

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**Board of Education  
Meeting**

**February 17, 2022**

THE HOUSTON INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION

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## MEMBERS OF THE BOARD OF EDUCATION

Judith Cruz, *President*  
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Kathy Blueford-Daniels, *Second Vice President*  
Sue Deigaard, *Secretary*  
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Kendall Baker  
Dani Hernandez  
Bridget Wade

Millard House II, *Superintendent of Schools*

**BOARD OF EDUCATION AGENDA**

February 17, 2022

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- A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)
- A-2. Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measure 3
- February 2022 GPM Update
  - February 2022 GPM Report

**B. TRUSTEE ITEMS**

**C. CLOSED SESSION**

- C-1. Personnel
- a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive, consideration of compensation, and contractual provisions.
  - b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
  - c. Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.
- C-2. Legal Matters
- a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
  - b. Pending or contemplated litigation matters and status report.
  - c. Update on federal law enforcement activity on February 27, 2020.

- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.
- e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, In the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
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C-3. Real Estate

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**E. SCHOOL OFFICES**

**F. ACADEMICS**

**G. TALENT**

G-1. Adoption Of Resolution To Waive Work Day Missed And To Pay Employees As A Result Of The February 4, 2022, District Closure

- Resolution

**H. BUSINESS OPERATIONS**

**I. FINANCE**

**J. OTHER**

**K. POLICY**

**L. SUPERINTENDENT'S INFORMATION ITEMS**

**ADJOURN**

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of February 17, 2022

**SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 3 PROGRESS MEASURE 3**

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

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

Attached to this update is a report regarding goals and goal progress measures (GPMs). The following measure has new data this month:

**Goal 3:** The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.

- GPM 3.3 — The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

# Goal 3 Progress Measure 3



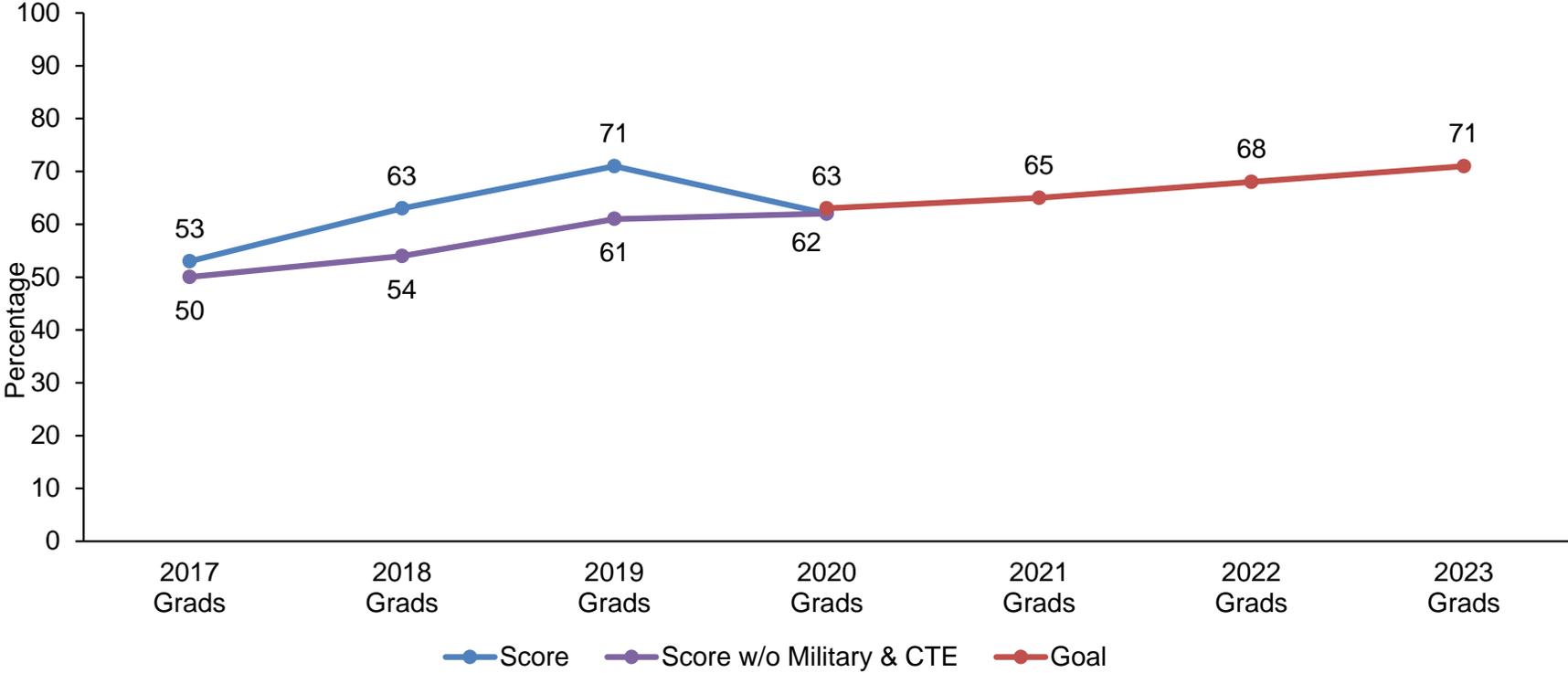
*Date: 2/3/2022*

# Goal 3

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The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

