FRIENDS OF ENERGY INSTITUTE

Board Packet

BOARD OF DIRECTORS

SPECIAL MEETING

October 7, 2026

4:30 PM

3501 Southmore Blvd,
BP Hub, First Floor
Houston, Texas 77004

NOTICE OF A SPECIAL MEETING
OF THE BOARD OF DIRECTORS
Energy Institute High School

October 7, 2026

Notice is hereby given that a Special Meeting of the Board of the Directors of Friends of Energy Institute High School will be held on Wednesday, October 7, 2026 at 4:30 PM, 3501 Southmore Blvd, BP Hub, First Floor, Houston, Texas 77004. The items listed in this notice may be considered in any order at the discretion of the Chair or Board and items listed for closed session discussion may be discussed and/or approved in open session and vice versa as permitted by law.

I. Call to Order

II. Hearing of the Citizens

III. School Leadership Report

IV. Treasurer Report

III. Agenda

1. Approve HISD Amendment to 1882 Contract
2. Approve Executive Director Offer Letter and Agreement

VII. Adjournment to closed or executive session pursuant to Texas Government Code Sections 551.071; 551.072 and 551.074, the Open Meetings Act, for the following purposes:

A. Legal Matters

Consultation with legal counsel concerning pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

1. Discussion HISD Amendment to 1882 Contract

B. Personnel Matters

Deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

2. Discuss Executive Director Offer Letter and Agreement

VIII. Additional Closed or Executive Session Authority:

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any items included in this Notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this Notice or as soon after the commencement of the meeting covered by the Notice as the Board may conveniently meet in such closed or executive meeting or session concerning:

Section 551.071 - For the purpose of a private consultation with the Board's attorney about pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

Section 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation to the System if deliberation in an open meeting would have a detrimental effect on the position of the System in negotiations with a third person.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

Section 551.076 - To consider the deployment, or specific occasions for implementation of security personnel or devices, or a security audit.

Section 551.082 - For the purpose of considering discipline of a student or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing, unless an open hearing is requested in writing by a parent or guardian of the student or by the employee against whom the complaint is brought.

Section 551.084 - For the purpose of excluding a witness or witnesses in an investigation from a hearing during examination of another witness in the investigation. Should any final action, final decision, or final vote be required in the opinion of the Board with

regard to any matter considered in such closed or executive meeting or session, then such final action, final decision, or final vote shall be at either:

A. The open meeting covered by this Notice upon the reconvening of the public meeting, or

B. At a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

IX. Reconvene in Open Meeting

X. Adjournment

CERTIFICATE OF POSTING OR GIVING NOTICE

On this 2nd day of October, this Notice was posted at a place convenient to the public and readily accessible at all times to the general public at the following locations: (1) the Energy Institute High School, 3501 Southmore Blvd., Front Door, Houston, Texas 77004 and (2) the Energy Institute High School's website: https://energyinst.houstonisd.org/ and is also linked on the FOE website: https://www.friendsofenergy.org/.

Posted By:

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Lori Lambropoulos
Executive Director
Friends of Energy Institute Inc.

III. School Leadership Report

Recommendation:

Report on school - hard copies provided

Main topics:

Enrollment/Attendance, Review Energy School Profile, TES Teacher/Leader Appraisal process, Fall Events

Fiscal Impact:

Enrollment and attendance are a financial metric used three times a year

OCTOBER SCHOOL LEADERSHIP REPORT

Energy Institute High School SB 1882 Operating Partner Report

Summary: As Energy Institute High School concludes its initial 8 week operating window for the 2026-2027 school year, this report details enrollment, attendance, staffing updates, the Energy Profile document, October happenings and teacher appraisal process.

1. Enrollment & PEIMS Snapshot Readiness

October serves as the financial baseline month for Texas public schools due to the upcoming Public Education Information Management System (PEIMS) Snapshot. Accurate counts directly determine our weighted funding allotments.

Category	Projected	Current Actual	Status
Total Student Enrollment	720	694	-26 (Below)
Special Education (SPED)	Approx. 6%	12% (86 students)	high
504	Approx. 15%	22% (150 students)	high
Emergent Bilingual (EB)	Approx. 5%	4% (28 students)	low
Economically Disadvantaged	Approx. 50%	End of October	decrease
Males	Approx. 65%	68% (472 students)	same
Females	Approx. 40%	32% (220 students)	decrease
(See ethnic breakdown in school profile)			

2. Average Daily Attendance (ADA) Tracker

- **Current Campus ADA:** 97.1% (Contract Minimum Target: 95.0%).

3. Staffing and Human Capital

As an 1882 operating partner, sole personnel authority allows us to recruit, deploy, and retain high-performing instructional talent tailored explicitly to our unique project-based engineering and technology model.

- **Current Instructional Staffing Level: 100% Fully Staffed**. Spanish teacher came on board two weeks ago. We have hired our registrar and began on October 5th.
- **Added Staff for 2026-2027:**

College Access Coordinator – Full time

Tech Customer Service Rep – Full time

Dean (similar to AP role) – Full time

Testing Coordinator (Teacher Specialist) – Full time

Spanish Teacher – Full time

4. School Happenings in October

September 28: TACRAO College Fair | 9:00a - 11:00a
October 6: Freshman Parent Meeting | 6:00p - 7:30p
October 9: Staff Professional Development - Student Holiday

5. Review Energy Profile 2026 - hard copy provided

6. Review TES (teacher appraisal) Information – Liz Harris, Principal

HOUSTON ISD SCHOOL DISTRICT

PROFILE

ENERGY INSTITUTE

CEEB Code 445740

3501 Southmore Blvd. Houston, Texas 77004 | 713-802-5830 | www.energyhigh.org

ADMINISTRATIVE TEAM

Principal
Elizabeth Harris
Elizabeth.Harris@houstonisd.org

Assistant Principals
Nicholas Champion
Nicholas.Champion@houstonisd.org

Lauren Garcia
LgarciS@houstonisd.org

Noelle MacGregor
nmacgreg@houstonisd.org

College Success Advisor
Emily Contreras
Emily.Contreras@houstonisd.org

504 Coordinator
Joel Welch
Joel.Welch@houstonisd.org

Special Education Coordinator
Bill Throckmorton
Elizabeth.Throckmorton@houstonisd.org

ENERGY AT A GLANCE

Enrollment		Demographics	
Grade 10:	167	Asian:	6%
Grade 11:	156	Black:	22%
Grade 10:	174	White:	27%
Grade 9:	171	Hispanic:	43%
Total:	669	Other:	2%

Free/Reduced Lunch: 69%

SPECIAL PROGRAMS

Energy Institute High School is a Magnet school that offers a four-year strand of Project Lead the Way Engineering courses including Introduction to Engineering Design, Engineering Science, Environmental Sustainability and a capstone Engineering Design and Development course. Energy partners with industry professionals to provide energy training, students with field experiences, competitions, project mentors, guest speakers and externship opportunities. Energy Institute was the first school named the 2012 Offshore Technology Conference (OTC) Charity of the Year. During the 2012-2013 school year, Energy students were the first students invited to present their pilot project ideas and research during an OTC luncheon. Students have attended and presented in various professional conferences. Industry professionals support students in different capacities throughout their projects by being mentors and subject matter experts. 100% of our graduates fulfill the requirements to be deemed College and Career Ready with 89% of students earning a professional certification.

