

ITEM A.3

Is there data to share with the board that students in CTE programs pursue advanced degrees? ***UPDATED 2/8/22**

[See attached.](#) This is a part of a recent study conducted by HERC in collaboration with all Houston-area regional partners.

ITEM B.2

Is this appointment made “on the recommendation of the trustee whose geographic district the TIRZ primarily falls in” per our Board Operating Procedures Manual?

Yes, this recommendation was made by President Cruz, the designated trustee for the Old Sixth Ward Tax Increment Reinvestment Zone (TIRZ). This assignment aligns with the Board Operating Procedures Manual on page 14 of the public document that states the HISD appointment method is based on the recommendation of the trustee whose geographic district the TIRZ primarily falls in.

ITEM E.1

How will the impact of this investment be measured for progress and success and during what period of time?

Metrics used to measure the success of this Mobile Enrollment Unit are as follows:

- The number of families supported by the mobile enrollment unit will increase by 3% each year from Fall 2022 to Fall 2025.
- Neighborhood schools with a high concentration of charter school competition (as measured by HERC and HISD Demographers) will see an annual enrollment increase of 2% from Fall 2022 to Fall 2025.
- The overall percentage of families utilizing virtual enrollment tools, as opposed to paper enrollment, will increase by 3% annually from Fall 2022 to Fall 2025.
- At least 60% of all families who receive assistance via the Mobile Enrollment Unit will yield, subsequently enrolling in an HISD school.
- The Mobile Enrollment Unit will participate in at least two enrollment events per week throughout the Houston region.

ITEM I.1.A 22-09-06-01 - COOPERATIVE / THEATRICAL SUPPLIES AND EQUIPMENT

Can we get a listing of those schools that this project is supporting? ***UPDATED 2/8/22**

As soon as this information is available, it will be added to the online Q&A and shared with trustees.

ITEM I.1.C

RFP 17-02-02 Please explain the large increase (about \$55 million?)

The prior not to exceed amount has almost been exhausted and will not last until the project expiration. The increase is needed to allow campuses/departments the continued use of approved vendors through the end of the expiration date. In addition to various schools and department funding sources, ESSER funds can be used with the vendors approved through this project.

ITEM I.4.

Please include “why” money is moving between functions – Glenn started doing this, but I would include the “why” not just the “what.”

District expenditures must be spent within the appropriate function. If a campus or department doesn’t have enough funds in a particular function to make a purchase, then they must move funds from another function. Every transfer will have a different reason for why they are moving funds. Under the current decentralized system, we do not require an explanation for why they are moving funds; for example, from function 11 supplies to function 23 supplies.

No department funds taken from instruction?

No funds were taken from instruction.

What is the plan to address the deficit that has tripled since the budget was adopted?

The amount goes from roughly 105 million to 258 million. Please explain.

The deficit on the February Budget Amendment is \$244.6 million on the net change line. Most of that deficit will be covered using the district’s assigned fund balance for Carryover and ERP projects of \$160.5 million leaving a \$84.1 million deficit. For this deficit we expect to use fallout from the district’s budget, the district’s instructional stabilization fund, and the unassigned fund balance. See below:

	February Budget Amendment
	<i>\$ in millions</i>
Total Estimated Revenues	2,054.8
Total Estimated Appropriations	2,313.6

Agenda Items: February 10, 2022 Board Meeting

Q&A

Excess (Deficiency) Revenues Over Appropriations	(258.8)
Other financing source (uses)	14.2
Net Operating Excess (Deficit)	(244.6)
Fallout Adjustment ⁽¹⁾	60.0
Fallout Adjusted Net Operating Excess (Deficit)	(184.6)
Use of Reserves	
Assigned Fund Balance - Instructional Stabilization	5.5
Assigned Fund Balance - Carryover	160.5
Unassigned Fund Balance	42.8
Ending Excess (Deficit) ⁽²⁾	24.2
Note 1: This is the current estimate of fallout from the current budget that will help fund the deficit.	
Note 2: The excess is from ESSER indirect costs that will be set aside in an assigned fund balance and used for future deficits or ESSER continuation in 2024-2025	

ITEM L.2

Only has cover page so not sure what questions to anticipate.

This report is simply showing the budget to actual for 2021-2022 and comparing to 2020-2021 at the same period. This is new report per CE(LOCAL) that the board approved. The expenditures have already

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Q&A

occurred so there isn't anything to approve or ratify; it is information for the board to see where we are in expenditures at a point in time.

What has the deficit been for the last 5 years when the budget was adopted?

Fiscal Year	Deficit
2018	\$ (155,244,828)
2019	\$ (37,100,621)
2020	\$ (23,201,689)
2021	\$ (33,988,612)
2022	\$ (82,076,315)

And at this juncture with the budget to actual sales report?

See Attached "Financial Report FY18-22 as of December 31"

ITEM K.1 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY—SECOND READING

Do we have the total number of waivers for this school year?

***UPDATED 2/8/22**

There were 112 pre-K (16%) and 214 K (27%) waivers for the 2021–2022 school year.

So, do we know how many seats we need to meet this goal?

***UPDATED 2/8/22**

As presented to the board at agenda review, CPM 5.1 is based on the district budgeting to meet each elementary attendance zone's projected need using the current year's kindergarten enrollment of students who would have been eligible for free PK4. As such, the total number of seats needed by zone will evolve along with the HISD student population. Looking specifically at the baseline year of 2021–2022, there would have needed to be at least 933 additional PK4 seats specifically targeted in elementary school boundaries where there is currently a PK and full access wouldn't push the campus over full capacity. Therefore, these 933 seats would need to be spread across at least 23 of our highest need attendance zone boundaries.

Were there Pre-K's closed due to lack of enrollment?

***UPDATED 2/8/22**

No. In 2020-21 there were 703 PK classrooms and in 2021-22 there are 711 PK classrooms.

Within these zones, will principals be required to have mandated PreK classes even if they might not necessarily want them or think they need them?

***UPDATED 2/8/22**

Yes, to meet this Board constraint, and this specific Constraint Progress Measure, Pre-Kindergarten will not be a choice program for campuses. Location of programs will consider several research-based factors. Some campuses will need to start a program, and some may need to add additional classrooms to meet the

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needs of the community and zoned residents.

Can we get data on the studies showing the drop in test scores for students who are in high quality Pre-K seats but whose test scores drop in fourth grade? ***UPDATED 2/8/22**

Without seeing the studies referenced in the question, we cannot speak to them specifically. Linked is the [HISD PreK program evaluation](#) if that helps. It is important to note the goal of PreK is not solely academic.

5.1 - does this include not just current seats?

