

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

April 08, 2021

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

Dr. Patricia K. Allen, *President*
Holly Maria Flynn Vilaseca, *First Vice President*
Judith Cruz, *Second Vice President*
Kathy Blueford-Daniels, *Secretary*
Dani Hernandez, *Assistant Secretary*
Sue Deigaard
Myrna Guidry
Elizabeth Santos
Anne Sung

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

BOARD OF EDUCATION AGENDA

April 08, 2021

1:00 p.m.

- **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, 551.084, AND 551.089, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C**
- **RECESS**

5:00 p.m.

- **REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION**
- **RECOGNITIONS**
- **SPEAKERS TO AGENDA ITEMS**
- **SUPERINTENDENT DISCUSSION ON INSTRUCTIONAL CONTINUITY**
- **UPDATE ON LEGISLATIVE BUDGET BOARD (LBB) PROGRESS**
- **LEGISLATIVE UPDATE**
- **RECEIVE AND ACT ON UPDATE FROM JG CONSULTING CONCERNING SUPERINTENDENT SEARCH**
- **DISCUSSION AND DEVELOPMENT OF BOARD OF EDUCATION STRATEGIC PRIORITIES**

BUSINESS AGENDA

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM APRIL 1, 2021**

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. Acceptance Of Board Monitoring Update: Presentation Of Goals 1 And 4 Progress Measures 1, 2, And 3 - *Revised*
 - April 2021 GPM Update - *New*
 - April 2021 Goal Monitoring Report - *New*

B. TRUSTEE ITEMS

- B-1. Discussion And Approval Of Progress On Board Constraints For The First Quarter

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.
- d. Conduct board self-evaluation on strategic priorities.

C-2. Legal Matters

- a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b. Pending or contemplated litigation matters and status report.
- c. Update on federal law enforcement activity on February 27, 2020.
- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.
- e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
- f. Legal Update on Special Education Accreditation Investigation.
- g. Receive legal advice concerning the superintendent search process and timelines.
- h. Update in the matter concerning pending insurance claims for Hurricane Harvey damage to Braeburn and Scarborough Elementary School campuses.

- i. Consideration and approval to join litigation in the matter of Juul Labs, Incorporated, Marketing, Sales Practices, and Products Liability Litigation; in the United States District Court, Northern District of California; Case No. 3:19-MD-02913-WHO.
- j. Consideration and authority to settle in the matter of Reginald Turner, et al. v. HISD; in the 113th Judicial District Court of Harris County, Texas; Cause No. 2018-80667.
- k. Consideration and Authority to intervene in lawsuit and settle the subrogation lien of Carol Wilson against Whitney Bedford for workers' compensation benefits; Cause No. 2021-11438.
- l. Consideration and authority to settle the subrogation lien of Audrey Davis against Casey Brewer for workers' compensation benefits; in the matter of Audrey Davis, Plaintiff, Houston Independent School District, Intervenor v. Casey Brewer, Defendant; in the 127th Judicial District Court of Harris County, Texas; Cause No. 2020-14332.
- m. Receive legal advice concerning proposed bills for the 2021 Legislative Session and their impact on HISD.

C-3. Real Estate

- a. Sale
- b. Purchase
- c. Exchange
- d. Other
 - 1. Authority to negotiate, execute, and amend an extension to a license agreement with the City of Bellaire for the use of the athletic fields at the Paul Horn Elementary School Site.
 - 2. Authority to negotiate, execute, and amend an extension to a license agreement with the City of Bellaire for the use of the athletic fields at the Pin Oak Middle School Site.

D. ACADEMIC SERVICES

- D-1. Authority To Negotiate And Execute Interlocal Agreement With Harris County Resources For Children And Adults For The Community Youth Services Program
 - Explanatory Sheet

- D-2. Authority To Negotiate And Execute Service Contract With Zyhek Management, LLC, To Provide Services For The Athletic Training Service Pilot Program
- Explanatory Sheet

E. SCHOOL OFFICES

- E-1. Approval Of The 2021–2022 Academic Calendar
- 2021–2022 Academic Calendar
 - Executive Summary - *New*
- E-2. Approval To Apply For A State Waiver To Offer Asynchronous Instruction Days During Spring 2021 For Professional Development
- E-3. Approval Of Recommendation By The Naming Committee At Woodrow Wilson Montessori School - *Revised*
- Bio Of Ella Josephine Baker - *New*

F. STRATEGY AND INNOVATION

G. HUMAN RESOURCES

- G-1. Consideration And Approval Of Teach For America Contract For The 2021–2022, 2022–2023, And 2023–2024 School Years
- Executive Summary

H. BUSINESS OPERATIONS

- H-1. Authority To Negotiate, Execute, And Amend A Construction Contract For Drainage Systems Improvements At Mylie Durham Elementary School

I. FINANCE

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

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

J. OTHER

K. POLICY

K-1. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BJCD(LOCAL), *Superintendent Evaluation*, On First Reading

- BJCD(LOCAL), First Reading

K-2. Approval Of Proposed Revisions To Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*—Second Reading

- Executive Summary
- EIC(LOCAL), Second Reading

L. SUPERINTENDENT'S INFORMATION ITEMS

HEARING OF THE COMMUNITY

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. The items may be discussed, but no final action will be taken on these items at this meeting.

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 April 8, 2021

SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOALS 1 AND 4 PROGRESS MEASURES 1, 2, AND 3

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

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

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

Goal 1: The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42 percent in spring 2019 to 50 percent in spring 2024.

- GPM 1.1—The percentage of grade 1 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.
- GPM 1.2—The percentage of grade 2 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.
- GPM 1.3—The percentage of grade 3 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.

- GPM 4.1—The percentage of students receiving special education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.
- GPM 4.2—The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year

REPORT FROM THE SUPERINTENDENT

literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

- GPM 4.3—The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPMs 1.1, 1.2, 1.3, 4.1, 4.2, & 4.3

Date: 4/8/2021



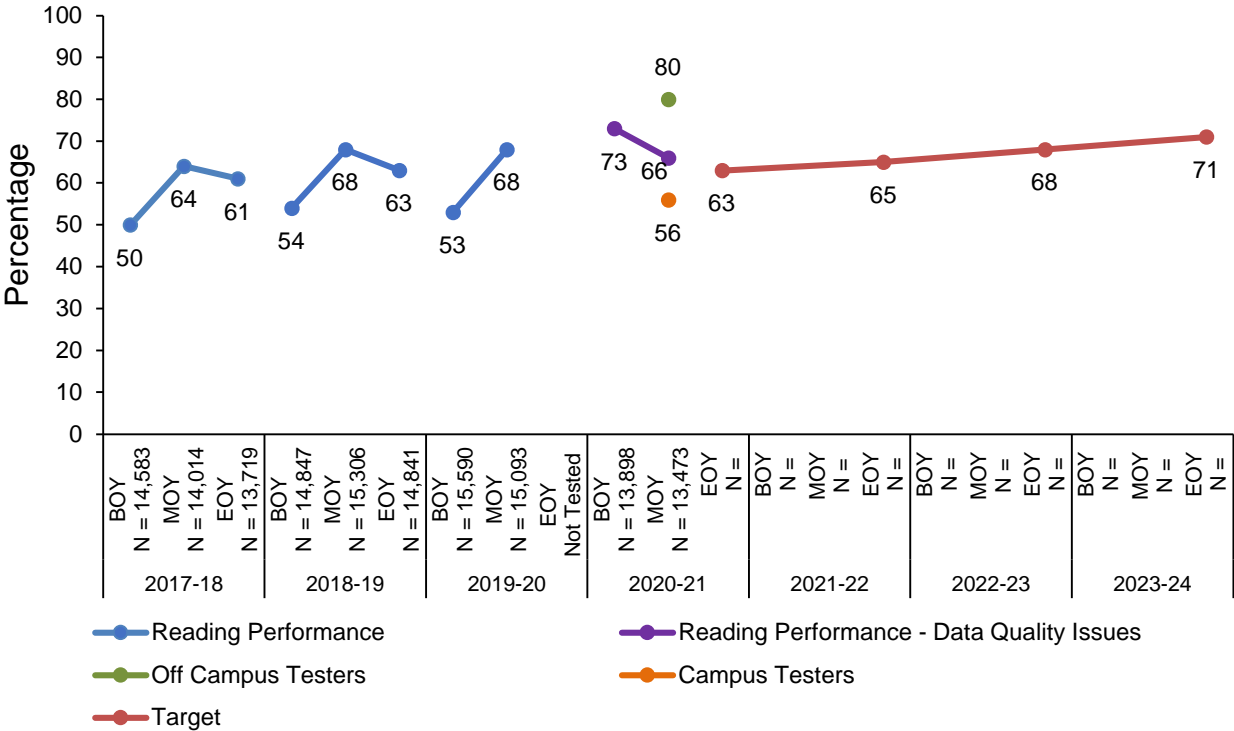
Goal 1

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

Goal Progress Measure 1.1

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

Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



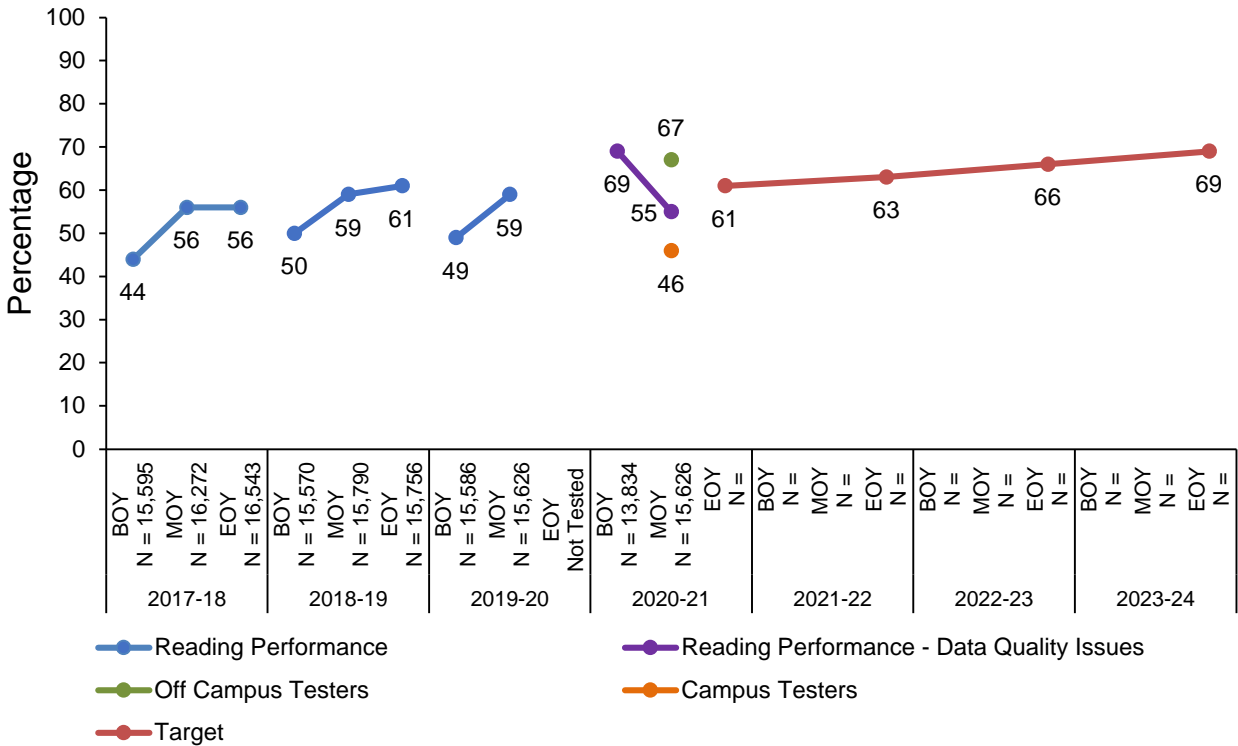
Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-one percent (8,263 students) of 1st grade students tested in early literacy on campus.

Goal Progress Measure 1.2

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

Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



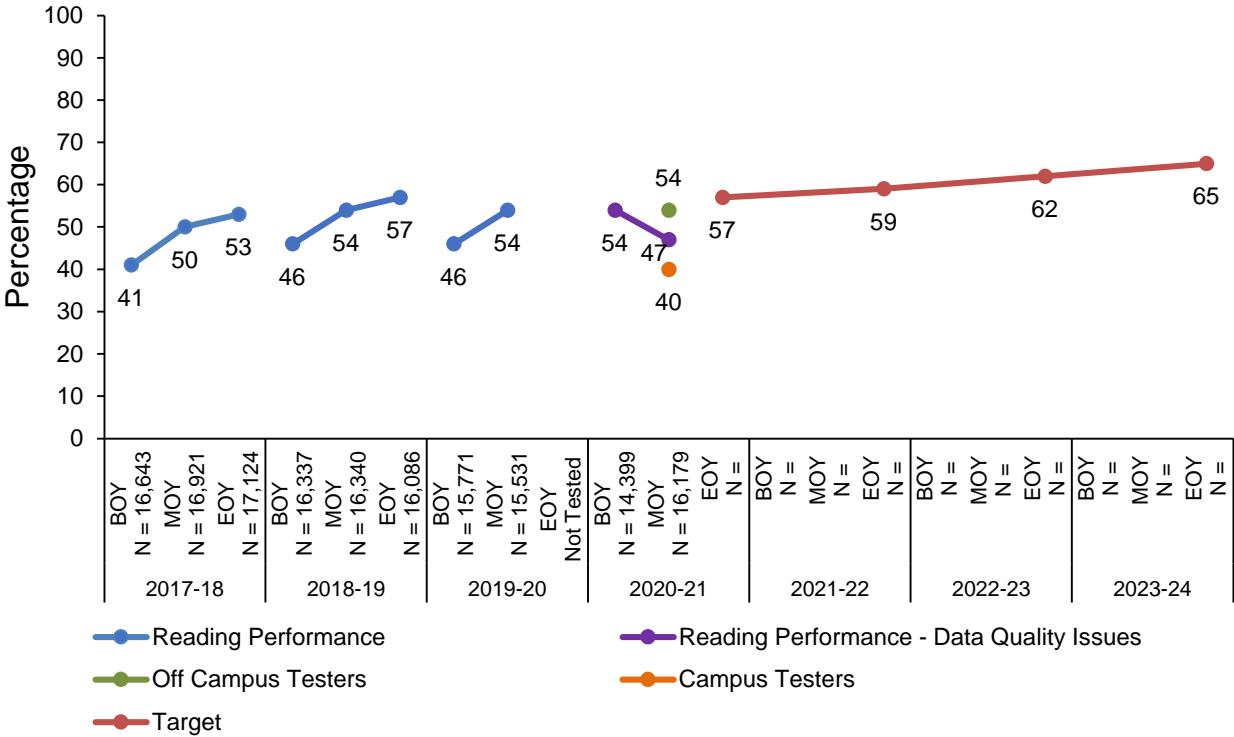
Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Fifty-seven percent (8,908 students) of 2nd grade students tested in reading on campus.

Goal Progress Measure 1.3

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

Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Fifty-one percent (8,264 students) of 3rd grade students tested in reading on campus.

Next Steps

Elementary Curriculum and Development

- Continued Specially Designed Instruction (SDI) training in collaboration with Special Populations
- Implement Reading Academy resources (such as “look for” documents)
- Utilize Planning for Instruction with Mastery in Mind process to support Professional Learning Committees (PLC), Achieve 180 Wednesday professional development, Staff Development days, Community of Practice visits, and Instructional Rounds

Next Steps, continued

Student Assessment

- Continue implementation of the Renaissance Results Protocol with Data-Driven Instructional Specialists (DDIs) and campus teams
- Continue partnership with the Renaissance team to utilize newly developed tools such as Spanish norming and IP address reporting

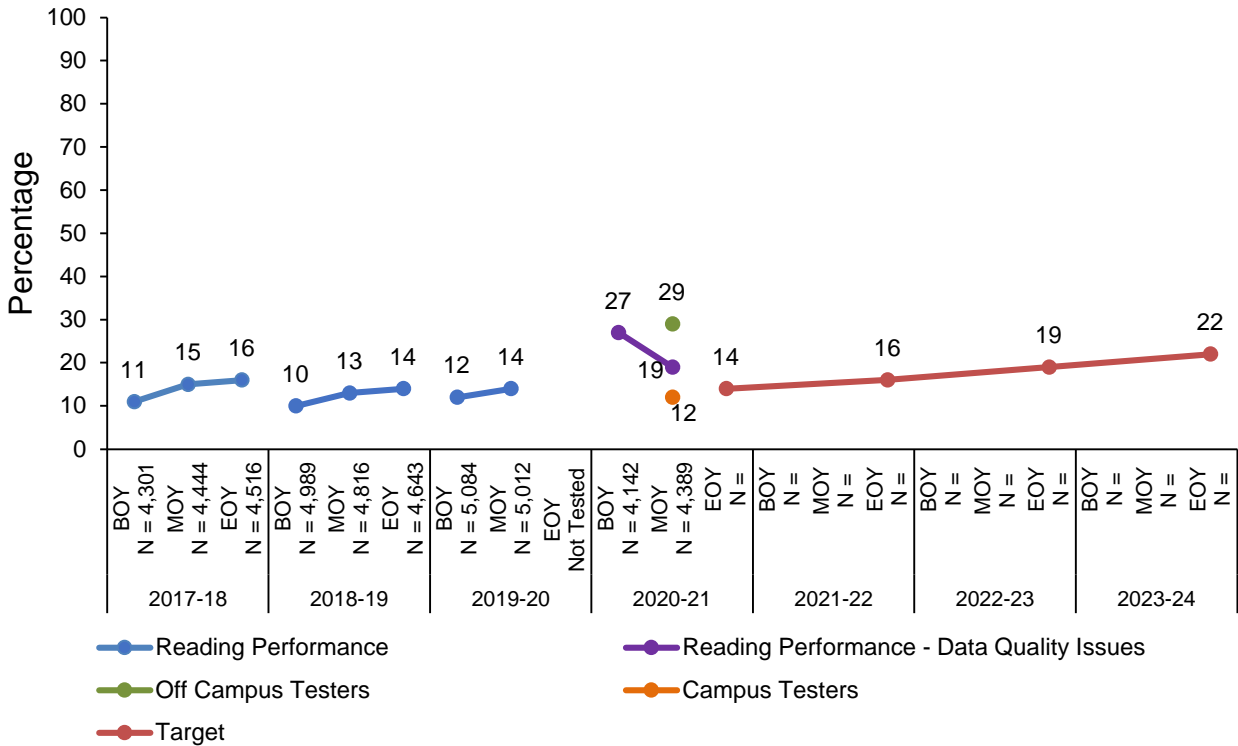
Goal 4

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

Goal Progress Measure 4.1

The percentage of students receiving special-education services in second-through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.

