THE HOUSTON INDEPENDENT SCHOOL DISTRICT

AGENDA

Board of Education Meeting

May 09, 2019

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

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

MEMBERS OF THE BOARD OF EDUCATION

Diana Dávila, *President*
Holly Maria Flynn Vilaseca, *First Vice President*
Elizabeth Santos, *Second Vice President*
Sergio Lira, Ed.D., *Secretary*
Sue Deigaard, *Assistant Secretary*
Wanda Adams
Jolanda Jones
Rhonda Skillern-Jones
Anne Sung

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

3:00 p.m. – BOARD SERVICES CONFERENCE ROOM

- **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, AND 551.084, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C**
- **RECESS**

5:00 p.m. – BOARD AUDITORIUM

- **REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION**
- **MEDITATION AND PLEDGE OF ALLEGIANCE**
- **RECOGNITIONS**

BUSINESS AGENDA

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS**

Table of Contents

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. Approval Of Board Monitoring Update For Goal 2 Progress Measures 1, 2, And 3: Presentation Of Goal 2 Progress Measures 2 and 3 And Division Of Strategy And Innovation Support

- May 2019 GPMs 2.2 And 2.3: AP/IB And Dual Credit/Enrollment Support - *Revised*
- May 2019 Goal Monitoring Report - *Revised*

B. TRUSTEE ITEMS

B-1. Consideration Of Proposed Chief Audit Executive Evaluation Instrument And Evaluation Process

- Chief Audit Executive Performance Evaluation Instrument
- Chief Audit Executive Performance Evaluation Process

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, including engagement of a board executive coach; 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 Bernadette Blanco, Rucker Elementary School; Christina Lovette, Whidby Elementary School; Diana De La Rosa, Northline Elementary School; Yolanda Jones, High School Ahead; Roy De La Garza, Milby High School; Laura Hunder, School Support Officer, 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. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options

d. Receive legal advice concerning the Texas Education Agency special accreditation investigation and possible options

e. Consideration and approval of settlement agreement in the matter regarding Jansen Adjusters International

f. Consideration and authority to settle the matter of *Jose Perez v. Houston Independent School District*; in the 61st Judicial District Court of Harris County, Texas; Cause No. 201767541

g. Status report regarding *Rolando Julio Angel Romero, Individually and as representative of the estate of Brian A., deceased and Elvira Lopez Vasquez v. Houston Independent School District*; in the 127th Judicial District Court of Harris County, Texas; Cause No. 2019-26869

h. Consideration and authority to settle the subrogation lien of Shantai Yelverton against Juan Jesus Arredondo and Allstate Insurance for workers' compensation benefits; Allstate Insurance Claim No. 0495545733

C-3. Real Estate

D. ACADEMIC SERVICES

D-1. Authority To Negotiate And Execute An Interlocal Agreement With Harris County Department Of Education For Fortis Academy

- Executive Summary

D-2. Approval Of The Proposed 2019–2020 Local Calendar For The Teacher Appraisal And Development System

- Explanatory Sheet

D-3. Approval Of The Proposed 2019–2020 Local Calendar For The Central Office And Campus Based Non-Teacher Appraisal System

- Explanatory Sheet

D-4. Approval Of The Proposed 2019–2020 Local Calendar For The School Leader Appraisal System

- Explanatory Sheet

E. SCHOOL OFFICES

F. STRATEGY AND INNOVATION

G. HUMAN RESOURCES

G-1. Consideration And Approval Of The Teach Forward Houston Initiative Program Cohort Four And Continuation Of Cohorts One, Two, And Three

- Executive Summary

G-2. Consideration And Approval Of Teach For America Contract For The 2019–2020 School Year

- Executive Summary

H. BUSINESS OPERATIONS

H-1. Authority To Amend And Increase The Construction Contingency Allowance For The Reconstruction Of The Athletic Track At Cowart Stadium

- Executive Summary

I. FINANCE

I-1. Approval Of Vendor Awards For Purchases Over $100,000 And Ratification Of Vendor Awards For Purchases Under $100,000

- Purchase Requests *- Revised*

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
- USTA Net Generation Schools
- Participating Schools For Arts Liaison Grant

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 Resolution And Ordinance Adopting Residence Homestead Exemptions For Tax Year 2019

- Executive Summary
- Resolution

I-5. Approval Of Funding For Implementation Of SAP Budgeting And Planning

- Executive Summary

J. OTHER

K. POLICY

K-1. Approval Of Proposed Revisions To Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*—First Reading

- EIC(LOCAL), First Reading *- Revised*
- Executive Summary

K-2. Approval Of Proposed Revisions To Board Policy EK(LOCAL), *Testing Programs*—First Reading

- EK(LOCAL), First Reading
- Executive Summary

K-3. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding An Achievement Gap Goal—First Reading *- Revised*

- AE(LOCAL), First Reading *- Revised*
- Explanatory Sheet

K-4. Approval Of Proposed Revisions to Board Policy AE(LOCAL), *Educational Philosophy*, Regarding A Fifty-Percent Student Outcomes Constraint—Second Reading *- New*

- AE(LOCAL), Second Reading *- New*
- Explanatory Sheet *- New*

L. SUPERINTENDENT'S INFORMATION ITEMS

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

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

SUBJECT: **APPROVAL OF BOARD MONITORING UPDATE FOR GOAL 2 PROGRESS MEASURES 1, 2, AND 3: PRESENTATION OF GOAL 2 PROGRESS MEASURES 2 AND 3 AND DIVISION OF STRATEGY AND INNOVATION SUPPORT**

New student outcome data for Goal Progress Measure (GPM) 2.1 were presented at Agenda Review on May 2, 2019, along with a written report on GPMs 2.1, 2.2, and 2.3. Attached to this update is a presentation addressing GPMs 2.2 and 2.3 and supplemental information regarding how the Division of Strategy and Innovation supports progress in Advanced Placement, International Baccalaureate, Dual Credit, and Dual Enrollment programs.

Goal 2: The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

- GPM 2.1—The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020.
- GPM 2.2—The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of one percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.
- GPM 2.3—The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of one percentage point annually from 10 percent in Spring 2017 to 13 percent in Spring 2020.

GPMs 2.2 and 2.3: AP/IB and Dual Credit/Enrollment Support

Date: 5/9/2019
Presenters:
Carla Stevens, Asst. Supt. – Research and Accountability
Rick Cruz, Chief Officer – Strategy and Innovation
Jharrett Bryantt, Asst. Supt. – Innovation and Postsecondary Programming

Goal Progress Measure 2.2

- The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of one percentage points annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.

Goal Progress Measure 2.3

- The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of one percentage points annually from 10.0 percent in Spring 2017 to 13.0 percent in Spring 2020.

HISD Global Graduates

AN HISD GLOBAL GRADUATE IS..

A LEADER
Works collaboratively and leads by example. Embraces new ideas and technologies and motivates others to be open to change.

A SKILLED COMMUNICATOR
Reads, writes, speaks, and listens effectively — adapts to diverse audiences and settings.

A RESPONSIBLE DECISION MAKER
Sets goals, develops action plans, and works hard. When faced with challenges and obstacles, is able to persist to achieve goals.

ADAPTABLE & PRODUCTIVE
Industrious member of a global society. Demonstrates flexibility and cross-cultural skills when fulfilling personal, professional, and community experiences.

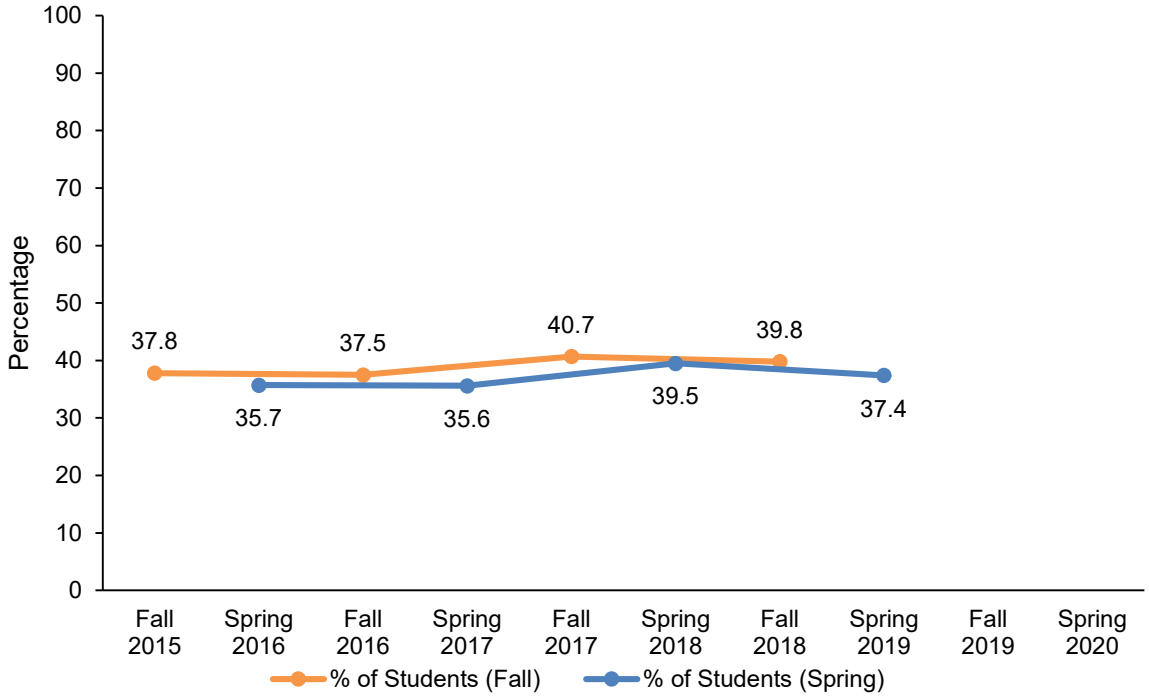
A CRITICAL THINKER
Identifies and dissects issues, seeks multiple opinions, and critically evaluates various solutions. Understands when additional information is needed and effectively uses technology (21st century literacies) to research.

A COLLEGE-READY LEARNER
Proficient in the core disciplines, as evidenced by successful performance on state and national assessments. Works hard and persists to achieve academic and career goals.

~~Discussion~~

~~How does completing an AP, IB, or dual credit/enrollment course move a student closer to being a Global Graduate?~~

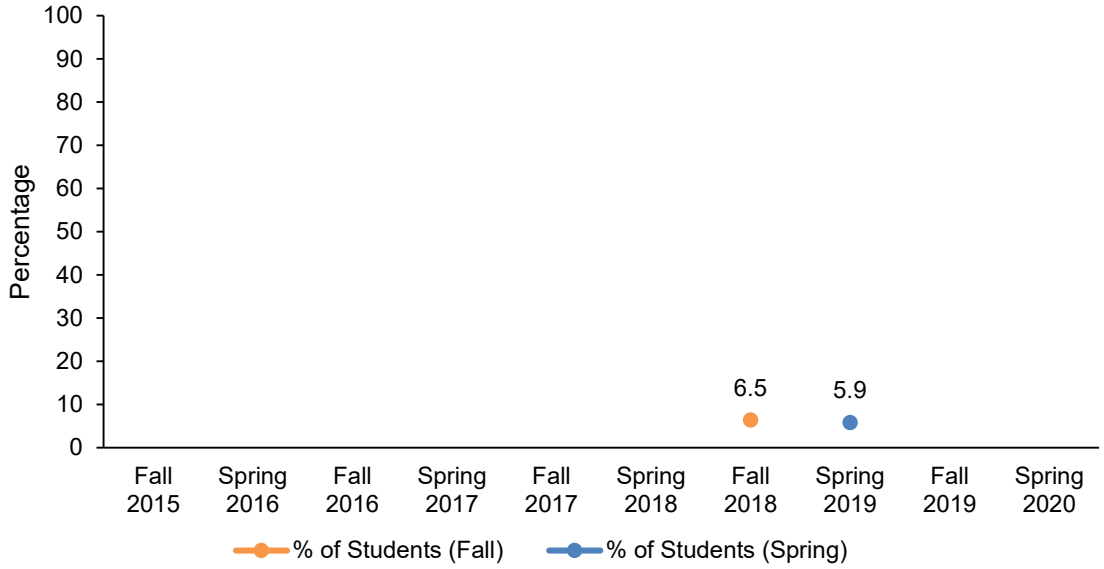
Percentage of Students Enrolled in an AP/IB Course



Note: Only students enrolled in grades 10–12 are included in the calculation.

- **Not On Track** to Meet Goal.
- 2.1 percentage points lower than Spring 2018 AP/IB course enrollment.
- 2.4 percentage points lower than Fall 2018 AP/IB course enrollment.

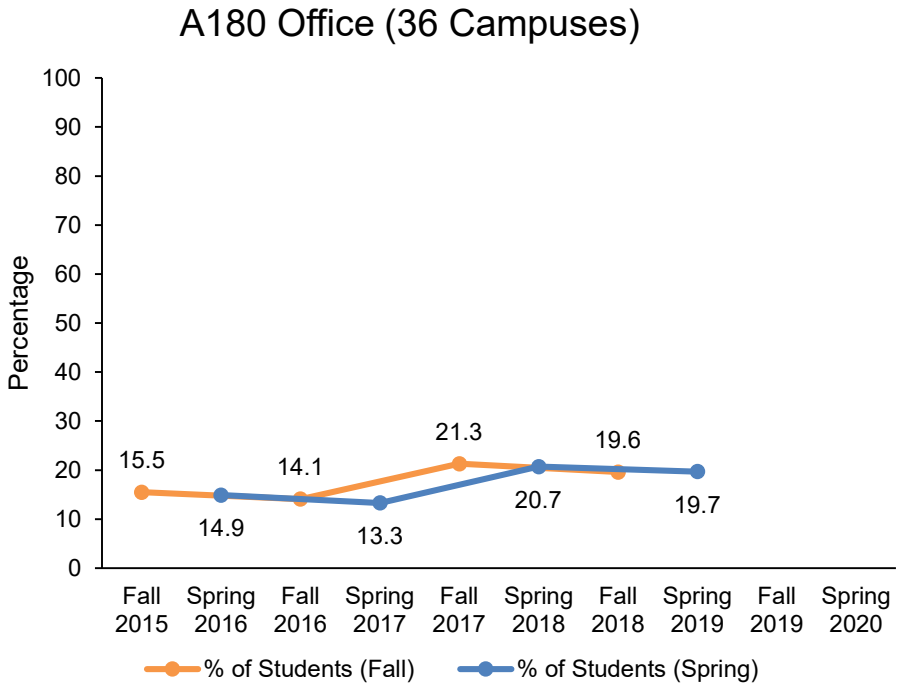
Percentage of Students Enrolled in an AP/IB Course Students Receiving Special Education Services

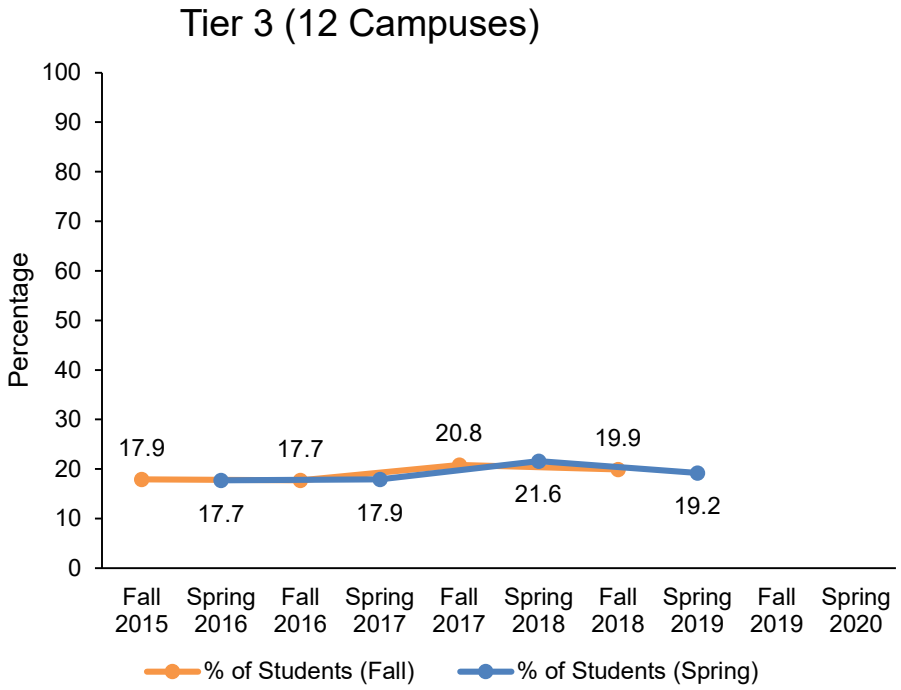


- 0.6 Percentage Point decrease from Fall.
- 31.5 percentage points lower than all students.

Note: Only students enrolled in grades 10–12 are included in the calculation.

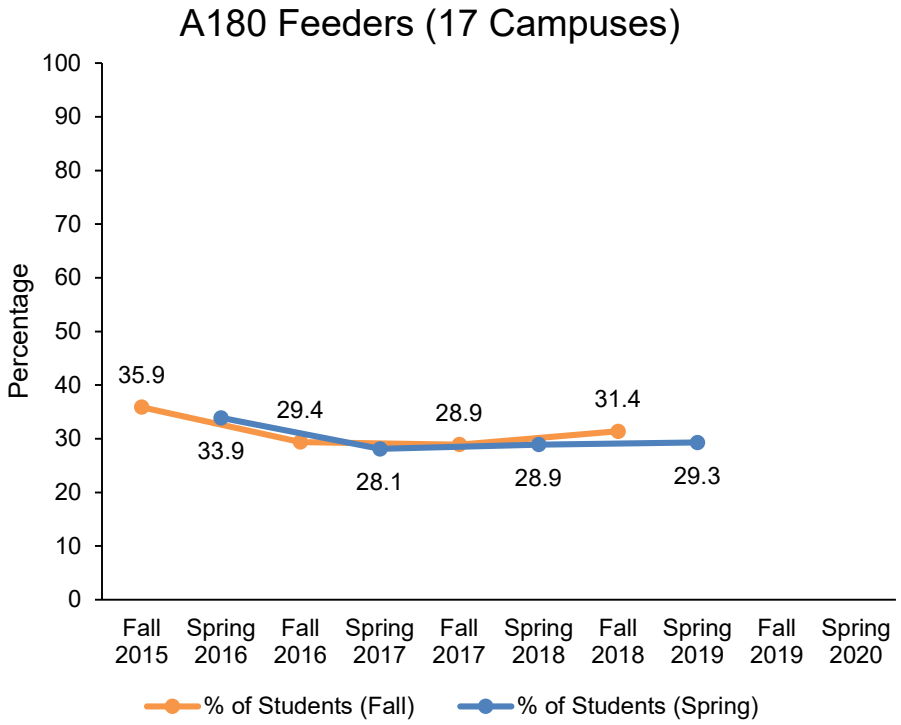
Percentage of Students Enrolled in an AP/IB Course Achieve 180 Results





Note: Only students enrolled in grades 10–12 are included in the calculation.

Percentage of Students Enrolled in an AP/IB Course Achieve 180 Results (Continued)



Note: Only students enrolled in grades 10–12 are included in the calculation.

~~Discussion~~

~~What stands out in the district results?~~

Percentage of Students Enrolled in an AP or IB Course by Campus

	Spring 2017	Spring 2018	Spring 2019
40%	Chavez, Heights, Lamar, Westside	Bellaire, Heights, Lamar, Westside	Bellaire, Heights, Lamar, Westside
35%	HISD, Bellaire	HISD, Chavez, Northside, Sterling, Waltrip	HISD, Chavez, Northside, Waltrip
30%	Furr, Northside, Scarborough, Sterling, Waltrip, Westbury	Sharpstown, Westbury	Milby, Sterling
25%	Austin, Madison, Sharpstown, Yates	Austin, Houston MSTC, Madison, Scarborough, Washington, Wisdom, Yates	Houston MSTC, Sharpstown, Washington, Westbury, Wisdom, Yates
	Houston MSTC, Kashmere, Milby, North Forest, Washington, Wheatley, Wisdom, Worthing	Furr, Kashmere, Milby, North Forest, Wheatley, Worthing	Austin, Furr, Kashmere, Madison, Scarborough, North Forest, Wheatley, Worthing

Note: Only students enrolled in grades 10–12 are included in the calculation.

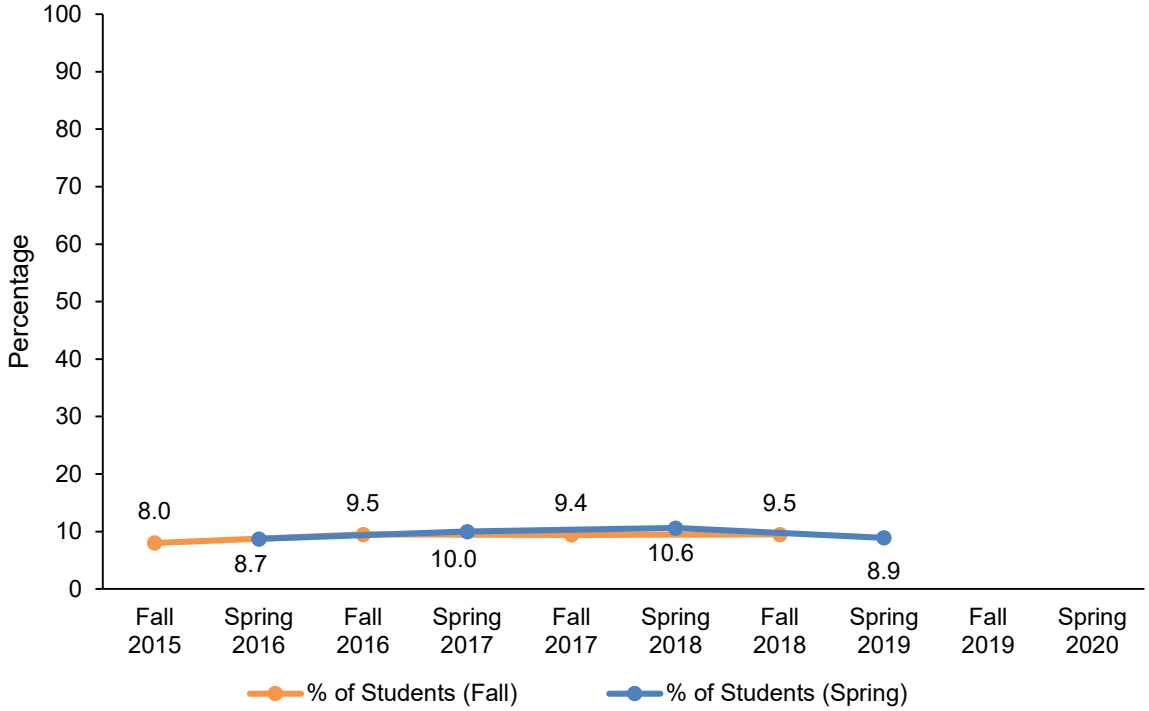
Discussion

What stands out in the district and campus results?

Goal Progress Measure 2.3

- The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of one percentage points annually from 10.0 percent in Spring 2017 to 13.0 percent in Spring 2020.

~~Percentage of Students Enrolled in a Dual Credit/Enrollment Course~~



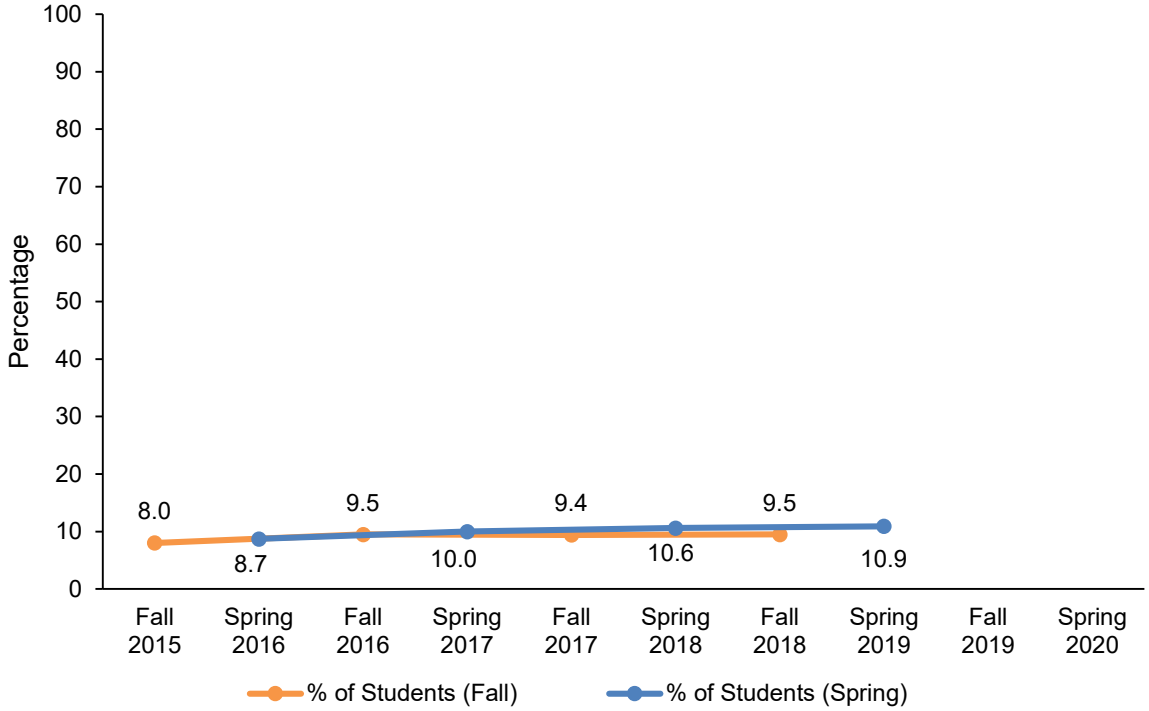
Note: Only students enrolled in grades 10–12 are included in the calculation.

- ~~**Not On Track** to Meet Goal.~~

—

- ~~1.7 percentage points lower than Spring 2018 dual credit/enrollment course enrollment.~~
- ~~0.6 percentage points lower than Fall 2018 dual credit/enrollment course enrollment.~~

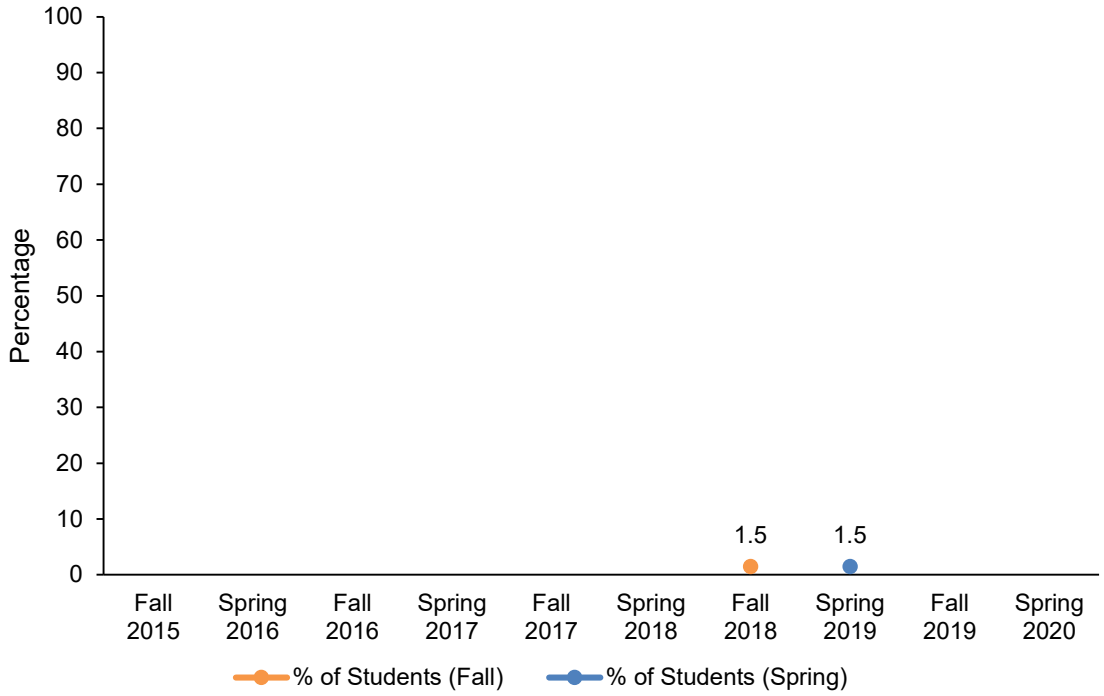
Percentage of Students Enrolled in a Dual Credit/Enrollment Course



Note: Only students enrolled in grades 10–12 are included in the calculation.

