

Board Meeting

ACCEPTANCE OF CONSTRAINT MONITORING UPDATE: PRESENTATION OF CONSTRAINT 2 CONSTRAINT PROGRESS MEASURES 2.1 AND 2.2 (APRIL CONSTRAINT PROGRESS REPORT)

Are there enough SPED employees in HISD to respond and comply with this constraint and to meet the progress measure outlined in 2.1? ***UPDATED 4/9/2024***

HISD has in place the staff to meet this goal. With strong systems, our staff and contract services we must meet this federally required indicator.

Rumored layoffs of dyslexia staff in HISD would seem to undermine the progress needed to respond and comply with the constraint and to meet the progress measurement requirements. Can you please share information about how possible SPED staff cuts can still yield positive outcomes for students and lead to the district meeting its goals and the stated criteria to return to an elected board? ***UPDATED 4/9/2024***

With the changes from HB 3928 HISD is moving evidence-based dyslexia instruction completely under the umbrella of special education, a reorganization of duties will occur to merge the special education and dyslexia team. Dyslexia programming will continue to be provided on campuses by trained providers of dyslexia instruction. These providers can be general education teachers or special education teachers that have been trained in the evidence-based dyslexia program to support student success. Special education division teams will support with monitoring the instruction and compliance requirements for dyslexia services. Students with dyslexia who do not require the evidence-based dyslexia instruction may continue to receive accommodations under section 504.

Do you believe the action plan will close the gap from 99.5% to 100%? How do you overcome the challenge when parents cause a delay? ***UPDATED 4/9/2024***

Yes, meeting 100% compliance is federally required mandate. In July, the District will participate in the clarification process, during which we will submit the information regarding timelines missed and justification. TEA then reviews the submitted documentation and determines the overall compliance rate for the District. Further details on parent engagement strategies will be provided.

What is the current number of FTEs in the Office of Special Education Services? Please provide an org chart. ***UPDATED 4/9/2024***

The Office of Special Education Services currently has 507 Central Office FTEs. These FTEs include dyslexia support and campus level support. An organization chart was provided to the board via email.

GPM 2.1: When a timeline to conduct an ARD meeting is missed, how much time is given to campuses to come into compliance? ***UPDATED 4/9/2024***

The campus should conduct the meeting as soon as possible.

Board Meeting

GPM 2.2 – How often are IEP files being reviewed? Is it only a certain time of year or is it throughout the year? ***UPDATED 4/9/2024***

IEP files are reviewed regularly; however, central office conducts fall and spring file reviews which consist of up to 5 files per campus.

ACCEPTANCE OF CONSTRAINT MONITORING UPDATE: PRESENTATION OF GOAL 3 PROGRESS MEASURE 3.1 AND GOAL 4 PROGRESS MEASURE 4.3 (APRIL GOAL PROGRESS REPORT)

Does the fact that Algebra 2 is no longer a required math course, and that four years of math courses is no longer a high school graduation requirement for all students, play a factor into the performance of students on the SAT, ACT and TSIA? ***UPDATED 4/9/2024***

TEA changed the graduation requirements related to Algebra II; however, many HISD students still complete this course, given Algebra II is critical for success in mathematics. Currently, 14,072 students are enrolled in Algebra 2 and 6,529 (46%) of them are in Grade 11. Many students take the SAT in the fall of their 11th grade year while they are simultaneously enrolled in Algebra II. Those students have not yet learned all the standards in the Algebra II course which could limit performance, given the test covers these standards.

We anticipate scores for these students will increase if/when they take the SAT, ACT and TSIA test again later in the spring after their Algebra II course is mostly complete. Additionally, starting in FY24-25, HISD is piloting advanced math pathways in middle school that would support students in completing Algebra I in 8th grade. These students would then be likely be able to take Algebra II earlier in high school.

