

Board Meeting

ITEM 1. ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF GOAL 4 PROGRESS MEASURES 4.1 AND 4.

What is the current distribution of student growth in our district, and what indicators can we use to track progress towards our goal of having 47% of students reach a CGI of 0.6? Additionally, should we compare this distribution to a normal bell curve or track it towards the more skewed curve that represents our goal? ***UPDATED 5/8/2024***

The current distribution of student growth in HISD is outlined in detail in this report. In reading, 32% of HISD students in grades 4-8 are 0.6 standard deviations above the average growth norm. In math, 30% of HISD students in grades 4-8 are 0.6 standard deviations above the average growth norm. The goals outlined in GPMs 4.1 and 4.2 are based on end of year growth, so this report represents an indicator to measure progress towards meeting the overall yearly goal for growth.

Yes, this report is based on a normal curve because it reports CGI, or Conditional Growth Index, which is measuring student growth compared to national norms. The top of the normal curve represents average growth; therefore, the CGI score reports how many standard deviations away from the average our students are growing. The goals set by the Board represent a right-skew to align with the ambitious growth that HISD has committed to achieving at a rate that is above average. For more information on CGI, see https://connection.nwea.org/s/article/Understanding-CGI-and-CGP?language=en_US

Further to previous question about SPED PD and accountability, please describe the SPED professional development for division superintendents and executive directors. ***UPDATED 5/8/2024***

Division Superintendents and Executive Directors receive professional development along with campus principals such as Child Find and HB 3928 and compliance areas on the principal LEAD evaluation. Executive Directors also support the campus action plans related to the fall folder review. Division Superintendents and Executive Directors receive weekly reports from their Special Education Division Teams. These reports allow Division leaders to review upcoming compliance timelines as well as progress monitoring for their campuses. Division Leadership along with Office of Special Education Services staff then follow up with specific campuses and provide support as necessary.

GPM 4.1 Figure 5 MOY Met CGI in Reading shows that all students with disabilities at Non-NES schools achieved 7% less conditional growth index than their subgroup peers at NES/A schools. Figure 12. GPM 4.2 - Met CGI in Math at MOY shows a similar trend. All students with disabilities at Non-NES schools grew 4% less than their subgroup peers at NES/A schools. What conclusion can be drawn to explain the student outcomes differences between these groups of students with disabilities at Non-NES schools versus NES/A schools?

NES campuses were selected based on prior year academic performance. This indicates students at those

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campuses, both SWD and Non-SWD, have more gains needed to perform at the level of peers. The NES model provides additional supports and targeted instruction to close the gap between NES and Non-NES students. Given that CGI is a normed Z-score, the growth rates of students who are growing more than one standard deviation above the national norm will have a higher CGI. Overall, NES/NES A campuses have historically struggled with high quality instruction for all students. As the district is improving in this area, we are also focusing on the implementation of IEPs in the NES model. The NES model allows SWD to experience differentiated instruction as all the students participate in the re-teach and/or acceleration (LSAE).

GPM 4.1 Figure 3: to confirm "Note" below figure 3, ALL student populations listed are on track to meet target?

Yes, they are on track. They are all one point away from the target.

GPM 4.1 Figure 4: what conclusions may be made about this data where meets grade level is significantly lower or higher than the Met CGI result?

CGI is based on how NWEA MAP expects a student to perform based on prior test results (BOY here), which is a standardized measure of how students are growing compared to their peers. Meets Grade Level reports how student achieve compared to a standardized measure of achievement on STAAR based on a multi-year standards study. If met CGI is higher than met grade level, you may conclude that students performing below grade level are demonstrating accelerated learning beyond expectations for students with similar prior performance.

GPM 4.1 Figures 6, 7: why is DIBELS/Lectura in Gr. K-4 for NES/A and Gr. K-1 for non-NES?

The purpose of DIBELS/Lectura is to identify student progress towards developing critical reading abilities such as decoding and fluency. The decision was made to require DIBELS/Lectura at the NES campuses in higher grade levels based on identification criteria for the NES model. Campuses needed to monitor the reading progress more frequently to ensure students are progressing to be on grade level readers. Non-NES campuses have the option to use this assessment in the same way.

GPM 4.1 In Figure 1, how was growth projected for 2025-2026 (a growth of 6%), 2026-2027 (a growth of 4%) and 2027-2028 (a growth of +2%)?

Administration applied the same methodology used in previous goal progress measures. We maintained the 15-point increase using the philosophy of high impact derived from immediate culture changes, which would result in higher growth in the early years of implementation.

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GPM 4.1 Why is growth projected to slow down so much over the next three years (as we approach the goal of 47%), when we are currently so far from the midline?

Because we are using the philosophy of high impact derived from immediate culture changes, we are projecting a significant increase in the percent of students receiving special education services demonstrating a CGI of 0.6 or higher on NWEA MAP in reading in the first year. We expect the percent of students meeting this standard to continue increasing, but at a decreasing rate as we move from significant changes to reinforcing these changes in future school years.

GPM 4.1 In what ways has staffing in the Office of Special Education, and on individual campuses, impacted the progress of students?

The staffing in the Office of Special Education has brought support closer to the campuses to provide professional development, instructional feedback, to increase student achievement. Adequate staffing ensures that students receive the supports outlined in their Individualized Education Programs (IEPs).