- **On Track** to Meet Goal.
- 0.3 percentage points higher than Spring 2018 dual credit/enrollment course enrollment.
- 1.4 percentage points higher than Fall 2018 dual credit/enrollment course enrollment.

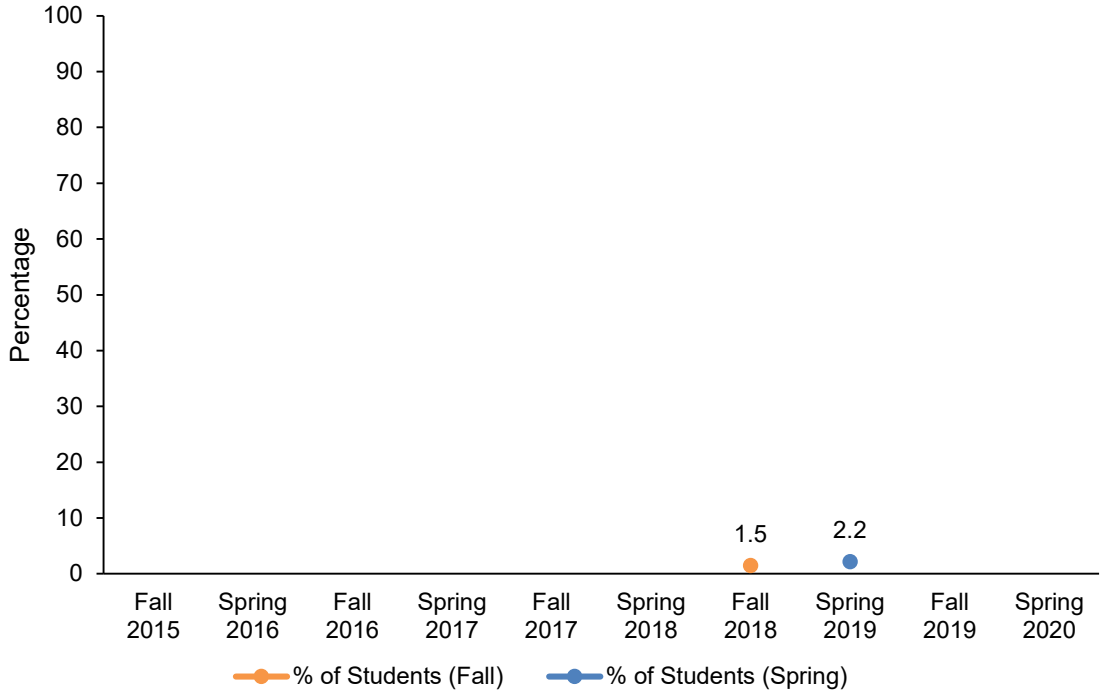
~~Percentage of Students Enrolled in a Dual Credit/Enrollment Course Students Receiving Special Education Services~~



- ~~No change from Fall.~~
- ~~7.4 percentage points lower than all students.~~

Note: Only students enrolled in grades 10–12 are included in the calculation.

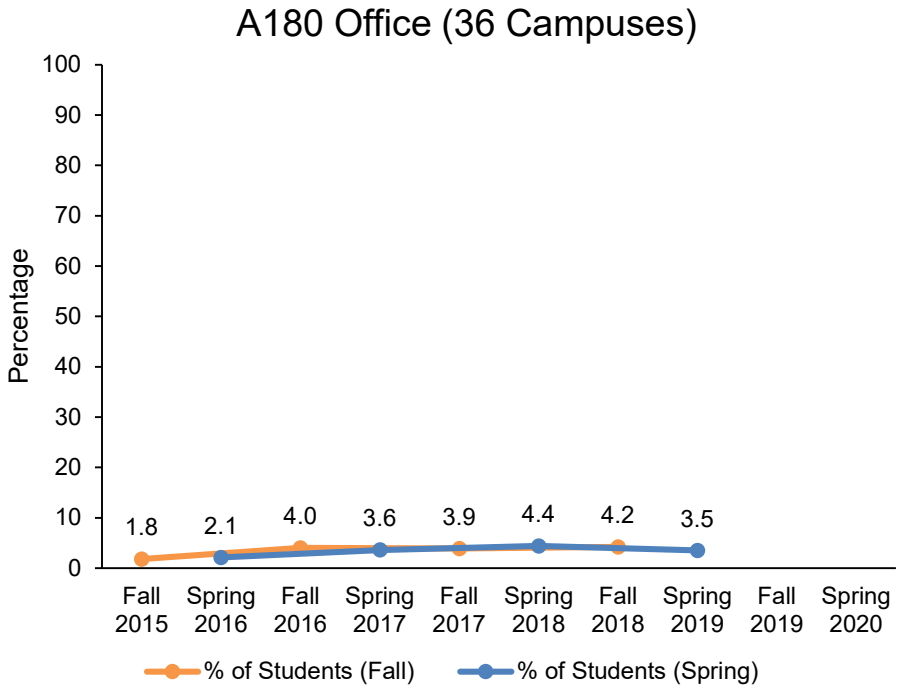
Percentage of Students Enrolled in a Dual Credit/Enrollment Course Students Receiving Special Education Services

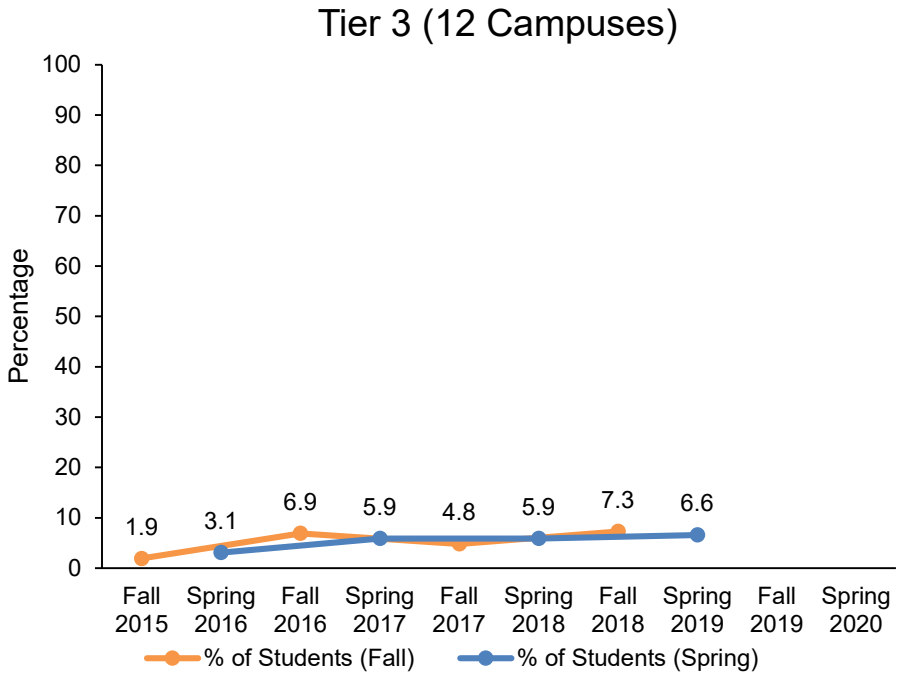


- 0.7 percentage points higher than Fall.
- 8.7 percentage points lower than all students.

Note: Only students enrolled in grades 10–12 are included in the calculation.

Percentage of Students Enrolled in a Dual Credit/Enrollment Course Achieve 180 Results





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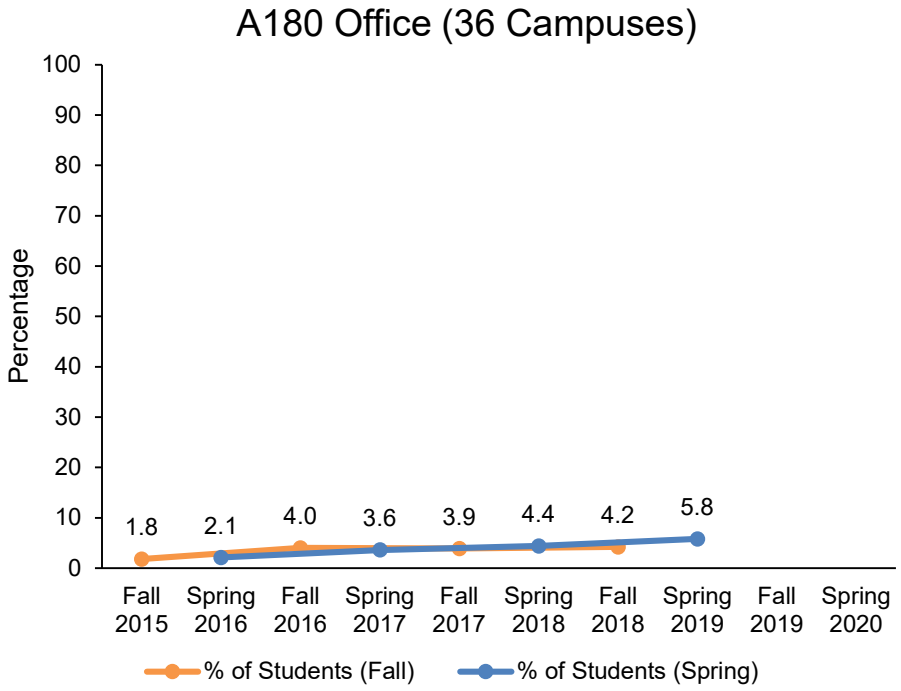
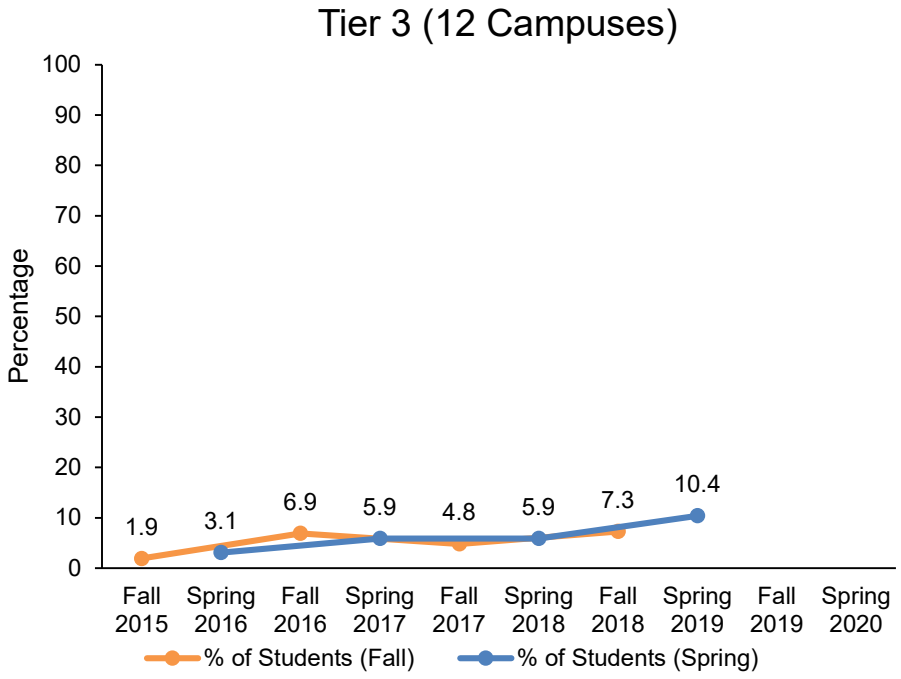
Percentage of Students Enrolled in a Dual Credit/Enrollment Course Achieve 180 Results





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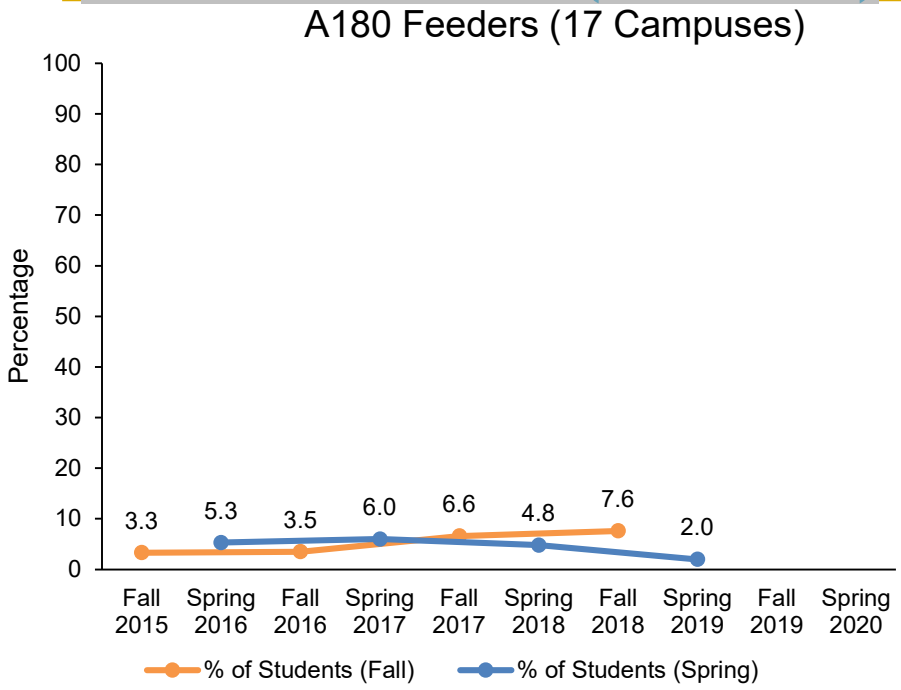
Percentage of Students Enrolled in a Dual Credit/Enrollment Course Achieve 180 Results (Continued)



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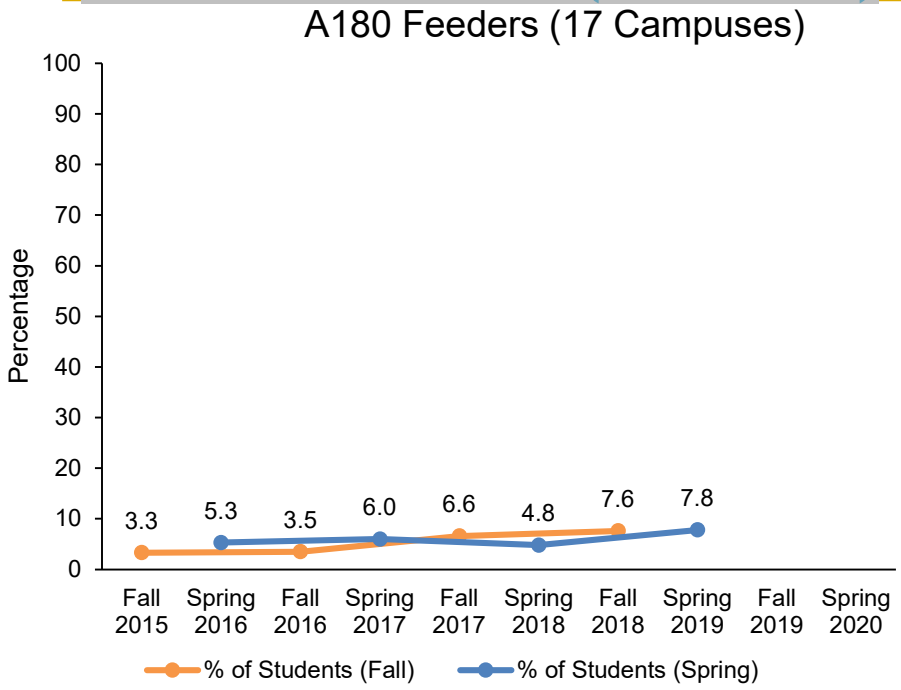
Percentage of Students Enrolled in a Dual Credit/Enrollment Course Achieve 180 Results (Continued)



Note: Only students enrolled in grades 10–12 are included in the calculation.

~~Discussion~~

~~What stands out in the district results?~~

Percentage of Students Enrolled in a CTE Course by Campus

	Spring 2017	Spring 2018	Spring 2019
15%	Austin, Kashmere	Kashmere, Scarborough, Sterling	Kashmere
10%	**HISD**, Heights, Scarborough, Sterling, Westside	**HISD**, Furr, Sharpstown, Westside, Waltrip	Westside, Worthing
5%	Bellaire, Furr, Milby, Northside, Sharpstown, Washington, Wisdom, Yates	Bellaire, Heights, Houston MSTC, Milby, North Forest	**HISD**, Bellaire, Furr, Heights, Houston MSTC, Northside, Scarborough, Sterling, Waltrip
	Chavez, Houston MSTC, Lamar, Madison, North Forest, Waltrip, Westbury, Wheatley, Worthing	Austin, Chavez, Lamar, Madison, Northside, Washington, Westbury, Wheatley, Wisdom, Worthing, Yates	Austin, Chavez, Lamar, Madison, Milby, North Forest, Sharpstown, Washington, Westbury, Wheatley, Wisdom, Yates

Note: Only students enrolled in grades 10–12 are included in the calculation.

Percentage of Students Enrolled in a CTE Course by Campus

	Spring 2017	Spring 2018	Spring 2019
15%	Austin, Kashmere	Kashmere, Scarborough, Sterling	Kashmere , Worthing
10%	**HISD**, Heights, Scarborough, Sterling, Westside	**HISD**, Furr, Sharpstown, Westside, Waltrip	**HISD**, Austin, Northside, Scarborough, Sterling, Westbury, Westside
5%	Bellaire, Furr, Milby, Northside, Sharpstown, Washington, Wisdom, Yates	Bellaire, Heights, Houston MSTC, Milby, North Forest	Bellaire, Furr, Heights, Houston MSTC, Madison, North Forest, Sharpstown, Waltrip
	Chavez, Houston MSTC, Lamar, Madison, North Forest, Waltrip, Westbury, Wheatley, Worthing	Austin, Chavez, Lamar, Madison, Northside, Washington, Westbury, Wheatley, Wisdom, Worthing, Yates	Chavez, Lamar, Milby, Washington, Wheatley, Wisdom, Yates

Note: Only students enrolled in grades 10–12 are included in the calculation.

Discussion

What stands out in the district and campus results?

Postsecondary Programming

Opportunities for students to earn college credit in high school:

- Advanced Placement
- International Baccalaureate
- Dual Credit
- Dual Enrollment (UT OnRamps)

Programming Descriptions

Advanced Placement (AP)	International Baccalaureate (IB)	Dual Credit (DC)	Dual Enrollment (UT OnRamps Program)
The AP Program allows students to take college-level courses and the related AP exam, to potentially earn college credit while still in high school.	For students aged 3-19. IB programs allow students to take college-level courses and the related IB exam, to potentially earn college credit while still in high school.	Dual Credit allows students to simultaneously earn high school and college credit by successfully completing coursework with a grade of C or better.	Dual Enrollment allows students to earn high school and potentially earn college credit while still in high school.

Program Benefits

Advanced Placement (AP)	International Baccalaureate (IB)	Dual Credit (DC)	Dual Enrollment (UT OnRamps Program)
In addition to earning college credit, students can also earn an AP Diploma. The AP Diploma is recognized at top universities nationally and internationally.	In addition to earning college credit, students can also earn an IB Diploma. The IB Diploma is recognized at top universities nationally and internationally.	College credit is based on a final class grade (i.e., performance on multiple exams, assignments). Students interact with college faculty/personnel and resources.	Less restrictive teaching requirements, low overall programming costs. No penalty to student's college transcript for poor performance.

Postsecondary Programming Highlights: Advanced Placement

AP Academy

- 375+ students participated in first-time district-wide AP Academy for exam preparation
- Over 45 teachers in attendance
- Plans to expand AP academies

Enhanced Teacher Support

- 317 school visits for direct AP teacher support
- Provided AP PLCs on all district early release days

Postsecondary Programming Highlights: International Baccalaureate

Applied for Candidacy
Memorial ES
Tinsley ES
Walnut Bend ES
Revere MS
Welch MS
Pilgrim Academy K-8

Programming Updates
Sharpstown Int'l **(DP)**
Chavez HS **(MYP)**

Postsecondary Programming Highlights: International Baccalaureate

First-time Authorization
Sharpstown Int'l

9 District-supported Year 2 Candidacy Schools	
Cullen MS	Shadydale ES
Foster ES	Woodson PK-5
Houston MSTC	Worthing HS
Mading ES	Yates HS
Henry MS	

Postsecondary Programming Highlights: Dual Credit

- First Chavez San Jacinto Process Technology cohort graduating Summer 2019
- Teacher Recruitment Plan Implemented
- Textbooks and required materials purchased centrally
- Early release day Dual Credit Leader development
- Curriculum Department collaboration for optimal High School and College Course Alignment

Postsecondary Programming Highlights: Dual Enrollment (UT OnRamps)

Dual Enrollment increased from one school (Sharpstown HS) in 2017-2018 to six schools for 2018-2019.

Summer 2018, 19 teachers received UT OnRamps professional development to become first-time Dual Enrollment instructors.

UT OnRamps Information Session provided at March Principals meeting

Plans to pilot UT Austin Research Initiative course

The University of Texas at Austin
OnRamps

Postsecondary Programming Campus Meetings

Purpose – planning meeting to discuss all postsecondary program data to drive decisions for future programming and strategize to increase CCMR Accountability points

Achieve 180 campuses prioritized

December Principals meeting sessions

Continuing to meet with comprehensive High Schools

Postsecondary Programming, 2019-2020

Parent/Community Events:

- Collaborative postsecondary programming information sessions
- Industry partnerships with workforce dual credit programs

Access to Information:

- Postsecondary programming websites reflect campus-specific course offerings
  - www.HoustonISD.org/AP
  - www.HoustonISD.org/DualCredit

Postsecondary Programming: 2019-2020

Expansion of Advanced Placement & Dual Credit Offerings	Khan Academy AP / SAT Dashboard	OpenStax / Chan Zuckerberg Initiative (CZI) Pilot

Postsecondary Programming: Teacher Development 2019-2020

Expand Teacher PLCs

AP faculty provided free content-specific binder, online instructional resources

Additional embedded dual credit instructors; teacher recruitment campaign

Postsecondary Programming: Teacher Development 2019-2020

A.2.a

HOUSTON INDEPENDENT SCHOOL DISTRICT

Calling all innovative educators:

Join #TeamHISD and help students earn free college credit in high school!

- Career Growth (college professorship, potential stipends & networking)
- Expose students to college-level rigor
- Help students become more competitive college and career applicants
- Added level of district support
- Interact with collegiate subject matter experts (deans, professors)
- Specialized Professional Development

$52,530 Starting Salary

Put your teaching skills and vision to work in:

Advanced Placement	International Baccalaureate	Dual Credit	Dual Enrollment
The AP Program allows students to take college-level courses and the related AP exam, to potentially earn college credit while still in high school.	For students aged 3-19. IB programmes allow students to take college-level courses and the related IB exam, to potentially earn college credit while still in high school.	Dual Credit allows students to simultaneously earn high school and college credit by successfully completing college coursework.	Dual Enrollment allows students to earn high school and potentially earn college credit while still in high school.

HISD | Innovation & Postsecondary Programming

For more information, visit: www.HoustonISD.org/IPsP

HoustonISD.org/IPsP | @HISD_Advanced | Advanced@HoustonISD.org | 713-556-7240

POSTSECONDARY PROGRAMMING BY THE NUMBERS

27,960 Students Enrolled

776 Teachers Districtwide

$22,286,099.22 Estimated savings in college tuition and fees

Key Contacts:

Sherelle Foust, Director
www.HoustonISD.org/IPsP
Advanced@HoustonISD.org • Phone: 713-556-7240

Questions about...	Contact:
Advanced Placement	Jennifer Ertel JERTEL@HoustonISD.org
Dual Credit & Dual Enrollment	Scott Godley Scott.Godley@HoustonISD.org
International Baccalaureate	Penelope "Penny" Tschirhart PTSCHIRH@HoustonISD.org

Minimum eligibility requirements to teach a postsecondary course in HISD:

	Advanced Placement	International Baccalaureate	Dual Credit (Academic)	Dual Credit (Workforce)	Dual Enrollment
Texas Teaching Certificate	✓	✓	✓	✓ Varies	✓
Previous teaching experience in content area	✓ Preferred	✓	✓ Preferred	✓ Preferred	✓
Bachelor's Degree	✓	✓	✓	✓ Varies	✓
Master's Degree with 18 hours in content area			✓	✓ Varies	
Minimum 3 years of experience in the field				✓ Varies	

Ready to join #TeamHISD?

Apply today at TeachHISD.org

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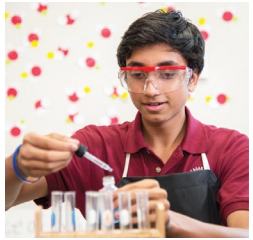
Postsecondary Programming: Student Development 2019-2020

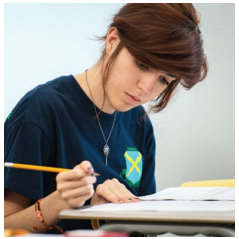
A.2.a

Increase AP/IB exam preparation programming throughout academic year

Advanced Placement Academies

Dual Credit Student Writing Workshops





Thank you

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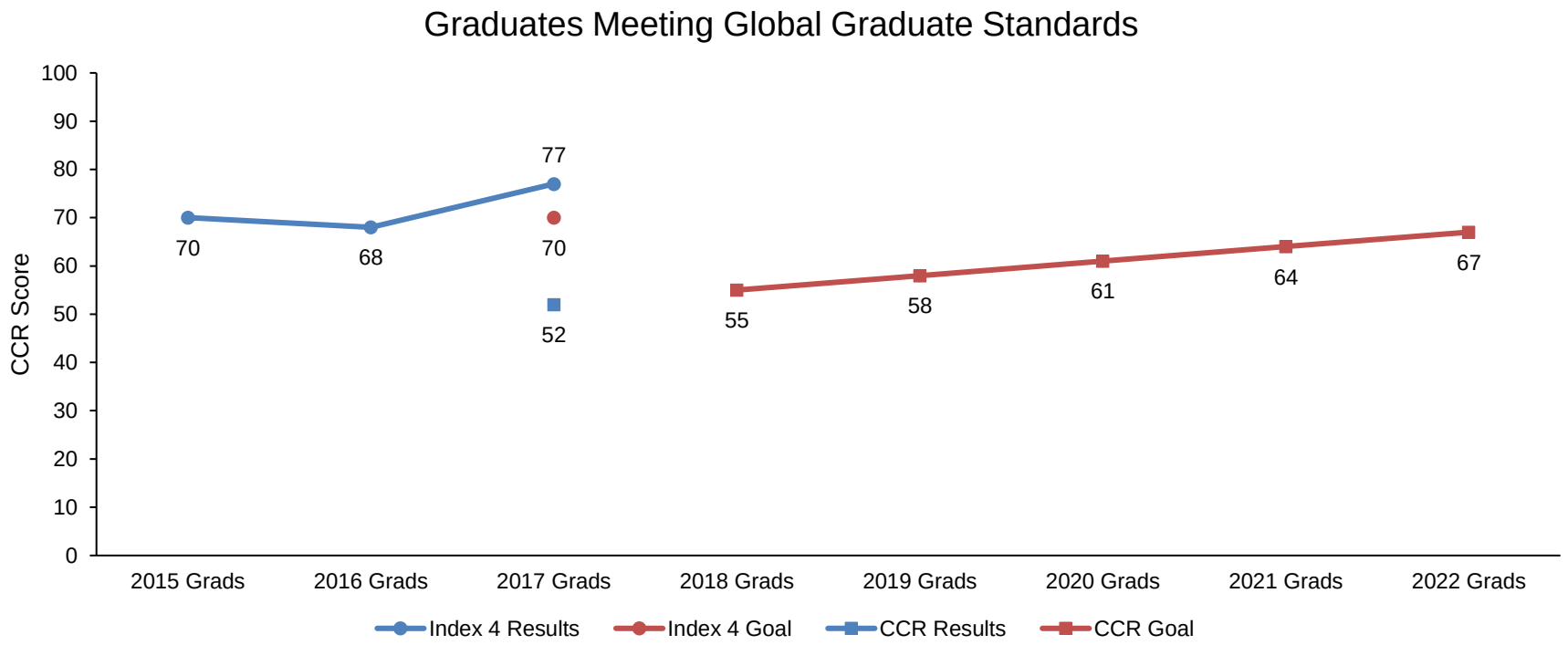
Goal Monitoring Report – May 2019

Goal 2, May 2019 Global Graduate Students	
Goal 2 – September 2018	**Evaluation**
The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.	2018 Exceeded Goal



Support Data

- Index 4 results are based on the postsecondary component of the old accountability system, and an HISD estimated postsecondary component for the 2017 graduates. The College and Career Readiness (CCR) results are based on the new accountability system, excluding military enrollment, starting with the 2017 graduates.

