

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

March 03, 2022

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

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| A. Superintendent's Priority Items | G. Talent |
| B. Trustee Items | H. Business Operations |
| C. Closed Session (Closed to Public) | I. Finance |
| D. Deputy Superintendent | J. Other |
| E. School Offices | K. Policy |
| F. Academics | L. Superintendent's Information Items |

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Elizabeth Santos, *First Vice President*
Kathy Blueford-Daniels, *Second Vice President*
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Kendall Baker
Dani Hernandez
Bridget Wade

Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA
March 03, 2022

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

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)
- A-2. Acceptance Of Board Monitoring Update: Presentation Of Goals 1 And 2
 - March GPM Update
 - March GPM Report

B. TRUSTEE ITEMS

C. CLOSED SESSION

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

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

Review of superintendent's agenda items to be presented to the Board of Education at the board's next business meeting. See the agenda for that meeting.

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of March 3, 2022

SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOALS 1 AND 2

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

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD Board of Education monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update is a report regarding goals and goal progress measures (GPMs). The following measures have new data this month:

Goal 1: The percentage of grade three 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.

- GPM 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 2: The percentage of grade three 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.

- GPM 2.2 — 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.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goals 1 and 2

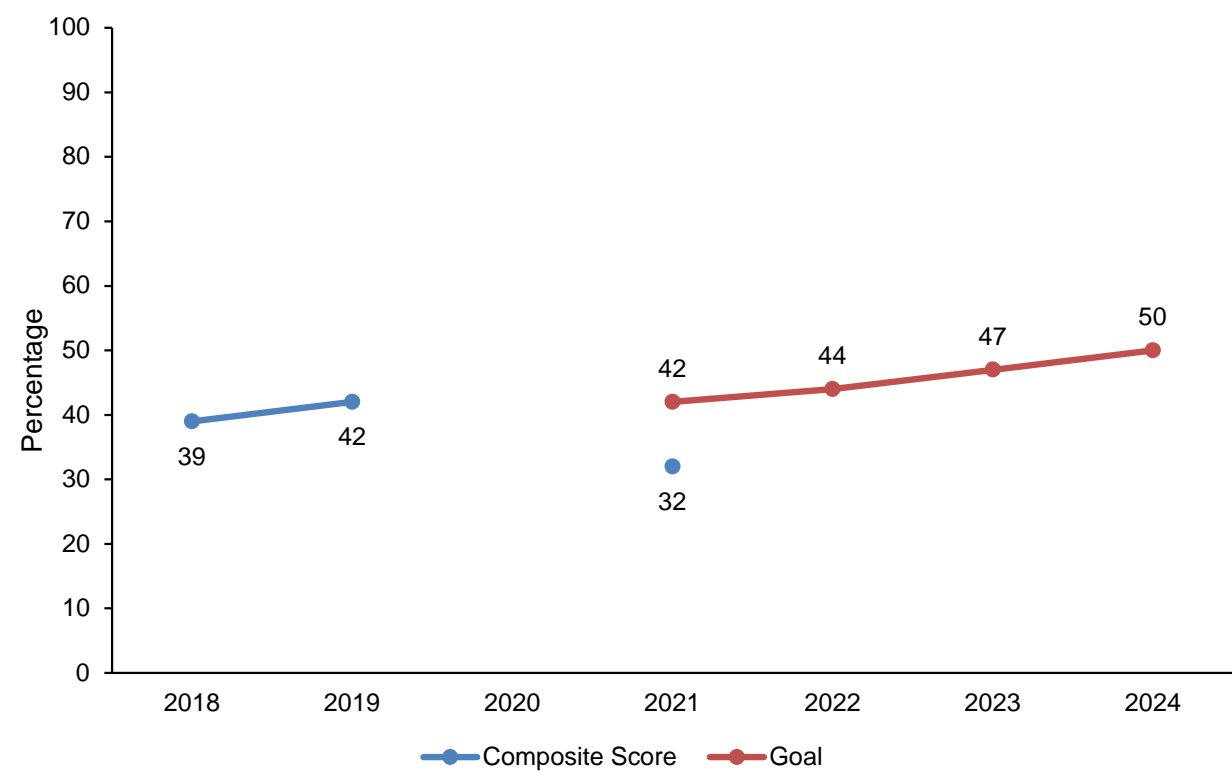
Date: 3/3/2022



Goal 1

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Percent of 3rd Grade Reading STAAR At or Above Grade Level



