

HOUSTON INDEPENDENT SCHOOL DISTRICT

2019–2020

ADOPTED BUDGET BOOK

ORGANIZATIONAL
SECTION

ORGANIZATIONAL SECTION



FINANCIAL EXCELLENCE SUPPORTING ACADEMIC SUCCESS



Organizational Section Table of Contents

Houston Independent School District

Interim Superintendent/Board Member Biographies	37
District Structure and Organization.....	47
HISD Maps	48
Organization Chart	51
Strategies and Initiatives	52
Instruction and Support Services.....	60
Budget Administration and Management Process.....	71
Budgetary Control and Accounting Basis.....	78
Communicating with Stakeholders	85

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Interim Superintendent of Schools - Biography

Houston Independent School District



Dr. Grenita 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, and a doctoral degree from Southern Illinois University. Dr. Lathan began her education career in 1991 as a teacher at Morehead High School in Eden, N.C., and subsequently served as both assistant principal and principal at other campuses in that state. She was named chief elementary school improvement officer of the San Diego Unified School District in 2008 and interim deputy superintendent in 2009. Dr. Lathan became superintendent of Peoria Public Schools in 2010, where she oversaw approximately 14,000 students and 2,700 staff members. She served as HISD chief school officer over elementary transformation schools during the 2015-2016 school year, in which she led more than 20 schools out of an "improvement required" state rating to a "met standard" rating. She served as HISD chief academic officer beginning in the 2016-2017 school year until being named interim superintendent in March 2018.



Board of Education - Biographies

Houston Independent School District



Diana Dávila President (District VII)

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.



Holly Maria Flynn Vilaseca, First Vice President (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, Second Vice President (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.



Dr. 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.



Sue Deigaard, Assistant Secretary (District V)

Sue Dimenn Deigaard was elected to the HISD Board of Trustees in November of 2017. She grew up in northern Illinois and moved to Houston in 1987 to attend Rice University. The daughter of a high school dropout, when she received her two degrees from Rice she was the first in her family to graduate from college, and she understands firsthand the importance of a quality public education. She attended public school from kindergarten through high school, and her two daughters attend HISD schools.

After graduating from Rice, she worked as Assistant Director of Alumni Affairs and University Events at her alma mater. In that position she produced events such as the President's Lecture Series, organized the Commencement ceremony, and supported alumni programs such as the Young Alumni Committee. Her favorite program by far was the Student Alumni Liaison Committee and mentoring program where she could directly facilitate impact on students through their interaction with Rice alumni. She left her position

at Rice when her first daughter was born in 2000.

Her unwavering belief that education is a cornerstone of our society, economy, and democracy has fueled her passion to be an advocate for public education for many years. She has been an active and informed voice at the state and local levels advocating for effective policies and funding for HISD students. Prior to serving on the HISD board, she served as a Houston City Council appointee to the Houston Center for Literacy Board, was a parent representative on the HISD District Advisory Committee, chaired the Communications Committee for Arts Access Initiative, and is an active volunteer in her daughters' HISD schools. She has also been a guest speaker, panelist, and moderator for education forums hosted by University of Houston, Rice University, United Way, and Children at Risk.

Additionally, she is a Fellow with the American Leadership Forum Class XLIII on Community Education and was a 2015 New Leaders Council Fellow. She has also served on the board of the New Leaders Council – Houston, served as President of the Woodside Civic Club Board, and was a founding board member of the Braeswood Super Neighborhood Council.

Sue believes that all children are capable of success regardless of the zip code in which they were born or the abilities and challenges with which they come to school. She states that in order to achieve equity of outcomes for students, HISD needs to begin with an equity of expectation and provide equity of opportunity.



Rhonda Skillern-Jones, Trustee (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.

Ms. Skillern-Jones was first elected to the HISD Board of Education in 2011. She is currently serving her second consecutive term, and her colleagues on the board unanimously elected her as their president for 2018. She also served as president in 2015, and has held several other leadership positions on the board, including assistant secretary, secretary, and first vice president. She also represents HISD on the Texas Association of School Boards (TASB) Board of Directors, is Vice Chair of the Steering Committee for the National School Boards Association's Council of Urban Boards of Education (CUBE), and is Vice Chair of the Texas Caucus of Black School Board Members. She also sits on the National Black Caucus of School Boards. Her other memberships include The Links, Inc.; Delta Sigma Theta; Top Ladies of Distinction; and the 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, Ms. Skillern-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, Trustee (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 Elsie 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, Giovanni.



Anne Sung, Trustee (District VII)

Anne Sung was first 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.

Sung is a product of HISD, having attended Askew Elementary School, TH 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, also 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.



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; 2018 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; d-mars.com's Top 30 Influential Women and Top 50 Black Professionals and Entrepreneurs; 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 Structure and Organization

Houston Independent School District

District Overview

The Houston Independent School District (HISD) is a fiscally independent, political subdivision of the State of Texas located in Harris County. 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 2.3 million and a land area of 671 square miles. The city and greater metropolitan area are ethnically and culturally diverse. The district encompasses 301 square miles within greater Houston, encompassing approximately 45 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 209,040 students in pre-kindergarten through twelfth grade programs. The district has an estimated average daily attendance of approximately 192,132 in 280 schools, including 15 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 96 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 2019-2020 year, the six areas that align support to focus on campus needs are:

North Area

Northwest Area

South Area

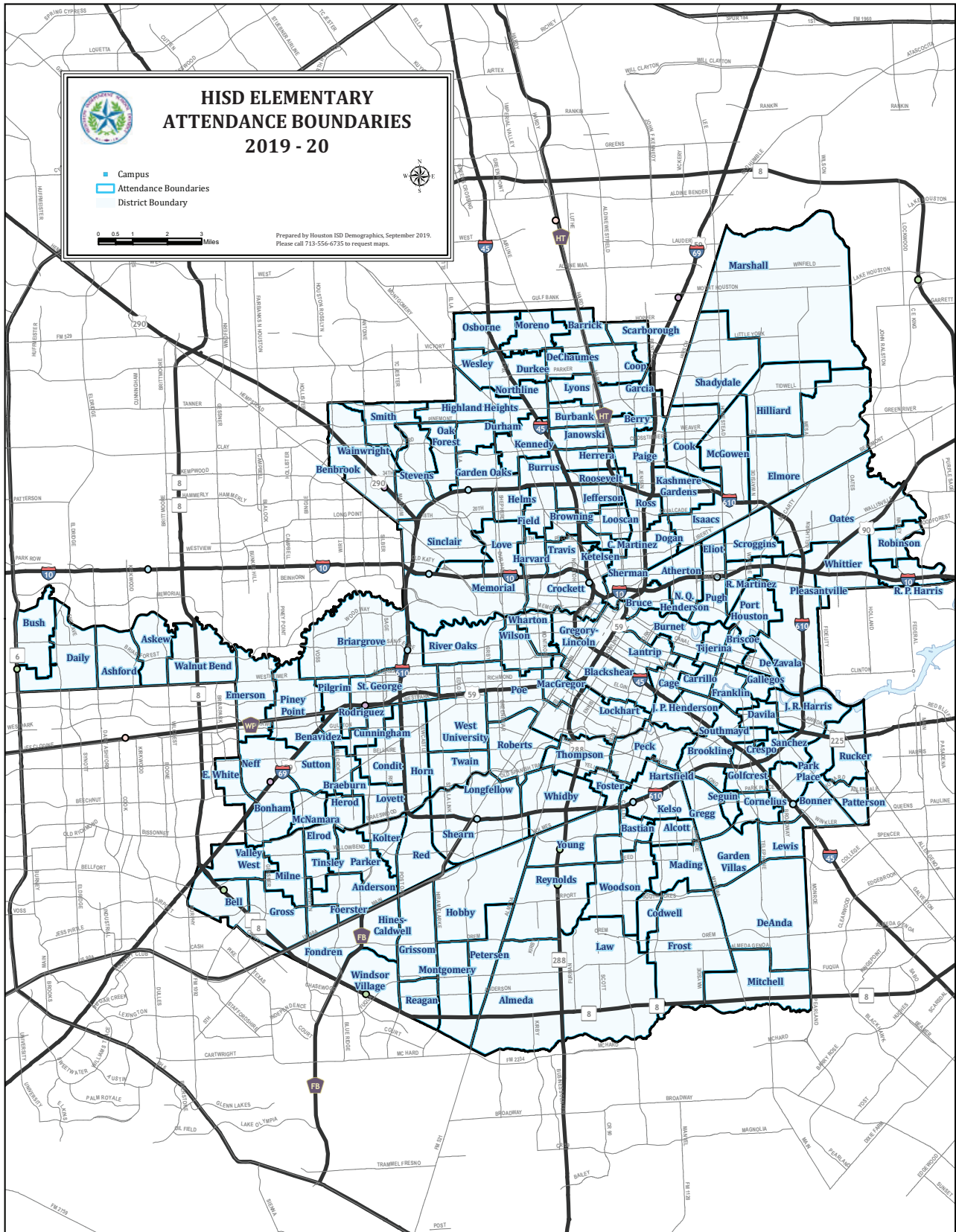
East Area

West Area

Achieve 180 Area

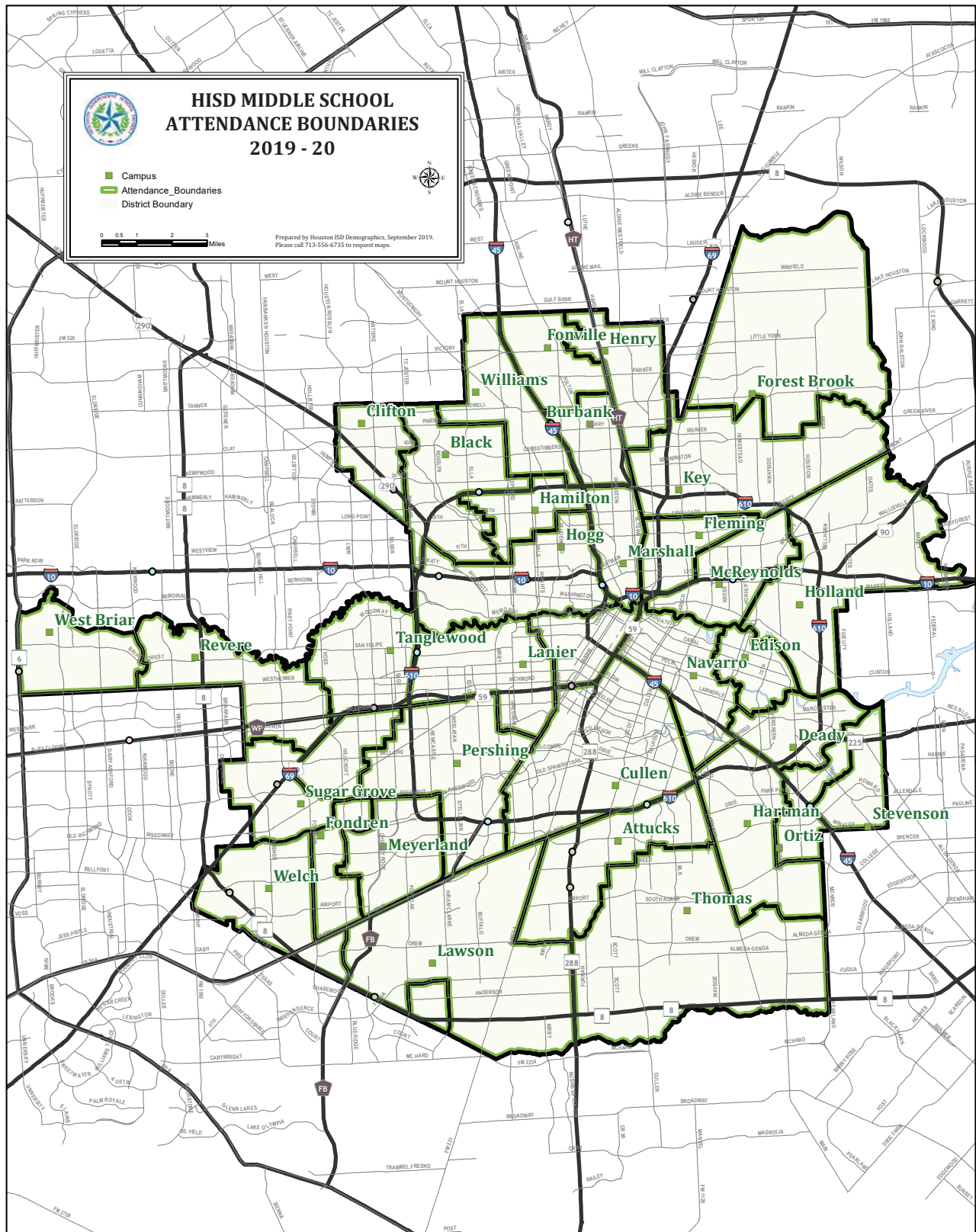
The document, 'A Declaration of Beliefs and Visions' has served as a roadmap to success since it was set forth in 1990. It is a statement of HISD's instructional and operational philosophy, and has been the cornerstone of the district's efforts to improve student achievement, operational efficiency, 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.

2019-2020 HISD MAPS



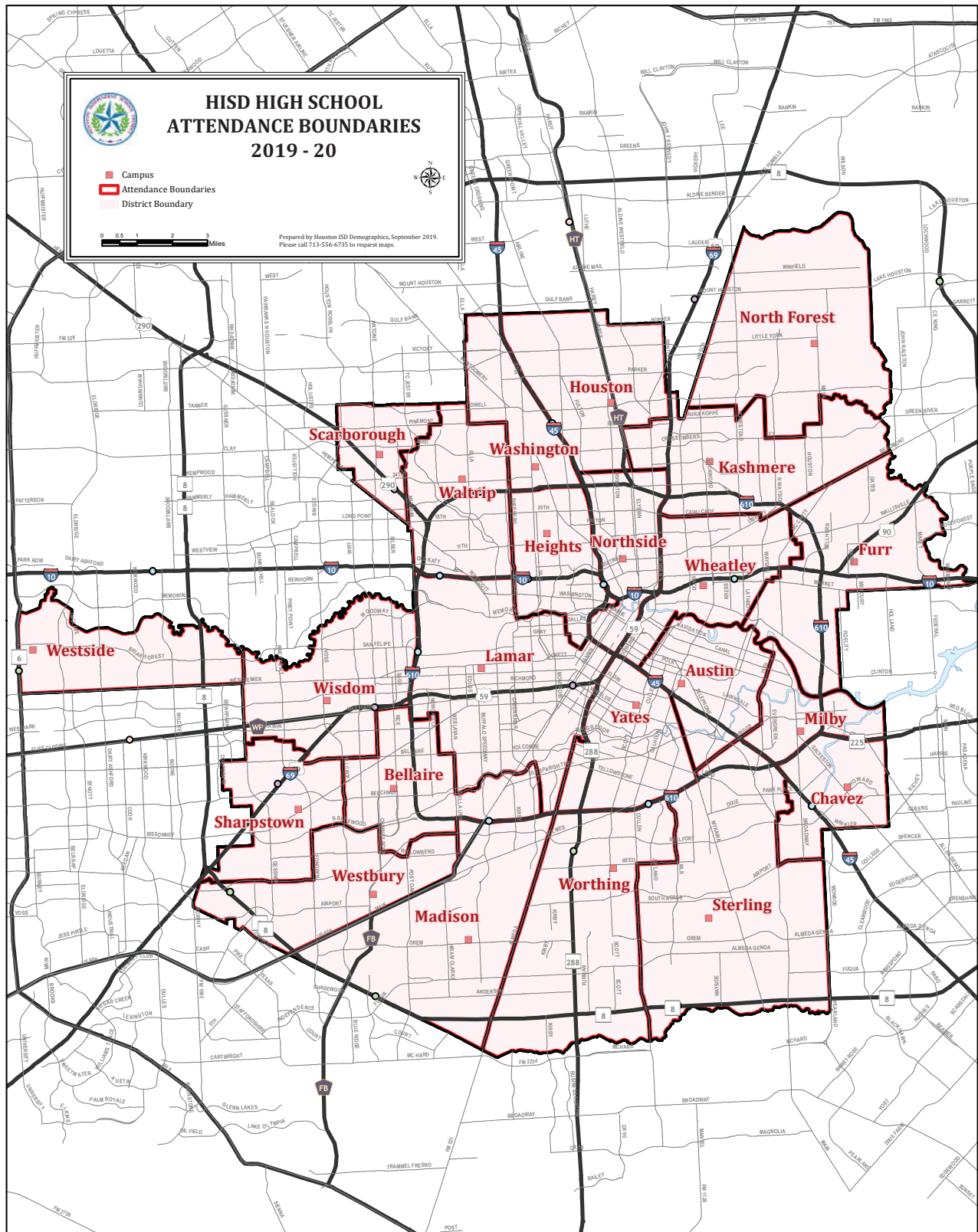
For more detailed map information visit HISD's website at: <https://www.houstonisd.org/page/111709>

