

UPDATED Agenda Items: March 21, 2024 Board Meeting

Q&A

GOAL PROGRESS MEASURE 1.2

Page 5, figures 4-7 & GPM 2.2, page 12 & 13, figures 16-20. Please define “expected growth.” Is this in reference to the district wide MOY achieved goals by sub population or individual goals set between individual teachers and students? ***UPDATED 3/20/2024***

NWEA calculates a projected growth target for each student based on their beginning-of-year performance. Met expected growth percentage is the percentage of students who met their individualized projected growth target.

For GPM 1.2, please detail the strategies used to support newcomers who are English Language Learners. How does this strategy vary between NES/A campuses and non-NES/A campuses? ***UPDATED 3/20/2024***

Strategies for supporting newcomers differ by grade level and language. For Spanish-speaking students in elementary, students may enroll in a bilingual program which provides support in their native language. Currently, HISD has campuses running one of the four TEA-approved bilingual models including early-exit, late exit, one-way dual language, or two-way dual language bilingual model. NON-NES campuses can run any of these models. NES campuses must provide a one-way or two-way dual language program model in K – 2 this year and K – 3 next year given this model has the strongest evidence base to support English acquisition and biliteracy.

For students who speak a language other than Spanish in elementary, students are scheduled with an English as a second language (ESL) certified teacher where possible to support students with language acquisition through Content Based Language Instruction (CBLI) strategies. The strategies vary by teacher but should include the use of visuals, cognates, and sentence stems to support students with making the content comprehensible.

For a newcomer student in secondary, teachers use Content Based Language Instruction strategies (CBLI) to support their Emergent Bilingual students during instruction. These strategies can vary by teacher but do include the use of visuals, sentence stems, and cognates where possible to support students with language development and understanding content.

NES/NES-A middle school campuses have dedicated English Language Development instructors to support students during LSAE, Science of Reading, and English Language Arts. These strategies are also embedded into the NES curriculum.

Non-NES/A sometimes have an ESL teacher that supports newcomers during the ESL block on the student’s schedule.

All high school campuses are expected to schedule their newcomer students in English for Speakers of Other Languages (ESOL 1 & 2). ESOL 1 & 2 is equivalent to English 1 & 2 but includes supports with language development during instruction. HISD is writing curriculum for this course for next year to ensure all campuses have access to a high-quality curricular option. Newcomer students are also

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scheduled in English Language Development and Acquisition (ELDA) 1 or 2 to support students with both the content comprehension and language development.

Table 1: It is interesting that three categories of students increased by five percentage points and that we are exactly 2% pts away from goal on all measures. Please, verify or expand the percentages to show variances. ***UPDATED 3/20/2024***

Goal progress measure targets were set using NWEA MAP beginning-of-year data as this year is the first time the NWEA MAP assessment is being administered districtwide. The middle-of-year results exceeded the initially set targets.

In response to this growth, the annual and five-year targets were reset to reflect a 20-percentage point growth over five years based on achieving 24% of 3rd grade NES/A students meeting grade level on the NWEA MAP assessment. The original 2024 target for goal progress measure 1.2 was 20%. These updated targets for both the overall progress measure and student groups are reflected in the report. These updated targets hold the administration to a high standard and align with the board's vision as reflected in the overall goal.

Table 1/Figure 3. Looking at NES/A attainment on T1 v. All attainment on F3. You set a target implying 29% NWEA attainment would interpolate to 42% on STAAR based on calibration. F2 seeks 1% growth for the year, but we achieved overall 2%-point improvement on NWEA MOY attainment? What does it tell us regarding target attainment for goal 1?

UPDATED 3/20/2024

The data in Table 1, Figure 2, and Figure 3 are different sources so are not directly connected. Table 1 is only inclusive of 3rd grade students at NES/A campuses, where Figures 2 and 3 are 3rd grade students at all campuses. The 2% growth was for NES/A campuses, where the expected 1% performance is for all campuses. As indicated in the progress monitoring report this data tells us that we are on track to meet Goal Progress Measure 1.2, in support of Goal 1

Figure 3: We've grown 2% points from 28% to 30% on NWEA Map BOY-MOY. Our target for the year is a 1% growth in STAAR and MAP. Assuming continued growth and no pull back are you expecting to exceed the 23-24 target of 29% MAP and 42% STAAR?

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Yes, based on current MOY results, we anticipate meeting or exceeding our targets.

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Figure 5 and 7: Please explain the data anomaly regarding our Asian population in NES/A performance 3rd grade and in total? This seems to be statistically significant. Consider the same for all white NES students performing below peers? ***UPDATED 3/20/2024***

A lower proportion of Asian and White students are enrolled in NES/A campuses than elsewhere in the district. This combined with other factors (such as emergent bilingual status or whether a student is an asylee/refugee) can cause volatility in observed student outcomes.

