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Dr. Grenita Lathan was named interim superintendent of the Houston Independent School District in March 2018, becoming the first African-American woman to serve as superintendent in HISD.

In 1991, Dr. Lathan began her career in education as a teacher at Morehead High School in Eden, North Carolina. While in North Carolina, she also served as both assistant principal and principal at other campuses. In 2008, she was named chief elementary school improvement officer of the San Diego Unified School District and then interim deputy superintendent in 2009.

Dr. Lathan was then named the superintendent of Peoria Public Schools in 2010, where she oversaw approximately 14,000 students and 2,700 staff members. Five years later in 2015, Dr. Lathan moved to Houston and served as HISD’s chief school officer over elementary transformation schools for a year. During this time, she led more than 20 schools out of an "improvement required" state rating to a "met standard" rating. During the 2016-2017 school year, she served as HISD’s chief academic officer.

Dr. Lathan holds a bachelor’s degree in business education from North Carolina A&T State University, a master’s degree in business education from the University of North Carolina at Greensboro, and a doctoral degree from Southern Illinois University.
Rhonda Skillern-Jones, President (District II)

Rhonda Skillern-Jones is a wife and mother of five children: three girls and two boys, including twins. She is a native Houstonian who has earned both a bachelor’s degree in business administration and a master’s degree in clinical sociology from Texas Southern University. As a volunteer social worker at the Mount Ararat Baptist Church, Skillern-Jones assists families with seniors and youth to overcome economic obstacles to their wellbeing. She and her family enjoy their 13-year membership at the church. Skillern-Jones has a strong faith in God and cites her parents as her heroes and role models. She served HISD in a volunteer capacity for 25 years before joining the school board. She has a passion for education and children, and believes that all children deserve an equitable and quality education for a fair start in achieving their maximum potential.

Mrs. Skillern-Jones was first elected to the HISD Board of Education in 2011, and is currently serving her second consecutive term. She has held several leadership positions on the board, including assistant secretary, secretary, first vice president, and president. She also represents HISD on the Texas Association of School Boards (TASB) Board of Directors, and is Vice Chair of the Steering Committee for the National School Boards Association’s Council of Urban Boards of Education (CUBE). She also sits on the National Black Caucus of School Boards. Her other memberships include Delta Sigma Theta, Top Ladies of Distinction, and NAACP.

In recognition of her community and district efforts to enhance the lives of Houston children and citizens, she has received numerous achievement awards and honors. Among these are Top 40 Professional Women of the Year, School Board Member of the Year, Community Partner of the Year, Law Enforcement Children’s Champion, Outstanding Advocate Award, TSCC Community Service Honoree, Top 10 Women to Watch, PTA Partner of the Year, and PTO President’s Award.

While she has enjoyed being a stay-at-home mother for 25 years, Mrs. Skillem-Jones has had interval employment as a state social worker, teacher, and census director, and currently works for Harris County Precinct One as a community engagement director.
Jolanda Jones, First Vice President (District IV)

Jolanda Jones was elected to the Board of Education in November 2015 after serving as a Houston City Council member for four years. She is a firm believer in public education and is committed to strengthening the district’s collaboration with the community to improve schools across the district.

Jones is a native Houstonian from Houston’s Third Ward and a product of HISD. She attended Lockhart and Foerster elementary schools and Lanier Middle School. Jones later moved and graduated from Alief ISD’s Elsik High School, where she finished magna cum laude and was an All-American athlete in track and field and basketball. She went on to attend the University of Houston (UH), where she was voted “The Most Outstanding Senior” and was nominated for the Rhodes Scholarship. Jones also earned three NCAA heptathlon championships.

Jones graduated from UH magna cum laude, with a bachelor’s degree in political science. She later earned a Juris Doctor degree from the University of Houston Law Center. She owns a law practice, the Law Office of Jolanda Jones, which focuses heavily on criminal justice reform.

Jones has served as a volunteer in several HISD schools. She also has volunteered with the SHAPE Community Center Legal Clinic and NAACP Houston, providing free legal representation to members of underserved communities. She organizes charity events to bring awareness to Sudden Infant Death Syndrome in honor of her niece, who died from the condition.

Jones is a member of Alpha Kappa Alpha Sorority, Inc. Through her sorority’s Emerging Leaders program for students, she has awarded several Attucks Middle School students with scholarships for academic achievement.

Jones was a member of the United States Track & Field Team and a national champion. She was also inducted into numerous halls of fame for athletics and academics. Jolanda has earned three “Jolanda Jones Days”: two from the City of Houston and one from the City of Galveston. Jones’ absolute proudest accomplishment is her son, Jiovanni.
Anne Sung was elected to the Board of Education in 2016. She is committed to pursuing equitable policies and programs that build strong schools in every neighborhood. She intends to focus more attention on fiscal responsibility to ensure that district dollars are managed to the greatest benefit for students’ academic success.

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Sung is a product of HISD, having attended Askew Elementary School, T.H. Rogers Middle School, and Bellaire High School. She graduated magna cum laude from Harvard University with a bachelor’s degree in physics and mathematics. She also earned master’s degrees in physics and public policy from Harvard.

While a physics undergraduate at Harvard, Sung co-founded the Harvard-MIT Math Tournament, now one of the most prestigious high school math contests in the country. She fell in love with education as a young Teach for America corps member in the Rio Grande Valley. As a Physics Teacher Resource Agent with the American Association of Physics Teachers, she provided professional development to physics teachers in south and central Texas. Returning to her hometown of Houston, Sung then taught at Lee (now Wisdom) High School, where she taught physics and chaired the science department, and was named 2011 Teacher of the Year.

Sung co-founded the group Community Voices for Public Education to give Houston students, parents, educators, and community members greater voice in strengthening public education. Her many other active community roles include serving as founding convener of the Capital One Northside Education Coalition; board member of the Organization of Chinese Americans; and coach of the Texas American Regions Math League team.

Sung was previously Director of Strategic Planning and Public Policy at the Harris County Sheriff’s Office. She currently serves as Vice President and Chief Strategy Officer for Project GRAD Houston, which helps students in low-income neighborhoods develop and achieve their educational aspirations for college and career. She and her husband have one daughter.
Sergio Lira, Secretary (District III)

Sergio Lira was elected to the HISD Board of Education in December 2017. He is a passionate advocate for educational social justice to ensure all students are academically prepared to compete effectively in college, career, and a global economy. He is committed to strengthening neighborhood schools to attract and retain top students and build on academic, fine arts, and athletic programs.

Dr. Lira attended HISD schools and is a graduate of Stephen F. Austin High School. He attended the University of Houston, where he earned a bachelor of science in business commerce, master’s degrees in liberal arts and education management, and a doctorate in educational leadership and policy studies. He graduated from the Superintendent Certification Program at the University of Houston–Clear Lake.

Dr. Lira has worked most of his career as an educator in District III. He was named the Southeast District “Teacher of the Year” while an elementary school teacher. As an administrator, he has a proven record of turning around underperforming schools. From 2006 to 2009, Dr. Lira served as assistant principal at Chavez High School, where he contributed to an increase in TAKS scores from the low 20s to the high 70s in math and science. Since 2009, he has been an assistant principal at Bellaire High School, which saw significant improvements in student STAAR math scores during his tenure.

Dr. Lira has received numerous awards for his educational leadership, including the 2016 Courage Award from the Texas Organization Project for “Helping Immigrants and Families,” and a 2009 Fellowship Award to the Harvard Graduate School Fellows Institute for his attendance in “Improving Schools—The Art of Leadership.” Dr. Lira has presented seminars at the University of Houston for the past five years on “Maximizing Opportunities for At-Risk Students.”

Dr. Lira and his wife have two college-educated children who also attended HISD schools, and a grandson who attends an HISD elementary school.
Holly Maria Flynn Vilaseca, Assistant Secretary (District VI)

Holly Maria Flynn Vilaseca was elected to a four-year term representing District VI in November 2017. She has served since January 2017, when trustees unanimously appointed her to serve the previous unexpired term. Her goal is to ensure that students have access to rich, engaging, and personalized learning experiences that equip them with the skills to succeed in their chosen career after high school. Throughout her career, she has worked to close the achievement gap.

Flynn Vilaseca grew up in a working-class family in a small town in rural Ohio. She is the product of public schools there. She is the daughter of a Colombian immigrant, and is the first in her family to go to college, earning bachelor’s degrees in Latin American and Caribbean studies and in Sports Management and Communications from the University of Michigan. She has a master’s degree in Social-Organizational Psychology from Columbia University.

After earning her undergraduate degree, Flynn Vilaseca became a Teach for America corps member, and began her education career in 2004 at HISD’s Windsor Village Elementary School, where she worked as a bilingual pre-kindergarten teacher. She taught bilingual and dual-language early-childhood classes for six years in traditional public and charter schools. After transitioning from the classroom, she continued her work in the education field at Battelle for Kids, K12 Inc., and thinkLaw.

Flynn Vilaseca has extensive experience in the areas of learning and development, instructional design, and coaching across diverse audiences. She has consulted with urban school districts across the United States regarding strategy, the implementation of software programming, districtwide evaluation systems, virtual and blended learning environments, and human capital development.

Flynn Vilaseca has been featured in Latino Leaders Magazine, is a Rotarian, and has served on the City of Houston Mayor’s Hispanic Advisory Board for Annise Parker and Sylvester Turner. She lives with her husband and toddler-age son.
Elizabeth Santos, Trustee (District I)

Elizabeth Alba Santos was elected to the Board of Education in December 2017. She believes children deserve outstanding teachers in every classroom, so she is focused on hiring and retaining great educators throughout the school district. This investment in educators includes offering not only competitive teacher salaries but opportunities for relevant and worthwhile professional development and shared decision-making. Her goals also include eliminating the culture of high-stakes standardized testing in schools and strengthening ethics rules for the HISD Board of Education.

Santos was born and raised in Houston, the daughter of Mexican immigrants. She attended neighborhood schools in HISD, including Janowski and Herrera elementary schools, and Burbank Middle School. She is a proud graduate of Sam Houston High School. Due in part to her positive experiences, Santos is committed to strengthening the community-schools model in HISD. She believes that building relationships between a community and its schools ensures their growth and sustainability. Santos seeks and welcomes input from school stakeholders, who have valuable insight into the strengths and needs of their community. She recognizes that student success also depends on factors that extend beyond the classroom, such as the need for basic health care and stability, so she will work to make every neighborhood school the heartbeat of its community with support services for students and their families.

Santos earned an associate degree from Houston Community College and a bachelor’s degree in English Literature from the University of Houston–Downtown. Recognizing the importance of building her community and giving back, Santos returned to Sam Houston as a teacher, where she served for seven years and was nominated multiple times for Teacher of the Year. Most recently, she taught at Northside High School, her mother’s alma mater.

As a student, volunteer, youth counselor, and teacher, Santos has dedicated her life to underserved youth in her community. She is a community advocate and is actively involved in Community Voices for Public Education, Houston Area Progressives, the Texas Organizing Project, Boards, and Commissions Leadership Institute, the Mexican-American Emerging Leaders Organization, American Jewish Committee, and many others. Santos has served as an example to her students and hopes to create an empowered community that includes students who are self-advocates.
Sue Deigaard, Trustee (District V)

Sue Deigaard was elected to serve on the Board of Education in November 2017. Her vision for HISD is to prepare all students to succeed by creating a culture of achievement that recognizes the unique potential of each student. She believes all children should have equitable access to excellent learning opportunities, both through magnet programs and strong neighborhood schools, with diverse choices that accommodate a wide range of student needs and interests. She also supports the community schools model, which calls for wraparound services to address social and economic challenges that students face outside the classroom.

Deigaard attended public schools in Illinois. She was the first in her family to graduate from college, and she understands the importance of a strong public education. She moved to Houston to attend Rice University, where she earned bachelor’s degrees in English and flute performance. She is also a fellow with the American Leadership Forum Class XLIII on community education and was a 2015 New Leaders Council fellow.

For more than 20 years, Deigaard has worked in various capacities in education advocacy, community engagement, and program development. She has been an active and informed voice at the state and local levels, advocating for effective policies and funding for HISD students. She serves as a Houston City Council appointee to the Houston Center for Literacy Board, is a parent representative on the HISD District Advisory Committee, and chairs the Communications Committee for Arts Access Initiative, which seeks to expand arts education to all K–12 students in HISD.

