

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

January 17, 2019

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

- | | |
|--------------------------------------|---------------------------------------|
| A. Superintendent's Priority Items | G. Human Resources |
| B. Trustee Items | H. Business Operations |
| C. Closed Session (Closed to Public) | I. Finance |
| D. Academic Services | J. Other |
| E. School Offices | K. Policy |
| F. Strategy and Innovation | L. Superintendent's Information Items |

MEMBERS OF THE BOARD OF EDUCATION

Rhonda Skillern-Jones, *President*
Jolanda Jones, *First Vice President*
Anne Sung, *Second Vice President*
Sergio Lira, Ed.D., *Secretary*
Holly Maria Flynn Vilaseca, *Assistant Secretary*
Wanda Adams
Diana Dávila
Sue Deigaard
Elizabeth Santos

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

BOARD OF EDUCATION AGENDA

January 17, 2019

2:00 p.m. – BOARD SERVICES CONFERENCE ROOM

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

5:00 p.m. – BOARD AUDITORIUM

- REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION
- MEDITATION AND PLEDGE OF ALLEGIANCE
- ELECTION OF OFFICERS
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS

BUSINESS AGENDA

- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION
- CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS

Table of Contents

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 Monitoring Update: Presentation of Goal 3 Progress Measures 1 And 2
- January 2018 GPM And CPM Update
 - January Goal Monitoring Report
- A-3. Board Monitoring Update: Constraint 2 Progress Measure 1, Constraint 3 Progress Measures 3.1 And 3.3, And Constraint 4 Progress Measure 4.1 - *New*
- December 2018 CPM Update - *New*
 - December Constraint Monitoring Report - *New*

B. TRUSTEE ITEMS

- B-1. Approval To Host Lone Star Governance Training For The Community
- B-2. Consideration And Possible Action To Select A Coach To Assist The Board With Lone Star Governance And Related Governance And Team-Building Matters - *Revised*

- B-3. Appointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors
- Explanatory Sheet
- B-4. Approval Of The Board's Quarterly Self-Evaluations, Staff Use Tracker, Time Use Tracker, And Quarterly Progress Tracker In Accordance With The Texas Education Agency Implementation Integrity Instrument
- Explanatory Sheet
 - Eighth Quarter Staff Use Tracker - October 2018 - *New*
 - Eighth Quarter Staff Use Tracker - November 2018 - *New*
 - Eighth Quarter Staff Use Tracker - December 2018 - *New*
 - Eighth Quarter Time Use Tracker - October 2018 - *New*
 - Eighth Quarter Time Use Tracker - November 2018 - *New*
 - Eighth Quarter Time Use Tracker - December 2018 - *New*
 - Eighth Quarter Progress Tracker - *New*
 - Eighth Quarter Implementation Integrity Instrument
- B-5. Consider And Approve Addendum To Superintendent Search Contract With HYA For Additional Community Engagement - *New*

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. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options
- d. Receive legal advice concerning superintendent search and superintendent search contract, including contractual provisions.
- e. Status Report in the matter of Springboards to Education, Inc. v. Houston Independent School District, in the U. S. District Court for the Southern District of Texas, Houston Division; Civil Action No. 4:16-CV-02625
- f. Status report in the matter of Dynastudy v. Houston Independent School District, in the U. S. District Court for the Southern District of Texas, Houston Division; Civil Action No. 4:16-CV-01442
- g. Status report in the matter of La Feria ISD, Joaquin ISD v. Mike Morath, Texas Commissioner of Education; Texas Education Agency; and, Texas State Board of Education
- h. Status report in the matter of Bettina Littell, as parent a/n/f I.L., a minor, and Yvonne Benavides, as parent a/n/f of A.B., a minor v. Houston Independent School District, in the U. S. District Court for the Southern District of Texas, Houston Division; Civil Action No. 4:14-CV-03369
- i. Consideration and authority to file an appeal in the matter of Houston Independent School District v. Chester Nichols; in the 240th Judicial District; Fort Bend County, Texas; Case No. 18-DCV-257904213
- j. Consideration and authority to settle the subrogation lien of Prentice Robinson against Maria Marroquin and Allstate Insurance for workers' compensation benefits; Allstate Insurance Claim No. 0491026035

C-3. Real Estate

- a. Sale
 - 1. Approval of Sale of Surplus Property at 5650 Selinsky Road, Houston, Texas 77048
 - 2. Approval of Sale of Surplus Property at 5426 Cavalcade Street, Houston, Texas 77026

D. ACADEMIC SERVICES

E. SCHOOL OFFICES

- E-1. Approval To Increase The Contract With TEA-Approved Professional Service Providers For Support Of Improvement Required, Former Improvement Required, And Comprehensive Schools During The 2018–2019 School Year
- Executive Summary

F. STRATEGY AND INNOVATION

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

- I-1. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
- Purchase Requests

- I-2. Approval Of Current And Anticipated Donations For Districtwide And School-Specific Programs And Authorization To Negotiate, Execute, And Amend Necessary Contracts Associated With These Donations
- Attachment For The Approval Of Donations - *Revised*

- I-3. Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs And Authorization To Negotiate And Execute Contracts Required Under The Grants
- Attachment For Acceptance Of Grants - *Revised*

- I-4. Ratification Of Use Of Self-Insurance Recovery Fund For Furr High School
- Executive Summary

- I-5. Adoption Of Penalty On Tax Year 2018 Delinquent Taxes And All Subsequent Tax Years For The Houston Independent School District In Accordance With Section 33.07 Of The Texas Property Tax Code
- Resolution And Ordinance
 - Executive Summary

- I-6. Approval Of Initial Application For Disaster Assistance – Reduction In Chapter 41 Recapture Payments
- Executive Summary
 - Application For Disaster Aid Assistance
 - Cost Associated With Disaster Relief Application Spreadsheet

J. OTHER

- J-1. Consideration And Approval of Continuing Contract Teaching Fields For Reduction In Force
 - 2018–2019 HISD Schools
 - Executive Summary
- J-2. Consideration And Approval Of Term Contract Employment Areas For Reduction In Force
 - 2018–2019 HISD Schools
 - Executive Summary
- J-3. Authority To Negotiate And Execute Agreements For Phase One And Two Student Information System Upgrade Project - *Revised*
 - Executive Summary - *Revised*

K. POLICY

- K-1. Proposed Revisions To Board Policy BQB(LOCAL), *Planning And Decision-Making Process: Campus-Level—First Reading*
 - BQB(LOCAL), First Reading
- K-2. Proposed Revisions to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees—Second Reading - New*
 - BDB(LOCAL), Second Reading - *New*

L. SUPERINTENDENT'S INFORMATION ITEMS

HEARING OF CITIZENS

TRUSTEE REPORTS AND COMMENTS

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. There will be no action concerning these items.

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, new initiatives, and education programs, on which there will be no action. The items may be discussed, but no final action will be taken on these items at this meeting.

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

**SUBJECT: BOARD MONITORING UPDATE: PRESENTATION OF GOAL 3
PROGRESS MEASURES 1 AND 2**

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 constraints.

Attached to this update are a presentation and a report regarding goal progress measures (GPMs). The following measures have new data this month.

Goal 3: 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.

- GPM 3.1—The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to the end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.
- GPM 3.2—The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to the end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPMs 3.1 and 3.2

Date: 1/17/2019

Presenter:

Carla Stevens

*Assistant Superintendent,
Research and Accountability*



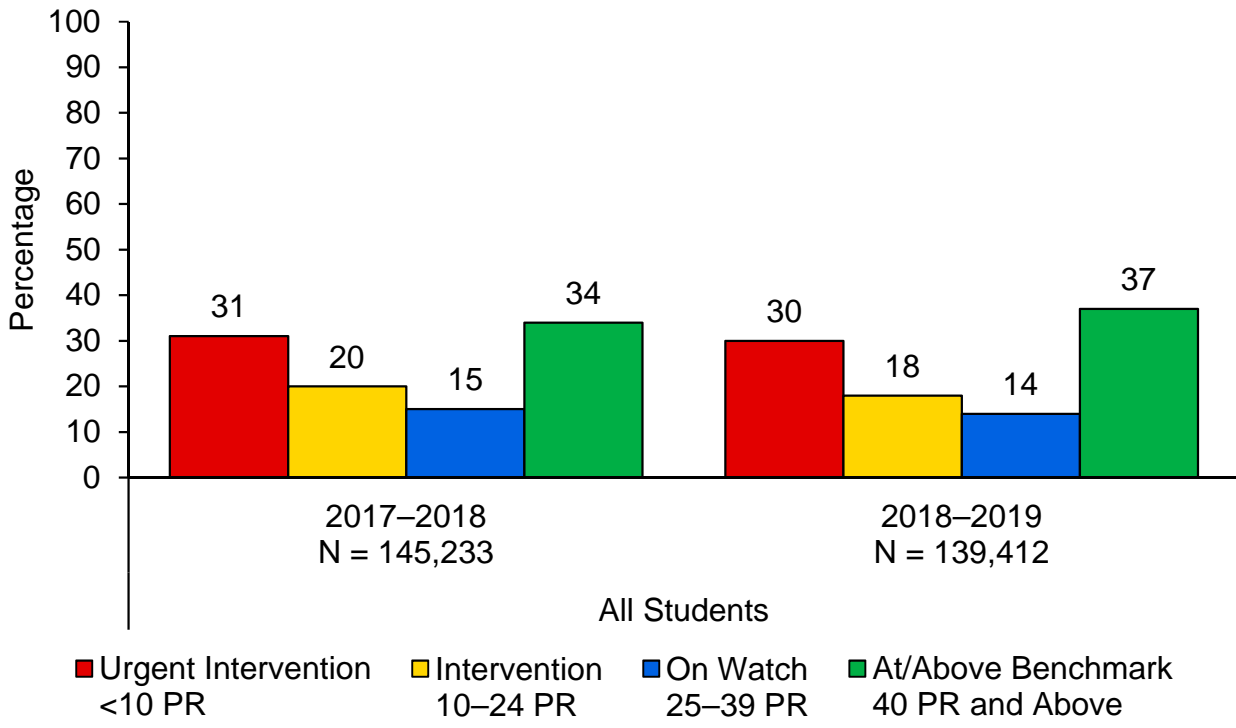
Goal 3

- 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

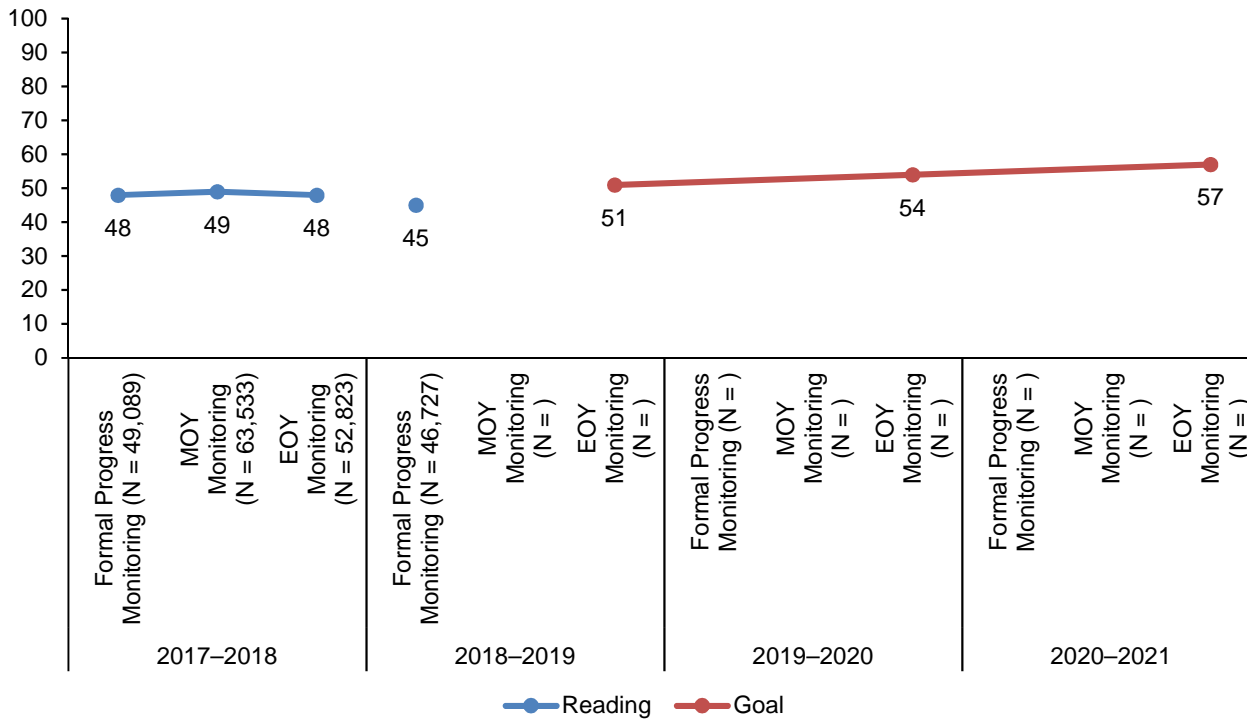
- The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to the end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

Universal Screener Reading BOY Performance Level – All Students Tested



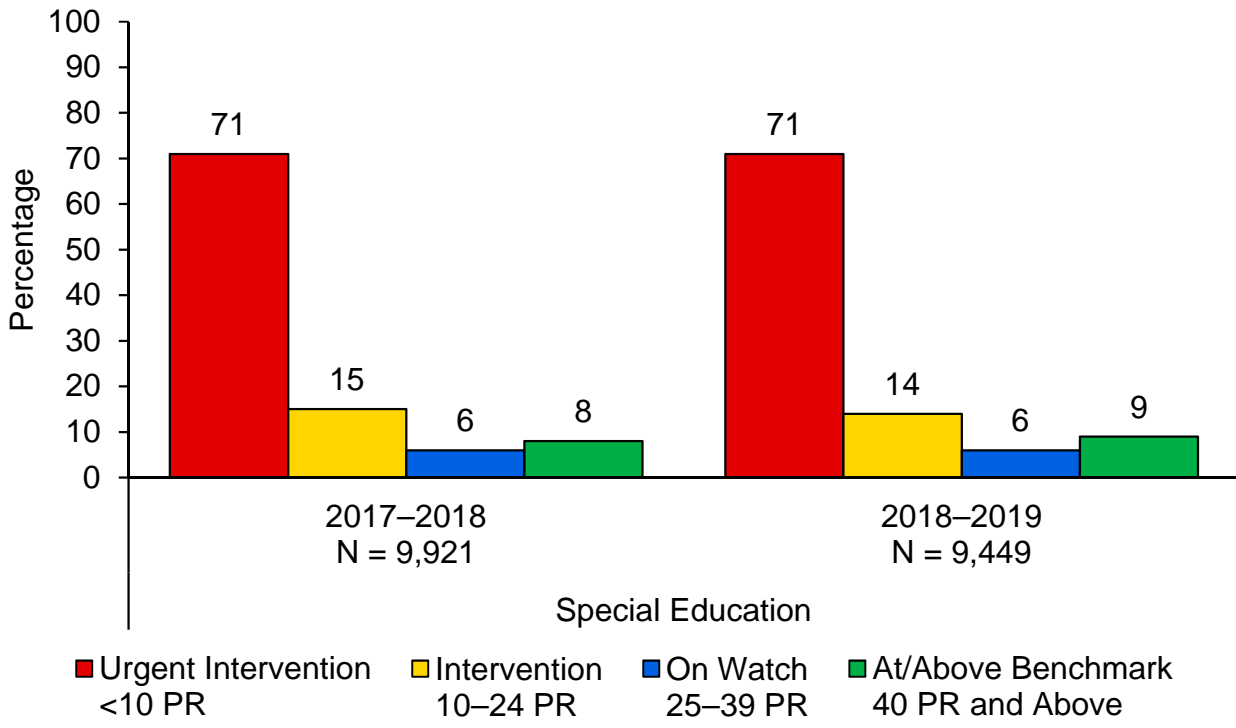
- 48% of testers were designated as progress monitored for the 2018–2019 school year.
- Decrease from 51% for the 2017–2018 school year.
- Data originally presented at October board meeting.

Percentage of Progress Monitored Students Increasing Percentile Ranking From BOY Reading – All Students



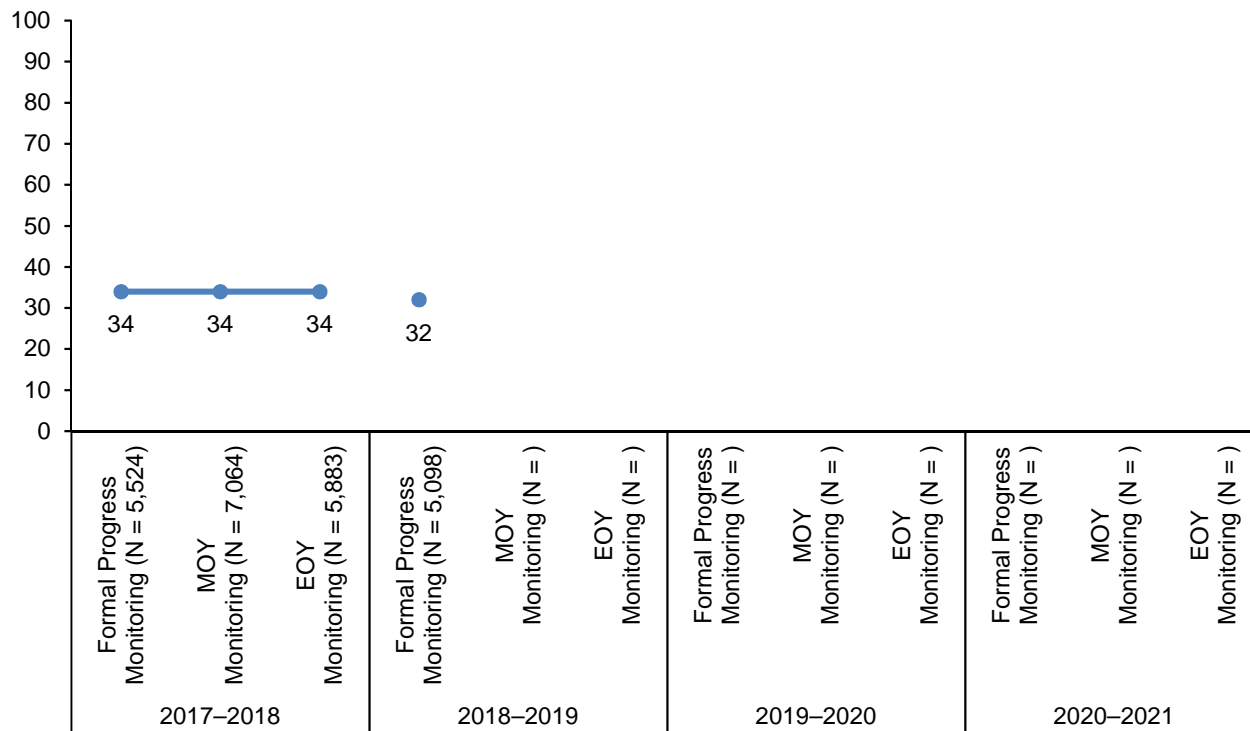
- **Not on track** to meet Goal.
- 3% points lower than 2017–2018 Formal Progress Monitoring.

Universal Screener Reading BOY Performance Level – Special Education



- 85% of Special Education testers were designated as progress monitored for the 2018-2019 school year.
- Decrease from 86% for the 2017-2018 school year.

Percentage of Progress Monitored Students Increasing Percentile Ranking From BOY Reading – Special Education Students



- 2% point lower than 2017–2018 Formal Progress Monitoring.
- 13 percentage points lower than all students.

Achieve 180 Campuses

Tier 3 Support (12) Improvement Required 2-8, Supt FIR	
School	Feeder
Blackshear ES – (FIR)	Yates
Dogan ES – (FIR)	Wheatley
Highland Heights (IR5) – NR	Washington
Mading ES– (FIR)	Sterling
Wesley ES – (FIR)	Washington
Woodson ES – (FIR)	Worthing
Henry MS (IR4) – NR	Sam Houston
Kashmere HS (IR8) – NR	Kashmere
North Forest HS (IR3) – NR	North Forest
Wheatley HS (IR6) – NR	Wheatley
Worthing HS – (FIR)	Worthing
Washington HS (IR2) – NR	Washington
School Level	Total
Elementary	26
K-8	2
Middle School	13
High School	11
Charter	1
A180 Area/Program Schools	36
A180 Program Only Schools	17
Total A180 Schools	53

Tier 2 Support (12) New Improvement Required, NR, FIR	
School	Feeder
Bruce ES – (FIR)	Wheatley
Foerster ES (FIR) – NR	Westbury
Forest Brook MS – (FIR)	North Forest
Deady MS – NR	Milby
Holland MS – NR	Furr
Williams MS – NR	Washington
Yates HS – NR	Yates
HS Ahead MS – NR	
Cullen MS – (FIR)	Yates
Madison HS – (FIR)	Madison
Sugar Grove MS (IR1)	Sharpstown
Attucks MS (IR1) – NR	Worthing
District	Trustee
I	Elizabeth Santos
II	Rhonda Skillern -Jones
III	Sergio Lira
IV	Jolanda Jones
V	Susan Deigaard
VI	Holly Maria Flynn Vilaseca
VII	Anne Sung
VIII	Diana Davila
IX	Wanda Adams

Tier 1A Support (12) - FIR Former Improvement Required 1 YR	
School	Feeder
Bonham ES – (FIR)	Sharpstown
Fondren ES – (FIR)	Westbury
Hilliard ES – (FIR)	North Forest
Looscan ES – (FIR)	Northside
Montgomery ES – (FIR)	Madison
Pugh ES – (FIR)	Wheatley
Stevens ES – (FIR)	Waltrip
Gregory-Lincoln – (FIR)	Heights
Lawson MS – (FIR)	Madison
Liberty HS – (FIR)	Wisdom
Sharpstown HS – (FIR)	Sharpstown
Texas Connections – (FIR)	Charter

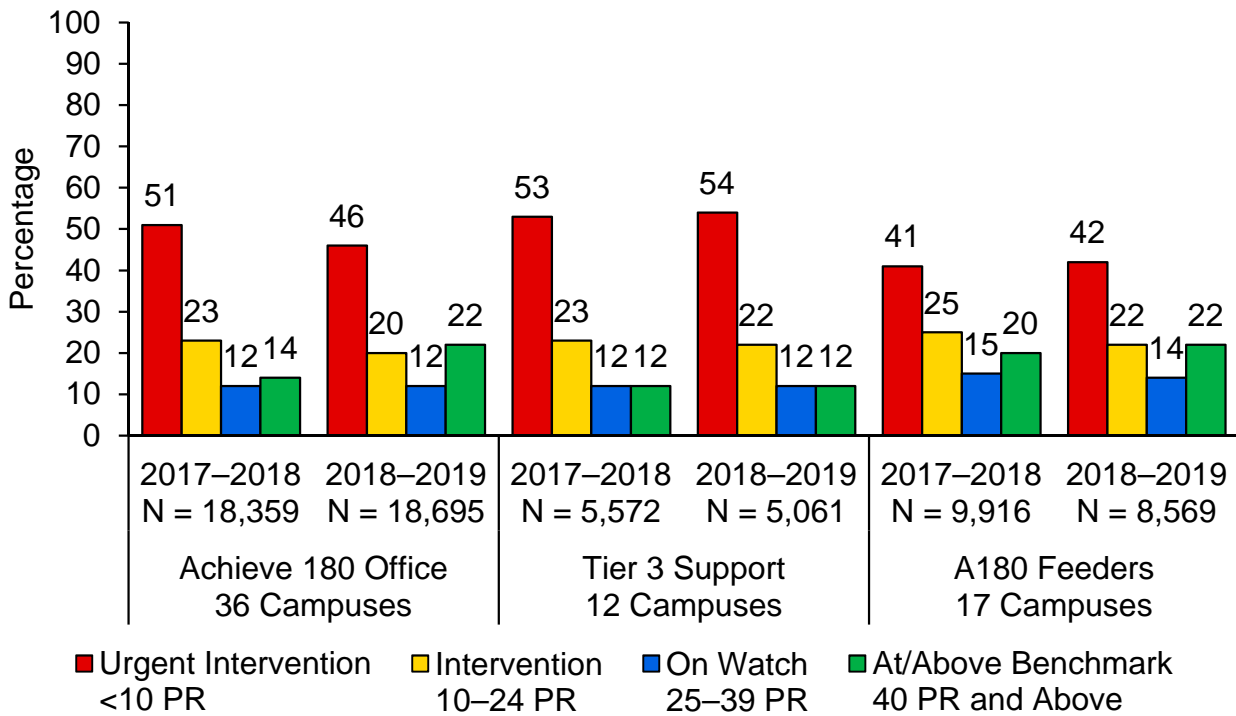
1A – Supported through the Achieve 180 Office of School Support

Tier 1B Support (11) - FIR Former Improvement Required 2 YR	
School	Feeder
Kashmere Gardens – (FIR)	Kashmere
Cook ES – (FIR)	Kashmere
Lewis ES – (FIR)	Chavez
Belfort ECC – Paired	Chavez
Edison MS – (FIR)	Austin
Key MS – (FIR)	Kashmere
C Martinez ES – (FIR)	Northside
Young ES – (FIR)	Worthing
Gallegos ES – (FIR)	Milby
Milby HS – (FIR)	Milby
Westbury HS – (FIR)	Westbury

Tier 1B Support (6) – IR New Improvement Required, NR	
School	Feeder
Codwell ES (IR1)	Sterling
Marshall ES (IR1)	North Forest
Shearn ES (IR1)	Yates
Sherman ES (IR1)	Northside
Thomas MS - NR	Sterling
Reagan K-8 - NR	Madison

1B – Supported through other Offices of School Support

Universal Screener Reading BOY Performance Level – A180 Results

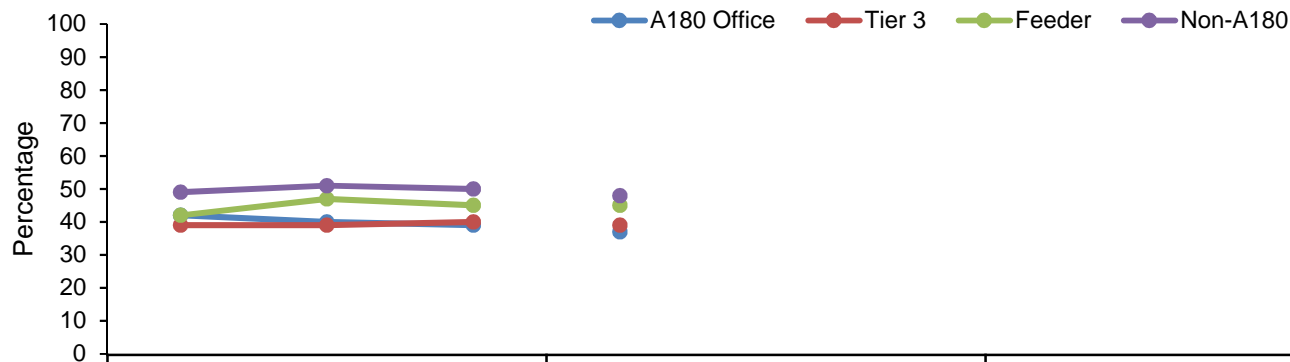


- Percent Designated Progress Monitored:
 - A180 Office: 66%
 - Tier 3: 76%
 - Feeder: 64%
- Data originally presented at October board meeting.