Figure 11 and 24 - Seems to suggest that the summer slump PK-K is tremendous for K-1st grade? The alternative thought is that the Circle assessment or TEKS for PK is not progressively aligned/sufficient for the students' growth? Please, help explain why there's such a great variance year over year. ***UPDATED 3/20/2024***

Pre-K students take a different test from Kinder students, so the results are not comparable across those grades. Figures 11 and 24 report student proficiency on the letter sounds, letter names, and counting sets subtests of the MOY Circle (PK) assessment administered to pre-Kindergarten students. In Kindergarten, students take the DIBELS assessment which includes different sub-tests such as phonemic segmentation fluency, and word reading fluency.

I believe the background Goal 2 comment is intended to say ...15% percentage points during the timeframe? ***UPDATED 3/20/2024***

Goal progress measure targets were set using NWEA MAP beginning-of-year data as this year is the first time the NWEA MAP assessment is being administered districtwide. The middle-of-year results exceeded the initially set targets, which were at 15%.

In response to this growth, the annual and five-year targets were reset to reflect a 20-percentage point growth over five years based on achieving 24% of 3rd grade NES/A students meeting grade level on the NWEA MAP assessment. These updated targets for both the overall progress measure and student groups are reflected in the report. These updated targets hold the administration to a high standard and align with the board's vision as reflected in the overall goal.

Table 2: Again, it is still interesting that we are exactly 3% points from goal on all measures. Please, verify that the data is coincidentally aligned, and the deltas are accurate. ***UPDATED 3/20/2024***

Goal progress measure targets were set using NWEA MAP beginning-of-year data as this year is the first time the NWEA MAP assessment is being administered districtwide. The middle-of-year results exceeded the initially set targets.

In response to this growth, the annual and five-year targets were reset to reflect a 15-percentage

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point growth over five years based on the middle-of-year assessment results. These updated targets for both the overall progress measure and student groups are reflected in the report and are in alignment with the previous methodology chosen by the Board in the fall. These updated targets hold the administration to a high standard and align with the board's vision as reflected in the overall goal.

Figures 3 and 15 view wasn't given for Beginning of Year (BOY) presentation, so please give the comparative views showing what seems to be 6% growth for Middle of Year (MOY) meaning attainment far exceeds the 25% targets that were set for the End of Year (EOY).

UPDATED 3/20/2024

As this question requires additional data, it will be submitted as a board Request for Information (RFI).

Figure 21: This chart is showing 100% improvement in attainment over BOY?

UPDATED 3/20/2024

No, figure 21 provides only middle-of-year math results for grades 3–8 in NES/A campuses.

The MOY was taken the week immediately after the local freeze. To what extent were the scores impacted by environmental factors such as lack of heating in some of our campuses?

UPDATED 3/20/2024

The districtwide administration of the NWEA MAP MOY assessments took place between January 17th and 19th. Students and campuses that were unable to test on that date had until January 29th to complete all MOY assessments with a goal of 100% participation. Some campuses with severe weather impacts tested on a make-up day where others ensured that all testing occurred in rooms with heat. The specific impact of a disrupted testing environment has not been analyzed across the district as the overall participation rate was not a concern.

Is there an academic program of study recommendation for third grade students to continue their learning progress over their summer? Especially for those who we know are struggling.

The recommendation for these students will be to attend summer school to continue their learning progress. Summer programming will be provided to students below a specific threshold on NWEA Map results to receive additional instructional minutes. Historically HISD summer school was a two-week program that varied by campus. HISD is expanding summer school this year to be twenty-two full instructional days with a focus on Math, RLA, Science and enrichment time. HISD will also provide NES curriculum focused on the most critical grade level standards to support students.

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GOAL PROGRESS MEASURE 2.2

What types of additional resources are needed for NES/A schools to improve outcomes for students and to narrow achievement gaps? Anything beyond what is already listed.

Curriculum Design will continue to provide scaffolded support for struggling students through the slide decks and LSAE materials with differentiation in L and S1. The proposed materials for NES content writing contain all the additional resources recommended for students. Additionally, HISD will be reviewing curriculum this year determine ways we can continuously improve the resources for next year based on research-based Science of Reading practices and feedback from teachers.

ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 1 PROGRESS MEASURE 1.2 AND GOAL 2 PROGRESS MEASURE 2.2

It was noted in the Superintendent evaluation of performance that it is too difficult to correlate STAAR reading proficiency with the NWEA MAP scores until we have more district wide NWEA MAP assessment data over at least a couple of years. The report that parents received of their students' NWEA MAP results draws a conclusion of how well the student will perform on the STAAR test. Please reconcile this statement on the individual student's NWEA results report with the superintendent's evaluation of performance. It has been stated many times that our students can no longer wait as achievement gaps continue to persist, what is the barrier to accelerating the adoption of NWEA MAP assessments district wide to ensure there is a view of the correlation with expected STAAR results?

NWEA MAP conducted a linking study to the Texas STAAR assessment in 2020 using other districts' NWEA MAP and STAAR performance scores. The projected proficiency scores contained on the NWEA MAP student reports were based on this study.

Since then, there have been significant changes to the STAAR assessment including the integration of technology enhanced questions and the incorporation of writing into the STAAR reading language arts assessment. NWEA MAP is currently looking to conduct an updated linking study that incorporates the changes to the STAAR assessment and will provide a better predictor of how HISD students will perform on the STAAR assessment.

