

ITEM 1. ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 3 PROGRESS MEASURES 3.2 AND 3.3

Background #3: Explorer is a half credit for a level 2 course considered on track. Is this for all grade levels? [i.e. If an explorer is also a senior, would they be on track until End Of Year and then cause a drop?] ***UPDATED 2/7/2024***

For a student to be classified as explorer, they must complete 1 course plus earn a half CTE credit in a Level 2 course. “Explorer” students are only included as “on track” if students are in 10th or 11th grade given these students will still have time to complete three courses and qualify as a completer by the time they graduate.

Figure 2. P.1 Does the EOY include all students 10-12? Why the gap in completion? Is cost of testing a factor? ***UPDATED 2/7/2024***

The EOY data for Figure 1 includes all 10th – 12th grade students. The outcomes reported in figure 2 are based upon students that graduated. Cost of testing for IBC is not a factor, as campuses request vouchers from CTE to provide the certification for no cost to the student.

What percentage of Industry-based Certifications require external testing and what is the usual fee [median]? Are students required to pay the fee up front and wait for reimbursement? ***UPDATED 2/7/2024***

All IBC require external testing as they are a professional certification, and their prices can vary depending on the certification. Students are not required to pay for IBC. Some factors causing the gap in completion include 1) completers do not consistently complete an IBC at the end of their program of study, 2) completers may be testing too late and/or not submitting records on time, and 3) students may not pass an IBC and do not always receive remediation support so they can retest and pass.

Table 1. Has there been any change to data collection or component make-up with in past 12 months? ***UPDATED 2/7/2024***

No, identification of student groups is defined by the Texas student data system data standards.

As Industry-based Certifications are “sunset” (i.e. phased out), Texas Education Agency has made some provisions for roll-off. Since a possible risk has been identified for student demand, what strategies have been developed to bolster student achievement of this goal and how do the action steps affect demand? ***UPDATED 2/7/2024***

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While some IBCs are being sunset, we have identified other IBCs in the same programs of study that students can take. This strategy would ensure that all students can complete their program study with an aligned IBC.

3.2 RC(cont.): QOI - Is there a strategy to support specialized professional development for Career & Technical Education? What percentage of programs are administered by [vendor, certifying entities, HISD Teacher]? ***UPDATED 2/7/2024***

Yes, the CTE department offers professional development to support teachers in content development, pedagogical practices and multiple response practices. HISD CTE Teachers are the only ones that administer programs of study to students.

Typo figure 3 header ***UPDATED 2/7/2024***

The title of the figure should state, "MOY CTE Completer Status On-Track for Grades 10-12."

Decentralized... Are you able to identify and summarize all programs offered by type/category to give stakeholders a view of what students demand vs. supply (what's being offered)? Have any student surveys been completed in this regard to inform pathways to success? ***UPDATED 2/7/2024***

HISD offers a variety of Programs of Study that are aligned with Federal and State Career and Technical Education programs. Historically, HISD central office has not had a clear view of the programs of study offered at each campus. However, this year, we are collecting that data centrally via SchoolLinks to have a clear understanding of the offerings at each campus. In terms of gauging student interest, campuses have historically conducted local surveys to obtain this information, and HISD has not had visibility into student interest across the district. This year, middle and high school students are in the process of completing the SchoolLinks Career and Cluster Survey, which will provide HISD with more robust information on student interests. These survey results will be provided to campus leaders so they can identify trends in student interest areas and plan course offerings based on that information.

3.2 FPOS - How were the 4 key FPOS paths chosen and why didn't AI nor oil & gas make the list? In what ways do focusing FPOs foster pathways to success for limitless opportunities, the vision for the district? ***UPDATED 2/7/2024***

The four Focused Programs of Study (FPOS) were selected based on extensive research into future state job market analytics, global market trends, and the impact of AI across various industries. Although there isn't a specific AI program of study recognized by the Texas Education Agency (TEA), all chosen programs will integrate AI technologies and are expected to benefit from a positive trend in AI augmentation. Oil and gas was considered; however, the selected programs of study demonstrated higher

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relevance and demand in the Gulf Coast regional labor market data provided by Tri-Agency in collaboration with TEA. The FPOS foster opportunities because data shows they have a high volume of jobs, a high career growth rate and a high median wage based on futures state 2030 projections.

