

Discussion and Report Items

Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measures 3.2 And 3.3 • February Goal Progress Report

1. There is a drop in year '23/'24 from MOY to EOY in completer status. What is the strategy to prevent this type of drop this school year?

To achieve CTE completer status, students must select a CTE pathway in Grade 9 and follow a structured course sequence, as frequent pathway changes hinder completion. As a district, we have implemented a course scheduling tool to keep students on track within their chosen program of study, ensuring they complete a four-course coherent sequence from 9th through 12th grade. By remaining within their program of study, students gain a deeper understanding of their field, developing essential skills that will support their success in the workforce and beyond, and ensure that they earn completer status upon graduation. While mid-year scheduling changes do happen, it is important to note that the majority of students' schedules for the 23-24 school year were created in 22-23, prior to the roll out of the new course scheduling tool and centralized progress monitoring supports for CTE.

With that said, as students progress towards graduation, they must ensure all graduation requirements are met. If that is not the case, they may have to focus on meeting those requirements instead of continuing in their CTE course sequence. Additionally, there have not historically been district-wide systems to monitor the retention of students in their programs. This has led to students dropping out or changing programs without checks and balances to ensure the student is aware of the benefits of becoming a Completer. This school year, we are providing centralized progress monitoring and support through program guidance meetings with campus leadership and CTE teachers. These meetings ensure that each program of study remains aligned and that students successfully progress through courses within their chosen program of study.

2. What may the reason(s) why students are on track in the sophomore year by large percentages but then dramatically drop by the 12th grade?

Prior to the 2023-24 school year, students had greater flexibility to explore CTE courses across multiple programs of study. However, this approach often prevented students from developing a deep understanding in a single program of study and graduating as completers. This is one of the reasons that HISD overall sees a decrease in Completer status as students progress through high school. Additionally, as students get closer to graduation, they have less flexibility to meet graduation requirements, so if they are off track to graduate, there is less time in their schedule for CTE courses.

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To address concern, the state introduced a phase-in plan in 2023-24 with a new state requirement that, by the 2025-26 school year, all students are required to graduate as completers. By SY 2025-26, the Texas Education Agency (TEA) accountability metric will require graduates to complete their designated program of study and earn an industry-based certification aligned with their program of study. The Administration has built supports around this expectation to support pathway completion.

The decline in on-track students from 10th to 11th grade suggests that some students may still be exploring courses rather than committing to a defined program of study. HISD is responding to this by 1) working proactively to help students make decisions about the which program of study aligns to their skills and interests when they are entering 9th grade and 2) supporting the progress monitoring of students continuing in their selected program during the scheduling process.

3. On Exhibit 3 (MOY CTE OnTrack), please expand on the scheduling issues referenced. Are there trends with respect to campuses and/or regions within HISD?

Historically, CTE course schedules were tailored to individual student interests, such as choosing a business course in 9th grade and a culinary course in 10th grade. However, with the state now requiring a coherent 4-year sequence, we actively monitor students' progression within their chosen program of study to ensure they stay on track for completer status. Our goal is to track their advancement from 9th through 12th grade in one program to support their success. This also ensures students build deep expertise in career track, so they are better prepared to obtain the Industry Based Certification and, in many cases, additional credentials and college credit.

Updated as of 02/11/2025

4. Exhibit 3 references goals but lacks actual data for EOY 2024. When will this data be available, and how will it be integrated into future presentations?

This progress monitoring report is only intended to provide MOY results. A future report will include EOY results. The Texas Academic Performance Report (TAPR) for the 2023-2024 school year was released in December 2024. Due to a one-year lag in CTE data, the report reflects outcomes for graduates from the 2022-2023 school year. The 2024-2025 TAPR is still pending release and will include CTE performance data for the 2023-2024 graduating class. This data will be integrated into future presentations to demonstrate the progression of CTE student performance, particularly in relation to CTE completer status and the percentage of graduates attaining Industry-Based Certifications (IBCs).

Updated as of 02/11/2025

5. Based on Exhibit 4, it appears that 73% of current 10th graders are on track for completion by 2028, with a target suggesting 67% of the cohort will

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achieve completer status. What specific programs, interventions, or supports are in place to ensure these students meet their targets? How confident is the administration that these efforts will be sufficient to support 50% of the total student population in meeting CCMR goals by 12th grade in 2028?

Internal CTE data indicates that 73% of 10th grade students are on track to achieve completer status by 2028. Many students have already reached participant, explorer, concentrator, or completer status through their CTE coursework. The new course scheduler feature will help ensure that students continue to progress in their chosen CTE program by enrolling in at least three courses for a minimum of four credits, with at least one course at the Level 3 or Level 4 designation—criteria that enable them to attain completer status. As a district, we are focused on increasing the percent of students completing a coherent sequence of courses by putting place course selection and scheduling monitoring systems to help ensure kids do not leave a program without a clear understanding of implications. We will continue to monitor current 10th grade cohort performance between now and 2028 to ensure that all supports match the needs illuminated by the data. Currently, interventions include improved scheduling, monitoring, and counseling. We anticipate these supports may shift as students progress through high school and will adjust accordingly.

Updated as of 02/11/2025

6. Page 4 indicates a negative attrition trend between Middle of Year (MOY) and End of Year (EOY) for CTE programs. Given this trend, how confident is the administration that current achievement rates (ranging between 34% and 38%) will be sufficient to meet 2025 CCMR targets? Please explain this in straightforward terms and provide public resources where parents and stakeholders can better understand these status categories.

The state is currently in transition. This year, graduates must complete and pass two CTE courses within the same program of study and earn an aligned industry-based certification. Beginning in 2025-2026, completer status and an industry-based certification will be required for accountability.

With the new progress monitoring tool in place, district leaders are confident that students will stay on track, as their schedules align with their chosen programs. The data shows a steady rise in graduates achieving completer status every year.

Given the positive trajectory over the past five years and the state's evolving requirements, we expect these percentages to continue increasing annually.

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TEA Graduation Profile TAPR (1 year lag data*)				
HOUSTON ISD				
Annual Graduates				
	District Count	District Percent	State Count	State Percent
CTE Completers SY22-23	2282	19.2%	116,959	31.0%
CTE Completers SY21-22	1896	16.7%	107,502	29.2%
CTE Completers SY20-21	1118	9.6%	99,076	27.6%

TEA Graduation Profile (TAPR)			
CTE Coherent Sequence			
Annual Graduates			
Academic Year	State	Region 4	District
2019-2020	58.5%	55.9%	61.9%
2018-2019	59.0%	53.8%	55.9%

Updated as of 02/11/2025

7. Can we have figures as NES vs PUA for Advanced Coursework?

The data below presents the percentage of Grade 11 students earning college credit from BOY to EOY. NES campuses show lower overall percentages than PUA campuses; however, NES experienced a 9% growth from BOY to MOY, compared to 5% at PUA campuses.

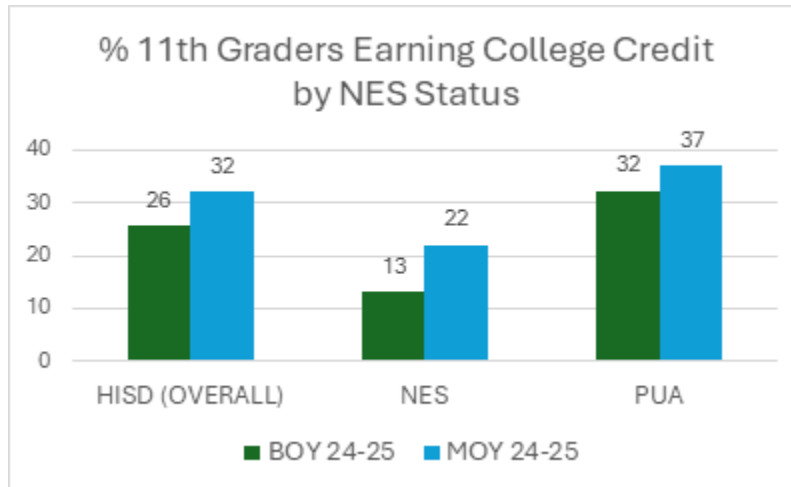
Factors Contributing to Lower NES Percentages:

- NES prioritizes additional instructional time for English and Math in Grades 9 and 10 to address large learning gaps (discussed in the January Board meeting). This decision was made to help increase the percent of students ready for college coursework in their 11th and 12th grade year but inadvertently limited early access to college credit courses in 9th and 10th grade. In SY24-25, HISD was able to identify a way to both continue to provide additional instructional minutes in RLA and Math while also providing NES students access to Pre-AP English 2 and enrollment in AP Seminar. This strategy will increase early college credit attainment before Grade 11.
- In 11th grade, AP, IB, and OnRamps college credit will not show up in MOY data. This is because in AP and IB courses, credit depends on exam scores taken at the end of the year. Additionally, OnRamps courses determine eligibility after the second semester. HCC Dual Credit courses will be reflected in the MOY data, and PUA campuses show higher percentages of 11th graders qualifying for Dual Credit. This is partly due to PUA

