ITEM A.2

What is the difference between A180 Office and Program? (packet page 10)

The Achieve 180 Program supports 54 campuses at five different tier levels (Tier 3, Tier 2, Tier 1, Area Support, and Light Support). Campuses receive tiered supports across the six pillars (Leadership Excellence, Teacher Excellence, Instructional Excellence, School Design, Social and Emotional Learning, and Family and Community Engagement). The Achieve 180 Program provides the funding, direction, and monitoring for all pillar supports.

Of the 54 campuses, the Achieve 180 Office provides direct support and oversight for 33 campuses in tiers 1-3. These campuses form an additional area office. School leaders receive focused training and support to meet their unique needs.

The Area and Light Support campuses (21) receive their oversight from their regional area offices. These campuses have shown academic growth over three years and are moving towards the goal of sustainable academic success. Over time these campuses have received supports in all pillars and will exit the program sooner.

For Non-180 schools, smallest increase in percentage points for meeting standard – what are we doing at those campuses to challenge the students to reach even higher? (packet page 10)

The School Offices tier campuses by performance so that more time and resources are allocated to the greatest need. School Support Officer/Lead Principals (SSO/LP) spend more time at campuses with intense challenges; however, they do monitor performance at all schools. All campuses use one of the district plans for formative assessment. All schools plan with their respective SSO/LPs in response to formative assessment data and create action plans that are specific to the needs of students at that school. This includes systems for spiraling and reteaching difficult concepts for the campus in general, as well as, individual students. Campus formative data is used in Professional Learning Communities (PLCs) to inform planning and to specifically target student misunderstandings before significant time elapses. This effort helps keep student learning on pace and helps avoid gaps in their understanding. All interventions are scheduled outside of core instructional time and campuses share best practices. This process of responding to short term formative data at both the campus and individual student level helps improve learning for all students.

For students with disabilities, huge increase from year to year – what was done there to ensure students enrolled in and completed those classes? (packet page 10)

Assistant Superintendent of Counseling and Compliance worked closely with the campus counselors at the Achieve 180 high schools to ensure students were accurately enrolled in courses that meet the global graduate criteria.
ITEM A.2 (CONTINUED)

For students with disabilities, huge increase from year to year – what was done there to ensure students enrolled in and completed those classes? (packet page 10)

The Office of Special Education Services provided training and supports to campuses related to the coding and graduation requirements for students with special needs in order to reduce errors. Systems for monitoring were conducted through Community of Practice sessions and campus visits with support personnel.

Both general education and special education teachers participated in data-driven discussions together to unpack standards, monitor the implementation of student IEPs, plan for the use of supplemental materials, and monitor student progress throughout the year.

I see that less students are completing CTE courses than are enrolled in the beginning of each semester, which I understand there will be always some attrition. (packet page 11)

• What is the decline attributed to?
• We are slightly off track in reaching our goal. Why?
• What is the plan to achieve the goal?

As we expand the number of CTE options in our district we strive to provide advising that would lead students through the CTE pathway from the beginning of 9th grade year through their graduation. Some students reserve senior year to make up any courses that are missing from the required course list to graduate from high school. With increased focus on advising, more students are choosing to forego the last course and concentrate on courses that are either required for graduation or selecting off-campus. This is impacting the completion of CTE courses for some of our students.

This focus on ensuring students graduate on a Recognized graduation plan, shifts some students schedules to ensure they are meeting all requirements to graduate. This focus has shifted students schedules their senior year. This shift along with our mobility rate was a contributing factor to the decrease in completion, which impacted the opportunity to reach the board goal.

We are working closely with all high school campuses that offer CTE courses and the Counseling Department to ensure students could complete their desired CTE courses while in high school. With the help of other district departments and the CTE advisors we strive to reach the goals set by the board.

