

### GENERAL/OVERVIEW

Please share how this plan “allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs.”

The baseline staffing model will provide a level of equity in staffing by ensuring campuses have the positions necessary to offer a quality baseline experience. Campuses will then receive allocations of additional funds based off a methodology that measures campus risk factors and will receive other forms of funding on top of that (Title 1, Magnet etc.). All these funding sources outside of the baseline model are based on specific student characteristics. Additionally, through the centralized funding of certain programs, we will be able to ensure that all schools have access to the critical supports they need.

What is defined in this plan as the “basic standards for student health, safety and well-being at every campus,” and which essential functions and/or positions will guarantee those standards will exist?

All the positions that we are including in our baseline model are essential to student health, safety, and well-being, especially considering the trauma caused by COVID pandemic, and the need to accelerate student learning.

Please share how the strategic plan will offer “equitable access to high-quality diverse school settings that meet the needs of its diverse community of students.”

The commitments in the strategic plan all align towards increasing the quality of the educational programs at all schools. We will still maintain a wide portfolio of choice programs across the district, while increasing the quality of neighborhood schools so that parents can benefit from having increased high-quality choices close to home.

There are 3 core resources available – money, time, and talent. How does this plan maximize each of those to achieve our student outcome goals within the constraints? For example, do calendars provide the number of instructional days/minutes needed to grow our kids who are the furthest behind?

We believe that the baseline staffing model, the focus on increasing compensation and the implementation of the six strategic commitments will allow us to leverage our time, money and talents in ways that we have not been able to do so in the past, ensuring that every HISD school can offer the opportunities necessary, both academic and non-academic, that create the conditions for student learning and growth which ultimately lead to meeting our outcome goals.

**Please share how this strategic plan is aligned with the board's Theory of Action in AE(LOCAL) that was codified into policy in the fall of 2020.**

The district will allocate resources equitably through the creation of a baseline formula that is supplemented by a weighted funding formula which is based on student characteristics and performance that meets differentiated student needs. The district will maintain and expand its portfolio of high-quality diverse schools' settings including improving the quality of neighborhood schools to ensure that all students can attend a school that meets their needs. The baseline staffing model also provides campuses with the positions that guarantee a basic standard of student health, safety, and well-being, especially considering the trauma and learning loss caused by the COVID-19 pandemic.

**What are the most impactful strengths of this plan?**

The biggest strength is the cohesion of all the six commitments coming together in one strategic plan.

**What will be the biggest challenges to implement?**

We will have a better sense of the implementation challenges as we begin to execute the plan in the coming weeks.

**What isn't outlined in this plan that you are considering adding down the road?**

As the plan proceeds, we will evaluate student and district level data to see where we may need to adjust and adapt accordingly.

**Every strategy has its flaws. What are the flaws in this plan?**

We do know there will be challenges along the way as with any major plan or implementation strategy; however, we will be responsive to the data and pivot our strategy as necessary to accomplish our goals.

**How does this take us closer to a Great System of Schools? /In what ways does this strategic plan move us closer to or further away from a System of Great Schools model?**

The System of Great Schools (SGS) is based upon four premises, analyzing school performance, expanding great options by taking bold actions, improving access to school choice, and creating central office structures to support new policies and practices. Through the strategic plan we have analyzed school performance and parent feedback, we are expanding great options through improving our magnet processes and taking bold actions with our Transformation Cohort, and through implementation of our baseline staffing model we are aligning our structures to reflect school needs. The district currently implements many of the SGS strategies such as having a wide range of school choice options and allotting

discretionary revenue to campus leaders.

### Please share the five-year timeline of rollout.

A detailed timeline of the rollout is being developed and will be shared with Trustees as soon as available.

## ACADEMICS

### What happens to our IB schools? Do they stop what they're doing to follow TEA's curriculum?

IB schools will continue to participate in IB programming. The instructional materials for math will not hinder participation in the IB program. In fact, Lanier MS is currently piloting the new math curriculum and they are not having difficulty integrating IB requirements.

### Will the curriculum be scripted? The academic language that students haven't acquired will be above their head.

Supports will be provided to teachers; however, teachers will still maintain their professional judgement for implementation. There are different levels of support that teachers can choose to use, but if a teacher wants to use the supports solely to plan the curriculum they could. Lesson can still be tailored to meet the needs of the students they service.

### What autonomy will teachers have, if any?

Teachers will be expected to follow the curriculum materials provided by the district as we are seeking to provide a consistent experience for students across the district. That said, there is nothing that prevents a teacher from supplementing the curriculum as necessary.

### What was the historical/type/differentiated if any expenditure for pd for the last four years?

We are gathering this information.

### What do you anticipate the cost be? Difference?

We are participating in a TEA pilot, so they have agreed to cover the cost for the first year of implementation. We are gathering information on cost for future years; however, the cost of these materials will simply replace the cost of currently adopted materials, so we don't anticipate an increased cost for materials. We will be working to support teachers with more professional development/coaching to ensure successful implementation and are currently gathering cost information for that part of the project.

**Will planning time be protected?**

Yes.

**Instructional minutes be protected in this strategic plan?**

Yes.

**SEL time built into curriculum?**

Yes, SEL should become a part of all that we do in classrooms and shouldn't be seen as an "extra" or separate "thing."

**Have you heard feedback from teachers as to what good pre-AP/AP pd is?**

The department is gathering this information.

**How can you say we have had a learning loss? Then expect our students to grow to “rigor” must we not address the loss, build, and equip, and then implement the skills?**

Every year students arrive to our classrooms at different levels. We must provide students with on-grade level tasks and provide teachers with appropriate training and skills to help them address learning loss while not only remediating.