Did Not Meet

- Decrease of 10 percentage points from 2019.
- Decreases seen across nearly all student groups

Goal 1 – Results by Student Group

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	Actual	39%	42%	n/a	32%			
	Target				42%	44%	47%	50%
Econ. Dis.	Actual	33%	35%	n/a	23%			
	Target				35%	38%	41%	45%
Race/Ethnicity	African American	Actual	27%	29%	n/a	22%		
		Target			29%	33%	37%	41%
	Hispanic	Actual	37%	39%	n/a	26%		
		Target			39%	42%	45%	48%
	White	Actual	67%	69%	n/a	71%		
		Target			69%	70%	71%	72%
	American Indian	Actual	---	---	n/a	---		
		Target			---	---	---	---
	Asian	Actual	76%	80%	n/a	68%		
		Target			80%	81%	82%	83%
	Pacific Islander	Actual	---	---	n/a	---		
		Target			---	---	---	---
	Two or More	Actual	66%	70%	n/a	47%		
		Target			70%	71%	72%	73%

Did Not Meet

- Decrease of 10 percentage points from 2019.
- Decreases seen across nearly all student groups

Goal 1 – Results by Student Group

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students		Actual	39%	42%	n/a	32%		
		Target			42%	44%	47%	50%
Special Pops.	Special Ed.	Actual	28%	26%	n/a	24%		
		Target			26%	30%	34%	39%
	Special Ed. (Former)	Actual	28%	39%	n/a	38%		
		Target			39%	42%	45%	48%
	ELs*	Actual	38%	40%	n/a	25%		
		Target			40%	43%	46%	49%
Mobility	Cont. Enrolled	Actual	40%	43%	n/a	33%		
		Target			43%	45%	47%	50%
	Non-Cont. Enrolled	Actual	35%	36%	n/a	29%		
		Target			36%	39%	42%	46%

Did Not Meet

- Decrease of 10 percentage points from 2019.
- Decreases seen across nearly all student groups