Percentage of 2nd – 5th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



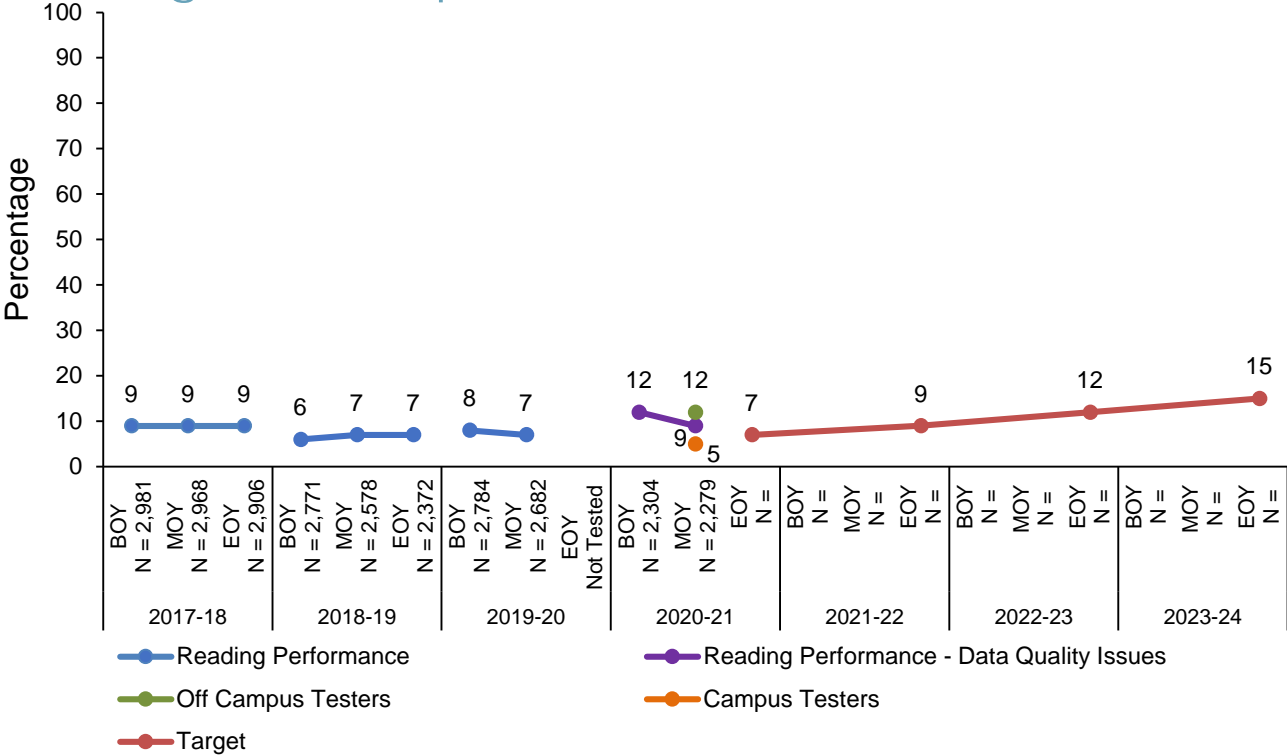
Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Fifty-six percent (2,471 students) of 2nd through 5th grade students receiving special education services tested in reading on campus.

Goal Progress Measure 4.2

The percentage of students receiving special-education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

Percentage of 6th – 8th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



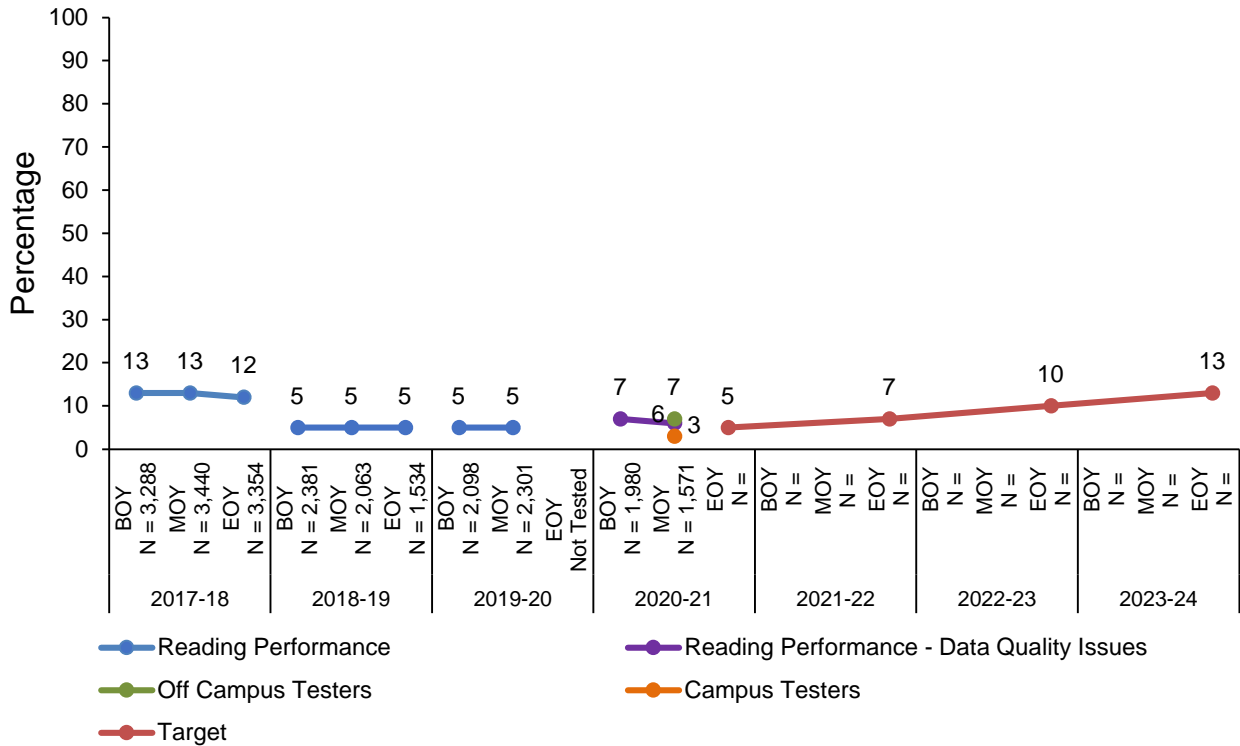
Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Thirty-nine percent (886 students) of 6th through 8th grade students receiving special education services tested in reading on campus.

Goal Progress Measure 4.3

The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

Percentage of 9th – 12th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined



Not Evaluated – Data Quality Issue

- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Twenty-four percent (382 students) of 9th through 12th grade students receiving special education services tested in reading on campus.

Next Steps

Office of Special Populations

- Continue increasing the use of new reports in Renaissance and Easy IEP (Individualized Education Plan) systems in conversations with leaders
- Continue providing professional development and technical support for:
 - IEP content, development, and progress monitoring
 - IEP instructional strategies with an emphasis on Specially Designed Instruction
 - IEP implementation

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 4/8/2021



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal 1, April 2021

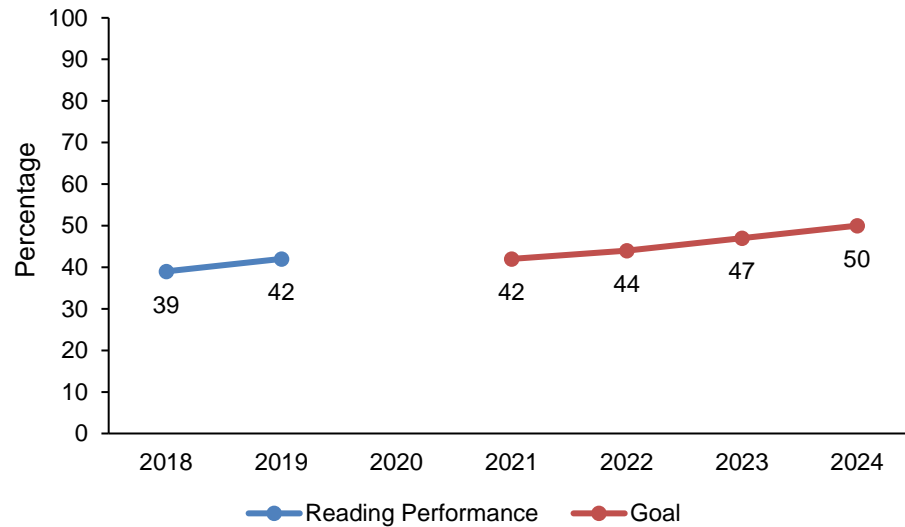
3rd Grade STAAR Reading At or Above Grade Level

Goal Measure 1

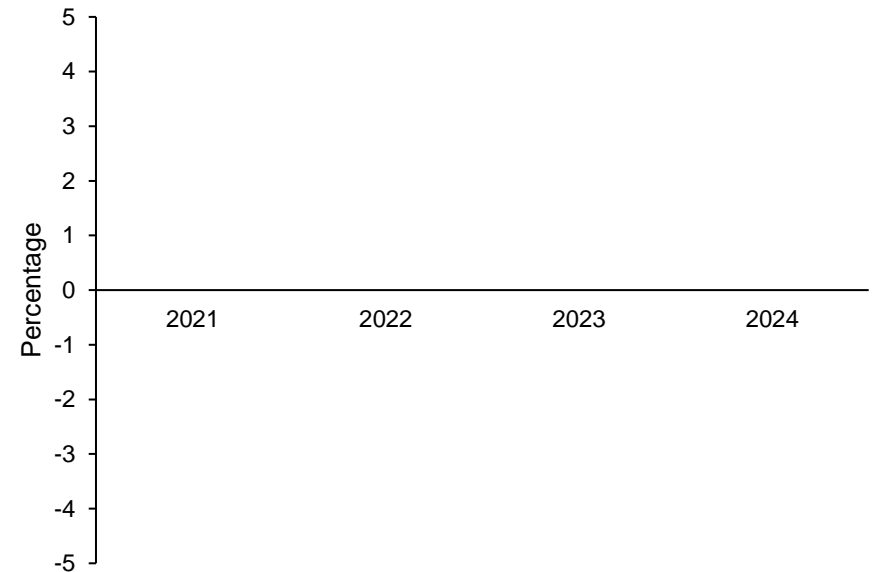
Evaluation

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

Percent of Tests
At or Above Grade Level



Percentage Points Above or Below Goal



Data Source

- TAPR statewide district data download



Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Measure 1 (Early Literacy) Support Data

Houston ISD		School Year						
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	Actual	39%	42%	n/a				
	Target				42%	44%	47%	50%
Econ. Dis.	Actual	33%	35%	n/a				
	Target				35%	38%	41%	45%
Race/Ethnicity	African American	Actual	27%	29%	n/a			
		Target			29%	33%	37%	41%
	Hispanic	Actual	37%	39%	n/a			
		Target			39%	42%	45%	48%
	White	Actual	67%	69%	n/a			
		Target			69%	70%	71%	72%
	American Indian	Actual	---	---	n/a			
		Target			---	---	---	---
	Asian	Actual	76%	80%	n/a			
		Target			80%	81%	82%	83%
	Pacific Islander	Actual	---	---	n/a			
		Target			---	---	---	---
	Two or More	Actual	66%	70%	n/a			
		Target			70%	71%	72%	73%
Special Pops.	Special Ed.	Actual	28%	26%	n/a			
		Target			26%	30%	34%	39%
	Special Ed. (Former)	Actual	28%	39%	n/a			
		Target			39%	42%	45%	48%
	ELs*	Actual	38%	40%	n/a			
		Target			40%	43%	46%	49%
Mobility	Cont. Enrolled	Actual	40%	43%	n/a			
		Target			43%	45%	47%	50%
	Non-Cont. Enrolled	Actual	35%	36%	n/a			
		Target			36%	39%	42%	46%

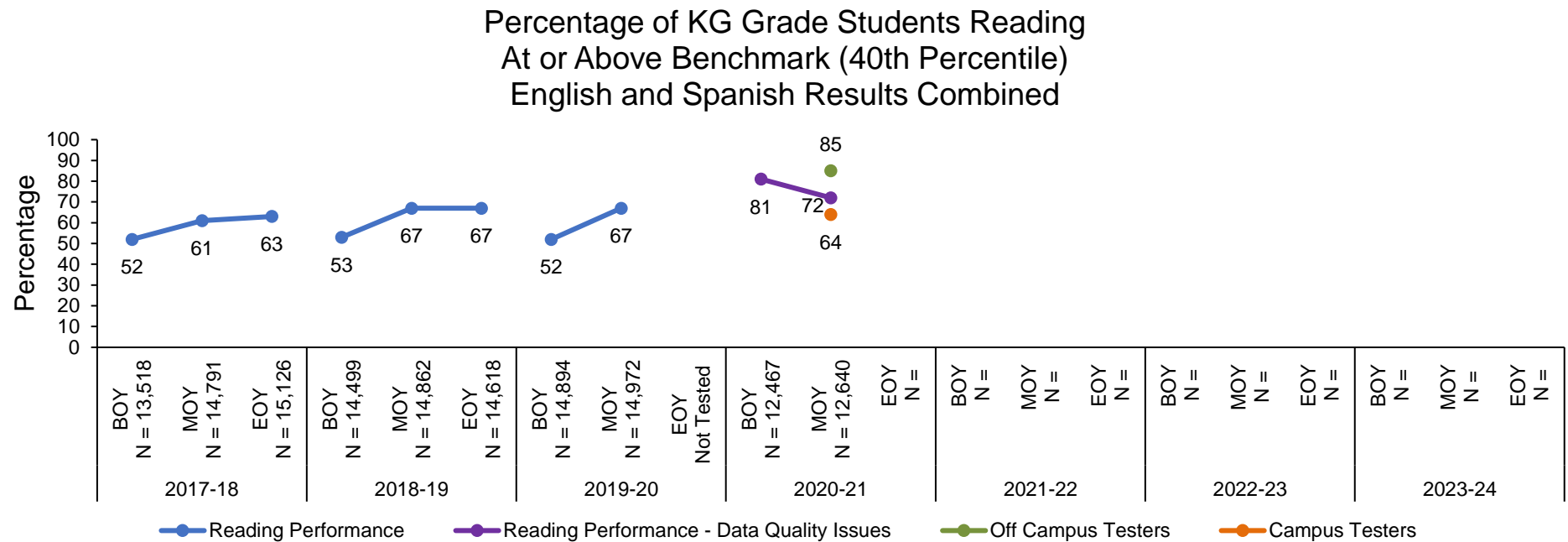
--- <25 students tested; *Includes Current and Monitored

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Measure 1 (Early Literacy) Support Data – KG Performance



Data Source

- Renaissance 360 Early Literacy Screener
- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Sixty-four percent (8,143 students) of kindergarten students tested in early literacy on campus.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Measure 1 (Early Literacy) Support Data – KG Performance by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	52%	53%	52%	81%			
	MOY	61%	67%	67%	72%			
	EOY	63%	67%					
Econ. Dis.	BOY	48%	47%	46%	78%			
	MOY	58%	62%	63%	69%			
	EOY	60%	64%					
ELs**	BOY	53%	55%	52%	83%			
	MOY	61%	72%	72%	76%			
	EOY	65%	73%					

* <25 students tested; **Includes current only

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Measure 1 (Early Literacy) Support Data – KG Performance by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	44%	43%	41%	76%			
	MOY	52%	54%	53%	62%			
	EOY	52%	52%					
Hispanic	BOY	50%	51%	49%	80%			
	MOY	60%	67%	68%	72%			
	EOY	63%	69%					
White	BOY	72%	75%	75%	91%			
	MOY	79%	81%	82%	85%			
	EOY	78%	82%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Asian	BOY	69%	69%	71%	89%			
	MOY	74%	78%	77%	87%			
	EOY	74%	76%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	75%	74%	75%	90%			
	MOY	80%	80%	82%	85%			
	EOY	81%	83%					

* <25 students tested

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

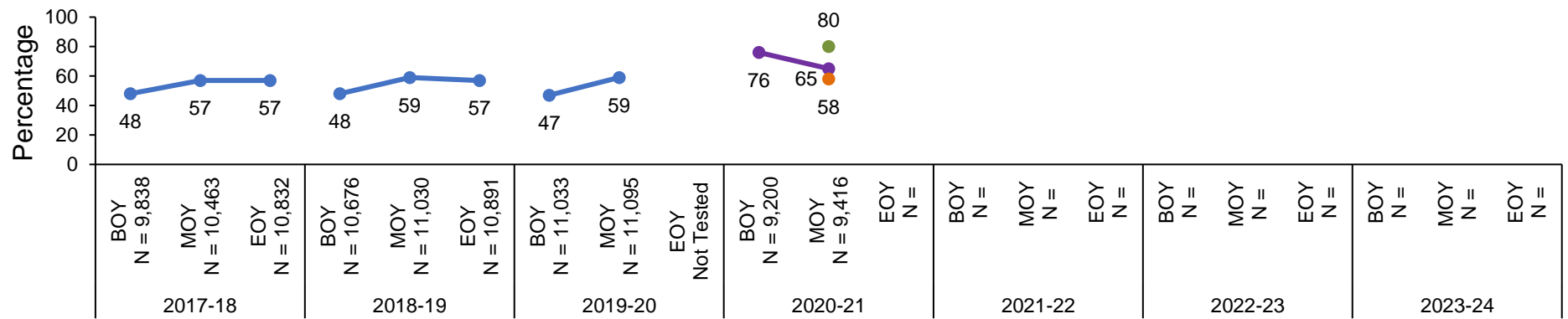
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.