GPM 4.1 What is being done to retain and recruit special education staff given this critical shortage area and given the ties to the district's exit criteria?

Houston ISD's 2024-2025 Compensation Plan outlines a historic, precedent-setting starting salary of \$80,000 for special education teachers at non-NES campuses (\$86,000 at NES campuses). In K-12 school districts, special education teacher salaries typically fall on the standard pay scale (i.e., without this provision, a special education teacher and core subject teacher would earn the same starting salary of \$64,000 at non-NES campuses next school year). Bolstering compensation for special education teachers not only offers credit for the highly-specialized work being done, but also incentivizes niche educators—who (a) hold both core content and special education certifications and (b) have the ability to choose to either teach or not teach special education—to take on more challenging, highly-regulated teaching assignments.

Houston ISD is also growing staff through its longstanding CORE to SPED bridge program. Here, core content teachers are invited to attend weekend workshops facilitated by Human Resources and Special Education, receiving exam preparation for their SPED certification test. Human Resources also reimburses educators participating in the program for the cost. This semester, nearly 25 educators took advantage of the opportunity.

Special Education teachers receive intensive support from administration, both at the campus and district levels. In addition to intensive and intentional professional development, teachers have access to high-impact district coordinators and leaders. The hospital model also offers Special Education teachers at NES schools direct support with IEP compliance, assigned teaching assistants, and more.

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GPM 4.2 In Figure 8, how was growth projected for 2025-2026 (a growth of 6%), 2026-2027 (a growth of 4%) and 2027-2028 (a growth of +2%)?

Administration applied the same methodology used in previous goal progress measures. We maintained the 15-point increase using the philosophy of high impact derived from immediate culture changes, which would result in higher growth in the early years of implementation.

GPM 4.2 Why is growth projected to slow down so much over the next three years (as we approach the goal of 45%), when we are currently so far from the midline?

Because we are using the philosophy of high impact derived from immediate culture changes, we are projecting a significant increase in the percent of students receiving special education services demonstrating a CGI of 0.6 or higher on NWEA MAP in math in the first year. We expect the percent of students meeting this standard to continue increasing, but at a decreasing rate as we move from significant changes to reinforcing these changes in future school years.

GPM 4.2 Figure 11: what conclusions may be made about this data where meets grade level is significantly lower or higher than the Met CGI result?

CGI is based on how NWEA MAP expects a student to perform based on prior test results (BOY here), which is a standardized measure of how students are growing compared to their peers. Meets Grade Level reports how student achieve compared to a standardized measure of achievement on STAAR based on a multi-year standards study. If met CGI is higher than met grade level, you may conclude that students performing below grade level are demonstrating accelerated learning beyond expectations for students with similar prior performance.

GPM 4.2 Given that special education is a critical area of need for the district and is one of the three areas included in the district's exit criteria as outlined by the Texas Education Agency, how does special education PD and accountability apply to Executive Directors and Division Superintendents?

Division Superintendents and Executive Directors receive weekly reports Executive Director and Division Superintendents along with the school principals are trained monthly.

GPM 4.2 Figure 14: what conclusions may be made about the difference in Met CGI% for K-3, particularly that the gap is greater in K and 3rd grade?

In kindergarten, a very small subset of students is identified as SWD (less than 800). Students who are struggling to meet GL standards compared to peers are not yet identified and exist in the very large Non-SWD group (over 10,000). This explains the larger gap between SWD and Non-SWD. Given that the

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MAP assessment is new this year, we plan to continue collecting data to further investigate the differences in performance at various grade levels between SWD and Non-SWD.

ITEM 2. SELECTION OF DISTRICT-CREATED CURRICULUM

Could you please elaborate on how the curriculum development process ensures alignment with Texas Essential Knowledge and Skills (TEKS) standards, and how this alignment benefits students in our district? ***UPDATED 5/8/2024***

Curriculum Design begins by breaking all Texas standards into Lesson Objectives (LO) aligned to each state standard and then sequences them on a curriculum map for the year. This ensures coverage of 100% of the TEKS. Curriculum designers then unpack each TEKS before the production of any student or teaching facing instructional materials so they can more deeply understand what a student needs to be able to know and be able to do upon completion of each lesson. The lessons are formed by utilizing High Quality Instructional Materials (HQIM) and Texas Education Agency (TEA) curriculum resources to ensure high-quality grade level activities are embedded in each lesson and through utilizing released STAAR questions to ensure alignment with the standards and how they are assessed.

Can you walk us through the quality assurance procedures in place to ensure that the curriculum materials meet Texas Education Agency (TEA) quality expectations consistently, and how these measures contribute to the effectiveness of teaching and learning in our classrooms? ***UPDATED 5/8/2024***

HISD is committed to ensuring all NES materials meet 100% of the TEKS and all quality expectations outlined by TEA as a part of their materials review process. To support these efforts, the HISD curriculum team goes through the following development process:

Big Picture Planning (Curriculum Maps) – Curriculum Design begins by breaking all Texas standards into Lesson Objectives (LO) aligned to each state standard and then sequences them on a Curriculum Map for the year. This ensures coverage of 100% of the TEKS.

Planning for the day – The writer then selects the Learning Objective from the curriculum map in which they plan to develop resources for a particular day. The writer breaks down that day’s standards and LOs (learning objectives) into the essential skills required for students to master the objective.

