

### Board Meeting (Updated)

#### ITEM 1 ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 1 PROGRESS MEASURE 1.1 AND GOAL 2 PROGRESS MEASURE 2.1

GPM 1.1. Looking at the data table 1, BOY MAP reading proficiency scores for our emergent bilingual and SWDs sub-pops are significantly lower than other sub-pops. What differentiated supports are they receiving to help reach the desired goal? **\*Updated 1/17/2024\***

Differentiated supports vary by campus and student, but we are increasing support to campuses through Professional Learning Communities, LSAE and Professional development on how to implement strategic teacher moves more effectively to better support Emergent Bilingual students.

Regarding increasing Pre-K seats, what will drive the decision as to where those seats are offered and located? **\*Updated 1/17/2024\***

We are utilizing a combination of historical Pre-K enrollment and waitlist data, and available physical space or partnership opportunities to determine where to open more Pre-K seats. We are working to add Pre-K seats where demand currently exceeds supply.

Of current PreK students, what is the current break down? **\*Updated 1/17/2024\***

- # of Pre-k 3 Tuition students
- # of Pre-K 3 non-tuition students
- # of Pre - K 4 tuition students
- # of Pre - k 4 non-tuition students

These data are not currently available; we will share this information with the board when it is available.

Why are DIBELS and LECTURA for 2nd-4th grade not offered at non-NES/A schools? **\*Updated 1/17/2024\***

The goal is to keep assessments at a minimum while having enough data to inform the instruction and interventions for students. As our NES/A campuses have some of the highest needs in terms of academic achievement, these additional assessments further inform the ongoing monitoring of progress for our students. Non-NES campuses were not required to complete this additional testing given they have increased autonomy and are already completing NWEA MAP growth testing in these grades.

Recognizing the benefits of keeping the 15:1 student teacher ratio for Pre-K, would it be beneficial to do this at non-NES/A school as well or implement similar best practices? **\*Updated 1/17/2024\***

Most non-NES/A schools were able to maintain this ratio this school year given we were able to centrally fund one teacher assistant per every two classrooms.

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#### Questions for Goal 1 and 2

There have been concerns with the quality of the district created curriculum. Today, how are teachers providing feedback and what is the process to correct or modify the content before it is taught to ensure the highest quality of materials? How will this process lead to increased reading and math proficiency? **\*Updated 1/17/2024\***

HISD identified a set of exemplar teachers to vet all curricular materials as a part of the curriculum development and vetting process. These teachers review all content drafted by the writers before lessons are sent to campuses to help proactively identify any issues and ensure each lesson is of high quality. Additionally, once lessons are posted for campuses, teachers and school leaders can submit feedback via a google form and/or email and responses are monitored daily. If an error or issue is identified, content is updated and replaced so that teachers have accurate information prior to going live with students. Lastly, coaching on the spot and weekly professional development is provided to curriculum writers, curriculum design managers and campuses to address needs. These processes have improved the alignment of DOLs and lessons (presentations/student activities/LSAE materials) to state standards and more effective scaffolding/differentiation built into LSAE materials.

For emergent bilingual students, how does taking MAP and DIBELS assessments in English impact proficiency scores. How does the administration take this into account when creating district curriculum? **\*Updated 1/17/2024\***

To ensure HISD is supporting the development of language and literacy to achieve our goal of biliteracy for our Emergent Bilingual students, the district closely monitors language proficiency and literacy skills through the MAP and DIBELS assessments. HISD requires bilingual students to be assessed in English and Spanish in K – 1st so language literacy can be tracked, monitored, and improved in both languages. As we review data, the district curriculum is reviewed for opportunities to increase support through targeted sentence stems, intentional visuals, cognates, and emphasis on academic and content specific vocabulary. Professional development for teachers is also being modified to train teachers on how to effectively implement teacher moves that specifically support our Emergent Bilingual students.

(GPM 2.1 Action) Line 2 – What percentage of schools in Texas/District use these materials? What stats are available on STAAR with these HQIM vs Others? What are the challenges you foresee implementing these curricula in such scale across the district? What are the benefits you intend to garner by standardizing the learning agenda? **\*Updated 1/17/2024\***

We do not have data available to answer the percent usage across the state and STAAR performance questions posed with regards to HQIM vs. others. Key obstacles to implementation at district scale are funding, training, and building capacity to ensure fidelity of implementation. The intention behind having a standardized curriculum is ensuring that campuses have a suite of high-quality instructional tools that provide for coherence across schools, equitable access to standards-based instruction for every student, and a culture of high-expectation for all students.