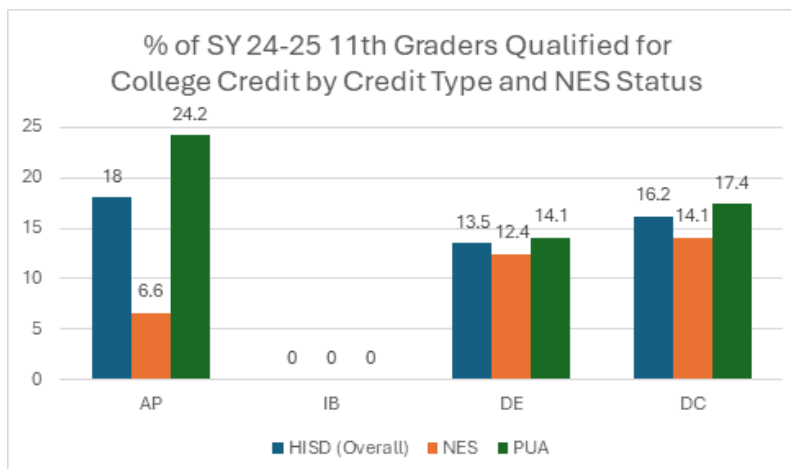
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campuses offering Early College High School (ECHS) programs which skews BOY data since many students earn college credit before Grade 11 as a part of the program's design.



<i>n Count</i>	BOY 24-25	MOY 24-25
NES	544	920
PUA	2,485	2,879
Total (HISD)	3,029	3,799



<i>n Count</i>	AP	IB	DE	DC
NES	274	0	515	586

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PUA	1,866	0	1,085	1,339
Total (HISD)	2,140	0	1,600	1,925

8. In both cases, the administration has identified overarching challenges for all students with regards to advanced course placement. What are specific strategies for the student groups?

For traditionally underserved student groups, early identification of academically ready students is crucial for advanced course placement. Enrolling these identified students in advanced courses by grades 9 and 10 helps them build the foundational skills necessary for success in college-credit courses.

The use of the advanced course scheduling tool has helped identify students who might not have otherwise been placed in advanced coursework. Advanced courses in Grades 9 and 10 are typically not college credit courses. Instead, they are Pre-AP and Pre-IB courses designed to better prepare students for college credit courses later in high school. A review of internal data for the current school year shows a 9.6% overall increase in student enrollment in advanced courses.

When comparing SY23-24 to SY24-25 by student group, enrollment increased by 6.8% for students with disabilities (SWDs), 10.3% for emergent bilingual (EB) students, and 12.4% for economically disadvantaged (EcoDis) students. At NES high schools, the increases were even more significant: 14% overall, 8.3% for SWDs, 13.4% for EB students, and 14.7% for EcoDis students. ([Data Chart LINK](#)). When comparing SY22-23 enrollment data (before Intervention), to SY23-24, HISD saw increases in enrollment in all student groups except for America Indian, SWDs, and Eco Dis.

When comparing SY22-23 enrollment data (pre-intervention) to SY24-25, HISD saw an 11.8% increase in overall enrollment in advanced courses, including a 6.2% increase for SWDs, 11.9% increase in EBs and 12.2% increase for Eco Dis. When looking at NES high schools only in comparing SY22-23 to SY23-24, we did see declines in enrollment for SWDs (-0.2%), EBs (-1%), and Eco Dis (-0.45) but SY24-25 enrollment data indicates all NES student groups have rebounded to improve their advanced course enrollment over the percentage of students enrolled in SY22-23: All students (14.7%), SWDs (8.1%), EBs (12.4%) and Eco Dis (14.3%).

Expanding access to advanced courses is the first step in helping students earn college credit. However, success depends on delivering curriculum at the appropriate level and providing students with necessary academic support. To enhance this effort, HISD has developed Pre-AP English 1 and English 2 curricula for the first time. Advanced course teachers participate in PLCs during professional development days, focusing on the instructional rigor of these

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courses. Additionally, the CCMR Postsecondary team supports students through Saturday Academy sessions for AP, IB, and OnRamps courses, where lead teachers provide three sessions per Saturday, allowing students to attend multiple support sessions in a single day.

9. Regarding exhibit 8 (Type of College Credit), which DE and DC courses are offered for one semester only? Is there a preference for students to take these courses? Do we have evidence that success in semester long courses (vs. full-year courses) drives outcomes (performance, mental health, confidence, etc.) for students and/or subsets of students?

The CCMR team works closely with each principal to determine which college credit courses are offered at their campus that allow students to be most successful. The goals of this process are to 1) make sure the campus offers enough advanced courses aligned to where students are demonstrating readiness to enroll, 2) ensure campuses maintain core programs (e.g., magnet theme, FPOS, etc.), and 3) select the type of college credit (e.g., dual credit vs AP) where students are showing the most success. Overall, it is not recommended to analyze success of half credit courses vs full-year courses given the content of each course is vastly different (e.g., English courses vs Career Courses). However, within a specific content, we do look at student success rates to make decisions about the ideal offering at each campus.

The CCMR team supports high schools to make the best selection while considering numerous considerations, some examples included below:

- **Course Length Consideration Example** - Many HISD campuses offer year-long OnRamps dual enrollment courses in math and science, allowing students more time to master the content.
- **Eligibility of Instructors** - UT OnRamps instructors are always HISD teachers and are not required to have advanced degrees, unlike the HCC instructors. HISD teachers who serve as embedded dual credit teachers must have an advanced degree and be approved to teach the course by each individual HCC content department, just as all HCC adjunct instructors.
- **Student Eligibility Requirements** - UT OnRamps does not require students to meet TSI readiness thresholds before enrolling in certain courses where this is required for similar HCC course (e.g., College Algebra, US History, English 130, Economics). Students may be able to enroll by demonstrating readiness on other assessments.

Some additional course details are included below:

HCC Courses: All HCC courses last one semester. HISD students enrolled in 144 HCC courses in Fall 2024 and 166 courses in Spring 2025. Overall, the pass rate for HCC dual credit classes is consistently 90%+. In Fall 2024, the overall pass rate was 92%. This pass rate does not include students who withdrew from the course prior to the end of the semester.

The Fall 2024 HCC Dual Credit courses with the largest number of sections (30+) were:

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Fall 2024 HCC Sections (30+)		
HCC Course Number	HCC Course Name	# of Sections
Engl 1301	Composition I	103
Govt 2305	Federal Government	72
Hist 1301	US History I	70
Educ 1300	Learning Framework	40
Econ 2301	Macroeconomics	34
Psyc 2301	General Psychology	34
Soc 1301	Intro to Sociology	32

The Spring HCC Dual Credit courses with the largest number of sections (30+) were:

Spring 2025 HCC Sections (30+)		
HCC Course Number	HCC Course Name	# of Sections
Engl 1302	Composition II	94
Govt 2306	Texas Government	57
Hist 1302	US History II	57
Educ 1300	Learning Framework	45
Govt 2305	Federal Government	34
Econ 2301	Macroeconomics	34
Psyc 2301	General Psychology	33
Soc 1301	Intro to Sociology	31

UT OnRamps - UT OnRamps dual enrollment offers 17 college credit courses, including five semester-long and 12 year-long courses. The semester-long courses are Economics, U.S. History I, U.S. History II, Rhetoric (ENG 1301), and Rhetoric II (ENG 1302). Excluding Economics, the U.S. History and Rhetoric courses function as year-long sequences, with the first semester serving as a prerequisite for the second semester course (which is also true for the HCC dual credit versions of the course).

10. In Exhibit 8, it appears that 30% of students have earned college credit. Is the administration projecting an additional 5% (approximately 535 students) will complete credits before EOY to meet the target?

32% of Grade 11 students earned college credit by MOY reporting. The GPM goal is for 35% of Grade 11 students to earn college credit in Grade 11. No specific projection of 5% was made regarding the number of students who will earn college credit before the end of Grade 11. The SY23-24 data indicated that 38% of students earned college credit by the end of Grade 11. We are working to match or surpass that number in SY24-25.

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What actions are being taken to ensure this growth occurs?

