THE HOUSTON INDEPENDENT SCHOOL DISTRICT

AGENDA

Board of Education Meeting

May 13, 2021

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

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

2:00 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**
- **RECEIVE AND ACT ON UPDATE FROM JG CONSULTING CONCERNING SUPERINTENDENT SEARCH**

BUSINESS AGENDA

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM APRIL 22, 29, AND 30, 2021, AND MAY 1, 6, AND 7, 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 Goal 2 Progress Measures 1, 2, And 3

- May 2021 GPM Update
- May 2021 Goal Monitoring Report

B. TRUSTEE ITEMS

B-1. Appointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors *- New*

C. CLOSED SESSION

C-1. Personnel

a. Deliberate the duties of the interim superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and

board members; evaluations of the interim superintendent and chief audit executive, consideration of compensation, and contractual provisions.

b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, and other administrators, and, if necessary, approve waiver and release and compromise agreements.

c. Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

d. Discuss and consider 2020–2021 evaluation of the chief audit executive.

e. Consideration of interim superintendent compensation for unused leave days.

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. Consideration and approval of settlement agreement in the special education matter of *Allen B. b/n/f Allison C. v. Houston Independent School District*; before a Special Education Hearing Officer for the State of Texas; Docket No. 224-SE-0302.

i. Consideration and authority to settle in the matter of *Clarissa Botello v. Houston Independent School District*; in the 334th Judicial District Court of Harris County, TX; Cause No. 2019-02767.

j. Consideration and authority to settle in the matter of *Heather Napoleon v. Houston Independent School District*; in the 152nd Judicial District Court of Harris County, TX; Cause No. 2017-68770.

k. Consideration and authority to settle the Houston Independent School District vehicle damage claim against Zonar Systems, Incorporated.

C-3. Real Estate

a. Sale

b. Purchase

c. Exchange

d. Other

1. Consideration and approval of Houston Land Bank Interlocal Agreement.

D. ACADEMIC SERVICES

D-1. Certification That The District's Instructional Materials Cover All State Standards In The Required Curriculum

- Executive Summary

D-2. Approval Of The Proposed 2021–2022 Local Calendar For The School Leader Appraisal System

- Explanatory Sheet

D-3. Approval Of The Proposed 2021–2022 Local Calendar For The Teacher Appraisal And Development System

- Explanatory Sheet

D-4. Approval Of The Proposed 2021–2022 Local Calendar For The Central Office And Campus-Based Non-Teacher Appraisal System

- Explanatory Sheet

D-5. Approval To Submit Course Waiver Requests For Texas Connections Academy At Houston To The Texas Education Agency

- Executive Summary

E. SCHOOL OFFICES

F. STRATEGY AND INNOVATION

F-1. Authority To Negotiate And Execute An Interlocal Agreement With Texas A&M University–Commerce To Increase The Number Of District Students And Employees Earning Undergraduate And Graduate Degrees

- Explanatory Sheet

F-2. Authority To Negotiate, Execute, And Amend Service Contract Agreements With The International Baccalaureate Organization And Texas International Baccalaureate Schools

- Executive Summary

F-3. Authority To Negotiate And Execute An Interlocal Agreement With The University Of Texas Health Science Center At Houston For Certain Telehealth Services

- Executive Summary

F-4. Authority To Negotiate And Execute An Interlocal Agreement With The City Of Houston To Provide Gang And Delinquency Intervention And Prevention Services

- Executive Summary

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

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

- 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 *- Revised*

I-4. Approval Of The May General Fund Budget Amendment

- Executive Summary
- May Budget Amendment

I-5. Designation Of Personnel For Calculation Of District's No-New-Revenue Tax Rate And Voter-Approval Tax Rate For Tax Year 2021 And Subsequent Years

- Executive Summary

J. OTHER

J-1. Consideration And Approval Of 2021–2022 Panel Of Law Firms To Provide Legal Services

- 2021–2022 Panel Of Law Firms

K. POLICY

K-1. Approval Of Proposed Revisions To Board Policy CE(LOCAL), *Annual Operating Budget*—First Reading

- CE(LOCAL), First Reading - *Revised*

K-2. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Constraints—First Reading - *Revised*

- Explanatory Sheet
- AE(LOCAL), First Reading - *Revised*

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 May 13, 2021

SUBJECT: **ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 2 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 2: The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring 2019 to 54 percent in spring 2024.

- GPM 2.1—The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.
- GPM 2.2—The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.
- GPM 2.3—The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPMs 2.1, 2.2, 2.3

Date: 5/13/2021

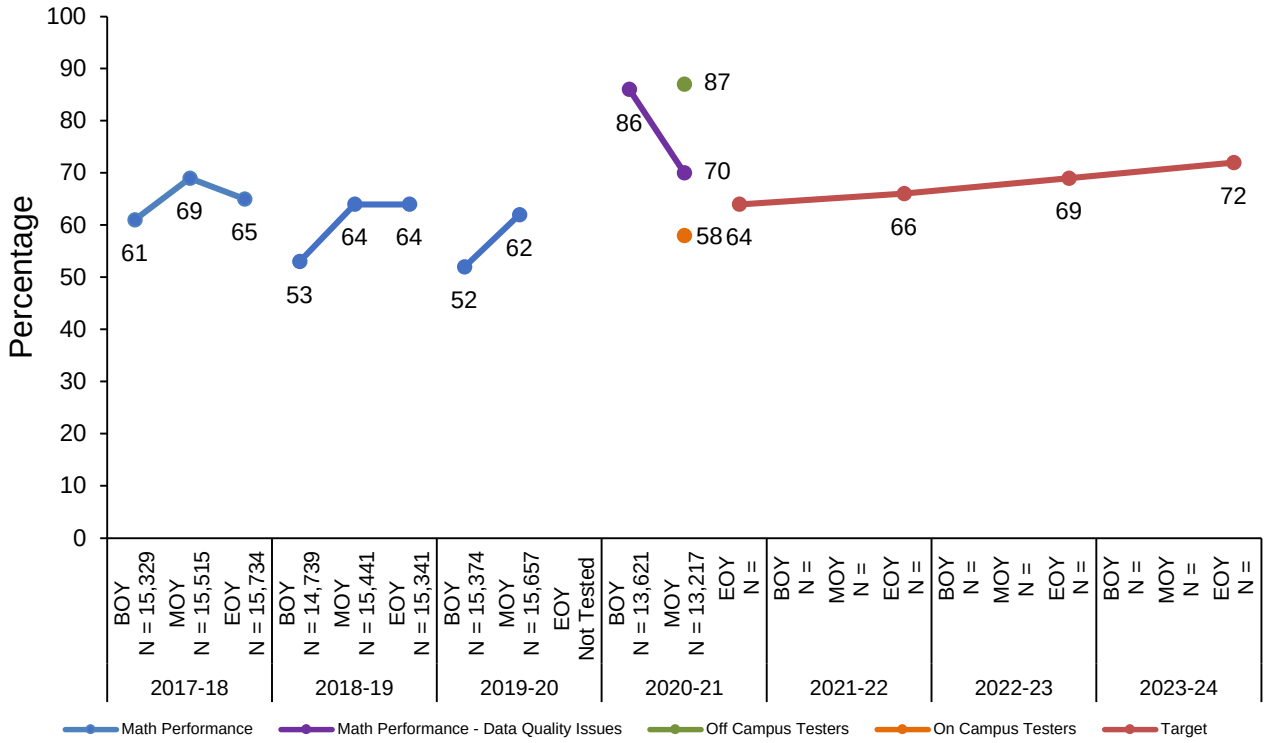
Goal 2

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

Goal Progress Measure 2.1

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

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



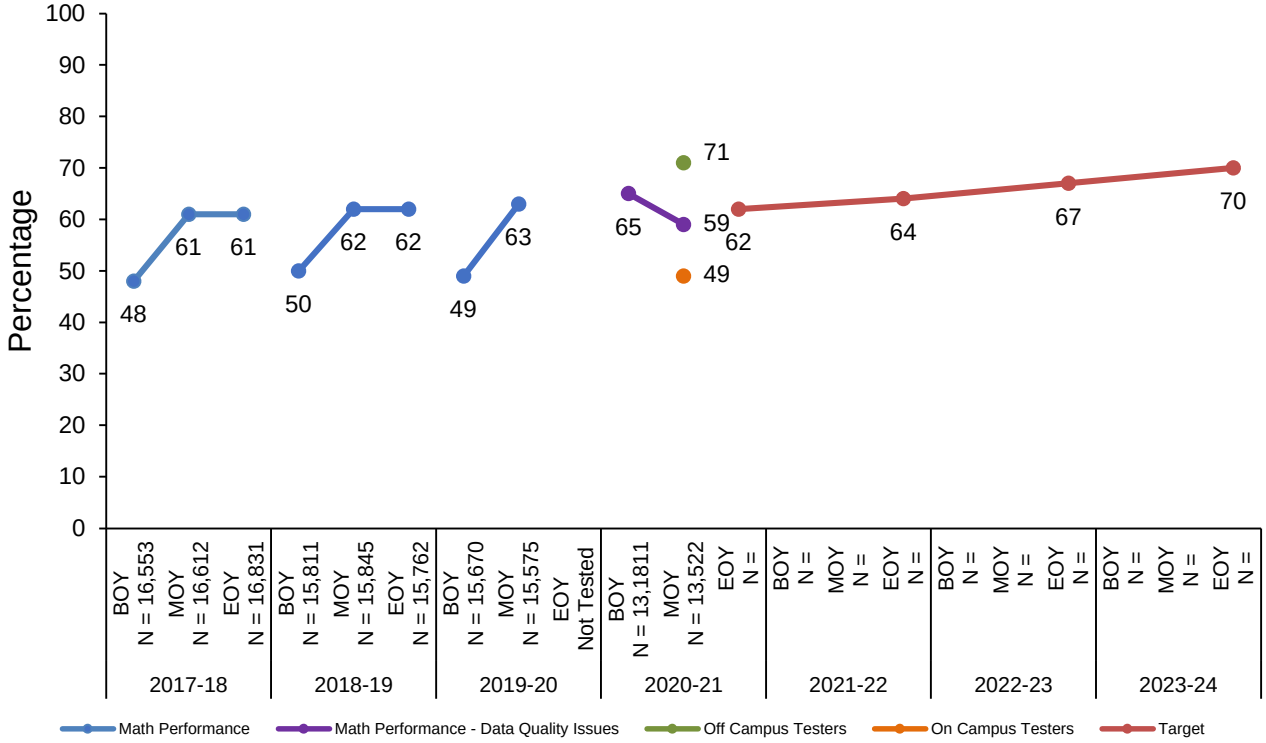
Not Evaluated – Data Quality Issue

- 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 (8,043 students) of 1st grade students tested on campus.

Goal Progress Measure 2.2

The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.

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



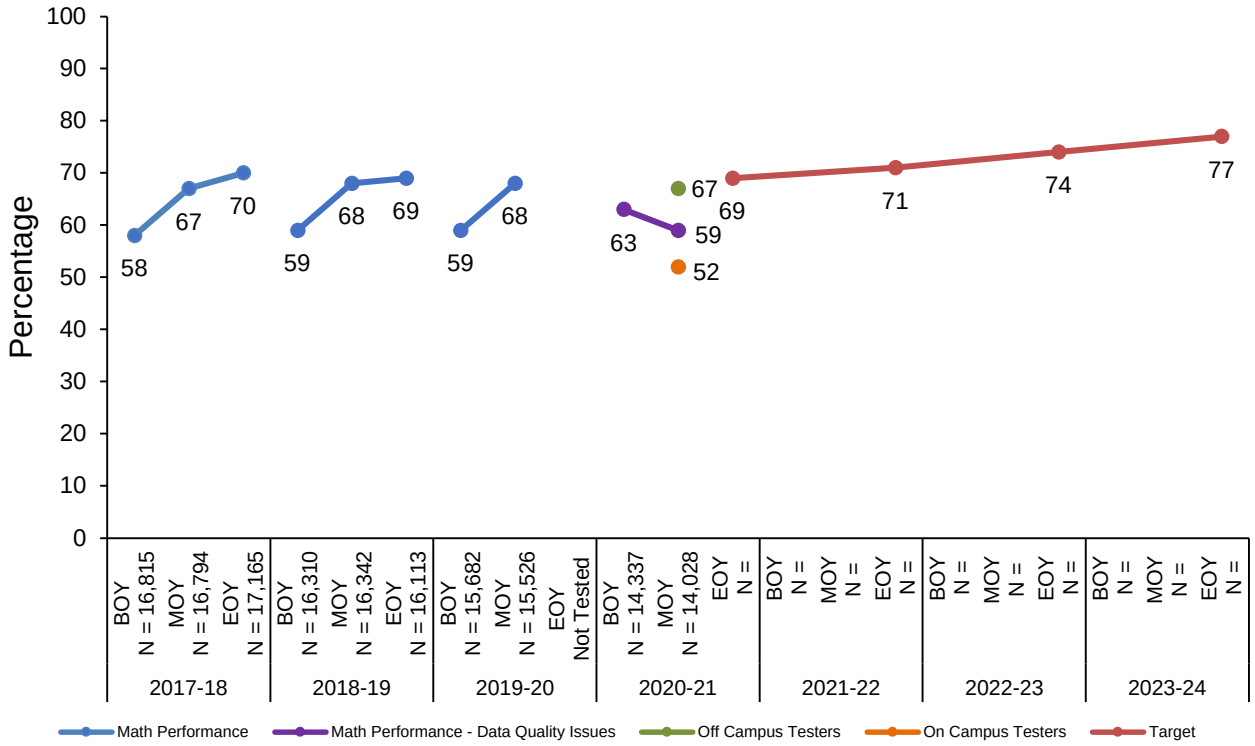
Not Evaluated – Data Quality Issue

- 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-five percent (7,456 students) of 2nd grade students tested in reading on campus.

Goal Progress Measure 2.3

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 69 percent in 2019 to 77 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 percent (7,016 students) of 3rd grade students tested on campus.

Goal 2 – Next Steps

Elementary Curriculum and Development

- Continue to implement the 2020–21 Grade 3 HB3 Mathematics Literacy Plan which includes:
  - Progress monitoring for upcoming data points
  - Supporting prioritized campuses and teachers
  - Providing Grade 3 professional development sessions

Goal 2 – Next Steps (Cont.)

Office of Special Education Services

- Continue to monitor and review data quarterly.
- Adjust to strategies and interventions depending upon the results of the data reviews to assist in yielding an increase in math performance for students with disabilities in 2nd and 3rd grades.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 5/13/2021

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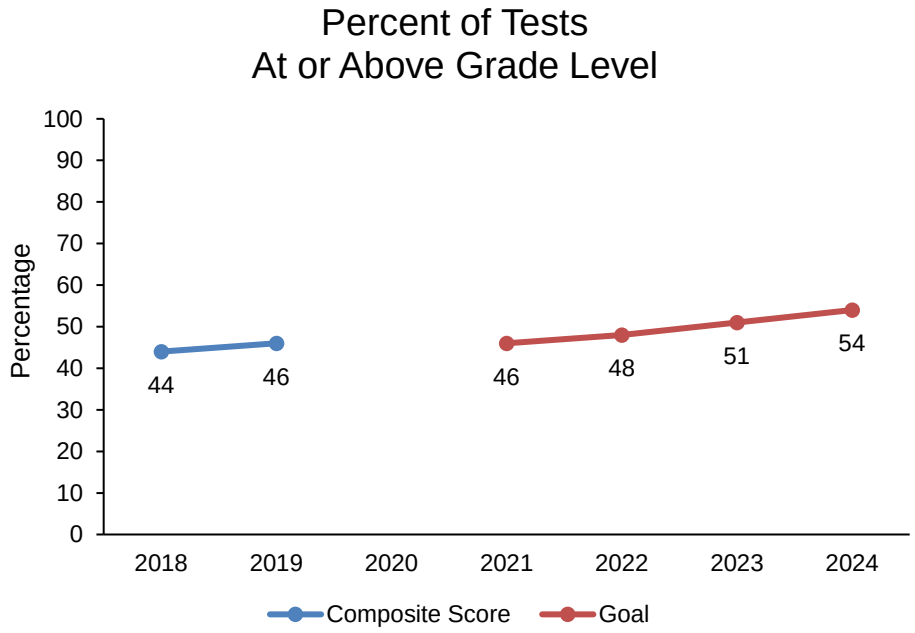
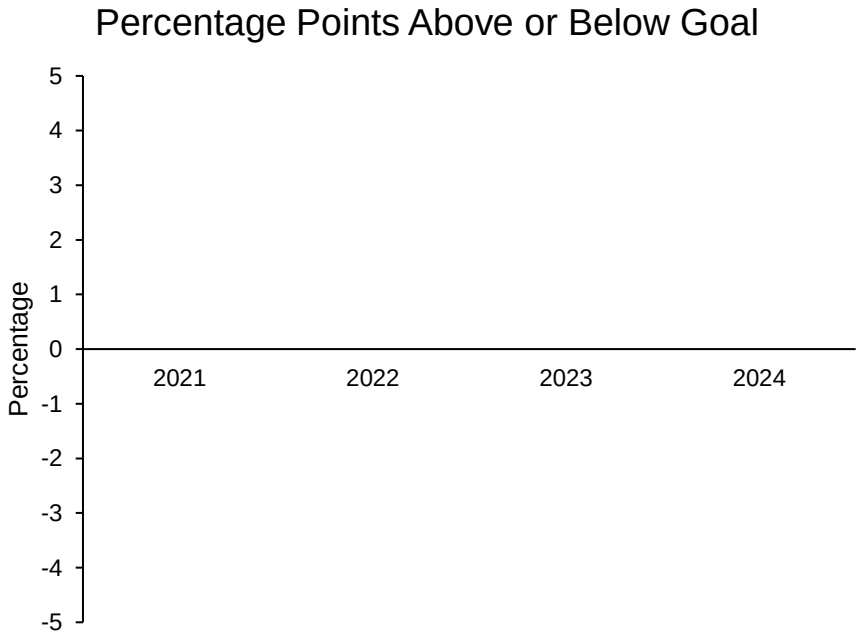
Goal Monitoring Report: May 2021

Goal 2, May 2021 3rd Grade STAAR Math At or Above Grade Level	
Goal Measure 2	**Evaluation**
The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	---





Data Source

- TAPR statewide district data download

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Goal Monitoring Report: May 2021

Goal Measure 2 (Early Mathematics) Support Data

Houston ISD			School Year						
			2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students		Actual	44%	46%	n/a				
		Target				46%	48%	51%	54%
Econ. Dis.		Actual	39%	40%	n/a				
		Target				40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a				
		Target				31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a				
		Target				45%	47%	50%	53%
	White	Actual	71%	72%	n/a				
		Target				72%	73%	74%	75%
	American Indian	Actual	---	---	n/a				
		Target				---	---	---	---
	Asian	Actual	83%	85%	n/a				
		Target				85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a				
		Target				---	---	---	---
	Two or More	Actual	67%	71%	n/a				
		Target				71%	72%	73%	74%
Special Pops.	Special Ed.	Actual	30%	28%	n/a				
		Target				28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a				
		Target				46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a				
		Target				46%	48%	51%	54%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a				
		Target				48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a				
		Target				38%	41%	45%	49%

