

UPDATED
02/11/21

ITEM A.2

Packet page 10. could we have a breakdown of the actual number of students for each of these categories? Percentages are helpful, it's also helpful to know how many students did make the needle move from 2018 to 2019. Was it five students, was it 50 students?

2018 & 2019 Grads CCMR Results

	2018 Grads	2019 Grads		2018 Grads	2019 Grads
Total Graduates	11,005	11,261	Level I & II Certificates	0%	0%
Total	63%	71%	Associate's Degree	4%	4%
TSI	38%	43%	IEP & Workforce Readiness	2%	1%
AP/IB	26%	29%	SWD Grads with Adv. Dipl.	3%	3%
Dual Course Credit	14%	16%	U.S. Armed Forces	5%	5%
OnRamps Course Credit	1%	1%	Non-CTE Criteria	57%	63%
Industry-Based Cert.	3%	9%	CTE Coherent Sequence*	6%	8%

*CTE Coherent Sequence provides ½ credit if the only criterion met.
Graduates count toward each criterion they met but only once toward the total score.

UPDATED
02/11/21

How much is the seed money to get the IB program off the ground?

The district centrally funds the cost of implementing the IB program at 9 schools in an effort to establish K-12 IB feeder patterns in all four quadrants of the district. Each campus is budgeted approximately \$35,000 to cover the cost of mandatory IB training, student materials, and IB yearly authorization fees. The district also centrally funds the cost of a full-time IB Coordinator position for each campus. The approximate total cost for all 9 campuses is approximately \$900,000 per year.

UPDATED
02/11/21

So dual credit and AP teachers don't receive an additional planning time?

Dual Credit and AP teachers may receive additional planning times if the campus principal has designated it within the master schedule. Campuses have the flexibility to determine the need for the additional time based on the individual campus' dual credit and AP programming and enrollment pending, overall campus enrollment, campus staffing, and course offerings.

ITEM D.2

How many students will be impacted?

This program will impact all 825 of Worthing HS students, as the tutoring will be for any students taking

Algebra I, English I, Biology, U.S. History, and English II, and the consulting part will involve all students at the Early College program.

ITEM D.2

Why is this program only for one school? How was this school chosen?

The UH ACES Institute is open to any school that would like to contract with it to provide tutoring, college prep, and mentoring services; however, this contract is being made at the request of Worthing high school's administration to continue their partnership with UH ACES using the school's own title funds. Worthing HS is currently in its third year as a provisional early college high school; therefore, as part of the school's Early College action plan, Worthing is requesting to contract again with UH ACES Institute. The program worked collaboratively with the campus for the previous year and was an asset to the growth of the school. Moreover, this will lead to continued elevation of the campus' success and increased enrollment.

How many students will be impacted?

This program will impact all 825 of Worthing HS students, as the tutoring will be for any students taking Algebra I, English I, Biology, U.S. History, and English II, and the consulting part will involve all students at the Early College program.

How will success be measured?

1. Increased achievement in students' coursework
2. Provision of additional supports to scholars through near-peer mentorship
3. Increased TSI Student Performance
4. Increased students' achievement on SAT and Advanced Placement/International Baccalaureate (AP/IB) Exams
5. Increased completion of college applications

Is this a program that is being piloted to expand to other campuses?

The UH ACES Institute is also currently working with Kashmere, Wheatley, and Worthing students who participate in the Miles Ahead Scholars (MAS) program, through a partnership funded by the TEA Community Partnerships/SSI grant which the Board approved during the December board meeting.

ITEM D.2

Does Worthing have a college counselor?

Yes, Worthing HS has one central office assigned College & Career Readiness Advisor and one campus-based College Access Coordinator.

Are there any high schools without a college counselor?

All high schools are supported by a College & Career Readiness Advisor.

Can we get a list of HS and how many college counselors they have?

Please refer to the attachment provided.

Why is this program only for one school? How was the school selected? How many students will be impacted? How will success be measured? Is this a program that is being piloted to expand to other campuses?

The UH ACES Institute is open to any school that would like to contract with it to provide tutoring, college prep, and mentoring services; however, this contract is being made at the request of Worthing high school's administration to continue their partnership with UH ACES using the school's own title funds. Worthing HS is currently in its third year as a provisional ECHS; therefore, as part of the school's Early College action plan, Worthing is requesting to contract again with UH ACES Institute. The program worked collaboratively with the campus for the previous year and was an asset to the growth of the school. Moreover, this will lead to continued elevation of the campus' success and increased enrollment.

This program will impact all 825 of Worthing HS students, as the tutoring will be for any students taking Algebra I, English I, Biology, US History, and English II, and the consulting part will involve all students at our Early College program.

Metrics for success are as follows:

1. Increased achievement in students' coursework
2. Provision of additional supports to scholars through near-peer mentorship
3. Increased TSI Student Performance
4. Increased students' achievement on SAT and Advanced Placement/International Baccalaureate (AP/IB) Exams
5. Increased completion of college applications

ITEM D.3

What are the thoughts of the teacher's union?

The teacher unions met with staff during consultation and were supportive of moving forward with this modification.

Do you see any teachers not meeting these qualifications?

The modification to omit student performance as a category for calculating summative ratings for the 2020–2021 school year would impact all teachers.

ITEM D.4

Have these curriculum materials been vetted by the state as well?

The Texas State Board of Education (SBOE) issued Proclamation 2021 to solicit instructional materials in English and in Spanish for use in prekindergarten classes starting in the fall of 2021. In addition, the SBOE provides districts a state-reviewed and state-adopted list of publishers to assist with the selection of instructional materials. The Texas Resource Review results for each publishers' instructional materials can be found via this link <https://texasresourcereview.org/search-band/16671>.

To the extent that these materials include narratives such as stories and histories, are texts written by and about BIPOC included among the narratives?

Yes, diverse narratives for the pre-K classrooms are written by and about black, indigenous, and peoples of color (BIPOC) to allow children to see themselves reflected in the literature selection that includes big books, trade books as well as the UNITE for Literacy Digital Library in up to 40 languages. Below are some of the BIPOC authors/illustrators who bring BIPOC characters to life in the Three Cheers for Pre-K program:

- Angela Dominguez
- Wong Herbert Lee
- Ja-Nay Brown Wood
- Oge Mora
- Ina Cumpiano
- Hector Boralascos
- Pat Mora
- Atinuke
- Smriti Prasad-Halls

ITEM D.4

Please share the rubric that was used to evaluate the materials.

The rubric utilized is attached for your review.

ITEM D.4

Who was the survey sent to?

As part of the evaluation process, a district and community survey was created and made available on the HISD public website to capture feedback from the public on the state-reviewed and state-adopted publishers.

Furthermore, a district teacher review committee was created to review and evaluate instructional materials by publishers using the rubric attached. Below is additional information in regard to the committee and process:

- 27 highly qualified teachers from across the district were nominated by principals and submitted applications; 17 of those teachers, representing every trustee district and area, participated from start to finish and contributed to the final evaluations. Teachers evaluated publisher submissions using a common rubric that addressed TPG-alignment and the degree to which materials –
 - created a deep understanding of content and skills.
 - supported a student-centered approach to learning for all students, including students with disabilities, English learners, and students needing intervention and/or acceleration.
 - incorporated aligned, authentic assessment.
 - provided appropriate support for teachers; and
 - employed technology to enhance teaching and learning.
- Elementary Curriculum and Development team members facilitated the reviews with support from Multilingual, Special Education, and IT. The adoption process is coordinated by the Academics and the Business Logistics and Purchasing Offices.

How many parents and community members submitted feedback? How were district goals and constraints integrated into the decision-making process for this item?

Although all parent and community members had access to the survey, only three provided input. District goals and constraints were considered in the process. The selection of the materials speaks to providing resources to support strong teachers to meet the needs of students needing the most support (Constraint 1). Additionally, the materials selected went through a process and discussion to ensure that students in special programs, such as PALS, could utilize and manipulate the resources (Constraint 4). Lastly, the selection of the resources and materials directly aligns with increasing the quality of seats in early childhood, PK-3, PK-4, and Kindergarten.