The actions being taken to ensure the number of Grade 11 students earning college credit continues to grow includes:

- **Expanding Access to College Credit Courses**
HISD leverages student academic achievement data to identify students who are prepared for advanced coursework. Early identification in Grades 9 and 10 is essential, ensuring students gain exposure to rigorous courses that prepare them for college credit opportunities in Grades 11 and 12. Additionally, all NES campuses now offer at least one AP course (AP Seminar) to qualified Grade 10 students who are also enrolled in Pre-AP English 2. Expanding access to college credit courses before Grade 11 enables more students to earn credits earlier in their academic journey.
- **Opt-Out Scheduling Policy**
Beginning in the 2024-25 school year, HISD implemented an opt-out policy for advanced coursework. Students performing at or above grade level—based on standardized assessments (ACT, SAT, TSIA 2.0, PSAT, STAAR EOC, and Grade 8 NWEA MAP)—are automatically enrolled in advanced courses. Parents may opt their child out after a counselor consultation to discuss the benefits of advanced coursework.
- **Aligning College Credit Courses with Student and Campus Needs**
Campuses can offer college credit economics through AP, IB, Dual Credit, or Dual Enrollment. Principals determine the most suitable option based on student success data and the availability of qualified instructors. Teacher qualification requirements vary by program, influencing course selection at each campus.
- **High-Quality, Freely Available Curriculum**
A strong foundation in English and math is crucial for students preparing to take college credit courses. HISD provides grade-level curriculum across all subjects, ensuring students develop the prerequisite skills for future success. Reading and math achievement data indicate that students performing at the "Meets" level or higher on STAAR have the necessary skills to progress successfully into the next grade level. HISD is also creating curriculum for Pre-AP English 1 and 2, English 3, and Algebra 2. English 3 and Algebra 2 curriculum was designed with TSI readiness concepts in mind so students are better prepared for the TSI assessments that might be barriers to some students entering dual credit courses.
- **Ensuring High-Quality Instruction**
HISD is committed to excellence in instruction across all classrooms. Campus and division leaders provide ongoing, embedded coaching to support teachers in delivering high-quality instruction. Advanced coursework teachers receive continuous, subject-

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specific professional development. Additionally, leaders utilize a specialized Spot Guidance document to ensure advanced course instruction meets required standards.

Updated as of 02/11/2025

11. Please provide a list of all districts high schools and specify which ones have AP, IB, DE and DC programs. Please provide the information in the following format:

School	NES/PUA	AP	IB	DE	DC
A	NES	X	X		X
B	PUA			X	X

School	NES/PUA	AP	IB	DE	DC
Austin HS	NES	X		X	X
Bellaire HS	PUA	X	X	X	X
Carnegie HS	PUA	X			
Challenge ECHS	PUA	X		X	X
Chavez HS	PUA	X	X	X	X
Community Services	PUA				
DeBakey HS	PUA	X		X	X**
East ECHS	PUA	X			X
Eastwood Academy	PUA	X			X
Energized for Stem Academy HS	PUA			X	X
Energy Institute	PUA	X		X	X**
Furr HS	NES	X		X	X
HAIS ECHS	PUA	X		X	X
Harper DAEP	PUA				
Heights HS	PUA	X	X	X	X
Houston MSTC	NES	X		X	X
HSLJ	PUA	X		X	
JJAEP	PUA				
Jones HS	PUA	X		X	X
Kashmere HS	NES	X		X	X
Kinder HSPVA	PUA	X			
Lamar HS	PUA	X	X		X
Leland YMCPA	PUA	X			X
Liberty HS	PUA	X			
Long Academy	NES	X		X	X

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Madison HS	NES	X		X	X
MC Fraga	PUA	X			X
MC Gulfton	PUA	X		X	
Milby HS	PUA	X		X	X
North Forest HS	NES	X		X	X
North ECHS	PUA	X		X	X
Northside HS	NES	X		X	X
Scarborough HS	NES	X		X	X
Sharpstown HS	NES	X		X	
Sharpstown International	PUA	X	X	X	
South ECHS	PUA	X		X	X
Sterling HS	NES	X		X	X
TCAH	PUA	X			X
Waltrip HS	PUA	X		X	X
Washington HS	NES	X		X	X
Westbury HS	NES	X		X	X
Westside HS	PUA	X		X	X
Wheatley HS	NES	X		X	X
Wisdom HS	NES	X		X	X
Worthing HS	NES	X	X*	X	X
Yates HS	NES	X	X*	X	X
YWCPA	PUA	X		X	X

X** - Please note that DeBakey and Energy Institute have students who enroll in HCC Dual Credit courses in the summer term but do not offer Dual Credit during the school year.

X* - authorized IB Programmes but not implemented in SY24-25. Decisions to formally sunset any programs follows requirements outlined in Constraint 3.

Updated as of 02/11/2025

12. Please provide examples of the types of real-world experiences that district partnerships provide to our students. Please name the partner and type of experience.

Partnership Opportunity Examples:

- **Harris Health System** provides experiential learning to students in Health Science across the district. Students participate in clinical rotations at LBJ and Ben Taub Hospitals as part of their experience in their Practicum of Health Science course.

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- **BioPath Pilot Launch:** Texas Medical Center (TMC) provides exposure opportunities to 200 students in Pharmaceutical-related careers such as Biomanufacturing, Sterile Processing Technicians, Pharmacy Technicians, Service Corporation International (SCI) to provide experiential learning opportunities to students in the Death Care Industry. Aramark at Methodist Hospital provides experiential learning opportunities to students in Hospitality & Tourism and Health Science. These student experiences take place in various upper-level courses: Counseling and Mental Health, Family and Community Services, Practicum of Business Management, Practicum of Entrepreneurship, Practicum of Transportation Systems.
- **Chevron Shipping, LLC** partners with our Maritime program at Austin to provide various experiential learning opportunities to students as part of their Practicum in Distribution and Logistics course. They will be hosting CTE students aboard a Carnival Cruise vessel for hands-on engagement for 3 nights and 4 days to Mexico.
- **CVS** provides experiential learning to students in Health Science and internship opportunities for rising seniors. These experiences are a part of their Practicum of Health Science course. These types of experiences include industry visits, Work-Based Learning, internships, guest speakers, mentorship, and resources.

Updated as of 02/11/2025

13. Who holds primary accountability for the success of the **College, Career, and Military Readiness (CCMR)** goals?

The Chief Academic Office and the Chief of Schools are jointly accountable for the success of CCMR goals. The Academics Office, in partnership with the Schools Office, works with the superintendent to set the goals, identify strategies to reach the goals and provide support for implementation. The Chief of Schools office is responsibility for successful implementation of key initiatives.

Updated as of 02/11/2025

14. Is there a designated leader responsible for coordinating efforts and ensuring success across all related programs?

The Deputy Chief of College Career and Military Readiness (CCMR), who sits in the Office of Academics, is the designated leader responsible for coordinating efforts and ensuring the success of all related programs. The CCMR team encompasses the following departments: Counseling and Advising, Career and Technology Education, Postsecondary Programming and JROTC. The Deputy Chief of CCMR works with the Executive Directors in each department to

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ensure each department reaches its goals in a cohesive way to achieve the desired student outcomes. For example, the counseling and advising team has goals that are directly aligned to the Postsecondary and CTE departments.

Updated as of 02/11/2025

15. Which components of CCMR data (e.g., IBC, SAT, dual credit) experience reporting delays that the administration cannot control?

HISD is working to propose a progress monitoring calendar that is inclusive of as much data as possible during the report out. Highlighted CCMR Indicators are dependent on data from other entities outside of HISD.

CCMR Indicator	HISD Data	TEA Accountability Data
AP and IB Assessment	Exams administered annually in May HISD Receives Data in June	TEA receives this AP and IB exam data directly from College Board and IB.
SAT	In-School Administration in Spring (April 2) for Grade 11 Administration. HISD receives data in May-June. Students who take Saturday administration, data files are sent to HISD throughout the school year.	TEA receives SAT data from College Board
ACT	The limited number of Biology accelerated testers take the in-school ACT assessment in the Spring semester (March 26). The data will be available to HISD by May and used in the EOY reports. Students who take Saturday administration, data files are sent throughout the school year.	TEA receives ACT data file directly from ACT.
TSIA 2.0	Administered to HISD students four times throughout the school year (November 2024, February 2025, April 2025, and May 2025). The TSIA data for students who test in HISD are available to HISD the data after the assessment is completed. Note: HISD students who take the TSIA 2.0 assessment at HCC will not	TEA receives this data from the Texas Higher Education Coordinating Board. The THECB data set will include all students who took the assessment (even the results of students who did not take the assessment at a HISD high school.)

