

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**Board of Education  
Meeting**

**November 05, 2020**

THE HOUSTON INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION

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## MEMBERS OF THE BOARD OF EDUCATION

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Grenita Lathan, Ph.D., *Interim Superintendent of Schools*

**BOARD OF EDUCATION AGENDA**  
November 05, 2020

**5:00 p.m.**

- **CALL TO ORDER WHEN A QUORUM IS PRESENT**

**CLOSED SESSION (IF NECESSARY)**

- **ADJOURNMENT TO CLOSED OR EXECUTIVE SESSION PURSUANT TO SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C**

**RECONVENE IN OPEN SESSION**

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM OCTOBER 8, 2020; OCTOBER 22, 2020; AND OCTOBER 26, 2020**
- **SPEAKERS TO AGENDA ITEMS**

**BUSINESS AGENDA FOR AGENDA REVIEW MEETING**

**A. SUPERINTENDENT'S PRIORITY ITEMS**

- 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. Board Hearing To Solicit Public Feedback For Initial Drafts Of Targeted Improvement Plans
  - Executive Summary

**B. TRUSTEE ITEMS**

**C. CLOSED SESSION**

- C-1. Personnel
  - a. Deliberate the duties of the interim superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the interim 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, 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
- f. Legal Update on Special Education Accreditation Investigation

C-3. Real Estate

**D. ACADEMIC SERVICES**

**E. SCHOOL OFFICES**

**F. STRATEGY AND INNOVATION**

**G. HUMAN RESOURCES**

**H. BUSINESS OPERATIONS**

**I. FINANCE**

**J. OTHER**

**K. POLICY**

- K-1. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Theory Of Action, Board Goals, And Constraints—  
Second Reading

- AE(LOCAL), Second Reading
- AE(LOCAL), Second Reading (Draft With Changes Accepted)

**L. SUPERINTENDENT'S INFORMATION ITEMS**

**AGENDA REVIEW FOR REGULAR BOARD MEETING**

Review of superintendent's agenda items to be presented to the Board of Education at the board's next business meeting. See the agenda for that meeting.

**ADJOURN**

# DISCUSSION ITEM

Office of the Superintendent of Schools  
Board of Education Meeting of November 5, 2020

Office of School Offices  
Silvia Trinh, Chief of Staff

**SUBJECT: BOARD HEARING TO SOLICIT PUBLIC FEEDBACK FOR INITIAL DRAFTS OF TARGETED IMPROVEMENT PLANS**

All campuses designated as Comprehensive Support or identified as receiving an F rating from the Texas Education Agency (TEA) are required to develop and submit a Targeted Improvement Plan (TIP). The TIP is informed by prioritized focus areas for improvement identified by either the Effective Schools Framework Diagnostic or a TEA-prescribed, self-assessment process. The TIP includes essential actions needed to address the identified focus areas for school improvement, goals for the improvement process, and persons responsible for implementing and monitoring the activities.

Each campus's TIP is developed by the principal in collaboration with the school support officer and the area superintendent for that campus. During the TIP development process, campuses are required to conduct a board hearing to solicit public comment on the TIP.

This item provides an opportunity for a public hearing of feedback on the draft TIPs submitted for the following campuses: Ashford Elementary School (ES), C. Martinez ES, Codwell ES, Deady Middle School (MS), Edison MS, Foerster ES, Fleming MS, High School Ahead, Holland MS, Isaacs ES, Kashmere High School (HS), Key MS, Liberty HS, Madison HS, Middle College at Fraga, Middle College at Gulfton, Northline ES, Osborne ES, Robinson ES, Rucker ES, Seguin ES, Smith ES, Sugar Grove MS, Texas Connections Academy, Thomas MS, Washington HS, Wheatley HS, Whidby ES, Williams MS, Wisdom HS, Worthing HS, Yates HS, and Young ES. These plans were posted on the HISD website on October 20, 2020.