Number of Progress Monitored Students Tested Reading – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY	EOY	Formal Progress Monitoring	MOY	EOY	Formal Progress Monitoring	MOY	EOY	Formal Progress Monitoring	MOY	EOY
A180 Office	7,303	11,328	9,570	9,505								
Tier 3	2,469	3,259	2,735	2,863								
Feeder	4,448	5,567	4,830	2,589								
Non-A180	41,786	52,205	43,253	37,222								

Percentage of Progress Monitored Students Increasing Percentile Ranking From BOY Reading – A180 Results

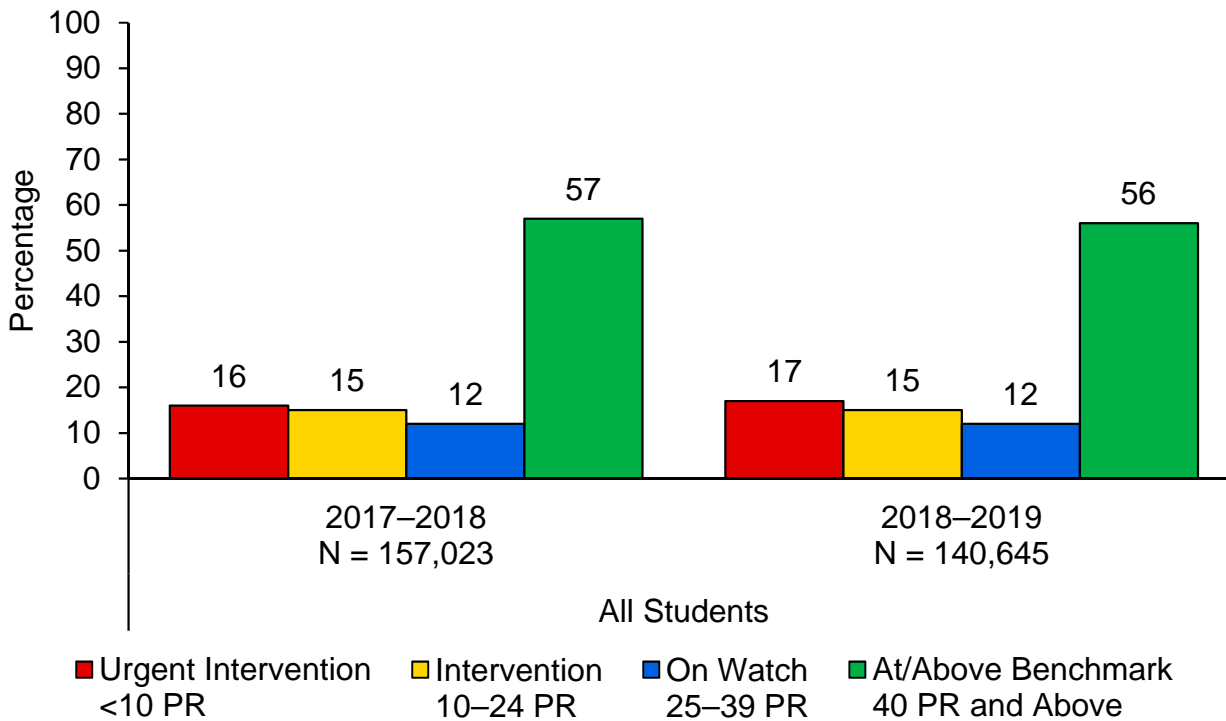


	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	42	40	39	37								
Tier 3	39	39	40	39								
Feeder	42	47	45	45								
Non-A180	49	51	50	48								

Goal Progress Measure 3.2

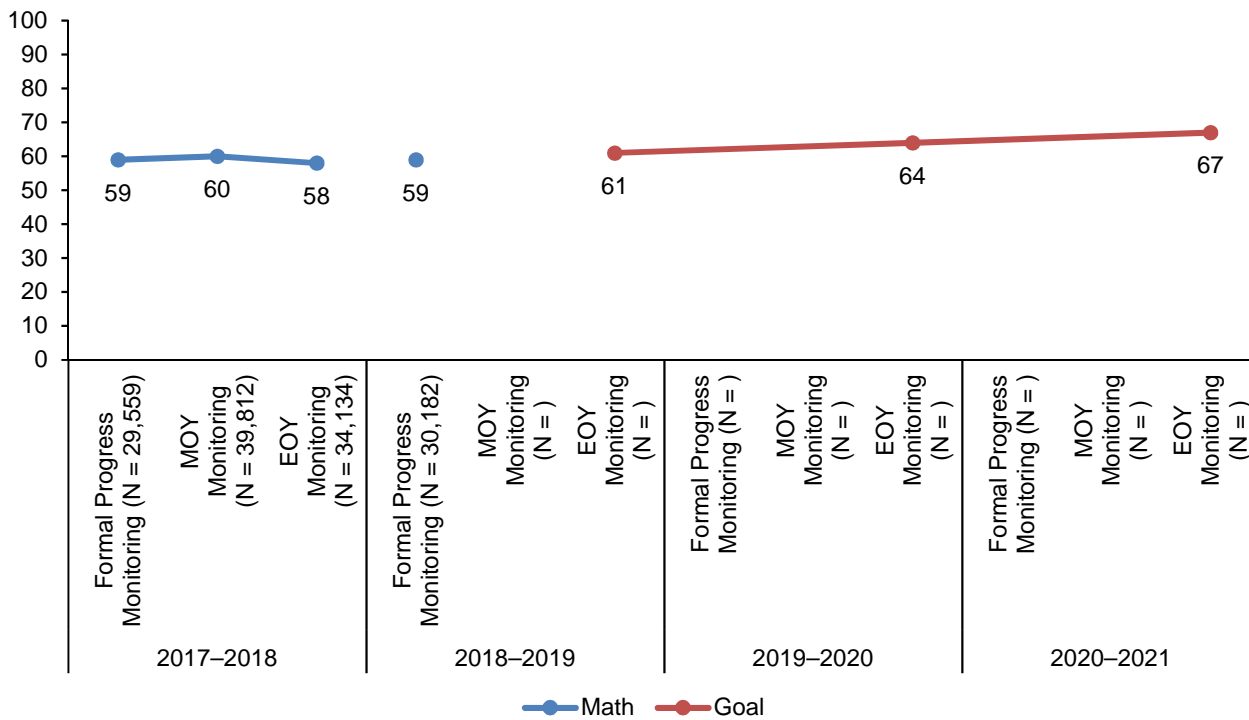
- The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to the end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

Universal Screener Math BOY Performance Level – All Students Tested



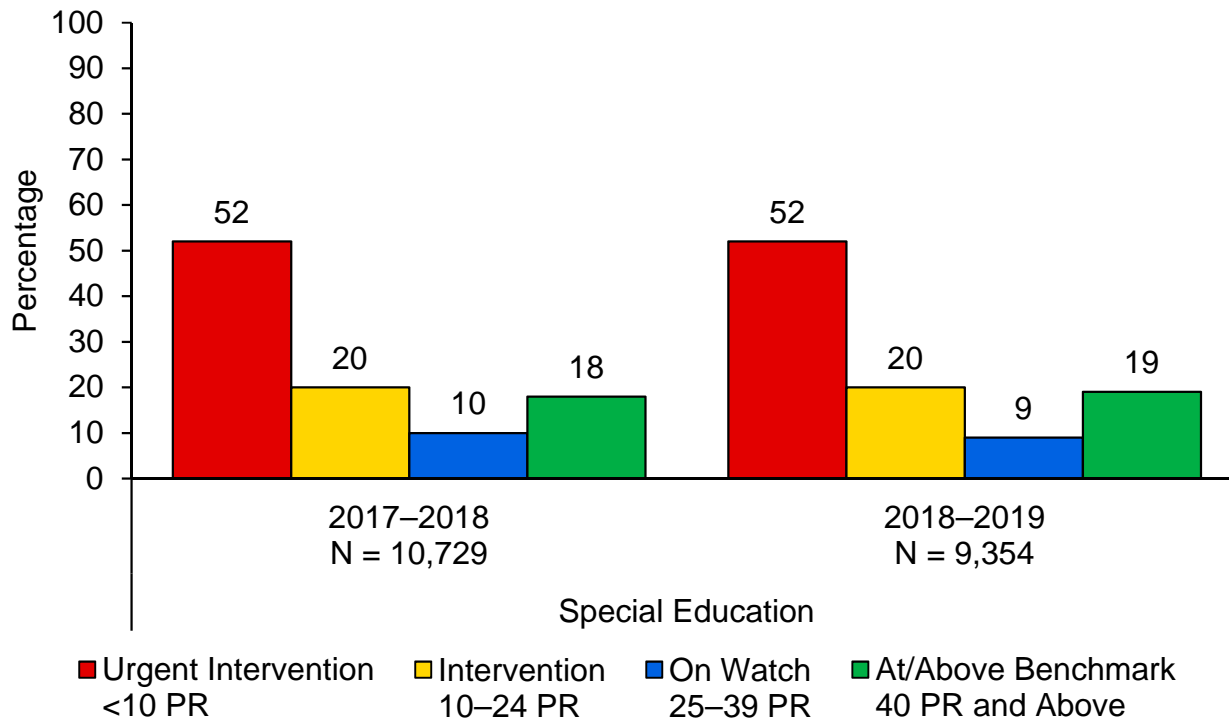
- 32% of testers were designated as progress monitored for the 2018-2019 school year.
- Increase from 31% for the 2017-2018 school year.
- Data originally presented at October board meeting.

Percentage of Progress Monitored Students Increasing Percentile Ranking From BOY Math – All Students



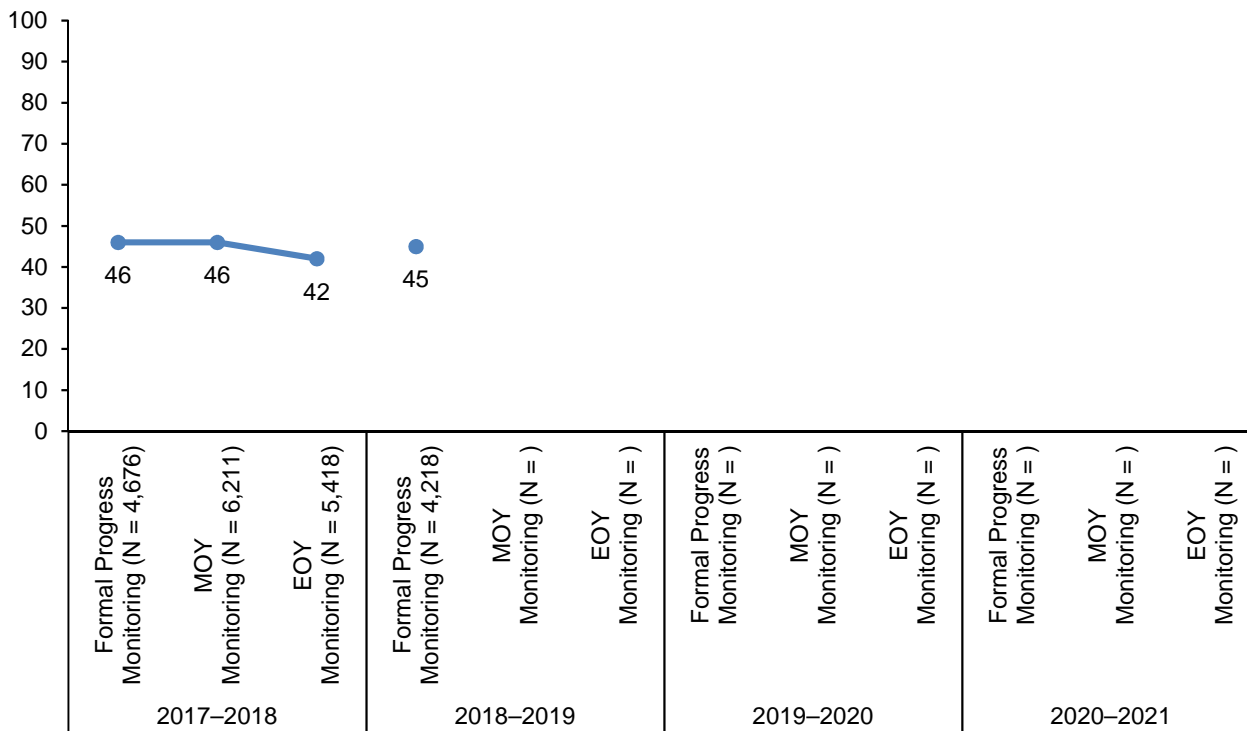
- **On track to meet Goal.**
- **No change from 2017–2018 Formal Progress Monitoring.**

Universal Screener Math BOY Performance Level – Special Education



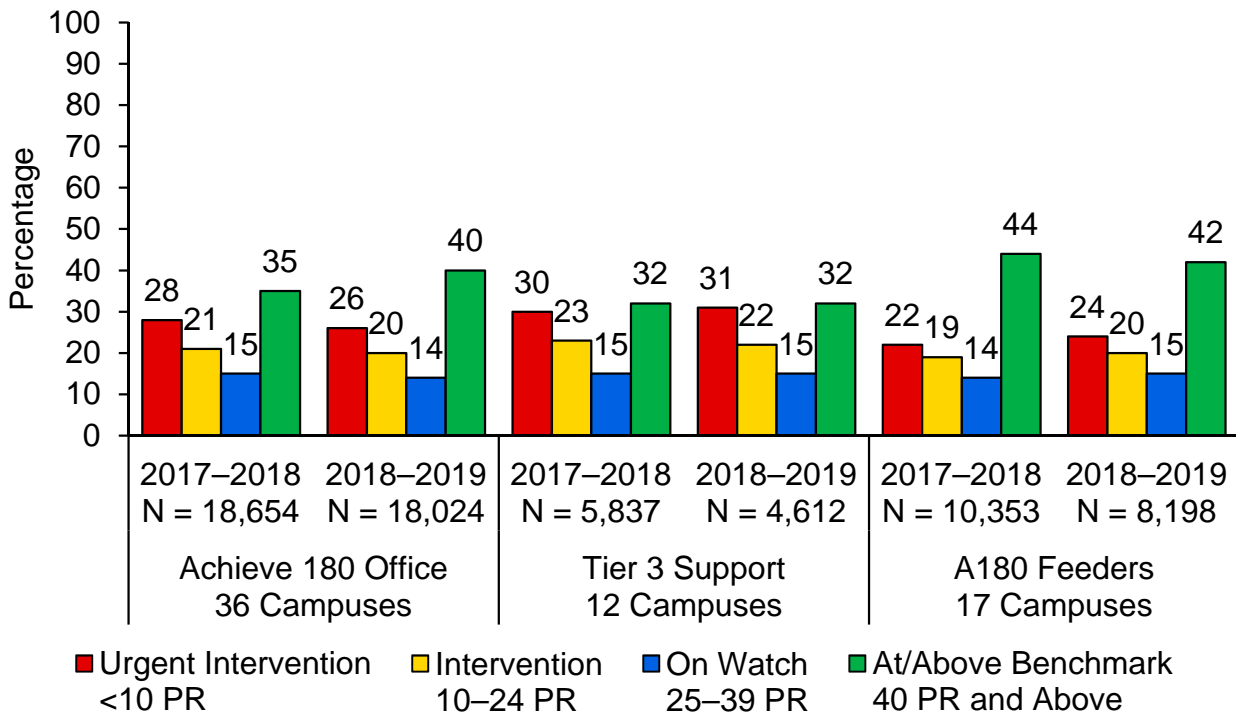
- 72% of Special Education testers were designated as progress monitored for the 2018–2019 school year.
- No change from 2017–2018 school year.

Percentage of Progress Monitored Students Increasing Percentile Ranking From BOY Math – Special Education Students



- 1% point lower than 2017–2018 Formal Progress Monitoring.
- 14 percentage points lower than all students.

Universal Screener Math BOY Performance Level – A180 Results

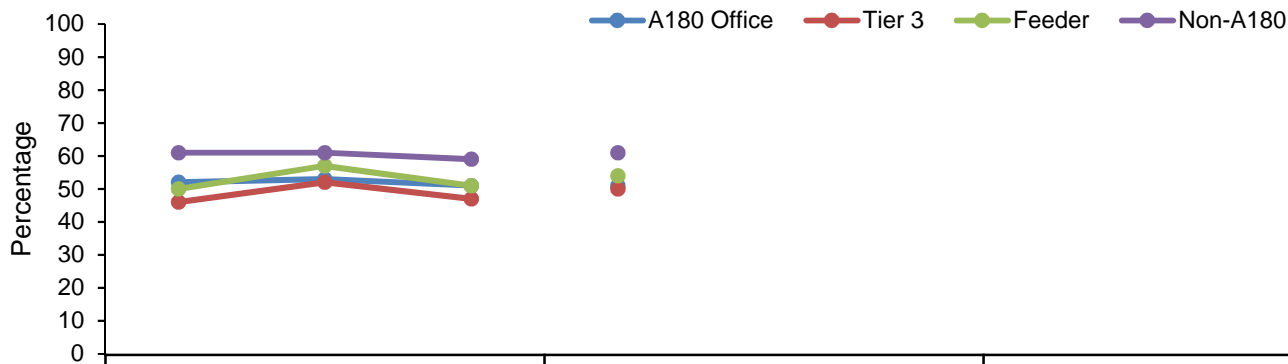


- Percent Designated Progress Monitored:
 - A180 Office: 46%
 - Tier 3: 53%
 - Feeder: 44%
- Data originally presented at October board meeting.

Number of Progress Monitored Students Tested Math – By Achieve 180

	2017–2018			2018–2019			2019–2020			2020–2021		
	Formal Progress Monitoring	MOY	EOY	Formal Progress Monitoring	MOY	EOY	Formal Progress Monitoring	MOY	EOY	Formal Progress Monitoring	MOY	EOY
A180 Office	4,532	7,542	6,342	5,976								
Tier 3	1,474	2,334	1,942	1,572								
Feeder	2,554	3,509	3,164	2,221								
Non-A180	25,027	32,270	27,792	24,206								

Percentage of Progress Monitored Students Increasing Percentile Ranking From BOY Math – A180 Results



	2017-2018			2018-2019			2019-2020			2020-2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	52	53	51	51								
Tier 3	46	52	47	50								
Feeder	50	57	51	54								
Non-A180	61	61	59	61								

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 1/17/2019

Presenter:

Carla Stevens

*Assistant Superintendent,
Research and Accountability*



HISD | Research and Accountability

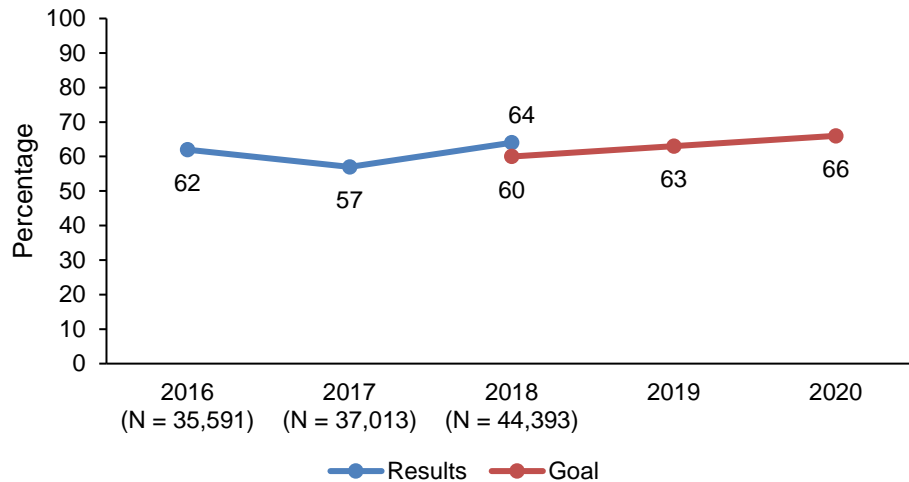
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report – January 2019

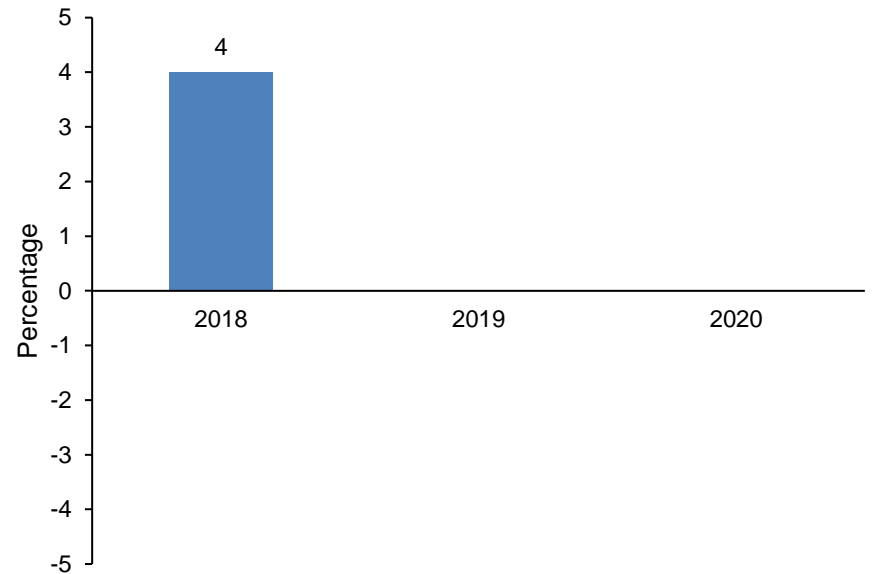
Goal 3, January 2019 Academic Growth

Goal 3 – August 2018	Evaluation
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.	Exceeded Goal

Reading and Math Composite Score of Percentage of Prior Year Below Satisfactory Testers Meeting Growth



Percentage Points Above or Below Goal



Support Data

- Additional support data dividing results by Subject is provided on the next page.

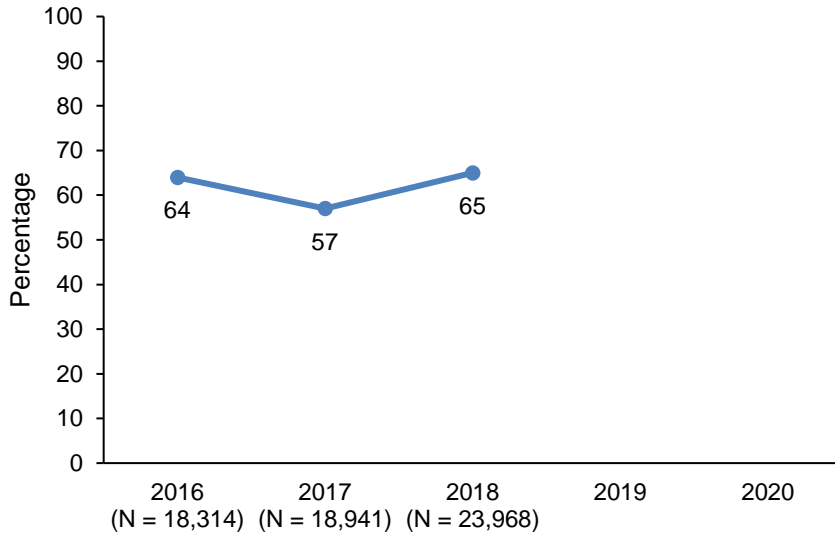
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

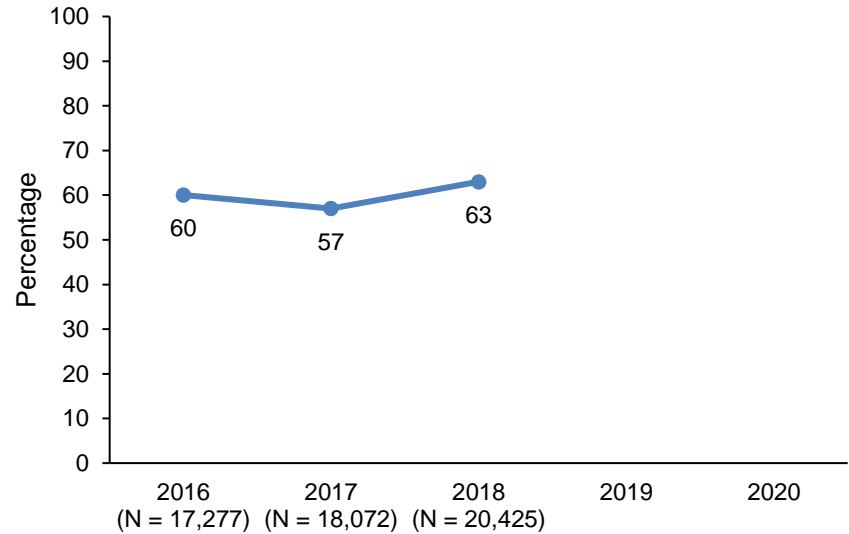
Goal Monitoring Report – January 2019

Goal Measure 3 Support Data (Cont.)

Percentage of Prior Year Reading Below Satisfactory Students Meeting Growth



Percentage of Prior Year Math Below Satisfactory Students Meeting Growth



Data Sources

- Results come from the TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Results include students who did not meet the approaches grade level standard on the prior year and received a STAAR progress measure for the current year.

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ANALYZING DATA, MEASURING PERFORMANCE.

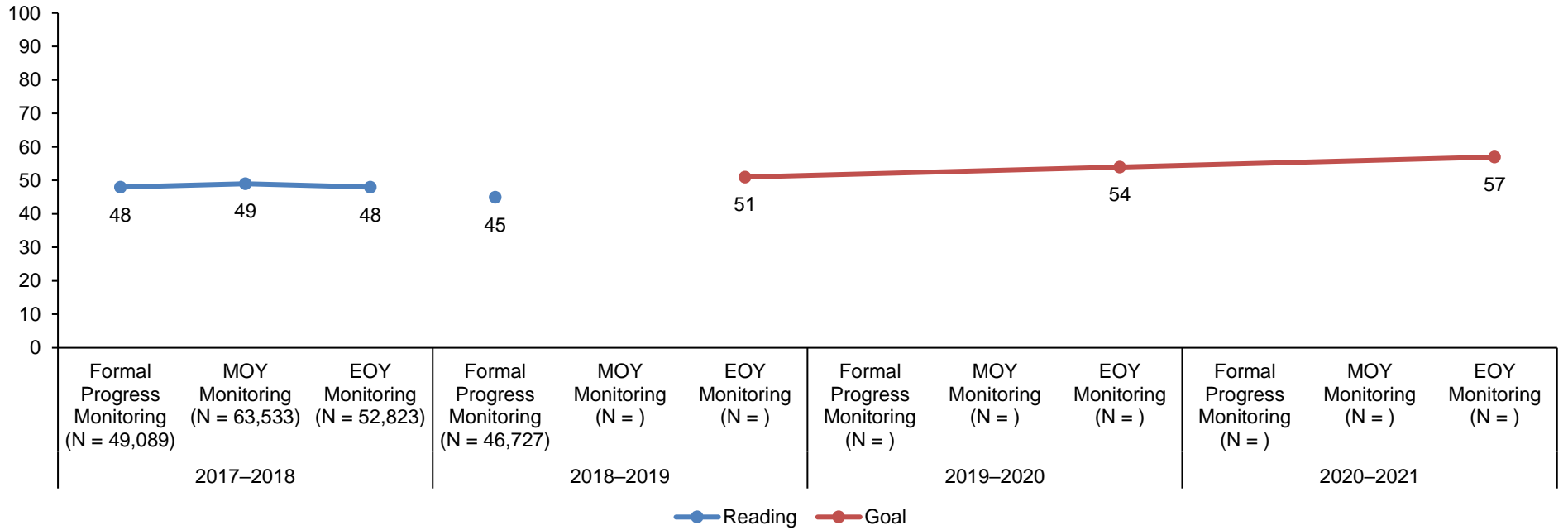
Goal Monitoring Report – January 2019

Goal Progress Measure 3.1 – January 2019	Evaluation
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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% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

Not on Track

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading - All Students



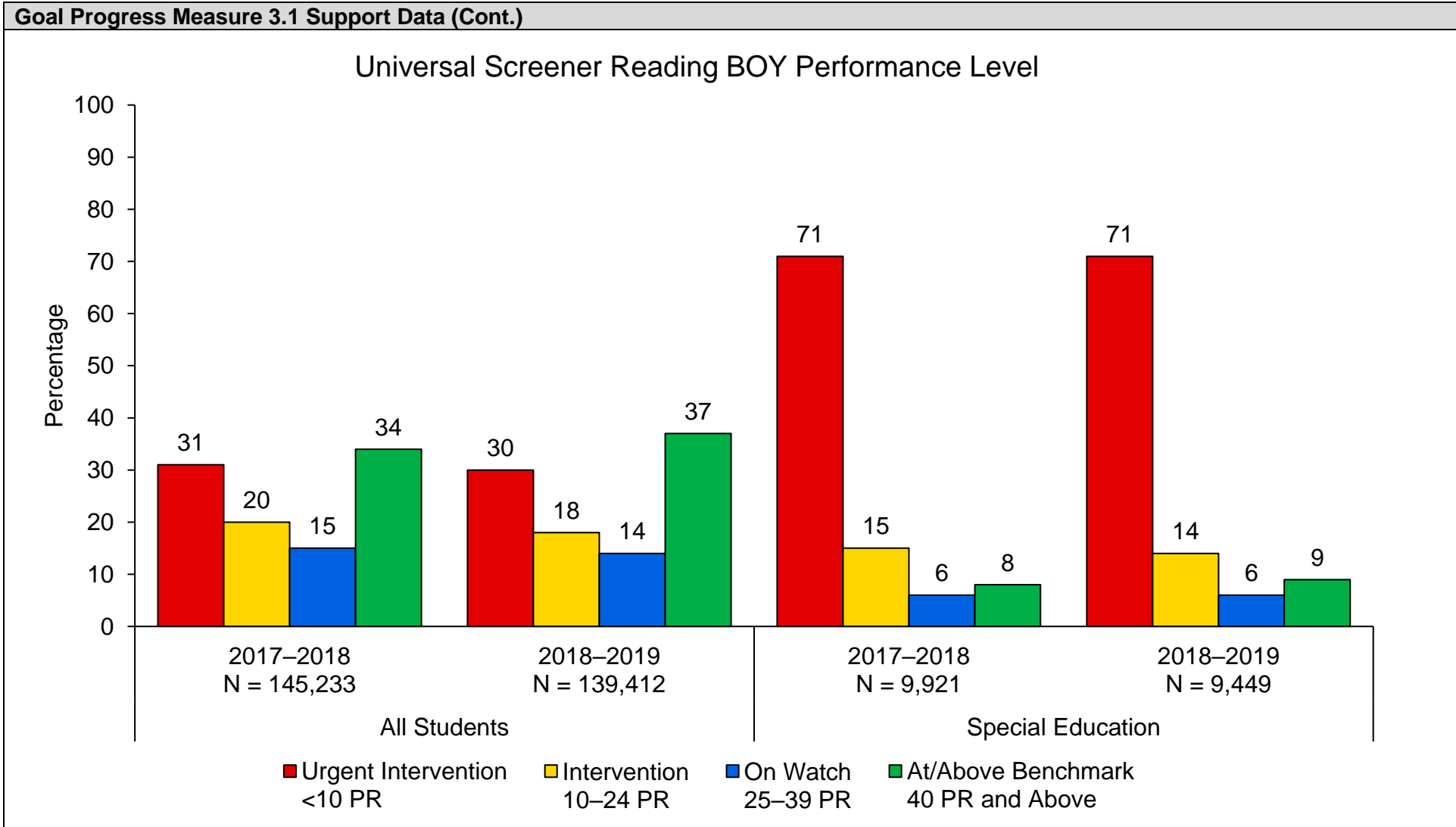
Support Data

- The Beginning of Year Benchmark testing window is August 27 through September 21.
- The Formal Progress Monitoring testing window is November 5 through 16.
- The Middle of Year Benchmark testing window is January 7 through January 25.
- The End of Year Benchmark testing window is May 1 through May 31.
- Students performing below the 25th percentile in reading on the Universal Screener are progress monitored in the respective subject.