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

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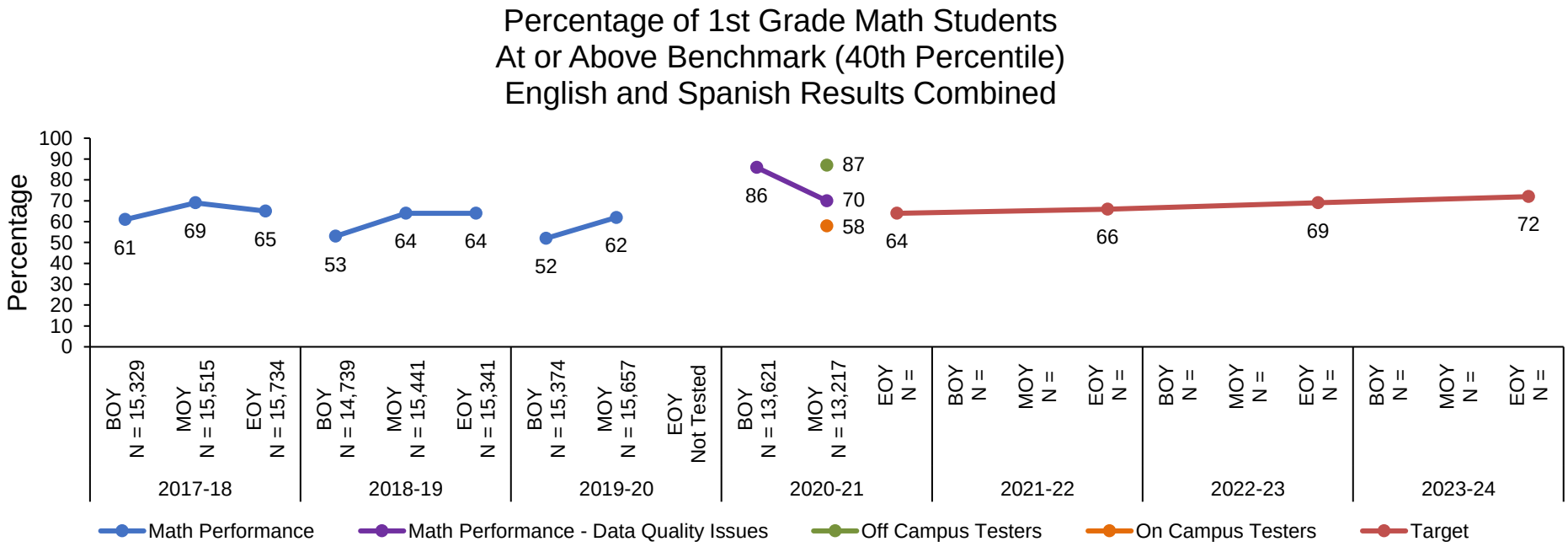
Goal Monitoring Report: May 2021

Goal Progress Measure 2.1 – May 2021	Evaluation
The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source

- MOY results are not evaluated due to data quality issues.
- Performing on grade level in math 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.
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- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

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Goal Monitoring Report: May 2021

Goal Progress Measure 2.1 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	61%	53%	52%	86%			
	MOY	69%	64%	62%	70%			
	EOY	65%	64%					
Econ. Dis.	BOY	57%	47%	44%	84%			
	MOY	66%	58%	56%	65%			
	EOY	61%	58%					
ELs**	BOY	57%	41%	37%	87%			
	MOY	68%	59%	56%	72%			
	EOY	67%	64%					

*<25 students tested **Includes current only
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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Goal Monitoring Report: May 2021

Goal Progress Measure 2.1 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	56%	54%	56%	80%			
	MOY	61%	57%	56%	58%			
	EOY	52%	50%					
Hispanic	BOY	58%	46%	42%	85%			
	MOY	68%	60%	58%	69%			
	EOY	65%	63%					
White	BOY	81%	81%	82%	94%			
	MOY	87%	88%	87%	90%			
	EOY	86%	87%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	54%	*					
Asian	BOY	85%	87%	87%	96%			
	MOY	88%	91%	89%	93%			
	EOY	89%	87%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	79%	78%	75%	94%			
	MOY	86%	87%	86%	87%			
	EOY	82%	86%					

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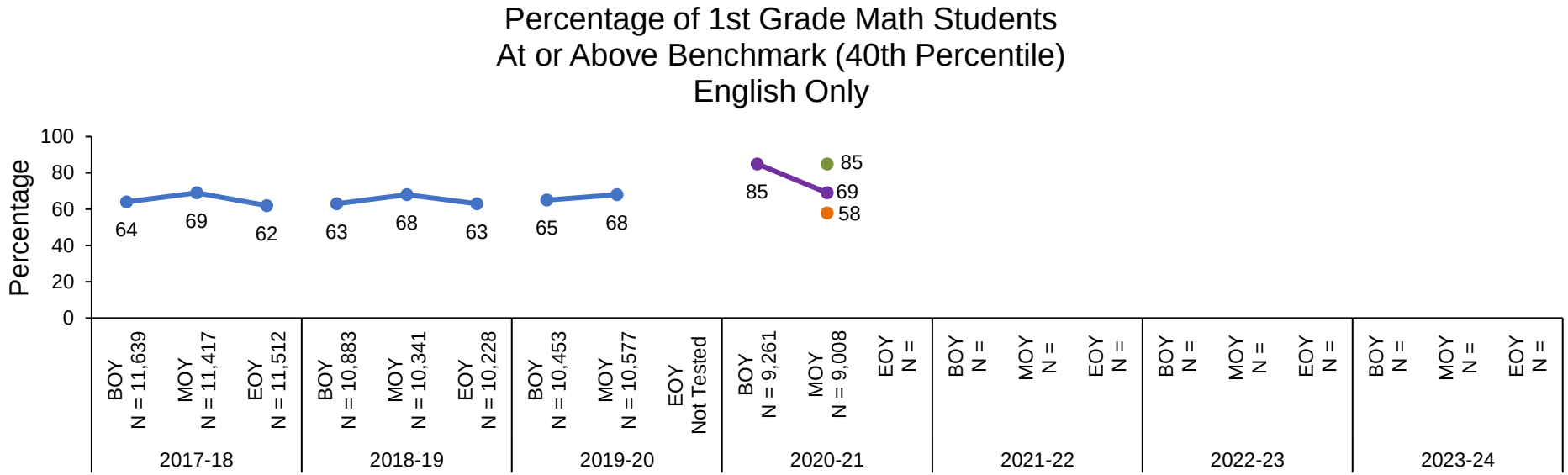
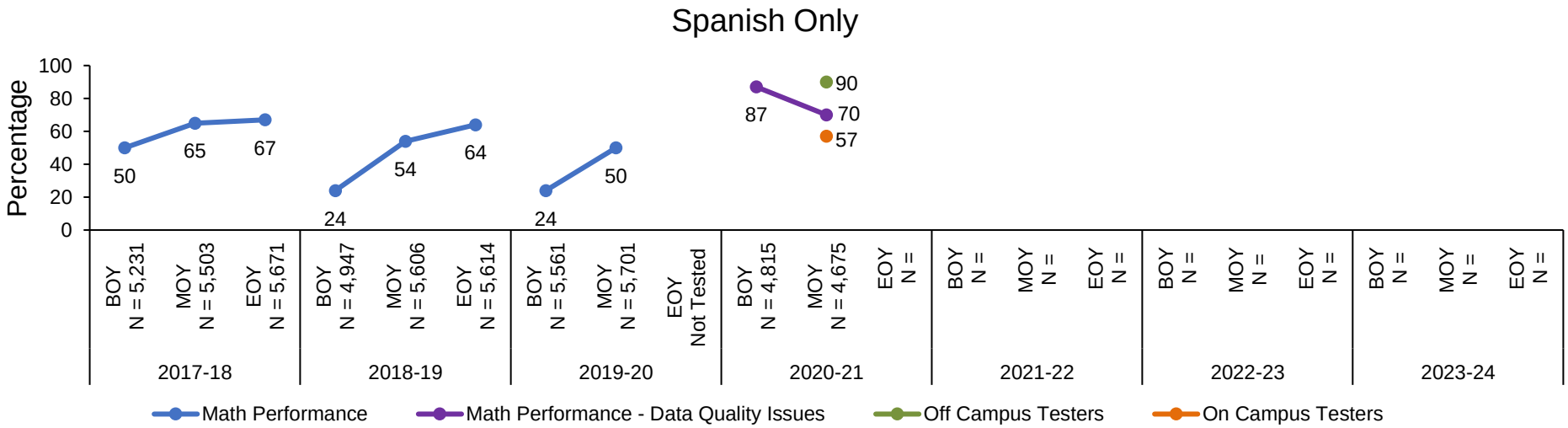
Goal Monitoring Report: May 2021

Goal Progress Measure 2.1 Support Data





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Goal Monitoring Report: May 2021

Goal Progress Measure 2.2 – May 2021	Evaluation
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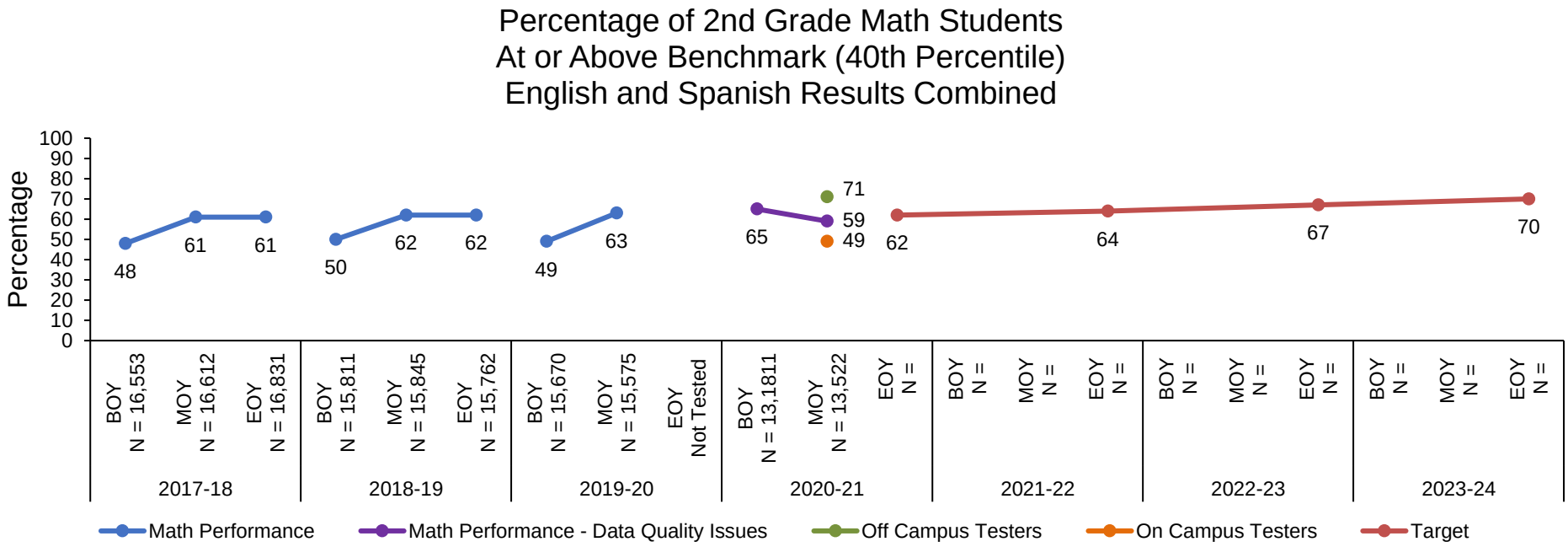

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Goal Monitoring Report: May 2021

Goal Progress Measure 2.2 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	48%	50%	49%	65%			
	MOY	61%	62%	63%	59%			
	EOY	61%	62%					
Econ. Dis.	BOY	43%	44%	43%	60%			
	MOY	57%	56%	57%	53%			
	EOY	56%	57%					
Special Ed.	BOY	20%	17%	22%	50%			
	MOY	27%	24%	29%	40%			
	EOY	28%	26%					
ELs**	BOY	47%	50%	47%	67%			
	MOY	62%	62%	63%	59%			
	EOY	63%	63%					

*<25 students tested **Includes current and monitored
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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Goal Monitoring Report: May 2021

Goal Progress Measure 2.2 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	33%	35%	35%	52%			
	MOY	44%	47%	46%	46%			
	EOY	42%	48%					
Hispanic	BOY	48%	50%	47%	63%			
	MOY	62%	62%	63%	57%			
	EOY	62%	62%					
White	BOY	73%	76%	78%	86%			
	MOY	82%	84%	87%	87%			
	EOY	83%	84%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	60%	*					
Asian	BOY	82%	81%	81%	90%			
	MOY	88%	87%	85%	89%			
	EOY	875	86%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	70%	71%	74%	84%			
	MOY	77%	84%	84%	83%			
	EOY	79%	82%					

*<25 students tested
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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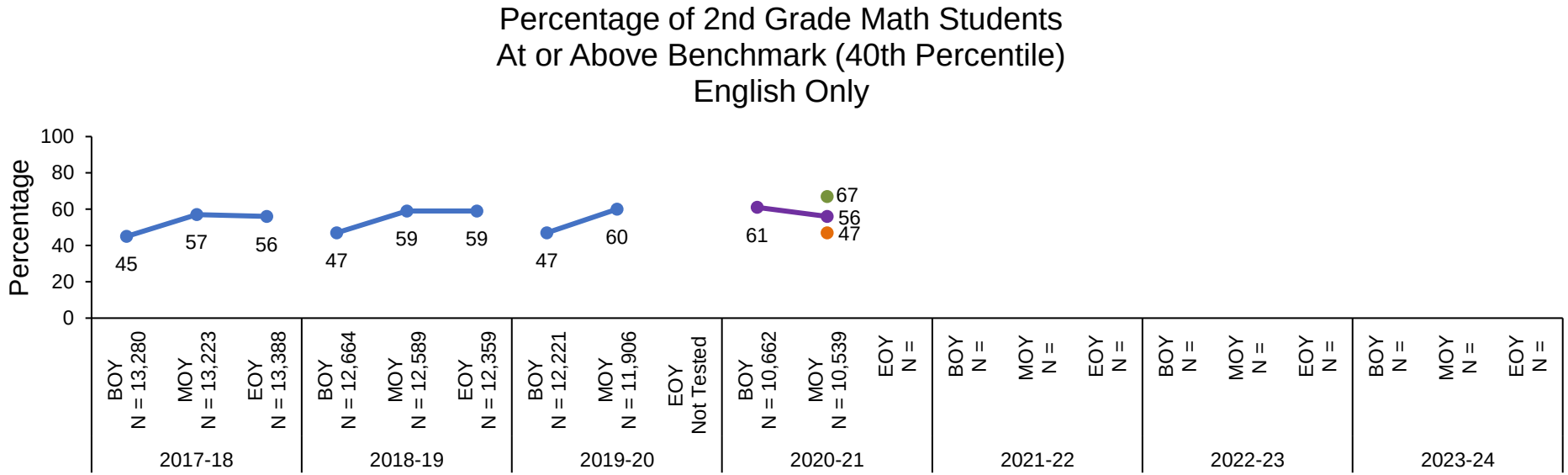
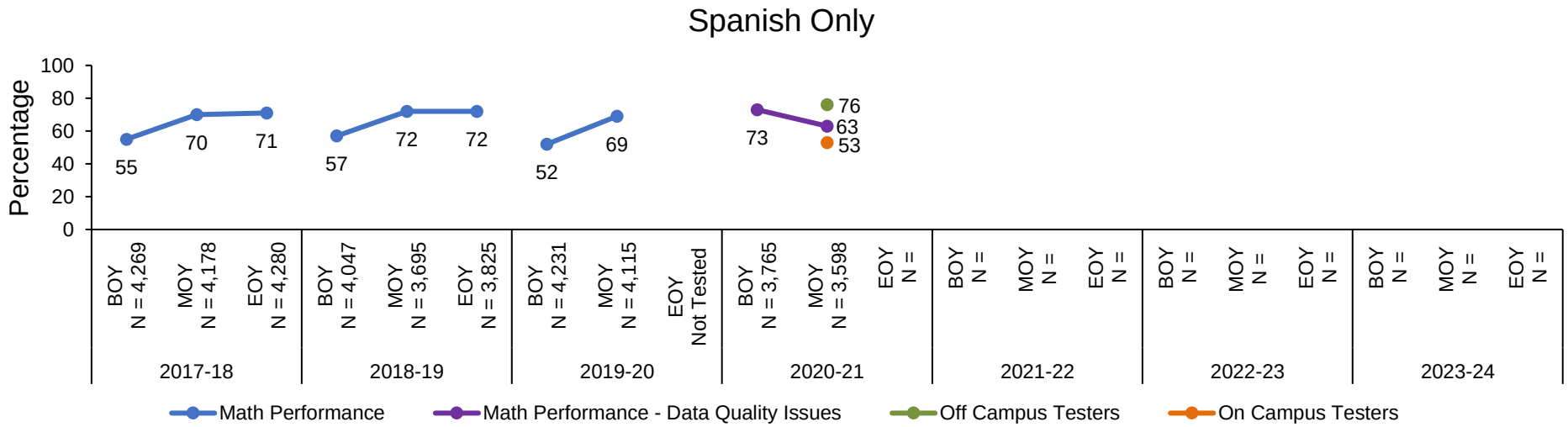
Goal Monitoring Report: May 2021

Goal Progress Measure 2.2 Support Data





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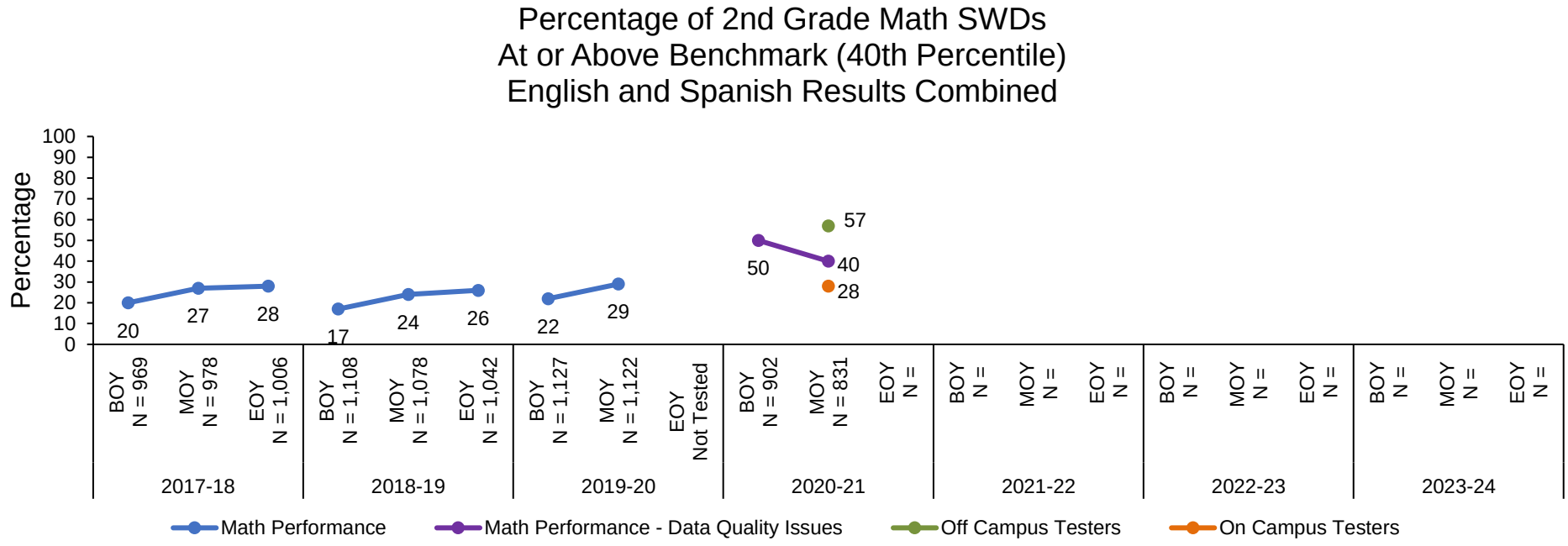
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

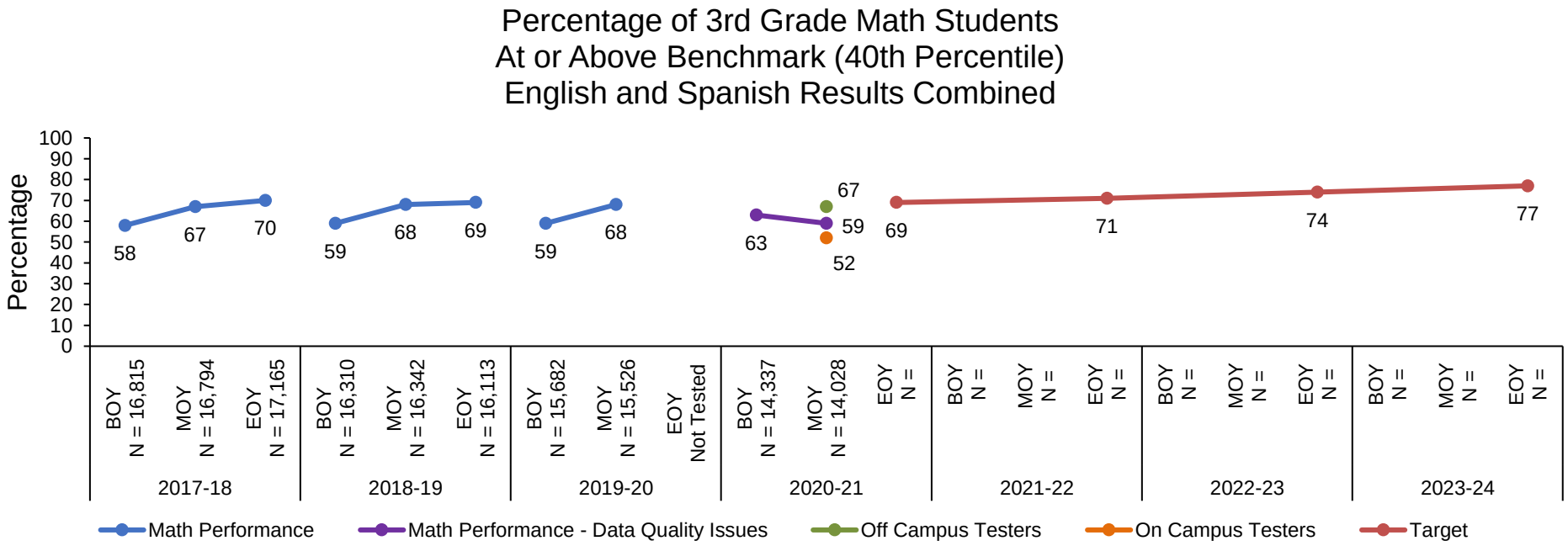
Goal Progress Measure 2.2 Support Data – Students with Disabilities



HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal Progress Measure 2.3 – May 2021	Evaluation
The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.	Not Evaluated – Data Quality Issue



Data Source

- MOY results are not evaluated due to data quality issues.
- Performing on grade level in math 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 percent (7,016 students) of third grade students tested on campus.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal Progress Measure 2.3 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	58%	59%	59%	63%			
	MOY	67%	68%	68%	59%			
	EOY	70%	69%					
Econ. Dis.	BOY	54%	53%	53%	57%			
	MOY	63%	63%	63%	53%			
	EOY	66%	65%					
Special Ed.	BOY	23%	20%	22%	40%			
	MOY	28%	28%	31%	35%			
	EOY	31%	28%					
ELs**	BOY	56%	58%	56%	62%			
	MOY	67%	69%	67%	58%			
	EOY	73%	71%					

*<25 students tested **Includes current and monitored
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal Progress Measure 2.3 Support Data by Race/Ethn.