Developing the Lesson – The writer uses SBOE (State Board of Education) and TEA approved resources to develop student learning activities and practice problems aligned to the Lesson Objective. This helps ensure all activities are aligned to the state standards and are on-grade level for students.

Quality Lesson Review – Once the writer compiles all the resources aligned to that day’s lesson, they are

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reviewed by multiple stakeholders for standards alignment, clarity, accuracy, and sensitivity, prior to being released to campuses. This vetting team includes the curriculum writer's manager, peer writers, and teachers. Items are not published until review process is complete.

Publish and monitor feedback – After the review process is complete, the curriculum items are published for teachers and administrators to use and customize on their campuses during planning time. All teachers can report any quality issue to curriculum directly on the curriculum platform. The curriculum team reviews incoming notices daily and addresses issues immediately.

How does the curriculum framework provide flexibility for teachers to tailor instruction to meet the diverse needs of their students, and what support mechanisms are in place to assist teachers in effectively implementing the curriculum materials? *UPDATED 5/8/2024*

All NES curricula can be customized within the provided lesson objective based on student data and teacher needs. This means teachers can adapt the activities, timing and delivery approach in the student facing materials as needed to support their student's learning. Additionally, the last 35 minutes of the block are intended for teachers to customize learning for students who have not yet mastered the daily learning objective allowing for customization and differentiation. Support mechanisms in place to support teachers with effectively implementing curriculum include professional development sessions (e.g., unit and lesson internalization), curriculum office hours, customized on-campus support in tandem with campus leaders, and PLC protocols to support curriculum internalization.

Without significant NWEA MAP data or SY 23-24 STAAR results, how is success and effectiveness of the current NES curriculum being measured? How does the administration validate whether the implementation of materials and quality of instruction are meeting the specific needs of the district and improving student outcomes? *UPDATED 5/8/2024*

The NES curriculum continues to be a driving force behind the district NES model, and we are excited about the current performance the data shows and future student outcomes. There are always several factors impacting student achievement, including the quality of implementation of curriculum in each classroom, so we are not currently able to isolate the impact of the curriculum alone but know that it is a component.

Additionally, the district continuously looks at multiple measures to ensure effectiveness of curriculum and identify areas for improvement. The MOY MAP data provides insight regarding student growth. We continue to see that the NES students are growing, which is a testament to the curriculum, fidelity of implementation, and the teachers supporting the students. We can also see success through the daily demonstration of learning which checks for understanding as well as the growth of students during the

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LSAE time. When students transition to the team center, it demonstrates learning objectives are being mastered in the classroom. Finally, campus and division leadership are committed to doing frequent and consistent classroom walkthroughs using the spot form. On these walkthroughs, campus leadership are focused on ensuring each teacher is implementing a lesson aligned to the learning objective using high quality instruction for all students. During this process, teachers receive job-embedded coaching as well as feedback on the strengths and growth opportunities so they can continue to improve.

Please provide a list of schools using the NES curriculum.

UPDATED 5/8/2024

The current list of NES schools is here: <https://www.houstonisd.org/Page/201283>

For School Year 23-24, all NES Campuses are using the curriculum. For School Year 24-25, all NES Campuses are required to use the NES curriculum; additionally, the following Non-NES campuses have opted in to using the NES Curriculum in the following content areas and grade bands:

K-5 RLA

- Bastian ES
- Burnet ES
- Cornelius ES
- Herod ES
- Love ES
- MacGregor ES
- Piney Point ES
- Pleasantville ES
- Poe ES
- Rice School PK-8
- Tijerina ES
- M White ES

K-5 Math

- Bastian ES
- Briargrove ES
- Briscoe ES
- Crespo ES
- Foster ES
- Garcia ES
- Herod ES
- Love ES
- Lyons ES
- MacGregor ES
- Memorial ES
- Patterson ES
- Piney Point ES

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- Poe ES
- Rice School PK-8
- Scarborough ES
- Tijerina ES
- M White ES

K-5 Science

- Bastian ES
- Briscoe ES
- Crespo ES
- Foster ES
- Garcia ES
- Lyons ES
- MacGregor ES
- Martinez C ES
- Pleasantville ES
- Rice School PK-8
- Tijerina ES
- White E ES
- YWPCA

6-English II RLA

- Baylor College MS
- ENERGIZED FOR STEM ACADEMY MS
- High School Ahead Acad MS
- Rice School PK-8
- Eastwood Acad HS
- Heights HS
- Jones HS
- Waltrip HS

6-Alg II Math

- Baylor College MS
- Black MS
- Eastwood Acad HS
- ENERGIZED FOR STEM ACADEMY MS
- High School Ahead Acad MS
- Rice School PK-8
- Waltrip HS
- Westside HS
- Jones HS

6-Biology Science

- Baylor College MS
- Black MS
- Eastwood Academy HS
- ENERGIZED FOR STEM ACADEMY MS

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- High School Ahead Acad MS
- Jones HS
- Rice School PK-8
- Waltrip HS
- Westside HS

What is the cost impact of the NES curriculum with 45 additional new NES schools for SY24-25? What is the total cost of the NES curriculum for SY23-24 and what is the forecast for SY24-25? Please include estimated salaries, materials, professional development, technology, etc. needed for implementation of the curriculum with fidelity. ***UPDATED 5/8/2024***

Ensuring NES campuses have access to a high-quality curriculum aligned with the NES model is a priority for the district so funding the staff of the Curriculum Design team remained a priority. In fact, funding for curriculum is a key component of meeting the Board's outlined student achievement goals. Approximately \$9M is allocated to salaries and fringe for the team responsible for writing and vetting the curriculum. The costs will remain approximately the same for each school year regardless of the number of schools that use the curriculum. There is no additional cost paid for materials, professional development, or technology to develop the NES curriculum. The Curriculum Design team otherwise uses HQIM existing resources to develop the NES curriculum.