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**What is the average class size of Pre-K classrooms in non-NES/A schools?**

The average class size of PK classrooms in non-NES/A schools is 18.9.

**Besides Amplify, what are other approved “Science of Reading” curriculum in HISD? How widely used are they? Can we get a success rate comparison of these curriculums at the EOY?**

All NES schools are required to use the curriculum the district develops. This curriculum is designed using the Amplify resources among others the district has purchased. The district created curriculum is the only approved “Science of Reading” curriculum for the NES schools. Non-NES schools have the autonomy to select their own curriculum. There is not an approved list of “Science of Reading” curriculum for these schools. However, eighty-one schools use Really Great Reading as a resource. Additionally, all non-NES campuses across the district have access to HMH Into Reading. Finally, campuses also have access to Amplify. Given these campuses have autonomy not only in what they use, but how they use it, we are unable to conduct a valid comparison of the use of different curriculums.

**Do we have the physical capacity and human resources to meet the goal of expanding pre-K capacity to meet the goal of adding access for two hundred new students by August 2024 and for three hundred new students by August 2025? If not, what do we need to meet capacity? What resources are needed?**

Yes, we established a plan for expansion utilizing existing district capacity and reconfiguring district spaces. Our partnership with the Texas Workforce Gulf Coast Region Pre-K Support Team is helping us to launch partnerships in areas where we do not have adequate capacity to identify childcare provider partnerships to accomplish our goals for the 24-25 school year.

**On track: What standard/benchmark is used to determine whether we are on/off track or not rated? What are we purporting to be on track for?**

MAP Third Grade reading scores is the benchmark. We believe HISD is on track to meet the desired goal progress measure 1.1 See Action steps outlined on page 4.

**Figure 1. GPM 1.1 There seems to be an assumption that 28% on MAP is roughly equivalent to 41% on STAAR, and that a 1% increase will have a correlating 1% growth rate for STAAR? Since there is a timing gap for the STAAR vs. MAP assessment [summer], how was the normal summer slump in achievement accounted for in this analysis?**

NWEA MAP was administered districtwide for the first time during the 2023–24 school year. As such, the NWEA MAP GPM targets were set utilizing the BOY MAP data. The progress measures utilizing this data will be reviewed after completion of the EOY testing window alongside STAAR performance to

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ensure alignment between progress measure targets and predictability of meeting the goal.

#### Figure 2: Please summarize STAAR 2.0 and how it is different.

The State of Texas Assessments of Academic Readiness (STAAR®) test is being redesigned to make the test more tightly aligned to the classroom experience. Please see the resources at the TEA website that summarize 2.0: <https://tea.texas.gov/student-assessment/assessment-initiatives/staar-redesign>

#### P2 Table 1 & Figure 3: Please explain how percentile rank and target setting differ and what information they are telling us.

Progress measure targets are based on NWEA MAP's linking study between MAP and STAAR performance at the Meets grade level standard. Percentile ranks are presented as supplemental data to provide context as to how HISD students perform when compared to their peers nationwide.

#### Root Cause: What is the current level of quality as assessed on a 10-point scale by grade level and what is the benchmark for success?

As this data is from Beginning of Year (BOY), we do not assign a "level of quality" to the data. No 10-point scale exists and is not needed from the administration. We measure success as projected to achieve Meets Grade Level as outlined in the GPM 1.1 and 2.1 language.

#### Figure 4-6. CIRCLE/DIBELS seems to suggest that our earlier grades are failing students pretty consistently after 1st grade? What is contributing to this dynamic?

Only NES/A campuses are taking DIBELS/LECTURA in grades 2-4, so the data drops seen are indicative of a change in the numbers and population assessed.

#### GPM 1.1 LINE 5 - please quantify improvement to QOI words like "significantly" so that we know where the target is and when we arrive understanding that there are implications for assessment quality and teacher performance.

Line 5: The goal will be to improve the quality of instruction to meet the NWEA and STAAR goals that are set with the Board. To help we have launched a spot observation form that campus leaders fill out when observing a teacher. This form helps quantify the quality of instruction in classrooms during an observation. Spot observation results have already improved and HISD leadership continuously monitors the data to identify how to best support teachers with professional development.

