

ITEM A.2

When will the materials for this item be provided to the board?

Due to the winter storm, the Renaissance MOY testing window was extended to Friday March 12, 2021. In order to adhere to the approved reporting timeline, more days were needed to finalize the report and therefore the report will be sent to the Trustees prior to the April 1 agenda review meeting, over a week prior to the presentation at the main meeting on April 8.

ITEM E.1

Are the additional 15 student days for all students or for a subset of students?

These days are for a subset of students.

Are the additional 15 student days the same as the days labeled enrichment opportunities on the calendar?

Yes, these enrichment days will include additional interventions and tutorials beyond what students receive in a typical year. These are an additional 15 days beyond the 175 instructional days offered to all students.

ITEM E.3

Why is there no recommended name in this agenda item?

At the time this version of the agenda was published, the Woodrow Wilson Montessori Renaming Consideration Committee was set to convene on March 25, 2021 to review names submitted by the committee and select one name to recommend to the School Board. The committee has voted to recommend the name of Ella Josephine Baker to the Board of Trustees.

Ella Baker (1903-1986) was an African-American civil rights and human rights activist. She was a largely behind-the-scenes organizer whose career spanned more than five decades. Baker has been called "one of the most important American leaders of the twentieth century and perhaps the most influential woman in the civil rights movement". She is known for her critiques not only of racism within American culture, but also of sexism within the civil rights movement.

What was the membership of the naming committee?

- Aedan Flores, Grade 7 Student
- Helen Repass, Grade 8 Student
- Kayden Schumacher, Grade 7 Student

- Ruby Shampine, Alumni Representative
- Carol Rensink, Local Civic Leader (Director of Friends of Cherryhurst Park Community Center)
- Randi Blair, Parent
- John Eckelkamp, Teacher
- Anika Rikondja, Anti-Bias, Anti-Racist (ABAR) Committee, Teacher and Parent
- Dr. Belva Parrish, School Counselor
- Sarah Fischer, Parent Teacher Organization and Parent
- Heather Trachtenberg, Local Civic Leader and Parent
- Michael Gomez, Local Civic Leader and Parent
- Jesus Azuara, Alumni Representative, Teacher, and Parent
- Angela Borzon, Montessori Advocate
- Christine Soderstrom, Friends of Montessori Representative and Parent
- Shameika Sykes-Salvador, Principal
- Dr. Amy Poerschke, School Support Officer
- Cesar Martinez, Area Superintendent

What was the process the naming committee went through? What community input was there?

- Following renaming action taken by Princeton University's Board of Trustees in June 2020, members of the Woodrow Wilson Montessori community began to contact the principal to inquire about whether or not this may be considered for the campus.
- Beginning in September 2020, the principal included the review and consideration of Houston ISD School Board Policy related to the naming or renaming of campus facilities CW (Local) during Shared Decision-Making Committee (SDMC) Meetings.
- The SDMC members developed a committee which met the board standards for membership.
 - The Woodrow Wilson Montessori Renaming Consideration Committee met a series of times to review the name change process and achieve community input through the below methods.
 - Email, callouts, and social media posts inviting any member of the school community to be a part of the renaming committee.
 - An email domain was developed where all members of the learning community (parents, students, teachers, community members) could email their input, whether suggesting a

specific name or providing questions. This email was published through all communication channels (email, callouts, newsletter, marquee).

- Woodrow Wilson Montessori Renaming Consideration Committee reviewed the campus and district mission statements to create a positioning statement. This positioning statement was shared with all stakeholders. Suggested names would be taken into consideration as compared to the committee's positioning statement:
 - “A commitment to basic human rights such as freedom, dignity, safety, equitable treatment, and a standard of living adequate for health and well-being drive the Montessori commitment to education for peace and social justice. By creating respectful, inclusive classrooms, celebrating diversity in all its forms, crossing cultural boundaries, and modeling engaged citizenry, Montessori educators nurture students who will transform the world and make it a better place for their generation and the generations that follow.”
- Principal Salvador hosted a Community Townhall to review the procedures, share the history of the current name, and solicit input from the community related to the process or suggested names. This Community Townhall was published through all communication channels (email, callouts, newsletter, marquee).
- The received list of names initially totaled 39. After removing all currently living, those without detailed personal records, and those actions did not align with the campus's position statement (listed above), the committee closely reviewed the top 10 choices together.
- The committee then considered duplicate names across the district. Duplicate names were removed.
- The committee considered unique place names or acronyms. Following discussion with all committee members about the pros and cons of these unique names, they were removed.
- The top 5 of 8 names were anonymously tallied by all members of the committee.
- The top 3 choices were then anonymously ranked identifying the highest rank name.
- The highest ranked name, Ella Josephine Baker, was set for a final vote, receiving unanimous support as a name to forward to the Board of Trustees for final review and approval.
- Principal communicated to community that the Renaming Committee had selected a finalist name, Ella Josephine Baker, to be submitted to the Board of Trustees for review.
- All meetings were recorded and will be posted to the school's website for community review.