OUR SCHOOL

Energy Institute High School is a full Magnet program within Houston ISD that is the first of its kind in the nation focused on preparing students for careers in the energy industry. Energy Institute also offers full implementation of project-based learning which allows students to hone their corporate soft skills along with classroom knowledge. Energy Institute was awarded the Merit School of Excellence Award for being a premier Magnet school with the Magnet Schools of America for multiple years. The school opened its doors to two hundred 9th grade students in the 2013-2014 school year and graduated its first class in 2017. Energy Institute offers seats to 150-200 9th grade students each year who have a love for science, technology, math and engineering. Energy Institute works closely with the non-profit, Friends of Energy, to continue to grow our programs and opportunities for students.

OUR MISSION

Energy Institute High School's mission is to bring unique, rigorous academic opportunities to students who have a strong disposition for STEM related curriculum and careers in the energy industry to produce a highly prepared global graduate with high STEM academic achievements and advanced leadership and workforce skills. Energy Institute fully implements project-based learning by merging four core courses (English, Social Studies, Science, and Engineering) to solve high interest global problems. At Energy, students use real technology and dynamic corporate partnerships to simulate real work team environments that capitalize on developing a global graduate. Energy Institute believes that practicing these skills creates "a different kind of kid" - a superhero student who has an edge over their same age peers.

OUR PARTNERS

BP
Chevron
ExxonMobil
Hess
KPMG
Shell
Lyondell Basell
Schlumberger
Chevron
Phillips 66
TSKC
Woodside Energy
Discovery
Emerge

COLLEGE TESTING RESULTS

SAT Score Summary

Mean SAT score	1120
Critical Reading	560
Math	560

*These scores are above district, state, and national SAT average scores.

AP Results for EHS

Energy Institute received Platinum level AP School Honor Roll Recognition for reaching the following:

- 60% or more of the graduating cohort took at least one AP exam during high school.
- 33% or more of the graduating cohort scored a 3 or higher on at least one AP exam.
- 12% or more of the graduating cohort took five or more AP exams, with at least one taken in 9th or 12th grade.

Energy students took 1235 AP exams in 2015. Sixty nine percent of students earned a three or higher on an AP exam. This is a 23% increase over the past four years.

POST GRADUATION DATA

Post Graduation Plans for the Class of 2015

4 Year College:	79%
2 Year College:	20%
Military:	0%
Trade:	1.0%

The Class of 2015 was our tenth graduating class. Over the past 10 years, approximately 72% of students are accepted at a four-year college and 23% are accepted at two-year colleges. Below is a sampling of colleges that have accepted Energy students:



ENERGY INSTITUTE

GRADUATION REQUIREMENTS

Energy students are required to earn 26 credits to graduate on the Distinguished Program with endorsements. Each Energy student should earn the STEM and Multidisciplinary endorsements with their assigned courses. Students also have the option to earn the Arts and Humanities endorsement. All students at Energy complete four years of engineering coursework including Principles of Manufacturing and four years of GT Interdisciplinary Studies as part of their elective credits.

English	4.0	Government	0.5	Electives: 2.0
Mathematics	4.0	Economics	0.5	
Science	4.0	Physical Education	1.0	
Fine Arts	1.0	Health	0.5	
Social Studies	3.0	World Language	2.0	

In addition, students must pass the exit-level state standardized test, the State of Texas Assessments of Academic Readiness (STAAR) test.

HONORS, PRE-AP, ADVANCED PLACEMENT COURSES

Energy Institute offers 12 Honors Pre-AP courses and 22 AP courses. Students are also required to take a Project Lead the Way (PLTW) course each year, which is rigorous coursework through not an official advanced course. Students are permitted to take up to six credits outside of Energy Institute through HCC Dual Credit or other TEA approved high school programs. Below are the advanced courses that have been offered to the class of 2021.

AP African American Studies
AP Art History
AP Biology
AP Business
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Computer Science Principles
AP English Language
AP English Literature
AP Environmental Science
AP Government
AP Human Geography
AP Macro Economics
AP Pre-Calculus
AP Psychology
AP Research (Coded as PAS in PEIMS)
AP Seminar (Coded as PAS in PEIMS)
AP Statistics
AP US History
AP World History
GT Int Studies 9-12
PLTW Algebra 1
PLTW Algebra 2
PLTW Biology
PLTW Chemistry
PLTW Computer Science 1
PLTW English 1
PLTW Math 3
PLTW Physics
PLTW World Geography

Approximately 15-20% of the senior class participates in a half-day STEM internship during their senior year. Students earn three credits for the program and do not participate in the senior Project Lead the Way course or GT Interdisciplinary Studies 4. A sample of the partner companies include CareerPoint Energy, TORO Labs, Houston Museum of Natural Science, Houston Methodist Hospital, Kinder Morgan, Marathon Oil, Worldwide Oilfield Machine, and Genesis Works. The three credits students earn are not advanced credits, but the program is a rigorous one with high expectations where students are producing real world products and solving real world problems for their employers.

ACHIEVEMENTS/ACKNOWLEDGEMENTS

Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus each of the following:

- A fourth credit in math, which must include Algebra II
- A fourth credit in science
- The requirements of at least one endorsement

Energy requires all students to work towards the distinguished level of achievement.

Performance Acknowledgements

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or above
- Outstanding performance on the PSAT, SAT, or ACT
- Completion of at least 12 hours of college coursework with final grades of A or B (3.0 GPA or above)
- Bilingualism or biliteracy
- Earning a state, nationally or internationally recognized business or industry certification or license

RANK AND GPA

Energy Institute ranks its students based on their weighted grade point average. The GPA is weighted on a 6.0 scale and it is cumulative starting from ninth grade. Students who have earned high school credits in middle school have the credits listed on their transcripts, but they do not factor into their GPA. The grading scale and GPA breakdown for the Class of 2016 are below.

Letter Grade	Numerical Range	Regular	Advanced
A	90-100	4.0	6.0
B	80-89	3.0	6.0
C	75-79	2.0	3.0
D	70-74	1.0	3.0
F	0-69	0.0	0.0

Class of 2020 GPA breakdown

Segment	GPA Min.
Top 10%	4.7
1st Quartile	4.4
2nd Quartile	4.09
3rd Quartile	3.9

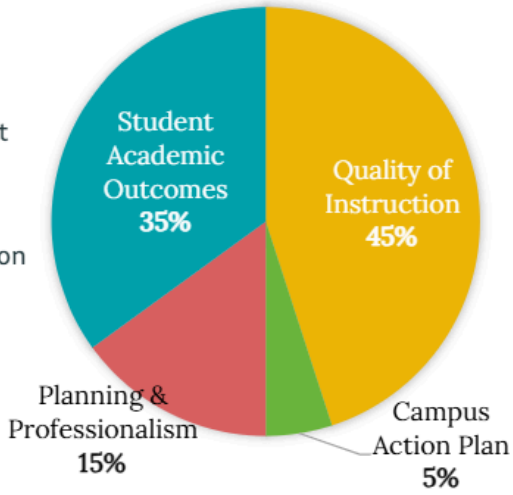
Thank you for considering our students for admissions at your university. If you have any follow-up questions about an applicant from Energy Institute, please feel free to reach out to the College Advisor or any of the Assistant Principals and we can get you connected to the correct administrator to speak on behalf of the student.