2019-2020 HISD MAPS



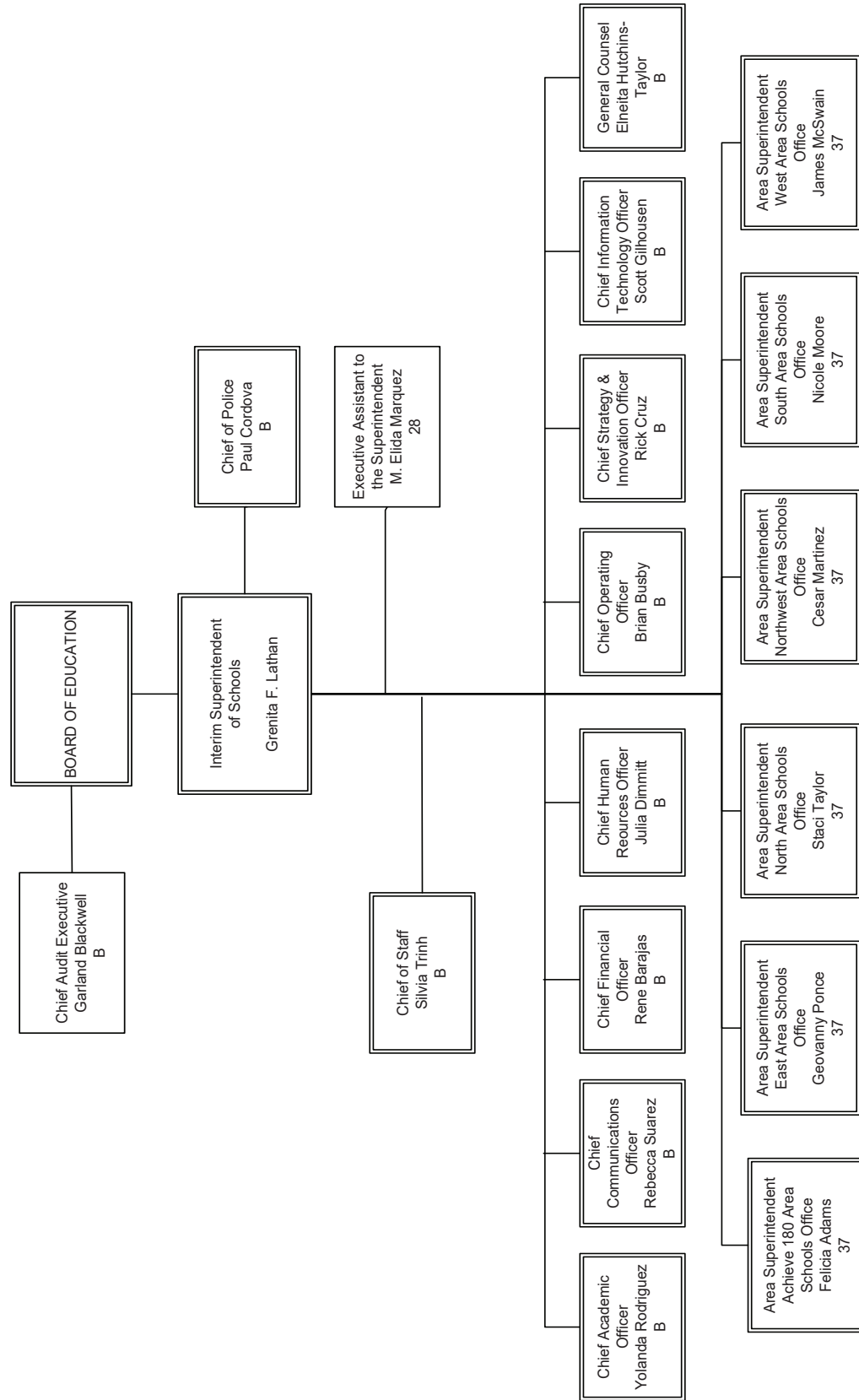
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2019-2020 HISD MAPS



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Houston Independent School District
ORGANIZATION September 2019
Superintendent of Schools



This Organization Chart reflects HISD's Administration as of the Budget Adoption date.



Strategies and Initiatives

Houston Independent School District

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 district's mission and four goals as well as an indication of the progress towards accomplishment of these goals. Some of these initiatives are already underway and listed below.

District Mission:

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

District Goals:

Goal 1: Increase Student Achievement in Reading and Writing

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

The Houston Independent School District received a an overall B rating with a score of 88 in the second year of the state's new school accountability system after having been labeled Not Rated: Harvey in 2018 According to ratings released by the TEA, 92 percent of HISD schools (250 out of 271 rated campuses) earned a rating of A, B, C, or D for the 2018-2019 school year. From 2015 to 2019 HISD reduced the number of campuses labeled "Improvement Required" (IR) by the state from 58 to 21. Twenty-one campuses were rated F in 2019, the first-year campuses received letter grades.

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

Field Elementary School and Project Chrysalis Middle School were named National Blue Ribbon Schools by the U.S Department of Education for 2019. Several high schools were featured in the U.S. News & World Report Best High School rankings: DeBakey High School for Health Professions was ranked 17th-best in the nation and 3rd-best in Texas, Carnegie Vanguard High School was ranked the 24th-best in the nation and the 4th-best in Texas, and Eastwood Academy was ranked in the top 100 in the nation and 10th-best in Texas.

Children at Risk named DeBakey High School for Health Professions Number 1 in the Houston region in its annual rankings for the twelfth straight year, and seven other high schools were in the top 10:

- Carnegie Vanguard High School (3)
- Eastwood Academy (4)
- Young Women's College Prep Academy (5)
- East Early College High School (6)
- North Houston Early College High School (8)
- Challenge Early College High (9)
- Houston Academy for International Studies (10)

Four HISD middle schools were recognized as top 10 performers:

- T.H. Rogers School (2)
- Project Chrysalis Middle School (5)
- Mandarin Immersion Magnet School (6)
- Energized for STEM Academy Southwest MS (8)

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

- T.H. Rogers School (1)
- West University Elementary School (8)
- Mandarin Immersion Magnet School (9)

Energy Institute HS received the 2019 Dr. Donald Waldrup Award from **Magnet Schools of America**, the national association for magnet and theme-based schools.