ITEM D.4

UPDATED
02/11/21

Currently Houston ISD has a long-standing relationship with Frog Street for product, customer service and robust hands-on professional development. Why change, especially in the midst of a pandemic, when teachers need to have some sense of stability and continuity when it comes to instruction?

The district follows the Texas State Board of Education (SBOE) issued Proclamation 2021 to solicit new adoptions of instructional materials in English and in Spanish for use in prekindergarten classes starting in the fall of 2021. The current adoption period for Pre-K systems ends this school year and existing contracts with publishers will expire. As part of HISD's response to Proclamation 2021, the district established a district committee of highly qualified teachers nominated by their principals to review the materials being considered for adoption.

Committee members thought necessary to select a curriculum that is strong and rigorous in content, culturally rich and diverse through authentic literature, covers kindergarten vertical alignment across contents, includes social and emotional learning within lessons, well-organized for teachers to easily follow, and provides digital resources necessary for virtual learning for teachers and students. According to the committee members, the criteria above were the most important factors for selecting Savvas as the recommendation to the board for the next prekindergarten curriculum program. Even though, we have a long-standing positive relationship with our current curriculum, Frog Street, the committee found it to be lacking important areas, such as rigor, culturally rich, diverse literature selections, kinder alignment, and technology.

Frog Street brings recognition to our district as we have a model of one of Conscious Discipline's nationally recognized early childhood centers. How does Savvas support Conscious Discipline for the same level of social emotional use based on brain research and skill building and not just character education?

UPDATED
02/11/21

Savvas' Social and Emotional curriculum was created by Stuart J. Murphy focusing on social, emotional, health, safety, and cognitive skills for early childhood students. It provides opportunities for teachers and administrators to help children learn:

- Self-Concept by providing opportunities to explore concepts of themselves, such as likes, dislikes, feelings, and abilities
- Self-Regulation by providing gentle guidance as children learn strategies for coping with difficult or overwhelming emotions
- Peer Relationships by giving ample opportunities to interact and develop relationships with peers as they grow in their awareness of others

FEBRUARY 2021

Agenda Items: February 11, 2021 Board Meeting

Q&A

- Social Awareness by planning opportunities for rich experiences during which children work together in teams to accomplish a common goal

It also included thoughtfully planned daily activities that foster the development of each of the aforementioned skills during: Let's Talk About It morning meeting; Mood Meter checks; Helpers Jobs; SEL Learning Cards; Sing, Rhyme, and Shout! time; Outdoor Play; Snack Time; Reflection time.

UPDATED
02/11/21

How does Savvas align to Frog Street's Three-Year-Old curriculum being used at some HISD campuses currently and how will Savvas align to Frog Street's customized Summer School program for ESL, bilingual and dual language students?

The alignment between Savvas' curriculum and the Frog Street three year-old curriculum is as follows:

- Thematic and center approach
- Address all 10 domains within the Texas Prekindergarten Guidelines
- Include songs, games, chants, a similar daily schedule, and incorporation of visuals and hands-on materials for 3-year-olds
- Engaging read-alouds
- Use a continuum for learning
- Parent engagement/home connection is part of the curriculum
- Available assessment tools and accommodations for special education and English learners included within daily lessons.

The alignment between Savvas' curriculum and Frog Street's Summer School program is as follows:

- Similar daily schedule
- Review of skills previously taught
- Themes that do not repeat
- Interactive centers are included with engaging read-alouds and outdoor play activities aligned to skills

UPDATED
02/11/21

Does Savvas have any authors that are leading, content-specific experts in Early Childhood Education?

The programs authors and consulting authors include the following experts in the field.

- Dr. Patricia A. Edwards is a nationally and internationally recognized expert in family engagement, multicultural literacy, and early literacy

FEBRUARY 2021

Agenda Items: February 11, 2021 Board Meeting

Q&A

- Stuart J. Murphy is a specialist in social and emotional learning and visual learning
- Dr. Lee Wright is a specialist in early childhood education focusing on classroom management and biliteracy
- Zachary Champagne is a math education expert and advocate for teachers in large school districts
- Dr. Gilberto Soto is an educator teaching early childhood and bilingual music education with movement to increase learning in young children.

UPDATED
02/11/21

Does Savvas offer Learning Centers within their program that fit/align to our district model that are developmentally appropriate for 3 and 4 year old.

Yes, Savvas centers are developmentally appropriate for both 3 and 4-year-olds. The curriculum offers 8 academic/thematic centers covering all domains and 8 choice centers with full explicit instructions for teachers to easily follow. All of the program centers offer CENTERGIZE/RevitaliCentros activities which give teachers suggested activities to adapt for a variety of learners such as 3-year-olds, special needs, struggling students, and advanced students. Each center offers 5-6 customizable activities to choose from.

Does Savvas provide an assessment tool that is on the Commissioner's List of Approved Pre-K Assessment Instruments that can provide our district, teachers and campuses with necessary data?

UPDATED
02/11/21

No, Savvas does not have its own assessment on the Commissioner's List of Approved Pre-K Assessment Instruments, yet they have a full correlation of the entire curriculum and a full assessment suite that is part of the package that aligns to the CLI Assessment, which is on the Commissioner's List.

Savvas' full assessment suite includes: daily progress monitoring with if/then statements to help guide teachers, weekly progress monitoring, screeners, EOY assessment to ensure kinder readiness, portfolio pages, progress reports, observational checklists, anecdotal record forms, and domains of learning observation forms.

Has there been any collaboration with other large school districts such as ours that have selected to continue with the Frog Street adoption or chosen to move to a bee adoption?

UPDATED
02/11/21

We reviewed state-adopted materials and had those publishers present their materials to our committee, but we did not coordinate our adoption decision with any other district. Some members of our committee participated in publisher presentations at the Region IV Education Service Center and reviewed reports from the Texas Review Group, but the committee's final recommendation was based on finding the very best set of materials for all the students in HISD.

FEBRUARY 2021

ITEM D.4 (CONTINUED)

UPDATED
02/11/21

Why are we choosing this curriculum?

The majority of committee members voted on selecting Savvas vs. Frog Street for the following reasons:

- Content and skills
- Theme centers and choice centers have in-depth activities with explanations and extensions that build on each other
- Lessons cover skills in all domains with choices for exploration and hands-on activities
- Lessons start with a question and have open-ended questions as well as checks for understanding
- Read alouds and outdoor activities are connected to real-life experiences
- Authentic literature with ample selection of big books, small books, trade books, and wordless books
- Oral language development embedded in stories and lessons
- Daily schedule aligns to HISD's curriculum expectations: welcome, story time, literacy circle, science/social studies circle, math circle, centers/small group, outdoor play, learn & play, centers, reflect
- Kinder readiness alignment page for each week
- Social and Emotional Learning is embedded within the day
- Student-Centered approach to learning
- Gradual progression of learning from basic to complex
- Lessons include Differentiated Support suggestions for all types of learners
- Strategies/differentiation for English learners embedded in weekly lessons
- Differentiation suggestions are included for PALS, Gifted students, and 3-year-olds
- Books and picture cards are culturally diverse with authentic pictures and stories
- Authentic assessment
- Scout Observation Assessment App provides screening assessment, progress monitoring, weekly checklists (including ELs), anecdotal records forms, and student portfolio
- Teacher Support
- Professional Learning Guide explains how to use the components including research-based explanation on why, what, and how to teach
- It offers three levels of professional development for teachers

- Curriculum is easy to follow by teachers
- Technology
- Ready Rosie theme aligned videos are integrated for parents
- Unite digital library has over 400 fully narrated books in multiple languages
- Interactive Digital Games in Javi's Whirly World with over 100 game activities connected to thematic learning (letter knowledge, phonological awareness, math skills)
- Realize Reader eText platform provides teachers access to digital resources, planning tools and more
- Quality Materials
- Materials include books, posters, vocabulary picture cards, activity cards with songs and rhymes, manipulatives for literacy, math, science, and fine arts, and Javi the Helicopter mascot. They all appear sturdy and appealing to children
- Unique theme manipulatives are included for use in centers and small groups
- Family engagement materials include family letters, unite for literacy, conversation topics, and Ready Rosie

ITEM F.1

What does the vetting process of seniors look like?