**Will our students not feel like losers if they keep receiving something that is out of their language?**

These materials are provided in English and Spanish.

**Special Education Diagnostician, will these be part of personnel?**

Information will be provided soon.

**How was the AIR special education report used to create this baseline?**

The district reviewed 10-12 reports: local and national reports, as well as the AIR report, over a six-week period to pull out evidence-based strategies and ideas to look at how it best connected with our team in HISD.

Students with exceptional needs are all very, very individualized—how will centrally focused resources be able to fit the individual needs of our students? What are the plans for the identification process in both sped and GT?

District currently has centrally focused resources, federally funded positions and support that align to our needs; however on of our next steps is to audit what's available at campuses, looking in our specialized programs, to make sure that there's a baseline of resources that are available to every school that may not have existed before.

How can we ensure that these Compliance/accountability officers that principals have for these new initiatives will not bog principals down in their day-to-day leadership roles? Read my lips—please, NO NEW TESTING!!!

We are not planning on any new testing. In fact, the Academics Office is currently reviewing our assessment program to reduce testing time and increase instructional time. More information about this soon!

ACT/SAT scores 2020- With 92.5 % testing and only 28.5 % at or above criterion, how does this plan deal with high school's ability to drill into meeting the needs of the attendant population?

Information will be provided soon.

What plans are in place to bolster Career and Tech education? In 2020 we had 21.4 % of students in Career/ Tech education.

Information will be provided soon.

Are there plans in place that are manageable to get those students who would like to pursue both career and college?

Information will be provided soon.

How and where will these opportunities be available under this plan model?

Information will be provided soon.

### ENGAGEMENT

Which stakeholder groups were consulted in development of this plan? (i.e., parents/guardians, principals, teachers, etc.)

A wide variety of stakeholders were engaged in the development of the strategic plan including parents,

teachers, principals, staff, and the community at-large.

### What was their feedback about the plan?

The feedback we've received thus far has been positive. That said, there have been many questions across all stakeholder groups which was expected and encouraged. We hope to continue to have a dialogue around this plan going forward.

### How were historically marginalized perspectives engaged? (I.e., Busy working parents who don't normally attend meetings and don't have computer access for online surveys?)

Developing this plan required that we heard as many voices from as many communities as possible. The listen and learn tour touched every trustee district and feeder pattern, and our current roll-out of the plan is designed to do the same. As we move forward, we will make every effort to continue to engage every corner of the HISD community by leveraging all the communications tools at our disposal - especially those that are proven to be effective in reaching hard-to-reach families and communities.

### Will there be information for parents about how equity is going to improve by campus?

Yes.

### Is the plan available in Spanish/ other languages?

Yes. On full roll-out the plan will be available in several languages. We will be sharing full details of the plan with the community in other languages, as well.

### What percentage of parents of the district provided feedback either through the listen & learn or through a survey? What efforts will be made to gather additional feedback on the strategic plan?

Hundreds of parents were part of the listen and learn process, and hundreds more received surveys and questions related to the strategic plan. Parent input and engagement will be actively sought on an ongoing basis as we move forward with the plan. Parents will be able to submit questions/concerns/feedback to the Parent Center, Information Center, and referrals, to name a few.

### Will you be willing to set up an intake portal so that you may receive more input on this plan from principles and administrators prior to moving forward?

Through our work of reimagining the district's family and community engagement, a portal will be developed for where interested parties can submit questions/concerns/ideas. We welcome all feedback our

stakeholders would like to submit around this plan.

**Parent Experience: Feeder pattern meetings—will they be language specific to the community? Time frame? When will these meetings begin?**

Yes, they will be language specific. Meetings will begin in earnest, with a target date of early May for the first meeting.

### **FINANCE**

**What is the ESSER fund update?**

This will be presented on March 3, 2022.

**As we know from the district's Edunomics training in 2020, the budget is the strategic plan. What major budgetary strategies will this plan include over the next five years?**

Over the next five years the district's budget will be redistributed and allocated to be more efficient for supporting the boards goals, the district's strategic plan and overall district operations. This will be an ongoing process each year to ensure that we don't stick with the status quo but review effectiveness and make necessary corrections.

**As required by law, districts must report per pupil allocations by campus to TEA. Based on the data that was shared with the board and administration from the Edunomics Lab in 2020 in the plotter graph that uses our data from the TEA website, if changes are made to our current funding of campuses, from all sources, how might we see that graph change over the next five years for both per pupil spend as well as outcome? For example, where might we see increases and decreases in per pupil spend?**

The district doesn't submit per pupil expenditures to TEA, they use our Public Education Information Management System (PEIMS) actual expenditure data, and they will do those calculations for public consumption. Because we are moving costs like Athletics, University Interscholastic League (UIL), Fine Arts, Substitutes and other costs per pupil shown directly at the campus level will go down. However, this does not mean that we are spending less on campuses because the services will just shift from being paid out of campus budgets to being paid from central budgets. The intent is to provide a more equitable experience for our students and give our principals and staff more instructional time thus improving student outcomes.

Please share what the average PUA has been for the last ten years. Please share what the PUA has been per school for the last three years. What will the PUA be under this new model?

Average PUA \$3,504.

2019-2020 - ES \$3,432; MS \$3,468; HS \$3,432

2020-2021 - ES \$3,602; MS \$3,638; HS \$3,602

2021-2022 - ES \$3,602; MS \$3,638; HS \$3,602

The new model is a staffing model and not based on a PUA.

What will the central office budget be? What has it been for the last five years?