Given Deigaard’s strong background in volunteer activism and parental involvement, she will prioritize family and community engagement to empower adults and mentors outside the classroom to become strong advocates for their own children and all Houston children. She will seek innovative solutions to enhance student achievement through a collaborative, community-based, student-focused process.

Deigaard is a 30-year resident of District V, and her two daughters attend HISD schools.
Diana Davila, Trustee (District VIII)

Diana Dávila was elected to the Board of Education in 2015. She previously served on the board from 2003 to 2010. She believes that every student in HISD should be provided with a high-quality education to ensure their future success.

A former teacher, Dávila is a native Houstonian and life-long resident of the East End. She also is a product of HISD, attending Park Place and Lewis Elementary Schools and Deady Middle School before graduating from Milby High School.

She went on to attend the University of Houston, where she earned a bachelor’s degree in interdisciplinary studies with an emphasis on bilingual education. She also earned a master’s degree in educational management and principal certification from University of Houston-Clear Lake.

Dávila has been recognized as an outstanding volunteer by HISD Volunteers in Public Schools (VIPS) for a tutorial program she initiated with her husband at Tijerina Elementary School and Houston Community College. Through this program, parents, and students received tutoring in reading and math while also gaining an appreciation for the college experience.

A mentor with the Best Friends program for girls, Dávila has served as a community liaison for the Hispanic Educational Leadership Committee, for which she helped raise more than $300,000 in scholarship money within four years.

In 2015, she began volunteering weekly with M.D. Anderson Cancer Center to honor her father, who is a cancer survivor. When her father became ill five years ago, Dávila resigned from the board to help care for him. She is married with two children.
Wanda Adams, Trustee (District IX)

Wanda Adams was first elected to the HISD Board of Education in 2013 after serving the limit of three two-year terms as Houston City Councilmember for District D. She is currently serving her second consecutive term. Her commitment is to continue to incorporate strong literacy programs, strengthen parent and community engagement, and decrease the number of low-performing schools. She also serves as South Regional Vice President for the Texas Caucus of Black School Board Members.

Ms. Adams is a native Houstonian and product of HISD, graduating as a basketball standout from Kashmere High School. She received an athletic scholarship to Texas Southern University, where she earned her bachelor of science degree in public affairs and a master’s degree in public administration.

She has served as a professor of political science at her alma mater, where she also hosts the KTSU public-affairs radio program, “Impact Houston Live.” She brings to her classroom and the radio program not only experience as an elected official but a long career in public service. She recently served on the NCAA Final Four Sustainability Committee and the Super Bowl LI Sustainability Committee. Ms. Adams is also the first African-American woman to be appointed to serve on the Harris County Appraisal District Board of Directors.

As a public servant, Adams has been committed to support for the homeless, veterans, the disabled, and mentally ill, and is a strong advocate for breast cancer awareness and women affected by domestic violence.

She is a proud member of Delta Sigma Theta Sorority, and has had the honor of being appointed to national committees, including the Social Action Commission and the National/Regional Housing Task Force. She also serves as a trustee for the Museum of Fine Arts Houston and is a member of Leadership Houston Class 30.

Ms. Adams is a Sunday school teacher for the Fountain of Praise church, through which she participated in a mission trip to Cape Town, South Africa. The HISD trustee has traveled throughout the world – including Africa, Europe, and South America.

Among her awards are having a community park and community door named in her honor; Women Making History Leadership Award from Texas Democratic Women of Harris County; Kashmere Former Athletes Association inductee into the 2018 Kashmere High School Ring of Honor; Black Professional Cowboys and Cowgirls Association 2017 Trailblazer of the Year; 2017 Servant Leader Award from Fountain of Praise Church; 2017 Communication and Leadership Award from Toastmasters International; 2017 Knights of Peter Claver Living Legends Award; being featured in Houston Woman magazine’s Top 50 Women in Houston; the Houston Area Association for the Education of Young Children’s Elected Official of the Year Award; selection to RollingOut.com’s Top 25 Women; and the Award of Distinction from the National Forum of Black Public Accountants. Adams also partnered with KRIV Fox 26 on a television news special, “Diversity in the Classroom,” at Westbury High School. The program won a 2015 Lone Star Emmy Award.
District Overview

The Houston Independent School District (HISD) is the largest public school system in Texas and the seventh largest in the United States. It serves the city of Houston, Texas, the fourth largest city in the United States with a population of more than 1.9 million and a land area of 594 square miles. The city and greater metropolitan area are ethnically and culturally diverse. The district encompasses 301 square miles within greater Houston, encompassing approximately 54 percent of the geographic area of the City of Houston, all or part of four other cities or villages, and certain unincorporated areas. HISD serves an enrollment of approximately 213,500 students in prekindergarten through twelfth grade programs. The district has an estimated average daily attendance of approximately 192,132 in 284 schools, including 13 external charter schools.

HISD was established on March 23, 1923, by an act of the 38th Texas Legislature, repealing an earlier law that gave the City of Houston jurisdiction over the public schools, and creating the “Houston Independent School District, separate and apart from the municipal government of the City of Houston.” The law gave the district the power to levy and collect taxes, to issue and dispose of bonds, and to provide payment for them. Since its inception, the district has grown in size and stature over the past 87 years to become one of the premier urban school districts in the United States.

HISD’s school reporting structure is organized by area, which enables school-support teams to identify and address instructional gaps throughout feeder patterns while connecting communities with needed resources and central-office services. For the 2018-2019 year, the six areas that align support to focus on campus needs are:

- North Area
- Northwest Area
- South Area
- East Area
- West Area
- Achieve 180 Area

The document, ‘A Declaration of Beliefs and Visions’ has served as a roadmap to success since it was set forth in 1990. It is a statement of HISD’s instructional and operational philosophy, and has been the cornerstone of the district’s efforts to improve student achievement, operational efficiency, public support, district culture, and facilities. The basic tenet is HISD’s commitment to focusing all of its resources on students and schools. While that commitment has remained constant, subsequent Boards of Education have varied in approach and strategies for delivering the best outcomes for HISD students. Differences were reflected in revisions to ‘A Declaration of Beliefs and Visions’ that were made in 2010. The 2017 Board of Education recommended new changes to the vision and beliefs, and the addition of a mission statement, constraints, and goal progress measures.
For more detailed map information visit HISD’s website at http://www.houstonisd.org/Page/111709
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This Organization Chart reflects HISD’s Administration as of the Budget Adoption date.
Along with the development of the high level components of the strategic plan for the district, the district undertakes many specific initiatives to facilitate accomplishment of the stated goals.

The following represents a partial list of the various district-wide initiatives and programs as they correspond to the six goals of the district as well as an indication of the progress towards accomplishment of these goals. Some of these initiatives are already underway and listed below.

**Goal 1: Increase Student Achievement**

**Strategies and Initiatives**

_HISD student performance will demonstrate gains as evidenced by scores on STAAR, SAT, and other state and national tests, thus narrowing the achievement gap, and graduating students who are college- and career-ready._

**HISD Meets State Accountability Standard**

Although the Houston Independent School District received a “Not Rated” label for meeting the state’s criteria to qualify for the Hurricane Harvey waiver, the district was calculated to have earned an overall B rating under the state’s new school accountability system. According to ratings released by the TEA, 91 percent of HISD schools (251 out of 275 rated campuses) earned a “Met Standard” rating for the 2017-2018 school year. In three years, HISD reduced the number of campuses labeled “Improvement Required” (IR) by the state from 58 to 7. An additional 17 schools were “Not Rated” due to meeting the state’s criteria for the Hurricane Harvey waiver. Fifteen of these 17 campuses will remain on IR status from the prior year, requiring them to comply with state and federal improvement planning. This is the lowest number of campuses HISD has had in IR status since 2012.

**HISD Elementary, Middle and High Schools Recognized on Local and National Levels**

Challenge Early College High School, Debakey High School for Health Professions, and East Early College High School were named National Blue Ribbon Schools by the U.S Department of Education for 2017-2018. Several high schools were featured in the U.S News & World Report Best High School rankings: Carnegie Vanguard High School was ranked the 15th-best high school in the nation and the fourth-best in Texas, and DeBakey High School for Health Professions, Eastwood Academy, and Challenge Early College High School were ranked in the top 100.

**Children at Risk** named DeBakey High School for Health Professions Number 1 in its annual rankings for the eighth-straight year, and five other high schools were in the top 10:

- Eastwood Academy (2),
- Carnegie Vanguard High School (3),
- East Early College Challenge Early College High School (6),
- Sharpstown International School (8), and
- Challenge Early College High (10).

Five HISD middle schools were recognized as top 10 performers:

- T.H. Rogers School (1),
- Project Chrysalis Middle School (4),
- Lanier Middle School (6),
- Energized for STEM Academy Southwest MS (6), and
• Mandarin Immersion Magnet School (9).

On the elementary school list, four HISD schools were ranked in the top 10:

• T.H. Rogers School (1),
• Horn Elementary School (4),
• River Oaks Elementary School (5), and
• West University Elementary School (6).

Baylor College of Medicine at Ryan was named a 2018 School of Distinction by Magnet Schools of America, the national association for magnet and theme-based schools.

Additionally, 33 HISD schools earned a spot on the 2017 Texas Honor Roll by the Educational Results Partnership. Project Chrysalis Middle School was recognized by the Texas Education Agency as a National Title I Distinguished School, an award that honors schools for their positive educational advances. The school is one of two in the state of Texas to receive the designation.

**College Readiness Advising Efforts Net Enrollment and Persistence Gains:**
In spite of delays and displacements from Harvey, advisors were able to meet with 6,589 unique students in the 2017-2018 school year (up from 5,933 the previous year) and had a total of 17,816 student interactions (up from 17,180 last year). More HISD graduates enrolled in postsecondary institutions in the year after high school in the Class of 2017 (5,837) than the Class of 2016 (5,546).

• Fifty-five percent of seniors who graduated in 2017 enrolled in college during the next school year (32 percent to 4-year and 23 percent to 2-year institutions).
• For the Class of 2018, 78 percent of seniors applied to college (56 percent to a 4 year-program and 43 percent to 2 year-program).
• College Success Advisors advised 56 percent of 2018 seniors. Of these, 88 percent applied to a college (67 percent to a 4-year program and 53 percent to a 2-year program).
• Compared to the Class of 2015, 17 HISD high schools had increases in graduate enrollment and 22 high schools improved the enrollment rate to four-year colleges and universities.
• Three hundred seventy-one SPED seniors were advised by a College Success Advisor. Of those, 271 applied to college and 193 submitted a FAFSA.
• Students who were advised by the College Success team completed their FAFSA/TASFA at a 71 percent rate (60 percent for all seniors in the district).

**Class of 2018 continues trend of increasing FAFSA submissions and Scholarship and Financial Offers received:**
The total increase from 2015 to 2018 for number of scholarship and financial aid offers was $149,201,371. A 56 percent increase.

• African Americans increase from 2015 to 2018 for number of scholarship and financial aid dollars was $25,496,024. A 30 percent increase.
• Hispanic increase from 2015 to 2018 for number of scholarship and financial aid dollars was $90,343,582. A 86 percent increase.
• Asian increase from 2015 to 2018 for number of scholarship and financial aid dollars was $15,115,112. A 57 percent increase.
• White increase from 2015 to 2018 for number of scholarship and financial aid dollars was $15,550,844. A 38 percent increase.
• Other increase from 2015 to 2018 for number of scholarship and financial aid dollars was $2,695,809. A 38 percent increase.
Other gains include:

Over 60 percent percent of graduating seniors completed a FAFSA or TASFA, matching the previous year’s number (increase from 40 percent in 2015). This required extra work this year because the number of students flagged for verification this year almost doubled (3,448 vs. 1,758). Broadly the amount of time advisors had to spend with students with special financial circumstances increased significantly this year because of the impact of Harvey not being reflected in their parents’ tax returns.

**More Students Participating in SAT Testing**

SAT results for the Class of 2018: HISD participation rate for the Class of 2018 increased by three percentage points, from 85 percent in 2017 to 88 percent in 2018.