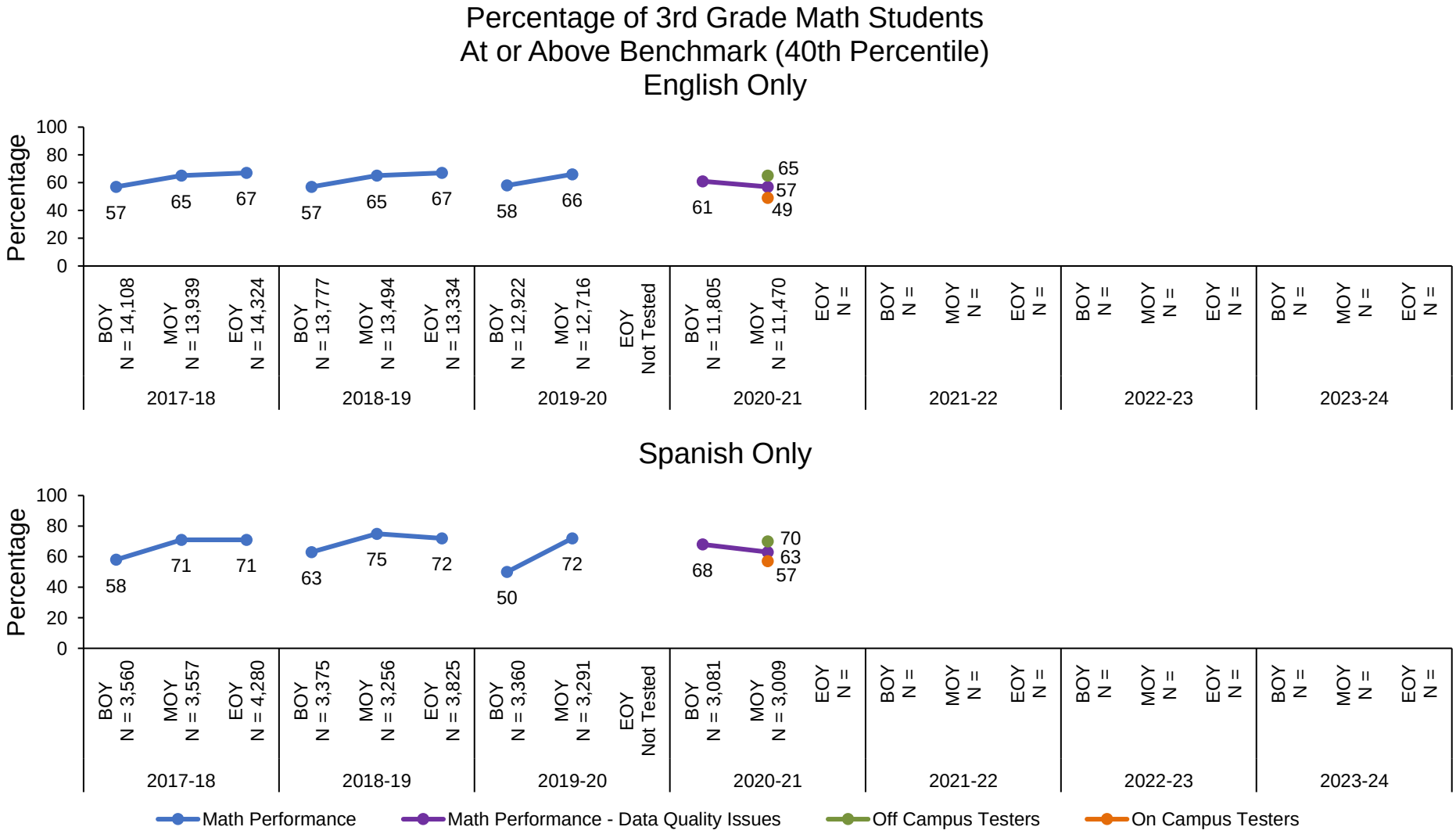
Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	45%	42%	45%	51%			
	MOY	50%	48%	53%	45%			
	EOY	51%	51%					
Hispanic	BOY	58%	59%	58%	61%			
	MOY	68%	70%	68%	58%			
	EOY	73%	71%					
White	BOY	83%	83%	83%	88%			
	MOY	88%	89%	87%	86%			
	EOY	89%	89%					
American Indian	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Asian	BOY	88%	88%	87%	88%			
	MOY	89%	91%	88%	87%			
	EOY	90%	92%					
Pacific Islander	BOY	*	*	*	*			
	MOY	*	*	*	*			
	EOY	*	*					
Two or More	BOY	80%	80%	82%	86%			
	MOY	85%	84%	86%	85%			
	EOY	85%	86%					

*<25 students tested
Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.
PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

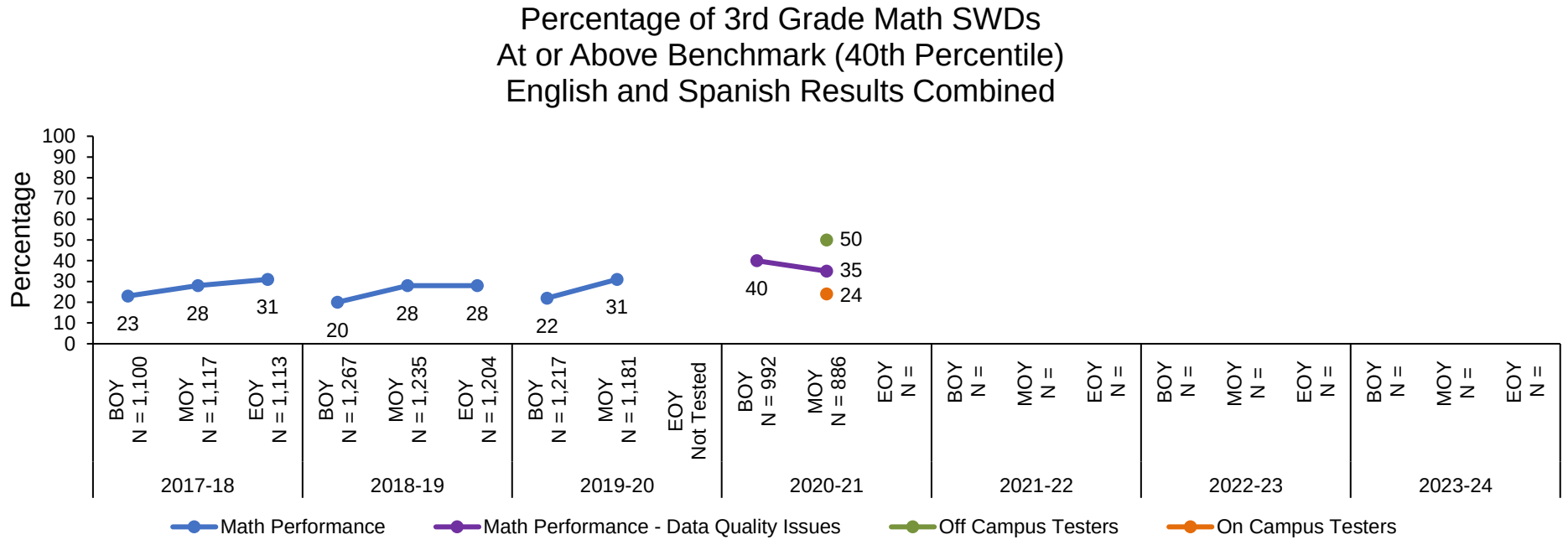
Goal Progress Measure 2.3 Support Data



HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal Progress Measure 2.3 Support Data – Students with Disabilities



HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal Progress Measures 2.1–2.3 Support Data by Student Groups and 2021 MOY Testing Location

	1st Grade			2nd Grade			3rd Grade		
	# Tested	# AAB	% AAB	# Tested	# AAB	% AAB	# Tested	# AAB	% AAB
All Students	13,217	9,197	70%	13,522	7,977	59%	14,028	8,298	59%
All - On Campus	8,043	4,691	58%	7,456	3,676	49%	7,016	3,627	52%
All - Off Campus	5,174	4,506	87%	6,066	4,301	71%	7,012	4,671	67%
Eco Dis	10,031	6,515	65%	10,422	5,487	53%	10,727	5,671	53%
Eco Dis - On Campus	6,073	3,159	52%	5,727	2,398	42%	5,481	2,504	46%
Eco Dis - Off Campus	3,958	3,356	85%	4,695	3,089	66%	5,246	3,167	60%
Sped	---	---	---	831	332	40%	886	311	35%
Sped - On Campus	---	---	---	487	137	28%	512	123	24%
Sped - Off Campus	---	---	---	344	195	57%	374	188	50%
ELs**	5,599	4,010	72%	5,886	3,491	59%	6,057	3,515	58%
ELs - On Campus**	3,252	1,931	59%	3,147	1,515	48%	3,134	1,600	51%
ELs - Off Campus**	2,347	2,079	89%	2,739	1,976	72%	2,923	1,915	66%
English Only	9,008	6,207	69%	10,539	5,917	56%	11,470	6,580	57%
Eng - On Campus	5,423	3,152	58%	5,800	2,722	47%	5,568	2,744	49%
Eng - Off Campus	3,585	3,055	85%	4,739	3,195	67%	5,902	3,836	65%
Spanish Only	4,675	3,271	70%	3,598	2,274	63%	3,009	1,884	63%
Span - On Campus	2,822	1,612	57%	1,972	1,041	53%	1,655	942	57%
Span - Off Campus	1,853	1,659	90%	1,626	1,233	76%	1,354	942	70%

*<25 students tested **Includes current only
PEIMS snapshot data used for student groups.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal Progress Measures 2.1–2.3 Support Data by Race/Ethn. and 2021 MOY Testing Location

	1st Grade			2nd Grade			3rd Grade		
	# Tested	# AAB	% AAB	# Tested	# AAB	% AAB	# Tested	# AAB	% AAB
African American	2,508	1,444	58%	2,603	1,209	46%	2,760	1,231	45%
AA - On Campus	1,608	722	45%	1,489	534	36%	1,366	480	35%
AA - Off Campus	900	722	80%	1,114	675	61%	1,394	751	54%
Hispanic	8,108	5,579	69%	8,328	4,711	57%	8,562	4,929	58%
H - On Campus	4,798	2,722	57%	4,484	2,078	46%	4,376	2,249	51%
H - Off Campus	3,310	2,857	86%	3,844	2,633	68%	4,186	2,680	64%
White	1,292	1,162	90%	1,283	1,121	87%	1,338	1,150	86%
W - On Campus	914	797	87%	824	699	85%	671	570	85%
W - Off Campus	378	365	97%	459	422	92%	667	580	87%
American Indian	17	13	*	14	12	*	18	11	*
AI - On Campus	8	5	*	7	6	*	9	4	*
AI - Off Campus	9	8	*	7	6	*	9	7	*
Asian	668	624	93%	713	634	89%	685	593	87%
A - On Campus	250	214	86%	261	209	80%	227	169	74%
A - Off Campus	418	410	98%	452	425	94%	458	424	93%
Pacific Islander	3	2	*	7	3	*	9	7	*
PI - On Campus	2	1	*	5	2	*	2	1	*
PI - Off Campus	1	1	*	2	1	*	7	6	*
Two or More	214	186	87%	210	175	83%	231	197	85%
Two - On Campus	130	104	80%	104	85	82%	87	71	82%
Two - Off Campus	84	82	98%	106	90	85%	144	126	88%

*<25 students tested **Includes current only
PEIMS snapshot data used for student groups.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal 2 Superintendent's Response
I am working with the Elementary Curriculum and Development Department on the implementation of the HB3 Mathematics Literacy Plan which entails our Kindergarten through Grade 3 Math Academies, with Grade 3 being the focus area for the 2020–21 school year. HISD is providing K-3 teachers with targeted mathematics professional learning. Beginning Phase One of the professional learning has been implemented in 2020–21 and Phase Two will be implemented in Summer of 2021. Over the four years of implementation, Houston ISD is in continuous collaboration with Math Perspectives, the Texas Education Agency, and Regional Service Centers to provide professional learning sessions and administrator trainings. These sessions focus on classroom application of foundational mathematics knowledge, best practices for the math classroom, and how district and campus administrators can best support and monitor effective math instruction. The purpose of our collaboration is to ensure every K–3 mathematics teacher has the content knowledge, skills, and instructional practice to increase their students conceptual understanding and fluency development. Our next steps are to continue to implement the 2020–21 Grade 3 HB3 Mathematics Literacy Plan for the remainder of the school year and summer school which includes progress monitoring for upcoming data points, supporting identified prioritized campuses and teachers, and providing Grade 3 professional development sessions. Prioritized campuses include Achieve 180 campuses and eleven additional area office campuses selected based on Spring 2019 grade 3 achievement scores and area office requests. In addition to all grade 3 courses being available asynchronously via OneSource and campuses having the discretion to request HB3 Ad Hoc professional development, synchronous grade 3 courses will be offered in summer and fall 2021 and spring 2022. To help mitigate learning loss, a fluency plan that aligns to the Math Fluency series within the HB3 Literacy Plan addresses foundational numeracy skills needed in early mathematics for vertical alignment success in addition, subtraction, multiplication, and division. I am working with the Office of Special Education Services (OSES) to ensure ongoing district-wide implementation of the following: • Specially Designed Instruction (SDI) as determined by the Admission, Review, and Dismissal committee, • Universal Design for Learning Strategies and Supports are embedded in HISD Curriculum Guides, • Instructional Considerations for Diverse Learners are included in Teacher Unit Planning Guides, • Prescriptive training with modeling and coaching is provided to general and special education teachers and aligned to campus needs, • Data digs to build capacity in direct support field senior managers and program specialists to increase campus support, • Professional Learning Communities with a focus on data and student work analysis, instructional strategies, and lesson planning, and • Increased awareness among campus leaders of instructional resources and strategies available to support students with disabilities.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: May 2021

Goal 2 Superintendent's Response (Cont.)
The integration of Renaissance 360 data into the EasyIEP system has increased access to data of students with disabilities. I will continue to evaluate the efficacy of interventions, the use of appropriate accommodations and designated supports through quarterly reviews and updates through Renaissance 360 data and Progress Goal Monitoring for Individual Education Programs (IEPs) in EasyIEP for students with disabilities. In addition, Area Superintendents will continue to receive weekly status reports on Progress Monitoring for their respective campuses. I will continue to monitor and review data quarterly. Adjustments will be made to strategies and interventions based on the review of student with disabilities outcomes to assist in yielding an increase in math performance for students with disabilities in 2nd and 3rd grades. I am working with Student Assessment to continue creating strategic Data Protocols that adjust throughout the year to guide campuses through systematic data digs. These result in data driven conversations designed to foster instructional impact. Data digs are designed to be executed during Professional Learning Communities (PLCs), led by Tier 2 leaders or district administrators, to make the data analysis process simple for teachers. The Renaissance MOY Reports Protocol was created in collaboration with the Interventions Office, streamlining the Interventions Assistance Team (IAT) process with instructional data conversations, after the BOY Renaissance Universal Screener. All Data Driven Instructional Specialists (DDIS) and IAT Managers, Specialists & IAT-TDS were trained on this protocol. All campuses have an IAT manager or specialist. About 1/3 of schools have a DDIS. Additionally, multiple webinars were conducted during the district wide professional development days on the BOY toolbox as well as Renaissance BOY reporting. Additionally, I have had the Student Assessment Department provide Academics and the Schools Offices with weekly completion for students during the MOY window to support monitoring toward the completion of the assessment. Renaissance MOY performance results by campus and area were also provided at the end of the window. Renaissance has improved the quantity and quality of their TEKS reporting and has adjusted to state changes. They have also 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.

Office of the Board of Education
Board of Education Meeting of May 13, 2021

Patricia Allen, District IV Trustee and President

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

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

This agenda item is to authorize appointment or reappointment of the following representatives to new two-year terms on the indicated TIRZ boards of directors:

- Tiko Reynolds-Hausman – TIRZ 3 (Main Street/Market Square): The term expired in December 2020; the new two-year term will expire in December 2022.
- Cathy Evans-Jackson – TIRZ 7 [Old Spanish Trail (OST)/Almeda]: The term expired in May 2020; the current two-year term will expire in May 2022.

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 NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the appointment of representatives to the TIRZ boards of directors as listed, effective May 14, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: **CERTIFICATION THAT THE DISTRICT'S INSTRUCTIONAL MATERIALS COVER ALL STATE STANDARDS IN THE REQUIRED CURRICULUM**

Texas school districts and charter schools are required to certify annually to the State Board of Education (SBOE) and the Commissioner of Education that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2021−2022 instructional materials using state instructional materials funding until the certification has been received by the Texas Education Agency (TEA).

The Houston Independent School District (HISD) confirms that the district's instructional materials and technology allotment is used only for expenses allowed by Texas Education Code (TEC) §31.0211 and that district students have access to instructional materials that collectively cover all elements of the TEKS of the required curriculum identified in TEC §28.002, other than physical education, for each subject and grade level (TEC §31.004). The TEA requires that the district superintendent, along with the president and secretary of the local board of education, certify this information.

A copy of the certification form is on file in Board Services.