Beyond the projected proficiency, NWEA MAP assessments include other indicators that support decision-making in the district, including conditional growth percentiles, RIT scores by instructional area, and nationally normed achievement percentiles. Lastly, NWEA MAP assessments are already conducted district-wide in K – 8 MAP, 2 – 8 Science and 2 – 8 RLA. Campuses are required to ensure at least 95% of students complete the BOY, MOY and EOY assessment with the exception being special education students.

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ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 1 PROGRESS MEASURE 1.2 AND GOAL 2 PROGRESS MEASURE 2.3

What is the current population (number) of students by grade level, HISD, NES, NES/A, Non-NES that have access to the NWEA MAP assessments? How many students do not have access to the assessments and why? What tools is the district currently using to determine expected outcomes of proficiency, growth and the STAAR assessment to supplement for students not taking the NWEA MAP assessment?

The primary groups of students that take the NWEA MAP assessment vary by content area. All Houston ISD campuses complete the assessment K-8 in Math, 2-8 Reading, and 2-8 in Science. Below shows the breakdown of these student population sizes (as of 03/04/2024):

Grade Levels	NES	NESA	Non-NES	Grand Total
Kindergarten*	1119	1922	9663	12704
Grade 1*	1262	2408	10522	14192
Grade 2	1305	2535	10852	14692
Grade 3	1203	2372	10587	14162
Grade 4	1230	2346	10304	13880
Grade 5	1239	2376	10532	14147
Grade 6	1003	2206	8034	11243
Grade 7	1078	2261	8361	11700
Grade 8	1221	2512	8703	12436
Grand Total	10660	20938	87558	119156

*Students in these grade levels only test NWEA MAP in Math

The remaining 64,152 students that do not take the NWEA MAP assessment (Pre-K, grades Kindergarten and one for reading, and grades 9-12) have access to other assessments to measure their expected outcomes:

Pre-K students have access to the CIRCLE assessment and high school students (grades 9-12) have access to the TEA STAAR Interim assessment, PSAT, SAT, ACT, and other formative assessments.

ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 1 PROGRESS MEASURE 1.2 AND GOAL 2 PROGRESS MEASURE 2.4

Monitoring report and NWEA powerpoint slides: will Administration present this at the board meeting?

Yes. The monitoring report will always be presented at the Board meetings when on the agenda as a discussion item.

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APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FEA(LOCAL), COMPULSORY ATTENDANCE-SECOND READING

There are two references excused absences for students to visit military institutions. In the post-secondary section, it allows for two excused absences and in the Armed Services Enlistment it allows for up to four excused absences. Please clarify if a student can have a total of six excused absence for the same military related request. ***UPDATED 3/20/2024***

It would likely be a rare occurrence that a student is absent six times for the same military related request. However, if those absences were deemed necessary by the student's family and the school principal, and the student was passing all their classes, the absences would be excused.

What are the provisions for career investigation and religious days under this policy guideline? ***UPDATED 3/20/2024***

Students are allowed excused absences for up to two days during their junior year and two days during their senior year for career investigation, which is defined as visiting a professional workplace of interest. Excused absences due to religious days are not addressed in this policy.

What are the implementation guidelines that will be put in place to ensure compliance with DOI implementation plan?

The district will use the following implementation guidelines to support the changes to Board Policy FEA (LOCAL):

1. Requests for absences longer than two days must be requested in writing and approved in advance. Approval will only be granted if a student is passing all courses.
2. Upon return, documentation to support the absence shall be provided.
3. Only juniors and seniors will be eligible
4. Shall apply for visits to institutions of higher education, military, and trade schools.

APPROVAL OF PROPOSED DELETION OF BOARD POLICY CLA(LOCAL), BUILDING, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY, AND PROPOSED ESTABLISHMENT OF BOARD POLICY CSA(LOCAL), FACILITY STANDARDS: SAFETY AND SECURITY-FIRST READING

Have we undergone or have access to any reports that shed a light on trafficking in HISD? How frequently is inventory completed regarding trafficking compliance?

UPDATED 3/20/2024

The item does not contemplate specific data on trafficking. This question will be submitted as an RFI.

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CSA: What is the district's plan to procure silent panic systems and the expected budget impact for 25-26? ***UPDATED 3/20/2024***

The item does not contemplate silent panic systems specifically. This question will be submitted as an RFI.

TERMINATION OF EMPLOYEE RESIGNATION

In the "Contract Employees" section, there is a mention of submission to the Board for potential sanctions. What are the sanctions that can be pursued for certified vs uncertified teachers, if there is a difference. ***UPDATED 3/20/2024***

For certified teachers, we can enforce both state and local recommendations. However, for uncertified teachers, we can only enforce local practices. Local recommendations refer to district practices that determine employee eligibility for rehire within the district. For instance, an employee who breaches their contract cannot be rehired within the district for two academic years. State recommendations are TEA practices that enable districts to recommend sanctions on an employee's certification when they have been submitted to the Board for breaching their contract.

APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY EHB(LOCAL), CURRICULUM DESIGN: SPECIAL PROGRAMS-FIRST READING

EHB: Does the district currently provide progress reporting for dyslexia guardians each grading period? How compliant have we been in this measure and how is it being tracked? What are the program implementation guidelines for dyslexia, and have we taps state/regional resources for doing so? Will this be part of our ongoing tracking of compliance with IEPs/ARD. ***UPDATED 3/20/2024***

Yes, currently students receive dyslexia programming under Section 504 and Special Education. Students who are served under special education are part of the IEP progress monitoring tracking. We utilize Reading by Design and Esperanza (bilingual) for dyslexia instruction four times a week for 45 minutes. Funding is provided by the state through PEIMS submission annual. Dyslexia services is part of our ongoing tracking of compliance with IEPs/ARDs.

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APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY EHBC(LOCAL), SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS, AND PROPOSED ESTABLISHMENT OF BOARD POLICY EHBCA(LOCAL), SPECIAL PROGRAMS: ACCELERATED INSTRUCTION-FIRST READING

Please summarize the impact of this policy on the district's ability to support struggling students and build pathways for success in alignment with our district vision. Clarify the difference in the current update v. past policy. What are the effects on parents' abilities to request a specific teacher? What is the effect of eliminating the accelerated learning committee (ALC) on district operations and for parents? When will parents be informed of "plans" and how will this be integrated into parent communications going forward?

UPDATED 3/20/2024

The NES Model is a program that allows campuses to better support their students through LSAE (Learning, Secured 1/2, Accelerate and Enrichment). During the LSAE time, structured lessons created by the curriculum department are used to help students overcome any skill deficits. Additionally, struggling students can receive extra support through small group instruction during the intervention block which is built into the NES master schedule. For non-NES campuses, they can create a master schedule that includes an intervention block where teachers and/or campus interventionists can provide small-group instruction to help their students grow. These campuses have the freedom to choose which HQIM (High-Quality Instructional Materials) that they will use during the intervention block, but a set of evidence-based recommended products are provided as options. Key Differences Between House Bill 4545 and the new House Bill 1416 are:

- Removed the requirement for accelerated learning committee (ALC) meeting requirement and the requirement for ALC committees while still maintaining the requirement for an accelerated education plan after a student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- Limited tutoring to 2 subjects
- Adjusted student to tutor ratio from 3:1 to 4:1
- Students who take STAAR-ALT 2, are retained, or take substitute high school assessments are not subject to the requirements
- Reducing minimum hour requirement from 30 to 15 for some students
- Parents may modify or remove supplemental instruction requirements with a letter to the campus administrator
- Parents must be notified of student failure to perform on applicable tests, a requirement for TEA to monitor implementation of accelerated instruction

What are the effects on parents abilities to request a specific teacher?

There is nothing in HB1416 that addresses the parent's ability to request a specific teacher. We have reached out to TEA and Region 4 for clarity.

What's the effect of eliminating the accelerated learning committee on district operations and for parents?

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HB1416 removed the requirement for Accelerated Learning Committees while requiring an Accelerated Education Plan after the student fails to achieve approaches or higher on two consecutive assessments in the same subject area.

Eliminating the requirement of ALC provides campuses some flexibility with scheduling. HB 4545 required a meeting with the parent/guardian for every student that did not perform satisfactorily on the state assessment. Campuses faced challenges with coordinating the large amount of meetings that required the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment on which the student failed to pass.

Accelerated learning plans are only created for a subset of students, those that do not perform satisfactorily on an assessment for two consecutive school years in the same subject area. Moving forward, this information will be shared with parents during parent teacher conferences. HB1416 states that campuses must make a good faith attempt to provide a parent-teacher conference with the student's primary teacher at the start and end of the subsequent school year. Additionally, this information is shared by mail or email if the parent is not able to attend the meeting.

Summer school - How will summer school differ in 2024, and how will the curriculum differ for attendees? Does summer school improve student achievement and are there any reports to support the answer? ***UPDATED 3/20/2024***

Summer School for the 2023-2024 school year will offer more instructional days and a standardized schedule across all campuses including English Language Arts, Math, Science, and Enrichment blocks. Additionally, this summer we will expand our impact offering Summer School to more students. Summer School will continue to be required for all students not meeting promotion standards for grading and/or attendance. However, we will also recommend and offer Summer School programming to all Pre-K and Kindergarten Emergent Bilingual student and students who score under the 30th percentile and score below grade level for MAP ELA and/or Math and achieve less than .35 RIT growth for MAP ELA and/or Math. An opt-in option will also be offered to all Elementary School parents for Summer Programming will be offered as space permits at each site.

High quality curriculum will be provided and will focus on the most important standards that need to be covered in the grade for Pre-K through 8th grade attendees. High School summer programming is tailored towards credit recovery for attending students.

