

Agenda Items: September 9, 2021, Board Meeting

Q&A

GENERAL QUESTIONS

May I get an approximate number of young ladies that are pregnant* or have children for the following schools: North Forest HS, Forest Book MS, Kashmere HS, Fleming MS, Key MS, Wheatley HS, McReynolds MS, Booker T. Washington, Williams MS ***UPDATED 9/7/21***

School Name	Approximate number of young ladies that are pregnant or have children
North Forest HS	6 parents, 3 pregnant
Forest Book MS	0 parents, 0 pregnant
Kashmere HS	3 parents, 2 pregnant
Fleming MS	0 parents, 0 pregnant
Key MS	0 parents, 0 pregnant
Wheatley HS	1 parent, 8 pregnant,
McReynolds MS	0 parents, 0 pregnant
Booker T. Washington	1 parent, 3 pregnant
Williams MS	0 parents, 0 pregnant

Was there a recent survey given to students at Wheatley and North Forest (neither having a Magnet Program or identified as School Choice), regarding the kind of Programs they are interested in seeing at these schools? If not, could the students be surveyed to ask and provide me with the number of surveys given along with the number of surveys returned in either instance? ***UPDATED 9/7/21***

The Career Readiness Department and the School Choice Department reviewed Gulf Coast workforce/industry projections, CTE and magnet programs within a certain proximity to the campus and consulted with campus leadership to recommend program options. The CTE Department worked with Wheatley High School in the 2019-2020 and 2020-2021 school years to provide an interest survey that

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identified CTE programs of study options preferred by students. Based on those results and the Gulf Coast demand for early childhood education professionals, it was determined that an early childhood education program would be valuable to the students and surrounding community. Collaborative conversations with the North Forest leadership team during the 2019-2020 and 2020-2021 school years, along with industry projections, led the CTE department to recommend a Construction Trades/HVAC program for North Forest HS. The program launched its first course of study during the 2021-2022 school year in partnership with Houston Community College. The district continually evaluates program demand, industry/job projections, and campus requests to recommend new programs or changes to programs for campuses across the district.

How many of our kids are 12+?

UPDATED 9/7/21

As of 8/24/2021: 74,034 students are 12 or older. This is 42.77% of the total district enrollment.

How many nurses are we missing? Can we get medical assistants (two per campus) where nurses are missing?

UPDATED 9/7/21

We currently have 22 vacancies and are working on getting support to campuses that do not have one.

HB4545 Overview and funding surrounding legislation

UPDATED 9/7/21

See attached document. We will continue to update this flyer and will have a final version by Friday, September 17.

Can the board please receive a copy of the risk load analysis?

UPDATED 9/7/21

This was provided to all trustees via email.

Pin Map (or scatter map), identifying schools where SPED lawsuits are prevalent and a listing of identified SPED Parent Advocates.

UPDATED 9/7/21

See attached document.

Is there HISD transportation provided from Kelly Village (3113 Buck St, Houston, TX 77020) to Fleming MS and where is the location of stop?

UPDATED 9/7/21

Currently we do not have stop at this location for General ED servicing Fleming Middle School.

ITEM D.1

Please make sure the monitoring calendar aligns to the superintendent evaluation tool and timeline we adopted in March of this year. We are using TAPR data as final data. The revised calendar does not appear to align.

Trustees adopted TAPR data as the final assessment data for the Lone Star Governance process, and thus, for the superintendent. As described in the 2020 Needs Assessment and throughout the goal-setting process, this data is not published by the TEA until December of each year – three months after the September summative conference adopted this spring by the Board in the Board Operating Procedures Manual.

Administration recommends one of the following options to align the superintendent's evaluation with the publication of results:

1. Amend the Board Operating Procedures Manual to move the prior school year's summative conference to February to "ensure that the date affords the Superintendent sufficient time to gather the data and present findings during executive closed session." (Board Operations Policy Manual, pg. 16)
2. Update the data source for goals 1, 2, and 4 to the STAAR 3–8 first administration and spring STAAR EOC assessment results. These results are published by the TEA, and thus, able to be replicated, and reported by the district each summer and allow for a September summative conference with the superintendent.

Is it possible for trustees to receive a preliminary report on CCMR results before all data is finalized – for instance, for 2020 graduates in spring 2021 so we don't have to wait for a full year until October 2021 to get an idea of where we stand?