# Percent of Graduates That Met CCMR

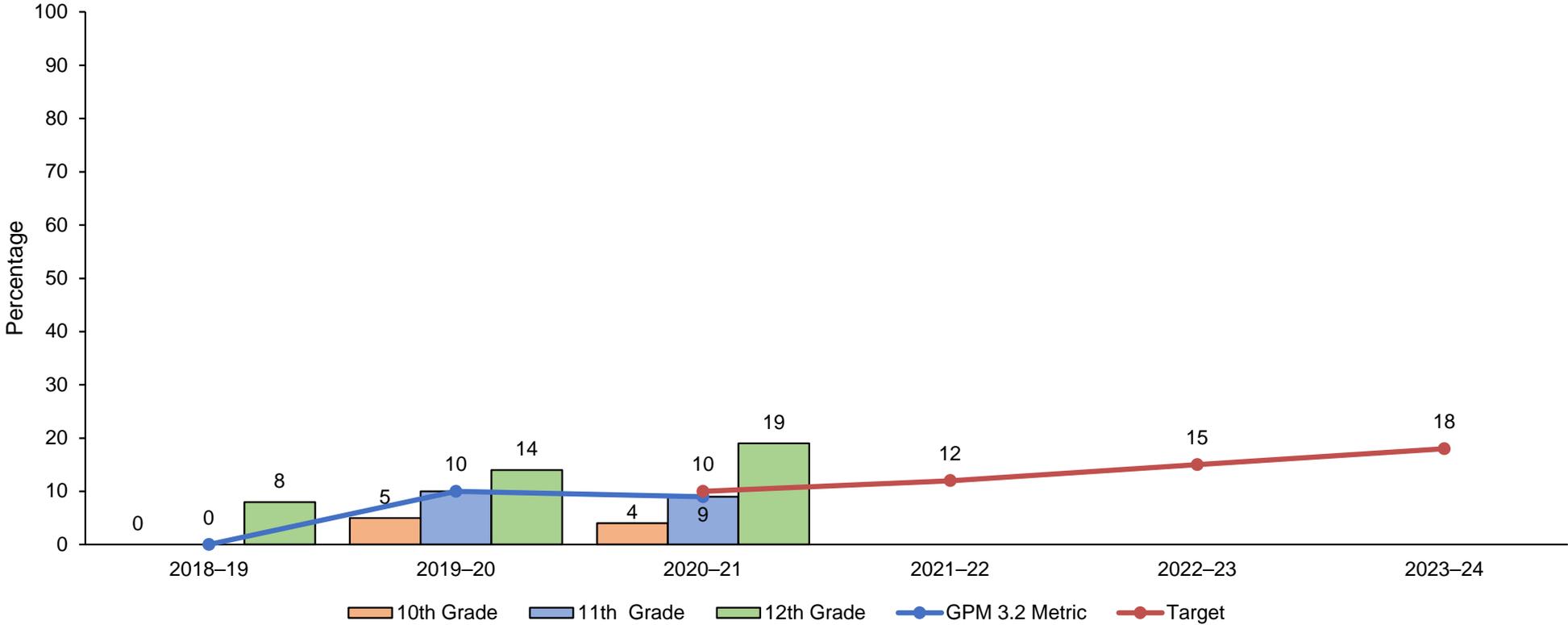


## Goal Progress Measure 3.3

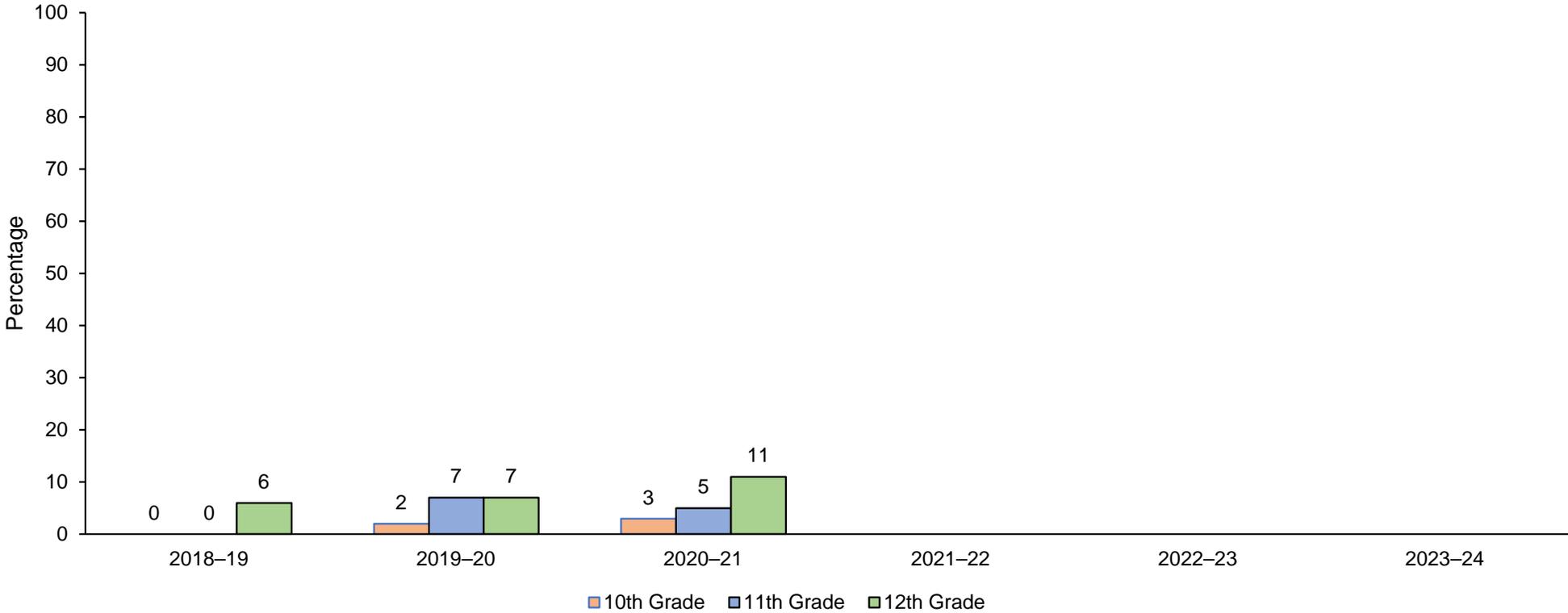
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The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 in 2019 to 18 in 2024.

# Percentage of Students Demonstrating Career Readiness Through IBC By Grade Level — On Track



# Percentage of SWDs Demonstrating Career Readiness Through IBC By Grade Level



# N Counts

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		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	10 <sup>th</sup> Graders	12,951	13,024	13,012	13,033	13,705			
	11 <sup>th</sup> Graders	11,478	11,240	11,096	11,458	11,687			
	12 <sup>th</sup> Graders	11,130	11,673	11,719	11,830	12,163			
SWDs	10 <sup>th</sup> Graders	1,029	1,077	1,083	1,089	1,307			
	11 <sup>th</sup> Graders	958	819	829	874	1,025			
	12 <sup>th</sup> Graders	1,255	1,053	1,068	1,112	1,366			

## Next Steps – High Leverage Areas

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- Encourage teachers to become certified in IBC area of study
- Provide funding for IBC
- Engage SWDs and ELs in IBC

