ECPM Emergency Constraints Progress Measures Questions
August 13, 2020

OVERALL:

Why do these progress measures generally go only through December, versus through the end of the academic year?

End dates are reflective of the Board President's communication with the Superintendent regarding suspending regular goals and constraints through December. The result of suspending regular goals and constraints through December causes these emergency constraints and progress measures to be effective through December. The Board will be engaging in a process to consider new goals and constraints starting in September to meet the TEA required HB 3 deadline of a January 2021 approval for new goals. Regular constraints could replace these emergency constraints, or the Board could consider extending the emergency constraints in place of regular constraints at the time of development.

How many students that needed intervention didn't receive them?

Of the tier 2 and tier 3 students identified to receive intervention support, 45% did not receive intervention support from March 12-June 1st. We have 68,000 reading intervention students and 37,500 in math per the middle of the year Renaissance screener. Specific to dyslexia students, a subset of intervention students, 465 out of 3893 did not attend sessions consistently at a rate of >90%.

How many tickets are open in Purple?

748 out of 48,000 (1.55%) Student Assistance Forms (SAFs) were open by July 1 of the 2019-20 SY. As of the 2020-21 SY, 32 out of 52 (61.54%) of SAFs are open. Wraparound Resource Specialists recently returned to work on August 10 and are going through professional development from 8/10-8/17.

Where are we not meeting the needs of students?

Wraparound specialists work primarily with outside partners/providers to help meet student needs. At times, these providers are limited in their ability to meet the needs of all students. The district is working with policymakers, funders, and nonprofit leaders to help increase access to student services and resources. During COVID, through a combination of Purple data, surveys, and check-ins, the wraparound team has assessed there to be critical needs in the areas of food resources/services, housing services, mental health supports, and technology access.

ECPM 1.1

Can you please explain how you arrived at the number 353,250? Is this reflective of the social/emotional need in HISD?

The number of target interventions was determined after looking at historical data and considering the expansion of wraparound during the 20-21 school year. We understand the tremendous challenges that COVID currently brings to our students and families, and how critical Wraparound Resource Specialists are in meeting that need.

Can you please explain how you arrived at the number 353,250? Is this reflective of the social/emotional need in HISD? (CONTINUED)

Both pre-COVID and in our present state, our students still continue to have needs related to food stability, stable housing, and mental health services; thus, we do believe this is reflective of the social/emotional need in HISD.

ECPM 1.1

Please give a definition of the interventions that would be counted. Are they unduplicated or duplicated by student? If duplicated, how many unique students do we estimate would be touched?

There are 4 types of interventions. They consist of check-ins, observations, resources, and service links. A definition of the interventions can be seen below. Last year, we had over 628,000 interventions where 1 in 4 students received 3 or more interventions. Tracked interventions may be duplicated, and we don't have an estimated number of students that will be touched.

- **Intervention:** a combination of intentional steps used to resolve problems, and to improve and enhance the overall well-being of a person.
- **Check-in:** the act or process of checking on the status of an individual and/or the status of a situation focused on improvement. To verbally communicate with a student with the intent to obtain information that will help secure necessary resources or additional supports for a physical, social or emotional need.
- **Resource:** a tangible source of support, or aid given to a student, to address their physical, emotional or social needs, including but not limited to transportation, food insecurity, clothing, hygiene products and other supplies. Resources are used to bring relief and/or recovery; an ability to meet and handle a situation when needed.
- **Observation:** a concentrated focus on a student's well-being with the intent to provide aid, resources or additional supports to address the student's physical, social or emotional need. The action or process of observing (watching) something or someone intentionally and carefully in order to gain information (behavioral changes, attendance/tardies, cleanliness).
- **Service Link:** the intentional action or process of identifying, helping and connecting someone to a service to address a physical, social or emotional need.

ECPM 1.2

Can you please explain how you arrived at the number 160,000? Is this reflective of the social/emotional need in HISD?

We are projecting that we will have 420,000 two-way communications directly with students or family members related to social/emotional, academic guidance, and postsecondary planning during the 2020-2021 school year. September 8, 2020 through December 18, 2020 will account for approximately 38% of the instructional days for the school year, so we are projecting that 38% or approximately 160,000 of the 420,000 interactions will have taken place by December 18, 2020.

Can you please explain how you arrived at the number 160,000? Is this reflective of the social/emotional need in HISD? (CONTINUED)

We do feel this is reflective of the social/emotional need in HISD. Additionally, there will be other HISD team members, across additional departments who will be working in various ways across various projects to contact HISD students and check in on their well-being.