3.3 supplemental: Just to verify 87% of students qualified to take a Math dual credit course do so, while only 70% of English qualifiers do the same? What is an appropriate allocation (90, 95, 99% enrollment) that you seek through opt-ins? When achieved what will be the impact on goal achievement? *UPDATED 2/7/2024*

87% of students who qualify for a dual credit math course are enrolled in an advanced Math course (not necessarily dual credit) and 70% of students qualified for a dual credit English courses are enrolled in an advanced English course. Students can meet the requirements for dual credit in multiple ways. We saw an increase of students eligible for dual credit English after the October 2023 PSAT administration. If students were not enrolled in an advanced English course (Pre-AP/IB, AP/IB, or Dual Credit/Dual Enrollment) at the beginning of the school year, it is unlikely their schedules were changed in January to include an advanced course. We anticipate the first year of moving from an opt-in to an opt-out of advanced courses, we will see 85-90% of students enrolling in advanced courses. The number is always dependent on the courses available at the campus and ensuring advanced courses are available to students at every grade level.

3.3 Action Steps: #2 Has this been implemented yet, and if so, what are the early results for Spring enrollment? *UPDATED 2/7/2024*

Systematize Access to Advanced Course Options has not been implemented for the 23-24 academic year. Counselors are being trained on this expectation and will implement this expectation this Spring in preparation for the 24-25 academic year.

For both GPMs, is there any data specific to NES/A schools? *UPDATED 2/7/2024*

Currently we do not have this data specifically for NES/A schools given the district's strategy, data reflection, and response conducted for the February monitoring report used districtwide data to ensure we are providing all students access and support to obtain college and career readiness.

How are CTE/Career Resources allocated district wide? Centralized or decentralized? *UPDATED 2/7/2024*

A percentage of State funding is redistributed directly back to campuses in support of their CTE programs. Federal funds are centralized, so the CTE department can prioritize and target certain programs where we have identified gaps and resources district wide.

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Does each campus have a counselor?

UPDATED 2/7/2024

Most campuses have a counselor and those that do not do not have counselors are supported by the counseling department at central office. HISD campuses have discretion on hiring of counselors, except NES campuses. All NES high school campuses have a school counselor.

How do we ensure that students who are mobile do not get lost?

UPDATED 2/7/2024

Counselors and students' schedulers are trained to audit their transcripts and ensure they are in the required courses for graduation or promotion.

GPM3.3

Can we increase UT OnRamps courses for future years? How are schools selected to participate in UT OnRamps courses?

UPDATED 2/7/2024

UT OnRamps courses can be increased for future years. Campus leadership teams make the decision whether to expand their OnRamps course offerings. The number of courses offered in HISD has increased each year. HISD is expected to show increases again for the 2023-24 academic year with the increase in the number of schools that offered OnRamps economics this semester.

GPM 3.2 figure 2 pg. 1: why would projected increase in graduates who are TSI ready increase 3% year over year except for 2025 when the projection is a 5% increase?

UPDATED 2/7/2024

We anticipate a larger increase in 2025 based on processes put in place for the current junior class. We will see a slower ramp up for class of 2024 as they are current seniors, but the junior class has more opportunities for a larger jump based on more time to both show TSI readiness and IBC attainment.

GPM 3.2 figure 3 pg. 2: MOY CTE completer status by student group:

Please explain your understanding of why the % those classified as White are at least 10% lower than other student groups (except Special Education).

What does this suggest about pursuit of CTE credit, and do you expect this percentage difference to persist, increase, or decrease given the changes being implemented across the district, and why?

UPDATED 2/7/2024

We recognize that some student populations are underrepresented in CTE enrollment. We are unsure why this is the case, but we are taking steps to make sure our programmatic offerings aimed at post-secondary success (IB, AP, CTE, Dual Credit etc.) equitably reflect the demographic make-up of the district. We have already taken steps to strengthen our CTE programming and make it a pipeline to both college and

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career for more students, and we have aligned our new core Programs of Study to high-need industries that will provide access to most of the highest paid jobs in the region in years to come. We will continue to monitor workforce trends to expand the way we think of CTE as pathway to career and college, and we will continue to expand diverse education opportunities to all communities and students, so every student believes they have multiple pathways to success after high school.

GPM 3.2 Action Steps pg. 5 "Foundational Programs of Study (FPOS) for Freshman:

High schools are described as "comprehensive" (those required to implement at least 2 or 4 FPOS programs) and "separate and unique campuses" (those not required to implement FPOS programs). Are all high school campuses categorized as one or the other?