Can we disaggregate the data by race of students for tracking of each goal?
Yes, it will be provided in the future.
ITEM A.2 (CONTINUED)

What is the plan to reach the goal? The students at A180 schools are significantly less likely to take an AP or IB course, what is the long-term for our A180 schools with respect to this? And students with disabilities, is this part of students IEPs? (packet page 16)

The district is working closely with campus leadership to ensure students at Achieve 180 campuses have access to opportunities to earn college credit while in high school (Advanced Placement, International Baccalaureate, Dual Credit/Dual Enrollment). For example, Yates High School was recently authorized to offer the IB Diploma Programme and will expand its offerings of college-level coursework in the coming school year. Similarly, at Worthing High School, the campus is expanding its Dual Credit offerings as part of its early college designation and is on track to be authorized to offer the IB Career-related programming in 2020-21.

Additionally, the district has launched initiatives such as Saturday AP Academies to help set teachers and students up for success in these courses. Master AP Teachers from across the district convene to a central location and teach AP lessons and strategies to succeed on the AP exams. Novice AP teachers are also invited and encouraged to observe the lessons and use resources from the experienced AP teachers. The district also continues to centrally fund the cost of AP/IB Exams for all students, and centrally purchases dual credit textbooks and materials so that there are no costs to students and families. The district also funds Laying the Foundation Training and AP Summer Institute Training for all AP teachers.

The district works with the Office of Special Education to ensure special education students receive the appropriate accommodations in their advanced courses.

The students at A180 schools are significantly less likely to take an AP or IB course, what is the long-term for our A180 schools with respect to this? And students with disabilities, is this part of students IEPs? (packet page 16)

The goal of Achieve 180 has been to increase the opportunities for students to enroll in advanced coursework on their home campuses. Achieve 180 high schools have seen an increase in choice and enrollment in AP and Dual Credit classes. Two campuses (Wisdom HS and Worthing HS) are in IB Candidacy and one campus (Yates HS) has been authorized to be an IB Diploma Programme campus. North Forest High School has increased their UT Onramps offerings. Additionally, Worthing HS has been designated as an Early College High School, which allows opportunities for students to graduate high school with an associate degree.
ITEM A.2 (CONTINUED)

The students at A180 schools are significantly less likely to take an AP or IB course, what is the long-term for our A180 schools with respect to this? And students with disabilities, is this part of students IEPs? (Continued)

High school guidance counselors receive staff development in scheduling all students, including students with special needs. Each student receives one-on-one sessions to review course offerings and selections. During annual and promotion ARDs, parents and students are provided information on potential programs and coursework. Decisions are made by the ARD committee to determine the level of coursework and supports that will be provided.

Why is the percentage overall so low? Are the number of campuses that offer these courses limited? (packet page 17)
There are a variety of ways in which students can take college-level coursework while in high school; in additional to dual credit, many campuses also offer Advanced Placement, International Baccalaureate, and Dual Enrollment courses. In 2019-20, 35 campuses offered at least one dual credit course, and 44 campuses offered AP courses. Overall, the percentage of students enrolled in dual credit courses has increased. It is worth noting that two limitations to offering dual credit are having faculty with the required credentials to teach a community college course (a master’s degree and coursework in the subject to be taught) and students must meet the college ready benchmark via Texas Success Initiative prior to enrolling in the course (packet page 17).

When did these changes begin to be implemented?
A number of these initiatives, such as AP Academy Saturdays, Advanced Coursework planning sessions with principals, the Khan Academy partnership, and AP pilot with the Chan-Zuckerberg Initiative and OpenStax were initiated in the 2018-19 School Year.

Is a CTE Advisor different from a college counselor?
The CTE Advisor works with middle and high school students to ensure that each student has a completed Personal Graduation Plan by the end of their high school career. The advisors also work with students with selecting the appropriate career pathway at their campus and career/college planning after high school.

Breakdown of IPP list – is that already happening? (packet page 20)
Yes, the IPP Dept. strategies outlined in the superintendent’s response have been occurring since the 2018-19 school year.
ITEM A.2 (CONTINUED)

Again, when did these things begin to be implemented? Are we doing anything to readjust since we are not meeting our goal? What metric are you using for those items listed and how does that correlate to the improvement for reaching our goals? (packet page 21)

The district exceeded Goal 2 by 5 points. The district is making positive progress as it relates to Dual Credit enrollment, which has increased by 2.3 percentage points from Fall 2018 to Fall 2019.