How will the team that is responsible for curriculum development, continuous improvement, training, etc. be impacted by the reduction in force of the academic office? ***UPDATED 5/8/2024***

The team responsible for curriculum development, continuous improvement, and training has remained a funding priority for the upcoming school year because NES is a key tool to support Board goals of student achievement. During the budgeting process, staff needed to continuously improve the curriculum were maintained and new positions were added to support the development of new curriculum for additional courses the team is writing for next year.

Are the non-NES schools using NES curriculum identified? How many non-NES schools use the NES curriculum? ***UPDATED 5/8/2024***

Yes, we have confirmed numerous non-NES schools use the NES curriculum this year as a resource. NES is an openly available resource that all HISD campus leaders and teachers can download. We do not have a mechanism to track specific utilization in classrooms. However, we have worked with campuses to understand non-NES campus adoption decisions for next year. For the 24-25 SY, at least twenty-two non-NES elementary campuses and 11 Middle School and High School campuses have opted to use the HISD developed (NES) curriculum.

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While not a control group, are the non-NES vs NES campuses using the NES curriculum being observed for variances in outcomes between similar schools? What was intended with the split screen model described at the start of the year, and what observations can be shared after year 1 between schools using or not using the NES curriculum? ***UPDATED 5/8/2024***

We do review outcomes differences between NES and Non-NES campuses using NES curriculum, but we cannot currently make claims as to the specific impact because implementation varies at non-NES campuses and a number of other variables.

What responsibilities does the curriculum team have in addition to creating and maintaining NES curriculum? What is the size and cost of the team? If not for NES curriculum, what responsibilities would this team have, and what would the size and cost of the team be? ***UPDATED 5/8/2024***

The primary responsibility of the Curriculum Design team is the development and vetting of resources for the NES curriculum. Ensuring NES campuses have access to a high-quality curriculum aligned with the NES model is a priority for the district so funding the staff of the Curriculum Design team has remained a priority. Approximately ~\$9M is allocated to fund salaries and fringe for 78 positions responsible for curriculum development. If not for the NES curriculum, the district would allocate resources in alignment with district priorities.

Please describe parent engagement with the NES curriculum. For example, do NES student parents and guardians see the results of the DOLs? if so, how often? What guidance do parents receive to understand the NES curriculum their children are using? ***UPDATED 5/8/2024***

Individual DOLs do not count as a grade for students but are used as a tool to support teachers in determining how they can best adapt instruction for the student for the remainder of the class period. Given this, there is not currently a district expectation for a common system. It is up to the individual campuses to send DOLs and data home for families. For example, Seguin ES has established parent meetings and students show their data binders.

In addition, the NES support team held a number of parent meetings for SY 24-25 new NES schools and most recently has hosted family tours for these new NES school families so they could see the curriculum in action at current NES schools. The team will support a parent/community event (once per semester) for SY24-25, to continue to improve our partnerships among our parent/guardian community and our NES schools.

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Who was involved with the development of the NES curriculum that is currently in use by HISD students? Who is currently responsible for the daily maintenance and oversight of the curriculum? Who is responsible for updating the NES curriculum and ensuring that it remains properly aligned to the TEKS? What processes and procedures are in place to ensure this critical alignment? ***UPDATED 5/8/2024***

The Curriculum Design Department in the Office of Academics oversees the development and daily maintenance of the curriculum based on SBOE standards and TEKS. All materials undergo a peer review process before publication. Feedback is gathered from a multitude of stakeholders.

Will the NES curriculum be submitted to either the SBOE or Region 4 so that it may be considered for HQIM designation? If so, when will this occur? If not – why? What are the differences between the district created NES curriculum and materials on the SBOE list?

It is common practice in most large districts to create locally developed curriculum to meet needs. The state does not have the capacity to review locally developed curriculum. Additionally, during the state review process, curriculum that is submitted for review must pause all development for at least six months, and often significantly longer while the review process is underway. After approval, curriculum cannot be changed without SBOE approval. Both restrictions would significantly limit the ability for ongoing continuous improvement based on teacher and campus feedback. TEA does publish @the curriculum rubrics used during the review process to evaluate materials for quality and TEKS alignment. Additionally, the curriculum team has received training on TEA’s definition of what makes high quality instructional materials based on cognitive science research. The curriculum design team uses these resources to ensure the NES curriculum is aligned to TEA’s definition of high-quality instructional materials. Additionally, the NES curriculum is developed using state-approved curriculum resources as the foundation to create aligned instructional materials. All resources created are 100% aligned to TEKS and ELPS.

What are the differences between the district-created NES curriculum and materials on the SBOE list?