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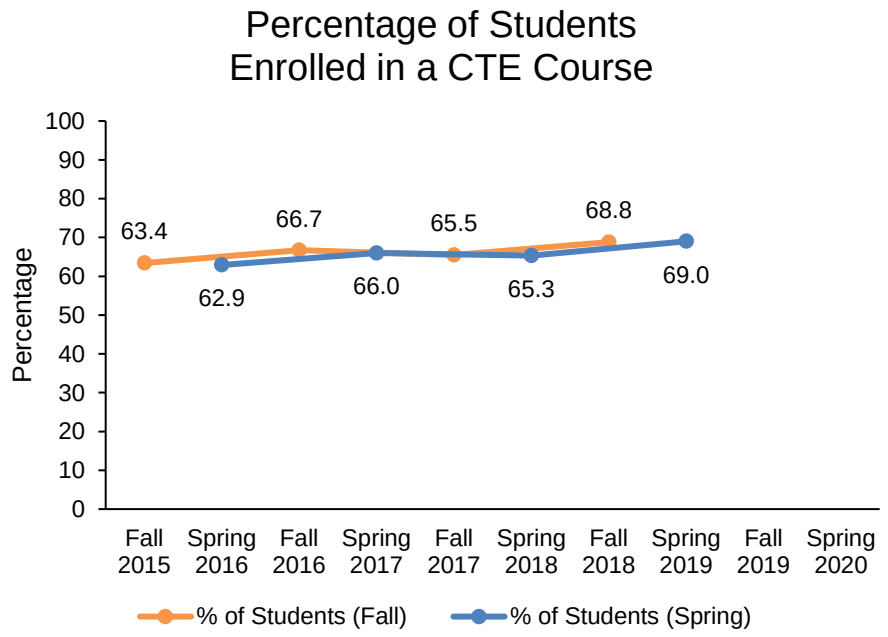
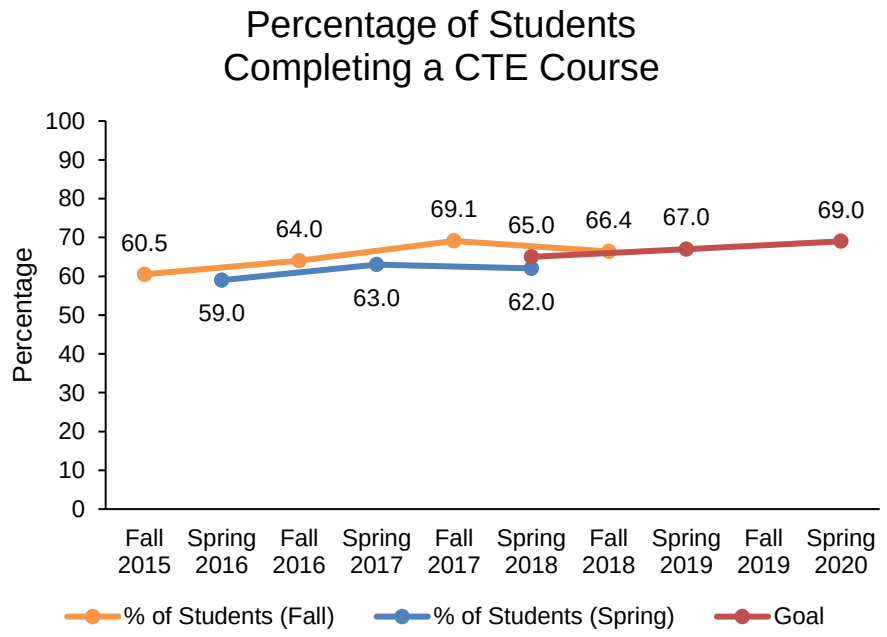
Goal Monitoring Report – May 2019

Goal Progress Measure 2.1 – May 2019	Evaluation
The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020.	On Track





Support Data

- Enrolled results will be updated during the November and May board meetings for the Fall and Spring semesters respectively
- Completion results will be updated during the February and September board meetings for the Fall and Spring semesters respectively.
- The percentage of students enrolled in a CTE course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a CTE course is based on students who received a semester average in at least one class.
- Results shown reflect any student enrolled in a CTE course and does not consider students enrolled in a coherent sequence.
- Only students enrolled in grades 10–12 are included in the calculation.

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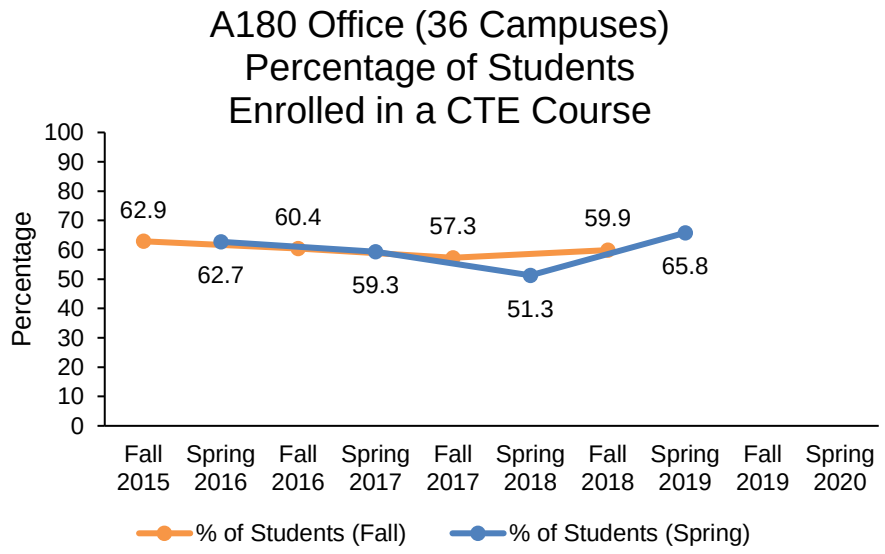
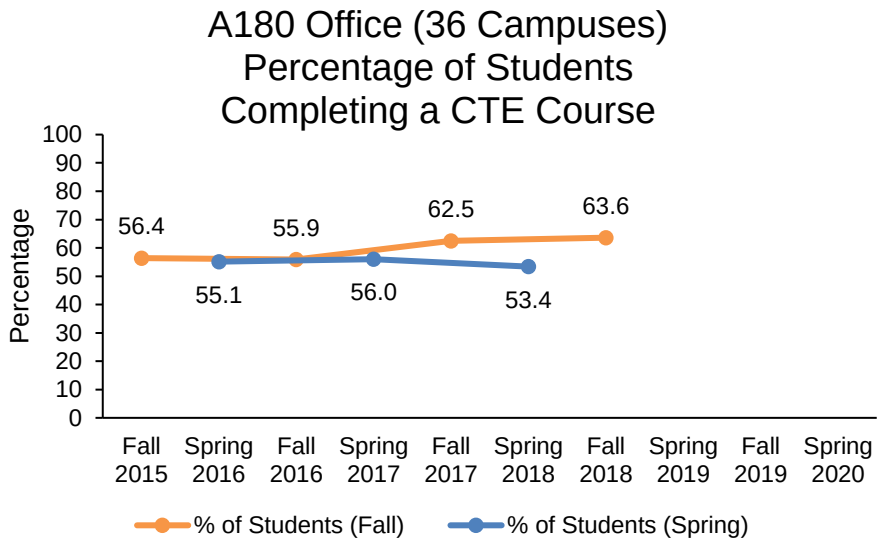
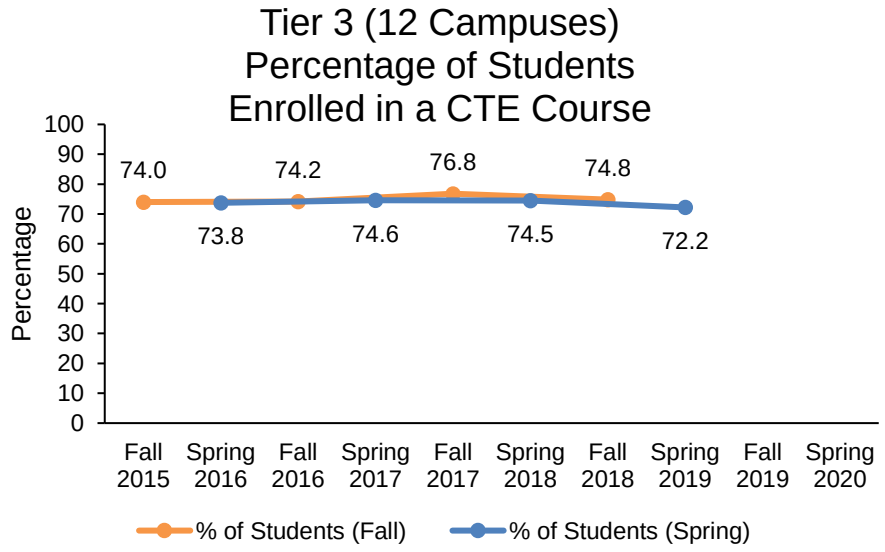
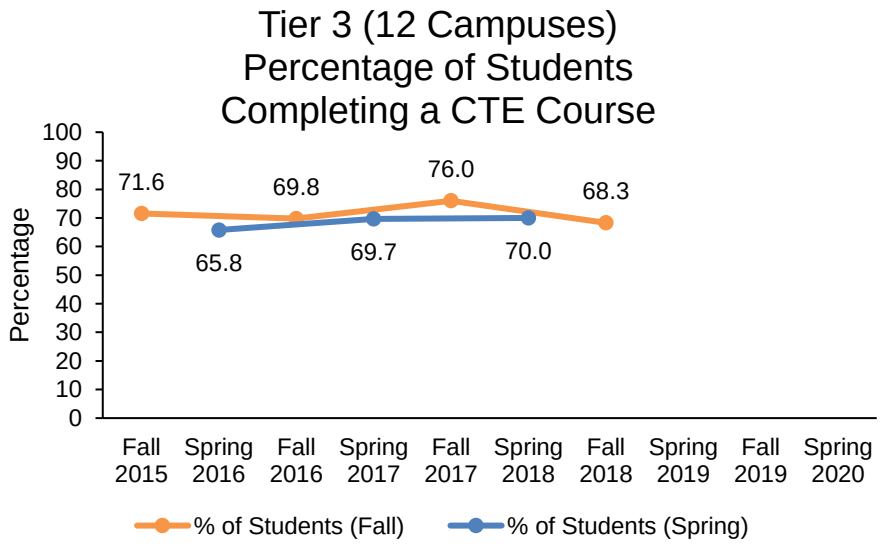
Goal Monitoring Report – May 2019

Goal Progress Measure 2.1 Achieve 180 Data









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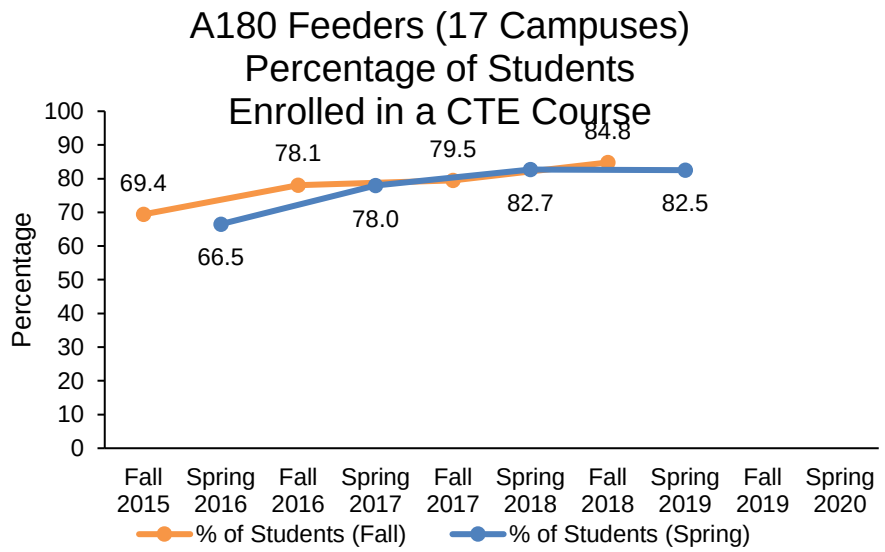
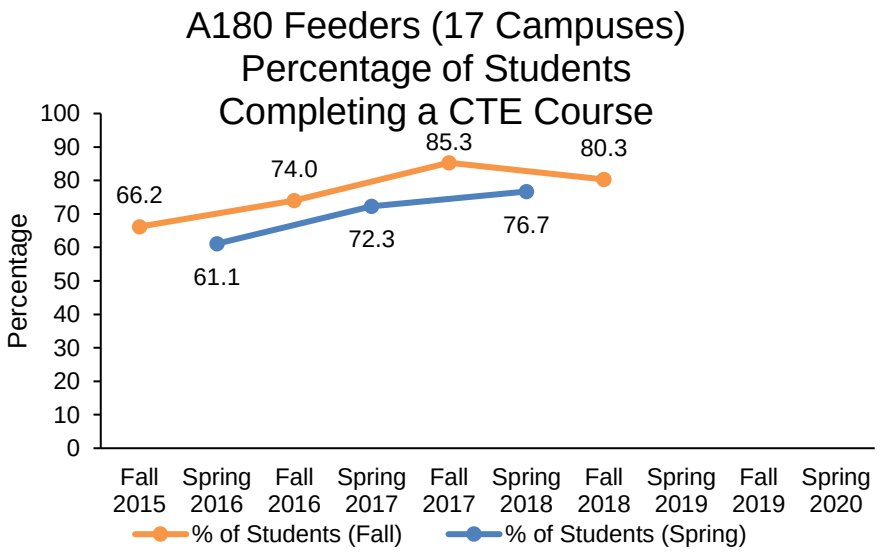
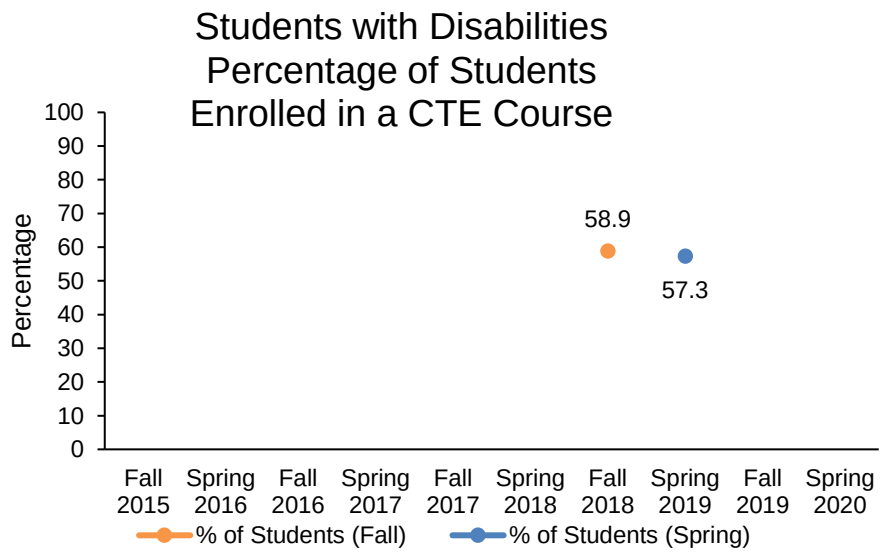
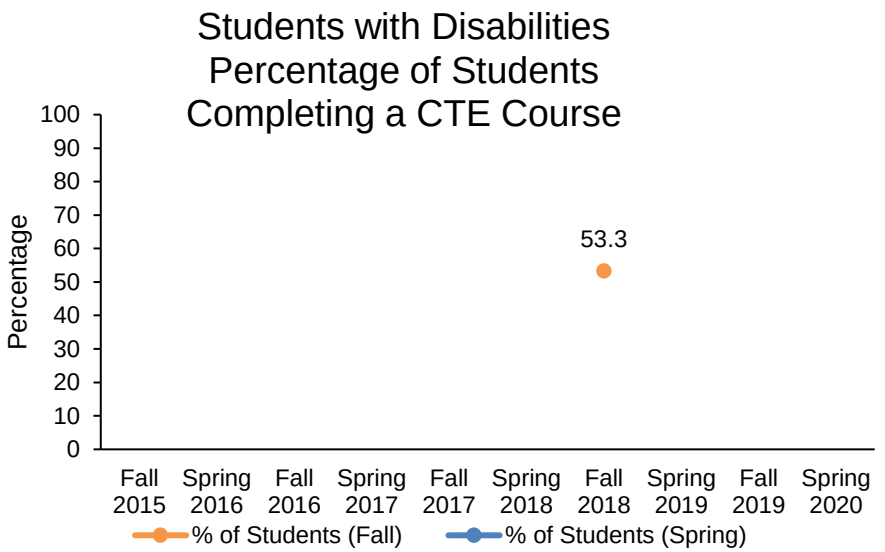
Goal Monitoring Report – May 2019

Goal Progress Measure 2.1 Achieve 180 Data (Cont.)









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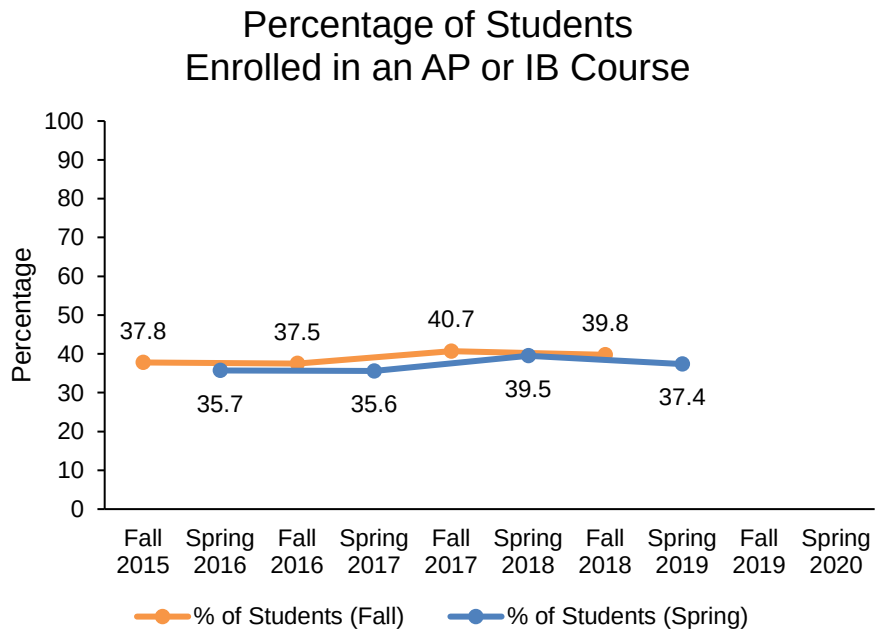
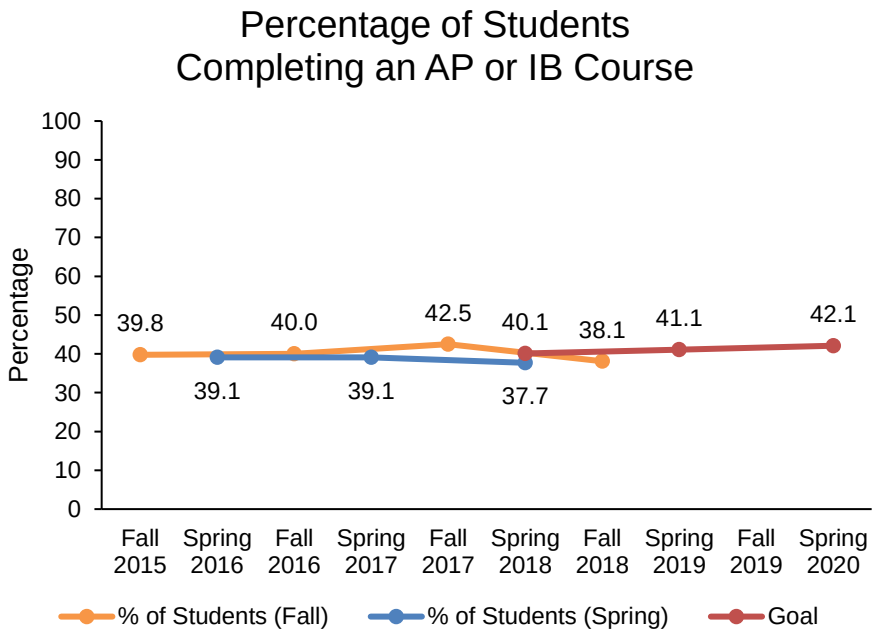
Goal Monitoring Report – May 2019

Goal Progress Measure 2.2 – May 2019	Evaluation
The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.	Not on Track





Support Data

- Enrolled results will be updated during the November and May board meetings for the Fall and Spring semesters respectively
- Completion results will be updated during the February and September board meetings for the Fall and Spring semesters respectively.
- The percentage of students enrolled in an AP or IB course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing an AP or IB course is based on students who received a semester average in at least one class.
- Only students enrolled in grades 10–12 are included in the calculation.

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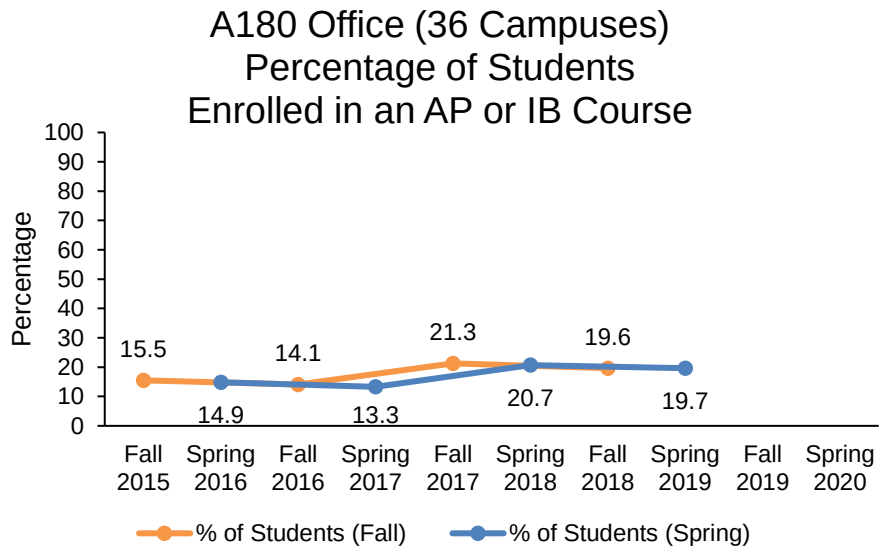
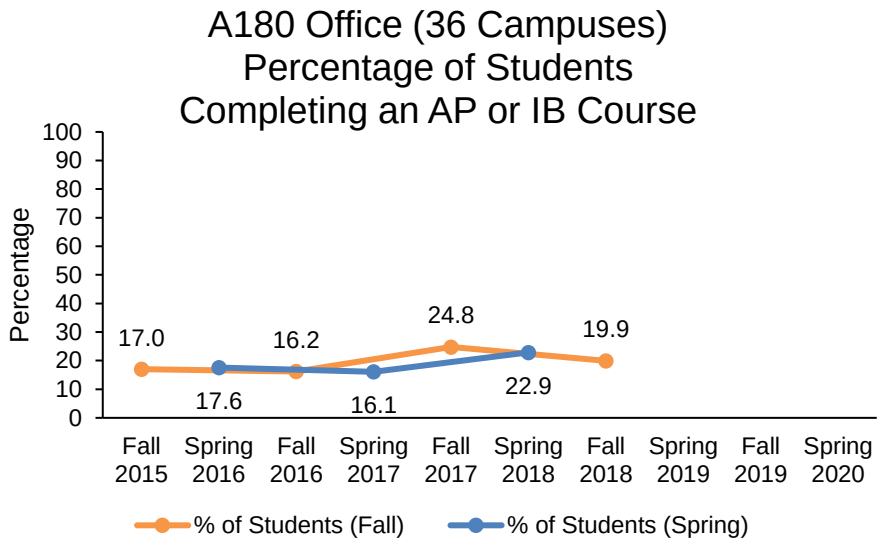
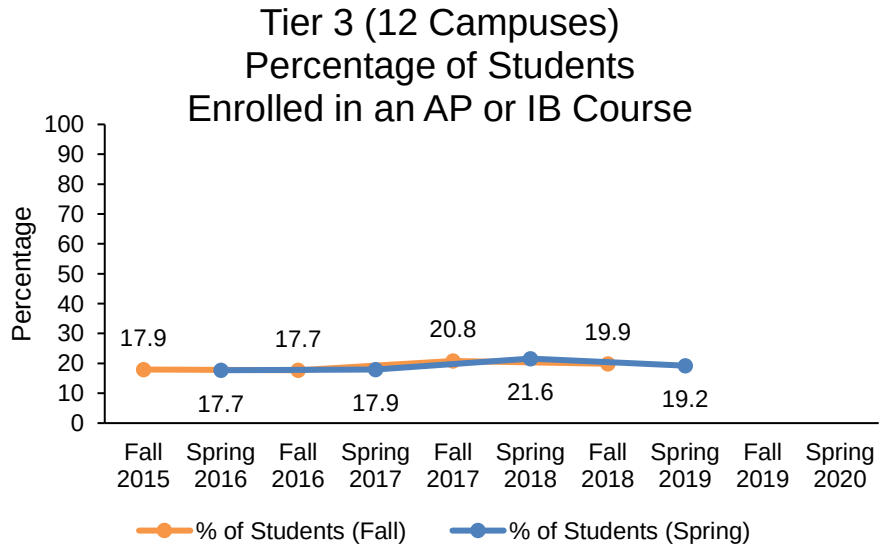
ANALYZING DATA, MEASURING PERFORMANCE.