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 certifies to the TEA that the district is using its state instructional materials and technology allotment as permitted by law to ensure that students have materials that address all the TEKS for the required curriculum, effective May 14, 2021.

HISD | Academics
LEARN, CREATE, ACHIEVE

Executive Summary: Annual Certification of TEKS Coverage in Instructional Materials

HISD's 2021-22 Allotment & TEKS Certification Form

Overview

Texas Administrative Code (TAC) §66.1305 (Certification of Instructional Materials) requires each school district annually to *"… submit to the commissioner of education certification that for each subject in the required curriculum under the Texas Education Code, §28.002, other than physical education, and each grade level, the district … provides each student with instructional materials that cover all elements of the essential knowledge and skills adopted by the State Board of Education."* The code also requires a school district's certifications to *"… be ratified by local school boards in public, noticed meetings."* The Texas Education Agency (TEA) will not accept a district's *"… requisition or request for disbursement through the EMAT system for the next school year until the required annual certification has been received by the commissioner for the current school year."*

The TEA has updated its process for certifying Texas Essential Knowledge and Skills (TEKS) coverage this year and has created an online form for district officials to use. After the local school board has certified its instructional materials in an open meeting, the district's instructional materials coordinator is to enter the certification details and a list of materials currently in use by the district in the online form from TEA and submit via EMAT – the TEA's online ordering system for instructional materials. The deadline for districts to submit their certifications is May 28, 2021.

Certifications

The district must certify that –

- Students have access to instructional materials that cover all the TEKS for all other courses in the required curriculum not listed [on this form], except for physical education.

The superintendent, along with the president and secretary of the board of trustees, must certify that –

- The district's instructional materials and technology allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- For the current school year, the district has instructional materials that collectively cover all elements of the TEKS of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- Upon request, the district will provide to the State Board of Education (SBOE) the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

Most of the instructional materials that HISD purchases with its instructional materials and technology allotment are for materials that have been adopted by the SBOE and address 100% of the TEKS. In cases when state-adopted materials are not available or not suitable, the materials that the district does purchase, in conjunction with the district's curriculum and other supplementary instructional materials, ensure that 100% of the TEKS are addressed for all courses in the required curriculum.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF THE PROPOSED 2021–2022 LOCAL CALENDAR FOR THE SCHOOL LEADER APPRAISAL SYSTEM**

School leaders in the Houston Independent School District (HISD) shall participate in the school leader appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education.

A summary of deadlines for all appraisal activities is as follows:

Deadlines	**Activity**
August 9, 2021	Campus observations begin
October 8, 2021	Appraisal training/updates for school leaders completed
October 15, 2021	Goal-Setting Conferences completed
November 2021	Summative Ratings acknowledged by school leaders
February 25, 2022	Optional Progress Conferences completed
May 27, 2022	Campus observations completed
June 24, 2022	End-of-Year Conferences completed

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 2: Effective Principal in Every School.

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 local calendar for the School Leader Appraisal System, effective May 14, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-2	Approval of the Proposed 2021–2022 Local Calendar for the School Leader Appraisal System	May 13, 2021
INITIATED BY: Academics – Yolanda Rodriguez, Interim Chief Academic Officer		
BACKGROUND: This item is the usual annual appraisal calendar for the district's locally developed school leader appraisal system.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems		
ADMINISTRATIVE PROCEDURES REQUIRED: This item requires consultation.		

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF THE PROPOSED 2021–2022 LOCAL CALENDAR FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM**

Teachers in the Houston Independent School District (HISD) shall participate in the teacher appraisal and development process on an annual basis and follow the local calendar adopted annually by the Board of Education as follows:

Deadlines	**Activity**
September 13, 2021	Formal appraisal period begins
September 17, 2021	Teacher Individual Professional Development Plan (IPDP) submitted to appraisers for review
	Student Performance Measures submitted to teachers
September 24, 2021	Student Performance Measures acknowledged by teachers
September/October 2021	2020–2021 Summative Rating acknowledged by teachers
	Within ten working days of Summative Rating release, deadline for eligible teachers to opt-in to Modified Teacher Appraisal and Development System (M-TADS)
October 15, 2021	All* Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool (*except spring semester only courses)
	Teacher IPDP acknowledged by appraiser
	Goal-Setting Conferences completed in the online tool
November 15-December 10, 2021	Fall Staff Review window (Each teacher must have at least one complete Observation by scheduled session)
February 4, 2022	Fall semester only courses Results Worksheets for Pre-approved and Appraiser-Approved Assessments due to appraisers through online tool
	Late hire date
February 11, 2022	Spring semester only courses Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool
	Progress Conferences completed in the online tool
February 25, 2022	Final day to submit requests for Progress Conference Second Appraisal Review to School Support Officers (SSOs)/Lead Principals
	Spring check-ins (as needed) completed
April 8, 2022	All required Observations and Walkthroughs completed

April 14, 2022	Final End-of-Year (EOY) ratings determined and submitted to teachers in online tool (Teachers have five working days to review EOY ratings prior to their EOY Conference)
April 22, 2022	EOY Conferences completed in online tool
May 6, 2022	Final day to submit requests for EOY Conference Second Appraisal Review to SSOs/Lead Principals
May 20, 2022	Second appraisals/additional EOY Conferences completed
May 27, 2022	Formal appraisal and informal coaching development period ends
June 8, 2022	All Appraiser-Approved Results Worksheets completed with appraisers' acknowledgements in online tool; all Walkthroughs, Observations, and IPDPs completed in online tool

Restrictions:
Formal 30-minute Observations and/or 10-minute Walkthroughs shall not be conducted on the following days:

- **Any day outside of the appraisal period:** The appraisal period begins on September 13, 2021, and ends on May 27, 2022.
- **The instructional day prior to or during the administration of the following standardized tests:**
  - State of Texas Assessment of Academic Readiness (STAAR)
  - Texas English Language Proficiency Assessment System (TELPAS) Reading
  - End of Course (EOC) Exams, International Baccalaureate (IB) Exams, and Advanced Placement (AP) Exams

  This applies only to those teachers directly involved in the specific testing; however, teachers are expected to resume classroom instruction once testing has ended for the day.
- **The last instructional day before or immediately after Thanksgiving break, Winter break, and Spring break:** The dates that are excluded are November 19, 2021; November 29, 2021; December 17, 2021; January 3, 2022; March 11, 2022; and March 21, 2022.

Fall Staff Review:
Sessions are scheduled with each principal through his/her SSO/Lead Principal and will occur between November 15 and December 10, 2021, excluding the week of November 22–26, 2021, when the district is closed for Thanksgiving Break.

Spring Check-ins:
Spring Check-ins are scheduled with each principal through his/her SSO/Lead Principal and will occur between February 14 and February 25, 2022, as needed.

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 1: Effective Teacher in Every Classroom and 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 approves the proposed 2021–2022 local calendar for the Teacher Appraisal and Development System, effective May 14, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-3	Approval of the Proposed 2021–2022 Local Calendar for the Teacher Appraisal and Development System	May 13, 2021
INITIATED BY: Academics – Yolanda Rodriguez, Interim Chief Academic Officer		
BACKGROUND: This item is the usual annual appraisal calendar for the district's locally developed teacher appraisal system.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems		
ADMINISTRATIVE PROCEDURES REQUIRED: This item requires consultation.		

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: **APPROVAL OF THE PROPOSED 2021–2022 LOCAL CALENDAR FOR THE CENTRAL OFFICE AND CAMPUS-BASED NON-TEACHER APPRAISAL SYSTEM**

18.16Central office and campus-based non-teachers in the Houston Independent School District (HISD) shall participate in the non-teacher appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education.

A summary of deadlines for all appraisal activities is as follows:

Appraisal Training:
All appraisers of non-teacher employees and all non-teacher employees shall participate in an initial appraisal training and in an annual update appraisal training if available thereafter.

Goal-Setting Conferences:
Goal-Setting Conferences shall be completed according to the central office or campus-based non-teacher's duty schedule.

Duty Schedule	Goal-Setting Conference Deadline
12-month central office duty schedules	November 12, 2021
11 and 11.5-month employees	October 29, 2021
10 and 10.5-month employees 11-month Teacher Development Specialists (TDS), Alternative Police, and Custodians	October 29, 2021
All campus-based duty schedules	October 29, 2021

Progress Conference (optional):
Progress Conferences are optional. If held, Progress Conferences shall be conducted according to the central office or campus-based non-teacher's duty schedule.

Duty Schedule	Progress Conference Window
12-month employees	April 25, 2022–May 20, 2022
11 and 11.5-month employees	February 14, 2022–March 11, 2022
10 and 10.5-month employees 11-month TDS, Alternative Police, and Custodians	January 18, 2022–February 11, 2022
All campus-based duty schedules	January 18, 2022–February 11, 2022

End-of-Year Conference:
End-of-Year Conferences shall be conducted according to the central office or campus-based non-teacher's duty schedule. Note: The End-of-Year Conference window opens when the employee's optional Self-Assessment window closes.

Duty Schedule	Final date to submit annual appraisal to employee for review	Final date to complete End-of-Year Conferences
12-month employees	August 13, 2022	August 20, 2022
11 and 11.5-month employees	June 10, 2022	June 17, 2022
10 and 10.5-month employees 11-month TDS, Alternative Police, and Custodians	May 13, 2022	May 20, 2022
All campus-based duty schedules	May 13, 2022	May 20, 2022

Late hires and protected leaves:
Central office and campus-based non-teachers hired one week before the Goal-Setting Conference date or one week after the Goal-Setting Conference date, based on the respective duty schedule, and returning central office and campus-based non-teachers who take a protected leave as defined by DECA(REGULATION) and DECB(LEGAL) shall:

- Receive appraisal training and complete an Individual Professional Development Plan within 15 working days from the start or return-to-duty date and
- Participate in a Goal-Setting Conference within 25 working days from the start or return-to-duty date.

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 REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed 2021–2022 local calendar for the Central Office and Campus-Based Non-Teacher Appraisal System, effective May 14, 2021.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-4	Approval of the Proposed 2021–2022 Local Calendar for the Central Office and Campus-Based Non-Teacher Appraisal System	May 13, 2021
INITIATED BY: Academics – Yolanda Rodriguez, Interim Chief Academic Officer		
BACKGROUND: This item is the usual annual appraisal calendar for the district's locally developed non-teacher appraisal system.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems		
ADMINISTRATIVE PROCEDURES REQUIRED: This item requires consultation.		

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: **APPROVAL TO SUBMIT COURSE WAIVER REQUESTS FOR TEXAS CONNECTIONS ACADEMY AT HOUSTON TO THE TEXAS EDUCATION AGENCY**

The Texas Education Agency (TEA) requires the review and approval of all courses made available through the Texas Virtual School Network (TXVSN) prior to a course being offered. Eligible school districts may apply to the commissioner of education for a waiver from TEA's course review process if the district can document that each course meets all TXVSN course standards and requirements. Per Texas Education Code, Section 7.056 (b)(1), the submission of waiver requests must be authorized by the district board of education.

Texas Connections Academy at Houston (TCAH) is a Houston Independent School District (HISD) campus charter that provides, as part of TXVSN, an online schools program to more than 8,100 students in Houston and across Texas. TCAH has created 24 new and revised online courses for use starting in the 2021–2022 school year. To ensure that the courses meet all TXVSN requirements—including those addressing standards for instruction, online coursework, and accessibility—TCAH contracted with Quality Matters, a national course review firm, to conduct a comprehensive, external evaluation of each new and revised course.

The results of the Quality Matters review are complete and have been received by the Offices of Academic Services and Student Support Services. Based on the external expert reviews, the district has determined that the 24 TCAH courses satisfy the TXVSN course standards and requirements and recommends that the Board of Education authorizes the submission of the course waiver requests to TEA.

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 approves the submission of course waiver requests for TCAH to the TEA for school years 2021–2022, 2022–2023, and 2023–2024, effective May 14, 2021.

BOARD AGENDA ITEM EXECUTIVE SUMMARY

Approval to Submit Course Waiver Requests for Texas Connections Academy at Houston to the Texas Education Agency

Overview

Recent legislation moved Texas Virtual School Network (TXVSN) course approval responsibilities to the Texas Education Agency (TEA), but to date TEA has not established a course review process. TEA has asked instead that districts use the district course review waiver process to ensure courses are approved and students can access courses. As part of a district waiver request, the district must document that each course meets all TXVSN course standards and requirements. Texas Education Code (TEC), Section 7.056 (b)(1), requires all district waiver requests to be authorized by the district's board of education.

Texas Connections Academy at Houston (TCAH) is a Houston Independent School District (HISD) campus charter school that provides, as part of TXVSN, an online schools program. TCAH has created 24 new and revised online courses for use starting in the 2021–2022 school year. To ensure that the courses meet all TXVSN requirements, TCAH contracted with Quality Matters, a national course review firm, to conduct an external, comprehensive evaluation of each course. That review has been completed and reviewed by HISD. All requirements have been met, and the district is asking the HISD Board of Education to authorize submission of the course approval waivers so the courses can be used in school years 2021–2022, 2022–2023, and 2023–2024.

TXVSN Course Standards and Requirements Summary

- Meets the definition of an electronic course per TEC §30A.001(4)
- Is in a subject that is part of the required curriculum
- Is 100% complete and functional
- Is equivalent in rigor and scope to a course provided in a traditional classroom during a 90-day semester with 7-hour days
- Meets 100% of the Texas Essential Knowledge and Skills (TEKS) for a course or grade level
- Meets all current International Association for K–12 Online Learning (iNACOL) National Standards for Quality Online Courses (ver. 2)
- Meets all current state and federal laws and rules, and TXVSN guidelines, related to accessibility
- Will be led by a teacher with credentials as required by Texas Administrative Code (TAC), §70.1027
- Is designed for a fully online learning environment and includes instructional tools, assessments, and collaborative communication tools
- Course name and ID number are correct, match Public Education Information Management System (PEIMS) course name, ID code, and course length

- Includes at least 40% hands-on lab investigations and field work using appropriate scientific inquiry for secondary science courses per TAC, §74.3(b)(2)(C), Subchapter A
- Enables the online teacher to observe, document, and evaluate student's proficiency in Texas Essential Knowledge and Skills (TEKS) requiring performance or demonstration of skill, or ensemble performance or group work
- Has current approval from the College Board as an Advanced Placement (AP) course (for AP only)

New/Revised TCAH Courses for SY 2021–2022 and Beyond

- Biology – 03010200
- Chemistry – 03040000
- Earth and Space Science – 03060200
- English Language Arts and Reading, Grade 6 – 03200510
- English Language Arts and Reading, Grade 7 – 03200520
- English Language Arts and Reading, Grade 8 – 03200530
- Foundations of Personal Fitness – PES00052
- Languages Other Than English Level III, French – 03410300
- Languages Other Than English Level III, German – 03420300
- Languages Other Than English Level IV, French – 03410400
- Languages Other Than English Level IV, Spanish – 03440400
- Physics – 03050000
- Science, Grade 3 – 02650300
- Science, Grade 4 – 02650400
- Science, Grade 5 – 02650500
- Science, Grade 6 – 03060600
- Science, Grade 7 – 03060700
- Science, Grade 8 – 03060800
- Social Studies, Grade 3 – 02660030
- Social Studies, Grade 4 – 02660040
- Social Studies, Grade 5 – 02660050
- Social Studies, Grade 6 – 02660060
- World Geography Studies – 03320100
- AP Research – N1100014

External Expert Review

Quality Matters (https://www.qualitymatters.org/) is a national nonprofit organization with a mission of defining and maintaining quality assurance in online learning.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

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

SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH TEXAS A&M UNIVERSITY–COMMERCE TO INCREASE THE NUMBER OF DISTRICT STUDENTS AND EMPLOYEES EARNING UNDERGRADUATE AND GRADUATE DEGREES**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the interim superintendent of schools or a designee to negotiate and execute an interlocal agreement with Texas A&M University–Commerce (A&M–Commerce). The agreement is designed to increase the number of graduating HISD seniors and HISD employees that earn undergraduate and graduate degrees at A&M–Commerce through specialized outreach, mentorships, programming, and financial support.

The agreement includes three primary programs in partnership with HISD: the President's Promise, the Rising Lion, and the Quick Start Grant Program. The President's Promise program provides a last-dollar tuition scholarship; the Rising Lion program provides a structured academic experience for incoming freshmen; and the Quick Start Grant Program provides financial support to select HISD employees who choose to pursue a graduate degree at A&M–Commerce.

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 college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024, 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 an interlocal agreement with A&M–Commerce to increase the number of district students and employees earning undergraduate and graduate degrees at A&M–Commerce through specialized outreach, mentorships, programming, and financial support, effective May 14, 2021.

Authority To Negotiate And Execute An Interlocal Agreement With Texas A&M University–Commerce To Increase The Number Of District Students And Employees Earning Undergraduate And Graduate Degrees

BACKGROUND:

Texas A&M University–Commerce (A&M–Commerce) and the Houston Independent School District (HISD) will collaborate to provide financial support to eligible graduating HISD students and HISD employees who would like to pursue undergraduate and graduate degrees, respectively, at A&M–Commerce. The university's commitment includes, but is not limited to, the following: collaboration in marketing, promoting the program to HISD juniors and seniors, participating in college outreach programs hosted by HISD, providing high impact programming and mentoring of students enrolled in the program, and providing scholarship and financial aid information to HISD students who enroll.

OBJECTIVE:

To provide financial support to eligible HISD employees and graduating high-school students. This agreement includes three programs: the President's Promise, Rising Lion, and the Quick Start Grant.

- Students enrolling at A&M–Commerce directly after graduating from high school (including students completing an associate's degree in high school) or students transferring with an earned associate's degree are eligible for the President's Promise. This is a last-dollar tuition scholarship to cover the remaining balance of any tuition for 15 credit hours each semester for up to four academic years for first-year students and for up to two academic years for transfer students (summer terms and non-A&M–Commerce enrolled hours are not included) not covered by other grants, scholarships, exemptions, benefits, and/or waiver programs received by the student, provided the student applicant meets the criteria.

- The HISD student graduates may also participate in the Rising Lion, a structured academic experience that allows incoming freshmen the opportunity to enter A&M–Commerce during the summer semester.

- The Quick Start Grant Program will provide support to HISD employees who enroll at A&M–Commerce to pursue a graduate degree. A&M–Commerce will provide a continuous $250 or $500 per semester grant, based on credit hours, to those who meet the criteria.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

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

SUBJECT: **AUTHORITY TO NEGOTIATE, EXECUTE, AND AMEND SERVICE CONTRACT AGREEMENTS WITH THE INTERNATIONAL BACCALAUREATE ORGANIZATION AND TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS**

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, execute, and amend contracts with the International Baccalaureate Organization (IBO) and Texas International Baccalaureate Schools (TIBS).

These agreements provide HISD access to resources and supports from the IBO including the International Baccalaureate (IB) online Program Resource Center for every teacher on the IB campus; support from IB regional office staff; ongoing program evaluation to improve the quality of teaching and practice; free use of the IB World School name and logo, indicating the school's unique international status and connection with the IB; and a dedicated page on the IBO website. IB World Schools also receive access to the IB Information System which is necessary for performing certain administrative tasks.

In addition, these agreements cover the costs of required IBO-authorized training workshops for teachers and administrators—at both authorized and candidate campuses—as well as the IB exams for all HISD IB students.

HISD has 30 authorized IB programs and 19 candidate schools that are in the process of becoming authorized.

COST/FUNDING SOURCE(S): The total cost for these services is not to exceed $5,700,000 over five years. The cost for the 2021–2022 academic year is not to exceed $985,936 (outlined below). The cost for the four additional renewal years is not to exceed $4,714,064 (to include increases as schools are added).

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1993000000	1060910000	PS11380000000000	6339000000	400000000735	$450,000
Various Budgets	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	$535,936

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports HISD Goal 3: The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024, and is aligned to Core Initiative 1: Effective Teacher in Every Classroom and 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, execute, and amend service contract agreements with the IBO and TIBS, effective May 14, 2021.