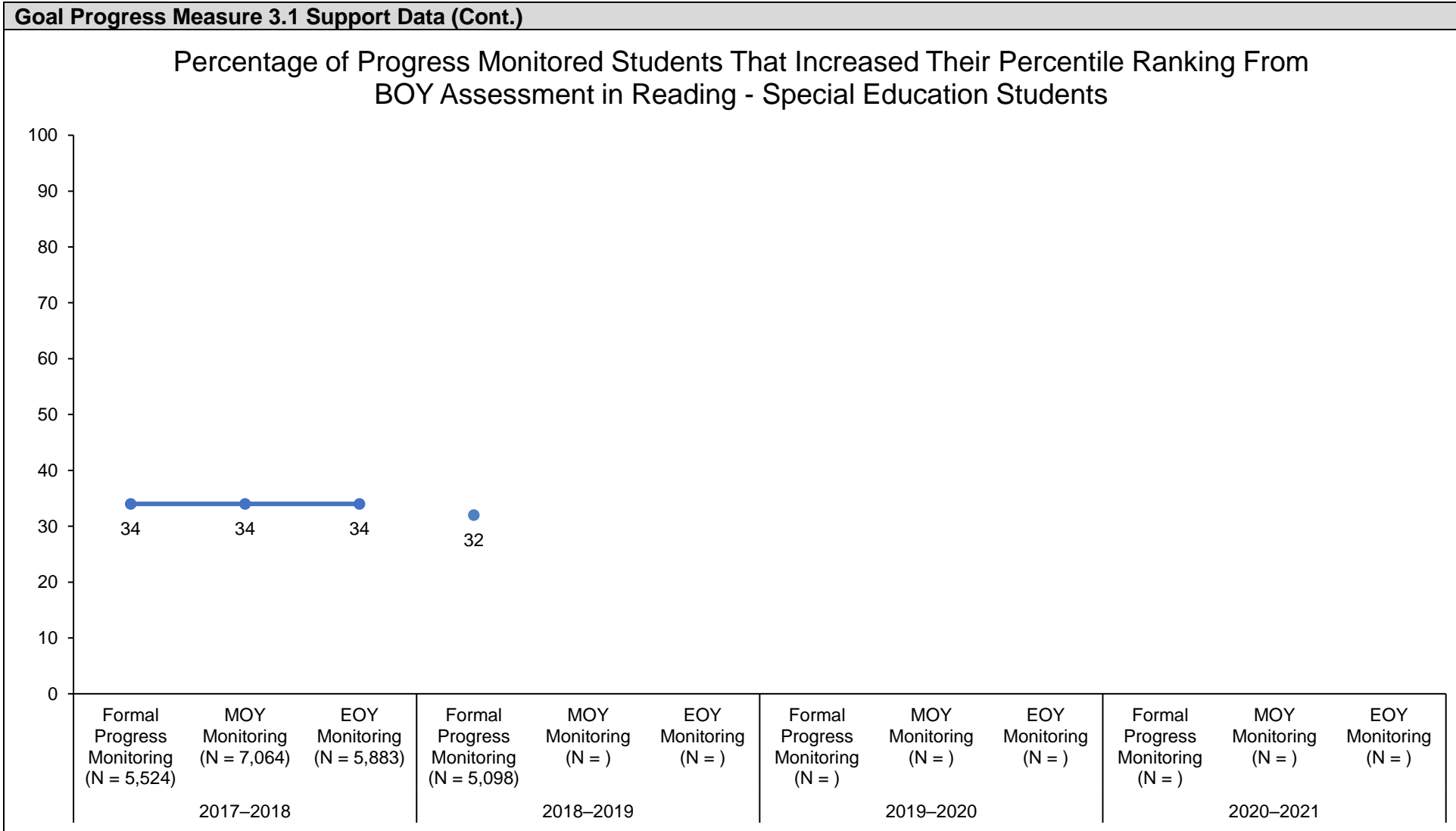
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

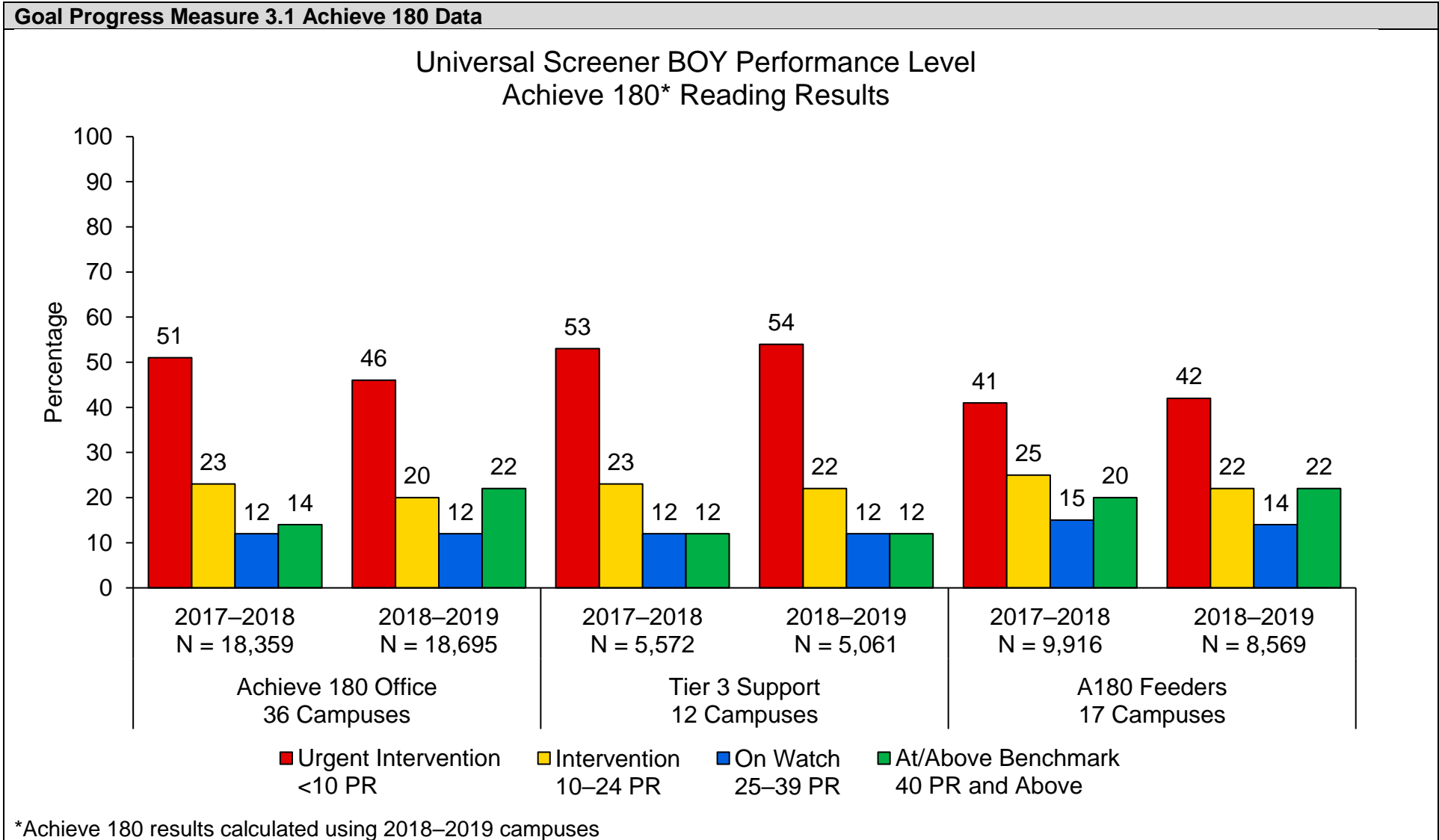
Goal Monitoring Report – January 2019



Goal Monitoring Report – January 2019



Goal Monitoring Report – January 2019



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report – January 2019

Goal Progress Measure 3.1 Achieve 180 Data (Cont.)

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading - A180 Results



	2017-2018			2018-2019			2019-2020			2020-2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	42	40	39	37								
Tier 3	39	39	40	39								
Feeder	42	47	45	45								
Non-A180	49	51	50	48								

Number of Progress Monitored Students Tested – Reading – By Achieve 180

	2017-2018			2018-2019			2019-2020			2020-2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	7,303	11,328	9,570	9,505								
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HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

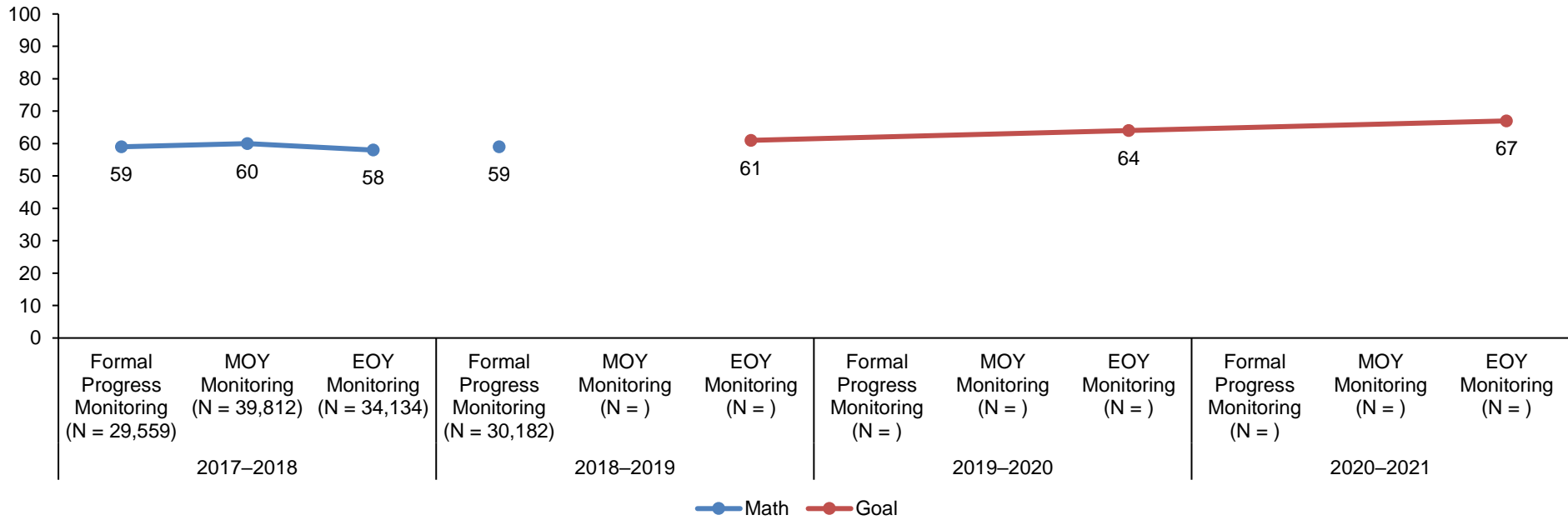
Goal Monitoring Report – January 2019

Goal Progress Measure 3.2 – January 2019	Evaluation
--	------------

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% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

On Track

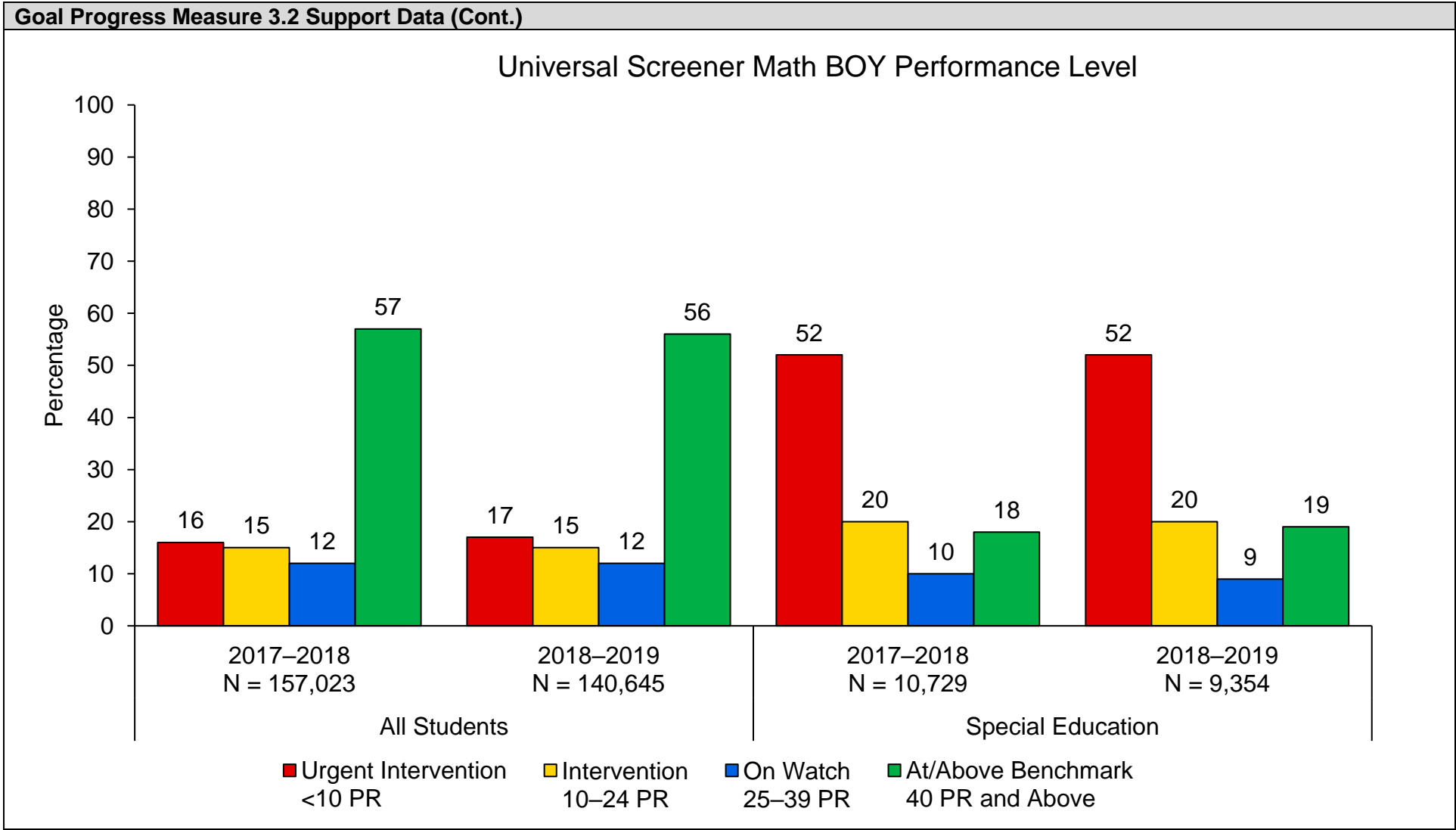
Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math - All Students



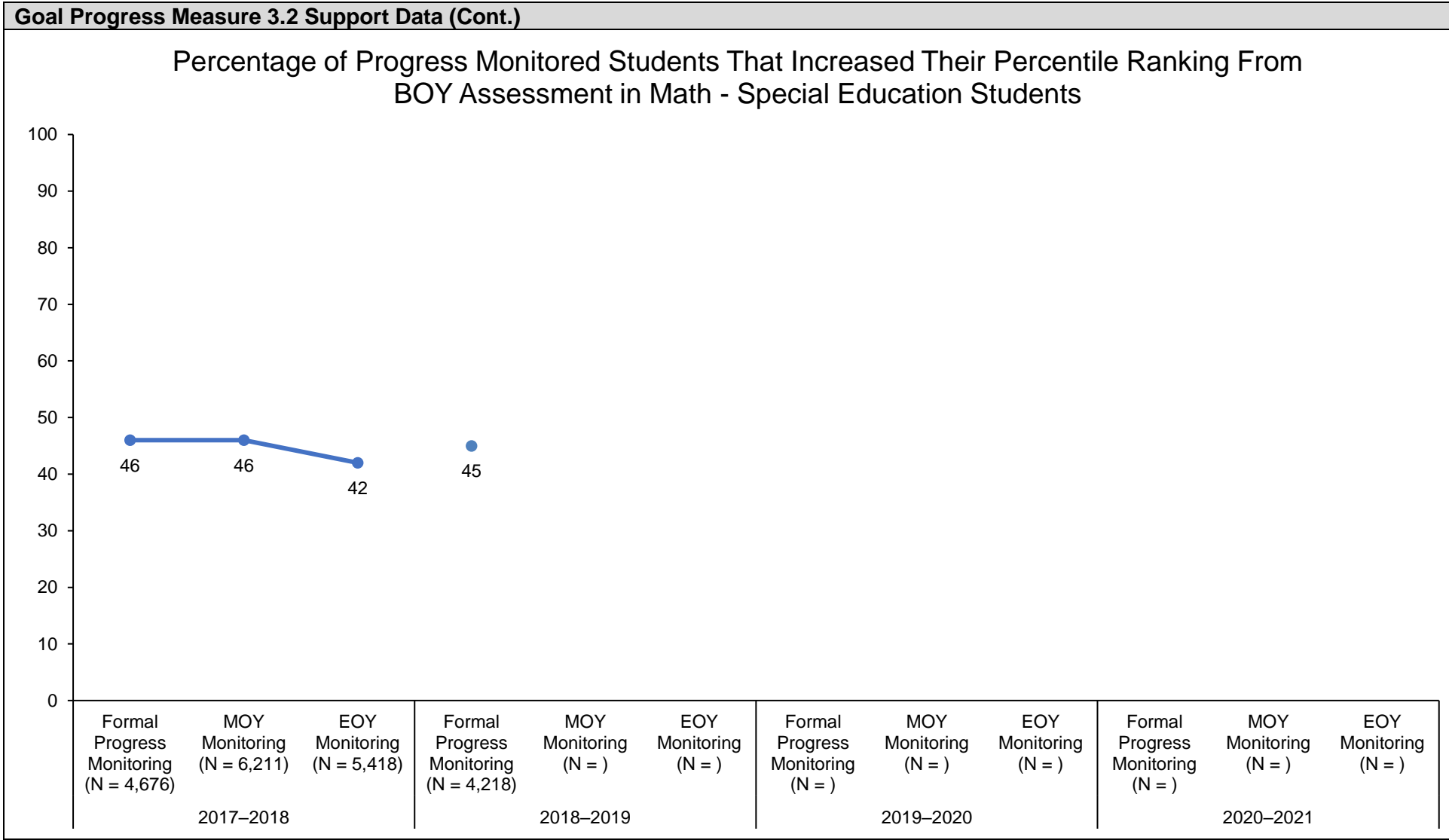
Support Data

- The Beginning of Year Benchmark testing window is August 27 through September 21.
- The Formal Progress Monitoring testing window is November 5 through 16.
- The Middle of Year Benchmark testing window is January 7 through January 25.
- The End of Year Benchmark testing window is May 1 through May 31.
- Students performing below the 25th percentile in math on the Universal Screener are progress monitored in the respective subject.

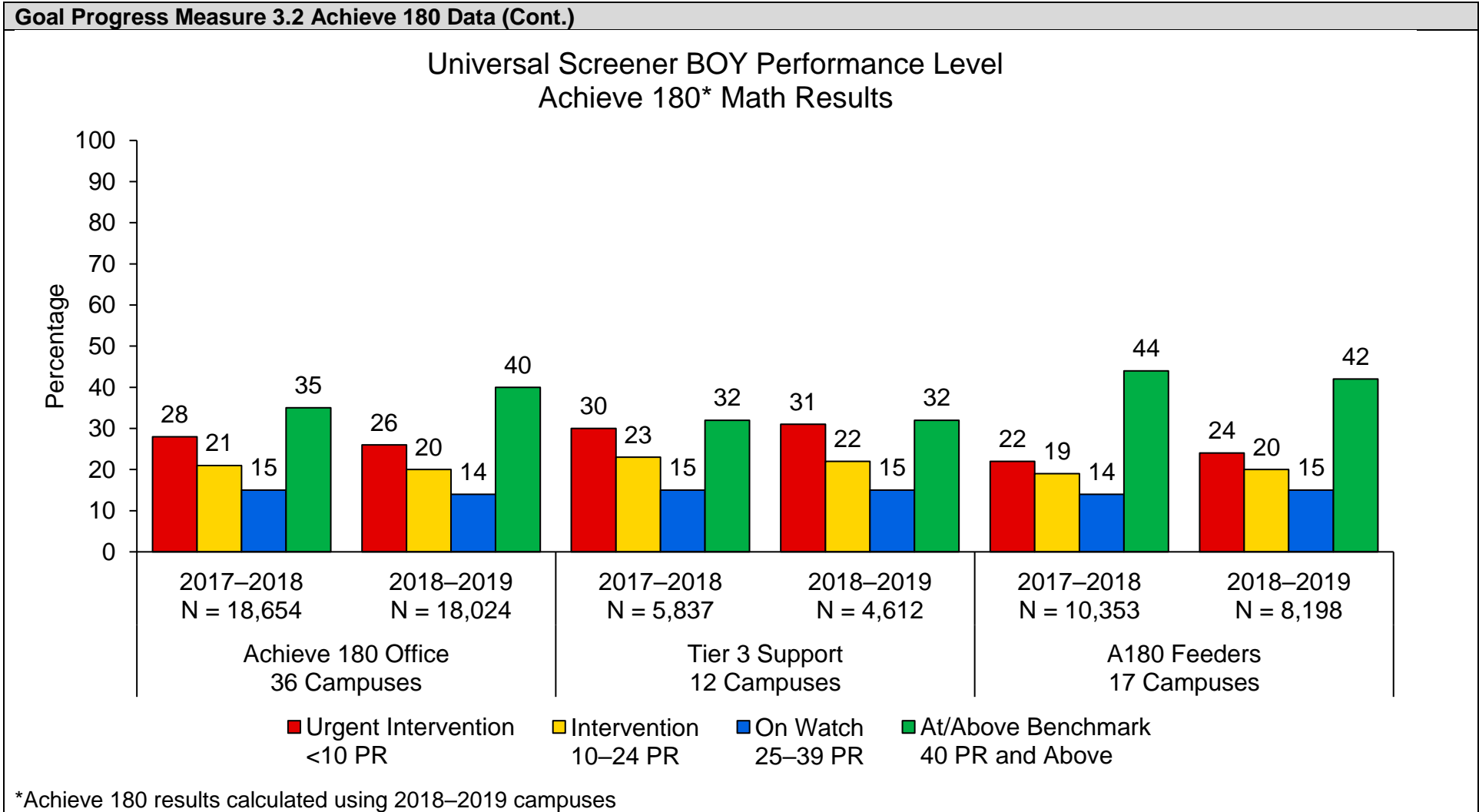
Goal Monitoring Report – January 2019



Goal Monitoring Report – January 2019



Goal Monitoring Report – January 2019



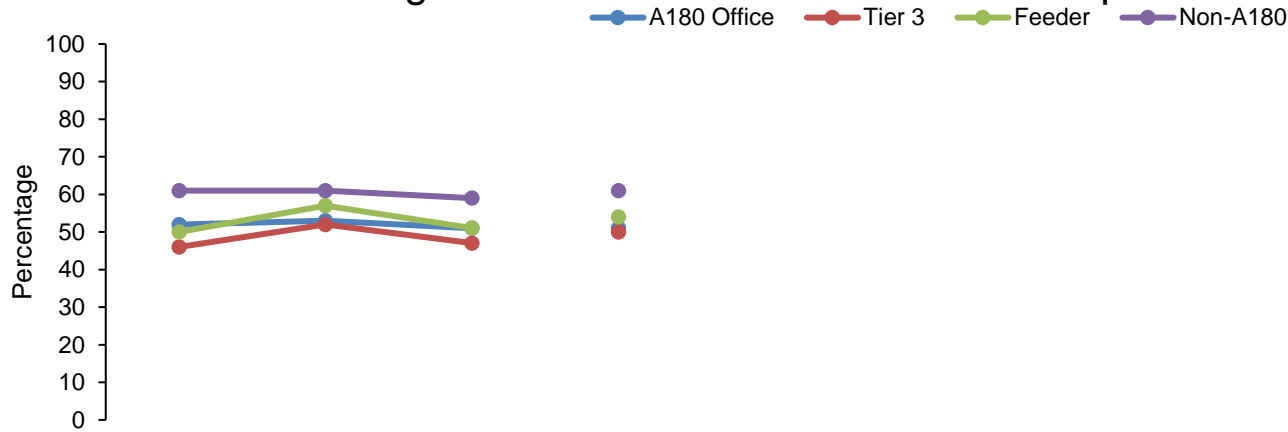
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report – January 2019

Goal Progress Measure 3.2 Achieve 180 Data (Cont.)

Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math - Special Education Students



	2017-2018			2018-2019			2019-2020			2020-2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	52	53	51	51								
Tier 3	46	52	47	50								
Feeder	50	57	51	54								
Non-A180	61	61	59	61								

Number of Progress Monitored Students Tested – Reading – By Achieve 180

	2017-2018			2018-2019			2019-2020			2020-2021		
	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring	Formal Progress Monitoring	MOY Monitoring	EOY Monitoring
A180 Office	7,303	11,328	9,570	9,505								
Tier 3	2,469	3,259	2,735	2,863								
Feeder	4,448	5,567	4,830	2,589								
Non-A180	25,027	32,270	27,792	24,206								

Goal Monitoring Report – January 2019

Superintendent's Response

- The Interventions team works with campuses to identify students who were identified as Intervention and Urgent Intervention at BOY and are still identified as Intervention and Urgent Intervention as indicated by PM1. IAT Managers and TDS work with campuses to adjust support and resources and to determine students that may need further evaluation to identify possible disabilities.
- IAT Managers and Intervention TDS are providing campuses with training around the use of student data to develop quality small group instruction within the classroom and during intervention blocks. This includes identifying appropriate resources for tiered support.
- Data Driven Instruction Specialists (DDIS) work closely with IAT Managers to develop data tracking protocols for students receiving interventions and to equip teachers with tools needed to leverage the universal screener data to customize student support.
- The Interventions Office has launched Middle School partners to provide all middle school students with an intervention and acceleration tool for reading and math. Campus leaders and coordinators have been trained as well as teachers.
- Elementary and Secondary Curriculum & Development and the Multilingual Department are continuing to provide Sheltered Instruction professional development to support English Learners. A cohort of 28 schools has been identified to engage in deep training and implementation based on their needs around instruction for EL's. All principals received a Sheltered Instruction update in November. Elementary principals received an additional training during the December principal's meeting.
- Secondary Reading Intervention teachers received training August 2018 - October 2018 to Implement Read to Achieve. Read to Achieve is a targeted intervention program designed to address literacy and comprehension skills for students enrolled in Strategic Reading and Writing (SRW) courses.
- The Office of Special Education Services is hosting trainings on Specially Designed Instruction which equips teachers with the tools needed to match instructional practices directly to student skill deficits. OSES also provided Goal Book training to special education teachers, department chairs, and general education teachers.

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

SUBJECT: BOARD MONITORING UPDATE: CONSTRAINT 2 PROGRESS MEASURE 1, CONSTRAINT 3 PROGRESS MEASURES 3.1 AND 3.3, AND CONSTRAINT 4 PROGRESS MEASURE 4.1

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 constraints.

Attached to this update are a presentation and a report regarding constraint progress measures (CPMs) originally scheduled for presentation in December. Language and results reflect the Educational Philosophy of the district prior to the amendments to board policy AE(LOCAL) made in December.

Constraint 2: The superintendent shall not require teachers to administer more than two district-created assessments per semester.

- CPM 2.1—The number of district-required, district-created assessments will not exceed two per semester starting with fall 2017.

Constraint 3: The superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs), to increase in reading, writing, and mathematics.

- CPM 3.1—The reading performance gap will decrease by one percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and ELLs through 2020.
- CPM 3.3— The mathematics performance gap will decrease by one percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and ELLs through 2020.

Constraint 4: The superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*

*Struggling schools shall include Improvement Required (IR) schools, formerly IR schools, and schools in danger of IR. Teacher qualification should consider certification and experience.

REPORT FROM THE SUPERINTENDENT

- CPM 4.1—The percentage of campus administrators at struggling schools rated as effective or above will increase by two percentage points annually to 73 percent by 2020.

HOUSTON INDEPENDENT SCHOOL DISTRICT

CPMs 2.1, 3.1, 3.3, and 4.1

Date: 12/13/2018
Presenter:
Carla Stevens
Assistant Superintendent,
Research and Accountability



Constraint 2

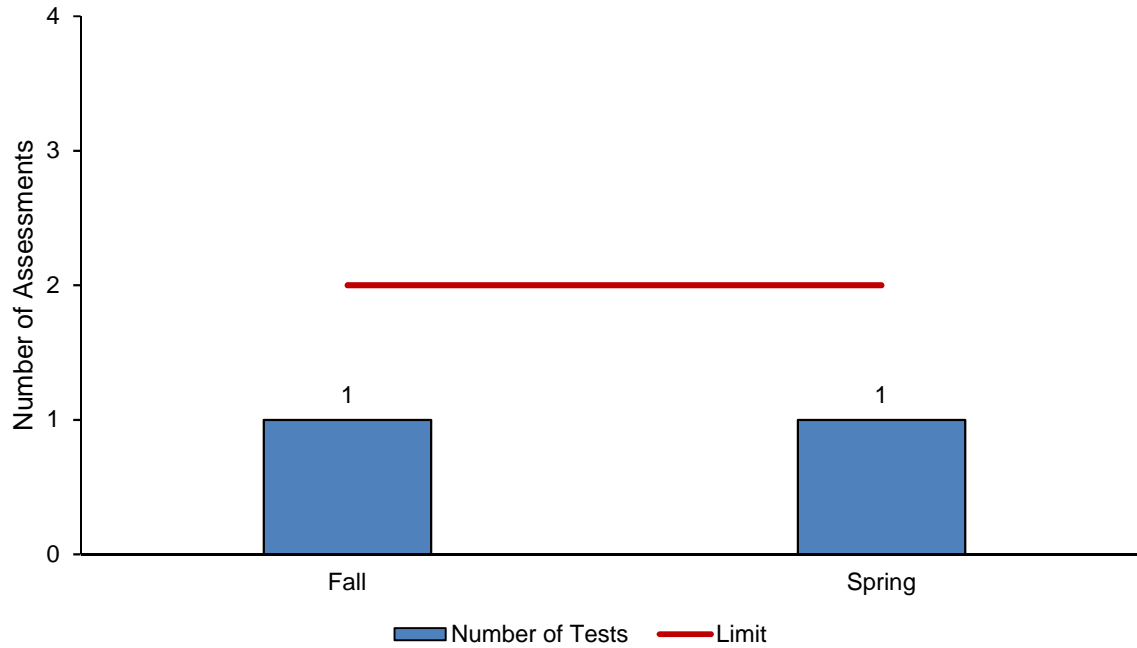
- The Superintendent shall not require teachers to administer more than two district-created assessments per semester.

Constraint Progress Measure 2.1

- The number of district-required, district-created assessments will not exceed two per semester starting with fall 2017.

Constraint Progress Measure 2.1

Number of District-Required Formative Assessments



- Fall Assessment:
 - DLA
- Spring Assessment:
 - Released STAAR

Constraint 3

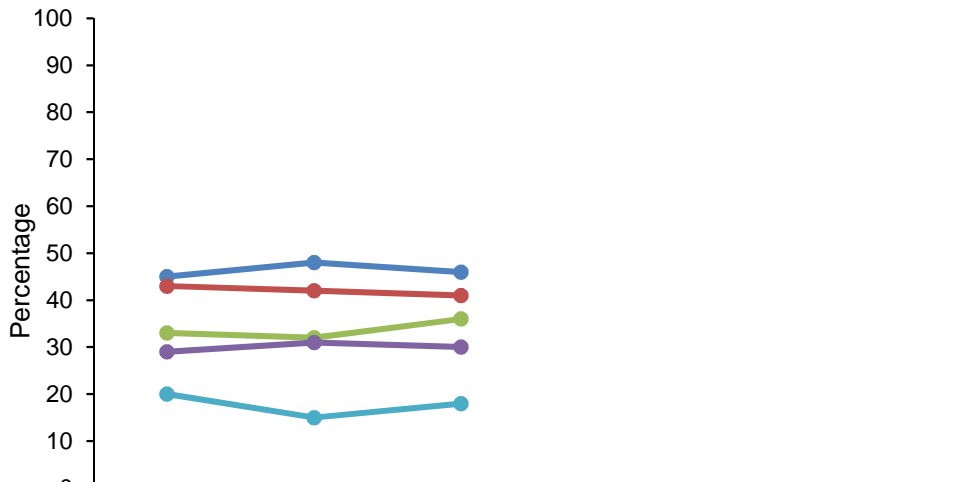
- The Superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English Language Learners (ELLs), to increase in reading, writing, and mathematics.

Constraint Progress Measure 3.1

- The reading performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English Language Learners (ELLs) through 2020.

Universal Screener Reading Percentage Point Gap

- Gap is calculated based on the percentage of each student group performing at or above the 40th percentile on the Universal Screener.



