

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

February 11, 2021

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

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| A. Superintendent's Priority Items | G. Human Resources |
| B. Trustee Items | H. Business Operations |
| C. Closed Session (Closed to Public) | I. Finance |
| D. Academic Services | J. Other |
| E. School Offices | K. Policy |
| F. Strategy and Innovation | L. Superintendent's Information Items |

MEMBERS OF THE BOARD OF EDUCATION

Dr. Patricia K. Allen, *President*
Holly Maria Flynn Vilaseca, *First Vice President*
Judith Cruz, *Second Vice President*
Kathy Blueford-Daniels, *Secretary*
Dani Hernandez, *Assistant Secretary*
Sue Deigaard
Myrna Guidry
Elizabeth Santos
Anne Sung

Grenita Lathan, Ph.D., *Interim Superintendent of Schools*

BOARD OF EDUCATION AGENDA

February 11, 2021

1:00 p.m.

- **CALL TO ORDER**
- **ADJOURN TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C**
- **RECESS**

4:00 p.m.

- **TEXAS ACADEMIC PERFORMANCE REPORT**

5:00 p.m.

- **REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION**
- **RECOGNITIONS**
- **SPEAKERS TO AGENDA ITEMS**
- **SUPERINTENDENT DISCUSSION ON INSTRUCTIONAL CONTINUITY**

BUSINESS AGENDA

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM FEBRUARY 4, 2021**

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A. SUPERINTENDENT'S PRIORITY ITEMS

- A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)

B. TRUSTEE ITEMS

- B-1. Approval For The Board Of Education To Appoint Trustees To Serve As Representatives To Other Organizations For One-Year Or Multiyear Terms - *Revised*
- 2021 Table Of Appointments - *Revised*

C. CLOSED SESSION

- C-1. Personnel
- a. Deliberate the duties of the interim superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the interim superintendent and chief audit executive, consideration of compensation, and contractual provisions.

- b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, including resignation agreement and full and final release for principal of Briargrove Elementary School, chief officers, assistant superintendents, and other administrators, and, if necessary, approve waiver and release and compromise agreements
- c. Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

C-2. Legal Matters

- a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b. Pending or contemplated litigation matters and status report.
- c. Update on federal law enforcement activity on February 27, 2020.
- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.
- e. Legal discussion concerning Houston ISD v. Texas Education Agency, et al., in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
- f. Legal Update on Special Education Accreditation Investigation.
- g. Receive legal advice concerning the superintendent search process and timelines.
- h. Receive legal advice concerning, and consider approval of, the superintendent search firm contract with JG Consulting.
- i. Receive legal advice regarding statutorily-required consideration of redistricting of trustee districts and possible authorization to negotiate and execute a contract with outside counsel.
- j. Consideration and authority to settle in the matter of William Hopes, et al. v. HISD, et al.; in the 127th District Court of Harris County, TX; Cause No. 2013-25250.
- k. Consideration and authority to settle in the matter of Porche Cheryl Turner v. HISD and LaShonda Rena Grimes; in the 165th District Court of Harris County, TX; Cause No. 2017-58632.

- l. Consideration and authority to settle in the matter of Stacey Terrell Hamlett v. HISD, et al.; in the 269th District Court of Harris County, TX; Cause No. 2019-028875.
- m. Consideration and authority to settle the subrogation lien of Jimmy Mapp against Crispin Munoz Ramos and Infinity.
- n. Consideration and authority to settle in the special education matter of Jason G. b/n/f Wanda G. & Edna G. v. HISD; before the Texas Education Agency; TEA Docket No. 054-SE-1120.
- o. Consideration and authority to settle in the special education matter of Jayden K. b/n/f Ana M v. HISD; before the Texas Education Agency; TEA Docket No. 012-SE-0920.
- p. Consideration and authority to settle in the special education matter of Louis E b/n/f Luis E. and Maritza C.; before the Texas Education Agency; TEA Docket No. 040-SE-1020.

C-3. Real Estate

D. ACADEMIC SERVICES

- D-1. Authority To Negotiate And Execute Agreements And/Or Interlocal Memorandum Of Understanding With Texas Southern University To Provide Internship Opportunities For Student Trainers Interested In Participating In The HISD Athletic Department Internship Program
 - Explanatory Sheet
- D-2. Authority To Negotiate And Execute An Interlocal Partnership Agreement With The University Of Houston For Consulting And Tutoring Services
 - Explanatory Sheet
- D-3. Approval To Waive Certain Requirements Of Board Policy DNA(LOCAL) In Light Of The COVID-19 Impact On Normal District Operations
 - Explanatory Sheet
- D-4. Adoption Of Recommended Instructional Materials For School Year 2021–2022 - *Revised*
 - Executive Summary - *Revised*

E. SCHOOL OFFICES

F. STRATEGY AND INNOVATION

- F-1. Authority To Negotiate And Execute An Interlocal Agreement With Houston Community College For Federal Work-Study College Advisors
- Explanatory Sheet
- F-2. Approval Of Resolution To Dissolve The Relationship Between The Houston Independent School District And The Formerly Created Student Congress And To Establish A New Houston Independent School District Student Advisory Council - *Revised*
- Resolution - *Revised*
 - Student Advisory Council Proposal - *New*

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

- I-1. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
- Purchasing Requests
- I-2. Approval Of Current And Anticipated Donations For Districtwide And School-Specific Programs And Authorization To Negotiate, Execute, And Amend Necessary Contracts Associated With These Donations
- Attachment For Approval Of Donations - *Revised*
- I-3. Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs And Authorization to Negotiate And Execute Contracts Required Under The Grants
- Attachment For Acceptance Of Grants
- I-4. Approval Of The February General Fund, Debt Service Fund, And Nutrition Services Fund Budget Amendment
- Executive Summary
 - February Budget And Financial Report

J. OTHER

K. POLICY

- K-1. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*—First Reading
- AE(LOCAL), First Reading
 - AE(LOCAL), First Reading (Draft With Changes Accepted)
- K-2. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, On First Reading
- BDD(LOCAL), First Reading
 - BDD(LOCAL), First Reading (Draft With Changes Accepted)

L. SUPERINTENDENT'S INFORMATION ITEMS

- L-1. Debt Management Activity Report
- Report Of Debt Management Activities
- L-2. Discussion Of House Bill 3 District Student Group Targets
- AE(XHIBIT)
 - AE(XHIBIT) (Draft With Changes Accepted)

HEARING OF THE COMMUNITY

TRUSTEE REPORTS AND COMMENTS

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings, schools visited, community and district activities, new initiatives, education programs, and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, new initiatives, and education programs, on which there will be no action. The items may be discussed, but no final action will be taken on these items at this meeting.

ADJOURN

Office of the Board of Education
Board of Education Meeting of February 11, 2021

Patricia Allen, District IV Trustee and President

SUBJECT: APPROVAL FOR THE BOARD OF EDUCATION TO APPOINT TRUSTEES TO SERVE AS REPRESENTATIVES TO OTHER ORGANIZATIONS FOR ONE-YEAR OR MULTIYEAR TERMS

Members of the Houston Independent School District (HISD) Board of Education serve as representatives to various internal and external organizations. The HISD Board of Education is seeking approval to appoint trustees to these and other organizations for one-year or multiyear terms pursuant to BDB(LOCAL).

Regarding the HISD Public Facility Corporation (PFC), the directors have rotating three-year terms of office. It is recommended that Myrna Guidry be appointed to complete the Position 3 term that expires in March 21 and to a new term that expires in 2024.

A list of committees and appointments is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the appointment of trustees to serve as representatives to other organizations for one-year or multiyear terms, effective February 12, 2021.

HOUSTON INDEPENDENT SCHOOL DISTRICT BOARD OF EDUCATION 2021 BOARD COMMITTEE APPOINTMENTS

Trustee	Officer	#1	#2	#3	#4
Dr. Patricia K. Allen	President	Public Facility Corporation Board of Directors, Position 2 (term expires March 2023*)	Safety and Security Committee	Legislative Committee	HISD Foundation
Holly Maria Flynn Vilaseca	First Vice President	Public Facility Corporation Board of Directors, Position 1 (term expires March 2022*)	Mexican American School Board Association		
Judith Cruz	Second Vice President	Audit Committee (term expires 2021)	Legislative Committee		
Kathy Blueford-Daniels	Secretary	Safety and Security Committee	Legislative Committee		
Dani Hernandez	Assistant Secretary	Audit Committee (term expires 2021)	Texas Association of School Boards (TASB) Delegate		
Sue Deigaard		Public Facility Corporation Board of Directors, Position 3 (term expires March 2021*)	Council of Great City Schools	Legislative Committee	
Myrna Guidry		Gulf Coast Association of School Boards	Texas Association of School Boards (TASB) Alternate	<u>Public Facility Corporation Board of Directors, Position 3 (term expires March 2021; new term expires March 2024*)</u>	
Elizabeth Santos		Harris County Appraisal District (HCAD) Board (term expires 01/01/2022)			
Anne Sung		Texas Association of School Boards (TASB) Board of Directors, Region 4 Position D (term expires 2023)	Audit Committee (term expires 2022)		

*Note: Public Facility Term expirations have been corrected and are therefore different from what has been indicated in previous board agendas.

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE AGREEMENTS AND/OR INTERLOCAL MEMORANDUM OF UNDERSTANDING WITH TEXAS SOUTHERN UNIVERSITY TO PROVIDE INTERNSHIP OPPORTUNITIES FOR STUDENT TRAINERS INTERESTED IN PARTICIPATING IN THE HISD ATHLETIC DEPARTMENT INTERNSHIP PROGRAM

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute agreements and/or an interlocal memorandum of understanding with Texas Southern University (TSU) to provide internship opportunities for TSU student trainers who are interested in participating in the district's unpaid athletic trainer internship program. The purpose of this educational internship is to provide a practical approach to the intern's career path by gaining valuable insight and experience with HISD's professionally licensed training staff. The unpaid interns would work with the HISD Athletic Department's licensed athletic trainers during athletic events at the district's four stadium complexes.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education authorizes the interim superintendent of schools or designee to negotiate and execute agreements and/or an interlocal memorandum of understanding with TSU to provide internship opportunities for student trainers, effective February 12, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-1	AUTHORITY TO NEGOTIATE AND EXECUTE AGREEMENTS AND/OR INTERLOCAL MEMORANDUM OF UNDERSTANDING WITH TEXAS SOUTHERN UNIVERSITY TO PROVIDE INTERNSHIP OPPORTUNITIES FOR STUDENT TRAINERS INTERESTED IN PARTICIPATING IN THE HISD ATHLETIC DEPARTMENT INTERNSHIP PROGRAM	February 11, 2021
INITIATED BY: ATHLETIC DEPARTMENT		
<p>BACKGROUND:</p> <p>The Houston Independent School District (HISD) Athletic Department employs six licensed athletic trainers (LATs) to cover events at four stadium complexes. The department's primary role is to care for all athletes at the secondary school level which includes approximately 26 high schools and 43 middle schools. These six athletic trainers are housed at HISD athletic stadium complexes to manage the medical care of HISD's student athletes and to provide medical coverage for all athletic events.</p> <p>The primary responsibility of the athletic training staff is to provide injury prevention techniques, treatments, rehabilitation, and non-emergency care to injured athletes in the secondary schools. LATs attend athletic events to provide emergency care to the injured athletes in order to stabilize injuries, minimize pain and discomfort, and/or reduce the possibility of severe injuries. Trainers evaluate and refer non-emergency athletic injuries to a medical facility and/or administer a treatment and rehabilitation program. The staff also tapes, selects, designs, and fits special protective equipment for injured athletes. LATs maintain all emergency medical equipment; manage the athletic training room; provide and maintain inventories; order and distribute medical supplies; and process, review, and file athletic forms (physical and medical history) for the athletes.</p> <p>By working with HISD LATs, interns gain practical knowledge of what to expect in their chosen profession, prior to graduation, which can be a powerful experience that not only prepares them, but inspires them.</p> <p>Conditions of agreement</p> <ul style="list-style-type: none"> • The internship is related to an educational purpose and there is no guarantee or expectation that the activity will result in employment with HISD. • The education received by the intern from the internship is for the express benefit of the intern. • The intern does not replace or displace any employee of HISD. • The intern will receive direct and close supervision by an appropriate supervisor. • HISD does not derive an immediate advantage from the activities performed by the intern. • The intern is not entitled to wages or any compensation or benefits for the time spent in the internship. • HISD is not liable for injury sustained or health conditions that may arise for the unpaid intern during the course of the internship. 		