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you



## Goal Monitoring Report: February 2022

**Goal 3  
CCMR**

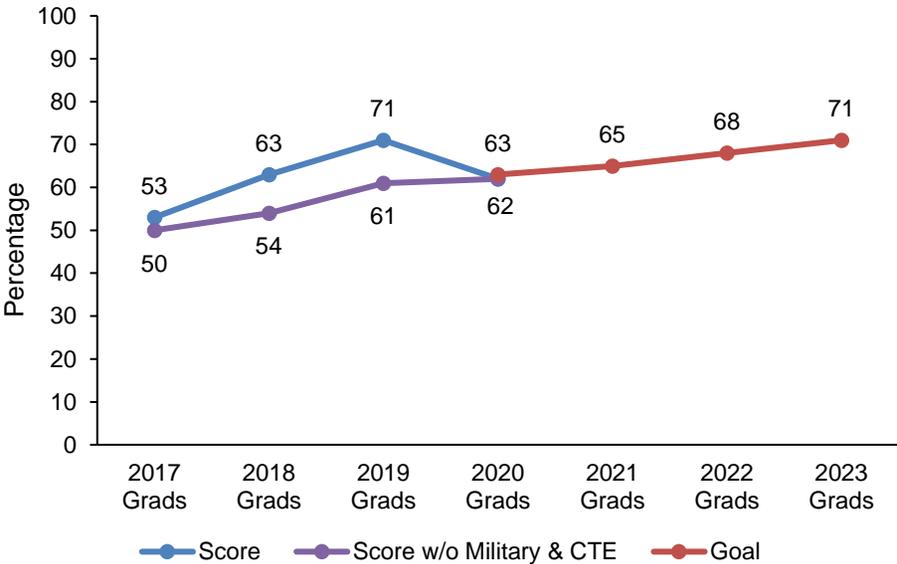
**Goal Measure 3**

**Evaluation**

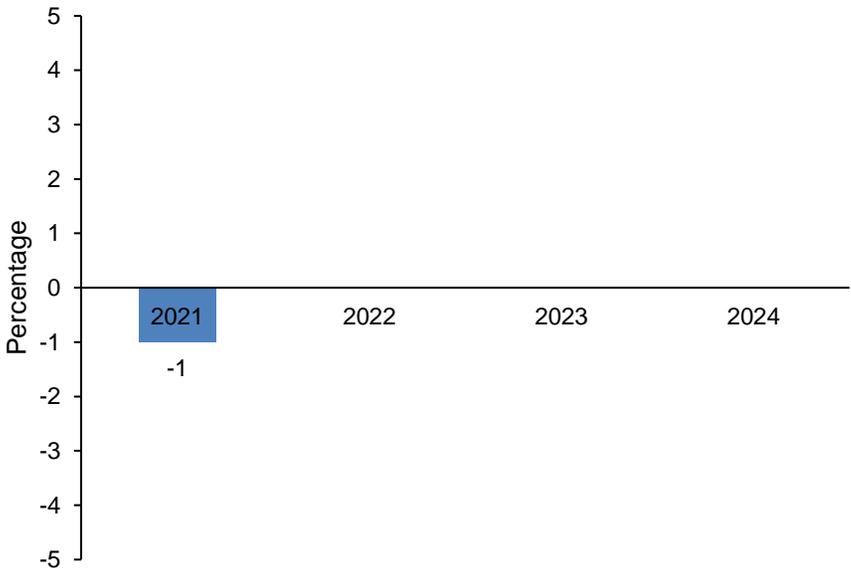
The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

Did Not Meet

**Percent of Graduates That Met CCMR**



**Percentage Points Above or Below Goal**



**Data Source**

- TEA student-level CCMR data files
- Military self-reporting and 0.5 credit for CTE stopped counting with the 2020 Graduates.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report: February 2022

Goal Measure 3 (CCMR) Support Data								
Houston ISD		Graduate Year						
		2017	2018	2019	2020	2021	2022	2023
All Students	Actual	53%	63%	71%	62%			
	Target				63%	65%	68%	71%
Econ. Dis.	Actual	50%	60%	70%	61%			
	Target				60%	63%	66%	69%
Race/Ethnicity	African American	Actual	38%	52%	66%	53%		
		Target				52%	56%	60%
	Hispanic	Actual	54%	63%	72%	63%		
		Target				63%	65%	68%
	White	Actual	67%	73%	69%	67%		
		Target				73%	74%	75%
	American Indian	Actual	46%	50%	58%	56%		
		Target				50%	54%	58%
	Asian	Actual	85%	90%	88%	88%		
		Target				90%	91%	92%
	Pacific Islander	Actual	---	---	---	---		
		Target				---	---	---
	Two or More	Actual	66%	67%	80%	60%		
		Target				67%	68%	69%
Special Pops.	Special Ed.	Actual	37%	67%	66%	65%		
		Target				67%	68%	69%
	Special Ed. (Former)	Actual	31%	44%	44%	42%		
		Target				44%	48%	53%
	ELs*	Actual	42%	46%	60%	47%		
		Target				46%	50%	55%
Mobility	Cont. Enrolled	Actual	58%	67%	76%	67%		
		Target				67%	68%	69%
	Non-Cont. Enrolled	Actual	33%	45%	50%	40%		
		Target				45%	49%	54%

