

## Goal Progress Monitoring 1.3 and 2.3

1. With respect to the science of reading curriculum, how will school leadership “ensure that the curriculum is being used with fidelity? How will this be accomplished – please detail the layers of accountability and data metrics involved.

The district ensures that campus leadership has ample support to implement SOR curriculum with fidelity. Central Office provides ongoing PD sessions, topics include:

- Developing skills and strategies for teaching systematic and explicit phonics,
- Components of evidence-based literacy practices,
- Communities of practice to share best practices, challenges and collaboration,
- Overview of materials and resources.

To promote accountability, Central Office provides campus administrators with:

- Curriculum-pacing calendars,
- Curriculum maps.

Data is regularly collected and analyzed from:

- Spot observations,
- Regular check-ins with teachers,
- Standards-aligned end of unit assessments.

Updated as of 6/24/24

2. With respect to the quality of instruction described in the “root cause of analysis,” please expand on what “more needs to be done to ensure strong implementation of high-quality instruction and strong curriculum design in grades K through 2.”

To ensure strong implementation of high-quality instruction, the district will:

- Provide upfront and ongoing professional development focused on research-based instructional strategies
  - Teachers will receive support to use scaffolded questions, hands-on activities, and manipulatives to encourage engagement/understanding of all learners
- Improve use of Weekly Professional Learning Communities (PLC) time
  - Share best practices to increase literacy achievement
  - Devote time to internalize upcoming lessons
- Improve monitoring supports
  - Develop and iterate on tools that allow campus leaders to pulse-check pacing in real time
- Analyze assessment data
  - Leadership will monitor student progress through formal/informal standards-aligned assessments and adjust instruction accordingly to support student success
- Curriculum design will include:

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- Easily accessible process maps,
- TEKS aligned resources,
- Unit-based ELAR courses with various engaging genres.

Updated as of 6/24/24

**3. How will strategies and resources be leveraged in NES, NES-A, and all other campuses to meaningfully improve student outcomes and to strengthen the quality of instruction? How will we measure this progress beyond the metric outlined in the goal?**

In addition to the strategies outlined in answers 1 and 2, the Leadership and Strategic Initiatives Department in Houston ISD supports leadership and instructional development in service of student outcomes. This department deploys the following strategies and resources:

- All campuses:
  - Calibration visits with District leaders and peer principals
  - Monthly instructional coaching trainings
  - Access to Campus Support Teams
- A/B campuses:
  - Autonomy to determine instructional delivery
  - Access to small group leadership development
- NES campuses:
  - A-synchronous training resources: Access to a library of videos to show exemplars of Multiple Response Strategies, LSAE model, Demonstrations of Learning, etc.
- First Year Principals:
  - Participate in First Year Principal Trainings
  - Monthly Leadership and Strategic Initiative Coaching sessions

Progress monitoring and coaching will occur through:

- 6x / week Spot observations
- 4x/year Independent Review Team evaluations, metrics include:
  - Instructional progress in meeting grade level, student mastery
  - Inform PD plans

Updated as of 6/25/24

**4. How were the previously referenced strategies and resources incorporated into the 2024-2025 budget proposal?**

The strategies and resources named in the Action Steps and Root Cause Analysis were incorporated in the 24-25 budget proposal in the following ways:

- Science of Reading Curriculum:

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- Curriculum Resources - The District allocated funding to purchase vetted high-quality curriculum for vetted campuses in Houston ISD.
- Houston ISD Curriculum Writing Team – The district allocated funding to staff a team of curriculum writers to create daily lesson resources for NES campuses based in High Quality Instructional Materials. In addition, this team builds daily differentiated lessons vis-à-vis LSAE to support student learning.
- Quality of Instruction – The district allocated funding in the following ways to ensure support for high-quality instruction:
  - Division Support Structure Allocation – The primary role of Executive Director is to ensure that principals build campus staff’s ability to deliver instruction that improves student outcomes.
  - Leadership and Strategic Initiatives – This team builds programming to train leaders on strategies to improve the quality instruction on a monthly basis, delivers instructional and leadership training to aspiring principals through the principal academy and facilitates IRT walks to provide feedback and coaching to leaders on the instructional quality of their campus.
  - Access to High Quality Pre-K
  - The district allocated funds to expand Pre-K seats in the district. This includes funding for building enhancements, materials purchasing, and 50% funding for Pre-K Teaching Assistants.