Collection, submission, and verification of the CCMR data continues throughout the school year after spring graduation. For example, the verification process for class of 2020 was completed in July 2021 ahead of the data table release. As a matter of practice, the Research and Accountability Department does not publish projected results. However, the district is scheduled to annually present GPMs 3.1, 3.2, and 3.3 for recently graduated seniors. These progress measures are directly aligned with the CCMR component of the accountability system but are not a direct projection of accountability results.

Similarly, can we receive a preliminary report on 2021 reading, SWD, and math results in August 2021, so that we don't have to wait a full year until March and April 2022 to get an idea of where we stand?

During the goal development process, the Board selected the Texas Academic Performance Report (TAPR) as the data source for Board Goals 1, 2, and 4. As outlined in the 2020 needs assessment and

through the Goals development process, these results are not published until December each year. The TEA applies the following specifications to the STAAR results published in TAPR:

- Results reflect the subset of students evaluated in Domain 1 of the state accountability system. The largest groups of tested students excluded from this subset are students who enrolled in the district after the last Friday in October and English Learners in their first year in U.S. schools.
- Results include STAAR in both English and Spanish as well as STAAR Alternate 2.
- Results for fifth and eighth grade reflect the cumulative outcome of the first and second administrations for reading and math. (Although this will not be a concern moving forward as the retest process was eliminated during the 2021 regular legislative session.)
- Results for EOC exams include both first-time and retest students from the three administrations of the accountability cycle (summer, December, spring).

The district provides the STAAR 3–8 report through the Superintendent’s update each summer. This report provides 3rd grade reading, math, and SWD results for all Spanish and English STAAR 3–8 results excluding STAAR Alt. 2.

ITEM I.1.A (RFP 21-4-10)

Last month this item was brought for our approval with tasers and the “amount not to exceed” was \$950,000. Now the item doesn’t include tasers, but it is for significantly more “amount not to exceed” of \$4,500,000 for the same term (renewals). Please explain with examples.

It was discovered that the incorrect amount (annual vs. project term) was put on the board item. The issue has been corrected and internally addressed.

Please explain how this aligns to Board Constraint 2.

These purchases are to ensure that the Police Department has the appropriate software and equipment to perform their duties. The current software for records management and officer dispatch have reached end-of-life and are needed to ensure the district maintains required records and can do required reporting. The data in the new system can also be used to place officers throughout the district based on what the data tells us which helps to mitigate Board Constraint 2. This item also ensures that officers have body-worn cameras that are more easily auditable, meet the legally required retention requirements, and automatically connect these videos to the same system where the records will be maintained to improve efficiency and investigation time. Currently data from calls and videos is manually done creating a very inefficient process as the current systems do not integrate.

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ITEM I.4A

“Primarily at the campus level” – can you break down the percentage at central office vs. campuses?

Below are the amounts transferred by Campus and Department funds.

Campus and Department Transfers by Function				
Function	Function Description	Budget Amendment	Campus Funds	Department Funds
11	Instruction	(801,867)	(544,896)	(256,971)
13	Curriculum and Instructional Staff Development	(11,919)	(39,508)	27,589
21	Instructional leadership	(42,390)	(44,212)	1,822
23	School leadership	(44,244)	(50,315)	6,071
31	Guidance, counseling and evaluation services	300,185	238,870	61,315
32	Social work services	101,729	101,729	-
33	Health services	95,307	125,721	(30,414)
34	Student transportation	40,657	-	40,657
36	Co-Curricular/extracurricular activities	209,684	209,684	-
41	General administration	(66,683)	-	(66,683)
51	Plant maintenance and operations	197,736	111,084	86,652
52	Security and monitoring services	23,218	23,218	-
53	Data processing services	(124,012)	(98,974)	(25,038)
61	Community services	(32,400)	(32,400)	-
81	Facilities acquisition and construction	155,000	-	155,000
	Total	-	-	-

Please explain why funds were transferred from instructional leadership to construction (this was central office, not campuses, correct?)

The CTE department transferred funds for Barbara Jordan Career Center Childcare Classroom modifications.

Each month funds from instruction are cut, yet we carried over almost two million dollars meant for instruction. Please explain with examples.