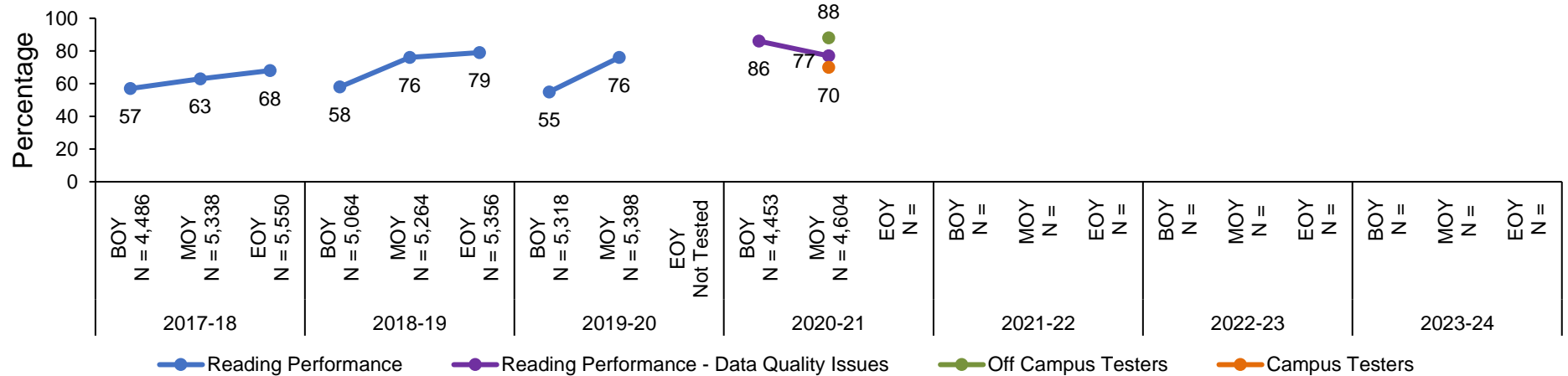
Goal Monitoring Report: April 2021

Goal Measure 1 (Early Literacy) Support Data – KG Performance by Language

Percentage of KG Grade Students Reading
At or Above Benchmark (40th Percentile)
English Only



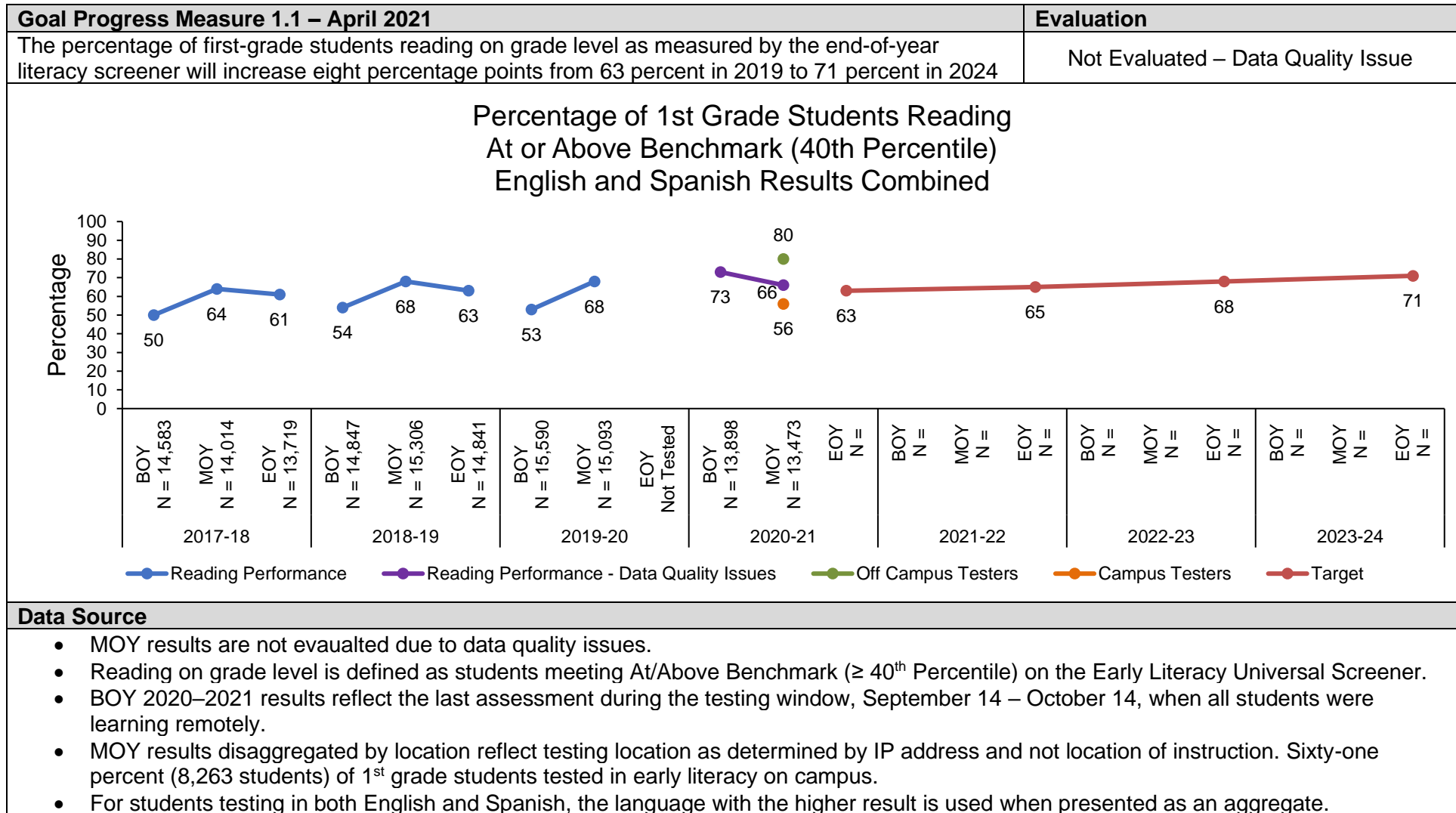
Spanish Only



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 1.1 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	50%	54%	53%	73%			
	MOY	64%	68%	68%	66%			
	EOY	61%	63%					
Econ. Dis.	BOY	46%	50%	48%	69%			
	MOY	61%	64%	64%	61%			
	EOY	58%	59%					
ELs**	BOY	53%	58%	52%	78%			
	MOY	66%	73%	71%	71%			
	EOY	66%	70%					

* <25 students tested; **Includes current only

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 1.1 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	39%	42%	41%	64%			
	MOY	55%	55%	56%	52%			
	EOY	47%	47%					
Hispanic	BOY	50%	54%	52%	72%			
	MOY	64%	69%	68%	66%			
	EOY	62%	65%					
White	BOY	68%	74%	74%	89%			
	MOY	80%	85%	85%	85%			
	EOY	77%	83%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Asian	BOY	67%	71%	73%	91%			
	MOY	77%	81%	80%	88%			
	EOY	76%	76%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	69%	75%	71%	91%			
	MOY	82%	84%	84%	83%			
	EOY	76%	82%					

* <25 students tested

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

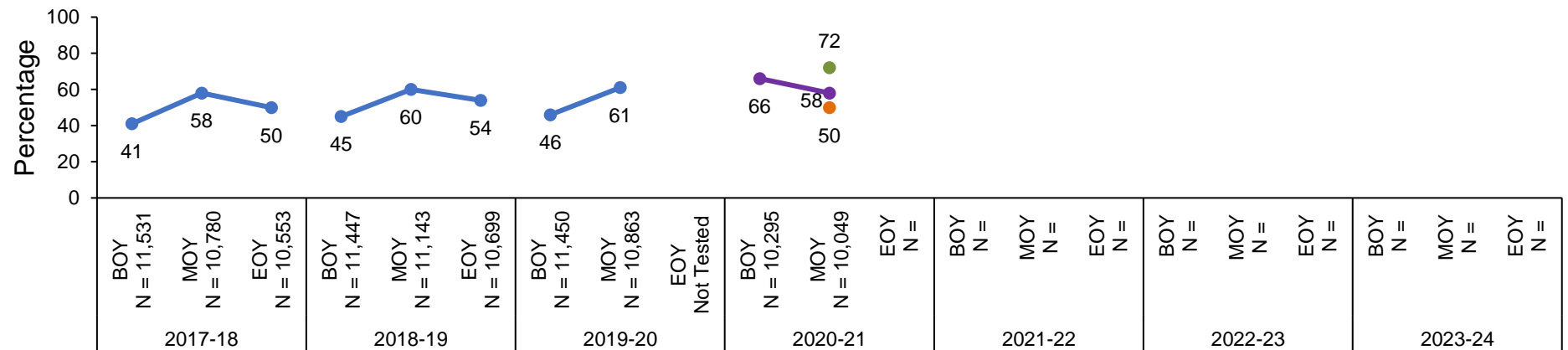
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.



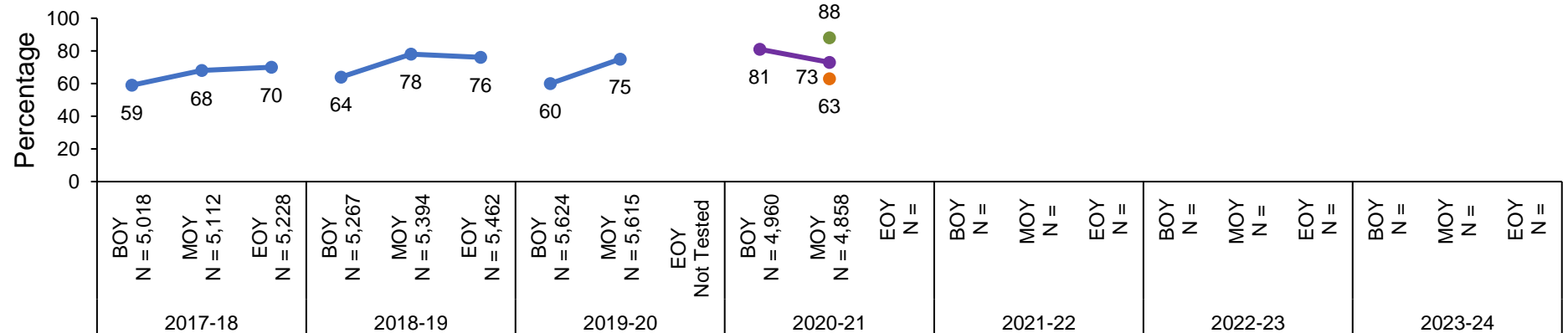
Goal Monitoring Report: April 2021

Goal Progress Measure 1.1 Support Data

Percentage of 1st Grade Students Reading At or Above Benchmark (40th Percentile) English Only



Spanish Only

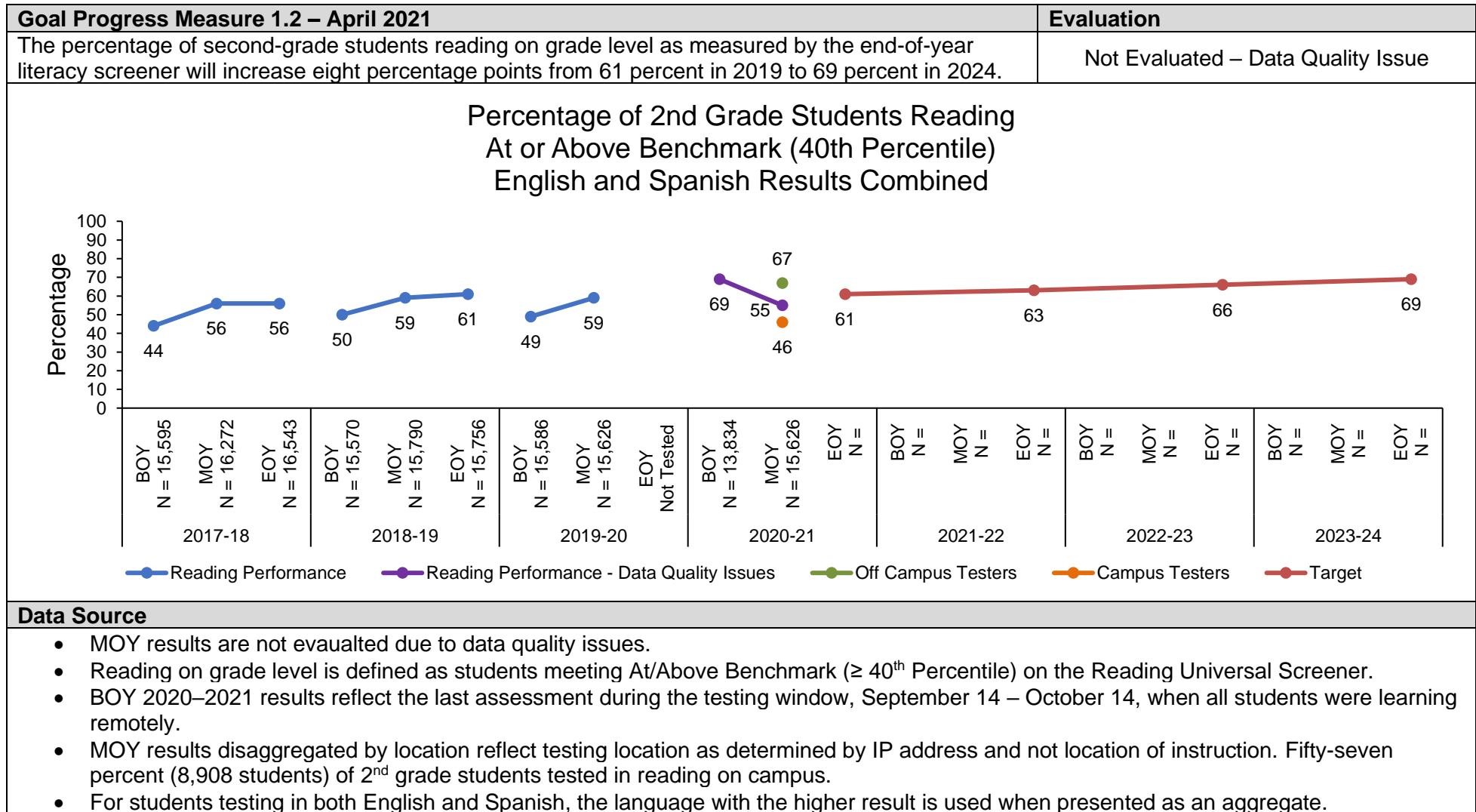


—●— Reading Performance
 —●— Reading Performance - Data Quality Issues
 —●— Off Campus Testers
 —●— Campus Testers

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 1.2 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	44%	50%	49%	69%			
	MOY	56%	59%	59%	55%			
	EOY	56%	61%					
Econ. Dis.	BOY	39%	44%	43%	66%			
	MOY	52%	53%	54%	50%			
	EOY	52%	55%					
Special Ed.	BOY	14%	14%	17%	50%			
	MOY	21%	18%	21%	33%			
	EOY	20%	20%					
ELs**	BOY	39%	53%	51%	72%			
	MOY	59%	64%	66%	57%			
	EOY	60%	67%					

*<25 students tested; **Includes current only

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 1.2 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	36%	34%	33%	61%			
	MOY	40%	41%	39%	43%			
	EOY	38%	40%					
Hispanic	BOY	41%	50%	49%	69%			
	MOY	57%	61%	61%	54%			
	EOY	58%	63%					
White	BOY	69%	71%	72%	82%			
	MOY	77%	78%	80%	79%			
	EOY	79%	81%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	64%	*					
Asian	BOY	76%	74%	75%	84%			
	MOY	82%	79%	79%	80%			
	EOY	82%	80%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	75%	73%	72%	80%			
	MOY	75%	82%	81%	78%			
	EOY	77%	80%					

* <25 students tested

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

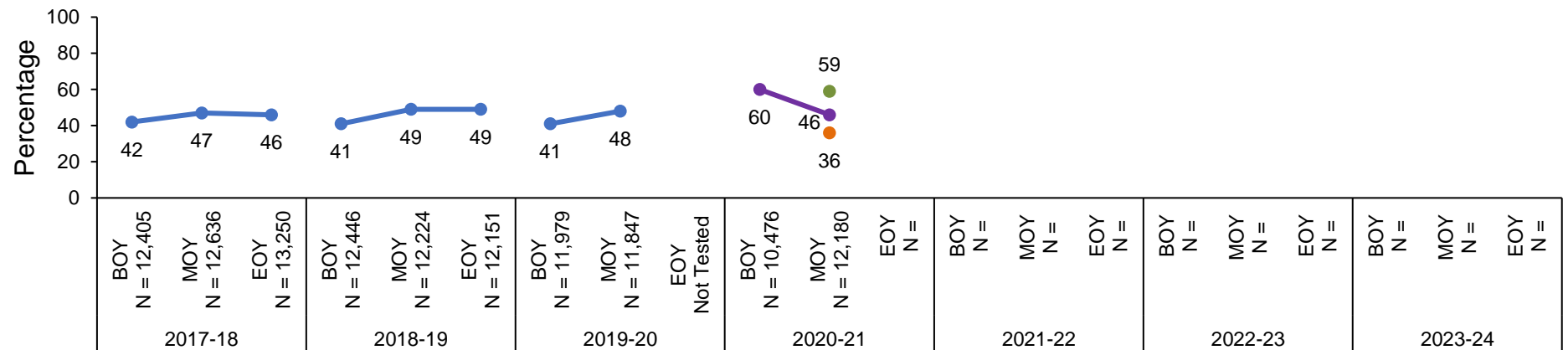
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.



