THE HOUSTON INDEPENDENT SCHOOL DISTRICT

AGENDA

Board of Education Meeting

September 02, 2021

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

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

Millard House II, *Superintendent of Schools*

5:00 p.m.

- **CALL TO ORDER WHEN A QUORUM IS PRESENT**

CLOSED SESSION (IF NECESSARY)

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

RECONVENE IN OPEN SESSION

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM AUGUST 12 AND 19, 2021**
- **SPEAKERS TO AGENDA ITEMS**

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT'S PRIORITY ITEMS

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

A-2. Acceptance Of Board Monitoring Update: Presentation Of Goal 2 Progress Measures 1, 2, And 3

- September 2021 GPM Update
- September 2021 Goal Monitoring Report

B. TRUSTEE ITEMS

C. CLOSED SESSION

C-1. Personnel

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

b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, including resignation agreements and full and final release for chief officers, assistant superintendents,

executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.

c. Hear complaints against and deliberate the appointment, evaluation and duties of public officers or employees and resolution of same.

C-2. Legal Matters

a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.

b. Pending or contemplated litigation matters and status report.

c. Update on federal law enforcement activity on February 27, 2020.

d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.

e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.

f. Legal Update on Special Education Accreditation Investigation.

C-3. Real Estate

D. ACADEMIC SERVICES

D-1. Acceptance Of Proposed Revisions To Board Monitoring Calendar

- Board Monitoring Calendar

E. SCHOOL OFFICES

F. STRATEGY AND INNOVATION

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

K-1. Approval Of Proposed Revisions To Board Policy BED(LOCAL), *Board Meetings: Public Participation*—First Reading

- Explanatory Sheet
- BED(LOCAL), First Reading

K-2. Approval Of Proposed Revisions To Board Policy CK(LOCAL), *Safety Program/Risk Management*—First Reading

- Explanatory Sheet
- CK(LOCAL), First Reading

K-3. Approval Of Proposed Revisions To Board Policy CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*—First Reading

- Explanatory Sheet
- CKC(LOCAL), First Reading

K-4. Approval Of Revisions To Board Policy FDC(LOCAL), *Admissions: Homeless Students*—First Reading

- Explanatory Sheet
- FDC(LOCAL), First Reading

K-5. Approval Of Proposed Revisions To Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*—First Reading

- Explanatory Sheet
- FFB(LOCAL), First Reading

K-6. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Constraints—Second Reading

- Explanatory Sheet
- AE(LOCAL), Second Reading
- Presentation: Constraint Methodologies And Targets *- Revised*

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

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

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

SUBJECT: **ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 2 PROGRESS MEASURES 1,2, AND 3**

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

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

Attached to this update are a presentation and report regarding goals and goal progress measures (GPMs). Goal 3, scheduled for presentation this month, will be presented in October along with Constraint 5. These changes are reflected in the board monitoring calendar submitted for review at this board meeting. The following measures have new data this month:

Goal 2: The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring 2019 to 54 percent in spring 2024.

- GPM 2.1—The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.
- GPM 2.2—The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.
- GPM 2.3—The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goal 2 Progress Measures

Date: 9/2/2021

Progress Monitoring Timeline

- Goals 1, 2, and 4 were established using TAPR as the data source. As such, they cannot be evaluated until publication by the state.
- Tonight: Finalize Goal 2 PMs
- Next Month: Finalize Goal 3 with PMs

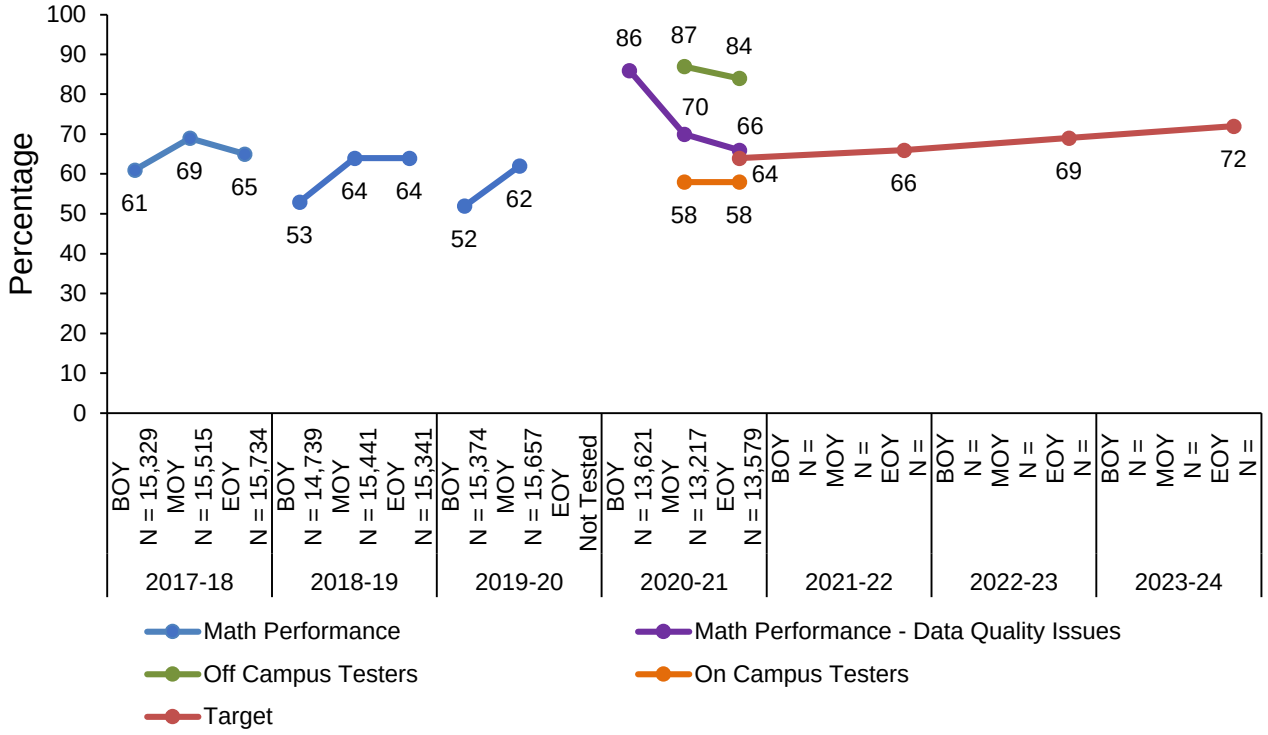
Goal 2

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

Goal Progress Measure 2.1

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

Percentage of 1st Grade Math Students At or Above Benchmark (40th Percentile) English and Spanish Results Combined



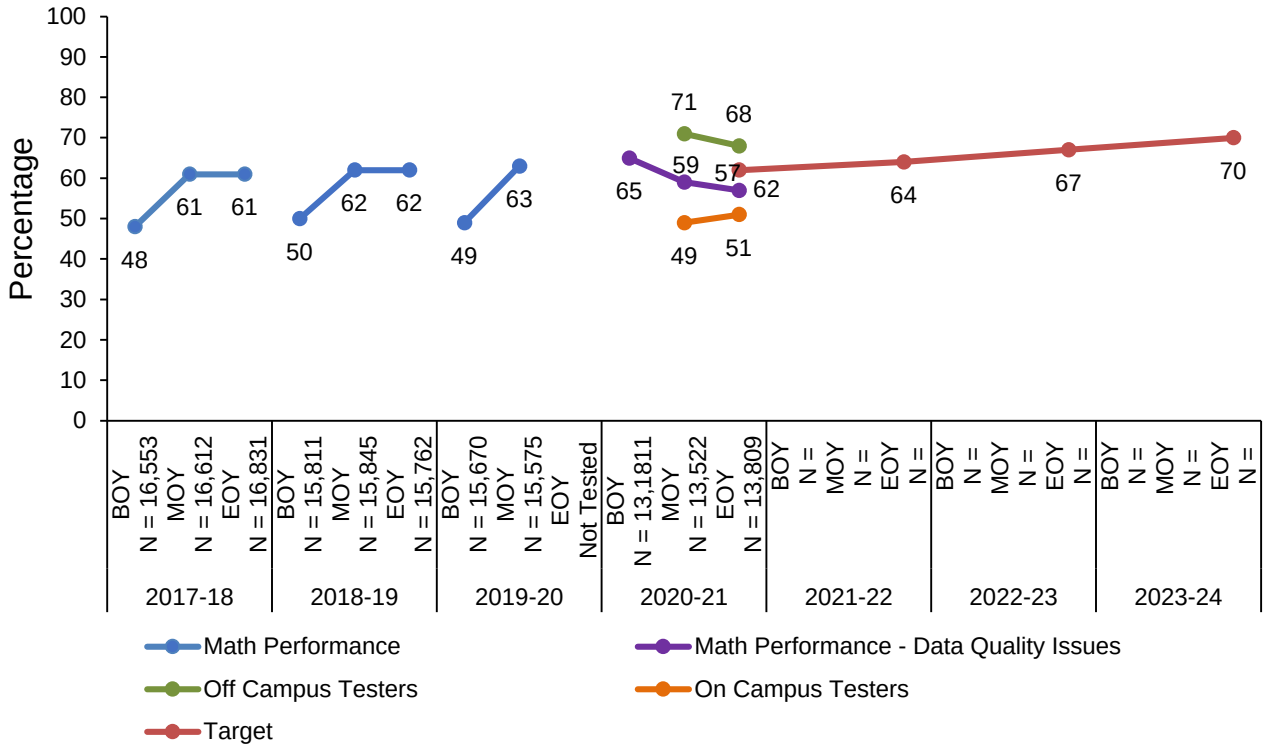
Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-nine percent (9,405 students) of 1st grade students tested on campus.
- Due to data quality issues, further disaggregation not presented.

Goal Progress Measure 2.2

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

Percentage of 2nd Grade Math Students At or Above Benchmark (40th Percentile) English and Spanish Results Combined



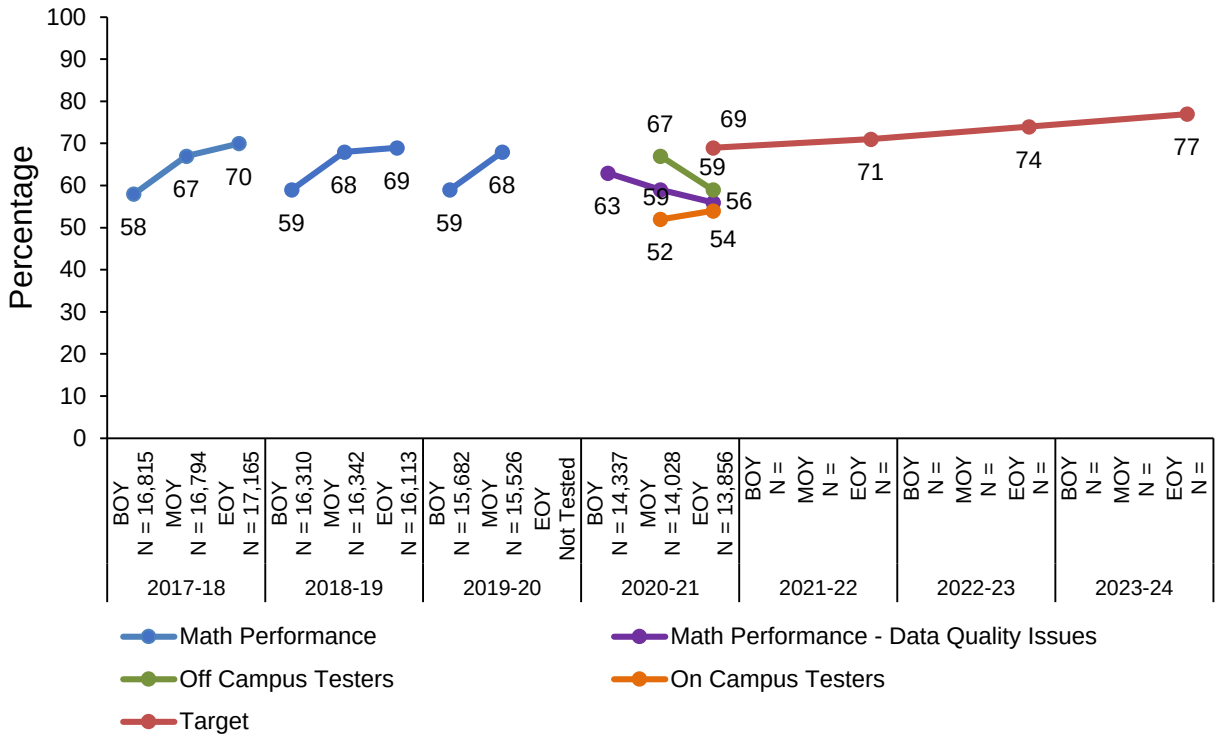
Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-seven percent (9,235 students) of 2nd grade students tested in reading on campus.
- Due to data quality issues, further disaggregation not presented.