Authority to Negotiate, Execute, and Amend Service Contract Agreements with the International Baccalaureate Organization and Texas International Baccalaureate Schools

BACKGROUND:

The Houston Independent School District (HISD) has 43 campuses implementing international baccalaureate (IB) programs with more than 46,000 students. On those 43 campuses, the district offers 23 Primary Years Programmes, 16 Middle Years Programmes, six Diploma Programmes, and four Career-related Programmes. The district continues to expand the number of IB programs, with four more campuses expected to become IB-authorized by fall of 2021.

In an effort to support the growth as well as to increase access and equity across the district, nine campuses are centrally funded during their implementation phase. The district covers the cost for all application and annual fees, and registration to IB workshops. In addition to supporting those nine campuses, the district centrally funds all IB exam fees for all students enrolled in IB high-school courses.

Participation and completion of IB coursework impact student achievement. IB curriculum and instructional practices that closely align to the expectations of IB, such as inquiry-based teaching and learning, international-mindedness, learner profile attributes, service learning, and connection to local and global communities result in improvement in state testing scores as well as an increase in the percentage of students who earn college credit and are identified as college and career ready. This directly ties to improved accountability ratings.

Breakdown of IB Programme Annual Costs:

IB Annual Cost Breakdown	Yearly Total
IB Application fees	$ 40,000.00
IB Candidate annual fee	$ 190,000.00
IB Authorized Programme Fees	$ 283,430.00
IB online Category 1 training fee	$ 24,750.00
IB Category 1 training fee	$ 17,500.00
IB Exam fees for HISD	$ 447,678.00
Texas IB Schools (TIBS) Annual Fees	$ 135,000.00
Total IB and TIBS costs per year	$ 1,138,358.00
Total IB and TIBS 5-year cost	$ 5,691,790.00

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

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

SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON FOR CERTAIN TELEHEALTH SERVICES**

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 The University of Texas Health Science Center at Houston (UTHealth), for the provision and administration of telehealth services associated with the Texas Child Health Access Through Telemedicine (TCHATT) component of the Texas Child Mental Health Care Consortium (TCMHCC).

Funded by Senate Bill 11, the UTHealth Houston Faillace Department of Psychiatry will provide access to limited behavioral health services via telehealth for selected HISD students. The TCHATT initiative is designed to provide short-term access to a limited number of visits with a mental health professional for high-risk children and adolescents.

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 NOT 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 an interlocal agreement with UTHealth for the described telehealth services, effective May 14, 2021.

Authority to Negotiate and Execute an Interlocal Agreement with The University of Texas Health Science Center at Houston

BACKGROUND:

For the first time, The University of Texas Health Science Center at Houston (UTHealth), Faillace Department of Psychiatry, will provide the Houston Independent School District (HISD) with telemedicine services associated with the Texas Child Health Access Through Telemedicine (TCHATT) component of the Texas Child Mental Health Care Consortium (TCMHCC). The UTHealth Houston Faillace Department of Psychiatry is a member of the TCMHCC and has been funded by Senate Bill 11 to provide access to limited behavioral health services via telehealth to the schools. There is no cost to HISD or the students.

This service will be open to all HISD campuses. Students selected for the services will be based on referrals from HISD's Social/Emotional Learning department, as there is a cap to the number of students eligible to be served at a given time.

OBJECTIVES:

- Deliver behavioral health services via telehealth to support counseling needs for high-risk students.
- Expand mental health services to HISD students increasing the number of resources available to address school-based crisis prevention, intervention, and stabilization.
- Improve student attendance rates and academic achievement through increasing non-academic supports.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

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

SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH THE CITY OF HOUSTON TO PROVIDE GANG AND DELINQUENCY INTERVENTION AND PREVENTION SERVICES**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute an interlocal agreement with the City of Houston Mayor's Anti-Gang Office within the Department of Neighborhoods, which leverages public resources to provide comprehensive responses to gang involvement and juvenile delinquency.

The program will provide case management, mediation and conflict resolution, incident response, family outreach, group education and workshops, after-school initiatives, career exploration, and soft-skill development to students involved with the program. The program will also provide supports and guidance for HISD administrators and staff on strategies to prevent or intervene in gang related activity that involves their students or campuses.

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 college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024; and 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 authorizes the superintendent of schools or a designee to negotiate and execute an interlocal agreement with the City of Houston to provide gang and delinquency intervention and prevention services, effective May 14, 2021.

Authority to Negotiate and Execute an Interlocal Agreement with the City of Houston to Provide Gang and Delinquency Intervention and Prevention Services

HISTORY:

Since 1999, the City of Houston Mayor's Anti-Gang Office, within the Department of Neighborhoods, has had agreements with the Houston Independent School District (HISD) to offer assistance to at-risk and delinquent HISD students, including assessing risk factors that may be contributing to delinquent activity and providing appropriate referrals and services to affected HISD students at the middle- and high-school levels.

SCHOOLS PARTICIPATING:

- Navarro Middle School (MS)
- Edison MS
- Austin High School (HS)
- Milby HS
- Chavez HS
- Cullen MS
- Attucks MS
- Yates HS
- Worthing HS
- Sterling HS
- Wheatley HS
- Sam Houston HS
- Wisdom HS
- Jane Long Academy
- Paul Revere MS
- Fondren MS
- Sugar Grove Academy
- Sharpstown HS
- Westbury HS
- Bellaire HS

*Additional schools may be added to the program based on data and guidance from the City of Houston Mayor's Anti-Gang Office.

OBJECTIVES:

- Provide gang and delinquency intervention and prevention services to students and HISD campus administrators.
- Provide appropriate referrals and services to HISD youth and/or families.
- Provide gang awareness presentations to students, parents/guardians, and teachers.
- Reduce gang-related behaviors that impede academic achievement for HISD students.
- Improve student performance, campus culture, and overall attendance rates.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 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 May 14, 2021.

Approval of Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-01-05 RFP / In/After-School Community Outreach Program – (Isom) – (COP)
Project Description	The purpose of this project is to obtain student programs improving academic and social-emotional learning by addressing and preventing early aggression, academic failure, and school dropout. Based on annual appropriations, the projected expenditure is not to exceed $750,000 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	34/6
Project Term	The project term is from May 14, 2021, through May 13, 2022, with two annual renewals, not to extend beyond May 13, 2024.
Amount not to Exceed (Project Term)	$750,000

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**
BenCheri Educational Center	NP	H
D.A.R.E. AMERICA	NP	O
Dallas Ecological Foundation dba Outdoors Tomorrow Foundation	NP	T
Teen and Police Service Academy	NP	H
The KNEW Solutions	A-100%	H
There is Life After Life	NP	H

Approval of Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-11-01 RFP / Digital Teaching and Learning Platform – (Williams) – (CAO)
Project Description	The purpose of this project is to obtain a web-based teaching and learning software system to host all of the Houston Independent School District's (HISD's) curricular management needs, digital content, and learning tools. Based on annual appropriations, the projected expenditure is not to exceed $10,800,000 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	286/6
Project Term	The project term is from May 14, 2021, through May 13, 2026, with five annual renewals, not to extend beyond May 13, 2031.
Amount not to Exceed (Project Term)	$10,800,000

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**
Instructure, Inc.	C-D	OT

Approval of Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-11-03 RFP / Elevators and Wheelchair Lifts Maintenance, Inspection, and Repairs – (Hill) – (COO)
Project Description	The purpose of this project is to obtain elevator maintenance, inspection, and repair services districtwide. Based on annual appropriations, the projected expenditure is not to exceed $3,000,000 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	26/10
Project Term	The project term is from May 14, 2021, through May 13, 2022, with four annual renewals, not to extend beyond May 13, 2026.
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**
A & F Elevator Company, Inc.	C-D	T
Elevator Repair Service, Inc. dba E.R.S., Inc.	A-100%	H
Elevator Transportation Services, Inc.	A-100%	T
EMR Elevator, Inc.	C-10%	T
Prestige Elevator Services LLC	C-D	T

Approval of Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-12-04 RFP / Carpet, Wood, and Other Flooring Services Maintenance and Repairs – (Hill) – (COO)
Project Description	The purpose of this contract is to obtain carpet, wood, and other flooring, including services, maintenance, and repairs districtwide. The projected expenditure is not to exceed $6,300,000 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	49/5
Project Term	The project term is from May 14, 2021, through May 13, 2022, with four annual renewals, not to extend beyond May 13, 2026.
Amount not to Exceed (Project Term)	$6,300,000

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**
Basic IDIQ, Inc.	B-25%	T
Bauer Sport Floors, Inc.	C-D	H
Brandt Constructors & Facility Services, LLC	C-D	H
Post Oak Construction, LLC	A-100%	H
Westco Ventures, LLC	A-100%	H

Approval of Cooperative Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-03-05-01 – Cooperative / Custodial Services – (Hill) – (COO)
Project Description	The purpose of this cooperative project is to obtain additional custodial services districtwide. Based on annual appropriations, the projected expenditure is not to exceed $25,500,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 639-21 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 June 14, 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)	$25,500,000

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**
ABM Industry Groups, LLC	-	OT

Approval of Cooperative Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-03-06-55 – Cooperative / Custodial Services – (Hill) – (COO)
Project Description	The purpose of this cooperative project is to obtain additional custodial services districtwide. Based on annual appropriations, the projected expenditure is not to exceed $34,000,000 for the duration of the project. This is a cooperative agreement with 1Government Procurement Alliance (1GPA) utilizing cooperative project number 21-01PV 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 14, 2021, through May 31, 2022, with three annual renewals, if 1GPA executes its project renewal options, not to extend beyond May 31, 2025.
Amount not to Exceed (Project Term)	$34,000,000

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**
RNA Michigan Holdings, LLC dba RNA Facilities Management	-	OT

Approval of Cooperative Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-03-08-23 – Cooperative / Athletic Field Maintenance – (Garza) – (CAO)
Project Description	The purpose of this cooperative project is to repair, renovate, refinish, and resurface various indoor and outdoor sports surfaces districtwide. Based on annual appropriations, the projected expenditure is not to exceed $1,000,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 200205 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 May 14, 2021, through April 30, 2022, followed by one annual renewal, if TIPS executes its project renewal options, not to extend beyond April 30, 2023.
Amount not to Exceed (Project Term)	$1,000,000

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**
Paragon Sports Constructors	-	T
PTI Sports & Recreation Construction	-	T

Approval of Cooperative Purchase Over $100,000
Recommended for 5/13/2021 Board Agenda

Project Information	21-03-10-04 – Cooperative / Fresh Produce and Related Items – (Alatorre) – (COO)
Project Description	The purpose of this cooperative project is to obtain fresh fruits, vegetables, and related items for Nutrition Services. Based on annual appropriations, the projected expenditure is not to exceed $6,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 19/032TJ 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 July 1, 2021, through June 30, 2022, with no remaining renewals.
Amount not to Exceed (Project Term)	$6,000,000

Budget Information					
Fund	2400010000	Fund		Fund	
Cost Center	1040832000	Cost Center		Cost Center	
Functional Area	AD35990000000000	Functional Area		Functional Area	
General Ledger	6341000100	General Ledger		General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Brothers Produce, Inc.	-	H

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	16-06-08 – RFP / Custodial Operations Cleaning Services – (Castaneda) – (COO) NTE Increase
Project Description	This project was originally approved by the Board of Education on December 8, 2016. The purpose of this project amendment is to request an increase to the spending limit authorization for custodial operations cleaning services. Based on annual appropriations, the projected expenditure is not to exceed $60,000,000 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	N/A
Project Term	The project term is from December 9, 2016, through December 8, 2017, with four annual renewals, not to extend beyond December 8, 2021.
Amount not to Exceed (Project Term)	$60,000,000

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**
Soji Services, Inc. dba Metroclean Commercial Services	A-100%	H

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	18-05-11 – RFP / Social and Emotional Learning (SEL) Curriculum – (Svitek) – (CSIO) NTE Increase
Project Description	This project was originally approved by the Board of Education on August 9, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization for Social and Emotional Learning (SEL) curriculum, to enhance student capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Based on annual appropriations, the projected expenditure is not to exceed $3,200,000 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	N/A
Project Term	The project term is from August 10, 2018, through August 9, 2021, with two annual renewals, not to extend beyond November 9, 2023.
Amount not to Exceed (Project Term)	$3,200,000

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**
A YANCY Life Transition Center	-	H
Brightways Learning	-	O
Center for the Collaborative Classroom	-	O
Cloud 9 World, Corp.	-	O
EduGuide	-	O
Franklin Covey	-	O
Moving Forward Institute	-	O
NCS Pearson, Inc.	-	O
Rethink Autism, Inc.	-	O
Success for ALL Foundation	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	19-02-07-01 – Cooperative / Software Maintenance Service and Support – (Ly) – (CIO) NTE Increase
Project Description	This project was originally approved by the Board of Education on March 21, 2019. The purpose of this project amendment is to ratify expenditures and request an increase to the spending limit authorization beginning March 10, 2021, to obtain maintenance, service, and support for various software applications, including but not limited to Informatica and Qualys software. Based on annual appropriations, the projected expenditure is not to exceed $678,462 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 579-19 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 22, 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)	$678,462

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**
SHI Government Solutions, Inc.	-	T

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	19-12-09-01 – Cooperative / Technology Equipment, Supplies, Software, Telecommunications Products, and Maintenance – (Ly) – (CIO) NTE Increase
Project Description	This project was originally approved by the Board of Education on January 17, 2019. The purpose of this project amendment is to ratify expenditures and request an increase to the spending limit authorization beginning March 10, 2021, to obtain hardware and software maintenance, services, and support for educational/instructional software, digital software, digital resources, and related items districtwide, including Manage Engine and Hyena. Based on annual appropriations, the projected expenditure is not to exceed $211,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 579-19 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 January 1, 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)	$211,000

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

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

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	20-08-16-01 – Cooperative / Technology and Audio-Visual Products, Services and Software – (Garcia) – (CIO) NTE Increase
Project Description	This project was originally approved by the Board of Education on October 10, 2019. The purpose of this project amendment is to ratify expenditures and request an increase to the spending limit authorization beginning April 9, 2021. The purpose of this project is to purchase technology and audiovisual products, services, and software, including but not limited to zSpace products and interactive displays. Based on annual appropriations, the projected expenditure is not to exceed $13,120,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 579-19 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 October 11, 2019, through December 31, 2020, with one annual renewal, if BuyBoard executes its project renewal option, not to extend beyond December 31, 2021.
Amount not to Exceed (Project Term)	$13,120,000

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**
Data Projections, Inc.	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	20-04-02-46 – Interlocal / Guidance Services – (Williams) – (CSIO) Ratification and NTE Increase
Project Description	This project was originally approved by the Board of Education on June 11, 2020. The purpose of this project amendment is to request a ratification of expenditures and an increase to the spending limit authorization beginning April 23, 2021. This project was originally approved to provide and coordinate student assistance services at the school campus level to best meet the physical and emotional needs of at-risk students, and to empower these students to remain in school for student support services beginning April 23, 2021. Based on annual appropriations, the projected expenditure is not to exceed $5,140,000 for the duration of the project. This is an interlocal agreement with the Texas Education Agency (TEA). According to TEC Chapter 33.155, HISD can utilize Communities in Schools to maximize the effectiveness of the program. The project is 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 contract term is from June 12, 2020, through June 30, 2021.
Amount not to Exceed (Project Term)	$5,140,000

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**
Communities in Schools of Houston, Inc.	-	H

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	20-10-07-01 – Cooperative / Vehicle Purchases – Various – (James) – (COO) NTE Increase and Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on January 16, 2020. The purpose of this project amendment is to award additional vendors and request an increase to the spending limit authorization for the purchase of various non-bus fleet vehicles used districtwide. Based on annual appropriations, the projected expenditure is not to exceed $8,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 601-19 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 January 17, 2020, through November 30, 2020, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2022.
Amount not to Exceed (Project Term)	$8,000,000

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**
Caldwell Country Chevrolet, LLC, dba Caldwell Country Chevrolet	-	T
Caldwell Country Ford dba Rockdale Country Ford	-	T
Chastang Enterprise, Inc.	-	T
Cowboy Motor Co., LC dba Moore Chrysler Dodge Jeep Ram	-	T
Donalson-Hiner Automotive Group, Inc. dba Silsbee Toyota	-	T
Silsbee Ford Inc.	-	T
Southwest International Trucks, Inc.	-	T

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	16-10-25-C – RFP / Districtwide Instructional Software – (Bellard) – (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 additional vendors and ratify expenditures beginning April 24, 2021, with no additional increase in funding, for the purchase of 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 April 24, 2021, through June 30, 2021, with one annual renewal, not to extend beyond June 30, 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**
ManageBac, Inc.	C-D	O
Methods & Solutions, Inc. dba MindPlay	A-100%	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 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 and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from May 14, 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**
Methods & Solutions, Inc. dba MindPlay	A-100%	O

Amendment to Items Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	19-04-28-01 – Cooperative / Instructional Materials, Classroom Teaching Supplies and Equipment – (Bellard) – (CAO) Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on August 8, 2019. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to obtain instructional materials, products, and services, including but not limited to special-education materials, technology equipment, supplies, professional development services, and a full line of related districtwide general classroom supplies and equipment for the Academics Department. The purpose of this project is to purchase college and career readiness materials, services, software, and supplies districtwide. This is a cooperative agreement with BuyBoard utilizing cooperative project number 573-18 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 contract term is from August 9, 2019, through October 31, 2019, with two annual renewals, if BuyBoard executes its contract renewal option, not to extend beyond October 31, 2021.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
American Eagle Co. Inc. dba Teachers Discovery Inc.	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	21-09-01 – RFQ / Real Estate Broker Services – (March) – (COO) 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 increase in funding, to obtain real estate broker services to assist with various real estate activities. 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 May 13, 2021, through March 11, 2022, with four annual renewals, not to extend beyond March 11, 2026.
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**
Cushman & Wakefield of Texas, Inc.	RFQ-25%	H

Amendment to Item Approved on a Prior Board Agenda
Recommended for 05/13/2021 Board Agenda

Project Information	21-09-04-04 – Cooperative / Award & Letterman Jackets Apparel – (Garza) – (CAO) Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on November 12, 2020. The purpose of this project amendment is to award an additional vendor and ratify expenditures, with no additional increase in funding, to provide screen printing, embroidery, and apparel related only to award and lettermen jackets districtwide. This is a cooperative agreement with Choice Partners utilizing cooperative project number 20/046SG 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 November 13, 2020, through August 18, 2021, with three annual renewals, if Choice Partners executes its project renewal options, not to extend beyond August 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**
Balfour Campus Supply, LLC	-	H

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	21-10-17-23 – Cooperative / Audiovisual Equipment, Supplies, and Related Goods and Services – (Garcia) – (CIO) Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on December 10, 2020. The purpose of this project amendment is to award additional vendors with no increase in funding to obtain audiovisual equipment, supplies, and related goods and services for use districtwide. This is a cooperative agreement with TIPS utilizing cooperative project number 200105 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 December 11, 2020, through May 31, 2021, with two annual renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2023.
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**
ACP Direct	-	T
Audio Visual Aids Co	-	T
AVES Audio Visual Systems, Inc.	-	T
B&H Foto & Electronic Corp.	-	O
Troxell Communications, Inc.	-	OT

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	21-11-09-48 – Interlocal / Online Subscription for Resources & Legal Guidance – (May) – (CAO) Term Correction
Project Description	This project was originally approved by the Board of Education on February 11, 2021. The purpose of this project amendment is to request a term correction to obtain resource materials including subscriptions, books, and legal publications that provide educational institutions guidance in areas including but not limited to special education, legal, transportation, and human resources. This is an interlocal agreement with Central Texas Purchasing Alliance (CTPA) / Allen Independent School District (ISD) project number 2020-SEP-69 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 February 12, 2021, through October 25, 2021, with four annual renewals, if Allen ISD executes its project renewal options, not to extend beyond October 25, 2025.
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**
LRP Publications	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	15-10-15 – CSP / E-Rate Network Cabling – (Ly) – (CIO) Term Extension
Project Description	This project was originally approved by the Board of Education on February 11, 2016. The purpose of this project amendment is to execute a 90-day extension for network cabling, installation, and design services for local-area and wide-area network cabling with no additional increase in funding. The district applied the Best Value process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The amended project term is from July 1, 2016, through June 30, 2017, with four annual renewals, not to extend beyond September 30, 2021.
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**
MCA Communications, Inc.	-	H