Additionally, 33 HISD schools earned a spot on the **2019 Texas Honor Roll** by the Educational Results Partnership.

Curriculum and Development

The goal of the Elementary and Secondary Curriculum and Development departments are to maintain implementation of Literacy By 3, Literacy in the Middle, and Literacy Empowered through ongoing professional development for all teachers and continue to allocate literacy resources for all students.

Department staff provides job-embedded professional development around the reading and writing process in all core disciplines that develops students as readers and writers, allows for student writing calibration, and provides responsive pedagogy.

The Interventions Office

The Interventions Office provides resources to campuses to assist students that are identified as having reading difficulties with literacy skills. All secondary students that did not meet standard on STAAR/EOC are placed in a reading intervention course and instructed using a comprehension-based program or a program that focuses on comprehension, decoding, phonological awareness and fluency.

The Interventions Office also provided district level dyslexia interventionists support for campuses. The district level Dyslexia Interventionists provide identified students with direct interventions using Neuhaus curriculum, while using a monitoring system to track students' progress via mastery checks.

The Multilingual Programs Department

The Multilingual Programs Department provides supplemental support to all district administrators, campus administrators, and teachers of English Learners (ELs) by offering professional development opportunities that include sheltered instruction strategies for newcomers, immigrants and long-term ELs. In addition, the compliance team provides training to LPAC Administrators and clerks to ensure that campus committees make strategic, data-driven decisions for initial identification, assessment decisions, and reclassification. Lastly, in 2019-2020, it was a requirement for all campuses reporting bilingual exceptions and/or ESL waivers to the Texas Education Agency (TEA) identify a Sheltered Instruction (SI) Coach who would support those teachers of ELs on waivers.

The department also provides targeted support to campuses based on the percentage of ELs and the performance of the campus. Targeted support includes:

- An assigned Program Specialists who:
 - Creates data driven campus support plans for Tier Three campuses
 - Uses EL data to offer planning support to teachers of ELs designated by the principal
 - Provides professional development to teachers/administrators of ELs based on campus needs;Aids LPAC Administrator during middle of year assessment decision making process
- An assigned Team Leader who:
 - Assists SI Coach identify and provide strategic support to teachers of ELs not certified

- Provides professional development to SI Coach and teachers of ELs

Special Education

The Special Education Department structured support to include the addition of a professional development team dedicated to providing targeted training around specially designed instruction and best practices for embedding supports for students with disabilities.

Goal 2: Increase Number of Students Meeting Global Graduate Standards

Strategies and Initiatives

The high school core district curriculum resources will outline strategies to develop Global Graduate soft skills while mastering TEKS during tier one instruction. This includes the inclusion of college readiness modules in selected core content master courses.

College Readiness Advising Efforts Net Enrollment and Persistence Gains:

Advisors met with 6,942 unique seniors in the 2018-2019 school year (up from 6,589 the previous year) and had a total of 16,719 student interactions across all grades. This does not include the 17,308 underclassmen who received classroom presentations. More HISD graduates enrolled in postsecondary institutions in the year after high school in the Class of 2018 (6,160). This is an increase from the the Class of 2017 (5,928)

- Fifty-six percent of seniors who graduated in 2018 enrolled in college during the next school year (33 percent to 4-year and 23 percent to 2-year institutions)
- For the Class of 2019, 80 percent of seniors applied to college
- College and Career Readiness Advisors advised 64 percent of 2019 seniors. Of these, 89 percent applied to a college
- For the Class of 2018, compared to the Class of 2015 (the year before the start of the advising program), 30 HISD high schools increased the number of graduates enrolling in college
- In the class of 2019, 459 SPED seniors were advised by a College and Career Readiness Advisor. Of those, 302 applied to college and 249 submitted a financial aid application
- Seniors in the class of 2019 who were advised by the College and Career Readiness team completed their FAFSA/TASFA at a 77 percent rate (64 percent for all seniors in the district)

Class of 2019 continues trend of increasing FAFSA submissions and Scholarship and Financial Offers received:

Total scholarship and financial aid offers have increased by \$103,274,604 between 2015 and 2019, a 72 percent increase.

Total scholarship and financial aid offers for all demographic subgroups have increased in the span between 2015 and 2019:

- Hispanic students: Gain of \$13,044,241, a 124 percent increase
- African-American students: Gain of \$44,559,891, a 53 percent increase
- Asian students: Gain of \$17,470,976, a 66 percent increase
- White students: Gain of \$27,007,423, a 66 percent increase
- "Other" subgroup: Gain of \$1,192,073, an 18 percent increase

More Students Participating in SAT Testing

SAT results for the Class of 2019: HISD's participation rate for the Class of 2019 was 87 percent, in contrast to a participation rate of 66 percent for public school students in the state. The total number of test-takers was 10,183.

- Official SAT Practice (OSP) at Khan Academy remains at the forefront of the district's initiative to prepare students for PSAT and SAT exams
- 9,663 HISD students participated in the 2019 School Day SAT administration, as compared to 9,642 HISD students in 2018
- In the 2019 School Day SAT administration, HISD is closing the gap in performance. HISD students saw a mean score of 950 - an increase of six points from the 2018 School Day SAT administration which garnered a mean score of 944 - while students in the state and nation saw mean scores of 958 and 973, respectively
- 61,182 test takers completed the SAT or a PSAT-related assessment (PSAT/NMSQT, PSAT 10, or PSAT 8/9) in the 2018-2019 school year, as a part of either HISD or national administration

Forty-seven HISD students named National Merit Semifinalists

Forty-seven students in the Class of 2020 were named as semifinalists in the 65th 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 Making Qualifying Scores and 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 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 2018-2019. The AP grade scale ranges from 1 to 5, and a score of 3 or higher qualifies a student to earn college credit.

- An 5.75 percent increase in the number of AP exams scored at 3 or higher from 2018 (10,405) to 2019 (11,003), saving HISD families an average of \$12 million in college tuition (had these courses been taken at the University of Houston, a four-year Texas public college, at a tuition rate of \$365 per semester credit hour)
- A 3.6 percent increase in the number of HISD students who took an AP exam from 2018 (15,310) to 2019 (15,862)
- A <1% decrease (N=9) in the number of AP exams administered to HISD students from 2018 (28,228) to 2019 (28,219)

Additional Postsecondary Programming Highlights for 2019

- Equitable access to AP Courses: 55% of students in the class of 2019 were connected with fee reductions for AP exams
- HISD Students earned 111 AP Capstone Diplomas—an increase of 17 students from 2018—and 33 AP Seminar and Research Certificates—an increase of 14 students from 2018
- A total of 2,042 HISD students received an AP Scholars® recognition by, at least, scoring a 3 or higher on three or more AP exams in 2019—this was an increase of 103 students from 2018
- 6 HISD students earned an AP International Diploma.
- HISD is expanding International Baccalaureate (IB) Programmes. Refer to The International Baccalaureate section for a full list of schools and programme offerings

Dual Credit & Dual Enrollment

- The number of HISD students enrolled in at least one dual credit or dual enrollment course during Fall 2019 was 4,399, representing a 2 percent increase from Fall 2018
- Over the past five years, the Futures Academy program operating within eight HISD campuses has resulted in students earning 378 associate degrees and 113 Level I Certificate or Level II Certificate credentials
- Two of the three HISD high schools recognized as National Blue Ribbon Schools during the 2018-2019 school year were Early College High Schools (Challenge and East)
- HISD students enrolled in more than 16,000 dual credit courses during the 2018-2019 school year
- The UT OnRamps dual enrollment program has expanded to nine high schools and 11 total courses during the 2019-2020 school year, despite the additional student costs associated with this initiative
- During the 2018-2019 school year, 239 HISD students from six high schools earned college credit through the UT OnRamps program