The district will continue to work closely with campuses to offer advanced coursework that can potentially lead to college credit. The district is monitoring course enrollment data, student success data, among other metrics to support campuses with strategically offering and expanding advanced course offerings.

What is being done to ensure equity of opportunity for CTE classes vs AP classes at the various campuses? (packet page 30 & 36)

The district supports campuses with offering a variety of courses, including CTE, AP, IB and Dual Credit. Campuses receive guidance on how to strategically offer courses that offer students the opportunity to earn college credit, certifications, and other credentials based on the context of the campus. Overall, all campuses offer some combination of advanced coursework.

When are the BOY, Formal Progress Monitoring, MOY, and EOY conducted?

During the 2019-2020 school year, campuses are provided a month-long window to administer the formative assessment. This will allow a campus to schedule the assessment to meet the school’s calendar and needs accordingly. Progress monitoring is only administered to students identified as intervention and urgent intervention on the previous formative assessment.

- Beginning of Year (BOY): September 3-20, 2019
- Formal Progress Monitoring: October 14 – November 1, 2019
- Middle of the Year (MOY): January 6-24, 2020
- End of Year (EOY): April 20-May 22, 2020

(Page 4 of goal monitoring report) Is the reason why the number of students taking the BOY has decreased from 18-19 to 19-20 only that high school students who have already passed STAAR English 2 and Algebra no longer tested? Are there other factors?

This is correct. When we first utilized Renaissance 360 as the district formative assessment, all students were tested. Since then, students who have passed STAAR End-of-Course exams in ELA and/or Algebra no longer need to be monitored with the District formative assessment. The only other factor would be a significant increase or decrease in enrollment.
ITEM A.2 (CONTINUED)

Are there any next steps over the next months or year that will require board action, such as additional allocation of resources?

District is currently researching the cost factor for centrally funding a librarian for every elementary school to further enhance the District’s reading initiative. There will also be a need to increase the number of dyslexia specialists and training of campus-based staff to meet the growing demands of identified dyslexia students.

For each measure (Goal 2, GPM 2.1, GPM 2.2, and GPM 2.3) can you please provide a table of current data (Fall 2019 for the CPMs and 2018 Grads for Goal 2) for all A180 high schools?

The Goal 2 progress measure results for A180 high schools are attached. The file includes all years reported to the Board.

(Continued) For each measure (Goal 2, GPM 2.1, GPM 2.2, and GPM 2.3) can you please provide a table of current data (Fall 2019 for the CPMs and 2018 Grads for Goal 2) for all A180 high schools?

GPMs 2.1, 2.2, and 2.3 include all students in grades 10-12 in the semester being reported, so results for these measures specifically for 2018 graduates are not available. CCMR results by indicator are attached for the A180 high schools for the 2018 graduates. Note that these are duplicated counts meaning students are shown in every indicator they met.

ITEM A.3

How are these dates selected? If we are doing a snapshot on November 1st, children will have already lost two months of instruction. How does that ensure that students have a quality teacher all year? How are we ensuring that vacancies are reduced? This constraint shows that the vacancies increased but we still met our goal (and the number of struggling schools increased)? (packet page 46 & 51)

To allow year-to-year comparisons, the constraint needs to be measured at a consistent point in time. The end of October was selected because this was the time period specified by the TEA-required audit that was used for the previous version of this constraint progress measure. The TEA audit is no longer required. The measure includes all vacant positions whether they have existed from the beginning of the school year or have been open for a shorter period. The Human Resources department monitors vacancies continuously throughout the year. This snapshot is for the Board monitoring report only.
ITEM A.3 (CONTINUED)

How are these dates selected? If we are doing a snapshot on November 1st, children will have already lost two months of instruction. How does that ensure that students have a quality teacher all year? How are we ensuring that vacancies are reduced? This constraint shows that the vacancies increased but we still met our goal (and the number of struggling schools increased)? (Continued)

In our efforts to ensure a highly effective teacher in every classroom, applicants are continuously being added to the teacher pool and outsourced directly to principals with vacancies. Vacancy reports are run weekly and shared with Area Superintendents. Recruitment efforts are on-going year-round and additional hiring events are held mid-year to seek out December graduates to enter our HISD teacher workforce.