2022 HISD Summer School Report outlines data on how summer school has supported student achievement in the past:

https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/domain/8269/pe_cirriculum/Summer%20School%202021-2022.pdf

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Parent requests - When will an administrative regulation be posted to guide the process?

UPDATED 3/20/2024

Once the policy is adopted by the Board, the Administration will review needed changes to the regulation.

EHBC: What's the district's position on a drop out recovery program, referrals, and measurable outcomes for reporting annually?

UPDATED 3/20/2024

HISD produces a drop-out report annually (<https://www.houstonisd.org/Page/69824>); in addition, it is a required component in the District Annual Report.

"EHBCA: Parent Conference: Does this new change remove the ARD committees' ability to influence supplemental accelerated instruction (summer school requirements)? Please, summarize the changes in the ARD guidelines, responsibilities, dispute resolution, classroom assignment, etc. and how the district intends to support parents going forward with the process.

UPDATED 3/20/2024

EHBCA is not referring to an ARD meeting nor Special Education students. It is addressing the need for interventions for any student at risk or failing. Our newly designed summer school structure helps meet this policy. Parents can continue to make a request in writing to the school principals for teacher preference for classes that are self-contained (grades Prek-1st only); however, we cannot guarantee placement based on parent request.

This policy's title and intro para speak to both accelerated and compensatory services but then only discusses compensatory services in the text. Please clarify or explain why.

EHBC (Local) shows the strikeouts based on the updates from Texas House Bill (HB) 1416 which changes how districts are to address accelerated instruction. This now leaves the section "Local Criteria" which addresses students with dyslexia and their eligibility for compensatory services. EHBCA (LOCAL) outlines the updates regarding accelerated instruction.

APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FFI(LOCAL), STUDENT WELFARE: FREEDOM FROM BULLYING-FIRST READING

Where will administrative procedures be published?

The administrative regulations are not finalized, but most likely will be published in the Student Code of Conduct for 24-25 when it is updated for the upcoming school year.

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Does the district have a reporting process for bullying for students, parent, passersby? Please, provide a monthly summary of bullying reported by division. In the future it would be beneficial to receive this by school when the information can be de-identified.

UPDATED 3/20/2024

As this question is a request for a monthly report, it will be submitted as a board RFI.

TEACH FOR AMERICA CONTRACT

How will this agreement aid in achieving our Board goals? Recognizing that TFA Corp members may be working towards certification during their minimum 2-year assignment, how will certification progress be tracked as required by the DOI plan?

UPDATED 3/20/2024

The certification process is tracked through Houston ISD's Alternative Certification Program (ACP), as required by TEA and the DOI plan. Partnering with TFA aids in achieving the Board goals by attracting high-quality educators to the education profession, in/at the schools that need them most.

How many placements have occurred in the past 3 years, by year, and what is the plan for 24-25 based on the trend-line? What are the impacts for staffing retention how many remain in HISD after the 2-year commitment? How many current alumni are employed in HISD?

UPDATED 3/20/2024

This question will require additional time to gather information and will be submitted as a board RFI.

APPROVAL OF VENDOR AWARDS FOR PURCHASES WHICH COST \$1,000,000 OR MORE

(Project 24-11-09) p42: Why are vendors TBD for this project?

The updated file was uploaded to Legistar on 3/4/2024.

24-11024-11-09 - What measures are being taken to diversify the supply chain, since none of the providers meet the districts' MWBE goal?

UPDATED 3/20/2024

The district actively engages with MWBEs through outreach and networking events to identify opportunities for diverse suppliers. We remain dedicated to fostering a procurement environment to assist diverse suppliers in becoming qualified. The district has an entire supplier diversity department dedicated to working with diverse suppliers. This includes partnering vendors through our Inter-Agency Mentor/Protegee program.

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24-12-06 “Highland Dairy Foods” I can’t seem to find an LLC with this name in search. Additionally what provisions are being made to diversify the supply chain for dairy and non-dairy products like (oat, almond, and soy)? These providers seem to have little access to alternate solutions and while DFA owns Oak Farms, the contract is not with the parent company. Many grocers provide off-label value for these solutions, so have we considered expanding scope to include this additional suite of product? ***UPDATED 3/20/2024***

The supplier’s name has been corrected on the agenda to reflect Hiland Dairy Foods, not Highland. The Nutrition Services department currently has projects available for use for alternate products. Additionally, the district presently provides milk substitutes for students with medical conditions.

APPROVAL OF THE MARCH BUDGET AMENDMENT

Line 21 – What is the primary reason for increasing the budget by approximately fourteen million. Is this due to additional FTEs? If so, how does this impact the plan to reduce central office staff? ***UPDATED 3/20/2024***

Function	Transferred Amount	Description
11	-5,943,272	Critical shortage stipend budget for Chief Academic Officer department reorganization budget changes. Critical shortage stipends will be paid from ESSER III
12	-2,401,371	Available salaries for Chief Academic Officer department reorganization budget changes.
13	-4,618,073	Chief academic officer transfer from Curriculum & Instructional staff development
32	-1,006,003	Available salaries (due to vacancies)
Total Transfers	<u>-13,968,719</u>	

None of these transfers impact campus funding, programming, or staffing. Please note that in all the changes moving money between function codes, there is no change to the fund balance. To pay staff salaries aligned to the Superintendents District Action Plan in the Academics Department in support of the new Division structure.