The SBOE list includes a list of approved textbooks and instructional resources for schools to use as produced. NES Curriculum utilizes resources from the SBOE list and TEA approved Open Education Resources (freely available curriculum) to create customized resources for teachers and students aligning to the NES model. These additional resources include the following:

Daily Lesson Activities – High-quality lesson materials are provided for NES campuses, but freely available to all HISD campuses. Each lesson starts with a learning objective that is aligned to the Texas state standards. Each lesson is designed to support the teacher in delivering 45 minutes of high quality,

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direct instruction to the students. The lessons include numerous student-facing activities directly aligned to that day's learning objective and include exemplar student responses the teacher can reference. The lessons also include recommended teacher actions and guidance to support the teacher in preparing for instruction. Curriculum writers use the SBOE and TEA resources to develop these lesson activities. Teachers can adapt the activities and their approach to delivery in each lesson to meet the learning objective based on the specific needs of the students in their classrooms.

Daily Demonstration of Learning – "Demonstration of Learning" (DOL) is a daily short quiz (about five questions in length), also known as an exit ticket, which corresponds directly to learning objective for the lesson that day. This short quiz provides a teacher with real-time information on whether students mastered the learning objective or need more support. Students who master the objective move to more challenging, rigorous activities while students who need more support spend additional time working with the teacher. The DOL is a tool that allows teachers to be responsive to the needs of all the students in the classroom.

Daily differentiated LSAE assignments – The curriculum develops four distinct, differentiated assignments directly aligned to the lesson developed that day. This provides students with an additional 35 minutes of support based on their specific learning needs. For students classified as "L" or "S1" learners, they require the greatest degree of assistance and will continue to work closely with the teacher to receive tailored instruction during the latter part of the class. On the other hand, "S2" and "A" students engage with more advanced content and operate with minimal teacher assistance during the LSAE teach time.

Daily Answer Key – Provides the correct responses to the Demonstration of Learning as well as all parts of the LSAE assignments. This ensures that all staff, including the teacher, teacher assistants, and learning coaches all have the information they need to support the students throughout the lesson and LSAE time.

Is the district-created NES curriculum based on curricula from the SBOE list and tweaked to align to NES teaching strategies? Please explain the process that is used to create the custom district created NES curriculum.

Yes, the SBOE list as well as TEA's approved list of Open Education Resources are used as foundational for building for NES Curriculum. HISD is committed to ensuring all NES materials meet 100% of the TEKS and all quality expectations outlined by TEA as a part of their materials review process. To support these efforts, the HISD curriculum team goes through the following development process:

Big Picture Planning (Curriculum Maps) – Curriculum Design begins by breaking all Texas standards into Lesson Objectives (LO) aligned to each state standard and then sequences them on a Curriculum Map for the year. This ensures coverage of 100% of the TEKS.

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Planning for the day – The writer then selects the Learning Objective from the curriculum map in which they plan to develop resources around for a particular day. The writer breaks down that day’s standards and LOs into the essential skills required for students to master the objective.

Developing the Lesson – The writer uses SBOE and TEA approved resources to develop student learning activities and practice problems aligned to the Lesson Objective. This helps ensure all activities are aligned to the state standards and are on-grade level for students.

Quality Lesson Review – Once the writer compiles all the resources aligned to that day’s lesson, they are reviewed by multiple stakeholders for standards alignment, clarity, accuracy, and sensitivity, prior to being released to campuses. This vetting team includes the curriculum writer’s manager, peer writers, and teachers. Items are not published without the process of review.

Publish and monitor feedback – After the review process is complete, the curriculum items are published for teachers and administrators to use and customize on their campuses during planning time. All teachers can report any quality issue to curriculum directly on the curriculum platform. The curriculum team reviews incoming notices daily and addresses issues immediately.

What are the differences or advantages of the district created NES curriculum over the SBOE list?

One main advantage to using NES curriculum is that it can be adapted for the specific needs of the district. Typically, a publisher or vendor owns the curriculum on the SBOE approved list, and they sell it off the shelf without adapting to the needs of HISD. The district-developed NES curriculum has several differentiating factors as compared to materials on the SBOE list. The NES curriculum includes the following items:

Daily Lesson Activities – High-quality lesson materials are provided for NES campuses, but freely available to all HISD campuses. Each lesson starts with a learning objective that is aligned to the Texas state standards. Each lesson is designed to support the teacher in delivering 45 minutes of high quality, direct instruction to the students. The lessons include numerous student-facing activities directly aligned to that day’s learning objective and include exemplar student responses the teacher can reference. The lessons also include recommended teacher actions and guidance to support the teacher in preparing for instruction. Curriculum writers use the SBOE and TEA resources to develop these lesson activities. Teachers can adapt the activities and their approach to delivery in each lesson to meet the learning objective based on the specific needs of the students in their classrooms.

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Daily Demonstration of Learning – "Demonstration of Learning" (DOL) is a daily short quiz (about five questions in length), also known as an exit ticket, which corresponds directly to learning objective for the lesson that day. This short quiz provides a teacher with real-time information on whether students mastered the learning objective or need more support. Students who master the objective move to more challenging, rigorous activities while students who need more support spend additional time working with the teacher. The DOL is a tool that allows teachers to be responsive to the needs of all the students in the classroom.