Is this a categorization that is well known and published? If so, please provide, else please explain these categorizations and if a campus may be considered both? (I see references to "school within a school" on some high school websites, suggesting that campuses may be both comprehensive and have a magnet program.) ***UPDATED 2/7/2024***

The term comprehensive high school is not an "official" term used by HISD. However, it has historically been used when referring to a traditional campus with a set of zoned students. The terms defined as a part of the school choice process this year are as follows:

- Separate and Unique Schools – These schools do not have any students zoned to the campus. This means all students must apply to attend.
- School-wide Programs – All non-zoned students must apply to these schools. Zoned students do not need to apply given the full school participates in the programming.
- School Within a School – Some campuses have specialty programming within the campus. Zoned and non-zoned students must apply to access this specialty programming. Zoned students do not need to apply to their zoned school to access the general education program.

All campuses can apply to fall into one of the above categories.

To confirm, those "separate and unique campuses" (aka magnet campuses?) will not have to implement FPOS programs. Is that correct? ***UPDATED 2/7/2024***

Not all "separate and unique campuses" are magnet across HISD. For these campuses, FPOS was optional. For "school within a school" and "schoolwide program campuses", FPOS was a requirement, but the campuses were directed to continue with all magnet programming.

Please clarify: "Teacher supports: Support teachers in obtaining the IBC directly..." Would you describe what that means or provide an example? ***UPDATED 2/7/2024***

To upskill our CTE Teachers, it is beneficial for our teachers to achieve the IBC within the Program of Study they are teaching. By doing so, the CTE Teachers receive a better understanding of the content

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covered in the certification exam. This allows them to effectively plan and focus instruction on ensuring students master the TEKS to help ensure student IBC achievement.

Pg 7: Coding systems: A risk to these action steps seems to be the quality and timely entry of student information. What improvements are being made to reduce the dependency on manual input of student information? Please explain what is being done and what changes students, parents, and staff may expect to see and when. ***UPDATED 2/7/2024***

When students complete an IBC, they are completing a professional certification. Due to the nature of the certification, steps to register whether a student has obtained the IBC are manual. However, the Academics department is currently working to develop a more streamlined approach to capture this data and ensure students receive credit within 2 weeks after scores are received.

Figure 9 GPM 3.3 pg. 8: What does the breakdown by student population suggest about progress toward GPM 3? Those categorized as Asian stand out.

What does this suggest about how our system is supporting or not supporting college credit attainment for all students?

I'm wondering about systemic bias that may encourage some student populations to pursue college credit over others. What role do (academic?) counselors play in getting students to pursue college credit and does their training work to ensure they encourage all students to consider pursuing college credit? ***UPDATED 2/7/2024***

To improve equitable access to advanced coursework, the Office of Academics is introducing new guidelines that identify students for advanced coursework based on their performance as determined by standardized assessments like STAAR, PSAT, SAT, TSIA, ACT, AP, and NWEA MAP. This data-driven approach will support counselors in helping students develop schedules in alignment with academic abilities.

The goal of the College, Career and Military division is to help all students maximize the opportunities available to them in each of those pathways. Additionally, Academics has focused on providing counselors with robust data to help support them in navigating the college decision. For example, if a student is TSI ready, it is important to make them aware of college opportunities. If a student is not TSI ready, they should still be exposed to college as a pathway, but it is also important to ensure they have remediation necessary to meet that TSI threshold. Additionally, (CCMR) Advisors specialize in guiding students through the college application process, financial aid, and scholarship applications, providing comprehensive support to ensure students' post-secondary success.

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When do counselors decide not to encourage pursuit of college credit and is this consistent across all counselors in the district?

Do counselors encourage students and families to consider other schools in the district so that they may have access to the courses that help them meet their academic goals?

Do counselors influence the courses a campus will offer?

General clarification: where "counselor" is mentioned in this document, is it describing an academic counselor? Please describe the various counselors available to students and the terminology we should expect to be used. (e.g., guidance, academic counselor, academic advisor, school counselor) ***UPDATED 2/7/2024***

Counselors have an impact on the courses offered at a campus by advising campus leadership on graduation or promotion standards and ensuring that course offerings align with student potential.