Goal Progress Measure 1.3

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

Percentage of 3rd Grade Math Students At or Above Benchmark (40th Percentile) English and Spanish Results Combined



Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-four percent (8,936 students) of 3rd grade students tested on campus.
- Due to data quality issues, further disaggregation not presented.

Next Steps

- Continue HB3 math literacy plan.
- Accelerated Instructional Strategies.
- Universal Design for Learning (UDL)

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 9/2/2021

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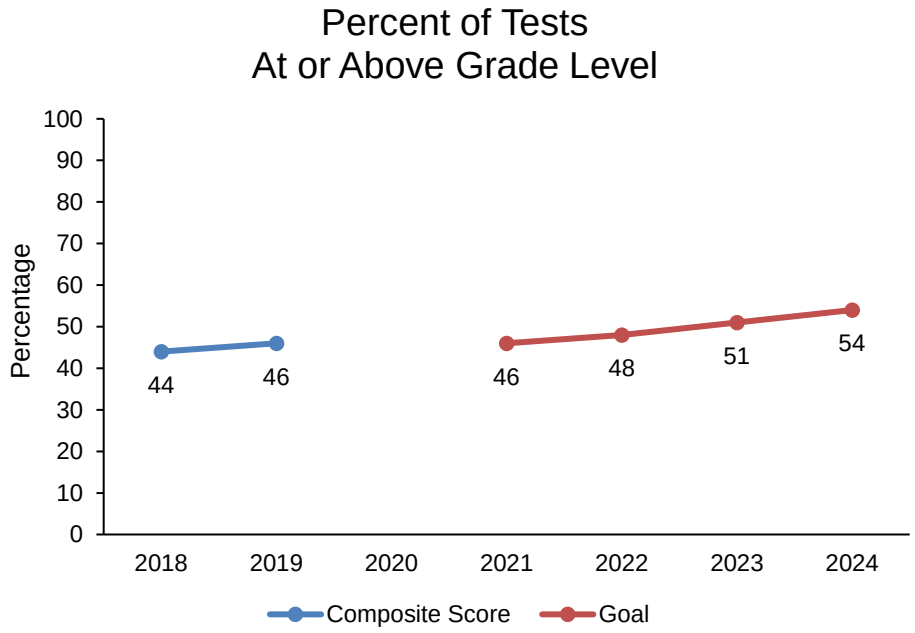
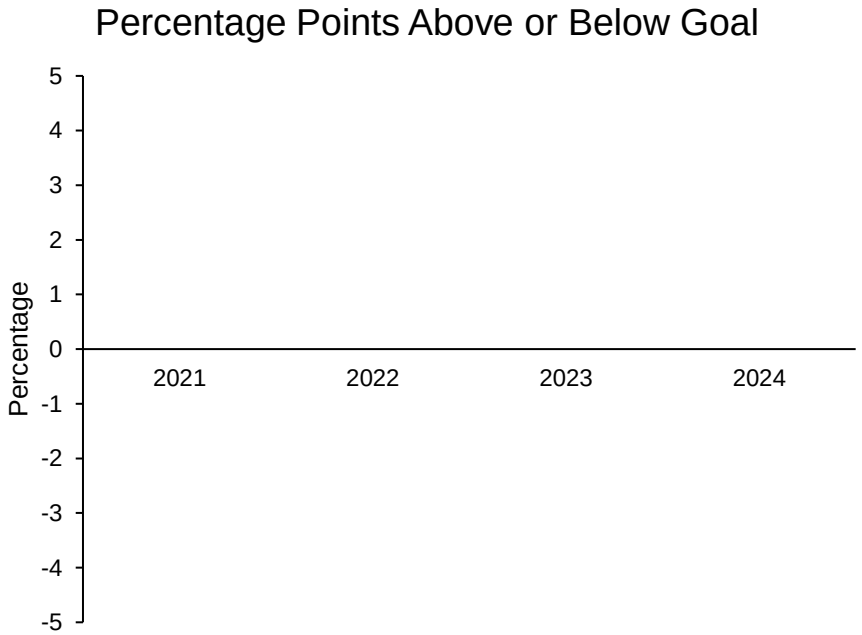
Goal Monitoring Report: September 2021

Goal 2, September 2021 3rd Grade STAAR Math At or Above Grade Level	
Goal Measure 2	**Evaluation**
The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	---





Data Source

- TAPR statewide district data download

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Goal Monitoring Report: September 2021

Goal Measure 2 (Early Mathematics) Support Data

Houston ISD			School Year						
			2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students		Actual	44%	46%	n/a				
		Target				46%	48%	51%	54%
Econ. Dis.		Actual	39%	40%	n/a				
		Target				40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a				
		Target				31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a				
		Target				45%	47%	50%	53%
	White	Actual	71%	72%	n/a				
		Target				72%	73%	74%	75%
	American Indian	Actual	---	---	n/a				
		Target				---	---	---	---
	Asian	Actual	83%	85%	n/a				
		Target				85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a				
		Target				---	---	---	---
	Two or More	Actual	67%	71%	n/a				
		Target				71%	72%	73%	74%
Special Pops.	Special Ed.	Actual	30%	28%	n/a				
		Target				28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a				
		Target				46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a				
		Target				46%	48%	51%	54%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a				
		Target				48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a				
		Target				38%	41%	45%	49%

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

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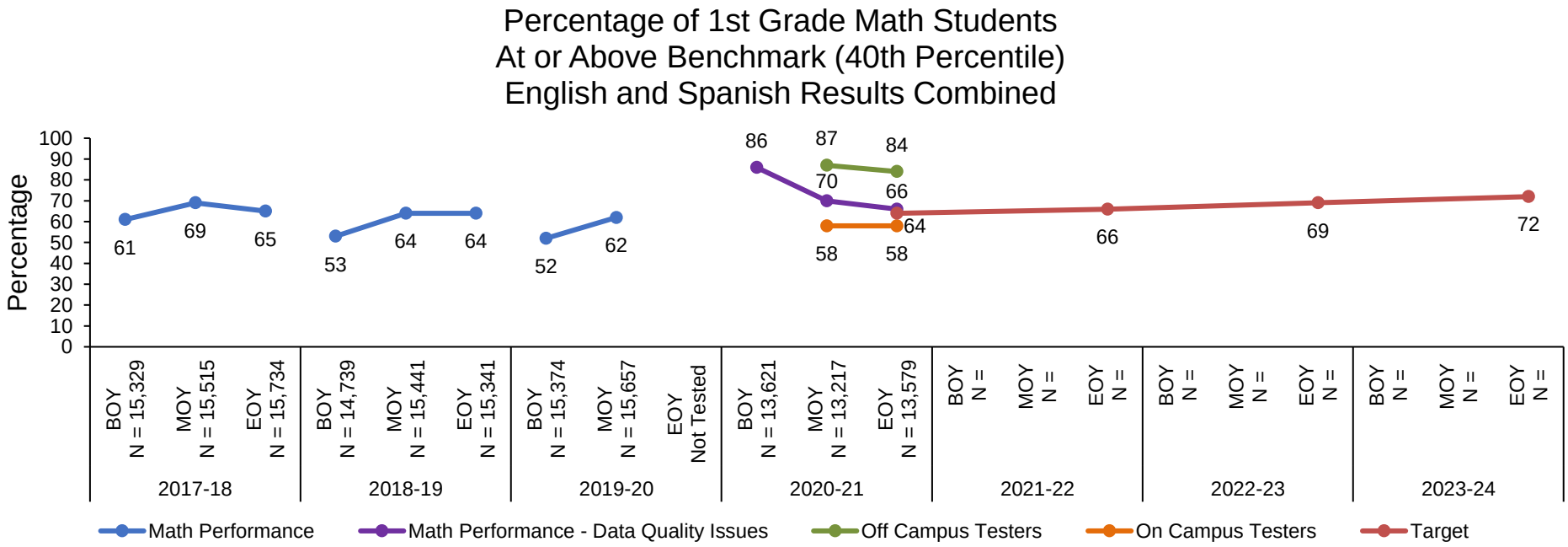
Goal Monitoring Report: September 2021

Goal Progress Measure 2.1 – September 2021	Evaluation
The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source

- EOY results are not evaluated due to data quality issues.
- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
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- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

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Goal Monitoring Report: September 2021

Goal Progress Measure 2.1 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	61%	53%	52%	86%			
	MOY	69%	64%	62%	70%			
	EOY	65%	64%		66%			
Econ. Dis.	BOY	57%	47%	44%	84%			
	MOY	66%	58%	56%	65%			
	EOY	61%	58%		61%			
ELs**	BOY	57%	41%	37%	87%			
	MOY	68%	59%	56%	72%			
	EOY	67%	64%		69%			
Males	BOY	61%	54%	51%	86%			
	MOY	69%	63%	62%	71%			
	EOY	65%	62%		68%			
Females	BOY	62%	53%	52%	86%			
	MOY	70%	65%	62%	70%			
	EOY	66%	65%		67%			
Migrant	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	61%	53%	36%	86%			
	MOY	68%	50%	48%	59%			
	EOY	63%	49%		56%			

*<25 students tested **Includes current only
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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Goal Monitoring Report: September 2021

Goal Progress Measure 2.1 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	56%	54%	56%	80%			
	MOY	61%	57%	56%	58%			
	EOY	52%	50%		54%			
Hispanic	BOY	58%	46%	42%	85%			
	MOY	68%	60%	58%	69%			
	EOY	65%	63%		65%			
White	BOY	81%	81%	82%	94%			
	MOY	87%	88%	87%	90%			
	EOY	86%	87%		89%			
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	54%	*		*			
Asian	BOY	85%	87%	87%	96%			
	MOY	88%	91%	89%	93%			
	EOY	89%	87%		92%			
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	79%	78%	75%	94%			
	MOY	86%	87%	86%	87%			
	EOY	82%	86%		87%			