Daily differentiated LSAE assignments – The curriculum develops four distinct, differentiated assignments directly aligned to the lesson developed that day. This provides students with an additional 35 minutes of support based on their specific learning needs. For students classified as “L” or “S1” learners, they require the greatest degree of assistance and will continue to work closely with the teacher to receive tailored instruction during the latter part of the class. On the other hand, “S2” and “A” students engage with more advanced content and operate with minimal teacher assistance during the LSAE teach time.

Daily Answer Key – Provides the correct responses to the Demonstration of Learning as well as all parts of the LSAE assignments. This ensures that all staff, including the teacher, teacher assistants, and learning coaches all have the information they need to support the students throughout the lesson and LSAE time. No existing products on the Texas market that we are currently aware of provides these types of enhancements. The central office curriculum team develops these additional materials for teachers to maximize critical planning time to adapt these resources to best meet the needs of students in their classroom rather than creating materials from scratch. For example, a 3rd grade math teacher in NES has access to 30+ additional resources per week to support high quality instruction in classrooms. This process also ensures that all materials on NES campuses are grade-level aligned.

If quality of instruction is a key focus of the district, what is the purpose of creating a new curriculum to address this?

The NES Curriculum allows teachers and leaders to focus on improving quality of instruction. Teachers are provided with all necessary, daily high-quality materials. Instead of focusing on building or combining resources, teachers can spend their preparation time internalizing the NES curriculum, planning engagement strategies, and personalizing the materials to meet the needs of their students. Additionally, differentiation is a key element of the NES model. For all students to grow, our students currently testing below grade level must have access to scaffolds to ensure they can access grade level materials, and our students testing above grade level need access to rigorous problems to push their thinking. No other existing products on the Texas market that we are currently aware of provide differentiated materials, thus the need for a new curriculum.

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What role does a new curriculum play in improving the quality of instruction and student outcomes?

The NES Curriculum is developed to prioritize quality tier one instruction and create a pathway for students who need additional instruction through differentiated practice time. Differentiated instruction allows teachers to close the gap with students who have not mastered the learning objective while giving opportunities for students who have mastered the objective to extend their learning. Additionally, the use of this new curriculum ensures the focus of the instruction in the classroom is aligned to the Texas standards and includes grade-level learning objectives and lessons.

What is the cost difference of district created NES curriculum over choosing off the shelf curriculum? Assuming it does cost more, what is the justification for this additional cost?

There is no additional cost paid to vendors to develop the NES curriculum. The Curriculum Design team uses existing resources the district already pays for to develop the NES curriculum.

The curriculum team works to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and provides a rigorous and differentiated curriculum tailored to meet diverse student needs. It offers consistency across all NES campuses, ensuring all students receive a quality education regardless of their location. It allows for local control and flexibility, enabling quick adaptations to change in educational standards or district priorities.

What benefit does the District-created NES curriculum provide for students? Can this benefit be separated from the increased training, coaching, and actions related to the implementation of the teacher and principal evaluation systems (or other actions not listed)? While the early data shows NES students often outperformed their peers, is that due to the district created NES curriculum or other factors that make these schools distinct?

By utilizing the NES curriculum, students focus on mastering one TEKS-aligned learning objective per day and practice this objective with aligned activities and practice problems. Additionally, through the LSAE work, students are either able to receive extra practice and support with the daily objective, or extra challenges if they have mastered the daily objective. The benefit of this specific curriculum would be difficult to isolate without the ability compared to a control group with a treatment group which we do not have at this time given all NES schools are required to use the curriculum. With that said, the curriculum is the driver and key mechanism of content delivery in the classroom to improve achievement as outlined in the Board goals.

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While the early data shows NES students often outperformed their peers, is that due to the district created NES curriculum or other factors that make these schools distinct?

There are numerous national studies that show high quality curriculum is one of the highest impact levers to improving student learning. Research from a TEA published website indicates high-quality instructional materials allow students to engage more deeply and meaningfully with the standards and has a larger, more cost-effective impact on academic outcomes than many interventions (Texas Resource Review, n.d.). The NES curriculum continues to be a driving force behind the district NES model, and we are excited about the current performance the data shows and future student outcomes. There are always several factors impacting student achievement, including the quality of implementation of curriculum in each classroom, so we are not currently able to isolate the impact of the curriculum alone but know that it is a contributing component.

References: Texas Resource Review. (n.d.). The power of high-quality instructional materials. Retrieved April 30, 2024, from <https://www.texasresourcereview.org/power-high-quality-instructional-materials>.

Please cite the statute related to this agenda item - Selection of District -Created Curriculum.

Policy EFA(LEGAL) refers to 66.104 (a) which states: (a) Each local board of trustees of a school district or governing body of an open-enrollment charter school shall select instructional materials in an open meeting as required by Texas Government Code, Chapter 551, including public notice.

What curriculum will the NES curriculum replace?

At NES campuses, the NES curriculum replaced the previous system where campuses used a variety of curriculum resources. Campuses had the autonomy to select materials and there was not centralized expectations to use the selected curriculum with fidelity.

What is the distinction between state approved instructional materials to ensure appropriate ELPS and TEKS coverage and a locally developed curriculum not reviewed by the state?

Both states approved instructional materials and locally developed curricula must cover the English Language Proficiency Standards (ELPS) and the Texas Essential Knowledge and Skills (TEKS). The NES curriculum covers 100% of the ELPS and 100% of the TEKS.

In the absence of a state review, please provide peer reviews and research-based analysis for the effectiveness of improvement in student outcomes using the NES curriculum.