2018 - \$376m

2019 - \$355m

2020 - \$407m

2021 - \$439m

2022 - \$466m

2023 - Under development

Since 2018 the central office budget has grown primarily due to these items:

Special Education \$24m

Multilingual Programs \$3.8m

Momentum Academy \$2.9m

Reading Academies \$2m

Dyslexia \$5.4m

Wraparound Services \$16.9m

College Career Advisors and support \$8.4m

Facilities and Custodial \$25.6m

Facilities includes moving custodial vendor to HISD managed, moving grounds vendor to HISD managed, and the increase in the minimum hourly rate to \$14 per hour)

What percentage of this plan relies on ESSER?

The plan – and next year’s FY budget – will leverage existing ESSER funds in the short term. In the long-

term, tough decisions will need to be made to help bridge the structural deficit absent ESSER funds.

**What is a model budget for an elementary, middle, and high school and compare it to last year's?**

Information will be provided soon.

**Once ESSER funding is over, how will we maintain the budget? (I'm aware that you will address budget questions at workshop.)**

This will be a multi-year budget process as we look at all our funding sources to ensure that when ESSER runs out we are funding those things that are working. We will all have to be prepared to make the hard choices needed to right-size the district's long-term financial viability.

**What percentage of a school's allocation/budget will have a weighted formula? Please give examples.**

Information will be provided soon.

**Please explain more about the risk load factor. What do these weights look like? How does this factor into a principal's evaluation?**

This analysis is based on the work done in 2014 with the Center for New York City Affairs. The study released identified 18 indicators associated with decreased student outcomes and barriers to achievement (Sparks, 2014). We took this research and replicated for this purpose, creating a Z score and eventually an average of the intensity of each of the barriers for each campus. The campuses were sorted to align funding with the campuses based on the most to least impacted by these barriers. At this time, this analysis is not used in any performance appraisals.

**Will the ratio for students/teachers be weighted more heavily in communities of low SES?**

The baseline model does not allocate based on SES concentration. Campuses will be able to use additional dollars allocated through State Compensatory Education and Title I to reduce class size if they choose to do so.

**When ESSER dollars run out, what will we be cutting to makes these new programs and priorities sustainable?**

This will be a multi-year budget process as we look at all our funding sources to ensure that when ESSER runs out we are funding those things that are working. We do not have the answer at this time on exactly

what will be cut.

### What are we cutting to do more because of these 5 things?

This will be a multi-year budget process as we look at all our funding sources to ensure that when ESSER runs out we are funding those things that are working. We do not have the answer at this time on exactly what will be cut.

### How does and will a bond fit in to the strategic plan? Please explain.

A potential bond would support the district by allowing construction of new schools, programs, early childhood centers/classrooms, relieving overcrowded schools, technology, and upgrading the safety and security of schools and support of special education programs.

### Does every school get the same amount for school field trips?

Schools aren't allocated funds for specific costs. The campuses will still need to pay for field trips from the discretionary they are allocated.

### For any increases/decreases in per pupil spend at a campus, how do you anticipate that might impact student achievement on that campus? <https://public.tableau.com/app/profile/edunomicslab/viz/HISDFY18-19spendingvsoutcomes/AllStdtsbyOutcomes>

The department is gathering this information.

### If campus level budgetary changes are proposed in this plan, when will they be implemented?

For the 2022-2023 school year.

### How would funding shift, if any shift would occur, if we changed our funding model to enrollment-based funding?

A staffing model accomplishes funding campuses because positions and discretionary funds are based on enrollment and not attendance.

### What districts (in Texas or nationally) would this make HISD most like?

Every district has a different model that they have tailored to their specific district. We are the only district fully decentralized and operate on a full per unit allocation (PUA) method. We will operate more

like other district’ in the state using this model.

**Or which districts have similar initiatives and successes that HISD would be trying to emulate?**

The department is gathering this information.

**Are there any districts that use enrollment-based funding?**

Other districts use staffing models to allocate funds to campuses and they are based on enrollment. We are the only ones that we are aware of that did an attendance adjustment through our PUA model.

**Would enrollment-based funding give a more baseline experience for all students?**

Yes, we believe that it does. A staffing model accomplishes funding campuses because positions and discretionary funds are based on enrollment and not attendance.

**School districts have used UIL/Debate (other academic and extracurricular programs) as their goals & GPMs—It has increased student “outcomes” in areas far beyond standardized tests and college and career readiness. Is this something that could be baked into this strategic plan?**

Under the proposed model UIL will be centralized allowing all campuses to participate in these programs and opportunities.

### INNOVATION (SCHOOL CHOICE/ENROLLMENT)

**What are the enrollment trends?**

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

**What is current pop of eligible HISD boundary kids who don’t attend? How many students have we lost from 2019/20?**

The department is gathering this information.

**Have we recovered any PreK/kinder kids?**

Pre-K has continued to decline since 2017-2018.

Enrollment	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-Kindergarten	14,568	14,810	15,321	10,991	11,746

### In which other grade levels have we seen the greatest decline?

Since 2017-2018 the district has lost students in all grade levels except for Grades 9 and 11.