Under the Lone Star Governance framework, constraints do not necessarily require continuous improvement. Instead, they set limits within which the Superintendent is expected to operate. The limit of an average of 1 vacancy per struggling school was set to emphasize the criticality of staffing all classrooms while recognizing that a certain number of vacancies are inevitable. The list of struggling schools has grown because no schools have been removed during the current cycle of goals and constraints. If struggling schools are included in the Board monitoring system when the goals and constraints are revised, then the list will be updated at that time.

What is the definition of CORE subjects and are they the same for each school? The data reported for this constraint includes all positions.

ITEM E.1

Is there a metric that shows how effective this program is relative to this spending? Is this a cost per year? (packet page 55)

The contract with Harris County Constable Precinct 6 is needed because it provides much needed support to decrease student truancy. The constable works side by side with the school to support families in need of resources. The program also builds a positive relationship with families and law enforcement beyond the campus environment. Likewise, it allows students returning from the court system to the school environment an additional positive resource in helping them stay on track for graduation.

The program is cost effective because it is one of the factors that has contributed to the increase in student attendance and school graduation rates over time.
ITEM E.1 (CONTINUED)

Is there a metric that shows how effective this program is relative to this spending? Is this a cost per year? (Continued)

<table>
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<th>School</th>
<th>Attendance Rate 3yr Increase</th>
<th>Graduation Rate 3 yr. Change</th>
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</thead>
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<tr>
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<td>-.7%</td>
</tr>
<tr>
<td>Houston MSTC</td>
<td>.03%</td>
<td>5 %</td>
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<tr>
<td>Northside High School</td>
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<td>.1%</td>
</tr>
<tr>
<td>Sterling High School</td>
<td>2.58%</td>
<td>.3%</td>
</tr>
</tbody>
</table>

Data obtained from Research and Accountability

Are all identified schools in Precinct 6 and what process was used to determine/identify participating schools?

Participation in this program is not district-led. Participating schools opt-in to the program. Not all of the schools choosing to participate are in Precinct 6.

ITEM E.2

Why are teacher service days held on Wednesdays (as opposed to a Monday or Friday, which may be easier for parents to arrange child care for)?

Both Monday and Friday were considered, however, Wednesdays were selected based on feedback from campus-based stakeholders. Through experience, we have found that Fridays are less conducive to quality and engaged adult learning as they fall at the end of the work week.

(Continued) Why are teacher service days held on Wednesdays (as opposed to a Monday or Friday, which may be easier for parents to arrange child care for)?

Principals felt that Mondays proved difficult because parents in their community have frequently forgotten about Monday teacher work days in the past and arrive to school with their students. They emphasized that having teacher work days on Wednesdays would allow for ample reminders prior.
ITEM E.2 (CONTINUED)

Was any consideration given to offering election day as a holiday, given security concerns about having schools open to the public as polling locations?

In order to meet the required number of operational minutes and honor all state statutes and local calendaring norms, including accounting for inclement weather days, we are only able to offer a finite number of district holidays. If we were to add Election Day as an additional holiday, we would need to extend the school year beyond Memorial Day for our students.

Does the Academic Calendar on the agenda have the appropriate amount of minutes as required by the state of Texas? Per state statute, the district shall operate for at least 75,600 minutes during a school year including time allocated for instruction, intermissions, and student recesses. Our current calendar draft provides for 76,540 total minutes.

How did we determine what days the district would take off? Would there be any costs associated with coming back after Memorial Day if we decided to may Election Day a holiday?