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

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

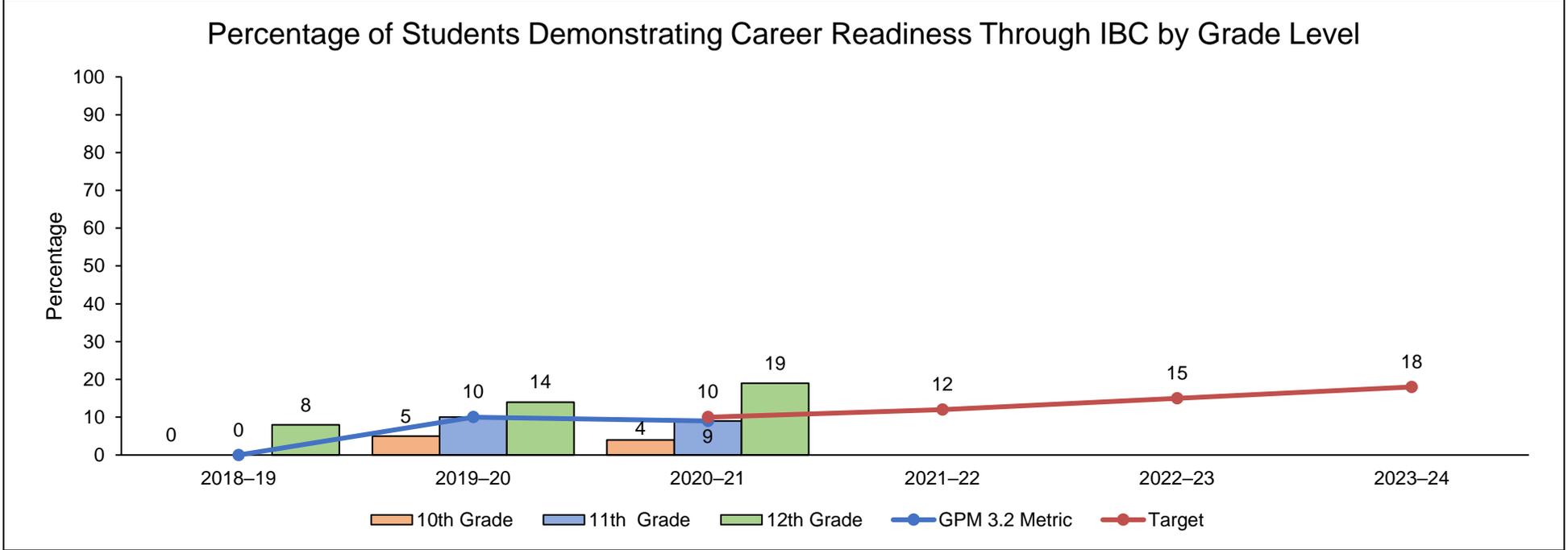
## Goal Monitoring Report: February 2022

Goal Measure 3 (CCMR without Military Enrollment and CTE) Support Data									
Houston ISD		Graduate Year							
		2017	2018	2019	2020	2021	2022	2023	
All Students	Actual	50%	54%	61%	62%				
	Target				63%	65%	68%	71%	
Econ. Dis.	Actual	47%	50%	59%	61%				
	Target				60%	63%	66%	69%	
Race/Ethnicity	African American	Actual	34%	41%	50%	53%			
		Target				52%	56%	60%	64%
	Hispanic	Actual	51%	54%	62%	63%			
		Target				63%	65%	68%	71%
	White	Actual	65%	70%	66%	67%			
		Target				73%	74%	75%	76%
	American Indian	Actual	44%	43%	42%	56%			
		Target				50%	54%	58%	62%
	Asian	Actual	83%	87%	85%	88%			
		Target				90%	91%	92%	93%
	Pacific Islander	Actual	---	---	---	---			
		Target				---	---	---	---
	Two or More	Actual	63%	63%	74%	60%			
		Target				67%	68%	69%	71%
Special Pops.	Special Ed.	Actual	34%	61%	57%	65%			
		Target				67%	68%	69%	71%
	Special Ed. (Former)	Actual	23%	32%	31%	42%			
		Target				44%	48%	53%	58%
	ELs*	Actual	38%	39%	47%	47%			
		Target				46%	50%	55%	60%
Mobility	Cont. Enrolled	Actual	55%	58%	66%	67%			
		Target				67%	68%	69%	71%
	Non-Cont. Enrolled	Actual	30%	37%	40%	40%			
		Target				45%	49%	54%	59%

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

## Goal Monitoring Report: February 2022

Goal Progress Measure 3.3 – September 2021	Evaluation
The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 in 2019 to 18 in 2024.	On Track



Data Source
<ul style="list-style-type: none"> <li>• 2018-19 OnDataSuite Application from Federal and State Compliance; 2019-20 Summer PEIMS</li> <li>• Students must have been enrolled on the last day of the school year.</li> <li>• Data prior to 2018-19 not reported due to changes in PEIMS reporting standards.</li> </ul>

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report: February 2022

**Goal Progress Measure 3.3 Results by Student Groups**

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	10 <sup>th</sup>			0%	5%	4%			
	11 <sup>th</sup>			0%	10%	9%			
	12 <sup>th</sup>			8%	14%	19%			
Econ. Dis.	10 <sup>th</sup>			0%	6%	5%			
	11 <sup>th</sup>			0%	12%	10%			
	12 <sup>th</sup>			10%	16%	22%			
Special Ed.	10 <sup>th</sup>			0%	2%	3%			
	11 <sup>th</sup>			0%	7%	5%			
	12 <sup>th</sup>			6%	7%	11%			
ELs**	10 <sup>th</sup>			0%	5%	4%			
	11 <sup>th</sup>			0%	12%	10%			
	12 <sup>th</sup>			9%	15%	24%			

