

# Agenda Items: April 14, 2022 Board Meeting

Q&A

## ITEM A-2 PRESENTATION OF GOAL 2 PROGRESS MEASURES 1, 2, AND 3

How were teachers included in the selection of the Eureka and Carnegie math materials?

**\*UPDATED 4/13/22\***

TEA has partnered with Carnegie Learning for 6-12 Math and Great Minds for K-5 Math to develop and deliver this first set of high-quality, TEKS-aligned unit and lesson plans through the Texas Home Learning (THL 3.0) initiative. All THL 3.0 initiative instructional materials undergo a rigorous review process that includes Texas teacher feedback to confirm alignment with TEKS and quality standards.

Carnegie Texas math curriculum was piloted during the 21-22 school year through the COVID Recovery Instructional Materials Support Initiative (CRIMSI) at select campuses (Fonville MS, McReynolds MS, Pin Oak MS, Lanier MS, Biotech at Rusk, Project Chrysalis).

Currently, these are the only HQIM available that are approved by TEA. We will be holding focus groups with teachers who have used Carnegie this year to understand ways in which we can improve implementation for next year. One reason that we are not implementing at full scale in the next school year is so that we can ensure teachers have the support needed for a successful implementation.

Under this revised calendar, when would the superintendent evaluation for the 2021-22 school year take place? April 2023 after TAPR results are presented?

**\*UPDATED 4/13/22\***

The Superintendent's evaluation will be prepared for mid-April.

Are there any schools that have an HISD typical student demographic but outperform the district?

**\*UPDATED 4/13/22\***

For this specific set of data pertaining to students with disabilities' performance on STAAR reading, those are High School for Law and Justice, Wesley Elementary, Blackshear Elementary, Port Houston Elementary, Moreno Elementary, Gregg Elementary, and Eliot Elementary.

Do we track in the district the performance... by individual categories of students with special needs?

**\*UPDATED 4/13/22\***

Currently this information is in different systems and will be put together in a format for the board, and will be shared with trustees by the board meeting.

What is the average experience of teachers from schools that have opted in (to pilot Amplify Reading)?

**\*UPDATED 4/13/22\***

This report is being compiled and will be shared with trustees by the board meeting.

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And of the schools that have opted in, what type of schools do we have? **\*UPDATED 4/13/22\***

The pilot schools are Gregg ES, Valley West ES, Codwell ES, Attucks MS, Fleming MS, and Deady MS.

Can we learn anything from the gains made in 2017-2018?

Renaissance 360 results have consistently showed growth from BOY to MOY as we see recovery from the summer slide.

Off campus results are far better than on campus results, is this due to Data Quality Issues? If so, can you please expand that definition?

During the 2020–2021 school year, all students tested at home during the BOY assessment. The testing location was determined by student and campus during the MOY and EOY testing windows. Working with Renaissance 360, we were able to determine testing location by IP address for the MOY and EOY windows. It is important to note that testing location does not mean that a student was provided in person or remote instruction as some campuses had remote learning students test in person and all students had access to the Ren360 assessments both at home and on campus.

On average, students in early grade levels testing at home performed higher than those taking the assessment on campus. This performance gap decreased in higher grade levels. Those in early grade levels testing at home were more likely to be receiving one-on-one assistance from a parent or guardian who could have been more involved in assessment completion than administration practices allow. Due to these issues, direct comparisons should not be made between the two groups or to prior/current results.

### **PROGRESS MEASURE 2.2**

Spanish language outcomes are far better; can this data be useful for other students?

Spanish and English language results are normed separately and direct comparisons are problematic. In addition, campuses will sometimes test Spanish speaking emergent bilingual students in both English and Spanish to get a sense of where the student's English content performance is in comparison to Spanish. Both of these assessments are captured in the disaggregated English and Spanish performance, but only the highest result is used for combined.

### **PROGRESS MEASURE 2.3**

Do the results reflect the state outcomes for third grade?

The Renaissance results provided are not a one-to-one projection of third grade student outcomes, but they are strongly correlated. A linkage document produced by Renaissance can be found [here](#).

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## E-1 AUTHORIZATION FOR FONVILLE/MCREYNOLDS SCHOOL REDESIGN COLLECTIVE

How were teachers included in the school design process?

**\*UPDATED 4/13/22\***

Both campuses assembled a diverse team composed of students, teachers, campus administrators, district leaders, community members, and parents were able to provide input and see who wanted to actively participate in the planning and implementation of school design. To bring even more voices and experiences into the planning, the campuses conducted informal classroom observations to see which teachers would positively impact the design process.