Each year an academic calendar is created and placed before the Board for approval. The calendar draft is aligned to all relevant statutes and has been created with the input from various stakeholder groups, including the Principal AdHoc Committee, Academic Calendar Committee, and HISD employees, families, and community members. These stakeholder groups are consulted with in regard to the holidays HISD selects to observe. HISD traditionally observes each of the following holidays, and the draft calendar for 2020-2021 includes each of them.

- Labor Day
- Thanksgiving Break
- MLK, Jr. Day
- Memorial Day
- Fall and Spring Holiday
- Spring Break
- Chavez-Huerta Day (added in 2018)

In order to meet the required number of operational minutes and honor all state statutes and local calendaring norms, including accounting for inclement weather days, we are only able to offer a finite number of district holidays. If we were to add Election Day as an additional holiday, we would need to extend the school year beyond Memorial Day for our students.
ITEM F.1

How many children have in years 2018 & 2019 are employed as a result of this partnership?
This is the first year of this partnership between Goodwill Houston and The Texas Department of Health and Human Services. The partnership will provide job training and job placement once students graduate from the high schools. This opportunity will be available to 60 students in total. The program is going to be initiated at three high schools- Wheatley, Worthing, and Sterling. Additional job opportunities will be available through Goodwill Houston for those students who would like to seek employment.

ITEM G.1

How many teacher vacancies did we have on Day 1 of the school year? 164 How many teacher vacancies do we have now? 114

Why is it 35 corps members (as opposed to more)? Houston I.S.D. requested up to 50 corps members for 2020-2021, however, T.F.A., based on their recruitment data and other placement needs, can provide up to 35.

Why is this a year-over-year contract (as opposed to awarding a three-year contract, for example)? (packet page 61)
The contracts between HISD and TFA have always been a one-year contract, in part due to there being a cost associated with it that the campuses must cover.

TFA members were able to be hired—we were just not going to cover the cost.
TFA members were not hired for the 2019-2020 school year.

Additionally, could TFA raise the 140k to cover the cost of the 35 corps members?
TFA raises a significant amount of money each year that helps keep the costs to districts/schools to a minimum amount. After speaking with their representative, they do not have the ability to lower the amount further.

When I spoke with the TFA contact person, I asked if corps members would be able to stay longer than 2 years. We know that experienced teachers matter, so I asked if they would change their policy so that their members could stay 5 years. There are gaps in experience specifically in math and science when we hire inexperienced teachers in hard to staff schools. TFA corps members can choose to remain in Houston I.S.D. schools.
ITEM G.1 (CONTINUED)

Would/could there be an incentive to send experienced teachers to the schools requesting corps members?
Schools specifically seek out corps members based on past successful experiences they have had with these hires. If the school is A180, experienced teachers do receive an incentive.

ITEM H.1

Is a safety audit going to be part of the assessment? Is an equity audit going to be part of the assessment? Is this all part of a larger assessment?
Yes, a safety assessment is part of the 2020 Facilities Assessment. An independent equity audit is not part of the work of this type of assessment. The results will allow the “equity lenses” to be reviewed on the intended focuses which include equity-in-access to programs on infrastructure.

The timeline for the assessment is quick (even if we had approved in January). Is it possible to do the assessment this year and do it well, and then plan to take the bond to a public vote next year?
Yes, the timeline is achievable, based on the data that needs to be compiled.

What evidence do we have that the public would support a bond this year?
(packet page 64)
Currently, the only evidence we have is the school community support from Principals, parents and teachers that are hopeful to be included in the rebuild of a possible Bond. We will be putting the commiserate surveys out before we bring a recommendation to the Board.

What are the current design and educational guidelines against which building systems and teaching spaces will be evaluated?
Currently, there are no design and educational guidelines that are against building systems, if you are speaking of automation. If you are not, we would need to know which area of the Ed-specs you are referencing when you say design and educational guidelines.

The following link will take you to the 2012 design guidelines:
https://www.houstonisd.org/Page/73434.
ITEM H.1 (CONTINUED)

Please share any academic plans for the district or schools (magnet plans, etc.) that would be provided to the contractor for this project.