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**5. Can you provide the STAAR scores for 3rd Grade Math and Reading for those that took it in Spanish or other language? Please provide a comparison year of year from 21-22 through 23-24.**

Please see below for 2024 3<sup>rd</sup> Grade Math and Reading Data for those that took the assessment in Spanish. The Administration is working on comparison data and will share once available.

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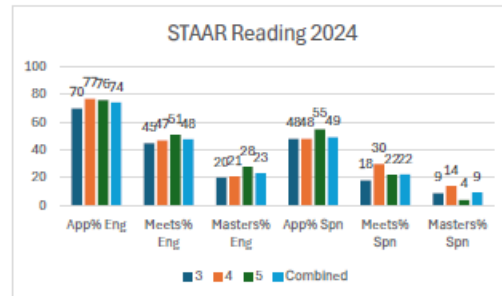
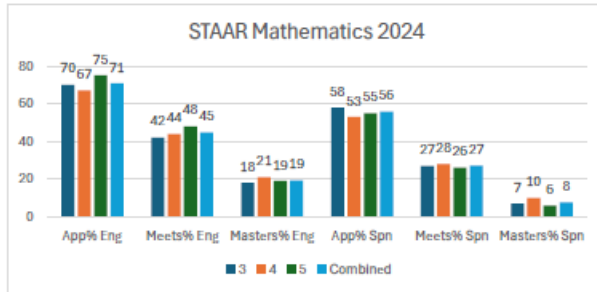
**STAAR 2024 Mathematics and Reading English vs Spanish Tests by Grade Level and Combined**

Tested Grade	Mathematics						Reading						
	English			Spanish			English			Spanish			
	App% Eng	Meets% Eng	Masters% Eng	App% Spn	Meets% Spn	Masters% Spn	App% Eng	Meets% Eng	Masters% Eng	App% Spn	Meets% Spn	Masters% Spn	
3	70	42	18	58	27	7	3	70	45	20	48	18	9
4	67	44	21	53	28	10	4	77	47	21	48	30	14
5	75	48	19	55	26	6	5	76	51	28	55	22	4
Combined	71	45	19	56	27	8	Combined	74	48	23	49	22	9

Source: <https://txresearchportal.com/results/6/25/2024>

Total testers count included to demonstrate the much lower number of students testing in Spanish, thus, results should not be compared

STAAR Spanish is only available in grades 3-5



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6. 3rd Grade reading decreased while we saw other grade levels increase. This year, what was unique to that grade level at NES and Non-NES that may have led to these different results.

Figure 2: STAAR 3rd Grade Students Meets Grade Level in Reading (Goal 1) shows that the decrease for third graders in SY 22-23 mirrors a trend of third graders in Texas. Between SY 21-22 and SY 22-23, the STAAR assessment changed to be online. This change, along with the understanding that this first year that students take standardized reading tests, likely contributed to the statewide decrease. Additionally, third graders this year entered Kindergarten during COVID and experienced significant learning disruptions for over two years.

Third graders in Houston ISD declined less than 3rd graders across the state. Furthermore, 3rd grade in NES schools saw a 3% and 7% increase in the number of students proficient in reading and math. The growth in NES campuses can be attributed to the following:

- NES staffing and instructional model that provides additional staff for student support
- Access to High Quality Instructional Materials that followed the curriculum pacing calendar designed by the district. This allows consistency across all campuses for staff development, coaching, and decreases the instructional gaps when students move from one campus to another.