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I'm less concerned that there is zero impact to the overall number than an understanding of why the change to the budgeted numbers and some details on those adjustments that were quantitatively the largest. By way of another example, the question on the \$14m shift doesn't explain the reasons that or the manners by which it supports personnel shifts "aligned to the Superintendents [sic] District Action Plan" - for example, did we hire new teachers, principals, local instructional coaches, instruction central office personnel? We can't tell from what we have been provided. ***UPDATED 3/20/2024***

Transfers of funds to support function 21:

Function	Transferred Amount	Description
11	-5,943,272	Critical shortage stipend budget for Chief Academic Officer department reorganization budget changes. Critical shortage stipends will be paid from ESSER III
12	-2,401,371	Available salaries for Chief Academic Officer department reorganization budget changes.
13	-4,618,073	Chief academic officer transfer from Curriculum & Instructional staff development
32	-1,006,003	Available salaries (due to vacancies)
Total Transfers	-13,968,719	

None of these transfers impact campus funding, programming, or staffing. This supports the addition of the new Divisions in the superintendent’s action plan to provide additional support closer to the schools.

We recently added funds to transportation and community service, and now it is being drawn back. Please explain and what funds are we needing to add to facilities and maintenance? I am not sure that I understand how instructional material budgets are affected by personnel movements for a reorg? Additional clarity around these changes is helpful in our communities understanding of how resources are being utilized. ***UPDATED 3/20/2024***

The district had capital outlay funds budgeted for the purchase of buses in 2023-2024. We are not purchasing any new buses (function 34). The district needs to purchase additional police cruisers which is function 52. Therefore, we re-purposed existing funds from function 34 to function 52.

Funds were moved to facilities maintenance (function 51) from transportation (function 34) from unspent bus driver salaries (vacancies).

No funds were moved from instruction for these costs. For the second half of the question please see

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response above.

March budget amendment: are the costs related to personnel shifts referenced in the previous Q&A increased salaries? Additional staff? Please explain. ***UPDATED 3/20/2024***

It is related to both additional staff and salaries.

Line 21 – What is the primary reason for increasing the current budget for Instructional Leadership by approximately 14 million and over 60% since the July adopted budget approval. Is this due to additional FTEs or purchased services/vendors? If so, how does this impact the plan to reduce central office staff? Does this include any training for Sr. Leadership up to the Superintendent? ***UPDATED 3/20/2024***

\$14 million is related to paying personnel aligned to the District Action Plan of the development of Divisions bringing support closer to students. These funds will pay for salaries of current staff hired to support these areas. The movement of this money does not impact any dollars to support students or principals.

What was original intent of item 91? what contracts between schools have been removed/cancelled and what is the impact to students? If explained in a previous meeting, please remind me.

Function 91 is the district's recapture payment. (i.e., dollars intended to go back to the state)

Please provide a written discussion of the reasons/explanations for the top five-dollar value budget adjustments (positive and negative). ***UPDATED 3/20/2024***

These budget movements between functions are to ensure that the district has sufficient budget in each function. As we have continued to work through reorganizations and right sizing the district's budget, we have experienced functional moves requiring adjustments. As noted at the bottom of the attachment, the administration is not increasing the district's budget, just moving between functions to stay compliant with state expenditure requirements. The last administration we have forecasted that we do not need all that funding, so we have reallocated funding in salaries to the Chief Academic Office.

How does the proposed March Budget amendment example of moving approximately \$14 million into function code 21 Instructional Leadership support the attainment of our student achievement goals? What has informed the need for the reallocation of funds? ***UPDATED 3/20/2024***

The finance team regularly monitors the district's budget to ensure that we do not overspend an approved function. In this case we need to adjust the function level budgets to ensure that we are compliant and do

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not overspend a function in the budget. The 14 million amendment supports personnel shifts aligned to the Superintendents District Action Plan which is centered in supporting student achievement to fund positions and salaries for the newly created academics office.

APPROVAL OF THE PURCHASE OF PROPERTY INSURANCE FROM VARIOUS INSURERS AND AUTHORITY TO NEGOTIATE AND EXECUTE THE PURCHASE OF \$250 MILLION OF PROPERTY INSURANCE COVERAGE

Schools, Support facilities and contents? What items or categories of materials make up the bulk of items covered? We've documented \$8 billion in repairs/updates for facilities, so what is the guiding assumption for \$7.6 in total coverage? I understand that the current policies have limitations of \$250m, is that an industry limitation for going concern or a limit imposed by the district to diversify risks? How are the policies coordinated and what been our claims experience in the preceding 3 years? ***UPDATED 3/20/2024***

The property insurance includes coverage for damage or loss to buildings and contents. The actual building structures account for 89.3% of the total insured value, while contents account for 10.7%. The district values are based on replacement costs and contents and are depreciated based on the year built/remodeled. The limits are set as a recommendation based on the district's values and risks to ensure proper coverage in case of a catastrophic event. The district's broker conducts loss modeling of named storms, flood analysis, and past claims to calculate potential loss for the district, which is used to determine coverage.