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	16-10-40-02 – Cooperative / Technology Hardware, Software, and Related Services from Verizon Wireless – (Teer) – (CIO) Term Extension
Project Description	This project was originally approved by the Board of Education on November 10, 2016. The purpose of this project amendment is to execute an extension, with no additional increase in funding, for the purchase of products and services from Verizon Wireless, including hardware, software, and related wireless, voice, data, and mobile satellite communication services. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project number DIR-TSO-3415 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 10, 2016, through October 24, 2021, with no remaining renewals.
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	Fund Cost Center Functional Area General Ledger I/O

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
Cellco Partnership dba Verizon Wireless	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	16-11-26 – RFP / Operational and Utilities Software – (Ly) – (CAO) Term Extension
Project Description	This project was originally approved by the Board of Education on June 8, 2017. The purpose of this project amendment is to execute a 90-day extension for services provided with no additional increase in funding. The purpose of this project is to award a few select vendors to provide non-instructional software for use in support of district operations. 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 amended project term is from July 1, 2017, through June 30, 2018, with three annual renewals, not to extend beyond September 30, 2021.
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**
Battelle for Kids	-	O
Campus Online, Inc. dba Education Resource Group	-	T
Cybersoft Technologies, Inc. dba Cybersoft PrimeroEdge	-	H
Dun & Bradstreet, Inc.	-	O
Campus Online, Inc. dba Education Resource Group	-	T
iBridge Group, Inc.		T

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	20-03-03-01 – Library Books, Used Textbooks, and Other Books– (Williams) – (CAO) 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 request a term extension to obtain library books, used textbooks, and other books, including but not limited to hardback binding for publisher's trade; text/reference/school/library/bilingual/foreign-language books; paperback bindings for trade cover; audio, video, electronic media, and books; magazines and newspapers; used textbooks; books processing and cataloging; and other related items. This is a cooperative agreement with BuyBoard utilizing cooperative project number 690-20 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 August 14, 2020, through May 31, 2021, with two annual renewals, not to extend beyond May 31, 2023.
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**
Barnes & Noble Booksellers, Inc.	-	OT
Bound to Stay Bound Books, Inc.	-	OT
Cengage Learning, Inc.	-	OT
Coughlan Companies, LLC dba Capstone	-	OT
Cox Subscriptions, Inc. dba WT Cox Information Services	-	OT
Follett School Solutions, Inc.	-	OT
GL Group, Inc. dba Booksource, The Booksource, The Booksource, Inc.	-	OT
Hertzberg-New Method, Inc. dba Perma-Bound Books	-	OT
Keystone Books & Media, Inc.	-	OT
Library Sales, Inc. dba Sebco Books	-	OT

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
20-03-03-01 – Library Books, Used Textbooks and Other Books (continued)		
Mackin Book Company dba Mackin Educational Resources	-	OT
National Education Systems, Inc.	-	T
SDE, Inc. dba Stenhouse Publishers and dba Staff Development for Educators	-	OT
Textbook Warehouse, LLC dba Textbook Warehouse	-	OT

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	20-06-09-02 – Cooperative / T-Mobile Wireless Devices and 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 DIR utilizing cooperative project number DIR-TSO-3416 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 October 30, 2021, with no remaining renewals.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
T-Mobile USA Inc.	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	16-10-20 – RFQ / Nurse Services – (May) – (CAO) Term Extension & Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 30, 2017. The purpose of this project amendment is to request a 90-day extension, with no additional increase in funding, to obtain professional services for the Special Education Department per the Admission, Review, and Dismissal/Individual Education Program (ARD/IEP) Committee. The district applied the Best Value process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from May 12, 2017, through May 11, 2018, with four annual renewals, not to extend beyond August 11, 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**
Astrocare Visiting Health Professionals, Inc.	-	H
Katy Dreamweaver Home Health Services, LLC	-	H
Maxim Healthcare Services Holdings, Inc. dba Maxim Healthcare Services, Inc.	-	O
RCM Technologies (USA), Inc. dba RCM Health Care Services	-	OT
The following vendors have changed their business name or have requested contract reassignments as follows:		
Changed From:		
1. Maxim Healthcare Services, Inc.	-	O
2. RCM Health Care Services, A Division of RCM Technologies (USA), Inc.	-	OT
Changed To:		
1. Maxim Healthcare Services Holdings, Inc. dba Maxim Healthcare Services, Inc.	-	O
2. RCM Technologies (USA), Inc. dba RCM Health Care Services	-	OT

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	17-03-07 – RFP / Special Education Services – Speech Therapy, Independent Educational Evaluations (IEE), and Evaluation Services – (May) – (CAO) Term Extension & 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 request a 90-day extension, with no additional increase in funding, to obtain professional services for the Special Education Department for IEE. The district applied the Best Value process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from July 1, 2017, through June 30, 2018, with three annual renewals, not to extend beyond September 30, 2021.
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**
Cumberland Therapy Services, LLC	-	O
EBS Healthcare, Inc. dba EBS Educational Based Services	-	O
Harris County Department of Education	-	H
Invo HealthCare Associates, LLC	-	O
Gary D. Stromberg & Associates, LLC	-	O
Maxim Healthcare Services Holdings, Inc. dba Maxim Healthcare Services, Inc.	-	O
New Direction Solutions, LLC dba Bilingual Therapies	-	O
Prime HealthCare Staffing, Inc.	-	O
Specialized Assessments & Consulting, LLC	-	H
Therapia Staffing, LLC	-	H
Therapy Staff, LLC	-	O

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
17-03-07 – RFP / Special Education Services – Speech Therapy, Independent Educational Evaluations (IEE), and Evaluation Services (continued) **The following vendors have changed their business name or have requested contract reassignments as follows**: **<u>Changed From</u>:** 1. Maxim Healthcare Services, Inc.	-	O
<u>Changed To</u>: 1. Maxim Healthcare Services Holdings, Inc. dba Maxim Healthcare Services, Inc.	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Board Agenda

Project Information	17-03-22 – RFP / Special Education Evaluation Materials, Materials for Auditory and/or Visual Impairments, and Occupational Therapy and Physical Therapy Services – (May) – (CAO) Term Extension & Vendor Name Change
Project Description	This project was originally approved by the Board of Education on October 12, 2017. The purpose of this project amendment is to request a 90-day extension, with no additional increase in funding, to obtain evaluation materials, materials for auditory and/or visual impairments, and occupational therapy and physical therapy services. The district applied the Best Value process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The project term is from October 13, 2017, through October 12, 2020, with two annual renewals, not to extend beyond January 12, 2023.
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**
Cumberland Therapy Services, LLC	-	O
EBS Healthcare, Inc dba EBS Educational Based Services	-	O
Maxi Aids, Inc.	-	O
Maxim Healthcare Services Holdings, Inc. dba Maxim Healthcare Services, Inc.	-	O
N2Y, LLC	-	O
Therapia Staffing, LLC	-	O

Recommended Vendor(s) for Approval		
Name	**M/WBE Commitment**	**Location**
RFP / Special Education Evaluation Materials, Materials for Auditory and/or Visual Impairments, and Occupational Therapy and Physical Therapy Services (continued) **The following vendors have changed their business name or have requested contract reassignments as follows**: **Changed from:** Maxim Healthcare Services, Inc	-	O
Changed to: Maxim Healthcare Services Holdings, Inc. dba Maxim Healthcare Services, Inc.	-	O

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Agenda

Project Information	19-02-19-01 – Cooperative / Vocational Welding Materials – (Scherer) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on April 11, 2019. The purpose of this project amendment is to change the name of the awarded vendor through a contract reassignment approval beginning March 23, 2021. Alamo Distribution LLC dba Alamo Iron Works has changed its business name to Triple-S Steel Holdings, Inc. dba Alamo Iron Works. The purpose of this cooperative project is to obtain vocational welding materials for the College and Career Readiness Department. This is a cooperative agreement with BuyBoard utilizing cooperative project number 577-18 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 12, 2019, through November 30, 2019, with two annual renewals, not to extend beyond November 30, 2021.
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**
Triple-S Steel Holdings, Inc. dba Alamo Iron Works	-	T

Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/13/2021 Agenda

Project Information	19-09-03 RFP/ Various Paper – (Chevalier) – (CIO) Vendor Name Change
Project Description	This project was originally approved by the Board of Education on January 17, 2019. The purpose of this project amendment is to change the name of an awarded vendor. Olmsted-Kirk Paper Co. has changed its business name to Central National Gottesman, Inc. dba Lindenmeyr Munroe. The purpose of this contract is to obtain various types of paper (printing paper, copy paper, envelopes, etc.) to be utilized districtwide. The district applied the Best Value process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Viewed/ Received	N/A
Project Term	The contract term is from January 18, 2019, through January 17, 2020, with four one-year renewal options after the initial contract term, not to extend beyond January 17, 2024.
Amount not to Exceed (Project Term)	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**
Central National Gottesman, Inc. dba Lindenmeyr Munroe	B-20%	H

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 May 13, 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 May 14, 2021.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Houston Independent School District (HISD) Foundation on behalf of the Astros Foundation	Young Elementary School (ES)	Support for Students and Teachers in Need	$10,000.00

The HISD Foundation, on behalf of the Astros Foundation, has donated $10,000.00 as part of the Win for Kids program. Funds are to be used for the general needs of the students and teachers at Young ES. This donation may only be used for its intended purpose.

Houston Texans Foundation	North Forest High School (HS)	Light Emitting Diode (LED) Football Scoreboard	$15,152.00

The Houston Texans Foundation has donated $15,152.00 to purchase and install a new LED scoreboard for the North Forest HS football field. The donation amount includes the cost of one Spectrum Model 11016 football scoreboard, one radio-controlled MSX Multi-Sport Controller, and one 33' x 16' decorative truss sign. The Houston Texans Foundation has a longstanding relationship with HISD and North Forest HS. This donation may only be used for its intended purpose.

HSPVA Friends	Kinder High School for the Performing and Visual Art (HSPVA)	Extra Duty Pay	$5,000.00

HSPVA Friends has donated funds to Kinder HSPVA for extra-duty pay to existing employees in the Theatre Arts Department. The funds are specifically for the three teachers working on the theatre production of *Once on This Island* with students. The teachers recorded a socially distanced and masked production. Rehearsals, filming, and editing started on February 1 and will continue through May. The three teachers are currently editing the recording and plan to stream it in late May. Details and links will be available on the school's website when exact dates are finalized. HSPVA Friends is a 501(c)(3) non-profit organization that collaborates with community leaders, artists, and parents to cultivate and disseminate private funding for arts activities at Kinder HSPVA for which public funding is either unavailable or insufficient. This donation can only be used for the purpose intended.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Briarmeadow Parent Teacher Organization (PTO)	Briarmeadow Charter School	Instructional Technology	$52,077.20 In-kind

Briarmeadow PTO has donated technology to Briarmeadow Charter School to be used by the school for instructional purposes. The total in-kind value of the donation is $52,077.20. The donation consists of 18 65-inch interactive boards with wall mounts, one cart for the mobile display of an interactive board, and labor to provide the installation of the boards. This donation may only be used for the intended purpose.

Change Happens! via the Rockwell Fund	Blackshear ES	Technology	$25,000.00 In-kind

Change Happens! via the Rockwell Fund has donated 70 Chromebooks to Blackshear ES to loan to scholars who are in need. These devices will remain on campus. This donation may only be used for the intended purpose.

J & J Line Trucking, LLC	Elementary Curriculum & Development/Home Instruction for Parents of Preschool Youngsters (HIPPY) Program	Community Outreach	$10,000.00 In-kind

J & J Line Trucking, LLC, has donated water and food items that were distributed to HISD/HIPPY families impacted by the February ice storm. This company traveled from Wisconsin with a semi-tractor filled with water, canned goods, non-perishables, toilet paper, and other needed items. The distribution event occurred on March 5, 2021. This donation may only be used for the intended purpose.

SUMMARY OF DONATIONS GREATER THAN $5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Kids in Need Foundation (KINF)	HISD	Supplies and Materials	$240,000.00 In-kind

KINF has made an in-kind donation of hand sanitizer valued at $240,000 to HISD. This donation will benefit students across the district. Since 1995, KINF has provided school supplies and learning resources needed to help ensure that every child has equal opportunity and access to a quality education. This donation can only be used for the purpose intended.

T.H. Rogers PTO	T. H. Rogers School	Playground Equipment, Outdoor Learning Spaces, and Security Cameras	$97,822.00 In-kind

T.H. Rogers PTO has made an in-kind donation of playground equipment, outdoor learning spaces, and security cameras to T.H. Rogers, valued at $97,822. The purpose of the donation is to make outside enhancements to the campus for the benefit of the students. This donation can only be used for the purpose intended.

Total Value of Donations: $445,051.20

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 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 May 14, 2021.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Asia Society Confucius Classrooms Network	Kolter Elementary School (ES)	Professional Development, Curriculum, Cultural Activities, Field Trips, Operation/Administration, and School-to-School Partnerships	$10,000.00

The Asia Society Confucius Classrooms Network is an international partnership dedicated to building the field of Chinese language teaching and learning in American schools. The Asia Society has awarded a grant to Kolter ES to implement learning projects used to promote Chinese language learning and Chinese culture, including the Confucius Classroom Day cultural activities. The grant funds must be used for professional development, curriculum, cultural activities, field trips, operation/administration, and school-to-school partnerships. The grant may not be used for payroll purposes, such as hiring a teacher. A portion of the funds may be used for travel, hotel, and conference registration to the annual National Chinese Language conference. The awarded funds are a reimbursement grant for the 2020–2021 academic year. The Asia Society has a history of awarding grants to Kolter ES for the teaching of Chinese. The grant period is from September 1, 2020, to August 31, 2021. The grant can only be used as specified.

Harris County Department of Education (HCDE) and the Education Foundation of Harris County (EFHC)	Fine Arts Department	General Music Kits	$9,991.00

The HCDE and the EFHC have awarded a grant (second round) to the Fine Arts Department in the amount of $9,991. This grant award is to purchase 1,000 music kits that include a soprano recorder, rhythm sticks, and a Basic Beat Egg Shaker. The general music classroom kits for ES students will provide individual use of materials to aid in building their knowledge and skills in music. These kits will be used in the classroom or in after-school programs providing music enrichment. Teachers will be able to request up to 40 kits per campus. Upon return, the kits will be properly sanitized and stored prior to reuse. Access to safe music education tools will ensure critical protection against disease spread by eliminating multiple uses among students and will ensure that all students continue to have access to an arts-rich education. The grant term is April 1, 2021, to December 31, 2021. This grant may only be used for its intended purpose.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
HCDE and the EFHC	Fine Arts Department	Visual Art Kits – Middle School (MS)	$9,999.08

The HCDE and the EFHC have awarded a grant to the Fine Arts Department in the amount of $9,999.08. This grant award is to purchase visual art single-student use (SSU) kits for MS students in need to use personally whether in a classroom setting or in an at-home virtual learning environment. Having access to SSU art education tool kits will ensure critical protection against disease spread by eliminating multiple uses between students and will ensure that those students without art supplies continue to have access to an arts-rich education. The grant term is April 1, 2021, to December 31, 2021. This grant may only be used for its intended purpose.

HCDE and the EFHC	Fine Arts Department	Visual Art Kits – High School (HS)	$9,999.50

The HCDE and the EFHC have awarded a grant to the Fine Arts Department in the amount of $9,999.50. This grant award is to purchase visual art SSU kits for HS students in need to use personally whether in a classroom setting or in an at-home virtual learning environment. Having access to art education tools will ensure critical protection against disease spread by eliminating multiple uses between students and will ensure that those students without art supplies continue to have access to an arts-rich education. The grant term is April 1, 2021, to December 31, 2021. This grant may only be used for its intended purpose.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Project Lead the Way (PLTW) in Partnership with Chevron Houston	Deady MS	One-Year Expansion of PLTW Gateway Program	$10,000.00

PLTW, in partnership with Chevron Houston, has awarded a grant to Deady MS. The one-year expansion PLTW Gateway grant is to support Deady's existing PLTW program for the 2021–2022 academic year. The grant funds may only be used for teacher professional development, curriculum, instructional supplies, materials, and PLTW program participation fees. The grant funds may only be used as specified.

PLTW in Partnership with Chevron Houston	Pershing MS	Implement New PLTW Program	$20,000.00

PLTW, in partnership with Chevron Houston, has awarded a grant to Pershing MS to implement a new PLTW program. Through the grant award, Pershing MS will implement a two-year PLTW program for the 2021–2022 and 2022–2023 academic years. The grant award of $20,000 will provide $10,000 for 2021–2022 and $10,000 for 2022–2023. The grant funds may only be used for teacher professional development, curriculum, instructional supplies, materials, and PLTW program participation fees. The grant funds may only be used as specified.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Texas Education Agency (TEA)	Jones Futures Academy	Payroll, Supplies, and Materials for Pathways in Technology Early College High Schools (P-TECH) Program	$136,000.00

The TEA has awarded a 2021–2023 P-TECH grant to Jones Futures Academy. The purpose of the P-TECH program is to provide students with a smooth transitional experience into postsecondary education and the workforce. The program will establish strong partnership agreements with local businesses, industry, and institutions of higher education. P-TECH models allow students the opportunity to earn a high-school diploma while simultaneously earning industry certifications, level one or level two certificates, and/or an associate's degree on or before the sixth anniversary of a student's first day of high school at no cost to the student. Jones Futures Academy will use funding to incorporate a new heating, ventilation, and air conditioning (HVAC) and sheet metal sequence that includes a dual credit crosswalk aligned with Houston Community College's (HCC's) Level I Certificate in HVAC. The postsecondary coursework will provide the opportunity for students to obtain an Environmental Protection Agency (EPA) Recovery Certification associated with the HVAC industry. Students also will have the opportunity to sit for the National Center for Construction Education and Research HVAC Level 1 certification. The 29-month grant period is from February 15, 2021, to June 15, 2023. This grant may only be used for its intended purpose.

TEA	Leadership Development	Principal Residency Program	$700,000.00

The TEA has awarded a 2021–2022 Principal Residency Cycle 4 grant in the amount of $700,000 to be used by the district to cover preparation and certification costs to implement a fulltime, year-long residency for aspiring principals. The award amount also includes stipends for mentor principals. This grant supports the district's strategic priority to recruit, support, and retain quality principals. The Houston Independent School District (HISD) Leadership Development Department will optimize principal succession by recruiting and training a minimum of 10 capable leadership candidates into the principal residency program. To increase diversity among district leaders, residency program candidates will mirror the trends found among racial/ethnic percentages of the students and address the district need for bilingual campus leaders. The grant period is March 9, 2021–September 30, 2022. This grant may only be used for its intended purpose.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
TEA	Wheatley HS	Payroll, Supplies, and Materials for P-TECH Program	$136,000.00

The TEA has awarded a 2021–2023 P-TECH grant to Wheatley HS. The purpose of the P-TECH program is to provide students with a smooth transitional experience to postsecondary education and the workforce. The program will establish strong partnership agreements with local businesses and industry as well as institutions of higher education. P-TECH models allow students the opportunity to earn a high-school diploma while simultaneously earning industry certifications, level one or level two certificates, and/or an associate's degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student. Wheatley HS will use the funding to design a program in which participating students will have the option of choosing between one of two postsecondary programming tracks associated with their education pathway. Students who have an interest in working with preschool-aged children and/or require additional support to qualify for college-level academic classes can complete a course sequence that positions them to earn two postsecondary credentials from HCC prior to graduation: a Level I Certificate in Child Development - Infant & Toddler Teacher and an Associate of Arts in Teaching degree. The 29-month grant period will begin February 15, 2021, and end June 15, 2023. This grant may only be used for its intended purpose.