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**LINE 6/7: Reducing class size and adding TA? Please, explain the logic and cost to administer at scale.**

Line 6/7: According to TEA, LEAs should be making continuous efforts in attempting to maintain the 1:11 teacher-to-student ratio in Pre-K classrooms. In HISD, we hired one teacher assistant for every two PK classrooms to decrease teacher-to-student ratios.

**LINE 8 - what are the total number of seats currently? Are we adding to existing schools or adding new programs to schools in areas of need?**

Line 8: As of December 2023, we have 13,011 Pre-K seats across the district. Yes, for the next school year we are adding Pre-K classrooms to our elementary schools where the building capacity is available. Additionally, we are also adding Pre-K Partnerships at childcare centers in areas with a high demand and limited building space.

**LINE 9: What is the goal for process improvement and how does it scale up to impact our numbers across the district?**

Line 9: The application process for Pre-K parents to join a school this year was significantly improved. Some improvements include eliminating one application entirely from the enrollment process, publishing a list of campuses where Pre-K space was available to help parents find a spot, and creating tools to help HISD parents understand whether they would likely qualify for free tuition.

**QOI - LINE 3: Please share a summary of what this will look like for teachers and a change management plan.**

QOI, Line 3: Professional development is provided to Principals monthly to train teachers on the curriculum design process and to improve lesson planning and curricular supports on the campus.

**What is the status of the MOY MAP and what are the initial take aways for NES/A vs non-NES/A?**

The testing window is January 16, 17, & 18 with make-ups scheduled January 19 - 26. The Board will receive the MOY progress monitoring report at the March meeting.

**Table 2. Says that fewer students are meeting grade level standards for Math than in Reading and figure 9 says our students' national ranking is also lower when compared to reading? Does reading affect math proficiency and what studies suggest actions that are supporting our strategy for resolution?**

Since COVID, there has been a national concern about the declining proficiency rates in mathematics. The last norming for MAP math was done in 2020 and does not utilize post-COVID data. Reading does

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impact math proficiency as STAAR assesses mathematics utilizing a variety of methods, including word problem stems.

**Root Cause: What are the different math curricula in the district listed by highest utilization? What are the correlating STAAR scores and what does the analysis suggest? Is the TEA-approved curriculum considered High Quality Instructional Materials?**

All NES schools are required to use the curriculum the district develops. This curriculum is designed using content from the Eureka resource in elementary schools and the Carnegie resource in secondary schools, among other resources the district has purchased. For non-NES schools, Eureka and Carnegie are the highest usage. In elementary, 118 use Eureka and two K-5 campuses use Go Math. In secondary, thirty-two non-NES campuses use Carnegie. No analysis has been conducted on the math curricula for this year. TEA-approved curriculum is considered High Quality Instructional Materials.

**Have you found any other significant factors that have historically affected performance and what process are we using to continually assess and avoid recurrence once we begin to ascend? In other words, how do we make improvements sticky/sustainable?**

There are a multitude of factors that impact individual student achievement. This ranges from home language status, homelessness, economic status, access to a teacher every day, attendance, and a number of immeasurable factors that students bring with them to school every day. The NES model is a research-based methodology that supports sustainable improvements for our students and their varied needs when combined with access to appropriate accommodations when necessary.

**How do we monitor “significant” improvement? Are we looking at growth indicators, and when will they be available as a tool to assess semester level progress? What other key performance indicators (KPI) will the leadership be looking at to determine whether the work that is being done is on/off track?**

For goal progress monitoring, growth will be included in the Middle of Year (MOY) reporting in March. The KPIs were approved by the Board and monitored through the monitoring calendar timelines. The Superintendent will review Supplemental data (see page 7).

**What are the mathematical assessments that students take k-3 comparable to DIBLES? What considerations are being made for utilization seeing that we have a gap in visibility?**

Students in grades K-8 are assessed three times a year in MAP mathematics. Going forward, the lower grade levels will be included in the reporting.

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(GPM 2.1 Action) Line 1 – summarize “curriculum maps” and the scope of service being provided. Who will receive the information and how can stakeholders maximize their utility?

Curriculum Maps include a breakdown of the state standards and recommendation of when to teach them by month. These are utilized by teachers.

Line 5 QOI: What is the delta you see between lines 4 and 5, or why do they warrant separate annotation?