Enrollment	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-Kindergarten	14,568	14,810	15,321	10,991	11,746
Kindergarten	16,048	15,597	15,755	13,886	14,177
Grade 1	17,248	16,534	16,496	15,108	15,075
Grade 2	17,553	16,503	16,260	15,159	14,307
Grade 3	17,933	16,958	16,373	15,590	15,078
Grade 4	17,491	17,256	16,776	15,725	15,266
Grade 5	17,310	16,712	16,779	15,963	15,358
Grade 6	13,880	14,092	13,591	13,309	12,733
Grade 7	13,930	13,478	14,151	13,480	13,290
Grade 8	13,370	13,543	13,676	13,915	13,156
Grade 9	16,512	15,700	16,309	14,976	17,681
Grade 10	13,630	13,769	13,548	14,001	12,885
Grade 11	12,220	12,240	12,581	12,597	12,355
Grade 12	11,584	11,591	11,425	11,966	11,141

Totals	213,528	209,040	209,309	196,943	194,607
--------	---------	---------	---------	---------	---------

### What enrollment projections can be made based on that data?

We are currently finalizing enrollment projections.

### What space are you leaving for 1882 partnerships, particularly around pre-K, new or existing magnets, etc.)?

All these things will be in consideration as we assess and plan.

### Will you consider English immersion schools?

We will evaluate our current portfolio of magnet programs to include getting stakeholder feedback. This evaluation and input of our families will guide the programmatic changes needed.

### Are you doing a market study to understand the interests of families who have left our district and to develop future programs to attract students to HISD (i.e., magnet)?

We will begin evaluating our current portfolio of programs, staffing and funding model this spring through fall of 2022. Getting stakeholder feedback will be a critical aspect of this evaluation process and will help us chart the path forward on programs that will attract and retain students with special interests.

### Will the strategic plan as currently presented allow for the creation of new autonomous, innovative schools like Energy Institute with the principal having full programmatic, budgetary, and staffing authority? Or does the magnet expansion only include adding programs at existing comprehensive schools?

We will begin to work to evaluate our current portfolio of programs, staffing and funding model and will have some recommendations on how to move forward in the fall of 2022.

### How many schools will now be designated magnet? How much money will they receive?

There will be no changes to the magnet funding for the upcoming school year. We will begin to work to evaluate our current portfolio of programs and funding model and will have some recommendations on how to move forward in the fall of 2022.

### Where does magnet funding fit in to this? Magnet coordinator positions?

There are no changes to magnet funding or magnet coordinator positions for the 2022-23 school year.

### How does this plan get us better choices for parents that will actually get us closer to drastically increasing enrollment?

The Great Schools in Every Community directly addresses enrollment. This commitment will allow us to pursue making each student's neighborhood school a viable option for families. Currently, many families seek magnet schools or leave the district to avoid attending a D or F school. Our transformation schools work will support school performance metrics and work to help these schools build a more positive brand. In doing so, the aim is to retain more students instead of having them opt out to a charter school in the community. Also, with the evaluation of our current magnet portfolio, we will learn how to cultivate and resource schools with special programs to ensure that they meet the standard of excellence that is desired to recruit and retain students.

### What efforts are being made to increase enrollment? What recommendations from the school choice committee will be implemented?

Efforts to increase enrollment include some of the following strategies: The district has hosted a series of in-person, virtual, and over-the-phone enrollment events. The focus has been K-12 school choice and pre-kindergarten; this focus will shift to 2022-2023 zoned student enrollment after March 10. In addition to hosting districtwide events, the Student Enrollment Department participates in community-based events twice per week in high-traffic locations such as farmer's markets, apartment complexes, city events, HISD schools, etc. The Mobile Enrollment Unit is expected to be available in HISD by June 2022. Staff will take this unit to locations throughout the city with a need for access to technology, internet, and qualified, knowledgeable staff who can assist with K-12 school enrollment, Pre-K applications, and K-12 school choice. The district has sent follow up leaver mailer postcards to all 22,000+ students who have left HISD, complete with (1) information on re-enrolling, (2) zoned elementary, middle, and high school campuses for the mailing address, etc. yard signs, door hangers, posters, etc. For Pre-K enrollment events, HISD initiated mailers to families with 3- and 4-year-old children to live in/around the district's boundary without enrolled students. This was done using census and other mapping data.

## OPERATIONS

Follow up to question not answered at dais due to unavailability of the appropriate department head. I asked about the new security windows. I asked were they weather and/or bullet proof?

The intent is to put a security film on school windows. Bullet proof glass is not being considered.

### Any remedies to facilities that don't have libraries?

Availability of space at the campus is a major factor in determining if a brick-and-mortar library is feasible. An assessment would be required of all schools that currently do not have libraries.

### RESEARCH & ACCOUNTABILITY

What data specifically did you use to develop this plan? What did that data tell you that led to the recommendations in this plan?

[Attachment provided.](#)

What are the identified district impediments to student success that currently exist that are remedied in this plan? (I.e., What are we currently doing that the data tells you isn't achieving desired results?)

Our current evaluation of the A180 program does not indicate that true transformation of those campuses has happened. This plan focuses those efforts with more specific centralized focus areas that are research based and have proven success. Access to an aligned curriculum across all campuses has also been proven to support improved student outcomes in highly mobile districts, as HISD is.

What are the identified district strengths that contribute to current student success that this plan supports and scales? (I.e., What are we currently doing that the data tells you is achieving desired results.)

Choice in schools where specific programs are offered supports students as they learn based on their interests. This will continue and be expanded and has been successful.

Please share how you used the goals and constraints in the development of this plan, including disaggregated student population targets at the district level and at the individual campus level.

The trustees have been very transparent about the desire to increase enrollment in and quality of our Pre-Kindergarten programs and is reflected in both the Superintendent Constraints and in this Strategic Plan. Improving our College and Career programs and outcomes is also highlighted in Goal 3, and thus, was a priority in this plan. Continued conversation around students receiving supports through special education programming at the dais, in Goal 4, and Constraint 4, in the listening tour sessions, and throughout the surveys resulted in this being a pillar in the Strategic Plan.