For clarity, references to "counselor" in this context denote academic counselors. These professionals support students in collaboration with various departments, such as college advising, Career and Technical Education (CTE), and the post-secondary department. Their role is to analyze student transcripts to create optimal pathways for students to be College, Career, and Military Readiness (CCMR) ready and graduate on time. They are trained to recommend more rigorous courses for students who meet the academic prerequisites and to address students' social-emotional needs through individual or group sessions.

Additionally, College, Career, and Military Readiness (CCMR) Advisors specialize in guiding students through the college application process, financial aid, and scholarship applications, providing comprehensive support to ensure students' post-secondary success.

GPM 3.3 Figure 10 pg. 10 AP/IB data: What is being communicated by this chart?

If Blue bar is % of all graduates that met AP/IB criteria, and yellow is the % of those who took the AP exam and passed, it's unclear what % of total graduate population took the AP exam (and likewise took the IB exam in 21-22 and 22-23).

Please clarify or provide additional data to see the total population vs the % that took each exam. ***UPDATED 2/7/2024***

The blue bar is the percentage of graduates for the school year that met the college readiness on either the AP/IB assessment prior to graduation. The yellow and green bars are the AP/IB passing rates for all AP/IB assessments taken in the school year. This figure is communicating that less than a third of our annual graduates have passed an AP/IB assessment when they graduate. It also demonstrates that HISD has an AP passing rate under 50%.

Pg 11 #6: Implement revised and targeted student scheduling processes (24-25)

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Please clarify "multiple assessment sources" that will be used to determine enrollment in advanced academic courses. Please clarify "students will default into advanced courses with counselors using data to make necessary alterations" - what data will be used and what alterations are considered necessary?

What checks, training, or other supports are in place to help ensure students are not unfairly assumed to not be ready for advanced courses, and therefore never get a chance to receive instruction that challenges and engages them? ***UPDATED 2/7/2024***

To determine enrollment in advanced academic courses, we utilize a variety of assessment sources, including AP, SAT, ACT, PSAT, STAAR EOC (End-of-Course) exams in English and Algebra, as well as NWEA MAP assessment data. Our scheduling process, supported by the SchoolLinks platform, is designed to showcase advanced course offerings, such as Pre-AP and AP courses, as the default option for students meeting a set academic threshold. Counselors are trained on this approach so they can then work directly with the students to ensure course selections align with students' academic and career goals. Additionally, central office counseling staff conduct regular audits of student schedules to ensure that those who are academically ready for advanced courses are enrolled accordingly unless there is a documented parental opt-out.

What is used to determine how many (academic) counselors are available at a given High School campus? What are the challenges to providing enough support for our diverse student population. Do we have enough counselors, and if not, what are we doing to meet the need? ***UPDATED 2/7/2024***

Regarding counselor availability, the American School Counseling Association and the Texas Counseling Model suggest a ratio of 250 students per counselor. While our NES campuses adhere to this recommendation, principals at PUA campuses have discretion over counselor staffing, leading to varying student-to-counselor ratios. This could cause a discrepancy in supports for students. Inconsistencies in the roles and responsibilities of campus counselors further complicate these efforts.

To address these challenges and disparities in counselor availability, our Academics department is implementing several strategies. These include the introduction of technology systems like SchoolLinks and the CCMR dashboard to facilitate data-driven scheduling decisions, enhanced training for campus counselors based on new district guidelines, and the development of a pool of qualified counselors for principals to hire from when filling positions. These measures aim to provide consistent, equitable support across all campuses, ensuring every student has access to the guidance and opportunities they need to succeed.

I would like to clarify my understanding of the charts in figures 1 and 2 on GPM 3.2 and figures 7 and 8 for GPM 3.3, including what the striped bars mean.

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Figure 1 shows the percent of 10th through 12th graders on-track to complete a CTE program of study by graduation. The blue bar is based on the CTE completion status calculated by the TEA at the end of each school year. The striped, blue bar is determined by semester 1 CTE course engagement by 10th–12th graders and is not based on an official CTE completion status as calculated by the TEA. This striped bar is formative data to evaluate district's efforts in moving toward the EOY CTE completer status.

Figures 2 and 8 is the overall goal three status provided for context next to the goal progress measure figures. These figures show the percent of graduates who earned an industry-based certification who are also TSI ready in reading and math.