As schools implement this blended learning approach, how will teacher responsibilities and workload change?

**\*UPDATED 4/13/22\***

Teacher responsibilities under this blended learning model will not increase their workload, instead move them toward a more equitable, 21st-Century learning model of education, which is essential to foster better learning experiences for all students. Teachers will shift to increasing learner centered classrooms, enabling student interests, hands-on learning, and real-world experiences through content, social consciousness, rigorous learning, and allowing more student voice in decisions about how and what they learn.

This reflects the current PUA/ Decentralized model, how would this move forward under the proposed strategic plan?

The alternative plan for funding and staffing schools reverts us back to a pure PUA model.

We will be presenting this plan in the upcoming budget workshop. Given this, there are no anticipated implications for continued implementation of this grant in these schools.

This looks like a great opportunity for our students. What input, output and outcome data will you use to monitor progress of the plan? What are the baselines and targets for those metrics?

Below you will find an outline of the school design planning and implementation metrics. We will establish the baselines at the end of this school year.

### Fonville Middle School & McReynolds Middle School School Redesign Collective (SRC)

INPUT	OUTPUT	OUTCOMES
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Align school action strategy with our district's vision and goals for student achievement.

Support campus leaders in creating equitable learning environments and ensure blended learning models and processes are implemented campus wide.

Examine current resources technology needs, instructional materials, current instructional practices, and overall school community.

Examine student achievement, school progress, and areas where campuses did not close achievement gaps (all domains) among various student populations.

Provide priority areas to focus on for the maximum impact on student learning.

Examine schools' current SEL implementation model and processes that should be

Newly established theme and magnet programs in both schools.

Teaching and learning that will bring about change, engagement, and contribute to the overall impact of student.

Monthly intervention and benchmarking for both schools' targeted population of students during school and after school program activities.

Move toward measuring problem-solving processes and skills, SEL, blended learning, inquiry-based learning, and innovative thinking using rubrics, surveys, and other creative approaches.

Weekly performance tasks that require problem solving to assess both content knowledge and student ability to think through complex problems.

Learning stations, labs,

Increased student performance in ELAR, Math, and other achievement domains as measured by STAAR and Renaissance performance.

Increased student enrollment and attendance.

Improved parent and student perception of the school based on surveys and interviews.

Increased teacher recruitment and retention measured by HR data.

Developed campus instructional leaders (principal, assistant principal, teacher leaders, counselors) with clear roles and responsibilities calculated through the evaluation system.

Implement effective instructional strategies indicated in classroom walkthrough data.

Use data to drive instruction, daily use of high-quality instructional materials aligned to instructional planning and formative assessments measured by observation of PLCs and walkthrough data.

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empowering students with leadership and life skills needed to thrive in the 21st century.  Increase in students with personalized education plans	makerspaces, and flipped classrooms where students practice, have more voice and ownership in their learning.	Retaining highly qualified educators at the middle schools based on HR retention and evaluation data.  Move from inequitable to equitable learning to foster better learning experiences for all as measured by looking at gap closure on Renaissance and STAAR data.
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## **F-1 ACCEPTANCE OF PROPOSED REVISIONS TO BOARD MONITORING CALENDAR (AGENDA REVIEW)**

### **What specifically is being changed in the monitoring calendar?**

Constraint 5 was added as it was recently adopted by Trustees. The 2024-25 year was added due to the use of TAPR data to evaluate the prior year's Goals 1-4. Third grade Released STAAR was removed as it is not a progress measure. A few items were moved around to accommodate a better flow and to better reflect when data is available. For example, Constraint Progress Measure 1.3 was moved to February from September to report on current year, rather than almost 12 months later.

## **F-1 ADOPTION OF RESOLUTION TO CONVENE LOCAL SCHOOL HEALTH ADVISOR COUNCIL**

### **OPT- In protections are in place (State required) for Human sexuality instruction, how do we plan to manage this?**

**\*UPDATED 4/13/22\***

Materials will only be accessible to students that have a parental consent on file. Publisher and Instructional Technology department will assist with tracking and monitoring.

### **What will be the procedure to inform schools if a child moves to another campus, or a mid-year school start? The law states that you must have a 14-day notice prior to instruction.**

**\*UPDATED 4/13/22\***

Continue with Paper Parental Consent Forms; until IT has reached out to Power Schools regarding digitizing parental consent forms; and with information from the state will be able to build out in PowerSchool for Parent consent tracking and monitoring for SY 22-23.

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State law requires that we have all materials available to access, will we be prepared?