The net loss for the prior three years:

2020-2021 – \$10,636,260.63

2021-2022 – \$0.00

2022-2023 – \$2,910,639.00

P.40: Is this TBD amount to be provided this week?

Yes, final amounts will be submitted by March 8.

CASH DEFEASANCE

What is the benefit of defeasance occurring before the end of FY 2025?

UPDATED 3/20/2024

This is an opportunity to save the district money and allow more capacity for debt in the future. This would allow us to keep our tax rate low. Houston has the lowest tax rates of the 20-plus school districts in Harris County.

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What’s the current balance available in the debt service fund and what would be the earliest date for pay-off? How would the board exercise the right not to defease the bond, or be alerted to when action will actually trigger? ***UPDATED 3/20/2024***

The audited fund balance for debt service as of 6.30.23 was \$126.7 million. To defease the bonds, the board must approve the order expressing intent to defease certain of the districts outstanding bonds. If the board does not approve this agenda item, the district will not be allowed to move forward. We will prepare to act, but the exact date can be determined. However, it is best practice to determine the date based on the rate in the marketplace on a date which would be the call of the CFO, Treasurer and Financial Advisors and the Senior Investment banker.

HCA AFFILIATION AGREEMENT

What is the estimated number of students that would participate in this program. What schools currently have and will have the health science POS in school year 24-25? ***UPDATED 3/20/2024***

The Health Science cluster has the largest student enrollment in comparison to other clusters in HISD with over 13,000 students for 2023 - 2024 school year (based on snapshot data). The Health Science cluster provided in Houston ISD includes four programs:

1. Biomedical Science
2. Diagnostic and Therapeutic Services
3. Exercise Science, Wellness, and Restoration
4. Health Informatics (FPOS).

For the 2024-2025 school year we have increased Health Science program offerings by 12.5%, due to the TEA Refresh of moving the Biomedical Sciences into the Health Science cluster and the increased number of Health Informatics (FPOS) programs. With the addition of these new Health Science programs, we anticipate a 12.5 % increase in student enrollment over the next three years. The chart below indicates the current and future campuses with programs of study within the Health Science cluster.

Campus	SY 23-24	SY 24-25
Bellaire HS	No	Yes
Chavez HS	Yes	Yes
Furr HS	Yes	Yes
Heights HS	Yes	Yes
Houston MSTC	Yes	Yes
Jone Futures Academy	Yes	Yes

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Lamar HS	Yes	Yes
Madison HS	Yes	Yes
Milby HS	Yes	Yes
Sharpstown HS	Yes	Yes
Sterling HS	Yes	Yes
Waltrip HS	Yes	Yes
Westbury HS	Yes	Yes
Westside HS	Yes	Yes
Young Women’s College Prep Academy	No	Yes
Barbara Jordan Career Center	Yes	Yes

AUTHORIZATION TO NEGOTIATE, EXECUTE, AND AMEND A MEMORANDUM OF UNDERSTANDING WITH THE CONSTRUCTION MAINTENANCE EDUCATION FOUNDATION FOR PROGRAM OF STUDY ACCREDITATION

What is the estimated number of students that would participate in this program. What schools currently have and will have the CAM POS in school year 24-25?

UPDATED 3/20/2024

Currently HISD offers two clusters Architecture & Construction and Manufacturing that provides students access to eight programs of study. The current HISD programs of study that provide students access to the NCCER industry-based certifications are:

1. Carpentry
2. Construction Management and Inspection
3. Electrical
4. HVAC and Sheet Metal
5. Manufacturing Technology
6. Plumbing and Pipefitting
7. Renewable Energy
8. Welding.

Currently, there are over 5,000 students enrolled in these programs in grades 9 through 12 (based on snapshot data). The chart below indicates the current and future campuses with programs of study within the Architecture & Construction and Manufacturing clusters.

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Campus	SY 23-24	SY 24-25
Austin HS	Yes	Yes
Chavez HS	Yes	No
Energized for STEM Academy	Yes	Yes
Houston MSTC	Yes	Yes
Jone Futures Academy	Yes	Yes
Madison HS	Yes	Yes
Milby HS	Yes	Yes
North Forest HS	Yes	Yes
Scarborough HS	Yes	Yes
Sterling HS	Yes	Yes
Washington HS	Yes	Yes
Wisdom HS	Yes	Yes
Barbara Jordan Career Center	Yes	Yes

To which Foundational Program Of Study (FPOS) does this align? *UPDATED 3/20/2024*

It does not align to any of the four Foundational Programs of Study (Entrepreneurship, Networking Systems, Distribution, Logistics, and Warehousing, Health Informatics). We do the MOU because we need a sponsor to be able to provide our students with access to the NCCER industry-based certification. The sponsor is one of the certifying entities for NCCER. NCCER prepares students for entry-level positions on project sites by providing the basics in safety, hand and power tools, construction math, materials handling, construction drawings, rigging and employability skills.