The central office Curriculum Design team is continuously evaluating effectiveness of the curriculum using district common assessment data from state and national assessments. This gives the writers information about the performance of students each content area and grade band, which is one data point

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among many that may be used to analyze effectiveness. Additionally, the curriculum team is working to publish unit assessments online. This will help curriculum writers and professional development teams access additional information as to where more support might be needed. Finally, the team will continue to collect ongoing feedback from principals and teachers so the curriculum can be continuously improved based on the needs of our end users and in alignment with TEA’s curriculum quality rubrics. By contrast with off-the-shelf products, once they are approved by the SBOE, limited improvement occurs oftentimes for up to 8 years until the product is up for review again by the SBOE. This may result in off-the-self products becoming outdated, less applicable to real-world learning, and unresponsive to teacher feedback.

What processes, structures, and procedures do we have in place to ensure that the NES curriculum meets the TEKS requirements?

The Curriculum Design Department in the Office of Academics ensures that all NES materials meet 100% of the TEKS. The department builds yearlong curriculum maps to ensure this is accomplished. Curriculum Design breaks standards into Lesson Objectives (LO) aligned to each state standard and then sequences them on a Curriculum Map for the year. This ensures coverage of 100% of the TEKS. TEA does publish the curriculum rubrics used during the review process to evaluate materials for quality and TEKS alignment. Additionally, the curriculum team has received training on TEA’s definition of what makes high quality instructional materials based on cognitive science research. The curriculum design team uses these resources to ensure the NES curriculum is aligned to TEA’s definition of high-quality instructional materials. Additionally, the NES curriculum is developed using state-approved curriculum resources as the foundation to create aligned instructional materials. All resources created are 100% aligned to TEKS and ELPS.

What processes, structures, and procedures do we have in place to ensure that the NES curriculum meets high standards for quality including editorial and other processes to ensure it does not contain errors and typos?

In an effort toward continuous improvement, the process for reviewing lessons has continued to evolve and additional layers of support have been added throughout the year. Currently, each lesson is reviewed in a group of two or more people for accuracy, formatting, and correctness. We have increased the number of people reviewing lessons by collaborating across multiple departments. Additionally, we monitor feedback channels daily to update any errors as they are reported. Once an issue is identified, materials can be updated and rolled out across the full district in a matter of minutes.

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How will the NES curriculum be updated or modified for the 2024-2025 school year, if at all? What are the processes, structures, and procedures we have in place to make any such updates and/or modifications?

We are currently implementing a continuous improvement process to identify areas to improve the curriculum materials for next school year. An annual improvement process is recommended to ensure the curriculum can be responsive to feedback and adaptive to local needs. Additionally, curriculum must be updated when the SBOE updates standards in a content area which is happening for science this year. The continuous improvement process includes gathering input from principals, teachers, stakeholders, curriculum experts and the current designers to ensure the team is collecting information directly from those using the curriculum. Once key trends are identified, the design team will plan to incorporate those updates into the materials for next year. This is an ongoing cycle that will continue into the 24-25 school year given the high volume of materials developed.

What are the learnings from the creation and implementation of the NES curriculum in the 2023-2024 school year that will help improve the curriculum, if any updates/modifications are anticipated?

The teams are currently in the middle of processing feedback from stakeholders. Some early trends we are seeing include the opportunity to enhance materials with additional supports for emergent bilingual and special education students. Additionally, teachers and campus leaders requested a big picture pacing calendar and unit overview documents earlier in the year so teachers can see a roadmap of where they are going.

What was the cost for creating the NES curriculum in 2023-2024?

There is no additional cost paid to vendors to develop the NES curriculum. The Curriculum Design team uses existing resources the district already pays for or that are freely accessible to develop the NES curriculum.

What is the anticipated cost for updates/modifications to the NES curriculum in 2024-2025?

No additional funding is needed for continuous improvement. All changes will be made directly by the curriculum writing team.

ITEM 5. APPROVAL OF 2024-2025 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS CERTIFICATION

What is the reason for the exception for physical education?

This reflects policy outlined in Texas Education Code 31.1011. Sec. 31.1011. CERTIFICATION OF PROVISION OF INSTRUCTIONAL MATERIALS. (a) Each school district and open-enrollment

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charter school shall annually certify to the State Board of Education and the commissioner that: (1) for each subject in the required curriculum under Section 28.002, other than physical education, and each grade level.

Do we have the actual certification form which is referenced?

The administration has a draft of the form that we will submit to TEA once approval is received from the Board of Managers.

ITEM 7. APPROVAL OF SPENDING LIMIT INCREASE FOR MOVING EXPENSES OF \$1,000,000

What was the original spending allotment for moving, so that we understand the delta that is being requested? Being only 1-year into a multi-program, please explain what's causing the need for additional funds and whether the \$6 million is for all years or an annual allocation?

UPDATED 5/8/2024

The original full-term not-to-exceed amount was approved for \$5M. The request is to add \$1M to the full term of the project. This project was used for NES campus preparation and is also used districtwide, and we are assuming with the additional 45 NES campuses we will experience the same amount of spend of \$1M.

ITEM 9. APPROVAL OF BUS STOPS IN HAZARDOUS WALK ZONE AREAS

I don't understand the response. If the state will provide 10% of district regular transportation allotment, and we had allotment of \$5.3M for 22-23 school year, would we be able to claim up to \$530k, not \$50k towards hazardous transportation expenses?