The intern specifically agrees to and acknowledges the following:

- This internship is educational in nature and there is no guarantee or expectation that the internship will result in employment.
- HISD may at any time in its sole discretion terminate the internship without notice or cause.
- The intern will maintain a regular internship schedule determined by the intern and their designated supervisor.
- The intern will demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- The intern will obey the policies, rules and regulations of HISD and comply with HISD business practices and procedures.
- The intern will furnish their supervisor with all necessary information pertaining to The unpaid internship, including related assignments and reports.
- Under no circumstances will the intern leave the internship without first conferring with their supervisor.
- Transportation to and from the internship site is the responsibility of the intern.
- The intern assumes all of the risks of participating in the internship program. In consideration of the opportunity afforded to the intern to participate in the internship program, the intern hereby agrees that they and their assignees, heirs, guardians, and legal representatives, will not make a claim against HISD or any of its affiliated organizations or partners or their officers or directors collectively or individually, or any of its employees, for injury or death to the intern or damage to their property, however caused, arising from their participation in the internship program without limiting the generality of the foregoing. The intern hereby waives and releases any rights, actions, or causes or action resulting from their personal injury or death, or damage to their property, sustained in connection with their participation in the internship program.

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: NONE**ADMINISTRATIVE PROCEDURES REQUIRED: THIS ITEM REQUIRES CONSULTATION**

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL PARTNERSHIP AGREEMENT WITH THE UNIVERSITY OF HOUSTON FOR CONSULTING AND TUTORING SERVICES

This agenda item seeks approval from the Houston Independent School District (HISD) Board of Education to authorize the interim superintendent of schools or a designee to negotiate and execute an interlocal agreement with the University of Houston (UH) to provide consultation and tutoring services to Worthing High School.

The UH Advancing Community Engagement and Service Institute (ACES) will hire, train, and supervise students who attend UH to provide tutoring, college application guidance, and mentoring to students attending Worthing High School to prepare these students for postsecondary success. The UH ACES Institute will also provide early college high school (ECHS) consulting to Worthing faculty, staff, and administrators.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$65,000.00 and will be funded by General School Funds.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General School Funds	2760000000	1014019000	PS1130000000000	6299000000	50000010262	\$50,000.00
General School Funds	2760000000	1014019000	PS1330000000000	6299000000	50000010262	\$15,000.00

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education authorizes the interim superintendent of schools or a designee to negotiate and execute an interlocal agreement with UH for consulting and tutoring services, effective February 12, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-2	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL PARTNERSHIP AGREEMENT WITH THE UNIVERSITY OF HOUSTON FOR CONSULTING AND TUTORING SERVICES	February 11, 2021
INITIATED BY: Yolanda Rodriguez, Interim Chief Academic Officer		
BACKGROUND: The University of Houston would provide Worthing High School with the following services: <ul style="list-style-type: none"> • Assist school team with the creation of a focused action plan to implement best practices of early college high school (ECHS) on each campus. • Assist with the assessment of the program and create a new plan for the following year. • Assist and guide the ECHS administrator through the specific steps to set up dual-credit classes. • Advise, review, and assist in the completion of the ECHS designation application. • Advise on a tutoring plan for Texas Success Initiative (TSI) completion and provide tutoring. • Organize and/or participate in school site visits with successful ECHS campuses. • Develop a plan securing appropriate dual-credit personnel. • Customize and support a degree plan and coordinated crosswalk for each school. • Coordinate “job alike” visits with other early colleges to develop a network of ECHS professions. • Develop and deliver a workshop based on school needs. • Participate in monthly meetings with the institution of higher education (IHE) or independent school district/charter central office staff to advocate for the ECHS. Conduct and attend meetings with school leadership team, ECHS administrators, and grant manager as needed. 		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: NONE		
ADMINISTRATIVE PROCEDURES REQUIRED: THIS ITEM REQUIRES CONSULTATION		

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: APPROVAL TO WAIVE CERTAIN REQUIREMENTS OF BOARD
POLICY DNA(LOCAL) IN LIGHT OF THE COVID-19 IMPACT ON
NORMAL DISTRICT OPERATIONS**

The Houston Independent School District Board of Education is asked to consider waiving certain requirements of DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*; the Teacher Appraisal and Development System (TADS) manual; and the teacher appraisal calendar as a result of the disruption to district operations because of the COVID-19 public health crisis.

On July 15, 2020, the district announced that the 2020–2021 school year would begin virtually on September 8, 2020. Virtual instruction for all students continued for six weeks through Friday, October 16, 2020. On Monday, October 19, 2020, face-to-face instruction for students began for those who elected this option. Furthermore, an option to opt out of face-to-face instruction entirely for the fall semester and the 2020–2021 school year is being afforded to students.

In light of these changes to our traditional instructional approach, as well as anticipated data limitations, the district requests waiving certain components for its locally-governed teacher appraisal system set forth in DNA(LOCAL), the TADS manual, and the teacher appraisal calendar. In fairness to educators who are learning to deliver instruction in new methods and using new tools, as well as the State's decision to waive accountability ratings, the board is asked to consider waiving certain requirements of the current appraisal system for the 2020–2021 school year.

In light of the impact of the COVID-19 public health crisis on district operations, the board is asked to waive portions of DNA(LOCAL) for the 2020–2021 school year as follows:

Omit Student Performance as a category for calculating summative ratings for the 2020–2021 school year. TADS Summative Ratings will be calculated based on 70% Instructional Practice and 30% Professional Expectations.

This omission will allow the district to continue the teacher appraisal system in a manner that addresses the current change in normal business operations and to maintain its commitment to ensuring students are served by the top talent available.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the waiver of certain requirements of Board Policy DNA(LOCAL) as set forth herein, effective February 12, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-3	Approval To Waive Certain Requirements Of Board Policy DNA(LOCAL) In Light Of The COVID-19 Impact On Normal District Operations	February 11, 2021
INITIATED BY: Academic Services – Yolanda Rodriguez, Interim Chief Academic Officer		
<p>BACKGROUND: In light of changes to our traditional instructional approach, as well as anticipated data limitations, the district requests a temporary waiver of the required components for its locally-governed Teacher Appraisal and Development System (TADS) set forth in DNA(LOCAL), the TADS manual, and the teacher appraisal calendar.</p> <p>The board is asked to waive Student Performance as a category for calculating summative ratings for the 2020–2021 school year. TADS Summative Ratings will be calculated based on 70% instructional practice and 30% professional expectations.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure, and platforms to support implementation of the appraisal systems		
ADMINISTRATIVE PROCEDURES REQUIRED: This item requires consultation.		

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: ADOPTION OF RECOMMENDED INSTRUCTIONAL MATERIALS FOR
SCHOOL YEAR 2021–2022**

The Texas State Board of Education (SBOE) issued Proclamation 2021 in June 2019 and called for instructional materials for English and Spanish prekindergarten systems. Proclamation 2021 specifies the Texas Prekindergarten Guidelines (TPG) against which materials are evaluated. Instructional materials for Proclamation 2021 were adopted by the SBOE in November 2020 for use in classrooms starting with the 2021–2022 school year.

To fund purchases of instructional materials and technology in support of Texas state standards-based instruction, the Texas Legislature provides school districts every two years with a Technology and Instructional Materials Allotment (Allotment). Districts may purchase SBOE-adopted instructional materials or choose to purchase other materials, if the district can document that students have the resources necessary to address all the state standards for a course or grade-level content area. The Texas commissioner of education determines the amount of each district's biennial Allotment after the state budget has been approved by the legislature and signed by the governor.

Houston Independent School District (HISD) Board Policy EFAA(LOCAL) requires the district to establish an Instructional Materials Allotment Team (IMAT) to select instructional materials for purchase with Allotment funds. The IMAT evaluates recommendations made by district instructional materials review committees of teachers; reviews feedback on materials from parents, educators, and community members; aligns proposed purchases to district priorities and standards; and ensures that support for state standards-based instruction is appropriately addressed for the benefit of all students. The IMAT submits its selection of instructional materials to the HISD Board of Education for consideration and action at a public meeting of the board per 19 TAC §66104.(a).

Based on the recommendations of the IMAT, HISD proposes to adopt the instructional materials listed in the attachment starting with the 2021–2022 school year.

COST/FUNDING SOURCE(S):

The total cost for purchases of adopted materials is not expected to exceed \$5,000,000, which comes from the Technology and Instructional Materials Allotment issued by the Texas Education Agency for the 2021–2022 and 2022–2023 school years.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
SR	4100000000	1090800003	PS11110000000000	6321000000	600000002793	\$5,000,000

STAFFING IMPLICATIONS:

None

ORGANIZATIONAL GOALS/IMPACT:

This agenda item supports all four district goals and is aligned with Core Initiative 3: Rigorous Instructional Standards and Supports

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education adopts the instructional materials recommendations of the district's IMAT for school year 2021–2022, effective February 12, 2021.

Proclamation 2021 Executive Summary

Instructional Materials Adoption for
English and Spanish Prekindergarten Systems

Overview

The Texas State Board of Education (SBOE) issued Proclamation 2021 to solicit instructional materials in English and in Spanish for use in prekindergarten classes starting in the fall of 2021. After a review of the proposed materials by educators and other experts that included an analysis of alignment between a set of materials and the Texas Prekindergarten Guidelines (TPG), the SBOE adopted materials in November 2020 that satisfied state law. To fund the purchase of these and other instructional materials, Texas provides to public school districts every two years a Technology and Instructional Materials Allotment. As part of the Houston Independent School District (HISD) response to Proclamation 2021, the district established a committee of highly qualified teachers nominated by their principals to review the materials being considered for adoption. The consensus recommendations of the committee have been reviewed by a central office team and are now offered to the HISD Board of Education for consideration. The district-recommended materials are on the state-adopted list and address 100 percent of the end-of-year outcomes in each domain of the TPG.

Materials to be Adopted by HISD

- | | |
|-----------------------------------|---|
| • English Prekindergarten Systems | <u>Savvas Learning Company LLC, Three Cheers for Pre-K</u> |
| • Spanish Prekindergarten Systems | <u>Savvas Learning Company LLC, Uno, dos, tres, Prekinder</u> |

Adoption Timeline

- ✓ Principal nominations of teachers for district review committees10/5/2020 – 10/23/2020
- ✓ Publisher orientation10/19/2020, MS Teams session
- ✓ District teacher review committees selected, nominees informed10/26/2020 – 11/2/2020
- ✓ Publisher hearings with district teacher review committees11/11/2020, virtual sessions
- ✓ Public review of instructional materials via district web page,
www.houstonisd.org/site/default.aspx?PageID=18721312/7/2020 – 1/4/2021
- ✓ Public input received via online survey, <https://bit.ly/P21-survey>12/7/2020 – 1/4/2021
- ✓ Analysis of proposed materials by review committees, final ranking .11/12/2020 – 1/8/2021
- ✓ District Instructional Materials Allotment Team completes review1/8/2021 – 1/18/2021
- HISD board meeting and public hearing2/11/2021
- Newly adopted instructional materials orderedSpring 2021

District Teacher Review Committees

27 highly qualified teachers from across the district were nominated by principals and submitted applications; 17 of those teachers, representing every trustee district and area, participated from start to finish and contributed to the final evaluations. Teachers evaluated publisher submissions using a common rubric that addressed TPG alignment and the degree to which materials:

- created a deep understanding of content and skills;
- supported a student-centered approach to learning for all students, including students with disabilities, English learners, and students needing intervention and/or acceleration;
- incorporated aligned, authentic assessment;
- provided appropriate support for teachers; and
- employed technology to enhance teaching and learning.

Elementary Curriculum and Development team members facilitated the reviews with support from the Multilingual, Special Education, and Information Technology departments. The adoption process is coordinated by the Academic Services and the Business Logistics and Purchasing Offices.

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Strategy and Innovation
Rick Cruz, Chief Strategy and Innovation Officer

SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH HOUSTON COMMUNITY COLLEGE FOR FEDERAL WORK-STUDY COLLEGE ADVISORS

The Houston Independent School District (HISD) requests that the Board of Education authorizes the interim superintendent of schools or a designee to negotiate and execute an interlocal agreement with Houston Community College (HCC) to provide HCC work-study advisors to HISD seniors who wish to enroll in an academic or workforce training program at HCC, to assist them with the application, enrollment, and financial aid process.

Through its Federal Work-Study Program, HCC will hire current HCC students who are HISD alumni to assist HISD seniors through the college and financial aid process. Work-study advisors will be assigned to a campus-based HISD college & career readiness advisor and will be provided training in the application, enrollment, and financial aid process by HISD's College Readiness Department. The work-study advisors will receive a caseload of vetted seniors who wish to enroll in HCC along with a set of specific college tasks and conversations, which will be monitored to increase financial aid and matriculation rates.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports HISD Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024 and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education authorizes the interim superintendent of schools or a designee to negotiate and execute an interlocal agreement with Houston Community College for its Federal Work-Study Program, effective February 12, 2021.

Interlocal Agreement with Houston Community College for Federal Work-Study College Advisors

BACKGROUND:

Houston Community College (HCC) and Houston Independent School District (HISD) have a long partnership history rooted in our shared vision of producing graduates with the tools to reach their full potential. In recent years, this partnership has deepened in the expansion of dual-credit offerings, professional development opportunities for college and career advisors, the placement of HCC academic advisors one to two days a week at over 20 high schools to directly advise seniors, and a hands-on college and career day of explorations involving 70+ HCC departments.