One refers to the input of professional development and the other refers to the implementation. We need to ensure our staff has the training and materials needed for successful implementation in the classroom with students.

Twenty-three percent of white students enroll in PreK-4; is that HISD's PreK-4? Where are the rest of the eligible white students going?

Yes, this is HISD's PreK-4 population. Because PreK is not compulsory, we do not have a confirmed data set of who the eligible PreK-4 students are or where they attend school prior to them enrolling in HISD after PreK. PreK children could stay home, attend a public or private daycare, or public (HISD) or private PreK during their PreK-4 year.

Lots of questions about DIBELS data:

- All students in the legend is confusing - should be "all grades"
- seems to show meets proficiency for AA students is decreasing from 49% in K to 22% in gr 3;
- and for Hispanic students down from 57% in K to 46% in gr 3;
- The 15% proficiency for 3rd gr Asians looks very strange; why such a dramatic drop from 1st to 2nd gr?
- so, in general, students had better reading proficiency when they entered the district in K than after 4 years in the district? What is going on here?

All these points are attributed to the fact that for DIBELS and LECTURA in grades 2-4, only NES/A campuses are assessed. There should not be a comparison across years for this test because the denominator and population changes. This will be noted in future iterations of this report.

Please provide legend for these colors on this table: Table 2. BOY NEWEA MAP Target & Growth by Group (GPM 2.1)

The colors are a standard heatmap; the variation in color varies by intensity. Red corresponds to highest need, followed by yellow and green.

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Re: Figure 10. CIRCLE Met Proficiency for Math and Figure 11. NWEA MAP 3-8 Met Proficiency for Math: Proficiency seems to drop as students move to higher grades. Is the proficiency measure from grade to grade getting more difficult? Is it too easy in lower grades?

These are two different assessments, with different proficiency scales. Therefore, it is inappropriate to compare them. They are used as two distinct data points to gather as much data as possible.

How does CIRCLE/DIBELS assessment data serve as an accurate predictor of third grade math and reading proficiency? What is the population of students being tested?

CIRCLE/DIBELS provides an early grade level snapshot of the knowledge and skills for students and allow for early identification for early skills needs. MAP is the application of these early learning skills and includes content as well as skills application. CIRCLE is administered in grade PK while DIBELS/LECTURA is grades K-1 for non-NES/A, and K-4 for NES/A campuses.

Beyond the stated increase in early childhood educational capacity for 2024 and 2025 - what other plans does the administration have for increasing and improving the quality of early childhood education in the district?

Early Childhood Coordinators support/coach campus leaders with the implementation of the new Pre-K curriculum that aligns to the new Pre-K Guidelines (standards), Research-Based Best Practices for School Readiness in Pre-K Classrooms, and includes the important NES/NESA components such as MRS, DOL, LOs, etc. They also support leaders with walkthrough observations to measure the quality of the program throughout the year as needed. They create and deliver rigorous professional development sessions teachers and leaders aligned to the Pre-K Guidelines, research-based best practices, and assessment results. Additionally, they support leaders and teachers on CIRCLE assessment administration and data analysis three times a year.

The Home Instruction for Parents of Preschool Youngsters (HIPPOY) Team continues to increase enrollment of parents with children ages 2-5 into their home-based program to provide an additional layer of support to children on age-appropriate academic and social and emotional skills.

#### ITEM 4 PURCHASING SERVICES QUARTERLY REPORT

Project 21-05-02 - Special Ed Services - Speech Therapy Evaluations

Earlier in the year, many contract SLPs services were no longer needed. Does this expenditure add those services back to the district? Approximately how many students will benefit from these services? **\*Updated 1/17/2024\***

The district did not reduce speech therapy contracts this year. There has been an increase in the number of referrals to special education this school year. The expenditure addresses the funding for service providers  
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who will assist in maintaining evaluation compliance and providing speech therapy services.

**Project 20-50-70-99 River Oaks Academy: -\*What services does the district obtain form River Oaks Academy?**

Day placement services and related services for students with disabilities in which the district indicated that it cannot implement the student's IEP. River Oaks Academy will implement the student's IEP as determined by Houston ISD.

#### **ITEM 8 APPROVAL OF THE GOALS AND MEASURABLE OBJECTIVES FOR THE DISTRICT IMPROVEMENT PLAN FOR 2023-2024**

**2a) grief informed, trauma informed care Q: what is the increase? How is it measured? How is effectiveness of the increase to be measured?** \*Updated 1/17/2024\*

This is addressed in the Crisis Response Department action plan strategies in the complete DIP that will be public upon board approval.