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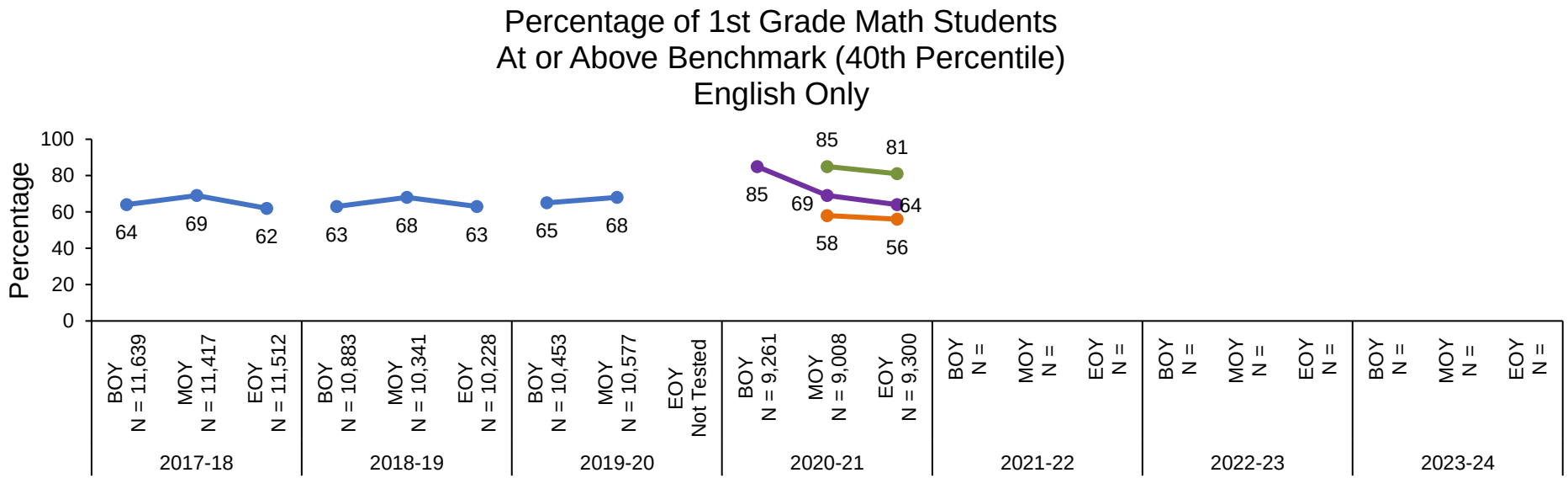
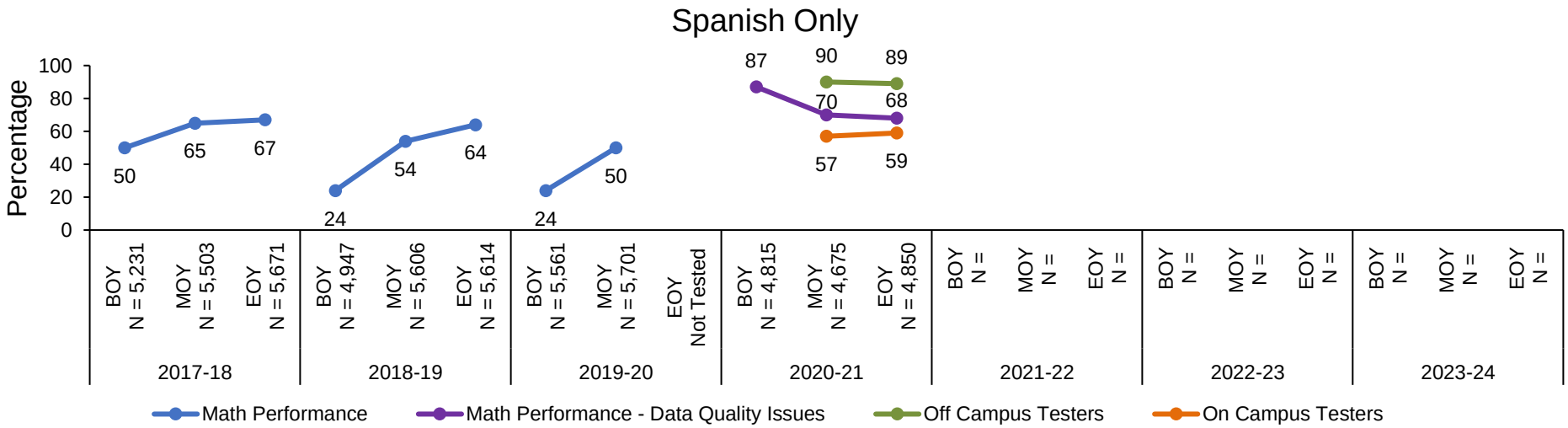
Goal Monitoring Report: September 2021

Goal Progress Measure 2.1 Support Data





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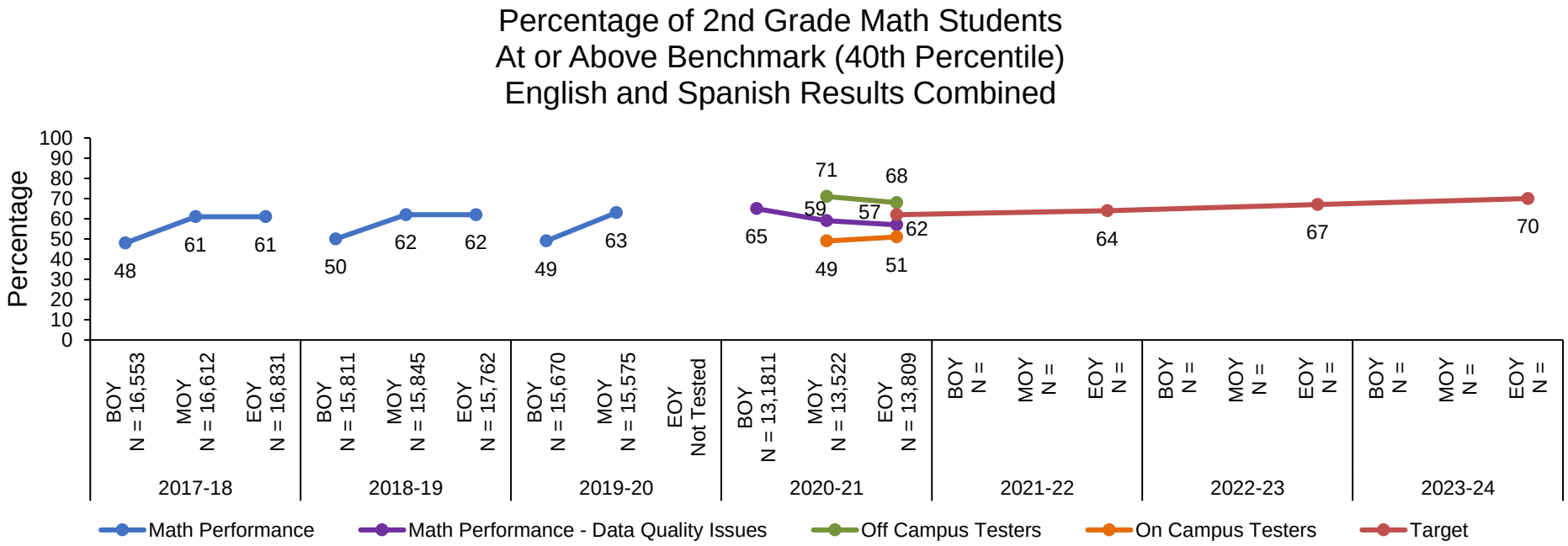
Goal Monitoring Report: September 2021

Goal Progress Measure 2.2 – September 2021	Evaluation
The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source

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Goal Monitoring Report: September 2021

Goal Progress Measure 2.2 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	48%	50%	49%	65%			
	MOY	61%	62%	63%	59%			
	EOY	61%	62%		57%			
Econ. Dis.	BOY	43%	44%	43%	60%			
	MOY	57%	56%	57%	53%			
	EOY	56%	57%		51%			
Special Ed.	BOY	20%	17%	22%	50%			
	MOY	27%	24%	29%	40%			
	EOY	28%	26%		40%			
ELs**	BOY	47%	50%	47%	67%			
	MOY	62%	62%	63%	59%			
	EOY	63%	63%		57%			
Males	BOY	48%	50%	49%	66%			
	MOY	61%	62%	63%	62%			
	EOY	60%	62%		60%			
Females	BOY	48%	50%	50%	64%			
	MOY	61%	62%	63%	58%			
	EOY	61%	62%		56%			
Migrant	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	48%	50%	*	65%			
	MOY	58%	47%	*	45%			
	EOY	59%	49%		44%			

*<25 students tested **Includes current and monitored
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PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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Goal Monitoring Report: September 2021

Goal Progress Measure 2.2 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	33%	35%	35%	52%			
	MOY	44%	47%	46%	46%			
	EOY	42%	48%		44%			
Hispanic	BOY	48%	50%	47%	63%			
	MOY	62%	62%	63%	57%			
	EOY	62%	62%		54%			
White	BOY	73%	76%	78%	86%			
	MOY	82%	84%	87%	87%			
	EOY	83%	84%		86%			
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	60%	*		*			
Asian	BOY	82%	81%	81%	90%			
	MOY	88%	87%	85%	89%			
	EOY	875	86%		87%			
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	70%	71%	74%	84%			
	MOY	77%	84%	84%	83%			
	EOY	79%	82%		82%			

*<25 students tested
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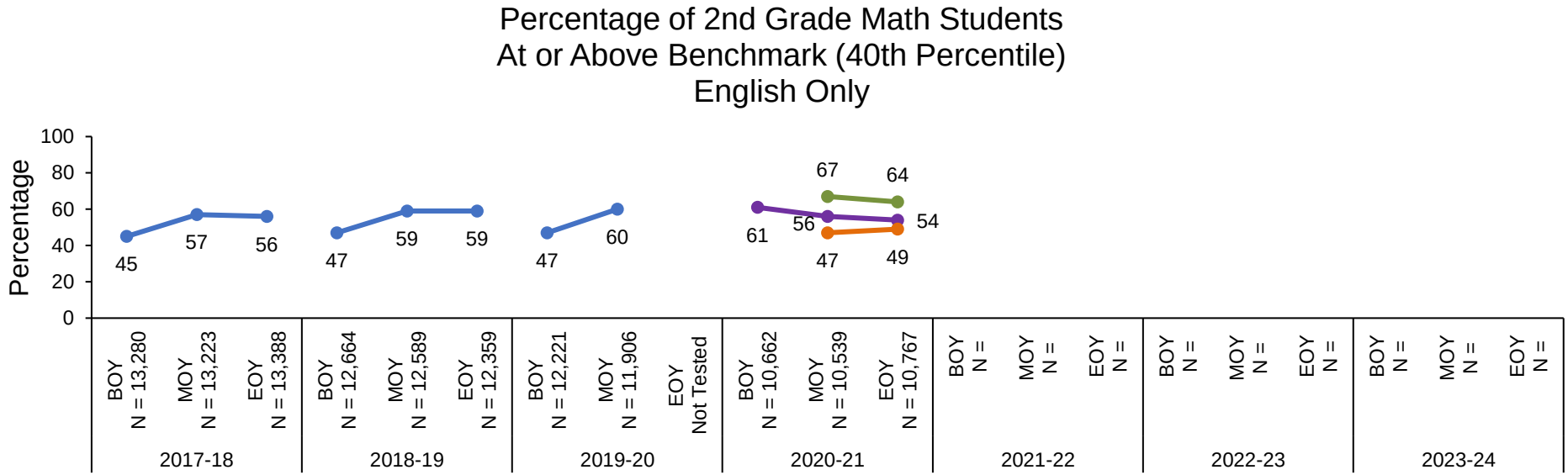
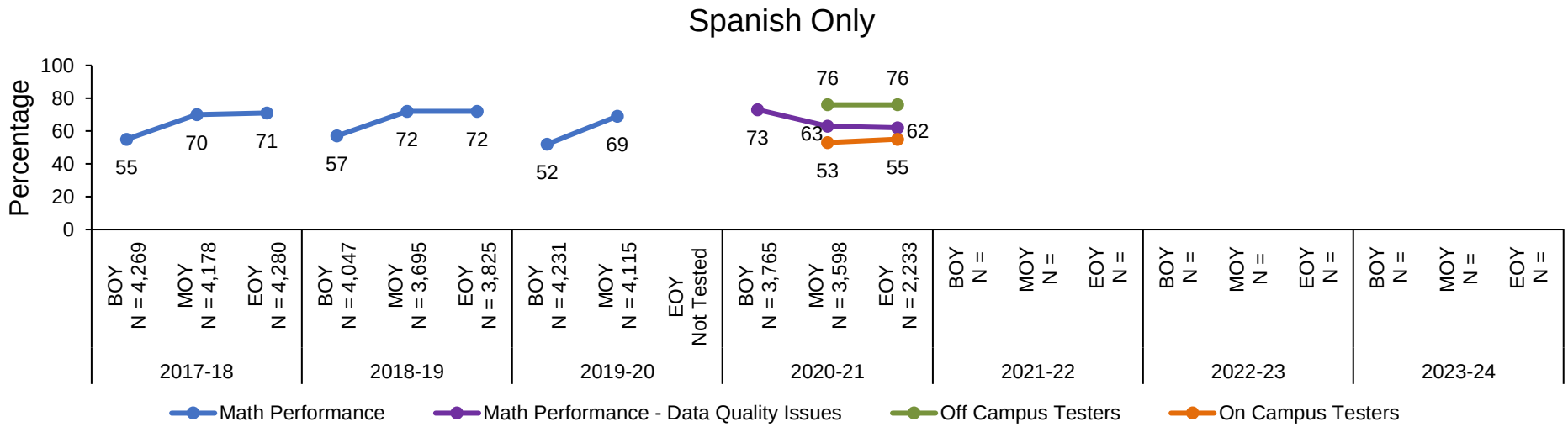
Goal Monitoring Report: September 2021