The HISD-HCC Federal Work-Study Program partnership will bring another layer of resources and opportunities for HISD seniors planning to enroll in an academic or workforce training program at Houston Community College.

Through its Federal Work-Study Program, HCC will hire current HCC students who are HISD alumni to assist HISD seniors through the college and financial aid process. Work-study advisors will be assigned to campus-based HISD college & career readiness advisors and will be provided training in the application, enrollment, and financial aid process by HISD's College Readiness Department. They will receive a caseload of vetted seniors who wish to enroll in HCC along with a set of specific college tasks and conversations, which will be monitored.

The enrollment and financial aid process for HCC is complex and requires someone knowledgeable in the intricacies of the student portal. Having near-peer work study advisors, who understand these processes intimately, is an invaluable resource for a high school senior, especially for our first-generation college students.

OBJECTIVES:

To provide trained, monitored, and near-peer federal work study advisors to HISD seniors wishing to enroll in an academic or workforce training program at HCC, to assist them through the intricacies of the application, enrollment, and financial aid process.

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Strategy and Innovation
Rick Cruz, Chief Strategy and Innovation Officer

SUBJECT: APPROVAL OF RESOLUTION TO DISSOLVE THE RELATIONSHIP BETWEEN THE HOUSTON INDEPENDENT SCHOOL DISTRICT AND THE FORMERLY CREATED STUDENT CONGRESS AND TO ESTABLISH A NEW HOUSTON INDEPENDENT SCHOOL DISTRICT STUDENT ADVISORY COUNCIL

In November 2014, the Board of Education approved a resolution to establish a Houston Independent School District (HISD) Student Congress to serve as a formal bridge between students and administrators. The student-run organization's membership has dwindled and currently represents few of the district's high schools. Consequently, the intended mission of acquiring broad-based student input is no longer being accomplished. The district's need to incorporate student voices in districtwide decisions makes it imperative to formally convene students who represent all communities in the district to provide feedback on key decisions that impact schools.

The administration recommends that the district establish a new student advisory council for this purpose that will replace the current HISD Student Congress. Currently, there are no student organizations that contain membership representative of all high schools, and this resolution creates an opportunity to establish a formal student advisory council that is structured to incorporate student voices from all communities into conversations on issues that impact access to safe and successful schools.

The attached resolution dissolves the district's relationship with the formally created HISD Student Congress and authorizes the administration to create a new student advisory council representative of all HISD high schools which will work in collaboration with district administration. Advisory council members will be selected by their peers, meet at least quarterly with district administration, and will be encouraged to share concerns and suggestions to the district's attention. ~~under the direction of, and in conjunction with, district administration.~~ It is the intent that this formal student organization will serve as the district-sanctioned vehicle to incorporate student voices into decision-making on key issues that impact the HISD educational experience.

The attached proposal describes the advisory council and procedures related to it.

COST/FUNDING SOURCE(S): None. Budgeting will be determined as the administration develops a regulation regarding this new organization.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the resolution to dissolve the relationship between HISD and the HISD Student Congress and to establish a new official student advisory council, effective February 12, 2021.

STATE OF TEXAS

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESOLUTION TO DISSOLVE THE RELATIONSHIP BETWEEN THE HOUSTON INDEPENDENT SCHOOL DISTRICT AND THE FORMERLY CREATED STUDENT CONGRESS AND TO ESTABLISH A NEW HOUSTON INDEPENDENT SCHOOL DISTRICT STUDENT ADVISORY COUNCIL

WHEREAS, Houston Independent School District (“HISD”) administration’s FNB1(REGULATION) authorizes the superintendent to establish student advisory committees;

WHEREAS, neither the existing Student Congress, nor any other student organization, currently contains student representation from all HISD high schools and communities;

WHEREAS, the existing Student Congress has not functioned as an advisory student organization working with the HISD administration over the last several years;

WHEREAS, the Board of Education wishes to support and encourage student representation during decision-making;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of HISD hereby calls upon the HISD administration to:

- (1) Dissolve the relationship between HISD and the HISD Student Congress;
- (2) Establish a new HISD student advisory council comprised of representation from all high schools that will replace the existing HISD Student Congress and ~~work under the direction of, and in conjunction work in collaboration work under the direction of, and in conjunction with,~~ district administration; and
- (3) Revise and create regulation[s] as needed to formally establish this organization as the formal districtwide Student Advisory Council to the administration.

ADOPTED THIS 11th day of February 2021

President
HISD Board of Education

Secretary
HISD Board of Education

HISD Student Advisory Council Proposal

Summary: The Student Advisory Council will serve as the primary source for the district to gather student feedback on issues that impact the educational experience. The democratically elected group will be representative of all high schools and meet regularly with the superintendent and district leadership to share ideas and input. The district will also provide resources and training to build students' skills and readiness to be successful on boards and councils they may join in college and beyond.

Membership: Each high school will hold a special election in the spring semester open to any 9th – 11th grade student for a position on the council for the following school year. The student who receives the most votes from their peers at their high school will serve a one-year term on the Houston Independent School District (HISD) Student Advisory Council.

Leadership Structure: Once all students are elected to the council, any council member may self-nominate to enter an election for an officer position in the organization. The purpose of officer roles is to provide additional leadership opportunities for students, to empower a smaller group of students to collect feedback and information from their peers throughout the year, and to craft the council's agenda. Officers will represent the council to district administrators for day-to-day communication. Some potential officer positions may include:

- President/Speaker/Chair
- Vice-President/Vice-Chair
- Secretary
- Committee Chair

Meeting Schedule: The full council will convene quarterly at meetings attended by the superintendent and her designated staff. Officers of the organization or district administrators may request ad hoc meetings as needed.

Committees: Officers and the district may agree to instate committees that meet more frequently to focus on specific issues between council meetings. The committees will be chaired by a member of the council and comprised of a smaller subgroup of council members appointed by majority vote of the council officers.

Timeline:

February 2021 – The Board of Education votes on resolution regarding Student Advisory Council.

Spring 2021 – The district will provide information to students and high schools about the council positions. Training will be provided to campuses on gathering nominees and administering elections.

May 2021 – Elections are held, and 2021–2022 council is selected.

June 2021 – Students participate in onboarding and training with district staff. Officer election process begins.

August 2021 – The council and elected officers convene for first quarterly meeting with superintendent.

September 2021 – The council is introduced to the HISD trustees.

HISD Student Advisory Council Proposal

Commitments from the District:

- Provide transportation as needed for students to attend council meetings and related trainings
- Provide students with training on parliamentary procedure and leadership
- Provide a designated district administrator who will serve as liaison between the superintendent and council for day-to-day issues
- Support quarterly meetings with the full council that are attended by the superintendent
- Provide district resources such as a website and small budget for approved special initiatives
- Coordinate fair and transparent election process for council and officer positions

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: APPROVAL OF VENDOR AWARDS FOR PURCHASES OVER \$100,000 AND RATIFICATION OF VENDOR AWARDS FOR PURCHASES UNDER \$100,000

The purpose of this item is to authorize vendor awards for purchases over \$100,000 and ratify vendor awards for purchases under \$100,000. Pursuant to Board of Education policy, contracts for purchases over \$100,000 are submitted to the Houston Independent School District (HISD) Board of Education for approval prior to the issuance of purchase orders and/or agreement letters. Procurement Services, authorized by board policy, enters into purchase agreements for bid projects less than \$100,000, subject to ratification by the Board of Education.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids are in compliance with minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders, the budgets to be charged, and a description of the items to be purchased. A copy of each tabulation is on file in Board Services.

COST/FUNDING SOURCE(S): Funds for these recommended actions will be necessary only one time.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives of the district.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves vendor awards for purchases over \$100,000 and ratifies vendor awards for purchases under \$100,000, effective February 12, 2021.

Approval of Purchase Over \$100,000
Recommended for 2/11/2021 Board Agenda

Project Information	21-10-01 - RFP / Supplemental Painting Services – (Hill) – (COO)
Project Description	The purpose of this project is to obtain supplemental maintenance painting services for facility maintenance and repairs districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$17,500,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	36/7
Project Term	The project term is from February 12, 2021, through February 11, 2022, with four annual renewals, not to extend beyond February 11, 2026.
Amount not to Exceed (Project Term)	\$17,500,000

Budget Information			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Houston Kaco	A-100%	T
Milam & Co. Painting, Inc.	A-100%	H
Post Oak Construction, LLC	A-100%	H
Quadra Mind Enterprise, Inc.	A-100%	H
Westco Ventures, LLC	A-100%	H

Approval of Purchase Over \$100,000
Recommended for 2/11/2021 Board Agenda

Project Information	21-10-04 - RFP / Network Systems Hardware and Related Services (E-Rate Eligible) – (Teer) – (CIO)
Project Description	The purpose of this project is to obtain goods and services for infrastructure hardware equipment to support network and Internet connectivity for campuses and departments districtwide. Purchases will be made utilizing funds from the federally funded Universal Service Fund (E-Rate Program) as well as various schools and departments. Based on annual appropriations, the projected expenditure is not to exceed \$56,000,000 for the duration of the project. The district applied the "Best Value" process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	169/4
Project Term	The project term is from July 1, 2021, through June 30, 2022, with four annual renewals, not to extend beyond June 30, 2026. Thereafter, the project term will be extended continuously on an annual basis contingent on USAC's determination to continue extending E-Rate program funds remaining under this project.
Amount not to Exceed (Project Term)	\$56,000,000

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O
		Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Netsync Network Solutions	A-100%	H

Approval of Cooperative Purchase Over \$100,000
Recommended for 2/11/2021 Board Agenda

Project Information	21-01-08-25 - Cooperative / Plumbing Supplies and Services (Castaneda) – (COO)
Project Description	The purpose of this cooperative project is to request ratification of expenditures and approval to obtain plumbing supplies and services for routine maintenance and repair of facilities districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,600,000 for the duration of the project. This is a cooperative agreement with Region 5 Education Service Center (ESC) – South Texas Cooperative Purchasing Alliance utilizing cooperative project number P00185 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from February 1, 2021, through June 30, 2021, with no remaining renewals.
Amount not to Exceed (Project Term)	\$1,600,000

Budget Information		
Fund	Fund	Fund
Cost Center	Cost Center	Cost Center
Functional Area	Functional Area	Functional Area
General Ledger	General Ledger	General Ledger
I/O	I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
BR Kym Inc. dba Worth Hydrochem of Houston	-	H
C & B Maintenance Inc dba C & B Wholesale Plumbing Supplies	-	T
M & D Supply Inc.	-	T

Approval of Cooperative Purchase Over \$100,000
Recommended for 2/11/2021 Board Agenda

Project Information	21-01-09-23 – Cooperative / Video Conferencing Equipment and Services – (Contreras) – (CAO)
Project Description	The purpose of this project is to acquire Swivl hardware and software technology to engage students in instruction and activities through live stream. Based on annual appropriations, the projected expenditure is not to exceed \$10,000,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System/Texas-Arkansas Purchasing System (TIPS/TAPS) utilizing cooperative project number 191003 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from February 12, 2021, through January 31, 2022, with one annual renewal, if TIPS/TAPS executes its project renewal options, not to extend beyond January 31, 2023.
Amount not to Exceed (Project Term)	\$10,000,000

Budget Information			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Swivl, Inc. dba Satarii, Inc.	-	O

**Approval of Cooperative Purchase Over \$100,000
Recommended for 2/11/2021 Board Agenda**

Project Information	21-12-07-02 - Cooperative / Microsoft Cloud Services (Ly) – (CIO)
Project Description	The purpose of this cooperative project is to obtain Microsoft Cloud Services (Azure) to be utilized by the Information Technology department to support the general server capacity districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$300,000 for the duration of the project. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project number DIR-TSO-4092 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from February 12, 2021, through February 21, 2022, with one two-year renewal, if DIR executes its project renewal options, not to extend beyond February 21, 2024.
Amount not to Exceed (Project Term)	\$300,000

Budget Information		
Fund	1993000000	Fund
Cost Center	1050808000	Cost Center
Functional Area	AD53990000000000	Functional Area
General Ledger	6249000000	General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
SHI Government Solutions, Inc.	-	T

**Approval of Cooperative Purchase Under \$100,000
Recommended for 2/11/2021 Board Agenda**

Project Information	21-12-06-03 - Cooperative / Information Technology Professional Services & Software/Maintenance – (Bellard) – (CAO)
Project Description	The purpose of this cooperative project is to obtain a course development software to assist online learning for staff districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$17,000 for the duration of the contract. This is a cooperative agreement with the federal General Services Administration (GSA) utilizing cooperative project number GS-35F-0270P in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from February 12, 2021, through February 11, 2022, with two annual renewals, if the GSA executes its project renewal options, not to extend beyond January 7, 2024.
Amount not to Exceed (Project Term)	\$17,000