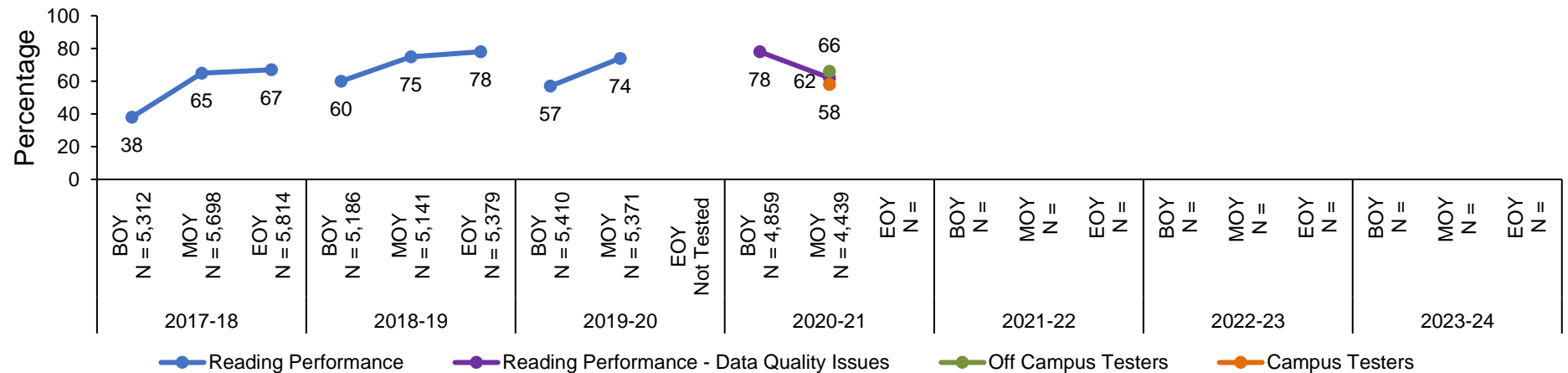
Goal Monitoring Report: April 2021

Goal Progress Measure 1.2 Support Data

Percentage of 2nd Grade Students Reading At or Above Benchmark (40th Percentile) English Only



Spanish Only

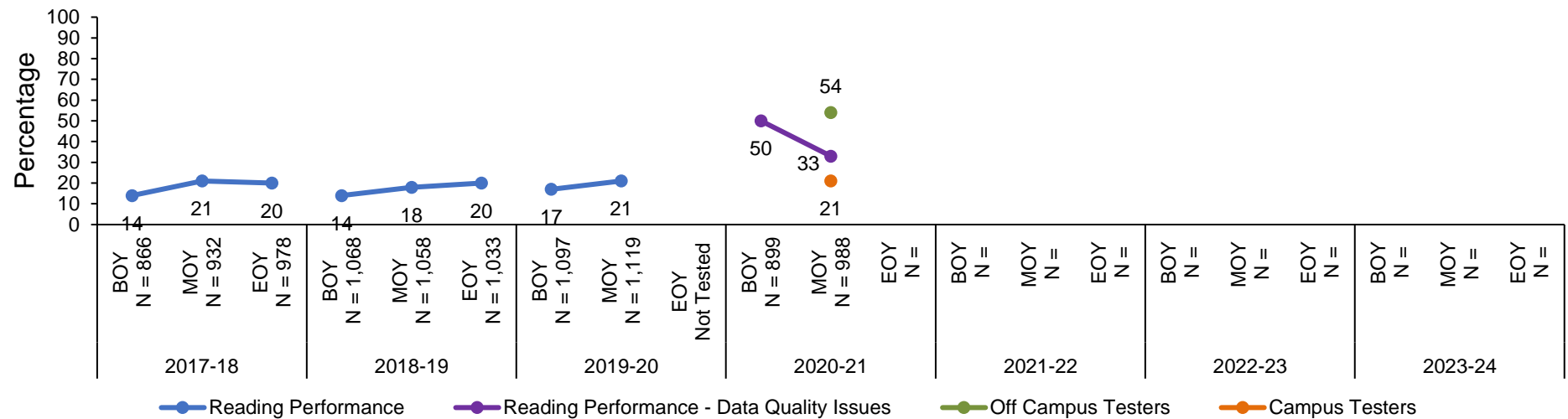




Goal Monitoring Report: April 2021

Goal Progress Measure 1.2 Support Data – Students with Disabilities

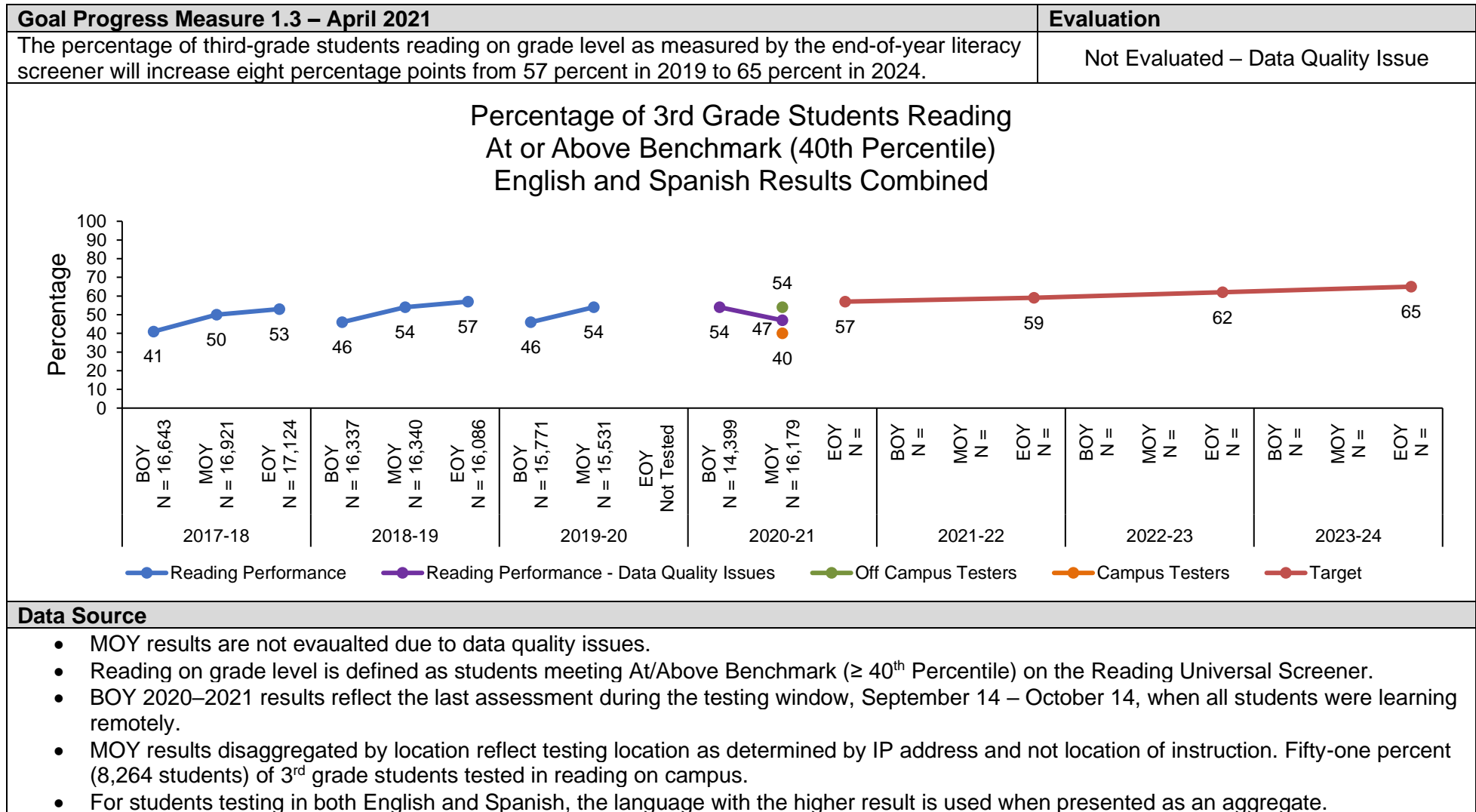
Percentage of 2nd Grade SWDs Reading
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 1.3 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	41%	46%	46%	54%			
	MOY	50%	54%	54%	47%			
	EOY	53%	57%					
Econ. Dis.	BOY	36%	40%	40%	48%			
	MOY	45%	48%	48%	40%			
	EOY	49%	51%					
Special Ed.	BOY	12%	10%	12%	33%			
	MOY	15%	15%	16%	23%			
	EOY	19%	16%					
ELs**	BOY	37%	47%	46%	54%			
	MOY	50%	57%	56%	47%			
	EOY	55%	61%					

*<25 students tested; **Includes current only

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 1.3 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	30%	29%	29%	41%			
	MOY	33%	34%	35%	31%			
	EOY	34%	35%					
Hispanic	BOY	39%	46%	45%	52%			
	MOY	50%	56%	55%	46%			
	EOY	55%	59%					
White	BOY	71%	73%	72%	81%			
	MOY	78%	78%	79%	80%			
	EOY	79%	81%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Asian	BOY	72%	75%	73%	76%			
	MOY	76%	76%	76%	73%			
	EOY	78%	79%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	70%	76%	72%	80%			
	MOY	75%	78%	78%	76%			
	EOY	76%	82%					

* <25 students tested

Grey cells indicate canceled test administration; Purple cells indicate data quality issues.

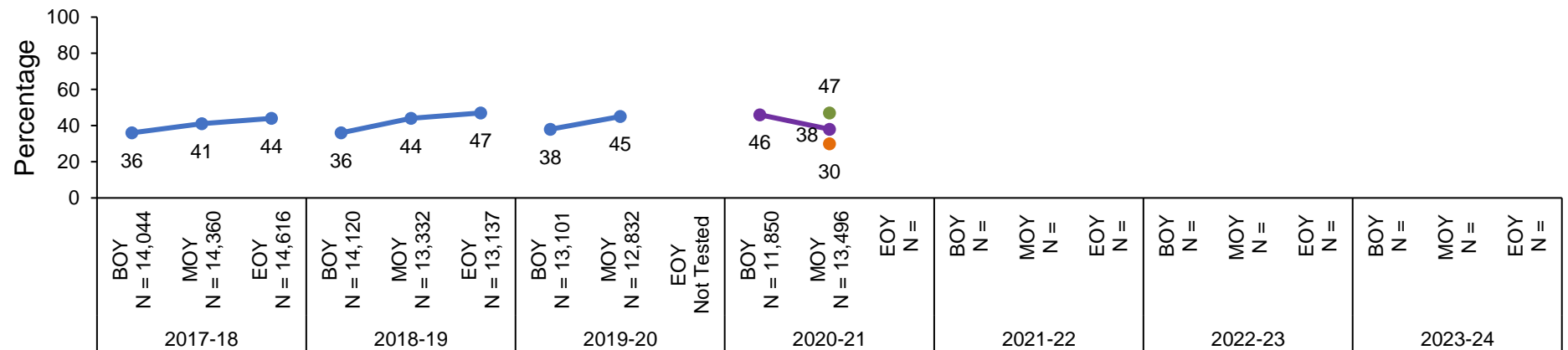
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the April Board Monitoring Update. SIS data used for other year student groups.



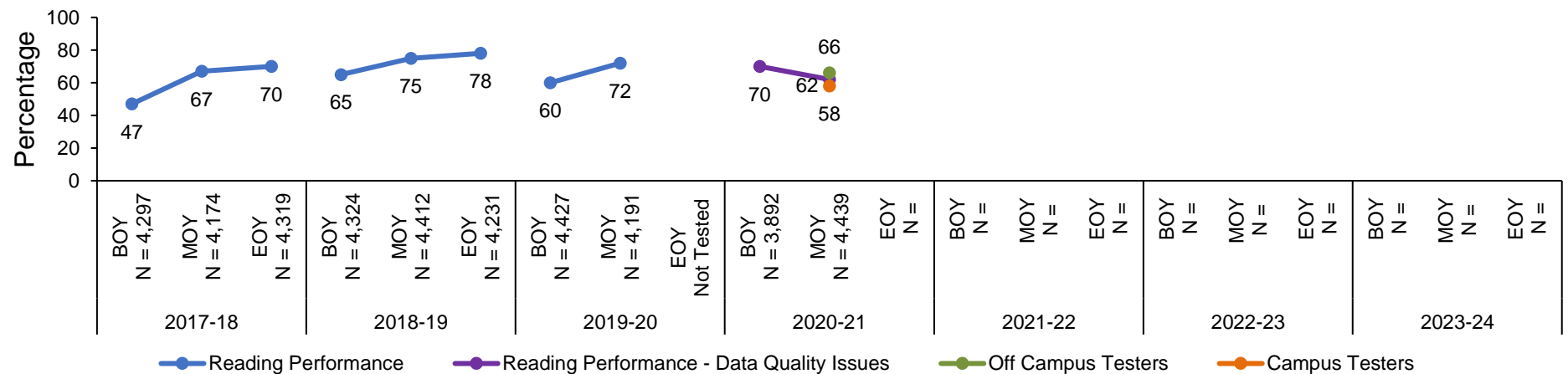
Goal Monitoring Report: April 2021

Goal Progress Measure 1.3 Support Data

Percentage of 3rd Grade Students Reading At or Above Benchmark (40th Percentile) English Only



Spanish Only

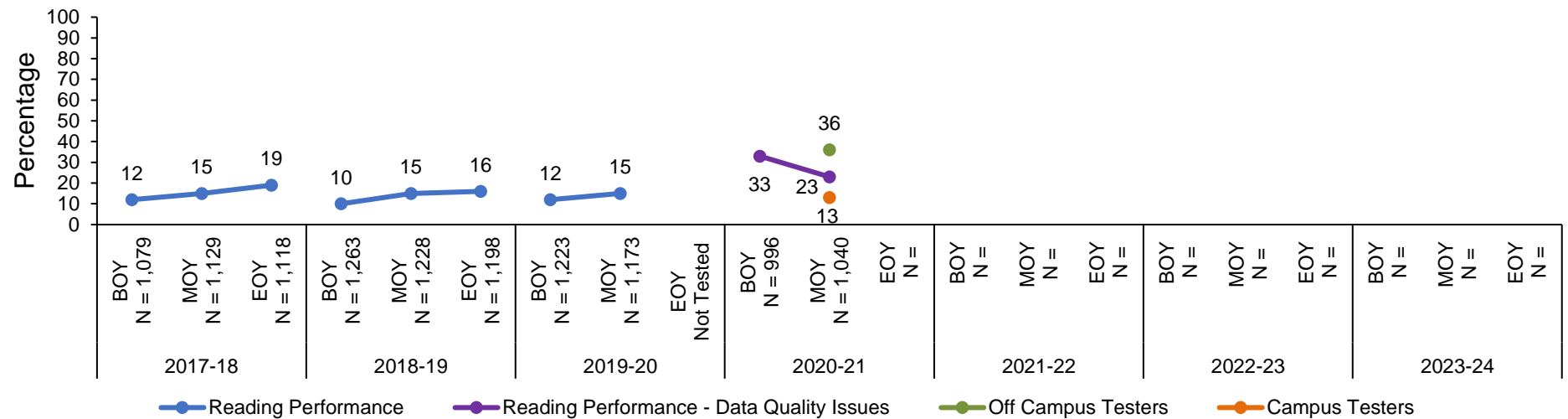




Goal Monitoring Report: April 2021

Goal Progress Measure 1.3 Support Data – Students with Disabilities

Percentage of 3rd Grade SWDs Reading
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal 1 Superintendent's Response

Elementary Curriculum:

In order to address the needs of our students and to help increase student outcomes, the Elementary Curriculum and Development department, in collaboration with the Office of Special Education Services (OSSES) have implemented high leverage strategies. These strategies directly align with Goal 1:

- Elementary Curriculum and Development will continue to implement a systematic approach to support teachers with planning for instruction, the Planning for Instruction with Mastery in Mind process. This district wide resource allows administration, teachers, instructional coaches, etc. a singular messaging around planning sound instruction. The Planning for Instruction with Mastery in Mind process is used as the basis of Professional Learning Community (PLC) work, Achieve 180 Wednesday PD, and Staff Development district days.
- Elementary Curriculum and Development will use district formative assessments to provide targeted professional development and provide additional resources in response to identified areas of development.
- Elementary Teacher Development Specialists (TDS) will continue to receive Specially Designed Instruction (SDI) professional development in collaboration with the Special Populations department. Such training will result in the added support for teachers serving students with special needs.
- Elementary Teacher Development Specialists will work, in collaboration with data driven instructional specialists (DDIs), to create targeted intervention plans for campuses based on formative assessment data.
- Elementary Curriculum & Development staff participate in Achieve 180 Community of Practice visits along with Instructional Rounds held in other regions of the district, Elementary Curriculum will use both the qualitative and quantitative data collected to provide campus specific support and resources. This support includes professional development, the development of curriculum documents and supports to specifically address the needs of struggling administrators, teachers, and students as well as work in PLCs.
- Elementary Curriculum & Development will continue to implement the Reading Academy for Kindergarten teachers, Special Education teachers, and campus principals. The Reading Academy provides professional development on the Science of Reading building strong foundational skills in our early readers. Reading Academy resources such as "look for" documents and training videos are being created to support early literacy from Pre-K–3rd grade.
- Elementary Curriculum & Development Reading Teacher Development Specialists and Achieve 180 Reading Specialists will continue to receive coaching and professional development via Engage2Learn (e2L), which is a capacity building partnership between TDS, administrators and teachers in both virtual and classroom environments. This triad ensures the creation of a coaching culture in a district which is the linchpin for long-term, sustainable success.