HISD’s performance is relatively lower than the nation, but the participation rate is significantly higher than the state’s rate of 66 percent which is provided by CollegeBoard. (Comparisons to prior years are not included due to the change in test format that occurred in March 2016).

- Official SAT Practice (OSP) at Khan Academy remains at the forefront of the district’s initiative to prepare students for PSAT and SAT exams.
- Students spent over 1,000,000 minutes using OSP at Khan Academy in 2017-2018, up from 800,000 minutes in 2016-2017, to prepare for PSAT and SAT exams.
- 9,642 HISD students participated in the 2018 School Day SAT administration, as compared to 9,601 HISD students in 2017.
- In the 2018 School Day SAT administration, HISD is closing the gap in performance. HISD students saw a mean score of 944, while students in the state and nation saw mean scores of 959 and 964, respectively.
- 50,681 test takers completed the SAT or a PSAT-related assessment (PSAT/NMSQT, PSAT 10, or PSAT 8/9) in the 2017-2018 school year.

**Fifty HISD students named National Merit Semifinalists**

Fifty students in the Class of 2019 were named as semifinalists in the 64th annual National Merit Scholarship Program. These HISD students are among 16,000 from across the country to earn the semifinalist designation, allowing them the opportunity to continue in the academic competition and vie for nearly $33 million in scholarships that will be awarded next year. The National Merit Scholarship Program provides college scholarships to academically talented U.S. high school students who score well on the PSAT. Scholarships are provided to students from each state who have the strongest combination of accomplishments, skills and potential for college success.

**More HISD Students Than Ever Before Taking AP Exams, Earning College Credit**

HISD students are earning significantly more college credit through Advanced Placement (AP) exams now than they have in the past 11 years, according to data released by the CollegeBoard.

The results from the Advanced Placement (AP) examinations have been released by the CollegeBoard. The Advanced Placement Program provides high school students with the opportunity to take college-level courses and earn college credit. There are a total of 36 AP exams offered across all subject areas. HISD schools administered all 36 AP exams in 2017-2018. The AP grade scale ranges from 1 to 5, and a score of 3 or higher qualifies a student to earn college credit.

- An 11.4 percent increase in the number of AP exams scored at 3 or higher from 2017 (9,379) to 2018 (10,439), saving HISD families an average of $11 million in college tuition (had these courses been taken at a four-year Texas public college).
- A 3.5 percent increase in the number of HISD students who took an AP exam from 2017 (14,851) to 2018 (15,365).
- A 2.2 percent increase in the number of AP exams administered to HISD students from 2017 (27,877) to 2018 (28,483).
**Postsecondary Programming Highlights for 2018**

- According to CollegeBoard reports, equitable access in HISD is best-in-class! 61 percent of students in the class of 2018 were connected with fee waivers and fee reductions for AP, PSAT, and SAT exams.
- 110 AP Capstone awards were earned, which is the second highest in Texas and tenth highest in the nation.
- A total of 1,938 HISD students received an AP Scholars distinction by, at least, scoring a 3 or higher on three or more AP exams in 2018.
- More HISD schools will offer an International Baccalaureate (IB) programme in future school years.

The schools below are in the IB candidacy phase, which is a 2 to 3 year process:

- Arabic Immersion
- Foster ES
- Mading ES
- Patterson ES
- Shadydale ES
- Cullen MS
- Henry MS
- Houston MSTC
- Sharpstown International
- Worthing HS
- Yates HS

**Dual Credit**

- Dual credit enrollment increased from 4,778 in 2015-2016 to 5,379 in 2016-2017 (12 percent increase).
- The number of associate degrees increased. The number awarded in 2015-2016 was 234 while the number in 2017 was 372 (59 percent increase).

**EMERGE & Project Explore**

- Over 1000 students submitted applications to join the EMERGE Class of 2020
- Over 250 HISD EMERGE students from the class of 2018 were admitted to top colleges across the country.
- The EMERGE Class of 2014, comprised of 65 students, graduated college in 2018. This coming year, the EMERGE Class of 2015, comprised of 99 students will graduate.
- 95 percent of alumni in college are on track to graduating within 4 years.
- EMERGE students received an average of over $150,000 in 4-year grants/scholarship offers
- EMERGE is partnering with Breakthrough Houston to provide academic enrichment and advising to high achieving middle school students at Achieve 180 Schools
- Modeled after EMERGE, the district launched a new college advising initiative, Project Explore. Over 700 middle school students at 10 high-need middle schools will participate in out of state college tours, receive individualized advising, and explore college & career options

**CTE**

- The number of students enrolled in CTE courses has increased from 40,980 (2016-2017) to all-time high of 42,652 (2017-2018)
- The district has achieved an all-time record in the number of students who complete CTE approved pathways (22,123 students in 2015-2016)
- The number of high school graduates who earned a TEA Industry recognized certification
increased from 267 in 2017 to 722 in 2018

- CTE has 13 accredited NCCER labs across the district; one of the biggest programs in the Gulf Coast Region
- The Career Ready Wagon, our mobile CTE lab that provides career awareness education to the district’s elementary school population, visited 34 elementary schools and engaged 10,500 students
- CTE conducted a district-wide audit of all CTE students’ Personal Graduation Plans to ensure they were coded properly

**Ascending To Men (ATM) Project**
The Ascending to Men (ATM) Project works intentionally with cohorts of male students at select schools to build out their future post-secondary educational and career aspects through academic, social-emotional, and workforce interventions. The mission is to leverage community resources and mentorship to ensure that our minority male students from historically underserved demographics can enter the college and/or career of their choice upon graduation from HISD. The program aims to serve 300 students directly during the first year, and seeks to attain increases in student attendance and academic achievement as well as a decrease in student disciplinary infractions.

**Goal 2: Improve Human Capital**

**Strategies and Initiatives**

*The district seeks to create a performance culture that values employees who are results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.*

**Prioritize Staff**
Implement priority recruitment staffing for all instructional positions for hard to staff campuses including training for campus hiring teams, differentiated teacher selection events to meet campus needs, HR Business partners to prioritize hiring processing for hard to staff campuses, and source/identify quality teacher candidates for campus leaders.

**HISD to Increase Retention of Effective Professional Staff at Hard to Staff Campuses**
Retain effective instructional and other professional staff members by providing staffing incentives, year-long mentoring, and continuous professional development.

**Professional Educators Compensation**
Leverage staffing incentives up to $5,000 to successfully attract high performing teachers to either transfer or sign a contract to work at an Achieve 180 campus.

Provide professional staff extra duty pay for two hours for Professional Development to improve instructional practices and increase student achievement.

**Taking the Lead in School Leadership**
The HISD Leadership and Teacher Development department’s mission is to develop highly effective leaders who increase student achievement for every student in the Houston Independent School District. Leaders from more than 100 schools are nurtured through consistent professional development, campus-based coaching, and regular practice labs — all geared toward student achievement. These transformational efforts have four critical areas of focus:

- Data-driven instruction that defines the roadmap for rigor and adapts teaching to each student’s needs
- Professional one-on-one teacher coaching and feedback to increase effectiveness
- Instructional planning that guarantees well-structured lessons with meaningful content
- Creation of a strong culture among both educators and students in which learning thrives and habits for success are developed

Leadership development provides on-the-job support for various campus leadership roles and development opportunities for capacity building through the initiatives listed.
• Current leader (First- and second-year Principals and Assistant Principals/Deans) mentoring and support
• Aspiring Leaders through the School Leadership Academy
• Aspiring Principals through the Principal Candidate Development Opportunity
• Principal development through monthly sessions and Professional Learning Series (PLS)
• Leadership Instructional Planning sessions

Result of the leadership development opportunities in 2016-2017, provided for an:
• Increase in number of principal candidates hired from our HISD grow-your-own program
• Increase in number of School Leadership Academy (SLA) cohort hired for leadership roles

**Growing Our Own Talent/Career Pathways Teacher Leader Program**

The HISD Teacher Career Development team is creating the next generation of instructional leaders by growing our own talent through a variety of opportunities. The department mission is to create an avenue for teachers to grow and thrive. The program works to improve teachers’ effectiveness and reward great teaching, in order to increase student achievement and retain top teachers. On each HISD campus there are teachers whose behaviors and strategies enable them to find better solutions to improving student outcomes. These instructional teacher leaders, cultivated by the Career Pathways Teacher Leader program, are able to support their peers, focusing on developing early career teachers, so students in every classroom learn, every day.

The Career Pathways Teacher Leader program leverages the highest performing teachers to expand their reach to colleagues and students while remaining in the classroom. Teacher leaders support campus learning, in areas aligned to campus needs, in the most effective way possible – through individualized coaching, modeling, observation, and feedback for their peers within the context of their campus culture. The program is built on a distributive leadership model that allows campuses to build a bench of strong instructional leaders and offer an additional layer of support to teachers, especially novice teachers, outside the appraisal system.

Career Pathway campus level teacher leader roles include:

• Classroom Culture Specialist
• Data Tracking & Assessment Specialist
• Effective Practice Specialist
• Instructional Technology Specialist
• Literacy Specialist
• STEM Specialist
• Instructional Excellence Coach

**Teacher Appraisal and Development System focus on Teacher Effectiveness and Capacity-building**

During the Effective Teachers Initiative (launched in 2010), HISD prioritized the design and implementation of a Teacher Appraisal and Development System (TADS) that gives teachers, principals, and district officials the information they need to improve instructional practice and make staffing decisions that ensure that every student in the district is learning from an effective teacher. The appraisal system was implemented in 2011–2012. Each teacher is paired with an appraiser who coaches the teacher to become more effective through observations, walk-throughs, curriculum planning, professional development, and assigning student outcome measures to assure overall effective teaching. Effective teaching is determined by three appraisal components – Instructional Practice (IP), Professional Expectations (PE), and Student Performance (SP). Teachers are rated on a scale of 1 to 4 along each of these components. These ratings are then calculated together to determine an overall Summative Rating on the same four-point scale: Ineffective, Needs Improvement, Effective, and Highly Effective. The goal is to describe the distribution of teacher summative ratings and the ratings of each criteria that are used to construct a teacher’s overall appraisal rating. This then examines how these ratings are distributed across key campus and teacher level variables. These variables include the school’s academic level, Index 1 scores, improvement required ratings, teacher’s years of experience, and whether or not a rated teacher is a core-subject or critical shortage instructor.
**Teacher Development Specialists Have Positive Impact on Teachers and Students**

A key ingredient for Teacher development is job-embedded instructional coaching provided by Elementary and Secondary Teacher Development Specialists (TDS). Elementary & Secondary Curriculum and Development TDS provide support to campuses in the following ways:

- Model Effective Instruction
- Provide Customized Professional Development
- Facilitate PLC Meetings
- Observe and Provide Feedback
- Data Analysis
- Instructional Planning

TDS’s are organized into literacy, language arts, mathematics, science, social studies, instructional technology, dual language, and STEM content teams. In the 2018-2019 year, TDS are aligned directly to Achieve180 and Superintendent schools. In addition, other area campuses are prioritized by need for TDS support components.

**Goal 3: Provide a Safe Environment**

**Strategies and Initiatives**

*The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events.*

As part of several safety initiatives put in place for the 2018-2019 school year, The Houston Independent School District Police Department developed a new Emergency Response Team designed to respond to potential crisis situations throughout the district. The 10-member team has specialized uniforms and equipment, allowing them to mobilize and deploy quickly when a crisis occurs.

Other district safety initiatives include increasing campus and district safety drills, establishing a Northeast area police substation to better support the schools and communities in that area, providing HISD police officers with standardized equipment, and supporting the district’s anti-bullying program. The district also established a community outreach department to develop strong relationships within the community by providing a bridge for open communication to share ideas and concerns, increase the understanding and support of the department’s mission, and build trust and collaboration between the district and the community.

**Goal 4: Increase Management Effectiveness and Efficiency**

**Strategies and Initiatives**

*The district shall have a decentralized organizational structure that will promote autonomy and innovation in schools. With a districtwide commitment to performance over compliance and a shared accountability system in place, the district shall employ best practices of administrative principles to make optimal use of district resources and taxpayer dollars.*

All HISD schools are now qualified to operate under the USDA's Food and Nutrition Service Community Eligibility Provision, which allows HISD to provide breakfast, lunch, and dinner at no charge to all students, eliminating the need for free and reduced-price meal applications.