EMERGE & Project Explore

- Over 1000 students submitted applications to join the EMERGE Class of 2021
- Over 250 HISD EMERGE students from the class of 2019 were admitted to top colleges across the country
- The EMERGE Class of 2015, comprised of 99 students, graduated college in 2019. The EMERGE Class of 2016, comprised of 150 students will graduate
- Over 90 percent of alumni in college are on track to graduating within four years
- EMERGE students receive 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 in 2018-2019. Over 700 middle school students at 10 high-need middle schools participated in out of state college tours, received individualized advising, and explored college & career options. In 2019-2020 the program expanded to 28 middle schools, serving 2,100 students

Career and Technical Education (CTE) Programming

- The number of students enrolled in CTE courses has increased from 42,652 (2017-2018) to all-time high of 49,987 (2018-2019)
- The district has achieved a record in the number of students who complete CTE approved pathways (22,123 students in 2015-2016) increased to 26,472 for the 2018-2019
- The number of high school students who earned a TEA Industry-Based Certification increased from 722 in 2018 to 3,213 in 2019
- CTE has 13 campuses sponsored by the American Builders and Contractors/Construction and Maintenance Education Foundation (ABC CMEF) with 12 accredited NCCER labs across the district making it the biggest program 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 33 elementary schools and engaged 8,200 students
- CTE conducted a district-wide audit of all CTE students' Personal Graduation Plans (PGP's) to ensure they were coded properly

Goal 3: Increase Student Academic Growth

Strategies and Initiatives

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points

annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020

Curriculum and Development

The goal of the Elementary and Secondary Curriculum and Development departments is to maintain implementation of Literacy By 3, Literacy in the Middle, and Literacy Empowered through ongoing professional development for all teachers and continue to allocate literacy resources for all students.

The Interventions Office

The Interventions Office supports all elementary and secondary campus leadership team members and campus liaisons on effectively implementing the IAT process; along with effectively using of data to make data-driven decisions based on students' academic needs. The Interventions Office assist campuses with the use of the REN 360 data and triangulated data to appropriately group students for targeted interventions and other designated supports. In addition, the Interventions Office provides resources to campuses to assist students that are identified as having reading difficulties with literacy skills and/or has been identified with having deficits in the area of mathematics. The Interventions Office provides support in the area of implementing an effective progress monitoring system and provides coaching and modeling support during the intervention block. The Interventions Office also assists with the implementation of RTI systems, protocols, and related intervention resources. If an individual student data indicates a need for additional referrals, the Interventions Office assist the campus' IAT team with making appropriate decisions based on the student needs.

Wraparound Services Department

The Wraparound Services Department was developed to assist in connecting the non-academic support needed to improve the well-being of all students in 140 schools across the district. These non-academic support address critical issues such as mental health and physical needs, food insecurity, lack of stable housing, violence, incarceration of a parent, legal and crisis support, and many other challenges that can have adverse effects on a student's readiness and ability to learn. Wraparound Services uses a database tracking tool that includes methods to identify non-academic needs of students and schools, in order to increase access to effective services to meet students' needs and increase the ability to address targeted student interventions.

Highlights and Accomplishments:

- The Wraparound Services Department has expanded from 5 Resource Specialists in December 2017 to 145 Resource Specialist as of November 2019. The department has an assigned Resource Specialists to half of district campuses and is on track in meeting the Board's goals of having a Resource Specialist on every campus by 2022
- As of August 2017, Wraparound Resource Specialists (WRS) have linked 18,521 students to services
- The Wraparound Department has established over 273 partnerships with service providers and programs to date
- Wraparound has created community collaboration structures through the Wraparound Feeder Advisory Councils, which includes campus personnel, parents and community stakeholders
- Wraparound Services is in year 2 of implementation of the Full-Service Community Schools Grant (FSCS), which includes \$2.5 million for five schools, each year through 2023. This program provides support for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools

Goal 4: Closing of Achievement Gaps

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.

Teacher Development Specialists Have Positive Impact on Teachers and Students

A Key ingredient for building teacher capacity is job-embedded instructional coaching provided by Elementary and Secondary Teacher Development Specialists (TDS). Elementary and Secondary Curriculum and Development TDS's provide support to campuses in the following ways:

- Model Effective Instruction
- Provide Customized Professional Development
- Facilitate Professional Learning Community (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 2019-2020 year, TDS are aligned directly to Achieve 180 and Improvement Required schools. In addition, other campuses are prioritized by need for TDS support components.

Launch of Overage Program

The Special Populations department launched an overage program to target elementary and middle school students that are 2-3 grade levels behind their original cohort. Adapted intervention tools were purchased to ensure that students learning gaps were addressed while exposing them to content that prepares them for the next grade level. In addition, the Special Populations department has designated a program specialist to oversee the overage program and monitor the fidelity of implementation.

The Interventions Office

The Interventions Office supports each campus leadership team, IAT liaison, and classroom teachers on disaggregating data, using REN 360, STAAR, EOC and triangulated data to effectively group students in order to target skill deficits. The Intervention Office assist the IAT liaison in the area of implementing an effective IAT system; while connecting appropriate resources to Tier 2 and Tier 3 students in the area of Reading/ELA and Math. The Interventions Office assists with assigning students to appropriate courses; such as SRW and Math Intervention courses, in order to target specific deficits. In addition, the Interventions Office assists with the implementation of goal setting, grouping students based on skill deficits, and progress monitoring.

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 male students from historically underserved demographics can enter the college and/or career of their choice upon graduation from HISD.

Resilient Outstanding Sisters Exemplifying Success (ROSES)

The Resilient Outstanding Sisters Exemplifying Success (ROSES) program is a mentorship initiative for the female students of the district. Similar to ATM, the program works with cohorts of females 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 female students from historically underserved demographics can enter the military, college and/or career of their choice upon graduation from HISD.

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 reevaluating the implementation of the HISD Literacy by 3 initiative to ensure that teachers are provided with the necessary materials, support and training to increase student achievement and growth in early literacy. The same focus is being placed on Literacy in the Middle and Literacy Empowered to ensure a consistent foundation is in place across all grade levels.

The District will continue to monitor progress in both achievement and growth in reading and math using the Board adopted screener for grades K-12. The district has also responded by implementing targeted supports from student assessment, intervention teams and dyslexia specialists. The District has increased school wide systematic supports by expanding Achieve 180 best practices to all regional areas, which includes community of practice visits and an increase in data literacy specifically targeting the achievement gap of our special population student groups.



Instruction and Support Services

Houston Independent School District

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

Early Childhood	8
Elementary Schools	161
Middle School	38
High School	37
Combined/other	<u>36</u>
Total Number of Schools	280

Elementary Programs

HISD has an enrollment in its 161 elementary schools of more than 113,127 students in grades Pre-K-5. 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 40,859 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 37 high schools instruct more than 53,136 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 1,000 pre-kindergarten teachers serving over 15,230 students in 169 campuses. The early childhood team facilitates and supports the highest-quality 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 high-quality curriculum, instruction, and assessment programs.

The early childhood team produces curriculum documents based on the state Pre-kindergarten Guidelines to support high-quality learning experiences for the district's three and four-year old children. 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 2006. To be eligible for enrollment in a district's pre-kindergarten program, a child must satisfy age, residency, and other key requirements. 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 pre-kindergarten program at participating schools. HISD also offers pre-kindergarten on a tuition basis to students who do not meet the eligibility requirements, if space allows, beginning May 31st. If spaces remain after eligible and tuition-based four year-old children have been enrolled, campuses may enroll students who are three years-old.

