

ITEM B.1

How was this decided?

According to the Board Operating Procedures, specifically page 15, the appointment method for HCAD is done by Board President Recommendation.

ITEM D.1A

Can we get a chart with the breakdown of waivers by grade level?

This information is included in the chart that is accessible to the trustees in the portal.

Do we know how many PreK classrooms there are this school year? What percentage of waivers are for PreK?

UPDATED 11/9/21

There are 709 PreK classrooms. 15.8% (112/709) of PK classrooms have waivers. 11% (112/1008) of the waiver requests are from PK classrooms.

What are reasons for class size waiver increases? How many are facility-related, budgetary, or due to lack of teachers?

UPDATED 11/9/21

In addition to the new inclusion of PreK to the waiver process, several trends were seen this fall. Principals were hesitant to cap classes because of lower enrollment. There was a general feeling that if they could leave classrooms and buildings open for enrollment, they wouldn't have to eliminate positions. Many waited until they had 23 or 24 in a classroom. Additionally, there was an increase in teacher resignations over previous years so student movement had to happen, but with fewer applicants, not all of these positions were filled. We also experienced an increase in kindergarten bilingual students. Typically, at 16 students over we add a new class, but there were few qualified teacher applicants to fill these vacancies. This increase of bilingual students did not just occur at the kindergarten level, but at all levels. A campus could have been staffed for one bilingual teacher per grade level, but now needs 2 or 3. Campuses also ensured that students who moved to virtual learning had a spot saved for when they returned to the physical campus, which resulted in a few waivers. Additional trends experienced this year included high enrollment at our west side campuses, and hubs that we typically can rely on having space also filled up.

Can we get confirmation that Achieve 180 schools do have additional TAs serving classrooms and historically underserved campuses across the district?

UPDATED 11/9/21

Achieve 180 schools receive additional supports from the district for their pre-k classes through HB3

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Agenda Items: November 11, 2021, Board Meeting

Q&A

funds and Special Education funds. Below are two tables that outline the TA supports received for each fund type. Campuses do have other types of teaching assistants, but these are campuses-based decisions and not reflected below.

The table is divided by the level of Achieve 180 support.

- The Achieve 180 Office schools are part of the 29 schools supported by the Achieve 180 School Office. These campuses receive supports from the Achieve 180 office, as well as the Achieve 180 program.
- The Achieve 180 Program schools are part of the 35 schools supported by other school offices but get supports on a tiered basis through the Achieve 180 Program.

Additionally, campuses identified by an asterisk (*), are identified as improvement required based on the 2019 accountability system.

HB3 Teacher Assistants

Campus	Aide Type	Program Type	Total
*Ashford ES	HB3	A180 Office	2
Bruce ES	HB3	A180 Office	1
Gregory-Lincoln PK-8	HB3	A180 Office	1
Highland Heights ES	HB3	A180 Office	2
*Martinez C ES	HB3	A180 Office	1
*Seguin ES	HB3	A180 Office	2
Wesley ES	HB3	A180 Office	1
*Whidby ES	HB3	A180 Office	2
**Young ES	HB3	A180 Office	0
***Hilliard ES	HB3	A180 Office	0
***Marshall ES	HB3	A180 Office	0
****Dogan ES	HB3	A180 Office	0
*Isaacs ES	HB3	A180 Program	2
*Northline ES	HB3	A180 Program	2
*Osborne ES	HB3	A180 Program	1
*Robinson ES	HB3	A180 Program	2
*Rucker ES	HB3	A180 Program	1
*Smith ES	HB3	A180 Program	3

** Young Elementary receives additional TAs through their Head Start program and therefore do not receive HB3 TAs.

*** Hilliard and Marshall do not offer pre-Kindergarten. Students attend Fonwood ECC

****Dogan ES is a C rated campus. Dogan does not receive HB3 assistants.

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Q&A

Special Education TAs – These include TAs for early childhood, BSC, SLC, and other special education programs.

Campus	Aide Type	Program Type	Total
*Ashford ES	Special Education	A180 Office	5
Bruce ES	Special Education	A180 Office	3
Dogan ES	Special Education	A180 Office	3
Gregory-Lincoln PK-8	Special Education	A180 Office	2
Highland Heights ES	Special Education	A180 Office	4
Hilliard ES	Special Education	A180 Office	4
Marshall ES	Special Education	A180 Office	5
*Martinez C ES	Special Education	A180 Office	2
*Seguin ES	Special Education	A180 Office	3
Wesley ES	Special Education	A180 Office	2
*Whidby ES	Special Education	A180 Office	2
*Young ES	Special Education	A180 Office	3
Blackshear ES	Special Education	A180 Program	2
Bonham ES	Special Education	A180 Program	5
Codwell ES	Special Education	A180 Program	5
Cook ES	Special Education	A180 Program	3
Foerster ES	Special Education	A180 Program	6
Fondren ES	Special Education	A180 Program	6
Gallegos ES	Special Education	A180 Program	3
Isaacs ES	Special Education	A180 Program	1
Kashmere Gardens ES	Special Education	A180 Program	2
Lewis ES	Special Education	A180 Program	3
Looscan ES	Special Education	A180 Program	2
Mading ES	Special Education	A180 Program	3
Montgomery ES	Special Education	A180 Program	3
*Northline ES	Special Education	A180 Program	4
*Osborne ES	Special Education	A180 Program	3
Pugh ES	Special Education	A180 Program	2
*Robinson ES	Special Education	A180 Program	2
*Rucker ES	Special Education	A180 Program	5
Shearn ES	Special Education	A180 Program	1
Sherman ES	Special Education	A180 Program	4
Stevens ES	Special Education	A180 Program	4
Woodson	Special Education	A180 Program	4

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What is the average number of students in the classrooms for which a waiver is being requested?