Goal Monitoring Report: April 2021

Goal 1 Superintendent's Response (Cont.)

Student Assessment:

Student Assessment creates strategic Data Protocols that adjust throughout the year to guide campuses through systematic data discussions. The middle of the year (MOY) conversations are held during Professional Learning Communities with campuses to determine areas of strength, as well as areas for improvement. These result in data-driven conversations designed to foster instructional impact. Data digs are designed to be executed during PLCs, led by Tier 2 leaders or district administrators, to make the data analysis process simple for teachers. Protocols are also created to help campuses as they have discussions related to student data. Specific skills are shared across district departments such as Curriculum, Interventions Assistance Team (IAT), OSES, Multilingual to determine areas of greatest need for professional development effectiveness.

The Renaissance MOY Reports Protocol was created in collaboration with the Interventions Office, streamlining the IAT process with instructional data conversations, after the MOY Renaissance Universal Screener. All Data-Driven Instructional Specialists (DDIs), IAT Managers, and Intervention Teacher Development Specialists (ITDS) were trained on the protocols. All campuses have an IAT Manager or ITDS. About one-third of schools have a DDIs. Additionally, the Student Assessment Department provided Academics and the Schools Offices with weekly completion rates for students during the MOY window to support monitoring toward the completion of the assessment. After the BOY assessment, Student Assessment also met with the vendor to discuss separating virtual students from face-to-face students in the reporting process.

Renaissance has improved the quantity and quality of their TEKS reporting and has adjusted to state changes, as well as provided Renaissance Focus Skills. Focus skills in each grade are the foundational skills that are essential to advancing learning (i.e., concepts learners must master along the way in order to move to the next step), supporting the development of future skills (i.e., serve as strong prerequisites for skills to come), and/or reflecting the emphasis of the particular standard set at that grade level. In addition, an upgraded Renaissance Growth Platform (RGP) has provided improved tools in the areas of Spanish norming and reporting equity.



Goal Monitoring Report: April 2021

Goal 4, April 2021

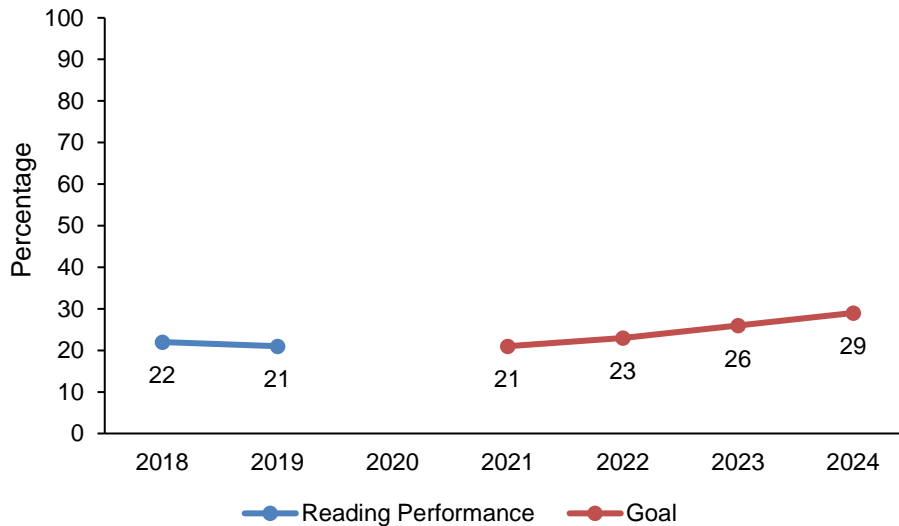
SWDs Reading At or Above Grade Level

Goal Measure 4

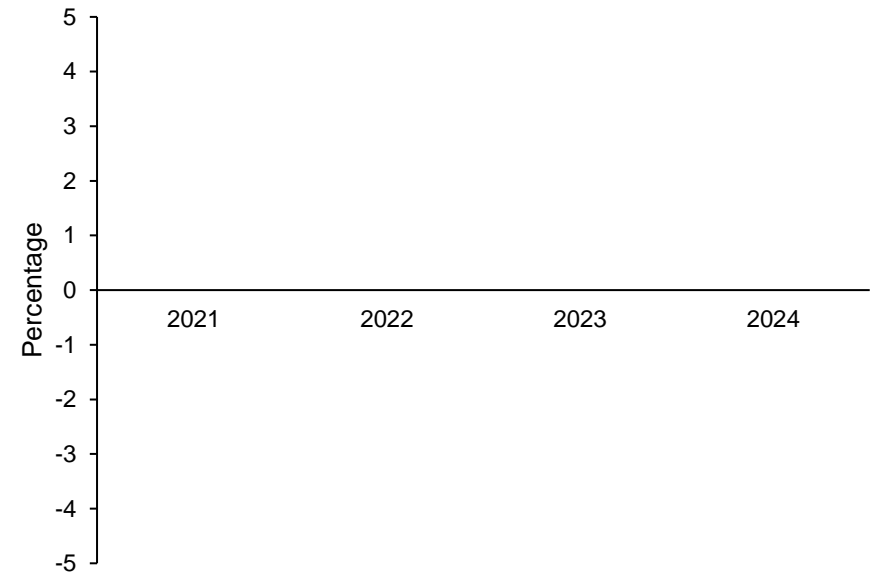
Evaluation

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

Percent of Tests
At or Above Grade Level



Percentage Points Above or Below Goal



Data Source

- TAPR statewide district data download

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

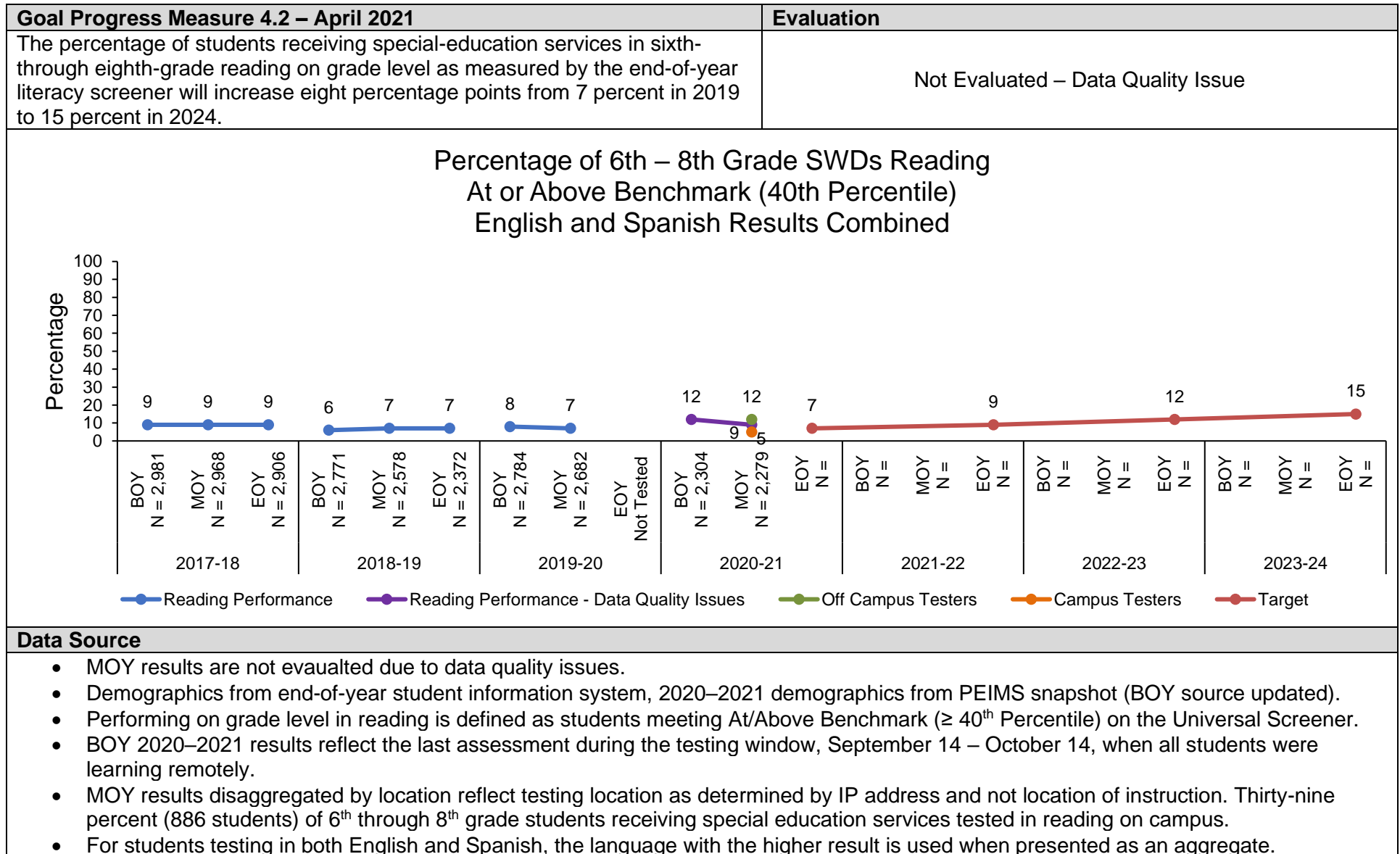
Goal Monitoring Report: April 2021

Goal Progress Measure 4.1 – April 2021	Evaluation																																																																										
The percentage of students receiving special-education services in second-through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.	Not Evaluated – Data Quality Issue																																																																										
<div>Percentage of 2nd – 5th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined</div> <div><table><thead><tr><th>Year</th><th>Category</th><th>Percentage</th><th>N</th></tr></thead><tbody><tr><td rowspan="3">2017-18</td><td>BOY</td><td>11</td><td>4,301</td></tr><tr><td>MOY</td><td>15</td><td>4,444</td></tr><tr><td>EOY</td><td>16</td><td>4,516</td></tr><tr><td rowspan="3">2018-19</td><td>BOY</td><td>10</td><td>4,989</td></tr><tr><td>MOY</td><td>13</td><td>4,816</td></tr><tr><td>EOY</td><td>14</td><td>4,643</td></tr><tr><td rowspan="3">2019-20</td><td>BOY</td><td>12</td><td>5,084</td></tr><tr><td>MOY</td><td>14</td><td>5,012</td></tr><tr><td>EOY</td><td>Not Tested</td><td>-</td></tr><tr><td rowspan="3">2020-21</td><td>BOY</td><td>27</td><td>4,142</td></tr><tr><td>MOY</td><td>19</td><td>4,389</td></tr><tr><td>EOY</td><td>12</td><td>-</td></tr><tr><td rowspan="3">2021-22</td><td>BOY</td><td>14</td><td>-</td></tr><tr><td>MOY</td><td>-</td><td>-</td></tr><tr><td>EOY</td><td>16</td><td>-</td></tr><tr><td rowspan="3">2022-23</td><td>BOY</td><td>-</td><td>-</td></tr><tr><td>MOY</td><td>-</td><td>-</td></tr><tr><td>EOY</td><td>19</td><td>-</td></tr><tr><td rowspan="3">2023-24</td><td>BOY</td><td>-</td><td>-</td></tr><tr><td>MOY</td><td>-</td><td>-</td></tr><tr><td>EOY</td><td>22</td><td>-</td></tr></tbody></table><div>Reading Performance Reading Performance - Data Quality Issues Off Campus Testers Campus Testers Target</div></div>		Year	Category	Percentage	N	2017-18	BOY	11	4,301	MOY	15	4,444	EOY	16	4,516	2018-19	BOY	10	4,989	MOY	13	4,816	EOY	14	4,643	2019-20	BOY	12	5,084	MOY	14	5,012	EOY	Not Tested	-	2020-21	BOY	27	4,142	MOY	19	4,389	EOY	12	-	2021-22	BOY	14	-	MOY	-	-	EOY	16	-	2022-23	BOY	-	-	MOY	-	-	EOY	19	-	2023-24	BOY	-	-	MOY	-	-	EOY	22	-
Year	Category	Percentage	N																																																																								
2017-18	BOY	11	4,301																																																																								
	MOY	15	4,444																																																																								
	EOY	16	4,516																																																																								
2018-19	BOY	10	4,989																																																																								
	MOY	13	4,816																																																																								
	EOY	14	4,643																																																																								
2019-20	BOY	12	5,084																																																																								
	MOY	14	5,012																																																																								
	EOY	Not Tested	-																																																																								
2020-21	BOY	27	4,142																																																																								
	MOY	19	4,389																																																																								
	EOY	12	-																																																																								
2021-22	BOY	14	-																																																																								
	MOY	-	-																																																																								
	EOY	16	-																																																																								
2022-23	BOY	-	-																																																																								
	MOY	-	-																																																																								
	EOY	19	-																																																																								
2023-24	BOY	-	-																																																																								
	MOY	-	-																																																																								
	EOY	22	-																																																																								
<div>Data Source</div> <div><ul style="list-style-type: none">MOY results are not evaluated due to data quality issues.Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Fifty-six percent (2,471 students) of 2nd through 5th grade students receiving special education services tested in reading on campus.For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.</div>																																																																											

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021



Data Source

- MOY results are not evaluated due to data quality issues.
- Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).
- Performing on grade level in reading is defined as students meeting At/Above Benchmark ($\geq 40^{\text{th}}$ Percentile) on the Universal Screener.
- BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.
- MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Thirty-nine percent (886 students) of 6th through 8th grade students receiving special education services tested in reading on campus.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: April 2021

Goal Progress Measure 4.3 – April 2021	Evaluation																																																																								
The percentage of students receiving special-education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.	Not Evaluated – Data Quality Issue																																																																								
<div>Percentage of 9th – 12th Grade SWDs Reading At or Above Benchmark (40th Percentile) English and Spanish Results Combined</div> <div><table><thead><tr><th>Year</th><th>BOY</th><th>MOY</th><th>EOY</th><th>Reading Performance (%)</th><th>Reading Performance - Data Quality Issues (%)</th><th>Off Campus Testers (%)</th><th>Campus Testers (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2017-18</td><td>N = 3,288</td><td>N = 3,440</td><td>N = 3,354</td><td>13</td><td></td><td></td><td></td><td></td></tr><tr><td>2018-19</td><td>N = 2,381</td><td>N = 2,063</td><td>N = 1,534</td><td>5</td><td></td><td></td><td></td><td></td></tr><tr><td>2019-20</td><td>N = 2,098</td><td>N = 2,301</td><td>Not Tested</td><td>5</td><td></td><td></td><td></td><td>5</td></tr><tr><td>2020-21</td><td>N = 1,980</td><td>N = 1,571</td><td></td><td>7</td><td>6</td><td>3</td><td></td><td>5</td></tr><tr><td>2021-22</td><td>N =</td><td>N =</td><td>N =</td><td></td><td></td><td></td><td></td><td>7</td></tr><tr><td>2022-23</td><td>N =</td><td>N =</td><td>N =</td><td></td><td></td><td></td><td></td><td>10</td></tr><tr><td>2023-24</td><td>N =</td><td>N =</td><td>N =</td><td></td><td></td><td></td><td></td><td>13</td></tr></tbody></table><div>Reading Performance Reading Performance - Data Quality Issues Off Campus Testers Campus Testers Target</div></div>		Year	BOY	MOY	EOY	Reading Performance (%)	Reading Performance - Data Quality Issues (%)	Off Campus Testers (%)	Campus Testers (%)	Target (%)	2017-18	N = 3,288	N = 3,440	N = 3,354	13					2018-19	N = 2,381	N = 2,063	N = 1,534	5					2019-20	N = 2,098	N = 2,301	Not Tested	5				5	2020-21	N = 1,980	N = 1,571		7	6	3		5	2021-22	N =	N =	N =					7	2022-23	N =	N =	N =					10	2023-24	N =	N =	N =					13
Year	BOY	MOY	EOY	Reading Performance (%)	Reading Performance - Data Quality Issues (%)	Off Campus Testers (%)	Campus Testers (%)	Target (%)																																																																	
2017-18	N = 3,288	N = 3,440	N = 3,354	13																																																																					
2018-19	N = 2,381	N = 2,063	N = 1,534	5																																																																					
2019-20	N = 2,098	N = 2,301	Not Tested	5				5																																																																	
2020-21	N = 1,980	N = 1,571		7	6	3		5																																																																	
2021-22	N =	N =	N =					7																																																																	
2022-23	N =	N =	N =					10																																																																	
2023-24	N =	N =	N =					13																																																																	
<div>Data Source</div> <div><ul style="list-style-type: none">MOY results are not evaluated due to data quality issues.Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).Performing on grade level in reading is defined as students meeting At/Above Benchmark (≥ 40th Percentile) on the Universal Screener.BOY 2020–2021 results reflect the last assessment during the testing window, September 14 – October 14, when all students were learning remotely.MOY results disaggregated by location reflect testing location as determined by IP address and not location of instruction. Twenty-four percent (382 students) of 9th through 12th grade students receiving special education services tested in reading on campus.For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.</div>																																																																									

Goal Monitoring Report: April 2021

Goal 4 Superintendent's Response

Office of Special Education Services:

The Office of Special Education Services (OSES) continues its focus on progress monitoring the number of students with disabilities who access the general education curriculum using the Universal Screener formative data as follows:

- MOY Universal Screener completion reports are provided by the Student Assessment Department to OSES for informed data conversations with OSES Senior Managers, Program Specialists, Special Education Department Chairs, Special Education and General Education Teachers, and campus leadership teams.
- Utilization of Universal Screener data within the Easy IEP system to progress monitor, write effective Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements, and craft measurable Individualized Education Program (IEP) goals that are aligned to the PLAAFPs; and
- Weekly EasyIEP ARD-IEP Compliance and IEP Goals Progress Monitoring reports are discussed with special education department chairs, campus principals, and reported to the Area Superintendents.

