
fidelity, we will do this in stages; bringing in reading the first year and then math the year after.

- **How does the Five-Year Strategic plan relate to the current mission, vision, goals, and constraints that are set forth by the Board of Trustees? When will we get more detail on how those relate to the goals that are set forth toward literacy and math?** Every board meeting is a part of the progress monitoring that we do in terms of how everything aligns happens at that time. But, everything that we’ve done in terms of planning to this point, we’ve kept the end in mind and the beginning in mind in terms of the vision, the goals, and constraints in terms of where the Board is.

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**HISD Instructional Professional Development**  
**Gail McGee, Senior Manager**

**Summer 2022 Opportunities**

The department has built an Instructional Professional Development Council. The council consists of 35 members from across the district. The council has engaged in 16 meetings thus far to build a framework for what true professional learning looks like for teachers in the district. The department has reenvisioned what professional learning for teachers in our district is going to look like for teachers. There are two opportunities for teachers. The first one is the Instructional Impact Institute which allows teachers to have choice sessions from partners around the district. The next one is the Curriculum in the Classroom Camp where teachers will have an opportunity to work with the Curriculum department to deeper dive into canvas; our new learning management platform that is aligned to TEKS. Teachers who participate in either I3 or C3 will be compensated for their time. Face-to-face participation is highly encouraged as the department will not compensate for virtual.

**Comments/Questions/Answers:**

- **Will we have an in-person opportunity or will the PDs continue to be offered through TEAMS?** Yes, we are looking into having three locations around the city and what we are planning to do is rotate the facilitators so that every teacher will have access to all of the learning opportunities by rotating them.

- **I noticed that this training is offered during the summer. Will there be any opportunities to attend these trainings (curriculum and canvas) during the school year or preservice?** The department will try to repeat some of the opportunities that will occur in the Instructional Impact Institute as choice sessions during preservice and district-wide days.

- **Will the Instructional Impact Institute align to T-TESS?** Yes. Learning for teachers is tied to three things: 1) TEKS tells us what to teach 2) T-TESS tells us how to teach and 3) Students understand what they need to do.

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**Budget Workshop #5**  
**Glenn Reed, Chief Financial Officer**

**Link to Budget #5 Workshop:**  

Chief Reed presented slides from the most recent presentation which was presented to the Board of Trustees. Topics included Funding Model Comparison, Revisiting Fund Balance, Budget Projections, and Looking Ahead. The district has talked to the Board a couple of times about revisiting how we do our current funding model. It starts with campuses getting their funding like they always have.
Campuses will receive additional Title I and ESSER dollars going into 2023. This will create more equity in how campuses receive dollars over the next couple of years. Campuses will be required to staff a few essential positions outside of those positions they see fit. Campuses will be required to staff a librarian or media specialist, a counselor or social worker, and a nurse or associated nurse from their PUA. Schools will also be required to staff Physical Education and Fine Arts teachers following state laws. In terms of Title I, campuses will continue to receive a recurring discretionary Title I allocation based on a funding formula ($48M), will increase discretionary Title I funds going to high-need campuses (approximately 80) will increase by $10M. There’s also a one-time $12.9M increase in discretionary Title I funds for all Title I campuses, and lastly, the district is going to invest about $3.7M in Reading or Math Interventionist positions for middle schools and 6-12 campuses.

**Funding Model Comparison – ESSER Funds** – Campuses will continue to receive those buckets of funding that they have for Innovation and Wraparound Services. HB45 Tutorials and College and Career Readiness will continue to receive funding. We will continue to fund reading or math interventionists from ESSER, and campuses will cover the cost of counseling positions out of their PUA. We will also prove an increase of $50 million in discretionary campus-based ESSER funds to high-need campuses.

**Funding Model Comparison – PUA and Deficit** – We will be increasing the PUA to cover the full cost of campus-based compensation. This maintains each school’s same purchasing power for positions, but it will increase the district’s deficit of $117 million after we implement Central Office reductions totaling $60 million.

**Revisiting the Fund Balance** – HISD has seen fund balance changes with more variance in recent years. In 18-19 is when a lot of the fund balance growth occurred. We received $133M Hurricane Harvey funds from the State. All districts that were in the Harvey Disaster received funds from the State for property value declines. First time in 22 years, the State sent free money with no strings attached. Therefore, the district created an Instructional Stabilization Fund. Also in 18-19, we had a good increase in the State per-capita revenue and vacancies/hiring freeze. In 19-20 and 20-21, we did a lot of cost control. We didn’t spend money because buildings were closed in 2020. In 2021, we started with about 40% of our kids in school; we weren’t transporting kids as much and the utilities were lower. In 20-21, we have seen more high position vacancy rates; a lot more than normal. The starting fund balance for 2021-2022 is $997M. The breakdown consists of $466M (HISD Board Policy – 3-Month Reserve); it helps pay bills and salaries. $306M is non-spendable, Assigned Fund Balances (includes carryover, excluding instructional stabilization). The Available Fund Balance are dollars that are above the board minimum.