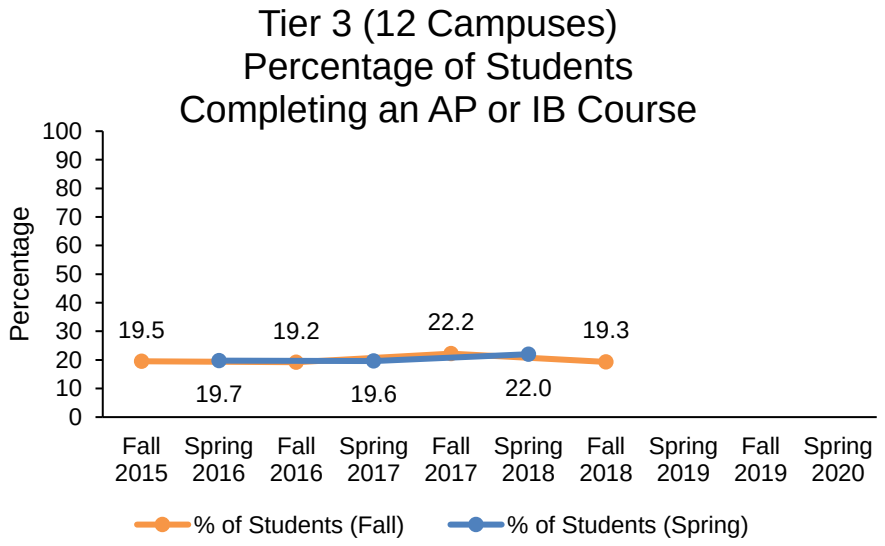
Goal Monitoring Report – May 2019

Goal Progress Measure 2.2 Achieve 180 Data









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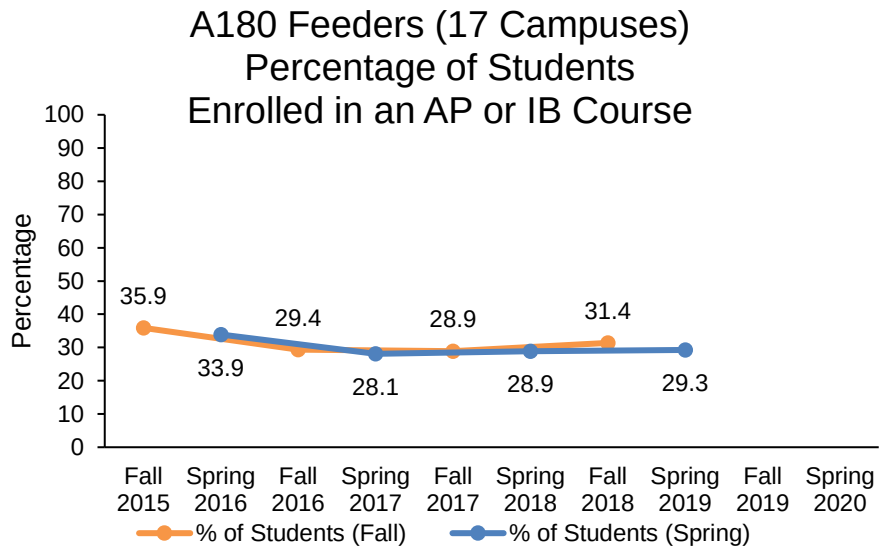
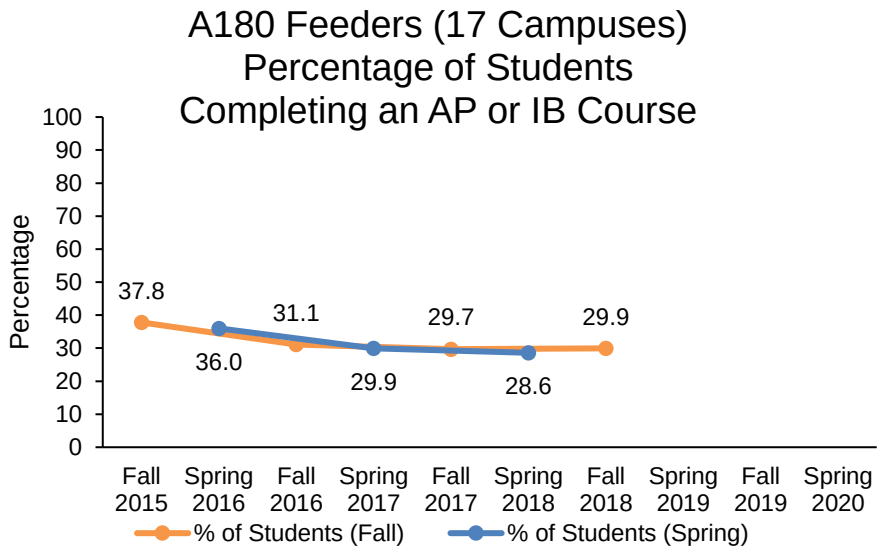
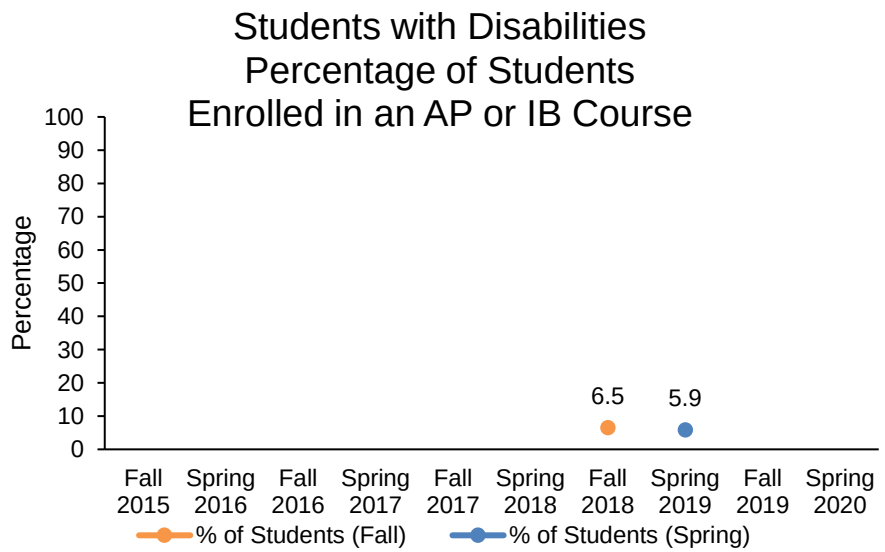
ANALYZING DATA, MEASURING PERFORMANCE.

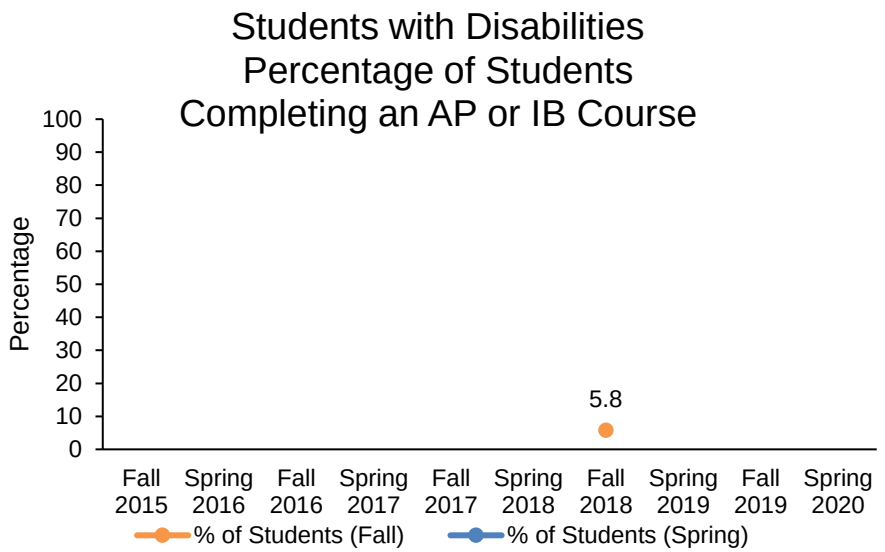
Goal Monitoring Report – May 2019

Goal Progress Measure 2.2 Achieve 180 Data (Cont.)









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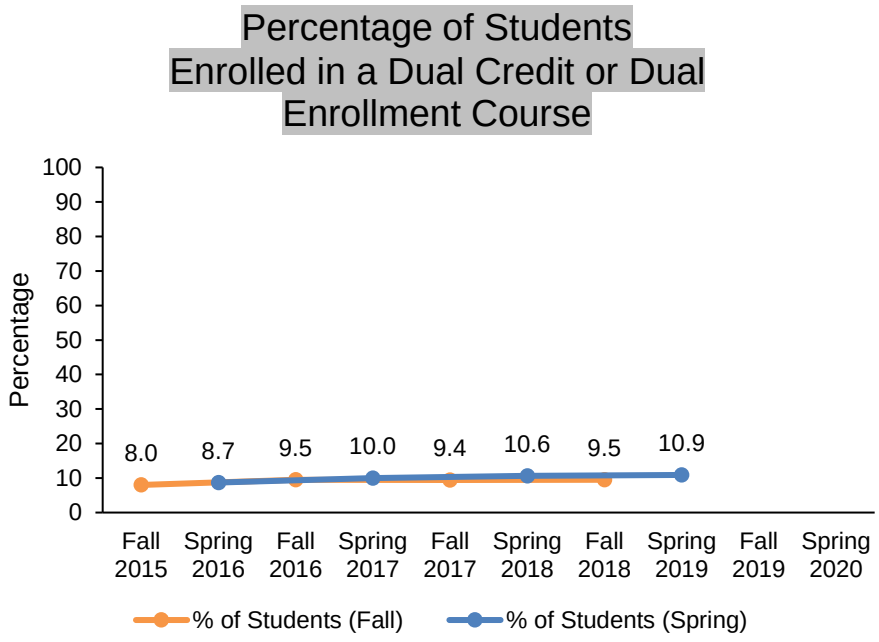
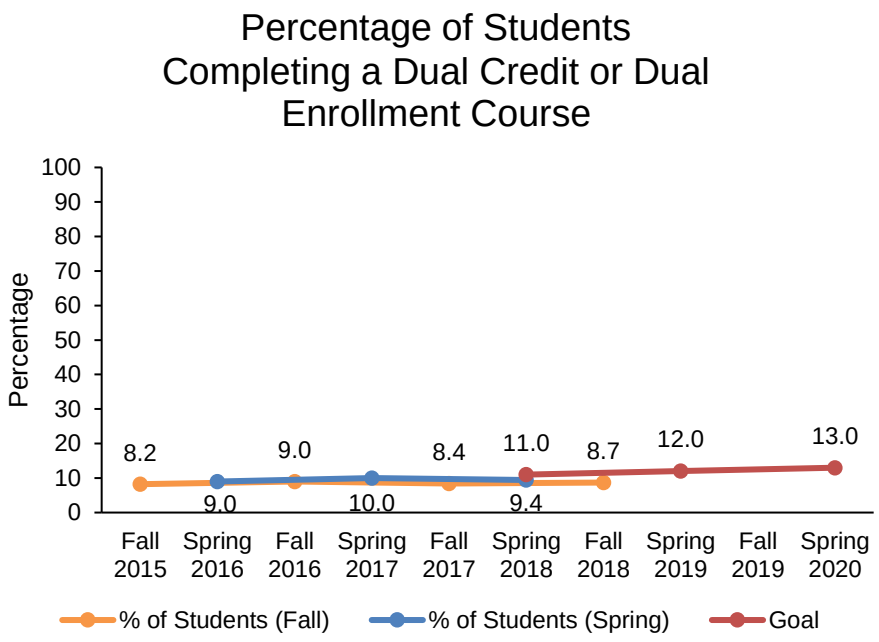
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report – May 2019

Goal Progress Measure 2.3 – May 2019	Evaluation
The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage points annually from 10 percent in Spring 2017 to 13 percent in Spring 2020.	~~Not on Track~~ On Track





Support Data

- Enrolled results will be updated during the November and May board meetings for the Fall and Spring semesters respectively
- Completion results will be updated during the February and September board meetings for the Fall and Spring semesters respectively.
- The percentage of students enrolled in a Dual Credit or Dual Enrollment course is based on the total number of students enrolled in the district during the semester, while the percentage of students completing a Dual Credit or Dual Enrollment course is based on students who received a semester average in at least one class.
- Only students enrolled in grades 10–12 are included in the calculation.

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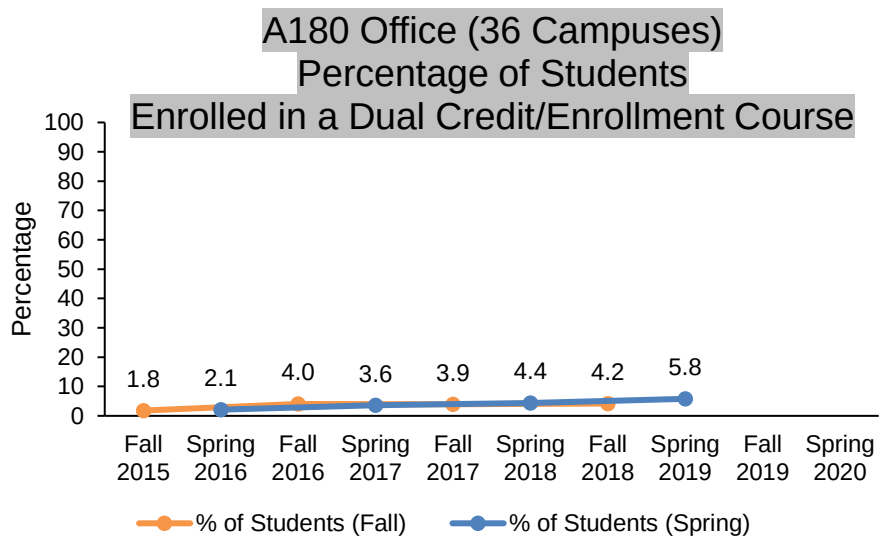
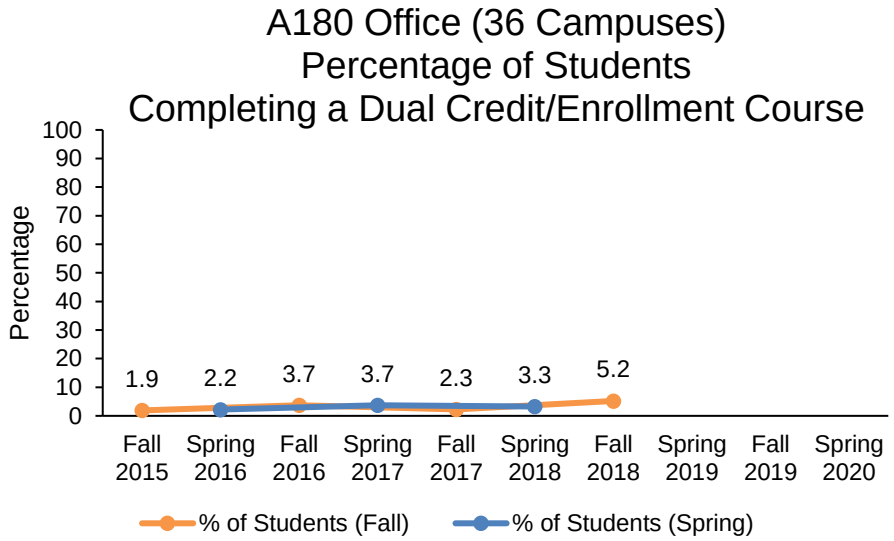
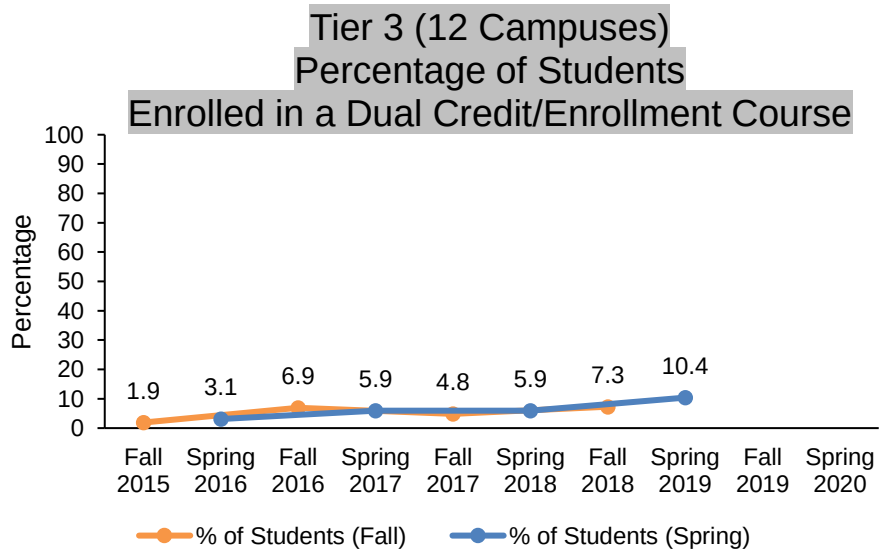
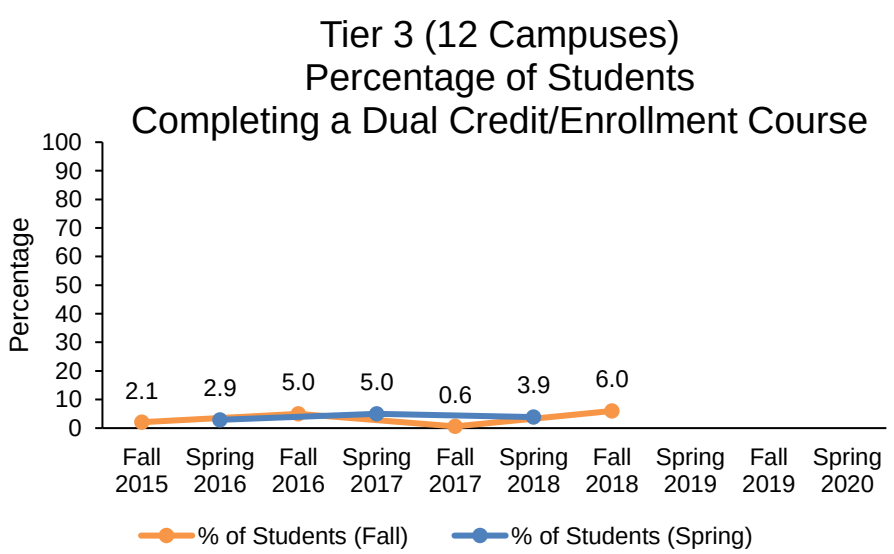
Goal Monitoring Report – May 2019

Goal Progress Measure 2.3 Achieve 180 Data









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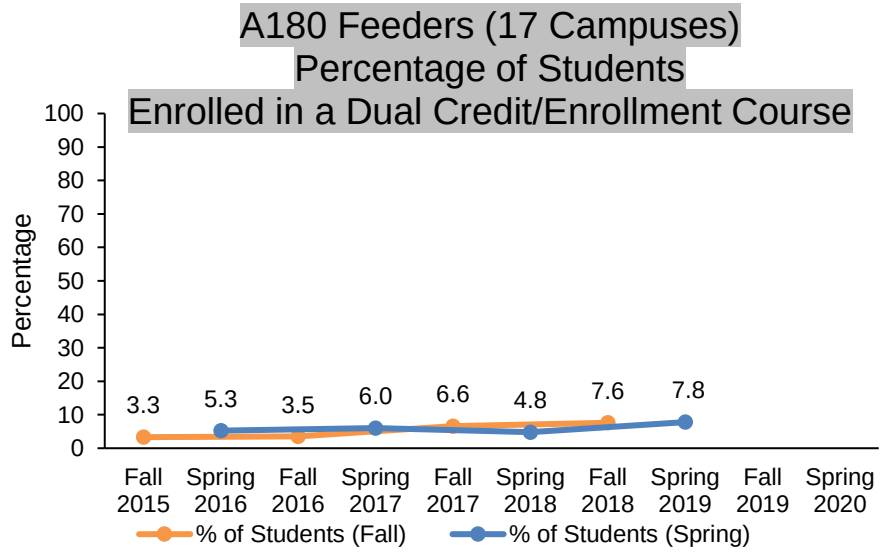
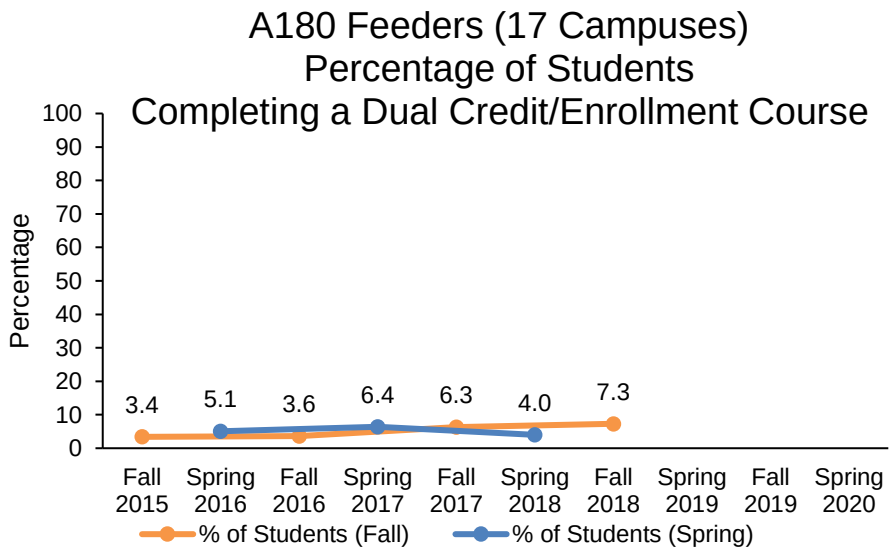
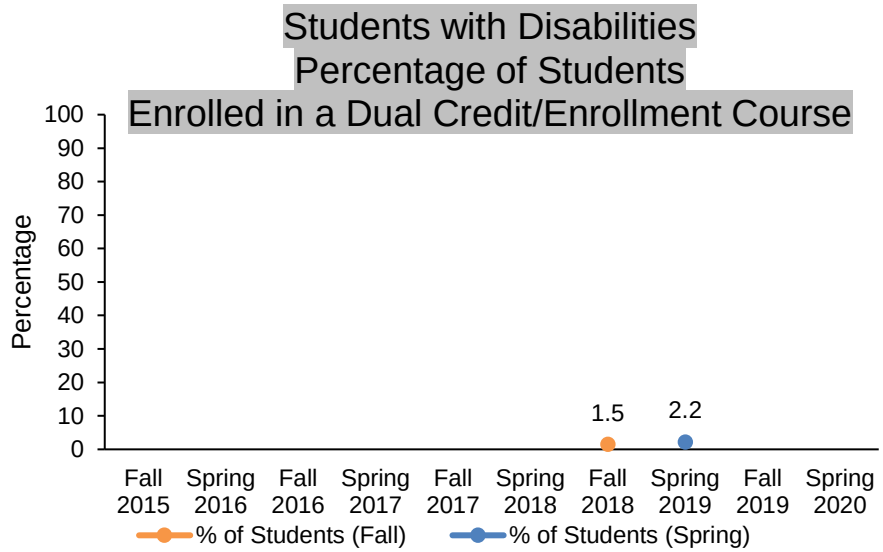
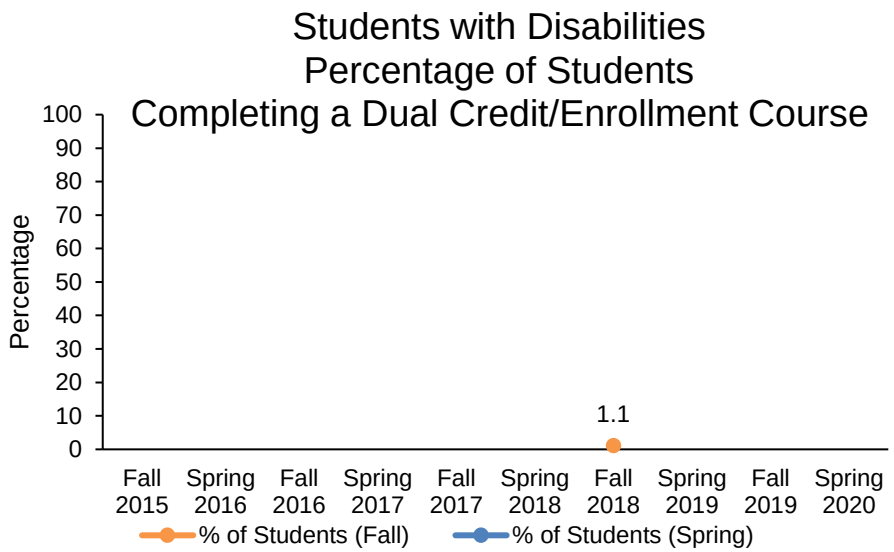
Goal Monitoring Report – May 2019

Goal Progress Measure 2.3 Achieve 180 Data (Cont.)









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Goal Monitoring Report – May 2019

Superintendent's Response
The **Career Readiness Department's** efforts to increase enrollment and improve student success fall into four broad areas: (1) program expansion, (2) campus outreach, (3) instruction, and (4) advising. Program expansions planned for 2019-2020 include a partnership with SAP, the first for a K-12 district in the United States, at Sam Houston HS and growth of existing partnerships with entities including Marek Construction, Group 1 Automotive, BP, and Ironworkers Local #84. Campus outreach activities include individual campus meetings to discuss College, Career, and Military Readiness and needs assessments to ensure equitable access to curriculum and equipment. Support for instruction includes professional development to help industry-based teachers transition to the classroom, a dedicated instructional coach to build CTE teacher capacity, industry partnerships to ensure CTE teachers maintain their skills, and training on best practices for a CTE classroom. In addition, the department will launch an initiative in summer 2019 to provide training via industry based conferences. For the 2018-2019 school year, the department established CTE Advisor positions that have centralized CTE PEIMS coding and provide guidance and career information to students seeking entrance into the workforce directly after high school. The CTE Advisors help ensure students complete a Personal Graduation Plan (PGP) which will steadily increase the number of students enrolling in and completing CTE courses/pathways. The **Innovation and Postsecondary Programming Department (IPP)** continues to support specific programming that allows students to earn college credit via AP, IB, Dual Credit and Dual Enrollment courses. The IPP Department is implementing multiple strategies to support AP teachers and students, including professional learning communities for teachers on all district early release days and centralized AP Academies that prepare students for the AP exam. The first AP Academy was held in March with over 375 students and more than 45 teachers attending. The department is supporting more than 10 campuses at the elementary, middle, and high school levels as they complete the multi-year process of becoming IB schools. The IPP Department has implemented a recruitment plan for dual credit teachers and collaborated with the Curriculum Department to align high school and college courses. The dual enrollment program through UT OnRamps began in 2017-18 at Sharpstown High School and expanded to five additional schools for 2018-19 with nineteen teachers receiving required professional development last summer. The **Office of Special Education Services (OSES)** will increase the participation of students with disabilities in CTE courses. In addition, OSES is collaborating with the Career Readiness Department to increase awareness of the different CTE programs throughout the district and to encourage students to take advantage of the program options. Also, professional development has been provided to the Campus Registrars to increase awareness in master scheduling to ensure students with disabilities are afforded the opportunity to participate in CTE courses. This cross-team collaboration will develop a Career and Technical Education for students with disabilities (CTED) program at Barbara Jordan Career Center for students with disailities who want to enroll in a CTE pathway at the center. The CTE classes will enable students with disabilities the best chance of gainful employment or moving on to higher education. Collaboration between the **Office of Special Educations Services** and the **Innovation and Postsecondary Programming Department (IPP)** will increase inclusive opprtunities for students with disabilities to earn college credit. OSES Transition Team will conduct an awareness campaign to inform parents of the opportunities for students with disabilities to participate in AP, IB, Dual Credit and Dual Enrollment courses.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report – May 2019

The **Achieve 180 Schools Office** will continue to work through the lens of Pillar 5 (School Design) to increase opportunities for students in CTE and AP. Achieve 180 has worked closely with the College Readiness Department and the Innovation and Postsecondary Programming Department to address areas in which there was a deficit. Are students taking the correct courses necessary? Do the campuses provide the correct courses students need? Are there certified professionals in place to teach those courses?

- Campuses have audited student transcripts to ensure that students are taking the necessary courses and that the campus provides adequate offerings to meet the demands. Additionally, campuses are working with district personnel to schedule Fall and Spring audits as an additional layer of support.
- OnRamps courses will be offered at all Achieve 180 high schools. Kashmere HS, Wheatley HS and Worthing HS are working to include them in their 2019-2020 course offerings.
- The Achieve 180 Office, in conjunction with the other area offices, is providing master schedule professional development to campus representatives.
- The Achieve 180 Office has partnered with Human Resources and the Career Readiness Department to identify potential candidates with the required certifications to begin the process of filling some of the more difficult to fill CTE vacancies.