During preliminary budgets in the spring, principals tend to place their non-salary dollars in function 11. Throughout the school year they process transfers within their budgets to meet their needs during the school year.

Examples are:

- Move funds from function 11 supplies to nurse supplies in function 33.
- Move funds from function 11 supplies to counseling and evaluations services function 21 for a Community in Schools contract.

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- Move funds from function 23 supplies to UIL packages in function 36.
- Move funds from function 23 salaries to function 11 salaries for a teacher, teacher aide position, substitute charges, etc.

Please explain how this aligns to our board goals.

Campus and department budget transfers are necessary to accomplish the board's student outcome goals. Principals and department leaders have discretion to make budget transfers to meet these goals.

How is Barbara Jordan funded/budgets since students are bused from their home schools to the campus for CTE classes? ***UPDATED 9/7/21***

Barbara Jordan Career Center is funded utilizing Career & Technical Education weighted funding provided by Texas Education Agency to promote CTE enrollment throughout the state. The funding that the Barbara Jordan Career Center generates positively impacts the overall budget for HISD CTE programs and follows funding models for career centers across the state. Centrally funding the specialized programs at Barbara Jordan Career Center, provides students from the 9 partner schools the opportunity to participate in programs that would be difficult to fund equitably at their home schools. The amount of the funds used to operate the Barbara Jordan Career Center are determined in the same way as they are for all campuses, according to enrollment in the CTE programs.

Please provide a list for the number of students assigned to each CTE Class at Barbara Jordan and what are the parent schools. ***UPDATED 9/7/21***

Architecture - 2 students from Furr HS, 1 from Kashmere HS for a total of 3 students.

Automotive Tech – 15 students from Furr HS, 1 from Heights HS, 2 from Houston MSTC, 2 from Kashmere, 2 from North Forest, 3 from Northside, 2 from Washington, 1 from Yates for a total of 28 students.

Child Development (Pre-Education) – 6 students from Furr HS, 5 from Houston MSTC, 4 from Kashmere, 8 from North Forest, 2 from Washington and 2 from Yates for a total of 27 students.

Construction Tech – 4 students from Furr HS, 4 from Houston MSTC, 4 from North Forest, 7 from Washington for a total of 19 students.

Cosmetology – 11 students from Furr HS, 3 from Heights, 9 from Houston MSTC, 4 from Kashmere, 8 from North Forest, 2 from Northside, 7 from Washington, 4 from Wheatley, 8 from Yates for a total of 56 students.

Culinary Arts – 4 students from Furr HS, 1 from Heights, 11 from Houston MSTC, 5 from Kashmere, 8 from North Forest, 4 from Washington, 2 from Wheatley, 2 from Yates for a total of 37 students.

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Electrical Tech – 1 student from Furr HS, 2 from Houston, 1 from Kashmere, 4 from North Forest, 4 from Northside, 1 from Washington for a total of 13 students.

Government/Diplomacy – 1 student from Furr HS, 1 from Heights, 1 from Houston, 3 from North Forest, 1 from Northside, 1 from Washington for a total of 8 students.

Health Science – 13 students from Furr HS, 1 from Heights, 13 from Houston MSTC, 9 from Kashmere, 25 from North Forest, 7 from Northside, 15 from Washington, 21 from Wheatley, 7 from Yates for a total of 111 students.

Marketing – 5 students from Furr HS, 5 from Houston MSTC, 7 from North Forest, 4 from Northside, 1 from Washington, 4 from Wheatley, 1 from Yates for a total of 27 students.

Welding – 12 students from Furr HS, 5 from Houston MSTC, 3 from Kashmere, 3 from North Forest, 6 from Northside, 9 from Washington, 3 from Wheatley, 1 from Yates for a total of 42 students.

Process Tech – 1 student from Furr HS, 1 from North Forest for a total of 2 students.

There is a combined total of 373 students at BJCC from Furr, Heights, Houston MSTC, Kashmere, North Forest, Northside, Washington, Wheatley and Yates.

Total number of students per campus:

Furr	75
Heights	7
Houston	57
Kashmere	29
North Forest	73
Northside	27
Washington	34
Wheatley	34
Yates	22

What are the criteria to attend and how is it marketed?