Are there progress measures that you believe need to be revised based on your strategic plan and/or data research in development of this plan? (Board owns the goals/constraints and Superintendent owns the progress measures.). If you believe none need to change, what are the strengths and weaknesses of the current goal and constraint progress measures?

None. Currently the Board Goals and Constraints support the Strategic Plan. For example, Constraint 5 specifically addresses Pre-Kindergarten programs as does the Strategic Plan. Goal 4 and Constraint 4 both address students needing special education services, as does our Strategic Plan. Goals 1 and 2 are reflected throughout the plan as well, although the Strategic Plan goes farther to address academics than the state required grade 3 math and reading. Goal 3 is reflected in the academics portion of the plan.

For grades besides PreK/Kinder, where did the kids go? Charter? Private? Another ISD?

Our demographer just got hired on and will start the Monday after spring break. We will be able to provide this data after that.

What is the aspirational enrollment target for our district?

Our demographer just got hired on and will start the Monday after spring break. We will be able to provide this data after that.

What is the rate of student mobility across the district (5-year history)?

Per TEA definition of mobility, 2 years of data has been reported. 2018-19: 18.1% mobility; 2019-20: 16.0% mobility [the count and percentage of students who have been in membership for less than 83% of the school year.

### SCHOOLS OFFICE

Are there any other changes proposed in this plan that will have significant impact on campuses?

Every aspect of the strategic plan has implications for schools. The schools' office is working to ensure that there is a smooth launch and implementation of each of the priorities and strategies within each priority. Each year we will evaluate progress and there may be modifications as needed. These implications may not be directly stated in the plan. While the strategic plan outlines our commitments, we may need to adjust as based on data and context.

### Have principals been consulted on the changes and/or timeline and what was their feedback?

Yes, there have been both formal and information opportunities for principal input into the plan. Beginning with the Listen and Learns, principals had the opportunity to provide input. This shaped the initial priorities. We have continued to seek principal input with the Superintendent's Leadership Council. There are also opportunities when individual principals have been invited to provide input. We will continue to look to our school leaders for input on guiding the implementation of the strategic plan.

### For any increases/decreases in per pupil spend at a campus, how do you anticipate that might impact student achievement on that campus? <https://public.tableau.com/app/profile/edunomicslab/viz/HISDFY18-19spendingvsoutcomes/AllStdtsbyOutcomes>

The department is gathering this information.

### Are you adding sports and fine arts to specialty schools that don't currently have them? How will that impact their specialty programs?

Sports and Fine Arts opportunities will be available at all secondary schools. There is no anticipation that this will impact specialty programs in a negative way. These students, if desired, will not only have access to the specialty program in the school, but also have access to extracurricular activities and exposure to the arts, making for a more well-rounded educational experience.

### What input and feedback have you received from students and how was that specifically used in the development of this plan?

Students were included in the listen and learn opportunities and were also surveyed in graded 3-12. Their direct feedback was included in the plan. Their desire to have access to equitable learning opportunities was clear and compelling. Students desired to have access to athletics, fine arts, adequate facilities, etc. Their eagerness is directly reflected in the commitments and strategies of our strategic plan.

### What is the plan to reduce student to teacher ratios? HISD is 18.6 percent - way above other districts around Houston and the State.

There is an explicit strategy within the strategic plan to address class size to meet the 11:1 ratio in pre-school. Our baseline staff model provides schools with the needed teachers and teacher assistants to ensure optimal class size for pre-school classes. Class size at other grade levels has been at the discretion of the principal. Because of their autonomy, they have been able to apply funds to classroom teachers or make other decisions about how they staff and operationalize the school. Within the staffing model,

teachers will be allotted to schools that meet guidelines as it relates to class size. Principals will have access to Title I funding, magnet funding, General funding, and at-risk funding to increase teacher positions if they wish to make class sizes smaller.

### **We need to compete with more than pay increases. Will we offer more autonomy, more focus on teacher scheduling and personal boundaries?**

The strategic plan directly addresses our compensation strategy to be more competitive with other district and ensure we can recruit and retain world class talent. Our strategic plan will continue to provide school leaders with autonomy to make decisions about scheduling and meeting the unique needs of their campuses.

### **How is centralization is going to impact schools individually? /Is public going to be able to see how centralization is going see the difference by campus?**

Each school will have some baseline positions to ensure that students have equitable learning environment as a part of our more centralized model. Students and parents have indicated to us in our listen and learns that this does not exist. There is also evidence to suggest that parents opt out of HISD because they can go to charters and other districts and get programs and experiences that some schools in HISD do not offer. We commit to being transparent to the community on how this impacts schools.

### **How does this plan deal with large, highly diverse High Schools, where one size fits all, does not meet the needs of the community?**

Principals on these campuses will still have the flexibility to meet the unique needs of their schools while also providing the baseline experiences and staff.

### **Are after school programs going to be equitable across the district?**

The strategic plan addresses after school programming in the transformation schools cohort. There will be funding, and efforts made to ensure transformation schools provide students with more after school learning opportunities.

### **Please share what ideas have been considered around a framework for Earned Tiered Autonomy.**

We have not started the planning or development of this framework. This will begin next year and will include input from various shareholders to include principals.

**Violence is up nationwide, including in schools. What has the discipline been like these last 2 years versus the last 4? what supports can you have to help teachers and principals on the ground floor?**

The strategic plan and the use of ESSER dollars is in direct response to the HISD and national trend as it relates to student discipline. It is critical that our efforts focus on the social/emotional needs of our students to decrease disciplinary incidents. The increase in counselors in the strategic plan and the use of ESSER dollars to add Wraparound Specialist to schools will begin to meet this need.