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	45	48	46			
White/Hisp.	43	42	41			
Non-Econ. Dis./Econ. Dis	33	32	36			
Non-SPED/SPED	29	31	30			
Non-ELLs/ELLs	20	15	18			

Achieve 180 Campuses

Tier 3 Support (12) Improvement Required 2-8, Supt FIR		Tier 2 Support (12) New Improvement Required, NR, FIR		Tier 1A Support (12) - FIR Former Improvement Required 1 YR		Tier 1B Support (11) - FIR Former Improvement Required 2 YR	
School	Feeder	School	Feeder	School	Feeder	School	Feeder
Blackshear ES – (FIR)	Yates	Bruce ES – (FIR)	Wheatley	Bonham ES – (FIR)	Sharpstown	Kashmere Gardens – (FIR)	Kashmere
Dogan ES – (FIR)	Wheatley	Foerster ES (FIR) – NR	Westbury	Fondren ES – (FIR)	Westbury	Cook ES – (FIR)	Kashmere
Highland Heights (IR5) – NR	Washington	Forest Brook MS – (FIR)	North Forest	Hilliard ES – (FIR)	North Forest	Lewis ES – (FIR)	Chavez
Mading ES– (FIR)	Sterling	Deady MS – NR	Milby	Looscan ES – (FIR)	Northside	Belfort ECC – Paired	Chavez
Wesley ES – (FIR)	Washington	Holland MS – NR	Furr	Montgomery ES – (FIR)	Madison	Edison MS – (FIR)	Austin
Woodson ES – (FIR)	Worthing	Williams MS – NR	Washington	Pugh ES – (FIR)	Wheatley	Key MS – (FIR)	Kashmere
Henry MS (IR4) – NR	Sam Houston	Yates HS – NR	Yates	Stevens ES – (FIR)	Waltrip	C Martinez ES – (FIR)	Northside
Kashmere HS (IR8) – NR	Kashmere	HS Ahead MS – NR		Gregory-Lincoln – (FIR)	Heights	Young ES – (FIR)	Worthing
North Forest HS (IR3) – NR	North Forest	Cullen MS – (FIR)	Yates	Lawson MS – (FIR)	Madison	Gallegos ES – (FIR)	Milby
Wheatley HS (IR6) – NR	Wheatley	Madison HS – (FIR)	Madison	Liberty HS – (FIR)	Wisdom	Milby HS – (FIR)	Milby
Worthing HS – (FIR)	Worthing	Sugar Grove MS (IR1)	Sharpstown	Sharpstown HS – (FIR)	Sharpstown	Westbury HS – (FIR)	Westbury
Washington HS (IR2) – NR	Washington	Attucks MS (IR1) – NR	Worthing	Texas Connections – (FIR)	Charter		

School Level	Total	District	Trustee
Elementary	26	I	Elizabeth Santos
K-8	2	II	Rhonda Skillern -Jones
Middle School	13	III	Sergio Lira
High School	11	IV	Jolanda Jones
Charter	1	V	Susan Deigaard
A180 Area/Program Schools	36	VI	Holly Maria Flynn Vilaseca
A180 Program Only Schools	17	VII	Anne Sung
Total A180 Schools	53	VIII	Diana Davila
		IX	Wanda Adams

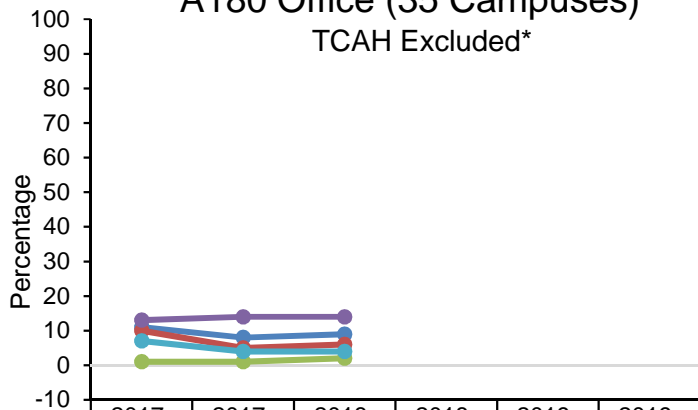
Tier 1B Support (6) – IR New Improvement Required, NR	
School	Feeder
Codwell ES (IR1)	Sterling
Marshall ES (IR1)	North Forest
Shearn ES (IR1)	Yates
Sherman ES (IR1)	Northside
Thomas MS - NR	Sterling
Reagan K-8 - NR	Madison

1A – Supported through the Achieve 180 Office of School Support

1B – Supported through other Offices of School Support

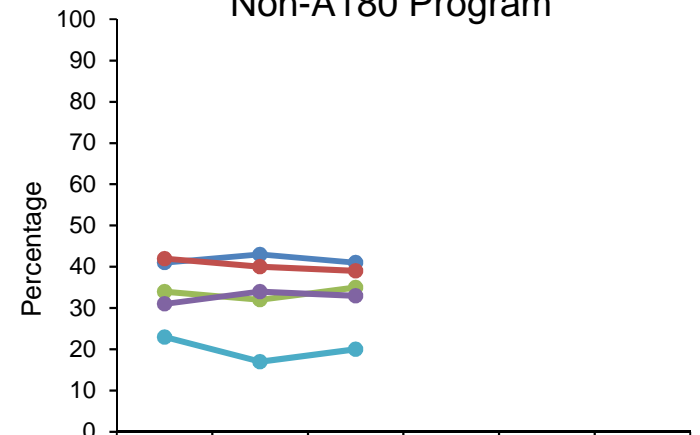
Universal Screener Reading Percentage Point Gap

A180 Office (35 Campuses)
TCAH Excluded*



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	11	8	9			
White/Hisp.	10	5	6			
Non-Econ. Dis./Econ. Dis	1	1	2			
Non-SPED/SPED	13	14	14			
Non-ELLs/ELLs	7	4	4			

Non-A180 Program

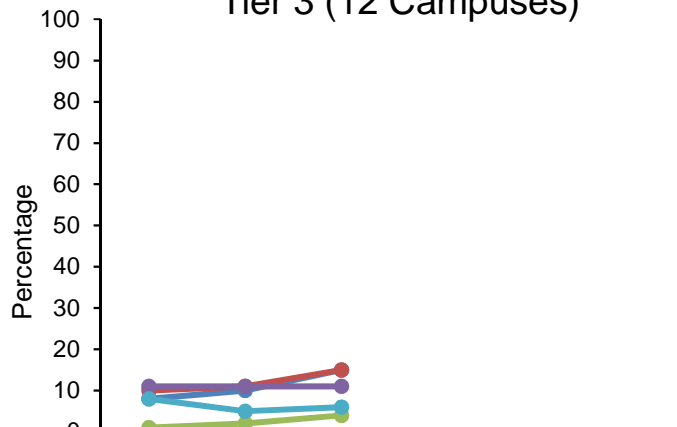


	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	41	43	41			
White/Hisp.	42	40	39			
Non-Econ. Dis./Econ. Dis	34	32	35			
Non-SPED/SPED	31	34	33			
Non-ELLs/ELLs	23	17	20			

*TCAH did not use the Universal Screener in 2017–2018.

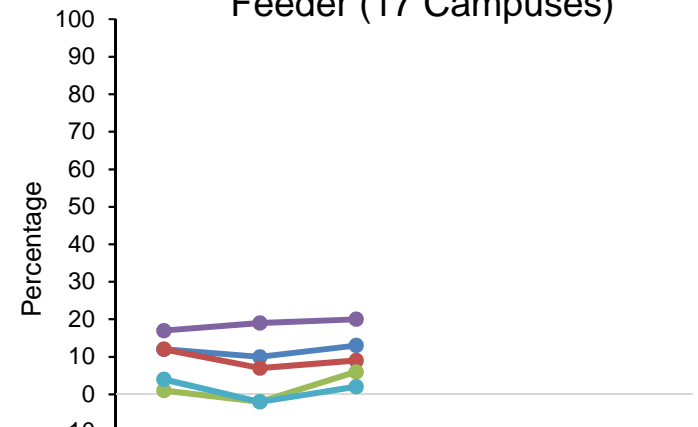
Universal Screener Reading Percentage Point Gap

Tier 3 (12 Campuses)



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	8	10	15			
White/Hispanic	10	11	15			
Non-Econ. Dis./Econ. Dis	1	2	4			
Non-SPED/SPED	11	11	11			
Non-ELLs/ELLs	8	5	6			

Feeder (17 Campuses)

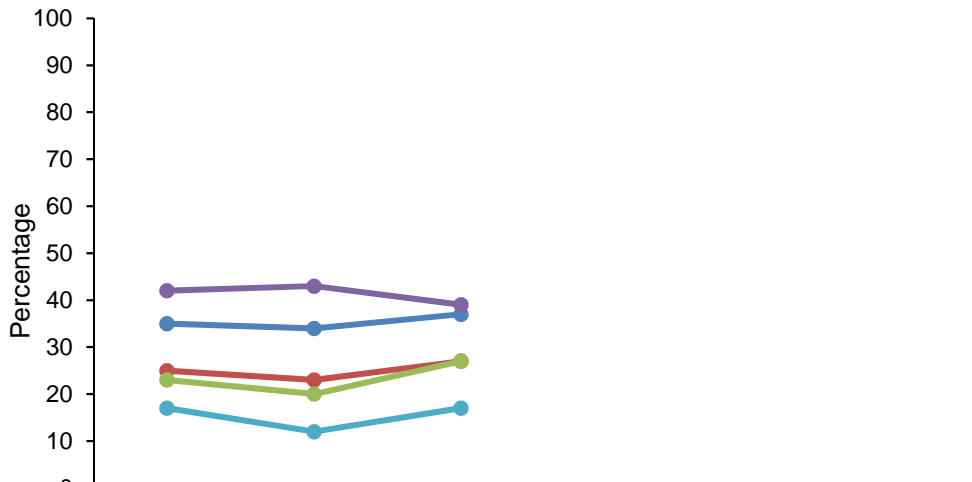


	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	12	10	13			
White/Hispanic	12	7	9			
Non-Econ. Dis./Econ. Dis	1	-2	6			
Non-SPED/SPED	17	19	20			
Non-ELLs/ELLs	4	-2	2			

Constraint Progress Measure 3.3

- The mathematics performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English Language Learners (ELLs) through 2020.

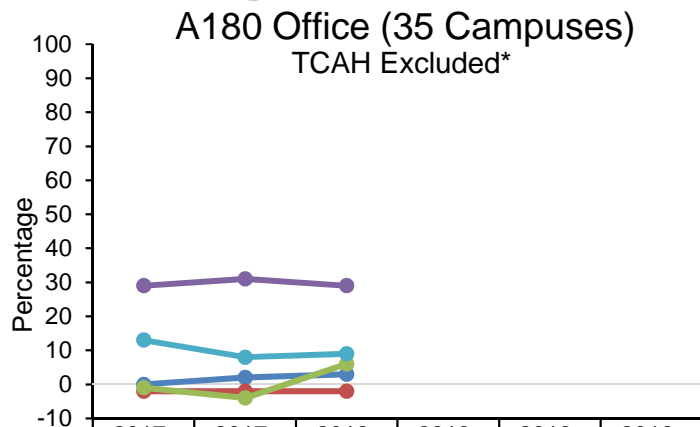
Universal Screener Math Percentage Point Gap



- Gap is calculated based on the percentage of each student group performing at or above the 40th percentile on the Universal Screener.

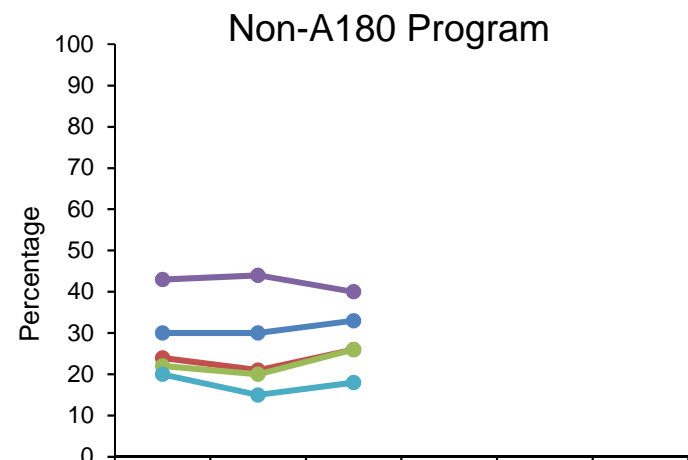
White/Afr. Amer.	35	34	37			
White/Hisp.	25	23	27			
Non-Econ. Dis./Econ. Dis	23	20	27			
Non-SPED/SPED	42	43	39			
Non-ELLs/ELLs	17	12	17			

Universal Screener Math Percentage Point Gap



A180 Office (35 Campuses)
TCAH Excluded*

	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	0	2	3			
White/Hisp.	-2	-2	-2			
Non-Econ. Dis./Econ. Dis	-1	-4	6			
Non-SPED/SPED	29	31	29			
Non-ELLs/ELLs	13	8	9			



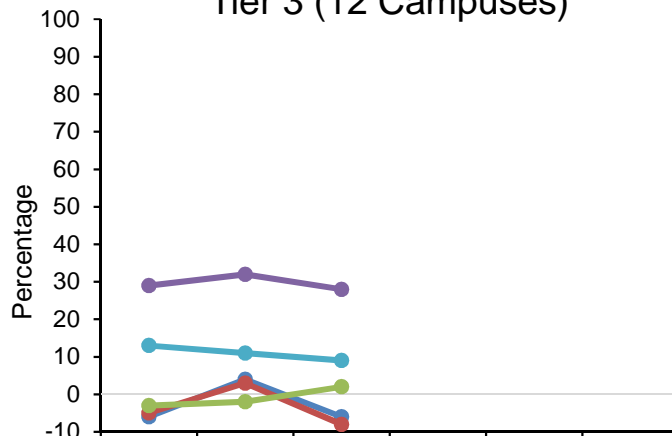
Non-A180 Program

	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	30	30	33			
White/Hisp.	24	21	26			
Non-Econ. Dis./Econ. Dis	22	20	26			
Non-SPED/SPED	43	44	40			
Non-ELLs/ELLs	20	15	18			

*TCAH did not use the Universal Screener in 2017–2018.

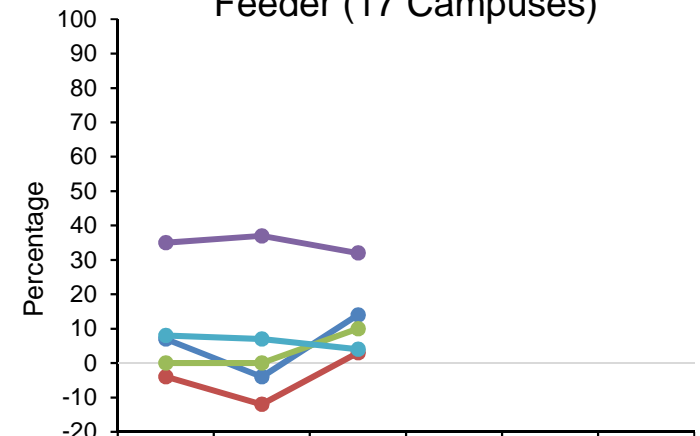
Universal Screener Math Percentage Point Gap

Tier 3 (12 Campuses)



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	-6	4	-6			
White/Hisp.	-5	3	-8			
Non-Econ. Dis./Econ. Dis	-3	-2	2			
Non-SPED/SPED	29	32	28			
Non-ELLs/ELLs	13	11	9			

Feeder (17 Campuses)



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	7	-4	14			
White/Hisp.	-4	-12	3			
Non-Econ. Dis./Econ. Dis	0	0	10			
Non-SPED/SPED	35	37	32			
Non-ELLs/ELLs	8	7	4			

Constraint 4

- The superintendent will not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.

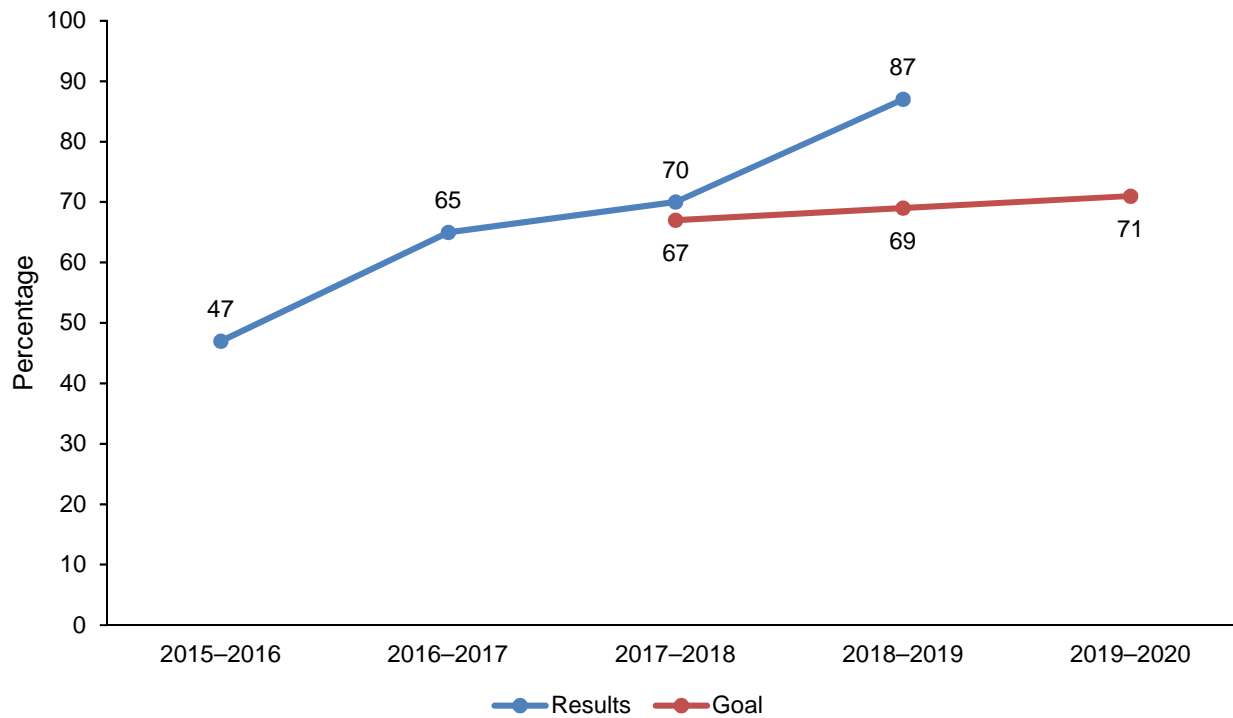
Constraint 4 (Cont.)

- Struggling schools will include Improvement Required (IR) schools, formerly IR schools, and schools in danger of IR. Teacher qualification should consider certification and experience.

Constraint Progress Measure 4.1

- The percentage of campus administrators at struggling schools rated as effective or above will increase by two percentage points annually to 73% by 2020.

Percent of Campus Administrators Rated as Effective or Above



- District **Exceeded Goal.**
- 86 campuses designated a struggling school for 2018–2019 school year.
- 19 Principals not receiving a rating were not included in the denominator in 2017–2018.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 12/13/2018

Presenter:

Carla Stevens

*Assistant Superintendent,
Research and Accountability*

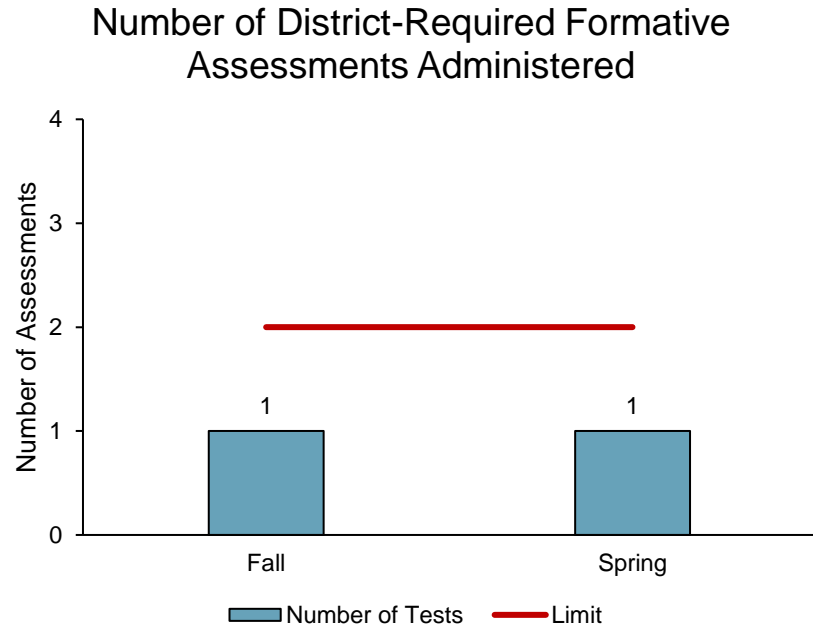


Constraint Monitoring Report – December 2018

Constraint 2, December 2018 District Required Formative Assessments	
Constraint 2	
	The superintendent shall not require teachers to administer more than two district-created assessments per semester.
Superintendent's Response	
	<ul style="list-style-type: none"> • Student Assessment, Elementary and Secondary Curriculum and Development facilitated stakeholder sessions <u>with</u> teachers, principals, and community members to solicit feedback to create the district's 2018-2019 formative assessment plan. • The Fall assessment is the District-Level Assessment. It will be administered between Dec. 10-14 for elementary (grades 3–5 only) and Dec. 3-20 for middle and high schools. The purpose of this formative checkpoint is to assess curriculum taught during the first semester in order to inform instructional planning for spring and to gather baseline writing data. • The Spring assessment will be a STAAR-Released Test. It will be administered between Feb. 25-March 1 for grades 4 and 7 writing and grades 5 and 8 reading and math. March 25-29 for grades 3, 4, 6, and 7 reading and math, grades 5 and 8 science, grade 8 social studies, and all End-of-Course tested areas in high school.

Constraint Monitoring Report – December 2018

Constraint Progress Measure 2.1 – December 2018	Evaluation
The number of district-required, district-created assessments will not exceed two per semester starting with Fall 2017.	Meeting Goal



Support Data
<ul style="list-style-type: none"> The Fall assessment is the District-Level Assessment. It is being administered between Dec. 10–14 for Elementary (Grades 3–5 only) and Dec. 3–20 for Middle and High Schools (EOC core courses only). The Spring assessment will be the STAAR Released Test. It will be administered between Feb. 25– March 1 and March 25–29 .

Constraint Monitoring Report – December 2018

Constraint 3, December 2018 Student Group Achievement Gaps

Constraint 3

The superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs), to increase in reading, writing, and mathematics.

Superintendent's Response

Elementary and Secondary Curriculum and Development, Special Populations, and Student Assessment are working urgently to address achievement gaps. Specific strategies include,

- Provide Achieve 180 supports for our most underserved campuses that include TDS support, extended Wednesday professional development (Sept. 12, Sept. 26, Oct. 10, Nov. 14, Nov. 28, and Dec. 12), targeted interventions, strategic data disaggregation, wrap around services, and essential positions.
- Continue to implement a K-12 reading and math universal screener in order to assess all students' strengths and gaps to provide targeted interventions with progress monitoring for all student groups.
- Provide training to support teachers and leaders around leveraging the universal screener data to address students' deficit skills (trainer-of-trainers provided for principals and campus champions during preservice professional learning, Aug. 13-23, and early release professional learning days, Sept. 21, Oct. 19, Nov. 3, and Jan. 18 & Feb. 15). Writing and sheltered instruction professional development opportunities have been provided for all teachers and leaders by school office areas on early release professional learning days, Achieve 180 Wednesday PD days, by campus request, Saturdays, and during campus PLCs during the months of September, October, November, and December.
- The district's first ever district-wide, PK-12 Writing Summit took place on October 13th which provided all teachers with an opportunity to engage in deeper learning to support literacy in their classrooms.
- Continue to build teacher and school leadership capacity for literacy as a regular part of monthly principals' meetings. Teacher Development Specialists, Data Driven Instructional Specialists, and Intervention Specialists continue to provide job-embedded supports on Achieve 180 and prioritized campuses. District curriculum and resources include instructional materials, that are culturally relevant, for all classrooms.
- Provide more supports for campuses around utilizing IAT teams to address intervention needs of students on individualized levels.

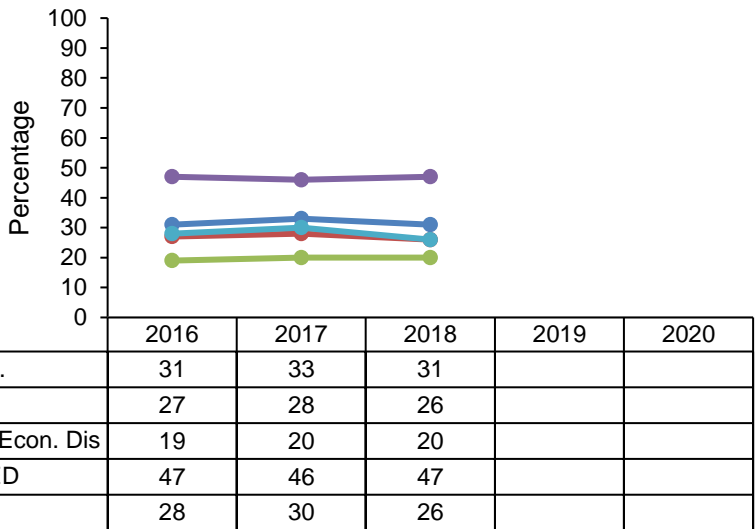
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

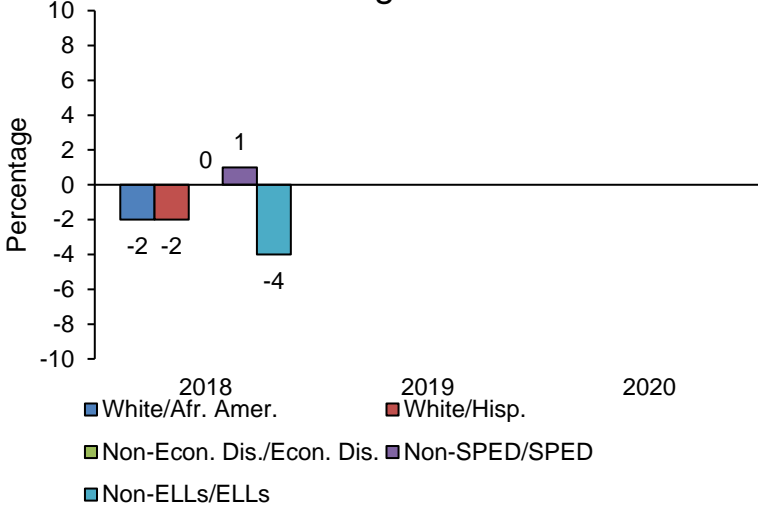
Constraint Monitoring Report – December 2018

Constraint Progress Measure 3.1 – December 2018	Evaluation
The reading performance gap will decrease 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English Language Learners (ELLs) through 2020.	3 of 5 Indicators Met or Exceeded Goal in 2018

STAAR Reading Percentage Point Gap



STAAR Reading Performance Gap Change from 2017

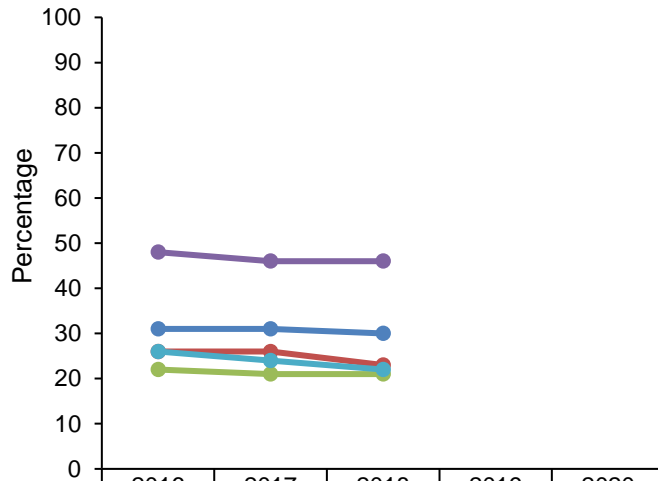


Data Sources
<ul style="list-style-type: none"> TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
Support Data
<ul style="list-style-type: none"> Prior year’s data is updated to reflect the last test results during the testing window and to exclude Early Literacy Results. While the CPM focuses solely on the economically disadvantaged performance gap, other demographic performance gaps listed in constraint 3 are provided on the following pages.

Constraint Monitoring Report – December 2018

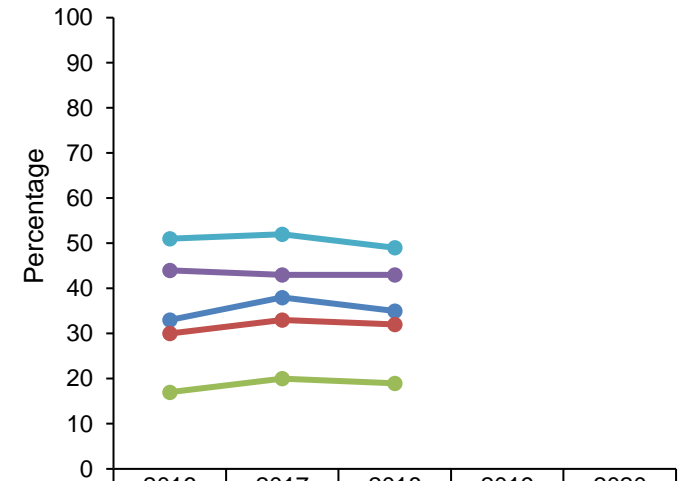
Constraint Progress Measure 3.1 Support Data (Cont.)