TES AT-A-GLANCE

The Teacher Excellence System (TES) is HISD's teacher evaluation framework. TES is designed to:

- Measure instructional effectiveness
- Evaluate the impact teachers have on student learning
- Promote professional growth and continuous improvement
- Support a high-performance culture focused on excellent outcomes for every student

TES combines evidence from classroom practice, student outcomes, professionalism, and campus performance to create a comprehensive picture of teacher effectiveness.



TES Components

A teacher's summative rating is based on four components worth a total of 100 points.

1. Quality of Instruction
2. Student Achievement Outcomes
3. Planning and Professionalism
4. Campus Action Plan

Component	Component Data Source
Quality of Instruction	September – May spot observation data
	45-minute observation data *For new to HISD, previous year Prog I/II, and opt-in teachers, only*
Student Achievement Outcomes	Middle-of-Year (MOY) metric(s) points earned from Semester 1 student assessment
	End-of-Year (EOY) metric(s) points earned from Semester 2 or year-long student assessment data
Planning & Professionalism	Points earned on Planning & Professionalism rubric at EOY: • Instructional Planning and/or Internalization (8 pts) • High Performance Culture (3 pts) • Professional Expectations (4 pts)
Campus Action Plan	Shared school-wide performance on six indicators of success outlined in campus action plan

SY26-27 Specialty Spot Observation Form: Inquiry Project-Based

Teacher:			Campus:
Grade Level:	Content:	Time:	Observer:

U = Unsatisfactory **P = Partially Effective** **M = Mostly Effective**

FOCUS AREA

Teachers earning any zeros, or more than one partially effective, in the focus area are capped at a Progressing I

PLANNING	U	P	M
Teach to the DOL: Teacher has internalized the DOL/ exit ticket during planning, anticipated misconceptions and adjusted materials accordingly. *(Some examples of strong internalization include, but are not limited to, knowledge of the slides or materials, fluid delivery, anticipated misconceptions, purposeful plans for at-bats, rigorous questioning aligned to objective.)* Teacher intentionally threads the lesson objective throughout the lesson. Proper internalization also ensures instructional activities/deliverables are task-specific applications of the lesson's learning objective that demonstrates mastery e.g. answer to inquiry question). Students may have choice flexibility in how they create their end product (e.g., video, written response, visual representation, etc.) End product may not be finished in one class period but teacher must have some way to measure progress toward end product at the end of each period.	0	0.5	1
INSTRUCTION	**U**	**P**	**M**
Pick up the pace: Teacher moves students steadily and purposefully toward independent mastery. Transitions and routines support a learning environment that allows for maximized instructional time. Timing, routines, and transitions support sustained engagement and allow students to make meaningful progress toward understanding or project outcomes. Pacing should reflect the demands of the task (e.g., deeper exploration vs. skill practice).	0	1	2
Engagement strategies (listening and speaking): All students engage in meaningful, challenging, real-world content with their peers through listening, thinking, and speaking. **Ex: Pair and Share.** For full points, students should actively process and communicate their thinking through discussion, writing, collaboration, and/or creation during the listen and speaking activity. Tasks require analysis, reasoning, and justification to support the development of skills such as communication, critical thinking, collaboration, and responsible decision-making to receive full points.	0	0.5	1
Discipline-specific skills practice: Students are actively engaged in demonstrating and refining discipline-specific skills through practice, performance, or application aligned to lesson objectives. Students interact purposefully with content; Students interact with texts, data, or problems using strategies that support deeper understanding and meaning-making aligned to the task. Strategies may include, but are not limited to, annotation, questioning, discussion, modeling, analysis of examples, representation (visual, written, or symbolic), and application to new or authentic contexts.	0	1	2
Focus Area Subtotal:			

PLANNING	U	P	M
Teach at grade level: Students have a clear lesson objective. Lesson materials and activities are aligned to the objective and to state standards. Lesson objectives are centered around rigorous inquiry and/or future-ready skills aligned to Global Graduate outcomes (e.g., critical thinking, communication, collaboration, and responsible decision-making).	0	0.5	1
Use exemplars: Teacher plans and embeds concrete examples/exemplars of desired student responses or products to support student understanding of what success looks like. Exemplar may be substituted for pre-planned objective-aligned rubric or criteria for success to evaluate different types of products for mastery. Rubric is accessible to and referenced by students as they work toward mastery.	0	0.5	1
INSTRUCTION	**U**	**P**	**M**
Get to the objective: Teacher focuses core instruction on mastery of the planned objective. Teacher gets to the objective quickly and remains focused on the objective throughout the lesson. Lesson may begin with a student exploration of the inquiry question to derive knowledge and skills on their own vs. the teacher modeling of knowledge and skills.	0	1	2
Stamp key points: Teacher consistently stamps key learning points throughout the lesson – during and/or after student engagement opportunities and/or instructional transitions. Stamping key points includes intentionally connecting key ideas throughout the lesson to broader concepts, other disciplines, and real-world contexts. Connections may be made through discussion, student work, questioning, reflection, or application tasks.	0	0.5	1
Provide multiple opportunities: Teacher provides student with multiple opportunities/at bats to practice skills aligned to the objective. In inquiry/project-based courses, students should have multiple, varied opportunities to develop and refine their thinking or products. Feedback cycles (self, peer, or teacher) support improvement aligned to clear success criteria count as appropriate opportunities. Opportunities should support the development of persistence, goal-setting, and ownership of learning.	0	0.5	1
Scaffolds: Teacher scaffolds instruction proactively and in response to student misunderstanding as needed. Teacher utilizes visuals, sentence stems, gestures, and/or other supports for all students and special populations. Scaffolds are intentional such that they are aligned to objective/support student mastery. Supports are to ensure access and challenge for all learners. Scaffolds should gradually release responsibility and encourage increasing levels of independence.	0	0.5	1
Use students answers and questions: Teacher utilizes student answers and questions to reinforce key ideas and/or correct misconceptions. Student voice, choice, and inquiry should drive teacher interactions. Teacher dialogue may be with an individual student, student groups, or whole class.	0	0.5	1
Monitor and adjust: Teacher monitors student progress throughout the lesson and adjusts accordingly based on collected data. The teacher gathers evidence of student learning throughout the lesson and adjusts instruction, support, or task design to move students forward. The teacher strategically circulates to monitor and assess progress and ask guiding questions. Monitoring may vary in length, as each student may be working on a different product or in a different stage of their project work. Feedback should be aligned to rubric/success criteria.	0	1	2
CLASSROOM CULTURE	**U**	**P**	**M**
Learning environment: The classroom is organized, safe, and respectful to support student learning and positive interactions.	0	0.5	1
Reinforce and redirect: The teacher reinforces positive behaviors and/or intercepts misbehavior without disruption to lesson momentum.	0	0.5	1
Other Specialty Spot Considerations			
Students engage in 6-9 week projects either through interdisciplined or single-subjects (Math). Please ensure spots are not conducted during the launch of a project (e.g., time in which teacher is explaining the project).			

Note: Teachers earning any zeros, or more than one partially effective, in the focus area are capped at a Progressing I spot observation proficiency label, regardless of final score.

Total Points:

Q1 reference: Spot score/proficiency label distribution based on EOY SY2526 data.