Figure 7 shows the percent of 11th graders on track to graduate with college credit through AP, IB, dual credit, and/or dual enrollment. The solid, blue bar provides end-of-year college credit information which includes all test results alongside college credit earned through dual credit and dual enrollment coursework. The striped, blue line represents the MOY data and represents the percent of 11th grade students who have earned college credit through AP, IB, dual credit, and/or dual enrollment prior to their 11th grade year and/or successfully completed a dual credit course during the fall semester.

Can we get a list of what the programs of study are as described here: the state's definition of Completer is a student who successfully achieve at least three or more credits in three or more courses in the same program of study sequence, one of which must be a Level 3 or 4 course.

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Foundational POS	IBC (Industry Based Certification)
Entrepreneurship	Entrepreneurship and Small Business
Networking Systems	Information Technology Specialist: Networking or CompTIA Network+(tentative)
Distribution & Logistics	Certified Logistics Technician
Health Informatics	Certified Billing and Coding Specialist

Can we get more information on what each of these Foundational Programs of Study are as described: The Foundational Programs of Study include Entrepreneurship, Networking Systems, Distribution & Logistics and Health Informatics

The Foundational Programs of Study include the following descriptions provided by TEA:

- Entrepreneurship - The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources. The industry-based certification (IBC) for this program of study is Entrepreneurship – Small Business.
- Networking Systems - The Networking Systems program of study explores the occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. This program of study may also include exploration into analyzing science, engineering, and other data processing problems to implement and improve computer systems. The IBC for this program of study is Information Technology Specialist:

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Networking.

- Distribution, Logistics and Warehousing - The Distribution, Logistics and Warehousing program of study teaches students how to plan, coordinate, and direct people and operational plans related to the planning and distribution of goods and services. Students will learn how to manage daily warehousing operations and logistics personnel. The IBC for this program of study is Certified Logistics Technician.
- Health Informatics - The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports. The IBC for this program of study is Certified Billing and Coding Specialist.

Additionally, please provide the research-based analysis of the effectiveness and impact on the achievement of board-adopted student outcome goals of the implementation of these Foundational Programs of Study, as well as the plan of action for communication of the same to the Board and the public.

The metrics for determining the Foundational Programs of Study are based on high-growth and high-wage labor market information (LMI) provided by TEA, infrastructure capacity, and high-volume trends throughout the Programs of Study. The potential effectiveness and impact will lead to higher Career & Technology Education completion rates for students enrolled in these Programs of Study, especially for the students with high mobility within the district.

Our comprehensive campuses have added the Foundational Programs of Study to their School Choice CTE transfer offerings to ensure students and parents are aware of the new Foundational Programs of Study offered across the district.

(GPM 3.2) Are there specific reasons students with disabilities and emergent bilingual students are struggling to complete? If so, how can we better support these students? If not, how can we find out more about why these students are struggling?

For these populations, some barriers to completion may include language acquisition and a need for more targeted supports in programs for students with disabilities. To enhance support for these students, central office staff are collaborating closely with schools to develop more adaptable program options that facilitate their completion of studies for these groups. This includes expanding training for Career and Technical Education (CTE) teachers and administrators on the needs of specialized populations, ensuring they are equipped to provide the necessary accommodation(s). Furthermore, ongoing engagement with the

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compliance department is essential to guarantee that students are accurately identified and coded, ensuring they receive the support tailored to their unique needs. By implementing these strategies, we can create a more inclusive and supportive educational environment that enables all students to succeed.

(GPM 3.2) Which programs are scheduled to be “sunset” (i.e., phased out over time) over the next few years? Are these programs simply not producing outcomes? Or are they not aligned to future regional/state workforce needs? Or is it a combination of both?

The phase-out process for Career & Technology Education (CTE) programs typically happens over a 3 – 4-year period. This is to ensure HISD can continue to support students who have already started in that program of study in becoming completers. For example, if a program of study (POS) is identified to be sunset, the Level 1 course will no longer be offered for incoming ninth graders while the campus continues to offer the courses in 10th – 12th grade for students who already started in this pathway while they were in ninth grade. The campus would continue to remove course offerings one grade at a time each year until sunsetting is complete.

HISD administration has not required the sunsetting of programs of study given this has historically been a campus decision, but HISD has provided campuses with guidance for how to make these decisions. We recommend campuses collect and review the following data when determining if they still want to offer a program of study:

Alignment to Future of work – Review job market data including wages, volume and growth of careers aligned to the program of study.