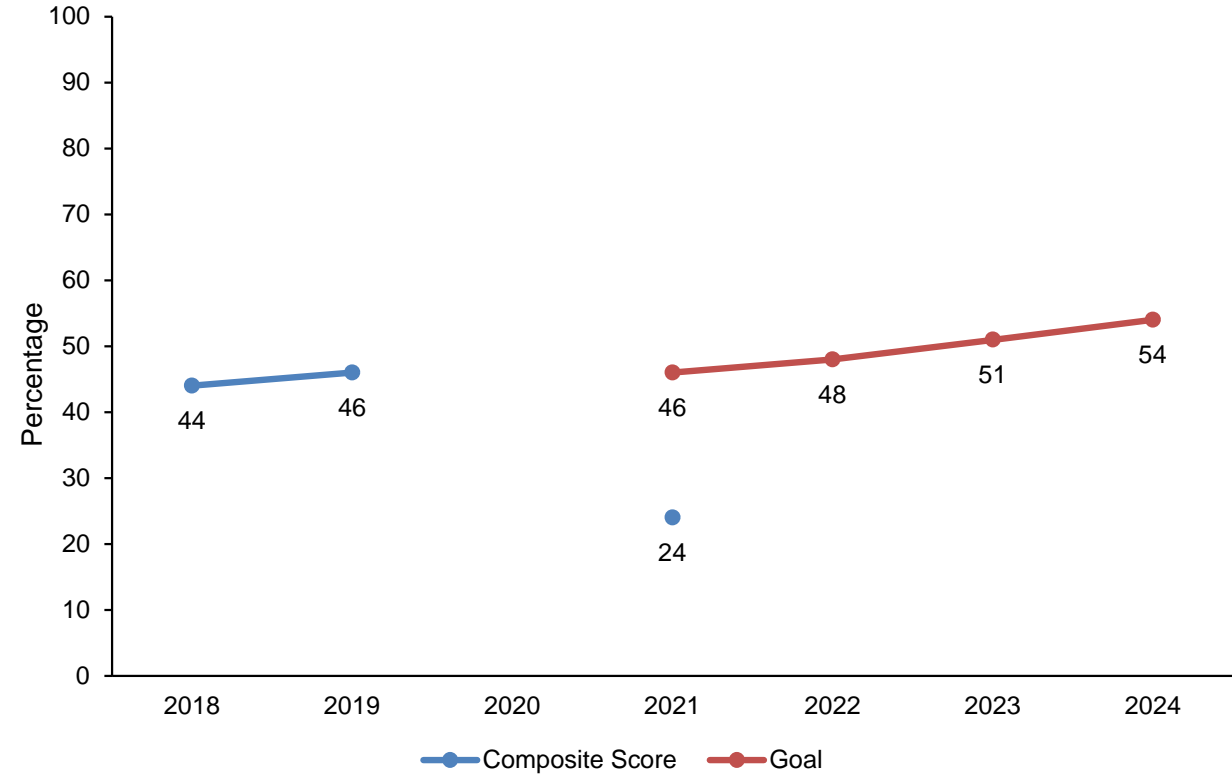
Next Steps – High Leverage Areas

- Reading Language Arts Unit Planning Guide (UPG) redesigned with “Recovery Lessons”
- Adopted Really Great Reading as the district-wide phonics program

Goal 2

The percentage of 3rd grade 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% in spring 2019 to 54% in spring 2024.

Percent of 3rd Grade Math STAAR At or Above Grade Level



Did Not Meet

- Decrease of 22 percentage points from 2019.
- Decreases seen across all student groups

Goal 2 – Results by Student Group

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students		Actual	44%	46%	n/a	24%		
		Target			46%	48%	51%	54%
Econ. Dis.		Actual	39%	40%	n/a	16%		
		Target			40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a	12%		
		Target			31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a	19%		
		Target			45%	47%	50%	53%
	White	Actual	71%	72%	n/a	59%		
		Target			72%	73%	74%	75%
	American Indian	Actual	---	---	n/a	---		
		Target			---	---	---	---
	Asian	Actual	83%	85%	n/a	65%		
		Target			85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a	---		
		Target			---	---	---	---
	Two or More	Actual	67%	71%	n/a	36%		
		Target			71%	72%	73%	74%

Did Not Meet

- Decrease of 10 percentage points from 2019.
- Decreases seen across nearly all student groups

Goal 2 – Results by Student Group

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students		Actual	44%	46%	n/a	24%		
		Target			46%	48%	51%	54%
Special Pops.	Special Ed.	Actual	30%	28%	n/a	23%		
		Target			28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a	30%		
		Target			46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a	19%		
		Target			46%	48%	51%	54%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a	25%		
		Target			48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a	20%		
		Target			38%	41%	45%	49%

Did Not Meet

- Decrease of 10 percentage points from 2019.
- Decreases seen across nearly all student groups

Next Steps – High Leverage Areas

- High Quality Professional Learning
- Redesigned Mathematics Unit Planning Guide (UPG)
- HB3 Math Academy Framework