Goal Progress Measure 2.2 Support Data





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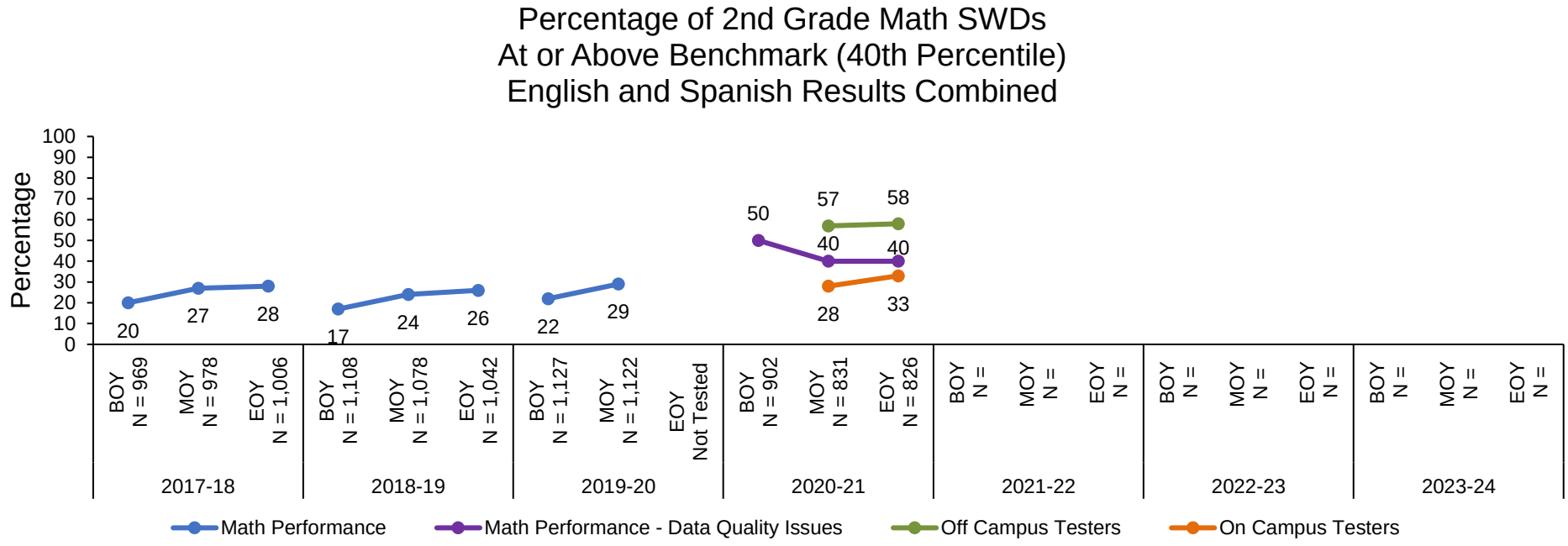
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

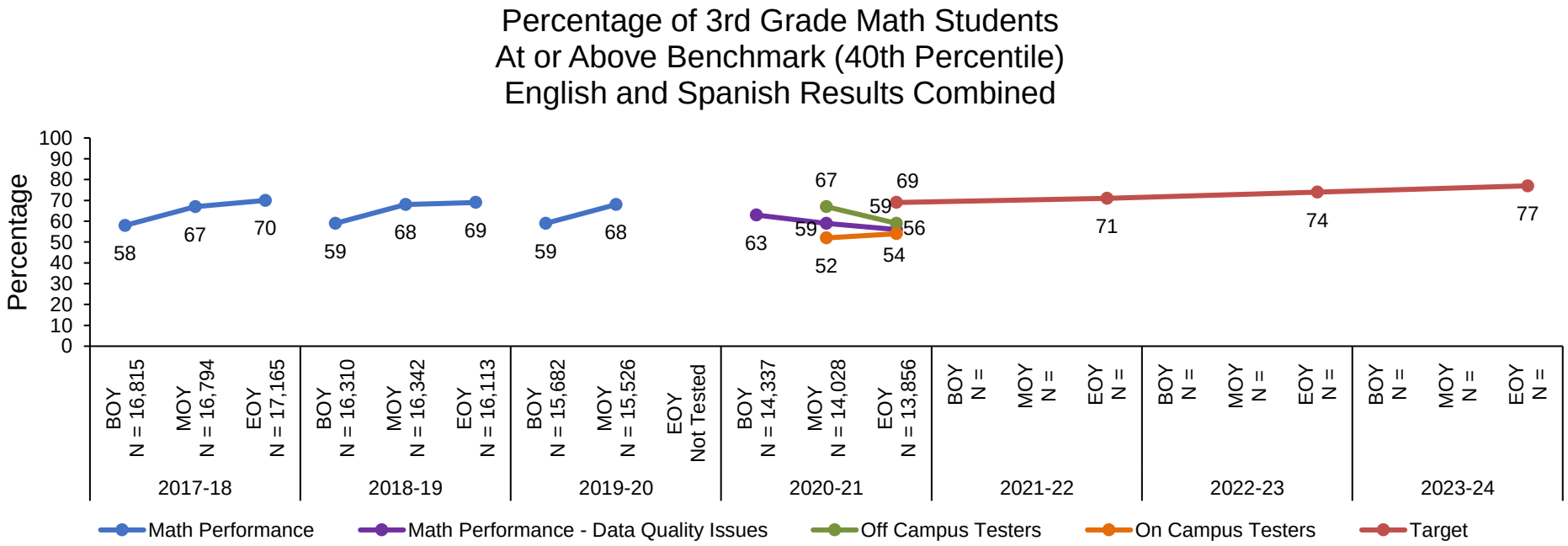
Goal Progress Measure 2.2 Support Data – Students with Disabilities



HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal Progress Measure 2.3 – September 2021	Evaluation
The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source

- EOY results are not evaluated due to data quality issues.
- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- EOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-four percent (8,936 students) of third grade students tested on campus.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal Progress Measure 2.3 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	58%	59%	59%	63%			
	MOY	67%	68%	68%	59%			
	EOY	70%	69%		56%			
Econ. Dis.	BOY	54%	53%	53%	57%			
	MOY	63%	63%	63%	53%			
	EOY	66%	65%		49%			
Special Ed.	BOY	23%	20%	22%	40%			
	MOY	28%	28%	31%	35%			
	EOY	31%	28%		31%			
ELs**	BOY	56%	58%	56%	62%			
	MOY	67%	69%	67%	58%			
	EOY	73%	71%		55%			
Males	BOY	59%	59%	60%	65%			
	MOY	66%	67%	68%	61%			
	EOY	69%	69%		58%			
Females	BOY	57%	59%	58%	62%			
	MOY	67%	68%	68%	58%			
	EOY	71%	70%		55%			
Migrant	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	56%	43%	*	46%			
	MOY	63%	48%	*	38%			
	EOY	68%	51%		34%			

*<25 students tested **Includes current and monitored
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal Progress Measure 2.3 Support Data by Race/Ethn.

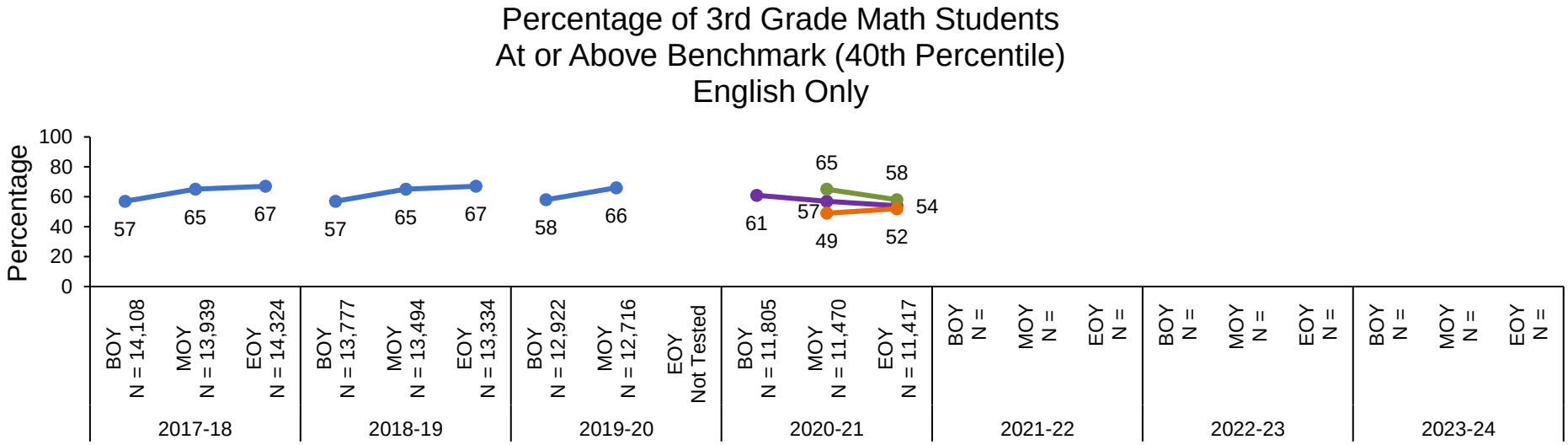
Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	45%	42%	45%	51%			
	MOY	50%	48%	53%	45%			
	EOY	51%	51%		40%			
Hispanic	BOY	58%	59%	58%	61%			
	MOY	68%	70%	68%	58%			
	EOY	73%	71%		54%			
White	BOY	83%	83%	83%	88%			
	MOY	88%	89%	87%	86%			
	EOY	89%	89%		85%			
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Asian	BOY	88%	88%	87%	88%			
	MOY	89%	91%	88%	87%			
	EOY	90%	92%		88%			
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	80%	80%	82%	86%			
	MOY	85%	84%	86%	85%			
	EOY	85%	86%		83%			

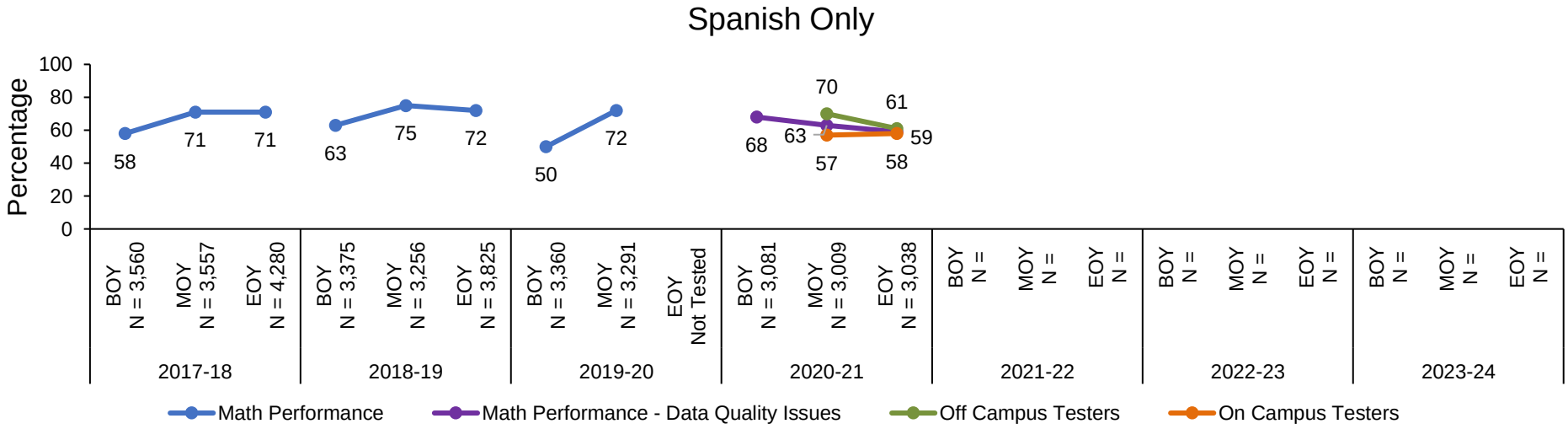
*<25 students tested
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal Progress Measure 2.3 Support Data