Enrollment – Review enrollment per course and collectively by program of study to gauge extent of student demand for the program

Industry-based certification completion rates per program of study: Determine if the program of study has high or low IBC completion rates. If rates are low, campuses may consider sunsetting or re-working the courses to ensure students receive IBC credit.

Community Interest: Align program offerings to the needs and interests of students, families, local employers, and the community. Ideally, community interest should correlate with student enrollment.

Magnet Programming: If a course and/or program of study ties into your school’s magnet programming, you should not change that course.

Additionally, HISD follows TEA guidance on changes to programs of study in response labor market information. TEA published a Program of Study Refresh for all CTE programs that aligns courses to industry trends. For example, STEM (Science, Technology, Engineering, and Mathematics) is the methodology of teaching. Currently, it is a CTE Program of Study but now based on TEA guidance, it will be known as the Engineering Program of Study.

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(GPM 3.3) What data will counselors use to determine whether students should opt out of advanced course work?

The school counselors will use the data from the following assessments: NWEA MAP, PSAT, SAT, AP Potential, TSIA 2.0, and STAAR/EOC. Students on grade level or identified as meeting the criteria to take Dual Credit courses will be enrolled in advanced courses appropriate for their grade levels. Student course request information and parent requests will also be used to make students' scheduling decisions, and students will be able to opt-out of an advanced course after a student, parent, counselor conference is held and written consent from the parent is given.

(GPM 3.3.) What data will counselors utilize for scheduling decisions? Is AP Potential (generated by PSAT data) one of these resources?

See response to previous question on data counselors utilize for scheduling. Yes, PSAT data is one resource that is used.

(GPM 3.3) How are campuses determining which advanced courses need to be offered? For example, are they looking at data and adding an AP Biology course because 20+ students course show potential to do well in such a course, or adding such a course because a teacher is available to teach that course? In other words, is course offering based on need or on teacher availability?

Campuses determine the offering of advanced courses primarily based on student needs and academic potential, using a data-driven approach. Once the master schedule is set, campuses should then adapt their staffing pattern to meet the course offerings at that school. However, practical constraints also play a role. For example, smaller campuses might face challenges in offering multiple advanced courses like AP Biology and AP Chemistry simultaneously if the potential student cohort overlaps significantly. In such instances, decisions are made based on what best serves the student population, considering factors such as student course requests and post-secondary plans.

The main steps to determine the schedule are included below:

Review Student Data to Identify Course List - Campuses receive data on the number of students qualified for each course across all offerings, including Career and Technical Education (CTE), AP, and dual credit courses. This data informs campus decisions on course offerings, often leading to the introduction of new advanced courses based on the volume of qualified students.

Obtain Student Course Requests – The list of courses that best meet student needs are added to the scheduling system, allowing students to view and select the courses for which they are most qualified. An opt-out option is available for advanced courses, with a supportive process involving the student, parents, and counselor to ensure informed decision-making.

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Development of Master Schedule - Student selections are used to create the master schedule, ensuring it reflects the total number of each course required to meet demand.

Aligning Staffing - Finally, campuses align teacher assignments with the master schedule, prioritizing student needs over existing teacher availability. This may involve recruiting new teachers to accommodate new course offerings.

Overall, the focus is on meeting the educational needs of students, with teacher availability considered after establishing the master schedule based on student demand for courses.

ITEM 4. APPROVAL OF A DIRECTOR APPOINTMENT TO POSITION 3 OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT PUBLIC FACILITY CORPORATION BOARD OF DIRECTORS

Please provide a list of all current PFC Board of Directors and their respective expiration dates.

UPDATED 2/7/2024

Members of the PFC Board are:

- Janette Garza Lindner – Position 3, term expires March 2024
- Ric Campo – Position 1, term expires March 2025
- Audrey Momanaee – Position 2, term expires March 2026

ITEM 5. APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY, REGARDING GOAL 4-SECOND READING

Can we please have the analysis supporting the determination that the following measures is an appropriate (SMART) target for our students. Goal 4 Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from X 63 percent in August 2023 to Y 78 percent in August 2028.

This target was set by the Board when the goals were adopted. The Board was given three options for which to set the targets. The option that the Board selected was based on measured growth in year 1 so the administration could make the cultural impact and systemic support to realize larger, more sustainable gains in later years. The overall target of 15 percentage point growth was designed to ensure growth and achievement aligned with the board's expectations for all students in goals 1, 2, and 3 and to make up for the gaps that have existed for years and are attainable through the bold actions we are putting in place to support and accelerate student learning. There is no precedent for this amount of substantial growth, but we are here to accomplish greater than status quo results for all students.