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 by designing a challenging district curriculum that incorporates standard based instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS).

Fine Arts Programs

The Fine Arts team within the Curriculum and Professional Development Department supports, promotes and enhances a full complement of Fine Arts Enrichment Core programming in the district. Through the continuous development of Texas Essential Knowledge and Skills (TEKS) based curriculum for the wide range of district course offerings within visual arts, dance, music and theatre disciplines, the Fine Arts Department provides curriculum, research and developmentally based professional development, enhances programs through the appropriation of Title IV funds, and support fine arts teachers directly through campus visits, mentoring and developing collaborative groups within disciplines. The department also works to integrate fine arts concepts and strategies within the Foundation Core curricula to actively engage and enhance student learning in math, science, reading, language development and social studies. It is through the thoughtful delivery of a TEKS based Fine Arts curriculum that students experience an increase in attendance, decrease in dropout rates, growth in leadership skills, foster collaborative teamwork, heightened self-awareness and cultural sensitivity, and develop enhanced writing skills.

One of the greatest assets of the fine arts is the expansion of critical and analytical thinking within the minds of students. The arts intrinsically cultivate creativity, imagination, and innovation as well as symbiotically incorporate 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 through physical fitness and health literacy.

Interventions Office

The Interventions Office connects campuses to academic and behavioral resources to best meet students' needs. The team assist campuses with developing and enhancing systems for RTI. The Interventions Office assists campuses with enhancing the work of IAT to include the use of research-based problem-solving methodology. One of the core functions of the team is to assist monitoring RIT and IAT documentation for compliance with district expectations. The Interventions Office provides on-going training and support to school leaders, central office personnel, and other stakeholders as needed. The team members work directly with campuses to coordinate a series of tasks to facilitate the IAT process such as; universal screenings, progress monitoring, school-wide data review, using triangulated reports in the area of academics and behavior. The Interventions Office works directly with campus IAT Liaison to implement effective system and program to target the needs of Tier 2 and Tier 3 students. The Interventions Office have appointed IAT Managers and ITDS to serve in all areas throughout HISD. IAT Managers and ITDS support campuses with scheduling interventions, implementation of research-based resources, coaching and modeling, as well as data-based decision making for students needing additional academic or behavior support.

The Interventions Office also serves our identified dyslexia students. Our office has a specially designed program to support our students. Tier 3 Dyslexia Interventionists provide direct services as we integrate multi-sensory, systematic, explicit instruction through diagnostic teaching to automaticity, based on students' needs. Our interventionists are certified Texas Educators, thoroughly trained in dyslexia and related disorders. In addition, the interventionists are systematically trained in the program the district has developed to use with students with dyslexia as well as in instructional strategies that utilize individualized, intensive, multisensory, and phonetic methods. HISD has partnered with the Neuhaus Education Center to ensure that each Dyslexia Interventionist is trained with the Basic Language Skills Program to serve all students identified with Dyslexia

Mathematics Programs

Elementary and secondary math 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 mathematics teams envision a collaborative community that provides an equitable, supportive 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 mathematics proficiency.

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 supportive 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.

Social Studies Programs

Elementary and secondary social studies 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 elementary and secondary social studies teams in the Curriculum and Development 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.

Special Education Programs

The mission of the Office of Special Education Services (OSSES) is to provide support and guidance to parents, teachers, campus leaders, and other stakeholders that directly improves student outcomes while removing barriers and raising expectations for students with disabilities.

The Special Education Department provides leadership and support to district and campus leaders to ensure adequate and appropriate resources, services, and programs are available for students with disabilities by removing barriers and raising expectations.

Program Initiatives

- Provide supports and tools to assist schools in appropriately identifying students for Tier 2 and Tier 3 instruction
- Support schools in implementing a continuum of practices and preventive strategies for students identified through screening as at-risk
- Monitor RTI/IAT implementation
- Clarify policies and procedures for special education referral, evaluation and identification
- Ensure HISD staff develop high-quality IEPs
- Ensure that a full continuum of service delivery placement options is available in each region
- Provide support to ensure effective implementation of services outlined in IEPs
- Provide Principals, Assistant Principals/Dean, Teachers, and Special Education Department Chairs with high-quality professional development opportunities

- Provide high quality professional learning tools for parents and educators to fidelity of implementation of special education requirements
- Provide high quality professional learning opportunities for parents to ensure participation in Goalbook, and increased understanding of transition programming
- Improve communication processes for gathering and disseminating information
- Monitor and enforce critical aspects of special education identification and service delivery

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).

- Architecture, 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 district areas 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 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. These schools seek to recruit and draw an ethnically diverse student body from throughout the city. 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. HISD Elementary Magnets are an example of a school-wide program.

Separate and Unique Schools (SUS)—Provide a unique curriculum and single educational focus for all students attending the school. Every student in a SUS 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 SUS 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 gifted or talented in intellectual ability, creativity, or leadership. A Magnet Vanguard offers a differentiated curriculum that is both accelerated and enriched. Admission into Vanguard Magnet Programs 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 fosters problem-solving and independent critical-thinking skills, through instruction focused on science, technology, engineering, and math, 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. Students learn to read, write, and speak both English and the language of their choice.

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.

Early College provides students with an opportunity to get a head start on their college aspirations. Students 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.

College Prep prepares students in grades 6-12 for higher education and life with rigorous academics and opportunities to develop leadership, critical thinking, and decision-making skills. Here students will participate in coursework developed by the College Board such as Advanced Placement.

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.

Gifted and Talented Education (GT)

The Gifted and Talented 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 Gifted and Talented department supports and assists 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 some G/T students are assigned after an application and lottery process. Generally, GT 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 and 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 for Pre-AP and AP teachers provides direct instruction on strategies that assist students.

HISD has begun hosting AP Professional Learning Communities for HISD AP teachers to participate in throughout the year. Led by highly effective HISD AP teachers, this program provides participants the opportunity to share best practices and ideas for the AP classroom. The district’s efforts to provide teachers with specific professional development are also aligned to HISD’s AP results.

The growth in HISD’s AP numbers for both participation and performance are an indication of the dedication of HISD AP teachers, administrators and students who have come to understand the importance of this program.

The Dual Credit Program

Houston ISD’s dual credit program provides high school students the unique opportunity to obtain college credit that can lead to the completion of a postsecondary degree or certificate. These courses are offered at no cost to students and parents once the appropriate HISD administrative approvals have been obtained, as the school district and its college partners ultimately absorb the tuition and textbook expenses.

Dual credit classes have the flexibility of being taught by an HISD teacher (credentialed by a community college) or a community college faculty member, while also being completed at the high school campus or community college location. Students and parents should contact the dual credit leader(s) for the respective high school to learn more about the existing and projected dual credit course offerings, which can change on a year-by-year basis.

The Dual Enrollment Program

Houston ISD has worked with the University of Texas to provide opportunities for students to earn college credit via the UT OnRamps dual enrollment. This postsecondary programming initiative enables students to enroll in a high school course and a college course simultaneously to receive high school credit with the possibility of also receiving college credit.

Dual enrollment courses involve two faculty members (a high school and college instructor), teaching separate classes, resulting in one grade for the high school course and potentially a different grade for the college course. Students have the option of declining the college course credit if they are not pleased with the final grade in the UT OnRamps course(s).

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 and writers.

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 non-GT classes.

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 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, training 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 the requirements of international educational systems and to receive the IB diploma. Through IB examinations, students may receive college placement hours.

A 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.