Desktop audits, campus-based folder audits, EasyIEP reports, and feedback from principals and department chairs are used to guide the effectiveness of the strategies that have been implemented. Based on these activities, targeted professional development and support has been provided in the areas of:

- IEP Content and Development with an emphasis on progress monitoring and writing effective IEP goals using evaluation data and PLAAFP statements;
- IEP Instructional Strategies with an emphasis on Specially Designed Instruction (SDI) and Co-Teach; and
- IEP Implementation.

Special Education Services Content Labs were available to campus staff that had specific special education content related issues that needed to be resolved. In addition, IEP Open Labs were available to campus staff that had specific EasyIEP technical issues that needed to be addressed. Direct Support Field Senior Managers and Program Specialists work daily with campuses by area and district-wide to resolve campus concerns or challenges. Based on the level of support needed at the campus level, targeted professional development and support is provided directly to campuses who need intensive assistance.

Goal Monitoring Report: April 2021

Goal 4 Superintendent's Response (Cont.)

The next steps for the Office of Special Education (OSES):

- Ongoing monitoring and reporting of IEP and Evaluation Compliance to Area Superintendents with targeted support to resolve compliance concerns at the campus level by Direct Support Field Senior Managers and Program Specialists.
- Ongoing professional development and training by OSES Teacher Development Specialists and Specialized Service Location - Instructional Services Program Specialists to address identified needs of specific special and general education teachers in collaboration with Elementary and Secondary Curriculum Departments.
- Ongoing monitoring of the implementation of SDI by Direct Support Field Senior Managers at the campus level in collaboration with Elementary and Secondary Curriculum and the Schools' Office and provide targeted support.

Student Assessment:

Student Assessment provides the Special Populations Office of Special Education professional development materials that adjust throughout the year. These materials guide campuses through systematic data driven conversations that foster progress monitoring and continual instructional improvement for special education students serviced in the general education setting. A specific Renaissance BOY Special Education Toolbox was provided to Program Specialists during their C3 weekly meetings. All campuses have a Program Specialist assigned. These district leaders either lead or provided the materials to their designated schools. Additionally, multiple webinars were conducted on district wide professional development days where teachers and leaders could learn how to use the Renaissance data. Additionally, Student Assessment provided the Office of Special Education Services (OSES) with weekly completion reports for special education students during the BOY window to support monitoring toward the completion of the assessment. Renaissance BOY performance results by campus and area were provided to the Special Education Office for the various special student population groups.

Integration between HISD Data Warehouse, EasyIEP and Renaissance to strategically display key metrics on the EasyIEP platform to improve the quality of goal statements grounded in Renaissance data. Phase 1 of a two-phased process has been executed. The second phase will include TEKS-Strand elements, that will further ground PLAAFP statements to state standards and normed data. Tighter goals will result in targeted instruction and eventually improve student achievement.

Office of the Board of Education
Board of Education Meeting of April 8, 2021

Patricia Allen, District IV Trustee and President

SUBJECT: DISCUSSION AND APPROVAL OF PROGRESS ON BOARD CONSTRAINTS FOR THE FIRST QUARTER

The Houston Independent School District (HISD) Board of Education approved a self-constraint on May 9, 2019, in policy AE(LOCAL), and replaced that constraint with five others on November 5, 2020. Per Lone Star Governance guidelines, the board shall evaluate itself on these constraints every three months. The self-evaluation for the first quarter of 2021 is now due.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 progress on board constraints for the first quarter of 2021, effective April 9, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE INTERLOCAL AGREEMENT WITH HARRIS COUNTY RESOURCES FOR CHILDREN AND ADULTS FOR THE COMMUNITY YOUTH SERVICES PROGRAM

This agenda item seeks approval from the Houston Independent School District (HISD) Board of Education to authorize the interim superintendent of schools or a designee to negotiate and execute an interlocal agreement with Harris County Resources for Children and Adults (HCRCA) for the Community Youth Services (CYS) program.

The purpose of this agreement is to allow the county and district to provide specialized services to students and families that are currently not available. HISD has received a commitment from the county to assist the district in providing voluntary social services to students and their families at Golfcrest and Park Place elementary schools.

The county, through HCRCA, operates the CYS program. The county has received a donation to pay for the portion of the youth service specialist's salary that is normally paid by the district. The program will allow youth to obtain needed social services without the expense or the stigma of juvenile court intervention, and leaves financial responsibility and authority with the family as much as possible.

HISD has examined and is familiar with such special services and the rules and guidelines applicable thereto and needs one or more youth service specialists to provide services from a district facility.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the interlocal agreement with HCRCA for the CYS program, effective April 9, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-1	AUTHORITY TO NEGOTIATE AND EXECUTE INTERLOCAL AGREEMENT WITH HARRIS COUNTY RESOURCES FOR CHILDREN AND ADULTS FOR THE COMMUNITY YOUTH SERVICES PROGRAM	April 8, 2021
INITIATED BY: Yolanda Rodriguez, Interim Chief Academic Officer		
<p>BACKGROUND:</p> <p>The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education authorizes the interim superintendent or designee to negotiate and execute an interlocal agreement with Harris County for the Community Youth Services (CYS) program, a body corporate and politic under the law of the State of Texas, on behalf of Harris County Resources for Children and Adults (HCRCA) formerly known as Harris County Protective Service for Children and Adults (HCPSCA).</p> <p>The CYS program aims to provide the following services to students and families of Golfcrest and Park Place elementary schools:</p> <ul style="list-style-type: none"> • Crisis counseling and consultation. • Follow-up to referrals from the Texas Department of Family and Protective Services and the Youth Service Center. • Counseling and social services support deemed necessary by HCRCA and/or the district; including conducting home visits when they are deemed necessary for the best interest for the family. <p>Cost/Funding Source: None. This is an in-kind donation to provide services to both schools and will be funded by the county.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: NONE		
ADMINISTRATIVE PROCEDURES REQUIRED: THIS ITEM REQUIRES CONSULTATION		

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE SERVICE CONTRACT
WITH ZYHEK MANAGEMENT, LLC, TO PROVIDE SERVICES FOR
THE ATHLETIC TRAINING SERVICE PILOT PROGRAM**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a service contract with Zyhek Management, LLC, to provide one fulltime licensed athletic trainer (LAT) to work with the athletic training service pilot program.

The HISD Athletic Department (HISD-AD) is partnering with Zyhek, which has agreed to participate in a pilot program providing the district with an additional athletic trainer at no cost who will provide athletic training services at several high-need HISD campuses. The LAT will work in cooperation with the HISD-AD LAT, and serve as a traveling trainer who increases the quality of athlete care at the following targeted regions and high-school campuses:

- East – Austin and Furr
- North – Kashmere and North Forest
- Northwest – Northside and Scarborough
- South – Madison, Sterling, and Yates
- West – Westbury

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education authorizes the interim superintendent of schools or a designee to negotiate and execute a service contract with Zyhek to provide services for the athletic training service pilot program, effective April 9, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-2	AUTHORITY TO NEGOTIATE AND EXECUTE SERVICE CONTRACT WITH ZYHEK MANAGEMENT, LLC, TO PROVIDE SERVICES FOR THE ATHLETIC TRAINING SERVICE PILOT PROGRAM	April 8, 2021
INITIATED BY: ATHLETIC DEPARTMENT		
<p>BACKGROUND:</p> <p>The Houston Independent School District Athletic Department (HISD-AD) manages approximately 16,800 student athletes.</p> <p>The safety of student athletes is a top priority for the district. While coaches oversee play on the field, athletic trainers are responsible for injury prevention and addressing the physical and mental effects of playing the game. They also manage a high-volume of paperwork necessary to maintain compliance with district and University Interscholastic League (UIL) policies, rules, and regulations.</p> <p>Ensuring the safety of student athletes requires a sufficient number of fulltime, certified athletic trainers. Currently, HISD has a total of five. Each athletic trainer provides care and rehab services for, on average, 70 or more student athletes weekly at district stadium complexes where the trainers are currently stationed. The district requires additional certified athletic trainers, and that need is growing annually.</p> <p>Because of district budget constraints, there are insufficient funds available to the HISD-AD to hire the athletic trainers that are needed. As a way of meeting this need for athletic trainers, HISD is partnering with Zyhek Management, LLC, which has agreed to participate in a pilot program providing the district with an additional athletic trainer at no cost who will provide athletic training services at several high-need HISD campuses.</p> <p>Services that will be provided:</p> <p>Zyhek will provide one fulltime (40+ hours per week) licensed athletic trainer (LAT) to work in cooperation with the HISD-AD lead athletic trainer, and to serve as a traveling trainer who increases the quality of athlete care in the following regions and targeted high-school campuses:</p> <ul style="list-style-type: none"> • East – Austin and Furr • North – Kashmere and North Forest • Northwest – Northside and Scarborough • South – Madison, Sterling, and Yates • West – Westbury <p>A schedule for the LAT servicing of the above-listed campuses will be developed in conjunction with the HISD-AD lead athletic trainer. The LAT will be responsible for following UIL and HISD-AD protocols for managing preventive care, rehabilitation, and therapies for student athletes at the above-listed schools.</p>		

Purpose:

The positive impact of just one fulltime athletic trainer sponsored by Zyhek Management, LLC, would be significant to the HISD-AD and the student athletes it serves. Athletic trainers are the only allied health care practitioners specifically trained in injury prevention for student athletes. They also provide onsite emergency and non-emergency care, coordinate appropriate follow-up, conduct rehabilitation, and return individuals to safe participation in sports. Moreover, the athletic training services provided by Zyhek Management, LLC, will enhance the HISD-AD athletic training process in several important ways:

- (1) The Zyhek-sponsored athletic trainer assigned to specified HISD school campuses will keep student athletes on campus without having to leave school for treatment, thus reducing time away from academic instruction;
- (2) Having the Zyhek athletic trainer on campus will facilitate a one-on-one relationship between the trainer and the school coach, who will actually see the athletes' daily progress; and
- (3) Such in-house athletic training services will create a training-room atmosphere on each campus because athletes will be seen on a more regular basis, thereby enhancing their recovery process.

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: NONE

ADMINISTRATIVE PROCEDURES REQUIRED: THIS ITEM REQUIRES CONSULTATION

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of School Offices
Silvia Trinh, Chief of Staff

SUBJECT: APPROVAL OF THE 2021–2022 ACADEMIC CALENDAR

This item seeks approval of the Houston Independent School District (HISD) 2020–2021 Academic Calendar. The District Calendar Committee, comprised of stakeholders representing employees, parents, community organizations, the Principal Ad Hoc Committee, and the larger HISD community, advised the administration in the development of this year's academic calendar. In addition, public feedback was solicited and considered in the creation of the final academic calendar draft.

The most notable difference is the additional instructional days, totaling 15 student days, in order to provide needed supports and interventions as well as enrichment to mitigate the learning gaps caused by COVID-19.

The proposed academic calendar for school year 2021–2022 is attached for review.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is not aligned to a core initiative but is ministerial for compliance purposes only.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed 2021–2022 academic calendar, effective April 9, 2021.

Houston Independent School District

July 2021 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							August 2021 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							September 2021 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
October 2021 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							November 2021 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							December 2021 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
January 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							February 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28							March 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
April 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							May 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							June 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						

Key <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #cccccc; border: 1px solid black; margin-right: 5px;"></div> Holidays </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #ffffff; border: 1px solid black; margin-right: 5px;"></div> Teacher Preparation Days (no students) </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; border: 1px solid black; border-radius: 50%; margin-right: 5px;"></div> Teacher Service Days (no students) </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #0070c0; border: 1px solid black; margin-right: 5px;"></div> Enrichment Opportunities* </div>		Holidays September 6, 2021 Labor Day September 16, 2021 Fall Holiday November 22 - 26, 2021 Thanksgiving Break December 20- 31, 2021 Winter Break January 17, 2022 MLK Day February 21, 2022 Presidents' Day (students only) March 14 - 18, 2022 Spring Break March 28, 2022 Chavez-Huerta Day April 15, 2022 Spring Holiday May 30, 2022 Memorial Day	
School Day Start and End Times 7:30-3:00 Elementary 8:30-4:00 K-8 and Middle School 8:30-4:10 High School			
Significant Dates August 16, 2021 Teachers report to work August 23, 2021 First day of school January 14, 2022 Last day of first semester January 19, 2022 First day of second semester June 7, 2022 Last day of school for students June 8, 2022 Last day for teachers			

EXECUTIVE SUMMARY

Board Agenda Item

BOE Meeting: April 8, 2021

Board Item: Approval of the Updated 2021-2022 Academic Calendar

Rationale and Framing Context:

- Each year an academic calendar is created and placed before the board for approval. The calendar draft is aligned to all relevant statutes and has been created with input from various stakeholder groups, including the Principal Ad_Hoc Committee, Academic Calendar Committee, and Houston Independent School District (HISD) employees, families, and community members.
- Creation of the academic calendar must meet the following policy requirements and established regulations:
 - School may not begin before the 4th Monday in August, which is August 24, 2020 for the upcoming school year
 - District shall operate for at least 75,600 minutes per calendar year including time allocated for instruction, intermissions, and student recesses
 - Last day of school is not to be before May 15
 - No instruction on Memorial Day
- In addition, the following norms were set by previous iterations of the calendar committee and the calendar development process:
 - Maximizing the number of instructional days prior to testing
 - Aligning the kindergarten (K)–grade 12 calendar to higher education calendars when possible
 - Extending the second semester to account for the number of instructional days used for testing
 - Establishing a two-week winter break
 - Recognize traditional HISD holidays:
 - Labor Day
 - Thanksgiving Break
 - MLK, Jr. Day
 - Memorial Day
 - Spring Break
 - Chavez-Huerta Day (added in 2018)
- We are recommending the attached calendar with the following components:
 - An additional 15 days for interventions, tutorials, and enrichment opportunities
 - 10 Teacher professional development (PD)/Prep Days
 - A full week for the Thanksgiving holiday
 - The last day for students is Tuesday, June 7
 - The last day for teachers is Wednesday, June 8
- As part of the stakeholder engagement efforts regarding the calendar this school year, two community surveys were sent to elicit feedback. The second survey, sent last week, asked for

the community to vote between two calendar drafts to indicate preference. Results from that survey are included below.

- Total number of respondents: 14, 173
 - 80% In support of Version A*
 - 20% In support of Version B*
- *percentages were rounded up to the nearest whole number

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of School Offices
Silvia Trinh, Chief of Staff

SUBJECT: APPROVAL TO APPLY FOR A STATE WAIVER TO OFFER ASYNCHRONOUS INSTRUCTION DAYS DURING SPRING 2021 FOR PROFESSIONAL DEVELOPMENT

According to guidance provided by the Texas Education Agency (TEA) on December 10, 2020, districts may apply for a waiver for spring 2021 that allows a district to change a traditional school day to an asynchronous instruction day to provide additional planned teacher professional development or preparation days. Per the TEA, a district with an approved asynchronous instruction plan may request a waiver to schedule periodic, non-consecutive, asynchronous instructional days during the spring of 2020–2021 for a maximum of 2,100 instructional minutes. During these days, districts are still required to allow access to on-campus instruction for all students who do not have internet access or appropriate digital learning devices.

This agenda item seeks board approval for the Houston Independent School District to apply for this waiver from the state to offer additional time for professional development and planning to better support the needs of campus leaders, teachers, and students. The district would like to offer asynchronous instruction for students and teacher professional development and work hours on Friday, May 28, 2021. This day will be used to train teachers for summer school, analyze student data for grade placement committee recommendations, and develop instructional plans for summer school. Half of this day will be for teacher professional development and half will be allocated for teacher planning.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: Staffing will be assigned as appropriate.

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is not aligned to a core initiative.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the district applying for a state waiver to offer asynchronous instruction for students and teacher professional development on May 28, 2021, effective April 9, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of School Offices
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF RECOMMENDATION BY THE NAMING COMMITTEE
AT WOODROW WILSON MONTESSORI SCHOOL**

The Houston Independent School District (HISD) administration asks that the Board of Education, in accordance with Board Policy CW(LOCAL), *Naming Facilities*, approves the recommendation of the naming committee at Woodrow Wilson Montessori School. The recommended name from the committee is _____ Ella Josephine Baker Montessori School.

Members of the committee included appropriate representation from the relevant school community as required by CW(LOCAL).

The renaming recommendation is based on the problematic views held by, and the policies supported by, the school namesake, Woodrow Wilson, who served as the 28th president of the United States from 1913 to 1921. It is part of the historical record that President Wilson held deeply ingrained discriminatory views towards BlacksAfrican Americans which manifested themselves in a number of ways, including, but not limited to:

- Segregating the federal civil service, especially the Treasury Department and Post Office where a significant number of BlacksAfrican Americans were employed, after it had been racially integrated for decades, thereby taking America backward in its pursuit of justice; and
- As the 13th president of Princeton University, opposing the admittance of BlackAfrican American applicants to the university.