ITEM 6. APPROVAL OF VENDOR AWARDS FOR PURCHASES WHICH COST \$1,000,000 OR MORE

Uniforms for Homeless Students: In school year 22-23, how many students received uniforms provided by the district? In the current school year, how many students have received uniforms ***UPDATED 2/9/2024***

Each student receives two uniform sets:

- SY 2022 – 2023 – 5,607 (11214)
- SY 2023 – 2024 (to date) - 1,140 (2280)

Special Education Services - Speech Therapy: In school year 22-23, how many students received services from this contract? In the current school year, how many students have received services from this contract? What is the primary reason for requesting an increase in the spending limit? How will this help the administration obtain the desired board goals? How will this impact the current year's budget? ***UPDATED 2/7/2024***

In school year 2022-2023, there were approximately 5,600 (5,571) students serviced/supported by contract speech professionals. In school year 2023-2024, there are approximately 6,900 (6,892) students serviced/supported by contract speech professionals.

The primary reason for requesting an increase in the spending limit is due to the increasing number of referrals, evaluations, and students in need of speech/language support. As the number of speech impaired students continues to increase, the number of qualified speech professionals needed to provide speech therapy services and evaluations will continue to increase as well. Increasing the spending limit will ensure that adequate staff is available to service/support students with speech impairments and continue to prioritize student success in the classroom/academic setting. The increase will require the district to utilize general funds and grants to cover the contract services.

ITEM 7. APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FEA(LOCAL), COMPULSORY ATTENDANCE-FIRST READING

Please, review considering a diet. Several redundant items even in the updates and many things that may be more appropriate for a regulation as they apply to the operations more so than the governance. ***UPDATED 2/7/2024***

In addition to addressing revisions to this policy related to legislative changes, additional changes to FEA(LOCAL) are to address changes necessary for DOI plan; however, we will be doing a more detailed review of local policies going forward.

In requesting this exemption, the District commits to:

- Give principals the decision-making authority to approve attendance waivers on a case-by-case basis as outlined in the attendance credit appeals process and each principal's plan for attendance appeals.

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- Grant attendance waivers only for students in good academic standing (70s or above in all courses).
- Ensure no student's absences shall exceed 30% in any course.
- Set clear parameters for the types of programs that may fall under 90% of the days the class is offered.
- Require elementary and middle school students to adhere to all statutory guidelines on attendance.

Please explain how these DOI commitments will be met, as they do not appear in FEA(LOCAL) as submitted, and whether these commitments will be in regulation or otherwise.

Updating FEA(LOCAL) provides baseline flexibility to execute on the DOI plan. Once approved, HISD central office will work with division leaders to develop guidance for school leaders to execute on the DOI commitments as outlined in the plan.

ITEM 8. APPROVAL OF THE 2024-2025 ACADEMIC CALENDAR

Many of our high school students take classes at our local community colleges. How does the proposed calendar align with community colleges' holidays and breaks?

UPDATED 2/7/2024

The proposed calendar aligns with the HCC calendar for the following holidays/breaks: Labor Day, Thanksgiving Break, MLK Day, President's Day, Spring Recess, Spring Holiday (April 18), and Memorial Day.

The HCC winter break starts three days earlier than the HISD winter recess and runs from 12/19/24 to 1/1/25. The HISD winter recess begins on 12/23/24 and for students ends three days after the HCC winter break on 1/6/25.

In school year 22-23, what were the top 5 least attended dates either by percentage of enrolled students or number of absentees?

UPDATED 2/7/2024

By percent absent:

1. 4/10 (16 %)
2. 12/21 (11 %)
3. 3/10 (11 %)
4. 1/24 (11 %)
5. 5/31 (11 %)

From the community feedback, what were the top 5 common themes/concerns?

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UPDATED 2/7/2024

1. Comments and questions about holidays and breaks (1275 comments)
2. Preference for Version A (1218 comments)
3. Preference for Version B (923 comments)
4. Request to change October holiday date from October 11 to October 3 (672 comments)
5. Concerns about length of school year (352 comments)

How will the proposed calendar help in obtaining the desired board goals/student outcomes?