ECPM 1.2

Please give a definition of what types of contacts by whom would be included in this count and how they would be documented.

This will include contacts made by: Counselors/Social Workers, APs/Deans/Instructional Coordinators, College Readiness Counselors/Advisors, ATM/ROSES staff, and any other staff that serves in an advising capacity. The types of activities will fall into the categories of social/emotional, academic guidance, and postsecondary planning. Only two-way communication directly with the student or family member will be counted as an interaction. These contacts would be documented through internal tracking documents as well as Powerschool.

Does this include both students instructed virtual and in person?

Yes, this does include students instructed virtually and in person.

ECPM 2.2

Can you please explain how you arrived at the number 35,000? How many students unduplicated do we estimate would be served if this target were met? Will the full need of HISD's 200,000+ students be met?

There are approximately 25,000 students with a medical alert in our student information system (SIS). As we transition to the new SIS system, PowerSchool, medical alert indicators will be updated to reflect conditions that will continue to require nurse check-ins while removing the indicator for those who do not. As an example, a medical alert indicator is no longer necessary for a high school student who had a broken arm in 2nd grade. In addition to estimating true medical alerts for this school year, we also included factors such as the yearly need to communicate to families for the purposes of immunizations, COVID-19 potential cases, and common ailments in determining the target number.

There will be duplicated occurrences of student needing regular nurse check-ins by the nature of the medical need. Asthma students, as an example, may need regular check-ins by the campus nurse. Until we know the exact medical needs of all enrolled students, we are unable to estimate the number of unduplicated contacts will be made with students. All campuses will have a nurse on campus (and available virtually) in order to meet the needs of HISD's 200,000+ students.

ECPM 2.3

Would breakfast, lunch, and dinner each be counted as separate meals?

The projected meals of 6,364,967 is made up of 3 different meal delivery setting.

Can you please explain how you arrived at the number 6,364,967? Is this reflective of the need for meals in HISD? If HISD has 200,000 students of whom 75% qualify for free/reduced lunch, then those FRL qualified students would receive an average of 42 meals for the semester. Will this meet the need of students?

The projected meals of 6,364,967 is made up of 3 different meal delivery settings. The first part of the projection is based on the average daily meals that have been served via curbside delivery through the Summer Food Service Program. The average daily meals served times the number of services days available from September 8th through December 18th, for breakfast and lunch totals 812,328 meals.

The second part of the projection is based on the number of students that could possibly attend school at virtual learning centers (30,500) times the average daily attendance rate projected (0.93) times the average daily participation rate (0.703) of students receiving meals times the service days in the time period (28) totaled a projected meal count of 1,116,673.

The third and final part of this projection is estimated based on projected face-to-face counts. The calculation for both breakfast and lunch is projected based on an enrollment of 208,000 students' times the projected ADA (0.93) times the projected percent of students comfortable returning for face to face instruction (0.49). This information is taken from the parent survey results. Finally, this figure is multiplied times the number of service days available in this time period beginning October 19th (39 day). This totaled a projected meal count of 4,435,966. All three projections added together totals 6,364,967.

In terms of meeting the needs of the students, this is a projection of participation based on the data currently available. We are prepared to expand meals provided to meet the actual needs of students as they arrive. We are continuing to seek out additional ways to get meals to students.

ECPM 3

Will progress measures for this priority be disaggregated by student setting (virtual vs in person) and school?
We will be able to disaggregate attendance by setting using the following codes: Remote Asynchronous (AR), Present (P) and Absent (A). We are also able to disaggregate by campus. Historically, attendance data is reported to the Board in the aggregate.

ECPM 3.2

What students will be counted in this metric? What if students are absent for the BOY or the MOY? Is there a participation rate goal?
All students in grades K-8 grade and high school students who have yet to pass STAAR EOC English I & II and/or ALG I will take both the BOY and the MOY unless indicated by their IEP.

Will this be as measured on the universal screener or what other tool?
Yes, we will utilize the Renaissance Universal Screener to measure student progress.

What challenges do we expect associated with administering this virtually and how would we mitigate?

In order to mitigate administration challenges that may arise in a virtual setting, principals and teachers will receive specific guidance and support during each administration window.

Virtual Modifications include:

- IP address restrictions have been removed so students may take the assessment from home.
- Time constraints have been lifted. Students may take the assessment during non-typical academic hours.
- Monitor passwords have been removed for ease of use.
- Teacher Proctored via Microsoft Teams to foster an equitable test environment and greater validity

How did you arrive at the targets 50% for reading and 58% for math?