Seniors assigned to an HCC work study advisor are those who have indicated to their CCR-Advisor that they wish to start at HCC and would like to be assisted through the enrollment process with an HCC work-study advisor/mentor. The role of the Work Study students (who are recent HISD graduates with a college GPA of at least a 3.00, taking 12 hours) is to be a guide through the complexity of the enrollment process, offering encouragement and tips on how to navigate the process.

For example, a student being advised/mentored might have difficulty with where to buy his/her textbooks, especially different option from buying online to renting them.

ITEM F. 1 (CONTINUED)

What schools will have an HCC work study partner?

Waltrip, Milby, Madison, Sam Houston and Kashmere

Will every high school in HISD be assigned a Work-Study Advisor? If not, how will the campuses be chosen?

HCC provided five work-study advisors, which are being deployed to Waltrip, Milby, Sam Houston, Madison and Kashmere high schools. These schools were selected based on historical college application and enrollment trends.

ITEM F.2

Why does the resolution use the language “under the direction of ... district administration”? Please explain what this means and the implications for how the SAC would work with district administration.

The district proposes establishing a student advisory council that is comprised of students that are representative of all HISD high schools and communities. The Student Advisory Council (SAC) will work in conjunction with the district, engaging in regular discussion on topics that impact HISD students’ educational experience. Clear delineation of roles and responsibilities of the district administration and SAC will be established in order to ensure that the student group receives district support, and that the operational agenda of the student group is in alignment with the priorities of the district.

Please provide a copy of the resolution that established Student Congress in 2014.

The resolution is attached for your review.

What consultation was done with students in the development of this resolution?

This resolution is partially a response to the current state of affairs with the HISD Student Congress organization, which has had a dwindling membership roster and limited capacity to represent student voices from all HISD communities. The district has been in communication with former members of the Student Congress who have illuminated the limitations of the group and have voiced a strong desire to establish a new way for the district to incorporate student input on educational issues. The intent of this resolution is to formalize a more optimal way to incorporate student input into district decision-making.

ITEM F.2 (CONTINUED)

UPDATED
02/11/21

Can the proposed student advisory council be created without dissolving the relationship with Student Congress?

It is possible for multiple student advisory groups to exist. However, the district recommends dissolving the relationship with Student Congress because it is not fulfilling the terms of the 2014 Board Resolution (Refer to Attachment) by which it was established, nor administrative regulations. For example, the organization has had as few as 5 student members in recent years and does not currently have the required committee chairs and elected officers outlined in its constitution; these issues have resulted in minimal engagement between the Student Congress and HISD students & administration. The district envisions establishing a new organization that will be comprised of a student representative from all high schools who are elected by their peers.

How much money can we put into a student organization?

UPDATED
02/11/21

This will depend on the final approved scope of the organization. At a minimum, the district envisions providing training and onboarding to students, and potentially funding for special projects and initiatives that are spearheaded by the student representatives.

Can we have an employee that meets the needs of the students?

UPDATED
02/11/21

Yes, it is envisioned that an employee will be designated to serve as a formal liaison between the administration and the student organization.

Can we train our students in Robert's Rule? Mediation? What supports would we set up?

UPDATED
02/11/21

Yes, the district is interested in providing training, guidance and resources that prepare students to be successful in councils and organizations that they will participate in as college students and beyond. This could include trainings on how to moderate formal meetings, conflict resolution, best practices in diplomacy, and more.

UPDATED
02/11/21

I love the idea of democratically elected from every school. How would we set this up? How long will this take?

Once the resolution is approved, the district can take immediate steps to launch a process that high schools will use to organize the election of their student representatives. It is envisioned that roles and responsibilities will be finalized in early Spring 2021 semester so that successful elections can be held before the end of the school year. At that point, students will be introduced to senior leaders with the district and provided guidance and support to organize as a group before the 2021-22 school year.

ITEM I.1

Please provide an overview of this budget amendment.

General Fund:

This budget amendment is providing an update to the district's expected revenues, COVID costs to get the district through June 2020 and reflecting budget reductions to help fund the district's increased costs.

Overall, revenues are increasing by \$143 million.

- \$73 million is one-time funding.
- \$38.8 million from tax year 2015 and 2016 property value audits
- \$34.4 million of this revenue increase is from revenues received by TEA for the rebuild of Scarborough, Braeburn, Kolter, and Mitchel. These funds must be returned to the Reserve for Operations from which they were taken.
- Revenues used for calculation of recapture (excess revenue over entitlement) are property taxes and per capita state revenues. Local property taxes increased due to a higher tax roll value and higher tax rate since budget adoption in June 2020. The per capita rate also changed since budget adoption in June 2020. Even though there is an increase of \$71.8 million in these two revenues, they are not revenues that the district retains. Recapture (excess revenue) is increasing by \$139.6 million so there is actually a net loss of \$67.8 million.
- \$7 million is a passthrough revenue for TRS on-behalf and has an offsetting appropriation so there is no budgetary impact.

Overall, appropriations are increasing \$145 million.

- The largest increase is recapture (excess revenue) of \$139 million due to increase in property taxes, per capita state rate, and decline in student enrollment.
- We are also requesting \$40.9 million in additional costs for COVID, half of which is for student and teacher devices. Other costs are for primarily for daily cleaning, sanitization, enhanced cleaning, and health screening.
- Operation Connectivity reduction of \$9.9 million is a reimbursement from TEA for devices and hotspots.
- TIRZ of \$4.4 million is from an increase in the tax roll value and tax rate since budget adoption in June 2020.
- \$7 million is a passthrough appropriation for TRS on-behalf and has an offsetting revenue so there is no budgetary impact.
- Performance Contracts Budget Settle-up is for performance contract schools (primarily Texas Connections Academy) FY 21 enrollment increase.
- PUA Budget Settle-up of \$23 million is the amount that campuses reduced budgets for final budget settle-up. The settle-up was done at 50% of what campuses owed.
- Department and District-wide cuts of \$16.3 million were taken from department non-salary not spent due to not all students physically attending school. Department reductions primarily came

Agenda Items: February 11, 2021 Board Meeting

Q&A

from transportation, supplies, travel and technology. District-wide cuts came from areas like utilities, election costs, capital, PUA settle-up funds, and stipends.

Budgeted revenues and other sources are \$2,138,170,623 and budgeted appropriations and other uses are \$2,340,093,760. The budget deficit is \$201,923,137.

The district has reserves set aside for a portion of this deficit.

Budget Deficit: \$201,923,137

Reserve for Encumbrances (Assigned): \$57,112,528

Reserve for ERP and Fund Reservations (Assigned): \$12,951,087

Reserve for PFC Projects (Assigned): \$18,434,625

Reserve for Operations (Committed): \$44,454,665; This amount includes the TEA reimbursement for the four Harvey rebuild campuses plus \$10 million anticipated at year end to meet the reserve requirements per board policy).

Adjusted Budget Deficit: \$157,879,562

The district's unassigned ending fund balance as of June 30, 2020 was \$655,054,226. This is an increase of \$142,726,080 over fiscal year ending June 30, 2019 of \$512,328,146. We are still in negotiations for the CRF and PPRP CARES act funds in the amount of \$27.6 million which would put the deficit closer to \$130.2 million. We can't reduce appropriations and move expenditures until the grant is received. With the information we have at this time we don't expect that our unassigned fund balance will drop below the June 30, 2019 unassigned fund balance.