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	be included in the HISD data files. The HCC administrations often apply to students who are enrolled in Early College High School programs and individual students self-enrolling in HCC dual credit courses in the summer terms> Students testing at HCC may test at any time during the year.	HISD receives this all TSIA 2.0 data (including those not tested in HISD schools) from the TEA CCMR Verifier file.
UT OnRamps	HISD receives student results file from OnRamps in June. For the limited one semester courses, data is received at the end of January (after the February MOY report was run).	TEA receives this data from UT OnRamps.
HCC Dual Credit	HISD receives data files in January, June, and August after the Fall/Spring/Summer HCC terms.	The HCC Dual Credit data is sent to TEA in the HISD PEIMS files.
IBC Assessments	IBCs are given throughout the year with most completed in Spring semester. The data are available after the assessment is given and the data are entered into the HISD SIS. Campuses have two weeks to enter the IBC data after the IBC is completed.	The IBC data is sent to TEA in the HISD PEIMS files.
Completion of College Prep Courses for TSI Waiver	Course completion and credit is coded on the students' Academic Achievement Records (transcripts) after the student successfully passes the courses. Data are available after each semester once final grades are entered onto the transcript.	The College Prep Courses completion data is sent to TEA in the HISD PEIMS files.
Level I or II Certifications	Certifications are dependent on the completion of dual credit courses. Data files are received from HCC in January, June, and August after the Fall/Spring/Summer HCC terms.	TEA received Level I and II certification completion data from the Texas Higher Education Coordinating Board. HISD will receive this data in the CCMR Verifier File.
Associate degree	Earned Associate degree is coded on students' Academic Achievement Record and is usually completed in June or August of each school year after the Spring/Summer HCC terms.	Earned Associate degree data is sent to TEA in the HISD PEIMS files.

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IEP Graduates	Data are coded on the students' Academic Achievement Record upon graduation.	IEP Graduate data is sent to TEA in the HISD PEIMS files.
Special Education Advanced Degree Plans	Data are coded on the students' Academic Achievement Record upon graduation.	Special Education Advanced Degree Plan data is sent to TEA in the HISD PEIMS files.
Enlistment into Armed Forces	<p>Before 2025 Graduates, data was confirmed by the student submission of the Military Form DD4.</p> <p>Starting with 2025 Graduates, this data will not be given to the schools or HISD until the CCMR verifier file is sent to districts.</p>	<p>Before 2025 graduates, HISD collected and submitted the Form DD4 to TEA.</p> <p>Beginning with 2025 graduates, the US Department of Defense will submit enlistment data to TEA.</p>

Updated as of 02/11/2025

16. Please explain why the GPMs for goal 3 were selected and why the Administration believes they accurately track progress towards Overall Goal 3 attainment.

While there is no simple formula to say with 100% confidence that by achieving the GPMs will result in accomplishment of the overall goal, the Administration selected GPMs that, by nature, align to and signal directional progress against the overall goal throughout the course of the year. GPM 3.2 measures the percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation. One component of Goal 3 measures the number of students who achieve an Industry Based Certification upon graduation. If more students are on track to "completer status" as measured by the GPM, the Administration expects to see high numbers of students obtaining Industry Based Certifications given the years of concentration in a particular CTE program of study. GPM 3.3 measures the percent of 11th graders who qualify for college credit. The second component over Goal 3 measures the percent of students who are TSI-Ready. If the District increases the number of students that qualify for college credit, more students will possess the requisite skills to meet the college readiness threshold on the SAT, ACT or the TSIA exam to qualify them for this status.

Updated as of 02/11/2025

Items Pulled from the Consent Agenda

Agenda Item 13: Approval Of The 2024-2025 Targeted Improvement Plans For The Houston Independent School District Comprehensive Support Intervention-Identified Campuses • Comprehensive Targeted Improvement Plan Summary For 2024–2025

17. Page 3 resource allocation section #2. What is HIS

This is a typo. HIS should say "HISD."

18. Why is the info for PUA in this section available upon request?

All Improvement Plans can be accessed via the links below.

- [NES Campuses](#)
- [High School Ahead Academy](#)
- [Liberty High School](#)
- [Middle College Gulfton](#)
- [Tanglewood Middle School](#)

19. Was this report submitted last year?

No, this was not submitted to the Board last year. Last year's Comprehensive Support and Improvement (CSI) status was based on SY2022-23 data, and due to the delayed release of State and Federal Accountability (released in December as opposed to August), TEA changed the requirements for submission. Each year, TEA publishes intervention requirements, and 23-24 Improvement Plans were not required to be approved by the Board.

[2023-2024 SI Intervention requirements](#)

[2024-2025 SI Intervention requirements](#)

20. To exit CSI status must they meet / exceed the criteria listed on page 1 for 2 consecutive years after 24/25 SY?

Current CSI status is based on SY23-24 data. If a CSI campus does not rank in their school type's bottom 5% of the Closing the Gaps domain for two consecutive years (inclusive of 24-25 SY) and, by the end of the second year, have a Closing the Gaps domain scaled score that is higher than when originally identified, the campus will have successfully exited CSI.

Similarly, if a campus is CSI due to graduation rate, it must have a six-year federal graduation rate of at least 66.7% for two consecutive years (inclusive of 24-25SY) to be considered "exited."

21. Please provide a schedule for the public hearings for the 37 schools identified for Comprehensive Support Intervention for January and February of 2025. Of the 37 campuses, how many and which campuses have held public hearings?

02/13/2024

Houston ISD Board Meeting

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As of February 10, 2025 – 28 out of the 37 CSI campuses have held their public hearing:

School	Meeting Date
1. ALMEDA ES	2/10/25
2. ASKEW ES	2/5/25
3. ATHERTON ES	2/5/25
4. BURRUS ES	1/30/25
5. CODWELL ES	2/5/25
6. COOP ES	2/5/25
7. DOGAN ES	2/6/25
8. DURKEE ES	2/10/25
9. FLEMING MS	2/4/25
10. HENRY MS	2/4/25
11. HILLIARD ES	2/5/25
12. HOBBY ES	2/6/25
13. HOLLAND MS	2/6/25
14. KEY MS	2/10/25
15. LIBERTY HS	2/4/25
16. LOOSCAN ES	1/29/25
17. MADISON HS	2/6/25
18. MARSHALL ES	2/5/25
19. MILNE ES	2/6/25
20. ORTIZ MS	2/4/25
21. PAIGE ES	2/6/25
22. REAGAN ED CTR K-8	2/5/25
23. REVERE MS	2/10/25
24. REYNOLDS ES	2/5/25
25. WAINWRIGHT ES	1/28/25
26. WASHINGTON HS	2/6/25
27. WESLEY ES	2/7/25
28. YATES HS	1/20/25

The 9 remaining campuses will conduct their hearings on the following dates:

Campus Name	Public Hearing Date
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CULLEN MS	2/11/2025
SHARPSTOWN HS	2/11/2025
ELMORE ES	2/11/2025
HIGH SCHOOL AHEAD ACAD MS	2/11/2025
MIDDLE COLLEGE HS - GULFTON	2/11/2025
BENAVIDEZ ES	2/12/2025
FONDREN MS	2/12/2025
FOREST BROOK MS	2/12/2025
LEWIS ES	2/12/2025

Note: 32 of the 37 CSI Campuses are in “Comprehensive Progress” and Year 2 of tracking, meaning their 22-23 CTG score is what identified them as CSI, and they made improvements in 23-24. If in 24-25 (Year 2) they continue to show progress, they will exit CSI.

Updated as of 02/11/2025

22. Please provide the average CTG scaled score district wide for eligible schools.

The average CTG scaled score district-wide for eligible schools is 80.



Updated as of 02/11/2025

23. Please provide CTG scaled score for the 35 NES schools and graduation rates for the PUA high schools.

Campus Name	Identification Reason	22-23 CTG Score	23-24 CTG Score	23-24 6-Yr	Grad Rate Student Group
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				Grad Rate	
LIBERTY HS	CSI Low Graduation Rate	N/A	N/A	22.7%	Hispanic, EcoDis, EB
MIDDLE COLLEGE HS - GULFTON	CSI Low Graduation Rate	N/A	N/A	57.5%	Hispanic, EcoDis, EB
YATES HS	CSI Low Performance	46	78	72.1%	
WASHINGTON HS	CSI Low Performance	40	62	75.0%	
MADISON HS	CSI Low Performance	44	76	83.9%	
SHARPSTOWN HS	CSI Low Performance	30	52	85.9%	
ALMEDA ES	CSI Low Performance	46	72		
ASKEW ES	CSI Low Performance	38	61		
ATHERTON ES	CSI Low Performance	79	56		
BENAVIDEZ ES	CSI Low Performance	38	73		
BURRUS ES	CSI Low Performance	43	90		
CODWELL ES	CSI Low Performance	30	75		
COOP ES	CSI Low Performance	30	83		
CULLEN MS	CSI Low Performance	30	83		
DOGAN ES	CSI Low Performance	30	86		
DURKEE ES	CSI Low Performance	30	73		
ELMORE ES	CSI Low Performance	43	79		
FLEMING MS	CSI Low Performance	38	85		
FONDREN MS	CSI Low Performance	30	78		
FOREST BROOK MS	CSI Low Performance	38	90		
HENRY MS	CSI Low Performance	30	84		
HIGH SCHOOL AHEAD ACAD MS	CSI Low Performance	48	86		
HILLIARD ES	CSI Low Performance	43	89		
HOBBY ES	CSI Low Performance	38	88		
HOLLAND MS	CSI Low Performance	30	90		
KEY MS	CSI Low Performance	30	88		
LEWIS ES	CSI Low Performance	43	79		
LOOSCAN ES	CSI Low Performance	43	85		
MARSHALL ES	CSI Low Performance	30	86		