UPDATED 11/9/21

2021 Average Classroom Size by Grade Level

GRADE	Average Classroom Size	
	With Waiver	Without Waiver
PRE-KINDERGARTEN*	24.4	14.8
KINDERGARTEN	24.4	15.0
GRADE 1	23.2	14.3
GRADE 2	22.6	14.5
GRADE 3	23.2	14.6
GRADE 4	24.6	14.5

ITEM D.3

At Wheatley, how are students being supported in Algebra 1, English 1, and English 2 classes? Please provide more detail about “implementation of designated supported and accommodations to best serve our special education scholars” at Wheatley.

Our special education scholars are being supported in the tested areas of English I, English 2, and Algebra by implementing the following:

- In-class support from an inclusion/co-teacher in these areas
- Inclusion teachers implement accommodations for the special education scholars based on their Individual Education Plan. The accommodations that are provided to scholars are documented by the teachers on the Six Weeks Accommodations Checklist which is submitted to the special education department.
- Content teachers are also required to implement accommodations for the special education scholars based on their Individual Education Plan. The accommodations that are provided to

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scholars are documented by the teachers on the Six Weeks Accommodations Checklist which is submitted to the special education department.

- Designated supports - special education scholars may also receive designated supports such as:
 - Content and Language Supports
 - Calculation Aids
 - Supplemental Aids- blank graphic organizers, mnemonic devices, math charts, graphics, and grammar rules
 - Individualized Structured Reminders
 - Spelling assistance

Specifically for Algebra 1:

- Every Algebra 1 class has a special education inclusion teacher that assists scholars in the class with a small group focus on the SPED scholars.

Strategies implemented include:

- Digital programs used to guide instruction and provide intervention
- Imagine Math, Think Through Math, Delta Math
- oral instruction for scholars with reading disabilities
- frequent progress checks for learning disabled scholars
- immediate feedback to learning disabled scholars
- concise and short activities whenever possible

Specifically for emerging bilingual scholars who are dually served:

In ESL ELA I and II, scholars' plans are followed as provided, technology allows for text to speech for reading, as needed, and speech to text, as needed. During interventions, tasks and goals are scripted on the agenda and can be found on the board along with the names of scholars that will be small grouped for the day with each adult (teacher, inclusion, tutor, and, where applicable, student teacher)

Teachers are using software such as Sirius and iLit that support with practice and repetition and they integrate scaffolds (paragraph frames, sentence stems, structured reading, and speaking routines) that support with the completion of assignments and practice. Data provides the framework in which teachers plan and analyze scholar work.

Please provide more detail about how the following will be achieved at Bellaire:

By the end of the 2021-2022 school year, there will be a decrease in OOS by 5.25%.

- Teachers are trained in the state-required reporting process to CPS and early intervention strategies

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will be used by trained campus personnel.

- Professional learning focused on restorative discipline practices as well as culturally responsive classrooms.
- Employ the campus wraparound specialists, along with the student support team, to intervene with students before a problem develops. This can include both education and support for the student and the family.
- In addition to the three measurable objectives offered within the Campus Improvement Plan, Bellaire will:
 - Utilize the campus SEL Liaison to bring further strategies to faculty/staff in how to intervene with students in crisis.
 - Utilize the additional Wraparound support from central office via the use of ESSER funds to support the health and safety of current students.
 - Seek out opportunities for restorative discipline opportunities when direct student safety is not involved.

How will MIMS achieve full staffing this year?

Below are the vacancies and the plan to fill them for the 2021-2022 school year.

1st grade bilingual teacher (Mandarin): MIMS hiring committee had interviewed 4 certified teachers for the position for the last two weeks. The admins and SSO are finalizing hiring decision this week. We will offer the position to the best candidate by the end of this week (11/5/21).

Interventionist (ESSER fund): MIMS hiring committee had interviewed 3 candidates for the position. The interventionist position requires 3 years of teacher experience. Of the three candidates interviewed, only one met the requirement. The candidate taught 7 years in Taiwan. The candidate just submitted service record last week. The admins and SSO are still deciding if this candidate is the best fit. If not, we will continue to interview.

Special Education Teaching Assistant: The admins and SPED teacher have interviewed 8 applicants. The admins have offered the position to 3 applicants; one declined due to schedule conflict with her college classes; the second applicant declined due to family medical emergency (she needs to temporarily relocate back to New York); the third applicant declined due to unmet salary expectation. The principal interviewed an applicant who currently works as an HISD Parent Tutor. The applicant is in the process of getting transfer approval. She can start one week after her transfer request is approved. We are optimistic about her starting next Monday, 11/8/21.