The program allows the nation’s highest poverty schools and districts to serve meals at no cost to all enrolled students without collecting household applications. This approach reduces burdens for both families and school administrators while helping ensure students receive nutritious meals.

In line with the previous year’s goal of providing an increased number of healthy food options to students, Nutrition Services implemented salad bars across all grade levels at 241 campuses, with remaining campuses set to offer salad bars by the spring of 2019.

Additionally, their efforts focus on food literacy to teach students to think critically about their diets and to make food choices that establish lifelong eating habits to promote optional health and well-being.
Goal 5: Improve Public Support and Confidence in Schools

**Strategies and Initiatives**

The schools belong to the people; hence, the board, administration, and support staff are public servants who exist to support the schools and the relationship between teachers, students, and parents. Public confidence will increase as the district increases transparency, accountability at all levels, and meaningful engagement of the community.

**HISD to open eleven schools for 2018-2019 school year**


The opening marked a significant milestone for the 2012 Bond Program as all HISD school construction was reported to be almost three-quarters complete. That number is expected to top 80 percent by the end of 2018, as the district prepared to open six more schools.

Goal 6: Create a Positive District Culture

**Strategies and Initiatives**

The district’s clearly articulated purpose will serve as the catalyst for creating a powerful sense of community and a shared direction among personnel, parents, students, and the public. Because the district realizes the value of investing in human capital, the district will work to attract and retain the best teachers and staff members, and create working conditions in which their talents can flourish.

**HISD Promotes a Positive Culture by Celebrating Excellence and Soliciting Employee Feedback**

During the 2018 school year, HISD continued several practices intended to promote a positive district culture. The superintendent continued to host central office meetings to discuss topics relevant to central office staff. Meanwhile, the district continued to celebrate excellent performance by highlight employees through Employee of the Month recognition ceremonies held at monthly Board of Education meetings.

**Teacher of the Month Program**

As part of the Teacher of the Month program, the superintendent and a rep from Sterling McCall VIP Services surprise a teacher each month. The teacher is presented with an award, a gift basket of promotional items, a $150 gift card, and a luxury loaner vehicle. Each of the seven HISD area superintendents are responsible for selecting a teacher from their region to be honored.

**Special Education conference focuses on improving outcomes for students with disabilities**

HISD Interim Superintendent Grenita Lathan addressed parents and HISD staff at the two-day conference themed Engage, Restore and Support Every Student at the district’s fifth-annual Special Ed Conference at Kingdom Builders’ Center encouraging them to create an environment where all children can succeed.

HISD Interim Superintendent Grenita Lathan shared the strides HISD has made to improve the district’s special education initiatives, including a study the district commissioned in December 2016 to assess the strengths and areas in need of improvement with respect to special education. As part of the district’s commitment to improving outcomes for students with disabilities, the district will be hiring more than 75 new dyslexia coordinator positions.

The two-day conference focused on arming participants with new and effective instructional, compliance and behavioral strategies.
Future Priorities/Challenges

The Houston Independent School District will continue to build on its past successes by increasing the graduation rate, improving human capital, expanding the emphasis on performance management, and strengthening communications.

Student achievement data indicates reading growth continues to be an opportunity for improvement, and the district continues to respond by prioritizing the maintenance and implementation of the HISD Literacy by 3 initiative. HISD program evaluations suggest that this program has had a positive impact on student reading achievement in the district’s early elementary grades, and thus the district has expanded this reading initiative to include middle school (Literacy in the Middle) and high school (Literacy Empowered) students. The District has also responded by implementing support from efforts of the district reading screener, Student Assessment data professional development, and increasing targeted Intervention Assistance and Dyslexia Intervention.

HISD continues to invest in the district’s PowerUp initiative to transform teaching and learning through technology. The initiative to provide high school students with laptops remained a priority in 2017-2018 and for 2018-2019.
HISD schools serve a diverse student population in both traditional and alternative classroom settings. The district is dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging, instructional and career programs. HISD provides a full range of programs and services for its students, including elementary and secondary courses for general, vocational, and college-preparatory levels, as well as magnet programs and gifted and talented programs. A wide variety of co-curricular and extracurricular activities supplement the academic programs.

**HISD Schools Makeup**

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<tr>
<td><strong>Total Number of Schools</strong></td>
<td><strong>284</strong></td>
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**Elementary Programs**

HISD has an enrollment in its 159 elementary schools of more than 112,500 students in grades Pre-K-5. Some elementary schools include grade 6 and some also have grades EE-8. The elementary instructional program includes a foundation curriculum of reading, writing, spelling, oral language, listening, mathematics, science, and social studies. The enrichment curriculum offers health, physical education, and fine arts. Some elementary schools offer opportunities to learn languages other than English. In addition to classroom experiences, students have co-curricular opportunities in the greater Houston community, through district sponsored activities at museums, science, and arts organizations. The district emphasizes that each child must have a consistent, challenging curriculum that surpasses state requirements. Advanced Academics, Bilingual Education, English Language Learners, and Special Education programs are available to meet specific needs.

**Middle School Programs**

HISD’s 38 middle schools typically instruct more than 38,100 students in grades 6-8. The middle school foundation and enrichment courses develop concepts and skills introduced in elementary school. Career and Technology Education courses are available to expose students to a variety of career possibilities.

**High School Programs**

HISD’s 38 high schools instruct more than 49,300 students in grades 9-12. High schools offer students advanced education in English language arts, mathematics, social studies, and science. All students also must take courses in health and physical education and at least one year of foreign language. A wide variety of elective courses include additional foreign language study and fine-arts electives such as choral music, band, orchestra, art, dance, and theater. Career and Technology Education offers courses to prepare students for careers in high demand. Magnet high schools provide specialized programs for students who want to focus on a particular area of interest.

**Alternative Education Programs**

The alternative schools and programs of HISD strive to be catalysts of change and meet the needs of students who benefit from a non-traditional educational environment. These schools are not merely providers of services; they also utilize a myriad of strategic interventions and innovative enrichments tailored to meet the unique educational, intellectual, and developmental needs of their students.

Alternative schools and programs include schools of referral, choice and external charter schools. The schools and programs address specific academic needs and meet individualized instructional, social and/or behavioral needs of those students who require nontraditional services to optimize their potential for success. The student
population includes pregnant and parenting students, anti-social individuals, high achieving, scholastically able students, recovered dropouts, and highly at-risk students. The schools and programs have no geographic attendance zones or feeder patterns and include schools of choice, schools of referral, and community-based partnerships. Alternative education in HISD enjoys a high level of interest among patrons and community members who share an affiliation with the district in the operation of these schools.

**Early Childhood Programs**
The Early Childhood team in the Elementary Curriculum and Development Office manages the district’s Early Childhood Program consisting of over 700 prekindergarten teachers serving over 12,400 students in 168 campuses. The early childhood team facilitates and supports the best education available anywhere to Houston’s youngest learners. This includes oversight of funding and budgets for the program, coordination with related early learning agencies, delivery of specialized training for teachers, and the development of quality curriculum, instruction, and assessment programs.

The early childhood team produces Curriculum documents based on the state Pre-K Guidelines to support quality learning experiences for the district’s three and four-year olds. The curriculum focuses on developing literacy and numeracy skills to ensure that students are prepared to succeed in kindergarten. In addition, the team gives oversight to the screening and progress monitoring measures used to efficiently evaluate and monitor student learning and kindergarten readiness skills.

HISD began offering full-day pre-kindergarten programs to all eligible children in 2005. To be eligible for enrollment in a district prekindergarten program, a child must satisfy age, residency, and other key requirements. HISD also offers prekindergarten on a tuition basis to students who do not meet the eligibility requirements to attend free prekindergarten. Parents may enroll their four-year-old child (child must be four years of age on or before September 1 of a given school year) in a full-day prekindergarten program at participating neighborhood schools on a space-available basis.

**English Language Arts and Reading Programs**
The elementary and secondary English language arts and reading teams in the Curriculum and Development Departments promote quality, student-centered literacy instruction from pre-kindergarten through grade 12 to build students’ skills in creativity, critical thinking, and collaboration. In learning effective reading, writing, and thinking practices, HISD students are fully prepared for the demands of the 21st century.

The English language arts and reading teams support student achievement in literacy by designing a challenging district curriculum that incorporates research-based best practices to support rigorous instructional practice upon the eight strands such as: history, geography, economics, government, citizenship, science, technology, society and social studies skills. To reinforce standards-based instruction and assessment focused and explicit professional development is provided to meet the needs of teachers and students across the district.

**Fine Arts Programs**
The elementary and secondary fine arts team in the Curriculum, Instruction, and Assessment Department promotes a full range of quality fine arts programs in the district. The backbone of fine arts instruction in Texas, the Texas Essential Knowledge and Skills (TEKS), help educators structure instruction around what students should know and be able to do by the end of each grade level in the arts. Based on the TEKS, the team provides a standards-based curriculum with delivery strategies that provide the basic framework in which performance and product evidence the true learning skills and deep understanding of knowledge of each student. Ultimately, a fine arts education encourages students to become lifelong learners who are motivated by internal drives to know, do, and accomplish.

The district’s fine arts programs include visual art, dance, choral music, instrumental music, and theatre. Research shows that the fine arts support learning in math, science, social studies, and language arts; as well as decreases dropout rates and increases attendance. Additionally, they promote leadership skills, motivate investigation, foster collaborative team work, heighten self-discipline and self-reliance, cultivate a positive self-concept, and nurture cultural and social awareness. One of the greatest assets of the fine arts is expansion of critical and analytical thinking. The arts intrinsically cultivate creativity, imagination, and innovation as well as symbiotically incorporate the other content areas into authentic learning experiences. Ultimately, the gift of the fine arts is in the development of the whole child – a humanitarian that sees the world through the lens of creativity.
Health/Physical Education Programs
The elementary and secondary health/physical education teams in the Curriculum, Instruction, and Assessment Department support teachers and instructional leaders to ensure that students make responsible and informed decisions on matters important to their personal health and well-being, and develop fitness for life. The teams develop curriculum for district teachers and support them in satisfying various state and federal mandates.

Health education focuses on the development of health and safety principles and follows the Texas Department of State Health Services Coordinated School Health (CSH) initiative that strives to maintain a unified approach to health education for all districts. Health Education is required K-12 and addresses the physical, mental, emotional and social elements of wellness. Age-appropriate instruction for all grade levels encompassing the following strategies to reduce unintentional and intentional injuries, tobacco use, alcohol and other drug use, and behaviors resulting in HIV/STD/teen pregnancy among youth. Instruction also informs students of proper nutritional habits and benefits of regular physical activity and rest.

Instructional activities stress life skills such as communication, conflict resolution, refusal, decision-making, goal-setting, interpersonal relationships and stress management. Ultimately, health instruction promotes informed decision making skills that impact the health and well-being among youth.

Physical education focuses on the development of fitness for life. The design of a quality program helps students develop knowledge of fitness and psycho-motor skills through a variety of physical activities. The district curriculum emphasizes maximum participation in body awareness, conditioning, movement, games, sports, dance, tumbling, and gymnastic activities. Instruction also informs students of proper nutritional habits and the benefits of regular physical activity and rest.

The physical education curriculum addresses the physical, mental, emotional and social dimension of fitness. Age-appropriate instruction provides an opportunity to learn and practice fitness concepts while actively participating in a program that promotes physical awareness, social development and positive attitudes toward active lifestyles. Instructional activities stress life management skills such as cooperation, fair-play, teamwork, citizenship, sportsmanship, and leadership.

The integration of health education concepts and physical fitness practices assists students in the development of wellness lifestyles. Even though health and physical education are two separate and distinct instructional programs, they emphasize the achievement of one’s personal best though physical fitness and health literacy.

Mathematics Programs
The elementary and secondary mathematics teams in the Curriculum, Instruction, and Assessment Department support teachers and instructional leaders to ensure that aligned, rigorous, and engaging mathematics instruction occurs intentionally and systemically throughout HISD.

The mathematics teams envision a collaborative community that provides an equitable, nurturing environment that inspires and challenges confident life-long learners. They bring together students, parents, teachers, and education, business, university, and community leaders to provide a challenging educational environment that expects all students to develop, make sense of, and enjoy mathematics for the rest of their lives.