GPM 3.1: Do English III/Algebra II factor into this information? To clarify will passing English III/Algebra II exempt a student from STAAR? If SAT [1070]/ACT [23] are exemptions, can you show by test type how students are performing [percent taken, and exemption met]? Are GED's also exempt and is there a significant population? ***UPDATED 4/9/2024***

GPM 3.1 reviews the TSI readiness component of College, Career, and Military Readiness (CCMR) and is not related to STAAR assessments or graduation requirements. English III and Algebra II are not ways to demonstrate TSI readiness for CCMR based on how TEA defines TSI readiness. The administration will follow up with further details through the Board RFI process.

Are we able to combine with Figure 1 & 2 to garner insights here? It seems to be telling a story. ***UPDATED 4/9/2024***

Figure 1 reflects the progress monitoring metric, which is GPM 3.1. This graph presents data related to current year 11th graders and is limited to TSI assessment data only. Figure 2 reflects the overall goal metric, which reflects students who are both TSI ready AND earn an IBC (Industry Based Certifications). In addition, Figure 2 reflects students who are reported as part of the accountability system, which in this

APRIL 2024

Board Meeting

case would be students who graduated in 2022.

GPM 3.1 is formative data to a component of the overall goal 3; these two graphs should be viewed as complementary to each other and it is not advisable to combine into a single figure. The intent is the success of students in 11th grade on TSI (Figure 1) will eventually be reflected in Figure 2 when they graduate (class of 2025), reported in 2026.

Figure 3: This chart is very difficult to follow. Please, describe what it is intended to showcase and how it does so? Asian students seem to make up a Quarter of what shows as expected for expected for 2023 graduates. What are the primary categories of performance from this group? *UPDATED 4/9/2024*

Figure 3 illustrates the varied levels of participation and performance by race/ethnicity and student program. Bars that are blue indicate the percentage of 11th graders in that group that met criteria in both reading and math. Yellow bars indicate the percentage of 11th graders in that group that participated in any TSI assessment. Bars that are striped reflect 2022-23 data and solid bars reflect 2023-24 data.

Figure 5 - Why is there no data for NES/A SAT Math/Reading? Is this related to the first bullet in Root-C-A? *UPDATED 4/9/2024*

The number of students that met criteria in reading and math on SAT were so low these percentages are reported as 0% due to rounding.

Root: Bullet 4 - states that there is a decrease in performance because 11th graders are taking advanced courses, but then also states the opposite position that it also helps. Please, express this idea in greater detail? *UPDATED 4/9/2024*

Algebra II is critical for Math success, however there may be a decrease in performance for 11th graders taking the assessments in Fall of 2023 if they haven't yet completed Algebra II at the time they take the test. The MOY data shown is Grade 11 students who took SAT, ACT, or TSIA in Fall 2023. Most Grade 11 students typically take Algebra II. (Currently, 14,072 students are enrolled in Algebra 2, 6,529 (46%) students are Grade 11 students.) If the Grade 11 students took the SAT/TSIA in Fall 2023, AND if they are enrolled in Algebra II, the students have not learned over half of the Algebra II student expectations. Once Grade 11 students who take the SAT/TSIA/ACT in the Spring 2024, it is anticipated that their math scores will improve because they have completed more of the Algebra II student expectations and thus will be better prepared for the assessments containing Algebra II standards.

In other words, many Grade 11 students had not learned enough Algebra 2 concepts before taking the SAT in Fall 2023 to do well on the SAT Math portion of the exam. We expect the Spring 2024 SAT Math results will be a better indicator of Math progress because students will have completed over a semester of Algebra II concepts which are tested on the SAT math section of the assessment.

APRIL 2024

Board Meeting

Action 3.1: Please expound on the efforts to standardize “on-grade curriculum” for HS? To whom would this apply and please share the rolled-out plan? How many programs will need to change in order to support this effort? *UPDATED 4/9/2024*

During the 23-24 academic year, HISD Academic Team has created District curriculum that is available to all schools in reading and math through Algebra I, Geometry, English I, and English II. Curriculum department plans to add district curriculum for the Algebra II course for the 24-25 academic year. Further details on roll out pending via RFI.