**\*UPDATED 4/13/22\***

Upon the approval of the recommended instructional resources, HISD will follow the Sec. 28.004. LOCAL SCHOOL HEALTH ADVISORY COUNCIL AND HEALTH EDUCATION INSTRUCTION:

- (j) make all curriculum materials used in the district's human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, available by:
  - (1) posting curriculum materials in the public domain:
    - (A) providing a copy of the curriculum materials by mail or e-mail to a parent of a student enrolled in the district on the parent's request; and
    - (B) posting the curriculum materials on the district's Internet website

Reference SB9 and Texas Education Code.

**\*UPDATED 4/13/22\***

- BDF(LEGAL) <https://pol.tasb.org/Policy/Code/592?filter=BDF>: The board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. Education Code 28.004(a)
- BDF5(REGULATION) <https://pol.tasb.org/Policy/Code/592?filter=BDF5&filter=BDF5>, provides description and responsibilities of the School Health Advisor Council
- Dating violence policy and prevention of child abuse, family violence, dating violence, and sex trafficking—[SB 9](#) (Second Special Session)
- [TEC 28.004](#): <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.28.htm#28.004>
- [SB 9](#) p. 5 states the following:

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- 7           (g-1) The board of trustees shall adopt a policy  
8 establishing a process for the adoption of curriculum materials for  
9 the school district's instruction relating to the prevention of  
10 child abuse, family violence, dating violence, and sex trafficking.  
11 The policy must require:  
12           (1) the board to adopt a resolution convening the  
13 local school health advisory council for the purpose of making  
14 recommendations regarding the curriculum materials;  
15           (2) the local school health advisory council to:  
16                 (A) after the board's adoption of the resolution  
17 under Subdivision (1), hold at least two public meetings on the  
18 curriculum materials before adopting recommendations; and  
19                 (B) provide the recommendations adopted under  
20 Paragraph (A) to the board at a public meeting of the board; and  
21           (3) the board, after receipt of the local school  
22 health advisory council's recommendations under Subdivision (2),  
23 to take action on the adoption of the recommendations by a record  
○ 24 vote at a public meeting.

EHAA(LEGAL) is found in [Policy On Line](#) and has the Resolution for consideration of the district's human sexuality instruction.

These are topics that need to have separate adoptions and more meetings with the community for input. Human sexuality Instruction and Instruction on prevention of unlawful activities, are so important for the community.

How is this committee chosen and what is the composition of this committee?

Members of the council are appointed by the HISD Board of Education, while the council chairperson - selects members of the committee. This council currently is comprised by parents, district staff, and community members. A district parent co-chairs the meeting along with the Health and Physical Education Curriculum Manager. Current membership can be found here: [2021-2022 Current SHAC Appointees](#)

When was the last time they convened?

This council meets the 1st Thursday of each month. The last meeting was March 3, 2022, and the next meeting will be held on Thursday, April 7th.

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### What is the outcome data collected from this committee that factors into results?

The committee utilizes the district's 2019 Youth Risk Behavior Surveillance Survey (YRBS) and 2019 Texas Youth Risk Behavior Surveillance Survey, district Teen pregnancy data and other local adolescent health data.

### I-1.A PROJECT 22-10-02 RFP / BAKERY PRODUCTS AND RELATED ITEMS (PP. 59)

#### Is the entirety of this contract for the purpose of state compliance? Is it funded out of General Fund or Nutrition Services?

This project will provide a variety of menu options in order to comply with the National School Lunch program and is funded out of Nutrition Services.

### I-1.A PROJECT 22-12-05 CAPITAL IMPROVEMENT PROFESSIONAL SERVICES (PP. 61)

#### Is this for a future bond?

This project allows for services to be utilized for any capital improvement project related to renovations or new construction. The project can also be used for a future bond program.

### I-1.A PROJECT 22-03-02-23 COOPERATIVE / HIGH-SCHOOL MASTER SCHEDULE AUDITING FOR OPTIMAL SCHOOL DESIGN (PP. 69)

#### What metrics will be used to measure success of these services for goal 3?

**\*UPDATED 4/13/22\***

The success of the services will be measured through a maximization of the master schedule which will lead to an increase in students' four-year graduation rates and CCMR. Currently master schedules are not effectively built leading to teachers having multiple off periods and a lack of intervention periods due to ineffective planning. With this project, students will have the availability of multiple pathways resulting in an increase of the number of four-year graduates with college and career readiness and improved equity and excellence for all students.