How does Wisdom High School's enrollment compare to its building capacity? If higher, how will this be addressed?

The snapshot enrollment is 2051 for a school with a building capacity of approximately 1700 students. The new building, now four years old, was designed with the assumption that Wisdom HS would be a magnet school rather than a comprehensive high school and a newcomer hub. Throughout the semester thus far, the campus has been creative in using every inch of available space for instruction to accommodate the additional 350 students. "Floating" teachers use the rooms of other teachers during their conference periods. Alcove areas near stairwells are utilized as open classrooms. Classes that are similar are combined into larger spaces like the ROTC shooting practice room and the school library. Despite the best efforts of campus administration, 99 sections still have 35 students or more, 49 of which have 40 students or more. The student population is comprised of 60% ESL students who ideally need a class size of no more than 25-30 max to ensure they receive the personalized instruction they need and deserve. A request has been made to the superintendent to consider allowing temporary buildings for the school and other schools with similar space issues.

Provide an updated report on which campuses will get temporary classrooms and when.

UPDATED 11/9/21

Whether or not a campus receives temporary buildings (T-Buildings) is dependent on the recommendation/approval of the appropriate Assistant Superintendent's office in coordination with the Schools Office. Upon receipt of the request/approval from the Assistant Superintendent/Schools Office, Construction Services will evaluate the need and make a final recommendation.

The principals of McNamara ES and Madison HS have expressed a desire to add T-Buildings to their campuses, and Construction Services has shared the request form and process with both.

The potential need for T-Buildings was associated with a feasibility study at Poe ES. The school was considering adding a prekindergarten program to their campus, and the Construction Services department developed a couple of possible scenarios using T-Buildings for them.

As for schools with overcrowding/over-enrollment, those campuses are being carefully considered and studied as part of the long-range capital planning process. There are no current active plans and/or programs to distribute T-Buildings to various campuses to address their overcrowding/over-enrollment.

Plan of Support for Wisdom HS Over enrollment:

The High School Office has a plan in the developmental stages, in collaboration with the CTE department, to support Wisdom HS. This plan, in addition to providing a new automotive technology program to the students, would provide an additional learning space for the campus to support the growing enrollment. This

building, which sits on the Wisdom HS property, would have the capacity to hold 150 students. The HSO is ready to provide support to Wisdom HS with creative master scheduling, in partnership with the CTE department, to ensure a smooth and effective transition. If approved, this plan can be ready for launch/execution in the 2022-23 school year.

ITEM I.1.A

22-08-09-23

How has this software improved bus routes?

The ZonarGPS software's primary function is to allow Transportation & Fleet Services to track and locate HISD vehicles. The GPS reports allow for Transportation Services to identify unused stops, traffic delays and time spent on routes which enable better route efficiency.

22-10-01-41

Explain more about these demographic services - what will they tell us? How will district use this data?

This service specializes in providing current housing and enrollment trends for larger districts as they usually have a multitude of factors and trends within their boundaries. Our enrollment, especially post-pandemic, will need to be carefully reviewed, thus this will provide us with a tool to make a more accurate projection. This service will also ensure the younger students at the pre-K level are captured in our projections.

21-04-10

Can you explain why there is now another company? Where the body cameras not purchased?

We want the opportunity to negotiate with all approved vendors to ensure we are receiving the best value for the district. This is just to add an additional vendor with no increase to budget. Body cameras have not been purchased yet. Once a board item is approved the district may enter contracts to make the purchases, the purchases aren't immediate after board approval.

ITEM I.1.A – PROJECTS THAT HAVE TO DO WITH INSTRUCTION

Please provide evidence of how these services help students reach the board goals.

22-08-04-36 – These are materials and services required to support STAAR, which is the assessment tool for measuring Board Goals 1 through 4.

22-09-14-06 – Region IV is one of 20 regional education service centered established by the Texas

Legislature to assist school districts with improving efficiencies and student performance. Region IV provides many critical supports and training opportunities for district staff that ensures compliance, and student academic performance as described in Goals 1 – 4.

22-10-05-48 – This is an instructional software that teachers across the district use to conduct checks for understanding for both synchronous and asynchronous instruction. These checks for understanding are a vital part of accessing student mastery for all students, which align to board goals 1-4.

22-10-07-48 – This provides a system for the documentation of instructional differentiation for GT learners. This documentation will help to provide a system of accountability that GT students are having their individualized needs met aligning to Meets Standard on STAAR for and CCMR mentioned in goals 1 through 3.

22-10-14-48 – This provides students with the opportunity to develop authentic video content which can show as proof of content mastery aligned to the TEKS which aligns to goals 1 through 4.

22-10-15-48 – The ability to collaborate and personalize learning is critical to the instructional practice of differentiation, this software will help further student content mastery by providing an additional instructional support which aligns to goals 1 through 4.