USA Swimming Foundation	Athletics	Swimming Lessons	$19,000.00

The USA Swimming Foundation has awarded the district a second grant in the amount of $19,000 to help expand current swim programming to reach underserved populations which would otherwise not have the opportunity to learn to swim. HISD commits to identifying high-risk drowning zones and leveraging access to swim lessons to students from targeted zones. Cohort groups will be MS students first then students in grades three and four. The grant period is from March 31, 2021, through December 15, 2021. This grant may only be used for its intended purpose.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Verizon in Partnership with Heart of America and Arizona State University (ASU)	Edison MS, Henry MS, and Holland MS	Innovation Lab for Edison MS and Holland MS; Immersive Media Lab for Henry MS	$90,000.00 (Stipends) $600,000.00 (Labs In-kind)

Verizon, in partnership with Heart of America and ASU, through the Verizon Innovative Learning Lab program, has awarded Innovation Labs to both Edison MS and Holland MS, and an Immersive Media Lab to Henry MS. Through the awarding of the labs to the three schools, Verizon is facilitating overall management and program design in the transformation of spaces where the labs will be situated at the respective campuses, including the deployment of Verizon 5G for the designated spaces. For the labs, Heart of America is providing lab design, space transformation, project management, and acquisition of technology and furniture that will be included with each lab. For each school, ASU will provide lab curriculum development and technology, professional development opportunities for teachers, and stipends for two academic years to designated lab mentors selected by each campus. The estimated value of the transformation of the space for the Verizon Innovative Learning Lab - Innovation Lab is approximately $250,000 in-kind per campus for Edison MS and Holland MS, which includes design, light renovation, furniture, fixtures, and technology. The estimated value of the transformation of the space for the Verizon Innovative Learning Lab - Immersive Media Lab is approximately $100,000 in-kind for Henry MS, which includes design, trade work, furnishings, and technology. The lab mentors will manage the lab space, including all the technology, as part of the lab and learning opportunities for students. The stipends, up to $15,000 per school per academic year for up to two years, for the lab mentors will not begin until after the transformation of the lab spaces is completed and the labs are launched and implemented. The difference between Innovation Labs and Immersive Media Lab is determined by the physical constraints of the available space and placement of the labs at the three schools. With board approval, the space transformation for the labs may begin as soon as summer 2021 for the three schools, with a planned activation and launch of the Verizon Innovative Learning Lab curriculum elective in fall of 2021 for the Immersive Media Lab and fall 2022 for the Innovation Labs. Through these labs, the three schools will be able to provide students with technology applications and Verizon 5G to enable more immersive learning experiences through curriculum tracks including immersive media, smart solutions, artificial intelligence and robotics, and digital product innovations. The awards may only be used as specified.

SUMMARY OF GRANTS GREATER THAN $5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Good Reason Houston (GRH)	Elementary Curriculum and Development—Early Childhood Department	Contracted Services, Supplies, and Materials	$28,000.00

GRH has awarded the Early Childhood Department grant funding to support outreach efforts to increase prekindergarten (pre-k) access for eligible 3- and 4-year-olds for the 2021–2022 school year. The grant funds are restricted to the following activities that were previously requested and approved: 1) radio ads targeting adults age 18–49 on five stations, 2) geofencing with pre-k enrollment information targeting adults 20–40 years old, 3) postcard mail-out in multiple languages, targeting households with 3- and 4-year-olds, and 4) flyers in multiple languages for campuses to pick up from the Hattie Mae White Educational Support Center (ESC) or East Field Office. The Early Childhood Department has identified the following campuses as high priority campuses for enrollment supports and potentially for additional target marketing: Gross ES; Milne ES; Wesley ES; Shadowbriar ES; Ross ES; Montgomery ES; Energized for Excellence Early Childhood Center (ECC); Sinclair ES; Gregory Lincoln MS; Whidby ES; Southmayd ES; Laurenzo ECC; Fonwood ECC; Martin Luther King, Jr., ECC; Halpin ECC; Mistral Center for Early Childhood; Neff Early Learning Center; and Farias ECC. GRH has a requirement for restricted grants; restricted funds are to be used only for the specific purpose as set forth in the grant award. If there are unspent grant funds at the end of the grant term that exceeds $999.99, then the balance of the funds must be returned to the grantor, unless otherwise agreed to by the grantor. Unspent funds should be returned by October 15, 2021. The grant period is from April 21, 2021 to September 15, 2021. These grant funds can only be used for the purpose intended.

Total Value of Grants: ~~$1,750,989.58~~ 1,778,989.58

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **APPROVAL OF THE MAY GENERAL FUND BUDGET AMENDMENT**

A report on the status of the 2020–2021 budget has been completed. This report reflects budget amendments that require approval by the Houston Independent School District (HISD) Board of Education in accordance with state guidelines, as well as budget-neutral adjustments made by schools and departments for ratification by the board. Although this update reflects all known changes and recommendations, additional changes may be needed. This item requests authority to make adjustments, if necessary, for the May Budget Amendment.

COST/FUNDING SOURCE(S):	Adjustments to the budget will be appropriated as shown in the May Budget Amendment.
STAFFING IMPLICATIONS:	None
ORGANIZATIONAL GOALS/IMPACT:	This item supports all four district goals and is aligned to all five core initiatives. In addition, it allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the May Budget Amendment reflecting fiscal adjustments to estimated appropriations for fiscal year 2020–2021, effective May 14, 2021.

Executive Summary

Purpose: Throughout the year campuses and departments move funds between functions within their budgets. The district also reviews the current budget and requests amendments to revenues and appropriations to the General Fund, Debt Service Fund, and Nutrition Services Fund. Board Policy CE(LOCAL) states that functional amendments to the budget shall be summarized by fund by the budget office, presented to the board for ratification, and filed in accordance with established practice.
Prerequisites: None
Board Meeting Requirements: The board considers and votes on the functional amendments for the General Fund, Debt Service Fund, and the Nutrition Services Fund. If approved, the budget office will process the approved adjustments to the overall budget in all funds.

HOUSTON INDEPENDENT SCHOOL DISTRICT

STATEMENT OF OPERATIONS BY FUNCTION
GENERAL FUND
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
FOR MAY 31, 2021

	ESTIMATED REVENUES		2020-2021 Adopted Budget July 1, 2020	Approved Budget as of April 30, 2021	Proposed Budget Amendments May 31, 2021	Budget Neutral Amendments May 31, 2021	Proposed Budget as of May 31, 2021
	Local sources	$	1,785,542,493	1,822,581,459	10,241,062	-	1,832,822,521
	State sources		166,787,686	275,859,164	1,662,051	-	277,521,215
	Federal sources		19,724,182	17,230,000	6,278,137	-	23,508,137
	Total estimated revenues	**$**	**1,972,054,361**	**2,115,670,623**	**18,181,250**	**-**	**2,133,851,873**
	APPROPRIATIONS						
11	Instruction	$	1,151,970,226	1,150,024,157	29,629,282	(2,460,823)	1,177,192,615
12	Instructional resources and media services		10,117,415	8,897,844	63,097	1,646,972	10,607,914
13	Curriculum and Instructional Staff Development		35,575,973	38,074,604	377,502	(1,060,558)	37,391,549
21	Instructional leadership		27,238,328	26,962,942	246,785	(785,636)	26,424,090
23	School leadership		151,622,019	142,405,135	1,796,155	9,275,715	153,477,005
31	Guidance, counseling and evaluation services		64,146,508	68,958,987	626,303	532,753	70,118,043
32	Social work services		17,783,562	16,970,323	235,107	953,052	18,158,483
33	Health services		21,852,470	56,245,032	1,894,852	(3,818,330)	54,321,554
34	Student transportation		62,374,365	61,035,994	860,243	(56,494)	61,839,742
35	Food services		-	16,650	1,281,683	343,192	1,641,525
36	Co-Curricular/extracurricular activities		13,016,782	14,497,322	160,838	895,018	15,553,178
41	General administration		39,549,934	40,141,062	348,970	1,470,321	41,960,353
51	Plant maintenance and operations		200,224,409	237,949,828	4,660,793	425,873	243,036,494
52	Security and monitoring services		28,554,805	29,164,472	624,513	384,440	30,173,425
53	Data processing services		56,322,728	152,156,792	(6,133,180)	(8,319,577)	137,704,035
61	Community services		3,008,827	2,688,531	144,023	272,583	3,105,137
71	Debt Service		15,250,000	15,250,000	-	-	15,250,000
81	Facilities acquisition and construction		37,848	4,641,844	13,235	297,631	4,952,709
91	Contracted Instructional Services Between Public Schools (Chapter 41 Payn		12,083,891	151,733,251	(15,127,388)	-	136,605,863
95	Juvenile justice alternative education programs		792,000	792,000	-	-	792,000
97	Tax reinvestment zone payments		63,066,742	67,537,850	-	-	67,537,850
99	Tax appraisal and collection		16,505,000	16,500,000	-	3,868	16,503,868
	Total estimated appropriations	**$**	**1,991,093,833**	**2,302,644,620**	**21,702,812**	**-**	**2,324,347,432**
	Excess (deficiency) of estimated revenues over (under) appropriatio	**$**	**(19,039,472)**	**(186,973,997)**	**(3,521,562)**	**-**	**(190,495,559)**
	OTHER FINANCING SOURCES (USES)						
	Proceeds from the sale of capital leases	$	-	-	-	-	-
	Transfers-in		22,500,000	22,500,000	-	-	22,500,000
	Transfers-out		(37,449,140)	(37,449,140)	709,339	-	(36,739,801)
	Total other financing sources (uses)	**$**	**(14,949,140)**	**(14,949,140)**	**709,339**	**-**	**(14,239,801)**
	Net excess (deficiency) before adjustments	**$**	**(33,988,612)**	**(201,923,137)**	**(2,812,223)**	**-**	**(204,735,360)**
	Reserve for Encumbrances (Assigned)	$	-	57,112,528	-	-	57,112,528
	Reserve for ERP and Fund Reservations (Assigned)		-	12,951,087	-	-	12,951,087
	Reserve for PFC Projects (Assigned)		18,434,625	18,434,625	-	-	18,434,625
	Reserve for Insurance Programs (Assigned)			-	3,228,867	-	3,228,867
	Reserve for Operations (Committed)		-	(44,454,665)	-	(3,969,087)	(48,423,752)
	Reserve Adjustments	**$**	**18,434,625**	**44,043,575**	**3,228,867**	**(3,969,087)**	**43,303,355**
	Unassigned Fund Balance, Beginning	**$**	512,328,146	655,054,226			655,054,226
	Unassigned Fund Balance, Ending	**$**	**496,774,159**	**497,174,664**			**493,622,221**

HOUSTON INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET AMENDMENTS
GENERAL FUND
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
FOR MAY 31, 2021

		Revenue Amendment Reason					
PROPOSED ESTIMATED REVENUE AMENDMENTS		**Property Taxes**	**Revenue in Lieu of Taxes & Revenue other Governments**	**Foundation School Program State Revenues**	**Federal Revenue Other Agencies**	**FED REVENUE FROM TEA-IDC**	**Proposed Budget Amendments May 31, 2021**
	$						
Local sources		9,937,048	304,014				**10,241,062**
State sources				1,662,051			**1,662,051**
Federal sources					3,030,858	3,247,279	**6,278,137**
Total proposed estimated revenue amendments	**$**	**9,937,048**	**304,014**	**1,662,051**	**3,030,858**	**3,247,279**	**18,181,250**

		Appropriations Amendment Reason						
	PROPOSED APPROPRIATION AMENDMENTS	**Recapture**	**Retention Stipends 2020-2021**	**State Compensatory Education**	**Winter Storm Uri**	**CRF Transfer of expenditures**	**PPE**	**Proposed Budget Amendments May 31, 2021**
11	Instruction	**$**	12,299,282	20,000,000		(2,670,000)		**29,629,282**
12	Instructional resources and media services		63,097					**63,097**
13	Curriculum and Instructional Staff Development		377,502					**377,502**
21	Instructional leadership		246,785					**246,785**
23	School leadership		1,796,155					**1,796,155**
31	Guidance, counseling and evaluation services		626,303					**626,303**
32	Social work services		235,107					**235,107**
33	Health services		226,544				1,668,308	**1,894,852**
34	Student transportation		860,243					**860,243**
35	Food services		1,281,683					**1,281,683**
36	Co-Curricular/extracurricular activities		160,838					**160,838**
41	General administration		348,970					**348,970**
51	Plant maintenance and operations		1,431,926		3,228,867			**4,660,793**
52	Security and monitoring services		624,513					**624,513**
53	Data processing services		263,795			(6,396,975)		**(6,133,180)**
61	Community services		144,023					**144,023**
71	Debt Service							**-**
81	Facilities acquisition and construction		13,235					**13,235**
91	Contracted Instructional Services Between Public Schools	(15,127,388)						**(15,127,388)**
95	Juvenile justice alternative education programs							**-**
97	Tax reinvestment zone payments							**-**
99	Tax appraisal and collection							**-**
	Total proposed appropriation amendments	**$ (15,127,388)**	**21,000,000**	**20,000,000**	**3,228,867**	**(9,066,975)**	**1,668,308**	**21,702,812**
	PROPOSED OTHER FINANCING SOURCES (USES)	**PFC**						
	Proceeds from the sale of capital leases							**-**
	Transfers-in							**-**
	Transfers-out	(709,339)						**(709,339)**
	Proposed total other financing sources (uses) amen	**$ (709,339)**	**-**	**-**	**-**	**-**	**-**	**(709,339)**

HOUSTON INDEPENDENT SCHOOL DISTRICT

STATEMENT OF OPERATIONS BY FUNCTION
DEBT SERVICE FUND
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
AS OF MAY 31, 2021

		2020-2021 Adopted Budget July 1, 2020	Approved Budget as of April 30, 2021	Proposed Budget Amendments May 31, 2021	Budget Neutral Amendments May 31, 2021	Proposed Budget as of May 31, 2021
ESTIMATED REVENUES						
Local sources	$	309,958,116	311,953,861	-	-	311,953,861
State sources		2,300,000	2,056,656	-	-	2,056,656
Federal sources		-	-	-	-	-
Total estimated revenues	**$**	**312,258,116**	**314,010,517**	**-**	**-**	**314,010,517**
APPROPRIATIONS						
71 Debt Service		360,458,046	362,273,086	-	-	362,273,086
Total estimated appropriations	**$**	**360,458,046**	**362,273,086**	**-**	**-**	**362,273,086**
Excess (deficiency) of estimated revenues over (under) appropriations	**$**	**(48,199,930)**	**(48,262,569)**	**-**	**-**	**(48,262,569)**
OTHER FINANCING SOURCES (USES)						
Proceeds from the sale of capital leases	$	-	-	-	-	-
Transfers-in		42,788,700	42,788,700	-	-	42,788,700
Transfers-out		-	-	-	-	-
Total other financing sources (uses)	**$**	**42,788,700**	**42,788,700**	**-**	**-**	**42,788,700**
Net excess (deficiency) before adjustments	**$**	**(5,411,230)**	**(5,473,869)**	**-**	**-**	**(5,473,869)**
Unassigned Fund Balance, Beginning	**$**	112,859,097	112,859,097			112,859,097
Unassigned Fund Balance, Ending	**$**	**107,447,867**	**107,385,228**			**107,385,228**

HOUSTON INDEPENDENT SCHOOL DISTRICT

STATEMENT OF OPERATIONS BY FUNCTION
NUTRITION SERVICES
BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)
AS OF MAY 31, 2021

	ESTIMATED REVENUES	2020-2021 Adopted Budget July 1, 2020	Approved Budget as of April 30, 2021	Proposed Budget Amendments May 31, 2021	Budget Neutral Amendments May 31, 2021	Proposed Budget as of May 31, 2021
	Local sources	$ 112,500	880,000	-	-	880,000
	State sources	585,000	585,000	-	-	585,000
	Federal sources	104,924,484	81,391,382	-	-	81,391,382
	Total estimated revenues	**$ 105,621,984**	**82,856,382**	**-**	**-**	**82,856,382**
	APPROPRIATIONS					
35	Food services	120,337,264	105,772,077	-	(10,293)	105,761,784
41	General administration	-	1,200	-	(7)	1,193
51	Plant maintenance and operations	762,110	1,529,839	-	10,300	1,540,139
	Total estimated appropriations	**$ 121,099,374**	**107,303,116**	**-**	**-**	**107,303,116**
	Excess (deficiency) of estimated revenues over (under) appropriations	**$ (15,477,390)**	**(24,446,734)**	**-**	**-**	**(24,446,734)**
	OTHER FINANCING SOURCES (USES)					
	Transfers-in	2,647,890	2,647,890	-	-	2,647,890
	Total other financing sources (uses)	**$ 2,647,890**	**2,647,890**	**-**	**-**	**2,647,890**
	Net excess (deficiency) before adjustments	**$ (12,829,500)**	**(21,798,844)**	**-**	**-**	**(21,798,844)**
	Reserve for Encumbrances	$ -	320,466	-	-	320,466
	Reserve Adjustments	**$ -**	**320,466**	**-**	**-**	**320,466**
	Restricted Fund Balance, Beginning	**$** 13,347,419	13,347,419			13,347,419
	Unassigned Fund Balance, Ending	**$ 517,919**	**(7,810,493)**			**(7,810,493)**

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **DESIGNATION OF PERSONNEL FOR CALCULATION OF DISTRICT'S NO-NEW-REVENUE TAX RATE AND VOTER-APPROVAL TAX RATE FOR TAX YEAR 2021 AND SUBSEQUENT YEARS**

In accordance with the Texas Property Tax Code Section 26.04(c), an officer or employee designated by the governing body of a taxing unit shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the unit. It is recommended that the Board of Education designates Timothy Momanyi, Officer, Budgeting and Financial Planning, along with appropriate Houston Independent School District (HISD) staff and Harris County Tax Office staff members, to calculate HISD's no-new-revenue tax rate and voter-approval tax rate for tax year 2021 and subsequent years.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives 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 designates Timothy Momanyi, Officer, Budgeting and Financial Planning, along with appropriate HISD staff and Harris County Tax Office staff members to calculate HISD's no-new-revenue tax rate and voter-approval tax rate for tax year 2021 and subsequent years, effective May 14, 2021.

Executive Summary

Purpose: §26.04(c) of the Texas Property Tax Code requires a school district (governing body) to designate district staff to calculate the district's no-new revenue tax rate and voter-approval tax rate for the tax year.
Prerequisites: None
Board Meeting Requirements: A motion must be made and by vote the board must adopt the resolution designating appropriate Houston Independent School District (HISD) staff and Harris County Tax Office staff members to calculate HISD's no-new-revenue tax rate and voter-approval tax rate for tax year 2021 and subsequent years.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Legal Services
Elneita Hutchins-Taylor, General Counsel

SUBJECT: **CONSIDERATION AND APPROVAL OF 2021–2022 PANEL OF LAW FIRMS TO PROVIDE LEGAL SERVICES**

This item is the annual approval of the panel of law firms engaged to represent the Houston Independent School District (HISD). In 2018, the HISD Board of Education approved a panel of law firms to provide legal services to the district, pursuant to a request for qualifications (RFQ) for legal services. The panel presented for approval for 2021–2022 consists of firms and attorneys chosen through the RFQ process and firms added as needed.

The panel consists of bond/disclosure counsel, business/commercial law, construction law, facility use/naming rights, general school law, general litigation, hearing officers, immigration law, investigations, real estate, personnel administration and benefits, small claims litigation, special education and Section 504, tort claims litigation, and workers' compensation law. Firms may be used in multiple categories.

This agenda item approves the panel of law firms for 2021–2022 and authorizes the superintendent of schools and general counsel to engage other firms on an as-needed basis.

COST/FUNDING SOURCE(S): All law firms will be paid upon rendition of services from the legal services general fund.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1993000000	1080825000	AD41990000000000	6211000000	N/A	TBD

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 authorizes the superintendent of schools and general counsel to execute engagement letters with the approved panel of law firms, and to engage other law firms on an as-needed basis to provide legal services, effective May 14, 2021.