**What supports/SEL supports are we putting in place for our students?**

The additional counselors and social workers will allow for expanded use of Sanford Harmony and ReThink Ed. Both curriculums include character education and develop social and emotional learning skills.

**Why are we taking autonomy away from principals? They know their campuses as well as the culture and needs of their campus.**

We are not taking away autonomy for our principals. Principals will still have flexibility to tailor campuses programs to the nuances of their community and school. We are balancing this with also providing our students and families with a predicted, baseline experience to include access to the arts, a functioning library, a nurse, and counselors.

**What is the investment in a strong school leadership model?**

The Schools Office is under new leadership. Dr. Watts began as the Chief of Schools in September and has been making incremental changes to the leadership development and support model this year as she is still learning about the district. There will be more changes in the upcoming year to bolster effectiveness. This will include a bi-annual survey of school leaders that will provide a formal opportunity for principals to indicate their perception of support. This survey data will factor into departmental accountability and evaluation as well to make "in the moment" adjustments.

**What will truly be different in the transformation schools as compared to Achieve 180 or other similar initiatives the district has implemented? How do you know the results will be different/better?**

We will use the lessons learned from Achieve 180 to inform the transformation model. There will be some differences to include the needs assessment, the support of a third-party partner to support our work, and the focus on expanding learning and extracurricular opportunities. However, it is critical to note that it

is not the model that is most important; it is the execution to include ongoing monitoring and responsiveness and changes in the way the district works to provide conducive conditions that will be most critical.

### TALENT

**Will a plan for school-based talent prioritize student need towards board goals (early math, early literacy, CCMR and SPED)?**

The Superintendent has described talent as the backbone of our organization, and the World-Class Talent commitment is a foundational commitment that contributes to the district's ability to achieve all the Board goals. Moreover, there are components of the strategic plan that even more explicitly and specifically contribute to progress toward the Board goals, such as the focus on competitive base compensation; the use of ESSER funds to target incentives on math teachers, special education teachers, and counselors (among others); and elements of the baseline staffing model such as Pre-K adult-to-student ratios or the expansion of college and career advisors (as two examples).

**What is the comprehensive plan to deal with priorities for teacher shortages?**

In the February 17th Board workshop, we named three strategic areas within the World-Class Talent commitment. Within each of these three strategic areas, we named three strategy components. Together, these three strategic areas and nine combined strategy components represent the comprehensive talent plan for the years ahead. The nine strategy components were titled: Grow Your Own programs; educator effectiveness; opportunity culture; bigger, bolder recruitment; earlier, faster hiring; strategic talent management; competitive base compensation; recognizing greatness; and a great place to work.

Additionally, the presentation included information about immediate tactics to address teacher shortages, including three ESSER-funded activities: a multi-year retention incentive for all current teachers, signing incentives for teacher hires with a particular focus on teachers with some prior experience, and critical shortage area stipends focused on the teacher types that have recently been hardest to recruit in HISD. Beyond these ESSER-funded activities, the three-year compensation plan will make HISD able to fairly compete for talent, especially teacher talent -- both more able to retain our teachers and more able to recruit others.

**What are the top three insights about future workforce needs are you considering in the implementation of this plan?**

As TNTP put it in a report mentioned during the February 17th Board workshop, "Schools across the country are facing their toughest staffing challenges in recent memory—at a moment when students need diverse, effective teachers more than ever." The first insight is that recruitment and retention of teachers -

which was already a particular challenge for large urban districts across the country - is going to be more, not less, difficult in the years ahead. Therefore, we must prioritize work outlined within the World-Class Talent commitment. Some practical implications of this are that we need to maintain competitive compensation across all roles, we need to build our own capacity for "Grow Your Own" activities in a time when districts need to do more of this work ourselves than ever before; and we need to use ESSER funds strategically to stabilize our workforce in the short-term while longer-term strategies are implemented.

The second insight is that skilled leadership (at the school level and the central office) is essential and the range of abilities required to lead within a school and district today is much wider than before. Experiences with COVID demonstrated just how broadly our students and communities rely on the public school system, and principals and department leaders with the ability to lead adaptive change became essential. Third, the broader workforce is demanding that their voices are heard by their employers - whether it's a small business, a huge corporation, or a school district. We know that we must expand our methods of gathering regular input and feedback and then designing and implementing tactics to respond. Our strategic plan development process has been one example of this, and the World-Class Talent commitment includes a strategy component ("A Great Place to Work") through which we will gather more regular feedback on employees' experiences and plan and implement responsive activities.

### Is there a plan to build a pipeline of principal talent while simultaneously supporting and developing the talent we currently have?

One of our strategy components is expanding "Grow Your Own" programs. At this time, we have made a specific investment of ESSER funds to support new teachers in the HISD Alternative Certification Program, but we will develop other "Grow Your Own" activities over the course of this multi-year strategic plan. The Schools Office has a Leadership Development department that leads programming to develop future principals. Additionally, the Opportunity Culture initiative that is launching in 2022 in 15 schools is one that will become part of our broader principal pipeline.

### Is the bilingual stipend new?

Bilingual program teachers are earning a critical shortage stipend in the current school year. We have now committed to continue this stipend at the rate of \$5,000, using ESSER funds, in School Year 2022-2023.

### Which stipends are new?

Among critical shortage areas stipends we are providing in School Year 2022-2023, there are three

categories. First, some are a continuation of stipends in place in the current year at the same level: Bilingual Program Teachers, Bus Drivers, and Transportation Attendants. Second, some are a continuation of stipends in place in the current year, but with a higher rate: Secondary Math Teachers, Secondary Science Teachers, ESL Teachers, Special Education Teachers, and Nurses. Third, the following are new altogether for School Year 2022-2023: Counselors and Social Workers.