Unsat	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary
0.0 - 7.0	7.5 - 10.0	10.5 - 12.5	13.0 - 15.0	15.5 - 16.5	17.0 - 18.0

TES Student Academic Outcome Groups 26-27

SAO Group	Performance Indicators	Aligned Courses	Assessment Window & Resources
A *No change from SY25-26*	**Assessed with NWEA MAP Platform** • Student growth from BOY to MOY on NWEA MAP • Student growth from MOY to EOY on NWEA MAP • Student's national achievement percentile on NWEA MAP @ EOY	K – 8th Math 2nd – 8th ELA 2nd – 8th Science HS Biology HS Geometry	**BOY:** 08/18/2026 - 08/28/2026 **MOY:** K-8 01/12/2027 - 01/22/2027 Bio/Geo 01/25/2027 - 01/28/2027 **EOY:** K-8 05/11/2027 - 05/21/2027 Bio/Geo 05/17/2027 - 05/21/2027 Access: Clever Platform Navigation | Administration Guidance
B *No change from SY25-26*	**Assessed with DIBELS Platform** • Student growth from BOY to MOY on DIBELS • Student growth from MOY to EOY on DIBELS	K – 1st ELA	**BOY:** 08/17/2026 - 09/18/2026 **MOY:** 01/06/2027 - 01/29/2027 **EOY:** 04/19/2026 - 05/10/2027 Access: Clever Platform Navigation | Administration Guidance
C *No change from SY25-26*	**Assessed with state's Cambium Platform** • Student growth from last year's EOY STAAR to current year's MOY STAAR Interim • Student growth from last year's EOY STAAR to current year's EOY STAAR • Student "Meets" performance on STAAR @ EOY	Algebra I English I English II STAAR Interim - STAAR.xlsx	**BOY:** N/A **MOY:** 01/20/2027 - 01/28/2027 **EOY:** 04/08/2027, 04/13/2027, 04/27/2027 Access: Direct link to Cambium login Platform Navigation | Administration Guidance

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TES Student Academic Outcome Groups 26-27

Group	Performance Indicators	Aligned Courses	Assessment Window & Resources
D *Updated courses for SY26-27*	**Assessed with OnTrack Platform** • Student performance on District Summative Assessment (DSA) @ MOY • Student growth from BOY District common assessment to EOY District Summative Assessment (DSA)	JROTC, Advance Quantitative Reasoning, AI Foundations, Art of Thinking, Health, Creative Writing, Environmental Systems, Spanish I, Literary Genres, Practical Writing Skills, Psychology, Sociology OnTrack DSA.xlsx	**BOY:** 09/08/2026 - 09/14/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 05/17/2027 - 05/27/2027 Access: Clever Platform Navigation | Administration Guidance
	Assessed with Progress Learning Platform • Student performance on District Summative Assessment (DSA) @ MOY • Student growth from BOY District common assessment to EOY District Summative Assessment (DSA)	Grade 1 Science, Grades 1-12 Social Studies, Algebra 2, Algebraic Reasoning, Chemistry, English III, English IV, Physics, Integrated Physics and Chemistry, Economics, Statistics, Precalculus, Progress Learning.xlsx	**BOY:** 09/08/2026 - 09/14/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 05/17/2027 - 05/27/2027 Access: Direct link to Progress Learning login Platform Navigation | Administration Guidance
	Assessed with Avant STAMP Platform • Student performance on District LOTE common assessment @ MOY • Student growth from BOY to EOY on Avant STAMP assessment	Languages Other than English (except Spanish I) See Advanced Academics Assessment Tracker	**BOY:** 09/14/2026 - 09/25/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 05/10/2027 - 05/21/2027 Access: Clever Platform Navigation | Administration Guidance
	Assessed with CodeHS Platform • Student performance on District computer science common assessment @ MOY • Student growth from BOY to EOY on CodeHS assessment	Computer Science (Non-AP, Non-IB)	**BOY:** 08/31/2026 - 09/04/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 05/17/2027 - 05/21/2027 Access: codehs.com Platform Navigation | Administration Guidance

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TES Student Academic Outcome Groups 26-27

F *Updated courses for SY26-27*	**Assessed by District-Approved Rubric** • Student performance on Semester 1 SLO using District Task/Rubric • Student performance on Semester 2 SLO using District Task/Rubric	International Baccalaureate (IB), *except IB World Languages* Group F SLO (Former Progress Learning).xlsx All other courses not explicitly stated, *including CTE courses not in group J.*	BOY: **MOY:** 12/10/2026 - 12/18/2026 EOY: Platform Navigation | Administration Guidance

G **NEW**	**Assessed with Fitness Gram** • Student performance on PACER subtest at MOY • Student growth from BOY to EOY on pacer subtest	Grades 3-8 and High School Physical Education See Fine Arts/PE Assessment Tracker	**BOY:** 08/31/2026 - 10/02/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 04/26/2027 - 05/28/2027 Platform Navigation for BOY (OnTrack)| Administration Guidance
	Assessed with MusicFirst • Student performance on course-specific common assessment @ MOY • Student growth from BOY to EOY on course-specific common assessment.	K-12 Fine Arts See Fine Arts/PE Assessment Tracker	**BOY:** 09/14/2026 - 09/25/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 05/10/2027 - 05/21/2027 Platform Navigation | Administration Guidance
H **NEW**	**Assessed with Unique Learning Progress Monitoring Tools** • Student growth from BOY to MOY on course-specific benchmark assessment. • Student growth from BOY to EOY on course-specific benchmark assessment.	Special Education – ALT courses 2026-27 HISD Master Schedule Guidebook Pg 41-48	**BOY:** 08/25/2026 - 09/25/2026 **EOY:** 05/03/2027 - 05/28/2027 Platform Navigation | Administration Guidance
J **NEW**	**Assessed with YouScience Platform** • Student performance on CTE course-specific common assessment @ MOY • Student growth from BOY to EOY on CTE course-specific common assessment	See CTE Course Assessment Table	**BOY:** 09/08/2026 - 09/14/2026 **MOY:** 12/10/2026 - 12/18/2026 **EOY:** 05/17/2027 - 05/21/2027 you science Access: Clever Platform Navigation | Administration Guidance

TES Student Academic Outcome Groups 26-27

K **NEW** *(Formerly Group E_Pre-K)*	**Assessed in CIRCLE** • Student growth from BOY to MOY on CIRCLE Literacy and Math subtests • Student growth from MOY to EOY on CIRCLE Literacy and Math subtests	Pre-K	**BOY:** 08/31/2026 - 10/01/2026 **MOY:** 01/06/2027 - 01/28/2027 **EOY:** 04/14/2027 - 05/14/2027 cli engage CLI Engage Access: Clever Platform Navigation | Administration Guidance