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: March 2022

Goal 1, March 2022

3rd Grade STAAR Reading At or Above Grade Level

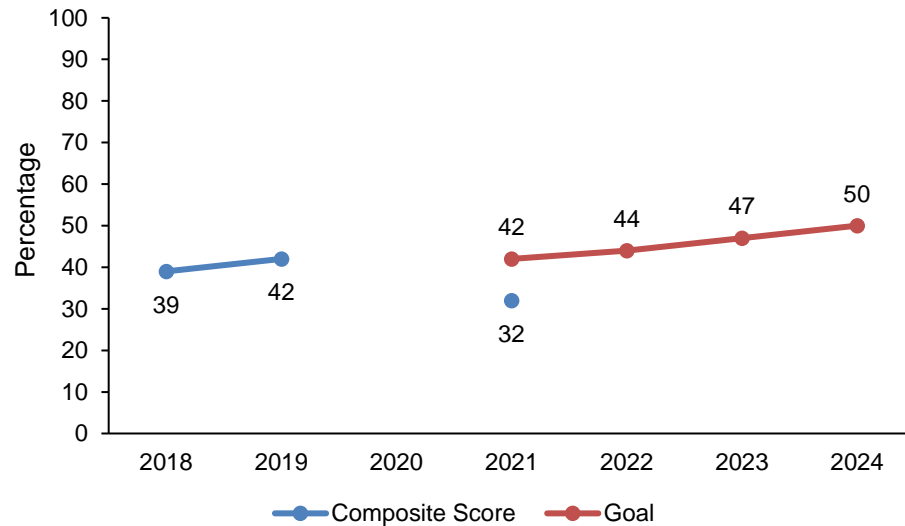
Goal Measure 1

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

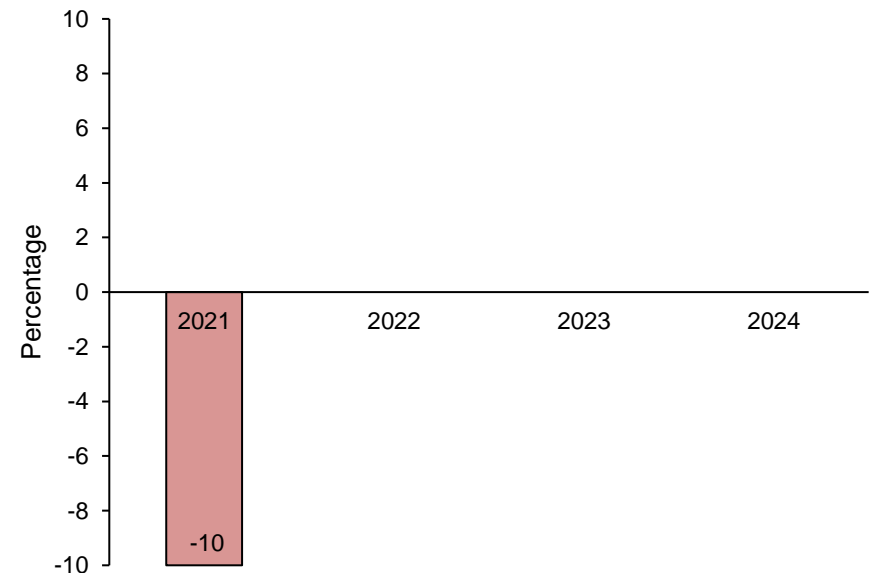
Evaluation

Did Not Meet

Percent of Tests
At or Above Grade Level



Percentage Points Above or Below Goal



Data Source

- TAPR statewide district data download

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: March 2022

Goal Measure 1 (Early Literacy) Support Data

Houston ISD		School Year						
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	Actual	39%	42%	n/a	32%			
	Target				42%	44%	47%	50%
Econ. Dis.	Actual	33%	35%	n/a	23%			
	Target				35%	38%	41%	45%
Race/Ethnicity	African American	Actual	27%	29%	n/a	22%		
		Target			29%	33%	37%	41%
	Hispanic	Actual	37%	39%	n/a	26%		
		Target			39%	42%	45%	48%
	White	Actual	67%	69%	n/a	71%		
		Target			69%	70%	71%	72%
	American Indian	Actual	---	---	n/a	---		
		Target			---	---	---	---
	Asian	Actual	76%	80%	n/a	68%		
		Target			80%	81%	82%	83%
	Pacific Islander	Actual	---	---	n/a	---		
		Target			---	---	---	---
	Two or More	Actual	66%	70%	n/a	47%		
		Target			70%	71%	72%	73%
Special Pops.	Special Ed.	Actual	28%	26%	n/a	24%		
		Target			26%	30%	34%	39%
	Special Ed. (Former)	Actual	28%	39%	n/a	38%		
		Target			39%	42%	45%	48%
	ELs*	Actual	38%	40%	n/a	25%		
		Target			40%	43%	46%	49%
Mobility	Cont. Enrolled	Actual	40%	43%	n/a	33%		
		Target			43%	45%	47%	50%
	Non-Cont. Enrolled	Actual	35%	36%	n/a	29%		
		Target			36%	39%	42%	46%