\* <25 students; \*\* Includes Current and Monitored

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report: February 2022

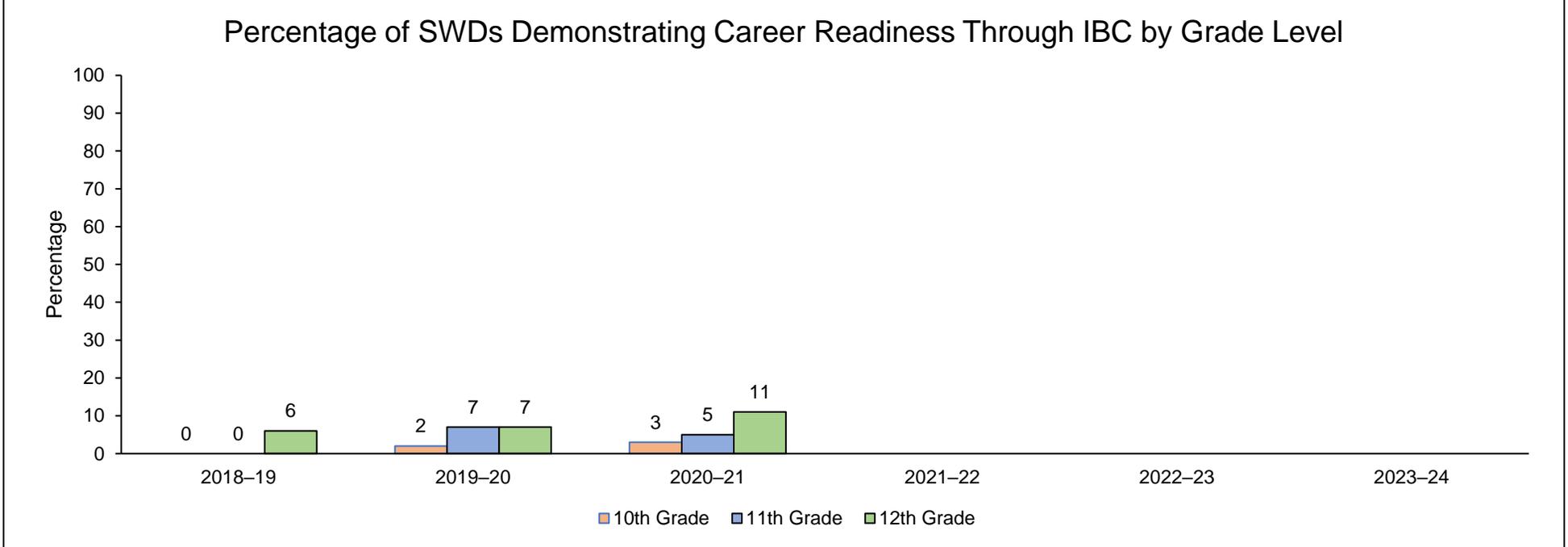
**Goal Progress Measure 3.3 Results by Race/Ethn.**

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 <sup>th</sup>			0%	5%	3%			
	11 <sup>th</sup>			0%	8%	7%			
	12 <sup>th</sup>			5%	11%	16%			
Hispanic	10 <sup>th</sup>			0%	6%	5%			
	11 <sup>th</sup>			0%	13%	10%			
	12 <sup>th</sup>			11%	18%	23%			
White	10 <sup>th</sup>			0%	3%	3%			
	11 <sup>th</sup>			0%	5%	5%			
	12 <sup>th</sup>			4%	5%	8%			
American Indian	10 <sup>th</sup>			*	11%	0%			
	11 <sup>th</sup>			*	*	*			
	12 <sup>th</sup>			*	*	*			
Asian	10 <sup>th</sup>			0%	2%	2%			
	11 <sup>th</sup>			0%	5%	4%			
	12 <sup>th</sup>			3%	7%	9%			
Pacific Islander	10 <sup>th</sup>			*	*	*			
	11 <sup>th</sup>			*	*	*			
	12 <sup>th</sup>			*	*	*			
Two or More	10 <sup>th</sup>			0%	3%	4%			
	11 <sup>th</sup>			0%	4%	4%			
	12 <sup>th</sup>			3%	7%	9%			

\* <25 students

## Goal Monitoring Report: February 2022

### Goal Progress Measure 3.3 Support Data



## Goal Monitoring Report: February 2022

### Goal Progress Measure 3.3 Support Data (Continued)

#### Industry Based Certification (IBC) Background Information

From the first semester a student is enrolled in a CTE course, preparation begins toward the acquisition of an industry-based certification (IBCs) for the program of study. The College and Career Readiness Department has worked with each campus to assist in creating a campus wide certification plan. This includes backwards planning from the completion of the certification in the senior year to back to the freshman year to ensure that the necessary skills and knowledge have been covered and that teachers from the same program of study plan together.