The committee's recommendation to rename Woodrow Wilson Montessori School is an essential and worthy effort to align the name of the school to the egalitarian and inclusive values of HISD. The renaming is also part of a larger movement nationwide to rename institutions named after individuals who are unworthy of such an honor. In June 2020, Princeton University's board of trustees voted to remove Woodrow Wilson's name from the prestigious School of Public and International Affairs, as well as Wilson College. In doing so, the trustees concluded that "Wilson's racist thinking and policies make him an inappropriate namesake for a school whose scholars, students, and alumni must be firmly committed to combatting the scourge of racism in all its forms."

The recommended name from the committee is emblematic of the ideals of inclusion, and diversity, and individual leadership modeled at Montessori schoolsHISD. By having _____ Ella Josephine Baker as the namesake of the school, HISD will make a strong statement that those values are celebrated by the district. Ms. Baker

(December 13, 1903 – December 13, 1986) was a brilliant, determined, and tenacious woman who fought against Jim Crow segregation and for the advancement of civil rights for African Americans through a myriad of organizations that she either worked for, founded, or both. Ms. Baker was honored in 2009 by having a United States postage stamp issued bearing her likeness. Her emphasis on education is reflected most concisely in the following quote: “Singing alone is not enough; we need schools and learning.”

For these reasons, the HISD administration supports the committee recommendation to rename the school after Ella Josephine Baker.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$~~XXX,XXX~~100,000.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Department One-Time XXX	1993020000 XXXXXXXXXX	1012259000 XXXXXXXXXX	PS51990000000000 XXXXXXXXXXXXXXXXXX	6299000000 XXXXXXXXXX	N/A	\$XXX,XXX 100,000

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the recommendation of the naming committee at Wilson Montessori School for renaming the school, effective April 9, 2021.

ATTACHMENT—BIO OF ELLA JOSEPHINE BAKER

Ella Josephine Baker was born in Virginia and raised in North Carolina. Ms. Baker graduated from Shaw University as valedictorian in 1927. After graduation, she moved to New York where she began a life-long career as a civil rights activist starting with her tenure as national director at the Young Negroes' Cooperative League, which she co-founded with George Schuyler. In 1938, she began working at the National Association for the Advancement of Colored People (NAACP), where she rose through the ranks by becoming a field secretary in 1940 and national director of the NAACP's branches in 1943. At the NAACP, her aim was to decentralize leadership and focus on developing activism at the grassroots level. This philosophy of participatory democracy informed her perspective on civil rights activism throughout her life.

In 1955, she formed the organization *In Friendship* to raise money in support of the Montgomery Bus Boycott.

In 1957, she was instrumental in the formation of the Southern Christian Leadership Conference (SCLC). Ms. Baker served as the first director of the SCLC and Dr. Martin Luther King, Jr., served as the first president. The SCLC facilitated the civil rights movement in the south, especially voter registration.

In 1960, she helped organize the Student Nonviolent Coordinating Committee (SNCC), which became one of the most important human rights organizations in the nation, and which was grounded on the idea of participatory democracy where activism occurred at the grassroots level.

While Baker was not an educator in the traditional Kindergarten–12 or higher education sense, she taught generations of civil rights activists invaluable organizing skills. Her importance as a teacher is reflected in her nickname, Fundi, which is a Swahili word meaning one who teaches skills and knowledge to the next generation.

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Human Resources
Julia Dimmitt, Chief Human Resources Officer

**SUBJECT: CONSIDERATION AND APPROVAL OF TEACH FOR AMERICA
CONTRACT FOR THE 2021–2022, 2022–2023, AND 2023–2024
SCHOOL YEARS**

The mission of Teach for America (TFA) is to build a movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. TFA recruits outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools. Beyond these two years, TFA alumni bring strong leadership to all levels of school systems and every professional sector, addressing the extra challenges facing children growing up in low-income communities, building the capacity of schools and districts, and changing the prevailing ideology through their examples and advocacy.

TFA has placed corps members in Houston Independent School District (HISD) schools since 1991 and HISD is seeking approval to renew the partnership with TFA for the summer training and staffing of TFA corps members for the 2021–2022, 2022–2023, and 2023–2024 school years. The annual premium rates for corps members are \$4,000 for teachers as defined by the agreement. All TFA-eligible campuses are responsible for the annual premium cost of corps members with the understanding that the commitment for each corps member is two years.

The amount indicated in this request is an estimate of the total premium cost of all corps members to be paid for by campuses annually. As the actual number of corps members and their content areas has not yet been determined, this serves as a maximum estimated amount only at the time of this item. There is no cost to the district or campuses if corps members are not selected for hire.

COST/FUNDING SOURCE(S): Up to \$200,000 annually, paid by campuses

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom.

THIS ITEM DOES 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 execute a contract under the terms provided above for Teach For America for the 2021–2022, 2022–2023, and 2023–2024 school years, effective April 9, 2021.

Executive Summary**Teach For America****Purpose:**

To work in collaboration with Teach for America (TFA) to recruit and retain Houston Independent School District teachers.

Historical and Other Information:**How many TFA Corps members were hired for the 2020–2021 school year?**

Thirty-three TFA corps members were hired in 2020–2021.

What is the value of the current contract?

The current TFA contract value is dependent on the number of corps members that are interviewed and hired by each campus. Actual hires are at the discretion of each campus principal. All TFA-eligible campuses are responsible for the annual premium cost of corps members (\$4,000) with the understanding that the commitment for each corps member is two years. The additional costs to TFA include recruitment and additional training and support provided by TFA.

Where are TFA corps members teaching during the 2020–2021 school year?

Austin High School (HS), Chavez HS, Clifton Middle School (MS), DeAnda Elementary School (ES), Dogan ES, Edison MS, Emerson ES, Gregory Lincoln, Longfellow ES, MacGregor ES, Ortiz MS, Patterson ES, Roosevelt ES, Sam Houston Math, Science, and Technology Center HS, Sharpstown HS, Sharpstown International, Shearn ES, Wainwright ES, and Welch MS.

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Business Operations

**SUBJECT: AUTHORITY TO NEGOTIATE, EXECUTE, AND AMEND A
CONSTRUCTION CONTRACT FOR DRAINAGE SYSTEMS
IMPROVEMENTS AT MYLIE DURHAM ELEMENTARY SCHOOL**

Relentless rains from Tropical Storm Imelda in September 2019 caused flooding throughout the community and on the campus at Mylie Durham Elementary School (ES). An assessment of Durham ES identified the need for additional drainage improvements. The Houston Independent School District (HISD) Construction Services department is completing the emergency drainage measures that were approved and completed in phase one of this project. In response to the campus and community's concerns regarding flooding, these permanent improvements will increase the detention capacity to retain and evacuate water timely after a typical rain event.

HISD sought competitive sealed proposals (CSP) from contractors for the drainage systems improvements at Durham ES. The project was advertised on December 5 and December 12, 2020. There was one addendum issued prior to receiving proposals. On January 19, 2021, the district received four proposals from the following responsive contractors:

- AR Turnkey Construction Company, Inc.
- Construction Managers of Southeast Texas, LLC
- Dura Pier Facilities Services, LTD, dba Facilities Sources
- Jerdon Enterprise, L.P.

After evaluation in accordance with the procedures approved by the HISD Board of Education, Jerdon Enterprise, L.P., was determined to have met all district requirements. Therefore, it is recommended this contractor be awarded a contract for the drainage systems improvements at Durham ES.

Approval of this item will authorize the superintendent of schools or a designee to negotiate, execute, and amend a contract not to exceed the identified cost and allowance.

The requested amount is as follows:

CSP Proposer	Base Proposal	Construction Contingency Amount	Total Contract Amount Not to Exceed	M/WBE Participation
Jerdon Enterprise, L.P.	\$545,900	\$50,000	\$595,900	22.2%

COST/FUNDING SOURCE(S): The total cost is not expected to exceed \$595,900.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1993010011	101211500	PS51990000000000	6249000000	N/A	\$595,900

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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, execute, and amend a construction contract for drainage systems improvements at Mylie Durham ES, effective April 9, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Finance
Glenn Reed, 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 four 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 April 9, 2021.

Approval of Purchase Over \$100,000
Recommended for 4/08/2021 Board Agenda

Project Information	20-04-12 - RFP / Broadline Distribution and Warehouse Services for K12 Program – (Alatorre) – (COO)
Project Description	The purpose of this project is to obtain warehouse and distribution services offering a broad line of food and related products directly to campuses districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$180,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be 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	46/3
Project Term	The project term is from July 1, 2021, through June 30, 2022, with three annual renewals, not to extend beyond June 30, 2025.
Amount not to Exceed (Project Term)	\$180,000,000

Budget Information					
Fund	2400010000	Fund	2400010000	Fund	
Cost Center	1040832000	Cost Center	1040832000	Cost Center	
Functional Area	PS35990000000000	Functional Area	PS35990000000000	Functional Area	
General Ledger	6341000100	General Ledger	6342000100	General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Labatt Food Service	C-D	H

Approval of Purchase Over \$100,000
Recommended for 4/8/2021 Board Agenda

Project Information	21-10-14 - RFP / Security Camera Systems Service, Maintenance, Repairs, and Installation – (Chevalier) – (COO)
Project Description	The purpose of this project is to obtain security camera systems service, maintenance, and repairs districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$10,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors 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	70/12
Project Term	The project term is from April 9, 2021, through April 8, 2022, with four annual renewals, not to extend beyond April 8, 2026.
Amount not to Exceed (Project Term)	\$10,000,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Advance Secure Tech LLC	A-100%	H
BLTI Services, LLC dba Harrison Alarm Service	A-100%	T
CLS Technology, Inc.	A-100%	T
Hi-Tek Sound & Signal, Inc.	A-100%	H
Netsync Network Solutions	A-100%	H
Post Oak Construction LLC	A-100%	H
Star Asset Security LLC	B-25%	T
Westco Ventures LLC	A-100%	H

Approval of Purchase Over \$100,000
Recommended for 4/8/2021 Board Agenda

Project Information	21-11-11 - RFP / Workers Compensation Audit – (Wright) – (CFO)
Project Description	The purpose of this project is to obtain a firm to audit claims, review documentation, the return-to-work program, and other Texas Department of Insurance and district practices. Based on annual appropriations, the projected expenditure is not to exceed \$120,000 for the duration of the project. The district applied the Best Value process in selecting the vendors 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	34/4
Project Term	The project term is from August 1, 2021, through July 31, 2022, with four annual renewals, not to extend beyond July 31, 2026.
Amount not to Exceed (Project Term)	\$120,000

Budget Information			
Fund	7990000000	Fund	Fund
Cost Center	3870806000	Cost Center	Cost Center
Functional Area	AD41990000000000	Functional Area	Functional Area
General Ledger	6291000000	General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
DB3 Unlimited Services, LLC	100%	T

**Approval of Cooperative Purchase Over \$100,000
Recommended for 4/8/2021 Board Agenda**

Project Information	21-02-01-02 - Cooperative / Two-Way Radio System with Infrastructure Upgrades (James) – (COO)
Project Description	The purpose of this cooperative project is to continue service and support of the existing digital two-way radio system used by various departments including, but not limited to, Transportation, Warehouse, Furniture Services, and Nutrition Services. Based on annual appropriations, the projected expenditure for this project is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project number DIR-TSO-4010 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from June 2, 2021, through September 8, 2021, with one annual renewal, if DIR executes its project renewal options, not to extend beyond September 8, 2022.
Amount not to Exceed (Project Term)	\$3,000,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Dailey and Wells Communications, Inc.	-	T

Approval of Cooperative Purchase Over \$100,000
Recommended for 4/8/2021 Board Agenda

Project Information	21-02-03-01 – Cooperative / Plumbing Services (Castaneda) – (COO)
Project Description	The purpose of this cooperative project is to request ratification of expenditures and approval to obtain plumbing services for repair and maintenance districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$9,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 638-21 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from March 10, 2021, through February 28, 2022, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond February 29, 2024.
Amount not to Exceed (Project Term)	\$9,000,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
American Mechanical Services of Houston, LLC, dba AMS of Houston, LLC	-	TH
ERC Environmental & Construction Services, Inc., dba ERC	-	T
The Brandt Companies, LLC	-	H
Westco Ventures, LLC	-	

**Approval of Cooperative Purchase Over \$100,000
Recommended for 4/8/2021 Board Agenda**

Project Information	21-03-01-01 – Cooperative / Police Tools and Accessories – (Isom) – (CPD)
Project Description	The purpose of this cooperative project is to provide tools, accessories, and other related items to fulfill mandatory training for the police department. Based on annual appropriations, the projected expenditure is not to exceed \$100,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 603-20 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from April 8, 2021, through March 31, 2022, with one annual renewal, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2023.
Amount not to Exceed (Project Term)	\$100,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
GT Distributors, Inc.	-	T
Precision Delta Corporation	-	T

Approval of Cooperative Purchase Under \$100,000
Recommended for 4/8/2021 Board Agenda

Project Information	21-03-02-42 – Cooperative / Fine Arts Musical Instruments, Supplies, and Repairs – (Bellard) – (CAO)
Project Description	The purpose of this cooperative project is to purchase fine arts goods and services to support student instruction in general music, piano, and choir. Based on annual appropriations, the projected expenditure is not to exceed \$75,000 for the duration of the project. This is a cooperative agreement with Region VI utilizing cooperative project number RFP 19.18 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from April 9, 2021, through June 30, 2021.
Amount not to Exceed (Project Term)	\$75,000

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
AMC Music, LLC	-	H

**Approval of Cooperative Purchase Under \$100,000
Recommended for 4/8/2021 Board Agenda**

Project Information	21-03-07-23 - Cooperative / Audio Equipment, Presentation Systems, Production and Related Services (Garza) – (CCO)
Project Description	The purpose of this cooperative project is to obtain audio conferencing, video conferencing, web conferencing, and webcasting services districtwide and ratify expenditures. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 190703 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from March 4, 2021, through September 30, 2021, with one annual renewal, if TIPS executes its project renewal options, not to extend beyond September 30, 2022.
Amount not to Exceed (Project Term)	\$60,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Swagit Productions, LLC	-	T

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/08/2021 Board Agenda**

Project Information	19-08-15 - RFP / Health & Medical Supplies and Equipment– (Garza) - (CAO) Project Description Correction
Project Description	This project was originally approved by the Board of Education on December 13, 2018. The purpose of this project amendment is to correct the spending limit authorization to obtain health and medical supplies, equipment, related items, and repair services for the health and medical department. Based on annual appropriations, the projected expenditure is not to exceed \$15,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFP's Viewed/ Received	N/A
Project Term	The project term is from December 14, 2018, through December 13, 2019, with four annual renewals, not to extend beyond December 13, 2023.
Amount not to Exceed (Project Term)	\$15,000,000

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

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Alert Services, Inc.	C-D	T
NAO Global Health LLC	A-100%	H
School Health Cooperation	C-D	OT
School Nurse Supply	C-D	OT
Sterlington Medical	C-D	H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/2021 Board Agenda**

Project Information	21-10-09-53 – Cooperative / GPS Tracking System Hardware, Software, and Services (Garcia) – (CPD) Term Extension & NTE Increase
Project Description	This project was originally approved by the Board of Education on November 12, 2020. The purpose of this project amendment is to execute an extension and request an increase in the spending limit authorization for the Synovia tracking system used by the police department. Based on annual appropriations, the projected expenditure is not to exceed \$300,000 for the duration of the project. This is a cooperative agreement with Sourcwell utilizing cooperative project number 022217-SSL in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The amended project term is from November 13, 2020, through June 1, 2022, with no remaining renewals.
Amount not to Exceed (Project Term)	\$300,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Synovia Solutions, LLC	-	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/2021 Board Agenda**

Project Information	20-06-08-02 – Cooperative / Sprint Wireless Devices & Related Products and Services – (Teer) – (CIO) Term Extension
Project Description	This project was originally approved by the Board of Education on August 13, 2020. The purpose of this project amendment is to execute an extension with no additional increase in funding for the purchase of wireless devices and related products and services for use by students and staff districtwide to support student learning and district operations. This is a cooperative agreement with the Texas DIR utilizing cooperative project number DIR-TSO-3432 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The amended project term is from August 14, 2020, through March 9, 2022, with no remaining renewals.
Amount not to Exceed (Project Term)	N/A

Budget Information			
Fund	1993020000	Fund	Various Schools and/or Departments
Cost Center	1050805000	Cost Center	
Functional Area	AD53990000000000	Functional Area	
General Ledger	6649010000	General Ledger	
I/O		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Sprint Solutions, Inc.	-	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/2021 Board Agenda**

Project Information	17-02-02-C – RFP / Supplemental Curriculum and Materials – (Svitek) – (CAO) Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on March 11, 2021. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to provide districtwide teacher and staff development services. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFX's Viewed/ Received	N/A
Project Term	The project term is from April 9, 2021, through September 20, 2021, with one annual renewal, not to extend beyond September 20, 2022.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Torres Henderson Education Resources, LLC	C-10%	OT

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/2021 Agenda**

Project Information	16-10-25 – RFP / District Instructional Software – (Bellard) – (CAO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on June 8, 2017. The purpose of this project amendment is to change the names of awarded vendors. Connections Education, Inc., dba Connections Education, LLC, has changed its business name to Connections Education, Inc., dba Connections Education, LLC, dba Pearson Online & Blended Learning K–12 USA. McGraw-Hill Education, Inc., dba McGraw-Hill School Education, LLC, has changed its business name to McGraw-Hill Education, Inc., dba McGraw Hill, LLC. The purpose of this project is to purchase educational/instructional software, digital resources, and related items districtwide. The district applied the Best Value process in selecting the vendors 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	N/A
Project Term	The project term is from July 1, 2017, through June 30, 2018, with four annual renewals, not to extend beyond June 30, 2022.
Amount not to Exceed (Project Term)	N/A

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
Connections Education, Inc., dba Connections Education, LLC, dba Pearson Online & Blended Learning K–12 USA	-	O
McGraw-Hill Education, Inc., dba McGraw Hill, LLC	-	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/2021 Agenda**

Project Information	19-02-02 – RFP / Fully Processed and Cataloged Library Books – (Williams) – (CAO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on June 18, 2019. The purpose of this project amendment is to change the name of the awarded vendor through a contract reassignment approval beginning March 3, 2021. Rainbow Book Company has changed its business name to Rainbow Books, Inc. The purpose of this project is to obtain shelf-ready library books for the district. The district applied the Best Value process in selecting the vendors 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	N/A
Project Term	The project term is from June 19, 2019, through June 18, 2020, with four annual renewals, not to extend beyond June 18, 2024.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Rainbow Books, Inc.	-	OT

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/2021 Board Agenda**

Project Information	19-04-23 – RFP / Career and Technical Education – (Scherer) – (CSIO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on August 8, 2019. The purpose of this project amendment is to change the name of an awarded vendor. IDSC Holdings, LLC, dba Snap-On Industrial, a Division of IDSC Holdings, LLC, has changed its business name to Snap-On Incorporated dba Snap-On Industrial, a Division of IDSC Holdings, LLC. The purpose of this project is to obtain equipment, curriculum, software, industry certifications, and contracted services for the Career and Technical Education Department. The district applied the Best Value process in selecting the vendors 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	N/A
Project Term	The project term is from August 9, 2019, through August 8, 2020, with four annual renewals, not to extend beyond August 8, 2024.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Snap-On Incorporated dba Snap-On Industrial, a Division of IDSC Holdings, LLC	-	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 4/8/21 Board Agenda**

Project Information	19-05-35-01 - Cooperative / Technology Equipment, Products, Services, and Software – (Contreras) – (CSIO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on June 18, 2019. The purpose of this project amendment is to change the name of the awarded vendor through a contract reassignment approval beginning March 8, 2021. Certica Solutions, Inc., has changed its business name to Instructure, Inc. The purpose of this cooperative project is to obtain data validation software through Instructure, Inc., for Student Support Services. This is a cooperative agreement with BuyBoard utilizing cooperative project 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	N/A
Project Term	The project term is from June 19, 2019, through December 31, 2019, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	N/A

Budget Information			
Fund	1993000000	Fund	Fund
Cost Center	1060844000	Cost Center	Cost Center
Functional Area	AD53990000000000	Functional Area	Functional Area
General Ledger	6299000000	General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Instructure, Inc.	-	O

Code Legend**M/WBE - Minority and Women Business Enterprise Notations**

(A) - Certified M/WBE firm; if listed as A-100% indicates an M/WBE firm; if listed as A->100% the awardee will subcontract with an M/WBE firm(s).