The teams work to improve student achievement in mathematics by collaborating with teachers to produce curriculum and assessment documents aligned to state and national curriculum, assessment, and college- and career-readiness standards, by promoting a nurturing environment in which all students can learn challenging mathematics, and by providing professional development that drives effective teaching leading to meaningful learning.

Science Programs
Elementary and secondary science teams in the Curriculum and Development Departments support aligned, rigorous, engaging student-centered instruction; provides job-embedded professional development; as well as implement classroom and district-wide assessments. The teams envision a collaborative learning community that provides an equitable, nurturing environment to inspire and challenge students in real-world science learning. They bring together students, parents, teachers, educational partners, businesses, universities, and community leaders to work systemically to provide a challenging educational environment that expects all students to develop, make sense of, and enjoy science to be equipped to compete in a global society.

Current initiatives include: HISD/Baylor College of Medicine PK-3 Science Institute, Grade 4 Houston Museum of Natural Science Field Experience, the LASER i3 Scale Up Initiative, the HISD/Rice High School Science
Social Studies Programs
The elementary and secondary social studies teams in the Curriculum, Instruction, and Assessment Department promote the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon the eight strands such as: history, geography, economics, government, citizenship, science, technology, society and social studies skills. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. In summary, the goals of social studies education are to create citizens for the 21st century, form a factual and conceptual knowledge base, develop intellectual skills, and promote basic democratic values.

The Social Studies teams develop the district’s curriculum documents and support teacher training for effective social studies instruction. An understanding of social studies is important to prepare students to be active, productive, and participatory citizens. Citizenship is the core goal of social studies education in every grade. Citizenship education, centered in the disciplines of social studies, helps create caring and concerned citizens. The role of good citizens in the home, the classroom and school, and the community encourages students to be good decision-makers. Exploration of the nature of our democracy, the documents that support democracy and the concept of rights and responsibilities form the basis for Social Studies education and the creation of knowledgeable and informed citizens. Basic democratic principles such as limits to freedom, rule of law, the will of the majority and protection of the rights of the minority, and the responsibilities of citizenship create part of the knowledge base for social studies education.

Special Education Programs
The mission of the Special Education Department is to support students with disabilities in gaining college and career readiness skills and independent living skills through active engagement in grade level curriculum.

The Special Education Department provides leadership and support to district and campus leaders to ensure adequate and appropriate resources, services, and programs for students with disabilities.

Program Initiatives
Goal 1: For students ages 3–21, the percent of initial evaluations completed within 90 days of receipt of parental consent will increase from 88 percent to 95 percent.

Goal 2: For students younger than age 3, the percent who are evaluated, found eligible, and who have an IEP developed and implemented by their third birthdays will increase from 92 percent to 97 percent.

Goal 3: The percent of students identified to have dyslexia will increase from 0.4 percent to 0.8 percent.

Goal 4: The overrepresentation of African American students in special education will decrease from 9.2 percent to 7.5 percent.

Goal 5: The percent of students with disabilities ages 3–5 placed in instructional settings of 40 or 41 will increase from 5.1 percent to 10.5 percent; ages 6–11 from 32.3 percent to 35.0 percent; and ages 12–21 from 51.9 percent to 60.0 percent.

Goal 6: The percent of students with disabilities participating in the STAAR-M reading assessment will decrease from 3.5 percent to 3.0 percent and in the STAAR-M math assessment from 3.0 percent to 2.5 percent.

Goal 7: A baseline percentage of high school students with disabilities participating in employment opportunities was established during 2012-2013.

Goal 8: The percentage of secondary school students with disabilities who are also identified as English Language Learners (ELL) from 31 percent to 28 percent.

Goal 9: The overrepresentation of students with disabilities placed in Out-of-School Suspension (OSS) will decrease from 22.6 percent to 17.9 percent.

Career and Technical Education (CTE) Programs
The Career and Technical Education (CTE) department was designed to provide students with the academic and technical skills they need to compete in the global workforce and/or to continue their education at the post-secondary level after graduation.

Students are offered a variety of courses through a comprehensive study of one of the 16 career concentrations
identified and approved by the Texas Education Agency (listed below).

Agriculture, Food, and Natural Resources
Architecture and Construction
Arts, A/V Technology, and Communications
Business, Management and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing, Sales, and Service
Science, Technology, Engineering, and Mathematics
Transportation, Distribution, and Logistics

Career concentrations are designed to follow a coherent sequence of courses in a graduation plan, and CTE employees collaborate with teachers and other departments to design, implement, and assess core and career-program offerings.

Basic and advanced academic classes are integrated with technical skills courses to allow students to identify possible career options and to give them the transferable skills and knowledge they need to succeed.

External Funding
The External Funding Department supports schools in the Houston Independent School District by:

- providing opportunities for all children to acquire the knowledge and skills specified in challenging state content and performance standards;
- supplementing academic, health, and social services;
- promoting school wide reform;
- increasing staff development opportunities;
- distributing resources to regions and campuses where needs are the greatest;
- affording parents meaningful opportunities to participate in their children’s education; and
- aligning the schools’ instructional efforts with those of the state and school district.

Magnet Programs
Magnet programs offer students educational choices from among a number of specialized programs at grade levels K-12. Magnet programs offer an integrated and enriched curriculum designed around a specialized theme that meets students’ interests, talents, and needs and has relevance in today’s society. Teachers receive specialized training in the field of study based on the school’s thematic focus. Additionally, these schools seek to recruit and draw an ethnically diverse student body from throughout the city. Finally, strong community and business partnerships support the relevance of the theme with a real-world view.

Structures:

Schoolwide Magnets—Provide a specialized program that is added on to the school’s regular curriculum. Every student in the school receives instruction in the specialty area taught by teachers qualified in that area. Students attending a fine arts Magnet school, for example, are exposed to in-depth experiences in the fine arts, which may include lessons in instrumental and choral music, dance, art, drama, and gymnastics.

Dedicated Magnets—Provide a unique curriculum and single educational focus for all students attending the school. Every student in a dedicated Magnet is a transfer student since this type of school has no attendance zone. The High School for Performing and Visual Arts is an example of a dedicated Magnet.

School-Within-A-School (SWAS)—Provides instruction in a specialized area to a specific group of students in an existing school. Although these students meet separately for the specialty classes, they may join with the rest of the student body for studies not related to the area of specialization. The High School for Engineering Professions, located on the campus of Booker T. Washington High School, is an example of a SWAS program.
for students interested in engineering or other science-related fields.

**Programs:**

**Vanguard** is a Magnet program that serves students who have been identified as potentially gifted or talented in intellectual ability, creativity, or leadership. A Magnet Vanguard offers a differentiated curriculum that is both accelerated and enriched. Admission to the Magnet Vanguard program requires testing and the use of the Vanguard application.

**International Baccalaureate (IB) program** is an advanced academic curriculum that focuses on problem-solving and independent critical-thinking skills, which better prepare students for college and a lifetime of learning.

**Montessori** is a system of education that is both a philosophy of child development and a methodology of guiding each child’s development to its full potential. In a Montessori School children grow in an environment of mutual respect to become responsible world citizens. Every classroom is equipped with Montessori materials. Children experience a spiraling, connected curriculum founded on Montessori principles.

**Science Technology Engineering and Math (STEM)** is a program that offers science, technology, engineering, and math instruction through problem-solving and independent critical-thinking skills, while emphasizing laboratory exploration and hands-on activities.

**Language programs** offer students an opportunity to learn one or multiple languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the language and school level. This program provides a continuum of learning experiences that lead to the development of advanced-level linguistic skills.

**Fine Arts programs** provide specialized instruction in a variety of areas, including strings, band, piano, art, dance, creative writing, and gymnastics. Excellence in the arts is a natural, integrated extension of the academic program. Offerings in each individual school may vary.

**College Prep** provides students with an opportunity to get a head start on their college aspirations. Many teens are able to graduate with a high-school diploma and an associate’s degree simultaneously, effectively saving them thousands of dollars in college tuition.

**Career Academies** provide courses in sixteen different career concentrations to prepare students for jobs in the workforce. Some programs prepare students for vocational certifications, while others offer dual credit courses to give them a head start in college.

**Advanced Academics Programs**
The Advanced Academics Department has the primary responsibility of overseeing, supporting, and monitoring (in collaboration with other departments, district leadership and school-based staff) the programs for gifted and talented (G/T) students districtwide.

The Advanced Academics Department supports and assist schools and teachers as they provide services designed for students who demonstrate skills in self-directed learning, thinking, research, and communications as evidenced by the development of innovative products and performances that are advanced in comparison to products by students of similar age, experience, or environment and that reflect individuality and creativity.

The term “Vanguard” refers to the program to which G/T students are assigned. Generally, G/T is used when referring to a student who is identified as gifted and talented through pre-established identification procedures and criteria.

HISD Vanguard Standards have been established in accordance with the components of the Texas State Plan for the Education of Gifted/Talented Students and the state goal for gifted students and are designed to ensure equity in access for all students and to maintain consistency and integrity in program implementation.

**The Advanced Placement Program**
The Advanced Placement Program (AP) directly supports HISD’s Strategic Direction for Core Initiative 3: Rigorous Instructional Standards and Supports. The AP Program provides high school students with the opportunity to take college-level courses and earn college credit. AP exams are offered in 22 subject areas, and exams are administered over a two-week period each year in May. The AP grade scale ranges from 1 to 5, and a score of 3 or higher qualifies a student to earn advanced placement, college credit, or both.

HISD’s Advanced Placement program continues to focus on providing professional development based on what teachers have indicated they need. By working directly with organizations such as CollegeBoard, training offered
The AVID Program

Advancement Via Individual Determination (AVID) is a secondary program to prepare students for the rigors of a four-year college or university. HISD works to ensure the success of AVID students through a six-year plan which promotes collaborative learning and inquiry with specific focus on reading and writing. In small groups, AVID students ask, explore, and answer questions.

AVID students are taught levels of questioning and are given opportunities to apply questioning techniques. AVID students regularly participate in inside/outside circle discussions, panel discussions, Philosophical Chairs, and Socratic Seminars. AVID incorporates strategies that can help students become more effective readers. The strategies include graphic organizers, jigsawing text, reciprocal teaching, think-alouds, reader response, and SQ3R (Survey, Question, Read, Recite/write, Review).

Writing is also an essential part of AVID. AVID students are taught the writing process and strategies to enhance their writing skills. The strategies include Cornell Note-taking, double entry journaling, compare and contrast charts, Know Want Learn (KWL), learning logs, quick writes, and Generating Interaction between Schemata and Text (GIST).

The Six Year Plan, developed in collaboration with Federal and State Compliance, P-16, Student Engagement and the secondary lead counselors, is aligned to the college bound culture program and is now the official form for mapping student graduation plans (middle to high school). AVID supports HISD students' successful completion of high school and entrance into college.

The AVID program was developed to increase the number of secondary students participating in rigorous academic courses, including Advanced Placement (AP) and Pre-AP courses. The program targets at-risk students who (1) are economically disadvantaged, (2) are underrepresented in four-year colleges, (3) possess the potential to become first generation college students, and (4) are currently enrolled in regular (non-gifted and talented, non-special education) classes.

In all 6th-grade subjects, 7th-grade math, 8th-grade science, 10th-grade math and science, and all 11th-grade subjects, AVID students out-perform their non-AVID counterparts. This performance difference was especially pronounced on the STAAR End of Course exams.

Currently, a total of 54 HISD campuses offer the AVID program - 19 of our campuses have committed to the AVID/Rice University two-year grant. The goals of the grant includes increasing student participation/enrollment in AVID by 20 percent, and a 10 percent increase in the number of students participating in AP school-wide by the end of the two year grant.

The AVID program is effective in increasing the performance of the students involved both as measured by the state accountability assessments (STAAR and EOC) and by participation in the AP program. The largest benefit of the AVID program is in the support it provides for student academics. It allows students who would normally be passed over to learn the skills that are necessary to transition into more rigorous academic programs. The support provided to students in the AVID program is most beneficial when it is maintained over the course of several years as the students are able to learn, implement, and see the results of their better study skills and improved focus. Ultimately, these skills can be transferred to college and help these students continue their success as the academics get more challenging.