20-05-02-23 - This is an instructional software that teachers across the district use to conduct checks for understanding for both synchronous and asynchronous instruction, as well as to provide interactive Tier 1 instruction. Effective Tier 1 instruction and checks for understanding promote board goals 1-4.

Provide more data evidence that shows that the requested project actually helps students achieve goals set by the board (not just that supports STAAR, as stated in Q&A doc).

UPDATED 11/9/21

Although the following instructional resources are evaluated to ensure alignment to district standards and needs, the impact of their services are dependent on the usage at campus and department level.

- 22-09-14-06 – Region IV is one of 20 regional education service centered established by the Texas Legislature to assist school districts with improving efficiencies and student performance. Region IV provides many critical supports and training opportunities for district staff that ensures compliance, and student academic performance as described in Goals 1 – 4.
 - *Region IV offers a wide range of services and trainings aligned to T-TESS/T-PESS, the state's evaluation teacher and principal evaluation system as well as evidence-based*

practices. The impact of services and trainings are dependent on the usage at campus and department levels, as participation varies based on the needs of each campus and/or department.

- 22-10-05-48 – This is an instructional software that teachers across the district use to conduct checks for understanding for both synchronous and asynchronous instruction. These checks for understanding are a vital part of accessing student mastery for all students, which align to board goals 1-4.
 - *Over 4,200 Houston ISD Teachers have been onboarded onto the Quizizz and that number continues to grow each week.*
 - *This year, HISD teachers have hosted over 70,000 quiz and lesson activities on Quizizz. In those activities, students have answered more than 17.8 million questions to date.*
 - *Current IT analytic tools capture Quizizz as one of the top ten most visited education sites by teachers and students across our district.*
 - *The following is a systematic literature review of the use of Quizizz:*
<https://www.mdpi.com/2071-1050/13/11/6436/htm>
- 22-10-07-48 – This provides a system for the documentation of instructional differentiation for GT learners. This documentation will help to provide a system of accountability that GT students are having their individualized needs met aligning to Meets Standard on STAAR for and CCMR mentioned in goals 1 through 3.
 - *Based on the District's Weekly Enrichment report, HISD is trending upwards of 7800 enrichment library usage weekly where teachers and students are able to access personally tailored enrichment libraries for students based on the learner profile.*
 - *The following are research-based practices relative to Renzulli Learning:*
 - A Phenomenological Study of Gifted Adolescents and Their Engagement with One On-Line Learning System
 - *This research is a qualitative study specifically focused on gifted learners and Renzulli Learning*
 - The Effects of the Use of Renzulli Learning on Student Achievement in reading Comprehension, Reading Fluency, Social Studies, and Science.
- 22-10-14-48 – This provides students with the opportunity to develop authentic video content which can show as proof of content mastery aligned to the TEKS which aligns to goals 1 through 4.
 - *Provides a comprehensive video editing tools for students grades 3-12.*
 - *All subject areas use the product. Product allows teachers to integrate technology and fine arts components into their lessons.*
- 22-10-15-48 – The ability to collaborate and personalize learning is critical to the instructional practice of differentiation, this software will help further student content mastery by providing an additional instructional support which aligns to goals 1 through 4.
 - *14.8k books created by teachers and students in grades PK-8, books are shared across content areas.*
 - *Currently, the software is used by teachers in all subject areas*
 - *PE/health 4%*

- *Creative Arts 6.5%*
 - *Social Studies 15.6%*
 - *LOTE 8.2 %*
 - *Special Education 5.0 %*
 - *ELAR 21.7%*
 - *Math 12.9%*
 - *Science 15.0%*
 - *Other 1.1%*
- 20-05-02-23 - This is an instructional software that teachers across the district use to conduct checks for understanding for both synchronous and asynchronous instruction, as well as to provide interactive Tier 1 instruction. Effective Tier 1 instruction and checks for understanding promote board goals 1-4.
 - *Over 1 million presentations for teachers in all subject areas.*
 - *Over 20 million interactions within the presentations.*
 - *Current IT analytic tools capture Pear Deck as one of the top ten most visited education sites by teachers and students across our district*
 - *The following is a Pear Deck Efficacy Study based on results of Efficacy Survey from the University of Iowa Center for Evaluation and Assessment: <https://www.peardeck.com/pear-deck-blog/2020/efficacy-study>*

ITEM I.4

Money moved from function 11 was solely at the campus level?

Yes, funds moved out of function 11 were solely at the campus level.

ITEM K-3.B (K-1.B ON AGENDA REVIEW AGENDA)

Who will the Chief Audit Executive report an investigation to?

UPDATED 11/9/21

Cases are investigated by the appropriate area, which primarily are Professional Standards, Schools Office, and Ethics and Compliance. Allegations involving a Chief go to Legal Services. If the results of an investigation substantiate a report of fraud, the Superintendent would be informed, and then the Board.

Identify or define High-Level District Employee... Or maybe just the department.

UPDATED 11/9/21

A high-level district employee would be director level and above in this instance.

ITEM K-7.B (ITEM K-5.B ON AGENDA REVIEW AGENDA)

Can you explain why military is four days versus college two days?