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MILNE ES	CSI Low Performance	30	70	
ORTIZ MS	CSI Low Performance	42	76	
PAIGE ES	CSI Low Performance	30	83	
REAGAN ED CTR K-8	CSI Low Performance	30	77	
REVERE MS	CSI Low Performance	30	72	
REYNOLDS ES	CSI Low Performance	64	46	
WAINWRIGHT ES	CSI Low Performance	43	88	
WESLEY ES	CSI Low Performance	30	77	

Updated as of 02/11/2025

24. Please provide average graduation rates for high schools not including the high schools identified for TIPs.

Campus Short Name	NES Status	23-24 6-Year Graduation Rate
Austin HS	NES	92.70%
Bellaire HS		93.50%
Carnegie HS		95.90%
Challenge EC HS		99.10%
Chavez HS		86.00%
Community Services (receives waiver)		1.90%
DeBakey HS		99.50%
East EC HS		100.00%
Eastwood Acad HS		99.10%
ENERGIZED FOR STEM ACADEMY HS		98.10%
Energy Inst HS		98.80%
Furr HS	NES	79.40%
HAIS HS		100.00%
HCC Lifeskills		100.00%
Heights HS		96.80%
Houston MSTC HS	NES	86.50%
HSLJ		97.70%

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Jones HS		96.60%
Kashmere HS	NES	74.80%
Kinder HSPVA		99.50%
Lamar HS		95.50%
Leland YMCPA		95.70%
Long Acad	NES	100.00%
Middle College HS - Fraga		100.00%
Milby HS		96.00%
Mount Carmel Acad HS		97.70%
North Forest HS	NES	81.50%
North Houston EC HS		98.20%
Northside HS	NES	91.00%
Scarborough HS	NES	92.50%
Sharpstown Intl		98.50%
South EC HS		99.00%
Sterling HS	NES	88.60%
TCAH		81.00%
Waltrip HS		92.90%
Westbury HS	NES	90.80%
Westside HS		91.20%
Wheatley HS	NES	80.60%
Wisdom HS	NES	74.20%
Worthing HS	NES	84.70%
YWCPA		100.00%

Updated as of 02/11/2025

Consent Agenda

**Agenda Item 4: Approval Of A Director Reappointment To Position 1
Of The Houston Independent School District Public Facility
Corporation Board Of Directors**

25. Please provide the charter or origination documentation for the HISD PFC
formed in 1997.

Houston ISD Board Meeting

Q+A Document

This document can be found in the supplemental resources page on the Houston ISD webpage.

Updated as of 02/11/2025

26. Who are the members of the Board of Directors for the HISD PFC?

Ric Campo, Audrey Momanaee, and Janette Garza Lindner are current members of the Public Facility Corporation Board of Directors.

Updated as of 02/11/2025

27. How often does the PFC meet? Are the meetings public? Where are the agenda, meeting minutes, etc. located for the HISD PFC?

The PFC meets once a year at the Annual Meeting in May. Meetings are open to the public; meeting notices and agenda are posted on the HISD Board Meetings website (<https://www.houstonisd.org/Page/41608>).

Updated as of 02/11/2025

28. What benefits does the district receive from the formation of the PFC? How does the PFC augment the district in the financing of our school facilities?

The PFC benefits the district by serving as an alternative financing mechanism for acquiring, maintaining, and improving school facilities without directly increasing the district's bonded debt, as authorized by Texas Local Government Code, Title 9, Subtitle C, Chapter 303. Rather than issuing traditional bonds that count against the district's debt capacity and require voter approval, the PFC issues its own debt to finance school construction, renovations, and other facility improvements.

The district services the bonds through its Debt Service Fund, which initially covers the principal and interest payments. These costs are subsequently reimbursed from the Capital Projects Fund for the 2019 PFC bond and from the General Fund for the 2017 PFC bond. Payments are made to a third-party Trustee, who ensures the proper distribution of funds to the bondholders.

During the financing period, the PFC retains ownership of the facility, including any purchases made using PFC funds. Once the debt is fully repaid, the PFC transfers ownership of the facility back to the district, ensuring long-term public control. This structure allows the district to address critical infrastructure needs while preserving its traditional bonding capacity for future projects.

Houston ISD currently has two outstanding PFC bonds:

- PFC Series 2017 (Refinanced Series 2006): Food Service Warehouse, 6801 Bennington St, Houston, TX 77028

Houston ISD Board Meeting

Q+A Document

- PFC Series 2019 (Refinanced Series 2010B): 4 Elementary Schools (Cunningham, Peck, Roosevelt, and DeAnda)

Updated as of 02/11/2025

29. Does the board have to approve any actions taken by the PFC? If so, which ones? How does the board stay apprised of actions taken by the PFC?

PFC Board Approvals:

- Finance Projects: Approve projects to acquire, build, fix, or equip public facilities for the school district.
- Manage Business: They oversee the business and properties of the Corporation.
- Appoint Non-Voting Members: They appoint or elect non-voting members to the Board (currently, no non-voting members serve on the PFC Board).
- Remove Members: They can vote to remove any director from the Board, but final remove must be approved by the Houston ISD Board.
- Create Committees: They can create an Executive Committee and other committees.
- Change By-laws: They can adopt, change, or repeal the Corporation's by-laws.
- Transfer Deed: They approve the transfer of the property to the ownership of the district once the loan is paid in full.

Houston ISD Board of Managers Approvals:

- Appoint Directors: They appoint directors to the PFC Board.
- Approve Removals: They approve the removal of any director from the PFC Board.
- Fill Vacancies: They fill any empty positions on the PFC Board.
- Review Finances: They review and approve the annual PFC financial statement.

All materials are posted publicly for Board of Manager review. The Administration and Board of Managers can also explore additional forms of communication to keep the School Board apprised of PFC Actions.

Updated as of 02/11/2025

Agenda Item 8: Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement

- **Purchasing Requests**

Houston ISD Board Meeting

Q+A Document

30. How does the award of Communications Support and Services (25-07-02) help enhance and improve district communications?

The Communications Supports and Services Project supports the District by providing additional resources and services to for marketing purposes. Departments can leverage these approved vendors to build and deploy marketing initiatives in line with Communications priorities as overseen by the Chief of Communication.

Updated as of 02/11/2025

31. What expertise do these vendors offer that will improve communications?

These vendors provide expertise in marketing strategy and deliverables creation for continue to build awareness of District initiatives and priorities.

Updated as of 02/11/2025

32. How many vendors submitted an RFP?

Seven vendors responded to the solicitation. One vendor did not submit the required solicitation paperwork and was deemed non-compliant. One vendor did not offer the services requested in the scope of work and was automatically eliminated. Approval is recommended for the remaining five vendors.

Updated as of 02/11/2025

33. Please provide the metrics and/or scoring matrix used to choose the vendors of communications support services.

The scoring matrix used below is in accordance with Chapter 44 of the Texas Education Code.

1. The purchase price
2. The reputation of the vendor and of the vendor's goods and/or services
3. The quality of the vendor's goods and/or services
4. The extent to which the goods and/or services meet the District's needs
5. The vendor's past relationship with the District
6. The impact on the ability of the District to comply with laws and rules relating to historically underutilized businesses.

Houston ISD Board Meeting

Q+A Document

7. The total long-term cost to the District to acquire the vendor's goods and/or services
8. For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner: (A) has its principal place of business in this state; or (B) employs at least 500 persons in this state
9. Any other relevant factor specifically listed in the request for bids or proposals.

Updated as of 02/11/2025

34. What KPIs will be used to measure these services once the contracts are executed?

Approval for this project ensures that Departments have access to a vetted pool of vendors. If or when Departments determine a need for marketing support over and above services provided by the internal team, that Department can enter into an agreement with the vendor to finalize a scope of work and corresponding Key Performance Indicators that measure successful completion of the scope of work.

Updated as of 02/11/2025

Agenda Item 10 and 11: Authorization To Execute An Update And Renewal Of The Partnership Agreement With The United States Navy / United States Air Force For Junior Reserve Officers' Training Corps Units

35. How many students, per participating campus, are currently active/enrolled in ROTC programs?

Campus	24-25 JROTC Enrollment (as of 1-25-25)
Austin HS	109
Bellaire HS	127
Chavez HS	72
ESTEM HS	178
Furr HS	123
Heights HS	128
Houston MSTC	146

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Kashmere HS	94
Lamar HS	46
HSLJ	201
Madison HS	158
Milby HS	175
North Forest HS	94
Northside HS	130
Scarborough HS	53
Sharpstown HS	100
Sterling HS	128
Waltrip HS	111
Washington HS	153
Westbury HS	119
Westside HS	107
Wheatley HS	108
Wisdom HS	175
Worthing HS	52
Yates HS	107
HISD Total	2,994

Updated as of 02/11/2025

Agenda Item 12: Approval Of The 2025-2026 Academic Calendar • 2025-2026 Yearly Calendar

36. A survey was sent to district families. What were the results of the survey?

79.15% of respondents indicated preference for Calendar Option A. 20.85% of respondents indicated preference for Calendar Option B.