The TEA endorsed IBCs are intended to be a capstone or end-of-program assessments. Bearing this intent in mind, students typically earn a certification during their junior or senior years with the knowledge and skills student acquire occurring during their freshman and sophomore years. Apart from Government and Public Administration, almost all other programs of study are designed for student to earn an IBC in their junior and senior years. Some certifications require a student to be 18 or to have spent a predetermined number of hours in a practical environment to qualify to sit for the final certification exam. Opportunities do exist, however, for students to earn an IBC as freshmen or sophomores. We see underclassmen earning IBCs in Microsoft Office Specialist and NCCER Core.

The timeline of earning the IBC is entirely dependent on the specific certification. For example, the OSHA 30 certification contains modules that must be completed over a minimum of 30 hours. The cosmetology license requires a student to log 1,000 of practical experience before s/he is eligible for the written exam. For other certifications, it is incumbent on the teacher to determine when the student has mastered the appropriate skills to be successful.

Per TEA's qualifications for approving an IBC, 50 percent of the objectives assessed on the IBC must overlap with course standards. If tight alignment exists between the IBC and the course objectives for a principle-level or secondary level course, this enables students to earn an IBC early in their high school career. Some IBCs, such as the NCCER (National Center for Construction Education and Research) Core must be earned before NCCER Craft (specific to the program area). Potentially, a ninth-grade student in a welding program could earn the NCCER core and go on to earn the NCCER Welding I in the junior year and NCCER Welding II in the senior year.

## Goal Monitoring Report: February 2022

### Goal 3 Superintendent's Response Summary – GPM 3.3

Due to the hands-on nature of learning and skill acquisition in CTE courses, the COVID-19 pandemic has been especially disruptive for the Career Readiness programs throughout the district. Many of these certifications require hands-on skills demonstration, an accumulation of hours of practical experience, or practice on specialized equipment. During the time when our district was operating virtually, students were unable to engage face-to-face and many did not have reliable technology configured to operate specialized software. Whether CTE students took virtual or in-person classes, it put many students behind academically. An additional challenge was providing instructional support for CTE on how best support special populations virtually. Due to these challenges, the district has experienced a negative impact on our students earning industry-based certifications (IBCs).

Moving forward, we should naturally see these COVID-19 barriers disappear. I expect to see the percent of our students earning an IBC to increase naturally at that time. In the meantime, I will continue to advocate for students to complete IBCs associated with their selected program of study. I am having the Career Readiness Department actively engaged in:

- Aligning IBC instruction to course TEKS;
- Providing professional development for all teachers in the program of study;
- Encouraging teachers to become certified in the area of the IBC;
- Recognizing students who earned an IBC;
- Providing funding for the associated IBC for students in a program of study; and
- Engaging SWD and EL in greater numbers and higher passing rates by:
  - Incorporating SWD inclusion and scaffolding strategies into CTE teacher professional development;
  - Encouraging more vendors to provide accommodations for SWD and ELL students; and
  - Mandating that campuses include SWD and ELL students in CTE programming.

The knowledge and skills gained in the process of achieving the IBC provides students with the preparation to pursue entry level careers and potentially go on to two year and four-year colleges, technical schools or the military. Not only does this align HISD to State expectations outlined in the accountability system, but it provides a celebrated and useful tool for students as they exit to life beyond high school.

Office of the Superintendent of Schools  
Board of Education Meeting of February 17, 2022

Office of Talent  
Jeremy Grant-Skinner, Chief Talent Officer

**SUBJECT: ADOPTION OF RESOLUTION TO WAIVE WORK DAY MISSED AND TO PAY EMPLOYEES AS A RESULT OF THE FEBRUARY 4, 2022, DISTRICT CLOSURE**

The Board of Education is asked to consider adoption of a resolution authorizing payment of all impacted district employees for February 4, 2022. On this date, the Houston Independent School District (HISD) was officially closed due to the expected impact of inclement weather conditions, specifically freezing temperatures, rain, and ice. Out of utmost concern for the safety of staff and students, the district was ordered closed. Forecasts calling for hazardous icy conditions made closure of the district on February 4, 2021, a prudent decision.