The revisions recommended by TASB will bring the local policy in alignment to state law SB 1152,

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which requires that the district must excuse a student who is 17 years of age or older from attending school for no more than four days to pursue military enlistment. Our current FEA (LOCAL) provides for an excused absence for up to two days during the student’s junior year and up to two days during the student’s senior year for college visit purposes which is a total of four days as well.

ITEM K-8.B (ITEM K.6B ON AGENDA REVIEW AGENDA)

Would this be a Violation of the 5th Amendment Rights? If not, why? *UPDATED 11/9/21

In this case no. The interviews conducted by school district officials (other than police officers) when investigating student code of conduct violations do not fall under the protection of the 5th Amendment.

Does every school have search wands? Every HISD School Officer? *UPDATED 11/9/21

HISD Police Officers do not have wands. The department has a few and they are used for large events. The stadiums and Athletics have a few.

Why are we removing the option for Magnetometers to be used in high schools in the future? Every City and Government Office uses.... *UPDATED 11/9/21

The use of metal detectors is covered more clearly and for more situations in the new text of the recommended update – see the paragraph that begins on p. 1 and continues on p. 2; the paragraph for “Suspicionless Searches” on p. 2; and the paragraph for “Metal Detector Searches” on p. 2.

Fall 2021 Maximum Class Size Waiver Requests

PRE-KINDERGARTEN TO GRADE 4



ANNUAL REPORT – NOVEMBER 11, 2021

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2020-2021 Elementary Class Size Waivers, By Program Type 11

Average Class Size

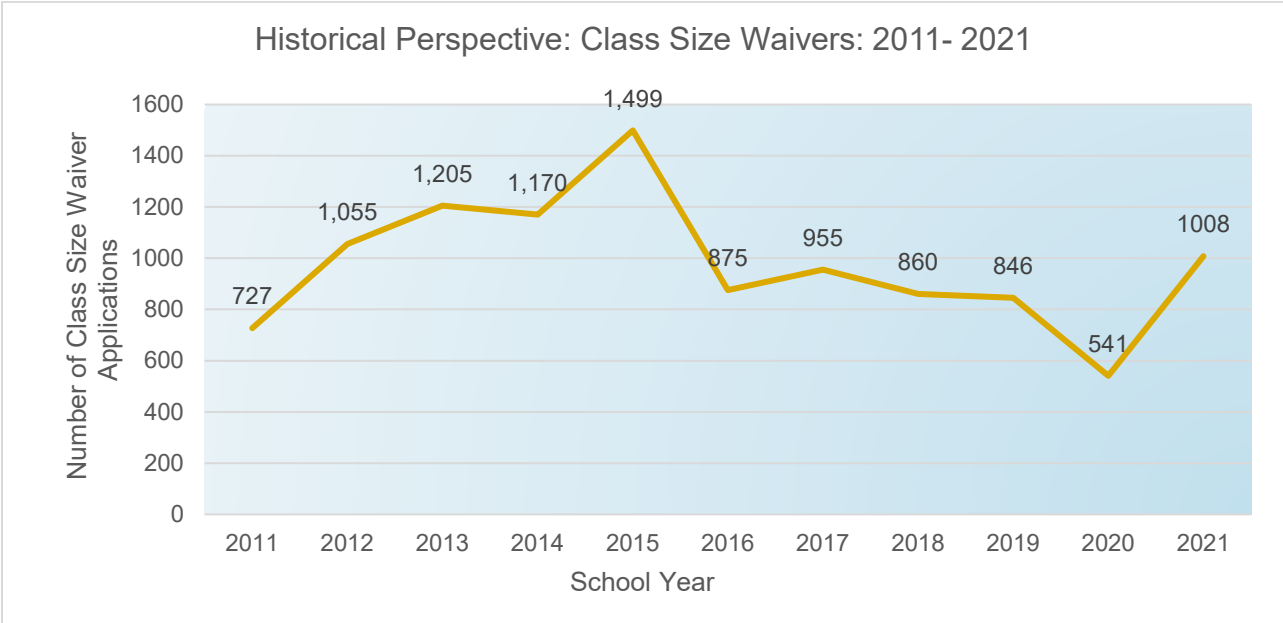
2021 Average Classroom Size By Grade Level..... 12

HOUSTON INDEPENDENT SCHOOL DISTRICT

Historical Elementary Class Size Waiver Requests by Grade Level, 2011 to 2021

GRADE	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021		
											Total N	N With Waivers	Pct With Waivers
PRE-KINDERGARTEN*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	709	112	15.8%
KINDERGARTEN	201	309	229	328	143	100	172	171	164	75	800	214	26.8%
GRADE 1	235	240	308	336	202	162	196	177	199	126	869	228	26.2%
GRADE 2	201	221	210	310	177	167	177	167	152	104	836	157	18.8%
GRADE 3	205	221	216	283	190	139	178	118	129	104	845	139	16.4%
GRADE 4	213	214	207	242	140	161	200	183	163	119	848	158	18.6%
MULTIGRADE	N/A	N/A	N/A	N/A	23	26	32	44	39	13	N/A	N/A	N/A
TOTAL	727	1,055	1,205	1,170	1,499	875	955	860	846	541	4,907	1,008	20.5%

*The class size waiver statute has been applied to pre-kindergarten by legislative action as of September 30, 2021.