The EMERGE Program

EMERGE prepares HISD students to get into and graduate from the nation’s top colleges and plays an integral role in the district’s broader efforts to prepare all of its students for post-secondary success. The program has multiple components that directly and indirectly benefit thousands of students and their families across the district. These include school-based programming, summer enrichment activities, college visits, student and family workshops, district-wide events, PSAT and SAT preparation, college partnerships, scholarship opportunities,
mentors, college fairs, trainings for counselors, teachers and more.

EMERGE was started in the district in 2010 by a group of HISD teachers who wanted their students to experience life-changing higher education opportunities. The program is also supported by EMERGE Fellowship, a 501c3 organization that delivers training, programming and additional resources to the district. Most of the students in the program come from economically disadvantaged backgrounds and are first in their families to go to college. EMERGE has also helped the district increase its SAT scores, AP performance levels, and overall college readiness/access levels.

The International Baccalaureate Programme
The International Baccalaureate (IB) Degree Programme in 11th and 12th Grades is an internationally based pre-university level curriculum developed by the International Baccalaureate Organization (IBO). This comprehensive curriculum allows graduates to fulfill requirements of international educational systems and to receive the IB diploma. Through IB examinations, students may receive college placement hours.

Strong emphasis is placed on the ideals of international understanding and responsible citizenship through creativity, action, and service. The IB program specifies learning in a broad base of disciplines – languages, mathematics, sciences, humanities, arts, physical education, and technology – to ensure that students have the knowledge and skills necessary for the future. IB students develop a genuine understanding of ideas and the ability to utilize them in new contexts.

The IB Diploma Programme is offered at Bellaire, Lamar and Reagan High Schools. The IB Middle Years Programme (IBMYP) is offered at Lanier, Fondren, Grady, and Hogg Middle Schools. Five HISD elementary schools are also authorized as IB (Harvard, Northline, River Oaks, Roberts, and Twain). With the inception of the IB Primary Years Program (PYP), HISD became one of only 8 districts in North America to have an IB feeder pattern across grade levels. PYP is a school-wide program that benefits all students regardless of Gifted and Talented identification.

Languages Other Than English (LOTE)
The elementary and secondary languages other than English team in the Curriculum, Instruction, and Assessment Department works to support teachers in enabling students to communicate effectively in another language and to develop life-long appreciation for various languages and cultures.

Two or more credits in the same language are recommended as a sequence of study for each student rather than a sampling of languages. This is especially important for the student planning for college and needing to meet admission/program language requirements.

Levels of instruction range from level I (novice) to as high as levels V, VI, and even VII (advanced progress). American Sign Language is one of the LOTE options. “Exploratory languages” is a non-sequential course that can be offered in elementary, middle, or high school.

Spanish-speaking students enrolled in Spanish IA who demonstrates a strong proficiency in the language may be screened and considered for placement in Spanish for Spanish Speakers courses. Spanish for Spanish Speakers courses are intended to inspire Spanish speakers to maintain and expand their knowledge of Spanish, and to continue the study of the language beyond the high school level.

Students develop the communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

Literacy Programs
As part of the Curriculum and Development Department, the elementary and secondary literacy teams direct all aspects of literacy instruction. Literacy By 3 and Literacy in the Middle, are two parallel approaches that are transforming literacy instruction to increase student learning through a systematic and balanced approach to teaching reading and writing. Students receive standard-based whole group instruction, targeted small group instruction based on assessment, and individual conferencing to insure student needs are met. Students practice independent reading using “just right” books, hear models of fluent reading, engage in thoughtful discussions, and respond to texts through writing.
The elementary and secondary literacy teams collaborate to plan, oversee, and evaluate professional development focused on building teacher capacity to deliver differentiated instruction to meet the needs of every student.

The literacy team directs and supports the work of Library Services. Library Services provides technical and professional support to school libraries, librarians, teachers, students, and communities. Library Services provides integrated support to enable schools to enhance the quality of instruction, leadership, curriculum, and instructional delivery to improve student achievement and information literacy.

**Student Assessment**
The Student Assessment Department's major components include Test Security Procedures, District-Funded Test Programs, State-Funded Programs, and Special Test Programs.

- District-Funded Test Programs are defined as programs where the assessments to be used and the administration procedures are defined by the HISD Board of Education or by departments within HISD. This includes programs that are initiated to meet state or federal requirements, but where those entities do not specify the assessments or administration procedures.
- State-Funded Programs are those programs in which the testing procedures and the assessments used are specified by the Texas Education Agency (TEA).
- Special Test Programs are those in which the Student Assessment Department manages or acts as a resource to programs that do not strictly have district or state mandates. These programs affect a limited population, and they may be mandated by a school, management district, department, grant requirements, or federal law.

**Technology Program**
The Information Technology Department's mission is to provide quality customer-centric services to the stakeholders of the Houston Independent School District in order to foster the primary goal of the Board of Education to advance student achievement and facilitate decision making with accurate and timely information. The department is also responsible for providing service and support to schools, departments and field offices in the acquisition and use of technology to enhance student performance, ensure timely and accurate information to users and provide quality support services.

A major goal of the Information Technology Department's plan is to ensure that technology strategies and operations support the overall learning process.

**School Support Services**
The mission of the School Support Services Department is to increase the child’s capacity to benefit from education by providing high quality counseling, psychological, social work, evaluation and prevention services that support achievement.

The School Support Services Department consists of: After School Programs, Health & Medical Services, Student Engagement, Counseling & Guidance, Psychological Services, Parent Engagement, UIL Academics, Dropout Prevention, Student Discipline. School Support Services Department provides support districtwide through these divisions to support the five district strategic direction goals and serve as liaisons between business/community stakeholders and the district.
Statement of Texas Law

Sections 44.002 through 44.006 of the Texas Education Code establish the legal basis for budget development in school districts. The following six items summarize the legal requirements from the code:

1. The Superintendent is the budget officer for the district and prepares or causes the budget to be prepared.
2. **Note:** TEA recommends that an interactive approach between the Board of Trustees and the superintendent be taken to establish the budget process and define related roles and responsibilities.
3. The district budget must be prepared by a date set by the state board of education, currently August 20 (June 19 if the district uses a July 1 fiscal year start date).
4. The fiscal year of a school district begins on July 1 or September 1 of each year, as determined by the Board of Trustees of the district.
5. The president of the Board of Education must call a public meeting of the Board of Trustees, giving 10 days public notice in a newspaper, for the adoption of the district budget. Any taxpayer of the district may be present and participate in the meeting.
6. Concurrently with the publication of notice of the budget above, a school district must post a summary of the proposed budget on the school district’s Internet website or in the district’s central administrative office, if the school district has no Internet website. The budget summary must include a comparison to the previous year’s actual spending and information relating to per-student and aggregate spending on instruction, instructional support, central administration, district operations, debt service, and any other category designated by the commissioner. (Section 44.0041, TEC).

The summary of the budget should be presented in the following function areas:

- (A) Instruction – functions 11, 12, 13, 95
- (B) Instructional Support – functions 21, 23, 31, 32, 33, 36
- (C) Central Administration – function 41
- (D) District Operations – functions 34, 35, 51, 52, 53
- (E) Debt Service – function 71
- (F) Other – functions 61, 81, 91, 92, 93, 97, 99

The “per student” will be based on student enrollment.

- No funds may be expended in any manner other than as provided for in the adopted budget. The board does have the authority to amend the budget or adopt a supplementary emergency budget to cover unforeseen expenditures.
- The budget must be prepared in accordance with GAAP (generally accepted accounting principles) and state guidelines.
- The budget must be legally adopted before the adoption of the tax rate. However, if a school district has a July 1 fiscal year start date, then a school district must not adopt a tax rate until after the district receives the certified appraisal roll for the district required by Section 26.01, Tax Code. Additionally, a school district must publish a revised notice and hold another public meeting before the district may adopt a tax rate that exceeds the following: (1) The rate proposed in the notice prepared using the estimate; or (2) The district’s rollback rate determined under Section 26.08, Tax Code, using the certified appraisal roll.
**TEA Legal Requirements**
The Texas Education Agency (TEA) has developed additional requirements for school district budget preparation as follows:

- The budget must be adopted by the Board of Education, inclusive of amendments, no later than August 31 (June 30 if the district uses a July 1 fiscal year start date).
- Minutes from district board meetings will be used by TEA to record adoption of and amendments to the budget.
- Budgets for the General Fund, the Food Service Fund (whether accounted for in the General Fund, a Special Revenue Fund or Enterprise Fund) and the Debt Service Fund must be included in the official district budget (legal or fiscal year basis). These budgets must be prepared and approved at least at the fund and function levels to comply with the state’s legal level of control mandates.
- The officially adopted district budget, as amended, must be filed with TEA through PEIMS (Public Education Information Management System) by the date prescribed in the annual system guidelines. Revenues, other sources, other uses, and fund balances must be reported by fund, object (at the fourth level), fiscal year, and amount. Expenditures must be reported by fund, function, object (at the second level), organization, fiscal year, program intent and amount.
- A school district must amend the official budget before exceeding a functional expenditure category, i.e., instruction, administration, etc., in the total district budget. The annual financial and compliance report should reflect the amended budget amounts on the schedule comparing budgeted and actual amounts. The requirement for filing the amended budget with TEA is satisfied when the school district files its Annual Financial and Compliance Report.

**HISD Budget Policy**
In addition to state legal requirements, HISD has established its own requirements for annual budget preparation. The district’s fiscal policies dictate budgetary requirements that go beyond those required by the Texas Education Code and TEA. *These policies include:*

**Fund Balance Levels**
The *assigned fund balance* is that portion of fund balance that is not available for appropriation or that has been legally segregated for specific purposes. The *unassigned fund balance* is composed of designated and undesignated portions. The undesignated portion represents that portion of fund balance that is available for budgeting in future periods. Designated fund balances represent tentative plans for future use of financial resources. The Board of Education designated a reserve for operations to set aside a minimum fund balance reserve of five percent of general fund operations. This reserve is not available for use or appropriation unless it is considered an emergency and is approved for spending by a two-thirds vote of the Board of Education.

**Carryover of Surpluses/Deficits**
Schools and departments are expected to operate within the budget established during the budgeting process. Deficits are charged against the budget for the ensuing year except for special circumstances.

**Self-Insurance Reserve Fund and Insurance Claims**
A reserve for self-insurance shall be maintained for the exclusive purpose of paying non-budgeted self-insured losses, and/or insured losses until insurance recovery is made, or for uninsured/underinsured losses. If the District elects a program of larger deductibles or self-insured retention, the estimated premium savings shall be deposited to the self-insurance reserve. The Risk Management Department, with the cooperation of the individual department or school, shall attempt recovery from negligent third parties for damage to District property. The Risk Management Department shall coordinate claims with the various insurance companies.

**Weighted Pupil Allocation Formula**
The new allocations are based on weighted grade level enrollment and average daily attendance. Additional weights are also included for students in special populations. The final number of refined units is multiplied by a fixed per pupil allocation, which is currently set at $3,432 for high schools, $3,468 for middle schools and $3,432 per pupil for elementary schools.
Debt Management
Debt management policies are adopted by the Board of Education and seek to provide the most favorable climate for district debt projects while upholding the highest rating possible for debt instruments. Management policies include the following points.

- All debt service obligations will be met on time
- Long-term financing will be restricted to capital projects and purchases of equipment
- Long-term bonds will not be issued to finance current operations
- The district will cooperate and communicate with bond rating agencies and work towards obtaining the most favorable rating possible. Currently, HISD is rated:
  
  **Moody’s**
  - Enhanced (with Texas PSF guarantee) **Aaa**
  - Underlying (stand alone) **Aaa**

  **Standard & Poor’s**
  - Enhanced (with Texas PSF guarantee) **AAA**
  - Underlying (stand alone) **AA+**

- Outstanding obligations will be frequently reviewed to ensure the most favorable funding structure for the district
- All necessary information and material regarding HISD’s financial status will be provided to the appropriate parties.

Investments
Investments are stated at fair market value, which is the amount at which the investment can be exchanged in a current transaction between willing parties. The objectives of cash management and investment policy are to:

- Assure the safety of district funds
- Maintain sufficient liquidity to provide adequate and timely working funds
- Match the maturity of investment instruments to daily cash flow requirements
- Attain a market average rate of return consistent with the first two objectives
- Diversify by maturity, instrument, and financial institution where permitted by law
- Actively pursue portfolio management techniques
- Avoid speculative investments

Property Tax Exemptions
HISD chooses to offer the optional homestead exemption of 20 percent as permitted by the State, to ease the tax burden on homeowners. In 2015, the Texas Legislature raised the mandated homestead exemption from $15,000 to $25,000.