### I-1.A PROJECT 22-03-09-09 MATH SOFTWARE COOPERATIVE - AGILE MINDS (PP. 70)

#### Will this cooperative be given out student outcome goals to factor into the selections?

Yes. We are, in partnership with Agile Mind and the Charles A. Dana Center at UT Austin, working to measure math content knowledge outcomes as well as how the program shapes our students' mindsets around their ability to succeed in secondary mathematics. Given our students' time away from the classroom and their gaps in content knowledge we found it paramount to offer a summer program that could do both, work to prepare students to succeed in on-grade level math content and help repair their



sense of belonging in the classroom and belief that they can and will succeed.

### What has been the history with this cooperative, as our math outcomes are not measuring up?

Houston ISD has had limited history partnering with Agile Mind. In the 2013 to 2014 School year, we partnered on a supplemental Algebra I curriculum.

### What metrics will be used to measure success of these services toward the board goals?

The district will coordinate with Agile Mind and the Charles A. Dana Center to adapt teacher and student surveys, administered both before the implementation and after the implementation that measure changes in attitudes and beliefs in self efficacy, help-seeking, metacognition, engagement, persistence, sense of belonging and growth mindset.

### **I-1.A PROJECT 22-09-15-03 COOPERATIVE / FINGERPRINTING, TECHNOLOGY EQUIPMENT, SOFTWARE, AND SERVICES (PP. 71)**

#### Will we have assurances that this technology (Fingerprinting Tech) will not be used for other purposes? Concern that this could be a privacy issue in the future.

The product/service is used exclusively by our Human Resources and Police departments. Human Resources utilizes the technology to capture fingerprints of any new hires to the district. The Police department utilizes the technology to fingerprint both adult and juvenile offenders. The product is also compliant with all Criminal Justice Information Systems mandated by the FBI and the State of Texas.

### **I-1.A PROJECT 22-02-10-48 INTERLOCAL / PROFESSIONAL DEVELOPMENT CONSULTANTS, SERVICES, AND MATERIALS FOR ADVANCED PLACEMENT (PP. 73)**

#### What metrics will be used to measure success of these services towards goal 3?

Expectation is that teacher involved in NMSI professional development will increase the number of students in their AP classes who are receiving a three or higher on their AP exam; thus, increasing the percent of students who are meeting the criteria for CCMR.

#### GOAL 3

The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

### **I-1.A PROJECT 22-03-03-48 INTERLOCAL / PROFESSIONAL AND CONSULTING SERVICES FOR DISTRICT-LEVEL PLANNING (PP. 74)**

#### What metrics will be used to measure success of these services toward the board goals?

The expectation is that by the end of Year 1 implementation of the new Carnegie Math curriculum, pilot

campuses will be at 1) 80% routine fidelity use of the math curriculum, and 2) 80% of teachers' mindset believe that their students are capable of engaging in the rigorous curriculum.

### **I-1.A PROJECT 16-11-25 RFQ FINANCIAL ADVISORY SERVICES TERM EXTENSION (PP. 76)**

**We are currently having to use outside advisory services to address our finances. What is the reason for continuing a contract with this particular advisory service?**

The Government Finance Officers Association (GFOA) recommends that issuers hire a municipal advisor. Houston ISD staff and municipal advisors work closely together to ensure that the district manages the debt program to ensure we are able to fund current and future capital improvements within Local, State and Federal guidelines and restrictions. In addition, the district will be accessing the short-term capital markets for our upcoming Remarketing of the Series 2013B and 2014A-2 Variable Rate Bonds and it is imperative that we be aware of the optimal marketing and pricing strategies. Advisors will provide guidance regarding the financing strategies to employ to not negatively impact the district's underlying credit rating. Maintaining the underlying credit rating of the district is an important component of the overarching goal of obtaining the lowest cost of capital for the benefit of District taxpayers.

### **I-4 APPROVAL OF THE APRIL GENERAL FUND BUDGET AMENDMENT**

**When administration froze the campus budgets last month, why does that change not show up in the budget amendment?**

The funds are set aside in the budget where campuses and departments cannot access them. There is an appeal process to access their set-aside funds if campuses or departments exhaust their remaining 25% and have instructional or operational needs. We will be reducing the budget in the June Budget Amendment.

**How many dollars were pulled back from campuses?**

\$28.9 M.

**Where are those dollars represented in the budget amendment?**

They are not being reduced at this time; they are set aside within the budget.

**Are they being allocated to other central office budgets reflected in the listed functions, or are they set aside in the fund balance?**

No, they are not allocated to other central office budgets. We will be reducing the budget in the June Budget Amendment.