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The administration will be reviewing campuses outside of the NES system to identify those that need additional support. Campuses that received C ratings as of the 22-23 SY will implement district-vetted curriculum to boost reading score for the 24-25 school year.

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7. I understand that the administration was planning to conduct work to determine the alignment of NWEA MAP with STAAR outcomes. What is being done in that regard, what will be reported, and when will that be complete? We want to ensure that our progress measures are good indicators of success on STAAR and should prioritize that analysis to ensure that we are monitoring effectively.

Analysis will be shared with the board upon completion at end of year. This will occur once all STAAR and accountability data is reviewed and finalized. Please note this is a separate process than the in-depth research conducted by NWEA MAP every few years.

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8. Comparing figures 5 and 6 on p 4, should the overall percent of students who met expected growth (fig 5) be the weighted average of NES/A students and students outside of the NES model (fig 6)? If so, how come white students reflect 57.7% met growth on fig 5 and 65/61% met growth on fig 6? And same question for SWD (44.8% on fig 5 versus 42/39% on fig 6).

When this report was initially sent to the board, there is an error in Figure 6 (NES/A breakout). It has been corrected. The White student population at NES is very small, so due to rounding the Figure 5 reports 57.7% overall, but the Non-NES number in Figure 6 is 57.5%, which is rounded to 58%. The NES number in Figure 6 is correct, but the small count of students does not impact the overall percentage in figure 5.

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9. On p. 6, under Science of Reading, it states that HISD will "support non-NES schools that have Level 2 autonomy in curriculum and instruction, especially in the early grades in reading." Can you please describe what that support is/will be?

Campuses with Level 2 Autonomy were required to select a curriculum from a district-vetted list of options. The Administration will support curriculum implementation in the following ways:

- District Curriculum and Instruction team members from will support divisions and campus leaders with implementation, monitoring, and support.
- Campuses will have the option to request customized campus support for lesson internalization and specific strategies related to early reading.

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- Science of Reading professional development sessions will be available throughout to build teacher knowledge and skill in research-based reading instruction.

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10. How will strategies and resources be leveraged in NES, NES-A, and all other campuses to meaningfully improve student outcomes and to strengthen the quality of instruction? How will we measure this progress beyond the metric outlined in the constraint?

Please see answer to question 3.

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11. How were the previously referenced strategies and resources incorporated into the 2024-2025 budget proposal?

Please see answer to question 3.

Updated as of 6/25/24

12. Looking at figure 5 on p 4, please confirm that the 53.3% number means that slightly more than half of our students met their expected growth as projected by NWEA MAP, meaning that slightly less than half did not meet their expected growth. While I understand this is not the metric being monitored, are there any strategies to move these numbers up which are different from achieving growth of the CGI number greater than .6? In other words, is there a different strategy for avoiding backslide from that which is applied to enhance that group of students who are hitting larger than expected growth targets?

Yes, this is an accurate assessment. For SWD, individual school performance will be used to drive the development of appropriate yet ambitious IEP goals to ensure progress in the general education curriculum.

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13. Does HISD currently have all the resources it needs to meet this goal? If not, what else is needed?

Yes, the district believe it has all the resources it needs to meet this goal.

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14. Figure 13 shows a decline in the test percentile for SWD this year. Can you please inform of the analysis that was done around this particular metric in order to do better to support our SWD students on a going forward basis?

Percentile is weighted student rankings. For example, take SWD data and rank in comparison to all students. One may say that because all students went up, the comparative ranking for SWD fell. This data shows that in one year's time, students with disabilities did not achieve the same growth as non-disabled peers.

This means the district must do more to ensure that students with disabilities are adequately supported to increase achievement levels. NWEA data will be used to develop IEP goals and closely monitored for effectiveness.

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## **June 2024 Constraint Progress Monitoring Report – Constraint 3**

### **General Questions**

15. How were the definitions, and the administration's collective interpretation, of "programming" and "significant change to a school option" determined? How and when was the Board (leadership or its individual members) involved in this process?