Budget Information			
Fund	2550000000	Fund	Fund
Cost Center	1060937000	Cost Center	Cost Center
Functional Area	AD13990000000	Functional Area	Functional Area
General Ledger	62990000000	General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Interactive Communications Solutions Group, Inc., dba ICS Learning Group	-	O

**Approval of Interlocal Purchase Over \$100,000
Recommended for 2/11/2021 Board Agenda**

Project Information	21-11-09-48 - Interlocal / Online Subscription for Resources & Legal Guidance – (May) – (CAO)
Project Description	The purpose of this project is to acquire resource materials including subscriptions, books, and legal publications that provide educational institutions guidance in areas including but not limited to special education, legal, transportation, and human resources. Based on annual appropriations, the projected expenditure is not to exceed \$107,500 for the duration of the project. This is an interlocal agreement with Central Texas Purchasing Alliance (CTPA) / Allen Independent School District (ISD) project number 2020-SEP-69 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from February 12, 2021, through October 25, 2021, with three annual renewals, if Allen ISD executes its project renewal options, not to extend beyond October 25, 2024.
Amount not to Exceed (Project Term)	\$107,500

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O
		Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
LRP Publications	-	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 2/11/2021 Board Agenda**

Project Information	19-12-14-04 – Cooperative / Technology Hardware, Software, and Services – (Teer) – (CIO) NTE Increase
Project Description	This project was originally approved by the Board of Education on February 14, 2019. The purpose of this project amendment is to ratify expenditures and request an increase to the spending limit authorization beginning December 8, 2020. This project was originally approved to obtain technology hardware, software, and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$16,500,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 18/056KD-40 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from February 15, 2019, through September 18, 2019, with three annual renewals, if Choice Partners executes its project renewal options, not to extend beyond September 18, 2022.
Amount not to Exceed (Project Term)	\$16,500,000

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Netsync Network Solutions	-	H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 2/11/2021 Board Agenda**

Project Information	21-08-12-01 - Cooperative / Vehicle Parts, Supplies, and Related Services – (James) – (COO) – Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on November 12, 2020. The purpose of this project amendment is to award additional vendors with no additional increase in funding, to obtain automotive parts, supplies, fluids, tools, and specialized services for use districtwide. This is a cooperative agreement with BuyBoard utilizing cooperative project number 629-20 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from February 12, 2021, through November 30, 2021, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2023.
Amount not to Exceed (Project Term)	N/A

Budget Information			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Chalk's Truck Parts, Inc. dba Randy's DriveShaft Service	-	H
Lubrication Specialists, Inc.	-	H
R & C Distributors, LLC dba Blender Direct	-	H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 2/11/2021 Board Agenda**

Project Information	13-11-04 – RFP / Digital Teaching and Learning Platform – (Ly) – (CIO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on December 12, 2013. The purpose of this project amendment is to change the name of the awarded vendor. Itslearning, Inc. has changed its business name to LC5, Inc., dba itslearning. The purpose of this project is to obtain a digital teaching and learning platform districtwide, including technology hardware, software, and related services. The district applied the "Best Value" process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from February 11, 2014, through February 10, 2019, with four annual renewals, not to extend beyond February 10, 2023.
Amount not to Exceed (Project Term)	N/A

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
LC5, Inc., dba itslearning	-	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 2/11/2021 Board Agenda**

Project Information	20-09-02-01 - Cooperative / Vehicles, Heavy-Duty Trucks, Accessories, Parts, and Repair Services – (James) – (COO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on January 14, 2021. The purpose of this project amendment is to change the name of the awarded vendors. Caldwell Automotive Partners LLC dba Caldwell Country Chevrolet and Rockdale Country Ford changed it business name to Caldwell Country Chevrolet, LLC dba Caldwell Country Chevrolet and Caldwell Country Ford dba Rockdale Country Ford. The purpose of this cooperative project is to obtain various vehicles, heavy-duty trucks, accessories, parts, and repair services. This is a cooperative agreement with BuyBoard utilizing cooperative project number 601-19 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from January 15, 2021, through November 30, 2021, with one annual renewal, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2022.
Amount not to Exceed (Project Term)	N/A

Budget Information			
Fund	1993000000	Fund	Various Schools and/or Departments
Cost Center	1040810101	Cost Center	
Functional Area	AD34990000000000	Functional Area	
General Ledger	6319000000	General Ledger	
I/O		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Caldwell Country Chevrolet, LLC dba Caldwell Country Chevrolet	-	T
Caldwell Country Ford dba Rockdale Country Ford	-	T

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 2/11/2021 Board Agenda**

Project Information	20-10-07-01 - Cooperative / Vehicle Purchases – Various – (James) – (COO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on January 16, 2020. The purpose of this project amendment is to change the name of the awarded vendors. Caldwell Automotive Partners, LLC, dba Jon Hildebrand's Caldwell Country Chevrolet and Rockdale Country Ford changed its business name to Caldwell Country Chevrolet LLC dba Caldwell Country Chevrolet and Caldwell Country Ford dba Rockdale Country Ford. The purpose of this cooperative project is for the acquisition of various non-bus fleet vehicles. This is a cooperative agreement with BuyBoard utilizing cooperative project number 601-19 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from January 17, 2020, through November 30, 2020, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2022.
Amount not to Exceed (Project Term)	N/A

Budget Information			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Caldwell Country Chevrolet, LLC, dba Caldwell Country Chevrolet	-	T
Caldwell Country Ford dba Rockdale Country Ford	-	T

Code Legend**M/WBE - Minority and Women Business Enterprise Notations**

(A) - Certified M/WBE firm; if listed as A-100% indicates an M/WBE firm; if listed as A->100% the awardee will subcontract with an M/WBE firm(s).

(B) - Non-M/WBE firm; who will subcontract the indicated percentage with an M/WBE firm(s) to meet or exceed the District's goal.

(C) - Non-M/WBE firm; if listed as C-<%, the awardee will subcontract with an M/WBE firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

Other Status Options

(NP-0%) - Non-profit

LOC – Location

Houston (H); Texas (T); Out of State (O); Out of State with Local Office (OT).

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: APPROVAL OF CURRENT AND ANTICIPATED DONATIONS FOR DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE, EXECUTE, AND AMEND NECESSARY CONTRACTS ASSOCIATED WITH THESE DONATIONS

In accordance with board policy, all donations in aggregate of \$5,000 or more must be approved by the Houston Independent School District Board of Education.

The attachment reflects a summary of proposed donations.

COST/FUNDING SOURCE(S): Shown on the attached list.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed donations for districtwide and school-specific programs and authorizes the superintendent or a designee to negotiate, execute, and amend necessary contracts, effective February 12, 2021.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Beal Counseling Associates	J.P. Henderson Elementary School (ES), Nat. Q. Henderson ES, Madison High School (HS), and Northside HS	Academic Support and Student Recognition	\$5,000

Beal Counseling Associates has donated \$5,000 to be shared by J.P. Henderson ES, Nat. Q. Henderson ES, Madison HS, and Northside HS. Each campus will receive \$1,250 with \$1,000 going to academic support and \$250 to be divided up among five students for academic recognition at the schools' discretion. This donation may only be used for the intended purpose.

Dick's Sporting Goods	Houston Independent School District (HISD) Athletics Department	Equipment	\$10,000
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Dick's Sporting Goods has donated \$10,000 to the HISD Athletics Department to purchase athletic equipment for boys' and girls' sports at middle and high schools. This donation may only be used for the intended purpose.

HISD Foundation on behalf of Chevron	Young ES	Supplies and Materials	\$10,000
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The HISD Foundation, on behalf of Chevron, has donated \$10,000.00 as part of the foundation's and 2020 Astros' Wins for Kids Program. Funds are to be used for the general needs of the students and teachers at Young ES. This donation may only be used for the intended purpose.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Texas Spring Cypress Links	Booker T. Washington HS	Scholarships for Students	\$5,000

The Texas Spring Cypress chapter of The Links, Incorporated, donated \$5,000 for scholarships to be awarded to students graduating from Booker T. Washington HS. The intent of the scholarships is to fund certification and or/tuition for students enrolled in post-secondary vocational or technical education. This donation may only be used for the intended purpose.

Mark Twain Parent Teacher Organization (PTO)	Mark Twain ES	Support for International Baccalaureate Primary Years Programme (IB PYP)	\$30,000
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The Mark Twain PTO has donated to Mark Twain ES \$30,000. The purpose of the donation is to support the IB PYP at Mark Twain ES, including substitute support to allow for professional development, hourly support staff, extra pay to allow for safety support staff, technology, and supplies and materials for the needs of the school. This donation may only be used for the intended purpose.

<u>TH Rogers PTO</u>	<u>TH Rogers School</u>	<u>Technology</u>	<u>\$39,241</u>
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T.H. Rogers PTO has donated \$39,241 to T.H. Rogers School for the purpose of purchasing interactive boards for instructional use. This donation may only be used for the intended purpose.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Port Terminal Railroad Association	J. R. Harris ES	Support for After-School Program	\$30,000
Port Terminal Railroad Association has donated \$30,000 to J. R. Harris ES. The purpose of the donation is to provide support for the school's after-school program. Port Terminal Railroad Association has a history of providing support to J. R. Harris ES's after-school program. This donation may only be used for the intended purpose.			
SABIC Innovative Plastics US LLC	Revere Middle School (MS)	General Classroom Supplies	\$5,000
SABIC Innovative Plastics US LLC has donated to Revere MS \$5,000. The purpose of the donation is to provide general classroom supplies and materials for students and teachers. This donation may only be used for the intended purpose.			
Cedillos Law Firm	Bonner ES	Toys for Students	\$5,000 In-Kind
Cedillos Law Firm has awarded Bonner ES an in-kind donation of toys for students, with a total value of \$5,000. The purpose of the donation is to provide toys for a toy drive to be distributed to the students of Bonner to enjoy the holiday season. Bonner was selected for the donation because the law firm founders attended the school as children. This donation may only be used for the intended purpose.			
Chevron USA Inc.	HISD	COVID-19 Protective Supplies	\$6,945 In-kind
Chevron USA Inc. has awarded HISD an in-kind donation of 22,500 face masks and 120 bottles of hand sanitizer, with a total value of \$6,945. The purpose of the donation is to provide COVID-19 pandemic protective supplies to assist HISD in its efforts to mitigate the spread of the coronavirus among students and staff. This donation may only be used for the intended purpose.			

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Ever PPE	Nutrition Services	Protective Face Masks	\$70,000 In-Kind

Ever PPE has donated 350,000 protective face masks to Nutrition Services. The protective face masks have a total in-kind value of \$70,000. The purpose of the donation is to provide COVID-19 pandemic protective supplies to assist HISD in its efforts to mitigate the spread of the coronavirus among students and staff. This donation may only be used for the intended purpose.

Farouk Systems	HISD Business Operations	Hand Sanitizer for COVID-19	\$638,000 In-kind
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Farouk Systems has awarded HISD Business Operations an in-kind donation of 50 pallets of hand sanitizer, with a total value of \$638,000. The purpose of the donation is to provide COVID-19 pandemic protective supplies to assist HISD in its efforts to mitigate the spread of the coronavirus among students and staff. This donation may only be used for the intended purpose.

Steve McDowell Private Donor	Heights HS Band	Piano	\$7,840 In- Kind
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A private community donor, Mr. Steve McDowell, has donated a 6'6" grand piano to the Heights HS Band program. This instrument was recently appraised at \$7,840. The donor was also responsible for the delivery of the piano to the school. This donation may only be used for the intended purpose.

Total Value of Donations: ~~\$822,785~~ \$862,026

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: ACCEPTANCE OF GRANT FUNDS IN SUPPORT OF DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE AND EXECUTE CONTRACTS REQUIRED UNDER THE GRANTS

In accordance with board policy, all grant funds in aggregate of \$5,000 or more must be approved by the Houston Independent School District (HISD) Board of Education.

The attachment reflects a summary of grants awarded to HISD.

COST/FUNDING SOURCE(S): Shown on the attached list.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed grant funds for districtwide and school-specific programs and authorizes the superintendent of schools or designee to negotiate and execute contracts required under the grants, effective February 12, 2021.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Greater Houston Community Foundation	Austin High School (HS)	Hess Learn, Engage, Advance, Persevere (LEAP) 2.0 Program College Success Advisor - Salary and Benefits	\$69,976.74

The Greater Houston Community Foundation has awarded a grant to Austin HS of \$69,976.74 to support the Hess LEAP 2.0 Program. This program is a dropout prevention program that aims to increase the positive factors in youths' lives and instill a commitment to learning during the high-school years, equipping students with the tools to transition, persevere through graduation, and aspire for success in advanced vocational training or higher education and careers. The funds from this grant will pay the salary and benefits for the existing fulltime equivalent (FTE) college success advisor as a part of the Mini-Academy program during the 2020–2021 school year. These funds may only be used as specified.