Debt Service Fund:

- Local sources are from an increase in property taxes since budget adoption in June 2020 and from a reduction in state Existing Debt Allotment due to higher property values and lower enrollment.
- The appropriation increase is due to the expected increase in amount we will pay on variable rate debt.
- The fund balance change from the adopted budget to this budget amendment is \$62,639.

Nutrition Services Fund:

- Due to loss of students and fewer students physically attending school the district is serving fewer meals and operating under the summer food program rather than the National School Lunch Program and the School Breakfast Program revenues are significantly declining in the amount of \$22,765,602.

FEBRUARY 2021

- Nutrition Services has reduced costs in food and payroll for savings of \$14,116,724 to help offset the loss of revenues.
- The adopted budget expected a reduction in meals served and fewer days with campuses open, however the Nutrition Services fund is budgeted to lose more than anticipated at \$21,798,844 and have a negative fund balance of \$7,810,493. This negative fund balance will be a debt to the general fund to be paid back in future years.

ITEM I.1

Please explain each proposed change.

Please use page 2 of the budget amendment to follow to this explanation.

General Fund:

- Revenues: Property Taxes are increasing due to a higher tax roll value and higher tax rate than what was adopted in June 2020.
- Interest earnings are declining due to lower interest rates.
- Rentals and Miscellaneous revenues are decreasing due to fewer rentals and purchase rebates.
- TRS on-behalf has an offsetting amount in the appropriations. This is a pass-through revenue and appropriation recognizing the state's contribution to TRS.
- Per Capita is from a rate increase since April 2020. This is not an increase in revenue that the district retains. We pay it back through recapture since our tax collections plus our Per Capita revenue exceed our entitlement.
- Foundation School Program is from the decline in enrollment.
- Property Value Audits is from two audits filed for tax years 2015 and 2016 resulting in some one-time funding which reimburses the district for refunds given in prior years.
- Harvey Rebuild Reimbursement - at the December board meeting the board approved the annual report to TEA for Harvey Rebuild costs which reflected the \$34,464,665 that the state has reimbursed us for the rebuild of the Scarborough, Braeburn, Kolter and Mitchel. This revenue must go back into the reserve for operations and is reflected on the line "Reserve for Operations (Committed)" on the first page of the budget amendment along with the expected amount that will need to be placed in this reserve for it to meet board policy.
- Federal revenues have decreased primarily in indirect cost (Texas Department of Agriculture) and Build America Bond (BAB subsidy).

Appropriations:

- Recapture has increased due to an increase in our property values, increase in the Per Capita revenue, and a decrease in enrollment.
- COVID-Devices appropriation is for additional student and teacher devices, some replacement devices, and some repair supplies.
- COVID Facilities Cleaning and Supplies is funding through June (end of fiscal year). This is for daily cleaning chemicals and supplies and the enhanced daily cleaning occurring on all district schools and facilities.
- COVID PPE is funding to through June (end of fiscal year). This is to purchase hand sanitizer, wipes, gowns, and other PPE.
- COVID-Health & Medical Services is primarily the health screening service and contact tracing that all district employees are currently using.
- Operation Connectivity is a reduction in appropriation. The funds from the state are received through a grant, therefore we will move the expenditures out of the general fund since the grant has been received.
- TIRZ is due to the increase in tax roll value and tax rate since budget adoption in June 2020.
- TRS on-behalf has an offsetting revenue. This is a pass-through revenue and appropriation recognizing the state's contribution to TRS.
- Performance Contracts Budget Settle-up is for performance contract schools (primarily Texas Connections Academy) FY 21 enrollment increase.
- PUA Budget Settle-up is the amount that campuses reduced budgets for final budget settle-up. The settle-up was done at 50% of what campuses owed.
- Department and District-wide cuts were taken from department non-salary not spent due to not all students physically attending school. Department reductions primarily came from transportation, supplies, travel and technology. District-wide cuts came from areas like utilities, election costs, capital, and stipends.

Debt Service Fund:

- Please use page 3 of the budget amendment to follow to this explanation.

Revenues:

- Local revenues are due to property values increasing since budget adoption in June 2020.
- State sources is due to a decrease in the Existing Debt Allotment funding due to enrollment decline and increased local property values.

Appropriations:

- Debt service is increasing due to the district increasing the amount we expect to pay towards variable rate debt.

Nutrition Services:

- Please use page 5 of the budget amendment to follow to this explanation.

Revenue:

- Local sources are increasing due to reimbursements for food service support to the City of Houston.
- Federal Sources are decreasing due to loss of students and fewer students physically attending school. The district is serving fewer meals and operating under the summer food program rather than the National School Lunch Program and the School Breakfast Program.

Appropriations:

- Food service appropriations are being reduced due to lower meal participation in both food supplies and payroll to help offset the loss in revenues.

ITEM I.1(CONTINUED)

What is performance contracts budget settle-up?

Budget increase for performance contract schools (primarily Texas Connections Academy) FY 21 enrollment increase.

What is the breakdown between departments and district-wide cuts?

Department \$4.7 million and District-wide \$11.6 million

Why are there increased estimates for local revenue? State revenue? Decreased federal?

Please see page 2 of the budget amendment.

Local Sources increased due to higher property values and higher tax rate from the adopted budget in June 2020. Interest earnings have declined more than expected as well as lower miscellaneous revenues from rentals and purchasing rebates.

State Revenue increases are due to 2015 and 2016 property value audits resulting in reimbursements to the district for refunds paid out in prior years and is one-time revenue to the district. At the December board meeting the board approved the annual report to TEA for Harvey Rebuild costs which reflected the \$34,464,665 that the state has reimbursed us for the rebuild of the Scarborough, Braeburn, Kolter and Mitchel. This revenue must go back into the reserve for operations and is reflected on the line "Reserve

for Operations (Committed)” on the first page of the budget amendment along with the expected amount that will need to be placed in this reserve for it to meet board policy.

Other state revenue increases are from an increase in the Per Capita rate since April 2020. This is not an increase in revenue that the district retains. We pay it back through recapture since our tax collections plus our Per Capita revenue exceed our entitlement.

Federal revenues have decreased primarily in indirect cost (Texas Department of Agriculture) from lower expenditures and Build America Bond (BAB subsidy).

Who gets this hardware? How many? What exactly?

UPDATED
02/11/21

A pilot program will be implemented to provide elementary, middle, and high school teachers teaching face-to-face and remote students simultaneously. Accompanied by a robot-system that tracks the teacher’s movement within instruction the program allows for audio of teacher and in-class student voices to be captured and shared to improve the immersion of remote students in the instructional environment. The pilot program will be implemented from March to June at campuses in each area that demonstrate a readiness to support this additional technology tool. The schools will be identified by our Area Offices based on a criteria list for readiness of both campus systems and teachers. It is estimated that the pilot may include up to 50 schools with 5-10 teachers per school.

What are campuses receiving?

UPDATED
02/11/21

Each teacher identified will receive a robot-instruction system with accessories and training to support day 1 implementation. The robot system includes the Swivl C Robot unit with one primary teacher audio marker, two secondary markers, floor stand, iPad (for image capture and live streaming), and other accessories to install, operate, and store the system and its accessories. Additionally, an implementation plan will be shared with each campus including a central configuration of all associated iPads containing the needed applications for operating the system.

How are covid funds being dispersed? Where is the money going? Or how selection for monies decided?

UPDATED
02/11/21

There is not a formula or allocation of COVID funds to school and departments. Schools do not have any COVID budgets directly allocated to them. The COVID amendments brought forward to the board are for specific purchases such as devices, hotspots, hotspot subscriptions, PPE (masks, sanitizer, wipes, gowns, face shields, cleaning supplies), and daily enhanced cleaning of high traffic areas and are managed centrally.

UPDATED
02/11/21

ITEM I.4

Year over year unassigned fund balance for the past 10 years, including adopted budgets and amendments.

Please see attachment.