UPDATED 2/7/2024

The proposed calendar will help obtain board goals 1-4 by increasing the number of student-teacher contact days during the academic-year. Students will have approximately 10 more instructional days before the STAAR exam, as compared to the current year. Research supports that longer instructional calendars lead to improved student achievement. (<https://www.educationnext.org/time-for-school/>)

What are the key factors that led to choosing this calendar? Will this decision have any impacts on budgets or personnel planning and if so, please highlight for our consideration?

UPDATED 2/7/2024

This calendar was developed with the following goals in mind: 1) improving academic proficiency for all students by increasing instructional days, 2) better balance the number of days in the first and second semesters, 3) distribute PD days throughout the school year, and 4) allow students 1+ additional weeks of instruction in advance of key spring exams (STAAR, AP, IB, etc.).

The calendar changes will increase the number of workdays for 10-month employees and some nonexempt employees and therefore will have an impact on budget.

Should AP or IB tests only be available for PD days, how will the administration adapt to this need?

UPDATED 2/7/2024

Historically, AP tests are given during the second and third week in May. The 2025 AP testing calendar has not yet been released, but assuming no changes to the usual testing cadence, there will not be AP tests on Friday, May 2, 2025.

The 2025 IB testing schedule has not yet been released. In 2024, there were no IB tests scheduled for the first Friday in May. Assuming the testing schedule in 2025 is similar, we expect no tests on Friday, May 2, 2025.

If an AP or IB test is scheduled for May 2, 2025, the administration will decide to ensure that all students impacted still take the test. This plan may include requesting an alternate date for testing from AP and/or

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IB, having impacted students attend school on this day to test, and/or amending the current calendar to move the PD day.

Please provide a summary of the community/family feedback received regarding the academic calendar options presented.

The calendar survey was accessed 7,116 times with 4,171 feedback comments and 2,336 question comments.

1275 respondents mention holidays and breaks in their feedback, with 672 individuals requesting a change in the fall holiday from 10/11 to 10/3 to observe Rosh Hashanah.

1218 respondents provided "Version Preference – A" and 923 "Version Preference – B", showing a very slight preference for the first version of the calendar.

When is the board seeing the draft of the calendar?

The board received the final draft of the calendar via email January 30.

As I understand it, since 1996, one of the two Jewish High Holy Days, Rosh Hashanah, and Yom Kippur, have been recognized by HISD as a school holiday so that students and families may observe the religious occasion. In previous years, if one of the two High Holy Holidays fell on a weekend, the other was given off. Calendars A and B do not seem to align with this precedent as Yom Kippur (it begins on the evening of October 10th) falls on a weekend and Rosh Hashanah (it begins on the evening of Wednesday, October 2nd, with the primary day of celebration, Thursday, October 3rd), is not a school holiday on either calendar. Is it possible to amend the calendar to allow for Jewish HISD families (both students and faculty/admin) to observe Rosh Hashanah as a school holiday without taking an excused absence?

We have updated the calendar to include October 3 as a professional development (PD) day and October 4 as a recess day/holiday, in alignment with Rosh Hashanah. Jewish students will be able to observe both days without an absence, and Jewish staff will be able to request off October 3 to observe and without missing a student/teacher contact day.

Of note: historically HISD has honored Yom Kippur as a recess day/holiday OR a PD day when it falls on a weekday. In 2023, 2022, and 2021 Yom Kippur was a holiday. In 2020 and 2019, Yom Kippur was a PD day. In 2024, Yom Kippur falls on a weekend. Rosh Hashanah has not been observed with a holiday or a PD day since 2017, which is the last year Yom Kippur fell on a weekend. In 2017, the district had early dismissal on the first day of the Jewish holiday and a PD day on the second day of the Jewish holiday.

ITEM 9. ADOPTION OF RESOLUTION TO PAY EMPLOYEES RELATED TO THE INCLEMENT WEATHER ON JANUARY 16, 2024

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Please explain the reason(s) – either legal, policy-based, or otherwise – that the Board must approve this resolution. Also, what other actions of the superintendent are contemplated by this language and is there a legal or policy-based reason for the inclusion of it in the proposed resolution: The Board hereby ratifies and approves, to the extent permitted by law, all actions taken by the Superintendent in the exercise of his discretion, as a result of a winter freeze, through the effective date of this Resolution.

This response was provided to the board directly as legal advice.