This progress measure focuses on projected State prekindergarten 4 eligible students and the total number of seats budgeted and available during the enrollment process within each zoned elementary boundary. Developed in consultation with HERC, this progress measure emphasizes the most influenceable part of the prekindergarten 4 enrollment process - having an open seat. A presentation will be provided to the trustees during consideration of the item to ensure full understanding and transparency about the methodology and thought process behind progress measures 5.1 and 5.3.

5.3 - is this predictive of the constraint? Why?

Constraint progress measures (CPM) 5.2 and 5.3 are both related to providing high-quality seats. CPM 5.2, related to prekindergarten student to instructor ratio, ensures appropriate level of staffing for high-quality seats, while CPM 5.3 focuses on space and enrollment. Prekindergarten and kindergarten classrooms may not enroll more than 22 students without requesting a waiver from the state. Based on conversations with HERC and prior discussion of trustees, not going over the maximum classroom size is important for a high-quality education.

The inclusion of a maximum average number of students in waiver classrooms was strategically included to ensure that administration does not reduce the total number of waivers by overcrowding select classrooms to eliminate waivers for others.

ITEM K.2 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICIES DN(LOCAL), PERFORMANCE APPRAISAL, AND DNA(LOCAL), PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS—SECOND READING

How has student success improved in districts that have implemented T-TESS? Do you have any data on that? ***UPDATED 2/8/22**

There are a number of factors that contribute to student achievement in districts, which may include the district's teacher evaluation instrument. To date there are no known research studies that attempt to isolate the quantitative impact of T-TESS on academic achievement from other contributing factors. In general, a well-developed evaluation system and instructional excellence framework supports students' academic growth and progress.

How does the Teacher Incentive Allotment (those dollars) make it to the district? She knows if a teacher leaves the district, they can take their credits with them. *UPDATED 2/8/22

Per House Bill 3, the precise amount that a school district receives in TIA funding from the state depends on the number of teachers at each teacher designation level (Recognized, Exemplary, or Master) and factors such as socioeconomic need of the campus at which each of those teachers works. Of funds allocated to a district through TIA, 90% of the funds must be used on teacher compensation on the campuses where the designated teachers work. Up to the remaining 10% of funds may be used by the district for costs associated with implementing the TIA initiative.

Instead of and depending on how those dollars are moving to the district, could those dollars be put towards insurance premiums to get better insurance for all employees? *UPDATED 2/8/22

If we receive approval to participate in TIA in the future, it does not appear that we could use TIA funds for general expenses that are not directly related to TIA implementation.

How will Appraiser Teachers be identified? What will be their responsibilities when NOT appraising?

In the current TADS system for teacher evaluation and in the future T-TESS system for teacher evaluation, the primary appraisers are Principals, Assistant Principals, and Deans, who conduct teacher appraisals as one part of their responsibilities. Additionally, per DNA (Regulation) – Performance Appraisal, other roles such as School Improvement Officers and Specialists are approved to appraise if they are authorized and trained to do so. Teacher Specialist roles are on the authorized appraiser list and may be authorized to serve as an appraiser in addition to other instructional duties that do not typically include serving as teacher of record. Within current policy and practice and plans for T-TESS, no teacher would ever serve as both teacher of record (i.e., a classroom teacher) and serve as an appraiser for other teachers. In fact, state requirements do not allow a teacher of record to appraise other teachers at the same campus

Will appraisers receive an additional stipend?

In the current TADS system for teacher evaluation and in the future T-TESS system for teacher evaluation, the primary appraisers are Principals, Assistant Principals, and Deans, who conduct teacher appraisals as one part of their responsibilities. In the next two years, we are likely to use some ESSER funds to supplement school-based appraiser capacity with some level of additional, full-time appraiser capacity to ensure we are effectively evaluating and supporting teachers with our instructional framework. For such full-time roles, employees who have demonstrated high levels of performance in teacher roles

may be very strong candidates.

How many appraisers for the district?

The district has roughly 695 employees in these roles currently authorized to appraise teachers.

ITEM K.3 APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY EF(LOCAL), INSTRUCTIONAL RESOURCES—SECOND READING

Please provide additional detail/rationale for the TASB Policy revisions (why TASB is recommending the change.)

The legal board policy addressing library materials has been relocated from policy code EFA(LEGAL) to code EF(LEGAL). This board item being brought forth to the board is moving the content that existed in EFA(LOCAL) to the code EF(LOCAL) to allow the local policies align with their respective legal policies.

ITEM K.4 APPROVAL OF PROPOSED DELETION OF BOARD POLICY EFA(LOCAL), INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS—SECOND READING

Please provide additional detail/rationale for the TASB Policy revisions (why TASB is recommending the change.)

Given that the legal policy addressing library material has been moved from EFA (LEGAL) to EF (LEGAL), TASB recommends deleting EFA(LOCAL) to avoid duplication of policies as the deleted text is being moved to EF(LOCAL) (see above).

ITEM K.5 APPROVAL OF PROPOSED DELETION OF BOARD POLICY EGA(LOCAL), CURRICULUM DEVELOPMENT: INNOVATIVE AND MAGNET PROGRAMS—SECOND READING

Please provide additional detail/rationale for the TASB Policy revisions (why TASB is recommending the change.)

EGA is no longer an active code in the board policy manual. Local policy provisions on innovation and magnet programs have been relocated to EHBJ. This policy deletes EGA to avoid duplication with the new policy code for this subject (EHBJ).

Explain if it is simply supplanting or if there are revisions, and why.

Administration is not recommending any changes to the content being moved from EGA to EHBJ. The deletion of EGA(LOCAL), prevents duplication when the text is moved to EHBJ.

ITEM K.6 APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY EHBJ(LOCAL), SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS—SECOND READING

Please provide additional detail/rationale for the TASB Policy revisions (why TASB is recommending the change.)

EHBJ is the new policy code that addresses Innovative and Magnet programs for school districts. The

content has not been changed from what it was in EGA, it has just been moved from EGA (an inactive code) to EHBJ.

Explain if it is simply supplanting or if there are revisions, and why.

Administration is not recommending any changes to the content being moved from K-4 (EGA) to K-5 (EHBJ). The deletion of EGA(LOCAL), prevents duplication when the text is moved to EHBJ (item K-5).

Are there magnet programs that have reached student capacity and have a wait list?

Yes, we have magnet and school-wide programs that reach capacity each year and have a waitlist. Attached is the waitlist report for schools that traditionally have a waiting list for open magnet and PreK seats. The zero under the “offered” category list signifies that their PreK program or Transfer Program did not have cut off numbers to offer seats. No lotteries were conducted and campuses either, manually moved their applicants from the waitlist to the offered list or didn’t have any applications for that transfer type.

Has there been consideration given to initiate a similar program at a neighboring or nearby campus that does not have a magnet program?