G-UNITY Foundation and Horizon United Group International, LLC	Kashmere HS, Wheatley HS, and Worthing HS	Business and Entrepreneurship Educational Pilot Program	\$300,000.00
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G-UNITY Foundation and Horizon United Group International, LLC, have awarded a two-year grant to the Houston Independent School District (HISD) in the amount of \$300,000 for Kashmere HS, Wheatley HS, and Worthing HS to be shared by the three schools. The purpose of the grant award is to implement a pilot program that introduces to, and educates students about, core business concepts with opportunities to apply those learned principles through real-life application. The program's goal is to motivate students to complete high school, provide them with immediate opportunities to start a career, and foster a long-lasting interest in business and entrepreneurship in their communities. The funds from this grant will pay the salaries and benefits for a program manager and clerical support, as well as stipends for three teachers, and provide funding for two curriculum writers, student internship opportunities, professional and contracted services, supplies and materials, and other operating costs. The grant period is from January 1, 2021, through July 31, 2023. These funds may only be used as specified.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
K9s4COPs	Houston Independent School District (HISD) Police Department	K9 Police Dog	\$15,000.00 In-Kind

K9s4COPs has awarded a grant, in the form of a K9 police dog, to the HISD Police Department. The purpose of the grant is to provide the HISD Police Department with an explosives-trained K9 police dog, which will provide continuous service to the district to provide safety for students and staff. The canine will also serve as an icebreaker in creating an atmosphere of relation-policing with students and staff. The grant award may only be used for the intended purpose.

Texas Education Agency (TEA) and Harris County	HISD Information Technology Department	COVID-19 Related Distance Learning	\$9,947,250.00
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The TEA and Harris County have awarded HISD Operation Connectivity funds under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Section 5001, Coronavirus Relief Fund (CRF) for necessary expenditures incurred due to the COVID-19 pandemic. The purpose of Operation Connectivity is to provide laptop computing devices and mobile hotspot internet access to students to facilitate distance learning and compliance with COVID-19 precautions. The grant period is from May 21, 2020, to December 30, 2020. The grant award may only be used for the intended purpose.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Verizon	Revere Middle School (MS), Ortiz MS, Navarro MS, Meyerland MS, Marshall MS, Lawson MS, Key MS, Hamilton MS, Forest Brook MS, Fonville MS, Fondren MS, Clifton MS	Equipment, Professional Development, Technology Resources, Salary, Supplies and Materials	\$1,300,000.00 \$11,502,269.00 (in-kind)

Twelve HISD middle schools—Revere, Ortiz, Navarro, Meyerland, Marshall, Lawson, Key, Hamilton, Forest Brook, Fonville, Fondren, and Clifton—have been accepted into Cohort 8 of Verizon Innovative Learning School (VILS), the education initiative of Verizon. After a rigorous competitive process, HISD was identified by the Verizon nonprofit partner, Digital Promise, as meeting all criteria for participation in Cohort 8. The funds awarded to HISD through the VILS program will be administered by Digital Promise. Each VILS partner school will receive an in-kind award of devices for all students, teachers, and administrators; professional development; technology resources; and supplies and materials. Each device will be equipped with a data plan that provides “always-available” internet access outside of the classroom. A portion of the funds will be used to provide a campus instructional technologist dedicated to providing teachers with the pedagogical support to effectively leverage technology in the classroom at each campus. The VILS program is for two years, with a possibility of a two-year extension in the second year. The program period is from April 1, 2021, to June 30, 2023. These grant funds can only be used for the purpose intended.

The schools accepted into Cohort 8 of VILS are the second group of HISD campuses to be funded by Verizon. During the 2019–2020 school year and approved by the school board on January 16, 2020, under the Cohort 7 VILS grant, six HISD schools received a grant award in the amount of \$390,000 and \$3,002,787 (in-kind). These six schools include Edison MS, Fleming MS, Hartman MS, Henry MS, Holland MS, and Tanglewood MS. The VILS program for the six schools is for two years, with a possibility of a two-year extension in the second year. The program period is from April 1, 2020, to June 30, 2022.

Total Value of Grants: \$23,134,495.74

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: APPROVAL OF THE FEBRUARY GENERAL FUND, DEBT SERVICE FUND, AND NUTRITION SERVICES FUND BUDGET AMENDMENT

A report on the status of the 2020–2021 budget has been completed. This report reflects budget amendments that require approval by the Houston Independent School District (HISD) Board of Education in accordance with state guidelines, as well as budget-neutral adjustments made by schools and departments for ratification by the board. Although this update reflects all known changes and recommendations, additional changes may be needed. This item requests authority to make adjustments, if necessary, for the February Budget Amendment.

COST/FUNDING SOURCE(S): Adjustments to the budget will be appropriated as shown in the February Budget Amendment.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This item supports all four district goals and is aligned to all five core initiatives. In addition it allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the February Budget Amendment reflecting fiscal adjustments to estimated appropriations for fiscal year 2020–2021, effective February 12, 2021.

Executive Summary**Purpose:**

Throughout the year campuses and departments move funds between functions within their budgets. The district also reviews the current budget and requests amendments to revenues and appropriations to the General Fund, Debt Service Fund, and Nutrition Services Fund. Board Policy CE(LOCAL) states that functional amendments to the budget shall be summarized by fund by the budget office, presented to the board for ratification, and filed in accordance with established practice.

Prerequisites:**Board Meeting Requirements:**

The board considers and votes on the functional amendments for the General Fund, Debt Service Fund, and the Nutrition Services Fund. If approved the budget office will process the approved adjustments to the overall budget in all funds.

HOUSTON INDEPENDENT SCHOOL DISTRICT
STATEMENT OF OPERATIONS BY FUNCTION
GENERAL FUND
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
FOR FEBRUARY 28, 2021

	2020-2021 Adopted Budget July 1, 2020	Approved Budget as of January 31, 2021	Carryover from Prior Year	Proposed Budget Amendments February 28, 2021	Budget Neutral Amendments February 28, 2021	Proposed Budget as of February 28, 2021
ESTIMATED REVENUES						
Local sources	\$ 1,785,542,493	1,785,542,493	-	37,038,966	-	1,822,581,459
State sources	166,787,686	166,787,686	-	109,071,478	-	275,859,164
Federal sources	19,724,182	19,724,182	-	(2,494,182)	-	17,230,000
Total estimated revenues	\$ 1,972,054,361	1,972,054,361	-	143,616,262	-	2,115,670,623
APPROPRIATIONS						
11 Instruction	\$ 1,151,970,226	1,185,880,033	40,997	(24,290,946)	(11,605,927)	1,150,024,157
12 Instructional resources and media services	10,117,415	9,941,196	-	(87,548)	(955,803)	8,897,844
13 Curriculum and Instructional Staff Development	35,575,973	36,872,622	411	(54,195)	1,255,766	38,074,604
21 Instructional leadership	27,238,328	27,751,404	625	(189,106)	(599,982)	26,962,942
23 School leadership	151,622,019	150,853,389	-	771,901	(9,220,155)	142,405,135
31 Guidance, counseling and evaluation services	64,146,508	67,394,809	-	(259,932)	1,824,110	68,958,987
32 Social work services	17,783,562	17,671,219	-	56,526	(757,423)	16,970,323
33 Health services	21,852,470	36,060,192	-	10,579,772	9,605,069	56,245,032
34 Student transportation	62,374,365	64,417,610	-	(2,921,570)	(460,046)	61,035,994
35 Food services	-	-	-	-	16,650	16,650
36 Co-Curricular/extracurricular activities	13,016,782	13,281,724	-	39,848	1,175,750	14,497,322
41 General administration	39,549,934	39,915,362	-	(1,130,661)	1,356,361	40,141,062
51 Plant maintenance and operations	200,224,409	231,907,870	-	9,406,251	(3,364,294)	237,949,828
52 Security and monitoring services	28,554,805	29,380,950	-	(191,453)	(25,025)	29,164,472
53 Data processing services	56,322,728	131,903,893	-	9,948,247	10,304,653	152,156,792
61 Community services	3,008,827	2,952,117	-	12,487	(276,073)	2,688,531
71 Debt Service	15,250,000	15,250,000	-	-	-	15,250,000
81 Facilities acquisition and construction	37,848	2,910,474	-	-	1,731,370	4,641,844
91 Contracted Instructional Services Between Public Schools (Chapter 41 Pay	12,083,891	12,083,891	-	139,649,360	-	151,733,251
95 Juvenile justice alternative education programs	792,000	792,000	-	-	-	792,000
97 Tax reinvestment zone payments	63,066,742	63,066,742	-	4,471,108	-	67,537,850
99 Tax appraisal and collection	16,505,000	16,505,000	-	-	(5,000)	16,500,000
Total estimated appropriations	\$ 1,991,093,833	2,156,792,497	42,033	145,810,091	-	2,302,644,620
Excess (deficiency) of estimated revenues over (under) appropriati	\$ (19,039,472)	(184,738,136)	(42,033)	(2,193,829)	-	(186,973,997)
OTHER FINANCING SOURCES (USES)						
Proceeds from the sale of capital leases	\$ -	-	-	-	-	-
Transfers-in	22,500,000	22,500,000	-	-	-	22,500,000
Transfers-out	(37,449,140)	(37,449,140)	-	-	-	(37,449,140)
Total other financing sources (uses)	\$ (14,949,140)	(14,949,140)	-	-	-	(14,949,140)
Net excess (deficiency) before adjustments	\$ (33,988,612)	(199,687,276)	(42,033)	(2,193,829)	-	(201,923,137)
Reserve for Encumbrances (Assigned)	\$ -	57,070,495	42,033	-	-	57,112,528
Reserve for ERP and Fund Reservations (Assigned)	-	12,951,087	-	-	-	12,951,087
Reserve for PFC Projects (Assigned)	18,434,625	18,434,625	-	-	-	18,434,625
Reserve for Operations (Committed)	-	-	-	(44,454,665)	-	(44,454,665)
Reserve Adjustments	\$ 18,434,625	70,021,582	42,033	(44,454,665)	-	44,043,575
Unassigned Fund Balance, Beginning	\$ 512,328,146	655,054,226				655,054,226
Unassigned Fund Balance, Ending	\$ 496,774,159	525,388,532				497,174,664

HOUSTON INDEPENDENT SCHOOL DISTRICT
 PROPOSED BUDGET AMENDMENTS
 GENERAL FUND
 BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
 FOR FEBRUARY 28, 2021

PROPOSED ESTIMATED REVENUE AMENDMENTS	Revenue Amendment Reason										Proposed Budget Amendments February 28, 2021
	Property Taxes	Interest Earnings	Rentals and Miscellaneous Revenues	TRS On Behalf State Revenues	Other State Revenues	Per Capita Rate Change State Revenues	Foundation School Program State Revenues	Property Value Audits	Harvey Rebuild Reimbursement	Federal Revenue Other Agencies	
Local sources	\$ 41,259,408	(2,800,000)	(1,420,442)								37,038,966
State sources				7,000,000	(250,000)	30,636,872	(1,599,591)	38,829,532	34,454,665		109,071,478
Federal sources										(2,494,182)	(2,494,182)
Total proposed estimated revenue amendments	\$ 41,259,408	(2,800,000)	(1,420,442)	7,000,000	(250,000)	30,636,872	(1,599,591)	38,829,532	34,454,665	(2,494,182)	143,616,262

PROPOSED APPROPRIATION AMENDMENTS	Appropriations Amendment Reason													
	Recapture	COVID-Devices	COVID-Facilities Cleaning & Supplies	COVID-PPE	COVID-Health & Medical Services	COVID-Learning Center printing	Operation Connectivity Reduction	TIRZ	TRS On Behalf	Performance Contracts Budget Settle- up	PUA Budget Settle-up	Department and District- wide Cuts	Proposed Budget Amendments February 28, 2021	
Instruction	\$					363,741			4,369,706	3,000,000	(23,000,000)	(9,024,393)	(24,290,946)	
Instructional resources and media services									42,702			(130,250)	(87,548)	
Curriculum and Instructional Staff Development									255,155			(309,350)	(54,195)	
Instructional leadership									101,821			(290,927)	(189,106)	
School leadership									771,901				771,901	
Guidance, counseling and evaluation services									189,991			(449,923)	(259,932)	
Social work services									56,526				56,526	
Health services				6,492,130	4,000,000				97,642			(10,000)	10,579,772	
Student transportation									223,320			(3,144,890)	(2,921,570)	
Food services													-	
Co-Curricular/extracurricular activities									42,016			(2,168)	39,848	
General administration									106,903			(1,237,564)	(1,130,661)	
Plant maintenance and operations			9,998,496						459,008			(1,051,253)	9,406,251	
Security and monitoring services									119,126			(310,579)	(191,453)	
Data processing services		20,114,628					(9,947,250)		151,694			(370,825)	9,948,247	
Community services									12,487				12,487	
Debt Service													-	
Facilities acquisition and construction													-	
Contracted Instructional Services Between Public Schools	139,649,360												139,649,360	
Juvenile justice alternative education programs													-	
Tax reinvestment zone payments								4,471,108					4,471,108	
Tax appraisal and collection													-	
Total proposed appropriation amendments	\$	139,649,360	20,114,628	9,998,496	6,492,130	4,000,000	363,741	(9,947,250)	4,471,108	7,000,000	3,000,000	(23,000,000)	(16,332,122)	145,810,091