--- <25 students tested; *Includes Current and Monitored

Goal Monitoring Report: March 2022

Goal 1 Superintendent's Response

The data in this report comes from the first summative reading assessments our students have taken since spring 2019, however it does not provide us with an apples to apples comparison. For Spring 2021, the Texas Education Agency (TEA) allowed students engaged in remote learning to opt-out of STAAR testing without penalty as all testing during the administration was required to be done in person. This decision significantly decreased the district's overall participation rate and prevents us from identifying exactly what percent of our third grade students are reading at or above grade level. While we may not know the exact magnitude of the impact the last few years have had on our student's academically, we can see that nearly every student group decreased in reading.

As discussed during the December 2021 board meeting, I am having the Elementary Curriculum Department focus on two high leverage areas:

The Reading Language Arts Unit Planning Guide (UPG) has been redesigned to include "Recovery Lessons" that address prerequisite skills for students to master on grade level TEKS. Teachers can easily scaffold instruction to meet the needs of students and address any learning loss students may have experienced during the pandemic.

A strong foundation in literacy starts with a structured research-based phonics program embedded in a well-developed curriculum. The Elementary Curriculum department has adopted Really Great Reading as the district-wide phonics program. The primary goal is to help students build robust phonemic awareness skills with an understanding that words are made from a sequence of sounds and that individual sounds can be isolated and distinguished from one another. In continued support of good phonics instruction, the department is utilizing Reading Academies to reinforce phonics instruction at all district campuses in grades K-3.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: March 2022

Goal 2, March 2022

3rd Grade STAAR Math At or Above Grade Level

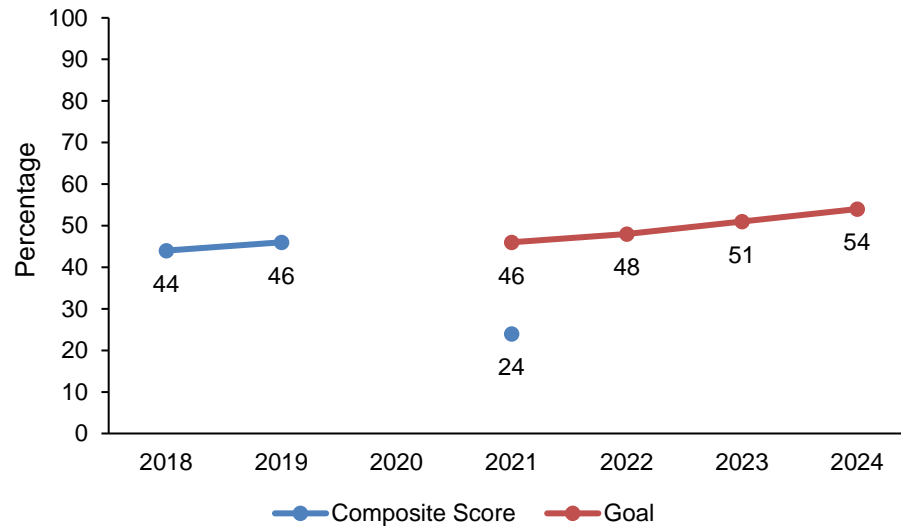
Goal Measure 2

The percentage of 3rd grade 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% in spring 2019 to 54% in spring 2024.