The district is working on expanding choice options while building the capacity of all schools. The Superintendent has emphasized this within his five major priorities: Ensuring Great Schools and Programs in Every Community - We will accelerate student performance through bold, innovative actions at persistently underperforming schools. The Schools Office will be working with other key stakeholders and communities to identify what programs are desired and align to increase opportunities for students.

ITEM K.7 APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY EMI(LOCAL), MISCELLANEOUS INSTRUCTIONAL POLICIES: STUDY OF RELIGION—SECOND READING

Please provide additional detail/rationale for the TASB Policy revisions (why TASB is recommending the change)

TASB recommends that school districts have a policy regarding the teaching of religion, and that this policy be included in the district’s policy manual. The text for this policy is the text that is recommended by TASB for school districts to implement

ITEM K.8 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FFAA(LOCAL), WELLNESS AND HEALTH SERVICES: PHYSICAL EXAMINATIONS—SECOND READING

Should we use pre-designated or pre-determined?

***UPDATED 2/8/22**

Attached is the revised FFAA(LOCAL) policy. I included the word “pre-designated” as suggested by Trustee Allen, and we are preparing a DRAFT of what FFAA1(Regulation) could look like after the board approves the Local Policy.

Please provide additional detail/rationale for the TASB Policy revisions (why TASB is recommending the change)

The University Interscholastic League (UIL) implemented a new rule that requires students participating in marching band to receive a pre-participation physical in accordance with the UIL schedule. This policy revision expands the scope of the requirement to address this rule change as the original policy is limited to athletic competition, and the new wording allows it to address other UIL activities such as marching band.

Career and Technical Education:

Part 2. Employment and Earnings by College Enrollment Status in the Houston Area



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CTE Presentation Series and Release Dates

1. Employment and earnings for CTE graduates

- January 4th

2. Employment and earnings for CTE graduates by enrollment in postsecondary institutions

- This presentation

3. Employment and earnings by CTE cluster and industry of employment

- January 18

4. How employment and earnings are associated with student characteristics and CTE characteristics

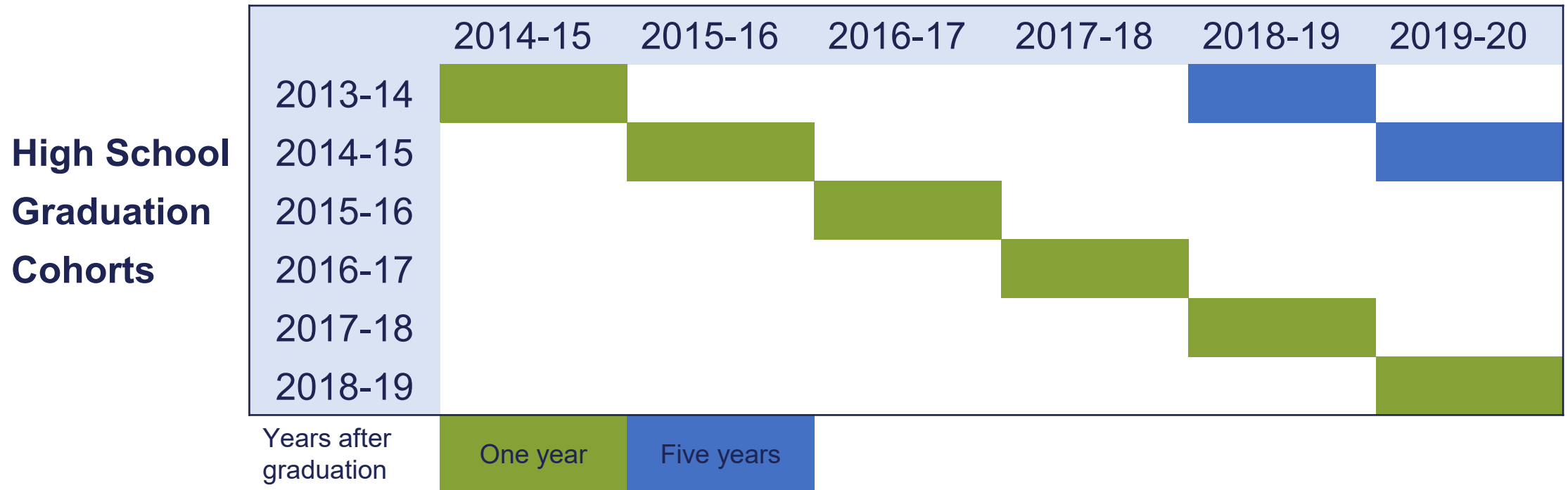
- January 25, Winter CTE Regional Meeting

Research Questions

- Is CTE related to college enrollment?
 - Does the relationship differ across CTE career clusters?
- Does working after high school increase or decrease a student's chances of being enrolled?
 - Is this different for CTE and non-CTE graduates?
 - Is this different across CTE career clusters?
- How is college enrollment related to earnings one year after high school?
 - Does CTE increase or decrease these earnings?

Cohorts in Our Analyses

Texas Workforce Commission and College Enrollment Records



Types of CTE Participation

- **Non-CTE:** a student who receives no CTE credits
- **Participants:** a student who receives one CTE credit in any program
- **Explorers:** a student who receives fewer than 2 CTE credits in any program
- **Concentrators:** a student who receives 2 or more CTE credits in the same program
- **Completers:** a student who receives 4 or more CTE credits in the same program, including at least one higher level course