Updated as of 02/11/2025

Agenda Item 17: Approval Of Proposed Revisions to Board Policy CQ(LOCAL), Technology Resources-Second Reading • CQ(LOCAL), Second Reading

Houston ISD Board Meeting

Q+A Document

37. Explain how this change would work in practice. Why is age 14 listed here instead of in a guidebook? When students of mixed ages are in a classroom, 13 and 14, how would this policy be enforced?

After additional review, explicit age restrictions for CQ Local will be moved out of the policy, and references will be directed to the AI Guidebook. This will ensure that the Administration can be responsive to adjustments to expert guidance. AI tools are limited to students in 8th grade and above (14 and above) per the AI Guidebook. The IT department manages age and grade restrictions for district resources like Microsoft Copilot or Google Gemini. Students need to meet age and grade requirements and have parental consent on file to access these tools. If they don't, their accounts will show the feature as disabled. For courses requiring AI tools, such as the Foundations of AI elective, students must have parental consent or be removed from the course.

While we acknowledge the complexities of mixed-age classrooms, we modeled our usage guidance to current industry standard. When advising teachers on classroom use, the Guidebook underscores the importance of ensuring that students without access to Generative AI are not at a disadvantage to their peers for assignment completion. To clarify, the a teacher can still model use of Generative AI for students in a classroom with students under the age of 14.

Agenda Item 18: Approval Of Proposed Revisions To Board Policy CV (LOCAL), Facilities Constuction – Second Reading • CV (LOCAL), Second Reading

38. Explain how the construction contracts policy would work with an example to illustrate the steps and procedures.

The proposed policy change increases the threshold for submitting construction contracts to the Board for approval from \$50,000 or above to above \$1,000,000, which will align with our current vendor approval board policy.

Under the current policy, any construction project valued at \$50,000 or more requires the Superintendent to submit the required contracts to the Board for approval. This means that for every construction project exceeding \$50,000, the Superintendent would need to present the proposed contracts to the Board for review and approval during a Board Meeting before moving forward with the work.

Houston ISD Board Meeting

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Under the proposed change, only construction projects valued at more than \$1,000,000 would need to be submitted to the Board for approval. Any projects valued at \$1,000,000 or less could be approved directly by the Superintendent or the superintendent's designee, without needing to go through the Board approval process.

Example Scenario (Before and After Change):

Before the change: A construction project to renovate classrooms at a campus costing \$300,000 would require the Superintendent to submit the contract to the Board for approval. The Board would review and approve the project before it could proceed.

After the change: That same \$300,000 renovation would no longer require Board approval and could be approved directly by the Superintendent or designee. However, if the project exceeded \$1,000,000, the contract would need to be presented to the Board for approval.

39. Why is superintendent supposed to recommend delivery method for projects > \$50k?

CH(LOCAL) states that the Superintendent and/or designee shall furnish a quarterly report to the Board of all District solicitation purchase costs or aggregates between \$250,000 and \$1,000,000.

The Superintendent will recommend the delivery method, and the Board is then responsible for approving / officially endorsing the method by which a construction project will be carried out. The construction delivery method refers to the approach or system used to organize and manage the construction process. The three commonly used methods in the district are:

- **Job Order Contracting (JOC):** Job Order Contracting is a method that uses pre-established contracts for a variety of small to medium-sized construction projects. The district can issue "task orders" for specific work as needed, and the construction firm performs the work according to pre-negotiated rates and terms.
- **Design-Bid-Build (DBB):** In this method, the district hires a designer (architect) first, then bids out the construction once the design is complete.
- **Construction Manager at Risk (CMAR):** In the CMAR method, the district hires a construction manager early in the design process to collaborate with the design team. The construction manager assumes the risk of delivering the project within a guaranteed maximum price (GMP). This method allows for more collaboration between design and construction phases and can help reduce costs or delays.

Houston ISD Board Meeting

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40. Since the start of FY21, what percentage of construction contracts have been above \$1,000,000?

Of the 13 construction (CSP) projects, 9 were more than \$1M. 69% of the contracts were more than \$1M and 31% were less than \$1M.

Updated as of 02/11/2025

Agenda Item 20: Approval Of Proposed Revisions To Board Policy DBD(LOCAL), Employment Requirements And Restrictions: Conflict Of Interest-First Reading • DBD(LOCAL), First Reading

41. Regarding DBD (Local) revisions, who are the current members on the Conflict-of-Interest Committee? How often do they meet? Where are the agenda, meeting minutes, etc. located for the Conflict-of-Interest Committee meetings?

There has not been a Conflict-of-Interest Committee since before the current Administration.

Updated as of 02/11/2025

42. Why is this modification to strike the language from DBD (Local) defining the Conflict-of-Interest Committee from board policy being proposed?

This update is necessary to match language with actual practice, which entails HR sending required COI forms to mandatory employee roles semi-annually, and then Ethics & Compliance reviewing identified conflicts.

Updated as of 02/11/2025

43. How will Conflicts of Interest be reviewed and analyzed if this committee is no longer defined in board policy?

Ethics & Compliance will continue to review conflict of interest submissions semi-annually. They will escalate issues to Legal Services, as needed.

Updated as of 02/11/2025

AMENDED AND RESTATED BY-LAWS
OF
HOUSTON INDEPENDENT SCHOOL DISTRICT PUBLIC FACILITY
CORPORATION

(Incorporated under the Texas Public Facility Corporation Act)

ARTICLE I

Offices

Section 1.1. Principal Office. The principal business office of the Corporation shall be at 3830 Richmond Avenue, Houston, Texas 77027.

Section 1.2. Other Offices. The Corporation may have such other business offices, within or without the State of Texas, as the Board of Directors may from time to time establish or the business of the Corporation may require.

ARTICLE II

Purpose of Corporation

Section 2.1. Purpose. The Corporation has been incorporated and is hereby organized in the public interest as an instrumentality of the Houston Independent School District (the "District"). The Corporation shall have the broadest possible powers to finance the acquisition of District obligations issued or incurred in accordance with existing law, and to provide for acquisition, construction, rehabilitation, renovation, repair, equipping, furnishing and placement in service of public facilities of the District under the terms of the Public Facility Corporation Act, Article 717s, Vernon's Texas Civil Statutes, as amended (the "Act").

Section 2.2. Conditions Precedent to Issuance of Obligations. The Corporation shall not issue any obligations unless all conditions precedent to such issuance, as required by the Act, if any, have been fulfilled.

ARTICLE III

Board of Directors

Section 3.1. Power. The powers of the Corporation shall be exercised by or under the authority of, and the business, properties and affairs of the Corporation shall be managed under the direction of, the Board of Directors of the Corporation. Directors need not be residents of the State of Texas, absent provision to the contrary in the Articles of Incorporation or the laws of the State of Texas.

Section 3.2. Number, Qualifications and Term. (a) The number of directors constituting the initial Board of Directors shall be the number fixed by the Articles of Incorporation. Thereafter, the number of directors may be increased or decreased (but not to a number fewer than three (3)) from time to time by amendment to, or in the manner provided in, these By-Laws, but no decrease shall have the effect of shortening the term of any incumbent director.

(b) The directors of the Corporation shall be divided into three (3) classes, with each class being as nearly equal in number as possible, and with the term of office of one class expiring each year. The directors constituting the initial Board of Directors shall be classified as set forth below and shall hold office for a term expiring at the annual meeting of the Board of Directors in the calendar year set forth below and until the director's successor shall have been appointed:

<u>Name</u>	<u>Class</u>	<u>Expiration of Term</u>
Paula Arnold	1	March 1, 1998
Arthur M. Gaines, Jr.	2	March 1, 1999
Lionel Castillo	3	March 1, 2000

Except as otherwise provided herein, each position on the Board of Directors shall be filled by appointment for a three-year term of office by the District's Board of Education prior to the annual meeting of the Board of Directors in the year in which the term of the person holding such position expires. Any increase in the number of directors shall be apportioned among the classes of directors so as to make each class as nearly equal in number as practicable.

(c) The Board of Directors may appoint or elect any one or more persons as ex-officio members of the Board of Directors. A person designated as an ex-officio member of the Board of Directors shall be entitled to notice of and to attend meetings of the Board of Directors, but shall not be entitled to vote unless otherwise provided in the Articles of Incorporation or these By-laws. An ex-officio member of the Board of Directors who is not entitled to vote does not have the duties or liabilities of a director as provided by statute.