HOUSTON INDEPENDENT SCHOOL DISTRICT
STATEMENT OF OPERATIONS BY FUNCTION
DEBT SERVICE FUND
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
AS OF FEBRUARY 28, 2021

	Approved Budget as of December 31, 2020	Approved Budget as of January 31, 2021	Proposed Budget Amendments February 28, 2021	Budget Neutral Amendments February 28, 2021	Proposed Budget as of February 28, 2021
ESTIMATED REVENUES					
Local sources	\$ 309,958,116	309,958,116	1,995,745	-	311,953,861
State sources	2,300,000	2,300,000	(243,344)	-	2,056,656
Federal sources	-	-	-	-	-
Total estimated revenues	\$ 312,258,116	312,258,116	1,752,401	-	314,010,517
APPROPRIATIONS					
71 Debt Service	360,458,046	360,458,046	1,815,040	-	362,273,086
Total estimated appropriations	\$ 360,458,046	360,458,046	1,815,040	-	362,273,086
Excess (deficiency) of estimated revenues over (under) appropriations	\$ (48,199,930)	(48,199,930)	(62,639)	-	(48,262,569)
OTHER FINANCING SOURCES (USES)					
Proceeds from the sale of capital leases	\$ -	-	-	-	-
Transfers-in	42,788,700	42,788,700	-	-	42,788,700
Transfers-out	-	-	-	-	-
Total other financing sources (uses)	\$ 42,788,700	42,788,700	-	-	42,788,700
Net excess (deficiency) before adjustments	\$ (5,411,230)	(5,411,230)	(62,639)	-	(5,473,869)
Unassigned Fund Balance, Beginning	\$ 112,859,097	112,859,097			112,859,097
Unassigned Fund Balance, Ending	\$ 107,447,867	107,447,867			107,385,228

HOUSTON INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET AMENDMENTS
DEBT SERVICE FUND
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
AS OF FEBRUARY 28, 2021

		Proposed Budget Amendments February 28, 2021
PROPOSED ESTIMATED REVENUE AMENDMENTS		
Local sources	Property Value Increased	\$ 1,995,745
State sources	EDA funding reduction	(243,344)
Federal sources		-
Total proposed estimated revenue amendments		\$ 1,752,401
PROPOSED APPROPRIATION AMENDMENTS		
71 Debt Service	Variable Debt Principal & Interest Changes	1,815,040
Total proposed appropriation amendments		\$ 1,815,040

HOUSTON INDEPENDENT SCHOOL DISTRICT
STATEMENT OF OPERATIONS BY FUNCTION
NUTRITION SERVICES
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
AS OF FEBRUARY 28, 2021

	2020-2021 Adopted Budget July 1, 2020	Approved Budget as of January 31, 2021	Carryover from Prior Year Encumbrances	Proposed Budget Amendments February 28, 2021	Budget Neutral Amendments February 28, 2021	Proposed Budget as of February 28, 2021
ESTIMATED REVENUES						
Local sources	\$ 112,500	112,500	-	767,500	-	880,000
State sources	585,000	585,000	-	-	-	585,000
Federal sources	104,924,484	104,924,484	-	(23,533,102)	-	81,391,382
Total estimated revenues	\$ 105,621,984	105,621,984	-	(22,765,602)	-	82,856,382
APPROPRIATIONS						
35 Food services	120,337,264	120,337,264	320,466	(14,885,653)	-	105,772,077
41 General administration	-	-	-	1,200	-	1,200
51 Plant maintenance and operations	762,110	762,110	-	767,729	-	1,529,839
Total estimated appropriations	\$ 121,099,374	121,099,374	320,466	(14,116,724)	-	107,303,116
Excess (deficiency) of estimated revenues over (under) appropriations	\$ (15,477,390)	(15,477,390)	(320,466)	(8,648,878)	-	(24,446,734)
OTHER FINANCING SOURCES (USES)						
Transfers-in	2,647,890	2,647,890	-	-	-	2,647,890
Total other financing sources (uses)	\$ 2,647,890	2,647,890	-	-	-	2,647,890
Net excess (deficiency) before adjustments	\$ (12,829,500)	(12,829,500)	(320,466)	(8,648,878)	-	(21,798,844)
Reserve for Encumbrances	\$ -	-	320,466	-	-	320,466
Reserve Adjustments	\$ -	-	320,466	-	-	320,466
Restricted Fund Balance, Beginning	\$ 13,347,419	13,347,419				13,347,419
Unassigned Fund Balance, Ending	\$ 517,919	517,919				(7,810,493)

HOUSTON INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET AMENDMENTS
NUTRITION SERVICES
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
AS OF FEBRUARY 28, 2021

PROPOSED ESTIMATED REVENUE AMENDMENTS

Local sources
 State sources

Federal sources

Total proposed estimated revenue amendments

REASON

Revenue from City of Houston

NSLP & SBP Program not operational due to
 SFSP and CACFP waivers.

	Proposed Budget Amendments February 28, 2021
	\$ <u>767,500</u>
	-
	(23,533,102)
	\$ <u>(22,765,602)</u>

PROPOSED APPROPRIATION AMENDMENTS

35 Food services
 41 Security and monitoring services
 51 Plant maintenance and operations

Total proposed appropriation amendments

Program changes due to lower participation	(14,885,653)
Functional Budget Adjustment	1,200
Functional Budget Adjustment	767,729
	\$ <u>(14,116,724)</u>

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of School Offices
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
AE(LOCAL), EDUCATIONAL PHILOSOPHY—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy AE(LOCAL), *Educational Philosophy*, to update the goal progress measures (GPMs) for goal three, to update constraint progress measures (CPMs) 2.2 and 3.2, and to address minor issues of style and consistency. These changes reflect the inclusion of baseline data for all goal three GPMs and CPMs 2.2 and 3.2, as well as the correction of an acronym in GPM 3.1.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to AE(LOCAL), *Educational Philosophy*, on first reading.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Beliefs and Vision

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

Beliefs

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Mission

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Theory of Action

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
- If the District allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs; and

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AE
(LOCAL)

- If the District offers equitable access to high-quality diverse school settings that meet the needs of its diverse community of students; and
- If the District defines and funds essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus.

Then campuses will be able to accomplish the Board's student outcome goals while honoring the Board's constraints.

Mandate for Change

Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.

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- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served shall determine the level of principal autonomy or central office intervention at the school.

School Choice

School choice must remain an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits his or her unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with his or her unique instructional needs and thereby ensuring access to the resources that enhance student achievement.

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- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

Change in Action

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Decentralization

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and
Strategic Intent**

The District exists to strengthen the social and economic foundation of Houston by assuring its youth the highest quality elementary and secondary education available anywhere.

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AE
(LOCAL)

Goals and Progress Measures

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

Goal 1

The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in spring 2019 to 50 percent in spring 2024.

- Goal Progress Measure 1.1

The percentage of grade 1 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.

- Goal Progress Measure 1.2

The percentage of grade 2 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.

- Goal Progress Measure 1.3

The percentage of grade 3 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 2

The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring 2019 to 54 percent in spring 2024.

- Goal Progress Measure 2.1

The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.

- Goal Progress Measure 2.2

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The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.

- Goal Progress Measure 2.3

The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

Goal 3

The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–~~2018~~ graduates to 71 percent for 2022–2023 graduates reported in 2024.

- Goal Progress Measure 3.1

The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or ~~Technology Services Industry Association~~ Texas Success Initiative Assessment (TSIA) will increase eight percentage points from ~~X-24 percent~~ in 2019 to Y-32 percent in 2024.

- Goal Progress Measure 3.2

The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from ~~X-26 percent~~ in 2019 to Y-34 percent in 2024.

- Goal Progress Measure 3.3

The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase ~~eight-18~~ percentage points from ~~X-0 percent~~ in 2019 to Y-18 percent in 2024.

Goal 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.

- Goal Progress Measure 4.1

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The percentage of students receiving special education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.

- Goal Progress Measure 4.2

The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

- Goal Progress Measure 4.3

The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

**Constraints and
Constraint Progress
Measures**

Board's Constraints
for the Board

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

Constraint 1

The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

Constraint 2

The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

Constraint 3

The Board will not allow five years to pass without an Equity audit, an Legislative Budget Board (LBB) review, and a special education (SPED) review.

Constraint 4

The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

Constraint 5

The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

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Board's Constraints
for the
Superintendent

Constraint 1

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- Constraint Progress Measure 1.1

The percentage of students receiving special education services served by strong special education teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

The percentage of bilingual education students served by strong bilingual teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

The gap in retention rates of newly recruited, strong teachers between identified campuses* and other HISD campuses will decrease XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

Constraint 2

The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- Constraint Progress Measure 2.1

The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.

- Constraint Progress Measure 2.2

The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least ~~X number of Wraparound Advisory Council~~ two WAC meetings during the year, will increase from ~~XX-50~~ percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

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- Constraint Progress Measure 2.3

The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

Constraint 3

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- Constraint Progress Measure 3.1

The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.

- Constraint Progress Measure 3.2

The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase ~~XX~~100 percentage points from ~~XX~~0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Constraint 4

The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from XX percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing appropriately written goals shall increase from 0 percent* during the 2019–2020 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

The percentage of students documented as meeting progress for all applicable IEP goals will increase from XX percent during the 2019–2020 school year to XX percent during the 2023–2024 school year.

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Constraint 5

The Superintendent shall not allow the District to operate without significantly increasing quality seats for early childhood education including prekindergarten 3, prekindergarten 4, and kindergarten.

Core Values

The District's core values are as follows:

- **Safety Above All Else.**
Safety takes precedence over all else. A safe environment shall be provided for every student and employee.
- **Student Learning is the Main Thing.**
All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.
- **Focus on Results and Excellence.**
Each employee shall focus on results and excellence in individual and organizational efforts.
- **Parents are Partners.**
Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.
- **Common Decency.**
The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.
- **Human Capital.**
Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

**Central Office
Accountability
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;

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- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

Effective Date

This policy shall be effective as of the adoption date, November 5, 2020.

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(LOCAL)

Beliefs and Vision

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

Beliefs

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
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Theory of Action

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
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Empowerment

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Decentralization

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- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
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4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and
Strategic Intent**

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Goal 2

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(LOCAL)

The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.

- Goal Progress Measure 2.3

The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

Goal 3

The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.

- Goal Progress Measure 3.1

The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in 2019 to 32 percent in 2024.

- Goal Progress Measure 3.2

The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in 2019 to 34 percent in 2024.

- Goal Progress Measure 3.3

The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.

Goal 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.

- Goal Progress Measure 4.1

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

The percentage of students receiving special education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.

- Goal Progress Measure 4.2

The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

- Goal Progress Measure 4.3

The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

**Constraints and
Constraint Progress
Measures**

Board's Constraints
for the Board

Constraint 1

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

Constraint 2

The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

Constraint 3

The Board will not allow five years to pass without an equity audit, a Legislative Budget Board (LBB) review, and a special education (SPED) review.

Constraint 4

The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

Constraint 5

The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

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Board's Constraints
for the
Superintendent

Constraint 1

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- Constraint Progress Measure 1.1

The percentage of students receiving special education services served by strong special education teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

The percentage of bilingual education students served by strong bilingual teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

The gap in retention rates of newly recruited, strong teachers between identified campuses and other HISD campuses will decrease XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

Constraint 2

The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- Constraint Progress Measure 2.1

The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.

- Constraint Progress Measure 2.2

The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

EDUCATIONAL PHILOSOPHY

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- Constraint Progress Measure 2.3

The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

Constraint 3

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- Constraint Progress Measure 3.1

The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.

- Constraint Progress Measure 3.2

The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Constraint 4

The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from XX percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing appropriately written goals shall increase from 0 percent during the 2019–2020 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

The percentage of students documented as meeting progress for all applicable IEP goals will increase from XX percent during the 2019–2020 school year to XX percent during the 2023–2024 school year.

EDUCATIONAL PHILOSOPHY

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Constraint 5

The Superintendent shall not allow the District to operate without significantly increasing quality seats for early childhood education including prekindergarten 3, prekindergarten 4, and kindergarten.