**CTE Goal 1 what does alignment to 2035 competencies mean? If they are not aligned, what does that mean? If 25% aligned by 2024 SY start, what is the timeline/roadmap to be 100% aligned?** \*Updated 1/17/2024\*

This means they are aligned to the competencies in the Superintendent's Destination 2035 plan. In the full DIP under measurable performance objectives CTE outlines the development of a comprehensive program of study realignment plan that would address the long-term goals of the department.

**CTE Goal 2 Upskilling - how is this determined and prioritized? Has measure / metrics of # of CTE teachers that need upskilling been determined? How many need upskilling and what % of teachers that need it will NOT get it in 2024-25?** \*Updated 1/17/2024\*

In the measurable performance objectives and strategies there are specific activities outlined to determine meeting this goal. These are goals for 23-24 that are currently in progress. Planning for 24-25 is ongoing and not yet complete.

**Curriculum design - missing root cause - this looks incomplete** \*Updated 1/17/2024\*

Root cause was added in the updated document submitted on page 19 of the DIP.

**Multilingual - missing problem statement/root cause; Missing measurable goals**

\*Updated 1/17/2024\*

Multilingual root causes are addressed in the DIP Comprehensive Needs Assessment and Every Student Succeeds Act (ESSA) Title III: Migrant Education Program Evaluation.

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#### Leadership and PD – incomplete

**\*Updated 1/17/2024\***

This was updated on page 25 of the DIP.

#### State compensatory education - problem statement?

**\*Updated 1/17/2024\***

The State Compensatory Education's problem statements are located in the comprehensive needs assessment section of the document.

#### Multilingual Goal is missing information in the “Data/Needs Assessment” Field.

The multilingual needs assessment data is included in the comprehensive needs assessment section that will be part of the full DIP posted on the public website once the goals and objectives are approved by the Board.

#### Office of Special Education – Dyslexia states that identification will increase from "61 to 7000". Is this correct? This is a large jump to be identified by the end of the year. Is this feasible?

This is a typo. The number will be corrected from 6100 to 7000.

#### Program compliance /JJAEP: What are exclusionary consequences? those that remove a student from school? that send them to alternative campus?

Exclusionary consequences include suspension (both in and out of school), removal from classroom, campus, or school-related activity, referral to a Disciplinary Alternative Education Program (DAEP), expulsion to the Juvenile Justice Education Program (JJAEP)

#### Interventions: What is definition of a "tiered student"? Why is there a range of 3-5% for goal 1?

Tiers are levels that provide increased intensity of instruction, such as differentiated, smaller groups, longer instructional time focused on specific areas of need (reading and math), and consistent progress monitoring.

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#### **ITEM 9 APPROVAL OF THE GOALS AND MEASURABLE OBJECTIVES FOR THE DISTRICT IMPROVEMENT PLAN FOR 2023-2025**

What are the main theme of the documents? Is NES 2035 the total plan for certain schools? We have several schools that are not NES, so please summarize who is responsible for the plan, how are community members involved, how is alignment with district vision and goals accomplished and ensured? What percentage of schools is in compliance with or aligned to the district based on the new vision? **\*Updated 1/18/2024\***

All campuses and departments start with board goals and create objectives and strategies from those in order to align to the district vision and values. In many cases, objectives and strategies are not aligned to these goals because they are a function of compliance. There are many items that districts are legally required to include in the DIP, like bullying prevention strategies. Those are not directly aligned to the Board's goals, but are required to be included, and are important for students.

The plan addresses both NES and non-NES campuses; the goals and objectives are the same. NES is a strategy to accomplish those goals and objectives.

Can I have a couple of the SIPs for reference as to what they look like?

Yes, a link to School Improvement Plans was shared with board members.

#### **ITEM 10 APPROVAL OF VENDOR AWARDS FOR PURCHASES WHICH COST \$1,000,000 OR MORE Project #24-07-08 Procurement card and SUA**

What is the district currently using and what was the annual and full-term authorization amounts? If the authorization amounts are increasing, why so? **\*Updated 1/17/2024\***

The previous not-to-exceed approval did not include a single-use account (SUA) program. This is a passthrough project and is an additional payment alternative to the district's shopping cart process and vendor payment method.