ITEM K.1

Why are there no Constraint Progress Measures for Constraint 5? When will the board receive them?

The development of Goal and Constraint Progress Measures, baseline data, and targets takes time to ensure they are meeting the intent of the Board conversations, and in many cases, are being developed from new processes. The Progress Measures for Constraint 5 are in a final stage of development and they along with the baseline and target data will be presented in May 2021 along with the remaining progress measure data points.

Please provide a list of the schools that have a WAC as it relates to Constraint Progress Measure 2.2.

Please see the attachment.

How were the targets for GPMs 3.1, 3.2, and 3.3 determined?

If the targets are GPMs 3.1, 3.2 and 3.3 are met, the district is likely to meet or exceed goal 3. GPMS were backwards planned from the district goals established.

For Superintendent Constraint 3.2: The district had no previously required documented literacy plans with parent outreach addressed. Therefore, the baseline for this progress measure is 0.

When will the remaining XX's be replaced in the constraint progress measures?

The current plan is to present AE(LOCAL) with all remaining outstanding items completed in May 2021 for first reading.

ITEM I.1 (ADDRESSED UNDER E.1 IN JANUARY Q&A)

How did Research and Accountability use what data to determine campus targets?

The 5-year Board targets are based on maintaining 2019 performance in 2021 and then increasing a total of 8 points by 2024. Similarly, campus targets for 2021 are the same as the 2019 baseline. To set the 2024 target for each campus, campuses were tiered into 4 groups based on their baseline results:

UPDATED
01/07/21

Group 1: Baseline results are 97% or above.

2024 target is to remain at 97% or above.

Group 2: Baseline results are below 97% but at or above the 5-year district target.

2024 target is to increase 3 points totals (i.e., at least one point per year - 2021 to 2022, 2022 to 2023, and 2023 to 2024).

Group 3: Baseline results are below the 5-year target but at or above the district baseline.

2024 target is to reach the district target with a minimum increase of 3 points.

Group 4: Baseline results are below the district baseline.

2024 target is to increase the 8 points expected for the district plus $\frac{1}{3}$ of the gap between the campus baseline and district baseline. For example, if the district baseline is 48 and the campus baseline is 39, the campus would be expected to increase $8 + 3 = 11$ points by 2024.

The same process was applied to student groups with a minimum size of 25. This process is similar to the process already used to set targets for principals in the School Leader Appraisal System.

2018 & 2019 Grads CCMR Results

	2018 Grads	2019 Grads		2018 Grads	2019 Grads
Total Graduates	11,005	11,261	Level I & II Certificates	0%	0%
Tota	63%	71%	Associate's Degree	4%	4%
TSI	38%	43%	IEP & Workforce Readiness	2%	1%
AP/IB	26%	29%	SWD Grads with Adv. Dipl.	3%	3%
Dual Course Credit	14%	16%	U.S. Armed Forces	5%	5%
OnRamps Course Credit	1%	1%	Non-CTE Criteria	57%	63%
Industry-Based Cert.	3%	9%	CTE Coherent Sequence*	6%	8%

*CTE Coherent Sequence provides ½ credit if the only criterion met.
 Graduates count toward each criterion they met but only once toward the total score.

2018 & 2019 Grads CCMR Results

	2018 Grads	2019 Grads
Total Graduates	11,005	11,261
Total CCMR Credit	6,914.5	7997.0
TSI	4,232	4,893
AP/IB	2,842	3,236
Dual Course Credit	1,588	1,789
OnRamps Course Credit	61	137
Industry-Based Cert.	338	990

	2018 Grads	2019 Grads
Level I & II Certificates	40	47
Associate's Degree	416	424
IEP & Workforce Readiness	175	114
SWD Grads with Adv. Dipl.	310	321
U.S. Armed Forces	550	526
Non-CTE Criteria	6,248	7,146
CTE Coherent Sequence*	666.5	851.0

*CTE Coherent Sequence provides ½ credit if the only criterion met.
 Graduates count toward each criterion they met but only once toward the total score.

High School	Campus-Based College Access Staff*	Centrally funded/managed College & Career Advisor**
Austin HS	2	1
Bellaire HS	1	1
Carnegie Vanguard	2	Shared
Challenge ECHS	1	1
Chavez HS	1	1
DeBakey	1	Shared
East Early ECHS	1	1
Eastwood	1	Shared
Energy Institute	2	Shared
ESTEM	0	Shared
Furr HS	0	1
HAIS	1	Shared
Heights HS	0	1
Houston MSTC	0	1
Houston MSTC	1	1
HSPVA	1	Shared
Jones Futures Academy	1	Shared
Kashmere HS	0	1
Lamar HS	1	1
Law & Justice	1	Shared
Liberty HS	1	Shared
Long Academy	0	Shared
Madison HS	1	1
Mickey Leland	1	1
Middle College - Fraga	0	Shared
Middle College - Gulfon	0	Shared
Milby	0	1
North Forest HS	0	1
North Houston ECHS	1	1
Northside HS	1	1
Scarborough HS	1	1
Sharpstown HS	1	1
Sharpstown International	1	Shared
South Early ECHS	0	1
Sterling HS	1	1
Waltrip HS	1	1
Washington HS	1	1
Westbury HS	1	1
Westside HS	1	1
Wheatley HS	0	1
Wisdom HS	1	1
Worthing HS	1	1
Yates HS	1	1
Young Women's	1	1

* Some of these staff have additional primary roles/responsibilities in addition to college access (i.e. admin, dean)

** All schools receive college advising support from the district. In addition to dedicated/shared staff, there are 10 college advisors that float between campuses and 5 advisors that work with helping alumni transition into college.

Proclamation 2021 List of Instructional Materials Adopted by State Board of Education

Publisher	Title	ISBN	I: Social & Emotional		II: Language & Development		III: Emergent Literacy Reading		IV: Emergent Literacy Writing		V: Math		VI: Science		VII: Social Studies		VIII: Fine Arts		IX: Physical Development		X: Tech Apps	
			Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Benchmark Education	<i>Ready to Advance Early Learning Program Texas</i>	9781078641463	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Benchmark Education	<i>Listos y Adelante Early Learning Texas</i>	9781078641470	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
CLI @ The University of Texas Health Science Center at Houston	<i>CIRCLE Pre-K Curriculum</i>	9781952259005	100.00%	100.00%	87.50%	96.15%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
CLI @ The University of Texas Health Science Center at Houston	<i>CIRCLE Pre-K Curriculum: Spanish Edition</i>	9781952259012	100.00%	100.00%	100.00%	95.45%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Children's Literacy Initiative	<i>Blueprint for Early Learning</i>	9781734567212	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
EDUSPARK, INC.	<i>EDUSPARK Pre-K System</i>	9781948617024	100.00%	95.00%	100.00%	92.31%	95.45%	95.45%	80.00%	90.00%	90.91%	91.30%	90.91%	90.91%	100.00%	81.82%	100.00%	100.00%	80.00%	85.71%	100.00%	100.00%
EDUSPARK, INC.	<i>Sistema EDUSPARK Pre-K</i>	9781948617161	100.00%	95.00%	100.00%	100.00%	100.00%	100.00%	80.00%	90.00%	90.91%	91.30%	90.91%	90.91%	85.71%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Frog Street Press, Inc.	<i>Frog Street Pre-K 2020 English</i>	9781632377951	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Frog Street Press, Inc.	<i>Frog Street Pre-K 2020 Spanish</i>	9781632377968	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
HighScope Educational Research Foundation	<i>The HighScope Curriculum</i>	9781573798204	100.00%	100.00%	87.50%	100.00%	86.38%	86.38%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	85.71%	72.73%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Kaplan Early Learning Company	<i>Connect4Learning: The Pre-K Curriculum</i>	9780876598986	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Kaplan Early Learning Company	<i>Connect4Learning: The Pre-K Curriculum (Spanish)</i>	9780876598993	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Learning Without Tears	<i>Get Set for School Complete Pre-K Program</i>	9781950578306	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Learning Without Tears	<i>Programa Completo de Prekinder Get Set for School</i>	9781950578696	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
QuaverEd	<i>Quaver Pre-K Curriculum</i>	9781642850918	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Robert-Leslie Publishing, The Early Childhood Company	<i>InvestiGator Club</i>	9781599274409	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Robert-Leslie Publishing, The Early Childhood Company	<i>InvestiGator Club Spanish</i>	9781599274102	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Proclamation 2021 List of Instructional Materials Adopted by State Board of Education