Decentralized, Weighted-Pupil Allocations
Student enrollment, attendance, and participation in special programs are the basis for campus allocations for the 2018-2019 school year. The School Allocation Handbook outlines the allocation methodology for all schools based on weighted pupil ratios. The weights currently adopted are those used by the Texas Education Agency for allocation of state funds to school districts. The basic premise of the allocation methodology is to give campuses greater flexibility and control over resources while ensuring that district funds flow to the campuses according to the needs of the students attending them. The actual campus allocations are shown in the School Pages Section of this document.

State law, as well as HISD Board of Education policy, requires that the district’s annual budget be adopted prior to the expenditure of funds. During the fiscal year, the Board must amend the budget for any increases to functional appropriations or estimated revenue amounts. All supplemental appropriations must be within the available revenues and fund equity (resources). Principals and central office administrators have access to an online report that lists the detail transactions and remaining available funds by line item or detail account center.

In developing, evaluating, and improving the district’s accounting and budgeting system, consideration is given
reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition and that transactions are executed in accordance with management’s authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived, and the evaluation of costs and benefits requires estimates and judgments by management.

As a recipient of federal, state, and local grants, the district is also responsible for an adequate internal control structure as related to federal financial assistance programs as well as compliance with applicable laws and regulations. These internal controls are regularly tested for effectiveness by auditors and management.

The district utilizes a line-item budget of proposed expenditures and the means of financing them (in combination with other approaches). The emphasis of the budget process is to identify the activities requiring resources and to rank those activities according to the needs of the entire district. Budgetary control is maintained at the function level by organizational unit through the encumbrance of estimated purchase amounts and other expenditures prior to the execution of contracts, approval of personnel transactions, or release of purchase orders to vendors. Those obligations that would result in an overrun of appropriated funds are not released until additional appropriations are made available. Open encumbrances are reported as a reservation of fund balance on June 30, the end of the fiscal year.

Other sustaining local revenue sources are interest earnings, facility rentals, miscellaneous revenues and transfers from the enterprise funds.
Budgetary Control
Budgetary control is maintained through the encumbrance of estimated purchase amounts and other expenditures prior to the execution of contracts or release of purchase orders to vendors. Those obligations that would result in the overrun of appropriated funds are not released until additional appropriations are made available via budgetary transfers. Such transfers must be approved by the principal (for schools) or by the appropriate Department Head/Superintendent's Direct Report (for central departments). The district also encumbers each pay period any obligated salary and benefit expenditures for filled and vacant positions to ensure available balances are accurate and to be able to do more accurate year-end forecasting. If the transfer increases a particular functional amount, it must also be approved or ratified by the Board of Education via one of the district’s semi-annual functional report requests.

Basis of Budgeting
The basis of budgeting is the recognition of revenues and expenditures that the district has the legal authority to spend or collect. The district budgets on an expected annual spend for the entire 12-month period of the fiscal year. This basis is used for all governmental, enterprise, and internal service fund types. The budget is presented to the Board of Education for adoption each year and is reconciled to the accounting system each year before the funds are made available. It is also reconciled two more times during the fiscal year with changes that have occurred as well as any requested funding changes and presented to the Board of Education for approval.

Basis of Accounting
The district’s basis of budgeting and accounting for all funds is maintained on a modified accrual basis as prescribed by Generally Acceptable Accounting Principles (GAAP) and the TEA Financial Accountability System Resource Guide, with revenues being recorded when available and measurable to finance expenditures of the fiscal period. The general rule for recognition of revenues is 60 days and expenditures is 90 days. Expenditures are recorded when services or goods are received and the fund liabilities are incurred. All estimated revenues, appropriations, and expenditures are coded to specific funds (categorizing how it is financed), accounts (describing why and what funds are being received or goods and services are being purchased), and fund centers (who is purchasing the goods or services) as mandated in the TEA Financial Accountability System Resource Guide. Property taxes are recognized in the school year they are levied because they become due and collectable within the fiscal year. The district's goal is to maintain a five percent reserve for the operation account, in addition to the unreserved undesignated fund balance.

The modified accrual basis of accounting or accrual basis of accounting, as appropriate, should be utilized in measuring the financial position and operating results.

(a) Governmental fund revenues and expenditures should be recognized on a modified accrual basis. Revenues should be recognized in the accounting period in which they become available and measurable. Expenditures should be recognized in the accounting period in which the fund liability is incurred, if measurable, except of unmatured interest on general long-term debt, which should be recognized when due.

(b) Proprietary fund statements net assets and revenues, expenses and changes in fund net assets should be recognized on the accrual basis. Revenues should be recognized in the accounting period in which they are earned and become measurable; expenses should be recognized in the period incurred, if measurable.

(c) Fiduciary funds should be reported using the economic resources measurement focus and the accrual basis of accounting, except for the recognition of certain liabilities of defined benefit pension plans and certain post employment healthcare plans.

(d) Transfers should be recognized in the accounting period in which the interfund receivable and payable arise.
**Explanation of Funds**

The diverse nature of the district’s operations and the necessity of legal compliance preclude recording the financial transactions of the district in a single fund. The district’s budgeting and accounting system is organized and operated on a “fund basis” and on an organizational unit basis within each fund. Each fund is a distinct, self-balancing accounting entity that is differentiated by funding source and is comprised of its assets, liabilities, fund balances, revenues, and expenditures as appropriate.

How an expenditure is financed determines the fund used, according to the TEA Financial Accountability System Resource Guide. The acquisition, use, and balances of the government’s expendable financial resources and the related current liabilities, except those accounted for in proprietary funds, are accounted for through governmental funds (general, special revenue, capital projects, and debt service funds).

The **General Fund** is the primary operating fund, consisting of the general operations, capital acquisition program, and on-behalf payments. While the General Fund represents over 80 percent of all HISD revenues and expenditures, there are also other funds that support the various programs and services necessary to operate and maintain the school system. The district’s other funds are described below, with further detail provided in each fund section in the Financial Section of this document.

The **Special Revenue Fund** records special programs through the receipt of federal, state, and local grants whose expenditures are restricted to the designated purpose of each grant.

The **Debt Service Fund** accumulates the resources for the planned retirement of general long-term debt (including contractual obligations) and related costs and is funded from annual tax revenue.

The **Capital Renovation Fund** is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues or for capital projects otherwise mandated to be accounted for in this fund. The capital projects fund utilizes the modified accrual basis of accounting.

The **Nutrition Services Fund** provides for the operation of the school lunch and breakfast programs, with funding derived primarily from the U. S. Department of Agriculture through the National School Lunch Program. Over 80 percent of HISD students are eligible for free or reduced-price meals through this program. This fund is operated and financed similar to a private business enterprise because some of the costs are financed through user fees (meal charges).

**Classification of Revenues**

Although local property tax and Foundation School Program (FSP) revenues account for the majority of school district revenues, other sources must be considered in completing a district’s overall annual revenue estimate. Federal funds and private sources (e.g., private foundations, businesses, etc.) are forecasted as well. In addition, school districts should examines delinquent tax collections, fees, and extracurricular revenue sources.

**Classification of Expenditures**

While the responsibility for developing revenue estimates lies primarily with district administrators, expenditure estimates are the shared responsibility of district administrators, support personnel and individual schools. Budget guidelines may provide substantial guidance for the estimation of campus expenditures through the use of standard cost allocations, per pupil estimates or other guidelines. If not, individual schools will be responsible for estimating campus expenditures themselves. Regardless of whether expenditures are estimated at the campus or district level, these estimates are critical to the development of the district’s budget.

Estimates of district/campus expenditures at the functional level normally will be made during budget preparation for the following major expenditure categories (objects): (1) Payroll Costs (6100), (2) Professional and Contracted Services (6200), (3) Supplies and Materials (6300), (4) Other Operating Costs (6400), (5) Debt Service (6500), (6) Capital Outlay - Land, Buildings and Equipment (6600), and (7) Other Uses/Non-Operating Expenses/Residual Equity Transfers Out (8900). Specific techniques for estimating these expenditure categories are discussed later in the Informational Section of this document.

**Expenditures by Functions**

A function represents a general operational area in a school district and groups together related activities. Most school districts use all of the functions in the process of educating students or organizing the resources to educate students. For example, in order to provide the appropriate atmosphere for learning, school districts
transport students to school, teach students, feed students and provide health services. Each of these activities are a function.

School districts are encouraged to use appropriate program intent and organization codes for all other costs that are directly attributable to a specific program intent and/or organization. However, benefits to the management of the school district in relation to the effort to allocate these costs should be examined before allocating costs that are not mandatory.

Per TEA guidelines, if specific program intent codes are not used, the school district is to use Program Intent Code 99 (Undistributed). If specific organization codes are not used, the school district is to use Organization Code 999 (Undistributed) or Organization Code 998 (Unallocated, Local Option).

**Instruction-Function 11**
This function is used for activities that deal directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations. Teaching may also be provided through some other approved medium such as television, radio, telephone, telecommunications, multimedia and correspondence. This function includes expenditures and/or expenses for direct classroom instruction and other activities that deliver, enhance or direct the delivery of learning situations to students.

Certain expenditures must be accounted for by organization code and program intent code, defined later in this section.

**Instructional Resources and Media Services-Function 12**
This function is used for expenditures/expenses that are directly and exclusively used for resource centers, establishing and maintaining libraries and other major facilities dealing with educational resources and media.

**Curriculum Development and Instructional Staff Development-Function 13**
This function is used for expenditures/expenses that are directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. Expenditures and expenses include in-service training and other staff development for instructional or instructional-related personnel (Functions 11, 12, and 13) of the school district.

**Instructional Leadership-Function 21**
This function is used for expenditures/expenses that are directly used for managing, directing, supervising, and providing leadership for staff who provides general and specific instructional services.

**School Leadership-Function 23**
This function is used for expenditures/expenses that are used to direct and manage a school campus. They include the activities performed by the principal, assistant principals and other assistants while they supervise all operations of the campus, evaluate staff members of the campus, and assign duties to staff members maintaining the records of the students on the campus.

**Guidance, Counseling and Evaluation Services-Function 31**
This function is used for expenditures/expenses that are directly and exclusively used for assessing and testing students' abilities, aptitudes and interests; counseling students with respect to career and educational opportunities and helping them establish realistic goals. This function includes costs of psychological services, identification of individual characteristics, testing, educational counseling, student evaluation and occupational counseling.

**Social Work Services-Function 32**
This function is used for expenditures/expenses that are directly and exclusively used for activities such as investigating and diagnosing student social needs arising out of the home, school or community; casework and group work services for the child, parent or both; interpreting the social needs of students for other staff members; promoting modification of the circumstances surrounding the individual student which are related to his or her social needs. (This includes referrals to and interaction with other governmental agencies.)

**Health Services-Function 33**
This function is used for expenditures/expenses that are directly and exclusively used for providing physical
health services to students. This includes activities that provide students with appropriate medical, dental and nursing services.

**Student (Pupil) Transportation-Function 34**
This function is used for expenditures/expenses that are incurred for transporting students to and from school. Expenditures/expenses for regular bus routes to and from school are to be recorded using Program Intent Code 99 (Undistributed), and Organization Code 999 (Undistributed) or Organization Code 998 (Unallocated, Local Option). Expenditures/expenses for transportation specifically and exclusively for purposes of transporting students relating to enhanced program intents such as Career and Technology and Services to Students with Disabilities (Special Education), etc., are to be recorded in Function 34 with the appropriate program intent codes.

**Food Services-Function 35**
This function is used for food service operation expenditures/expenses, including the cost of food, labor, and other expenditures/expenses necessary for the preparation, transportation and storage of food to provide to students and staff. Expenditures/expenses are used directly and exclusively for supervision and maintenance of a food service operation.

**Extracurricular Activities-Function 36**
This function is used for expenditures/expenses for school-sponsored activities outside of the school day. These activities are generally designed to provide students with experiences such as motivation and the enjoyment and improvement of skills in either a competitive or noncompetitive setting.