HISD | **Performance Management**

VALUING EMPLOYEES, UPHOLDING STANDARDS

Planning: Instructional Planning and/or Internalization *These indicators are designed to assess the actions teachers take prior to instructional delivery, which may include, but is not limited to, lesson internalization in PLCs and/or other planning conferences and/or deliverables.*				
	Key Indicators	0.0	0.5	1.0
Plan for Alignment	**Standards Alignment**	The teacher is **inconsistent** with ensuring alignment between instructional materials and state standards.	The teacher ensures alignment between instructional materials and state standards **some** of the time.	The teacher **consistently** plans to ensure alignment between instructional materials (including assessments) and state standards.
	Lesson Objectives Alignment	The teacher is **inconsistent** with ensuring instructional activities are aligned to the lesson objective.	The teacher ensures instructional activities in the lesson are aligned to the lesson objective **some** of the time.	The teacher **consistently** plans to ensure **all** instructional activities align to the lesson objective.
Plan for Delivery	**Planning for Pacing and At-Bats**	The teacher **rarely or never** plans for pacing that gets to objective quickly and allows for multiple at-bats.	The teacher plans for pacing that gets to objective quickly and allows for multiple at-bats **some** of the time.	The teacher **consistently** plans for pacing that gets to objective quickly and allows for multiple at-bats.
	Planning for Misconceptions	The teacher **rarely or never** identifies common student misconceptions ahead of the lesson.	The teacher identifies common student misconceptions **some** of the time ahead of the lesson.	The teacher identifies common student misconceptions **and** pre-plans targeted instructional moves to address them **most** of the time ahead of the lesson.
	Planning to Meet Diverse Needs	The teacher **rarely or never** plans to differentiate and/or scaffold instruction for specified student groups.	The teacher finds opportunities to differentiate and/or scaffold instruction for specified student groups **some of the time.**	The teacher **consistently** plans opportunities to differentiate and/or scaffold instruction for specified student groups.
	Reflective Planning	The teacher **rarely or never** uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.	The teacher **occasionally** uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.	The teacher **consistently** uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.
Plan for Response	**Intervention**	The teacher **does not** utilize district-required and/or other high-quality intervention and/or digital resources.	The teacher **inconsistently** utilizes district-required and/or other high-quality intervention and/or digital resources.	The teacher **consistently** utilizes district-required and/or other high-quality intervention and/or digital resources.
	Plans for Student Ownership	The teacher **rarely or never** plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher **inconsistently** plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher **consistently** plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).

HISD | **Performance Management**

VALUING EMPLOYEES, UPHOLDING STANDARDS

Professionalism: High-Performance Culture			
Key Indicators	**0.0**	**0.5**	**1.0**
Campus Culture Participation	The teacher **rarely** contributes to a positive school culture.	The teacher contributes to a positive school culture **most** of the time.	The teacher **consistently and productively** contributes to a positive school culture **and** operates in alignment with the goals outlined in the Campus Action Plan.
Growth Mindset	The teacher **rarely or never** approaches challenges with persistence and effort, **and/or struggles** to see challenges as opportunities to learn.	The teacher approaches challenges with persistence and effort or sees challenges as opportunities to learn **most** of the time.	The teacher **consistently** approaches challenges with persistence and effort **and** sees challenges as opportunities to learn.
Response to Feedback	The teacher **struggles** to consistently engage in meaningful, **and/or** productive discussions about feedback.	The teacher engages in meaningful, productive discussions about feedback **most** of the time.	The teacher **consistently** engages in meaningful, productive discussions about feedback **and** proactively seeks it.
Professionalism: Expectations			
Key Indicators	**0.0**	**0.5**	**1.0**
Timeliness	The teacher is **inconsistent** with timeliness to work **and/or** scheduled meetings.	The teacher is **typically** on time for work and scheduled meetings, with some rare exceptions.	The teacher is **consistently** on time for work **and** all scheduled meetings.
Attendance	The teacher is **inconsistent** in adhering to attendance requirements and rules.	The teacher **typically** adheres to attendance requirements and rules.	The teacher **consistently** adheres to the attendance requirements and rules.
Adherence to Deadlines	The teacher **struggles** to meet deadlines set by their supervisor(s) **and/or** district.	The teacher meets deadlines set by their supervisor(s) and district **most of the time.**	The teacher **consistently** meets deadlines set by their supervisor(s) and district.
Respectful Workplace Behaviors	The teacher **struggles** to model respect for others when interacting with students, parents, staff, **and/or** the community.	The teacher models respect for others when interacting with students, parents, staff, and the community **with some coaching.**	The teacher **consistently** models respect for others when interacting with students, parents, staff, and the community **without or with limited coaching.**

IV. Treasurer Report

Recommendation:

Basic Spending Report

Main topics:

Bottom Line with report on activity in September

Fiscal Impact:

n/a

1. Approve HISD Amendment to 1882 Contract

Recommendation:

Review the document - hard copy provided. Discuss adjustments in amendment to 1882 contract.

Main topics:

Discuss adjustments in amendment to 1882 contract.

Fiscal Impact:

20% of 1882, utilities line item added, opt out clause needs clarification

First Amendment to 1882 Level 5 Contract between Houston Independent School District and Friends of Energy

This First Amendment ("Amendment") to the Agreement Between Houston D School District ("HISD") and Friends of Energy ("Agreement") is made and entered into by and between Houston Independent School District ("District") a public independent school district and political subdivision of the State of Texas and Friends of Energy, a 501(c)(3) and is effective as of 10/1/2026. The Superintendent and the District are referred to collectively herein as the "Parties."

WHEREAS the Parties entered into a contract effective March 31, 2026;

NOW, THEREFORE, for good and valuable consideration, the mutual receipt and legal sufficiency of which are hereby acknowledged, the Parties agree as follows:

Whereas the Houston Independent School District and Friends of Energy are working together to implement this new initiative granting greater autonomy to high-performing schools and anticipate that contract terms, financial amounts, and business rules may require adjustment to achieve the stated purpose and each party hereby agrees to conduct any negotiations in good faith to ensure the success of the joint venture.

Amendments:

1. **Disbursements of funds owed to the OP**. Beginning with the 2027–2028 school year, HISD will estimate the total revenue owed to the OP before 1 July of every year. Payments will be made monthly, generally in installments representing approximately one-twelfth of the estimated annual allocation, with the first payment made no later than the 15th of July and by the 15th of the month thereafter. For the 2026–2027 school year, HISD will establish the OP's estimated annual allocation following execution of this amendment and will reconcile payments already made or owed so that subsequent monthly payments reflect the OP's estimated annual allocation for the year.

2. **Indirect cost.** Paragraph 47 (d), entitled *Administrative Fee* is deleted in its entirety and replaced with the following language:

   "Indirect Cost." The indirect costs withheld from the OP will be 5% of the base allotment (general fund budget). The Term Administrative Cost is amended to indirect cost

3. **The Agreement is amended to delete paragraph 47(c) in its entirety. The Parties understand and agree that the OP's election of the state funding calculation budget means the OP would have already received funds for items previously designated "opt-out." Only two types of services remain in the Agreement: Required Services and Optional Services.** Paragraph 90 is amended to read:

   Payment to OP. It is the intent of this Agreement to ensure the OP can operate the School throughout the term of this Agreement with a reasonable per-pupil amount of funding based on all federal, state, and local funds earned by the campus. Therefore, District shall remit to OP a fee including all FSP Funds, federal funds, and SB 1882

Funds due the campus based on student enrollment and attendance less the Menu of Service fee owed to the District as set forth in Paragraph 92 of this Agreement, the Indirect Costs owed to the District, and less 20% of the SB 1882 Funds.

4. **Start-up costs.** In acknowledgment of the newness of the initiative and in recognition that the campus will have to design its schools to operate in different ways, the District will make a one-time payment to provide start-up funding to the OP. For school year 2026-2027, the District will allocate a $250-per-student start-up subsidy to be paid on or about 15th October 2026.