UPDATED 9/7/21

To attend BJCC, students must have 12.0 credits by August of their junior year and be “on cohort” to graduate with their class, meaning they are a true 3rd year student. BJCC is marketed through virtual and face-to-face presentations at partner schools, post cards that are mailed to all 10th grade students’ households in all partner schools, newsletters, social media, flyers and brochures sent to the partner campuses, emails sent to all partner schools’ 10th graders’ school email, BJCC website and presentations during Principal Meetings.

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ITEM K.1

What systems will be in place to make sure that electronic ballots are secure and counted accurately?

Response from the district's elections vendor, YESELECTIONS:

Regarding security for online elections, many of the security concerns when using internet voting mirror those of using any other voting method. YesElections ensures that:

- Only authorized voters participate.
- Votes are not tampered with during transmission.
- Voting is not interrupted by system failure or natural disaster.
- Votes are tabulated accurately.
- Data is secure from unauthorized external and internal access.
- Data is purged from the system when the election is complete.
- The system can be audited.

Every member is entitled to their vote, and one vote only. The first vote that is received by our system is the one that will be counted at tabulation. YesElections establishes controls in place to allow only eligible members to cast one vote, and duplicate votes cannot be completed. Election Central®, the proprietary centralized system used to store all vote data and tabulate ballots will ensure the integrity of the election. Our Election Central® system allows only one vote to be accepted for each voter, and that goes across elections that include blended methods as well (paper, online, telephone etc.). The key here is that we work off of one centralized voter list, meaning we will help HISD create a single eligible voter list to ensure each person is eligible to vote only once. We will review your supplied membership file for any potential duplicates and correct any potential postal or email errors. For every voter, a unique record is created.

YesElections will establish unique individual voting credentials for each eligible voter (such as an Election Code and Voting PIN). This is how we can ensure only authorized voters participate in your election. These codes will be imprinted on any election material we send out (emails, postal mailers, etc.).

Once a ballot is received by our system, an association is made with the proper voter record. Again, we use the one single list for all voting methods. Like a light switch, that record is then closed preventing any further associations. Think of this like literally crossing off a voter's name from a centralized list - that voter will not be able to cast a ballot again. This secure process prevents duplicate voting attempts by members, regardless of the method they choose.

Because the first vote counted is considered valid and all others invalid, if a member were to cast a vote by one method and then try a duplicate attempt (by any applicable method), the first vote would be counted and the second attempt could not be completed. For example:

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Example 1) If a voter successfully casted a vote online, and then tried a second attempt to use their codes online again, the duplicate attempt could not be completed. At that time, our system would prompt them that we have already successfully received their vote with a timestamp of when the vote was received.

Example 2) If a voter successfully casted an online vote, but then tried to return a paper ballot to us for processing, the electronic vote would be valid. Upon scanning the paper ballot, this vote would be thrown out as having over-voted. And vice versa.

YesElections offers, as an independent third-party, an accurate verification and tabulation of valid cast votes. We will ensure results are encrypted (locked) until tabulation is authorized by HISD. All results are anonymous, and votes cannot be connected with individual voters. A certified report of the outcome of the election is always available.

ITEM K.1-K.5, AND K.1 FOR SEPTEMBER 9

Are these still part of the policy review to bring our policies up to date with TASB recommendations?

Yes, for agenda review items K-1 through K-5 are part of our process to bring our policies up to date with TASB recommendations. K-1 for the September 9 board meeting is a recommendation from administration to make the voting process more efficient.

ITEM K.6

Constraint 1 – these targets are low. Please explain why we are not prioritizing. Constraint 5 – were these targets revisited?

The administration believes that the CPMs and targets Meet Focus as defined by Vision and Goals 4 of the Lone Star Governance framework. Specifically, the proposed CPMs:

1. Challenge the organization to focus on the vision.
2. Challenge the organization to uphold community values.
3. Are predictive of their respective constraint.
4. Are influenceable by the superintendent.

Targets and methodologies have been reviewed frequently throughout the goal and constraint setting process with the lens of stretching the organization and meeting the vision of the Board. In addition to the supporting documents attached to the item, the administration has prepared a presentation for the September 2nd Agenda Review to walk through the methodology, target setting process, and why the targets stretch the organization.

Are we considering ways to increase (i.e., in-district charters, 1882 partnerships, etc.)?