The Administration interpreted "program" and "significant change to a school option" as change an academic offering that impacts the core identity of a school like a magnet program or a requirement for all district campuses. This interpretation aligns with EHB Local (see below) which was approved by the Board in August, 2023.

During summer 2023, the Administration previewed the NES model. A few were concerned that the NES model would negatively impact magnet programming. As such, the Administration committed to two things:

- The Administration would preserve as much of magnet programming as possible at future NES campuses and,
- The Administration would ensure that the NES instructional strategy that the NES model requires would not be inordinately hindered to account for magnet programming. These two commitments are codified in EHB Local and were approved by the Board in August 2023. Finally, the Administration committed to Constraint 3 to ensure that those two commitments are met.

**EHB Local Policy:**

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- A magnet program should have a clear focus and be sustainable across many years recognizable as a brand for the campus. Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication.
- The Superintendent may modify a magnet program in a school designated as a New Education System (NES) school or a New Education System-Aligned (NES-A) school in order to provide coherence or alignment with the instructional/academic program and goals. In the case of modification of a magnet program, the Superintendent shall attempt to accommodate and preserve as much of the existing magnet program as possible.

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**16. What is the administration's understood definition of "programmatic changes".**

The definitions of "programming" and "significant change to school options" can be found on page 1 of the June 2024 Constraint Progress Monitoring Report. They are also below:

- Programming is defined as an academic offering directly impacting how instruction is delivered in the classroom on a daily basis.
- Significant change to school options is defined as a change that impacts the core identity of a school. It also includes changes at a campus resulting from district-wide, required programs.

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**17. What is the administration's interpretation on the timing of conducting and communicating a research-based analysis of the effectiveness and impact of significant changes to programming or school options and the impact on the achievement of board-adopted student outcome goals?**

The Administration will conduct research-based analysis prior to making any significant programmatic changes. We gather input from various stakeholders through the process and communicates changes with the community as decisions are finalized. Official report-outs to the board occur during the scheduled Constraint 3 Progress Monitoring that occurs based on the Board Monitoring Calendar

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**18. With respect to pre-K, can please reshare the administration's vision for the acute and long-term (five year) planning for increasing the number of available pre-K seats HISD will make available to students? Can you please include details assuming that a bond package passes or fails?**

- Short Term Vision (SY24-25 and SY25-26) - expansion occurs without bond:

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- We've identified schools that can accommodate more pre-K seats based on existing capacity. By August 2024, we'll open ~800 additional Pre-K seats. We currently have 692 seats confirmed. Based on demand, most seats will be in the North, West and South divisions.
- We're exploring and forming Pre-K partnerships with childcare centers that meet TEA eligibility criteria in the vicinity of schools without capacity. Students at these schools will receive the same high-quality Pre-K programming as those in HISD classrooms.
- Our short-term expansion recommendation focuses on places where we don't need to build or renovate, instead, we've budgeted for expenses associated with launching new classrooms (e.g., new furniture, curriculum, etc.)
- Long Term Vision (SY26 and beyond) - expansion occurs with support of bond:
  - Assuming the bond package passes, our goal is to open 4,000 additional Pre-K seats. This would allow HISD to serve 100% of Pre-K 4 eligible students and 1/3 of Pre-K 3 eligible students.
  - Our long-term expansion recommendation focuses on investments in rebuilds, expansions and renovations. More details will be shared soon.

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19. Please detail where the 800 additional pre-k seats are located by school and number of seats. Provide the rationale for the placement of these additional seats in their respective schools. Please provide the same information for the 800 seats by August 2024 and August 2025.

The table below details the school names and number of seats confirmed (692) to open in August 2024 as of 6/25. As we confirm the remaining 100 seats, we'll provide updated projections.