The following information and data sets were considered in determining the targets for reading and math. They include:

- 2019-2020 baseline is 50% for reading and 58% for mathematics
- First time virtual assessment: implications that may exist in a home environment, such as lack of a quiet workspace
- Spring 2020 COVID engagement rates
- Historic goals included analysis for BOY to EOY

If the goal is set in terms of percentile rank, does a goal set at 50% actually tell us much about student learning? Here is where I am confused: If a student moves up in rank, then another student needs to move down – so don't we expect 50% to improve even if students as a whole are not making as much progress for the year as we would hope? This must depend upon what pool we are setting percentile rank against, so could you please clarify how this ranking process works?

This is incorrect. Everyone can move up. Demonstrating academic growth is defined as an increase in percentile rank for those classified as Urgent Intervention, Intervention Needed, or On Watch and maintaining or increasing percentile rank for those At/Above Benchmark. Percentile rank is the wording for the bands within the results (Urgent Intervention, Intervention, On Watch, At/Above Benchmark).

ECPM 3.3

Please explain how IEP progress is defined and documented.

IEP progress is defined as students demonstrating success towards their IEP goals on a weekly basis. Special education and case load teachers will document a special education students' progress weekly in EasyIEP.

ECPM 3.3 (CONTINUED)

How did you arrive at the target 90%?

When determining the target, the special education team considered students who have required Extended Year Services, which historically is based on students demonstrating regression versus progress on their IEP goals, as well as special education students who did not meet the progress measure as indicated on STAAR.

What percentage of students met IEP progress during Fall 2019? Or Spring 2020? (An estimate or guestimate if exact numbers aren't available.)

At the end of December 2019 (which typically aligns with the end of Progress Reporting Period 3), 35% of students in special education were on-track towards their IEP goals, including progress toward scaffolded goals (i.e. some goals may not be introduced until the 2nd half of the year because they build on another goal on the student's IEP that was worked on in the first half of the year). 14% of goals were not even started/introduced as of December 2019, which includes some data reflecting newly developed IEPs. By the end of Spring 2020, approximately 40-50% of students were on-track towards their IEP goals.

ECPM 4.2

Please explain how speed in reopening (within 5 days) is predictive of the constraint (health and safety).

Providing a safe and clean environment is our top priority. It Is critical that we address all reported COVID-19 cases, in a timely manner. We must also assure students and staff that the campuses have been cleaned, disinfected, and sanitized so that they feel safe and comfortable. By addressing the reported COVID-19 and cleaning within 5 days, we will be able to allow students and staff to return to the campuses and provide the much needed in-person support, even in a hybrid setting.

ECPM 4.3

Please explain what a safety procedure incident is. Please explain how resolution of a safety procedure incident would be measured.

The Communicable Disease Plan has been created to provide the district with specific procedures that should be followed while the district is dealing with a pandemic, such as COVID-19. ECPM 4.3 is intended to measure the overall compliance with the listed procedures in the plan. For example: If an employee is observed not wearing a mask on site, and thus not following the procedure for appropriate PPE, the offense should be reported to the call center. A tracking number will be issued, and the employee's supervisor will be informed of the violation. Any violation not addressed within 3 days will be considered not resolved in a timely manner. Our goal is to train all staff and students on the safety procedures related to the reopening of the district and remain in compliance. This progress measure will provide a clear and measurable way to monitor overall compliance.

ECs 2 & 4:

Why are there not progress measures reflecting the importance of air quality (ventilation etc.) in keeping students and employees in school buildings safe from COVID-19? Were there any that were considered by the CDP committee?
Air quality is extremely important, and we are addressing raised air quality questions/ concerns as part of our routine maintenance process. The CDP committee for facilities discussed the importance of bringing in additional outside fresh air and as well as the MERV ratings for filters.
Why are there not progress measures reflecting the importance of air quality (ventilation etc.) in keeping students and employees in school buildings safe from COVID-19? Were there any that were considered by the CDP committee? (CONTINUED)

Filter changes are part of the preventive maintenance performed by the facilities, maintenance, and operations team.

Please explain how the safety courses for students and employees are expected to predictive of employee behavior (masking, hygiene practices, social distancing, etc.) and therefore their actual safety. What if employee behavior diverges from the courses?
Any incident of safety procedures listed in the CDP not being followed should be reported to the Business Operations Call Center. A tracking number will be assigned to the reported incident and the immediate supervisor will be informed. The supervisor will investigate and take employee actions, as necessary. The supervisor will inform the call center of the resolution and the ticket will be closed out.