### **Will you consider raising the base salary of a teacher to at least \$62,500 because some surrounding smaller districts are starting at \$59,000 as it is. Salaries need to be more competitive and commensurate.**

Two things are true at the same time: (1) HISD's minimum starting salary for teachers is higher than most districts in the U.S. (including when compared to other large, urban districts) and (2) HISD's minimum starting salary for teachers is nearly \$2,000 (4%) below the average among our closest dozen neighbors. We have developed a very ambitious, while also necessary, three-year compensation plan that is based on comprehensive analysis of our recent compensation history and comparisons to other school districts. This plan will increase the minimum starting salary for teachers by 3.75% in School Year 2022-2023, by 4.2% in School Year 2023-2024, and by 4.1% in School Year 2024-2025. Combined, this will raise HISD's minimum starting salary for teachers by 12.5% - more than \$7,000 - in three years. By comparison, in the last four years, the minimum starting salary for teachers in HISD went up only 8.3%. The three-year compensation plan will be the most significant change in teacher salaries HISD has experienced in such a short period of time. By August 2024, HISD's minimum starting salary for teachers will be 5% above today's regional maximum and 10% above today's average among our dozen closest neighbors.

Furthermore, the reorientation of our salary scale addressed another specific problem: the place where we are currently least competitive with our neighbors is at Steps 2-7 on the salary scale, and the future step/interval increases focus on fixing this problem. In short, we believe we have put forward the most compelling and responsible multi-year plan as we can. To respond more specifically to the exact question, it is not feasible to change the minimum starting salary for teachers from \$56,869 to \$62,500 all in one year. Compared to the three-year compensation plan we have developed, this would add a cost of nearly \$50,000,000 to the district's budget for School Year 2022-2023.

### **What are the top 10 teaching positions that in critical shortage?**

The Texas Education Agency (TEA) and the U.S. Department of Education designate official shortage areas. According to TEA, the approved shortage areas for 2022-2023 are as follows: Bilingual/English as a Second Language – Elementary and Secondary Levels; Special Education – Elementary and Secondary Levels; Career and Technical Education - Secondary Level; Technology Applications and Computer Science – Elementary and Secondary Levels; English Language Arts and Reading – Elementary and Secondary Levels; Mathematics - Secondary Level; and Science – Secondary Level.

### Nurses: make sure every feeder pattern has a certified nurse?

Every Nurse/Nurse Associate position allocated through the baseline staffing model will need to be certified as RN or LVN, respectively. We expect that most schools will have a Nurse with RN licensure and recognize the need to leverage other certified health professionals for Nurse Associate positions (with LVN licensure), given the local, regional, and national nursing shortage.

### How many staff members in Hattie Mae White? Can we get a breakdown by department?

The total number of employees funded through central budgets is 1,848, out of roughly 27,000 HISD employees. This includes employees who are part of central budgets but directly serve students in schools (e.g., wraparound specialists; college and career advisors).

### Was the Compensation study used?

To develop the three-year compensation plan, we were informed by comprehensive analysis within the HISD Talent Office and performed by the vendor identified to supplement our internal capacity. All these analyses were used to plan for next steps with compensation for teachers, principals, assistant principals, and all support staff.

### Will the board ever be able to see the comp study? Enrollment study?

We will be sharing findings from the HISD Talent Office and vendor analysis of compensation as part of the Board's Fiscal Year 2023 budget workshops. A high-level finding is that, with recent years' inconsistent salary and wage increases (whereby most employees saw no raise in many years and some employees have received no raise in 5, 6, or 7 years), HISD is not sufficiently competitive when it comes to base compensation. Based on this, we developed a three-year compensation plan that makes up significant ground each year for the next three years, without which we will remain insufficiently competitive with respect to base compensation.

### Comparison of last year's comp?

After the minimum starting salary for teachers increased only once in three years during School Years 2018-2019, 2019-2020, and 2020-2021, it went up 4.7% in School Year 2021-2022.

### Surrounding districts of their compensation?

The three-year compensation plan was informed by a comparison of current HISD wages and salaries without surrounding districts.

### Where is the money coming from?

We have discussed a range of stipends and incentives that are now and will next school year be implemented, funded from ESSER. If this question is instead about the three-year compensation plan, which does require new investments in our employees to become and remain appropriately competitive, this will be discussed further in the Board's series of Fiscal Year 2023 budget workshops.

### Current teacher who commits will get these stipends on top the current ESSER stipends we have happening now?

The "Commit: HISD" incentive will enable any current HISD teacher to earn a total of \$4,000 in additional incentives if they make a commitment this spring to remain in a teacher position with HISD through the end of School Year 2024-2025. During the same three-year period, HISD teachers will also see, on average, a 15% increase in their current base salary under the three-year compensation plan. Yes, the "Commit: HISD" incentive is on top of other ESSER stipends.

### Last but not least, morale for teachers, how will you address this?

Within the World-Class Talent commitment, one strategy component ("A Great Place to Work") names the need to attend to organizational culture in new ways. We will gather more regular feedback on employees' experiences and plan and implement responsive activities. Specific initiatives already in the planning phase include: an annual all-staff survey and school-based instructional culture surveys, phases of future people management training for supervisors, and expanded teacher and employee recognition activities.

### It has been my experience that tying "outcomes" to pay creates non-collaborative dynamic between teachers. EVAAS was a poorly executed mechanism that hurt us financially and we lot of human talent. Can you explain how this is different, to fostering a collaborative work environment and also funding?