STAAR 3–8 Reading Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	31	30		
White/Hisp.	26	26	23		
Non-Econ. Dis./Econ. Dis	22	21	21		
Non-SPED/SPED	48	46	46		
Non-ELLs/ELLs	26	24	22		

STAAR English I & II Percentage Point Gap

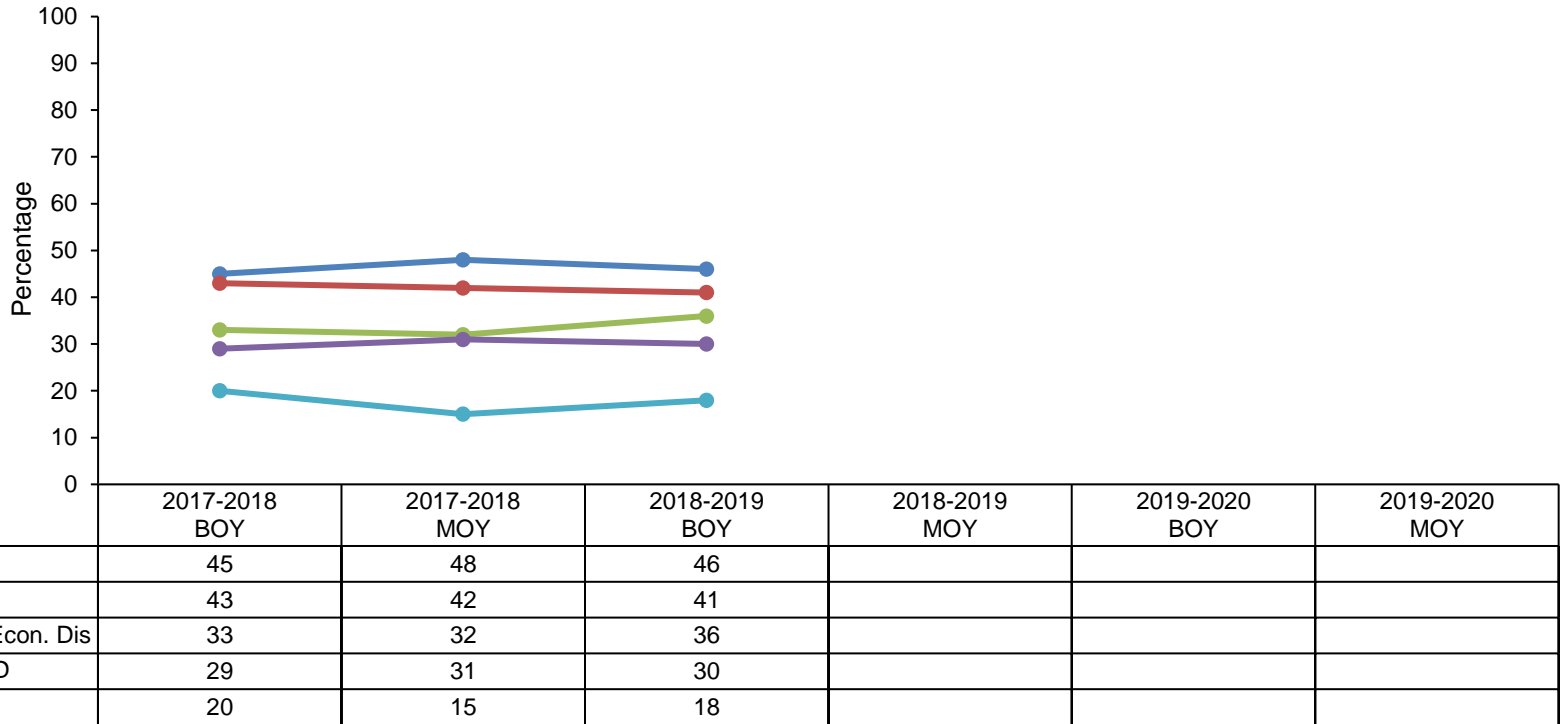


	2016	2017	2018	2019	2020
White/Afr. Amer.	33	38	35		
White/Hisp.	30	33	32		
Non-Econ. Dis./Econ. Dis	17	20	19		
Non-SPED/SPED	44	43	43		
Non-ELLs/ELLs	51	52	49		

Constraint Monitoring Report – December 2018

Constraint Progress Measure 3.1 Support Data (Cont.)

Universal Screener Reading Percentage Point Gap



Results by A180 office, A180 Tier 3 campuses, A180 Feeder schools, and Non-A180 Program campuses are presented on the following pages.

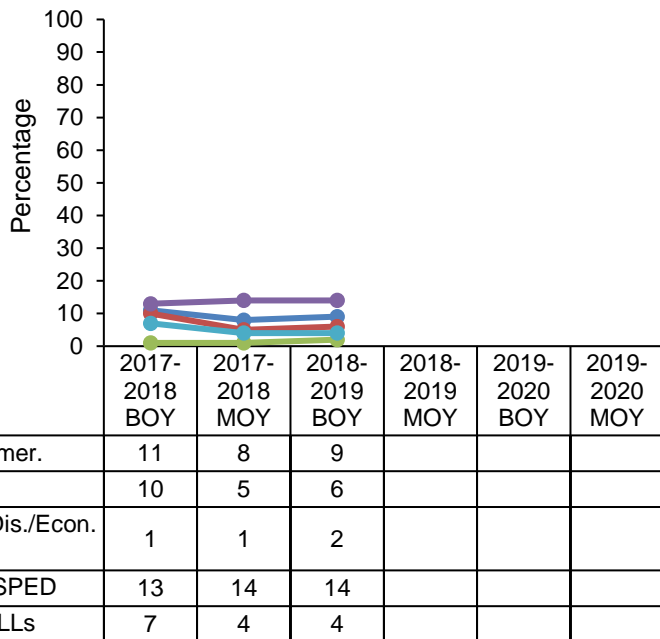
Data Sources

- Students performing at or above the 40th percentile on the Beginning-of-Year (BOY) and Middle-of-Year (MOY) Universal Screener results.

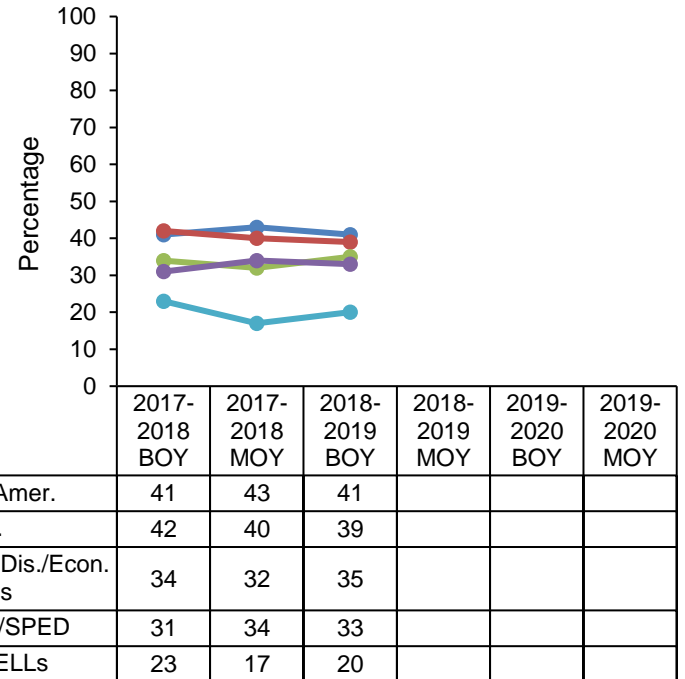
Constraint Monitoring Report – December 2018

Constraint Progress Measure 3.1 Support Data (Cont.)

Universal Screener Reading Percentage Point Gap — A180 Office (35 Campuses)
TCAH Excluded*



Universal Screener Reading Percentage Point Gap — Non-A180 Program



*TCAH did not use the Universal Screener in 2017–2018.

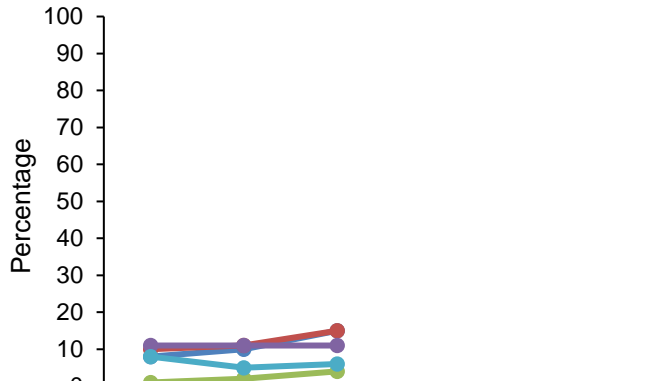
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report – December 2018

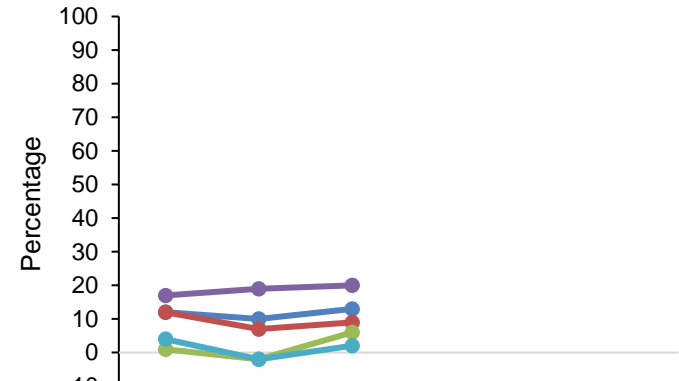
Constraint Progress Measure 3.1 Support Data (Cont.)

Universal Screener Reading Percentage Point Gap — Tier 3 (12 Campuses)



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	8	10	15			
White/Hisp.	10	11	15			
Non-Econ. Dis./Econ. Dis	1	2	4			
Non-SPED/SPED	11	11	11			
Non-ELLs/ELLs	8	5	6			

Universal Screener Reading Percentage Point Gap — Feeder (17 Campuses)

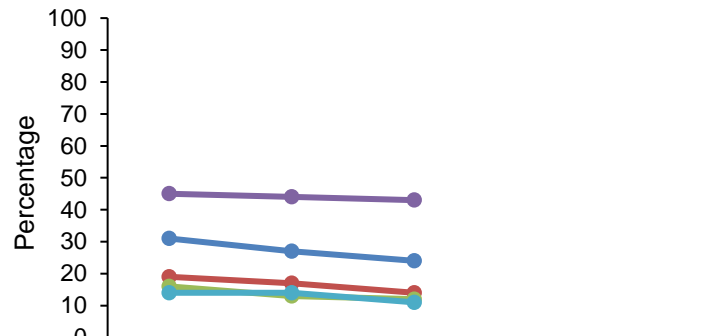


	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	12	10	13			
White/Hisp.	12	7	9			
Non-Econ. Dis./Econ. Dis	1	-2	6			
Non-SPED/SPED	17	19	20			
Non-ELLs/ELLs	4	-2	2			

Constraint Monitoring Report – December 2018

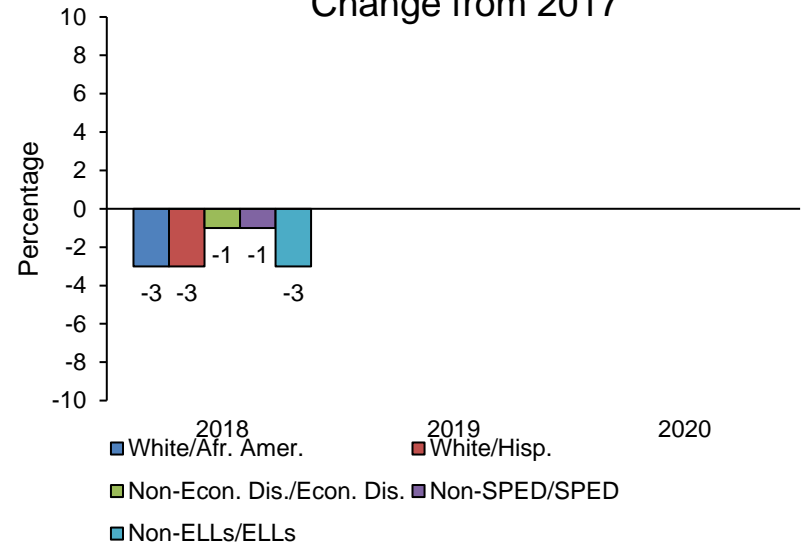
Constraint Progress Measure 3.3 – December 2018	Evaluation
The mathematics performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English Language Learners (ELLs) through 2020.	5 of 5 Indicators Met or Exceeded Goal in 2018

STAAR Math Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	27	24		
White/Hisp.	19	17	14		
Non-Econ. Dis./Econ. Dis	16	13	12		
Non-SPED/SPED	45	44	43		
Non-ELLs/ELLs	14	14	11		

STAAR Math Performance Gap Change from 2017



Data Sources

- TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.

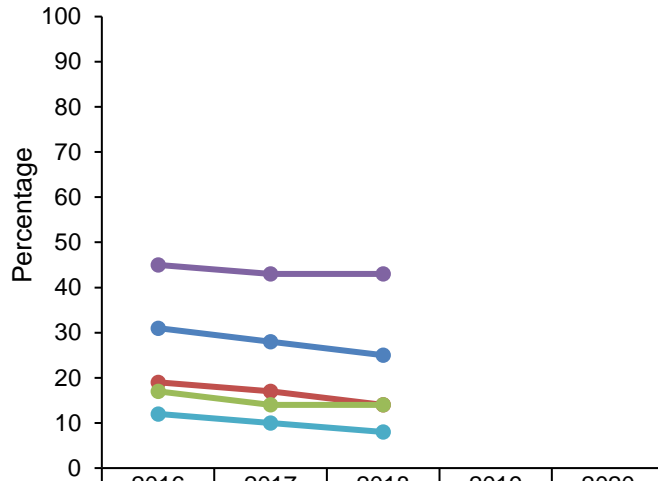
Support Data

- Prior year’s data is updated to reflect the last test results during the testing window.
- While the CPM focuses solely on the economically disadvantaged performance gap, other demographic performance gaps listed in constraint 3 are provided on the following pages.

Constraint Monitoring Report – December 2018

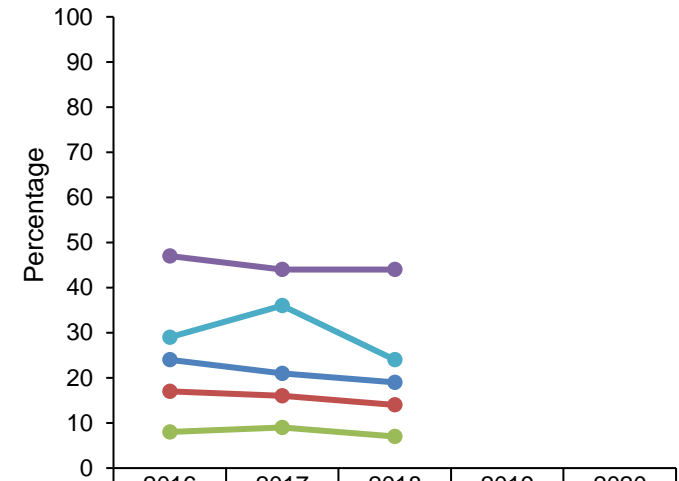
Constraint Progress Measure 3.3 Support Data (Cont.)

STAAR 3–8 Math Percentage Point Gap



	2016	2017	2018	2019	2020
White/Afr. Amer.	31	28	25		
White/Hisp.	19	17	14		
Non-Econ. Dis./Econ. Dis.	17	14	14		
Non-SPED/SPED	45	43	43		
Non-ELLs/ELLs	12	10	8		

STAAR Algebra I Percentage Point Gap



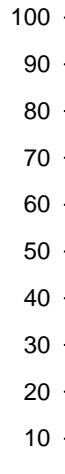
	2016	2017	2018	2019	2020
White/Afr. Amer.	24	21	19		
White/Hisp.	17	16	14		
Non-Econ. Dis./Econ. Dis.	8	9	7		
Non-SPED/SPED	47	44	44		
Non-ELLs/ELLs	29	36	24		

Constraint Monitoring Report – December 2018

Constraint Progress Measure 3.3 Support Data (Cont.)

Universal Screener Math Percentage Point Gap

Percentage



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	35	34	37			
White/Hisp.	25	23	27			
Non-Econ. Dis./Econ. Dis	23	20	27			
Non-SPED/SPED	42	43	39			
Non-ELLs/ELLs	17	12	17			

Results by A180 office, A180 Tier 3 campuses, A180 Feeder schools, and Non-A180 Program campuses are presented on the following pages.

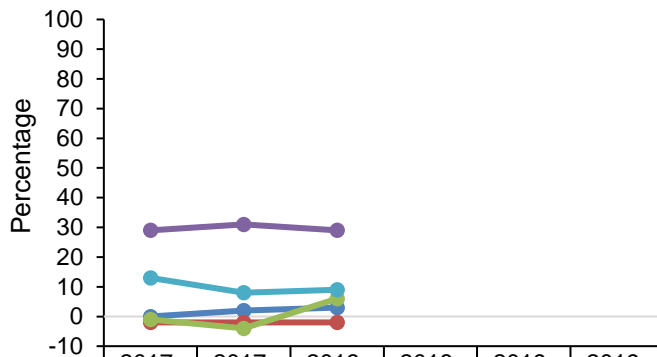
Data Sources

- Students performing at or above the 40th percentile on the Beginning-of-Year (BOY) and Middle-of-Year (MOY) Universal Screener results.

Constraint Monitoring Report – December 2018

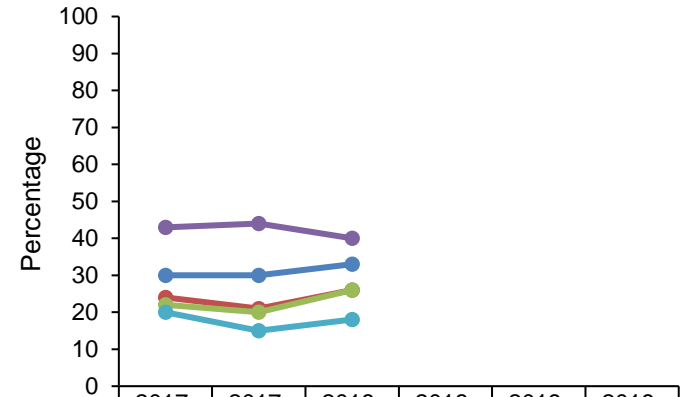
Constraint Progress Measure 3.3 Support Data (Cont.)

Universal Screener Math Percentage Point Gap — A180 Office (35 Campuses)
TCAH Excluded*



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	0	2	3			
White/Hisp.	-2	-2	-2			
Non-Econ. Dis./Econ. Dis	-1	-4	6			
Non-SPED/SPED	29	31	29			
Non-ELLs/ELLs	13	8	9			

Universal Screener Math Percentage Point Gap — Non-A180 Program



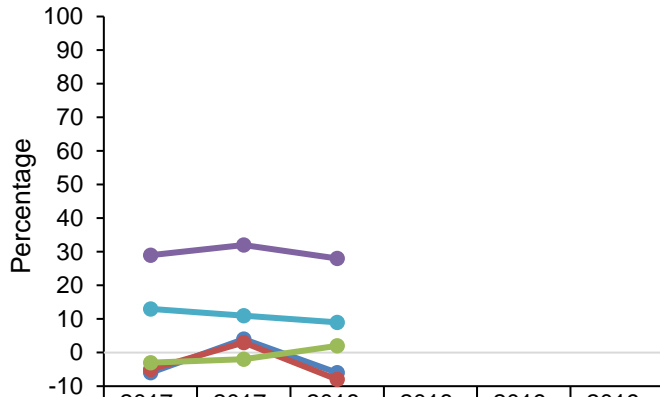
	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	30	30	33			
White/Hisp.	24	21	26			
Non-Econ. Dis./Econ. Dis	22	20	26			
Non-SPED/SPED	43	44	40			
Non-ELLs/ELLs	20	15	18			

*TCAH did not use the Universal Screener in 2017–2018

Constraint Monitoring Report – December 2018

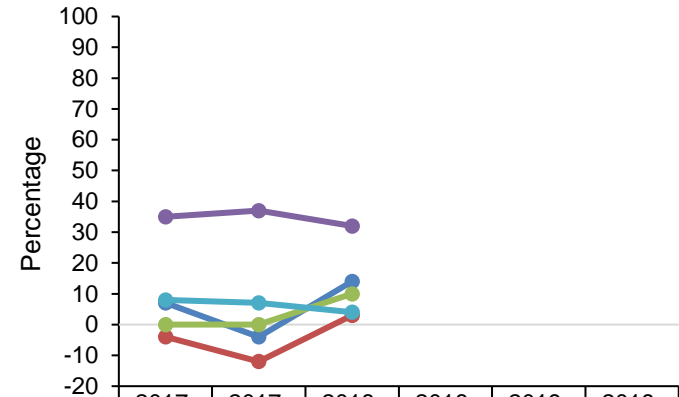
Constraint Progress Measure 3.3 Support Data (Cont.)

Universal Screener Math Percentage Point Gap — Tier 3 (12 Campuses)



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	-6	4	-6			
White/Hisp.	-5	3	-8			
Non-Econ. Dis./Econ. Dis	-3	-2	2			
Non-SPED/SPED	29	32	28			
Non-ELLs/ELLs	13	11	9			

Universal Screener Math Percentage Point Gap — Feeder (17 Campuses)



	2017-2018 BOY	2017-2018 MOY	2018-2019 BOY	2018-2019 MOY	2019-2020 BOY	2019-2020 MOY
White/Afr. Amer.	7	-4	14			
White/Hisp.	-4	-12	3			
Non-Econ. Dis./Econ. Dis	0	0	10			
Non-SPED/SPED	35	37	32			
Non-ELLs/ELLs	8	7	4			

Constraint Monitoring Report – December 2018

**Constraint 4, December 2018
Struggling Schools**

Constraint 4

The superintendent will not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*
*Struggling schools will include Improvement Required (IR) schools, formerly IR schools, and schools in danger of IR. Teacher qualification should consider certification and experience.

Superintendent’s Response

- The Schools Office and Human Resources collaborated to actively recruit highly-effective, proven leaders from within the district. Recruitment/Retention incentives were offered to attract change agents to lead Achieve 180 campuses.
- Principal Candidates Development Opportunity (PCDO): a rigorous learning opportunity designed to fill anticipated principal vacancies in the district by developing leadership expertise for aspiring urban school principals.
- Monthly Principals Meetings with the Superintendent of Schools are designed to share information and further develop HISD school leadership through breakout sessions and other collaborative activities with district administrators. Meetings are focused on topics such as writing, data utilization, and addressing special populations.
- Achieve 180 principals receive two additional sessions to provide guidance in utilizing Achieve 180 supports and instructional leadership enhancement.
- Community of Practice visits are held two times per year and leadership development is addressed to actively develop all campus leaders.
- Demonstration principals are assigned to campus principals to establish professional coaching relationships with highly effective principals.

Constraint Monitoring Report – December 2018

Constraint Progress Measure 4.1 – December 2018	Evaluation																		
The percentage of campus administrators at struggling schools rated as effective or above will increase by two percentage points annually to 73% by 2020.	Exceeded Goal																		
<div style="text-align: center;"> <h3>Percentage of Campus Administrators Rated as Effective or Above</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Percentage of Campus Administrators Rated as Effective or Above</caption> <thead> <tr> <th>School Year</th> <th>Results (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>2015–2016</td> <td>47</td> <td>-</td> </tr> <tr> <td>2016–2017</td> <td>65</td> <td>-</td> </tr> <tr> <td>2017–2018</td> <td>70</td> <td>67</td> </tr> <tr> <td>2018–2019</td> <td>87</td> <td>69</td> </tr> <tr> <td>2019–2020</td> <td>-</td> <td>71</td> </tr> </tbody> </table> </div>		School Year	Results (%)	Goal (%)	2015–2016	47	-	2016–2017	65	-	2017–2018	70	67	2018–2019	87	69	2019–2020	-	71
School Year	Results (%)	Goal (%)																	
2015–2016	47	-																	
2016–2017	65	-																	
2017–2018	70	67																	
2018–2019	87	69																	
2019–2020	-	71																	
Data Source																			
<ul style="list-style-type: none"> School Leader Appraisal Scorecards 																			
Support Data																			
<ul style="list-style-type: none"> Eighty-five campuses were designated a struggling school for the 2016–2017 school year. Results for the 2015–2016, 2016–2017, and 2017–2018 schools will be based on these campuses. Eighty-six campuses were designated a struggling school for the 2018–2019 school year. 19 Principals not receiving a rating were not included in the denominator for 2018–2019. 																			

Office of the Board of Education
Board of Education Meeting of January 17, 2019

Rhonda Skillern-Jones, President and District II Trustee

SUBJECT: APPROVAL TO HOST LONE STAR GOVERNANCE TRAINING FOR THE COMMUNITY

The Houston Independent School District (HISD) Board of Education would like to host and lead a training on Lone Star Governance (LSG) for the HISD community to foster and improve communication and understanding between the board and the community.

This training will be held at the Hattie Mae White Educational Support Center in March 2019 and will fulfill a portion of the board's compliance with the Advocacy component of the Texas Framework for School Board Development.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves hosting LSG training for the community, effective January 18, 2019.

Office of the Board of Education
Board of Education Meeting of January 17, 2019

Rhonda Skillern-Jones, President and District II Trustee

SUBJECT: CONSIDERATION AND POSSIBLE ACTION TO SELECT A COACH TO ASSIST THE BOARD WITH LONE STAR GOVERNANCE AND RELATED GOVERNANCE AND TEAM-BUILDING MATTERS

At its workshop on November 27, 2018, the Board of Education met with Mr. A.J. Crabill, Texas Education Agency deputy commissioner, and discussed the selection of a coach to assist the board with Lone Star Governance and other governance and team-building matters. The expectation would be that the coach would help the board, both as a corporate body and as individual board members, to effectively fulfill its policy-making and oversight role and responsibilities as set forth in law and in board policy, and to help the board work cohesively with a focus on improving student performance for all students in the district. The board discussed individuals who might serve as a coach, including Mr. Crabill, and the parameters for any such coaching relationship. The purpose of this item is to allow the board to continue to discuss and take action to select one or more persons to work with the board as a coach.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the selection of a person or persons to assist the board with Lone Star Governance and other governance and team-building matters, and authorizes the superintendent of schools or a designee to negotiate and execute a contract for such services, effective January 18, 2019.

Office of the Board of Education
Board of Education Meeting of January 17, 2019

Rhonda Skillern-Jones, President and District II Trustee

SUBJECT: APPOINTMENT OF HOUSTON INDEPENDENT SCHOOL DISTRICT REPRESENTATIVES TO TAX INCREMENT REINVESTMENT ZONES BOARDS OF DIRECTORS

The Houston Independent School District (HISD) participates in tax increment reinvestment zones (TIRZ) with the City of Houston. As a participant, HISD is entitled to appoint a representative to the board of directors of each zone, upon the preceding director's term expiration.

This agenda item is to authorize appointment of the following representatives on the indicated TIRZ boards of directors:

- Michael Roa – TIRZ 1 (St. George Place): This appointment is for a new two-year term of service which will expire in December 2020.
- Rodolfo Reyes – TIRZ 8 (Gulfgate): This appointment is for a new two-year term of service which will expire in December 2020.
- Lenora Sarola-Pohlman – TIRZ 12 (City Park): The previous term expired in December 2017. This appointment is to complete a two-year term of service which expires in December 2019.
- Victoriano Treviño III – TIRZ 15 (East Downtown): This appointment is to complete a two-year term of service following the resignation of the previous representative. The term will expire in July 2020.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the appointment of representatives to TIRZ boards of directors as listed, effective January 18, 2019.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
B-1	Appointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors	01-17-19
INITIATED BY: Diana Dávila, district VIII trustee		
BACKGROUND: On June 14, 2018, the board approved the appointment of Alan Johnston as representative on the tax increment reinvestment zone (TIRZ) 15 board. Mr. Johnston has resigned, and Diana Dávila as the board member from district VIII has nominated Victoriano Treviño III as his replacement. The term for the TIRZ 1 representative expired in December 2018. Anne Sung as the board member from district VII has nominated Michael Roa as a new representative for a two-year term. The term for the TIRZ 12 representative expired in December 2017. The previous representative remains on the TIRZ board until a new representative takes office. Anne Sung as the board member from district VII has nominated Lenora Sarola-Pohlman as a new representative to complete the current two-year term. The term for the TIRZ 8 representative expired in December 2018. Sergio Lira as the board member from district III has nominated Rodolfo Reyes as the representative for a new two-year term.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: None		

Office of the Board of Education
Board of Education Meeting of January 17, 2019

Rhonda Skillern-Jones, President and District II Trustee

SUBJECT: APPROVAL OF THE BOARD'S QUARTERLY SELF-EVALUATIONS, STAFF USE TRACKER, TIME USE TRACKER, AND QUARTERLY PROGRESS TRACKER IN ACCORDANCE WITH THE TEXAS EDUCATION AGENCY IMPLEMENTATION INTEGRITY INSTRUMENT

On August 10, 2017, the Houston Independent School District (HISD) Board of Education approved conducting self-evaluations using the Texas Education Agency (TEA) Implementation Integrity Instrument each quarter in pursuit of compliance with the Lone Star Governance continuous improvement timeline.