Publisher	Title	ISBN	I: Social & Emotional		II: Language & Development		III: Emergent Literacy Reading		IV: Emergent Literacy Writing		V: Math		VI: Science		VII: Social Studies		VIII: Fine Arts		IX: Physical Development		X: Tech Apps	
			Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Savvas Learning Company LLC formerly Pearson K12 Learning	<i>Three Cheers for Pre-K Essentials Package - Texas Edition</i>	9780768585445	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Savvas Learning Company LLC formerly Pearson K12 Learning	<i>Uno, dos, tres Prekinder! Essentials Package - Texas Edition</i>	9780768586879	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Scholastic Inc.	<i>PreK On My Way</i>	9781338689105	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Scholastic Inc.	<i>PreK On My Way en Espanol</i>	9781338689112	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Teaching Strategies LLC	<i>The Creative Curriculum® for Texas</i>	9781645530596	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Teaching Strategies LLC	<i>El Currículo Creativo para Texas</i>	9781645531593	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
TPS Publishing, Inc.	<i>STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Print</i>	9781788053082	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
TPS Publishing, Inc.	<i>STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Print with Online</i>	9781788052795	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
TPS Publishing, Inc.	<i>STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Online</i>	9781788052566	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
TPS Publishing, Inc.	<i>Live and Learn: A Prekindergarten Program - Print</i>	9781788052573	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
TPS Publishing, Inc.	<i>Live and Learn: A Prekindergarten Program - Print With Online</i>	9781788052696	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
TPS Publishing, Inc.	<i>Live and Learn: A Prekindergarten Program - Only Online</i>	9781788052702	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

PRELIMINARY EVALUATION RUBRIC – PROCLAMATION 2021 EARLY CHILDHOOD INSTRUCTIONAL MATERIALS – HOUSTON ISD

Area:	ECH ENGLISH (✓)	ECH SPANISH (✓)									Course name
Reviewer's Name:						Course / Subject / Grade:					
Publisher:						Title:					

Criteria		Rating	Evidence	Comments
1. Creates a deep understanding of content and skills.				
A	Enables students to develop strong conceptual understanding of content through a logical and practical progression of learning activities using creative play, painting, dancing, hands-on activities, song and music.			
B	Enables students to explore and investigate important concepts, questions, and problems using a range of hands-on activities and relevant learning opportunities at multiple levels of complexity.			
C	Integrates higher order thinking and questioning throughout the lesson; students regularly engage in critical thinking, problem-solving, and reasoning. Provide opportunities for children to understand and communicate through listening, speaking, reading, and writing.			
D	Makes meaningful connections within the integration of content areas and real-life situations (i.e., address each of the domains: Social and Emotional, Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development and Health, and Technology).			
E	Makes vertical connections to Pre-K 3 learning outcomes and Kinder instructional standards.			
F	Allows students to create, represent, and reflect on ideas and situations in a variety of relevant and meaningful ways.			

Rate elements from 10 to 0: *Element is ... [10] completely evident and/or developed [7] adequately evident and/or developed [4] minimally evident and/or developed [0] not evident and/or developed*

Criteria		Rating	Evidence	Comments
G	Creates opportunities for students to learn from their environment, to experiment, observe, explain, explore, predict, and communicate their thinking in a variety of ways using the academic language.			
H	Provides opportunities to learn vocabulary in context; employs a range of best-practice literacy and instructional strategies.			
I	Employs an instructional design and calls for evidence of student learning that matches the rigor, depth, and complexity of the Pre-K Guidelines. Materials support developmentally appropriate practices across all domains by allowing an intentional balance of direct (explicit) instruction and student choice, as appropriate for the content and skill development.			
J	Provides opportunities to incorporate activities throughout a variety of settings (indoor and outdoor), including whole group, centers/workstations, cooperative play, small group, and individualized instruction.			
K	Provides STEAM opportunities to develop an understanding of science, technology, art, and mathematics. Provide materials such as blocks, buttons, acorns—to count, sort, compare, and make patterns.			
L	Provides a community component to teach students about family, the environment and real-world scenarios.			
M	Provide opportunities for direct and explicit teaching of social and emotional skills. Materials include repeated opportunities for students to practice social and emotional skills throughout the day. Materials also include appropriate texts use to support the development of social and emotional competencies.			

Rate elements from 10 to 0: *Element is ...* [10] *completely evident and/or developed* [7] *adequately evident and/or developed* [4] *minimally evident and/or developed* [0] *not evident and/or developed*

Criteria		Rating	Evidence	Comments
2. Supports a student-centered approach to learning.				
A	Engages students in the development of conceptual understanding from the concrete to the abstract.			
B	Supports various methods of instruction and learning opportunities to accommodate multiple learning styles and preferences.			
C	Uses technology and instructional strategies to allow students to explore, discover, and investigate ideas.			
D	Uses technology and instructional strategies to provide adaptive learning paths and opportunities.			
E	Uses technology and instructional strategies to allow teachers to track students' progress and identify appropriate resources and activities to address areas of need, and to practice, apply, and extend their learning.			
F	Employs principles of Universal Design for Learning (UDL) to maximize accessibility to instructional materials and activities.			
G	Integrates appropriate support for struggling students (<i>note whether the publisher has a separate intervention program that supports the core program</i>).			
H	Differentiates instruction for students with disabilities. Materials include detailed and explicit guidance for teachers to support student development and proficiency of content and skills of all students with disabilities in the classroom.			
I	Differentiates instruction for English language learners. Materials include a variety of strategies for supporting language development that are integrated and authentically embedded in content-based learning.			

Rate elements from 10 to 0: *Element is ...* [10] *completely evident and/or developed* [7] *adequately evident and/or developed* [4] *minimally evident and/or developed* [0] *not evident and/or developed*

Criteria		Rating	Evidence	Comments
<i>J</i>	Differentiates instruction for students (including gifted students) ready to extend their learning .			
<i>H</i>	Acknowledges and respects diversity, models cultural awareness, and encourages principles of self- and mutual respect; welcomes learners from all backgrounds.			
<i>I</i>	Engages students regularly and meaningfully in the 4-C's of 21st century learning – critical thinking, communication, collaboration, and creativity.			
<i>J</i>				
<i>K</i>				
<i>L</i>				
3. Incorporates aligned, authentic assessment.				
<i>A</i>	Incorporates a broad range of formative and summative assessments to regularly check student understanding and measure student learning (e.g. checklists, work samples, anecdotal observations/notes, work samples).			
<i>B</i>	Supports multiple types of real-world project-based learning (PBL) opportunities.			
<i>C</i>	Requires students to retell, role-play, reenact, represent, and reflect on concepts in a variety of ways (written, oral, and visual form).			
<i>D</i>	Includes a variety of questions and questioning techniques in all assessment activities; questions are age appropriate, accurate and relevant.			
<i>E</i>	Provides rubrics to use in evaluating student work, including responses to open-ended questions, projects, performances, and products.			
<i>F</i>	Identifies assessment items according to their level of rigor, using tools such as Bloom's Taxonomy.			