Non-CTE Graduates

CTE Graduates

Key Findings

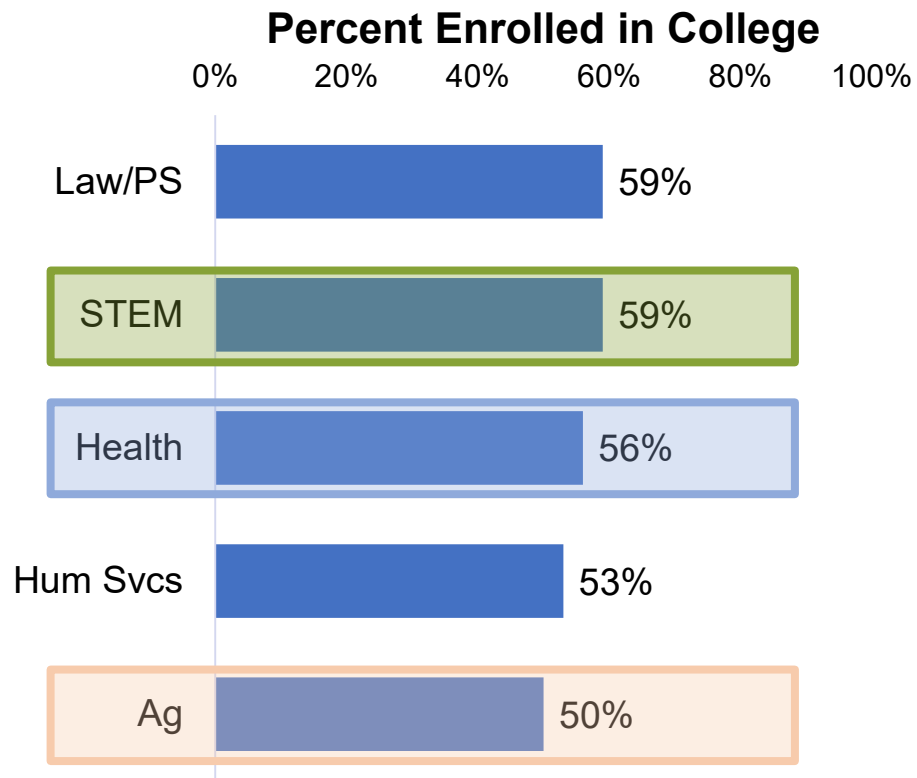
- On average, CTE graduates were more likely than non-CTE graduates to be enrolled in college one year after HS graduation
 - Not true for five CTE career clusters
- Houston-area graduates who were working one year after HS graduation were more likely to be enrolled in college than those who were not working
 - True for both CTE and non-CTE graduates and across career clusters
- Graduates not enrolled in college earned more in the year after graduation
 - CTE graduates earned more than non-CTE graduates in the year after graduation

CTE graduates were more likely to work and to enroll in college one year after HS graduation

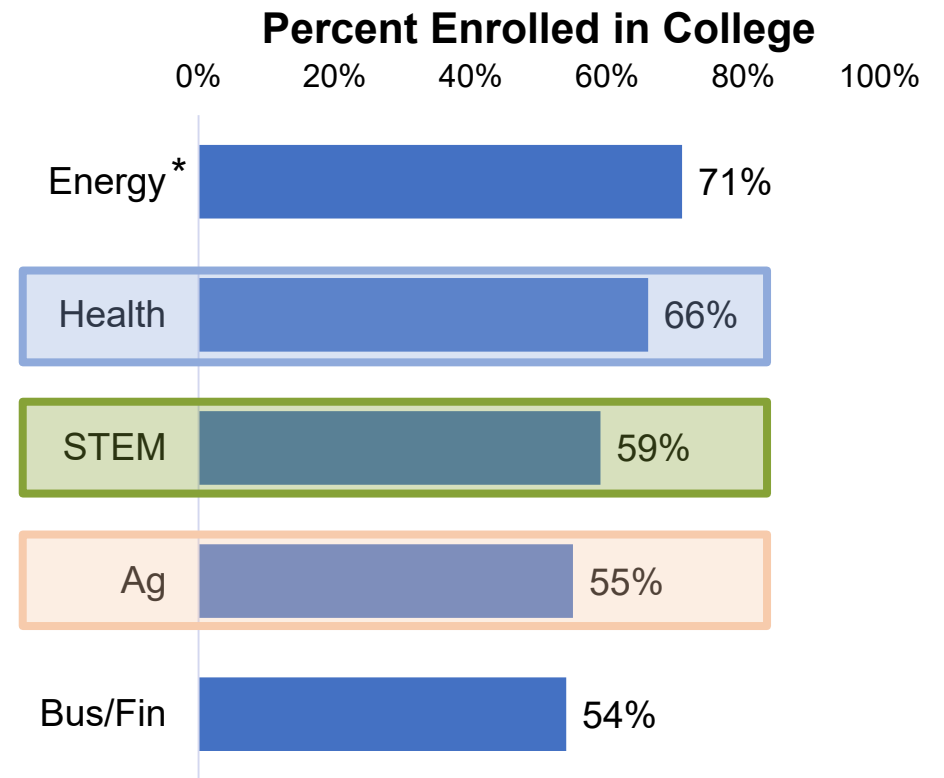
CTE Participation Status	% Worked	% Enrolled in College
Not CTE	51%	45%
Participants/Explorers	57%	51%
Concentrators/ Completers	61%	54%

Three career clusters with the highest college enrollment overlapped for non-CTE and CTE graduates