HISD offers all IB Programmes from elementary to high school at a variety of campuses. 2019-2020 schools and programmes are as follows:

PRIMARY YEARS PROGRAMME	MIDDLE YEARS PROGRAMME
BRIARGROVE ELEMENTARY BRIARMEADOW K-8 DEANDA ELEMENTARY* DURHAM (MAGNET) FOSTER ELEMENTARY* HARVARD ELEMENTARY HERRERA ELEMENTARY MADING ELEMENTARY* MEMORIAL ELEMENTARY* NORTHLINE ELEMENTARY PATTERSON ELEMENTARY* POE ELEMENTARY RIVER OAKS ELEMENTARY ROBERTS ELEMENTARY RODRIGUEZ ELEMENTARY SHADYDALE ELEMENTARY* THE SCHOOL AT ST. GEORGE PLACE TINSLEY ELEMENTARY* TWAIN ELEMENTARY WALNUT BEND ELEMENTARY* WHARTON DUAL LANGUAGE ACADEMY WOODSON PK-5*	CHÁVEZ HIGH SCHOOL* CULLEN MIDDLE SCHOOL* FONDREN MIDDLE SCHOOL HEIGHTS HIGH SCHOOL HENRY MIDDLE SCHOOL* HOGG MIDDLE SCHOOL HOUSTON MSTC* LAMAR HIGH SCHOOL LANIER MIDDLE SCHOOL ORTIZ MIDDLE SCHOOL REVERE MIDDLE SCHOOL* SHARPSTOWN INTERNATIONAL SCHOOL* TANGLEWOOD MIDDLE SCHOOL WORTHING HIGH SCHOOL*
DIPLOMA PROGRAMME	CAREER-RELATED PROGRAMME
BELLAIRE HIGH SCHOOL CHÁVEZ HIGH SCHOOL HEIGHTS HIGH SCHOOL LAMAR HIGH SCHOOL SHARPSTOWN INTERNATIONAL SCHOOL* YATES HIGH SCHOOL*	LAMAR HIGH SCHOOL CHÁVEZ HIGH SCHOOL HEIGHTS HIGH SCHOOL

* Candidate school

Languages Other Than English (LOTE)

The secondary languages other than English team in the Curriculum and Development 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.

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, Literacy in the Middle, and Literacy Empowered are three 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 ensure 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.

- Test Security Procedures includes Test Security and Confidential Integrity, Training, Security Oaths, Embargoed Materials, Reporting Violations/Irregularities, and Penalties.
- 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.

Health and Medical Services

The mission of Health and Medical Services is to support schools to build capacity to provide a safe and healthy environment in which students have the opportunity to benefit from education and achieve their maximum potential. The department provides this support by:

- Actively recruiting, interviewing and conducting ongoing training for nurses transitioning into the practice of school nursing
- Providing ongoing professional development for the experienced school nurse on current legislative mandates and trends in school health
- Developing and conducting training for unlicensed staff in schools without a school nurse position on topics including medication training and diabetes management as specified in District policy
- Working collaboratively with Principals in the evaluation and referral of employees identified to be at risk for mental and physical conditions that impact their job performance
- Establishing and maintaining evidence-based operational and procedural guidelines for school nursing practice

- Conducting school health program evaluations
- Providing direct health care to students with complex health care needs requiring specialized nursing care in the classroom through a corps of nurses with specialized training
- Establishing and cultivating partnerships through grants and contracts with community organizations that provide resources to families to remove barriers to access health care and improve health care utilization and health literacy
- Serving as liaison between school-based health center providers, school nurses and Administrators for successful integration into the school
- Providing oversight of the district's automated external defibrillator program (AED) and trauma and injury protocols including AED maintenance, CPR/AED and bleeding control training for district staff
- Collaborating with internal departments and committees to assure cross-department communication on health and safety needs of students and staff
- Collaborating with the local health department to address the health and safety needs of the district community on issues that impact emergency management as well as management of chronic health conditions
- Providing community and childcare resources to pregnant and parenting teens
- Implementing state mandated health regulations through policy development and practices
- Submitting aggregated annual state report data mandated for Immunization, Vision, Hearing, Spinal and Acanthosis Nigricans screening
- Participating on the School Health Advisory Council
- Monitoring communicable disease through district wide reporting procedures and communicate and collaborate with appropriate local and state agencies to reduce district and community impact
- Representing the district on local and state councils that impact School Health
- Serving as a member of the ADA committee for school district employees
- Working collaboratively with IT to maintain the electronic health record component of the student information system
- The Director serves as Chief Nursing Officer with oversight of nursing practice in accordance with the Texas Board of Nursing, monitoring nursing licensure and practice and investigates and reports nursing practice infractions to Nursing Peer Review or the Board of Nursing

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.

UIL and Academic Services

UIL Academics extends classroom learning in a non-traditional setting for elementary and secondary students by providing educational enrichment opportunities.

- UIL programs provide opportunities to practice and increase student reading and writing comprehension in a low risk environment which functions as an extension of the classroom
- UIL programs support Global Graduate standards by facilitating opportunities for leadership in teams, critical thinking, organization and time management as well as effective communication with diverse populations in a supportive competition setting
- UIL programs serve all HISD students but quantitative research demonstrates that UIL programs provide the most academic and socio-emotional learning benefits to our at-risk student populations



Budget Administration & Management Process

Houston Independent School 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:

- The Superintendent is the budget officer for the district and prepares or causes the budget to be prepared
- **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**
- 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)
- 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
- 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
- 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 guideline
- 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 Nutrition Services 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 2019-2020 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 Informational Section of this document.

Budget Development, Planning, and Submission

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 fund.

Once consensus is reached on these goals and objectives, current operations should be evaluated as to their effectiveness in achieving them. New programs may needed to be developed for the current year's operations to attain goals and objectives that are not addressed by a school's current programs. Programs should then be prioritized as to their effectiveness in attaining the developed goals and objectives.

Budget submission is completed electronically for schools. Budget units receive budget development packages that allow them to develop their budgets electronically and submit them through the intranet. An overall summary request is generated along with detailed line-by-line budget items. During the submission process, there is frequent review and consultation process with Budgeting and Financial Planning staff members.

The preparation of other budgets occurs simultaneously with the development of the General Fund budget. Debt Service Funds are budgeted by the Controller's Office and Budgeting and Financial Planning. Special Revenue Funds are budgeted by the participants in the programs and grants (usually schools), some central office departments, and Budgeting. Nutrition Service Funds budgets are created by the HISD Nutrition Services department and reviewed by the Controller's Office.

Budget Review and Coordination

The Superintendent's cabinet reviews budget increase requests and recommends overall prioritization of programs and activities. Input from the various participants is used to determine the appropriateness of the submitted budgets (see 2019-2020 Budget Development Calendar). Criteria for reviewing budget proposals, especially increase requests, include the degree of alignment with districtwide goals and objectives, priority status compared with other proposals, use of district resources for efficiency and effectiveness, the unit's track record for operational performance, and the likelihood of success for particular initiatives and programs.

Final review and coordination of the annual budget is conducted in public workshops and hearings with members of the community and the school board.

Budget Adoption

The compiled budgets for the district are submitted to the Superintendent for review before they are formally presented to the school board in early June as a recommended budget. The school board analyzes the documentation and conducts public hearings and workshops to get input from the community on district spending plans. After final revision and amendment, the board formally adopts the budget in June. Budgets are approved on a fund-by-fund basis. The district can make amendments to the budget at any time during the year; however, amendments changing functional expenditure categories or revenue object accounts (as defined in the Texas Education Agency's Financial Accountability System Resource Guide) must be approved by the

Board of Education.

Budget Implementation

Implementation of the budget involves the procedural and technical processes that must occur for the proper expenditure and recording of the various funds in the budget.