Office of the Board of Education
Board of Education Meeting of May 9, 2019

Diana Davila, President and District VIII Trustee

SUBJECT: **CONSIDERATION OF PROPOSED CHIEF AUDIT EXECUTIVE EVALUATION INSTRUMENT AND EVALUATION PROCESS**

Pursuant to the Board of Education's Audit Committee Charter, the Audit Committee presents for the board's consideration a proposed Chief Audit Executive (CAE) Performance Evaluation Timeline, Evaluation Process Rubric, and Evaluation Instrument.

For the 2019–2020 school year, and until amended, the committee proposes the timeline contained in the Evaluation Process Rubric. For the current 2018–2019 school year, the committee proposes to amend the timeline contained in the rubric as follows.

- **April 2019 Audit Committee Meeting:** Finalize Proposed CAE Evaluation Instrument/Process/Timeline
- **May 2019 Regular Board Meeting:** Consider and Approve Proposed CAE Evaluation Instrument/Process/Timeline
- **May 2019 Audit Committee Meeting:** CAE Mid-Year Performance Review (Recommendations Only)
- **June 2019 Regular Board Meeting:** Consider and Approve Proposed CAE Mid-Year Performance Review (Full Board Review and Consideration)
- **August 2019 Audit Committee Meeting:** CAE Annual Performance Review (Initial Committee Review and Recommendations Only)
- **August 2019 Regular Board Meeting:** CAE Annual Performance Review (Full Board Review and Consideration)

The Audit Committee further recommends that the board approves the following 2018–2019 major expectations for inclusion in the 2018–2019 CAE Performance Evaluation Instrument:

- Increase audit productivity by 25%;
- Implement a Quality Assurance and Improvement Plan and complete an internal assessment; and
- Create and maintain an audit status dashboard.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the CAE Performance Evaluation Instrument, Evaluation Timeline, and Evaluation Process, effective May 10, 2019.

HOUSTON INDEPENDENT SCHOOL DISTRICT
CHIEF AUDIT EXECUTIVE PERFORMANCE EVALUATION INSTRUMENT

The Chief Audit Executive Performance Evaluation Instrument is based on two areas: (1) Leadership and Management Responsibilities and (2) Major Expectations. In assessing the Chief Audit Executive's performance, the Audit Committee and the Board of Education will consult data provided by the Chief Audit Executive, data referred to in specific criteria , and other data the Audit Committee and Board of Education deem relevant to the assessment.

Section 1 - Leadership & Management: Performance by the Chief Audit Executive aligned with the Internal Audit Activity Charter forms the primary focus of the evaluation.

Section 2 - Major Expectations: Major expectations of the Chief Audit Executive based on key performance indicators form the secondary focus of the evaluation.

Rating Scale

The Chief Audit Executive's Performance Evaluation shall be rated according to the combined evaluation by the members of the Board of Education, including the Board members of the Audit Committee. Each subjective criterion in Section 1 shall be scored by each Board member. The final evaluation scores for each criterion in Section 1 shall be the median of the individual Board members' scores. The same process shall be used to score each criterion in Section 2, including the determination of the final score for each criterion. The sum of the final scores from Section 1 and Section 2 shall determine the Chief Audit Executive's Performance Evaluation score and rating.

The community members of the Audit Committee shall complete the same performance evaluation form, providing their assessment of the Chief Audit Executive performance. However, their assessment is only to provide additional insight for Board members, and is not included in the final performance evaluation score or rating.

Members of the Audit Committee (board and community) shall complete their evaluation forms first. The forms shall be tallied as provided above. The completed forms, including all supporting documentation and tally computations, shall be provided to the full Board as additional insight for their consideration in completing the evaluation form.

Comments may be made on any criterion. However, any rating of *Exemplary* or *Unsatisfactory* **must** be accompanied by a comment indicating the reason for the rating; if comments are not supplied, those ratings will be ignored when tabulating medians.

HOUSTON INDEPENDENT SCHOOL DISTRICT
CHIEF AUDIT EXECUTIVE PERFORMANCE EVALUATION INSTRUMENT

SECTION 1 — LEADERSHIP & MANAGEMENT

1. **Management:** Directs audit staff in the planning, organizing, directing, and monitoring of internal auditing operations, including assisting in hiring, training, and evaluating staff, and taking effective actions to address performance matters.

    a. Maintain a professional internal audit and investigative staff, supplemented by short-term expert consultancies, which collectively have sufficient knowledge, skills, experience, and professional certifications to meet the requirements of the Internal Audit Activity Charter.

    b. Resources are acquired economically, used efficiently, and adequately protected.

    c. Programs, plans, and objectives are achieved.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

2. **Risk Assessment:** Directs the comprehensive identification and evaluation of the organization's audit risk areas and oversees the development of the annual audit plan based on identified risks.

    a. Risks are appropriately identified and managed.

    b. Quality and continuous improvement are fostered in the District's control process.

    c. Significant legislative or regulatory issues impacting the District are recognized and addressed properly.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

3. **Audit Plan:** Directs the overall performance of audit procedures, including identifying and defining issues, developing criteria, reviewing and analyzing evidence, and documenting client processes and procedures.

    a. Develop a flexible annual audit plan, providing for review of District business units at appropriate intervals, using appropriate risk-based methodology, including any risks or control concerns identified by management.

    b. Implement the annual audit plan as approved, including, as appropriate, any special tasks or projects requested by management and the Board.

    c. Provide an annual assessment of the adequacy and effectiveness of the District's processes for controlling its activities and managing its risks in the areas set forth under the purpose and scope of work.

    d. Report significant issues related to the processes for controlling the activities of the District, including potential improvements to those processes, and provide information concerning such issues through resolution.

    e. Provide progress reports on the status and results of the annual audit plan and the sufficiency of the Office of Internal Audit resources.

    f. Coordinate with and provide oversight of other control and monitoring functions.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

4. **Audit & Investigation Oversight:** Directs the audit and investigation staff in conducting interviews, reviewing documents, developing and administering surveys, composing summary memos, and preparing working papers. Directs the audit and investigation staff in the identification, development, and documentation of audit and investigation issues and recommendations for improvement.

    a. Assist in the investigation of significant suspected fraudulent activities within the District and notify management and the Board of Education of the results.

b. Consider the scope of work of the external auditors and regulators, as appropriate, for the purpose of providing optimal audit and investigative coverage to the organization at a reasonable overall cost.

c. Allocate resources, set frequencies, select subjects, determine scopes of work, and apply the techniques required to accomplish audit and investigative objectives.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

5. **Audit Reporting:** Communicates the results of audit and consulting projects via written reports and oral presentations on a timely basis to management and the Board of Education.

   a. Significant financial, managerial, and operating information is accurate and reliable.

   b. Issue periodic reports to the Board of Education and District management summarizing results of audit and investigative activities and timely.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

6. **Relationship Development:** Develops and maintains productive team-oriented client, staff, management, and board relationships through individual contacts and group meetings.

   a. Interaction with the various governance groups occurs as needed.

   b. Perform consulting services to assist management in meeting its objectives.

   c. Keep the Board of Education informed of emerging trends and successful practices in internal auditing.

d. Provide a list of significant measurement goals and results to the Board of Education.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

7. **Professional Development:** Pursues professional development opportunities, including internal and external training and professional association memberships, and shares information gained with co-workers.

   a. District employees' actions comply with District policies, standards, procedures, and applicable laws and regulations.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

8. **Benchmarking:** Benchmarks audit work processes and promotes continuous process improvement.

   a. Evaluate and assess significant new or changing services, processes, operations, and control processes coincident with their development, implementation, and/or expansion.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

9. **QAR:** Leads the department's quality assurance activities.

   a. Establish a quality assurance program by which the Chief Internal Auditor assures the operations of internal auditing activities.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

10. **Meetings:** Represents internal auditing at management and board meetings and with external organizations.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

11. **Flexibility:** Uses professional judgment to timely and appropriately respond to requests from the Administration and/or the Board for additional audits.

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

12. **Ethics:** Comply with the District Code of Conduct and the Institute of Internal *Auditors' Code of Ethics and International Standards for the Professional Practice of Internal Auditing.*

Unsatisfactory (0)	Progressing (4)	Proficient (5)	Exceeds (6)	Exemplary (7)

Comments:

SECTION 2 - MAJOR EXPECTATIONS

Scored using data supplied by the Chief Audit Executive.

13. **Expectation 1:**

Unsatisfactory (0)	Progressing (2)	Proficient (3)	Exceeds (4)	Exemplary (5)

Comments:

14. **Expectation 2:**

Unsatisfactory (0)	Progressing (2)	Proficient (3)	Exceeds (4)	Exemplary (5)

Comments:

15. **Expectation 3:**

Unsatisfactory (0)	Progressing (2)	Proficient (3)	Exceeds (4)	Exemplary (5)

Comments:

MANAGEMENT INCENTIVE RATING *(100 POINTS MAXIMUM)*

RATING	TOTAL POINTS
Exemplary	85-100
Exceeds	70-84
Proficient	54-69
Progressing	40-54
Unsatisfactory	00-39

Reviewed by the Chief Audit Executive:

Chief Audit Executive _____ Date _____

By Audit Committee Members:

Chair _____ Date _____

Board Member _____ Date _____

Board Member _____ Date _____

Adopted by the Board of Education:

President _____ Date _____

Secretary _____ Date _____

HOUSTON INDEPENDENT SCHOOL DISTRICT

CHIEF AUDIT EXECUTIVE PERFORMANCE APPRAISAL PROCESS

General Information

The intended purpose of the Chief Audit Executive Performance Appraisal Process is to assess the Chief Audit Executive in relation to internal control strategies and accountability practices including risk management.

The Chief Audit Executive Performance Appraisal Process consists of two parts: Section 1: **Achievement of Leadership & Management** goals aligned with the Internal Audit Activity Charter and Section 2: **Satisfaction of Major Expectations** as provided by the Audit Committee and District's Board of Education, in collaboration with the Chief Audit Executive. In assessing performance on both the goals and the ongoing responsibilities, the Audit Committee and Board of Education may consult data provided by the Chief Audit Executive, data referred to in specific criteria, and other data the Audit Committee and Board of Education deem relevant to the assessment. The appraisal process is an ongoing and dynamic process. Each criterion included in the instrument has been selected to enable the Audit Committee and the Board of Education to provide structured feedback concerning the Chief Audit Executives' management of the District's internal control practices and risk management.

Achievement of Leadership & Management forms the primary focus of the evaluation. It was developed pursuant to the Audit Committee Charter and Internal Audit Activity Charter as adopted by the Board of Education in relation to established District goals or other District priorities.

The function of the **Satisfaction of Major Expectations** is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the District and plan for Chief Audit Executive's priorities in future years.

Steps of the Chief Audit Executive Appraisal Process

1. **Goal Setting** *(By September)*

   - The Audit Committee and Chief Audit Executive shall discuss and develop Audit department goals and major expectations for the Chief Audit Executive's performance evaluation.

   - The Audit Committee shall present the proposed Audit department goals and major expectations for the Chief Audit Executive's performance evaluation to the Board of Education for approval.

2. **Mid-Year Performance Review** *(By December)*

   - At the designated mid-year review, the Chief Audit Executive shall provide a report on progress on the annual Audit Plan, progress on Audit department goals, and progress and examples related to the criteria in the evaluation instrument.

   - The Audit Committee shall present the mid-year review to the Board Education for additional feedback to be shared with the Chief Audit Executive.

3. **End-of-Year Chief Audit Executive Self-Assessment** *(By March)*

   - In preparation for the first discussion related to the evaluation, the Chief Audit Executive shall assess his or her own performance on Section 1 of the evaluation instrument. The Chief Audit Executive shall provide to the Audit Committee a copy of his self-assessment and all supporting documentation to substantiate evidence of the Chief Audit Executive's performance.

4. Performance Review *(By April)*

- Each member of the Audit Committee Member shall score Section 1: **Achievement of Leadership & Management** and Section 2: **Satisfaction of Major Expectations** based upon information provided for each criterion, including the Chief Audit Executive's self-assessment information provided by the Chief Audit Executive.

- The community members of the Audit Committee shall complete the same performance evaluation form as the Board members of the Audit Committee,, providing their assessment of the Chief Audit Executive performance. However, their assessment is only to provide additional insight for Board members, and is not included in the final performance evaluation score or rating.

- Audit Committee members (board and community members) shall submit their individual evaluation forms to Board Counsel, who will tabulate a preliminary overall score in accordance with the requirements outlined in the evaluation instrument.

5. Chief Audit Executive Performance Rating *(By May)*

- The completed evaluation forms of the Audit Committee, including all supporting documentation and tally computations, shall be provided to the full Board as additional insight for their consideration in completing the evaluation form.

- During a scheduled meeting with the Board of Education, the Chief Audit Executive shall discuss the results of the Chief Audit Executive self-assessment and plans for each area to be addressed during the year. Such areas may include items that need improvement as well as areas of strength that should be expanded and enhanced. Board members shall be given an opportunity to gain clarity on items presented in the self-assessment, and express accolades and concerns regarding the Chief Audit Executive's performance.

- Board members shall submit their individual evaluation forms to Board Counsel, who will tabulate the overall scores, and prepare a composite evaluation document including comments from Individual Board members.

- The Audit Committee shall submit a copy of the completed, final Chief Audit Executive's Evaluation to the Board of Education, for approval.

- The Board President and Audit Committee Chair shall meet with the Chief Audit Executive to provide the composite evaluation document and discuss the Chief Audit Executive's overall evaluation.

Chief Audit Executive Appraisal Process Model

Overview of the Evaluation Instrument

The evaluation instrument is intended to capture internal/external controls and accountability improvements by the District.

When setting goals for various levels of performance on the measures, the following overarching principles are used:

- **Exemplary:** Chief Audit Executive significantly exceeded basic competence on standard(s) of performance. This rating is reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide. (Note: If the "Exemplary" rating is used, the evaluator must comment about why it was used.)

- **Exceeds:** Chief Audit Executive consistently exceeded basic competence on standard(s) of performance.

- **Proficient:** Chief Audit Executive demonstrated basic competence on standard(s) of performance. This is the rigorous expected level of performance.

- **Progressing:** Chief Audit Executive demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance. Improvement is necessary and expected.

- **Unsatisfactory:** Chief Audit Executive did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. Performance is consistently below the requirements of proficient-level performance. (Note: If the “Unsatisfactory” rating is used, the evaluator must comments about why it was used.)

This instrument may be used to evaluate the Chief Audit Executive's progress toward consistently using practices that leaders in the internal auditing field have identified as necessary to exemplify strong independence, objective assurance and consulting activity designed to add value and improve the District's operations. The Chief Internal Auditor should demonstrate efforts to help the District accomplish its objectives icy bringing a systematic, 'disciplined approach to evaluating and improving the effectiveness of risk management, control, and governance processes.

The instrument may be used by the Chief Audit Executive as a self-assessment of his performance during the year. Board members shall use the instrument to complete their assessment of the Chief Audit Executive's performance for the same time period. Likewise, the Chief Audit Executive and the Board of Education may use the instrument as a guide for performance discussions and as a tool to determine the final evaluation rating for the Chief Audit Executive.

Overall Evaluation Score

The Chief Audit Executive's overall evaluation shall be determined by combining the tallies from Section 1 ***– Leadership & Management*** and Section 2 —***Major Expectations*** of the evaluation instrument.

The Chief Audit Executive Overall Evaluation Rating:

- Exemplary: 85-100 points
- Exceeds: 70-84 points
- Proficient: 54-69 points
- Progressing: 40-53 points
- Unsatisfactory: 0-39 points

Acknowledgements

Portions of the Houston ISD Chief Audit Executive Performance Evaluation Instrument are based on the following resources:

- The Dallas ISD Chief Internal Auditor Performance Appraisal Instrument
- Institute of Internal Auditors
- International Professional Practices Framework

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH HARRIS COUNTY DEPARTMENT OF EDUCATION FOR FORTIS ACADEMY**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute an interlocal agreement with the Harris County Department of Education (HCDE) for Fortis Academy.

HCDE is a subdivision of the State of Texas and operates Fortis Academy, a specialized public recovery high school with the intent to help students who have completed a substance abuse or dependency rehabilitation program continue their high school education in a sober environment.

- HCDE would provide facilities and certified/licensed personnel necessary to provide educational and therapeutic services to the student(s) placed at Fortis Academy in accordance with applicable law and during the days and times set forth by Fortis Academy.
- Services provided by HCDE shall be provided by licensed providers of mental health and/or substance abuse when required by applicable law. HCDE may perform the services contracted by using its own employees or independent contractors.
- HCDE would agree to furnish HISD with a weekly statement of student attendance.

Students will be identified via the Education First Model clinical assessment. The Education First Model was board-approved in 2017 as a solution for HISD students found in possession or under the influence of drugs/alcohol. Services provide an intervention for students and their families for substance offenses. When a student has been found in possession or under the influence of drugs/alcohol, Teen and Family Services administers a screening measurement with the student on campus. This screening measures for substance use disorders with a high degree of accuracy even if the student is reluctant to self-disclose. Teen and Family Services makes a recommendation for the most appropriate intervention for that student's individual and family needs. The Education First Model presents an early identification and intervention opportunity.

COST/FUNDING SOURCE(S): The projected annual budget for this project is $100,000, not to exceed $500,000 for the duration of the contract.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Fund	1993000000	1060846000	PS31990000000000	6299000000	N/A	$500,000

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports, Core Initiative 4: Data-Driven Accountability, and 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 authorizes the superintendent of schools or a designee to negotiate and execute an interlocal agreement with HCDE for Fortis Academy, effective May 10, 2019.

HISD | Student Support Services
PERSONAL ATTENTION. UNIVERSAL SUCCESS.

EXECUTIVE SUMMARY: FORTIS ACADEMY

OVERVIEW

Fortis Academy High School (grades 9–12) focuses on support and recovery from substance use disorders and co-occurring mental health issues while providing a high-quality education where students are prepared to be college and/or workforce ready. Faculty and staff are experts in their disciplines and pedagogy and will understand adolescent recovery. The team works collaboratively and tirelessly with students and their parents to create a positive and loving community where students are connected and can learn at high levels.

ACADEMIC PROGRAM

State Board for Educator Certification (SBEC) certified teachers deliver Texas Essential Knowledge and Skills (TEKS)-based instruction that is rigorous, engaging, and relevant. Students will meet state requirements and earn their high school diplomas as well as becoming college and/or workforce ready. A ropes course supports student growth and development in self-awareness, leadership, and physical education. A culinary arts program provides students with the opportunity to earn state endorsements and industry certifications. Other academic program highlights are listed below.

- Sober, safe, and encouraging environment
- Academic counseling/planning
- Individual plans for success
- Blended instruction
- Credit recovery program
- Elective courses
- Special education services
- Access to Advanced Placement (AP) and/or Dual Credit courses

RECOVERY SUPPORT

Recovery and healing from substance use disorders and co-occurring mental health issues are facilitated by experts in Adolescent Recovery. These experts are licensed counselors who are housed on the campus and work closely with the school staff to support students and their recovery. Other recovery support highlights are listed below.

- Transition services
- Individual and group support
- Mental health and wellness
- Alternative peer groups
- Drug testing
- Family support/training
- Access to collegiate recovery programs
- Access to a recovery-oriented system of care (AROSC) community resources

HISD | Student Support Services
PERSONAL ATTENTION. UNIVERSAL SUCCESS.

HOW WILL STUDENTS BE IDENTIFIED

- Education First Program (board approved) screening process
- Students who have history, incident or issue with drug or alcohol use/abuse
- Students who are interested in attending a recovery high school with a learning environment committed to sobriety and positive behavior
- Students willing to engage in individual counseling and therapeutic activities
- Students with families who are willing to be involved in a school community and participate in group/family counseling sessions
- Students with limited behavior infractions (Level 2 or 3 office referrals)
- Students willing to participate in afterschool activities that promote positive behaviors in social settings with a sober mindset

STUDENTS WITH TREATMENT EXPERIENCE

Students who have completed treatment for drug or alcohol addiction will find a supportive sober learning environment at Fortis Academy individually suited to maintaining newly learned positive behaviors.

Formula

- Individualized attention, small class sizes
- Therapeutic services
    - Individual and group counseling
    - Family counseling
    - Case management
- Strengths-based assessment
- Cognitive-Behavioral Therapy
- Alternative peer groups
- Relapse prevention

WHO ARE THE STUDENTS THAT FIT AT FORTIS?

There are two types of students who are a good fit at Fortis

1. Students who have not experienced treatment for addiction.
2. Students who have completed treatment for addiction.

Students who are currently in residential treatment can attend Fortis Academy after they complete treatment. This allows them to continue their education in an environment that supports their commitment to sobriety.

HISD | Student Support Services
PERSONAL ATTENTION. UNIVERSAL SUCCESS.

OUTPATIENT TREATMENT THROUGH FORTIS

15-Day Initial Observation and Assessment

3 Phases of Placement:

- 30 Day: Outpatient support for students diagnosed with mild substance use disorder (preparation/action stage of change)
- 60- Day: Outpatient support for students diagnosed with moderate substance use disorder (pre-contamination/contemplation stage of change)
- 90- Day: Intensive outpatient support for students diagnosed with severe substance use disorder (pre-contemplation stage of change)

STUDENTS WITH NO TREATMENT EXPERIENCE

Students with no treatment experience fall into two categories:

1. Students who have not acknowledge they have a problem but are open to learning about addiction.
2. Students who know they have a problem and are open to change.

FROM REFERRAL TO ARRIVAL

<u>Steps to enroll a student at Fortis Academy (see additional Action Chart below)</u>

- Student Referral
  - School or district Identifies students with drug or alcohol incidents who could benefit from a sober learning environment and refers them to Fortis Academy
  - A family/student expresses interest through an outline referral form
- Fortis contracts family for interview and orientation
- Fortis confirms student is good fit for Fortis
- District confirms seat at Fortis for student (contract with HCDE) and identifies start date
- District contracts family to confirm placement, discuss start date, and arrange records transfer and transportation
- Fortis makes “welcome call” to family
- First day at school
  - Academic assessment to determine levels of academic support needed
  - Therapeutic assessment to determine appropriate levels of service

HISD | Student Support Services
PERSONAL ATTENTION. UNIVERSAL SUCCESS.

Action	Details	Responsible	Check
Student is referred to Fortis	Referral can come three ways:		
Student is referred to Fortis Fortis orientation	• Family/student fill out interest form online and submit to Fortis directly	Family/Student	
	• School identifies student and refers to Fortis (online referral or phone call)	School	
	• District refers student to Fortis directly for pre-purchased seat (online referral or phone call)	District representative	
	Fortis staff receives referral and contacts family	Fortis staff	
Fortis orientation Fortis approval	Conducts initial interview and orientation, determines phase of treatment needed	Fortis staff	
	Fortis confirms students is a good fit for school	Fortis staff	
Fortis approval District approval	Fortis contacts district to confirm student enrollment	Fortis staff	
	District confirms purchase of seat for student or designates existing seat for student	District representative	
Contract	Contract sent to district for signature	HCDE Schools Division	
Logistics of enrollment finalized	District contacts family to confirm attendance at Fortis	District representative	
Logistics of enrollment finalized Contract finalized	District arranges for records transfer and transportation for student to Fortis	District	
	District determines start date	District	
	District identifies campus contact	District	
	District signs contract and emails to HCDE Schools Division	District	
Contract finalized Welcome call	Start date is sent to Fortis Academy	HCDE Schools Division	
	Fortis calls family to welcome them to school. Sets up first day protocols	Fortis staff	
Start day	Student arrives at Fortis	Student	
Start day	Academic assessment conducted to determine level of student support needed	Fortis staff	
	Therapeutic assessment conducted to determine appropriate level of service	Fortis staff	

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF THE PROPOSED 2019–2020 LOCAL CALENDAR FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM**

Teachers in the Houston Independent School District (HISD) shall participate in the teacher appraisal and development process on an annual basis and follow the local calendar adopted annually by the Board of Education as follows:

Deadlines	**Activity**
September 16, 2019	Formal appraisal period begins
September 20, 2019	Teacher Individual Professional Development Plan (IPDP) submitted to appraisers for review
	Student Performance Measures submitted to teachers
September 27, 2019	Student Performance Measures acknowledged by teachers
September/October 2019	2018–2019 Student Performance Closeout (campuses will be given a minimum five-working-day window to complete closeout procedures)
	2018–2019 Summative Rating acknowledged by teachers
	Within ten working days of Summative Rating release, deadline for eligible teachers to opt into the Modified Teacher Appraisal and Development System (M-TADS)
October 18, 2019	All* Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool (*except spring-semester-only courses)
	Teacher IPDP acknowledged by appraiser
	Goal-Setting Conferences completed in the online tool
November 11–December 6, 2019	Fall Staff Review window (Each teacher must have at least one complete Observation by scheduled session.)
January 10, 2020	Fall-semester-only courses Results Worksheets for Pre-approved and Appraiser-Approved assessments due to appraisers through online tool
January 17, 2020	Spring-semester-only courses Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool
January 24, 2020	Progress Conferences completed in the online tool
February 7, 2020	Late hire date
	Final day to submit requests for Progress Conference Second Appraisal Review to School Support Officers (SSOs)/Lead Principals
February 21, 2020	Spring check-ins (as needed) completed

April 9, 2020	All required Observations and Walkthroughs completed
April 17, 2020	Final End-of-Year (EOY) ratings determined and submitted to teachers in online tool (Teachers have five working days to review EOY ratings prior to their EOY Conference)
April 24, 2020	EOY Conferences completed in online tool
May 8, 2020	Final day to submit requests for EOY Conference Second Appraisal Review to SSOs/Lead Principals
May 22, 2020	Second appraisals/additional EOY Conferences completed
May 29, 2020	Formal appraisal and informal coaching development period ends
June 1, 2020	All Appraiser-Approved Results Worksheets completed with appraisers' acknowledgements in online tool; all Walkthroughs, Observations, and IPDPs completed in online tool

Restrictions:
Formal 30-minute Observations and/or 10-minute Walkthroughs shall not be conducted on the following days:

- **Any day outside of the appraisal period:** The appraisal period begins on September 16, 2019 and ends on May 29, 2020.
- **The instructional day prior to or during the administration of the following standardized tests:**
  - State of Texas Assessment of Academic Readiness (STAAR)
  - Texas English Language Proficient Assessment System (TELPAS) Reading
  - End of Course (EOC) Exams, International Baccalaureate (IB) Exams, and Advanced Placement (AP) Exams

  This applies only to those teachers directly involved in the specific testing; however, teachers are expected to resume classroom instruction once testing has ended for the day.
- **The last instructional day before or immediately after Thanksgiving break, Winter break, and Spring break:** The dates that are excluded are November 22, 2019; December 2, 2019; December 19, 2019; January 6, 2020; March 13, 2020; and March 23, 2020.

Fall Staff Review:
Sessions are scheduled with each principal through his/her SSO/Lead Principal and will occur between November 12 and December 6, 2019, excluding the week of November 25–29, 2019, when the district is closed for Thanksgiving Break.

Spring Check-ins:
Spring Check-ins are scheduled with each principal through his/her SSO/Lead Principal and will occur between February 10 and February 21, 2020, as needed.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom and 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 proposed 2019–2020 local calendar for the Teacher Appraisal and Development System, effective May 10, 2019.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-2	Approval of the proposed 2019–2020 local calendar for the Teacher Appraisal and Development System (TADS)	May 9, 2019
INITIATED BY: Academics – Noelia Longoria, Interim Chief Academic Officer		
BACKGROUND: This item is the annual appraisal calendar for TADS.		
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 May 9, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF THE PROPOSED 2019–2020 LOCAL CALENDAR FOR THE CENTRAL OFFICE AND CAMPUS BASED NON-TEACHER APPRAISAL SYSTEM**

Central office and campus-based non-teachers in the Houston Independent School District (HISD) shall participate in the non-teacher appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education.