There were two primary reasons for expansion:

- Principal request – This indicates the principal projected they would need an additional classroom and requested expansion support.
- High Demand area/school – This indicates a high volume of applications were received during the School Choice application leading to high enrollment numbers or large standing waitlists.

The list of schools expanding Pre-K for August 2025 will be based on the number of pre-K applications received in the School Choice application that closes in the Spring 2025. We'll provide projections for the SY25-26 school year in a forthcoming update.

<b>School Name</b>	<b>Division</b>	<b>Number of Classrooms</b>	<b>Number of Seats</b>	<b>Rationale</b>
Anderson ES	West	2	40	(Currently has Head Start collaboration within our HISD)

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				classrooms) – Principal request
Lovett ES	West	1	22	High demand at school
Ed White ES	West	1	22	Principal request
Shadowbriar ES	West	1	22	High demand in area
Cunningham ES	West	1	22	High demand in area
Benavidez ES	West	1	22	High demand at school
Rodriguez ES	West	1	22	Twinkle Wonders Childcare – High demand at school
Briargrove ES	West	1	22	Housed at Wisdom HS – High demand school
Neff ECC	West	1	22	Shining Stars Kids Childcare – High demand school
De Chaumes ES	North	1	22	Principal request
Garcia ES	North	1	22	Principal request
Marshall ES	North	2	44	Pre-K available for the first time in area
Wesley ES	North	1	22	Principal request
Steven ES	North	1	22	Principal request
Barrick ES	North	1 ECSE/Sped	11	Division request
Burbank ES	North	1	22	Something Special Childcare – High demand area
Fonwood ECC	North	1	22	High demand at school

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Garden Villas ES	South	1	22	Principal request, and they are adding Head Start collaboration
Gregg ES	South	1	22	Principal request
Mitchell ES	South	2	44	Principal request– High demand school
Park Place ES	South	1	22	Principal request
MLK ECC	South	2	44	High demand area
Roosevelt ES	Central	1	22	High demand area
West University ES	Central	1	22	High demand school
MacGregor ES	Central	2	44	Principal request
Ninfa Laurenzo ECC	Central	2	44	Principal request
<b>TOTAL:</b>		<b>32</b>	<b>692</b>	

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**The Military Academy at Cullen MS Overview**

The Administration prepared a response to address various questions to Cullen MS below.

**Sections titled Program Origination, Research and Program Design, School Selection address the following questions:**

- What data was reviewed to determine that the community desired this program or that this was the right campus for this program.
- What informed the need for military programming at Cullen? What evidence does the administration have that this option would reattract students back to HISD and improve student outcomes?

**Sections titled Community Engagement, Feedback from Stakeholders address the following questions:**

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- What community meetings were held prior to adding the program.
- Cullen Military Academy was announced on January 11, 2024. Why has it taken six months to engage the community on this program? (Date on report November 27, 2023, to first community meeting on May 20, 2024).

**The Student Demand Section addresses the following questions:**

- How many students are expected to participate next school year.
- Please provide details of the analysis completed to estimate future potential demand for a School within a School Military academy.

**Response:**

- **Program Origination:**
  - The decision to launch a Military Academy arose from discussions with representatives from West Point and Strategic Officer Detachment, who highlighted the underrepresentation of HISD students in admissions to top military institutions, limiting access to valuable scholarship opportunities. The launch of Cullen Military Academy fulfills our commitment to preparing students for success in their academic and post-secondary professional pursuits.
- **Research on Program Design:**
  - Research indicates a positive impact of Junior Reserve Officer Training Corps programming on student outcomes. In a 2023 Rand Study, it was determined that cadets who participate in all four years of JROTC are more likely to graduate, have higher rates of attendance, and have lower rates of suspension compared with matched peers (Zaber, Lewis, Wrabel, Phillips, Franco, Revitsky Locker, John, 2023). Furthermore, in comparison with other large urban districts in Texas, Houston ISD's JROTC program has lower average student participation per program, so the district aims to increase student participation. By introducing career exploration and skill development in middle school, the Administration will strengthen and expand student participation in the JROTC pipeline to meaningfully graduate students that are both college and military ready.
  - The program design is also to intentionally aligned admissions criteria in the top military institutions to increase the competitiveness of HISD candidates. This includes essential leadership skills, advanced academics, discipline, physical fitness, language proficiency, and community service.
- **School Selection:**
  - Cullen was selected in partnership with division and campus leadership for several reasons, including:
    - The school's location was central enough that it was accessible to many students in multiple feeder patterns.
    - Enrollment has continually declined over the last 5 years. Less than 275 students currently attend