Approval of the eighth-quarter self-evaluations, Board Staff Use Tracker, Board Time Use Tracker, and Quarterly Progress Tracker is requested. Copies of the eighth-quarter Board Staff Use Tracker, Board Time Use Tracker, and the Quarterly Progress Tracker are attached, along with a sample copy of the Implementation Integrity Instrument.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals, and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the quarterly self-evaluations, Board Staff Use Tracker, Board Time Use Tracker, and Quarterly Progress Tracker, effective January 18, 2019.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
B-2	Approval Of The Board's Quarterly Self-Evaluations, Time Use Tracker, And Quarterly Progress Tracker In Accordance With The Texas Education Agency Implementation Integrity Instrument	01-17-19
INITIATED BY: Rhonda Skillern-Jones, President and District II Trustee		
BACKGROUND: As part of Lone Star Governance (LSG) requirements, the Board of Education quarterly submits self-evaluations and tracker documents. The eighth quarter of the LSG timeline ended with December.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: None		

Board's Staff Use Tracker

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (E.g. Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Superintendent	3			166	498
Senior Staff Members					
Chief Operating Officer	4	10	7	98	2058
Chief of Staff		4.5		98	441
Chief Financial Officer	2			98	196
Chief Governmental Relations & Strategy Officer	8.25			98	808.5
Chief Human Resources Officer	0.75			98	73.5
General Counsel	0.5	0.75		85	106.25
Deputy General Counsel	15	8.5		66	1551
Assistant General Counsel	1.95			62	120.9
Policy Analyst	5.75	0.75		26	169
Sr. Executive Admin. Assistant	4.25			29	123.25
Assistant Superintendent, Schools Choice	8			62	496
Interim Chief Academic Officer	1			98	98
Officer, Special Populations	1			66	66
Assistant Superintendent	8.5	3.25		66	775.5
Manager	5.25	3.25		40	340
Sr. Research Specialist	27	3.25		35	1058.75

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Other Staff					
Officer	16.5	23.75	4.5	73	2934.6
Executive Admin Assistant	2.75	0.25		26	71.5
Operations Administrative Officer	2	11.75	4.5	85	1168.75
Senior Manager	38	10	5	46	2438
Document Control Administrator	41	2	4	33	1551
General Manager	48	27	6	62	5022
Chief of Police	3	12		73	1095
Assistant Chief of Police		9		62	558
Manager	88	1		40	3560
Field Safety Inspector	5			20	100
Area Superintendent	12.25			85	1041.25
Lead Principal	1			46	46
Sr. Executive Admin. Assistant	2.25			29	65.25
Director	25			42	1050
School Support Officer	2			62	124
Totals					



Board's Staff Use Tracker

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (E.g. Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Superintendent	1.5			166	249
Senior Staff Members					
Chief Operating Officer	3.75			98	367.5
Chief of Staff		13.25		98	1298.5
Chief Financial Officer	2.25			98	220.5
Officer	38	18.5	3	73	4343.5
Executive Admin Assistant	8.75		1	26	253.5
Operations Administrative Officer	8	6.5	3	85	1487.5
Senior Manager	26	41	14	46	3726
Document Control Administrator	13	2	2	33	561
General Manager	96	43.5	14	62	9517
Chief of Police	2.5	5.5		73	584
Assistant Chief of Police	0.5	5.5		62	372
Manager	8	2.5		40	420
Senior Administrative Assistant	8			20	160
Transportation Reporting Administrator	4			26	104
Business Operations Team Lead	16			26	416

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Other Staff					
Area Manager, Maintenance	6			40	240
Maintenance Team Lead	6			29	174
Roofer	6			18	108
Administrative Assistant II	2			18	36
Corporal	5			29	145
Terminal Manager	23.5	19.5	24	42	2814
Manager, Multimedia	8	2.5		40	420
Strategic Communications Specialist		2.5		40	100
Area Manager, Transportation	0.5			26	13
Area Superintendent	4			85	340
School Support Officer	13			62	806
Senior Executive Admin. Asst.	0.5			29	14.5
Deputy General Counsel	1	4.5		66	1320
Sr. Executive Admin. Assistant	4.5			29	130.5
Assistant Superintendent, Schools Choice	2			62	124
Totals					



Board's Staff Use Tracker

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (E.g. Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Superintendent					
Senior Staff Members					
Chief Operating Officer		3		98	294
Chief of Staff		3.5		98	343
Chief Financial Officer	14.5			98	1377.5
Chief Governmental Relations & Strategy Officer	4.5			98	441
Chief Human Resources Officer	1			98	98
Officer	26.5	26.5	4.5	73	4197.5
Executive Admin Assistant	5.5	0.25		26	149.5
Operations Administrative Officer	9	8.5	4.5	85	1870
Senior Manager	30	30.5	7	46	3105
Document Control Administrator	9	1.5	2.5	33	429
General Manager	64	43.25	6.5	62	7052.5
Chief of Police		9.5		73	693.5
Assistant Chief of Police		9		62	558
Senior Administrative Assistant	11			20	220
Corporal	8			29	232

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Other Staff					
Captain	0.5	17.25		46	816.5
Police Officer		30.75		26	799.5
Police Sergeant		9.75		33	321.75
Security Guard		6.75		14	94.5
Construction Project Manager	1.5			40	60
Construction Services Representative	2			29	58
Architect	16			46	736
Director	9.25			42	388.5
School Support Officer	7			62	434
Area Superintendent	24	8		85	2720
Senior Manager, IT	0.5	10.5		66	726
Director, IT	2.5	30		66	2145
Sr. Executive Admin. Assistant	0.25			29	7.25
Assistant Superintendent	10.25			66	676.5
Manager	8			40	320
Totals					



Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision	Student Outcome Goal Setting			Selecting student outcome goals, GPMs, and/or targets
Vision	Student Outcome Goal Monitoring	41	3%	Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
Vision	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
Vision	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
Accountability	Superintendent Evaluation			Annual evaluation of superintendent/district performance
Accountability	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
Structure	Voting	161	10%	Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
Advocacy	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
Advocacy	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
Advocacy	Community Training	692	43%	Board-hosted and Board Member-led or co-led training on Lone Star Governance
Unity	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
Other	Other	722	44%	Any time spent on an activity that is not one of the above
Student Outcome Goal-focused Mins		41	3%	Student Outcome Goal Setting and Monitoring combined
Total Minutes		1616	100%	All minutes combined

Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision	Student Outcome Goal Setting			Selecting student outcome goals, GPMs, and/or targets
Vision	Student Outcome Goal Monitoring	156	14%	Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
Vision	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
Vision	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
Accountability	Superintendent Evaluation			Annual evaluation of superintendent/district performance
Accountability	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
Structure	Voting	55	6%	Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
Advocacy	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
Advocacy	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
Advocacy	Community Training			Board-hosted and Board Member-led or co-led training on Lone Star Governance
Unity	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
Other	Other	868	80%	Any time spent on an activity that is not one of the above
Student Outcome Goal-focused Mins		156	14%	Student Outcome Goal Setting and Monitoring combined
Total Minutes		1,079	100%	All minutes combined



Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision	Student Outcome Goal Setting			Selecting student outcome goals, GPMs, and/or targets
Vision	Student Outcome Goal Monitoring	57	9%	Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
Vision	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
Vision	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
Accountability	Superintendent Evaluation			Annual evaluation of superintendent/district performance
Accountability	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
Structure	Voting	190	31%	Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
Advocacy	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
Advocacy	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
Advocacy	Community Training			Board-hosted and Board Member-led or co-led training on Lone Star Governance
Unity	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
Other	Other	373	60%	Any time spent on an activity that is not one of the above
Student Outcome Goal-focused Mins		57	9%	Student Outcome Goal Setting and Monitoring combined
Total Minutes		620	100%	All minutes combined



Board's Quarterly Progress Tracker

Houston ISD 8th Quarter Reporting

Section	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Extra Meetings Needed	Total Points Possible
Vision 1				1			15
Vision 2				1			15
Vision 3				3			10
Vision 4				0.5			5
Accountability 1				1			15
Accountability 2	.5			0.5			5
Structure				0			15
Advocacy				0			10
Unity				0			10
Total	.5	0	0	7			100

Affirmations

By signing below, I affirm as a Board Member that this Lone Star Governance Quarterly Progress Tracker is complete and accurate.

Board Member	Initial Here To Affirm Adherence To All Board Operation Procedures	Signature
Rhonda Skillern-Jones Board President		
Jolanda Jones Board First Vice-President		
Anne Sung		
Sergio Lira		
Holly Maria Flynn Vilaseca		
Elizabeth Santos		
Susan Deigaard		
Diana Dávila		
Wanda Adams		



Implementation Integrity Instrument - Houston ISD

Quarter 8 - Board Self Evaluation

*Enter your District # 101912 .

*Please note that in order to earn the points for any one column, all of the conditions within the column must be true.

*For each row, select the column and fill in the blank space below with the number of points indicated.

Trustee District: _____

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Vision 1 Page 40						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Vision 2 Page 41						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	3	9	10	
Vision 3 Page 42						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	0.5	1	4	5	
Vision 4 Page 43						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Accountability 1 Page 44						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	0.5	1	4	5	
Accountability 2 Page 45						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Structure Page 46						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	3	9	10	
Advocacy Page 47						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	3	9	10	
Unity Page 48						

Total:

Office of the Board of Education
Board of Education Meeting of January 17, 2019

Rhonda Skillern-Jones, President and District II Trustee

SUBJECT: CONSIDER AND APPROVE ADDENDUM TO SUPERINTENDENT SEARCH CONTRACT WITH HYA FOR ADDITIONAL COMMUNITY ENGAGEMENT

At its regular meeting on October 11, 2018, the Houston Independent School District Board of Education approved a contract with Hazard, Young, Attea and Associates (HYA) to assist the board with its search for a superintendent of schools. In this approved contract, HYA is not charging a professional fee for up to ten days of consultant time for the search, and will be reimbursed for its costs and expenses. As part of this contract, HYA committed to update the community input received during the board’s 2016 search. The approved contract included the board option to conduct more extensive community engagement and stakeholder surveys, at a cost of \$20,000 for an additional ten days of consultant time, plus travel expenses, to be added to the contract as an addendum. In its meeting with HYA and discussion about the search, the board has indicated its support for additional and expanded community engagement, including translation of stakeholder surveys into languages other than English. The purpose of this item is to approve the addendum to the HYA contract for the additional community engagement.

COST/FUNDING SOURCE(S): The total cost for this addendum is not expected to exceed \$20,000.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1999000001	1090800003	AD41990000000000	6299000000	N/A	\$20,000

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the Addendum to the Superintendent Search Contract with HYA for Additional Community Engagement, effective January 18, 2019.

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of the Chief of Staff
Silvia Trinh, Chief of Staff

SUBJECT: APPROVAL TO INCREASE THE CONTRACT WITH TEA-APPROVED PROFESSIONAL SERVICE PROVIDERS FOR SUPPORT OF IMPROVEMENT REQUIRED, FORMER IMPROVEMENT REQUIRED, AND COMPREHENSIVE SCHOOLS DURING THE 2018–2019 SCHOOL YEAR

On June 14, 2018, the Houston Independent School District (HISD) Board of Education approved a contract with eight Texas Education Agency (TEA)-approved professional service providers (PSPs) for service to all HISD campuses designated Improvement Required (IR), former IR, and/or Comprehensive for the 2018–2019 school year as required by the TEA.

It is requested that the HISD Board of Education approves increasing the contract in the amount of \$75,000 to allow PSPs to work additional hours needed to provide assistance and oversight in building the capacity of campus and district leaders, teachers, and staff to understand the continuous improvement process and to identify and address gaps in the critical success factors.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$75,000.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Special Revenue Funds	2110000000	1070802004	PS11300000000000	6299000000	500000007703	\$75,000

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three HISD goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves increasing the contract amount with eight TEA-approved PSPs for support of IR, former IR, and Comprehensive schools during the 2018–2019 school year as required by the TEA, effective January 18, 2019.

EXECUTIVE SUMMARY

Board Agenda Item E-1

BOE Meeting: January 17, 2018

Board Item: Approval to Increase the Contract with TEA-Approved Professional Service Providers (PSPs) for Support of Improvement Required, Former Improvement Required, and Comprehensive Schools During the 2018–2019 School Year

Rationale: Request to increase contract by \$75,000 to allow required additional hours to provide assistance with the creation, implementation, and monitoring of targeted improvement plans. PSPs are an integral part of the continuous improvement process and provide valuable feedback and input to campuses during instructional rounds and campus leadership team meetings.

Cost: \$75,000

Funding Source: Special Revenue Funds (Title I)

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: APPROVAL OF VENDOR AWARDS FOR PURCHASES OVER \$100,000 AND RATIFICATION OF VENDOR AWARDS FOR PURCHASES UNDER \$100,000

The purpose of this item is to authorize vendor awards for purchases over \$100,000 and ratify vendor awards for purchases under \$100,000. Pursuant to Board of Education policy, contracts for purchases over \$100,000 are submitted to the Houston Independent School District (HISD) Board of Education for approval prior to the issuance of purchase orders and/or agreement letters. Procurement Services, authorized by board policy, enters into purchase agreements for bid projects less than \$100,000, subject to ratification by the Board of Education.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids are in compliance with minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders, the budgets to be charged, and a description of the items to be purchased. A copy of each tabulation is on file in Board Services.

COST/FUNDING SOURCE(S): Funds for these recommended actions will be necessary only one time.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to all five core initiatives of the district.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves vendor awards for purchases over \$100,000 and ratifies vendor awards for purchases under \$100,000, effective January 18, 2019.

**Approval of Purchases Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-08-20 – RFP / Crime Insurance – (Davis) – (Barajas)
Project Description	The purpose of this contract is to obtain crime insurance coverage in the event of losses due to forgery or alteration of checks, drafts, promissory notes, or similar written promises; theft, disappearance, and destruction of money and securities both inside and outside the premises for Risk Management. The average annual historical expenditure for this project has been \$71,189. The projected annual budget for this project is \$70,000, not to exceed \$350,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	2 / 2
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	\$350,000

Budget Information		
Fund	1999000001	Fund
Cost Center	1090800003	Cost Center
Functional Area	AD41990000000000	Functional Area
General Ledger	6429000000	General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Arthur J. Gallagher & Co.	B-25 %	T

**Approval of Purchases Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-09-03 – RFP / Various Paper – (Pleasant) – (Barajas) (Schad)
Project Description	The purpose of this contract is to obtain various types of paper (printing paper, copy paper, envelopes, etc.) to be utilized districtwide. The average historical expenditure for this project has been \$2,529,890 per year. The projected annual budget for this project is \$2,530,000, not to exceed \$12,650,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	52 / 6
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	\$12,650,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Brooks Duplicator Company	C-D	H
DD Office Products, Inc. dba Liberty Paper	A-100 %	OT
Lakeshore Equipment Company dba Lakeshore Learning Materials	C-1 %	O
Office Depot, Inc.	C-D	OT
Olmsted-Kirk Paper Co.	B-20 %	H
School Specialty Inc.	C-D	O

**Approval of Purchases Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-10-12 – RFP / Database Tracking System for Student Non-Instructional Needs – (Isom) – (Longoria)
Project Description	The purpose of this contract is to obtain a database tracking system for student non-instructional needs for the Wraparound Services Department. The projected annual budget is \$300,000, not to exceed \$1,500,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	128 / 1
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	\$1,500,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
ProUnitas, Inc.	NP	H

**Approval of Purchases Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-10-13 – RFP / Communications Support and Services – (Stansberry) – (Busby)
Project Description	The purpose of this contract is to obtain communication services and support districtwide. The plan will help the Houston Independent School District (HISD) achieve its goals to communicate, inspire, motivate, and improve faculty and staff engagement and build pride among students and families. The projected annual budget for this project is \$200,000, not to exceed \$1,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	296 / 6
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	\$1,000,000

Budget Information					
Fund	1993000000	Fund	1993010002	Fund	Various Schools and/or Departments
Cost Center	1040800200	Cost Center	1040803202	Cost Center	
Functional Area	AD51990000000000	Functional Area	AD51990000000000	Functional Area	
General Ledger	6299000000	General Ledger	6299000000	General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
CKP Communications	A-100%	H
Deutser LLC.	B- 30%	H
Satori Marketing	A - 100%	H
Strategy Creative Group LLC	A - 100%	H
The Donatto Group	A - 125%	H
TNR Accounting & Management Consulting LLC.	A - 100%	H

**Approval of Purchases Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-10-14 – RFP / Office Supplies and Related Items – (March) – (Barajas)
Project Description	The purpose of this contract is to obtain office supplies and related items districtwide. The average annual historical expenditure for this project has been \$4,375,954. The projected annual budget for this project is \$5,000,000, not to exceed \$25,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	97 / 8
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	\$25,000,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Butler Business Products, LLC.	A-100 %	H
Liberty Data Products, Inc. dba Liberty Office Products	C-D	H
Limitless Office Products	A-100 %	T
Office Depot, Inc.	C-D	O
School Specialty, Inc.	C-D	OT
Standard Office Products	A-100 %	H
Staples Contract & Commercial LLC operating as Staples Business Advantage	C-D	H

**Approval of Purchases Under \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-10-18 – RFP / Engineering Manufacturing Support – (Otukoya) – (Cruz)
Project Description	The purpose of this contract is to obtain products and services to support engineering and small batch manufacturing for the Career Readiness Department. The projected annual budget is \$1,000,000, not to exceed \$5,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	66 / 3
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	\$5,000,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
School Specialty	C-D	OT
Technical Laboratory Systems, Inc.	C-D	O
Transmit Receive Labs (TXRX Labs)	NP	H

**Approval of Interlocal Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-11-17-45 – Interlocal / Community Schools Professional Development (Austin ISD) – (Bellard) – (Longoria)
Project Description	The purpose of this interlocal contract is to obtain the services of Austin Voices for Education and Youth (AVEY) through Austin Independent School District (AISD) for the Wraparound Services Department. HISD’s Wraparound Services Department will work in partnership with AVEY to provide guidance and training to principals, teachers, and wraparound resource specialists about the best effective practices for instituting a community schools model using the community school standards. The projected annual budget for this project is \$30,000, not to exceed \$150,000 for the duration of the contract. This is an interlocal agreement with AISD in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx’s Viewed/ Received	
Project Term	The contract term is from January 18, 2019, through January 31, 2019, with four one-year renewal options, if AISD executes its contract renewal option, not to extend beyond January 31, 2023.
Amount not to Exceed (Project Term)	\$150,000

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O
		Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Austin Voices for Education and Youth		T

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-11-29-04 – Cooperative / Wireless Temperature Monitoring for Refrigeration – (Carroll-Johnson) – (Busby)
Project Description	The purpose of this cooperative contract is to obtain wireless temperature monitoring for refrigeration for the Nutrition Services Department. The projected annual budget is \$175,000, not to exceed \$700,000 for the duration of the contract. This is a cooperative agreement with the Harris County Department of Education / Choice Partners (HCDE/CP) utilizing cooperative contract number 18/056KD-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 18, 2019, through September 18, 2019, with three one-year renewal options, if HCDE executes its contract renewal options, not to extend beyond September 19, 2022.
Amount not to Exceed (Project Term)	\$700,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Digi International Inc. dba SmartSense		O

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-01-04 – Cooperative / Audiovisual Equipment & Accessories, Two-Way Radios, & Repairs – (Ford) – (Busby)
Project Description	The purpose of this cooperative contract is to obtain audiovisual equipment, two-way radios, accessories, and equipment repairs districtwide. The projected annual budget is \$312,500, not to exceed \$1,250,000 for the duration of the contract. This is a cooperative agreement with HCDE/CP utilizing cooperative contract number 18/056KD-29 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 18, 2019, through September 18, 2019, with three one-year renewal options, if HCDE/CP executes its contract renewal option, not to extend beyond September 18, 2022.
Amount not to Exceed (Project Term)	\$1,250,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Houston Communications, Inc.		H

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-03-01 – Cooperative / Athletics Sport Surface Repair, Renovation and Refinishing – (Porter) – (Longoria)
Project Description	The purpose of this cooperative contract is to repair, renovate, refinish, and resurface various indoor and outdoor sports surfaces districtwide. The average annual historical expenditure for this project is \$939,900. The projected annual budget is \$500,000, not to exceed \$2,500,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 560-18 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 18, 2019, through May 31, 2019, with four one-year renewal options, if BuyBoard executes its contract renewal option, not to extend beyond May 31, 2021.
Amount not to Exceed (Project Term)	\$2,500,000

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O
		Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
NAH Sports Flooring, LLC		T
Paragon Sports Constructors, LLC		O
PTI Sports & Recreation Construction		T

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-04-01 – Cooperative / Software Licensing – (Teer) – (Schad)
Project Description	The purpose of this cooperative contract is to renew the software licensing for Hayes IT TIPWeb and Hayes IM Textbook. TIPWeb is an enterprise asset inventory system used throughout the district to record and track fixed assets, and IM Textbook is an enterprise web-based textbook inventory management system used by the district to track textbooks in schools. The average annual historical expenditure for this project is \$238,846. The projected annual budget is \$272,000, not to exceed \$816,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 579-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	
Project Term	The contract term is from January 1, 2019, through December 31, 2019, with two annual renewal options, if BuyBoard executes its contract renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	\$816,000

Budget Information		
Fund	1993000000	Fund Various Schools and/or Departments
Cost Center	105080800	Cost Center
Functional Area	AD53990000000000	Functional Area
General Ledger	6249000000	General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Hayes Software System		O

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-05-01 – Cooperative / Technology Equipment, Supplies and Software – (Ford) – (Schad)
Project Description	The purpose of this cooperative contract is to obtain technology equipment, supplies, and software districtwide. The average annual historical expenditure for this project is \$215,448. The projected annual budget is \$220,000, not to exceed \$660,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 579-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 1, 2019, through December 31, 2019, with two annual renewal options, if BuyBoard executes its contract renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	\$660,000

Budget Information		
Fund	Various Schools and/or departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Newbart Products		H

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-06-01 – Cooperative / Technology Equipment, Supplies, Software, Telecommunications Products, Asset Disposal/Recovery – (Torres) – (Barajas)
Project Description	The purpose of this cooperative contract is to obtain technology equipment, supplies, and software to ensure school safety districtwide. The average annual historical expenditure for this project is \$89,060. The projected annual budget is \$100,000, not to exceed \$300,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing contract 579-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 1, 2019, through December 31, 2019, with two annual renewal options, if BuyBoard executes its contract renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	\$300,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Raptor Technologies, LLC		H

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-07-02 – Cooperative / Microsoft EES – (March) – (Schad)
Project Description	The purpose of this cooperative contract is to obtain districtwide software licensing for Microsoft software products including the Windows operating system, Office 365, Microsoft Azure, databases, SharePoint, antivirus, and server software. The average annual historical expenditure for this project is \$2,560,000. The projected annual budget is \$2,652,000. This is a cooperative agreement with DIR utilizing contract number DIR-TSO-4902 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 18, 2019, through January 17, 2020.
Amount not to Exceed (Project Term)	\$2,652,000

Budget Information		
Fund	1993000000	Fund
Cost Center	1050808000	Cost Center
Functional Area	AD53990000000000	Functional Area
General Ledger	6249000000	General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
SHI Government Solutions		O

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-08-01 – Cooperative / TestHound Assessment Software System – (Otukoya) – (Longoria)
Project Description	The purpose of this cooperative contract is to obtain a testing assessment software system. This provides accountability of managing and moving test materials. The average annual historical expenditure for this project is \$139,844. The projected annual budget is \$170,000, not to exceed \$510,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 579-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 1, 2019, through December 31, 2019, with two annual renewal options, if BuyBoard executes its contract renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	\$510,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Educational Advanced, Inc		OT

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-09-01 – Cooperative / Technology Equipment, Supplies, Software, Telecommunications Products, and Maintenance – (Ford) – (Schad)
Project Description	The purpose of this cooperative contract is to obtain hardware and software maintenance, services, and support for educational/instructional software, digital software, digital resources, and related items districtwide, including Manage Engine, and Hyena. The average annual historical expenditure for this project is \$89,060. The projected annual budget is \$37,000, not to exceed \$111,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing contract number 579-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	
Project Term	The contract term is from January 1, 2019, through December 31, 2019, with two annual renewal options, if BuyBoard executes its contract renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	\$111,000

Budget Information		
Fund	1993000000	Fund
Cost Center	1050808000	Cost Center
Functional Area	AD53990000000000	Functional Area
General Ledger	6249000000	General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
SHI Government Solutions, Inc.		T

**Approval of Cooperative Purchase Over \$100,000
Recommended for 1/17/2019 Board Agenda**

Project Information	19-12-10-01 – Cooperative / Educational/Instructional Technology Equipment, Supplies, Software, Digital Resources and Related Items – (Bellard) – (Longoria)
Project Description	The purpose of this cooperative contract is to purchase educational/instructional technology equipment, supplies, software, digital resources, and other related items districtwide. The average annual historical expenditure for this project is \$34,128. The projected annual budget is \$50,000, not to exceed \$150,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing contract 579-19 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx's Viewed/ Received	
Project Term	The contract term is from January 1, 2019, through December 31, 2019, with two annual renewal options, if BuyBoard executes its contract renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	\$150,000

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Dos Terra LLC dba Sibme		H
SmartSchool Systems		T
Texas Educational Solutions		T

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/17/2019 Board Agenda**

Project Information	14-08-01 – RFP / Bus/Vehicle Painting & Body Repair – (March) – (Busby) Term Extension
Project Description	The purpose of this amendment is to request a 90-day extension to cover the purchase of bus/vehicle painting and body repair. The project was originally approved by the board on December 11, 2014. The district applied the “Best Value” process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX’s Viewed/ Received	
Project Term	90-day extension
Amount not to Exceed (Project Term)	\$0

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
S.O.S. Collision, Inc.		H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/17/2019 Board Agenda**

Project Information	15-08-21 – RFP / Rental Space for Meetings, Conferences, Events, & Banquets – (Otukoya) – (Longoria) Term Extension
Project Description	The purpose of this amendment is to request a 90-day extension to obtain rental space for meetings, conferences, events, and banquets districtwide. The project was originally approved by the board on December 10, 2015. The district applied the “Best Value” process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFx’s Viewed/ Received	
Project Term	90-day extension
Amount not to Exceed (Project Term)	\$0

Budget Information		
Fund	Various Schools and/or Departments	Fund
Cost Center		Cost Center
Functional Area		Functional Area
General Ledger		General Ledger
I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
BlazinBrooks Management		H
Lilly Grove Missionary Baptist Church		H
Pyramid Community Development Corp dba The Power Center		H
RAC Conference Center, Inc.		H
SMG NRG Park		H
The Kingdom Builder Center		H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/17/2019 Board Agenda**

Project Information	15-10-22 – RFP / Automotive Batteries – (March) – (Busby) Term Extension
Project Description	The purpose of this amendment is to request a 90-day extension to obtain automotive batteries. The project was originally approved by the board on January 14, 2016. The district applied the “Best Value” process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx’s Viewed/ Received	
Project Term	90-day extension
Amount not to Exceed (Project Term)	\$0

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O
		Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Interstate Batteries		H
Thomas Bus Gulf Coast		H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/17/2019 Board Agenda**

Project Information	15-11-09 – RFP / Kitchen Production Supplies – (Carroll-Johnson, Rhonda D) – (Busby) Term Extension
Project Description	The purpose of this contract amendment is to execute a 120-day extension to purchase kitchen production supplies and consists of all necessary paper and plastic supplies and small wares needed for the Nutrition Services Department. The project was originally approved by the board on January 12, 2017. The district applied the "Best Value" process in selecting the suppliers to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	
Project Term	120 Day Extension
Amount not to Exceed (Project Term)	\$0

Budget Information		
Fund	7010010000	Fund Various Schools and/or Departments
Cost Center	5140832000	Cost Center
Functional Area	PS35990000000000	Functional Area
General Ledger	6399000000	General Ledger
I/O	I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
AceMart Restaurant Supply Company		T
Bioplanet Corp.		T
Calico Industries, Inc.		O
Daxwell Distribution LLC		H
Edward Don& Company		T
EVCO Partners LP dba Burgoon Company		T
Jadra dba Plastic Package, Inc.		O
Jake's Inc. dba Jake's Finer Foods		H
MyECOPlanet, LLC		H
Par-Pak, Inc dba WNA Houston		H
Pasco Brokerage, Inc.		T
Plascon Packaging, Inc.		O
Tele-Pak, Inc.		O
The Platinum Packaging Group		O
Wallace Packaging, Inc.		O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/17/2019 Board Agenda**

Project Information	18-06-10-04 – RFP / Snacks and Beverages – (Alatorre) – (Busby) Budget Information Amendment
Project Description	The purpose of this amendment is to add “Various Schools and/or Departments” to the budget information to purchase supplemental snack items for the Nutrition Services Department. The project was originally approved by the board on August 9, 2018. The district applied the “Best Value” process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX’s Viewed/ Received	
Project Term	
Amount not to Exceed (Project Term)	

Budget Information			
Fund	7010010000	Fund	7010010000
Cost Center	5140833000	Cost Center	5140832000
Functional Area	AD35990000000000	Functional Area	AD35990000000000
General Ledger	6399000000	General Ledger	6399000000
I/O		I/O	
		Fund	Various Schools and/or Departments
		Cost Center	
		Functional Area	
		General Ledger	
		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Sterling BV, Inc dba Buena Vista Food Products, Inc.		OT
J & J Snack Foods Sales Corp		OT
The Masters Distribution Systems Company, Inc.		T
JSB Industries, Inc dba Muffin Town		OT
MinMor Industries, LLC dba Notables		OT
The Safe + Fair Food Company LLC		OT
Truitt Family Foods, Inc.		OT

**Project Renewal
Recommended for 1/17/2019 Board Agenda**

Project Information	17-03-06 – RFP / Purchase of Tires, Repair of Tires & Retreads – (March) – (Busby) Project Renewal
Project Description	The purpose of this renewal is to continue to purchase new tires, repair of tires, and retreads, as well as other related parts and service for the Fleet Operations Department. The project was originally approved by the board on November 9, 2017. The average historical expenditure for this project has been \$618,230 per year. The projected annual budget for this project is \$333,333.33 per year, not to exceed \$1,000,000 for the duration of the contract. The district applied the “Best Value” process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
RFX’s Viewed/ Received	
Project Term	The contract term is from February 10, 2019, through November 9, 2019, with three annual renewal options after the initial contract term, not to extend beyond November 9, 2022.
Amount not to Exceed (Project Term)	\$1,000,000

Budget Information		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O
		Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Southern Tire Mart, LLC	C-D	OT

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: APPROVAL OF CURRENT AND ANTICIPATED DONATIONS FOR DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE, EXECUTE, AND AMEND NECESSARY CONTRACTS ASSOCIATED WITH THESE DONATIONS

In accordance with board policy, all donations in aggregate of \$5,000 or more must be approved by the Houston Independent School District Board of Education.

The attachment reflects a summary of proposed donations.

COST/FUNDING SOURCE(S): Shown on the attached list.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed donations for districtwide and school-specific programs and authorizes the superintendent or a designee to negotiate, execute, and amend necessary contracts, effective January 18, 2019.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Port of Houston Authority	Port Houston Elementary School (ES)	Other Operating Costs/Travel	\$5,000

The Port of Houston Authority has donated \$5,000 to Port Houston ES. The funds will be used to pay for the 5th grade college tour and end-of-year field experiences. The Port of Houston Authority has a history of supporting Port Houston ES. The donation can only be used for the purpose specified.

BP America Inc. via Houston Independent School District (HISD) Foundation	Energy Institute High School (HS)	Technology Supports	\$10,000
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BP America Inc. has donated \$10,000 to Energy Institute HS via the HISD Foundation to promote and facilitate exploration and hands-on learning at the campus. BP America Inc. has a history of supporting Energy Institute HS. These funds are to be used for technology support. The donation can only be used for the purpose specified.

Praxair, Inc., via HISD Foundation	Gregory Lincoln Education Center	Supplies and Materials, Technology Supports	\$7,500
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Praxair, Inc., has donated \$7,500 to Gregory Lincoln Education Center via the HISD Foundation to support the establishment of the school's science, technology, engineering, and mathematics (STEM) program designed to expose children to STEM careers and resources. Praxair, Inc. chose to make a donation to Gregory Lincoln Education Center based on a recommendation from an employee at the company who has a nephew enrolled in the school. These funds are to be used for supplies and materials and technology support. The donation can be used only as specified.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Chris Brown	MacGregor ES	Supplies and Materials	\$20,000 (in-kind)

Chris Brown has donated school supplies valued at \$20,000 to MacGregor ES to be distributed as needed to students across the campus. Chris Brown’s father, Peter Brown, was a neighbor to the school and passed away last year. Peter Brown donated school supplies to the school for many years. Chris Brown has proudly donated to the school in honor of his father. This donation can only be used for the purpose specified.