The administration recommends that district staff receive compensation for the February 4, 2022, missed workday for storm-related closure. The administration further recommends that instructional and non-instructional staff be paid in accordance with CKC8(REGULATION) and other guidelines implemented by the chief talent officer.

The resolution recites that the board finds a public purpose exists to pay employees for the workday missed as a result of anticipated inclement weather forecasts for the greater Houston area. The regulation and other applicable guidelines give details on who is eligible to be paid and how the payment is determined. With respect to HISD employees who did not report to work because of storm closures, the resolution follows the regulation which provides that because HISD was “required to close schools, facilities, and the Hattie Mae White Educational Support Center and cease all normal operations, employees will be released from duty with no requirement to make up time that is missed while HISD is officially closed.”

HISD employees required to work to maintain emergency operations and/or to facilitate report of facilities will also be paid pursuant to CKC8(REGULATION).

The resolution recites that the board finds that a public purpose and a benefit to HISD exists to excuse and/or forgive the absences.

A copy of the above-referenced resolution is attached to this item.

**COST/FUNDING SOURCE(S):** Funds are budgeted in the 2021–2022 operating budget.

**STAFFING IMPLICATIONS:** None

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

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education adopts the resolution authorizing payment to district employees for the missed workday on February 4, 2022, effective February 18, 2022.

# RESOLUTION

**WHEREAS** inclement weather conditions, such as rain, freezing temperatures, and ice in and around the greater Houston area, were forecast in connection with a winter storm, resulting in the decision to close all schools and facilities in the Houston Independent School District ("HISD" or "district") on February 4, 2022; acting in the best interests of, and to protect the safety of, its staff, students, and the community; and

**WHEREAS** HISD employees, students, and facilities were predicted to be impacted by icy conditions, and safe travel to and from district job sites would have placed employees, students, and potentially others on the roads in danger, absent closure of district schools and facilities; and

**WHEREAS** HISD salaried employees, including teachers, school-based administrators, and central office staff will be paid as normal without having to work a make-up day; and

**WHEREAS** HISD scheduled hourly employees who are paid for hours actually worked will not have the opportunity to work a make-up day to compensate for the one (1) day that the district was closed for February 4, 2022; and

**WHEREAS** there is a public purpose served and a benefit to HISD to demonstrate support of its employees, enhance employee morale, and support the retention of employees by paying scheduled hourly employees for the one day that the district was closed; and

**WHEREAS** the HISD 2021–2022 calendar and related duty schedules have been affected for some employees by these events; and

**WHEREAS** the Board of Education ("Board") believes it is in the best interest of HISD for the remainder of the 2021–2022, 12-month calendar and duty schedule to remain in effect as designated by the administration, and originally adopted by the Board; and

**WHEREAS** the Board has determined that the one day missed due to a districtwide closure should not be made up by impacted HISD employees, and that payment should be made to employees in accordance with CKC8(REGULATION); and

**WHEREAS** the Board believes that a public purpose exists to compensate these employees who did not work due to the inclement weather forecasts, predictions of potentially severe flooding, and other dangerous conditions; and

**WHEREAS** this resolution is not meant to excuse the failure to report to duty on February 4, 2022, by any employees who were instructed by the administration to do so, or who were required by contract or job description to report for duty, and who are emergency services personnel or whose presence is necessary to provide for the safety and well-being of the general public;

**NOW THEREFORE**, be it resolved by the Board that:

1. All the above-referenced paragraphs are incorporated into and made a part of this resolution; and
2. The Board determines that the workday missed on Friday, February 4, 2022, by district employees due to a districtwide closure resulting from forecasts of the potential for severe weather conditions in the Houston area on that day, need not be made up by impacted HISD employees;

3. The Board finds that a public purpose and a benefit to HISD, and therefore a public benefit exists, to excuse and/or forgive the absence by district employees due to school and work location closure and that payment for such days is necessary for both salaried and scheduled hourly employees, in the operation of the public schools as provided by Texas Education Code §45.105; and

4. The Board hereby authorizes the Superintendent of Schools to pay employees for the one day of absence and work location closure necessitated by the anticipated inclement weather forecasts predicting severe flooding and dangerous conditions; and

5. The Board hereby ratifies and approves, to the extent permitted by law, all actions taken by the Superintendent in the exercise of his discretion to protect and preserve the public property and assets of HISD, and to protect the safety and welfare of the employees, students, parents, taxpayers, and others in the HISD community, to the extent necessary, as a result of inclement weather forecasts, predicting the potential for severe flooding and other dangerous conditions, through the effective date of the Resolution.

Approved this \_\_\_\_\_ day of February, 2022.

By: \_\_\_\_\_  
Judith Cruz  
HISD Board President

Attest:

By: \_\_\_\_\_  
Sue Deigaard  
HISD Board Secretary