Yes, below are the enrollment efforts Early Childhood Department has organized or participated in this

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school year (2021-2022):

- HERC provided recommendations for equity in access to pre-K programs in HISD – we incorporated these recommendations into our outreach strategies for enrollment
- Good Ideas: Houston Pre-K in Crisis? live webinar hosted by Good Reason Houston on March 3 1:30-2:30
- Pre-K promotional video in Spanish created by HISD aired on Camino al exito April 1
- Pre-K promotional video in English created by HISD April 21
- Pre-K Houston Round Table with Telemundo Facebook Live hosted by Good Reason Houston on April 29
- Pre-K enrollment animated videos in English and Spanish created by HISD April 30
- Geofencing advertisement targeting 20-40-year-old adults at specific zip codes within the HISD boundaries – Zip codes provided by demographer and sponsored by Good Reason Houston April 28-June 23
- HISD district-wide enrollment event in-person, virtual, and over the phone in collaboration with School Choice on June 5
- Postcards mailed to households with 3- and 4-year-olds that are currently not enrolled in HISD sponsored by Good Reason Houston sent on July 2
- Radio advertisement in English and Spanish on three stations sponsored by Good Reason Houston from August 2 – 27
- Pre-K Interview on Univision Contigo en la comunidad July 15
- Community Connection-Ready for School? live webinar in English and Spanish hosted by Collaborative for Children on August 10
- HISD district-wide enrollment event in-person, virtual, and over the phone in collaboration with School Choice on August 14
- Pre-K Facebook page with enrollment videos in English and Spanish
- Pre-K district website with updated information on enrollment process and requirements <http://houstonisd.org/prek>
- Twitter messages on all PK events
- HISD Enrollment Unit events at three Food Town store locations from 3:00-6:00 p.m. in collaboration with School Choice to inform parents of the enrollment process and the schools with available seats:

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July 15

July 22

July 29

August 5

August 12

For the 2022-2023 enrollment year, we plan to continue to work with our thought partner Good Reason Houston to increase our efforts to reach all parents in the HISD community to enroll their PK and Kinder age children.

Are all teachers rated effective or highly effective unless they are first year or a long-term sub?

No, teachers may receive ratings of Ineffective, Needs Improvement, Effective, or Highly Effective as outlined in DNA(REGULATION).

If not, what percentage of our teachers are rated effective or highly effective?

90.7% of teachers that received a rating in 2019 received a rating of effective or highly effective.

What is the percentage at our D- and F-rated campuses?

79.8% of teachers at our D and F rated campuses that received a rating in 2019 received a rating of effective or highly effective. Please note that the D and F ratings were based on the 2018–2019 school year, the last year the district received a rating other than Not Rated.

And what percentage of our teachers district-wide are first year teachers and long-term subs?

8.4% of teachers (N=929) were first year teachers in the end of the 2018–2019 school year, 9.8% (N=1,043) in the end of the 2020–2021 school year and 7.6% (N=779) in the beginning of the 2021-2022 school year.

There were 536 Associate Teachers who received long term sub pay for 2018–2019.

There were 341 Associate Teachers who received long term sub pay for 2020–2021.

How do the changes to the evaluation system due to the teacher incentive allotment program specifically affect this goal?

UPDATED 9/7/21

Any edits made to the current teacher appraisal system, including those due to the Teacher Incentive

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Allotment, could result in needing to re-work the baseline and target data depending on the scope of the change.

How much more are ESL teachers paid? Stipends?

UPDATED 9/7/21

ESL Teachers are paid the same as all other teachers on the teacher pay table. There is currently not a Board approved ESL stipend like there has been in the past. However, there is a plan to pay an ESL Stipend out of ESSER funds.

How many teachers are on ESL probationary certificates?

UPDATED 9/7/21

Currently there are four (4) teachers with an ESL probationary certificates with a valid certification.

Will there be dedicated staff for all this uniform tracking?

UPDATED 9/7/21

As it relates to the tracking of ESSER funds, our Research and Accountability department will be leading the analysis of specific initiatives, and the Central Office departmental program managers will be responsible for tracking the effects of their programs.

Are we putting more staff in place to collect this data? It is my recommendation that there be a dedicated individual to ONLY input data and it not be put on teachers, aps, or principals, support staff. Our educators have enough on their plate.