HOUSTON INDEPENDENT SCHOOL DISTRICT

Change in Number of Waivers, By Campus, 2020 to 2021

Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
		Waivers	Total N Classes	N Waivers	% With Waivers	
Alcott ES	ESO 3	1	15	0	0.0%	-1
Almeda ES	ESO 1	6	35	13	37.1%	7
Anderson ES	ESO 1	4	32	16	50.0%	12
Arabic Immersion	MSO	1	21	0	0.0%	-1
Ashford ES	Achieve 180	0	33	0	0.0%	0
Askew ES	ESO 1	6	42	15	35.7%	9
Atherton ES	ESO 2	0	23	4	17.4%	4
Baker Montessori	MSO	--	35	4	11.4%	--
Barrick ES	ESO 2	1	22	5	22.7%	4
Bastian ES	ESO 3	4	30	12	40.0%	8
Bell ES	ESO 1	4	30	7	23.3%	3
Bellfort ECC	ESO 3	0	19	3	15.8%	3
Benavidez ES	ESO 1	2	46	17	37.0%	15
Benbrook ES	ESO 2	3	21	6	28.6%	3
Berry ES	ESO 2	0	37	2	5.4%	2
Blackshear ES	ESO 3	0	20	0	0.0%	0
Bonham ES	ESO 1	0	40	20	50.0%	20
Bonner ES	ESO 3	4	31	4	12.9%	0
Braeburn ES	ESO 1	3	39	7	17.9%	4
Briargrove ES	ESO 2	9	31	14	45.2%	5
Briarmeadow Charter	MSO	5	23	3	13.0%	-2
Briscoe ES	ESO 3	0	14	0	0.0%	0
Brookline ES	ESO 3	1	36	3	8.3%	2
Browning ES	ESO 2	5	19	4	21.1%	-1
Bruce ES	Achieve 180	0	22	0	0.0%	0
Burbank ES	ESO 2	0	45	0	0.0%	0
Burnet ES	ESO 3	0	22	0	0.0%	0
Burrus ES	ESO 2	1	12	3	25.0%	2

HOUSTON INDEPENDENT SCHOOL DISTRICT

Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
		Waivers	Total N Classes	N Waivers	% With Waivers	
Bush ES	ESO 1	9	33	15	45.5%	6
C. Martinez ES	Achieve 180	0	16	0	0.0%	0
Cage ES	ESO 3	2	27	0	0.0%	-2
Carrillo ES	ESO 3	3	21	5	23.8%	2
Codwell ES	ESO 1	4	25	0	0.0%	-4
Condit ES	ESO 1	3	27	12	44.4%	9
Cook ES	ESO 2	1	31	2	6.5%	1
Coop ES	ESO 2	1	29	3	10.3%	2
Cornelius ES	ESO 3	10	33	9	27.3%	-1
Crespo ES	ESO 3	2	26	2	7.7%	0
Crockett ES	ESO 2	5	26	4	15.4%	-1
Cunningham ES	ESO 1	2	33	9	27.3%	7
Daily ES	ESO 1	12	29	25	86.2%	13
Davila ES	ESO 3	1	24	4	16.7%	3
Deanda ES	ESO 3	0	32	0	0.0%	0
DeChaumes ES	ESO 2	4	34	9	26.5%	5
DeZavala ES	ESO 3	0	33	2	6.1%	2
Dogan ES	Achieve 180	2	29	2	6.9%	0
Durham ES	ESO 2	3	23	3	13.0%	0
Durkee ES	ESO 2	4	25	3	12.0%	-1
E. White ES	ESO 1	3	32	7	21.9%	4
Eliot ES	ESO 2	2	29	4	13.8%	2
Elmore ES	ESO 2	2	31	1	3.2%	-1
Elrod ES	ESO 1	5	34	9	26.5%	4
Emerson ES	ESO 1	10	37	10	27.0%	0
Energized ECC	HSO	0	11	8	72.7%	8
Energized ES	HSO	10	46	33	71.7%	23
Farias ECC	ESO 3	0	17	9	52.9%	9
Field ES	ESO 2	5	22	4	18.2%	-1
Foerster ES	ESO 1	1	34	2	5.9%	1