Rate elements from 10 to 0: *Element is ...* [10] *completely evident and/or developed* [7] *adequately evident and/or developed* [4] *minimally evident and/or developed* [0] *not evident and/or developed*

Criteria		Rating	Evidence	Comments
G	Accommodates student choice in assessment and evaluative exercises.			
H				
I				
J				
4. Provides appropriate support for teachers.				
A	Provides content background information, including common student misconceptions, as appropriate.			
B	Offers guidance for research-based lesson planning.			
C	Offers guidance and resources for performance assessments such as projects, portfolios, and other products, and guidance on how to best use and evaluate them.			
D	Integrates well with the HISD curriculum; is a useful Texas Guidelines instructional resource.			
E	Provides support for research-based formative assessment strategies, techniques, and analysis.			
F	Provides guidance and resources for teachers regarding the effective use of differentiated instructional resources and strategies.			
G	Provides ongoing, job-embedded, and aligned professional learning – using multiple delivery formats – to support the use of the resource to implement the district curriculum and district programs/initiatives.			
H	Provides comprehensive customer service support (e.g., online, toll-free phone, face-to-face, etc.).			
I				
J				

Rate elements from 10 to 0: *Element is ...* [10] *completely evident and/or developed* [7] *adequately evident and/or developed* [4] *minimally evident and/or developed* [0] *not evident and/or developed*

Criteria		Rating	Evidence	Comments
K				
5. Employs technology to enhance teaching and learning.				
A	The publisher's online/e-text platform is dynamic, interactive, current, appealing, and easy to navigate.			
B	Resources on the online/e-text platform load quickly and are stable, links are correct, and interactive components (including simulations, games, labs, and demonstrations) work as expected.			
C	Digital resources on the online/e-text platform are logically organized, appropriate, and add significantly to a student's learning experience.			
D	The online/e-text platform provides intuitive and responsive searches by keyword, standard (including PK Guidelines), topic, and resource type.			
E	The online/e-text platform accommodates personalized learning in which students can explore and/or engage in activities of their own choosing.			
F	The online/e-text platform provides/facilitates differentiated instruction to meet the specific needs of individuals and groups of students.			
G	The online/e-text platform adapts to a student's performance and/or choices to deliver materials best suited to the student's needs or preferences.			
H				
I				
J				

Rate elements from 10 to 0: *Element is ... [10] completely evident and/or developed [7] adequately evident and/or developed [4] minimally evident and/or developed [0] not evident and/or developed*

Criteria		Rating	Evidence	Comments
6. Provides appropriate and quality materials				
A	Provides materials to optimally support student learning in all content areas (i.e., address each of the domains: Social and Emotional, Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development and Health, and Technology).			
B	Provides materials appealing to student's interests to deepen motivation, enjoyment, and learning.			
C	Provides materials in appropriate formats (e.g., vinyl, books, and board books) and a variety of formats (e.g., print, and non-print such as videos, art, music, charts, pictures, etc.).			
D	Provides safe materials to practice and develop new skills. Materials must be washable and must tolerate the daily exposure to disinfectant soap.			
E	Provides a variety of materials for family engagement to strengthen student's learning and development at home.			
F				
G				

Office of Board of Education
Board of Education Meeting of November 13, 2014

Juliet Stipeche, Board President

SUBJECT: APPROVAL OF RESOLUTION TO RECOGNIZE THE HOUSTON INDEPENDENT SCHOOL DISTRICT STUDENT CONGRESS AND ESTABLISH IT AS AN OFFICIAL STUDENT ORGANIZATION

In the spring of 2014, a group of Houston Independent School District (HISD) students formed the idea of creating a Student Congress to be a bridge between students and administrators. Over the summer, the students developed a constitution and took other steps to formalize the organization. In September the Student Congress held its opening session and elected a Speaker of the Congress and chairs for its committees. At its October 9, 2014, meeting, the HISD Board of Education recognized Zaakir Tameez for his efforts in planning and creating the Student Congress.

According to its constitution, “The HISD Student Congress is a formal student-run communication mechanism between public high school student volunteers and the Houston education community. It will engage the entire HISD student body, affirming unilaterally that students have the most vested interest in their own education and that their input should be a vital part of HISD’s planning and ongoing success.”

The attached resolution describes the Board’s wishes to acknowledge and help establish the Student Congress as an official student organization within HISD, and as a lasting entity for meaningful collaboration among HISD students, the Board, and District administration.

COST/FUNDING SOURCE(S): None. Budgeting for the Student Congress will be determined as the administration develops a regulation regarding this new organization.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports HISD Goal 1: Increase Student Achievement and HISD Goal 6: Create a Positive District Culture, and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approve the resolution to recognize the Houston Independent School District Student Congress and establish it as an official student organization, effective November 14, 2014.



STATE OF TEXAS §
 §
HOUSTON INDEPENDENT §
SCHOOL DISTRICT §

RESOLUTION TO RECOGNIZE THE HOUSTON INDEPENDENT SCHOOL DISTRICT STUDENT CONGRESS AND ESTABLISH IT AS AN OFFICIAL STUDENT ORGANIZATION

WHEREAS, Houston Independent School District (“HISD”) high school students have taken the initiative to plan and create a Student Congress for all the students of the District; and

WHEREAS, on October 9, 2014, the Board of Education (the “Board”) of HISD recognized Zaakir Tameez for his efforts to spearhead creation of the Student Congress; and

WHEREAS, the Board wishes to support and encourage the development of the Student Congress;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of HISD hereby calls upon the HISD administration to:

- (1) Establish the HISD Student Congress as an official student organization for students from any and all HISD high schools.
- (2) Create a regulation regarding the Student Congress and its affairs, including but not limited to faculty/staff sponsorship and a budget and/or fundraising mechanisms.

ADOPTED THIS 13th day of November 2014.

Juliet Stipeche, President
HISD Board of Education

Anna Eastmen, Secretary
HISD Board of Education

HOUSTON INDEPENDENT SCHOOL DISTRICT

General Fund

	Adopted Revenue & Other Financing Sources	Revenue & Other Sources Amendments	Adopted Appropriations & other Uses	Appropriations & Other Uses Ammendments	Unassigned Fund Balance	Unassigned Fund Balance Percent of Original Budget
6/30/2011	1,548,380,761.00	29,316,330.00	1,613,380,761.00	86,657,509.00	257,315,672	16%
6/30/2012	1,552,122,468.00	6,707,674.00	1,575,145,373.00	72,934,868.00	312,621,370	20%
6/30/2013	1,497,057,338.00	(13,693,074.00)	1,579,484,586.00	95,598,563.00	276,796,499	18%
6/30/2014	1,562,769,802.00	134,953,048.00	1,645,708,751.00	225,999,831.00	279,351,749	17%
6/30/2015	1,681,413,089.00	128,337,176.00	1,741,413,089.00	245,520,427.00	282,545,916	16%
6/30/2016	1,834,134,651.00	(57,041,721.00)	1,864,134,651.00	154,445,454.00	385,625,902	21%
6/30/2017	1,835,049,490.00	12,532,877.00	1,878,657,298.00	206,041,773.00	366,955,184	20%
6/30/2018	1,941,049,968.00	41,464,243.00	2,096,294,796.00	194,858,371.00	389,415,008	19%
6/30/2019	2,007,745,003.00	124,792,775.00	2,043,345,624.00	175,928,952.00	512,328,146	25%
6/30/2020	1,940,675,482.00	64,622,607.00	1,963,877,171.00	131,160,747.00	655,054,225	33%
1/31/2021*	1,994,554,361.00	143,616,262.00	2,028,542,973.00	311,550,788.00	497,174,664	25%