HOUSTON INDEPENDENT SCHOOL DISTRICT
2021–2022 PANEL OF LAW FIRMS[i]

PRIMARY BOND COUNSEL

Orrick, Herrington & Sutcliffe, LLP

PRIMARY DISCLOSURE COUNSEL

Bracewell, LLP

ALTERNATE BOND/DISCLOSURE COUNSEL

Hunton Andrews Kurth, LLP
Escamilla & Poneck, LLP
Norton Rose Fulbright

BUSINESS / COMMERCIAL LAW

Adams and Reese, LLP
Bracewell, LLP
Greenberg Traurig, LLP
Husch Blackwell, LLP
Karczewski, Bradshaw, Spalding, Nichols, Lamp, Langlois
Rogers, Morris, Grover, LLP
Strasberger & Price, LLP
Thompson & Horton, LLP
Trahan Kornegay Partners, LLP
Walsh Gallegos Trevino Ruso & Kyle, PC
West & Associates, LLP

CONSTRUCTION LAW

Kilpatrick Townsend & Stockton, LLP
Munsch Hardt Kopf & Harr, PC
Rogers Morris & Grover, LLP
Walsh Gallegos Trevino Ruso & Kyle, PC

FACILITY USE / NAMING RIGHTS

Hunton Andrews Kurth, LLP
Rogers, Morris & Grover, LLP
Thompson & Horton, LLP
Walsh Gallegos Trevino Ruso & Kyle, PC

GENERAL LITIGATION

Beck Redden, LLP
Bracewell, LLP
Butler Snow, LLP
Callier Law Group, PLLC
Greenberg Traurig, LLP
Hunton Andrews Kurth, LLP
Lewis Brisbois Bisgard & Smith, LLP
Littler Mendleson, PC

GENERAL LITIGATION (CONT'D)

Rogers Morris & Grover, LLP
Spencer Fane, LLP
Thompson & Horton, LLP
West & Associates, LLP

GENERAL SCHOOL LAW

Beck Redden, LLP
Butler Snow, LLP
Jackson Lewis, PC
Karczewski, Bradshaw, Spalding, Nichols, Lamp, Langlois
Lewis Brisbois Bisgard & Smith, LLP
Littler Mendelson, PC
Rogers Morris & Grover, LLP
Spencer Fane, LLP
Thompson & Horton, LLP
Walsh Gallegos Trevino Ruso & Kyle, PC
West & Associates, LLP

IMMIGRATION LAW

Adan G. Vega & Associates, PLLC
Bracewell, LLP
Foster, LLP
Monty & Ramirez, LLP
Peek Toland & Castaneda, PC
Strausberger & Price, LLP

INVESTIGATIONS

Callier Law Group, PLLC
Bracewell, LLP
Beck Redden, LLP
Baltazar Salazar, PLLC
Butler Snow, LLP
Eichelbaum, Wardell, Hansen, Powell & Mehl, PC
Greenberg Traurig, LLP
Hunton Andrews Kurth, LLP
Jackson Lewis, PC
Karczewski, Bradshaw, Spalding, Nichols, Lamp, Langlois
Littler Mendelson, PC
Monty & Ramirez, LLP
Myra C. Schexnayder, Attorney at Law
Powell & Leon, LLP
Rogers, Morris & Grover, LLP
Seyfarth Shaw, LLP
Spencer Fane, LLP
Strausberger & Price, LLP
Thompson & Horton, LLP
Walsh Gallegos Trevino Ruso & Kyle, PC
West & Associates, LLP

PERSONNEL ADMINISTRATION & BENEFITS

Littler Mendelson, PC
Spencer Fane, LLP
Strausberger & Price, LLP

REAL ESTATE

Bracewell, LLP
Edison McDowell & Hertherington, LLP
Munsch Hardt Kopf & Harr, PC
Rogers Morris & Grover, LLP

SECTION 504 / HEARING OFFICERS

Baltazar Salazar, PLLC
Eichelbaum Wardell Hansen Powell & Mehl, PC
Myra C. Schexnayder, Attorney at Law
Riff & Associates, PC

SMALL CLAIMS LITIGATION

Johnson Petrov, LLP
Karczewski, Bradshaw, Spalding, Nichols, Lamp, Langlois
Washington & Associates, PLLC

SPECIAL EDUCATION | SECTION 504

Powell & Leon, LLP
Rogers Morris & Grover, LLP
Thompson & Horton, LLP
Walsh Gallegos Trevino Ruso & Kyle, PC

TORT CLAIMS LITIGATION

Callier Law Group, PLLC
Karczewski, Bradshaw, Spalding, Nichols, Lamp, Langlois
Rogers, Morris & Grover, LLP
Strausberger & Price, LLP
Thompson & Horton, LLP

WORKERS' COMPENSATION LAW

Dean G. Pappas Law Firm, PLLC
Thornton Biechlin Reynolds & Guerra, LC

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[i] Firms may provide services in any of the listed categories.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CE(LOCAL), ANNUAL OPERATING BUDGET—FIRST 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 CE(LOCAL), *Annual Operating Budget*, to update sections no longer applied to the annual budget, add monthly budget amendments and quarterly budget to actual reporting requirements, update fund balance examples, and add a general fund unassigned fund balance target.

The proposed update to Board Policy CE(LOCAL), *Annual Operating Budget*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives. It also allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to CE(LOCAL), *Annual Operating Budget*, on first reading.

Background

One of the main focuses of decentralization is to place decision-making authority as close as possible to the teacher and the student. Schools are where the decisions should be made; accordingly, principals must be the leaders of that decision-making process. Long-term instructional planning by each school is essential. ~~As part of the decentralization process, it has been a goal to allow schools to carryover unexpended funds to the next fiscal period.~~ As part of the decentralization process, it has been a goal to allow schools to carryover unexpended funds to the next fiscal period.

~~School Carryover Policy~~School Carryover Policy

~~Schools shall annually be permitted to carry over unspent funds at the end of a fiscal year. The total amount of carryover for all schools for a fiscal year shall be included as part of the budget adoption process for that fiscal year.~~Schools shall annually be permitted to carry over unspent funds at the end of a fiscal year. The total amount of carryover for all schools for a fiscal year shall be included as part of the budget adoption process for that fiscal year.

~~The administration shall develop guidelines setting forth the rules for determining how much each school can carry over from one fiscal year to the next fiscal year.~~The administration shall develop guidelines setting forth the rules for determining how much each school can carry over from one fiscal year to the next fiscal year.

Fiscal Year

The District shall operate on a fiscal year beginning July 1 and ending June 30.

Budget Planning

Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered. Budget planning and evaluation are continuous processes and should be a part of each month's activities.

Ad Hoc Committees

The Superintendent or designee may appoint ad hoc committees to provide a wider expression of community opinion on financial aspects of the school program. The ad hoc committees shall be composed of representative citizens and District personnel. The Superintendent or designee shall define in precise terms the scope of the committee's charge and shall designate the period of time committee members shall serve. The committee shall be dissolved upon completion of its charge or the expiration of the term set by the Superintendent or designee, whichever comes first.

Schedules

The Superintendent or designee shall supervise the development of a budget calendar and a specific plan for budget preparation.

The budget schedule shall include timelines for designated individuals or groups to submit their budget proposals.

Preparation of Proposed Budget

The budget shall be prepared in accordance with requirements of law and State Board rules, and shall include the establishment of revenues and appropriations by fund, which includes but is not limited to general funds, special revenuechild nutrition services funds, and debt service funds, and capital project funds.

Budget Hearing

The annual public hearing on the proposed budget shall be conducted as follows:

1. The Board President shall request at the beginning of the hearing that all persons who desire to speak on the budget give their names to the secretary. Only those who sign in with the secretary shall be heard.
2. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget.
3. No officer or employee of the District shall be required to respond to questions from speakers at the hearing.

Authorized Expenditures

The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or designee who shall ensure that funds are expended in accordance with the adopted budget.

Budget Amendments

School funds shall not be expended in any manner other than as provided for in the budget adopted by the Board, but the Board shall have the authority to amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. Functional amendments to the budget shall be summarized by fund for the General Fund, Child Nutrition Fund, and the Debt Service Fund by the Budget Office, presented to the Board semiannually monthly for ratification and approval, and filed in accordance with established practice.

Budget Control

Primary responsibility for budget control rests with the Superintendent. The director or principal is responsible for controlling and amending his or her budget as needed and ensuring that no expenditure is made unless funds have been properly authorized. Funds are properly authorized only when approved by the Board and submitted through the Office of Budget and Financial Planning.

Special revenue projects must have approval of the Board as well as the external funding agency and the division office of the District. The administration is authorized to expend up to ten percent

of the individual special revenue program budget prior to receipt of notification of the grant award if verbal approval has been given. The Superintendent may authorize expenditure of an amount exceeding ten percent of the budget on an individual approval basis.

Budget to Actual

The Budget Officer or designee shall prepare a ~~midyear~~ quarterly budget to actual report ~~reflecting the current financial condition of the District. Amendments to the currently approved budget may be submitted for Board approval, as needed~~for the General Fund, Child Nutrition Fund, and the Debt Service Fund and provide to the board.

Fund Balance Classification

Fund balance classification shall be recorded in accordance with governmental accounting standards as promulgated by the Governmental Accounting Standards Board.

Order of Expenditure

The order of spending and availability of the fund balance shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned. Negative amounts shall not be reported for restricted, committed, or assigned funds.

Definitions

Fund Balance

Fund balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the general fund, special revenue funds, debt service funds, and capital project funds.

Fund Balance of the General Fund

The fund balance of the general fund, one of the governmental fund types, is of primary significance because the general fund is the primary fund, which finances most functions in the District. The fund balance of the general fund shall mean the gross difference between general fund assets and liabilities reflected on the balance sheet.

The five classifications of fund balance of the governmental types are as follows:

Nonspendable Fund Balance

1. Non-spendable fund balance shall mean the portion of the gross fund balance that is not expendable (such as inventories) or is legally earmarked for a specific use (such as the self-funded reserves program).

   Examples of non-spendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include:

   - Inventories;
   - Prepaid items;
   - ~~Deferred expenditures;~~

- ~~Long-term receivables; and~~
- ~~Outstanding encumbrances.~~

Restricted Fund Balance

2. Restricted fund balance shall include amounts constrained to a specific purpose by the provider, such as a grantor.

Examples of restricted fund balances include:

- Child nutrition programs;
- ~~Technology programs;~~
- Construction programs; and
- Resources from other granting agencies.

Committed Fund Balance

3. Committed fund balance shall mean that portion of the fund balance that is constrained to a specific purpose by the Board.

Examples include:

- Potential litigation, claims, and judgments; and
- ~~Campus activity funds~~Operating Reserve.

Assigned Fund Balance

4. Assigned fund balance shall mean that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose by the Superintendent or designee.

In current practice, such plans or intent may change and may never be budgeted, or may result in expenditures in future periods of time.

Examples include:

- Outstanding encumbrances
- Insurance deductibles;
- Program start-up costs; and
- Other legal uses.

Unassigned Fund Balance

5. Unassigned fund balance shall include amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures.

The unassigned fund balance shall be the difference between the total fund balance and the total of the ~~n~~Nonspendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.

Unassigned Fund Balance Target

The District's goal shall be to maintain a yearly minimum unassigned fund balance, as of fiscal year end, of three months of operating expenditures. The formula to calculate the unassigned fund balance minimum is to take the adopted general fund operating expenditures less excess revenue payments and any non-cash expenditures divided by 12 to determine the average monthly expenditure and then multiply by three.

Use

The unassigned fund balance represents funds available for appropriation by the Board of Education. However, these funds are used for any necessary increases in the committed or assigned fund balances and are used to support cash flow needs of the district.

The Board recognizes that the unassigned fund balance should be appropriated for non-recurring expenditures as a future revenue source is not guaranteed.

Office of the Superintendent of Schools
Board of Education Meeting of May 13, 2021

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

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY, REGARDING CONSTRAINTS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves a revision to Board Policy AE(LOCAL), *Educational Philosophy*, to update the Superintendent Constraint Progress Measures. These changes complete the process of establishing progress measures for all of the previously-approved constraints.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to AE(LOCAL), *Educational Philosophy*, on first reading.

EXPLANATORY SHEET

ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
K-2	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), *EDUCATIONAL PHILOSOPHY*, REGARDING CONSTRAINTS—FIRST READING	May 13, 2021

INITIATED BY: Silvia Trinh, Chief of Staff

BACKGROUND:
This item asks the Houston Independent School District (HISD) Board of Education to accept revisions to AE(LOCAL) policy on first reading. These revisions would complete the process of establishing Goals and Constraints for the Superintendent through the 2023–2024 school year in accordance with House Bill 3 and the Lonestar Governance Framework.

Constraint 1: Background
For this Constraint, "strong teacher" is defined as a teacher rated Effective or Highly Effective in the Teacher Appraisal and Development System (TADS). In 2018–2019, 89 percent of teachers who received a TADS rating were rated Effective or Highly Effective. Due to staff changes, vacancies, and other factors, students may have a teacher who is not rated by TADS. The first two progress measures (CPM 1.1, CPM 1.2) for this constraint are designed to challenge the administration to reduce how often these situations occur, especially for the student groups that are more frequently impacted.

For CPMs 1.1 and 1.2, a student is counted as having strong teachers if at least 75 percent of the student's teachers in core foundation courses across both semesters were rated Effective or Highly Effective in the prior school year. New teachers to HISD, long term substitutes, and other teachers who do not have a TADS rating from the prior year do not count as strong teachers for this calculation.

The third progress measure (CPM 1.3) is designed to challenge the administration to improve retention of newly hired teachers at the 25 campuses that have had the lowest retention rates for newly hired teachers over the previous five-year period. A teacher who changes campuses is not counted as retained for this progress measure. The 25 identified campuses had a newly hired teacher campus retention rate of 46 percent from the 2018–2019 to 2019–2020 school year. All other campuses had a 66 percent newly hired teacher campus retention rate. Successful strategies and practices employed at these campuses will expand to other campuses over time.

Constraint 1: Proposed Changes
Baseline and target values have been added to all three progress measures.

CPMs 1.1 and 1.2 – The words "special education" and "bilingual" are removed before "teachers" to clarify that the measure is based on the population of students, not teachers.

CPM 1.2 – Based on a review of baseline data for a variety of student groups, the focus of this measure is changed from bilingual students to English as a Second Language (ESL) students.

CPM 1.3 –Since newly hired teachers do not have an HISD appraisal rating, the term “strong” does not apply to this progress measure.

Constraint 4: Background
The progress measures for this constraint were reviewed with the board and approved in a prior update of AE(LOCAL), but baseline and target values were incomplete. These progress measures are designed to challenge the administration to ensure that progress for students receiving special education services is monitored consistently using the district’s Individualized Education Program (IEP) system (CPMs 4.1 and 4.3) and that goals for students are appropriately written (CPM 4.2).

Although progress for students receiving special education has always been documented at the campus level, standardizing the tracking process using the IEP system is a recent focus. As a result, the baseline values for CPMs 4.1 and 4.3 are zero percent. The audit process for IEP goals is also new so the baseline for CPM 4.2 is zero percent.

Constraint 4: Proposed Changes
Baseline and target values have been added to all three progress measures.

The following additional changes are proposed based on guidance from the Texas Education Agency (TEA) conservators working with the Office of Special Education Services.

CPM 4.1 – The 90 percent target is changed to 100 percent
CPM 4.2 – The phrase “appropriately written” is changed to “standards-based.”
CPM 4.3 – The word “applicable” is removed and “documented as meeting progress” is changed to “demonstrating measurable progress”.

Constraint 5: Explanation
State law outlines the following components of a high-quality pre-kindergarten program:

- Data-Driven Instruction/Progress Monitoring
- Teacher Quality
- Family and Community Engagement
- Student-to-Teacher Ratio
- Environment
- Curriculum and Instruction Implementation

HISD must document specific strategies and resources in each of these areas to remain in compliance.

Constraint 5: Proposed Changes
This constraint did not include any progress measures when it was added to AE(LOCAL) so the proposed measures are new. These progress measures will challenge the administration to increase the reach of the HISD prekindergarten (pre-K) and kindergarten programs (CPM 5.1) while increasing the impact on pre-K students by decreasing the student to instructor ratio (CPM 5.2). For the calculation of CPM 5.2, “instructor” includes both teachers and teaching assistants.

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

Beliefs and Vision

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

Beliefs

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

Vision

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

Mission

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

Theory of Action

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

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

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

Mandate for Change

Human Capital

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

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

School Empowerment

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

The Board believes that:

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

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

School Choice

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

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

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.

- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with his or her unique instructional needs and thereby ensuring access to the resources that enhance student achievement.

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

Meaningful Engagement

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

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

Change in Action

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

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

Decentralization

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

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

The following core beliefs and principles shall guide District decentralization:

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

Purpose and Strategic Intent

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

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

Goals and Progress Measures

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

Goal 1

The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in spring 2019 to 50 percent in spring 2024.

- Goal Progress Measure 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.

- Goal Progress Measure 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.

- Goal Progress Measure 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 2

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

- Goal Progress Measure 2.1

  The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.

- Goal Progress Measure 2.2

The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.

- Goal Progress Measure 2.3

  The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.

Goal 3

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

- Goal Progress Measure 3.1

  The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in 2019 to 32 percent in 2024.

- Goal Progress Measure 3.2

  The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in 2019 to 34 percent in 2024.

- Goal Progress Measure 3.3

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

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 end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent 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.

- Goal Progress Measure 4.2

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

- Goal Progress Measure 4.3

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

Constraints and Constraint Progress Measures

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

Board's Constraints for the Board

Constraint 1 — The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

Constraint 2 — The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

Constraint 3 — The Board will not allow five years to pass without an equity audit, a Legislative Budget Board (LBB) review, and a special education (SPED) review.

Constraint 4 — The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

Constraint 5 — The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

Board's Constraints for the Superintendent

Constraint 1

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

- Constraint Progress Measure 1.1

  The percentage of students receiving special education services served by strong ~~special education~~ teachers will increase ~~XX~~three percentage points from ~~XX~~57 percent during the 2018–2019 school year to ~~XX~~60 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

  The percentage of ~~bilingual education~~English as a Second Language (ESL) students served by strong ~~bilingual~~ teachers will increase ~~XX~~three percentage points from ~~XX~~49 percent during the 2018–2019 school year to ~~XX~~52 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

  The gap in retention rates of newly recruited~~, strong~~ teachers between identified campuses~~.~~* and other HISD campuses will decrease ~~XX~~six percentage points from ~~XX~~20 percent during the 2018–2019 school year to ~~XX~~14 percent during the 2023–2024 school year.

Constraint 2

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

- Constraint Progress Measure 2.1

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

- Constraint Progress Measure 2.2

  The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

- Constraint Progress Measure 2.3

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

Constraint 3 The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- Constraint Progress Measure 3.1

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

- Constraint Progress Measure 3.2

  The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Constraint 4 The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

  The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from ~~XX~~0 percent during the 2019–2020 school year to ~~90~~100 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

  The percentage of audited IEPs showing ~~appropriately written~~ standards-based goals shall increase from 0 percent~~*~~ during the 2019–2020 school year to ~~XX~~90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

  The percentage of students ~~documented as meeting progress~~ demonstrating measurable progress for all ~~applicable~~ IEP goals will increase from ~~XX~~0 percent during the 2019–2020

school year to ~~XX~~75 percent during the 2023–2024 school year.

Constraint 5

The Superintendent shall not allow the District to operate without significantly increasing quality seats for early childhood education including prekindergarten 3, prekindergarten 4, and kindergarten.

- Constraint Progress Measure 5.1

  The number of students enrolled in prekindergarten for 3- and 4-year-old students (PK3 and PK4) and kindergarten will increase 6,663 students from 24,837 students in ~~2019–2020~~ 2020–2021 to 31,500 students in 2023–2024.

- Constraint Progress Measure 5.2

  The district student to instructor ratio in prekindergarten will decrease from 15:1 in 2019–2020 to 11:1 or less in 2023–2024.

Core Values

The District's core values are as follows:

- Safety Above All Else.

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

- Student Learning is the Main Thing.

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

- Focus on Results and Excellence.

  Each employee shall focus on results and excellence in individual and organizational efforts.

- Parents are Partners.

  Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.

- Common Decency.

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

- Human Capital.

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

Central Office Accountability System

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

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

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

Effective Date

This policy shall be effective as of the adoption date, ~~March 12, 2021~~.