HOUSTON INDEPENDENT SCHOOL DISTRICT

Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
		Waivers	Total N Classes	N Waivers	% With Waivers	
Fondren ES	ESO 1	2	20	4	20.0%	2
Fonwood ECC	ESO 3	0	25	4	16.0%	4
Foster ES	ESO 3	0	24	3	12.5%	3
Franklin ES	ESO 3	0	17	2	11.8%	2
Frost ES	ESO 1	1	27	9	33.3%	8
Gallegos ES	ESO 3	3	19	2	10.5%	-1
Garcia ES	ESO 2	3	20	5	25.0%	2
Garden Oaks Montessori	MSO	7	42	5	11.9%	-2
Garden Villas ES	ESO 3	1	19	2	10.5%	1
Golfcrest ES	ESO 3	2	27	2	7.4%	0
Gregg ES	ESO 1	2	22	4	18.2%	2
Gregory Lincoln K-8	Achieve 180	0	19	1	5.3%	1
Grissom ES	ESO 1	3	26	5	19.2%	2
Gross ES	ESO 3	3	23	7	30.4%	4
Halpin ECC	ESO 3	0	25	1	4.0%	1
Hartsfield ES	ESO 3	1	16	1	6.3%	0
Harvard ES	ESO 1	3	25	19	76.0%	16
Helms ES	ESO 1	0	25	2	8.0%	2
Herod ES	ESO 1	21	37	13	35.1%	-8
Herrera ES	ESO 2	6	41	3	7.3%	-3
Highland Heights ES	Achieve 180	6	25	4	16.0%	-2
Hilliard ES	Achieve 180	3	25	5	20.0%	2
Hines-Caldwell ES	ESO 1	7	31	13	41.9%	6
Hobby ES	ESO 1	4	27	7	25.9%	3
Horn ES	ESO 1	2	34	12	35.3%	10
Isaacs ES	ESO 2	1	18	0	0.0%	-1
J. P. Henderson ES	ESO 3	3	39	0	0.0%	-3
J.R. Harris ES	ESO 3	2	16	1	6.3%	-1
Janowski ES	ESO 2	4	24	4	16.7%	0

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Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
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Jefferson ES	ESO 2	1	23	0	0.0%	-1
Kashmere Gardens ES	ESO 2	3	21	2	9.5%	-1
Kelso ES	ESO 1	2	23	0	0.0%	-2
Kennedy ES	ESO 2	1	28	1	3.6%	0
Ketelsen ES	ESO 2	2	23	3	13.0%	1
Kolter ES	ESO 1	11	32	19	59.4%	8
Lantrip ES	ESO 3	2	22	7	31.8%	5
Laurenzo ECC	ESO 3	0	11	0	0.0%	0
Law ES	ESO 1	7	30	5	16.7%	-2
Lewis ES	ESO 3	2	28	10	35.7%	8
Lockhart ES	ESO 3	1	22	5	22.7%	4
Longfellow ES	ESO 1	4	31	17	54.8%	13
Looscan ES	ESO 2	0	18	1	5.6%	1
Love ES	ESO 1	0	24	0	0.0%	0
Lovett ES	ESO 1	1	25	10	40.0%	9
Lyons ES	ESO 2	8	38	11	28.9%	3
M. White ES	ESO 1	5	36	10	27.8%	5
MacGregor ES	ESO 2	3	19	6	31.6%	3
Mading ES	ESO 3	2	21	5	23.8%	3
Mandarin Immersion	MSO	6	19	2	10.5%	-4
Marshall ES	Achieve 180	2	36	1	2.8%	-1
McGowen ES	ESO 2	0	22	1	4.5%	1
McNamara ES	ESO 1	10	40	5	12.5%	-5
Memorial ES	ESO 1	2	22	6	27.3%	4
Milne ES	ESO 1	6	33	10	30.3%	4
Mistral ECC	ESO 3	0	17	7	41.2%	7
Mitchell ES	ESO 1	0	21	4	19.0%	4
MLK ECC	ESO 3	0	15	6	40.0%	6
Montgomery ES	ESO 1	3	26	3	11.5%	0
Moreno ES	ESO 2	0	34	3	8.8%	3

HOUSTON INDEPENDENT SCHOOL DISTRICT

Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
		Waivers	Total N Classes	N Waivers	% With Waivers	
N. Q. Henderson	ESO 2	0	11	3	27.3%	3
Neff ECC	ESO 3	0	34	0	0.0%	0
Neff ES	ESO 1	3	32	0	0.0%	-3
Northline ES	ESO 2	0	26	2	7.7%	2
Oak Forest ES	ESO 2	14	33	14	42.4%	0
Oates ES	ESO 3	6	18	3	16.7%	-3
Osborne ES	ESO 2	0	20	1	5.0%	1
Paige ES	ESO 2	1	26	2	7.7%	1
Park Place ES	ESO 3	5	36	8	22.2%	3
Parker ES	ESO 3	12	36	10	27.8%	-2
Patterson ES	ESO 3	3	51	11	21.6%	8
Peck ES	ESO 3	1	24	5	20.8%	4
Petersen ES	ESO 1	2	23	3	13.0%	1
Pilgrim Academy	MSO	10	34	18	52.9%	8
Piney Point ES	ESO 1	11	49	20	40.8%	9
Pleasantville ES	ESO 3	0	15	2	13.3%	2
Poe ES	ESO 2	3	35	15	42.9%	12
Port Houston ES	ESO 3	0	16	1	6.3%	1
Pugh ES	ESO 3	1	21	0	0.0%	-1
R. Martinez ES	ESO 3	3	24	3	12.5%	0
R. P. Harris ES	ESO 3	3	24	9	37.5%	6
Reagan K-8	MSO	6	22	8	36.4%	2
Red ES	ESO 3	5	34	3	8.8%	-2
Reynolds ES	ESO 1	0	16	0	0.0%	0
River Oaks ES	ESO 2	0	28	0	0.0%	0
Roberts ES	ESO 2	8	28	5	17.9%	-3
Robinson ES	ESO 3	0	32	1	3.1%	1
Rodriguez ES	ESO 1	7	41	19	46.3%	12
Roosevelt ES	ESO 2	1	27	4	14.8%	3
Ross ES	ESO 2	2	18	0	0.0%	-2