Details regarding the Appraisal Calendar:
The Non-Teacher Appraisal System (NTAS) calendar follows the predictable pattern with one exception. Based on feedback gathered via survey as well as stakeholder support sessions, a challenge surfaced with the current 12-month employee End-of-Year Appraisal Window for central office employees. Data needed to inform the appraisal process is not available until July, and the contract period for this employee group does not end until September. Therefore, an adjustment has been made to the calendar, making the due date for this group in August.

Additionally, stakeholder feedback also revealed End-of-Year appraisal challenges that are unique to schools and central office departments. Therefore, the proposed calendar includes all campus-based NTAS employees on a common schedule.

A summary of deadlines for all appraisal activities is as follows:

Appraisal Training:
All appraisers of non-teacher employees and all non-teacher employees shall participate in an initial appraisal training and in an annual update appraisal training if available thereafter.

Goal-Setting Conferences:
Goal-Setting Conferences shall be completed according to the central office or campus-based non-teacher's duty schedule.

Duty Schedule	Goal-Setting Conference Deadline
12-month central office duty schedules	November 15, 2019
11 and 11.5-month employees	November 1, 2019
10 and 10.5-month employees 11-month Teacher Development Specialists (TDS), Alternative Police, and Custodians	November 1, 2019
All campus-based duty schedules	November 1, 2019

Progress Conference (optional):
Progress Conferences are optional. If held, Progress Conferences shall be conducted according to the central office or campus-based non-teacher's duty schedule.

Duty Schedule	Progress Conference Window
12-month employees	May 11, 2020–June 19, 2020
11- and 11.5-month employees	February 17, 2020–April 3, 2020
10- and 10.5-month employees 11-month TDS, Alternative Police, and Custodians	January 21, 2020–February 28, 2020
All campus-based duty schedules	January 21, 2020–February 28, 2020

End-of-Year Conference:
End-of-Year Conferences shall be conducted according to the central office or campus-based non-teacher's duty schedule. Note: The End-of-Year Conference window opens when the employee's optional Self-Assessment window closes.

Duty Schedule	Final date to submit annual appraisal to employee for review	Final date to complete End-of-Year Conferences
12-month employees	August 14, 2020	August 21, 2020
11- and 11.5-month employees	June 12, 2020	June 19, 2020
10- and 10.5-month employees 11-month TDS, Alternative Police, and Custodians	May 15, 2020	May 22, 2020
All campus-based duty schedules	May 15, 2020	May 22, 2020

Late hires and protected leaves:
Central office and campus-based non-teachers hired one week before the Goal-Setting Conference date or one week after the Goal-Setting Conference date, based on the respective duty schedule, and returning central office and campus-based non-teachers who take a protected leave as defined by DECA(REGULATION) and DECB(LEGAL) shall:

- Receive appraisal training and complete an Individual Professional Development Plan within 15 working days from the start or return-to-duty date and
- Participate in a Goal-Setting Conference within 25 working days from the start or return-to-duty date.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed 2019–2020 local calendar for the Central Office and Campus-Based Non-Teacher Appraisal System, effective May 10, 2019.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-3	Approval of the proposed 2019–2020 local calendar for the Central Office and Campus-based Non-Teacher Appraisal System	May 9, 2019
INITIATED BY: Academics – Noelia Longoria, Interim Chief Academic Officer		
BACKGROUND: This item is the annual appraisal calendar for the district's locally developed Central Office and Campus-based Non-Teacher Appraisal System.		
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 May 9, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF THE PROPOSED 2019–2020 LOCAL CALENDAR FOR THE SCHOOL LEADER APPRAISAL SYSTEM**

School leaders in the Houston Independent School District (HISD) shall participate in the school leader appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education.

A summary of deadlines for all appraisal activities is as follows:

Deadlines	**Activity**
August 5, 2019	Campus observations begin
October 11, 2019	Appraisal training/updates for school leaders completed
October 18, 2019	Goal-Setting Conferences completed
November 2019	2018–2019 Scorecards available
	Summative Ratings acknowledged by school leaders
February 28, 2020	Optional Progress Conferences completed
May 22, 2020	Campus observations completed
June 26, 2020	End-of-Year Conferences completed

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 2: Effective Principal in Every School.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed 2019–2020 local calendar for the School Leader Appraisal System, effective May 10, 2019.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-4	Approval of the proposed 2019–2020 local calendar for the School Leader Appraisal System	May 9, 2019
INITIATED BY: Academics – Noelia Longoria, Interim Chief Academic Officer		
BACKGROUND: This item is the annual appraisal calendar for the district's locally developed School Leader Appraisal System.		
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 May 9, 2019

Office of Human Resources
Julia Dimmitt, Chief Human Resources Officer

SUBJECT: **CONSIDERATION AND APPROVAL OF THE TEACH FORWARD HOUSTON INITIATIVE PROGRAM COHORT FOUR AND CONTINUATION OF COHORTS ONE, TWO, AND THREE**

This agenda item is to request approval from the Houston Independent School District (HISD) Board of Education to authorize the superintendent of schools or a designee to negotiate and execute a contract as part of the Teach Forward Houston Initiative (TFH), a partnership with the University of Houston (UH) and its College of Education (COE). This partnership is an expansion of the district's efforts to build a grow-your-own teacher program, which will provide a bachelor's degree in education to up to 100 HISD students. Upon graduation from UH-COE, these students will return to teach in HISD's high-needs schools for four years, as certified, highly qualified, professional teachers.

TFH has been successful with its first three cohorts of 88 students who have received support through the Talent Acquisition Department.

Targeted Recruitment – Year Four
TFH is focused on continuing to build a pipeline of Fellows by recruiting up to 20 additional HISD class of 2019 graduates to the program. Funding for Cohort 4 will be supported by the Teacher and School Leader Grant received by HISD in 2017. Therefore, UH and HISD will conduct targeted recruitment across HISD high schools to identify graduates for Cohort 4. Selected students must meet established criteria for UH admission and must be accepted to UH prior to notice of TFH acceptance.

COST/FUNDING SOURCE(S):	The total cost for continuation of Cohorts 1 and 2 shall not exceed $1,000,000 from the General Fund. The total cost for continuation of Cohort 3 and implementation of Cohort 4 shall not exceed $350,000 from the Teacher and School Leader Grant.
STAFFING IMPLICATIONS:	One position
ORGANIZATIONAL GOALS/IMPACT:	This agenda item supports all three 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 Teach Forward Houston Initiative Program Cohort Four and continuation of Cohorts One, Two, and Three, effective May 10, 2019.

Purpose:

To recruit and retain Houston Independent School District (HISD) graduates as future TEAM HISD teachers, serving in some of the district's most high needs campuses.

Historical and Other Information:

What is the Teach Forward Houston program?

Teach Forward Houston (TFH) is a ground-breaking and prestigious fellowship developed in partnership by the forward-thinking leaders of HISD and the University of Houston in 2015. Together, we are working to ensure our schools are staffed with highly effective teachers who have a vested interest in improving their community through education. TFH Fellows will earn a Bachelor of Science in Teaching and Learning at the University of Houston, and ultimately return to the greater HISD community for a minimum of four years as an HISD classroom teacher and instructional leader on the front lines of education.

Why should HISD Stakeholders support this program?

Success with Cohorts 1, 2, and 3 fellows have uncovered students with a desire to teach and work with elementary or middle school students. These fellows are interested in attending a Tier 1 university and giving back to the Houston community as part of this groundbreaking initiative. They are fulfilling a high needs teacher shortage that our schools face. Fellows are a part of a prestigious fellowship earning a Bachelor of Science in Teaching and Learning at the University of Houston while also completing the requirements for a Texas teaching certificate to teach either elementary or middle school children. In addition, TFH Fellows will receive coaching, mentoring, professional development opportunities, and continued support throughout the program.

What financial assistance will fellows receive?

Cohort 1 Fellows will continue to receive up to 100% assistance for supplemental tuition and fees not covered by federal and state grants. Cohorts 2 and 3 Fellows will receive a set $20,000 over four years to help pay for tuition. This is in addition to all federal and state financial aid that is received. To qualify for TFH, all applicants are required to complete the Free Application for Federal Student Aid (FAFSA).

How is the program funded?

Funding for Cohorts 1 and 2 is provided directly from HISD general funds as approved by the Board of Education prior to program inception in 2015. The direct sources of funding will continue to be centrally covered for the lifetime of the four-year requirements for cohorts 1 and 2. Cohort 3 and subsequent cohorts will be funded via the Teacher and School Leader grant which HISD was awarded in the fall of 2017.

What are the requirements?

Teach Forward Houston evaluates prospective fellows holistically, considering the following: the prospective fellow is an HISD senior with a good academic record as evidenced through test scores, GPA, and other factors. Additionally, prospective fellows must demonstrate participation in extracurricular activities and/or have served in leadership roles and should have a deep desire to give back to their community through education. All prospective fellows must fulfill the admission requirements for the University of Houston prior to being accepted into the Teach Forward Houston program.

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Human Resources
Julia Dimmitt, Chief Human Resources Officer

SUBJECT: **CONSIDERATION AND APPROVAL OF TEACH FOR AMERICA CONTRACT FOR THE 2019–2020 SCHOOL YEAR**

The mission of Teach for America (TFA) is to build a movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. TFA recruits outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools. Beyond these two years, TFA alumni bring strong leadership to all levels of school systems and every professional sector, addressing the extra challenges facing children growing up in low-income communities, building the capacity of schools and districts, and changing the prevailing ideology through their examples and advocacy.

TFA has placed corps members in Houston Independent School District (HISD) schools since 1991 and HISD is seeking approval to renew the partnership with TFA for the summer training and staffing of up to 35 TFA corps members for the 2019–2020 school year. The annual premium rates for corps members are $5,000 for critical-shortage teachers and $3,000 for all other content teachers as defined by the agreement. All TFA-eligible campuses are responsible for the annual premium cost of corps members with the understanding that the commitment for each corps member is two years.

The amount indicated in this request is an estimate of the total premium cost of all corps members to be paid for by campuses. As the actual number of corps members and their content areas has not yet been determined, this amount serves only as an up-to estimate at the time of this item.

COST/FUNDING SOURCE(S): Up to $175,000 paid by campus budgets.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the Teach for America contract for the 2019–2020 school year, effective May 10, 2019.

Purpose:

To work in collaboration with Teach for America to recruit and retain TEAM HISD teachers.

Historical and Other Information:

How many TFA Corps members were hired for the 2018–2019 school year? How many are in the process of completing their first year?

Of the 33 Teach for America Corps members hired in 2018–2019, 31 or 94% are still in their first year in our district's classrooms.

What is the value of the current contract?

The current Teach for America contract value is dependent on the number of corps members that are interviewed and hired by each campus. Although there are 35 proposed for the coming school year (2019–2020), actual hires are at the discretion of each campus principal. Corps members' annual premium rates are $5,000 for critical-shortage teachers as defined by the agreement and $3,000 for all other content teachers. All TFA-eligible campuses are responsible for the annual premium cost of corps members with the understanding that the commitment for each corps member is two years. The additional cost to Teach for America covers recruitment and additional training and support provided by TFA.

Where were TFA Corps members placed last year?

Teach for America Corps members were not placed but were interviewed and hired by each campus principal. The following campuses hired TFA Corps members in 2018–2019: Austin High School (HS), Bonham Elementary School (ES), Brookline ES, Edison Middle School (MS), Elmore ES, Emerson ES, Fondren MS, Garden Villa ES, Herrera ES, Longfellow ES, Milne ES, Mitchell ES, Neff ES, Northline ES, Revere MS, Roosevelt ES, Sam Houston MSTC, and Wainwright ES.

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Business Operations
Brian Busby, Chief Operating Officer

SUBJECT: **AUTHORITY TO AMEND AND INCREASE THE CONSTRUCTION CONTINGENCY ALLOWANCE FOR THE RECONSTRUCTION OF THE ATHLETIC TRACK AT COWART STADIUM**

On May 10, 2018, the Houston Independent School District (HISD) Board of Education approved award of a construction contract to Hayden Paving based on their selection through a Competitive Sealed Proposal (CSP) process for the athletic track reconstruction project at Cowart Stadium.

Since the start of construction, there have been changes to the City of Houston floodplain development regulations that impacted this project. Modifications to the original scope of work were required to address these unanticipated changes. The additional funds for these modifications are available within the overall project budget.

Approval of this item will authorize the superintendent of schools or a designee to negotiate, execute, and amend all necessary contracts within the established allowances.

The requested amount is as follows:

	Original Contract Amount Approved	Original Contingency Allowance	Requested Additional Contingency	Total Contract Amount Not to Exceed
Hayden Paving	$820,512	$25,000	$22,000	$867,512

COST/FUNDING SOURCE(S): There will be no increase to the overall project budget. The total cost shall not exceed $22,000 and will be funded by the Athletic Department.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Athletic Department Funds	7710000000	3360870230	PS81990000000000	6629180000	N/A	$22,000

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to approve amending and increasing the construction contingency allowance for the athletic track reconstruction project at Cowart Stadium, effective May 10, 2019.

Executive Summary
May 2019 Board Agenda Item
Cowart Stadium – Athletic Track Reconstruction

May 9, 2019

Project Scope:

Reconstruction of Athletic Track.

Project Status:

Construction Phase: 95%

Cost Summary:

	Original Contract Amount Approved	Original Contingency Allowance	Requested Additional Contingency	Total Contract Amount Not to Exceed
Hayden Paving	$820,512	$25,000	$22,000	$867,512

Background Information:

An assessment determined the existing track surface had deteriorated to a level beyond repair. Therefore, the existing track needed to be reconstructed to extend its serviceable life. In May 2018, the Board of Education approved the award of a construction contract to Hayden Paving for reconstruction of the eight-lane, 400-meter track. The scope of work for that construction contract also included site drainage improvements, grading, landscaping, and other related site work.

In September 2018, a new City of Houston ordinance (Chapter 19) related to development in floodplains went into effect. As a result, city inspectors requested changes to the site drainage improvements (larger detention basin, additional storm drainage devices, etc.) and modification of the proposed site grading. The cost for these changes is $46,908, which exceeds the original approved construction contingency allowance. An increase in the construction contingency allowance of $22,000 is needed to fully address these costs. The funds for this requested increase are already available in the overall project budget.

Summary of Original Construction Work:

- Scope of Work includes selective demolition of existing track assembly and various field apparatus (removal of existing surfacing at the long jump and pole vault runways, shot put apron, etc.); construction of an eight-lane 400-meter synthetic track system, resurfacing of the long jump and pole vault runways, shot put apron, etc.; providing concrete walkways and approaches; installation of fencing; modifying site grading; adding storm water drain inlets and piping; and expansion of the lawn irrigation system.
- Architect: PBK Sports
- Funding Source: HISD Athletics Department funds

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Finance
Rene Barajas, 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 three 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 May 10, 2019.

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	16-10-48-B – RFP / Teacher and Staff Development – (Browder) – (Longoria)
Project Description	This project is a districtwide supplement to RFP 16-10-48, approved on June 8, 2017. The purpose of this supplemental contract is to award additional suppliers, with no additional increase in funding, to provide teacher and staff development. The district applied the "Best Value" process in selecting the supplier 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).
RFP's Viewed/Received	540/33
Project Term	The contract term is from May 10, 2019, through June 16, 2020, with two annual renewals after the initial contract term, not to extend beyond June 16, 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
4.0 GPA LLC	A-100%	H
Accelerate Teaching Solutions, LLC	C-D	T
Alley Theater	NP-0%	H
Children's Literacy Initiative	NP-0%	O
Cosenza & Associates, LLC	B-25%	O
Dr. Hope Consulting, Training, & Education Services	C-D	H
Empowering Writers, LLC	CD-1%	O
Footsteps2Brilliance, Inc	A-100%	O
Foundation for the Inspiration and Recognition of Science & Technology (First in Texas)	NP-0%	T
GENaustin dba Girls Empowerment Network	NP-0%	H
Harris County Department of Education (HCDE)	NP-0%	H
iSchool Campus DBA Kyte Learning	C-D	O
Jacquelyn Anita Clark	A-100%	T
Kagan Professional Development	C-D	O
Lab Resources Inc.	A-100%	T
Loving Guidance Inc. DBA Conscious Discipline	A-100%	O
Millennium Learning Concepts	A-100%	O
National Literacy Professional Development Consortium DBA NLPDC	C-D	T
Robert Jackson Consulting	A-100%	O
Sandra Mercuiri	A-100%	T
Sharon Wells Mathematics Curriculum Inc.	A-100%	T
Southern Methodist University	NP-0%	T
Teaching Strategies, Inc, dba Safe & Civil Schools	A-100%	O
Upward to Excellence, LLC	A-100%	T
Viviana Hall – Luz Roth	B-28%	T
YOUTH Advocacy Team	A-100%	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	16-10-49-A – RFP / Leadership Development Instruction – (Browder) - (Longoria)
Project Description	This project is a districtwide supplement to RFP 16-10-49, approved on May 30, 2017. The purpose of this supplemental contract is to award additional suppliers, with no additional increase in funding, to provide leadership development instruction. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	307/11
Project Term	The contract term is from May 10, 2019, through May 11, 2020, with two annual renewals after the initial contract term, not to extend beyond May 11, 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**
Catapult Learning West, LLC	C-10%	O
GEMS The Education Partners	B-25%	H
Lakeshore Equipment Company, DBA Lakeshore Learning Materials ~~Children's~~	C-1%	O
Let's Go Learn, Inc.	A-100%	O
National Inventors Hall of Fame	NP-0%	O
Rice University School Mathematics Project	NP-0%	O
YOUTH Advocacy Team	A-100%	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	18-02-07 – RFP / Uniforms, Linens, and Work Shoes – (Stansberry) – (Busby)
Project Description	The purpose of this contract is to obtain work uniforms and related items districtwide. The average annual historical expenditure for this project isis $666,078. The projected annual budget is $2,000,000, not to exceed $8,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	126/2
Project Term	The contract term is from May 10, 2019, through May 9, 2020 with three annual renewals after the initial contract term, not to extend beyond May 9, 2023.
Amount not to Exceed (Project Term)	$8,000,000

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**
Cintas Corporation	C-D	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Agenda

Project Information	19-01-02 – RFP / Unemployment Administrative Services – (Ly) – (Barajas)
Project Description	The purpose of this contract is to obtain unemployment compensation and cost-control program management services for unemployment-based claims. The average annual historical expenditure for this project is $26,000. The projected annual budget for this project is $36,000, not to exceed $180,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier 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	11/1
Project Term	The contract term is from May 10, 2019 through May 9, 2020, with four annual renewals after the initial contract term, not to extend beyond May 9, 2024.
Amount not to Exceed (Project Term)	$180,000

Budget Information			
Fund	1999000001	Fund	Fund
Cost Center	1090800003	Cost Center	Cost Center
Functional Area	AD4199000000000	Functional Area	Functional Area
General Ledger	6299000000	General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Strategic Cost Control, Inc. dba Corporate Cost Control	C-D	O

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-02-04 – RFP / Chemical Dispensers and Related Items – (Stansberry) – (Busby)
Project Description	The purpose of this contract is to obtain chemical products, dispensers, related supplies, and accessories for Nutrition Services. The average annual historical expenditure for this project is $163,567. The projected annual budget for this project is $200,000, not to exceed $800,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	83/1
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with three annual renewals after the initial contract term, not to extend beyond May 9, 2023.
Amount not to Exceed (Project Term)	$800,000

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**
Pollock Paper Distributors	B-20%	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-02-16 – RFP / District-Wide Copier, Duplicator, and Printer Lease – (Teer) – (Gilhousen)
Project Description	The purpose of this contract is to obtain district-wide copier, duplicator, and printer leasing services including maintenance and support. The average annual historical expenditure for this project is $14,944,490. The projected annual budget is $10,000,000, not to exceed $50,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	48/4
Project Term	The contract term is from May 10, 2019, through May 9, 2022, with two annual renewals after the initial contract term, not to extend beyond May 9, 2024.
Amount not to Exceed (Project Term)	$50,000,000

Budget Information				
Fund	7520000000	Fund	Various Schools and/or Departments	Fund
Cost Center	3150820043	Cost Center		Cost Center
Functional Area	AD41990000000000	Functional Area		Functional Area
General Ledger	6269000000	General Ledger		General Ledger
I/O		I/O		I/O

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Ricoh USA, Inc	B-25%	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-02-29 – RFP / IT Contractors – (Ford) – (Gilhousen)
Project Description	The purpose of this contract is to obtain Information Technology contracted services districtwide. The average annual historical expenditure for this is $14,883,478. The projected annual budget for this project is $14,883,478, not to exceed $74,417,390 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	123/17
Project Term	The contract term is from July 1, 2019, through June 30, 2020, with four annual renewals after the initial contract term, not to extend beyond June 30, 2024.
Amount not to Exceed (Project Term)	$74,417,390

Budget Information			
Fund	Various School 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**
22nd Century Technologies, Inc.	B-25%	O
Ask IT Consulting, Inc	B-25%	O
AspireHR, Inc.	A-100%	T
Capitalize Data Analytics LLC	C-D	T
Ciber Global	A-100%	O
ComTec Information Systems	A-100%	T
iSphere Innovation Partners LLC.	C-D	H
Midtown Personal, Inc	A-100%	O
Mindlance Inc.	A-100%	O
Phoenix Business, Inc.	B-25%	O
Precision Task Group Inc.	A-100%	H
Ritek Solutions Inc	C-10%	O
SoftHQ, Inc.	A-100%	O
The Spearhead Group, Inc.	A-100%	H
Trigyn Technologies, Inc.	B-25%	O
vTech Solution Inc	A-100%	O

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-03-03 – RFP / HISD Procurement Card Program – (Pleasant) – (Barajas)
Project Description	The purpose of this contract is to obtain a fully integrated procurement card program. The average annual historical expenditure for this is $25,630,000. The projected annual budget for this project is $30,000,000, not to exceed $150,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFPs Viewed/ Received	26/4
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with four annual renewals after the initial contract term, not to extend beyond May 9, 2024.
Amount not to Exceed (Project Term)	$150,000,000

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**
JP Morgan Chase Bank, NA	C-D	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-08-18 – RFP / Kitchen & Production Small Wares – (Carroll-Johnson) – (Busby)
Project Description	The purpose of this contract is to obtain various kitchen and production small wares and related items for Nutrition Services. The average annual historical expenditure for this project is $245,000. The projected annual budget for this project is $4,000,000, not to exceed $16,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	59/7
Project Term	The contract term is from May 10, 2019, through May 09, 2020, with three annual renewals after the initial contract term, not to extend beyond May 9, 2023.
Amount not to Exceed (Project Term)	$16,000,000

Budget Information				
Fund	7010010000	Fund	Various Schools and/or Departments	Fund
Cost Center	5140832000	Cost Center		Cost Center
Functional Area	PS35990000000000	Functional Area		Functional Area
General Ledger	6399000000	General Ledger		General Ledger
I/O		I/O		I/O

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Ace Mart Restaurant Supply	C-D	T
Edward Don & Company	C-D	O
Gordon Food Service, Inc	C-D	O
Jake's Finer Foods, Inc	C-D	H
Par-Pak, Inc dba WNA Houston	C-D	H
Pasco Brokerage, Inc	A-100%	T
Tele-Pak, Inc	C-D	O

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-08-19 – RFP / Kitchen & Production Disposables – (Carroll-Johnson) – (Busby)
Project Description	The purpose of this contract is to obtain various kitchen and production disposables and related items for Nutrition Services. The average annual historical expenditure for this project is $2,913,000. The projected annual budget for this project is $4,000,000, not to exceed $16,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	59/20
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with three annual renewals after the initial contract term, not to extend beyond May 9, 2023.
Amount not to Exceed (Project Term)	$16,000,000

Budget Information					
Fund	7010010000	Fund	Various Schools and/or Departments	Fund	
Cost Center	5140832000	Cost Center		Cost Center	
Functional Area	PS35990000000000	Functional Area		Functional Area	
General Ledger	6399000000	General Ledger		General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Ace Mart Restaurant Supply	C-D	T
Advanced Blending, Inc. dba Last Group Enterprises	C-D	T
Bioplanet Corp.	A-100%	T
Calico Packaging LLC	B-25%	O
Daxwell	C-D	H
Edward Don & Company	C-D	O
Gordon Food Service, Inc	C-D	O
GTE Holdings, LLC	B-20%	O
Interboro Packaging Corporation	B-60%	O
Jake's Finer Foods, Inc	C-D	H
MyECOPlanet, LLC	C-D	H
Par-Pak, Inc dba WNA Houston	C-D	H
Pasco Brokerage, Inc	A-100%	T
Plascon Packaging, Inc	C-1%	O
Platinum Packaging Group	B-20%	O

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-10-15 – RFP / Student Support Services – Mentoring – (Bellard) – (Longoria)
Project Description	The purpose of this contract is to obtain a mentoring program for children to promote prosocial behavior and efficacy in youth. The projected annual budget for this project is $800,000, not to exceed $4,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	245/17
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with four annual renewals after the initial contract term, not to extend beyond May 9, 2024.
Amount not to Exceed (Project Term)	$4,000,000

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
1Studentnest, Inc	A-100%	H
4.0 GPA LLC	A-100%	H
Admore Behavior Therapy	C-10%	H
Alliance Financial Ministries	NP-0%	H
From the Heart International Educational Services	A-100%	H
Growing Minds Consulting, LLC	B-25%	H
Houston Elite Risk Management	A-100%	H
Mafasa's Pride Rites of Passage	NP-0%	H
reVision	NP-0%	H
Robert Jackson Consulting	A-100%	O
The KNEW Solutions	B-25%	T
The National Literacy Professional Development Consortium	C-D	T
Youth Advocacy TEAM	A-100%	H

Approval of Purchases Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-12-12 – RFP / MRMS PaaS Hosting Services – (Davis) – (Barajas)
Project Description	The purpose of this contract is to obtain the technical infrastructure and associated architectural support for the hosting of the district's proprietary Medicaid Maximization Reimbursement System for Medicaid Finance. The average annual historical expenditure for this is $555,879. The projected annual budget for this project is $550,000, not to exceed $2,750,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	2/3
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with four annual renewals after the initial contract term, not to extend beyond May 9, 2024.
Amount not to Exceed (Project Term)	$2,750,000

Budget Information					
Fund	7490000010	Fund Cost Center		Fund	
Cost Center	5370807000	Functional Area		Cost Center	
Functional Area	AD33990000000000	General Ledger		Functional Area	
General Ledger	6299000000	I/O		General Ledger	
I/O				I/O	

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Metova, Inc.	C-10%	O

Approval of Interlocal Purchase Over $100,000
Recommended for May 9, 2019 Agenda

Project Information	19-01-07-48 – Interlocal / Technology Equipment, Supplies and Software – (Ford) – (Gilhousen)
Project Description	The purpose of this interlocal contract is to obtain technology equipment, badging supplies, and software districtwide. The projected annual budget for this project is $184,515, not to exceed $738,060 for the duration of the contract. This is an interlocal agreement with Central Texas Purchasing Alliance (CTPA) / Alief Independent School District utilizing contract 1830 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through April 30, 2020, with three annual renewals after the initial contract term, not to extend beyond March 31, 2023.
Amount not to Exceed (Project Term)	$738,060

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**
Newbart Products	-	H

Approval of Cooperative Purchase Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-03-05-01 – Cooperative/Career and Technology Instructional Materials, Supplies, Equipment, and Related Products – (Hall) – (Cruz)
Project Description	The purpose of this cooperative contract is to obtain instructional materials, supplies, equipment, and related products for the Career and Technology Education (CTE) Department. The average annual historical expenditure for this project is $266,275. The projected annual budget is $1,000,000, not to exceed $3,000,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 573-18 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through October 31, 2019, with two annual renewals after the initial contract term, if BuyBoard executes its contract renewal options, not to extend beyond October 31, 2021.
Amount not to Exceed (Project Term)	$3,000,000