STAAR is based on Alg. I, English I & II, Biology, and History. Bullet 3, change seems to add/exclude some subjects of interest. Please explain further. Is there a reason that most data tend to exclude these later courses? *UPDATED 4/9/2024*

The response provided is based on the English/Math TSI Goal Progress Monitoring 3.1 and does not go beyond the scope into non-TSIA subjects. The data provided only addresses 3.1 GPM and not additional STAAR tested areas.

GPM 4.3 Figure 10: This chart suggests strongly that schools chosen to be NES/A have, historically, been less equipped to handle SWD populations. How will this inform your strategy for improvement going forward and do you feel the NES model is sufficient to the addressing of this dichotomy of results? *UPDATED 4/9/2024*

The chart shows that there is a lower number of students with disabilities at NES/NESA campuses (NES/A n=1,861; Non-NES/A n=4,737). Overall, NES/NES A campuses have historically struggled with high quality instruction for all students. As the district is improving in this area, we are also focusing on the implementation of IEPs in the NES model. The NES model allows SWD to experience differentiated instruction as all the students participate in the re-teach and/or acceleration (LSAE).

GPM 4.3 Action: Please explain what is meant by a targeted approach and how students, teachers, and parents are able to delineate between what’s been done in the past? *UPDATED 4/9/2024*

A targeted approach includes reviewing individual student assessment results, creating IEP goals, and providing specially designed instruction aligned to the student’s areas(s) of weakness. Parents participate in Admission, Review and Dismissal (ARD) committee meetings annually, during which these goals are adopted. Parents then receive progress reports informing them how their child performs in the identified areas. An overall emphasis across the district on special education has prioritized the fulfillment requirements of a Free Appropriate Public Education.

Board Meeting

GPM 4.3: “If changes are implemented with fidelity”, please explain how the administration might not implement with fidelity the strategies that are laid out? What are the prevailing risks to implementation that warrant a mention? ***UPDATED 4/9/2024***

The administration and Office of Academics define the strategies and provide support for their implementation. Campuses are ultimately the implementers of the administration strategies. HISD provides guidance and support to increase the likelihood of fidelity in implementation.

BUDGET TO ACTUAL REPORT

Is it possible to see these reports sooner than 24-48 hours in advance? Often, the time frame we are given to review this material is extremely limited and may prevent some board members from being able to vote for an item without proper review and analysis. ***UPDATED 4/9/2024***

The reports are provided to the board as soon as they are available with the most recent data. Our quarter end dates are on the following dates: Sept. 30, Dec. 31st, March 31st, & June 30th, the board meets on the second Thursday of each month, giving us usually five days to close and get the reports to the board 24-48 hours before the meeting. To receive these items two weeks in advance with the entire board book we would provide data one quarter delayed. So instead of receiving the Jan – March report this month you would receive it June. These reports are included on the agenda as discussion items and do not require action by the board.

AGENDA ITEM #19 – PROJECT 21-12—11, PROUNITAS

Is ProUnitas currently being used in the district? If so, how long has the district used this vendor? ***UPDATED 4/9/2024***

ProUnitas has been approved since 2016. The original project was RFP 19-10-12/Database Tracking System for Student Non-Instructional Needs. The item on the agenda is the extension because the previous one expired.

\$1mm Purchases: RICOH was given the entire contract? What has their performance been inside HISD historically. Are they the current vendor or a replacement? Are there outsourced staffing solutions a part of this package or is it purely servicing as needed? ***UPDATED 4/9/2024***

These questions will be submitted as a Board RFI in order to provide a complete response.

Board Meeting

AUTHORITY TO ESTABLISH A COOPERATION AGREEMENT WITH THE SOUTHWEST UNIVERSITY OF POLITICAL SCIENCE AND LAW TO ESTABLISH A CONFUCIUS INSTITUTE.