ITEM G.1

How many TFA teachers have been hired on since 1991 to date? How many are still with the district?

1,326 TFA corps members have been hired since the 2005-2006 School Year. Data prior to 2005 was not specifically tracked for TFA. Of the number reported (1,326), it is approximated that 578 remained after Year 2.

UPDATED
04/07/21

How many left before 2 years? How many promoted after 2 years? 3 years?

There is no HISD system that tracks data specifically if a TFA corps member leaves before their 2-year commitment is complete. There is no HISD system that tracks promotions specifically for TFA corps members.

TFA's mission is to build equity? After 20 years in HISD, show me proof of their mission in our schools? An organization that has been around this long hasn't changed their model. Why?

The most recent HISD research done on any aspect of TFA is attached for your review. Below is a response from TFA regarding their model.

TFA has researched how increasing the initial corps commitment from two to additional years would impact its program. What was found is that an increase in initial commitment to corps impacts the ability to recruit high quality applicants. Young people at the beginning of their careers are hesitant to make long term career commitments before experiencing the career. Through the two-year corps model, TFA is able to recruit more high-quality applicants to commit to teaching in partner schools for at least two years while attracting more leaders to education - many who had not previously considered education as a career path - and work to invest them in education as they become alumni of TFA. We believe more can be done to keep effective teachers in under-resourced schools and hard-to-staff positions, no matter which path they've taken to the classroom. While TFA requires a two-year commitment, 4 out of 5 of our alumni are in education or working in low-income communities, working to advance the cause of excellence and equity. Among our alumni, teaching is the most common profession. In fact, in 2019 and 2020 alone, we had five TFA alumni receive "State Teacher of the Year." Alumni who leave the classroom continue to be strong advocates for education, both within the field and outside of it.

UPDATED
04/07/21

How much revenue was generated by fees paid from Teach for America corps members to the ACP program this last year?

\$165,000

Agenda Items: April 8, 2021 Board Meeting

Q&A

How many TFA teachers were assigned to a particular campus...for the last year and the year before to have a comparison?

2020-2021	
Campus	New Corps Members
Austin	1
Chavez HS	2
Clifton MS	2
DeAnda ES	2
Dogan ES	2
Edison MS	1
Emerson ES	2
Gregory Lincoln	1
Longfellow ES	1
McGregor ES	2
Ortiz MS	1
Patterson ES	3
Roosevelt	3
Sam Houston MSTC	3
Sharpstown HS	1
Sharpstown International	1

2019-2020	
*Corps members in Year 2 as no new TFA were hired	
Campus	Corps members from 2018-2019 cohort
Bonham ES	2
Brookline ES	1
Edison MS	1
Emerson ES	2
Fondren MS	4
Garden Villas ES	2
Herrera ES	1
Longfellow ES	1
Mitchell ES	2
Neff ES	1
Northline ES	3
Revere MS	1
Roosevelt ES	1
Sam Houston MSTC	4
Wainwright ES	1

UPDATED
04/07/21

ITEM I.1

Project 21-10-14

Please explain the purpose of these cameras, and why up to \$10 million over the next five years is a budgetary priority.

With recent events, the safety of our students and staff remains a priority. As part of HISD’s safety and security initiative and included in our standard design guidelines, more than 16,000 surveillance cameras are installed on the interior as well as the exterior of our campuses and facilities. Security cameras serve as a deterrent to help prevent vandalism and other potential crimes and mischief and provides coverage or footage of damage and thefts. To protect privacy, cameras are installed on the exterior of the classrooms except for the self-contained classrooms. Texas Education Code section 29.022 requires districts to “conduct video and audio surveillance in certain special education classrooms or settings upon request.”

APRIL 2021

Based on the District's design guidelines, the recommended camera quantities per building type are:

- Elementary and Pre-Kindergarten Centers to receive up to 64 cameras.
- Middle Schools receive up to 96 cameras.
- High Schools receive up to 180 cameras.

The annual spend for the installation, maintenance, and replacement for the cameras in the district is approximately two million dollars per year. Over a five year period, the estimated total spend is 10 million dollars.

Additional supporting information can be found in the links below.

- [Texas Education Code 29.022](#)
- [Houston ISD Design Guidelines](#)
- [TASB Video Cameras in Special Education Classrooms](#)
- [Chapter 103: Health and Safety](#)

Project: 17-02-02C

Please explain how this vendor helps the district increase student achievement (our board goals).

Each vendor is evaluated utilizing a rubric with the following criteria: purchase price, reputation of the proposer and the proposer's goods or services, quality of the proposer's goods or services, the extent to which the goods or services meets and is aligned to the District's needs and/or strategic initiative, past relationship with the District, impact of ability of the District to comply with laws and rules relating to historically underutilized businesses, and total long-term cost to the district. The evaluations can be found in the board summaries. The evaluation committee also looks at whether goods and services are aligned to current research-based methods, academic content/enrichment, effective practice, and/or scholar/adult culture and whether provider is able to provide evidence to support alignment to each criterion.