Career Clusters with Highest College Enrollment Rates



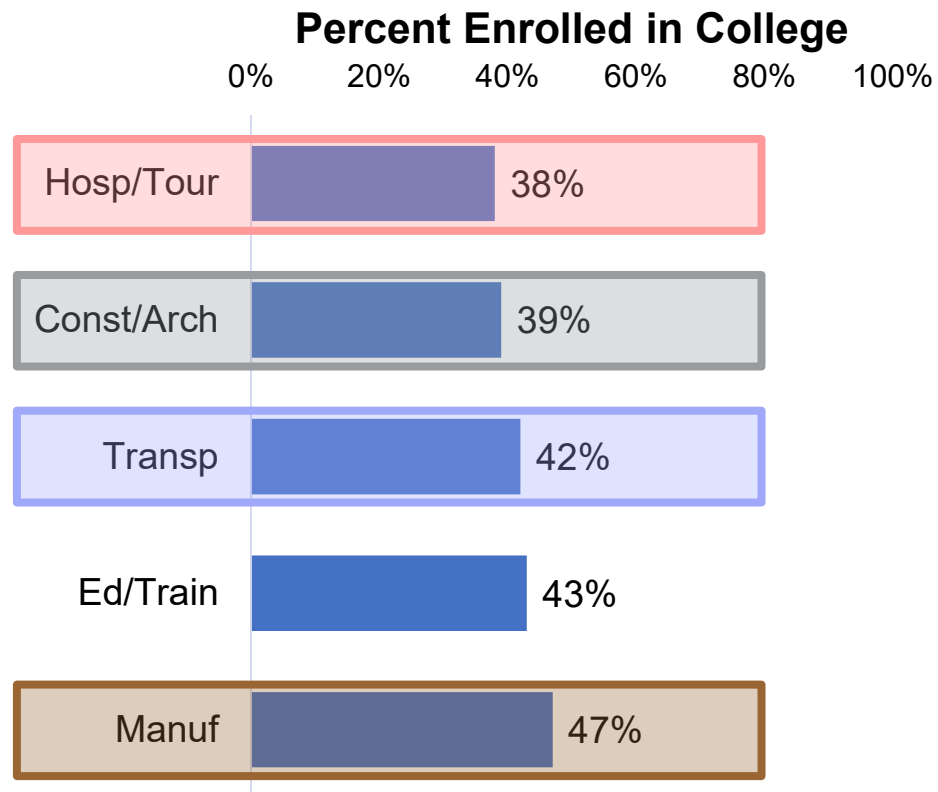
Participants/Explorers



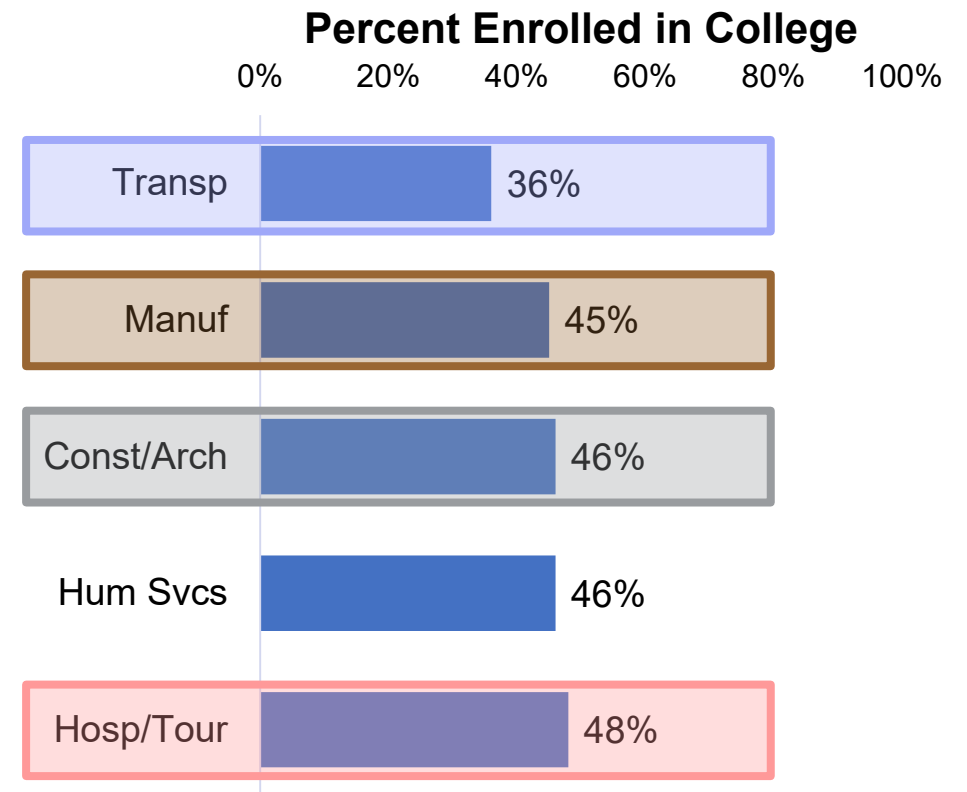
CTE Graduates

Four career clusters with the lowest college enrollment overlapped for non-CTE and CTE graduates