Core Values

The District's core values are as follows:

- **Safety Above All Else.**
Safety takes precedence over all else. A safe environment shall be provided for every student and employee.
- **Student Learning is the Main Thing.**
All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.
- **Focus on Results and Excellence.**
Each employee shall focus on results and excellence in individual and organizational efforts.
- **Parents are Partners.**
Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.
- **Common Decency.**
The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.
- **Human Capital.**
Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

**Central Office
Accountability
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

Effective Date

This policy shall be effective as of the adoption date, .

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of Legal Services
Elneita Hutchins-Taylor, General Counsel

SUBJECT: APPROVAL TO WAIVE BOARD POLICY BF(LOCAL), BOARD POLICIES, AND APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY BDD(LOCAL), BOARD INTERNAL ORGANIZATION: ATTORNEY, ON FIRST READING

The Houston Independent School District (HISD) requests that the Board of Education approves revisions to Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, to authorize the superintendent or superintendent's designee to settle subrogation liens arising from workers' compensation and property damage claims resulting in payments back to the district of less than \$5,000.00. Currently, settlement of these relatively low-value subrogation liens and property damage claims require board approval and is an inefficient means of processing such routine claims. Authorizing the superintendent or superintendent's designee to settle subrogation liens and property damage claims of less than \$5,000.00 expedites the approval process and allows the board to focus its time and energy on higher-level matters. The superintendent shall develop a regulation to implement this process.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy On Line* manual.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, on first reading, effective February 12, 2021.

BOARD INTERNAL ORGANIZATION
ATTORNEY

BDD
(LOCAL)

Board Attorneys

The Board or designee shall appoint Special Counsel to the Board to advise on legal matters affecting Board members and provide representation and advice at Board meetings. [See also BJA(LOCAL) regarding the Office of Legal Services]

The attorneys shall be responsible directly to the Board but shall be required to work with the Office of Legal Services and other administrative staff. Procedures shall be established to ensure coordination of all services in accordance with the best interests of the District.

Settlement Authority

The board supports promoting the efficient operation of district business management processes. Accordingly, the board authorizes the superintendent or superintendent's designee to approve the settlement of Workers Compensation subrogation claims, and property damage claims, without board approval, for matters less than \$5,000. The superintendent shall develop a regulation to facilitate this process.

BOARD INTERNAL ORGANIZATION
ATTORNEY

BDD
(LOCAL)

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REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

SUBJECT: DEBT MANAGEMENT ACTIVITY REPORT

The Houston Independent School District enacted a formal *Debt Management Policy* with the intent to improve the quality of decisions and provide justification for the structure of debt issuance. The guidelines set forth in the *Debt Management Policy* were developed to provide for the issuance and management of the district's debt portfolio. Adherence to the policy indicates to rating agencies and capital markets that the district's debt is being managed in a prudent manner.

The district's *Debt Management Policy* requires that the Office of Finance provide a report to the Board of Education semi-annually detailing debt management activities and adherence to the policy. The attached report includes the fiscal year from July 1, 2020, through December 31, 2020.



REPORT OF DEBT MANAGEMENT ACTIVITIES

Houston Independent School District
As of December 31, 2020


FOREWORD


- Pursuant to the Debt Management Policy adopted by the Board of Education of the Houston Independent School District, the Office of Finance shall periodically report to the Board debt management activities and adherence to the Policy.




COMPLIANCE CERTIFICATION

We hereby certify that debt management activities were conducted in compliance with the Board-approved Debt Management Policy.



Glenn Reed
Chief Financial Officer

Rick Fairman
Treasurer

Sherrie Robinson
Controller

DEBT MANAGEMENT POLICY COMPLIANCE REVIEW As of December 31, 2020

Houston ISD Compliance Summary		
Category	Compliant	Comments
Debt Management Policy reviewed annually.	Yes	Approved by Board of Education on 6/11/2020.
Arbitrage reports prepared and reported in CAFR.	Yes	CAFR dated 6/30/2020 reflected estimated arbitrage liabilities.
Authorized types of debt issued in current reporting period.	Yes	No issuance in current reporting period.
Variable rate debt <= 25% of total debt.	Yes	As of 12/31/2020 variable rate debt equaled 13.69% of total debt.
Refunded debt met net present savings thresholds of 2% for current refundings and 4% for advance refundings.	Yes	No refunding transactions in current reporting period.
Legal debt limitation requirements met.	Yes	Attorney General letter on file with issuance documents.
District debt service tax rate limitation of \$1.00 per \$100 assessed valuation and total tax rate of \$1.70 not exceeded.	Yes	Current debt service tax rate is \$0.1667 and total tax rate is \$1.1331.
The District obtained credit ratings from at least two nationally recognized bond rating agencies prior to bond issues.	Yes	Current ratings are Aaa by Moody's and AA+ by Standard & Poors.
Required bond issuance reports filed with nationally recognized municipal securities information repository by bond counsel.	Yes	Letter on file by bond counsel (Orrick Herrington) dated 12/18/2020 indicating compliance.
The District filed the CAFR with the MSRB on EMMA Dataport.	Yes	Filed by District in November 2020.
The District filed the Annual Financial and Operating Data Disclosure Report with the MSRB on EMMA Dataport.	Yes	Filed by District in November 2020.
Investment of bond proceeds meets Debt Policy guidelines.	Yes	Proceeds invested in segregated accounts and reported within the district's Cash Management and Investment Policy.
The District met targeted debt service fund balance of 10% of total debt service at most recent fiscal year end.	Yes	The debt service fund balance at 6/30/2020 was 31.41% of budgeted 2021 debt service.



SUMMARY OF DEBT ACTIVITY

FOR THE PERIOD JULY 1, 2020 THROUGH DECEMBER 31, 2020

□ **DEBT ISSUANCE**

No debt issuance for the period reported.

SUMMARY OF DEBT ACTIVITY

□ **DEBT PAYMENTS (7/01/2020 through 12/31/2020)**

Principal Payments	\$ 38,796,456
Interest Payments	\$ 66,710,836
Escrow Agents – Current Refunding	\$ 0
Fiscal Charges	<u>\$ 8,399</u>
Total Expenditures	\$ 105,515,691
Other Financing Uses -	
Escrow Agents – Advance Refunding	<u>\$ 0</u>
Total Disbursements (Uses)	<u><u>\$ 105,515,691</u></u>

Note: This report is an unaudited management report and may not reflect final audited results.

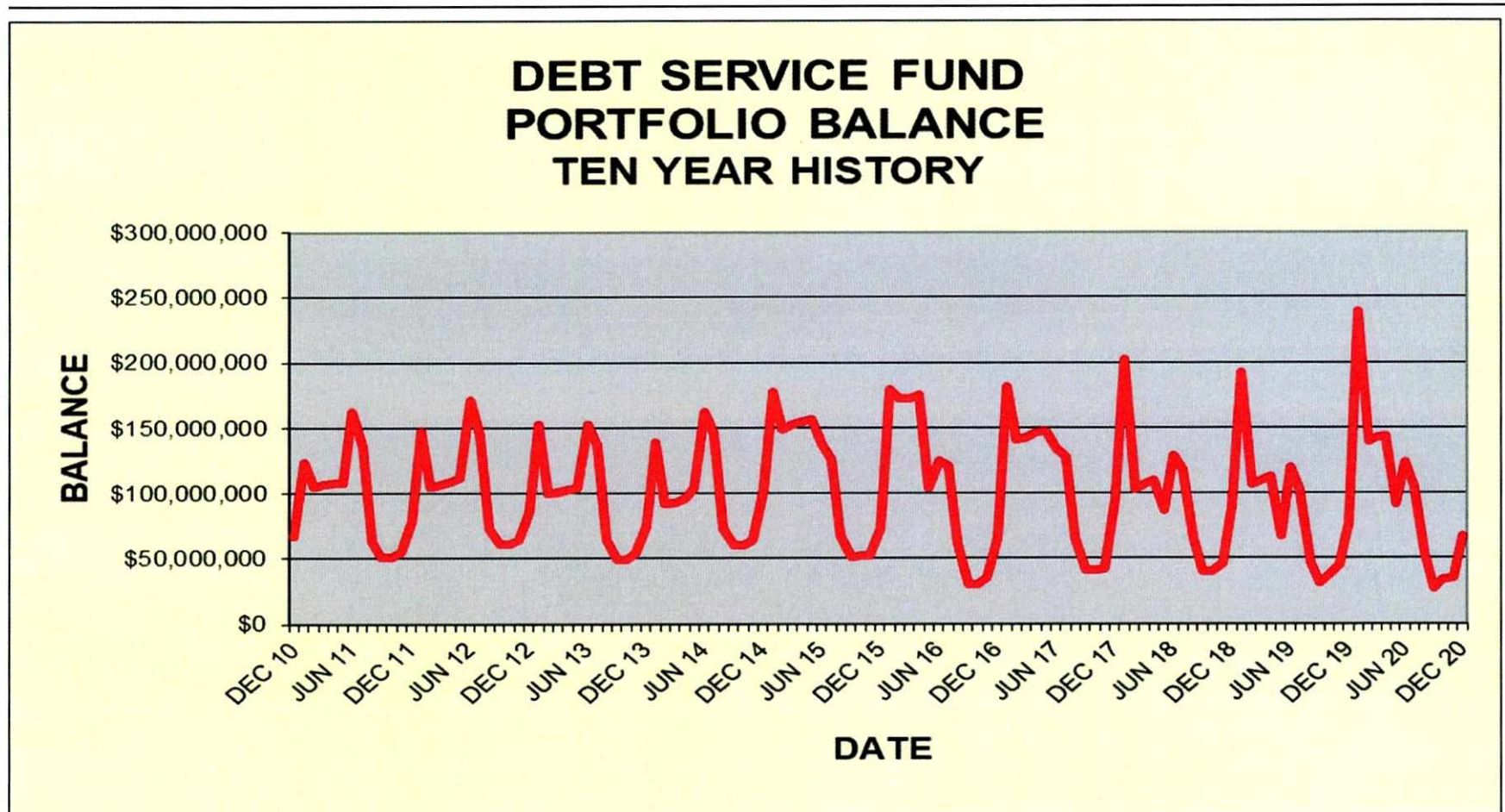
HOUSTON INDEPENDENT SCHOOL DISTRICT

DEBT SUMMARY AS OF DECEMBER 31, 2020

Date of Issue	Description	Original Issue Amount	Final Maturity Date	6/30/2020 Debt Principal	7/20 - 12/20	7/20 - 12/20	7/20 - 12/20	12/31/2020 Debt Principal
					Activity Debt Acquisitions/ Sales/(Refundings)	Activity Debt Principal Pymts	Activity Debt Interest Pymts	
3/22/07	Refunding Series 2007	\$ 279,865,000	2/15/2021	\$ 10,000,000	\$ -	\$ -	\$ 262,500	\$ 10,000,000
11/01/09	Series 2009A-2 (BABS)	148,850,000	2/15/2034	148,850,000	-	-	4,579,309	148,850,000
11/01/09	Series 2009A-3 (BABS)	183,750,000	2/15/2028	151,950,000	-	-	4,408,275	151,950,000
5/01/98	Lease Revenue Series 1998A (PFC)	46,246,108	9/15/2021	2,291,528	-	1,176,456	2,708,544	1,115,072
4/26/10	Lease Revenue Series 2010A (PFC B)	16,070,000	9/15/2021	7,280,000	-	2,375,000	145,600	4,905,000
5/15/12	Variable Rate Refunding Series 2012	182,080,000	6/1/2030	57,470,000	-	-	689,640	57,470,000
2/14/13	Limited Tax Refunding Series 2013C	92,905,000	2/15/2032	72,240,000	-	-	1,503,775	72,240,000
2/14/13	Limited Tax Sch and Ref Series 2013A	209,640,000	2/15/2038	134,270,000	-	-	3,001,625	134,270,000
2/14/13	Variable Rate Ltd Tax Sch Series 2013B	147,130,000	6/1/2037	49,050,000	-	-	588,600	49,050,000
12/16/14	Limited Tax Refunding Series 2014B	365,395,000	2/15/2033	173,090,000	-	-	3,522,350	173,090,000
*12/23/14	Lease Revenue Series 2014 (PFC)	81,650,000	9/15/2020	17,985,000	-	17,985,000	449,625	-
4/12/16	Limited Tax Sch and Ref Series 2016A	757,195,000	2/15/2041	654,295,000	-	-	15,043,400	654,295,000
4/19/16	Limited Tax Refunding Series 2016B	19,975,000	2/15/2033	19,975,000	-	-	349,562	19,975,000
5/23/17	Limited Tax Sch and Ref Series 2017	848,740,000	2/15/2042	766,645,000	-	-	17,793,025	766,645,000
6/29/17	Lease Revenue Ref Series 2017 (PFC)	21,550,000	9/15/2030	17,740,000	-	1,305,000	402,550	16,435,000
6/27/18	Limited Tax Sch Series 2018	86,960,000	2/15/2043	84,850,000	-	-	2,101,350	84,850,000
6/01/19	Variable Rate Ltd Tax Sch Series 2013B	49,425,000	6/1/2037	49,425,000	-	-	556,031	49,425,000
6/01/19	Variable Rate Ltd Tax Sch Series 2014A-2	110,520,000	6/1/2039	110,520,000	-	-	1,243,350	110,520,000
10/22/19	Lease Revenue Ref Series 2019 (PFC)	29,675,000	9/15/2029	29,675,000	-	-	741,875	29,675,000
6/01/20	Variable Rate Ltd Tax Refunding Series 2012	37,115,000	6/1/2029	37,115,000	-	-	742,300	37,115,000
6/01/20	Variable Rate Ltd Tax Refunding Series 2014A-	82,105,000	6/1/2039	82,105,000	-	-	1,642,100	82,105,000
Bonds Payable		\$ 3,796,841,108		\$ 2,676,821,528	\$ -	\$ 22,841,456	\$ 62,475,386	\$ 2,653,980,072
6/27/18	Maintenance Tax Notes Series 2018	\$ 174,615,000	1/15/2038	168,925,000	-	5,955,000	4,163,450	\$ 162,970,000
*7/13/15	Maintenance Notes Refunding Series 2015	40,360,000	7/15/2020	\$ 10,000,000	\$ -	\$ 10,000,000	\$ 72,000	-
Notes Payable		\$ 214,975,000		\$ 178,925,000	\$ -	\$ 15,955,000	\$ 4,235,450	\$ 162,970,000
Total Debt Payable		\$ 4,011,816,108		\$ 2,855,746,528	\$ -	\$ 38,796,456	\$ 66,710,836	\$ 2,816,950,072

* Debt either reached final maturity, was refunded, or was fully redeemed during the current fiscal year.