The academic plans are being developed for the 2020-2021 school year and will be shared with the assessment team over the next 5 months, if this is approved. Also, once the Board goals are finalized or revised, additional plans would be provided to the assessment team.

ITEM I.1

Metal detectors) Is this part of a comprehensive safety strategy for the district? What research are we relying on to show us that this is effective? (packet page 79)

The Houston ISD Police Department is researching as to whether Metal Detectors should be deployed to secondary schools moving forward. Under research is the cost for equipment, the type of equipment which should be used, electrical/construction, personnel needed, impact on the HISD Community and overall viability. Currently metal detectors are only deployed at athletic events, graduation ceremonies and at the DAEP school. This research involves a comprehensive look at over two and a half years of police calls for service, crime statistics, and consultation with police officers who are most familiar with the schools. HISDPD is also in consultation with students and other stakeholders by way of committee and surveys for valued input. No decision has been made yet as to whether this should be part of the future security plan for the district.

Clarity on M/WBE commitments, please... If blank is there NO commitment for a particular contract?

Anything that the district puts out a solicitation on will have M/WBE on the item. Cooperatives do not have M/WBE requirements.

20-09-02-01

Why are additional vehicles needed?

Project 20-09-02-01 is to request approval to add vendors for the purpose of vehicle rigging and upfitting such installation or removal of truck bodies, flatbeds, bulkheads, shelving, specialty storage compartments per craft and other related items. Approval will allow for the purchase of parts and services related to vehicle rigging.
ITEM I.1 (CONTINUED)

20-09-02-01
Don’t we contract out for these types of jobs?
The fleet maintenance and repairs requests/work orders are completed in-house by staffed mechanics/technicians and through contracted services. Project 20-09-02-01 will allow for the purchase of parts needed in-house for vehicle repairs and upfitting and for services related to contracting the upfit of district vehicles (i.e. adding storage and accessories to maintenance trucks).

Whatever happened to the unaccounted vehicles? Why would we order more if we can’t keep up the ones we’ve already purchased?
The Fleet Operations department maintains an inventory of district vehicles which are allotted to various departments and crafts to complete the duties of their position. The district vehicle inventory is maintained through a standard preventive maintenance schedule for light fleet vehicles which is on average every 6 months or 5,000 miles.

20-01-07-02
Why is fingerprinting necessary? What best practice is this following?
Texas Education Code (TEC), Chapter 22, Subchapter C requires the following to be fingerprinted prior to employment: All certified educators (those holding an educator certification or Emergency Teaching Permit issued by the State Board for Educator Certification [SBEC]), all classroom substitute teachers and educational aides, whether certified or not, non-certified employees hired by a district or charter school on or after 1/1/08, charter school employees, whether certified or not, working in a teaching or professional position, and contracted employees hired on or after 1/1/08 who have direct contact with student.

20-12-10-23
When is the last time we approved money for this contract? Why is more needed?
This board item allows for the rental, not purchase, of audiovisual services/products for events/graduations that are held offsite at hotels/conference centers.

20-12-10-23
Is there a 20-year plan for technology for the district?
Historically, most school districts typically have a three-year to five-year technology plan due the ever-evolving technology landscape.
ITEM I.1 (CONTINUED)

Is there a 20-year plan for technology for the district? (Continued)

In the Information Technology Management section of the Legislative Budget Board (LBB) Management and Performance Review under Recommendation #67 is a recommendation for the IT Department to develop a three-year to five-year technology plan aligned to the district plan. The plan is currently being developed based upon the recommendation. Some examples of what will be included are addressing areas of technology infrastructure, communications, IT security, support, policies and procedures, budgeting, staffing, teaching and learning technologies, hardware and software standards, and applications. This plan would also develop priorities and timelines for phasing information technology projects over a period of five years.

What is the long-term plan/goal for PowerUp?