Section 3.3. Removal. Any director may be removed from office, with or without cause, at any meeting of the Board of Directors by the affirmative vote of a majority of the full Board of Directors and the approval of the District's Board of Education.

Section 3.4. Vacancies. Any vacancy occurring in the Board of Directors, whether by removal, resignation or an increase in the number of positions on the Board of Directors, may be filled by appointment by the District's Board of Education. A person appointed to fill a vacancy shall be appointed for the unexpired term of such person's predecessor in office.

Section 3.5. Meetings. (a) The annual meeting of the Board of Directors shall be held on the same day as the first meeting of the District's Board of Education in the month of May.

(b) Regular meetings of the Board of Directors shall be held at such times and places within the State of Texas as the Board of Directors shall determine. Any and all business may be transacted at any regular meeting.

(c) Special meetings of the Board of Directors shall be held at any time or place within the State of Texas on the call of the President or a majority of the directors then in office.

Section 3.6. Notice. (a) Each member of the Board of Directors shall be entitled to receive notice of each meeting of the Board of Directors. Each member of any committee of the Board of Directors shall be entitled to receive notice of each meeting of each committee on which such member serves. Such notice may be in writing, in person or by telephone. Notice of each meeting at which the quorum of the Board of Directors will be present shall be given to the public in accordance with the Texas Open Meeting Act, Chapter 551, Texas Government Code.

(b) Except as otherwise provided by law, by the Articles of Incorporation or by these By-laws, notice need not specify the business to be transacted at, or the purpose of, such meeting.

(c) The signing of a written waiver of notice of any meeting by the person or persons entitled to receive the same, whether before or after the time stated therein, shall be deemed to be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except where a person attends a meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

Section 3.7. Quorum; Voting by Proxy. (a) A majority of the number of directors fixed by these By-laws shall constitute a quorum for the transaction of business by the Board of Directors, and the act of the majority of the directors present in person or by proxy at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number shall be required by law, by the Articles of Incorporation or by these By-laws. If a quorum shall not be present at any meeting of the Board of Directors, the directors present thereat may adjourn such meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

(b) A director may vote in person or by proxy executed in writing by the director. No such proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable.

Section 3.8. Procedure at Meetings. The President of the Corporation shall preside at meetings of the Board of Directors. In his or her absence at any meeting, any officer authorized by these By-laws or any member of the Board of Directors selected by members present shall preside. The Secretary of the Corporation, if any, shall act as secretary at all meetings of the Board of Directors. In the absence of the Secretary, the presiding officer of the meeting may designate any person to act as secretary. At meetings of the Board of Directors, the business shall be transacted in such order as the presiding officer may from time to time determine.

Section 3.9. Presumption of Assent. Any person serving as a director or as a member of a committee of the Board of Directors who is present in person at a meeting of the Board of Directors or such committee at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless a dissent or abstention shall be entered in the minutes of the meeting, or unless the director shall file a written dissent or abstention to such action with the person acting as secretary of the meeting before the adjournment thereof. Such right to dissent or abstain shall not apply to a director or member of such committee who voted in favor of such action.

Section 3.10. No Compensation. Directors as such shall not receive any stated salary or compensation for their service, but by resolution of the Board of Directors may be reimbursed for reasonable expenses actually incurred in connection with their service; provided, however, that nothing herein shall preclude any director from serving the Corporation in any other capacity or receiving compensation therefor.

Section 3.11. Executive Committee. The Board of Directors, by resolution adopted by a majority of the directors in office, may designate an Executive Committee, which committee shall consist of two or more directors. The Executive Committee may exercise such authority of the Board of Directors in the conduct of the business and affairs of the Corporation as the Board of Directors may, by resolution duly adopted, delegate to it, except as prohibited or limited by law. The designation of an Executive Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual director, of any responsibility imposed by law. Any member of the Executive Committee may be removed, with or without cause, at any time by the Board of Directors. The Executive Committee shall keep regular minutes of its proceedings and shall report the same to the Board of Directors when required. The minutes of the proceedings of the Executive Committee shall be placed in the minute book of the Corporation.

Section 3.12. Other Committees. The Board of Directors, by resolution adopted at a meeting at which a quorum is present, or the President may designate one or more additional committees, each of which shall consist of two or more persons, a majority of whom are directors; the remainder need not be directors. The designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed by law. Any member of such a committee may be removed, with or without cause, at any time by the Board of Directors. Each such committee shall keep regular minutes of its proceedings and shall report the same to the Board of Directors when required. The minutes of the proceedings of each such committee shall be placed in the minute book of the Corporation.

ARTICLE IV

Officers

Section 4.1. Titles and Qualifications. The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer, and such other officers and assistant officers as may be deemed necessary by the Board of Directors. All officers shall be

elected, appointed or designated by the Board of Directors as provided in these By-laws. Any two or more offices may be held by the same person, except the offices of both President and Secretary. A committee duly designated by the Board of Directors may perform the functions of any officer and the functions of any two or more officers may be performed by a single committee, including without limitation the functions of both President and Secretary.

Section 4.2. Election; Term; Qualification. Each officer of the Corporation shall be elected, appointed or designated by the Board of Directors in the manner provided in these By-laws, and shall hold office for a term, not exceeding three (3) years, specified by the Board of Directors and ending upon the election and qualification of a successor to such officer or upon such officer's earlier death, resignation or removal in the manner provided in these By-laws.

Section 4.3. Removal. Any officer elected, appointed or designated by the Board of Directors may be removed by the Board of Directors, with or without cause, whenever in their judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Election, appointment or designation of an officer shall not of itself create contract rights.

Section 4.4. Vacancy. Any vacancy occurring in any office may be filled by the Board of Education of the District. A person appointed to fill a vacancy shall be appointed for the unexpired term of such person's predecessor in office.

Section 4.5. Duties. Each person elected, appointed or designated an officer of the Corporation shall have such powers and duties as generally pertain to such office, except as modified by these By-laws and the Board of Directors from time to time.

Section 4.6. President. The President shall be the chief executive officer and chief operating officer of the Corporation. Subject to the direction and control of the Board of Directors, the President shall have general supervision over the Corporation's several officers, shall manage the business, property and affairs of the Corporation and shall perform all duties incident to the office of the President, except as may otherwise be prescribed by these By-laws or as may be from time to time assigned by the Board of Directors.

Section 4.7. Vice Presidents. At the request of the Board of Directors or the President, or in the absence of the President, the Vice Presidents, or any of them, if any, shall perform the duties of the President, and when so acting, shall have all the powers of, and be subject to all restrictions upon, the President. Any action taken by a Vice President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act of the President at the time such action was taken. Subject to the control and supervision of the President, the Vice Presidents, or any of them, shall perform all duties incident to the office of the Vice President, except as may otherwise be prescribed by these By-laws or as may be from time to time assigned by the Board of Directors or the President.

Section 4.8. Secretary. The Secretary shall keep the minutes of all meetings of the Board of Directors and any committee of the Board of Directors in one or more books provided for such purpose and shall attend to the giving and serving of all notices of meetings in

accordance with the provisions of these By-laws or as required by law. In addition, the Secretary shall have charge of the corporate books, records, documents and instruments and the seal of the Corporation, if any, except as otherwise provided in these By-laws or as may be from time to time provided by the Board of Directors or the President, all of which books, records, documents and instruments shall be open to inspection for any proper purpose at any reasonable time upon application to the office of the Corporation. The Secretary shall see, if the Corporation has a seal, that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized. Subject to the control and supervision of the President, the Secretary shall also perform all duties incident to the office of the Secretary, except as may otherwise be prescribed by these By-laws or as may be from time to time assigned by the Board of Directors or the President.

Section 4.9. Treasurer. The Treasurer, if any, shall be responsible for the custody of all money, funds, notes, securities and other valuables of the Corporation from time to time coming into the possession of the Corporation, and shall have charge of the books of account and financial records of the Corporation. When necessary or proper, the Treasurer may endorse, on behalf of the Corporation, for collection, checks, notes and other obligations and shall deposit the same to the credit of the Corporation in such bank or banks or depositories as shall be designated by the Board of Directors and may sign all receipts and vouchers for payments made to the Corporation, either alone or jointly with such other officer or officers as designated by the Board of Directors. The Treasurer shall enter or cause to be entered regularly in the books of the Corporation to be kept by the Treasurer for that purpose full and accurate accounts of all monies received and paid out on account of the Corporation. The Treasurer shall, if required by the Board of Directors, give such bond for the faithful discharge of such Treasurer's duties as the Board of Directors may require. The Treasurer shall furnish at meetings of the Board of Directors, or whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation. Subject to the control and supervision of the President, the Treasurer shall also perform all duties incident to the office of the Treasurer, except as may otherwise be prescribed by these By-laws or as may be from time to time assigned by the Board of Directors or the President.