Good Sports Inc.	Health and Physical Education Department, Chavez HS, Furr HS, Madison HS, Milby HS, North Forest HS, Northside HS, Washington HS, Westbury HS, Westside HS, and Wisdom HS	Physical Education Supplies and Materials	\$10,200 (in-kind)
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Good Sports Inc. has donated physical education supplies and materials to the Health and Physical Education Department and the 10 high schools listed above to be used in their physical education programs. The value of the donated supplies and materials per high school campus is \$1,020 for a total donation value of \$10,200. Each school is receiving the following: two large infinity pop-up goals, two sets of 25 small disc cones, 24 adult pinnie #1 scrimmage vests, 24 adult pinnie #2 scrimmage vests, three off-street shot basketballs, three INT street shot basketballs, four National Collegiate Athletics Association Copia basketballs size 5, four National Football League All Pro composite (official) footballs, three Pro Tour volleyballs, one set of Throw Down Bases, two packs of six whiffle balls, two 29.5 poly bats, 10 red adult flag football belts (medium 28"–38"), 10 blue adult flag football belts (medium 28"–38"), and one mesh equipment bag (with logos). Good Sports Inc. has a history of donating physical education supplies and materials to HISD schools. Good Sports Inc. selected the ten high schools based on identifying high schools with free and reduced lunch rates of 40% or higher on the niche.com website. The donated physical education supplies and materials may only be used as specified.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Port of Houston Authority	Navarro Middle School (MS)	Supplies and Materials, Other Operating Costs/Travel and Fees	\$5,000

The Port of Houston Authority has donated \$5,000 to Navarro MS. The funds will be used to support the maritime program and to pay for travel to field experiences, supplies and materials and fees for student certification exams. The Port of Houston Authority has a history of supporting Navarro MS. The donation can only be used for the purpose specified.

Oak Forest ES Parent Teacher Association (PTA)	Oak Forest ES	Payroll/Personnel	\$25,000
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The Oak Forest ES PTA has donated \$25,000 to Oak Forest ES. The funds will be used for hourly pay for three current positions – counselor, band director, and assistant coach. The donation can only be used for the purpose specified.

Oak Forest ES PTA	Oak Forest ES	Other Operating Costs/Travel	\$10,000
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The Oak Forest ES PTA has donated \$10,000 to Oak Forest ES. The funds will be used to pay for student field experiences. The donation can only be used for the purpose specified.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
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Capitol One Bank	Strategic Partnerships	Other Operating Costs/Travel	\$10,000
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Capital One Bank has provided \$10,000 to the Strategic Partnerships Department. The purpose of this donation is to support *Extra STEAM*, a program designed to supply funding for the transportation needs of students who participate in science, technology, engineering, and mathematics (STEAM)-aligned field trips or programs in 2019. *Extra STEAM* will support five HISD Achieve 180 high schools: Kashmere, North Forest, Washington, Wheatley, and Worthing. These schools are among those slated to receive priority support from district leadership and centralized assistance from various departments. The donation can only be used as specified.

Mark Twain ES Parent Teacher Organization (PTO)	Mark Twain ES	Payroll/Personnel, Supplies, and Materials	\$28,500
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The Mark Twain ES PTO has donated \$28,500 to Mark Twain ES. The funds will be used to support the International Baccalaureate Primary Years Programme, including pay to continue the current hourly support staff, supplies, and materials. The donation can only be used for the purpose specified.

Mark Twain ES PTO	Mark Twain ES	Supplies and Materials, Technology Supports	\$30,000
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The Mark Twain ES PTO has donated \$30,000 to Mark Twain ES. The funds will be used to support technology needs of the school, including hardware, software, iPads, online resources, supplies, and materials.

Total Value of Donations: 161,200

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: ACCEPTANCE OF GRANT FUNDS IN SUPPORT OF DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE AND EXECUTE CONTRACTS REQUIRED UNDER THE GRANTS

In accordance with board policy, all grant funds in aggregate of \$5,000 or more must be approved by the Houston Independent School District Board of Education.

The attachment reflects a summary of grants awarded to HISD.

COST/FUNDING SOURCE(S): Shown on the attached list.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education accepts the proposed grant funds for districtwide and school-specific programs and authorizes the superintendent of schools or designee to negotiate and execute contracts required under the grants, effective January 18, 2019.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Schlumberger Technology Corporation via Houston Independent School District (HISD) Foundation	Young Women's College Preparatory Academy (YWCPA) Energy Institute High School (HS)	Supplies and Materials, Other Operating Costs/Travel	\$10,000

Schlumberger Technology Corporation via the HISD Foundation has awarded a grant of \$10,000 to YWCPA and Energy Institute HS for supplies and materials, travel, and instruction. These funds are to be used for materials and travel for YWCPA (\$5,000) and science, technology, engineering, and mathematics (STEM), National Society of Black Engineers, robotics, and coding instruction for Energy Institute HS (\$5,000). Schlumberger Technology Corporation has a history of supporting both YWCPA and Energy Institute HS. The grant funds can only be used for the purpose specified.

<u>Lamar Business Resource Council via HISD Foundation</u>	<u>Lamar HS</u>	<u>Professional Development to Develop a Team-building Culture</u>	<u>\$10,000</u>
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The Lamar Business Resource Council via the HISD Foundation has awarded a grant of \$10,000 to Lamar HS to support the school in developing a culture of team-building on campus. A critical component of this effort will be the use of the Gallup Teacher Insight Survey, along with support from their consultant. Data gathered will allow the leadership at Lamar to ascertain the strengths of their teachers and how best to create teams of teachers that complement one another and will be most likely to work successfully together. Funds can only be used for this purpose.

Total Value of Grants: ~~\$10,000~~ \$20,000

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: RATIFICATION OF USE OF SELF-INSURANCE RECOVERY FUND FOR FURR HIGH SCHOOL

On November 15, 2018, Furr High School reported flooding which occurred on the second floor causing damage to the gymnasium floor. The flooding was due to a defective clay valve. Restoration services were called in for water damage cleanup. Contractors were called to repair the defective clay valve and to replace the damaged gymnasium floor.

This agenda item seeks ratification by the Houston Independent School District (HISD) Board of Education to use the Self-Insurance Recovery Fund (SIRF) to fund all clean up and repairs.

COST/FUNDING SOURCE(S): The cost of this action will not exceed \$150,000 and will be paid from the SIRF for insurance-related damages.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
SIRF	1999010000	1014004000	AD51990000000000	6249000000	N/A	\$7,392.52
SIRF	1999010000	1014004000	AD51990000000000	6629190000	N/A	\$2,410.45
SIRF	1999010000	1014004000	AD51990000000000	6629190000	N/A	\$139,500.00

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action. It also helps to ensure student health, safety, and well-being, and helps to increase organizational efficiency.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education ratifies use of the SIRF for Furr High School, effective January 18, 2019.



HISD

Houston Independent School District
 Risk Management Department
 6351 Pinemont Drive Rt. 1 Suite 219
 Houston, TX 77092-3205
 Telephone: 713-556-9225 / Fax: 713-556-9244

EXECUTIVE SUMMARY

RATIFICATION FOR USE OF THE SELF-INSURANCE RECOVERY FUND (SIRF) TO FUND THE CLEAN UP AND REPAIRS AT FURR HIGH SCHOOL

DEPARTMENT REQUESTOR

**CANDICE WILSON, INSURANCE MANAGER, RISK MANAGEMENT
 WM. EARL FINLEY, SR. MANAGER OF RISK MANAGEMENT**

BACKGROUND/GENERAL INFORMATION

- What's Covered:** The SIRF was established to assist schools and departments with unexpected losses and to provide a source of funds in the event of a major property loss so that the district can take immediate actions to resume operations. Risk Management reviews all requests for use of the SIRF. Any loss with payments in excess of \$100,000 requires the approval of the Board of Education.
- Event:** On November 15, 2018, Furr High School reported flooding which occurred on the second floor causing damage to the gymnasium floor. The flooding was due to a defective clay valve. Restoration services were called in for water damage cleanup. Contractors were called to repair the defective clay valve and to replace the damaged gymnasium floor.
- Cost:** The cost of this action will not exceed \$150,000 and will be paid from the SIRF for insurance-related damages. There is a \$5,000 deductible for high schools.
- Vendor(s):**
- Proposal price(s):
 - AMS (repairs) - \$2,410.45
 - Blackmon Mooring (water restoration)- \$7,392.52
 - Bauer Sport Floors-\$139,500.00

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

SUBJECT: ADOPTION OF PENALTY ON TAX YEAR 2018 DELINQUENT TAXES AND ALL SUBSEQUENT TAX YEARS FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT IN ACCORDANCE WITH SECTION 33.07 OF THE TEXAS PROPERTY TAX CODE

Section 33.07 of the Texas Property Tax Code allows a taxing unit to add an additional amount not to exceed 20 percent of the amount of delinquent taxes, penalties, and interest to each delinquent tax account due and remaining delinquent on July 1 of each year if the taxing unit has contracted with an attorney to collect delinquent taxes. The Houston Independent School District (HISD) is under contract with a delinquent tax collection firm and has imposed an additional penalty each year to defray collection costs.

This agenda item allows for the attachment of the Section 33.07 penalty to tax year 2018 and all subsequent tax years.

Imposition of these penalties allows HISD to retain all delinquent base taxes plus regular penalties and interest, and to pay the delinquent tax collection firm from the additional collections imposed under Section 33.07.

The Resolution and Ordinance relating to adoption of the Section 33.07 20-percent penalty on delinquent taxes can be reviewed on the attachment and is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 4: Data-Driven Accountability. It also supports the mission, vision, and beliefs of the district established by the Board of Trustees.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the Resolution and Ordinance adopting a 20-percent penalty under Section 33.07 of the Texas Property Tax Code on tax year 2018 delinquent property taxes and all subsequent tax years delinquent property taxes for HISD, effective January 18, 2019.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION AND ORDINANCE
RELATING TO APPROVAL OF SECTION 33.07 PENALTY
UNDER THE TEXAS PROPERTY TAX CODE FOR DELINQUENT TAXES OF
THE HOUSTON INDEPENDENT SCHOOL DISTRICT**

WHEREAS, Section 33.07 of the Texas Property Tax Code authorizes a taxing unit to add an additional penalty not to exceed twenty percent (20%) of the amount of delinquent taxes, penalty, and interest to each delinquent tax account that becomes delinquent on or after February 1 of the year but not later than May 1 of that year, and that remain delinquent on July 1 of the year in which they become delinquent, if the taxing unit has contracted with an attorney pursuant to Section 6.30 of the Texas Property Tax Code; and

WHEREAS, the Houston Independent School District is under contract with a law firm pursuant to Section 6.30 of the Texas Property Tax Code; and

WHEREAS, the Board of Education of the Houston Independent School District has determined that such twenty percent (20%) penalty shall be added to those taxes of the Houston Independent School District, and on any such taxes on properties that may be added to the jurisdictional boundary of the Houston Independent School District in the future, and said Board by vote taken and passed on January 17, 2019 has voted to impose such twenty percent (20%) penalty on those taxes for the Houston Independent School District, and on any such taxes on properties that may be added to the jurisdictional boundary of the Houston Independent School District in the future, that become delinquent on or after February 1 of the year but not later than May 1 of that year and that remain delinquent on July 1, for the tax year 2018 and for all subsequent tax years.

THEREFORE, BE IT RESOLVED AND ORDAINED THAT:

All of the above paragraphs are incorporated and made a part of this Resolution and be it,

RESOLVED and ORDAINED that the Board of Education of the Houston Independent School District has approved and does hereby pass, approve, authorize and declare that all tax year 2018 taxes, and on all subsequent tax years' taxes, for properties currently within the jurisdictional boundary of the Houston Independent School District, and on any such taxes on properties that may be added to the jurisdictional boundary of the Houston Independent

School District in the future, not otherwise subject to Section 33.11 of the Texas Property Tax Code, that become delinquent on or after February 1, 2019 but not later than May 1, 2019 and that remain delinquent on July 1, 2019, for the tax year 2018, and that become delinquent on or after February 1 but not later than May 1 and that remain delinquent on July 1 for all subsequent tax years, shall incur an additional penalty to defray costs of collection in the amount of twenty percent (20%) of the taxes, penalties and interest due, pursuant to Section 33.07 of the Texas Property Tax Code.

PASSED, APPROVED, AND ADOPTED this 17th day of January, 2019.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By _____,
_____, President
Board of Education

ATTEST:

_____, Secretary
Board of Education

Board Item Executive Summary**Purpose:**

§33.07 of the Texas Property Tax Code allows for imposition of an additional penalty for the collection of delinquent taxes, penalties, and interest to defray the costs of collection if a taxing unit has contracted with an attorney pursuant to Section 6.30 of the Texas Property Tax Code. These penalties allow the Houston Independent School District (HISD) to retain all delinquent base taxes plus regular penalties and interest, and to pay the delinquent tax collection firm from the additional collections imposed under Section 33.07. The purpose of this item is to allow attachment of the 33.07 penalty to tax year 2018 and all subsequent tax years.

Prerequisites:

This applies to taxes that become delinquent on or after February 1 of a year, but not later than May 1 of that year, and that remain delinquent on July 1 of the year in which they become delinquent, and the taxing unit has contracted with an attorney under Section 6.30 of the Texas Property Tax Code for collection of delinquent taxes.

HISD has contracted with a delinquent tax attorney pursuant to Section 6.30 of the Texas Property Tax Code. Upon approval of this item, the Harris County Tax Office will be notified and the tax office will send the appropriate notice of delinquency and penalty to the affected property owners at least 30 and not more than 60 days before July 1. This penalty will attach on July 1.

Board Meeting Requirements:

The Board of Education adopts and authorizes the penalty under Texas Property Tax Code Section 33.07.

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Finance
Rene Barajas, Chief Financial Officer

**SUBJECT: APPROVAL OF INITIAL APPLICATION FOR DISASTER ASSISTANCE
– REDUCTION IN CHAPTER 41 RECAPTURE PAYMENTS**

On August 23, 2017, Governor Abbott declared 30 Texas counties as disaster areas ahead of Hurricane Harvey, including Harris County. The Houston Independent School District sustained damage to over 200 schools. At least 75 schools had major or extensive damage, six schools were relocated, and four campuses are being rebuilt due to significant damage.

To respond to this disaster the district has spent \$75,609,239.23 and has received reimbursements from insurance of \$47,840,631.48 and federal grant proceeds of \$12,453,464.46 leaving an unreimbursed balance of \$15,315,233.29.

As of June 30, 2018	Part 1 Application 2017-2018
Total Costs	\$ 75,609,329.23
Received from insurance	(47,840,631.48)
Charged to federal restart grant (transportation and overtime)	<u>(12,453,464.46)</u>
Amount requested in recapture reduction	<u>\$ 15,315,233.29</u>

Texas Education Code Chapter 41.0931 – Disaster Remediation Costs provides for a reduction in recapture payments for unreimbursed disaster remediation costs that a district incurs responding to a disaster. The reduction to the district’s recapture in the amount of \$15,315,233.29 is being requested of the Texas Education Agency (TEA).

The district will be required to file an annual report with the TEA to settle any additional payments received from insurance, the Federal Emergency Management Agency (FEMA), or federal grants that reimburse the district for any costs claimed in this application.

The reduction in recapture will go into the district’s unassigned fund balance that was used to reimburse the district’s insurance reserve at the end of the 2017–2018 school year.

The application is attached.

COST/FUNDING SOURCE(S): Reduction in recapture payments

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This item allows HISD to fulfill its purposes, strategic intent, goals, and core values; supports all three district goals; and is aligned to all of HISD's core initiatives.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the *Initial Application for Disaster Assistance*, effective January 18, 2019.

Executive Summary

Purpose:

Sec. 41.0931 of the Texas Education Code allows for the reduction of recapture payments for unreimbursed disaster remediation costs.

Sec. 41.0931. DISASTER REMEDIATION COSTS. (a) This section applies only to a district all or part of which is located in an area declared a disaster area by the governor under Chapter 418, Government Code, and that incurs disaster remediation costs as a result of the disaster.

(b) Subject to Subsection (c), for the two-year period following the date of the governor's initial proclamation or executive order declaring a state of disaster, the total amount required to be paid by a district for attendance credits under Section 41.093 is reduced by the amount of any disaster remediation costs that the district pays during that period and does not anticipate recovering through insurance proceeds, federal disaster relief payments, or another similar source of reimbursement.

(b-1) Expired.

(c) To receive a reduction under this section, a district must provide the commissioner with acceptable documentation of disaster remediation costs paid by the district.

(d) The commissioner shall adopt rules necessary to implement this section, including rules defining "disaster remediation costs" for purposes of this section and specifying the type of documentation required under Subsection (c).

(e) Notwithstanding any other provision of this section, the commissioner may permit a district to use funds available to the district as a result of a reduction under this section to pay the costs of replacing a facility instead of repairing the facility. The commissioner shall ensure that a district that elects to replace a facility does not receive a reduction that exceeds the lesser of:

- (1) the amount that would be available to the district if the facility were repaired; or
- (2) the amount necessary to replace the facility.

Prerequisites:

The district is required to submit to the Texas Education Agency an application with documentation for the reimbursement of disaster costs to be reviewed by the Commissioner of Education.

Following any granted reduction in recapture the district must file an annual report for any reimbursements received and remit payment back to the Texas Education Agency.

The district may file additional applications as needed. The application for reimbursements related to the rebuild campuses is still being discussed with the Texas Education Agency and will be brought forward to the Board of Education when ready.

Board Meeting Requirements:

The board is required to approve applications for reimbursement and reduction in recapture as well as the future annual reports before they are submitted to the Texas Education Agency.

Texas Education Agency

APPLICATION FOR DISASTER AID ASSISTANCE

Texas Education Code (TEC), §41.0931, Texas Administrative Code (TAC) §61.1014

Applies to a school district located in an area declared a disaster area by the governor under Chapter 418, Government Code, and that incurs disaster remediation costs as a result of the disaster. During the two-year period following the date of the governor’s initial proclamation or executive order declaring a state of disaster, an eligible district may submit an application for disaster aid assistance in remediation of costs paid by the district. Any relief payment made by TEA will be offset by any payments received or expected to be received by the district from federal, other state, or other sources for those costs.

General Guidance

Eligibility:

1. Must be a school district all or part of which is located in an area declared a disaster by the governor.
2. Must have incurred and paid disaster remediation costs during the two-year period following the date of the governor’s initial proclamation or executive order declaring a state of disaster that the district does not anticipate recovering through insurance proceeds, federal disaster relief payments, or another similar source for reimbursement.
3. The district purchases attendance credits under TEC, §41.091. Districts that offset recapture costs against its Chapter 42 funds are not eligible.

Definitions:

Disaster Remediation Costs are costs incurred by a school district for replacing facilities, equipment, and supplies needed to provide instruction as a location where students eligible for FSP funding regularly attend classes.

Paid Disaster Remediation Costs are costs that are paid or remitted resulting in an outflow of cash in exchange for goods or services evidenced by an invoice, receipt, voucher, or other such document, and in accordance with standards found in the Financial Accountability System Resource Guide adopted by reference in §109.41 of this title (relating to Financial Accountability System Resource Guide) and TEC, §42.2524(b), (e), and (h), that the school district does not anticipate recovering through insurance proceeds, federal disaster relief payment, or another similar source of reimbursement in accordance with TEC, §41.0931(b), and that were paid during the two-year period following the governor’s initial proclamation or executive order declaring a state of disaster.

Reporting Requirement

Annually the school district board and superintendent shall provide a certified report on a form prescribed by the TEA until all insurance proceeds, federal disaster relief, or other similar sources of reimbursements related to the disaster are finalized. On the report, the school district shall identify any insurance proceeds, federal disaster relief payments, or other similar sources of reimbursement that the school district received for which the school district previously received a credit against student attendance credits under TEC, §41.093, and this program. The school district is required to refund the Foundation School Program the full amount for any payment received.

Finalization of Award

When the school district determines that all insurance proceeds, federal disaster relief payments, or other similar sources of reimbursement that the school district anticipates receiving are finalized and there are no pending claims, the school district board and superintendent shall certify to the TEA in writing that the annual report is no longer necessary and disaster reporting is finalized.

CDN

District

Address

City/
County

Contact

Email

Complete and Submit Spreadsheet Provided with Supporting Documentation

Cost Associated with Disaster Relief Application

Costs that are paid or remitted resulting in an outflow of cash in exchange for goods or services evidenced by an **invoice, receipt, voucher, or other such document**, and in accordance with standards in the Financial Accountability System Resource Guide adopted by reference in §109.41 of this title (relating to Financial Accountability System Resource Guide) and TEC, §42.2524(b), (e), and (h), that the school district does not anticipate recovering through insurance proceeds, federal disaster relief payment, or another similar source of reimbursement in accordance with TEC, §41.0931(b), and that were paid during the two-year period following the governor's initial proclamation or executive order declaring a state of disaster.

Disaster Remediation Costs Computation

The total amount of the credit cannot exceed the total amount required to be paid by the school district for attendance credits under TEC, §41.093, during the two-year period following the date of the governor's initial proclamation or executive order declaring a disaster. This credit limit will be recalculated each May of the two school years for which the credit can apply. No changes to the size of the credit will be made for that school year after that time. The amount of credits to be paid by the school district under TEC, §41.093, will be reduced by the amount of any disaster remediation costs that the school district paid during the two-year period following the governor's initial declaration of a disaster or executive order. Prior to providing a credit, TEA may request additional documentation.

Certification

I acknowledge that all paid disaster remediation costs for which the school district is seeking reimbursement qualifies as paid disaster remediation costs and that the school district does not anticipate recovering these payments through insurance proceeds, federal disaster relief payments, or another similar source of reimbursement, and will continue to make efforts to seek reimbursement as allowable or appropriate. I also acknowledge that the school district shall maintain all documents supporting the information supplied in this application for the purpose of any future inquires or audits, and that the school district is subject to an audit by the TEA until two years after the school district certifies to the TEA in writing that the disaster is finalized and closed.

Signature of President, Board of Education

Date

Signature of Secretary, Board of Education

Date

Signature of Superintendent

Date

Remit by email to sfinance@tea.texas.gov

Submit a separate application, spreadsheet, invoices, receipts, vouchers, or other such documents for each disaster

Disaster Remediation Costs

Disaster	Hurricane Harvey
Date of Disaster	<u>August 25, 2017</u>
Date of Initial Proclamation or Executive Order	<u>August 23, 2017</u>

Period Covered - Two-year period following the governor's proclamation or executive order declaring a state of disaster. August 25, 2017 through June 30, 2018

Total Disaster Remediation Costs \$75,609,329.23

Unreimbursed Disaster Remediation Costs

	Explanation - Why costs were not covered by insurance, federal relief or other
Costs not yet reimbursed	\$22,219,030.33 We are more than a year beyond the storm and this is the amount that we have not yet received reimbursement. At this time there are no pending payments from Insurance or FEMA. Insurance has only provided advances at this time and have not yet actually paid specific claims. See attachment "Chapter 41.093 Initial Application Support 2018-12" for a reconciliation of these costs.
Total Costs	\$22,219,030.33

Total costs reimbursed from insurance proceeds, federal disaster relief payments, or other sources	\$60,294,095.94
Balance of unreimbursed disaster expenses	\$15,315,233.29
Total costs the school district is seeking to reduce attendance credits under TEC, §41.093	\$15,315,233.29

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Legal Services
Elneita Hutchins-Taylor, General Counsel
Julia Dimmitt, Chief Human Resources Officer

**SUBJECT: CONSIDERATION AND APPROVAL OF CONTINUING CONTRACT
TEACHING FIELDS FOR REDUCTION IN FORCE**

Annually, this item is brought forward to facilitate the ability of schools and departments to implement a reduction in force for teachers and other employees holding a continuing contract. Board Policy DFFC(LOCAL), *Reduction in Force: Continuing Contracts*, requires that in order to implement a reduction in force impacting employees on a continuing contract, the superintendent must identify for board approval the teaching fields that may be affected. This agenda item includes the teaching fields for elementary and secondary schools, as well as certain positions in the central office. By approval of these teaching fields, the Board of Education gives district schools and departments the flexibility to reduce staff, make program changes, reorganize staff, and take steps to implement a budget reduction, if necessary.

Program change is defined by board policy as: “any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or District wide.” Campuses and departments may need to utilize this process for the 2019–2020 school year.

This item does not require that any school or department make any specific cuts, nor does this item identify specific employees to be impacted. In the event a school or department determines that a reduction in force is necessary, the names of the impacted individuals will be brought back to the board as a separate personnel agenda item.

In addition to the annual staffing changes recommended by schools and departments, the 2019–2020 school year will be impacted by other factors. Potential changes to the funding and staffing formulas for schools will impact individual campuses. Should campuses need to reduce staff, the reduction in force process will need to be implemented.

Employees currently assigned in critical shortage areas will not be subject to a reduction in force; however, they may be displaced from their current assignment to a different assignment within the district. Critical shortage areas that remain a district priority are as follows: English as a Second Language (ESL), secondary math 7–12, secondary science 7–12, secondary English 7–12, bilingual education, and special education

critical shortage areas limited to autism, behavior support classroom (BSC), behavior class instructor, life skills, deaf education, and preschool program for children with disabilities (PPCD).

Factors that impact the need for a reduction in force include:

- Budget cuts resulting from the district's recapture payment to the state.
- Change in campus staffing/funding models.
- Anticipated lower enrollments for the 2019–2020 school year at certain campuses.
- Recommended program changes related to the need to improve and/or meet academic needs on some campuses and in some departments.
- Recommended reorganizations based on the needs of the department or campus, including budget adjustments.
- Recapture of district funds necessitating campus and/or departmental reduction in staff.

The superintendent has determined that reorganization and/or program change will be required to meet the needs of students on some campuses and in some departments during the 2019–2020 school year.

The teaching fields to be impacted are listed below:

ELEMENTARY SCHOOLS AND K–8

- Assistant Principal
- Department Chair
- Dean of Instruction
- Elementary certified teacher
- Early Childhood/Pre-kindergarten
- Museum Teacher
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Special Education (Non-critical shortage areas)
- Librarian
- Art
- Music
- Band
- Orchestra Music
- Choral Music
- Spanish
- French
- World Languages

- Chapter I
- Nurse
- Counselor
- Counselor, Elementary
- Physical Education
- Fine Arts
- Instructional Coordinators
- Other contracted positions (Title I Coordinator, Magnet Coordinator, etc.)
- Multi-grade Teacher
- Computer/Technology Teacher
- Special Education Co-teacher
- Special Education Resource
- Special Education SC MI
- Special Education Math
- Special Education Reading
- Special Education Pre-kindergarten
- Special Education English
- Speech
- Reading/Language Arts
- Social Studies
- Teacher Specialists
- Intervention Teachers
- Multilingual Program Specialists
- Teacher Coordinator
- Teacher Coordinator (11-months)

MIDDLE SCHOOLS AND K–8, ALTERNATIVE AND HIGH SCHOOLS

- Core Content Teachers and Specialists
- Reading
- Department Chair
- Theater
- Dance
- Band
- Choral Music
- Music
- Orchestra Music
- Art
- Secondary subject areas
- Social Studies
- English/Language Arts
- Physical Education
- Fine Arts
- Spanish
- French

- Language Arts
- Computer/Technology Teacher
- Health
- History
- Journalism
- World languages; each of the following is a separate teaching field: Arabic, French, German, Hebrew, Japanese, Vietnamese, Latin, Italian, Russian, Spanish, Mandarin Chinese, Chinese, Hindi, Exploratory Language, American Sign Language
- Nurse and other health services
- Librarian
- Counselor
- Counselor, Secondary
- Coordinator
- Instructional Specialist
- Play It Smart Coach
- Special Education Co-teacher
- Special Education Resource
- Special Education SC MI
- Special Education Math
- Special Education Reading
- Special Education Pre-Kindergarten
- Special Education English
- Special Education VAC
- Teacher, Multi-grade
- Career and Technology Education (CATE) programs; each of the following is a separate teaching field: Advertising and Design; Automotive Collision and Repair; Automotive Technology; Aviation; Career Prep/Co-Op; Cosmetology; Computer Maintenance/Networking; Construction; Criminal Justice; Culinary and Hospitality; Drafting; Education and Training; Electronics (Engineering); Graphic Arts; Health Science; Heating, Ventilation, and Air Conditioning; Maritime; Marketing; Media Technology; Mill and Cabinetry; Petrochemical; Photography; Plumbing; Small Engine Repair; Welding; Agriculture; Business Education; Family and Consumer Service; Skills for Living/Family and Consumer Science; Typing/Touch Data Systems; Data Processing; Office Education; Typing; Trades and Industries; Maintenance; General Business
- Ancillary
- Instructional Support
- Special Education (Non-critical shortage areas)
- Special Education with specific endorsement or special certification
- Lead Teacher
- Electives
- College Access Coordinator
- Dean of Instruction
- Title I Coordinator

- Campus Administration
- Assistant Principal
- Speech
- Student Referral Center (SRC)
- Social Studies
- Reading 6–12
- Special Education, Department Chair for Instruction
- Registrar
- CATE, Business Administration
- Chair, Special Education, 10-months
- Chemistry
- CATE, Business Education CP
- CATE, Marketing Ed Career Prep
- Computer Science 6–12
- Physical Science
- Teacher Coordinator
- Teacher Coordinator (11-months)
- Teacher Specialist
- Intervention Teacher
- Magnet Coordinator
- High School Graduation Coach
- Multilingual Program Specialists

OTHER

- Area Superintendent
- School Support Officer
- Officer
- Assistant Superintendent
- Senior Manager
- Director
- General Manager
- Teacher Coach
- Teacher Development Specialist

This agenda item requests that the board approves these teaching fields for a reduction in force.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three 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 approves the continuing contract teaching fields that could be affected by a reduction in force, effective January 19, 2019.