The one-to-one laptop program is a key component of HISD’s PowerUp initiative, which aims to transform teaching and learning throughout the district. By providing high school students with 24-hour access to a digital device, students can become the producers and evaluators of knowledge, not just consumers. The laptops allow them to locate, evaluate, and interpret information, as well as collaborate with others to engage in authentic, real-world tasks. The initiative was implemented across HISD high schools in three phases. Phase 1 (11 campuses) of the program began in spring 2014, Phase 2 (21 campuses) began in spring 2015, and Phase 3 (10 campuses) began in spring 2016. The computing devices have recently been refreshed with current models. In addition, Sprint has donated 17,000 Wi-Fi hotspots to students that have limited or do not have Internet access at home further enabling access to digital resources. It is our intention to continue to provide this valuable resource to our students and teachers in the PowerUp Initiative.

20-01-09-48

Is this PD necessary?

This training is needed to develop all management staff, from veteran managers to newly transitioned managers, on how to be a more effective leader. This training is primarily focused on managers in Business Operations but is available to all HISD departments. Specifically, this training is centered around "Discovery Full Circle" which is a tool that offers 360-degree feedback in a way that is positive and motivates people to take action to improve relationships and situations. We are working to position our team to be effective leaders in the district.
ITEM I.1 (CONTINUED)

How does this align to the Board's goals? HB3?
This indirectly is in alignment with all four Board Goals which are all related to student achievement. Managers in the Business Operations group do not work directly in the classroom but do have a direct impact on the student environment. This is part of our strategy to continuously invest in our team's ability to best serve all the students in the district.

20-07-11-01
What were your conversations like with communities?
Currently the Superintendent has had one meeting with student leaders from each high school, one meeting with community leaders, and one meeting with principals. Additional meetings are forthcoming. Conversations have been positive, and all stakeholders have expressed thankfulness for being heard and providing their input.

How are we going to address the root cause of why students have access to guns?
Houston ISD recognizes the need to provide socioemotional supports and resources to our students. We are aware of the need for additional counselors, social workers, and mental health specialists and are currently looking for solutions that include adding additional partnerships with non-profit organizations, universities, hospitals, and mental health institutions.

There is a total cost of 7,011,500 million dollars. Could monies be redirected for teacher compensation?
The ask for procurement project 20-07-11-01 is not to exceed $3,000,000, for the duration of the contract term.

ITEM I.5
What, if any, layers of protection/bond oversight would be provided for this next potential bond?
The additional layers of protection include having a more detailed budget process, leading up to the decisions on the inflation rates, forecasts of spend per project and what each miscellaneous line item will include on the budget documents before any of the work begins. The CFO will have to approve each line item and will ensure that Bond Fund Advisors agree with how we will sell the bonds, invest and spend from the forecast and allocation budget.
ITEM I.5 (CONTINUED)

How can we assure that every dollar will be accounted for and spent wisely?

As with our current process, every quarter the Bond and Finance teams present a detailed budget to show spend, by line item, and what remains for each project. Any realignment of funds can only be approved by the CFO and the COO for commitments beyond a project. The Interim CFO is working on developing the plan to be more directly involved with the budget process and monitoring of a future bond. The Internal Audit Department will continue to perform efficiency audits on all projects to ensure that spend aligns with program budgets and costs.

ITEM I.6

For the 2019-20 school year, was the state compensatory education (SCE) weight increased as approved at the June budget meeting and accordingly additional funds allocated to schools based on their numbers of economically disadvantaged students and at-risk students?

Yes, a memo was sent to Principals in July 2019 on the weight changes and the funds were provided to the campuses in August.

For the 2019-20 school year, was the English Language Learner (ELL) weight increased as approved at the June budget meeting and accordingly additional funds allocated to schools based on their numbers of ELL students?

Yes, a memo was sent to Principals in July 2019 on the weight changes and the funds were provided to the campuses in August.

What is our most recent estimate of additional HB 3 funding for HISD?

We are still around the original estimate of $135m in difference between HB3 and old law revenues.

What is our most recent estimate of additional HB 3 funding for HISD?