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- The school was operating at 30% capacity with over 500 students transferring to HISD schools and over 700 students transferring outside the district. This indicated both that there was adequate space for the program and that there was high need for improved programming at this particular school.
  - Conversations with the principal at the time indicated a need for a structured program to support student engagement.
- **Community Engagement:**
  - The launch of the new Military Academy did not directly impact any current students given no existing programming was changed and the program was entirely opt-in via the School Choice Process, so no community meetings were held prior to the announcement.
  - After the announcement on January 11, 2024, the team has been actively engaging the community through established protocols via The Office of School Choice school fair events. To date, we have conducted 18 student/parent informational sessions about Cullen Military Academy at elementary feeder campuses and participated in 11 district-wide events, including school choice fairs and other informational sessions at the district level.
- **Feedback from Stakeholders:**
  - In parent events conducted so far at various feeder elementary campuses, parent feedback has been positive on the leadership and character development electives classes that will be offered at the military academy. Also, parents were interested in the reinforcement of discipline skills and the transparency that parents have a school within a school choice option for Cullen MS. The SORD office and U.S Army have been instrumental, in supporting the promotion of the Cullen Military Academy as it aligns to their core values and goals of inspiring the next generation to follow a path of service and preparation for elite military academy post-secondary opportunities.
- **Student Demand:**
  - The goal of Cullen Military Academy is to have a total of 80 students participate in the program during the first year. This group of students will be a combination of 6th and 7th graders, with the majority being in 6th grade. As of today, we have 44 students confirmed and 20 students pending confirmation. Based on these early enrollment numbers, sufficient demand exists to continue with the first year of the program.
- **Cost Estimates:**
  - The costs for the Cullen Military Academy program include both one-time and recurring expenses.
  - The one-time annual costs include the preparation of the facility, such as painting and repairs, and the construction of an obstacle course for leadership and team-building activities which are at the center of the program.
  - Since Cullen Middle School is part of NES, most recurring costs, including curriculum, technology, and operating expenses, are covered. For additional recurring costs, such as drill uniforms and school uniforms, we are working with donors and nonprofit organizations to secure these materials. This approach helps manage costs while ensuring that students have the necessary resources for the program.

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- **Timeline of Events:**

- September 2023 – HISD meeting with military academy leadership identifying the problem of an underrepresentation of HISD students at the top Military Academies across the US.
- October 2023 – HISD internal analysis and decision to pilot a school within a school military academy. At this time it was established that this program would not be a magnet program so would not require board approval.
- November 2023 - HISD central office staff work directly with divisions and campus leadership to align on a site that would not impact any existing programming.
- January 2024 – April 2024 – HISD focuses on hiring a Dean of Cadets to lead the program.
- February 2024 – May 2024 – HISD attends magnet fairs and community meetings to promote school choice offering to parents.
- May 2024 – HISD new Principal of Cadets begins

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## **Ortiz MS**

### **20. What is the academic criteria for students to be allowed to continue into the IB Program.**

In order to participate in the IB program, students are to achieve “Meets Grade Level” on the STAAR exam and/or MAP proficiency. Over time, the Administration looks forward to increasing the number of students at Ortiz MS that participate in the IB program.