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Alcott Elementary School (ES)
Almeda ES
Anderson ES
Arabic Immersion
Ashford ES
Askew ES
Atherton ES
Attucks Middle School (MS)
Austin High School (HS)
Barrick ES
Bastian ES
Baylor College MS
BCM Biotech Academy at Rusk
Bell ES
Bellaire HS
Bellfort ECC
Benavidez ES
Benbrook ES
Berry ES
Black MS
Blackshear ES
Bonham ES
Bonner ES
Braeburn ES
Briargrove ES
Briarmeadow
Briscoe ES
Brookline ES
Browning ES
Bruce ES
Burbank ES
Burbank MS
Burnet ES
Burrus ES
Bush ES
Cage ES
Carnegie HS
Carrillo ES
Challenge EC HS
Chavez HS
Chrysalis MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Clifton MS
Codwell ES
Community Services
Condit ES
Cook ES
Coop ES
Cornelius ES
Crespo ES
Crockett ES
Cullen MS
Cunningham ES
DAEP EL
Daily ES
Davila ES
De Chaumes ES
Deady MS
DeAnda ES
DeBakey HS
DeZavala ES
Dogan ES
Durham ES
Durkee ES
East EC HS
Eastwood Acad HS
Edison MS
Eliot ES
Elmore ES
Elrod ES
Emerson ES
Energized ECC
Energized ES
Energized MS
Energy Inst HS
E-STEM Central HS
E-STEM Central MS
E-STEM West HS
E-STEM West MS
Farias ECC
Field ES
Fleming MS
Foerster ES

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Fondren ES
Fondren MS
Fonville MS
Fonwood ECC
Forest Brook MS
Foster ES
Franklin ES
Frost ES
Furr HS
Gallegos ES
Garcia ES
Garden Oaks
Garden Villas ES
Golfcrest ES
Gregg ES
Gregory-Lincoln PK-8
Grissom ES
Gross ES
HAIS HS
Halpin ECC
Hamilton MS
Harper DAEP
Harris JR ES
Harris RP ES
Hartman MS
Hartsfield ES
Harvard ES
HCC Lifeskills
Heights HS
Helms ES
Henderson JP ES
Henderson NQ ES
Henry MS
Herod ES
Herrera ES
High School Ahead Acad MS
Highland Heights ES
Hilliard ES
Hines-Caldwell ES
Hobby ES
Hogg MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Holland MS
Horn ES
Houston MSTC HS
HSLJ
Inspired Acad
Isaacs ES
Janowski ES
Jefferson ES
JJAEP
Jones HS
Kashmere Gardens ES
Kashmere HS
Kelso ES
Kennedy ES
Ketelsen ES
Key MS
Kinder HSPVA
Kolter ES
Lamar HS
Lanier MS
Lantrip ES
Las Americas MS
Laurenzo ECC
Law ES
Lawson MS
Leland YMCPA
Lewis ES
Liberty HS
Lockhart ES
Long Acad
Longfellow ES
Looscan ES
Love ES
Lovett ES
Lyons ES
MacGregor ES
Mading ES
Madison HS
Mandarin Immersion Magnet
Marshall ES
Marshall MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Martinez C ES
Martinez R ES
McGowen ES
McNamara ES
McReynolds MS
Memorial ES
Meyerland MS
Middle College HS - Fraga
Middle College HS - Gulfton
Milby HS
Milne ES
Mistral ECC
Mitchell ES
MLK ECC
Montgomery ES
Moreno ES
Mount Carmel Acad HS
Navarro MS
Neff ECC
Neff ES
North Forest HS
North Houston EC HS
Northline ES
Northside HS
Oak Forest ES
Oates ES
Ortiz MS
Osborne ES
Paige ES
Park Place ES
Parker ES
Patterson ES
Peck ES
Pershing MS
Petersen ES
Pilgrim ES
Pin Oak MS
Piney Point ES
Pleasantville ES
Poe ES
Port Houston ES

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Pugh ES
R D S P D
Reagan Ed Ctr PK-8
Red ES
Revere MS
Reynolds ES
Rice School PK-8
River Oaks ES
Roberts ES
Robinson ES
Rodriguez ES
Rogers TH MS
Roosevelt ES
Ross ES
Rucker ES
Sanchez ES
Scarborough ES
Scarborough HS
School at St. George ES
Scroggins ES
Secondary DAEP
Seguin ES
Shadowbriar ES
Shadydale ES
Sharpstown HS
Sharpstown Intl
Shearn ES
Sherman ES
Sinclair ES
Smith ES
SOAR Center
South EC HS
Southmayd ES
Sterling HS
Stevens ES
Stevenson MS
Sugar Grove MS
Sutton ES
Tanglewood MS
TCAH
Thomas MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Thompson ES
Tijerina ES
Tinsley ES
Travis ES
TSU Charter
Twain ES
Valley West ES
Wainwright ES
Walnut Bend ES
Waltrip HS
Washington HS
Welch MS
Wesley ES
West Briar MS
West University ES
Westbury HS
Westside HS
Wharton ES
Wheatley HS
Whidby ES
White E ES
White M ES
Whittier ES
Williams MS
Wilson ES
Windsor Village ES
Wisdom HS
Woodson
Worthing HS
Yates HS
Young ES
Young Learners
Young Scholars
YWCPA

Purpose:

Reduction in Force (RIF) Board Approval is critical to allow campuses and/or departments to make staffing adjustments as necessary, within constraints of anticipated budget deficits.

Historical and Other Information:

Reduction in Force has been presented annually and approved by the Board since 2013. Critical shortage areas, as listed on the item, are not subject to the RIF. A formal RIF process with guidelines, whereas impacted employees are treated fairly, with dignity and respect, is followed by campuses and departments.

Critical shortage areas are as follows: English as a Second Language (ESL), secondary math 7-12, secondary science 7-12, secondary English 7-12, bilingual education, and special education critical shortage areas limited to autism, behavior support classroom (BSC), behavior class instructor, life skills, deaf education, and preschool program for children with disabilities (PPCD).

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Legal Services
Elneita Hutchins-Taylor, General Counsel
Julia Dimmitt, Chief Human Resources Officer

**SUBJECT: CONSIDERATION AND APPROVAL OF TERM CONTRACT
EMPLOYMENT AREAS FOR REDUCTION IN FORCE**

Annually, this item is brought forward to facilitate the ability of schools and departments to implement a reduction in force for teachers and other employees holding a term contract. Board Policy DFFB(LOCAL), *Reduction in Force: Program Change*, requires that in order to implement a reduction in force impacting employees on a term contract, the superintendent must identify for board approval the employment areas that may be affected. This agenda item includes the employment areas for elementary and secondary schools, as well as certain positions in the central office. By approval of these employment areas, the Board of Education gives district schools and departments the flexibility to reduce staff, make program changes, reorganize staff, and take steps to implement a budget reduction, if necessary.

Program change is defined by board policy as: “any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or District wide.”

This item does not require that any school or department make any specific cuts, nor does this item identify specific employees to be impacted. In the event a school or department determines that a reduction in force is necessary, the names of the impacted individuals will be brought back to the board as a separate personnel agenda item.

In addition to the annual staffing changes recommended by schools and departments, the 2019–2020 school year will be impacted by other factors. Potential changes to the funding and staffing formulas for schools will impact individual campuses. Should campuses need to reduce staff, the reduction in force process will need to be implemented.

Employees currently assigned in critical shortage areas will not be subject to a reduction in force; however, they may be displaced from their current assignment to a different assignment within the district. Critical shortage areas that remain a district priority are as follows: English as a Second Language (ESL), secondary math 7–12, secondary science 7–12, secondary English 7–12, bilingual education, and special education critical shortage areas limited to autism, behavior support classroom (BSC), behavior

class instructor, life skills, deaf education, and preschool program for children with disabilities (PPCD).

Factors that impact the need for a reduction in force include:

- Budget cuts resulting from the district's recapture payment to the state.
- Change in campus staffing/funding models.
- Anticipated lower enrollments for the 2019–2020 school year at certain campuses.
- Recommended program changes related to the need to improve and/or meet academic needs on some campuses and in some departments.
- Recommended reorganizations based on the needs of the department or campus, including budget adjustments.
- Recapture of district funds necessitating campus and/or departmental reduction in staff.

The superintendent has determined that reorganization and/or program change will be required to meet the needs of students on some campuses and in some departments during the 2019–2020 school year.

The employment areas to be impacted are listed below:

ELEMENTARY SCHOOLS AND K–8

- Assistant Principal
- Department Chair
- Dean of Instruction
- Elementary certified teacher
- Early Childhood/Pre-kindergarten
- Museum Teacher
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Special Education (Non-critical shortage areas)
- Librarian
- Art
- Music
- Band
- Orchestra Music
- Choral Music
- Spanish
- French
- World Languages
- Chapter I

- Nurse
- Counselor
- Counselor, Elementary
- Physical Education
- Fine Arts
- Instructional Coordinators
- Other contracted positions (Title I Coordinator, Magnet Coordinator, etc.)
- Multi-grade Teacher
- Computer/Technology Teacher
- Special Education Co-teacher
- Special Education Resource
- Special Education SC MI
- Special Education Math
- Special Education Reading
- Special Education Pre-kindergarten
- Special Education English
- Speech
- Reading/Language Arts
- Social Studies
- Teacher Specialists
- Intervention Teachers
- Multilingual Program Specialists
- Teacher Coordinator
- Teacher Coordinator (11-months)

MIDDLE SCHOOLS AND K–8, ALTERNATIVE AND HIGH SCHOOLS

- Core Content Teachers and Specialists
- Reading
- Department Chair
- Theater
- Dance
- Band
- Choral Music
- Music
- Orchestra Music
- Art
- Secondary subject areas
- Social Studies
- English/Language Arts
- Physical Education
- Fine Arts
- Spanish
- French
- Language Arts

- Computer/Technology Teacher
- Health
- History
- Journalism
- World languages; each of the following is a separate employment area: Arabic, French, German, Hebrew, Japanese, Vietnamese, Latin, Italian, Russian, Spanish, Mandarin Chinese, Chinese, Hindi, Exploratory Language, American Sign Language
- Nurse and other health services
- Librarian
- Counselor
- Counselor, Secondary
- Coordinator
- Instructional Specialist
- Play It Smart Coach
- Special Education Co-Teacher
- Special Education Resource
- Special Education SC MI
- Special Education Math
- Special Education Reading
- Special Education Pre-kindergarten
- Special Education English
- Special Education VAC
- Teacher, Multi-grade
- Career and Technology Education (CATE) programs; each of the following is a separate employment area: Advertising and Design; Automotive Collision and Repair; Automotive Technology; Aviation; Career Prep/Co-Op; Cosmetology; Computer Maintenance/Networking; Construction; Criminal Justice; Culinary and Hospitality; Drafting; Education and Training; Electronics (Engineering); Graphic Arts; Health Science; Heating, Ventilation, and Air Conditioning; Maritime; Marketing; Media Technology; Mill and Cabinetry; Petrochemical; Photography; Plumbing; Small Engine Repair; Welding; Agriculture; Business Education; Family and Consumer Service; Skills for Living/Family and Consumer Science; Typing/Touch Data Systems; Data Processing; Office Education; Typing; Trades and Industries; Maintenance; General Business
- Ancillary
- Instructional Support
- Special Education (Non-critical shortage areas)
- Special Education with specific endorsement or special certification
- Lead Teacher
- Electives
- College Access Coordinator
- Dean of Instruction
- Title I Coordinator
- Campus Administration

- Assistant Principal
- Speech
- Student Referral Center (SRC)
- Reading 6–12
- Special Education, Department Chair for Instruction
- Registrar
- CATE, Business Administration
- Chair, Special Education, 10-months
- Chemistry
- CATE, Business Education CP
- CATE, Marketing Ed Career Prep
- Computer Science 6–12
- Physical Science
- Teacher Coordinator
- Teacher Coordinator (11-months)
- Teacher Specialist
- Intervention Teacher
- Magnet Coordinator
- High School Graduation Coach
- Multilingual Program Specialists

OTHER

- Area Superintendent
- School Support Officer
- Officer
- Assistant Superintendent
- Senior Manager
- Director
- General Manager
- Teacher Coach
- Teacher Development Specialist

This agenda item requests that the board approves these employment areas for a reduction in force.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three 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 approves the term contract employment areas that could be affected by a reduction in force, effective January 18, 2019.

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Alcott Elementary School (ES)
Almeda ES
Anderson ES
Arabic Immersion
Ashford ES
Askew ES
Atherton ES
Attucks Middle School (MS)
Austin High School (HS)
Barrick ES
Bastian ES
Baylor College MS
BCM Biotech Academy at Rusk
Bell ES
Bellaire HS
Bellfort ECC
Benavidez ES
Benbrook ES
Berry ES
Black MS
Blackshear ES
Bonham ES
Bonner ES
Braeburn ES
Briargrove ES
Briarmeadow
Briscoe ES
Brookline ES
Browning ES
Bruce ES
Burbank ES
Burbank MS
Burnet ES
Burrus ES
Bush ES
Cage ES
Carnegie HS
Carrillo ES
Challenge EC HS
Chavez HS
Chrysalis MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Clifton MS
Codwell ES
Community Services
Condit ES
Cook ES
Coop ES
Cornelius ES
Crespo ES
Crockett ES
Cullen MS
Cunningham ES
DAEP EL
Daily ES
Davila ES
De Chaumes ES
Deady MS
DeAnda ES
DeBakey HS
DeZavala ES
Dogan ES
Durham ES
Durkee ES
East EC HS
Eastwood Acad HS
Edison MS
Eliot ES
Elmore ES
Elrod ES
Emerson ES
Energized ECC
Energized ES
Energized MS
Energy Inst HS
E-STEM Central HS
E-STEM Central MS
E-STEM West HS
E-STEM West MS
Farias ECC
Field ES
Fleming MS
Foerster ES

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Fondren ES
Fondren MS
Fonville MS
Fonwood ECC
Forest Brook MS
Foster ES
Franklin ES
Frost ES
Furr HS
Gallegos ES
Garcia ES
Garden Oaks
Garden Villas ES
Golfcrest ES
Gregg ES
Gregory-Lincoln PK-8
Grissom ES
Gross ES
HAIS HS
Halpin ECC
Hamilton MS
Harper DAEP
Harris JR ES
Harris RP ES
Hartman MS
Hartsfield ES
Harvard ES
HCC Lifeskills
Heights HS
Helms ES
Henderson JP ES
Henderson NQ ES
Henry MS
Herod ES
Herrera ES
High School Ahead Acad MS
Highland Heights ES
Hilliard ES
Hines-Caldwell ES
Hobby ES
Hogg MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Holland MS
Horn ES
Houston MSTC HS
HSLJ
Inspired Acad
Isaacs ES
Janowski ES
Jefferson ES
JJAEP
Jones HS
Kashmere Gardens ES
Kashmere HS
Kelso ES
Kennedy ES
Ketelsen ES
Key MS
Kinder HSPVA
Kolter ES
Lamar HS
Lanier MS
Lantrip ES
Las Americas MS
Laurenzo ECC
Law ES
Lawson MS
Leland YMCPA
Lewis ES
Liberty HS
Lockhart ES
Long Acad
Longfellow ES
Looscan ES
Love ES
Lovett ES
Lyons ES
MacGregor ES
Mading ES
Madison HS
Mandarin Immersion Magnet
Marshall ES
Marshall MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Martinez C ES
Martinez R ES
McGowen ES
McNamara ES
McReynolds MS
Memorial ES
Meyerland MS
Middle College HS - Fraga
Middle College HS - Gulfton
Milby HS
Milne ES
Mistral ECC
Mitchell ES
MLK ECC
Montgomery ES
Moreno ES
Mount Carmel Acad HS
Navarro MS
Neff ECC
Neff ES
North Forest HS
North Houston EC HS
Northline ES
Northside HS
Oak Forest ES
Oates ES
Ortiz MS
Osborne ES
Paige ES
Park Place ES
Parker ES
Patterson ES
Peck ES
Pershing MS
Petersen ES
Pilgrim ES
Pin Oak MS
Piney Point ES
Pleasantville ES
Poe ES
Port Houston ES

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Pugh ES
R D S P D
Reagan Ed Ctr PK-8
Red ES
Revere MS
Reynolds ES
Rice School PK-8
River Oaks ES
Roberts ES
Robinson ES
Rodriguez ES
Rogers TH MS
Roosevelt ES
Ross ES
Rucker ES
Sanchez ES
Scarborough ES
Scarborough HS
School at St. George ES
Scroggins ES
Secondary DAEP
Seguin ES
Shadowbriar ES
Shadydale ES
Sharpstown HS
Sharpstown Intl
Shearn ES
Sherman ES
Sinclair ES
Smith ES
SOAR Center
South EC HS
Southmayd ES
Sterling HS
Stevens ES
Stevenson MS
Sugar Grove MS
Sutton ES
Tanglewood MS
TCAH
Thomas MS

2018–2019
HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOLS

Thompson ES
Tijerina ES
Tinsley ES
Travis ES
TSU Charter
Twain ES
Valley West ES
Wainwright ES
Walnut Bend ES
Waltrip HS
Washington HS
Welch MS
Wesley ES
West Briar MS
West University ES
Westbury HS
Westside HS
Wharton ES
Wheatley HS
Whidby ES
White E ES
White M ES
Whittier ES
Williams MS
Wilson ES
Windsor Village ES
Wisdom HS
Woodson
Worthing HS
Yates HS
Young ES
Young Learners
Young Scholars
YWCPA

Purpose:

Reduction in Force (RIF) Board Approval is critical to allow campuses and/or departments to make staffing adjustments as necessary, within constraints of anticipated budget deficits.

Historical and Other Information:

Reduction in Force has been presented annually and approved by the Board since 2013. Critical shortage areas, as listed on the item, are not subject to the RIF. A formal RIF process with guidelines, whereas impacted employees are treated fairly, with dignity and respect, is followed by campuses and departments.

Critical shortage areas are as follows: English as a Second Language (ESL), secondary math 7-12, secondary science 7-12, secondary English 7-12, bilingual education, and special education critical shortage areas limited to autism, behavior support classroom (BSC), behavior class instructor, life skills, deaf education, and preschool program for children with disabilities (PPCD).

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Information Technology
Lenny Schad, Chief Technology Officer

SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE AGREEMENTS FOR PHASE ONE AND TWO STUDENT INFORMATION SYSTEM UPGRADE PROJECT

Currently, the Houston Independent School District (HISD) uses the Chancery/PowerSchool product as the student information system (SIS) serving as the core of the district's educational ecosystem. The current version is going end-of-life and an upgrade is required.

The upgrade is being implemented in two phases: phase one consists of identifying the processes and procedures required to align with HISD processes and configurations; phase two consists of implementation of the upgraded system functionality, including remediation to downstream systems, and training. The anticipated go-live date is August 2020.

This agenda item seeks the reallocation of funds to PowerSchool which were previously approved for the SIS contract with Infinite Campus and subsequently canceled. The reallocation of funds will be utilized to upgrade the current system as well as additional related services through various service providers for software services, including training, hosting, conversion costs, consulting, and contracted services.

COST/FUNDING SOURCE(S): The total cost is not to exceed \$25,000,000 and will be funded from General Fund ~~un~~assigned fund balance for ERP Projects.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute agreements with PowerSchool and other related vendors for phase one and two of the student information system project, effective January 18, 2019.



HISD

Houston Independent School District
 Information Technology Department
 4400 West 18th Street
 Houston TX 77092-8501
 713-556-6000

EXECUTIVE SUMMARY

AUTHORITY TO NEGOTIATE AND EXECUTE AGREEMENTS FOR PHASE ONE AND TWO STUDENT INFORMATION SYSTEM UPGRADE PROJECT

DEPARTMENT REQUESTOR

INFORMATION TECHNOLOGY DEPARTMENT: SIS

BACKGROUND/GENERAL INFORMATION

What's Covered:

Currently, the Houston Independent School District (HISD) uses the Chancery/Power School product as the Student Information System (SIS) serving as the core of the district's educational ecosystem. The current version is going end-of-life and an upgrade is required. The upgrade is being implemented in two phases; phase one consists of identifying the processes and configurations; phase two consists of implementation of the upgraded system functionality, including remediation to downstream systems, and training. The anticipated go-live date is August 2020.

Event:

This agenda item seeks the reallocation of funds to PowerSchool which were previously approved for the SIS contract with Infinite Campus and subsequently canceled. The reallocation of funds will be utilized to upgrade the current system as well as additional related services through various service providers for software services, including training, hosting, conversion costs, consulting and contracted services.

Cost:

The total cost of this action is not to exceed \$25,000,000 and will be funded from General Fund ~~un~~assigned fund balance for ERP Projects.

Vendor:

PowerSchool
 150 Lakeshore Drive
 Folsom CA 95630

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY BQB(LOCAL),
PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL—
FIRST READING**

Board Policy BQB(LOCAL), *Planning and Decision-Making Process: Campus-Level*, provides information related to campus-based Shared Decision-Making Committees (SDMCs). These committees consist of individuals whose input is used to make decisions about campus issues. The proposed revision to this policy will ensure that the needs of special education students, families, and staff are represented on the SDMC of each school.

The current policy provides that the SDMC shall include professional staff members consisting of two-thirds classroom teachers, one-third members of the school-based professional staff, and one non-instructional staff member. Given that these individuals are elected by the school staff, it is possible that special education will not have a designated staff representative on the committee.

If no special education professional is elected, the proposed revision provides that the school principal can appoint a nonvoting representative to the SDMC who is a special education professional staff person from the campus. Alternatively, the principal can request, through the Office of Special Education, an itinerant special education teacher or other Office of Special Education staff member who provides direct services to campuses.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy BQB(LOCAL), *Planning and Decision-Making Process: Campus-Level*, on first reading.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

SHARED DECISION-
MAKING (SDM)
COMMITTEE

A Shared Decision-Making (SDM) Committee shall be established on each campus to assist the principal. The committee shall meet for the purposes of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedure.

Resources available to the school should be allocated appropriately to finance the school improvement plan. The principal has the final authority in fiduciary and financial decisions and will be held accountable for compliance with federal, state and local laws, regulations, policies, and procedures.

The committee shall serve exclusively in an advisory role except that each committee shall approve staff development of a campus nature.

DUTIES OF
COMMITTEE

The committee shall perform duties as described at BQB(LEGAL).

CAMPUS
PERFORMANCE
OBJECTIVES

Each principal shall be responsible for the development of campus performance objectives. These objectives shall be formulated annually in accordance with a schedule established by the District, shall support the District's educational goals and objectives, and shall be specific to the academic achievement of students served by the campus. The Board shall review and approve campus performance objectives.

WAIVERS

The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver. [See BQB(LEGAL) preceding and BF]

Except as prohibited by law [see BF], a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver.

Waivers must be cost neutral.

COMMUNICATIONS

The principal or designee shall ensure that the campus-level committee obtains broad-based community, parent, and staff input through ad hoc committees, Web site, newsletters, and other methods as appropriate.

Copies of the minutes of the SDM committee meetings shall be placed on the school's Web site, if it has established one, and distributed to members of the committee. A paper copy shall be made available to parents and to members of the general public upon request.

COMPOSITION

The principal will serve as chairperson and as a member of the SDM committee, and will determine the size of the SDM

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

committee. A co-chair shall be elected by the SDM committee members. The co-chair may be elected only from the SDM committee's professional staff. The professional staff membership of the SDM committee will consist of two-thirds classroom teachers, one-third members of the school-based professional staff, and one noninstructional staff member.

If no special education professional staff member is among the two-thirds classroom teachers, or one-third other professional staff elected to serve on the SDMC, the principal is responsible for ensuring that a special education representative is appointed as a nonvoting member of the committee. The principal shall explore all staff options to fulfill this representation, and appoint a campus special education professional when possible, as the nonvoting representative to the SDMC. Alternatively, at the request of the principal, the Office of Special Education shall appoint an itinerant special education teacher, or other Office of Special Education staff member who provides direct services to campuses, to serve on the campus SDMC.

Noninstructional staff members are in addition to the two-thirds-one-third membership ratio required.

PARENTS

The committee shall include at least two parents of students currently enrolled within the District, selected by the campus's parent organization (PTA/PTO).

"Parent" means a person who is a parent of or person standing in parental relation to a student enrolled at a school and who is not an employee of the school or the school District.

The principal has the authority to appoint additional parents to the SDM committee with consciousness toward representation of the greater Houston school community.

COMMUNITY
MEMBERS

The principal shall appoint a minimum of two community residents. "Community resident" means a person 18 years of age or older residing in the District, but does not include a person who is a parent of a student enrolled in that school or a person who is an employee of the school or the District.

The principal has the authority to appoint additional community residents to the SDM committee with consciousness toward representation of the greater Houston school community.

BUSINESS
REPRESENTATIVES

The principal shall appoint at least one business representative. "Business representative" means a person who operates a business, without regard to the location of the business or the residence of the person.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

The principal has the authority to appoint additional business representatives to the SDM committee with consciousness toward representation of the greater Houston school community.

CLASSROOM
TEACHERS

Classroom teachers shall be nominated and elected by classroom teachers assigned to that campus. Classroom teachers are certified teachers with full-time responsibility for teaching students at one school. At the elementary level, these are teachers who are responsible for documenting student attendance on the CAR. At the secondary level, classroom teachers include art, music, computer, physical education, career and technology, and special education teachers, etc.

Those elected will represent the school on the SDM committee.

OTHER SCHOOL-
BASED
PROFESSIONALS

Other school-based professional staff members shall be nominated and elected by the school-based professional staff, including classroom teachers. Other school-based professional staff are certified staff assigned to one school on a full-time basis such as elementary ancillary teachers or specialists (art, music, and PE), librarians, counselors, nurses, coordinators, speech therapy teachers, resource teachers, deans of instruction, and assistance principals.

Those elected will represent the school on the SDM committee.

NONINSTRUCTIONAL
STAFF MEMBER

One noninstructional staff member shall be nominated and elected by the noninstructional staff members to serve on the SDM committee. Noninstructional staff members include clerical, custodian, food service, and teacher aides.

Those elected will represent the school on the SDM committee.

ELECTIONS

Nominated employees shall give their consent to serve on the committee before they are eligible for election. An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee.

An annual election will be held by secret ballot to determine the members of the SDM committee.

Nominations for election must be received by the principal within ten consecutive working days prior to the election.

TERMS

Each SDM committee member will serve a two-year term. Terms shall be on a two-year staggered basis.

SDM committee members who are elected to the SDM committee may be reelected and are eligible for nomination for election to the District Advisory Committee.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

VACANCY

After the election and through the first nine weeks of school, SDM committee vacancies may be filled with the first runner-up for that position. After that period, a special election must be held by secret ballot to select a new representative to complete that committee member's term.

Office of the Superintendent of Schools
Board of Education Meeting of January 17, 2019

Office of the Board of Education
Holly Maria Flynn Vilaseca, District VI Trustee

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY BDB(LOCAL), BOARD
INTERNAL ORGANIZATION: BOARD COMMITTEES—SECOND
READING**

On December 13, 2018, the Houston Independent School District (HISD) Board of Education accepted proposed changes to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, on first reading.

Proposed changes to BDB(LOCAL) include:

- Adding a statement about oversight at “Purpose”; and
- Moving details about powers delegated by the board to the Audit Committee, responsibilities of the committee, members of the committee, and committee meetings to the *Audit Committee Charter*.

The revised policy is attached to this agenda item.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, on second reading, effective January 18, 2019.

BOARD INTERNAL ORGANIZATION
INTERNAL COMMITTEES

BDB
(LOCAL)

COMMITTEE OF THE WHOLE	Insofar as possible, all committee work shall be done as a Committee of the Whole.
SPECIAL COMMITTEES	The President shall appoint members to special committees created by the Board to fulfill specific assignments, unless otherwise provided by Board action. These committees may include District personnel and citizens. The function of committees shall be fact-finding, deliberative, and advisory, but not administrative. Special committees shall report their findings to the Board and may be dissolved upon completion of the assigned task or vote of the Board.
COMMITTEE AUTHORITY	No committee may perform any of the Board's functions. Board committees currently in place are the legislative committee and the audit committee. [See BDB(LEGAL)]
LEGISLATIVE COMMITTEE	The Board Legislative Committee chairman shall have the responsibility of liaison between the Board and local, regional, state, and federal government bodies.
BOARD AUDIT COMMITTEE	The Board Audit Committee shall be composed of three Board member representatives, upon nomination and vote of the Board. The chairperson shall be determined by the membership.
PURPOSE	<p>The purpose of the Board Audit Committee is to:</p> <ul style="list-style-type: none">• <u>Assist the Board in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the internal and external audit processes and Houston Independent School District's process for monitoring compliance with laws and regulations and the code of conduct;</u>• Provide added protection to the Board in discharging its responsibility for the overall stewardship of District affairs, particularly its financial management;• Provide public support for the District's audit programs;• Provide assurances that the overall levels of audit coverage are both reasonable and appropriate to protect the District from undue risks;• Assist in obtaining effective corrective action and necessary improvement based upon audit findings and recommendations from external and internal auditors; and• Provide the Board and the public with additional assurances that the prescribed systems of internal controls are functioning as intended.

BOARD INTERNAL ORGANIZATION
INTERNAL COMMITTEES

BDB
(LOCAL)

The Board Audit Committee is advisory in nature; its recommendations regarding audit findings and exceptions and any other items shall be provided in writing to the Board and the Superintendent.

In its advisory role, the Board Audit Committee is subject to the control and direction of the Board. The powers allocated to the Audit Committee by the Board shall be detailed in the Audit Committee Charter. [See BDB (EXHIBIT)]

GENERAL RESPONSIBILITIES

The general responsibilities of the Board Audit Committee are to:

1. Review internal and external audit reports;
2. Review annual financial reports, including independent auditor's opinions, management letter comments, and staff responses;
3. Recommend audits of activities/areas of the District as needed;
4. Submit to the Board on a periodic basis summary reports on all audits reviewed; and
5. Perform specific audit committee assignments as requested by vote of the Board.

SPECIFIC RESPONSIBILITIES

INTERNAL AUDITS

The specific responsibilities related to internal audits are to:

1. Review and approve the annual plan for internal audit activities;
2. Review management's implementation of recommendations made by the internal auditors or reasons why recommendations are not being implemented;
3. Make recommendations related to the effectiveness of the internal audit effort; and
4. Review the adequacy of the internal audit budget in relation to planned activities.

EXTERNAL AUDITS

The specific responsibilities related to external audits are to:

1. Review recommendations related to hiring of external auditing firms when necessary and recommend areas to be emphasized in the external audits; and
2. Review the annual financial statements and the accountants' reports, including management letters related to improving the accounting and internal control systems.

The Superintendent or designee shall be responsible for arranging staff/clerical services to assist the Board Audit Committee. All re-

BOARD INTERNAL ORGANIZATION
INTERNAL COMMITTEES

BDB
(LOCAL)

	<p>quests for information shall be made directly to the Office of Internal Audit. [See BDB(EXHIBIT)]</p>
<p>COMMITTEE MEMBER QUALIFICATIONS</p>	<p>Each Board Audit Committee member shall maintain an objective viewpoint that is necessary for effective functioning of the committee. A strong background in finance, accounting, or auditing is not necessary, although such a background in at least one member would be helpful.</p>
<p>TERM OF OFFICE</p>	<p>The term of office for each Board Audit Committee member shall be two years, unless reduced by vote of the Board or by vote of the members.</p> <p>Members' terms shall be staggered to minimize the impact of member turnover. Initially, one member shall be selected for a one-year term, and two members shall be selected for two-year terms. Thereafter, members shall be selected for two-year terms. The Board President shall establish the initial terms of office for all members.</p>
<p>MEETING SCHEDULE</p>	<p>The Board Audit Committee shall schedule regular meetings at least twice annually and such special meetings and conferences as it deems necessary. The chairman shall determine the date, hour, and the place of meetings. Special meetings may also be called at the written request of a majority of the members of the Board Audit Committee.</p> <p>The number of meetings shall be sufficient to review:</p> <ol style="list-style-type: none">1. The plan for the annual independent audit;2. The District's financial statements and the results of examinations performed by independent auditors; and3. Significant findings and recommendations resulting from examinations performed by the Office of Internal Audit. <p>Summary reports on each audit and committee recommendations related thereto shall be prepared in sufficient detail to convey the substance of committee findings. [See BDB(EXHIBIT) for procedures for internal audit reports]</p> <p>A portion of each meeting shall be set aside for a private session with the independent and/or internal auditors for items that fall within executive session provisions of the Texas Open Meetings Law.</p> <p>All deliberations of the Board Audit Committee shall be conducted in accordance with <i>Robert's Rules of Order, Newly Revised</i>.</p>