## Executive Summary:

## Review And Community Feedback Opportunity For Initial Drafts Of Targeted Improvement Plans

The purpose of this item is to solicit public comment on the draft TIPs for the following schools:

School	Rating (Comprehensive Support or F- Rating)
Ashford Elementary School (ES)	F
C. Martinez ES	F
Codwell ES	C, Comprehensive Support
Deady Middle School (MS)	F, Comprehensive Support
Edison MS	F, Comprehensive Support
Foerster ES	C, Comprehensive Support
Fleming MS	F
High School Ahead MS	F, Comprehensive Support
Holland MS	C, Comprehensive Support
Isaacs ES	F
Kashmere High School (HS)	C, Comprehensive Support
Key MS	F
Liberty HS	A, Comprehensive Support
Madison HS	C, Comprehensive Support
Middle College at Fraga	B, Comprehensive Support
Middle College at Gulfton	B, Comprehensive Support
Northline ES	F
Osborne ES	F
Robinson ES	F
Rucker Es	F
Seguin ES	F
Smith ES	F
Sugar Grove MS	F
Texas Connections Academy	C, Comprehensive
Thomas MS	F
Washington HS	C, Comprehensive
Wheatley HS	F
Whidby ES	F
Williams MS	F
Wisdom HS	C, Comprehensive
Worthing HS	C, Comprehensive
Yates HS	D
Young ES	F

All campuses designated as Comprehensive Support or identified as receiving an F rating by the Texas Education Agency (TEA) are required to develop and submit a TIP. The TIP is informed by prioritized focus areas for improvement identified by either the Effective Schools Framework Diagnostic or a TEA-prescribed, self-assessment process. The TIP includes essential actions needed to address the identified focus areas for school improvement, goals for the improvement process, and persons responsible for implementing and monitoring the activities.

Office of the Superintendent of Schools  
Board of Education Meeting of November 5, 2020

Office of School Offices  
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY, REGARDING THEORY OF ACTION, BOARD GOALS, AND CONSTRAINTS—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves a revision to Board Policy AE(LOCAL), *Educational Philosophy*, to add a theory of action and to update the goals, constraints, and progress measures. These changes reflect the changes agreed upon during the goal setting process.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five Core Initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to AE(LOCAL), *Educational Philosophy*, on second reading, effective November 6, 2020.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

**Beliefs and Vision**

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

Beliefs

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

**Mission**

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

**Theory of Action**

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
- If the District allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs; and

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- If the District offers equitable access to high-quality diverse school settings that meet the needs of its diverse community of students; and

- If the District defines and funds essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus;

Then campuses will be able to accomplish the Board's student outcome goals while honoring the Board's constraints.

**Mandate for Change**  
Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School  
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served shall determine the level of principal autonomy or central office intervention at the school.

School Choice

School choice must remain an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits his or her unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with his or her unique instructional needs and thereby ensuring access to the resources that enhance student achievement.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful  
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

**Change in Action**

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

**Decentralization**

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and Strategic Intent**

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

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

**Goals and Progress Measures**

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

Goal 1

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024. The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37 percent to 46 percent between spring 2017 and spring 2020.

- Goal Progress Measure 1.1

End of year reading data collected on the District wide screener shall annually show a three percentage point improvement in the percentage of students reading on grade level from 38 percent to 44 percent between spring 2018 and spring 2020. Results on the District wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows. The percentage of first-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.

- Goal Progress Measure 1.2

Grades 4 and 7 students shall be assessed in writing in the fall and spring; percent of students meeting the grade level standard shall increase at least three percentage points annually from 22 percent in spring 2018 to 28 percent in spring 2020. Results will be presented to the board after the fall and spring testing windows. The percentage of second-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.

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- Goal Progress Measure 1.3

The percentage of third-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 2

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024. The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

- Goal Progress Measure 2.1

The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020. The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.

- Goal Progress Measure 2.2

The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020. The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.

- Goal Progress Measure 2.3

The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage point annually from 10 percent in spring 2017 to 13 percent in spring 2020. The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

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Goal 3

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. Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

- Goal Progress Measure 3.1

The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 48 percent in spring 2018 to 57 percent in spring 2021. Results will be reported after each testing window. The percentage of students who by the end of 11th grade have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Technology Services Industry Association (TSIA) will increase eight percentage points from X in 2019 to Y in 2024.

- Goal Progress Measure 3.2

The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58 percent in spring 2018 to 67 percent in spring 2021. Results will be reported after each testing window. The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from X in 2019 to Y in 2024.