Career Clusters with Lowest College Enrollment Rates

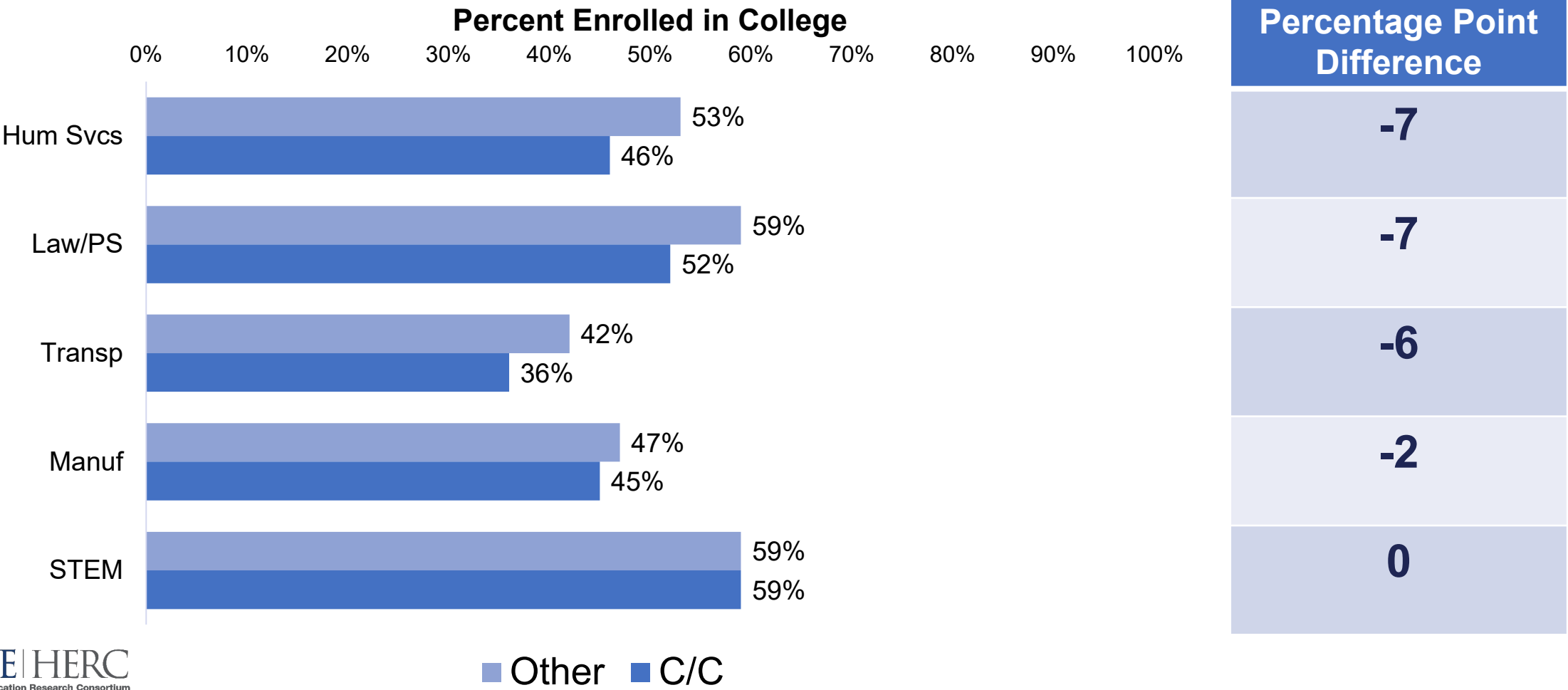


Participants/Explorers

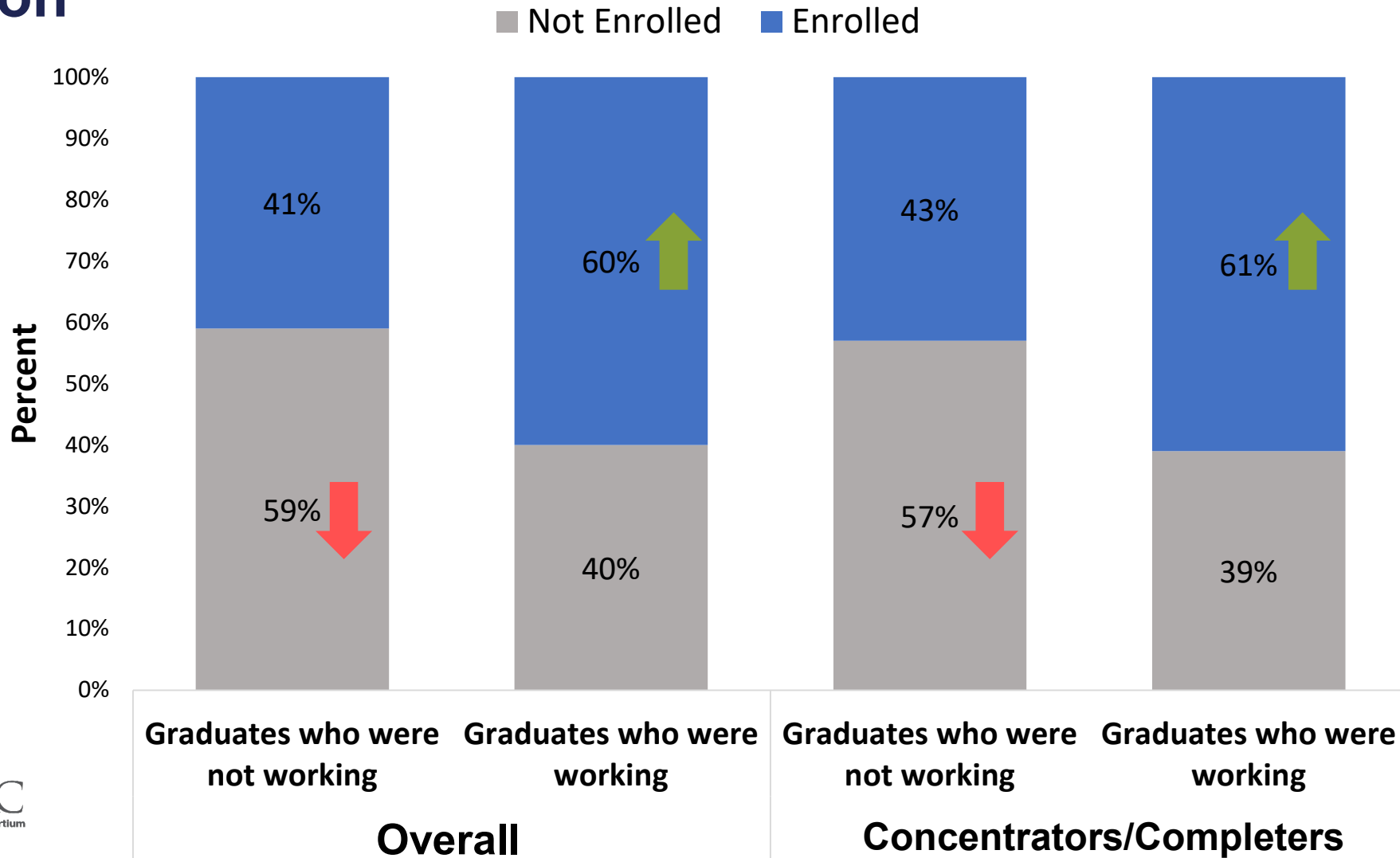


CTE Graduates

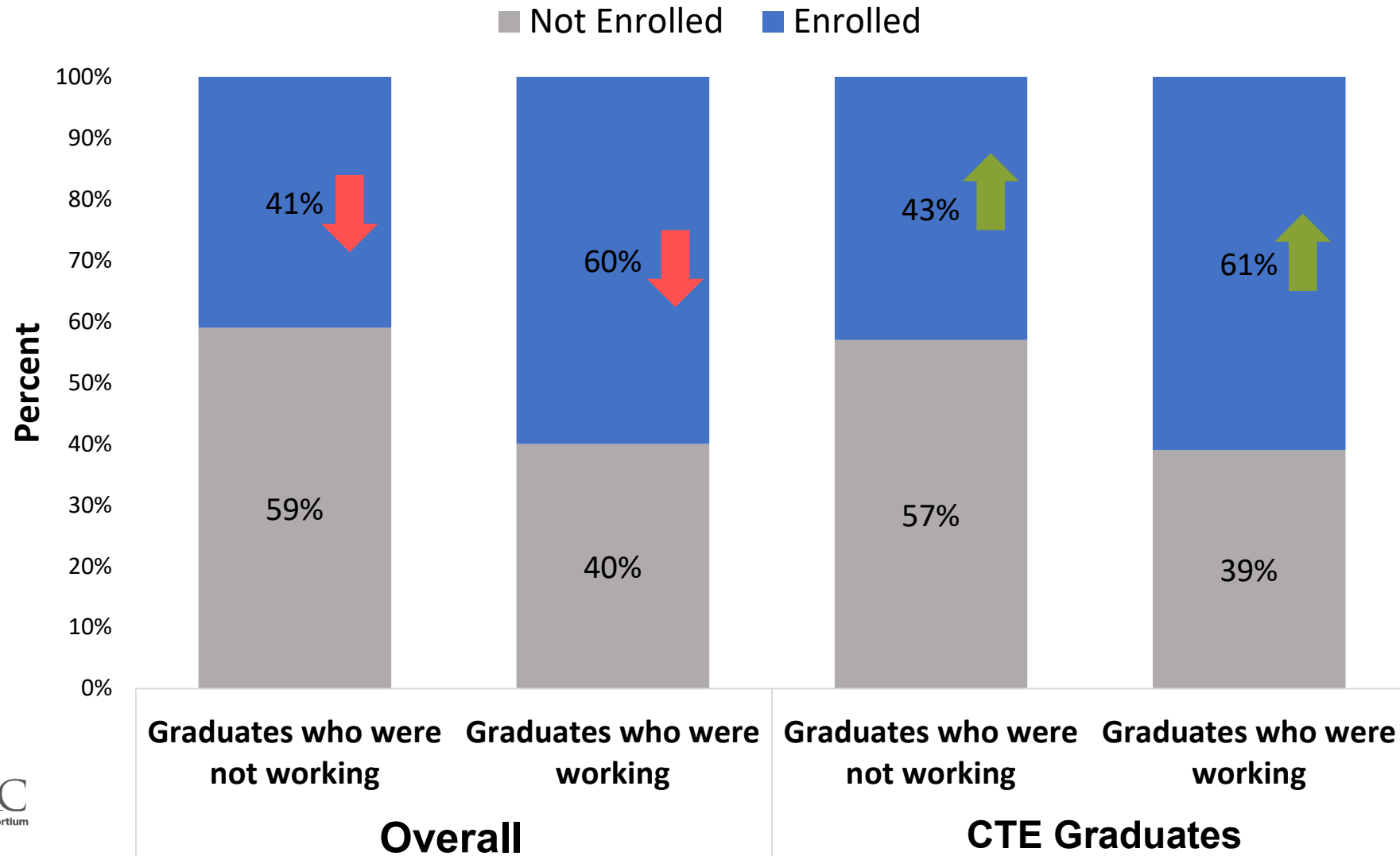
On average, CTE graduates were more likely to enroll in college one year after graduation, except from 5 career clusters where they were less likely or saw no difference vs. non-CTE graduates