INVESTMENT AND CASH BALANCES



DISCUSSION ITEM

Office of the Superintendent of Schools
Board of Education Meeting of February 11, 2021

Office of the Chief of Staff
Silvia Trinh, Chief of Staff

SUBJECT: DISCUSSION OF HOUSE BILL 3 DISTRICT STUDENT GROUP TARGETS

The purpose of this agenda item is for the Houston Independent School District (HISD) Board of Education to discuss a revision to administrative exhibit AE(EXHIBIT), *Educational Philosophy*, to include the district student group targets for early literacy, early mathematics, and college, career, and military readiness (CCMR) indicators.

The proposed update to administrative exhibit AE(EXHIBIT), *Educational Philosophy*, is attached.

EDUCATIONAL PHILOSOPHY

AE
(EXHIBIT)DISTRICT STUDENT GROUP TARGETS FOR BOARD GOALS 1, 2, 3

Student group targets for 2020–2024, including historical data for 2018 and 2019, are included to monitor achievement toward Goals 1–3 described in AE(LOCAL). Goals 1–3 support the required House Bill 3 (2019) learning goals and targets for students in early literacy, early mathematics, and college, career, and military readiness (CCMR). Student group achievement will be reported annually through the monthly Lone Star Governance Progress Monitoring Reports following the timeline approved by the Board of Education.

EARLY LITERACY DISTRICT TARGETS

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	Special Ed. (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	39%	27%	37%	67%	---	76%	---	66%	28%	33%	28%	38%	40%	35%
2019	42%	29%	39%	69%	---	80%	---	70%	26%	35%	39%	40%	43%	36%
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	42%	29%	39%	69%	---	80%	---	70%	26%	35%	39%	40%	43%	36%
2022	44%	33%	42%	70%	---	81%	---	71%	30%	38%	42%	43%	45%	39%
2023	47%	37%	45%	71%	---	82%	---	72%	34%	41%	45%	46%	47%	42%
2024	50%	41%	48%	72%	---	83%	---	73%	39%	45%	48%	49%	50%	46%

EARLY MATHEMATICS DISTRICT TARGETS

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	Special Ed. (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	44%	29%	43%	71%	38%	83%	---	67%	30%	39%	43%	45%	46%	37%
2019	46%	31%	45%	72%	---	85%	---	71%	28%	40%	46%	46%	48%	38%
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	46%	31%	45%	72%	---	85%	---	71%	28%	40%	46%	46%	48%	38%
2022	48%	35%	47%	73%	---	86%	---	72%	32%	43%	48%	48%	50%	41%
2023	51%	39%	50%	74%	---	87%	---	73%	37%	46%	51%	51%	52%	45%
2024	54%	44%	53%	75%	---	88%	---	74%	42%	50%	54%	54%	54%	49%

EDUCATIONAL PHILOSOPHY

AE
(EXHIBIT)CCMR DISTRICT TARGETS

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	Special Ed. (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
<u>2018</u>	<u>53%</u>	<u>38%</u>	<u>54%</u>	<u>67%</u>	<u>46%</u>	<u>85%</u>	<u>---</u>	<u>66%</u>	<u>37%</u>	<u>50%</u>	<u>31%</u>	<u>42%</u>	<u>58%</u>	<u>33%</u>
<u>2019</u>	<u>63%</u>	<u>52%</u>	<u>63%</u>	<u>73%</u>	<u>50%</u>	<u>90%</u>	<u>---</u>	<u>67%</u>	<u>67%</u>	<u>60%</u>	<u>44%</u>	<u>46%</u>	<u>67%</u>	<u>45%</u>
<u>2020</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>
<u>2021</u>	<u>63%</u>	<u>52%</u>	<u>63%</u>	<u>73%</u>	<u>50%</u>	<u>90%</u>	<u>---</u>	<u>67%</u>	<u>67%</u>	<u>60%</u>	<u>44%</u>	<u>46%</u>	<u>67%</u>	<u>45%</u>
<u>2022</u>	<u>65%</u>	<u>56%</u>	<u>65%</u>	<u>74%</u>	<u>54%</u>	<u>91%</u>	<u>---</u>	<u>68%</u>	<u>68%</u>	<u>63%</u>	<u>48%</u>	<u>50%</u>	<u>68%</u>	<u>49%</u>
<u>2023</u>	<u>68%</u>	<u>60%</u>	<u>68%</u>	<u>75%</u>	<u>58%</u>	<u>92%</u>	<u>---</u>	<u>69%</u>	<u>69%</u>	<u>66%</u>	<u>53%</u>	<u>55%</u>	<u>69%</u>	<u>54%</u>
<u>2024</u>	<u>71%</u>	<u>64%</u>	<u>71%</u>	<u>76%</u>	<u>62%</u>	<u>93%</u>	<u>---</u>	<u>71%</u>	<u>71%</u>	<u>69%</u>	<u>58%</u>	<u>60%</u>	<u>71%</u>	<u>59%</u>

BOARD MONITORING METRICS

Below are the specific, actionable measures that will be provided to the Board of Education on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and mathematics and consistency and safety. The intent is to provide a holistic view of the District. The metrics provided herein will be reviewed semiannually with revisions made through formal Board action. [See BE1(REGULATION)]

Pursuant to AE(LOCAL), information pertaining to Districtwide student standardized tests will be communicated via formal reports upon data availability.

Rigorous Education – Student Achievement

Percent of Students at Level III – Advanced Academic Performance – STAAR Reading (grades 3–8)
Percent of Students at Level II – Satisfactory Academic Performance – STAAR Reading (grades 3–8)
Percent of Students at Level I – Unsatisfactory Academic Performance – STAAR Reading (grades 3–8)
Percent of Students at Level III – Advanced Academic Performance – STAAR Math (grades 3–8)
Percent of Students at Level II – Satisfactory Academic Performance – STAAR Math (grades 3–8)
Percent of Students at Level I – Unsatisfactory Academic Performance – STAAR Math (grades 3–8)
Percent of Students at Level III – Advanced Academic Performance – STAAR Reading EOC Standard (grades 9–12)

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Percent of Students at Level II – Satisfactory Academic Performance – STAAR Reading EOC Standard (grades 9–12)
Percent of Students at Level I – Unsatisfactory Academic Performance – STAAR Reading EOC Standard (grades 9–12)
Percent of Students at Level III – Advanced Academic Performance – STAAR Math EOC Standard (grades 9–12)
Percent of Students at Level II – Satisfactory Academic Performance – STAAR Math EOC Standard (grades 9–12)
Percent of Students at Level I – Unsatisfactory Academic Performance – STAAR Math EOC Standard (grades 9–12)
Percent of Students at or Above 50th percentile Reading (NRT kindergarten–grade 8)
Percent of Students at or Above 50th percentile Math (NRT kindergarten–grade 8)
Districtwide EVAAS Scores (Mean NCE Gain across Grades Relative to Growth Standard)
Rigorous Education – College and Career Readiness
Students Enrolling in Higher Education Within One Year of High School Graduation (NSC)
Students Scored at or above 1110 on the SAT Critical Reading and Mathematics Sections Combined
Students Scored at or above benchmark scores on the PSAT
Rigorous Education – Graduation and Dropout
Four-Year Cohort Graduation Rate
Percent of Students in a High School Cohort Who Dropped Out
Rigorous Education – Perception Survey
Percent of Parents Satisfied with Rigorous Education
Percent of Students Who Feel Challenged with Coursework
Consistency – Students
Percent of Students Satisfied with Teachers Having High Expectations
Consistency – Teachers
Percent of Highly Effective Teachers Who are Retained (EVAAS and/or EOC)
Percent of Ineffective Teachers Who are Exited (EVAAS and/or EOC)

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Consistency – Principals
Percent of Principals Satisfied with Central Office Services
Consistency – Parents
Percent of Parents Satisfied with Consistent Education
Safety – Levels of Offenses/Overview
Level III Offenses – Suspension and/or Optional Removal to a Disciplinary Alternative Education Program
Level IV Offenses – Required Placement in a Disciplinary Alternative Education Program
Level V Offenses – Expulsion for Serious Offenses
Number of Bullying Incidents
Safety and Environment – Perception Survey
Percent of Parents Satisfied with Safety
Percent of Parents Satisfied with Environment
Percent of Students Satisfied with Safety
Percent of Students Satisfied with Environment
Percent of Teachers Satisfied with Safety
Percent of Teachers Satisfied with Environment
Percent of Principals Satisfied with Safety
Percent of Principals Satisfied with Environment

EDUCATIONAL PHILOSOPHY

AE
(EXHIBIT)

DISTRICT STUDENT GROUP TARGETS FOR BOARD GOALS 1, 2, 3

Student group targets for 2020–2024, including historical data for 2018 and 2019, are included to monitor achievement toward Goals 1–3 described in AE(LOCAL). Goals 1–3 support the required House Bill 3 (2019) learning goals and targets for students in early literacy, early mathematics, and college, career, and military readiness (CCMR). Student group achievement will be reported annually through the monthly Lone Star Governance Progress Monitoring Reports following the timeline approved by the Board of Education.

EARLY LITERACY DISTRICT TARGETS

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	Special Ed. (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	39%	27%	37%	67%	---	76%	---	66%	28%	33%	28%	38%	40%	35%
2019	42%	29%	39%	69%	---	80%	---	70%	26%	35%	39%	40%	43%	36%
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	42%	29%	39%	69%	---	80%	---	70%	26%	35%	39%	40%	43%	36%
2022	44%	33%	42%	70%	---	81%	---	71%	30%	38%	42%	43%	45%	39%
2023	47%	37%	45%	71%	---	82%	---	72%	34%	41%	45%	46%	47%	42%
2024	50%	41%	48%	72%	---	83%	---	73%	39%	45%	48%	49%	50%	46%

EARLY MATHEMATICS DISTRICT TARGETS

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	Special Ed. (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	44%	29%	43%	71%	38%	83%	---	67%	30%	39%	43%	45%	46%	37%
2019	46%	31%	45%	72%	---	85%	---	71%	28%	40%	46%	46%	48%	38%
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	46%	31%	45%	72%	---	85%	---	71%	28%	40%	46%	46%	48%	38%
2022	48%	35%	47%	73%	---	86%	---	72%	32%	43%	48%	48%	50%	41%
2023	51%	39%	50%	74%	---	87%	---	73%	37%	46%	51%	51%	52%	45%
2024	54%	44%	53%	75%	---	88%	---	74%	42%	50%	54%	54%	54%	49%

EDUCATIONAL PHILOSOPHY

AE
(EXHIBIT)

CCMR DISTRICT TARGETS

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Econ. Disadv.	Special Ed. (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	53%	38%	54%	67%	46%	85%	---	66%	37%	50%	31%	42%	58%	33%
2019	63%	52%	63%	73%	50%	90%	---	67%	67%	60%	44%	46%	67%	45%
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	63%	52%	63%	73%	50%	90%	---	67%	67%	60%	44%	46%	67%	45%
2022	65%	56%	65%	74%	54%	91%	---	68%	68%	63%	48%	50%	68%	49%
2023	68%	60%	68%	75%	58%	92%	---	69%	69%	66%	53%	55%	69%	54%
2024	71%	64%	71%	76%	62%	93%	---	71%	71%	69%	58%	60%	71%	59%