UPDATED 5/8/2024

Of the ten percent overall transportation mileage (531,841), up to ten percent can be reimbursed as hazardous at \$1 per mile for a total of up to \$53,184.

Is the list of hazardous walk zones published and available to the public?

UPDATED 5/8/2024

No, the district does not publicly post hazardous walk zones/routes.

What is the process to gather and approve this list of hazardous walk zones listed?

As communities expand and change within the City of Houston, HISD Transportation continually assesses and updates hazardous route lists to reflect any new risks or conditions that may arise. Internally, we investigate potential areas that campuses, parents, and community's request. The safety team assesses areas in question to gather information on the following:

- Industrial/commercial without walkways

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- Overpass/underpass across an expressway
- An apartment complex on significant streets without walkways
- Residential area without walkways to school
- Narrow, winding, Isolated streets without walkways

Transportation leadership reviews and then determines whether to add the stops to the hazardous bus stop list.

What is the estimated funding the state will provide (10% of the district's regular transportation allotment)?

Per TEA, we receive \$1.00 for one mile. The district can claim up to \$50,000 towards next year's hazardous transportation expenses. This is based on our allotment of \$5,315,419 for the 22-23 school year.

What is the process to request transportation for students with hazardous walk zones on their way to/from school? Is this information made available at the corresponding campuses?

Parents should contact their student's campus who will provide information on how to request transportation for students in hazardous walk zones.

What is the change from last year in the number of hazardous walk zones? Have they increased or decreased? What role does city, county, state government play in addressing hazardous walk zones? Are they made aware of these hazards to encourage appropriate action to make paths to/from schools safer?

Currently, 26% of HISD bus stops are in hazardous walk zones; next year, this will increase to 30%. HISD Transportation collaborates with LINK Houston and TXDOT on different projects to create more walk/bike paths for students or alternative solutions.

ITEM 12. PROPOSED REVISIONS TO BOARD POLICY FFB(LOCAL), STUDENT WELFARE: CRISIS INTERVENTION-FIRST READING

Regarding this new section Student Reports: Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee. What are the communication and publication requirements of the "clear procedure"? How will students and their parents or guardians know what they procedure is and when it is available to them?

UPDATED 5/8/2024

Previously, when a student experienced or observed a situation or event in which an offense or crisis occurred, they would report the event to a teacher, counselor, and/or a campus administrator. The Student

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Supports Division has led the districtwide initiative to ensure that students in grades 6-12 receive training in the Sandy Hook Say Something anonymous reporting system. This system allows students to anonymously report concerns of safety, danger, bullying, etc. via an app on their phones. The Social and Emotional Learning Department has led training of 80,638 secondary students this year.

ITEM 14. CONSIDERATION AND APPROVAL OF TERM CONTRACT EMPLOYMENT AREAS FOR REDUCTION IN FORCE

DFFC policy states:

A reduction of personnel may take place when the Superintendent recommends and the Board adopts a resolution declaring a financial exigency [see CEA] or determines another need to reduce personnel on continuing contracts.

We have not received a draft resolution declaring a financial exigency. Additionally, have impacted employees been notified of the reduction in force and if so, why? It seems the resolution was first required prior to the notification process. ***UPDATED 5/8/2024***

A privileged response from the District General Counsel has been provided via email to the Board.

What are the employment areas that are not impacted (i.e., not listed)?

This is a comprehensive list of all positions.

"By approval of these teaching fields, district schools and departments have the flexibility to reduce staff, make program changes, reorganize staff, and take steps to implement a budget reduction, if necessary."

Please confirm that program changes at the school level must still meet the criteria to avoid violating Superintendent Constraint 3: "The Superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of Board-adopted student outcome goals.

This item does not require that any school or department make any specific cuts, nor does this item identify specific employees to be impacted. This item identifies the categories of staff that the Administration may reduce or reorganize because of the budget reductions.

This program change is not related to the constraint. Even among schools where budgets are being reduced, the Administration has promised to preserve school programming. Any significant changes made because of the budget will only be made after research-based analysis on effectiveness and impact.

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A change in a program made at the school level due to budget cuts at the district level would still fall under Superintendent Constraint 3. Please explain the district's interpretation of "program changes" for this item.

As the item states, this item does not require that any school or department make any specific cuts, nor does this item identify specific employees to be impacted. Program change is defined by Board policy as "any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or District-wide." The program change is not related to the constraint. A program change here could be a principal's decision to no longer offer French because students at the campus prefer to take Spanish. It could also mean not offering two art classes, just one Art class. It refers to a change in the programs offered at a school that would necessitate closure of a teaching position.

If by change a change is significant and it falls under the constraint, then the process would need to be followed for ensuring the Board is notified. But without approval of this item, principals would not be able to make any changes to campus offerings which would result in employee displacement. Such actions are routinely taken to address enrollment deficits and as noted above, student interest.

ITEM 15. CONSIDERATION AND APPROVAL OF CONTINUING CONTRACT TEACHING FIELDS FOR REDUCTION IN FORCE

What are the employment areas that are not impacted (i.e., not listed)?

This is a comprehensive list of all positions.

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ADOPTION OF THE REVISED AUDIT COMMITTEE CHARTER (MOVED TO JUNE AGENDA)