5. **Settle up.** The Parties acknowledge that the District's revenue from the State changes periodically throughout the year as the factors in each entitlement category, such as enrollment, attendance, and property taxes, change. The money allocated to the OP will adjust throughout the year based on those same factors. This state of affairs requires the District to "settle up" at least three times: November, June, and settle-up the following school year in conjunction with TEA's final Summary of Finance. With each settle-up, HISD will provide the OP with documentation showing the basis for the adjustment, including the relevant changes in funding assumptions or entitlement and the calculation used to determine the revised OP allocation. Any end-of-year settle-up will be accomplished by reduction or addition to the following year's budget.

6. **Conflict.** To the extent any provision of this Amendment conflicts with any provision of the Agreement, the terms of this Amendment control.

7. **Continued Force and Effect.** The Superintendent and the District acknowledge and agree that except as modified by this Amendment, the Contract remains valid, unmodified and in full force and effect.

8. **Definitions.** Any terms not defined in this Amendment shall have the same meaning as set forth in the Contract.

9. **Governing Law.** This Amendment shall be construed and enforced in accordance with the law of the State of Texas, without regard to the choice of law provisions.

10. **Counterparts.** This Amendment may be executed in any number of counterparts, each of which shall be deemed an original and all of which taken together, shall constitute one Agreement.

11. **Effective Date.** This Amendment is effective as of the date of execution by all Parties.

HOUSTON INDEPENDENT SCHOOL DISTRICT

FINANCE DEPARTMENT

Friends of Energy Institute High School

September Service Invoice

For the period July 1, 2026 -September 30, 2026

FISCAL YEAR 2027



1882 Partnership
Financial Overview



Prepared by
Melissa Saxton

(713) 556-8485

https://accelhou.houstonisd.org/1882-partnerships

HISD
HOUSTON INDEPENDENT SCHOOL DISTRICT

Friends of Energy Institute High School

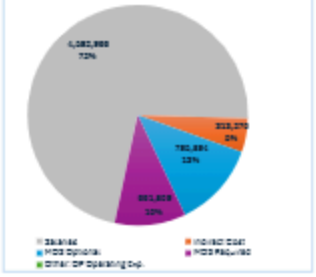
Total Funding (Revenue)

$ 7,580,165

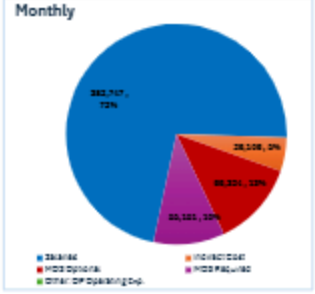
Total Operational Cost (Expense)

$ 6,363,939

Annual



Monthly



Enrollment and Attendance

Budgeted Enrollment: 698

Monthly Enrollment: 692

Avg. Daily Enrollment: 693

1st 6 weeks ADA: 95.3%

2nd 6 weeks ADA: TBD

YTD ADA: 97.8%

Staffing

Total FTE: 72

Total Vacancies: 10

Total Substitutes: TBD

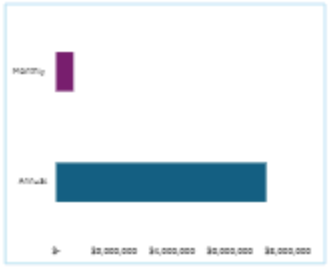
Total Filled: 62

MTD Closed Position: 1

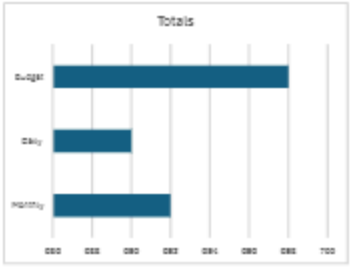
Pending Approval: 10

HR Notes:
Held HR monthly meeting, HR will process requests and send confirmation by 9/15.

Budget Consumption



Enrollment * ADA



Compensation Cost
$4,692,966

Menu of Services
$1,457,703

Total Operational Cost
$6,363,939

Fixed Cost
$313,270

Variable Cost
$7,266,896

Net Position
$1,216,226

Top Financial Drivers

- Compensation costs total $1,108,242 and represent approximately 70% of YTD expenditures.
- Required Menu of Services charges total $165,452, or approximately 10% of YTD expenditures.
- Optional Menu of Services charges total $198,973, or approximately 12% of YTD expenditures.
- Indirect costs total $76,316, or approximately 5% of YTD expenditures.
- Expense of $10,868.85 expensed in oracle, but no additional purchases or settle-up adjustments were recorded through September 15.
- The annual MOS estimate is $1,457,703 consisting of $661,809 in required services and $795,894 in optional services.
- Payroll, direct costs, actual service usage and à la carte MOS items will be reconciled quarterly, with funding adjusted accordingly.
- Revenue includes $174,500 in one-time start-up. Because these funds are nonrecurring, they are reported separately from ongoing state and SB 1882 operating revenue.

Financial Highlights:

Through September 15, 2026, Friends of Challenge has received $1,895,041 in recognized funding, including $1,815,766 in state and SB 1882 allocations for July through September, $35,652 in grant funding and $174,500 in one-time start-up funding. Year-to-date (YTD) expenditures total $1,590,985, resulting in a net funding position of $436,932 before applying the initial $50,000 advance. After crediting that advance, the remaining second disbursement is $386,932 and is being processed today. All amounts remain subject to the contractual settle-up and quarterly reconciliation of payroll, direct costs, purchases and Menu of Services charges.

HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center
4400 West 18th Street | Houston, TX 77092-8501
REMITTANCE STATEMENT

Payment Date: 9/18/2025
Invoice Number: 105702.091525
Supplier Number: 105702

Campus Name: Friends of Energy
Campus Address: 3501 SOUTHMORE BLVD, HOUSTON TX 77004-7911
Campus Number: 488