- Goal Progress Measure 3.3

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

Goal 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from

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AE  
(LOCAL)

21% in spring 2019 to 29% in spring 2024. The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage point gaps at the Meets Grade Level Standard on STAAR between (1) economically and non-economically disadvantaged student groups, (2) African American and White student groups, (3) Hispanic and White student groups, (4) English Learners (ELs) and non-English Learners (non-ELs), and (5) students receiving special education services and students not receiving special education services, shall annually show a one percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

- Goal Progress Measure 4.1

End of year data collected on the District-wide screener shall annually show a one percentage point decrease in the gap between economically and non-economically disadvantaged students performing at or above benchmark (40th percentile) from 24 percent to 21 percent between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows. The percentage of students receiving special education services in second-through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.

- Goal Progress Measure 4.2

End of year data collected on the District-wide screener shall annually show a one percentage point decrease in the gap between English Learners (ELs) and Non-English Learners (Non-ELs) performing at or above benchmark (40th percentile) from 11 percent to 8 percent between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows. The percentage of students receiving special education services in sixth-through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

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AE  
(LOCAL)

- Goal Progress Measure 4.3

End of year data collected on the District-wide screener shall annually show a one percentage point decrease in the gap between students receiving special education services and students not receiving special education services performing at or above benchmark (40th percentile) from 37 percent to 34 percent between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows. The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

Goal 5

The percentage of economically disadvantaged kindergarten students performing at or above grade level in literacy as measured by the District literacy screener will increase X percentage points from XX percent in spring 2019 to YY percent in spring 2024.

**Constraints and Constraint Progress Measures**

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

Board's Constraints for the Board

Constraint 1

The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of board policy. The Board shall not spend more than 50 percent of its time on non-student outcome related discussion.

Constraint 2

The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

Constraint 3

The Board will not allow xfive years to pass without an Equity audit, an LBB review and a SPED review.

Constraint 4

The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

Constraint 5

The Board will spend no less than 50% of its meeting time monitoring progress on student outcome goals – starting at zero today and will be 50% by the end of the second quarter of 2022.

- Constraint Progress Measure

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(LOCAL)

~~The Board shall increase the time it spends on student outcomes from 9 percent in the fourth quarter of 2018 to 50 percent in the second quarter of 2019, maintaining 50 percent through the end of 2021.~~

Board's Constraints  
for the  
Superintendent

*Constraint 1*

~~The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support. The Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.~~

- Constraint Progress Measure 1.1

~~The District shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–18 school year and shall increase annually until all schools (100 percent) are served in 2022. The percentage of students receiving special-education services served by strong special-education teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.~~

- Constraint Progress Measure 1.2

~~The District shall develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017–18 and shall increase usage annually from 0 percent in Fall 2017 to 100 percent of campuses access the tools and training by 2022. The percentage of bilingual-education students served by strong bilingual teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.~~

- Constraint Progress Measure 1.3

~~The gap in retention rates of newly recruited, strong teachers between identified campuses\* and other HISD campuses will decrease XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.~~

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

*Constraint 2*

The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems. The Superintendent shall not require teachers to administer more than two District-created assessments per semester.

- Constraint Progress Measure 2.1

The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020. The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.

- Constraint Progress Measure 2.2

The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least X number of Wraparound Advisory Council meetings during the year, will increase from XX percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

- Constraint Progress Measure 2.3

The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

*Constraint 3*

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade level behind in literacy. The Superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.\*

\*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualification should consider certification and experience.

- Constraint Progress Measure 3.1

The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020. The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy

EDUCATIONAL PHILOSOPHY

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level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.

- Constraint Progress Measure 3.2

The percentage of first year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020. The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase XX percentage points from XX percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

- Constraint Progress Measure 3.3

The average number of teaching vacancies per struggling school at the end of October each year will remain below 1.0 from October 2017 through October 2020.

Constraint 4

The Superintendent will not allow the District to operate without students receiving special education services meeting IEP progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from XX percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing appropriately written goals shall increase from 0 percent\* during the 2019–2020 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

The percentage of students documented as meeting progress for all applicable IEP goals will increase from XX percent during the 2019–2020 school year to XX percent during the 2023–2024 school year.

Constraint 5

The Superintendent shall not allow the District to operate without significantly increasing quality seats for early childhood education.

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**Core Values**

The District's core values are as follows:

- **Safety Above All Else.**  
Safety takes precedence over all else. A safe environment shall be provided for every student and employee.
- **Student Learning is the Main Thing.**  
All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.
- **Focus on Results and Excellence.**  
Each employee shall focus on results and excellence in individual and organizational efforts.
- **Parents are Partners.**  
Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.
- **Common Decency.**  
The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.
- **Human Capital.**  
Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

**Central Office  
Accountability  
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and

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- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

**Effective Date**

This policy shall be effective as of the adoption date, ~~February~~  
~~7~~November 5, 2020.