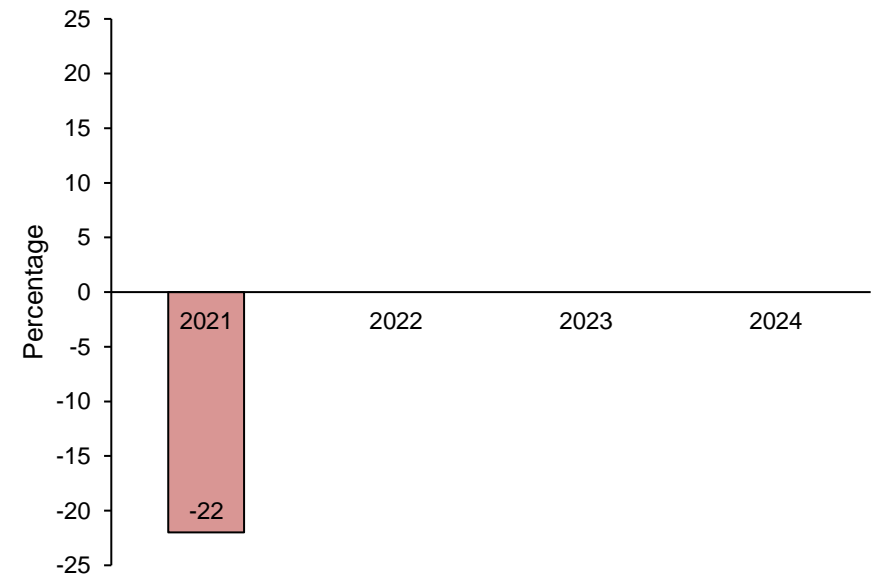
Evaluation

Did Not Meet

Percent of Tests
At or Above Grade Level



Percentage Points Above or Below Goal



Data Source

- TAPR statewide district data download

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: March 2022

Goal Measure 2 (Early Mathematics) Support Data

Houston ISD		School Year						
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	Actual	44%	46%	n/a	24%			
	Target				46%	48%	51%	54%
Econ. Dis.	Actual	39%	40%	n/a	16%			
	Target				40%	43%	46%	50%
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	Hispanic	Actual	43%	45%	n/a	19%		
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	White	Actual	71%	72%	n/a	59%		
		Target			72%	73%	74%	75%
	American Indian	Actual	---	---	n/a	---		
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		Target			48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a	20%		
		Target			38%	41%	45%	49%

--- <25 students tested; *Includes Current and Monitored

Goal Monitoring Report: March 2022

Goal 2 Superintendent's Response

Aligned with what we saw in with the 2021–2022 BOY Renaissance screener, there have been significant declines in mathematics performance when compared to pre-pandemic. As discussed in the Goal 1 response, we are unable to make direct comparisons to 2019, but continued, intense efforts are needed to address the declines shown in the data.

As discussed in January 2022, Therefore, I have had the Elementary Curriculum department focus on multiple high leverage areas to combat the learning gaps in mathematics:

I have had the Elementary Curriculum and Development department create a framework to develop high quality mathematics professional learning to ensure the needs of all students are addressed. The state has required accelerated instruction through tutoring only for those students performing below the Approaches Grade Level Standard on formative assessments. However, this does not address the needs of students that performed at or above the Approaches Standard. Significant, timely scaffolds and interventions using rigorous aligned curriculum facilitated by effective teachers is required to accelerate instruction to close learning gaps for students at all levels of mastery. Investment in our educators is key.

The Mathematics Unit Planning Guide (UPG) has been redesigned to include supports specifically for closing significant learning gaps caused from disrupted schooling due to COVID. These supports include rigorous instructional materials, “Recovery Days” and “Mini Lessons”, that all address prerequisite and foundational skills and the link to accelerate learning to ensure students’ mastery on grade level TEKS. Teachers use these resources to scaffold first instruction, facilitate small groups, and provide timely intervention support to meet the needs of students and address learning loss they may have experienced during the pandemic.

A strong foundation in mathematics begins with a focus on kindergarten through third grade effective instruction, fluency, and research-based best practices embedded within a well-developed rigorous curriculum. The Elementary Curriculum department has implemented the HB3 Math Academy framework that supports kindergarten through third grade. The primary goal is to increase teacher content capacity and build numerical fluency in conjunction with Guided Math on grade level curriculum through professional learning and individualized coaching. The HB3 Math Academy helps students develop numerical fluency with conceptual understanding and computational accuracy, including basic addition, subtraction, multiplication, and division facts, through rigorous instruction.