Remittance Amount:	$384,992

Description	Fun.	Fund Center	Fund	GL/ Commitment Item	With Restriction/ Without Restrictions	Amount	Funding to OP (Due To)	Expense Inv. To OP (Due From)	YTD Totals
Approved Budget (Funding)									
State Funding- July	11	900688	430061	982901	W/Restriction	$622,117	$622,117		$622,117
1882 Allocation - July	11	900688	430061	982906	W/Restriction	$83,138	$83,138		$605,255
Subtotal - July						$605,255			$605,255
State Funding- August	11	900688	430061	982901	W/Restriction	$622,117	$622,117		$1,127,372
1882 Allocation - August	11	900688	430061	982906	W/Restriction	$83,138	$83,138		$1,210,509
Subtotal - August						$605,255			$1,210,509
State Funding- September	11	900688	430061	982901	W/Restriction	$622,117	$622,117		$1,732,627
1882 Allocation - September	11	900688	430061	982906	W/Restriction	$83,138	$83,138		$1,815,764
Subtotal - September						$605,255			$1,815,764
Title I Allocation -Parent & Family	11	900688	430061	982901	W/Restriction	$35,652	$35,652		$1,851,416
Start-up Cost (one-time)	11	900688	430061	982906	W/O Restriction	$174,500	$174,500		$2,025,916
Subtotal - Other						$210,152			$2,025,916
Total (Funding)						$2,025,916			$2,025,916
Operational Cost (Expense)									
Indirect Cost-July	61	900688	430061	662907		$26,106		$26,106	$26,106
Compensation Cost - July	11	468000	199100	611901		$282,747		$282,747	$408,853
Manu of Services - Required - July	99	900688	430061	629901		$55,191		$55,191	$464,004
Manu of Services - Optional - July	99	900688	430061	629901		$66,324		$66,324	$530,328
Subtotal - July						$530,328			$530,328
Indirect Cost-August	61	900688	430061	662907		$26,106		$26,106	$556,434
Compensation Cost - August	11	468000	199100	611901		$282,747		$282,747	$839,181
Manu of Services - Required - August	99	900688	430061	629901		$55,191		$55,191	$894,372
Manu of Services - Optional - August	99	900688	430061	629901		$66,324		$66,324	$1,060,657
Subtotal - August						$530,328			$1,060,657
Indirect Cost-September	61	900688	430061	662907		$26,106		$26,106	$1,086,762
Compensation Cost - September	11	468000	199100	611901		$282,747		$282,747	$1,469,510
Manu of Services - Required - September	99	900688	430061	629901		$55,191		$55,191	$1,524,660
Manu of Services - Optional - September	99	900688	430061	629901		$66,324		$66,324	$1,590,985
Subtotal - September						$530,328			$1,590,985
Additional Purchases -July- Sept. 15th	11	900688	430061	626901, 629901		$50,000		$50,000	$1,640,985
Subtotal - Other						$50,000			$1,640,985
Total (Expense)						$1,640,985			$1,640,985
Settle-up Adjustments (Payments/ Refunds)									
Quarterly Compensation Adj.						$0		$0	0
PEIMS Adj.						$0		$0	$0
Advance Course Access Adj. (Dual Credit, AP, & OnRamps)						$0		$0	$0
Transportation (Student Ride Share)						$0		$0	$0
DAEP Adj.						$0		$0	$0
Police OT						$0		$0	$0
Building Svc. OT						$0		$0	$0
Utilities Actuals True Up						$0		$0	$0
Total (Adjustments)									$0
Total Net Disbursement (Transfer)									$384,992

TERMS AND CONDITIONS

- Monthly Disbursements are less (MOS + Indirect + Direct Cost)
- Settle Up: Will be three time per year at the end of the quarter, beginning December.
- Disbursement will be processed on the 15th day of each month.
- Detailed support attached for review any questions or discrepancies will be adjusted on following months remittance.

REMITTANCE INSTRUCTIONS

- Monthly Disbursements will be processed via ACH
- Bank: Chase Bank
  - Routing Number:
  - ACH Confirmation Number:

Quarterly Reconciliation Notice: In accordance with the partnership's semi-annual settle up process, all 3 is sents Manu of Services charges, direct costs and purchases paid by HISD, and payroll expenses will be reconciled and trued up quarterly. Funding will be adjusted based on actual costs. Any resulting arrange will be invoiced to the operating partner and due within 10 days. We appreciate your partnership and ensure you to contact the HISD Finance team with any questions regarding the reconciliation.

HISD APPROVALS

Reviewed By: _____ **Date:** _____

1882/CHARTER APPROVALS

Reviewed By: _____ **Date:** _____

ENERGY INSTITUTE

2026-2027 Academic School Year
Menu of Services (MOS) Selections

Menu of Service	Department	HISD-SBEC MOS List	Unit	Affected Student Population	HISD Per Unit Cost	Energy MOS Selection	Unit Count	Energy Required / Optional Total
Health & Medical	Academics	Required	Per Student	All Students	$11	Required	698	$7,685
SPED Services	Academics	Required	Per Campus	SPED Students	$24,180	Required	1	$24,180
School Choice Process	Academics	Required	Per Student	All School Choice	$25	Required	698	$17,601
Crisis Interventions	Academics	Required	Per Student	All Students	$8	Required	698	$5,262
All reporting, Accountability and PEMS support	Academics	Required	Per Student	All Students	$25	Required	698	$17,569
DAEP [1]	Chief of Schools	Required	Per Usage	All Students	$21	Required	698	$14,658
General Counsel	General Counsel	Required	Per Student + Direct Cost	All Students	$35	Required	698	$24,430
Accounting	Finance	Required	Per Student	All Students	$19	Required	698	$13,237
Budget Services	Finance	Required	Per Student	All Students	$8	Required	698	$5,598
Payroll	Finance	Required	Per Student	All Students	$12	Required	698	$8,613
Benefits	Finance	Required	Per Student	All Students	$1	Required	698	$698
Risk Management	Finance	Required	Per Student	All Students	$2	Required	698	$1,396
Tax Services	Finance	Required	Per Student	All Students	$106	Required	698	$74,218
Utilities [2]	FMO	Required	Per Campus	Per Campus	Actual	Required	1	$178,946
HR Data Analytics	HR	Required	Per Student	All Students	$8	Required	698	$5,926
HR Talent and Recruitment	HR	Required	Per Student	All Students	$34	Required	698	$23,627
HR Compensation	HR	Required	Per Student	All Students	$8	Required	698	$5,361
Employee Relations	HR	Required	Per Student	All Students	$3	Required	698	$2,387
Copier Lease [3]	IT	Required	Per Campus	n/a	$25,080	Required	1	$25,080
Information Systems /Student Management	IT	Required	Per Student	All Students	$7	Required	698	$4,886
Information Technology /Data Business Systems	IT	Required	Per Student	All Students	$19	Required	698	$13,262
Sunrise Centers	Organizational Effectiveness	Required	Per Student	All Students	$37	Required	349	$12,913
Transportation [4]	Organizational Effectiveness	Required	Per Student (ride share)	Ridership	$205	Required	281	$57,605
Police [5]	Police	Required	Per Student	All Students	$163	Required	698	$114,004
ParentSquare: Staff and Parent Communication	Public Affairs	Required	Per Student	All Students	$4	Required	698	$2,667
TSI Prep and Support	Academics	Optional	Per Student	11th & 12th	$24	Optional	358	$8,631
Curriculum	Academics	Optional	Per Student	9th & 10th	$92	Optional	361	$33,055
Library Services	Academics	Optional	Per Student	All Students	$3	Optional	698	$1,920
Specialized Assessments & tracking	Academics	Optional	Per Student	All Students	$5	Optional	698	$3,516
NWEA	Academics	Optional	Per Student	NWEA Testers	$4	Optional	360	$1,269
Performance Management Package	Academics	Optional	Per Student	All Students	$16	Optional	698	$11,363
Telehealth	Academics	Optional	Per Student	All Students	$10	Optional	698	$6,729
Counseling Services	Academics	Optional	Per Student	All Students	$18	Optional	698	$12,501
College Ready Testing	Academics	Optional	Per Student	11th & 12th	$29	Optional	358	$10,368
8th & 9th PSAT	Academics	Optional	Per Student	8th & 9th	$9	Optional	180	$1,616
10th PSAT	Academics	Optional	Per Student	10th	$13	Optional	186	$2,425
11th PSAT	Academics	Optional	Per Student	11th	$4	Optional	191	$777
Advance Course Access	Academics	Optional	Per Campus	al Academics Students	$108,150	Optional	1	$108,150
Professional Development - APs	Chief of Schools	Optional	Per Staff	APs	$1,215	Optional	3	$3,645
Professional Development - Principal	Chief of Schools	Optional	Per Staff	Principal	$6,136	Optional	1	$6,136
Summer School	Chief of Staff	Optional	Per Student	All Students	$89	Optional	698	$61,850
Central Receiving/Mail	Finance	Optional	Per Student	All Students	$1	Optional	698	$605
Logistics/Warehouse Operations	Finance	Optional	Per Student	All Students	$6	Optional	698	$4,188
Purchasing	Finance	Optional	Per Student	All Students	$39	Optional	698	$27,222
Treasury	Finance	Optional	Per Student	All Students	$3	Optional	698	$2,094
Audit [6]	Finance	Optional	Direct Cost	All Students	$6	Optional	698	$4,188
Basic Custodial Operations & Supplies	FMO	Optional	Per Student	All Students	$245	Optional	698	$171,750
Building Services Manager and Custodial Team [7]	FMO	Optional	Per Sq Ft	Varies by square foot	$114,105	Optional	1	$114,105
Grounds	FMO	Optional	Per Student	All Students	$3	Optional	698	$2,094
Pest Control	FMO	Optional	Per Student	All Students	$1	Optional	698	$698
Facility Maintenance - Maintenance and Repairs	FMO	Optional	Direct Cost	All Students	$196	Optional	698	$136,808
Performance Management	HR	Optional	Per Student	All Students	$14	Optional	698	$9,688
Community Relations	Organizational Effectiveness	Optional	Per Student	All Students	$11	Optional	698	$7,678
Communications	Public Affairs	Optional	Per Student	All Students	$39	Optional	698	$27,327
FOOTBALL	Athletics	Optional	Per Campus	N/A	$42,120	Not Selected	1	$0
BASKETBALL (BOYS & GIRLS)	Athletics	Optional	Per Campus	N/A	$22,317	Not Selected	1	$0
VOLLEYBALL	Athletics	Optional	Per Campus	N/A	$16,426	Not Selected	1	$0
SOCCER (BOYS & GIRLS)	Athletics	Optional	Per Campus	N/A	$20,257	Not Selected	1	$0
TRACK/FIELD (BOYS & GIRLS)	Athletics	Optional	Per Campus	N/A	$10,529	Not Selected	1	$0
BASEBALL	Athletics	Optional	Per Campus	N/A	$19,456	Not Selected	1	$0
CROSS COUNTRY	Athletics	Optional	Per Campus	N/A	$2,001	Not Selected	1	$0
SOFTBALL	Athletics	Optional	Per Campus	N/A	$13,392	Not Selected	1	$0
SWIM (BOYS & GIRLS)	Athletics	Optional	Per Campus	N/A	$3,319	Not Selected	1	$0
TENNIS	Athletics	Optional	Per Campus	N/A	$4,693	Not Selected	1	$0
GOLF	Athletics	Optional	Per Campus	N/A	$3,562	Not Selected	1	$0
CHEERLEADING/DRILL TEAM	Athletics	Optional	Per Campus	N/A	$2,290	Not Selected	1	$0
WRESTLING	Athletics	Optional	Per Campus	N/A	$8,585	Not Selected	1	$0
WATER POLO	Athletics	Optional	Per Campus	N/A	$3,319	Not Selected	1	$0
Optional in UIL	UIL	Optional	Per Campus	N/A		Not Selected	1	$0
Transportation for All UIL Academic Meets	UIL	Optional	Per Campus	N/A	$3,000	Not Selected	1	$0
ONE ACT PLAY	UIL	Optional	Per Campus	N/A	$5,200	Not Selected	1	$0
Transportation for UIL OAP Zone and District Competition	UIL	Optional	Per Campus	N/A	$1,500	Not Selected	1	$0
UIL MARCHING BAND WITH ONE BUS	UIL	Optional	Per Campus	N/A	$1,750	Not Selected	1	$0