**Projected Starting Fund Balance 2022-2023** – We are expecting a deficit of about $12M. We’ve used some ESSER dollars and set aside some state-supplanted dollars from last year that we didn’t use. The decision was made to use them this year. Use of One-Time Funds Results in Surplus: $12M Operating Deficit +88M Hold Harmless = $76M Surplus.

**Future Budget Projections: Including Compensation Plan Increases in FY23-24** – Forecasted expenditures are adjusted to reflect $60M in Central Office cost savings regularly (i.e., each year).

**Future Budget Projections: No Incremental Compensation Plan Increases in FY23-24** – By the end of FY23-24, HISD’s available fund balance would be reduced to $148M.

**Looking Ahead** – Finalize details around the $60M reduction in centrally funded expenditures, establish a task force to begin engaging with the community to develop a financial sustainability plan to present to the board during 2022-2023 that will bring us a balanced budget in future years, and partnering with an outside organization to revisit our PUA formulas/weights and identify opportunities to increase equity and funding.
Revisiting the timeline – Publicly posted the updated campus allocations, schools are currently in the process of making budgeting and staffing adjustments for next year, finalizing a plan for centrally-funded budget reduction, and developing a school performance framework and aligned accountability and tiered autonomy systems.

Comments/Questions/Answers:

- **Why is the time of the budget workshops scheduled during the school day at 2:00 pm?**
  The scheduled times are set up by Board Services.

- **When we are saying that we’re in debt and have all these deficits. My question is who?**
  It means that our expenditures exceed our revenues. We are using fund balance so we’re in essence using our savings for the next two years.

- **Where in the budget is the $3M that was recovered by the audit addressed and if we have a three-month reserve, why can’t we use it?**
  The audit was reviewed and the review was never completed. It was a draft report, but they didn’t find anything and suddenly find $300M we didn’t know we had. What they are saying, is that the fund balance over the past 7 years has grown by $3M. The $300M is included in the available fund balance that we are using; we are not dipping into that. We have the $224M this year to start with and we are adding $76M to it this year, which means we have $300 million above that reserve that we’re going to spend over the next two years.

- **The new task force that is being formed, is this going to be something new?**
  This is going to be different and we are going to partner with an external organization to form the task force.

- **Moving forward with the PUA model, where is there any talk about moving into a hybrid model?**
  We will be looking at staffing within so that could be a hybrid model, but we are looking at the whole model.

- **In the 24-25 school year, are you basing upon population projections coming back soon?**
  Right now it’s flat. What the demographers are telling us is that they are still expecting us to continue to decline.

- **Is there someone we can direct our concerns about making contracted service contracts more available to the public than the four days before the next contract renewal?**
  The Board Agenda is the way we seek public input.

- **Is HISD confident this time that the expenses are not overestimated as they were in the past 7-8 years and we shouldn’t expect another surplus?**
  We have not had a regular year since 18-19, so being able to predict is tough, but it could be close, over, or we could be under. Hopefully, it will be spot on.

- **What assumptions have been used for increased valuation, therefore increasing revenues?**
  Increased valuations do not generate new revenues for the district. We send it back and recapture.

- **How do we determine what is being done with PTO and Alumni Association fundraising?**
  That’s all done at the school level. As far as PTOs, they have their own accounts. We do not have any visibility in the PTO.

- **Have we restored or increased the buying power portion of the PUA since the large 2011-2012 PUA cut?**
  It was a significant cut, I doubt that it has been fully restored.

- **How much did this unfinished audit cost the district?**
  The district didn’t pay anything; it was paid for by an external partner.
At the close of the meeting, the DAC Co-Chairs thanked the committee for their commitment and service.

- The meeting adjourned at 6:31 PM
- Minutes submitted by Paulette Caston
Houston ISD
2022 SUMMER LEARNING SERIES

I3
Instructional Impact Institute
July 26 - 28*
Three days of choice sessions facilitated by departments across the district.

All teachers are invited to attend!

C3
Curriculum in the Classroom Camp
August 1 - 3*
Three days of content/grade level learning focused on unpacking the TEKS, HISD Curriculum and the new learning management platform: Canvas.

*Teachers will be compensated for their participation by October 2022.