UPDATED 9/7/21

We understand that our educators have gone above and beyond to support our students as we navigate through the COVID-19 pandemic. We want to ensure that whatever systems are used to collect data are efficient and are providing the most critical information to ensure the success of the ESSER funds.

What is the percentage/number of students are ESL? ELs? Bilingual?

UPDATED 9/7/21

For the 2020–21 school year, there were 65,188 students (33.2% of all students) identified as English Learners in the district. There were 29,391 students (15%) enrolled in an English Second Language program and 36,845 students (18.7%) enrolled in a bilingual program. Program placement and data entry is still occurring for the 2021-22 school year.

How many students are sitting in classrooms without a certified teacher?

UPDATED 9/7/21

This information will be available after classes are balanced next week.

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Where elementary schools have seen enrollment declines, are they being asked to close teaching positions? ***UPDATED 9/7/21***

In cases where enrollment is low, principals understand that they will have to make budgetary adjustments to account for loss of revenue based on their previous enrollment projection. However, as we are still early in the year, there is still an opportunity for enrollment to increase, thus principals are not being asked to close positions, but are consolidating classrooms where it makes sense to eliminate vacancies; and are starting to plan for the budgetary adjustment that will be made after snapshot.

If so, how will this affect progress in Goals 1 and 2? ***UPDATED 9/7/21***

The methodology of Goals 1 and 2 will remain the same. There could be minimal impact, but administration will ensure that teachers in these grade levels continue to receive supports in the strategies for impactful teaching and learning as staffing shifts occur.

Are schools able to use ESSER allocations to maintain teaching positions? ***UPDATED 9/7/21***

At this time, we are not using ESSER allocations to supplant the costs of existing teaching positions. It is important to note that ESSER funds are only good for three years, and at the end of the three-year period, the district will no longer have the financial support for any ESSER-funded positions. This could leave the district in a precarious financial situation if schools are forced to cover the costs of teaching positions that had been grant funded in prior years, at the end of the cycle.

Can the district publish 1-pagers with the ESSER funds distribution to campus with the dollars/weights/position so for transparency for public? ***UPDATED 9/7/21***

We can provide the board with both the methodology and allocations for the campus specific allocations for the following programs with which we have decided to move forward with: Wraparound Supports, Campus Innovation Grants, Tutoring Supports, Per Pupil Safety Allotment, and SAT/ACT/TSI Tutoring Support. As we determine how we will use the remaining funding, we may have additional campus-based allotments.

How will the affect SPED funding? ***UPDATED 9/7/21***

The state of Texas provides funding through its allotment formula for Special Education, however, ESSER is a federal grant program, thus it is two separate funding sources. Within current ESSER plans,

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we will be enhancing Special Education Services provided to student and families through: increasing the number of interventionists/teachers for both dyslexia and special education, increasing the number of resource teachers, teacher assistants, speech and language pathologists and therapists, educational diagnosticians, replacing assistive technology, providing additional professional developments; all in an effort to increase the resources going towards our Special Education students.

How are we going to reduce class sizes?

***UPDATED 9/7/21**

Given the shortage of certified teachers across Texas, and existing vacancies within our own district, it will be a challenge to reduce class size by simply hiring more teachers; we will have to look at innovative models for the deployment of teachers, interventionists and teaching assistants so that teachers can work more intensively with smaller groups. It is also important to note that ESSER funds are only good for three years, and that at the end of the three-year period, campuses will no longer have the funding for any ESSER positions, so we want to avoid using ESSER to cover the costs of core content teachers that we know we will need at the end of the grant.

WHAT IS HB 4545?

HOUSE BILL 4545

was passed in the summer by the Texas Legislature. This bill establishes new requirements for instruction for students in grades 3-8 who did not pass one or more of the STAAR tests in math or reading in the spring, as well as high school students who did not pass one of their STAAR EOC tests last spring.

The requirements state that HISD must do the following:

- Provide these students with accelerated or supplemental instruction (tutoring) in addition to their normal instruction
- This instruction must be given by a master, exemplary, or recognized teacher who is trained in the subject matter for which the student needs extra instruction.
- This instruction must take into account the TEKS (Texas Essential Knowledge and Skills) for the subject area in which the student needs extra instruction.
- There must be at least 30 total hours of extra instruction or tutoring provided individually or in a group of no more than three students.
- The tutoring must include instructional materials designed for supplemental instruction.
- If possible, the same teacher should deliver the tutoring throughout the instructional period.
- In addition, the student cannot be removed from instruction in the basic curriculum and electives for his or her current grade level and must be permitted the same recess and access to physical activities as the other students.