The district had an adopted 2019-2020 budget which had offsetting expenditures for items such as the salary package, health insurance, state compensatory and bilingual funding mentioned in the above questions, property insurance and other budget increases. All the general fund budget changes can be found in the executive summary section of the budget book at https://www.houstonisd.org/Page/178768
ITEM I.6 (CONTINUED)

What was the monies HISD got back from HB3?
The projected amount is still projected around $135 million and won’t be final until September 2020. The district spent those funds primarily on salaries, health insurance and HB3 compliance. The full list of increases and decreases can be found in the executive summary of the 2019-2020 budget book at https://www.houstonisd.org/Page/178768.

What does recapture look like for the next 5 years?
Our current projections which have a 6% roll value growth increase and flat enrollment show excess revenue (old recapture) payments at about $70 million in 2020-2021 moving to about $150 million in 2023-2024. This number changes as student counts and property value growth changes.

ITEM J.1

Could we remove the RIFS for hard to staff positions (i.e. Bilingual, Math, Etc.)?
Yes, the agenda item does state “Employees currently assigned in critical shortage areas will not be subject to a reduction in force; however, they may be displaced from their current assignment to a different assignment within the district. Critical shortage areas that remain a district priority are as follows: English as a Second Language (ESL), secondary math 7-12, secondary sciences 7-12, secondary English 7-12, bilingual education, and special education critical shortage areas, limited to autism, behavior support classroom (BSC), behavior class instructor, life skills, deaf education, and preschool program for children with disabilities (PPCD).

ITEM J.2

K-8 Librarian, Nurse, Band: Concerned regarding Domino effect in possible loss of these positions in Elementary schools and Band in feeder High Schools with Music Programs (If I’m reading this correctly).
For the last two years, HR and the Schools Office worked collaboratively to place all displaced employees. Only two employees were taken to the Board last year for termination due to Reduction in Force.
ITEM K.1

The Legislative Budget Board’s (LBB) recommendation that the District adopt multi-year charter school performance contracts is echoed by the National Association of Charter School Authorizers (NACSA). The NACSO model charter school contract also provides the option for a multi-year term. Multi-year contracts provide stability for the schools, as well as for the students, families, and employees impacted.

They create the expectation that the school will operate on more than a year to year basis. Multi-year contracts also make possible long-range planning for facilities, academic offerings, staffing and programming. Financial relationships with banking institutions are made easier when there is a contract in place assuring continued funding, so long as the terms of the contract are met.

Under the proposed policy, HISD will have safeguards that protect the district’s right to revoke the charter, terminate the performance contract, or place a charter school on probation if the academic and operational expectations of the district are not met. Continual monitoring of charter schools will be provided by the administration. Annual evaluations of school performance and a financial audit by a certified public accountant will be presented to the Board. The LBB has recommended that the multi-year term should be for five years. This would provide the district with time to provide support to schools that need it and measure the progress. For schools performing at standards, a five-year term provides the opportunity to plan for the future of the school.

If this policy change is approved, what will be the process and timeline for transitioning existing charter schools? If this change is approved, when would charters for the 2020-21 school year be reviewed by the board?

Currently, charter schools are completing year two of a three-year contract. The contract term began with the 2018-2019 school year and extends through the end of the 2020-2021 school year. Notwithstanding the multi-year status, the charter school contracts are brought forward for board approval each year seeking funding authorization for the next school year. The administration will bring forward the names of charters recommended for funding for the 2020-2021 school year at the April board meeting.

At the April board meeting the administration also will be seeking approval of an amendment to the current multi-year contracts to add new performance metrics for the final year of the current contracts. The board will receive information on the academic and operational performance of each school for the previous school year during the April meeting, as well.
ITEM K.1 (CONTINUED)

If this policy change is approved, what will be the process and timeline for transitioning existing charter schools? If this change is approved, when would charters for the 2020-21 school year be reviewed by the board? (Continued)

If the proposed policy revisions to EL (LOCAL) are adopted by the board, the administration will move forward to prepare the charter schools for the requirements of the revised policy. The administration anticipates fully implementing the proposed policy revisions in the 2021-2022 school year.