Encumbrance Control

Encumbrance accounting, the system under which purchase orders, contracts, and other commitments for the expenditure of funds are recognized in the accounting system in order to reserve the portion of the applicable appropriation, is employed in the Governmental Fund types. Encumbrances that have not been liquidated are reported as reservations of fund balance since they do not constitute expenditures or liabilities. District policy requires that such amounts be re-appropriated in the following fiscal year.

Auditing

Tests are conducted to determine the adequacy of the internal control structure of the district and the effectiveness and efficiency of expenditures as well as for compliance with applicable laws and regulations. Examples of the types of audits performed include Internal Control Reviews, Expenditure and Revenue Audits, Account Balance Audits, Contract Audits, Systems Documentation, and Compliance Reviews.

Purchasing

Purchasing procedures and guidelines are developed and monitored to ensure purchasing and contracting compliance with all applicable statutory and legal requirements, Board of Education policy, good purchasing practice, and adherence to ethical standards. Also, the district seeks to improve participation by historically under utilized businesses. Specific policies and procedures related to procurement can be found in the *Finance Procedures Manual*, section 1300.

Budget Account Transfers

Transfer of campus discretionary funds requires principal approval for schools, and direct report or department head approval for central office budgets. The district restricts transfers between funds (or business areas) and within Special Revenue funds based on each particular grant's requirements. Transfers can be made between functions within the same fund (business area), and transfers can be made between objects within the same fund or business area. For more detailed information, consult the *Finance Procedures Manual*, section 500 located on the district's website.

Budget Amendments

Budget amendments are handled in basically the same fashion as a budget transfer request. Approval is required by the principal or Area Superintendent for schools and by the appropriate direct report or department head for central office amendments.

Reporting System

HISD implemented the SAP (Systems Applications and Products) finance and accounting operation and control system in 1998, to further the automation of financial transactions, reduce transaction processing time and costs, and provide more timely, accurate information regarding those transactions. The information provided by the SAP system is designed to assist administrators in monitoring the financial condition of the district and evaluating the fiscal performance of the various budget units. Examples of information provided by SAP, include reports detailing the original annual budget allocations for schools and departments, the available budgets of all units, dynamic comparison of allocations to actual expenditures, purchase orders processed, but not yet received, records of fixed assets and inventories and budget transfers.

A *Comprehensive Annual Financial Report* is prepared to report the detailed results of district operations, and it includes statements and reports such as balance sheets for all funds, statements of revenue and expenditures, detailed explanation of different funds by function and major object, as well as miscellaneous statistical data in accordance with the Governmental Accounting Standards Board (GASB) and Generally Accepted Accounting Principles (GAAP).

School-Based Budget Development Process

For 2019-2020, principals will be responsible for taking into consideration recommendations from their school's PTA/PTO, employee representatives, their school community, business partners, and the school's Shared Decision-Making Committee.

The district has formulated a school-budgeting process that includes a weighted per-pupil allocation formula based on state student weights.

- Grade Level Allocation
- Adjustments—Provides an adjustment for enrollment increases or decreases in the next school year, based on the school projections
- Special Population—G/T, CATE, At-Risk, Multilingual, Homeless, and Refugee students receive additional weight in the resource allocation
- Enrollment adjusted for 100 percent ADA (Average Daily Attendance)

2019- 2020 Budget Process

Central Budget Committee for the 2019-2020 Budget

The Superintendent's cabinet will review and rank all central office budget recommendations, including requests for increased funding. The Cabinet's responsibilities include the following:

- Review all central-office initiatives, activities, and general programs for possible elimination, combination with another department, decentralization, or restructuring
- Review and rank all new central-office recommendations for increased funding
- Rank all central-office requests for increases in the Capital Acquisition Program
- Submit ranked recommendations for increases to the Chief Financial Officer and the Superintendent of Schools

Budget Monitoring

As budgeted funds are expended, periodic monitoring of the budget is conducted in accordance with responsible accounting as well as applicable laws and regulations. Each level of the district's organization is responsible for monitoring those budget items for which it is responsible. As the budget is prepared, spending plans are developed for use in budget monitoring. For example, as a principal and other resource planning group members develop a campus budget, the timing of planned expenditures is noted and documented. Thus, a principal and other district administrators have a tool to monitor expenditures during the fiscal year. The district accounting system normally generates expenditure and encumbrance information on a monthly basis. To review budget performance, this information is compared with campus spending plans by principals. Principals may in fact monitor budgetary performance on a transaction-by-transaction basis through access to the district's computerized accounting system, SAP. The HISD budget must also be submitted to TEA via the Public Education Information Management System (PEIMS) transmission process. TEA monitors for compliance at the district level only. This monitoring is a legal requirement to ensure mandatory expenditure levels in certain areas.

Similarly, district administrators monitor the entire district budget. The Chief Financial Officer and other district administrators use similar expenditure and encumbrance reports to monitor the budget compliance of programs and funds. Performance monitoring of the budget is also conducted regularly. This includes such items as comparing the planned effectiveness of educational programs with actual student achievement results, reviewing a particular department's effectiveness at using allocated resources to achieve specified results, and reviewing a school or department budget against standard ratios to monitor unusual expenditure patterns. This information is then periodically conveyed to the Board of Education, keeping the board apprised of issues that might affect the district's performance.

Evaluation

The last step in the budget process is evaluation, where performance data gathered in the monitoring phase are assembled and evaluated to determine individual units as well as overall-district performance for the fiscal year. This is usually accomplished in the summer as the budget for the next fiscal year is being developed. As the strategic management and planning methodology becomes more ingrained into HISD's culture, the

performance data gathered will become more detailed and better aimed at the programs and processes that are most significant to the overall operational performance and will allow a better view of organizational performance over time. The results of the evaluation phase in the budgeting cycle, output directly into the planning phase for the next budget year.

The three main areas of evaluation include schools and programs, stakeholder satisfaction, and budgetary performance:

- Schools and programs are evaluated for student achievement using such tools and measures as STAAR (State of Texas Assessments of Academic Readiness) tests, the Stanford 10 norm-referenced exams, attendance rates, drop-out and graduation rates, SAT and ACT test results, etc.
- Stakeholder satisfaction is measured through questionnaires, survey instruments, and indirect measures such as voter approval rates of bond elections, etc.
- Budgetary performance evaluation includes measures such as budget-to-actual or budget-to-projected actual comparisons of revenue, expenditures, cash flow, fund balance, and staffing levels

Periodic evaluation or performance reports are issued to inform both district officials and the public of campus and district performance. The annual budget document will continue to serve as a primary vehicle for delivering evaluation results of the previous fiscal year and illustrating the underlying reasons for new budget allocations.



Budgetary Control and Accounting Basis

Houston Independent School District

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 breakfast, lunch, and snack 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. The Nutrition Services Fund was previously an enterprise fund. It was reclassified as a governmental fund effective fiscal year 2017 -2018.

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 examine 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.

Program Intent

<u>Code</u>	<u>Program Intent Code Description</u>
11	Basic Educational Services
21	Gifted and Talented
22	Career and Technical
23	Services to Students with Disabilities (Special Education)
24	Accelerated Education
25	Bilingual Education and Special Language Programs
26	Nondisciplinary Alternative Education Programs – AEP Services
28	Disciplinary Alternative Education Program – DAEP Basic Services
29	Disciplinary Alternative Education Program – DAEP Supplemental
30	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
31	High School Allotment
32	Pre-Kindergarten—Regular
33	Pre-Kindergarten—Special Education
34	Pre-Kindergarten—Compensatory Education
35	Pre-Kindergarten—Bilingual Education
36	Early Education Allotment
37	Dyslexia
38	College, Career, and Military Readiness
91	Athletics and Related Activities
99	Undistributed



Communicating with Stakeholders

Houston Independent School District

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 success;

- 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
 - Area School Office 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 Officer 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 Officer 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.