Multiple Case Campuses (TEA and Due Process): *note some cases/complaints may stem from one student

Campus	Area	Cases
Lamar HS	Northwest	5
Garden Oaks Montessori	Northwest	4
Meyerland MS	West	4
Kolter ES	West	4
Pershing MS	Northwest	3
Elmore ES	North	3
Waltrip HS	Northwest	3
Pin Oak MS	Northwest	3
Port Houston ES	East	2
Milby HS	East	2
Bellaire HS	West	2
Westbury HS	South	2
West Briar MS	West	2
Elrod ES	West	2
Condit ES	West	2

TEA Complaints

Area	Campus	Complaint Received by TEA
East	Crespo ES	8/13/2019
East	Port Houston ES	10/31/2019
West	Horn ES	11/12/2019
Northwest	Pershing MS	11/19/2019
South	Westbury HS	12/11/2019
Northwest	Garden Oaks Montessori	1/15/2020
East	Milby HS	1/27/2020
East	Furr HS	2/18/2020
East	Milby HS	2/14/2020
South	Brookline ES	3/11/2020
West	Tanglewood MS	3/30/2020

Due Process Hearings

Date Filed	Campus	Area
1/3/2019	Briargrove ES	Northwest
3/7/2019	Welch MS	South
5/20/2019	Private School	OSSES
10/4/2019	Condit ES	West
10/23/2019	Elmore ES	North
10/23/2019	Elmore ES	North
11/10/2019	Foerster ES	South
11/22/2019	Port Houston ES	East
1/21/2020	Helms ES	Northwest
1/13/2020	Harvard ES	Northwest
2/3/2020	Garden Oaks Montessori	Northwest

West	Meyerland MS	5/8/2020
West	Meyerland MS	5/28/2020
Northwest	Lanier MS	5/18/2020
Northwest	Pin Oak MS	5/19/2020
Northwest	Garden Oaks Montessori	5/29/2020
Northwest	Pin Oak MS	6/22/2020
West	West Briar MS	9/18/2020
West	West Briar MS	1/6/2021
South	Deanda ES	2/12/2021
West	T.H. Rogers	3/10/2021
West	Kolter ES	3/17/2021
West	Bellaire HS	4/7/2021
West	Bellaire HS	4/9/2021
West	Kolter ES	4/15/2021
Northwest	Oak Forest ES	4/15/2021
North	Key MS	5/24/2021
East	Austin HS	5/24/2021
South	Fondren MS	5/25/2021
Northwest	Waltrip HS/M.Leland MS	6/2/2011
West	Kolter ES	6/22/2021
West	Energized for STEM Academy	7/7/2021
South	Worthing HS	8/3/2021

2/18/2020	Lamar HS	Northwest
3/9/2020	Elmore ES	North
4/7/2020	Pershing MS	Northwest
5/12/2020	Lamar HS	Northwest
5/28/2020	Westbury HS	South
5/28/2020	Meyerland MS	West
6/12/2020	Pershing MS	Northwest
6/15/2020	Lamar HS	Northwest
8/3/2020	Garden Oaks Montessori	Northwest
8/31/2020	Briar Meadow Charter School; Mistral ECC and Neff ES	West
9/10/2020	Pin Oak MS	Northwest
9/17/2020	Hogg MS	Northwest
10/1/2020	Lamar HS	Northwest
11/2/2020	Elrod ES	West
11/18/2020	Hilliard ES	South
1/12/2021	HCC Lifeskills, Waltrip HS, Debakey HS	Northwest and OSES
2/5/2021	Meyerland MS	West
2/22/2021	Kolter ES	West
3/30/2021	Mark Twain ES	Northwest
4/5/2021	West University ES	Northwest
4/7/2021	Waltrip HS	Northwest
4/8/2021	Condit ES	West
4/26/2021	Lamar HS	Northwest and OSES
5/5/2021	Elrod ES	West
5/18/2021	Lamar HS	Northwest and OSES
5/28/2021	Fonville MS	North
7/20/2021	Grissom ES	South
8/17/2021	MIMS	West