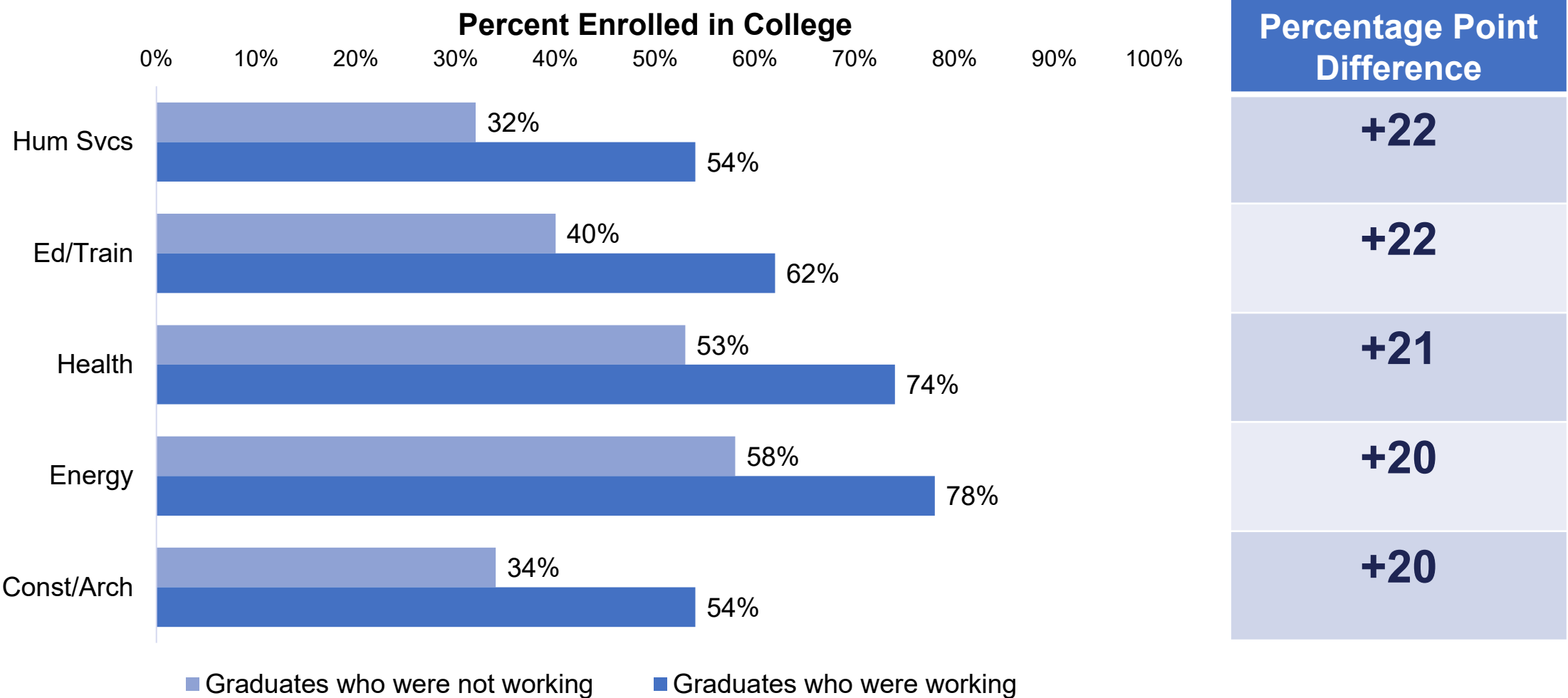
High school graduates who were working were more likely to be enrolled in college than those not working one year post-graduation



CTE graduates, both working and not working, were slightly more likely to be enrolled in college one year post-graduation