* February Amendment

FY Ending	Adopted Revenue	Adopted Other Financing Sources	Mid year Revenue Ammendments	June Revenue Ammendments	Mid Year Other Financing Sources Ammendments	June Other Financing Sources Ammendments	Adopted Appropriations	Adopted other Uses	Carryover Ammendments	Mid Year Appopriations	June Appopriations	Mid Year Other Uses Ammendments	June Other Uses Ammendments
6/30/2011	1,512,837,119.00	35,543,642.00	6,734,409.00	11,997,603.00	10,084,318.00	500,000.00	1,533,283,498.00	80,097,263.00	31,711,953.00	19,146,919.00	7,142,561.00	340,793.00	28,315,283.00
6/30/2012	1,498,222,468.00	53,900,000.00	1,900,712.00	(4,616,102.00)	1,123,064.00	8,300,000.00	1,495,647,330.00	79,498,043.00	20,942,281.00	30,636,360.00	7,348,172.00	7,000,000.00	7,008,055.00
6/30/2013	1,442,596,788.00	54,460,550.00	796,318.00	10,608.00	(14,500,000.00)	-	1,509,125,993.00	70,358,593.00	61,810,555.00	49,794,852.00	(411,080.00)	(14,500,000.00)	(1,095,764.00)
6/30/2014	1,524,509,252.00	38,260,550.00	102,744,697.00	32,042,757.00	165,594.00	-	1,560,031,965.00	85,676,786.00	65,344,787.00	161,708,583.00	-	(1,635,819.00)	582,280.00
6/30/2015	1,651,013,089.00	30,400,000.00	99,743,109.00	28,594,067.00	-	-	1,706,712,964.00	34,700,125.00	106,454,366.00	72,715,794.00	64,423,410.00	1,926,857.00	-
6/30/2016	1,803,734,651.00	30,400,000.00	(31,601,195.00)	(25,440,526.00)	-	-	1,832,252,183.00	31,882,468.00	114,263,388.00	31,562,627.00	14,090,131.00	(5,470,692.00)	-
6/30/2017	1,804,649,490.00	30,400,000.00	27,499,432.00	(14,966,555.00)	-	-	1,848,607,564.00	30,049,734.00	99,708,484.00	26,547,024.00	56,616,957.00	23,169,308.00	-
6/30/2018	1,910,649,968.00	30,400,000.00	(20,411,544.00)	61,875,787.00	-	-	2,056,972,964.00	39,321,832.00	102,693,056.00	72,550,082.00	(36,384,767.00)	56,000,000.00	-
6/30/2019	1,977,345,003.00	30,400,000.00	75,486,455.00	36,671,581.00	12,634,739.00	-	1,996,983,851.00	46,361,773.00	81,731,396.00	69,854,431.00	19,083,724.00	(204,520.00)	5,463,921.00
6/30/2020	1,903,085,694.00	37,589,788.00	80,503,765.00	(35,890,891.00)	-	20,009,733.00	1,923,742,406.00	40,134,765.00	51,250,676.00	71,275,865.00	5,569,139.00	(2,124,933.00)	5,190,000.00
1/31/2021	1,972,054,361.00	22,500,000.00	143,616,262.00	-	-	-	1,991,093,833.00	37,449,140.00	70,063,615.00	241,487,173.00	-	-	-

Feeder	Schools Participating
Austin Feeder	Austin High School BioTech Academy at Rusk Burnet ES/Laurenzo ECC Cage Elementary School Carrillo Elementary School Community Services Edison Middle School Franklin ES Henderson JP Elementary School Lantrip Elementary School Navarro Middle School Tijerina Elementary School
B. T. Washington	Burrus Elementary School High School Ahead Highland Heights Elementary School Kennedy ES Washington HS Wesley Elementary School Williams Middle School
Bellaire/Lamar/Westbury Feeder	Bellaire High School Braeburn ES/Mistral ECC Cunningham Elementary School Elrod Elementary School Foerster ES Fondren MS Lamar High School Lanier Middle School Memorial Elementary School Pershing Middle School Pin Oak Middle Shearn ES Tinsley Elementary School Welch MS Westbury HS Young Women's College Prep Academy
Chavez Feeder	Bonner Elementary School Briscoe Elementary School Brookline Elementary School Chavez High School Gallegos ES Lewis ES/Bellfort ECC

	<p>Park Place Elementary School Patterson Elementary School Rucker Elementary School Stevenson Middle School</p>
Furr Feeder	<p>Furr High School Harris RP Elementary School Holland Middle School Oates Elementary School Pleasantville Elementary School Port Houston Elementary School Robinson Elementary School Whittier Elementary School</p>
Heights/Central Feeders	<p>Atherton Elementary School Bruce Elementary School Hamilton Middle School Heights High School Helms Elementary School Hogg Middle School Love Elementary School Mickey Leland College Prep Acad for Young Men Middle College HS at HCC Fraga Secondary DAEP</p>
Kashmere Feeder	<p>Cook Elementary School Elmore Elementary School Forest Brook MS Kashmere Garden ES Kashmere High School Key Middle School Paige ES Ross Elementary School</p>
Madison/Westbury Feeder	<p>Anderson ES/Halpin ECC Bell Elementary School Fondren ES/MLK Jr. ECC Grissom Elementary School Gross Elementary School Hines-Caldwell Elementary School Hobby Elementary School Lawson MS Madison High School Montgomery Elementary School On-Time Grad Academy (Momentum) Petersen Elementary School Reagan K-8 Educational Ctr</p>

	Windsor Village Elementary School
Milby Feeder	Crespo Elementary School Davila Elementary School Deady Middle School DeZavala Elementary School Harris JR ES Milby High School - 1 Milby High School - 1A Sanchez Elementary School Southmayd Elementary School
North Forest Feeder	Fonwood ECC Hilliard Elementary School Marshall Elementary School McGowen ES North Forest High School Shadydale ES
Northside Feeder	Berry Elementary School Gregory-Lincoln K-8 Jefferson Elementary School Ketelsen ES Looscan ES Marshall Middle School Martinez, C. Elementary School Northside High School Roosevelt Elementary School Sherman Elementary School
Sam Houston Feeder	Barrick Elementary School Burbank Elementary School Burbank Middle School Coop Elementary School De Chaumes Elementary School Durkee ES/Farias ECC Fonville Middle School Garcia ES Henry Middle School Herrera Elementary School Houston Center for Math, Science & Technology Janowski Elementary School Lyons Elementary School Moreno Elementary School Northline Elementary School Osborne Elementary School Scarborough Elementary School
	Benbrook Elementary School

<p>Scarborough/Waltrip</p>	<p>Black Middle School Clifton Middle School Durham Elementary School Scarborough High School Smith, K. Elementary School Stevens ES Wainwright Elementary School Waltrip High School</p>
<p>Sharpstown Feeder</p>	<p>Benavidez Elementary School Bonham Elementary School Las Americas Middle School Liberty High School Long Academy McNamara Elementary School Milne Elementary School Neff ECC Neff Elementary School Sharpstown High School Sugar Grove Academy Sutton Elementary Valley West Elementary School White, E. Elementary School</p>
<p>Sterling Feeder</p>	<p>Alcott Elementary School Codwell Elementary School Golfcrest Elementary School Gregg Elementary School Hartman MS Kelso Elementary School Mading Elementary School Mitchell Elementary School Ortiz Middle School Seguin Elementary School Sterling High School Thomas Middle School</p>
<p>Wheatley Feeder</p>	<p>Dogan Elementary School Eliot Elementary School Fleming Middle School Henderson NQ Elementary School Isaacs Elementary School Martinez, R. Elementary School McReynolds Middle School Pugh Elementary School Scroggins Elementary School Wheatley High School</p>
	<p>Emerson Elementary School Pilgrim Academy</p>

<p>Wisdom/Westside Feeder</p>	<p>Piney Point Elementary School Revere Middle School Rodriguez ES Tanglewood Middle School Walnut Bend ES Westbriar Middle School Westside High School Wisdom High School</p>
<p>Worthing/Yates</p>	<p>Almeda Elementary School Attucks Middle School Bastian Elementary School Baylor College of Medicine at Ryan Blackshear ES Cornelius Elementary School Cullen Middle School DeAnda Elementary Foster Elementary School Frost Elementary School Garden Villas Elementary School Hartsfield Elementary School Jones High School Law Elementary School Lockhart Elementary School Peck Elementary School Reynolds ES Thompson Elementary School Whidby Elementary School Woodson Elementary School Worthing High School Yates High School Young ES</p>