Extracurricular activities include athletics and other activities that normally involve competition between schools (and frequently involve offsetting gate receipts or fees such as football, baseball, volleyball, track and tennis). Other kinds of related activities are included (such as drill team, pep squad and cheerleading, University Interscholastic League competition such as one-act plays, speech, debate, band, Future Farmers of America (FFA), National Honor Society, etc.).

If the school district has activity funds, the goods purchased for resale are to be classified in this function, with the gross sale of goods recorded in Revenue Object Code 5755, Results from Enterprising Activities, Activity Funds and/or Clearing Accounts.

**General Administration-Function 41**
This function is for expenditures/expenses that are for purposes of managing or governing the school district as an overall entity. This function covers multiple activities that are not directly and exclusively used for costs applicable to specific functions. General administration is an indirect cost applicable to other expenditure functions of a school district.

**Facilities Maintenance and Operations-Function 51**
This function is used for expenditures/expenses for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured. This function is used to record expenditures/expenses for the maintenance and operation of the physical facilities and grounds. This function also includes expenditures/expenses associated with warehousing and receiving services.

**Security and Monitoring Services-Function 52**
This function is used for expenditures/expenses that are for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location.

**Data Processing Services-Function 53**
This function is for expenditures/expenses for data processing services, whether in-house or contracted. Examples of Function 53 costs are costs for computer facility management, computer processing, systems development, analysis of workflows, processes and requirements; coding, testing, debugging and documentation; systems integration; design of applications supporting information technology infrastructure; maintenance of programs; maintenance of networks; and those interfacing costs associated with general types of technical assistance to data users. Specific types of applications include student accounting, financial accounting and human resources/personnel. Personal Computers (PC’s) that are stand alone are to be charged to the appropriate function. Peripherals, including terminals and printers, are to be charged to the appropriate function. Costs associated with mainframe, minicomputers, servers and networked or stand alone microcomputers that provide services to multiple functions are to be recorded here.

**Community Services-Function 61**
This function is used for expenditures that are for activities or purposes other than regular public education and
adult basic education services. These types of expenditures are used for services or activities relating to the
whole community or some segment of the community. This includes providing resources to non-public schools,
institutions of higher education, and any proprietary types of services incurred for outside entities in the community

**Debt Service-Function 71**
This function is used for expenditures that are for the retirement of recurring bond, capital lease principal, and
other debt, related debt service fees, and for all debt interest. Note principal for short-term loans (one year or
less in duration) is to be recorded in the liability account 2122, Notes Payable-Current Year.

**Capital Outlay-Function 80**
This function code series is used for expenditures that are acquisitions, construction, or major renovation of
school district facilities.

**Facilities Acquisition and Construction-Function 81**
This function is used by school districts for expenditures that are for acquiring, equipping, and/or making additions
to real property and sites, including lease and capital lease transactions.

**Intergovernmental Charges-Function 90**
“Intergovernmental” is a classification that is appropriate where one governmental unit transfers resources to
another. In particular, Chapter 41 purchase of WADA and the transfer of students where one school district
pays another school district for educating students are examples of intergovernmental charges.

**Contracted Instructional Services Between Public Schools-Function 91**
This function code is used for expenditures that are used for providing financial resources for services in another
public school through a contract for education of nonresident students under Subchapter E, Chapter 41, TEC;
and purchasing attendance credits from the state under Subchapter D, Chapter 41, TEC.

Costs for contractual arrangements under Subchapter E, Chapter 41, are recorded under this function code
only if the agreement is to pay for services managed and administered by another school district receiving
payments under Subchapter E, Chapter 41, TEC. This function is to be used exclusively for the purchase of
Weighted Average Daily Attendance (WADA) from either the state or other school districts.

**Incremental Costs Associated with Chapter 41, Texas Education Code, Purchase or Sale of WADA-Function 92**
This function code is used for expenditures that are for the purpose of positioning a school district with Chapter
41 excess wealth per WADA to purchase attendance credits either from the state or from other school district(s).

**Payments to Fiscal Agent/Member Districts of Shared Services Arrangements-Function 93**
This function code is used for expenditures that are for (1) payments from a member district to a fiscal agent of
a shared services arrangement; or, (2) payments from a fiscal agent to a member district of a shared services
arrangement.

**Payments to Juvenile Justice Alternative Education Programs-Function 95**
This function code is used for expenditures that are for the purpose of providing financial resources for Juvenile
Justice Alternative Education Programs under Chapter 37, TEC. This function code is used to account for
payments to other governmental entities in connection with students that are placed in discretionary or mandatory
JJAEP settings.

**Payments to Tax Increment- Function 97**
This function code is used for expenditures that are for the purpose of providing financial resources paid into
a tax increment fund (TIF) under Chapter 311, Tax Code. The revenues are recorded under fund 199, Object
5746. The expenditures are recorded under fund 199, Object 6499.

**Other Intergovernmental Charges- Function 99**
This code is used to record other intergovernmental charges not defined above.

This function code is used for expenditures that are used for obtaining instructional services from another public
school for grade levels not served in a school district under Section 25.039, TEC.

**Expenditures/Expense Object Code**
Expenditures/expenses should be classified by the major object classes according to the types of items purchased
or services obtained. Expenditure codes always begin with the digit “6.”

An expenditure/expense account identifies the nature and object of an account, or a transaction. The school
district’s accounting records are to reflect expenditures/expenses at the most detail level, as depicted in the chart
of accounts (4 digits) for accounting and Public Education Information Management System (PEIMS) reporting (actual data) purposes. For PEIMS budget reporting purposes, expenditures/expenses are reported to the second digit of detail (6100, 6200, etc.) If a school district needs to use codes in addition to the mandatory codes for managerial purposes, the optional codes provided for local use in the TEA code structure should be used.

**6100 PAYROLL COSTS**
This major classification includes the gross salaries or wages and benefit costs for employee services. An employee is paid a salary or wage. The school district acts in a supervisory capacity over an employee and furnishes the working area and usually the equipment and materials necessary for the completion or performance of a task or service. Although an employee may work with more than one supervisor subsequent to, during, or after the normal employment period of hours, if the services or tasks performed are at the general direction of the school district, the amount paid to that employee is considered a payroll cost.

**6200 PROFESSIONAL AND CONTRACTED SERVICES**
This major account classification is used to record expenditures/expenses for services rendered to the school district by firms, individuals, and other organizations. This includes services provided by internal service funds unless the internal service fund is used to account for employee benefits. Internal service fund expenditures/expenses for employee benefits, such as health insurance, are to be classified to the appropriate code in the 6100 series of accounts. Normally, professional and contracted services represent a complete service that is rendered for the school district, and no attempt should be made to separate labor from supplies.

**6300 SUPPLIES AND MATERIALS**
This major classification includes all expenditures/expenses for supplies and materials.

**6400 OTHER OPERATING COSTS**
This major classification is used to classify expenditures/expenses for items other than Payroll Costs, Professional and Contracted Services, Supplies and Materials, Debt Service and Capital Outlay that are necessary for the operation of the school district.

**6500 DEBT SERVICE**
This major classification includes all expenditures for debt service. All debt service object codes must be used only with Function 71, Debt Service.

**6600 CAPITAL OUTLAY - LAND, BUILDINGS AND EQUIPMENT**
This major classification is used to classify expenditures for capital assets.

**8900 OTHER USES**
This major classification is used to classify other uses such as transfers out to other funds and are not considered normal operational expenditures for most state expenditure calculations.
**Program Intent**

The program intent is a two-digit code that identifies the cost of instruction and other services that are directed toward a particular need of a specific set of students. The intent (the student group toward which the instructional or other service is directed) determines the **PROGRAM INTENT CODE**, not the demographic make-up of the students served.

<table>
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<tr>
<th>Program Intent Code</th>
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<td>Disciplinary Alternative Education Program – DAEP Basic Services</td>
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<td>Disciplinary Alternative Education Program – DAEP Supplemental</td>
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<tr>
<td>30</td>
<td>Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and Other Costs on Campuses with 40 percent or More Educationally Disadvantaged Students</td>
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Overview of Site-Based Decision-Making (SBDM)

The basic premise of Site-Based Decision-Making (SBDM) is that the most effective decisions are made by those who actually implement the decisions. The belief is that people involved at the campus level have a greater opportunity to identify problems, and develop problem-resolution and change strategy, than people located off-campus. Site-Based Decision-Making concepts also recognize that people at the campus level are more likely to internalize change and to support its implementation if they are involved in decision-making, than if they were not.

The objective of site-based decision-making is to improve student performance and to enhance accountability. Each campus should have the freedom to set its own educational objectives, consistently aligned with the district’s goals.

Site-Based Decision-Making Initiative

Site-based decision-making implementation has been mandated for all Texas school districts since 1992. Texas Education Code (TEC) Chapter 11, Subchapter F, District-level and Site-Based Decision Making, discusses SBDM in broad terms, listing the responsibilities of the local school board; required components of district and campus improvement plans; public meetings; membership categories; needs assessments; responsibilities of committee members; and other important instructional considerations.

The expected outcome of site-based decision-making is improved student performance as a result of:

- Effective campus and school district planning for the purpose of improved student performance
- Improved community involvement in the school improvement process
- Clearly established accountability parameters for student performance
- Increased staff productivity and satisfaction
- Improved communication and information flow
- Consensus-based, decision-making
- Pervasive and long-range commitment to implementation
- Increased flexibility at campus level, in the allocation and use of both human and fiscal resources
- Coordination of “regular” and special program or service components

The implementation process for site-based decision-making occurs at two levels—district and campus. To implement the process at the district level, administration should consider the following critical success factors:

- Support of both the School Board and the Superintendent as Site-Based Decision-Making requires a fundamental change in decision-making;
- Extensive and continuous training prior to and during implementation within the school district. Training should include, but not be limited to, developing skills on consensus building, brainstorming, problem solving, managing change and interpersonal communication skills such as conflict resolution, value clarification, and negotiation;
- Budget shifts will be performed by objective instead of the historical method of formulas. Therefore, a large part of the responsibility for budgeting will be transferred to the campus level.
- An extensive amount of time will be spent changing role definitions, training school district staff, educating the community, establishing objectives, developing and implementing programs and monitoring program
Extensive and accurate information must be provided to the campuses so that they may establish objectives and develop and implement programs to meet those objectives;

Systematic communication is necessary as Site-Based Decision-Making is an inclusive process that involves school staff, parents and community members;

Site-Based Decision-Making strives to decentralize decisions to the campus level and solicits the input of the following stakeholders in the decision-making process:

- Board members to evaluate the performance of the school district’s Site-Based Decision-Making plan
- Chief School Officers and other administrators to develop and implement Site-Based Decision-Making across the school district;
- Central Office staff to provide support services to both the board members and schools in Site-Based Decision-Making initiatives;
- Principals to develop their respective school’s Site-Based Decision-Making policies and procedures as well as its campus improvement plan; and
- Teachers, parents, students and community representatives to provide input for their respective school’s Site-Based Decision-Making policies and procedures and campus improvement plan.

**Overview of District Advisory Committee (DAC)**
The District Advisory Committee solicits input that focuses on district-wide issues concerning planning, budgeting, curriculum, staffing patterns, staff development, and school organization, from parents, staff, and the community.

Under state statute, the planning and decision-making process is presented as an integrated process (TEC 11.251). Planning is one of six specific decision-making areas in which the district and the District Advisory Committee are involved with in accordance with HISD procedures. The other five areas include budgeting, curriculum, staffing patterns, staff development, and school organization. It is expected that the District Advisory Committee will address the six decision-making areas as interrelated factors that contribute in a coordinated manner toward accomplishing school improvement efforts.

The Superintendent has designated the General Manager of Budgeting and Financial Planning to be the liaison to the District Advisory Committee. Monthly update meetings are held and input from the District Advisory Committee is sought.

The General Manager of Budgeting and Financial Planning is also charged with providing the community stakeholders information pertaining to budget development. Also, stakeholders are advised on how they can participate and are encouraged to participate in the process. Various media are used to provide information to the stakeholders, such as, e-mail, presentations, and workshops. The community stakeholders range from the Greater Houston Partnership, MALDEF, Chamber of Commerce, Houston Chronicle Editorial Board, and various other organizations.