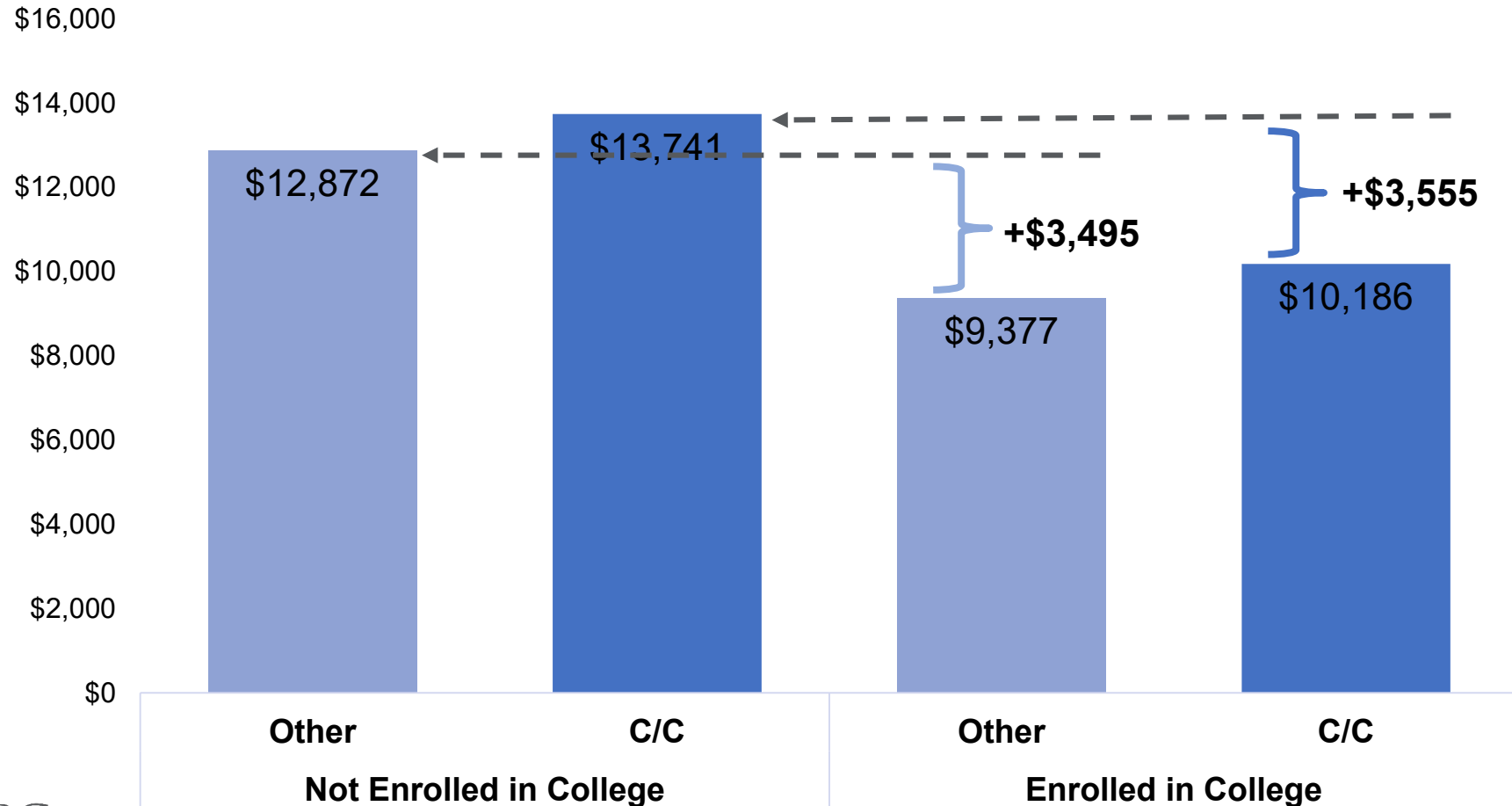


Across all career clusters, CTE graduates who worked one year after graduation were more likely to be enrolled in college



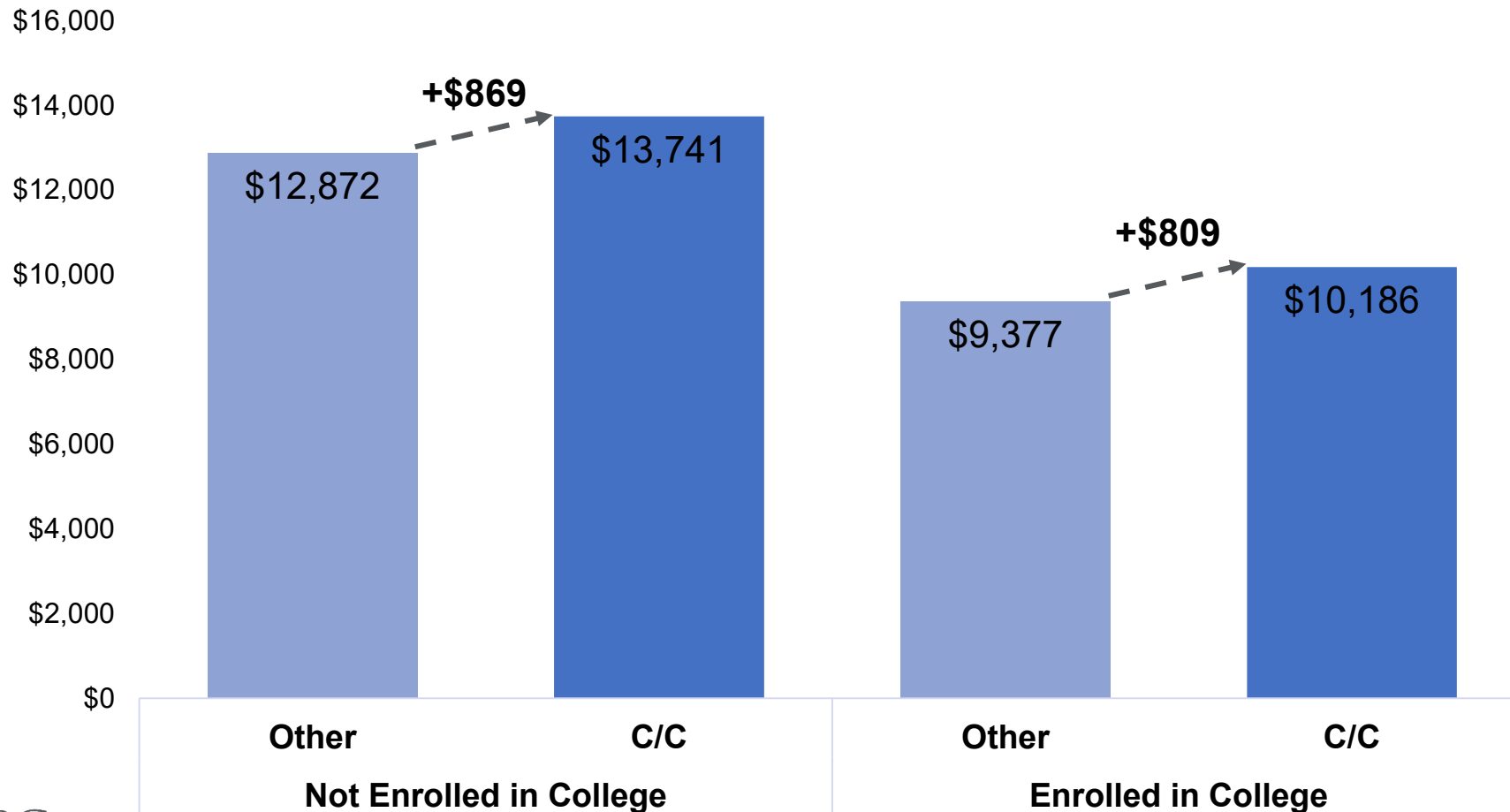
Graduates working year-round and not enrolled in college earned more one year post-graduation than those enrolled

Median Earnings One Year After HS Graduation



CTE graduates who worked year-round earned more than non-CTE graduates, whether they were enrolled in college or not

Median Earnings One Year After HS Graduation



Key Findings

- On average, CTE graduates were more likely than non-CTE graduates to be enrolled in college one year after HS graduation
 - Not true for five CTE career clusters
- Houston-area graduates who were working one year after HS graduation were more likely to be enrolled in college than those who were not working
 - True for both CTE and non-CTE graduates and across career clusters
- Graduates not enrolled in college earned more in the year after graduation
 - CTE graduates earned more than non-CTE graduates in the year after graduation

Next on Our CTE Presentation Series

1. Employment and earnings for CTE graduates

- January 4th

2. Employment and earnings for CTE graduates by enrollment in postsecondary institutions

- This presentation

3. Employment and earnings by CTE cluster and industry of employment

- January 18

4. How employment and earnings are associated with student characteristics and CTE characteristics

- January 25, Winter CTE Regional Meeting

Thank you!

Questions or additional comments:

Gabriela Sánchez-Soto, PhD

gabriela.sanchez.soto@rice.edu

Patrick Gill, MPP

patrick.gill@rice.edu



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