ENERGY INSTITUTE

2026-2027 Academic School Year
Menu of Services (MOS) Selections

Menu of Service	Department	HISD-1882 MOS List	Unit	Affected Student Population	HISD Per Unit Cost	Energy MOS Selection	Unit Count	Energy Required / Optional Total
UIL MARCHING BAND WITH TWO BUSES	UIL	Optional	Per Campus	N/A	$2,950	Not Selected	1	$0
UIL MARCHING BAND WITH THREE BUSES	UIL	Optional	Per Campus	N/A	$4,050	Not Selected	1	$0
One Performance Group with One Bus	UIL	Optional	Per Campus	N/A	$1,650	Not Selected	1	$0
Two Performance Groups with Two Buses	UIL	Optional	Per Campus	N/A	$3,300	Not Selected	1	$0
Three Performance Groups with Three Buses	UIL	Optional	Per Campus	N/A	$4,950	Not Selected	1	$0
SOLO & ENSEMBLE: BAND, CHOIR, ORCHESTRA, GUITAR, AND MARIACHI	UIL	Optional	Per Campus	N/A	$15	Not Selected	1	$0
Academics (Five Academic Meets plus UIL District Tournament)	UIL	Optional	Per Campus	N/A	$5,200	Optional	1	$5,200
CROSS-EXAMINATION DEBATE	UIL	Optional	Per Campus	N/A	$675	Not Selected	1	$0
Transportation for CX Debate District Competition	UIL	Optional	Per Campus	N/A	$250	Not Selected	1	$0
								$1,457,703

Footnotes:

1. **DAEP**: *Charges will be invoiced based on actual DAEP usage and the applicable utilization rates.*
2. **Utilities**: *The MOS rate is based on 12 months of actual costs plus a 10% CPI adjustment. Charges will be reconciled quarterly to the campus's actual utility invoices.*
3. **Copier Lease**: *The MOS rate reflects the actual copier lease expense and will be reconciled quarterly.*
4. **Transportation**: *Costs are based on actual ridership and will be reconciled quarterly.*
5. **Police Services**: *The MOS rate does not include overtime. Any overtime costs will be reconciled and charged quarterly.*
6. **Audit**: *The cost may vary based on the actual fee charged by the external auditor. The estimated annual cost will be allocated over 12 months and reconciled once the final invoice is received.*
7. **Building Services Manager and Custodial Team**: *The MOS rate does not include overtime. The annual cost will be allocated over 12 months, and any overtime costs will be reconciled and charged quarterly.*

Total Population:	**698**

Menu of Service (MOS) Summary [1]	
Required	661,809
Optional	795,894
Energy Total MOS	**1,457,703**

	FY27 SB 1882 Budget	FY2026 Allocation	Allocation Difference
State Funding	$6,265,406		
1882 Allocation [2]	$997,650		
Total Funding [3]	***$7,263,056***		
One Time Start Up Cost [4]	$174,500		
Indirect Cost [5]	-$313,270		
Total Allocation	**$7,124,285**	***$4,048,071***	***$3,076,214***
Energy Monthly Allocation	*$593,690*		

Footnotes:

1. *See the Menu of Services (MOS) detail for a breakdown of related expenses.*
2. *The SB 1882 allocation reflects 80% of the total funding.*
3. *Total funding is subject to the settle-up provisions per the amended contract.*
4. *One-time start-up funding is calculated at $250 per student. Based on 698 students, the total is $174,500.*
5. *Indirect costs are calculated at 5% of total state funding.*
6. *Before the contractual settle-up, the monthly allocation is calculated by dividing the total annual allocation by 12.*