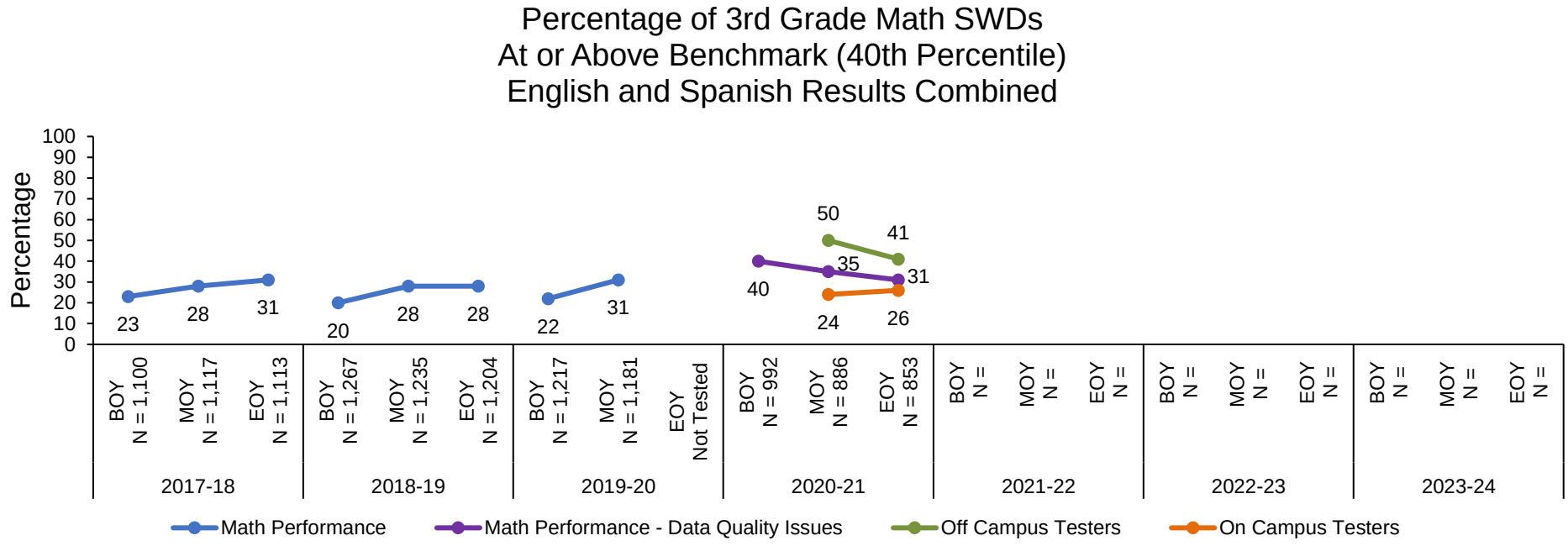




HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal Progress Measure 2.3 Support Data – Students with Disabilities



HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal 2 Superintendent's Response
I am working with the Elementary Curriculum and Development Department on addressing the mathematics gaps identified in early mathematics. For this upcoming school year, our initiatives focus on increasing individual student growth and student meets percentages across all grade levels. In the primary grades we are providing the HB3 Math Literacy Plan which entails our Kinder through Grade 3 Math Academies with Grade 2 being the focus area for the upcoming 2021–2022 school year. Houston ISD will continue to provide Kinder, First, Second, and Third Grade (K–3) teachers with targeted mathematics professional learning. Phase One began in 2020-2021 and Phase Two in Summer 2021. Over the implementation of HB3 Math Academy, Houston ISD will continue to collaborate with Math Perspectives, the Texas Education Agency, and Regional Centers through these scopes of work: professional learning sessions and administrator trainings. Each scope of work will focus on classroom application of foundational mathematics knowledge, best practices for the math classroom, and skills as well as how district and campus administrators can best support and monitor effective math instruction. The focus of the collaboration is to ensure every Kindergarten, First, Second, and Third Grade mathematics teacher is equipped with content capacity to increase their students conceptual understanding and fluency development. One key component of the plan is to provide priority selected campuses with HB3 Math TDS to support their math teachers with conceptual development and fluency. This plan is designed to enhance teacher knowledge, skills, and instructional practice, which in turn increases student achievement and is differentiated by grade-level. Primary grades will be assessed three times over the school year: Kindergarten will be assessed via TX-KEA progress monitoring tool and grade one through second will be assessed via Renaissance progress monitoring tool. In response to the student learning outcomes over the summer, we have implemented strategies for the acceleration of math instruction. The elementary math team is creating multiple curriculum resources. Some of the key math curriculum resources and supports being created include: • Learning Recovery Days: These days are embedded into the school year and provide a full-day for instruction that is vertically aligned to prior grade-level student expectations. The planning guides provide recommended activities and checks for understanding for these days. • TEKS-based mini-lessons: These instructional times are embedded into the math block and provide opportunity to review previously taught materials whether from the previous grade level or previous unit of instruction. The planning guides provide recommended explore, review, and practice activities. • Daily routines: These numerical fluency activities are either number talks or number of the day that build student automaticity and fluency. • Problem of the day: These contextual, TEKS-based math problems reinforce previously taught curriculum from vertically aligned grade level or previously taught unit of instruction. A Universal Design for Learning (UDL) Team has been established to use the principles of UDL in the elementary curriculum documents to provide an intense focus on student special populations: Special Education, English Learners, and Gifted and Talented Students across all content areas- Reading, Math, and Science. The UDL Team will work with content curriculum specialists to collaborate and implement UDL best practices and support teachers in planning and meeting the needs of all learners. The UDL Team will create UDL strategies for students in grades 3-5 and provide teachers with professional development on how to integrate the UDL framework into their daily teaching practice. Progress monitoring for current and upcoming data will assist with prioritizing supports for teachers and students.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: September 2021

Goal 2 Superintendent's Response (Cont.)

The elementary math Teacher Development Specialists (TDS) are poised to provide targeted support in grades 3, grade 4, and grade 5 for campuses who have demonstrated significant learning loss. Currently, TDS are receiving in-depth training and development to ensure their support on campuses is TEKS-specific, grounded in best practices, follows student-centered coaching model, and aligned to board goals. The support will focus on the following:

- Developing and facilitating coaching plans based on teacher and campus needs
- Developing model/master teachers
- Organizing and assisting with Professional Learning Communities (PLCs)
- Conducting model lessons using a co-teaching model
- Facilitating data analysis protocols
- Assisting with instructional planning

We will continue to provide new math professional development sessions for our upcoming school year. These sessions take focus in building teacher math capacity, norming math best practices shown to increase student engagement and achievement, and delivery of accessible math instruction to meet the needs of all learners. Some of the ones we are most excited about include:

- Do the Math: These are grade-specific sessions focus on upcoming unit of instruction and student-centered learning offered in English and Spanish.
- Supporting Students in the Math Classroom Series: ELs, GT, IAT, and SPED are the four current session concentrations.
- The New Math Teacher: Targets year 1-3 math teachers and focuses on building content capacity and just-in-time resources.
- Backwards Planning and Planning for the Bilingual Classroom: Provides a blueprint for TEKS-based math instruction.

Our next steps are to continue to implement the 2020-2021 Grade 3 HB3 Mathematics Literacy Plan which includes progress monitoring for upcoming data points, provide job-embedded coaching to our math teachers, create TEKS-aligned resources and activities, collaborate with all stakeholder (e.g., area offices, HISD departments, campus administrators, etc.) to create customized campus and teacher math plans, facilitate professional development sessions that focus on meeting the needs of all our students, inclusive of special populations, and progress monitor campus, teacher, and student growth using district data reports.

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

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

SUBJECT: **ACCEPTANCE OF PROPOSED REVISIONS TO BOARD MONITORING CALENDAR**

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the Houston Independent School District (HISD) Board of Education monitors progress towards the district's goals and compliance with certain constraints. This item seeks approval from the board of revisions to the current board monitoring calendar. A copy of the calendar is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education accepts the board monitoring calendar, effective September 3, 2021.

Houston ISD

TEA Lone Star Governance Monitoring Calendar

August 2021 – July 2024

Month / 2021	Goal/ GPM	Description	CPM	Description	Evaluations
August	1.1	EOY 1st Grade Literacy	2.1	Wraparound Annual Interventions	
	1.2	EOY 2nd Grade Literacy	2.2	Wraparound Advisory Council	
	1.3	EOY 3rd Grade Literacy	2.3	Wraparound Partnerships	
	4.1	EOY SWD Elementary School Literacy	3.1	Literacy Parent/Guardian Notification	
	4.2	EOY SWD Middle School Literacy	3.2	Campus Literacy Plan	
	4.3	EOY SWD High School Literacy			
September	2.1	EOY 1st Grade Mathematics	1.1	SWDs Strong Teacher	
	2.2	EOY 2nd Grade Mathematics	1.2	Bilingual Strong Teacher	
	2.3	EOY 3rd Grade Mathematics	1.3	Retention of Strong Teachers	
			4.1	IEP Progress Recorded	
			4.2	Audited IEP Goals	
			4.3	Meeting IEP Goals	
October	3	CCMR 2020 Graduates	5.1	PK and Kindergarten Enrollment	
	3.1	2020–21 11th Graders Met TSI	5.2	PK Student to Instructor Ratio	
	3.2	2020–21 11th Graders Met AP/IB, DC, DE			
	3.3	2020–21 11th Graders Met Industry Based Cert.			
November	3.1	Students Meeting TSI			
December	1.1	BOY 1st Grade Literacy			
	1.2	BOY 2nd Grade Literacy			
	1.3	BOY 3rd Grade Literacy			
	4.1	BOY SWD Elementary School Literacy			
	4.2	BOY SWD Middle School Literacy			
	4.3	BOY SWD High School Literacy			

Houston ISD

TEA Lone Star Governance Monitoring Calendar

August 2021 – July 2024

Month / 2022	Goal/ GPM	Description	CPM	Description	Evaluations
January	2.1	BOY 1st Grade Mathematics	3.2	Campus Literacy Plan	
	2.2	BOY 2nd Grade Mathematics			
	2.3	BOY 3rd Grade Mathematics			
	3.2	Students Meeting AP/IB, DC, DE			
February	3.3	Students Meeting Industry Based Certification	1.3	Retention of Strong Teachers	
March	1	TAPR Reading Results			
	4	TAPR SWDs Results			
April	2	TAPR Math Results	5.1	PK and Kindergarten Enrollment	
	2.1	MOY 1st Grade Mathematics	5.2	PK Student to Instructor Ratio	
	2.2	MOY 2nd Grade Mathematics			
	2.3	MOY 3rd Grade Mathematics			
May	1.1	MOY 1st Grade Literacy			
	1.2	MOY 2nd Grade Literacy			
	1.3	MOY 3rd Grade Literacy			
	4.1	MOY SWD Elementary School Literacy			
	4.2	MOY SWD Middle School Literacy			
	4.3	MOY SWD High School Literacy			
June		Open Presentation		Open Presentation	
July	**NO MEETING**				

Houston ISD

TEA Lone Star Governance Monitoring Calendar

August 2021 – July 2024

Month / 2022	Goal/ GPM	Description	CPM	Description	Evaluations
August	1.1	EOY 1st Grade Literacy			
	1.2	EOY 2nd Grade Literacy			
	1.3	EOY 3rd Grade Literacy			
	4.1	EOY SWD Elementary School Literacy			
	4.2	EOY SWD Middle School Literacy			
	4.3	EOY SWD High School Literacy			
September	2.1	EOY 1st Grade Mathematics	1.1	SWDs Strong Teacher	
	2.2	EOY 2nd Grade Mathematics	1.2	Bilingual Strong Teacher	
	2.3	EOY 3rd Grade Mathematics	4.1	IEP Progress Recorded	
			4.2	Audited IEP Goals	
			4.3	Meeting IEP Goals	
October	3	CCMR 2020 Graduates	2.1	Wraparound Annual Interventions	
	3.1	2020–21 11th Graders Met TSI	2.2	Wraparound Advisory Council	
	3.2	2020–21 11th Graders Met AP/IB, DC, DE	2.3	Wraparound Partnerships	
	3.3	2020–21 11th Graders Met Industry Based Cert.	3.1	Literacy Parent/Guardian Notification	
November	3.1	Students Meeting TSI			
December	1.1	BOY 1st Grade Literacy			
	1.2	BOY 2nd Grade Literacy			
	1.3	BOY 3rd Grade Literacy			
	4.1	BOY SWD Elementary School Literacy			
	4.2	BOY SWD Middle School Literacy			
	4.3	BOY SWD High School Literacy			

Houston ISD

TEA Lone Star Governance Monitoring Calendar

August 2021 – July 2024

Month / 2023	Goal/ GPM	Description	CPM	Description	Evaluations
January	2.1	BOY 1st Grade Mathematics	3.2	Campus Literacy Plan	
	2.2	BOY 2nd Grade Mathematics			
	2.3	BOY 3rd Grade Mathematics			
	3.2	Students Meeting AP/IB, DC, DE			
February	3.3	Students Meeting Industry Based Certification	1.3	Retention of Strong Teachers	
March	1	TAPR Reading Results			
	4	TAPR SWDs Results			
April	2	TAPR Math Results	5.1	PK and Kindergarten Enrollment	
	2.1	MOY 1st Grade Mathematics	5.2	PK Student to Instructor Ratio	
	2.2	MOY 2nd Grade Mathematics			
	2.3	MOY 3rd Grade Mathematics			
May	1.1	MOY 1st Grade Literacy			
	1.2	MOY 2nd Grade Literacy			
	1.3	MOY 3rd Grade Literacy			
	4.1	MOY SWD Elementary School Literacy			
	4.2	MOY SWD Middle School Literacy			
	4.3	MOY SWD High School Literacy			
June		Open Presentation		Open Presentation	
July	**NO MEETING**				