Has the administration consulted with local, state, and federal elected officials regarding previous political issues regarding Confucius Institutes, especially federal funding limitations? Could these issues impact current and future HISD activities and funding streams? Additionally, is the “March 22, 2024” effective date a typo? ***UPDATED 4/9/2024***

The Confucius Institute (CI) operates as the Chinese Language Program through the HISD central office. This agreement provides grant funding to support already existing Chinese language instruction occurring at 11 HISD campuses, including the Mandarin Immersion Magnet School (MIMS). The 11 HISD campuses that have historically leveraged grant funding to support existing programming include Bellaire High School, Heights High School, Houston Academy for International Studies (HAIS), Lamar High School, Sharpstown International School, Lanier Middle School, Pin Oak Middle School, Mandarin Immersion Magnet School, T. H. Rogers School, Kolter Elementary School, and The School at St. George Place.

This is not a new grant program. HISD has supported campuses with this grant starting in 2016 until present day. This is a renewal of the previous agreement which expired. In this renewal, the partnership is with a partner university, Southwest University of Politics and Law (SWUPL), to ensure the Institute remains aligned with HISD’s educational goals and curriculum standards. As a part of the renewal, the HISD Legal Department conducted a thorough review of the agreement to ensure compliance and approval based on current legal standards.

Houston ISD employs teachers who use a curriculum that must follow Texas Education Agency (TEA) Languages Other than English (LOTE) TEKS. The federal funding limitations are specifically for higher education institutions to access Department of Defense (DOD) funding if they were hosting a Confucius Institute. In these programs, universities were required to bring in visiting Chinese faculty and use curriculum provided by the Chinese partner. This agreement is not through the Department of Defense but also does not require Houston ISD to host visiting Chinese faculty and does not require the use of any curriculum provided by the Chinese partner, so this situation does not apply to the district.

How does this agreement align with the district and board’s outlined goals and support the district’s goal to meet the exit criteria outlined by the Texas Education Agency?

UPDATED 4/9/2024

This agreement allows HISD to continue to operate World Language Magnet programs. Additionally, this agreement with Southwest University of Politics and Law (SWUPL) extends beyond the magnet programs, benefiting all students studying Chinese language across the district, which is a continuation of ongoing efforts, therefore ensuring a continuum of programs which is one of the Superintendent constraints. It reinforces our commitment to global readiness, in alignment with Destination 2035. The

APRIL 2024

Board Meeting

partnership with SWUPL enriches our Chinese language programs district-wide, providing essential resources and exposing students to international perspectives necessary for global competence.

This continuation of our collaboration with SWUPL ensures that many students, not just those in the magnet program, have the opportunities and support needed for effective language acquisition and global competencies, key components of our district's strategic vision.

Are there any other similar programs in the district?

UPDATED 4/9/2024

Yes, there are several immersion programs within Houston ISD that engage in partnerships to enhance their offerings. For example, the Arabic Immersion Magnet School has collaborated with the Mother Tongue Center for Silsilat Al-Lisan (Al-Kitab) to enrich its curriculum. Similarly, Mark White Elementary School's French immersion program benefited from a significant partnership. Furthermore, the Houston Academy for International Studies (HAIS) works with the Puranik Foundation, under HISD Abroad, to offer students unique educational experiences in India.

What is the expected annual spend to support these programs?

UPDATED 4/9/2024

Houston ISD expends no funds to support this program. The HISD Chinese Language Program submits a yearly proposal to SWUPL and receives grant funds to support HISD students throughout the year. The funds are used to support central office staff in providing training for teachers supporting Mandarin instruction, classroom resources and supplies, and cultural activities.

What schools will receive instruction from this program?

UPDATED 4/9/2024

Schools who offer Mandarin Chinese Language instruction include Bellaire High School, Heights High School, Houston Academy for International Studies (HAIS), Lamar High School, Sharpstown International Studies, Lanier Middle School, Pin Oak Middle School, Mandarin Immersion Magnet School, T. H. Rogers School, Kolter Elementary School, The School at St. George Place. In addition to the schools that receive funding, grant funds have been used to support the following: professional development for World Language teachers, professional development in partnership with HISD fine arts to provide PD for their teachers in Eastern style dance, Chinese watercolor, and Chinese opera, and professional development for culinary career and technical education (CTE) teachers focused on Chinese cuisine.