(B) - Non-M/WBE firm; who will subcontract the indicated percentage with an M/WBE firm(s) to meet or exceed the District's goal.

(C) - Non-M/WBE firm; if listed as C-<%, the awardee will subcontract with an M/WBE firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

Other Status Options

(NP-0%) - Non-profit

LOC – Location

Houston (H); Texas (T); Out of State (O); Out of State with Local Office (OT).

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Finance
Glenn Reed, 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 four 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 April 9, 2021.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
An Anonymous Donor	Benavidez Elementary School (ES)	Assistance to Benavidez Families	\$8,000 In- Kind

An Anonymous Donor, that seeks to remain anonymous, has donated to Benavidez ES \$8,000 worth of gift cards from Fiesta, HEB, Kroger, Target, and Walmart. The purpose of the donation is to provide assistance to the students of Benavidez and their families to purchase food, water, clothing, and basic household necessities. The gift cards will be distributed to the families in need. The donation can only be used as specified.

Arts Connect Houston	Houston Independent School District (HISD) Community Partnerships	Support Fine Arts Learning Opportunities	\$174,479 In-Kind
----------------------	---	--	-------------------

Arts Connect Houston has donated \$174,479 in-kind for HISD schools to expand their access to arts education programming from local, community-based arts/cultural organizations. The primary purpose of the donation is to enable HISD schools to improve their campuses' arts ecosystem, as defined by the HISD Fine Arts Department, through the Arts Action Fund. This donation can only be used as specified.

HISD Foundation on behalf of Chevron	Social and Emotional Learning (SEL) Department	Staff Support for SEL Department	\$24,000
--------------------------------------	--	----------------------------------	----------

The HISD Foundation, on behalf of Chevron, has donated \$24,000.00 as part of the Foundation's Whole Child initiative. Funds are to be used for the partial underwriting of the cost of a full-time social work manager in the SEL Department over a period of three years, or \$8,000/year. This position supervises social work interns, who provide direct mental health interventions to students in crisis. The donation may only be used for the stated purposes as specified.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
-------	------------------------------	-----------------------	-------------------------

HISD Foundation on Behalf of Just Keep Livin' (JKL) Foundation	Chavez High School (HS)	Stipend to Implement the JKL Wellness Program	\$5,200
--	-------------------------	--	---------

The HISD Foundation, on behalf of JKL Foundation, has donated \$5,200 to Chavez HS as a stipend/bonus for the JKL instructor executing the JKL Foundation's health program curriculum. This curriculum includes the execution of fitness and nutrition programs for Chavez HS students throughout the year. The stipend/bonus is to be paid in two installments (biannually) of \$2,600, the first installment immediately and the second installment at the end of the school year. The donation may only be used for the purpose and activities as described in the program agreement.

Twitter Inc.	Booker T. Washington HS	Support B.T. Washington Band Program	\$5,000
--------------	-------------------------	---	---------

Twitter Inc. has donated \$5,000 through the performance at #Twitter OneTeam project to support the Booker T. Washington HS Band Program. The goal of the #OneTeam project is to use technology to create an impactful and transformative experience that reinforces meaningful programs. This donation can only be used as specified.

Total Value of Donations: \$216,679

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Finance
Glenn Reed, 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 four 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 April 9, 2021.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
San Jacinto College District	Booker T. Washington High School (HS)	Project Lead the Way (PLTW) Professional Development	\$9,600 \$7,775 In-Kind

The San Jacinto College District has awarded a two-year grant to Booker T. Washington HS in the amount of \$17,375 (\$9,600 monetary and \$7,775 in-kind). The purpose of the grant is to provide support to implement PLTW engineering courses at Booker T. Washington HS for the 2019–2020 and 2020–2021 academic years. The grant may only be used for teacher professional development, curriculum, instructional supplies and materials, and PLTW program participation fees. Additionally, the participating teacher will receive a stipend of \$1,375 upon completion of the PLTW training. The grant period is from September 1, 2019, through August 31, 2021. The funds can only be used as specified in the awarded grant.

Texas Comptroller of Public Accounts	Houston Independent School District (HISD) Police Department	Police Officer Professional Development	\$11,185.70
--------------------------------------	--	---	-------------

The State of Texas Comptroller of Public Accounts has awarded \$11,185.70 to the HISD Police Department for training of fulltime law enforcement employees. The funds may be used for training activities, equipment related to training, registration, lodging, training materials, fees, travel, or other related training expenses. These funds are to enhance and expand, not supplant, police training. These funds may only be used as specified.

Texas Education Agency (TEA)	HISD Office of School Leadership/Teacher Career Pathways	Extra-Duty Pay, Stipends, Professional Contracted Services	\$70,000
------------------------------	--	--	----------

The TEA has awarded \$70,000 to the Office of School Leadership to implement the 2021–2022 Teacher Leadership, Cycle 2 grant program. This grant is designed to facilitate teacher leadership in three different areas including teachers as instructional leaders (grant pathway #1), National Board Certification (grant pathway #2), and policy leadership (grant pathway #3). Local educational agencies (LEAs) could apply for one of the three pathways. The HISD Teacher Career Pathways department, choosing pathway #3, will provide teacher leadership training specific to policy and advocacy through the development of a year-long teacher policy fellowship program. The funds will be used for extra-duty pay, stipends, and professional contracted services. The grant period is from March 1, 2021, through July 31, 2022. The funds can only be used as specified in the awarded grant application.

Total Value of Grants: \$98,560.70

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of the Board of Education
Patricia Allen, District IV Trustee and President

SUBJECT: APPROVAL TO WAIVE BOARD POLICY BF(LOCAL), BOARD POLICIES, AND APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY BJCD(LOCAL), SUPERINTENDENT EVALUATION, ON FIRST READING

The Houston Independent School District (HISD) Board of Education is asked to approve revisions to Board Policy BJCD(LOCAL), *Superintendent Evaluation*, to update the definition of the evaluation instrument.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy On Line* manual.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy BJCD(LOCAL), *Superintendent Evaluation*, on first reading, effective April 9, 2021.

SUPERINTENDENT
EVALUATION

BJCD
(LOCAL)

**Evaluation
Instrument**

The instrument used to evaluate the Superintendent shall be based on ~~Board student outcome goals and constraints the Superintendent's job description [see BJA(LOCAL)] and performance goals~~ and shall be adopted by the Board.

Written Evaluation

The Board shall prepare a written evaluation of the Superintendent annually or at more frequent intervals.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in closed meeting.

Objectives

The Board shall strive to accomplish the following objectives in conducting the Superintendent's written evaluation:

1. Clarify to the Superintendent his or her role, as seen by the Board.
2. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.
3. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities.
4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.
5. Ensure administrative leadership for excellence in the District.

Self-Evaluation

The Superintendent shall also complete a self-evaluation using the Superintendent's appraisal instrument.

Informal Evaluation

The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

Office of the Superintendent of Schools
Board of Education Meeting of April 8, 2021

Office of Strategy and Innovation
Rick Cruz, Chief Strategy and Innovation Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
EIC(LOCAL), ACADEMIC ACHIEVEMENT: CLASS RANKING—
SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*, to:

- Add HISD Advanced as a designated label to receive weighted-course credit, and
- Change the term International Baccalaureate Middle Years Programme (IBMYP) to Pre-IB.

HISD recommends the naming convention HISD Advanced to designate courses that precede and are aligned to the course and exam description and skills for the corresponding Official Advanced Placement course, as outlined by the College Board. The College Board will begin monitoring districts and schools to ensure proper use of the Pre-AP trademark; any school or district that has not purchased the Official Pre-AP® program must cease use of the term Pre-AP by the 2021–2022 academic year. School districts across the nation have adopted a similar naming convention for pre-advanced courses, using their district name and the word Advanced, so that college admissions counselors can easily recognize the course name and type on student transcripts.

Pre-IB has become the state standard naming convention for courses preceding and aligning to International Baccalaureate (IB) courses. HISD recommends updating the language in board policy to reflect this trend by changing the term IBMYP to Pre-IB.

The proposed update to Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports HISD Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates

reported in 2024, and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy EIC(LOCAL), *Academic Achievement: Class Ranking*, effective April 9, 2021.

Executive Summary: Item K-2

Proposed Revisions to EIC(LOCAL) Academic Achievement: Class Ranking

HISTORY

Pre-AP® is a registered trademark of the College Board and can only be used in relation to the official College Board Pre-AP® courses. A Pre-AP label may not be used in conjunction with courses that have not been purchased as part of the Official College Board Pre-AP® Program.

The College Board will be monitoring districts and schools to ensure proper use of the Pre-AP trademark. Schools and districts that have not purchased the Official Pre-AP® Program must cease use of the term Pre-AP by the 2021–2022 academic year. The Houston Independent School District (HISD) must relabel courses that precede advanced placement courses to comply with copyright law. The relabeling will not affect the curriculum or teacher training required for pre-advanced courses; this is solely a name change to for compliance purposes.

HISD recommends using the naming convention HISD Advanced to designate courses that precede and are aligned to the course and exam description and skills for the corresponding Official Advanced Placement course, as outlined by the College Board. School districts across the nation have adopted a similar naming convention for pre-advanced courses, using their district name and the word Advanced, so that college admissions counselors can easily recognize the course name and type on student transcripts.

Pre-IB has become the state standard naming convention for courses preceding and aligning to International Baccalaureate (IB) courses. HISD recommends updating the language in board policy to reflect this trend by changing the term International Baccalaureate Middle Years Programme (IBMYP) to pre-IB.

Additionally, the district offers a variety of advanced courses for which the prerequisite is an AP/IB course, such as foreign language courses. Currently, those courses do not receive a weighted course credit; to encourage students to enroll in them, the district recommends designating such courses as HISD Advanced, after conducting an internal review process for rigor, and giving them a weighted-course credit.

OBJECTIVES:

- To increase the number of students earning college credit through the AP and IB programs.
- To increase enrollment in AP and IB courses, and their corresponding pre-advanced courses.
- To ensure that students are receiving weighted-course credit, to reflect the higher demands of an advanced course.

PURPOSE:

Adopting these policy revisions will support the district's ongoing postsecondary programming initiative to increase student enrollment and success in advanced placement and international baccalaureate courses.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Beginning freshman year of high school, students will receive a class rank based on their grade-point average (GPA). Effective for incoming grade 9 students as of the 2017–18 school year, the GPA shall only include semester averages of courses taken and completed in grades 9–12 for credit, except for some special education courses that may not be used in calculating class rank. [See the *School Guidelines*.]

Students are ranked based on their current grade level at the time of the ranking. The semester and cumulative GPA for freshmen, sophomores, and juniors will be calculated at the end of each semester and will appear on students' report cards and transcripts at the end of each respective semester. Preliminary student rankings shall be calculated at the end of each spring semester and will be inclusive of all eligible coursework completed and posted on transcripts up until that point. The most recently generated preliminary rankings shall appear on students' report cards and transcripts.

Seniors will have their GPA and preliminary rankings recalculated to include all coursework completed since the junior preliminary ranking no later than the first Friday in October, which will also be included on their report cards and transcripts beginning this date. Mid-year reports requested by colleges as part of students' college applications shall be submitted to college institutions no later than the third Friday of January. These mid-year reports will include grades for all courses completed and posted to transcripts through the prior semester and shall include the ranking generated in October. Each year, the final class rank of graduating senior students shall be calculated and made available on students' transcripts at the end of the first semester preceding graduation and no later than February 15.

**Weighted-Course
Type**

All Pre-Advanced Placement (Pre-AP), HISD Advanced, and International Baccalaureate Middle Years Program (IBMYP) Pre-IB high school level courses, and all AP, IB, dual enrollment, and dual credit courses that have been approved by their respective accrediting organizations shall receive weighted-course credit. Courses labeled HISD Advanced are rigorous college-preparatory classes, or courses for which an AP/IB course is a pre-requisite.

The only other high school courses that shall be considered to receive weighted credit shall be in content areas for which there are no HISD Advanced, Pre-AP, IBMYP Pre-IB, AP, IB, or dual credit course titles and that are requested by and approved for specific campuses and have received Board approval.

Dual credit courses, having not received weighted-course credit ~~in the past~~previously, ~~shall begin~~begin receiving weighted-course

ACADEMIC ACHIEVEMENT
CLASS RANKINGEIC
(LOCAL)

credit in the fall semester of 2015. No weighted-course credit shall be given retroactively.

In the event that a course is offered under multiple categories as Pre-AP, ~~IBMYPP~~Pre-IP, AP, IB, dual enrollment, and dual credit at the same school, the categorization best aligned to the student's endorsements and diploma program shall be the deciding factor.

Weights

Grades received in courses shall be weighted as follows:

Grade	Regular Courses	Weighted Courses
A (90–100)	4	5
B (80–89)	3	4
C (75–79)	2	3
D (70–74)	1	2
F (to 69)	0	0

**Ranking,
Valedictorian, and
Salutatorian
Requirements**

Percentile ranks shall be established for each school by dividing the total number of students in the regular graduating class by the appropriate percentile. Effective for incoming grade 9 and grade 10 students as of the 2019–2020 school year, to be ranked within the top 15 percent, a student must be enrolled in the school from which he or she is graduating from the first day of the junior academic year, with the exception of students classified as migrant or homeless, in foster care, or with a parent who was relocated due to military service after the first day of the junior academic year. Students who do not fall in these categories but with exceptional circumstances may appeal to the District registrar for consideration no later than 10 calendar days after the rankings have been issued. The decision of the Registrar's Office is final.

The student with the highest GPA, whether in the regular or magnet program, shall receive valedictorian honors; the student with the second-highest GPA shall be salutatorian. To be eligible for the valedictorian or salutatorian honors or the Highest Ranking Senior Certificate beginning in the 2016–2017 academic year at a particular school, a student must have been enrolled in the school from the first day of the junior academic school year per this policy, effective as of August 11, 2017. Determination of which student is named "highest ranking graduate" at each high school is a decision which rests strictly with the District. All incoming juniors are required to meet the *School Guidelines* requirement to qualify for valedictorian or salutatorian honors.

To be eligible for such recognition, a student must:

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

- Have been enrolled in the same District high school from which the student is graduating from the first day of school in their junior academic year;
- Be scheduled to graduate in May or June at the end of his/her regular academic year;
- Graduate on the Distinguished Level of Achievement Program.

The above rules do not apply to students classified as migrant, homeless, in foster care, or with a parent who was relocated due to military service after the first day of the junior academic year. Students in those exceptional circumstances shall be eligible for valedictorian and salutatorian honors without any term of enrollment or residency requirements. Students completing all graduation requirements and state assessments (no opportunity for Individual Graduation Committee) in three years are eligible to receive Valedictorian or Salutatorian honors. Students who do not fall in these categories but with exceptional circumstances may appeal to the District registrar for consideration no later than 10 calendar days after the rankings have been issued. The decision of the Registrar's Office is final.

Honor Students

To be eligible for academic honors, a student shall have maintained an average of at least "B" and earned their last 5 credits at the school in which the awards are presented.

The top five percent of the graduating class shall be designated as graduating with Highest Honors.

The next highest ten percent of the graduating class shall be designated as graduating with Honors.

Effective Date

This policy shall be effective as of the adoption date, ~~June 19, 2019~~.