Houston ISD

TEA Lone Star Governance Monitoring Calendar

August 2021 – July 2024

Month / 2023	Goal/ GPM	Description	CPM	Description	Evaluations
August	1.1	EOY 1st Grade Literacy			
	1.2	EOY 2nd Grade Literacy			
	1.3	EOY 3rd Grade Literacy			
	4.1	EOY SWD Elementary School Literacy			
	4.2	EOY SWD Middle School Literacy			
	4.3	EOY SWD High School Literacy			
September	2.1	EOY 1st Grade Mathematics	1.1	SWDs Strong Teacher	
	2.2	EOY 2nd Grade Mathematics	1.2	Bilingual Strong Teacher	
	2.3	EOY 3rd Grade Mathematics	4.1	IEP Progress Recorded	
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October	3	CCMR 2020 Graduates	2.1	Wraparound Annual Interventions	
	3.1	2020–21 11th Graders Met TSI	2.2	Wraparound Advisory Council	
	3.2	2020–21 11th Graders Met AP/IB, DC, DE	2.3	Wraparound Partnerships	
	3.3	2020–21 11th Graders Met Industry Based Cert.	3.1	Literacy Parent/Guardian Notification	
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	1.2	BOY 2nd Grade Literacy			
	1.3	BOY 3rd Grade Literacy			
	4.1	BOY SWD Elementary School Literacy			
	4.2	BOY SWD Middle School Literacy			
	4.3	BOY SWD High School Literacy			

Houston ISD

TEA Lone Star Governance Monitoring Calendar

August 2021 – July 2024

Month / 2024	Goal/ GPM	Description	CPM	Description	Evaluations
January	2.1	BOY 1st Grade Mathematics	3.2	Campus Literacy Plan	
	2.2	BOY 2nd Grade Mathematics			
	2.3	BOY 3rd Grade Mathematics			
	3.2	Students Meeting AP/IB, DC, DE			
February	3.3	Students Meeting Industry Based Certification	1.3	Retention of Strong Teachers	
March	1	TAPR Reading Results			
	4	TAPR SWDs Results			
April	2	TAPR Math Results	5.1	PK and Kindergarten Enrollment	
	2.1	MOY 1st Grade Mathematics	5.2	PK Student to Instructor Ratio	
	2.2	MOY 2nd Grade Mathematics			
	2.3	MOY 3rd Grade Mathematics			
May	1.1	MOY 1st Grade Literacy			
	1.2	MOY 2nd Grade Literacy			
	1.3	MOY 3rd Grade Literacy			
	4.1	MOY SWD Elementary School Literacy			
	4.2	MOY SWD Middle School Literacy			
	4.3	MOY SWD High School Literacy			
June		Open Presentation		Open Presentation	
July	NO MEETING				

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

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

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY BED(LOCAL), BOARD MEETINGS: PUBLIC PARTICIPATION—FIRST READING**

Texas House Bill 2840 changed the public comment requirements at board meetings, and policy BED(LEGAL) has been updated to reflect the change. The purpose of this agenda item is to obtain Houston Independent School District Board of Education approval of corresponding changes to BED(LOCAL), *Board Meetings: Public Participation*, as recommended by the Texas Association of School Boards.

The policy permits public comment at regular meetings on both agenda and nonagenda items, consistent with the district's current practice, but limits comments at special meetings to agenda items only. The policy provides that public comment will occur at the beginning of the meeting. The provisions on procedures and meeting management are intended to provide the board's presiding officer flexibility in implementing the new requirements. Other changes include:

- Deletion of an overall time limit for public comment at a meeting;
- Deletion of the provision requiring delegations of more than five persons to appoint one spokesperson; and
- Broad authority for the presiding officer to make adjustments to the board's public comment procedures, such as adjusting when public comment will occur (it must occur before or during the relevant agenda item), reordering or continuing agenda items to a later meeting, deferring public comment on nonagenda items, expanding opportunities for public comment, or establishing an overall time limit and shortening the time allotted to each speaker to no less than one minute.

The proposed changes are shown in the attached revised policy.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy BE(LOCAL), *Board Meetings: Public Participation*, on first reading, effective September 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
BED(LOCAL)	**Board Meetings**	**Public Participation**
INITIATED BY: **Texas Association of School Boards (TASB)**		
TYPE OF REVISION: **Update**		
APPLICABILITY: **This policy update applies to all board members.**		
BACKGROUND: TASB-recommended changes are based on the following rationale: House Bill 2840 significantly revised public comment requirements at board meetings, including: • Allowing public comment on agenda items at all board meetings; • Ensuring public comment on an item occurs before the board considers the item; and • Changes to the rules on speaker time limits.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: **A**dministrative regulations will be revised in accordance with changes to policy.		

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated ~~for that purpose~~to receive public comment in accordance with this policy. At all other times during a Board meeting, ~~members of~~ the audience shall not enter into discussion or debate on matters being considered by the Board, ~~except as provided~~unless requested by ~~this policy~~the presiding officer.

Public Comment

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

Public comment shall occur at the beginning of the meeting.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed two minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

~~**Speakers to Agenda Items**~~

~~A person wishing to speak regarding an agenda item, Board monitoring report, or student outcomes presentation (collectively referred to hereinafter as "agenda items") may do so at the Agenda Review Meeting for that item by completing a registration form and submitting it to the Office of Board Services by 9:30 a.m. on the day of the Agenda Review meeting.~~

~~Distribution of Materials~~

~~Should any registered speaker to an agenda item wish to distribute handout materials to the Board, the materials shall be provided to the Office of Board Services by 4:30 p.m. on the day before the Agenda Review meeting. Should any registered speaker wish to~~

~~distribute handout materials to the audience, this shall be done after, not during, the meeting.~~

~~Process/Time Limit~~

~~The total time for registered speakers to agenda items shall not exceed 60 minutes. The time allotment for any one agenda item shall not exceed 20 minutes. Speakers to agenda items shall be limited to two minutes each. The Board President may make adjustments to the number of speakers or to the number of minutes allocated to speakers to comply with the time limits described above. The time limit may be extended as needed at the Board President's discretion and/or a vote of the Board. Speakers shall be selected in the order in which they signed up to speak, except that preference shall be given to students and to individuals who have not appeared before the Board within the last 30 days.~~

~~A speaker may not yield unused time to another person. Should there be a speaker who has registered to speak to multiple agenda items, the Board President shall direct the speaker to consolidate their comments under the first item on the agenda for which the speaker has registered, and the speaker shall be given a total of two minutes to make their consolidated comments.~~

~~Should a speaker drift from the stated subject, or become disruptive or abusive, the speaker shall be given one warning; if a second warning is required, then the speaker shall forfeit the remaining time allotment for the current meeting, any allotment for any meeting within the next 30 days, and may be removed from the meeting. Speakers are required to follow the rules of behavior specified at BE(LOCAL).~~

~~**Hearing of the Community**~~

~~A person wishing to speak regarding any District-related matter may do so by completing a registration form and submitting it to the Office of Board Services by 9:30 a.m. on the day of a regular Board meeting. Individuals must indicate their concern, complaint, or commendation on the registration form.~~

~~Distribution of Materials~~

~~Should any registered Hearing of the Community speaker wish to distribute handout materials to the Board, the materials shall be provided to the Office of Board Services by 4:30 p.m. on the day before the regular Board meeting. Should any registered speaker wish to distribute handout materials to the audience, this shall be done after, not during, the meeting. No speech shall be permitted on behalf of a person running for political office and no literature pertaining to any form of electioneering shall be permitted during the meeting.~~

~~Process/Time Limit~~

~~The total time allotment for the Hearing of the Community shall not exceed 30 minutes. Speakers during the Hearing of the Community shall be limited to two minutes each. The Board President may~~

~~make adjustments to the number of speakers or to the number of minutes allocated to speakers to comply with these time limits. The time limit may be extended as needed at the Board President's discretion and/or a vote of the Board. Speakers shall be selected in the order in which they signed up to speak, except that preference shall be given to students, to those individuals who have not appeared before the Board within 30 days, and to those who wish to present a matter not previously scheduled for a meeting.~~

~~A speaker may not yield unused time to another person. Should a speaker drift from the stated subject or become disruptive or abusive, the speaker shall be given one warning; if a second warning is required, then the speaker shall forfeit the remaining time allotment for the current meeting, any allotment for any meeting within the next 30 days, and may be removed from the meeting. Speakers are required to follow the rules of behavior specified at BE(LOCAL).~~

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate ~~on~~ or ~~make decisions~~decide regarding any subject that is not included on the agenda posted with notice of the meeting ~~notice~~.

~~Awards and Recognitions~~

~~Most awards and recognitions for achievements of students and employees shall be presented at the campus or department giving rise to the award or recognition. Awards and recognition for major achievements of students, such as national and state awards, shall be presented at regular meetings of the Board as the occasions arise for such acknowledgments. Scheduling shall take into consideration the order of business for the meeting as determined by the Board President and the convenience of the persons to be presented.~~

Complaints and Concerns

The presiding officer or designee shall determine whether ~~a person~~an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the ~~person~~ individual shall be referred to the appropriate policy ~~[see list below]~~ to seek resolution.

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If after at least one warning from the presiding officer, any ~~person~~ individual continues to disrupt the meeting by words or actions, the presiding officer may request assistance from

law enforcement officials to have the ~~person~~ individual removed from the meeting.

Effective Date

This policy shall be effective as of the adoption date, ~~April 12, 2019~~.

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CK(LOCAL), SAFETY PROGRAM/RISK MANAGEMENT—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy CK(LOCAL), *Safety Program/Risk Management*. This local policy is recommended for update to simplify the provisions. Rather than include details of the district's safety and risk management programs in board policy, the recommended text gives broad authority to the superintendent to develop comprehensive safety programs to address the safety of students, employees, visitors, and others with whom the district conducts business

The proposed update to Board Policy CK(LOCAL), *Safety Program/Risk Management*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to CK(LOCAL), *Safety Program/Risk Management*, on first reading, effective September 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CK(LOCAL)	SAFETY PROGRAM/RISK MANAGEMENT	
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all board members and all district personnel.		
BACKGROUND: TASB recommended changes are based on the following rationale: To clarify that reports of suspected impropriety may be made to a person who has authority to investigate the alleged activity, in addition to the other individuals listed in the policy. This revision aligns the district's policy with Education Code 37.148, which prohibits a district from adopting a policy that requires an employee to report only to certain persons or peace officers a crime witnessed at the school.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Comprehensive Safety Programs

~~The District shall take every reasonable precaution regarding the safety of its students, employees, visitors, and all others with whom it conducts business.~~ The Superintendent or designee shall be responsible for developing, implementing, and promoting ~~a~~ comprehensive safety programs designed to address the safety of students, employees, visitors, and all others with whom the District conducts its business. ~~[See the *Emergency Preparedness Handbook* and the *Finance Procedures Manual* available at every work location and the *Campus Safety Manual* available at school sites]~~

~~The Health and Medical Services Department shall provide appropriate assistance in the risk management programs of the District in the identification of environmental health and safety hazards, including recommendations for prevention programs.~~

~~The general areas of responsibility include, but are not limited to, the following:~~

~~Emergency Strategies~~

~~1. Guidelines and procedures for responding to emergencies.~~

~~Loss Prevention Strategies~~

~~2. Program activities intended to reduce the frequency of accident and injury, including:~~

~~a. Inspecting work areas and equipment.~~

~~b. Training frontline and supervisory staff.~~

~~c. Establishing safe work procedures and regulations.~~

~~d. Reporting, investigating, and reviewing accidents.~~

~~e. Promoting responsibility for District property on the part of students, employees, and the community.~~

~~f. Use of appropriate personal protective equipment.~~

~~Loss Control Strategies~~

~~3. Program activities intended to reduce the ultimate cost of accidents and injuries through investigation and documentation.~~

~~Loss Financing Strategies~~

~~4. Program activities that identify and develop prudent methods of financing loss costs on an annual basis, including the purchase of commercial insurance, self-insured retentions, and risk pooling.~~

~~Vehicular Safety Strategies~~

~~5. Driver education programs, when available.~~

~~6. Vehicle safety programs.~~

~~7. Traffic safety programs and studies related to employees, students, and the community.~~

~~Information Management~~

~~The Superintendent or designee shall be responsible for the collection, storage, and analysis of relevant operational and historical data required to develop sound procedures for implementation and operation of the comprehensive safety program.~~

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CKC(LOCAL), SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*. This local policy is recommended for update with new text that addresses the HB 332 requirement to include in the district's emergency operations plan (EOP) a policy addressing security of district property used as a polling place.