Do we have a district coordinator or use Region 4 to manage? For this bullet item: HISD commits to supplying resumes for NCCER instructor certification, covering associated fees for initial and re-certification (if required due to inactivity), and ensuring that instructors maintain their NCCER credentials by providing opportunities for teaching and student evaluation within each three-year period.

What will the budget source will be? and what the financial requirements are? If one student in one school chooses to participate, will they be guided to a nearby location or online offering? *UPDATED 3/20/2024*

The district coordinator for NCCER is a staff member in Career and Technical Education department responsible for the Architecture and Construction/Manufacturing cluster. The annual sponsorship fee is

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new from the sponsor this year, so it has not been in a previous budget. The teacher training for teachers being certified for the first time is \$199 and \$99 for veteran teachers who have lost certification due to inactivity. The teachers do not have to recertify annually.

Only students enrolled at campus with Architecture and Construction and/or Manufacturing programs of study can take the industry-based certification for Accountability purposes. If a student wants to participate in one of these programs of study which is not offered at their campus, the student will need to transfer to a different campus which they can do through the School Choice process.

Please provide an overview of the number of NCCER exams or participants in 2023. Is this program a gateway for entry level student training?

UPDATED 3/20/2024

There were 517 industry-based certifications (IBCs) earned in the 2022-2023 school year. Students have not completed the exam for the current school year. The NCCER Core certification that students earn allows them to be hired in entry level positions in a variety of Construction and Manufacturing companies.

Was Carl Perkins grant money previously paying for something else?

Previously, there was no charge to HISD, but due to a change in company policies, sponsorship fees were introduced at our thirteen campuses certifying students in National Center for Construction Education and Research (NCCER). Due to these changes, we had to create new MOU to reflect our partnership. Perkins is used to pay for all our industry-based certifications and related fees so this will be an expense covered by this funding source going forward.

APPROVAL OF LIST OF EMPLOYEES DESIGNATED TO ACCEPT RESIGNATIONS OF CONTRACT EMPLOYEES

Is talent management team within the HR department? Where does this team fall in the organization chart?

UPDATED 3/20/2024

Yes, Talent Management is a team within Human Resources (HR) Department responsible for hiring employees.

Just a point of clarification, this seems to be more accurately described as a list of roles.

UPDATED 3/20/2024

The new list reflects title changes from the previous administration.

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AUTHORIZATION TO APPROVE STATE BOARD OF EDUCATION ADOPTED INSTRUCTIONAL MATERIALS UNDER PROCLAMATION 2024

Please clarify that the funds utilized are from the state budget, and that schools utilizing these materials won't have to pay additional fees from their allotments. ***UPDATED 3/20/2024***

Access to these instructional materials will be provided to all campuses using the Instructional Materials and Technology Allotment (IMTA). If campuses select from the state-adopted, District-approved resources, there will not be any cost incurred on their campus budgets.

Are the amounts reflected in the funding source to be applied to next year's budget or have they already been included in this year's budget?

The funding source for curriculum is the Instructional Materials and Technology Allotment (IMTA) provided by the TEA in a 2-year biennium. The Current biennium is for 23-24 and 24-25 SY, so HISD is planning to cover the cost of any materials purchased by central office for next year with this allotment.

Assume that there are similar lists which have been adopted for reading, math, etc. (which are not included here) by TEA/SBOE. Do we have those, can you provide them, and have they likewise been adopted in their entirety by prior Boards?

The State Board of Education (SBOE) creates an approved list of products in a particular content area and grade band about every 8 years. For example, in RLA, the most recent approved list was published as a part of their Proclamation 2019. Some districts across Texas work with their local boards to adopt one product for the entire district while other local boards adopt the full list to provide flexibility to autonomous schools. There is no state law that requires a district to use a product approved by the SBOE. Houston ISD Board has already approved HMH Into Reading for K-5, Savvas MyPerspectives for 6-12 Reading Language Arts for HISD campuses during TEA Proclamation 2019 for Reading Language Arts. For complete list: [Instructional Materials Current State Adoptions & Other titles approved 2017-current](#).

Please explain the impact of this authorization on A/B schools and other non-NES schools.

A&B campuses may use any curricular resource. C&D campuses may choose from a set of pre-determined curricular resources. NES campuses will follow the NES curriculum. A&B campuses will be encouraged to select SBOE-approved and TEKS-aligned resources, but A&B campuses have autonomy to select off-list resources using their own budget.

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AUTHORIZATION TO APPROVE STATE BOARD OF EDUCATION ADOPTED INSTRUCTIONAL MATERIALS UNDER PROCLAMATION 2026

What does transition to HQIM in the 2025-2026 school year look like for non-NES campuses? How does this align with plans for their academic autonomy?

The district is providing a list of pre-approved HQIM curriculum resources for C&D campuses for 24-25 implementation. A&B campuses will be encouraged to select from these pre-determined resources but have autonomy to select off-list resources for 24-25.

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