Board Meeting

CLOSED SESSION – PERSONNEL (B) CONSIDER AND APPROVE PROPOSED APPOINTMENTS, REASSIGNMENTS, PROPOSED TERMINATIONS, TERMINATIONS/SUSPENSIONS, CONTRACT LENGTHS, PROPOSED RENEWALS, RENEWALS, AND RESIGNATIONS/RETIREMENTS OF PERSONNEL INCLUDING TEACHERS, ASSISTANT PRINCIPALS, PRINCIPALS, CHIEFS, DIVISION SUPERINTENDENTS, SENIOR EXECUTIVE DIRECTORS, EXECUTIVE DIRECTORS, DIRECTORS, AND OTHER ADMINISTRATORS, AND, IF NECESSARY, APPROVE WAIVER AND RELEASE AND COMPROMISE AGREEMENTS.

Is it possible to have information provided under this item presented by campus level with the following detail: how many terminations have occurred at this campus for the 23-24 school year, which campus/district leader initiated each termination proposal, what, if any, campus leadership turnover has occurred at this campus, what is the current rating for each campus (letter grade), what is the status of each campus (NES, NES/A, etc.), and what is the overall percentage of teacher terminations and resignations at each campus for the current school year? ***UPDATED 4/9/2024***

The confidential response from Legal Services was provided to the board via email.

APPROVAL OF ORDER AUTHORIZING THE ISSUANCE OF HOUSTON INDEPENDENT SCHOOL DISTRICT LIMITED TAX REFUNDING BONDS

Please explain in layman's terms.

The refunding order allows District's financial staff to undertake a financial transaction where we replace previously issued debt (the Series 2014B Bonds bearing an interest rate of 4.00%) with new, fixed-rate debt bearing lower interest rates (approximately 3.00%, assuming current market conditions). The difference in the existing rate versus the new rate produces interest savings to the District, in the same way a mortgage refinancing into a lower rate produces savings to a homeowner.

The order sets conditions that must be met to undertake the financing, including:

- that the size of the new loan does not exceed the size of the bonds being refunded, with a maximum of \$160.980 million (the outstanding par on the Series 2014B Bonds)
- that the new loan will not amortize any farther in time than the original loan
- that the savings produced by the refinancing are at least 3% of the size of the loan being refunded on a present value basis.

It is possible that only part of the \$160.980 million will be refinanced into new debt. For example, the District may find that only \$100 million of the \$160.980 million makes financial sense. Even in that case, the three conditions set above must be met. For illustration purposes, if the value of the loan refunded equals \$100 million, the new loan must not be greater than \$100 million, it must not amortize over a longer period than the original loan, and the refunding transaction must produce present value savings of at least \$3 million.

APRIL 2024

Board Meeting

The authority granted by this order extends for one year from the date of the order. This gives the District flexibility to sell the new bonds when market conditions are favorable.

APPROVAL OF RESOLUTION DECLARING INTENTION TO REIMBURSE EXPENDITURES RELATED TO A FUTURE BOND ISSUE

Please describe in general the anticipated expenditures of up to \$30M and please describe how much of this amount would be expended prior to an affirmative vote from the public in support of a bond.

These early planning costs allow us to do three things:

1. Complete the facilities analysis and planning work necessary to identify the highest priority facility investments.
2. Develop and implement an education and engagement strategy to inform the HISD community about the need for a bond in 2024 and to specifically understand the investments that are most critical to serving students well.
3. Begin the pre-construction development and planning work that will prepare HISD to be ready to begin make facilities improvements as soon as voters approve a bond. (Construction software, Environmental Impact work, etc.). This will eliminate unnecessary delays and inefficiencies that could increase costs and/or inconvenience schools and students.

We do not anticipate more than \$2m in planning and strategy costs prior to the November election. There will then be additional pre-construction costs between when the bond is passed and when bond funds are available. We have directed the facilities team to create an updated list of potential planning costs. Once we have this information, we will provide the Board a more refined estimate of potential costs.