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**Beliefs and Vision**

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

Beliefs

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

**Mission**

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

**Theory of Action**

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
- If the District allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs; and

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- If the District offers equitable access to high-quality diverse school settings that meet the needs of its diverse community of students; and
- If the District defines and funds essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus;

Then campuses will be able to accomplish the Board's student outcome goals while honoring the Board's constraints.

**Mandate for Change**  
Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School  
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.

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- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served shall determine the level of principal autonomy or central office intervention at the school.

School Choice

School choice must remain an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits his or her unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with his or her unique instructional needs and thereby ensuring access to the resources that enhance student achievement.

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- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful  
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

Change in Action

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

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**Decentralization**

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and Strategic Intent**

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

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The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

**Goals and Progress Measures**

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

Goal 1

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

- Goal Progress Measure 1.1

The percentage of first-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.

- Goal Progress Measure 1.2

The percentage of second-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.

- Goal Progress Measure 1.3

The percentage of third-grade students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 2

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

- Goal Progress Measure 2.1

The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.

- Goal Progress Measure 2.2

The percentage of second-grade students performing on grade level in math as measured by the end-of-year math

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screeener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.

- Goal Progress Measure 2.3

The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

Goal 3

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.

- Goal Progress Measure 3.1

The percentage of students who by the end of 11th grade have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Technology Services Industry Association (TSIA) will increase eight percentage points from X in 2019 to Y in 2024.

- Goal Progress Measure 3.2

The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from X in 2019 to Y in 2024.

- Goal Progress Measure 3.3

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

Goal 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

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- Goal Progress Measure 4.1  
The percentage of students receiving special-education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.
- Goal Progress Measure 4.2  
The percentage of students receiving special-education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.
- Goal Progress Measure 4.3  
The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

Goal 5 The percentage of economically disadvantaged kindergarten students performing at or above grade level in literacy as measured by the District literacy screener will increase X percentage points from XX percent in spring 2019 to YY percent in spring 2024.

**Constraints and Constraint Progress Measures**

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

Board's Constraints for the Board

- Constraint 1* The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of board policy.
- Constraint 2* The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.
- Constraint 3* The Board will not allow five years to pass without an Equity audit, an LBB review and a SPED review.
- Constraint 4* The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

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*Constraint 5*

The Board will spend no less than 50% of its meeting time monitoring progress on student outcome goals – starting at zero today and will be 50% by the end of the second quarter of 2022.

Board's Constraints  
for the  
Superintendent

*Constraint 1*

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- Constraint Progress Measure 1.1

The percentage of students receiving special-education services served by strong special-education teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

The percentage of bilingual-education students served by strong bilingual teachers will increase XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

The gap in retention rates of newly recruited, strong teachers between identified campuses\* and other HISD campuses will decrease XX percentage points from XX percent during the 2018–2019 school year to XX percent during the 2023–2024 school year.

*Constraint 2*

The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- Constraint Progress Measure 2.1

The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.

- Constraint Progress Measure 2.2

The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least X number of Wraparound Advisory Council

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meetings during the year, will increase from XX percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

- Constraint Progress Measure 2.3

The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

*Constraint 3*

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade level behind in literacy.

- Constraint Progress Measure 3.1

The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child’s literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.

- Constraint Progress Measure 3.2

The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase XX percentage points from XX percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

*Constraint 4*

The Superintendent will not allow the District to operate without students receiving special education services meeting IEP progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from XX percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing appropriately written goals shall increase from 0 percent\* during the 2019–2020 school year to XX percent during the 2023–2024 school year.

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- Constraint Progress Measure 4.3

The percentage of students documented as meeting progress for all applicable IEP goals will increase from XX percent during the 2019–2020 school year to XX percent during the 2023–2024 school year.

*Constraint 5*

The Superintendent shall not allow the District to operate without significantly increasing quality seats for early childhood education.

**Core Values**

The District's core values are as follows:

- Safety Above All Else.

Safety takes precedence over all else. A safe environment shall be provided for every student and employee.

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All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.

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The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

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Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

**Central Office  
Accountability  
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

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- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

**Effective Date**

This policy shall be effective as of the adoption date, November 5, 2020.

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