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**
Paxton Patterson LLC	-	O

Approval of Cooperative Purchase Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-03-12-03 – Cooperative / Software Licenses, Maintenance, and Renewals – (Otukoya) – (Longoria)
Project Description	The purpose of this cooperative contract is to obtain online language development resources for individualized instruction to accelerate language acquisition for Academic Services. The average annual historical expenditure for this project is $207,506. The projected annual budget is $208,000, not to exceed $832,000 for the duration of the contract. This is a cooperative agreement with the General Services Administration (GSA) utilizing Schedule 70 contract number GS-35F-284AA in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with three annual renewals after the initial contract term, if GSA executes its contract renewal options, not to extend beyond March 22, 2023.
Amount not to Exceed (Project Term)	$832,000

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**
Rosetta Stone Ltd.	-	OT

Approval of Cooperative Purchase Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-03-15-01 – Cooperative / Athletics, PE, and Gymnasium Supplies and Equipment – (Porter) – (Longoria)
Project Description	The purpose of this cooperative contract is to obtain uniforms, recreational and athletic equipment, and additional supplies and services for UIL sports and other activities. The average annual historical expenditure for this project is $951,686. The projected annual budget is $2,000,000, not to exceed $6,000,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 583-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with two annual renewals after the initial contract term, if BuyBoard executes its contract renewal options, not to extend beyond May 9, 2022.
Amount not to Exceed (Project Term)	$6,000,000

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
Ace Sports		OT
Aluminum Athletic Equipment Co		OT
Barcelona Sporting Goods		T
BSN Sports, LLC		T
Colorado Time Systems		OT
Fitness in Motion		T
Its Greek to Me Inc. DBA: Champion Teamwear		OT
Lisco Sports, LLP		T
Pasadena Sporting Goods		T
Pioneer Manufacturing Company		OT
Promaxima MFG.		T
Riddell		T
S&S Worldwide		OT
School Specialty		OT
Sports Imports Inc.		OT
Team Marathon Fitness Inc.		T
The Prophet Corporation, DBA: Gopher Sport		OT
US Games, A Division of BSN Sports		T
Wenger Corporation		OT
Wildcat MFG. T		T

Approval of Interlocal Purchase Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-03-19-04 – Interlocal / Healthy Tomorrow Partnership for Children Program and Afterschool Programs – (Hall) – (Longoria)
Project Description	The purpose of this interlocal contract is to obtain services for the healthy tomorrow partnership for children program for the school choice department. The average annual historical expenditure for this project is $69,095. The projected annual budget is $150,000, not to exceed $750,000 for the duration of the contract. This is an interlocal agreement with HCDE utilizing interlocal contract number 18/049YR in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through August 14, 2019, with four annual renewals after the initial contract term, if HCDE executes its contract renewal options, not to extend beyond August 14, 2023.
Amount not to Exceed (Project Term)	$750,000

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**
Urban Harvest, Inc.	-	H

Approval of Cooperative Purchase Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-04-22-01 – Cooperative / Transportation Equipment – (Hall) – (Cruz)
Project Description	The purpose of this cooperative contract is to obtain transportation equipment for the Washington High School engineering program. The average annual historical expenditure for this project is $15,000. The projected annual budget is $15,000, not to exceed $15,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 516-16 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through November 30, 2019.
Amount not to Exceed (Project Term)	$15,000

Budget Information					
Fund	2890000000	Fund		Fund	
Cost Center	1014016000	Cost Center		Cost Center	
Functional Area	PS11220000000000	Functional Area		Functional Area	
General Ledger	6641000000	General Ledger		General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Interstate Trailers, Inc.	-	T

Approval of Cooperative Purchase Over $100,000
Recommended for May 9, 2019 Board Agenda

Project Information	19-04-24-01 – Cooperative / Athletics Bleachers and Seating – (Porter) – (Longoria)
Project Description	The purpose of this cooperative contract is to obtain services for the maintenance and inspection of bleachers district-wide. The average annual historical expenditure for this project is $99,197. The projected annual budget is $120,000, not to exceed $360,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 583-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The contract term is from May 10, 2019, through May 9, 2020, with two annual renewals after the initial contract term, if BuyBoard executes its contract renewal options, not to extend beyond May 9, 2022.
Amount not to Exceed (Project Term)	$360,000

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**
Selco Seating and Courts, LLC	-	T
Southern Bleacher Co.		T
Specialty Supply and Installation, LLC		T

Amendment to Item Approved on a Prior Board Agenda
Recommended for May 9, 2019 Board Agenda

Project Information	16-10-53 – RFP / College and Career Readiness Materials and Services – (Hall) – (Cruz) Awarded Vendor Name Change
Project Description	The purpose of this contract amendment is to update the name of an awarded vendor. Pathways 2 Greatness, LLC, legally changed its business name to Intervene, LLC. The purpose of this contract is to purchase CTE materials and services for the district. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	N/A
Project Term	N/A
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Intervene, LLC	-	-

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Finance
Rene Barajas, 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 three 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 May 10, 2019.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Mark Twain Parent Teacher Organization (PTO)	Mark Twain Elementary School (ES)	Technology Supports – Supplies and Materials	$11,682

Mark Twain PTO has donated $11,682 to Mark Twain ES to support technology upgrades. More specifically this gift is to be used for online resources, updated hardware equipment, iPads, software applications, and supplies and materials related to technology. The donation can only be used for the purpose specified.

Ray Cammack Shows, Inc.	North Houston Early College High School (HS)	Supplies and Materials, Other Operating Costs/Travel	$15,332

Ray Cammack Shows, Inc., has donated a total of $15,332.00 to North Houston Early College HS to support extra-curricular activities, including field trips, continuing education events, equipment, uniforms, and transportation. Specifically, the following amounts were awarded: $3,983.10 for Zaria–Isis–Athena (ZIA) Club, $7,405.10 for the Gents Club, and $3,943.80 for other extra-curricular activities. The donation can only be used for the purpose specified.

Great Girls Global (3G)	Attucks Middle School (MS), Burbank MS, Deady MS, Fleming MS, Navarro MS, & Thomas MS	College and Career Readiness Mentoring	$8,200 (in – kind)

The Department of Innovation & Postsecondary Programming's *Project Explore* has been gifted an in-kind mentoring program valued at $8,200 by Great Girls Global (3G). This program will specifically target sixth-grade girls. There are six Houston Independent School District (HISD) schools receiving the mentoring program: Attucks MS, Burbank MS, Deady MS, Fleming MS, Navarro MS, and Thomas MS. Project Explore focuses on leadership development, financial literacy, and community service through mentorship. The donation can only be used for the purpose specified.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Mission Transformation Corp.	Attucks MS, Burbank MS, Deady MS, Fleming MS, Fondren MS, Navarro MS, Pilgrim ES, and Reagan Ed Ctr Pk-8	Mentoring, Technology	$11,000 (in – kind)

Mission Transformation Corp. will provide an In-Kind donation valued at $11,000 for *Project Explore*. This donation will serve over 160 students from eight schools: Attucks MS, Burbank MS, Deady MS, Fleming MS, Fondren MS, Navarro MS, Pilgrim ES and Reagan Ed Ctr PK-8. This program will consist of monthly mentoring session presented by Apple at the Galleria location. The focus will be on coding, photography, music video and gaming. The donation can only be used for the purpose specified.

Mission Transformation Corp.	Attucks MS Burbank MS Deady MS Fleming MS Fondren MS Navarro MS Pilgrim Elementary School (ES) Reagan K–8 Educational Center Sugar Grove MS Thomas MS	Mentoring	$10,374 (in – kind)

The Innovation Post-Secondary Programming Dept's *Project Explore* has been gifted an in-kind donation of mentoring services valued at $10,374. This program will serve over 160 students among 10 schools: Attucks, Burbank, Deady, Fleming, Fondren, Navarro, Pilgrim, Reagan Educational Center, Sugar Grove, and Thomas. The focus of the sessions will be character development; entrepreneurship; and science, technology, engineering, and mathematics (STEM). The donation can only be used for the purpose specified.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Kinder High School for Performing Visual Arts (HSPVA) Friends	HSPVA	Extra-Duty Pay	$8,000

HSPVA Friends has donated $8,000 to Kinder HSPVA. The donation will be used for extra-duty pay for teachers who worked on the school's theatre production, *FELA!* The production was held during Black History Month over four days. The donation can only be used for the purpose specified.

Net Generation: United States Tennis Association (USTA)	Health and Physical Education and 67 physical education (PE) teachers	Tennis Equipment	$67,000 (in – kind)

Net Generation: USTA has donated to the Health and Physical Education Department $67,000 worth of tennis equipment to be used by students from schools whose PE teachers participated in professional development offered by the donor on January 15, 2019. The 67 PE teachers who attended the professional development made their schools eligible for the donation of tennis equipment at a value of $1,000 per eligible school. The intent of the donation is to promote students' physical fitness through tennis. The donation can only be used as specified. For a list of schools receiving the donation, please see the attachment.

Praxair via HISD Foundation	Gregory Lincoln Education Center	STEM Program	$7,500

Praxair, via the HISD Foundation, has donated $7,500 to support the STEM program at Gregory Lincoln Education Center. The HISD Foundation will manage the funds. Praxair has been a partner for the campus since 2018 to help establish an engaging STEM program for students. The funds can only be used for the purpose specified.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Aramco Services, via HISD Foundation	Arabic Immersion Magnet School (AIMS)	AIMS Silk Roads Festival	$5,000

Aramco Services has donated $5,000 to the HISD Foundation to benefit AIMS. The funds are to be used to support the AIMS Silk Roads Festival. The HISD Foundation will manage the funds. The donor has indicated in writing that funds not expended following the festival can be used toward general school initiatives and needs. Aramco Services has been a partner of AIMS since its inception and makes annual contributions to support programming. This donation can only be used for the purpose specified.

Branch Banking and Trust Company, via HISD Foundation	Homeless Education Department	Supplies and Materials	$50,000

Branch Banking and Trust Company has donated $50,000 to the HISD Foundation to benefit the Homeless Education Department. The funds are to be used for students identified through the McKinney-Vento Program in support of housing, educational support, and overcoming barriers. The funds can only be used for the purpose specified.

National Council of Jewish Women, via HISD Foundation	Elementary Curriculum and Development Department Home Instruction for Parents of Preschool Youngsters (HIPPY) Program	Supplies and Materials, Other Operating Expenses/Travel, Reading Materials	$12, 250

The National Council of Jewish Women has donated $12,250 to the HISD Foundation to benefit the Elementary Curriculum and Development Department. The funds are to be used to support the HIPPY Program. $1,500 is for transportation; $3,500 is for reading materials; $5,000 is for food; and $2,250 is for general supplies. The National Council of Jewish Women has been a partner with the department by supporting the HIPPY Program for many years. The funds can only be used for the purpose specified.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Smart Financial Credit Union	Career Readiness Department	Supplies and Materials for Annual Scholars Banquet	$5,000

The Smart Financial Credit Union has donated $5,000 to provide supplies and materials for the annual Scholars Banquet hosted by Career Readiness. Smart Financial Credit Union has a history of supporting HISD. The donation can only be used as specified.

Lone Star Flight Museum	Attucks MS, Burbank MS, Deady MS, Fleming MS, Fondren MS, Navarro MS, Pilgrim Academy, Reagan Education Center, Sugar Grove MS, and Thomas MS	Transportation Costs and Museum Entrance Fees	$7,425.67 (in – kind)

The Lone Star Flight Museum has donated $7,425.67 in kind (i.e., use of five buses totaling $2,425.67 and $5,000 for entrance fees at $20 per student for 250 students) to provide the bus transportation and museum entrance fees for 250 eighth-grade Project Explore students from the ten identified schools. The Lone Star Flight Museum has a history of supporting HISD schools. The donation may only be used as specified.

STEMulating the Future	Fondren MS and Pilgrim Academy	Project Explore Program	$5,767.04 (in – kind)

STEMulating the Future has donated $5,767.04 in-kind to provide support for the Project Explore programs at Fondren MS and Pilgrim Academy. The intent of the donation is to provide, as an in-kind donation, supplies for workshops and supplemental educational materials. STEMulating the Future has a history of supporting HISD educational programs and schools. The donation may only be used as specified.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Arts Connect via HISD Foundation	See attached list of schools	Stipends for Arts Liaisons	$31,500

Arts Connect has provided a one-year grant in the amount of $31,500 to the HISD Foundation to provide stipends to arts liaisons for the facilitation of arts partnerships as well as stipends to teachers for arts integration professional development. Arts Connect is a collective impact initiative that connects schools with local arts and culture organizations in the community. $18,500 of the grant funds will be used to provide a $500 stipend to each of the arts liaisons facilitating the Arts Connect activities at the campuses. The HISD Foundation will manage the professional development funds of $13,000, which will be used to cover the cost of professional development for participating teachers. Participating schools were selected based on their previous participation in the Arts Access Initiative. The funds can only be used for the purpose specified.

Save the Children, Inc., via HISD Foundation	Las Americas Newcomer School	Student and Family Assistance	$60,000

Save the Children, Inc., via the HISD Foundation, has granted a total of $60,000 to support students and families at Las Americas Newcomer School. The HISD Foundation will manage the funds. $30,000 is for food assistance and medication for families; $20,000 is for emergency clothing and household supplies; and $10,000 is for supplemental aid. The funds will be paid in three installments: 60% of the obligated amount upon submission of the signed agreement and certificate of liability insurance, 20% of the obligated amount upon 80% of the cumulative funds received being spent and submission of an interim financial report, and the remainder of the obligated amount upon project completion, data and report submission, and financial report. Save the Children staff had the opportunity to visit Las Americas and encouraged them to apply for funding. The funds can only be used for the purpose specified.

Total Value of Donations: 316,030.71

Net Generation: United States Tennis Association

Tennis Equipment Donation to Participating Schools

Schools	Value of Donated Tennis Equipment Per School
Anderson Elementary	$1,000.00
Atherton Fine Arts Magnet (Elementary)	$1,000.00
Bell Elementary	$1,000.00
Black Middle	$1,000.00
Blackshear Elementary	$1,000.00
Bonham Elementary	$1,000.00
Brookline Elementary	$1,000.00
Burnet Elementary	$1,000.00
Burrus Elementary	$1,000.00
Cage Elementary	$1,000.00
De Zavala Elementary	$1,000.00
Durkee Elementary	$1,000.00
Eliot Elementary	$1,000.00
Elrod Elementary	$1,000.00
Farias Early Childhood Center (ECC)	$1,000.00
Field Elementary	$1,000.00
Fondren Elementary	$1,000.00
Fonville Middle	$1,000.00

Foster Elementary	$1,000.00
Gregg Elementary	$1,000.00
Gregory-Lincoln Education Center (Elementary)	$1,000.00
Harper Disciplinary Alternative Education Program (Middle)	$1,000.00
Hartman Middle	$1,000.00
Hobby Elementary	$1,000.00
Holland Middle	$1,000.00
Horn Elementary	$1,000.00
Houston Independent School District (HISD)	$1,000.00
HISD	$1,000.00
Isaacs Elementary	$1,000.00
Kelso Elementary	$1,000.00
Lawson Middle	$1,000.00
Lockhart Elementary	$1,000.00
Mading Elementary	$1,000.00
Mandarin Immersion Magnet (Elementary)	$1,000.00
Mandarin Immersion Magnet (Middle)	$1,000.00
Marshall Middle	$1,000.00
Meyerland Middle	$1,000.00
Middle College High/Houston Community College Felix Fraga (Southeast)	$1,000.00

Mistral ECC	$1,000.00
Neff ECC	$1,000.00
Petersen Elementary	$1,000.00
Piney Point Elementary	$1,000.00
Piney Point Elementary	$1,000.00
Pleasantville Elementary	$1,000.00
Port Houston Elementary	$1,000.00
Project Chrysalis Middle	$1,000.00
Revere Middle	$1,000.00
Revere Middle	$1,000.00
Revere Middle	$1,000.00
Scarborough Elementary	$1,000.00
Scroggins Elementary	$1,000.00
Shadowbriar Elementary	$1,000.00
Sharpstown High	$1,000.00
Sharpstown High	$1,000.00
Shearn Elementary	$1,000.00
South Early College High	$1,000.00
Thomas Middle	$1,000.00
Thompson Elementary	$1,000.00
Washington, B.T. High	$1,000.00

Wesley Elementary	$1,000.00
Westbury High	$1,000.00
Westside High	$1,000.00
Whidby Elementary	$1,000.00
White, M. Elementary	$1,000.00
Williams Middle	$1,000.00
Windsor Village Elementary	$1,000.00
Woodson Elementary	$1,000.00
Total Value In-Kind)	**$67,000.00**

Participating Schools for Arts Liaison Grant

- Atherton Elementary School (ES)
- Bastian ES
- Benbrook ES
- Brookline ES
- Codwell ES
- Cornelius ES
- DeAnda ES
- Durkee ES
- Eliot ES
- Elrod ES
- Emerson ES
- Fleming Middle School (MS)
- Foster ES
- Gallegos ES
- Hamilton MS
- Henderson, N.Q. ES
- Highland Heights ES
- Kashmere Gardens ES
- Longfellow ES
- Lyons ES
- Mading ES
- Memorial ES
- Mitchell ES
- Ninfa Laurenzo Early Childhood Center
- Neff ES
- Northline ES
- Piney Point ES
- Pleasantville ES
- Pugh ES
- Martinez, R. ES
- Scarborough ES
- Stevens ES
- Valley West ES
- Wainwright ES
- Walnut Bend ES
- Whittier ES
- Harris, J.R.

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Finance
Rene Barajas, 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 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 three 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 May 10, 2019.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Dairy MAX, Inc., in partnership with the Houston Texans	Nutrition Services and Brookline Elementary School (ES), Cook ES, Stevens ES, Attucks Middle School (MS), Baylor College of Medicine Academy at Ryan MS, Black MS, Fondren MS, Key MS, Navarro MS, Thomas MS, Scarborough High School (HS), Westbury HS, Wheatley HS, Worthing HS, and Yates HS	Hometown Grant	$10,000

Dairy MAX, Inc., in partnership with the Houston Texans, has awarded a grant to Nutrition Services and 15 participating schools in the amount of $10,000. The purpose of the grant is to support Nutrition Services' garden pathways—a nutrition education program—at 15 campuses participating in the district's Food Inclusion and Food Literacy Initiative. The grant award is made possible by the Hometown Grant which has been supplied by the Houston Texans and Dairy MAX. The schools were selected based on campus demographics and principals'' election to participate in the grant program. Nutrition Services will be administering the grant for the 15 schools. Through the grant, the participating schools will receive educational programming, supplies, and materials. The grant funds can only be used as specified.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Project Lead the Way, Inc., (PLTW) in partnership with Chevron Houston	Energy Institute HS	PLTW Engineering Program Expansion Grant	$10,000

PLTW, in partnership with Chevron Houston, has awarded a PLTW Engineering Program Expansion Grant in the amount of $10,000 to Energy Institute HS. The purpose of the grant is to expand the existing PLTW Engineering Program at Energy Institute. The PLTW Engineering program prepares students with the knowledge and skills they need to succeed by offering a sequence of engineering courses. These funds may be used for PLTW participation fees, core training, equipment, and supplies. The one-year grant covers the 2019–2020 academic year. The funds may only be used as specified in the grant.

The Kennedy Center	Fine Arts Department and Office of Special Education Services (OSES)	VSA Arts-Based Creative Teaching Strategies Professional Development for Special Educators (2019–2021)	$10,000

In partnership with Austin Independent School District and MindPop, the Kennedy Center has awarded a grant to HISD to participate in a two-year program to train a two-member facilitation team (one member from the Fine Arts Department and one member from OSES). The facilitation team will be trained by MindPop to deliver professional development to HISD Special Education (SPED) teachers on four arts-based creative teaching strategy modules. Using a train-the-trainer model, the two-member HISD facilitation team will attend four training sessions (May 2019, October 2019, March 2020, and October 2020) in Austin, Texas, and Irvine, California. The team will deliver the four modules of professional development to HISD SPED teachers upon return from each training session. The grant funds are intended to cover all travel, hotel, and other incidental expenses related to the four training sessions and any remaining funds can be used to support the Fine Arts/SPED-related professional development. SPED teachers from all campuses are encouraged to participate in the professional development that will be provided through the train the trainer model. The grant funds can only be used as specified.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Mr. Holland's Opus Foundation (MHOF) in partnership with the Country Music Association (CMA) Foundation	Henry MS and Navarro MS	Grant Award of Musical Instruments	$56,365 (In-Kind)

MHOF, in partnership with the CMA Foundation, has awarded to Henry MS and Navarro MS grants of musical instruments to be used by the schools' respective music education programs. The award for Henry, valued at $27,052, consists of the following: two 3/4 tubas, three double French horns, three alto saxophones, four trombones, two boxes of clarinet reeds, and two boxes of alto saxophone reeds. The award for Navarro, valued at $29,313, consists of the following: six alto saxophones, four tenor saxophones, three clarinets, and five open-hole flutes. MHOF, in partnership with the CMA Foundation, has a history of supporting HISD schools and the two schools were chosen by MHOF to receive the grant awards of musical instruments. The grant can only be used as specified.

Total Value of Grants: $86,365

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: **APPROVAL OF RESOLUTION AND ORDINANCE ADOPTING RESIDENCE HOMESTEAD EXEMPTIONS FOR TAX YEAR 2019**

Each year the Board of Education must establish the residence homestead exemption level for qualified homeowners. State law provides for certain mandated homestead exemptions to be granted by school districts, and the Board of Education has traditionally granted certain optional homestead exemptions to its residents. Those exemptions currently in effect for the 2018 tax year are:

State Mandated (all homesteads)	$25,000
State Mandated (age 65 or older or disabled)	$10,000
Local Option (age 65 or older or disabled)	$5,000
Local Option Percentage (all homesteads)	20 percent

Under the exemption schedule in effect for the 2018 tax year, qualified property owners under 65 years of age who are not disabled receive exemptions of $25,000 plus 20 percent of the appraised value. Property owners who are 65 or older, or disabled, receive exemptions of $40,000 plus 20 percent of the appraised value. This item provides for those same homestead exemptions for tax year 2019.

The percentage homestead exemption was originally granted many years ago in order to ease the tax burden associated with rising property values for homeowners at that time. Senate Joint Resolution No. 1 as passed by the 84th Texas Legislature during the 2015 regular session, and as passed by the voters on November 3, 2015, does not allow a governing body of a school district that adopted a percentage homestead exemption for tax year 2014 to reduce the amount of the percentage exemption or repeal the exemption until December 31, 2019. The Houston Independent School District (HISD) granted the 20-percent exemption for tax years 2014, 2015, 2016, 2017, and 2018, and will need to grant it again for tax year 2019.

This exemption provides a significant tax break to all homeowners in HISD, and it is the maximum level that school districts are allowed to grant.

A copy of the resolution and ordinance can be reviewed on the attachment and is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals, and is aligned to Core Initiative 4: Data-Driven Accountability and 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 and ordinance adopting residence homestead exemptions for individuals residing in HISD for tax year 2019, effective May 10, 2019.

Board Item Executive Summary

Purpose:

Section 11.13 of the Texas Property Tax Code provides for exemptions on homestead residences. This item is to authorize and adopt the exemptions on homestead residences for tax year 2019 as provided in prior years.

Subsection (b) of Section 11.13 provides for the state-mandated exemption amount of $25,000 of the appraised value of an individual's homestead residence.

Subsection (c) of Section 11.13 provides for the state-mandated exemption amount of $10,000 of the appraised value of residence homesteads for those individuals who are disabled or are 65 or older.

Subsection (d) of Section 11.13 allows a taxing unit to provide for an additional lump-sum fixed amount as further savings to individuals who are disabled or are 65 or older. The Houston Independent School District (HISD) Board of Education approved an additional $5,000 exemption from ad valorem taxation of the appraised value of the residence homestead for homeowners 65 years of age or older or disabled on August 21, 1980.

Subsection (n) of Section 11.13 allows a taxing unit to adopt a local optional homestead exemption percentage not to exceed 20 percent. Section 11.13 (n) states:

"In addition to any other exemptions provided by this section, an individual is entitled to an exemption from taxation by a taxing unit of a percentage of the appraised value of his residence homestead if the exemption is adopted by the governing body of the taxing unit before July 1 in the manner provided by law for official action by the body. If the percentage set by the taxing unit produces an exemption in a tax year of less than $5,000 when applied to a particular residence homestead, the individual is entitled to an exemption of $5,000 of the appraised value. The percentage adopted by the taxing unit may not exceed 20 percent."

Section 11.13(n-1) prohibits changes to the local optional homestead exemption as follows: "The governing body of a school district, municipality, or county that adopted an exemption under Subsection (n) for the 2014 tax year may not reduce the amount of or repeal the exemption. This subsection expires December 31, 2019."

Approval of this item will allow HISD to continue to offer to its property owners tax savings associated with the 20-precent local optional homestead exemption.

Prerequisites:

HISD offered the 20-percent local optional homestead in 2014. HISD is required to continue the exemption through December 31, 2019, as stated under Section 11.13 (n-1).

Board Meeting Requirements:

The board adopts and authorizes the exemptions under Texas Property Tax Code Section 11.13 before July 1.

RESOLUTION AND ORDINANCE RELATING TO CONTINUATION OF RESIDENCE HOMESTEAD EXEMPTIONS FOR INDIVIDUALS RESIDING IN THE HOUSTON INDEPENDENT SCHOOL DISTRICT FOR TAX YEAR 2019

WHEREAS, The State Legislature passed House Joint Resolution 81 during the 1981 regular session proposing a constitutional amendment to the Texas Constitution authorizing certain property tax relief for owners of residence homesteads; and

WHEREAS, the citizens of the State of Texas voting on Proposition 6 on the November, 1981 general election approved the addition of Subsection (e) to Article VIII Section 1-b. of the Texas Constitution providing that any political subdivision may exempt from property taxation a percentage of the market value of residence homesteads not to exceed twenty percent (20%) of the value of the homestead; and

WHEREAS, Section 11.13 of the Texas Property Tax Code entitles an individual to an exemption from ad valorem taxation by a school district of $25,000 of the appraised value of his or her residence homestead and an additional $10,000 of the appraised value for qualified individuals disabled or sixty-five (65) years of age or older; and

WHEREAS, pursuant to legislative action, the Board of Education of the Houston Independent School District at its meeting on August 21, 1980 approved an additional $5,000 exemption from ad valorem taxation of the appraised value of the residence homestead for homeowners sixty-five (65) years of age or older or disabled;

NOW, THEREFORE, BE IT

RESOLVED AND ORDAINED by the Board of Education of the Houston Independent School District that the Board reaffirms for tax year 2019 the homestead tax exemptions set forth below for residents of the Houston Independent School District and who qualify for such exemptions, in accordance with Section 11.13 of the Property Tax Code, State of Texas; and be it further

RESOLVED AND ORDAINED that in addition to the exemption from ad valorem taxation of $25,000 of the appraised value of the residence homestead of each qualified homeowner, the exemption from ad valorem taxation of the mandated $10,000 of the appraised value of the residence homestead and the Board granted $5,000 of the appraised value of the residence homestead of each qualified resident owner who is sixty-five (65) years of age or older and is fully qualified for the entire exemption or who is

disabled and qualified for disability benefits; that the Board of Education establishes the voluntary percentage homestead tax exemption granted each qualified resident owner of a homestead exemption from ad valorem taxation an amount equal to twenty percent (20%) of the appraised value of the residence homestead for tax year 2019, making a total exemption of twenty percent (20%) of the appraised value of the individual residence plus $40,000 for qualified homeowners sixty-five (65) years of age or older or disabled, with such sixty-five (65) years of age or older or disabled exemptions to be prorated, if applicable, in accordance with the Texas Property Tax Code; and a total residence homestead exemption of twenty percent (20%) of the appraised value of the individual residence plus $25,000 for other qualified homeowners.

PASSED, APPROVED, AND ADOPTED this 9th day of May, 2019.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By _____
Diana Davila, President
Board of Education

ATTEST:

_____
Sergio Lira, Secretary
Board of Education

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: **APPROVAL OF FUNDING FOR IMPLEMENTATION OF SAP BUDGETING AND PLANNING**

The budget process for the Houston Independent School District is currently using an online database for campuses and manual spreadsheets for all other budgets including departments and district-wide budgets. To build the budget many spreadsheets, including an extract from the online database, must be manually combined to create the final district budget.