At this time, we have indicated that we plan to apply for the Teacher Incentive Allotment in the spring of 2023. We will be continuing to gather stakeholder input throughout this calendar year to inform our application, and we recognize that the specific design and implementation of EVAAS had flaws that we do not seek to replicate.

### Who will the baseline positions report to? (For example, currently Wraparound Specialists report to someone in central office but social workers report to their principal).

While HISD will allocate a group of positions centrally through the baseline staffing model, the

supervision of almost all those positions will remain with the principal. Among all positions in the baseline staffing model, only College and Career Advisors and Wraparound Specialists report to a district supervisor.

**APPENDIX A: Data Requested September 9, 2021**

"X" indicates the school year requested, if available.

Category	Description	SY20-21	SY19-20	SY18-19	SY17-18	SY16-17
Academic Performance	STAAR ELA/R Proficiency Approaches+	X				
Academic Performance	STAAR Math Proficiency Approaches+	X				
Academic Performance	STAAR Growth Rate: ELA/R	X				
Academic Performance	STAAR Growth Rate: Math	X				
Academic Performance	CCMR Rate	X	X	X		
Academic Performance	Graduation Rates	X	X	X		
Academic Performance	AP scores	X	X	X		
Academic Performance	IB scores	X	X	X		
Academic Performance	ACT/SAT scores	X	X	X		
Academic Performance	P-SAT scores	X	X	X		
Academic Performance	Ren 360 BOY ELA/R % Students Meet or Master	X	X	X		
Academic Performance	Ren 360 BOY Math % Students Meet or Master	X	X	X		
Academic Performance	Ren 360 MOY ELA/R % Students Meet or Master	X	X	X		
Academic Performance	Ren 360 MOY Math % Students Meet or Master	X	X	X		
Academic Performance	CIRCLE progress monitoring data (pre-K) with EL student data broken out	X	X			
Academic Performance	TX KEA (kindergarten readiness data) with EL student data broken out	X	X			
Academic Performance	K-2 grade reading assessment data	X	X			
Admissions & Program	Type of School Choice	X				
Admissions & Program	Historical list of programs offered at each school	X	X	X		
Admissions & Program	School/Program Applications	X				
Admissions & Program	Complete HERC pre-K access study findings and recommendations (including district-only addendum)					

DSA between HISD and Good Reason Houston re. Confidential Data Sharing

Attendance & Culture	Discipline data: in school suspensions, out of school suspensions, DAEP for each campus	X	X	X		
Attendance & Culture	Student Attendance	X	X	X		
Community Engagement	Current notes / report outs from Superintendent House conversations	X				
Demographics	% Black	X				
Demographics	% Hispanic	X				
Demographics	% White	X				
Demographics	% American Indian	X				
Demographics	% Asian	X				
Demographics	% Pacific Islander	X				
Demographics	% Two or More Races	X				
Demographics	% Economically Disadvantaged	X				
Demographics	% ELL	X				
Demographics	% SPED	X				
Demographics	% G&T	X				
Enrollment & Choice	Student Attrition Count	X				
Enrollment & Choice	Student Attrition Percent	X				
Enrollment & Choice	10-Year Nearby Population Change	X	X	X		
Enrollment & Choice	# K-5 Students Residing within 1mi	X	X	X		
Enrollment & Choice	Enrollment rates by grade level	X	X	X	X	X
Enrollment & Choice	Enrollment rates by race/ethnicity	X	X	X	X	X
Enrollment & Choice	Transfer rate to and from each school	X	X	X		
Enrollment & Choice	Qualitative enrollment and movement data	X	X	X		
Enrollment & Choice	2020-21 Choice of Schools Waitlist Length	X				
Enrollment & Choice	Distance of nearest waitlisted student	X				
Facility	Building capacity and number of seats available	X	X	X		
Facility	Capacity Utilization	X	X	X		
Facility	Facility Condition Rank	X	X	X		
Financial	Chart of accounts including all account and function codes	X				
Financial	Historical actuals in excel from past three years	X	X	X		

DSA between HISD and Good Reason Houston re. Confidential Data Sharing

Financial	Current budget and budget to actuals	X				
School Action Decision	Active School Intervention	X	X	X	X	X
School Action Decision	Planning Year	X	X	X	X	X
School Action Decision	Launch Year	X	X	X	X	X
School Action Decision	Current / Proposed Intervention	X				
Talent	Student/Teacher Ratio for PK-12	X	X	X		
Talent	Teacher retention rates	X	X	X		
Talent	Principal retention rates	X	X	X		
Talent	Teacher attendance	X	X	X		
Talent	Teacher surveys	X	X	X		
Talent	Teacher ratings/ quality metrics	X	X	X		
Talent	Teacher tenure	X	X	X		
Talent	Principal tenure	X	X	X		
Talent	School Leader Lists from Last 5 Years	X	X	X	X	X
Talent	Avg Teacher Experience					
Talent	Avg Teacher Tenure at School					
Talent	Teacher Lists from Last 5 Years	X	X	X	X	X
Talent	STAAR teacher performance data by subject, campus, student population	X	X	X		
Talent	Pre-K teacher performance data using district testing source	X	X	X		
Talent	Number and percentage of pre-K teachers meeting high-quality requirements, according to House Bill 3	X				
Talent Analysis	STAAR/EOC Data with Student Item Analysis	X	X	X	X	X
Talent Analysis	Campus Principal of Record	X	X	X	X	X
Talent Analysis	PEIMS Staff, student, and Master Schedules	X	X	X	X	X