HOUSTON INDEPENDENT SCHOOL DISTRICT

Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
		Waivers	Total N Classes	N Waivers	% With Waivers	
Rucker ES	ESO 3	0	29	0	0.0%	0
Sanchez ES	ESO 3	1	30	4	13.3%	3
Scarborough ES	ESO 2	0	25	7	28.0%	7
School at St. George	ESO 1	9	33	11	33.3%	2
Scroggins ES	ESO 2	1	17	6	35.3%	5
Seguin ES	Achieve 180	0	24	0	0.0%	0
Shadowbriar ES	ESO 1	0	28	15	53.6%	15
Shadydale ES	ESO 2	1	34	11	32.4%	10
Shearn ES	ESO 1	5	20	6	30.0%	1
Sherman ES	ESO 2	0	27	6	22.2%	6
Sinclair ES	ESO 1	2	33	8	24.2%	6
Smith ES	ESO 2	0	39	4	10.3%	4
Southmayd ES	ESO 3	0	30	2	6.7%	2
Stevens ES	ESO 2	3	23	7	30.4%	4
Sutton ES	ESO 1	7	49	13	26.5%	6
T.H. Rogers	MSO	2	28	1	3.6%	-1
The Rice School	MSO	2	29	0	0.0%	-2
Thompson ES	ESO 3	1	22	2	9.1%	1
Tijerina ES	ESO 3	2	19	3	15.8%	1
Tinsley ES	ESO 1	5	25	12	48.0%	7
Travis ES	ESO 2	2	26	10	38.5%	8
Twain ES	ESO 1	7	35	9	25.7%	2
Valley West ES	ESO 1	0	29	4	13.8%	4
Wainwright ES	ESO 2	2	26	3	11.5%	1
Walnut Bend ES	ESO 1	5	30	15	50.0%	10
Wesley ES	Achieve 180	0	13	0	0.0%	0
West University ES	ESO 2	18	52	10	19.2%	-8
Wharton K-8	MSO	1	26	0	0.0%	-1
Whidby ES	Achieve 180	0	23	0	0.0%	0
Whittier ES	ESO 3	3	17	1	5.9%	-2

HOUSTON INDEPENDENT SCHOOL DISTRICT

Campus Name	Schools Office	2020	2021			Change in Waiver Applications Submitted
		Waivers	Total N Classes	N Waivers	% With Waivers	
Windsor Village ES	ESO 3	4	30	2	6.7%	-2
Woodson ES	ESO 1	1	32	7	21.9%	6
Young ES	Achieve 180	4	24	1	4.2%	-3

2021 Classroom Type Waivers by Schools Office

Program Type	Bilingual			ELL			Reg		
	N Classes	N With Waivers	% With Waivers	N Classes	N With Waivers	% With Waivers	N Classes	N With Waivers	% With Waivers
Achieve 180	38	1	2.6%	25	2	8.0%	157	11	7.0%
ESO 1	321	138	43.0%	350	128	36.6%	533	175	32.8%
ESO 2	260	44	16.9%	127	35	27.6%	610	107	17.5%
ESO 3	361	70	19.4%	105	18	17.1%	544	83	15.3%
Middle Schools	32	18	56.3%	94	12	12.8%	128	6	4.7%
High Schools	--	--	--	2	0	0.0%	52	37	71.2%
Waiver Type Totals	1,012	271	26.8%	703	195	27.7%	2,024	406	20.1%

Program Type	Dual			Special Education			GT			Area Totals		
	N Classes	N With Waivers	% With Waivers	N Classes	N With Waivers	% With Waivers	N Classes	N With Waivers	% With Waivers	N Classes	N With Waivers	% With Waivers
Achieve 180	21	0	0.0%	43	0	0.0%	--	--	--	289	14	4.8%
ESO 1	137	36	26.3%	252	1	0.4%	34	18	52.9%	1,640	503	30.7%
ESO 2	112	23	20.5%	173	0	0.0%	28	12	42.9%	1,310	221	16.9%
ESO 3	97	8	8.2%	194	0	0.0%	14	4	28.6%	1,328	188	14.2%
Middle Schools	17	5	29.4%	8	0	0.0%	--	--	--	279	41	14.7%
High Schools	--	--	--	--	--	--	--	--	--	61	41	67.2%
Waiver Type Totals	384	72	18.8%	670	1	0.1%	76	34	44.7%	4,907	1,008	20.5%

2021 Average Classroom Size by Grade Level

GRADE	Average Classroom Size	
	With Waiver	Without Waiver
PRE-KINDERGARTEN*	24.4	14.8
KINDERGARTEN	24.4	15.0
GRADE 1	23.2	14.3
GRADE 2	22.6	14.5
GRADE 3	23.2	14.6
GRADE 4	24.6	14.5