Challenges with this manual process:

- No live view of the budget as it is being developed, except school budgets online
- Manual extraction and compiling of budgets have a higher risk of mistakes.
- Significant risk to the district of data loss when using a manual spreadsheet process
- Balancing must be done once files are compiled rather than being able to see the balances as the budget is built.
- Current system does not allow the user to see prior year expenditures in the system. They must run manual reports and do those comparisons.
- Budget information over multiple fiscal years is difficult to perform and is likely not used by many users preparing their budgets.
- Time to manually compile budgets (one week minimum) reduces time for budgets to be reviewed and vetted.
- Adjustments during board approval process take excessive time to implement.
- Current process is extremely time consuming since it is manual.
- Current process doesn't track to district goals and properly measure the performance of the district.
- Under the current process there are no budget comparison reports for users to run comparing proposed budget to the prior year budget and actuals.
- Significant effort required to load budget information into the SAP system at the start of a fiscal year
- Ongoing budgeting of grants is not available as part of the manual process.

The Offices of Finance and Information Technology (IT) are pursuing the implementation of the SAP Budgeting and Planning (SBP) tool. In April 2019, the Board of Education approved the vendor to implement the project and the funding for that implementor is already provided using the district's assigned reserve for ERP projects. This agenda item requests approval for funding internal additional support and the backfill of positions to support the project efforts.

The additional costs include resources in support of:

- Programming/Configuration/Administration
- Reporting/Business Intelligence
- IT Security
- Project Management
- Organizational Change Management and Training
- IT Quality Assurance and Testing
- IT Infrastructure

COST/FUNDING SOURCE(S): General Fund Unassigned Fund Balance in the amount of $3,200,000.

STAFFING IMPLICATIONS: One full-time equivalent (FTE) for SAP Security and Governance Risk & Compliance (GRC), and one FTE for SAP Advanced Business Application Programming (ABAP) and Portal Development through 2020–2021. Any ongoing FTEs to support SBP annually will be requested as part of the 2021–2022 budget process.

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals, is aligned to all five core initiatives, and 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 funding for the SAP Budgeting and Planning project, effective May 10, 2019.

Board Item Executive Summary

Purpose:

The budget process for the Houston Independent School District is currently done using an online database for campuses and manual spreadsheets for all other budgets including departments and district-wide budgets. To build the budget many spreadsheets, including an extract from the online-database, must be manually combined to create the final district budget. As campuses and departments are building their budgets, there are no prior year comparisons for them to use online, so they must do manual comparisons to printouts from SAP.

As staff are building the budget, the Budget Office cannot see the budget as a whole and how it is progressing, or do reviews in the interim and assist as budgets are built.

To improve accuracy, help make the budget process more efficient and visible, and to improve the overall budget process, the Office of Finance is requesting funding to support the implementation of the SAP Budgeting and Financial Planning tool.

Board Meeting Requirements:

The board considers and votes on the funds to support the implementation of the SAP Budgeting and Planning tool for the district using the district's general fund unassigned fund balance.

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

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

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY EIC(LOCAL), ACADEMIC ACHIEVEMENT: CLASS RANKING—FIRST READING**

The Houston Independent School District proposes changes to Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*, to update the timing that student grade-point averages (GPAs) and rankings are generated and to update class ranking requirements.

The proposed update to Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*, on first reading.

Beginning freshman year of high school, students will receive a class rank based on their grade-point average (GPA). ~~Each year, class rank of graduating senior students shall be calculated on the basis of their grade point average (GPA) at the end of the first semester preceding graduation.~~ Effective for incoming grade 9 students as of the 2017–18 school year, the GPA shall only include semester averages of courses taken and completed in grades 9–12 for credit, except for some special education courses that may not be used in calculating class rank. [See the *School Guidelines*.]

Students are ranked based on their current grade level at the time of the ranking. The semester and cumulative GPA for freshmen, sophomores, and juniors will be calculated at the end of each semester and will appear on students' report cards and transcripts at the end of each respective semester. Preliminary student rankings shall be calculated at the end of each spring semester and will be inclusive of all eligible coursework completed and posted on transcripts up until that point. The most recently generated preliminary rankings shall appear on students' report cards and transcripts.

Seniors will have their GPA and preliminary rankings recalculated to include all coursework completed since the junior preliminary ranking no later than the first Friday in October, which will also be included on their report cards and transcripts beginning this date. Mid-year reports requested by colleges as part of students' college applications shall be submitted to college institutions no later than the third Friday of January. These mid-year reports will include grades for all courses completed and posted to transcripts through the prior semester and shall include the ranking generated in October. Each year, the final class rank of graduating senior students shall be calculated and made available on students' transcripts at the end of the first semester preceding graduation and no later than February 15.

Weighted-Course Type

All Pre-Advanced Placement (Pre-AP) and International Baccalaureate Middle Years Program (IBMYP) high school level courses, and all AP, IB, dual enrollment, and dual credit courses that have been approved by their respective accrediting organizations shall receive weighted-course credit.

The only other high school courses that shall be considered to receive weighted credit shall be in content areas for which there are no Pre-AP, IBMYP, AP, IB, or dual credit course titles and that are requested by and approved for specific campuses and have received Board approval.

Dual credit courses, having not received weighted-course credit in the past, shall begin receiving weighted-course credit in the fall se-

mester of 2015. No weighted-course credit shall be given retroactively.

In the event that a course is offered under multiple categories as Pre-AP, IBMYP, AP, IB, dual enrollment, and dual credit at the same school, the categorization best aligned to the student's endorsements and diploma program shall be the deciding factor.

Weights

Grades received in courses shall be weighted as follows:

Grade	Regular Courses	Weighted Courses
A (90–100)	4	5
B (80–89)	3	4
C (75–79)	2	3
D (70–74)	1	2
F (to 69)	0	0

Ranking, Valedictorian, and Salutatorian Requirements

Percentile ranks shall be established for each school by dividing the total number of students in the regular graduating class by the appropriate percentile. Effective for incoming grade 9 and grade 10 students as of the 2019–2020 school year, to be ranked within the top 15%, a student must be enrolled in the school from which he or she is graduating from the first day of the junior academic year, with the exception of students classified as migrant or homeless, in foster care, or with a parent who was relocated due to military service after the first day of the junior academic year. Students who do not fall in these categories but with exceptional circumstances may appeal to the District registrar for consideration no later than 10 calendar days after the rankings have been issued. The decision of the Registrar's Office is final.

The student with the highest GPA, whether in the regular or magnet program, shall receive valedictorian honors; the student with the second-highest GPA shall be salutatorian. To be eligible for the valedictorian or salutatorian honors or the Highest Ranking Senior Certificate beginning in the 2016–2017 academic year at a particular school, a student must have been enrolled in the school from the first day of the junior academic school year per this policy, effective as of August 11, 2017. Determination of which student is named "highest ranking graduate" at each high school is a decision which rests strictly with the District. All incoming juniors are required to meet the *School Guidelines'* requirement to qualify for valedictorian or salutatorian honors.

To be eligible for such recognition, a student must:

- Have been enrolled in the same District high school from which ~~he/she~~the student is graduating from the first day of school in ~~his/her~~their junior academic year;
- Be scheduled to graduate in May or June at the end of his/her regular academic year;
- Graduate on the Distinguished Level of Achievement Program

The above rules do not apply to students classified as migrant, homeless, in foster care, or with a parent who was relocated due to military service after the first day of the junior academic year. Students in those exceptional circumstances shall be eligible for valedictorian and salutatorian honors without any term of enrollment or residency requirements. Students completing all graduation requirements and state assessments (no opportunity for Individual Graduation Committee) in three years are eligible to receive Valedictorian or Salutatorian honors. Students who do not fall in these categories but with exceptional circumstances may appeal to the District registrar for consideration no later than 10 calendar days after the rankings have been issued. The decision of the Registrar's Office is final.

~~these honors, the student shall have been enrolled in the school from which he or she is graduating from the first day of the junior academic year, with the exception of students classified as migrant, homeless, in foster care, or with a parent in the military. Students in those exceptional circumstances shall be eligible for valedictorian and salutatorian honors without any term of enrollment or residency requirements.~~

Honor Students

To be eligible for academic honors, a student shall have maintained an average of at least "B" and earned ~~his or her~~ their last 5 credits at the school in which the awards are presented.

The top five percent of the graduating class shall be designated as graduating with Highest Honors.

The next highest ten percent of the graduating class shall be designated as graduating with Honors.

Effective Date

This policy shall be effective as of ~~, August 11, 2017.~~

Executive Summary: Item K-1
EIC(LOCAL) Proposed Revisions – Academic Achievement: Class Ranking

HISTORY:

Historically, students have had limited opportunity to review their grade point average (GPA) and class ranking prior to their senior year of high school. The recommended policy will ensure that students and their parents have the opportunity to review their GPA and class ranking at various points throughout high school.

As it relates to mid-year reports (a document requested by some colleges and universities at the end of the first semester of senior year to track current academic progress), there has historically been no set deadline by which Houston Independent School District high schools have been required to provide this information. However, untimely submission of this documentation can have a major impact on whether students are admitted and/or are able to maintain their admission status.

Finally, the policy regarding the ability to earn the valedictorian or salutatorian honor was revised for the 2017–2018 school year to require a student to be enrolled in that same school from the first day of the junior academic school year to receive the distinction. However, many Texas public universities provide financial aid and Assured Admission (automatic acceptance) based on class rankings outside of the valedictorian and salutatorian positions. It is therefore recommended that that policy be extended to cover students within the top 15%.

OBJECTIVES:

- To increase student awareness of their class rank and GPA earlier in their high school careers, increasing academic motivation and discourse regarding the college application process.
- Increasing equity in the college admissions process by ensuring that students aren't penalized in the admissions process by the untimely submission of the mid-year report.
- To expand the class ranking policy beyond the valedictorian and salutatorian to the top 15% so that students are given a fair opportunity in Texas Assured Admissions programs.
- To provide additional clarity on the eligibility requirements to be valedictorian or salutatorian, or to earn the highest-ranking senior certificate.

PURPOSE:

Adopting this policy will lead students to gain awareness of their GPA and class ranking earlier in their high school education, causing them to take their subsequent coursework more seriously, and helping them strive towards meeting their postsecondary goals. Additionally, it ensures that once students are admitted to colleges and universities, the district is providing required documentation in a timely fashion. Lastly, it eliminates the unintended consequences that may come with student transfers after the first day of junior year, specifically as it relates to changing schools with the intention of increasing class rank for college admissions purposes.

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY EK(LOCAL), TESTING PROGRAMS—FIRST READING**

The Houston Independent School District proposes changes to Board Policy EK(LOCAL).

The suggested revisions to Board Policy EK(LOCAL), *Testing Programs*, are as follows:

- Revise the section on OPT-OUT IMPLICATIONS to change the word "refuses" to "elects not" and to change the title *Refusal to Participate in Assessments* to the correct title *State Assessments Non-Participation Form*, which is the form that a parent or guardian completes and submits to the campus to place in his or her child's permanent record folder in the event that the parent/guardian wishes to exempt the child from state testing.
- Revise the section on USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES to include not only cell phones but other electronic devices such as smart watches.
- Revise the section on TEACHER TEST ASSIGNMENT to include exceptions for students with special circumstances who may need to test with their teachers of record.

The proposed update to Board Policy EK(LOCAL), *Testing Programs*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 2: Effective Principal in Every School and Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy EK(LOCAL), *Testing Programs,* on first reading.

Local Achievement Testing

All students in grades 1–12, except students exempted in accordance with state or federal guidelines, shall be assessed annually on norm-referenced and/or criterion-referenced achievement tests.

The tests shall measure performance in one or more of the following subject areas: language arts (including reading), mathematics, science, and social studies, and shall be used to:

1. Inform students and parents of the students' academic progress and mastery of the curriculum;
2. Make decisions about promotion/retention and educational programs for students;
3. Plan instruction in the classroom;
4. Set and evaluate campus-level achievement objectives;
5. Evaluate performance of administrators and teachers; and
6. Assess secondary students in course content and include performance in the grade reporting system for all courses in which the state has end-of-course tests and for other courses identified by the District.

Certain instructional programs may require additional achievement, ability, or language testing. Special testing shall meet one or more of the following criteria:

1. Be required by state or federal law or guidelines;
2. Be required as part of a District-approved evaluation plan;
3. Be approved by the assessment review committee;
4. Be required for admission into special instructional programs; or
5. Be required as part of the District- or campus-approved activities of a program.

Opt-Out Implications

A parent or guardian who ~~refuses~~ elects not to allow his or her child to participate in state-mandated assessments shall complete and submit to the principal a "~~Refusal to Participate in Assessments~~ State Assessments Non-Participation Form" ~~form~~ acknowledging the possible implications of such action. This form is not considered to be an authorization for a test exemption request.

If a student is present during the state test administration and chooses not to test, a blank answer document—coded with an "S" for scored—shall be submitted for scoring as required by the state.

The student shall receive a raw score of zero and the lowest possible scale score for the grade/subject.

If a student is absent during the entire state test administration, the student shall be marked absent. Such designation does not impact the school or the District regarding performance calculations, but shall impact participation rates on the test.

Additionally, the student shall be referred to the school-based grade placement committee (GPC) for an initial determination whether to move forward with promotion or require the student to receive additional instruction during summer school.

Any student who does not participate in state-mandated assessments at the request of his or her parent or guardian shall not be subject to negative consequences or disciplinary action.

Security

All District personnel shall comply with the requirements specified in Texas Education Agency (TEA) test administration materials for state assessments and the guidelines outlined in this local policy for District assessment instruments, including the TEA and HISD Student Assessment Test Security Supplements.

Use of Cell Phones and Other Electronic Devices

The use of cell phones or any other unapproved electronic devices by students or test administrators in a testing environment shall not be permitted. Procedures regarding cell phones and other electronic devices such as smart watches during testing are as follows:

- Student cell phones and other unapproved electronic devices such as smart watches shall be collected by the test administrator prior to testing and shall be returned to the owners after testing has been completed for the day. Test administrators and campus personnel cell phones or unapproved electronic devices shall be turned off in any secured testing environment during the test administration.
- Use of a cell phone or any other unapproved electronic device such as smart watches during the administration of any test shall be regarded as cheating, and the student's test shall be invalidated (the test shall not be scored), with appropriate disciplinary action to follow.
- Campuses must post signs reminding students about the ~~telecommunications rules~~ cell phone policy and other unapproved electronic devices such as smart watches prior to any District or state test administration.
- Prior to the start of the first major test administration in the spring, test administrators must read the "HISD Electronic Device Advisory Statement," included in the HISD Student

Assessment Test Security Supplement, to all test participants. All students shall be required to sign the statement each school year.

- Details regarding the use of cell phones and other approved electronic devices such as smart watches are described in the HISD Student Assessment Test Security Supplement. [See FNCE series]

Test Monitoring

Initially devised by TEA to deter testing irregularities~~y~~ before ~~it~~ they happen~~and to preempt schools previously suspected of misconduct~~, the District Monitoring (DM) Program has been a major component of District testing security since 2005. The DM Program includes the following provisions:

- All campuses shall be monitored, unannounced, at least once during a major test administration; and
- "Prioritized campuses" (campuses with serious irregularities, previous investigations, recommendation of the Superintendent, and the like) shall be monitored for all testing windows.

District Test Monitors

The existing DM model shall use recruits from central office departments as follows:

1. In order to ensure a sufficient number of recruits to serve as test monitors, departments shall make available staff members with pay grades of 20 or higher.
2. All District monitors must receive the TEA-approved Test Security training, administered by Student Assessment, and sign an oath of test confidentiality annually.
3. Department heads may assign staff members to specific time slots during testing windows and shall ensure availability of substitutes in case of emergencies.

Teacher Test Assignment

A teacher shall not be assigned to administer major state ~~and norm-referenced~~ tests to his or her own students in grades 3–12. ~~This section shall not apply to teachers with students in kindergarten–grade 2~~.

Teacher reassignment shall ~~not~~only apply to the following state test~~s~~ administrations:

- State of Texas Assessments of Academic Readiness (STAAR) English (grades 3–8) and Spanish versions (grades 3–5)
- State of Texas Assessments of Academic Readiness End-of-Course (EOC)

- ~~Texas Assessment of Knowledge and Skills—Exit Level (TAKS XL);~~
- ~~State of Texas Assessments of Academic Readiness—Accommodated (STAAR A);~~
- ~~STAAR Alternate 2 (STAAR Alt 2);~~
- ~~Texas English Language Proficiency Assessment System (TELPAS);~~
- ~~All Gifted and Talented (GT) testing (i.e., GT#1, GT#2, GT#3, and District-wide kindergarten and grade 5 administrations);~~
- ~~Iowa Assessments (Iowa)/Logramos (kindergarten and grade 5); and~~
- ~~Grade 8 Tech Literacy Assessment (TLA).~~

In special circumstances for which a student needs to be tested in an environment conducive to optimal performance with his or her teacher of record, a campus may complete and submit a "Teacher of Record Testing Request Form" to the District Student Assessment Department for documentation and approval.

Effective Date

This policy shall be effective as of ~~the adoption date, November 13, 2015~~.

HISD | Student Assessment
MEASURING KNOWLEDGE. SUPPORTING GROWTH.

EXECUTIVE SUMMARY: HISD EK(LOCAL) POLICY SECTION ON TEACHER TEST ASSIGNMENT

HISTORY & POLICY:

A Houston Independent School District (HISD) test security plan was submitted to former Texas Education Commissioner Robert Scott in September 2010 and was designed to address test security incidents. One of the key components of the test security plan was for the district to reassign teachers so that they do not administer a high stakes test to their own students in grades 3–12. The HISD EK(LOCAL) Board Policy states that all district personnel shall comply with the requirements specified in the Texas Education Agency (TEA) test administration materials for state assessments and the guidelines outlined in the policy for district assessment instruments, including the TEA and HISD Student Assessment Test Security Supplements.

OBJECTIVE:

With the removal of the HISD Aspire Program and in response to requests from concerned teachers and parents to have children tested during state assessments with their teacher of record, the HISD Student Assessment Department would like to amend the local policy on testing specifically for the Teacher Test Assignment section to include exceptions for students with special circumstances who may need to test with their teacher of record.

PURPOSE:

An amendment to this policy would allow for students with special circumstances to be tested in an environment conducive to optimal performance *(ex. fewer distractions, smaller/one-on-one groups, redirections/reminders to remain on task, extra time, breaks, visual aids for time management, etc.)* including having structure and routine with his or her teacher of record.

IMPLICATIONS:

The teachers of record of students with special circumstances know their students and their behavior/work patterns. Most of them have received special training in helping their students remain calm, maintain focus, and stay on task. In many instances, when you take away the teacher of record who has been working with these students throughout their academic, emotional, and social challenges, this can affect their performance on state assessments.

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of School Offices
Silvia Trinh, Chief of Staff

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

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves a revision to Board Policy AE(LOCAL), *Educational Philosophy*, to change Constraint 3 to Goal 4.

This change is recommended to ensure better alignment between the board goals and constraints and established board and district priorities.

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 three district goals and aligns to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY AND DELETE BOARD POLICY.

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

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.

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.
- 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.
- 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.

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.

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.

Goals and Progress Measures

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 students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

- Goal Progress Measure 1.1

  End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

- Goal Progress Measure 1.2

  Grades 4 and 7 students shall be assessed in writing in the Fall and Spring; percent of students meeting the grade level standard shall increase at least three percentage points annually from 22% in spring 2018 to 28% in spring 2020. Results will be presented to the board after the fall and spring testing windows.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

- Goal Progress Measure 2.1

  The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020.

- Goal Progress Measure 2.2

  The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.

- Goal Progress Measure 2.3

  The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage point annually from 10 percent in spring 2017 to 13 percent in spring 2020.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one

year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

- Goal Progress Measure 3.1

  The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

- Goal Progress Measure 3.2

  The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

Goal 4

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the ~~Approaches~~ Meets Grade Level Standard on STAAR between (1) economically and non-economically disadvantaged student groups, (2) African-American and White student groups, (3) Hispanic and White student groups, (4) English Leaners (ELs) and non-English Learners (non-ELs), and (5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from ~~17~~an average of 30.3 percentage points in spring 2018 to ~~14~~an average of 27.3 percentage points in spring 2021. Monitoring of ~~historically underserved students should consider economically disadvantaged students, English Learners, students receiving special education services, African-American students, and Hispanic students~~student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

- Goal Progress Measure 4.1

  End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between economically and non-economically disadvantaged students performing at or above benchmark (40th percentile) from 24% to 21% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

- Goal Progress Measure 4.2

  End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between English Learners (ELs) and Non-English Learners (Non-ELs) performing at or above benchmark (40th percentile) from 11% to 8% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

- Goal Progress Measure 4.3

  End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between students receiving special education services and students not receiving special education services performing at or above benchmark (40th percentile) from 37% to 34% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

- ~~Goal Progress Measure 4.4~~

  ~~End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between African-American and White students performing at or above benchmark (40th percentile) from 41% to 38% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.~~

- ~~Goal Progress Measure 4.5~~

  ~~End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between Hispanic and White students performing at or above~~

~~benchmark (40th percentile) from 31% to 28% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.~~

Constraints and Constraint Progress Measures

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 Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

- Constraint Progress Measure 1.1

  The District shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–18 school year and shall increase annually until all schools (100 percent) are served in 2022.

- Constraint Progress Measure 1.2

  The District shall develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017–18 and shall increase usage annually from 0 percent in Fall 2017 to 100 percent of campuses access the tools and training by 2022.

Constraint 2

The Superintendent shall not require teachers to administer more than two District-created assessments per semester.

- Constraint Progress Measure 2.1

  The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020.

~~Constraint 3~~

~~The Superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English learners (ELs), to increase in reading and mathematics.~~

- ~~Constraint Progress Measure 3.1~~

  ~~The reading and math performance gap between economically disadvantaged and non-economically disadvantaged students, as measured by the percent of students at the Approaches Grade Level Standard on STAAR, shall decrease by~~

~~one percentage point annually from 17 percentage points in spring 2017 to 14 percentage points in spring 2020.~~

- ~~Constraint Progress Measure 3.2~~

  ~~The reading and math performance gap between English learners (ELs) and Non-English Learners (Non-ELs), as measured by the percentage of students at the Approaches Grade Level Standard on STAAR shall decrease by one percentage point annually from 22 percentage points in spring 2017 to 19 percentage points in spring 2020.~~

- ~~Constraint Progress Measure 3.3~~

  ~~The reading and math performance gap between students receiving special education services and students not receiving special education services, as measured by the percentage of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 45 percentage points in spring 2017 to 42 percentage points in spring 2020.~~

Constraint 3 ~~4~~

The Superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*

*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualification should consider certification and experience.

- Constraint Progress Measure ~~4.1~~ 3.1

  The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020.

- Constraint Progress Measure ~~4.2~~ 3.2

  The percentage of first-year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020.

- Constraint Progress Measure ~~4.3~~ 3.3

  The percentage of teaching positions at struggling schools held by teachers certified in their assigned subject areas and grade levels shall increase each semester from 99 percent in 2017 until 100 percent is reached and maintained through 2020.

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;

- 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, ~~December 14, 2018~~.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SCHEDULED MEETING
AE(LOCAL)	Educational Philosophy	May 9, 2019

INITIATED BY: Office of School Offices – Silvia Trinh, Chief of Staff

TYPE OF REVISION: Update

APPLICABILITY: Board Goals and Constraints

BACKGROUND:
On August 10, 2017, the Houston Independent School District (HISD) Board of Education, in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, adopted goals, goal progress measures, constraints, and a calendar by which these metrics will be monitored.

The proposed changes are being made to ensure better alignment between the board goals and constraints and established board and district priorities.

This change was recommended in policy committee to ensure better alignment between the Board goals and constraints and established Board and district priorities.

The proposed goal directly aligns to the transforming educational outcomes priority area identified within the district's strategic plan.

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None

ADMINISTRATIVE PROCEDURES REQUIRED: None

Office of the Superintendent of Schools
Board of Education Meeting of May 9, 2019

Office of the Board of Education
Diana Davila, President and District VIII Trustee

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY, REGARDING A FIFTY-PERCENT STUDENT OUTCOMES CONSTRAINT—SECOND READING**

The Houston Independent School District Board of Education proposes changes to Board Policy AE(LOCAL), *Educational Philosophy*, to add a board self-constraint and related constraint progress measure.

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 three district goals and is aligned to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy AE(LOCAL), *Educational Philosophy*, on second reading, effective May 10, 2019.

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.

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.
- 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.
- 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.

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.

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.

Goals and Progress Measures

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 students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

- Goal Progress Measure 1.1

  End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

- Goal Progress Measure 1.2

  Grades 4 and 7 students shall be assessed in writing in the fall and spring; percent of students meeting the grade level standard shall increase at least three percentage points annually from 22% in spring 2018 to 28% in spring 2020. Results will be presented to the board after the fall and spring testing windows.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

- Goal Progress Measure 2.1

  The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in spring 2017 to 69.0 percent in spring 2020.

- Goal Progress Measure 2.2

  The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in spring 2017 to 42.1 percent in spring 2020.

- Goal Progress Measure 2.3

  The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage point annually from 10 percent in spring 2017 to 13 percent in spring 2020.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one

year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

- Goal Progress Measure 3.1

  The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

- Goal Progress Measure 3.2

  The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

Constraints and Constraint Progress Measures

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.

Board's Constraint for the Board

The Board shall not spend more than 50 percent of its time on non-student outcome related discussion.

- Constraint Progress Measure

  The Board shall increase the time it spends on student outcomes from 9 percent in the fourth quarter of 2018 to 50 percent in the second quarter of 2019, maintaining 50 percent through the end of 2021.

Board's Constraints for the Superintendent

The Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

Constraint 1

- Constraint Progress Measure 1.1

  The District shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–18 school year and shall increase annually until all schools (100 percent) are served in 2022.

- Constraint Progress Measure 1.2

  The District shall develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017–18 and shall increase usage annually from 0 percent in fall 2017 to 100 percent of campuses access the tools and training by 2022.

Constraint 2 The Superintendent shall not require teachers to administer more than two District-created assessments per semester.

- Constraint Progress Measure 2.1

  The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020.

Constraint 3 The Superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English learners (ELs), to increase in reading and mathematics.

- Constraint Progress Measure 3.1

  The reading and math performance gap between economically disadvantaged and non-economically disadvantaged students, as measured by the percent of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 17 percentage points in spring 2017 to 14 percentage points in spring 2020.

- Constraint Progress Measure 3.2

  The reading and math performance gap between English learners (ELs) and Non-English Learners (Non-ELs), as measured by the percentage of students at the Approaches Grade Level Standard on STAAR shall decrease by one percentage point annually from 22 percentage points in spring 2017 to 19 percentage points in spring 2020.

- Constraint Progress Measure 3.3

  The reading and math performance gap between students receiving special education services and students not receiving special education services, as measured by the percentage of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 45 percentage points in spring 2017 to 42 percentage points in spring 2020.

Constraint 4

The Superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*

*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualification should consider certification and experience.

- Constraint Progress Measure 4.1

  The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020.

- Constraint Progress Measure 4.2

  The percentage of first-year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020.

- Constraint Progress Measure 4.3

  The percentage of teaching positions at struggling schools held by teachers certified in their assigned subject areas and grade levels shall increase each semester from 99 percent in 2017 until 100 percent is reached and maintained through 2020.

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;
- 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, ~~December 14, 2018~~.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SCHEDULED MEETING
AE(LOCAL)	Educational Philosophy	May 9, 2019
INITIATED BY: Board Policy Committee		
TYPE OF REVISION: Update		
APPLICABILITY: Lone Star Governance; Board		
BACKGROUND: The Houston Independent School District (HISD) Board of Education is adding a board Constraint and Constraint Progress Measure.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: None		