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### **21. How many students in 23-24 were identified as IB students and how many for the next school year.**

In the 23-24 school year, the IB program serviced all students school wide, which is 844 approximately students were enrolled in the IB program at Ortiz MS. For the 24-25 school year, approximately 50 students per grade will participate in the IB program for an approximate 150-160 students.

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### **22. How will IB teachers be selected and supported?**

Principals are responsible for hiring their teachers, including those that teach IB courses. Once selected, teachers will continue to work closely with campus administrators and collaborate with IB colleagues from across the district. Teachers that are new to the Middle Years IB Programme are required to attend official IB training. On July 30th and 31st 13 new IB teachers from Ortiz Middle School will attend a training organized by Texas IB Schools and Houston ISD. Fees associated with this training are covered by the district.

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23. Please point us to the policy that supports the statement on p. 2 of the CPM 3.1 document that because Ortiz is an NES school, "changes to magnet programming do not require Board approval."

Board Policy EHB Local, approved by the Board in August, 2023 includes this guidance.

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24. Please share a timeline of events, including inflection points such as the identification of a problem/challenge, analysis, recommendations stemming from an analysis, decisions made by the administration, determination that the Board didn't need to be consulted/involved, and the implementation of recommendations/solutions for the adjustments made to the IB (International Baccalaureate) Program at Ortiz MS.

It was determined that this change did not require board approval per EHB. This policy states, "The Superintendent may modify a magnet program in a school designated as a New Education System (NES) school or a New Education System-Aligned (NES-A) school in order to provide coherence or alignment with the instructional/academic program and goals. In the case of modification of a magnet program, the Superintendent shall attempt to accommodate and preserve as much of the existing magnet program as possible." As a part of this process, HISD has maintained the fine arts school-wide magnet as well as the IB magnet program as a school within a school to preserve existing programming.

- January 2024 - School Ratings were announced.
- February 2024 - School Staff meetings and school community meetings were conducted at Ortiz. Feedback was collected and reviewed.
- February – May 2024 - An analysis of Ortiz MS IB and Fine Arts program was conducted.
- April 2024 - Additional Community meetings held and feedback shared with community in April.

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**Foundational Programs of Study (FPOS)**

25. Has an analysis been done to determine the community partners with existing infrastructure that could supplement or even take over this FPOS by way of lab work, internships, co-ops? We might be duplicating or worse be a bottleneck to quicker adaptation and upskilling of our students by not partnering with the Houston business and higher ed communities that are currently executing these types of programs.

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The vision for FPOS is to provide broad access to CTE programs for all students across the district that are aligned to future work pipelines.

We seek to improve service offerings to students by exploring the following types of partnerships:

- Higher Education Partnerships: HISD seeks to offer 11th and 12th grade courses in the sequence as dual credit so students can earn college credit while they complete their CTE program. This path will not be an option for all students given not all students qualify for dual credit.
- Business Partnerships: Opportunities for students to experience work-based learning, lab work, internships and co-ops.

We value our external partners, but haven't found evidence that any external partner can offer the same level of access and support to HISD students. Barriers include entry requirements, transportation, lack of standards-alignment.

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**26. Please provide evidence that informed the decision that all comprehensive high schools must offer entrepreneurship over other FPOS options. How do the skills developed on this track improve student outcomes?**

Entrepreneurship was selected as the first FPOS due to:

- Evidence of existing demand: many schools already offer popular business courses, there was desire for foundational baseline knowledge across the district in case of transfers.
- Applicability to variety of pathways: this pathway helps students develop critical thinking, problem-solving, business acumen and innovative thinking skills that are essential for success in a wide range of careers, there's also flexibility in application.
- Low equipment and launch costs: entrepreneurship had the lowest launch costs for new equipment and technology of any pathway.
- Opportunities for career partnerships: students can apply their learnings in aligned work-based learning experiences and/or summer internships.

Our entrepreneurship program is designed to align with industry certifications and job requirements. This ensures students graduate with baseline credentials for entry- and mid-level positions, increasing employability and earnings potential.

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