In addition, recommended revisions are to comply with new requirements for the district's emergency operations plan (EOP) to include policies on responding to an active shooter (HB 2195) and access to campus buildings and materials necessary for a substitute teacher to carry out his or her duties during an emergency or emergency drill (SB 11). The policy text affirms that the district's procedures on these topics will be included in the EOP.

The proposed update to Board Policy CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*, on first reading, effective September 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CKC(LOCAL)	SAFETY PROGRAM/RISK MANAGEMENT	EMERGENCY PLANS
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all board members and all district personnel.		
BACKGROUND: TASB recommended changes are based on the following rationale: This local policy is recommended for update with new text that addresses the HB 332 requirement to include in the district's emergency operations plan (EOP) a policy addressing security of district property used as a polling place. In addition, recommended revisions are to comply with new requirements for the district's EOP to include policies on responding to an active shooter (HB 2195) and access to campus buildings and materials necessary for a substitute teacher to carry out his or her duties during an emergency or emergency drill (SB 11). The policy text affirms that the district's procedures on these topics will be included in the EOP.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Emergency Operations Plan

The Superintendent shall ensure updating of the District's ~~E~~emergency ~~O~~operations ~~P~~plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing: ~~reasonable security measures when District property is used as a polling place.~~

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency; and
3. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Emergency Preparedness Handbook

As a part of the ~~E~~emergency ~~O~~operations ~~P~~plan, each school shall have effective emergency procedures that can be implemented on short notice and that will ensure safety for students and school personnel. The *Emergency Preparedness Handbook* shall be available at every work location.

School Closings

In the event unusual circumstances require closings of schools and alternation of the annual school calendar, the Superintendent shall prepare recommendations to the Board for approval of a revised annual calendar as soon as practicable.

Students Retained

During actual emergency conditions, students and faculty shall be retained at the school buildings unless otherwise directed by the Superintendent ~~or a designee~~. Buses will not be made available for transportation until authorized by the Superintendent ~~or a designee~~, and Civil Defense vehicles, ambulances, firefighting units, police, and other authorized vehicles shall have priority in the vicinity of the school.

Evacuation Procedures

The Superintendent ~~or a designee~~ shall design and implement a system to familiarize employees and students with evacuation procedures and shall ensure that evacuation diagrams are appropriately posted.

Drills

Principals shall conduct fire, tornado, or other emergency drills designed to ensure the orderly movement of students and personnel to the safest areas available.

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

Office of Academic Services
Rick Cruz, Deputy Superintendent

SUBJECT: **APPROVAL OF REVISIONS TO BOARD POLICY FDC(LOCAL), ADMISSIONS: HOMELESS STUDENTS—FIRST READING**

The Every Student Succeeds Act (ESSA) made several changes to the McKinney-Vento Homeless Assistance Act. The proposed revisions to FDC(LOCAL), *Admissions: Homeless Students*, will align this policy to the legal changes, as recommended by the Texas Association of School Boards.

Revisions to the policy include:

- Updates to the responsibilities of the district's homeless liaison;
- Admissions and enrollment policies regarding homeless students; and
- Revisions to the dispute resolution process.

A copy of the proposed policy changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts modifications to Board Policy FDC(LOCAL), *Admissions: Homeless Students*, on first reading, effective September 3, 2021.

Approval of Revisions to Board Policy FDC(LOCAL), Admissions: Homeless Students

BACKGROUND:

The Every Student Succeeds Act (ESSA) made significant revisions to the McKinney-Vento Homeless Assistance Act, which provides rights and services to children and youth experiencing homelessness. The board item being brought forth modifies the existing FDC(LOCAL) board policy so that is in alignment with the FDC(Legal) policy revision and is a result of the Texas Association of School Boards (TASB) Localized Policy Manual update.

Within the policy being presented, the revisions address:

- The new requirement for the district to adopt policies and practices that ensure that the liaison participates in professional development activities and provide appropriate staff members with relevant professional development regarding admissions policies for homeless students.

- A statement to ensure that homeless children and youths are not stigmatized or segregated, an that campus admissions staff must notify the liaison of the admission of a homeless student.

- A statement to reflect the presumption that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian or unaccompanied youth, and to update the factors the district considers in making the decision;

- Revisions to the dispute resolution process which include that the district provide notices regarding enrollment in writing and in a form that is understandable to the parent or student, which must include information on the right to appeal, and to resolve any disputes in a prompt fashion.

OBJECTIVES:

- Ensure that homeless students have equitable access to a free, appropriate public education.
- Revise local board policy to be in alignment with revisions to the McKinney-Vento Homeless Assistance Act.

Liaison for Homeless Students

The Superintendent shall ~~appoint~~ designate an appropriate staff person as the District liaison for ~~homeless~~ students who are homeless. [See FFC]

The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless.

Admissions

The District shall not stigmatize or segregate a student who is homeless.

The principal and campus admissions staff shall notify the ~~homeless~~ liaison for homeless students within one school day of admission of a student who is homeless ~~student~~.

Enrollment in School of Origin

In determining ~~feasibility~~ the best interest of ~~educating a homeless~~ the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth.~~,~~ ~~t~~The District shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The ~~S~~student's eligibility and need for any specialized ~~instruction~~services and supports, such as Section 504, ~~or~~ special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that the District is required to provide shall not be considered in determining ~~feasibility~~the student's school of attendance.

Continuation of Transportation

The District shall provide transportation to a student who is homeless ~~student assigned~~ to and from ~~attend~~ the school of origin, as provided by law. If such a student ceases to be homeless and if requested by the parent, guardian, or unaccompanied youth, the District shall continue to provide transportation to and from the school of origin through the end of the school year~~, upon request from the parent or guardian~~. [See CNA]

Dispute Resolution Process

~~In~~ If the ~~event~~ District determines that it is not in the student's best interest to attend the school of origin or the requested school, the District shall provide a written explanation, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth, of the reasons for the decision, including the right to appeal.

~~homeless~~ If the student, ~~or his or her~~ parent, or guardian~~,~~ has a complaint about ~~admission, placement~~eligibility, school selection, or ~~services provided~~ enrollment decisions made by the District, that person shall use the complaint resolution procedures set out in FNG(LOCAL), beginning at Level Two. The District shall expedite local timelines in the District's complaint process, when possible, for prompt dispute resolution.

Pending final resolution of the dispute, the District shall immediately enroll the homeless student in the school in which enrollment is sought and permit the student to attend classes, receive the requested services, and participate fully in school activities.

When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times during the dispute resolution process, the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian ~~in the dispute resolution process. Throughout the dispute resolution process, the homeless student shall be permitted to attend classes, receive the requested services, and participate fully in school activities~~.

[See FNG(LOCAL) for all other complaints.]

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

Office of Strategy and Innovation
Rick Cruz, Deputy Superintendent

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FFB(LOCAL), STUDENT WELFARE: CRISIS INTERVENTION—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves proposed revisions to Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*, recommended by the Texas Association of School Boards (TASB).

The proposed update to Board Policy FFB(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*, on first reading, effective September 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FFB(LOCAL)	Student Welfare	Crisis Intervention

INITIATED BY: Texas Association of School Boards

TYPE OF REVISION: **Update**

RATIONALE:

This revised local policy is recommended to address Senate Bill 11 (SB 11), which requires boards to adopt policy and procedures regarding threat assessment and safe and supportive teams. The district's policies and procedures must be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC). TASB collaborated with the TxSSC to develop this policy, which addresses the following elements:

- Delegation to the superintendent to ensure that a team is established to serve each campus;
- Appointment of team members by the superintendent, as required by law;
- Training requirements for the team;
- Authorization for any member of the team or a district employee to act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly;
- Development of procedures as recommended by the TxSSC;

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

ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.

~~Mental Health Intervention / Suicide Prevention Program~~Threat Assessment and Safe and Supportive Team

~~The District has established a program for early mental health intervention and suicide prevention for students, which includes training for appropriate District staff on early warning signs and the possible need for intervention. The program is consistent with the District's Emergency Preparedness Plan and the Comprehensive Guidance and Counseling program. [See FFB(EXHIBIT)]~~In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

~~Liaison~~Training

~~The Superintendent or designee shall appoint Psychological Services as the District liaison for the purpose of identifying students who may be in need of mental health intervention or who may be at risk of committing suicide. The District shall publish the contact information of the District liaison on the District's Web site.~~Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or Emergencies~~Making a Report~~

~~In accordance with the District's program, District staff shall report to the liaison a student who displays early warning signs indicating a possible need for early mental health intervention or who may be at risk of committing suicide.~~A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process~~Notice to Parent~~

~~When the District liaison receives a report that a student is possibly in need of mental health intervention or at risk of committing suicide, the District liaison or campus designee, in accordance with the District's Emergency Preparedness Plan, shall notify the student's parent and provide information about available counseling options.~~The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

~~Medical Screenings~~Guidance to School Community

~~Only a student's parent may consent to a medical screening. Unless a student's parent has provided prior consent, no medical screening shall be used as part of the process of identifying whether a student is possibly in need of intervention or at risk of committing suicide.~~The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

~~Consent to Counseling~~Reports

The team shall provide reports to the Texas Education Agency as required by law.~~According to Texas Family Code Section 32.004~~

~~(a), child may consent to counseling for suicide prevention. Also in Section 32.004 (b), a licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child is contemplating suicide, may:~~

1. ~~Counsel the child without the consent of the child's parents or, if applicable, managing conservator or guardian;~~
2. ~~With or without the consent of the child who is a client, advise the child's parents or, if applicable, managing conservator or guardian of the treatment given to or needed by the child; and~~
3. ~~Rely on the written statement of the child containing the grounds on which the child has capacity to consent to the child's own treatment under this section.~~

~~Section 32.004(c) further stipulates that unless consent is obtained as otherwise allowed by law, a physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order. [See FFE(LEGAL)]~~

Office of the Superintendent of Schools
Board of Education Meeting of September 2, 2021

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

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY, REGARDING CONSTRAINTS—SECOND 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 update the Superintendent Constraint Progress Measures. These changes complete the process of establishing progress measures for all of the previously-approved constraints.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to 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 AE(LOCAL), *Educational Philosophy*, on second reading, effective September 3, 2021.

EXPLANATORY SHEET

ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
K-6	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), *EDUCATIONAL PHILOSOPHY*, REGARDING CONSTRAINTS—SECOND READING	September 2, 2021

INITIATED BY: Silvia Trinh, Chief of Staff

BACKGROUND:
This item asks the Houston Independent School District (HISD) Board of Education to accept revisions to AE(LOCAL) policy on first reading. These revisions would complete the process of establishing Goals and Constraints for the Superintendent through the 2023–2024 school year in accordance with House Bill 3 and the Lonestar Governance Framework.

Constraint 1: Background
For this Constraint, "strong teacher" is defined as a teacher rated Effective or Highly Effective in the Teacher Appraisal and Development System (TADS). In 2018–2019, 89 percent of teachers who received a TADS rating were rated Effective or Highly Effective. Due to staff changes, vacancies, and other factors, students may have a teacher who is not rated by TADS. The first two progress measures (CPM 1.1, CPM 1.2) for this constraint are designed to challenge the administration to reduce how often these situations occur, especially for the student groups that are more frequently impacted.

For CPMs 1.1 and 1.2, a student is counted as having strong teachers if at least 75 percent of the student's teachers in core foundation courses across both semesters were rated Effective or Highly Effective in the prior school year. New teachers to HISD, long term substitutes, and other teachers who do not have a TADS rating from the prior year do not count as strong teachers for this calculation.

The third progress measure (CPM 1.3) is designed to challenge the administration to improve retention of newly hired teachers at the 25 campuses that have had the lowest retention rates for newly hired teachers over the previous five-year period. A teacher who changes campuses is not counted as retained for this progress measure. The 25 identified campuses had a newly hired teacher campus retention rate of 46 percent from the 2018–2019 to 2019–2020 school year. All other campuses had a 66 percent newly hired teacher campus retention rate. Successful strategies and practices employed at these campuses will expand to other campuses over time.