Section 4.10. Assistant Officers. Any Assistant Secretary, Assistant Treasurer or other assistant officer elected, appointed or designated by the Board of Directors shall have the powers and duties pertaining to the office of the Secretary, Treasurer or other office, respectively, subject to the control and supervision of the President and the person holding the office to which such assistant officer is serving as an assistant. Any such Assistant Secretary, Assistant Treasurer or other assistant officer shall exercise such powers and perform such duties during the absence or inability to act of the person holding the office to which such assistant officer is serving as an assistant. Each Assistant Treasurer shall, if required by the Board of Directors, give such bond for the faithful discharge of such Assistant Treasurer's duties as the Board of Directors may require.

Section 4.11. Delegation. The Board of Directors may delegate temporarily the powers and duties of any officer of the Corporation, in case of such officer's absence or for any other reason, to any other officer of the Corporation, and may authorize the delegation by any officer

of the Corporation of any of such officer's powers and duties to any agent or employee of the Corporation, subject to the general supervision of such officer.

ARTICLE V

Indemnification

Section 5.1. Indemnification. The Corporation shall indemnify any person who was, is or is threatened to be made a named defendant or respondent in a proceeding because the person is or was a director or, while a director of the Corporation, is or was serving at the request of the Corporation as an officer of the Corporation or as a director, officer, partner, venturer, proprietor, director, employee, agent or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan or other enterprise only if it is determined in accordance with Section 5.5 below that the person:

- (a) conducted himself in good faith;
- (b) reasonably believed:
 - (i) in the case of conduct in an official capacity as a director of the Corporation, that such director's conduct was in the Corporation's best interests; and
 - (ii) in all other cases, that such director's conduct was at least not opposed to the Corporation's best interests; and
- (c) in the case of any criminal proceeding, had no reasonable cause to believe such director's conduct was unlawful.

The Corporation may indemnify any person who was, is or is threatened to be made a named defendant or respondent in a proceeding because the person is or was an officer, employee or agent of the Corporation to the same extent that it shall indemnify the directors of the Corporation under this Section 5.1.

Section 5.2. Limitations on Indemnity. Except to the extent permitted by Section 5.4 below, no person shall be indemnified under Section 5.1 above in respect of a proceeding:

- (a) in which the person is found liable on the basis that personal benefit was improperly received by such person, whether or not the benefit resulted from an action taken in the person's official capacity; or
- (b) in which the person is found liable to the Corporation.

Section 5.3. When Person is Liable. The termination of a proceeding by judgment, order, settlement or conviction or on a plea of nolo contendere or its equivalent shall not be of itself determinative that the person did not meet the requirements set forth in Section 5.1 above. A person shall be deemed to have been found liable in respect of any claim, issue or matter only

after the person shall have been so adjudged by a court of competent jurisdiction after exhaustion of all appeals therefrom.

Section 5.4. Indemnification Coverage. A person may be indemnified under Section 5.1 above against judgments, penalties (including excise and similar taxes), fines, settlements and reasonable expenses actually incurred by the person in connection with the proceeding; but, if the person is found liable to the Corporation or is found liable on the basis that personal benefit was improperly received by the person, the indemnification (a) shall be limited to reasonable expenses actually incurred by the person in connection with the proceeding and (b) shall not be made in respect of any proceeding in which the person shall have been found liable for willful or intentional misconduct in the performance of such person's duty to the Corporation.

Section 5.5. Determination of Right to Indemnity. A determination of indemnification under Section 5.1 above shall be made:

(a) by a majority vote of a quorum consisting of directors who at the time of the vote are not named defendants or respondents in the proceeding;

(b) if such a quorum cannot be obtained, by a majority vote of a committee of the Board of Directors designated to act in the matter by the affirmative vote of a majority of the full Board of Directors, consisting solely of two or more directors who at the time of the vote are not named defendants or respondents in the proceeding; or

(c) by special legal counsel selected by the Board of Directors or a committee of the Board of Directors by vote as set forth in Subsection (a) or (b) of this Section 5.5, or, if such a quorum cannot be obtained and such a committee cannot be established, by the affirmative vote of a majority of the full Board of Directors.

Section 5.6. Other Determinations. Authorization of indemnification and determination as to reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that if the determination that indemnification is permissible is made by special legal counsel, authorization of indemnification and determination as to reasonableness of expenses shall be made in the manner specified by Subsection 5.5(c) above for the selection of special legal counsel.

Section 5.7. Expenses. Reasonable expenses incurred by a person who was, is or is threatened to be made a named defendant or respondent in a proceeding may be paid or reimbursed by the Corporation in advance of the final disposition of the proceeding and without the determination specified in Section 5.5 above or the authorization or determination specified in Section 5.6 above, after the Corporation receives a written affirmation by the person of his good faith belief that such person has met the standard of conduct necessary for indemnification under this Article V and a written undertaking by or on behalf of the person to repay the amount paid or reimbursed if it is ultimately determined that he has not met that standard or if it is ultimately determined that indemnification of the person against expenses incurred by such person in connection with that proceeding is prohibited by Section 5.4 above.

Section 5.8. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, director, employee, agent or similar functionary of any other foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan or other enterprise against any liability asserted against such person and incurred by such person in such a capacity or arising out of a status as such a person, whether or not the Corporation would have the power to indemnify such person against that liability under this Article V or any applicable law.

Section 5.9. Modifications. The provisions of this Article V shall be modified to the extent the Texas Public Facility Corporation Act may be amended in the future, but in the case of such amendment, only to the extent such amendment permits the Corporation to provide broader indemnification rights than such Act permitted the Corporation to provide prior to such amendment.

Section 5.10. Non-exclusive Rights. The right to indemnification and the advancement and payment of expenses conferred in this Article V shall not be exclusive of any other right which a person indemnified pursuant to this Article V may have or hereafter acquire under any law (common or statutory), provision of the Articles of Incorporation or these By-laws, agreement, vote of disinterested directors or otherwise.

Section 5.11. Interpretation. If this Article V or any portion hereof shall be invalidated on any ground by any court of competent jurisdiction, then the Corporation shall nevertheless indemnify each director, and may indemnify any other person indemnified pursuant to this Article V, as to costs, charges, expenses (including attorneys' fees), judgments, fines and amounts paid in settlement with respect to any proceeding to the fullest extent permitted by an applicable portion of this Article V that shall not have been invalidated and to the fullest extent permitted by applicable law.

ARTICLE VI

Miscellaneous Provisions

Section 6.1. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30 of the following year.

Section 6.2. Corporate Seal. The Board of Directors may by resolution adopt a corporate seal for the Corporation, but the Corporation shall not be required to have a corporate seal. The corporate seal, if any, of the Corporation shall be in such form as the Board of Directors shall approve, and such seal, or a facsimile thereof, may be impressed on, affixed to or in any manner reproduced upon instruments of any nature required to be executed by officers of the Corporation.

Section 6.3. Contracts. The President or any Vice President may execute and deliver, in the name and on behalf of the Corporation, (i) contracts or other instruments and documents

authorized by the Board of Directors and (ii) contracts or instruments in the usual and regular course of business, except in cases when the execution or delivery thereof shall be expressly delegated or permitted by the Board of Directors or by these By-laws to some other officer or agent of the Corporation. The Board of Directors may authorize any officer or officers, or any agent or agents, of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors or by these By-laws, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or to render it pecuniarily liable for any purpose or in any amount.

Section 6.4. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officers or employees of the Corporation as shall from time to time be authorized by the Board of Directors or these By-laws.

Section 6.5. Depositories. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or other depositories as the Board of Directors may from time to time designate and upon such terms and conditions as shall be fixed by the Board of Directors. The Board of Directors may from time to time authorize the opening and maintaining within any such depository as it may designate of general and special accounts and may make such special rules and regulations with respect thereto as it may deem expedient.

Section 6.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors.

Section 6.7. Resignations. Any director or officer of the Corporation may resign at any time. Such resignations shall be made in writing and shall take effect at the time specified therein, or, if no time is so specified, at the time of receipt by the President or Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective, unless expressly so provided in the resignation.

Section 6.8. Annual Statement. The Board of Directors shall submit to the District's Board of Education an annual statement of the financial condition of the Corporation covering the assets and liabilities of the Corporation at the end of the preceding fiscal year. Said statement shall be submitted within 120 days of the end of each fiscal year.

ARTICLE VII

Amendments

The By-laws of the Corporation may be altered, amended or repealed, or new By-laws may be adopted, at any meeting of the Board of Directors by the affirmative vote of a majority of the directors, provided that notice of such action shall have been given in the notice or waiver of notice of such meeting.

ARTICLE VIII

Dissolution of Corporation

Upon the dissolution of the Corporation after payment of all obligations of the Corporation, all remaining assets of the Corporation shall be transferred to the District.

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