

Agenda Items: June 22, 2023, Board Meeting

Q&A

ITEM 1. (AGENDA REVIEW) – TEA WAIVER

Why does the superintendent need a waiver from TEA?

The waiver is a common practice in Texas to encourage exceptional national education leaders to seek leadership positions in Texas Districts. It recognizes that qualifications matter more than state specific certifications.

ITEM 4. APPROVAL OF 2022-2023 REMOTE HOMEBOUND INSTRUCTION FOR ELIGIBLE SPECIAL AND REGULAR EDUCATION STUDENTS

What is the enrollment, impact (numbers of students), and threshold for success?

This is for one student. Success is board approval so we can receive TEA funding for this student for the days they were receiving remote homebound services. If not approved, we cannot receive funding for the student, but services were still provided in accordance with the curricular and ARD requirements.

If approved by the board, the waiver for the one student receiving services will be submitted, and TEA will factor payment in the Foundation School Payment.

ITEM 6. APPROVAL TO NEGOTIATE, EXECUTE, AND AMEND A CONSTRUCTION CONTRACT FOR MULTICAMPUS HEATING, VENTILATION, AND AIR CONDITIONING SYSTEM REPAIRS AND IMPROVEMENTS

What is the age of the current system?

The makeup of HVAC system is comprised of several different pieces of mechanical equipment of varying ages which include but not limited to the following: Chillers, Water Pumps, Boilers, Air Handler Units and DDC Upgrades which are all past their life cycle.

What is the completion timeline?

Franklin and De Zavala ES are scheduled for completion prior to the start of the '24-25 school year. Lorenzo ES will be completed this summer prior to the start of the '23-24 school year.

What is the impact on students if not completed by beginning of school?

The completion of all projects will be critical to student learning and will have a direct impact on instruction.

ITEM 21. APPROVAL TO TEMPORARILY SUSPEND CERTAIN PORTIONS OF BOARD POLICY DC(LOCAL), EMPLOYMENT PRACTICES

Please explain what "principals are flagging this" means.

Part of the anecdotal feedback from the three-day principal training was that the evaluation processes

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currently in place were not easy to implement, were inconsistent, and did not necessarily improve instruction or performance.

ITEM 24. APPROVAL TO TEMPORARILY SUSPEND CERTAIN PORTIONS OF BOARD POLICY EHBJ(LOCAL), SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

What type of flexibility does suspending EHBJ(LOCAL) provide to the administration that will drive improvements in student outcomes and achievement gap closures at New Education System (NES) schools? What specific problem are we going to solve that EHBJ(LOCAL) is inhibiting?

Superintendent Miles will share the proficiency and gap data for the NES schools and HISD on June 15. He will share how NES schools were chosen and why it is so critical to immediately begin addressing gaps in these schools.

Once improvements are realized, how will special programs - innovative and magnet programs be reactivated at NES schools?

The long-term vision for all schools in HISD including NES schools is that they are giving all students an exceptional education in core skills, access to numerous "right brain" experiences (arts, physical fitness, theater, martial arts) and Year 2035 experiences including travel, advanced technology, and career experiences.

What type of protection will an amended EHBJ provide to schools that are meeting acceptable achievement standards?

The suspension of this policy will only apply to NES schools and in most cases current magnet programming will likely still be available, but its schedule or structure may be modified.

What is the plan to ensure that students who are currently benefiting from these programs continue to gain exposure to inclusive, equitable, rich learnings that these programs offer?

We believe all students in NES schools will not only have access to more and more diverse learning experiences in the NES. The difference is that these experiences will be combined with excellent instruction that eradicates reading and math achievement gaps and raises proficiency rates for all students. Finally, we will also provide these students experiences and skill development in year 2035 competencies.

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What research-based study is being used to inform the need to suspend EHBJ(LOCAL) to provide the flexibility to improve student achievement at NES schools? What does the data state?

This will be included in the Superintendent's report on June 15th.

What is the proposed NES school framework without special programs - innovative and magnet programs?

NES will include a variety of innovative programs and will likely include many of the existing magnet programs in the elective and dyad structure. Specific cost benefit analysis may be difficult to complete prior to full implementation given that NES schools are funded and staffed with an entirely different model than other existing schools.

Why does this policy need to be suspended now as opposed to after an evaluation is complete?

We need to temporarily suspend this policy so we can make the changes necessary to prepare families, staff, and programs for the 23-24 school year. We will make decisions as we better understand individual schools and programs and will not be able to bring each change back to the board for approval. We will work with the board to amend the policy no later than August 31, 2023, to reflect the appropriate operational autonomy for the Superintendent Miles in NES schools.

How will the board and community know that the specific decisions made upon suspension of EHBJ will deliver the results intended?

Superintendent Miles will share year one metrics to ensure the board and community can hold the administration accountable for progress and improvement in NES schools.

If funding is a reason for suspension of EHBJ, why can't schools simply be allocated more resources?

NES schools will be allocated more resources because we must align all the district's resources with its priority of improving its highest priority schools. As a result, the magnet funding structure may be altered. Any change in funding even if it does not impact the funding level would otherwise require board approval and this limits our ability to fully implement the NES model in these schools in the 2023-2024 school year.

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How will community input and suggestions be captured in response to modification of the existing magnet programs?

Once NES principals are selected and individual campus programs are evaluated, campuses will begin hosting campus community meetings to help families understand any changes that are made and to inform how to best incorporate existing magnet programming into the new school model.

How are special programs an impediment to student achievement? What data supports this?

Special programs do not have to adversely impact student achievement, but in some cases in HISD the success of magnets and other special programs for some kids has masked the failure of other schools to provide even a basic skills education to other students - especially students of color and economically disadvantaged students. More about this dichotomy will be shared in the Superintendent's presentation on the 15th.

How many schools in NES currently have a magnet program and type such as magnet, Vanguard, etc. and the program concentration such as science, aviation, performing arts...?

Board members received a detailed profile and enrollment count for magnet programming in NES schools via email on June 13.

How many Full-Time Employees (FTEs) are dedicated to magnet programs in NES schools? How many students attending NES schools w magnet programming are within that school's attendance zone? How many are not?

We are working to gather this information and will provide it to the board before the June 22 meeting.