Constraint 1: Proposed Changes
Baseline and target values have been added to all three progress measures.

CPMs 1.1 and 1.2 – The words "special education" and "bilingual" are removed before "teachers" to clarify that the measure is based on the population of students, not teachers.

CPM 1.2 – Based on a review of baseline data for a variety of student groups, the focus of this measure is changed from bilingual students to English as a Second Language (ESL) students.

CPM 1.3 –Since newly hired teachers do not have an HISD appraisal rating, the term “strong” does not apply to this progress measure.

Constraint 4: Background
The progress measures for this constraint were reviewed with the board and approved in a prior update of AE(LOCAL), but baseline and target values were incomplete. These progress measures are designed to challenge the administration to ensure that progress for students receiving special education services is monitored consistently using the district’s Individualized Education Program (IEP) system (CPMs 4.1 and 4.3) and that goals for students are appropriately written (CPM 4.2).

Although progress for students receiving special education has always been documented at the campus level, standardizing the tracking process using the IEP system is a recent focus. As a result, the baseline values for CPMs 4.1 and 4.3 are zero percent. The audit process for IEP goals is also new so the baseline for CPM 4.2 is zero percent.

Constraint 4: Proposed Changes
Baseline and target values have been added to all three progress measures.

The following additional changes are proposed based on guidance from the Texas Education Agency (TEA) conservators working with the Office of Special Education Services.

CPM 4.1 – The 90 percent target is changed to 100 percent
CPM 4.2 – The phrase “appropriately written” is changed to “standards-based.”
CPM 4.3 – The word “applicable” is removed and “documented as meeting progress” is changed to “demonstrating measurable progress”.

Constraint 5: Explanation
State law outlines the following components of a high-quality pre-kindergarten program:

- Data-Driven Instruction/Progress Monitoring
- Teacher Quality
- Family and Community Engagement
- Student-to-Teacher Ratio
- Environment
- Curriculum and Instruction Implementation

HISD must document specific strategies and resources in each of these areas to remain in compliance.

Constraint 5: Proposed Changes
This constraint did not include any progress measures when it was added to AE(LOCAL) so the proposed measures are new. These progress measures will challenge the administration to increase the reach of the HISD prekindergarten (pre-K) and kindergarten programs (CPM 5.1) while increasing the impact on pre-K students by decreasing the student to instructor ratio (CPM 5.2). For the calculation of CPM 5.2, “instructor” includes both teachers and teaching assistants.

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

Beliefs and Vision

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

Beliefs

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

Vision

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

Mission

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

Theory of Action

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

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

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

Mandate for Change

Human Capital

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

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

School Empowerment

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

The Board believes that:

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

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

- Goal Progress Measure 1.1

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

- Goal Progress Measure 1.2

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

- Goal Progress Measure 1.3

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

Goal 2

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

- Goal Progress Measure 2.1

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

- Goal Progress Measure 2.2

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

- Goal Progress Measure 2.3

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

Goal 3

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

- Goal Progress Measure 3.1

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

- Goal Progress Measure 3.2

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

- Goal Progress Measure 3.3

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

Goal 4

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

- Goal Progress Measure 4.1

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

- Goal Progress Measure 4.2

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

- Goal Progress Measure 4.3

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

Constraints and Constraint Progress Measures

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 Constraints for the Board

Constraint 1 — The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

Constraint 2 — The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

Constraint 3 — The Board will not allow five years to pass without an equity audit, a Legislative Budget Board (LBB) review, and a special education (SPED) review.

Constraint 4 — The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

Constraint 5 — The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

Board's Constraints for the Superintendent

Constraint 1

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

- Constraint Progress Measure 1.1

  The percentage of students receiving special education services served by strong ~~special education~~ teachers will increase ~~XX~~three percentage points from ~~XX~~57 percent during the 2018–2019 school year to ~~XX~~60 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

  The percentage of ~~bilingual education~~English as a Second Language (ESL) students served by strong ~~bilingual~~ teachers will increase ~~XX~~three percentage points from ~~XX~~49 percent during the 2018–2019 school year to ~~XX~~52 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

  The gap in retention rates of newly recruited~~, strong~~ teachers between identified campuses~~-~~* and other HISD campuses will decrease ~~XX~~six percentage points from ~~XX~~20 percent during the ~~2018–2019~~2019–2020 school year to ~~XX~~14 percent during the 2023–2024 school year.

Constraint 2

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

- Constraint Progress Measure 2.1

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

- Constraint Progress Measure 2.2

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

- Constraint Progress Measure 2.3

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

Constraint 3 The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- Constraint Progress Measure 3.1

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

- Constraint Progress Measure 3.2

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

Constraint 4 The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

  The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from ~~XX~~0 percent during the 2019–2020 school year to ~~90~~100 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

  The percentage of audited IEPs showing ~~appropriately written~~ standards-based goals shall increase from 0 percent~~*~~ during the 2019–2020 school year to ~~XX~~90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

  The percentage of students ~~documented as meeting progress~~ demonstrating measurable progress for all ~~applicable~~ IEP goals will increase from ~~XX~~0 percent during the 2019–2020

school year to ~~XX~~75 percent during the 2023–2024 school year.

Constraint 5

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

- Constraint Progress Measure 5.1

  The number of students enrolled in prekindergarten for 3- and 4-year-old students (PK3 and PK4) and kindergarten will increase 6,663 students from 24,837 students in ~~2019–2020~~ 2020–2021 to 31,500 students in 2023–2024.

- Constraint Progress Measure 5.2

  The district student to instructor ratio in prekindergarten will decrease from 15:1 in 2019–2020 to 11:1 or less in 2023–2024.

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, ~~March 12, 2021~~.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Item K-6 Presentation

Constraint Methodologies and Targets

Date: 9/2/2021

Presenter:
Dr. Allison Matney
Executive Officer, Research and Accountability

Constraint 1

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

Constraint Progress Measure 1.1

The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year to 60 percent during the 2023–2024 school year.

Why SWDs?

Alignment with board's emphasis on students receiving special education services

Constraint Progress Measure 1.2

The percentage of English as a Second Language (ESL) students served by strong teachers will increase three percentage points from 49 percent during the 2018–2019 school year to 52 percent during the 2023–2024 school year.

Why ESL?

- Comprehensive Review of Student Groups
- Bilingual Education
  - Difficult to recruit teachers, but students served by strong core foundation teachers
- English as a Second Language (ESL)
  - Programmatic differences including serving long-term ELs

CPM 1.1 and 1.2 Methodologies

- Developed with student focused lens
  - Core foundation courses only
  - Includes all core foundation teachers after first three weeks each semester
  - 75% of core foundation teachers must be strong

- Strong Teacher = Effective/Highly Effective Prior Year TADS Rating
  - By definition: First year teachers and long-term subs do not count as strong

CPM 1.1 and 1.2 Calculation

$$\%\ of\ students\ served\ by\ strong\ teachers =$$

$$\frac{\#\ of\ students\ with\ at\ least\ 75\%\ strong\ teachers\ in\ core\ foundation\ courses}{\#\ of\ students}$$

Slide with specific example

Example	# Teachers	N Strong	N Not Strong	N Unrated	% Strong	Served by Strong Teachers
Student 1	1	1	0	0	100%	Yes
Student 2	12	3	1	8	25%	No
Student 3	4	3	1	0	75%	Yes
Student 4	3	2	0	1	67%	No

$$CPM\ 1.1/1.2 = \frac{\sum Students\ Served\ by\ Strong\ Teacher}{\sum Total\ Students} = \frac{2}{4} = 50\%$$

Stretching the Organization

- Current Target = 3% pt. growth
- Strategies for Success
  - Recruit and retain strong teachers
  - Quickly develop new teachers
  - Strategic teacher assignments

Current Challenges

- Retention
- Competitive salaries
- Future teacher evaluation system

Constraint Progress Measure 1.3

- The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.

Identified Campuses

- 25 campuses with highest 5-year, new teacher turnover rates
- Receiving strategic assistance with hiring and retention strategies

Definition of Retention

- Must be retained on same campus
- Focused on retaining 1st year teachers

Calculation

- $$Retention\ Gap = \frac{\#\ of\ Retained\ 1st\ Year\ Teachers\ at\ Identified\ Campuses}{\#\ of\ 1st\ Year\ Teachers\ at\ Identified\ Campuses} - \frac{\#\ of\ Retained\ 1st\ Year\ Teachers\ at\ Other\ Campuses}{\#\ of\ 1st\ Year\ Teachers\ at\ Other\ Campuses}$$

Stretching the Organization

- Saw large increase in identified campus retention.
  - Gap 4% pts. below target (Present at Board Meeting)
  - Must retain gap as successful strategies exported to unidentified campuses.
- Challenge: teacher retention with COVID

Constraint 4

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

Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Methodology

- Up-to-date IEP: A student must have a finalized progress report in EasyIEP for each six-week cycle for which they have an active goal.
- Metric = $\frac{\text{\# of students with up-to-date IEP}}{\text{\# of students with an active goal}}$
- Set with consultation from conservators

Stretching the Organization

- New processes in place
- Work with EasyIEP to streamline tracking and centralized reporting
- Ensure teacher supports and time management training

Constraint Progress Measure 4.2

The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Methodology

- Sample IEPs across campuses
- Follow TEA auditing process
- Conservators audit administration's audit
- Set with consultation from conservators

Stretching the Organization

- 100% target requires effective, first-time training for writing standards-based goals
- New process

Constraint Progress Measure 4.3

The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year to 75 percent during the 2023–2024 school year.

Methodology

- ARD goals are not aligned with academic calendar.
- Examine progress at end of each six-week cycle
- Goals without a finalized progress measure count as not meeting progress
- Goals must have been introduced and active to count

Methodology (Cont.)

- Demonstrating Progress: *Introduced, Maintaining, Progressing,* and *Mastered*
- *Regressing* is not showing progress
- Metric Calculation (2 Parts)
  - Student Demonstrated Annual Progress
  - Final Calculation

Student Demonstrated Annual Progress

- $\% \, Showing \; Progress = \frac{\sum_{i=1}^{6} \# \, of \;\; Intr.Goals \; Showing \; Progress}{\sum_{i=1}^{6} \# \, of \; Intr.Goals}$

  Where *i* = six-week cycle number

- A student demonstrated annual progress if *% Showing Progress* ≥ 75%
- Target set in consultation with EasyIEP

Student Demonstrated Annual Progress Example

Example Student	Six-Week Cycle					
	1st	2nd	3rd	4th	5th	6th
Goal 1	✓	✓	✓	X	✓	✓
Goal 2	✓	✓	---	---	---	---
Goal 3	---	---	---	✓	✓	X
Total Met	2	2	1	1	2	1
Total Possible	2	2	1	2	2	2

- $\% \, Showing \; Progress = \frac{\sum_{i=1}^{6} Total \; Met}{\sum_{i=1}^{6} Total \; Possible} = \frac{9}{11} = 81\%$
- $\% \, Showing \; Progress \geq 75\% \therefore Student \; Demonstrated \; Annual \; Progress$

Final Calculation

$$CPM\ 4.3 = \frac{\sum Students\ Demonstrating\ Progress}{\sum Students\ with\ Goals\ in\ EasyIEP}$$

Stretching the Organization

- Central documentation requires institutional shift
  - Consistent tracking
  - Standards-based goals
  - High quality supports and interventions

Constraint 5

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

Constraint Progress Measure 5.1

The number of students enrolled in prekindergarten for 3- and 4-year-old students (PK3 and PK4) and kindergarten will increase 6,663 students from 24,837 students in 2020–2021 to 31,500 students in 2023–2024.

Challenges

- Capacity is fluid across years based on available classrooms that meet legal standards
- Limited areas with space don’t have demand
- School choice (campuses in areas where pre-k don’t qualify for free tuition choose not to offer - District operates at a deficit for these students)
- Charter schools – higher accommodations – proactive recruiting
- Consultation was provided from the district demographer regarding the target

Constraint Progress Measure 5.2

The district students to instructor ratio in prekindergarten will decrease from 15:1 in 2019–2020 to 11:1 or less in 2023–2024.

Methodology & Justification

- Based on PEIMS snapshot enrollment and staff counts
- Staff count includes teaching assistants
- Developed in alignment with HB3 recommendations but funding ends in 2023–2024

Stretching the Organization

- LSG requires meeting both progress measures
- Inverse relationship between both progress measures
- Must increase staffing **and** enrollment to meet

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 9/2/2021
Presenter:
Dr. Allison Matney
Executive Officer, Research and Accountability